1. Elizabeth Whitehead (Faculty, Reading)

2. G-MON-0115-g

Columbus C-F

East Tower- Gold Level

Julie Weissman (Director), John Watts (Librarian), Nancy Hellerud (Associate Provost) Webster University

 Repurposing Student Learning Outcomes Assessment- Although the assessment movement was initiated more than 25 years ago, it still leaves many faculty perplexed and frustrated. This session will focus on how the University is reframing student learning outcomes assessment in a way that invites faculty to collaborate in addressing mission-related challenges that they encounter.

3. The main points of the session were curricular coherence, and the relationship between administrators and faculty.

4. This session related to teaching, learning, and assessment in the professionals from Webster University shared what actions they took to increase student learning success and assessment by having faculty work together as well as with administration.

5. One of the major points presented in this lecture was concerning the relationship between faculty and administration regarding assessment. Mr. Watts suggested that a step-by-step process for administrators should take when listening to faculty concerns: listen, inquire, propose, test, and implement. He also suggested that faculty and administration serve on the same assessment committee, where the focus is on sharing and learning rather than monitoring.

My role making this actionable item come to fruition is by suggesting this now. I think it would be beneficial if faculty and administration could meet together in the interest of assessment where our common concern is increasing student success.

1. Elizabeth Whitehead (Faculty, Reading)

2. Name of the Session (please put the title and the exact description as listed in the Annual Conference program including the time, date, presenters, room etc.)

 G-MON-0945-h; Crystal C; West Tower; Green Level

Tools for Assessing Cognitive Outcomes of Experiential Learning- This session will introduce two tools for assessing problem-solving and critical thinking outcomes of experiential learning. The Problem-Solving Analysis Protocol (P-SAP) is an open-ended protocol scored with two global rubrics and the Cognitive Learning Scale is a brief 9-item pretest-posttest. Both instruments will be available at no cost.

Peggy Fitch (Vice President for Student Development, Central College), Pamela Steinke (Assessment Coordinator, University of St. Francis)

3. What were the main outcomes of the session. What were the most important/groundbreaking points?

The most important facet of this workshop was receiving instruction of how to use the P-SAP.

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

This session related to teaching, learning, and assessment because the P-SAP is a universal rubric that can be used across the disciplines. This would be an excellent tool for teaching and for assessment week.

5. 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.  What can be your role in helping to bring this actionable item to fruition. Please be specific as possible.

We should integrate the P-SAP into our assessment practices. I will attach the documentation distributed during this session with this report so that we may use this valuable tool in the future.

6. Not a requirement of this assignment, but if you have any handouts, meeting materials or photos that Elissa can attach to your report that will be great.