1. Rob Reimer, Dean of Adult Education
2. Session Number 1: **Assessment of Student Learning: Moving from Messy to Meaningful:** Sunday April 7, 2013; 10:30 – 11:15, Regency B, West Tower, Gold Level; Lori VanBoening, MLT Program Director, and Carole Tharnish, IT Instructor, Central Community College
3. **What were the main outcomes of the session?** This session covered how to make assessments more uniform by engaging faculty who are organized on a committee in order to create uniform assessment procedures that create consistent feedback.  **What were the most important/groundbreaking points?** Although not groundbreaking, it was important to see the report template that was used and the common rubric review document that was the source of committee discussion and recommendations. Particularly with Adult Education, where we do not have any full time faculty, the standardization of a process to measure assessment is a strategy that will allow metrics and provide faculty with structure and administration the way to gauge the success of both the student and the teacher.
4. **How does this session relate to teaching and learning and assessment?** The title of the session speaks for itself, however, the rubric and committee structure provided a framework that could be used to assess student work. The process was as important, if not more, than the outcome.
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?** The process can be implemented immediately to advance standard assessments protocol for GED and ESL. The following suggestions were advanced at this session: 1. Volunteer committee, 2. Have Co-chairs, 3. Faculty and Dean should be on the committee, 4. Monthly meetings, 5.a. Research assessment techniques and then b. rubric creation/review, c. Clarify and improve the process, d. assessment of student learning (ASL) Handbook. 6. Identify Outcomes: What do students need to know? 7. Determine Measurement, 8. Document current process **What can be your role in helping to bring this actionable item to fruition?** Contact District to get funding to pay for this committee, which could be combined with curriculum.

SESSION NUMBER 2

1. Rob Reimer, Dean of Adult Education
2. Session Number 2: **Early Alert: Effective Strategies to Increase Success and Retention:** Sunday April 7, 2013; 11:45 – 12:45, Water Tower, West Tower, Bronze Level; Lane Savage, GradesFirst
3. **What were the main outcomes of the session?** Early Alert plays a critical role with an institution’s retention efforts and the use of GradesFirst approach to Early Alert has proven successful. This Early Alert strategy that creates personalized relationships can be used to increase student success through efficient identification, two-way communication, and tracking. **What were the most important/groundbreaking points?** It would be groundbreaking to deploy GradesFirst in the Adult Education environment. This tool could make up for the lack of dedicated advisors for the AE students and would allow for early intervention. I could argue that it is as important to have such a tool at the AE level as it is for credit classes as we have a higher instance of withdrawal for reasons that sometime are the result of frustration at their slow progress and the seemingly endless trek toward high school completion. Early intervention and a phone call can reengage the student and bring him/her back.
4. **How does this session relate to teaching and learning and assessment?** The teacher would be the first point of contact and provides a process oriented approach to intervention; the result of which can sustain learning by addressing student issues as they arise and not waiting for the student to fail. Without the student retained we are unable to teach and we can’t assess.
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?** A process oriented approach to intervention, such as that provided by GradesFirst, can benefit the Adult Education student as well the credit students at OHC.

This session focused on 2 key points. Attendance matters and intervention works when a relationship exists. By advancing this model to AE will assist us in our retention efforts.