

Action Project

Institution: San Juan College
Submitted: 2007-09-02 **Contact:** Laurie Gruel
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Timeline:

Planned project kickoff date: 08-20-2007

Target completion date: 05-31-2011

Actual completion date: --

A. Give this Action Project a short title in 10 words or fewer:

San Juan College Assessment Academy Action Plan

B. Describe this Action Project's goal in 100 words or fewer:

The goal of the action project is to develop an institutional culture around assessing and improving learning through testing and documenting effective practices in assessment.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

Primary Category: Helping Students Learn

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:

SJC leadership has identified the following frames for renewing the Strategic Plan in the 2007-08 fiscal year: (1) Resource Allocation, (2) Enrollment Growth and Management, (3) Retention of our Students, (4) Developmental Education Success and (5) Communication Systems. These priorities have emerged in light mounting concern regarding the state's and region's competitiveness in a global economy. The Retention of our Students priority will be addressed in part through the Assessment Committee, a cross-functional team charged with furthering SJC's Common Student Learning Outcomes (CSLOs) through assessing student learning outcomes and using the knowledge gained through assessment to improve pedagogy and curricula. San Juan College elected to participate the HLC's Assessment Academy initiative in order to advance the priority of its Strategic Plan. The project the College has undertaken through the Academy aims to broaden faculty commitment to assessment at the individual course level as well as build greater expertise in using the best practices that lead to greater student learning.

E. List the organizational areas - -institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:

The organizational areas most affected by, or involved in this project include SJC's academic and student services departments as well as the Vice Presidents for Learning and Institutional Research & Planning.

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve:

The key organizational process (es) this Action Project will change are creating and sustaining an ongoing assessment process to improve student learning and developing and implementing a process for reporting on, analyzing, and acting on student learning

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):

SJC will follow the Academy timeline for overall completion of the Action Project. Individual project completion deadlines are outlined below: 1. Revision and mapping of CSLOs to course and program objectives - timeline for completion will be developed by October 4, 2007.

Subcommittees will work on revision of rubric criteria and defining artifacts in each school.

Project to be completed by end of Spring 2008. 2. School Action Plans - to be completed by end of spring 2008 semester for implementation during the 2008-09 school year by each school.

Revisions due spring 2009. 3. Reporting Plans and Modification - to be completed by end of spring 2008 semester for implementation during 2008-09 school year. Revisions due spring 2009.

4. Institutional system of communication from course, school, program and institution - to be developed during 2008-09 school year for implementation during 2009-10 school year.

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:

The Office of Institutional Research will assist the Assessment Committee by providing data pertinent to student progress as well as assisting with the design of data collection procedures and processes that can be used to measure changes in student learning as a result of assessment practices put into place. In addition, the Assessment Committee will work with the Center for Teaching Excellence to provide faculty and staff with professional development related to assessment, and evaluations of such opportunities by the participants will be used to determine their effectiveness and guide improvements for the future. In addition, the Assessment Committee will continue to refine and broaden its own artifact assessment process in order to guide faculty in the improvement of curricula and teaching strategies.

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:

The following accomplishments will indicate if the Action Project has been a success: •Common Student Learning Outcomes (CSLOs) are mapped to course syllabi •School action plans are developed •Reporting plans for and results of teaching modifications based on assessment efforts and evidence are developed •Artifact process has been revised and implemented •A communication process has been developed (Course, School, Program, Institution)

J. Other information (e.g., publicity, sponsor or champion, etc.):

The Assessment Committee is the champion for this action project.

K. Project Leader and contact person:

Contact Name: Mary Schumacher-Hoerner, Assistant Professor, Early Childhood Dev

Email: schumacherhoernerm@sanjua

Phone: 505.566.3064 Ext.

Annual Update: 2008-08-26

A. Describe the past year's accomplishments and the current status of this Action Project.

The Assessment of Student Outcomes Taskforce focused on the following: a.Revising of CSLO rubrics b.Piloting of rubric ACT and THINK c.Piloting of CSLO mapping to course and program objectives d.Developing School reporting form e. Completed proposal for assessment at San

Juan College Action Project Status: Active

Review (09-03-08):

The College has begun the process of revising and piloting their rubrics. This process will aid in the eventual overall assessment of the Common Student Learning Outcomes. (AQIP category 7 Measuring Effectiveness) By mapping the CSLOs to the course and program objectives, the college will be able to determine if there are missing links to address in the assessment process. As each school completes the reporting form, the college will obtain information which can then be used at the upper level. All of these activities are assumed to be included in the proposal for assessment at the college. (AQIP category 1 Helping Students Learn)

B. Describe how the institution involved people in work on this Action Project.

Assessment Conversations were held monthly in the Center for Teaching Excellence (CTX). Instructors volunteered to present and discuss best classroom practices. The Assessment Taskforce, comprised of several schools, presented its findings and recommendations to the President's Cabinet Spring 2008. Taskforce members presented its findings at the Learning Leadership Team (LLT) retreat in July.

Review (09-03-08):

The college has made a concerted effort to include faculty in this assessment process. By sharing their classroom experiences with other faculty they have the ability to reach out to those instructors needing guidance on how to assess their students. Presenting findings of the Assessment Taskforce to the President's Cabinet and the Learning Leadership Team is a valuable accomplishment to draw the administration into the assessment activities. Perhaps there could be another step completed in sharing this information across the various schools whether it would be in school meetings or a newsletter or a website. Some faculty and staff may not be aware of the work that has been accomplished and may lose sight of the ultimate goal to infuse assessment across the curriculum. Buy-in is essential during each step of the process and will in effect ensure that this process is not a "flash in the pan." (AQIP category 8 Planning Continuous Improvement)

C. Describe your planned next steps for this Action Project.

Next steps for 2008-09 include:

- Representation of all schools on the Assessment Committee
- Full support of administration for Assessment work
- Increase outreach and inclusion in Assessment work by all faculty – both full and part time
- Design tools to catalog both existing assessment efforts and gaps
- Maximize web page use for assessment documentation and sharing
- Continued professional development for Assessment
- Include assessment in the Faculty Learning Academy and Adjunct Faculty Learning Symposium
- Establish a LLT Assessment Subcommittee

Review (09-03-08):

The inclusion of representation from all schools in the Assessment Committee will aid in spreading the word about assessment. I would recommend you encourage each school to send a supporter of the assessment process rather than ask for volunteers. By having a champion as a representative on the Assessment Committee, the buy-in from others will have a more solid foundation. (AQIP Category 3 Understanding Students' and Other Stakeholders Needs) Sometimes when asking for volunteers those who are against the process will volunteer just to be heard. The inclusion of part-time faculty in the process will also aid in gaining support for the process and spread the word about the assessment process. There is an extensive amount of work

to be accomplished within one year. By involving a variety of people in this process, the college community will have the opportunity to complete a large segment of these endeavors. (AQIP Category 5 Leading and Communicating) Please be cautious is trying to accomplish too much. There are eight steps planned for the year. Some of them overlap but most are very labor intensive. This may cause burnout or result is less being accomplished.

D. Describe any "effective practice(s)" that resulted from your work on this Action Project.

Assessment Conversations held at the CTX provided new and seasoned faculty opportunities to discuss and develop strategies that could be used to assess student outcomes. The sessions can be an effective tool in communicating assessment efforts at SJC.

Review (09-03-08):

The ongoing Assessment Conversations will reinforce the assessment efforts. As faculty share their experiences other faculty members will understand how they too can apply these efforts to their in class activities which will in time help students learn (AQIP category 1 Helping Students Learn)

E. What challenges, if any, are you still facing in regards to this Action Project?

Continued and active membership and participation in the Assessment Committee by a widely representative group and creating systems of support for the Assessment proposal are an ongoing challenge.

Review (09-03-08):

Recognizing that this is an issue is a step in the right direction. Remember not all faculty members will embrace the assessment process to the extent to which you would like to have them. There are always some who will be move against the tide. However that should not discourage you from gaining the trust and support from these people but you might have greater success with those who are currently on the fence between embracing this process and speaking against it. One way to jump start a process is to have an outside speaker present such as Susan R. Hatfield, or Trudy Banta. A sample of Dr Banta's books include Palomba, C.A., & Banta, T.W. (1999). Assessment essentials: Planning, implementing, and improving assessment in higher education. San Francisco: Jossey-Bass. Palomba, C.A. & Banta, T.W. (2001). Assessing student competence in accredited disciplines: Pioneering approaches to assessment in higher education. Sterling, VA: Stylus Publishing, LLC. Banta, T.W., Lambert, J., & Black, K. (2001). Collaboration counts: The importance of cooperative work in assessing outcomes in higher education. In Academic Networks and Production of Knowledge in Higher Education. Brazil: INEP - National Institute of Educational Research at Brasilia. Banta, T.W. & Associates (2002). Building a scholarship of assessment. San Francisco: Jossey-Bass.

F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project, explain your need(s) here and tell us who to contact and when?

No assistance is necessary.

Review (09-03-08):

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