Akademic 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 byproduct of the AQIP process and cycle continues.

Read more at 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 alums.

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
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.

**Presentational Speaking** fell for the 3rd 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 wit 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%).

**Vital Few –How are we doing?**

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.

**Update on Program Review**

**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.