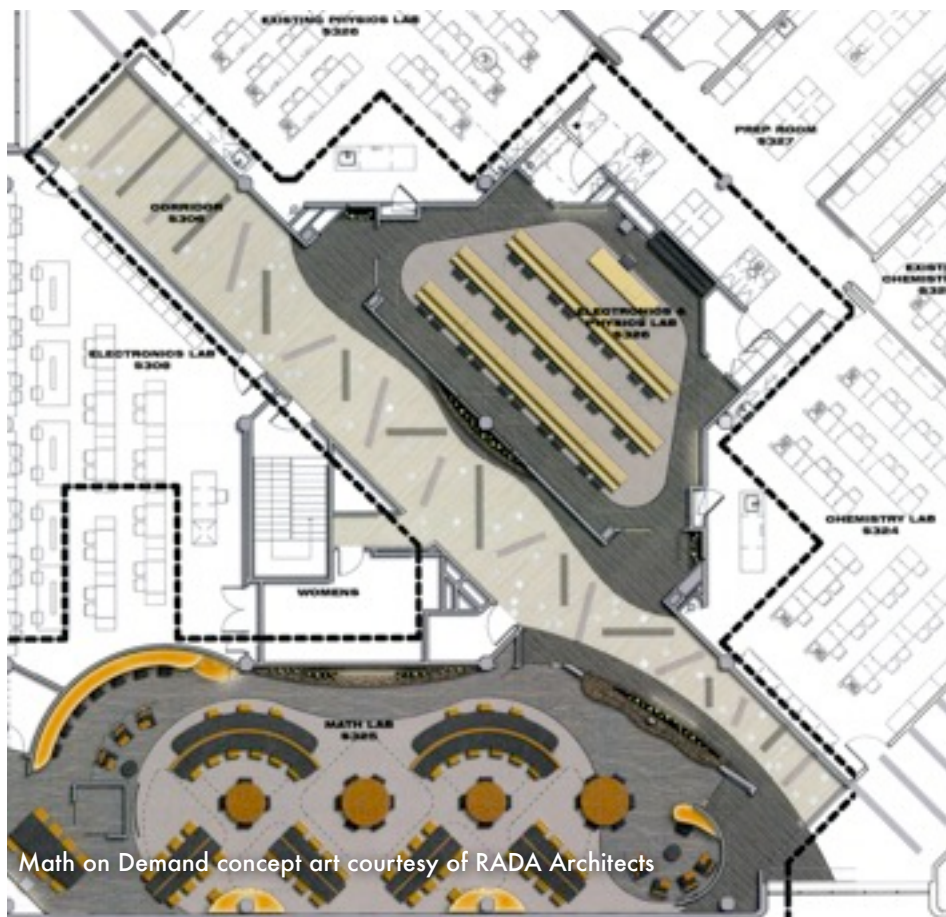


ACADEMIC  
QUALITY  
IMPROVEMENT  
PROGRAM

The Wright

AQIPment



## Welcome from Noah Marshall:

AS THE NEW CHAIRMAN OF THE ASSESSMENT COMMITTEE, I WILL BE WORKING ON COORDINATING THE COMMITTEE'S EFFORTS IN IMPROVING THE QUALITY OF WRIGHT'S EDUCATIONAL CULTURE.

Before I described the Committee's directions and how you can contribute, I would first like to say a few things about "assessment" in general.

Not everyone, of course, is equally familiar with the philosophy or techniques common to assessment. When I first heard the term "assessment" in an educational context, my first question was "What does that mean??" In short, "assessment" refers to means of determining how well your students are learning and how effective your various instructional methods may be. At its core, one starts by asking very basic questions such as "How do I know if I'm a good teacher?" Basic questions, however, often do not involve simple answers, or very easy ways of arriving at the answers.

In my own classes, one assessment technique I have employed for some time now

is the administration of a five question multiple choice quiz at the start of each class period. Each quiz tests the students only on topics covered in the class meeting prior, and each quiz takes only five minutes of class time. Immediately after the completion of a quiz, I go over the questions with the students. Based on their feedback, I can quickly determine what concepts were more problematic than others, and immediately spend a few extra minutes reviewing. Assessment resources on the web (<http://wright.ccc.edu/departments/assessment/index.asp>) and in our very own Wilbur Wright Library are available and contain lots of useful ideas on ways to assess teaching and student learning.

In order to determine the Assessment Committee's immediate directions, we have turned this semester to the results of the Spring 2010 CAAP (Collegiate Assessment of Academic Proficiency) exam we give to our students. These results indicate that the two areas in most need of improvement are students' reading and critical thinking skills. Given this, the Assessment Committee has

decided to make improving these skill sets in our students one of our priorities.

To help us in this directive, we would like you to share any practices you have implemented in the classroom for assessing and improving students' reading and critical thinking skills. By sharing your best practices and ideas with us, you will be helping the college take another step forward in improving the education of our students. An email containing a "best practices template" will be sent to you soon. To share your practices and ideas, simply email us back and we will share your ideas.

I look forward to hearing from you!

-Noah Marshall





## Our New Intranet Site: The AQIP Home Page

by Vincent Bruckert and  
the Academics Affairs Committee

Everyday, even on weekends, Wright College faculty, staff, and administrators as well as students, student groups, and even partners who are not internally part of our organization are busy looking at our College to see for ways that we can do things better. Now we have a place to keep ourselves informed quickly and usefully: Our AQIP intranet site. The reports and conversations that are stored on this site will allow faculty and staff to share insights and strategies. Our Action Projects, for instance, are studies and improvement projects that focus on particular facets of our Wright culture. Now on one link, you can locate where AQIP itself stores those reports publicly. Through these projects and the other reports on this site, we strive to possess, demonstrate and improve on the ten qualities that HLC defines as representative of a high-performing organization.

The site is not yet complete—in fact, it never will be. As each committee on campus continues to do its work and progresses our college, they will be adding minutes from their meetings, and once the systems portfolio, due officially Nov. 1, 2011, is added, even that will be unfinished business as it will need to be revised continuously to stay updated. And right now, there's still some security issues being worked on by our Webmaster extraordinaire and site builder.

Still, we've got something started! Here is the link to the site:

<http://wrcdev.co.ccc.edu/aqip/>

One of these qualities is INVOLVEMENT, so please read through this site and learn about what we're doing. Another of those qualities is COLLABORATION, so we're looking forward to discovering the ways YOU can help make us the best we can be!

## “The \$600,000 Lifetime Bonus” Education

analysis by Vincent Bruckert from data compiled  
by John Scoubis, Arlene Weaver, Stephanie  
Battle, Jane Wagoner, and Nancy Nowak

Here are rough points related to both the AQIP accreditation process and its implementation at Wright College:

- Wright has begun its AQIP process, several other city colleges have started towards this process through admission into the Academy of Higher Learning and the Foundations of Excellence, and by 2015, all of our colleges will be engaged in this process. This hard work now and in the years to come is the most important leadership task all CCC employees share related to our students and securing the value of their CCC college credits and diplomas.
- The Higher Learning Commission states these four AQIP principles on the first page of its .pdf file entitled “Introduction to AQIP”: *“Based upon principles common to high performance organizations, AQIP draws from a variety of initiatives and programs – Total Quality Management (TQM), continuous*

## Assessment Committee Members

A. Alvarez-English  
A. Anzaldo-Biology  
D. Attiah-Biology  
L. Neil-Library  
A. Bieszczat-Adult Education  
V. Bruckert-English  
J. Burt-Nursing  
K. Calabrese-English  
P. Connolly-Social Science (sabbatical)  
C. Cordes-Vice President  
T. Doherty-English  
V. Duggal-Math  
S. Hart-Social Science  
F. Hernandez-CIS  
J. Janulis-Career Programs/ Instruction  
K. Li-Dean of Instruction  
A. Lynch-Occupational  
N. Marshall-Biology  
L. Cygan-Student  
P. Miceli-Math (sabbatical)  
T. Mitchell-Physical Science  
M. Mulcrone-Instructional Support  
N. Nowak-English  
K. Ochwat-Physical Science  
J. Oyugi-Biology  
H. Doss-English  
H. Rarick-Biology  
J. Silva-Art  
M. Simeonovska-Envi Tech  
B. Trzebiatowski- Research Plan.

*improvement (CI), Six Sigma, ISO 9000 registration, state and national quality awards, and others. Many of AQIP's quality principles – focusing on key processes, basing decisions on data, decentralizing control, empowering faculty and staff to make the decisions that directly affect their work – have long been traditions in higher education, although their form and the breadth of their practice in particular institutions may vary greatly.”*

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[www.aqip.org](http://www.aqip.org)

Key data required for AQIP analyses include both standardized national tests like ACT's product for two-year colleges, the CAAP exams, as well as internal data like tracking student development. An analysis of these internal learning artifacts and the CAAP results at Wright constitute the following four bullet points.

- This past spring, Wright College administered the CAAP test to students in the capstone courses of the particular disciplines being tested, and our math students scored two points above the national mean, and Wright students achieved exactly the national average on the essay writing tests.
- 35% of the students who formed the sample from which the math test was given started in

Continued next page.

remedial classes, while 30% of the essay sample group started in remediation—this means roughly one out of three students who achieve at or above college level expectations at Wright required remedial coursework BEFORE they could successfully meet college level standards, but they did just that: they reached beyond their lack of college preparedness to meet or excel at college level competencies. Another interesting tidbit is that 30% of our Calculus students emerged from remediation. This student achievement is NOT an opportunity afforded to students at four-year colleges and universities where second/third/tenth opportunities are not possible based on enrollment requirements and tuition costs.

- Over 68% of the math and the essay writing sample group needed to repeat a course in the Math and/or English writing curriculum before they were administered the CAAP. This means that, for the majority of our CCC students, the road is often rough and long, but with such struggle, they actually do find success.
- According to the U.S. Census Bureau, students below high school level earn \$23,400, and students with associates' degrees earn \$38,200. This means that successfully remediated students earn \$14,800 more annually. On a broad scale, these numbers indicate that these successful students within our colleges can earn \$600,000 MORE dollars in their lifetime than if they had not worked towards their associates' degree.

*(Average Annual Earnings—Different Levels of Education.*

*Source: U.S. Census Bureau, Current Population Surveys, March 1998, 1999, and 2000)*

## EXCITING NEWS FROM THE SOCIAL SCIENCE DEPARTMENT: UNIFIED MISSION, OBJECTIVES, AND SLOs

by Sydney Hart and the Social Sciences Department

In order to accurately assess our department, we found that we needed a clear understanding of what it is that we are assessing. As part of our AQIP Action Plan, we decided to revisit our department's mission statement, objectives, and student learning outcomes. In a spirited meeting, we came to a consensus on these issues. Because we are a multi-disciplinary department, with eight areas of specialization and three career programs, we agreed that full time faculty will also write discipline-specific learning outcomes by the end of November. We are excited about our collaboration as a department and present our work below.

### MISSION STATEMENT WRIGHT COLLEGE SOCIAL SCIENCE DEPARTMENT ADOPTED ON NOVEMBER 6, 2010

In keeping with the mission statement of Wright College and its General Education objectives, the mission of the Social Science Department is to improve the life chances of our students. Our department teaches students to clearly recognize and understand the rapidly changing world in which they live and to enhance their ability to be active participants in those changes.

Our mission is to provide learning experiences to help students adapt and succeed.

The scope of the Social Science Department encompasses the theories, methods, principles, and concepts from Anthropology, Criminal Justice, Economics, Geography, History, Political Science, Psychology (including career programs in Addiction Studies and Psychiatric Rehabilitation), and Sociology.

Each discipline's goal is to encourage students, as members of a global society, to view the social world through multiple perspectives.

#### Department Objectives:

1. Reason theoretically: Analyze, question and internalize social scientific theory, leading to critical and generative thinking. Actively explore change and continuity within individuals, cultures, and societies, and apply these theories to social life.
2. Reason methodologically: Support ideas and decisions in a logically structured format based on social science research methods.

#### Departmental Student Learning Outcomes:

Upon completion of social science courses, students will be able to:

1. Explain how various social science theories and approaches help to understand social phenomena.
2. Apply the principles of the scientific method and the appropriate research techniques to study and interpret specific social problems.
3. Engage in critical thinking about issues of diversity and unity.
4. Interpret social and cultural change over time and how this change has brought us to where we are in today's society.
5. Effectively communicate social scientific concepts and principles.

## ASSESSMENT ASPECTS OF THE MATH ON-DEMAND PROGRAM

Kevin Li, Jeff Janulis, John Scoubis, Rich

Zelenka, Larry Buonaguidi and Julius Nadas

**WILBUR WRIGHT COLLEGE WAS RECENTLY AWARDED A NATIONAL COMPETITIVE GRANT, CHANGING THE EQUATION.**

*Changing the Equation* represents a major initiative to engage the nation's community colleges to improve student learning outcomes in remedial/developmental math using the National Center for Academic Transformation's (NCAT) proven technological and redesign methodology. The grant program is administered by the NCAT and is funded by the Bill & Melinda Gates Foundation. Wright College was among 38 colleges nation-wide selected to participate in the program through a national competitive application process. The developmental math program is now locally named, Math On-Demand.

In the Math On-Demand program, students are required to spend 5 to 6 hours per week working in the designated instructional software, either MyLabMath or ALEKS. This particular instructional approach and these technologies allow for real-time assessment in our developmental math courses. 3 full-time and 9 part-time faculty members have converted their courses to the MOD model for the Spring 2011 semester, ensuring expert tutoring for students when the student needs such assistance.

In essence, this program seeks to detect particular content topical areas where individual students are struggling. When this information is made available for students and instructors, proper and timely interventions and adjustments become possible. As a result, students are more likely to succeed in these math courses. The structure of the Math On-Demand program fosters real-time, on-demand assessment in several aspects:

1. The structure of the program no longer requires instructors to teach math in the traditional lecture format. Regardless of how effective a lecture is, we know that certain students do not need that particular lecture. Instead of holding these students back, the Math On-Demand program allows instructors to work with students individually and students can progress through the curriculum as far as they are determined to do so. In the summer pilot classes, 27% of the F.S. II students were able to bypass Math 99 and became eligible to enroll in college credit math courses as early as this fall semester.

Continued next page.

2. During a regular lecture, timely, formative assessment for instructors is often difficult and can be time consuming. Instructors may need to wait for the quiz or test results before they can fully gauge the particular areas where students are struggling.
3. A quick review of the student roster within the software will allow instructors to have first-hand knowledge with respect to the particular topics or content the class may be having difficulties with. This knowledge will allow instructors to address these particular difficulties for and with his/her class(es) in a timely manner.
4. Within the software setup, instructors can view the progression of the entire class and can gauge in real-time which students may be falling behind or need additional help. 13-15 courses of 35 students will be made available for students to enroll in during our Spring 2011 semester; this means that, depending on enrollment figures, anywhere between 350-525 students will have access to accelerated learning opportunities at Wright.
5. Students work on the math exercises and take the quizzes and tests within the modularized software. Each student will be fully aware of his/her own progress in the class. Be able to regularly communicate to students their class standings and progress can foster positive feedback, a sense of ownership in the students, and their long-term metacognitive skills.
6. The software has built-in diagnostic tests. As a result of the diagnostic tests, students may be given their own individualized modularized contents. For example, if the diagnostic test demonstrated students' competency in factoring, the software will either give the students fewer items on factoring or skip the factoring module entirely. This allows for individualized learning and teaching, and enables students to progress through the developmental path in a speedy manner.

The college is aware that developmental math has been a major hurdle for our students when they try to navigate through the terrain of a community college education. By leveraging these assessment capacities within the context of the program, the Math On-Demand program represents our collective attempt to boost achievement outcomes and completion rates for our students. In our summer pilot, 70% of our students met expectations. Our goal for Spring 2011 is to increase that credit-success rate to 75%.

Any math full- or part-time faculty members who wish to offer his/her developmental math classes in the Math On-Demand format should contact Kevin Li (kli@ccc.edu), John Scoubis (jscoubis@ccc.edu), or Rich Zelenka (rzelenka@ccc.edu).

## UPDATE: Assessing Remediation - Is It Really College?

by Vincent Bruckert

BECAUSE OF UNFORTUNATE STATEMENTS MADE BY OUR BELOVED MAYOR TO THE LOCAL MEDIA REGARDING THE LARGE NUMBER OF DEVELOPMENTAL CLASSES TAUGHT ON OUR CAMPUSES, MORE STUDENTS AT WRIGHT THAN NORMAL ARE WANDERING AIMLESSLY IN THE HALLWAYS OR LARGE PUBLIC SPACES AND ASKING,

**Are we eighth graders? Or are we college students?  
Do we go to homeroom? Or should we be in Physics?**

These are exactly the kind of questions our faculty's assessment strategies should help our students answer. So here's a sample set of questions and answers composed by Wright faculty that should help students determine if they are, in fact, students attending the City Colleges of Chicago:

Do you have a hall pass? A dress code? A mandatory detention period for demerits? **THEN...You may very well be in eighth grade.**

Did you walk across either Montrose or Narragansett Ave. today to eat lunch? **THEN...You are NOT an eighth grader.**

Are you sitting in the Dean of Students' office because you have been sent down for chewing gum in class? **THEN...You may very well be in eighth grade.**

If Friday is your favorite day of school because you can wear your school colors instead of the school uniform, **THEN...You may very well be in eighth grade.**

If Friday is your favorite day of the school week because you don't have classes, but your professor and/or study group meets with you on campus for extra work on the end of the semester project, **THEN... You are NOT an eighth grader.**

Did you spend your free period between 11am and 12:30pm first going to the Math Lab for tutoring and then to the Writing Center for help on your paper, and now you're really hungry because you skipped lunch? **THEN...You are NOT an eighth grader.**

If you can change diapers for eight to ten years and never fail to have an extra set of diapers and bottles of formula in the house and in your backpack, and somehow something deliciously good and wholesomely nutritious always ended up on the dinner table for the rest of your family, **THEN...You are NOT an eighth grader.**

If you can devise a CTA bus route that gets your little sister to Chase Elementary, and then your brother to Shurz, and you can still pick up a coffee at Dunkin Donuts before your first class at 9:30am on the third floor of the Arts Building, Monday through Friday, **THEN...You are NOT an eighth grader.**

**Wilbur Wright College**  
One of the City Colleges of Chicago

