

**AIOIC SCHOOL OF BUSINESS AND OFFICE TECHNOLOGY
SCHOOL IMPROVEMENT PLAN GOALS, INTERVENTIONS AND ASSESSMENTS**

Revised November-December 2009

Student Performance Goal One: Responsibility

Goal: Students will develop knowledge of, and take responsibility for, the personal and professional obligations they have placed upon themselves and obligations that have been placed upon them by others to improve job readiness and workplace performance.

Intervention Strategies:

INTERVENTION #1: *Goal Planning.* Students will fill out short-term and long-term goal statements during orientation. These goals will be written by the student alone however, orientation staff will encourage the student to include personal and professional goals. After completion of the goal planning exercise, students will meet with their school advisor to discuss their goal statements. The TABE scores will be entered on the Continual Learning Plans and both student and advisor will discuss and sign the form. In addition, the student will meet with the School advisors at mid-term and the beginning of each quarter during the duration of their training to re-evaluate and/or create new goal statements.

INTERVENTION #2: *Portfolio.*

During the first quarter students will start to develop a working portfolio highlighting their personal achievements in their Human Relations class. School of Business staff will provide supplies and safe storage.

It will be solely the student's responsibility to determine what goes into this portfolio, although a list will be developed to compare their portfolio with.

Each quarter, students will meet with their academic advisor to present and review their portfolios. The advisor's responsibility will be to assist students in recognizing personal achievements, measuring growth and transferable skills. The advisor will assess each student's portfolio to determine the level at which the student took responsibility (internal motivation) for their portfolio. If needed, an intervention (external motivation) by the advisor will be provided to complete the task.

Each quarter it will be the student's responsibility to attend the quarterly professional development workshops, to update their resumes, references, workforce responsibility and career wardrobing.

In addition, the student will participate in an one-on-one interview with either a current staff member or member of the professional community, followed-by a review of the interviewer's suggestions with their advisor.

INTERVENTION #3: *Participation in Learning Communities.* Students will participate in activities such as group class projects, in study groups, and in workshops in preparation for the interview during Professional Development Week. Starting with exercises and discussion during the new-student orientation, and moving on to externships, students will practice group participation skills.

ASSESSMENTS FOR GOAL ONE: 1) Aspirations Index, 2) Survey and Portfolio, 3) Career Retention Inventory.

ASSESSMENT#1: *Aspirations Index.*

Index: Assesses people's intrinsic and extrinsic life goals and aspirations. That is, it measures the degree to which people value seven broad goal contents – wealth, fame, image, personal growth, relationships, community contribution, and health. The instrument is used in research relating the content of people's goals to constructs such as mental health and risk behaviors. (www.psych.rochester.edu/sdt/measures/index.html).

Theory: A macro-theory of human motivation concerned with the development and functioning of personality within social contexts. The theory focuses on the degree to which human behaviors are self-determined – that is, the degree to which people endorse their actions at the highest level of reflection and engage in the actions with a full sense of choice.

The Aspirations Index will be given to all new students during orientation. Each student will have an opportunity to go over the results with the instructors in Human Relations. The instructor will also interview students to determine their level of understanding of personal responsibility.

ASSESSMENT#2: *Survey and Portfolio.*

Beginning in first quarter orientation, students will be asked to respond to a series of survey questions regarding their personal and professional challenges and barriers to success. These will begin in the orientation and continued into the Human Relations course. These will be followed with a series of personal profiles on their communication skills, values, beliefs, attitudes, prejudices and ethics.

A final review, made near the end of the student's final quarter, will be made with the student and their advisors. Where the student has unusual goals, another person

from the staff, advisory boards or extern employer will be asked to review their portfolio.

ASSESSMENT #3: *Career Retention Inventory.*

This additional survey measures job retention, and is initially taken during the admissions process or during orientation. The goal is to use this information to determine the need for further involvement and/or intervention after completion and/or job placement. The School of Business is currently tracking student success and determines reason for leaving, completion rates, job placement rates and 30-day retention figures, as well as end-of-the year surveys of employment status. This inventory adds to the information collected, and provides a post-intervention instrument.

Student Performance Goal Two: Functional Reading

Goal: All students will improve functional reading skills in order to access and process information across the curriculum.

As noted in previous surveys of our student completions, students testing lowest in reading on the TABE test are more likely to not complete their program.

Intervention Strategies:

INTERVENTION #1: *Vocabulary Building.* Students will increase vocabulary-building and other reading enhancement activities in all classes. This includes reading aloud sessions in class covering both key terms and examples or cases. Students will volunteer to read aloud and discuss the content. (Evaluated quarterly by Curriculum Director.)

INTERVENTION #2: *Instructions and Algorithm Development.* Students will write instructions to better assist their own understanding of instructions. There will be assignments for all new students during their first quarter in several courses. These can be entered in Word and discussed or posted in classrooms. (Evaluated quarterly by Curriculum Director.)

INTERVENTION #3: *Discussion and Awareness of Reading Habits for Courses and Outside Reading.* Students will discuss their reading habits during the orientation and again during their second or third quarter orientation and will fill in a survey of their present reading. Students and staff continue to promote and improve the free lending library, and encourage use of public library resources both online and at the library. (Evaluated quarterly by Curriculum Director.)

ASSESSMENTS FOR GOAL TWO: 1) TABE Reading Comprehension Test, 2) Cloze testing by subjects, 3) Survey of Reading Habits.

We will use three separate measures of improvement.

ASSESSMENT#1: *Retest on TABE assessment.*

Because a high percentage of the students start at below the maximum 12.9 grade level, we can use TABE as a measure of reading comprehension. This is administered before intake and at the start of their second or third quarter. (Evaluated quarterly by Curriculum Director.) (In order to avoid test burn-out during the returning student orientation, we will each quarter administer either the TABE or the ACER assessments. If a two-quarter program student has not taken a retest on either at the end of their program, we will test that person individually.)

ASSESSMENT#2: *Cloze Tests Based on Course Materials.*

This will be done using materials from several texts from several classes. This will be administered to individual students near the beginning of their first personal quarter and at the start of their final quarter. (Staff will jointly develop and test the readings and apply them in several course readings. (Administered by classroom teachers; Evaluated quarterly by instructors and Curriculum Director.)

ASSESSMENT#3: *ACER Higher Test, Language.*

The ACER Higher Test for Language will be applied at the start of the program for 6-month or longer program participants. In their final quarter, they will take the other form of the test. The verbal portion of this test was chosen because it can be administered in less than one hour to individuals or to groups and it has been normed in technical schools and is used in employment testing. It also complements the TABE comprehension test by focusing in analogy, best fit vocabulary and logical relationships. (Evaluated quarterly by Curriculum Director.)

Student Performance Goal Three: Functional Mathematics/Computation

Goal: All students will improve functional mathematics and basic computation skills in order to successfully complete the course of study, as well as to be able to process and apply these skill sets within their chosen work environment.

Intervention Strategies:

INTERVENTION #1: *Enrollment within and passage of a Mathematics Intensive course.* Students will gain increased exposure to basic mathematics through the completion of classes designated as “Math Intensive” courses (for example, Introduction to Computers and Billing). These courses will highlight particular elements within the field of Mathematics that have been deemed integral to the specific program being completed by the student at that time. Areas of concentration would include: measurement and conversion tables, principles of accounting, and elementary algebra.

INTERVENTION #2: *Remedial Instruction and/or Tutorial Opportunities within the field of Mathematics.* Students in need of remedial assistance within mathematics can be referred by staff or of their own accord find additional tutelage by attending “mini-lectures” and/or tutorial services held within the AIOIC ABE/GED classroom during regular scheduled sessions. Such visits to the ABE/GED classroom must be taken during the off-hours of the student’s regular class schedule and will be accounted for via a time sheet issued by the instructor and signed by the ABE/GED instructor/attendant.

INTERVENTION #3: *Discussion and Awareness of Math Readiness by students with regards to their chosen career path.* Students will discuss their understanding and capabilities within the field of math during the second or third quarter orientation and will complete a brief Personal Math Evaluation in order to assess their current skills sets within the field of Mathematics as it relates to their chosen career path. Students – working in conjunction with staff – will continue to promote and improve their Math skill sets through the completion of further course work within other Math Intensive courses and/or the continuation of scheduled visits to the Math “mini-lectures” and tutorials held regularly within the AIOIC ABE/GED classroom. (Evaluated quarterly by Curriculum Director.)

ASSESSMENTS FOR THIS GOAL: 1) TABE Mathematics Tests 2) Internal AIOIC Mathematics Performance Pre and Post-Test 3) Personal Math Evaluation

We will use three separate measures of improvement.

ASSESSMENT#1: *Retest on TABE assessment.*

Because a high percentage of the students start at below the maximum 12.9 grade level, we can use TABE as a measure of math computation and applied mathematics. These

two tests are administered before intake and at the start of their second or third quarter .
(Evaluated quarterly by Curriculum Director.)

ASSESSMENT#2: *Internal AIOIC Mathematics Pre and Post Test*

In order to better prepare our students for the particular elements of Mathematics germane to their chosen program (one for the Health Occupations program and one for all other programs), an internal test specified to the required Math skill sets for that field can be administered to the students twice – once at the outset of their matriculation (Pre-Test) and again at the conclusion of their course work (Post-Test). These tests will be used as an internal metric to assess the following: 1) Student development within the field of Mathematics 2) Effectiveness of the curriculum and instruction offered at the AIOIC within the field of Mathematics. (*Evaluated quarterly by Curriculum Director.*)

ASSESSMENT#3: *Retest on ACER*

Based upon the student feedback garnered through this evaluation, students and staff will be better able to address any ongoing needs exhibited by the student within the field of Mathematics as they pursue their current program. (*Group information made available to all School staff*)