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## Supporting and promoting student-focused assessment at Harper

### Thanks for Another Successful Conference!

In March 2017, The Learning Assessment Committee joined forces with the International Programs and Studies Committee and the Office of International Education to present the Assessing Global and Intercultural Learning Conference. Over 90 employees and external guests attended sessions that merged global and intercultural learning, student learning assessment, and faculty development topics in this unique experience. The conference highlighted

Dr. Larry Braskamp's keynote address "Creating Global Learning Encounters That Make a Difference" as well as a Harper panel of faculty and staff who discussed how they integrate assessment into their work for students entitled "If We Can Do It, You Can Do It: Strategies for Implementing Assessment Across Curricula." [View the conference page on the HIP for more information.](#)

### The Assessment Conference is Moving to Fall! Mark Your Calendars: September 29, 2017

The Learning Assessment Committee is excited to announce that Harper's Assessment Conference and Share Fair is moving to fall semester! Save the date for September 29, 2017! The conference will now align with Harper's annual assessment cycle, and you will have more opportunities to discuss your assessment plans and use of assessment results with your colleagues.

We'll even have designated time during the conference for departments to work on assessment plans and reports with support from members of the Outcomes Assessment Office and Learning Assessment Committee.

Please [visit the HIP for the most up-to-date information about the September 2017 conference](#), including the Call for Presentations!

### Also Coming Fall 2017: The Learning Assessment Community of Practice!

In fall 2017, Harper will launch a new Community of Practice focusing on student learning assessment. The Learning Assessment Community of Practice will help instructors engage in meaningful and productive reflection on their use of assessment to improve student learning and the classroom experience. Through a peer-based, collegial and supportive

environment, members will develop innovative and impactful methods of using assessment to improve student learning.

Are you interested in joining this Community of Practice? Do you want to know more? Please contact Rich Johnson, Learning Assessment Committee chair (rjohnson@harpercollege.edu, x6429).

## Important Dates

- August 15, 2017 — Chairs & Coordinators with summer assessment riders submit 2016/17 assessment results.
  - August 17, 2017 — General Education-Diverse Perspectives & Cultures assessment results available.
  - September 29, 2017 — Assessment Conference & Share Fair
  - October 16, 2017 — All 2016/17 assessment results & use of results due.
  - December 31, 2017 — All 2017/18 assessment plans due.
  - 2017/18 — Assess the General Education-Critical Thinking outcome.
- Contact Outcomes Assessment for assistance (ext. 6356)

# What's Next for General Education Assessment?

In 2017/18, the Learning Assessment Committee will focus its efforts on the assessment of Harper's Critical Thinking General Education Outcome. The Committee is currently forming a work group to lead this effort, and we would like you to be a part of the group! Please contact Faon Grandinetti (fgrandin@harpercollege.edu, x6356) to learn more.

For more information about other recent assessments, results, and improvement plans, visit the [General Education page on the HIP](#).

You can also attend our session during Orientation Week on **Thursday, August 17, 3-4:15 p.m. in D178**, where we will discuss more about how all of our assessment information is being used and review our most recent large-scale assessment, Diverse Perspectives & Cultures. We will discuss the ways that we're involving faculty from across disciplines in this important work and most importantly how we are using our assessment results to make improvements in student learning!

## Assessment in Action! Therese Hart, Humanities

Therese Hart was Harper's 2016 Outcomes Assessment Fellow. Learn more about Therese's experiences in [her fellowship report](#).

### Q: What was the implementation process for your recent Humanities assessment?

A: I designed the writing assessment for our department to use in HUM 120: Classical Mythology. I wrote three options for us to use, so we can measure different concepts now and in the future. I then had a meeting with the two other full-time faculty in the department to receive their approval on the wording and I created the document that the students would receive during the conducting of the assessment at the end of the term. We then assessed the assignments through a common rubric, using SurveyMonkey to tally the results.



### Q: What did you learn?

A: The results of the first semester of implementation of the writing assessment showed us that the three of us did not have the same understanding of the terms used on our rubric. Therefore, we met to discuss the exact meaning and interpretation of the terms on the rubric we are using. We also agreed to make the assessment more uniform by using the same prompt and the same amount of time for the students to write their responses.

The results of our second assessment showed us that we were much more uniform in our use of the rubric. It also showed us that despite our reading of a prompt to students at the beginning of class, which explained that we wanted them to use specific support in their writing, our students do not use enough support in their writing. This tells us that we need to work on helping our students understand what support is, why it is necessary, and how it will help them become better students.

### Q: How will you use what you learned?

A: We would like to focus our efforts on using the information to improve student learning. One thing we are discussing is the possibility of using the writing assessment twice per semester, once at the beginning and again at the end of the term. This would allow us to compare results and see if there is improvement in their writing from when the students first enter the course to when they have completed the course. We are also discussing different methods that we can use to help our students with the concept of support in their writing throughout the term. And finally, we are discussing the merits of giving class credit for the students participating in the writing assessment.