Eastern New Mexico University-Roswell, NM

Project: ENMU-Roswell ASL Project

Version 4.0- Project

Q:	**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*
A:	*The one salient experience that seems to be universal among all schools is that one must expect difficulties on the journey to create a culture of assessment. Struggles and setbacks, delays in timelines and project dates, and changes in leadership personnel, seem to be the norm rather than the exception. Specifically, our team looked at three schools' experiences.* *Illinois State University "Strategic Assessment of Student Learning in General Education" project detailed some approaches to General Education that mirrored our new current approach. Their project used VALUE rubrics and collected direct student artifacts as we did in fall 2019. ENMU-Roswell also used "faculty panels" to review and score artifacts. Like ENMU-Roswell, Illinois State University encountered resistance to assessment and chosen assessment practices. Understanding that Illinois State University wrestled with similar issues validated many of our efforts. Illinois State University learned that communication related to assessment must be "intentional" and that assessment results need to be shared strategically and repeatedly. Illinois State University's team noted that they learned that they needed an increased focus on faculty engagement and professional development (PD) in the area of assessment. When we recently met to discuss the collection of collaboration artifacts related to our Institutional Learning Outcomes, it was evident that faculty and administrators need more training on documenting teambuilding skills.* *Piedmont Community College's students were not attending their developmental math courses at a rate far greater than their peer institutions. ENMU-Roswell is also struggling with attendance issues in our math developmental education courses. Piedmont noted that they would like to see an institutional attendance policy that would allow for administrative withdraws for students that do not attend. This tactic might be something ENMU-Roswell could adapt. Current developmental math failure rates are negatively skewed because so many students quit attending. Additionally, surveys related*

to discovering why students are not attending math course might also yield answers to improve outcomes.

Hastings College-ASL Project started at the same time as our project and seems to have had similar issues related to curricular mapping. They used the phrase, "developing a curriculum map of a changing curriculum is akin to drawing a map on your way to a destination." Much of our work mapping GE outcomes was difficult because NM just adopted a new model last year while the state is simultaneously going to a new common course numbering system. To address the challenge, we sent a general education faculty team to a three-day retreat with the intention of mapping our GE processes. While maps were created, the group felt that retreat was enough time to accomplish the full task. The group also wanted more guidance related to mapping than what was provided at the NM Higher Education Assessment Academy Retreat.

Version 4.0- Update

Q:	**Your team has reached the midpoint in the Academy. Summarize your project thus far in no more than two paragraphs.**
A:	*ENMU-Roswell's overarching project goal was to build a framework for an entirely new student and learning assessment system. ENMU-Roswell has developed an assessment framework and we are using Taskstream to document our efforts. We have an assessment website page that has a wealth of information (*<ins>https://www.roswell.enmu.edu/assessment-and-student-learning/</ins>*). We have defined program learning outcomes for **all** our certificate and degree programs. These outcomes are publically posted on our website and are available in new program brochures. In several programs, we have fully mapped course learning outcomes to program outcomes to institutional outcomes that are then tied to initiatives in our new 2019-2024 strategic plan (see attached). We have learned that we need to be strategic in our positioning and selection of courses in our degree plans. Selected faculty are now using rubrics to directly assess student artifacts according to a posted cycle. Results from these assessments are being shared with other faculty and posted online.*
	We need to expand what we are doing to all our programs. All our courses in spring 2020 have a common course syllabus with clearly stated course and institutional learning outcomes. We feel this was a monumental accomplishment. ENMU-Roswell has never had a common syllabus template for all areas. We developed a brand new state-approved General Education Assessment plan in the Summer of 2019. Our first General Education assessment project was a BlackBoard-based critical thinking assignment offered to over 1000 students. We collected 239 "Critical Thinking" student artifacts and have begun analyzing them using a VALUE rubric. The results of this analysis will be used to make changes to fall 2020 courses as directed by our assessment plan. ENMU-Roswell has also collected and analyzed student artifacts for our Communication Institutional Learning Outcome. Results from this analysis are posted online. We are currently

collecting and analyzing artifacts related to Collaboration this spring. We now have a fully formed Co-curricular Committee that reports to the Institutional Assessment Committee. The group has already assessed multiple activities and set up some very structured processes. Eastern New Mexico University – 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 Learning Outcomes.

Link : CLO map for CIT
https://drive.google.com/open?id=17sSSdSP-wT4iAA_wRsh0SLbNTl-yLhwx
Link : PLO Map for Office Mgt
https://drive.google.com/open?id=1qM7tcoiYA3RqC7V8shBIlwS4HSZegmkn

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Q: **Describe the most significant challenges and opportunities encountered in the development and initial implementation of your Academy project.**

A: **Challenges**

- Keeping assessment on the forefront of everyone's mind and ensuring that the improvement of student learning stays a top campus priority. Minimizing the urgent so we can focus on long term planning.
- Ensuring we stay focused on assessment activities despite campus personnel changes
- Formalizing the small assessment processes and procedures. For example, whose job is it to compile and store the artifact collection notebooks? Leaving things to an office, or an area, does not hold individuals accountable.
- Creating agreed upon General Education assessment processes and measurement tools
- Communicating our work so that it rises above the "noise" of constant information output and everyone is aware of our activities/progress/problems.
- Inspiring everyone to take advantage of the terrific assessment systems and resources available to the campus and remove roadblocks preventing usage.
- Managing permissions and providing training to faculty and directors on our new Taskstream assessment tool.
- Recognizing and soothing burnout and fatigue in our core assessment personnel. It definitely surfaced this fall in some of our hardest workers (Wanda presciently commented that we needed to watch for it).
- Follow through on initiatives to their completion and celebrate completion/victory.

Opportunities

- Create new employee onboarding procedures related to ENMU-Roswell's new assessment culture.
- Explore the data that we have collected so far and making meaningful changes.
- Encourage that the blossoming assessment conversations continue in meaningful ways.
- Ensure that assessment conversations remain respectful and forward thinking rather than becoming personal and reminiscent.

- Focus on improving our assessment processes and forms (bad forms create frustration and bad attitudes).
- Implementation of our new enrollment management system may provide us with a new set of data to explore and utilize to improve student outcomes.

Q: **What evidence do you have that your work has or is beginning to improve student learning? What more do you need to know?**

A: *Empirical, numerical data is not available as evidence that our Academy work is improving student learning. It is still too early to conclude that our program learning outcome assessment work is improving student learning. While some of the evidence is anecdotal rather than controlled studies, the informal try-it-track-it process on our campus indicates a marked improvement in the awareness of assessment and student learning success among all employees, not just faculty (attached are a couple of submissions for viewing). The co-curricular team is making significant progress tying effective support activities to student learning.*

At this point in our project, it is difficult to show direct causation, or even correlation, to what we are doing on our project work and how it is improving student learning. The only numerical data that is currently available would be the results of end-course-assessments since its inception in fall 2017. The Spring 2019 end-of-course assessments had the highest ratings since we've been administering them. Fall 2019 ratings were also very strong. ENMU-Roswell's Nursing program had the highest NCLEX passing rate in the state of NM in 2019. However, I don't think this success can be tied to the project changes we specifically are making in Nursing. Our annual Ruffalo Noel-Levitz results in fall 2019 were the best since we started using the Student Satisfaction Inventory survey.

What more do we need to know? We need to ensure that fall 2019 communication artifact analysis and suggestions from improvement are acted upon and incorporated in spring, summer and fall activities. For example, the communication assessment team recommended, "increasing teaching methodology professional development opportunities for faculty." Specifically, the teams wanted more cross-discipline writing trainings to occur on our campus. As institutional leaders, we need to make sure we follow through with the assessment committee's suggestions and spend our money accordingly. Similarly, we need to use what we learned from our analysis of general education critical thinking artifacts to make changes in our practices.

Link : Biology Try-it, Track-it
https://drive.google.com/open?id=1qEczzbFfdpbLRHZ9rTMyguvOXPTVE-yh
Link : Office Mgt Try-it, Track-it
https://drive.google.com/open?id=1ct3ymVIu33XVnVpCCobwlLcJmm86bLbd
Link : Social Behavioral Try-it, Track-it
https://drive.google.com/open?id=1RCqC3171fVpUbUj8mt9MVajZonL6QFzj

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Q:

The Midpoint Roundtable will offer an opportunity to review, refocus, and recharge the Academy team's efforts. What particular goals does your team have for the Midpoint Roundtable?

A:
- Create a new set of goals based on what we have completed so far.
- Explain Taskstream's functionality to all team members and spend time answering questions that are often left neglected during our regular hectic pace.
- Demonstrate Argos' Data Collection tools as a way to identify areas that might require improvement
- Develop a plan to incorporate specific general assessment activities into bi-weekly unit area director meetings thus normalizing assessment at the area level and making it faculty driven.
- Routinize assessment activities to avoid previous start/stop cycles.

Q: **What topics would do you like to discuss with other teams at the Midpoint Roundtable? What questions could you ask other schools that might help advance your project? What insights would you like to share about your project with other schools?**

A:
- How do we build in the time and effort for assessment into the busy schedules of faculty?
- Organizing General Education Assessment cycles
- Tying non-academic assessment to academic assessment processes
- Compensating faculty for assessment activities
- Developing valid and reliable statistical methods for measuring learning outcomes.
- Developing practical methods for differentiating between causality and correlation in observing changes in student learning outcomes.
- Finding ways to include more faculty in assessment meetings/conversations during the term
- Reconciling both competency-based and traditional academic programs. How do you reconcile the two?
- Are technical labs and academic labs assessed and managed differently i.e. skills or competency-based vs time on task?
- How are technical and liberal learning programs managed at the college level so the goals, objectives, outcomes, workloads, compensation/tuition for faculty and students are complimentary to one another
- Mapping for courses, programs, etc.

What insights would we like to share?

- Value of our Try-it, Track-it assessment tool
- Growth through respectful disagreement
- Keeping focused in the midst of change