General Education Council

On March 11, the General Education Council met at Florissant Valley to consider the following updates and issues.

The council first heard updates on the following initiatives:

- Progress on the Capstone Assessment project
- CAAP results and proposed changes
- Imperatives for Change
- Report on CurricUNET and discussion of related general education course/program development process and documentation issues
- Revision of the course profile for IDS: 101 (to align with course proposal form) and the course profile/course proposal form disconnect

At this meeting, a number of issues were discussed. A plan for General Education Program revision was offered for the council’s consideration. Vice Chancellor Donna Dare decided that this plan should be circulated among the campuses for more input. In addition, the matter of how Gen Ed courses are designated in some career curriculums was addressed.

L. Dee Fink on “The Joy and Responsibility of Teaching Well”

Throughout his visit to STLCC at Florissant Valley, L. Dee Fink, author of Creating Significant Learning Experiences (Jossey-Bass 2003), posed the fundamental question for all teachers, staff, and administrators: “How can we create a learning environment that will provide significant learning experiences for our students?” In the process of addressing this question, he urged teachers and those who support teaching to shift from a content-centered approach to a learning-centered approach that asks, “What kinds of learning will be significant for students, and how can I create a course that will result in that kind of learning?”

On the morning of March 25, Dr. Fink led 37 faculty members through a very interactive four-hour workshop focused on his book on course design. This workshop addressed the “who, what, when, where, and why” of redesigning a course to be more learner-centered and accountable. Faculty who attended were involved in a number of self-discovery activities, and as Teresa Huether says, “He patiently answered many questions!” According to Huether, the feedback from the faculty who attended was VERY positive!!

That afternoon, Fink offered the rationale and explained the framing principles for his learner-centered approach. In addition, he distributed his list of “greatest hits,” books and articles published in the last twenty years that have changed his and many others’ thinking about higher education.
On March 26, Fink spoke with Vice-Chancellor Donna Dare, the Presidents, the Deans, VPs and the Professional Development Council. Fink suggested that STLCC should have eight or so learning goals for the entire college, much like ALVERNO College (http://www.alverno.edu/about_alverno/ability.html). He proposed that these goals should drive everything in the college. The student’s focus would be on reaching these goals, not just acquiring a list of courses a person needs to take to get a degree.

**STLCC Innovators at League for Innovation**

STLCC innovators were well-represented at the League for Innovation in Baltimore last week, as is evident in this sample of presentations provided below.

“More Than Keeping Score: Faculty and Student Perceptions of Engagement”

On Sunday, March 28, John Cosgrove (Institutional Research & Planning) and Larry McDoniel (English) presented “More Than Keeping Score: Faculty and Student Perceptions of Engagement” at the League for Innovation “Innovations” conference. Based on several such sessions on last year’s CCSSE and CCFSSE results that have been conducted at STLCC, this presentation included reactions from the first of several student focus groups. Based on the exercise conducted in the fall at Professional Development Day, the powerpoint presentation revealed that significant gaps existed between that faculty and students’ perceptions on certain key issues related to student engagement: active and collaborative learning, academic challenge, student effort, faculty and student interaction, and support for learners.

Previous discussions with faculty and staff have centered on perceptual difference related to language, to differing definitions of common terms, such as “skipping class.” With students, this difference is more evident, as they offer that “How often do you/ your students skip class can have a different meaning for different people. My definition for the word *skip* is that a person simply didn't want to come to class, either because they didn't to do their homework, or stayed out too late the night before, or perhaps just on general principle. In this semester, I have missed class on three separate occasions; two from being ill, and once because my car’s battery had completely died and I couldn’t get a ride. However I would not, under my definition of the word, consider those occasions skipping class.”

As was the case at STLCC and the Indianapolis Assessment Institute, participants who attended this session were intrigued by the presentation on such differences in our perceptions vs. “their” perceptions. The thirty or so dedicated folk who joined in at 11:00 on a rainy Sunday in Baltimore were thoroughly engaged in the matter of student engagement, and the discussion throughout revealed such.

“Rockin’ Enrollment: A New Twist to Enrollment Orientation”

Later on Sunday, Kim Fitzgerald, Coordinator, Enrollment Management; Suzzie Huff, Academic Advisor; and Julie Massey, Academic Advisor (Meramec) explained how the college worked to create an enrollment process that makes sense for everyone. The trio discussed the reasons behind the implementation, components, and its success. Participants joined and shared their attempts and successes.

“Field Courses Are More Than Just a Good Time”

On Monday, March 29, this presentation stressed the logistics and organization of field experiences as well as shared educational activities better suited to field trips than traditional classroom presentations.
Andrew Langrehr, Dean, Science And Technology; Carl Campbell, Instructor, Physical Science; and Jody Martin de Camilo, Associate Professor, Biology (Meramec Campus) took participants out into the field in an interesting session on field research courses. Although they hadn’t expected to taste petrified dinosaur remains (read here: “dino-poop”) or to count simulated species along the shore (read here: tootsie rolls and life savers on the carpet), the participants were engaged and impressed by the activity provided by their imaginative leaders.

“How an Interdisciplinary Alliance of Technology Advance Program Was Created”

Also on Monday, March 29, Yvonne Johnson, Dean, Humanities and Social Sciences (Meramec) provided participants with an understanding of the creation of an alliance of interdisciplinary programs, from focus groups and DACUMs, that meet employers’ needs.

“Thinking Deeply About Teaching and Learning With Bloom’s Taxonomy”

On Tuesday, March 30, Darlaine Gardetto, Professor, Behavioral Science and Amanda White, Assistant Professor, Behavioral Sciences (Meramec) shared what they and their colleagues are learning about themselves as teachers with Bloom’s Taxonomy. In addition, Gardetto and White led participants through a thinking-deeply exercise.

Moving Toward AQIP

The college is preparing its application to the Academic Quality Improvement Program. The college intends to submit this application to meet the Higher Learning Commission’s June 7, 2010 deadline. Prior to submitting its application, an organization must understand both how quality improvement initiatives work and what they require — and how AQIP will work and what it will require. This year, the college has attempted to gauge its understanding of continuous improvement through a series of surveys and in-service workshops. Later this year, representatives from the college will attend the AQIP Colloquium in Chicago (April 10, 2010), where AQIP and its participating colleges will elaborate on what AQIP does and what it requires.

In Sight & On Site, On Campus and Off

Scholarship of Teaching and Learning Sessions

On April 15 & 16, 2010, Kathleen McKinney will conduct workshops on the Scholarship of Teaching and Learning (SoTL). Her theme, “Fostering Communities of Inquiry, Research and Practice,” is based on the belief that SoTL is "a systematic reflection on teaching and learning made public."

For more information, contact the Center for Teaching & Learning at 314-644-9200.

Campus Assessment Forums

The 2009-2010 Division Assessment reports are due to Vice-Chancellor Dare on Friday, April 16, 2010. As in previous years, reports should follow the College’s I DID (Inquire, Discover, Interpret, and Develop) Assessment format. The work related to division assessment over the past few years has been outstanding and a key component of the College’s assessment success.
These reports will be featured in Campus Assessment Forums held at each campus throughout the month of April (see the "Save the Date" schedule below). The purpose of these sessions is that each campus can share and highlight division/department assessment efforts undertaken during the 2009-2010 academic year. Last year the sessions ran approximately 90 to 120 minutes. Campus vice-presidents and deans will orchestrate these sessions at each campus.

Also, please remember to mark your calendars for the College’s annual Assessment Luncheon, set for Friday, April 30th on the Meramec campus. During this Assessment session, each campus will have the opportunity to highlight division assessments results from 2009-2010. In addition, the Assessment Council will engage participants in the valuable and necessary work required, assessing STLCC’s assessment program.

**STLCC Assessment Council Meeting Calendar**

<table>
<thead>
<tr>
<th>STLCC Assessment Council Meeting Dates &amp; Locations Spring 2010</th>
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<tr>
<td><strong>Fri, April 30</strong></td>
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<tr>
<td>12 pm – 3 pm</td>
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<td><em>(Assessment of Assessment)</em></td>
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<td>Meramec Student Center 200 - 201</td>
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<td><strong>Fri, May 7</strong></td>
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<td>2:30 – 4</td>
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<td>Forest Park</td>
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**“Save the Date!!!”**

Following is a listing of important events relative to assessment and AQIP scheduled for Spring 2010. Please include these in your “must do” calendars and plans for this academic year.

<table>
<thead>
<tr>
<th>Campus Assessment Forums</th>
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<tr>
<td><em>Presentations on Campus-Based Assessment projects</em></td>
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<td><em>Coordinated by Campus VPs &amp; Deans</em></td>
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<td>• Florissant Valley Assessment Forum - Friday, April 9, 1:00 to 3:00 pm (TC 105/107)</td>
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<td>• Forest Park Assessment Forum - Tuesday, April 13 2:00 to 4:00 (L-024)</td>
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<td>• Meramec Assessment Forum - Tuesday, April 20, 2:30 to 4:00 pm (BA 105)</td>
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<td>• Wildwood Assessment Forum - Wednesday, April 7 1:30 to 2:30 (Multipurpose Side A)</td>
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<th>Annual “Assessment of Assessment” Luncheon</th>
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Announcing ...

RosEvaluation Conference 2010
Assessment for Program and Institutional Accreditation
Rose-Hulman Institute of Technology
Terre Haute, Indiana
April 9-10, 2010
http://www.rose-hulman.edu/irpa/conf/roseval/

The RosEvaluation Conference 2010 will bring together those who are developing assessment and evaluation tools to share information and their expertise. The conference will emphasize concrete, effective, and efficient solutions to assessment and evaluation challenges!

Conference on Quality in Higher Education
115th Annual Meeting of NCA / The Higher Learning Commission
The Higher Learning Commission
Chicago, IL 60602
April 9 -13, 2010
http://www.ncahlc.org/index.php?option=com_content&task=view&id=166&Itemid=155

Don’t miss this chance to participate in one of the largest and most diverse higher education conferences of the year! The Higher Learning Commission seeks innovative, engaging proposals on a variety of topics for its 2010 Annual Meeting program.

Atlantic Assessment Conference
Collaboration in a Changing World
April 11-12, 2010
Cary, North Carolina
http://www.meredith.edu/rpa2009/aac/index.html

The Atlantic Assessment Conference grew out of the NC State Undergraduate Assessment Symposium, which drew national and international audiences during its seven-year tenure.

NASPA Assessment & Retention Conference
(National Association of Student Affairs Administrators in Higher Education)
Baltimore, Maryland
June 10 - 12, 2010
http://www.naspa.org/programs/arc/default.cfm

The NASPA Assessment & Retention Conference has been designed to address emerging issues in assessment and retention, as well as to provide a forum for experienced assessment professionals to advance their skills by discussing assessment with practitioners and policy-makers.

Important STLCC Assessment Links

- Institutional Research, Planning & Assessment Toolbox
  http://collegeweb.stlcc.edu/assessment/
- Assessment Resources
  http://www.stlcc.edu/Faculty_and_Staff_Resources/Assessment/Assessment_Resources.html
- Assessment Public Site
  http://www.stlcc.edu/Faculty_and_Staff_Resources/Assessment/