New Mexico Highlands University
Assessment of Student Learning Committee

STORYBOARDS:
A GUIDE TO BUILDING YOUR ACTION PORTFOLIO

NMHU SYSTEM TO ACCESS STUDENT LEARNING

1) Develop a system
- a.) Developmental Courses
- b.) Core Curriculum
- c.) Disciplines

2) Develop Themes
- a.) Survey
- b.) Faculty Development Week Conversation
- c.) Committees

3) Facilitate "buy-in"
- • Summer Survey
- • Faculty Development Week
- • Committee Input
- • Students?

4) Identify Course-level Assessment of Student Learning (that tie-in the themes)
- a.) Keep
- b.) Revise
- c.) Ditch

5) Implement System
- a.) Collect data (Centralized)
- b.) Use data in formative process (at program level)

6) Evaluate System
- • Where are we in 2011?
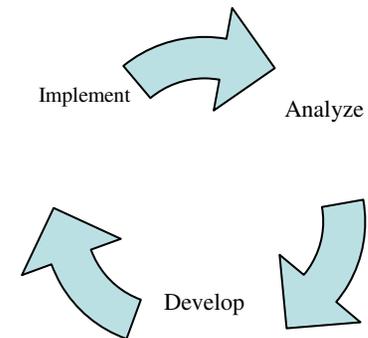
Prompt Questions:
How have you determined your institutional needs related to assessment of student learning?
How have you prioritized these needs?
What data/information do you have that suggests these are needs?
Are some needs greater than others?
Are some needs more immediate than others?

Results: Clear definition of priorities for deciding among potential Student Learning Projects

Implement   Analyze

Develop

STORYBOARD 2: STUDENT LEARNING PROJECT QUESTION(S) AND OUTCOMES

CLARIFYING QUESTIONS:

1) What are NMHU's core values (and how can we find and articulate them)

2) How do we align course level assessment of student learning with the themes?

3) How do we create and implement the system and data collection with existing structures?

Prompt Questions
DO THE PROJECT QUESTIONS ADDRESS STUDENT LEARNING?
Are the questions the ones you most want to answer?
Do the project question(s) address institutional needs?
Do the questions lead to doable, meaningful projects likely to achieve defined outcomes or results?
Do the project(s) relate to your institutional mission?

DEFINING CLEAR OUTCOMES:

1) System developed and operating

2) Themes identified and agreed upon

3) Faculty, Staff & Students involved in development

4) Syllabi reflect themes and link to assessment of student learning

5) Effective data collected (centrally) and utilized at program level to enhance student learning.

Prompt Questions:
Are the Outcomes SMART (specific, measurable, attainable, relevant, time bound)?

Results: Questions that frame the institutional needs and clarify the focus of the Student Learning Project. A set of well-written SMART outcomes that make effective assessment and evaluation possible and that make clear the intended results of the Student Learning Project.

STORYBOARD 3: PROJECT IMPLEMENTATION (Design & Process)

When	What	Who's Responsible	How/Details	Resources
July 1	Meeting w/Dr. Rivera & Dr. Jean Hill	Committee	Presentation	
July 15	Develop survey and disseminate	Kathy, Holly, Maxine & Steve	Set up meeting	OIER
Aug. 11	Presentation Faculty Development Week	Committee	Schedule w/Dr LaGrange	Update Dr. Rivera
Sept. 15	Meet Chairs: Faculty, Student and Staff Senate	Committee	TBA	Handouts: system, survey & flowcharts.
Dec. 15	Themes due to committee (finalized)	Faculty, Student and Staff Senate submit to committee	Hard copies	Update Dr. Rivera
Jan. 15	Themes unveiled and departments (programs) tie-in course-level assessment of student learning		TBA	
Spring 09	Training: align assessment w/themes	TBA	TBA	Bib books (info) – Office of OAC
Sept. 09	Outcomes assessment of student learning (plan aligned to theses and 08/09 reports due (old system) DUE			

Prompt Questions:
Who will be doing what step by step? When? How? What resources and support are needed?

Results: Project implementation plan--a fully developed set of action steps, roles, resources, and responsibilities for the Student Learning Project.

STORYBOARD 4: EVIDENCE COLLECTED FOR EACH PROJECT

- ➢ **Agenda – meetings: Dr. Rivera, Dr. Hill, Senates, etc.**

- ➢ **Survey (input on themes)**

- ➢ **Faculty feedback on system and survey presentation**

- ➢ **System – narrative (?) - flowchart** } **handbook/manual**

- ➢ **Spring – Training (agendas, worksheets)**

- ➢ **Sept. 2009 => Assessment of student learning**
  Department documents → Assessment of student learning aligned to themes for 09/10 academic year.

Prompt Questions:
What data/information will be collected and at what steps in the implementation plan? What will it look like?
Is the data/information appropriate? Who collects the data/information?
Is the data/information aligned with your questions?
How do you know the data/information is accurate?

Results: Clear plan for what data/information will be collected, how, and when throughout the Student Learning Project.

STORYBOARD 5: INTERPRETING EVIDENCE, MAKING IT USABLE INFORMATION

EVIDENCE ➤ **INFORMATION**

- **Survey 1st draft** ➝ **Committee presents**

- **Find Survey** ➝ **OIER collects**

➝ **Committee presents for faculty, staff and Senate**
- **Assess on student learning plan OA Coordinator checks for appropriate alignment [feedback to depts., programs, etc]**
-
- **Spring 09**   **best practices [handbook/manual/bib]**
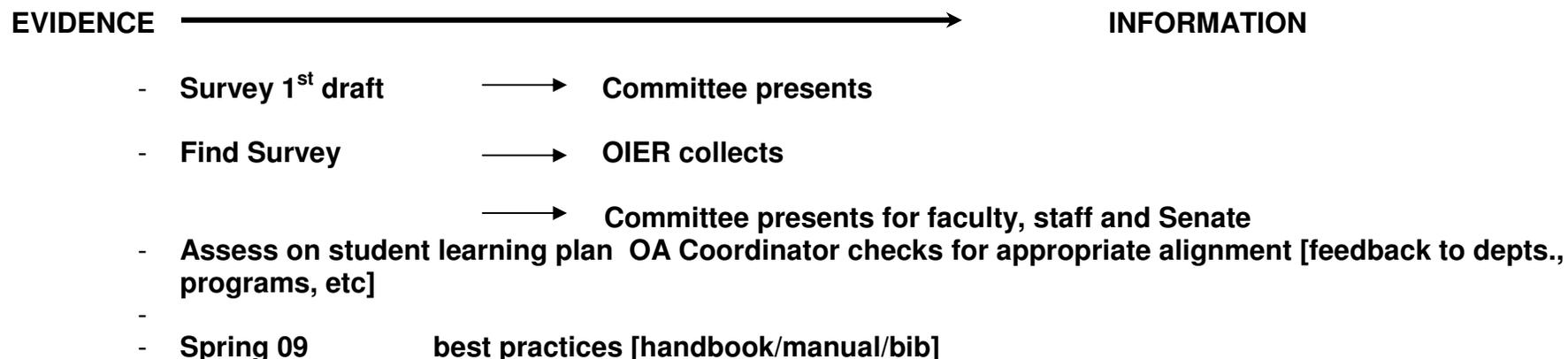
Prompt Questions:
Who needs to be involved in analyzing the evidence--evaluating and turning it into usable information?
Given your discussion, is the data/information you're collecting the right data/information?
What will the data/information look like? How will it be disseminated?
How will you know the data/information is usable?
HOW WILL YOU BUILD SHARED RESPONSIBILITY FOR ACTING ON THE DATA?

Results: Processes outlined for getting the right people together to analyze the information, produce conclusions and recommendations, and determine where recommendations should go to be implemented.

STORYBOARD 6: USING THE EVIDENCE TO IMPROVE STUDENT LEARNING

*Resources > bib library book this fall

*Trust, but verify
        Space and flexibility I data input/review/use
        But some accountability/monitoring through OAC and OIER

Prompt Questions:
How will you ensure the evidence and recommendations are actually used? What changes will you make? Why these among all those possible? Are there any that you can do immediately?
Have you leveraged the people with the influence who can make the change happen? Provide the resources to make and sustain the change?   What is your plan to evaluate if the changes produce the results you want?
HOW WILL YOU BUILD SHARED RESPONSIBILITY FOR USING THE DATA?

Results: A plan and a process for ensuring that the recommendations are heard and acted on. A process for integrating the recommendations into larger planning, evaluation, budgeting, and improvement processes.

STORYBOARD 7: PROJECT OBSTACLES AND CHALLENGES

Obstacle Description	Proposed Solution
Low survey feedback Need Coordinator	2nd draft Faculty Development Week Recommend to Dr. Rivera
Time for faculty to review and plan new outcome assessment	
The (A) Work	Use "student learning"
Imparting/sharing but practical resources	Center for teaching excellence and resources

STORYBOARD 8: MEASURING THE IMPACT OF YOUR CHANGE

-Increase percentages of students will attain learning outcome

-objectivity and reliability in data collection and retention

-effective and fluid student learning assessment system

-implement this (revised) action plan} build quality of plans

-Identify the 2011 graduate

-Lows on end-goal of action plan and build backwards (2) faculty participate

-website pages (OIER/OAC) link to NMHU homepage

-OAC job description (?) and OIER practices and (hand book)

-ongoing critical evaluation of system

-Sept. 2009: OA plans. OAC position. Committee continued existence

Prompt Questions:
How might the change affect student learning? How do you know? What is the data/information?

Results: Clear plan and credible methods for evaluating whether the changes made the difference intended.
Tools/measures/processes for evaluating the benefit and impact of the change.

STORYBOARD 9: KEEPING ON TRACK: FORMATIVE EVALUATION

All faculty inputs data – dev and core	**May 09**
(banner) disciplines	**May 10 -→ Dec 09?**
OAC compiles facilitates eval developmental	**Dec 09**

-themes and outcomes identified	**Jan 09**
(ctte develops OA Handbook: Kathy and Chris,	
institutional plan; Holly, overview and examples	
of teaching/assessment); bibliography	
(ctte and OAC self-assess final copy	**Aug 09**

% programs w/plans –	**Aug 09 (Sept 10)**
% programs reporting results –	**Sept 10**
% students achieving outcomes –	**Sept 1**

Sharable Products: 1. webpages up 2. Reports to Gilbert by ctte	
--handbook	**Feb. 09 (times TBA)**

Evidence of Sustained Commitment: math reports to NCA

Feedback faculty develop weeks '08, '09, '10

Eval. Quality of OAC

OAC library up by 12/08

<u>**Prompt Questions**</u>**:**
When will you step back to take stock of whether your portfolio and project are working--or need to be fine-tuned?
What groups and processes are in place to review progress and make adjustments as needed?
What means do you have to talk about and address (or capitalize on) unintended opportunities or consequences as you move forward?

<u>**Results:**</u> Defined points in the process of the portfolio and Student Learning Project at which groups review and adjust the work. Process or method for reviewing and adjusting project and portfolio work to maximize results.

STORYBOARD 10: COMMUNICATION & SHARED RESPONSIBILITY PLAN

The communication (meetings, events, websites, memo's...etc) we must accomplish within the next:

two weeks		three months		six months		year	
What	**Who**	**What**	**Who**	**What**	**Who**	**What**	**Who**
This workshop and action plan: to Gilbert 7/1 **Survey 7/15** **Presentation to faculty; 2nd chance to survey: 8/11**		**Meet Gilbert and Jean** **Factuly senate** **Student senate** **Depts.. as needed** **Intro web pages**		**Themes in outcomes Aligned: 2/09** **Handbook** **Build webpages**		**Ongoing NCA reports** **Banner and webpages complete**	

Prompt Questions:
What steps will you take to launch and excite others into involvement in the project?
How are you going to engage others on campus throughout the project?
Who or what groups do you have to engage on campus? When? How?
What is your ongoing communication plan for the duration of the Academy?
What simple publications, timelines, updates will you use to keep people up to date?
HOW WILL YOU BUILD SHARED RESPONSIBILITY?

Results: Detailed methods, timelines, and strategies for communicating the work in the Academy, the work of the project, and the portfolio to all key stakeholder groups (internal and external). Process for intentionally building shared responsibility for assessment of student learning.

Outcomes Assessment Survey Results

Response Summary

Page: Outcomes Assessment Survey

1. Select the appropriate box:

Select one

	College of Arts & Science	School of Education	School of Business	School of Social Work	Response Count
College/School:	**53.6% (15)**	28.6% (8)	7.1% (2)	10.7% (3)	28
				answered question	28
				skipped question	0

2. Select the appropriate box:

Select one

	Main Campus	Rio Rancho	Farmington	Santa Fe/Espanola	Roswell	Raton	Response Count
Location site:	**82.1% (23)**	10.7% (3)	7.1% (2)	0.0% (0)	0.0% (0)	0.0% (0)	28
						answered question	28
						skipped question	0

At this point we are trying to generate a list of traits that are already being taught across programs.

3. Listed below are six traits that our committee has identified based on our review of what other institutions are currently doing as well as on traits that we have been using at Highlands for several years to assess attainment of outcomes in our core curriculum. Indicate whether you are in favor or not in favor of each proposed trait listed below by checking "Yes" or "No"

	Yes	No	Response Count
Mastery of content knowledge and skills	100.0% (28)	0.0% (0)	28
Effective communication skills	100.0% (28)	0.0% (0)	28
Critical thinking skills	100.0% (28)	0.0% (0)	28
Reflective thinking skills	96.3% (26)	3.7% (1)	27
Effective use of technology	92.9% (26)	7.1% (2)	28
Quantitative or qualitative analysis of data & information	100.0% (28)	0.0% (0)	28
		answered question	28
		skipped question	0

We would also like you to specify any other traits that you feel are important to students to have acquired.

	Comment Text	Response Date
1.	Writing skills.	Thu, 7/24/08 10:19 AM
2.	1. Solid writing skills	Mon, 7/21/08 5:17 PM
3.	team work/collaboration ethnics (including ethical and appropriate use of internet for "professional" related interactions, as in courses, etc., plagiarism, etc.) self-directed/responsibilities as a student at highlands appreciation of diversity basic knowledge of issues in globalization	Sun, 7/20/08 9:33 PM
4.	1. An understanding the ethical principals of the field or discipline and (in some cases -professional schools) the ability to engage in ethical decision-making. (This could be a sub-category under master of content knowledge and skills, but i would like to see ethics identified as a core trait.	Sun, 7/20/08 8:04 PM
5.	Adoption of professional values and code of ethics	Fri, 7/18/08 8:51 AM
6.	Work ethic, more focus on education not grade.	Fri, 7/18/08 7:32 AM
7.	Interest in learning, understanding of different points of view	Thu, 7/17/08 1:21 PM
8.	Is writing subsumed under communication skills?	Thu, 7/17/08 11:26 AM
9.	read at college level	Thu, 7/17/08 11:13 AM
10.	advocacy / appreciation of minority language children & families	Thu, 7/17/08 10:35 AM
11.	More direct contact with persons with co-occurring disorders (addiction & mental illness). Greater emphasis on Spanish in the graduate concentrations- GNP and Clinical. More support for the Bilingual concentration. A "licensure prep" elective in the curriculum would benefit students substantially.	Thu, 7/17/08 10:33 AM
12.	Reading ability, math and geometry competence, use of adaptive learning and management	Thu, 7/17/08 10:05 AM
13.	Specific to communication: solid writing skills, solid oral presentation skills. Also - the above is VERY generic and sketchy,	Thu, 7/17/08 9:48 AM
14.	`A broader knowledge of the world outside New Mexico Better liberal arts background from somewhere so that the student is truly a broadly educated person	Thu, 7/17/08 9:36 AM
15.	Effective writing skills	Thu, 7/17/08 9:18 AM