Our Goals For Today’s Presentation:

- **Describe:**
  - Why we came together.
  - What we do.
  - What we have learned.
  - The benefits of collaboration:
    - For us.
    - For you
The Beginnings: 2006-2008

- Bucks County Community College and Montgomery County Community College came together around a shared opportunity:
  - Collaboration on faculty professional development.

- Shared faculty development needs:
  - Using technology effectively.
  - New pedagogies.
  - Assessment of student learning outcomes.

- Six colleges involved by 2008.

Assessment:
The Topic That Rose to the Top

- Shared Challenges and Concerns:
  - How do you create a “culture of assessment?”
  - Complacency on campus: “How serious is our accrediting body, anyway?”
  - Are there resources that address the community college context, and where do you find them?
  - How do you assess General Education?
Assessment: The Topic That Rose to the Top

- **Shared Challenges and Concerns:**
  - How to assess developmental education programs?
  - How to train and support large numbers of adjunct faculty in assessment?
  - How to juggle the multiple expectations of specialized accreditation in career and transfer programs?

Questions for Discussion

- Who would you consider collaborating with? (getting started.)
- Who would you call at each institution?
- What outcomes would you look for?
- What concerns would you gather around?
Current Consortium Members

Our Outcomes

• Over time, trust develops – we share assessment results with each other (the good and not so good.)

• Network/Brain Trust
  • General Education assessment.
  • Use of standardized instruments.
  • Types and uses of placement tests.
  • Experience across different positions within our institutions: IR Directors, Teaching Center Directors, Faculty, Assessment Directors, etc.
  • Experience across different institutional structures for assessment.
Organizational Logistics

- Regional Group
  - Goal 1 – Meet face-to-face 3 to 4 times a semester.
  - Commuting time a consideration (max. 90 minutes ideally.)

- Lunchtime Meetings
  - Rotating locations.
  - Host college provides the meal.
  - Breaking bread together builds community.
  - Noon to 3 p.m. (beat the rush hour traffic!)

Organizational Logistics

- Meeting Agendas:
  - Collaboratively developed.
  - Focus on assessment happenings at the school hosting the meeting.
  - Planning the annual Assessment Summit.
Questions for Discussion

• What potential obstacles would you anticipate for building a consortium?

• How would you organize to address these obstacles?

The Annual Assessment Summit

• Goals:

  • Bring together faculty from different institutions to network and broaden perspective.

  • Promote “faculty-driven” assessment on each campus by building a “critical mass” of awareness and knowledge.
Assessment Summit Logistics

- Different formats/matched to goals each time and overall:
  - Facilitator—whole day.
  - Concurrent sessions.
  - Panels.
  - Table talks (by topic/college.)
  - Participants gather by institution at the end to discuss the take-aways.

Assessment Summit Logistics

- Second Friday in April.
- Rotating locations.
- Host college provides the venues for presentations and break-out sessions.
- Share cost of keynote presenters (2009 Summit.)
- Hospitality costs shared; each participating college pays $20 per attendee.
- Professional development that does not break the bank!
Assessment Summit Topics

- **2009** (MCCC): “What Middle States Expects for Assessment of Student Learning”
  - Presented by Linda Suskie.

- **2010** (RACC): “Telling Our Stories: Faculty Assessment Project Showcase”
  - English; Math; Accounting; Allied Health; Art; Psychology; Engineering; ESL; Developmental Ed.

- **2011** (NCC): “Assessing General Education – Critical Thinking”
  - Philosophy; Math; Criminal Justice; Business; English.

Assessment Summit Topics

- **2012** (LCCC): “Closing the Loop: Results/Changes from Assessment”
  - General Education shared rubrics—oral/written communications; “Integrated Knowledge” outcome; Research papers; Computer Literacy; changes in Psych programs; Applying for Graduation (Institutional Effectiveness outcome.)

- **2013** (DCCC): “Direct Accreditation Experiences: ‘What have you done for me lately?’ or ‘They’re not kidding this time!’”
  - Luzerne CCC shared the results of their accreditation experience and what they did about it.

  - Collaboration on program assessment
Future Directions: Collaborate on Program Assessment

• Business Studies Programs:
  
  • OPPORTUNITY: ACBSP requirement for benchmarking (2008).
  • NEED: To whom do we compare the performance of our students?
  • SOLUTION: Collaborate and share assessment data with other consortium members.
  • CONCERN: Confidentiality

How We Did It

• Business faculty at six consortium institutions came together.
• Frame Your Discussion – Look for what is common, while avoiding criticism.
• Process Design – Begin the conversation by identifying a common course, assignment (Best Practice), or learning goal/learning objective.
• Desired Outcome – Assessment of student learning using a common assessment instrument.
Adopt the “Culture of Assessment and Improvement”

- Conquer fear.
- Focus on what is you hold in common, not on how you differ.
- Join the “team” – communicate and share to improve student learning.
- Celebrate successful collaboration – Keep the party going!

Future Opportunities for Collaboration

- Cross-institutional Consulting on assessment projects/areas.
- Data collection and analysis.
- Completion and Success Theme.
- Assessing Institutional Effectiveness.
- Sustaining Assessment (post-Accreditation.)
- Engaging Adjunct Faculty.
- Course-Based Assessment (as opposed to Gen Ed. and/or Program.)
- Developmental Education.
Final Thoughts: Challenges

- Maintaining regional focus.
- Continuity in membership (ebb and flow of assessment personnel.)
- Establish and sustain a regional event.
- Maintaining assessment focus.
- Funding?

Final Thoughts: Opportunities

- We all have to do it; why not do it together???
- We are trying to change the culture of our institutions – the focus is on learning, not evaluation.
  - Increase faculty involvement in assessment at our institutions.
  - Increase information sharing among assessment professionals at our institutions.
- Increasing trust and transparency.
Question for Discussion

How will you get started back home?

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