Initial Academy Project Posting

1. **Describe this Student Learning Project** (Describe the project you developed at the Roundtable. Focus particularly on the general strategies you developed.) (500 words)

The following begins with questions our team clarified for our institutional assessment needs providing a means by which to focus on student learning. Also listed are the outcomes we as an institution would like to accomplish over the next four years.

Clarifying questions to be addressed:

1. How do we change the culture of assessment to a culture of student learning and improve the understanding of assessment?
2. What should the process be to better use data to improve curriculum and student learning?
3. How do we decide what current evidence supports our learning outcomes and show how the levels are connected?
   1. Institutional Level
   2. Divisional Level
   3. Program Level

Developed Outcomes to address clarifying questions:

1. Promote faculty driven assessment by increasing faculty involvement in the process of improving student learning.
   1. Promote opportunities for faculty ownership in improving student learning to promote a better understanding of assessment planning and processes.
   2. Increase faculty membership and change title of Assessment Committee to Student Learning Committee.
   3. Develop processes that provide faculty recognition of assessment achievements and innovation.
   4. Provide release time for faculty assessment leaders.
   5. Provide designated time (days) to devote to working on improving student learning.
   6. Administer Survey on Teaching and Learning as pre/post evaluation.
2. Develop appropriate action plans from all areas within the college to promote student learning.
   1. Develop action plans using results of multiple direct and indirect assessment tools.
   2. Develop a process for reporting action plans and the results of the implemented action plans.
   3. Use actions plan not as a process to “close the loop” but rather as a means to promote continued improvement.
3. Increase professional development opportunities centered on student learning.
   1. Use outside speakers, faculty teaching faculty, and possible online opportunities
      1. Include all campuses and education centers in professional development opportunities.
   2. Increase resources to support professional development.
   3. Include training on curriculum charting.
      1. Use the completed curriculum charts to evaluate the General Education core courses and to determine which program courses to include on the three year assessment schedule.
   4. Include training on data usage to promote improvements in student learning.
      1. Design a reporting process that combines multiple sources of assessment data into a clear format the can be used to develop action plans designed to improve student learning.
4. Improve student success rates.
   1. Track and report data necessary for statewide KPIs
      1. Three year completion rate for first-time, full-time entering students.
      2. Percentage of students who will successfully complete their last. developmental English course who then successfully complete their first college level English course.
      3. Percentage of students who will successfully complete their last developmental mathematics course who then successfully complete their first college level mathematics course.
      4. Percentage of career/technical graduates who pass their required licensure/certification examination.
   2. Develop action plans based on reported data to promote improvements.
   3. Improvement in student learning and success also applies to data generated for learning outcomes at institutional, divisional, and program level.
5. **Desired results from the project** (What are the desired outcomes of this project? How will you know that you have achieved each of these outcomes?)

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| **OUTCOMES** | **DESIRED RESULTS** | **EVIDENCE OF ACHIEVEMENT** |
| Promote faculty driven assessment by increasing faculty involvement in the process of improving student learning. | * Improved communication among full-time and adjunct faculty on how to improve student learning. * Increased designated time (days) for departments and programs to devote to working on improving student learning. * Release time for faculty assessment leaders. * Faculty recognition of assessment achievements and innovation. * Improved perceptions toward making improvements in student learning. * Streamlining curriculum (including General Education core) through the curriculum charting process. * Revise the list of courses selected for assessment on the three-year assessment cycle as a result of curriculum charting. * Develop a culture that is student centered with a focus on student learning. * Improve communication plan for sharing of assessment result and curriculum improvements with the institution. | * Number of department and program meetings between full-time and adjunct faculty. * Agendas for faculty and college development days and increased number of department and program meetings. * Evidence of reduced teaching loads. * Newsletter, website, and developed award. * Pre/Post Survey of Teaching and Learning results. * Results of curriculum redesign and changes as reported in curriculum minutes. * Development of the revised schedule and generated results for each year. * Pre/Post Survey of Teaching and Learning results. * Developed newsletter and website. |
| Develop appropriate action plans from all areas within the college to promote student learning. | * Developed action plans using results from multiple direct and indirect assessment tools. * Improved student learning at the program, divisional, and institutional levels. * Improved reporting process that incorporates proposed action plans developed for the purpose of improving student learning and tracks the results of implemented action plans. | * Report with completed action plans submitted. * Tracking of assessment of student learning results over time. * Developed redesigned report. |
| Increase professional development opportunities centered on student learning. | * Increased resources to support professional development and assessment. * Increased professional development for curriculum charting. * Increased professional development on how to use multiple assessment results to develop action plans to improve student learning. * Increased number of professional development sessions on improving student learning lead by faculty. * Increased attendance to professional development opportunities listed above. | * Approved increased Academic Services budgets for professional development and assessment. * Agenda for February 17th College Development Day and monthly professional development agendas. * Agendas for monthly professional development. * Agendas for monthly professional development. * Attendance records. |
| Improve student success rates. | * Improved OTC statewide KPI’s. * Developed action plans based on reported data to promote improvements in student success at the program, division, and institutional levels. * Clearly show how the learning outcomes for each level of assessment (course, program, department, institution) are clearly linked and how each level supports the next. | * Produced report that tracks the annual results for the KPI’s. * Produced report that tracks assessment results, action plans developed for the purpose of improving student learning, and the changes that occurred as a result of the proposed action plans. * Resulting curriculum mapping through the course assessment process. |

1. **Challenges and Expectations** (What serious challenges do you expect to encounter? How will you deal with them?)

* Lack of a clear understanding of the assessment plan and process.
  + Higher degree of participation by making the process more departmental and faculty driven.
  + Develop a reporting process that better allows faculty to utilize multiple assessment tools and results to develop comprehensive action plans for improving student learning.
* Lack of professional/clerical support for managing and analyzing collected evidence.
  + Faculty stipends to coordinate departmental assessment activities.
* Converting from a Teacher Centered model to a Student Centered model.
  + Following the action plans developed for this project over the next four years as seen in question 2 on the previous pages.
* Lack of necessary resources to support student learning.
  + Annual Planning Report to communicate with administration and need for increased budgets based on assessment results that align with the strategic plan.
  + Submission of increase budget allocations by Academic Services for professional development and assessment.
  + Propose specific times/days that can be devoted to assessment planning.
* Lack of organized time to concentrate on student learning development.
  + Investigate ways to use currently allocated contracted days for student learning activities. This issue will also be resolved by allowing departments to propose time to provide a solution that meets their needs.
* Lack of using and tracking results of changes made based on current collected data.
  + Higher degree of participation by making the process more departmentally and faculty driven
  + The development of a user-friendly reporting process for collected data.
  + The development of a reporting process that clearly tracks changes that occurred as a result of action plans based on assessment results.

1. **Planning and Managing the Student Learning Project** (Describe the specific steps you will be taking in Year 1 to develop and implement the early stages of your project.)

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| **FIRST YEAR PLANNING FOR THE LENS PROJECT** | | | |
| **TIME** | **ACTIVITY** | **WHO** | **ACCOMPLISHMENTS** |
| **Two Weeks** | * Communicate the LENS project plan with the Student Learning Committee | * Academy Team Members | * Completed: Introduced to Student Learning Committee Nov 7, 2011 |
| * Communicate the LENS project plan with the Faculty Senate | * Faculty Academy Team Members | * Completed: Introduced by faculty team members at the November meeting |
| * Communicate the LENS project plan with the Chancellor’s Cabinet | * Dr. Lawler | * Completed: Introduced by Dr. Lawler in in December meeting |
| * Establish meeting schedule for Academy Team | * Academy Team Members | * Completed: Will meet monthly on the 2nd Wednesday of each month beginning in November 2011. |
| **Three Months**  **(Nov. - Jan.)** | * Submit initial Academy Project Posting on E-Network | * Academic Services/Team leader | * Completed: Posted December 14, 2011 |
| * Review original Survey for Teaching and Learning administered March 2011 to determine if it can be used as our pre/post tool | * Academy Team and Student Learning Committee | * Completed: December 16, 2011 LENS team meeting. Determined current Survey will be used as a post Survey for Teaching and Learning in fall 2014. |
| * Introduce and communicate the LENS project to faculty in the January 11 meetings. | * Deans | * To be introduced to faculty 1/11/12 |
| * Curriculum Charting workshops | * Deans, Student Learning Committee, Academy Team | * Feb 17th and completed for all programs by April 6th. |
| * Design the Newsletter for the LENS project (bi-semester) | * PR/Katherine Craft/Student Learning Committee faculty, Deans | * First issue to be released in early spring 2012 semester. |
| * Administer post survey for Teaching and Learning if previous survey tool is acceptable; if not, redesign and administer new survey spring 2012 | * IR, Academic Services | * Spring 2012 semester * If not, redesign survey and administer by the end of the spring 2012 semester |
| **Six Months**  **(Feb. – May)** | * Submit proposed increase in professional development budget and assessment budget | * Academic Services | * Submit with annual budget plan in February |
| * Determine which current assessment tools (exit exams, surveys, etc.) to use along with the course assessment data for evaluation of learning outcomes at various levels | * Student Learning Committee, IR, Academic Services, Deans | * April 2012 semester |
| * Design Website | * Web Services/PR/Academic Services/Academy Team Faculty | * April 2012 |
| * Administer Post Survey of Teaching and Learning if necessary | * IR | * April/May 2012 |
| * Plan and develop Curriculum Charting training sessions on how to use completed charts to revise curriculum, strengthen consistent teaching throughout a program, promote maximum use of courses to achieve learning outcomes, and evaluate program and department goals. | * Deans, Academic Services, Academy Team | * Planned by May and begin process in Fall 2012 |
| * Design a reporting process that combines all current assessment data into a user-friendly document | * IR, Academic Services | * Completed by May 2012 and report prepared during June-August |
| * Plan training sessions on how to use multiple assessment data to develop action plans to improve student learning | * IR, Deans, Academic Services | * Plan completed by May 2012 |
| * Develop processes that provide faculty with recognition of assessment achievements and innovation | * Student Learning Committee | * Spring semester 2012 |
| * Communication on current assessment collections | * Academics Services, Deans, Faculty Chairs | * Academic Services, Deans, Faculty Chairs |
| * Evaluate progression of project to determine if on track | * Academy Team Members | * May 2012 |
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| **One Year**  **(June-Nov)** | * Submit project update report to E-Network | * Academic Services/Team Leader | * July 2012 |
| * Provide an annual update to the Board of Trustees | * Dr. Lawler | * October of 2012 |
| * Provide an annual update to the institution through the State of the College Address | * Dr. Higdon | * October 2012 |
| * Develop a Student Learning Fast Facts document | * IR/PR/Academics Services | * October 2012 |
| * Provide training sessions on how to use multiple assessment data to develop action plans to improve student learning | * IR, Deans, Academic Services | * Throughout the fall 2012 semester |
| * Develop a reporting process that clearly tracks action plans and reported results | * Academic Services/IR with a selected committee | * To be completed by December 1012 |
| * Increase the number of professional development opportunities centered on improving student learning | * Institutional Effectiveness/Academy Team | * Throughout the fall 2012 semester |
| * Develop action plans needed for year two of the Academy | * Academy Team members | * To be completed by November 2012 |