SUMMARY OF KNOWLEDGE SURVEY PROCESS AT HCC

For the past three years, Honolulu Community College has piloted the use of Knowledge Surveys to gauge student preparation (Pre-Test conducted at beginning of semester) and assess eventual student learning outcomes (Post-Test conducted at end of semester).

The adoption of the Knowledge Survey assessment strategy was based upon the technique’s attributes:

♦ The development of a Knowledge Survey requires faculty to clearly list expected student learning outcomes, faculty/students are, thereby, provided a “map” of course and expectations: improved organization = improved learning.
♦ The listing of Knowledge Survey items facilitates the use of the Bloom Taxonomy to review levels of “thinking” associated with expected learning outcomes.
♦ For multi-section courses, the preparation of Knowledge Surveys involves collaboration of faculty to ensure that course learning outcomes are addressed in all sections.
♦ Knowledge Surveys can be developed, administered, and processed very efficiently (time and cost)
♦ Multiple sections, disciplines, and programs can utilize Knowledge Surveys to provide individual instructors individual reports and Program Coordinators with “group” reports
♦ Knowledge Survey reports provide faculty with insights about the relative preparation of students at the beginning of the semester, rank ordered graphics that display what concepts/skills students have learned most/least, and value added graphics that demonstrate student learning growth
♦ Faculty use the reports as a basis to develop strategies to improve student learning outcomes

In the Fall of 2008, over 100 HCC classes used a form of Knowledge Survey to assess learning outcomes.
VALUE ADDED ASSESSMENT

EXAMPLES:  ENGLISH COMPOSITION & WORLD CIVILIZATIONS

ENGLISH COMPOSITION - 254% INCREASE IN “HIGHLY CONFIDENT” RESPONSES

All Fall 2008 Language Arts faculty who taught required English Composition classes were asked to have students complete pre and post-tests using the Knowledge Survey designed by the Language Arts faculty.

This Knowledge Survey contains the essential expected learning outcomes (as developed by the UH System and the Language Arts Department) associated with the basic English Composition course. (Instrument can be viewed online at:  http://honolulu.hawaii.edu/surveys/0ENG100.HTM) Because so many classes (over 280 students) completed this Knowledge Survey, we are especially confident in the findings.

Students were asked to report their level of confidence (Low, Medium, High) to demonstrate each of the learning outcome skills.

Overall, on the pre-test (Beginning of Semester), 21.5% of student responses were in the High (Confidence) category. On the post-test (End of Semester), the percentage of students selecting the High (Confidence) category increased to 55.7%.

This represents a 254% increase in the number of students who were then Highly Confident in this array of learning outcome skills.

Gains in English 22 (Non-Transfer Developmental English) courses (post-test compared to pre-test) are similar: 215% increase in High Confidence responses.

WORLD CIVILIZATIONS

Value added increases in other disciplines are even higher as students arrive with little or no prior knowledge of the subject matter.

For example, in History 151 (World Civilizations), only about 4% of initial (pre-test) respondents select the High Confidence category, but by the end of the semester, this increased to 59% - a rather spectacular gain of 1,475%.

If you require further or more specific data concerning value added gains as documented by HCC’s Knowledge Survey efforts, please contact David Cleveland or David Fink via e-mail or at 845-9412.