

## AQIP Assessment Project 2008-2011

**Institution Name:** Lorain County Community College

**Kickoff Date:** September 2008

**Target Completion Date:** June 2011

**Actual Completion Date:** TBA

**A. Project Title:** Expanding the Roles of Assessment and Student Learning – Everyone’s Business

**B. Action Project Goal:** This Action Project has two primary foci. The first is an effort to gain more campus-wide involvement in improvement of student learning by developing better communication strategies that can help disseminate information, increasing student engagement, and assessing the role of academic support services in the student engagement and learning processes. The second focal point is designed to help the College develop a more global view of the student learning process by linking assessment activities to the Vision and Mission of the College, developing an institutional assessment tool for General Education Outcomes, and establishing institutional performance benchmarks for degree programs.

**C. Single AQIP Category with the Greatest Impact:** Category 1 – Helping Students Learn

**D. Rationale for Taking on Project at This Time:** The College now has a well-established assessment process in which course, program, and institutional assessment are linked. The College believes that it is important to expand the scope of individuals who are “helping students learn”. In addition, creating comparative benchmarks and setting target goals seems like a natural progression from our current assessment process.

**E. Organizational Units Impacted By This Project:** Organizational units impacted by this Action Project include: Students, Academic Divisions, Enrollment Services, Tutoring Center, Library, Office of Special Needs, Financial Aid, Distance Learning, Joint Center for Policy Research, and Office of Institutional Effectiveness and Planning.

**F. Key Organizational Processes Impacted By This Project:** Six Performance Targets have been identified to address this multifaceted project:

- #1: Develop and implement a comprehensive assessment plan to evaluate student learning and the achievement of the general education outcomes.
- #2: Identify and develop processes for assessing the contribution of academic support units to student learning and engagement.
- #3: Develop effective communication with students and faculty regarding assessment.
- #4: Establish institutional benchmarks for student performance that are comparable to cohort colleges.
- #5: Implement student engagement activities to improve learning and retention.
- #6: Use assessment data to link assessment activity to the vision and mission of the college and to set measurable goals and interim milestones.

**G. Rationale for Length of Project:** Because this is a multifaceted project, different Performance Targets have been set into different timeframes. Some of the Performance Targets begin in fall 2008 and end prior to the three year time-frame; some begin later and go to the end of the 3-year cycle that has been established; and still others span the full three years.

**H. Mechanism by Which Progress Will Be Monitored:** Each Performance Target has been divided into three phases. Tentative dates for completion of each phase have also been established. Completion of the requirements of each phase will serve as the milestone for monitoring purposes. The dates help to ensure that projects will be completed in a timely fashion, allowing the Action Project to steadily move forward in the spirit of continuous improvement. A Performance Matrix has been created that identifies the stages of implementation for each of the Performance Targets, the individuals responsible for accomplishing this project, and the time-frame in which each of the stages must be completed. The Performance Matrix is reviewed by the AQIP Assessment Design Team on a monthly basis to determine progress towards the goal, develop strategies to keep projects on target for completion, and identify where changes may need to occur to enhance continuous improvement.

**I. Indicators That Will Be Used To Monitor Success In Achieving Project Goals:**

- #1: Develop assessment and pilot test rubrics; distribute rubrics for general use and collect preliminary data; establish performance benchmarks
- #2: Identify contribution of each support unit; develop assessment process for monitoring each contribution; gather baseline data
- #3: Evaluate and revise current assessment strategies; improve electronic communication strategies; garner feedback from students and faculty regarding effectiveness of communication strategies
- #4: Identify performance outcomes and gather comparative data from cohort colleges; establish benchmark performance and plan strategies to improve student performance; implement strategies and evaluate data to determine if improvement has occurred
- #5: Identify best practices from previous pilot study and develop strategies to communicate information to others at the College; use CAR/PAR documentation and CCSSE results to determine success of implementation of best practice activities; regularly collect and share new best practice engagement strategies to maintain continuous improvement cycle
- #6: Identify analytical approaches that will align data collection with achievement of Vision 2015 Priority #1 (Enrollment and Retention Strategies) and allow monitoring of learning improvement that has occurred as a result of assessment process; develop curriculum map for each program and cluster and link program and cluster outcomes to College mission/vision; gather/analyze assessment data to evaluate changes in student mastery of General Education and program outcomes as a result of assessment

**J. Other Information:** Much of the College's benchmarking data is available for public viewing through a link (i.e. Student Success Plan site) from the College's homepage.

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