Mineral Area College, MO

Project: Implementing Taskstream to Streamline Course-Level Assessment: Phase Three

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Declaration

Q:	**Briefly describe the project in less than 100 words. Be sure to identify the key organizational areas (departments, programs, divisions, units, etc.) and key organizational processes that this action project will affect, change, and/or improve.**
A:	This project is the third in a series implementing the accountability management system (AMS) Taskstream for course-level assessment and encompasses both the Arts & Sciences and Career and Technical Education divisions of the College. One of the goals of this project is to expand the use of Taskstream for documenting course-level assessment findings and instructional improvements based on the findings. The other goal of this project is to refine a review process for course-level assessment findings.

Q:	**Describe your institution's reasons for initiating this action project now and how long it should take to complete it. Why are this project and its goals high among your institution's current priorities? Also, explain how this project relates to any strategic initiatives or challenges described in the institution's recent or soon-to-be submitted Systems Portfolio.**
A:	This project is the third in a series dedicated to standardizing the College's course-level assessment practices. The College refocused its efforts towards assessment in response to feedback received from the most recent Campus Quality Visit and Systems Appraisal Report and addresses AQIP Category One: Helping Students Learn, specifically Core Component 4.B.: The Institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
	In addition, this project is aligned with the Strategic Plan initiative of Measuring and Improving Student Learning Outcomes, and more specifically, the goal to revise course-level assessment to create systemic, continuous improvements to advance student learning.

The timeline for this project includes the launching of a new assessment cycle, expanding current assessment practices, and reviewing findings from the previous assessment cycle. This project should take no longer than 18 months to complete.

The College is beginning to see positive results from the implementation of the accountability management system Taskstream. This project is a continuation of those efforts, focused on expanding course-level data collection. At the conclusion of academic year 2015-2016, the College has 20% of its total courses in data collection.

Q:	List the project goals, milestones, and deliverables along with corresponding metrics, due dates, and other measures for assessing the progress toward each goal. Be sure to include when you anticipate submitting the project for formal reviews.

A:	Action	Due Date	Measure	Evaluation
	Collaborate with faculty members to create assessment goals for the 2016-2017 Assessment Cycle	September 2016	Faculty members will have specific goals regarding the number of courses set up in and the number courses documented in Taskstream.	Assessment efforts will be monitored throughout the academic year by the Accreditation and Assessment Coordinator. Goals will be adjusted as needed.
	Train department chairs how to access data reports in Taskstream to share with their department.	September 2016	Departments will review data from previous assessment cycles and implement any recommendations in order to improve instruction.	Instructional improvements will be implemented throughout the assessment cycle. Findings will be collected at the end of each semester and compared to the previous assessment cycle findings.
	Revise the rubric for reviewing course-level assessment findings.	December 2016	The course-level review rubric will be revised to allow reviewers from the Assessment Committee to easily	The Assessment Committee will revise and approve a course-review rubric to assist reviewers. Feedback from reviewers will

		review course-level findings submitted by departments.	be used to determine any necessary changes.
Write and submit action project update to the Higher Learning Commission.	January-February 2017	The progress on this action project will be evaluated by the College and sent to HLC for review.	After reviewing the progress on this action project, the committee will make necessary changes.
Review 2015-2016 Assessment Cycle course-level findings.	March 2017	Courses submitted for review will be peer reviewed by a member of the Assessment Committee and the Dean of Arts & Sciences.	Progress on the reviews will be monitored throughout the year by the Accreditation and Assessment Coordinator.
Increase the number of courses set up in Taskstream to 45% of (297) courses	June 2017	330 total courses will be set up in Taskstream and will be ready for data collection.	Progress will be monitored throughout the academic year with weekly updates to Dean of Arts and Sciences.
Increase the number of courses in data collection to 30% (198) of courses	June 2017	198 courses will be in data collection and have findings, reflections, and recommendations documented in Taskstream.	Courses in data collection will be monitored throughout the assessment cycle.

Q:	**Describe how various members of the learning community will participate in this action project. Show the breadth of involvement by individuals and groups over the project's duration.**
A:	This initiative encompasses teaching faculty from both the Arts and Sciences and Career and Technical Education Divisions. The Arts and Sciences division offers three degree programs and approximately 300 courses. The Career and Technical Division offers 36 degree programs with approximately 360 courses. At the beginning of the assessment cycle/academic year, the Accreditation and Assessment Coordinator will meet with department chairs and individual faculty members to determine assessment goals for the upcoming academic year. Implementation efforts vary according to department, with some departments focusing on

main campus courses only, while others are beginning to incorporate outreach centers and dual credit.

Faculty members will report findings at the end of each semester. Depending on the department, some faculty members will report to a lead instructor within the department, while others will report findings directly to the Assessment Coordinator.

The Accreditation and Assessment Coordinator will arrange Taskstream software training sessions, both for small groups and individuals. The Coordinator will also send updates on this initiative to the President's cabinet, faculty, and staff.

Students will participate in course level outcomes assessments and will be the ultimate beneficiaries of the assessment initiative as faculty make instructional improvements.

Q: Describe how the institution will monitor project progress/success during, and at the completion of this project. Be sure to specifically state the measures that will be evaluated and when.

A: Progress during the project will be monitored by the Accreditation and Assessment Coordinator Assessment and Accreditation Coordinator who will check on the progress of each department's assessment goals throughout each semester. Each department will have individualized assessment goals which will be monitored and reported to the respective Deans. This project will be considered successful if each department meets its individual assessment goals.

The project will be submitted for review at the beginning of the spring 2017 semester, where the College will evaluate the progress from the fall 2016 department assessment plans. The Accreditation and Assessment Coordinator will collaborate with department chairs to adjust assessment plans as needed for the spring 2017 semester and report progress to the Assessment Committee.

One goal for this project is to reach 297 courses set up and ready to be assessed in Taskstream, which will add 56 more courses to the current total. The next goal is to have 198 courses in active data collection in Taskstream, which will add an additional 66 courses. The deadline for these goals is aligned with the Strategic Plan and Fiscal Year, which will conclude on June 30, 2017.

Other measurements of success for this project include the use of previous year's findings to make adjustments to current courses. At the conclusion of the 2016-2017 assessment cycle, departments will compare findings to determine how these efforts are positively impacting students, specifically if students are meeting the outcomes.

Q:

Describe the challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project's goals.

A: The major area for concern as this project moves forward is in regards to human resources.

Faculty members are accustomed to assessing students, but documenting assessment data in Taskstream at the conclusion of each semester adds an extra task to an already busy schedule. If a faculty member is a lead teacher or department chair, he or she is given more responsibility in the reporting process consolidating all of the data for a specific course. Adjunct faculty members are also tasked with reporting data.

Another human resources concern is in the review of courses. The Assessment Committee has 20 members, comprised of three administrators, three classified staff members, and 14 faculty members. The annual review process is peer-driven which puts much of the review tasks to the faculty members on the committee who are already tasked with collecting their own outcomes data. The Committee will revise the course-level rubric to help streamline the course-review process for faculty.

Q: Provide any additional information that the institution wishes reviewers to understand regarding this Action Project.

A: The College feels that it is making positive progress towards the goal of streamlining assessment practices. The focus areas of this assessment cycle and this project are to expand current efforts to include more outreach center courses, adjunct faculty, and dual credit instructors, and to continue to make revisions to the process to make it more accessible to faculty members.