

## College Action Project Worksheet for New CAP Projects

**Directions:** Complete this worksheet for each new College Action Project. Email to Donna at [dkragt@grcc.edu](mailto:dkragt@grcc.edu)

CAP Number/Name: 3.2.2/Strengthen our systems for the assessment of general education  
CO-CHAMPIONS: Sheila Jones & Christina McElwee

1. Give a short **identifying title** (under 10 words) to this Action Project.  
Strengthen our Systems for the Assessment of General Education

**2. Proposed CAP Team Members:**

As of 9/5/2017, our Team includes the following members: Michelle Allen, Jennifer Batten, Dillon Carr, Bill Faber, Tim Hoving, Sheila Jones, Leigh Kleinert, Kate Kryger, Amy Kudrna, Christina McElwee, Oscar Neal, and Brent Spittler.

3. Describe the **purpose** of this project including a description of the associated activities. (100 words or fewer)

The purpose of this project is to strengthen GRCC systems for the assessment of general education through the following approach: focused, actionable, connected to learning, and leveraging existing processes/practices.

4. Describe the **goals** of this Action Project (in 100 words or fewer)

The goals of this project are to establish the following: a routine schedule for assessing student learning outcomes in all of our general education distribution areas and a cycle of assessment which includes analysis by faculty.

5. What **measurable criteria** will be used to confirm this project's success?

We have identified that the early stage of our project will be to pilot a new general education assessment plan with the Social Sciences and Natural Science areas. The steps we will be taking in Year 1 in order to develop and implement this stage of our project are listed below. In accomplishing these tasks, we will be able to confirm the project's success.

- Leverage existing general education outcomes and system reporting (Faculty Performance Evaluations and Department Plans): inform Social Sciences and Natural Science departments of our plan, gain their support, and provide guidance as to outlining FPE and Department assessment plans for the year (Summer-Fall 2017)
  - Decide what outcomes to assess and identify which disciplines/courses to develop assessment activities to measure those outcomes (Summer-Fall 2017)
  - Develop and execute the following: training on general education outcomes assessment, including curriculum mapping, what indicators are, and how to make assessment meaningful (how general education outcomes assessment streamlines the required work in FPE and Department Plans) (Fall 2017)
  - Develop indicators and assessment activities (faculty members, by department, will develop indicators and assessment activities following training) (Fall 2017)
  - Implement assessment activities (faculty, by department, in their courses) (Winter 2017)
  - Identify points, process for data collection (faculty, by department) (Winter 2017)
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- Develop and execute the following training: how to analyze data, create a story, identify vocabulary, and sell value story (Winter 2017)
- Collect and analyze data (faculty, by department) (Winter 2017)

6. What **Indicators of Success** will this project most likely impact? Please indicate whether the project will directly or indirectly impact the measure.

In the short term, we will know if we are achieving our planned outcomes if we are successful in working with our Social Sciences and Natural Science faculty members in launching the pilot phase of our project and then sparking interest among faculty in other departments to help lead the next phase of our project plan. In the long term, we will know if we have achieved each of these outcomes if we are able to tell our story of student learning and if we are successful in instituting a five-year review and revision cycle of our general education program in alignment with our five-year Academic Program Review and Course Review and Revision Schedules.

7. What **personnel resources** are required to deliver the project successfully?

We will need the following: team members' time, commitment from Department Heads, and faculty to develop and implement assessment activities.

8. What **additional resources** will be required to develop and/or sustain the project?

Category	Cost	Explanation (one time or recurring)	Which budget will cover these costs?
Supplies			
Training	\$8000	AAC&U 2018 General Education and Assessment Conference - Philadelphia, PA (February 14-17, 2018)	We will submit a CAP funding request.
Equipment			
Other			
<b>TOTAL Cost Estimate</b>	\$8000		

9. Will this project require any **additional budget dollars** for the 17-18 academic year that have not already been secured?  NO  Yes

If yes, please describe briefly:

10. Is this project **dependent on or related to** any other college action project? (Please explain)

This project is related to, but is not dependent upon, CAP 1.4.1. CAP 1.4.1 was started to implement institutional assessment of student learning. The project associated with CAP 1.4.1 is now focusing specifically on assessing GRCC's co-curricular programs.

11. List the **major activities** associated with this project when implementation begins? (Please explain)

This CAP Team is also associated with the College's participation in the HLC Assessment Academy. Our work with the Assessment Academy began over the summer when representatives from our Team attended a Roundtable in June. As part of the Roundtable and Assessment Academy Collaboration Network exercises, we have already outlined the major activities that we are working on as this project is implemented. As listed above, they include:

1. Leverage existing general education outcomes and system reporting (Faculty Performance Evaluations and Department Plans): inform Social Sciences and Natural Science departments of our plan, gain their support, and provide guidance as to outlining FPE and Department assessment plans for the year (Summer-Fall 2017)
2. Decide what outcomes to assess and identify which disciplines/courses to develop assessment activities to measure those outcomes (Summer-Fall 2017)
3. Develop and execute the following: training on general education outcomes assessment, including curriculum mapping, what indicators are, and how to make assessment meaningful (how general education outcomes assessment streamlines the required work in FPE and Department Plans) (Fall 2017)
4. Develop indicators and assessment activities (faculty members, by department, will develop indicators and assessment activities following training) (Fall 2017)
5. Implement assessment activities (faculty, by department, in their courses) (Winter 2017)
6. Identify points, process for data collection (faculty, by department) (Winter 2017)
7. Develop and execute the following training: how to analyze data, create a story, identify vocabulary, and sell value story (Winter 2017)
8. Collect and analyze data (faculty, by department) (Winter 2017)

12. Provide a 12-month work plan for this project:

Month	Activity	Person(s) Responsible
August, 2017	Leverage existing general education outcomes and system reporting (Faculty Performance Evaluations and Department Plans): inform Social Sciences and Natural Science departments of our plan, gain their support, and provide guidance as to outlining FPE and Department assessment plans for the year	Sheila, Jennifer, Amy, Tim, Dillon
September, 2017	Leverage existing general education outcomes and system reporting (Faculty Performance Evaluations and Department Plans): inform Social Sciences and Natural Science departments of our plan, gain their support, and provide guidance as to outlining FPE and	Sheila, Jennifer, Amy, Tim, Dillon

	<p>Department assessment plans for the year</p> <p>Decide what outcomes to assess and identify which disciplines/courses to develop assessment activities to measure those outcomes</p>	All
October, 2017	Develop and execute the following: training on general education outcomes assessment, including curriculum mapping, what indicators are, and how to make assessment meaningful (how general education outcomes assessment streamlines the required work in FPE and Department Plans)	All
November, 2017	Develop indicators and assessment activities (faculty members, by department, will develop indicators and assessment activities following training)	Sub-groups of discipline faculty members
December, 2017	Implement assessment activities (faculty, by department, in their courses)	All, Discipline faculty members
January, 2018	Implement assessment activities (faculty, by department, in their courses)	All, Discipline faculty members
February, 2018	Identify points, process for data collection (faculty, by department)	All, Discipline faculty members
March, 2018	Develop and execute the following training: how to analyze data, create a story, identify vocabulary, and sell value story	All, Discipline faculty members
April, 2018	Develop and execute the following training: how to analyze data, create a story, identify vocabulary, and sell value story	All, Discipline faculty members
May, 2018	Collect and analyze data (faculty, by department)	All, Discipline faculty members

June, 2018	Evaluate pilot of project and plan for 2018-19 assessment cycle, adding Humanities, Math, and English and Communications	All
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13. When will your Team meet? Please provide **Team meeting dates** for August 2017 to June 2018. (NOTE: The SLT budget will cover team lunches on a monthly basis. Please call Donna to discuss.)

Our team will meet monthly and will likely also meet more regularly with sub-groups of discipline faculty to implement the steps noted above in the Social Sciences and Natural Science areas. We are currently coordinating a finalized meeting schedule.

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