**OLIVE-HARVEY COLLEGE**

1.Dr. Khalilah T. Watson, Full Time Faculty

2. Hyatt Regency Hotel, HLC General Program: Concurrent Session for Sunday, April 7, 2013 from 10:30-11:15am, in the West Tower on the Gold Level: Regency B. “Assessment of Student Learning: Moving from Messy to Meaningful”

3. The main outcome of this session was to provide faculty or administration with the lessons learned as well as the processes for effectively getting involved or continuing assessment of student learning. The key question that undergirded this session was “How do we move beyond something messy to something meaningful?” The panelists wonderfully answered this question by providing an extensive overview of how they got started, types of meetings they had, what the first year consisted of, identifying outcomes, some challenges were outlined and steps towards redesigning their efforts for the future.

4. This session relates to teaching, learning and assessment, specifically within the area that connects to my discipline, because an initiative was discussed about how they are striving to incorporate a college wide activity that includes the assessment of writing: The English Project. Thus, written communication is a concern for faculty across the disciplines. Research papers or some type of written assignment is given at the end of the semester; which will then be assessed by content from a wide range of faculty and the English Faculty assessed the mechanics. A key question within this effort was given: “What kind of writing is expected in other disciplines?” Essentially, all of faculty wanted to have a better understanding of the types of writing that is being done across the campus.

5. In an effort to re-ignite the fire for the Writing Across the Curriculum Committee and Program at OHC, I believe that I can consider some of the pointers shared from this session. In the Fall 2013 semester, it is my hope to survey the faculty again about our student’s writing; and then, to provide the faculty with some Brown Bag Discussion where we can develop and agree on a Written Communication Rubric for across the discipline. In this same regard, it my hope that some faculty will be interested in providing a capstone writing assignment at the end of some course; and data will then be generated based upon our results and findings.