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Flip Chart Questions

Faculty Meeting 11/25/08

[1P5]. How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

Pre-admit tests (placement)

GPA minimum of 3.0

State requirements of nursing programs re: content

Benchmark with other programs and articulation requirements

Pre-requisites (courses that prepare and build knowledge for nursing program)

HESI exit programs

Student evaluation/comments on program

They meet general education requirements

Questionnaire NET (nursing entrance exam)

LASSI (study skills assessment)

DLES 100

Informal assessments

SCPI (sign communication proficiency interview)

Self assessment

We look at what the course covers to realize basic skills students need to accomplish such goals

Diagnostic Testing

Industry certification examinations

Articulation review

Faculty/coordinator serving on advisory board

Describing course work in terms of required reading proficiency levels

[1P11]. How do you define, document, and communicate across your organization your expectations for effective teaching and learning?

Faculty peer evaluation

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Flip Chart Questions

Faculty Meeting 11/25/08

CTL workshops

Email

Faculty meetings

Graduate survey

Student interviews

State license testing

Course approval process

Syllabus

Outside evaluation of practicums

Pre & post testing

Advisory boards

SIEF's

Course description & pre-requisites

Number of graduates

GPA from other disciplines & our program GPA of students

Work across the disciplines to develop English 102 for technical/nsg (using APA for standard writing)

May need to improve in this area with other disciplines (communication about program & student successes)

Monthly professional development meetings

New faculty mentoring

New faculty orientation through CTL

Course objectives defined by committee/program/instructor. Documented in syllabus, division governance. Communicated by reading/mentoring/orientations

[1P13]. How do you ensure that your programs and courses are up-to-date and effective?

Course - modify by semester

Spy on other colleges by taking classes

We read journals

Read NY Times & Newsweek

Go to academic conferences

[1P17]. How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

Program review post-graduate surveys

Advisory committee surveys

Portfolio reviews include external/third party reviews

Performance reviews

Feedback from higher education partners

Evaluation forms filled out by internship supervisors about student performance on site

Number of students accepted into higher education institutions

Outside evaluators of performance

GPA

Word of mouth

Outcome based assessments

Constant reflection & faculty self-assessment to maintain quality and integrity

Obtaining Licensure

Basic skills test (evaluation)

Program requirements completed

Degree Audit

[1P18]. How do you design your processes for assessing student learning?

What the ?

Analyze test questions and evaluate results

Develop course work that will assess students' learning progress

Focus on processes that demonstrate functional literacy in context of the workplace

I try to have course requirements based, as much as possible, on work world expectations

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Flip Chart Questions

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Can they meet the course objectives tied to tasks they actually perform in the "real world" work situations

Look at outcome objectives

Examine course content to ensure adequate information provided for learning objectives

Look at various forms of testing that will reveal accurate levels of student achievement

Decide what students need to know

Ask questions of various difficulties on some topics

Write questions that require learning from previous topics to solve new questions

Focus on students' performance on lecture/lab exams and analyze the outcomes of the exams relative to the students' performance

Comprehension, facility & creativity

Craft/presentation

Effectiveness of design solution

Originality

Feedback from advisory committees

Professional/third party standards occupational necessities

Trial & error

Take into consideration post - Mott expectations - career transfer institution

Decide what the outcomes are, work backwards

Pre-visualization

[1R1]. What measures of your students' learning and development do you collect and analyze regularly?

Discussion for finding trends

Questions for the class

Conferencing (pre or post-tests) essays

Self assessments & reflections

Journals & reflection

Narrative-based writing/presentations

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Flip Chart Questions
Faculty Meeting 11/25/08

Required/non-required discussion/study sessions
Tests/exams
Quizzes
Criterion-based writing/presentations
Homework [problems]
Research paper
Performance-based objectives
Placement tests
Testing
Critical thinking
Agility-physical skills
Skills-academic
Pass/fail rate

[1R2]. What are your performance results for your common student learning and development objectives?

We don't know how we will measure general education results - we did collect artifacts in the Institutional portfolio which showed much need for improvement

[1R3]. What are your performance results for specific program learning objectives?

Graphic design program utilizes face book to survey alumni
Art exhibit, music performances demonstrate success in attaining skills

[1R4]. What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational organizations and employers)?

Passed state and ASE certification tests
Advisory board members feedback on student performance

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Flip Chart Questions

Faculty Meeting 11/25/08

Employment

Students getting certificates

Getting hired

Success at 4 year institutions

First employment

Continuous employment

We ask transfer schools how our students do

We ask students who transfer how they do in advanced classes

Employer survey

Local & national hiring success

Feedback from advisory committee

Rate of hire of field work graduates (assessed at end of program)

Field institution evaluation

Program growth, articulation agreements, apprentice programs

Job offer

Acceptance into higher education programs (4-year)

Don't get fired!

Regional - national

Employment

Feedback

Success in a transfer school degree

Employer surveys

Graduate surveys

Skills check-off

Licensing exams

National exams

Comprehensive case studies

Employer feedback
Clinical evaluations
Employment rates

[3R1]. How do you determine the satisfaction of your students and other stakeholders?
What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

Feedback from transfer institutions
Student recommendations
Student performance in their fields (clinicals, volunteers, service learning)
Reflection on the whole class by students
Student placement in area
Out rotation
Clinical site survey
Preceptor surveys
Measured by strongly agree or disagree
Professional growth
Critical thinking
Reliable
Goal is to meet 70% on all survey results
Reflective writing assignments
Advisory committee feedback
Advisory committee assessments
Counselor feedback
Employer feedback
Lack of complaints from supervisor
Articulation feedback (High school transfer institution)
SIEF

Surveys
Complaints (lack of)
Feedback verbal & non verbal
Help for student complaints
Intangible measures: conversations in the hallways

[3R2]. What are your performance results for student satisfaction?

Fewer students in Dean's office
Presents given to the faculty
Increased demand for classes
Retention
Attendance
Clubs & organizations that students enjoy
Track student employment
Students talk with instructors
SIEF results
Low drop rate
Take additional classes
Instructor
Discipline
Student survey (ACBSP)
SIEF's
Pass state licensing exams
Students get the job
Student complaints
Transfers to 4 year college
Repeat students (new class)

Exit interviews/surveys
Students attending graduation
Retention
Grades

[3R3]. What are your performance results for building relationships with your students?

Invitations to personal events
Enroll in your classes next semester
Christmas gifts
Feedback
Retention
Interaction with other students
Office hours - do they come
Come to you for advice
Project/assignment completion on time
K.I. touch after semester ends
Letters/reference requests etc.
Contact after graduation
Positive SIEF feedback
Good class attendance rates
Positive SIEF feedback
Positive comments by students
Friendly joking from the students
Positive student comments, informal evaluations
Learn all of your students names
Be aware if special needs and/or strengths of individuals
Use the experience and knowledge you find in your older students to enrich the class

Students are still interacting 1/2 hour after class is over
Students continue to come back to seek advice from you
Use class activities that involve interaction
Attend office hours
E-mail/phone calls on questions/comments
Retention
Program growth (?)
Evaluate SIEF
Results for clarity, understandability and learning outcomes
Continued enrollment by our students
Near 100% retention
Near 100% completion
Program growth
Continuing advice seeking
Busy office hours

[3R4]. What are your performance results for stakeholder satisfaction?

Quality advising so that students are prepared when they transfer
I have a biased view on stakeholders - our stakeholders are our students and our students are our employers.
They pay the bills; they are the customer. We lose sight of that. DO THEY GET JOBS!!!
Service learning feedback
Advisory committee response
Articulation agreements, both K-12 & 4 year
Field experience courses
Retraining
Companies keep sending students back to program for additional education/retraining
Career development or apprentice programs continuing to send students through the program
Do employers return to us to hire our students?

Do universities our students transfer to seem satisfied with the level of our students?
Graduate accomplishments
$ Contributions
After graduation employment
Citizenship/media coverage
Growth/cutting edge programs
Graduates give back to community
Employer satisfaction with graduates
Feedback from advisory boards
Generational enrollment returns
Faculty influence on students
100% of PTA students passed licensing exam
See previous pages

[3R5]. What are your performance results for building relationships with your key stakeholders?

Universal transfer of all academic courses to 4 year schools
They need to be nice, cooperative and [not] snotty to us or we will not send our students!
Getting job/apprentice-ships for students during and after MCC
State wide successful articulation with K-12 & 4 year
Continued support/contact
Referral letters for students
Passing mileages
Transferability of courses
Increase internships
Call backs
Offer required classes
Do not cancel required courses

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Flip Chart Questions

Faculty Meeting 11/25/08

Contact Hours

Journal articles

Conferences and seminars

Faculty interaction

Evaluate courses for improvement

Expected changes in technology and jobs

Expenditures on cutting edge technology

Online access to journals

Pre and post testing of student learning

Employer surveys

Review textbooks

Monitor and incorporate current events

Consistent with other schools

Professional organizations/journals/development

Advisory committee feedback

Student feedback

licensing exams passing rates

Compare with other successful programs with same student population/community

Keep informed about what's current in your field of study

Resurrect program review process

Up to date - check with transfer institutions

Go to 2YC3 and ACS meetings

Effective - use national standardized exam to see how students perform on a national level

Pre and post assessment

Students in courses with pre-requisites are tested on prior material at the beginning of the course

Compare your course with other institutions

Go to educational seminars and presentations about effective teaching

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Flip Chart Questions

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Input from national meetings course up-to-date

Effective - assessment of students with cumulative exams

Evaluation from internal sources, nursing program, other allied health

Talk to others

Journals

Conferences and seminars

New equipment

Attend regional and national meetings

Incorporate material from recent journal articles

Keeping current on events in my area of study

Read appropriate journals

Read appropriate articles (online & paper)

Attend presentations and conferences

Talk to other faculty - local and other institutions

Look at expected changes in jobs, technology, and policy

Evaluate the course as taught to look for possible improvements