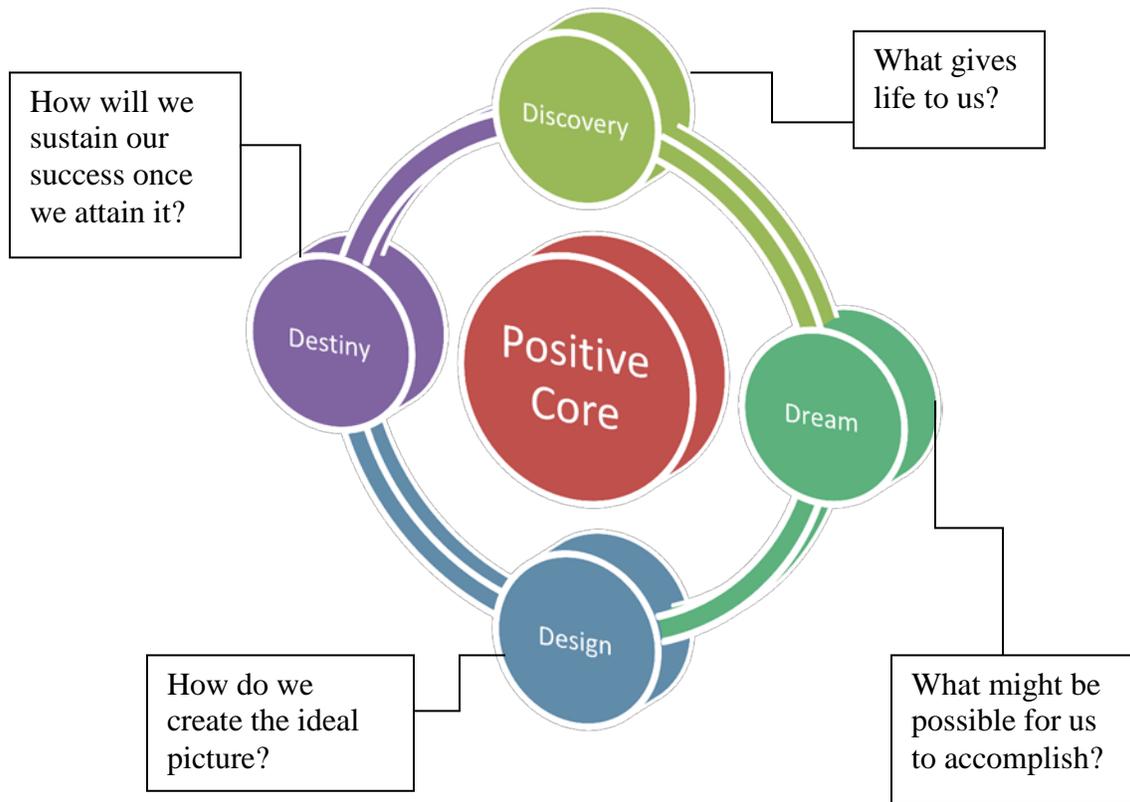
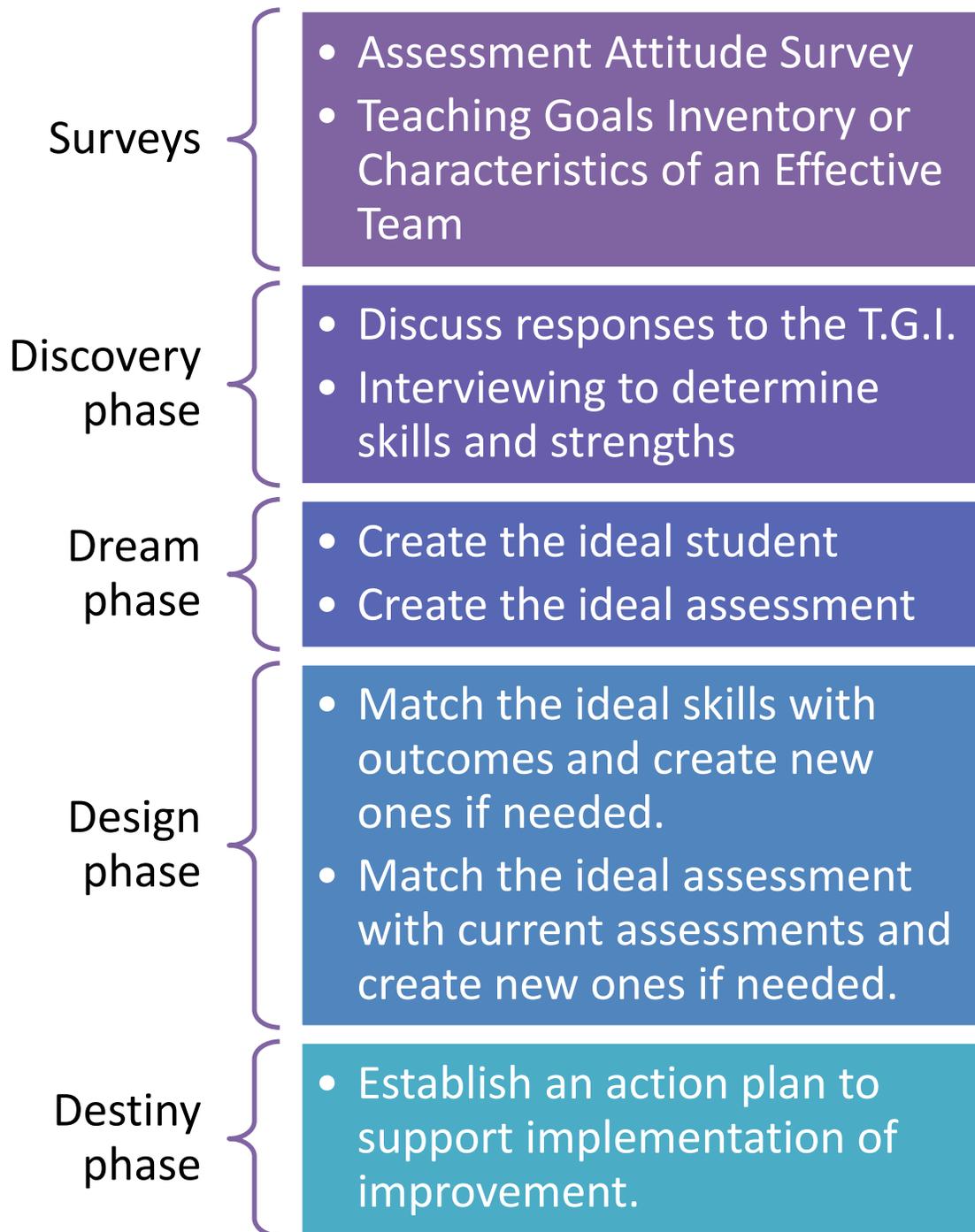
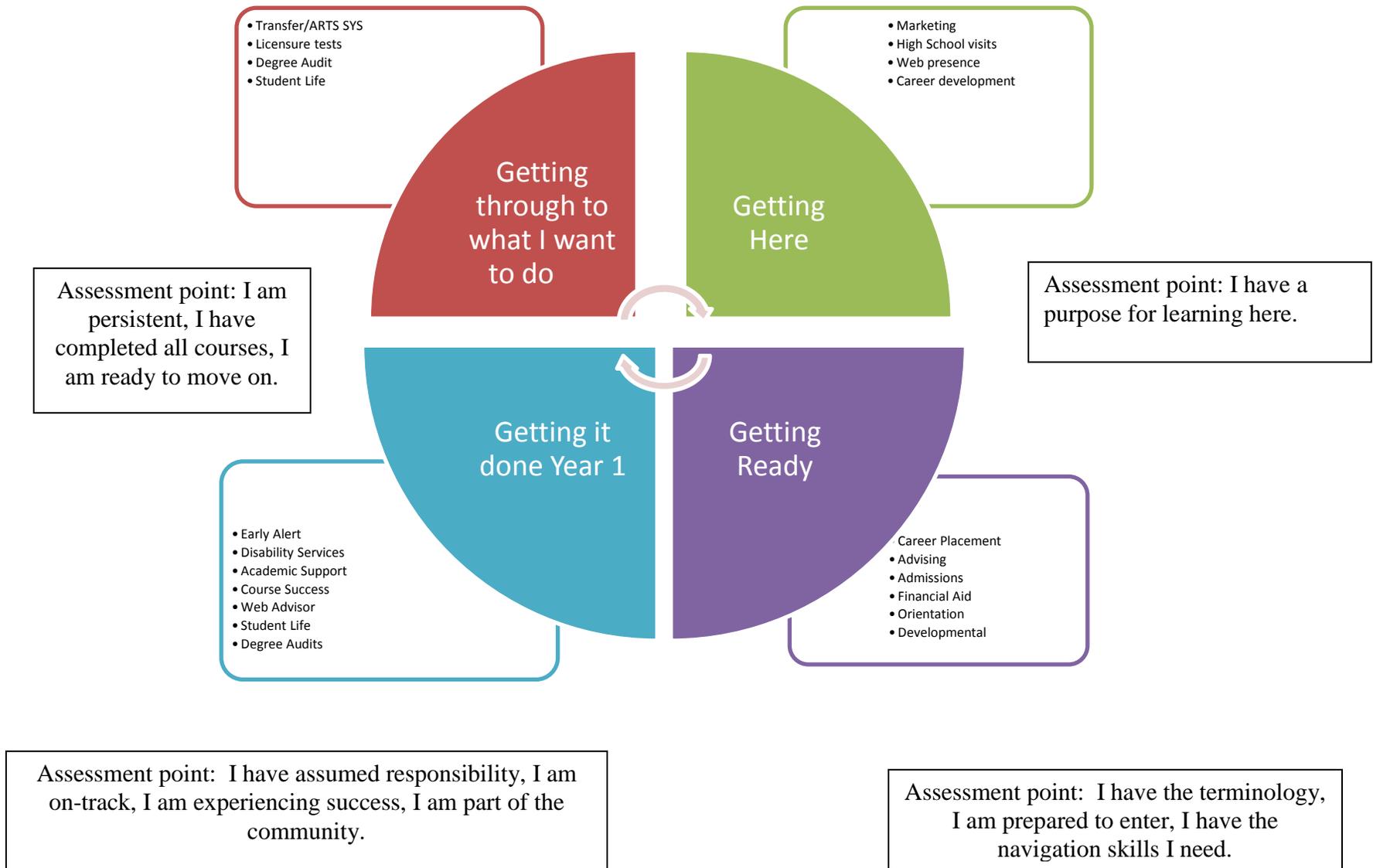


Description of the Appreciative Inquiry 4-D Process





The Global Learning System



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Results of the Staff’s Ability to Create Learning Goals/Outcomes

The next step in the process involved comparing what the ideal student could accomplish with the learning goals of Student Affairs. For each quadrant, the groups developed a set of questions a student might ask and a list of what he/she would need to know. These became the foundation for the student learning goals, which described what the ideal student should be able to do. Table 11 illustrates those goals for each quadrant.

Table 11

Potential Learning Goals for Key Areas in Student Affairs

QUADRANT	LEARNING GOAL
Getting Here	The student should be able to identify why he/she wants to come to college.
	The student should have a destination in mind (transfer, job, taking only a few courses).
	The student should be able to articulate the steps to admission to the college.
	The student should be able to evaluate his/her financial situation and determine if he/she is eligible for financial aid.
	The student should be able to compute the costs to attend the college.
	The student should apply to the college and acknowledge understanding of expectations, such as the Integrity Code.
Getting Ready	The student should be able to fill out all the forms correctly.
	The student should have completed all the placement testing, after completing preparation materials.
	The student should be able to schedule his/her classes after meeting with an advisor for the first time.
	The student should be able to locate his/her classrooms.

The student should apply for financial aid, if qualified.

Getting It Done Year 1

The student should be able to identify college resources if he/she needs help.

The student should participate in at least one co-curricular activity and experience being part of the college community.

The student should be able to navigate WebAdvisor to become an active participant in his/her planning.

The student should be able to successfully complete at least 75% of his/her courses.

The student should be able to evaluate what has been working and what has not in order to experience success.

Getting Through to What I Want to Do

The student should be able to persist to complete his/her goal for coming to the college.

The student should be able to use the ARTSYS to determine what courses will transfer.

The student should be able to complete a degree audit to determine what he/she needs to graduate and/or transfer.

The student should continue to participate in at least one co-curricular activity and experience being part of the college community.

Getting On to Career/Job/Life

The student should be able to evaluate transfer and/or career options.

The student should be able to create a plan to complete transfer and/or find employment.

The student should be able to identify and evaluate skills he/she learned at the completion of a course of study.

The student should be able to apply for scholarships and financial aid if going on.

Results of the Staff’s Ability to Create Meaningful Assessments

In the next session with the Student Affairs staff, the team identified the assessments that would help them determine if a student had successfully achieved the identified goal. Table 12 lists the assessment measures the team included.

Table 12

Assessment Measures Linked to Learning Goals

QUADRANT	ASSESSMENT MEASURE	LEARNING REPRESENTED
Getting Here	Completes an application.	Able to identify why he/she wants to come to college. Acknowledges understanding of expectations (integrity code).
	Completes the FAFSA (for financial aid).	Evaluates his/her financial situation and determine eligibility.
	Completes career interest inventory.	Has a destination in mind (transfer, job, taking a few courses, etc.).
	Completes analysis of college costs.	Computes the costs to attend the college.
	Attends an open house.	Able to articulate the steps to admission.
Getting Ready	Completes financial aid packet.	Fills out all forms correctly.
	Completes placement testing.	Utilizes preparation materials and received scores.
	Attends first advising session.	Able to schedule classes.
	Attends new student orientation.	Locates all classrooms on his/her schedule.
	Pays bill.	Computes the costs to attend the college and applies for financial aid if qualified.
Getting It Done Year One	Attains a G.P. A. above 2.0.	Successfully completes 75% of his/her courses.

	Engages in student activities.	Participates in at least one co-curricular activity and experiences college life.
	Initiates a degree audit.	Identifies a major and become an active participant in his/her planning.
	Makes appointments with tutoring, advisor, faculty as needed.	Evaluates what has been working and what has not for continued success.
Getting Through to What I Want to Do	Attains a G.P.A. above 2.0.	Successfully completes 75% of his/her courses.
	Completes a plan for transfer and/or career options.	Evaluates options.
	Applies to graduate or transfer.	Utilizes ARTSYS to determine number of credits completed.
	Applies for scholarships if transferring.	Evaluates needs for the rest of the college experience.
	Completes exit evaluations within the program of study.	Identifies and evaluates skills he/she learned at the completion of a course of study.

In the next step of the process, the Student Affairs team looked at their ideal assessments and compared them to the things that were already in place. Table 13 gives the comparisons and notes things that needed to be addressed.

Table 13

Comparison Between Assessments In Place and Learning Goals

Getting Here

ASSESSMENT MEASURE	LEARNING GOAL PRESENT/ NOT PRESENT	NEEDS CHANGING
Complete an application.	Not present	Need a space to indicate reason for attending and a sign-off for the code of integrity.
Complete the	Partially present	Not all students complete one.

FAFSA (for financial aid).

Complete a career interest inventory.

Not present

Inventory needs to be created.

Complete analysis of college costs.

Not present

Need to develop a form to do so.

Attend an open house.

Partially present

Need to create a post-test to measure learning.

Getting Ready

ASSESSMENT MEASURE	LEARNING GOAL PRESENT/ NOT PRESENT	NEEDS CHANGING
Complete financial aid packet.	Present	Need to create instructions to help meet the goal of answering items correctly.
Complete placement testing.	Present	Need to measure how often students use the tools provided.
Attend first advising.	Present	Making it on-line for other options.
Attend new student orientation.	Partially present	Making it on-line and mandatory.
Pay bill.	Partially present	Need to create a form to determine if qualified for aid.

Getting It Done Year One

ASSESSMENT MEASURE	LEARNING GOAL PRESENT/ NOT PRESENT	NEEDS CHANGING
Attain a GPA above 2.0.	Present for 75% of the students	Retention strategies for greater success.
Engage in student activities.	Present for 75% of the students	Continue to evaluate activities for student interest.
Initiate a degree audit.	Partially present	Need to find a way to stop a student so he/she has to complete the audit before registering again.
Make appointments for assistance (tutoring,	Partially present	Working with Retention Alert system to issue warnings.

advising,
faculty) as
needed.

Getting Through to What I Want to Do

ASSESSMENT MEASURE	LEARNING GOAL PRESENT/ NOT PRESENT	NEEDS CHANGING
Attain a GPA above 2.0.	Present for 75% of the students	Retention strategies for greater success.
Complete a plan for transfer and/or career options.	Not present	Degree audit can help with this, but the majority of students aren't using it.
Apply to graduate or transfer.	Present for 75% of the students	Need to find a way to stop a student so he/she has to complete an audit to recognize completion of the degree.
Apply for scholarships.	Present – not sure how many students know how to seek additional help as they transfer	Evaluate the data to determine what the need is.
Complete exit evaluations	Partially present, depending on the program.	Evaluate through program review sessions to determine confidence in the skills students have achieved.

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