



HLC Accreditation Evidence

Title: Assessment Academy Documentation

Office of Origin: Vice President of Instruction - Outcomes Assessment Committee

Note: Highlighted sections of the following documents track the Program Review focus within the Assessment Academy. The following statement from Version 4 of the Barton Assessment Academy Report Version 4.0 summarizes the current status of the Program Review Revision efforts. At the current time, the previous process is being followed.

Version 4.0 Barton Assessment Academy Report: Regarding Program Assessment, and overhaul of program review is still underway at the Vice President and Dean level of the College. As such, we are waiting to approach them with the need or Program Assessment. This is partially due to the recent resignation of our Vice President at the end of February. Currently, an Acting Vice President is overseeing the Program Review project. But by fall, we may have a new Vice President who may see things differently and have additional changes to make to the Program Review process to be taken into account.

ASSESSMENT ACADEMY

Version 0

Assessment Academy: Initial Submission (v.0)

Assessment of Student Learning: Engaging in Continuous Improvement

Describe your plan for creating shared responsibility for assessing and improving student learning. (100 - 200 words)

The President's Cabinet, Faculty Council, Outcomes Assessment Team, Institutional Research and other departments are fully committed to making both the transition to the new tools and improving assessment a priority. The President has reviewed the costs of Academy participation and has approved funding to cover expenses over the life of the Academy. The initiative leaders are the Associate Dean of Distance Learning, Assessment of Student Learning Coordinator and Coordinator of Instructional and Institutional Research. This group will receive support from the Open Pathways Accreditation core team and others throughout the college.

What is the broader impact of your Academy work on the institution, faculty and staff, students, or other stakeholders? How will this work influence the culture of your organization, build institutional capacity, advance teaching and learning...etc.? (100 - 200 words)

As a result of completing the Academy, we will have transformed from the current Survey/Reporting tools to new systems. As the purpose of any assessment initiative is to improve student learning and academic quality, Barton believes the Academy mentoring and model will lessen the risks and maximize the rewards.

As Barton selects new Survey/Reporting tools, focus will be placed on Measures, Tools, and Performance Criteria and Identifying and/or developing effective measures, tools, instruments, and approaches-as well as performance standards-to gather meaningful and effective data.

Optional: What else is important to know about your work on assessing and improving student learning? (100 - 200 words)

Barton is in the process of changing course Survey/Reporting tools. Although Barton received an S during the last AQIP Portfolio for Assessment of Student Learning, we are concerned with the major changes the college will be going through over the next several years, and require outside help to keep our Assessment at a high level. As all our data collections process, analyses and outcomes change over the next few years, we envision the outcome will be to shift to a more automated data collection and analysis process giving faculty more time to apply the data in their classroom to make informed decisions and improve student learning.

ASSESSMENT ACADEMY

Version 1.0

Assessment Academy version 1.0

BARTON

Project Detail

Describe the project you developed at the Roundtable. Focus particularly on the general strategies you developed. (500 words)

Within a short period of time, the current survey tool used to collect student-teacher evaluations will no longer be supported and be discontinued. It is imperative Barton selects a new tool for this crucial piece of information. Several vendors will be contacted, demonstrations arranged, and pilots conducted. Once the field has been narrowed, pilots evaluated and a final recommendation made and approved, a full implementation can be facilitated. Training for faculty and staff needs to be completed with administrative personal trained on the collection of the respective data.

Automation of the collection and data analysis of assessment data is a need, a must, for Barton with the short turnaround time between many classes. Sometimes one class ends on Sunday and the next starts on Monday. Barton's current assessment model has a large manual component needing addressed. Not only does this hinder the availability of timely, accurate data, it also hampers the ability of faculty to make data driven decisions in their classrooms based on the assessment data collected. As such, Barton needs to look at the data we currently collect, determine what data is needed to make decisions to improve student learning, and address the gap between the two. By focusing the automation efforts on the most valuable data, Barton faculty and the students can get the most benefit out of the project.

Additionally, while degree level outcomes have been well established and developed by faculty, program level outcomes in many of the non-degree seeking areas are unknown. A gap analysis needs to be conducted to determine which, if any, program level outcomes exist, and where others need to be written. Consequently, to bring focus to additional assessment efforts, these need to be developed by their respective faculty and assessed as well.

Clearly there is a need to communicate these adjustments and changes. Unfortunately, there are issues with regards to communication with not only the faculty as a whole, but associate faculty in particular. It has been several years since an all-faculty meeting. As such, it can be difficult for robust, healthy conversations dealing with assessment to happen between campuses. Regarding associate faculty, many of them have other full-time jobs which interfere scheduling-wise and email addresses that are either out-of-date, non-existent, or neglected. This is often due to the large number of "all-user" emails that go out. They begin to receive such an overabundance of emails that the important ones get lost in the noise. An effective communication network is needed regarding assessment news and information so all faculty remain informed and can collaborate sharing best practices and developing outcomes. Again, it has been quite a while since Barton has gotten together, and it is time an all-faculty meeting is held once again.

How will your project contribute to making assessment an activity that leads to the improvement of student learning?

As all our data collections process, analyses and outcomes change over the next few years, we envision the outcome to shift to a more automated data collection and analysis process providing faculty more time to apply the data in their classroom to make informed decisions and improve student learning. Additionally, the

How will your project contribute to making assessment an activity that leads to the improvement of student learning?

utility of an assessment communication network can enable collaboration between faculty and sharing of best practices.

What are the desired outcomes of this project? How will you know that you have achieved each of these outcomes?

Outcomes:

Survey tool chosen and implemented
Barton is using data to improve student learning in a timely manner
All-faculty meetings are held with healthy and robust assessment conversations
Program level outcomes are developed and tied to assessment processes

Evidence:

Survey results from faculty and staff on pilot survey software
Survey results from faculty meeting (baseline vs after meeting) regarding assessment knowledge
Survey results from PACE/Strategic Plan regarding communication

What serious challenges do you expect to encounter? How will you deal with them?

The survey tool may be expensive but this can be addressed by strategic planning.
Automation may not be feasible/possible, but other tools, software may exist.
The reluctance of faculty regarding assessment and continuous improvement, which will inevitably arise, can be head-off by timely yet relevant and collaborative communication.
Barton may be changing Learning Management Systems and the assessment tools of a new LMS may give us a new way of looking at data that we have not thought about before.
Barton is in the process of implementing a new Strategic Planning Model but this is a prime opportunity to tie assessment to the mission and budget.
The position for the Director of Institutional Effectiveness was recently developed and not filled and will be looked at again in coordination with strategic planning.
The position of Coordinator of Assessment of Student Learning was recently developed and temporarily filled (1-2yr commitment), however support personnel are in place to assist in this role.
Recently Barton's VP resigned, and a new VP may have a viewpoint that we have not considered before and experiences that we can benefit from.

Describe the specific steps you will be taking in Year 1 to develop and implement the early stages of your project.

Pilot survey tools
Determine assessment data needs, inventory available data, and gap analysis of the two
Inventory current program level outcomes and start to develop as needed
Determine and address gaps in the communication processes for/with associate faculty

ASSESSMENT ACADEMY

Version 2.0

Assessment Academy: Initial Submission (v2.0)

Project Detail

What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?

To name a few:

Saint Louis Community College, MO

Quincy University, IL

Coconino County Community College, AZ

Three Rivers Community College, MO

Cloud County Community College, KS

Maricopa Community Colleges-GateWay Community College, AZ

Lessons Learned:

Do not tackle too much at once. Several schools started by tackling everything, were met with failure, and were only later successful when they narrowed their focus. (A, B)

Co-Curricular is a beast, so start small. Student life/Clubs tends to be a good place to start. (B)

Pilot first with a small group of “friendly” faculty. (C)

Keep the focus on student learning. Many schools lost sight of this in the second/third year. (C)

Ensure that the Assessment Academy team is faculty driven and not perceived as yet another administration initiative. (C)

Give faculty time with new software/technology. “Baby-steps” are needed or you risk them seeing it as an extra burden. (E)

Curricular Mapping is a must, informative, and worthwhile. (F)

Develop common terminology to prevent confusion. (F)

Update Questions

How has your project developed and changed since the Roundtable?

Barton selected a new Vice President of Instruction and Student Services, Dr. Robin Garrett. She has experience with Program Assessment and Curricular Mapping from her previous institution.

Barton selected a new Learning Management System (LMS) switching from eCollege to Canvas. This switch was a business decisions based upon the current needs of the college.

Barton selected a new Survey Tool switching from Survey Wizard to Evaluation Kit.

Identify and explain any specific changes to your project scope or design.

Goal: Automate, as much as possible, the processes relating to the collection and documentation of assessment data.

Evaluation Kit, a survey tool, was selected as our method to collect student-teacher evaluations. Our goal was to possibly use this for collecting assessment data as well. However, it was not designed for more than its stated purpose, and will not be used for course outcome assessment purposes.

Identify and explain any specific changes to your project scope or design.

Our new learning management system, Canvas, has an Outcomes Assessment feature that has an update from the software company forthcoming. This will be investigated after the update and as more courses are converted over to Canvas.

Various other software packages were explored such as Xitrac and CampusLabs. However, due to cost or having to basically scrap our entire assessment model to fit the program, these were not viable for our purposes of data collection.

As such, our methods for automation will need to be developed in-house. Fortunately, Kirstan Neukam our Primary Mentor on this project, suggested that we might be able to utilize Microsoft Access. As she stated, based on what we hope to automate, we need a database.

This suggestion was brought to the Director of Institutional Effectiveness and with the support of the President, Barton was given full access to an Institutional Researcher specializing in Microsoft Access. Multiple meetings have already taken place and we have made forward progress, detailed in later sections.

Goal: Improve Communication regarding Assessment

Regarding student learning, automation is nice, but our goal is to have instructors using the data, not just a pretty data package.

Initially the goal was stated to have an all-faculty meeting with the intent to improve communication regarding assessment. However, the cost and coordination amongst various campuses became exorbitant and drew our conversations away from the goal of improving communication. We have therefore adjusted the goal to reflect this purpose.

An all-faculty meeting is already scheduled for the fall 2016 semester. The point is to enable faculty to discuss their assessment results, share best practices, and learn from each other to further improve student learning overall. An all-faculty meeting is simply one opportunity for this type of communication to occur.

For instance, to help inform faculty and staff of Barton's participation in the Assessment Academy and Barton's Assessment plan in general, the Coordinator of Assessment and Student Learning, with the assistance of the respective Deans, presented at faculty meetings at the Great Bend, Fort Leavenworth, and Fort Riley Campuses. Barton's entire Assessment Model including its strengths and deficiencies were covered. The goals relating to the Assessment Academy Quality Initiative were presented and questions were answered. This was done for the following main reasons: One, to ensure faculty and staff are familiar with the necessary vocabulary for assessment purposes. This was an issue that we had with the first version of this project as pointed out by the reviewers.

Second, to reinvigorate the conversation. Through prompts many spoke up and shared their stories about how they have improved their courses based on assessment data. Some excellent conversations took place to such an extent that every presentation went over the time limit, some by as much as two-three hours. In hindsight, we should have documented the whole thing.

Goal: Develop Co-Curricular and Program Level Assessment Processes.

Co-Curricular:

The student life, clubs and student groups at Barton were narrowed down to nineteen areas that we would examine.

Identify and explain any specific changes to your project scope or design.

We were pleasantly surprised to find that we in fact had co-curricular assessment and just were not aware of it. We found that many of them had clear goals, data to back them, and a list of improvements that have been made based on the data.

For example, the Journalism Club produces a paper. The sponsor keeps track of the number of errors and edits needed with each edition. Based on this a trend became evident where the first issue of the year consistently had a significant number of errors compared to the rest. He decided not to publish the first issue. Instead, when finished he went over it in detail with the club pointing out how it could have been improved and made it a learning moment.

Other examples exist and we still have more to go through and more areas to contact as we did not get through all nineteen yet. The question remains what to do with it all? We do not want to disrupt successful assessment activities or make them more cumbersome for the groups, but we still need to establish what the processes are and highlight their successes.

Program:

We started by looking into well-established programs that already do a thorough Program Review for third party accreditation. This includes Medical Lab Technicians, Emergency Medical Services, and Nursing. Nursing specifically has a full Curricular Map already in place. We intend to model this in other areas as Curricular Mapping will be the cornerstone upon which we build our Program Level Assessment processes.

Our next task will be to develop a template for Program Assessment that is both flexible and consistent to account for the fact not all programs are the same and yet by its very nature a template is a fixed item.

How did you incorporate the feedback that you received on your previous posting?

As evident in the response document, our vocabulary and terminology was a point of confusion. After discussing this with our Primary Mentor, it became clear that what we called degree level assessment, should be called institutional level assessment. As a result, this has been adjusted and will now be referenced as institutional level assessment. Additionally, what we called course and classroom level assessment is typically combined as course level assessment. We will still keep them separate, but consider them under the umbrella of course level assessment.

Looking over our model our Primary Mentor pointed out that we lacked co-curricular level assessment. This is currently being explored and developed, and information has been shared with faculty and staff on importance and use of co-curricular level assessment.

Assessing Student Learning A Common Sense Guide 2nd Edition by Linda Suskie was purchased by the team leader. Concepts to focus on include, but are not limited to:

You should not dictate assessments to faculty. Allow for flexibility or risk coming across as criticizing their life's work.

You can have all of the consistency in the world, but if the data is not being used, it is worthless.

What are the plans for the next six months? How will this work advance your project?

We will continue to expand upon the use of Microsoft Access towards automating parts of our assessment processes. Our institutional researcher successfully developed a process to pull the documentation of the classroom assessment techniques into an Access Database. The automated processes put in place have already saved an estimated 500 hours of work a year. A group of eight “friendly” faculty piloted the new Access interface and based on the feedback, we made one major adjustment and two minor ones to remove confusion and add additional instructions as needed. We will fully implement it in spring 2016. We will continue on this path with institutional assessment as well. We hope to pilot an Access database interface by fall 2016. Our hope is for instructors to be able to see immediate comparative historical data for their courses as a result of the automation. As a result, data driven improvements can then be made in real time.

What challenges do you anticipate? How will you address them?

A new process for collecting assessment data may present a learning curve for faculty. Faculty already have an increased work load due to the course conversion to a new LMS. Initial training has already taken place at the Great Bend and Fort Riley campuses, and additional Fort Leavenworth training will take place in spring 2016. It is our intent to visit all three campuses again by spring 2017. Fortunately, compared to how the data was collected before, the interface is by far easier to navigate which is a huge selling feature. Additionally, as they get used to using it to submit their classroom assessments, they should be more accustomed to it by the time we roll out for institutional assessment. To monitor any complaints, feedback, or rumblings that may develop and to keep ahead of them, one to two of the members are attending the monthly all-faculty council meetings. There is always a need to continue to educate ourselves on assessment. The President authorized funds for the team leader to attend the Institute for Student Learning Annual Assessment Conference in fall 2015. Several individuals from Barton will attend the Higher Learning Commission Annual Conference in spring 2016 including two to three members of our team. The Vice President has allocated funds for the Regional Community College Annual Assessment Conference in spring 2016 which will be attended by one to two members of our team, the Director of Learning Services, and potentially others.

ASSESSMENT ACADEMY

Version 3.0

Assessment Academy version 3.0

BARTON

Project Detail

What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?

To learn more about the progress and development of other projects, get alerts by following other projects.

Based on mentor feedback, we narrowed our focus from the previous list located in version 2.0, to Coconino County Community College, AZ. We agree that it parallels well with Barton's model and process needs. Specifically their use of Canvas, NSSE data, Program Review and explanation of the assessment processes. They clearly identify assessment as a key focus of their institution.

They initially had faculty fill out assessment data using Excel spreadsheets and ended up backing away from that and now are looking into the possible integration of the processes within Canvas itself. Striving to learn from this example (and others) we have reached out to Dr. Michael Merica, at Coconino CCC for assistance/advice. He put us in contact with their Canvas specialist who may be able to assist us with additional options within Canvas. Dr. Merica is interested to speak again to see if they too can take advantage of this option.

Update Questions

How has your project developed and changed since the last posting?

Goal 1 - Automate, as much as possible, the processes relating to the collection and documentation of assessment data.

Resources targeted to our goal of automation have been redirected to unexpected challenges with our conversion to Canvas LMS in Fall 2016. Additionally, urgent institutional priorities from the Kansas Board of Regents (KBOR) resulted in staff reassignment from the design of our Automation to the KBOR project.

Understanding the collection of data is not the goal, but rather it is improving student learning, we elected to delay our goal of automation. However, as suggested by the mentors, we have incorporated a reporting template allowing faculty to document the changes implemented as well as report on the results from the previous term. This new feature which enables comments on any improvements was developed and piloted.

Goal 2. Improve Communication regarding Assessment

How has your project developed and changed since the last posting?

Sessions focusing on the assessment of student learning were added this year to Professional Conference Days (PCD). Key topics included the collection, and more importantly, the application of assessment data to improve student learning. Faculty/Staff review of the CCSSE data also took place for the first time. As a result of the improved communication, an increase in the number of classroom assessments have been seen. Specifically, in the spring 2016 semester we had a 13% increase from the previous semester in documentation of student learning by course. Of those, many were from faculty who had never used assessment data to improve student learning before.

Goal 3. Develop Co-Curricular and Program Level Assessment Processes.

Based on specific mentor feedback from the one-on-one consultation at the HLC conference in April, we feel we are on the right track with co-curricular assessment. [DRAFT Document linked]. However, with regards to program assessment, it was clear from the consultation that we had a long way to go. Conversations with the Deans and Administration have been met with mixed results. Issues exist between standardization of the template, automation of the data, and implementation of the process. These need to be resolved before moving further and are tabled for now to allow us to focus on the areas that we are making progress in.

Co-Curricular Assessment-DRAFT

Describe your team's initial implementation of the project you have designed.

Overall we have increased the number of people involved. We have increased overall understanding and appreciation of the value of assessment. Improvements in student learning are taking place and being documented that otherwise would not if it hadn't been for the new systems and processes in place as a result of the project.

How have you incorporated the feedback to your previous postings?

As mentioned earlier, documentation forms have been created and piloted pulling the focus away from the data itself. Coconino CCC has been contacted and we are more closely following them.

Thus far, what have you discovered about student learning at your institution.

Reporting from our assessment database, 565 documented improvements in student learning based on classroom assessments took place in spring 2016. We are currently analyzing the data for patterns.

Additionally, administrators are expressing more interest to assessment and finding more value in the information provided. This is further evidenced by a new budgetary line item which has been developed to assist faculty/staff with assessment related funding.

How will you continue to advance your project in the next six months?

Website development for communication purposes modeled off the NILOA website guidelines. These were presented on at the Regional Assessment Conference attended by three of the Assessment Academy members.

Fully implement the documentation form for institutional assessment.

Complete the first pass of the co-curricular assessment report.

What challenges do you anticipate? How will you address them?

Canvas data has become an issue with regards to how to pull it. The more we learn about our learning management system and automation, the more we learn about what they can and cannot accomplish. Clearly, we will continue to work with IR to develop solutions.

Ransomware has infected the Access database on more than one occasion and the Access database form may need to be developed as a web form. Unfortunately, Institutional Research does not currently know how to do that. As such, discussions with Administration will need to take place to determine if this development needs to be outsourced.

ASSESSMENT ACADEMY

Version 4.0

BARTON COMMUNITY COLLEGE ASSESSMENT ACADEMY REPORT

VERSION 4.0

What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?

To learn more about the progress and development of other projects, get alerts by following other projects.

- Kettering College, which also uses Canvas.
- Coconino County Community College, as before.

We have had several productive conversations with Sarah Southwick, the Assessment, Program, and Training Coordinator, at Coconino County Community College. This has been mutually beneficial as it has allowed both colleges to bounce ideas off one another and discuss possible solutions to the various challenges and opportunities as they inevitably come up.

We have also talked with Adam Williams, Coconino's Instructional Technology Specialist in Canvas.

The following video was one of the first explanations made to Mr. Williams regarding Canvas and what we at Barton are trying to accomplish with it: <http://www.screencast.com/t/zhVrVfdCpsd>

In response, Mr. Williams commented on what was and what was not possible in Canvas. Based on this dialogue it saved us countless hours by allowing us to stop spinning our wheels in one area and instead refocus in another. In this case, we later developed a large workaround for the issues mentioned in the video regarding Canvas.

As such, we sent the following video to Mr. Williams once again for input:
<http://www.screencast.com/t/aTCN2gHXnIbr>

Unfortunately, Mr. Williams could not think of a way to simplify the process detailed in the video, but neither did he foresee any issues with our workaround in accomplishing what we wished to achieve. Our workaround, as detailed in the video, includes being able to obtain not only data from rubrics, but quiz question specific results, including question pools, from large sample sizes, at the administration level, without the need for faculty to go in and export the data, one question at a time, one student at a time.

How have you incorporated the feedback from the Consolidated Response to your previous Project Update?

As recommended by the Mentors, the form developed to collect and document changes, adjustments, and improvements based on the gathered assessment data has been presented to faculty and the respective deans for comment. Various adjustments were made as a direct result.

Currently the following questions are asked and setup to be collected using Microsoft Access:

Action Plan.

- Based on your course assessment, what competencies are you going to focus on the next time that you teach the course?
- What adjustments will you make to improve student learning in these areas?

What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?

To learn more about the progress and development of other projects, get alerts by following other projects.

Previous Action Plan Updates.

- Based on your course assessment, how well did your previous action plan work from the last time that you taught the course?
- If improvement was not achieved, what adjustments will you make to improve student learning in these areas?

Additionally, the Co-Curricular Assessment Report has been streamlined for its intended audience, namely the respective deans, Vice President, and Board of Trustees. We kept each co-curricular area description to one page including relevant graphs, and unpackaged data in a brief narrative.

Your team has reached the midpoint in the Academy. Summarize your team's accomplishments thus far.

Goal 1: Automate, as much as possible, the processes relating to the collection and documentation of assessment data.

As stated above, we have developed a process for automating the collection of the respective course and potentially program level assessment data from Canvas using outcomes reporting. Setting up the process is tedious to say the least, but should meet our needs once the setup process is finished. The Institutional Researcher, specializing in Microsoft Access, has been involved with the process as well and is currently developing processes to reduce bottlenecks and automate the process further within Canvas itself. Additionally, the form for documenting improvements based on the data has been vetted by the appropriate parties and is setup for this spring 2017 semester.

Regarding the Malware attacks on the database, the Institutional Technology team has seemingly dealt with the issue by placing further safeguards and backup systems in place. As such, the documentation of classroom assessment data and the subsequent adjustments made to improve student learning are on track. This includes an automated email reminder to faculty, which was developed as part of the project, as well as an export of the assessment documentation in a report to be disseminated to the Outcomes Assessment Committee (OAC), the respective deans, and the Vice President for review.

Goal 2: Improve Communication regarding Assessment

As before, sessions on Assessment continue to be included with Professional Conference days. Key topics include the processes for collecting assessment data, and documenting any changes made. Again, the focus is kept on the application of assessment data to improve student learning. Once more, an increase in the number of classroom assessments have been seen. Specifically, in the fall 2016 semester, we had a 17% increase from the previous fall 2015 semester. Additionally, we had a 13% increase in the percentage of faculty who participated over the same time span.

To enhance communication, awareness, and the overall perception of assessment, our team continues to work on an external assessment website. Currently Barton has an internal assessment webpage, which is unfortunately underutilized, outdated, and basically cold storage. However, an external website will not only be seen by faculty and staff, but our external stakeholders as well. Consequently, this will enhance communication across campus as it will be written at a level accessible and understandable to a wide range of audiences, not just the assessment

Your team has reached the midpoint in the Academy. Summarize your team's accomplishments thus far.

teams, committees, and those engrained in assessment at Barton. Barton's Administration has directed the team to Barton's website designer who has been advised to assist us in this effort.

Goal 3: Develop Co-Curricular and Program Level Assessment Processes

We will follow up with the pilot group and meet with Barton's Administration for input.

As previously mentioned, based on specific mentor feedback, we have adjusted the co-curricular report.

Based on the suggested article, "*The Internal Assessment Academy: A Tool for Creating Continual Improvement in Co-Curricular Areas*," we will examine student interactions with Student Support Services (SSS). Currently, SSS is involved in writing at Title III grant, but after submission, a meeting has been scheduled to begin this discussion.

Regarding Program Assessment, an overhaul of program review is still underway at the Vice President and Dean level of the college. As such, we are waiting to approach them with the need for Program Assessment. This is partially due to the recent resignation of our Vice President at the end of February. Currently, an Acting Vice President is overseeing the Program Review project. But by fall, we may have a new Vice President who may see things differently and have additional changes to make to the program review process to be taken into account.

Describe the most significant challenges and opportunities encountered in the development and initial implementation of your Academy project.

- The Malware attack on the database stands out as a moment of crisis.
- The development of a method to pull the type of data we wanted, instead of bending to the type of data that Canvas, or another piece of software (we looked into several), could readily provide was a definite moment of triumph.
- Seeing the percentage of faculty being receptive to and participate in assessment increase has been one of the most motivating parts of the whole process.

To this point, who has been engaged in the Academy process. Are there additional stakeholders who need to be included in the Academy process? How can they be engaged?

- Barton's Administration, Faculty, and many staff members have been engaged in the process.
- Barton's Microsoft Access Institutional Researcher may be retiring soon, as such his replacement is currently being trained and has already worked on parts of the automation process to gain familiarity with our goals.
- Barton's website designer is delving into the needs and purpose of an external assessment website to assist us in its development. She has referenced the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework Guidelines for guidance.

What are your goals for the next six months? How will this advance your project?

- Continue to develop the automated process in Canvas using Microsoft Access
- Continue to convert embedded assessments to the outcomes report process in Canvas
- Develop an assessment process timeline (when is data collected, analyzed, and feedback given for the various reports, etc.). Now that we have several processes in place, we need to spread them out so OAC can meet on them monthly and move the process along with set deadlines.
- Develop an external assessment website.
- Clean-up, evaluate, and update the internal assessment website which has outdated information which consequently hinders the need for a consistent message.

What challenges do you anticipate? How will you address them?

The Acting Vice President and eventually the new Vice President will need to be brought up to speed in all areas of assessment at Barton (among other things), and the VP's thoughts and viewpoints will need to be considered as we move forward. As such, we will need to keep an open mind and adjust our goals and processes as necessary.

Additionally, Barton recently hired a large pool of adjunct faculty (much more than usual) who will need to be trained in our assessment processes. The communication processes that we have in place will thus be tested and hopefully prove effective.