Ad-hoc Report

CENTRALIA
COLLEGE

Submitted by

Centralia College

15 October 2015

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Introduction

In its letter dated 30 March 2015 in which the Commission summarized its findings following the college's fall 2014 Mid Cycle Self-Evaluation Report and resulting Evaluation Report, the college was directed to prepare an Ad Hoc report to provide and update on Recommendation 2, originally issued following its Year One Self-Evaluation of fall 2011.

Findings of Mid-Cycle Evaluation and Year Three Self-Study

Per the Commission's request, the college had reported progress in addressing two recommendations from its Evaluation Committee's report pertaining to the College's mission and core themes as an addendum to its Mid-Cycle Self-Study Report.

Because the college was in candidacy status as a baccalaureate level granting institution, the Commission requested the college also submit a full Year Three Self-Study Report to provide information not required by the Mid-Cycle Evaluation. This allowed the evaluators to include an assessment of the college's baccalaureate programs as a part of their report.

The Year-Three Self-Study Report also included responses to the two recommendations mentioned above, as well as to another extant recommendation concerning assessment.

The college hosted a team of two evaluators who spent one and one-half days (6 Oct – 7 Oct 2014) on campus meeting with groups and individuals they had requested be available. These included members of the management team, the board of trustees, the assessment committee and faculty. At the conclusion of the visit they shared their findings.

Since this was a Mid-Cycle Evaluation, the evaluation team did not make any formal recommendations to the Commission as a part of their work but did make a number of informal observations and recommendations concerning the college's preparation for its Year Seven Evaluation.

The following are recommendations (small 'r') that the reviewers made at the conclusion of their visit:

- "…the college could do a better job of demonstrating how instructional assessment is connected to assessment of mission fulfillment."

- "It is the belief of the reviewers that there is a lack of connection between the Core Theme Indicators and the work that is actually happening on the campus."

- "It is our belief that development of a plan that details how assessment is conducted across the college, how assessment results are used to make programmatic changes, and how assessment outcomes inform the budget process will help the college be prepared for their year seven visit."

- "The first example, Academic Transfer, has a stated objective focused on progress, completion, and preparedness of transfer students. The indicators appear to match well with this core theme objective and the data are readily available as it is collected at the system level…However, the stated indicators seem to limit the institution in setting meaningful goals and it was difficult for the reviewers to determine how assessment of the current indicators is used to make curricular changes or how it is tied to resource allocation."

- "Currently, it appears the link between the overall assessment process and the curricular assessments taking place is weak. By including indicators that allow the curricular review data to become a component of the objective, Centralia could easily illustrate the connection to each level of their assessment process. The reviews suggest that by including indicators that connect these components, Centralia will be able to illustrate the evidence that it does use assessment date to drive institutional decisions. This will be valuable to future evaluation teams."

- "…[the reviewers] believe the connection between course and department assessments and their relationship to the objectives and core themes is lacking."

- "The reviewers encourage the college to reflect on how to demonstrate how budgetary decisions are made from these [monitoring] reports and curricular, distribution, and program assessment is incorporated."

- "The reviewers found evidence to suggest that the assessment process in not inclusive of every sector of the college…The reviewers suggest that as a part of the preparations for the seven-year review that Centralia actively implement and assessment process that produces measureable data and demonstrate how this is being used to guide all areas of the campus."

Addressing the Findings

The findings of the evaluation team were not inconsistent with the college's own findings as presented in its self-evaluation. Taken together these pointed to the need for an open minded review of the college's mission, core themes, and indicators, within the broader context of developing a new strategic plan and planning process that included institutional assessment as an integral element.

Toward this end the new president shared concepts of how planning, assessment, and the requirements of accreditation should come together in an integrated manner, and thus formalized the strategic planning initiative in which the college is now engaged. The response to Recommendation 2, which follows, is thus embedded in the college's broader preparation for its Year Seven Evaluation which is scheduled for spring of 2018.

Although this report is primarily focused on those actions the college has initiated to move toward the integrated planning process discussed above, the college administration and board were cognizant of the need for the college to continue evaluating its performance with respect to mission fulfillment and elected to continue with its existing set of monitoring reports during the 2014 – 2015 academic year. These reports, along with Board of Trustee meeting agendas and minutes, can be accessed at http://www.centralia.edu/admin/board.html.

Recommendation 2

> *Although the college has identified indicators of achievement for each core theme, the panel recommends that the college consistently develop indicators that are measureable for evaluating the accomplishments of each objective for each core theme*
>
> *(Standard 1.B.2)*

Initial Development of Core Themes

In its Year One Self-evaluation Self Study the college presented the results of the work that had been done between the conclusion of its full-scale evaluation in October of 2010 and the submission of its Year One Self-evaluation in October of 2011. During this period the college took steps to adapt its existing Carver-like Policy Governance model to the Commission's requirements beginning with the requirement of Standard One that:

> The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Based on the Carver model the college had developed five End Statements that appeared to be closely aligned with the Commission's requirement as stated above. At its retreat during the summer of 2011 the Board of Trustees considered a proposal to keep its mission but drop its designation as End 1, to reduce the remaining Ends from four to three by merging two related Ends and to adopt these three resulting Ends as its Core Themes.

Under each of the Ends there were sub-Ends that identified in greater detail the Board's performance expectations related to each of the broader End statements. The proposal included adopting these as the college's Core Theme Objectives.

In its regular meeting in September of 2011, the Board took formal action to adopt the proposal that had been studied at its summer meeting.

Development of Core Theme Indicators

For each of the sub-Ends the college had developed a monitoring report that was delivered to the Board on an established schedule and that provided evidence through its various indicators that the college was meeting the Board's performance expectations.

Taken together the college had a mission, a set of core themes it felt comprised that mission, a set of measureable objectives (the sub-Ends), and a set of indicators that comprised the measurements related to each objective. At that time the benchmarks for assessing when the college had achieved, substantially achieved, or failed to achieve the Board's performance expectations were not well defined; that work was undertaken in earnest over the next three years.

Continued Refinement of Core Theme Indicators

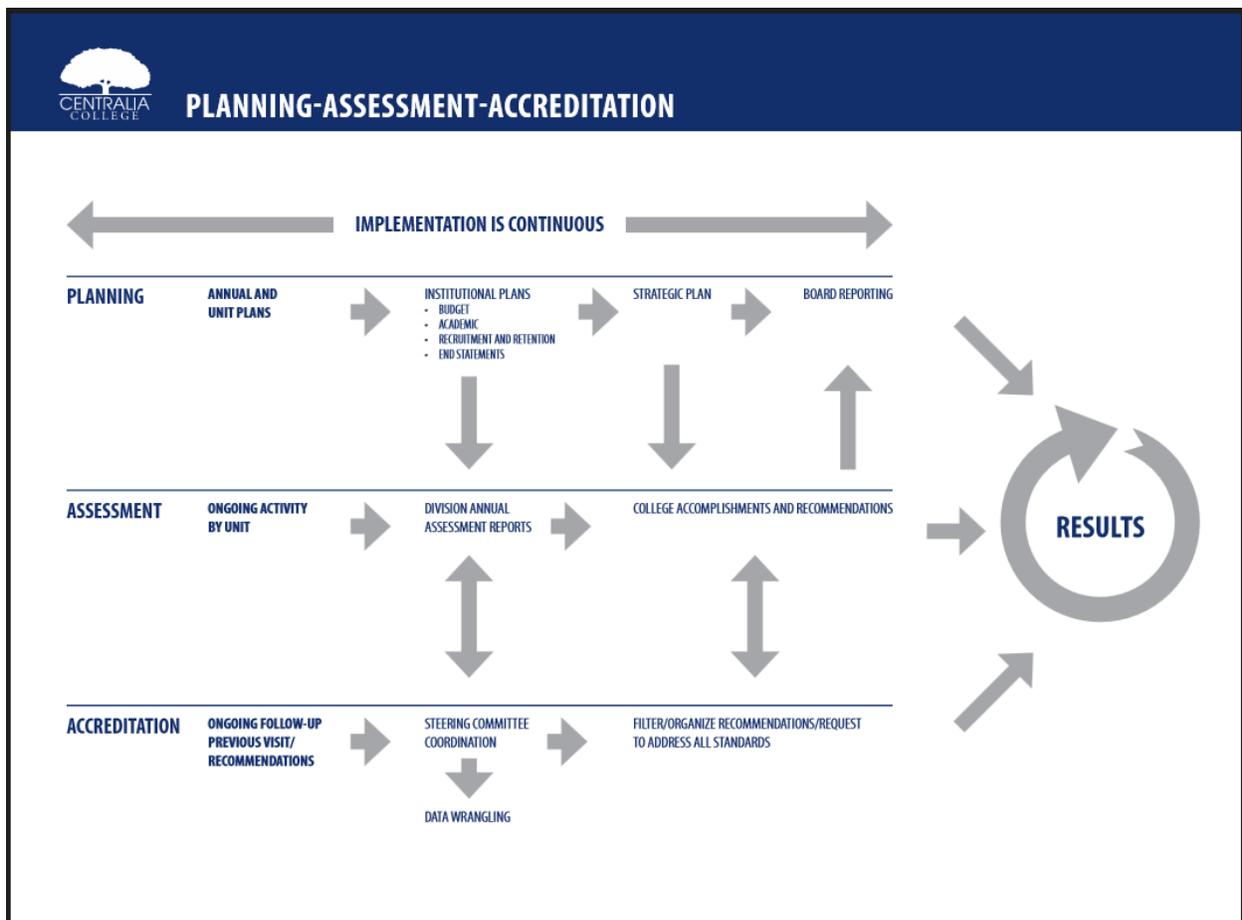In the period between the Year One Self-evaluation of fall 2011 and the Mid Cycle Self-evaluation and Year Three Self-evaluation of fall 2014, the college worked to improve the quality and scope of its core theme indicators and to provide benchmarks for each of these indicators that could be used to assess mission fulfillment. The college added one Core Theme Objective (END 2.8) and associated indicators and benchmarks.

Addendum D of the college's Year Three Self-evaluation provides a full listing of the mission, core themes, core theme objectives, indicators, benchmarks, and associated rationale as they existed at the time of the Mid-Cycle evaluation visit.

Working Toward Integration of Institutional Assessment and Planning

As discussed in the introduction, the college received feedback from its evaluation team that they had observed an apparent absence of the use of institutional assessments in its planning process and in defining mission fulfillment. In response to this feedback and, indeed, to concerns the college itself had indicated in its Mid-Cycle Self-evaluation, the president initiated a three-pronged approach to addressing these concerns and structuring the college's planning process. Figure 1. Model developed in 2014-15 to illustrate this approach.

Figure 1: Integrated Model of Centralia College Planning, Assessment, and Accreditation

During the fall of 2014, the Institutional Effectiveness Committee, with the president in attendance, discussed the need to better align planning, assessment, and develop a more robust institutional assessment program. These actions followed:

1. An open dialogue about planning concepts and how the college integrated planning, action, assessment, evaluation, and improvement.
2. Administered in November 2014 the "Great Colleges" climate survey as a marker of the formal launch date of the institutional assessment program.
3. Creation of the Dean of Institutional Effectiveness position. (filled spring 2015).
4. Discussions on how the college plans, communicates, and reports (i.e., governance).
5. Production of flow charts to illustrate "aspirational" college planning and communications.
6. Formed a Strategic Planning Disappearing Taskforce (SP-DTF).
7. Reconstituted the Accreditation Steering Committee with expanded membership to represent all the college's divisions.
8. The president tasked his administrative cabinet with developing a uniform format for unit level work plans that explicitly connects the work of the college to its core themes (Appendix B).

Strategic Planning Disappearing Task Force (SP-DTF)

In 2015 the president convened a "disappearing task force" to focus on strategic planning. The work of this group, together with campus stakeholders, culminated in the development of new core themes, indicators, and benchmarks. At its first meeting in February of 2015, the president defined the SP-DTF's role in the following memo:

CENTRALIA COLLEGE
PRESIDENT'S OFFICE
600 CENTRALIA COLLEGE BLVD · CENTRALIA WA · 98531 · 360-736-9391 · WWW.CENTRALIA.EDU

February 2, 2015

To: Strategic Plan Disappearing Task Force Members
Re: First SP DTF Meeting February 5, 11AM, President's Conference Room

Thank you for your willingness to serve on this very significant college-wide taskforce. You may be worrying that your job is to "write the new plan," but it is in fact far more important.

Your role *while we write the new plan* is primarily to ensure widespread information sharing and involvement in the process. So, one of the first items to discuss Thursday is how we will do that.

Secondly, we will need to come to terms with the overall chore before us; identify what will constitute a job well done; and then work our way back from the finish line. For discussion purposes, here are a few examples:

1. Complete a new Five-Year Strategic Plan; build a timeline to support draft completion by 6/2015
2. Conduct a "status review" of the existing mission and vision statements
3. Review/survey what we liked/did not like in the last plan
4. Review/improve the current list of planning definitions (assembled in recent months)
5. Hold discussions within the DTF and in open forums on what we want in a new plan.
6. Connect draft of new plan and definitions with development of 2015-16 workplan examples
7. Discuss/decide what we want to create to support completion of the new plan.

Here are a few examples from weekend web explorations on the topic of strategic plans and "planning backwards." Please review and mark what you like, or what provokes more thought, for the Thursday meeting.

Note how Los Rios' goals and objectives are tied to their annual results (planning backward):
https://www.crc.losrios.edu/files/documents/president/CRC_2012-13_AnnualReport.pdf

A few examples of all-college and community surveys:
http://wctclnx.wctc.edu/cgi-bin/remark5/rws5.pl?FORM=StrategicPlanning2013
http://www.mdc.edu/main/images/Strategic_Plan_Community_Survey_Results_tcm6-28579.pdf

Additionally, please review the other attachments included with this memo, including:
The 14pp set of background/development writings that we used to gear up for 20015.
pp 24-25 of the Pikes Peak plan.

Work of the SP-DTF

During the winter and spring of 2015 the SP-DTF met weekly to review and then draft revisions as deemed appropriate to the college's mission, core themes, core theme objectives, indicators, and benchmarks. The president attended the initial meetings, but then supported an autonomous work environment with his availability "on call" as the year progressed. The resulting Strategic Plan has been shared with the campus and input solicited at multiple points during its development including:

1. Initial survey to learn college's ideas, concerns, hopes and fears for the project.

2. Two all college surveys that requested feedback on plan drafts.

3. An all-college forum in spring 2015 to discuss input, suggestions, and concerns.
4. Multiple emails requesting input.

The following is a reformatted version of the SP-DTF's report to the campus in spring 2015:

DRAFT 2: Strategic Plan 2015-2020

Notes:
1. There are no changes below in the mission.
2. The word "themes" was removed from the "College Learning Outcomes description to avoid confusion with the Core Themes that follow.
3. The Core Themes, Objectives and Indicators are in "rough draft" form: please help us improve this draft with your comments, input and expertise.
4. This draft was developed with input from both all-college surveys conducted this spring.

Mission: *Improving people's lives through lifelong learning.*

Vision: Centralia College will be the best community college in the State of Washington. The college will be a lead partner in advancing the local economy as the intellectual heart and cultural soul of the community.

Values:
- Respect: We value the worth and dignity of the individual, affirming that the learning process includes appreciating the diversity of human experience.
- Responsibility: We value the unique contributions of college individuals by recognizing that each performs an essential role in responding to the educational and service needs of the community.
- Responsiveness: We value effective collaboration as the college responds to the changing social, political, economic and technological needs of our community.

College Learning Outcomes: Student learning is central to the college's mission. All degrees offered by Centralia College are designed to provide experiences that lead to the attainment of the following:
- Reasoning: The ability to extract information from data, develop ideas and solutions, establish logical progression in thinking, and problem solve using such procedures as literary analysis or the scientific method.
- Written, Oral and Visual Communication: The ability to make oneself understood in public, interpersonal, professional, artistic, and technical arenas.
- Exploration – Self and Others: An awareness of the values, beliefs, customs, and contributions from one's own and other traditions, ethnicities, classes and genders.
- Resourcefulness: The ability to adapt to change, such as technological innovations or environmental conditions.
- Responsibility: The ability to be accountable to self, society, and the natural world.

Core Theme Objectives	Core Theme Indicators
Core Theme 1: Access	
Increase the enrollment of students with particular attention to improved / targeted recruitment of identified populations.	• Enrollment of Under-represented populations • Enrollment of high-performing local high school graduates • Enrollments of student seeking STEM pathways
Reduce financial barriers through strategic financial aid and scholarship awarding and by controlling educational cost to students.	• Dollars awarded through financial aid • Dollars awarded through scholarship process • Institutionally controlled cost comparison peer community colleges
Increase student and employee level of engagement and satisfaction with the college environment.	• Employee ratings on surveys such as: CCSSE, Noel-Levitz, PACE • Student ratings on surveys such as: CCSSE, Noel-Levitz
Assess and respond to industry and community needs while responsibly managing existing, new or revised programming.	• Provide courses, certificates, and degrees that create college/career pathways • Document industry request and college follow-up through EMT level review or action
Core Theme 2: Learning	
Demonstrate college-wide excellence in assessment, teaching, and learning and support the implementation of identified improvements.	• Assessment of student learning outcomes at the course, program/distribution area and college level • Survey responses CCSSE items from Q12
Establish annual institutional assessment projects.	• Percent of administrative offices and support services completing an assessment project annually 2015-2017
Provide and support professional development for employees.	• Funding for assessment, teaching, and learning • Employees engage in continuous learning of effective instruction, promising practices, and engagement techniques. • Participation in college sponsored training. • Percent of employee evaluations completed on schedule.
Core Theme 3: Success	
Leverage promising practices to engage and retain students.	• Percent of at-risk students contacted through retention programs • Successful completion rate of student success course • Retention rate improves for identified populations with historic low retention rates
Increase momentum of students towards goal attainment.	• Percent of students with basic skills level gains • Percent of students who transition from basic skills to college level coursework • Student Achievement Initiative points per student • Percent of students who graduate and/or transfer • Percent of transfer students who graduate with baccalaureate degree

Provide programs that prepare students to be competitive and current in industry	• Percent of students who earn industry credentials (pass rates) • Estimated employment rate of students who obtain living wage jobs
Core Theme 4: Stewardship	
Model high standards of fiscal stewardship to the citizens of Washington State.	• Annual audited financial statements • Annual budget developed that is based on realistic, sustainable funding levels, maintain a reserve for contingencies, and allows for input from campus constituents. • The college accesses significant external funding to support the learning mission.
Provide instructional and administrative facilities and technology sufficient to deliver educational mission.	• Noel Levitz and CCSSE scores related to student satisfaction with college facilities and technology. • Internal survey of employee satisfaction with facilities and technology. •
Demonstrate environmental stewardship by implementing and modeling sustainable practices.	• Institutional Carbon footprint • Record of sustainability practices minimize the college's environmental impact.

Development of New Core Themes, Objectives, and Indicators

As shown in the previous section, the SP-DTF developed a new set of core themes, objectives, and indicators that more closely aligns with the most recent NWCCU standards, training, and definitions. Furthermore, it meets the college's interests in simplifying planning and reporting, and better integrating planning, assessment, and reporting. A guiding principle has been to move the college away from a static model in which the college measures itself against fixed benchmarks and toward a dynamic and adaptive planning process built on the principle of continuous improvement. Rather than specifying benchmarks, the college is in the process of establishing a baseline and target for each indicator.

The SP-DTF did review the college mission in association with the core themes and objectives. Like the board of trustees, which reviewed and reaffirmed the mission in 2014, the DTF members agreed the mission fits "who we are" at Centralia College. While the college is fulfilling its mission, we strive to be better.

Because of the shift in core themes and objectives, in fall 2015 the college is establishing new baselines and targets so that reasonable yet challenging improvement targets can be set. Once this is done, we will show further improvement in how we measure mission fulfillment.

The college has not abandoned the work it had done in reaching this point, but rather has, through the work of the SP-DTF, evolved a new set of Core Themes, Objectives, and Indicators that build upon previous work. One objective has been to "de-silo" the reporting on the college's Core Themes and Core Theme Objectives so that each theme represents work across the college's divisions.

Several operational outcomes result from this shift:

- A formal Institutional Assessment program has been adopted and is in use since fall 2014.

- A mix of institutional assessments established (Great Colleges, Noel-Levitz and PACE surveys) which inform beyond service unit and program level assessment projects.

- Assessment of the college's indicators becomes a natural part of the planning process.

- Assessment of the college's practices becomes routine. Assessments of specific student services projects and other unit assessments are built into 2015-16 work plans, adding to assessments completed in facilities and other service units in previous years.

- Centralia College launched an Office of Institutional Effectiveness in spring 2015 by hiring a Dean of Institutional Effectiveness to coordinate, track and report on all of the above activities.

- The college will add a Data analyst position in 2015-16.

Academic Assessment

Academic assessment is an area in which the college has invested considerable effort over the past 15 years. Most of this effort has been invested three areas:

- Developing a robust program review process
- Increasing understanding and engagement in the process
- Promoting faculty directed assessment/research projects

In the past 5 years the research focus has shifted to the problem of integrating these assessment activities into institutional planning and, even more recently, to integration into the evidence used to demonstrate mission fulfillment by connecting the results of these assessment activities to core them objectives.

Progress has been made in this direction and the following examples are offered as evidence of the research faculty members have undertaken in the past several years.

- *Chemistry 161 Pre-requisites Evaluation – Math and Chemistry Preparation (Goodwin, June 2013)*
- *Chemistry 161 Prerequisites Evaluation Year Three – An examination of the correlation between success in Chem 161 and students' math and chemistry preparation (Goodwin, June 2015)*
- *Module Requirements and Prerequisites in Canvas (Foss, June 2015*
- *Comparison of Math& 146 Grades by Modality (face-to-face vs. Hybrid) and Active Learning Classroom Use from Spring 2014 through Spring 2015 (Kiekel, June 2015)*
- *Examination of Learning Objectives Achievement in Precalculus 1 (Carlson, June 2015)*
- *Measuring the Quality of Online Versus a Face-to-Face speech (McQuarrie, 2013)*

The full texts of these are included in Appendix C: Faculty Research Projects.

All full-time faculty members are required to undertake one research project each year as a part of their assessment duties. Participation is not 100% and the quality of the projects varies, but the Assessment Committee and instructional administration continue to work on these issues and interest in conducting meaningful research appears to be growing. In addition, the interest in capstone projects is growing as a way of assessing student ability to demonstrate they are able to synthesize a creative work based upon their learning.

Conclusion

Although the college has identified indicators of achievement for each core theme, the panel recommends that the college consistently develop indicators that are measureable for evaluating the accomplishments of each objective for each core theme (Standard 1.B.2)

Between 2011 and 2014, Centralia College made concerted efforts to improve in our ability to measure indicators and accomplishments toward each objective, as noted in the 2014 midterm visit. As a result of that process and thorough review of the college's strategic plan, the decision was made to further improve on that experience and build, as a college, the new 2015-2020 Strategic Plan shown here in its second draft form. This plan both builds on the college's planning tradition, and fully aligns the design with NWCCU guidelines and standards. Through a now nine-month college-wide input-review-improve process, the plan illustrates the best of our thinking and collaboration as a college.

During the Summer 2015 Board Retreat, the new draft strategic plan was presented to the board, discussed over several hours, and finally involved details of how planning and a new reporting schema would be developed to meet their needs. The board encouraged the administration to continue their work and present the draft to the college in the fall with their full support. In addition to the continuous improvement of the strategic plan draft, the college again in the fall 2015 All-Staff Day thoroughly reviewed the mission as applied to the revised core themes, division priorities, and the updated objectives and indicators.

Also following the fall 2014 visit, the college got to work immediately to develop an institutional assessment program that we can improve over time alongside the existing academic assessment program already in place. In November 2014 the president's office issued a brief institutional climate survey based on the Chronicle of Higher Education's "Great Colleges Survey." This established a baseline in a time of great transition at the college and "announced" the launch of an ongoing program now at the institutional level. Immediately thereafter, the college created, advertised and filled the Dean of Institutional Effectiveness position to sustain and carry forward our investments in both planning and assessment. Within weeks of the launch of the new dean position, and as illustrated in the memorandum inserted above, the president launched a strategic planning task force. This task force would lead the college in either the review or improvement of the existing planning process or the development of a new, strategic plan. The task force recommended the latter, and the results of our efforts are shown in the report as we prepare for a January 2016 "launch."

As a result, the college's response to the recommendation was both methodical and longitudinal, as the college made steady improvements and revisions over a period of four years. Within the last year the college has put systems in place to assure accountability are rooted in both positions and direct partnerships. For example:

1. An Accreditation Steering Committee (ASC) has been formed with broad representation from across the campus. Over the summer, the ASC members created and adopted the following purpose statement: "*The Accreditation Steering Committee will assist the ALO with facilitating, communicating, and providing a transparent process of discovery that supports the NWCCU seven-year cycle of accreditation.*"

2. The Deans of Transfer Education and Institutional Effectiveness now co-chair the Academic Assessment Committee, which we believe will better support faculty collaboration, design and data needs.

In 2014-2015, the college embarked on a mission of institutional learning. Through the willingness to critically analyze our own mission; review our longstanding strategic plan in its entirety; initiate an institutional assessment program; and re-design how we would report the results, the college took a calculated risk that by learning together, as an institution of lifelong learning, we would both advance our own mission and illustrate our own philosophy, of lifelong learning, in practice. Such efforts are not without challenge or pain, but it was the belief in our mission that sustained the project over the course of one year.

In November, 2015, Centralia College will complete the PACE survey for the first time. While it would have been far easier to complete this after the plan was in place for a year, we chose deliberately to complete a climate survey just at the completion of the college-wide review of the strategic plan. In hindsight, this becomes still further evidence of the college's commitment to both institutional assessment, and our mission of lifelong learning as an institution.

The above will benefit students in three simple ways:

1. Centralia College continuously improves our assessment practices, which as evidenced above and in the appendices, reaches classroom, program, associate, and baccalaureate degree levels in the improvements we make;

2. The new 2015-2020 Strategic Plan is a testament to our institutional focus on student learning, success and improvement; and

3. College employees are increasingly aware of everyone's role as learners, and their responsibility for supporting student success at every level.

In conclusion, the college is applying the above toward assessment projects, expanding our reporting activities that engage the board (See **Error! Reference source not found.**), and configuring our accreditation steering committee in ways that prepare the college for a successful spring 2018 NWCCU evaluation. This year the college is focused on two additional projects toward this end:

1. Review of committee structures, charters, and governance, with the resultant goal an updated governance manual for college employees; and
2. Review of minutes and other formal efforts to document our meeting and assessment practice, in order to assure we report in the most accurate and detailed manner possible.

As a result, the college anticipates a self-study that can report clear connections between assessments, indicator data, and decisions made that address mission fulfillment. Finally, we are very proud of the fact that we can report a transparent and documented all-college dialogue on the above activities which, while far from perfect, have both informed our decisions, and supported our organizational learning.

Appendix A: July 23, 2015 Board of Trustees Retreat Notes

Excerpt:

1. Strategic Planning – Review & Discussion
   a. The trustees reviewed the draft strategic plan proposal.
      - The trustees requested the document to be as simple and transparent as possible.
      - The board requested the core themes, objectives and ends align with accreditation requirements
      - The board discussed how ends were described as objectives in the new strategic plan. The board will review and update Ends, GPs and ELs, with a goal of publishing results after the summer retreat of 2016.
      - Objectives may replace ends in the new Strategic Plan.
      - Dr. Frost will generate a board report for the September meeting that recommends a process for updating ends and board policies to align them with the strategic plan.
   b. The trustees would like periodic updates on the development of the strategic plan.

Appendix B: Work Plan Template and Examples

Work Plan Template

AREA NAME

1. College Mission: Improving people's lives through lifelong learning.
2. Area Operating Statement
   - Brief description of work/main functions of the area/unit.

3. Work Plan (Bulleted list of items)
   - Specific Projects/Initiatives for the year – major items beyond daily unit/area work

4. Work Plan Details (Details for the bulleted items in 3)
   - More detailed descriptions of the specific projects/initiatives for the year.
   - Tasks/timelines/measurable/objectives
   - Tied to specific core themes and objectives (reference to them down the road)
   - Can be done in both a chart form and/or a bulleted narrative:

Strategies / Project	Start Date	Target Completion Date	Project Lead	Resources	Measurable/ Deliverable	Core Theme/ Linkage	Status

5. Work Plan Reflection (Report out at year end on WP)
   - Specific Accomplishments/Achievements
   - Action Items (worked into next year's plan)

Appendix C: Faculty Research Projects

A progress report from the open education librarian:

The following is a report from one All Staff Day workshop held on 9 October 2015 that provides evidence of these trends: Over the past year, a group of faculty members has expressed interest in the establishment of an institutional repository to house three main items:

1. Faculty Research Projects

2. Student Capstone Projects

3. Final Manuscripts of Faculty Research Allowed to be Archived Open Access

At the staff-day workshop "Chicken Soup for the Research Soul" the discussion was rekindled as several new faculty wanted to take a look at previous faculty research projects, but are unable to sift through the projects easily.

They want to be able to search previously conducted research to gain an understanding of topics, methodology, student groups, and see if there are similarities in content. Some faculty members are interested in doing a meta-analysis on previously conducted faculty research projects, however, the majority of this research is held on myCC in .pdf file format.

We have created a "think space" on myCC to collect additional thoughts and ideas on repository options and suggestions. I've also worked through establishing a loose timeline to show the essential tasks required to keep the project moving.

Bottom line – we need an accessible scaled solution that allows for easy discoverability of faculty research projects by categories while still allowing for creativity and discipline specific needs. This system should also house student Capstone Projects and faculty research that is allowed in an open access system.

Many discussions are needed to really understand what people want to gain from the repository and ensuring we chose the best approach for our campus and program the best solution possible. People have really become interested this year and are offering their time to help with the coding/data entry (I promised pizza).

The next step is to develop meaningful indicators that are linked to these classroom and program level assessment activities. This is a part of the Assessment Committees 2015-2016 work plan.

In summary, our investment in all of the above is direct evidence of focused actions which either improve practice, result in revised funding, or support strategic decision-making. These practices support a continuous improvement model to achieve the college's mission and core themes.

Research Project Summary Form

This form summarizes your research project for the current school year and is due to the

Academic Transfer dean prior to or during your spring workload meeting. Evidence supporting the research project should accompany this Jann; however, it will be returned and is to be included in yom·Faculty Notebook.

Name: Karen Goodwin   Date submitted: June 8, 2015

Research project title: Chemistry 161 Prerequisites Evaluation Year Three - An examination of the correlation between success in Chem 161 and student's math and chemistry preparation.

Objective/goal of the research project:

The goal of this project is to see if a correlation exists between success in Chemistry 161 (the 1st quarter of the majors Chemistry series, General Chemistry I) and successful completion of the prerequisites for the course. Additionally, a diagnostic exam was administered that evaluated algebra skills, regardless of prerequisite completion. If one or more correlations are shown to exist, the information will be used to refine the prerequisites and information given to students prior to registration for Chem 161. This is the third and final year of this specific study, as enough information has been gathered to finalize an action plan.

The project's importance/relevance to the ongoing assessment of the effectiveness of teaching and learning in your discipline:

To properly evaluate the effectiveness of the coursework in relation to fullfilling the course objectives, it is necessary to know if the students have entered the course with the proper preparation as stated in the current course outline and catalog description. The project will also be used to integrate discipline and program review into institutional assessment and planning

Explanation of how the research project will be incorporated into your upcoming curriculum review:

My project relates to Section D-2 of the Academic Transfer Curriulum Review document which states: "Provide representative evidence that students are achieving the intended learning outcomes for each course (regardless of modality.)"

Additionally, as the current prerquisites listed in the course outline are somewhat vague, the project will be used to assess the necessity of clarifying the prerequisites and requirements for the course to both incoming students and advisors/councilors. The overall goal is to have a clearer system for placing students in the correct course to maximize student retention and overall success.

Procedure/approach used:

A "Readiness Quiz" was administered to all students entering Chem. 161. This quiz was entirely math based, focusing on algebraic manipulation of equations, significant figures, and scientific notation (copy attached). The quiz were 15 questions (1 pt each), and a score of 11 or better (73%) was considered "passing".

To determine if students had met the prerequisites (both math and chemistry) a questionnaire was given that asked students to select their most recent chemistry and math courses, and the recency of that course (copy attached). The results of the quiz and questionnaire were incorporated into a spreadsheet, along with the overall grade in the course.

Correlations for prerequisites were determined using lack of completion of prerequisites and receiving less than a 70% as a final grade (or dropping or withdrawing from the course). These correlations were determined separately for math and for chemistry prerequisites.

Correlation for the diagnostic was considered to exist when a student received 10 pts or less on the readiness quiz and less than 70% (2.0) as a final grade (or dropping or withdrawing from the course).

Summary of findings (spreadsheet attached):

Data was only used when all the parameters (prerequisites and the diagilostic score) was available for the individual. In total, for the 6 semesters of data collection, the data set represents 219 students.

      CHEMISTRY PREREQUISITE: Of the 23 students who self-reported that they had NOT met the chemistry prerequisite (A full year of High School chemistry or Chem 121), 11 of them did not s successfully complete the course. This represents 47%.

      MATH PREREQUISITE: Of the 8 students that self-reported not having met the math prerequisite (completion of Math 99), 4 did not successfully complete the course. This represents 50%.

The above data represents individual data sets – there were no students who were missing both the chemistry and math prerequisites.

      INTERPRETATION OF RESULTS – PREREQUISITES: Compared to last year's report, the percentage rate for non-successful outcome and not having the chemistry pre-requisite has actually dropped. However, this data has not been manipulated in terms of recency of completion of the chemistry prerequisite, nor to determine if there was a correlation between 121 versus HS chemistry and success in 161. That data will be examined as time permits at a later date to see if a more statistically relevant and/or stronger correlation exists between prior chemistry knowledge and success in the course.
Additionally, it appears that to more accurately determine how prior chemistry knowledge affects success in the course, a placement exam should include a section of important chemistry topics that should be understood prior to Chem 161 emollment (pre-requisite chemistry information). The current diagnostic exam only covered mathematics.

The numbers of students coming in without prerequisites is also very small (31 total, or 14% of total students). Considering the percentage of students who are not successful fu this course is 37%, there is clearly another factor besides prerequisite completion that needs to be identified. However, from this data it can safely be stated that it would be difficult to be successful in 161 without proper preparation in both math and chemistry.

      DIAGNOSTIC: 81 students out of the 219 students in the data set scored less than 11/15 on the diagnostic. Of these 81, 50 of them did not successfully complete the course. This is 62%, the highest correlation in the study. It is important to note that completion of the math prerequisite did not ensure that students did well on the diagnostic (only 5 of the 81 students that did not pass the diagnostic did not have the math prerequisite).

Another calculation showed that of the 81students that did not successfully complete the course, 23 of these had no indicators present. This is 28%, and may be attributed in part to normal attrition rates, but also *to* the recency/ type of chemistry prerequisite. This will be further evaluated once a chemistry portion of the diagnostic is prepared.

The data indicates that, even though *it* is not clearly stated or enforced, most students are coming into 161 with the proper chemistry prerequisite as it is written ("Chem 121or High School chemistry"), and the proper math prerequisite. However, the attrition rate is too high. Other information needs *to* be provided for the students so that advisors and students can make more informed choices when planning their chemistry coursework.

It also appears that even those students who have fulfilled the math prerequisite (are going into calculus or pre-calcuhis, for example), may lack the proper algebra skills *to* be successful in chemistry. The diagnostic exam is the best indicator of this preparedness. Therefore, the algebra portion of the diagnostic should remain a part of the assessment that students can use for chemistry placement.

Action plan:

Based on the findings from this 3-year project, there are three actions that could be taken *to* help improve success in Chemistry 161.

The first of these is a new diagnostic exam, that will include both chemistry and algebra portions. This exam will be administered on the first day of the quarter each quarter Chem 161is offered. However, once the exam has been assessed, it will be made available *to* advisors and counselors *to* ad:q:rinister *to* students prior *to* enrollment. Inthis manner, proper placement can be made prior *to* the start of the quarter.

In the meantime, *to* assist students with proper placement, A "boot-camp" style workshop will be developed and piloted in the 2 weeks prior *to* Fall quarter 2015. This workshop will assist students in determining their proper placement into Chem 121or 161. Those who have the pre-requisites, but simply need *to* 'brush up" their skills, will be assisted in that task. Those students who do not have the pre-requisites will be able to make a more informed choice as to their abilities *to* succeed,_and have time *to* find another course if that is determined to be their best option. The diagnostic exam will also be administered to these students at the start of the boot camp.

The final action plan is to begin work developing a Chemistry preparatory class that includes a more vigorous algebra review component than.is currently covered in Chem 121. Currently this is being considered as an iBEST course, with the course taught 50% by a mathematics instructor. Another option would be a linked course, or simply designing the outcomes to include more time on algebra review. The course code that is being considered is Chem& 100, Preparatory Chemistry. The earliest this could be accomplished is Fall2016. However, once in place, this course would be a third option for students in planning their chemistry coursework. Using the diagnostic results, a student who performs poorly on the Chemistry portion would be directed to 121. Students who do poorly on math or both chemistry and math portions could sign up for preparatory chemistry, to simultaneously review their algebra. And, students that do well on both portions would be deemed prepared for entry into 161. The prerequisites for the course would still apply, but at this point no enforcement based on either pre-requisites or diagnostic scores would take place for entry into Chem. 161.

The Data Section has been removed for brevity.

Research Project Summary Form

This form summarizes your research project for the current school year and is due to the

Academic Transfer dean prior to or during your spring workload meeting. Evidence supporting the research project should accompany this form; however, it will be returned and is to be included in your Faculty Notebook.

Name: Linda G. Foss   **Date submitted**:   June 10, 2015

Research project title: Module Requirements and Prerequisites in Canvas

Objective/goal of the research project: to determine whether setting up requirements on activities and assignments in Canvas provides incentive for students to use resources and complete work on time, which in turn improves attainment of course learning objectives.

The project's importance/relevance to the ongoing assessment of the effectiveness of teaching and learning in your discipline: determining the most effective strategies for online delivery

Explanation of how the research project will be incorporated into your upcoming curriculum review:

My project relates to Section D-2 of the Academic Transfer Curriculum Review document which states: "Provide representative evidence that students are achieving the intended learning outcomes for each course (regardless of modality)."

My premise is that by requiring activities students will be more engaged and, in turn, better prepared for upcoming tasks. I'm looking for a way to improve retention and success in this course, WRT105, Writing in the Workplace, which I started teaching online in fall quarter.

Procedure/approach used:

I established required activities/assessments and prerequisites for modules the first half of winter quarter, and tracked student progress. During weeks 6-10 students were NOT required to complete module activities in order to move on.

I will continue this research during the spring quarter to have a larger sampling.

Summary of findings (attach supporting evidence):

W 2015: I compared student success to first half of term to last half when requirements were removed and found that in the first half of term participation (logging in, discussions, and exercises) averaged 90%.
After midterm, when I removed the requirements, participation dropped to 70% on average. In the final   analysis 73% passed the course with an average grade of 83%.

SP 2015: I started the term with all items labeled as required, but didn't block students from moving into the next module if they had not completed everything. The average participation was at 71%. In week #3 I warned students that they would no longer be able to move forward without completing every

requirement of each week's module. By week #4 participation dropped to an average of 63% through end of the quarter. In the final analysis 67% passed the course with an average grade of 72%.

Action plan(s) if any:

Preliminary analysis suggests that requirements and prerequisites helped the winter quarter class maintain a higher participation rate overall and completion/success rate 10% higher than spring quarter.   Of course, there can be other factors like "spring fever" . . . .

Only two terms isn't enough to conclude that prerequisites boost participation and success, but I see enough of a trend to enforce them from the beginning of class during the next term.

I'm also changing my policy of no late work in this class, because of the high number of working adults who can't always meet deadlines, but can complete and achieve the course objectives with a passing grade. I will state a policy of late work "losing 10% per day past deadline" and be consistent with that.

I'd like to follow up next year and see if success rate improves.

Comparison of Math& 146 Grades by Modality (face-to-face vs. Hybrid) and Active Learning Classroom Use
from Spring 2014 through Spring 2015

Preston Kiekel, Ph.D. 6-30-15

ABSTRACT
This research project compares student grades in Introductory Statistics (Math& 146) classes
between Spring 2014 and Spring 2015. Outcome variables include final grade, test scores, group
research project scores, quiz scores, online Discussion participation, and homework completion.
Three effects are tested: Modality (hybrid vs. face-to-face), class room (Active Learning
Classroom--ALC vs. conventional smart classrooms), and the interaction effect.

Students in the ALC scored higher on the group project, but lower on the individually submitted
homework. Overall Test scores show no differences. However for the later tests (7 through 12),
there was an interaction effect and a trend toward an interaction effect such that face-to-face
students in the conventional classroom scored lower than other conditions. This suggests that
perhaps the ALC is most beneficial for face-to-face students studying advanced concepts.

The later tests have more advanced content and more applied focus, including much more real
data analysis. It appears in sum that the ALC possibly helps face-to-face and helps group work,
but may hinder individual work. Future improvements should focus on either encouraging group
homework or doing more individual HW in the ALC. Because this is not an experiment, other
possible confounding variables may explain these effects.

INTRODUCTION

        The Active Learning Classroom (ALC) was introduced to Centralia College in Winter,
2015. Since its introduction, I have used it for every section of Math& 146 (Introduction to
Statistics). It is important to assess the impact of this expensive new classroom on student
learning. The use of the class for Math& 146 varies with another important factor in Math& 146:
Modality. In the time I have been teaching at Centralia, I have taught Math& 146 twice in hybrid
format and six times in face-to-face format. Students across the country tend to perform lower in
hybrid and online classes than in face-to- face classes. It is possible that the ALC has effects on
student learning that are dependent on format. I will more fully assess the ALC's impact by
examining it in the context of modality.
        In this research project, I examined test score and/or grade effects of the ALC, format
(hybrid vs. face-to-face), and the interaction of those two factors.

METHOD

Measures.

I compared classes on final grade, each of the 12 test scores, average quiz score, group research project scores, average online Discussion forum participation, and percentage of completed homework.

Analysis plan.

Several variables differ among the sections I of Math& 146 I taught between Spring 2014 and Spring 2015. Of interest are the two factors (1) Modality (face-to-face vs. hybrid) and (2) the introduction of the Active Learning Classroom as of Winter 2015.

Additional possible confounds also should be noted. During this time period, I changed the text book for Math& 146 from Triola to OpenStax, a free, open-source text. One class (Spring 2015) included an interactive television (ITV) to incorporate three students from Centralia College East's Morton campus. I introduced laptops in the classroom for every student, after Spring 2014. Classes were offered at various times of day. For some quarters, I taught two sections of Math& 146, thus allowing students to attend different times and collaborate with a wider base of students. I note these variables, but I will not account for all of them in the analysis. The only exception is that I excluded the summer courses because summer courses have so many possible confounding effects.

YRQ	Quarter	Format	Text	Sections	Time	Technology	Room	ITV
B344	Spring	Hybrid	Triola	one section	Tues night	no laptops	no ALC	ITV
B451	Summer (exclude)	face-to-face	Openstax	one section	7:30:00 AM, M-Th	laptops	no ALC	no ITV
B452	Fall	face-to-face	Openstax	two sections	noon	laptops	no ALC	no ITV
B452	Fall	face-to-face	Openstax	two sections	1pm	laptops	no ALC	no ITV
B453	Winter	face-to-face	Openstax	one section	noon	laptops	ALC	no ITV
B454	Spring	Hybrid	Openstax	two sections	Tues night	laptops	ALC	no ITV
B454	Spring	face-to-face	Openstax	two sections	noon	laptops	ALC	no ITV

Because these were categorical variables predicting quantitative outcome variables, I used Analysis of Variance (ANOVA). The factors I included in the ANOVA models were:
1. Format (hybrid vs. face-to-face)
2. ALC
3. Format * ALC interaction

Laptops can not be included in the model, because for hybrid students, it is aliased with ALC. Among hybrid students, those who used the ALC had laptops and those who did not use the ALC did not have laptops. I ignored the effects of time, quarter, and text, under the assumption that their effects are negligible. I also ignored the effects of ITV and section count because they only affected a handful of the hybrid students (3 and 6, respectively).

RESULTS

Most of the analyses did not reveal statistically significant effects. Only those ANOVA results with statistically detectable effects are reported. The figures below show the effects for each outcome variable. Bars indicate 95% Confidence Intervals. Those figures can be used to interpret the statistically significant effects.

The figures below show the effects for each outcome variable. Bars indicate 95% Confidence inteval.

The Data section has been removed for brevity

DISCUSSION

Few main effects of ALC and even fewer main effects of modality were discovered. The only main effect for modality was for Test 11 (focusing mostly on chi-square tests), in which hybrid students scored higher than face-to-face. This effect is itself small, and is likely to be a Type I error, due to the high number of analyses I conducted. The ALC students scored higher than conventional classroom students on Test 10 (focusing mostly on regression and correlation). This effect is less likely to be a Type I error, because it is consistent with the trend found in five other tests.
It is very important to remember that these students were not randomly assigned to conditions. Thus it is very possible that the effects I found were due to an extraneous factor. We must be very careful about drawing causal inferences.

The ALC appears to have the most possible benefit for group work (specifically the group research project). It may have hindered individually submitted homework. When using the ALC, it may be better to encourage of possibly even require students to complete their homework in study groups.

The more consistent effect is the interaction between ALC and modality. For all of the last half of the tests (tests 7 through 12), there was a trend or a significant effect which showed that face-to-face students in the conventional classroom scored lower than other students. These are the six tests that cover inferential statistics, a more abstract and complex branch of statistics. The inferential statistical content requires a break in the students' thinking about statistics. The later tests have more advanced content and more applied focus, including much more real data analysis. Thus this interaction effect may suggest that the main benefit for the ALC is for face-to-face students working on more advanced (or more applied) concepts.

Future efforts may focus on doing more homework in the ALC or on otherwise ameliorating the apparent effect of ALC on proportion of homework completed. Ultimately, the homework is a tool to learn the ideas to be demonstrated on the tests. So the main take home message is that the ALC might help students in group work, and in more advanced concept mastery.

Examination of Learning Objectives Achievement in Precalculus 1
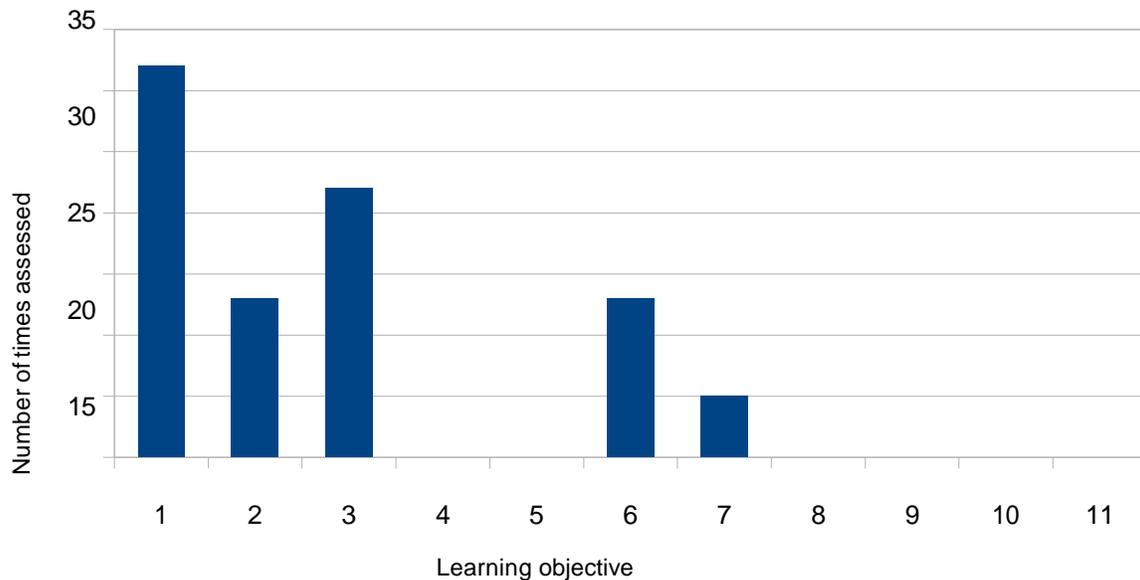
Christopher Carlson, Associate Professor

Centralia College, Washington State

Abstract

The learning objectives in Precalculus 1 are examined in this paper. The first section is an analysis on how frequently each objective is assessed. This is done to determine what areas that focus on, what what areas I do not focus on. The other is to highlight implicit objectives. Implicit objectives are objectives that are not tested in specific questions, but instead are holistic. For example: Write up complete solutions that are clear and understandable. The second section is an analysis on how well students achieved the objectives that were tested. This paper is a precursor to rewriting the course outline for Math 141, Precalculus 1. Hereafter, PC1 will refer to Precalculus 1. All data is in the third section, and covers only the exam problems. The quizzes and homework test too many different objectives, and thus would be very cumbersome to classify. Also, not every student completes every quiz and homework problem, where as almost every student completes, or at least attempts each exam problem. The students who do not take a specific exam are excluded from the data for the exam(s) they did not take.

Frequency of Assessment of Learning Objectives

Frequency of Assessment

1. Understand the relationship between functions expressed in words, equations, graphs, and tables

The main focus of precalculus 1 is how to relate two quantities via words, equations, graphs and tables. This is reflected in the overwhelming number of times that objective 1 is assessed. This is the backbone off almost everything in PC1, along with all the math courses that follow PC1. Nearly every question in this course involves functions in one form or another, thus I counted all questions that did not fit into any of the other objectives under this objective.

2. Define and use algebraic, exponential, and logarithmic functions as models for a wide variety of applications

Algebraic, exponential and logarithmic functions are used, but the applications are not very wide. The main application that I use is exponential growth (and decay). Most of the application questions occur

on the homeworks, so this objective is under-represented on exams. I can include more application problems on future exams.

3. Perform operations on functions and find inverses graphically and analytically

Function operations are the second most important objective in PC1. This is represented by this objective being the second most popular.

4. Use polynomial functions to approximate non-polynomial functions

The current textbook gives a very quick overview of using quadratic functions to model real-world data. They give 3 data points and find the quadratic function that contains these points. This content does not match up with this learning objective. Exam questions that use this process really fall under relating tables and equations, and thus were placed under objective 1. The way this objective is written, it really

refers to Taylor approximations from the Calculus 2 content. If there is a place in PC1 for an   objective

similar to the this objective, it would cover linear and quadratic regression. I recommend   either removing

this objective, or changing it to linear and quadratic regression.

Combine 5 and 6:

5. Solve systems of equations that contain linear and nonlinear relationships both analytically and graphically

6. Use matrix algebra to represent and solve linear systems of equations including Cramer's Rule

These objectives are too similar and have a large overlap, which is solving liner systems. In my data

analysis, I combined them together. They occur near the end of the class, so they are usually only

assessed on the final exam. Thus they appear less frequently. Now, because they are similar, they should

be either combined, or made distinct. I recommend they be made distinct by removing linear from

objective 5.

7. Compute and apply inverses and determinants of matrices using various methods

including the use of adjoints and cofactor expansion

This objective involves matrix operations that are needed in upper level calculus classes. They are the last

topic covered in the course, and thus are the least frequently assessed of all the objectives.

8. Write up complete solutions that are clear and understandable

This objective is involved on answers to any question. Individually, this objective cannot be assessed, since

some course content must be included to make a question worth asking. This skill is fundamental, thus I

spend time developing critical thinking in students about their own solutions. I provide feedback not only

on the content of their answers, but also on the presentation and logical flow. Poorly written or unjustified

answers receive reduced credit.

Slated for Removal

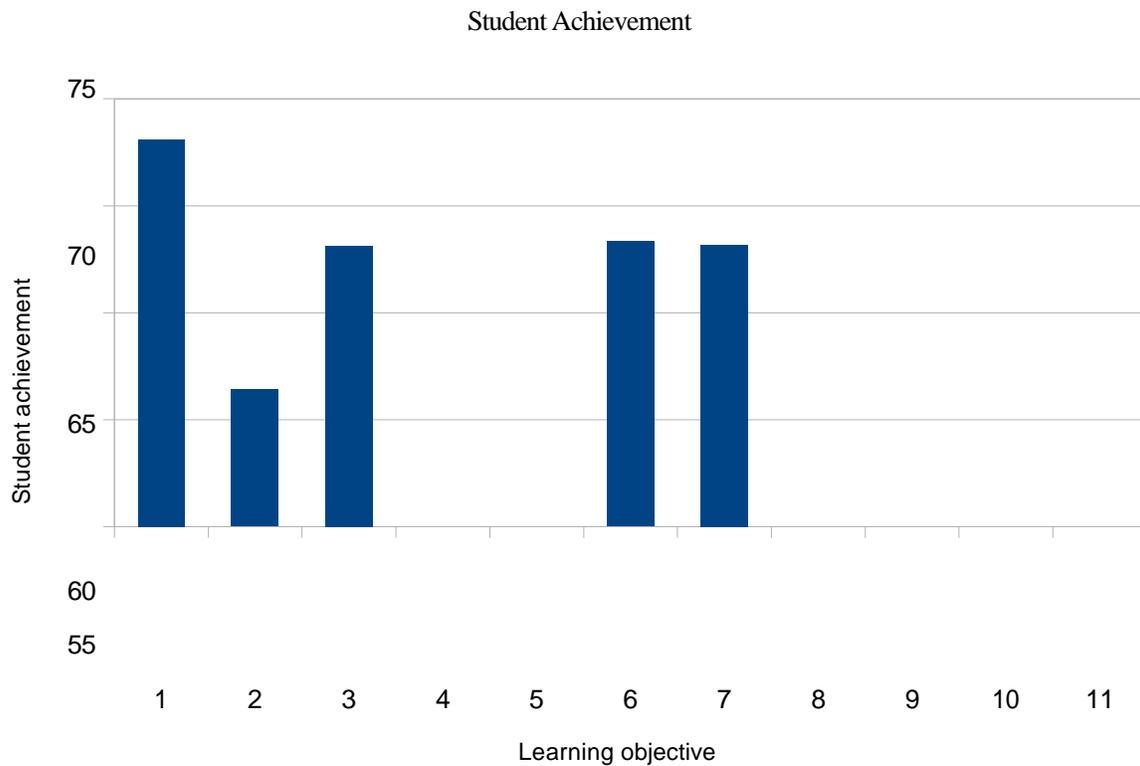**9. Use sequence, factorial, and summation notation to write terms and sums of sequences and series**

10. Recognize, write, and manipulate arithmetic and geometric sequences

11. Use mathematical induction to prove a statement involving a positive integer n

All of these objectives have been moved to Precalculus 2. This was agreed upon by the math department,

in response to running short of time when covering the topics in PC1, and having a some

extra time in the Precalculus 2 course. On the course outline rewrite, objective 9 and 10 will be   combined, since there is much overlap between them.

Achievement of Objectives

Student Achievement

Highly achieved objective:

1. Understand the relationship between functions expressed in words, equations, graphs, and tables

This objective runs the duration of the course. It mostly involves implementing well-practiced rules including algebra and graphing. This is the objective that is most familiar to students from their   previous math classes, and may be a contributing factor to the higher score. I also spend the most time   on this objective.

Underachieved objective:

2. Define and use algebraic, exponential, and logarithmic functions as models for a wide variety of applications

This objective combines two difficult ideas. First, applications are the dreaded word-problems. Students generally don't enjoy word problems since they not only connect words with equations, but they involve determining relationships that may not be easy for many students to see. Second, they involve logarithms or exponential relationships. These concepts are not only difficult, but they are also the least likely to be covered in student's prior mathematical education. This combination leads to lower achievement. This objective is the one that I need to focus on.

The Data section has been removed for brevity.

Research Project Summary Form - Speech

Jeff McQuarrie, June 20, 2013

Research Project title:

Measuring the quality of online versus a face-to-face speech

Objectives/goals of the research project:

• Part 1: Compare the quality of speeches produced by online speech students (Speech 220) versus speeches of face-to-face students (Speech 110) at Centralia College.

• Part 2: Compare the success/failure rates of students' abilities to submit speeches in the online modality versus face-to-face classes.

The project's importance/relevance to the ongoing assessment of the effectiveness of teaching and learning in your discipline

As an instructor of both modalities, I strive for continuity in pedagogy, and assessment, although the online modality presents additional challenges due to technology requirements. It's important for me to know if I'm achieving this continuity, especially where quality of speeches is concerned. Likewise, it's important for me to know if I'm properly equipping my students with everything they need to be successful. Are they scoring high? Are they finishing what they started? If not, what can I do to better eqlip them?

Explanation of how the research project will be incorporated into your upcoming curriculum review:

This project will...

1. Help me determine which modality is more effective, and hypothesize why. With this data, I can make improvements in one class, or both.

2. Provide benchmarks so I can continue this research for years to come.

3. Allow me to use these benchmarks to set goals for improving both modalities.

Part 1: Compare the quality of speeches produced by online speech students versus speeches of face-to-face students.

*I use the exact same rubric for both modalities (see attached). Further, the speech assignment parameters are exactly the same regardless of modality.

Test group 1: Speech 220 (online) speech students from Spring 2012, Summer 2012 and Spring 2013. There were 43 students and I measured 80 major speeches (2 speeches per student, but there were several students who dropped the course before completing the 2nd speech).

Average score: 87.65%

Versus,

Test group 2: Speech 110 (F2F) speech students from Spring 2012, Summer 2012 and Spring 2013. There were 108 students and I measured 108 major speeches.

Average score: 87.58%

I did not include grades for students who failed to submit a speech in either modality, and therefore the grades you see above are inflated.

PVhy the online students scored slightly higher -Hypotheses

*The online students are not required to use visual aids in their first major speech, but they are required to do so in their second major speech. Conversely, the F2F students are always required to complement their speeches with an electronic presentation, which requires a lot of effort. To be fair, the online students also exert a lot of effort in video recording themselves, and uploading their speeches to youtube.

Generally speaking, I see older, more serious students in the online classes. Conversely, I get a lot of Running Start students in the F2F classes. This is likely the biggest reason why the online speech grades were slightly higher.

The textbook we use in the online course is much stronger, in my opinion. The author uses more context and explains concepts in terms that are more geared towards Generation Y.

There is a big advantage to seeing yourself speak on video. The online students do at least two minor speeches leading up to their major speeches, and being able to watch themselves on youtube helps immensely. Furthermore, I put them in discussion groups and they evaluate each other, so they get a lot more feedback. Conversely, I offer to video record the face-to-face students, but only about 2% accept my offer.

The online students watch a lot more exemplar speeches from my past students, because they can't rely on much face-to-face time with me. These exemplars set the bar high, and this becomes more true every quarter because I'm continually upgrading my exemplars.

When a student knows that her speech will be on youtube, she is more apt to take it seriously. At a minimum, she knows her classmates and instructor will watch it multiple times. More so, the whole world can view her speech if she makes it public. Compare that to the F2F student wh9 knows that if she tanks her speech, she will only be embarrassed for a short time -it's not permanent like a youtube speech will be.

Part 2: Compare the success/failure rates of students' abilities to submit speeches in the online modality versus face-to-face classes.

Note: This data was extracted from the same two test groups as above. It does not include students who dropped the course in either modality. Rather, it is a snapshot of how many students failed to submit a major speech.

Speech 220 (online): Out of 85 major speech opportunities, 5 were not submitted.

Success rate: 99.4%
Failure rate; 0.6%

Speech 110 (F2F): Out of 108 major speech opportunities, 1 was not submitted.

Success rate: 99.9%
Failure rate: 0.009%

Summary of success/failure rates

Online speech students at Centralia College are six times more likely to not submit a major speech assignment as face-to-face speech students. However, when considering all the technology involved in submitting an online speech, this is not surprising. The online students are required to submit above average audio and video quality and frame themselves exactly per the exemplar provided them. Further, incorporating visual aids into an online speech is much more complicated than using the computer and projector that the F2F students use. A 99.4% success rate for online speech students is far beyond what I expected to achieve in the first three quarters of Speech 220.

Action items

1. Since I suspect that the text we're using in Speech 220 is partially the cause of higher scores by online speech students, investigate using a similar text for Speech 110.
2. Set goals for beating the benchmarks that resulted from this study.
3. Share these results with my F2F students in an effort to encourage them to view more exemplar videos and/or allow me to video record their speeches.

)

Speech Evaluation Sheet – Speech **110** and Speech 220

Name_____   Date_____

Speech Title_____

l.INTRODUCTION   0 = didn't do it.   3 = perfect

        Step l:Attention Grabber (Big, bold & sticky)   0   1   2   3

        Step 2: Specific purpose (Stated clearly and made obvious)   0   1   2   **3**

        Step 3: Three main points (Stated clearly and made obvious)   0   1   2   3

        Step 4: Used transition between Intro and First Main Point   0   1   2   3

        Part I Total_____/12 possible

II. BODY (Must have one credible outside piece of supporting material CITED verbally per main point)

Main Point #1 was clearly stated and made obvious ...	Yes D No D
Main Point #1 was supported and cited with credible outside material. ..	Yes D No D
Cite_____	

TRANSITION was obviously used from Main Point #1 to Main Point #2...   Yes D   No D

Main Point #2 was' clearly stated and made obvious ...	Yes D No D
Main Point #2 was supported and cited with credible outside material. ..	Yes D No D
Cite_____	

TRANSITION was obviously used from Main Point #2 to Main Point #3...   Yes D   No D

Main Point #3 was clearly tated and made obvious ...	Yes D No D
Main Point #3 was supported and cited with credible outside material. ..	Yes D No D
Cite ___ - _____ • _____	

Part II Total_____/8 possible

') III. CONCLUSION

Step 1:Re-stated 3 main points -served as an effective transition from Body to
Conclusion

Step 2: Re-stated specific purpose -what the speech hoped to accomplish was obvious

No D Step 3: Ended with one, or no more than two of the 4 suggested methods.

- A call to action (persuasive speeches only)
- A thought-provoking statement   .
- An inspirational quote
- A clever way to tie back to attention grabber

Step 4: Thanked the audience. Smiled, held pose.   0 = didn't do it. 4 = perfect

0 1 2 3 4

Part III Total_____/7 possible

IV. OTHER   0 = didn't do it. 3 = perfect .

Met time requirement or didn't go too long	0 1 2 3
High Energy	0 1 2 3
Speaking fluidity (smooth, minimal "urns," etc.)	0 1 2 3
Hand/Facial Gestures	0 1 2 3
Smile Factor: Smiling voice and smiling face	0 1 2 3
Eye contact and audience coverage	0 1 2 3
Speech was appropriately persuasive or informative	0 1 2 3
Quality of Visual Aids (if required)	0 L 2 3
Audience onnection, including ability to engage	0 1 2 3
Professionalism (Neat appearance, no cussing, etc)	0 1 2 3

Outline

Typed and submitted on time? Yes D No D
Followed example?   Yes D No D
Included Refere ices page?   Yes D No D

Part IV Total_____/33 possible
Final Score Total_____/60 possible =_____%o