Sounds of Successful Self-Regulation: LASSI, Writing Process, and an ALP Class

NOSS Conference 2020: "Sounds of Success"

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http://bit.ly/NOSS2020-LASSI-SRL-WP

Session Summary

- share DMACC's pilot plan for the Learning and Study Strategies Inventory (LASSI), a noncognitive placement measure

- integrating whole college strategic learning guidance

- explore self-regulation, writing process, metacognition, and LASSI
  - *Strategies for Composition (ENG 145) accelerated learning program (ALP)*
  - *possibilities The College Experience (SDV 108) 1st-year experience course*
  - *expanding to other courses across DMACC*

Overview:
Des Moines Area Community College (DMACC)

- midwestern community college in Iowa

- largest community college district -- land and population

- six campuses and six learning centers

- 65,959 students: 35,938 credit students
  - *predominantly white population*
  - *Urban Campus, first majority-minority campus in the state*
    - 52% are students of color (DMACC, 2019)
    - voluntary and refugee immigrants (DMACC, 2020)
  - *K-12 Students 77% white; DMACC Students 78% white*
  - *DMACC Employees 92%; DMACC Faculty 96% (Denson, 2019)*

- 73% part-time status (National Center for Education Statistics, n. d.)

Assessment and Placement at DMACC — Reading and Writing

Past and Current Practices

- mandatory assessment for full-time students, optional for part-time students

- self-placement for everyone

- no mandatory advising beyond SDV 108, required in the first year (but not enforced)

Future Practices (2021 and beyond)

- mandatory assessment for all credential-seeking students

- mandatory placement using multiple measures for credential-seeking students taking academic coursework

- recommendation for mandatory advising beyond SDV 108

U.S. Department of Education Office of Planning, Evaluation, and Policy Development (2017, p. 15)

- Recommendation 1 – Use multiple measures to assess postsecondary readiness and place students

- Recommendation 2 – Require or incentivize regular participation in enhanced advising activities

- Recommendation 3 – Offer students performance-based monetary incentives

- Recommendation 4 – Compress or mainstream developmental education with course redesign

- Recommendation 5 – Teach students how to become self-regulated learners

- Recommendation 6 – Implement comprehensive, integrated, and long-lasting support programs
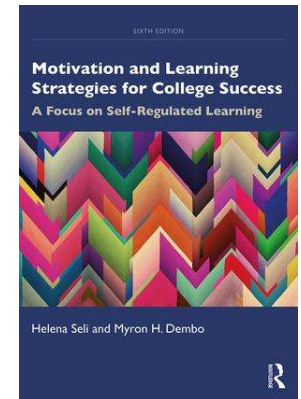
Definitions

Accelerated learning program (ALP)

- **time compressed** (16 weeks to eight or fewer)

- increased intensity

- targeted curriculum

- **corequisite format** Peter Adams's model Community College of Baltimore County (CCBC)

Metacognition (Reflection)

- thinking about thinking

- "awareness and understanding of one's own thought process" (Seli and Dembo, 2019, p. 11)

- crucial element to monitoring writing process

SIXTH EDITION

Motivation and Learning Strategies for College Success
A Focus on Self-Regulated Learning

Helena Seli and Myron H. Dembo

R

Informal Reflection

- When have you felt confident about your writing?

- What were you writing?

- For what purpose were you writing?

Informal Reflection

Review the schedule you created.

- Do you have everything considered in your plan—work, classes, study time, family, downtime, etc.?

- What do you need to change or add?

- What did you learn about your time or life from creating the schedule?

- What about class do you need to plan better? Why?

Reflect on what you have learned through class so far.

- What have you improved about your reading skills?

- What do you feel confident about in regard to writing summary?

- What is still unclear about writing summary?

Aim toward:

- 250-300 words

- Organized with strong topic sentences

- Try to proofread and grammar/style check

Outline Reflection

On a piece of paper, record what about the outlining process worked for you. Consider the following questions:

- Can you see **details** that were **developed** and **underdeveloped** better? Why or why not?

- Was **elaboration** (A. B. C., 1. 2. 3., or a. b. c. details) **easier** or **more difficult** to add into the outline? Why?

- Are you able to see the **organization** of your paper through the outline? What can you see, and what can you not see?

- What did you **love** about outlining for the research paper?

- What did you **hate** (well, or what annoyed you) about outlining for the research paper?

Definitions

Writing process

- brainstorming
- outlining
- drafting
- peer, instructor, and tutor feedback
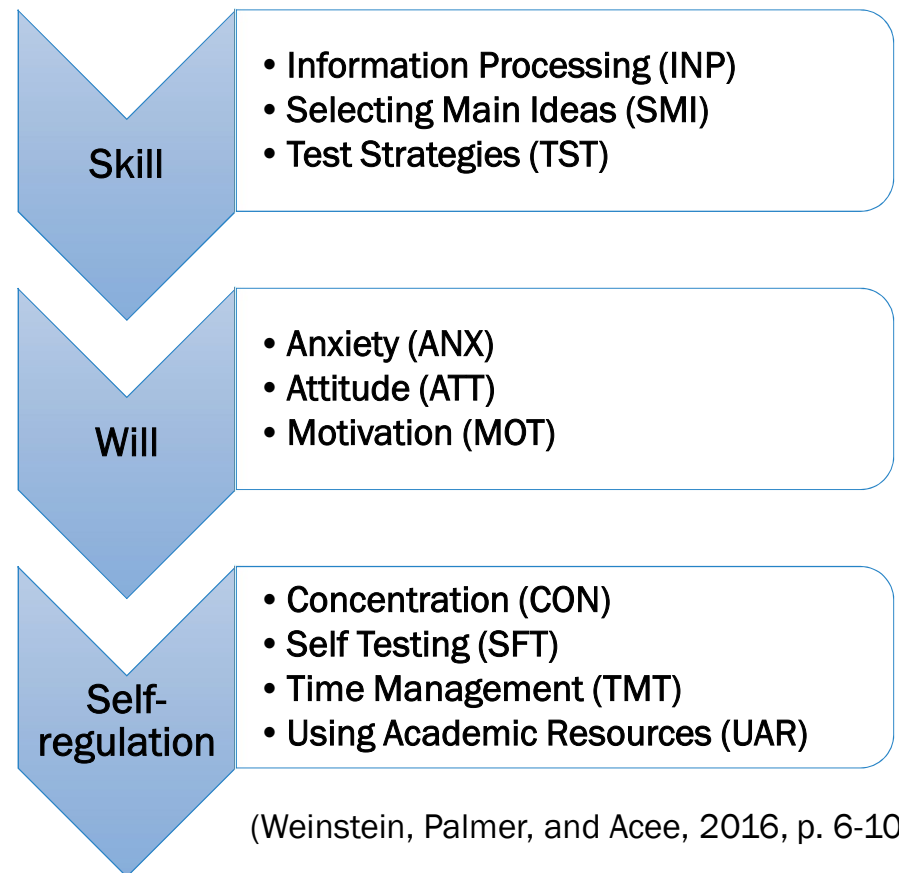- revising
- reflecting

Self-regulated learning (SRL)

- time management (procrastination)
- stress management
- concentration
- comprehension monitoring or self-testing
- academic task orientation (goal setting, metacognition, modifying approaches, evaluating progress)
- motivation (Weinstein, Acee, and Jung, 2016)

Overview: *LASSI* (H & H Publishing, 2019)
Learning and Study Strategies Inventory

- noncognitive assessment
  - *aids students, advisors, and instructors*

- identify areas of strength and weakness to improve strategic learning skills

- pre-test and post-test

Skill
- Information Processing (INP)
- Selecting Main Ideas (SMI)
- Test Strategies (TST)

Will
- Anxiety (ANX)
- Attitude (ATT)
- Motivation (MOT)

Self-regulation
- Concentration (CON)
- Self Testing (SFT)
- Time Management (TMT)
- Using Academic Resources (UAR)

(Weinstein, Palmer, and Acee, 2016, p. 6-10)

Model of Strategic Learning

NATURE OF THE LEARNING ACTIVITY, ASSIGNMENT, PROJECT OR TEST / TIME CONSTRAINTS

TEACHER BELIEFS / EXPECTATIONS

SOCIAL CONTEXT / SUPPORT

SKILL

Knowledge about ...

- Self as a Learner
- Nature of Academic Tasks
- Learning Strategies and Skills
- Content (Prior Knowledge)
- Learning Context

Skill in ...

- Using Learning Strategies and Skills
- Finding the Main Idea or Identifying Important Information
- Reading and Listening Comprehension
- Listening and Note-taking
- Preparing for and Taking Tests
- Using Reasoning and Problem Solving Skills

LEARNER

(...Individual Differences)

WILL

- Setting, Analyzing, & Using Goals
- Motivation for Achievement (i.e., Academic Learning Goals, Interests and Values)
- Affect Toward Learning (e.g., Curiosity, Worry, Apathy, Anger, and Academic Stress)
- Beliefs (e.g., Enabling / Self-Sabotaging Beliefs, Academic Self-Efficacy and Attributions for Academic Outcomes)
- Volition (e.g., Commitment and Intentions)
- Creating a Positive Mind-Set Toward Learning and Avoiding Self-Sabotaging Thoughts and Behaviors

SELF-REGULATION

- Time Management / Dealing with Procrastination
- Concentration
- Comprehension Monitoring
- Systematic Approach to Learning and Accomplishing Academic Tasks (e.g., Set Goal(s), Reflect, Plan, Select, Implement, Monitor and Formatively Evaluate Progress, Modify (if necessary), and Summatively Evaluate Outcome
- Coping with Academic Stress
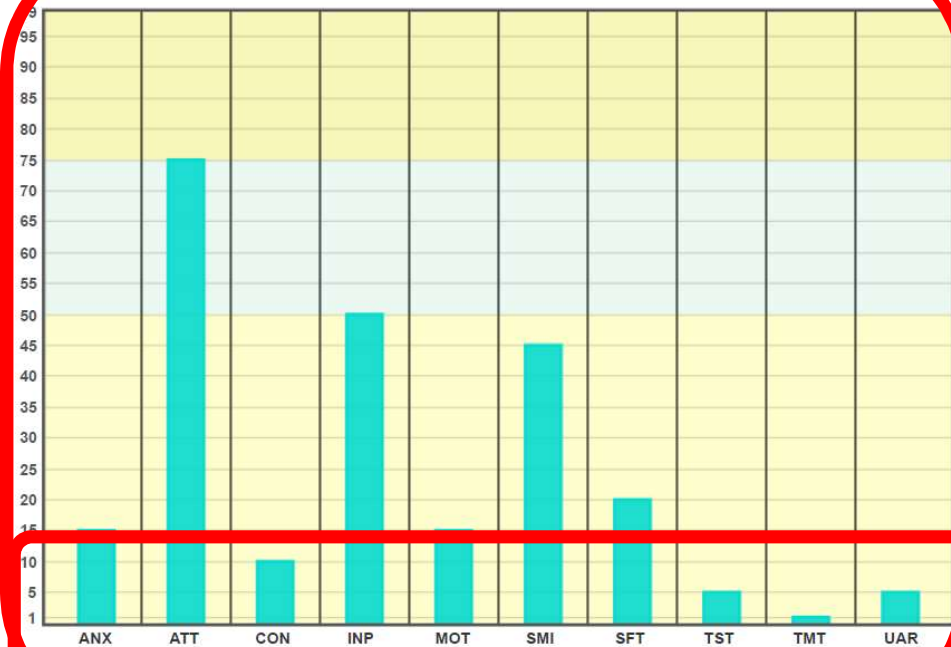- Managing Motivation for Learning and Achievement

AVAILABLE RESOURCES

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(Weinstein, Husman, & Dierking, 2000)

Score Report: Student and Advisor Student Four

LASSI Scores

Chart showing percentile scores by scale (ANX, ATT, CON, INP, MOT, SMI, SFT, TST, TMT, UAR) with y-axis from 1 to 99.

Range	Interpretation
75 – 100	If you scored **above the 75th percentile** on any of the ten LASSI scales, you probably do not have to give a high priority to improving your strategies in those areas.
50 – 75	If you scored **between the 75th and the 50th percentiles** on any of the ten scales, you should consider improving your strategies for those scales.
0 – 50	If you scored **below the 50th percentile** on any of the ten scales, you need to improve your skills to avoid serious problems succeeding in college.

Interpreting Your LASSI Scores

Anxiety (ANX)

Percentile Score: 40

Sample Item: When I am studying, worrying about doing poorly in a course interferes with my concentration.

Your ANX score indicates that anxiety is likely to interfere with your academic success. In other words, you seem to worry about school performance to a degree that directs your attention away from academic tasks. You can overcome this difficulty by learning techniques for coping with anxiety and, with practice, developing skills for lowering it.

Attitude (ATT)

Percentile Score: 30

Sample Item: I have a positive attitude about attending my classes.

Your ATT score indicates that you have real doubts about the value of a college education. These doubts put you at a disadvantage when competing with other students. You may not have a strong desire to get your work done and succeed in college. There are activities and discussions that will help you develop a better understanding of how college relates to your life. Seek these opportunities and find an agreeable path to your future.

Concentration (CON)

Percentile Score: 25

Sample Item: My mind wanders a lot when I study.

Your CON score indicates some prolonged breaks in your attention to academic tasks. That tendency seriously hinders your acquisition of knowledge and needs to be addressed. To solve this problem, you need help in learning monitoring skills that will promptly alert you when concentration wanes. That awareness, with practice, will improve your ability to concentrate.

Information Processing (INP)

Percentile Score: 45

Sample Item: I try to find relationships between what I am learning and what I already know.

Your INP score indicates some weakness in applying what you already know to what you are trying to learn. You are likely to have difficulty acquiring new information and/or remembering it. To strengthen this weakness, you are urged to seek help in skills such as imagery that will build bridges between your past and the present. You will find it easier to retain new material when you incorporate it with what you already know.

Motivation (MOT)

Percentile Score: 60

Sample Item: When work is difficult, I either give up or study only the easy parts.

Your MOT score indicates that you are sometimes not highly energized when engaged with academic tasks. As a consequence, you may not always put forth your best efforts to excel. Look closely at the circumstances when you are motivated as compared to those when you are rather complacent. Perhaps there are particular subjects, people, or activities that negatively affect you. Your overall academic success is threatened by spotty motivation.

Item Responses: Advisor Report

Item Score (1 lowest - 5 highest)	Anxiety Scale (ANX)	Percentile Score = 15
3	28. I feel very panicky when I take an important test.	
2	34. When I am taking a test, worrying about doing poorly interferes with my concentration.	
1	37. I worry that I will flunk out of school.	
1	50. Even when I am well prepared for a test, I feel very anxious.	
2	53. Courses in certain subjects, such as math, science, or a foreign language, make me anxious.	
3	56. When I am studying, worrying about doing poorly in a course interferes with my concentration.	

Item Score (1 lowest - 5 highest)	Attitude Scale (ATT)	Percentile Score = 75
4	14. I only study the subjects I like.	
4	29. I have a positive attitude about attending my classes.	
4	32. I would rather not be in school.	
5	39. I do not care about getting a general education, I just want to get a good job.	
5	42. I dislike most of the work in my classes.	
5	59. In my opinion, what is taught in my courses is not worth learning.	

Whole College Integration

- Placement
  - writing
  - reading
  - math
- Student Services
  - every day advising
  - identify at-risk students
  - academic improvement plan

- Academic Services Courses
  - 1st-year experience
  - composition
  - reading
  - math
  - psychology
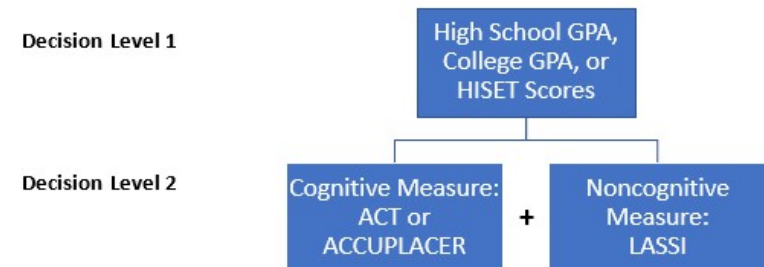 - other classes with research, writing, presentations, or statistics

Whole College Integration (DMACC English Department, 2019)

Using the LASSI Assessment:
Whole College, Whole Student

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Decision Level 1

Writing Placement: Multiple Measures Decision Map

Decision Level 1 — High School GPA, College GPA, or HISET Scores

Decision Level 2 — Cognitive Measure: ACT or ACCUPLACER + Noncognitive Measure: LASSI

GPA	Course
High school: < 2.0 College: < 1.5	College Prep Writing I (ENG 060)
High school: < 2.3 College: < 1.7	College Prep Writing II (ENG 061)
High school: < 2.5 College: < 1.9	Strategies for Composition (ENG 145) with Composition I (ENG 105)
High school: ≥ 2.6 College: ≥ 2.0	Composition I (ENG 105)

Decision Level 2

Writing Placement: Multiple Measures Decision Map

ACT	ACCUPLACER® Next-Generation Scores	Noncognitive Assessment	Course
01-13	Reading 220-229 Writing 213-243	TBD: LASSI Pilot	College Prep Writing I (ENG 060)
14-18	Reading 230-248 Writing 244-253	TBD	College Prep Writing II (ENG 061)
16-18	Reading 239-248 Writing 249-253	TBD	Strategies for Composition (ENG 145) with Composition I (ENG 105)
19-36	Reading 249-279 Writing 254-279	TBD	Composition I (ENG 105)

Whole College Integration

- Common Read and Discussion Sessions

- Advisors

- Developmental Education Faculty and Academic Achievement Center Instructors

- Academic Transfer and Career Technical Faculty
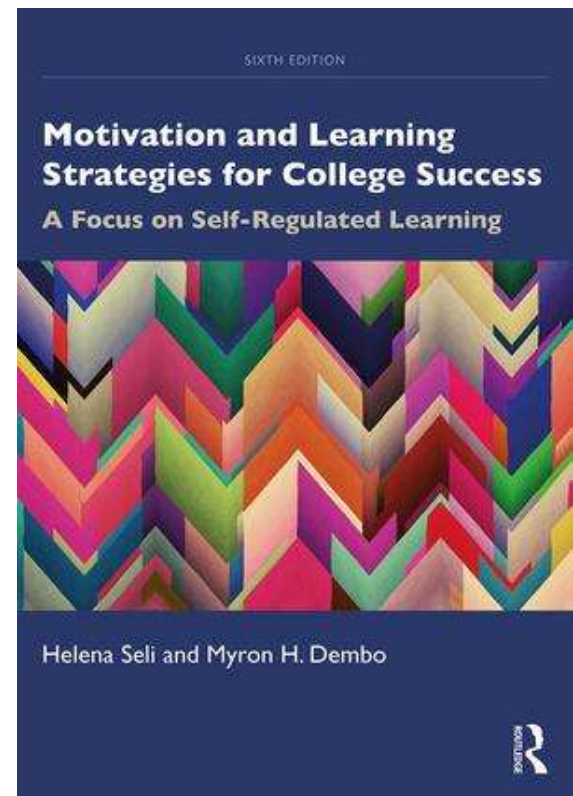
Pilot Timeline

4,500-5,000 students enrolled in 1st-year composition
Pilot goal: 1,477 to 1,650 students assessed (~33%)

Semester	Actions
Summer 2019	1. Purchase (May 31, 2019) 2. Begin data collection – Ankeny and Urban Testing Centers (June 17, 2019)
Fall 2019	3. Integrate district-wide (Testing Center Staff, Advisors, and Academic Achievement Center Staff)
Spring 2020	4. Monitor assessments 5. Continue district-wide data collection 6. Conduct initial statistical analyses for Fall 2019 (GPA, grade comparisons, ACCUPLACER®/ACT®, and demographics) 7. Start Strategic Learning Group (Faculty, Advisors, and Academic Achievement Center Staff)
Summer 2020 – Fall 2020	8. Continue monitoring and purchase if necessary 9. Survey (Students, Testing Center Staff, Advisors, and Academic Achievement Center Staff)

Implementation Fall 2021 - 2022	10. Make adoption decision
	   • If adopted, integrate into placement and instruction
	   • If not, pilot a different inventory

Presentation References

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Resources

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