



QEP ACTION PLAN 2006-2007

Department/Program: Admissions and Recruitment

Contact: Geniece Brandes-Daunis

Department Goal:

To improve application data entry and reduce data-entry errors.

Stated Outcome:

Improve Admissions data-entry integrity to minimize problems for students trying to enroll.

Plan of Action:

Rewrite Admissions Application manual and provide training for CTC personnel.

Timeline:

1. April 30 - Have manual rewritten
2. Have training completed by the start of fall 2007 registration.

Responsible Parties:

Admissions staff

Results:

Minimal or no data-entry errors to ensure students' registration process occurs smoothly and their records are correct.



QEP ACTION PLAN REPORT 2006-2007

Department/Program: Systems Registrar/Student Records & Registration

Contact: Lillian Kroeger/Janice Allen

Departmental Goal: Provide incomparable customer service while providing information and services as it pertains to the Registration and Records area.

Stated Outcome: Students, staff and faculty will receive factual information and assistance in all areas of registration and records.

Plan of Action: Develop SOP for each function in the office so all staff is knowledgeable about the procedures and processes of any inquiry. Create an atmosphere that is welcoming to everyone who contacts the department; providing customer service with a smile.

Timeline: In progress, ongoing

Responsible Parties: Registrar and Records & Registration Staff

Results: Valuable positive public relations for the department and the College.

EBD 2007-08: Report decisions/plans made as a result of this year's actions and interventions. These evidence based decisions will be incorporated into the 2007-08 Action Plan. You may report that a practice or intervention will become standard operating procedure in your unit. If this is done, then your department will have a new action plan for 2007-08.



QEP ACTION PLAN 2006-2007

Department/Program: Physical Education

Contact: Richard Ibarra

Departmental Goal: Continue to provide and maintain quality instruction in the field of Physical Education.

Stated Outcome: For physical education to become an inclusive and positive model that produces health benefits for all students.

Plan of Action: Present the best of current knowledge and programs that encourages students to think critically about sports, fitness, and physical education.

Timeline: January-May 2007

Responsible Parties: Faculty

Results:

EBD 2007-08: Report decisions/plans made as a result of this year's actions and interventions. These evidence based decisions will be incorporated into the 2007-08 Action Plan. You may report that a practice or intervention will become standard operating procedure in your unit. If this is done, then your department will have a new action plan for 2007-08.



QEP ACTION PLAN 2006-2007

Department/Program: ADN Program

Contact: Kim Shahry

Departmental Goal: Provide educational instruction designed to meet the needs and aspirations of students seeking a degree in Nursing.

Stated Outcome:

ERI Scores will improve in the following areas

- 1) Nursing as a Profession
- 2) Nursing Process: Implementation
- 3) Client Needs: Psychosocial integrity
- 4) Critical Thinking: Prioritizing , inferential reasoning, interpretive reasoning

Plan of Action:

The faculty has agreed to use case studies, application exercises, and role play to focus on the above areas. Additional action ideas are:

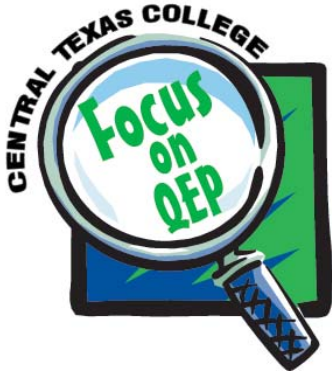
1. Meeting with faculty during the curriculum meetings, office meetings and faculty organization meetings.
2. Using ERI move from data gathering and analysis to action planning for results below threshold
3. Continue post course evaluations as per Dept. guidelines.

Timeline: This will be completed by end of semester 2006, post management ERI scores

Responsible Parties: J. Jost and P. Teasly

Results: waiting for results

EBD 2007-08: Report decisions/plans made as a result of this year's actions and interventions. These evidence based decisions will be incorporated into the 2007-08 Action Plan. You may report that a practice or intervention will become standard operating procedure in your unit. If this is done, then your department will have a new action plan for 2007-08.



QEP ACTION PLAN REPORT 2006-2007

Department/Program: Library
Contact: Peg Jennings

Departmental Goal 1: To help students develop the information literacy competencies that will enable them to achieve success in their academic pursuits and to become effective, lifelong information users.

Stated Outcome: Students who attend library workshops will be able to apply selected information literacy competencies, as defined in *Information Literacy Competency Standards for Higher Education*, on their final papers.

Plan of Action:

- Collaborate with two instructors. One instructor's class to be a Test Group and receive library instruction. One instructor's class to be a Control group and not receive library instruction.
- Reference Librarian and both instructors collaborate to develop a rubric that will assess how students apply selected information literacy competencies on their final papers.

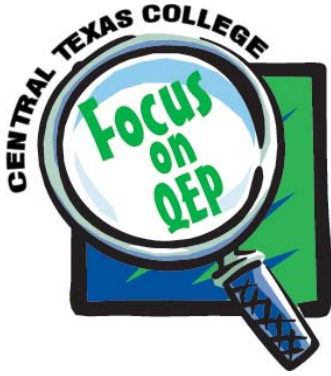
Timeline:

- Repeat Plan of Action each semester during AY 2006-2007
- Assess student learning outcomes at the end of each semester during AY 2006-2007.

Responsible Parties:

- Dean of Library Services: Departmental QEP specialist and unit leader; provide time and resources; collaborate with Reference Librarian
- Reference Librarian: Teach information literacy classes; keep syllabus current; collaborate with instructors and Dean of Library Services; record statistics.

Information Literacy Competency Standards for Higher Education. Association of College and Research Libraries (ACRL), June 2004.



QEP ACTION PLAN REPORT 2006-2007

Department/Program: Library
Contact: Peg Jennings

Departmental Goal 2: To promote service excellence by improving inter- and intra-departmental communication and external customer satisfaction.

Stated Outcome: Library staff members will understand their role and responsibilities within the library as well as those of other institutional support areas and will provide service excellence to external customers.

Plan of Action:

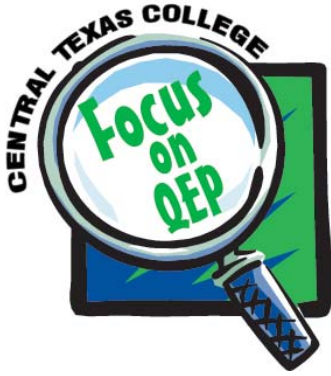
- Review/revise SOPs and develop user-friendly versions for the Faculty & Staff webpage
- Provide library with at least one in-house training review per semester.
- Provide opportunities for library staff to attend at least one training event outside the library each semester.
- Provide opportunities for library staff who attend outside training events to share that training with peers.

Timeline:

- Complete SOP review/revision/submission by the end of fall 2006 semester.
- Complete training by the end of summer 2007 semester.

Responsible Parties:

- **Dean of Library Services:** Departmental QEP specialist and unit leader; provide time and resources; oversee library training; identify training opportunities outside the library; adjust work schedules; collect and assess data
- **Library Staff:** identify training opportunities of interest to them; initiate requests for time to attend training; share training with peers



QEP ACTION PLAN REPORT 2006-2007

Department/Program: Institutional Support

Contact: Barbara Merlo

Departmental Goal:

To promote service excellence by improving inter- and intra-departmental communication and internal customer satisfaction.

Stated Outcome:

Employees from institutional support departments will understand the roles and responsibilities of other functional areas and will strive to provide service excellence to internal customers.

Plan of Action:

1. All departments will review/revise SOPs and develop user-friendly versions for the Faculty & Staff webpage.
2. All full-time institutional support personnel will be provided an opportunity to attend at least one training session provided by the CTC Employee Training department, not including required New Employee Orientation (NEO) and Equal Employment Opportunity/Sexual Harassment Prevention (EEO/SHP) training.

Timeline:

1. SOP review/revision/submission: by the end of fall 2006 semester
2. Webpage will incorporate submissions NLT the end of summer 2007
3. Training will be completed/attended by the end of the Fiscal Year

Responsible Parties:

| Department/Area | QEP Specialist | Unit Leader |
|---------------------------------|------------------|-----------------|
| Business Services | Carol Wettersten | Michelle Carter |
| Comptroller/Business Office | | Bob Liberty |
| Community Relations & Marketing | Barbara Merlo | Barbara Merlo |
| Facilities Management | Stacey Bennett | Jim O'Brien |
| Human Resources | Joann Matthews | Holly Jordan |
| Information Technology | Michael Hunter | Bruce Kendall |
| Institutional Effectiveness | | Lillian Young |
| Instructional Services | | Dana Watson |



QEP ACTION PLAN 2006-2007

Department/Program: Human Resources

Contact: Joann Matthews

Targeted Outcome: The tracking of misdirected calls to Human Resources. All employees of the Human Resources Department will work together to determine the source, frequency, and type of misdirected calls received.

Action Plan: To eliminate the "run around", the Human Resources department will use the "ABCs of CTC" document compiled and maintained by the Community Relations & Marketing Department (Barbara Merlo) to redirect calls that are misdirected to the Human Resources department.

Each employee will:

- maintain an up-to-date copy of the ABCs of CTC document at their workstation
- refer to the document on the website to aid in transferring misdirected calls
- stay on the line and announce the call before the transfer is completed
- note the source, frequency, and type of each transferred call on a transfer log and turn in weekly to the Employee Training department for tracking
- at the end of each semester (whatever time period), an HR designee will share a summary of the transfer log information with appropriate CTC personnel

Results: Notes for this section: Should be in an Excel spreadsheet so that the information can be sorted to report the source, frequency, and type of call.

For example:

- Source-where did the call originate? (i.e., the operator, another department, etc.)
- Frequency- this will be a cumulative number of the amount of calls we get from a particular source (i.e., 10 calls came from the operator).
- Type of call- this is a description of where the call should have been received and where the call was transferred, i.e. Risk Management, Student Services, etc.

EBD 2006-07: Make an Evidence Based Decision (EBD). Briefly discuss continuation and/or modification of the plan, or choose a new strategy to implement.

QEP ACTION PLAN

2006-2007

Department/Program: Guidance and Counseling

Contact: David McClure, Associate Dean

Departmental Goal: The Department of Guidance and Guidance provides comprehensive Student Support Services to students enrolled at CTCD, especially students enrolled at the Central Campus. Through the effective delivery of student centered programs designed to enhance our enrollment management effectiveness at the central campus, the department's primary goal is to focus its efforts on providing professional on-going out-reach efforts to area High Schools by supporting the institution's recruitment efforts and identifying, developing programs, and implementing best practice strategies to effectively provide an evidence based retention program.

Stated Outcome: The primary goal of Guidance and Counseling is to promote, manage, and implement a stratified program designed to promote retention and graduation rates for incoming students at the central campus, and provide support, as feasible, to other service areas, including distance learning through the Student Support Services, the Career Center, and the International Student Services.

Plan of Action: The Department of Guidance and Counseling stratified program design requires a comprehensive approach to addressing the needs of students at the central campus, thus a commitment from the Central Campus Dean, the Dean of Developmental Services, faculty and staff.

- **Step One:** To engage in developing and implementing an Early Warning System that will allow Guidance and Counseling to be proactive in identifying students who may be at risk for experiencing academic challenges resulting in dropping out, stopping out, or engaging in excessive unsatisfactory progress, Guidance and Counseling will seek Dean-level talks (Central campus and Developmental Services) to discuss programs and services where collaborative efforts can be strengthened and secure cooperation to effectively identify ways where faculty and staff can provide much needed assistance, such as, but not limited to, College Developmental Studies, Student Life, and the Faculty Senate.
- **Step Two:** Guidance and Counseling will recommend the implementation of a mandatory 1st-year experience seminar that students can complete during their first week on campus. Several sections of this seminar would be offered throughout the first week prior to the start of classes and during the first two weeks of classes. The 1st-year experience seminar would be designed to promote time management, study habits, note-taking techniques, career services, and an overview of the various services and programs offered to students at CTC.
- **Step Three:** Once an Early Warning System has been agreed to, Guidance and Counseling, through its various programs and departments, will actively make use of PivotLink to identify both incoming and returning students who did not meet TSI requirements on at least two of the three sections of the Asset Test for placement purposes only. Once identified, these students will be notified and asked to meet with the Retention Specialists Team. The Retention Specialists Team will work closely with the Student Support Team to identify "best practice" strategies, engage these students and provide the necessary interventions.

- **Step Four:** Academic Advisors from Guidance and Counseling will ask all undeclared or undecided students to meet with the Career Services staff to discuss their career plans and goals, or to help students identify steps to help them identify and solidify career plans.

Timeline: Guidance and Counseling plans to begin implementation of the above steps no later than spring 2007. This will be an ongoing process. The necessary data will be collected and analyzed and a statistical report will be provided.

Responsible Parties: The Associate Dean of Guidance and Counseling will assume overall responsibility for developing, implementing, and promoting the plan. The Associate Dean will assign capable staff duties according to the needs of the department.

Results: Because this is a comprehensive and stratified approach to enrollment management (not to be confused with admissions) and retention, data will be kept and collected for the use of the Department of Guidance and Counseling only. The data will then be analyzed using the appropriate inferential statistical analysis necessary for the desired project and expected outcomes.

EBD 2007-08: Report decisions/plans made as a result of this year's actions and interventions. These evidence based decisions will be incorporated into the 2007-2008 Action Plan. You may report that a practice or intervention will become standard operating procedure in your unit. If this is done, then your department will have a new plan for 2007-2008.



QEP Action Plan 2006-07 General Education

Department/Program: Fine Arts

Contact: James Salter

Evidence Based Decision(s) from 2005-06: Instructors will utilize various assessment techniques including, but not limited to, pre/post test, individual student conferences, portfolios and grade reports.

Action Plan: Midterm grade reports will be used in DRAM 1310-Intro to Theatre course as a guidepost for improving grade and ensuring success with learning outcomes. A rubric will be used to grade final design project to address specific learning outcomes.

Results: Dependent upon feedback via the pre/post test which is different among each discipline administered in the department along with an informal polling of students.

EBD 2006-07: Will continue using means of assessment appropriate to the structure and content of each class. Fall 06 course grades will be reviewed and compared with the results of previous semesters. Changes to instruction will be implemented according to perceived needs.



QEP ACTION PLAN REPORT 2006-2007

Department/Program: System Registrar/File Department

Contact: Lillian Kroeger/Cheryl Sampson

Departmental Goal: To be current on filing new documents, new student files and purging of student files.

Stated Outcome: Organized, up-to-date student paper files

Plan of Action: Create a report in PivotLink that will give the last date of enrollment for a student. Use this report as a guide for destruction. Streamline the sorting and filing of student documents and creating new student files.

Timeline: December 2007

Responsible Parties: Registrar and file room staff.

Results: Eliminate unnecessary files and to have all of the information on students in one file.

EBD 2007-08: Report decisions/plans made as a result of this year's actions and interventions. These evidence based decisions will be incorporated into the 2007-08 Action Plan. You may report that a practice or intervention will become standard operating procedure in your unit. If this is done, then your department will have a new action plan for 2007-08.



QEP ACTION PLAN 2006-2007

Department/Program: ESL

Contact: Jan Anderson, Dept Chair

Departmental Goal: Equipping students with sufficient English language skills to be successful in developmental and academic credit classes

Stated Outcome: Through teacher-student interventions, students will utilize college resources to increase posttest scores.

Plan of Action: We will continue to do conference interventions as we did in 2005-2006. We have streamlined the intervention form based on student feedback. This time we will only have conferences with at-risk students averaging 75% and below. In addition, we will measure specific student outcomes for primary skills within the courses rather than through overall pre- and posttest scores. This past year, we only involved five classes in this process. This year, we will incorporate six classes. We will also finish shortening the pre-challenge tests, so they are not so grueling and ensure that we have equivalent questions embedded in each section of the final. In the spring, we will add a new assessment method once a week: The Minute Paper. This will be in addition to the conference intervention.

Timeline: 2006-2007

Responsible Parties: Jan Anderson and ESL faculty

Results:

EBD 2007-08:



QEP ACTION PLAN REPORT 2006-2007

Department/Program: System Registrar/Distance Learning Records

Contact: Lillian Kroeger/Cynthia Burrus

Departmental Goal: Provide insurmountable customer services to include information and services to students, faculty and staff as it pertains to Distance Learning records and registration. Continue testing the impact of the incoming portal information on the student information in Colleague.

Stated Outcome: Provide a pleasant experience for those who come into contact with the DL Records & Registration Staff. Improve the accuracy of information for portal students.

Plan of Action: Request customer service and interactive training; plus teamwork and increasing the communication between the staff and others. Continue testing each patch that affects the portal and analyzing the information.

Timeline: Standard Operating Procedures. Continual

Responsible Parties: Lillian Kroeger and DL staff

Results: Accurate student data in colleague.

EBD 2007-08: Report decisions/plans made as a result of this year's actions and interventions. These evidence based decisions will be incorporated into the 2007-08 Action Plan. You may report that a practice or intervention will become standard operating procedure in your unit. If this is done, then your department will have a new action plan for 2007-08.



QEP Action Plan 2006-07

General Education

Department/Program: Developmental Studies

Contact: Suzanne Morales-Vale and Jenny Shotwell

Evidence Based Decision(s) from 2005-06: For the DSMA courses, based on results, we plan on implementing a policy on the number of conferences given and who to select for those conferences. We may also implement a new grading process for the pre/post tests. We are looking into forming a grading committee to integrate the partial credit back in, or conduct a new baseline in the fall of 2006.

For both DSWR 0302 and DSRE 0301, based on results, we will continue to implement student conferences with these changes:

- 1) faculty members will administer interventions with the least prepared students, as determined by pre-test, quiz, and test scores, minimally 20% of the students within one section.
- 2) formal documentation will improve through use of Intervention Forms, including specific guidelines,
- 3) break down pre/posttest questions into various student learning outcomes from course description

For all five courses, we are looking into a way to track students who are being dropped based on actual absences as well as those who are dropped for lacking lab hours.

Action Plan: The Department has decided to make the conferences mandatory. They are to be done between weeks 4-7, then again between weeks 11-14. We have given them instructions on proper procedures and a form to complete and keep on file. If the student is not there at the end of the term, there will be a form stating that the student is not in the class still and drop/withdraw took place. We have limited the conferences to five conferences per class and have mandated that math examinations be graded the same across the department. There will be no partial credit. (DSMA 0300 was already being done with this grading procedure.) We have decided to use a new baseline for the math courses. We will use the results of the spring 2006 semester. This was the first time that the new grading policy was implemented.

DSMA 0300 -

DSMA 0301 -

Results: Briefly explain results for each EBD action.

EBD 2006-07: Report decisions/plans made as a result of this year's Action Plans including interventions to improve student learning or focus on student feedback. These decisions will be incorporated into the 2007--08 Action Plan. You may report that a practice or intervention will become standard operating procedure in your unit. If this is done, then list new decisions in the Action Plan for AY 2007-08.



QEP ACTION PLAN 2006-2007

Department/Program: Computer Science

Contact: Jane Perschbach

Departmental Goal: To offer students functional instructional feedback.

Stated Outcome: To see a significant difference in the pre- and post-test scores per course.

Plan of Action: All Department instructors have been assigned a course for which they will conduct a pre- and post-test study.

Timeline: Pre-tests were administered on or before October 3, 2006. Post-tests will be administered prior to the last regular class of the semester.

Responsible Parties:

- COSC 1300 - Mike Green
- COSC 2425 - Doug Edwards
- ITNW 1425 - Jane Perschbach
- ITSC 2439 - Dennis Ford
- ITSE 2413 - Ed Mott

David Coleman and Tanya Gibson self-selected one of their on campus classes

Results:

EBD 2007-08: Report decisions/plans made as a result of this year's actions and interventions. These evidence based decisions will be incorporated into the 2007-08 Action Plan. You may report that a practice or intervention will become standard operating procedure in your unit. If this is done, then your department will have a new action plan for 2007-08.



QEP Action Plan 2006-07 General Education

Department/Program: Communications

Contact: Brenda Cornell, John Henderson

Evidence Based Decision(s) from 2005-06: Because our unit met its goal and improved student learning, we will continue to implement the interventions used in spring 2006. As an indirect measure, faculty will be encouraged in fall 2006 to survey their students regarding this intervention to find out whether or not student perception is positive or negative and how faculty may modify their intervention measures based on student suggestions.

Action Plan: During the first two weeks of the spring 2007 semester, Communications faculty teaching ENGL 1301, SPCH 1315, and SPAN 1411 will administer pretests to one section each, of the above-mentioned courses. Interventions will include supplementary grammar exercises for extra credit (ENGL 1301); video and conferences concerning Spanish culture (SPAN 1411), and re-teaching, exercises, and conferences for Speech (SPCH 1315). In each area, post tests will be given to determine improved student learning.

Results: Improved student learning, in all three areas, will be determined by any amount of improvement shown by post-test scores.

EBD 2006-07: Based on improved student learning in the past, these practices and interventions have become standard operating procedures for our department. Should this year's results show a lack of improvement, we will consider other options for AY 2007-2008.



QEP ACTION PLAN REPORT 2006-2007

Department/Program: Systems Registrar/C&I Records

Contact: Lillian Kroeger/Pam Dancer

Departmental Goal:

Stated Outcome:

- To be current in all registration functions for all CTC sites.
- To meet all deadlines for Portal uploads.

Plan of Action: Request assistance and overtime for back-log of registration. Request assistance from the sites to correct registration errors. Create a time line for receiving site course information, cross listing of the classes and upload to the Portal.

Timeline: June 2007 to complete fall 05 and summer 2006 to complete past terms due to missing materials. February for timeline of Portal upload.

Responsible Parties: Registrar/C&I Staff and Schedulers

Results: Provide more accurate enrollment for students at C&I sites and eliminate last minute problems with the Portal upload.

EBD 2007-08: Report decisions/plans made as a result of this year's actions and interventions. These evidence based decisions will be incorporated into the 2007-08 Action Plan. You may report that a practice or intervention will become standard operating procedure in your unit. If this is done, then your department will have a new action plan for 2007-08.



QEP ACTION PLAN REPORT 2006-2007

Department/Program: System Registrar

Contact: Lillian Kroeger

Departmental Goal:

- To be current in all state and federal reports.
- Increase the knowledge base of Colleague for all staff under this department.

Stated Outcome:

- Meet deadlines imposed by outside agencies.
- Staff knowledgeable in all registration functions using Colleague.

Plan of Action:

- Develop procedures and edit reports for processing of reports.
- Research and establish procedures for registration processes.

Timeline: Continuing

Responsible Parties: Lillian Kroeger and all staff

Results:

- On time submission of accurate reports.
- More knowledgeable staff.

EBD 2007-08: Report decisions/plans made as a result of this year's actions and interventions. These evidence based decisions will be incorporated into the 2007-08 Action Plan. You may report that a practice or intervention will become standard operating procedure in your unit. If this is done, then your department will have a new action plan for 2007-08.