

Student Learning Assessment

STUDENT LEARNING ASSESSMENT REPORT, 2004/2005 Submitted: Fall, 2005

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Starting in the spring, 2004 semester the regional instructors were asked to complete an instructor review form like the lead faculty. The committee members believe this has turned into a more meaningful process for all instructors. The regional coordinators are responsible for gathering and tracking materials from adjunct instructors, while the office of the Vice-President of Academic Affairs will gather materials from the lead instructors.

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 writing activity in all classes. All full-time faculty were asked to include a writing assignment on their standard course syllabus for all classes by the end of the spring, 2005 semester. There will be a listing under Course Competency and a corresponding activity listed under Assessment item. A committee of full-time and regional faculty was formed to discuss the general education assessment. This group will determine a means to assess the general education learning outcomes.

A process for tracking vocational pre/post tests was determined. All new vocational pre/post tests will be sent to the office of the Vice President of Academic Affairs. One copy will be kept in that office. Copies will be made and one sent to the Assistant Dean of Student Services and one to the Administrative Assistant to the President of Academic Affairs. Copies will then be forwarded to the Regional Coordinators.

The regional instructors' review forms were forwarded to the lead instructors of the courses. It is hoped that they will use the information when considering possible changes to the standard course syllabus, textbooks, or any classroom relevant course changes.

FALL 2004 REVIEW

There were 27 classes assessed for fall, 2004 semester. Eighty-six instructors were asked to complete an Instructor Review form. Sixty-eight did so. This was a submission rate of 79%. Thirty full-time faculty were asked to complete an Instructor Review Sheet; 24 of the 30 did so. This was an 80% return rate compared to a 90% submission rate for the 2003/2004 school year. Forty-four of the fifty-six adjunct instructors submitted the form. This was a 79% return rate compared to an 89% return rate for the 2003/2004 school year.

The number of Instructor Review Forms submitted from each regional site was:

Atchison: 7

Warrego: 19

Holton: 0

Frankfort: 3

Perry: 14

Sabetha: 4

Fall Instructor Review:

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

Those that were not satisfied indicated that they felt the competencies needed to be more specific, be connected to the modules in the textbook, narrowed down, and maybe are inappropriate/outdated (keyboarding). There was also a question of the use of the textbook website since the books are used for more than one semester.

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

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

Human Anatomy- Bi-weekly tests, Diagram tests, Diagram tests on the computer

Keyboarding and Keypad- Use the Ainsworth Programs

Public Speaking- Personal feedback immediately following the performance

Psychology- Collaborative learning activity

Chemistry- Regular quizzes and assignments broken into smaller portions

Business 139- Have students compose their documents for assessment

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

One less assessment item

Add problems from the textbook website

Student's limited access to computers may change the use of the CD that came with the book

A change in the assignments and point system

Revise Power Points to be more effective

More focus on group projects rather than individual assignments

More hands-on lab work

Introduce more stellar and galactic astronomy

Add laboratory tests

A different textbook with a web site

Computer software to conduct experiments

New text book

Decrease the pace of the class

Add videos

Add more group work

Put a smaller cap on the number of students in class

Make the class more regional in scope

Change a focus on the time spent on course content that students struggle with

More in-class readings

Increase field experience

Increase the number of topics covered

Emphasis on vocational use of speech

Create a lab book for Human Anatomy

Implement the Ainsworth Program

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

Maps \$1000.00

Islam video \$40.00

Human Anatomy lab equipment \$1000.00

Technology for speech presentations

Power Point projector, lecturn, copy paper and 3-hole punch for public speaking

Course packets copied

Ultraviolet light \$800.00

Physical Science lab equipment

Chemistry software

Video rental

Videos

New computer and ELMO Projector

Additional book and video resources for speech students

Ability to make copies of lab packets for Human Anatomy

Site license for Ainsworth

One-handed typing program \$50.00

Increased salary for adjunct instructors

More SmartRooms

26 instructors listed training/resources they felt they needed to improve their course. These included:

More SmartRooms

New textbooks

Attend a workshop on voice data entry/handwriting recognition

Additional videos

Learning Communities

IQWeb Forum

Digital equipped SmartRoom facilities

Information on how students learn and teaching to a diverse learning group

SmartRoom training

Power Point training

Student assistant to help with grading for English essays

Better textbook website

Paper shredder

Copy paper

Training on digital cameras and printers

Additional lab space for chemistry

An opportunity to meet with the other speech instructors for sharing

Human Anatomy lab supplies

DVDs

A follow up on these items found:

Videos purchases will be pursued through the HCC librarian.

All textbooks are purchased on a three-year cycle

APA Writing Style Pamphlets are being shared by the full-time psychology instructor and an internet site.

Some equipment and videos have been purchased for the regional instructors while some items were already available and they were made aware of the availability

The Title III grant is converting more classrooms into SmartRooms

The Title III grant is also doing training in Power Point, SmartRooms, and Learning Communities

The Title III grant is purchasing the portable ELMO for the science teachers on campus

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, English, and psychology.

All but five of the instructors were satisfied with the competencies listed on the standard syllabus.

These included agriculture, biology and psychology faculty.

Four instructors did not feel that the assessment items demonstrate the listed competencies.

The disciplines not satisfied included biology and psychology.

Twelve instructors felt they had better ways to assess the competencies.

These included speech, business, biology, psychology, and math instructors.

Twenty-eight of the instructors related that they would make changes to their courses due to the review conducted. This was found across the disciplines.

Sixteen of the instructors expressed a need for materials for their classes. This was found true at every site except Frankfort.

The disciplines included physics, speech, business, biology, English, history, physical science, and photography.

Twenty-six of the instructors felt that they could use additional training to enhance their classes. This was found true at all sites except Frankfort and Sabetha. The disciplines included physics, speech, art, business, biology, math English, history, physical science, psychology, home economics, and photography.

Spring, 2005 Review

There were 27 classes assessed during the spring, 2005 semester. 55 instructors submitted materials.

20 lead instructors submitted materials.

The number of Instructor Review Forms submitted from each regional site was:

Atchison: 5

Wamego: 2

Holton: 8

Perry: 8

Sabetha: 6

The regional instructors' review forms were forwarded to the lead instructors for consideration for possible changes to the standard course syllabus.

Spring Instructor Review:

53 instructors reported satisfaction with the competencies that are listed on their syllabus. Those that were dissatisfied indicated the need to include more writing in Art History and web forms in Business.

53 instructors reported satisfaction that the assessment items used demonstrate that the stated competencies had been met. A recommendation for a change in the BUS 103 assessment item was suggested. An English 101 instructor was asking for the assessment items to be rewritten.

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

Adding an essay question to the final, adding a physical activity, include analytical and critical thinking skills, and a major paper.

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

Redoing PowerPoint slides

Reassess what items are currently being taught

Modify grading scale

Add group activity work for Learning Communities

Different textbook

More CD recordings

Add Norton Scores

Add more group projects

Better use of class time

Rewrite tests

Increase use of computer tutorials

More use of instrumentation in labs

Add more quizzes

Add more rough drafts assigned

Alter the format from 1 night a week to 2 nights a week

Additional student activities

Redo the lab experiments

Add more writing assignments

Add current research reading assignments

Have students conduct an experiment

Incorporate more Power Point presentations

Add a lab workbook

Include time for more in-class discussion and group work

Add discussion and critical thinking activities on social issues

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

Equipment for lifetime fitness such as skin-fold calipers, steps, dumbbell weights

Historical atlas (12-20 copies)

Upgrade biology supplies such as models, slides, microscopes

Computer software

New physical science lab equipment

Computers for English classroom

Purchase videos

A follow up on these items found:

The Vice President of Academic Affairs and the regional coordinators are investigating possibilities of purchasing science and lifetime fitness equipment. One possibility is making the purchase once and rotating the equipment. The system of purchasing videos through a request to the HCC librarian and then mailing the videos when needed has been very successful

1 instructor listed training/resources they felt they needed to improve their course. These included:

Training for how to use MS1.

A follow up found that training was given on August 15.