



HLC Accreditation Evidence

Title: Barton Quality Initiative - HLC Assessment Academy

Office of Origin: Vice President of Instruction - Assessment of Student Learning

Participation in the HLC Assessment Academy serves as the Barton Open Pathways Quality Initiative.

Academy Timeline:

- 07/23/2015: V.1 Project Update/Summary submitted for review by Assessment Academy Mentors
Feedback/Response received from Assessment Academy Mentors
- 03/14/2016: V.2 Project Update/Summary submitted for review by Assessment Academy Mentors
Feedback/Response received from Assessment Academy Mentors
- 10/24/2016: V.3 Project Update/Summary submitted for review by Assessment Academy Mentors
Feedback/Response received from Assessment Academy Mentors
- 5/18/2017: V.4 Project Update/Summary submitted for review by Assessment Academy Mentors
Feedback/Response received from Assessment Academy Mentors

Assessment Academy
Barton Initial Submission

Assessment Academy: Initial Submission (v.0)

Assessment of Student Learning: Engaging in Continuous Improvement

Describe your plan for creating shared responsibility for assessing and improving student learning. (100 - 200 words)

The President's Cabinet, Faculty Council, Outcomes Assessment Team, Institutional Research and other departments are fully committed to making both the transition to the new tools and improving assessment a priority. The President has reviewed the costs of Academy participation and has approved funding to cover expenses over the life of the Academy. The initiative leaders are the Associate Dean of Distance Learning, Assessment of Student Learning Coordinator and Coordinator of Instructional and Institutional Research. This group will receive support from the Open Pathways Accreditation core team and others throughout the college.

What is the broader impact of your Academy work on the institution, faculty and staff, students, or other stakeholders? How will this work influence the culture of your organization, build institutional capacity, advance teaching and learning...etc.? (100 - 200 words)

As a result of completing the Academy, we will have transformed from the current Survey/Reporting tools to new systems. As the purpose of any assessment initiative is to improve student learning and academic quality, Barton believes the Academy mentoring and model will lessen the risks and maximize the rewards.

As Barton selects new Survey/Reporting tools, focus will be placed on Measures, Tools, and Performance Criteria and Identifying and/or developing effective measures, tools, instruments, and approaches-as well as performance standards-to gather meaningful and effective data.

Optional: What else is important to know about your work on assessing and improving student learning? (100 - 200 words)

Barton is in the process of changing course Survey/Reporting tools. Although Barton received an S during the last AQIP Portfolio for Assessment of Student Learning, we are concerned with the major changes the college will be going through over the next several years, and require outside help to keep our Assessment at a high level. As all our data collections process, analyses and outcomes change over the next few years, we envision the outcome will be to shift to a more automated data collection and analysis process giving faculty more time to apply the data in their classroom to make informed decisions and improve student learning.

Assessment Academy
Barton Project Detail Version 1

Assesment Academy version 1.0

BARTON

Project Detail

Describe the project you developed at the Roundtable. Focus particularly on the general strategies you developed. (500 words)

Within a short period of time, the current survey tool used to collect student-teacher evaluations will no longer be supported and be discontinued. It is imperative Barton selects a new tool for this crucial piece of information. Several vendors will be contacted, demonstrations arranged, and pilots conducted. Once the field has been narrowed, pilots evaluated and a final recommendation made and approved, a full implementation can be facilitated. Training for faculty and staff needs to be completed with administrative personal trained on the collection of the respective data.

Automation of the collection and data analysis of assessment data is a need, a must, for Barton with the short turnaround time between many classes. Sometimes one class ends on Sunday and the next starts on Monday. Barton's current assessment model has a large manual component needing addressed. Not only does this hinder the availability of timely, accurate data, it also hampers the ability of faculty to make data driven decisions in their classrooms based on the assessment data collected. As such, Barton needs to look at the data we currently collect, determine what data is needed to make decisions to improve student learning, and address the gap between the two. By focusing the automation efforts on the most valuable data, Barton faculty and the students can get the most benefit out of the project.

Additionally, while degree level outcomes have been well established and developed by faculty, program level outcomes in many of the non-degree seeking areas are unknown. A gap analysis needs to be conducted to determine which, if any, program level outcomes exist, and where others need to be written. Consequently, to bring focus to additional assessment efforts, these need to be developed by their respective faculty and assessed as well.

Clearly there is a need to communicate these adjustments and changes. Unfortunately, there are issues with regards to communication with not only the faculty as a whole, but associate faculty in particular. It has been several years since an all-faculty meeting. As such, it can be difficult for robust, healthy conversations dealing with assessment to happen between campuses. Regarding associate faculty, many of them have other full-time jobs which interfere scheduling-wise and email addresses that are either out-of-date, non-existent, or neglected. This is often due to the large number of "all-user" emails that go out. They begin to receive such an overabundance of emails that the important ones get lost in the noise. An effective communication network is needed regarding assessment news and information so all faculty remain informed and can collaborate sharing best practices and developing outcomes. Again, it has been quite a while since Barton has gotten together, and it is time an all-faculty meeting is held once again.

How will your project contribute to making assessment an activity that leads to the improvement of student learning?

As all our data collections process, analyses and outcomes change over the next few years, we envision the outcome to shift to a more automated data collection and analysis process providing faculty more time to apply the data in their classroom to make informed decisions and improve student learning. Additionally, the

How will your project contribute to making assessment an activity that leads to the improvement of student learning?

utility of an assessment communication network can enable collaboration between faculty and sharing of best practices.

What are the desired outcomes of this project? How will you know that you have achieved each of these outcomes?

Outcomes:

- Survey tool chosen and implemented
- Barton is using data to improve student learning in a timely manner
- All-faculty meetings are held with healthy and robust assessment conversations
- Program level outcomes are developed and tied to assessment processes

Evidence:

- Survey results from faculty and staff on pilot survey software
- Survey results from faculty meeting (baseline vs after meeting) regarding assessment knowledge
- Survey results from PACE/Strategic Plan regarding communication

What serious challenges do you expect to encounter? How will you deal with them?

The survey tool may be expensive but this can be addressed by strategic planning. Automation may not be feasible/possible, but other tools, software may exist. The reluctance of faculty regarding assessment and continuous improvement, which will inevitably arise, can be head-off by timely yet relevant and collaborative communication. Barton may be changing Learning Management Systems and the assessment tools of a new LMS may give us a new way of looking at data that we have not thought about before. Barton is in the process of implementing a new Strategic Planning Model but this is a prime opportunity to tie assessment to the mission and budget. The position for the Director of Institutional Effectiveness was recently developed and not filled and will be looked at again in coordination with strategic planning. The position of Coordinator of Assessment of Student Learning was recently developed and temporarily filled (1-2yr commitment), however support personnel are in place to assist in this role. Recently Barton's VP resigned, and a new VP may have a viewpoint that we have not considered before and experiences that we can benefit from.

Describe the specific steps you will be taking in Year 1 to develop and implement the early stages of your project.

- Pilot survey tools
- Determine assessment data needs, inventory available data, and gap analysis of the two
- Inventory current program level outcomes and start to develop as needed
- Determine and address gaps in the communication processes for/with associate faculty

Assessment Academy
Response Version 1
07.23.2015

Assessment of Student Learning: Engaging in Continuous Improvement

BARTON

Response - Version 1

2015-07-23

Please give your name and contact information (email address and/or phone number).

Primary Mentor:

Kirstan Neukam, nkirstan@aol.com

Senior Scholar:

Bob Mundhenk rmundhenk@hlcommission.org

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

Kirstan Neukam's response:

One of the major strengths of the Barton Community College (Barton) project is they have administrative support for their project as well as the involvement of many key individuals. This is an important component to get support and involvement among faculty and staff. It is also important to note that Barton has a long-term goal of connecting their assessment efforts to the college's strategic planning and budgeting process. This is a key feature if assessment is to be ongoing over the years. Finally, it is very admirable that their first step is to review their current assessment efforts and outcomes as well as their processes before moving forward. Many schools seem to forgo this important first step and ignore their history. It is critical to first understand where you have been and where you are now before moving forward.

Bob Mundhenk's response:

I agree with Kirstan Neukam's assessment of your strengths, particularly on administrative support, but I'd like to go a little further on two points. First, you're building what seems to be a good infrastructure for assessment with your staffing plans, even if one of them is relatively short-term. Second, you recognize the absolute importance of communication with faculty, both full-time and associate. Consider building that communications framework BEFORE you make any further decisions about software or surveys, or you may find that faculty feel that the assessment modes are being forced upon them.

The resignation of your VP offers an opportunity. Find someone who is very knowledgeable about assessment as a way to improve student learning. While I'm sure you'll have many fine candidates, some of whom will know about assessment reporting and documentation, it

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

seems to be that Barton would benefit from the academic leadership who understood the ways in which assessment information can be used at course, program, and institutional outcome levels to improve learning.

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

Kirstan Neukam's response:

In your posting, you mentioned that “while degree level outcomes have been well established and developed by faculty, program level outcomes in many of the non-degree seeking areas are unknown. A gap analysis needs to be conducted to determine which, if any, program level outcomes exist, and where others need to be written. Consequently, to bring focus to additional assessment efforts, these need to be developed by their respective faculty and assessed as well.”

This leads me to several questions.

Can you explain to me how you classify your program level outcomes compared to your non-degree seeking outcomes? Are the non-degree seeking outcomes (e.g., are they general education, institutional, certificate, or some other form of outcomes)?

In your statement you first mentioned that your degree level outcomes have been well established, your program level outcomes have not? I am confused by your vocabulary. I typically think of institutional/general education outcomes, programmatic/degree outcomes, and co-curricular. Can you clarify your terminology with regard to the framework in which I mentioned so I get a better understanding of what gaps your institution has at this time?

I understand that you are currently using the course-based assessment model (e.g., course outcomes feeds up to general education outcomes and programmatic outcomes). Given this fact, can you tell me if you are having any issues regarding data translation when trying to analyze your results? What assessment tools are you currently using to assess your outcomes (e.g., rubrics, test scores, etc.). Do all classes regardless of subject or academic level use the same tools when assessing a specific outcome (e.g., writing effectively)? Do you have standardized curriculum across similar courses (e.g., College Algebra is taught with the same book and students take the same exams regardless of who is teaching the subject)? I am only asking these questions given you mentioned that you needed to find some sort of automated collection and data analysis system. Depending upon how your overall system is established, this will have a huge impact as to if such a system can be purchased and automated or if there will still be a lot of human interfacing required with the overall process.

You mentioned that you needed to find a way to get more timely results back to the faculty so they can make improvements to their courses. I am assuming you are referring to your course evaluations and not program or other types of student learning outcomes. If you are referring to course evaluation results, there are several options I can suggest depending upon

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

your needs that will produce the evaluation results the minute you close the cycle and faculty can immediately be sent the reports. The only down side to these systems is that they are all online platforms so you are not able to use paper evaluations.

Bob Mundhenk's response:

Kirstan Neukam's comments and questions are very important. They underscore what seems to be a blurring of concepts and activities that concern me as well. Please pay very close attention to them.

I can't tell, as she cannot, how you differentiate the different levels of assessment, and I fear you may be mixing other things into your planning that should remain separate. For example, the first paragraph of your report seems to be addressing student evaluations of teaching, and the pressure to find new software to deal with rapid turn-around time seems as well designed to help faculty deal with corrections in their teaching methods. If so, that doesn't have much to do with assessing student learning. While it's important to have a good, usable teacher evaluation system, evaluation instruments rarely address course outcomes, and they never address program or institutional ones. So you need to consider how you'll assess those. (As a side note, I've never encountered an adequate standardized instrument that provides usable, specific assessment information that helps faculty make decisions about improving learning.

I'm also a bit befuddled by the "program-level" outcomes for non-degree learning. Do you mean co-curricular learning? Non-credit? General education/institutional outcomes? Each will require a different approach.

As for turn-around time issues, they may be important for teaching evaluations and for egregious failures in outcome achievement in a particular section, but I'd prefer that you think more broadly. Look at trends over time, especially for program outcomes. Look at outcome achievement across all sections of the same course. In both cases, turn-around really isn't an issue.

You seem to have made an assumption that technology will be your friend in this endeavor. That will be true only if you have a very clear sense of what you want to assess, how you want to assess it, and what degree of granularity you want in the information it produces about student learning. Please consider these things carefully before you plunge into software purchases.

Finally, you assert that you have well-developed degree outcomes for each program. Have these outcomes been mapped through the curriculum? Do you know where the outcomes are being assessed in each program? How are they assessed? How frequently? Are you using rubrics, developmental or otherwise, to do the assessments?

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

Lots of questions, I know. You have a lot of ideas in your report, and I hope the questions will help you bring those ideas into focus and into alignment.

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

Kirstan Neukam's response:

You mentioned that you are having issues regarding communication among faculty regarding assessment. There are several things that can be easily implemented that will aid you in that area depending upon your college's overall culture and resources. For example, many schools have implemented one day or several over the academic year that is dedicated to assessment (e.g., assessment day, faculty institute, faculty workshop, etc.). Another approach is to create an assessment website or shared site/drive. Depending upon your needs, there are many options available. Regardless of what approach you choose to use, I strongly suggest that you create some form of survey or feedback form for the faculty to make comments and suggestions. It will be important that you modify whatever approach you use based on faculty input regarding usefulness.

You also mentioned that your college will be purchasing a new LMS system in the future. Before you go through the process of selecting a new platform, I would strongly suggest you think about your overall process before you choose a new LMS system. Think about what various assessment tools you currently use (e.g., rubrics, surveys, pre-post tests, common exams questions, etc.). Also consider how you currently collect your results (e.g., who is involved, how does the process work, what are the issues) as well as how you currently analyze the results and provide feedback (who is involved, who determines how the results are interpreted at the programmatic and institutional levels, etc.). Each one will offer many wonderful features but they are often different depending upon the company. Keep in mind that these types of tools should only be considered as an aid to your current effort and not how you frame your assessment efforts in general. There is not a single LMS or data collection tool on the market that does not require substantial implementation time and often come with a very high cost.

Bob Mundhenk's response:

Kirstan Neukaam points out the two critical things that I want to address in this section, and I want to reinforce each.

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

First, I'd recommend that you defer any decisions about an LMS (or any other software package, for that matter) until you have a VERY clear idea of what you want it to do. You need to have established course and program outcomes as well as strategies for assessing them, and you need to be comfortable with the way in which any LMS will process them. Further, you need to be sure that the LMS will produce information that is detailed enough to be useful in improving student learning, both at the course and section level. You also need to be sure that it is providing information about learning, not simply teacher evaluation. I really think you'd be better off waiting on a software decision until you've established outcomes at the course, program, and institutional levels, as well as tested ways to measure them at several points in the curriculum. In other words, I'd prefer that you design a curriculum process that contains outcome assessment before you consider any software purchase. Doing so will help you specify a system much more effectively. I've seen too many schools that discovered that the system drives their processes in ways that they don't want because they provide reports but little useful information. Be careful. Don't rush.

You've also mentioned that communication is an issue for you, and Kirstan Neukam makes some good suggestions about ways to begin the process. I think this should be your top agenda item for the next six months: Develop an ongoing communication process focused on outcome assessment. You can do some of the time-specific things that Kirstan Neukam suggests, but I think you also ought to consider initiating outcome-oriented conversations across campus by asking each department, each gen ed area, and co-curricular areas to come up with a list of the four or five abilities that a graduate (or completer) of their program and of the institution should have in order to be successful once they have left. (You can do this at the course level too: What three or four things should a student be able to carry forward in his/her academic career?) These conversations engage faculty in what is essentially a discussion of outcomes at the course, program, and institutional levels. Future discussions can then revolve around the points at which students learn these abilities and how faculty know students are achieving them. Such discussions lead faculty into key aspects of the assessment process (outcome definition at all levels, mapping, and assessing) and help them become "owners" of assessment without imposing a system on them. You're much more likely to engage them this way than if you tell them what you want them to do.

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?

Kirstan Neukam's comment:

Once I get a firm understanding of your current assessment efforts/process, as well as what goals/improvements you wish to make, I will be better able to provide you with some tools or resources that may assist you. It will probably be very beneficial if we could

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?

arrange a phone conference in the near future so I can better assist you in your project. Just send me an email and I will be more than happy to work around your schedule.

Bob Mundhenk's comment:

I'd recommend that you check out two books: Huba and Freed's *Learner-Centered Assessment on College Campuses* and Suskie's *Assessing Student Learning*. They have excellent suggestions for developing good assessment strategies, and you can use both books to inform the conversations about assessment that you'll have in your communication process.

Assessment Academy
Barton Project Detail Version 2

Assessment Academy: Initial Submission (v2.0)

Project Detail

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 name a few:

Saint Louis Community College, MO

Quincy University, IL

Coconino County Community College, AZ

Three Rivers Community College, MO

Cloud County Community College, KS

Maricopa Community Colleges-GateWay Community College, AZ

Lessons Learned:

Do not tackle too much at once. Several schools started by tackling everything, were met with failure, and were only later successful when they narrowed their focus. (A, B)

Co-Curricular is a beast, so start small. Student life/Clubs tends to be a good place to start. (B)

Pilot first with a small group of “friendly” faculty. (C)

Keep the focus on student learning. Many schools lost sight of this in the second/third year. (C)

Ensure that the Assessment Academy team is faculty driven and not perceived as yet another administration initiative. (C)

Give faculty time with new software/technology. “Baby-steps” are needed or you risk them seeing it as an extra burden. (E)

Curricular Mapping is a must, informative, and worthwhile. (F)

Develop common terminology to prevent confusion. (F)

Update Questions

How has your project developed and changed since the Roundtable?

Barton selected a new Vice President of Instruction and Student Services, Dr. Robin Garrett. She has experience with Program Assessment and Curricular Mapping from her previous institution.

Barton selected a new Learning Management System (LMS) switching from eCollege to Canvas. This switch was a business decisions based upon the current needs of the college.

Barton selected a new Survey Tool switching from Survey Wizard to Evaluation Kit.

Identify and explain any specific changes to your project scope or design.

Goal: Automate, as much as possible, the processes relating to the collection and documentation of assessment data.

Evaluation Kit, a survey tool, was selected as our method to collect student-teacher evaluations. Our goal was to possibly use this for collecting assessment data as well. However, it was not designed for more than its stated purpose, and will not be used for course outcome assessment purposes.

Identify and explain any specific changes to your project scope or design.

Our new learning management system, Canvas, has an Outcomes Assessment feature that has an update from the software company forthcoming. This will be investigated after the update and as more courses are converted over to Canvas.

Various other software packages were explored such as Xitrac and CampusLabs. However, due to cost or having to basically scrap our entire assessment model to fit the program, these were not viable for our purposes of data collection.

As such, our methods for automation will need to be developed in-house. Fortunately, Kirstan Neukam our Primary Mentor on this project, suggested that we might be able to utilize Microsoft Access. As she stated, based on what we hope to automate, we need a database.

This suggestion was brought to the Director of Institutional Effectiveness and with the support of the President, Barton was given full access to an Institutional Researcher specializing in Microsoft Access. Multiple meetings have already taken place and we have made forward progress, detailed in later sections.

Goal: Improve Communication regarding Assessment

Regarding student learning, automation is nice, but our goal is to have instructors using the data, not just a pretty data package.

Initially the goal was stated to have an all-faculty meeting with the intent to improve communication regarding assessment. However, the cost and coordination amongst various campuses became exorbitant and drew our conversations away from the goal of improving communication. We have therefore adjusted the goal to reflect this purpose.

An all-faculty meeting is already scheduled for the fall 2016 semester. The point is to enable faculty to discuss their assessment results, share best practices, and learn from each other to further improve student learning overall. An all-faculty meeting is simply one opportunity for this type of communication to occur.

For instance, to help inform faculty and staff of Barton's participation in the Assessment Academy and Barton's Assessment plan in general, the Coordinator of Assessment and Student Learning, with the assistance of the respective Deans, presented at faculty meetings at the Great Bend, Fort Leavenworth, and Fort Riley Campuses. Barton's entire Assessment Model including its strengths and deficiencies were covered. The goals relating to the Assessment Academy Quality Initiative were presented and questions were answered. This was done for the following main reasons:

One, to ensure faculty and staff are familiar with the necessary vocabulary for assessment purposes. This was an issue that we had with the first version of this project as pointed out by the reviewers.

Second, to reinvigorate the conversation. Through prompts many spoke up and shared their stories about how they have improved their courses based on assessment data. Some excellent conversations took place to such an extent that every presentation went over the time limit, some by as much as two-three hours. In hindsight, we should have documented the whole thing.

Goal: Develop Co-Curricular and Program Level Assessment Processes.

Co-Curricular:

The student life, clubs and student groups at Barton were narrowed down to nineteen areas that we would examine.

Identify and explain any specific changes to your project scope or design.

We were pleasantly surprised to find that we in fact had co-curricular assessment and just were not aware of it. We found that many of them had clear goals, data to back them, and a list of improvements that have been made based on the data.

For example, the Journalism Club produces a paper. The sponsor keeps track of the number of errors and edits needed with each edition. Based on this a trend became evident where the first issue of the year consistently had a significant number of errors compared to the rest. He decided not to publish the first issue. Instead, when finished he went over it in detail with the club pointing out how it could have been improved and made it a learning moment.

Other examples exist and we still have more to go through and more areas to contact as we did not get through all nineteen yet. The question remains what to do with it all? We do not want to disrupt successful assessment activities or make them more cumbersome for the groups, but we still need to establish what the processes are and highlight their successes.

Program:

We started by looking into well-established programs that already do a thorough Program Review for third party accreditation. This includes Medical Lab Technicians, Emergency Medical Services, and Nursing. Nursing specifically has a full Curricular Map already in place. We intend to model this in other areas as Curricular Mapping will be the cornerstone upon which we build our Program Level Assessment processes.

Our next task will be to develop a template for Program Assessment that is both flexible and consistent to account for the fact not all programs are the same and yet by its very nature a template is a fixed item.

How did you incorporate the feedback that you received on your previous posting?

As evident in the response document, our vocabulary and terminology was a point of confusion. After discussing this with our Primary Mentor, it became clear that what we called degree level assessment, should be called institutional level assessment. As a result, this has been adjusted and will now be referenced as institutional level assessment. Additionally, what we called course and classroom level assessment is typically combined as course level assessment. We will still keep them separate, but consider them under the umbrella of course level assessment.

Looking over our model our Primary Mentor pointed out that we lacked co-curricular level assessment. This is currently being explored and developed, and information has been shared with faculty and staff on importance and use of co-curricular level assessment.

Assessing Student Learning A Common Sense Guide 2nd Edition by Linda Suskie was purchased by the team leader. Concepts to focus on include, but are not limited to:

You should not dictate assessments to faculty. Allow for flexibility or risk coming across as criticizing their life's work.

You can have all of the consistency in the world, but if the data is not being used, it is worthless.

What are the plans for the next six months? How will this work advance your project?

We will continue to expand upon the use of Microsoft Access towards automating parts of our assessment processes. Our institutional researcher successfully developed a process to pull the documentation of the classroom assessment techniques into an Access Database. The automated processes put in place have already saved an estimated 500 hours of work a year. A group of eight “friendly” faculty piloted the new Access interface and based on the feedback, we made one major adjustment and two minor ones to remove confusion and add additional instructions as needed. We will fully implement it in spring 2016. We will continue on this path with institutional assessment as well. We hope to pilot an Access database interface by fall 2016. Our hope is for instructors to be able to see immediate comparative historical data for their courses as a result of the automation. As a result, data driven improvements can then be made in real time.

What challenges do you anticipate? How will you address them?

A new process for collecting assessment data may present a learning curve for faculty. Faculty already have an increased work load due to the course conversion to a new LMS. Initial training has already taken place at the Great Bend and Fort Riley campuses, and additional Fort Leavenworth training will take place in spring 2016. It is our intent to visit all three campuses again by spring 2017. Fortunately, compared to how the data was collected before, the interface is by far easier to navigate which is a huge selling feature. Additionally, as they get used to using it to submit their classroom assessments, they should be more accustomed to it by the time we roll out for institutional assessment. To monitor any complaints, feedback, or rumblings that may develop and to keep ahead of them, one to two of the members are attending the monthly all-faculty council meetings. There is always a need to continue to educate ourselves on assessment. The President authorized funds for the team leader to attend the Institute for Student Learning Annual Assessment Conference in fall 2015. Several individuals from Barton will attend the Higher Learning Commission Annual Conference in spring 2016 including two to three members of our team. The Vice President has allocated funds for the Regional Community College Annual Assessment Conference in spring 2016 which will be attended by one to two members of our team, the Director of Learning Services, and potentially others.

Assessment Academy
Response Version 2
03.14.2016

Assessment of Student Learning: Engaging in Continuous Improvement



Response - Version 2 2016-03-14

Please give your name and contact information (email address and/or phone number).

Primary Mentor:

Kirstan Neukam

nkirstan@aol.com

HLC Scholar:

Jan Smith

jsmith@pittstate.edu

Please know that I am delighted to be able to work with you as your HLC Scholar and look forward to following your project and providing support as you progress through the Academy.

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

Reviewed by **Kirstan Neukam** (Primary Mentor)

It appears that Barton Count Community College (BCCC) has learned some very important lessons based on the experiences of other schools in the academy (e.g., “Do not tackle to much at once, Pilot first, keep focus on student learning, curricular mapping is a must,” etc.) This is very noteworthy given it will help them avoid the common pitfalls experienced by other schools. Great job! Barton also come to some very important realizations regarding the various software packages they are implementing. By understanding that software if merely a tool and the focus should be on how it will aid/support the assessment process is important. Too many times schools modify their outcomes and processes to fit the technology vs find solutions that will work for what you want to accomplish. This is a wonderful insight you made early in the process and should save you a tremendous amount of wasted time. I also love how you are wanting to focus on usefulness of the data to the faculty vs creating a reporting system alone.

Some other important accomplishments to mention is your team attending the all-faculty meetings regularly to keep communication open. During these meeting you are able to clarify assessment vocabulary, answer questions about the purpose and scope of project, and allowed them to share their success stories. Keeping communication and dialog open across

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

campus is very important and it appears that Barton is making significant efforts to accomplish this task.

Reviewed by **Jan Smith** (HLC Scholar)

I strongly agree with Kirstan's observations. I especially commend you on the valuable lessons learned from reading other postings in the Collaboration Network. This could save you considerable time and grief from having to learn the lessons through your own experiences. An additional strength is your willingness to make good use of mentor feedback, which will also serve you well as you progress through your Academy experience. I particularly commend you for making use of pilot projects before tackling things on a larger scale as this gives you the opportunity to refine procedures.

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

Reviewed by **Kirstan Neukam** (Primary Mentor)

From your posting, it appears that you are tackling three main projects at is point: Institutional outcomes (the initial project scope), co-curricular assessment, and also program outcomes/review. Am I correct? I understand the desire to keep the project moving forward and growing; however, don't forget the wise advice of "do not tackle too much at once."

i would strongly suggest that you defer the connection to co-curricular assessment until you have a clear answer to the following question: What exactly are you trying to measure when you say "co-curricular assessment?" To help clarify my question, let me first mention the following insight. Often times when the academic side of an institution begins holding conversations with the student services side of the institution, they are often surprised to learn that they often have their own assessment processes which have been in place for years. This is typical run under the Institutional Research division or Strategic Planning division of the institution to measure institutional effectiveness. Thus, with regard to your question of how to use their assessments without changing their processes you have to ask yourself how it fits within the structures of your institutional goals/outcomes. Are you trying to assess institutional outcomes that cannot be assessed in a classroom in other areas of the institution (e.g., healthy living, volunteerism/community service)? Or are you trying to assess outcomes such as writing in both the academic and student service side of the house? Depending upon the strategy, you will approach it differently. Once you have determined which way you wish to proceed, I will be happy to discuss the various ways you can get it implemented. One approach is just working with the student service side to collect the information but can be done very similar to how you do it now, whereas the other approach requires you to collect additional student identification data to run the analyses for comparison (e.g., those who use the service vs those who don't).

Reviewed by **Jan Smith** (HLC Scholar)

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

I concur with Kirstan's comments. I appreciate your detailed update regarding changes to your plan and description of how you incorporated mentor feedback. What is less clear to me is what you hope to accomplish in the next six months. You mention that you will continue to expand use of Microsoft Access and that you have already piloted the new interface. You also mention that you will pilot an Access database for institutional assessment. How will you incorporate some of your lessons learned from the Collaboration Network in your work over the next six months, most notably, how will you keep the focus on student learning and how will ensure that your work is faculty-driven? If you would like to provide more detail regarding your upcoming plans in your next update, we would be glad to provide more specific feedback for you to consider.

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

Reviewed by **Kirstan Neukam** (Primary Mentor)

In your posing, you mentioned that you forgot to document the conversations you had with the faculty at the all faculty meeting. Have you thought about going back to ask the faculty to provide you with their success stories that they discussed so you can have the documentation. More importantly, given this oversight it might allow your team to think about a way to implement this type of reporting into your existing system. I know that you have created an Access program to collect the numerical assessment data; however, have you thought about creating a reporting template that faculty could then use when they are using the data collected to make the changes in their courses/programs. For example, fall 2015 data is released to the faculty. Your hopes it that the faculty take that information to made improvements in their course/program. Then in fall 2016 they could see if the changes they implemented had an effect on the student outcomes. Why not create a form that list results from one term, faculty can report changes they implement, and they report the results of following term to see if there were any improvements? This could easily be done with a one-page template available on the assessment/IR website for faculty to use at their discretion. I think it is very important for your team to find a way to document the actual improvements in learning that is occurring based on the new data reporting/collection process that is more tangible to what faculty actually do vs just a bar graph showing increases/decreases in scores.

Reviewed by **Jan Smith** (HLC Scholar)

Again, Kristan makes some good points. On a more general level, as I read your update, the question I kept coming back to is "Where is your focus on improvement of student learning?" You have some great goals and your communication goal includes the observation that "the goal is to have instructors using the data, not just a pretty package." I strongly commend you for taking the time to establish an effective infrastructure as this will

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

be critical to the success of your project. However, as you develop infrastructure and work toward accomplishing your three identified goals, I think it will be critical to keep in mind your ultimate goal of improving student learning. I encourage you to keep this at the forefront of your conversations, otherwise you may end up with great processes for collecting data and then find yourself unsure of how to use it. Be very deliberate about building in ways to use data to improve student learning as an integral part of your assessment processes.

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?

Reviewed by **Kirstan Neukam** (Primary Mentor)

You might want to contact Coconino County Community College. They are also using Canvas for their outcome collection process. They might have some useful suggestions to share.

With regard to your template question: there are many different program and outcome reporting templates available. If need some examples, please let me know, be happy to email you a few that are detailed and yet generic enough to work for any program.

Reviewed by **Jan Smith** (HLC Scholar)

Also, if you plan to attend the HLC Annual Conference, there will be opportunity for mentor consultation, if that would be a useful resource to you at this time.

Reviewed by **Kirstan Neukam** (Primary Mentor)

Reviewed by **Jan Smith** (Scholar)

Assessment Academy
Barton Project Detail Version 3

Assessment Academy version 3.0

BARTON

Project Detail

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.

Based on mentor feedback, we narrowed our focus from the previous list located in version 2.0, to Coconino County Community College, AZ. We agree that it parallels well with Barton's model and process needs. Specifically, their use of Canvas, NSSE data, Program Review and explanation of the assessment processes. They clearly identify assessment as a key focus of their institution.

They initially had faculty fill out assessment data using Excel spreadsheets and ended up backing away from that and now are looking into the possible integration of the processes within Canvas itself. Striving to learn from this example (and others) we have reached out to Dr. Michael Merica, at Coconino CCC for assistance/advice. He put us in contact with their Canvas specialist who may be able to assist us with additional options within Canvas. Dr. Merica is interested to speak again to see if they too can take advantage of this option.

Update Questions

How has your project developed and changed since the last posting?

Goal 1 - Automate, as much as possible, the processes relating to the collection and documentation of assessment data.

Resources targeted to our goal of automation have been redirected to unexpected challenges with our conversion to Canvas LMS in Fall 2016. Additionally, urgent institutional priorities from the Kansas Board of Regents (KBOR) resulted in staff reassignment from the design of our Automation to the KBOR project.

Understanding the collection of data is not the goal, but rather it is improving student learning, we elected to delay our goal of automation. However, as suggested by the mentors, we have incorporated a reporting template allowing faculty to document the changes implemented as well as report on the results from the previous term. This new feature which enables comments on any improvements was developed and piloted.

Goal 2. Improve Communication regarding Assessment

How has your project developed and changed since the last posting?

Sessions focusing on the assessment of student learning were added this year to Professional Conference Days (PCD). Key topics included the collection, and more importantly, the application of assessment data to improve student learning. Faculty/Staff review of the CCSSE data also took place for the first time. As a result of the improved communication, an increase in the number of classroom assessments have been seen. Specifically, in the spring 2016 semester we had a 13% increase from the previous semester in documentation of student learning by course. Of those, many were from faculty who had never used assessment data to improve student learning before.

Goal 3. Develop Co-Curricular and Program Level Assessment Processes.

Based on specific mentor feedback from the one-on-one consultation at the HLC conference in April, we feel we are on the right track with co-curricular assessment. [DRAFT Document linked]. However, with regards to program assessment, it was clear from the consultation that we had a long way to go. Conversations with the Deans and Administration have been met with mixed results. Issues exist between standardization of the template, automation of the data, and implementation of the process. These need to be resolved before moving further and are tabled for now to allow us to focus on the areas that we are making progress in.

Co-Curricular Assessment-DRAFT

Describe your team's initial implementation of the project you have designed.

Overall we have increased the number of people involved. We have increased overall understanding and appreciation of the value of assessment. Improvements in student learning are taking place and being documented that otherwise would not if it hadn't been for the new systems and processes in place as a result of the project.

How have you incorporated the feedback to your previous postings?

As mentioned earlier, documentation forms have been created and piloted pulling the focus away from the data itself. Coconino CCC has been contacted and we are more closely following them.

Thus far, what have you discovered about student learning at your institution.

Reporting from our assessment database, 565 documented improvements in student learning based on classroom assessments took place in spring 2016. We are currently analyzing the data for patterns.

Additionally, administrators are expressing more interest to assessment and finding more value in the information provided. This is further evidenced by a new budgetary line item which has been developed to assist faculty/staff with assessment related funding.

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

Website development for communication purposes modeled off the NILOA website guidelines. These were presented on at the Regional Assessment Conference attended by three of the Assessment Academy members.

Fully implement the documentation form for institutional assessment.

Complete the first pass of the co-curricular assessment report.

What challenges do you anticipate? How will you address them?

Canvas data has become an issue with regards to how to pull it. The more we learn about our learning management system and automation, the more we learn about what they can and cannot accomplish. Clearly, we will continue to work with IR to develop solutions.

Ransomware has infected the Access database on more than one occasion and the Access database form may need to be developed as a web form. Unfortunately, Institutional Research does not currently know how to do that. As such, discussions with Administration will need to take place to determine if this development needs to be outsourced.

Assessment Academy
Response Version 3
10.24.2016

Assessment of Student Learning: Engaging in Continuous Improvement

Response - Version 3

2016-10-24

Please give your name and contact information (email address and/or phone number).

Primary Mentor:

Kirstan Neukam, nkirstan@aol.com

HLC Scholar:

Jan Smith

jsmith@pittstate.edu

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

Reviewed by **Kirstan Neukam** (Primary Mentor):

Barton County Community College has continued to make great progress. Most importantly, they have documented over 565 improvements in student learning based on their classroom assessments that took place last spring. Great Job! I am so happy to hear that not only are you collecting data regarding student learning on your campus, but you are using the data to improve student learning on your campus.

It is also important to know some other wonderful steps BCCC has taken. BCCC has implemented a reporting template that now allows faculty to not only report the assessment results that were collected, but also how they interpreted and used them to make changes in their course/program. This allows for better faculty involvement and ownership in the assessment process itself. They have also done a wonderful job in increasing communication across their campus. They have added Professional Conference Days, implemented a faculty/staff review of the CCSSE data which lead to a 13% increase in reported assessment results on campus. Moreover, they are now seeing that faculty who have never been involved in the assessment process engaging for the first time. Great job!

Reviewed by **Jan Smith** (HLC Scholar):

I concur with Kirstan's observations. Your update shows attention to development of infrastructure, serving you well for long-term sustainability of assessment efforts.

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

Reviewed by **Kirstan Neukam** (Primary Mentor):

It was mentioned that one of the plans you have over the next six months is to fully implement the documentation form for institutional assessment. What exactly is on this form? Did you get any feedback from the faculty regarding its structure, content? Do they like it and are willing to use it? Before fully rolling it out across campus, it might be a good idea to do a quick survey among the faculty and staff to ensure that you will not receive a lot of push back.

It was also mentioned that you plan on doing first pass of the Co-Curricular assessment report. Who will this be sent to exactly? What information are you wanting to convey in the report. It will be important to think of the audience in which you will send the report to prior to its creation. Is the link provided in you posting an example of the report? It will be important to think about what audience will be reading this report. At the administrative/board level, they prefer brief descriptions with various charts, graphs, and trend lines. Whereas, at the faculty/staff level, they prefer more details of exactly what occurred, the actual data, as well as the various interpretations of what that may mean with suggestions of possible improvements. Thus, one is more a big picture overview, the other more detailed and future implementation focused.

Reviewed by **Jan Smith** (HLC Scholar):

Kirstan raises some good questions. You may well have given considerable thought to each of your upcoming steps, but it was difficult to get a good sense of these from your posting. If you provide a little more detail in future postings, it will be our pleasure to provide more specific feedback.

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

Reviewed by **Kirstan Neukam** (Primary Mentor):

You mentioned that Canvas data has become an issue with regarding how to pull it. Also that your Access database has been corrupted by a virus. Despite the setbacks with regard to technology, it is critical for you to remember that the technology is only a useful tool in the assessment process. The bigger focus is on what information you are collected and how that information is being used to make improvements across your campus. While you are struggling to resolve the technology issues, just remember to not lose sight of what you are actually accomplishing. You have done wonderful work over the last few years without the aid of the technology so while it is important to resolve things don't let it distract your team from the bigger picture. Also, to prevent virus exposure in the future, you might work with your IT department to install a virus check/blocker on your Access database. I am assuming that one of the faculty accidentally uploaded a file from a computer that was previous infected. To avoid this, IT often only allows uploads to come from Campus computer that have daily virus scans run to prevent systemic exposure. Just a thought.

Reviewed by **Jan Smith** (HLC Scholar):

Again, Kirstan has some good points. I would also keep in mind that co-curricular assessment tends to come with a different set of challenges. So I encourage you to provide plenty of support for those completing co-curricular reports as they typically do not have the same level of familiarity with assessment of student learning as faculty members. Would it be beneficial to pilot a limited number of co-curricular units before requiring reports from all units? Perhaps you are already taking this approach.

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?

Reviewed by **Kirstan Neukam** (Primary Mentor):

I don't really have any specific suggestions at this time that I haven't already mentioned early. If you need any help you know you are always welcome to give me a call or send me an email. However, given your most pressing need based on what you mentioned in your posting related to Canvas, I am afraid I am not much help. I think you are on the right tract by working with Coconino CCC, they are also new to the Canvas system; however, they do have access to Canvas specialist who will be better able to address data retrieval issues.

Reviewed by **Jan Smith** (HLC Scholar):

We have one or two other institutions in the Academy using Canvas, so let me know if you would like additional contacts in this area. At the risk of appearing grandiose by recommending an article I co-authored, you might find the following article to be of use as you begin assessment of co-curricular areas:

Olson, L., Smith, J., Murray, L., & Eckstein, E. (2013). The Internal Assessment Academy: A Tool for Creating Continual Improvement in Co-curricular Areas. *NASPA Leadership Exchange*, 10 (3), 18-22.

Reviewed by **Kirstan Neukam** (Primary Mentor)

Reviewed by **Jan Smith** (Scholar)

Assessment Academy
Barton Project Detail Version 4

BARTON COMMUNITY COLLEGE ASSESSMENT ACADEMY REPORT

VERSION 4.0

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.

- Kettering College, which also uses Canvas.
- Coconino County Community College, as before.

We have had several productive conversations with Sarah Southwick, the Assessment, Program, and Training Coordinator, at Coconino County Community College. This has been mutually beneficial as it has allowed both colleges to bounce ideas off one another and discuss possible solutions to the various challenges and opportunities as they inevitably come up.

We have also talked with Adam Williams, Coconino's Instructional Technology Specialist in Canvas.

The following video was one of the first explanations made to Mr. Williams regarding Canvas and what we at Barton are trying to accomplish with it: <http://www.screencast.com/t/zhVrVfdCpsd>

In response, Mr. Williams commented on what was and what was not possible in Canvas. Based on this dialogue it saved us countless hours by allowing us to stop spinning our wheels in one area and instead refocus in another. In this case, we later developed a large workaround for the issues mentioned in the video regarding Canvas.

As such, we sent the following video to Mr. Williams once again for input: <http://www.screencast.com/t/aTCN2gHXnIbr>

Unfortunately, Mr. Williams could not think of a way to simplify the process detailed in the video, but neither did he foresee any issues with our workaround in accomplishing what we wished to achieve. Our workaround, as detailed in the video, includes being able to obtain not only data from rubrics, but quiz question specific results, including question pools, from large sample sizes, at the administration level, without the need for faculty to go in and export the data, one question at a time, one student at a time.

How have you incorporated the feedback from the Consolidated Response to your previous Project Update?

As recommended by the Mentors, the form developed to collect and document changes, adjustments, and improvements based on the gathered assessment data has been presented to faculty and the respective deans for comment. Various adjustments were made as a direct result.

Currently the following questions are asked and setup to be collected using Microsoft Access:

Action Plan.

- Based on your course assessment, what competencies are you going to focus on the next time that you teach the course?
- What adjustments will you make to improve student learning in these areas?

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.

Previous Action Plan Updates.

- Based on your course assessment, how well did your previous action plan work from the last time that you taught the course?
- If improvement was not achieved, what adjustments will you make to improve student learning in these areas?

Additionally, the Co-Curricular Assessment Report has been streamlined for its intended audience, namely the respective deans, Vice President, and Board of Trustees. We kept each co-curricular area description to one page including relevant graphs, and unpackaged data in a brief narrative.

Your team has reached the midpoint in the Academy. Summarize your team's accomplishments thus far.

Goal 1: Automate, as much as possible, the processes relating to the collection and documentation of assessment data.

As stated above, we have developed a process for automating the collection of the respective course and potentially program level assessment data from Canvas using outcomes reporting. Setting up the process is tedious to say the least, but should meet our needs once the setup process is finished. The Institutional Researcher, specializing in Microsoft Access, has been involved with the process as well and is currently developing processes to reduce bottlenecks and automate the process further within Canvas itself. Additionally, the form for documenting improvements based on the data has been vetted by the appropriate parties and is setup for this spring 2017 semester.

Regarding the Malware attacks on the database, the Institutional Technology team has seemingly dealt with the issue by placing further safeguards and backup systems in place. As such, the documentation of classroom assessment data and the subsequent adjustments made to improve student learning are on track. This includes an automated email reminder to faculty, which was developed as part of the project, as well as an export of the assessment documentation in a report to be disseminated to the Outcomes Assessment Committee (OAC), the respective deans, and the Vice President for review.

Goal 2: Improve Communication regarding Assessment

As before, sessions on Assessment continue to be included with Professional Conference days. Key topics include the processes for collecting assessment data, and documenting any changes made. Again, the focus is kept on the application of assessment data to improve student learning. Once more, an increase in the number of classroom assessments have been seen. Specifically, in the fall 2016 semester, we had a 17% increase from the previous fall 2015 semester. Additionally, we had a 13% increase in the percentage of faculty who participated over the same time span.

To enhance communication, awareness, and the overall perception of assessment, our team continues to work on an external assessment website. Currently Barton has an internal assessment webpage, which is unfortunately underutilized, outdated, and basically cold storage. However, an external website will not only be seen by faculty and staff, but our external stakeholders as well. Consequently, this will enhance communication across campus as it will be written at a level accessible and understandable to a wide range of audiences, not just the assessment

Your team has reached the midpoint in the Academy. Summarize your team's accomplishments thus far.

teams, committees, and those engrained in assessment at Barton. Barton's Administration has directed the team to Barton's website designer who has been advised to assist us in this effort.

Goal 3: Develop Co-Curricular and Program Level Assessment Processes

We will follow up with the pilot group and meet with Barton's Administration for input.

As previously mentioned, based on specific mentor feedback, we have adjusted the co-curricular report.

Based on the suggested article, "*The Internal Assessment Academy: A Tool for Creating Continual Improvement in Co-Curricular Areas*," we will examine student interactions with Student Support Services (SSS). Currently, SSS is involved in writing at Title III grant, but after submission, a meeting has been scheduled to begin this discussion.

Regarding Program Assessment, an overhaul of program review is still underway at the Vice President and Dean level of the college. As such, we are waiting to approach them with the need for Program Assessment. This is partially due to the recent resignation of our Vice President at the end of February. Currently, an Acting Vice President is overseeing the Program Review project. But by fall, we may have a new Vice President who may see things differently and have additional changes to make to the program review process to be taken into account.

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

- The Malware attack on the database stands out as a moment of crisis.
- The development of a method to pull the type of data we wanted, instead of bending to the type of data that Canvas, or another piece of software (we looked into several), could readily provide was a definite moment of triumph.
- Seeing the percentage of faculty being receptive to and participate in assessment increase has been one of the most motivating parts of the whole process.

To this point, who has been engaged in the Academy process. Are there additional stakeholders who need to be included in the Academy process? How can they be engaged?

- Barton's Administration, Faculty, and many staff members have been engaged in the process.
- Barton's Microsoft Access Institutional Researcher may be retiring soon, as such his replacement is currently being trained and has already worked on parts of the automation process to gain familiarity with our goals.
- Barton's website designer is delving into the needs and purpose of an external assessment website to assist us in its development. She has referenced the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework Guidelines for guidance.

What are your goals for the next six months? How will this advance your project?

- Continue to develop the automated process in Canvas using Microsoft Access
- Continue to convert embedded assessments to the outcomes report process in Canvas
- Develop an assessment process timeline (when is data collected, analyzed, and feedback given for the various reports, etc.). Now that we have several processes in place, we need to spread them out so OAC can meet on them monthly and move the process along with set deadlines.
- Develop an external assessment website.
- Clean-up, evaluate, and update the internal assessment website which has outdated information which consequently hinders the need for a consistent message.

What challenges do you anticipate? How will you address them?

The Acting Vice President and eventually the new Vice President will need to be brought up to speed in all areas of assessment at Barton (among other things), and the VP's thoughts and viewpoints will need to be considered as we move forward. As such, we will need to keep an open mind and adjust our goals and processes as necessary.

Additionally, Barton recently hired a large pool of adjunct faculty (much more than usual) who will need to be trained in our assessment processes. The communication processes that we have in place will thus be tested and hopefully prove effective.

Assessment Academy

Response 4

10.24.2016

Assessment Academy Response Version 4

Please give your name and contact information (email address and/or phone number).

Kirstan Neukam (Primary Mentor) nkirstan@aol.com (806)831-4995
Jan Smith (HLC Scholar) jsmith@pittstate.edu

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

Reviewed by **Kirstan Neukam** (Primary Mentor):

Barton County Community College is continuing to make great progress. BCCC continues to work closely with Coconino County Community College regarding implementing and using Canvas to its fullest possibilities. They have also developed a new reporting tool that allows faculty to detail which competencies they are going to focus on next time they teach the course; as well as, what adjustments will they make to improve student learning in these areas?. They will also be asking faculty to update their previous action plan by asking them two questions: Based on your course assessment, how well did your previous action plan work from the last time that you taught the course? If improvements were not achieved, what adjustments will you make to improve student learning in those areas? These are wonderful questions to ask and will really get faculty to start thinking about how assessment is a continuous process geared toward continuous improvement.

BCCC has also streamlined their reporting structure so that it is formatted to the appropriate audience. They have continued to sessions on assessment on their Professional Conference days, and continues to work on their assessment webpage.

Reviewed by **Jan Smith** (HLC Scholar):

I agree with Kirstan's observations. In addition, I think a major strength is that you are creating a process that is simple but meaningful for faculty and staff. Having a one-page structured response that asks key questions really gets at the core of using assessment to improve student learning.

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

Reviewed by **Kirstan Neukam** (Primary Mentor):

I am unclear as to why you need an external and an internal website. I understand that typically the external website can be viewed by the general public as well as faculty and staff, whereas internal is only view by university employees. However, there are ways to have just one website with aspects that are password/access protected. This might be a better solution rather than trying to maintain two separate websites.

I am assuming that you are still proceeding with the collection of so-curricular student learning assessment. Do you have specific SLO in mind? What are they?

You mentioned that program outcome and program review are still underway but waiting for input from the new VP once hired. While you are waiting, have you thought to use the time to get the faculty to revisit their program level outcomes and curriculum mapping? This might be a perfect time to reflect upon what you are doing now and what changes you want to make for the next cycle.

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

Reviewed by **Jan Smith** (HLC Scholar):

Thank you for a detailed update. You mentioned a large number of documented improvements in student learning. On the one hand, that is excellent but it also raises the question of whether you have developed a cycle of assessment in order to keep data collection and use manageable. Are you assessing all outcomes every year or are you using a rotation?

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

Reviewed by **Kirstan Neukam** (Primary Mentor):

Despite the strong use of technology, don't forget the main focus should be on what information you are collected and how that information is being used to make improvements across your campus. While you are struggling to resolve the technology issues, just remember to not lose site of what you are actually accomplishing. You have done wonderful work over the last few years without the aid of the technology so while it is important to resolve things don't let it distract your team from the bigger picture.

With regard to the hiring of a large pool of adjunct faculty, beyond setting up work shops and training days, you might consider implementing a mentor type of system with some of your stronger full-time faculty to be available to provide guidance.

Reviewed by **Jan Smith** (HLC Scholar):

Kirstan has a good point about having a mentor or lead faculty member for courses taught by adjuncts. Also, as you develop your assessment process timeline, think about my previous comment of how to keep things manageable. Even if you get everything automated for data collection, you still don't need to assess every outcome with every student every semester.

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?

Reviewed by **Kirstan Neukam** (Primary Mentor):

I don't really have any specific suggestions at this time that I haven't already mentioned early. If you need any help you know you are always welcome to give me a call or send me an email.

Reviewed by **Jan Smith** (HLC Scholar):

I know you had previously asked about good assessment websites. In addition to the resources on the Assessment Commons website, one of our fellow institutions in the Collaboration Network mentioned the University of Hawaii at Manoa as a useful model.

<http://manoa.hawaii.edu/assessment/>