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)
Spokane Community College

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

- Began to answer the question - Is responsibility a teachable ability?
- Clarified the connections between teaching and assessing.
- 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.
- The discussion made us realize how little has been written and researched on this topic in the last 25 years.
- Involvement of faculty who had not attended other events.
- Many aspects of the projects were changed or modified. Many group participants found techniques they could adapt to their classes or workplace.
- 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.
- Will lead to continued discussion and more workshops in 1994-95.
- 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.

**Classroom Based Projects:**
- **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.
- **A. Whitman** Students are delegated the responsibility of leading class discussions, choosing paper topics, and writing their own quizzes.
- **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.
- **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.

**Small Group Projects:**
- **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.
- **H. Carpenter/S. Hanck/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.
- **C. Lyman** A time management survey used as an assessment tool to have students focus on academic responsibility and its relationship to outside responsibilities and activities.

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.*

- 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.

- Trying to produce videotapes is very difficult, so this project has lagged. When completed it will be a wonderful classroom and college wide resource.

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.

- Most said they would continue refining techniques used.

- Can be used for Advisory Committees.

- Plan to offer in 1994-95.

- Plan to use 1994-95.

- The idea of the survey came from a small focus group and this group intends to work on revision.

- Could empower students in learning skills and with skill comes responsibility.

- Will help faculty, student and employer assess job readiness.

- The tool was successful in raising both faculty and student awareness of academic and personal priorities and led to other student surveys.
Student Learning Outcomes at SFCC/SCC have 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.

**Panel for Fall Orientation**
Jim Roth facilitated an interactive panel and audience discussion on the topic of student/faculty rights and responsibilities/faculty responses.

**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.

**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.

**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.

| 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. |
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| 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. |
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| Faculty and student responses were extremely positive. Partially funded by Student Activities and Student Learning Outcomes. |
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| Students have a common experience and they become advocates of Outcomes Abilities. |
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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.

- Bringing community resources (police, social services, counselors) into the discussion was helpful.
- Many faculty at SCC and SFCC are using techniques presented in this workshop funded by SCC/SFCC Outcomes.
- Good relationship developed with community leaders and good information for faculty to test the reality of their expectations against employers'.
- Faculty and student responses were extremely positive. Partially funded by Student Activities and Student Learning Outcomes.
- 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. Hard** 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 what competencies and outcomes complement each other.

**K. Nemri** discussed a "Pair Problem Solving" technique implemented in her math classes.

- Faculty received some useful tools for classroom application.
- Faculty received some good ideas for incorporating a variety of study skills into their classes.
- The discussion will continue.
- The presentation is applicable to many areas of instruction.

### 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 responsibilities 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.

- This proved to be a powerful tool in understanding how students and faculty came to "responsible" learning behaviors, often very differently.
- It is a positive experience and the feedback we received helps the Core Group plan and focus the following year's activities.
- This concept was so successful that it will be followed with Communication and Problem-Solving forums in 1994-95.
- This will be a staple of Student Learning Outcomes at SCC.
- 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.
- 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.


- As stated previously, videos are a successful communication tool but can be difficult to produce.
- A newsletter is a good tool both internally and externally.
- It was used as part of a NISOD presentation and will be edited to use on campus.
- Will continue publication.
- This could help bring more faculty participation.
- Informs the entire campus of past, present and future events.
**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 all 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.

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**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.

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**CONFERENCES:**

Continued professional development and learning more about assessment and state and national goals by attendance at:

- Assessment Liaison Meetings (liaison attended all meetings)
- Abilities Meetings (8 faculty)
- Washington Center Evaluation (1 faculty)
- Writing/Thinking Workshops (3 faculty)
- Math Quantitative Skills (2 faculty)
  - Student Success Strategies (8 faculty and 2 admin.)
  - Portland, Oregon
- State Assessment Conference (7 faculty)
  - Seattle, Washington
- NISOD (4 faculty and 1 alumni)
  - Austin, Texas
- 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.

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**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.
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 = Further 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
Responsibility for Learning

Responsibility

Events -- District and Campus-wide

Small Groups that research Responsibility

Pilot Projects that lead to greater awareness

Students' Involvement in the process

Involvement of faculty, staff, administration, and students

Outcomes statements in Syllabus

Large Groups meetings

New Directions in Learning
SMALL GROUPS
(Cross Disciplinary Groups 10 on 10)
- Research
  - Eric
    - See reviews in March
    Learning Connections Outcomes Newsletter
    and attached bibliography
- Pilot 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

NEW DIRECTIONS
- Presenting 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

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
- Student
  - Student Responsibility Forums (Winter/Spring)
- All Faculty Involvement
  - Faculty Meetings: Surveys: Reports
- Events -- District and Campus-wide
  - Skip Downing: Dan Miller: Spokane CEO's
- Local Publications
  - Newsletter: Student Newspaper: Flyers

Further Studies
- Student Time Management Revision
- Student Responsibility Questionnaire
- Student Learning Survey
SPOKANE COMMUNITY COLLEGE

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 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 your 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

Questions for Discussion:

- Identify a recent situation in one of your 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
  □ Participation/Feedback □ Punctual/On Time
  □ Listen Attentively □ Consideration (to students/faculty)
  □ Responsibility for Actions □ Interest in Learning
  □ 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 your instructor to demonstrate.

  □ Knowledge of Subject □ On Time/There
  □ Answer any Questions □ Be Approachable
  □ Fair □ Explain Expectations
  □ Honest □ Be Clear
  □ Available for Additional Help □ Respectful
  □ Patient □ Non-Discriminating
  □ Other □ Consistency

Faculty Meeting, Winter 1994

- What two responsibilities do you expect from students?
- What two responsibilities do you expect from faculty?
Expectations for Students

Expectations from Faculty
Expectations from Students

- Learning Attitude
- Classroom Participation
- Classroom Attitude
- Organized/Prepared
- Punctual/Attendance

% of Respondents Selecting Each Expectation

Classroom Attitude
Expectations for Students

Expectations from Faculty
Expectations from Students

- Respect
- Honesty
- Consideration
- Attitude

% of Respondents Selecting Each Expectation

SPOKANE COMMUNITY COLLEGE
RESPONSIBILITY ABILITY
SURVEY RESULTS, 1993-94
Expectations for Instructors

- Teaching Attitude
- Classroom Attitude
- Accessible
- Organized/Prepared
- Punctual/Attendance
- Knowledge of Subject

% of Respondants Selecting Each Expectation

Classroom Attitude
Expectations for Instructors

- Consistent
- Patient
- Non-Discriminating
- Respectful
- Honesty
- Be Clear
- Explain Expectations
- Fair

% of Respondants Selecting Each Expectation
# ARTICLES ON RESPONSIBILITY

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<tr>
<th>AUTHOR</th>
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    Not Spectators
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    13p.; Paper presented at the Univ. System
    of Georgia Statewide Conference on Dev.
    Speeches/Conf. Papers (159) -Viewpoints
ARTRESP.XLS

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:

1. 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.
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 well 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

New Directions
- Presenting and Receiving Feedback
- Further Studies

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

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Ability #1
Responsibility for Learning
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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 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

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

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

- **Student**
  - Student Responsibility Forums (Winter/Spring)

- **Faculty**
  - Faculty Meetings
  - Surveys
  - Reports

- **Events – District and Campus-Wide**
  - Skip Downing
  - Dan Miller
  - Spokane CEO’s

- **Local Publications**
  - Newsletter
  - Student Newspaper
  - Flyers

- **Brown Bag Luncheons**
  - Discussion of *Pair Problem Solving*
  - *Integrating Study Skills Across the Curriculum*
  - *Involving Students in Class Goal Setting*
  - *Outcomes vs Competencies*

---

 NEW DIRECTIONS

- **Presenting 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

- **Further Studies**
  - Student Time Management Revision
  - Student Responsibility Questionnaire
  - Student Learning Survey

---

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

- St. Augustine

44

Page 3
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 you expect your 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 your 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
- Participation/Feedback
- Listen Attentively
- Responsibility for Actions
- Do Outside Class Work
- Other

- Finish Assignments on Time
- Punctual/On Time
- Consideration (to students/faculty)
- Interest in Learning
- Ask Questions

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 your instructor to demonstrate.

- Knowledge of Subject
- Answer any Questions
- Fair
- Honest
- Available for Additional Help
- Patient
- Other

- On Time/There
- Be Approachable
- Respectful
- Non-Discriminating
- Consistency

- Organization
- Prepared
- Be Clear
- Positive Attitude
- Enthusiasm

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:
- 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:

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

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
2. 1.93 hours spent per week in outside class preparation per credit
3. 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)
3. 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
4. older students think students should spend more hours studying, as the following chart indicates:

<table>
<thead>
<tr>
<th>Age</th>
<th>Hours per credit spent preparing</th>
<th>Hours per credit should study</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-20</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>21-24</td>
<td>1.5</td>
<td>1.2</td>
</tr>
<tr>
<td>25-34</td>
<td>2.2</td>
<td>1.6</td>
</tr>
<tr>
<td>35+</td>
<td>2.4</td>
<td>1.9</td>
</tr>
</tbody>
</table>
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 following 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

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

**Date of Assessment:**

**Comments:**

I do ___ do not ___ recommend this student for an internship or employment at this time.

______

Instructor

PAGE 8
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 you 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.
# ARTICLES ON RESPONSIBILITY

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|   | 19. No Author | Cooperative Education Student Guide  
|   |   | **DOCUMENT RESUME**  
|   |   | Institution: Dallas County Comm. Coll. District, TX Pub date: 82
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!!

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
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

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 Lo Anne Sankan

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
  - Listening 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 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:

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>16-21</td>
<td>10.8%</td>
</tr>
<tr>
<td>22-29</td>
<td>31.3%</td>
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<tr>
<td>30-45</td>
<td>47.6%</td>
</tr>
<tr>
<td>46-55</td>
<td>7.2%</td>
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</table>

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

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**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, 565 Jung Frau Place, Issaquah, WA 98027, (206) 643-2635.

A Day at Alvemo College Teaching and Assessing Student Abilities

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

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

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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.

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Student Learning Outcomes Core Group

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<thead>
<tr>
<th>Name</th>
<th>MS</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennis Adams</td>
<td>2150</td>
<td>7075</td>
</tr>
<tr>
<td>Mike Burns</td>
<td>2070</td>
<td>7240</td>
</tr>
<tr>
<td>Dennie Carlson</td>
<td>2010</td>
<td>7339</td>
</tr>
<tr>
<td>Dee Clott</td>
<td>2150</td>
<td>7034</td>
</tr>
<tr>
<td>John Curran</td>
<td>2010</td>
<td>7136</td>
</tr>
<tr>
<td>Judy Halstead</td>
<td>2090</td>
<td>7300</td>
</tr>
<tr>
<td>Judy Hinman</td>
<td>2011</td>
<td>7391</td>
</tr>
<tr>
<td>Jeanne Hurd</td>
<td>2090</td>
<td>7303</td>
</tr>
<tr>
<td>Al Isacson</td>
<td>2080</td>
<td>7278</td>
</tr>
<tr>
<td>Georgia Monkman</td>
<td>2160</td>
<td>7328</td>
</tr>
<tr>
<td>Carol Nelson</td>
<td>2090</td>
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<tr>
<td>Scott Orme</td>
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<td>Henry Peden</td>
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<tr>
<td>Mita Sen</td>
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</tr>
<tr>
<td>George Tutt</td>
<td>2011</td>
<td>7395</td>
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<tr>
<td>Carolyn Wall</td>
<td>2160</td>
<td>7382</td>
</tr>
<tr>
<td>Joe Young</td>
<td>2013</td>
<td>8674</td>
</tr>
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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 211 or Judy Hinman MS 2160.

Editors: Faculty — Mita Sen, Judy Hinman · Student Assistants — LoAnne Sankari, Tina Saunders

Contributors: Judy Hinman, Lynn West, Mita Sen, and LoAnne Sankari
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 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 you expect your 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

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
- Participation/Feedback
- Listen Attentively
- Responsibility for Actions
- Do Outside Class Work
- Other

Finish Assignments on Time
- Punctual/On Time
- Consideration (to students/faculty)
- Interest in Learning
- Ask Questions
- Other

Be prepared
- Attitude
- Honesty
- Respect

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 your instructor to demonstrate.

- Knowledge of Subject
- Answer any Questions
- Fair
- Honest
- Available for Additional Help
- Patient
- Other

On Time/There
- Be Approachable
- Explain Expectations
- Respectful
- Non-Discriminating
- Consistency
- Other

Organization
- Prepared
- Be Clear
- Positive Attitude
- Enthusiasm

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

Faculty and Students/Alumni
Responsibility 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
<table>
<thead>
<tr>
<th>VICTIM TALK</th>
<th>CREATOR TALK</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>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.</em></td>
<td><em>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.</em></td>
</tr>
<tr>
<td>1. The book store always screws up my order.</td>
<td></td>
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<tr>
<td>2. They ought to do something about the food around here.</td>
<td></td>
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<tr>
<td>3. My students never do their assignments.</td>
<td></td>
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<tr>
<td>4. It's not my fault that I'm late. I had to take my children to the day-care center.</td>
<td>I chose to sleep an extra 30 minutes rather than get here on time.</td>
</tr>
<tr>
<td>5. I just got stuck on another committee.</td>
<td></td>
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<tr>
<td>6. There wasn't anything I could do to improve my evaluation.</td>
<td></td>
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<tr>
<td>7. I had to cancel my class because I had to go to the dentist for a checkup.</td>
<td></td>
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<tr>
<td>8. I've been too upset to get my work done.</td>
<td>I have chosen to make being upset more important than doing my assignments.</td>
</tr>
<tr>
<td>9. I just can't lose weight.</td>
<td></td>
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<tr>
<td>10. I'm a real grouch in the morning until I have my coffee.</td>
<td></td>
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<tr>
<td>11. I'll try to pick you up at 8:00</td>
<td></td>
</tr>
<tr>
<td>12. I have to take more graduate courses.</td>
<td>I choose to take more courses to increase my chances of being promoted.</td>
</tr>
<tr>
<td>13. They don't know what they're doing around here.</td>
<td></td>
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<tr>
<td>14. I wish I were a better writer.</td>
<td></td>
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<tr>
<td>15. I could pass that graduate course if it weren't for the teacher.</td>
<td></td>
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<tr>
<td>16. Everyone knows that he's the worst administrator in the school.</td>
<td></td>
</tr>
<tr>
<td>17. I don't get any recognition for all I do around here.</td>
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</tbody>
</table>
CHOICE EVALUATION FORM

1. WHAT COMMITMENT DID YOU BREAK AND THE DATE?

2. WHAT DID YOU MAKE MORE IMPORTANT THAN YOUR 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.
STUDENT EMPLOYABILITY ASSESSMENT
OFFICE TECHNOLOGY DEPARTMENT

Student
Program
Quarter in Program

RATING IS A FOUR-POINT SCALE

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>Above Average</td>
<td>3</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>2</td>
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<tr>
<td>Needs Improvement</td>
<td>1</td>
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Date of Assessment:

<table>
<thead>
<tr>
<th>Punctuality (Begins work at start of class)</th>
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</thead>
<tbody>
<tr>
<td>Attendance (Attends class daily)</td>
</tr>
<tr>
<td>Dependability (Follows directions, completes tasks)</td>
</tr>
<tr>
<td>Preparedness (Maintains supplies)</td>
</tr>
<tr>
<td>Work Quality (Takes pride in work)</td>
</tr>
<tr>
<td>Cooperation (Displays positive attitude toward work and others)</td>
</tr>
<tr>
<td>Communication Skills (Utilizes good oral and written skills)</td>
</tr>
<tr>
<td>Ethics (Exhibits honesty, integrity, loyalty)</td>
</tr>
</tbody>
</table>

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

Date_________________________  Instructor______________________________
<table>
<thead>
<tr>
<th>RESPONSIBILITY FOR LEARNING</th>
<th>I teach in class</th>
<th>I assess in class</th>
<th>I expect on exit</th>
<th>I expect on entry</th>
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<tbody>
<tr>
<td>Assessment Tool</td>
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</tr>
<tr>
<td>Punctuality</td>
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<tr>
<td>Attendance</td>
<td>Dependability</td>
<td></td>
<td>Self-motivation</td>
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</tr>
<tr>
<td></td>
<td>(Ability to follow directions, complete tasks given)</td>
<td>(Independent work skills)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparedness</td>
<td></td>
<td>Work Quality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Supplies, dress, assignments)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooperation</td>
<td></td>
<td>Ethics (Honesty, Integrity, Loyalty)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Positive attitude toward work and others)</td>
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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 transcribing 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
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.
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 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 for each week is required

Document what you want to accomplish for the next week and how you plan to 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.
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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Above Normal</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>problem identification</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>searching for causes, ideas</td>
<td></td>
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<tr>
<td>with actions</td>
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<tr>
<td>evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizing difficulty</td>
<td></td>
<td></td>
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<tr>
<td>Resolving difficulty</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Continuity of thought</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar/spelling usage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self assessment ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Realistic goal setting</td>
<td></td>
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</tbody>
</table>
### Spokane Community College

**Teaching Responsibility: A Model for Academic/Professional Success**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Address</th>
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</table>

**Is your college working on Student Learning Outcomes?**

### Why?

<table>
<thead>
<tr>
<th>Learning Behaviors</th>
<th><strong>What behaviors interrupt learning in your classes?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Research</td>
<td><strong>Have you read any research on this topic recently?</strong></td>
</tr>
</tbody>
</table>

### How?

<table>
<thead>
<tr>
<th>Interdisciplinary Working Groups</th>
<th><strong>Have you worked in task groups such as this focused on student learning?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Groups</td>
<td><strong>Does your college/university have faculty forums/workshops on issues related to teaching/learning?</strong></td>
</tr>
<tr>
<td>All college (district) presentations on issues faculty – student</td>
<td><strong>What speakers have you had for staff development, curriculum development, student learning outcomes and for motivating students?</strong></td>
</tr>
<tr>
<td>Pilot Projects</td>
<td><strong>Do you have a mechanism for research, application, etc. on your campus? How are your results presented? Do they lead to change?</strong></td>
</tr>
</tbody>
</table>

### What Next?

<table>
<thead>
<tr>
<th>Survey</th>
<th><strong>Two responsibilities of faculty</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Two responsibilities of students</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Forums</th>
<th><strong>Is there a mechanism on your campus for getting student feedback on issues of teaching and learning?</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Surveys (Time Management &amp; Employability)</th>
<th><strong>What teaching/learning issues related to responsibility for learning would you like to survey students about?</strong></th>
</tr>
</thead>
</table>

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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 lack 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

Pilot Research

Have you read any research on this topic recently?

(Unspecified Department)
• 1 Yes
• 21 No
• Single parent/homemaker issues child care financial aid, low academic prep, low economic status, years away from school
• Small groups of friends with their own agendas/conversations late arrival - lack of required to-be-shared materials/work - not prepared
• Each text has provided information on speech anxiety
• Considerable. Teach the importance of "response" ability in our human development 108 course, The Master Student. Dave Ellis the author is a very effective speaker
• Only on competency - busing, which seem related.
• On learning styles through Myers Briggs Type Indicator.

Agricultural Sciences
• 1 No

Biology
• 1 No
• Lateness - Students who need a forum opportunity
• In very limiting fashion

Teaching Resources Center
• 1 No
• Students asking unrelated questions, making excuses, coming into class really late
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

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 vocation 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

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?

(Undefined 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 Rouech
- Not since 1980's
- Critical thinking
- In house only - learning strategies. School superintendents - strategies and weakness of cc.
- John Rouech
- 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, Pat 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

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

(Unspecified Department)
• 3 No
• 10 Yes
• Not formally, although administration is supportive
• Annual State Organization Conference often has a speaker on one of these
• 2001 committee looking toward the future in teaching
• I have used this information for my classes only
• The teaching effectiveness center sponsors some opportunities for research and curriculum development
• Just hiring a research person to track data regarding success, employment of former students, completion, pass, retention
Committee on outcomes assessment

We use the xerox problem solving method. Results lead to little implementation 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 Rowsche

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?

Two responsibilities of faculty

Survey

(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

Biology
• 1 Yes
• To motivate learning
• Survey results shared with faculty
• Prepared

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

Fine Arts
• Clarity/communication

Mathematics
• Make it worth students' while to attend class
• Be on time

Nursing
• Being prepared for class

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

To provide opportunities for assessment and feedback
• Clear

Be available to students-encourage students to get help outside of class
• Make students aware of your expectations
• Stay current in the field

Awareness of changes in your content area

Be efficient with course time
• Teach for the entire family

Being knowledgeable

Two responsibilities of faculty

(Unspecified Department)
• Come to class
• Study/preparation
• Read prior to class

• Bring in class
• Provide relevant feedback
• Learning respect
• 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

Biology
• Attendance on a regular basis
• Prepared
• Involvement in course/sharing learning w/peers

Teaching Resources Center
• Attend all classes-come to class prepared
• Read material
• Ask questions-get extra help as needed

Fine Arts
• Active participation/mind

Mathematics
• Attend
• Attend class

Nursing
• Coming to 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

Yes. College-wide surveys and teacher surveys
• Attend

Take an active role in the learning process.
Know what is expected of you
• Be in class

Seeking some outside knowledge

Two hours out of class homework
• Apply themselves

Being prepared for class
Student Forums

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

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

**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
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 responsibly often to better understand their mind set
- Time commitments: work, family, study etc. How 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
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
PRESENTATION PROPOSAL

List 3 or 4 complete bibliographic references that relate to your topic.
Alverno College. Abilities Based Assessment Materials from Summer Workshops.
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 ☐ All administrators ☐ Special program directors
☐ Voc/tech faculty ☐ Voc/tech administrators ☐ Division/department heads
☐ Liberal arts faculty ☐ Liberal arts administrators
☐ Lead teachers
☐ Bilingual educators
☐ Content area instructors Specify area
☐ Other Specify