Hooked on a Feeling
Moving from Attunement to Attainment

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Located in Southeast Kansas

AY 2015 Unduplicated Headcount: 1,302

Accredited by the Higher Learning Commission
Assuring Quality: An Institutional Self-Assessment Tool for Excellent Practice in Student Learning Outcomes Assessment

“Can the institution demonstrate where in the curriculum and co-curriculum students encounter and/or achieve each institution-wide student learning outcome? How is this information collected?”
Action research is done with, rather than on, the participants...Ideally, the participants become equal partners and co-researchers. The research is done to provide learning and understanding that can be used by participants to improve their situation for the benefit of all.

What aspects of the end of course survey do you like the most?

Confidentiality for students
Tailoring to my individual courses
Ease of design

What aspects of the end of course survey do you like the least?

Low response rates
Completed electronically only
How are you using the results from the end of course surveys to improve your courses?

Constructive criticism is always beneficial to make me a better teacher and prepare a better class.

I try to read student concerns or complaints about the course to restructure or revamp my course content, content materials, pedagogical style, and assignments to better address any recurring concerns.

I find that my students are fairly honest about how much time they invest in their class preparation. I try, not necessarily to do more in class, but to break tasks into manageable, consistent bites for homework to help foster task management skills.

I don’t know that I can currently say. I try to improve my classes based on the development of trust with students which I measure by engagement, and by the demonstration of skills on quizzes, tests, exams, and papers.
Why are the students learning?

Why aren’t the students learning?

Why aren’t they happy?

Why are they doing X or Y or even Z?
Involved students in hands-on projects such as research, case studies, or real life activities

Noel Levitz

64. Nearly all classes deal with practical experiences and applications.

CCSSE

4i. About how often have you participated in a community-based project as a part of a regular course.

5e. How much has your coursework emphasized applying theories or concepts to practical problems or in new situations.

5f. How much has your coursework emphasized using information you have read or heard to perform a new skill.

Reinforcing
Describe your progress: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

6a. About how much reading and writing have you done at this college: Number of assigned textbooks, manuals, books, or book-length packs of course readings.

4c. About how often have you prepared two or more drafts of a paper or assignment before turning it in.

9a. How much does this college encourage you to spend significant amounts of time studying.

10a. About how many hours do you spend in a typical 7-day week preparing for class.

13.1d. How often do you use the following services: Peer or other tutoring

13.1e. How often do you use the following services: Skill labs (writing, math, etc.)

Promising Practices 20. During the current academic year at this college, I participated in supplemental instruction/supplemental learning (extra class sessions with the instructor or an experienced student).
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