

The Higher Learning Commission Action Project Directory

Baker College

Project Details		
Title	Writing Analysis Project	Status IN REVIEW
Category	1-Helping Students Learn	Updated 11-02-2015
Timeline		Reviewed
	Planned Project Kickoff 01-01-2014	Created 06-03-2014
	Target Completion 06-30-2015	Version 1

1: PROJECT GOAL

A: Assessment data indicates consistently that students are achieving expected writing outcomes in ENG101 and ENG102. However, faculty teaching in other courses indicate that student writing does not meet expectations. This project will seek to understand expectations across the curriculum and prepare to respond to specific gaps if identified.

2: REASON FOR UNDERTAKING THIS PROJECT

A: No systematic and reliable data is collected to indicate writing expectations from ENG 102 through the work experience within a program. Since assessment data indicates that some faculty and employers state student writing ability does not meet expectations, the College must strive to understand and respond to this perceived gap.

3: ORGANIZATIONAL AREAS AFFECTED

A: Academics- all divisions

4: KEY ORGANIZATIONAL PROCESSES

A: The project will seek to create a framework that will assist programs in clarifying writing expectations across the curriculum. Once explicated, then the expectations can be used in the curriculum development process to ensure that curriculum is constructed based on carefully identified expectations.

5: PROJECT TIMEFRAME RATIONALE

A: The project is envisioned as an 18 month project. The project team will work with a specific program group to create a model to identify writing expectations and map those expectations to the curriculum. This will occur across several months. Once the model is developed, it will be tested with other programs to ensure that while developed in one curriculum area, it can be used elsewhere. After this round of testing, the model can be used by other divisions. This will require the refinement of support materials and training. Finally, a plan for maintenance on potential future revision will need to be developed.

6: PROJECT SUCCESS MONITORING

A: The success of the project will be overseen by the project team and by the CAO/System Directors who will receive regular updates on the project. By reporting to the academic leadership team, the project team will need to ensure they are progressing as leadership intends.

7: PROJECT OUTCOME MEASURES

A: The primary measure will be the development and dissemination of a model for programs to use to gather data and develop explicit writing expectations across the program curriculum. A process owner will need to be in place, and a control plan will need to be developed and implemented. Finally, metrics will be tracked showing number of programs that have completed the process of developing and mapping expectations.

Project Update

1: CURRENT PROJECT STATUS SUMMARY

A: General Project Status: In-progress
Original Project Start Date: 1/1/2014
Originally Projected End Date: 6/30/2015
Anticipated Completion Date If Not Completed: 3/1/2016
Current Status of the Project:

The Analysis of Program Writing Project was deployed to the Program groups on Oct. 10, 2014. Programs are currently working on the requirements of the first of five levels of writing assessment. The first level (bronze) requires program leaders to complete a baseline survey, meet with and survey their Advisory Boards, and complete a matrix to identify required writing within the program. Built into this level is an opportunity for program groups to provide feedback on bronze level tools and processes. It is expected that all programs complete the bronze level by the end of Fall 2015. At this point in time, we have received baseline survey responses from 87 program leaders representing 34 out of approximately 150 programs, and five programs have completed all steps within the bronze level.

Challenges addressed: While this project was not an explicit challenge in the systems portfolio, this project addresses a long history of a lack of alignment or clear understanding by students and faculty of composition courses and writing assignments in program and other courses. This project was initiated to address the need for programs to align writing expectations within the content areas.

2: ORIGINAL PROJECT GOALS AND DELIVERABLES

A: Project Goals: Assessment data indicates consistently that students are achieving expected writing outcomes in ENG101 and ENG102. However, faculty teaching in other courses indicate that student writing does not meet expectations. This project will seek to understand expectations across the curriculum and prepare to respond to specific gaps if identified.
Measurement: The expectation is that 100% of programs will have completed the first of five levels/processes by the end of Fall 2015.

3: ACCOMPLISHMENTS OVER THE PAST YEAR

A: At this point in time, five programs have completed all steps of the first of five levels (bronze). We have received baseline survey responses from 87 program leaders representing 34 out of approximately 150 programs. While we have collected some interesting data to this point, it is premature to draw any conclusions.

4: INSTITUTIONAL INVOLVEMENT

A:

- This project was initially deployed at the Fall 2014 System Program Workshop. This workshop group is comprised of 450 system program leaders representing approximately 150 programs across all ten campuses. This project was a standing agenda item on each of the six 2014-2015 System Program Workshops. At this time, we anticipate that all programs will meet the project's goal of completion of the bronze level by the end of Fall 2015. In early September, we will send out a reminder to all programs and will re-announce this expectation at the Oct. 2015 System Program Workshop.

5: EFFECTIVE PRACTICES

A:

- Early results from project surveys indicate that program leaders value the importance of writing and are beginning to identify and recognize potential areas for writing skill improvement across their programs. Deployment of this project used and reinforced two good practices:
 - 1. The use of a pilot study prior to deploying a large scale project.
 - 2. The importance of clear written instructions and templates for the collection of information and data across a project.

6: ANTICIPATED CHALLENGES TO PROJECT SUCCESS

- A:
- Multiple, and sometimes competing, priorities may make it difficult for programs to meet the first project goal (bronze level) on time. Another challenge from the 2014-2015 academic year was inconsistency of program representation at the System Program Workshops. Sustainability of the project may become a challenge over time in light of competing institutional priorities.

7: PLANNED NEXT STEPS AND TIMELINE

- A:
- Sept. 2015 – Send a communication reminding program leaders of the expectation for completing the bronze level by end of year 2015.
 - Oct. 2015 – At the Fall System Program Workshop, re-announce the project goal of completion of the bronze level by the end of the year.
 - Oct. 2015 – For those programs that have completed the bronze level, provide encouragement to move into the next level of the process, silver.
 - Jan. 2016 –
 - 1. An assessment of program progress will be completed, and project leaders will determine an action plan to ensure that 100% of programs complete the bronze level.
 - 2. A review and analysis of the data supplied by those programs that have completed the bronze level will begin.
 - Feb. 2016 – Bronze level project summary data will be shared with those programs that have completed the bronze level.
 - March 2016 – While programs will continue to engage in the work of this project, the AQIP Project itself will come to a close.

8: ADDITIONAL INFORMATION, QUESTIONS, OR CONCERNS

- A:
- It is anticipated that programs will progress through the additional four levels of this project upon completion of the initial bronze level. It is anticipated that systemic review of progress will occur on an annual schedule.