



# AQIP Action Project CHARTER

## Commitment Declaration

**Institution: Black Hawk College**

<b>Planned Project Kick off Date</b>	<b>November 2013</b>
<b>Target Project completion date</b>	<b>December 2013</b>
<b>Actual Project completion date</b>	
<b>A. What is your short identifier (10 words or fewer) for this challenge (or opportunity or problem) that you would like to address with an Action Project?</b>	<b>HLC - Response Team Planning Intensive</b>

**B. Describe the Action Project’s goal in 100 words or fewer**

Constituents broadly representing College programs, Departments, Faculty and Student Learning Committee, will meet to; revise and/or adopt the general education grid; identify a common rubric scale to evaluate data; consolidate current available data that connects to the grid; and identify actionable next steps compatible with the accelerated timeframe in response to the HLC peer-reviewers visitation recommendations regarding the general education grid.

**C. Identify the single AQIP Category that the Action Project will most affect or impact.**

1 – Helping Student Learn

**D. Describe briefly your institutions reasons for taking on this Action Project now**

The recent HLC site visit identified an opportunity to revisit a College general education grid used to corroborate where and how general education outcomes are addressed within the College curriculum. While the College has recently been in transition to a different methodology to provide this function, the HLC team suggested that the grid, in a revised and condensed version, would in fact prove a superior model for this purpose. Further, the HLC visitors suggested that it would be best to expedite the revision and implementation of this grid and process. To this end, this plan will call for a broadly representative HLC – Response Team Planning Intensive. This team will meet to revise the grid and identify next steps and processes. With an intensive planning and work session with vested constituents, actionable outcomes will be produced.

**E. List the organization areas- institutional departments, programs, divisions, or units most affected by or involved in this Action Project**

All Academic programs, Academic Affairs, Student Learning Committee, General Education Committee, Institutional Planning and Effectiveness.

**F. Name and describe briefly the key organizational process (es) that you expect this Action Project to change or improve.**

The College will revert to the use of the general education grid to document and corroborate curriculum outcomes within general education classes in alignment with the College degree outcomes.

**G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion)**

Through an introductory HLC – Response Team Planning Intensive workshop with all vested constituents, the grid will be revised. Since the grid has been an established component prior to the current transition, it is believed that this intensive session, with all vested parties, rapid and actionable progress is possible.



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### **H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing.**

The Response Team Intensive will meet in November 2013 with the expected outcomes defining the initial phase of the College response to the peer-reviewers on-site feedback. Results of this intensive will be reported to the AQIP steering committee in the December 2013 meeting.

### **I. Describe the overall “outcome” measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals.**

This project will be deemed successful with the development of the general education grid, the development of a common rubric, and a timeline for the implementation.

### **J. Other information (e.g. publicity, sponsor or champion, external partners, etc)**

### **K. Project Leader and contact person (First name, Middle Initial, Last name, Title, Email, Telephone)**

Dr. Lee Weimer, Dean Arts and Humanities. [weimerl@bhc.edu](mailto:weimerl@bhc.edu) (309)796-5036

## Project Details

**Title** HLC - Response Team Planning Intensive

**Status** REVIEWED by AQIP 09/2014

**Category** 1-Helping Students Learn

## 1: CURRENT PROJECT STATUS SUMMARY

**BHC Response** The recent HLC site visit identified an opportunity to revisit a College general education grid used to corroborate where and how general education outcomes are addressed within the College curriculum. While the College has recently been in transition to a different methodology to provide this function, the HLC team suggested that the grid, in a revised and condensed version, would in fact prove a superior model for this purpose. Further, the HLC visitors suggested that it would be best to expedite the revision and implementation of this grid and process. To this end, this plan will call for a broadly representative HLC – Response Team Planning Intensive. This team will meet to revise the grid and identify next steps and processes. With an intensive planning and work session with vested constituents, actionable outcomes will be produced.

The grid has been developed with the courses identified for the cells. The rubric, using a scale of 0-5, has been adopted. For the fall and spring semesters, the data has been gathered. We will continue to gather and analyze data moving forward.

Project is completed and a new project “Assessment of Student Learning- Academy Gold Team” began with the Colleges participation in the Academy for Assessment of Student Learning.

**AQIP Review Comment:** Black Hawk College has completed its action project connected to AQIP Category 1 Helping Students Learn. It has revised its General Education Grid in response to HLC's recommendation to revisit it. They have also plugged in various courses into a curriculum grid, adopted a rubric for assessment purposes, and have gathered data. It will be important as BHC moves forward to analyze and share its analysis with the BHC community. Assessing General Education can be a productive place for faculty and administrators from various disciplines across campus to have meaningful conversations about student learning.

## 2: ORIGINAL PROJECT GOALS AND DELIVERABLES

### BHC Response

- Revise and/or adopt the general education grid
- Identify a common rubric scale to evaluate data
- Consolidate current available data that connects to the grid
- Identify actionable next steps compatible with the accelerated timeframe in response to the HLC peer-reviewers visitation recommendations regarding the general education grid.

This project will be deemed successful with the development of the general education grid, the development of a common rubric, and a timeline for the implementation.

**AQIP Review Comment:** As stated above, Black Hawk College has accomplished the goals of the original project and has produced the documents stated in the plan.

### **3: ACCOMPLISHMENTS OVER THE PAST YEAR**

**BHC Response:** Per a directive from the Vice President for Instruction, on October 30, 2013, the Deans planned an off campus student learning retreat/work day on November 19, 2013. Invitees to the meeting included: members of the Student Learning Committee, AQIP Steering Committee members, Department Chairs, another faculty member from each department, and an alternate faculty member, Senate Presidents, Deans, VP for Instruction, and Michelle Johnson, who will serve as a recorder for the meeting.

The workday had three expected outcomes. First, the group was to agree on a grid-like structure with a maximum of 15 cells for the evaluation of general education course student learning outcomes. Second, the group was to agree on a rubric to use for the evaluation of data. Third, invitees were to bring appropriate data for discussion and trial of the grid and rubric.

The VP for Instruction welcomed and thanked the group. She referenced the Black Hawk College catalog, “Purpose of General Education” (p. 34). “A Black Hawk College student completing the general education requirements will be able to think critically, communicate effectively, and demonstrate multicultural and aesthetic understanding.”

Dean Weimer reviewed the steps that have been taken after the Higher Learning Commission’s visit in October. The Deans have held meetings with multiple groups to discuss the challenges of assessing the General Education Program at BHC. They have planned to discuss the results of this Student Learning Workday during the spring 2014 Assembly Day. In fall 2014, the plan is to mark and celebrate the progress we have made on our initiatives.

Dean Weimer presented the General Education Core Curriculum Grid from 2008 as a starting point for today’s work. The group was directed to review the grid and decide what to do with it. Then the group was charged to discuss tools for assessing it. The Deans will use the feedback from the group to create a composite General Education Core Curriculum Grid and a rubric for assessing student learning.

Focus group sessions on revising the General Education Core Curriculum Grid were held. The 2008 Grid was distributed. A blank rubric was distributed to four groups of 6 people. Most of the groups determined that they liked the General Education Core Curriculum Grid, but that it could be simplified.

The Fine Arts and Humanities department recommended faculty review and revise Strand D. English and Speech will meet to review and revise Strand C. Other groups will be working to see if it is possible to limit the blocks to 3 for each heading.

Focus group sessions on Assessment Rubric were held. Groups discussed ideas about assessing the Grid ideas. Some ideas included using the AACu rubrics to assess the headings and incorporating a quantitative rubric and a qualitative response (How was your Gen Ed item assessed? What does your assessment show? Strengths? Weaknesses? How will you improve?)

The persistent concern is how to move away from course level assessment on grid items to a true General Education program assessment.

Department Chairs recommended that departments continue to use and develop assessment tools that measure student learning in their general education courses (pre/post tests, exit exams, common test questions/rubric items, etc...). Faculty in each department should submit and discuss results with the Department/Department Chair. The Department Chair will review the assessments and convert the results to a score for each block in their strand on the General Education Core Curriculum grid.

- 0= No understanding
- 1= Limited Understanding
- 2= Basic Understanding
- 3= Developing Understanding
- 4= Competent
- 5= Mastery

These scores are submitted to the Deans who will compile the scores and provide a “dashboard” or “scorecard” of how students are performing on each grid item. The ETS test would supplement these results.

**AQIP Review Comment:** It is clear that BHC is having conversations about developing assessment tools that will assess student learning in general education courses. Data from these assessments are converted to numbers based on the rubric developed and then entered into the curriculum grid. This is important work in that the data produced will help the college better understand where they have opportunities for improvement. What isn't yet clear are the artifacts to which the rubric will actually be applied. Will the rubric itself be used to assess student learning or to assess the usefulness of the grid? It also appears from this narrative that the college would like to continue to work on the rubric, making it more useful.

Global Judgment: The institution has made good progress on this action project.

## **4: INSTITUTIONAL INVOLVEMENT**

**BHC Response** Per a directive from the President for Instruction, on October 30, 2013, the Deans planned an off campus student learning retreat/workday on November 19, 2013. Invitees to the meeting included: members of the Student Learning Committee, AQIP Steering Committee members, Department Chairs, another faculty member from each department, and an alternate faculty member, Senate Presidents, Deans, VP for Instruction, and Michelle Johnson, who I served as recorder for the meeting.

**AQIP Review Comment:** It is commendable that various constituents from around the college worked on this project, including administrators and faculty. This reader assumes that staff were also involved given that one of the committees involved was the AQIP Steering Committee, which likely has representatives from all offices on campus. This adheres to the broad-based involvement principle of high performing organizations. It is important to capitalize on the strengths and perspectives of all constituents.

The college may consider using the same group of people to help with the revision of the rubric, an action identified in #3 above.

## **5: EFFECTIVE PRACTICES**

**BHC Response** The formation of the general education grid as a repository for assessment data to be combined with program level assessment is the primary effective practice. A scoring rubric was also adopted.

**AQIP Review Comment:** Collecting assessment data is an important practice that BHC has committed to doing. Now that they have a tool for collecting and reporting the data, it will be easier to follow through on assessing student learning. BHC might consider developing an implementation plan to make sure that the documents produced benefits the college. It could also consider developing a process for analyzing the data and, if necessary, a plan to address opportunities for improvement in the General Education curriculum.

## **6: ANTICIPATED CHALLENGES TO PROJECT SUCCESS**

**BHC Response** No challenges were identified. The project is complete

**AQIP Review Comment:** While BHC has not identified challenges to the current project, implementation of the materials produced might have some challenges. BHC might consider reconvening the group that worked on the grid and the rubric in order to develop a plan to use the materials, revise the rubric, and analyze the data. The group could be instrumental in making sure that the deliverables produced are used appropriately.

## **7: PLANNED NEXT STEPS AND TIME LINE**

**BHC Response** Department Chairs will be collecting data and submitting results using the newly revised general education grid and rubric.

**AQIP Review Comment:** While it is appropriate for department chairs to be responsible for collecting and submitting data and results, BHC might consider how to involve other groups to analyze the data and develop action plans based on the results. Assessment data are often exciting to share when they indicate successful student learning, as well as when they indicate a need for intervention. BHC might consider researching how other colleges analyze assessment data and address the results. An excellent resource is the HLC Academy for Assessment of

Student Learning, Academy for Student Persistence and Completion

Publications: <http://www.hlcommission.org/information-for-institutions/resources-for-institutions.html>.

### **8: ADDITIONAL INFORMATION, QUESTIONS, OR CONCERNS**

**BHC Response:** The College choose to join the Academy for Assessment of Student Learning and will now be focusing on assessment at the program level.

**AQIP Review Comment:** This is a great academy to join. BHC will learn much from its participation in this program.

## AQIP Action Project Final Report

**Project Title:** HLC- Response Team Planning Intensive  
**Date this report submitted:**  
**AQIP category(s) project is related to:** 1- Helping Students Learn  
**Project Kickoff Date:** November 2013  
**Target Completion Date:** May 2014  
**Actual Completion Date:** May 2014

**Project original goal:** *In response to the HLC peer-reviewers visitation recommendations regarding the general education grid, constituents broadly representing college programs, departments, Faculty and Student Learning Committee will meet to; revise and/or adopt the general education grid; identify a common rubric scale to evaluate data; consolidate current available data that connects to the grid; and identify actionable next steps compatible with the accelerated timeframe.*

1. What is the primary reason for closing this project? *The grid has been developed with the courses identified for the cells. The rubric, using a scale of 0-5, has been adopted. For the fall and spring semesters, the data has been gathered. We will continue to gather and analyze data moving forward.*

2. Describe the past year's concrete accomplishments by listing the outcome measures from original proposal and describe the past year's accomplishments and the current status of this Action Project. (*i.e.; meetings, data gathered and analyzed, plans made or implemented, changes in processes, and measured results.*) If you have not made much progress, explain why you think things are moving more slowly than planned.

*A. Per a directive from Dr. Bettie Truitt, Vice President for Instruction, on October 30, 2013, the Deans planned an off campus student learning retreat/work day on November 19, 2013. Invitees to the meeting included: members of the Student Learning Committee, AQIP Steering Committee members, Department Chairs, another faculty member from each department, and an alternate faculty member, Senate Presidents, Deans, VP for Instruction, and Michelle Johnson, who will serve as a recorder for the meeting.*

*The workday had three expected outcomes. First, the group was to agree on a grid-like structure with a maximum of 15 cells for the evaluation of general education course student learning outcomes. Second, the group was to agree on a rubric to use for the evaluation of data. Third, invitees were to bring appropriate data for discussion and trial of the grid and rubric.*

### Opening

*B. Truitt welcomed and thanked the group. She referenced the Black Hawk College catalog, "Purpose of General Education" (p. 34). "A Black Hawk College student completing the general education requirements will be able to think critically, communicate effectively, and demonstrate multicultural and aesthetic understanding."*

*L. Weimer reviewed the steps that have been taken after the Higher Learning Commission's visit in October. The Deans have held meetings with multiple groups to discuss the challenges of assessing the General Education Program at BHC. They have planned to discuss the results of this Student Learning Workday during the spring 2014 Assembly Day. In fall 2014, the plan is to mark and celebrate the progress we have made on our initiatives.*

*L. Weimer presented the General Education Core Curriculum Grid from 2008 as a starting point for today's work. The group was directed to review the grid and decide what to do with it. Then the group was charged to discuss tools for assessing it. The Deans will use the feedback from the group to create a composite General Education Core Curriculum Grid and a rubric for assessing student learning.*

*Focus group sessions on revising the General Education Core Curriculum Grid were held. The 2008 Grid was distributed. A blank rubric was distributed to four groups of 6 people.*

*Most of the groups determined that they liked the General Education Core Curriculum Grid, but that it could be simplified.*

*M. Hebert-Johnson recommended that Fine Arts and Humanities faculty review and revise Strand D. English and Speech will meet to review and revise Strand C. Other groups will be working to see if it is possible to limit the blocks to 3 for each heading.*

*Focus group sessions on Assessment Rubric were held. Groups discussed ideas about assessing the Grid ideas. Some ideas included using the AACu rubrics to assess the headings and incorporating a quantitative rubric and a qualitative response (How was your Gen Ed item assessed? What does your assessment show? Strengths? Weaknesses? How will you improve?)*

*The persistent concern is how to move away from course level assessment on grid items to a true General Education program assessment.*

*B. Glaser recommended that departments continue to use and develop assessment tools that measure student learning in their general education courses (pre/post tests, exit exams, common test questions/rubric items, etc...). Faculty in each department should submit and discuss results with the Department/Department Chair. The Department Chair will review the assessments and convert the results to a score for each block in their strand on the General Education Core Curriculum grid.*

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*These scores are submitted to the Deans who will compile the scores and provide a “dashboard” or “scorecard” of how students are performing on each grid item. The ETS test would supplement these results.*

#### *Next Steps*

*K. Nickels requested that discipline groups review the grid and revise and edit. Results should be submitted to the Deans by the end of the semester. The Deans will present this feedback at the Spring Assembly.*

3. Describe how the institution involved people in work on this Action Project.

*Per a directive from Dr. Bettie Truitt, Vice President for Instruction, on October 30, 2013, the Deans planned an off campus student learning retreat/workday on November 19, 2013. Invitees to the meeting included: members of the Student Learning Committee, AQIP Steering Committee members, Department Chairs, another faculty member from each department, and an alternate faculty member, Senate Presidents, Deans, VP for Instruction, and Michelle Johnson, who served as recorder for the meeting.*

4. Describe any effective practice(s) that resulted from your work on this Action Project.

Share practices (or processes, policies, procedures, or initiatives) that could be adopted or adapted at other institutions. AQIP is most interested in practices that would give value (better educational services, cost savings, improved morale, more satisfied stakeholders, etc.) to another institution if it copied your innovation.

*The formation of the general education grid as a repository for assessment data to be combined with program level assessment is the primary effective practice. A scoring rubric was also adopted.*

5. What aspects of this project would you categorize as successful? *It created a climate conducive to broader assessment strategies. The project involved broad based representation from instructional services. We set a very aggressive time line and achieved our goals in the allotted time. The formation of the grid and rubric was the outcome.*

6. What aspects of this project would you categorize as less than successful? *Not applicable.*

Black Hawk College Program Level Outcomes for AA/AS Degrees  
General Education/Core Curriculum  
December 18, 2013

A Black Hawk College student completing the general education/core curriculum requirements for the AA/AS degree will be able to:

<b>Strand A: Apply Scientific Thinking Skills Through the Study of Physical and Life Sciences</b>	<b>Strand B: Apply Quantitative Skills Through the Study of Mathematics</b>	<b>Strand C: Apply Communication Skills Through the Study of Speech and Writing</b>	<b>Strand D: Evaluate Human Experiences Through the Study of the Humanities and Fine Arts</b>	<b>Strand E: Develop an Appreciation of Human Continuity, Diversity, and Change Through the Study of Social and Behavioral Sciences</b>
<p><b>A1.</b> Develop an understanding of the methods of scientific inquiry, including the <i>formulation</i> and testing of hypotheses. <i>BIOL100</i> <i>BIOL101</i> <i>PS205</i> <i>CHEM110</i></p>	<p><b>B1.</b> Use mathematics and technology to investigate, model, and solve a variety of real-world problems. <i>MATH108</i> <i>MATH110</i> <i>MATH124</i> <i>MATH131</i> <i>MATH132</i> <i>MATH161</i> <i>MATH225</i> <i>MATH226</i> <i>MATH228</i> <i>MATH200</i></p>	<p><b>C1.</b> Demonstrate critical skills by locating, summarizing, analyzing, critiquing, and effectively synthesizing a variety of appropriate source materials through writing and speaking. <i>SPEC101</i> <i>ENG101</i> <i>ENG102</i></p>	<p><b>D1.</b> Apply and synthesize a vocabulary pertinent to the humanities and fine arts. <i>MUSC154</i> <i>MUSC 256</i> <i>ART100</i> <i>ART281</i> <i>ART282</i></p>	<p><b>E1.</b> Demonstrate an understanding of human behavior. This may include a focus on individual behavior. <i>ECON 222*</i> <i>SOC 264*</i> <i>PSYC 101</i></p>
<p><b>A2.</b> Be familiar with selected scientific principles in the physical and life sciences. <i>BIOL100</i> <i>BIOL101</i> <i>PS205</i> <i>CHEM110</i></p>	<p><b>B2.</b> Use mathematics to write and communicate. <i>MATH108</i> <i>MATH110</i> <i>MATH124</i> <i>MATH131</i> <i>MATH132</i> <i>MATH161</i> <i>MATH225</i> <i>MATH226</i> <i>MATH228</i> <i>MATH200</i></p>	<p><b>C2.</b> Demonstrate the ability to use inventional, organizational, editorial, and expressive strategies to communicate clearly in speaking and writing. <i>SPEC101</i> <i>ENG101</i> <i>ENG102</i></p>	<p><b>D2.</b> Demonstrate thoughtful awareness of the interconnectedness of one's life to past, present, and future human events from a global perspective. <i>MUSC154</i> <i>MUSC256</i> <i>ART100</i> <i>ART281</i> <i>ART282</i></p>	<p><b>E2.</b> Demonstrate an understanding of societies in the world as part of one larger human experience in time and place. <i>ANTH 101</i> <i>ANTH 102</i> <i>ARCH 203*</i> <i>PSYC 200</i></p>
<p><b>A3.</b> Make informed decisions about personal and societal issues. <i>BIOL100</i> <i>BIOL101</i> <i>PS205</i> <i>CHEM110</i></p>		<p><b>C3.</b> Demonstrate the ability to articulate messages that inform and persuade audiences. <i>SPEC101</i> <i>ENG101</i> <i>ENG102</i></p>	<p><b>D3.</b> Examine intellectual, cultural, and aesthetic perspectives in the humanities and fine arts. <i>MUSC154</i> <i>MUSC256</i> <i>ART100</i> <i>ART281</i> <i>ART282</i></p>	<p><b>E3.</b> Analyze trends, institutions, and/or influences of society, history, politics, and economics. <i>ECON 221*</i> <i>ECON 270*</i> <i>SOC 101</i> <i>SOC 102*</i> <i>SOC 250*</i> <i>SOC 251*</i> <i>HIST 105</i> <i>HIST 106*</i> <i>HIST 125*</i> <i>HIST 127*</i> <i>POLS 191*</i> <i>POLS 122</i> <i>POLS 252*</i> <i>POLS 261</i></p>
<p><b>A4.</b> Demonstrate skills learned in a laboratory setting (e.g., formulate hypotheses, plan</p>		<p><b>C4.</b> Document material from appropriate sources, using proper</p>	<p><b>D4.</b> Demonstrate critical thinking, investigative, and reflective skills within</p>	<p>For the SBES courses with a "*" the outcomes assessment is under development. This under development is</p>

<p>and conduct experiments, make systematic observations and measurements, interpret and analyze data, draw conclusions, communicate the results).</p> <p><i>BIOL100</i>  <i>BIOL101</i>  <i>PS205</i>  <i>CHEM110</i></p>		<p>citations in both written and oral presentations, utilizing ethical standards in research.</p> <p><i>SPEC101</i>  <i>ENG101</i>  <i>ENG102</i></p>	<p>the study of the humanities and fine arts.</p> <p><i>PHIL101</i>  <i>PHIL103</i>  <i>MUSC154</i>  <i>MUSC256</i>  <i>ART281</i>  <i>ART282</i></p>	<p>necessitated as the Unit Plan called for other assessment processes. With the change back to the GRID all assessments needed to be revisited.</p>
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