CCSSE Workshop at SLCC

On Friday October 19th, faculty and staff from all locations worked with Arleen Arnsparger and Erika Glaser from the University of Texas’ Community College Survey of Student Engagement (CCSSE). Initially, CCSSE staff shared a number of successful innovations that have been undertaken by other community colleges to increase student engagement on their campuses. Then, Arnsparger and Glaser put everybody to work.

Using SLCC’s CCSSE results, Campus teams dug into the “individual college data” and discussed the ramifications to look for “one or two attention and to formulate institutional change. their plans with the of that data. Teams were told things” that obviously needed plans that would promote Finally, the teams shared assembled groups.

The purpose of this session was to help the College direct attention to the assessment and thoughtful interpretation of CCSSE data collected during the 2006-2007 academic year. As a result of this session, Campus team members have returned to SLCC departments and divisions to “float” plans for projects that explore student engagement.
Bellwether Nomination

St. Louis Community College’s Mission-Based Assessment Model has been nominated for the 2008 Bellwether Award. This prestigious award is presented annually at the Community College Futures Assembly to recognize outstanding and innovative programs and practices that are successfully leading community colleges into the future.

**bellwether**, noun: A leader of a movement or activity; also, a leading indicator of future trends.

The Bellwether Awards are an integral part of the Community College Futures Assembly, established in 1995. The Awards focus on cutting-edge, trend-setting programs that other colleges might find worthy of replicating.

Bellwether finalists will be chosen in late January, 2008.

CBIL Assessment

On October 17, CBIL sent out its Customer Satisfaction Survey to approximately 100 people in 75 client organizations. This year, in contrast to previous years, it is an online survey only.

The survey is short and to the point (11 questions). It seeks to identify the level of satisfaction expressed by clients with regard to:

- the ability of CBIL services to meet business needs
- quality of services
- quality of interaction with CBIL personnel
- competitiveness of pricing
- willingness to recommend CBIL services.

The survey will be open to clients until November 2. CBIL plans to publish results in mid-November.

More TechnoCATs

The October 2007 issue of the *NEA Advocate* featured an article on “Clickers: a Classroom Innovation.” A clicker is a handheld device that looks like a TV remote. This remote, however, interacts with the instructor’s computer, which collects and analyzes students’ clicker responses to their instructor’s questions.

This data may then be recycled to the class for discussion and perhaps further interaction.

How does this promote student engagement and learning? For one, the clickers can be used to gauge what students do and do not understand. Based on the clicker responses of students, instructors can change the lecture or activity “on the fly.”

By offering instructors and students such a quick turn-around, clickers can be a highly effective classroom assessment technique promoting more discussion and student involvement.
Best Practices at Miami Dade Draw National Attention

(from Inside Higher Ed, October 19, 2007)

Miami Dade has spent two years producing a system for showing whether its students are ending their time at the college not only with knowledge in their chosen fields but with a grounding in the sort of general education skills that employers want and citizens need. Through a process that involved professors, staff members, administrators, employers and alumni, the college developed a list of 10 desired learning outcomes for students.

MIAMI, Oct. 22, 2007 – “MIAMI DADE COLLEGE TAKES MAJOR STEP TOWARD ENSURING THE FUTURE SUCCESS OF ITS STUDENTS WITH SIGNING OF LEARNING OUTCOMES COVENANT”

Once college officials agreed on the outcomes, the next task was finding ways to measure how students fare. Miami Dade found some ready-made tools that suited its purposes, like the Community College Survey of Student Engagement and an existing information literacy test.

But given that the outcomes they were seeking to instill were specific to Miami Dade, the institution’s officials found that they needed home-grown ways to measure them, too.

Miami Dade professors have devised procedures to embed discipline-specific learning goals for students in each course. In some cases, student electronic portfolios will be used to show student progress. The college will also use data from its survey of graduating students.

Prominent among the new assessment tools are faculty-developed and faculty-graded authentic assessment tasks designed to gauge students’ skills in writing, critical thinking, and problem solving.

The plan is to compare students’ results on these assessments from year to year, thereby mapping where in the curriculum and in outside activities students are supposed to have picked up the various skills.

Mission-based as well as Institutional Support and Administrative Division assessment plans for the 2007-2008 academic year -- to be submitted to the Vice-Chancellor for Education and the Director of Institutional Research, Planning and Assessment -- were due on October 26, 2007.

Academic Division and Student Affairs Division assessment plans for the 2007-2008 academic year -- to be submitted to the Campus President, the Vice-Chancellor for Education and the Director of Institutional Research, Planning and Assessment -- were due on October 26, 2007.