1: Project Goal

A: The goal of this project is to develop processes to better utilize the various satisfaction surveys Rio administers. Achieving this goal will require four steps. First, using our new MOSS intranet, identify and/or develop a central digital collection space for all non-academic stakeholder satisfaction surveys and other satisfaction data related to decision making. Second, identify the various surveys the institution administers at the program, department, school, and institutional levels. Third, develop a process and timelines for stakeholders to upload survey results to a central location. Fourth, identify and charter a task force representing students, faculty, staff, and administrators to analyze and act on the data.

2: Reasons For Project

A: One of Rio Grande’s Action Projects, Quality Assurance Council: Closing the Loop, recommended to the AQIP Steering Team the need to target areas where students had the most negative responses based on data in the 2009 NSSE. They recommended this action project and the Steering Team agreed with their assessment of the data. The goal for this project also coincides with three of the themes of our strategic plan – Quality, Customer Service, and People.

3: Organizational Areas Affected

A: This project will affect all areas of the institution but primarily Academic Affairs, Student Development, Enrollment Management, and the Alumni office.

4: Key Organizational Process(es)

A: Student satisfaction data at the program, department, school and institutional levels.

5: Project Time Frame Rationale

A: The time frame is one calendar year. The first three steps of the project should not prove to be too challenging since the MOSS site is up and faculty/staff are getting used to using it. The last step of the process, identifying and chartering a task force representing students, faculty, staff, and administrators to analyze and act on the data, will likely require the most time.

6: Project Success Monitoring

A: One of our current Action Projects is Committee Effectiveness in which the team has developed a new governance committee structure for the institution. Part of the restructuring is to move the Quality Assurance Council to a standing sub-committee of the AQIP Steering Team. They will oversee all action projects and will determine how often each of the action project teams should report on their progress.

7: Project Outcome Measures

A: The AQIP Steering Team will view this project a success if, at its conclusion, there is a process (or processes) in place for stakeholders to use satisfaction survey data to improve satisfaction.
Project Update

1: Project Accomplishments and Status

A: In August 2012, Rio's new Director of College Readiness took over leadership of this Action Project. That summer, the University of Rio Grande and Rio Grande Community College contracted with the Center for Community College Student Engagement (CCCSE) to administer their Survey of Entering Student Engagement (SENSE) to a cohort of first-time freshmen. In preparation for this new survey, she contacted participating faculty primarily via email as many faculty were not teaching over the summer, explained the project and survey, and got faculty buy-in. Faculty administered the survey to students during the fourth week of the semester. Upon completion, she collected the surveys and sent them to CCCSE for analysis. They produced an eight-page report outlining aspects of highest and lowest student engagement at the institution.

In October of 2012, a Commission on the First-Year Experience was developed to make changes to the first-year based on past Community College Survey of Student Engagement (CCSSE), National Survey of Student Engagement (NSSE), and SENSE data. In her new role as Executive Director of the First-Year Experience, she chairs that commission. Members include multiple faculty, the Dean of Students, the Chair of the School of Liberal Studies, Rio's English and Math Specialists, the Dean of Enrollment Management, the Director of Institutional Research, the Director of New Student Advising, and the Director of Financial Aid. The Commission met five times since its creation and has regular meetings scheduled for the fall 2013 semester. Per the president's directive, it will be ongoing and has been added to Rio's list of standing committees and commissions. The development of this commission meets the project's fourth goal; identify and charter a task force to analyze and act on the data.

The first goal of the project identifying and/or developing a central digital collection space for all survey was completed in the first year of the project. Rio has on its intranet, MOSS, a space dedicated to Assessment and Student Learning that includes folders for satisfaction surveys.

The team has determined that the second goal, identifying the various surveys Rio uses, will be an ongoing process. In April 2013, the institution subscribed to CoursEval, a robust, web-hosted, online survey development program, for all course evaluations. This program also allows for unlimited, customized, online surveys of any type and may be used campus-wide. Rio is currently developing advanced training for those who wish to use it for anything beyond course evaluations.

Rio has also achieved the third goal; develop a process and timelines for uploading survey results to the intranet. All faculty and staff have received training on MOSS and, although some do not yet utilize it to its full capability, most are using it. Each constituent group (department, program, school, etc.) determines their own timeline for uploading surveys. They may also determine where on MOSS they store their data. Institutional surveys are uploaded upon completion of the survey or upon receiving results from any external source, as in the case of the SENSE.

2: Institution Involvement

A: The primary means of communication for this project was email and face to face meetings. The new Executive Director of the First Year Experience was the team leader and champion of this project. In her position and based on her experience, she recognizes the need to make decisions based on strong, clean, and consistent data. She also has a passion for helping students succeed in reaching their educational goals, especially those who come to higher education underprepared.

3: Next Steps

A: In order to increase student engagement, the commission created a block schedule for incoming students who place into developmental Mathematics and English. Historically these students are the most at-risk for not persisting. The block is comprised of the following classes on Mondays, Wednesdays, and Fridays at the following times:

Block One: Accelerated Learning Project (ALP) 15 semester hours
9:30 ENG 11103 Comp 1
10:30 ENG 10503 Composition and Reading ALP
11:30 COM 11103 Fundamentals of Speech Communication
12:30 LUNCH
1:30 LA 10001 Gateway to Success - Monday
1:30 HPE 10101 Human Wellness Physical Fitness - Wednesday and Friday
2:30 MTH 11203 Introductory Algebra

Block Two: Non-ALP 15 Semester hours

9:30 MTH 11203 Introductory Algebra
10:30 CS 10103 PC Applications
11:30 Lunch
12:30 ENG 10503 Composition and Reading
1:30 LA 10001 Gateway to Success - Friday
1:30 HPE 10101 Human Wellness Physical Fitness - Mondays and Wednesdays
2:30 COM 11103 Fundamentals of Speech Communication

Since Rio has met all four goals of this action project, the institution plans to complete this project after the review and is already developing a new project that will further focus on the first year experience.

### 4: Resulting Effective Practices

A: Based on best practices in Developmental Education, the commission created a block schedule for two cohorts of incoming students. While the results of this pilot will not be available until the summer of 2014, the commission believes the students will greatly benefit from participating.

### 5: Project Challenges

A: The main challenge we faced with this project was that of leadership. It began with one leader who, after eight months, left the institution. After a six month period of no leadership a champion was identified to take over. Since then, the project was back on task and, the team believes, is ready to complete. Another challenge related to all of Rio’s action projects was developing a standing sub-committee of the AQIP Steering Team, the Quality Assurance Council, to oversee all action projects. After numerous email discussions and some face to face meetings, the Steering Team determined it would be a better use of members’ time to have the AQIP Liaison meet individually with each action project team leader and/or team to discuss and lend guidance to that team’s project. At their September 26, 2012 meeting, the Steering Team voted to dissolve the QAC and include those who are leading the various action projects in Steering Team meetings. Since then, the process seems to be working better.

### Update Review

#### 1: Project Accomplishments and Status

A: The goals of this Action Project are laudable and consistent with the Higher Learning Commission’s Criteria for Accreditation, particularly HLC Criterion 4 Teaching and Learning: Evaluation and Improvement and HLC Criterion 5 Resources, Planning, and Institutional Effectiveness, as well AQIP Category 8 Planning Continuous Improvement. Gathering and sharing data are essential to effective assessment and continuous improvement practices. The survey instruments utilized (NSSE, CCSSE, etc.) should provide lots of information regarding student engagement that can be utilized for improving the learning experience of students. Establishing a mechanism for posting results on the intranet should allow for more effective data sharing about student learning. The Commission of the First-Year Experience seems like it could be one effective structure for making improvements based on assessment data. I believe it would be helpful to identify other opportunities to utilize assessment data in making improvements in day to day operations as well as...
considering more significant changes (e.g. in requirements, curriculum, etc.).

2: Institution Involvement

A: The creation of the Commission on the First-Year Experience, and its broad composition reflect a commitment to broad-based involvement in this important institutional effort (Principle of High Performing Organizations Broad-based Involvement). The President's strong support should help make the effort more successful (Principle of High Performing Organizations Leadership Support). As the Executive Director continues to be the "champion of the project", her enthusiasm should help to engage others across campus.

3: Next Steps

A: The commission's creation of a block schedule is one concrete action that has followed from a careful examination of assessment data, and represents a closed loop of the assessment cycle. On-going assessment will help determine what other next steps might be appropriate in improving the student learning experience. You might also consider an assessment of your processes related to data collection and data sharing. As noted in the Project Accomplishments and Status, the decision about which surveys to utilize should be on-going. The same will likely be true for decisions about how to share data most effectively.

4: Resulting Effective Practices

A: It seems that this project brought together many institutional partners to focus on concerns about the experience of first year students. There might be opportunities to learn from this effort in promoting effective collaboration in other areas of Rio's operations (Principle of High Performing Organizations Promoting Collaboration, AQIP Category 9 Building Collaborative Relationships). Similarly, the systems developed and utilized for gathering and sharing information on student involvement might be utilized for other purposes.

5: Project Challenges

A: Projects that rely on a single champion often face the challenges this one did when a leader leaves or is not able to give a project the attention it needs. It might be worth considering leadership structures that share responsibility for moving big initiatives forward. It is encouraging that the new structure for overseeing Action Projects is working more effectively.

Project Outcome

1: REASON FOR COMPLETION

A: The Action Project leader and team believe they have met the goals of this project. The first goal of the project - identifying and/or developing a central digital collection space for all survey was completed in the first year of the project. Rio has on its intranet, MOSS, a space dedicated to Assessment and Student Learning that includes folders for satisfaction surveys.

The team has determined that the second goal, identifying the various surveys Rio uses, will be an ongoing process. In April 2013, the institution subscribed to CoursEval, a robust, web-hosted, online survey development program, for all course evaluations. This program also allows for unlimited, customized, online surveys of any type and may be used campus-wide. Rio is currently developing advanced training for those who wish to use it for anything beyond course evaluations.

Rio has also achieved the third goal; develop a process and timelines for uploading survey results to the intranet. All faculty and staff have received training on MOSS and, although some do not yet utilize it to its full capability, most are using it. Each constituent group (department, program, school, etc.) determines their own timeline for uploading surveys. They may also determine where on MOSS they store their data. Institutional surveys are uploaded upon completion of the survey or upon receiving results from any external source, as in the case of the SENSE.

The fourth and final goal, identify and charter a task force representing students, faculty, staff and administrators to analyze and act and the data, has been addressed, although not as originally envisioned. During the 2013-14 academic year Rio developed and
instituted a Faculty Assembly with standing committees to address all areas of academic and student life at the institution. Part of the responsibilities of these committees is to review satisfaction surveys and other data as applicable and then make recommendations to the administration and boards.

### SUCCESS FACTORS

**A:** Taking advantage of its intranet and because of the great deal of discussion that came about as a result of this process Rio is now in a better position to review and act on data it collects. Additionally, based in part on this action project, Rio has determined it needs to identify and hire someone as the Director of Assessment. There is a search currently underway for this full-time position.

### UNSUCCESSFUL FACTORS

**A:** The main challenge we faced with this project was that of leadership. It began with one leader who, after eight months, left the institution. After a six month period of no leadership a champion was identified to take over. Since then, the project was back on task and, the team believes, is ready to complete. Another challenge related to all of Rio’s action projects was developing a standing sub-committee of the AQIP Steering Team, the Quality Assurance Council, to oversee all action projects. After numerous email discussions and some face to face meetings, the Steering Team determined it would be a better use of members’ time to have the AQIP Liaison meet individually with each action project team leader and/or team to discuss and lend guidance to that team’s project. At their September 26, 2012 meeting, the Steering Team voted to dissolve the QAC and include those who are leading the various action projects in Steering Team meetings. Since then, the process seems to be working better.