

# Western in Motion...

March 2007

## AQIP: Strategy Forums & Action Projects

AQIP calls for institutions to self-assess using a *quality perspective*. This requirement is designed to help an institution develop a **continuous improvement culture** in an AQIP-like model. WWCC has already started this process through the A-Team. During the 2005 Summer Workshop, the A-Team functioned as the first *Strategy Forum*. The result is what we all collectively call the “Vital Few,” which serves as WWCC’s first Action Project. We need to understand why AQIP requires an initial, quality-based self-assessment. Self-awareness is as critical for organizations as it is for individuals. Pinpointing an institution's strengths and opportunities is essential for any improvement initiative. Like traditional accreditation processes, AQIP champions the idea that self-assessment lays the foundation for institutional vitality and improvement. Within AQIP, there are a variety of ways to promote institutional stocktaking. *Strategy Forums* offer opportunities for self-assessment conducted in an atmosphere where observations and ideas from peers stimulate thoughtful self-analysis and provides the opportunity to develop *Action Projects*.

## Continuous Quality Improvement

### The Vital Few

We are currently in the second year of the Action Project called the “Vital Few.” These “Vital Few” were identified during a the A-Team Summer Workshop for targeted improvement: (1) Writing Across the Curriculum; (2) Computer Competency; and (3) Word processing Across the Curriculum. Significant progress has been made as a result of the hard work by all of you to impact our students. Here are some highlights:

#### #1 Writing Across the Curriculum

*Plan:* Emphasize Writing Across the Curriculum. Encourage faculty to use Smarthinking and Turnitin. Track faculty use and student use. Include adjunct faculty in the conversation. Look for improvement in student writing. *Continued on back...*

### WWCC in Motion: Annual Assessment Report

The first Annual Assessment Report is *available for reading*. Look for a summary in your box. The information included is based on the 2004-2005 year and serves as a template for future editions. The 2005-2006 edition should be available later this spring. Using multiple means of assessment and focusing on the censored data, we will be able to see not just areas for improvement, but the systems that support these areas targeted for improvement. The information includes Assessment Day and Assessment Portfolio data, the “Vital Few” and progress on these, Program Review summaries, the Close-the-loop summaries, the CAAP scores, the CCSSE results and supporting information such as survey data. This is our overall attempt to answer the question, “What does all this assessment mean?”

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## CALENDAR

- March 8, 2007  
A-Team Meeting at 12 in A-101
- April 12, 2007  
A-Team Meeting at 12 in A-101
- Assessment Day  
Tuesday, April 10 from 10 a.m. to 3 p.m. in various rooms

For more information...

### Instructional Support Room 1310

Sandy Caldwell x1720  
Kay Cooley x1810  
Cecily Brunelli x1871

*“Though accountability matters,  
Learning still matters most.”*  
Thomas A. Angelo



## The Vital Few cont.

Activities & Measures: Over the last two years, we have emphasized writing in a variety of ways including in-service, workshops, and newsletters. During the 2006-2007 year, there was a big push to include adjunct faculty. 13 in-service sessions have been conducted with over 180 adjunct faculty in which the Vital Few, particularly writing, were emphasized. The huge FT faculty buy-in with SmarThinking has had a significant impact on adjunct faculty willingness to try it. Surveys have been conducted to monitor and identify faculty use and needs. Here are some results from SmarThinking and the surveys:

SmarThinking Usage	
July 2004-June 2005	1052 sessions
July 2005-June 2006	3386 sessions
July 2006-Dec 2006 (1/2 year)	3041 <b>ALREADY</b>

### Survey Results:

- ◆ **Writing:** FT 76% to 81% to 81%; PT 38% to 58%
- ◆ **Smarthinking:** *Writing:* FT 44% to 57% to 74%; PT 32% to 67%; *Tutoring:* FT 52% to 54% to 62%; PT 25% to 67%
- ◆ **Turnitin:** FT 32% to 52% to 42%; PT 6% to 46%

Results: Improvement— although we only have one year of results, the data do indicate a significant improvement in student writing. We will continue to track this in the next year to determine if this is a sustained improvement. *Assessment Writing Results and CAAP results combined indicate an upward trend:*

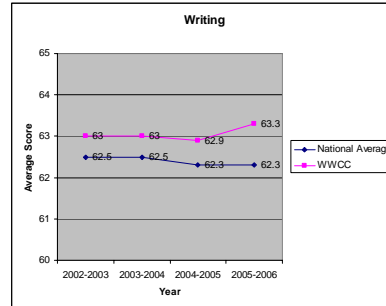
**Research Writing: Steady Improvement**

- ◆ Last year: 92% (90% minimum) scored above 67%
- ◆ 4 Years: *Steady Increase in average total scores:* 7.76, 9.16, 9.26, & 10.38

*Self-Reflection: Still not meeting minimum criteria*

- ◆ Last year: 83% (90% minimum) scored above 67%
- ◆ 2 years: *Need more data:* 9.78 and 9.53

### CAAP Writing Trend: Upward



## #2 Computer Competency

Plan: Identify and implement a computer competency assessment tool utilizing SAM Challenge.

Activities & Measure: A SAM Challenge computer competency assessment tool was created and tested in the Academic Portfolio/Capstone course in November 2005. This “test drive” provided the information needed to make the minor revisions necessary before implementing the tool last spring in all the assessment courses and on Assessment Day. This is moving forward for all computer competency assessments for graduating students including Outreach. Notable in the results is which students who passed or failed: *those who took a computer class vs. those who did not.* Since 2001, those students who did not take a computer course performed well below the Criteria for Success.

Results: All degrees moving to a computer requirement. Phased in for the AA degrees. High support in concurrent faculty.

## #3 Word processing Across the Curriculum

Plan: Establish a cross-curricular group to identify the skills needed and to

develop a WP competency assessment tool using SAM Challenge. Encourage use of WP in classes.

Activities & Measures: SAM has worked well at assessing student ability; however, we have struggled to identify a method to conduct the assessment.

Initially, the assessment was given at orientation and then as a walk-in. Neither method was conducive to assessing students. The English faculty agreed to “test drive” the assessment during the first few weeks of the semester in the 1010 and Basic classes. This method worked well for students and will be continued in the future. On-line, partial internet and Outreach classes will be included this fall.

Results: The initial number of students (in spring 2006 orientation and fall walk-in 2006) who **did not pass** at the 85% competency level was very high at **56%**. Although only 94 students took the assessment, this percentage was much higher than anticipated. Using the English classes, we were able to connect with a larger audience of students to take the assessment and enroll in computer classes. The expectation was that these results would be lower with a greater pool of students. However, of the 156 students took the assessment **53% did not pass**. With 3 semesters of data, we are seeing that students are not entering college with basic word processing skills. The positive side is that **42%** of those failing **did enroll** in a **computer course**. *More encouraging is that of those performing well below the competency, 58% went on to take a course.*



March 11 Daylight Savings Time