

Student Learning Assessment

Student Learning Assessment Report, 2002/2003

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A Team Charter for the Assessment Committee was created. The objectives of the team are to:

1. Help instructors to develop ways to increase student learning
2. Demonstrate that HCC is committed to improve students learning
3. Improve the current course assessment process
4. Help assure quality instruction in the regional and on-campus courses
5. Help improve CAAP scores through recommended changes.

Success Indicators are:

1. CAAP Test results improve
2. The total number of syllabi posted on the HCC web site will increase
3. The syllabi changes will be done prior to the beginning date of classes
4. Instructor Reviews: The number of faculty indicating that they will make changes to their courses to help student learning will increase
5. Money for training or budgetary needs to make changes that faculty indicated were necessary to help improve their course is allotted
6. Regional Assessment: Number of faculty returning assessment materials will increase and the number of regional instructors following the standard course syllabi will increase
7. Student transfer success will increase
8. Financial resources allocated by the board will be documented in an annual assessment report

The Assessment committee felt it was important to include the regional coordinators in the assessment process. They have been included as members of the Assessment Team this year.

The Team decided that the regional assessment materials would be submitted directly to each coordinator and the coordinator will then send all the packets to the Vice President of Instruction's Office together. This will allow the coordinator to track who is/ is not turning in the materials.

The Team has made having all syllabi posted on the HCC web site a priority this year. A list of the missing syllabi was made. This was sent to all faculty to determine which of the missing syllabi need to be posted. Some are not actually taught but need to remain on the books without a posted syllabus. Some are taught only in the region. A motion was made to pay adjunct faculty \$50.00 for creating a needed standard syllabus.

Sharon Church, Director of Assessment, attended the AAHE Assessment Conference in Seattle, Washington in June, 2003.

FALL REVIEW

There were twenty-eight classes assessed for Fall, 2002 semester.

Twenty-nine on-campus faculty were suppose to complete an Instructor Review Sheet. 26 of the 29 did so. This was a 90% return rate. This was compared to a 93% return for Fall, 2001.

There were 46 regional instructors asked to submit assessment materials and 23 of them did so. This was a submission rate of 50%. This was compared to a 72% submission rate for Fall, 2001 when ninety-six regional instructors were asked to send in materials.

This was a total of 65% submission rate compared to 77% returned Fall, 2001.

Fall Instructor Review:

22 instructors reported satisfaction with the competencies that are listed on their syllabus. Those not satisfied mostly indicated that they want to decrease the number of competencies listed to a manageable level.

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

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

Change in class activity

Change in exam

Work on a better final comprehensive exam

Fifteen minute exit interviews to review the student's work with them

Have students listen to individuals as they play musical passages

A comprehensive essay question graded with a rubric

Portfolio

Nelson Denny and computer software assessment component to assess reading

Use one assignment to evaluate several more competencies

Paper self-analyzing media intake habits

Paper analyzing design elements of an advertisement

Monologue acting performance

Paper applying Goethe's/Tolstoy's performance

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

Cover the course material at a different rate to allow time for harder concepts to be covered better.

Change the classroom from an auditorium to a real classroom
Develop a grading rubric
Update power point presentations to reflect most current data
More assignments
Essay questions
Revise syllabus
Have students model teaching techniques to address different learning styles
Use computer programs
Include field experience
Use power point
Update textbook
Additional Power-Point presentation
Better use of the course web page
Use a simple business scenario that covers the accounting cycle
More emphasis on color printing

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

Projector and laptop for power point
\$750.00 to purchase appropriate computer software
Money to attend a workshop on teaching to different learning styles
Laptop computer
New student textbook that is more student friendly
Room full of computers
Money for Recusation Annie, video camera, and anatomical chart for PE class

A follow up was conducted by the Director of Assessment:

For the two instructors who indicated they needed equipment to use power point in their classes, they were scheduled for the Fall, 2003 semester in rooms where the equipment is available.
The textbook change was no longer a necessity because a different class with an appropriate text already in use was going to be taught instead.
The funds for computer software were no longer needed because the class was going to be taught in the future by an adjunct instructor who was not interested in the software.
Funds for the PE class were available

9 instructors indicated training they needed to improve their course. Training listed included:

Rubric training
Training in teaching to different learning styles
Advanced power point
Become a member of a regional Economic Association
Advanced computer training
Graduate level Geography course
Graduate level course work in Sociology
Astronomy class
Attend the Academy of Criminal Justice Science
Attend Photography Trade Show
Reduced teaching load one semester to learn Photo Shop program and visit businesses that use the program

A followup on these items has found:

Instructor has plans to take a Geography course this summer and will not be teaching summer school in order to have the time to attend.
The Assessment Committee has made a recommendation to Dave Reist that rubric training be taught at a forthcoming In-Service.
An advanced Power Point Class is to be offered on campus this spring.

3 instructors indicated they needed additional assessment training. This included:

Attend an assessment conference
Training in improving competencies
Training in better ways to assess competencies
General improvement of the understanding of the process on campus and in the region

Fall Regional Review:

Full-time faculty reviewed the materials in their discipline that were submitted by the regional faculty. The reviewers were pleased with the materials submitted for review but there were a few problems.

Overall they found:

43% of the regional instructors did not attach their first day handout
It was not apparent if 33% of the regional instructors were using the standard course syllabus
14% did not include the assessment items

- 66% of the assessment materials submitted were incomplete or difficult to interpret
- 43% of the materials submitted were difficult to determine which assessment items were related to which competencies
- 24% of the assessment materials submitted did not match the intent of the competency statement
- 14% of the regional instructors needed a meeting with the regional director for clarification of the assessment process

Spring Review

There were twenty-nine classes assessed for spring, 2003 semester.

Twenty -nine on-campus faculty were asked to complete an Instructor Review Sheet. Twenty-five of the twenty-nine did so. This was a 86% return rate. This was compared to a 96% return rate for Spring, 2002.

There were 70 regional instructors asked to submit assessment materials and 51 did so. This was a submission rate of 73%. This was compared to a 34% submission rate for Spring, 2002.

Instructor Review:

23 instructors reported satisfaction with the competencies that are listed on their syllabus. One instructor indicated that she wanted to include additional competencies in her Business course. A History instructor indicated that he would be incorporating the competencies agreed upon by the Kansas post-secondary history instructors.

23 instructors reported satisfaction that the assessment items used demonstrated that the competencies had been met. Instructors from Psychology and English indicated they were not.

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

- Develop a rubric for evaluating class participation
- Develop a pre/post test
- Develop a better pre/post test
- Reformat the exams from total essay to a mixed exam
- Currently there are no assessment items listed, the department will meet to develop them

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

- Spend more time analyzing and discussing works by additional authors
- Textbook update
- Use more visual aids during lectures
- Use bonding software
- Include wood firing
- Include outside speakers
- Not try to cover as much material
- Try a different final project rather than the portfolio now required
- Additional preview presentations before final due date
- Change the order that the material is presented to the students
- Integrate more "real world" applications to emphasize the relevance of the science
- Additional activities and reorganization of the material
- Include grading rubric
- Rewrite tests and make changes to the comprehensive final

6 instructors related that they anticipated budget needs to implement changes to improve their course. These involved:

- New textbooks
- Software for Chemistry course
- SPSS software
- Dazzle software
- Graphic calculators
- Scanner
- Zip Drive
- Wood Kiln

2 instructors requested training. These included:

- 1 instructor requested training using SPSS.
- 1 instructor requested training on developing rubrics.

A follow up was conducted by the Director of Assessment:

During the followup it was found that one instructor did not have the additional funds in his budget for the zip drive and scanner. These were then purchased with funds from another source. One workshop has been conducted on using Dazzle software. Another time for an additional workshop is being investigated. The Chemistry instructor is still looking into software possibilities. The instructor requesting the SPSS training is currently finishing a Ph.D. and does not feel he has time currently to take additional course work.

Regional Review:

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

Overall they found:

- 15% of the regional instructors did not attach their first day handout
- It was not apparent if 37% of the regional instructors were using the standard course syllabus
- 11% did not include the assessment items
- 35% of the assessment materials submitted were incomplete or difficult to interpret
- 52% 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

26% of the regional instructors needed a meeting with the regional director for clarification of the assessment process

The main concerns with the regional reviews this year were that some of the regional instructors were still not following the standard course syllabus, it was frequently difficult to determine which assessment items submitted went with which competencies because they were not referenced in any manner, many instructors were submitting all of the student's work rather than just the assessment items, and some were not using the assessment tools listed on the standard course syllabus. One regional instructor was not using the current textbook for Psychology. It was also found that there is not a standard course syllabus for Intro to Ethics on-line. This has been posted. There were problems with the statistics classes that were assessed. Primarily the concern was that the material was not covered, and what was covered was not college-level work. Additionally, the criteria used to grade students was inappropriate.

This year a copy of the review form along with a thank you note was sent to the regional faculty. Two serendipitous events have come from having the full-time faculty review the regional materials. One is that several of the faculty have expressed pleasure with what they were seeing with the instruction in the region. This has helped to allay their fears that courses in the region are not up to par in some respect. Many have written notes of pleasure of the excellent methods being used and student work that has been submitted. The other is that faculty have responded well to some of the things the regional instructors are using in their classes and have asked to incorporate them in their own course.

Total Review

The fall and spring review generated a total of 51 instructor reviews and 74 assessment packets that were reviewed by the assessment committee. The on-campus instructors had a submission rate of 88% for the 2002/2003 year. The regional instructors had a submission rate of 64% for the 2002/2003 year. The total submission rate was 72%. This rate compares to the 2001/2002 year of 73%.