

Assessment Fair
Campus Assessment Day, Oct 7, 2022

TABLE 1: Culture and Global Awareness: Spotlight on Africa; *English and Humanities, Cara Swafford*

This presentation highlights how a "spotlight module" on the humanities in Africa meets the performance indicators on the "Cultural and Global Awareness" VALUE Rubric. The module was designed for HUM 101 with a grant from the Midwest Institute for International/Intercultural Education.

TABLE 2: Moving the Needle: Embedded Tutoring Yields Measurable Results

Social Sciences & Business, Colin Suchland and Tiffany Elliott

Participation in the LLCC Writing Center's Embedded Tutoring pilot project yielded measurable improvement in students' writing ability. Learn how embedded tutoring served to support students in completing major writing assignments in Introduction to Sociology (SOC 101) and see how students who had embedded support made larger gains in their writing skills than those in the same course without support. Evidence also suggests that embedded tutoring increased student engagement and ultimately their success in the course.

TABLE 3: Embedded Tutoring Program; *Writing Center, Joel Dykstra*

Embedded tutoring offers the opportunity for the Writing Center to help students achieve success by bringing writing services to them in their writing-intensive classes. Learn how the Writing Center developed outcomes for this program and identified the data that would be needed to assess these outcomes.

TABLE 4: Understanding Usage to Optimize Allocations and Target Training

Information Technology, Ben Roth and Rick Schnetzler

LLCC is using software called Labstats to track software and hardware usage on campus. This data can be used to help better optimize our technology spending allocation and show a pattern of usage that can identify potential training opportunities.

TABLE 5: SSBU, Graphs, and Tutorials, Oh My!; *Social Sciences & Business, Samuel Barbour*

Last year, the Social Sciences & Business department decided to put together a general use set of tutorials on reading graphs to assist students in acquiring literacy in visual data representation. Our ongoing project has produced a set of videos, made available through Canvas Studio. Faculty follow up on tutorials with assessments to measure progress towards benchmark student learning outcomes.

TABLE 6: Small Changes Can Make a Big Difference; *Workforce Institute, David Pietrzak*

During our assessment activities we noticed large percentages of students not following directions. There would be multiple answers for a given question that a student needed to identify. Specifically, one of the projects students complete was revamped to give a visual reference. We placed a table with blank spaces inside the project with multiple columns to identify the parts students needed to identify.

TABLE 7: Piecing Together the Big Picture; *Health Professions, Janelle Murphy*

Health Professions will share how the various programs use course learning outcomes tied to program learning outcomes as part of their assessment plan each semester. Every course, each semester, is compiled into that program's semester report and this provides a means of piecing together "the big picture" for each program.

TABLE 8: Winning in the Classroom; Athletics, Tiffany Sunderlin

Here at LLCC, victory takes many forms. We expect our athletes to be winners in the classroom, in athletic contests, and in life. LLCC's dedication to quality and excellence begins in the classroom and extends to our competitive sports programs. Our athletic academic support program is committed to providing the necessary support services to assist student-athletes in achieving their athletic, academic, and educational goals.

TABLE 9: WEI: Producing Outstanding Outcomes for Minorities in At-Risk Communities

Workforce Equity Initiative, Candace Silas

LLCC's Workforce Equity Initiative (WEI) initiative has helped students succeed in post-secondary education/training programs and enter the workforce in high-skilled, high-wage occupations. Funded by a statewide grant, the program focuses on expanding training opportunities for minority students in at-risk communities. Now in its fourth year of funding (FY23), the WEI model is proving to be a successful methodology for achieving outstanding enrollment, completion, and employment outcomes.

TABLE 10: Improving Learning Outcomes in Online Classes; Adult Education, Jamil Steele

Adult Education conducted a comparative study of classes that required 3 hours of online learning activities to newly formed classes that required 6 hours of required learning activities, to determine whether additional hours of work result in better learning outcomes for online classes.

TABLE 11: Canvas Assessment Rubrics; Mathematics & Computer Science, Carmen Allen

Computer Science faculty use Canvas Assessment rubrics to generate course-level assessment data each semester. To learn how this is done, you'll receive a hand-out that includes video demonstration links and step-by-step instructions.

TABLE 12: Information Literacy: Teaching Students Critical Reading; English & Humanities, Karen Sisk

Carefully evaluating information, and where it comes from, is so crucial to our students in society today. This presentation emphasizes how to use your assessment data on the Information Literacy General Education outcome to work towards teaching this better.

TABLE 13: We are Assessment @ LLCC!, Arts & Communication, Matt Shaver

This presentation will introduce you to Eva, a recent addition to our faculty team. Eva is excited to teach students but soon realizes there are learning performance challenges. How does Eva reflect on her pedagogical habits and instructional strategies? Who is Eva's assessment support team? How does Eva use Canvas and CourseTalk+ to evaluate and assess students? Travel with Eva on her assessment journey only to discover that "We are Assessment @ LLCC!"

TABLE 14: Quantitative & Scientific Reasoning Assessment in Biology 101; Adj Faculty, Tricia Hardway

Throughout the Spring semester 2022, I focused on the departmentally provided General Education outcome - Quantitative and Scientific Reasoning, which stated, "Students will be able to utilize the scientific method and quantitative mathematical reasoning skills to solve problems." I targeted 3 specific areas using AAC&U's Quantitative and Scientific VALUE Rubric: Interpretation, Representation and Application/Analysis. I provided several learning opportunities for students to improve in these 3 areas.

TABLE 15: LLCC's Student Application; Enrollment Services, Bryan Goers

Learn about the recent upgrades and changes to LLCC's admission application. Preview the new application, find out what's changed, and see some statistics on students who have applied to LLCC – including how many fake applications we receive.