

HLC Assessment Academy Report 3.0

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

Our initial implementation started after we returned from our first assessment academy workshop in October of 2017. We presented our proposal over program outcome assessment to the academic division chairs with a timeline that focused upon revising program outcomes while starting the process of updating student learning outcomes and associated assessment components in required program courses. Our next step was introducing our plan to faculty at spring faculty in-service in January 2018. Our objective was to get a division chair buy-in, which was the crucial first step. Concerning meeting Year 1 goals, we met many tasks, but overall the advancement of program outcome assessment is still unfolding by the incorporation of program mapping during this 2018-2019 academic year. Also, the revision of program course components has taken longer. Factors involving time restrictions, culture change, and unplanned obstacles had come into play. Our zeal and ambition were noteworthy, but it takes time to educate and advance. However, the lessons learned in program outcome assessment have been referenced as we advance general education and co-curricular assessments this academic year.

How did you incorporate the feedback from your previous posting?

It is the influence upon our mindset that is beneficial as our team leads the institution in these important endeavors. The feedback keeps us focused on the holistic aspect of the student journey in these various processes of assessment and on the fact that all processes and components must be in the context of our institution. Joan's emphasis on making assessment "actionable" is the new tagline. One comment from the previous post related to using the assessment team within the pilot groups. Each team member is playing a leadership role on various campus committees that are directly involved in academic, co-curricular, and non-academic advancement, and they are important representatives within their professional positions at the institution.

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

It has been bottlenecked at the course level in philosophy and in process. The focus has been on learning within individual courses instead of understanding how those courses fit into program and general ed. outcome assessments. As stated earlier, the emphasis must be upon the holistic journey of our students in relation to those overall outcomes/skillsets that we expect our students to obtain at the program and general education levels by graduation. This is a huge reason why assessment hasn't been actionable. There is no big picture concept. Hopefully, mapping will lead the way in the change of focus. Also we are pushing that each type of assessment must be treated as a "program" with structural clarity in purpose and ownership.

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

The greatest success is looking back at where we were a year ago and evaluating where we are today. Although we are not there yet, we have evolved, and we have initiated a good spark in our

assessment revolution. However, we are still fanning those flames, and there is a lot of work to be done. Challenges most definitely have come from institutional culture around assessment. It takes time to educate on both the cognitive and affective levels. Our goal is that the college will incorporate campus activities on an annual basis to develop, sustain, and enhance assessment.

Concerning strategies to maintain progress, frequent team meetings are imperative, and all members have committed to that endeavor. Recently we found a replacement for a team member who left almost a year ago. We feel fortunate to fill that position with a representative who is a member of the pilot group for non-academic and co-curricular assessments and has many years of experience with academic assessment. Our new member will be a needed diplomat in the non-academic domain. Another strategy is capitalizing on the unification of our efforts. Since our upcoming HLC monitoring report directives are linked to our academy project, the cohesion of the two can be very beneficial to the team and college, and we will employ our leadership in those various campus committees to guide the trajectory. Therefore, regular meetings with a full team, focused efforts, and active involvement in our progress are key to success.

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

In order to advance the HLC monitoring report directives, the following tasks will have to be completed before the end of May 2019:

Program Outcome Assessment: (1) use course and curriculum mapping to produce a viable lens for division chairs and faculty to make the assessment actionable (2) create a systematic reporting system and leadership model of the assessment process

General Ed. Outcome Assessment: (1) define general education (2) determine purpose (3) define outcomes (performance indicators) (4) employ course mapping based upon outcomes/indicators (5) use mapping to produce actionable assessment for analysis that impacts planning/budget (6) create a systematic reporting system and leadership model of the assessment process

Co-Curricular Outcome Assessment: (1) define co-curricular (2) identify outcomes with performance indicators (3) map outcomes/indicators to units/SLOs (4) use mapping to produce actionable assessment for analysis that impacts planning (5) create a systematic reporting system and leadership model of the assessment process