

LEARN @ STATE

A Celebration of Student Learning



March 17, 2021

Chancellor's Office



One of the things that makes Arkansas State University distinctive is the passion that our faculty members bring to the classroom, whether in-person, online, or via Zoom. As we were reminded throughout the course of the pandemic, our professors and instructors care deeply about college teaching and learning, and there is no better indicator of that than seeing their participation in Learn@State. This level of dedication to the teaching craft is too rare these days at other national research universities. I look forward to learning more how students learn, how best to assess that learning, and about how I can become a better professor. Welcome to Learn@State!

Best,

A handwritten signature in black ink that reads "Kelly Damphousse". The signature is fluid and cursive, with the first name "Kelly" and last name "Damphousse" clearly legible.

Kelly Damphousse
Chancellor

Learn@State 2021 is a virtual conference and hosted via Zoom. The conference links are available on the Assessment Office website at: [**AState.edu/LearnatState**](https://AState.edu/LearnatState)

A DAY OF CONNECTION
ARKANSAS STATE

Provost's Office



Welcome to the sixth annual Learn@State celebration! This year's theme is "A Day of Connection," to help foster a community of learning on our campus while bringing everyone together virtually to support you and your teaching, learning, assessment and retention efforts. Learn@State not only celebrates the featured success stories, but also aims to encourage continuous improvement in every classroom and learning endeavor through the sharing of ideas, information and knowledge. Learn@State continues to support the historical traditions of the "academy."

We are honored to have Dr. Penny MacCormack as our keynote speaker. She is the chief academic officer of the Association of College and University Educators (ACUE) and I am grateful to learn more about ACUE's efforts to improve retention, learning and equity through proven teaching strategies. ACUE will also provide an inside view into its "Effective Teaching Practices" program. Through this facilitated experience, you will be guided through a typical module in ACUE's online course and will come away with several practical teaching approaches that can immediately be put to use in your courses regardless of modality.



Alan Utter
Provost

LEARN @ STATE
A Celebration of Student Learning

Program Assessment Committee

The Program Assessment Committee (PAC) at Arkansas State University is charged with the primary responsibility of planning, advising and directing program-level assessment. The 2020-21 PAC members are as follows:

Marika Kyriakos	Donald Kennedy
Jason Stewart	Melodie Philhours
Jessica Curtis	Kim Davis
Shelley Gipson	Dinah Tetteh
Cesar Gustavo Iriarte	David Harding
Stacy Walz	Addie Fleming
Martin Huss	Nikesha Nesbitt
Summer DeProw	Mary Elizabeth Spence
Kevin Hennings	

Co-Curricular Assessment Committee

The Co-Curricular Assessment Committee (CCAC) at Arkansas State University is charged with the primary responsibility of planning and directing the assessment of co-curricular units.

Robert Robinette	Jordan Wilson
Kelli Listenbee	Heather Brake
Martha Spack	Beth Silverthorn
Katey Provence	Natalie Eskew
Tiffany Johnson	Mallory Yarbrough
Courtney Sears	Evette Allen
Jessica Blackburn	Kevin Hennings
Mary Elizabeth Spence	Summer DeProw
Alexandr Sokolov	

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A-State Assessment Committee

The A-State Assessment Committee (AAC) at Arkansas State University is charged with the primary responsibility of planning and directing assessment for the university's learning outcomes and processes.

Sara Saucedo

Kim Pittcock

Melodie Philhours

Lillie Fears

Cherisse Jones-Branch

Wayne Wilkinson

Mary Elizabeth Spence

Alejandra Morales

Mark Foster

Kim Davis

Tiffany Johnson

Karen Yanowitz

Summer DeProw

Kevin Hennings

Event Schedule

10 – 10:15 a.m.

Welcome

Dr. Kelly Dampousse, Chancellor

Dr. Alan Utter, Provost

10:15 – 11:15 a.m.

HOWLER Round 1

Faculty and Staff Presenters

11:15 – 11:45 a.m.

ACUE Demonstration

Dr. Carmen Macharaschwili, Regional Director of Academic Programs at ACUE

11:45 a.m. – Noon

Break

Noon – 1 p.m.

Keynote Address

Dr. Penny MacCormack, Chief Academic Officer at ACUE

1 – 1:15 p.m.

Break

1:15 – 1:30 p.m.

Faculty Center Presentation

Dr. Ruth Owens, incoming Faculty Center Director

1:30 – 2:30 p.m.

HOWLER Round 2

Faculty and Staff Presenters

***A DAY OF CONNECTION
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Keynote Speaker - Dr. Penny MacCormack



Dr. MacCormack's contributions to ACUE's Community of Professional Practice include:

- Person, Place, or Thing? Implementing High-Impact Practices with Fidelity
- Misnomer No More: Teaching Assistants at Clarkson University
- Owning vs. Sharing the Classroom

Dr. MacCormack is also the co-author of:

- Creating Value in *Change*

Dr. MacCormack is the Chief Academic Officer at ACUE. In this role, she led the creation of ACUE's Effective Practice Framework—a research-based and independently validated statement of the teaching skills and knowledge that every college educator should possess. She also leads the development and implementation of all ACUE course offerings, through which faculty are awarded the only nationally recognized teaching credential endorsed by the American Council on Education. Under MacCormack's direction, ACUE has published numerous studies finding statistically significant improvements in outcomes among students taught by ACUE-credentialed faculty. These peer-reviewed studies have been commended for their range, depth and rigor of analysis.

MacCormack brings over 25 years of education experience to this work, as a teacher, professor and senior administrator. She served as chief academic officer for the State of New Jersey and led the state's College and Career-Ready Task. She taught at Southern Connecticut State University and Montclair State University and holds an Ed.D. in Educational Leadership from the University of Hartford.

Invited Speaker - Dr. Carmen Macharaschwili



Dr. Carmen Macharaschwili is the regional director of Academic Programs for ACUE. She has dedicated her career to the study of teaching and learning, working with students and training teachers from the elementary school level through graduate school. Macharaschwili is inspired by how effective teaching practice makes an incredible impact on student learning. Initially a consumer of ACUE resources through work with fellow faculty members in the development of a First-Year College Seminar program, she is thrilled to be able to share her experience and expertise in serving faculty and students in her native Midwest region.

Macharaschwili is a certified teacher, administrator and educational consultant. She served as a tenured professor and department chair of education at Holy Cross College and as a professor in the University of Notre Dame's Alliance for Catholic Education. Her research includes the study of the effectiveness of online and blended learning environments. Other research interests include professional development, first-generation and minority student success, language learning, New Literacy Studies, and the implementation of best practice in teaching and learning.

Macharaschwili earned a B.S. in elementary education from Indiana University, Bloomington with a bilingual endorsement and a specialty in Spanish. She holds an MEd in elementary education and an administrator's license from Indiana University, South Bend. She returned to Bloomington to complete her Ph.D. in language, literacy, and culture education with a minor in educational leadership. Her strengths and experiences are in the implementation of innovative programming to promote student success through collaboration and innovation. She is passionate about advocating for students by supporting those who teach them.

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Invited Speaker - Dr. Ruth Owens



Dr. Ruth Owens, who will become Director of the A-State Faculty Center on June 1, is an associate professor of Spanish and coordinator of the teacher education program in World Languages at A-State. Owens has served nearly 10 years as faculty fellow for teaching and learning, often leading workshops, reading-based discussion groups, and other faculty development activities on campus.

Owens joined A-State in 1997, after earning her master's degree in foreign languages and doctorate in curriculum and instruction, both at West Virginia University. Her interest in supporting faculty as they develop impactful teaching practices dates back to her graduate work at WVU, where she served as a teaching fellow in curriculum and instruction and as assistant coordinator of Spanish.

At A-State, she has led several summer seminars and workshops and recently has played a key role in coordinating the Faculty Center's Summer Institute. She is actively involved in the American Council on the Teaching of Foreign Languages, through which she serves as a certified oral proficiency tester in Spanish and as a reviewer of world languages teacher education programs. A life-long proponent of student experiences abroad, she has served on the Fulbright National Screening Committee since 2017, and in 2004 she initiated an A-State summer study abroad program in Costa Rica, which she led for nine years.

Very reflective by nature, she is pondering a wide range of faculty development ideas, as she eagerly anticipates assuming the duties of a position of leadership in promoting best practices in teaching and learning for our campus.

Presentation Schedule

10:00 a.m.	Welcome from Chancellor and Provost
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HOWLER Round I

10:15 a.m.	Welcome and Introductions
10:20 a.m.	Dr. Michael Bowman and Dr. Mary Jackson Pitts <i>Introduce, Emphasize, and Reinforce: The Proof Is In The Portfolio</i>
10:25 a.m.	Dr. Latwayla Knowlton and Dr. Nicole Covey <i>A Look at Course Level Achievement as a Result of Collaborative Experiences</i>
10:30 a.m.	JaeKur Lockhart and Dr. Evette Allen-Moore <i>The Impact of Diversity, Equity and Social Justice</i>
10:35 a.m.	Dr. Pamela Lewis-Kipkulei <i>Increasing Clinical Reasoning Skills in Occupational Therapy Students</i>
10:40 a.m.	Elizabeth Wakefield <i>Data Management for Student Success</i>
10:45 a.m.	Tabatha Simpson-Farrow <i>Going Virtual: Using Assessment to Improve Writing and Communication in Online Environments</i>
10:50 a.m.	Leslie Reed <i>Entering the Conversation: Using Source Dialogues to Promote Effective Research in First Year Composition</i>
10:55 a.m.	Dr. Rebekah Cole <i>LASSI for Learning Online Inventory and Student Readiness for Online Learning</i>
11:00 a.m.	Dr. Ed Salo <i>The Spy who Came in from the Cold: Creative Expressions in Teaching the Cold War</i>
11:05 a.m.	Q&A

Invited Speakers and Keynote Address

11:15 a.m.	Dr. Carmen Macharaschwili, Regional Director of Academic Programs at ACUE <i>ACUE Demonstration</i>
11:45 a.m.	Break

Noon	Dr. Penny MacCormack, Chief Academic Officer at ACUE <i>Keynote Address</i> Snack bags have been provided by the Assessment Office and are available in either your dean or department chair's office.
1:00 p.m.	Break
1:15 p.m.	Dr. Ruth Owens, incoming Faculty Center Director <i>Faculty Center Presentation</i>

HOWLER Round II

1:30 p.m.	Welcome and Introductions
1:35 p.m.	Dr. Ed Salo <i>Building a Database for the Warfighters: Studying Urban Warfare with USMA</i>
1:40 p.m.	Dr. Melodie Philhours, Dr. Jollean Sinclair, Sheena Gammon <i>Business Students' Technology Skills Assessment: The Semi-Medium-Easy-Hard Way</i>
1:45 p.m.	Arianne Pait <i>Making Hybrid Learning "Live"</i>
1:50 p.m.	Dr. Susan Whiteland <i>Johnny Cash Project</i>
1:55 p.m.	Dr. Philip Tew and Kerry Tew <i>A-State Scarlet to Black Financial Literacy Program</i>
2:00 p.m.	Dr. Kelly Fish and Dr. Melodie Philhours <i>CorrectEnglish: AI for Writers</i>
2:05 p.m.	Bryan Jordan Carmer and Dominique White <i>Improving Student Support: The Note-Taking Program</i>
2:10 p.m.	Kerri Bennett and Barbara Doyle <i>Gauging the Journey: Using Reflective Writing Portfolios to Assess On-Campus & CEP Student Growth Over the Course of One Term</i>
2:15 p.m.	Stacey Sloas <i>Self-Assessment of Learning</i>
2:20 p.m.	Q&A <i>Improving Student Support: The Note-Taking Program</i>

Presenters' Information and Abstracts

Dr. Michael Bowman, Associate Professor

Dr. Mary Jackson-Pitts, Professor

Introduce, Emphasize, and Reinforce: The Proof Is In The Portfolio

Organizing and implementing a curriculum that introduces, emphasizes, and reinforces course content is essential to the academic growth of students. The A-State Creative Media Production program created a new curriculum designed to prepare students for successful careers in the media industry. The website portfolio assignment spans from a student's freshman year to their senior capstone course. Along the way, the portfolio reveals student progress in the program and illustrates their preparedness to contribute to the media profession upon graduation. If monitored carefully by faculty members, the portfolio serves as a gauge to measure curriculum successes and areas of improvement.

Dr. Latwayla Knowlton, Assistant Professor

Dr. Nicole Covey, Assistant Professor

A Look at Course Level Achievement as a Result of Collaborative Experiences

The purpose of this quantitative investigation is to measure the effects on student knowledge of course level learning objectives before professional collaboration (authentic student samples, in-service teacher testimonials, Professional Learning Communities (PLCs), and/or video observations) and after the experience. Participants for this study are undergraduate K-6 Elementary Education teacher candidates who have been accepted to the Teacher Education program at Arkansas State University. For the purpose of this study, a pre- and post-assessment design will be used to collect data. During data collection, participants will be given the exact same assessment measure both before and after exposure to professional collaboration. To test the research hypothesis, a paired-sample t test will be used to evaluate the difference in the mean scores for each participant on the pretest and posttest. The results of this analysis will determine if a significant difference exists as a result of exposure to professional collaboration. Implications for this study include the use of professional collaborations to create teaching resources for other Teacher Education Faculty for more effective teaching of course level objectives in other courses. In connection with the Educative Teacher Preparation Assessment (edTPA) needed for Arkansas licensure, this investigation seeks to prepare K-6 Elementary Education teacher candidates plan for instruction and assessment, instructing and engaging students, and assessing student learning.

**JaeKur Lockhart, Administrative Specialist/Program Coordinator,
Diversity and Community Engagement
Dr. Evette Allen-Moore, Executive Director,
Multicultural Affairs & Inclusive Excellence
*The Impact of Diversity, Equity and Social Justice***

This presentation will be used to discuss the progress of a campus-wide Diversity, Equity, and Inclusion training series. In an increasingly diverse world, it is imperative that faculty, staff and students understand biases, have the tools they need to be inclusive and to develop equitable practices. This training was created with the goal to increase understanding and inclusive spaces across campus. Thus, the presenters will offer an overview of the training and review the assessment results of the pilot sessions.

**Dr. Pamela Lewis-Kipkulei, Assistant Professor
*Increasing Clinical Reasoning Skills in Occupational Therapy Students***

The Accreditation Council for Occupational Therapy Education (ACOTE®) sets standards for the Doctoral-degree level and the Associate-degree level educational programs represented at our university. Standard B.4.2 Clinical Reasoning states that students must demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills (OTD) and demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills (OTA). Standard C.1.0 Fieldwork Education states that the fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Successful completion of the fieldwork experience requires students to make safe, ethical, and client centered clinical decisions regarding client evaluation and treatment. Clinical reasoning is a curriculum thread within the OT program and is imbedded in all courses, especially the practice courses. The Occupational Therapy Knowledge Exam (OTKE) is typically given to OTD students prior to beginning the third year. In spite of preparation through course work and fieldwork, students continue to struggle with clinical reasoning and clinical decision making in all domains of the OTKE as well as the FWPE. Students also struggle to pass the NBCOT certification examination on the first try due to deficits in their clinical reasoning skills. By investigating why these deficits exist and then implementing programming to develop and hone these skills, our students will be better able to pass the NBCOT certification examination and be better prepared for clinical practice.

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Elizabeth Wakefield, Data Analytic Strategist

Data Management for Student Success

In the past, A-State's graduation rates were recorded in official reports after the end of a set period, which made them difficult to manage until reported. While retention rates were reviewed much more frequently, they were not utilized on a granular, actionable level. In order to move the needle on these two numbers, our office needed a way to access relevant and accurate data, frequently, and in a timely manner. With the help of several offices on campus, we have created two charts to aid in this process; the student success matrix and the progression chart. Both charts collect data on individual students and aggregate those students into numbers to help our office in managing retention, graduation, and overall returner rates. We plan to use these charts in the future to assist in meeting the university strategic goal of increasing retention and graduation rates.

Tabatha Simpson-Farrow, Director, Writing Center

Going Virtual: Using Assessment to Improve Writing and Communication in Online Environments

Tutoring services were no exception to the host of challenges thrust upon academia in 2020. These challenges necessitated a full shift in the way the Writing Center and Communication Center deliver and conduct tutoring sessions. Some of which were fundamentally antithetical to the methods and tools we had always used; body language, physical placement of the student's work, the environment of the center's themselves - all lost to the distance of virtual spaces. With little focused training on virtual tutoring, we were able to maintain students' access to writing and communication support through a common software platform.

Since 2018, both the Writing and Communication centers had been working with Learning Support Services and other centers to build a co-curricular cohort whose partial focus has been on streamlining access to and tracking of tutoring sessions through Penji; a third party learning support platform customized for our campus needs. Using Penji data, we've measured an uptick in tutoring efficiency and a positive impact on student retention and success: 94.2% of A-State students who utilized Penji in fall 2020, returned to courses in spring 2021.

We expect continued Penji integration will encourage positive associations between students and tutoring services. Expanding this assessment across a new cohort of tutors and students should mean we can examine meaningful categories for focused campus outreach and improve our tutor training methods to be more effective in both online and physical environments.

Leslie Reed, Instructor***Entering the Conversation: Using Source Dialogues to Promote Effective Research in First Year Composition***

Students often enter the first-year composition classroom with an incomplete understanding of the research process for composing a successful researched argument essay. Without pedagogy designed to scaffold each step the process, students often approach research using only their current background knowledge, however scarce it may be, leading to a frantic search for source material to cherry-pick and string together. In my Composition II course, I have found pedagogy designed to assist students in seeing scholarly research and publication as part of a larger conversation not only in academia but in civic and social areas as well. One activity we use to master this learning outcome is the source dialogue assignment. This source dialogue is simple in its nature: the students discover the voices of the leading scholars and other stakeholders of the issue they are researching and create an imagined dialogue between the scholars and the students. This concept brings the Burkean Parlor into the students' work, allowing them to gain a better understanding of how scholarly research works in concert with the conversations that shape our everyday world.

Dr. Rebekah Cole, Assistant Professor***LASSI for Learning Online Inventory and Student Readiness for Online***

Two hundred and fourteen MSE School Counseling students participated in this program evaluation investigation by taking the LASSI for Online Learning, an inventory which assess students' confidence, motivation, knowledge of testing strategies, time management skills, ability to utilize academic resources, ability to process information, and stress and anxiety management. The students took this assessment as a part of their Spring 1 2021 courses. The results indicated that students' anxiety, their inability to self-assess, and their reluctance to utilize outside resources and programs may be the greatest areas of concern. The students' motivation levels as well as their confidence in their testing abilities are definite strengths and foreshadow their ability to perform well on the Praxis II exam, which is required for school counseling licensure in the state of Arkansas.

Dr. Ed Salo, Associate Professor***The Spy who Came in from the Cold: Creative Expressions in Teaching the Cold War***

As part of the 2019 Honors Cold War Study Aboard class, I wanted them to do a project that was not a paper since most of the students were not history majors. I decided to go creative and let the students take the form of a fictional character.

Each student developed a persona for the class. The persona was a fictional character that could have lived during the Cold War. Using the persona, each student developed a biography of the person and traced their fictional life during the Cold War. The biography was grounded in historical accuracy but could include anything else you want. For example, if the person is a KGB officer, they might be in East Berlin during the Berlin Wall being built, but they also might be a traitor to their nation and spying for the US. This biography was in the form of a diary, journal, novel, movie, musical, etc. The main idea was for them to BE CREATIVE!

I had a wide variety of examples, and they seemed to enjoy the project and see the human connections of the Cold War.

Dr. Ed Salo, Associate Professor

Building a Database for the Warfighters: Studying Urban Warfare with USMA

Beginning in fall 2020, Dr. Edward Salo began working with the USMA Modern Warfare Institute's Urban warfare project to set up and populate a database that will catalog the urban warfare that occurred during World War II in all the major theaters of operation. The information for this database is being gathered by Dr. Salo and students in his American Military History class, as well as other history classes and independent studies. The project will run over the course of several semesters.

The students will begin with operations in Western Europe, Italy, and Africa theaters of operations, and then switch to the Eastern Front Theater of Operations, Asia (China, Burma, India, Pacific islands, etc.), and finally the Middle East Theater of Operations.

At a minimum the database will include the following data for each battle:

- Battle Name
- Location of the Battle (locations for the battles will also be provided on GoogleEarth layer)
- Date
- Duration of battle
- Major units engaged in battle
- Number of combatants on each side
- Casualties on each side
- Civilian population before the battle
- Civilian Casualties from battle
- Any Damage Assessment information
- Lists of studies of the battle
- Major issues in the battle
- Notes
- Sources

The information will be useful for US military officials, students, etc. that are examining urban warfare doctrine for the US. It also shows our students how historical data can be used in the real world.

Dr. Melodie Philhours, Associate Professor

Dr. Jollean Sinclair, Associate Professor

Sheena Gammon, Instructor

Business Students' Technology Skills Assessment: The Semi-Medium-Easy-Hard Way

“We can do this the hard way or the easy way. Or the medium way. Or the semi-medium-easy-hard way. Or the sort of hard with a touch of awkward-easy-difficult-challenging way.” (SpongeBob SquarePants) It’s time to assess the BS Business SLO “Students will use technology appropriately to communicate, calculate, and present concepts and data.” Historically, we’ve done this the hard way with a homegrown assignment, rubric, and faculty scoring. When presented with repeating this arduous process, business faculty rose to the occasion and proposed Cengage’s MindTap Skills Assessment Manager (SAM) online auto-graded testing. SAM’s questions are selected by faculty to reflect relevant technology skills taught at the freshman level and reinforced throughout the curriculum. As desired by the faculty for this assessment, SAM can be configured to offer optional Training Practice to observe, practice, or apply an Excel, Access, Word, or PowerPoint skill as well as one or multiple attempts for the test. With funding from student technology fees and an assessment mini-grant, along with a favorably negotiated price, this assessment will be administered to up to 300 students at the junior level in Spring 2021. Data will be automatically sorted and reported back to course faculty and college-wide faculty by March 31. We believe that by working with our partners on the front-end of this technology assessment, we have taken the semi-medium-easy-hard way to gather valid and actionable data that will truly measure business students’ technology skill. Stay tuned!

Arianne Pait, Director of Clinical Services, A-State Speech and Hearing Center

Making Hybrid Learning “Live”

Hybrid and online learning is here to stay. Educational innovations that were born of necessity following COVID 19 will never be undone. The days of sick days and snow days that take students out of live classrooms may be a thing of the past forever. Human interaction, live speech, the communication nuances attached to live conversations cannot be lost in a more online educational transition. Free and easy to use sites like YouTube can be an educator’s savior. When instructions and information is needed to be communicated with students, YouTube live streaming can be a faculty member’s ally. This real time information can be valuable to students who are craving human verbal and visual information.

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Dr. Susan Whiteland, Associate Professor

Johnny Cash Project

The Johnny Cash project was designated as a Signature Course due to its interdisciplinary nature. A group of four art education students and two music education students participated in the project-based course, ARED 4753, during the fall semester, 2020. A flyer for the course advertised it to be a community based, art infused service-learning experience that provided an opportunity to work with elementary students, older adults and other university coeds from across the campus to study the life and times of singer, songwriter, Johnny Cash. The deliverable for the class was an epublication that included artwork, poetry and musical lyrics that elementary students produced as a result of lessons written by A-state university students. The elementary student's output is evidence of what they learned through the university student's involvement and serve as performance-based assessments of the course's effectiveness and the university student's achievement. The university students also wrote reflections related to their own learning outcomes at the conclusion of the course. A four-minute mp4 video highlighting the course will be presented.

**Jaekur Lockhart, Administrative Specialist/Program Coordinator,
Diversity and Community Engagement**

**Dr. Evette Allen-Moore, Executive Director,
Multicultural Affairs & Inclusive Excellence**

The Impact of Diversity, Equity and Social Justice

This presentation will be used to discuss the progress of a campus-wide Diversity, Equity, and Inclusion training series. In an increasingly diverse world, it is imperative that faculty, staff and students understand biases, have the tools they need to be inclusive and to develop equitable practices. This training was created with the goal to increase understanding and inclusive spaces across campus. Thus, the presenters will offer an overview of the training and review the assessment results of the pilot sessions.

Dr. Kelly Fish, Professor

Dr. Melodie Philhours, Associate Professor

CorrectEnglish: AI for Writers

Time after time, year after year, assessment after assessment, undergraduate business students' writing remains weak in organization, style, and mechanics. In spite of all efforts over the years to encourage or require business students to work with the Writing Center tutors, to include more writing assignments across the curriculum, to post writing help videos in all Blackboard sites, and, for the past seven years, to train and embed an MBA graduate assistant as an in-house business writing tutor, we have not moved the needle significantly. Enter CorrectEnglish. CorrectEnglish is an artificial intelligence (AI) tool that provides guidance, examples, and ultimately specific feedback based on document type, for example, analytical research paper or persuasive essay. CorrectEnglish, using the power of AI, reviews the uploaded student document for grammar, mechanics, usage errors, and most uniquely, style choice. These style errors may be a matter of personal writing style and writers may elect to make no changes, but it is helpful to consider. CorrectEnglish provides interesting statistics to writers including a holistic score and subscores on organization, focus, content, and style, as well as the Kincaid Readability Index (grade level). And best of all, a Fall 2020 pilot study of 70 students in CIT 3013 Management Information Systems revealed significant improvement in both CorrectEnglish-scored and professor-scored essays! As course section sizes become larger, have we identified a tool that will allow us to scale our efforts to graduate better writers?

Bryan Jordan Carmer, Testing Coordinator, Access and Accommodations

Dominique White, Senior Associate Director, Access and Accommodations

Improving Student Support: The Note-Taking Program

Notes are a valuable resource to any student which can help them prepare for success in their academic endeavors. The Note-Taking Program offered through Access and Accommodation Services matches note-taking volunteers with students who need note-taking assistance. Though the program provides a valuable service and benefits to the volunteers, it often has issues with volunteer recruitment and meeting service standards. This study conducted interviews with note-taking recipients and volunteers to get their assessments of the Note-Taking Program. It also assessed the note-taking programs of other state and local universities to find other avenues for improvement. The desired outcome is not only to benefit the students of Arkansas State who rely on this service, but to continue to raise the standard of student support services to be in line with the university's Mission Statement.

*A DAY OF
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Kerri Bennett, Instructor

Barbara Doyle, Director, Concurrent Enrollment Program

Gauging the Journey: Using Reflective Writing Portfolios to Assess On-Campus & CEP Student Growth Over the Course of One Term

Background: The A-State Concurrent Enrollment Program (CEP) is accredited by the National Alliance of Concurrent Enrollment Partnerships. The curriculum standard for this accreditation requires students in concurrent courses to meet the same learning outcomes as on-campus course students. As part of the re-accreditation process, evidence must be submitted to verify that the curriculum and student learning outcomes achievement of concurrent enrollment courses are consistent with the curriculum and student learning outcomes achievement of on-campus students. The CEP uses a rotation of assessment studies to ensure these standards are met.

Previous Studies: Two previous studies have been conducted. A study conducted in the Summer of 2019, indicated that concurrent students scored higher in three of four categories of performance (list categories) than the on-campus students. The area of concern identified was in Organization & Coherence.

The second study conducted in Fall 2019, using a revised metric consistent with a revised curriculum, indicated concurrent student performance was lower in all metric categories, but most noticeably lower in the areas related to the reflective and recursive aspect of writing.

Proposed Study: Our proposed study this summer will be a large study to re-evaluate concurrent student performance using the revised metric after completion of the revised curriculum. Study findings will be used to inform professional development training for concurrent instructors in the Summer of 2021 and will be shared at the 2022 Learn@A-State event.

Stacey Sloas, Associate Professor

Self-Assessment of Learning

Demonstrating self-assessment of abilities is vital to hands-on skills used in physical therapy (PT). Valid self-assessment skills can improve student learning and lead to lifelong learners. Students in the physical therapist assistant (PTA) program created sensory activities for children participating in the speech and hearing clinic on campus. Students were asked to rate themselves on a scale of 1-10 both pre and post activity for being able to provide a safe environment, providing instructions for the activities that were understandable to the children, and being able to redirect children who became off-task. On the scale 10 represented a safe environment, complete understanding of directions, and keeping a child on-task at all times.

Of the 53 students participating in the sensory activities for children, 39.6% of ratings remained the same pre and post activity for providing a safe environment, 13.2% for providing understandable directions, and for redirecting children who were off-task. Higher post assessments were found for 49.1% for safe environment, 77.4% for understandable directions, and 79.2% for redirecting. Lower post assessments were found for providing a safe environment for 9.4%, providing understandable directions for 7.5%, and redirecting off-task children for 5.7%.

The majority of students under-assessed their abilities for providing a safe environment, providing understandable instructions, and re-directing children who are off-task. The PTA program will implement more opportunities to predict performance and assess past performance on both cognitive and psychomotor skills in the future in an effort to empower the student to take ownership of their learning.

A-State Assessment Office Mission

The Office of Student Learning Outcomes engages students, faculty, administration, alumni, and community stakeholders in a culture of assessment of student learning outcomes at Arkansas State University.

A-State Assessment Office Staff

Dr. Summer DeProw, Assistant Vice Chancellor for Assessment and Accreditation

Mary Elizabeth Spence, Assistant Director

Kevin Hennings, Research Analyst

David Arnold, Graduate Assistant

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