Student Learning Assessment

Student Learning Assessment Report, 2003/2004
Submitted: Fall, 2004

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The Assessment Committee made significant changes in the assessment process. Most important was the change in regional assessment. The fall, 2003 semester was the last time that regional faculty were asked to submit assessment materials for three of their students. Starting in the spring, 2004 semester the regional instructors were instead asked to fill out an instructor review form exactly like the full-time faculty. The committee members believe this will be a more meaningful process for these instructors. The regional coordinators will be responsible for gathering these materials and tracking who has made their submissions. They will then submit the forms to the Vice President of Academic Affairs office. The Instructor Review form was modified to be a universal instrument that both on-campus and regional instructors can use. (New form is attached). All faculty will be asked to attach their first-day handout to their Instructor Review Sheet for the fall, 2004 assessment.

The assessment committee believes that it is very important that the continuity of course work at the Highland site and the regional sites continues to be monitored. The recommendation of the committee is that the Vice President of Academic Affairs set up a system to follow through on this initiative. He has agreed to do so.

Due to the Title III grant, there was a Basic Skills across the Curriculum initiative this year. This was addressed using the standard course syllabus. This year the grant asks for all instructors to have a computer activity in all classes. All full-time faculty were asked to include the use of computers on their standard course syllabus for all classes by the end of the spring, 2004 semester. There will be a listing under Course Competency and a corresponding activity listed under Assessment Item. As of September, 2004 109 of the 229 syllabi included a computer usage competency.

One goal of the committee is to bring the on-campus and regional instructors together to discuss assessment. This is scheduled for fall, 2004 in-service. The assessment committee will have a two-hour block of time to discuss the assessment process. There were 69 regional instructors and 31 lead instructors at this in-service.

Fall Instructor Review:

Thirty full-time faculty were asked to complete an Instructor Review Sheet; 27 of the 30 did so. This was a 90% return rate compared to an 88% submission rate for the 2002/2003 school year.

29 instructors reported satisfaction with the competencies that are listed on their syllabus.

One instructor indicated he would like to add an introductory unit reviewing basic math skills for the General Chemistry class. PS101 needs to add a project

All instructors reported satisfaction that the assessment items used demonstrate that the stated competencies had been met.

8 instructors believed that there was a better way to assess the competency items. These included:

- Writing a paper
- English instructors assessing each other’s student’s papers
- Students accessing web sites
- Require all instructors to submit assessment materials in order to be paid for course
- Computer simulations
- Conduct an experiment and write a paper
- Real-life Project

15 instructors indicated that they would make changes in their course as a result of the assessment review. These changes included:

- Use collaborative learning techniques in the biology lab
- Two instructors wanted to incorporate attendance into the class grade
- Incorporating more digital photography technology
- Introduce role-playing for interviews and credit applications
- Increase activities from 10 to 15, increase sociological exercises from 2 to 3, and reduce the number of tests for 6 to 5
- Move the classroom into a normal classroom with a projector so I can incorporate Power Point
- Use PLATO Reading Program
- Use more pop quizzes to check for reading assignments
- Have pop quizzes weighted more for the class grade
- Require written commentaries for all reading assignments
- Use a different textbook that uses more activities and an interactive approach
- Use computer software to conduct Chemistry experiments in the lab
- Do more group and collaborative work
- Include more demonstrations and hands-on exercises
- Include more information to students on specific disabilities commonly found in educational settings
- Use a computer lab where students could do on-line writing to be shared during the class

4 instructors related that they needed budgeting needs to implement changes to improve their course. These involved:

- New textbook and software for General Chemistry class in Wamego
- Projector and Screen for Power Point
- Digital darkroom work area and computer stations, approximately $5,000
- All Algebra classes need graphing calculators

A follow up was conducted by the Director of Assessment:

The Wamego Regional Coordinator is investigating possible funding for textbook and software for the Chemistry class in Wamego.
Digital darkroom workstations and graphic calculators also have funding considerations.

11 instructors listed training/resources they felt they needed to improve their course. These included:
- Purchase DSM IV software for Psychology course
- Videos to supplement Education course
- Training on utilizing computers for writing instruction
- Attendance to annual Kansas History Teachers Association
- Power Point Class
- Training on how to use more visual techniques to help students better understand complex concepts of biology
- Computer simulations
- Additional lab space for Chemistry labs in Wamego
- Additional ways to increase vocabulary and comprehension skills for remedial reading students
- Training in latest technology to teach math effectively
- Computer simulations

A follow up on these items found:
- Many of these concerns will be alleviated with a newly awarded Title III Grant that will establish smart classrooms, pay for a Developmental Education Specialist and pay for a Curriculum Technology Specialist. These individuals where offer training and support for faculty.
- The History instructor has been funded for the meeting he wants to attend.
- Over $3,000 has been spent for supplies for the Chemistry lab in Wamego.
- Videos for Education class have been purchased.
- There is a DSM IV web site for students to access.

Fall Regional Review:

There were 131 regional instructors asked to submit assessment materials and 103 of them did so. This was a submission rate of 79%. This was compared to a 64% submission rate for 2002/2003 school year.

Full-time faculty reviewed the materials in their discipline that were submitted by the regional faculty.

Overall they found:
- 20 of the regional instructors did not attach their first day handout.
- It was not apparent if 34 of the regional instructors were using the standard course syllabus.
- 4 did not include the assessment items.
- 33 of the assessment materials submitted were incomplete or difficult to interpret.
- 36 of the materials submitted were difficult to determine which assessment items were related to which competencies.
- 19 of the assessment materials submitted did not match the intent of the competency statement.
- 25 of the regional instructors needed a meeting with the regional director for clarification of the assessment process.

The regional faculty response was much improved this semester over previous semesters. There is still work that needs to be done to be assured that all regional faculty are aware of, and using, the standard course syllabus. Even though some regional faculty were not using the standard syllabus format, most faculty reviewers indicated that the course material was being covered and assessed. There was 12% of the regional faculty that were not teaching the materials listed on the standard syllabi. The regional coordinators will meet with those faculty members individually to explain the importance of following the standard course syllabus.

Spring Review

There were 31 classes assessed for spring, 2004 semester.

All lead instructors and adjunct instructors were asked to complete an Instructor Review Form.

Twenty-six of the thirty full-time faculty asked to complete the assessment did submit forms. This was an 87% return rate. Eighty-three of the ninety-three adjunct instructors submitted the form. This was an 89% return rate.

The number of Instructor Review Forms submitted from each regional site was:
- Atchison: 16
- Wamego: 20
- Holton: 7
- Frankfort: 10
- Perry: 21
- Sabetha: 7
- Topeka: 2

A review of all lead and regional instructor review forms found:
- The majority of the forms submitted were from the disciplines of math, biology, speech, and physical education.
- All but nine of the instructors were satisfied with the competencies listed on the standard syllabus.
- These included math, speech, agriculture, and physical science.
- Three instructors did not feel that the assessment items demonstrate the listed competencies.
- These included speech and math.
- Twenty instructors felt they had better ways to assess the competencies.
- These included speech, math, history, physical education, and physical science.
- Almost half (44%) of the instructors related that they would make changes to their courses due to the review conducted. This was found across the disciplines.

The regional instructors' review forms were forwarded to the lead instructors for consideration for possible changes to the standard course syllabus.
Twenty-four of the instructors expressed a need for materials for their classes. This was found true at every site.

The disciplines included art, education, physical education, biology, math, history, agriculture, and physical science.

Almost a third (32%) of the instructors felt that they could use additional training to enhance their classes. This was found true at all sites except Atchison. The disciplines included physical education, speech, art biology, math, English, history, agriculture, and physical science, reading, and theatre.

Most of the lead instructors needs revolved around technology training and equipment. These needs are being met with the Title III grant the campus received in October, 2003. With the grant funds, all rooms on campus will be converted to Smart Rooms with technology and all faculty will be trained to use the technology to enhance learning for their students. This training was started in August, 2004. It included training on word perfect, power point, capturing video, IQ Web, School Pads, and use of Smart Room equipment. Along with this training, effective teaching skills and teaching to different learning styles was included.

Many instructors noted changes they were making to improve their courses. These included textbook changes, additional papers, and application projects. The Math instructor would like to change the competency and assessment items for MAT 104.

The Reading instructor related a need to be trained to use Plato. The Title III grant will also assist in this training.

The need for graphing calculators was voiced by the lead Math instructor.

The PE instructors all cited a need for a larger weight room and new weights.

An English instructor cited a need to keep up-to-date with her discipline by attending conferences. She was given the opportunity to attend a conference this year.

The Education instructor is reviewing textbooks with companion web sites. She also related a need for the college to pay mileage for on-site visits for student practicums.

The Photography instructor cited a desire for 4 X 5 camera scan back that would cost approximately $8,000.

The adjunct instructors had a variety of needs. These included:

- Lab materials
- New textbooks
- Textbook resources
- Graphing calculators
- Videos
- Reimbursement for copies
- Maps and globes
- Reimbursement for mileage for observing student teachers

The regional coordinators met with the instructors to help satisfy the needs they had addressed in their review.

Videos were made available to several classes. Some of this was training the regional instructors how to use the Highland library system to order videos. Others were informed to contact the lead instructors for the videos. Both methods have proven successful.

New textbooks, lab manuals, or instructor materials were ordered for PE139, Mat 104, BS101.

Maps were purchased.

The following items were requested by the regional instructors. The committee is continuing investigating ways to respond to these needs:

- Biology- Additionaly requested an extra $200-$300 for lab supplies.
- PE139-Lifetime Fitness instructor indicated that he would like to be able to do more "hands on" activities which involved weights, various tools to measure fat, blood pressure, etc.
- PS102- Physics instructor asked for various apparatuses such as magnets, prisms, convex and concave mirrors, Manual electric generators to go with daily lesson plans.
- Physiology: ECG machine and spirometer and an upgrade of our lab spending between $1,000 and $3,000.
- Micro Biology: update to manage the lab experiments for this book to our lab is greatly needed. An autoclave is needed.
- PE139: benches, sit and reach, skin-fold calipers, metronome, stop clock/timer, tape measures
- Reimbursement for mileage for observing student teachers
- Reimbursement for copies
- Graphing calculators
- Reimbursement for copies
- Reimbursement for mileage for observing student teachers

The lead instructors' submission rate for the year was 88%. The adjunct instructors' submission rate for the year was 83%. The overall submission rate was 84%.