The nine AQIP Categories provide a framework for colleges to use to examine their key processes and to build a system that promotes a culture of evidence.

**AQIP Categories:**
- Helping Students Learn
- Accomplishing Other Distinctive Objectives
- Understanding Students' and Other Stakeholders' Needs
- Valuing People
- Leading and Communicating
- Supporting Institutional Operations
- Measuring Effectiveness
- Planning Continuous Improvement
- Building Collaborative Relationships

Western also has a framework that we have chosen to operationalize the College Mission. The set of Guiding Principles help to guide the College’s planning effort and decision making.

**Guiding Principles:**
- Learning is Our Purpose
- Students are Our Focus
- Employees are Our Most Important Resource
- The Community is Our Partner
- Adapting to Change Defines Our Future
- Ethical Standards Guide Our Actions

Having the set of Guiding Principles so closely aligned with the AQIP Categories will make the journey toward continuous improvement useful and meaningful.

**The Vital Few**

In the last issue, we highlighted Vital Few #1 *Writing Across the Curriculum*. In this issue, we are highlighting #3 *Word Processing Across the Curriculum*. There are some significant changes that A-Team wants to share with everyone.

**Word Processing Across the Curriculum Plan:** Establish a cross-curricular subcommittee to identify the skills needed and to develop a WP competency assessment tool using SAM Challenge.

**Measure & Outcome:** The initial number of students (in spring and fall 2006) who did not pass at the 85% competency level was very high at 56%. Although only 94 students took the assessment, this percentage is much higher than anticipated. **Continued on back...**

**Goals for Student Success: CAAP Results**

One of the major components of the WWCC assessment program, in terms of student learning, is the CAAP. The *Collegiate Assessment of Academic Proficiency* (CAAP) is the standardized, nationally-normed assessment program from ACT that enables institutions to measure, evaluate, and enhance the outcomes of their general education programs. How did WWCC do? In other words, are the differences in WWCC scores truly different from the national averages? Or, are the differences due to factors other than student ability such as sample size or testing variations? Last year we shared the 2003-2005 results. Here are the results from 2005-2006:

**IN THIS ISSUE**
- Academic Quality Improvement Program
- The Vital Few
- Goals for Student Success: CAAP Results
- Annual Assessment Report
- Noel-Levitz Survey Results

**CALENDAR**
- **January 12, 2006**  
  A-Team Meeting at 11 a.m. in A-102–AAR and Eportfolio
- **Spring 2007**  
  Follow-up Faculty Survey on the “Vital Few”

Close the Loop Forms due to Kay Cooley by January 8.

For more information...

Instructional Support
Room 1310

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The A-Team learned that the procedure to encourage students to take the assessment did not work well. We should have many more students taking the assessment in an academic year. The A-Team tried several options including orientation day, prizes, and letters. After brainstorming and working with several faculty and department folks, the English Department has agreed to “test drive” the assessment during the first few weeks of English 1010 and the Basic English courses in Spring 2007.

Goals for Student Success: CAAP Results cont.

**Writing:** The WWCC mean CAAP Writing score reached its highest level in four years, which was significantly greater than the National Average (p=.004). This is the second year in a row that WWCC students performed better than the National Average. This is one of our “Vital Few” that WWCC has targeted for improvement.

**Mathematics:** The WWCC mean CAAP Mathematics score rebounded after three years of a downward trend. In 2005-2006, WWCC mean CAAP Mathematics score was significantly greater than the National Average (p=.004). In the past two years, our students scored about the same as the National Average with a clear downward trend that was not occurring across the nation. We will continue to watch this over the next few years.

**Reading:** In all of the past four years, WWCC mean CAAP Reading scores were significantly greater than the National Average (p=.02, .0025, .01, and .08). However, there is a clear downward trend that may be of concern and warrants observation over the next few years. Both WWCC students and nationally, the scores are trended downward. The concern is that WWCC students’ scores are declining at a much faster rate than seen nationally. There could be a variety of factors impacting this area.

**Critical Thinking:** For the fourth year in a row, WWCC mean CAAP Critical Thinking scores were significantly greater than the National Average (p<<.001 for all years). Over the four years, the WWCC scores reflected a similar trend as the National Average. This type of trend would indicate that fluctuations within the WWCC scores over the four year timeframe may be a product of variations in the test and scoring rather than actual student performance.

The purpose of this report is to disseminate information and identify areas to target for improvement. Using multiple means of assessment and focusing on outcomes for our accountability measures, we will be able to see not just areas for improvement, but the systems that support these areas targeted for improvement.

The 2005-2006 AAR should be available in February or March. The various information that will be compiled and analyzed includes the 2004-2005 and 2005-2006 WWCC assessment measures. This information includes the Assessment Day and assessment portfolio data, the “vital few” and progress on those, the Close-the-Loop summaries, the CAAP scores, the CCSSE results, the institutional Action Projects, and supporting information such as transfer data and various surveys.

Noel-Levitz Student Satisfaction Survey Results

Recently, we had a Noel-Levitz team conduct a student satisfaction survey. The Building Student Connections committee is looking closely at the survey results and identifying ways to make a difference. They have been working with the Academic and Student Affairs Councils to problem solve on some issues. Here are some of the highlights from the 344 mostly FT student responses. Some of the strengths included Excellent Instruction, Knowledgeable Faculty, Intellectual Growth, and Variety of Courses. Some of the challenges included the registration process, Advising, College Concern for Individuals, and Understanding of Student Differences in life and in class.

Happy Holidays!