

**Kirkwood Futures Initiative**  
**2007-2008 Department of Institutional Effectiveness**  
**End-of-Year Report**

**KCELT TEAM:** Hope Burwell, Bonnie Cackoski, Lauri Hughes, Al Rowe

<p><b>4.1 Employee Learning:</b> Increase significantly faculty, staff, and administrative engagement with research-based professional learning processes in order to increase learner/client success and satisfaction.</p> <p><b>Outcome Measure:</b> Increase the scope and impact of Kirkwood Center for Excellence in Learning and Teaching (KCELT) as assessed by enrollment data, delivery model results, faculty/staff engagement survey data, and capstone learning experiences.</p>	
A. Develop a KCELT value stream map	Completed; department awareness sessions will be conducted.
B. Identify/disseminate research-based instructional practices focused upon under-prepared and diverse learner needs.	5 information literacy workshops, 5 Dog Days sessions related to under-preparedness were conducted.
C. Identify/disseminate best practice customer service process models and skills.	"Top Notch" course was designed, delivered once with sessions planned for Fall, 2008.
D. Increase number of departments using KCELT from 0 to 5.	Math, English, Arts & Humanities, Learning Services, Library, and Marketing were served.
E. Improve data collection/management regarding use of KCELT services.	Participant registrations, attendance, and course cancellations were tracked culminating in a KCELT Annual Report.
F. Increase the number of staff job-alike user groups receiving technology training from 0-4.	5 group tech training sessions were conducted: county centers, Instruction Branch, Business Services, Student Development
g. Increase the number of best instructional practice technology integration sessions from 0 to 3.	2 week long technology integration institutes were conducted and sessions on "Using Clickers".

**DATA TEAM:** Anton Bosma, Heidi Hansel, Al Rowe, Jane Snook

<p><b>4.5 Institutional Measures:</b> Increase significantly the College's use of data-informed practices related to enrollment management, learner engagement, and learner success.</p> <p><b>Outcome Measure:</b> Increase significantly the AQIP Criterion 7, "Measuring Effectiveness," as assessed by the faculty/staff AQIP Examiner Surveys administered in Fall, 2006 and 2008.  <i>(Note: Fall, 2008 data will be available by October 1, 2008.)</i></p>	
A. Construct a data booklet and data use plan for all departments and programs.	A Fall, 2005-Fall, 2007 Data Summary Report and Class of 2007 Graduate Follow-Up Report with a group processing plan has been developed.
B. Increase the number of Kirkwood 2007-08 administrative data training sessions from 1 to 5.	4 data and report interpretations sessions were conducted (one cancelled due to weather) related to enrollment, engagement, community college benchmarking, and economic impact.
C. Design a data warehouse and dashboard framework with a training plan by March, 2008.	A Higher Education Analytics Team (HEAT) examined Colleague measures/fact tables. A dashboard framework aligned with a scorecard, called EAGLES, is now serving to organize College reports and 08-09 administrative training.
D. Field test program review and curriculum assessment model in Agriculture with a data focus.	14 Ag programs completed reviews related to their level of compliance or competence in the areas of program outcomes, course competencies, learning objectives/performance standards, general education outcomes, and results/feedback loop.
E. Produce a 2007-08 office responsiveness study related to data, survey, and project requests.	Not completed; we still are reacting to individual and unique data requests requiring extensive data mining in Colleague. This approach limits staff responsiveness.

F. Assist in the creation of a data collection and reporting system for scholarly inquiry (KFI 1.4)	This goal remains in the beginning stage with little progress due to inactivity by Strategic Priority 1.0: Learning Excellence
G. Increase efficiency of the mandatory reporting process.	Student Perceptions of Teaching (SPOT) and Individual Development & Educational Assessment (IDEA) were process mapped, removing waste and low value steps, with return rate data per dept. Continuing education facilitator feedback tool will be improved next. IPED's cube is being designed.
H. Increase the use of IPED data for reporting on student success.	Student success models have been developed to compare student performance (grades), retention rates (levels), and graduation rates (levels). This type of data, however, does not validate a solid line of research.
I. Increase IE office capacity to document progress of special needs and non-traditional students.	No progress; limited access to Learning Services data and their initiatives.
J. Design a relational model between student achievement variables and cost per student.	Relational models created this year include: SPOT factor analytics, course sequencing, and contract day analysis. These types of models will loom larger in the future as we move from static reporting to change reporting via difference scores and model comparisons.