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ABSTRACT

During 1993-94, Spokane Community College's Student Learning Outcomes project focused on abilities-based measurements, and specifically, on measurements of the "Responsibility for Learning" ability. Activities included two summer planning retreats; faculty focus groups to discuss the interpretation of "Responsibility for Learning," classroom instruction and assessment related to this ability; faculty forums on such topics as "Can We Teach Responsibility," "Can We Assess Responsibility," "What Impact Will the Responsibility Ability Have on the College?," and "Written Research on Student Responsibility"; guest speakers and workshops; brown bag lunches focusing on last year's pilot projects; faculty/student lunches; and conference attendance. In addition, 13 faculty explored methods to develop student responsibility through carefully designed activities accompanied by specific outcomes measures. The "Responsibility for Learning" ability was defined as students recognizing, understanding, and accepting ownership for their learning by self-assessing, demonstrating, and evaluating behaviors that support the learning situation. Measurable indicators of responsible learning were identified as setting and recognizing priorities, communicating needs and making decisions, understanding and accepting consequences, making and following through on commitments, and demonstrating respect for self and others. This annual report on the Student Learning Outcomes project contains the following materials: (1) graphs showing new student characteristics; (2) illustrations of the responsibility ability process; (3) student forum questionnaires and a summary of survey results on students' and faculty members' perceptions of students' and teachers' responsibilities related to effective learning; (4) a bibliography on responsibility; (5) a Responsibility for Learning planning document; (6) promotional materials from a poster session presented at a conference; (7) an issue of "Learning Connections," a newsletter about teaching and learning at SCC; (8) information on the "Wise-Choice" process, employability, learning journals; and (9) presentation handouts on the process. (KP)

ED 385 319

Spokane Community College Annual Institutional Assessment Report: 1993-1994

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950 389

STUDENT LEARNING OUTCOMES
1993-1994
SPOKANE COMMUNITY COLLEGE

OVERVIEW OF 93-94 ASSESSMENT INITIATIVE

During the academic year 1993-94, Spokane Community College Student Learning Outcomes focused on abilities-based measurements, more specifically, a pilot of the "Responsibility for Learning" ability. All outcomes assessment knowledge and practice from 1990-93: classroom research, "Alverno" abilities, methods of assessment (surveying, portfolio, capstone courses), course and department level outcomes statements, library research, pilot projects, conference presentations and attendance, etc. came together to focus on one theme. We had a full "mental backpack" from which to choose appropriate tools and materials for the full measure of this "responsibility ability."

We learned, and re-learned, many things. First, we were reminded that with Student Learning Outcomes a Plan is always "in progress"; setting the direction is a continuous, evolving process. What we planned to complete fall quarter needed more time, organization, and piloting. To rush the process would have been foolhardy because it was proving so successful. Instead, we continued to develop a process that for future abilities can be condensed and adapted.

Secondly, we learned that working on this one important issue of responsibility focused and mobilized the college community in that direction. The word echoed in counseling, advising, classrooms, and conference rooms. The meaning was debated. We began calling our ability, "Student Responsibility for Learning," but once the conversations began in the classroom and at student forums, the mutuality of faculty, student, and college responsibilities became indisputable. The ability then became "Responsibility for Learning." More conversations were and are needed.

Thirdly, we realized early that we had chosen responsibility from a field of four or five important abilities that we will eventually address because of strong need and desire. Our student body is changing, and many faculty are frustrated by unnecessary interruptions in the learning process; however, in framing the ability statement, we were looking mainly at external behaviors. As the year progressed, the discussion became more centered on the learning itself.

Finally, during winter and spring quarters we tacitly began working on measures that would remedy our original concerns, so we could focus on learning. We discussed consistent responsibility statements in course syllabi and more standardized understanding of regulations relative to "Student Rights and Responsibilities." We will continue working on these issues, but as we begin piloting the Communication and Problem Solving Abilities in 1994-5, we will focus all the abilities more on measuring learning. The fall 1994 issue of Learning Connections, available in September, outlines results of our 1993-94 research and preliminary conclusions we have drawn. (see Appendix for copy of article).

In conclusion, Student Learning Outcomes had a major impact on our college community as so nicely evidenced by two commendations from the Northwest Association of Schools and Colleges Accrediting Team during their visit last fall. I would give our work this year an 8 on a 10 scale; we did work toward new and solid directions. That is always success!

Following is a listing of our activities for the 1993-94 year (each of these activities is also listed on the UFILL program disk enclosed).

PROJECTS FUNDED

Summer Planning Retreats
Core Group Meetings
Small Focus Groups
Faculty Forums *(appendix A, B & C)*
Pilot Projects *(appendix D)*
Guest Speaker and Workshops *(appendix E)*
Brown Bag
Student Forums *(information in K, L, M & N)*
Communications *(appendix F, G, H & I)*
Freshman Experience Classes *(appendix J)*
Teaching/Learning Center
Conferences *(appendix K, L, M & N)*
Accreditation Team Visit
Data Retrieval
Outcomes Library *(information in K, L, M & N)*

Summary of Activities, Conclusions/Lessons Learned, Action/Plans and Overall Impact are included in the tables following. The complete reports have been included in the Appendix.

BUDGET BREAKDOWN

A. Coordination, administration, office support	$17,536.73
B. Additional faculty stipends/release time	$ 2,486.60
C. Professional development	$26,428.27
D. Support costs	$ 1,221.60
E. Other (computer support)	$ 3,474.40
Total	$51,147.60
Roll-over for 1994-95 budget	*$ 8,852.40*

SUMMARY OF 93-94 ASSESSMENT ACTIVITIES

ACTIVITY	CONCLUSIONS/LESSONS	ACTIONS/PLANS	OVERALL IMPACT
• SUMMER PLANNING RETREATS: (7/14/93 & 9/14/93): Two retreats were held off campus at a Core Group member's lake cabin to brainstorm the plan. ***Plan:*** The Student Learning Outcomes Core Group decided to pilot two abilities: Responsibility for Learning and Communications	The first day-long retreat was so successful (with 20 Core Group Members and invited administrators) that the group felt the need to repeat the process with an additional 20 faculty and administrators. The lesson learned from summer planning with both a small and larger group is that we have greater buy-in when we present the plan to the faculty at large.	Statement of Responsibility Ability and methods of piloting were ready to be presented at Division Meetings by faculty and administration.	A strong beginning fall quarter with a plan, execution of the plan begun, and both faculty and administrators excited about it.
• CORE GROUP MEETINGS: The 20 member Student Learning Outcomes Core Group meets monthly to plan and coordinate activities, assess if we are meeting our objectives, decide what adjustments are needed and continue including as much of the college community as possible.	A strong Core Group provides the leadership for this effort and creates the strength and unity needed	Continue the Core Group as a representative body of the campus at large	Faculty and administrators who are identified with Outcomes in each division keep the activities going
• SMALL FOCUS GROUPS: During fall quarter ten groups of five or six faculty (most groups were cross-disciplinary) met weekly to discuss the interpretation of the Responsibility for Learning Ability, the classroom instruction related to the ability, and the classroom assessment of the ability.	The focus group method was a good way to get started. Faculty formed a comfortable group, set their own timeline, piloted either the same or varied activities, learned about students similarities and differences regarding responsibility in their classes. It was difficult to keep all the groups going as the quarter progressed and more and more demands were placed on faculty time. Winter quarter the groups met informally.	The small group work was essential to making the faculty forums successful. Many small groups created pilot projects and successfully implemented them spring quarter.	The small groups were integral to the "Ability Process" that evolved over the course of the year and were catalysts for some of our best work.

FACULTY FORUMS: All faculty working on Outcomes Abilities for 1993-94 met for two-hour workshops on specific topics. Different faculty organized the content and presented the material. New approaches or changes emerged and were then implemented as part of the process. ***Can We Teach Responsibility?*** (10/18/93) Overheads of classroom approaches to teaching responsibility were presented. ***Can We Assess Responsibility?*** (11/15/93) A discussion of assessment measures generated heated discussion on measuring student learning in general. ***Faculty/Administration Panel: What Impact Will the Responsibility Ability Have on the College?*** (12/9/93) Discussion of: Could all faculty incorporate this ability into their classes, how could it affect student government, what are ramifications for enrollment, and/or retention. ***Written Research on Student Responsibility based on ERIC Search completed by librarian Tim Aman.*** (1/12/94) A list of articles and abstracts are available in our SLO office. ***Presentation at Winter Quarter Faculty Meeting/Survey of Faculty on Responsibility Issue*** (1/20/94) ***Pilot Projects in Progress*** (4/1/94) Recipients of pilot project stipends presented work in progress and asked for feedback from participants. ***Pilot Project Presentations*** (5/26/94) An evening forum was held for the third consecutive year where the Pilot Project recipients presented information to other recipients, the committee and the core group. ***The Syllabus Workshop I*** (2/15/94) In the earlier discussion of how to teach and assess responsibility the need for more clarity of both faculty and student expectations in the syllabus was stated many times. This workshop was an interactive forum where elements of various syllabi were presented and discussed. ***The Syllabus Workshop II*** (4/13/94) Focus on outcomes statements related to Student Responsibility in individual courses.	Focusing on one ability and its many facets engages a variety of faculty and enriches the results. These forums kept the planning and the process moving. o Began to answer the question - Is responsibility a teachable ability? o Clarified the connections between teaching and assessing. o This discussion made us realize that we needed to continue focusing on this ability for winter and spring and postpone working on Communication and Problem-Solving until 1994-95. o The discussion made us realize how little has been written and researched on this topic in the last 25 years. o Involvement of faculty who had not attended other events. o Many aspects of the projects were changed or modified. Many group participants found techniques they could adapt to their classes or workplace. o This gathering is always a positive and stimulating event. It is exciting to see what has been accomplished in such a short amount of time. o Will lead to continued discussion and more workshops in 1994-95. o The participants realized how long it takes to make these statements clear and focus on concrete behaviors or learning that can be assessed.	The forums were planned at the beginning of each quarter and announcements were sent to each faculty member and administrator.	These forums were very successful and the concept will continue with the extension of some of the same issues and be expanded to deal with issues related to the 1994-95 abilities.

PILOT PROJECTS: Thirteen faculty explored methods to develop student responsibility through carefully designed activities accompanied by specific outcomes measures to help determine the success and subsequent carryover of the projects.	We have offered pilot projects each year; however, having the particular focus of "Responsibility for Learning" this year provided more structure and a consistent content. The design, implementation and conclusions of each project are included in the material accompanying the report. *Also, having worked in small focus groups, many faculty were encouraged to try group projects which affect many more students.	Next year's projects will continue to focus on the Abilities - Responsibility, Communication and Problem-Solving. The forums used to solicit and organize these projects are included in the material accompanying this report.	Having projects piloted in divisions, programs and classes keeps students aware of the ability being piloted.
Classroom Based Projects:			
o *J. McNamara* This technical writing class uses a project which emphasized the responsibility of active participation and follow through in issues that students identify as relevant to their education.	o One or two faculty in the individual class came by a project which can then be shared with colleagues, perhaps in next year's focus groups	o Most said they would continue refining techniques used.	
o *A. Whitman* Students are delegated the responsibility of leading class discussions, choosing paper topics, and writing their own quizzes.			
o *S. Nandagopal/K. Mallur* Development of a project to involve students in goal setting and peer tutoring as related to their learning in a specific mathematics class.			
o *V. Clark* The results of a speech communication survey completed by employers in the Spokane area in 1993 is the subject of a video being developed for Job Communications courses for Professional Technical students. The employability skills and leadership qualities desired for our students are discussed.	o Trying to produce videotapes is very difficult, so this project has lagged. When completed it will be a wonderful classroom and college wide resource.	o Can be used for Advisory Committees.	
Small Group Projects:			
o *G. Monkman/M. Weins* Develop and prepare for piloting an integrated study skill seminar. Focus topics are study skills strategies for such courses as chemistry, biology, psychology, sociology and mathematics.	o Faculty using their expertise can help students in a variety of disciplines and programs.	o Plan to offer in 1994-95.	o Could empower students in learning skills and with skill comes responsibility.
o *H. Carpenter/S. Hauck/M. Fury/S. Meyer* Development of an evaluation form that addresses students readiness for internships and employment based on attitudes and behaviors not necessarily measured as part of academic studies.	o A program (Office Technology) working together on a project has more potential impact.	o Plan to use 1994-95.	o Will help faculty, student and employer assess job readiness.
o *C. Lycan* A time management survey used as an assessment tool to have students focus on academic responsibility and its relationship to outside responsibilities and activities.	o Upon tabulation several problems with the survey were discovered. The survey is being revised.	o The idea of the survey came from a small focus group and this group intends to work on revision	o The tool was successful in raising both faculty and student awareness of academic and personal priorities and led to other student surveys.

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UEST SPEAKERS AND WORKSHOPS: Student Learning Outcomes at SFCC/SCC has hosted quarterly workshops on topics related to that year's plan. Each workshop is attended by 80-100 participants and has had an impact at all levels of the district. This year, due to our different approaches to abilities, SFCC and SCC had only a joint fall workshop. However, SCC had a separate winter workshop and a spring event for our students. These events have become integral to the yearly outcome plans.	Having some events that can be anticipated from year to year keep faculty involved and interested. We also have learned that our best speakers have been those suggested by faculty who have attended conferences.	From each event new strategies and plans have been developed. Next year's fall quarter joint event is a presentation by Connie Stack and Joel Peterson, program coordinators for the "Teaching for Thinking Project" of the Minnesota Community College System.	When 100 faculty have a common learning experience it has to impact the learning community. However, not being able to have our traditional off campus spring workshop (last year we brought Alverno and really began our abilities work) was a real disappointment for our faculty.
Panel for Fall Orientation Jim Roth facilitated an interactive panel and audience discussion on the topic of student/faculty rights and responsibilities/faculty responses.	o Bringing community resources (police, social services, counselors) into the discussion was helpful.	o Led to the ideas for our Responsibility in the Workshop panel in Winter.	
College Orientation Scarf "Skip" Downing presented "Wise-Choice Process" a workshop for faculty on the choices students make regarding academic and personal priorities, and his process for dealing with those choices.	o Many faculty at SCC and SFCC are using techniques presented in this workshop funded by SCC/SFCC Outcomes.		
Responsibility in the Workplace Three speakers, Frank Bouten (President, Bouten Construction Company), Mike Murphy (CEO Central Pre-Mix Concrete Company), and JoAnn Matthiesen (Vice President of Marketing and Public Relations - Assistant to the Chairman, Washington Water Power) spoke on responsibility in the workplace emphasizing the need for effective communication, problem solving and group work.	o Good relationship developed with community leaders and good information for faculty to test the reality of their expectations against employers'.	o More workshops like this requested by faculty. We are having JoAnn Matthiesen back as fall keynote speaker because responses to her presentation were so strong.	o Workplace 2000 is a concept that should be considered in all our abilities
Living, Laughing and Loving Dan Miller presented a high energy workshop on overcoming odds and being responsible for your own learning and success in life.	o Faculty and student responses were extremely positive. Partially funded by Student Activities and Student Learning Outcomes.	o Work more with Student Activities to bring speakers that motivate and show students they are responsible for their own learning.	o Students have a common experience and they become advocates of Outcomes Abilities.

BROWN BAG: Lunch time events where recipients of last year's Pilot Projects present their project results and implementation topics and speakers of interest suggested by the faculty. Faculty are all invited to attend. Usually the group is fairly small and good discussions occur. ***S. Orme/J. Hurd*** discussed two projects relating to student responsibility: A student survey and a way to ask students to work with a teacher to set class goals. ***J. McNamara*** "Integrating Study Skills Across the Curriculum" was a Pilot Project that Jackie presented initiating interesting discussion from those present. ***L. Tarrer/L. West*** presented a compelling discussion on the issue of how competencies and outcomes complement each other. ***K. Nemri*** discussed a "Pair Problem Solving" technique implemented in her math classes.	o Faculty received some useful tools for classroom application. o Faculty received some good ideas for incorporating a variety of study skills into their classes o The discussion will continue. o The presentation is applicable to many areas of instruction.		Many outstanding faculty are improving instructional assessment methods in their classrooms and this has been a successful method of sharing that information.
• STUDENT FORUMS: ***"Responsible Student" Sessions*** Faculty across campus were asked to invite responsible students to join them for a box lunch. Students were asked to fill out a questionnaire about responsibility and to discuss the issue at tables of eight. Then one representative of each table presented the consensus of the group. ***Graduation Reception*** In 1992-93 and 1993-94, Student Learning Outcomes hosted a reception for all graduates and asked them for written feedback on their SCC experience. Faculty joined their students for the celebration.	o This proved to be a powerful tool in understanding how students and faculty came to "responsible" learning behaviors, often very differently. o It is a positive experience and the feedback we received helps the Core Group plan and focus the following year's activities.	o This concept was so successful that it will be followed with Communication and Problem-Solving forums in 1994-95. o This will be a staple of Student Learning Outcomes at SCC.	o Students' input is important in seeing the whole picture on abilities. It took us a quarter to realize we were missing this piece, but we will continue to include students as part of our process. o Graduates realize their input is valued and utilized to "make a difference."
• COMMUNICATIONS: ***Video*** A short (ten minute) video was developed by our media department to show the process we developed to understand what the Responsibility For Learning Ability means. ***Newsletter*** Learning Connections: A newsletter about teaching and learning at SCC. December 1993, Vol 4, Issue 3. March 1994, June 1994.	o As stated previously, videos are a successful communication tool but can be difficult to produce. o A newsletter is a good tool both internally and externally.	o It was used as part of a NISOD presentation and will be edited to use on campus. o Will continue publication.	o This could help bring more faculty participation. o Informs the entire campus of past, present and future events.

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FRESHMAN EXPERIENCE CLASSES: In 1992-93 it became obvious that many of our students needed a better introduction to college. If we hope to measure growth and learning, we need to begin assuring better successes in the beginning. These classes grew out of that need. Faculty went to Yakima Valley College retreats and workshops, and researched and read materials from all over the country. They developed and piloted classes in 1993-94 and will continue.	Given willing faculty and supportive administration, the needs of the students can be met (see sample syllabus in appended materials).	Eventually it is our plan that <u>all</u> students new to SCC would be required to take this class.	The overall impact would directly relate to the three abilities we will have piloted by the end of the academic year 1995.
• **TEACHING LEARNING CENTER:** From the experiences of faculty at our college who have been working on Outcomes and from learning about successful TLC's at other colleges, plans are underway for a TLC for the 1994-95 school year.	Though this has been only a year of planning for this center, there are many considerations: space, activities, goals and objective and, of course, funding.	The center will have an Advisory Committee and develop much as our Outcome Project has developed.	When it is up and running it will add an important faculty development component to our Outcomes' efforts.
• **CONFERENCES:** Continued professional development and learning more about assessment and state and national goals by attendance at: o Assessment Liaison Meetings (liaison attended all meetings) o Abilities Meetings (8 faculty) o Washington Center Evaluation (1 faculty) o Writing/Thinking Workshops (3 faculty) o Math Quantitative Skills (2 faculty) * o Student Success Strategies (8 faculty/2 admin.) Portland, Oregon * o State Assessment Conference (7 faculty) Seattle, Washington * o NISOD (4 faculty/1 alumni) Austin, Texas * o AAHE (2 faculty) Washington D.C. * *Presentations made at these conferences.*	These conferences continue to validate what we are doing with our assessment efforts locally and statewide. This gave us a new sense of "where to go form here" as we learn from the experience of others.	Within budget and state mandates, we will continue to give faculty these opportunities and will continue to find ways to use the valuable information they bring back to campus from these meetings.	
• **ACCREDITATION TEAM VISIT:** The Outcomes sections of the SCC Accreditation report was completed in 1993-94. Visiting with team members, sharing data gathered and explaining how Student Learning Outcomes impacts SCC's academic community was the fall, 1993 event.	Outcomes Assessment is extremely important to Accrediting Agencies, and they want to know in detail what is happening.	To continue forward with their recommendations. We were commended on our work to date, but were told to continue the work especially on institutionalizing the process and results.	

DATA RETRIEVAL: As a result of our focus on student responsibility, we needed a clearer understanding of student demographics. We worked with Ellen Hoffman to retrieve this data; however, we found definitions difficult to fit to our needs and many missing pieces of information.	We need a better way to understand the entering student so we can adequately assess the impact the education at SCC has on him/her.	We need to continue working with Ellen and Loretta to address our needs.	Having this piece in place could help our efforts immensely.
• **OUTCOMES LIBRARY:** We continued to gather books, articles, research reports, videos, audiotapes for our library.	It has been difficult to actively involve the campus in circulating these materials. The articles we gathered on "Student Responsibility" were widely circulated. Perhaps a certain issue generates more interest.	To continue gathering research on the Abilities we will be focusing on Assessment in general. Book lists from conferences have been especially helpful.	With a Teaching/Learning Center on campus the library may be more of a draw for faculty. PIU's are an attractive incentive.

Spokane Community College
1993-94

The Responsibility for Learning: Who Is Accountable?

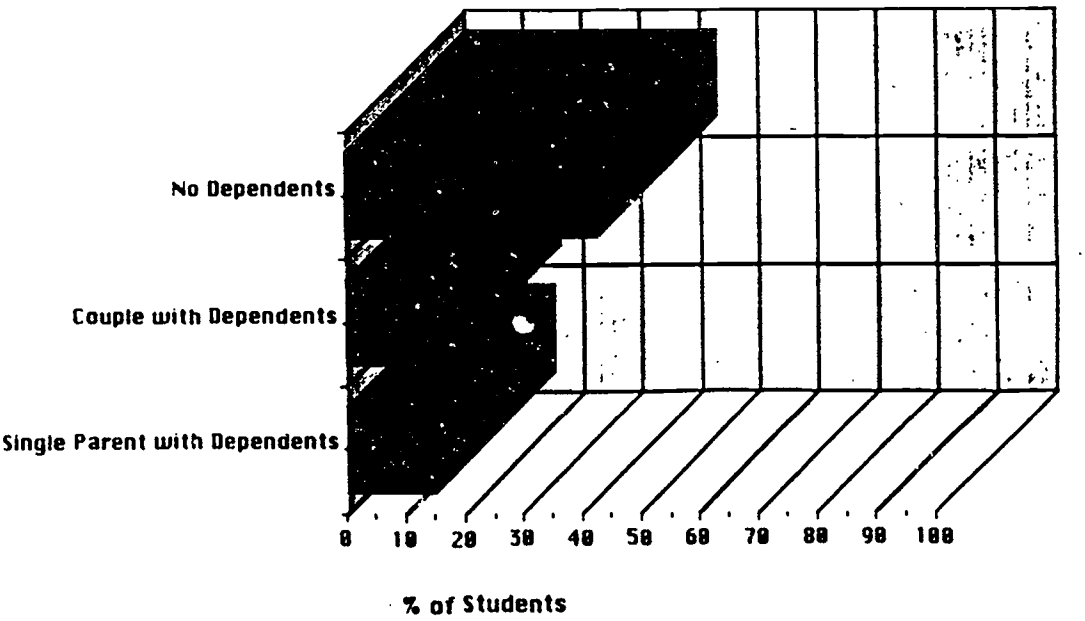
To "respond" is to "answer." Correspondingly, to be "responsible" is to be "answerable," to be **accountable.**

*A weakened sense of responsibility does not weaken the **fact** of responsibility.*
- St. Augustine

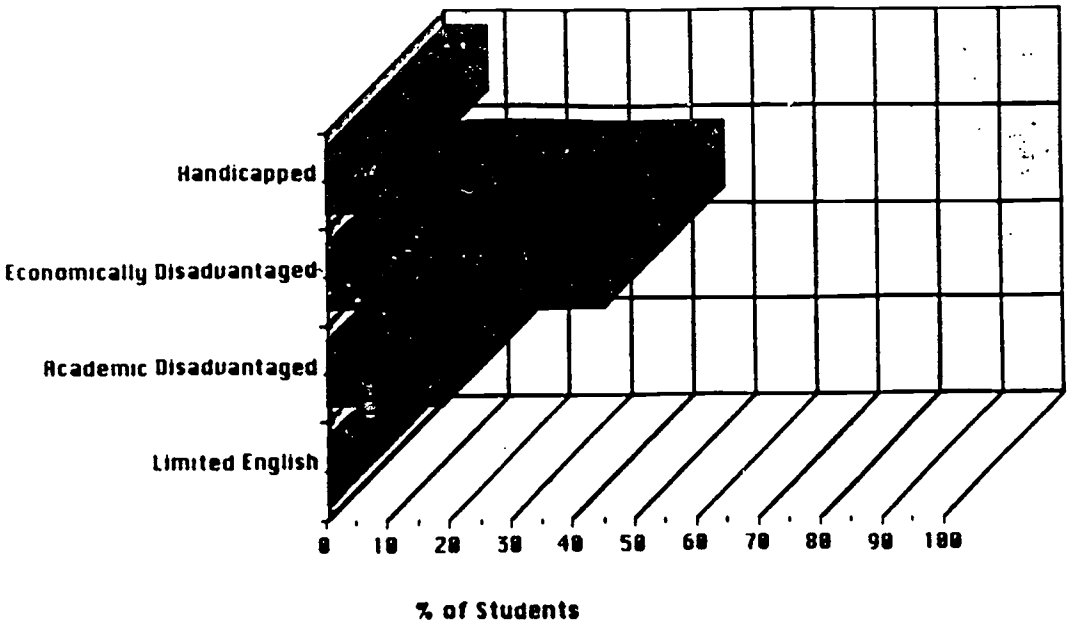
DEMOGRAPHIC FACTORS

SPOKANE COMMUNITY COLLEGE, 1993-94

New Students' Family Status



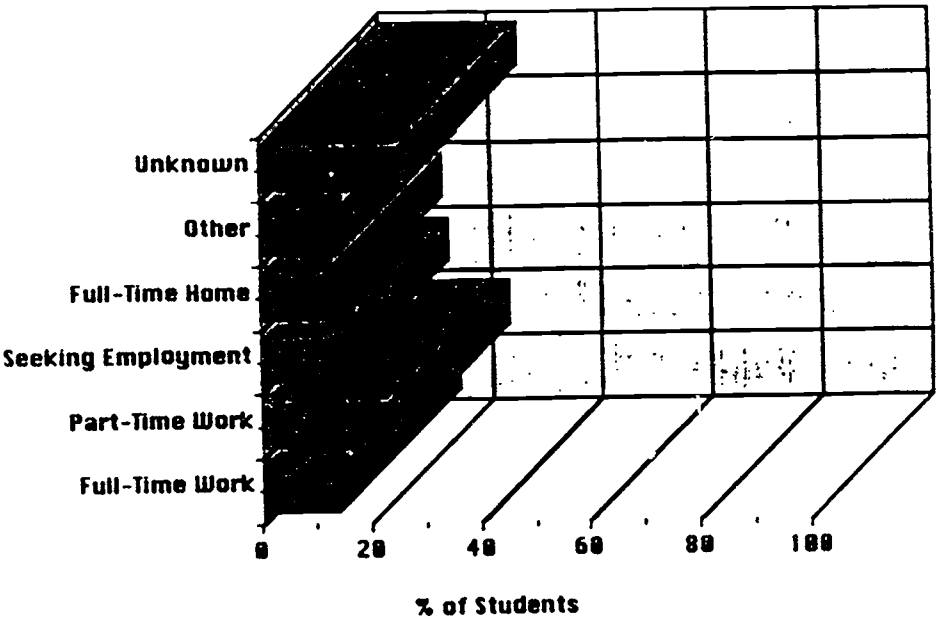
New Students' Special Needs



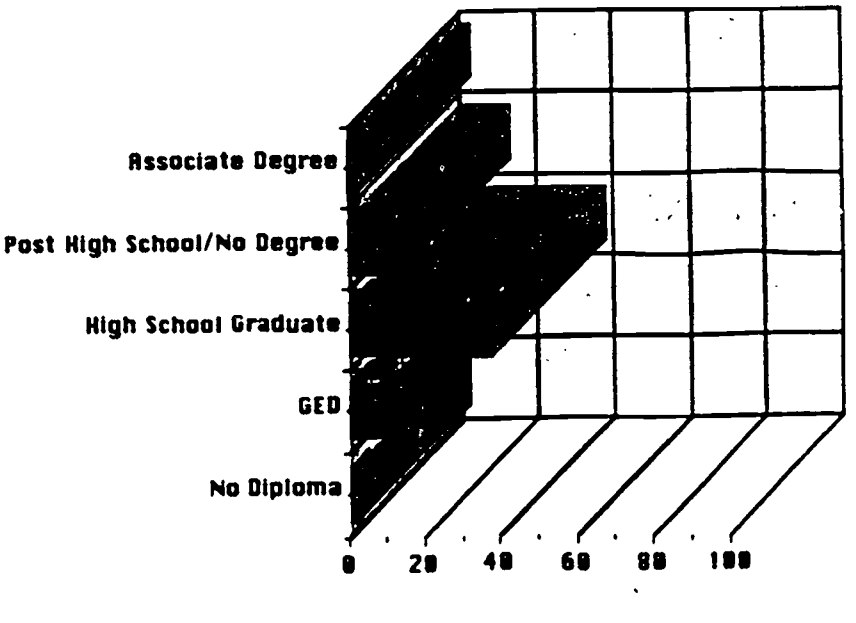
DEMOGRAPHIC FACTORS

SPOKANE COMMUNITY COLLEGE, 1993-94

Students' Employment Status



New Students' Prior Education



SPOKANE COMMUNITY COLLEGE

An ability is a learning outcome that involves the whole person, is teachable, can be assessed, transfers across settings, and is continually evaluated and modified.

Ability #1

•**Responsibility for Learning**

Students (will develop the ability to) recognize, understand and accept ownership for their learning by self assessing, demonstrating, and evaluating behaviors that support the learning situation.

The following are measurable indicators of responsible learning:

- Setting and Recognizing Priorities
- Communicating needs and making decisions
- Understanding and Accepting consequences
- Making and Following through on commitments
- Demonstrating respect for self and others

RESPONSIBILITY FOR LEARNING

S – Small Groups
R – Research
E – ERIC
P – Pilot Projects
N – New Directions
P – Presenting and Receiving Feedback
F – Futher Studies
L – Large Groups
O – Outcomes Statements
I – Involvement (Students and SCC employees)
S – Student
E – Events – District and Campus-wide
R – Research and Publications
L – Local Publications

Responsiblity for Learning

R esponsibility
E vents -- District and Campus-wide
S mall Groups that research Responsibility
P ilot Projects that lead to greater awareness
O
N
S tudents' Involvement in the process
I nvolvement of faculty, staff, administration, and students
B
I
L
I
T
Y

F
O utcomes statements in Syllabus
R

L arge Groups meetings
E
A
R
N
I
N ew Directions in Learning
G

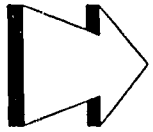
SPOKANE COMMUNITY COLLEGE
RESPONSIBILITY ABILITY PROCESS
1993-94

SMALL GROUPS

(Cross Disciplinary Groups 10 on 10)

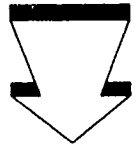
- **R**esearch
  - **E**ric
    - See reviews in March *Learning Connections* Outcomes Newsletter and attached bibliography
  - **P**ilot Projects

    Responsibility
    - for attitudes and behaviors
    - Goal Setting (in class)
    - Study Skills Across the Curriculum
    - Group Work Outside of Classroom
    - Student Identified Issues Addressed to Completion
    - Student Leadership Training
    - Student Class Leadership
    - Student Communication Video



LARGE GROUPS

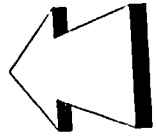
- **P**resentation/Teaching of Ability
- Assessing
- Faculty Responsibility Forum
- Report on Eric research abstracts
- Report on Pilot Projects in progress
- Syllabus Construction
  - **O**utcomes Statements
- Campus Wrap-up for 1993-94



NEW DIRECTIONS

- **P**resenting and Receiving Feedback
  - State Assessment Retreats October 1993, March 1994
  - Student Success Strategies

    Portland,Oregon; February 1994
  - State Assessment Conference, May 1994
  - NISOD -- May 1994 AAHE -- June 1994
- **F**urther Studies
  - Student Time Management Revision
  - Student Responsibility Questionnaire
  - Student Learning Survey



INVOLVEMENT

- **S**tudent
  - Student Responsibility Forums (Winter/Spring)
- All *Faculty* Involvement
  - Faculty Meetings · Surveys · Reports
- **E**vents -- District and Campus-wide
  - Skip Downing · Dan Miller · Spokane CEO's
- **L**ocal Publications
  - Newsletter · Student Newspaper · Flyers

SPOKANE COMMUNITY COLLEGE

Involvement of Studnets and Faculty Staff and Administrators
Student Forum Questionnaire Winter 1994

▪ 64 Students

▪Why do you think you were chosen to attend this luncheon?
▪What are your plans after completing your degree or certificate at SCC?

▪If you were an instructor, what five responsibilities would you expect your students to demonstrate in your class?

▪Would these responsibilities change for different classes, or are they generic? Please explain.

▪As a student, what five responsibilities do you expect your instructor to demonstrate?

ADMINISTRATORS, FACULTY AND STAFF QUESTIONNAIRE
Student Forum, Winter 1994

▪ 34 Faculty

▪If you were a student, what five responsibilities would your expect you instructors to demonstrate in a class?

▪Would these responsibilities change for different classes, or are they generic? Please explain.

▪As an instructor, what five responsibilities do you expect your students to demonstrate?

Student Forum – Student Questionnaire, Spring 1994

▪ 20 Faculty ▪49 Students

___ SCC Employee ___ Student

Questions for Discussion:

☐Identify a recent situation in one of you classes when you made the choice to demonstrate responsible behavior.

▪Circle the five responsibilities from the list below that you consider most directly related to effective learning.

☐Attendance	☐Finish Assignments on Time	☐Be prepared
☐Participation/Feedback	☐Punctual/On Time	☐Attitude
☐Listen Attentively	☐Consideration (to students/faculty)	☐Honesty
☐Responsibility for Actions	☐Interest in Learning	☐Respect
☐Do Outside Class Work	☐Ask Questions	
☐Other _____		

▪Would these responsibilities change for different classes, or are they generic?
☐Change ☐Remains constant

Please explain.

▪Circle the five responsibilities from the list below that you expect you instructor to demonstrate.

☐Knowledge of Subject	☐On Time/There	☐Organization
☐Answer any Questions	☐Be Approachable	☐Prepared
☐Fair	☐Explain Expectations	☐Be Clear
☐Honest	☐Respectful	☐Positive Attitude
☐Available for Additional Help	☐Non-Discriminating	☐Enthusiasm
☐Patient	☐Consistency	
☐Other _____		

Faculty Meeting, Winter 1994

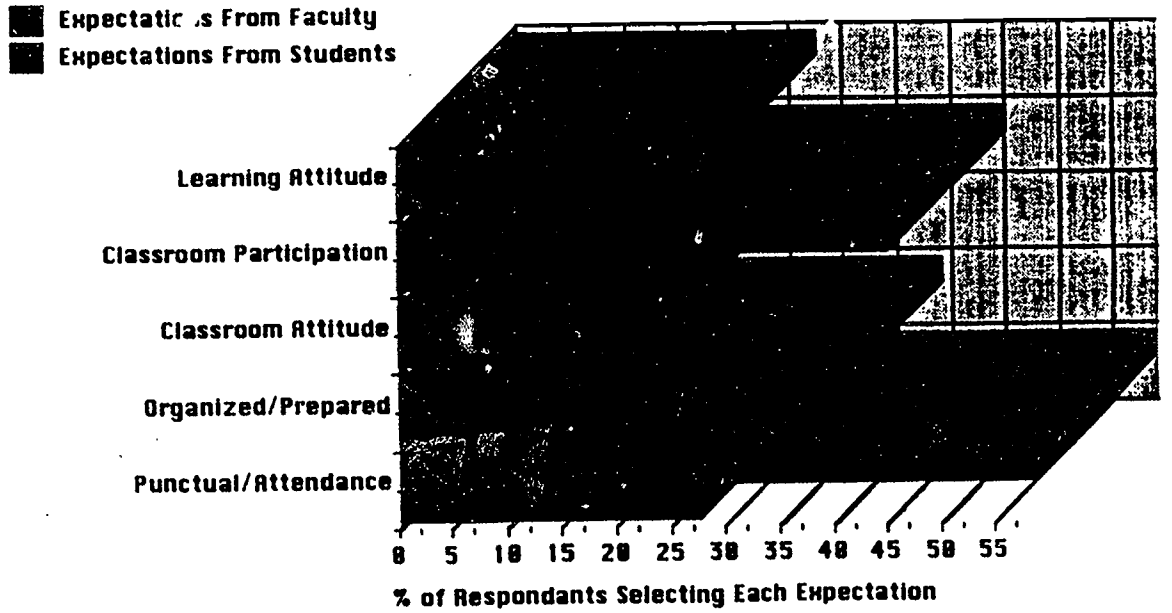
45 Attending

▪What two responsibilities do you expect from students?

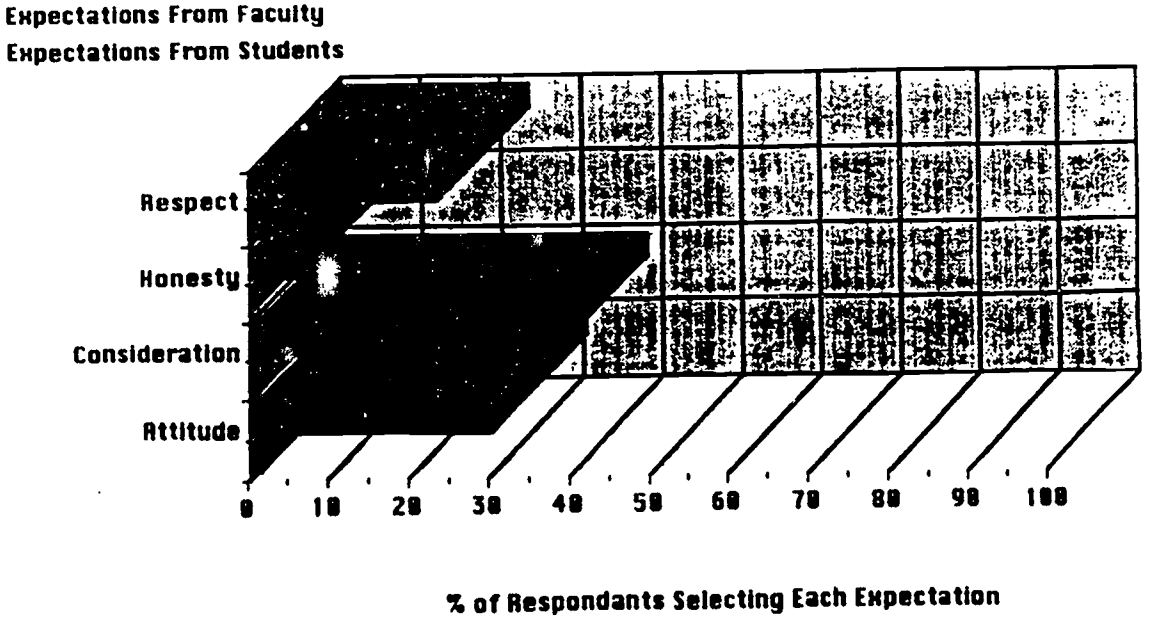
▪What two responsibilities do you expect from faculty?

SPOKANE COMMUNITY COLLEGE
RESPONSIBLITY ABILIITY
SURVEY RESULTS, 1993-94

Expectations for Students

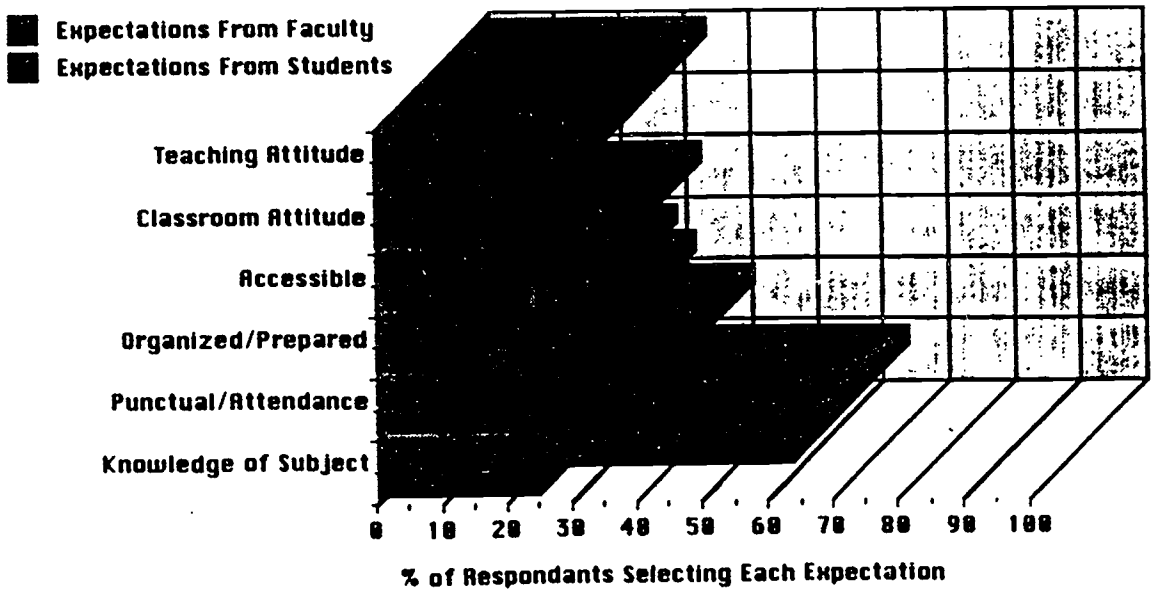


Classroom Attitude Expectations for Students

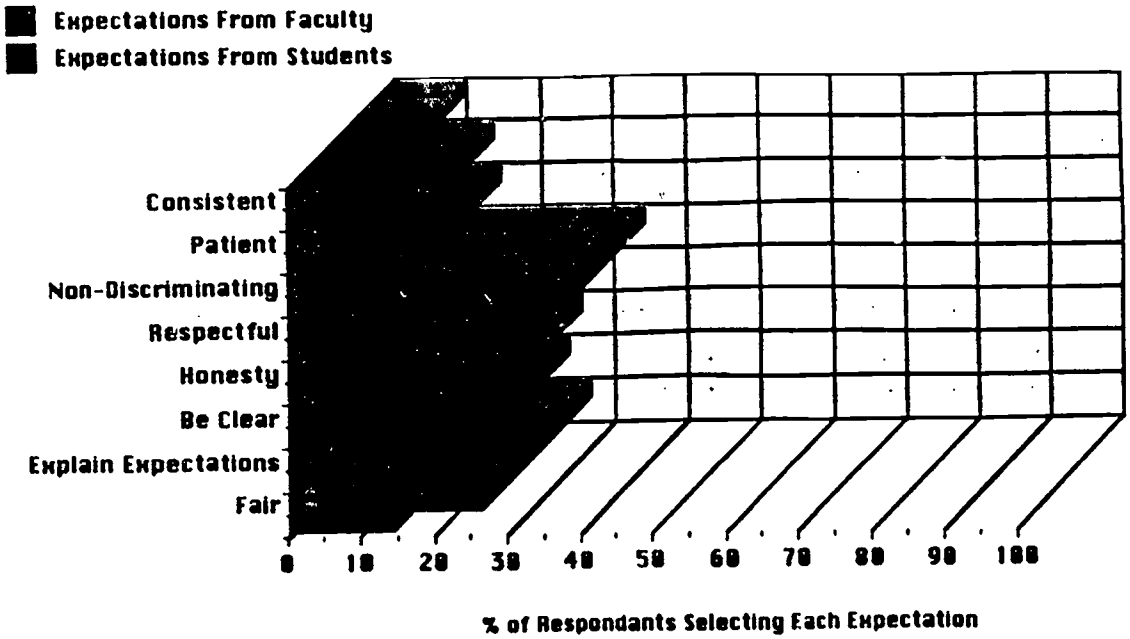


SPOKANE COMMUNITY COLLEGE
RESPONSIBLITY ABILIITY
SURVEY RESULTS, 1993-94

Expectations for Instructors



Classroom Attitude Expectations for Instructors



ARTICLES ON RESPONSIBILITY

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1. William D. Camp & Patrick J. Santacroce	Report of the Ad Hoc Committee on Academic Excellence **38 p.; Paper collected as part of the American Association for Higher Education Assessment Forum Pub Oct 86.**
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17. Charles F. Totten	Participants in Learning, Not Spectators DOCUMENT RESUME **13p.; Paper presented at the Univ. System of Georgia Statewide Conference on Dev. Studies (Jekyll Island, GA, April 25-27, 1985).** **Speeches/Conf. Papers (159) -Viewpoints**

18. No Author

Black Students--Special Problems/
Special Needs for Retention
DOCUMENT RESUME
Institution: Jefferson Comm. Coll., Louisville, KY. Pub date: 82

19. No Author

Cooperative Education Student Guide
DOCUMENT RESUME
Institution: Dallas County Comm. Coll. District, TX Pub date: 82

Spokane Community College
1993-1994

An ability is a learning outcome that involves the whole person, is teachable, can be assessed, transfers across settings, and is continually evaluated and modified.

Ability #1: Responsibility for Learning

Students (will develop the ability to) recognize, understand and accept ownership for their learning by self-assessing, demonstrating, and evaluating behaviors that support the learning situation.

METHODS OF TEACHING RESPONSIBILITY IN THE CLASSROOM

•GOAL SETTING:

Present the ability to the class and ask the students to brainstorm and come up with two lists of indicators: student responsibilities and instructor responsibilities.

•CONTRACT:

Instructor and student enter into a contract that defines the degree of student commitment to the course (form available from SLO office).

The following are measurable indicators of responsible learning:

1. Setting and Recognizing Priorities
2. Communicating Needs and Making Decisions
3. Understanding and Accepting Consequences
4. Making and Following through on Commitments
5. Demonstrating Respect for Self and Others

Responsibility For Learning

What We Planned

When Student Learning Outcomes began the focus on the Responsibility Ability last fall, approximately 60 faculty, staff, and administrators brainstormed the definition of the ability and observable and measurable indicators and decided to pilot the following:

Ability #1: Responsibility for Learning

Students (will develop the ability to) recognize, understand and accept ownership for their learning by self-assessing, demonstrating, and evaluating behaviors that support the learning situation.

The following are measurable indicators of responsible learning:

1. *Setting and Recognizing Priorities*
2. *Communicating Needs and Making Decisions*
3. *Understanding and Accepting Consequences*
4. *Making and Following through on Commitments*
5. *Demonstrating Respect for Self and Others*

The choice of this ability stemmed primarily from faculty concerns about productivity in the classroom and all the factors that either enhance the academic environment and the learning process or detract from it: attendance, discipline, respect, academic preparation,etc.

Fall quarter the faculty focused on teaching and assessing the "Responsibility Ability" and trying to understand the impact it could have if implemented college-wide. The original plan was to focus on piloting the "responsibility ability" fall quarter and move on to the "communication ability" winter quarter.

However, at the end of fall quarter it was obvious there was more to Responsibility for Learning than students' observable classroom behaviors. Faculty and students have an equal responsibility for learning, and we had begun our efforts only focusing on student responsibilities. We realized that when students were part of the brainstorming process in the classroom, the results were productive. We needed more input from students college-wide.

At a faculty meeting in winter quarter we asked for input on faculty and student responsibilities, and we received input from approximately 75 percent of our faculty. In winter and spring quarters, we had three gatherings for faculty and students where we asked for similar input.

What we found from a comparison of student and faculty surveys was that expectations for students and faculty centered not only on classroom behavior and attitude, but also on learning behaviors and attitudes for students and classroom management and instructional modes and attitudes for faculty.

BEST COPY AVAILABLE

Expectations of Students and Faculty

(Results collated from 1993-4 surveys of students and faculty)

STUDENTS

External Classroom Behaviors and Attitudes

Students and faculty both focused some of their comments on the same observable behaviors that the original ability statement outlined:

- Attendance/dependable
- Sincere effort
- Respect (diverse viewpoints)
- Personal growth
- Face consequences in case of conflict
- Assertive
- Positive attitude

Learning Behaviors and Attitude

Both faculty and students focused on the learning itself both in a classroom situation where the student was learning in a lecture or individualized mode or where students were in a collaborative or active learning mode.

Individual Learning Mode

- Be prepared
- Ask questions
- Do work before asking for assistance
- Take initiative
- Maintain intellectual discipline
- Take responsibility for own learning
- Show interest in learning

Collaborative Learning Mode

- Dependable
- Positive Attitude
- Timeliness
- Attendance, etc
- Participation
- Team player

FACULTY

The faculty responsibilities also fell into classroom management and general classroom attitude.

Classroom Management

- Show respect
- Being on time/be there
- Organizing and giving adequate time to complete assignments
- Be prepared
- Making expectations clear
- Having control

Attitudes

- Be available
- Be positive
- Be non-discriminating
- Have sense of humor
- Have patience
- Be fun
- Be consistent
- Be understanding
- Have respect for other instructors
- Be motivated

Instructional Modes

The teaching style and the method of course delivery of the faculty were addressed by both students and faculty.

- Have knowledge of subject
- Show enthusiasm for subject
- Give extra help
- Give adequate homework
- Be interesting and innovative
- Teach concepts
- Encourage student involvement
- Grade fair
- Display ability to teach
- Review when necessary
- Measure outcomes
- Relate current information

Instructional Attitudes

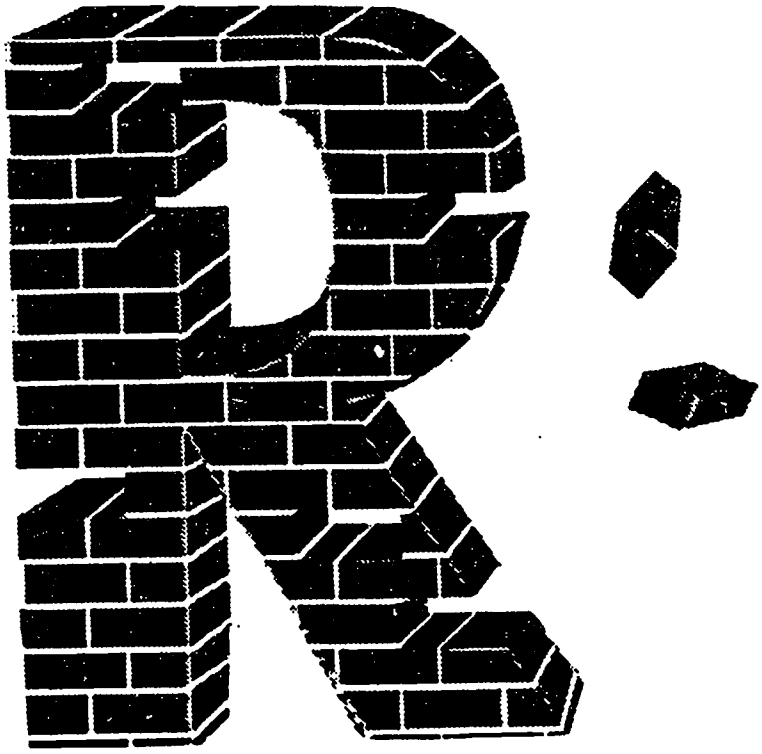
As with students' learning attitudes, faculty attitudes toward their teaching was stressed by both faculty and students.

- Understanding students
- Learning styles
- Willing to learn from students
- Being flexible
- Placing learning above rules
- Being humane
- Show dedication
- Communicating
- Be clear
- Answering questions
- Being fair
- Honesty
- Professional leadership

Next year we will be focusing on communication and problem solving, and we will be expanding our focus on learning behaviors in those abilities, as will as expanding the "responsibility ability."

RECONSTRUCTING THE FOURTH R: STUDENT RESPONSIBILITY ACROSS THE CURRICULUM

SPOKANE COMMUNITY COLLEGE



AAHE Assessment and Quality Conference

Poster Session, June 14, 1994

5:00 - 6:30

PRESENTERS:

SHARON BIEKER
BUSINESS DIVISION

LYNN WEST
LIBERAL ARTS DIVISION
STUDENT LEARNING OUTCOMES LIAISON

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RESPONSIBILITY ABILITY PROCESS

SPOKANE COMMUNITY COLLEGE

1993-94

SMALL GROUPS

(Cross Disciplinary - Groups 10 on 10)

- Research
  - ERIC
  - Pilot Projects

LARGE GROUPS

- Presentation/Teaching of Ability
- Faculty Responsibility Forum

An ability is a learning outcome that involves the whole person is teachable, can be assessed, transfers across settings, and is continually evaluated and modified.

Ability #1
Responsibility for Learning

Students (will develop the ability to) recognize, understand and accept ownership for their learning by self assessing, demonstrating, and evaluating behaviors that support the learning situation.

The following are measurable indicators of responsible learning:

- Setting and Recognizing Priorities
- Communicating Needs and Making Decisions
- Understanding and Accepting Consequences
- Making and Following through on Commitments
- Demonstrating Respect for Self and Others

NEW DIRECTIONS

- Presenting and Receiving Feedback
- Further Studies

INVOLVEMENT

- Student
- Faculty
- Events – District and Campus-wid
- Local Publications
- Brown Bag Luncheons

SMALL GROUPS
(Cross Disciplinary-Groups 10 on 10)

- Research
  - ERIC
    - See reviews in March
      - *Learning Connections* Outcomes Newsletter and attached bibliography
  - Pilot Projects
    - Responsibility
      - Attitudes and Behaviors
      - Goal Setting (in class)
      - Study Skills Across the Curriculum
      - Group Work Outside of Classroom
      - Student Identified Issues Addressed to Completion
      - Student Leadership Training
      - Student Class Leadership
      - Student Communication Video

To "respond" is to "answer." Correspondingly, to be "responsible" is to be "answerable," to be accountable.

LARGE GROUPS

- Presentation/Teaching of Ability
- Assessing
- Faculty Responsibility Forum
- Report on ERIC research abstracts
- Report on Pilot Projects in progress
- Syllabus Construction
  - Outcomes Statements
- Campus Wrap-up for 1993-94

INVOLVEMENT

- **S**tudent
  - Student Responsibility Forums (Winter/Spring)
- **F**aculty
  - Faculty Meetings
  - Surveys
  - Reports
- **E**vents -- District and Campus-Wide
  - Skip Downing
  - Dan Miller
  - Spokane CEO's
- **L**ocal Publications
  - Newsletter
  - Student Newspaper
  - Flyers
- **B**rown Bag Luncheons
  - Discussion of *Pair Problem Solving*
  - *Integrating Study Skills Across the Curriculum*
  - *Involving Students in Class Goal Setting*
  - *Outcomes vs Competencies*

A weakened sense of responsibility does not weaken the fact of responsibility.
- St. Augustine

NEW DIRECTIONS

- **P**resenting and Receiving Feedback
  - State Assessment Retreats
    - October 1993
    - March 1994
  - Student Success Strategies
    - Portland, Oregon; February 1994
  - State Assessment Conference, May 199
  - NISOD -- May 1994
  - AAHE -- June 1994
- **F**urther Studies
  - Student Time Management Revision
  - Student Responsibility Questionnaire
  - Student Learning Survey

Involvement of Students and Faculty Staff and Administrators
Student Forum Questionnaire Winter 1994

▪ 64 Students

▪Why do you think you were chosen to attend this forum?
▪What are your plans after completing your degree or certificate at SCC?

▪If you were an instructor, what five responsibilities would you expect your students to demonstrate in your class?

▪Would these responsibilities change for different classes, or are they generic? Please explain.

▪As a student, what five responsibilities do you expect your instructor to demonstrate?

ADMINISTRATORS, FACULTY AND STAFF QUESTIONNAIRE
Student Forum, Winter 1994

▪ 34 Faculty

▪If you were a student, what five responsibilities would your expect you instructors to demonstrate in a class?

▪Would these responsibilities change for different classes, or are they generic? Please explain.

▪As an instructor, what five responsibilities do you expect your students to demonstrate?

Student Forum – Student Questionnaire, Spring 1994

▪ 20 Faculty ▪49 Students

___ SCC Employee ___ Student

Questions for Discussion:

☐Identify a recent situation in one of you classes when you made the choice to demonstrate responsible behavior.

▪Circle the five responsibilities from the list below that you consider most directly related to effective learning.

☐Attendance	☐Finish Assignments on Time	☐Be prepared
☐Participation/Feedback	☐Punctual/On Time	☐Attitude
☐Listen Attentively	☐Consideration (to students/faculty)	☐Honesty
☐Responsibility for Actions	☐Interest in Learning	☐Respect
☐Do Outside Class Work	☐Ask Questions	
☐Other _____		

▪Would these responsibilities change for different classes, or are they generic?
☐Change ☐Remains constant

Please explain.

▪Circle the five responsibilities from the list below that you expect you instructor to demonstrate.

☐Knowledge of Subject	☐On Time/There	☐Organization
☐Answer any Questions	☐Be Approachable	☐Prepared
☐Fair	☐Explain Expectations	☐Be Clear
☐Honest	☐Respectful	☐Positive Attitude
☐Available for Additional Help	☐Non-Discriminating	☐Enthusiasm
☐Patient	☐Consistency	
☐Other _____		

Faculty Meeting, Winter 1994

45 Attending

▪What two responsibilities do you expect from students?

▪What two responsibilities do you expect from faculty?

STUDENT LEARNING SURVEY RESULTS

Number Surveyed:	304 students
Gender:	29% are male 71% are female
Age:	mean age is 28.4
	27% are 17 - 29
	22% are 21 - 24
	25% are 25 - 34
	26% are 35+
Average Credits:	16 credits
Average Work per Week:	12.5 hours

Mean Rankings and Hours of the Following Activities:

Pursuit	Mean Rank	Hours
Class Attendance	1	18.6
Studying	2	21.8
Time w/spouse or other	3	16.4
Time with family	4	15.6
Sleeping	5	40.3
Hobbies/entertainment	6	11.8
Relaxation	7	9.4
Required reading	8	6.7
Exercise	9	5.9
Religious activities	10	3.4

Interpretation: Students rank class attendance and studying as their most important pursuits. After sleep, they also report spending the most hours in these activities.

Other Average Results:

1. • students should spend 1.54 hours per week studying for each credit hour of class
   • 1.93 hours spent per week in outside class preparation per credit
   • students spend more time (about 1/2 hour per week per credit) studying and reading than they think they should

2. • males (2.0 hours per credit) spend slightly more time studying, and doing required reading, than females (1.9)
   • more females (1.6) than males (1.4) think students should be studying more hours
   **Please note these differences are not statistically significant.*

3. • older students report spending more hours in outside class preparation than younger students
   • older students think students should spend more hours studying, as the following chart indicates:

Age	Hours per credit spent preparing	Hours per credit should study
17-20	1.3	1.3
21-24	1.5	1.2
25-34	2.2	1.6
35+	2.4	1.9

STUDENT LEARNING OUTCOMES
Graduation Questionnaire Results
June 1, 1994

Answers to questions 1-8 are for Student Learning Outcomes internal office use only. Your answers will be appreciated. (Total respondents 166)

1. Gender
   a) Male (64) b) Female (101)

2. Age Range
   a) 16-21 (18)
   b) 22-29 (52)
   c) 30-45 (79)
   d) 46-55 (12)
   e) 55 or over (4)

3. Racial Ethnic group
   a) American Indian/Alaskan Native (4)
   b) Black/Non-Hispanic (4)
   c) Asian/Pacific Islander (6)
   d) Hispanic (8)
   e) White/Non-Hispanic (138)

4. When you entered SCC, what kind of degree or certificate did you intend to earn?
   a) A.A. degree (transfer) (53)
   b) A.A.S. (vocational) (93)
   c) Certificate in an Occupational Program (10)
   d) Associate of General Studies (2)
   e) no specific degree, simply earning college credits (4)

5. What kind of degree or certificate did you earn from SCC?
   a) A.A. 2 year degree (transfer) (47)
   b) A.A.S. 2 year degree (vocational) (114)
   c) Certificate in Occupational Programs (7)
   d) Associate Degree in General Studies (2)
   e) Associate in Fine Arts Degree (1)

6. Which of the following classes or programs significantly contributed to your completion of a degree or certificate? (Mark all that apply)
   a) Coop Ed/Practicum/Clinical (53)
   b) Coordinated Studies/Paired Courses (40)
   c) Developmental Courses (courses numbered below 100) (26)
   d) Student Services Courses (6)
   e) Work Study/Tutoring (36)

7. My involvement in extra curricular activities e.g.sports, student government, clubs, music, etc. kept me in school.
   a) Strongly agree (9)
   b) Agree (21)
   c) Disagree (22)
   d) Strongly disagree (9)
   e) Does not apply (102)

8. In general, how would you describe your preparation for career or future academic work while at SCC.
   a) Excellent (65)
   b) Good (73)
   c) Average (20)
   d) Poor (2)
   e) Unsatisfactory (1)

Please rate your satisfaction with your growth in the folkwing areas as a result of your two-year college education at Spokane Community College.

9. Ability to organize ideas
   a) Very satisfied (82)
   b) Satisfied (76)
   c) Dissatisfied (3)
   d) Very dissatisfied (1)

10. Ability to read and critically evaluate written material
   a) Very satisfied (56)
   b) Satisfied (96)
   c) Dissatisfied (9)
   d) Very dissatisfied (0)

11. Ability to think critically and solve problems
   a) Very satisfied (79)
   b) Satisfied (82)
   c) Dissatisfied (4)
   d) Very dissatisfied(0)

12. Ability to write with clarity
   a) Very satisfied (73)
   b) Satisfied (89)
   c) Dissatisfied (3)
   d) Very dissatisfied (0)

13. Ability to speak with clarity
   a) Very satisfied (65)
   b) Satisfied (93)
   c) Dissatisfied (7)
   d) Very dissatisfied (0)

14. An increased understanding of diverse world views
   a) Very satisfied (50)
   b) Satisfied (106)
   c) Dissatisfied (9)
   d) Very dissatisfied (0)

15. An increased understanding of scientific methods and applications
   a) Very satisfied (50)
   b) Satisfied (104)
   c) Dissatisfied (9)
   d) Very dissatisfied (0)

16. Knowledge and skills in mathematics
   a) Very satisfied (64)
   b) Satisfied (86)
   c) Dissatisfied (13)
   d) Very dissatisfied (1)

17. Awareness and appreciation of the arts and humanities
   a) Very satisfied (46)
   b) Satisfied (102)
   c) Dissatisfied (13)
   d) Very dissatisfied (1)

18. Ability to collaborate with peers (group work, presentations, seminars, simulations)
   a) Very satisfied (92)
   b) Satisfied (70)
   c) Dissatisfied (2)
   d) Very dissatisfied (0)

19. I have become more responsible for my learning
   a) Strongly agree (97)
   b) Agree (58)
   c) Disagree (8)
   d) Strongly disagree (1)

20. I have become more responsible in my personal life
   a) Strongly agree (74)
   b) Agree (69)
   c) Disagree (14)
   d) Strongly disagree (1)

STUDENT EMPLOYABILITY ASSESSMENT
OFFICE TECHNOLOGY DEPARTMENT

Student_____ Qtr in Program _____

Program_____

RATING EXPLANATION

3 = exceeds expectations
2 = meets expectations
1 = below expectations
√ = not enough information to assess

Date of Assessment:		
Punctuality (Begins work at start of class)		
Attendance (Attends class daily and on time)		
Dependability (Follows directions, completes tasks)		
Preparedness (Is ready to participate fully in class)		
Work Quality (Takes pride in work)		
Cooperation/Social Skills (Displays positive attitude toward work and others)		
Communication Skills (Utilizes good oral and written skills)		
Image/Appearance (Is appropriate, clean, tidy)		
Self Confidence		
Ethics (Satisfactory/Unsatisfactory (Exhibits honesty, integrity, loyalty)		

Comments:

I do__ do not__ recommend this student for an internship or employment at this time.

Date

Instructor

SPOKANE COMMUNITY COLLEGE
SURGICAL TECHNOLOGY PROGRAM

OPERATING ROOM PRACTICUM 255

LEARNING JOURNAL

The learning journal should provide the opportunity for the student to reflect and analyze the clinical experience to explore learning situations and personal growth within that setting.

Use this as a tool to think back on what you learned and maybe what you'd like to learn during your hospital experience.

You may wish to discuss concerns or make suggestions that could improve your learning to your instructor.

You can be creative with the format of your journal but it is suggested that you develop some routine method for your documentation. This may take several entries for this to be determined since it should be designed to suit your learning needs.

GUIDELINES

An entry from each clinical day is required.

List the cases you experienced and what learning role your were in.

Document what you experienced as a learning "high" from clinical each day.

Explain what you experienced as a learning "low" from your activities in clinical each day.

Describe what, if anything, you feel you gained from clinical each day.

Use proper grammar and utilize good writing skills. Entries must be legibly written.

Be sure and date your work.

This journal must be turned in to your instructor on Monday morning. It will be returned to you on Wednesday prior to that week's clinical.

Each entry is valued at 10 points.

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15. Angelo Onofrio	A Student Development Model for Academic Advising DOCUMENT RESUME Institution: Morton Coll., Cicero, IL. Counseling Center. Pub date: Sep 88
16. Adrian Rapp & Lyda Dodgen	Shooting Research from the H.I.P.P.S. and Making a Killing for Ourselves DOCUMENT RESUME 15p.; Paper presented at the Annual International Conference of the National Inst. for Staff and Org. Dev. on Teaching Excellence and Conf. of Administrators (14th, Austin, TX, May 24-27, 1992).
17. Charles F. Totten	Participants in Learning, Not Spectators DOCUMENT RESUME 13p.; Paper presented at the Univ. System of Georgia Statewide Conference on Dev. Studies (Jekyll Island, GA, April 25-27, 1985). Speeches/Conf. Papers (159) -Viewpoints
18. No Author	Black Students--Special Problems/ Special Needs for Retention DOCUMENT RESUME Institution: Jefferson Comm. Coll., Louisville, KY. Pub date: 82
19. No Author	Cooperative Education Student Guide DOCUMENT RESUME Institution: Dallas County Comm. Coll. District, TX Pub date: 82

LEARNING CONNECTIONS

A newsletter about teaching and learning at SCC

Spokane Community College • August 1994

Breakfast for the Graduates

by Judy Hinman

On June 1, 1994, Student Learning Outcomes (SLO) honored approximately 160 future alumni of Spokane Community College at a continental breakfast to celebrate their approaching graduation.

As they enjoyed the "goodies" and fellowship with their friends and faculty, graduating students filled out an Alumni Survey. The survey was used for a drawing for one of two SCC T-shirts. (See the article "Did You Know" on page 3 in the newsletter for some information provided by the survey.) Happy winners Elvira Melendez-Dietz, culinary arts, and James Pinkham, administration of justice, took home the shirts.

Judging from the noise level in the room (especially from 9:30 to 10:30 a.m.) and the students' comments, the event proved to be a lot of fun. SLO sponsors appreciated the thank yous and feedback they received. Through the survey, students told us they developed the ability to be responsible by:

- taking the initiative in group projects instead of relying on others in the group
- learning to work with others
- being responsible for lab facilities and equipment
- studying hard enough to pass a difficult course
- deciding to stick with it when the going got tough

When asked for "overall comments and suggestions," they volunteered the following:

- "I think more than anything else, it has been the instructors and the counselors who were my greatest help. They were compassionate, kind, understanding, empathetic, encouraging and supportive."
- "I personally believe that SCC has some of the best educators. They show that they really care."
- "After 25 years out of school, I have found there is no age barrier when it comes to knowledge and learning or acceptance by fellow students."
- "I learned to have confidence in myself in these school years. I feel I can go out and make it now."

Plans are already in the works for next year, so watch for the publicity next spring. The balloons may appear in your office!!

Be sure to check the last page of the newsletter for a list of coming events!

Responsibility For Learning

by Lynn West

WHAT WE PLANNED

When Student Learning Outcomes began to focus on the responsibility ability last fall, approximately 60 faculty, staff, and administrators brainstormed the definition of ability and observable and measurable indicators and decided to pilot the following:

Ability #1: Responsibility for Learning

Students (will develop the ability to) recognize, understand and accept ownership for their learning by self-assessing, demonstrating, and evaluating behaviors that support the learning situation.

The following are measurable indicators of responsible learning:

1. Setting and recognizing priorities
2. Communicating needs and making decisions
3. Understanding and accepting consequences
4. Making and following through on commitments
5. Demonstrating respect for self and others

The choice of this ability stemmed primarily from faculty concerns about productivity in the classroom and all the factors that either enhance the academic environment and the learning process or detract from it: attendance, discipline, respect, academic preparation, etc.

Fall quarter, faculty focused on teaching and assessing the "responsibility ability": and trying to understand the impact it could have if implemented collegewide. The original plan was to focus on piloting the "responsibility ability" fall quarter and move on to the "communication ability" winter quarter.

However, at the end of fall quarter it was obvious there was more to responsibility for learning than students' observable classroom behaviors. Faculty and students have an equal responsibility for learning, and we had begun our efforts only focusing on student responsibilities. We realized that when students were part of the brainstorming process in the classroom, the results were productive. We needed more input from students throughout the college.

At a faculty meeting winter quarter we asked for input on faculty and student responsibilities, and we received input from approximately 75 percent of our faculty. We asked for similar input at three gatherings for faculty and students winter and spring quarters.

What we found from a comparison of student and faculty surveys was that expectations for students and faculty centered not only on classroom behavior and

(Continued on next page)

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(Continued from page 1)

attitude, but also on learning behaviors and attitudes for students, and classroom management and instructional modes and attitudes for faculty.

EXPECTATIONS OF STUDENTS AND FACULTY

(Results collated from 1993-94 surveys of students and faculty)

STUDENTS

External Classroom Behaviors and Attitudes

Students and faculty both focused some of their comments on the same observable behaviors that the original ability statement outlined:

- Attendance/dependable
- Sincere effort
- Respect (diverse viewpoints)
- Personal growth
- Willingness to face consequences in case of conflict
- Assertiveness
- Positive attitude

Learning Behaviors and Attitude

Both faculty and students focused on the learning itself both in a classroom situation where the student was learning in a lecture or individual mode, or where students were in a collaborative or active learning mode.

Individual Learning Mode

- Be prepared
- Ask questions
- Do work before asking for assistance
- Take initiative
- Maintain intellectual discipline
- Take responsibility for own learning
- Show interest in learning

Collaborative Learning Mode

- Dependable
- Positive Attitude
- Timeliness
- Attendance, etc
- Participation
- Team player

FACULTY

The faculty responsibilities also fell into classroom management and general classroom attitude.

Classroom Management

- Showing respect
- Being on time and being there
- Organizing and giving adequate time to complete assignments
- Being prepared
- Making expectations clear
- Having control

Attitudes

- Be available
- Be positive
- Be non-discriminating
- Have a sense of humor
- Have patience
- Be fun
- Be consistent
- Be understanding
- Have respect for other instructors
- Be motivated

Instructional Modes

The teaching style and the method of course delivery of the faculty were addressed by both students and faculty.

- Have knowledge of subject
- Show enthusiasm for subject
- Give extra help
- Give adequate homework
- Be interesting and innovative
- Teach concepts
- Encourage student involvement
- Grade fair
- Display ability to teach
- Review when necessary
- Measure outcomes
- Relate current information

Instructional Attitudes

As with students' learning attitudes, faculty attitudes toward their teaching was stressed by both faculty and students.

- Understanding students
- Learning styles
- Willing to learn from students
- Being flexible
- Placing learning above rules
- Being humane
- Showing dedication
- Communicating
- Being clear
- Answering questions
- Being fair
- Being honest
- Maintaining professional leadership

Next year we will focus on communication and problem solving, and we will increase our focus on learning behaviors in those abilities, as well as expanding the "responsibility ability."

A Proposal for Extending The Student Voices Project

A Call for Participation

Excerpts from the "Call for Participation" by Loretta Seppanen, SBCTC

The first study of The Student Voices Project was to gain knowledge "from the students point [sic] of view, how participation in their program influenced their learning. Data were collected through participant observation and in depth interviews with students." What was not learned was "why a substantial number of students leave the [sic] college without making substantial progress toward their stated goal."

Loretta Seppanen, SBCTC, would like volunteers from colleges who can form a team of about a dozen people interested in working on the extension of the Student Voices Project. Those who volunteer would be interviewing

a student, starting fall of 1994 or fall of 1995 with repeat contact with the student several times while he or she continues or after he or she leaves the college. "The SBCTC would provide training for interviewers, keep communication flowing between the volunteering colleges, provide transcription services if required, and support the summary and sharing of findings as the study progresses."

For a full copy of the proposal, please contact Judy Hinman through the Student Learning Outcomes office, ext. 8008.

Teaching and Learning Center - What is it?

by Judy Hinman

How would you like -

- to have a place to go to learn more about collaborative, also known as group, learning?
- to talk with other instructors about different teaching techniques?
- to share with fellow faculty the excitement of a classroom technique that worked very well?
- to commiserate with other faculty when students performed poorly on a test?
- to ask other faculty for ideas for a course outline? Or to learn more about new media for classroom use?
- to have a place where you can drop in for conversation and coffee?
- or a place where you can find out which experienced instructors are willing to mentor you through that "first time" you use a teaching technique new to you?

You could do all these things in the brand new Teaching Learning Center (TLC) at SCC, starting (albeit slowly!) fall quarter 1994. The center will be located in the SCC Learning Resources Center in the area previously occupied by the Communications-Math Learning Center. Watch for your invitation for a grand opening early fall quarter. The actual date will depend on the status of our furniture (we have none!) but don't wait for the grand opening to begin sharing the talents of our faculty. (Check the calendar of events on the last page of this newsletter for the first scheduled events.) We will solicit ideas and your expertise throughout the year. This is a FACULTY center, staffed, operated, developed and governed by a faculty advisory committee. Drop in early fall quarter and say hello!!

Summer Planning Session

by Mita Sen and LoAnne Sankari

To plan for the 1994-95 year, several members of the SCC Outcomes Core group, under the leadership of Judy Hinman, held an afternoon retreat July 14 at Sharon Bieker's Loon Lake home. After a scrumptious lunch, and despite the gorgeous lakeside view and perfect weather, we separated into groups to focus on three "Ability" areas:

- Responsibility: George Tutt, Dee Clott and Judy Hinman
- Problem Solving: Carol Nelson, Jeannie Hurd, Dennie Carlson and Judy Halstead
- Communication: Dennis Adams, Val Clark, Scott Orme and Mita Sen

A productive discussion ensued, and following the original 1993-'94 "responsibility" criteria, we came up with some general ideas:

Responsibility:

- Responsibility objective
  - Develop universal syllabus
  - Develop classroom management guides
  - Develop questionnaire to determine faculty involvement
  - Develop promotional material
  - Develop measurement instrument
  - Provide materials for new and adjunct faculty

Problem Solving:

- Ability
  - Student will develop the ability to make decisions by identifying issues, brainstorming opportunities, evaluating each option, choosing an acceptable alternative, accepting consequences and re-evaluating options.
- Measurable indicators
  - Acquire, understand, process, and draw conclusions for the decision-making process.

Communication:

- Ability
  - Student will develop and demonstrate the ability to understand and convey concepts and ideas effectively, in a variety of contexts.
- Measurable indicators
  - istening attentively to evaluate and interpret verbal and nonverbal messages
  - reading critically and analytically
  - speaking clearly and correctly in a variety of settings
  - writing effectively and purposefully, demonstrating standard English usage
  - understanding visual and other modes of communication

These will be the topics of discussion at the Fall Outcomes Kickoff Dinner, September 27. Watch for more information, and start thinking of your input to these general ideas.

●●●●●●●●●●●●●

Did You Know?

by Judy Hinman

The following information is provided from the survey given to all graduates attending the June 1, continental breakfast.

Of the 166 graduating students surveyed:

- upon entrance 32 percent intended to obtain an A.A. (transfer) degree, but only 28 percent actually obtained that degree;

(Continued on next page)

(Continued from page 3)

- upon entrance 56 percent intended to obtain a two year A.A.S. (vocational) degree, but 68.7 percent actually obtained that degree;
- 83 percent thought their preparation for a career or future academic work while at SCC was above average;
- only 18 percent indicated the extra-curricular activities (sports, student government, clubs, music, etc) kept them in school;
- when asked which classes or programs significantly contributed to completion of a degree or certificate (students could choose more than one category), 32 percent indicated coop-ed/practicum/clinical; 25 percent said coordinated studies/paired courses; 22.5 percent said work study/tutoring; 16 percent said developmental courses (courses numbered below 100).

The age range of students surveyed was:

16-21	10.8%	46-55	7.2%
22-29	31.3%	55+	2.4%
30-45	47.6%	No response	0.6%

For a complete copy of the survey, please contact Judy Hinman at the Student Learning Outcomes Office, ext. 8008.

Conference Opportunities

Maricopa Community Colleges' Combined Conference on Student Success

Thursday Evening, October 20 - Friday, October 21.
Arizona Biltmore, Phoenix, Arizona

Three Conferences in One: Academic Advising Conference; Ocotillo Technology Showcase; and Student Success Conference. Registration material available early September. Contact the Outcomes office for information.

The Washington State Chapter of the College Reading and Learning Association's Tenth Annual Conference

October 28-29, 1994
Spokane Falls Community College

Registration is $55 for both days, $35 for Friday only. For more information, contact president-elect Lorraine Dreiblatt, 5165 Jung Frau Place, Issaquah, WA 98027, (206) 643-2636.

A Day at Alverno College Teaching and Assessing Student Abilities

Tuesday, November 15, 1994 or
Thursday, April 6, 1995

Alverno schedules special seminars each semester during which visitors can learn about Alverno's educational approach and meet the teachers who make it work. Contact the Outcomes office for more information.

Coming Events

1994-95 Kickoff Dinner

September 27, 4-8 p.m.
Mukogawa Fort Wright Institute

Final Consensus on Problem Solving and Communication Abilities will be reached. Planning for next year's action agenda will be finalized. Bring your thinking caps!!

Syllabus Tips and Tricks

October 4, 2:45 p.m.
Teaching Learning Center

A fun and easy way to refresh and revise your course syllabi. Suggestions and ideas to be presented were gleaned from several faculty to create a generic syllabus that is easily adapted to your needs.

(The TLC is located on the Northwest corner of the first floor of the Learning Resource Center in the former CMLC space)

Take a Student to Lunch

November 2, 12:30 -1:30 p.m.
Lair—Littlefoot Room

Another fun-filled and delicious lunch provided by Student Learning Outcomes. Bring a student to lunch for conversation and information exchange. The feedback from students and faculty alike has been so positive we know you will enjoy this.

Teaching for Thinking

November 15, 2- 8 p.m.
Mukogawa Fort Wright Institute

An exciting dinner/workshop will be jointly sponsored with SFCC Student Learning Outcomes. Connie Stack and Joel Peterson from Minnesota Community Colleges in St. Paul, Minnesota, will keep your attention throughout their presentation on teaching for thinking and problem solving. There may be a follow-up presentation the morning of November 16. Watch for the announcements.

Student Learning Outcomes Core Group

Name	MS	Phone
Dennis Adams	2150	7075
Mike Burns	2070	7240
Dennie Carlson	2010	7339
Dee Clott	2150	7034
John Curran	2010	7136
Judy Halstead	2090	7300
Judy Hinman	2011	7391
Jeannie Hurd	2090	7303
Al Isaacson	2080	7278
Georgia Monkman	2160	7328
Carol Nelson	2090	7315
Scott Orme	2011	8079
Henry Peden	2090	7300
Mita Sen	2011	7367
George Tutt	2011	7395
Carolyn Wall	2160	7382
Joe Young	2013	8674

The deadline for the next newsletter copy to be received in the SLO office is November 15. The newsletter should be distributed to the campus by December 2. If you would like to submit an article or contribute ideas on any of the stories related to Outcomes, please send them to Mita Sen MS 2011 or Judy Hinman MS 2160.

Editors: Faculty — Mita Sen, Judy Hinman • *Student Assistants* — Lo Anne Sankari, Tina Saunders
Contributors: Judy Hinman, Lynn West, Mita Sen, and LoAnne Sankari

Persons with a disability requiring any auxiliary aids, services or other accommodations should contact the college at least 10 days prior to the program. For TDD services call (509) 533-7482.
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SPOKANE COMMUNITY COLLEGE

Involvement of Studnets and Faculty Staff and Administrators
Student Forum Questionnaire Winter 1994

▪ 64 Students

▪Why do you think you were chosen to attend this luncheon?
▪What are your plans after completing your degree or certificate at SCC?

▪If you were an instructor, what five responsibilities would you expect your students to demonstrate in your class?

▪Would these responsibilities change for different classes, or are they generic? Please explain.

▪As a student, what five responsibilities do you expect your instructor to demonstrate?

ADMINISTRATORS, FACULTY AND STAFF QUESTIONNAIRE
Student Forum, Winter 1994

▪ 34 Faculty

▪If you were a student, what five responsibilities would your expect you instructors to demonstrate in a class?

▪Would these responsibilities change for different classes, or are they generic? Please explain.

▪As an instructor, what five responsibilities do you expect your students to demonstrate?

Student Forum – Student Questionnaire, Spring 1994

▪ 20 Faculty ▪49 Students

___ SCC Employee ___ Student

Questions for Discussion:

☐Identify a recent situation in one of you classes when you made the choice to demonstrate responsible behavior.

▪Circle the five responsibilities from the list below that you consider most directly related to effective learning.

☐Attendance	☐Finish Assignments on Time	☐Be prepared
☐Participation/Feedback	☐Punctual/On Time	☐Attitude
☐Listen Attentively	☐Consideration (to students/faculty)	☐Honesty
☐Responsibility for Actions	☐Interest in Learning	☐Respect
☐Do Outside Class Work	☐Ask Questions	
☐Other _____		

▪Would these responsibilities change for different classes, or are they generic?
☐Change ☐Remains constant

Please explain.

▪Circle the five responsibilities from the list below that you expect you instructor to demonstrate.

☐Knowledge of Subject	☐On Time/There	☐Organization
☐Answer any Questions	☐Be Approachable	☐Prepared
☐Fair	☐Explain Expectations	☐Be Clear
☐Honest	☐Respectful	☐Positive Attitude
☐Available for Additional Help	☐Non-Discriminating	☐Enthusiasm
☐Patient	☐Consistency	
☐Other _____		

Faculty Meeting, Winter 1994

45 Attending

▪What two responsibilities do you expect from students?

▪What two responsibilities do you expect from faculty?

Alverno Model

▹ Faculty Attend Alverno Workshop
1992 & 1993

▹ Hill's Resort
1992 & 1993 April, 1993
(30 SCC, 30 SFCC
faculty and admin.)

SFCC/SCC Choose Abilities

▹ Mukogawa Fort Wright Commons
June 22, 1994
~ Diversity
~ Communication
~ Awareness & Appreciation of the World
~ Independent Learning/Student Responsibility
~ Analysis & Problem Solving

SCC Model

▸ Bieker's at Loon Lake
August 10
(20 faculty, admin. & Core Group)
Responsibility Ability Definition

Bieker's at Loon Lake
September 14
(60 faculty and admin.)
Explaining Small Responsibility Groups & sign-ups

Spokane Community College Abilities

Ability #1

- **Responsibility for Learning**

Students (will develop the ability to) recognize, understand and accept ownership for their learning by self assessing, demonstrating, and evaluating behaviors that support the learning situation.

The following are measurable indicators of responsible learning:

- Setting and Recognizing Priorities
- Communicating needs and making decisions
- Understanding and accepting consequences
- Making and Following through on commitments
- Demonstrating respect for self and others

Small Responsibility Groups

▸ Focus Groups developing issues, classroom projects, future pilot projects (10 groups of 8 involved)
▸ Employability Survey
▸ Choices Survey
▸ Learning Journal
▸ Student Survey

Large Responsibility Groups
Who: All small group members
Why: Discussion of College Responsibility Issues
When: Three Meetings Each Quarter
(chaired by different faculty members)
▸ FALL
Teaching Responsibility
Assessing Responsibility
Institutionalizing Responsibility
▸ WINTER
Syllabus 1: The Format
Syllabus 2: Outcome and Responsibility Statements
Pilot Projects: In Progress

College Community

Faculty
Faculty Meeting Responsiblity Survey (1/94)
Skip Downing Workshop(Fall/Joint SFCC)
Spokane Business Leaders: Responsiblity in the Workplace (Winter)

Faculty and Students/Alumni
Responsilbity Recognition Luncheon (140 students and faculty)2/1/94
Dan Miller Presentation and Workshop (2/23/94 500 students at 11:30/130 4-6)

Future: The Plan was to Continue Responsibility Ability Winter & Spring but begin Communication in the Winter; however the college community decided to continue with Responsibility and next year follow our pattern with the other identified ability

WISE

CHOICE

PROCESS

LANGUAGE OF RESPONSIBILITY

VICTIM TALK	CREATOR TALK
A VICTIM BELIEVES THAT THE CAUSE OF HIS BEHAVIOR, HIS RESULTS, AND HIS FEELINGS LIE OUTSIDE OF HIM. OUTSIDE FORCES DECIDE THE OUTCOME OF HIS LIFE.	*A CREATOR ACCEPTS THAT HIS BEHAVIOR, HIS RESULTS, AND HIS FEELINGS ARE THE RESULT OF HIS CHOICES. HE CREATES, PROMOTES OR ALLOWS EVERYTHING IN HIS LIFE.*
1. The book store always screws up my order.	
2. They ought to do something about the food around here.	
3. My students never do their assignments.	
4. It's not my fault that I'm late. I had to take my children to the day-care center.	I chose to sleep an extra 30 minutes rather than get here on time.
5. I just got stuck on another committee.	
6. There wasn't anything I could do to improve my evaluation.	
7. I had to cancel my class because I had to go to the dentist for a checkup.	
8. I've been too upset to get my work done.	I have chosen to make being upset more important than doing my assignments.
9. I just can't lose weight.	
10. I'm a real grouch in the morning until I have my coffee.	
11. I'll try to pick you up at 8:00	
12. I have to take more graduate courses.	I choose to take more courses to increase my chances of being promoted.
13. They don't know what they're doing around here.	
14. I wish I were a better writer.	
15. I could pass that graduate course if it weren't for the teacher.	
16. Everyone knows that he's the worst administrator in the school.	
17. I don't get any recognition for all I do around here.	

CHOICE EVALUATION FORM

1. WHAT COMMITMENT DID YOU BREAK AND THE DATE?

2. WHAT DID YOU MAKE MORE IMPORTANT THAN YOU COMMITMENT?

3. WHAT DIFFERENT CHOICES COULD YOU HAVE MADE TO KEEP YOUR COMMITMENT TO YOURSELF?

4. WHAT HAVE YOU LEARNED FOR YOU FUTURE?

THE WISE-CHOICE PROCESS

1. **WHAT'S YOUR PRESENT SITUATION?** (*Describe the problem objectively and completely.*)

2. **HOW WOULD YOU LIKE IT TO BE?** (*What's your ideal outcome?*)

3. **DO YOU HAVE A CHOICE HERE?** (*Yes!*)

4. **WHAT ARE YOUR POSSIBLE CHOICES?** (*List lots of them.*)

5. **WHAT'S THE LIKELY OUTCOME OF EACH POSSIBLE CHOICE?** (*If you can't predict the likely outcome of an option, stop and gather more information.*)

6. **WHICH CHOICE(S) (from the list in Step 4) WILL YOU COMMIT TO DO? BY WHEN?** (*Create the outcome of your life!*)

The end result of your life here on earth will always be the sum total of the choices you made while you were here.
Shad Helmstetter

...you are responsible for the eventual outcome of your life. You have been given the greatest power in the world--the power to choose. Dr. Denis Waitley

Every choice we make allows us to manipulate the future.
Jon Luc Picard, *Star Trek, The Second Generation*

When you see all the choices you really have, it makes the world a whole lot brighter. Debbie S., Student

• Scarff Downing
Baltimore City C.C.

EMPLOYABILITY

STUDENT EMPLOYABILITY ASSESSMENT
OFFICE TECHNOLOGY DEPARTMENT

Student_____

Program_____

Quarter in Program_____

RATING IS A FOUR-POINT SCALE

Excellent	4	Satisfactory	2
Above Average	3	Needs Improvement	1

Date of Assessment:				
Punctuality (Begins work at start of class)				
Attendance (Attends class daily)				
Dependability (Follows directions, completes tasks)				
Preparedness (Maintains supplies)				
Work Quality (Takes pride in work)				
Cooperation (Displays positive attitude toward work and others)				
Communication Skills (Utilizes good oral and written skills)				
Ethics (Exhibits honesty, integrity, loyalty)				

I do__ do not__ recommend this student for an internship or employment at this time.

_____ _____

Date Instructor

RESPONSIBILITY FOR LEARNING	I expect on entry	I teach in class	I expect on exit	I assess in class	Assessment Tool
Punctuality					
Attendance					
Dependability (Ability to follow directions, complete tasks given)					
Self-motivation (Independent work skills)					
Preparedness (supplies, dress, assignments)					
Work Quality					
Cooperation (Positive attitude toward work and others)					
Ethics (Honesty, integrity, loyalty)					

LEARNING

JOURNAL

SPOKANE COMMUNITY COLLEGE
SURGICAL TECHNOLOGY PROGRAM

OPERATING ROOM PRACTICUM 255

LEARNING JOURNAL

The learning journal should provide the opportunity for the student to reflect and analyze the clinical experience to explore learning situations and personal growth within that setting.

Use this as a tool to think back on what you learned and maybe what you'd like to learn during your hospital experience.

You may wish to discuss concerns or make suggestions that could improve your learning to your instructor.

You can be creative with the format of your journal but it is suggested that you develop some routine method for your documentation. This may take several entries for this to be determined since it should be designed to suit your learning needs.

GUIDELINES

An entry from each clinical day is required.

List the cases you experienced and what learning role your were in.

Document what you experienced as a learning "high" from clinical each day.

Explain what you experienced as a learning "low" from your activities in clinical each day.

Describe what, if anything, you feel you gained from clinical each day.

Use proper grammar and utilize good writing skills. Entries must be legibly written.

Be sure and date your work.

This journal must be turned in to your instructor on Monday morning. It will be returned to you on Wednesday prior to that week's clinical.

Each entry is valued at 10 points.

Spokane Community College

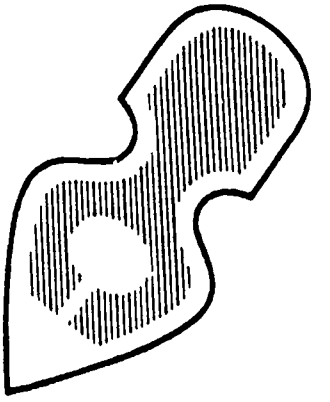
Nursing 203

The Learning Journal

The learning journal will provide the opportunity for the student to reflect on and evaluate one's clinical experience. The journal will help the student to identify what one has learned and what needs to learn during this clinical rotation.

Guidelines

1. An entry is to be made weekly.
2. Discuss the following topics:
    a. skill at setting priorities in care, including interruptions and reprioritizing goals;
    b. ability to interpret and assist in transcibing orders;
    c. ability to communicate with the client, the primary nurse, and physicians;
    d. identify the teaching needs of the client, and the actions taken;
    e. integration of laboratory work, medications, pathophysiology, and psychosocial concerns with the disease process.
3. Identify a learning "high" each week.
4. Use appropriate and correct grammar, spelling, and sentence structure.
5. List your goals for the next week.
6. Submit the journals at my office each Monday morning (or Tuesday after holidays).



CJN

DT STUDENT RESPONSIBILITY PILOT PROJECT

Responsibility for Learning:

Students will recognize, understand and accept ownership for their learning by evaluating and demonstrating behaviors that support the learning situation.

Desired Behaviors:

Setting Priorities - Students will learn to set and follow priorities related to their education and individual courses. Other priorities such as family, work, and social activities will be addressed in relation to the student's educational plans.

Communicating Needs & Decisions - Students will learn to communicate verbally and in writing what their educational needs are and decisions they make related to their educational plan. Students must address their strengths and weaknesses and discuss their needs and plans to improve in these areas during the quarter.

Understanding & Accepting Consequences - Students will identify possible consequences for their actions and accept the consequences for their decisions. The student will realize that they alone are responsible for their actions and related consequences.

Following Through on Commitments - Students will follow through on commitments they make to themselves, fellow students, faculty, family and clinical site personnel.

Demonstrating Respect For Others - Students will demonstrate respect for themselves and others by: attendance; punctuality; allow others to voice conflicting opinions; respect time of others; courteous to others; keep to class discussion subject; positive attitude toward classmates, instructors, program & college; participation in class; responsibility for team projects; team work & attitude toward fellow classmates, faculty and clinical site personnel.

SPOKANE COMMUNITY COLLEGE
DENTAL ASSISTING PROGRAM

LEARNING JOURNAL

RESPONSIBILITY FOR LEARNING

Goal: Students will recognize, understand and accept ownership for their learning by self-assessment and demonstrate behaviors that support the learning situation.

Abilities to be considered:

- Setting priorities
- Communicating needs and decisions
- Understanding and accepting consequences
- Following through on commitments
- Demonstrating respect for yourself and others

The learning journal should provide the opportunity for each student to reflect on their learning, to analyze and discuss, to do goal setting and evaluate their progress in the dental assisting program this fall.

You can be creative with the format of your journal but it is suggested that you establish a routine method for you documentation. This may take several entries for this to be determined since it should be designed to suit your learning needs.

GUIDELINES

An entry for each week is required

Document what you want to accomplish for the next week and how you plan go do this

Reflect, discuss and evaluate how you did on the previous week. Include what you experienced as learning "highs and lows"

Considering the abilities listed above, describe what, if anything, you feel you gained each week / month as we progress through the quarter

Use proper grammar and utilize good writing skills. Entries must be legibly written and of adequate length

This journal must be turned in on Monday. It will be returned to you the following Friday

Each entry is valued at 5 points

SURGICAL TECHNOLOGY
WINTER '94
JOURNAL ASSESSMENT

The student will be evaluated on:

- effectiveness of communication to impart knowledge
- discussion of problem analysis and self assessment
- articulation of realistic goal setting and evaluation
- writing abilities

JOURNAL EVALUATION

NAME _____

EVALUATOR _____

Criteria	Above Normal	Good	Needs Improvement	Comments
Problem solving				
problem identification				
searching for causes, ideas with actions				
evaluation				
Recognizing difficulty				
Resolving difficulty				
Continuity of thought				
Grammar/spelling usage				
Self assessment ability				
Realistic goal setting				

Spokane Community College

Teaching Responsibility: A Model for Academic/Professional Success

Name	**Position**
College	**Address**
Is your college working on Student Learning Outcomes?	

WHY?

Learning Behaviors — *What behaviors interrupt learning in your classes?*

Print Research — *Have you read any research on this topic recently?*

HOW?

Interdisciplinary Working Groups
Have you worked in task groups such as this focused on student learning?

Large Groups — *Does your college/university have faculty forums/workshops on issues related to teaching/learning?*

All college (district) presentations on issues faculty – student
What speakers have you had for staff development, curriculum development, student learning outcomes and for motivating students?

Pilot Projects
Do you have a mechanism for research, application, etc. on your campus? How are your results presented? Do they lead to change?

WHAT NEXT?

Survey — *Two responsibilities of faculty*

Two responsibilities of students

Student Forums — *Is there a mechanism on your campus for getting student feedback on issues of teaching and learning?*

Surveys (Time Management & Employability)
What teaching/learning issues related to responsibility for learning would you like to survey students about?

Spokane Community College

Teaching Responsibility: A Model for Academic/Professional Success

Results from Texas Presentation

WHY?

Learning Behaviors ***What behaviors interrupt in your classes***

(Unspecified Department)

- *1 Yes*
- *All my students come at different times and work at their own speed - no interruptions because almost no lectures*
- *Absences, inattentive*
- *Listening - lack of attention, Preparing - lack of preparation*
- *Students are late for class; more disruptive in computer classes. Their lectures hold up discussion of concepts an activities*
- *Arriving late, missing many days*
- *Talking, tardiness, absenteeism*
- *Family responsibility*
- *Repeat absences*
- *Tardiness of students, absenteeism, sleeping students*
- *Not in the class per se. It's the luck of preparation to be in college (80% in developmental classes and lack of knowledge of study skills, lack of time to study)*
- *Work is priority, family problems*
- *The fear factor of standing before an audience*
- *Poor attendance, not reading assignments, poor note taking skills*
- *Students not prepared for class (pre-class objectives)*
- *Low motivation/adopting the "teach me" posture/excuses*
- *Missing students, talking students - Unprepared students, unprepared instructor*
- *This doesn't occur in class, but the largest problem relates to students placing many personal activities above school*
- *Absenteeism, attitude*
- *Non attendance, excessive anger - Not letting teachers talk - talking out of turn*
- *Absence, little work outside class*
- *Tardies, talking, sleeping*
- *Students arriving late for class. Negative comments from one student can inflict all students in that class*
- *Late comers, lack of participation in group activities*
- *Requests to repeat what I just said because they want to write it down word for word*
- *Absenteeism, failure to complete assignments*
- *Late students, unprepared students*
- *Attendance, family crisis, work hour conflict, course time competition*
- *Late students/absent students/unprepared students*

Agricultural Sciences

- *Student expectations that studying outside of class is not necessary (lack of active responsibility?)*

Biology

- *Tardiness, inability to listen (inappropriate questions); lack of preparation (haven't read material)*
- *Unprepared*

Teaching Resources Center Director
- *Students not prepared - students leaving early - late comers - talking*
- *Poor attendance - lack of participation - students coming late to class*
- *Late students - no preparation on part of the students - no day care/kids in class*

Fine Arts
- *Students going to sleep and others focusing on them. Walking in late and then asking to report what has been said. Asking for lost course outline*

Mathematics
- *Students talking; leaving without permission; absenteeism; tardiness*
- *Talking, tardiness, attendance, a student's inability to pay attention*

Nursing
- *Talking, lateness*

Office Careers/Accounting
- *Lack of attendance and direction*

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French
- *Late-comers to class*

Mathematics
- *2 No*

Nursing
- *1 No*

Office Careers/Accounting
- *Classroom Research and Assessment*

HOW?

Interdisciplinary Working Groups

Have you worked in task groups such as this focused on student learning?

(Unspecified Department)
- *22 No*
- *6 Yes*
- *Discussion in the works to begin this*
- *Not yet. Our business technical division will hold a 3 day in service this summer to begin writing performance/outcomes for our classes*
- *Retention groups including faculty, administrators, and students*
- *Relating to interdisciplinary studies in math and science*
- *Currently a member of a task force developing evaluation systems for all occupational and academic disciplines*
- *It's coming!*
- *All college evaluation of course content objectives and competencies within course*

Agricultural Sciences
- *No-except outcomes testing*

Biology
- *1 No*
- *1 Yes*
- *Technical Preparation initiatives, DACUM (Developing a Curriculum) for specific subject areas/programs*
- *FYE - John Gardner/Ed Stupka - The Right to Succeed*

Teaching Resources Center
- *Yes*
- *Classroom Research Initiative*
- *Not really - A small article in the "WAESOL Newsletter"*

Fine Arts
- *Our state has implemented the mid-level assessment of student learning-we chose CAAP as our test. This has not been a fruitful venture-but we are trying*

French
- *No, but I would like to*

Mathematics
- *2 No*

Nursing
- *1 No*

Office Careers/Accounting
- *1 No*

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Large Groups

Does your college/university have faculty forums/workshops on issues related to teaching/learning?

(Unspecified Department)
- *6 No*
- *15 Yes*
- *Don't know*
- *An assessment outcomes committee*
- *We have a workshop on success; it used the DISC instrument. Although it was aimed toward our working environment. We saw the student and their reports available and will order these*
- *We have a center for teaching excellence which sponsors workshops, faculty lunchtime discussions, etc*
- *Staff development presentations on motivating students*
- *Only at conferences*
- *At least yearly*
- *One last spring on learning strategies*
- *We have a teaching effectiveness center which sponsors faculty forums and workshops*
- *Teleconferences*
- *Faculty development*
- *Jan Con location is dedicated*
- *Rarely*
- *Teaching learning center*
- *Occasionally - we belong to the Northern Texas Community College Consortium which does some of this. We have annual Master Teacher Seminar*
- *Usually twice each year. There seems to be no follow-up by faculty and administrators*
- *Through staff development*
- *Kolb; CO-OP learning; CATS*
- *Large groups only assessment committee activity*
- *Each program must complete a quality scan every 3 years*

Agricultural Sciences
- *1 No*

Biology
- *1 Yes*
- *Limited to faculty orientation once a year*
- *All biology faculty teaching A & P meet 1 1/2 hrs on M-PM*
- *Only as optional activities*

Teaching Resources Center
- *2 Yes*
- *Teaching Resources Center - a wonderful faculty development center for faculty sharing, for outside speakers for resources*
- *Faculty Forum on Teaching and Learning meets every 2-3 weeks on a variety of teaching and learning topics*
- *Assessment Workshops, Communications Outcome Committee*

Fine Arts
- *We study entry-graduation-post graduation skills with standardized tests*

French
- *1 No*

Mathematics
- *1 No*

Nursing
- *1 No*

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All college (district) presentations on issues faculty -- student

What speakers have you had for staff development, curriculum development, student learning outcomes and for motivating students?

(Unspecified Department)
- *1 Yes*
- *4 No*
- *Research does not sum a priority in my institution*
- *Other faculty*
- *I'm working on a speakers bureau now*
- *Barbara Wentger*
- *John Roueche*
- *Not since 1980's*
- *Critical thinking*
- *In house only - learning strategies. School superintendents - strategies and weakness of cc.*
- *John Roueche*
- *Own college staff*
- *College survival, Inc. publishers of The Master Student Course offer various workshops throughout the country - highly recommended*
- *Suzanne Rouesch, others*
- *Our president sets goals with us*

- *Only our academic vice president*
- *John Angelo on classroom research*
- *George Baker, Dr Nicholes - Outcomes*
- *John Roueche, Fat Cross, Claire Weinstein*
- *Self-college competency assessment*
- *PD committees for each faculty handle this*

Agricultural Sciences
- *1 No*

Biology
- *1 Yes*
- *In-house faculty-staff*
- *Few*

Teaching Resources Center
- *1 Yes*
- *I would be glad to send you a complete list of our programs this year - call 916-484-8448 to request*
- *Various*
- *Many - But I can't remember any names*

Fine Arts
- *1 No*

French
- *Not yet, but we will after this*

Mathematics
- *1 No*

Nursing
- *1 No*

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- *Committee on outcomes assessment*
- *We use the xerox problem solving method. Results lead to little impumentation or change*
- *We have a teaching learning center*
- *It has been instituted recently*
- *We have an instrument in place at Richland (Lassi) pre & post (learning and study skills inventory) that measure student outcomes and performance. After taking the HD 108 course student performance typically improves. (Dramatically based on Lassi stats.)*
- *We have none to my knowledge on our campus*
- *By tables distributed to faculty. Sometimes they lead to change*
- *There exists funds that can be applied to this. In the pst, they were used for curriculum development*
- *Presented at divisional retreats. Sometimes leads to change*
- *Mostly do it yourself. Results presented within dept. Yes, they lead to change. Outcomes committee is in early stage*
- *We have an institutional research division*
- *Some done at faculty level/very informal*

Biology
- *1 No*
- *1 Yes*
- *Through Research Office - Fact Book published annually*
- *John Rouesche*

Teaching Resources Center
- *Dean of research - Sharon McCuen. Results in Teaching Resources Center*
- *We have a 10-20 newsletter on teaching and learning issues published each semester on campus*
- *Alverno, Pat Cross, TQM, among others*
- *Just started*

Fine Arts
- *Listed various things we are doing but nothing has been done with the information that has been gathered*

WHAT NEXT?

Survey

Two responsibilities of faculty

(Unspecified Department)
- *2 Yes*
- *Read research on this*
- *Knowledge and preparation*
- *Being prepared*
- *Being prepared and organized*
- *Provide a wide range of instructional strategies to help motivate students and build their self confidence. Maintain a positive attitude*
- *Not typically reported to faculty at large, only to supervisor and own department - changes have occurred*
- *Prepared*
- *Punctuality, role model*
- *Be approachable*
- *To continue to learn about how students learn*
- *To be well prepared for presentations*
- *Be prepared - alternative delivery options*
- *Knowledge of topic*
- *To clearly define expectations. If possible "personalize" the learning experience*
- *Be there*
- *Stay informed about developments in our*

specialty
- *Be prepared*
- *Continually improve presentation and teaching techniques*
- *Organization*
- *To be present and prepared*
- *Keeping students informed of expectations*
- *Class measurements - "one minute paper"*
- *Competency/create learning environment which is practice*
- *Prepare different approaches to teaching*
- *Listen to students*
- *Bringing students into active participation*
- *Involving/interesting students*
- *Present expectations clearly*
- *Enthusiastic*
- *Reading assignments*
- *Give results (test grades) back quickly*
- *To demonstrate their commitment to student success*
- *To teach in a manner that motivates the student (spikes their interest)*
- *Assist students in learning*
- *Interacting with students*
- *Infuse some enthusiasm*
- *Be ready*
- *Experiment to improve our teaching*
- *Provide a good learning environment*
- *Be on time*
- *Preparedness*
- *Motivational, inspiring, concrete and approachable*
- *schedule care with presentation*
- *Competency communications to students*

Biology
- *1 Yes*
- *To motivate learning*
- *Survey results shared with faculty*
- *Prepared*
- *To provide opportunities for assessment and feedback*
- *Clear*

Teaching Resources Center
- *Utilize variety of technical sources*
- *Some grants from Washington Center, Release time for working on outcomes curriculum related projects*
- *Finding and using alternative delivery systems*
- *Be available to students-encourage students to get help outside of class*
- *Make students aware of your expectations*
- *Stay current in the field*

Fine Arts
- *Clarity/communication*
- *Awareness of changes in your content area*

Mathematics
- *Make it worth students' while to attend class*
- *Be on time*
- *Be efficient with course time*
- *Teach for the entire family*

Nursing
- *Being prepared for class*
- *Being knowledgeable*

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- *Evaluation*
- *Study*
- *To acknowledge awareness of their notion of responsibility*
- *To take time to study*
- *Be in class*
- *Self-motivation*
- *To show up prepared to participate*
- *Be there*
- *Commit sufficient time to studying to achieve grade*
- *Know the material*
- *Be prepared*
- *Class attendance*
- *Attend class and be attentive while in class*
- *To want to learn*
- *Keeping up with class or getting help if getting behind*
- *Weak here*
- *Be in class regularly/on time and prepared*
- *Do homework*
- *Listening in class*
- *Think further than the next days class*
- *Committing to complete required work on time*
- *Find out requirements early*
- *Attendance*
- *To take action consistently regarding staying up to date on assignments*
- *Not to over load themselves with work or classes*
- *Study*
- *Accepting responsibility for their actions*
- *Students are very aware when faculty are "going through the motions"*
- *Be ready*
- *Accept responsibility*
- *Be present/Ready to learn*
- *Be on time*
- *Prepare for class*
- *Complete assignments and homework*
- *To perform functions necessary to learn (ie - study, attend, participate)*
- *Active learning*
- *Be involved*

Biology

- *Attendance on a regular basis*
- *Prepared*
- *Involvement in course/sharing learning w/peers*
- *Yes. College-wide surveys and teacher surveys*
- *Attend*

Teaching Resources Center

- *Attend all classes-come to class prepared*
- *Read material*
- *Ask questions-get extra help as needed*
- *Take an active role in the learning process. Know what is expected of you*
- *Be in class*

Fine Arts

- *Active participation/mind*
- *Seeking some outside knowledge*

Mathematics

- *Attend*
- *Attend class*
- *Two hours out of class homework*
- *Apply themselves*

Nursing

- *Coming to class*
- *Being prepared for class*

Student Forums

Is there a mechanism on your campus for getting student feedback on issues of teaching and learning?

(Unspecified Department)

- *3 No*
- *5 Yes*
- *Instructor evaluation?*
- *Not that I know of*
- *Perhaps in individual classes*
- *Student evaluation of teachers*
- *Teacher evaluations only*
- *Follow directions - Make course(s) (education) a priority*
- *Just a paper, pencil evaluation*
- *In classroom only*
- *Bi-annual student evaluation of faculty forms*
- *Exit interviews, faculty evaluation*
- *Not really - class on personal decision making was required and then student protest canned it*
- *Student evaluations*
- *Instructor evaluations*
- *Evaluation process*
- *Only student evaluations*
- *Only the student evaluation of instruction*
- *Only faculty evaluation questionnaires completed by students - it's not too valuable*
- *Students are surveyed yearly*
- *Teacher evaluation*
- *We distribute surveys in each class*
- *Don't know of any*
- *Student surveys/computerized*

Agricultural Sciences

- *Student feedback via evaluation of faculty at end of each semester*

Biology

- *1 No*
- *Student Cabinet (Officers of Student Organizations) meet with President's Cabinet once a month*
- *How has becoming more responsible been rewarding to you?*

Teaching Resources Center

- *No-formal, end-of-semester evaluations*

Fine Arts

- *Course evaluation-graduation survey*

French

- *1 No*

Mathematics
- *1 No*
- *1 Yes*

Nursing
- *Student evaluation*

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Surveys (Time Management & Employability)

What teaching/learning issues related for learning would you like to survey students about?

(Unspecified Department)
- *Setting priorities*
- *Employability*
- *Time spent studying, working, what level of commitment to this course*
- *Only semester class evaluations*
- *Self learning*
- *Time management/study habits*
- *I would like to gather information from those students who didn't behave responsibility often to better understand their mind set*
- *Time commitments: work, family, study etc. Ho do you allocate your time*
- *What one thing distinguishes an effective teacher from an ineffective one?*
- *What makes you "want to go to class?" How could learning be "joyful?"*
- *What makes a teacher effective for you the student*
- *Why are they absent?*
- *Employability skills and time management*
- *If you are contacted by instructor, counselors, etc. do you change your behavior or withdraw from college?*
- *Why they make "poor" choices about time related to learning. A study of the thinking of the irresponsible students*
- *Ranking comparisons - pre - post*
- *Classroom management "Practice classroom"*

Biology
- *How they prioritized their time; assessment of Student's notetaking and study skills as a baseline; asking students to critique their peers*

Teaching Resources Center
- *Time use. Goals - very important*
- *Use of time-reasons for success/failure*
- *Only student evaluations (standardized). They don't really have anything else yet*
- *Attitude toward out of class reading*

Mathematics
- *What do they think is fair*

PRESENTATION PROPOSAL

Abstract. Describe the goals and content of your presentation in a 250-word abstract. Include your assumptions; the rationale for the basis of the program, activity, or innovation that is your topic; research that may be relevant to your topic; the relevance of your topic to contemporary higher education.

TITLE: TEACHING RESPONSIBILITY: A MODEL FOR ACADEMIC/PROFESSIONAL SUCCESS

GOAL OF PRESENTATION: To share a successful all-campus initiative on Student Responsibility that is a focus of our 1993-94 Student Learning Outcomes Project.

In an interactive format, our workshop will:

- simulate the process
- demonstrate successful teaching techniques
- introduce a variety of assessment tools
- discuss relevant research and preliminary findings

CONTENT:

Assumptions & Rationale: The SCC Student Learning Outcomes Core Group concluded that in addition to learning traditional skills and knowledge competencies, there are other important learning abilities. In order to succeed as a student at SCC, a certain level of academic, personal and collegial responsibility is expected. During the summer of 1993, a group of faculty, staff, students and administrators transformed those expectations into an Ability Statement:

> An ability is a learning outcome that involves the whole person, is teachable, can be assessed, transfers across settings, and is continually evaluated and modified. (Alverno College).

Responsibility defined:

> Students (will develop the ability to) recognize, understand and accept ownership for their learning by self-assessing, demonstrating, and evaluating behaviors that support the learning situation.

Measurable indicators of responsible learning:

1. Setting and Recognizing Priorities
2. Communicating Needs and Making Decisions
3. Understanding and Accepting Consequences
4. Making and Following through on Commitments
5. Demonstrating Respect for Self and Others

RESEARCH:

A faculty review of ERIC-generated, related, but dated, articles yielded several pilot research studies currently in progress.

RELEVANCE TO HIGHER EDUCATION:

Educating people for change is part of our mission. Students who demonstrate responsibility for their learning become responsible citizens and workers.

Summary. Write a summary of your proposed presentation (maximum 50 words). If your proposal is accepted, your summary will be included in the conference program as a description of your presentation.

SUMMARY

GOAL OF PRESENTATION: To share a successful all-campus initiative on Student Responsibility that is a focus of our 1993-94 Student Learning Outcomes Project.

In an interactive format, our workshop will:

- simulate the process
- demonstrate successful teaching techniques
- introduce a variety of assessment tools
- discuss relevant research and preliminary findings

BEST COPY AVAILABLE

PRESENTATION PROPOSAL

List 3 or 4 complete bibliographic references that relate to your topic.

Alverno College. Abilities Based Assessment Materials from Summer Workshops.

Camp, William D. and Patrick J. Santacroce. Report of the Ad Hoc Committee on Academic Excellence. Luzeren County Community College, Nanticoke, PA. 1986.

Downing, Skip. Handouts from Workshop: December 1, 1993, Community Colleges of Spokane. Baltimore Community College.

Justiz, Manuel J. "Involvement in Learning--The Three Keys." AACJC Journal, April, 1985.

Mallery, David. Developing Student Responsibility. National Council of Independent Schools, 1961.

Summaries available on request.

In what ways do you think you are qualified to make this presentation?

The team of Dennis Adams, Sharon Bieker, and Lynn West is qualified to make this presentation because they have led the Student Learning Outcomes program on campus, and very ably represent the one hundred plus faculty, staff, and administrators involved in the project. In addition they have researched the Alverno model, developed the Responsibility Ability project and guided the process.

Please supply other information that you think would help NISOD reviewers evaluate your presentation proposal accurately and completely.

We will be happy to send our current newsletter and other materials we have gathered related to this project.

Format of presentation *(Check one)*

- ☐ Lecture/discussion *(program description, panel, etc.)*
- ☒ Participative involvement (*mini-workshop, demonstration, etc.)*

If you plan to use handouts and they are available now, please attach a copy of each.

Specify your target audience *(Check as many as apply)*

- ☒ All faculty
- ☒ Voc/tech faculty
- ☒ Liberal arts faculty
- ☒ Lead teachers
- ☐ Bilingual educators
- ☐ All administrators
- ☐ Voc/tech administrators
- ☐ Liberal arts administrators
- ☐ Special program directors
- ☐ Division/department heads
- ☐ Content area instructors *Specify area* _____
- ☐ Other *Specify* _____