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1. Name of the Session: Increasing STEM Retention, Persistence, and Success: Interventions, evidence, and Progress (Sun 9:30am)

By Stephen Hundley, Chair and Associate Professor; Howard R. Mzumara, Director of Testing Center, Indiana University –Purdue University Indianapolis (IUPUI)

1. Outcomes: Describe interventions, evidence and progress related to student learning and retention, persistence and success in STEM disciples using the NSF-STEP program

What were the most important/groundbreaking points?

To expand their STEM graduates IUPUI is using several strategies such as peer-mentoring, Science Career Development Services center, STEM Summer research program with 2 year college.

1. How does this session relate to teaching and learning and assessment?

I noticed that implementing a students’ centered pedagogy showed improvements on the graduate numbers especially with African Americans. The inclusion of a Science Career Development Service center had an impact on the number of students who accepted positions in the field and those who went to graduate and professional schools. The Summer Research program helped students retention in STEM and build their GPA.

1. Name and discuss one actionable item from this presentation you feel can be applied in the long or short term at Olive-Harvey College to improve student learning or how we can help document that  learning is taking place.

We could assist with finding science related internships, summer research experience for undergraduates (REU) programs. Prepare a clearing house of all the available REU and internships that our students are eligible for along with information needed and deadlines to help our more science students build their research experience and to retain our science majors. Make this information available to all students say through the transfer center or some central office so that students could get access to all information quickly.

Currently, I supervise one of the peer-mentoring strategies we are using; Supplemental Instruction (SI), I would help those students find summer research experiences.

1. Name of the Session: Assessment of Student Learning: Moving from Messy to Meaningful(Sun 10:30am)

by Lori A. VanBoening, MLT Program Director: Carole L.Tarnish, Information Tech Instructor both of Central Community College (CCC)

1. Outcomes: Learn how to make assessment more meaningful. Learn how CCC used a faculty –driven committee to create uniform assessment procedures, provide consistent feedback and educate the college on assessment of student learning.

What were the most important/groundbreaking points?

They created a standard reporting template, common rubric document and a faculty handbook on assessment of student learning. The Assessment committee was divided into sub-committees. Each sub-committee reviewed the assessment report of at least five (5) different programs along with their rubrics. The sub-committee was responsible for interviewing each department along with reviewing their department’s report. This allowed for a larger group of faculty to understand assessment and the impact of the process of assessment.

1. How does this session relate to teaching and learning and assessment?

In each academic program and department there was continuous reviewing of the assessment actions and plans. They implemented a plan-do-check-act cycle. The semester was spent implementing the plan and collecting data which were then analyzed at the end of the semester. Each department was responsible for completing their department’s report; the reports were graded by the assessment committee, especially by other faculty outside of the content areas. The department was given a grade (whether developing, emerging or achieving). This feedback was sent to departments so that they could review and make changes to the next assessment cycle.

1. Name and discuss one actionable item from this presentation you feel can be applied in the long or short term at Olive-Harvey College to improve student learning or how we can help document that  learning is taking place.

We could develop a similar handbook (sample in the HLC sessions website) for faculty. This would provide details about the assessment process, yearly cycles, templates to assessment of student learning reports, assessment personnel, our HLC pathway and other HLC info and much more. This will allow all faculty to have full knowledge of OHC assessment advances.

We could borrow the process of dividing the assessment committee into sub-groups to work with various departments. As a member of the assessment committee I would be willing to work for us to implement both tasks mentioned above.