

# Action Project Charter

**Institution, City, State:** Your institution's name and location.

*Red Rocks Community College - Colorado*

**Project Title:** A name that will help everyone recognize what you are doing and trying to accomplish.

*Formalizing Institutional Assessment of Student Learning*

**Context:** A summary description of the project's origins and purpose.

The last Systems Appraisal (2016) identified a lack of assessment processes throughout the college. (Category 1 Core Competency 4B; Category 4 Core Competencies 5.B and 5.C).

**Problem and Opportunity:** A clear problem statement.

There is currently a lack of a formalized assessment of student learning at the programmatic and institutional levels that aligns with planning and budgeting. We have an opportunity to improve student learning as a cornerstone for continuous quality improvement.

**Key Stakeholders:** Important Groups with an interest (stake) in the project.

Faculty: Benefits – Improved teaching, innovation, and a sense of student focused effort. Risks – increased workload.

Students: Benefits – Sharpens focus on student learning and increased success.

**Project Vision and Objectives/Goals/Deliverables:** A 25 to 30-word summary of objectives/goals/deliverables.

Our objectives are to form a faculty assessment committee, write program learning outcomes, create curriculum maps that include guided pathways and align common learning outcomes, program outcomes, and course learning outcomes. In addition, we will provide professional development around assessment. This relates to our institutional values of Learning and Collaboration.

**Project Sponsor:** The person, people, or group with the power, influence, resources, and interest to champion the project and clear away obstacles that may arise.

Assessment Committee in collaboration with the Academic Deans and VP for Instruction.

**Project Scope:** What the project includes — and what it specifically excludes.

The project involves the development of a plan for institutional assessment of student learning, including an assessment committee and professional development. The focus will be on Instruction.

**Budget and Timeline:** How much the project will cost and how long it will take.

Budgeted items will include faculty pay for the summer, professional development for faculty off-contract and instructors, a process to bring people in, faculty release, operational items, and travel. It will take one year to develop a plan.

**Constraints and Assumptions:** What freedom and restrictions limit the project and team.

We assume that assessment will be a valued and prioritized process. Constraints include a tight budget, faculty workloads, and a need to limit decisions that don't involve faculty input.

**Critical Success Factors and Risks:** Necessary conditions and pitfalls.

We need a faculty-led committee, professional development, and top-down support. This needs to be established as a priority across the institution. The pitfalls include a lack of administrative prioritization, faculty derailment, and initiative overload.

**Approach and Organization:** The “how-to” ingredients needed to carry out the project.

We need to have the lead Dean establish an assessment committee, a clearly articulated committee charge, a curriculum map template, and a communication plan with faculty. For communication, we need a retreat, and “assessment and ale” program, and monthly updates for both campuses. These updates include status updates, next steps, a sense of the timeline, and key contacts.

**Metrics:** Measures to determine if the project objectives have been met.

1. 100% of all instructional programs will have a formal assessment plan for Student learning Outcomes.
2. An assessment committee will set up a formal process to assess Common Student Learning Outcomes.