

FIRE-UP Institute 2011 Assessment

To aid in future I-Cubed planning, participants were asked for a holistic assessment of the week long FIRE-UP Institute based on the following five questions:

01 Explain what you think your next steps could be that have emerged out of the FIRE-UP Institute. Please feel free to name as many steps as you can think of.

02 Explain what student success strategies covered in the FIRE-UP Institute would improve student success rates. Which ones, if any, would you like to try?

03 If we were to change the FIRE-UP Institute next summer, what would you suggest we change and what should we be sure to keep? When you name these things, explain why they came to mind. Is there anything you would like more time for? Were there some sessions you could do without?

04 Please let us know what it is about the Institute that stands out for you. What might cause you to take action in the future. If you plan to take action on some FIRE-UP concepts in the future, how will you do this? If not, why not?

05 Please write a "wish list" for yourself. What do you need to do what you want to do?

ANSWERS:

01 Explain what you think your next steps could be that have emerged out of the FIRE-UP Institute. Please feel free to name as many steps as you can think of.

Matsuda: Next step is to consider which of the teaching innovations I wish to implement in my classes.

Then track student success/completion rates and watch for exponential improvement.

Lam: There are so many things I want to do so I will make an appointment to join the Engaged in Education program to customize a realistic plan for the future. If they will take me sooner than August, I plan to meet with the group.

If you are asking about my next steps starting today, these are my plans;

- a) download turning point
- b) sign up and attend the Elluminate workshop scheduled for June 7th
- c) rewrite some of the lab activities to make it more problem based, test run it this summer.
- d) rewrite some of the lecture activities to include more problem based learning in group work and try it this summer
- e) look carefully at my spring SALG results and edit the SALG. Use SALG as a pre and post test and include questions that will allow me to understand actual student progress not just student perceptions of their progress.

f) work on my study guides for exams and make it more thorough so it can serve as a guide for PLUS. PLUS could be a reality for the fall if funds are available for Bio 101 and a student mentor can be found for the fall.

g) Meet with Alex(student leader) and Melisa in July to plan activities for Service Learning at the Leahi Sensory Garden. Melisa wants to discuss a semester and year plan. I will serve as the faculty mentor and contact.

h) speak to Maria about use of the clickers for the second summer session and reserve them when I know the dates I will need them

Brilliande: I would like to be involved in future learning/teaching strategy workshops.

I would like to remain in contact with certain participants and concierges to discuss immediate ideas and/or problems.

Aghili: Short workshop for specific technologies/approaches.

Brayton: I plan to incorporate several things covered this week. First I'm going to push students to sign up for the ASNS degree. I like the peer mentoring program and since the workshop I already have 2 students that have agreed to participate for the coming fall semester. I want to use the clickers in the classroom for a exam reviews sessions. I have also emailed students trying to encourage them and make them aware of the fellowships and scholarships available to them through the STEM center.

02 Explain what student success strategies covered in the FIRE-UP Institute would improve student success rates. Which ones, if any, would you like to try?

Matsuda: I think any of the strategies would work, depending on the commitment and attitude of the teacher. Not all strategies should be tried by all teachers.

I would like to try minute paper, muddiest point, student generated test questions, everyday ethical dilemma, and concept maps.

Lam: The entire week introduced student challenges, ideas of what helps students find success and what's available at Kapiolani Community College to support students and faculty. Student success strategies introduced to improve student success rate were;

1) understanding and confidence in math

2) advising that includes information on careers,financial aid, selection,sequencing and enrollment in the right courses. In addition teachers have to take a role in intrusive advising to at least direct students to the right people and help students see a broader scope of careers.

3) PLUS- use of a peer mentor to facilitate students working in groups to help each other.

4) Keolani and STEM- offer guidance and money to qualified students to relieve them of some of their financial stress

5) Service Learning

6) CAT, C4, Clickers and SALG

7) Problem based learning

I don't think I will be an expert or satisfied immediately but I will work to improve what I am already doing, start some of the strategies in the summer and continue the remainder in the fall. Since many of the strategies will be a work in progress, I anticipate that what I do will continue to evolve as I learn what works. (See question 1 for details of my schedule.)

Brilliande: 1. More types of testing

2. More short tests added to the standard sector tests

a. use of multifaceted questions(word, picture, diagram etc.)

3. Group student presentations (of course material)

4. Group reports(concerning applied course material)

5. Group study teams and work teams(see # 3 & 4 above)

6. Submission of group team exam questions

Aghili: I would like to try PLUS for my CE271 course next Fall. I think reviewing course material by a mentor is a big help.

I like to try WI for one the physics labs. I think Scientists and Engineers should be able to communicate their ideas better when they are in college.

Brayton: The peer mentoring program I believe will benefit both the peer and the students being mentored. I plan to start the program in my 2 fall courses. I give exam review session and I think that clickers in the classroom will benefit me as an instructor to know what area the students need more help with. The CATS and SALG I am on the fence about trying and should meet with a faculty member who has used them to discuss more about the program.

03 If we were to change the FIRE-UP Institute next summer, what would you suggest we change and what should we be sure to keep? When you name these things, explain why they came to mind. Is there anything you would like more time for? Were there some sessions you could do without?

Matsuda: Keep bringing back "graduates" of the institute to report on successes, trouble-shooting, nuts and bolts of implementing teaching strategies.

Keep mixing a wide variety of strategies spread over the week.

Keep inviting the deans/vice-chancellors to provide a sounding board for the attendees.

I can think of no changes.

Lam: Keep group work by faculty. The work we did in a small group of 3 allowed us to discuss why we scored student work differently. This simulation of group work allowed us to experience what we ask our students to do. The context can be different but you should do group work.

Keep the short and quick information sessions about what's available at Kapiolani CC- like the C4, Elluminate, and clicker. Help us learn what's out there since we don't always know the support and technology available that would help our students and faculty. You can add other things as well.

Add a problem based learning activity - help us learn how to create a problem based activity. Some people think they do problem based learning but aren't doing it. The best way for faculty to learn is to allow colleagues to design an activity and help each other. Once you have done one, it is easier to create the next one.

Change PLUS activity - instead of Marco and I trying to simulate what a peer mentor would do, wouldn't it have been better for us to be in small groups with a set of problems to help each other, and have a peer mentor help us much the way PLUS is run?

Change: Not sure why we did different learning styles on the website.

Change: I am questioning the number of articles and different things we did as homework each night from the laulima fire up site: complete before >>>day. If it was for personal growth that's fine but I would have preferred to read at my leisure rather than read articles that were not always necessary to what we did the next day.

Brilliande: Change/more time:

1. Advising: specific programs like HealthScience/Nursing
2. Testing strategies
3. Class assessment strategies
4. Grading and homework strategies

Less: Writing intensive course materials, gross statistics on programs.

Aghili: I think there should be less talking about ideas and more workshops.

Brayton: The math day was a bit too much. I think that we all agree that math is important regardless of the students eventual path in life, but we spent ~5.5 hours (9-2:30) discuss it and it wore me out that day. I definitely need to address math issues, but not 5.5 straight hours of it.

Definitely keep the visits from faculty that had employed the techniques being introduced. Those descriptions and accounts made the different student success strategies seem more important and that they most definitely should be implemented.

I know it is difficult to get this data, but throughout the week we came to a point several times where stats on what happens to students and how they perform after leaving KCC. We often were wondering how the students do at UHM and thus if our teaching has adequately prepared them for their next step in life.

04 Please let us know what it is about the Institute that stands out for you. What might cause you to take action in the future. If you plan to take action on some FIRE-UP concepts in the future, how will you do this? If not, why not?

Matsuda: The landmark day was when Sang Chung reported success rates of 70+ % in beginning math courses. I had resigned myself to my low student completion rates as indicative of innate human genetic inability to memorize volumes of minutiae. But now I have hope of improvement in that arena. If arithmetic can do it, I can do it (maybe).

Lam: The institute helped me understand KCC better and pointed me in the right direction in terms of increasing student success in science and helping me meet faculty who are similarly interested in changing the way we teach.

If you look at question 1, you can see what impressed me. While I am interested in helping student's learn, I am always looking for ways to be a more effective teacher.

I plan to do more CAT (minute essay, muddied water and clicker) and problem based learning. In addition I plan to improve and edit SALG, my study guides and be a more intrusive advisor. Increasing the number of my students in service learning is a goal as well. Since I will be the faculty advisor and contact to the Leahy Stimulus Garden, it may bring more of my students to the garden this fall. I will also be trained in illuminate and want to learn about the ways it can be used to engage students.

While PLUS is a goal, I am not sure if funds or a room are available for a course not required for the ASNS degree. I plan to update my study guide and try to find a peer mentor just in case.

While I could probably pursue Biology 101 Lab as a writing intensive designated course, redesigning the lab to include more problem based learning means that I will need to track my writing assignments in the summer and fall. The writing intensive option is not a priority at this time.

Brilliande: What was most important was bringing together a wide variety of Instructors from many fields to share and participate with problems that many of us thought were particular only to our field. It was enlightening to know that other fields have the same problems/concerns. What was helpful was the input of ideas for solving these from many "angles".

Some of this I found would help a lot with proposed success in my courses and I will be using them in the Fall.(see question #2 above).

Aghili: I was really impressed to see the scope of the technologies and ideas available to us. I would start with ideas with biggest bang for the buck. I would consider small projects that do not require a lot of resources and admin approvals.

Brayton: Beside the simple fact that some things don't really apply to my classes, the ones that had the most impact on me were testimonials and descriptions from visits with current faculty that employed a certain technique. For example when Mackenzie Manning came and talked about the peer mentoring her students and how it benefitted the class. For the Peer mentoring I have already emailed several students and they have agreed to take part. Other items like the ASNS degree I will put in my syllabus and stress from time to time throughout the year.

05 Please write a "wish list" for yourself. What do you need to do what you want to do?

Matsuda: I need nothing, probably because I know nothing. I plan to implement several new teaching strategies starting this summer and polishing this fall. I have optimism now. Thank you for a great summer institute.

Lam: I will need clickers, money for a PLUS peer mentor, a room for the PLUS sessions and time to make some of the changes that I have written about. I will also need the names of contact people at KCC who will follow through with students I send to them to help them with career goals, financial aid, scheduling and registration. For some of the problem based lab activities to be held off campus, it would help to have transportation for the students.

Brilliande: 1. Increase success rates in Anatomy and Physiology

2. Teach students "how to" learn and recall at a high level.

3. Make testing as closely as possible parallel important learning areas and items.

4. Create independent learners who can go on and be successful even when challenged with more difficult learning material and courses.

Aghili: My wishlist:

- Passionate students and faculty

Brayton:

-Put the ASNS degree and the fellowships available at the STEM in my syllabus.

-Meet with Keolani to set up the peer mentoring with the students that have agreed to take part this fall.

-Schedule and/or reserve the clickers for the days in which my exam review session will take place.

-Look more closely into the details of CATS and SALG.