

REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: Communications

Contact: Brenda Cornell, John Henderson

2005-06

Evidence Based Decision(s):

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 2005 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 Taken:

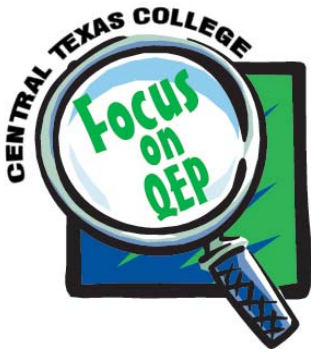
During the first two weeks of the Spring 2006 semester, Communications faculty teaching English 1301, Speech 1315, and Spanish 1411 administered pretests to one section each, of the abovementioned courses. The average unit score was 69. When the posttest was administered during the last two weeks of class, the average unit score was 87. Thus, an average increase of 12 points was realized

Results:

The average unit score was 69. When the posttest was administered during the last two weeks of class, the average unit score was 87. Thus, an average increase of 12 points was realized

EBD 2006-07:

Because our unit met its goal and improved student learning, we will continue to implement the interventions used in Spring 2007.



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: Vocational Nursing Contact: Cindy Wesso 526-1894

2005-06

Evidence Based Decision(s):

Implementation of the following:

- Pre and post testing for didactic courses
- Blueprint all examinations using NCLEX-PN format at the application level
- Comprehensive finals in all didactic courses
- Classroom Critical Thinking (C.T.) discussions, scenarios, simulations and case studies
- Raise ATI remediation cut off to 70%
- Group presentations and peer review added to several courses

Action Taken:

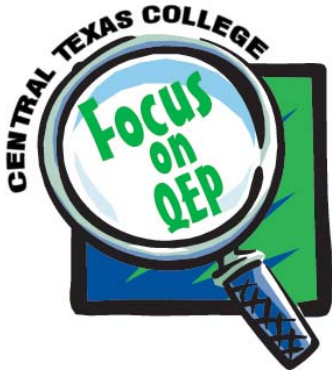
- All examinations were blueprinted NCLEX-PN® format at the application level
- Comprehensive finals were added to all didactic courses
- Classroom Critical Thinking (C.T.) discussions, scenarios, simulations and case studies were utilized
- Group presentations and peer review added to several courses
- Raised ATI remediation cut off to 70%
- Inclusion of classroom Critical Thinking (C.T.) discussions, scenarios, simulations and case studies
- Continue post course evaluations as per Dept. guidelines

Results:

- Test Blueprinting completed for the Spring semester courses
- Excellent improvement in post-test scores. Results reported at http://www.ctcd.edu/ctcf/faculty_report.asp
- Group composite scores on the ATI national exams were at or above the national mean
- Excellent post course evaluations from the students
- Scantron® Reliability Coefficient (KR20) and point bi-serial will continue to be utilized in modifying examinations

EBD 2006-07:

- Students suggestions to be reviewed
- Continue actions for 2005-2006 with appropriate modification
- Remainder of courses will Blueprint examinations using NCLEX-PN® format at a course level
- Increase use of simulation



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: English as a Second Language

Contact: Jan Anderson

2005-06 Evidence Based Decision(s):

Continue to do the conference intervention
Elicit feedback from the students on how to improve our conference techniques.
Do more assessing before the formal midterm
Measure specific SLOs as opposed to using general pre- and posttest scores
Shorten the pre- and posttests and embed SLOs in the final exam.
Incorporate the intervention in more ESL courses.

Action Taken:

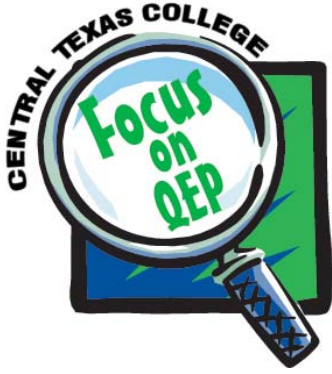
- Continued conference intervention
- Canvassed students on things we can do to improve our conferencing; most students happy with what we are doing. However, we will re-emphasize the need to define "feedback" with students and provide AND elicit feedback during our conference time.
- Lab diagnostics will be increased, especially at the beginning of the course. Some courses will be using new software in the labs that break down reading/writing skills into SLOs. Also, hard copy exams have been broken into appropriate SLOs; we will begin grading the tests as separate sections/SLOs with separate scores in Fall 2006. We recently had a teacher's meeting about this, and shortening pretests to fewer items that can be embedded on the final is more complicated than we originally anticipated since pretests are also used to challenge the course. We met this summer to resolve the issue regarding the need to test everything for the course or test a limited number of items if students are to be awarded credit.

Results:

Value added for the courses measured were as follows: Grammar +4.04 pts, Reading II +15.76 pts, Reading 3 -11.3, Listening/Speaking II +1.3, and Reading -2.2. In other words, 3 courses seemed to benefit from the intervention and 2 did not. We will meet with teachers of the two courses that show an increase, and brainstorm reasons why. Students, however, commented on the fact that they liked the conferences and feedback on their progress.

EBD 2006-07:

- Keep the conference interventions for one more year and look at improving value added in all the selected courses. We will add a midterm minute paper to elicit more feedback from students, compile those comments anonymously, and share them with the class as feedback back to the student.
- Revise the data-gathering form we created. Instead, we will go with an online form that better addresses the kinds of information the QEP hopes to gather.
- Incorporate lab tests from new software into the assessment process.
- Measure specific SLOs rather than measuring them as a group.



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: Mathematics

Contact: Yolanda Davis

2005-06 Evidence Based Decision(s):

- (1) implement the increased feedback methods used in Spring 2005
- (2) informally survey their students regarding the feedback methods the unit used

Action Taken:

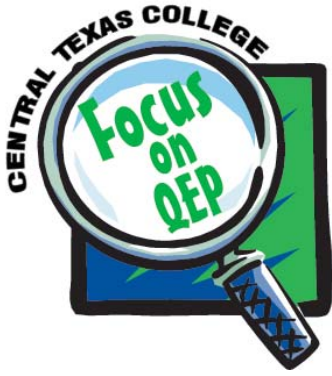
- (1) The pretest is given during the first week of class while the posttest is administered as the final exam (during the 16th week). In addition, we utilized the MyMathLab software. MyMathLab is a program that allows the student to do homework online and gives immediate feedback to responses.
- (2) Students were asked if they like MyMathLab. Also, any student complaints concerning the program are considered.

Results:

- (1) The mean pretest score is 19.9 out of a possible 100 points. The mean posttest score is 81.3 points out of 100 points.
- (2) There were few student complaints.

EBD 2006-07:

Alternative and additional measurements will be considered. In addition, we will implement measurements in our other courses.



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: Office Technology

Contact: Juanita Smith and Jerrie Cleaver

2005-06 Evidence Based Decision(s):

- Continue intervention of conferencing with students
- Provide weekly messages of encouragement and notation of progress for online classes
- Informally survey students

Action Taken:

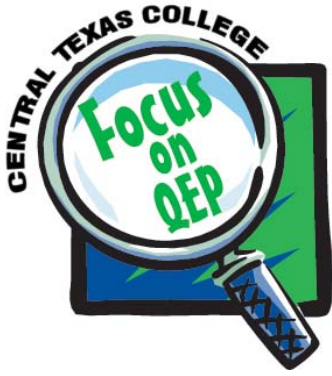
- Pre and Post tests were given in all POFT 1329 classes and in POFT 2301.
- POFT 2312 and POFI 1301 students completed assessments at the first of the semester and similar assessments at the end of the semester.
- Informally surveyed students to see if they felt the individual conferences helped them stay focused on their goals for the class. An overwhelming majority of the students questioned said the conferences made them aware of goals and helped give them incentive to reach the goals. Because the survey showed a strong positive result, we have decided to continue the conferences; but the strong response indicates that another survey is not necessary.

Results:

- POFT 1329, Beginning Keyboarding classes, the focus was on typing speed. Students overall showed greater than 6 words a minute improvement with fewer errors.
- POFI 2301, intermediate keyboarding course, students improved more than 18 WAM during the semester.
- POFI 1301 (online course), half the students participated in a multiple choice test indicative of comprehension of course material. On the average the students improved more than 40% through the semester.
- POFT 2312 a scenario-based writing assignment was given at the beginning of the semester and at the end. The same 100-point rubric was used for grading both papers. The class average at the first of the semester was 67.6, and the end-of-semester average score was 82.8, an improvement of 15.2 points.

EBD 2006-07:

- Continue assessments at first and last of semester for the following courses: POFT 1329, POFI 2301, POFI 1301, and POFT 2312
- Implement assessment of student learning in POFT 1325, POFT 1301, and POFT 1309 during the fall semester.
- Continue intervention of conferencing with students
- Continue weekly messages of encouragement and notation of progress for online classes
- Continue to assess typing speed in the keyboarding classes.



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: ADN, VN

Contact: Shahry, Wesso

2005-06 Evidence Based Decision(s):

- Continue to monitor interventions
- QEP specialists will meet with Nursing Department faculty during pre-service week

Action Taken:

- VN level 2 team will blueprint tests according to the NCLEX-PN and develop pre & post tests at the application level.
- VN team will utilize the ATI testing and remediation program as one measure of content mastery.
- Meeting with faculty during the curriculum meetings, office meetings and faculty organization meetings.
- Using ERI move from data gathering and analysis to action planning for results below threshold
- Continue post course evaluations as per Dept. guidelines.

Results:

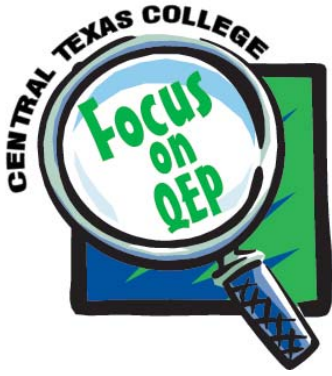
- 75% completed. Excellent improvement in post test scores.
- Group composite scores at or above the national mean
- Excellent post evaluations.

EBD 2006-07:

RNSG 2221 course fell below the North American average ERI score by 4 points. The action plan for next semester includes, but is not limited to, focusing on the following at risk areas:

- Nursing as a Profession
- Nursing Process: Implementation
- Client Needs: Psychosocial integrity
- Critical Thinking: Prioritizing , inferential reasoning, interpretive reasoning

The faculty has agreed to use case studies, application exercises, and role play to focus on the above areas. They will then compare the scores at the end of the Fall 06 semester.



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: Business Services/Bookstore

Contact: Carol Wettersten

2006-07 Targeted Outcome:

Improve customer satisfaction

Action Plan:

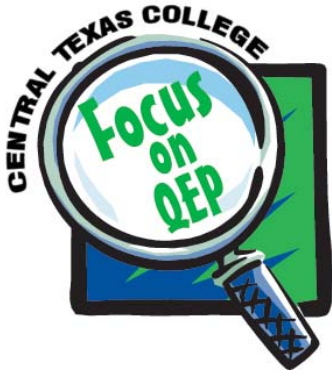
- Require all Bookstore employees receive at least 2 hours of formal customer service training.
- Distribute "suggestion cards" to all interested customers during the fall semester. Suggestions will be reviewed by Gary Fuda and Regina Martinez-Woodruff.

Results:

- All Bookstore employees attended Customer Service training and have incorporated what they learned into their work environment.
- Suggestion Cards are now available for customers to provide their feedback to the Bookstore Staff.

EBD 2006-07:

--



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: Library Services

Contact: Peg Jennings, Dean of Library Services

2005-06 Evidence Based Decision(s):

1. Collaborate with individual faculty to integrate library competencies into the existing curriculum.
2. Develop a web-based, self-guided tour of the CTC library and its resources.
3. Develop a campus-wide advocacy for information literacy.
4. Design an effective advertising strategy.

Action Taken:

1. Re-evaluated goals and objectives of the library's instruction program. Decided not to pursue EBDs #1, #3, and #4:

1) the number of students attending library workshops is an output measurement, not an assessment of what students learned in the workshops;

2) a common Student Learning Outcomes (SLO) assessment provides the base for library-faculty collaboration, information-literacy awareness, and advocacy. Added SLO to the current library workshop syllabus. Provided librarians with professional development training in teaching methods, learning styles, and learning assessment. Wrote an assessment planning document.

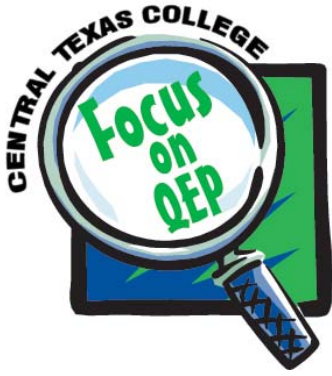
2. Changed EBD #2 to 'Develop a web-based library instruction module' (not tour). Evaluated web-based library instruction programs. Still working with the IT Department to provide student and employee access to online databases through the proxy server (first step in developing web-based instruction that includes assessing SLO).

Results:

Developed an SLO assessment plan that is congruent with both American College and Research Libraries (ACRL) information literacy standards and current QEP guidelines for assessing SLO in other CTC instructional programs and that can be used with both in-library and web-based instruction.

EBD 2006-07:

Measure students' ability to retrieve, evaluate, and use information, with assessment based on four learning objectives in the ACRL Information Literacy Competency Standards for Higher Education: Standard 1.1.e; Standard 2.3.a; Standard 3.4.g; Standard 5.3.a.



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: Library Services

Contact: Peg Jennings, Dean of Library Services

2005-06 Evidence Based Decision(s):

1. Cross-train support staff
2. Schedule joint cross training for support staffs of both CTC and TSU-CT
3. Cross-train professional staff

Action Taken:

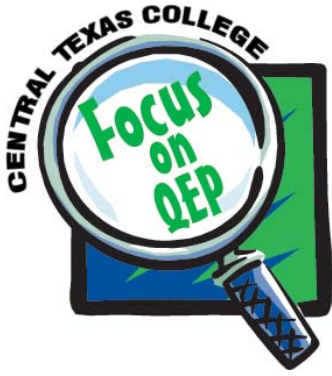
1. Job Shadow Training Activity for all CTC and TSU-CT professional and support staff
2. Write joint training manual for training new CTC and TSU-CT student workers and support staff
3. Send staff to Service Excellence Mini-Conference

Results:

1. Job Shadow Training - 80 % said the training helped them understand more about how the various positions contribute to overall library operations and that it will help them in performing their own jobs.
2. Fall 2005 Student Satisfaction survey - approximately 90% were satisfied with the library staff, 89% were satisfied with the library facility, 50% were satisfied with the library web page, and 77% were satisfied with the collection.
3. Spring 2006 Student Satisfaction survey - approximately 88% were satisfied with the library staff, 88% were satisfied with the library facility, 80% were satisfied with the library web page, and 88% were satisfied with the collection.

EBD 2006-07:

1. Cross training support and professional staff will become Standard Operating Procedure because of frequent changes in personnel.
2. Implement "Focus of the Week," a strategy from the Service Excellence Mini Conference for Internal and External Customers.



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: Business Admin & Paralegal

Contact: Rick Hindman/Cynthia White

2005-06 Evidence Based Decision(s):

Conduct a unit meeting prior to the beginning of the Fall 2005 semester to discuss the results of the planned intervention.

Action Taken:

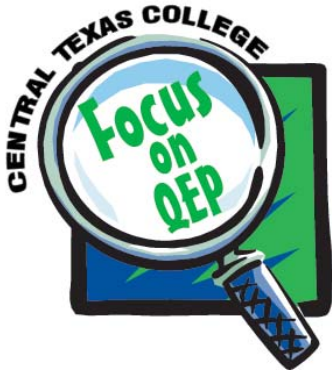
It was decided that a definition of the term "feedback" would be distributed to the students on the first day of class.

Results:

The use of a standardized definition of "feedback" was incorporated in all departmental syllabi and each instructor was responsible for discussing the definition.

EBD 2006-07:

The practice of including a definition of "feedback" in course syllabi will become a departmental practice for all existing courses as well as any new course adoption.



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: Science/Agriculture

Contact: 1631

2005-06

Evidence Based Decision(s):

Maintain student/instructor feedback through communication posted on instructor website

Action Taken:

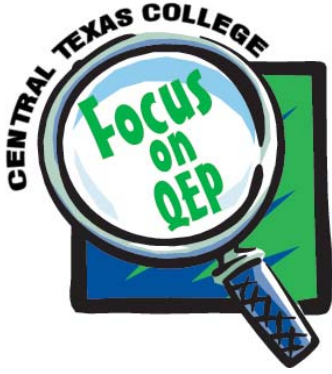
I installed Webpage construction program on all faculty computers (Contribute) for the purpose of communication. Some instructors were already using either WebAssign or .Mac webpage managers.

Results:

98% of the students polled stated that the websites of the faculty who used them were more beneficial to their time in their courses than without the website references, announcements, and contact information. Pre and post test scores for these faculty were significantly improved over the faculty who have yet to employ said instrument.

EBD 2006-07:

The decision, based on the foregoing results, is to increase the number of faculty using individual websites to enhance the learning experience of the students. More education in how to construct a helpful website will, in some cases, have to be given to faculty. Hopefully, the website intervention will become a permanent instrument in our department.



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: Radio/TV Broadcasting

Contact: Max Rudolph

2005-06 Evidence Based Decision(s):

Continue student conferences and progress reports

Action Taken:

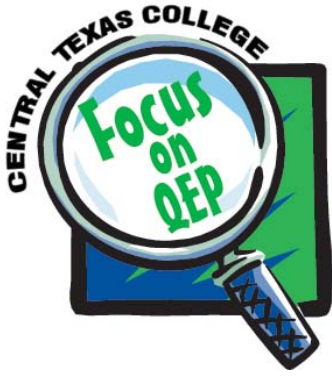
1. Three individual meetings held with students to discuss progress.
2. Feedback given at Mid Semester on course standing.
3. Portfolio's utilized in one course.

Results:

Student withdrawals decreased. (It is unknown if decrease in withdrawal was a direct result of conferences. Department will monitor next year)
Student feedback to instructor indicated student was pleased with conferences.

EBD 2006-07:

Department will continue regular student conferences
Portfolios will be used in two additional classes.
Department will monitor withdrawal rates and compare to withdrawal rates prior student conference intervention.



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: Developmental Studies

Contact: Suzanne Morales-Vale and Jenny Shea

2005-06 Evidence Based Decision(s):

Continue intervention of student conferences.

Action Taken:

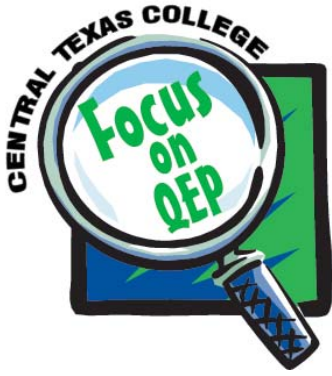
- Pre/post tests examinations to assess the student learning in the three DSMA courses. Implemented a strict rigor for grading, and not award partial credit. Conferences still given as the intervention.
- For the DSWR 0302 course, also used the final exam essay.
- Graded independently by non-instructor using THEA calibration and rubric criteria (Application/Synthesis)
- For the DSRE 0301 course, implemented pre/post tests and final with emphasis on evaluating reading selections.

Results:

- DSMA 0300, 76 valid tests. Average score 74.7%. 28.7% increase between the pretest and post test average. Baseline increase 31.4%, a difference of (3.7%).
- DSMA 0301, 96 valid tests. Average score 59.27%. 36.4% increase between the pretest and the post test average. Baseline increase 25.6%, a difference of (10.8%). Deficit due to the new grading standard.
- DSMA 0303, 45 valid tests. Average score 23.23%. 18.2% increase between the pretest and the post test average. Baseline increase 42.8%, a difference of (24.6%). Deficit due to new grading standard.
- DSRE 0301, 78% of student completers met the assessment criteria of 70% or higher on the final exam. 26 valid tests. Average score was 91.89%; a 26.14% increase from the pretests.
- Baseline percent increase was 22.74%, difference between baseline and this term was (4.6%)
- DSWR 0302, 87% of student completers met the assessment criteria of 70% or higher on the Final Exam Essay, as determined by independent graders. 33 valid tests. Average 74.5%, an 11.5% increase from pretests.
- Baseline percent increase was 8.2%, difference between the baseline and this term was 3.3%.

EBD 2006-07:

- For the DSMA courses, implement 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 the DSWR 0302 and the DSRE 0301, based on results, we will continue to implement student conferences with these changes:
 - 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.
 - Formal documentation will improve through use of Intervention Forms, including specific guidelines,
 - pre/posttest questions will be broken down into various student learning outcomes from course description
- For all five courses, we are looking into a way to track students that are being dropped based on actual absences as well as those who are dropped for lacking lab hours.



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: Computer Science

Contact: Jane Perschbach

2005-06 Evidence Based Decision(s):

- Design pre-test and post-test questions specific to the higher-level cognitive skills of analysis, synthesis, and evaluation according to Bloom's taxonomy.
- Devise other measures to ensure student and faculty consensus on what constitutes feedback.
- Provide personal counseling sessions
- Offer students functional instructional feedback

Action Taken:

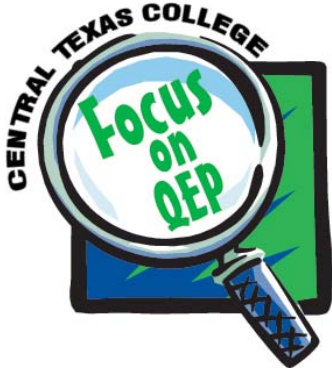
- Pre- and post-test questions were designed to assess the higher-level cognitive skills.
- Faculty included various alternative and supplemental instruments to assess student learning. Specifically, online and written surveys were distributed along with required essays and verbal reports to establish the student concept of instructional feedback. Starting in Fall 2006, faculty will require a an essay detailing what the student perceives as quality feedback for his/her academic progress.
- All faculty provided personal counseling sessions to students in academic need.
- The department faculty will continue to provide detailed and specific feedback to students for all assignments and test/exam answers.

Results:

All five courses showed progress in learning. For the two classes that used the pre- and post-test methodology, increases of 65.28% and 15.4% were recorded. The two classes that selected test average methodology both showed a class average of "B", which was judged by the faculty to be evidence of student mastery. The fifth course used a survey that indicated improved self-perception of content mastery.

EBD 2006-07:

- Continue to provide student-counseling interventions throughout the semester, with emphasis on test, programming, and lab assignments.
- At the start of each semester, we will add a "minute essay" on the student's perception of feedback itself to determine student understanding of the concept.
- The department will no longer use pre- and post-tests as measures.
- The department faculty will continue to provide personal instructional feedback in the form of individual student counseling and referrals to the college counselors and services.



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: Fine Arts

Contact: James Salter

2005-06 Evidence Based Decision(s):

Instructors will utilize various assessment techniques including but not limited to individual student conferences and grade reports.

Action Taken:

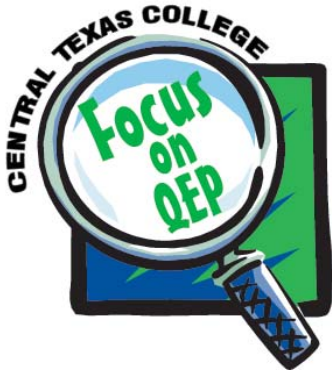
Mid-term grade reports were used in Dram 1310-Intro to Theatre course as a guidepost for improving grade and ensuring successful learning outcomes. A rubric was used to grade final design project to address specific learning outcomes.

Results:

Positive feedback via the average 3 point increase on the pre/post test administered in the course along with an informal polling of the students suggest an increased SLO completion.

EBD 2006-07:

Will continue using various means of assessment. Spring 06 course grades will be reviewed and addressed individually. Appropriate changes to instruction will be implemented if needed.



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: Human Resources

Contact: Joann Matthews

2005-06 Evidence Based Decision(s):

All new employees must attend customer service training as a condition of employment. Leadership training is provided for supervisors and managers. Human Resource staff members attend professional development training when appropriate.

Action Taken:

- Conduct Customer Service training as a part of New Employee Orientation and as stand alone classes.
- Provide leadership classes for supervisors and managers.
- Human Resource staff attended the Service Excellence conference and decided upon a departmental action to implement.

Results:

- As of August 31, 2006, 355 employees have attended Customer Service Training offered by the Employee Training department.
- 93 employees have attended leadership training offered by the Employee Training department.
- Employee Training played an integral role in the first ever Service Excellence conference, a QEP initiative.
- The Human Resources department used the "ABCs of CTC" document that was compiled and is maintained by the Community Relations department to redirect calls that are misdirected to the Human Resources

EBD 2006-07:

- Continue customer service training as a part of the New Employee Orientation class. Continue to also offer Customer Service as a stand alone class.
- Continue to provide leadership classes to supervisors and managers. The Training department will continue to play an integral role in the Service Excellence conference.
- The use of the ABCs of CTC document will become a standard procedural tool for use in handling misdirected calls to the HR department.



REPORT OF INTERVENTION-BASED DECISIONS 2005-06

Department: Mental Health Services

Contact: Dawn Green 526-1856

2005-06

Evidence Based Decision(s):

The department continued to use pre-post tests as its direct measure. In addition the department introduced the use of a Classroom Performance System to engage and assess student learning on a more routine basis.

Action Taken:

In addition to pre-post tests other assessment methods including but not limited to: written case evaluations, small group case evaluations, small group participation and evaluation of written work and reflective journaling were also done.

Results:

The department met its overall goal of demonstrating improvement of student learning and perhaps more importantly as a result of this year's efforts established a 5 year QEP plan which makes sense. This plan includes review of all 27 department courses and development of Student Program Learning Portfolios.

EBD 2006-07:

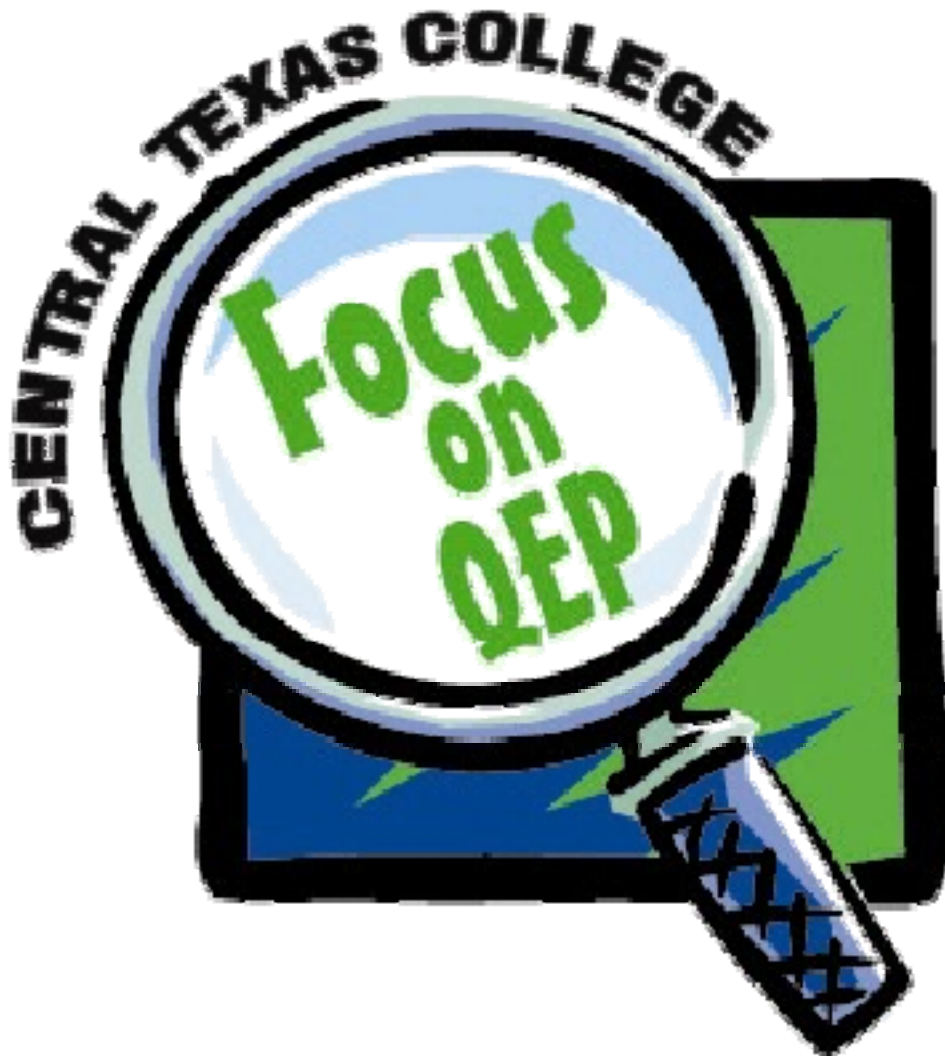
Begin course review of the following courses: PSYT 1329; CMSW 1309; DAAC 1319; DAAC 1304; PSYT 2331. Included in the review will be classifying all course/module outcomes with the curriculum map; determining assessment methods to identify student engagement in critical thinking (clarification, assessment, inference, strategies; and development of course components to be included in the Student's Program Portfolio.

WELCOME TO THE QEP OPEN HOUSE!



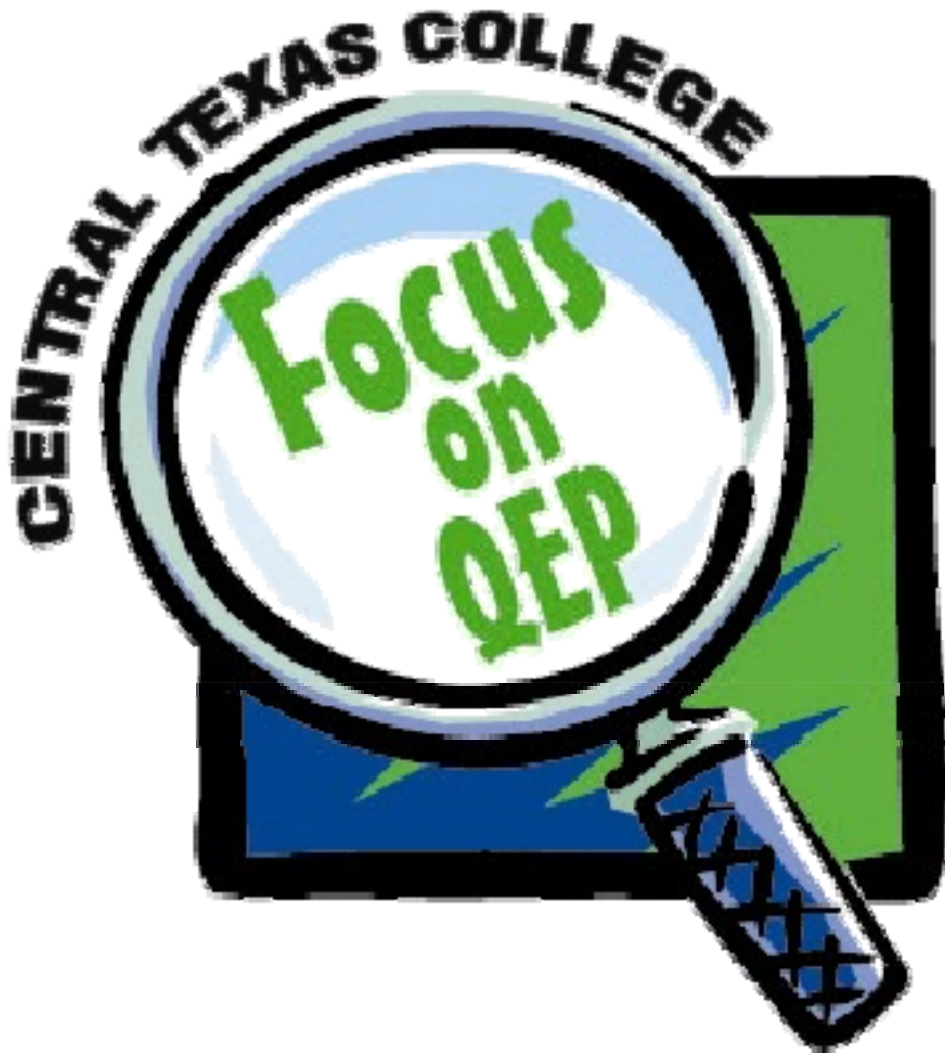
1. Sign in on the roster.
2. Fill out the QEP survey.
3. Turn in the survey to receive a ticket for door prize drawings.

WELCOME TO THE QEP OPEN HOUSE!



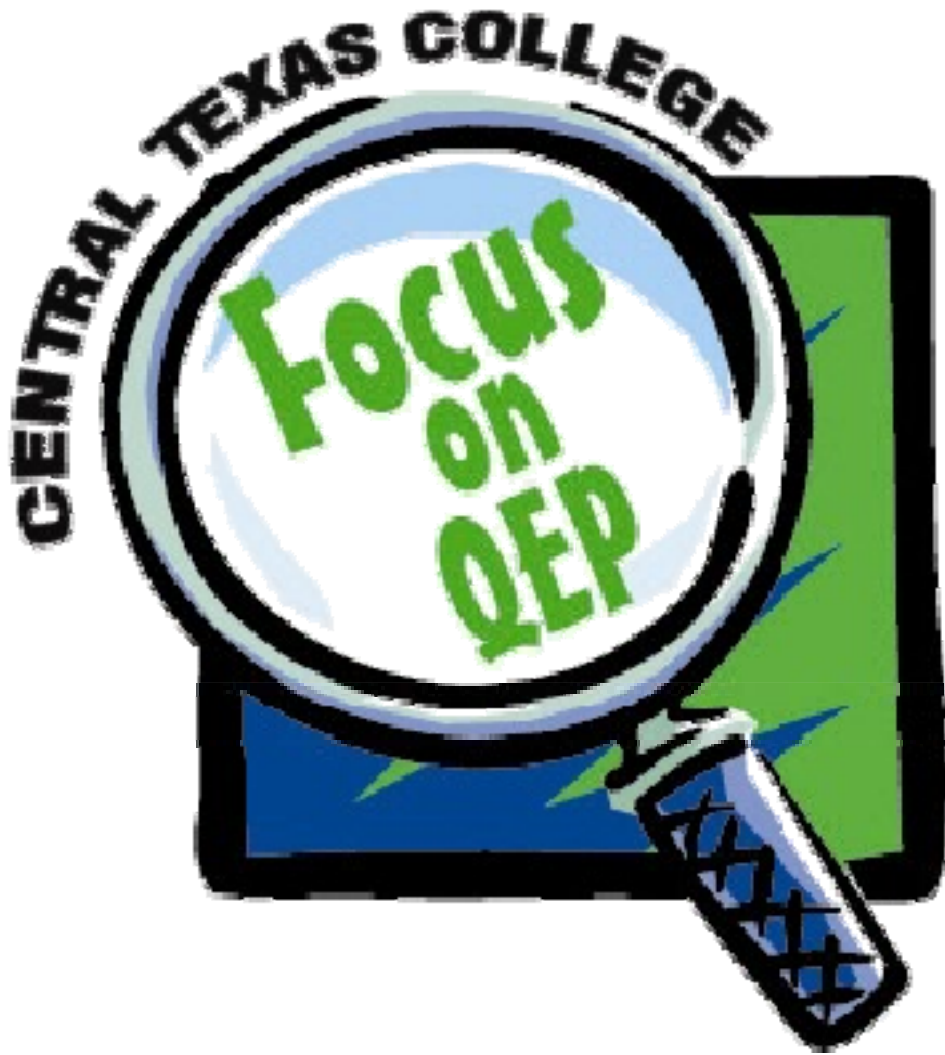
1. Sign in on the roster.
2. Fill out the QEP survey.
3. Turn in the survey to receive a ticket for door prize drawings.

GET CREATIVE!!!!



What's Your
Focus??????

What's On Your Mind?



QEP SURVEY