

ENMU-Roswell ASL Project

Version 2.0

2019-03-22

Project Detail

What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?

To learn more about the progress and development of other projects, get alerts by following other projects

We have followed three colleges:

1. Wabonsse Community College
2. Rainy River Community College
3. Cayahoga Community College

In studying the experience of Wabonsse Community College, we have found useful their "Assessment Wednesday" meetings, which could be incorporated into our unit meetings. We also found useful their concept of the "assessment toolkit." Finally, we discovered that this institution also needs to "close the loop" in terms of assessment. In other words, we've learned from their need to actually implement results of assessment. From Rainy River Community College, which, in terms of size, is very similar to our institution, we discovered the importance of shared assessment terminology and wording so that all stake holders will understand the parameters of assessment. Finally, we are studying Cayahoga Community College's implementation of Course Level Outcomes and their training of faculty assessors.

Update Questions

In 4-6 sentences, how has your project developed and changed since the Roundtable? Identify and explain any specific changes to your project scope or design.

Our project has developed in several ways since August. We have moved forward in implementing learning outcomes in our business program. In addition, by the end of Spring, we will be in a position to implement assessment of our General Education programs, our nursing program, and our automotive program as planned. We have set a new deadline of April 30, 2019, to develop learning outcomes for all our associate programs who do not already have outcomes in place. We have used our Fall and Spring faculty meetings to highlight our implementation of assessment and show faculty ways in which assessment is already being done.

How did you incorporate the feedback that you received on your previous posting?

1. We incorporated feedback in several ways. First, we fully identified all stakeholders: faculty, staff, our board, students, and the community. Faculty meetings and in-service workshops have helped faculty get on board with assessment. Large posters with our institutional learning outcomes have been displayed in order to apprise students, staff, and visitors of our new emphasis on assessment. An assessment webpage was created to share assessment activities and minutes from Institutional Assessment Committee meetings. An assessment article pulled from our Try-it, Track-it system is now a regular feature in our monthly campus news publication. Finally, assessment goals are being shared with the community college board by our senior leadership.

2. A culture of assessment at ENMU-Roswell would simply have us focus on the following questions: What works and what doesn't to help students learn? How can we do better and transform challenges into opportunities? When these questions have become part of our institutional DNA, we will have achieved our vision of a culture of assessment.

3. Our drive to build an entirely new assessment system is manifesting in several ways: first, our faculty is internalizing assessment as a component of teaching; second, we are beginning to use a new software assessment system: Watermark. Third, we are collecting both co-curricular and academic assessment data in a new program: Try it, Track it. This system encourages people to identify challenges, develop responses to these challenges, and share the responses with the wider college community. Fourth, we are both borrowing strategies from other schools and designing our own. Finally, we are putting our processes in writing so we develop codified rules that govern our assessment activities.

4. Topics of interest to faculty include the following: authentic assessment, making assessment a habit of mind rather than a bureaucratic hurdle to leap over, using assessment to improve teaching, documenting the assessment instructors already engage in. We also sent two administrators and a faculty member to the 2018 IUPUI Assessment Institute.

Did you have any challenges regarding your project? How did you address them?

We had several challenges over the past several months.

First, at the same time that we were developing our project, we were also facing new course requirements for our General Education courses from the State of New Mexico. Second, we faced the implementation of the new One University System from our parent institution in Portales. Third, we had a change in our senior leadership. In the Spring of 2018 the president, vice-president for business affairs, executive director of human resources, and executive assistant to the president left the campus. There was an interim president, Dr. Steven Gamble, for five months, from April to September. We welcomed a new president, Dr. Shawn Powell, in September 2018.

Did you have any challenges regarding your project? How did you address them?

The first challenge actually gave us a tailwind in our journey toward creating an assessment culture since the requirements had us approach course descriptions using language very similar to that of our HLC project. Our second challenge created some problems in terms of travel policies and technology, but we have developed a new travel policy that will enable us to attend more HLC events with more representatives. And we have also bought new assessment software. Our third challenge turned into a boon since we have a new president who supports assessment and faculty involvement in governance. Thus, faculty will be more able to realize that any assessment program comes out of the faculty.

What are the plans for the next six months? How will this work advance your project?

Our plans over the next six months include the following:

1. Sending five people, four administrators and one faculty member, to the HLC conference in Chicago in April (this fact-gathering mission will allow the conference attendees to return to ENMUR and serve as ambassadors for Assessment;)
2. Finishing one complete assessment cycle for Business programs--including measurement, reflection, and revision (this accomplishment will enable us to thoughtfully apply lessons learned to other programs);
3. Implementing assessment for the Fall in our General Education, Nursing, and Automotive programs (this action will allow us to bring a large number of classes under the auspices of assessment).
4. Changing all catalogue copy in April to make sure that each course description reflects program and course learning outcomes; this action will publicly display our commitment to assessment and increasing student learning through adoption of learning outcomes as a new educational language at ENMU-Roswell.
5. Our new president is leading up our development of a new strategic plan (to be completed by July 2019), a new facilities master plan (to be completed by August 2019), and a strategic enrollment management planning (to start in August 2019).