

## *Cleveland State Community College*

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# **Response to 5<sup>th</sup> and Final Year Plan of Action (2008-09)**

### **Action Plan No. 1: General Education**

The [General Education Auditor Report](#) conducted in Spring 2008 was used to guide this action plan. The 2008-090 plan was to map and revise the following processes:

- **PLAN**: Processes for using multiple instruments to measure effectiveness of the whole program to insure that a systematic processes is in place (Section II, pg.2)
- **ACTION**: A meeting of the academic audit committee with the purpose of looking at some options for setting and measuring systemic goals. This is an ongoing initiative.
- **PLAN**: Communication processes with adjunct faculty (Section II, pg. 2)  
[The Audit affirmed the Humanities division and the History department plans to develop formal avenues of collaboration with part-time faculty and encouraged interaction between disciplines.]
- **ACTION**: In the process of rewriting the Adjunct Faculty Handbook to make it more relevant.
- **PLAN**: Training processes for adjunct faculty (Section III, C, pg. 3)
- **ACTION**:
  - Conducted orientations sessions with all adjunct faculty at the beginning of the semester
  - Rewriting adjunct handbook and posting on web-site and providing on CD to all adjuncts.
  - Inviting all adjuncts to attend Fall convocation and inservice.
  - Provided computer training to adjuncts. Four took advantage.

- **PLAN:** Standard quality measures in all class sections to examine consistency/inconsistency across the General Education curriculum (Section II, pg. 2)
- **ACTION:**  
Creating master syllabi for classes  
5 year plan to conduct academic audits of all general education subject areas.  
Focal area of academic audit looks at this issue.
- **PLAN:** Collaborative teaching and learning processes on a program level. (Section III, C, pg. 3)
- **ACTION:** Psychology is collaborating on redesign of general psychology to incorporate more online resources and to potential incorporate an emporium model.
- **PLAN:** Evidence of program wide assessment of mastery (Section III, C, Pg. 5)
- **ACTION:** As part of the general education evaluation, speech and math have compiled some learning objectives that will be measured over a long period of time.
- **PLAN:** Improved information sharing with faculty and staff regarding the results of the California Critical Thinking Skills Test and other surveys.  
**ACTION:** The Director of Institutional Research and Effectiveness presented data during faculty in-service in the Fall and Spring and attended division a spoke a meeting of each division during the Fall semester.

### **Action Plan 2: Math Redesign Project**

- **PLAN:** The College will continue to examine the impact of the changes made and continue this reassessment and redesign over the course of the next academic year.
- **ACTION:** Number of students exiting developmental math in Fall 2008 increased by 47% so more students were eligible to take college level math. College math retention rate increased by 7% in Spring 2009. Enrollment in college level math courses increased by 42% in Spring 2009 over previous spring semester. Number of students passing college level math in Spring 2009

increased by 33%. Source: “CSCC Math Redesign Report Spring Semester 2009” [link here]

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- **PLAN:** In fall 2008, the redesign project will expand to include Basic Math and three college level math courses – College Algebra, Finite Math, and Introductory Statistics.
  - **ACTION:** Expanded to include Basic Math and three college level courses (College Algebra, Finite Math, and Introductory Statistics.)
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- **PLAN:** The Cleveland campus will add 3 computer classrooms for math courses in addition to the computer lab established in spring 2008.
  - **ACTION:** Three math labs added at Cleveland Campus in Fall 2008. Lab established at Athens.
  - **PLAN:** The Athens campus will have a computer lab and classroom to serve the students there. Instructional CDs will be produced for the new courses, and online courses using MyMathLab will be created.
  - **ACTION:** Lab established at Athens campus. Instructional CDs produced for the new courses and online courses using MyMathlab.

As a result of this project, student engagement has been increased. Students work on their materials both in the math classroom and in the math lab. There is never a time in class or in the lab when students aren't actively engaged in learning. Class attendance has increased dramatically, and the computer lab is always busy. Finally, students have been very positive toward the project, often commenting on how much they like it. ---  
Squires, Math Department Head and leader of the redesign

### **Action Plan 3: Science**

- **PLAN:** In 2007-08 there was a reassessment of the delivery method and course content for all Biology Courses, both Biological Science and General Biology, and some changes were implemented. The emphasis was to further promote critical thinking skills, scientific literacy, and development of skills in scientific writing. In Biology labs, for example, greater emphasis has placed on “hands-on” activities which makes the student more of a self learner. (Note: Instructors are constantly available during the lab for assistance, but they are assuming more of a

tutorial role and less of a lecturer role in the lab setting.) It is believed that this will improve student learning and retention. In 2008-09 the College will examine the impact of the changes made and continue this reassessment and redesign over the course of the next academic year.

**ACTION:**

- The Biology Department is in the process of re-evaluating our course offerings, course content and presentation methods, pre-requisites, and evaluation methods.
- The department has continued to update and revamp the lab exercises and experiences in all courses. The emphasis is on having the students do more hands-on exercises to promote better learning opportunities, especially for kinesthetic learners. Only anecdotal evidence of increased student learning is available at this time. The department is currently examining how to assess the impact that the laboratory changes have on student learning by some other means. Since the student population changes each time the courses are offered, it is difficult to quantify an increase in learning from one group to another, especially in such a short time frame.
- In the General Biology sequence (majors) it was found that there was an almost 100% increase in retention from the first to the second semester courses during this academic year (2008-2009) over the last academic year (2007-2008). It is difficult to assign this increase to any one factor, since not all students are required to take both semesters, and students are not required to take courses in the same academic year even if though both courses must be completed at some point.

**Action Plan 4: CCSEE and CCFSSSE**

**PLAN:** CCFSSSE was administered for the first time in 2007. [CCSSE and CCFSSSE](#) results indicate a great deal of disparity in student and faculty perceptions in several areas. The Office of Institutional Research and Effectiveness will expand this study upon receipt of the 2008 results. This information will be shared with the QEP Coordinator and the President's Cabinet.

**ACTION:** The study was expanded to include the 2008 CCSSE and CCFSSSE results. The outcomes were shared with the President's Cabinet and were incorporated into a Fall 2008 in-service presentation conducted by the Director of Institutional Research and Effectiveness. [Powerpoint presentation link here]

#### **Action Plan #5: Documentation Actions**

**PLAN:** The Office of Institutional Effectiveness will work with the VP of Academics, the Academic Council, the QEP Committee, and the Strategic Planning Committee, in an effort to stream line the process for documenting outcomes. The College will assess whether it is possible to merge the Learning Outcomes document and the IAP/SAP process.

**ACTION:** The IAP and SAP forms [link: IAP and SAP samples here] seemed to work well for some of the divisions but not for others, because some preferred to use a Learning Outcome form developed by one of the divisions. (Link: Learning Outcome sample here.) Though all forms were designed for ease of use, the process lacked the level of college-wide continuity that was ultimately desired. The [Strategic Plan Pyramid](#) that was developed to clarify the process in the 3<sup>rd</sup> year was redistributed college-wide and the Director of the Office of Institutional Research and Effectiveness met with each division. By the fifth year it was evident that the culture had shifted so that individuals and departments understood that assessment forms were no longer an option. After careful consideration, it was determined that allowing the individual and/or departments to select the preferred form met the needs of those involved. It seems that flexibility was serving as the shuttle that helped weave "assessment" into the fiber of the culture. The end result was a less sophisticated assessment process than was initially envisioned. However, it has become evident that the ultimate goal has been reached which was to incorporate assessment and planning into annual evaluations and budget planning. Had we kept our focus on sophistication, would the assessment process evolved to where we are today? This writer thinks not. However, with assessment and planning now a part of the culture, it is anticipated there will be less resistance to gradually reintroducing sophistication to the process over time.