

**Quality Action Project Worksheet  
Quality Action Project 4**

**Describe one proposed or possible "vital few" Strategy Action Project**

**A. Give a short identifying title (under 10 words) to this Strategy Action Project.**

Student Learning - Enhancing student learning by making it the center of organizational decisions, and by using information and assessment outcomes to drive improvement.

**B. Describe the goal(s) of this Strategy Action Project (in 100 words or fewer).**

San Juan College intends to ask two key questions to guide our thinking as we plan and implement strategic actions:

- How will this (action, decision, procedure) increase or enhance the student learning experience
- How will we know?

Goals

- Develop student learning objectives for every course and publish for all stakeholders.
- Develop program learning objectives and publish for all stakeholders.
- Track student learning from course to course within a program or discipline.
- Develop and use assessment methods keyed to learning objectives.
- Improve courses, programs, objectives and assessment methods based on assessment data.
- Improve student retention and student learning.

**C. Please identify the single AQIP Criterion which this Strategy Action Project will primarily affect (check one box in the *Primary* column), and no more than four other Criteria to which it is strongly related (check boxes in the *Related* column):**

AQIP Quality Criteria	<i>Primary</i>	<i>Related</i>
<b>1 - Helping Students Learn</b>	X	
<b>2 - Accomplishing Other Distinctive Objectives</b>		
<b>3 - Understanding Students' and Other Stakeholders' Needs</b>		X
<b>4 - Valuing People</b>		
<b>5 - Leading and Communicating</b>		
<b>6 - Supporting Institutional Operations</b>		
<b>7 - Measuring Effectiveness</b>		X
<b>8 - Planning Continuous Improvement</b>		X
<b>9 - Building Collaborative Relationships</b>		

**D. Please describe your institution's rationale for addressing this *Primary* criterion at this time.**

San Juan College is a model learning college for the 21st century. As such, student learning is the foundation for all we do. All stakeholders will be actively involved in the learning process and in planning for and implementing assessment of those learning objectives. The College's Student Learning Outcomes Assessment project (SLOA) has, over the past 4 years, identified some learning objectives and student learning outcomes. However, there is confusion among the faculty and staff as to the difference between learning objectives and learning outcomes. In addition, not all faculty and staff are comfortable developing learning objectives or assessment methods and tools. We need to pay attention to developing culturally sensitive learning objectives, addressing multiple learning styles, and tracking student success from developmental education courses through graduation. This is foundational work for us.

**E. The organizational areas (or institutional departments and divisions) most affected.**

All Instructional/Learning Units

**F. List and briefly describe the critical processes most affected.**

- New Program development
- Program review and revision
- Program approval
- Standard syllabi development
- Faculty job descriptions and contract requirements
- Faculty performance appraisal
- Delivery of learning opportunities , i.e., any time, any place, any way
- Basic skills assessment and placement

**G. List some process measures that you might track as you work on this Strategy Action Project.**

- Learning objectives are developed for every course, every program.
- Assessment methods and tools are developed for every course, every program.
- Syllabi are revised to reflect the learning objectives and assessment methods.
- Student learning outcomes data are gathered and disseminated throughout the college.
- College-wide planning and improvement actions are based on the student learning outcomes data.
- Budget allocation decisions reflect student learning outcomes data.
- All students are assessed for basic skills and placed in appropriate courses.
- Faculty, both full time and adjunct, participate in focused professional development opportunities.
- Faculty performance evaluations are based, in part, on student learning outcomes.

**H. List some outcomes measures you might track to see if you achieve your goal(s) in this Project.**

- Students report increased knowledge and understanding of course and program objectives.
- Year-to-year assessment data reveal an increase in student learning.
- Student and employers report greater satisfaction with programs and graduates' skill levels.
- Student retention rates increase.
- Graduation/completion rates increase annually.
- Student success data reveal no significant differences in student success among racial, ethnic and gender groups.
- College budget data reveals an increased emphasis on funding programs with expected or higher-than-expected student learning outcomes.

**I. If you were to establish measurable “stretch” targets for this Project, what might they look like?**

<b>Year</b>	<b>Possible Stretch Target(s) for this project</b>
<b>One</b>	Measurable, assessable, program-level learning objectives are in place for every program/discipline. Elements of a student learning tracking model are identified; capable software is developed or purchased. A consistent, faculty-led professional development structure is proposed for all faculty, both full time and adjunct. Cost models are in place for professional development and program/course revisions. Faculty job descriptions and contracts are revised to reflect the emphasis on student learning outcomes.
<b>Two</b>	A consistent, faculty-led professional development structure is in place and functioning. A minimum of 50% of all faculty have participated in one or more professional development opportunities focused on enhancing student learning. Measurable, assessable learning objectives are in place for every course and syllabi revised to reflect learning objectives and assessment methods. Standard syllabi are in place for every course taught at the college. All syllabi are available on the college web.
<b>Three</b>	Student retention has increased. The ratio of full-time to part-time faculty has increased to 70%-30%. A model for new program proposals and planning is in place; model includes cost/benefit analysis, learning objectives, expected student learning outcomes and assessment methods. Gaps in student success between racial, ethnic or gender groups are completely or nearly eliminated.

**J. Briefly describe some approaches you might use to keep your institution's attention and energies focused on this Project and its goal(s).**

- Leadership Meetings (QUILLS, The Academic Cabinet, the Executive staff)– Dialog and Discussion.
- Quality Student Learning Council focuses on annual goals.
- College Association – Issues regularly brought to the floor.
- Web Page dedicated to communication and learning.
- “Communicator” newsletter regularly highlights faculty work on learning objectives and assessment.

**K. What do you see as the pros and cons of giving publicity (and therefore high visibility, inside and outside your institution) to this Project and its goal(s)?**

<b>Pros (reasons why high visibility could be positive)</b>	<b>Cons (reasons why high visibility could be negative)</b>
Increased Enrollment  Increased financial support, especially federal grant dollars  National reputation for excellence	Lack of capacity for enrollment growth  Gaining national reputation for excellence takes priority over meeting community needs.