

Western in Motion...

December 2006

AQIP Categories & Guiding Principles

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.

Continuous Quality Improvement

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.

Highlighting Vital Few #3:

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:

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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...

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The Vital Few cont.

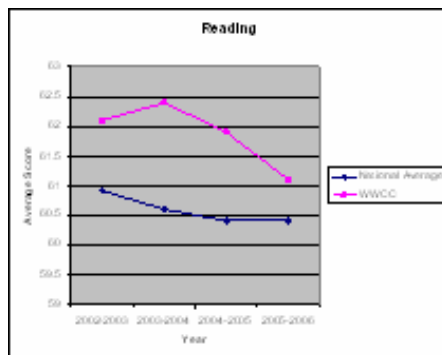
The A-Team learned that the procedure to encourage students to take the assessment did not work well. We should have many more students taking the assessment in an academic year. The A-Team tried several options including orientation day, prizes, and letters. After brainstorming and working with several 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 ($p=.02, .0025, .01, \text{ and } .08$). 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.

WWCC in Motion: Annual Assessment Report

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 the **challenges** included the *registration process, Advising, College Concern for Individuals, and Understanding of Student Differences in life and in class*.



Happy Holidays!