“To succeed... you need to find something to hold on to, something to motivate you, something to inspire you.”

–Tony Dorsett
Presentation Goals

- Review the Assessment Big picture – Course, Program and Institutional General Education Assessment.

- Review the Institutional Gen Ed Assessment Process – Fall 10.
Workshop Goals

Focus is Institutional General Education Assessment:

- Review the findings from the Fall 10 Institutional Gen Ed. Assessment and generate related action plans.

- Examine the Rubrics and Assignment Templates for Critical Thinking, Empirical and Quantitative Reasoning, and Personal Responsibility and brainstorm appropriate assessment assignments.
The Assessment Big Picture

Three levels of Assessment:

- Course
- Program (Degrees and Certificates)
- Institutional General Education
The Assessment Big Picture

Course

• Faculty routinely assess at the course level – faculty are cleaning up course student learning outcomes.
• As they review course student learning outcomes, it is always a good practice for Faculty to assess course student learning outcomes to appropriate program learning outcomes and/or appropriate Institutional General Education Competencies.
The Assessment Big Picture

- Program
  - Degrees/Certificates/Programs – faculty began to develop program assessment Spring 10 we are polishing the program assessment documents (due as soon as possible).
  - Program Assessment will be tied to Unit Plans and Program Review.
The Assessment Big Picture

- Institutional General Education
  - Our 6 Competencies – we assessed Communication Skills, Social Responsibility, and Teamwork Fall 10.
  - We will assess Critical Thinking, Empirical and Quantitative Reasoning, and Personal Responsibility Spring 11
  - We will assess two competencies each Fall semester beginning Fall 2011
Our Fall 10 Institutional General Education Assessment Efforts!

We pulled off a process that was “Meaningful, Manageable, and Sustainable” despite the challenges of Banner, and lack of notice to the faculty!
“Meaningful”

- Designed by PAC faculty for PAC faculty.

- Focused on graduating students: We identified a sample of 90 students who declared their intent to graduate Fall 10.

- Attempted to assess the 90 students in all three competencies (the THECB competency map guided the selection of courses).
“Meaningful”

- There was a wide selection of courses (183) as well as wide participation of faculty (92).

- All faculty must be engaged because course selection is dependant on graduating students’ schedules.

- Common rubrics used with ‘blind assessment’ of embedded assignments in courses. Assessors participated in calibration training.
“Manageable”

Core and Distance Learning courses were identified and results disaggregated so that the assessment effort can be used for:

SACS Compliance 3.5.1: The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.
“Manageable”

Core and Distance Learning courses were identified and results disaggregated so that the assessment effort can be used for:

SACS Five Year Report: This report requires us to specifically address Distance Learning students’ achievement of student learning outcomes.
“Manageable”

Core and Distance Learning courses were identified and results disaggregated so that the assessment effort can be used for:

THECB Core Reaffirmation Report: This report requires us to continuously assess core courses for the THECB competencies and report how well students are achieving those competencies. The report is due every 5 years.
“Manageable”

- The assignment templates helped the Assessors with blind assessment.
- The judgment spreadsheets were easy for the Assessors to use.
- The timeline was reasonable - with warning, faculty can be ready to submit assignments that fit their discipline requirements. The timeline allows faculty at least a month to submit assignments. There were some issues this semester that the workshop will highlight.
<table>
<thead>
<tr>
<th>The Chairs!</th>
<th>Ann Bolton-Brownlee</th>
<th>Cakky Brawley</th>
<th>Karen Mahaffy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lloyd Walsh</td>
<td>Carolyn DeLecour</td>
<td>Joseph Coppola</td>
<td>Weldon Riggs</td>
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<td>Suja Kochat</td>
<td>Stamatis Muratidus</td>
<td>Fonzie Quance-Fitch</td>
<td>Elsa Anaya</td>
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<td>Suzel Molina</td>
<td>Ramon Hernandez</td>
<td>Alexis Lowe</td>
<td>Robert Richmond</td>
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<td>Herb Mann</td>
<td>Marty Cruz-Bock</td>
<td>Nelson Brockway</td>
<td>Tori Beckman-Wilson</td>
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<td>Earl Ballou</td>
<td>Tony Villanueva</td>
<td>Lynn Parker</td>
<td>Erica Wilson-Perkins</td>
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<tr>
<td>Carmen Kent</td>
<td>The Faculty that submitted assignments!</td>
<td>The Deans and Dr. Johnson!</td>
<td>Pat Stone</td>
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## Timeline for Spring 11

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Today</td>
<td>Faculty develop related action plans based on Fall 10 findings. Faculty share ideas about ‘double-duty’ assignments for the 3 Spring 11 competencies</td>
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<tr>
<td>1/28/11</td>
<td>All related action plans and assignment ideas due. Program Assessment revisions due.</td>
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<tr>
<td>2/4/11</td>
<td>Assessors identified</td>
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<tr>
<td>2/11/11</td>
<td>Training sample assignments sent to Pat Stone</td>
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<tr>
<td>2/18/11</td>
<td>Students and needed assignments identified</td>
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<tr>
<td>2/25/11</td>
<td>Assessor calibration training</td>
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<tr>
<td>4/11/11</td>
<td>Assignments due to Chair or Pat</td>
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<td>4/29/11</td>
<td>First round of assessment completed</td>
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<tr>
<td>5/13/11</td>
<td>Green Assessments due</td>
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<tr>
<td>8/16/11</td>
<td>Faculty write related action plans based on findings. Assessment for Fall 11 launched.</td>
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</table>
“Sustainable”

- We will assess two Institutional General Education Outcomes each Fall semester beginning with Fall 2011.
- Each summer we will re-visit our rubrics, process, etc. to improve it based on experience.
- Spring semester the focus is Program Review, Unit Plans, and Program Assessment.
Our Next Steps!

- **Workshop**
  - Review the findings from the Fall 10 Institutional Gen Ed. Assessment and generate related action plans.
  - Examine the Rubrics and Assignment Templates for Critical Thinking, Empirical and Quantitative Reasoning, and Personal Responsibility and brainstorm appropriate assessment assignments.

- **Volunteer to be an assessor!** – the service counts as a committee if you are chosen! Assessment will be complete by 4/29/11. Approx. 10 hour time commitment.
Thank You!!!

We are doing awesome work together that is already getting national attention!