Welcome to...

We’re Doing It, and You Can, Too!
Creating and Implementing a Process for Assessing College-Wide Student Learning Outcomes at a Community College

(How’s THAT for a title?)

Your Presenters:

Julie Guelich
Vice President of Academic Affairs
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Erin Daly
Student Learning Assessment Coordinator and Faculty in Business
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Workshop Deliverables:

1) Tools that can facilitate effective and efficient development and execution of program- and/or institution-level assessment initiatives. (And other initiatives, too!)

2) A model that is adaptable for assessing institution-level student learning outcomes.

Your Packets!

- Name tent
- “Burning Question” card
- PPTs with notes spaces
- Exercises
- Examples
- *What else?*
What is a “project”?

“Any undertaking with defined starting and ending points and specific, well-defined objectives that, when attained, identify completion.”

So “project management,” then, is...

making appropriate use of resources to “...get the job done on time, within budget, and according to the specifications.”


Lesson #1:
Limit the scope of the project
Lesson #2: Choose project team members, manager and sponsor(s) wisely.

Lesson #3: Train team in “just enough” PM.
Information that you need to find the books:


Lesson #4: Follow the four steps in PM.

1) Initiate & define the project.
2) Plan its implementation.
3) Implement your plan.
4) Close the project and **Celebrate!!**

Do NOT rush these two steps!
A Common Problem:

Ready \[\rightarrow\] Fire \[\rightarrow\] Aim

The “Triple Constraint”

- Project Budget
- Project Schedule
- Project Scope
- Project Specifications
Another Common Problem:

Scope Creep!

“What challenges to program- and institution-level assessment are faced by community colleges?”

http://www.learningoutcomeassessment.org/documents/CommunityCollege.pdf
Embarking on Our Work: The Assessment Academy

Our resulting objectives:
1. Improve the culture of the College vis a vis assessment.
2. Involve Student Affairs in assessment.
3. Get some “assessment momentum.”

The Original Project Goals:

1. Streamline the College's Philosophy of Liberal Education and Student Development Outcomes into four Core Learning Outcomes.
2. Develop the framework for a three-year cycle for collecting, analyzing, and using assessment data for each Core Learning Outcome.
3. Pilot the framework for the first year using one of the Core Learning Outcomes.

See any problems?
Project #1: Craft Our Core Learning Outcomes

Our students will...
1) think critically and creatively,
2) communicate effectively,
3) demonstrate personal responsibility and life skills,
4) and demonstrate social responsibility.

Project #2: Develop the Assessment Framework
Understanding the College Culture vis a vis Assessment

Our Guiding Principles: What We Heard from Our Stakeholders

- Have a department-level focus.
- There is a great deal of variance in current assessment planning, execution and reporting by department.
- What we develop must not be an administrative “add-on.”
- What we develop must be:
  - meaningful,
  - manageable and sustainable, and
  - actionable.
- Departments must be supported via:
  - time to work on assessment activities,
  - knowledgeable people to help them, and
  - faculty and staff development in good practices in assessment.
The Assessment Framework

Individual departments will decide
1) which CLO(s) they want to assess,
2) how to assess it (them),
3) and the timeline that is best for their department’s work.

The People
How Did It Go?
Changes to the Framework

• Internal communication plan

• Assessment database that integrates with other data sources
Action Project Charter

Project Title (10 words or less): Creating a Framework for Assessing Core Learning Outcomes

Project Sponsor: This project has two co-sponsors: Julie Guelich, Vice President of Academic Affairs, and Lisa Wheeler, Vice President of Student Affairs

Project Champion: Erin Daly, Student Learning Assessment Coordinator and Faculty in Business

Team Members:
Colleen Brickle, Dean of Health Sciences
Aimee DuBois, Faculty in Communication
Elizabeth Longley, Faculty in Chemistry
Robert Lowe, Counselor
Monica Saralampi, Service Learning Coordinator

AQIP Category: #1: Helping Students Learn

Benefits Case: We are doing this project in order to...
1) create a meaningful, manageable and sustainable process by which to continuously improve student learning,
2) demonstrate appropriate and effective assessment practices to accrediting bodies and other external audiences,
3) create focus on and clarity regarding the meaning of each of the four learning outcomes,
4) and to enhance our institutional competencies relating to assessment.

Opportunity Statement: We will develop a framework by which to assess Normandale’s four core learning outcomes* across the curriculum and the co-curriculum.

*Normandale students will...
• think critically and creatively,
• communicate effectively,
• develop personal responsibility and life skills,
• and demonstrate social responsibility.
Project Scope:
What activities are within the boundaries of this project?
1) Planning for the assessment of the identified core learning outcomes
2) Learning about best practices and good models
3) Using existing assessment tools and practices related to program learning outcomes
4) Creating the assessment framework
5) Planning for on-going implementation of the process
6) Planning for collecting, aggregating and presenting the data
7) Securing commitment for adequate resources for the process pilot, revisions and on-going process

What activities are beyond the boundaries of this project?
1) Implementing the project pilot
2) Reviewing and revising the pilot
3) Training of and assistance to pilot project team
4) Developing course or program level outcomes
5) Creating or delivering any training required for pilot, revision and on-going assessment process
6) Creating a public visibility site
7) Collecting and analyzing data, and providing this information to entities external to the project team

Project Outcome:
A fully developed process for college-wide assessment* of the four core learning outcomes that has been vetted and approved by key stakeholders and that is ready to be launched as a pilot at the beginning of the fall 2011 term.

*”Assessment is the ongoing process of:
1) Establishing clear, measurable expected outcomes of student learning
2) Ensuring that students have sufficient opportunities to achieve those outcomes
3) Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations
4) Using the resulting information to understand and improve student learning”

Project Deliverables:
1) A comprehensive process map
2) Clear instructions for executing the process
3) A clear timeline
4) The necessary forms and templates
5) A list of necessary resources
6) A repository for information
Risk Assessment:

<table>
<thead>
<tr>
<th>Stakeholder:</th>
<th>Associated Risk:</th>
<th>Mitigation Plan:</th>
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</thead>
<tbody>
<tr>
<td>Faculty and affected Student Affairs staff</td>
<td>Don't &quot;buy in&quot;/aren't committed and enthusiastic</td>
<td>Manage communication w/ them closely: regularly seek input/expertise and keep apprised of all developments.</td>
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<tr>
<td>All faculty and staff involved in the pilot, revision and on-going assessment process</td>
<td>The process is not sustainable because the necessary resources for pilot, revisions and on-going process are not forthcoming</td>
<td>Secure budget commitment as part of this project.</td>
</tr>
<tr>
<td>Faculty and affected Student Affairs staff</td>
<td>Will be seen as another initiative that will go away if they wait long enough.</td>
<td>Create a communication/promotion plan that emphasizes tie to prior development of CLOs.</td>
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<td>We may not be able to completely mitigate this. It may be a function of time and successful execution of pilot and on-going assessment process.</td>
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Assumptions:
1) There is college-wide enthusiasm for the core learning outcomes.
2) Faculty and Student Affairs staff are very interested in their programs.
3) Faculty and Student Affairs staff would like this process to spring from their program level outcomes and to be flexible.
4) Developing the budget for the pilot, revisions and on-going process will be an iterative process.
Budget for this Project:

<table>
<thead>
<tr>
<th>Cost Type</th>
<th>Amount</th>
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<tbody>
<tr>
<td><strong>Internal labor hours:</strong></td>
<td>there is no established budget.</td>
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<td><strong>Other costs</strong></td>
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<td>External labor costs</td>
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<td>Materials and equipment costs</td>
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<tr>
<td>- Books</td>
<td>$100.00</td>
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<tr>
<td>- Miscellaneous costs</td>
<td>$1,900</td>
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<tr>
<td><strong>Total Costs</strong></td>
<td><strong>$2,000</strong></td>
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Schedule Overview:

Estimated Project Start Date: 09/15/10
Estimated Project Completion Date: 04/01/11

**Major Phases & Major Milestones:** Please see the work plan.

**Impact of Late Delivery:**

1) The team is working to create awareness and enthusiasm across the College for the development and implementation of this process, and delay would likely erode that.
2) Late delivery could compromise a timely pilot of the project.
3) The College is committed to meeting its AQIP accreditation obligations and late delivery would reflect poorly on this commitment.

Charter Revision History:

<table>
<thead>
<tr>
<th>Revision date</th>
<th>Revised by</th>
<th>Approved by</th>
<th>Description of change</th>
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10/17/12

https://sps.normandale.edu/WorkGroups/aqip-clo/Documents/Charter Related
### Selected Criteria:

<table>
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<tr>
<th></th>
<th>Non-existent</th>
<th>In infancy</th>
<th>At, or just past, the “tipping point”</th>
<th>Stable &amp; on-going</th>
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<tbody>
<tr>
<td>Faculty ownership of the assessment process</td>
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<td>On-going faculty development</td>
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<td>Administrative support</td>
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<td>A practical, sustainable assessment system</td>
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<td>Meaningful and measurable student learning outcomes at the course, program and institution level</td>
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<td>Use of assessment information to inform work and financial planning</td>
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<td>Role of assessment in academic program review</td>
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<td>Assessment in the co-curriculum</td>
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<th>11/01/10</th>
<th>11/10/10 (Team Mtg)</th>
<th>11/14/10</th>
<th>11/22/10 (Team Mtg)</th>
<th>11/28/10 (Team Mtg)</th>
<th>12/02/10 (Team Mtg)</th>
<th>12/14/10 (Team Mtg)</th>
<th>01/05/11</th>
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<td>2) Evaluate resources/identify key components</td>
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<td>3) Summarize for team</td>
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<td>Colleen &amp; Aimee re Academic Programs</td>
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<td>Rob &amp; Monica re Sas</td>
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<td>3) Compile info &amp; distribute to team</td>
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<td>1) Identify what will be required</td>
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<td>1) Create plan</td>
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<td>2) Execute plan</td>
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**Key:**
- ✔️ = on schedule YEA!
- ☀ = ahead of schedule WE'RE HEROES!
- ⚫ = in danger of falling behind DO SOMETHING!
- ⚫ = behind schedule NEVER LET THIS HAPPEN!
Project Work Flow: Stage 1

Stage 1: Gather information (Ending 12/14)

- Learn about good practices/models
- Learn about what academic programs & student affairs are doing
- Learn about published instruments
- Identify what formal approval will be required
- Identify information repository options
- Create stakeholder communication plan

- Identify/Assemble resources
- Determine parameters for info gathering
- Learn about what the college is using, has used, and has considered but rejected
- Learn about other published instruments

- Evaluate resources/identify key components
- Determine process for info gathering
- Learn about what academic programs & student affairs are doing

- Gather & evaluate info - e.g., identify key issues, common practices, etc

- Summarize for team
- Summarize info for team
- Summarize for team
- Summarize for team

- Execute communication plan