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## Action Project

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**Title:** Implementing a revised assessment evaluation, reporting and feedback cycle

**Version:** 2

**Institution:** Midstate College

**Status:** Active

**Submitted:** 2010-03-15

**Category:** 1-Helping Students Learn

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### Timeline

Planned project kickoff date: 2008-10-01

Target completion date: 2010-10-01

Actual completion date:

### Project Detail

#### Project Goal

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

This Action Project seeks to develop and implement a revised assessment evaluation, reporting and feedback cycle. Using the Nichol's Model as a framework for assessment, the College will work with individual programs to facilitate an effective continuous improvement cycle aimed to affect student outcomes.

#### Reasons For Project

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

The College recognizes the need to implement a systematic and ongoing cycle of assessment. Toward that end, efforts to align course objectives with program objectives, program objectives with college objectives, and college objectives with the mission statement have been ongoing. In addition, as a result of feedback received from the 2003 Comprehensive Evaluation Visit, efforts to standardize syllabi have been ongoing. It is widely understood that assessment is essential to providing quality educational programs and as a means to fulfill the mission of the College. Furthermore, information provided in the 2008 Systems Appraisal Feedback Report indicates that Midstate needs to address the evaluation of effectiveness of processes and reporting of assessment practices.

#### Organizational Areas Affected

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

The organizational areas most affected by this Action Project include academic program departments, college administration, institutional research, assessment, and strategic planning.

#### Key Organizational Process(es)

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

The development and implementation of a systematic and ongoing cycle of assessment will provide a framework and processes for assessing student outcomes and institutional effectiveness as it relates to teaching and learning. The processes that will be targeted include alignment of course and program objectives with college objectives and mission, evaluation and identification of appropriate assessment methods for each course and program, effective means for reporting assessment data, effective means for storing data, effective means for evaluating and reporting data, and effective process for using data to influence improvements.

### Project Time Frame Rationale

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

The Nichols Model provides a framework for a two year assessment implementation cycle that the College plans to adopt. However, programs that are in a position to incorporate the one year implementation cycle will be given that opportunity. Given the continuous improvement emphasis affiliated with AQIP, the College will monitor progress at predetermined mileposts to ascertain whether the action plan is moving forward at an appropriate pace as well as identify if the pace needs to be reevaluated.

### Project Success Monitoring

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

This Action Project will incorporate a specific calendar of events and activities as mileposts for achieving specific goals or steps within the Nichols Model.

### Project Outcome Measures

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

The expected outcomes of this Action Project include: 1. Curriculum mapping via current matrices for courses, programs, and general education objectives; 2. Current syllabi that align with course, program, and general education objectives as appropriate; 3. Formal process for new course and new program approvals that incorporate assessment; 4. Implementation and evaluation of appropriate assessment methods; 5. Systematic collection, analysis, storage, and reporting of assessment data; 6. Systematic and ongoing improvement based on assessment data.

## Annual Update

### Project Accomplishments and Status

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

### Institution Involvement

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

### Next Steps

Describe your planned next steps for this Action Project

### Resulting Effective Practices

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

## Project Challenges

What challenges, if any, are you still facing in regards to this Action Project? This is an opportunity to get constructive, actionable feedback and advice from our review process. Use this question to specify where your blocks, gaps, sticking points, or problems are. If you have already fashioned strategies to deal with any challenge you face, share both the challenge and your strategy for meeting it. If you would like to discuss the possibility of AQIP providing you help beyond the review process, explain your need(s) and tell us whom to contact and when

## Annual Update

### Project Accomplishments and Status

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

Through the action project, the college has reinforced the importance of curriculum mapping as well as ensuring that syllabi are consistent across the institution and provide consistent and approved objectives. Curriculum matrices are stored by academic year and program on a shared drive. Approved syllabi are also stored on a shared drive. The college implemented formal approval processes for courses and programs. These processes provide a means by which proposals are communicated at various levels throughout the college to ensure that a holistic view of the course/program is taken into consideration. The college also adopted the Nichols model as a framework for program assessment. The model has aided in the facilitation of assessment discussions revolving around objectives, student learning outcomes, means of assessment, criteria for success, results, and opportunities and plans for improvement. The Nichols model, guided by the annual assessment cycle, has also provided the framework for collecting, analyzing and storing assessment data. Discussions concerning electronic tools are still taking place. Course level self-assessments and course evaluations are now electronic and provide a means by which faculty provide course level assessment results and students provide feedback concerning their course experience. Midstate just completed its first annual assessment cycle. As a result of this assessment cycle, programs are planning and implementing opportunities for improvement based on the assessment results. The implementation of term Assessment Days has provided faculty and administration a venue by which professional development and dialog concerning assessment can take place.

### Institution Involvement

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

Beginning in fall 2008, the action project committee was convened and held regular monthly meetings to identify which action project outcomes to focus on. The committee included the President, Vice-President/COO, Academic Dean, Assistant Dean, Program Director for Paralegal, and the Director of Assessment. In addition, throughout the academic year, there were several presentations/professional development opportunities provided for faculty concerning the Action Project and assessment. In addition, we implemented annual assessment plans as well as online faculty self-assessments each term. Several individuals attended assessment conferences as well which resulted in an enhanced shared understanding of assessment at Midstate College. Assessment Days were instituted each term as a means by which we could provide faculty and staff time to conduct course level and program level assessment. The summer term Assessment Day that was held on August 28 was structured so program directors could meet with program faculty to talk about specific activities including feedback concerning summer term courses, 2008-2009 assessment plan results and plans for improvement, 2009-2010 assessment plans, and program course progression matrices. This particular day really created a lot of discussion between faculty regarding their individual courses and programs and was key in pulling the Action Project activities from 2008-2009 together and providing meaning to the process.