Academic Assessment Report
Spring 2019

Upon completion of coursework and finalization of grades for the Fall 2018 semester, all full-time and adjunct faculty at Ozarka College completed the section-level of all courses offered. Instructors had the ability to assess individual assignments as they occurred during the semester, as well as assess the effectiveness of how all assignments met the outcomes for each course. After faculty completed and submitted these assessments, Division Chairs, the Associate Vice President for Academics, and the Vice President for Planning and Institutional met on May 15, 2019 to analyze their findings. The following were the most common themes that arose from the assessment of coursework:

- Instructors made increased efforts in communication with students to assist in managing non-academic barriers to success in their coursework, as well as helping them with academic issues to increase course success.
Examples:

    I think for the most part the class is able to apply math to a variety of real-world problems. The Hawks system does make it difficult to learn since there is not a live person working the problems for them. Reading a math problem step by step is not easy for many students, especially those who are in a foundations class. My plan for next semester is to have example problems that I can go over with the class to help them understand the program. I feel that if they watch and hear me work through a problem they will understand the tutor's solution better.

    Most of the students met this outcome. Covering PowerPoint at the end of the semester rather than at the beginning of the semester has continued to help students by

giving them more time to devote to Excel and Access and allowing them to end the course on a positive note. As I indicated in my last assessment of this course, I restructured the objective tests to make them more effective and encourage students to spend more time on them. This action resulted in substantially higher scores on the objective tests. There were a several students in the class who didn't complete the work during the semester. This lowered the class average on the assignments, objective tests, and production exams. But, most of the students who actually completed the work received good scores. I made use of the Early Alert System, midterm review, and other forms of communication with the non-participating students. This helped some students, but some students did not respond back to me and/or did not take the actions needed to participate in the course or drop the course.

- Instructors displayed increased analysis of individual assignments that contributed to student comprehension of course outcomes, as well as instructor expectations. Examples:

    Percentages continue to look good. Percentages up overall by 4% now at 97.27% versus last semesters 93.25%. Test 1, improved by 2%, now at 79.62% reaching my goal of 80%. I will continue to improve communication with the students before the first test and continue with the study guide for test 1. For the last assignment, lesson 14, percentages improved to 84.62% a 4% increase over last semester for Lesson 14 hitting my goal of 85%. I will continue communicating to students the importance of completing all assignments to the best of students' ability and offering bonus points for completion of assignment.

    In fall, I noted that I would limit the essay topic choices for this semester. I did. Students chose from a list generated by the New York Times. They were not allowed to write on marijuana legalization, abortion, gun control, and other overused topics. I also noted that I would use a "blue-book" essay. I did not do this. The variety of writing assignments and styles as well as our focus on "writing about writing" allowed the

students to fully understand how writing must be adaptable to unique contexts. However, audience identification is still something that I need to work on in all of my composition classes. For next semester, I will be changing the focus to a theme-based approach that will include a variety of writing contexts.

- Instructors documented an increase in diversified strategies to help students meet the standards of rigor. These included more use of supplementary resources such as video, audio, and various online materials.

  Examples:

  There are still revisions that need to be made in the sequencing of research assignments leading up to the final speech. I've made notes on those individually, but in general, more support is needed there so that students are representing the research of others more professionally and effectively without loss of their own voice in the delivery: interest-building, re-framing, and transparent source content citations.

  As a result from last semester I made a special email with tips on how to study before the midterm. The midterm exam results were overall very good as the tips and hints seemed to be taken to heart by many of the students. However, the final exam score was lower, especially amongst the co-enroll developmental students. Several of them imploded at the end. Some tips then need to be shared before both midterm and final exams. Are there any changes or modifications that you plan to implement as a result of the student course evaluation results? There was only one comment that was overwhelmingly positive, so no changes will be made at this time as a result of student evaluations. Overall, what are your thoughts on the effectiveness of this course section. Overall this section was very effective. A 0%FW rate is rare for this class. I am exceedingly proud of this group of students.

As a result, student evaluation of coursework reflected high student satisfaction in key areas:

- 85% were either satisfied or very satisfied that the course actively engaged them in what they were learning.

- 74% either agreed or strongly agreed that as a result of this course, their interest in the subject matter increased.
- 87% gave the instructor a rating of either effective or very effective.
- 86% gave the course a rating of either effective or very effective

To that end, student success increased in the following areas:

- The percentage of students who received a D or F dropped to 13.54%, compared to 14.17% in Spring of 2018.
- The percentage of total withdrawals dropped to 5.11%, compared to 5.71% in Spring of 2018.
- The percentage of students with a D or F who were Academic Alerted by faculty raised to 50%, up from 29.28% in Spring of 2018.

After evaluating both instructor assessment and student evaluations, the academic leadership team plans to implement the following strategies to improve the assessment process in subsequent semesters:

- Conduct a review of teaching practices in gateway courses.
- Ensure documentation of modifications to course outcomes already identified are completed before the beginning of the next semester.
- Provide faculty with a heightened level of individual feedback, both positive and negative, on their assessment.
- Continue the focus on retention initiatives, such as Academic Alerts.