

Center for Teaching & Learning Excellence (CTLE)
Invites You To

Anderson Conference 2023

Reimagining Assessment Approaches that
Inform Student Learning

Virtual Event, January 27, 2023, 9:00 - 6:30 PM

PROGRAM AT A GLANCE

OPENING KEYNOTE

9:00-10:30 AM

Dr. Gianina Baker

Acting Director for the National Institute for Learning
Outcomes Assessment

CONCURRENT SESSIONS

11:00 - 12:30 PM

Assessing students' prior knowledge and skills: How to help
students earn credit for prior learning (CPL)

Nichole Reding-Hoffart, Cole Chatterton & Gayathri Iyer

Evaluating our efforts: Feedback from students on their
Sense of Belonging

Laura Smoyer & Nadia Wallace

Art integration workgroup

Manar Alattar & Panelists

Making online/remote learning a more welcoming and
inclusive experience

Morgan Chase, Emily Herff, Andrea Hills, Tuba Kayaarasi,
Susan Martin, Paul Montone, & Jennifer Ward

Human expressions: A teacher's online presence

Casey Twining

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1:00 - 2:30 PM

Adult education, formative assessment and how it all
connects to your classes

Gale Czerski & Annie Greenhoe

Opportunities and challenges - Incarcerated individuals and
higher education

Lisa Regan-Vienop, Jane Zunkel, Kari Hanken, Phyllis Petteys & Kevin
Bradley

Trauma Informed response to students - ABC basics

Caroline Bartlett & Hayley Hayes

Decentering whiteness with open education & cultural
responsiveness

Taryn Oakley, Michelle Huss, Rachel Sanchez & Katri Laukkanen

Learning Together through Faculty Learning Community (FLCs)

Julie Hastings, Davida Jordan, & Teresa Langford

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Successes and strategies in assessing students with accommodations

Martha Bailey, Stacie Williams, Ralf Youtz, DeLyse Watson & Phyllis Petteys

STEM Career Champions

Josh Cary

Writing a New Chapter

Nanci E. Leiton

Contract/Labor-based grading: Round-table discussion

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Increasing equity grading through Community Based-Learning (CBL): Reducing testing anxiety and increasing community connections

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Image: PCC Cascade Campus

Keynote Speaker

9:00 - 10:30 am




Dr. Gianina Baker

Please join us for the Anderson Conference Keynote Address with Dr. Gianina Baker. Dr. Baker is the Acting Director of the National Institute on Learning Outcomes Assessment (NILOA) where she provides leadership and directs research specific to the assessment of student learning at colleges and universities, primarily under the Lumina Foundation grants. Her main research interests include student learning outcomes assessment at Minority Serving Institutions, access and equity issues for underrepresented administrators and students, assessment in athletics, and higher education policy.

Image: Dr. Gianina Baker

Program Flow

The icons below represent the three focus areas that CTLE promotes

-  Sense of Academic Belonging
-  Equitable Assessment
-  Inclusive Curriculum

The icons below represent levels of participation





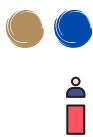
-  Introductory - basic overview and knowledge of key inclusive pedagogies, practices or concepts
-  Intermediate: workshops diving deeper into the impact of key inclusive pedagogies, practices or concepts
-  Advanced: integration of inclusive pedagogical knowledge into practice; advanced language and concepts
-  All levels of knowledge



Image: PCC Rock Creek Campus

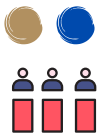
11:00 - 12:30 PM



Assessing students' prior knowledge and skills: How to help students earn credit for prior learning (CPL)

Nichole Reding-Hoffart, Cole Chatterton & Gayathri Iyer

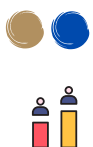
Faculty will be introduced to how Credit for Prior Learning (CPL) can improve our students' sense of belonging and help close the opportunity gap. In addition, we will explain best practices for developing assessment tools for CPL and help you and your department become advocates for CPL.



Evaluating our efforts: Feedback from students on their Sense of Belonging

Laura Smoyer & Nadia Wallace

We have many ways to measure student learning -- but how are we measuring our success as educators in creating environments that support learning for all students? In this session the Makerspace Guided Equitable Student Success (MGESS) Grant Team will share our experience creating, administering, and analyzing our Sense of Belonging Survey, which is our effort to create an authentic way to measure the success of Math Faculty in creating an environment that supports student learning.






Art integration workgroup

Manar Alattar & Panelists

In this workgroup, we will share ideas for incorporating art integration assessments into courses at PCC. This will be an interactive session. Please feel free to bring assignments and student samples to share. Although the workshop leads will present science-art integration assessments, we look forward to having a broad representation of art-integration throughout PCC.

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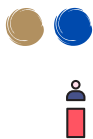
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Image: PCC Rock Creek Campus



Making online/remote learning a more welcoming and inclusive experience

Morgan Chase, Emily Herff, Andrea Hills, Tuba Kayaarasi, Susan Martin, Paul Montone, & Jennifer Ward

During the Spring 2022 term, author and educator Kevin Kelly led participants of the 2022 Spring Campus Book Club through his book, *Advancing Online Teaching: Creating Equity-Based Digital Learning Environments* (Kelly & Zakrajsek). This session will offer an opportunity for Book Club participants to share strategies they implemented to make their online and remote courses more welcoming and inclusive. For those who weren't able to participate—and even for those who did!—this session will offer a valuable recap of key themes covered during the book club meetings.



Human expressions: A teacher's online presence

Casey Twining

In this session we will look at the more subtle ways presence is formed in an online setting. In addition, we will discuss methods to clarify these expressions for a deeper connection with students and with teaching goals. ***Please note this is a 60 minutes session.**

11:00 - 12:30 PM

Program Flow

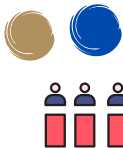
Accommodation Requests

PCC is committed to providing access and reasonable accommodation in its services, programs, and activities. Accommodation requests should be made by January 23, 2023 to Anne Grey, 971.722.4418 or email anne.grey@pcc.edu.



Image: PCC Sylvania Campus

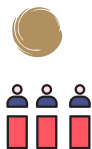
1:00 - 2:30 PM



Adult education, formative assessment and how it all connects to your classes

Gale Czerski & Annie Greenhoe

As instructors, we strive to meet students where they are at. What does this actually mean? In the Adult Education program (ABE), we have a mix of students from a wide range of educational experiences. These include students who need to take the GED® Exam to finish high school, students who have moved from the ESOL department, and students who scored low on PCC placement tests and want to practice basic skills while enrolled in college classes. Our program uses formative assessment to prepare our students for an outside test and a summative system. To accommodate students' diverse needs and strengths, the Adult Education program uses formative assessment to support both hierarchical and lateral learning. This interactive workshop will provide an opportunity to explore how you use formative assessments to support lateral learning in your courses and pathways.



Opportunities and challenges - Incarcerated individuals and higher education

Lisa Regan-Vienop, Jane Zunkel, Kari Hanken, Phyllis Petteys & Kevin Bradley

This session is a panel discussion of individuals who have provided college credit courses and other educational opportunities to incarcerated individuals. The varying perspectives of the panel members will speak to pedagogical and systemic challenges in working with this marginalized population. For those who are interested in doing this type of work, it will explore the reinstatement of Pell which will provide Federal financial assistance for incarcerated individuals after a gap of more than 20 years.

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Trauma Informed response to students - ABC basics

Caroline Bartlett & Hayley Hayes

During this session, attendees will learn information about the topic of Gender-Based Violence with an emphasis on basic-level, trauma-informed tools to use when receiving a disclosure of trauma. This session is for anyone interested in learning concrete tools to respond to students in distress.



Decentering whiteness with open education & cultural responsiveness

Taryn Oakley, Michelle Huss, Rachel Sanchez & Katri Laukkanen

This session considers how to challenge the dominant culture of college curriculum through the curation of current, diverse authored sources. Because these materials can be modified and updated by both students and faculty, we suggest these materials promote community and a sense of belonging within the classroom. We will share our ideology, including concrete examples, and then create space for participants to contemplate and discuss their own ideas for application in their curricula. ***Please note this is a 75 minutes session.**



Learning Together through Faculty Learning Community (FLCs)

Julie Hastings, Davida Jordan, & Teresa Langford

Faculty Learning Communities (FLC's) are small groups of faculty that meet throughout the year to discuss and learn together around a variety of topics. These faculty will lead FLCs starting Fall 2022 and will continue through Winter and Spring 2023. In a low key breakout room session with the facilitators who are part-time and full-time faculty, learn about the focus of the FLCs and sign-up to participate in them. ***Please note this is a 60 minutes session.**

Program Flow

Computer Requirements for Virtual Conference

The Anderson Conference is a virtual conference. All sessions will be in Zoom. [Please review the minimum system requirements to participate in a Zoom session.](#) If you need to borrow a laptop, [please contact the library.](#) You can also contact Anne Grey at 971.722.4418 or email at anne.grey@pcc.edu for assistance.



Image: PCC South East Campus

3:00 - 4:30 PM



Successes and strategies in assessing students with accommodations



Martha Bailey, Stacie Williams, Ralf Youtz, DeLyse Watson & Phyllis Petteys

This panel presentation offers the experiences of instructors from several disciplines who have worked with AEDR to develop authentic, equitable, and inclusive forms of assessment for students with various accommodations. The panelists will discuss the strategies they have employed to assess student learning and the successes they have had. The presentation is built on an understanding of the different audiences for assessment, with a focus on creative thinking about ways that all students can demonstrate their learning.



STEM Career Champions



Josh Cary

Drive student engagement, connection to curriculum, and sense of belonging by bringing tangible career information and exploration in the classroom. This session will serve to open the conversation and prepare for additional professional development for STEM career champions.

Program Flow

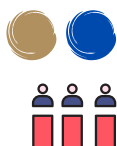
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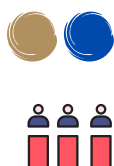
3:00 - 4:30 PM



Writing a New Chapter

Nanci Leiton

This session will emphasize the strengths that students bring from their lived experiences through group composition. The instructor will model a group writing technique from her ESOL reading courses that includes the story arc, content and characters developed by the students based on shared cultural experiences. This technique will keep participants engaged, acknowledge individual competence, and strengthen a sense of belonging while supporting emerging reading and writing skills.



Contract/Labor-based grading: Round-table discussion

Greg Kaminski

Participants in this round-table discussion will discuss benefits, drawbacks, strategies and techniques related to contract (labor-based) grading. This is not a formal presentation, but a more open-ended discussion. The session facilitators will share strategies they have used to start the discussion, and we hope that many others will share as well. All levels of experience related to contract grading are welcome! ***Please note this is a 60 minutes session.**

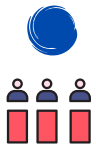
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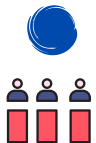
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Crack the memory aid code: How collaboration with STEM faculty prompted the creation of clear, usable memory aid guidelines & examples

Kari Hanken, Daynia Daby & Phyllis Petteys

Memory aids are a necessary testing accommodation for many disabled students, but are often misunderstood and difficult to implement. At PCC, Accessible Education & Disability Resources recognized that our memory aid guidelines were complicated with unnecessary jargon that was confusing to students and faculty. We partnered with STEM departments to create usable guidelines and concrete memory aid examples. We will present this experience, our new memory aid guidelines, and will share examples and a video about memory aids.



AI and AI: How artificial intelligence changes the game for academic integrity

Robin Shapiro, Martha Bailey & Matt Stockton

Have you heard about ChatGPT, the AI chatbot that can generate essays? Academic integrity issues in assessment are not new, but now AI tools reduce cost, effort, and the odds of being caught -- and students may see AI as an efficient way to get work done. We'll look at some of the available (and tempting?) AI tools, discuss strategies for anticipating possible academic integrity violations, and consider how we can use generative AI tools in classes.

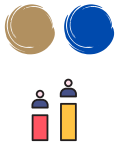
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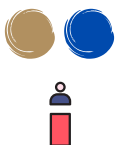
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No more cramming! Building consistent engagement and inclusion through collaboration and agency in a flipped class

Josephine Pino

The presentation will demonstrate a flipped classroom model that uses an iterative learning and open-book assessment process that includes an integrated mix of independent and collaborative learning in a partially synchronous learning environment. We will discuss the pedagogical components of this flipped class model and we will explore how these methods provide opportunities for cultural connection and student choice while enhancing engagement, motivation, accountability, belonging, and inclusion in a high content STEM course. ***Please note this is a 60 minutes session.**



Increasing equity grading through Community Based-Learning (CBL): Reducing testing anxiety and increasing community connections

Ari Petrides, Taryn Oakley & Catherine Thomas

Testing anxiety affects many students' ability to demonstrate course content knowledge, and testing does not always demonstrate the deep learning that comes from applying content knowledge. Faculty can alleviate common anxiety symptoms by developing new assessment strategies to allow students to better demonstrate their learning. Community Based-Learning (CBL) projects provide a low-pressure assessment tool where students are motivated by community engagement activities and build stronger community connections. In this session, we will share examples of the assessment methods used in CBL courses. ***Please note this is a 60 minutes session.**

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