

ENMU-Roswell ASL Project

Response - Version 2

2019-03-22

What are some strengths of this project/Academy work? Why are these strengths?

Wanda Baker

I see a number of strengths in the work you've been doing. In particular:

- You've established ways to involve stakeholder groups - faculty, staff, our board, students, and the community - in your work. You're maintaining ongoing communication through various means, including posters and newsletters that reach people who might not otherwise seek out assessment information. Keeping everyone in the loop is an important safeguard against the loss of continuity that many schools encounter when members of a core assessment group leave.
- You reported that faculty are "internalizing assessment as a component of teaching." This is a big success all on its own! That's what happens when you move from bureaucratic paper shuffling into institutional culture. I hope you'll find ways to capitalize on that. I use a few different approaches with this in my practice. When I hear comments from faculty who aren't on the assessment committee, etc. that assessment is "sticking in their heads" in the classroom and impacting how they understand and react to student learning in the moment, I try to find ways to let them share that message with colleagues who are resistant to assessment or struggling with their own assessment work. I may bring one of these unofficial ambassadors along with me when I meet with a faculty member or department who need support. It's good to let them hear from someone who isn't one of the "assessment people" how assessment has helped them in the classroom. You might find ways to showcase something from their own practice that highlights the value of internalizing assessment. When I was at SIPI and had some extra funds for travel, I covered expenses for some of them to attend NMHEAR, Assessment Institute, AAC&U, etc. This is good news!

Susan Hatfield

In addition to Wanda's observations, I'd like to add that the ENMU-R Team is taking advantage of the collaboration portal to learn from other schools. This will provide support and reinforcement, and ideas that may help move their project forward.

What are some strengths of this project/Academy work? Why are these strengths?

Additionally, the Team has been able to work through and capitalize on some potentially significant challenges (state requirements and administrative turnover).

What remains unclear or what questions do you still have about this work to assess and improve student learning?

Wanda Baker

I know you're moving forward on a number of fronts and can't possibly do everything at once, but I wonder if you've been able to follow up on something you mentioned in your Version 1 response: "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." Have you had opportunities to do anything with this? It sounds like the posters around campus are one way to get started, but have you engaged your student government or started informing students of learning expectations and measures through syllabi?

Also, do you have some internal means of tracking your progress in relation to the needs you identified in your initial context statement or the desired outcomes in your Version 1 response? Any project that spans a four-year period will likely evolve, but tracking your work against your initial goals serves as a reminder not to drift away from your intentional plan unless you make an informed decision to do so. Your project has a lot of moving pieces, and tracking all of them can prevent something from getting lost in the shuffle.

Susan Hatfield

It seems like there is a lot on the agenda for Fall semester (Implementing assessment in General Education, Nursing, and Automotive programs). Specifically related to GE assessment -- will you be assessing all of the GE outcomes or targeting specific outcomes? Do you have to create the assessment measures (checklist, rubrics, scales, etc.?)

What are some critical things to which the institution should pay attention as it plans its work for the next six months?

Wanda Baker

What are some critical things to which the institution should pay attention as it plans its work for the next six months?

Your work has started to pick up speed, which is a good thing. I would just caution you to make sure things don't start to runaway from you. It's ok if some things don't work out as planned and you have to rethink them, but if you have too many false starts people might get frustrated and start to burn out. I'm not saying this is happening to you, but just suggesting you keep it in mind.

Susan might have some concrete steps for you to consider, but I think you have a good handle on things and know where you're going.

Susan Hatfield

I agree with Wanda's concern -- as I alluded to in the previous response, General Education can be challenging to assess. Think through your approach carefully. If you are assessing GE outcomes in courses, it might be worth considering which specific courses would provide the best evidence to answer the question: Do what degree have our students achieved <this gen ed outcome>? Assessing students in courses they are taking their first semester, for instance, may not be the best choice of a sample to answer your assessment question.

What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

You mentioned authentic assessment as one of the topics of interest from the other projects you're following. The Johnson, Penny, and Gordon book I mentioned before has valuable information on the creation, administration, scoring, and reporting aspects of authentic assessment. I may have given you a copy when I was out there. If so, you might see if there's anything that might be useful to your faculty. The authors are well-respected in this field, and Belita Gordon is recognized as one of the nation's leading experts.

You might also be thinking of ways that you'll want to "assess the assessment." With all the various components that will become your institutional assessment system, it might be helpful to self-evaluate your work. Some schools are using the Excellence in Assessment (EIA) rubric for that purpose. You may or may not decide to pursue EIA designation at some point, but the rubric might give you some insights into what you already do, what you're planning to do, and things you might decide to do later. I've pasted a link below.

I don't remember whether we've discussed curriculum mapping and where you are on that. An excellent resource I've discovered was built by a friend of mine at Garden City Community College in Kansas. I've pasted a link to their online catalog. If you click on PROGRAM OUTCOMES AND CURRICULUM MAP near the top of a program's page, it will open a color coded document that maps courses to program and general education (essential skills) outcomes, with indications of

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where things are introduced, reinforced, mastered, and assessed. As you scroll down, there is a page for each course with a program, with course-level outcomes mapped to program-level outcomes. I really like the one for Welding, because you can see at a glance the levels of requirements for the two different certificates and the AAS they offer. I added a separate link for that.

As always, don't hesitate to reach out to me if you want to discuss anything you're working on.

Reviewed by **Wanda Baker** (Primary Mentor)