ENMU-Roswell ASL Project

Version 1.0

2018-07-23

Project Detail

How did your discussions with other teams at the Roundtable help as you began to plan and develop your project?

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Discussions with other teams at the Roundtable helped us to gain a better understanding of the importance of keeping the overall processes as simple as possible. Additionally, we learned more about the importance of clearly articulating assessment expectations to all players. During the poster sessions, several teams discussed the vital importance of maintaining clear and consistent communications. One piece of advice we heard repeatedly is to bite off manageable chunks and keep a tight focus. ENMU-Roswell needs to build a culture of assessment and an entirely new assessment system. With that said, our task is daunting. Therefore, we plan to focus on developing all the processes and procedures (mapping, outcomes, forms, etc.) for one large program and then replicate what we have done for other programs in a clearly defined timeline with repeated cycles.

Update Questions

Describe the project that you have developed at the Roundtable. Focus particularly on the general strategies you developed.

In general, we want our project to serve as the mechanism for cultural and institutional change related to student learning. We plan to raise faculty awareness about the potential usefulness of outcomes assessment by offering regular assessment workshops geared to what people need. We plan to communicate regularly and clearly with a consistent voice. When faculty, and other institutional personnel discover that participating in the assessment process helps students and that we are actually making meaningful changes based on the data we collect, a new culture will be created.

While we must have faculty engaged in the assessment process, we also must have students engaged in the assessment process. We want to make sure students are informed of the learning expectations and understand how they are being measured. The final desired outcome of this project at year four will be to have a systematic approach in place that measures program and student learning based on our new philosophy of assessment. To accomplish this task, we are starting with one large program and mapping it out from top to bottom. This work entails developing rubrics, forms, reporting cycles and structures, performance indicators, and many other items that we have never before formalized.   We then plan to replicate what we have developed for this one program until all our

programs have clear program and learning outcomes that are aligned with our institutional learning outcomes and strategic plan.

Our approach will focus of developing components and a structure for a system that will be able to continue to operate regardless of any staffing or organizational changes. In many of the campus' prior assessment efforts, work was led by an individual or small group. When either the individual left or the group changed, the assessment work lost momentum because the work was driven by people and not processes. Another strategy we plan to use is the "each one, teach one" model. Since our academy team is made up of faculty from each of our three colleges, each team member will be focusing on developing assessment leaders one program at a time in their area. As new faculty are trained, we plan to pair them with other faculty when it comes time for defining and measuring their courses or areas. We feel this process will help us develop consistency and uniformity that we have often lacked in our assessment efforts. Moreover, such work will broaden institutional knowledge related to assessment and allow others to take up leadership roles.

What are the desired outcomes of this project? How will you know that you have achieved each of these outcomes?

The desired outcome from ENMU-Roswell's Assessment Academy Project is to build the framework for an entirely new student learning and assessment system. With that thought in mind, we are starting with the development of the assessment language we plan to use and a philosophy we wish to follow. We must change the belief that "assessment" is simply a busy-work activity performed by faculty and has no real-world implications in the classroom. Rather, we want to foster the belief that assessment is a vital part of a teaching cycle involving measurement, reflection, and revision. To accomplish this task requires intentional and systematic assessment of student learning. ENMU-Roswell needs to

1.   establish and communicate learning outcomes to students;

2.   provide opportunities for students to achieve the desired learning;

3.   use clearly defined processes and thoughtful tools to measure student learning;

4.   analyze evidence to determine if students have achieved desired learning; and

5.   use results to inform next steps to improve student learning.

We will know we have accomplished these outcomes because explicit evidence will be available on ENMU-Roswell's Student Learning and Assessment website. Examples of this evidence will include

•   Institutional Learning Outcome data

What are the desired outcomes of this project? How will you know that you have achieved each of these outcomes?

• Program and student learning outcomes for 22 Associate programs by 2022

• Program and student learning outcome data from several assessment cycles for 18 programs including general education

• Changes made as a result of evaluating the outcome data submitted (closing the loop)

• Budget processes in place that are designed to support student learning

• Annual program assessment reports

• New Rubrics

• New course syllabi with clearly stated institutional, program, and course learning outcomes

How will your project contribute to making assessment an activity that leads to the improvement of student learning?

As we design our framework and processes, each activity will be built with the thought of improving student learning in mind. Since we are designing the entire framework from forms, processes, cycles, procedures, etc., we expect student learning to improve campus wide. We will begin the creation of these new processes with our Business Administration program. Therefore, the improvement of student learning will begin specifically in that area. For example, the Business Administration outcome results we gather and evaluate in the spring of 2019 will be used to make changes to our courses and processes for the fall of 2019. Should we discover, for example, that students taking BUS 121 did poorly on a performance indicator on teamwork, we might re-engineer our activities related to team work in hope of improving the indicator in the Fall 2019. Overall, as we replicate the assessment processes and plans that we develop for our business administration program, our project will be improving outcomes across the entire campus.

Describe the specific steps that that you will be taking in Year 1 to develop and implement the early stages of your project.

• Student Learning and Assessment webpage created to communicate student learning plans and results by June 15, 2018. (COMPLETED) **https://www.roswell.enmu.edu/assessment-and-student-learning/**

• Try-It, Track-It online assessment collection tool developed and posted by June 30, 2018. (COMPLETED) **https://www.roswell.enmu.edu/assessment-and-student-learning/**

• Glossary of Assessment built and posted online so college has a common language by July 1, 2018

Describe the specific steps that that you will be taking in Year 1 to develop and implement the early stages of your project.

• Philosophy of Assessment written and posted online by July 31, 2018

• Interactive Student Learning and Assessment skit and plans for assessment activities unveiled at faculty in-service on August 23, 2018.

• Assessment website and plans announced at full campus in-service on August 24, 2018

• Survey sent to faculty about Student Learning and Assessment practices (Pre-Test) on August 23, 2018.

• Two Student Learning Outcomes Workshops set up for Faculty and Staff during fall 2018 term.

• Clear and measurable PLOs and CLOs defined for ENMU-Roswell's Business Administration Associate degree program. New PLOs posted on Business Administration webpage. The measurements will also be aligned with campus Strategic Plan and ILOs. All courses will be mapped and performance indicators along with rubrics constructed for the Business Administration Associate Degree program by October 15, 2018.

• Information sign printed and posted outside Business Administration classrooms listing new program outcomes (October 31, 2018)

• Collection of Business Administration performance indicators for ILOs, PLOS, and CLOs begins in January 2019.

• Clear and measurable PLOs and CLOs defined for Nursing, Automotive Technology and General Education. New PLOs posted on individual and Student Learning and Assessment webpage. The measurements will also be aligned with campus Strategic Plan and ILOs. All Courses will be mapped and performance indicators along with rubrics constructed by March 15, 2019.

• Business Administration performance indicators tracked and reported out at the close of Spring 2019

• Business Administration data reviewed and plans made to incorporate needed changes for fall 2019 term. Form developed for annual assessment report that will to incorporate the results into future budget and program plans, May 2019.

• Clear and measurable PLOs and CLOs defined for three more programs. New PLOs posted on individual and Student Learning and Assessment webpage. The measurements will also be aligned with campus Strategic Plan and ILOs. All Courses will be mapped and performance indicators along with rubrics constructed by October 15, 2019.

• Learning outcomes now being tracked for Business Administration (with changes made based on Spring 2019 learning outcome data), Nursing, General Education, and Automotive Technology program by end December 2019.

Describe the specific steps that that you will be taking in Year 1 to develop and implement the early stages of your project.

- Rinse and Repeat until all associate, certificate and then co-curricular programs have defined outcomes and metrics aligned as needed to improve student learning.

What serious challenges do you expect to encounter? How will you deal with them?

Our biggest challenge will be ensuring that EVERYONE sets aside the time to make sure this important work is a priority and ensuring that faculty come to see assessment as an integral part of teaching. In order to overcome the time challenge, the ENMU-Roswell Assessment Academy team and the campus Institutional Assessment Committee (IAC) have committed to firm dates when meetings will occur and when items need to be completed. This timeline will be posted on the campus Student Learning and Assessment Website so EVERYONE knows our timeline and due dates. Select individuals have been designated as progress monitors who will be hovering to ensure progress is being made. To create an ideal "culture of assessment" we initially need "vultures of assessment" who regularly keep an eye on our student learning assessment activities to ensure activities are alive and kept moving.