

A Continuous Learning Approach to Teaching, Learning and Support Services



TRANSFORMING LIVES,
COMMUNITIES,
THE NATION...
ONE STUDENT AT A TIME



Preview

This presentation will:

- Provide an overview of COSTAATT's Inaugural Quality Report including:
 - context
 - quality culture
 - approach (structure & processes)
 - snapshots (analyses & results)



Preview Cont'd

This presentation will:

- Share some continuous improvement initiatives implemented
- Share some future plans



Context

COSTAATT

- **Four year community college**
- **Mission - access**
- **Diverse student population**
 - **Age range**
 - **Socio-economic background**
 - **Academic preparation**
- **Expansion in enrolment**



Context

COSTAATT

- **Admissions: 5 CSEC subjects incl. English and maths**
- **COMPASS (Compensatory Programmes and Academic Support Services)**
- **Strategic Direction:**
 - **National centre of excellence in teaching, service and research**
 - **Quality Culture**



Context

Quality Culture

- **Guiding philosophy**
- **Quality in higher education (academic and service quality)**
- **Data (accuracy & availability)**

Dep't. of Quality Assurance & Institutional Research

- **Routine and ad hoc surveys**



Project Rationale

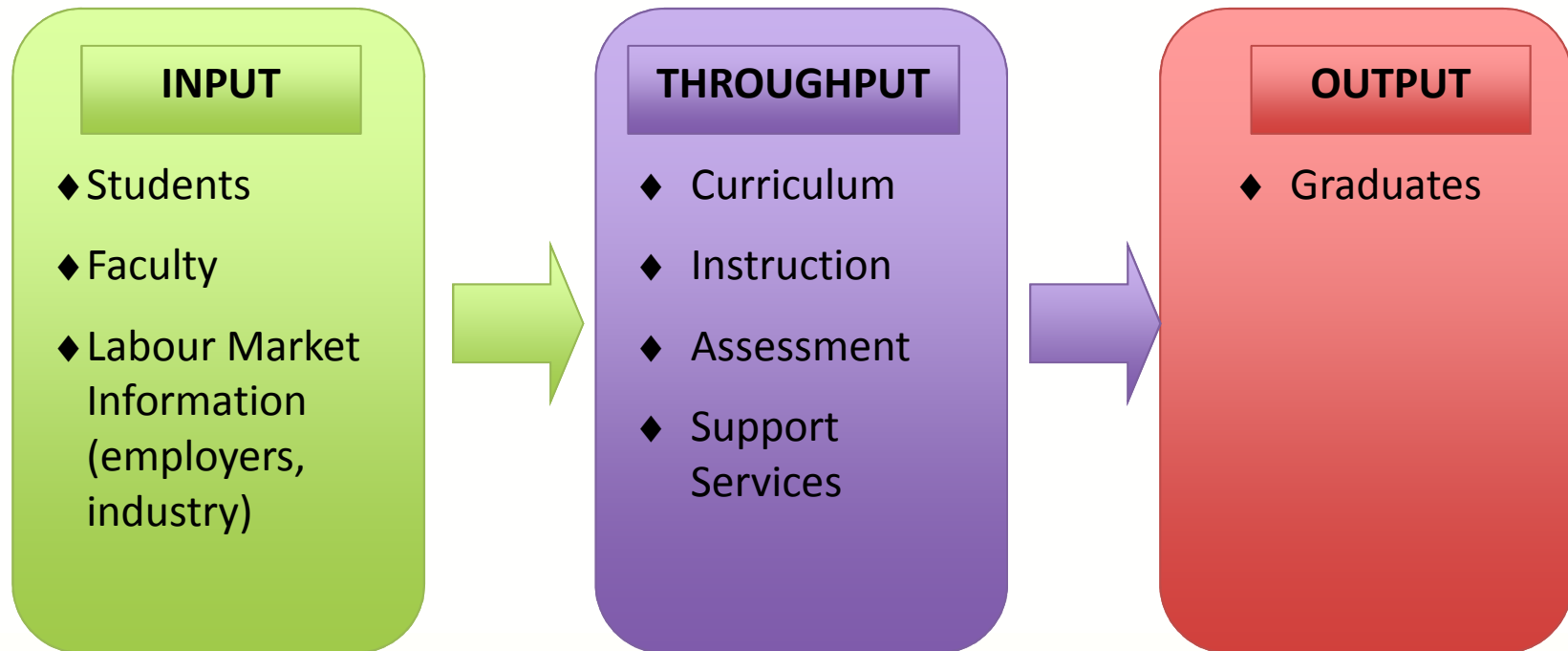
To provide:

- ***an integrated and comprehensive repository of information to inform***
 - **academic and other planning, continuous improvement esp. re teaching and learning, as well as support services**
- **a solid and integrated platform upon which to base future research**



Approach

TRANSFORMATION



'Transforming Lives...Transforming Communities...Transforming the Nation...One Student at a Time'

Methodology

- Indicators of institutional performance based on an 'input', 'throughput', 'output' model
- Two reports
- Analysis at six levels (institutional, campus, academic school, department, programme, course)
- Selected programmes and courses



Methodology

- Exploratory analysis via SPSS V. 19
 - Descriptive statistics (i.e. frequencies, percentages, means etc.); and
 - Graphs (histograms, bar graphs, box plots etc.)



Performance Indicators and Sources

Input

- Headcount enrolment
- Entry qualifications
- New student perceptions

Throughput

- Student perceptions (course evaluations)
- Attrition
- Academic performance

Performance Indicators and Sources

Output

- Quantitative:
programme GPA,
time-to-completion
- Qualitative:
graduate tracer;
employer feedback



Limitations

- Data:
 - Availability of data in appropriate formats
- Time frame for study
 - Limited number of programmes (approx. 50% of associate and bachelor's degrees)



Sample Results: Input Analysis



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COMMUNITIES,
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ONE STUDENT AT A TIME



[INSERT]



Sample Results: Throughput Analysis



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[INSERT]



Sample Results: Output Analysis



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[INSERT]



2013 Graduate Tracer Study

Background:

- Target sample of 1103 COSTAATT graduates 2006-2012
- Purpose – to determine, *inter alia*, perceptions of :
 - benefits of skills gained
 - relevance of programme of study



2013 Graduate Tracer Study

Mean Ratings of Skills Gained

Highest mean ratings:

- AAS IT – Ability to work independently, teamwork skills, problem solving skills
- AAS LBIS – Ability to work independently and work under pressure

Lowest mean ratings:

- AAS IT- Time management skills, entrepreneurship skills, risk taking skills
- AAS LBIS – Entrepreneurship skills, risk taking skills



Employer Consultation

September – October 2013

Background:

- Seven (7) stakeholder meetings
- Eighteen (18) discipline areas
- Purposive sample of 296 employers/potential employers, representatives of professional bodies
- Thirty percent (30%) attendance

EMPLOYER CONSULTATION

September – October 2013

Purpose: To gain feedback and insights on:

- quality of our graduates;
- changing industry needs; and
- changing education and training needs



Employer Consultation

Themes

Tech.
Knowledge

Comm.
Skills

Soft Skills
Development

Application
of Theory to
Practice

Employer Consultation

Themes

Realistic and
Healthy Work
Ethic

Professional
Development
Programmes

Admissions
Process for
Specialized
Programmes

Partnering
with
Stakeholders

Current Initiatives



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Initiative I- Transitioning to Online Student Course Evaluations

- **Paper-based Student Evaluation System (Deficiencies)**
- **Online Student Evaluation System (Objectives)**
- **Attendant activities**
 - Establish cross-functional team
 - Benchmark research
 - Software solution (criteria for selection)



Initiative I- Transitioning to Online Student Course Evaluations

- **Attendant activities**

- Implementation & Communications Plan

- Pilot
- Promotional strategies
- Support system – Help desk, faculty training etc.



Results of Pilot

- ❖ Response rate – 64% online, 68% hardcopy
- ❖ No significant difference in mean ratings between online and hardcopy - MANOVA
- ❖ 70% completed evaluations at home
- ❖ 20% used mobile devices to complete surveys
- ❖ Avg. of 15 minutes or less to complete evaluation
- ❖ Positive feedback from faculty and students
- ❖ Give students access to some results (61% of faculty)

Transitioning to Online Student Course Evaluations

Next Steps

- Evaluation of all courses.
- Training faculty and academic heads.
- Upload of hardcopy data from previous evaluations.
- Input of more variables into upload files for deeper analysis.
- Utilizing results.



Peer Tutoring Pilot

Tutors-3

GPA 3.0 \geq
Teaching skill and
knowledge
Orientation session
Faculty supervision

Courses

Foundation mathematics and
English; entry level IT

Tutees-15

24 occasions

Results

Tutees- 9 (60%) passed; 4/9
failed previous attempts
Tutors' GPAs maintained at 3.0
or higher

Semester 1, AY 2014-15

Plans Under Development

- Outreach to academic departments
- Future research
- 'Service Excellence' Project



Lessons Learned and Way Forward

- Leadership
- Planning
- Communication
- Evaluation
- Continuous improvement



**Thank You
for
Your Attention.**