

Scenarios: Teaching for Learning (Pacific Version)
Analysis of Course Outcomes
Fall 2011
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This report analyzes completion and course learning outcomes for the Fall 2011 participants. Two cohorts were facilitated: one at Maui College, by Joyce Yamada, and one at Kapi'olani CC, by Krista Hiser. Usually, 2 cohorts are enrolled in Fall, and one cohort in Spring.

An overview of the program and complete list of Scenarios alumni is available online at: http://windward.hawaii.edu/Instructional_Development/Scenarios/

Completion

Fall 2011 was the 9th semester of the Scenarios course. Since 2006, 111 faculty in the UHCC system have completed the Scenarios course. In Fall 2011, 14 participants completed the course. The completion rate is approximately 70%, and this semester I added tracking of withdrawal (attended orientation or posted introduction, but did not participate), drop (posting 2 or more posts in Episode 1, but not completing), and completion (submission of 80% of posts and final portfolio).

Attrition is high in the course. New faculty are usually not given the 4/5 workload reduction in Fall that is desired for new faculty, allowing them a little more time to participate. New hires report VERY high degrees of "overwhelm" and often withdraw from the course. All faculty who withdraw or fail to complete the course are re-invited in the following semester. The course is effective as training for "new" hires anytime in the first three years of employment. The course is also an effective refocusing experience or leadership development experience for more seasoned faculty, or faculty moving into new teaching roles (for example, from lecturer to FT).

Participants

Usage of the course is highest at Maui College and Kapi'olani, which both have a designated recruiter and support person for new faculty taking the Scenarios course. Hawaii CC appointed Anne Maeda as an active liaison and their participation is expected to increase. Usage is lowest at Hon CC.

Fall 2011 usage by campus

Maui: 8
KCC: 4
Hon CC: 1
Kau CC 3
Haw CC 2

Course Assessment

Fall 2011 is the first semester in which portfolio data submitted by the participants was analyzed. The portfolio was developed in consultation with OFIE. The portfolio consists of three parts:

- 1) an informal observation with feedback
- 2) a revised syllabus
- 3) a reflection statement

Participants also respond to a discussion board post in which they comment on course satisfaction, and make suggestions for continual improvements to the course.

Participant Comments Fall 2011

Satisfaction with the course is high. Sample Comments:

“My final thought about Scenarios is that I hope I have helped my peers as much as they have helped me. I am amongst geniuses and really great teachers. I hope I can continue this development and perhaps share some of my mana‘o with new faculty to come.”

“I would recommend Scenarios for instructors who have been teaching for a couple of semesters and feel ready to process what they’ve been doing and where they are heading.”

“I found myself more inclined to come to Scenarios at the end of long days because the narrative thread was inviting, entertaining, and somewhat representative of my own experiences.”

“The readings were well-chosen. They balance the practical with the theoretical, which I appreciated. Each Episode had at least 1-3 readings that really stood out as “keepers.” There are items I will use with my students and items I will keep in my prof. reading collection. There are even some I’ll discuss with colleagues. Some of the readings touched on topics truly on my mind currently. How nice to find my experiences and questions affirmed!”

Course Outcomes

Course outcomes are clearly stated at the beginning of the course.

Upon completion, participants will be able to:

1. Demonstrate learning-centered approaches to instruction in assignment and assessment design.
2. Articulate their own plans for cultivating a reflective teaching practice, ongoing professional development, and campus engagement beyond the classroom.

3. Consider effective online pedagogies and integration of Lualima tools into traditional and/or online courses.

Outcomes 1 and 3 are clearly met, as demonstrated by participant comments. Evidence for outcome #2 is less clear, with faculty mainly expressing a clearer understanding of procedures for contract renewal, promotion, and evaluation.

In this report, Outcome #1 is analyzed in depth, to understand the impact of the Scenarios course on student learning. Low, Middle, and High impact measures were developed for components of the teaching portfolio. 30 statements from the 14 portfolios were selected as meaningful units of data from the Fall 2011 portfolio artifacts. *16% of the sample statements were low impact, 60% were mid-impact, and 23% were high impact in terms of the impact of the Scenarios course on student learning through the instructor's development of learning-centered instruction and assignment design.*

Low	Middle	High
Abstract concepts or personal enjoyment and connections are described	Specific changes that impact students are described	“aha” type of realization is made with major impact on teaching style or course materials or design.
16% of assessed comments	60% of assessed comments	23% of assessed comments

Low Impact examples:

Technical fixes or tweaks to materials:

Learned how to automate some assignments in Lualima to reduce instructor burden.
 Clarified attendance policy
 Added course competencies to my syllabus
 Added important campus dates to my calendar

Made interdisciplinary or trans-system connections:

I face the same challenges as English and EMS professors
 Challenges and opportunities are not always unique to my discipline and I have learned a lot from my interaction with this diverse group.
 It's much easier for me to ask for help from other colleagues, now that I've met them and know who to ask about what.

Increase in life balance, enjoyment of work

Participating in Scenarios and seeing how other instructors are dealing with similar challenges has really helped me keep a positive outlook and make necessary changes this semester.

MID-Impact Examples

I need to add some new projects into my assignment and use more real-world applications to help students deepen their understanding and improve their problem-solving skills.

Use of mid-semester survey (CATS)

Using more technology to appeal to Gen Y: “glassboard” for iphones. PC and ipads in class increase participation 100%

Added service learning option after reading “real world” scene

High Impact Examples

Finally understood SLOs vs. competencies and that I should have much fewer SLOS (reduced from 22 to 5).

(less lecturing) I’ve been focused on teaching by lectures followed by exams. I’m not sure why I thought it had to be this way in community college for 100-level courses, maybe because that’s what it was like when I was a freshman and sophomore taking intro classes.

Less exams, more activities

Understood the impact of writing-to-learn

Plans for Improvement of the Scenarios Course

Based on feedback of the Fall 2011 participants, plans for continual improvement of the course include:

1. Update of readings older than 2005.
2. Update of Lualima tools (example, adding “DropBox”)
3. Fixes in Episode Templates (warmups, broken links)
4. Removal of redundant scenes on assessment and evaluation in Episode 3
5. Addition of scenes, materials, and discussion related to new topics: learning disabilities and autism spectrum; service learning.

These improvements will be made in Spring 2012 for implementation in Fall 2012.