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Palo Alto College Assessment of Institutional General Education Competencies Fall 2011 Report

During Fall 2011, Palo Alto College continued to strengthen existing processes for assessment of institutional general education competencies, using again the direct evidence approach it launched in Fall 2010. This marked two full academic year cycles. Two competencies were assessed: Communication Skills, and Teamwork. Three learning outcomes were specified for each of these competencies. For the Communication Skills assessment, embedded assignments were submitted to independent assessors who evaluated student work using a common descriptive rubric. The rubric and assignment template for communication are in Appendix A of this report. Also in Appendix A is a Guideline document for faculty asked to submit communication artifacts for their students. For Teamwork, identified students used an assessment form that incorporated the descriptive rubric, the teammates of the identified students assessed the identified students on an assessment form that incorporated the same rubric, and faculty assessed the identified student on a form that incorporated the same rubric. The formula for scoring each student is on the Teamwork rubric document. The Teamwork rubric document also specifies the definition of a Teamwork activity. The Teamwork rubric, the Student Self and Peer Assessment, and the Faculty Assessment documents are all in Appendix B of this report. Also in Appendix B are the Teamwork Faculty Advice document and the Teamwork Faculty Assessment Guideline document. The Analysis of Findings Report used by faculty to suggest action plans is in Appendix C.

The Process and Procedures Used

Student and Course Selection:

The population of Palo Alto College students who had taken 45 or more college credit hours and who were enrolled in the Spring 2011 semester and who were also enrolled Fall 2011 were utilized. From this population a sample of 125 students (approximately 10% of projected graduates.) was chosen as the focus of the assessment effort. Using the Texas Higher Education Coordinating Board's crosswalk between core curriculum courses and core curriculum competencies, courses were selected from each student's schedule in order to assess the student, where possible, in both of these competencies: Communication Skills and Teamwork.

In an effort to strengthen and produce better student outcomes in distance education, the decision was made to give preferences to online courses when selecting courses from the students' schedules. The following details the method used for course selection from each student's schedule:

1. Any courses addressing Teamwork were identified. Of this group of courses, all of which were necessarily core curriculum courses, if any were distance learning courses, they were given priority. If more than one course was a distance learning course, then a random method was

Pat Stone
Director of Instructional Professional Development
2/27/2012



PALO ALTO COLLEGE

used to choose the course. If none of the courses were distance learning courses, then a random method was used to choose the Teamwork course in the student's schedule.

2. Communication Skills are addressed in every course, whether core curriculum course or not and thus guided the last selected course. Of the remaining courses, any distance learning courses were identified. If more than one course fell into this category, then a random method was used to select the course. If there were no distance learning courses remaining, then core courses were given priority and a random method for selecting the course was used. If there were no core courses remaining, then a random method for selecting the course was used to choose the Communication Skills course in the student's schedule.

Student Assignments for Communication Skills Assessment:

All Communication Skills assignments requested were numbered to aid in disaggregating the data for overall results, core course results, and distance learning course results. The selected courses, with student names, were then disaggregated by faculty member and the department chairs disseminated the assignment requests to their respective faculty members along with the template and guidelines documents. Faculty members used embedded assignments for each Communication Skills assessment, completing the "Assignment Template" for the competency in order to provide assessors with greater insight and to aid fair judgment. Faculty submitted the artifacts to the Director of Instructional Professional Development by the Wednesday before finals week Fall 2011 semester. The Director of Instructional Professional Development checked in the assignment, numbered the assignment, removed the faculty's name and the students name from the assignment, and made two copies of the assignment template and the artifact for each of the assessors of that particular assignment.

Assessment of Teamwork

All students identified for Teamwork assessment were numbered to aid in disaggregating the data for overall results, core course results, and distance learning course results. The selected students with their courses, were then disaggregated by faculty member and the department chairs disseminated this along with the faculty advice, faculty guidelines, student self and peer assessment and faculty assessment documents to their respective faculty members. Faculty members distributed the student self and peer assessment documents to students in their classes after the teamwork activity. Faculty collected all the documents from the students and stapled all documents containing the name of the student identified for assessment (this packet contained the student self assessment and all assessments from this student's teammates.) The faculty member was invited to assess his/her own student using the faculty assessment document and submit this assessment with the packet to the Director of Instructional Professional Development by the Wednesday before finals week Fall 2011 semester. The Director of Instructional Professional Development checked in the packet, numbered the packet, and determined if the faculty assessment was missing. If the faculty assessment was missing, the Director of Instructional Professional Development passed the packet to an assessor who reviewed the information and provided the missing faculty assessment. The Director of Instructional Professional



ALAMO COLLEGES

PALO ALTO COLLEGE

Development used the rubric formula for determining the student's score on each of the three Teamwork outcomes: **Formula for the Score for Outcomes = Average of the Student Self Assessment, the Median Peer Assessment, and the Faculty Assessment (Round up if 0.5 or more).**

Assessment Training and Logistics

Volunteer faculty Assessors received Calibration Training January 13, 2012, in order to standardize, to the degree possible, assessment of student artifacts for Communication Skills. Assessors received training on the use of the Judgment Spreadsheets and the assessment process, and sample Communication Skills artifacts from Fall 2010 were judged as a part of the training. Every Assessor received a copy of the Assessor Guidelines document.

The Communication Skills Assessors received their assigned packet of artifacts, each accompanied by the Assignment Template and the rubric. Every assignment was then independently assessed by two Assessors. The results of the assessments were recorded on Judgment Spreadsheets, which were then sent with the assignments to the Director of Instructional Professional Development. The Director of Instructional Professional Development compiled all results on a master spreadsheet.

In cases where paired Communication Skills Assessors reached judgments that were polar opposites, a third Assessor was brought in. Third Assessors reported their judgments to the Director of Instructional Professional Development. In cases where the third Assessor's judgment agreed with one of the initial two Assessors, the two common assessments were kept as the assessment findings. In cases where the third Assessor's judgment did not match either of the original assessors judgments, the highest two judgments were chosen for that objective on that assignment and kept as the assessment findings.

Teamwork Assessors were given student packets missing faculty assessment scores and were asked to review the data and provide the missing score for each of the Teamwork outcomes for those students to the Director of Instructional Professional Development.

All assessment was completed by February 13, 2012.

Findings Report

The Findings Report provided the data, reported by objective within each competency and also disaggregated by core courses and distance learning courses. These findings were shared with the faculty on February 23, 2012 at a meeting and the faculty brainstormed to generate action plans for improving both the learning outcomes and the assessment process using the worksheet as a guide. The Findings Report is in Appendix C of this report.

Summary of Findings

Participation Rates

Pat Stone
Director of Instructional Professional Development
2/27/2012



PALO ALTO COLLEGE

For Communication Skills, 86 artifacts were submitted for assessment. For Teamwork, 40 students were assessed. Ninety eight faculty were asked to submit either a Communication Skills assignment or a packet of Teamwork assessments for at least one of their students. Of the 126 artifacts or assessment packets received, 117 were from core courses and 59 were from distance learning courses. Of the 189 assignments or assessments requested, 126 were actually assessed (67%). Most of the missing artifacts or assessments were attributed to students in the sample who had dropped their course(s) before submitting the Communication Skills assignment or participating in the Teamwork Activity. Of the 189 students identified for assessment of either Communication Skills or Teamwork:

- 32 students, (17%) were not assessed due to dropping the course before the assignment was given or the Teamwork activity occurred in the course.
- 21 students (11%) either did not submit the Communication Skills assignment or were absent during the Teamwork activity.
- 2 students (1%) were not assessed due to the faculty misunderstanding the assessment process for Teamwork.
- 7 students' (4%) faculty either did not respond to requests for artifacts, could not respond to requests for artifacts due to illness, or refused to participate in assessment.
- 1 student 's (0.5%) artifact was not eligible for assessment because the identified course was not a Palo Alto College course.

Including faculty assessors, 111 faculty participated in the assessment of the competencies Fall 2011 semester.

Communication Skill Findings

The total number of Communication Skills assignments requested was 122. Of these 122, 108 were from core courses and 69 were from distance learning courses.

The total number of Communication Skills assignments assessed was 86(70%). The reasons for the missing assignments are the following:

- 21 students dropped the course before the assignment was due,
- 12 students did not submit the assignment,
- 2 faculty did not respond to request for updates on the student so the reason for not submitting the assignment is unknown, and,
- 1 faculty member was ill during the time period when assignments were requested.

Of these 86 assessed artifacts, 77 were from core courses and 47 were from distance learning courses.

Overall, for the 86 assessed courses, the ratings for all three Communications Skills outcomes exceeded the target of 70% either meeting or exceeding expectations.



PALO ALTO COLLEGE

The highest scoring outcomes overall were outcome 2: **Organization** - The student uses disciplinary conventions for organizing content and presenting content (95% of assessed assignments either meeting or exceeding expectations,) and outcome 1: **Content and Purpose** -The student uses relevant content that conveys understanding Inquiry and Analysis (94% of assessed assignments either meeting or exceeding expectation.) The lowest scoring outcome overall was outcome 3: **Tools** -The student uses communication tools appropriately and skillfully for academic and professional contexts (83% of assessed assignments either meeting or exceeding expectations.)

Overall Communication

Outcome	# "exceeds expectations"	# "meets expectations"
Organization	50	113
Content and Purpose	64	97
Tools	30	113

For the 77 **core courses**, the highest scoring outcome for Communication Skills was outcome 2: **Organization** - The student uses disciplinary conventions for organizing content and presenting content (97% of assessed core course assignments either meeting or exceeding expectations.) The lowest scoring outcome for core course assignments was outcome 3: **Tools** -The student uses communication tools appropriately and skillfully for academic and professional contexts (83% of assessed core assignments either meeting or exceeding expectations). The ratio of assessed to identified core communication assignments was 71%.

Core Communication

Outcome	# "exceeds expectations"	# "meets expectations"
Organization	46	103
Content and Purpose	59	86
Tools	26	102

The highest outcome for the 46 **distance learning** Communication Skills assignments was outcome 2: **Organization** - The student uses disciplinary conventions for organizing content and presenting content (96% of assessed core course assignments either meeting or exceeding expectations). The lowest outcome for distance learning assignments was outcome 3: **Tools** -The student uses communication tools appropriately and skillfully for academic and professional contexts (84% of assessed core assignments either meeting or exceeding expectations). The ratio of assessed to identified distance learning communication assignments was 67%.



Distance Learning Communication

Outcome	# "exceeds expectations"	# "meets expectations"
Organization	22	66
Content and Purpose	31	55
Tools	16	59

Teamwork Findings

The total number of Teamwork assessments requested was 67. All 67 were from core courses and 27 were from distance learning courses.

The total number of students assessed on Teamwork was 40 (60%). The reasons for the missing assessments are the following:

- 13 students dropped before the Teamwork Activity was completed in the course,
- 8 students were absent or otherwise did not do the Teamwork Activity,
- 2 faculty did not understand the assessment process and did not submit assessment packets for their students,
- 1 faculty member was ill during most of the semester and no packet was submitted for the student,
- 3 students were not assessed because the faculty did not respond to requests for the assessment packet or refused to participate in assessment.

Of these 40 assessments, 40 were from core courses and 13 were from distance learning courses.

For all 40 assessed courses, all the outcomes exceeded the target of 70% or more either meeting or exceeding expectations.

Overall Teamwork (Core)

Outcome	# "exceeds expectations"	# "meets expectations"
Quality Contribution	28	12
Treats Teammates with Respect	40	0
Models Teamwork Attributes	33	7

There were 28 **distance learning** courses asked to submit a teamwork assignment for one or more of the students in the course. Of the 28 assignments requested, 13 were received for an assessed to identified ratio of 46%.



Distance Learning Teamwork

Outcome	# "exceeds expectations"	# "meets expectations"
Quality Contribution	9	4
Treats Teammates with Respect	13	0
Models Teamwork Attributes	12	1

Improvements Implemented Based on Fall 2010 and Spring 2011 Assessment

The following is a list of improvements impacting Fall 2011 assessment that resulted from the Fall 2010 and Spring 2011 assessment efforts:

Professional Development to address Teamwork in Distance Learning Courses

Early in the Fall 2010 semester, some of the faculty teaching distance learning who were tapped for Teamwork assessment indicated that they do not address teamwork in their online course. This prompted professional development efforts to showcase ideas for addressing teamwork in distance learning courses. A document with ideas and suggestions was compiled, and a face-to-face Online Teamwork Show-and-Share session was held during the Spring 2011 Convocation Week. During the Convocation Week session, Alamo College faculty presented their courses to their colleagues. Additionally, July 13 and July 14, 2011, Dr. Judith Boettcher, author and national expert in online learning, presented workshops to the faculty on the framework and the best principles and practices for deepening learning experiences and knowledge building in online and blended learning. Dr. Boettcher also addressed building community in online courses, and the use of teamwork as a community building strategy.

Efforts to Increase Student Learning in Written Communication

The weakest outcome for Communication Skills Fall 2010 involved the student use of grammar and sentence structure. The Writing Center (the tutoring center that coaches students on written communication skills) created on-line help sheets for students addressing grammar and sentence structure, and during Spring 2011 faculty were directed to these summaries.

Efforts to Make the Assessment Process More User-Friendly to Faculty

Among the suggestions was the request that faculty be provided a longer span of time to submit assignments for assessment. During Fall 2010, data challenges in the process of identifying students gave faculty just one month to submit assignments. For Spring 2011, the process allowed faculty 2.5 months for collecting and submitting assignments for assessment from identified students. For Fall 2011, the process allowed faculty from census day until the Wednesday before finals week for the collection and submitting of assignments and Teamwork assessments. Additionally, Faculty Assessors



PALO ALTO COLLEGE

were not rushed at the end of the semester to complete their judgments because assessment judgments were completed the first three weeks of the semester.

Summer 2011, Guideline documents were developed for Faculty tapped for Communication Skills artifacts and Teamwork assessments. In response to the challenges that surfaced during the first cycle of assessment, Fall 2010, for incorporating Teamwork activities in courses, a definition of Teamwork was specified on the Teamwork rubric and a Faculty Advice document was created for the faculty teaching the specific courses that must address the Teamwork competency. The Assessment website, facilitating faculty access to all assessment related materials, was updated with the Guidelines documents, the revised template documents, the Faculty Advice document, the revised Teamwork rubric, and the new Teamwork assessment forms: <http://legacy.alamo.edu/pac/assessment/development/>.

Professional Development Efforts to Assist Faculty in Understanding the Assessment Process

Faculty requested that professional development sessions be scheduled which would strengthen their understanding of the assignment/assessment expectations for the competencies assessed each Fall semester. Two professional development sessions were held on Monday, September 26, 2011 and Tuesday, September 27, 2011. In a further effort to reach out to faculty, distribution lists of the faculty who would be submitting Communication Skills assignments or Teamwork assessments were created. Each faculty group received tips on analyzing their rubric, selecting or modifying an assignment, filling out the assignment template, and submitting the assignment and template. Appropriate documents were attached to these e-mails (Communication Skills Template, Rubrics, Guidelines, Teamwork Assessment documents, Teamwork Faculty Advice.)

In addition, Chairs and Lead Faculty were given training August 26, 2011, that included packets containing revised Communication Skills Template, the Guidelines, and all the documents associated with the revised process to assess Teamwork. Revisions to Communication Skills and Teamwork assessments were developed Summer 2011 by Chairs and Lead Faculty with student focus group input.

Faculty Assessment of Own Students

Fall 2011, no faculty assessed his/her own students in Communication Skills. However, the Teamwork assessment process was designed to encourage faculty to assess their own students because the Assessment Team felt that these faculty would be in a position to make the best judgment on the Teamwork outcomes. The Teamwork assessment formula averaged the faculty assessment judgment with the student self and student peer assessment judgments for each of the three outcomes.

Faculty Not Qualified to Assess Assignments

Fall 2011 a deliberate, concerted effort was made to recruit faculty in the disciplines that matched assignments submitted for assessment in Communication Skills. In particular, 3 math faculty served as assessors.



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Confusing Assignment Templates

Summer 2011 all Assignment Templates were revised to eliminate confusion.

Inappropriate Assignments for Assessment

Fall 2011 Palo Alto College faculty created Curriculum Maps to crosswalk the course outcomes of every college course with the Institutional General Education Competencies that are “owned” by that particular course. For all associated competencies and outcomes on the maps, faculty are specifying “Key Assignments” that will be used for Institutional General Education Competency assessments beginning with the Fall 2012 assessment. These Key Assignments must address the rubrics for the competency and they must be assessable for that competency.

Increase the Sample Size

The sample size Spring 2011 was 105. The sample size Fall 2011 was 125. Palo Alto College will purchase and use Tk20 beginning with the Fall 2012 assessment. This software will facilitate larger sample sizes that are stratified (sample students that have taken 0 to 15 hours, 16 to 30 hours, 31 to 42 hours, and students over 42 hours of college level courses.) The software will create departmental level reports as well.

Opportunities for Improvement – Closing the Loop

February 23, 2012, an all faculty meeting was convened to review the findings and suggest opportunities for improvement. The following are the suggestions of the faculty at this meeting:

A. Rubrics

- Change/enrich the embedded assignments so that all the criteria on the rubric can be assessed (Alexis Lowe).
- Add to the existing rubric in order to help students better understand the expectations (Veronica Rosus-Tatum).
- Fitting sculpture assignments into the existing Communications rubric was awkward. We may need to create specialized rubrics for some disciplines (Catherine Brawley).
- The Teamwork rubric, although not completely straightforward to follow, facilitated valuable self-assessment for student in teams and has the potential for teaching and generating valid self-assessment of students’ teamwork skills. Collecting larger samples and teaching assessment skills may reduce the impact made by students who give their peers uniformly perfect scores (Eleanor Skelley and Denise Barkis-Richter).
- The number of students who drop greatly impairs the sample size. Can we assess students earlier in the semester before they drop? Or will the software for assessment facilitate larger sample sizes? (John Hernandez)

Pat Stone
Director of Instructional Professional Development
2/27/2012



PALO ALTO COLLEGE

- Knowing at an early date that students in your class may be assessed is helpful (Ginny Traina). This is resolved by the existing 10-year calendar for assessment.

B. Teamwork

- Online classes present particular difficulties for teamwork; students who drop add to the difficulty (Ed Hagen).
- Teamwork is problematic. It is difficult to come up with good assignments for face-to-face or internet classes (Carolyn De Lecour).
- The new online platform has great tools for collaboration and may help with the attempt to create effective teamwork assignments for online classes as well as for face-to-face classes (Suzel Molina).
- Other campuses have the same difficulties with teamwork and have generated a variety of possible solutions. Sharing teamwork ideas across the district will enrich us all. It may be best to start teamwork assignments closer to the end of class, with students who are more likely to stay with the class (Joseph Coppola).

C. Process

- Communication to all faculty members on a routine basis has great value. Perhaps assessment should be included in every convocation week, perhaps also routinely scheduled throughout both long semesters; workshops or other professional development opportunities for assessment would assure faculty engagement (Veronica Rosas-Tatum).
- Faculty members are receiving mixed messages about processes and data sets for assessment and program review. Is there a way to get everyone on the same page and thereby streamline these procedures? (Linda Ibarra-Gonzales)
- Is there a way to create a “drop box” into which faculty can add their suggested assignments for assessing the different general education outcomes? If available to all faculty members this could become a valuable assessment resource (Anna Bustamante).
- Key assignments could be tied to problem-based learning, furthering the QEP and general education assessment at the same time (Honey Kirk).
- It may generate more in depth and/or varied responses to the assessment outcomes if small groups (4-6) are facilitated by a faculty member. Carolyn De Lecour used a wonderful group process for distilling qualitative data from faculty when collecting data for her dissertation. It requires a time commitment but may be worth it (Tony Villanueva and Mary-Ellen Jacobs).
- Why do we assess only students near graduation; should we test entering students? (Brad Chandler and John Hernandez) This may be answered by the new SACS requirement for 3.5.1 that the 2012 assessment of general education be done at different student levels.

Additionally there was this suggestion about revising the Teamwork assessment process from one of the assessors (Joseph Coppola):



PALO ALTO COLLEGE

- Most faculty chose to use the Teamwork Faculty Assessment form to assess their students. For the few faculty that did not exercise this option, it is suggested that background information be provided to the assessors, including the finished product of the Teamwork activity, to help them better judge the Teamwork outcomes for the identified student.

These suggestions as well as suggestions for improving Critical Thinking Skills and Empirical and Quantitative Reasoning Skills from the Spring 2011 Report will be considered as part of the authentic learning agenda for the annual Palo Alto College Summer Institute on Assessment Summer 2012.

Appendices

Appendix A

1. The Communication Skills Rubric
2. The Communication Skills Assignment Template
3. The Faculty Guidelines for Communication Skills Assessment

Appendix B

1. The Teamwork Rubric
2. The Student Self and Peer Assessment
3. The Faculty Assessment
4. The Faculty Guidelines for Teamwork Assessment
5. The Faculty Advice for Teamwork

Appendix C

1. Overall Findings
2. Communication Skills Findings
3. Teamwork Findings
4. Analysis of Findings



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PALO ALTO COLLEGE
Fall 11 Semester

Appendix A.1

Communication Competency Outcome: Palo Alto College Students develop and express ideas through effective written, oral, and visual communication for various academic and professional contexts.

Specific Outcomes	Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
Specific Outcome #1 Content and Purpose The student uses relevant content that conveys understanding	<ul style="list-style-type: none"> Content is well developed in the communication, effectively supported and appropriate for the audience and purpose of the assignment. Effective thinking is clearly and creatively expressed. 	<ul style="list-style-type: none"> Content is adequately expressed, appropriate and relevant through most of the communications and the audience requirements and the purpose of the assignment. 	<ul style="list-style-type: none"> Content is poorly developed for the purpose and inappropriate for the audience. Supporting details are absent or vague. Content is unoriginal or reflects lack of understanding of topic and audience.
Specific Outcome #2 Organization The student uses disciplinary conventions for organizing content and presenting content	<ul style="list-style-type: none"> The communication consistently uses important conventions particular to a specific discipline including organization, presentation, and stylistic choices. The communication is clearly organized around a central theme. The communication components are clear and relate to the other components in a well-planned framework. 	<ul style="list-style-type: none"> The communication generally follows expectations appropriate to the discipline for basic organization and presentation. The communication demonstrates some grasp of organization, with a discernible theme and supporting details. 	<ul style="list-style-type: none"> The communication does not follow expectations appropriate to the discipline for basic organization and presentation. The communication is rambling and unfocused, with ideas presented in a disorganized, unrelated way.
Specific Outcomes Specific Outcome #3 Tools The student uses communication tools appropriately and skillfully for academic and professional contexts	Exceeds Expectations (3) Written: <ul style="list-style-type: none"> Uses language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free. Uses a wide variety of sentence structures. Excellent word usage, spelling, grammar and punctuation. 	Meets expectations (2) Written: <ul style="list-style-type: none"> Uses language that generally conveys meaning to readers with clarity although writing may contain errors. Some sentence variety; adequate usage of word choices, grammar, and punctuation. 	Does Not Meet Expectations (1) Written: <ul style="list-style-type: none"> Uses language that impedes meaning because of errors in usage. Writing lacks sentence variety. Significant deficiencies in word choices, spelling, grammar, punctuation, or presentation.

Rubric adapted from the AAC&U Written and Oral VALUE Rubrics, the Brenau University Writing Skills Assessment Form, and the LSU Formal Visual Communication Rubric



ALAMO COLLEGES

PALO ALTO COLLEGE

<p>Oral:</p> <ul style="list-style-type: none"> • Excellent eye contact that makes connection to audience members • Displays enthusiasm for topic demonstrated throughout speech • All words pronounced correctly • All words articulated clearly (no mumbling) • No reliance on lectern • Polished language usage (few to no fillers—um, uh, like, ok, you know—no slang, no double-negatives) • Gestures utilized throughout the speech to show enthusiasm, emphasize points, and keep attention • Fluid speaking rate • Variety in volume but always easy to hear <p>Visual:</p> <ul style="list-style-type: none"> • Displays high quality techniques in drawings, graphics, photos, designs, video, etc. • Employs appropriate contrasts (e.g., color, fonts, sizes) exceptionally well • Outstanding alignment of graphic elements and space • Uses software and other tools appropriate to the subject to produce a creative, compelling, engaging and effective presentation that shows proper use of technology to effectively communicate an idea. 	<p>Oral:</p> <ul style="list-style-type: none"> • Frequent eye contact with some connection to audience • Displays enthusiasm for topic demonstrated at various points in the speech • Most words pronounced correctly • Most words articulated clearly (some mumbling) • Limited reliance on lectern • Proficient language usage (limited number of fillers—um, uh, like, ok, you know—no slang, no double-negatives) • Gestures used at various points in the speech to show enthusiasm, keep audience attention, and emphasize points. • Speaking rate is generally fluid. • Volume is adequate <p>Visual:</p> <ul style="list-style-type: none"> • Displays acceptable but not outstanding techniques in drawings, graphics, photos, designs, video, etc. • Adequate employment of appropriate contrasts (e.g., color, fonts, sizes) • Adequate alignment of graphic elements and space • Uses software and other tools appropriate to the subject to produce an effective presentation that shows proper use of technology to communicate an idea. 	<p>Oral:</p> <ul style="list-style-type: none"> • Little to no eye contact • Displays little to no enthusiasm for topic • Several words incorrectly pronounced • Most words indistinct due to poor articulation • Heavy reliance on lectern • Poor use of language (frequent use of fillers—uh, um, like—use of slang and double-negatives) • Few to no gestures • Choppy speaking rate. Low to inaudible volume <p>Visual:</p> <ul style="list-style-type: none"> • Displays unacceptable techniques in drawings, graphics, photos, designs, video, etc. • Employs inappropriate contrasts (e.g., color, fonts, sizes) • Graphic elements and space are not aligned • Does not show appropriate use of software and other tools to produce a presentation that communicates an idea.
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*Faculty indicate “written”, “oral”, or “visual” on the Communication Assignment Template.

Rubric adapted from the AAC&U Written and Oral VALUE Rubrics, the Brenau University Writing Skills Assessment Form, and the LSU Formal Visual Communication Rubric



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Communication Assignment Information

Appendix A.2

In order to help the Assessors judge the “content and purpose”, “organization”, and “tools” specific outcomes for the assignment that you are submitting, please provide the following background information (feel free to attach your assignment directions to this document):

1. Indicate the directions that you provided to the student on the content and purpose of the assignment or attach your directions to this document:
2. Indicate the directions that you provided to the student on the organization of the content for the assignment or attach your directions to this document:
3. Indicate the primary communication mode for the assignment:
 Written
 Oral
 Visual

Please send this form attached to the assignment that you are submitting for your student(s) to Pat Stone pstone11@alamo.edu in EO 130 by November 30, 2011.

Faculty Assessment Guideline – Communication Skills

Palo Alto College

Fall 2011

Dear Faculty –

You are receiving this guideline because you have been asked to submit a Communication Skills assignment for one or more of your students this semester for our Institutional General Education Assessment effort that we conduct each Fall semester at Palo Alto College. We are attempting collecting a sample of communication assignments from our students. You will need to get the assignment showcasing your student's(s') work along with the assignment template to either your department chair or to Pat Stone no later than November 30, 2011 (the sooner, the better!) You can e-mail the sample of student work and the assignment template to pstone11@alamo.edu or you can bring hard copies to your chair or to EO 130 (Executive Offices bldg, room 130). **I would suggest that you not use "pony mail" for this – several assignments have been lost in the pony mail previous semesters.** The Communication Skills rubric and the Communication Skills Assignment Template are included at the bottom of this guideline for your reference.

Why are we doing this?

First and foremost, as the Palo Alto College Assessment Mission Statement and Assessment Values Statements on our Outcomes Assessment website <http://www.alamo.edu/pac/assessment/development/default.aspx> affirm, we assess student learning with the goal of improving student learning by aligning expectations, using a common language to communicate those expectations to our students, and collaborating across disciplines to help each other improve student learning.

Additionally, we assess student learning of important skills to demonstrate to ourselves, our community, and our accrediting agencies (Southern Association Colleges and Schools (SACS) and the Texas Higher Education Coordinating Board (THECB) for core courses) that we are continuously monitoring student learning achievement and we are continuously working to improve student learning achievement.

Clarification of the process

The goal of this process is to assess actual student work that demonstrates the communication skills on the rubric. You simply submit an assignment (a copy of the assignment before you grade it) that the student has completed in your course that addresses the outcomes on the communication skills rubric along with the communication skills assignment template to give the assessment team background information on the assignment. Your job is to supply a sample of actual student work that shows communication skills. You tell us whether the assignment primarily

showcases written, oral, or visual communication and the student work is judged by two other assessors. These assessors do not know the name of the student and they do not know that you are the instructor.

Guidelines for approaching this -

Step 1. Study the rubric for Communication Skills and especially note the three outcomes on this rubric. Think about the assignments that you give during the Fall 2011 semester that will be completed by 11/30/11 and compare those assignments to the outcomes that will be assessed on the rubric. Decide whether the assignment should be assessed as **written communication, oral communication, or visual communication** assignment. Here are some dos and don'ts for choosing an assignment to submit:

- Do choose an example of student work that can be assessed. Put yourself in the place of the assessor and see if you could assign a judgment for each of the three outcomes using the rubric based on the assignment submitted with no background on the student.
- Don't choose a multiple choice answer or a numerical answer.

Step 2.

- Once you have decided whether the assignment is predominantly written, oral, or visual communication fill out the Communication Skills Assignment template.
- Attach the assignment directions or any other information that will help the assessors judge how well the student is applying communication skills to complete the assignment.

Step 3. Obtain the student's work on the assignment and send to Pat Stone by November 30, 2011 or earlier. **The sooner the better so if it's completed early, send it early**

- For written communication skills, make a copy of the student's work **BEFORE YOU GRADE IT**. Send the copy attached to the filled out assignment template to Pat Stone -- EO 130 -- preferably hand delivery to her office -- slide it under the door if necessary. OR e-mail the student work on the assignment and the assignment template to pstone11@alamo.edu. Pat will check in the assignment, remove the student's name and your name from the assignment and any grading marks and number the assignment. She will then make two copies of the assignment and the template and give a set to each of the blind assessors.
- For oral communication skills, then use media site to make a recording of the student's work and place the recorded file on a memory stick. Send the memory stick along with the filled out assignment template to Pat Stone -- EO 130 -- **please hand delivery to her office**. You may also e-mail the student work on the assignment and the assignment template to pstone11@alamo.edu. Pat will check in the assignment, place the file on two assessment memory sticks, remove the student's name and your name from the assignment file, and

assign a number to the assignment. She will then make two copies of the assignment template and give the memory stick and the assignment template to each of the blind assessors.

- For visual communication skills, then use a reasonable method (whichever is the best for the given assignment) to send the student's work along with the filled out assignment template to Pat Stone -- EO 130 -- **preferably hand delivery to her office**. You may also e-mail the student work on the assignment and the assignment template to pstone11@alamo.edu. Pat will check in the assignment, place the file on two assessment memory sticks , remove the student's name and your name from the assignment file, and assign a number to the assignment. She will then make two copies of the assignment template and give the memory stick or copy of the visual communication assignment and the assignment template to each of the blind assessors.

Questions?

Please don't hesitate to contact Pat Stone if you have any questions about this request. Her contact information is:

Pat Stone

pstone11@alamo.edu

210-486-3735

Thank you for your participation in this important work for our students!

Communication Competency Outcome: Palo Alto College Students develop and express ideas through effective written, oral, and visual communication for various academic and professional contexts.

Specific Outcomes	Exceeds Expectations (3)	Meets expectations (2)	Does Not Meet Expectations (1)
Specific Outcome #1 Content and Purpose The student uses relevant content that conveys understanding	<ul style="list-style-type: none"> • Content is well developed in the communication, effectively supported and appropriate for the audience and purpose of the assignment. • Effective thinking is clearly and creatively expressed. 	<ul style="list-style-type: none"> • Content is adequately expressed, appropriate and relevant through most of the communication for the audience requirements and the purpose of the assignment. 	<ul style="list-style-type: none"> • Content is poorly developed for the purpose and inappropriate for the audience. • Supporting details are absent or vague. • Content is unoriginal or reflects lack of understanding of topic and audience.
Specific Outcome #2 Organization The student uses disciplinary	<ul style="list-style-type: none"> • The communication consistently uses important conventions particular to a specific discipline including organization, presentation, 	<ul style="list-style-type: none"> • The communication generally follows expectations appropriate to the discipline for basic organization and presentation. 	<ul style="list-style-type: none"> • The communication does not follow expectations appropriate to the discipline for basic organization and presentation.

<p>conventions for organizing content and presenting content</p>	<ul style="list-style-type: none"> • The communication is clearly organized around a central theme. • The communication components are clear and relate to the other components in a well-planned framework. 	<ul style="list-style-type: none"> • The communication demonstrates some grasp of organization, with a discernible theme and supporting details. 	<ul style="list-style-type: none"> • The communication is rambling and unfocused, with ideas presented in a disorganized, unrelated way.
<p>Specific Outcomes</p> <p>Specific Outcome #3</p> <p>Tools</p> <p>The student uses communication tools appropriately and skillfully for academic and professional contexts</p>	<p>Exceeds Expectations (3)</p> <p>Written:</p> <ul style="list-style-type: none"> • Uses language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free. • Uses a wide variety of sentence structures. Excellent word usage, spelling, grammar and punctuation. <p>Oral:</p> <ul style="list-style-type: none"> • Excellent eye contact that makes connection to audience members • Displays enthusiasm for topic demonstrated throughout speech • All words pronounced correctly • All words articulated clearly (no mumbling) • No reliance on lectern • Polished language usage (few to no fillers—um, uh, like, ok, you know—no slang, no double-negatives) • Gestures utilized throughout the speech to show enthusiasm, emphasize points, and keep attention • Fluid speaking rate • Variety in volume but always easy to hear <p>Visual:</p> <ul style="list-style-type: none"> • Displays high quality techniques in drawings, graphics, photos, designs, 	<p>Meets expectations (2)</p> <p>Written:</p> <ul style="list-style-type: none"> • Uses language that generally conveys meaning to readers with clarity although writing may contain errors. • Some sentence variety; adequate usage of word choices, grammar, and punctuation. <p>Oral:</p> <ul style="list-style-type: none"> • Frequent eye contact with some connection to audience • Displays enthusiasm for topic demonstrated at various points in the speech • Most words pronounced correctly • Most words articulated clearly (some mumbling) • Limited reliance on lectern • Proficient language usage (limited number of fillers—um, uh, like, ok, you know—no slang, no double-negatives) • Gestures used at various points in the speech to show enthusiasm, keep audience attention, and emphasize points. • Speaking rate is generally fluid. • Volume is adequate <p>Visual:</p> <ul style="list-style-type: none"> • Displays acceptable but not 	<p>Does Not Meet Expectations (1)</p> <p>Written:</p> <ul style="list-style-type: none"> • Uses language that impedes meaning because of errors in usage. • Writing lacks sentence variety. Significant deficiencies in word choices, spelling, grammar, punctuation, or presentation. <p>Oral:</p> <ul style="list-style-type: none"> • Little to no eye contact • Displays little to no enthusiasm for topic • Several words incorrectly pronounced • Most words indistinct due to poor articulation • Heavy reliance on lectern • Poor use of language (frequent use of fillers—uh, um, like—use of slang and double-negatives) • Few to no gestures • Choppy speaking rate. Low to inaudible volume <p>Visual:</p> <ul style="list-style-type: none"> • Displays unacceptable techniques in

	<p>video, etc.</p> <ul style="list-style-type: none"> • Employs appropriate contrasts (e.g., color, fonts, sizes) exceptionally well • Outstanding alignment of graphic elements and space • Uses software and other tools appropriate to the subject to produce a creative, compelling, engaging and effective presentation that shows proper use of technology to effectively communicate an idea. 	<p>outstanding techniques in drawings, graphics, photos, designs, video, etc.</p> <ul style="list-style-type: none"> • Adequate employment of appropriate contrasts (e.g., color, fonts, sizes) • Adequate alignment of graphic elements and space • Uses software and other tools appropriate to the subject to produce an effective presentation that shows proper use of technology to communicate an idea. 	<p>drawings, graphics, photos, designs, video, etc.</p> <ul style="list-style-type: none"> • Employs inappropriate contrasts (e.g., color, fonts, sizes) • Graphic elements and space are not aligned • Does not show appropriate use of software and other tools to produce a presentation that communicates an idea.
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Communication Assignment Information

In order to help the Assessors judge the “content and purpose”, “organization”, and “tools” specific outcomes for the assignment that you are submitting, please provide the following background information (feel free to attach your assignment directions to this document):

1. Indicate the directions that you provided to the student on the content and purpose of the assignment or attach your directions to this document:
2. Indicate the directions that you provided to the student on the organization of the content for the assignment or attach your directions to this document:
3. Indicate the primary communication mode for the assignment:
 Written
 Oral
 Visual

Please send this form attached to the assignment that you are submitting for your student(s) to Pat Stone pstone11@alamo.edu in EO 130 by November 30, 2011.



Teamwork Competency Outcome: Palo Alto College Students consider different points of view and work effectively with others to support a shared purpose or goal.

Definition of Teamwork: An activity is a Teamwork activity when faculty ask two or more students to work together to complete a common task.

Specific Outcomes	Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
Specific Outcome #1 The student makes a quality contribution to the Team Activity	What this person did to help the team accomplish its goals was beyond expectations. This person was the leader and completed all parts of the team activity assigned to him/her.	What this person did to help the team accomplish its goals met expectations. This person completed all parts of the team activity assigned to him/her.	What this person did to help the team accomplish its goals was below expectations. This person did not complete all parts of the team activity assigned to him/her.
Specific Outcome #2 The student treats fellow team members courteously with respect.	This person treated fellow team members courteously with respect and honored all view points of fellow team members.	This person treated fellow team members courteously with respect.	This person was not respectful of fellow team members.
Specific Outcome #3 The student models personal attributes that contribute to teamwork.	This person was fully engaged in the work of the team. For example: <ul style="list-style-type: none"> attended all team meetings and arrived on time to the meetings. enthusiasm for the team project inspired other members of the team. 	This person was engaged in the work of the team. For example: <ul style="list-style-type: none"> attended all team meetings and arrived on time for most of the meetings. was enthusiastic about working on the team project. 	This person was not engaged in the work of the team. For example: <ul style="list-style-type: none"> missed team meetings. was not interested in the team project.

Formula for the Score for Outcomes = Average of the Student Self Assessment, the Median Peer Assessment, and the Faculty Assessment (Round up if 0.5 or more).

Student Self and Peer Assessment Date _____ Course Section and CRN _____

Team Name _____

Directions: Please fill in this side of the form indicating your name as well as the names of everyone on your team along with what each person did to help the team accomplish its goals. Then rate yourself and your team members on the back side of this form.

	Name	State what this person did to help the team accomplish its goals
Self		
Team Member #1		
Team Member #2		
Team Member #3		
Team Member #4		

The Quality of Contribution (s) to the Team Activity		Please circle the appropriate indicator				
Outstanding (3)	Adequate (2)	Self Score	TM #1 Score	TM #2 Score	TM #3 Score	TM #4 Score
What this person did to help the team accomplish its goals was beyond expectations. This person was the leader and completed all parts of the team activity assigned to him/her.	What this person did to help the team accomplish its goals met expectations. This person completed all parts of the team activity assigned to him/her.	3	3	3	3	3
		2	2	2	2	2
		1	1	1	1	1
Treatment of Fellow Team Members		Please circle the appropriate indicator				
Outstanding (3)	Adequate (2)	Self Score	TM #1 Score	TM #2 Score	TM #3 Score	TM #4 Score
This person treated fellow team members courteously with respect and honored all view points of fellow team members.	This person treated fellow team members courteously with respect.	3	3	3	3	3
		2	2	2	2	2
		1	1	1	1	1
Attributes that Contribute to Teamwork		Please circle the appropriate indicator				
Outstanding (3)	Adequate (2)	Self Score	TM #1 Score	TM #2 Score	TM #3 Score	TM #4 Score
This person was fully engaged in the work of the team. For example: <ul style="list-style-type: none"> attended all team meetings and arrived on time to the meetings. enthusiasm for the team project inspired other members of the team. 	This person was engaged in the work of the team. For example: <ul style="list-style-type: none"> attended all team meetings and arrived on time for most of the meetings. was enthusiastic about working on the team project. 	3	3	3	3	3
		2	2	2	2	2
		1	1	1	1	1

Faculty Assessment

Date _____ Course Section and CRN _____ Student's Name _____

Directions: After viewing the input from the Student Self and Peer Assessments for this student, please rate the student by circling the appropriate indicator.

The Quality of Student's Contribution (s) to the Team Activity/Project		Circle the Appropriate Indicator
Outstanding (3)	Adequate (2)	Score
<p>What this person did to help the team accomplish its goals was beyond expectations. This person was the leader and completed all parts of the team activity assigned to him/her.</p>	<p>What this person did to help the team accomplish its goals met expectations. This person completed all parts of the team activity assigned to him/her.</p>	<p>Needs Improvement (1) What this person did to help the team accomplish its goals was below expectations. This person did not complete all parts of the team activity assigned to him/her.</p> <p>3 2 1</p>
Treatment of Fellow Team Members		
Outstanding (3)	Adequate (2)	Circle the Appropriate Indicator
<p>This person treated fellow team members courteously with respect and honored all view points of fellow team members.</p>	<p>This person treated fellow team members courteously with respect.</p>	<p>Needs Improvement (1) This person was not respectful of fellow team members.</p> <p>3 2 1</p>
Attributes that Contribute to Teamwork		
Outstanding (3)	Adequate (2)	Circle the Appropriate Indicator
<p>This person was fully engaged in the work of the team. For example:</p> <ul style="list-style-type: none"> attended all team meetings and arrived on time to the meetings. enthusiasm for the team project inspired other members of the team. 	<p>This person was engaged in the work of the team. For example:</p> <ul style="list-style-type: none"> attended all team meetings and arrived on time for most of the meetings. was enthusiastic about working on the team project. 	<p>Needs Improvement (1) This person was not engaged in the work of the team. For example:</p> <ul style="list-style-type: none"> missed team meetings. was not interested in the team project. <p>3 2 1</p>

Faculty Assessment Guideline – Teamwork

Palo Alto College

Fall 2011

Dear Faculty –

You are receiving this guideline because you have been asked to submit a Teamwork assessment for one or more of your students this semester for our Institutional General Education Assessment effort that we conduct each Fall semester at Palo Alto College. We are attempting to collect a sample of teamwork assignments from our students that are currently enrolled in at least three classes Fall 2011 and who have completed at least 45 college credit hours before this semester from all of you. In order for all the assessment our students' teamwork skills to take place before the end of January 2012, you will need to get the Teamwork assessment documents to your department chair or to Pat Stone no later than November 30, 2011 (the sooner, the better!) Bring hard copies to your chair or to EO 130 (Executive Offices bldg, room 130). As long as your identified student has completed the teamwork activity/project, please submit the teamwork assessment documents even if the student drops your course later in the semester. I would suggest that you not use "pony mail" for this – several documents have been lost in the pony mail previous semesters. The Teamwork rubric and the Teamwork assessment documents are included at the bottom of this guideline for your reference.

Why are we doing this?

First and foremost, as the Palo Alto College Assessment Mission Statement and Assessment Values Statements on our Outcomes Assessment website <http://www.alamo.edu/pac/assessment/development/default.aspx> affirm, we assess student learning with the goal of improving student learning by aligning expectations, using a common language to communicate those expectations to our students, and collaborating across disciplines to help each other improve student learning.

Additionally, we assess student learning of important skills to demonstrate to ourselves, our community, and our accrediting agencies (Southern Association Colleges and Schools (SACS) and the Texas Higher Education Coordinating Board (THECB) for core courses) that we are continuously monitoring student learning achievement and we are continuously working to improve student learning achievement.

The THECB reaffirmation of our core requires that we continuously assess these same six competencies in our students close to core completion and then use the results to improve student learning in core courses. Our core-complete community college students are also considered core-complete at any publicly funded college and university when our students transfer to these institutions when our core is reaffirmed by the THECB. The SACS re-accreditation requires that we continuously assess critical thinking, communication, teamwork, social responsibility, personal responsibility and empirical and quantitative reasoning skills in our students and then use the results to improve student learning. If we are not accredited by SACS, then we will not receive federal funds for student aid and grants from the Department of Ed and the federal government.

Many of our PAC students rely on scholarship funds to access an education here and Palo Alto College relies on federal grant funds to support important initiatives.

For the purposes of this assessment, use this Definition of Teamwork:

An activity is a Teamwork activity when faculty ask two or more students to work together to complete a common task.

Clarification of the process -

The goal of this assessment is to measure how well our students are learning Teamwork processes. If the Teamwork activity occurs in the beginning weeks of your class before the students are identified for assessment, please keep all forms from your students so that any needed forms can be submitted.

- When identified students have completed the Teamwork activity in the class which was chosen for this assessment, ask the students on the teams to fill out the Self and Peer Assessment form.
- You collect the forms, and, at your discretion, fill out the Faculty Assessment form.
- Forward copies of all forms with the names of the students identified for the Teamwork assessment to Pat Stone (EO 135) or to your chair by November 30, 2011.

These forms are for assessment purposes only, but, if you choose to do so, you may use the forms for your grading purposes in your classes. The input from the students (Student Self and Peer Assessments) as well as any input from the faculty (Faculty Assessment) is used to determine the identified students' scores for each of the three outcomes on the rubric. If you choose not to submit a Faculty Assessment, then an assessor will review the input from the students and will score the student on the Faculty Assessment document (the student names are removed from the Student Self and Peer Assessment documents to minimize bias). The goal of the assessment is determine evidence that the student has gained teamwork skills as a result of the 45+ hours he/she has taken at PAC. As long as your identified students have completed the teamwork activity, please submit the assessment documents even if the student drops your course later in the semester.

Guidelines for approaching this -

Here is what is recommended -

Step 1. Study the definition for Teamwork (An activity is a Teamwork activity when faculty ask two or more students to work together to complete a common task.) and identify the activity that you will use for the purposes of this assessment in your class.

Step 2. When you have implemented the teamwork activity, ask each student to complete the Student Self and Peer Assessment document.

Step 3. If you choose to do so, complete the Faculty Assessment document for the students identified for Teamwork assessment in your class. Using your own knowledge of the work of this/these student(s) as well as the student input on the Student Self Peer and Assessments, score the student(s) identified for Teamwork assessment on the Faculty Assessment document.

Step 4. Make copies of every Student Self and Peer Assessment form and your Faculty Assessment form (if you chose to do it) that the identified students' names appear on. Staple the assessment forms together pertaining to each identified student and send the forms to Pat Stone (EO 130) or your chair by November 30, 2011.

Final thought – it is your choice if you want to include the assessment forms in the grading scheme of your class.

Questions?

Please don't hesitate to contact Pat Stone if you have any questions about this request. Her contact information is:

Pat Stone

pstone11@alamo.edu

210-486-3735

Thank you for your participation in this important work for our students!

Student Self and Peer Assessment Date _____ Course Section and CRN _____

Team Name _____

Directions: Please fill in this side of the form indicating your name as well as the names of everyone on your team along with what each person did to help the team accomplish its goals. Then rate yourself and your team members on the back side of this form.

	Name	State what this person did to help the team accomplish its goals
Self		
Team Member #1		
Team Member #2		
Team Member #3		
Team Member #4		

The Quality of Contribution (s) to the Team Activity		Please circle the appropriate indicator					
Outstanding (3)	Adequate (2)	Needs Improvement (1)	Self Score	TM #1 Score	TM #2 Score	TM #3 Score	TM #4 Score
What this person did to help the team accomplish its goals was beyond expectations. This person was the leader and completed all parts of the team activity assigned to him/her.	What this person did to help the team accomplish its goals met expectations. This person completed all parts of the team activity assigned to him/her.	What this person did to help the team accomplish its goals was below expectations. This person did not complete all parts of the team activity assigned to him/her.	3	3	3	3	3
			2	2	2	2	2
			1	1	1	1	1
Treatment of Fellow Team Members		Please circle the appropriate indicator					
Outstanding (3)	Adequate (2)	Needs Improvement (1)	Self Score	TM #1 Score	TM #2 Score	TM #3 Score	TM #4 Score
This person treated fellow team members courteously with respect and honored all view points of fellow team members.	This person treated fellow team members courteously with respect.	This person was not respectful of fellow team members.	3	3	3	3	3
			2	2	2	2	2
			1	1	1	1	1
Attributes that Contribute to Teamwork		Please circle the appropriate indicator					
Outstanding (3)	Adequate (2)	Needs Improvement (1)	Self Score	TM #1 Score	TM #2 Score	TM #3 Score	TM #4 Score
This person was fully engaged in the work of the team. For example: <ul style="list-style-type: none"> attended all team meetings and arrived on time to the meetings. enthusiasm for the team project inspired other members of the team. 	This person was engaged in the work of the team. For example: <ul style="list-style-type: none"> attended all team meetings and arrived on time for most of the meetings. was enthusiastic about working on the team project. 	This person was not engaged in the work of the team. For example: <ul style="list-style-type: none"> missed team meetings. was not interested in the team project. 	3	3	3	3	3
			2	2	2	2	2
			1	1	1	1	1

Faculty Assessment

Date _____ Course Section and CRN _____ Student's Name _____

Directions: After viewing the input from the Student Self and Peer Assessments for this student, please rate the student by circling the appropriate indicator.

The Quality of Student's Contribution (s) to the Team Activity/Project		Needs Improvement (1)	Adequate (2)	Outstanding (3)	Circle the Appropriate Indicator
<p>Outstanding (3)</p> <p>What this person did to help the team accomplish its goals was beyond expectations. This person was the leader and completed all parts of the team activity assigned to him/her.</p>	<p>Adequate (2)</p> <p>What this person did to help the team accomplish its goals met expectations. This person completed all parts of the team activity assigned to him/her.</p>	<p>Needs Improvement (1)</p> <p>What this person did to help the team accomplish its goals was below expectations. This person did not complete all parts of the team activity assigned to him/her.</p>			<p>3</p> <p>2</p> <p>1</p>
Treatment of Fellow Team Members					
<p>Outstanding (3)</p> <p>This person treated fellow team members courteously with respect and honored all view points of fellow team members.</p>	<p>Adequate (2)</p> <p>This person treated fellow team members courteously with respect.</p>	<p>Needs Improvement (1)</p> <p>This person was not respectful of fellow team members.</p>			<p>3</p> <p>2</p> <p>1</p>
Attributes that Contribute to Teamwork					
<p>Outstanding (3)</p> <p>This person was fully engaged in the work of the team. For example:</p> <ul style="list-style-type: none"> attended all team meetings and arrived on time to the meetings. enthusiasm for the team project inspired other members of the team. 	<p>Adequate (2)</p> <p>This person was engaged in the work of the team. For example:</p> <ul style="list-style-type: none"> attended all team meetings and arrived on time for most of the meetings. was enthusiastic about working on the team project. 	<p>Needs Improvement (1)</p> <p>This person was not engaged in the work of the team. For example:</p> <ul style="list-style-type: none"> missed team meetings. was not interested in the team project 			<p>3</p> <p>2</p> <p>1</p>

Teamwork Faculty Advice for

Engl 1301, Engl 1302, Speech Core Courses, Natural Sciences Core Courses, Govt 2305, and

Govt 2306 Faculty

Palo Alto College is using the THECB proposed six competencies for core courses as its Institutional General Education Competencies as well as the THECB Core Objectives and Foundational Component Areas Mapping. This Mapping shows that your courses should address “Teamwork” as one of the core competencies.

Summer 2011, the Palo Alto College Assessment Team defined Teamwork.

Definition of Teamwork: An activity is a Teamwork activity when faculty ask two or more students to work together to complete a common task.

This definition is flexible. It allows for group activities in-class that last a class period or less as well as group projects that last several weeks to be considered “Teamwork” activities. The goal is for all of the classes that must address Teamwork to have a teamwork activity.

This Fall 2011 semester we will assess “Teamwork”. A sample of students that are taking three or more courses at PAC Fall 2011 who have 45 or more college credit hours will be identified early in the semester and the schedules of these students will be examined to determine their “Teamwork” course. Faculty are notified that a teamwork assessment is needed by November 30, 2011 (send the documents to either your chair or Pat Stone (EO 230) by this date).

Here are some suggestions for incorporating a Teamwork activity in you classes this semester and future semesters -

- Talk to your colleagues! Ask them how they incorporate teamwork and collaborative learning in their courses.
- Review the document containing ideas from your colleagues generated Fall 2010
http://www.alamo.edu/pac/assessment/pdf/General_Education_Assessment/FacultyOnline%20Teamwork%20Ideas.pdf
- Your chair has copies of books to give you ideas including:
 - *Student Engagement Techniques* by Barkley
 - *The Online Teaching Survival Guide* by Boettcher and Conrad
- The PAC Faculty Teaching and Learning Website for Collaborative Learning has resources
http://www.alamo.edu/pac/facultydev/development/Teaching_LearningCenter.aspx#collaborative

Appendix B.5

- Here you will find presentations by Dr. Barbara Millis and others on the use of collaborative learning in classes. Extra copies of Dr. Millis' presentations are available in EO 135, the Faculty/Staff Professional Development Resource Room
- The Faculty/Staff Professional Development Resource Room (EO 135) has resources:
 - Borrow a copy of *Collaborative Learning Techniques a Handbook for Faculty* by Barkley, Cross and Major. This book has 30 specific ideas for incorporating collaborative learning in college courses.
 - Borrow a copy of *Cooperation in the Classroom* by Johnson, Johnson, and Holubec. This book has specific ideas for incorporating collaborative learning in college courses.
- Dr. Boettcher specifically addressed how to incorporate teams in on-line courses in her second workshop day Summer II – here is the recording and the power pts are available (just send Pat Stone an e-mail pstone11@alamo.edu and let her know that you would like them). <http://pacms.alamo.edu/mediasite/Viewer/?peid=14cb48fc78544c77984ef9f7a0d7b54a1d>
- Ask Pat Stone to consult with you.

Once you have identified your Teamwork activity, utilize the Teamwork assessment documents below – The Student Self and Peer Assessment and the Faculty Assessment (your choice on this one). It is up to you if you want to use the assessments in your grading scheme for your class.

Using these assessment documents is especially important if your Teamwork activity occurs within the first month of the class. If you use the documents during this first month, then you will have everything ready to submit if one of the students in your class is identified for Teamwork assessment.

Student Self and Peer Assessment Date _____ Course Section and CRN _____

Team Name _____

Directions: Please fill in this side of the form indicating your name as well as the names of everyone on your team along with what each person did to help the team accomplish its goals. Then rate yourself and your team members on the back side of this form.

	Name	State what this person did to help the team accomplish its goals
Self		
Team Member #1		
Team Member #2		
Team Member #3		
Team Member #4		

The Quality of Contribution (s) to the Team Activity		Please circle the appropriate indicator				
Outstanding (3)	Adequate (2)	Self Score	TM #1 Score	TM #2 Score	TM #3 Score	TM #4 Score
What this person did to help the team accomplish its goals was beyond expectations. This person was the leader and completed all parts of the team activity assigned to him/her.	What this person did to help the team accomplish its goals met expectations. This person completed all parts of the team activity assigned to him/her.	3	3	3	3	3
		2	2	2	2	2
		1	1	1	1	1
Treatment of Fellow Team Members		Please circle the appropriate indicator				
Outstanding (3)	Adequate (2)	Self Score	TM #1 Score	TM #2 Score	TM #3 Score	TM #4 Score
This person treated fellow team members courteously with respect and honored all view points of fellow team members.	This person treated fellow team members courteously with respect.	3	3	3	3	3
		2	2	2	2	2
		1	1	1	1	1
Attributes that Contribute to Teamwork		Please circle the appropriate indicator				
Outstanding (3)	Adequate (2)	Self Score	TM #1 Score	TM #2 Score	TM #3 Score	TM #4 Score
This person was fully engaged in the work of the team. For example: <ul style="list-style-type: none"> attended all team meetings and arrived on time to the meetings. enthusiasm for the team project inspired other members of the team. 	This person was engaged in the work of the team. For example: <ul style="list-style-type: none"> attended all team meetings and arrived on time for most of the meetings. was enthusiastic about working on the team project. 	3	3	3	3	3
		2	2	2	2	2
		1	1	1	1	1

Faculty Assessment

Date _____ Course Section and CRN _____ Student's Name _____

Directions: After viewing the input from the Student Self and Peer Assessments for this student, please rate the student by circling the appropriate indicator.

The Quality of Student's Contribution (s) to the Team Activity/Project		Needs Improvement (1)	Circle the Appropriate Indicator
Outstanding (3)	Adequate (2)	Score	Score
<p>What this person did to help the team accomplish its goals was beyond expectations. This person was the leader and completed all parts of the team activity assigned to him/her.</p>	<p>What this person did to help the team accomplish its goals met expectations. This person completed all parts of the team activity assigned to him/her.</p>	<p>What this person did to help the team accomplish its goals was below expectations. This person did not complete all parts of the team activity assigned to him/her.</p>	<p>3 2 1</p>
Treatment of Fellow Team Members			
Outstanding (3)	Adequate (2)	Needs Improvement (1)	Circle the Appropriate Indicator
<p>This person treated fellow team members courteously with respect and honored all viewpoints of fellow team members.</p>	<p>This person treated fellow team members courteously with respect.</p>	<p>This person was not respectful of fellow team members.</p>	<p>3 2 1</p>
Attributes that Contribute to Teamwork			
Outstanding (3)	Adequate (2)	Needs Improvement (1)	Circle the Appropriate Indicator
<p>This person was fully engaged in the work of the team. For example: <ul style="list-style-type: none"> attended all team meetings and arrived on time to the meetings. enthusiasm for the team project inspired other members of the team. </p>	<p>This person was engaged in the work of the team. For example: <ul style="list-style-type: none"> attended all team meetings and arrived on time for most of the meetings. was enthusiastic about working on the team project. </p>	<p>This person was not engaged in the work of the team. For example: <ul style="list-style-type: none"> missed team meetings. was not interested in the team project </p>	<p>3 2 1</p>

**Palo Alto College Institutional General Education Competencies Assessment
Fall 2011 Findings Report: Assessment of Communication Skills and Teamwork**

Overall Findings

Total Number of Students in the Sample:				125 students who were identified as having 45+ hours Spring 11 who were taking classes Fall 2011*				
Total Number of Communication Courses Identified:			122	Core:	108	DL:	69	
Total Number of Communication Artifacts Assessed :			86	70% Core:	77	71% DL:	46	67%
Total Number of Teamwork Courses Identified:			67	Core:	67	DL:	27	
Total Number of Teamwork Students Assessed :			40	60% Core:	40	60% DL:	13	48%
Total Number of Courses Identified								
Number of Faculty Requested to Submit At Least One Artifact					98			
Additional Faculty Who Served as Assessors (Not in Above Group)					13			
Total Faculty Involved (both as submitters of artifacts and assessors)					111			
12 Communication Assessment Teams								
11 Teamwork Assessors								
* Data bases in the Alamo Colleges were corrupted Fall 2011 semester so Spring 2011 data was used to pull the sample								
Additional Information to Aid in the Interpretation of the Findings:								
DL is Distance Learning								
Every assignment was assessed by at least two assessors. A third assessor was used in cases where the judgments were polar opposites								

Communication Findings

Total Number of Communication Courses Identified:	122	Core:	108	DL:	69
Total Number of Communication Artifacts Assessed	86	0.705	77	0.712963	46
Comprehensive Results for Communication					
Total Assessments for Outcome #1	172	* 2 assessors/assignment			
Total Exceeds or Meets Outcome #1	161	0.936	94%		
Total Assessments for Outcome #2	172	* 2 assessors/assignment			
Total Exceeds or Meets Outcome #2	163	0.948	95%	Strongest Outcome	
Total Assessments for Outcome #3	172	* 2 assessors/assignment			
Total Exceeds or Meets for Outcome #3	143	0.831	83%	Weakest Outcome	
Core Course Results for Communication					
Total Number of Communication Core Courses Identified	108				
Total Number of Communication Core Courses Assessed	77	0.713	71%	Strongest Ratio	
Total Assessments for Outcome #1	154	* 2 assessors/assignment			
Total Exceeds or Meets Outcome #1	145	0.942	94%		
Total Assessments for Outcome #2	154	* 2 assessors/assignment			
Total Exceeds or Meets Outcome #2	149	0.968	97%	Strongest Outcome	
Total Assessments for Outcome #3	154	* 2 assessors/assignment			
Total Exceeds or Meets for Outcome #3	128	0.831	83%	Weakest Outcome	
DL Course Results for Communication					
Total Number of Communication DL Courses Identified	69				
Total Number of Communication DL Courses Assessed	46	0.667	67%	Weakest Ratio	
Total Assessments for Outcome #1	92	* 2 assessors/assignment			
Total Exceeds or Meets Outcome #1	86	0.935	94%		
Total Assessments for Outcome #2	92	* 2 assessors/assignment			
Total Exceeds or Meets Outcome #2	88	0.957	96%	Strongest Outcome	
Total Assessments for Outcome #3	92	* 2 assessors/assignment			
Total Exceeds or Meets for Outcome #3	75	0.837	84%	Weakest Outcome	
Communication Competency Outcome: Palo Alto College Students develop and express ideas through effective written, oral, and visual communication for various academic and professional contexts.					
Specific Outcome #1 (Content and Purpose): The student(s) use relevant content that conveys understanding.					
Specific Outcome #2 (Organization): The student(s) use disciplinary conventions for organizing content and presenting content.					
Specific Outcome #3 (Tools): The student(s) use communication tools appropriately and skillfully for academic and professional contexts.					

Communication Rubric			
Communication Competency Outcome: Palo Alto College Students develop and express ideas through effective written, oral, and visual communication for various academic and professional contexts.			
Specific Outcomes	Exceeds Expectations (3)	Meets expectations (2)	Does Not Meet Expectations (1)
<p>Specific Outcome #1 Content and Purpose The student uses relevant content that conveys understanding</p>	<ul style="list-style-type: none"> Content is well developed in the communication, effectively supported and appropriate for the audience and purpose of the assignment. Effective thinking is clearly and creatively expressed. 	<ul style="list-style-type: none"> Content is adequately expressed, appropriate and relevant through most of the communication for the audience requirements and the purpose of the assignment. 	<ul style="list-style-type: none"> Content is poorly developed for the purpose and inappropriate for the audience. Supporting details are absent or vague. Content is unoriginal or reflects lack of understanding of topic and audience.
<p>Specific Outcome #2 Organization The student uses disciplinary conventions for organizing content and presenting content</p>	<ul style="list-style-type: none"> The communication consistently uses important conventions particular to a specific discipline including organization, presentation, and stylistic choices. The communication is clearly organized around a central theme. The communication components are clear and relate to the other components in a well-planned framework. 	<ul style="list-style-type: none"> The communication generally follows expectations appropriate to the discipline for basic organization and presentation. The communication demonstrates some grasp of organization, with a discernible theme and supporting details. 	<ul style="list-style-type: none"> The communication does not follow expectations appropriate to the discipline for basic organization and presentation. The communication is rambling and unfocused, with ideas presented in a disorganized, unrelated way.
<p>Specific Outcome #3 Tools The student uses communication tools appropriately and skillfully for academic and professional contexts</p>	<p>Written:</p> <ul style="list-style-type: none"> Uses language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free. Uses a wide variety of sentence structures. Excellent word usage, spelling, grammar and punctuation. 	<p>Written:</p> <ul style="list-style-type: none"> Uses language that generally conveys meaning to readers with clarity although writing may contain errors. Some sentence variety; adequate usage of word choices, grammar, and punctuation. 	<p>Written:</p> <ul style="list-style-type: none"> Uses language that impedes meaning because of errors in usage. Writing lacks sentence variety. Significant deficiencies in word choices, spelling, grammar, punctuation, or presentation.

	<p>Oral:</p> <ul style="list-style-type: none"> • Excellent eye contact that makes connection to audience members • Displays enthusiasm for topic demonstrated throughout speech • All words pronounced correctly • No reliance on lectern • Polished language usage (few to no fillers—um, uh, like, ok, you know—no slang, no double-negatives) • Gestures utilized throughout the speech to show enthusiasm, emphasize points, and keep attention • Fluid speaking rate • Variety in volume but always easy to hear 	<p>Oral:</p> <ul style="list-style-type: none"> • Frequent eye contact with some connection to audience • Displays enthusiasm for topic demonstrated at various points in the speech • Most words pronounced correctly • Most words articulated clearly (some mumbling) • Limited reliance on lectern • Proficient language usage (limited number of fillers—um, uh, like, ok, you know—no slang, no double-negatives) • Gestures used at various points in the speech to show enthusiasm, keep audience attention, and emphasize points. • Speaking rate is generally fluid. Volume is adequate 	<p>Oral:</p> <ul style="list-style-type: none"> • Little to no eye contact • Displays little to no enthusiasm for topic • Several words incorrectly pronounced • Most words indistinct due to poor articulation • Heavy reliance on lectern • Poor use of language (frequent use of fillers—uh, um, like—use of slang and double-negatives) • Few to no gestures • Choppy speaking rate. Low to inaudible volume
	<p>Visual:</p> <ul style="list-style-type: none"> • Displays high quality techniques in drawings, graphics, photos, designs, video, etc. • Employs appropriate contrasts (e.g., color, fonts, sizes) exceptionally well • Outstanding alignment of graphic elements and space • Uses software and other tools appropriate to the subject to produce a creative, compelling, engaging and effective presentation that shows proper use of technology to effectively communicate an idea. 	<p>Visual:</p> <ul style="list-style-type: none"> • Displays acceptable but not outstanding techniques in drawings, graphics, photos, designs, video, etc. • Adequate employment of appropriate contrasts (e.g., color, fonts, sizes) • Adequate alignment of graphic elements and space • Uses software and other tools appropriate to the subject to produce an effective presentation that shows proper use of technology to communicate an idea. 	<p>Visual:</p> <ul style="list-style-type: none"> • Displays unacceptable techniques in drawings, graphics, photos, designs, video, etc. • Employs inappropriate contrasts (e.g., color, fonts, sizes) • Graphic elements and space are not aligned • Does not show appropriate use of software and other tools to produce a presentation that communicates an idea.
<p>Rubric adapted from the AAC&U Written and Oral VALUE Rubrics, the Brenau University Writing Skills Assessment Form, and the LSU Formal Visual Communication Rubric</p>			

Teamwork Findings

Total Number of Teamwork Courses Identified:	67	Core:	67	DL:	28
Total Number of Teamwork Courses Assessed:	40	0.597	40	0.597015	12 0.428571
Comprehensive Results for Teamwork					
This competency has the worst #Assessed/#Identified Ratio					
Total Assessments for Outcome #1	40	See formula for assessment at the bottom of the rubric			
Total Exceeds Outcome #1	28	0.7			
Total Meets Outcome #1	12	0.3			
Total Assessments for Outcome #2	40	See formula for assessment at the bottom of the rubric			
Total Exceeds Outcome #2	40	1	100%		
Total Assessments for Outcome #3	40	See formula for assessment at the bottom of the rubric			
Total Exceeds Outcome #3	33	0.825			
Total Meets for Outcome #3	7	0.175			
Core Course Results for Teamwork					
Total Number of Teamwork Core Courses Identified	67				
Total Number of Teamwork Core Courses Assessed	40	0.597	Weak #Assessed/#Identified Ratio		
Total Exceeds Outcome #1	28	0.7			
Total Meets Outcome #1	12	0.3			
Total Assessments for Outcome #2	40	See formula for assessment at the bottom of the rubric			
Total Exceeds Outcome #2	40	1	100%		
Total Assessments for Outcome #3	40	See formula for assessment at the bottom of the rubric			
Total Exceeds Outcome #3	33	0.825			
Total Meets for Outcome #3	7	0.175			
DL Course Results for Teamwork					
Total Number of Teamwork DL Courses Identified	28				
Total Number of Teamwork DL Courses Assessed	13	0.4643	Weakest #Assessed/#Identified Ratio		
Total Assessments for Outcome #1	13	See formula for assessment at the bottom of the rubric			
Total Exceeds Outcome #1	9	0.6923			
Total Meets Outcome #1	4	0.3077			
Total Assessments for Outcome #2	13	See formula for assessment at the bottom of the rubric			
Total Exceeds Outcome #2	13	1	100%		
Total Assessments for Outcome #3	13	See formula for assessment at the bottom of the rubric			
Total Exceeds Outcome #3	12	0.9231			
Total Meets for Outcome #3	1	0.0769			

- Teamwork Competency Outcome: Palo Alto College Students consider different points of view and work effectively with others to support a shared purpose or goal.
- Specific Outcome #1: The student makes a quality contribution to the Team Activity.
- Specific Outcome #2: The student treats fellow team members courteously with respect.
- Specific Outcome #3: The student models personal attributes that contribute to teamwork.

Teamwork Rubric

Teamwork Competency Outcome: Palo Alto College Students consider different points of view and work effectively with others to support a shared purpose or goal.			
Specific Outcomes	Exceeds Expectations (3)	Meets expectations (2)	Does Not Meet Expectations (1)
Specific Outcome #1 The student makes a quality contribution to the Team Activity.	What this person did to help the team accomplish its goals was beyond expectations. This person was the leader and completed all parts of the team activity assigned to him/her.	What this person did to help the team accomplish its goals met expectations. This person completed all parts of the team activity assigned to him/her.	What this person did to help the team accomplish its goals was below expectations. This person did not complete all parts of the team activity assigned to him/her.
Specific Outcome #2 The student treats fellow team members courteously with respect.	This person treated fellow team members courteously with respect and honored all view points of fellow team members.	This person treated fellow team members courteously with respect	This person was not respectful of fellow team members.
Specific Outcome #3 The student models personal attributes that contribute to teamwork.	This person was fully engaged in the work of the team. For example: <ul style="list-style-type: none"> • attended all team meetings and arrived on time to the meetings. • enthusiasm for the team project inspired other members of the team. 	This person was engaged in the work of the team. For example: <ul style="list-style-type: none"> • attended all team meetings and arrived on time for most of the meetings. • was enthusiastic about working on the team project. 	This person was not engaged in the work of the team. For example: <ul style="list-style-type: none"> • missed team meetings. • was not interested in the team project.

Formula for the Score for Outcomes = Average of the Student Self Assessment, the Median Peer Assessment, and the Faculty Assessment (Round up if 0.5 or more).

Findings Analysis for Fall 2011 Assessment of Communication Skills and Teamwork

The data were reported by objectives within each competency and also disaggregated by core courses and distance learning courses.

Summary of Findings

Participation Rates

For Communication Skills, 86 artifacts were submitted for assessment. For Teamwork, 40 students were assessed. Ninety eight faculty were asked to submit either a Communication Skills assignment or a packet of Teamwork assessments for at least one of their students. Of the 126 artifacts or assessment packets received, 117 were from core courses and 59 were from distance learning courses. Of the 189 assignments or assessments requested, 126 were actually assessed (67%). Most of the missing artifacts or assessments were attributed to students in the sample who had dropped their course(s) before submitting the Communication Skills assignment or participating in the Teamwork Activity. Of the 189 students identified for assessment of either Communication Skills or Teamwork:

- 32 students, (17%) were not assessed due to dropping the course before the assignment was given or the Teamwork activity occurred in the course.
- 21 students (11%) either did not submit the Communication Skills assignment or were absent during the Teamwork activity.
- 2 students (1%) were not assessed due to the faculty misunderstanding the assessment process for Teamwork.
- 7 students' (4%) faculty either did not respond to requests for artifacts, could not respond to requests for artifacts due to illness, or refused to participate in assessment.
- 1 student 's (0.5%) artifact was not eligible for assessment because the identified course was not a Palo Alto College course.

Including faculty assessors, 111 faculty participated in the assessment of the competencies Fall 2011 semester.

Communication Skill Findings

The total number of Communication Skills assignments requested was 122. Of these 122, 108 were from core courses and 69 were from distance learning courses.

The total number of Communication Skills assignments assessed was 86(70%). The reasons for the missing assignments are the following:

- 21 students dropped the course before the assignment was due,
- 12 students did not submit the assignment,
- 2 faculty did not respond to request for updates on the student so the reason for not submitting the assignment is unknown, and,
- 1 faculty member was ill during the time period when assignments were requested.

Of these 86 assessed artifacts, 77 were from core courses and 47 were from distance learning courses.

Overall, for the 86 assessed courses, the ratings for all three Communications Skills outcomes exceeded the target of 70% either meeting or exceeding expectations.

The highest scoring outcomes overall were outcome 2: **Organization** - The student uses disciplinary conventions for organizing content and presenting content (95% of assessed assignments either meeting or exceeding expectations,) and outcome 1: **Content and Purpose** -The student uses relevant content that conveys understanding Inquiry and Analysis (94% of assessed assignments either meeting or exceeding expectation.) The lowest scoring outcome overall was outcome 3: **Tools** -The student uses communication tools appropriately and skillfully for academic and professional contexts (83% of assessed assignments either meeting or exceeding expectations.)

Overall Communication

Outcome	# "exceeds expectations"	# "meets expectations"
Organization	50	113
Content and Purpose	64	97
Tools	30	113

For the 77 **core courses**, the highest scoring outcome for Communication Skills was outcome 2: **Organization** - The student uses disciplinary conventions for organizing content and presenting content (97% of assessed core course assignments either meeting or exceeding expectations.) The lowest scoring outcome for core course assignments was outcome 3: **Tools** -The student uses communication tools appropriately and skillfully for academic and professional contexts (83% of assessed core assignments either meeting or exceeding expectations). The ratio of assessed to identified core communication assignments was 71%.

Core Communication

Outcome	# "exceeds expectations"	# "meets expectations"
Organization	46	103
Content and Purpose	59	86
Tools	26	102

The highest outcome for the 46 **distance learning** Communication Skills assignments was outcome 2: **Organization** - The student uses disciplinary conventions for organizing content and presenting content (96% of assessed core course assignments either meeting or exceeding expectations). The lowest outcome for distance learning assignments was outcome 3: **Tools** -The student uses communication tools appropriately and skillfully for academic and professional contexts (84% of assessed core assignments either meeting or exceeding expectations). The ratio of assessed to identified distance learning communication assignments was 67%.

Distance Learning Communication

Outcome	# "exceeds expectations"	# "meets expectations"
Organization	22	66
Content and Purpose	31	55
Tools	16	59

Teamwork Findings

The total number of Teamwork assessments requested was 67. All 67 were from core courses and 27 were from distance learning courses.

The total number of students assessed on Teamwork was 40 (60%). The reasons for the missing assessments are the following:

- 13 students dropped before the Teamwork Activity was completed in the course,
- 8 students were absent or otherwise did not do the Teamwork Activity,
- 2 faculty did not understand the assessment process and did not submit assessment packets for their students,
- 1 faculty member was ill during most of the semester and no packet was submitted for the student,
- 3 students were not assessed because the faculty did not respond to requests for the assessment packet or refused to participate in assessment.

Of these 40 assessments, 40 were from core courses and 13 were from distance learning courses.

For all 40 assessed courses, all the outcomes exceeded the target of 70% or more either meeting or exceeding expectations.

Overall Teamwork (Core)

Outcome	# "exceeds expectations"	# "meets expectations"
Quality Contribution	28	12
Treats Teammates with Respect	40	0
Models Teamwork Attributes	33	7

There were 28 distance learning courses asked to submit a teamwork assignment for one or more of the students in the course. Of the 28 assignments requested, 13 were received for an assessed to identified ratio of 46%.

Distance Learning Teamwork

Outcome	# "exceeds expectations"	# "meets expectations"
Quality Contribution	9	4
Treats Teammates with Respect	13	0
Models Teamwork Attributes	12	1