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assessment instruments around those courses and our top ten college-level improve the student learning in those SLOs, analyze the data and use it courses, then locate or develop courses

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



awareness, enhancing civic awareness students set educational. personal and and responsibility, and helping our the learners, increasing global career goals.

POINTS: Up to 10000

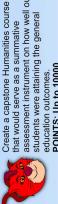
## Culture of Assessment

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

groups. POINTS: Up to 10000

# Humanities Capstone Course



assessment instrument on how well our students were attaining the general education outcomes. POINTS: Up to 10000

## 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 developmental and top ten enroled 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)

