

Action Projects Handout

Accomplishments in FY2005

Advising & Registration

This action project involves four efforts: advising/registration satisfaction, master syllabus, orientation course and online advising/registration

- New building - Changes for student flow and office locations have been made.
- Cyclical updates - Advisors receive registration updates and review before each registration period.
- Student Satisfaction - Administered a short survey to monitor student satisfaction immediately after receiving advising services. The two greatest improvements from 2003 were the responses to “I was helped in a timely manner,” and “Staff was courteous and friendly.” The ACT student satisfaction survey will be administered in a number of classes early in the fall 2005 semester to generate baseline data relative to advisement services.
- Advising - implemented advisement model along “program groups” by subject areas according to reported curriculum code: undecided, Health, occupational, and transfer. Students have been assigned to an advisor according to their curriculum codes.
- The Community College Survey of Student Engagement (CCSSE) was completed in FY2004 and FY2005. The faculty version (CCFSSE) was also administered in spring 2005 to create baseline data for faculty perceptions of student engagement. Data from 2004 and 2005 have been presented to faculty and student services staff.
- Master syllabi - The creation of master syllabi has moved from 43% complete for all courses in 2004 to 80.3% complete for all courses in 2005. The process now includes semester targets for the update of syllabi related to the next semester’s course offerings.
- Orientation course – It was revised and offered in traditional, hybrid and online formats during August 2005. The sections results will be analyzed and the course revised this fall.
- KCCConnect (WebAdvisor) - The online advising and registration project has developed a separate team and timeline from the other three activities within this action project (which will be completed during FY06). Web page revisions such as putting the schedule on the web, creation of the master syllabi and the change to network/email login accounts are all in support of this project. Marketing for phase 1 begins October 24. Training for students occurs on Oct. 31 and Nov. 1.

Related Projects:

- **Advising & Registration** (spring 2003) – created interim processes for student flow through advising & registration while the WDC was built. Also created the “Go Fish” manual.
- **Master Syllabus** – developed ‘outside’ the AQIP umbrella as part of the overall action project
- **Orientation Course redesign** - developed ‘outside’ the AQIP umbrella as part of the overall action project
- **WebAdvisor** –developed ‘outside’ the AQIP umbrella and has begun student testing of the first phase
- **Model Advising** (spring 2004) – Creates a new system of advising; restructures advisor time and includes several other initiatives such as creation of the **Advisor Steering Committee**.

Recruitment

In the summer of 2001, the administration developed a three-year strategic plan to respond to enrollment issues as a result of a market analysis study conducted in 2000 (Clarus). The fall 2000 high school market share was 16.57%. Target market objectives were developed for the high school market for the AQIP action project. Fiscal year 05 represented the final year of the implementation plan. Summary statements are provided below.

- High School Market - The percentage of recent high school graduates enrolled at KCC has risen to 27.2 percent which represents a solid and appropriate proportion of this market. A wide variety of initiatives were executed including events and workshops designed to particularly appeal to this market including high school visits, phone campaigns and coordinated direct mail.

- Course Scheduling Options - A schedule development effort in 2003 created standardized course scheduling guidelines such as evening course start times and core teaching hours. The “Class Tracks” tool is being used to provide the ability to make data driven decisions in order to schedule classes to best meet student needs.
- Scheduling - Online and Saturday courses have offered the greatest expansion of options for students. Online courses have gone from 0 in FY03 to 38 in FY05. Sixteen sections of Saturday courses were offered in Spring 2005.
- Student Activities, Clubs and Events - Student clubs are sponsored by faculty or staff in their respective area and provide direct contact in those areas. The number of clubs has grown from ten to sixteen over the past three years. New organizations include a business society, wellness club, image makers club, paralegal honor society, motor sports club, and a multi-cultural student association. The number of activities available has grown from sixteen to forty-one activities over the same three years. Activities range from entertainment to course related and community services including a bone marrow donor analysis, Cystic fibrosis walk, lecturer on “JFK assassinations”, a student forum on the Iraq war, diversity panels and a speaker from the Fire Department of New York regarding Sept. 11, 2001.
- Other KCC initiatives include: a review of the recruitment and retention process; development of recruitment plans for the technical and business divisions; an at-risk intervention plan in learning services; increased customer contacts, new course development and training agreements in corporate education (experiencing double-digit enrollment increases); an enrollment analysis and student surveys to develop new strategies in adult education; implemented institutes for high schools students for Math/Science, Health Careers and District 111 Summer Academy; created an institutional researcher position; designated scholarship programs such as those for commercial drivers license and workforce investment act students and student friendly areas throughout the campus were designed to encourage students to stay on campus, visit friends and develop relationships.

Related Projects:

- **Schedule development** (spring 2003) – standardized scheduling guidelines across divisions. Based on this project’s results, additional scheduling revisions are being considered during FY06. This would include efforts related to **Saturday and Online courses**
- **Web redesign** developed ‘outside’ the AQIP umbrella as part of the overall action project to target web pages to specific audiences
- **Web site content policy** (spring 2003) – created an annual (or more frequent) review process and person responsible for web page updates.
- **Retention** (fall 2003) – This initiative recommended the evaluation of cutoff scores in determining student placement in courses, addition of withdrawal policies into master syllabi, and implementation of an ASSET testing program in earlier high school years. This included working with the **Early Alert** system as well.
- **Enrollment & Retention** (fall 2005) – This team is working to combat declining enrollment figures and is an FY2006 institutional priority.

Teaching & Learning

The purpose of this project is to improve the teaching and learning at KCC through a faculty development process by creating an initial mastery phase of prescribed lessons on teaching, learning, and assessment, and a second personally-designed individual development plan. Attendance at the sessions is required for new full-time faculty and optional for adjunct faculty. Accomplishments in FY05 include:

- Full-time faculty - As a project that is a requirement of their tenure process, year one faculty were asked to select one of the learning modules to revise and present to the next group of new full-time faculty. Based upon year one recommendations, the fall 2004 workshops were presented in a semester long format using the following areas:
 - Orientation: student services, academic services and diversity; the college and the community, personnel issues and governance; copyright; classroom management and ethics
 - Teaching and Learning: classroom assessment and course outcomes; aligned instruction and mastery learning; measurement of student learning; integration of

technology into instruction; learning styles theories, and cooperative learning; writing and critical thinking across the curriculum

- Adjunct Faculty - In September 2004 adjunct faculty began phase one of professional development modeled after the suggestions of the initial new full-time faculty group. Ten condensed modules were revised to better suit the needs of adjunct faculty. All fall 2004 adjunct faculty were invited to participate on a voluntary basis. Nine adjunct faculty entered the process and seven (78%) have completed all modules. The two remaining adjunct are in the process of completing the modules. Nine adjunct faculty volunteered to participate in the spring 2005 professional development workshops and seven are still participating. Seven adjunct faculty are participating in fall 2005 professional development workshops.

Related Projects:

- **Teaching & Learning** (spring 2003) – This team recommended the **new faculty training** process and designed the initial course. A subset of this team then created the **Adjunct faculty training**.

Valuing People

The purpose of this project was to review and update processes related to personnel leadership. Processes included providing leadership and continuous quality training to all staff, implementing leadership effectiveness surveys, creating quality teams to monitor progress. Results of processes were measured through climate surveys and the administrators' effectiveness survey. FY05 accomplishments included:

- Two administrator related surveys were conducted.
 - Climate survey was given to all administrators.
 - Areas of highest disagreement with the statement matched support staff survey results in opportunities for advancement, recognition of performance, and timely information sharing. There is a high concern regarding the need for regular feedback.
 - The second survey was given by Sam Hill's direct reports. The survey provided the administrators' performance evaluation information from their staff members.
 - Following FY2004, the group focused on improving communication. Significant improvement was noted in FY2005. Efforts initiated included expanded sharing of information learned through administrative meetings at departmental meetings, adding a "who should know" section in meeting minute formats, development of support staff "in-service" activities, and the implementation of the AQIP quality corner in the college's electronic newsletter.
- The Supportive Staff Climate Survey continues to provide avenues for supervisor training as well as judge the impact of training efforts. A multi-year analysis of the supportive staff climate surveys shows improvements for all thirty-two questions.
 - Total areas with more than fifty percent agreement moved from five (FY2002) to twenty (FY2005) sections.
 - Three areas have more than 75% agreement: KCC's comprehensive benefit packaging adding value to the employee; student needs as a central focus; and sufficient training/development opportunities for individuals.
 - Areas with the largest positive change in percentages for supportive staff have been training/development activities, personnel issues, timely and effective responses to concerns, departmental decision-making processes and the ability to talk with administrators about concerns.
 - Total areas with more than fifty percent disagreement moved from twenty-two (FY2002) to zero (FY2005) questions. A question concerning departmental morale remains the only area with more than forty percent disagreement.
 - Areas which provide the greatest room for improvement include opportunities for advancement, recognition of performance, effective communication with other departments and information sharing.
- Based on FY04 climate survey results and other project team activities, six FY2005 training sessions were held which included the topics: Administrative Position Review; Ergonomics in the Workplace; Illness/Condolence Form; Mentoring Training; Night Administrator Training; Quality Improvement Project Guide; Proposed Work Time Record Sheet for Supportive Staff; Supportive Staff Ergonomics;

and Annual Administrative Evaluation Form (The form was changed to add measurable individual goals with specific ties to the institutional goals.)

- An effort to provide greater consistency across supportive staff job descriptions resulted in training sessions in July 2005.
 - The Education and Experience Evaluation of Position Descriptions team met with the 103 supportive staff members and their supervisors to discuss 27 position titles.
 - Changes included standardizing text and descriptions around skill levels, education and experience, levels of responsibility and consequences of errors.
 - A process for appeals was provided.
 - The changes are intended to provide consistency in job descriptions and clear lines of advancement.
 - Results will be measured through future climate surveys.

Related Projects:

- **Valuing People** (spring 2003) – Team goals included:
 - providing leadership and continuous quality training to all staff (**Supervisor training session, May Leadership Seminar, Effective Electronic Communication**);
 - implementing leadership effectiveness surveys (**Support Staff Climate Survey, Administrator Climate Survey**);
 - creating quality teams to monitor progress (AQIP Leadership Team, **Support Staff Advisory Committee**) and reviews of personnel and employee handbooks. The review of personnel handbook contents was the first series of supervisor training sessions.
- **Administrator Performance Evaluations** (spring 2004) – This team clarified the purpose and process of administrator evaluations. It also began the process of aligning administrator evaluations to the AQIP process by including administrator goals to college institutional priorities.
- **AQIP Communication** (spring 2004) – Created **“the wall”**, the AQIP web page, an AQIP communications person from the leadership team, Quality Corner in “Update” and an AQIP awareness survey.
- **Diversity** (fall 2003) – Created a long term Diversity Committee, began integration of diversity throughout the curriculum, recommended several new courses, offers brown bag lunches, diversity awareness through “Update”, Friendship Day, increases grants, offers and promotes diversity events (speakers, celebrations, Ppt. presentations, Focus on Latinos, church visits), and continues efforts to recruit (Visiting Instructor Program, Visiting Administrator Program) and hire employees that reflect KCC’s diverse population.
- **Effective Electronic Communication** (fall 2003) – This project ensured that all staff were trained on GroupWise and the Cisco phone system and received reference materials related to both.
- **New Employee Mentoring** (spring 2004) – Developed training for mentors and supervisors. Fall 2005 new hires are paired with training mentors.
- **Wellness team** - developed ‘outside’ the AQIP umbrella. Offers wellness tips in “Update” and a Wellness Fair

Other Project Teams organized during the initial AQIP training:

Model Classroom (fall 2003) – Created a model classroom in L308. Recommended changes related to several classrooms. Implementation plan to be created fall 2005.

Institutional effectiveness and research quality (spring 2004) – Implemented a report request form, implemented a report inventory, working on a **data warehouse** and created a **gatekeeper** position/process. Steve Monts was appointed the gatekeeper.

Train the Trainer (spring 2004) – Developed a team of facilitators to assist project teams with documentation, data gathering and the project process

Initial all-school conversations held in the spring 2002 ended in votes. We (administrators, staff, faculty) recommended more than 94 areas which could be addressed. The 94 items were grouped by the topics: teaching and learning, valuing people, communications, curriculum and delivery, technology and recruitment. More than 80% of the items have had improvements since spring 2002. The initial list can be viewed at: <http://www.kcc.edu/faculty/aqip/possibleproposals.asp>.