

**Kapiolani Community College
DQP Project Participation Interest Questionnaire
Degree Qualifications Project**

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2: Describe the Project

The Lumina Degree Qualifications Profile calls for clearly aligned assessment of learning in courses and degrees. At Kapiolani, alignment of student learning outcomes is demonstrated through matrices that connect course and degree program learning outcomes. These matrices are found at the “Student Learning Outcomes Assessment” tab on the web site of the Office for Institutional Effectiveness.

In order for the DQP to be clearly and consistently used throughout our institution, we need to establish a foundation for DQP alignment within each course. In this model, the final grade a student receives in a course would also be clearly aligned with each of the learning outcomes for that course. **At present, traditional grading practices rely on overall scores on a range of assignments, but do not provide detailed information about what students have actually learned about a specific course outcome.** By contrast, *effective grading* provides students with information about their progress towards their achievement of course learning outcomes in each assignment and examination (Reeves, 2008, Marzano, 2007, & Walvoord & Anderson, 1998).

Our DQP project will provide faculty development that will help them:

- 1) Adapt course learning outcomes that clearly align with the degree program outcomes that are relevant to our campus.
- 2) Implement effective grading that provides qualitative feedback to students about their work on all course assignments. This feedback will include the development of rubrics that enable the faculty to assess and discuss student progress toward achieving learning outcomes.

We currently have groups of faculty who already engage in some form of effective grading. These include faculty who teach freshman composition, numerous Career and Technical Education disciplines, and Service-Learning.

We will encourage these faculty members to participate in the initial training to become mentors and leaders in this effective grading initiative. Initially, the training will focus on aligning their own course learning outcomes with relevant assignments in a manner that provides transparent feedback to students and is consistent across disciplines. These faculty members will then align their effective grading practices with degree outcomes.

We will then invite this cadre of mentors and leaders to recruit additional faculty to participate in a series of professional development workshops focused on alignment with DQP learning outcomes and effective grading.

Timeline

Spring 2013:

1. Participate in Lumina DQP conference. Compare and evaluate our current general education outcomes in relation to the Lumina DQP for associate degree granting colleges
2. Identify and train a minimum of 10 faculty members to be mentors in effective grading and DQP alignment through 3-4 training workshops. The current Assessment Coordinators (3) will design and conduct the training.
3. Begin recruitment of additional faculty.
4. At the College's Annual Closing the Loop Assessment Institute at the conclusion of the spring semester, we will provide a series of concurrent sessions over three days for new faculty to work with their mentors to redesign their grading practices on at least two assignments and to align their assignments and course learning outcomes with the DQP.

Summer 2013:

1. Provide training with all DQP faculty members during August that will emphasize the readiness to implement effective grading, alignment of course assignments, and course learning outcomes with program learning outcomes.
2. Develop a viable 18-24 month project that further develops faculty expertise in learning assessment in courses and degrees.

Fall 2013

Provide two more training workshops with additional faculty who will also be supported by faculty mentors

Question 3: How will participation benefit your institution? Benefits for students?

This project will have a profound impact on both faculty and students. By providing detailed, qualitative information to students about their performance, communication between instructor and student will be greatly enhanced; and a shared commitment to active and collaborative learning will be strengthened. We anticipate that this will enhance student course success, persistence, academic progress, and engagement, which will be tracked through institutional evaluation and the 2014 Community College Survey of Student Engagement.

Faculty members will benefit by seeing more clearly the criteria they are using to evaluate and score student work and where course assignments and learning objectives need to be more strongly aligned. The enhanced communication with students will allow them to better understand student needs, and to respond to them more effectively and quickly.

The institution will benefit as it sees its 10 institutional effectiveness measures improve. These measures are: 1) Active and Collaborative Learning; 2) Faculty-Student interaction; 3) Student

Effort: 4) Academic challenge; and 5) Student Effort; 6) Course success rates; 7) Fall to Spring Re-enrollment; 8-10) Cohort academic progress through year one, two, and three.

Question 4. Institutional Capacity

Kapiolani Community College was selected to participate in the AAC&U Greater Expectations Project in 2002, and continues as an AAC&U Liberal Education and America's Promise Institution. Since 2002, we have closely followed the development of AAC&U's Essential Learning Outcomes and used them to craft our current General Education Learning Outcomes, which serve as the outcomes for our Liberal Arts degree, and as our institutional outcomes. We have also used the AAC&U Values Rubrics to develop Service-Learning outcomes assessment

- 1. Thinking and Inquiry** - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
- 2. Communication** - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.
- 3. Self and Community/Diversity of Human Experience** - Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional, and global communities.
- 5. Aesthetic Engagement** - Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
- 6. Integrative Learning** - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

These outcomes are similar to the DQP learning outcomes for associate degree granting institutions. In 2013, as a result of faculty interest in improving the thinking and inquiry skills of our students, the College will focus special attention on assessing and improving this outcome in both courses and programs. This project will be replicated for other program learning outcomes and sustained by institutional budgeting.

Dr. Robert Franco, Director of the Office for Institutional Effectiveness at Kapiolani and ACCJC/WASC accreditation liaison officer, also serves as liaison to AAC&U. He currently serves on their Diversity and Democracy, Community College Roadmap, and Bridging Cultures advisory boards. He also leads the College's nationally recognized emphasis in Service-Learning and Civic Responsibility. He was a lead faculty at the AAC&U Promising Practices Institute in summer 2011, and provided a national webinar on Service-Learning and Civic Learning in the Humanities for AAC&U in November 2012.

We have three skilled assessment coordinators, Dr. Tanya Renner, Professor Sally Pestana, and Dawn Zoni, Student Services Specialist, who are ready to provide the identified faculty development opportunities. These coordinators receive assigned time from the college for

sharing their expertise. We have 10-15 faculty members from diverse disciplines who already use a form of effective grading and who are well accepted as leaders on our campus. We also have an active Student Learning Outcomes Committee that is an ad hoc committee of the Faculty Senate. This committee has 15 members with expertise in learning assessment. This group can guide us in the design and implementation of training workshops and institutes.

We also have a well-defined set of procedures in place for revising course learning outcomes. In addition, our plan to recruit new participants through our faculty mentors builds on our initial capacity and increases the number of mentors with every new annual assessment cycle.

Finally, the College sees this project as an excellent next step as we develop sustainable, continuous quality improvement in our learning assessment practices so that:

- Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
- Dialogue about student learning is ongoing, pervasive and robust.
- Evaluation of student learning outcomes processes.
- Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- Student learning improvement is a visible priority in all practices and structures across the college.
- Learning outcomes are specifically linked to program reviews.

In sum, we intend to develop a strong foundation of faculty practice in *effective grading* that will have sustained impact on learning assessment and improvement in courses and degree programs. The College will disseminate these developments with other Hawai'i and Pacific Islands community colleges, and through numerous national venues.

References

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.

Reeves, D. (2008). Effective grading practices. *Teaching Students to Think*, 65, 85-87.

Walvoord, B., & Anderson, V. (1998). *Effective grading: A tool for learning and assessment*. San Francisco, CA: Jossey-Bass Higher and Adult Education.