

ACADEMIC
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PROGRAM

The Wright

AQIPment



Photo courtesy of Larry Buonaguidi

Fall 2013 AQIP Retreat Highlights

The AQIP retreat was a great success and was well attended, with 242 participants. Thank you all for contributing food, positive energy, and great ideas. In spite of challenging acoustics in the Atrium, a lot of good work took place. President Potash reminded us that communication is a key theme for improvement, and that we need to spread the word about and celebrate our many successes here at Wright

In our packets, we all received a visual representation of continuous improvement, which is reproduced here on this page. This visual offers guidance on the iterative process of assessing and improving programs. For each AQIP project, or any other imitative at Wright, we first identify opportunities for improvement. Next, we collect data to determine whether or not there is cause to proceed. If so, an intervention is then piloted, and we assess its effectiveness and document these findings. Depending on that information, we might adapt or tweak the project, and the cycle begins again, or we identify another area for improvement.

Retreat participants worked on force-field analysis, dividing into three large groups to focus on: increasing enrollment,

increasing retention, and increasing completion. Notes will be distributed shortly on the ideas generated through that work. The AQIP Category Subcommittee meetings went well. Ideas generated there will feed back into the writing of our next Systems Portfolio. Each academic department made progress on SLO mapping, while all other participants worked with Student Services staff on revisiting departmental mission statements and developing assessment plans.

All of the great conversations from the Fall 2013 AQIP Retreat will frame strategic planning efforts at Wright going forward.

Submitted by Kevin Li and Sara Schupack

October Brings Pumpkins and the Center for Teaching & Learning

Each year October brings with it cool, crisp air, leaves changing color, and the appearance of ghosts on front lawns. This October brought a special addition to our college. After nearly a year of preparation and planning, the Center for Teaching & Learning (CTL) debuted its first offerings. In coordination with Hispanic Heritage Month activities, October began with a book discussion on Esmeralda Santiago's *When I Was Puerto Rican*. The discussion led by Psychology Prof. Maritza Cordero came complete with the actual fresh fruits and sweets described by Santiago as she grew up in rural Puerto Rico. Next up, was

a session created by Biology Prof. Noah Marshall and VPA Prof. Susan Colon designed to target assessment efforts at the college. The session Improving Teaching and Learning through Assessment was offered twice and was attended by full-time faculty, adjuncts, and administration. In keeping with the theme of improving learning, Director of Developmental Education Sara Schupack and Biology Prof. Alicia Anzaldo led two sessions on Active Learning Across Academic Disciplines. Both sessions saw double digits in enrollment and participants came away asking for more time together! The month finished with some very spooky offerings hosted by the English Department. Just in time for Halloween, on October 30th, English Profs. Cydney Topping and Laura Durnell focused their efforts on presenting some of literature's creepiest stories. Included were Stephen King's *The Man in Black* and Joyce Carol Oates' *Heat*. Participants are still having trouble sleeping at night!

Please join us at future sessions offered by the CTL. Everyone is welcome and all participants will receive a certificate of participation and credit through Continuing Education. Look for a revised catalog of courses in January. If you are interested in sharing your knowledge through the CTL, please contact Alicia Anzaldo at aanzaldo@ccc.edu.

Submitted by Alicia Anzaldo

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Photo courtesy of Jon Noriega

AQIP Action Project Highlight – College Completion

Launched in January, 2012, the AQIP College Completion action project aims to foster a culture of college completion by developing a number of intervention strategies in tutoring, advising, admissions and other key support services.

During the Fall, 2013 semester, the Completion Committee, composed of faculty, administrators and support services staff, focused on strategies targeting the top 15 “badly behaving” courses (courses with high DFWI rates) to help connect instructors and students to important support services. The committee also published a new bulletin, “Commit to Complete,” outlining the academic and economic benefits of earning a community college degree or certificate.

College Completion also supports other campus programs, such as the new college success course, peer mentoring, and extended new student orientation. We are now designing a Support Services “one-stop” web portal that integrates academic support and other essential services, such as Tutoring, the Math Lab, Wright in Your Corner, Financial Aid and the Wellness Center.

The committee’s long-term objective is to align support activities with other enrollment and retention initiatives. For more information on this important AQIP action project, contact the committee co-chairs, Kevin Li (kli@ccc.edu), Romell Murden (rmurden@ccc.edu), or Bill Marsh (wmarsh1@ccc.edu).

Submitted by Bill Marsh

Book Review: "How Learning Works: 7 Research-Based Principles for Smart Teaching", Ambrose, S. et al., Jossey-Bass, 2010

Why do my nursing students pay good money to take my class - and then fall asleep during the discussion? They've taken all their required biology courses. Why don't they understand that the heartbeat causes all the other pulses? How can I help my students be more motivated and hand in better assignments? "How Learning Works" attempts to answer these burning questions, and many others, that teachers ask every day.

This book offers many practical ideas like rubrics, scaffolding and timely feedback that have been scientifically studied and shown to promote long-term learning. Practice and feedback are discussed in chapter 5. The authors argue that students may not be able to perform a task, like sterile gloving, on their own. But with some support (or scaffolding) from the instructor, students work through the procedure and are able to perform it correctly. As they become more skilled, they become more independent. Without this kind of feedback and scaffolding, students may learn poor techniques which may become entrenched and difficult to correct.

“How Learning Works” is not, however, a panacea. It cannot help us fit 32 weeks of subject matter into a 16-week course. Or keep my student, who has just worked two nights in a row, awake during class discussion. But the book is a compelling read. It is theory-grounded, evidence-

Assessment Committee Members

Noah Marshall – Biology – Assessment Chair
 Adrienne Levya – OTA
 Andrew Spiropolous – Physical Education
 Beverly Bennet – Social Sciences
 Fred Hernandez – Computer Information Systems
 Jean Burt – Nursing
 James Papademas – Business
 Jane McNiven – Paralegal
 Susan Colon – Visual and Performing Arts
 Sandra Shawgo – Radiography
 Tracy Mitchell – Physical Sciences
 Linda Neil – Library
 Vince Bruckert – English
 Julius Nadas – Math
 Adrian Guiu – Humanities
 Darlene Attiah – Biology
 Tim Andriano – Social Services

Additional Members

Suzanne Sanders-Betzold – English
 Alicia Anzaldo – Biology
 Merry Mayer – Social Sciences
 Helen Rarick – Biology

Ex officio Members

Mai Aly – Registrar
 Nancy Koll – Assoc. Dean of Instruction
 Jeff Janulis – Assoc. Dean of Instruction
 Kevin Li – Dean of Instruction
 Maria Llopiz – Assoc. Dean of Student Services
 Gabriel Schneider - Strategic Initiatives
 Brian Trzebiatowski – Asst. Director - Research

based, relevant and clear. It is packed with helpful advice and many potential solutions to common problems. For all of us who aspire to be better teachers, this book is a must.

Submitted by Jean Burt

43rd Annual Conference of the International Society for Exploring Teaching and Learning (ISETL)

In October, I had the opportunity to attend the 43rd Annual Conference of the International Society for Exploring Teaching and Learning (ISETL) in Orlando, Florida. My conference participation was supported by the Professional Development Funds from the Title V Grant. The purpose of ISETL is to foster the scholarship of teaching and learning among practicing post-secondary

(Continued on page 3)

(Continued from page 2)

educators. My conference experience was a valuable opportunity for the exchange of innovative educational models and for networking with both national and international fellow educators committed to improving the quality of their teaching and their students' learning. One of the real benefits of attending this conference is that I can now share what I've learned with you, my colleagues at Wright.

Participating in this conference has given me several resources that I have shared with the appropriate departments. For example, several resources on serving students with a hearing impairment have been added to The Disability Access Center directory. Rich Internet Applications (RIA) for engaging language learners in active learning were shared with fellow colleagues teaching the foreign language courses. I have also contributed to the Center for Teaching and Learning (CTL) resources library with workshop materials and weblinks to open source educational tools. I look forward to presenting on my conference experience next semester as part of the Center for Teaching and Learning program.

At the ISETL conference, I attended a range of workshops to help build student-professor rapport: Giving Students the Freedom to Learn; Team Based Learning (TBL); Best Practices for Learning with Technology; Searching for Student Thinking in the Classroom; The Appropriate Use of Humor in the Classroom; and more. A couple of sessions that I particularly found thought-provoking were on "Expanding the Classroom: Engaging Students beyond the Four Walls" "I Did not Flip my Class, My Students Did!" These sessions introduced me to models that encourage individual responsibility for content knowledge and facilitate teamwork while providing immediate feedback.

Inspired by the "Beyond the classroom" model, this semester I have created a "flipped" "inverted" lecture environment in my Human Anatomy and Physiology class to cover a challenging topic on Blood Typing. The basis of the flipped model is to promote learning outside of the classroom. Rather than lecturing, most of the time spent in class is devoted to hands on activities and further exploration of areas of challenge. Prior to coming to class, my students were required to view a pre-recorded lecture made accessible via Blackboard, review the laboratory setup,

and complete an online quiz. Having come prepared to class, my students worked in teams following the outlined laboratory procedure with minimal direction from my part. My students collaboratively applied their understanding from the lab activity and the pre-recorded lecture to complete an in-class laboratory report. I was available to them by providing immediate feedback. The online quiz completed by students prior to class helped me identify the problem areas that called for further discussion in class. The following class period, my students took an in-class quiz to test their knowledge of the lecture/lab content on Blood Typing. I am currently working on comparing the quiz results to previous semesters.

Professional development, like attending the ISETL conference and our own CTL program, is key to keeping our classrooms fresh with current innovations in teaching and learning. I hope to see you at the CTL event where I can share my new knowledge in more detail and maybe even get you excited to try a similar classroom experience.

Submitted by Darlene Attiah

Implementing Service Learning to Increase Student Engagement, Satisfaction and Success

In Fall 2012, the AQIP steering committee selected service learning as a future AQIP action project in hopes of continuing to build this program and encourage continued student success. The college began preparations in Fall 2012 with the selection and establishment of a committee to lead and coordinate the efforts of the action project for a Fall 2013 kickoff date.

The original committee was comprised of members from the full-time faculty, adjunct faculty, program coordinators, and administrative staff. The committee began to address the proposed future timeline and also began preparations to submit an application for the 2015 Carnegie Community Engagement Classification (CCEC). The work that will be done for this application will contribute to creating a culture of service at the college, alongside the implementation of service learning components into the classroom.

During the first committee meeting in early February 2013, the committee subdivided into three smaller groups that would

independently target three major areas, Recruitment of Faculty, Developing Formalized Assessment Measures, and the Completion and Submission of the CCEC Application. The committee continued to meet monthly, while subcommittees met as needed, reporting back to the larger group.

In an attempt to determine whether this action project would be a success or failure in achieving its goals, in February 2013, the committee committed to measuring success by examining retention rates and successful course completion rates. However, and more importantly, even if no evidence of significant changes in either retention rates or successful completion rates is realized, the committee agreed that success could still be achieved if student feedback indicates satisfaction with their involvement in service learning activities. Further, if this action project could significantly impact the way in which students think and feel about their impact on their local communities and/or encourage their continued association/service with these community organizations, then the project would be deemed successful.

Based on these outcomes, the subcommittee responsible for developing formalized assessment measures created four assessment tools to be piloted in Fall 2013 courses offering service learning. These tools include: Pre- and Post-Service Student Surveys, the Post-Service Faculty Survey, and the Post-Service Community Partner Survey. The creation and use of four comprehensive surveys will help measure student success, faculty experiences, and whether community partner needs were met. These types of tools are being used across the college for the first time this fall. These tools should be an effective way to gauge early success of students and the project. After the pilot, the surveys will be reviewed for problematic areas and will be revised prior to being fully implemented in the Spring 2014. At the conclusion of the spring semester, the survey results, along with retention rates and course success rates, will be assessed.

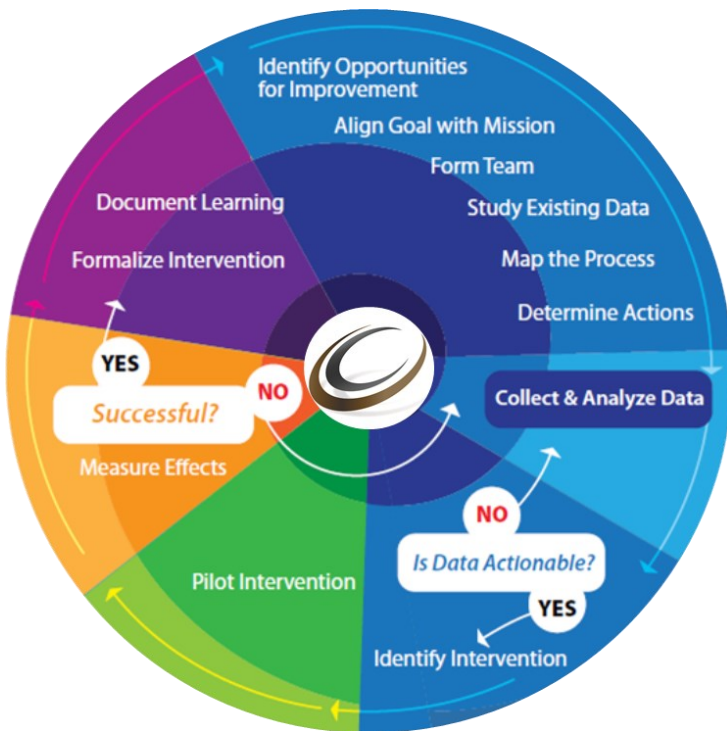
The subcommittee responsible for faculty recruitment compiled data reflecting the number of faculty already participating in service learning at the college, the disciplines represented in that participation, the total number of students participating, and the hours of service collectively completed by students. This data will serve as a benchmark used to

(Continued on page 4)

(Continued from page 3)

determine next steps and what the college wants to achieve in regards to increasing or changing these numbers. During Spring 2013, a total of 16 faculty members (full-time and adjunct) across 13 different disciplines and programs implemented service learning into their classrooms. Within these courses and programs, approximately 396 students participated in service learning activities while contributing over 1,193 hours of service to various communities in and around Chicago. The college is expecting to see similar numbers for the Fall 2013 semester.

Submitted by Alicia Anzaldo



PLAN: Pinpoint opportunities for improvement, establish goals and objectives, collect and analyze data, and determine the best type of intervention.

DO: Implement and pilot the intervention

CHECK: Measure the effectiveness of the intervention. If not effective, go back to the PLAN stage. If effective, move on to the ACT stage.

ACT: Formalize and standardize the process or results.

Above image was Modified based on Rio Salado College's relentless improvement efforts.

If you have any comments, concerns, news stories or just want to get in touch, please send an email to nmarshall9@ccc.edu.
- Assessment Committee

Skills Connection AQIP Update

Fall 2013 witnessed the official launch of The Skills Connection AQIP Action Project. Nine career programs boldly led the way in designing and implementing additions to their curriculum that focused on boosting soft skill and foundational skill development of their students. Each program has a uniquely designed Skills Connection component since each program's needs are different. Some programs focused exclusively on soft skills while others offered students the chance to earn an extra credential in addition to soft skill development. Since the launch of the program, 132 out of 175 students have qualified for The National Career Readiness Certificate, which is a stackable credential, certifying that the recipient has the necessary work-related foundational skills needed for success.

NCRC Level	# of Wright Students	% of Wright students	% of examines across country
Platinum	1	0.75%	1%
Gold	22	16.60%	19%
Silver	94	71.20%	49%
Bronze	15	11.36%	21%

The Fit Assessment is a tool that helps students find a career that fits their own personality. Students that are challenged by the task of finding and setting out on a career path benefit greatly from this additional intervention especially when it is done within the classroom and with faculty or staff counseling. The Talent Assessment assesses a student's work-related behaviors, and with faculty or staff counseling, helps the student become more aware of the work-related values that employers value, identify their own strengths and challenges, and develop an action plan for improvement. We are also piloting the use of The Behavioral Monitoring Scales, which is an additional tool used to identify at-risk students and design interventions to assist those students in boosting their own soft skills. Students have been very receptive and appreciative of the chance to discuss their personal development - both their career paths and soft skills development.

If you are interested in incorporating any of these tools into your classes, please contact Maureen Heffern Ponicki (mheffernponicki@ccc.edu; x8806; Room A110). We can tailor the program to your program and students' needs.

Submitted by Maureen Heffern Ponicki

