ENMU-Roswell ASL Project

Version 3.0

2019-09-06

Project Detail

Consider the current tags associated with your project, are they still accurate? If not, modify your tags.

> Yes, the current project tags are correct.

Update Questions

Describe your team's initial implementation of the project. Have you met Year 1 goals outlined in your previous posts? Why or why not?

Yes, we have met most of the goals set forth in our previous posts. We have taken the liberty of simply pasting our goals and adding comments next to each bullet point. We hope this process will make the review easier to process.

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

We recently just redesigned this web page and are in the process of adding more data to it.

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

We have received over seventy-five submissions since we posted it last year. Regrettably, we have received more responses from our student success center folks than our faculty. However, we have discovered that many faculty were not aware of the tool. We have now added another link to the tool on a site often visited by faculty.

• Glossary of Assessment built and posted online so college has a common language by July 1, 2018 **(COMPLETED).**

We need to update it because we now have a new definition for co-curricular assessment.

• Philosophy of Assessment written and posted online by July 31, 2018 (**COMPLETED**)

Describe your team's initial implementation of the project. Have you met Year 1 goals outlined in your previous posts? Why or why not?

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

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

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

We have not only completed the pre-test, but we also just completed a post-test that we administered on August 19th. Results were not as positive as we hoped. We did administer it to all faculty present and many were new this year. However, we did improve on questions that applied to "I assess my program" and "I am a better instructor because of assessment."

• Two Student Learning Outcomes Workshops set up for Faculty and Staff during fall 2018 term (**COMPLETED**)

We held an all day faculty training on assessment last fall plus we sent several faculty to IUPUI Assessment Institute in October. This year we have already booked the flights and made hotel reservations for three faculty members to attend the IUPUI Assessment Institute. The three faculty member who will be attending worked on redesigning our program review process last year.

• Clear and measurable PLOs and CLOs defined for ENMU-Roswell's Business Administration Associate degree program. New PLOs posted on Business Administration web page. 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. (**COMPLETED**)
PLOS and CLOs were clearly defined for our Business Administration Program. We decided to do the same process for our Computer Information Technology program at the same time since they are both under the same leadership.

• Information sign printed and posted outside Business Administration classrooms listing new program outcomes (October 31, 2018) (**NOT COMPLETED**)

Program Learning Outcomes were defined, refined, and posted electronically as noted above, however, physical signage was overlooked and not posted in the vicinity of the Business Administration students. The team will correct this oversight by purchasing free-standing, portable displays to communicate the following PLO's:

Upon successful completion of this program, students should be able to:

Prepare business documents. Construct professional, error-free business documents that demonstrate appropriate formats and ideas in clear, concise, and correctly written and spoken language;

Manage records. Students will be able to manage business records;
Employ business communication skills. Communicate effectively through appropriate modes of communication with emphasis on the use of computer technologies;

Employ appropriate office skills. Utilize effective administration skills to enhance the productive operation of the workplace;

Employ appropriate software technology. Demonstrate proficiency in the use of productivity software in business applications;

Demonstrate professional behaviors and workplace ethics. Demonstrate professional behaviors and workplace ethics for the professional office environment;

• Collection of Business Administration performance indicators for ILOs, PLOS, and CLOs begins in January 2019. **(PARTIALLY COMPLETED)**

Performance indicators for Program and Course Learning Objectives were assessed and collected beginning in January of 2019 as planned. The results of those assessments were archived rather than entered into the Taskstream system due to system implementation and training delays. Another challenge has been to connect course, to program, to institutional objectives in a meaningful and transparent way. These delays have been overcome and the team is in the process connecting the indicators. Assessment for the fall semester is also in process and there should be sufficient data by December to analyze and improve student attainment of learning objectives.

• Clear and measurable PLOs and CLOs defined for Nursing, Automotive Technology and General Education. New PLOs posted on individual and Student Learning and Assessment web page. 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. **(PARTIALLY COMPLETED)**

ENMU-Roswell took a top-down, or high- to low-level approach to establish clear and measurable learning outcomes in that Institutional Learning Outcomes were completed in 2019 with the understanding that program and course learning outcomes would follow closely. Clear and measurable PLOs were defined for Business Administration, Computer and Information Technology, Nursing, Automotive Technology as planned. Additionally, and moving ahead of schedule, Program Learning Outcomes for every Associates of Arts, Science,

and Applied Science degree were defined/refined and published in the 2019-2020 campus catalog. Program-level learning outcomes for certificates will be complete by the end of 2019. Course learning outcomes are underway too. This fall, 2019, the assessment team discovered that there were a significant number of non-general education courses, typically in unaccredited programs, that lacked course learning outcomes and performance indicators sufficient to measure outcomes. The team is beginning to address those courses and plans to have the majority of them completed by May, 2020.

The state of NM just completed revision of its General Education standards) and ENMU-Roswell's assessment plan was just approved this August. Information related to these new General Education changes can be found at https://hed.state.nm.us/resources-for-schools/public_schools/general-education. This approval will enable the campus to move forward establishing assessment instruments and collecting artifacts beginning this fall.

• 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. **(PARTIALLY COMPLETED)**

The assessment team made progress but did not fully meet the 2019 term deadline. Program and course learning outcomes were defined/refined and assessed in most courses but progress was slowed by two statewide initiatives that involved a few of the courses required by the Business Administration degree. Those initiatives were the state-wide general education reform which required every post-secondary institution in the state to apply to have their courses included in the state core matrix. To be included, the courses had to be modified and the application had to document the teaching and assessment of the essential skills defined by the state. The other initiative is the conversion of every course number to a four letter, four number format and have the same name and description as other courses throughout the state deemed to have at least 80% similar content. If the course is unique, the campus has to submit an application for a new number.

• Clear and measurable PLOs and CLOs defined for three more programs. New PLOs posted on individual and Student Learning and Assessment web page. 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. **(IN PROGRESS)**

• 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. **(IN PROGRESS)**

Describe your team's initial implementation of the project. Have you met Year 1 goals outlined in your previous posts? Why or why not?

We have collected and are collecting course level artifacts with assignment sheets for our communication institutional learning outcome. The collection for this cycle will be manual. However, we hope to use Taskstream for future iterations. We will be having faculty teams assess the artifacts in October. We will be using AAC&U rubrics in this process.

Questions included in the reporting process include:
What was good about the student sample? What do our students do well?
What do our students need to improve under this outcome?
The Assessment Team will then make recommendations for change to improve students' skills regarding the outcome at the Faculty/Course Level, Department Level, and the Institutional Level.
• Rinse and Repeat until all associate, certificate and then co-curricular programs have defined outcomes and metrics aligned as needed to improve student learning**. (IN PROGRESS/COMPLETE**)

While ENMU-Roswell is working on the "Rinse and Repeat" for all associate and certificate programs, we have made great strides in the co-curricular realm. In the spring and summer of 2019, ENMU-Roswell developed a formal Co-Curricular Committee with a charter and defined assessment plan. ENMU-Roswell defines co-curricular as a student's purposeful participation in an assessable university sponsored activity, outside the scope of a credit bearing activity that contributes to the achievement of the University's Institutional. This year four specific areas will be evaluated and a plan for the next five years has been completed. Beginning in a few short days, the committee will be assessing the campus' federally mandated Constitution Day activities.

How did you incorporate the feedback from your previous posting?

We received feedback that, "while we must have faculty engaged in the assessment process, we also must have <u>students</u> engaged in the assessment process." Every fall we administer the Ruffalo Noel-Levitz SSI that shows challenges and strengths. This year we posted our strengths and weaknesses as usual on our web page, but we also posted what specifically we were going to do about these weaknesses. <u>We also emailed every student and told them how were addressing each challenge</u>. For example, one challenge noted was that "academic adviser is approachable." To counter this weakness, our academic advisers are now going to our college success center twice a week so they can meet with students informally. We now also have two student members (voting member and alternate) on our Institutional Assessment Committee. They are our sounding board now as part of our meetings.

In regards to general educational outcomes assessment, you noted "assessing students in courses they are taking their first semester, for instance, may not be your best choice to answer

How did you incorporate the feedback from your previous posting?

your assessment question." With that thought in mind, we are assessing both first semester students and continuing students this fall.

Thus far, what has the team discovered about student learning at your institution?

We have discovered that grades alone are not a true measure of student learning. We now know (and perhaps have always known) that grades are holistic measures of student performance, which can often include measures of important but not crucial performances/practices such as timeliness, class participation, and even cheerfulness. Indeed, we've discovered that some of our grading practices, such as exams and quizzes simply measure the ability to either regurgitate content or guess well. We've also learned that it is quite possible for a student to do well or reasonably well in terms of grades and not have mastered important skills such as critical thinking. Assessment is teaching us to focus more closely on the core of what we do and, more important, what students can do. Assessment is helping us to move from the banking model of higher education, in which we "deposit" knowledge into students to a more progressive understanding of just what the goal of our time with students should be: to help them to master skills that will allow them to succeed as both workers and citizens.

What successes and challenges have you encountered working as a team? What strategies are you using to help maintain your Academy team's progress?

We see the following as positive accomplishments

Assessment conversations are now blossoming and questions are being raised about our instructional practices.
We provided solid assessment PD to many faculty who have never been involved in it.
Program learning outcomes are now all posted in our catalog and on our website
We now have a web page with information posted on it related to assessment
We now have our course and program information in Taskstream Watermark and are beginning to map processes that have never been mapped at ENMU-Roswell.
Assessment work has grown and people are now questioning student learning with a more critical eye.
We are now gathering evidence and posting it so it is available to faculty and students.

We have struggled with
Ensuring we stay focused on assessment activities despite campus personnel changes.
Creating General Education assessment processes have been difficult and agreeing on processes for measuring critical thinking has been challenging

What successes and challenges have you encountered working as a team? What strategies are you using to help maintain your Academy team's progress?

Keeping momentum going and keeping things "simple." Simple is not easy.

What strategies are you using to help maintain your Academy team's progress?

We are meeting as often as we can and discussing challenges. One our team members has just become the Interim VPAA and another one has become the Interim Nursing Program Director. These additional duties have weighed heavily on both team members. However, in their new roles both now have more power to enact positive change. We also see ourselves as a team and report out on our progress in our monthly institutional assessment meetings. We have also decided to post our plans for this project on the assessment web page. Having something publicly posted that you're going to do often helps hold one accountable.

How will you continue to advance your project in the next six months?

We will advance our project by setting clear deadlines and holding people accountable. We are doing our best to focus on progress. Since January of 2018, ENMU-Roswell has made great strides in building foundation assessment bodies where there were none. We now have a functioning Institutional Assessment Committee with a mission statement and clear rules that govern its operations. We have a Co-Curricular Committee that is now meeting and has an assessment plan for the next five years. We have a web page and people know we are meeting and delivering change. In the next six months, we hope to accomplish the following:

Ensure assessment cycles for Business Administration, Computer Services, General Education, Nursing, and Automotive progress as planned and that changes are made accordingly.

Collect course student artifacts/assignments for Community and Collaboration.

Standardize course syllabi and begin audit process to ensure course assignments are tied to course outcomes which are then linked to program learning outcomes

Assess three co-curricular activities and report finding to IAC

Provide monthly assessment workshops on the second Thursday of every month (topics will include Using AAC&U Rubrics, Course mapping, Program Review, and use of Taskstream Watermark).

Review/Score Communication/General Education Assessment findings and submit assessment report to IAC with suggestions for improvement at the course, department, and institutional level.

How will you continue to advance your project in the next six months?

Increase faculty usage of Try-it, Track-it to document course and program level instructor changes designed to improve student learning outcomes.

Continue implementation of Taskstream Watermark