

AQIP Action Project Update
Creating an Assessment of Student Learning Team Framework
Pueblo Community College
December 2016

1. Describe the past accomplishments and the current status of this Action Project.

The first phase of moving our assessment of student learning programs forward was/is to create the AQIP team and develop a sustainable assessment of student learning framework. We plan to complete this initial project phase by fall 2016. The AQIP project goal is to develop a decision-making body capable of establishing goals, clear and consistent processes, and timelines within the framework of a five-year plan. PCC will expand the current Assessment Committee to be more inclusive and collaborative so as to move the college forward. Initial visioning exercises are planned for June 2016 with follow-up sessions going forward as needed.

Leadership, Division of Responsibilities, & Inclusive Decision Making

- **ASL Action Project Core Team**: The existing Assessment of Student Learning committee was established as the decision-making body. Voting members are full-time faculty, representing all three academic divisions, led by a faculty-appointed Chairperson and supported by the Assessment of Student Learning Coordinator, both of whom are also faculty members.
- **Inclusive ASL Action Project Team**: The ASL committee made concerted efforts to be more inclusive and encourage involvement across campus, especially by inviting faculty to take part in (as non-voting members but important voices in) goal setting discussions, Action Plan development sessions, provisional rubric selection decisions, and sub-committee meetings, especially the Rubric/SLO Review & Development sub-committee.
- **Key Decisions Determined by Faculty Input**: Key decisions affecting assessment across the institution, including the selection of ISLOs and rubrics for the current assessment cycle, feedback and suggestions for improvements to the provisional ISLO rubrics, and the review and approval of revised ISLOs for the upcoming cycle were informed by all faculty via surveys, discussions at All Faculty meetings, and open sessions for discussion and feedback, which started as the planned visioning exercises and continued with further goal setting and action planning meetings.

eLumen Implementation & Training

- **Data Load**: All current course offerings and corresponding state-wide CSLOs for the Colorado Community College System were loaded into PCC's assessment platform, as well as the ISLOs and provisional rubrics selected for use during the current assessment cycle
- **Course-Applicable ISLOs Identified**: Coordinated efforts to identify applicable ISLOs for all current course offerings were directed by the ASL Coordinator, facilitated by ASL Division Leads, and executed by Department Chairs, frequently with input from faculty regarding preferred/most suitable ISLOs for their courses
- **ISLO Assessment Distribution**: Based on the applicable ISLOs identified for current course offerings, the ASL Coordinator calculated the ideal distribution of the 3 selected ISLOs across disciplines and distributed recommendations to Department Chairs
- **Training**: The first cycle of training for all eLumen roles currently planned for use was completed in three stages, starting with Data Stewards, then Department Coordinators, and finally Basic Training for all faculty and instructors. Faculty representatives from the ASL Committee were included at each stage.

Assessment Resources & Communications

- **Resource Guide:** Draft version developed, made available to faculty, and soon to be finalized
- **Norming:** Rubric norming workshops (presentation, informational handouts, rubrics, sample assignments and authentic student artifacts collected from faculty) provided at Pueblo and SCCC campuses and offered on an ongoing basis and upon request
- **One-on-One Support:** Weekly eLumen/Assessment Office Hours with ASL Coordinator
- **Contact Information:** Established primary points of contact, including Division Leads and dedicated eLumen Support email account (ASL Coordinator), and clearly identified ASL Chair and Coordinator as the primary source of important ASL communications.
- **Additional Requests:** Additional guidance and support offered as needed, including presentations and FAQ sessions at department and division meetings, one-on-one training sessions, and support documentation available via multiple platforms
- **ASL Newsletter:** The ASL Coordinator developed and disseminated the first three issues of a newly created monthly newsletter containing recent news and accomplishments, reminders of upcoming tasks and deadlines, and clarification regarding terminology, ASL best practices, eLumen features, and FAQs
- **Branch Campus Involvement:** A concerted effort was made to offer all training, goal setting, and assessment discussions in-person at the branch campuses to ensure that all faculty had an equal opportunity to receive key information and contribute to the assessment process without the impediment of possible issues related to video conferencing technology.

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

Faculty and administration working together in an inclusive and collaborative manner will set the groundwork for future action plans. The current Assessment Committee structure was struggling with the development of sustainable processes for useful collection of assessment data at all levels of assessment. Team members will concentrate on planning, leading, coordinating, and implementing future assessment efforts at the college that meet HLC standards of accreditation. Input from college stakeholders will be solicited throughout the process to ensure the team is acting in accordance with the needs of faculty, students, administration and the broader community.

- **Assessment Software:** ASL committee viewed several assessment software applications for faculty so that reports can be generated, ultimately selecting eLumen as PCC's assessment platform.
- **Faculty Values & Goals for Assessment:**
 - Amanda Corum facilitated multiple stages of assessment goal setting workshops with faculty at all campuses throughout Fall 2016.
 - ASL Coordinator drafted and sent faculty a survey to establish faculty priorities for institution-level assessment, resulting in the selection of the top three ISLOs as the focus of upcoming institutional Assessment of Student Learning efforts.
 - Use of surveys, workshop evaluations, eLumen reflections, and RFIs to collect feedback and assessed activity information
 - Collected data on current course offerings, applicable ISLOs, and faculty priorities for institutional assessment for the current cycle
 - Faculty were invited to participate in the review and revision of PCC's ISLOs, drafted revisions were shared at November Division Meetings and additional modifications were made based on faculty response, and a voting survey to approve or reject the revised ISLOs as well as provide additional feedback was developed and distributed in December 2016

- Rubrics: Review, Selection, Norming, & Feedback
 - ASL Coordinator compiled examples of existing rubrics for the three chosen ISLOs for faculty to review
 - After faculty suggested some minor revisions/additions to reflect PCC's values and mission, three modified rubrics were selected for provisional use in Fall 2016
 - Rubric norming sessions offered to help faculty learn how to apply the ISLO rubrics to student work in their courses and across disciplines
 - One of the primary goals for institutional assessment during Fall 2016 was to implement the provisional rubrics in eLumen across as many applicable courses as possible to sufficiently examine their usefulness and suitability across disciplines and generate feedback and suggestions for future possible revisions
- ISLOs: Review, Revision, & Mapping to Applicable Course Offerings
 - Current course offerings were mapped to applicable ISLOs that could be reasonably assessed within the established curriculum
 - After reviewing existing ISLOs (formerly GELOs) and researching best practices for ISLO development, the Rubric/SLO ASL Sub-committee undertook revisions in order to simplify the organization of, clarify the distinctions between, and improve the cross-disciplinary applications of PCC's ISLOs.
- Division of Responsibilities
 - ASL Committee Operating Procedures were revised to more accurately and precisely identify the division of Chair and Coordinator responsibilities
 - Expectations for Course- and Program-Level Assessment remained consistent with existing practices
 - Fall 2014 Institutional Assessment Responsibilities:
 - **Faculty** were expected to submit ISLO scores of student work using the selected provisional ISLO rubric(s) for at least one section of one course
 - **Department Chairs** were expected to distribute ISLO assessments to faculty in eLumen based on recommended distribution; Chairs were also encouraged to promote part-time instructor involvement
 - **ASL Sub-Committees** were expected to meet regularly, establish goals related to their area of focus, and develop action plans in response to college and faculty needs, concerns, and goals
 - **Division Leads** were expected to facilitate communications between the ASL Committee and Department Chairs, coordinate the collection and distribution of requested assessment information to and from the pertinent parties, and act as the ASL point person for faculty in their divisions

3. Describe your institution's planned next steps for this Action Project.

The primary goals for each calendar year of our five-year plan are as follows;

- 2016: Implement Institution-Level Assessment in eLumen and Establish ASL Team
- 2017: Integrate Program-Level Assessment into eLumen
- 2018: Integrate Course-Level Assessment into eLumen
- 2019: Closing the Loop: Interpreting Results, Constructing Improvement Plans, and Developing Signature Assignments
- 2020: Reassess Campus-Wide Assessment Process and Track Improvement of Student Learning over Five-Year Plan

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

- **Faculty Input:** Use of surveys, evaluations, and open sessions to collect and record faculty input, which helped determine all major decisions in the development of a sustainable Assessment of Student Learning process.
- **Training:** Regular, ongoing training opportunities in multiple formats and on a variety of timely and relevant topics, especially based on faculty requests
- **Ongoing Support:** Designated points of contact for support related to assessment and an open-ended invitation to request additional training and support at any time
- **Transitional Timeline:** An expanded timeline with specific dates and more detailed instructions for each stage of the assessment process during the transitional cycle was developed by the Resource Guide subcommittee and made available to all faculty to clarify expectations and deadlines; timeline reminders and key deadlines were distributed via the monthly ASL Newsletter
- **Communication:** Clear, regular, and timely communication following consistent methods for distributing information in multiple formats, including establishing specific individuals and entities as the primary sources of specific types of assessment-related materials, instructions, and reminders.
- **Division of Responsibilities:** While further progress is yet to be made with regard to developing a more comprehensive, stable, and defined organization and division of ASL responsibilities, the natural evolution of ASL sub-committees, the inception of hopefully an ever-growing team of trainers and network of support, and the willing cooperation of individuals with various levels of responsibility have offered a promising start toward coordinating clearer and more consistent communication, accomplishing complex tasks, and promoting collaboration and investment in the assessment process.

5. What challenges, if any, still face your institution regarding this Action Project?

The challenges facing the organization and training of the AQIP Assessment Team is finding the appropriate time to meet when all stakeholders can participate in discussions. A new time and place for a broader based team to meet is a first priority. In addition there needs to be a commitment and willingness of all stakeholders to have a strong spirit of collaboration, shared goals, and understanding of the value of taking assessment efforts to the next level of performance on the AQIP maturity scale. Risks include suspicion of some team participants, project sabotage, and miscommunication regarding motives and goals especially that of administration in the process.

Challenges

Institutional Assessment Roll-Out

- Administration's presentation of ISLO and rubric selected for 2015-2016 transition year
- Tensions between administration and faculty
- Lack of open communication
- Mistrust
- Conflicting and/or misaligned goals
- Reluctance to cooperate, get involved, and invest in the institutional assessment process

Commitment to ASL Process

- Understanding the value of assessment at all levels
- Perception of assessment as a chore rather than a celebration
- Lack of commitment due to lack of stability in process

- Inadequate attempts to involve and collaborate with colleagues across disciplines, at branch campuses, and between full-time and part-time instructors

Adjustment Period

- Buy-in
- New software implementation
- Relinquish past processes for planning and reporting
- Communication

Strategies

- Creation of the Assessment of Student Learning Coordinator position with half administrative and half faculty responsibilities to act as a bridge.
- Appointment of new ASL committee members, Division Leads, and Chairperson
- Establishment of ASL sub-committees to address faculty interests and promote a positive culture of assessment
- Request that administration decrease involvement and instead offer support for the faculty-driven process rather than direction
- Call for increased faculty and instructor involvement in institutional assessment planning, procedures, and decision-making
- Increased efforts to communicate assessment-related information via multiple platforms with clarity and regularity
- Ongoing training opportunities on assessment software, practices, and next steps