

How Do We Know What We Know?



DEVELOPING A QUALITY INITIATIVE PROJECT

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Everybody Wants Something!



- **Kansas Board of Regents**
 - Performance Agreements—Three year improvement goals tied to future funding linked to state-wide goals
- **Higher Learning Commission**
 - Quality Initiative Project (Part of Pioneer Pathway Cohort Two)
- **Labette Community College**
 - Academic Affairs—need to design way to assess Educational Outcomes
 - Administration—keep costs of any project to a minimum; link Educational Outcomes to Strategic Plan
 - Faculty—no additional work!



The Assessment Cycle

Determine appropriate student learning outcomes

Determine if students are achieving stated outcomes by gathering evidence

Analyze evidence to determine areas for improvement

Identify and implement improvements

Assess outcome and start process again



Identify the Problem

The Solution!



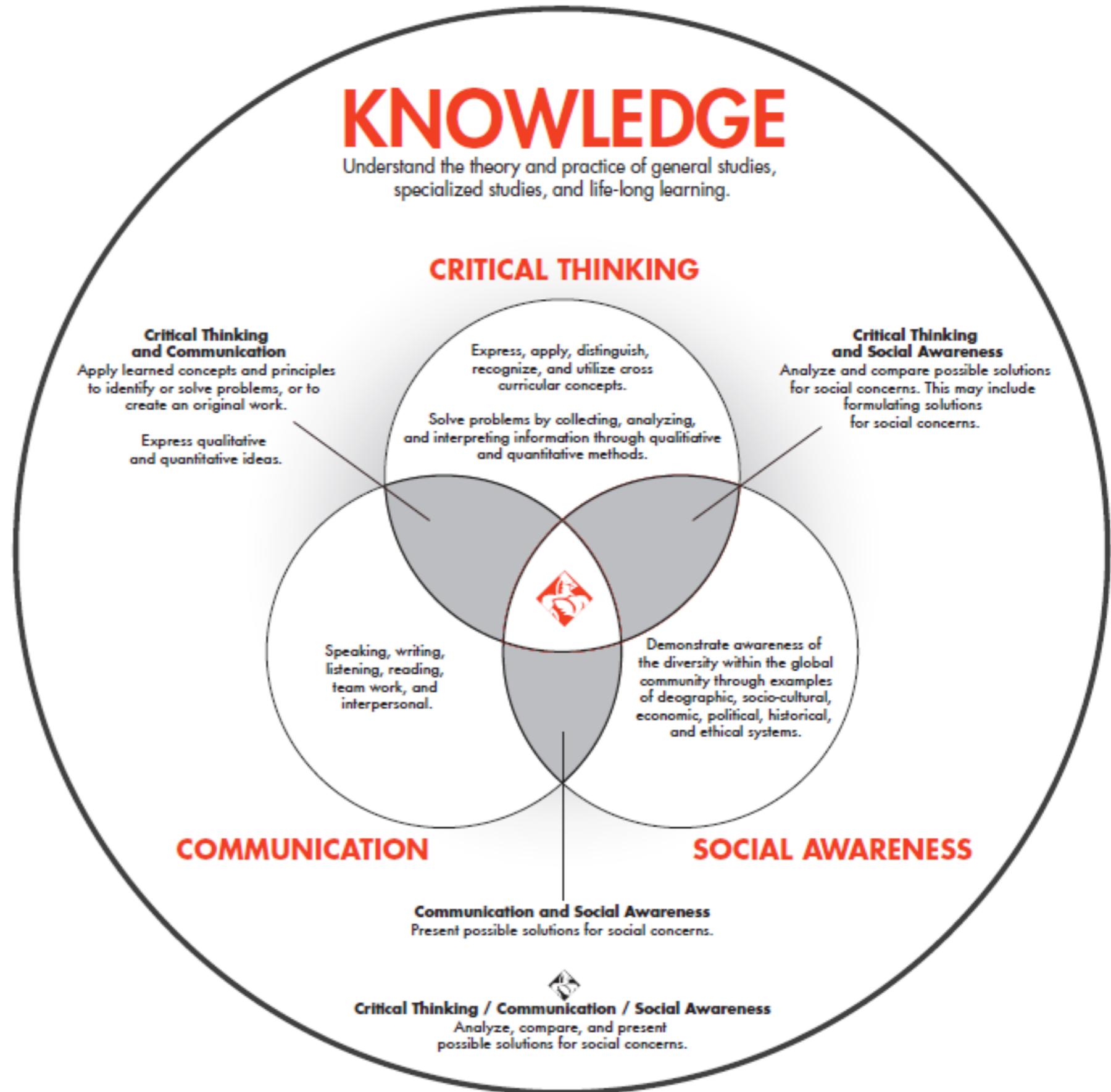
- **Redefine and Evaluate Student Learning Outcomes, an Academy for the Assessment of Student Learning project**
 - **Goals of the Project:**
 1. **Redefine student learning outcomes based on current research and best practices**
 2. **Develop a model for regularly assessing and improving student learning**
 3. **Test the assessment model in target area: writing**

Goal 1: Redefine Student Learning Outcomes



- Current Educational Outcomes are Curriculum based
- New Student Learning models are cross-curricular, inclusive
- The Instructional Outcomes and Assessment Committee investigated and worked with faculty to identify Student Learning Outcomes
- All LCC courses will be mapped to new Student Learning Outcomes

Student Learning Outcomes



Goal 2: Develop Model for Assessing SLOs



- Develop a Matrix to assess target outcome
- Train all faculty on use of matrix
- 1st year gather data using matrix
- 2nd year analyze data and design instructional interventions for target competencies; continue to gather data
- 3rd year gather data using matrix; examine to determine if interventions have improved results
- Choose new target outcome/outcomes

Goal 3: Test model in one target area



- **Test target area chosen: College-level writing**
- **Reasons:**
 - Written communication will be part of any revised Student Learning Outcomes
 - Written communication is important for all students in all programs
 - LCC faculty already created a writing rubric for use across the curriculum that could be adapted for the project

Writing Matrix

Writing Elements	1: Exemplary	2: Satisfactory	3: Needs Improvement	4: Insufficient
Content: Development of Ideas Factual Accuracy Analysis Logical Accuracy	Student provides extensive explanations and illustrations of key ideas; Thorough incorporation of primary concepts of the discipline; Sophisticated ability to analyze and weigh differing	Student provides detailed explanation and illustration of key ideas; Incorporation of several primary concepts of the discipline; Accurate analysis of differing facts and ideas and a clear synthesis of	Student provides explanation and illustration of most key ideas; Incorporation of some primary concepts of the discipline; Some inconsistency in analysis of differing facts and ideas and	Student provides vague explanation and illustration of key ideas; Inconsistent incorporation of primary concepts of the discipline; Weak or no effort to analyze and weigh differing facts and
Structure/Organization: Logical order of evidence Format	The student provides highly logical and clear arrangement of ideas; This may include, but is not limited to, efficient use of transitions or headings and creation of comprehensive unity and	The student provides mostly logical and clear arrangement of ideas; This may include, but is not limited to, appropriate use of transitions or heading and creation of adequate unity and coherence	The student provides fairly logical and clear arrangement of ideas; This may include, but is not limited to, use of some transitions or headings and creation of some unity and coherence of paragraphs	The student provides inconsistent and sometimes unclear logic and arrangement of ideas; This may include, but is not limited to, lack of transitions or headings, and creation of no unity and
Audience Awareness: Fits assigned topic Tone/Voice Appropriate Word Choice	Student demonstrates perceptive awareness of purpose and audience; Word choice and tone reflect subject area knowledge	Student demonstrates accurate awareness of purpose and audience; Word choice and tone are appropriate for the assignment.	Student demonstrates passable awareness of purpose and audience; Word choice and tone are not always appropriate for the assignment.	Student demonstrates minimal or no awareness of purpose and audience; Word choice and tone are not appropriate for the assignment.
Style/Syntax: Standard Usage Sentence Variety	Student writes grammatically correct and sophisticated sentences with an absence of usage errors (fragments, verb tense, spelling, etc.)	Student writes mostly grammatically correct and sophisticated sentences, with 1-2 usage errors per page (fragments, verb tense, spelling, etc.)	Student writes some grammatically incorrect sentences with little sophisticated or varied structure and 3-4 usage errors per page (fragments, verb tense, spelling, etc.)	Student writes with many patterns of errors in grammar and shows no variety in sentence patterns; More than 5 usage errors per page (fragments, verb tense, spelling, etc.)

Writing Matrix



- **Fall 2011 and Spring 2012**
 - Gather data from all instructors
 1. Identify one section of each course you teach
 2. Identify assignment you will use to gather data
 - It does not have to be an additional assignment; you can use any assignment that requires students to write at least a paragraph
 - You do not have to change the way you grade the assignment
 - You **MUST** identify the course(s) you will assess and the assignment you will use by September 2, 2011.
 3. When that assignment has been completed, assess students writing based on College level Writing Assessment Matrix
 4. Submit the data using web form

Writing Matrix



To Submit Matrix data

- After you have graded the assignment as you normally would:
 1. Go to Writing Matrix web form
 2. Select course and section number
 3. For EACH student submit:
 - Student ID
 - Student achievement
 - Competencies: Content, Structure, Audience, Style
 - Levels: Exemplary, Satisfactory, Needs Improvement, Insufficient

Reporting Results



College Writing Matrix Reporting

Course Information: Use the following fields to enter the section number the course assessment being reported:

Instructor First Name:

Instructor Last Name:

Course Prefix	Course Number	Section Number	Course Identifier	Term	Number of Students
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> <small>If Applicable</small>	Sp12	<input type="text"/>

Student ID		Exemplary	Satisfactory	Needs Improvement	Insufficient
<input type="text" value="0"/>	Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>					
<input type="text" value="0"/>	Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Norm Referencing



- **At Fall In-service: all full-time and adjunct instructors required to attend**
 - Explain the project
 - Hand out sample writings
 - Break into assigned groups
 - Assess one sample as a group
 - Assess one sample individually
 - Compare results with group
 - Discuss differences in ratings
- **All training information available on the web for review**

Timeline for College-level Writing Project



- **Fall 2011 and Spring 2012**
 - Gather data for Writing Matrix Project
- **Summer 2012**
 - Academy Team will analyze data and choose competency for target
 - Academy Team will design institutional improvement plan for upcoming year
- **Fall 2012 and Spring 2013**
 - Professional development in target area
 - Program identify curricular improvements in target area
 - Gather data for Writing Matrix Project
- **Summer 2013**
 - Academy Team will analyze data and measure change; revise assessment model
- **Fall 2013 and Spring 2014**
 - Gather data for Writing Matrix Project
 - Prepare final report on project for Academy for Assessment of Student Learning

Early Data



- **1st semester (Fall 2011)**
 - Data submitted for 234 courses, 2617 students (duplicated)
 - Student averages (based on a 4-point scale)
 - Content: 3.25
 - Structure: 2.89
 - Audience: 2.95
 - Style: 2.76
- **Target competency will be chosen Summer 2012**

Everybody got what they wanted!



Labette Community College

- **Academic Affairs**
 - Development of a plan to assess Student Learning Outcomes
 - Began assessing Writing Outcome
- **Administration**
 - Only cost was for summer meetings of Academy Team
 - SLO's align with Strategic Plan, Mission, and Vision
- **Faculty**
 - limited additional work; used existing assignments

Everybody got what they wanted!



- **Kansas Board of Regents**
 - Performance Agreement linked to KBOR Foresight 2020
 - Measurable data that can be linked to future funding

Foresight 2020 Goal 4: Ensure that students earning credentials and degrees across the higher education system possess the foundational skills essential for success in work and in life.

Institutional Goal: Improve Student Writing Skills

Performance Indicator	3-Year History	Targets	Performance Outcome	Evaluation
1. Increase student scores on Writing Matrix for competency 1.	Not Available	2012 -- Set baseline 2013 -- 5% increase 2014 - 10% increase		
2. Increase student scores on Writing Matrix for competency 2.	Not Available	2012 -- Set baseline 2013 -- 2.5% increase 2014 -- 5% increase		
3. Increase student scores on Writing Matrix for competency 3.	Not Available	2012 -- Set baseline 2013 -- 2.5% increase 2014 -- 5% increase		
4. Increase student scores on Writing Matrix for competency 4.	Not Available	2012-- Set baseline 2013-- 2.5% increase 2014-- 5% increase		

Everybody got what they wanted!



- **Higher Learning Commission**
 - Meets requirements for Quality Initiative Project: institution designed project to meet our concerns or aspirations
 - Project proposed and approved year 6 (spring 2011)
 - Project implemented years 7-9 (fall 2011-spring 2014)
 - Quality Initiative Report due year 9 (spring or summer 2014)
 - Site visit Spring 2015
 - Uses the existing Academy for Assessment of Student Learning process

How Do We Know What We Know?



We can show everyone the data to prove it!
Thank you!

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