



Assessing Global and Intercultural Learning Conference

Friday, March 3, 2017

A partnership between the
Assessment Conference and Share Fair, and the International Education Summit



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| 8:00 am | Registration – Wojcik Conference Center Lobby Poster Presentations and Continental Breakfast – Wojcik Conference Center Dining Room | | |
| 8:45 – 9:45 am | Keynote: Dr. Larry A. Braskamp, “Creating Global Learning Encounters That Make a Difference” Wojcik Conference Center Dining Room | | |
| 9:45 – 10:00 am | BREAK | | |
| 10:00 – 10:45 am | BREAKOUT SESSIONS | | |
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| | Panel Discussion: Global Leadership Development Through Service Learning Abroad (GL) | Forget Grades: (Re)developing a Desire to Learn (FD) | Workshop: Creating a Global Perspective: From Culture to the Classroom (GL) |
| 10:45 – 11:00 am | BREAK | | |
| 11:00 – 11:45 am | BREAKOUT SESSIONS | | |
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| | Workshop: Harper’s Global Learning Outcomes: The “Whys and Hows” of Assessing Them in Your Courses (GL) | Through the Lens of Anime and Manga (GL) | Workshop: Snack Your Way to an Effective Rubric! (FD) |
| 11:45 am – 12:30 pm | Lunch/Networking – Wojcik Conference Center Dining Room | | |
| 12:30 – 1:30 pm | Panel Discussion: “If We Can Do It, You Can Do It: Strategies for Implementing Assessment Across Curricula” Wojcik Conference Center Dining Room | | |
| 1:30 – 1:45 pm | BREAK | | |
| 1:45 – 2:30 pm | BREAKOUT SESSIONS | | |
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| | The Mirror Project: Does Our Library Reflect Its Community? (FD) | Teaching and Assessing Environmental Studies and Climate Change Activities in College Classes (GL) | Workshop: The Assessment Incubator (FD) |
| 2:30 pm | Raffle | | |

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| Key: | <i>Faculty Development (FD)</i> | <i>Global and Intercultural Learning (GL)</i> |
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Poster Presentation Descriptions

Assessing the Humanities: An Interdisciplinary Challenge

Therese Hart, Humanities

Learn some of the challenges faced when creating an assessment of student learning in an interdisciplinary subject Humanities. The items included will show how “roadblocks” became tools for us and how we arrived at a different “destination” than originally planned, but a highly informative one for us. We discovered that sometimes the questions are more important than the answers. This is an ongoing process for the Humanities Department at Harper College, but we hope that what we have learned so far can help others.

Assessing the Impact of Global Learning at Harper College

Rich Johnson, English and Nellie Khalil, Biology

It is commonplace to say that college students need to be educated for a global future. In 2006, the Association of American Colleges and Universities, (AAC&U), identified global competencies and intercultural skills as essential components of a 21st century college education. And yet the nation’s nearly 1,200 community colleges have lagged behind four-year institutions in acknowledging the importance of global education in their curricula, faculty development, learning outcomes, and mission statements. Our poster will present how the Office of International Education at Harper College has addressed this deficit by developing, adopting, mapping, and assessing five Global Learning Outcomes through an open, inclusive, and interdisciplinary process.

Bits N Bytes: A Convenient Location for Information about Harper College Students and Employees

Kathy Coy, Institutional Research; Matt McLaughlin, Title III/Testing Center and Process Improvement; Bo’Lynne Modzelewski, Business Systems Development and Support; and Sue Skora, Registrar’s Office

Are you tired of spending more time looking for data than using it? Then this poster session is for you. Representatives from across campus have come together to develop a website to disseminate official information to Harper College faculty and staff in support of the College’s decision-making and analysis. The purpose of this website is to provide a comprehensive list of available information across an array of data channels including published reports and reports that have been created using the College’s Enterprise Reporting Solution, Cognos. The goal is to provide consistent, accurate data for use in decision-making and the advancement of institutional effectiveness.

Give New TracDat a Try!

Outcomes Assessment Staff

We've adopted the latest version of TracDat, and it's easier to use! Chairs and coordinators, stop by this poster to try out the new version! Even if you don't need to enter any information right now, we'll get you ready for summer and fall. You'll leave with one-page user guides that will have you well on your way to being a TracDat pro!

Showing the Why Behind the What: Logic Modeling for Higher Education

Julie Lamping, Institutional Research

Logic models are visual representations of the relationship between processes and intended outcomes or goals. Logic models typically include the underlying assumptions around a program, service, or course, the necessary elements and recourses to function effectively, the activities performed, and the intended outcomes or goals to be met by the activities. Logic models can be used in particular to organize activities, align outcomes and goals to resources needed, and even to explain to third parties the function and processes of a particular group. This poster provides an example of logic modeling, information on logic modeling steps, and its many uses.

Understanding, Embracing and Supporting our Adult Students

Vicki Atkinson, Ben Allen and Anita Rehberg, Center for New Students and Orientation; and Sara Cheers-Martinez and Jennifer Godish, Women’s Program

In an effort to better serve adult students on our campus, the Center for New Students and the Rita and John Canning Women’s Program assessed adult students and reviewed the findings of the Adult Student Services Task Force, Adult Market Research Team and the Veteran’s Task Force. These findings led to recommended improvements and program development. Join us as we review what adult students asked for and the actions we are taking in response.

8:45 – 9:45 am: Keynote Session

“Creating Global Learning Encounters That Make a Difference”

Wojcik Conference Center Dining Room

Dr. Larry A. Braskamp

Loyola University Chicago and Association of American Colleges and Universities (AAC&U)

Students need to be engaged in encounters of difference if they are to become global learners. Educators need to create global learning encounters in the classroom and beyond, in co-curricular activities, and the campus community. These encounters are most effective when they influence the students holistically—their cognitive, sense of self, and social interaction dimensions—in their education to become global learners and citizens. In his keynote, Dr. Braskamp will talk about creating meaningful encounters and measuring their success and impact on students' development and growth.



Dr. Larry A. Braskamp is Professor Emeritus of Education at Loyola University Chicago and Senior Fellow at the Association of American Colleges and Universities. Dr. Braskamp is the author or coauthor of more than hundred publications and seven books, including *Assessing Faculty Work: Enhancing Individual and Institutional Performance* and *Putting Students First: How Colleges Develop Students Purposefully* (2006), and the Global Perspective Inventory, a widely used tool that evaluates how campus environments foster holistic student development. He is President of the Global Perspective Institute, and consults with a number of colleges, universities, and other organizations on institutional leadership and enhancing the global learning of students.

10:00 – 10:45 am: Breakout Sessions

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| Track = GL | <p>Panel Discussion: Global Leadership Development Through Service Learning Abroad</p> <p>As College of DuPage plans to pilot its first service learning opportunity abroad in Costa Rica this summer, faculty and staff have joined together to develop a framework for this initiative. Service learning abroad is a high impact experiential learning opportunity that contributes to the development of global leadership competencies, specifically intercultural competencies. Our panel will first present its vision for this new program and how it will benefit students. We will also discuss how we developed and selected the components of this new curriculum. Panelists will share the assessment tool that was selected for this program’s evaluation of student intercultural competency. Finally, we will synthesize the information that we have gathered and developed and discuss how this type of experience can provide the skills needed to develop global leaders. Attendees will engage in active discussions, participate in a poll, and share experiences and ideas on this topic. We look forward to sharing resources and receiving participant feedback and input regarding the implementation of service learning abroad.</p> |
| | <p><i>Facilitator: Sandra Martins, Humanities and Speech Communications, College of DuPage</i></p> <p><i>Participants: Donna Gillespie, Edith Jaco and Bonnie Loder, Spanish, College of DuPage; and Stephanie Quirk, Student Life and Leadership Development, College of DuPage</i></p> <p><i>Audience: All</i></p> |
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| Track = FD | <p>Forget Grades: (Re)developing a Desire to Learn</p> <p>Many of us have students in our classes who want an “A,” but who do not want to actually put in the time to learn the material or skill. Often our students’ relationship to learning has been so skewed by standardized testing and grade competition that they believe the grade is the most important part. This session hopes to increase awareness and provide space for reflection about what professors can do to increase the desire to learn among their students and to take the focus off of grades. The session will include presentation and discussion.</p> |
| | <p><i>Presenter: Marianne Fontes, English</i></p> <p><i>Audience: All teaching faculty</i></p> |
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| Track = GL | <p>Workshop: Creating a Global Perspective: From Culture to the Classroom</p> <p>This workshop will help participants to assess and identify gaps in global and cultural literacy which will help strengthen the connection between discipline-specific curricula and the student international learning experience. Participants will be able to take away fun facts about the global world and tie new global knowledge into a variety of disciplines across the campus.</p> |
| | <p><i>Presenters: Karl Buschmann and Robin James, Business</i></p> <p><i>Audience: All</i></p> |
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11:00 – 11:45 am: Breakout Sessions

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|-------------------|--|
| Track = GL | <p>Workshop: Harper’s Global Learning Outcomes: The “Whys and Hows” of Assessing Them in Your Courses</p> <p>Can you name all five of Harper College’s Global Learning Outcomes? Why is global learning relevant to students in your discipline? Please join us at this interactive session, where we will discuss Harper’s Global Learning Outcomes and how they can apply to your courses. During this session, you will examine how your course objectives and course content align to the Global Learning Outcomes and work with a group of faculty to examine and/or develop assignments that assess global learning as it pertains to your discipline. For some of the activities, it may be helpful if you bring a copy of your general course outline or course syllabus.</p> |
| | <p><i>Presenters:</i> Kathy Hanahan, Student Development; Kim Jaeger, World Languages; Rich Johnson, English; Judy Kaplow, Humanities; and Nellie Khalil, Biology</p> <p><i>Audience:</i> All</p> |

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| Track = GL | <p>Through the Lens of Anime and Manga</p> <p>Students are increasingly obsessed with Japanese culture largely due to the increasing exports of Japanese popular culture to America such as manga, anime, and video games. Many students draw in the manga-style and relentlessly copy popular characters in their sketchbooks, yet they seem to lack a full understanding of how their appropriation of another style of art functions cross-culturally. For them Japanese popular culture is a kind of escape, a mechanism through which they can step out of their lives here in Chicago. In studio art and design classroom rather than telling students to simply stop drawing in these styles, we can direct students to channel their fandom into their own creative pursuits and research to come into deeper understanding of Japanese culture. For other students not yet interested in Japanese popular culture, anime and manga can provide an exciting entry point for them to learn more about the world beyond what they think they already know, while allowing them to question assumptions that we have about other places, cultures, and people. Though focused on engaging Japanese popular media through visual arts, the project will have interdisciplinary applications through the humanities, looking for ways to enrich curricula with a global perspective that builds on already extant student interest.</p> |
| | <p><i>Presenter:</i> Adam Fotos, Art and Design, College of DuPage and Chicago State University</p> <p><i>Audience:</i> All</p> |

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| Track = FD | <p>Workshop: Snack Your Way to an Effective Rubric!</p> <p>Why use rubrics? How can they help me? How can they help my students? How do I build an effective rubric? Learn the answers to these questions and more in this fun—and tasty—interactive session!</p> |
| | <p><i>Presenter:</i> Faon Grandinetti, Outcomes Assessment and Institutional Effectiveness</p> <p><i>Audience:</i> All teaching faculty</p> |

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11:45 am – 12:30 pm: Lunch and Networking

Wojcik Conference Center Dining Room

12:30 – 1:30 pm: Panel Discussion

“If We Can Do It, You Can Do It: Strategies for Implementing Assessment Across Curricula”

Wojcik Conference Center Dining Room

Facilitator: Rich Johnson

We've all struggled to implement effective assessment techniques, inside the classroom and out. Join Harper College faculty in an enlightening discussion to examine how some of your colleagues have met and overcome these challenges. The session will address student learning assessment overall as well as assessment within the more specific contexts of global and intercultural learning. Time will be reserved for questions from the audience.

Please feel free to use the area below to record what you learn from this panel session.

Panel Discussion Assessment Strategy Takeaways:

An idea I can put into practice right away this semester:

An idea I plan to investigate further:

A person I can contact as a resource or potential assessment mentor:

1:45 – 2:30 pm: Breakout Sessions

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| Track = FD | <p>The Mirror Project: Does Our Library Reflect Its Community?</p> <p>Use library, retail, and marketing principles to engage students. By assessing students’ interests and needs, you can determine ways to engage them in the classroom and beyond. This session is based on a Multicultural Faculty Fellowship project and uses a library-centered project as a guideline for creating an environment where students feel welcome, relevant, and included. Helping students to “see” themselves on campus will encourage them to stay engaged, be involved, and succeed.</p> |
| | <p><i>Presenter: Christine Kuffel, Library</i></p> <p><i>Audience: All</i></p> |

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| Track = GL | <p>Teaching and Assessing Environmental Studies and Climate Change Activities in College Classes</p> <p>It has been said that climate change is the most important issue facing our world today. How can college professors who teach in different departments create and implement environmental studies- and climate change-related content into their courses in ways that also respond to core objectives in their syllabi? Participants will learn about how they can design and assess class activities and assignments that pertain to environmental studies and climate studies, applicable to a range of subjects and disciplines. The facilitator will model this by demonstrating examples of activities that could be pedagogically integrated into classes that pertain to several different college courses and disciplines.</p> |
| | <p><i>Presenter: Don Godston, English</i></p> <p><i>Audience: All teaching faculty</i></p> |

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| Track = FD | <p>Workshop: The Assessment Incubator</p> <p>New to this year's Conference...The Assessment Incubator! Join your colleagues in a fun space designed to get your creativity flowing. Would you like an assessment mentor? Have you heard about the assessment Community of Practice and want to learn more? Do you want more time to work on rubrics or other aspects of your assessment plan? Do you want to discuss assessment challenges that seem unique to your department or division? Come on by! Harper’s Learning Assessment Committee is here to help!</p> |
| | <p><i>Presenters: Learning Assessment Committee and Outcomes Assessment Staff</i></p> <p><i>Audience: All who engage in classroom, course, program or non-academic assessment</i></p> |

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