

AQIP

Flip Chart Questions
Faculty Meeting 10/28/2008

1P3

How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

We don't set out to be competitive first, if what we do is good, it will be competitive.

Create a topic sampler course where a different topic is taught every week in a workshop format

Integrate advising and services for students in class.

Don't cancel under-enrolled classes, thereby respecting students lives and work demands

Study other organizations

Integrate with 4 year

Research curriculum in other programs

Hire more full time faculty and bring fresh eyes and ideas to our programs

Visiting artist and workshop activities

More of an advertising presence where the students are

Set out to create excellent programs and by this they will be competitive

How do you design students that want to learn?

We need to look at how our students learn today-they are far more plugged into the world today. We need to reach them in a new way that they respond to

Assess and revise existing programs on an ongoing basis to see what's needed

Survey student interests-existing students and high school students

Assessment/analysis-compare/examine data with regard to current program offerings

Professional organizations

Conferences

Students

Info-student desire

Gather info on other organizations

Info-faculty expertise

Info-community needs

Info-field background

Info-student knowledge

Info-job market

Info-college transferability

Look at the competition

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Deliver more distance learning
Information gathering
Research theory
Faculty expertise
Synthesis

1P4 How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market?

Make sure the scheduled classes run so the student can complete their program
Professional organizations, Ex-Fate Conference
Research other schools, employers conferences
Create opportunities for collaboration w/ oral community organizations
Collaborate w/ universities on expanding opportunities for students
Matriculation agreements with 4 year school programs for Fine Arts Students
Make sure that required classes RUN!
Reading current magazines
Professional organizations, students
Interests/trends
Faculty should participate, lead in activities that broaden their knowledge of the field.
We should be leading and helping to set market needs
Continual course review to integrate new strategies
Tools process
Internships service learning
Learn student goals and needs
Professional Development
Flexibility
Professional Organizations (SPE, CAA)
Insist on good attendance, clean work & careful following of instructions
Advisory committee meetings
Individual student advising
Internships

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Part time instructions from the field
Curriculum change process should be streamlined
Keeping up courses w/ markets & technology
Curriculum should be "living" flexible easily adaptable
Maximize service learning opportunities
Involvement in national organization, continued professional development
Industry alignment
Advisory committee meetings
Research global employment market
Review job statistics (long-term)
Run DACUM's for programs, "future" careers, or existing careers
Determine the skills needed for specific career needs and shape course requirements to address those needs

1P8

How do you deal with students who are underprepared for the academic programs and courses you offer?

Job shadowing
Create courses at a lower developmental level
Advertise minimum reading level
Establishing prerequisites
One-on-one lab practice
Scaffolding skills
Study groups
Cohort groups
Modularize course material to provide it in small pieces
Individual library instruction for students particularly in reading
Peer tutoring & professional tutoring (ASL) videos to watch in ASL
Mandatory placement in math
Writing center for classes with papers
Long term goal-work with high schools on transitions
Tutoring for math-and also other areas as needed
Slide student back to earlier class at a more basic level (when space is available)
Group quiz-peer teaching techniques

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Making connections in classroom
Encouraging study-buddy system
Exploit multimedia and available technology to assist students with material
Provide thought-provoking questions before reading
Meet w/ students individually to help develop better skills (reading, test-taking, study)
Acclimating them to college culture
Encourage taking advantage of available resources
Get students involved everyday to create ownership
Guest speakers
Workshops
Teach in variety of formats to accommodate different learning styles
Additional material on blackboard

1P9 How do you detect and address differences in students' learning styles?

Interactive classes help form relationships
Express concern when they miss class
Blackboard-putting PowerPoint's from class
In distance learning, have required discussion
Give feedback quickly
Address styles: games, writing, show-n-tell
Demonstrate multiple modalities
Hands-on activity
Silent activity (anti social)
Protect faced group work
Video
PowerPoint
Labs-Hands on
Assumption that there are different styles
Check reading levels
Games
Verbalize and write on board

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DVD and demonstration

Group work

Practice

Detect:

Observation

Actual Assessment

Assume each class has different styles represented

Check students' reading levels

Let instructor put his/her learning style in catalog and students can choose

Help students learn own style (in counseling or first day of class) and discuss in class

Address:

Games

DVD/ Video

Collaborative Groups

Demos

Hands-on

Comp. Asst. Learning

Writing

Try to present in multiple styles

Help students become self-aware

Give time to process info

Add components (auditory, kinesthetic, visual, tactical)

Teach them basic learning regiments (bring pencil to class)

Instructor should try to make it interesting

1P10 How do you address the special needs of student subgroups (e.g. handicapped students, seniors, commuters)?

Customer service survey by students concerning all student services, it's a mess now!

Second elevator in CM

More on-line services

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More on-line courses

Diagnosis of learning disabilities only done outside-limited. Access limited; costly. Hard to schedule

Variety schedule

Learning disability services, no diagnosis available on site

Provide as much flexibility as possible

Where possible simulate expectations of workforce

The handicapped parking that is closest to building (CM) far from elevator

With minor adjustments (note takers, ASL, interpreters) you treat them like students! Same expectations

Show interest in each group-give individual attention

Give them extra time if necessary

Provide support info or referrals

Ask each student what he/she need to be successful in class

Can take exams outside or classroom

Meet student w/ disabilities (ADA)

Make faculty more aware of services and how to refer students to it.

Ellen's closet

Make sure scholarship's and criteria more accessible

Senior's should not have to wait until last week

More tutors and Interpreters- more \$ for doing so

More note takers

More parking

More classroom with microphones for hearing impaired

Improve bus routes and shelters for students waiting for bus

Too few working elevators

Students work in small groups and I help handicapped

Provide as much flexibility where possible (simulate) expectations of workforce

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1P12 How do you build an effective and efficient course delivery system that addresses both students' needs and your organization's requirements?

Establish schedule and make a contract/agreement with student to run all classes listed

Recognize that upper level courses will have smaller enrollments than others

Have books in the bookstore

Reconstitute the 5 year plan-students need to know how often to expect a class to be offered

Professional Advisors

Information technology

Variety of teaching strategies

Buy-outs

Improve/increase faculty evaluation

Improve tutoring offerings

Don't cancel classes so quickly

Offer a no cancellation policy to meet student needs

How much support is available to assist students?

More online courses

Hire more English/reading instructors

Laptops for all faculty

Assessment peer tutoring

Use faculty knowledge to design new systems

Blend lecture setting with occupational lab setting

Use occupational advisory committees to determine course content-objectives

Students and faculty must be *tech* knowledgeable

Should be student/customer based, ramp up 2-5 years for new launches and balance initial needs with organizational minimums

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1. Survey students about the effectiveness of different course delivery

- a) Distance Learning
- b) Regular Lecture
- c) Small Group work

Several sections offered

Don't cancel classes!

Utilize test blue prints

Survey faculty

Value traditional course delivery systems while trying out new systems

Well thought through course design

Survey students

Evaluate it by how it is attended

Flexible delivery formats including, but not limited to lecture/lab, days, evenings, E Learning, webcams, multi-media

Be an expert

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

Hire really good people and support them to do their job well

Keep up with scholarly literature

Read books in discipline

Discuss with colleagues

Atlanta conferences

Faculty speculation

Data driven decisions

Student interest timely offering (i.e. forensics are hot now)

Encourage diversity

Program articulation alignment

Do benchmarking with programs being offered on other community colleges

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Check how students progress from class A to B, are they successful?
Give national standardized exams to compare class achievement to national norms
Complete pre and post assessments that reflect concepts
Question employers about the quality of our graduates in the workplace
Periodically interface with employers as to their specific needs per program type
Measure student performances against a national standard
By reading recent publications in my field and incorporating the information into my presentation
Attending conferences and keeping abreast of successful teaching techniques
Stay current in your subject area, i.e. read journals, attend conferences
Check articulation agreements
Renew current literature
Stay connected with colleagues in the field
Talk with faculty from 4 year
Updating books
Taking advantage of technical learning tools
New texts materials and lab resources
Pay attention to what is going on in academics nationally, per subject area or program type
Updates can be accomplished through membership participation in academic societies (professional development)
Professional organizations incorporate current events/issues
National convention
Exams
Student evaluations
Effectiveness is measured by how well students perform in the courses
Updates through collaborative works w/ other colleges/universities and other institutions of higher learning

1P14 How do you change or discontinue programs and courses?

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Standard procedure
Cost overruns
Unforeseen complicating
Response to employers needs
Look at current practices in the field
Review program outcomes and objectives
Review student learning outcomes
Discontinue when enrollment indicates no interest
Follow admin. Procedures
Curriculum development and revision
In response to changes w/ in college, adapt to work coherently w/ institution
Meet with advisory committee
Assess community needs
Survey community needs
DACUM process
Local university needs are community needs....honor articulation agreements
Courses get discontinued when there is no one to teach them for a period of time

1P15 How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students?

Refer students as group and individually
Give examples if how/why to use the services
Suggest study skills classes & workshops
Student study groups-will share info with each other
Placement test scores, referral to learning center
Advise students to enroll in classes appropriate for their levels

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Use Perkins

Placement exams

Writing samples

Workshop to get organized

Workshop to learn how to be a student

Develop list of student needs

Help desk for support services

Have tutor for each specific department

Create a help desk for student support services

We don't know all the support services that are available

Address: on an individual basis, tutoring & advising

Determine: work with each student to assess needs

Determine: thought communications w/ students and student surveys

Address: compile problems w/ other instructors and determine appropriate action

Refer to a career center

One on one with students

Send to advisor, need to make sure consistent message/program

Refer students to advising in their area of study

Use placement testing and prior course grades to determine a pattern that might need addressing when advising

Connect students to peer tutors

Take students to support service providers

Discuss with student their experience in reading, using math, technology, etc.

Communication with students, find out what road blocks they may be experiencing

Referral to learning center when needed

Using funding (Perkins) to upgrade labs

Make students aware of support here on campus

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Understand academic demands and advise students accordingly
Ask students to give info on their scholarships and double check their advisement/self-registration
Assess their skill level at the beginning of the semester
Student assessment
Learn support facilities
Faculty advisors
Every student should be assigned an advisor, try to maintain consistency
You talk to them
Focus on student interactions
Create our own library resource in department
Do inter-departmental transfers between entry-level work classes after 1st work skill analysis
Coursework results test and other assignments
Listening
Student study groups
Information gathering
Assessment analysis
Synthesis

3P2 How do you build and maintain a relationship with your students?

Sign in sheets
Listed attendance
Break discussions
Name cards
Work opportunity discussions
Discuss common interest
Share jobs and career advice

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Laugh
Learn their names
Use name cards
Positive emphasis and your attitude
Give them options
Show some interest in them
Frequent feedback and participation
Advertise availability-make yourself available
Sharing something of yourself w/ students- but not too much
Have a connection w/ individual students
Showing that you want them to learn, asking them if they have any questions
Learn something about them outside of class content
Learn their names-call them by name
Providing a welcoming environment
Room arrangement
How can they address teacher?
Icebreakers and involve yourself in icebreakers
Informal discussion before class, during break
Show them respect
Know their name
Make them feel like they are an important part of you class/program

3P4 What are your performance results for stakeholder satisfaction?

State exams for licensing
Licensure exam results

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Millage

In program student surveys

For students: I expect high exam performance as a demonstration of competence.

For administrators (i.e. Deans, President, Vice-President) "reasonable passing rates (2.0 or better)

Good passing rates for students

Good jobs acquired from their college experience.

Good success of our transfer students

Grades, Exams, Reports

Degree attainment employment

Any licensing exam

NLCEX, PN, RN, results

RDA Exam/Licensing in MI

CDA Exam/National Exam

Employers/Graduate Survey

Associate Degree

Advisory Board-Millage

Employment in my occupational field

State and national licensing

Completing graduation requirements

Advisory Boards

Student performance on standardized national exams compared to the national norms, i.e. math-outcomes/objectives, the prerequisites enable the students to be successful

Employer satisfaction surveys w/ graduates competence & performance

Numbers of students returning to fit center after course completion on a member basis

Skills which carry into career goals i.e. criminal justice program

Satisfactory employment

4 year institutions enthusiastically recruit our students

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4 year schools recommend underprepared students to start at MCC
Students report back that they are successful at transfer institutions.
Providing quality instructions that are easy to comprehend.
Writing a positive letter of recommendation for our transferring students
Students in programs are employed successfully within the program area in the community
Graduates survey results, reporting satisfaction & employment attained
Enrollment
Articulation agreement
Successful transfer student to a 4 year school
Students meet requirements through successful entrance exams on other certification on standardized tests
Offers of employment out of placement
Skill set is accomplished and transfer students earn MCC credits and are successful

3R1 How do you determine the satisfaction of your students and other stakeholders?

Advisory committee feedback
Informal student feedback in & out of class (ask them)
Rate my professor
Other faculty (impromptu and In meetings)
Evals and informal contact with the Dean
Placement feedback surveys
Student journals
Look for evidence that concepts are being applied appropriately
Seek feedback on the concepts and whether they are being applied to their benefit
Formal student feedback on class, concepts, and teacher
Interviews with students and employers
5- year follow up (on-going-surveys)

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Communication with employers

Employer surveys

Stakeholder/Employer job referrals for graduates

Preceptors (stakeholders) evaluation of students

Student complaints/compliments

Show interest in topic outside of class-bring in examples of a concept (when not assigned)

One to one/ individual feedback

One minute course assessment (what are strengths/weaknesses of the class?)

Millage results

Public sentiment-positive view of college

Enrollment trends

I ask them (the students) what do they like **best** about this class?

I ask them (the students) what do you like **least** about this class?

Students required to submit brief paper explaining topics in course which were most helpful in developing their reading comprehension

Reported each class

Allow for personalized feedback

Ask them

Personal interviews with students and employers around mid-term w/ students

Students write a theme indicating the 3 things they've learned in the class

Evaluations of me by students at the end of the semester, not just the SIEF

3R2 What are your performance results for student satisfaction?

Graduate survey

RT graduate survey

SIEF's

Informal student surveys

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Formal student complaints
RT clinical survey
RT employer surveys
Perkins surveys
RT post graduate employment surveys
Verbal and email student feedback
Student participation in class
Student performance
Student recommendations
Rate my professor
Graduation rates
Program enrollment
Individual conversations with students to assess their progress/satisfaction
Students requesting specific instructors (groupies)
Finish class
Participate in class
Student survey
Attendance rate
Employer satisfaction
Transfer institution satisfaction

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

Through tutoring students
Mentorships
Student-faculty research projects
Student contribution to the course materials (topics) via internet info, textbooks, journals, etc.

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Students attend classes faithfully and participate full as the course requires

Students express satisfaction with amount of learning at course conclusion

If performance results are meager and viewed as acceptable then this low bar can depress a students performance in future courses as well as lower their academic expectations

Students following you to next class in a series

Students actively participate in lecture discussions

Students say thank you at the end of class

Students attend lectures and labs regularly

Count the number of student contracts, emails, visits, etc.

I am approachable in students eyes

Students recommend your courses to others

Student stays for entire class or after class to ask questions

I expect reasonably high performance from students to demonstrate competency

High performance standards set a good bar for students to attain and surpass. I feel that a relationships with students should be based on striving for high performance

Assignments (read and comment on)

Reading students self-quiz questions

Communication via emails

Telephone conversations

Students come to office hours

Students e-mail

Students return after semester is over

Students ask for recommendations and career advice

Students talk about their lives

Being a good listener

Concentrate on strengths

Student retention

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Eye contact

Asking questions

Personal contact

Class participation

Acknowledge students by names

Come in for help

Student referrals