

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.

One way the college communicates the Learning College philosophy is through job descriptions. As explained in 4C1, all job descriptions include a statement specifically addressing the learning college philosophy: “(The position) is dedicated to the learning college concepts by developing programs and facilitating activities that promote student success and lifelong learning.” Other examples of communicating the learning college philosophy include specific questions on annual objective forms, topics covered in employee orientation programs, the annual Learning College Day and other faculty and staff development programs, and specific criteria in annual performance evaluation documents.

2P3 AND 2P4: DETERMINING FACULTY AND STAFF NEEDS

The college’s annual training needs assessment survey is detailed in 4P5. As indicated in 7P1 and 7P2, the underlying principle of the college’s assessment and institutional effectiveness plans is to use faculty-driven assessment practices and departmental institutional effectiveness plans to determine the degree to which the college is meeting the larger goal of becoming a Learning College.

2P5: MEASURING ACCOMPLISHMENTS

Assessment of Academic Achievement reports provide evidence that the college is fulfilling its strategic priority of promoting student success by completing academic action plans. Assessment results facilitate planning continuous improvement of instruction and student learning. The Center for Teaching and Learning also continually seeks feedback on its efforts to ensure that its offerings meet the needs of faculty and staff (8R1). For administrative departments, annual Institutional Effectiveness reports demonstrate how measurement results are used for continuous program improvement (8R4).

2R1, 2R2, AND 2R3: RESULTS IN ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

The Learning College Principles—as demonstrated by asking 1) what are students learning? and 2) how do we know?—are infused into the college culture in all of the ways outlined above, and anecdotal evidence suggests that the college as a whole is each year becoming increasingly learning centered. However, the college has not to date collected data or engaged in benchmarking to provide evidence that this cultural shift has occurred. As reported in other categories, however, student and community survey data indicates highly favorable opinions of the college, in part resulting from faculty and staff’s shared dedication to the Learning College principles and the positive impact this collective spirit has on the learning environment.

2I1 AND 2I2: IMPROVING PROCESSES FOR ACCOMPLISHING YOUR OTHER DISTINCTIVE OBJECTIVES

The Learning College Principles are emphasized in the college’s mission statement, the president’s Eight Expectations of College Staff, and other official college documents referenced throughout this portfolio and prominently displayed throughout the campus. This central philosophy will continue to play a significant role in the college’s strategic planning and ongoing continuous improvement initiatives.

The college’s focus on student learning is communicated when it is used as the theme for in-service/staff development days and new employee orientations; in print publications such as the President’s Perspective periodic newsletter to external constituents and the college’s Annual Report; and on the college’s Internet and intranet sites.

CATEGORY 3: UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS

The college uses a variety of resources to understand the educational, personal, and professional development needs of students and other stakeholders. Examples of these resources include student and community needs and satisfaction assessments; career and vocational advisory boards; elementary, secondary, and transfer institutions; and local business and industry leaders. While surveys indicate overall satisfaction of students and stakeholders with college services, results identify several student services that can be improved. The college is implementing the recommendation of its AQIP Action Project: “Student Learning, Student Development, and Student Success” to establish a Student Access and Scheduling Committee (SAS) to respond to some of these issues.