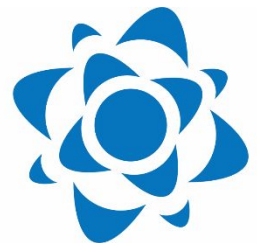


Learning Improvement at Community Colleges

Kathleen Gorski, Waubonsee Community College, Sugar Grove, Illinois

Julie Morrison, Glendale Community College, Glendale, Arizona



Learning Improvement
Community

<https://www.learning-improvement.org/>

Presentation Outcomes

- Define learning improvement vs learning gains
- Examine the Tenets of Learning Improvement
- Review the conditions needed to engage in student learning improvement
- Provide feedback on the Tenets from the community college perspective





Public, 2-year community college, 12,859 students

Waubonsee has 4 campuses:

Sugar Grove | Aurora Downtown | Aurora Fox Valley | Plano, Illinois.

Demographics: 56% Female | 44% Male

7.7% African American | 31.4% Hispanic | 56% Caucasian | 4.5% Asian | .02% American Indian/Alaska Native | .02% Native Hawaiian/Pacific Islander

Hispanic-Serving Institution (HSI)

55% of students are between 18-21 - Average age 23

80% Part-time Students | 20% Full-time

Fun Fact: Tree USA Designation-Arbor Day Foundation honoring colleges for promoting healthy trees and engaging students and staff in the spirit of conservation.



Glendale Community College, AZ



- Public, two-year community college, founded 1965
- 1 of 10 colleges in the Maricopa County District
- Located on the Traditional Territories of the Akimel O'odham, Piipaash, and Yavapai Peoples
- Serves 14,000 students
- Main & North campuses
- Veteran-friendly, Hispanic-serving
- 67% part-time, 60% first gen, 58% women
- 226 Palm Trees on the Main campus



Before We Get Started:

Poll #1:

Set the chat for “Everyone” and let us know:

Your Role and Institution

Before We Get Started:

Poll #2: Do you have an example of learning improvement from your campus?

- A. Yes
- B. No
- C. I'm not sure what you are talking about

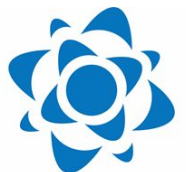
Learning Improvement vs Learning Gains

We are all familiar with **learning gains**:

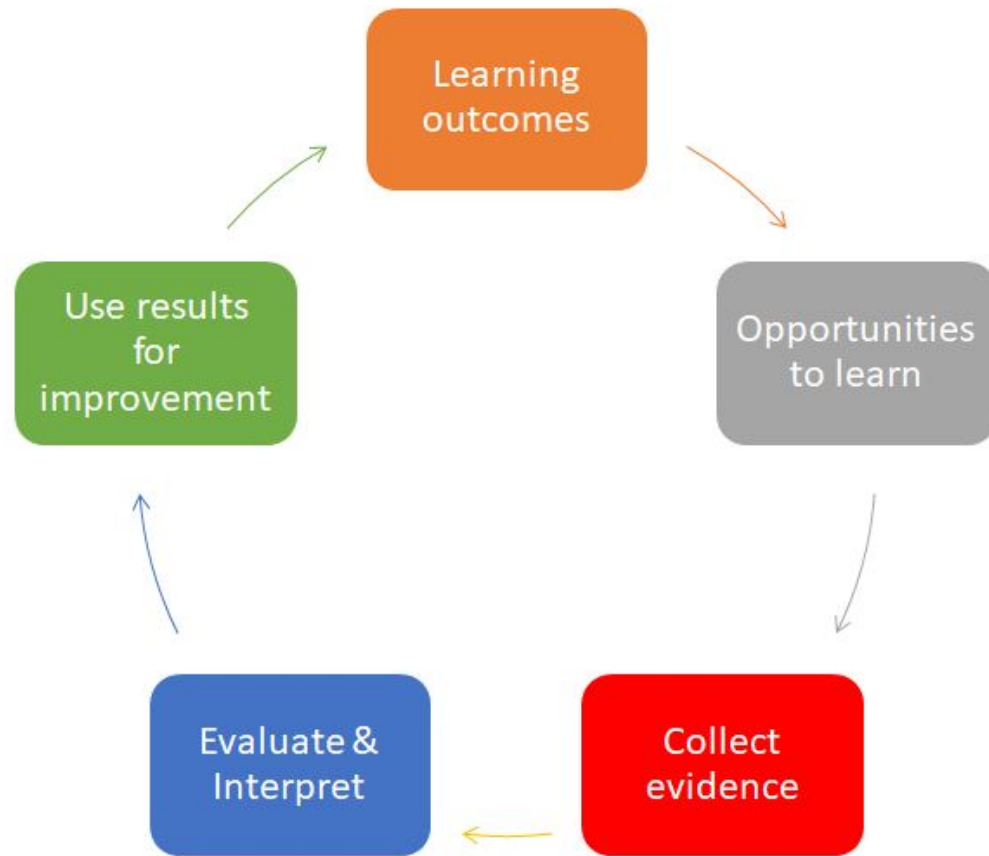
- Individual faculty
- Assessing their individual students
- In their individual class

Assessment results are used to make changes to assignments, exams and class activities.

Changes to improve teaching occur in individual classes.



Traditional Assessment Cycle

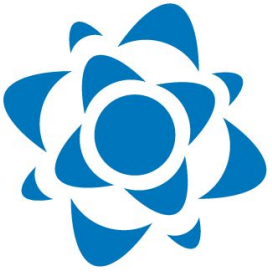


The traditional, typical assessment cycle involves:

1. defining what students need to learn
2. offering courses/experiences,
3. gathering learning evidence,
4. evaluating and interpreting evidence,
5. using results for improvement.

Then, the cycle begins again.



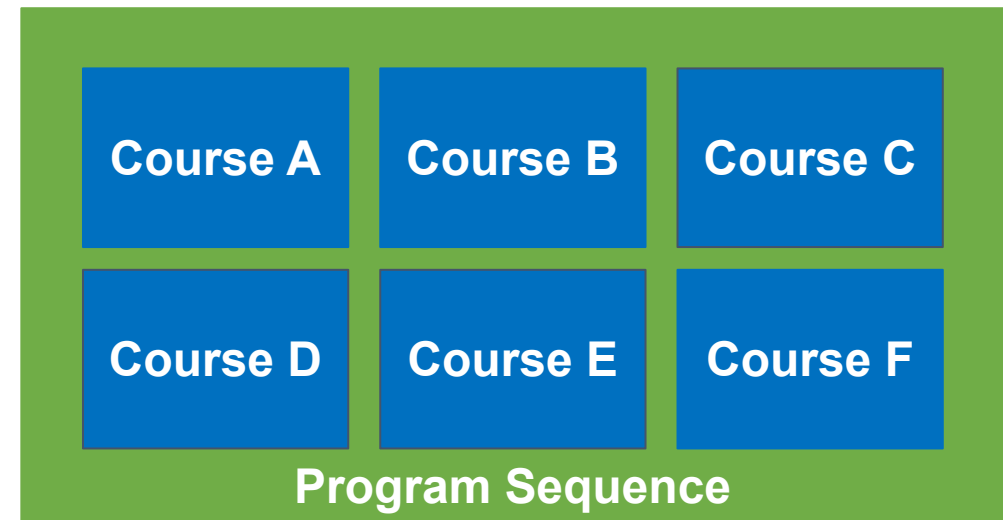
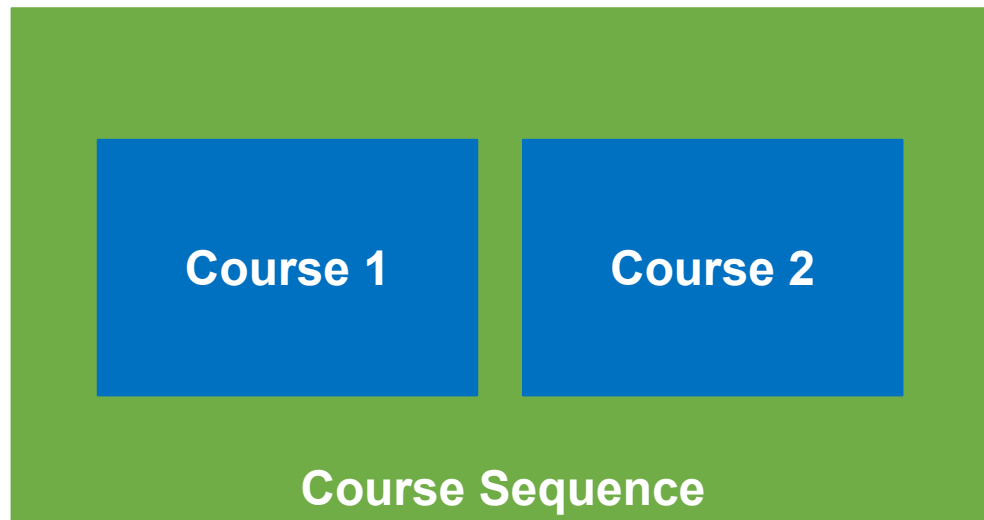
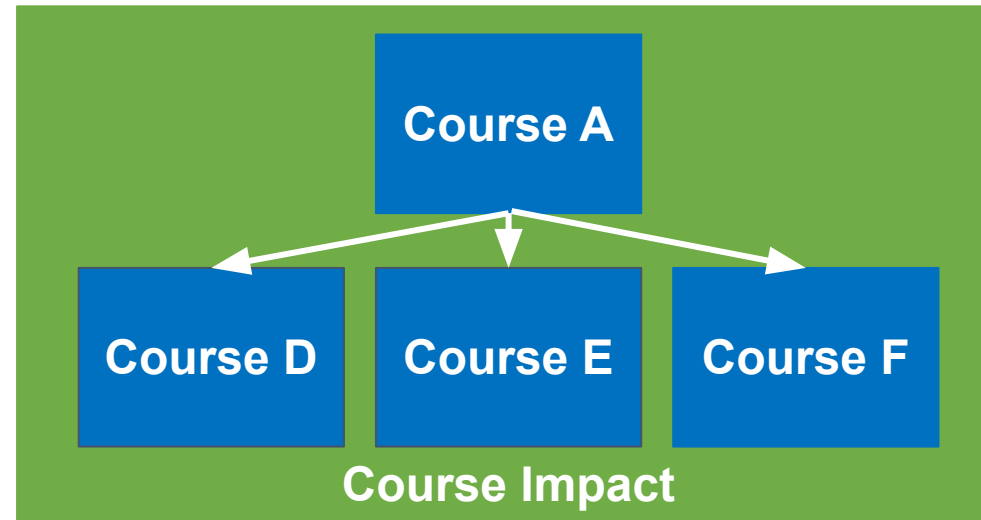
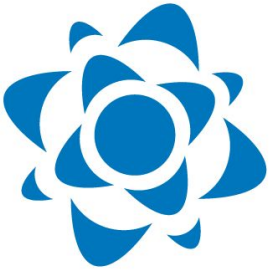


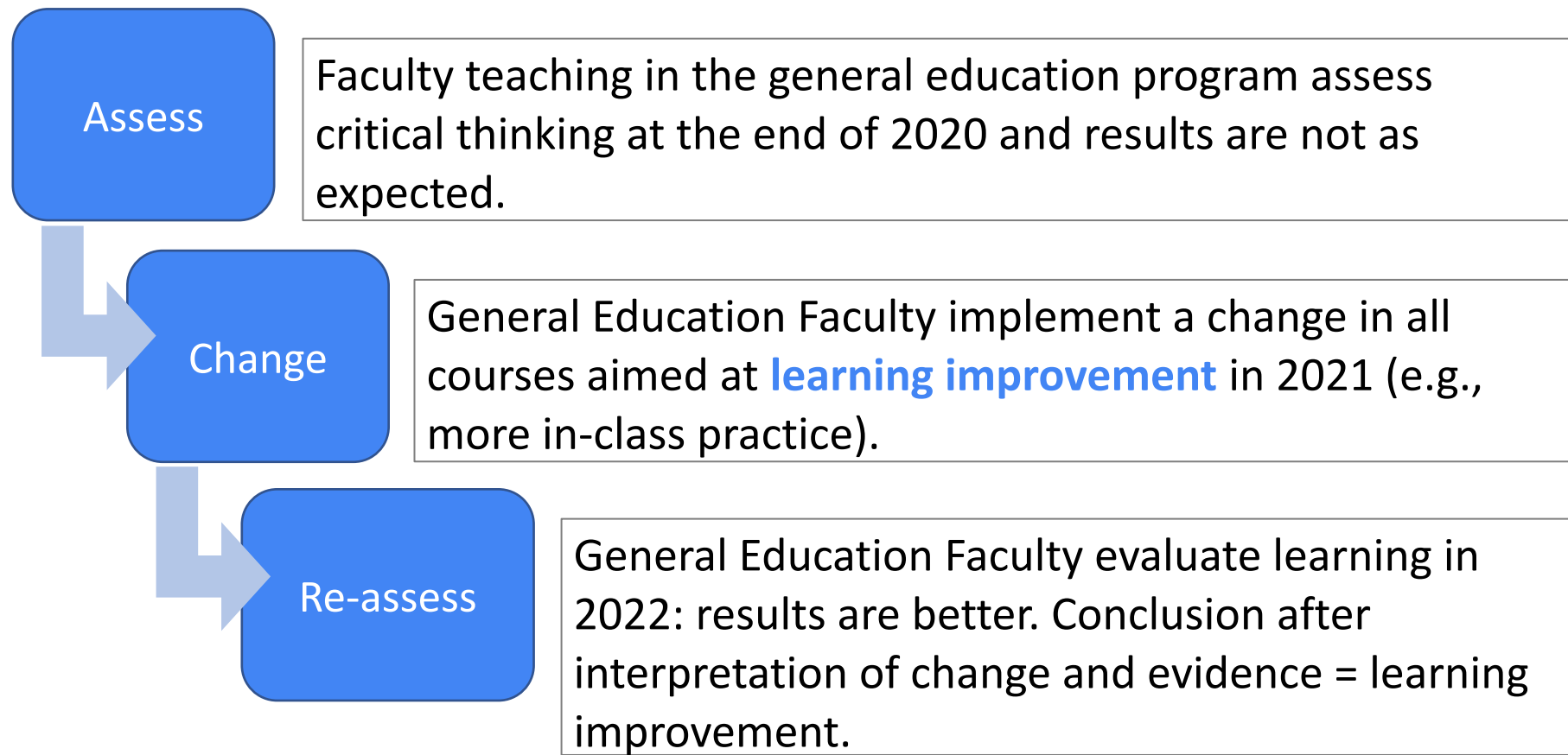
What is Learning Improvement?

Multiple faculty collaborating on assessing student learning

Collaboration occurs across

- a course that impacts a program
 - Improving PSY101 outcomes to support advanced PSY classes.
- a course sequence
 - Improving course outcomes across A&P I and A&P II.
- or an entire program
 - Assessing critical thinking across Ged Ed courses.





Learning Improvement

The Learning Improvement community calls for an expansion of the “last step-using results for improvement” of the traditional assessment cycle:

After an initial assessment of student learning, implementing changes in the learning environment hypothesized to positively affect the targeted learning.

- Assessment of learning before and after implementing changes in the learning environment. For example, assessing learning between two distinct graduating cohorts where the most recent cohort experienced a significant change in their learning environment.
- Drawing conclusions about learning improvement by interpreting information such as student performance results before and after the learning environment change and descriptions of the changes in the learning environment.



The Prevailing Metaphor for Learning Improvement



NILOA Occasional Paper #23

A Simple Model for Learning Improvement:

Weigh Pig,
Feed Pig,
Weigh Pig



Examples from Waubonsee Community College

General Education - Critical Thinking Pilot

14 faculty

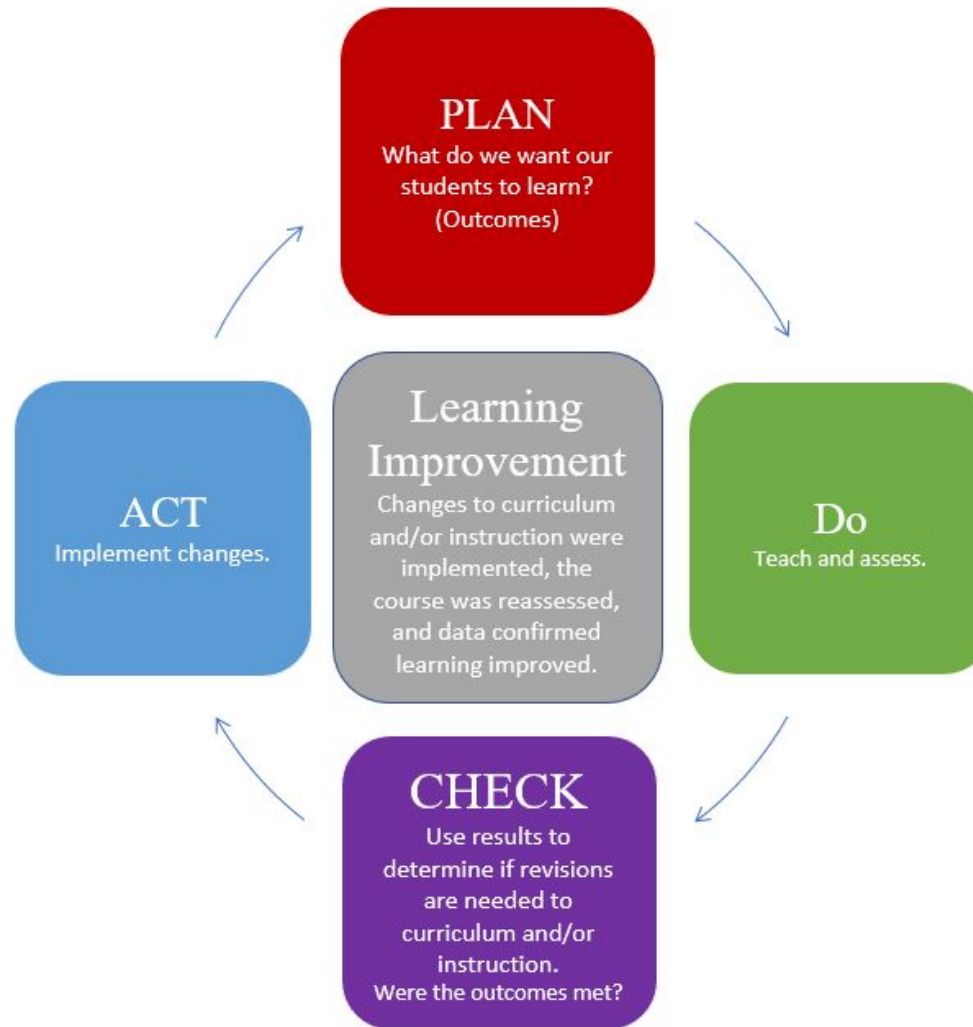
23 course sections

Identified 2 improvement criteria out of 5

We continue to work towards learning improvement



Examples from Waubonsee Community College



Examples from Waubonsee Community College

1. Are you planning on making any changes to the course? Please be specific.
2. When are you planning on reassessing the course after changes are made?

Next Steps:

Based on your assessment results, please select one of the four uses of assessment:

☐

Monitoring

Our assessment results for this course are at the desired level and stable. We will continue to monitor this course without any changes at this time.

☐

Assessment Procedure Change

Our assessment tool did not match our expectations for our assessment. The tool will be adjusted this year for better alignment.

☐

Learning Environment Change: Curriculum and/or Instruction

Our assessment results are not as expected, curriculum and/or instruction will be reviewed and changes to curriculum and/or instruction will be implemented to provide students with enhanced learning opportunities.

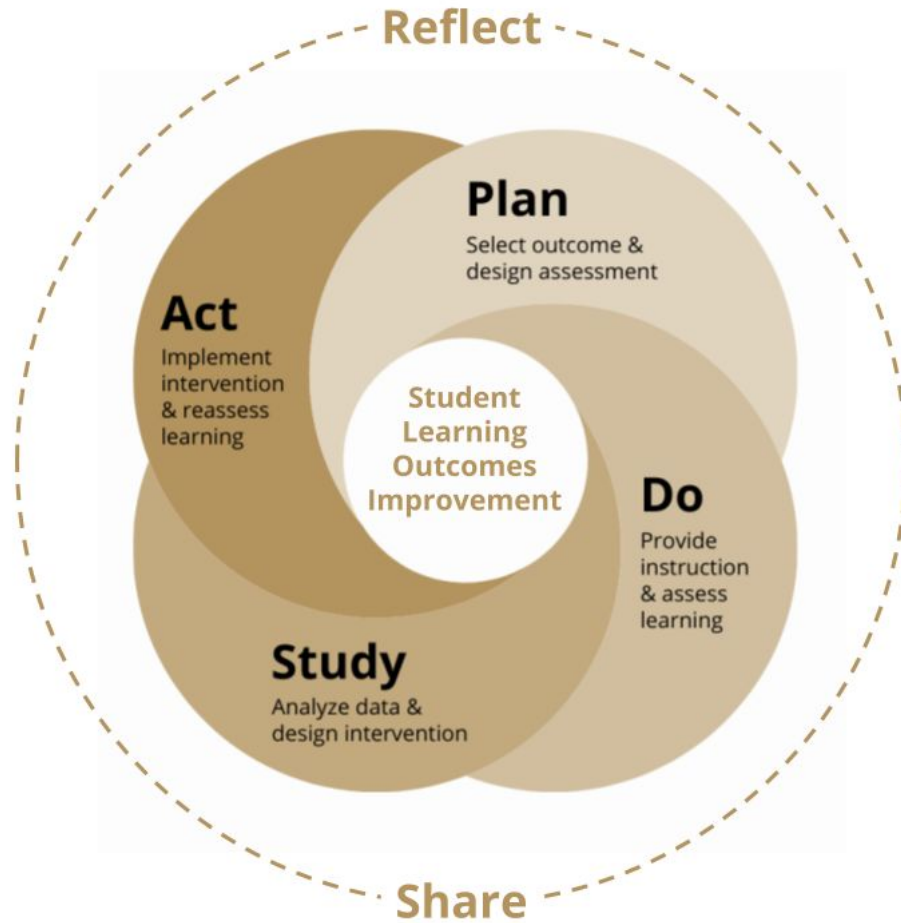
☐

Learning Improvement

Our changes to curriculum and/or instruction were implemented, the course was reassessed and learning improved.



Examples from Glendale Community College



Feed Pig, Weigh Pig, Feed Pig!



“A change is only an improvement when one can demonstrate its positive effect on student learning” (Fulcher et al., 2014).



ENG 101: First-Year Composition

Team Members	Sections	Instructors	Cycle of Assessment	Quality of Assessment
Leads: Roxanna Dewey, Jayme Cook, Mary Beth Beattie, & Lori Walk	45	32	Planning Fall 2018 Assessment Spring 2019 Intervention Fall 2019 Link Spring 2020	Residential and adjunct faculty receive training yearly during the English Department Assessment Day; Individual training with leads is conducted with DAC as needed.
Course Learning Outcome	Program/Institutional Outcome	How Students Will Learn the Outcome	How the Outcome Will Be Assessed	What Was Learned or Changed
<ul style="list-style-type: none"> • Write for specific rhetorical contexts, including circumstance, purpose, topic, audience and writer, as well as the ethical, political and cultural implications of writing. (1) • Organize writing to support a central idea through unity, coherence, and logical development appropriate to a specific writing context. (2) • Use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics. (3) • Generate, format, and edit writing using appropriate technologies. (9) 	<p>CLO is consistent with ILO Interpretation.</p> <p>Communication: Written communication is the ability to convey through the written word an understanding of the purpose-driven social nature of all written communication, the use of relevant content knowledge and disciplinary conventions, the linguistic elements of writing, and the various strategies used to support the writing process through planning, drafting, and revision.[2]</p>	Instructors will employ different strategies to teach the outcomes, but strategies will include lecture, think-pair-share, practice activities, quizzes, reading and writing assignments.	<p>A common, two-part, Canvas test is administered as a pretest and a post-test.</p> <p>Part I consists of 19 multiple choice questions relating to outcome 3, and Part II consists of a written component which assesses outcomes 1, 2, 3, and 9.</p>	<p>Baseline data was collected in the Fall of 2019. Instructors reported severe deficiency in 101 student grammar and mechanical skills.</p> <p>Interventions were discussed in August 2019 during Assessment Day. Interventions were decided on during Professional Development Day in Spring 2020.</p> <p>The assessment tool was revised to include several questions dealing with grammar errors including comma splice, fragment, and run-on sentences, considered the most common grammar mistakes. Instructors agree to implement pedagogues incorporating grammar and mechanics content and the effects were a 27 percentage jump in scores from pre-test to post-test.</p>



Career Goals & Workplace Skills: Responsibility

Performing Arts Department	Attempted	Emerging	Proficient	Advanced
GCC Dance	0.93%	5.61%	78.50%	14.95%
GCC Music: Commercial/Business	2.52%	32.11%	32.34%	33.03%
GCC Music: Education	0.00%	18.90%	59.06%	22.05%
GCC Music: History/Literature	3.13%	9.38%	37.50%	50.00%
GCC Music: Performance	1.01%	5.09%	51.27%	42.63%
GCC Music: Theory/Composition	1.45%	12.70%	25.59%	60.25%
GCC Theatre and Film	1.05%	8.42%	88.42%	2.11%
GCC Theatre Performance/Production	1.13%	17.36%	72.45%	9.06%



Poll #3

Now that you know about Learning Improvement, do you have examples that you can report from your campus?

D. Yes

E. No

F. No, we have assessed and made improvements but didn't include the re-assessment step to confirm learning improvement

G. No, we have assessed, intervened, and reassessed but not across courses or programs

H. Other

Tenets of Learning Improvement

Goals and Scope

1. Our purpose is to promote the improvement of student learning in higher education.
2. Definition of *learning improvement*: Intentional changes in an academic program's learning environment that produce better student learning achievement.
3. Faculty/instructors are integral to learning improvement.
4. Our current focus is on academic program-level learning improvement efforts.
5. Within learning, we emphasize intellectual/professional skills and dispositions important in the field of study and/or in society.
6. We are committed to advancing culturally-responsive practice and mitigating achievement gaps among students from groups with different levels of historical access to higher education.



Necessary Conditions for Learning Improvement

Scaling learning improvement from the course to the program level requires strategy, collaboration, coordination, and a sustained supportive environment/culture.

Support in the form of expertise, time, space, and money from administrators, educational developers, assessment professionals, faculty, and students is critical.

To claim improvement, we must compare performance in the changed learning environment to that in a prior or unchanged environment. Faculty need to verify that the learning environment changed and that the student cohorts were similar, and reflect on how and why the intervention was successful.

Sharing & Reflection

Do you see your institution being able to engage in this type of learning improvement work?

What opportunities or challenges are present in meeting each of these conditions for learning improvement?

<https://tinyurl.com/ai2021lic>



Poll #4. Which of the three conditions, if realized, would rock the community college assessment world the most?

- I. Scaling learning improvement from the course to the program level requires strategy, collaboration, coordination, and a sustained supportive environment/culture.
- J. Support in the form of expertise, time, space, and money from administrators, educational developers, assessment professionals, faculty, and students is critical.
- K. To claim improvement, we must compare performance in the changed learning environment to that in a prior or unchanged environment. Faculty need to verify that the learning environment changed and that the student cohorts were similar, and reflect on how and why the intervention was successful.

Learning Improvement Community website

learning-improvement.org

Submit a story!

Read the stories!

Get involved!



[Home](#) [Story Project](#) [Read Stories](#) [Submit a Story](#) [Summit](#) [About Us](#)

STORIES ABOUT LEARNING IMPROVEMENT

Assessment practitioners, educational developers, educators, and others have collaborated to improve student learning. Read their stories.



Computer Info ...

Rubrics and scaffolding across courses to improve learning in a computer info systems program



Consumer Sci...

Changing pedagogy resulted in improved student learning in a capstone course



General Chemi...

General chemistry course; exam questions and grades; adaptive courseware



Pacific Islands ...

Improving undergraduate writing in an interdisciplinary program--

Contact Us

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assessment](https://facultydae.waubonsee.edu/instruction/assessment)

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tinyurl.com/gauchaosassess

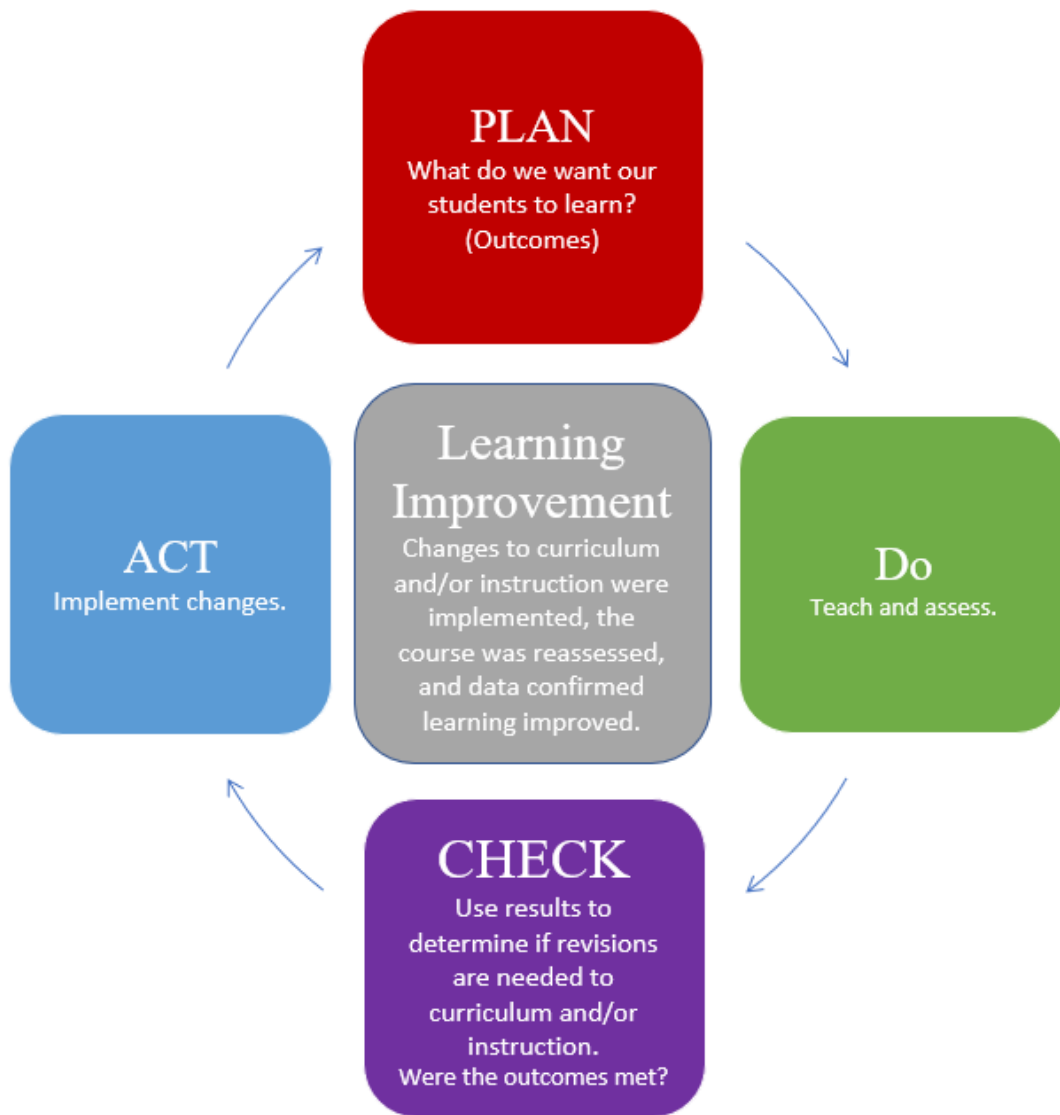
calendly.com/juliemorrison/



Learning Improvement Examples from Waubonsee Community College

Below are examples created at Waubonsee Community College or from Learning Improvement Community presentations. <https://www.learning-improvement.org/>

A. Modified Assessment Cycle



Questions? Feel free to reach out to Kathleen Gorski at kgorski@waubonsee.edu

B. Four Uses of Assessment Data

Waubonsee Community College includes four uses of assessment data in the action planning section of their assessment report. (Learning Improvement Report). The uses of assessment example is from a Learning Improvement Community (LIC) presentation referenced below. Waubonsee's Outcomes Assessment team created aligned criteria for their LI Report rubric <https://tinyurl.com/LIR-Rubric>.

	Beginning Implementation	Partial Implementation	Full Implementation	Integrated Implementation
Planned Changes	Proposes ineffective changes that do not address the data results.	Proposes changes in an individual course.	Proposes changes in courses, curriculum or instruction across multiple sections. Includes a plan to reassess after changes are implemented.	Changes were implemented to courses, curriculum or instruction across multiple sections. Courses, curriculum or instruction was reassessed to determine Learning Improvement.

1. Are you planning on making any changes to the course?

2. When are you planning on reassessing the course after changes are made?

Next Steps:

Based on assessment results, please select one of the four uses of assessment data:

☐

Monitoring

Assessment results for this course are at the desired level and stable. We will continue to monitor this course without any changes at this time.

☐

Assessment Procedure Change

Our assessment tool did not match our expectations for our assessment. The tool will be adjusted this year for better alignment.

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☐

Learning Improvement

Our changes to curriculum and/or instruction were implemented, the course was reassessed and learning improved.

Questions? Feel free to reach out to Kathleen Gorski at kgorski@waubonsee.edu



WAUBONSEE
COMMUNITY COLLEGE

Reference:

Stitt-Bergh, M., Blach, C., Fulcher, K., Hill, Y., & Wise, K. (2019, June 9-13). Assessment that supports learning improvement: Stories and strategies [Conference Presentation Handout]. Association for the Assessment of Learning (AALHE) Annual Conference, St. Paul, MN.

Questions? Feel free to reach out to Kathleen Gorski at kgorski@waubonsee.edu