

Action Project

Institution: Glen Oaks Community College
Submitted: 2002-05-20 **Contact:** Lucy Zimmerman
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Timeline:

Planned project kickoff date: --

Target completion date: --

Actual completion date: --

A. Give this Action Project a short title in 10 words or fewer:

Design and implement systems to measure student learning

B. Describe this Action Project's goal in 100 words or fewer:

Glen Oaks Community College will use the principles of continuous quality improvement both to determine academic assessment goals and methods and to create division assessment plans. When components of division plans have been implemented, 1. Students will increase their achievement levels. 2. Curriculum changes will improve student learning. 3. Faculty will use assessment results to improve learning. 4. Students will have an accurate understanding of the standards of college-level courses and programs.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

Primary Category: Helping Students Learn

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:

Glen Oaks Community College is a teaching/learning institution. An emphasis on student learning flows logically from its Vision, its Mission Statement, and the institutional self-assessment that was completed as part of the AQIP participation requirement. Furthermore, students and stakeholders value achievement. Improving student learning is one measure of achievement, one that is the very core of what is done at the institution. Therefore, it is most appropriate that the goal of designing and implementing systems to measure student learning address this essential criterion--Helping Students Learn.

E. List the organizational areas - -institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:

Student Service Instruction Institutional Research

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve:

Teaching Assessment and Placement Curriculum Development Recruiting

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):

The College President and the Dean of the College will maintain attention to this goal through monthly reports to the Board of Trustees and to Team GO, the institutional organization responsible for not only completion of but also personnel involvement in and support of AQIP activities. The Chair of Team Go will electronically pass this information on to all college personnel. Furthermore, the Dean of the College will devote a portion of all Faculty Forums to assessment of learning and to keeping faculty energy focused on this goal. Likewise, Area Chairs will devote a portion of division meetings to those activities. Once assessment is actually underway and results are documented, the College President will publicize information via Town Hall Meetings (institution-wide, informational meetings called approximately monthly by the President), and Area Chairs will publicize information via "What's Happening," (in-house electronic weekly publication). At every opportunity, all personnel, but especially faculty, will celebrate achievement of goals and improvement in student learning

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:

By surveying Area Chairs, Dean of the College will monitor the divisions' development and implementation of assessment plans. Area Chairs will submit a copy of the plan to the Dean of the College and will survey faculty regarding implementation. Student Services will count the number of students assessed and accurately placed based on that assessment.

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:

Number of faculty who attend professional development activities related to measuring learning Distribution of students in courses that correspond appropriately to students' abilities Course completion rates Graduation rates Success rate in developmental writing exit exam Success rate in certification tests

J. Other information (e.g., publicity, sponsor or champion, etc.):

5 of 7 divisions will determine what learning/skills to assess . 5 of 7 divisions will explore measurement instruments; Implement and begin tracking the occupational programs admissions process Remaining 2 divisions will do the work of year 1; Above 5 will select measurement instrument(s). Business Div. will pilot their assessment plan; Continue tracking the occupational programs admissions process. 5 of 7 divisions will fully implement assessment and provide feedback; 2 of 7 will select instruments and begin assessment. Business Div. will evaluate their assessment and start curriculum review and development; Business Div. will mentor other divisions as they begin the assessment process; Continue tracking the occupational programs admissions process

K. Project Leader and contact person:

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Annual Update: 2005-09-13

A. Describe the past year's accomplishments and the current status of this Action Project.

The College hired a consultant with Baldrige and AQIP experience to work during fall '04 with faculty on the assessment of student learning. This arose from earlier false starts in work on this Action Project with pre-test/post-test designs and data which were not of normative quality and lacked measures with national comparators. The consultant recommended starting at the beginning, and, realizing that if we skip steps, we will forever be starting anew, we agreed with that recommendation. As a result, we adapted a Course Development Model (CDM) used in two other AQIP institutions, processed several iterations of it, and asked individual faculty to take leadership of CDM development. Each full-time faculty member developed two CDMs during 2004 – 2005 and will continue in 2005 – 2006 to develop two additional CDMs. This approach also supports our initiative to improve both orientation for part-time and annual faculty and instructional consistency across the curriculum because once we have a complete set of Course Development Models, we will begin a Curriculum and Instruction Development Model (CIDM) which will link the individual course development to the larger curriculum and program processes, such as New Faculty Orientation (full and part-time), Program Review, and Perkins Grant allocations. We have established a pilot program with the CDMs for use in courses taught by full and part-time faculty. Once we roll out these processes at the program level, we will be much better positioned to assess identified program-based learning outcomes. (Earlier attempts to assess student learning outcomes focused on individual courses and presumed coherence and alignment at the program level and, thus, were chaotic and largely unsuccessful.) Learning is the essence of our student-driven mission. Thus it makes sense to connect our course, curricular, programmatic and assessment processes together in a single model which, if applied properly, will produce improvement initiatives within the teaching and learning sub-systems. Our decision to step back to a more solid beginning on the assessment of student learning acknowledges our commitment to the continuous improvement process.

Review (10-04-05):

Time line information was not provided, this is useful when evaluating the progress of an action project. The choice to begin the Action Project anew is well reasoned. Clearly, experience obtained from earlier false starts, while frustrating, was used to move the project forward. Adapting and building off the successful model used a other AQIP institutions appears to be a wise time saving approach. Faculty developing the CDM's is a great way to encourage buy-in. Have other ways of encouraging campus wide buy-in been considered or explored? While attempting to move the whole enterprise forward at once has merits, implementing test runs on a small scale might identify problems early on. The effort of connecting course, curricular, programmatic and assessment processes together in a single model will be well worth the effort.

B. Describe how the institution involved people in work on this Action Project.

All full-time and annual faculty members participated in the drafting of CDMs while 15 part-time faculty also assisted in the drafting and review process. Counseling and Advising staff reviewed the CDM template and provided input to item changes. This review created a needed link to Student Services. During summer '05, the Dean of the College and Faculty Coordinators conducted a summary overview of the CDMs and constructed a list of tips for continued work on them. The College's Director of Grants/Institutional Research provided comparator data on national test results, primarily for Nursing Program graduates. Each developed CDM will be available on the College's shared drive, accessible to all staff and students.

Review (10-04-05):

Having all full time and annual faculty members contributing to this Action Project demonstrates institutional commitment. The summary overview of CDMS and compilation of tips for future work shows a concern for quality and improvement.

C. Describe your planned next steps for this Action Project.

During the 2005 – 2006 academic year, work on the assessment of student learning will continue some activities and add others. We will continue with our national comparator assessment data for the Nursing Program, for the new nationally accredited Medical Assistant Program, and for our MOS (Microsoft) certification process related to the Computer Information Systems and Office Assistant Program. Furthermore, faculty will continue with their CDM work with a target goal of two additional CDM per faculty members. New activities will be formed based on data and analyses stemming from results of the college-wide Clarus Corporation Scans which are set to be administered in September and October '05 with feedback and analyses marked for January '06. Recognizing the value of and our need for comparator information at the national level, we plan to explore using the Collegiate Assessment of Academic Proficiency (CAAP) as an instrument for measuring learning across the General Education curriculum. Finally, we plan to use and evaluate on-line tutoring software for distance learning offerings.

Review (10-04-05):

The collection of national comparator assessment data is an important component for the development of academic assessment goals and methods and to create division assessment plans. The development of a time line for the implementation of the Curriculum and Instruction Development Model, as well as associated steps necessary for the testing of prototypes might help the project maintain momentum and direction.

D. Describe any "effective practice(s)" that resulted from your work on this Action Project.

We have none to report at this time.

Review (10-04-05):

E. What challenges, if any, are you still facing in regards to this Action Project?

Our primary challenge is to chart a plan with timelines and accomplish, efficiently and effectively, significant work on assessing student learning.

Review (10-04-05):

Well articulated challenge. Might a time line be part of your "Planned Next Steps"?

F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project, explain your need(s) here and tell us who to contact and when?

No. The contracted consultant stimulated progress on the Project with the launch of the CDM framework and our participatory development process.

Review (10-04-05):