

Assessment, Teaching & Learning Conference 2011



May 11-13, 2011
Spokane Convention Center
Spokane WA



Conference Program

Assessment, Teaching & Learning Conference 2011

CONFERENCE OVERVIEW

| | Wednesday May 11 | Thursday May 12 | Friday May 13 |
|-----------|---|--|----------------------------------|
| Morning | | 7:30 Conference Check-in Available & Breakfast | 7:00 Breakfast |
| | | 8:30 Opening Plenary | 8:15 Concurrent Sessions |
| | | | 9:45 Concurrent Sessions |
| | | 10:00 Break | 10:45 Break |
| | | 10:30 Concurrent Sessions | |
| | | | 11:15 Concurrent Sessions |
| Afternoon | | 12:00 Lunch | 12:15 Closing Plenary & Lunch |
| | 1:00 Pre-conference Workshop Check-in | | 1:30 Adjourn |
| | 1:30 Pre-conference Workshops | 1:30 Concurrent Sessions | |
| | 3:00 Break | 3:00 Break | |
| | 3:30 Pre-conference Workshops (continued) | 3:30 Concurrent Sessions | |
| Evening | Dinner on Your Own | 5:00 Reception hosted by FACTC | |
| | | Dinner on Your Own | |



Want to read a good book?

Then be sure to visit the Book Table located in the conference check-in area. On Thursday and Friday, the **Community Colleges of Spokane Bookstore** will offer a great selection of educational and current book titles.

2011 Assessment, Teaching & Learning Conference

Welcome to the Assessment, Teaching and Learning Conference!

As Eric Hoffer once said, "In a world of change, the learners shall inherit the earth, while the learned shall find themselves perfectly suited for a world that no longer exists."

As we begin this 22nd annual convening of the higher education assessment, teaching and learning community, we are faced with many challenges and many new opportunities. The economic downturn has forced us to cut budgets, but also forces us to be more creative, more collaborative, and most importantly, to think and work as a *system* of higher education and a *community* of practice.

Within systems and communities, opportunities abound for the development of communities of practice - small groups of practitioners who support each other, challenge each other, and learn together. This conference provides a forum for lively, collegial exchange focused on innovative teaching and assessment strategies that promote student learning, quality education, and institutional effectiveness in individual colleges and across the state. What better place to connect with like-minded educators and form communities of practice?

Our world is changing rapidly and we cannot possibly know exactly what those changes will bring to our schools, our communities, and our workplaces. Flexibility, critical thinking, and a commitment to our own learning and continued professional development will help us to successfully navigate the flow of change in which we move forward, and enable us to be responsive and adaptable individuals and systems of learning. We can't do this work in isolation. More than ever before, we need to work together, share information, integrate our work and strengthen our community of educators.

Enjoy the workshops, sessions, reception, and collegial interaction during meals and breaks with your fellow higher education community members. It is our hope that you will return to your institution reenergized, encouraged by the knowledge that you are connected with an entire community of resources, and ready to bring innovative teaching, learning, and assessment practices to your classroom.

Best regards,
The Assessment, Teaching and Learning Staff
Washington State Board
for Community and Technical Colleges

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Friday, May 13

Concurrent Sessions

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9:45 am - 10:45 am 27-30

11:15 am - 12:15 pm 31-34

Connecting at the Conference



The Spokane Convention Center offers free internet access throughout the facility for those wishing to check their email.

Bandwidth is limited. Please avoid bandwidth intensive activities like video chatting and downloading media or large files.

Faculty Learning Communities Poster Displays

Be sure to visit the many Faculty Learning Communities tabletop displays in the second floor walkway before and after sessions and on Thursday evening during the FACTC reception.

Technology Cafe

With the generous support of Spokane Community College, a Technology Café is available for attendees to drop in to ask questions, see demos of core system technology, & try technology tools hands-on. The café, staffed by volunteers of the eLearning Council and State Board staff, is open from 10:00 to 4:30 Thursday & located in Room 103 on the main level.

We RECYCLE Nametag Holders & Hotel Bathroom Products

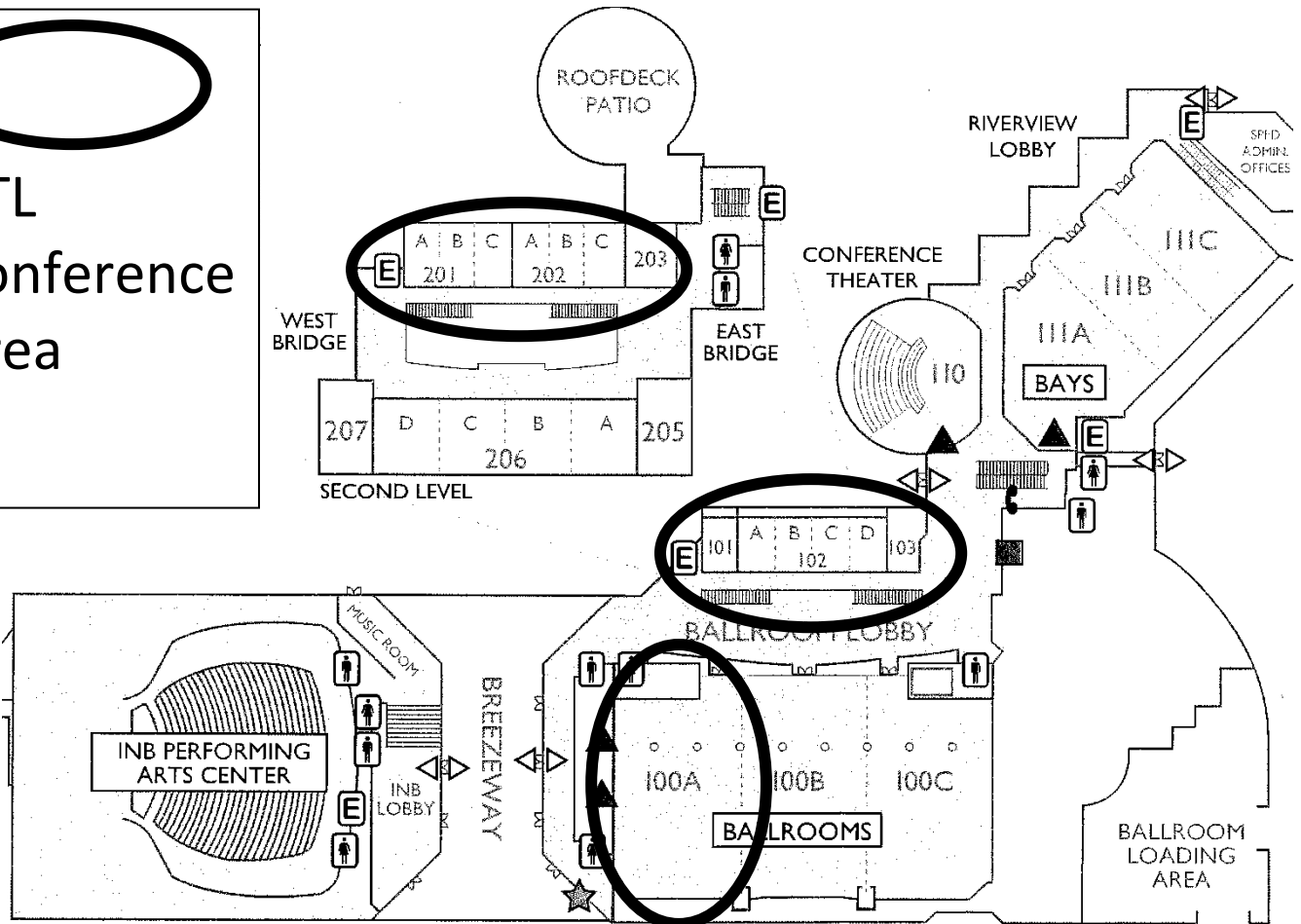


Nametag Holders can be used for other events. Before leaving, please return your nametag holder to the conference check-in table.

Unopened hotel bathroom products (soaps, shampoos, conditioners, mouthwash, etc) are donated to homeless shelters & senior centers. We would appreciate receiving your unopened bathroom products at the conference check-in table.

Spokane Convention Center Floor Plan


ATL
Conference
Area



SPOKANE FALLS BOULEVARD

PRE-CONFERENCE WORKSHOPS

May 11, 2011

1:30 – 5:00 p.m

Workshop No. 1:

**Harvesting the Web: Finding & Using Online, Open Resources in Your Courses
Spokane Community College Campus**

Jean Kent, North Seattle Community College & eLearning Consultant, jkent@sccd.ctc.edu



Each day an unbelievable amount of content is added to the web and some of it has the potential to enhance your courses and improve student learning. But, first you have to know where to look for quality resources and then you need time to find and evaluate the ones that appear to be relevant to what you're teaching. Once identified, you want to be able to incorporate these resources into your curriculum as effectively as possible without a steep learning curve. This hands-on workshop will enable faculty who have not felt comfortable using online resources in the past to start collecting and using online resources (including Open Course Library materials) in their courses. Discover rich online repositories of a variety of types of instructional materials and learn some simple techniques for delivering these materials in your Angel or Blackboard classroom or even with PowerPoint.

NOTE: This hands-on pre-conference workshop will be held on the Spokane Community College campus.

Workshop No. 2:

**Natural Learning, Successful Learning: Using Brain-Based Research to Engage Students
Room 101, Main Level**

Rita Smilkstein, Ph.D., Faculty Emerita, North Seattle Community College, rsmilkst@sccd.ctc.edu



Educators who understand the brain's natural learning process can help their students be engaged, successful learners. This interactive session will focus on how the brain learns and will provide hands-on experiences with brain-based, classroom-proven lessons and assessment methods. It will also show how to develop, teach, and assess brain-compatible curricula in participants' own courses.

PRE-CONFERENCE WORKSHOPS
(continued)

Workshop No. 3:

**Assessment on the Front End:
Re-Examining “Placement Testing” from a Student Learning Outcomes Perspective
Room 102D, Main Level**

Bill Moore, State Board for Community & Technical Colleges, bmoore@sbctc.edu



As Hughes and Clayton note in a recent review and critique of placement testing policies and practices nationally, “More than half of entering students at community colleges place into developmental education in at least one subject...yet recent research fails to find evidence that placement into remediation improves student outcomes.” For a variety of reasons the outcomes assessment initiative in Washington state has largely ignored issues of this “front-end” assessment, but given the increasing concerns nationally about the nature and role of precollege (aka developmental) education in two-year colleges, and with our Washington system embarking this year on a major exploration of precollege programs and issues around the state, it’s time that we take a closer look at these issues through the lens of student learning outcomes that has served us well in other arenas of higher education assessment. This session will provide an extended opportunity for participants to examine new thinking and approaches to the work in this area and explore what we can do as colleges and as a system to provide a more useful and meaningful process of diagnosing student learning needs and goals on the front end of the educational experience.

Workshop No. 4:

**Universal Design for Learning:
Small Changes in Teaching that Make Big Differences in Student Learning
Room 203, Second Level**

Cathy Jenner, Renton Technical College, cjenner@rtc.edu



Ever look at your class or caseload and think, “These students are all so different! How can I possibly reach them all?”? That’s a common problem for community college instructors and counselors and administrators today. Our classrooms are full of students from different walks of life, with so many different levels of preparation and challenges when it comes to learning. You don’t have enough time to teach each student individually but you also know that “one size fits all” doesn’t work in education! In this workshop, you will learn about Universal Design for Learning (UDL), a powerful paradigm for making small changes to classrooms and teaching that has proven to make BIG changes in student learning. UDL uses recent brain research and lessons learned from helping students with learning challenges and applies this information to your whole classroom so that students can “take what they need”. After a grounding in the theory and some examples from experienced UDL users, you will begin the process of integrating UDL concepts and strategies into your work by focusing on a lesson plan, informational content area (such as recruitment information) or a college process (such as Intake). When you go back to work the next week, you can actually start to use these strategies right away and see the changes! Come with an idea for something you’d like to work on, or just join us to learn what others are doing.

Recognizing Our 2011 ATL Conference Partners



We appreciate and applaud our conference partners
FACTC, and the Washington State eLearning Council, Elluminate, and Tegrity

We also thank the following groups and individuals whose efforts have made this conference so successful:

2011 Conference Planning and Review Committee: Brenda Bindschatel, Marsha Brown, Tom Cameron, Boyoung Chae, Stephanie Delaney, Scott Dennis, William Durden, Jackie Eppler-Clark, Sam Erickson, Tina Evans, Ruth Frickle, Sara Frizelle, Valentina Gnup, Robin Jeffers, Darby Kaikonnen, Noreen Light, Polly McMahon, Bill Moore, Kristin Ockert, David Ortiz, Carol Riesenber, Mary Soltman, Phil Venditti, Chareane Wimbley-Gouveia, Amy Wolfsen

More than 135 workshop and session presenters

And, a special thanks to all the members of the higher education community who work together to create innovative, engaging and effective teaching and learning environments.

| | |
|---|--|
|  | <p>FACTC is a statewide network of community and technical college faculty who address instructional issues that cross campus boundaries, aiming to improve teaching & learning in WA two-year colleges through system-wide sharing and collaborative problem-solving. Goals also include enhancing communication among colleges and state organizations dealing with issues relevant to community & technical college faculty and monitoring and reporting on the activities of key decision-making and policy organizations in Washington State and improving the flow of information between faculty and various key two-year college system groups. Website: www.factc.org</p> |
| <p>eLearning Council</p> | <p>The eLearning Council (ELC) performs tasks and coordinates efforts relating to electronic learning as assigned by the Instruction Commission and to communicate elearning instructional concerns and issues to the Instruction Commission. The ELC, under the broad direction of the Washington State Board for Community and Technical Colleges, advises the Instruction Commission on matters concerning elearning that affect the individual colleges and the system as a whole.</p> |
|  | <p>Elluminate is an intuitive, interactive, and engaging venue that allows anytime, anywhere connectivism. For information on Elluminate products and training, go to www.elluminate.com. Under a system-wide license purchased by the SBCTC, every employee in the CTC system can have their own virtual room, at no cost to the individual or their college. Contact your campus eLearning Coordinator for more information.</p> |
|  | <p>Tegrity provides unlimited lecture capture services, hosting and storage for all 34 system colleges. For information on Tegrity, visit their web site at http://www.tegrity.com/. Under a system-wide contract, Tegrity is available to all Washington CTC students, faculty and staff.</p> |
|  | <p>SBCTC - Educational Services Division - Assessment, Teaching and Learning Department The Assessment, Teaching and Learning department supports assessment and faculty development efforts at the 34 community and technical colleges within Washington State, through research, policy development, and leadership. The ATL department communicates about assessment, teaching and learning, convenes the community at retreats and conferences, and supports communities of practice, collaborative projects, and broad efforts that are beneficial to the community as a whole.</p> |
|  | <p>Washington State Board for Community and Technical Colleges (SBCTC) The State Board for Community and Technical Colleges is authorized by statute to employ an executive director who serves at the discretion of the board as its executive officer, secretary and administrator of the Community and Technical College Act. With the board's approval, the director employs a staff, headquartered in Olympia. The State Board staff is responsible for administering the Community and Technical College Act and providing leadership and coordination for the community and technical college system. The office has three main divisions: administrative services, educational services (including assessment, teaching and learning) and financial services.</p> |

Morning Sessions

Thursday, May 12, 2011
10:30 a.m. – Noon

Session descriptions begin on the next page

| Room | Session Title |
|-------|---|
| 101 | Teaching Outside the Box |
| 102AB | Technology for Educators: Tools for Teachers |
| 102CD | Using National Standards to Develop, Implement, and Improve Courses in Multicultural Understanding |
| 201BC | "SIMPLE Plan" (Strategic, Informed, Measureable, Informed Process Leading to Effectiveness) |
| 202A | Integrating Communication Studies and Prof-Tech Coursework in a Compressed Certificate Program: Student and Faculty Experiences |
| 202B | Transition from the Inside Out: Embedding College Readiness into the Basic Skills Curriculum |
| 202C | Authentic, Meaningful, Faculty-driven Assessment: A Mixed-Method Approach |
| 203 | That Might Work With Your Students, But It Won't Work With Mine |

Teaching Outside the Box

Room: 101, 1st floor

I-TRANS: Past, Present, and Future. Lower Columbia College's innovative Integrated Transitional Studies program pushes pre college students farther and faster through its cohort model and outcomes-based, interdisciplinary approach. This session will present an overview of the past, present and future of this program and provide a demonstration of how to integrate college level content with precollege level English composition.

Presenters:

Hiedi Bauer, Lower Columbia College, hbauer@lowercolumbia.edu

Mary Leach, Lower Columbia College, mleach@lowercolumbia.edu

Julie Suek, Lower Columbia College, jsuek@lowercolumbia.edu

Jon Kerr, Lower Columbia College, jkerr@lcc.ctc.edu

Technology for Educators: Tools for Teachers

Room: 102AB, 1st floor

This session will provide participants with a handout covering 40+ primarily web-based tools useful to educators divided into 14+ categories. Attendees will choose which tools they would like to see demonstrated. A few of the tools we may discuss are YouCanBook.Me (web scheduler), EyeJot (attach video to URLs), babble.ly (give students your cell number without giving them your cell number), and FollowUp.cc (schedule reminders to be emailed to you at a future date or time).

Presenter:

Sue Frantz, Highline Community College, sfrantz@highline.edu

Using National Standards to Develop, Implement, and Improve Courses in Multicultural Understanding

Room: 102CD, 1st floor

Multicultural course offerings and diversity requirements are increasing in some community colleges. Ideally, education that is multicultural across disciplines is the overall goal. In the meantime, for the purpose of reciprocity, how do we collectively define multicultural understanding throughout Washington's community college system? How do we practice multiculturalism in the classroom? Let's begin with the essential goals of multicultural understanding based on the Association of American Colleges and Universities' national standards for diversity and student learning. Guided by research in the field of critical multiculturalism for social reconstruction, the standards provide guidelines for curriculum development and transformative learning outcomes. In addition, Grant and Sleeter's five approaches to multicultural education will be discussed as a curriculum assessment tool.

Presenters:

Tanya Velasquez, South Puget Sound Community College, University of Washington-Tacoma, tvelasquez@spscc.ctc.edu, iamtanya@uw.edu

Betsey Barnett, Shoreline Community College, bbarnett@shoreline.edu

Ernest Johnson, Shoreline Community College, ejohnson@shoreline.edu

David Ortiz, Cascadia Community College, dortiz@cascadia.edu

"SIMPLE Plan"
(Strategic, Informed, Measureable, Informed Process Leading to Effectiveness)
Room: 201BC, 2nd floor

Edmonds Community College has struggled with developing data-informed processes for meaningful assessment/planning, without placing cumbersome work on personnel. Come learn how they identified resources and engaged employees in developing their new Institutional Effectiveness and Assessment process called the SIMPLE Plan.

Presenters:

Kathy Murphy, Edmonds Community College, kmurphy@email.edcc.edu
Beth O'Donnell, Edmonds Community College, bodonnel@email.edcc.edu
Jim Mulik, Edmonds Community College, james.mulik@email.edcc.edu

**Integrating Communication Studies and Prof-Tech Coursework in a Compressed
Certificate Program: Student and Faculty Experiences**
Room: 202A, 2nd floor

This panel showcases student and faculty perspectives on a compressed certificate program combining seventeen credits into an integrated, one-quarter experience for a cohort of worker re-training students. Presenters will discuss challenges and successes of the integrated and compressed format, including the impact of adding a communication studies course to help students hone necessary workplace communication skills. This professional/technical certificate coursework requires extensive student teamwork on projects involving external clients which has historically proved challenging for some students. The integration of technical instruction with formal instruction and skills development in communication strategies was an essential component in working through these issues

Presenters:

Brian Bansenauer, Cascadia Community College, brianb@cascadia.edu
Danielle Powell, Cascadia Community College, dpowell@cascadia.edu
Jannette Rasque, Student, Cascadia Community College
Sue Tinney, Alumni, Cascadia Community College

**Transition from the Inside Out:
Embedding College Readiness into the Basic Skills Curriculum**
Room: 202B, 2nd floor

Many pre-college students have the goal to take college classes, but they face a number of barriers that prevent them from successfully transitioning. At North Seattle Community College, we have developed materials to help students overcome these barriers, succeed in college classes and dramatically increase transition rates. To do this, we focused on the following skills and strategies: information literacy, technological proficiency, communication, self-expression and collaboration, and college readiness skills. We will present the college readiness curriculum currently in use at NSCC and open a discussion on how to better prepare students to be college-ready.

Presenters:

Sara Stapleton, North Seattle Community College, sstapleton@sccd.ctc.edu
Jamila Barton, North Seattle Community College, jbarton@sccd.ctc.edu
Jill Bauer, North Seattle Community College, jbauer@sccd.ctc.edu

**Authentic, Meaningful, Faculty-driven Assessment:
A Mixed-Method Approach
Room: 202C, 2nd floor**

The planning, execution, and response stages of a year-long meta-assessment of a multi-section English 101 portfolio process will be shared. Presenters will touch on the theoretical underpinnings of a mixed-method validation study approach, share major findings of our study, and discuss responses to those findings that have already been undertaken by the English Department. Then they will transition into a workshop mode, leaving plenty of time for participants to sketch out possibilities for future assessment projects on their campuses, ask questions, share ideas, and provide feedback. Participants will come away with tangible ideas for authentic assessments that produce meaningful results.

Presenters:

Jared Anthony, Spokane Falls Community College, jareda@spokanefalls.edu
Barbara Simmons, Spokane Falls Community College, barbaras@spokanefalls.edu
Christina Turner, Spokane Falls Community College, christinat@spokanefalls.edu

**That Might Work With Your Students, But It Won't Work With Mine
Room: 203, 2nd floor**

This presentation addresses the common notion that using technology in some courses is "risky" and "might work well for some students, but not for mine". Following Banks (2006), who argues that technology is both a site of struggle and possible liberation, the presenters demonstrate how their own informed risk taking using technology in high stakes developmental courses results in students' increased willingness to become successful risk-takers themselves in an academic setting. They share video recorded interviews with students about their experiences and other student-generated material as well as models for using Angel LMS and other technology in developmental classes.

Presenters:

Monica Monk, Tacoma Community College, mmonk@tacomacc.edu
Joanne Munroe, Tacoma Community College, jmunroe@tacomacc.edu
David Howard, Tacoma Community College, dhoward@tacomacc.edu

Want to learn more about session topics?

Some presenters offer further reading suggestions to learn more about their topics.
Check on the conference web page
(http://www.sbctc.ctc.edu/college/_e-assesspacnwteachinglearningconf.aspx)
under Detail of Sessions for their recommendations.

Meals & Breaks

Thursday, May 12

- 7:30am Breakfast available – Ballroom 100A
Assorted cereals, fruit, juice, milk, coffee, tea
- 10:00am Beverage & Light Refreshment Break – Ballroom Lobby
- 12:00pm Lunch – Ballroom 100A
Baked tilapia, couscous, salad, vegetables, roll, coffee, ice tea, dessert
- 3:00pm Refreshment Break – Ballroom Lobby
- 5:00pm Reception hosted by FACTC – Room 201AB
Hors d’oeuvres & No-Host Bar

Friday, May 13

- 7:00am Breakfast available – Ballroom 100A
Scrambled eggs, breakfast potatoes, bacon, biscuits, coffee, tea
- 9:15am Beverage Break – Ballroom Lobby
- 10:45am Beverage Break – Ballroom Lobby
- 12:15pm Lunch – Ballroom 100A
Teriyaki grilled pineapple chicken, salad, vegetables, coffee, ice tea, dessert

If your registration indicated a special dietary requirement, please notify your server.

Assessment, Teaching & Learning Contacts

Want to find the assessment liaison, faculty development lead, developmental education liaison or FACTC rep at one of Washington’s community or technical colleges?

You’ll find them all on the ATL Contacts web page:

http://www.sbctc.ctc.edu/college/_e-assesscontacts.aspx

Suggested Readings

Want to read more about assessment, teaching and learning?

You’ll find a sampling of references at:

<http://www.sbctc.ctc.edu/college/e-assessbiblio.aspx>

Recognition Luncheon

Thursday, May 12, 2011

Join us as we recognize and celebrate individuals from Washington's higher education community for their outstanding contributions to assessment, teaching and learning, and award-winning leadership and innovation in eLearning.

2011 Anna Sue McNeill Assessment, Teaching and Learning Award honorees



SUE FRANTZ, Psychology faculty and Assessment Lead at **Highline Community College**, is recognized for her leadership both on campus and within the professional community of psychology. Nominator Ruth Frickle, Psychology faculty, states that, Frantz has “done a remarkable job of building a strong, faculty driven, transformative assessment program at Highline.” Frickle continues by saying Frantz “is a respected member of the Highline campus community, faculty and students alike, the community of educators in our system and, through APA, the larger community of psychology faculty.” In addition, Frantz shares her technology expertise with colleagues at her college and other colleges in the CTC system.



HEATHER KEAST, Instructor of English and Title III Activity Director at **Spokane Falls Community College**, is recognized for her leadership as a faculty member who “exemplifies an instructor who puts the success of the college’s students at the heart of her mission.” James Minkler, Vice President of Learning, Chief Academic Officer, nominated Keast, saying, “If one were to list all the known best practices that help students persist and find success, one would find Heather’s name somehow affiliated with the practice.” Minkler also quoted Jared Anthony, SFCC’s Coordinator of the Institutional Teaching and Learning Improvement Coordinating Committee, as stating, ‘Heather’s work to develop and implement the campus-wide diversity and writing-intensive graduation requirement assessments will support student learning on this campus for many years to come.’



BRUCE MCKENNA, English faculty at **Seattle Central Community College**, is recognized for his leadership role on campus. Nominator Marie Villarba, Chemistry faculty, describes McKenna as having “worked tirelessly to advance instructional assessment at the college” as chair of several campus-wide assessment committees over the years. Villarba went on to say, “Bruce genuinely believes in the value of cooperative work” and his “enthusiasm for teaching and learning is often infectious, and he encourages everyone to view assessment as an on-going process of lifelong learning.”

2011 Leadership & Innovation Award honorees



Krissy Kim (back row, third from left) and **Pierce College** faculty team members **Kristina Young**, **Emily Wood**, and **Mary L. Russell** (back row), **Jim Hendricks**, Ed Bachmann, eLearning Director, **Tara King** (front row), and **James Johnson** (not pictured), are recognized for their leadership in analyzing how their college will use Quality Matters--a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses.

David Lippman, of **Pierce College**, is honored for his work with Math faculty statewide, including development work as part of the Open Course Library project, being involved in the Washington Math Assessment Project, and being an author of and advocate for the proliferation of open educational resources (OER).



Judy Penn (fourth from left) and the **Shoreline Community College** Science eLearning team members (from left) **Leon Gines**, **Amar Yahiaoui**, **Emma Agosta**, **Kira Wennstrom**, and **Sarah Leyden** are recognized for leadership in starting the Science eLearning Community, a learning community of Math and Science faculty who focus on, among other topics, online science labs. Science eLearning team members not pictured: **Federico Marchetti**, **Stephanie Diemel**, **Phyllis Topham**, **Brian Saunders**, **Steve Bogart** and **Linda Kuehnert**.

MARK YOUR CALENDAR

2012 Assessment,
Teaching & Learning
Conference

May 2 - 4, 2012

Vancouver Convention Center
at the Hilton
Vancouver WA

Want to be an informed and active participant in the Washington State higher education community?

Follow these 3 easy steps!

1. Subscribe to the Assessment, Teaching and Learning Community listserve:

Receive a (somewhat) weekly digest of news, professional development opportunities, links to instructional resources, and more

<http://lists.ctc.edu/mailman/listinfo/atlc>

2. Join the Assessment, Teaching and Learning wiki:

Communicate and collaborate with other higher education community members

<http://wiki.atlcommunity.sbctc.edu/>

**3. Visit the Washington State Board for Community and Technical
Colleges website:**

Stay informed on statewide initiatives, access task force and committee reports,
and learn about other activities and events

<http://www.sbctc.edu/>

Assessment, Teaching and Learning

http://www.sbctc.edu/college/e_assessment.aspx

Afternoon Sessions

Thursday, May 12, 2011

1:30 p.m. – 3:00 p.m.

Session descriptions begin on the next page

| Room | Session Title |
|-------------|---|
| 101 | Information Literacy or Information Lunacy? |
| 102AB | WHAT! No Exams? |
| 102CD | E is for Everyone: How Electrifying the Syllabus, Rubric, and Grade Book Empowers Students and Faculty |
| 201BC | Get Clear and Get Engaged!--Transparency and Student Involvement to Promote Teaching and Learning |
| 202A | Educating Global Citizens: Art - A Foundation for Inclusivity |
| 202B | Wherever Offered, However Delivered: Implementing the New NWCCU Standards in Libraries and Distance Learning Programs |
| 202C | Creating a Community of Learners through Inquiry: How to Create and Sustain a Developmental Learning Community of Readers and Writers |
| 203 | Transition Mission: Pathways to College |

Information Literacy or Information Lunacy?

Room: 101, 1st floor

Funded through a Gates Open Course Library grant, we have designed a template for our English 102 with global application for any research-oriented disciplines using low-cost instructional materials. Since today's students rely heavily on the Internet for research, "information literacy" has become a significant part of the pedagogy. As part of this process, we have incorporated active library experience, whereby librarians work with students to determine source credibility, evaluate research strategies and offer feedback. This course integrates five global outcomes: critical thinking, written and oral communication, problem solving and cultural diversity. We will be sharing our successes and challenges.

Presenters:

Shusmita Sen, Spokane Community College, msen@scc.spokane.edu

Jean Kavanagh, Spokane Community College, jkavanagh@scc.spokane.edu

Linda Keys, Spokane Community College, lkeys@scc.spokane.edu

WHAT! No Exams?

Room: 102AB, 1st floor

What instructors want are students who understand concepts that allow them to interpret, see relationships, draw comparisons and contrasts, and justify positions based on evidence and research. Even in a class such as Human Anatomy and Physiology perhaps an assessment of student knowledge is best represented by case studies, not the traditional multiple choice/true-false exams. Perhaps math abilities can be assessed in ways other than the traditional assessment approach. Many have said using tests provides feedback to students about what they have and have not learned, however, is this the information students walk away with after an exam?

Presenter:

Jo Nelson, Lake Washington Technical College, jo.nelson@lwtc.edu

E is for Everyone:

How Electrifying the Syllabus, Rubric, and Grade Book Empowers Students and Faculty

Room: 102CB, 1st floor

What happens when a static paper document is transformed into an interactive content-delivery system or allows students to update and project their own grades? Come see examples of and discuss assumptions about delivering online content in any delivery mode through the syllabus or rubric. Participants will learn simple tips to harness the tools in common, already-paid-for programs on our desktops as well as brainstorm and share tech ideas on how to deliver content and save time preparing for classes, answering questions and emails, or tidying desktops. Notes available at <http://www.tacomacc.edu/home/jmartens/EisForEveryone.pdf>.

Presenter:

Jacob Martens, Tacoma Community College, jmartens@tacomacc.edu

Get Clear and Get Engaged!
Transparency and Student Involvement to Promote Teaching and Learning
Room: 201BC, 2nd floor

How can colleges make sure that what they're doing is known and understood by all their faculty, staff, and students? How can they get people involved in learning opportunities on and off campus? Two student government leaders, a student services professional, a faculty member, and their president explain how Clover Park Technical College answers these questions. The audience will collect and share perspectives on related efforts at their colleges to promote transparency and involvement. Come share and learn from our common experiences!

Presenters:

Phil Venditti, Clover Park Technical College, phil.venditti@cptc.edu
John Walstrum, Clover Park Technical College, john.walstrum@cptc.edu
Claire Korschinowski, Clover Park Technical College, claire.korschinowski@cptc.edu
Jennifer Justice, Student, Clover Park Technical College, asg.president@cptc.edu
Danielle Perkins, Student, Clover Park Technical College, asg.senator2@cptc.edu

Educating Global Citizens: Art - A Foundation for Inclusivity
Room: 202A, 2nd floor

More and more the contemporary classroom is filled with diverse individuals from regions all over the world. The complexities of teaching now include multiple cultural, economical, and physical perspectives/challenges that teachers must be aware of in order to achieve student academic success. What does this mean for teachers? That language, culture, identity, learning styles and a teachers ability to create connections through analytical reasoning and collaboration has become a must in a global society. This workshop explores, via an interactive setting, how various art techniques can be utilized as tools to build a common class room language, to facilitate a sense of classroom community, and assist teachers in speaking the diverse language of art that caters to all human beings.

Presenter:

Carol Williams, North Seattle Community College, cwilliams@sccd.ctc.edu

Wherever Offered, However Delivered:
Implementing the New NWCCU Standards in Libraries and Distance Learning Programs
Room: 202B, 2nd floor

Presenters will provide an overview of the new standards and process for accreditation being implemented by the NWCCU and will provide particular focus on the impact on libraries and distance learning programs. Outcomes will include identifying how libraries and distance learning programs relate to the core campus-wide elements of the new model, identifying how library and distance programs can integrate the continuous assessment / continuous improvement elements of the new model, and strategies for addressing the standards over the long term. Both presenters are from institutions that piloted the entire 7-year process and are now in year one of regular implementation.

Presenters:

Andrew Tudor, Wenatchee Valley College, ahersh-tudor@wvc.edu
Melissa McBurney, Columbia Basin College, mmcburney@columbiabasin.edu

**Creating a Community of Learners through Inquiry:
How to Create and Sustain a Developmental Learning Community of Readers and Writers
Room: 202C, 2nd floor**

This session will look very much like one of our fully integrated Academic Literacy (developmental) Learning Community class sessions as we mix hands-on activities, and at the same time, share our experiences and institutional research. Over the last four years, we have gradually integrated three courses: developmental writing, developmental reading, and College Success into one ten-credit Academic Literacy Learning Community. The central organizing feature of this integration is inquiry: we, students and faculty alike, collaborate to answer a central question of significance to all of us, and in the process, learn to become college-level readers, writers, and students.

Presenters:

Mary Kelly-Klein, Mt. Hood Community College, mary.kelly-klein@mhcc.edu
Eldon McMurray, Mt. Hood Community College, eldon.mcmurray@mhcc.edu

**Transition Mission: Pathways to College
Room: 203, 2nd floor**

Want to make transitions more seamless for students AND faculty/staff? How can we better serve transitioning students? How can we educate others about our mission? What is the path of the student? What barriers do faculty, advisors, and staff face when working to transition students into degree and certificate programs?

Learn and share! Come and learn what members of Clark College's Transition Team are doing to build a transition mindset and share what you are doing to promote the transition mission! Includes a collaborative discussion forum.

Presenters:

Ann Fillmore, Clark College, afillmore@clark.edu
Priscila Martins-Read, Clark College, pmartins-read@clark.edu
Jane Patrick, Clark College, jpatrick@clark.edu
Teresa Boyd, Clark College, tboyd@clark.edu
Laura Bolster, Clark College, lbolster@clark.edu
Kimberly Russell, Clark College, krussell@clark.edu
Les Rivera, Clark College, lrivera@clark.edu

Afternoon Sessions

Thursday, May 12, 2011
3:30 p.m. – 5:00 p.m.

Session descriptions begin on the next page

| Room | Session Title |
|-------|--|
| 101 | Learning Evolution: Alignment, Agility, and Adaptability |
| 102AB | Best Practice in Teaching and Learning Online: iPads, Smartphones, and the Web |
| 102CD | Take the Terror Out of Research Papers: A Case for YouTube and Dendrites! |
| 201BC | Designing the Collaborative Rubric |
| 202A | Strategies for Improving Students' Motivation and Learning in Developmental and First College Mathematics Courses |
| 202B | Lost in Translation --Teaching & Responding to the Writing of Second Language Learners |
| 202C | Reading with RATS: Apprenticing Readers in Discipline-Specific Texts Building Scaffolds for Improving Reading Outcomes |
| 203 | Four Easy-to-use Techniques for Increasing Student Engagement and Learning |

Learning Evolution: Alignment, Agility, and Adaptability

Room: 101, 1st floor

Innovation and design are increasingly becoming imperative for the success of businesses and organizations in today's fast changing economies. This session demonstrates the process of student learning via creating and implementing new ideas that result in innovation and design of new products and services. The lead instructor, a student advisor, and four students from the Center for Innovation and Design at Columbia Basin College will discuss the process of teaching and student learning at the center - in theory and practice. Participants will benefit by discovering a unique way of implementing creative ideas, which can lead to successful leadership, marketing and curriculum design strategies.

Presenters:

Gene Holand, Columbia Basin College, gholand@columbiabasin.edu
Omar Bourouh, Columbia Basin College, cbourouh@columbiabasin.edu
Alexis Cornwell, Student, Columbia Basin College
Jacqueline Sifuentez, Student, Columbia Basin College
Vickie Tisdale, Student, Columbia Basin College
Stephanie Hanson, Student, Columbia Basin College

Best Practice in Teaching and Learning Online: iPads, Smartphones, and the Web

Room: 102AB, 1st floor

We will present our Blackboard Best Practice Classroom, with recommendations for improving the look, feel and consistency of online classrooms in web and mobile platforms. We will describe our experiences with designing Blackboard classrooms that work well on tablets and mobile phones. We expect that participants will consider our recommendations for consistent online experiences for students, using best practice guidelines. Session is appropriate for all levels.

Presenters:

Betsey Barnett, Shoreline Community College, bbarnett@shoreline.edu
Amy Kinsel, Shoreline Community College, akinsel@shoreline.edu
Ruth Duffy, Shoreline Community College, rduffy@shoreline.edu

Take the Terror Out of Research Papers: A Case for YouTube and Dendrites!

Room: 102CD, 1st floor

Through the use of inquiry-based instruction, technology and applied assignments, this simulated class will demonstrate an accessible method for teaching the skills of research, information literacy and critical thinking. Participants will leave with materials that can be adapted for their particular content area and used in class on Monday!

Presenters:

Heidi Shepherd, Lake Washington Technical College, heidi.shepherd@lwtc.edu
Heather Davis, Lake Washington Technical College, heather.davis@lwtc.edu

Designing the Collaborative Rubric

Room: 201BC, 2nd floor

This rubric design workshop concentrates on community building in the composition classroom. Its purpose is to show how instructors can find that middle space where teacher-student collaboration resides. The facilitators believe that the most effective rubric begins with the community of writers it guides – the students. After some background on the history and debate around rubrics, a workshop activity will engage participants in the process of how to integrate rubric design into the context of a writing assignment.

Presenters:

Jennifer Stanton, Bellevue College, jennifer.stanton@bellevuecollege.edu

Elizabeth Harazim, Bellevue College, elizabeth.harazim@bellevuecollege.edu

Strategies for Improving Students' Motivation and Learning in Developmental and First College Mathematics Courses

Room: 202A, 2nd floor

Strategies for improving students' success in their first college mathematics courses will be shared. These include concept checks to be used by students and faculty; mid-quarter surveys of students' experience in a course; the use of half-quarter long modules to teach developmental courses; and interventions for students with flawed habits for studying mathematics. A video will be shown that demonstrates an "intervention." The intervention aims to show students necessary practices for mastering mathematical concepts. In addition, a list of possible responses to students' frequently voiced concerns about mathematics courses will be shared.

Presenters:

Barbara Alvin, Eastern Washington University, balvin@ewu.edu

Jacqueline Coomes, Eastern Washington University, jcoomes@ewu.edu

Jane Lane, Eastern Washington University, jlane@ewu.edu

Melissa Graham, Eastern Washington University, melissa.graham@ewu.edu

Lost in Translation:

Teaching & Responding to the Writing of Second Language Learners

Room: 202B, 2nd floor

Our classrooms are filled with students from all over the world, who bring with them cultural issues that affect our teaching and their learning. In this 90-minute workshop, participants will gain strategies to more effectively work with the writing of second language learners, including guidance on the kinds of errors frequently made by second language learners and useful strategies to respond to and help develop their writing. This workshop will help instructors rethink the way they work with second language learners as developing writers.

Presenters:

Wendy Larsen, Tacoma Community College, wlarsen@tacomacc.edu

Lee Sledd, Tacoma Community College, sleed@tacomacc.edu

Mary Fox, Tacoma Community College, mfox@tacomacc.edu

Susan Donaldson, Tacoma Community College, sdonaldson@tacomacc.edu

Don Ramage, Tacoma Community College, dramage@tacomacc.edu

**Reading with RATS: Apprenticing Readers in Discipline-Specific Texts
Building Scaffolds for Improving Reading Outcomes
Room: 202C, 2nd floor**

Reading instruction can be student-centered, fun, and increase reading skills while developing the personal, social, cognitive, and knowledge-building dimensions of each reader. This session will provide an overview of Reading Apprenticeship along with the data and lessons learned from three years of classroom research and inquiry incorporating the Reading Apprenticeship framework into adult basic education and I-Best classrooms at Renton Technical College. Attendees will get an overview of this research-based methodology and participate in hands-on reading routines that promote metacognitive conversations about reading. Resources and routines will be shared.

Presenter:

Michele Lesmeister, Renton Technical College, mlesmeister@rtc.edu

**Four Easy-to-use Techniques for Increasing Student Engagement and Learning
Room: 203, 2nd floor**

Experience evidence-based easy-to-use methods for increasing measurable student engagement and learning: (1) Learning How We Learn – applying metacognition and discoveries in neuroscience to learning in classrooms. (2) Immediate Feedback Assessment Technique (IFAT) – a remarkable alternative to Scantron forms teaches while students take multiple choice tests, measurably improving their re-test scores. (3) Making Student Research More Meaningful – teaching students to add to a collective body of knowledge (Wikipedia), increasing their motivation in research assignments and creating new skills for participating in global communities. (4) Student Assessment of Learning Gains (SLAG) – customized assessments that measure students' progress toward course learning objectives.

Presenters:

Melissa Ganus, Seattle Community Colleges, mganus@sccd.ctc.edu
Stephen Carroll, Santa Clara University, step.carroll@gmail.com
Choi Wonhyeok, Student, Seattle Central Community College

Reception Sponsored by FACTC

5:00 - 7:00 p.m.

Meeting Room 201AB



Participants are invited to a reception hosted by the Faculty Association of Community & Technical Colleges. This is an excellent opportunity to learn about FACTC and meet and network with new friends and colleagues while making your dinner plans.

Morning Sessions

Friday, May 13, 2011
8:15 a.m. – 9:15 a.m.

Session descriptions begin on the next page

| Room | Session Title |
|-------|---|
| 101 | A Few Questions We're No Longer Asking About Assessment and Some New Ones |
| 102AB | TOP 10 Best Practices for Teaching Online |
| 102CD | Facilitating and Assessing Critical Thinking: Integrating Effective Classroom Strategies |
| 201BC | Not the Same-Old: Integration and Authenticity in Developmental English |
| 202A | Students Helping Students: Peer Mentors for eLearning Courses |
| 202B | From Apathy to Engagement: How a Learning Community Moves High School Dropouts to |
| 202C | Reflecting on Peer Response: Assessing the Transfer of Students' Draft-Reading Skills to Their Own Work |
| 203 | Why Wiki?: Moving Students into 21st Century Research |

A Few Questions We're No Longer Asking about Assessment and Some New Ones
Room: 101, 1st floor

This conversation will address the current assessment landscape, possible and quickly emerging futures. Presenters, all experienced assessment designers/practitioners, will address the topic from a 4-year/national, a 2-year/Washington state, and an educational policy perspective. To guide the conversation, presenters will pose "what if" questions based on the changing needs of students and current research into effective pedagogies.

Presenters:

Robin Jeffers, Bellevue College, rjeffers@bellevuecollege.edu

Gary Brown, American Association of Colleges and Universities, browng@wsu.edu

Todd Lundberg, University of Wisconsin-Madison, tclundberg@wisc.edu

TOP 10 Best Practices for Teaching Online
Room: 102AB, 1st floor

This workshop will provide online instructors with principles and best practices for online teaching. The focus will be on online pedagogy, including the implementation of instructional design principles in the online teaching environment, and not on how to use Angel or Blackboard.

Presenters:

Boyoung Chae, State Board for Community & Technical Colleges, bchae@sbctc.edu

Scott Dennis, State Board for Community & Technical Colleges, sdennis@sbctc.edu

**Facilitating and Assessing Critical Thinking:
Integrating Effective Classroom Strategies**
Room: 102CD, 1st floor

Students majoring in the health sciences must move beyond gateway level chemistry courses to integrate and apply learning in subsequent courses. Instructional strategies which foster formative assessment can help students facilitate applied comprehension levels. Concept mapping, summarizing, and responding help students delineate connections among vocabulary and facilitate deep level comprehension. A 3-level reading guide helps students process meaning at literal, implied, and applied comprehension levels. Researching the relevance of lab results to the diagnosis and treatment of a pathophysiology helps students apply the critical thinking process demanded in health science programs.

Presenters:

Jean LaBauve, Spokane Falls Community College, jeanl@spokanefalls.edu

Adriana Bishop, Spokane Falls Community College, adrianab@spokanefalls.edu

**Not the Same-Old:
Integration and Authenticity in Developmental English
Room: 201BC, 2nd floor**

Learn about two models that integrate developmental reading and writing instruction and use a process approach for both. Green River Community College offers developmental learning communities while Shoreline Community College provides a fully integrated curriculum. In both programs, students practice whole processes using college-level materials and producing full essays. In addition to accelerating students' skill development, the courses' contents help students gain attitudes and background knowledge that increases their success at college. Student achievement statistics show increased student retention, completion and achievement. Presenters Julie Moore and Pam Dusenberry have recently written a textbook based on these approaches.

Presenters:

Pam Dusenberry, Shoreline Community College, pdusenbe@shoreline.edu

Julie Moore, Green River Community College, jmoore@greenriver.edu

**Students Helping Students:
Peer Mentors for eLearning Courses
Room: 202A, 2nd floor**

Online and hybrid learning does not come naturally to all students. To assist those students who might struggle, Cascadia Community College is doing a new targeted mentoring program. Presentation attendees will learn about which students were targeted, how they were helped, the structure of the mentor program and the program success measures.

Presenter:

Stephanie Delaney, Cascadia Community College, sdelaney@cascadia.edu

**From Apathy to Engagement:
How a Learning Community Moves High School Dropouts to College Success
Room: 202B, 2nd floor**

Can high school drop outs, who think of school as something to get through, shift their paradigm? Can they take on college level learning while re-engaging in high school? This interactive presentation tells the story of a learning community, "Crossing the Bridge", designed for 16-21 year old high school completion students at Edmonds Community College. We will describe the development of the course, share student stories, lead participants in some class activities and share data about the students' life after the class.

Presenters:

Melody Schneider, Edmonds Community College, melody.schneider@edcc.edu
Ann Paulson, Edmonds Community College, apaulson@edcc.edu

**Reflecting on Peer Response:
Assessing the Transfer of Students' Draft-Reading Skills to Their Own Work
Room: 202C, 2nd floor**

Current research regarding peer response assignments primarily focuses on the improvement of student writing through the reception of peer comments. Alternately presenter will examine the link between reading other students' drafts and the improvement of students' assessment of their own work. Evidence will be presented that analyzes the benefits of adding self-reflection to peer response assignments in order to assist students in developing a meta-awareness of the connections between reading peer drafts and the application of critical reading skills and revision strategies to their own writing. Additionally, assessment strategies for evaluating this learning outcome will be discussed.

Presenter:

Joy Barber, Olympic College, jbarber@olympic.edu

**Why Wiki?: Moving Students into 21st Century Research
Room: 203, 2nd floor**

Wikis have become an accessible publication tool for us and our students. But what are the truly compelling reasons to have students use wikis? This presentation examines the benefits and challenges of a successful student research project using wikis in an Ethnic Studies course. The pedagogical collaboration fused the teaching of Humanities/Social Science content with technical and research instruction. Student work exhibited innovative research methodologies, enhanced information and technical literacy, and scholarly activism.

Presenters:

Katy Dichter, Green River Community College, kdichter@greenriver.edu
Michael Moreno, Green River Community College, mmoreno@greenriver.edu

Morning Sessions

Friday, May 13, 2011
9:45 a.m. – 10:45 a.m.

Session descriptions begin on the next page

| Room | Session Title |
|-------|---|
| 101 | Lecture Capture Using Tegrity |
| 102AB | Pre-College Students as 21st Century Learners |
| 102CD | Using Detective Fiction in English Pre-Composition: an Open Course Library Project |
| 201BC | Give Students the Freedom to Learn: Using Design Teams to Engage Student Learning |
| 202A | Zotero: a 21st Century Citation Manager & Research Database |
| 202B | Efficient and Effective Tools for Promoting Writing Fluency Across the Curriculum using online Discussion Forums |
| 202C | Andragogy or Pedagogy? Adult Learning Concepts and Practices |
| 203 | Please Explain a Five-Paragraph Essay, so I'll Know How Not to Write One: The Challenges Facing Second Language Writers |

Lecture Capture Using Tegrity

Room: 101, 1st floor

Tegrity is a cloud-based lecture-capture service, requiring no special hardware or software to be installed in any classroom. During this presentation, presenter will provide a short history of Tegrity at Columbia Basin College, address how faculty are using Tegrity on campus to record their lectures, to create online tutorials and to generate online lectures, and the student reaction. By using Tegrity in this way, Columbia Basin College faculty are providing students – both in class and remotely – with a fully-enhanced learning experience. One instructor reports that, in a recent quarter, completion rates were the same for his online and face-to-face stats classes, which he attributes to the introduction of lecture capture and online tools.

Presenter:

Jerry Lewis, Columbia Basin College, jlewis@columbiabasin.edu

Pre-College Students as 21st Century Learners

Room: 102AB, 1st floor

Instructors at Bellingham Technical College will explain how they replaced traditional ABE/GED classes with a high structure, high challenge model that transitions students directly from ABE into college developmental classes. This provides students with an alternative to passing the Accuplacer. Students are more engaged as they investigate 21st century themes. The classes are web-enhanced, use Carnegie online math tutorial software, and are supported by the Angel Learning Management System. Participants will develop an interdisciplinary web-based classroom activity using Washington State learning standards, 21st century learning skills and themes. Attendees will receive a free trial login to Carnegie Learning's Cognitive Tutor math software.

Presenters:

Ruby Butterworth, Bellingham Technical College, rbutterw@btc.ctc.edu

Paula Girouard, Bellingham Technical College, pgirouar@btc.ctc.edu

Using Detective Fiction in English Pre-Composition:

An Open Course Library Project

Room: 102CD, 1st floor

The session will map the development, delivery, and assessment of an open-source, ADA compliant, textbook free, multi-modal English 95 course taught online at Tacoma Community College during winter 2011, and was mentioned in an article in Newsweek.com. The session will detail how materials were selected and delivered to meet the needs of the developmental learner using Detective Fiction as a foundation, as well as strategies to teach developmental classes in an online environment, and will include information about how others can access the materials and customize them to their own curriculum.

Presenter:

Jacqui Cain, Tacoma Community College, jcain@tacomacc.edu

**Give Students the Freedom to Learn:
Using Design Teams to Engage Student Learning
Room: 201BC, 2nd floor**

Grab those lecture notes and PowerPoints, burn 'em to a CD, and put 'em on a shelf! Come experience our success with giving students the keys to their own learning through peer to peer education. Using small groups (design teams), students design the curriculum, learn teaching and facilitation skills, utilize text and instructor resources, and produce an engaging and interactive peer learning environment. This hands-on session will look at the process from start to finish and help you get started with a sample activity. Give students the freedom to create their own learning.

Presenters:

Charlotte Fellers, Green River Community College, cfellers@greenriver.edu
Carel Neffenger, Green River Community College, cneffenger@greenriver.edu

**Zotero: a 21st Century Citation Manager & Research Database
Room: 202A, 2nd floor**

Zotero makes managing citations and creating bibliographies a breeze. Zotero is also an excellent taggable database for storing webpage snapshots and organizing research. Please join us for a lively overview of Zotero's capabilities and fast-paced demonstration of how it alleviates the tedium and pain of term paper research. Zotero is a free extension for the Firefox browser, and soon to be a stand-alone application usable with any web browser.

Presenter:

George Suttle, Spokane Falls Community College, georges@spokanefalls.edu

**Efficient and Effective Tools for Promoting Writing Fluency
Across the Curriculum Using Online Discussion Forums
Room: 202B, 2nd floor**

This presentation will offer tools to effectively and efficiently assess writing in online discussion forums (e.g. ANGEL). Participants will be provided (and practice) a lesson in acronym form (P.I.E. : Point, Illustration, Explanation) for clear, organized writing. This lesson is geared for discussion forum posts, but also applies to any organized writing. A rubric will also be provided - one that is written for both faculty and student - which reinforces the importance of clear, well developed, analytical writing within a community. Both guidelines and rubric can be adapted for any instruction where coherent and cohesive writing is important.

Presenters:

Laura Kingston, South Seattle Community College, lkingston@southseattle.edu
Holly Gilman, South Seattle Community College, hgilman@sccd.ctc.edu
Carey Schroyer, South Seattle Community College, cschroyer@sccd.ctc.edu

Andragogy or Pedagogy? Adult Learning Concepts and Practices

Room: 202C, 2nd floor

This presentation will focus on the major precepts of Adult Learning. The differences and similarities of Andragogy and Pedagogy will be discussed along with maximizing classroom learning for adult students. The unique qualities, expectations and learning styles of adult learners are the foundation of the presentation. Suggestions for maximizing learning in 50-minute, 90-minute and longer class periods of time will also be presented.

Presenters:

Frank Powers, Spokane Falls Community College, frankp@spokanefalls.edu

Bernard Hewey, Spokane Falls Community College, bernardh@spokanefalls.edu

Linda Roth, Spokane Falls Community College, lindar@spokanefalls.edu

Charlene Barker, Spokane Falls Community College, charleneb@spokanefalls.edu

Please Explain a Five-Paragraph Essay, so I'll Know How Not to Write One: The Challenges Facing Second Language Writers

Room: 203, 2nd floor

Despite their immense learning curve, many second language learners are able to develop into articulate and engaging college writers. In this 60-minute presentation, participants will hear second language students discuss classroom environments and specific teaching strategies that help them to progress as college writers as well as challenges they face in our classes. Participants will gain a better understanding of teaching, across disciplines, that help and hinder second language learners.

Presenters:

Mary Fox, Tacoma Community College, mfox@tacomacc.edu

Wendy Larsen, Tacoma Community College, wlarsen@tacomacc.edu

TCC Students

Morning Sessions

Friday, May 13, 2011

11:15 a.m. – 12:15

Session descriptions begin on the next page

| Room | Session Title |
|-------------|---|
| 101 | Reading and Writing in a Meaningful Context: I-Best for Developmental Education |
| 102AB | What's in Your Web 2.0 Toolbox? Mashing Core Technologies with Cloud Based Tools |
| 102CD | Research Objectives, Writing Assignments, and Teaching/Learning Resources |
| 201BC | The Magic of Human Connection in Online Teaching and Learning |
| 202A | Don't Shove: Pushing the Best Information Resources to Your Students and Improve Student Research |
| 202B | TOEs: Thematic 101 Experience |
| 202C | The First Year Introduction Program as a Predictor of Student Academic Performance |
| 203 | Meet the Leadership & Innovation in eLearning Award Winners |

**Reading and Writing in a Meaningful Context:
I-Best for Developmental Education
Room: 101, 1st floor**

Participants in this session will hear from two developmental reading and writing instructors who have piloted Tacoma Community College's extension of the I-Best initiative into developmental education. Come hear about our contextualized curriculum, about our students' experiences, and about the planning strategies that made it all work.

Presenters:

Sabine Endicott, Tacoma Community College, sendicott@tacomacc.edu
Blaine Hunt, Tacoma Community College, bhunt@tacomacc.edu

**What's in Your Web 2.0 Toolbox?
Mashing Core Technologies with Cloud Based Tools
Room: 102AB, 1st floor**

Attendees will learn tips and tricks for replacing proprietary commercial software with free, web-based apps as well as techniques for wrapping additional capabilities around the existing learning management systems. Presenters will share examples of how Google Docs, Forms and other freely available tools can provide faculty and students with additional, flexible functionality in the classroom. These methods also provide a useful backup for when big systems go offline. Attendees will come away with specific tools and techniques to begin trying with their own teaching and learning.

Presenters:

Scott Dennis, State Board for Community & Technical Colleges, sdennis@sbctc.edu
Tom Caswell, State Board for Community & Technical Colleges, tcaswell@sbctc.edu

**Research Objectives, Writing Assignments, and Teaching/Learning Resources
Room: 102CD, 1st floor**

This session will explore the relationship between three separate projects at Tacoma Community College (TCC): (1) Librarians collaborating with English faculty to develop specific, stepped, and measurable research skills outcomes for developmental- and college-level English classes; (2) A faculty sabbatical project involving the collection and analysis of writing assignments from all disciplines across campus in order to identify common concerns and expectations shared by instructors and to encourage the use of common language and terminology; And (3) a Learning Commons group working to create a comprehensive, easily accessible, home-grown TCC campus repository of online resources--a searchable repository of high quality teaching/learning resources created by Tacoma Community College faculty and staff.

Presenters:

Ken Fox, Tacoma Community College, kfox@tacomacc.edu
Heather Urschel-Speir, Tacoma Community College, hurschelspeir@tacomacc.edu
Rachel Goon, Tacoma Community College, rgoon@tacomacc.edu
Becky Sproat, Tacoma Community College, bsproat@tacomacc.edu

The Magic of Human Connection in Online Teaching and Learning

Room: 201BC, 2nd floor

The idea for this session comes out of a project to align several of our distance courses with the Quality Matters standards. Several of the courses that we are working on are required courses that students often "resist" such as College Success and Multicultural Communication. In face to face classes, such resistance is often overcome through the human connections that form in the classroom. But it is hard to duplicate this kind of connection in an online environment. Presenters will share techniques to connect with and deeply engage students in an online environment.

Presenters:

Stephanie Delaney, Cascadia Community College, sdelaney@cascadia.edu

Danielle Powell, Cascadia Community College, dpowell@cascadia.edu

Catherine Crain, Cascadia Community College, ccrain@cascadia.edu

Don't Shove:

Pushing the Best Information Resources to Your Students and Improve Student Research

Room: 202A, 2nd floor

As Google takes over the world, we must educate our students what quality information is. Project Information Literacy reports that 99% of students use Google for research needs. How can we make relevant resources as easy to get to as Google? In this session, we will discuss and demonstrate ways of pushing quality sources to students via online guides, RSS feeds, and customized search boxes, in order to put students on the path to information literacy. With these technologies, instructors can simplify the process of using relevant sources to improve student research, and make students' papers a joy to read.

Presenters:

Ilellen Miller, Eastern Washington University, imiller@ewu.edu

Rayette Sterling, Eastern Washington University, rsterling@ewu.edu

TOEs: Thematic 101 Experience

Thematic – One 0 One - Experience

Room: 202B, 2nd floor

Three years ago, a number of Spokane Community College English faculty decided to revise the way we teach English 101. After several months of round-table conversations, we committed to work together every quarter to produce richer assignment sequencing. Our shared classroom experience includes a rotating theme, rigorous readings, and a final portfolio. In this session, we will discuss our collaborative process and provide materials that demonstrate how we generate course plans, challenge students, and revitalize faculty.

Presenters:

Betsy Lawrence, Spokane Community College, blawrence@scc.spokane.edu

Andrea Reid, Spokane Community College, areid@scc.spokane.edu

Jeannie Isern Spokane Community College, jisern@scc.spokane.edu

Angela Rasmussen, Spokane Community College, arasmussen@scc.spokane.edu

The First Year Introduction Program as a Predictor of Student Academic Performance

Room: 202C, 2nd floor

We hypothesized that student performance in the First Year Introduction (FYI) Program, representing an initial sampling of student academic behaviors, would predict subsequent performance. Using 1501 first-time, first-year students, FYI performance was graded by trained program facilitators. Students passing FYI subsequently obtained significantly higher GPAs and retention rates than students failing FYI; thus, academic interventions were implemented for FYI failures. Quarter grades of students who had failed FYI and participated in the interventions were higher than those of students for whom the interventions were recommended, but did not participate, as well as for the FYI pass students who voluntarily enrolled in the interventions.

Presenters:

Joe Montgomery, Columbia Basin College, jmontgomery@columbiabasin.edu

Jason Schlegel, Columbia Basin College, jschlegel@columbiabasin.edu

Madeline Jeffs, Columbia Basin College, mjeffs@columbiabasin.edu

Meet the Leadership & Innovation in eLearning Award Winners

Room: 203, 2nd floor

Krissy Kim, Kristina Young, Emily Wood, and Tara King, four of the seven members of the Quality Matters Team at Pierce College, will share some of their early learning from a QM research project. The project is a vehicle leading to recommendations for how Pierce will use QM in support of course development and regular review activities.

David Lippman, math faculty member at Pierce College, will share experiences using and creating open textbooks and collaborating on open content statewide through WAMAP.

Judy Penn and Leoned Gines, members of the Science eLearning Community (SeLC) at Shoreline Community College, will describe their explorations into online teaching tools.

Presenters:

Krissy Kim, Pierce College, kmkim@pierce.ctc.edu

Krintina Young, Pierce College, kyoung@pierce.ctc.edu

Emily Wood, Pierce College, ewood@pierce.ctc.edu

Tara King, Pierce College, tking@pierce.ctc.edu

David Lippman, Pierce College, dlippman@pierce.ctc.edu

Judy Penn, Shoreline Community College, jpenn@shoreline.edu

Leonard Gines, Shoreline Community College, lgines@shoreline.edu
