STRATEGY

SLOs for Our Highest Enrolled Courses

Write Student Learning Outcomes for our top ten enrolled developmental courses and our top ten college-level courses, then locate or develop assessment instruments around those SLOs, analyze the data and use it to improve the student learning in those courses.

POINTS: 20000 possible
200 - SLOs created for the course
400 - Assessment instrument created
600 - Implementation / data gathered
800 - Data analyzed
1000 - Improvement plan initiated

The "SMCC Experience"

Formation of "The SMCC Experience," addressing such things as empowering the learners, increasing global awareness, enhancing civic awareness and responsibility, and helping our students set educational, personal and career goals.
POINTS: Up to 10000

Culture of Assessment

Increase faculty dialog and awareness of issues related to student learning and assessment practices. This would be accomplished through special training workshops, division meetings, newsletters, and brown bag discussion groups.
POINTS: Up to 10000

Humanities Capstone Course

Create a capstone Humanities course that would serve as a summative assessment instrument on how well our students were attaining the general education outcomes.
POINTS: Up to 10000

STATUS

SLOs for Our Highest Enrolled Courses

4 - SLOs created for the course
6 - Assessment instrument created
0 - Implementation / data gathered
1 - Data analyzed
3 - Improvement plan initiated

The "SMCC Experience"

+ Foundations Academy (five year Title III grant)
+ Becoming a Gallup Strengths-based campus
+ 900+ students enrolled in "Creating College Success"
+ "Passport to the Mountain" orientations
+ "Cougar Days" aimed at high school students
+ New library with city of Phoenix; Remodeled cyber-cafe
+ Civic engagement opportunities
+ Veteran's Services

Culture of Assessment

+ Day of Learning workshops on SLOs and Assessment
+ Brown bag luncheons
+ Continuous improvement training (Six Sigma; LEAN)
+ Increased attendance at HLC (10 fold)

~~Humanities Capstone Course~~

- Not part of our degrees - low enrollment
- Would need to be approved by our nine sister colleges
- Lack of faculty buy-in

Our Self Assessment

Top 20 SLOs:	6800 / 20000
SMCC Experience:	8000 / 10000
Culture Change:	2000 / 10000
Capstone Course:	0 / 10000

HIGHSCORE: 50000
OUR SCORE: 16800

HAPPY CATS

A VISUAL SUMMARY OF
"GEN ED AND THE TOP 10/10 COURSES"
AN HLC ACADEMY PROJECT

NEXT LEVEL:

Sustaining the Project & Going Beyond

We have learned much along the way and we recognize the project does not end with our completion of the Academy timeline. If anything, the project is just beginning as key foundational pieces for success are now put in place.

We have a much improved strategic planning process the past two years, resulting in an overall strategic plan with division and department-specific action plans that focus on achievement of the identified goals. Our overall campus strategic plan calls for Student Learning Outcomes to be created for ALL of our courses over the next three years! We now have administrative support and a campus-wide mandate for not only completing our initial project but going far beyond it.

Institutionally, we seem have to have a much clearer direction now as it relates to the big picture than we did four years ago. This will help us gain momentum in both the development and assessment of SLOs in our courses and further strengthening of "The SMCC Experience."

FOR MORE INFORMATION:
Stephen Hustedde, CIS Faculty
hustedde@southmountaincc.edu
602.305.5605

SOUTH MOUNTAIN
COMMUNITY COLLEGE
PHOENIX, ARIZONA
www.southmountaincc.edu

or visit: http://bit.ly/YpOFeR

TOP 20 SLOs

CULTURE OF ASSESSMENT

"THE SMCC EXPERIENCE"

HUMANITIES CAPSTONE

Admin changes
HLA Team changes
Increased workload
Faculty buy-in
SLOs not part of district culture
Other processes (e.g. Program Review)

Summary of "Gen Ed and the Top 10/10 Courses"
South Mountain Community College (Phoenix, AZ)

OUR NEED

In our Academy application, we identified our most pressing need as "defining our general education outcomes, incorporating them into our curriculum across the disciplines, and devising or obtaining institutional level assessment instruments to measure our students' success against an identified standard. Furthermore, we must become better versed in how to extract meaning from the data and utilize it in our budgeting and strategic planning initiatives alongside the data gathered from our program review processes." We recognized that we had limited knowledge about assessment practices, and looked to the Academy experience to provide direction, insight, and best practices.

OUR PROJECT

As a our primary project, we chose to focus on writing Student Learning Outcomes for our top ten enrolled developomental and top ten enroleld college-level courses, with the assumption that these would be primarily our general education courses, and then locate or develop assessment instruments around those SLOs, analyze the data and use it improve the student learning in those courses. Secondarily, we wanted to work on the formation of "The SMCC Experience," addressing such things as empowering the learners, increasing global awareness, enhancing civic awareness and responsibility, and helping our students set educational, personal and career goals. We also hoped to develop a culture of assessment with our faculty and create a humanities capstone course with an aim to assessing mastery of the general education outcomes.

OUR RESULTS

Despite the challenges of personnel changes, increased employee workload and various distractions, progress was made in our primary focus of writing Student Learning Outcomes for our top 10/10 enrolled courses. Fourteen of the twenty tagged courses now have SLOs written by the collective faculty teaching those courses. These are largely concentrated in our Math/Science and Language Arts divisions.

Without a doubt, the greatest campus successes in fulfilling the Academy plan lie in the secondary focus on "The SMCC Experience." Though not solely directed by the Academy team, continuous improvements to enhance the campus life for faculty, staff, and especially students is something that is near and dear to all those who call South "home." It is an easy buy-in to improve processes that make registration easier, reduce frustration and confusion, and promote general well-being.

OUR FUTURE

Admittedly, we have fallen far short of our goals in the primary Academy project of writing student learning outcomes for our highest enrolled courses, developing accompanying assessments, and using data from those assessments to enhance student learning. But we have learned much along the way and we recognize the project does not end with our completion of the Academy timeline. If anything, the project is just beginning as key foundational pieces for success are now put in place. A visual of our tentative plan is depicted at the right.

iTeachSMART (South Mountain Academic Research Team)