

### **Annual Update: 2009-09-16**

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

At the end of Spring Semester 2008, the AQIP Action Project III Task Force decided to focus its energies on coordinating and championing the efforts of several college committees to improve teaching and learning in several interrelated ways: Assessment: As its role in AQIP Action Project III, the Assessment Committee was charged with developing and implementing a process to review and improve course- and program-level student learning outcomes, developing a learning division assessment plan, budgeting for the plan, securing institutional approval for the plan, and retaining the services of faculty members to serve as Assessment Coordinator and division assessment representatives. Faculty Development: As its role in AQIP Action Project III, the Faculty Development Committee was charged with a learning-centered faculty development plan and retaining a Faculty Development Coordinator. Faculty Evaluation: As its role in AQIP Action Project III, the Faculty Evaluation Committee was charged with working to produce a learning-centered faculty evaluation process. Learning College: As its role in AQIP Action Project III, the Learning College Committee was charged with working to produce a learning college orientation curriculum and program for all new college employees and other interested parties. The Committee has fulfilled its charge from the AQIP Action Project III Task Force.

#### ***Review (09-30-09):***

The institution made effective progress toward the completion of this action project. Each year of the plan produced the desired results because the team collaborated with the campus community, AQIP Category (9) Building Collaborative Relationships. The project involved almost every level of the campus in advancing student learning, AQIP Category (1) Helping Students Learn. The team, working with the campus committees responsible for determining learning and assessment-AQIP (7) Measuring Effectiveness- completed the review, revision, and improvement of course and program level student learning outcomes and curriculum. The ten year instructional program review schedule will keep learning, AQIP Principles of Learning and Integrity, as the focus of the college. The institution made a commitment to continue this important work by hiring Assessment and Faculty Development Coordinators. This action project team successfully completed this leg of the plan. The reviewer suggests the team have a process in place to involve student affairs staff in providing input and identifying the role they have in supporting the plan on the long term.

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

Assessment: All course- and program-level outcomes have been reviewed by the Assessment Committee. In numerous instances, the Assessment Committee has sent inadequate course- and program-level outcomes back to their point of origin for revision. Faculty Development: The Committee devised a learning-centered rubric for evaluating all faculty development funding applications and outstanding faculty award nominations. The criteria has been reviewed by the Faculty Senate and at the Faculty Business Meeting, and resulting input has been used to modify the rubric. Faculty Evaluation: At the end of Spring Semester 2009, the Committee finished a draft faculty evaluation process complete with revised forms and rubrics for use in the evaluation process. Learning College: Over Summer Semester 2009, the Committee members finalized their

curriculum, including a series of NWACC-focused video modules introducing the learning-college principles.

**Review (09-30-09):**

The success of this action project was strongly rooted in identifying the central role assessment and faculty development have in student learning. The institution recognized that faculty development for current and future instructors was vital in building and maintaining the work, AQIP Category (8) Planning Continuous Improvement. Furthermore, the strength of this work was in the time and financial support devoted to developing the plan and respecting the expertise on the campus, AQIP Principles of Involvement and Leadership. The learning-centered faculty evaluation process clearly communicates across the organization the expectations it has for effective teaching and learning, AQIP Categories (1) Helping Students Learn and (6) Supporting Institutional Operations. The project also included the Organizational Development Department, Human Resources Department and the Deans' Council, all members of the campus leadership, AQIP Category (5) Leading and Communicating and AQIP Principle of Collaboration.

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

**Assessment:** Student Learning Outcomes for all new courses approved by the Curriculum Committee are now sent to the Assessment Committee for review. A ten-year instructional program review schedule has been established, and a standard program review template has been adopted. The instructional assessment plan has been budgeted and staffed with a full-time faculty member leading the effort as Assessment Coordinator with 40% release time from instructional duties and six division or department Assessment Representatives with 20% release time from instructional duties, working directly with program faculty. **Faculty Development:** The Organizational Development Department has agreed to follow the rubric in evaluating all applications. The position of Faculty Development Coordinator has been budgeted and filled. **Faculty Evaluation:** The draft process has been submitted to the Deans' Council and the Human Resources Department, and a lively discussion is underway as we all work together to finalize the plan. **Learning College:** These are to be used in coordination with the year-long faculty orientation process that is now being piloted with new full-time faculty for Academic Year 2009-2010. The Committee has fulfilled its charge from the AQIP Action Project III Task Force.

**Review (09-30-09):**

The team understood to maintain the goal of becoming a Learning College, a process for the review of all new courses needed to be established and this was accomplished by having all new courses reviewed by the Assessment Committee, AQIP Category (7) Measuring Effectiveness. The project had an appropriate timeline with implementation of many of the components in place for its final year of implementation. The reviewer suggests that everyone on the campus be made aware of the new template and that the template be reviewed at the end of the third year for revisions or updates. The reviewer recognizes the sensitivity of attaching faculty evaluation to this plan and commends the institution for going full circle with holding faculty accountable for supporting the Learning College values.

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

**Assessment:** All instructional deans have added to their job descriptions the responsibility to "oversee the development and assessment of student learning outcomes at the course and program level" with the required deliverable of "approved assessable student learning outcomes for all division courses and programs" by the end of the academic year 2008-2009. Faculty

Development/Evaluation: Upon implementation of the New Faculty Evaluation and Orientation processes, we foresee standardizing these practices across the college for all new and existing employees. Learning College: The Faculty Development Committee has revised its orientation curriculum to include the principles of the Learning College. These principles are reviewed and discussed at all orientations.

**Review (09-30-09):**

The reviewer agrees with the effective practices identified by the team which indicated an understanding of how significant this work is for the campus and the future effectiveness of the teaching and learning process. Another effective practice was changing the job description of the Deans to include their responsibility in the process of continuous improvement, AQIP Category (8) Planning for Continuous Improvement and valuing the expertise of people, AQIP Category (4) People.

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

The implementation, evaluation and modification of these plans devised from the Action Project will present a challenge for the college as with any systematic process improvement effort.

**Review (09-30-09):**

The institution has correctly identified the challenges it will face with implementation. The reviewer suggests the team communicate to everyone planned benchmarks or points during the 2009-10 year when the implementation process will be reviewed and adjustments made, AQIP Principles of Foresight and Information and AQIP Category (5) Leading and Communicating. The reviewer suggests that all job descriptions be reviewed and include the responsibility of all employees for helping students learn as appropriate to the job. When other support systems such as admissions, student support and registration, to name a few, are involved and know their role in helping students learn, the campus will move closer to its goal of continuous improvement and becoming a Learning College. Celebrating the completion of the action project may be helpful in bringing all units together and communicating the important milestone accomplished by the college through this action project.

**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?**

Not at this time.

**Review (09-30-09):**

The institution is making reasonable progress toward completion of the project and development of institution-wide continuous quality improvement culture. Reviwer 9954