

## Category One: Helping Students Learn

**1C1 Common Student Learning Objectives:** At approximately the time the College applied for acceptance into AQIP, the faculty came to consensus on nine attributes which would serve as educational values toward which all instruction would focus. In January 2001, the faculty revised the educational values and formalized the “College’s General Statement of Educational Values.” The statement, however, is not a list of competencies required for graduation. Yet, it is the goal of Glen Oaks Community College to help students achieve the cited attributes:

- Acquire the knowledge appropriate for career and personal growth
- Develop personal and professional integrity
- Read, write, and speak effectively
- Pursue education for a lifetime
- Pursue opportunities for wellness
- Analyze information critically
- Engage in problem solving
- Develop an appreciation for diversity
- Work collaboratively.

Between 2001 and 2008, a series of faculty-centered AQIP Action Projects has focused on helping students learn, but only tangentially have the individual Projects addressed the above common student learning objectives. In contrast, the most recently declared

Action Project (March 2008) has as its focus the review, refinement and recommitment to the institutional educational values. In addition, the 2008 Project reflects a more integrated model of operations. Within that Project, facilities and funding, student services, and academics no longer operate as isolated departments but recognize shared values and acknowledge contributions to student learning.

A broader, institution-wide focus on the student learning objectives came about through participation in three Higher Learning Commission (HLC) workshops:

- “Making a Difference in Student Learning: Assessment as a Core Strategy,” 2006
- “Making a Difference in Student Learning: Assessment as a Core Strategy,” 2007
- “Commitment vs. Compliance: Building Shared Responsibility and an Institutional Culture for Assessing and Improving Student Learning,” 2007.

Furthermore, the 2007 acceptance into the HLC Academy for the Assessment of Student Learning provided a strategy for achieving the institutionalization of a “culture of assessment,” taking the assessment of student learning to the institutional level, including the co-curricular level, and implementing assessment across-the-institution.

Building upon a commonality of purpose, helping students learn, a cross-functional institutional team attended the June 2008 HLC Academy Roundtable and designed an Action Project that addresses the need not only to review, refine, and recommit to the institution's educational values but also to assess them. As work on the Academy Action Project continues through 2011 and as work on the 2008 AQIP Action Project concludes, it is expected that the common student learning objectives formalized in 2001 will be clarified, modified, and institutionalized.

The Academy Action Project offers **Opportunities for Improvement:**

- To work as a college community, beyond the faculty, in defining the attributes/educational values/common student learning outcomes
- To open the conversation about assessment to segments of the college community that did not see it before as "their job"
- To align co-curricular activities with a common set of attributes, so that all aspects of the educational experience have a shared focus.

**1C2 Alignment with College's Mission:** With the development of the "College's General Statement of Educational Values," the faculty assumed primary responsibility for ensuring student learning expectations, practices, and development objectives align with

the College's mission to transform lives and improve communities.

Seven operational departments exist within academics to budget for instructional needs, schedule classes, and hold curricular discussions:

- Business
- Communications
- Humanities and Social Sciences
- Mathematics
- Natural Sciences
- Nursing and Allied Health
- Physical Education.

Through focused curricular discussions within each operational department, the faculty has translated the institutional educational values into course objectives. Then through individual course objectives the educational values extend to student learning expectations and practices.

In addition to the faculty's efforts, the College's curriculum committee aids in alignment as it reviews proposed changes to existing courses and proposed adoption of new courses. Similarly, active advisory committees (faculty, counselors, K – 12 representatives, and business and industry representatives) review curricula for Nursing and Allied Health, Business, and trades oriented courses. Furthermore, the Program Review of Occupational Education (PROE) and the College's academic review process that resulted from the institutionalization of an extended AQIP Action Project ["Evaluate the Viability and Effectiveness of Instructional

Degrees and Certificates ('Programs')"] both address the alignment of student learning expectations with mission.

In 2008, the Board of Trustees adopted six statements of "Glen Oaks Community College Values and Commitments":

1. We support and celebrate successful learning within an educationally transformative process. We are committed to high expectations and systems to foster quality learning. We value the role of the College in helping our communities develop and prosper.
2. We value service provided by individuals and groups, working together for the common good of the College and our service area. We recognize our responsibility to the communities we serve and look for opportunities to connect our programs and services to community needs. We are committed to providing access to the College's academic programs and services, fostering the vision that everyone can be a part of building our shared future.
3. We are committed to interacting in ways that demonstrate civility, caring, and respect. We develop our working and learning relationships based on mutual trust, recognizing that each individual has inherent worth and unique talents. We appreciate and value diversity

- of expression, collaboration and partnering, and finding ways we can communicate effectively across difference.
4. We value and encourage innovation. We promote the development of questions, ideas, and College activities that engage students, faculty, and staff, area employers and communities in taking reasoned risk and pursuing new learning. We recognize that creative solutions require effective processes for support and implementation.
5. We are committed to the value and practice of integrity and public accountability. We recognize that each of us is accountable to the public and that we share a responsibility for expanding mutual trust and support. We pledge to act with personal integrity and to ensure a high degree of organizational transparency.
6. We are committed to diversity as an educational and social value. We understand that diversity requires caring, cultivation, and effective communication processes in order to build unity and insight from difference.

**Opportunity for Improvement:**  
Attention now needs to be given to aligning these institutional values with the educational values and to extending beyond faculty the commitment to the educational values. The 2008 AQIP Action Project (1C1) and the Academy Action Project (1C1) will facilitate that alignment and extension.

### **1C3 Key Instructional Programs:**

Glen Oaks Community College defines an instructional program as one for which a degree or certificate is designed and offered by the College. Therefore, instructional programs are often identified as either transfer or career preparation programs.

Within those two broad categories, “key instructional programs” are difficult to identify because it is difficult to achieve consensus on the definition of “key” programs. For some, those with highest enrollment are “key.” For others, those that generate the most revenue for the College are “key.” And, yet, for others those identified by potential employers as the source of quality employees are “key.” Thus, “key instructional programs” might be all those for which the College offers a degree or certificate.

Accepting the final inclusive definition, within all key instructional programs, faculty use diverse delivery methods, not limited to but including the following techniques:

- Labs
- Simulations
- Web-based online assignments
- Small groups
- Lectures
- Clinicals
- Independent studies
- Internships/externships
- Field trips
- Videos and DVDs
- Visual presentations
- Internet classes for which the Course Management System, Angel, provides instructional

tools for synchronous and asynchronous learning opportunities.

The degree to which technology is used within the formal instructional context varies from course to course and from instructor to instructor, especially from part-time to annual contract to full-time.

### **1C4 Accommodation of Student Learning Styles:**

The College is intentional in attempting to prepare faculty to accommodate a variety of student learning styles. It provides faculty with professional literature, such as teaching and leadership newsletters, that addresses issues of diversity and accommodation; it provides professional development funds for individual faculty to pursue study in these areas. On-campus mandatory Faculty Forums, biannual in-services, and regularly scheduled department meetings present information on teaching methods and learning styles. Part-time faculty orientation sessions and the formal faculty review process assist in this focus. So, too, do advisory committees and the College’s Special Needs Advocate.

Special needs are often self-identified at the advising level during the registration process. In addition, faculty can identify students with special needs from observations in the classroom. In compliance with the Americans with Disabilities Act, the College provides assistance for all with identified special needs. For those students with documented needs, the College provides a learning specialist.

Multi-media delivery and simulations further accommodate diverse learning styles. The college-adopted Distance Learning (DL) Best Practices (1P6) require inclusion of varied learning style activities as a standard for all online classes, and an advisory committee reviews those classes to help ensure alignment of course outcomes and learning activities with the established Best Practices.

Beginning in fall 2008, students in both career and transfer programs are able to enroll in a newly developed course, GEN 101 College Skills and Portfolio Writing. This course is designed to assist students in developing the skills required to be successful in both academic and career endeavors. It includes, among other areas of focus, a unit on identifying preferred learning styles and developing effective learning skills to accommodate them.

For all individual course and faculty efforts, the College's Tutoring and Testing Center provides support to accommodate a variety of students' learning styles.

**Preparation to Live in a Diverse World:** Items three and six of "Glen Oaks Community College Values and Commitments" (1C2) specifically address diversity and the value the College places on it. In addition, the "College's General Statement of Educational Values" (1C1) includes the attribute of developing in students an appreciation for diversity. As individual instructors continue to work to align course syllabi with both institutional and

educational values, such an appreciation becomes evident in individual course content. The content of some courses is, in fact, designed to help students live in a diverse world. Specific courses, such as comparative religion, sociology, and anthropology, focus on diversity and on living in a diverse world. Community health nursing and children's literature further illustrate that focus, as do many other courses in the humanities. In addition, library purchases for curriculum assist faculty in that diversity emphasis.

For some students, the foci of individual courses culminate in an Associate of General Studies Degree with an Emphasis on International Studies. This program is designed to provide students with a basic foundation in global awareness. It fulfills transferability requirements in areas of international business, global peace, intercultural education, international affairs, and similar government and/or foreign service.

In all official College publications, equal opportunity in hiring is publicized. In institutional brochures and fliers that contain photographs, the diversity of the student population is shown. That diversity is multi-dimensional in gender, age, and ethnicity.

**Opportunity for Improvement:** As presented in 1C1, the "General Statement of Educational Values" states that the College will help students "develop an appreciation for diversity." An appreciation for diversity, however, may not equate

with a preparation to live in a diverse world. Thus, the 2008 – 2009 review of the educational values (1C1) may result in shifting the focus from appreciation to preparation. If agreed upon, such a shift should result in an alignment of educational values and course objectives that reflects more intentional efforts to prepare students to live in a diverse world.

**1C5 Celebrate Freedom and Respect Diversity:** The “Glen Oaks Community College Values and Commitments” (1C2), specifically items three, four and six, creates the institutional climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for differing and diverse opinions. Being aware of those values, participants commit to them in college interactions at all levels of operation from Board of Trustees meetings to Leadership Council meetings to Faculty Forums, from community and employee focus groups for strategic planning to the monthly meetings of the College Council (Category 8), and from all-college meetings to union meetings to Student Government meetings.

In the classroom setting, faculty assume a key role in creating and maintaining a climate that reflects the institutional and educational values. Instructors encourage respect for differing and diverse opinions. Although this attribute may not be clearly stated in syllabi or outcomes assessment, it is evidenced in small group discussions, in question-response periods, and in the classroom

application of the theories of participative and constructivist learning.

**1P1 Determination of Common Student Learning Objectives:**

The 2008 AQIP Action Project to “Review, Refine, and Recommit to the College’s Educational Values” explains the process for determining common student learning objectives. In 2008 – 2009, three broad activities will occur in the process. First, the representatives to the Roundtable for HLC Academy for the Assessment of Student Learning will launch a series of institutional conversations on the current Educational Values.

Conversation groups include faculty, support staff, current students, alumni, mid-level administrators, and the Leadership Council. The purpose of the conversations is to achieve group consensus on specific educational values and on the term to identify them (attributes, outcomes, objectives, values, or some other term). Conversations are scheduled between September and December 2008. One or more of the representatives to the HLC Academy Roundtable will facilitate each conversation. Then, by the end of winter '09 semester, a synthesized list of commonly agreed upon educational values will be adopted and disseminated throughout the institution and college community. Finally, with that review and refinement completed, the institution will be positioned to commit to the “new” student learning objectives and to begin to incorporate them into all college operations during the 2009 – 2010 year.

Although the 2001 Educational Values had been formally developed by faculty and had to a great extent been owned by faculty since inception, the Action Project process reflects the College's current integrated model of operation and hopes to advance the desired common importance of the College's Educational Values to all areas of institutional operation.

Once the common student learning objectives have been determined, the faculty, the Dean of the College, and the Associate Dean of Instruction will work together to establish specific academic program learning objectives aligned with the common student learning objectives. Subsequently, common student learning objectives and specific program learning objectives will appear with course objectives in course syllabi and course development models (CDMs).

**1P2 Design of New Programs and Courses:** In designing responsive academic programming, the academic division considers multiple factors provided through an environmental scan of four-year colleges, employers, advisory committees, and standards. For example, in designing occupational programs, an initial step may involve visiting business and industry to verify the need for the program as supported by an anticipated job market. In addition, business and industry identify competencies needed by those completing the program. Then, the competencies are built into the courses that comprise the academic program.

Certifying agencies, where applicable, establish standards, often state-mandated, that drive program and, thereby, course content. Helping students learn then becomes the operative phrase as faculty determine course syllabi, learning outcomes, and methods of delivery and of assessment for each new course within each new program.

During fall 2004, the College hired a consultant with Baldrige and AQIP experience to work with faculty on facilitating and assessing student learning. As a result, the College 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.

During 2004 – 2005, each full-time faculty member developed two CDMs and continued in 2005 – 2006 to develop additional CDMs, relating to current teaching assignment. Each CDM moves beyond the catalog course description to identify entry level skills/knowledge and prerequisite and co-requisite courses. In addition, the CDM cites general course goals, course competencies/outcomes, and evaluation methods. Furthermore, it lists a topical outline for the course, presents examples of effective methods of instruction that may be used for delivering course content and facilitating student learning, and identifies degrees and certificates that are affected by the course. Finally, the CDM also notes course policies, such as those on

attendance and academic dishonesty.

All full-time and annual contract faculty have participated in the drafting of CDMs while course-specific part-time faculty assisted in the drafting and review process. Where applicable, counseling and advising staff reviewed CDMs, maintaining a link to Student Services.

This CDM development supports instructional consistency across the curriculum and positions the College to explore 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, Perkins Grant allocations, and assessment of student learning.

Most often faculty initiate the modification of current courses and the development of new ones. Both modification and development must comply with CDM guidelines. If a course is to be delivered through distance learning, it must also meet the DL Best Practices criterion (1P6). The curriculum committee of the College must review all proposed new courses and programs. The Board of Trustees of the College must approve all new programs.

**Opportunity for Improvement:** The Office of Academic Affairs/ Instruction is currently reviewing the process for designing responsive academic programming, both course revision and program development.

This review complements the College Council's process mapping initiative and is intended to refine and clarify the process, leading to a more systematic one. Attention to the design processes for course revision and program development will further balance educational market issues with student needs.

**1P3 Determination of Preparation Required by Students:** Within the degree and certificate programs, faculty determine skill prerequisites. For some courses, a predetermined score on a standardized test or placement examination serves as evidence of skill preparation. For example, the College uses a computerized placement test, ACCUPLACER, to determine reading, math, and English skills of first semester students. Specific ACCUPLACER scores align with placement in specific courses. For higher-level courses in the math and English sequences, the successful completion of the lower level course becomes the skill prerequisite measure.

Online students and on-campus students must meet all course prerequisites. In addition, online learners are strongly encouraged to participate in a pre-semester, face-to-face group orientation to help acquaint students with the Course Management System and to gain a more accurate understanding of what online instruction entails. Specifically, students learn the following prerequisite skills:

- Navigation of course folders
- Posting to discussion boards

- Sending email
- Taking online tests
- Submitting assignments through digital drop boxes
- Engaging in chat rooms.

Furthermore, as part of the orientation, students are provided an online survey to help them determine if an online class is right for them.

Students needing additional assistance and students who are unable to attend one of the on-campus orientation workshops are encouraged to schedule one-on-one training with the Distance Learning Center personnel.

Nursing and health occupations have established prerequisites for admission into their respective programs. These prerequisites focus on the student's successful completion of a series of courses prior to his or her acceptance into the program. Additionally, for the nursing program, the student must achieve a minimal score on a pre-entrance examination.

**Opportunity for Improvement:**

During the 2008 – 2009 academic year, revised CDMs, including updated prerequisites, will be produced and submitted to the curriculum committee for approval. This will update the required course descriptions needed for the implementation of the upcoming online registration system.

**1P4 Communication of**

**Expectations:** The College Catalogue, available in hard copy and online at the College Web site, is the primary and initial device for

communicating the expectations of student preparations. It contains all prerequisites for courses and program admissions. It is available to all students prior to their applying for admission to the College, and those students enrolled at the College have access to updated versions of the catalogue. Individual programs also have focused brochures that address expectations and requirements for the successful completion of those programs.

As the Director of Admissions visits area high schools, that representative addresses expectations with the students personally and introduces prospective students to the admissions process. One component of that process is placement testing through which the College assesses students' preparation and skills. In general, entry level skills are not addressed prior to enrollment other than by the Director of Admissions and advisors commenting on the assessment of them through a placement test vehicle and by using the placement results to determine course selection.

Once the results of placement testing are available, advisors use those results to identify courses of appropriate skill level for which the individual student might register. The registration process itself reveals the accuracy of placement for both first semester and returning students by electronically red flagging students who have registered for a course for which they

have not either taken or successfully completed the prerequisite.

In course syllabi, faculty communicate student learning objectives and exit skills to be achieved. Each syllabus contains course objectives and, in some cases, details about assessing student learning in that specific course. For online classes, student learning objectives are also listed in course syllabi. Academic advisors meet with students interested in enrolling in online classes to assist them with their course schedules and to answer questions.

Not only improved identification of preparation skills but also improved communication of the importance of those skills to prospective students positively affects student learning at the College.

**Opportunity for Improvement:**

Online advising has been limited up to this time; however, students are encouraged either to call or to email the Distance Learning Center or an academic advisor for assistance.

**1P5 Appropriate Selection of Programs by Students:** The advising process at the College helps students select programs of study that complement their needs, interests, and abilities. By referring to high school transcripts, ACT and other standardized test scores, and the results of placement tests, such as ACCUPLACER testing for reading, writing, and math skills, advisors are able to note discrepancies in preparation in those students registering for the first time

at the College. Then, based on the above data, advisors can recommend to students alternative courses that better match their indicated abilities. If a student voluntarily takes an interest assessment test, the advisor could also use those results to match more closely the student's interests with courses to be taken.

For a returning student, advisors become aware of discrepancies in program preparation as they review prerequisite courses successfully completed by the student. Failure in a course is indicative of discrepancies between necessary and actual preparation of the student, but part of preparation is in the affective domain and, thereby, the responsibility of the student. Therefore, through an individual conference, an advisor would seek to discover the cause of the discrepancy and possible correction of it. In some cases, the student will need to retake the course, possibly from a different instructor who might deliver the course content in a manner more compatible with the student's learning style. In other cases, a substitute course might be suggested, one, however, that still fulfills the program requirements for which the original course was selected while being a better match with the student's interests and learning styles. And yet, in still other cases, an advisor might recommend that the student increase the amount of study time devoted to the class, seek help from the Tutoring and Testing Center, or, if applicable, work with the Special Needs Advocate to decrease the

discrepancy and increase the possibility of success in the course.

In courses offering pre-and post-tests as part of the assessment of learning, faculty identify discrepancies in program or course preparation at the time of the pre-test. When such a discrepancy is noted, the faculty member might meet with the student to review his or her options for better-matched placement or might consult with an advisor and ask that person to meet with the student for clarification of placement. Unfortunately, the College does not require students to meet with an advisor prior to completing registration. Thus, the self-advising option prevents some students from recognizing discrepancies between actual and necessary preparation, and it permits others who recognize them to overlook them.

**1P6 Determination and Documentation of Effective Teaching and Learning:** The Office of Academic Affairs/Instruction is in the process of developing a new course evaluation system using the services of the University of Washington. It will apply to part-time and annual contract faculty as well as full-time faculty, at both probationary and continuing contract levels. As drafted, the purpose of the evaluation is to inform personnel decisions, encourage professional development of the faculty, and foster continuous quality improvement of course delivery. Components of the evaluation include a student satisfaction survey, a classroom observation, and a

materials review. The Dean of the College and the Associate Dean of Instruction introduced this model to the faculty and received feedback on it during the 2007 – 2008 academic year. It will be piloted during 2008 – 2009.

The Distance Learning Center and its DL advisory team document effective teaching and learning through established Best Practices. A rubric, based on the Best Practices established by the faculty, was developed to help reviewers identify the level of proficiency each online course meets. To ensure continued offering of the course in an online format, each online course must meet or exceed the “accomplished” level of proficiency (consistent, appropriate application of the Best Practices criterion) on each established Best Practice:

- **Student-Faculty Contact:** Instructors will provide clear guidelines for interaction with students.
- **Active Learning:** Instructors will provide opportunities for students to move their skills to the three highest levels of “Bloom’s Taxonomy” and apply learning to real-world situations.
- **Prompt Feedback:** Instructors will provide both information and acknowledgement feedback to students.
- **Emphasis of Time on Task:** Instructors will provide a framework for students to follow so they are able to complete the semester according to the academic calendar.

- **Communication of High Expectations:** Instructors will provide challenging assignments, projects, and course activities equal to those provided in face-to-face college level classrooms.
- **Respect for Diverse Talents and Ways of Learning:** Instructors will provide learning opportunities that appeal to a variety of learning styles.

Representatives from all areas of the College serve on the eleven-member advisory team that reviews online courses. Having representatives from the different college departments helps ensure a greater understanding of the Best Practices quality initiative and the purpose and processes of the advisory team.

Documentation of learning, whether the course is delivered in a traditional classroom or through distance learning, is inextricably linked to the College's current AQIP Action Project to review, refine and recommit to the institution's educational values (1C1 and 1P1) and to the Action Project developed at the June 2008 HLC Academy for the Assessment of Student Learning Roundtable. In the 2008 – 2011 Action Project, assessment processes are scheduled to be developed in fall 2009 for the commonly agreed upon learning outcomes that will result from the AQIP Action Project. Implementation of the processes is scheduled for winter 2010. Analysis of data and implementation of improvements will follow, and the

recycling of the assessment processes is scheduled for fall 2011.

**1P7 Effective and Efficient Course Delivery System:**

The process of deciding what to offer and when is a fairly structured one at the College. The Dean of the College and the Associate Dean of Instruction in consultation with faculty evaluate enrollment data for several semesters to determine student demand and need for a particular course. The Dean and Associate Dean also consider faculty availability, cost of offering the course, and facility space. In addition, in consultation with admissions and advising, the leadership of Academic Affairs/Instruction considers the need for certificate or degree completion.

In general, institutional needs require that the faculty and physical plant resources be used efficiently and that the course offering be cost efficient. However, options in course delivery that are not dependent on enrollment or facility do exist. Briefly, those include the creation of an independent study under the supervision of a member of the College faculty and enrollment in a distance learning option under the instruction of either a College or distance faculty member. Such options balance student and institutional needs.

**1P8 Currency and Effectiveness of Curriculum:**

The academic review process affords the college community the opportunity for a thoughtful critique of the congruency between the College mission and its

academic offerings. Deliberate appraisal of academic departments and programs, in the light of the College's mission, prompts both focused reflection and purposeful revision.

To date, however, program review at the College reflects a compliance mode. Review of occupational programs is conducted regularly and most often to comply with accrediting bodies and Perkins IV. Thus, nursing and allied health programs most regularly receive focused reflection and purposeful revision.

To expand beyond reviewing occupational programs for compliance and to achieve a coherent approach to program review, the Office of Academic Affairs/Instruction is developing a review process which provides a means by which academic departments and programs can engage in thoughtful, candid, periodic self-evaluation. The intent of such a process is to promote the currency, quality, and effectiveness of curriculum through assessment of curriculum and student learning outcomes. To date, this process is in draft mode. However, inclusion here presents the opportunity for additional feedback on the process.

Believing internally motivated criteria yield the most valued and ultimately the most productive results, the Dean of the College and the Associate Dean of Instruction will work with faculty to identify criterion (elements) for each of six areas of quality proposed for inclusion in the review:

- Student Success
- Curriculum
- Faculty/Staff
- Culture
- Resources
- Community.

As drafted, the academic review process would be flexible and offer autonomy to programs and departments in deciding what to review and when. However, the first major decision before the review process starts might be the answers to the questions "What do we want to accomplish?" and "What do we need in order to accomplish these goals?"

Depending on the answers to those questions, a department or program might choose a focused review or a comprehensive one. In a focused review, faculty would identify to assess a specific element or elements from any single area or from as many areas of quality as determined appropriate by the department or program. They would then do the necessary work to implement that assessment, and demonstrate or document their findings. A comprehensive review would speak to all six areas of quality and address the total offerings of a department or program. The decision to conduct a focused or comprehensive review would rest with the department and program faculty and staff.

Once the scope is identified, departments and programs would submit their plans in writing to the Dean of the College. Departments and programs would then decide when to conduct reviews in

consultation with the Dean of the College. However, each department and program would have to complete at least one comprehensive review every five years.

As improving quality is the main motivation for program review, the first use of review documents would be internal. The department or program would be the primary audience for the review, and departments and programs would design follow-up activities based on the findings of the review. A review report would be sent to the Dean of the College and to relevant constituents. While printed texts provide one form of reporting, electronic portfolios, learning exchange site visits, and other alternative modes would be encouraged. Executive summaries could be prepared in some circumstances.

The draft of this review process also addresses the critical aspect of institutional support with the College providing support to faculty and staff who conduct program reviews:

- Clerical staff person who supports program review work
- Advisory group of faculty, staff and/or administrators with experience in program review and accreditation who consult on review functions
- Institutional researcher who collects data regarding graduates and conducts relevant market research
- Appropriate workload adjustments for faculty who lead comprehensive reviews

- A resource collection including internal and external examples of printed program reviews and electronic portfolios.

If adopted, this process will monitor the currency and effectiveness of curriculum and will serve to indicate the need to change or discontinue programs and courses.

**1P9 Learning Support:** Learning support comes from a variety of sources within the College. Initially it comes during the advising process. By a thorough review of an admissions application (high school transcript, ACT and SAT scores, previous college work, and documented special needs), advisors begin to support learning. Accurate initial course placement based on admissions data is a form of learning support. For students who self-advise, trial and error teaches them to use in-house curriculum guides and transfer curriculum guides, both provided as learning support.

Another major source of learning support is the Tutoring and Testing Center (TTC). For most classes, the TTC has tutors available by appointment, and for math and English tutors are also available on a walk-in basis from 10:00 a.m. – 2:00 p.m. during fall and winter semesters. If a request is made for a tutor in a subject for which the TTC has no tutor, the Director of the Center asks faculty to recommend individuals to be trained by the TTC to serve in that capacity. Once a tutor is available, faculty can refer

students to the Center or students can self-refer. In addition to tutoring, the TTC offers further support as a make-up test site where students can be supervised while taking tests during other than scheduled class time. Such service supports not only students but also faculty.

Another form of learning support comes from The Michigan Rehabilitation Service (MRS) and the intermediate school district (ISD). These organizations identify students with special needs who have been a part of their respective programs and are now enrolled at the College. Because the College's service area extends into neighboring counties in Indiana, that state's counterpart of the MRS, the Indiana Division of Disability, Aging, and Rehabilitative Services, also identifies students with special needs who have been a part of its program and are now enrolled at the College. Faculty can also identify students with potential special needs and refer them for verification to the Special Needs Advocate of the College. Similarly, students can self-refer to the Advocate.

Still another form of learning support comes from the library staff. That staff regularly canvasses the faculty via e-mail for recommendations of items to support their curricula. Furthermore, the staff notifies individual faculty of materials (monographs, periodicals, and on-line databases) pertinent to the individual's subject area. These notifications come via forwarded e-mail, the routing of advertisements, and copies of reviews of books and

audio-visuais. Library staff attempts to ensure that there is at least one periodical to support each course. Moreover, when new faculty members are hired, the library staff meets with those individuals to request information about library assignments and to provide an overview of materials in the library's permanent collection. Even in the process of cataloguing library materials, the library staff provides learning support by adding access points that make items more retrievable for not only faculty but also students.

Although the work of the College's network technician may be identified as that of institutional support (Category Six), the technician is also a vital one-person learning support area. This employee is involved in the student learning and development process as he provides tools to further enhance the classroom experience. The technician maintains existing computer labs and plans for the installation of new ones, most recently the library learning lab. He contributes to the updating of the institutional technology plan and, thereby, the updating of and planning for equipment to support teaching and learning. The network technician also assists faculty who use the portable LCD projector and provides input on the purchase of software to assist in teaching and in helping students learn, for example, nursing instructional CDs and DVDs.

Not unlike some students, faculty often self identify their needs relative to learning support. When faculty

have identified needs, they then go to the director of the area of support, for example, the faculty secretary, the network technician, the librarian, the Director of the Tutoring and Testing Center, or advisors and counselors. Thus, a diverse staff meets faculty needs, ranging from supplying paper and pencils or books and audio-visuals for a course to providing up-to-date software or accurate placement data.

In addition to on-campus learning support areas, another source of support comes by virtue of the College's membership in an online learning collaborative. Through the Michigan Community College Virtual Learning Collaborative (MCCVLV), learner support services are available to online students.

By providing support either directly or indirectly to the student or faculty member, staff in on-campus support areas and staff in the online learning collaborative are involved in the student learning and development process.

**1P10 Alignment of Co-curricular Goals:** The "College's General Statement of Educational Values" (1C1) is the common source for both co-curricular goals and curricular learning objectives. Because of this common source, the two align.

**Opportunity for Improvement:** As explained in 1P1, the 2008 AQIP Action Project to "Review, Refine, and Recommit to the College's Educational Values" is one that reflects an integrated model of operation. Through an institutional

recommitment to the values, the Project's goal is to emphasize the common importance of the values and to incorporate them into all college operations. Thus, not only course syllabi and CDMs (1P1) but also co-curricular mapping will reveal that curricular learning objectives and co-curricular development goals align.

### **1P11 Determination of the Processes for Student**

**Assessment:** With institutional acceptance into AQIP in 2001, Glen Oaks Community College declared its initial Action Projects, one of which was to design and implement systems to measure student learning. Since that time, the College has reported annually on that Project. Issues and barriers, mostly related to a lack of an informed, focused, accurate project direction, surfaced throughout the early years as divisions determined what learning/skills to assess by what measurement instruments. These early attempts to assess student learning outcomes focused on individual courses and presumed coherence and alignment at the program level and used pre-test/post-test designs and data which were not of normative quality and lacked measures with national comparators.

Changes in administrative leadership (the President of the College and the Dean of the College) in 2003 led to budget reductions, restructuring of academic divisions, and shifts in assessing student learning. To address the somewhat chaotic and unsuccessful early assessment

attempts, the new leadership hired a consultant with Baldrige and AQIP experience to work with faculty during 2004. Upon the recommendation of the consultant, a Course Development Model (CDM) was developed in an attempt to connect course, curricular, programmatic and assessment processes to produce improvement initiatives within the teaching and learning sub-systems. CDM work continued during 2005 – 2006 with completed models for 80% of the College's courses and not only identified measurable course objectives but also linked individual course development to larger curriculum and program processes, such as Program Review. The College's Nursing Program, especially, gives evidence of the value of assessment of student learning as it prompts course and program change.

It was that program that prompted the 2006 exploration of nationally-normed tools (CAAP and MAPP) for the assessment of General Education and of institutional learning outcomes. A review of those tools revealed that significant foundation work needed to be done before active, productive assessment of the College's Educational Values would yield improvement in student learning. The institution's Educational Values (attributes/goals) needed review; indicators of progress in achieving the goals and data sources of those indicators needed identification; an assessment plan needed development. Consequently, in July 2006, the Dean of the College and

four full-time faculty members attended the Higher Learning Commission's workshop on the assessment of student learning. The result was the draft of an institutional assessment plan and strategies for implementation. In addition, the participants designed a rubric for assessing the first of the institutional Educational Values: Read, write and speak effectively. The rubric focuses on four indicators:

- A unifying central idea that focuses content
- Relevant and accurate details for support
- Understandable and logical organization
- Appropriate word choice, grammar, and mechanics.

(Figure 1P11-1)

Faculty rank the effectiveness of each indicator on a Likert scale. Since the fall 2006 semester, faculty have voluntarily used the rubric and collected data on this attribute.

Also in fall 2006, a volunteer team of faculty identified indicators for determining the effectiveness of reading. The indicators focus on the student's ability to give evidence of seven skills:

- Recognition of the main idea and less central ideas of a reading selection
- Use of inferences to draw conclusions
- Recognition of the tone of a passage
- Recognition of relationships between sentences, such as the use of one sentence to illustrate another

- Ability to answer questions that require the synthesis of information, including gauging point of view and intended audience
- Recognition of organizing principles in a paragraph or passage
- Identification of contradictory or contrasting statements in a reading selection.

To measure the effective reading indicators, the College uses the ACCUPLACER Reading Comprehension Test. The test is given in the library computer lab, and staff of the Testing and Tutoring Center proctors the administration of it. Participation in this assessment is also voluntary with faculty scheduling classroom time to take their students to the lab. This assessment has been in place since winter 2007 semester.

Participation in the May and July 2007 HLC assessment workshops by instructional personnel (Associate Dean of Instruction, Assistant Dean of Nursing and Allied Health, and two faculty members) and by non-instructional personnel (Director of Financial Aid/Scholarship, Director of Admissions, Director of Grants/Institutional Research, and the Director of the Tutoring and Testing Center) respectively expanded our informed assessment base.

In addition, a third volunteer team of nursing and physical education faculty worked throughout 2006 – 2007 to prepare for the fall 2008 pilot assessment of a second Educational

Value (pursue opportunities for wellness). The team reported “positive things” the College is doing to promote wellness and made recommendations to improve campus health and community. One of those recommendations was a health assessment for the students to determine health needs. The team examined several assessment options and recommended TestWell, a health/wellness on-line survey from the University of Wisconsin.

TestWell identifies student health needs through a wellness inventory addressing the following areas:

- Physical Fitness
- Nutrition
- Social and Environmental Wellness
- Emotional Awareness and Sexuality
- Emotional Management
- Intellectual Wellness
- Occupational Wellness
- Values and Beliefs.

TestWell will provide the institution with data on its students’ health needs and will compare Glen Oaks students with those of other colleges. The institutional data and comparative data will assist in planning and assessing not only students’ health but also program health (effectiveness).

Furthermore, participation by instructional personnel (administrative, full-time faculty, and less-than-full-time faculty) in a June 2007 Critical Thinking Conference and expanded participation in a subsequent 2008 conference have positioned the College to assess related values (analyze information

critically; engage in problem solving) in the near future.

The three volunteer teams who have to date “kicked off” the organized assessment of the College’s educational values have begun the work of structured assessment processes by choosing an educational attribute, identifying indicators, designing or selecting measurement devices, introducing the assessment device and procedure to faculty, and monitoring progress on the assessment. However, with the College’s acceptance into the HLC Academy for Assessment of Student Learning and with participation in the June 2008 Academy Roundtable, the College recognizes the need and is positioned to move beyond faculty volunteerism in determining the processes for student assessment. The Action Project covering the institution’s assessment activities during its four-year participation in the Academy requires institution-wide participation. Furthermore, the Project schedules the fall 2009 development of assessment processes through involvement of both the Academic Affairs/Instruction and Student Services departments.

**1P12 Student Preparation for further Education or Employment:**

The College’s Graduate Survey, the Perkins Core Performance Indicator scores, and state and national certification results provide information as to how well prepared Glen Oaks’ students are for further education or employment. The Workforce Development Scan conducted in 2005 by the Clarus Corporation, an independent agency

contracted by the College, provides information on student preparation satisfaction by employers in St. Joseph, Branch, and Cass Counties in Michigan. In addition, transfer institutions provide the College with annual summaries of how Glen Oaks students perform with respect to other transfer students from community colleges and with respect to native students who begin their post-secondary studies at those baccalaureate institutions.

**1P13 Measures of Student Performance Collected and Analyzed:**

The College collects and regularly analyzes performance results on certification and on the State Board scores for nursing. Performance results on the National Council Licensing Examination in Nursing at both the LPN and the RN levels have been collected and analyzed most thoroughly by the nursing program.

Pockets of data gathering occur in other areas of national certification:

- National CDA Exam (Childhood Education Certificate)
- EMT-Basic National Registry Exam
- EMT-Paramedic National Registry Exam
- National Exam for Certified Coding Specialist (CCS)
- National Certified Coding Specialist Exam for Physician-based Practices (CCS-P)
- National Certification Examination for Medical Assistant (CMA).

Each semester the College collects and analyzes the results of the exit examination for fundamental and essential (developmental) writing. Across disciplines, the College has collected data on our students' writing and speaking skills since the fall 2006 semester and on their reading skills since the winter 2007 semester (1P11).

Instructors of individual courses collect and analyze pre- and post-test results.

**1R1 Results for Common Learning Objectives and Program Learning Objectives:** Nearly 70% of full-time faculty provided data to one, or both, of the two assessments piloted in 2006 – 2007. Faculty provided additional data through winter 2008 semester.

According to the publishers of the ACCUPLACER Reading Comprehension Test, students who achieve a score of 80 out of a possible 120 on the reading test have demonstrated competency in the indicators tested (1P11). Not all Glen Oaks' students take ACCUPLACER for placement purposes; some use ACT scores. However, in 2006, approximately 50% of the students who took the test for placement purposes scored under 80.

Participation in the current assessment of the Education Values is voluntary. Data on reading for winter 2007, fall 2007, and winter 2008 come from 110 students in 9 course sections, 55 students in 3 course sections, and 91 students in

7 course sections respectively. In winter 2007, of the 110 students assessed by ACCUPLACER, 62% scored at or above 79.5. Although not individually tracked, it is likely that some of those students assessed in winter 2007 were also in the 2006 placement test group because all course sections were 100-level. In fall 2007, of the 55 students, 65% scored at or above 79.5. Again, this assessment group likely included some students from the 2006 placement test group with all participating assessment sections being those from 100-level courses. In winter 2008, 45% scored at or above 79.5. For that assessment group, however, 6 of the 7 sections in which students were assessed were those of 100-level courses and likely did not contain students in the original 2006 placement group.

Faculty are most interested in the progress of students over time. As a result, the College is looking at ways of conducting longitudinal studies of our reading data. One initial review of the winter 2007 assessment revealed that 81 of the 110 students assessed had taken ACCUPLACER before, presumably at the beginning of their college career. A comparison of the original scores to the assessment scores revealed that of the cohort of 81, 34 scores (42%) went up. Of the 34, 12 went up less than 5; 22 went up more than 5. Fifteen of those 22 went up more than 10, and 5 of those 15 went up more than 20. Furthermore, of the 34 students whose scores went up, 7 (20.5%) took and passed the recommended college reading class.

A review of the winter 2008 assessment revealed that 78 of the 91 students assessed had previous reading scores through ACCUPLACER, likely administered at the beginning of their college career for placement purposes. Of those 78, 26 scores (33%) went up. Of the 26, 7 increased by less than 5; 8 increased between 5 and 10; 4, between 10 and 15; 4, between 15 and 20; 2, between 25 and 30, and 1 increased more than 30 points. In addition, of the 26 students whose scores increased, 5 (19%) took and passed the recommended college reading class.

The number of students sampled for effective reading skills does not permit statistically significant analysis now. However, the data is sufficient to demonstrate that it is possible to produce a longitudinal study of reading for students if the College can increase the sample size in the coming years.

For its second area of assessment, the College has collected data on the Educational Value of writing and speaking effectively since fall 2006. In addition to assessing the designated indicators (1P11), participating instructors are asked to provide information on course prefix and number and on the type of communication assignment:

- Essay Question
- Research Paper
- Group Project
- Written Paper (out-of-class)
- In-class Writing
- Written Summary
- Oral Report

- Lab Report
- Other.

In fall 2006, writing from 306 students, representing 22 course sections, was assessed. In winter 2007, writing from 156 students, representing 10 sections was assessed. In fall 2007, the writing of 358 students from 23 course sections was assessed. These submissions represent all types of written communication assignments and reflect the extent of voluntary participation by faculty in this assessment effort.

The writing and speaking data have been entered into a database so that they can be sorted and compiled in a variety of ways. For example, the College can examine the three-semester assessment of research writing or of written responses to essay questions given on examinations. The College has computed “global” values from the data which model the scores of all Glen Oaks’ students for a particular semester. These global values are presented in Figures 1R-1, 2, 3, and 4. Additionally, many “local” values, those which model the scores of a particular course, discipline, academic level or program, have also been computed. Examples of local values are presented in Figures 1R1-5, 6, and 7.

Faculty seem most interested in students’ improvement as they progress through the range of coursework required to complete a degree or program at the College. As an example, there has been great interest in comparing the writing

scores of students taking foundational courses to those of students taking 100-level courses to those of students taking 200-level courses when a writing assignment is given. By indicator, this comparison can be made. The data to date show that there is a statistically significant difference in the rubric scores of students' writing in foundational/100-/200-level courses (Figures 1R1-8, 9, 10, and 11). While the data do not establish causality, they do reveal that Glen Oaks' students who are taking higher level courses are, in fact, scoring higher on the writing rubric.

Additional data on common student learning objectives were gathered for the first time through the 2006 – 2007 Graduate Survey. Students were asked to indicate how well Glen Oaks contributed to their development in each of the nine institutional Educational Values. Although subjective, of the 106 respondents (51% return rate), the following percents reflect a rating of good and very good combined scores:

- Acquisition of the knowledge appropriate for career and personal goals: 84%
- Ability to analyze information critically: 80%
- Ability to problem solve: 79%
- Development of integrity: 77%
- Ability to read, write, and speak effectively: 77%
- Pursuit of wellness: 76%
- Ability to work collaboratively: 75%
- Pursuit of education for a lifetime: 75%

- Development of an appreciation for diversity: 69%.

It is expected that between 2008 and 2011 the work completed by the College for its Academy Action Portfolio will formalize the assessment process for the institution's Educational Values and will yield reportable and useful data for improvement in achieving common student learning objectives.

In addition to the common student learning objectives, some areas of study measure specific program learning objectives. Nursing and Allied Health serves as the best example of doing so. That program regularly measures specific program learning objectives by the first time pass rate statistics on the National Licensing Examinations (NCLEX). The Practical Nurse Program pass rate for the past four years (2004 - 2007) has been 99.13%, and an overall rate for the past five years has been 99.31% with scores below 100% for only one year out of the five. The first time pass rate for the Associate Degree Nursing (RN) Program for the years 2004 - 2007 ranged from 77.78% - 100%. This represents only one year with scores below 95%. The overall average for the last five years is 92.64%, an increase in 5.14% for this portfolio revision.

**1R2 Evidence:** Data from the 2006 –2007 Graduate Survey further support that students believe they have acquired the knowledge and skills base required by the institution and its stakeholders. In that survey,

93% of the responding students indicated they had met their college objectives in areas of improving job skills, career preparation, college transfer, personal interest, and other objectives. Of the responding transfer students, 83% said Glen Oaks' preparation was excellent or satisfactory, and 88% had at least all but four to six Glen Oaks' credits accepted by their new institutions. This suggests that students are attaining knowledge and skills required by other higher education institutions.

With respect to student employment data, the Graduate Survey and the Perkins Core Performance Indicator Scores provide evidence that students have acquired the skills base required by employers. From the Graduate Survey, 15% of the responding students are not seeking employment while 75% are employed, supporting that they have attained knowledge and skills required. Furthermore, 98% of those said they were employed in an exact job or in a field related to the degree or certificate for which they trained at Glen Oaks. Further, according to the Graduate Survey, the practical nurse job placement rate is 100%.

As reported in the Perkins data for 2005 – 2006, the academic attainment (graduation) rate for students in occupational programs was 90.9%. Occupational work skill attainment was 98.8%, and occupational job placement was 86%. Employment retention was 100%, evidence that students have acquired knowledge and skills required by employer stakeholders.

Furthermore, non-traditional participation in occupational programs was 12%.

The most recent Workforce Development Scan, completed in 2005 by Clarus Corporation (1P12), revealed that 81% of responding St. Joseph County employers and 100% of responding Branch County and Cass County employers were satisfied to very satisfied with Glen Oaks-trained employees. In addition, they indicated a 71% likelihood of using Glen Oaks as a source of employees in the future.

Students, employers, transfer institutions, and national licensing exams (1R1) all provide evidence that the College's students have acquired the knowledge and skills base required by the institution for awarding degrees or credentials.

### **1R3 Results for Processes associated with Helping Students Learn:**

The Nursing and Allied Health Program of the College best illustrates effective analysis of data and change for improvement based on analysis. The nursing program was part of the 2002 – 2003 program review process. The result of that review revealed that since 1997, the National Council Licensing Exam (NCLEX) first time pass rates ranged from 93.83% to 96.16%. This represented one or two failures per class. However, for the 2002 graduating RN class, the pass rate was 66.7%, representing five failures in that class.

Following the investigation of the low pass rate for that class, the program

secured the testing services of Assessment Technologies Incorporated (ATI) which is now used for ongoing standardized proctored testing at the conclusion of each major nursing content course. In addition, a comprehensive exam is administered at the end of each level of the program (PN and RN). Statistics provided by ATI on the comprehensive exams can predict the probable success rate of passing the NCLEX.

Other services of ATI include remedial practice tests on all the proctored content and comprehensive exams, focused study tests on content within medical surgical nursing, and a “virtual teacher.” The “virtual teacher” is the most recent service. For a nominal fee, the graduate can enlist the services of the teacher to assist in preparing for the NCLEX prior to testing for the first time or to assist in passing the NCLEX after failing. The teacher works with the graduate until it is determined that he/she is ready to test successfully.

The program implemented other measures to improve NCLEX pass rates:

- Re-establishment of an admissions committee
- Attainment by RN candidates of a decision score of 75 on the pre-entrance test
- Administration of the pre-entrance test only one time per year
- Administration of the pre-entrance test only two times to candidates who score lower than the decision score of 75

- Provision for the retake score on the ACE I, NLN to supersede the previous score.

Continued monitoring of the processes associate with the nursing program will provide results of the recommendations and of the use of the testing services. Furthermore, a program review of both the LPN and RN programs in 2008 will formalize those results. However, increased pass rates indicate the immediate results of these processes to improve student learning:

- 77.78% in 2004
- 95% in 2005
- 100% in 2006
- 96% in 2007.

Through its program review and its assessment of student learning, the Nursing and Allied Health Division has become a model for other academic programs at the College.

Other results for processes associated with helping students learn are reflected in the updating of the library computer lab, the establishing of Best Practices for online courses and of the course review process by the Distance Learning Advisory Team (1P6), and the increasing numbers of students served by the Tutoring and Testing Center (TTC).

The College believes the establishment of Best Practices and of the course review process in distance learning has contributed to the increased number of students taking courses online. Total enrollment for a three-term academic

year (fall – winter – spring) increased 20% between fall 2005/winter 2006/spring 2006 and fall 2006/winter 2007/spring 2007. Furthermore, between comparative 2006/2007 terms for spring, winter, and fall, enrollment increased 43%, 16%, and 28% respectively.

In the TTC, an overall increase of 5% in student use of all services was seen between the academic years of 2006 – 2007 and 2007 – 2008. These services include tutoring, test proctoring, ACCUPLACER placement testing, and offering of homework assistance. For comparative semesters, an increase of 7% occurred between fall 2006 and fall 2007 with an increase of 2% in total services between winter 2007 and winter 2008. One specific service, tutoring, increased 20% between the two academic years with an increase of 2% between fall 2006 and fall 2007 and with an increase of 40% between winter 2007 and winter 2008.

Comparison data from Library Statistical Reports for July 1, 2006 – June 30, 2007 and for July 1, 2007 – June 30, 2008 indicate increases in key areas of student use:

- Directed Tours of Library +30%
- Students Served by the Tours +50%
- In-library Use (Classes or groups using the library resources but not computers or learning lab) +60%

- Learning Lab Use by Scheduled Classes +20%
- Learning Lab Use by Number of Students +30%

**1R4 Comparative Results:**

As reported in 1R3, the Nursing and Allied Health program implemented recommendations and the use of testing services to improve a low first time NCLEX pass rate for the RN Program. Those corrective measures have resulted in a five year average pass rate (2003 – 2007) of 92.64%. This figure continues above the national average of 85.05% and above the Michigan average of 86.01% for the last four quarters of the year 4/01/07 – 3/31/08. This national and state comparative data demonstrate the effectiveness of the implemented measures.

**1I1 Improving Current Processes and Systems:**

The College’s acceptance into the HLC Academy for the Assessment of Student Learning and the development of the College’s Action Project for the Academy (2008 – 2011) position the institution to address common student learning objectives. The implementation of that Project includes a process, both its design and timeline, for improving current processes and systems for helping students learn (1P6).

Supplementing the plan of the Academy Action Project, improvements for current processes for helping students learn online are

developed as part of the Best Practices course review process, monitored through the DL advisory committee (1P6). The committee provides feedback to each faculty member as his or her course is reviewed. Faculty then use that feedback to help evaluate and improve the delivery of the online course.

Recently a newly developed faculty orientation to online learning was created and implemented. Faculty who wish to teach online classes are strongly encouraged to complete the thirty-hour, Web-based training program designed to introduce faculty to online pedagogy and technical proficiency. In addition, on a one-on-one basis, the Distance Learning Center provides support to faculty who develop online courses.

Further, in-house and collaborative external workshops are provided. For example, a Lunch and Learn Best Practices Workshop was held during the 2007 – 2008 academic year. All online faculty were invited to present/demonstrate their most successful online learning activity. Faculty then discussed how they might adapt and adopt the shared activities into their own instructional repertoire.

As yet another means for improving current processes and systems for helping students learn, faculty members who teach online are contractually obligated to attend distance learning professional development opportunities.

## **112 Targets, Improvement Priorities, and Communication**

**Thereof:** Targets for improvement in student learning are set at the program level by faculty after collecting and analyzing data and after receiving input from appropriate stakeholders, especially students, employers, baccalaureate institutions, and advisory committees.

The 2008 AQIP Action Project to “Review, Refine, and Recommit to the College’s Educational Values” (1P1) will assist the institution in setting targets for common student learning objectives. By the end of winter 2009 semester, the College will be positioned to commit to institutionally agreed upon targets: “new” student learning objectives.

Once the objectives are determined, the plan detailed in the Action Project for the HLC Academy for Assessment of Student Learning will determine how to address those targeted objectives. Initial plans for communicating the educational values, results of assessment, and improvement priorities include but are not limited to the following diverse means:

- College Website
- College catalog
- Advising process
- Course syllabi
- All-college meetings for personnel
- In-house publication, “The Assess Gazette”
- In-house electronic Novell GroupWise mailing
- Television monitors located on the College Concourse

- Focus topic presentations to the Board of Trustees
- Meetings of advisory committees
- Area news releases
- Presentations at area service clubs.

As the College implements the Academy Action Project, the results of each component and the improvement priorities will not only be communicated to but also celebrated with students, faculty, staff, administrators, and appropriate stakeholders.

Course Prefix and Number \_\_\_\_\_

Section \_\_\_\_\_

Semester \_\_\_\_\_

Essay Question     Group Project     In-class Writing     Oral Report     Lab Report     Other Project  
 Research Paper     Written Paper     Summary     Other \_\_\_\_\_

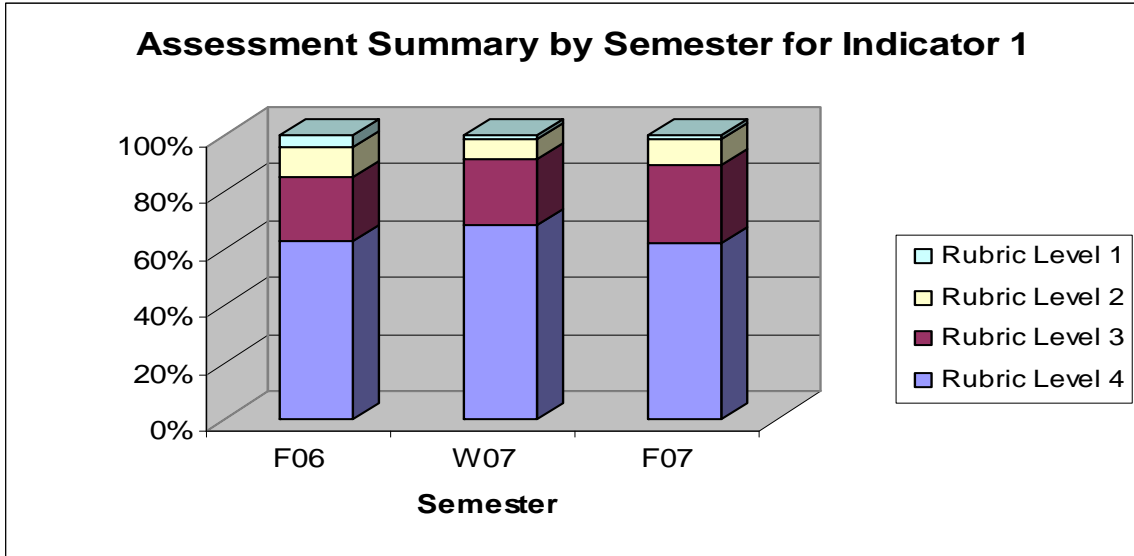
**Written and Oral Communication Assessment Rubric**  
 Glen Oaks Community College  
*Revised 10.15.07*

*Attribute: The Glen Oaks Community College student will write and speak effectively.*

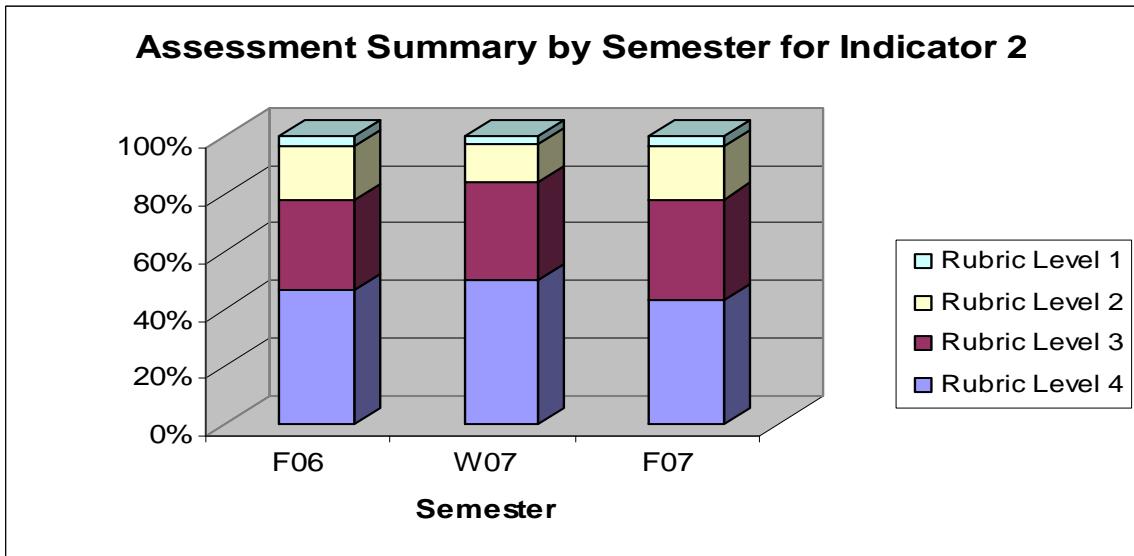
<b>Indicator</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Communication displays a unifying central idea that focuses content	Unifying idea is clear and focuses content	Unifying idea is recognizable but focus is sporadic	Unifying idea is recognizable but does not focus content	Unifying idea is not present
Communication incorporates relevant and accurate details or support	All support is relevant and accurate; no obvious support is missing	Support is generally relevant and accurate	Support is marginal	Support is random and unrelated to unifying idea
Communication demonstrates understandable and logical organization	Communication is understandable and logical	Communication is understandable but exhibits some weakness in order	Communication demonstrates weakness in organization that impedes understanding	Communication contains random order and confusing content
Communication uses appropriate word choice, grammar, and mechanics	Communication exhibits word choice, grammar, and mechanics that foster clear understanding	Communication demonstrates minimal problems that do not impede understanding	Communication includes problems that diminish understanding	Communication problems prevent understanding

**Figure 1P11-1** Rubric for the assessment of written and oral communication. First implemented in fall 2006, revised in fall 2007, and currently in use at Glen Oaks Community College.

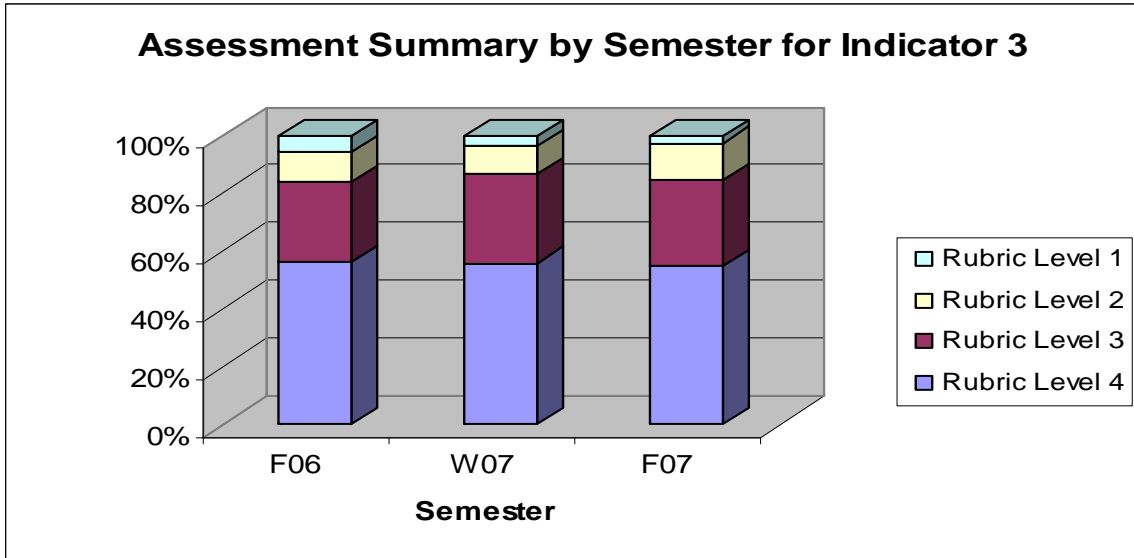
**Assessment of Writing**  
**Examples of Global Values by Semester and by Indicator**  
**Fall 2006, Winter 2007, Fall 2007**



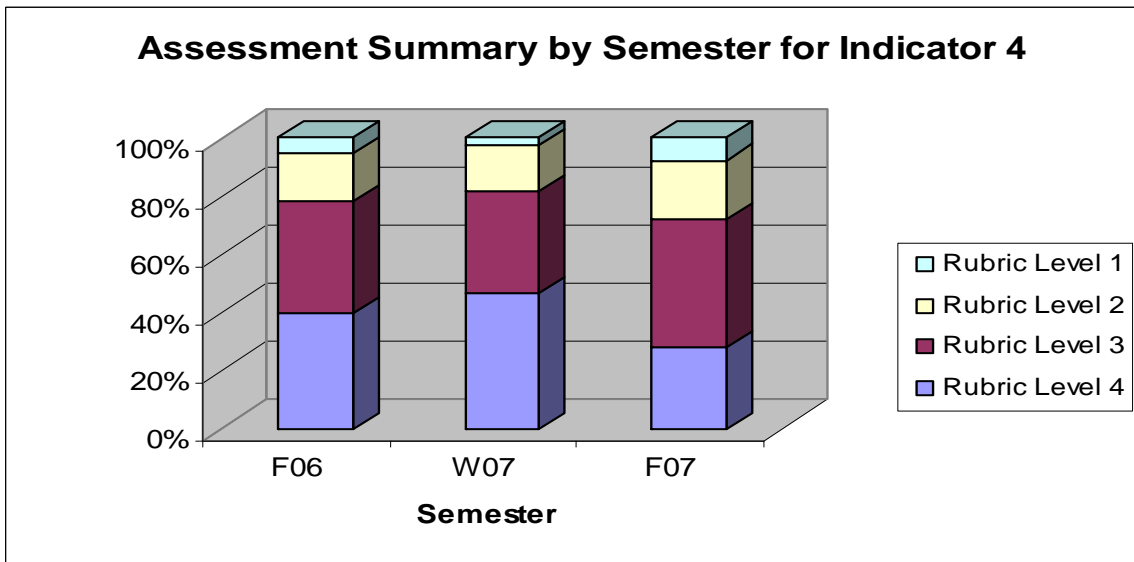
**Figure 1R1-1** Indicator One: Communication displays a unifying central idea that focuses content.  
 Glen Oaks Community College Writing Assessment Database.



**Figure 1R1-2** Indicator Two: Communication incorporates relevant and accurate details or support.  
 Glen Oaks Community College Writing Assessment Database.



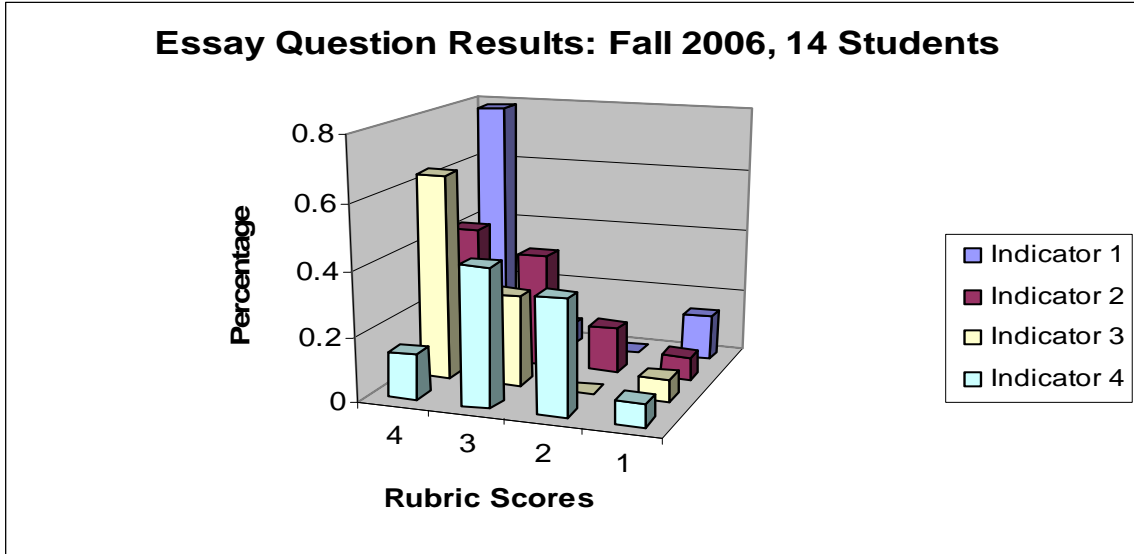
**Figure 1R1-3** Indicator Three: Communication demonstrates understandable and logical organization. Glen Oaks Community College Writing Assessment Database.



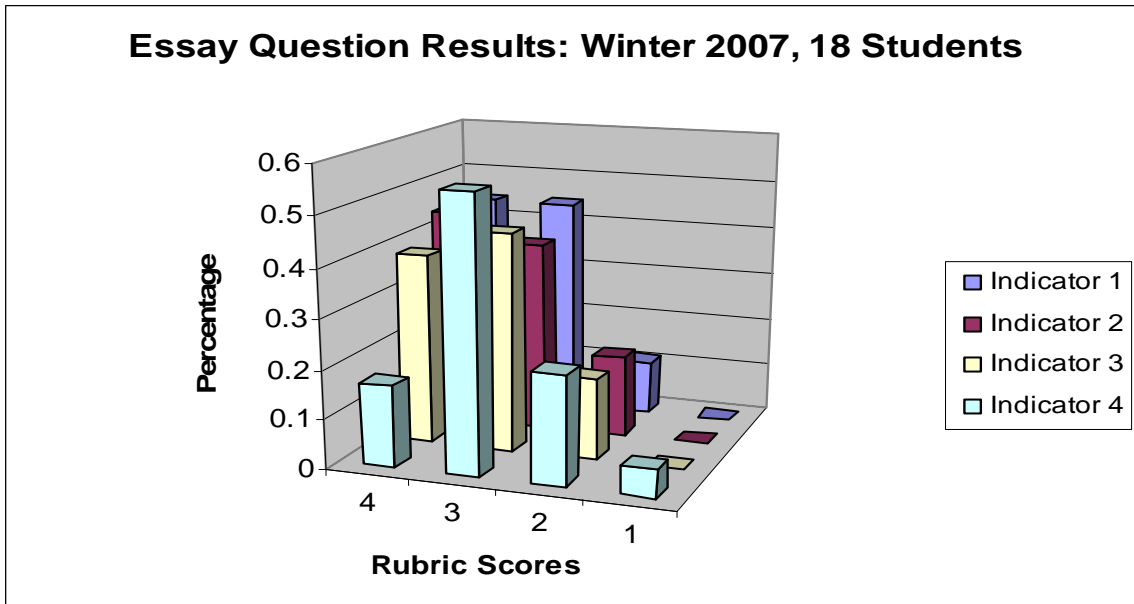
**Figure 1R1-4** Indicator Four: Communication uses appropriate word choice, grammar, and mechanics. Glen Oaks Community College Writing Assessment Database.

An examination of all written communication assessed for three semesters reveals that 70% - 80% of Glen Oaks' students score a level 3 or 4 on their writing for each indicator measured by the rubric.

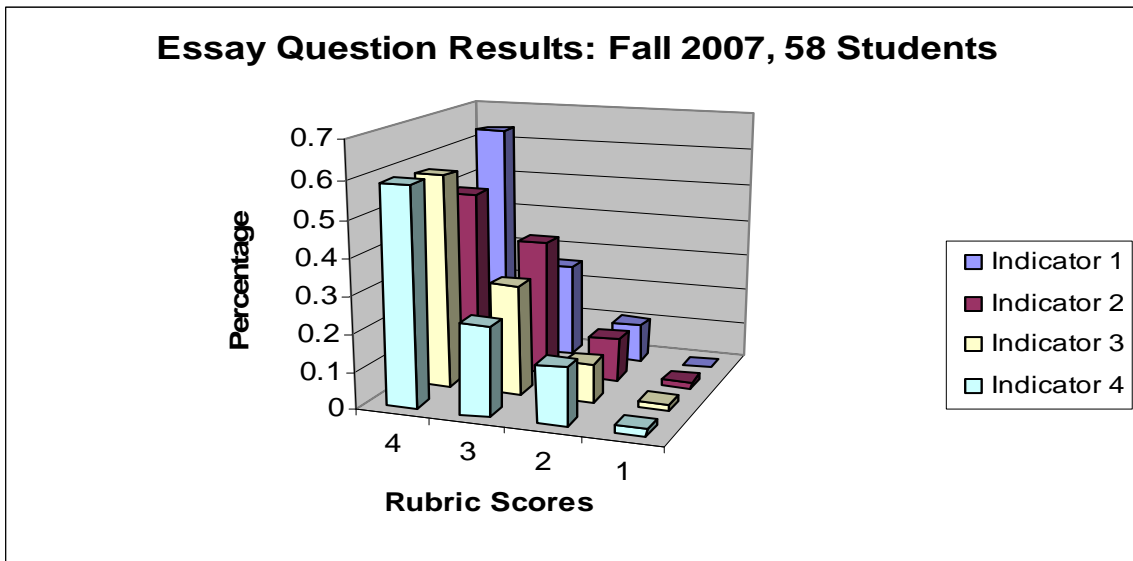
## Assessment of Writing Three-Semester Example of Local Values: Essay Question



**Fig. 1R1-5** Glen Oaks Community College Writing Assessment Database.



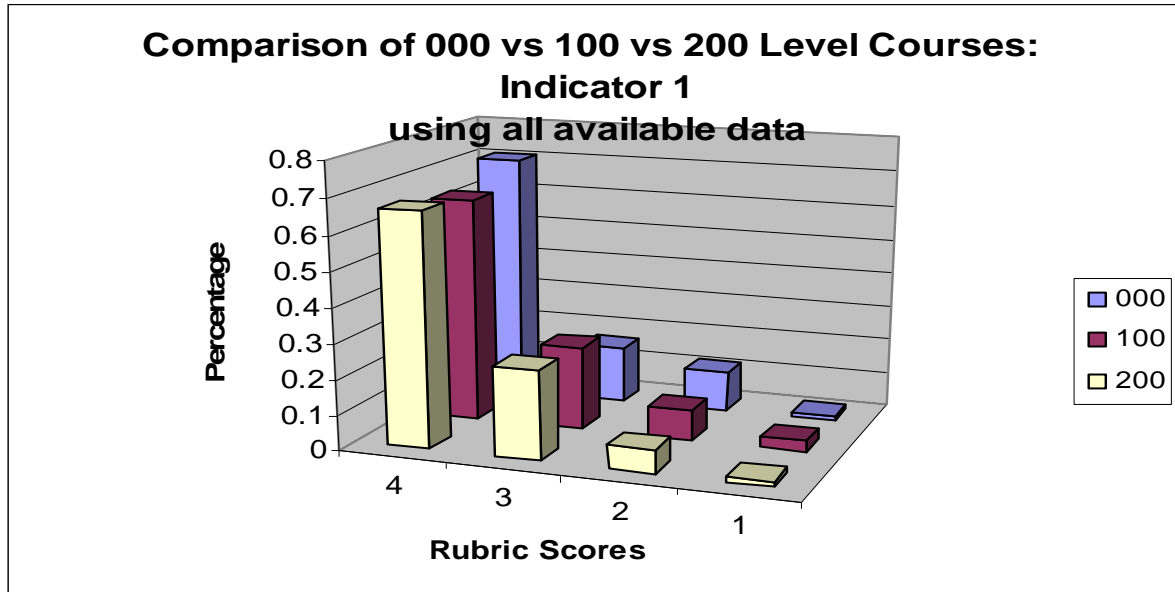
**Fig. 1R1-6** Glen Oaks Community College Writing Assessment Database.



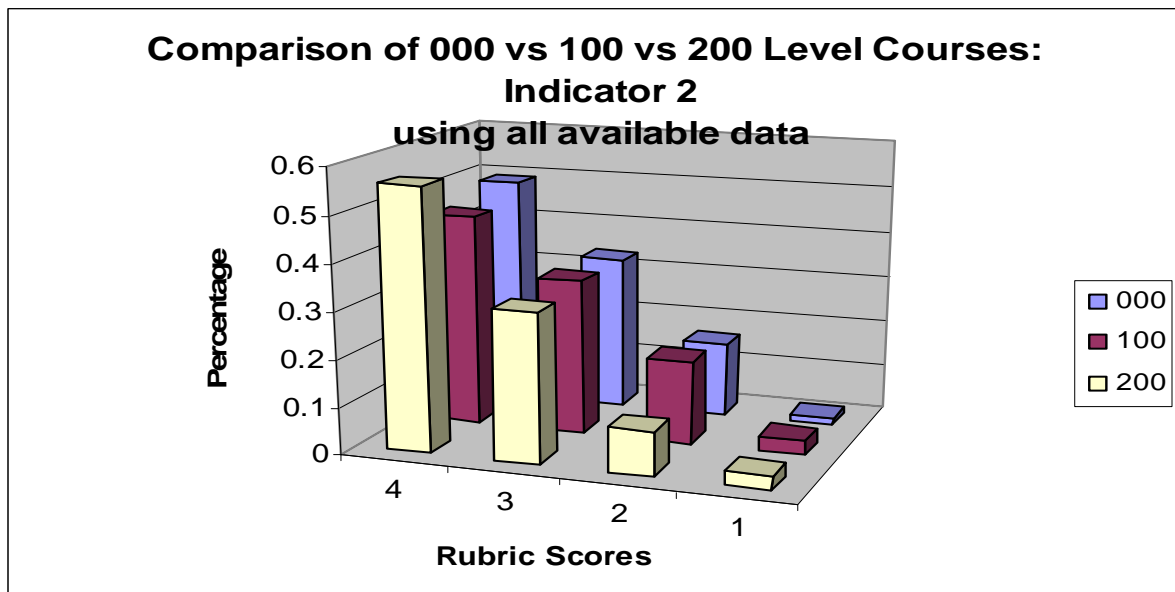
**Fig. 1R1-7** Glen Oaks Community College Writing Assessment Database.

For the three-semester analysis of responses written to essay questions posed on tests or quizzes, Figures 1R1-5, 6, and 7 reveal that over 80% of students assessed earn a level 3 or 4 score on the rubric for communication displaying a unifying central idea (Indicator 1). In addition, data indicate that in the writing of responses to essay questions students provide relevant and accurate support (Indicator 2, 70% score 3 or 4 on the rubric) and demonstrate logical organization (Indicator 3, 75% score 3 or 4 on the rubric). Further, the results for Indicator 4 (the writing displays appropriate word choice, grammar, and mechanics) are more variable across semesters and are lower.

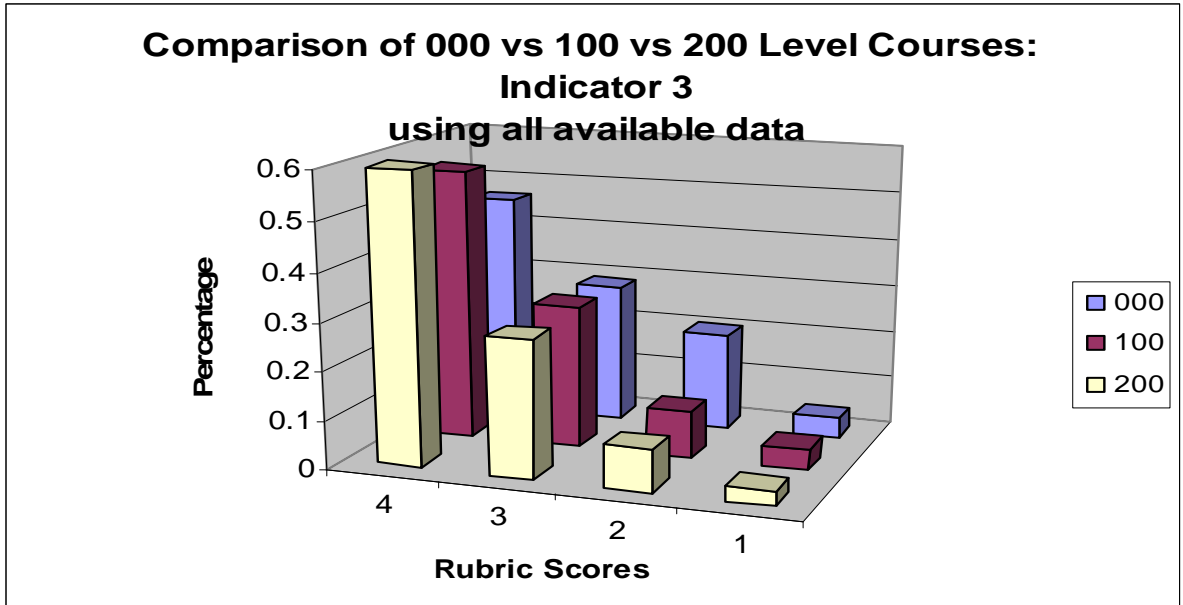
## Assessment of Writing Comparison by Indicator of Students in 000/100/200 Level Courses



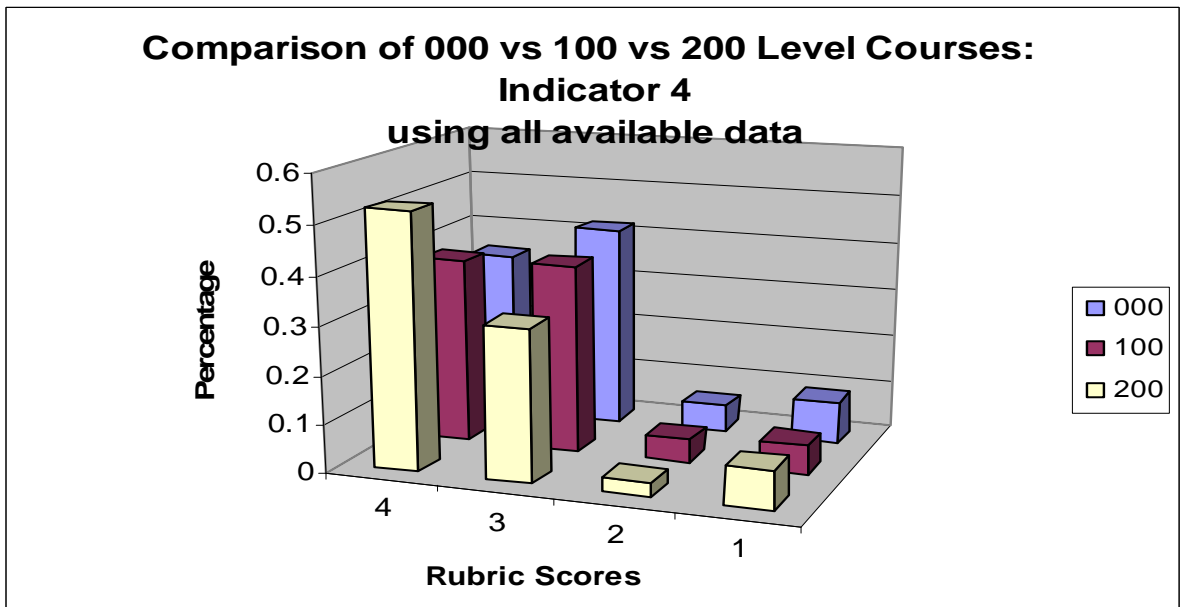
**Figure 1R1-8** Indicator One: Communication displays a unifying central idea that focuses content.  
Glen Oaks Community College Writing Assessment Database.



**Figure 1R1-9** Indicator Two: Communication incorporates relevant and accurate details or support.  
Glen Oaks Community College Writing Assessment Database.



**Figure 1R1-10** Indicator Three: Communication demonstrates understandable and logical organization. Glen Oaks Community College Writing Assessment Database.



**Figure 1R1-11** Indicator Four: Communication uses appropriate word choice, grammar, and mechanics. Glen Oaks Community College Writing Assessment Database.