

Institution: *Iowa Lakes Community College*
Submitted: 08/18/2005
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Timeline

Planned Kickoff Date: August 24, 2005
Target Completion Date: June 15, 2006

A. Give the Action Project a short title in 10 words or less

Graduate Placement Data Collection & Information Sharing for CTE Programs

B. Describe this Action Project's goal in 100 words or less

Iowa Lakes Community College graduate placement data collection and information sharing processes will be researched and enhanced to include a comprehensive approach for ensuring that data accurately reflect student outcomes. Designing a comprehensive approach to Career & Technical Education (CTE) programs' graduate placement data collection and information sharing will include mapping of current data collection and information sharing processes, study of processes at other two-year colleges, developing procedures to collect data at times and through methods that will facilitate timely response by significant numbers of graduating students and alumni.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

7 – Measuring Effectiveness

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:

Placement information is a powerful tool for program marketing, student recruitment, and generating community and legislative support. Currently quantitative data do not support institutional assumptions and qualitative research. Student and alumni response to placement surveys has declined sharply during the past five years. The number of programs achieving the federal Perkins placement benchmark has declined from 41% to 8.3%. It is assumed, based on qualitative data, that the decline does not reflect lower graduate placement rates, but rather flaws in the current data collection processes. The Office of Planning and Development currently gathers the placement data and enters it in the Student Information System. Extracting information for decision-making and reporting from this system is cumbersome at best. Furthermore, faculty and the Alumni Office may also gather data for unique program reporting purposes. There is currently no process for sharing data collected – formally or informally – among these units. This project will design and implement a comprehensive placement data collection and information sharing process to increase student/alumni response rates and provide accurate and timely data. As a result, reliable data will be available to faculty, programs, and administrative support units for decision-making, marketing, recruitment, community/legislative support, external fund-raising, and reporting purposes.

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

While this project will focus primarily on career and technical education (CTE) programs' data collection processes, it is anticipated that process enhancements developed as part of this project may serve as a model for improving other data collection processes, collegewide.

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

Institutional research and reporting, CTE programs' student marketing and new student recruitment.

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

1. Through survey, focus group and/or compression planning, document answers to:
 - What are the staff (Oct) & CTE faculty (Aug) frustrations/perceived gaps or duplications regarding the placement data collection process?
 - What are student/other stakeholder understandings and/or expectations regarding graduate placement data collection and how information is used by Iowa Lakes Community College? (Nov, Feb)
 - How does each stakeholder group (faculty, staff, students, other stakeholders) define their role in the process? (Aug – Jan)
2. Map the current placement data collection process, identifying assumptions, constraints, and areas of best practice. (Aug, Oct)
3. Identify collegewide agreed-upon activities and timelines that will insure timely collection of accurate and representative student placement data, increase data collection efficiency, and eliminate unnecessary steps in the current process. (Jan - Feb)
4. Design (Feb – May) and implement a pilot during spring term 2006 that will facilitate data collection and use information to best tell our story of consistent student success in their chosen field after graduation.
5. Develop plans for integrating process across campuses and CTE programs, including faculty/staff training, ongoing assessment, and clarification of faculty and non-faculty staff/administrator roles in process operations. (Mar – Jun)
6. Celebrate successful transition of project into campus/college operations.

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

A Project Champions group, will work as a task force of the Assessment Review Committee (ARC) and in collaboration with the Office of Planning and Development, the Chief Academic Officer (CAO) and the campus deans to implement activities, monitor response to process changes, and communicate project outcomes collegewide. Project Co-chairs have worked together previously to successfully implement an "academic matrix" project with CTE program faculty. Co-chairs will have a standing item on all ARC meeting agendas for the duration of the project, as well as provide regular updates to faculty and staff each term at regularly scheduled campuswide meetings. Progress updates of project implementation/ outcomes will be shared with all employees via the Planning and Development website and will be a dedicated feature each term in the INFO IN A MINUTE email newsletter distributed to all employees. The CAO and Executive Director of Planning & Development sit on the President's Cabinet and will work with

administrators at that level to sustain momentum. Participation by such a diverse group of staff volunteers will ensure this is a highly visible project. This high visibility and the support by essential players in the process will contribute to sustained momentum and project success.

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:

- Number/percent of CTE programs submitting placement data from students.
 - 95% of career and technical (CTE) programs will submit completed student before graduation placement "intent" data to the Planning & Development Office by June 30th.
 - Longitudinal CTE graduate placement information will be available for program marketing, new student recruitment and program improvement purposes; data will be posted on the shared drive by September 15th annually.
- Number/percent of CTE programs achieving Perkins Placement Benchmark.
 - 60% of CTE programs will meet federal Perkins Placement Benchmarks for graduate/completer placement.
 - A process continuous improvement plan will be developed with benchmarks for 95% of programs achieving federal Perkins placement benchmarks within 3 years.

J. Other information (e.g., publicity, sponsor or champion, etc.):

A cross-campus, cross-functional team of Graduate Placement Project Champions will provide leadership for project implementation, progress monitoring and collegewide communication of outcomes. The Project Champions group will be comprised of CTE program faculty, Planning & Development staff, student support and frontline staff. The project will be co-chaired by a CTE faculty member and the Career Resources Center Specialist. The Co-Chairs collaborated on successful collegewide projects in the recent past, working with faculty and programs across all campuses. They have a reputation for bringing projects to fruition that improve program marketing and support services to students. Faculty leadership for this project is also a member of the Assessment Review Committee (ARC), a standing committee responsible for coordinating assessment and institutional effectiveness activities collegewide. The Co-Chair, Career Resources Center Specialist, will join the ARC as a non-voting member for the duration of this project.

K. Project Leader and contact person:

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