

## The Action Project Commitment Declaration:

AQIP institutions complete their actual Action Project Commitment Declarations on the Action Project Directory on AQIP's website, but the web form follows the structure below. We've provided brief explanations of what each item requires in italics, after the item.

Institution: \_\_\_\_\_ **Crowder College** \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Person to contact concerning this Action Project: \_\_\_\_\_ **Mickie Mahan** \_\_\_\_\_

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

### Strengthening Learning and its Assessment

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

**The goal of this action project is to come to a common understanding of learning and to better develop our assessment techniques of it in order to improve our academic and institutional services to students. After a review of different aspects of learning, faculty and others will clearly define "learning," clarifying key components and introducing effective assessment strategies. Missing assessment components will be identified and completed in the areas of 1) Course Competencies 2) Program Competencies\* and 3) Student Abilities for Crowder graduates**

*\*This important area is addressed through Priority I of the Strategic Plan of the Futures Committee.*

Please identify the one AQIP criterion which this Action Project will primarily affect (check one box in the Primary column), and up to four other criteria to which it is strongly related (check boxes in the Related column):

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

Identify up to four of the AQIP Principles of High Performance Organization that will be impacted by this Action Project.

<b>Principle</b>	<b>Related?</b>
A mission and vision that <b>focus</b> on serving students’ and other stakeholders’ needs	X
Broad-based faculty, staff, and administrative <b>involvement</b>	X
Leaders and <b>leadership</b> systems that support a quality culture	
A <b>learning</b> -centered environment	X
Respect for <b>people</b> and willingness to invest in them	
<b>Collaboration</b> and a shared institutional focus	
<b>Agility</b> , flexibility, and responsiveness to changing needs and conditions	
<b>Planning</b> for innovation and improvement	
Fact-based <b>information</b> -gathering and thinking to support analysis and decision-making	X
<b>Integrity</b> and responsible institutional citizenship	

D. Explain your institution’s rationale for addressing the one criterion you checked as “primary.” Why did you decide this Action Project and its goal(s) are vital for your institution at this time?

**The System Appraisal and other feedback indicate that Crowder needs a common definition of learning. We need an understanding and measure that goes beyond grades. We also need to develop broader and systematic approach to assessment that involves direct measures of learning.**

E. List the organizational areas (or institutional departments and divisions) most affected.

**This Action Project will affect all areas of the institution because we are taking a holistic approach, including membership and feedback from areas across the college. The seven academic departments and student service support areas of the ARC, Sail, International Programs, HEP and ABE will be most closely affected.**

F. List and briefly describe the key processes most affected.

**The primary process affected will be the measurement of learning. We will closely examine and make system improvements for assessing 1) Course Competencies 2) Program Competencies\* and 3) Student Abilities for Crowder graduates**

G. List the process measures that you plan to track as you work on this Action Project.

- **Production and review of committee meeting minutes**

- **Production and the following of a detailed action plan and calendar**
- **Review by the Assessment Team and AQIP Steering Committee of outcome measures identified below.**

H. List the outcomes measures that you plan to track as you work on this Action Project.

- **Distribution and feedback obtained for preliminary definitions of learning**
- **Publication of final definition of learning.**
- **Creation and distribution of internal publication of best practices of successful assessment strategies and their key components and possible strategies for assessment**
- **Creation of specific competencies and benchmarks for the Crowder Student Abilities.**
- **Written Assessment of Institutional Syllabi for clear and measurable competencies.**
- **Publication of possible assessment tools that would dependably measure course competencies (pre and post tests, etc.)**
- **Demonstration of updated course syllabi for any new or different course and program competencies**
- **Establishment of 1-2 pilot project of new assessment methods for each 1) Course Competencies 2) Program Competencies\* and 3) Student Abilities for Crowder graduates**

I. Describe your performance targets for this Action Project.

<b>Phase</b>	<b>Quantitative and Qualitative Stretch Targets</b>
One	<p><b>Written statements about learning that indicate Crowder’s common understanding. (Communicated and Shared with all Staff)</b></p> <p><b>Written publication/s about best practices and key components of assessment. (Communicated and Shared with all Staff)</b></p> <p><b>Specific written competencies established for each of the 9 Crowder Student Abilities.</b></p>
Two	<p><b>All institutional course syllabi have approved competencies to support measurable learning outcome/indicators.</b></p> <p><b>Written benchmarks and a variety of corresponding direct measures for general education coursework, Student Abilities and technical program competences. (Summarize all competencies with associated benchmarks and assessment methods in matrices to insure coverage.)</b></p>
Three	<p><b>Development and implementation of pilot projects of new assessment methods from which to learn and develop more extensive projects to use institutionally.</b></p>

- J. Briefly describe how you plan to keep your institution's attention and energies focused on this Project and its goal(s).

**All four AQIP Action Projects have been presented to employees at the Fall 2005 All Staff Day. An AQIP Assessment Team has been formed and subgroups will be identified to address specific tasks. The Assessment Team and the AQIP Steering Committee will continually review this Action Project's progress. The College's Board of Trustees will get regular updates. The Staff Development Committee is planning complementary staff development sessions in coordination with the Assessment Team and the Steering Committee.**