

*Cultivating a Community of Practice:  
Change Agents for the Future  
of Higher Education*

Pacific Northwest Higher Education  
Assessment, Teaching & Learning  
Conference

April 28-30, 2010

Vancouver WA



**Assessment,  
Teaching and Learning**  
Washington State Board for  
Community and Technical Colleges

# Cultivating a Community of Practice: Change Agents for the Future of Higher Education

## CONFERENCE-AT-A-GLANCE

| <b>Wednesday, April 28, 2010</b> |  |
|----------------------------------|--|
| 1:00 p.m.                        | Pre-conference workshops check-in available  |
| 1:30 – 5:00 p.m.                 | Pre-conference workshops   |
| 5:00 – 7:00 p.m.                 | Welcome dinner buffet for pre-conference and conference registrants  |
| <b>Thursday, April 29, 2010</b>  |  |
| 7:30 – 8:30 a.m.                 | Conference check-in and breakfast available  |
| 8:30 – 10:00 a.m.                | Opening plenary  |
| 10:30 – Noon                     | Concurrent sessions  |
| Noon – 1:30 p.m.                 | Awards luncheon – Recognizing recipients of the Assessment, Teaching & Learning Award and the Leadership & Innovation in eLearning Award |
| 1:30 – 3:00 p.m.                 | Concurrent sessions  |
| 3:30 – 5:00 p.m.                 | Concurrent sessions  |
| 5:00 – 7:00 p.m.                 | Reception hosted by FACTC followed by dinner on your own   |
| <b>Friday, April 30, 2010</b>    |  |
| 7:00 – 8:00 a.m.                 | Breakfast available  |
| 8:00 – 9:00 a.m.                 | Concurrent sessions  |
| 9:30 – 10:30 a.m.                | Concurrent sessions  |
| 10:30 – 11:00 a.m.               | Break and hotel check out  |
| 11:00 – 12:00 p.m.               | Concurrent sessions  |
| 12:00 – 1:30 p.m.                | Lunch and closing plenary  |



### **Want to read a good book?**

Then be sure to visit the Book Table located in the conference check-in area. From 10:00 a.m. to 3:30 p.m. on **Thursday**, the **Clark College Bookstore** will offer a great selection of educational and current book titles.

*On the Cover: Clark College's carillon Chime Tower, built in the late 1960s*

# 2010 Pacific Northwest Higher Education Assessment, Teaching & Learning Conference

## Welcome to the Pacific Northwest Higher Education Assessment, Teaching and Learning Conference!

As we begin this 21st 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. This conference provides a forum for participants to share in a lively, collaborative exchange focused on innovative teaching and assessment strategies that promote student learning, quality education, and institutional effectiveness in individual colleges and across the state.

### **Educational Leadership in a Global Community**

"Leadership can be thought of as a capacity to define oneself to others in a way that clarifies and expands a vision of the future." - Edwin H. Friedman

How do we define ourselves, as educators, in these changing times? 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 skills, curiosity, and a commitment to lifelong learning 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.

### **Strengthening a Community of Practice**

Enjoy the workshops, sessions, receptions, 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 campus, and your classroom!

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

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## PRE-CONFERENCE WORKSHOPS

April 28, 2010

1:30 – 5:00 p.m

### **Workshop No. 1:**

#### **Simple and Effective Web Tools to Keep Your Students Engaged**

Room: Clark College Main Campus

Charlene Gore, Tacoma Community College, cgore@tacomacc.edu



Keeping students engaged in your courses can be a tremendous challenge. Students have different needs to help them be successful in the learning environment and trying to address each of those needs can be difficult and time consuming. Using simple tools like Meebo ([www.meebo.com](http://www.meebo.com)) and SoftChalk ([www.softchalk.com](http://www.softchalk.com)), you can effectively engage your students without adding a tremendous workload to your already busy life. These tools help you connect with your students and provide content to keep students engaged with you and the material.

**NOTE:** Participants may bring their own laptop to download trial applications the presenters will be demonstrating.

This hands-on pre-conference workshop will be held on the Clark College campus.

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### **Workshop No. 2:**

#### **Brain-Compatible Teaching and Assessing: Natural Learners, Successful Learning**

Room: Pine, 2<sup>nd</sup> Floor

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



The brain has a natural process of learning and an innate need and desire to learn. When we understand how the brain learns, we can create curricula, choose pedagogy, and develop assessment methods to help our students be naturally motivated, engaged, successful learners. This interactive and stimulating session focuses on brain and classroom research and on developing, teaching, and assessing student-centered, active-learning, brain-compatible curricula. Participants will have hands-on experiences with brain-compatible, classroom-proven curricula, pedagogy, and assessment methods and will explore how to develop brain-compatible curricula and use natural-learning pedagogical strategies and assessments in their own courses. Participants will receive a packet of materials to share with their students to help them understand how they learn, which has a positive effect on students' self-confidence, self-esteem, and self-efficacy. The session also focuses on how emotions affect the brain's ability to learn, think, and remember.

## PRE-CONFERENCE WORKSHOPS

(continued)

### **Workshop No. 3:**

#### **Focus on Learning: Designing Integrative and Experiential Assignments**

Room: Cedar, 2<sup>nd</sup> Floor

Gillies Malnarich, Washington Center, The Evergreen State College, malnarig@evergreen.edu

Emily Lardner, Washington Center, The Evergreen State College, lardnere@evergreen.edu

Student engagement is critical to student retention and persistence and is strongly correlated with significant learning. What in particular prompts engagement? Simply put, students are engaged in their studies when learning is real, relevant, and revealing. In this workshop, we will start with an overview of the research on engagement—what it is, why it matters, and how teachers and programs keep track of it. Most of our time together will focus on practical applications of this rich research on learning. We will review integrative assignments and assessments that have been tried out in college classrooms, and then using a well-designed set of design principles, you will have an opportunity to design (or redesign) assignments and projects for classes you teach. Our focus will be on engaging students in learning that matters—both for the course at hand and for the world beyond the classroom.

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### **Workshop No. 4:**

#### **Inclusive Leadership in Education**

Room: Hemlock, 2<sup>nd</sup> Floor

Ata U. Karim, Ph.D., Director of Multicultural Services, Bellevue College, akarim@bellevuecollege.edu



“As our world grows more complex the leadership challenges will likely increase in complexity also. As our society grows more interdependent the dilemmas associated with cultural differences will require resolution more often. As our world becomes more crowded the challenge of equity and justice will become more important. How we lead will determine our collective future.”

Karim, A. (2004). *Inclusive Leadership: Bridging Culture & Context*

The issues and challenges posed to faculty and other educational leaders by cultural differences and human diversity are many and varied. Ata Karim presents a concept and a developmental progression model of intercultural consciousness. This model provides a framework for understanding how people make sense of the world and engage accordingly in leadership actions at different levels of intercultural consciousness.

Come prepared to interact with your colleagues, share insights, and grow in your awareness of your own and other’s multiple cultures. This workshop will also help you gain the skills to lead your students in their own awareness of diversity and intercultural human relations skills.



# Meals and Breaks

## Wednesday, April 28

- 3:00 p.m. Pre-conference Workshops Refreshment Break
- 5:00 p.m. Welcome Dinner Buffet (Discovery Ballroom A/B)  
Dinner Buffet & No-Host Bar

## Thursday, April 29

- 7:30 a.m. Breakfast available (Discovery Ballroom)  
Scrambled eggs, breakfast potatoes, muffins,  
cold cereal, coffee
- 10:00 a.m. Beverage Break (Discovery Foyer)
- 12:00 p.m. Lunch (Discovery Ballroom)  
Teriyaki chicken breast, rice, stir-fried vegetables,  
coffee/ice tea, dessert
- 3:00 p.m. Refreshment Break (Discovery B)
- 5:00 p.m. Reception hosted by FACTC (Discovery C)  
Hors d'oeuvres & No-Host Bar

## Friday, April 30

- 7:00 a.m. Breakfast available (Discovery Ballroom)  
French toast, pork bacon, fruit cup, cold cereal, coffee
- 9:00 a.m. Beverage Break (Discovery B)
- 10:00 a.m. Beverage Break (Discovery B)
- 12:15 p.m. Lunch (Discovery Ballroom)  
Deli sandwich, chips, cookie, beverage

If you have special dietary requirements, please notify your server.

**OPENING UN-KEYNOTE PLENARY**  
Discovery Ballroom  
April 29, 2010  
8:30 a.m. – 10:00 a.m

## **WHAT IS AN UN-KEYNOTE PLENARY?**

A participatory session that involves all attendees in small group discussions of current issues and forecasted changes, defining for ourselves the roles that we will take on as change agents in higher education.



Our leader for this session will be Dr. Bob Hughes, Associate Professor of Adult Education at Seattle University, and an innovative change agent in his own right as an advocate and practitioner of universal design for learning. Bob will provide a short overview of national and statewide current issues and initiatives to set the stage. Facilitators will support the small group discussions around the room. A follow on session with Bob will be available for those who wish to continue the discussion and begin to craft a summary of the collective comments of the entire group.

A bit about Dr. Bob Hughes: Bob is an associate professor of adult education at Seattle University. Prior to this, he held academic positions as a community college faculty member and dean at two colleges in the Seattle area. He has previously been an associate professor of education at California State University Monterey Bay where he also directed one of four regional centers of a distance-learning-based, alternative teacher certification program within the California State University system. His prior employment includes work as a Project Research Director and Director of Family Literacy for the Center for Applied Special Technology (CAST) in Massachusetts. Dr. Hughes' scholarship focuses on college faculty development, family literacy, technology, equity issues, and Universal Design for Learning. He began his career in education as a secondary English teacher, and he has taught for over 30 years. He holds a doctorate in teaching, curriculum, and learning environments from the Harvard Graduate School of Education.



# NOTES

## Morning Sessions

Thursday, April 29, 2010  
10:30 a.m. – Noon

Session descriptions begin on the next page

| Room                                 | Session Title  |
|--------------------------------------|--|
| Discovery D<br>1 <sup>st</sup> Floor | The Ripple Effect: Impactful Teaching  |
| Discovery E<br>1 <sup>st</sup> Floor | Teaching by the 'Rules'  |
| Alder<br>1 <sup>st</sup> Floor       | Universal Design Strategies in Action  |
| Cedar<br>2 <sup>nd</sup> Floor       | Compared to What? A Systems Approach to Institutional Assessment that Advances Learning                        |
| Hemlock<br>2 <sup>nd</sup> Floor     | The Studio Project: Rethinking the Traditional Classroom   |
| Oak<br>2 <sup>nd</sup> Floor         | Can Spelling be Remediated? Yes!—but It Requires a Constructivist Model  |
| Spruce<br>2 <sup>nd</sup> Floor      | Preparing the Online Learner: Exploring the Knowledge, Skills, & Behaviors that Lead to Online Student Success |
| Pine<br>2 <sup>nd</sup> Floor        | UN-Keynote Follow-On Session   |

## **The Ripple Effect: Impactful Teaching**

Room: **Discovery D**, 1<sup>st</sup> floor

Tired of lecturing? Come and learn about integrative teaching and how it will energize you and your students. Learn a new delivery system for your courses. For teachers, it's an opportunity to discover the benefits of collaboration and how it can increase student retention and outcomes.

### **Presenters:**

Ann Fillmore, Clark College, [afillmore@clark.edu](mailto:afillmore@clark.edu)

Laura Bolster, Clark College, [lbolster@clark.edu](mailto:lbolster@clark.edu)

Teresa Boyd, Clark College, [tboyd@clark.edu](mailto:tboyd@clark.edu)

Kimberly Russell, Clark College, [krussell@clark.edu](mailto:krussell@clark.edu)

### **Further reading:**

"A statement on Integrative Learning" found at: [http://www.aacu.org/integrative\\_learning/pdfs/ILP\\_Statement.pdf](http://www.aacu.org/integrative_learning/pdfs/ILP_Statement.pdf).

"Module 2: Curriculum Selection and Materials" found at bottom of page at: <http://flightline.highline.edu/ibest/modules.htm>.

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## **Teaching by the 'Rules'**

Room: **Discovery E**, 1<sup>st</sup> floor

During the 2010 winter term, twenty-five faculty/staff at Edmonds CC participated in a Faculty Learning Community focused on brain-based learning. Within a book club setting, the participants met to share their interpretations and applications of the ideas presented in the book, the Brain Rules. Examples of how the participants applied the ideas to enhance their interactions with students inside and outside of the classroom will be discussed.

### **Presenters:**

Patrick Averbeck, Edmonds Community College, [patrick.averbeck@edcc.edu](mailto:patrick.averbeck@edcc.edu)

Kathy Murphy, Edmonds Community College, [kmurphy@edcc.edu](mailto:kmurphy@edcc.edu)

Ross Monroe, Edmonds Community College, [ross.monroe@edcc.edu](mailto:ross.monroe@edcc.edu)

### **Further reading:**

Brain Rules, The Art of Changing the Brain, and How People Learn.

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## **Universal Design Strategies in Action**

Room: **Alder**, 1<sup>st</sup> floor

Learn, share and practice some strategies for improving your students' learning! Universal Design of Instruction (sometimes called Universal Design for Learning) is a tool for instructors to use to create classes that are accessible to the greatest diversity of learners, without the need for add-on accommodations or adaptations. It doesn't take a major grant to start a Universal Design project on your campus. Come learn about low-cost, high-impact UD projects in place at several different colleges. Sixty minutes of this session will feature instructors demonstrating their own UDL strategies at stations set up around the room. Visit all the stations and win a prize!

### **Presenters:**

Candyce Rennegarbe, Tacoma Community College, [crennegarbe@tacomacc.edu](mailto:crennegarbe@tacomacc.edu)

Sabine Endicott, Tacoma Community College, [sendicott@tacomacc.edu](mailto:sendicott@tacomacc.edu)

Sheila May Farley, Renton Technical College, [smayfarley@rtc.edu](mailto:smayfarley@rtc.edu)

Blaine Hunt, Blaine, Tacoma Community College, [bhunt@tacomacc.edu](mailto:bhunt@tacomacc.edu)

Cathy Jenner, Renton Technical College, [cjenner@rtc.edu](mailto:cjenner@rtc.edu)

Kimberly Lee, Tacoma Community College, [klee@tacomacc.edu](mailto:klee@tacomacc.edu)

Jacob Martens, Tacoma Community College, [jmartens@tacomacc.edu](mailto:jmartens@tacomacc.edu)

Ardene Niemer, Renton Technical College, [aniemer@rtc.edu](mailto:aniemer@rtc.edu)

Don Ramage, Tacoma Community College, [dramage@tacomacc.edu](mailto:dramage@tacomacc.edu)

Debbie Rundle, Renton Technical College, [drundle@rtc.edu](mailto:drundle@rtc.edu)

Joli Sandoz, The Evergreen State College, [sandozj@evergreen.edu](mailto:sandozj@evergreen.edu)

Melissa Stoddard, Tacoma Community College, [mstoddard@tacomacc.edu](mailto:mstoddard@tacomacc.edu)

## **Compared to What?** **A Systems Approach to Institutional Assessment that Advances Learning**

Room: **Cedar**, 2<sup>nd</sup> floor

No Child Left Behind, College Edition is imminent. A variety of national initiatives have resulted in the Voluntary System of Accountability. There is no reason to expect the accountability press will relent. How we respond, however, holds opportunity. We can compare abstract standardized measures, or we can find more useful ways to reflect—comparatively—upon evidence. Participants in this session will learn about tools and a systematic assessment process where feedback on students' performance and on the criteria used to assess them is harvested from dynamic communities of practice that include educators, employers, non-governmental organization representatives, and other influential entities.

**Presenters:**

Gary Brown, Washington State University, [browng@wsu.edu](mailto:browng@wsu.edu)  
Nils Peterson, Washington State University, [nils\\_peterson@wsu.edu](mailto:nils_peterson@wsu.edu)

**Further reading:**

Ewell, P. (2009, November). Assessment, Accountability, and Improvement: Revisiting the Tension. (NILOA Occasional Paper No.1). Urbana, IL: University of Illinois and Indiana University, National Institute of Learning Outcomes Assessment. The Harvesting Gradebook Pilot (YouTube Video) [http://www.youtube.com/watch?v=pBE\\_Au4DLqw](http://www.youtube.com/watch?v=pBE_Au4DLqw).

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## **The Studio Project: Rethinking the Traditional Classroom**

Room: **Hemlock**, 2<sup>nd</sup> floor

Teaching and learning is changing every day. Recognizing this, EvCC developed The Studio as a way to embrace these new and exciting challenges. The Studio is an experimental classroom designed to provide a collaborative and supportive setting for creative learning and teaching; a place where faculty are encouraged to try new instructional methods, share their experiences with colleagues, actively investigate the effectiveness of their course and widen their repertoire of teaching and learning strategies. Come hear the stories of faculty who have taught in The Studio, discover what our students think, and learn from our successes and obstacles.

**Presenters:**

Paul Marshall, Everett Community College, [pmarshall@everettcc.edu](mailto:pmarshall@everettcc.edu)  
Sara Frizelle, Everett Community College, [sfrizelle@everettcc.edu](mailto:sfrizelle@everettcc.edu)

**Further reading:**

Learning Spaces, Diana G. Oblinger, Editor, Available Online: <http://www.educause.edu/LearningSpaces>.  
How People Learn, National Research Council.

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## **Can Spelling Be Remediated? Yes!—but It Requires a Constructivist Model**

Room: **Oak**, 2<sup>nd</sup> floor

The brain doesn't spell by memorizing thousands of words or learning hundreds of phonics rules. How does it spell? We can't know because processes (including 'how to spell') operate below the level of conscious awareness. Because of this, only a constructivist model can compel the brain to build an appropriate network to guide effective spelling. The elements of a constructivist model will be examined, and a constructivist spelling program will be presented. Take home everything you need to try this transformational intervention with your students.

**Presenter:**

Dee Tadlock, Read Right Systems, Inc; Adjunct faculty CWU, [deet@readright.com](mailto:deet@readright.com)

**Further reading:**

Schwartz, J.M., and S. Begley. The Mind and The Brain: Neuroplasticity and the Power of Mental Force, Regan Books, an imprint of HarperCollins, 2002.  
Piaget, J., and Inhelder, B. The psychology of the child, New York: Basic Books, 1979.

**Preparing the Online Learner:  
Exploring the Knowledge, Skills, and Behaviors that Lead to Online Student Success**

Room: **Spruce**, 2<sup>nd</sup> floor

The online environment, while attractive to overscheduled students, is not ideal for those unprepared for the rigors of distance education as well as the challenges of new technology. The participants will explore the knowledge, skills, and behaviors necessary to be successful online. Furthermore, those attending will be introduced to a course that is successfully preparing students for online coursework.

**Presenter:**

Bobbi Bowman, Chemeketa Community College, bobbi.bowman@chemeketa.edu

**Further reading:**

An article from the Online Journal of Distance Learning Administration, Volume V, Number III, Fall 2002 State University of West Georgia, Distance Education Center: <http://www.westga.edu/~distance/ojdl/fall53/valentine53.html>.

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**UN-Keynote Follow-On Session**

Room: **Pine**, 2<sup>nd</sup> floor

This follow on session with Dr. Bob Hughes will continue the discussion of current issues and forecasted changes, defining the role that we will take on as change agents in higher education and begin to craft a summary of the collective comments of the entire group.

**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](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](http://www.sbctc.ctc.edu/college/_e-assessbiblio.aspx)

# Recognition Luncheon

Thursday, April 29, 2010

Join us as we recognize and celebrate individuals from Washington's higher education community for their outstanding contributions to assessment, teaching and learning, and their commitment to supporting and providing educational opportunities for all students.

## 2010 Anna Sue McNeill Assessment, Teaching and Learning Award honorees:

**Carol M. Anelli, Washington State University**  
**Michaelann Allen, North Seattle Community College**  
**Paul Marshall, Everett Community College**



**Carol M. Anelli**, Associate Professor of Entomology. Associate Dean and Honors Thesis Director, University Honors College, Washington State University. Dr. Carol Anelli actively and nationally promotes critical thinking in sciences, with focus on critical thinking about evolution and creationism. She is an associate professor of Entomology, founding member of the WSU Teaching Academy, and faculty in the WSU Honors College. Dr. Anelli regularly contributes to innovation and improvement in the teaching profession in higher education, and participates in professional development opportunities for ongoing improvement of her teaching practices, both at WSU and at conferences around the world.

For her leadership as a scientist and as an educator, we honor Dr. Carol Anelli.



**Michaelann Allen**, Faculty and Program Coordinator, Medical Assisting Program, North Seattle Community College

Michaelann has led the North Seattle Medical Assisting program to full capacity, high success, and an excellent reputation. She has placed 20 medical MA modules fully online, including an online externship seminar. She has created a comprehensive website including discussion rooms, job postings, special events, and links to further enrich program content. Her published work, "Visual Atlas of Medical Assisting Skills and Procedures" is another contribution she has made to the MA profession. Flexibility and support of her students is key and one of her personal missions.

For her innovative instructional methods, and her role as an advisory, mentor and guide to her students, we honor Michaelann Allen.



**Paul Marshall, Psychology Faculty, and Teaching and Learning  
Cooperative Coordinator, Everett Community College**

Paul Marshall has made immeasurable contributions to assessment, teaching, and learning at Everett Community College and across Washington State during his thirty years of service in higher education. His dedication to the art of teaching, his commitment to helping faculty develop and improve the skills necessary to be extraordinary teachers, his respect for the growth process inherent in learning, and his personal determination to provide a lasting legacy in the form of the Teaching and Learning Cooperative at Everett CC have made him one of the most respected and admired members of the Everett CC community.

For his leadership, his love of teaching, and his ability to inspire others, we honor Paul Marshall.

**Past Anna Sue McNeill Assessment, Teaching and Learning Award Honorees**

Stephen Berard, Wenatchee Valley College  
Gary Brown, Washington State University  
Marilyn Chu, Skagit Valley College  
Catherine Crain, Cascadia Community College  
George Dennis, Lower Columbia College  
Tom Drummond, North Seattle Community College  
Lynn Dunlap, Skagit Valley College  
Sally Gove, Clover Park Technical College  
Melissa Grinley, North Seattle Community College  
Dongwa Hu, Everett Community College  
Gwen James, Columbia Basin College  
Gail Liberman, Clark College  
Adrienne Lugg, Cascadia Community College  
Rebecca Martin, Clark College  
Julie Moore, Green River Community College  
Dennis Olson, Spokane Community College  
Tori Saneda, Cascadia Community College  
Becky Sproat, Tacoma Community College  
Claus Svendsen, Skagit Valley College  
Karla Sylwester, Clark College  
Gene Taylor, Cascadia Community College  
Phil Venditti, Clover Park Technical College  
Shiloh Winsor, Grays Harbor College  
Mike Witmer, Skagit Valley College

## Afternoon Sessions

Thursday, April 29, 2010  
1:30 p.m. – 3:00 p.m.

Session descriptions begin on the next page

| Room                                 | Session Title   |
|--------------------------------------|---|
| Discovery D<br>1 <sup>st</sup> Floor | Developmental Learning Community: Snapshot of Complexity – Challenges and Opportunities   |
| Discovery E<br>1 <sup>st</sup> Floor | A Faculty Learning Community: Supporting Underprepared Students   |
| Alder<br>1 <sup>st</sup> Floor       | Wherever Offered, However Delivered: Impact of the New NWCCU Standards on Libraries and Distance Learning   |
| Cedar<br>2 <sup>nd</sup> Floor       | Using Web 2.0 Technology to Integrate Your Library into Your eLearning Program  |
| Hemlock<br>2 <sup>nd</sup> Floor     | Preparing the Student for Authentic Self-Assessment   |
| Oak<br>2 <sup>nd</sup> Floor         | Humor for Teachers Who Don't Crack Jokes: Adapting English Composition Problem Solving Games for Improving Student Engagement (and Writing) in a non-Composition Course |
| Spruce<br>2 <sup>nd</sup> Floor      | Reflections on Program Assessment or "The Journey is the Destination"   |
| Pine<br>2 <sup>nd</sup> Floor        | Visual Explorer: Envisioning Possibilities  |

## **Developmental Learning Community: Snapshot of Complexity – Challenges and Opportunities**

Room: **Discovery D**, 1<sup>st</sup> floor

A case study of a 15-credit learning community, “Speaking of Success: A preparatory class for college”, which includes 10 credits of pre-college reading and writing and 5 credits of a college-level speech course. The students are native English speakers, immigrant students, international students, students with degrees from other countries, and a student without a GED. Participants will learn from data about the learning community, reflect on what they imagine to be the challenges in creating a learning community, and examine samples of both written and spoken work from the students. Presenters will work with participants to uncover the challenges and complexities and share the successes and possibilities of working with such a diverse group of learners.

**Presenters:**

Carol Hamilton, North Seattle Community College, [chamilton@sccd.ctc.edu](mailto:chamilton@sccd.ctc.edu)

Jane Lister-Reis, North Seattle Community College, [jreis@sccd.ctc.edu](mailto:jreis@sccd.ctc.edu)

**Further reading:**

Malnarich, G. with others 2003. *The Pedagogy of Possibilities: Developmental Education, College -Level Studies, and Learning Communities*. NLCP Monograph Series. Olympia, WA: The Evergreen State College.

*Basic Skills for Complex Lives: Designs for Learning in the Community College*. The Carnegie Foundation for Advancement of Teaching. A Report from Strengthening Pre-collegiate Education in Community College. Stanford, Calif: The Carnegie Foundation for the Advancement of Teaching, 2008.

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## **A Faculty Learning Community: Supporting Under-Prepared Students**

Room: **Discovery E**, 1<sup>st</sup> floor

During the 2009-10 academic year, over 30 Skagit Valley College faculty and staff have collaborated in a faculty learning community (FLC) to engage in discussions about learning strategies that support and increase the success of under-prepared community college students. Session participants will be introduced to several topics covered during FLC sessions that support the success of both pre-college and college level students, including cultural and social learning theory, brain-based human learning, postsecondary Advancement Via Individual Determination (AVID) strategies, successful I-BEST strategies, and strategies for English Language Learners.

**Presenters:**

Linda A. Smith, Skagit Valley College, [linda.smith@skagit.edu](mailto:linda.smith@skagit.edu)

Maureen Pettitt, Skagit Valley College, [maureen.pettitt@skagit.edu](mailto:maureen.pettitt@skagit.edu)

Jennifer Sadouk, Skagit Valley College, [jennifer.sadouk@skagit.edu](mailto:jennifer.sadouk@skagit.edu)

Stan Goto, Western Washington University, [stan.goto@wwu.edu](mailto:stan.goto@wwu.edu)

Gail Bruce, Skagit Valley College, [gail.bruce@skagit.edu](mailto:gail.bruce@skagit.edu)

Barbara Martinez-Griego, Skagit Valley College, [barbara.martinez@skagit.edu](mailto:barbara.martinez@skagit.edu)

**Further reading:**

AVID's Postsecondary Project [http://www.avid.org/abo\\_postsecondary.html](http://www.avid.org/abo_postsecondary.html).

Ginsberg, M. B, & Wlodkowski, R.J. (2009). *Diversity and Motivation: Culturally Responsive Teaching in College*. (2nd ed.) San Francisco: Jossey-Bass.

**Wherever Offered, However Delivered:  
Impact of the New NWCCU Standards on Libraries and Distance Learning**

Room: **Alder**, 1<sup>st</sup> floor

This session will provide an overview of the new standards and process for accreditation being piloted by the NWCCU and will provide particular focus on the impact on libraries. Outcomes will include: identifying the core differences between the current and pilot models; identifying new practices for engaging in the accreditation process; and discussion of the opportunities resulting from the new standards and process. Librarians, distance learning staff and accreditation officers will come away with a focused "to do" list for the new model.

**Presenter:**

Andrew Hersh-Tudor, Wenatchee Valley College, [ahersh-tudor@wvc.edu](mailto:ahersh-tudor@wvc.edu)

**Further reading:**

NWCCU Standards Revision Project: <http://www.nwccu.org/Standards%20Review/StandardsReview.htm>.

WVC Accreditation Page: <http://commons.wvc.edu/ie/NWCCU/default.aspx>.

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**Using Web 2.0 Technology to Integrate Your Library into Your eLearning Program**

Room: **Cedar**, 2<sup>nd</sup> floor

How does your college ensure that your online students have access to the scholarly, peer reviewed materials collected by the library that your "face to face students" have? The library at Lake Washington Technical College addressed this question by using several Web 2.0 tools (Delicious, WordPress and YouTube) to integrate library services and resources into course blogs, wikis, and, of course, Angel.

**Presenter:**

Edward Sargent, Lake Washington Technical College, [edward.sargent@lwtc.edu](mailto:edward.sargent@lwtc.edu)

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**Preparing the Student for Authentic Self-Assessment**

Room: **Hemlock**, 2<sup>nd</sup> floor

When teamwork has been identified as a course outcome, how is it assessed? This session will introduce pitfalls, barriers, and ideas for successful student self-assessment and student peer-assessment.

**Presenter:**

Jo Nelson, Lake Washington Technical College, [jo.nelson@lwtc.edu](mailto:jo.nelson@lwtc.edu)

**Further reading:**

<http://www.eduplace.com/rdg/res/assess/index.html>.

<http://www.teachingprofessor.com/tag/self-assessment>.

**Humor for Teachers Who Don't Crack Jokes:  
Adapting English Composition Problem Solving Games for Improving Student Engagement  
(and Writing) in a Non-Composition Course**

Room: **Oak**, 2<sup>nd</sup> floor

Research in Universal Design in Learning has shown that learning improves when students are engaged by a variety of methods; you are invited to experience low-tech games played in my hybrid-online English classes.

First, we'll create community-built characters, which are useful for exercising analysis skills, fostering discussion, or assessing knowledge. Next, we'll play games that analyze arguments, create fallacies, and build thesis statements. Finally, we'll discuss games that can be played online (or for homework) as well as generate solutions to adapt these games to your discipline. Whether you use writing in your course or not, please come play.

**Presenter:**

Jacob Martens, Tacoma Community College-Gig Harbor Campus, [jmartens@tacomacc.edu](mailto:jmartens@tacomacc.edu) or for more information: [www.tacomacc.edu/jacobmartens](http://www.tacomacc.edu/jacobmartens)

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**Reflections on Program Assessment or "The Journey is the Destination"**

Room: **Spruce**, 2<sup>nd</sup> floor

How does the program assessment process become part of a college's culture and add value to the day to day teaching, learning and assessment that goes on in the classroom? In our presentation, we wish to address this question by letting participants experience a simulation of our program assessment process first hand and then engage in a discussion of that process.

**Presenters:**

Catherine Crain, Cascadia Community College, [ccrain@cascadia.edu](mailto:ccrain@cascadia.edu)  
Robyn Ferret, Cascadia Community College, [rferret@cascadia.edu](mailto:rferret@cascadia.edu)  
Walter Hudsick, Cascadia Community College, [whudsick@cascadia.edu](mailto:whudsick@cascadia.edu)

**Further reading:**

Bers, T. H. (2004). Assessment at the program level. In A. M. Serban & J. Friedlander (Eds.) *Developing and implementing assessment of student learning outcomes*, pp.43–52. New Directions for Community Colleges, 126, San Francisco, CA: Jossey-Bass.  
Loacker, G. & Rogers, G. (2005). *Assessment at Alverno College: Student, program, institutional*. Milwaukee, WI: Alverno College Institute.

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**Visual Explorer: Envisioning Possibilities**

Room: **Pine**, 2<sup>nd</sup> floor

The Visual Explorer (VE) is a collection of over 300 high-quality images that help teachers connect learning to students in new and innovative ways. The presenter has used this VE three-stage process with great success in teaching course content. It is a powerful tool to help students seek patterns in complex issues and make connections, imagine alternatives, ask new questions, tap into personal experience and passions, relate with each other through dialogue, and much more. In this interactive session you will learn the five basic steps for facilitating a VE learning session in your classroom.

**Presenter:**

Gail Liberman, Clark College, [gliberman@clark.edu](mailto:gliberman@clark.edu)

**Further reading:**

Perkins, D. (1994). *The intelligent eye: Learning to think by looking at art*. Santa Monica, CA: Getty Center for Education in the Arts.  
Palus, C. J., Horth, D. M., Selvin, A. M., & Pulley, M. L. (2003). Exploration for development: Developing leadership by making shared sense of complex challenges. *Consulting Psychology Journal: Practice and Research*, 55(1), 26–40.

## Afternoon Sessions

Thursday, April 29, 2010  
3:30 p.m. – 5:00 p.m.

Session descriptions begin on the next page

| Room                                 | Session Title   |
|--------------------------------------|---|
| Discovery D<br>1 <sup>st</sup> Floor | College Readiness, Financial Literacy and Collaborative Learning Projects   |
| Discovery E<br>1 <sup>st</sup> Floor | Electronic Course Support Materials and their Effects on Library Services   |
| Alder<br>1 <sup>st</sup> Floor       | Beyond the Textbook: Exploring Open Access Resources  |
| Cedar<br>2 <sup>nd</sup> Floor       | From Recommendation to Commendation: Two Models of Global Outcomes Assessment   |
| Hemlock<br>2 <sup>nd</sup> Floor     | College Readiness in English: Using the New Definitions to Describe Student Performance   |
| Oak<br>2 <sup>nd</sup> Floor         | Designing and Facilitating Collaborative Learning Activities for Diverse Learners   |
| Spruce<br>2 <sup>nd</sup> Floor      | Implementation of Student Learning Outcomes Across the Curriculum: Studies from Practice in a Consortium of Two-Year Institutions |
| Pine<br>2 <sup>nd</sup> Floor        | Collaboration in Teaching an Integrated Writing and Research Process  |

## **College Readiness, Financial Literacy and Collaborative Learning Projects**

Room: **Discovery D**, 1<sup>st</sup> floor

What happens when developmental education instructors across disciplines create joint collaborative projects for task-based learning in order to improve college readiness skills? This presentation discusses the importance of task-based collaborative learning for problem-solving and critical thinking with basic economic concepts, and math and financial literacy. This joint project between a Pre-GED Math and an advanced ESL class used family financial planning and career exploration to solve problems using basic math formulas, internet research and group consensus. The display and handouts report results and provide resources.

**Presenters:**

Jamila Barton, North Seattle Community College, jbarton@sccd.ctc.edu  
Amilee Hayek, North Seattle Community College, ahayek@sccd.ctc.edu

**Further reading:**

Assessing "COLLEGE READINESS": A Developmental Education Outcomes Project,  
<http://www.sbctc.ctc.edu/docs/education/assess/learningoutcomes.pdf>.

Transitioning Adults to College: Adult Basic Education Program Models, NCSALL Occasional Paper, December 2006.

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## **Electronic Course Support Materials and Their Effects on Library Services**

Room: **Discovery E**, 1<sup>st</sup> floor

The presentation first examines the integration levels of electronically available publisher-supplied course support materials into the curriculum of two academic departments. It then proceeds to discuss the results of a faculty survey regarding their attitudes and rationale regarding the inclusion of such materials into their courses. Lastly, the presentation explores the implications of this activity as it applies to library services including instruction, reference, technological requirements and collection development/library funding decisions.

**Presenter:**

Marcus Kieltyka, Central Washington University, kieltykam@cwu.edu

**Further reading:**

Gross, Melissa and Don Latham. "Attaining information literacy: An investigation of the relationship between skill level, self-estimates of skill, and library anxiety." *Library and Information Science Research* 29 (2007): 332-353.

Gross, Melissa and Don Latham. "Undergraduate perceptions of information literacy: Defining, attaining, and self-assessing skills." *College and Research Libraries* 70(4) (2009): 336-350.

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## **Beyond the Textbook: Exploring Open Access Resources and Research-based Learning**

Room: **Alder**, 1<sup>st</sup> floor

Open access resources can be viable alternatives to the textbook. This collaborative presentation explores open access resources and their potential role in pedagogy. We include a brief history and state-of-the-concept overview, an example of faculty experience using an open-access textbook, and an outline of evaluative considerations toward adopting open access resources. We augment this portion with a discussion about active, research-based learning and digital resources available through libraries. We close with an example of faculty building curriculum around project-based research. Questions are encouraged throughout the presentation. Outcomes: heightened awareness of open access resources and their role in research-based learning.

**Presenters:**

Kelley McHenry, Seattle Central Community College, kmchenry@sccd.ctc.edu  
Aryana Bates, North Seattle Community College, abates@sccd.ctc.edu  
Shireen Deboo, South Seattle Community College, sdeboo@sccd.ctc.edu  
Pam Lippert, North Seattle Community College, plippert@sccd.ctc.edu

**Further reading:**

<http://sccopenaccess.pbworks.com/>  
<http://oerconsortium.org/>

## **From Recommendation to Commendation: Two Models of Global Outcomes Assessment**

Room: **Cedar**, 2<sup>nd</sup> floor

Lake Washington Technical College and Green River Community College both went from a non-compliance accreditation recommendation to a commendation. Join us as we share our two models of global outcomes assessment that were implemented and worked at our colleges. We'll share how to get beyond assessment for accreditation only to a true culture shift based on assessment for improvement. You will learn about our assessment activities as well as techniques for getting past the naysayers, cultivating ownership, breaking silos, incorporating part-time faculty, training the trainers, and creating buzz. You will also hear from faculty who participated in this assessment.

### **Presenters:**

Julie Moore, Green River Community College, jmoore@greenriver.edu  
Sandy Johanson, Green River Community College, sjohanson@greenriver.edu  
Brenda Bindschatel, Green River Community College, bbindschatel@greenriver.edu  
Heidi Shepherd, Lake Washington Technical College, heidi.shepherd@lwtc.edu  
Jo Nelson, Lake Washington Technical College, jo.nelson@lwtc.edu

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## **College Readiness in English: Using the New Definitions to Describe Student Performance**

Room: **Hemlock**, 2<sup>nd</sup> floor

Using samples of writing from high school students and from students in developmental and college-level first-year writing courses, participants will identify ways in which the Higher Education Coordinating Board's proposed College Readiness definitions account for or predict success in college-level writing. Working with actual student writing grounds the discussion in considerations of placement, curriculum, and instructional effectiveness.

### **Presenters:**

William Condon, Washington State University, bcondon@wsu.edu  
Randy Spaulding, Higher Education Coordinating Board, randys@hecb.wa.gov  
Mark Fuzie, Yakima Valley College  
Frances Guerrero, Eisenhower High School

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## **Designing and Facilitating Collaborative Learning Activities for Diverse Learners**

Room: **Oak**, 2<sup>nd</sup> floor

Session participants will engage in a collaborative activity around issues involved with group work, focusing on a population of diverse learners, including non-native speakers. Best practices in design, facilitation and assessment of group work with this population will be discussed.

### **Presenters:**

Natalie Serianni, Cascadia Community College, nserianni@cascadia.edu  
Lindsay Custer, Cascadia Community College, lcuster@cascadia.edu  
Karyn Mlodnosky, Cascadia Community College, kmlodnosky@cascadia.edu  
Debra Waddell, Cascadia Community College, dwaddell@cascadia.edu  
Danielle Powell, Cascadia Community College, dpowell@cascadia.edu

### **Further reading:**

Garcia, A. (2006). The Activity Intervention Model of Third-Party Intervention: A Culturally Sensitive Approach to Improved Small Group Decision Making. Conference Papers - International Communication Association, 1-27.  
Holmes, P. (2008). Foregrounding Harmony: Chinese International Students' Voices in Communication with Their New Zealand Peers. *China Media Research*, 4(4), 102-110.

## **Implementation of Student Learning Outcomes Across the Curriculum: Studies from Practice in a Consortium of Two-Year Institutions**

Room: **Spruce**, 2<sup>nd</sup> floor

Representatives from three different colleges who have taken part in a national consortium of two-year institutions will present different perspectives on progress in using institution-wide student learning outcomes to foster student learning in the two year college context. They will introduce a practice-based model of major phases in the process of implementing and assessing student learning outcomes. The model and combined experiences will be used to clarify barriers to progress and to generate strategic plans for faculty implementation. The audience members will use the model to examine applications in their own campus practices and consider further developments.

### **Presenters:**

Catherine Crain, Cascadia Community College, [ccrain@cascadia.edu](mailto:ccrain@cascadia.edu)

Robin Jeffers, Bellevue College, [robin.jeffers@bellevuecollege.edu](mailto:robin.jeffers@bellevuecollege.edu)

William Rickards, Alverno College, [william.rickards@alverno.edu](mailto:william.rickards@alverno.edu)

### **Further reading:**

Ewell, Peter D. (2009). Assessment, accountability and improvement: Revisiting the tension. Occasional paper from the national Institute for Learning Outcomes Assessment.  
<http://www.learningoutcomeassessment.org/occasionalpapers.htm>

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## **Collaboration in Teaching an Integrated Writing and Research Process**

Room: **Pine**, 2<sup>nd</sup> floor

Examining existing scholarship, developing integrated assignments and presenting possible models for faculty alliances and shared-knowledge assignments for English, Library, and beyond, an English faculty member and a faculty librarian share about their year-long collaboration. Together the two explored and developed a fully-integrated curriculum that teaches students the writing process and the research process as recursive practices. Specific writing and research activities and assignments will be shared. Participants will complete an interactive shared-knowledge activity/assignment and engage in a post-assignment feedback session with presenters.

### **Presenters:**

Katy Dichter, Green River Community College, [kdichter@greenriver.edu](mailto:kdichter@greenriver.edu)

Lori Vail, Green River Community College, [lvail@greenriver.edu](mailto:lvail@greenriver.edu)

### **Further reading:**

Jacobs, H., & Jacobs, D.. (2009). Transforming the One-Shot Library Session into Pedagogical Collaboration: Information Literacy and the English Composition Class. *Reference & User Services Quarterly*, 49(1), 72-82.

Carter, S. (2006). Redefining Literacy as a Social Practice. *Journal of Basic Writing*, 25(2), 94-125.

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## **Reception Sponsored by FACTC**

5:00 - 7:00 p.m.

**Discovery C**

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.



Thursday Concurrent Sessions - 3:30 p.m. – 5:00 p.m.

FACTC Reception

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## Morning Sessions

Friday, April 30, 2010  
8:00 a.m. – 9:00 a.m.

Session descriptions begin on the next page

| Room                                 | Session Title  |
|--------------------------------------|--|
| Discovery D<br>1 <sup>st</sup> Floor | Be Everyone's Favorite Hard Teacher  |
| Discovery E<br>1 <sup>st</sup> Floor | Praise Amid Misery: It Still Feels Good  |
| Alder<br>1 <sup>st</sup> Floor       | Rhetoric, Argument, and Research in a Global Context   |
| Cedar<br>2 <sup>nd</sup> Floor       | Grading Electronically: Tips, Tricks, and Shortcuts  |
| Hemlock<br>2 <sup>nd</sup> Floor     | Elluminate: A New State-paid Online Teaching Tool  |
| Oak<br>2 <sup>nd</sup> Floor         | Beginning Faculty Discussions of General Education:<br>Critical Thinking & Writing               |
| Spruce<br>2 <sup>nd</sup> Floor      | Report on the Effectiveness of Computer-Mediated Math at<br>Tacoma Community College             |
| Pine<br>2 <sup>nd</sup> Floor        | What Students Tell Us about their Learning Experiences:<br>Results from a National Online Survey |

**Be Everyone's Favorite "Hard Teacher:"  
Simple Tricks for Helping Underprepared Students Meet Your Expectations**

Room: **Discovery D**, 1<sup>st</sup> floor

Tired of students bombing your assignments, missing deadlines, and sending you baffling and sloppy e-mail messages filled with spelling errors? Won't they ever "get" what it means to be a college student? Just a few simple course-design and teaching tricks can help them achieve that! This fast-paced presentation will focus on sanity-saving, tried-and-true strategies for helping under-prepared students meet your college-level standards of academic performance. The presenter will discuss ways to scaffold difficult assignments with skill-building activities; eliminate distracting "clutter" in course design; and teach college-culture etiquette. You'll come away with concrete ideas and inspiration.

**Presenter:**

Monica LeMoine, Highline Community College, [mlemoire@highline.edu](mailto:mlemoire@highline.edu)

**Further reading:**

"Redefining College Readiness," by David Conley (<http://www.s4s.org/upload/Gates-College%20Readiness.pdf>).

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**Praise Amid Misery: It Still Feels Good**

Room: **Discovery E**, 1<sup>st</sup> floor

"I can live for two months on a good compliment." --Mark Twain.

Research has long shown that recognition helps motivate people in organizations. Presumably, every two-year college confers annual awards which identify and thank faculty and staff for their efforts and accomplishments. This session explains two additional mechanisms used at Clover Park Technical College: "Thursday Praise" and "The Thought for the Week." Workshop participants will then share and compile ways in which their colleges transcend yearly awards to show appreciation for the people who work and study there.

**Presenter:**

Phil Venditti, Clover Park Technical College, [phil.venditti@cptc.edu](mailto:phil.venditti@cptc.edu)

**Further reading:**

Hodges, D. (2002). Looking forward to Monday morning: Ideas for recognition and appreciation activities and fun things to do at work. San Diego: Threshold Publications.

Nelson, R. (1994). 1001 ways to reward employees. New York: Workman.

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**Rhetoric, Argument, and Research in a Global Context**

Room: **Alder**, 1<sup>st</sup> floor

This presentation will give attendees the conceptual foundations and the necessary tools to give students in humanities and social science courses the ability to engage in multicultural conversation and undertake research in a global context. You will understand the purposes and benefits of an essential global element in your courses and receive a useful set of classroom-proven assignments and exercises to make global contexts an integral part of your course.

**Presenter:**

Ron Schwartz, Pierce College, [rschwart@pierce.ctc.edu](mailto:rschwart@pierce.ctc.edu)

**Further reading:**

"College Goes Global," Author: Brody, William; Source:Foreign Affairs; Mar/Apr2007, Vol. 86 Issue 2, p122-133.

"The Quality Imperative," The American Association of Colleges and Universities; Link:

[http://www.aacu.org/about/statements/documents/Quality\\_Imperative\\_2010.pdf](http://www.aacu.org/about/statements/documents/Quality_Imperative_2010.pdf).

## **Grading Electronically: Tips, Tricks, and Shortcuts**

Room: **Cedar**, 2<sup>nd</sup> floor

Want to go green or avoid H1N1? Grading electronically can be easy with the right tools. I will demonstrate five different computer tools. Two Outlook add-ins (SimplyFile and EZDetach) make managing email and email attachments simpler and faster. PhraseExpress creates customized keyboard shortcuts for just about any computer-based activity including opening files and writing repetitive phrases. Want to speak your feedback instead of typing? Try Audacity. Lastly, Dropbox stores your files on both your home and work computers; change a file at work, and it is automatically changed at home. Bring a laptop and try them during this session.

**Presenter:**

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

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## **Illuminate: A New State-paid Online Teaching Tool for Students' Learning and Virtual Office**

Room: **Hemlock**, 2<sup>nd</sup> floor

This session will discuss the benefits of using Illuminate for providing online help to students from the comfort of the instructors' and students' home. It will provide information on how to get trained, and easily start using Illuminate through illustrations of recorded class sessions. Personal experience on Illuminate as a wonderful resource for struggling students who need extra help in math will be highlighted. Also, a short demonstration of Illuminate is planned with the live participation of current students. Illuminate is available at no-cost to instructors and colleges, and is fully paid for and supported by the Washington State government.

**Presenter:**

Rachel Kingsley, Everett Community College, rkingsley@everettcc.edu

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## **Beginning Faculty Discussions of General Education: Critical Thinking and Writing**

Room: **Oak**, 2<sup>nd</sup> floor

Last year we asked students on the campus at North Seattle to spend an hour writing about a political cartoon. Teams of faculty used the AACU Values rubrics for "critical thinking" and "writing" to evaluate their papers. We hoped this provocation would both sample the diversity of our students as well as engage faculty in a discussion of general education outcomes. We documented the faculty discussion of the results and created a PowerPoint "capture" of what transpired. This session uses these two captures to spark our own discussion of general education assessment at our various colleges.

**Presenters:**

Tom Drummond, North Seattle Community College, tdrummon@sccd.ctc.edu  
Jane Lister-Reis, North Seattle Community College, jreis@sccd.ctc.edu  
Jack Bautsch, North Seattle Community College, jbautsch@sccd.ctc.edu  
Kalyn Owens, North Seattle Community College, kowens@sccd.ctc.edu  
Aryana Bates, North Seattle Community College, abates@sccd.ctc.edu

## **Report on the Effectiveness of Computer-Mediated Math Courses at Tacoma Community College**

Room: **Spruce**, 2<sup>nd</sup> floor

Tacoma Community College delivers developmental beginning and intermediate algebra with two modalities: conventional lecture classes, and computer-mediated learning using software. This retrospective study compared how these modalities compared in student success, by looking at both success rates, and follow-on class grades.

**Presenter:**

David Straayer, Tacoma Community College, [dstraayer@tacomacc.edu](mailto:dstraayer@tacomacc.edu)

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## **What Students Tell Us about their Learning Experiences: Results from a National Online Survey**

Room: **Pine**, 2<sup>nd</sup> floor

This session introduces a web-based survey developed by Washington Center and Skagit Valley College which focuses on what students actually do in class as well as their assessment of their experiences of integrative learning. Results from the early phases of the national pilot, which included some Washington State colleges, reveal intriguing results, especially for students enrolled in developmental classes. After a brief introduction to the purpose behind the survey and the year-long pilot, participants will do a pencil version of the survey as a basis for exploring its potential for course redesign, program assessment, and faculty development at college campuses.

**Presenter:**

Maureen Pettitt, Skagit Valley College, [mpettitt@skagit.edu](mailto:mpettitt@skagit.edu)

### **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](http://www.sbctc.edu/college/e_assessment.aspx)

## Morning Sessions

Friday, April 30, 2010  
9:30 a.m. – 10:30 a.m.

Session descriptions begin on the next page

| Room                                 | Session Title  |
|--------------------------------------|--|
| Discovery D<br>1 <sup>st</sup> Floor | Fostering Student Reflection and Collaboration on Topic Development: Concept Maps and Paper Airplanes  |
| Discovery E<br>1 <sup>st</sup> Floor | Teaching in Virtual World and Real World, Using a Mashup of Free Web 2.0 Tools, Roleplay, and Virtual World Communities for ESL and Nursing Education  |
| Alder<br>1 <sup>st</sup> Floor       | Strategic Planning: The Key to Recovery for Higher Education: Maintaining Momentum During the Current Recession  |
| Cedar<br>2 <sup>nd</sup> Floor       | An Outcomes Assessment Model: A Grassroots Endeavor Leads to Widespread Faculty Buy-In   |
| Hemlock<br>2 <sup>nd</sup> Floor     | Student Experiences of Learning the Research Process   |
| Oak<br>2 <sup>nd</sup> Floor         | Upcredentialing During Economic Downturns: A Discussion Between Faculty, Graduates and Students Regarding Advanced Degrees and Certificate Opportunities for Community and Technical College Personnel in Washington State |
| Spruce<br>2 <sup>nd</sup> Floor      | I-TRANS: Bridging the Gap Between Developmental and College-level English Courses  |
| Pine<br>2 <sup>nd</sup> Floor        | eTutor Training: The Challenges of Adapting Writing Center Training to Online Tutoring   |

## **Fostering Student Reflection and Collaboration on Topic Development: Concept Maps and Paper Airplanes**

Room: **Discovery D**, 1<sup>st</sup> floor

Do your students struggle to develop topics for research papers? Are you dissatisfied with the creativity of subjects students choose to write about? Through concept mapping and collaborative brainstorming exercises, you can deliver fun and low stakes activities which use multiple teaching methods and address students with varying learning styles. These activities engage students and foster reflection, collaboration and independent thinking towards topic development. The session will include a brief overview of the benefits and success of these exercises, hands-on experience participating in demonstrations, and the opportunity to ask questions or discuss further implications.

**Presenters:**

Beth Easton, University of WA/Cascadia Community College, [bsanderson@uwb.edu](mailto:bsanderson@uwb.edu)

Alyssa Deutschler, University of WA/Cascadia Community College, [adeutschler@uwb.edu](mailto:adeutschler@uwb.edu)

**Further reading:**

Michalko, M. (2006). *Thinkertoys: a handbook of creative-thinking techniques*. Berkeley, CA: Ten Speed Press.

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## **Teaching in Virtual World and Real World, Using a Mashup of Free Web 2.0 Tools, Roleplay, and Virtual World Communities for ESL and Nursing Education**

Room: **Discovery E**, 1<sup>st</sup> floor

Sound teaching strategies using interactive, game-based learning activities that address multiple learning styles will be discussed for ESL and nursing education to help apply knowledge. Participants will leave with instructions and resources for getting easily started teaching in the virtual world of SecondLife. Through the interactive presentation format, they will experience firsthand Web 2.0 tools that can be used together with virtual worlds to enhance the classroom experience. Free common teaching space at the SBCTC's property in SecondLife will be shown for promoting educational activities and social networking for different classes, courses, and campuses.

**Presenters:**

John Miller, Tacoma Community College, [jmiller@tacomacc.edu](mailto:jmiller@tacomacc.edu)

Monica Monk, Tacoma Community College, [mmonk@tacomacc.edu](mailto:mmonk@tacomacc.edu)

**Further reading:**

Horizon Report. <http://wp.nmc.org/horizon2009/chapters/technologies/>.

Language Acquisition in Second Life: Improving Self-Efficacy Beliefs.

<http://www.ascilite.org.au/conferences/auckland09/procs/henderson.pdf>.

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## **Strategic Planning: The Key to Recovery for Higher Education: Maintaining Momentum During the Current Recession**

Room: **Alder**, 1<sup>st</sup> floor

The presentation will include an overview of the Higher Education Coordinating Board's role in policy, program management, and regulation of the state's higher education system. Also discussed will be the recently completed System Design Plan. The format will provide opportunity for participants to ask questions and share experiences about what works well and what requires improvement in our higher education system. Participants will leave with a better understanding of their institution as part of a system of higher education that is focused on promoting student success and responsiveness to the needs of the state.

**Presenters:**

Randy Spaulding, Higher Education Coordinating Board, [randys@hecb.wa.gov](mailto:randys@hecb.wa.gov)

Jan Ignash, Higher Education Coordinating Board, [jani@hecb.wa.gov](mailto:jani@hecb.wa.gov)

**Further reading:**

Strategic Master Plan for Higher Education (<http://www.hecb.wa.gov/research/masterplans/masterplansindex.asp>).

"System Design" plan (<http://www.hecb.wa.gov/research/issues/SystemDesignStudy.asp>).

## **An Outcomes Assessment Model: A Grassroots Endeavor Leads to Widespread Faculty Buy-In**

Room: **Cedar**, 2<sup>nd</sup> floor

Highline Community College has developed an assessment model that is producing meaningful assessment data at the course level with a feedback system in place so that faculty receive a peer critique of both their assessment process and use of assessment results. A database used for Course Adoption Forms may be adapted to collect assessment data that can be used to evaluate college-wide standards or degree outcomes. Degree mapping and the role it plays in assessment will also be discussed. What factors contributed to the widespread faculty buy-in and how can those factors be leveraged on your campus?

**Presenter:**

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

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## **Student Experiences of Learning the Research Process**

Room: **Hemlock**, 2<sup>nd</sup> floor

Two teams of students and professors from South Puget Sound Community College will share their experiences of the research process.

Team 1 will discuss their experience completing experimental research. This valuable learning experience included the process of research from beginning to end, concluding with a presentation of the research at a national conference. We will introduce the necessary components for students and professors to work as a team at a community college.

Team 2 will discuss experience learning and applying survey methodology. The presentation will be interactive by engaging attendees through a Q&A session following a discussion of how the students learned to conduct survey research.

**Presenters:**

Erica Dixon, Advisor, South Puget Sound Community College, edixon@spscc.ctc.edu

Kathryn Clancy, Advisor, South Puget Sound Community College

April Kindrick, Advisor, South Puget Sound Community College

Amy Kassler, Advisor, South Puget Sound Community College

Caprice Paduano, Advisor, South Puget Sound Community College

**Team 1:**

Kaitlyn Collins, Student, South Puget Sound Community College

Jason Cole, Student, South Puget Sound Community College

Beze Nwala, Student, South Puget Sound Community College

Jeff Everett, Student, South Puget Sound Community College

**Team 2:**

Daniel Ackley, Student, South Puget Sound Community College

Andrew Garten, Student, South Puget Sound Community College

Eric Breeding, Student, South Puget Sound Community College

Ira Maki, Student, South Puget Sound Community College

## **Upcredentialing During Economic Downturns: A Discussion Between Faculty, Graduates and Students Regarding Advanced Degrees and Certificate Opportunities for Community and Technical College Personnel in Washington State**

Room: **Oak**, 2<sup>nd</sup> floor

According to the Washington State Higher Education Coordinating Board, (2010) the state needs to increase degree production or lose competitive status in the global economy. The need for people with advanced degrees and certificates does not diminish during times of economic recession, however financing such degree and certificate attainment is dependent upon the economy, which during a recession can have negative consequences for future advanced degree production. This presentation explores three graduate programs in adult and community college education from the perspectives of faculty, graduates, and current students in overcoming multiple challenges to provide and attain advanced academic credentials.

### **Presenters:**

Daniel Kmita, Argosy University, [dkmita@argosy.edu](mailto:dkmita@argosy.edu)  
Stan Goto, Western Washington University, [stan.goto@wwu.edu](mailto:stan.goto@wwu.edu)

### **Further reading:**

Washington Higher Education Coordinating Board (2009). The system design plan: A statewide plan for moving the blue arrow. Olympia, WA: Author [Retrieved from]  
<http://www.hecb.wa.gov/news/newsreports/documents/ReportSystemDesign-FINAL2010.pdf>.

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## **I-TRANS: Bridging the Gap Between Developmental and College Level English Courses**

Room: **Spruce**, 2<sup>nd</sup> floor

This interactive session will enable attendees to participate in sample integrated lessons grounded in active learning principles. After attending this session, participants will gain a better understanding of the purpose and methods of LCC's I-TRANS program and will leave with the insights necessary to encourage development of similar programs at their own schools. Participants will also gain a better understanding of team teaching strategies, will discuss the strengths and challenges of integrating skill and content courses, and will explore the benefits and challenges of integrating developmental students/courses with college-level content.

### **Presenters:**

Hiedi Bauer, Lower Columbia College, [hbauer@lcc.ctc.edu](mailto:hbauer@lcc.ctc.edu)  
Mary Leach, Lower Columbia College, [mleach@lcc.ctc.edu](mailto:mleach@lcc.ctc.edu)  
Jon Kerr, Lower Columbia College, [jkerr@lcc.ctc.edu](mailto:jkerr@lcc.ctc.edu)

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## **eTutor Training: The Challenges of Adapting Writing Center Training to Online Tutoring**

Room: **Pine**, 2<sup>nd</sup> floor

This presentation will explore the current model for training online writing tutors, the limitations of that training, and exploring how online training modules differ from training face-to-face tutors. As online tutoring grows, the differing needs for training become essential topics of discussion.

### **Presenters:**

Patrick Johnson, Washington State University, [pdjohnson@wsu.edu](mailto:pdjohnson@wsu.edu)  
Sarah Bergfeld, Washington State University, [sbergfeld@wsu.edu](mailto:sbergfeld@wsu.edu)

## Morning Sessions

Friday, April 30, 2010  
11:00 a.m. – Noon

Session descriptions begin on the next page

| Room                                 | Session Title   |
|--------------------------------------|---|
| Discovery D<br>1 <sup>st</sup> Floor | Helping Underprepared Students Become Better Readers and Writers in Any Discipline                                    |
| Discovery E<br>1 <sup>st</sup> Floor | Don't Isolate, Integrate: For the Love of Water   |
| Alder<br>1 <sup>st</sup> Floor       | (R)e-modeling the Classroom   |
| Cedar<br>2 <sup>nd</sup> Floor       | Open or Closed: Is It the New Mac vs PC?  |
| Hemlock<br>2 <sup>nd</sup> Floor     | Incorporating Student Voices in Course Design   |
| Oak<br>2 <sup>nd</sup> Floor         | Reading Between the Numbers: College Readiness through Integrative Assignments  |
| Spruce<br>2 <sup>nd</sup> Floor      | Evaluation Games: An Inquiry into the Impacts of Cognitive Load and the Anchoring Effect of the Evaluation of Writing |
| Pine<br>2 <sup>nd</sup> Floor        | Collaborations that Work: Using Information Literacy to Improve Student Learning                                      |

## **Helping Underprepared Students Become Better Readers and Writers in Any Discipline**

Room: **Discovery D**, 1<sup>st</sup> floor

Let's face it: reading and writing are major components of most college-level classes. So how do you get students to do those things effectively in your course? This interactive presentation will demonstrate some ways to help students improve their reading and writing skills in your class – even if you aren't an English teacher. Participants will learn about team-reading-quizzes as teaching tool and motivator, information-gap outlining activities as a way to teach active reading skills, and other easy teaching tips for “raising the reading/writing bar” in your classes.

**Presenter:**

Monica LeMoine, Highline Community College, [mleimoine@highline.edu](mailto:mleimoine@highline.edu)

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## **Don't Isolate, Integrate: For the Love of Water**

Room: **Discovery E**, 1<sup>st</sup> floor

This session will give participants hands-on experience to develop their own integrative assignments. Integrative Learning is an approach that highlights the importance of addressing real-world issues relevant to students' life experiences and interests. It also emphasizes self and social responsibility and civic engagement. We will share examples from a Water Footprint Integrative Assignment we did in four disciplines with the following outcomes: 1) the utilization of multiple modes of inquiry and multiple venues of knowledge; 2) the application of theory to practice employing interdisciplinary diverse perspectives; 3) the contextualization of students' personal experiences in larger societal and global patterns.

**Presenters:**

Gregory Hinckley, Seattle Central Community College, [ghinck@sccd.ctc.edu](mailto:ghinck@sccd.ctc.edu)  
Kayleen Oka, Seattle Central Community College, [koka@sccd.ctc.edu](mailto:koka@sccd.ctc.edu)  
Roxy Hornbeck, Seattle Central Community College, [rhornbeck@sccd.ctc.edu](mailto:rhornbeck@sccd.ctc.edu)

**Further reading:**

For the Love of Water - <http://flowthefilm.org>.  
Water Footprint Network [www.waterfootprint.org](http://www.waterfootprint.org).

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## **(R)e-modeling the Classroom**

Room: **Alder**, 1<sup>st</sup> floor

In this panel discussion the 2010 winners of the Leadership and Innovation in eLearning Award will present the models they have used to develop instructional design at their campuses. In break-out groups, following the panel we will discuss the paradigm shift in pedagogy that eLearning is undergoing: web-based forums expand the classroom experience beyond physical space and time constraints; discussion forums, blogs, wikis, and web-meeting tools (like Eluminate) allow students to collaborate and discuss 24/7. Screen-capture (Jing, Camtasia, Sang-it) allow for visual and aural modalities. What are the implications of these changes for students, faculty and the face to face classroom?

**Presenters:**

Danielle Gray, Whatcom Community College, [dgray@whatcom.ctc.edu](mailto:dgray@whatcom.ctc.edu)  
Jeff Ward, Highline Community College, [jward@highline.edu](mailto:jward@highline.edu)  
Signee Lynch, Whatcom Community College, [slynch@whatcom.ctc.edu](mailto:slynch@whatcom.ctc.edu)

## **Open or Closed: Is It the New Mac vs. PC?**

Room: **Cedar**, 2<sup>nd</sup> floor

This session will explore the benefits and challenges of open and closed educational resources, such as: CMS vs. wikis for delivering content; open educational resources vs. publisher textbooks; Wikipedia, Google, and library databases; and Email, Facebook, and Twitter.

The presenters will address issues near and dear to the hearts of faculty, elearning experts, and IT staff in a light-hearted, informative discussion which centers around the technological choices we make in order to reach our students.

### **Presenters:**

Marc Lentini, Highline Community College, [mlentini@highline.edu](mailto:mlentini@highline.edu)

Sara Frizelle, Everett Community College, [sfrizelle@everettcc.edu](mailto:sfrizelle@everettcc.edu)

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## **Incorporating Student Voices in Course Design**

Room: **Hemlock**, 2<sup>nd</sup> floor

Because we value student voices, it has become our mission to design our course in such a way that students have the opportunity for frequent and substantial self reflection. We incorporate their input about what they know, how they learn, what they need, and what they value into the design of the course. Participants in this session will learn about and participate in some of the techniques used by the presenters to elicit student voices in English 102. They will also discuss practical ways to incorporate student voices into their own teaching and learning environments.

### **Presenters:**

Kate Crane, Cascadia Community College, [kcrane@cascadia.edu](mailto:kcrane@cascadia.edu)

Dani Rowland, University of Washington, [drowland@uwb.edu](mailto:drowland@uwb.edu)

### **Further reading:**

Muldoon, Andrea. "A Case for Critical Revision: Debunking the Myth of the Enlightened Teacher Versus the Resistant Student Writer." *College Teaching* 57.2 (2009): 67-72. Academic Search Complete. EBSCO. Web. 18 Feb. 2010.

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## **Reading Between the Numbers: College Readiness through Integrative Assignments**

Room: **Oak**, 2<sup>nd</sup> floor

Skagit Valley College is one of six Washington community colleges participating in a project with the Washington Center to integrate "college readiness" knowledge and skills into pre-college courses. The goals of the project are to increase awareness of the connection between assignment design and student work, and the value of making assignments more relevant and explicit for students. Faculty will share how using the integrated assignment template to create an extended course assignment led to some surprising and encouraging student work. Session participants will have opportunities to discuss the template and how it might be used in their own courses.

### **Presenters:**

Maureen Pettitt, Skagit Valley College, [mpettitt@skagit.edu](mailto:mpettitt@skagit.edu)

Linda Moore, Skagit Valley College, [linda.moore@skagit.edu](mailto:linda.moore@skagit.edu)

Daniel Graber, Skagit Valley College, [daniel.graber@skagit.edu](mailto:daniel.graber@skagit.edu)

## **Evaluation Games: An Inquiry into the Impacts of Cognitive Load and the Anchoring Effect on the Evaluation of Writing**

Room: **Spruce**, 2<sup>nd</sup> floor

This presentation explores aspects of writing evaluation by having participants play two games. The first game focuses on how the expenditure of mental energy, represented by performing a memorization task, affects one's certainty that one has effectively evaluated a piece of writing. The second game focuses on whether writing evaluations are affected by numbers found in the environment in which one grades. The results of these games will form the basis for a conversation about the way factors outside of assignment criteria may affect the way writing is evaluated.

**Presenter:**

Jeff Calkins, Tacoma Community College, [jcalkins@tacomacc.edu](mailto:jcalkins@tacomacc.edu)

**Further reading:**

"The Magical Number Seven, Plus or Minus Two: Some Limits on Our Capacity for Processing Information" by George A. Miller.

Judgment under Uncertainty: Heuristics and Biases edited by Daniel Kahneman, Paul Slovic and Amos Tversky.

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## **Collaborations that Work: Using Information Literacy to Improve Student Learning**

Room: **Pine**, 2<sup>nd</sup> floor

Today's students face more information options than ever: the full range of traditional sources; the overwhelming array of online databases; the enormity of the web. Becoming an effective information user is a complex task that students need to practice in the context of real classes, problems, and assignments. Spend the hour with library and classroom faculty who have been collaborating on authentic learning projects that support class outcomes and build transferable information literacy skills.

**Presenters:**

Lynn Kanne, Seattle Central Community College, [lkanne@sccd.ctc.edu](mailto:lkanne@sccd.ctc.edu)

Linda Keys, Spokane Community College, [lkeys@scc.spokane.edu](mailto:lkeys@scc.spokane.edu)

Mita Sen, Spokane Community College, [msen@scc.spokane.edu](mailto:msen@scc.spokane.edu)

Jean Kavanagh, Spokane Community College, [jkavanagh@scc.spokane.edu](mailto:jkavanagh@scc.spokane.edu)

Quill West, Walla Walla Community College, [quill.west@wcc.edu](mailto:quill.west@wcc.edu)

Teresa Jones, Green River Community College, [tjones@greenriver.edu](mailto:tjones@greenriver.edu)

Anne Dolan, Green River Community College, [adolan@greenriver.edu](mailto:adolan@greenriver.edu)

Nicole Longpre, Bellevue College, [nlongpre@bellevuecollege.edu](mailto:nlongpre@bellevuecollege.edu)

**Further reading:**

Jacobs, Heidi, and Dale Jacobs. "Transforming the One-Shot Library Session into Pedagogical Collaboration." *Reference & User Services Quarterly* 49.1(2009). Reference and User Services Association. Web. 18 Feb. 2010.

[http://www.rusq.org/wp-content/uploads/2009/49n1/pdf/49n1\\_jacobs.pdf](http://www.rusq.org/wp-content/uploads/2009/49n1/pdf/49n1_jacobs.pdf).

Story-Huffman, Ru. "How to Integrate Information Literacy into Higher Education Curriculum." *eNews. The Big6*. 11 April 2008. Web. 18 Feb. 2010.

<http://www.big6.com/2008/04/11/how-to-integrate-information-literacy-into-higher-education-curriculum/>

## ACKNOWLEDGEMENTS

We appreciate and applaud our conference partners

– **Illuminate, NWADE-CRLA, FACTC, and the Washington State eLearning Council** –

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

**2010 Conference Planning and Session Review Committee**

Boyoung Chae, Jackie Eppler-Clark, Scott Dennis, Judith Frey,  
Ann Garnsey-Harter, Noreen Light, Jane Lister-Reis, Bill Moore, Joanne Munroe,  
David Ortiz, Alan Waugh, Chareane Wimbley-Gouveia, Phil Venditti

**2010 Anna Sue McNeill Awards Committee**



Catherine Crain, Sally Gove, Noreen Light, Becky Sproat





**More than 130 workshop and session presenters**

And, a special thanks to all the members of the higher education community

– **faculty, staff, students, administrators** –

who work together to create innovative, engaging and effective  
teaching and learning environments.

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|---|--|
|   | <p><b>FACTC</b> is a statewide network of community and technical college faculty who address instructional issues that cross campus boundaries, aiming to improve teaching &amp; learning in WA two-year colleges through system-wide sharing and collaborative problem-solving. Our goals also include enhancing communication among colleges and state organizations dealing with issues relevant to community &amp; 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.</p>   |
|  | <p>The Northwest regional chapters of the <b>National Association for Developmental Education (NADE)</b> and <b>International College Reading and Learning Association (CRLA)</b> jointly plan an annual conference to facilitate professional growth of our members. The Washington, Idaho, Oregon and Montana regional organization includes faculty, administrators, and academic support personnel from diverse post-secondary programs who seek to improve theory and practice in developmental education and learning assistance. We are united in our passion to help learners at all levels of preparedness realize their full academic potential. Our conferences allow for collaboration of best practices and encourage research of current teaching and learning strategies.</p> |
| <p><b>eLearning Council</b></p>   | <p>The <b>eLearning Council (ELC)</b> 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>  |

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|---|--|
|    | <p>Elluminate is an intuitive, interactive, and engaging venue that allows anytime, anywhere connectivism. For information on Elluminate products and training, go to <a href="http://www.elluminate.com">www.elluminate.com</a> 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>The <b>Assessment, Teaching, and Learning Community</b> is a group comprised of educators, administrators, and institutional researchers - representing both 2-year and 4-year institutions in Washington State - who provide ongoing campus leadership to improve teaching and learning through assessment and faculty development.</p>  |
|   | <p><b>SBCTC - Educational Services Division - Assessment, Teaching and Learning Department</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• We communicate about assessment, teaching and learning.</li> <li>• We convene the community at retreats and conferences.</li> <li>• We support communities of practice, collaborative projects, and broad efforts that are beneficial to the community as a whole.</li> </ul>  |
|  | <p><b>Washington State Board for Community and Technical Colleges (SBCTC)</b></p> <p>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.</p> <p>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> |

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