



- In 2014, SMSU’s HLC Comprehensive Evaluation led to a “Met with Concerns” rating regarding Assessment, specifically our assessment efforts were considered inconsistent and our General Education (Liberal Education Program, LEP) assessment was incomplete.
- The initial Academy project sought to embed our LEP assessment into our growing and improving programmatic assessment and to include assessment of our LEP student learning outcomes (SLOs) into Student Services event and annual review processes.
- There was initial confusion about adding this assessment into program assessment through alignment of program SLOs with LEP SLOs and resistance to assessment began to creep back into our campus.
- This poster is a story of how we overcame the resistance and moved to becoming a campus that values and uses assessment.

Acronyms and Explanations

LEP- Liberal Education Program. This is our Gen Ed.

SLOs- Student Learning Outcomes

PASL- Plan for the Assessment of Student Learning. Programs have used the PASL to develop plans, map outcomes to specific courses, and select artifacts and evaluation tools, as well as create a timeline for when each outcome would be assessed. It originally included a results reporting section but most programs had not actually collected data and analyzed it prior to the 2014 HLC visit. Programs that had collected data reported these within the framework of a Department Annual Report.

Matrix- The original PASL included a Course Map (see above). The Academy project added an Alignment Matrix that asked programs to align any of their program outcomes with the LEP

SLOs. Programs would then assess any of those that overlapped at the same time they had originally identified in their PASL Timeline.

Gap Analysis- At the Mid-Point Roundtable, we realized our new procedures did not assess the LEP in any meaningful way across programs. The assessment section of the department reports did not allow any aggregation of data or determine what percentage of programs had any assessment data or plans to assess the LEP SLOs. The Gap Analysis was a survey that asked programs to identify the LEP SLOs that have been or would be assessed within their timeline. Communication and Critical Thinking had the highest assessment rates by programs.

Liaison Teams- These were instated by the Committee for Institutional Assessment (CIA) to have small groups of CIA members work with several academic programs per team. Some incarnations of the team included members from the Liberal Education Committee to help distribute LEP assessment results.

Assessment Day- As a campus, we cancel class for a day in the spring semester. This began as a combined professional development with a guest speaker and work session for programs to develop their assessment skills and PASLs. In 2017, Assessment Day hit a turning point with many academic programs revising and refining their learning outcomes and beginning to discuss their data with other programs. It also turned into a celebration for how far we have come as a campus with an assessment poster presentation and reception complete with hors d'oeuvres and celebratory beverages. The culture began to shift on this very day.

RASL- Report on the Assessment of Student Learning. With most programs having an active PASL in place, we developed procedures and a reporting template for assessment reports. The template serves as an executive summary for programs to submit to the CIA and LEC. Programs also now compile their RASL summaries to be the assessment data used in their 5-year Self Studies and Program Review.

CAMP- Campus Assessment Master Plan. It made sense to create a campus master plan and publish this on the SMSU webpage to serve as a guide and resource for programs. The CAMP includes PASL and RASL instructions and all of the timetable, matrix, and reporting forms. The CAMP is an evolving document and is currently updated annually.

