Learning at Maricopa

Learning Meeting
November 14, 1997
12:30 p.m. to 4:30 p.m.
South Mountain Community College

ISSUE
Professional Development

CONVENER
Kathleen Preece

PARTICIPANTS
Doyle Burke
Donna Schober
Jerrilee Mosier
Bob Bendotti
Terry Leyba

DISCUSSION AND RECOMMENDATIONS

Professional Development for Adjunct Faculty Minimal

Don't have computers available for their use

Don't have a-1 accounts

Some have a-1

Using restrooms as meeting places

How do Adjunct get mail?

Some colleges have difficulty due to time constraints and where the mailboxes are placed

Do we have different expectations of part-time and full-time?

Professional Growth Funds

Adjunct Faculty can request funds up to $300 to be used however to attend a conference

Expectations are not the same: Adjunct

- Have an orientation to the college so that Adjunct are aware & familiar with the College
- Have incentives so that growth can continue
- Pay Adjunct to attend conferences and meetings
- Give offices to Adjunct even if they share an office.
- Hoteling concept of offices, have offices set up so that anyone can move in.
- Must have access to computers and copies, etc. The hotel concept would achieve this.
- Pay instructors for four credit hours rather than three hours in order to be paid for office hours. Of course, more pay = more expectations and responsibilities
- Problem: If you pay Adjunct more where does the funding come from? Usually from full-time schedules.

Professional Development for Full-time Faculty

The Ratio of Full-time Faculty to Adjunct is very high.

One Rational: We need Adjunct to support growth due to high salary schedule

2nd Rational: At one college there are 6 full-time English instructors on reassigned time.

- Give extended contracts for the first semester or release time for new instructors OYO and OSO. This allows time to attend professional courses: cooperative learning, assessing text books etc.
- Look at both day and evening ratios of full time to adjunct
- Look at compensating adjunct for more than just the hours that they are in class
- Department to decide where development should be
- Do short mini workshops rather than one long workshop
- Align professional growth to the real needs of the department and include adjunct
- Give a set amount of money and allow faculty to spend however they want for continuing education; example; l $1200 a year. If you don't spend it, you lose it for the next year

  Maybe even be able to "bank" your money to attend a specific conference.

ISSUE
Professional Development (continued)

WHAT NEXT

Individually support Faculty Staff Development Coordinator Committee efforts to align Professional Growth policies with needs of full-time and adjunct faculty.

Collectively - MCCCD leadership (administrators, faculty, all policy groups) should consider alternatives to current professional growth policies procedures.

We need to decide what the learning outcomes are for identified professional development act. Needs assessment for adjunct faculty professional development.

Attend faculty social functions to develop better collegiality within the department, furthering better teamwork and mutual support.

Provide leadership for faculty development.

I will assist in Inservice Training for both full-time and adjunct faculty.

MCLI is documenting and will continue to add to the "learning@maricopa.edu" web site. Would people be willing to join an electronic discussion there?
http://www.mcli.dist.maricopa.edu/learning/

Make faculty professional growth into a "voucher" system. Give every faculty member $X to spend on professional development activities. Eliminate needless bureaucracy. Trust faculty to make good decisions. This is for Meet and Confer teams.

Increase utilization by faculty/MAT of development/growth opportunities by further networking with folks such as faculty staff development coordinators and chunking information into more accessible, digestible, useful units.

ISSUE
Being too convenient at the risk of learning

CONVENER
Connie Rainey

PARTICIPANTS
Bonnie E.
Jeanne
Gene
Loman Clark
Carol
Mike Rooney
Yvonne Zeka
Jim G.
Edward
Marie Fenske
Pat H.

DISCUSSION AND RECOMMENDATIONS

Are we gearing education to the fast track?
Learning driven by:
- consumer wanting things quick and fast
- industry - get it done! Too efficient not always effective

Not for all learners
We as a society have the "quick" mindset
We need time to "Process"
Difference between training and educating
End up with a nation of job holders, but no critical thinking skills
Value in learners having the opportunity to earn from one another often requires time
We as teachers are losing some "control" over directing our students
Concepts and skills are both needed
Classes based on "seat" time in our system
How accountable are we in assessing our students?
Consumer metaphor (give them what they want) breaks down when we are only delivering "chicken macnuggets" and forget our basic goal of educating students to be able to think, apply, and seek knowledge as part of a value system
The students may not know what they need - it is our job to know this. We have a lifetime of learning on which we base this paradigm. (This in response to the question: how do we know that we are right?)
We are the experts in content, the student knows what his/her leaning style is and how they need instruction to be presented.
We need to be able to let industry know that not all students will acquire the required competencies within the "seat" time allowed; we need to quantify competencies.
"What do educators need to do to guarantee 90% competencies?"
How are we accommodating divergent learning styles?
Not every student will have a computer, but every student needs access to one.
Western Governor's University - our competition
Is part of the problem that we attempt to be "all things " and we end up Mediocre?
Placement needs revision, we don't have initial assessment tools which effectively evaluate student abilities
Students are often set up for failure
Students don't always want to be where they should be (placement)
How can skills be more integrated into content, particularly vocational, courses?
Learning communities important.
What is the role of values teaching?
The most important skill employees can have is "communication" abilities.
Our society's bottom line is "money" FTSE is the bottom line
We work so hard at retention without questioning how they were retained.
What can we do? Integrated classes, accommodate "learning styles," not be resistent to change, recognize the importance of advisement

ISSUE
Being too convenient at the risk of learning (continued)

We need to educate advisors, especially concerning awareness of learner needs.
Faculty needs help in adapting learning styles
Physical plants are not set up for innovation; they are set up for lecture.
How are faculty measured for successful innovation?
We need some standard models for assessment.
We need to share them so we don't all have to reinvent the wheel

WHAT NEXT?
Recognize that we can't be all things to all people.

Constantly evaluate what I think is important to be learned in the classes I teach.

As a district, we need to identify the approach and tools to assess a learner when they first contact the institution. We need to assess prior learning, learning styles, personal career goals, short/long term goals, and financial need. Based on the assessment results, the learner should be connected to the appropriate resources, courses, faculty, advisors, etc. I would be willing to co-chair a group on this issue. (Pat Honzay)

Question new delivery methods and contribute to their soundness.

Maintain reasonable but uncompromising standards of quality educational services delivery and continue to expect students to strive to meet a level of performance that reflects genuine improvement in each individual while exceeding minimal master of content areas.

Connie Rainey and Bonnie Ehmann need to follow-up on developing and implementing a one unit computer course integrated with an English course.

ISSUE
Academic Class Structure - Scheduling/Credit, Loading

CONVENER
Gail Shay

PARTICIPANTS
Yvonne Zeka
Diana Hall
Morris Johnson
Geri Rasmussen
Donna Tannehill
Bill Crawford
Nina Mares
Ranae Healy
Dean Stover

DISCUSSION AND RECOMMENDATIONS
First, we brought up possible formats for class structures:
- 16 week semester
- open exit, not seat time but competency based
- eight weeks
- quarter-system
- year round classes
- academic floor issues
- other intensive formats
- intersessions—two week courses

Look at difficulty of courses—quantity of info in courses, too concurrent vs. sequential
Foster cooperation and collaboration between colleges (minimize FTSE competition)
More planning when assigning courses for the year
Flexibility of schedules—(PASS program—7 weeks, 6 credits)
Open time in middle of day for shared college activities
Coordinate speakers/activities with classes and or faculty
Second, we looked at faculty loading issues:
- count evening classes as part of load
- year round vs. nine months
- release time for alternative delivery; develop criteria
- learning communities
- research
- course development
- ongoing support after up-front support
- prep time for complex learning methodologies
- loading based on diversity or needs of student
- develop an individual faculty plan
- goals and objective
- committees (look at how much work is involved)
- review by chair
- Dean of Instruction
- flexibility of schedule
- start small
- faculty renewal—every three years

WHAT NEXT
Will explore different loading for Spring 98 for multi-level developmental educational community.

In order to get rid of structural obstacles, toss RFP into the wastebasket and begin to determine how issues of faculty work load etc. can SERVE STUDENTS NEEDS.

I can commit to doing my part as a faculty member in being open and receptive to new ideas. As a faculty we need to commit to working together and assert ourselves to be open to exploring new ideas regarding learning communities and loading. We need to explore a more individualized faculty load and schedule.

Pursue/explore the idea of an individualized faculty plan as a flexible tool for internal faculty growth and loading options.

ISSUE
Integrated Learning Communities: Making Them Work

CONVENER
Suzann Shephard

PARTICIPANTS
Alan Levine
Andrea Greene
Andy Bernal
Elizabeth Skinner
Jesse Chanley
Linda Rosenthal
Melinda Rudibaugh

DISCUSSION AND RECOMMENDATIONS
Obstacles identified:
- faculty loading
- small campuses have difficulty getting enough students to make it work/justify
- loading
- making curriculum problem-based raises issues of credits
- special programs have small student numbers
- FTSE
- students have preconceived ideas of schedule building
- billing based around course competencies => PBL (examine these)
- requirements for transfer
- efficient use of student time (two courses at same time)
- NCA requirements
- how do we get adjunct into the process?
- utilizing AF in different ways ... i.e., hire to lead discussions
- focus on specific programs?
- create modules that add up to xx courses

Benefits:
- Integrating / embedding learning in content
- Curriculum revision

ISSUES:
- Issue of competencies—are they currently at a recall level? Shouldn't they be raised to problem-solving level?
- Evergreen is making this work
- Should we create modules that add up to XX courses
- MCC struggling with engineering learning community
- Should a college be created from ground up???
- Are the consequences endangering guarantees of RFP
- Would students support a streamlined curriculum
- Does "x" number of hours and "x" number of students equal learning
- Assessment has to be present to show competency accomplishment
- No seat time in distance learning
- Check out the pilots which have been run
- How to keep momentum/enthusiasm going — JUST DO IT

WHAT NEXT?
Suzann and other learning community developers should convene a district-wide forum to assess what has and hasn't worked.

Deans of Instruction need to dialogue on how to make learning communities work within and outside of the present structure for loading faculty.

Experiment with learning community in which seat time is less than usually associated with 6 hour block — but competency of both courses are covered.

I commit to ongoing exploration of learning community activities at individual and division levels at GWCC. (Elizabeth Skinner)

ISSUE Integrated Learning Communities: Making Them Work (continued)	Really begin to look at semester vs. quarter (or other system) which allows for creativity/exploration in designing a learning environment that fits the needs of today's learner. I commit to working toward that end with other folks.

ISSUE
Students (slow, advanced, in the middle, poor, rich) and faculty come together to learn to teach.

CONVENER
Amalia Villegas

PARTICIPANTS
Ed Hutton
Jackie Moran
Many Griego

DISCUSSION AND RECOMMENDATIONS
No learning takes place outside of classroom
Time in class is not enough time
Students can't even afford to buy a book (or other supplies)
Students don't have time to spend out of class
Students don't get together outside of class to discuss, problem-solve
Students don't take advantage of outside resources, such as tutorials

How do we help these students?
Multiple Intelligence Theory might be helpful
Students want career applications—encouraging the research for this, so they can apply what they learn to their "real world" application.
Crisis exists that too many people are allowed into classes without meeting prerequisites (or because prerequisites haven't been set)
Students ignore prerequisites because only the higher class transfers/fulfill's a credit, or they were tested to that level, but the test was inaccurate.
As a teacher, the goal of each teacher should be to get learning across, despite the different student/learning types. It is the teacher's responsibility. This requires knowing the student and the student's situations/realities (e.g., Mario doesn't own an alarm clock, therefore he has trouble arriving on time.) What can instructors do to help? To succeed with this goal?
Encourage tutoring, encourage questions, pay attention to test scores and achievement
Discussion on teacher's role—can or cannot teach everyone?
Can't teach students who don't want to learn (don't do homework, come in late, don't go to tutors, don't agree to staying after class, don't give any effort)
OR can you? Is there a way to motivate students? We don't have methods, support, resources to do so—what do we need?
No, because student isn't willing to give more than 45 minutes, appearing in classroom without really being there.
Then make that 45 minutes really count, and encourage outside resources for student success—helping them to obtain it.
How much time do teachers have to hand-hold so many students?
Adjunct cannot give same quality because they aren't always aware of resources for students and teachers, don't have time (or incentives) to spend more time with students.

What would help to teach all students?
- Student work groups
- Look at different options that address different learning styles
- Incorporate the Internet to keep info current and encourage self-directedness— This means that teachers need to have technology knowledge
- Look at other resources: experts, listgroups, television, computer-based instruction
- A bold idea: What if students where given a computer at beginning, and made payments for the computer instead of buying books?
- Can scheduling be more flexible?

Ideal situation:
- Teachers see their role as facilitator, and resource, not just teacher.
- Have goal, objectives, then facilitate the learning process in a way that needs of all students are met in some way.

ISSUE
Faculty as Learner

CONVENER
Doyle Burke

PARTICIPANTS
Bob Bendotti
Ned Miner
Narcissa Polonio
Gail Shea
Connie Ehmann
Kathleen Preece
Connie Rainey
Alan Levine
Toni Rodriguez

DISCUSSION AND RECOMMENDATIONS

Faculty often model the exact behaviors we object to in our own learning experiences. We need to demonstrate good T/L in our own behaviors. Faculty need to understand learning and pedagogy as well as their respective disciplines. Should they be "required" to know these or participate in learning these? We are limited in assessing learning styles. Need flexibility in options -- modes of learning. Not be teaching to specific learning styles, but teaching so students can translate what is being taught to their specific learning styles. But, do (and how would) they know their respective learning styles. Point in paper: learning is transformational - if faculty were learning, we would see changes in their behavior. Ideas on new types of teaching (evidence of change): collaborative, peer editing, service learning, (computer) simulation, distance learning, self-paced, group discussion, project method, learning communities, interdisciplinary, etc. But, if we walk down the hall, what would we see as the predominant methodology? Lecture?

Issue: What about the time/resource requirements to change/ innovate? Partial solutions: faculty loading; different view of role of faculty by both faculty and non-faculty (facilitator v. deliverer of content/content expert); mechanisms need to be in place to allow/support change; start with core of those who are more comfortable with new strategies/modes/ etc.; faculty person needs to accept personal responsibility for his/her own life-long learning.

What are our expectations of faculty as learner? And, does the system support those expectations?

We need to learn: we cannot make same assumptions about our students as were made of us; we need to know when what we are doing isn't working; there is greater diversity among student bodies; we must become life-learners both within our disciplines and learning (students learn in different ways, some modalities are more effective, etc.);

WHAT NEXT?

Continue to learn more about learning

As faculty, be committed to learning from our students and community. Continue learning about learning.

I will implement a faculty support group on my campus to facilitate and discuss the implications of new instructional technology. (Name)

Be a model of lifelong professional learning in my activities and make that known to my students.

Encourage "sharing" of successful methods/techniques between faculty members.

ISSUE
Faculty as Learner
(continued)

Make curriculum real world problem-based to be more meaningful to students.

Develop more interdisciplinary learning communities; encourage dialogue that is interdisciplinary.

We're encouraging college-level groups to form as local "web-developer' groups, as follow-up to the successful, yearly event held last Oct at GCC (Alan Levine)

ISSUE
Student Services and Learning

CONVENER
Jesse Chanley

PARTICIPANTS
Jerrilee Mosier
Morris Johnson
Nina Mares
Ranae Healy
Manny Griego

DISCUSSION AND RECOMMENDATIONS:
How can adjuncts treat students as whole people?
Difficult with adjuncts because they are on campus and off

- PC requires adjuncts to participate in general orientation
- Gateway is offering more training but may not be high participation
- Main incentive for adjuncts to participate in training is future full-time employment

How can we deal with students as whole people?

- learning communities including counselor
- special programs for at-risk students,
- educating faculty that counselors are also faculty, offering workshops and other training to faculty on counseling students
- use service learning to engage students in more holistic training
- leadership training for students
- Scholastic Academic System — monitors student athletes to see if they are attending class and progressing properly; also have faculty mentors for particular teams
- early alert system for students who are not progressing properly, students identified by faculty; do adjuncts use system?
- different campuses have different combinations of advisors/ counselors, creates confusion about who counselors are, often viewed as advisors.
- need stronger ties between job placement and disciplinary faculty.
- PC merged counseling and job placement.
- for technical, industrial programs, have community advisory committees that include business people who are aware of employment trends and issues.
- dedicated advisors are not faculty.
- need adequate faculty training for advising.
- lots of career info. on WWW, companies have web pages that detail job opportunities, tutorials on employment issues, etc.
- need universal (mandatory?) advising, counseling.
- student services as the center of a learning community.

WHAT NEXT?
Help to share the holistic activities that take on our campuses.

Help to foster more learning-centered activities.

Work with Mike Rooney's area to have mandatory placement throughout the district.

Jesse Chanley will develop a list of the opportunities for participating in learning dialogue at different campuses. This should help determine if opportunities are sufficient.

Mike Rooney and Jesse Chanley are participating in discussions of learning and student services at PVCC, PC, and EMCC in the next month.

Student Services and Learning — Individuals/Learners/Teachers need to be seen holistically. Fragmentation/disconnect can be

ISSUE
Student Services and Learning
(continued)

corrected/healed by further dialogue and by doing activities which bring people together. I commit to helping people to connect.

Student Services — I can continue to present my ideas for change regarding student services. This will be done by dialoguing with our Deans, Dean of Student Services, Dean of Instruction...As a department, we can present our ideas to the faculty senate for discussion in hopes of moving toward change — focus on the emotional/social domain. As faculty, we need to commit to coming together for better understanding of a team effort for a learning community to better serve our students as well as taking better care of ourselves and one another.

ISSUE
Math Reform and Traditional Currriculum

CONVENER
Terri Leyba

PARTICIPANTS
Ed Hutton
Jeanne Canham

DISCUSSION AND RECOMMENDATIONS

TIMMS report said we teach a mile wide and an inch deep . . . too much per semester

If students go on to another section, reform teaches more problem solving, while traditional teaches more skill development . . . need a way to bridge the gap between

Old and new

Competencies need reviewing

Caught in dilemma => business asks different things

How do we deal with it now? We don't . . . we each do our own thing and ignore the others

Why is what happens at IC not sent out to all teachers? such as what ASU and UA doing in calculus?

We would like reform and traditional to find a balance in our classrooms that would be the best for the student.

Reform means too many things, is it NCTM standards, is it MMC, is it collaborative learning, is it applications, is it Arizmatyc standards?

When we say 'reform' we set off assumptions that may not be true.

Reform should mean the competencies are at minimum, use technology, writing, collaboratively all together in class. Study groups, etc.

Do we teach thinking or skills? both

Need applications and theory and proofs . . .

Where is the balance?

The bottom line is that we want the best for the students . . .

Do we use graphing calculators and at what level? We need to train the faculty.

WHAT NEXT?

I will stay informed and continue to learn about math reform. I will attend conferences and workshops where reform oriented curriculum is developed, in return I will conduct inservice training for Adjunct Faculty at SMCC. (Terri Leyba)

ISSUE
How FTSE Drives Structure

CONVENER
Elizabeth Skinner

PARTICIPANTS
Loman Clark
Linda Rosenthal
Marie Fenske
Andy Bernal
Roy Cohen
Geri Rasmussen

DISCUSSION AND RECOMMENDATIONS:

Not necessarily quality -- outcomes for students-tangible and safe
Insufficient State-funding; too much reliance on increasing tuition rate => compromise concept of community college; some states have performance based — but who and what determines? => If legislature, they may not be knowledgable.
Does not promote quality
affect existence of program
Have lost additional occupational funding
Funding sources are not necessarily knowledgeable of academic needs
Sometimes the population needs to be highly skilled, although small numbers
45 day funded whether learning takes place or not
45 day count — nothing to do with learning
Before we correct it we need to see how it would work
Did change OE/OE => may change with increasingly flexible scheduling; also process could be streamlined if done electronically
If done electronically, could save time; need to tie to learning before we are told to make it performance based. We can generate credit hours, but what does it lead to? More money.
Assess program competence.
Competition should promote quality of learning.
May lead to too much speeding up.
See state funds as added on
Too much growth, may be slow down
How best serve community => scheduling RFP limitations for growing population; facilities => better use possible (though already better than other institutions)
Tremendous turf battles, generates creativity if battle is quality, but not if it is money.
Reservations on (for example) ability to retain with intercession classes. They bring FTSE, not learning.
Look for money to add on to state money, so state money does not have to fund and thus limit creativity
Maybe focus on quality, not numbers
Facilities, scheduling issue in a growing community
We do not need more facilities, just better use of them
RFP issue but not true at all colleges, some work around the clock
Education per dollars spent, we are extremely effective
Other part of funding is how much tuition can we charge before it impacts on enrollment
Financial aid may increase—one-way or another, taxpayer pays
Legislators need to visit schools, and we inherit product of public schools. We spend a lot of resources on things that should have been done prior to college
Concentrate on partnerships with business. Financially and providing services for them.
We fund on credit, can we fund on a different unit? We do so many other services. Maybe fund on numbers of students. Funding on competencies documented. But a danger of teaching to the test. Might generate more paperwork
Ratio of FTSE and headcount

ISSUE
How FTSE Drives Structure (continued)

We can't change how we get funding from outside but we can change how we allocate it
Change funding UNIT from credit hour => more on headcount / reflect time and activities needed; competency documented — could promote simple competencies; generates increased paperwork; combination of headcount/FTSE
Can change all allocation internally
Some students can learn independently (e.g., distance learning); different faculty role
Tuition incentives
Incentives for creativity => individualized faculty plan, contribution to college
Headcount relates more to student services
Programs (small #) may be contributing more => program completes transfers; job placement
Combination of headcount/FTSE, and program outcomes (various); other outcomes measured; accreditation
External/Internal => looked at many possibilities, may be other, need for more study
Not every student needs the structure of the classroom.
Flexible start time
How FTSE restricts creativity
Incentives for innovation and creativity
Individualized Faculty Plan based on contribution to college with approval of dean, chair and review by committee
Based on success, not on numbers going through
Headcount, FTSE, program, program completers, transfer to university, program outcomes of various types (including those not generating FTSE)
Outcomes are already measured in some other way, except accreditation
But we need to know what we get from the money spent

Conclusion:
Both external and internal considerations. We looked at some possibilities. There are others. Those looked at need to be further studied.

WHAT NEXT?
Learn more about funding alternatives that may have been tried across the country.

We can figure out creative ways to tackle the funding structure that seems to create barriers to many of the change agendas.

Work in concert with others on FTSE Reform.

Look at and change funding structure to allow more innovation. Encouraging innovation.

ISSUE
Assessment that Measures Student Academic Achievement

CONVENER
Dean Stover

PARTICIPANTS
Pat Honzay
Jackie Moran
Yvonne Zeka
Donna Tannehill
Melinda Rudibaugh
Andrea Greene

DISCUSSION AND RECOMMENDATIONS

What are some non-traditional means of assessment?
- portfolios
- interviews - entry/exit
- performance based

How do we get at what we want to measure?
- critical thinking
- problem solving
- reading, writing, listening, speaking
- computing
- humanities

Critical Thinking: standardized multiple-choice tests are a questionable method problems with definition and measurement

Writing: identifying what we want students to learn
- Dean has defined revision and editing as the important writing skills
- At Gateway, they are doing a pre- post- writing assessment that is judged by a standard evaluation form.

Recommendation:
Rewrite competencies based on desired learning outcomes.
This would require a major commitment on the part of the district. Some of the existing competencies are laughable.

There are problems between District Ends Statements and course competencies.

We need good, agreed-upon competencies and a variety of tools that are used in common throughout the district for assessment; need better distribution and sharing of what is and is not working. The Web would be one possibility for distributing information. Many disciplines have good tools.

Three ways to deal with assessment:
1. ignore it
2. pre-post multiple choice tests of discreet skills
3. more involved - rubric type measurement
   need time to develop the assessments and pilot them

   Need to involve all full-time and adjunct faculty.

At Rio, they are developing 20 question multiple-choice pre-post tests for all their courses. In addition, they are formally assessing writing in every discipline. Use a common scoring rubric.

Assessment should be part of students' grade; students should know what the standards and expectations are. Students should also do self-assessment.

ISSUE
Assessment that Measures Student Academic Achievement (continued)

Assessment issues:
1. Students may not want to do assessment. Teachers need to prepare them.
2. Fear that assessment will be used to evaluate particular teachers.
3. Teaching to the test. Is that bad if the test is a good test that is measuring desired outcomes.
4. Some feel that learning can't be measured.
5. Need to check at various points along the education process. Overall entry-exit test.
6. We're already measuring within classes through tests.

Defining academic achievement:
1. perceptions - affective domain
2. cognitive domain

WHAT NEXT?
We need to identify basic areas of faculty development and provide training for both full time and adjunct faculty.

I will discuss this idea with the staff development coordinator at my college. (Name)

Rely more on holistic assessment portfolios — demonstration of student learning by doing.

Will participate in assessment web page.

We've started a searchable collection of assessment tools
`http://www.mcli.dist.maricopa.edu/ae/tools/`

We'll continue if the format is of interest.

Develop and apply more effective assessment measures.

Try alternative assessment activities in a multilevel developmental block

I can continue to work on implementing the complex assessment of student learning agenda at my campus.

COMMENTS

Well done - excellent discussions don't let it die!!!

I enjoyed both the format and discussions. Please continue!

Productive process! (has positive implication for the classroom as well)

Before implementing changes, collect from students their perception on the impact of these changes on their overall educational plan or process. For example - will the change facilitate or hinder the student's movement into a university or career?

Interesting format for open dialogue, thanks!!

I enjoyed the open discussion format. It was disappointing not to have more faculty here to participate.

I'm curious about next steps and how to go beyond "preaching" to the choir. How will new folks become engaged?

Excellent facilitation, good risk taking. Thank you.

I participated fully, was tired by the end of the afternoon and wondered what I learned as part of the process.

I really liked the structure and the openness.

Modeled new behaviors that we profess. We lived through the beginning 'chaos' - it can be done. Marybeth Mason, great job.

Should have been more staff involved as well as numerous campuses.

Good facilitator; conversational style; accessible; authentic. Process - interactive and participatory. I did not learn anything new.

A great format for dialogue. Very interesting insights and concepts, even though the group was smaller than I had anticipated - lots of energy - wonderful. Looking forward to the next one.

Just as in Naomi's EDU 250 - it's nice to see "practice what you preach" happening. (A complete learner paradigm)

I thought Open Space was a unique way of making the participants responsible for creating the environment. I really liked the group (small) sharing and then the larger group.

This was a beginning - but we need to implement action.

The discussions were excellent. It would have helped me to have more focus.

I always leave gatherings of this sort feeling that no fundamental changes have been made. I think we just need to do it.

I want action. Our district is innovative and there are many exciting initiatives. I do not know if all the "butterflies are flying in the same direction."