**HLC Annual Conference Participation Report**

**Hyatt Regency, Chicago, IL April 7 – 9, 2013**

**LaTanja Moody, Director of Developmental Education**

**Session Report #1**

***Converting Roadblocks into Roadways: Reconstructing Developmental Math Courses Persistence; Curriculum; Technology/Technology Tool***

Sunday April 7th 2:00 PM

Columbus I-J East Tower, Gold Level

***Presenters:*** Paul Golisch, Dean of Technology; Mike Hamm, Math Faculty; and Jennifer Henderson, Math Faculty, Maricopa Community College – Paradise Valley Community College

***Main outcomes of the session? What were the most important/groundbreaking points?***

Best Practice example of Flipped Classroom for Mathematics that utilized weekly Before & After Assessments, Student engagement techniques; Addressed various styles of learning and allowed for a few built in accommodations for students with learning disabilities.

***Relation to teaching and learning and assessment?***

Video based learning and online practice tools available for student to have self- paced engagement with material. This allows for repetition or acceleration based on student need.

* Videos include Read/Watch/Guided Practice buttons

They used the AEIOU engagement model during class time…

* **A**ssessment of Online Material – short, quiz that ensures student did reading and pre-work along with gauge understanding of material to focus class activities
* **E**xtension, tougher problems than homework, to guide students to high level thinking and application
* **I**nteractive, group or board work to allow for peer learning and instructor flexibility to facilitate where needed
* **O**verview, what’s coming next for outside material review to peak interest
* **U**nderstand determine what students know during 2nd short assessment. Provides immediate feedback on student learning on specific outcome(s)

Incorporation of the Mobile Instructor w/ I-Pad allows board notes to be captured with color options to aid various learners, both by having notes uploaded for students to access for review, but also capturing specific notes so students can focus on learning when or if they can’t keep up with their own note taking in class.

***Actionable items from this presentation 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.  What can be your role in helping to bring this actionable item to fruition? Please be specific as possible.***

Given that Dev. Ed. Prof. Dev. is one of my deliverables each semester, in conjunction with the CTL, I plan to host a Dev. Ed. Prof. Dev. Best Practices Sharing Workshop Series.

* Faculty can share their own Best Practices or information that they obtained from a conference or workshop.
* The I-Pad Note App demonstration in video of session presenter can be given to demonstrate classroom usage to our faculty
* I can work with local faculty to present and prepare to use Flipped Classroom Math context & AEIOU model from this session

I will target to initiate the Dev. Ed. series starting Fall ‘13.

***Handouts and other material***

There is a great handout with reference material to multiple free online resources and apps available for the I-Pad.

* This sheet also includes the presenter’s information for follow-up questions and discussion.
* Forwarding this information to Dev. Ed. Faculty and sharing with the Dev. Ed. Instruction Task Force.

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**Session Report #2**

***Shaping Student Success for First Year Students***

Monday April 8th, 2:15 PM

Regency C West Tower, Gold Level

***Presenters:*** John Gardner, Pres. John N. Gardner Institute for Excellence in Undergraduate Education; Melinda James, Vice Pres. of Student Development; Stacey Randal, Dir. of Institutional Effectiveness; and Danielle DuCharme, Assist. Prof. of Biology and CTLT Faculty Liaison, Waubonsee Community College

***Main outcomes of the session? What were the most important/groundbreaking points?***

Foundations of Excellence: Waubonsee is doing a very systematic approach to process improvement for their FYE and Transfer programs. Given that I’m working on documenting a strategic plan for Dev. Ed., the Foundation of Excellence self-study seems like a program to investigate in parallel with NADE Self-study to establish solid criteria and outline well thought out steps for a Program Level assessment plan for Developmental Education at OHC. I will also share with FYE program (Dean McKee) to confirm if there are any Best Practices concepts that could be leveraged.

***Relation to teaching and learning and assessment?***

This at is core is all about how to effectively meet the needs of our Dev. Ed. students and developing an effective assessment plan that can be rolling into the colleges overall assessment plans in time for HLC review

***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.  What can be your role in helping to bring this actionable item to fruition?***

* Look up Foundations of Excellence self-study and compare to NADE self-study
* Work with Dev. Ed. Instruction Task Force: If we had to start over, what would we do for differently for Dev. Ed.?
* Information Webinars on the Foundations of Excellence’s FYE, Transfer and Gateway to Completion (G2C) programs are noted on one handout. Investigating which one to attend

***Handouts & meeting materials***

* Institute for Excellence Booklet
* April & May Informational Webinar list
* Slide set from Waubonsee’s presentation

***More comments and details available in my summary notes, available upon request for all the sessions that I attended.***