

CATEGORY 1: HELPING STUDENTS LEARN

Demonstrating its commitment to the learning-centered college, Moraine Valley adopted the following promise statement for students and staff: “We promise to provide a student-centered environment and to focus all college staff and resources on student learning, student development, and student success.” This promise statement guides faculty and staff in the development and implementation of policies and procedures for helping students learn. Current AQIP Action Projects focus on infusing diversity into the curriculum, expanding student access, and improving processes for developmental education and online learning. The college also continues to strengthen its processes for assessing student academic achievement, including implementation of a plan to measure general education outcomes.

1C1: COMMON STUDENT LEARNING OBJECTIVES

The General Education Goals and Objectives represent the common student learning objectives for all students. As stated in the college catalogue, “The general education program at Moraine Valley is designed to enable students to write, read, and listen critically; to investigate, analyze, and think independently; to communicate clearly and effectively; to make informed decisions; to respect the diversity in human values and cultural orientation; to understand and appreciate facts, concepts and perspectives with the fundamental areas of knowledge, and to foster intellectual curiosity and lifelong learning.”

The specific Content Areas and Learning Outcomes for General Education are:

Communication

- Read and listen with comprehension
- Write and speak effectively in English

Reasoning

- Identify and solve problems

Information Literacy

- Locate, evaluate and use information effectively

Quantitative Analysis

- Analyze, interpret, and apply numerical, graphical and statistical data and concepts

Scientific Awareness

- Understand and apply the scientific method of inquiry

Technological Competency

- Use computer information systems and other technology effectively

Social Sciences Perspective

- Apply basic principles of social and behavioral science influencing individuals and groups

Literary and Artistic Insight

- Understand the nature of literary, philosophical and artistic expression and how particular works have contributed to the ideas and culture of the past and present

Valuing Diversity

- Understand how diversity influences experiences, values and thoughts of individuals and cultures

Global Awareness

- Be aware of major institutions, persons, ideologies, and events that have shaped the nature and cultures of the world

Social Responsibility

- Work effectively with others
- Recognize one’s ethical, legal and social responsibilities

Common student learning objectives exist at the levels of course, program and department. Also known as Student Learning Outcomes, these are statements that describe what students are expected to know and be able to do upon successful completion of a course, program, or their experiences at the college. Consequently, the scope and specificity of any single learning outcome depends upon the level of the intended experience and learning.

- Course-level outcomes are documented in the official master course outlines and syllabi that are maintained in Academic Affairs.
- Program-level outcomes summarize the shared and recurring expectations in the constituent courses.
- Department-level outcomes are continuing expectations based on the particular subjects of the department.

1C2: ALIGNING STUDENT LEARNING WITH MISSION AND VISION

The curriculum development process aligns student learning expectations, practices, and development objectives with the college's mission and vision, and it is implemented consistent with the college's strategic priority focused on emphasizing and promoting student success (http://www.morainevalley.edu/gen_info/strategic.html). As stated on the college's Website, the college fulfills its educational mission through:

General Education—courses and concepts integrated into the curriculum that foster critical thinking and enable informed judgment and decision making:

Transfer Programs—courses in arts, sciences and business leading to an associate's degree and fulfilling the first two years of a bachelor's degree:

Career Education—occupational courses and skill development that respond to industry and community needs and lead to professional credentials, a certificate, or an Associate in Applied Science degree

Community Enrichment—opportunities for residents to engage in lifelong education and cultural enrichment in a learning community:

Workforce Development—partnerships with, and customized training for, business, government, social, and civic institutions resulting in organizational and economic improvement

Student Development—programs and services to support and enhance academic, career, and personal growth and success for a diverse student population

Developmental and Enrichment Education—courses, programs and services to support and advance academic success leading to high school equivalency, English language proficiency, or entry to college-level courses. (http://www.morainevalley.edu/gen_info/mission.html)

The curriculum development process provides a curriculum that fully supports the college's vision statement to meet current and emerging community needs for education and training while meeting the requirements of curriculum approval established by the Illinois Community College Board (ICCB) and Illinois Board of Higher Education (IBHE). During the development of new and revised curricula, some key questions are:

- What is the perceived need for this curriculum and how will it help students?
- What evidence exists of student interest or demand?
- What are the target student populations for this curriculum?
- How would this new proposal improve the current curriculum?
- Which of the general education learning outcomes are addressed by this curriculum?

The Academic Affairs Division implements continuous improvement processes by assessing courses, programs, and projects to ensure academic effectiveness. Student assessment practices provide students with frequent and helpful feedback about their learning. To support this process, the college promotes Eight Assessment Expectations for Faculty:

In the Classroom

1. Be familiar with best practices for student assessment
2. Use assessment techniques in the classroom in ways that help students improve their learning.
3. Collaborate with colleagues to share effective practices.
4. Work with the department chairs to document the effectiveness of classroom assessment techniques.

At the Course and General Education level

5. Promote the course Major Concepts and Learning Outcomes as guiding principles for teaching and learning by reviewing and revising them with colleagues, publishing them in course syllabi, and publicizing them in the classroom.
6. Participate in developing and administering large-scale assessments.

Taking action with assessment data and results.

7. Collaborate with colleagues in discussion of assessment results and recommendations for advancements in curriculum development and instructional strategies.
8. Re-assess student achievement to document changes and improvements in learning.

1C3: KEY INSTRUCTIONAL PROGRAMS AND DELIVERY METHODS

Key instructional programs include transfer programs, career and technical education programs, developmental education, Adult Basic Education and English as a Second Language, and Workforce Development and Community Services. For students planning to transfer to a four- year institution, the college offers four associate degrees: Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Fine Arts (A.F.A.), Associate in Arts Teaching (A.A.T.). For students who seek employment after graduation from Moraine Valley, the college offers an Associate in Applied Science (A.A.S.) in 27 career programs. In addition, the college offers 74 technical and career certificates.

Improving key instructional programs is the focus of the AQIP Action Project titled, “Student Learning, Student Development, Student Success.” This action project resulted in new initiatives in online learning, maximizing access, and developmental education. Current recommendations and activities for these initiatives can be found at: <http://www.morainevalley.edu/AQIP/Student%20Success%20Action%20Project%20Annual%20Update%20%202007.htm>

Instructional delivery methods include traditional face-to-face classroom instruction for lecture, lab, and discussion, and nontraditional options such as Internet, Internet-hybrid, Internet-enhanced, telecourses, and fast track. Multiple off-campus sites throughout the district offer a wide variety of transfer and career courses in traditional and non-traditional formats. Flexible scheduling options include day, evening, weekend, late start, and early end classes. Several scheduling options are also available during the summer term.

As explained in the overview, technology is used extensively for classroom instruction. The Blackboard course management system provides a platform for internet, internet- hybrid and internet enhanced courses. The college offers 156 classes via internet, internet hybrid, or internet enhanced. Faculty who teach in these formats are required to complete training in instructional design and Blackboard. In addition, all instructors have access to a Blackboard site for supporting traditional courses. The Center for Teaching and Learning provides ongoing training in technology for both full-time and adjunct faculty. Computer labs dedicated to a particular program and open computer labs are available to students both on and off campus.

1C4: PREPARING STUDENTS TO LIVE IN A DIVERSE WORLD

Moraine Valley’s mission statement, core values, and strategic priorities reflect its commitment to preparing students to live in a diverse world. The college strives to maintain sensitivity to its role in a global, multicultural community (mission statement) while embracing diversity (core values and strategic priority). The New Faculty Orientation Program provides instruction in diverse student learning styles, and the Center for Teaching and Learning offers training in teaching practices that accommodate different learning styles and prepare students for living in a diverse world. The Center for Disability Services ensures that students with documented disabilities have equal access to all college programs. The center also promotes student independence and self-advocacy by providing reasonable and appropriate services and accommodations to qualified students, as well as support and education to all members of the community college. Other services that help our students to succeed in a diverse world include Counseling and Career Development, International Student Affairs, Student Life, and Multicultural Student Affairs.

Student learning expectations, practices, and development objectives are addressed for each individual student in the student success course COL-101—College: Changes, Challenges, Choices. COL-101, a required one-credit-hour course for all new full-time students, emphasizes the importance of learning and identifies the skills students need to be successful in college, including an appreciation for diversity.

In addition, one of the major initiatives of the AQIP Action Project: “Implementing a College-wide Diversity Plan” is infusing diversity into the classroom and curriculum. The recently revised curriculum process now includes a curriculum development group that will assist faculty in developing curriculum that will reflect our core value of embracing diversity and will meet the needs of an increasingly diverse college district.

1C5: CREATING AND MAINTAINING A HEALTHY LEARNING CLIMATE

The college’s commitment to maintaining a climate that celebrates intellectual freedom and respect for differing opinions is reflected in the college mission and core values statements and the President’s Eight Expectations for College Employees. The college acknowledges the value of academic freedom and respect for intellectual property rights in the full-time faculty contract. The Faculty Association Agreement 2006-2011 defines academic freedom in Article 3 and intellectual property rights in Appendix E. Faculty are encouraged, informally and formally, to present diverse opinions and promote a climate celebrating academic freedom. A variety of professional development opportunities that encourage faculty inquiry and lifelong learning include workshops in the Center for Teaching and Learning, tuition reimbursement, faculty development days, and sabbaticals. The Professor of the Year and Master Teacher awards celebrate faculty innovation and education excellence.

The student handbook identifies the rights and responsibilities of all students. It also defines the Student Code of Conduct and the Cheating and Plagiarism policy.

1P1: DETERMINING COMMON AND SPECIFIC STUDENT LEARNING OBJECTIVES

Common student learning objectives at the college exist at the course, program, department, and general education levels. The scope and specificity of learning outcomes depend upon the level of the intended experience and learning.

- General Education outcomes, the 11 areas of learning listed in 1C1, are embedded in the curriculum.
- Department-level outcomes define expectations for student learning for broad content areas and assist faculty in developing curriculum at the program and course levels. For example, the programs of the Public Service Department provide students with:
 - Training in the cognitive, psychomotor, and affective elements of their chosen profession designed to prepare students to enter their chosen service industry.
 - A comprehensive didactic framework, preparing students to successfully transfer to a four-year institution.
 - An atmosphere promoting on-the-job training as part of the student’s learning experience.
 - An opportunity to interact with service agencies within the community as a component of their program of study.
 - An intellectual atmosphere that promotes continuing education as part of professional dedication and lifelong learning.
- Program-level outcomes summarize the shared and recurring expectations in the constituent courses. For example, specific goals of the Recreation Management Program are embedded in the program’s mission statement posted on the following link: http://www.morainevalley.edu/PublicService/rec/recreation_management.htm.
- Course-level outcomes are documented in the official master course outlines and syllabi. These documents are maintained in the Academic Affairs Division, in print and are currently being entered into electronic form (CurricuNET system).

At each level, when a course or program is created or substantially revised, the outcomes are determined by appropriate and representative faculty groups; internal and external stakeholders, including students, program graduates, and employers; and advisory committee members. The General Education Goals and Objectives were created in 1986 and reviewed, revised, and expanded in 2002-2003 by a collegewide committee composed of faculty, administrators, and students. Program stakeholders systematically review all outcomes and revise them as needed to reflect current trends in curriculum and to maintain consistency with ICCB model curricula. Department chairs and deans oversee all of these processes.

1P2: DESIGNING NEW PROGRAMS AND COURSES

The college has designed its curriculum development process for all areas of the college, including transfer, career and technical, and noncredit. The process is designed to create and maintain a curriculum that 1) minimizes gaps and overlap, 2) remains current with faculty and advisory group input, 3) follows ICCB rules, 4) incorporates community college best practices, and 5) emphasizes faculty contribution and implementation.

The current curriculum development process was created in 1996 and subsequently revised in 2005. The process comprises five primary stages: proposal of intent to develop, curriculum development, curriculum review, administrative review, and submittal for approval to ICCB. Overseen and maintained by the Dean of Academic Initiatives, the process standardizes curriculum development to ensure high quality academic programming that is responsive to student and community needs. To ensure student learning, an assessment component must be incorporated in each new course and program. CurricuNET software facilitates the organization and development of curriculum and provides a centralized database.

To maintain the most relevant and current curriculum, the college seeks input from representatives from the community who are directly involved in the success of students in transfer programs, employment, and clinical and intern settings. In addition, the college conducts market research and analysis to measure the need for new programs and curriculum and to provide evidence of student and community need for approval by the ICCB. Representatives from faculty, administration, Academic Affairs, and Student Development are selected to offer appropriate levels of scrutiny and support at each stage of the curriculum development process. A detailed explanation of this process is found at www.morainevalley.edu/curriculumhandbook.

1P3: DETERMINING REQUIRED STUDENT PREPARATION

Methods for determining the level of student preparation required for specific curricula, programs, courses, and learning include the following.

TABLE 1.1: METHODS FOR DETERMINING STUDENT PREPARATION

METHOD	DETAIL
Admission requirements	The college employs an open-door admission policy for high school graduates or others qualified to enter. Admission is available to high school graduates or the equivalent who demonstrate the ability to benefit from one of the programs.
Mandatory placement	Mandatory assessment and placement are required for all full-time students and for part-time students upon completion of their 11th credit hour. COMPASS, a computerized placement test, is used to place students in the appropriate reading, writing, and math courses. Students may be required to complete developmental courses prior to enrolling in a college-level course. (http://www.morainevalley.edu/AssessmentServices/placement.htm)

Continued

METHOD	DETAIL
Orientation	Orientation is mandatory for all new, full-time students. After reviewing their placement test results and information on available programs and services, students receive assistance in educational planning and class scheduling.
Advising and Counseling	The Academic Advising Center provides students with instruction in developing an educational plan consistent with planned life goals and objectives. Academic advising services use individualized degree audit resources (DARS) to ensure accurate advising, course selection recommendations, and timely degree completion planning.
Special admission programs	Certain programs, i.e., health science, nursing, and honors programs, define specific admissions criteria for prospective students.
Prerequisites/Corequisites	Course prerequisites, which are defined as part of the curriculum development process, specify the knowledge, skill or competence students must possess to succeed in subsequent coursework. Co-requisites specify courses that should be completed concurrently.
Pre-testing in online learning	Online students are encouraged to take the Online Readiness Test, a self-assessment to determine sufficient computer skills to successfully take an online course. (http://online.morainevalley.edu/New/quizA2.htm).

In addition, the AQIP Action Team addressing online learning has recommended that prior to registration all online students must be assessed to determine if they have the necessary skills and access to technology for successful online learning. Students who fail the assessment or do not take it would be blocked from registering for an online course. A three-hour online workshop would be provided for students to help them acquire the required skills.

1P4: COMMUNICATING REQUIRED PREPARATION AND LEARNING OBJECTIVES TO STUDENTS

The college uses a variety of methods to communicate student learning objectives and expectations, including the Website, semester class schedule, course syllabi, college catalog (http://www.morainevalley.edu/Academics/2007_catalog.html), informational brochures, College Night, Information Sessions, and Career Program Worksheets. Course descriptions list prerequisites and co-requisites required for specific courses.

The Student Development Division, which includes recruitment, admissions, registration, records, financial aid, testing, orientation, counseling, advising, student life, multicultural student affairs, disability services, international student affairs, job placement, athletics, articulation, and TRIO student support services, uses several methods to communicate with students. The admissions office actively engages external and internal constituencies and communicates the mission, learning goals, policies and procedures for college entry. Strong partnerships with high school counselors, social service agencies, and the business sector ensure continuous and effective communication with prospective students. The financial aid office provides financial aid workshops to current and prospective students on how to access financial aid resources.

All first-time, full-time students are required to participate in the college's first-year experience program. The required orientation provides information about college programs and resources and assists students with initial registration. In addition to the orientation program, all first-time, full-time students must enroll in and successfully complete College 101. Emphasizing the college mission of student learning and success, this one-credit course provides students with opportunities to clarify their goals and to improve their educational and personal skills.

Students complete an education plan using online resource tools, such as the Illinois Articulation Initiative Baccalaureate Major and Transfer majors, along with the college's Website for exploration of Moraine Valley's Career and Certificate Programs.

To further support students in successful course selection and planning for certificate or degree completion, all students are encouraged to meet with an academic advisor to discuss their educational goals and to acquire a copy of their individualized DARS (Degree Audit Reporting System) report. Implemented in spring 2007, the DARS system supports effective advising services for students and ensures accurate graduation audits.

In 2007 the college implemented a comprehensive communication plan targeted for the non-traditional student, which includes information sessions (open houses), financial aid workshops, a Job and Internship Fair, advising and other student services, and nontraditional student marketing materials. These outreach initiatives enhance communication about student preparation and learning expectations for nontraditional, often part-time, students.

1P5: HELPING STUDENTS SELECT PROGRAMS OF STUDY

COMPASS testing described in 1P3 detects and addresses discrepancies between the necessary and actual preparation of students for successful completion of college courses. Students interested in special admission programs, i.e. health science or honors programs, are required to meet specific prerequisites prior to enrolling in the program.

Various services help students identify and pursue their career goals. Marketing materials such as the college catalog, course schedule, Website, program brochures, and career program worksheets introduce students to programs of study. Student Development offers career counseling, assistance with course selection, and current information about the transferability of courses to four-year institutions. Additionally, students may meet with faculty for academic support.

The first-year experience program, which includes orientation and the College 101 course, helps first-time, full-time students with course selection and registration, and provides an opportunity to create educational plans that mirror their interests and skills. Part-time students are also encouraged to meet with advisors and counselors to select programs of study that match their needs, interests and abilities. In an effort to support student learning and success for the non-traditional student, part-time counselors were hired to provide expanded academic, career/vocational, and personal services in the evening.

The college also offers services for special populations to help students select programs of study that match their needs, interests, and abilities. The Center for Disability Services (CDS) provides resources and support for students with learning disabilities; hearing, visual or mobility impairments; and other documented disabilities. CDS provides academic and career support and diagnostic testing to help students select appropriate programs of study. International Student Affairs conducts a required orientation for international students including English assessment, COMPASS testing, academic advising, and assistance with class selection and registration. Multicultural Student Affairs provides services to diverse students and English language learners, and TRIO Student Support Services serves disadvantaged and low-income students.

1P6: DETERMINING AND DOCUMENTING EFFECTIVE TEACHING AND LEARNING

Effective teaching and learning are defined and published in several documents. Full-time and adjunct Faculty Association Agreements define faculty responsibilities in the classroom and to the college community. The Faculty Association Agreements and Handbooks define teaching and work responsibilities, and the President's Eight Expectations prescribe the manner in which faculty and staff are expected to comport themselves while meeting their responsibilities. The college's commitment to student learning is published in several documents, including Core Values, Promise Statement, Service Statement, and Vision Statement.

The New Faculty Orientation Program supports newly hired full-time faculty. One week of meetings introduces new faculty to college processes and procedures, and the orientation process then continues throughout the first two years of their probationary period. Nontenured faculty participate in an annual evaluation process over a three-year time frame during which their performance is assessed consistent with the college's mission and purpose, and departmental goals and objectives. A mentorship program designed to promote best practices in teaching is included as part of the New Faculty Orientation Program.

Nontenured and tenured faculty evaluation programs document teaching effectiveness. Student evaluations and faculty goals specific to effective teaching and learning are components of the evaluation. Students annually evaluate tenured faculty who work with their deans biennially to review achievement of goals for teaching and learning and college service. Department chairs evaluate adjunct faculty based on a review of their course syllabi, student evaluations, and classroom observations.

Evidence of student learning is collected within the parameters and guidelines of the Assessment of Student Academic Achievement program described in 1P11. Training programs in effective teaching practices are available to both full-time and adjunct faculty. The effectiveness of these teaching practices is documented in graduate surveys, graduate performance on external credentialing exams, internal student communications, i.e. People Who Made a Difference, and external student satisfaction surveys, such as the Community College Survey of Student Engagement (CCSSE).

1P7: BUILDING AN EFFECTIVE COURSE DELIVERY SYSTEM

The college builds an effective and efficient course delivery system that provides scheduling during peak times (morning and evening) and maximizes room utilization and student access. An annual calendar for the development of the course master schedule outlines the process for schedule development, identifies dates for review of the schedule by the dean and for faculty course selection and publication. This process ensures that the schedule is built in a timely fashion and made available to students with adequate time for course selections.

A recommendation from the AQIP Action Project team focusing on student access resulted in the creation of a Student Access and Scheduling Team that focuses on student access and scheduling-related initiatives. In January 2007, the SAS Team met for the first time to identify strengths and weaknesses in the fall 2006 scheduling process; reports from administrative and faculty leaders focused on process improvement issues for the next scheduling cycle. Also a debriefing occurred between the divisions of Academic Affairs and Student Development immediately following the start of fall classes to design improvements for the spring term. The next steps for this AQIP Action Project include:

1. Refining the reporting mechanisms for gathering and communicating critical data and information for effective decision-making related to student access and scheduling issues.
2. Researching room scheduling software and reviewing student computer systems to best meet collegewide needs.

1P8: MONITORING THE EFFECTIVENESS OF CURRICULUM

The following processes are in place to ensure the currency and effectiveness of curriculum, as well as to change or discontinue programs and courses when necessary:

Curriculum Development Process

The curriculum development process is a clearly delineated process for creating, reviewing, revising, and discontinuing college curriculum; it ensures currency and effectiveness of the curriculum. Curriculum developers design new transfer courses based on models found in the Illinois Articulation Initiative (IAI). For both transfer and career courses, the processes involve appropriate participants from Academic Affairs, Student Development, and full- and part-time faculty. Through the curriculum development process, the college develops and maintains a curriculum that serves the college mission, upholds the standards of academic quality, and meets the needs of students and the community. The Curriculum Development Process Handbook, documenting these processes, is updated biannually.

Program Advisory Committees

The college seeks input from community representatives directly involved in the success of students in transfer programs and employment settings. These individuals offer valuable advice for maintaining the most relevant and up-to-date curriculum. Program coordinators and department chairs are responsible for assembling and consulting such advisory groups.

Systematic Audits of Course Outlines

Systematic audits of course outlines to review and update the curriculum information occur every three years for all active courses. This information includes course title, hours, pre- and co-requisites, description, major concepts, student learning outcomes, and typical methods of assessment. This process regularly confirms that course outlines accurately describe the curriculum, comply with the Illinois Community College Board (ICCB), and serve as the primary guiding document for every course section. Most course outlines have been reviewed and updated within the past three years, as documented in the office of Academic Initiatives.

Research Reports

Regular research reports help monitor the effectiveness of the curriculum. Such reports focus on enrollment patterns, graduation rates, grade distribution patterns—including withdrawals and failures. Enrollment patterns and graduation rates by program area highlight changing student demands. Grade distribution patterns, which identify student performance differences by type of instructional delivery, provide guidance for improving instruction. Methods for reporting research evidence include the annual Fact Book, transfer and graduation surveys, semester enrollment reports, and other periodic “Research Reports.”

Performance Reports and Program Review

Each academic and career program as well as student development department is reviewed on a five-year cycle. This review focuses on course content, enrollment patterns, and labor market information for each program. Annual graduate follow-up surveys indicate student satisfaction with courses and programs for career or transfer preparation. The Performance Reports and Program Review analyze the job market and current wages for each program. The Office of Institutional Research is responsible for generating data used to write the Program Review with support from academic and student development deans and the Dean of Academic Initiatives.

PASS Report and Process

The Program Accountability Standard System (PASS) incorporates data from research and performance reports and program reviews to establish a hierarchy of programs that need revision, improvement, or withdrawal. Additionally, the PASS report compares fall-to-fall census day credit hours over one-year, three-year, and five-year periods by division and prefix. The PASS report shows whether or not course prefixes within a particular division meet the established criteria made up of eight indicators, such as a three year decrease in enrollment of 15 percent or more. The Office of Institutional Research generates the PASS report with support from academic deans who use the data to review and report on the status of curriculum by course and program.

1P9: DETERMINING STUDENT AND FACULTY LEARNING SUPPORT NEEDS

The college demonstrates its commitment to student learning and success through student support services and professional development for faculty and staff. Students develop meaningful educational plans with assistance from faculty, academic advisors and counselors. Student needs for learning support are determined through placement testing; tutoring programs; faculty referrals of students to counselors, advisors, and the Center for Disability Services; surveys such as the CCSSE, interaction with the TRIO Student Support Services Program, Minority Student Affairs and International Student Affairs; and the Early Warning Support System. Early in each semester, the Early Warning Support System asks faculty to identify students with poor academic progress and/or attendance problems. The identified students receive a letter from the Dean of Counseling and Advising encouraging students to talk to the referring instructor or a member of the counseling staff about their status in the course. (<http://www.morainevalley.edu/collegeactivities/policies/admissions.htm>)

Counseling offers co-curricular workshops for students (many offered in conjunction with the Academic Skills Center) on a variety of topics including decision-making skills, diversity, career planning, and other student-related topics. The Advising and Articulation areas offer major-specific and transfer planning workshops and individual sessions to prepare students for admission to career programs and seamless transfer to four year schools.

The Moraine Valley Library provides educational resources and lectures to support the student learning and development process. Research assistance is available from librarians both on-site and online. The Ask A Librarian Website is accessible for students to submit questions relating to research and services. (<http://www2.morainevalley.edu/default.asp?SiteId=10&PageId+212>) The Library offers activities such as book discussions, awareness programs, and Literacy Summits, all designed to support and enrich student learning.

To provide students with academic support for success in their courses, the Academic Skills Center, staffed with professional and peer tutors, offers free tutoring in math, English, science, and other disciplines, as well as workshops in study skills, note-taking, and content-specific topics. Many tutors also teach part-time in the specific content area, which promotes crossover between classroom instruction and the tutoring function.

In the college's Writing Center, students enrolled primarily in transfer courses work with peer and faculty tutors to improve their writing in term of focus, organization, content development, and documentation of source materials.

Faculty and staff needs are determined through surveys, faculty and staff requests for training, and requests submitted to committees and task forces, i.e., the Faculty Development Committee. The Center for Teaching and Learning provides an extensive schedule of professional development workshops for faculty and staff, and it houses comprehensive faculty resources.

1P10: ALIGNING CO-CURRICULAR GOALS WITH CURRICULAR LEARNING OBJECTIVES

The Office of Student Life provides opportunities to develop and enhance student's leadership skills through participation in student organizations, clubs, intramural sports, and leadership workshops. Many clubs and organizations sponsored by academic departments and/or student development offices enhance learning outside the classroom that remains academically focused.

TABLE 1.2: CO-CURRICULAR ORGANIZATIONS

<u>ORGANIZATION/CLUB</u>	<u>DESCRIPTION</u>
<p>Academic Clubs: Phi Theta Kappa College Bowl Forensics <i>Glacier/Mastodon</i> Discipline-specific – examples include: League of Historians Student Nurse Assoc. Not Shakespeare Club Network Security Club</p>	<p>These clubs have an academic focus that often connects what students learn in the classroom. Phi Theta Kappa is the international honor society for two-year colleges. The Forensics Team participates in speaking events and competes both in the state and nationally. College Bowl involves academic competitions with other colleges. The Glacier newspaper and the Mastodon magazine are student-run publications. Discipline-specific clubs provide students with opportunities to further expand their knowledge and explore their career interests in these fields.</p>
<p>LEADERSHIP ORGANIZATIONS/ OPPORTUNITIES Student Government Association Inter-Club Council Peers Educating Peers (PEP) Student Trustee</p>	<p>The Student Government Association allows an opportunity for individual leadership development, provides social and educational learning, and enables communication between students and college administrators. The Inter-Club Council (ICC) is the governing body of all co-curricular, cultural, and special interest clubs on campus. PEP trains student leaders to promote healthy lifestyle choices by educating fellow students about topics such as alcohol and substance use/abuse and sexual irresponsibility. The student trustee, elected by students, sits on the Board of Trustees and serves on the Illinois Community College Board Student Advisory Committee.</p>
<p>CULTURAL CLUBS Alliance of African-American Students Alliance of Latin-American Students Arab Student Union Klub Polonia (Polish Club) Muslim Student Association</p>	<p>These clubs provide awareness of differing cultures through special programs and events, and provide support to student members.</p>
<p>SOCIAL ISSUE CLUBS Social Action and Political Empowerment Club Earth Human Club International Women’s Club</p>	<p>These clubs promote awareness of social and political issues such as peace and justice, environment, and women’s issues.</p>
<p>SPECIAL INTEREST CLUBS Moraine Valley Christian Fellowship Ski Club 24K Dance Team</p>	<p>These clubs provide opportunities for students to expand their knowledge in these special interest areas.</p>

Many student development programs and services reflect the college’s strategic priority of embracing diversity. The Celebrating Diversity Task Group develops, coordinates, and sponsors several events each year to celebrate diversity. Multicultural Student Affairs sponsors events and workshops promoting cultural diversity, and oversees student organizations that provide students the opportunity to celebrate their heritage and develop leadership skills. In addition, the office coordinates the DREAM mentoring program, which provides faculty/staff the opportunity to mentor students of color to support their transition to college, and conducts outreach activities in the local high schools.

In the Job Placement Center, the Internships Program offers intern opportunities for students in career and transfer programs. The internships coordinator works collaboratively with faculty coordinators to develop learning objectives that will help student gain practical work experience.

1P11: DETERMINING THE PROCESSES FOR STUDENT ASSESSMENT

A college-wide committee created the Plan for Assessment of Student Academic Achievement. The college provided additional administrative support for assessing student learning by creating the position of Director of Academic Assessment who coordinates and reports all aspects of student assessment at the college. The Director of Academic Assessment works with academic deans, department chairs, and faculty to develop assessment plans, collect the data, and develop data-driven strategies to improve student learning. The underlying principle of the college plan is to use faculty-driven assessment practices and needs as the basis for a comprehensive program that reports assessment data directly back to faculty to improve instruction and student learning. Every academic department is expected to develop an annual assessment plan and report.

The college Assessment Plan describes the purposes for student assessment and identifies responsibilities of stakeholders. This plan is designed to guide assessment activities and to communicate responsibilities to all stakeholders. The college encourages good assessment practices through professional development opportunities offered by the Center for Teaching and Learning. (http://www.morainevalley.edu/StudentAssessment/ASAA/assess_plan.htm) Assessment of student learning occurs at four levels briefly described in Table 1.3.

TABLE 1.3: FOUR LEVELS OF ASSESSMENT

LEVEL OF ASSESSMENT	DESCRIPTION
Classroom Level Assessment Practices	Instructors provide timely feedback directly to students to improve and expand student learning. Through communication with their instructors, students are advised of their progress and are therefore more likely to persist and succeed. Faculty members are responsible for implementing classroom-level assessment, with the support of the instructional designer.
Course Level Assessment Practices	Groups of instructors and department chairs gather aggregate data on student achievement for a specific course, often over multiple semesters. Course-level assessment allows departments to gain a stronger understanding of how well aggregate student groups are learning, as defined by the Learning Outcomes established for a course. The Director of Academic Assessment coordinates course level assessment with the support of department chairs and faculty.
Program Level Assessment Practices	Faculty, department chairs, and deans gather data on student academic achievement and the background influences on student success (e.g., CCSSE). Program-level assessment allows departments and subdivisions to make data-driven decisions about the success and significance of programs, leading to the efficient use of human and financial resources.
General Education Assessment Practices	Over the last two years the college has developed a plan for assessing general education outcomes that will begin implementation in 2009.

General Education Assessment Plan

A plan was approved in 2005 for long-term assessment of the college General Education topics and learning outcomes. The proposed plan contains two primary assessment methods: (1) assessment by survey of recent graduates of perceived preparation for “real-world” experiences, (2) the assessment of existing classroom-embedded assignments. In addition, a matrix of academic courses and the relevant general education topic(s) embedded in the course curriculum in each also has been completed. This plan will begin implementation in 2009.

The Institutional Research and Planning Office regularly conducts tracking studies to help college staff analyze student performance and success. Examples include: retention rate studies, time to degree and graduation rate studies, success-in-next-class data for developmental course takers, success for students in online courses, and follow-up studies of students who did and did not take COL-101. Tracking of student performance also includes current student and graduate surveys (see 1P12). In addition to the data collected by the Institutional Research and Planning Office, the Illinois Community College Board (ICCB) provides state performance data annually. The state data links college data with other databases such as unemployment insurance wage data, university shared data, and National Student Clearinghouse data, including occupational graduate retention in employment and transfer rates. ICCB data provides benchmark comparisons with other Illinois community colleges.

1R1: RESULTS FOR COMMON AND SPECIFIC STUDENT LEARNING OBJECTIVES

The college has approved a plan to assess general education outcomes for students who have completed 30+ credit hours, but at the present time no results are available. The process for assessing specific learning objectives is a continuous improvement process: data is provided, reviewed, and analyzed; and strategies for improving student learning are implemented. Data is documented for both course-level and program-level assessments. All departments have created assessment plans. Examples are listed in the table below:

TABLE 1.5: REPORT OF SHARED AND DEPARTMENTAL ASSESSMENT PRACTICES – FALL 2006

DEPARTMENT	NUMBER OF COURSES	ASSESSMENT PRACTICES	NEXT STEPS	IMPROVEMENT PLAN
Behavioral Sciences	1	Comprehensive Finals	Refining	Ongoing faculty discussions.
Biological Sciences	7	Comprehensive Finals	Analysis-Sharing Improve based on findings Pilot findings' analysis Implementation	Instructors follow-up Measure impact on student success Revise course learning outcomes
Communications/ Literature/ Language	6	Pre-post grade Calibration Student Feedback form Planning stages	Compare grading essays - link to Rubrics; course-level assessments ongoing.	Dept. chair follow-up with Instructors; Ongoing faculty discussions; Rubric calibration-ongoing; COM faculty reports.
Developmental Education	7	Final exam Pilot personal response system (PRS) Use of clickers Pretest and finals Expanded use of PRS	Analysis – Sharing Pilot findings analysis; Compare and evaluate student performance.	Ongoing faculty discussions.

Continued

Fine Arts and Humanities	3	Final Exam	Analysis - Sharing	Ongoing faculty discussions
Health Sciences	4	Midterm- Finals, Pilot process, Assess student success.	Compare and evaluate.	Ongoing faculty discussions regarding effective teaching and student learning.
Information Management Systems and Business	4	Assess Student success	Analysis - Sharing	Ongoing faculty discussions.
Library	Reference desk, services and resources.	Survey – Use of reference desk and Library.	Analysis - Sharing	Ongoing discussions with library staff and faculty.
Math and Computer Science	6 Math, 1 Computer science	Final Exam	Analysis - Sharing	Ongoing faculty discussions.
Mechanical Technologies	NA	NA	NA	Program Assessment
Nursing	All Courses	Final Exam	Analysis - Sharing	Ongoing faculty discussions and Program Assessment.
Physical Sciences	6	Final Exam	Analysis - Recommendations	Ongoing faculty discussions.
Public Service	NA	NA	Analysis - Recommendations	Ongoing discussions.
Social Sciences	3	Final Exam	Analysis - Recommendations	Ongoing faculty discussions.

Instructors in specific courses agree to a shared assessment method for all sections of the course to measure student achievement for selected learning outcomes. The following are examples:

- Instructors in Biology courses have administered a shared final exam for six consecutive semesters. They analyzed the aggregated student results data and identified the two learning outcomes generating consistently lower scores, namely cell respiration and metabolism. Changes have been made to curriculum and instructional strategies to improve student learning in those areas.
- Instructors in the Medical Terminology curriculum ranked learning objectives as lower-order (e.g., recall skills) and higher-order (e.g., analysis and critical thinking) objectives. The midterm exams were composed of predominantly lower-order questions, while the final exam tested higher-order objectives and critical thinking skills. The results from these assessments helped faculty standardize the curriculum, and enrichment activities and equipment were made available to all medical terminology faculty. For example, the medical terminology faculty identified an opportunity for improvement related to student pronunciation of medical terms. The faculty developed and implemented an audio pronunciation exercise through Blackboard to assist with improved student success in achieving this learning outcome.

- Communications faculty targeted selected Composition I learning outcomes that could be assessed in a standardized multiple-choice exam. After administering this exam over a number of semesters, the data revealed that many students were deficient in the skills of summarizing, paraphrasing, and quoting from sources, and in basic paragraphing. Since source-based writing is the most difficult concept covered in COM-101 and is covered again in COM-102, faculty decided to focus first on improving student learning in paragraphing. After sharing best practices, assignments, and classroom activities, faculty agreed to spend more time and place more emphasis on paragraphing skills in COM-101 for the following two semesters. With assistance from Center for Teaching and Learning staff, full-time and adjunct faculty created an electronic database of classroom exercises and assignments through Blackboard. The COM-101 departmental final exam was used to assess if student learning had improved in these targeted outcomes.

Instructors and coordinators for a certificate or degree program create internal methods and import external methods (from licensing and accreditation boards) for the purpose of measuring student achievement of program goals and learning outcomes as students complete the program. Some examples are:

- The Phlebotomy Program faculty performed a correlation study on student performance on an in-house “Mock Certification Exam” and graduate performance on the credentialing exam post-graduation. The correlation between the two exams was .83. The good correlation confirms that the Mock Certification Exam is a reliable indicator of student learning in the program and that the content of the program correlates well with the certification exam content, which is based on industry standards of practice. Career Program faculty use the results of certification and licensure exams to improve the curriculum. For example, graduates of the Phlebotomy Program scored the weakest in the category of “Specimen Processing and Handling”. The program coordinator, with the support of the faculty and the advisory committee, asked the clinical preceptors to increase student contact hours in the processing department.
- The Emergency Medical Services faculty used the results of the state-issued EMT-B exam to identify the need to increase the number and academic rigor of psychomotor objectives. Graduate performance on the EMT-B exam significantly improved after the changes were implemented.

1R2: RESULTS FOR STUDENTS ACQUIRING COMPETENCY FOR FURTHER EDUCATION OR EMPLOYMENT

In the 2005 CCSSE survey students were asked to rate the college’s contribution to educational growth in 15 areas. The highest rated contributions were acquiring a broad general education, learning effectively on their own, and thinking critically and analytically.

The transfer graduate survey collects data from graduates’ perspectives on their preparation for transfer, including ease of credit transfer and success in upper level coursework. In the most recent report, quality of instruction and overall preparation for transfer were both rated between good and excellent (3.4 on a 4 point scale). The average self-reported after-transfer GPA of respondents was 3.38, higher than the average Moraine Valley GPA of 3.27. In rating possible problems adjusting to four-year colleges, respondents cited the following areas as causing the most difficulty: time management, amount of homework required, term paper preparation, study habits, and taking final exams. Areas with few problems reported included course standards (mathematics, writing, science, social science, business humanities, reading, communications, and art course standards).

Transfer progress reports compare the after-transfer GPA of Moraine Valley students to other community college transfers, other transfers, and native students at Illinois public universities. Recent reports showed that Moraine Valley transfers to Northern Illinois University (GPA=2.79) had a lower GPA than all community college transfers (2.95), but almost the same GPA as native NIU students (2.81). Moraine Valley transfers to University of Illinois (GPA=3.48) did just slightly better than other community college transfers (3.43). These reports show that Moraine Valley students’ GPA performance is comparable to other community college transfers.

The occupational graduate survey collects data on graduates' perspectives on their preparation for employment, including preparation for entry into the workforce, strengths and weaknesses of college programs and services, and types of positions graduates have received. In 2006, 86 percent of the respondents were employed, 33 percent were continuing their education, and 91 percent were employed or enrolled. The state average of employed or enrolled is 88%. Seventy-two percent of the respondents had a job related to their Moraine Valley degree. Graduates rated the content of courses in their major program as the most satisfying aspect of Moraine Valley (3.7 on 4-point scale). Other items rated highly were classroom projects in their major program and educational preparation (3.6 and 3.4 respectively). The lowest rated item, job information, was still rated better than "good."

Employer surveys are administered in select programs such as phlebotomy, nursing, and medical records. Data is collected from employers' perspectives on graduates' preparation for employment and their strengths and weaknesses as employees. Results indicate that employers are generally pleased with the knowledge and skills of program graduates. For example, R.W. Warner, administrator at Women's Healthcare of Illinois, an area employer, comments on Moraine Valley's Medical Assistant Program: "My experience assisting students from Moraine Valley has been excellent. The Moraine students come well prepared and with great attitudes and a willingness to learn. I have hired many of the students and anticipate continuing to do so."

Based on recommendations from advisory committees, curricular revisions were recently implemented in the following programs: emergency medical services, fire science, recreation management, massage therapy, phlebotomy, and radiology. Pass rates for certification and licensure exams are reported in 1R4.

1R3: RESULTS FOR PROCESSES ASSOCIATED WITH HELPING STUDENTS LEARN

As part of its process improvement plan, the Student Development division distributes and collects annual student surveys during peak and nonpeak times to assess students' satisfaction with the services and resources offered by Student Development. The survey's results are used to improve services and resources such as the implementation of a counselor-on-call to provide immediate support for students in need of consultation. The counselor-on-call functions in the Counseling and Career Development Center began during fall 2007, and data is not yet available on this program. In addition to the counselor-on-call service, student outreach services (mailings and academic planning workshops) were enhanced.

The First-Year Experience, which includes College 101 (College: Changes, Challenges, choices), has helped to increase the across-term retention rate of first-year, full-time students. Table 6.1 compares the retention rates of students who successfully completed COL-101 with the retention rates for students who did not take COL-101 during their first semester or did not successfully complete the course.

TABLE 1.6: RETENTION RATES FOR NEW FULL-TIME STUDENTS BY COL-101 STATUS

Fall Semester	Across-Term Retention			Across-Year Retention		
	Successful	Did Not Take	Unsuccessful	Successful	Did Not Take	Unsuccessful
2000	91%	73%	67%	77%	47%	42%
2001	94%	74%	67%	79%	53%	51%
2002	90%	72%	59%	75%	48%	45%
2003	91%	76%	59%	77%	45%	42%
2004	93%	74%	66%	78%	48%	43%
2005	90%	75%	64%	75%	48%	44%
2006	89%	76%	60%	n/a	n/a	n/a

The curriculum development process is designed to facilitate the development of new curriculum and revision of existing curriculum. The college annually reviews curriculum programs via the in-house PASS system (Program Accountability Standard System). This system analyzes enrollment according to eight indicators and identifies programs with enrollment below the benchmark criterion. Programs that fail to meet 50 percent or more of the benchmarks are then studied to understand and remediate the reasons for falling enrollment. Table 1.7 summarizes recent changes in curriculum:

TABLE 1.7: CURRICULUM CHANGES

CURRICULUM TYPE	TYPE OF DEVELOPMENT	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Degree Programs	New	1	0	2	1	0	0	0	2
	*Revised	4	1	11	1	6	3	3	3
	Withdrawn/ Inactivated	2	0	0	0	0	0	0	0
Certificate Programs	New	2	0	3	4	6	17	1	3
	*Revised	13	6	14	1	7	16	6	15
	Withdrawn/ Inactivated	0	5	10	1	0	0	0	0
Courses	New	31	11	17	0	18	22	41	24
	*Revised	13	12	75	24	65	92	23	73
	Withdrawn/ Inactivated	3	8	53	12	0	32	11	5

* Revisions to existing courses include any of the following: title, prefix, number, credit hours, curriculum code, catalog description, pre- and co-requisites, student learning outcomes, and major concepts.

1R4: COMPARING RESULTS

The college compares itself to other Illinois community colleges on data such as graduate employment, developmental credits earned, graduate satisfaction, transfer rates, and other measures. The college also reports pass rates on professional/occupational licensure exams and compares them to national averages. One-hundred percent of the Health Sciences and Nursing Programs report pass rates that exceed national or state averages.

TABLE 1.8: PROGRAM PASS RATES FOR 2006

HEALTH SCIENCE PROGRAM	NUMBER OF GRADUATES*	PROGRAM PASS RATE - 2006	NATIONAL PASS RATE - 2006
Emergency Medical Services (EMT-B)	99	76%	65%
Health Information Technology	18	89%	70%
Massage Therapy	14	71%	67%
Medical Assistant	12	100%	80%
Nursing	67	96%	88%
Phlebotomy	60	93%	85%
Polysomnography	3	100%	59%
Radiologic Technology	52	96%	89%
Respiratory Therapy	25	84%	79%

* Number of program graduates taking the post-graduation competency exam in 2006

The college also uses the CCSSE survey as a tool for benchmarking. In the 2005 survey the college scored slightly lower than peer institutions in active and collaborative learning and student effort, and slightly higher than the average score of peer institutions in academic challenge, student faculty interaction, and support for learners. Overall, none of these differences was particularly large, and Moraine Valley scored close to average compared to other colleges.

111 AND 112: IMPROVING PROCESSES AND SYSTEMS FOR HELPING STUDENTS LEARN

The college plan for the Assessment of Student Academic Achievement ensures that all levels of assessment are addressed and that results and improvement priorities are communicated to appropriate stakeholders. Components of the plan include long-standing processes such as the annual department level assessment plans and reports, departmental midterm and final exams as a source of aggregate student data, and long-term assessment projects occurring across campus. Data from these faculty-driven assessment practices enables faculty to develop strategies for improving instruction and learning. The assessment process “closes the loop” by collecting data, analyzing results, and promptly reporting back to faculty.

An example of an assessment process “closing the loop” is the work of Communications faculty over the past five years in Composition I (COM-101) and Composition II (COM-102). Having gained course-level assessment experience with the COM-101 departmental exam, faculty set out to create a more effective assessment instrument to measure student learning in COM-102. Working with the Director of Assessment, faculty created a process to assess random samples of student writing in COM-102. During this process, faculty determined that revised grading criteria were needed, and over a two-year period they developed new criteria for responding to student writing. Agreeing that a uniform grading system would promote greater consistency in assessing student writing, faculty created and implemented a new grade calibration process for fulltime and adjunct instructors. As this assessment process unfolded, faculty identified a disconnect between the learning outcomes in COM-101 and COM-102. To remedy this problem, faculty revised the learning outcomes in COM-101 and COM-102 both as distinct courses and as a core writing sequence, and began to substantially revise these courses to improve instruction in college-level writing skills. The revised composition courses will be implemented in fall 2009.

The college sets improvement targets using the assessment process and research such as student surveys and CSSSE data. Improvement targets also are set when departments set annual objectives defining specific improvements to be implemented.

The college has identified three improvement objectives for the assessment process:

- Measure effectiveness of the plan for the Assessment of Student Academic Achievement.
- Implement the plan for assessment of General Education Learning Outcomes.
- Increase the number of long-term assessment projects at the course and program levels that will generate data to guide faculty in creating new strategies for increased student learning.

Results and improvement priorities are communicated to appropriate stakeholders in a variety of ways. Internal communications include presentations at President's Advisory Council, Administrative Council, in-service/staff development days and new employee orientations, and the college Internet and intranet sites.

CATEGORY TWO—ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Since adopting the Learning College principles in 1998, Moraine Valley has worked consciously to foster a culture of learning among all stakeholders: faculty, staff, community members and, most importantly, students. To that end, everyone at the college is responsible for student learning and is expected to directly connect her or his work at the college with its impact on student learning.

2C1, 2C2, 2C3: OTHER DISTINCTIVE OBJECTIVES ALIGNED WITH THE COLLEGE MISSION TO HELP STUDENTS LEARN

In its commitment to promote a college culture focused on student learning, Moraine Valley has embraced the principles of the Learning College. Terry O'Banion, an early promoter of this concept, describes the Learning College as "an institution that places learning first and provides educational experiences for learners anyway, anyplace, anytime" (1995). Learning College principles are reflected in the college mission "to educate the whole person in a learning-centered environment" as well as the president's Eight Expectations of College Staff, which include a focus on "students, student learning, and student success." The college's Strategic Priorities and Goals, which emphasize student learning, guide faculty and staff in making the principles of the Learning College a reality for students. One example is Moraine Valley's ongoing support for its Center for Teaching and Learning whose mission is to create a culture of learning by providing a wide range of professional development opportunities that enable faculty and staff to continually improve instruction, programs and services.

Learning College principles provide a consistent framework to assess college programs and services. Two key questions are asked: 1) How does this program or service help students learn? 2) How do we know? For instance, these two questions guide faculty and staff as they redesign curriculum and implement new and existing policies and procedures.

2P1 AND 2P2: DETERMINING AND COMMUNICATING OTHER DISTINCTIVE OBJECTIVES

In 2000, the League for Innovation in the Community College selected Moraine Valley to be a part of a three-year Vanguard Learning College Project funded by the Pew Charitable Trust. Its purpose was to provide an opportunity for colleges committed to continuous improvement to learn more about a new concept called the Learning College. A crossdivisional team consisting of faculty and administrative staff investigated the learning college model and integrated it into the college's strategic planning process.