

LEARNING CURVE UPDATE

Assessment Task Force

October, 2004

Volume 6



The Road Ahead

It's a long and winding road but the journey has begun. With faculty members in the drivers' seats, we are sure to reach each destination on our continuous travel plan. Program instructors have been working diligently on their assessment plans and general education assessment is moving forward. All of the FACS will be officially measured or piloted in 2005. We know that classroom assessment is taking place continuously across campus.

Together we assess and achieve measurable outcomes—a win for us all!

Test Drivers

General education evaluation teams are gearing up for the pilot testing measurement of general education goals. (FACS) Although this will require some maneuvering, these teams are up for the challenge.

Writing

Pam Saalfeld
Jean Dederman
Keith Mathews
Cindy Baum
Dave Kramer

Speaking

Corinne Morris
Melissa Elznic
Sue Voss
Louise Torkelson

Math

Don Moser
Beth Welke
Dave Heidt
Kelly Wemhoff

Social Skills

Michael Lechner
Joan Zanders
Mary O'Boyle
Robert Chamberlain

Problem Solving

Roger Gipson
Ann Oertwich
Alice Kindschuh
Mike Cooper
Roger Nelson



Traffic Safety Patrol

Dr. Jane Hunter spent the day with us on October 6, working on general education issues. Much of the day was devoted to the general education taskforce initiatives that will need to be completed for the NCA monitoring report due next year. Each of the FACS evaluation teams also had the opportunity to meet with Dr. Hunter regarding their objectives and evaluation plan. Dr. Hunter encouraged us to continue our work as it looks like we're on the right path. Thank you to Dr. Giddings, Deans and faculty members who took time out of your busy schedules to participate in the consultation meetings.

The consultants can be contacted for further assistance by faculty. If you would like more help with your assessment plans, please contact an assessment taskforce member: Lin Behmer, Corinne Morris, Paul Bailey, Don Benjamin, Roger Gipson, Michael Lechner, Howard Meier, Don Moser, Ann Oertwich, Pam Saalfeld and Louise Torkelson are available for your assistance.

Driver's Education: A Classroom Technique

Memory Matrix is a simple two- dimensional diagram used to organize information and illustrate relationships. It is useful for assessing student recall and basic comprehension of facts and principles in course with high informational content. A complete description of this technique can be found on pages 142-147 of Classroom Assessment Techniques by Angelo and Cross (books distributed at August In-service). Below is an example of memory matrix, see if you can fill in the information. ☺

Assessment Taskforce –Information Sharing

	Name	Method of distribution
Newsletter		
Most recent survey		

Note: As you incorporate classroom assessment techniques (CAT) into your teaching, please keep records. The assessment taskforce can make use of any document that provides evidence of assessment at the course level.

Mile Markers

October 15: General Education Institutional 2003/2004 Report completed.

October 20: Program 2003/2004 Reports added to the Institutional report—Completed in November.

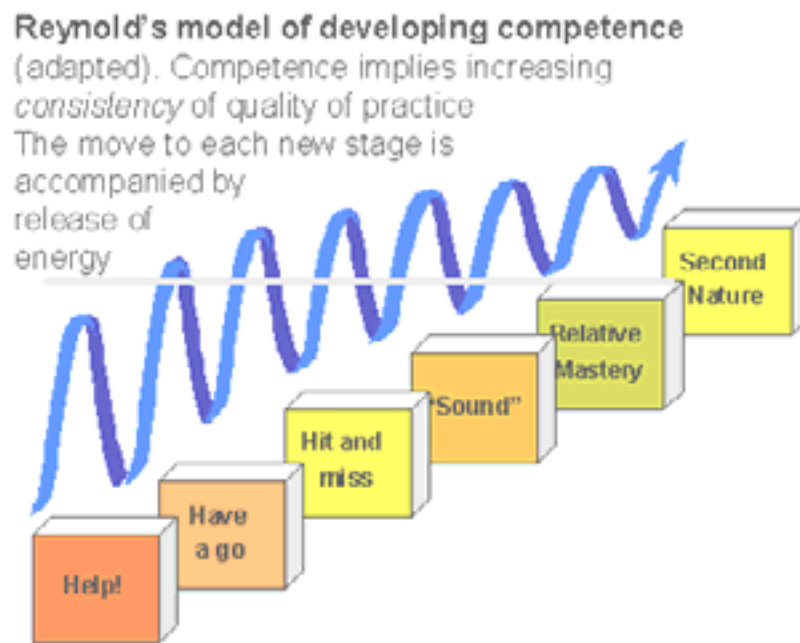
November 5: Writing samples from selected classes due to the writing evaluation team (Pam Saalfeld)

December 7: Oral Presentation samples from selected classes due to the Speaking team (Corinne Morris)

Construction Zone

If we are to accomplish our college mission of providing comprehensive, lifelong, learning-centered educational opportunities to our students, we must realize that we also are lifelong learners. As we bring assessment into the heart of our institution, we face a learning challenge. We have a varying range of assessment experience within our faculty body, but all of us are learning new ways to use assessment for the improvement of student learning. Along the way, we will need to make adjustments in our methods; however, the only way to get somewhere is to start moving. Someday institutional assessment will be second nature to us. In anticipation of that day, please consider the following excerpt taken from an article entitled “Learning Curve”.

*“In the acquisition of skills, a major issue is the reliability of the performance. Any novice can get it right occasionally (beginner’s luck), but it is **consistency** which counts, and the progress of learning is often assessed on this basis. The following stages are an adaptation of Reynolds’ (1965) model. She also points out that learning skills is largely a matter of them “soaking in”, so that performance becomes less self-conscious as learning progresses, and that the transition from one phase to another is marked by a release of energy, in the form of the freedom to concentrate on other things. (The horizontal line represents a notional threshold of “competence”).”*



Source: ATHERTON J S (2003) *Learning and Teaching: Learning Curve* [On-line] UK: Available: <http://www.learningandteaching.info/learning/lerncrv.htm> Accessed: 8 October 2004

Featured Drivers

Attached to this issue of the *Learning Curve*, you will find the Automotive Technology Assessment matrix. This is an impressive example of how assessment is working at our college. Thank you to the automotive department for sharing.