

Lecturer Name: A. Instructor **Step:** B
Home Campus: Windward Community College
Other Campuses: Leeward Community College
Years Covered by evaluation: 2014, 2015
Courses covered by evaluation: ABC 101, EFG 100 (online)

I. Degree of attainment of student learning outcomes in classes taught

A. Data

Benchmark for SLO Success in department: 80%

ABC 101 SLO's: 1: Analyze 2. Compare and contrast.... 3. Perform

SLO 1 is assessed through question 3 of Quiz 1. SLO 2 is assessed through homework 2 question 1. SLO 3 is assessed through end of year class presentation. In the Fall 2014 semester, 22 of the 24 (92%) students were able to meet all the SLOs for the course. Of the 2 students who didn't meet SLO's, both stopped coming to class. One received an "N" for his grade as he had a medical crisis. In Spring 2015, 20 of 24 (83%) students met SLO 1 and 2. 18 of 24 met SLO 3. Of the four who didn't meet the first two SLO's, three stopped coming to class by week 5. The fourth came throughout the semester but only sporadically (6 times total). These same four did not meet SLO 3. An additional two other students did not meet SLO3. These students participated regularly and worked diligently but performed poorly, possibly due to anxiety and lack of preparedness.

EFG 100 SLO's: 1: Describe 2. Compare and contrast.... 3. Analyze

SLO 1 is assessed through question 3 of Quiz 1. SLO 2 is assessed through homework 2 question 1. SLO 3 is assessed a group project. In the Fall 2015 semester, 20 of 24 (83%) met SLO 1, 2. 18 of the 24 (75%) students met SLO 3 for the course. Four students who didn't meet SLO's, never logged in to Laulima in the semester. The additional

two who did not meet SLO 3 separately complained of non-participation of members of their group in the group project.

B. Analysis

Generally, my students are meeting their SLO's. I have exceeded my department benchmark of 80% in each section of each face to face class and in all but one SLO for my online course. Students who do not meet SLO's generally have unofficially withdrawn from class and have not participated in order to learn and apply knowledge. A minority of students may also have additional issues (anxiety, preparedness) that impact demonstrating the SLO through performance. In the online class, there may be an issue with collaboration for group projects.

C. Plan

Overall, I plan on continuing what I have been doing to help students achieve outcomes. To address dropout, I will participate in the MySuccess Early Alert program next semester. To address those that did not attain SLO due to performance, I will encourage use of the Speech Lab to prepare for this lesson. I will also incorporate a non-performance measurement of the SLO to consider whether the SLO has actually been met but not demonstrated due to anxiety. For group project issues, I will have a scaffolded assignment, which requires collaboration before the final submission to help ensure groups work together and support students in weaker groups. This collaboration is essential to engagement in my class.

II. Instructional Strategies

A. Overview of strategies used in different classes, including materials, resources, etc.

ABC 101

A variety of strategies are employed, including traditional lecture with powerpoint, games, case studies, practice problems, role playing, and student small group problem solving.

EFG 100

Because this is the first time that EFG 100 has been taught online at WCC and because there is a general lack of educational materials designed for college classroom in this subject, I have put substantial effort into revising the face-to-face course syllabus for an online format, including creating new materials for use in the online format and applying best practices in online student engagement. For materials development, I created a course website within Lulima using Dreamweaver so that students can clearly find the assignments and resources needed for each week of the semester as well as details about the course syllabus, graded assignments and extra credit options. I adapted course materials by updating powerpoints and recording video lectures with powerpoints. I made extensive use of existing free multimedia resources such as videos, podcasts, interactive websites, and simulations/animations. I incorporated a guest speaker by recording a conversation with an expert in EFG. I then allowed students to engage with her via the discussion board for 48 hours. To engage students, I graded discussions on Lulima discussion forums to provide an opportunity for students to demonstrate their achievement of SLOs by analyzing or synthesizing information drawn from assigned course materials. Students are required to include a discussion prompt in their post which invites their classmates to engage in conversation about their post. In order to earn an excellent score for the graded discussions, students must respond to at least two of their classmates' posts. This has resulted in some great discussions between students that link their analysis

of the course materials with their own perspectives and personal experiences. I also used ungraded Class Conversations on Laulima discussion forums to provide a way for students to ask questions, discuss materials and share their own experiences. I held a photo contest to capture an instance of EFG in life. I remain in close communication with students through email, including announcing when new resources have been posted and providing an overview of the weekly course content, sending reminders of assignment due dates, sharing feedback on graded discussion assignments (including highlighting examples of excellent student work). I also offer individual phone and videoconference meetings with students in lieu of more traditional office hours. This is in addition to communicating with students individually via email.

B. Analysis, including effectiveness

The students respond well to active learning strategies. Regular interaction in ABC101 helps to raise the energy level in the room. A handful of students express a preference for straight lecture, and it has been my personal observation that if I announce in advance that the following class will include mostly active learning strategies, attendance drops. Attendance also appears to be lower if power points are posted more than 12 hours in advance of class. My online course has an 83% success rate, which approaches my face to face success. My hard work to add resources and engage students via discussions, a photo contest, and direct contact via email and phone pays off in student completion and success.

C. Plan

Active learning strategies will continue to be an integral part of my teaching, with new strategies employed to replace those that are less effective or less well received. I will

continue to work to implement active learning online as well. I would like to attend workshops offered on online strategies and will ask my Department Chair for resources.

III. Peer and student evaluation

A. Peer evaluation overview (Appendix A includes actual evaluation)

Professor X attended my class and reviewed my syllabus. They noted strong student engagement and clarity. They recommended I add a statement on plagiarism in my syllabus. They recommended that I provide a summary of topics covered and highlighted information at the end of class to ensure students “got the point” of an activity and didn’t just participate in process.

B. Reflection

I appreciated Professor X’s input. Clear guidelines and reinforcement support effective classroom management and student learning.

C. Plan

I will follow these suggestions and continue to engage students effectively.

D. Student Evaluation overview (see Appendix B for overview and actual evaluations)

In ABC 101, I scored above my departmental average (83% strongly agree, 100% strongly agree) for all criteria except “allowing time for questions.” 12 students completed this evaluation. In EFG 100, my results were generally above average (100% strongly agreed), except for 'available for help outside of class (75% strongly agreed, 25% neutral.) Only 4 students completed this evaluation. Comments generally strongly attested to engagement (e.g. “This instructor is the best! Difficult concepts melt like butter on the stove of her powerpoints,” “I wish I could have instructor X in all my classes. “). I had one comment that

the student felt singled out for criticism when asked to perform “Instructor X made me get up before the class for my grade. I have a lot of anxiety performing and felt that I was attacked, not simply critiqued.”

E. Reflection

In both classes, my scores were generally quite high, showing strong positive affect by students. Comments also demonstrated the value students found in my class. The slightly lower score for “allowing time for questions” reflects the fact that my lectures are jam packed with information and there is no dead time in the class. The lower score for available outside of class may be due to the fact that this was an online class and no in class office hours were offered. I answered emails within 48 hours at all points in the semester and also held weekly office hours online through blackboard. The criticism about the performance is also considered in section I on SLO’s. Based on the generally positive comments and scores, this issue may be specific to one student.

F. Plan

Generally, I will continue to keep up the excellent work, engaging students and achieving SLO’s. In the future, I might want to add some time for questions at specific intervals in the class. Due to the anxiety and preparation issues associated with performances, I will recommend using the speech lab to prepare in the future and will consider offering an alternative assessment. I will be certain to reinforce with students that this is an opportunity to discuss, offer feedback, and help each student to grow, not a period to criticize one another. Also, as the online course had a low response rate, I will try to promote e-café completion in my next online section.

G. Responses to prior evaluation recommendations, if any: n/a