

# How to Convert Project Evaluation into Scholarly Publications

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# Overview

- What are “publishable”
- Preparation
- Data collection
- Examples of scholarly publications

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# What Are “Publishable”?

Should include at least all of the following

- Contributes to knowledge base/best practices
- Results (quantitative and qualitative)
- Lessons learned/impact



# Preparation

- Clear project outcomes → data to be collected
- HSIRB
- Build in data collection: quantitative and qualitative

# Outcomes

Project: Improve student success via student learning communities

Outcomes:

- Students make connection and form study groups
- Students develop awareness of career opportunities and of value of lifelong learning
- Higher 1<sup>st</sup>-Year STEM course completion rates vs. comparison group
- Higher retention rates vs. historic retention rates

# Data Collection

## Quantitative

- Demographics – first-semester math enrollment
- Student performance in first-year STEM courses → Cognos Cube to mine Banner operational data
- Retention rates
  - CSRDE data
  - CEAS historic data
  - Cognos Cube

# Data Collection

## Qualitative

- Student survey
- Rubric to holistically evaluate student written summary of co-curricular activities

# Some Examples of Publications

“Assessment of Faculty Mentoring Strategies of Student Learning Communities at Western Michigan University College of Engineering and Applied Sciences,” Proceedings of Frontiers In Education Conference, San Diego, CA, Oct. 28-31, 2006, Session S3E.

- Provide an overview of project
- Two mentoring strategies: “direct” vs. “indirect” mentoring
- Compare student performance (including retention rates) and opinions about program components
- Lessons learned

# Some Examples of Publications

“Work In Progress: Western Michigan University’s Effort to Increase Retention of First-Time, First-Year Engineering and Applied Sciences Students,” Proceedings of Frontiers In Education Conference, Milwaukee, WI, October 10-13, 2007, Session S1A, Paper 1425.

- Project progress report
- Describe project’s various components and strategies
- Report some preliminary (quantitative and qualitative) results (2 years)
- Lessons learned

# Some Examples of Publications

“Creating Learning Community to Enhance Success for Students with Diverse Academic Preparation Background,” accepted for publication, Proceedings of Frontiers In Education Conference, Saratoga Springs, NY, October 22-25, 2008.

- Provide details on the processes to create learning communities for a diverse student population, with specific examples
- Describe other components of FYEE
- Quantitative results of student performance in first-year STEM vs. comparison group, retention rates vs. historic retention rates (3 years)
- Survey results on building connection among students (3 years)
- Impact on institutional policies

# Some Examples of Publications

“Evaluating and Improving Student Opportunities in a First-Year Learning Community: Lifelong Learning and Career Awareness,”  
Proceedings of Frontiers In Education Conference, San Diego, CA, Oct. 28-31, 2006, Session M1E.

- Created a rubric to evaluate impact of co-curricular activities on student development
- Describe the protocol to use the evaluation rubric
- Some preliminary results on student development
- Some lessons learned

# Some Examples of Publications

“Refining a Rubric for Evaluating Lifelong Learning and Career Awareness in a First-year Learning Community,” Proceedings of Frontiers In Education Conference, Milwaukee, WI, October 10-13, 2007, Session F4A, Paper 1527.

- Compare and correlate novice vs. experienced user of evaluation rubric
- Revise rubric to combine cognitive and affective domains
- Results of correlation to assess inter-rater reliability



Thank You!

Questions & Comments

GROUNDING IN MICHIGAN  
REACHING FOR THE FUTURE