**Project Details**

<table>
<thead>
<tr>
<th>Title</th>
<th>Status</th>
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<tbody>
<tr>
<td>Assessment Development and Planning Team</td>
<td>REVIEWED</td>
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<tr>
<td>Category</td>
<td>Updated</td>
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<tr>
<td>8-Planning Continuous Improvement</td>
<td>09-29-2012</td>
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<tr>
<td>Timeline</td>
<td>Reviewed</td>
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<tr>
<td>Planned Project Kickoff 09-30-2011</td>
<td>10-03-2012</td>
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<tr>
<td>Target Completion 08-31-2012</td>
<td>Created</td>
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<td>09-27-2011</td>
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<td>Version 1</td>
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1: **Project Goal**

A: The AQIP Steering Committee will establish an Action Project team that will develop a plan for strengthening the assessment component of planning processes and completing the Plan Do Check Act (PDCA) cycle. The Action Project will be a year-long initiative to develop a process to document how we operationalize the strategic plan mission, vision, and objectives and report the results to the public in a systematic cyclic manner. It will develop a process for cyclic campus-wide assessment planning. It will make recommendations to the President and Executive Staff on initial measures and processes to initiate the Action Project.

2: **Reasons For Project**

A: Many components of the planning process on the campus have proven to be effective in the past, but the institution recognizes that in many cases the loop isn’t closed and that the Plan Do Check Act cycle isn’t complete. This Action Project will help the campus create a plan to identify, develop or enhance assessment of the functions in all divisions at the institution. The project will also lead to a stronger process for completing the cycle and closing of the PDCA loop. The effective implementation of the project will ultimately lead to a more consistent and effective planning and assessment process. This outcome meets the perceived needs of the institution. It also helps the campus respond to many of the opportunities identified in the recent systems appraisal.

3: **Organizational Areas Affected**

A: This project involves all divisions and units on campus and will be overseen by the AQIP Steering Committee.

4: **Key Organizational Process(es)**

A: The focus is on the integration of assessment into the planning process on campus.

5: **Project Time Frame Rationale**

A: It is anticipated that it will take one academic year to establish the committee, identify current and new planning or assessment process, and develop a plan that will be implemented subsequent to the completion of this Action Project.

6: **Project Success Monitoring**

A: The Action Project team will be reporting back to the AQIP Steering Committee periodically throughout the Action Project timeline. Success will be indicated by the development of an implementable plan.

7: **Project Outcome Measures**

A: The outcome is the development of the implementable plan as described above. The progress of development of the plan will be reported by the Action Project team to the AQIP Steering Committee periodically throughout the timeline of the Action Project.
Project Update

1: Project Accomplishments and Status

A: The “Assessment and Development Planning Committee” held meetings from October, 2011, through early February, 2012. The committee was comprised of ten members representing administration, faculty, staff and a student representative. Past academic assessment procedures were reviewed, and new assessment procedures were recommended for non-academic units. The committee, as well, recommended the implementation of “student-learning outcomes” as part of the academic assessment protocol. Lastly, the committee recommended that all “opportunities for improvement” be assigned to a vice-president, a division unit, and a contact person. All the above recommendations were submitted to the AQIP Steering Committee and were implemented in the spring semester, 2012.

2: Institution Involvement

A: The committee typically met twice per month until the final recommendations were submitted to the AQIP Steering Committee. Typically at each meeting, the chair of the committee requested committee members to provide past accounts of how assessment procedures had been done and what improvements needed to be made. By January, 2012, sufficient data and recommendations had been developed to the point that the chair met with the provost to offer a rough draft, as well as to ask for input.

3: Next Steps

A: By the end of the spring semester, the AQIP Steering Committee and the administration had implemented the committee recommendations: (1) Academic and non-academic assessment procedures will now be routinely done annually, (2) student learning outcomes were developed for all fall 2012 courses, and (3) all “opportunities for improvement” were assigned a vice-president, etc.

4: Resulting Effective Practices

A: Clarification of assessment procedures was a valuable outcome of this action project. For example, it is now clearly understood which “units” must file an annual report, to whom the report is submitted, the data required, and how the data can be used to make improvements. Secondly, the writing of student learning outcomes over a period of two months is evidence that such a monumental task can be achieved with proper leadership. And lastly, a major contribution of this action project was the development of a methodical approach to address every “O and OO” that was a concern to the university. By assigning a vice-president, academic or non-academic unit, and a contact person to every “opportunity,” a three-tier fail-safe procedure was developed to ensure that all assessment procedures would be followed, resulting in annual data collection.

5: Project Challenges

A: Recommendations were submitted to the AQIP Steering Committee in February, 2012, and those recommendations were implemented later in the spring semester. The committee is still active and awaits further directions to address any issue that might arise resulting from the HLC Site Visit and/or the implementation of all recommendations in the 2012-13 academic year.

Update Review

1: Project Accomplishments and Status

A: The college is to be commended for taking on such an ambitious Action Project which is critical to teaching and learning and vital to all parts of the organization. This project connects especially well with AQIP categories 7, Measuring Effectiveness, and 8, Planning Continuous Improvement. A thorough review of past processes and procedures was an excellent starting point and undoubtedly provided a good overview of where the gaps in assessment procedures were. Inclusion of a good cross-section of stakeholders as well as assigning an administrative point person provided needed leadership and gave everyone within the unit a “go-to” person for questions and clarification of issues. Improving student learning is a central concept for any college or university and will take time and commitment from all faculty, staff, and administrators.
### Institution Involvement

**A:** Leadership, teamwork and collaborative efforts are essential to a project of this scope. The timeline for this Action Project allowed ample time to collect and review those data needed to make recommendations and plans to move this initiative forward.

### Next Steps

**A:** Excellent progress was made in a short timeframe. One suggestion would be to include an ongoing plan for review and revision of student learning outcomes following the fall 2012 semester and beyond. Since the learning outcomes were created and implemented quickly, these will need to be reviewed following a teaching cycle. The individual groups can now begin to work on the opportunities for improvement and the next year should be active and reveal good progress toward the identified goals.

### Resulting Effective Practices

**A:** It would appear the Action Project undertaken by Southeast Missouri State University has already provided important information and a good result with the clarification of the annual reports. The evaluation, revision, and re-evaluation cycle of an initiative is often the most interesting part of a project and the University will have a great deal of information to review and disseminate to all stakeholders at the end of the first year. It will be critical to make sure all strategies and evaluations are well documented and a standardized form for data collection and reporting might be a useful tool among the various groups. While it will be revealing to look at those data collected as described above and see what advances have been made, it will be most enlightening to reflect on the project as a whole.

### Project Challenges

**A:** The site visit and resulting recommendations should prove helpful in planning next steps for the University. The AQIP Action Project Directory could be a good resource for the team to review similar projects and generate fresh ideas. Sustaining, maintaining, and furthering initiatives is difficult as most people have great enthusiasm for planning, implementing, and collecting information about a new project; however, once the initial excitement has faded and it comes down to the maintenance and the “what do we do with all these data we’ve collected” phase of the project, many team members can lose momentum. It will be important to motivate the groups to continue to look for opportunities for improvement and to maintain and improve the processes put in place.