

# Western *in Motion*...

October 2007

## Academic Quality Improvement Program

### *AQIP Timeline— Time to get the party started!*

Being an AQIP institution is a cross-institutional endeavor promoting continuous quality improvement as a value and integrating the process into the culture of the institution.

Several things will happen over the course of our transition to AQIP:

- ✚ **Now:** Submit application this year—from April-June 2008.
- ✚ **Year 1:** Strategy Forum; identify Action Projects that are updated annually.
- ✚ **Years 2-4:** Systems Portfolio and Peer Review—submitted every 4 years.
- ✚ **Year 5:** Strategy Forum—yes, time to do it again!
- ✚ **Year 6:** Quality Check Visit—HLC sends some folks out to see if we are still AQIP-ing.
- ✚ **Year 7:** Reaffirmation is a by-product of the AQIP process and cycle continues.

Read more at [www.aqip.org](http://www.aqip.org).

## Continuous Quality Improvement

### Combining Resources— AQIP, A-Team, and now the B-Team!

Becoming an AQIP institution means that finding ways to share a variety of information will be even more essential for all of us to focus for targeted improvement.

#### *AQIP*

Rather than having a newsletter focused on just the assessment piece of AQIP, we'll be revising it to better reflect the overall institutional focus of AQIP. Starting in December, *Western in Motion* will **focus** on us as an AQIP institution, including both Institutional Assessment and Student Success activities.

#### *A-Team*

*Institutional Assessment* information will continue to include **assessment of student learning** at the curriculum-, program-, and course-levels as well as assessment of **administrative and support services**. The resulting analyses, recommendations and activities occur through a variety of channels including the Assessment Team (aka—A-Team), program review, follow-up, assessment reporting, and other sources such as Curriculum Committee, College Senate, and Academic Council.

#### *B-Team*

*Student Success* information will **focus** on the **students** whom we are trying to **prepare, recruit, retain, complete/graduate**, and keep as our valued **alumni**. The new Building Student Connections committee (aka—B-Team) will focus on Student Success very similarly to the way the A-Team does Assessment. The B-Team will begin working in earnest to develop long-range planning and strategies that focus on *Student Success from potential recruits to alumni*.

## IN THIS ISSUE

- Academic Quality Improvement Program
- Combining Resources—AQIP, A-Team, and B-Team
- The Vital Few
- Assessment Findings—GSS Results, Results, Results
- Update on Program Review

## CALENDAR

- **November 8, 2007**  
A-Team Meeting at noon in A-101
- **CCSSE Results at Spring In-service**

For more information...  
**Instructional Support**  
Room 1310  
Sandy Caldwell x1720  
Dianna Renz x1871  
Kay Cooley x1810

**Alumni & Retention**  
Room 3012  
Laurie Watkins x 1899  
Tammy Walker x 1827

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## Assessment Findings—GSS *Results, Results, Results!!*

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During the 2007 Summer Assessment Workshop, the A-Team analyzed some of the student data for 2006-2007. In both the Research and Self-Reflection writing assessments, students scored below the minimum Criteria for Success at 80.66% and 81%, respectively (Criteria for Success for both was “90% of the students will score above 67%”). Areas of improvement for both include citing of sources, presentation, future application, & summarizing important learning. The CAAP Writing and Reading both indicated a dip in student performance. After an upward trend, the Writing score fell to the national average. Of considerable concern, the Reading score continues in a 3 year downward trend falling to the national average.

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**Presentational Speaking** fell for the 3<sup>rd</sup> year in a row with 76.7% meeting the minimum criteria (90%). Area of needed improvement continues to be purpose and structure. Group Problem Solving saw similar results with this group of students falling below at 79.2% (90%) with needed improvement in retrieving information and sources. Consistent with the results of the last seven years, our students overall met the **Computer Competency**. However, a clear difference is found between students who took a computer course and those who did not with minimum competencies of 71.3% and 13.3%, **respectively (60%)**.



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### Vital Few –How are we doing?

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The A-Team just finished the 2nd year of a 3-year cycle in which emphasis was placed on the “Vital Few” following three areas:

- 1.) **Writing Across the Curriculum** with emphasis on citation of sources, 2.) **Computer Competency**, and 3.) **Word Processing Across the Curriculum**.

Tremendous success was achieved by focusing on a Vital Few! Results:

- Computer requirement in all degrees (2008);
- Writing assignments are increasingly being required across the curriculum—let’s keep up the great momentum!;
- Word Processing is a demonstrated weakness in students and needs to be emphasized.

With success of using the “Vital Few” concept, the A-Team will continue to promote this type of focus. With the success of the Computer Competency, that has been cycled off as a “Vital Few.” Moving forward in the AQIP approach, an updated “Vital Few” has been identified for on-going targeted improvement.

Vital Few Moving Forward—

1. **Writing Across the Curriculum—great strides that needs continued reinforcement.**
2. **Word Processing Across the Curriculum—including implementing ways to identify new students weak in this skill.**
3. **Mapping of writing and computer skills across courses and programs.**

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### Update on Program Review

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#### PROGRAM REVIEW—AQIP STYLE

We already have a program review process that, with a few minor changes, fits nicely into the AQIP model. Each program engages in a program review every five years. This means that we take an in-depth look at 20% of our programs each year. In

the 2007-2008 academic year, 13 programs are up for review: *Biology, Bookstore, Communication, Dance, Engineering/Physics, Geology/Geography & Recreation, Housing, Human Resources, Industrial Maintenance, Physical Resources, Psychology, POLS/HIST/ECON General Ed, and Registration & Records*. Each program explores their purpose and connection to the College mission—including the GPs and/or the GSS, their program-level goals, enrollment/audience or customers/clients, staff development, regulations compliance, facilities and equipment, and printed materials and website.

This process not only asks the programs to explore their current status, but also to evaluate strengths, limitations, & opportunities in order to create an Action Plan for the future of the program. Based on this Action Plan, programs engage in annual follow-up for the three years following the review. Programs that wrote reviews in the 05-06 and 06-07 academic years are currently in the follow-up process. These include *Anthro/History/Socio, Athletics, Business, Chemistry, Computer Science, Criminal Justice, Distance Ed, Education, Electricity/Electronics/Instrumentation, Financial Aid, Food Service, Green River Center, Learning Center, Student Development Center, and Professional, Technical, & Community Education*.

