

IA 3. Analyze and refine the way we schedule, deliver, and assess instruction to provide maximum access and success, and to improve student experience, college internal and external processes, and community perception.		
2010-2011 Targeted Tasks	2010-2011 Progress Indicators	What changes as a result on June 30, 2011? How do we measure?
<p><b>General Education &amp; Assessment</b></p> <ul style="list-style-type: none"> <li>Implement redesigned General Education course approval processes. (Bill; Steffen; Curriculum Committee)</li> <li>Continue to implement general education assessment tasks. (Bill; Steffen; Assessment Committee)</li> <li>Identify course, program, and general education assessment plan with timelines. (Bill; Steffen; Assessment Committee)</li> <li>Identify Core LDC and prioritize offering. (Bill; Steffen; Phillip; Curriculum Committee, IT)</li> </ul> <p><b>Implement process for students to evaluate the learning experience they had having taken a course section.</b></p> <p><b>What happened to Diversity?</b></p>	<p><b>General Education &amp; Assessment</b></p> <p>Chair and faculty have been educated in revised General Education Mapping and Assessment processes.</p> <p>Pilot for course approvals will have been completed by end of fall 2010.</p> <p>Revision of current courses will be in progress during winter 2011.</p> <p>Revised course approval processes have been implemented.</p> <p>A program assessment process and timeline will be in place.</p> <p>Assessment team (with IT) completed redesign of input tool and Datatel mapping input (fall).</p> <p>Process developed for identifying Core LDC by Curriculum Committee.</p>	<p><b>General Education &amp; Assessment</b></p> <p>Increased student access to courses with completion.</p> <p>Improved and streamlined internal processes that result in greater staff efficiency.</p> <p>More transparent and easier-to-understand processes that college community can use to promote general education requirements and assessment outcomes.</p> <p>Web-based course approval forms will be in place.</p> <p><b>Improved institutional approach to scheduling classes</b></p> <p><b>Student centered approach to scheduling classes measured by lack of conflict</b></p> <p><b>Classes with co-reqs across depts are scheduled free of conflicting times.</b></p> <p><b>Faculty and departments clearly understand and use new course approval and assessment process.</b></p>
<p><b>Access/Transition/Completion</b></p> <p><b>Develop baseline data, processes and systems for tracking student access, transition, and retention and program completion.</b></p> <p>Improve student retention within programs and course sequences, and across transition points. (All deans).</p> <p>Identify core Basic Skills student needs. (Phillip)</p>	<p><b>Access/Transition/Completion</b></p> <p>Standards have been established for measuring and evaluating retention goals.</p> <p>Meeting(s) have been held during fall term between affected faculty and advising team to discuss ideas for strengthening interactions for all student groups.</p>	<p><b>Access/Transition/Completion</b></p> <p><b>Starting to gather data that can be used for retention related decisions.</b></p> <p><b>Develop and implement strategies for improved transition between developmental to LDC/CTE courses.</b></p> <p><b>We need ways to collect appropriate and meaningful data to access/retention and transitions.</b></p>

		<u>Real completion data, not random 12 credit "certificates."</u>
--	--	---

2010-2011 Targeted Tasks	2010-2011 Progress Indicators	What changes as a result on June 30, 2011? How do we measure?
<p><b>Education Partnerships</b></p> <p><b>University</b> Strengthen tools for students and staff and increase visibility of pathways and educational partnerships with OUS. (Steffen)</p> <p>Align university efforts and partnerships to clearly articulate legislative, state, and college-university agreement requirements. (Steffen)</p> <p><b>Highschool</b> Align high school efforts and partnerships to clearly articulate legislative, state and board requirements. (Steffen)</p>	<p><b>Education Partnerships</b></p> <p>An Office of Educational Partnerships has been established with mission and goals clearly defined.</p> <p><b>University</b> Legislative, state, board, and college requirements for university agreements will be implemented</p> <p><b>Highschool</b> Legislative, state and board requirements for high school student opportunities will have been be implemented</p>	<p><b>Education Partnerships</b></p> <p><b>University</b></p> <p>To make it easier for students to transition between CCC to other higher ed institutions.</p> <p>Students will be better able to shorten their degree time to completion.</p> <p>More efficient pathway.</p>
<p><b>Learning</b></p> <p>Utilize the CLC to showcase, analyze, and share best practices for alternate methods and improved teaching and learning. (Steffen; Steve; Kate)</p>	<p><b>Learning</b></p> <p><b>Continuous Learning Cooperative</b> Elizabeth you have info?</p>	
	<p><b>Data Source</b></p>	<p><b>Contact:</b> Bill Briare, Scott, Giltz, Phillip King, Steffen Moller, Theresa Tuffli, Matthew Altman, Cynthia Risan, Steve Beining, Kate Gray.</p>
		<p>Bill Briare, Scott, Giltz, Phillip King, Steffen Moller, Theresa Tuffli, Matthew Altman, Cynthia Risan, Steve Beining, Kate Gray.</p>