

Instructional APR and CPR Meta-analysis 2014-2015

This document reports on a meta-analysis conducted of responses to Question 3 in the 2014-15 Annual Program Review (APR) and Section 1.b in the Comprehensive Program Review (CPR) from the same year. Both of these questions ask the faculty to identify any changes or modifications that were made to any of their courses, pedagogy, or curriculum in response to SLO assessment results. All responses, by all disciplines, were reviewed and both common ideas and unique ideas for modifications were identified.

The questions under consideration are as follows:

APR Q.3

Please describe any changes you made in a course or a program as a response to an assessment. Please indicate the impact the changes had on student learning, student engagement, and/or your teaching.

CPR Section 1.b

Please provide an overview of the types of changes or modifications (updated test questions, revised PowerPoints, redesigned assignments, new assignments) that were made in a course or a program in response to your assessments.

Out of the 35 disciplines that submitted their APR or CPR in time to be included in the analysis (by 7/6/15), only 14 disciplines identified the types of changes made to the courses, and even fewer reported on any impact that occurred on student learning. The low response to the “impact” element of the APR question is mostly due to the fact that many of the disciplines engaged in initial assessments vs. closing the loop assessment, which would have provided insight into the effectiveness of the identified or planned changes. The next reporting period for the APR (fall 2014-spring 2015) will hopefully provide follow-up on these initial assessments with indications of loop closing activities and implementation of changes to the courses.

The following table (Table 1.) provides a simple analysis of the responses to the specific APR and CPR questions already stated. Table 1 identifies the modifications that were implemented by each of the disciplines listed across the header. It is interesting to note, that in many situations there were multiple disciplines that identified the same concern or made similar modifications to address a more overarching concern (as identified by the highlighted box), for example providing more time for in-class activities, worksheets, or exercises. Many disciplines also identified that trying something new, be it discussions or updated PowerPoints made a difference to the students. Another area that included multiple disciplines was the idea of providing the students with more time to integrate important information before being asked

to demonstrate competency, or changing the sequence in which material was delivered during the semester in order to better support student understanding.

Table 1. Meta-Analysis of responses made on the 2014-2015 APR and CPR 2014-15 regarding changes implemented as a response to SLO assessment

Change Implemented	ANT	ART	BUS ADMIN	CHEM	COM	CON	ECE	ENG	ESL	GAM	HIS	PHIL	POL SCI	REA	WRLD LANG
Provide in-class activities/exercises/worksh eets for practice prior to assignment															
Emphasizing specific content with new discussions/updated PP															
Increased group-based learning opportunities															
Provide detailed study guides, assignment overviews, structure for papers, clear expectations															
More direct instruction on specific study skills, expected competencies															
Adapt existing assignments by including more visual representations to support understanding of the questions, rephrasing to support cultural differences															

Change Implemented	ANT	ART	BUS ADMIN	CHEM	COM	CON	ECE	ENG	ESL	GAM	HIS	PHIL	POL SCI	REA	WRLD LANG
Increase in-class mini-quizzes to prepare students for larger tests, aid in retention of information															
Engaging in conversations between FT and PT Faculty on focus of SLO in course															
Change the sequence of the courses materials, shift timeline for integration of information – give more time															
Consider the affective domain – students emotional needs in engagement															
On-line supports – more detailed prompts, the use of video capture to enhance understanding															
Switch Textbook, create new assignments															
Collaborating with part time faculty to identify concerns and plan assessment															