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## **Palo Alto College Assessment of Institutional General Education Competencies Fall 2010 Report**

Fall 2010, Palo Alto College launched an initiative to strengthen existing processes for assessment of institutional general education competencies using a direct evidence approach. Three competencies were assessed: Communication Skills, Social Responsibility, and Teamwork. Three outcomes were specified for each of these competencies. Embedded assignments were submitted to independent assessors who evaluated student work using a common descriptive rubric. The rubrics and assignment templates are in Appendix A of this report.

### **The Process and Procedures Used**

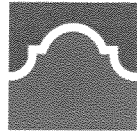
#### **Student and Course Selection:**

A group of ninety Palo Alto College students identified by the Center for Academic Transitions as being close to graduating from Palo Alto College (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 all three competencies: Communication, Social Responsibility, and Teamwork.

The following method was used for course selection:

1. Any courses addressing Teamwork were identified. Of this group of 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 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.
2. Any courses addressing Social Responsibility were identified. Of this group of 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 used to choose the course. If none of the courses were distance learning courses, then a random method was used to choose the Social Responsibility course.
3. Communication Skills are addressed in every course and thus guided the last selected course. Of the remaining courses, any distance learning core 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 core 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 assignment.

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### **Student Assignments for Assessment:**

All assignments requested for a given competency 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 and the competencies to be assessed, were then disaggregated by faculty member and the department chairs disseminated the assignment requests to their respective faculty members. Faculty members used embedded assignments for each assessment, completing the "Assignment Template" for the competency in order to provide assessors with greater insight and to aid fair judgment.

### **Assessment Training and Logistics**

Volunteer faculty Assessors received Calibration Training during Employee Development Day 9/29/10. Sample Communication assignments and Social Responsibility assignments were judged as a part of the training. Assessors also received training on the use of the Judgment Spreadsheets.

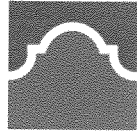
Due to the challenges of completing a blind assessment of Teamwork, this competency was assessed by students' instructors using the common rubric. The assessment was recorded directly onto the Assignment template, each faculty providing a rationale for his/her ratings of the three Teamwork outcomes. Faculty sent their Teamwork assessment results to the Director of Instructional Professional Development.

Student artifacts for Communication and Social Responsibility Assignments were attached to Assignment Templates and sent to the Director of Instructional Professional Development. Once an assignment and Template were received, they were provided a number and all marks, student names and instructor names were removed from the document. Two copies were made.

Each assessor received a set of assignments with accompanying rubrics and templates and every assignment was independently assessed by two assessors. No assessor assessed assignments from his or her students. Assessors recorded their judgments on the Judgment Spreadsheet, which were 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 assessors reached judgments that were polar opposites, a third assessor was brought in. Third assessors reported their judgments on spreadsheets created for that purpose and sent them to the Director of Instructional Professional Development. In cases where the third assessor's judgment agreed with one of the initial two assessors, the second judgment was replaced with the third assessor's judgment (matching judgments). 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 for findings purposes. All assessment was completed by the last day of final exam week Fall 2010.

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The data were reported by objectives within each competency and also disaggregated by core courses and distance learning courses. These findings were shared with the faculty on Faculty Development Day for Convocation Week, Spring 2011. Having reviewed the findings, faculty brainstormed to generate action plans for improving both the assessment results and the assessment process. The Findings Report and the worksheet used during Faculty Development Day to develop related action plans are in Appendix B of this report.

### **Summary of Findings**

#### **Overall Findings**

Overall, 183 assignments from the 90 students in the sample were submitted for assessment of the three competencies. Ninety-two faculty were asked to submit an assignment. Of the 183 assignments, 154 were student assignments from core courses and 69 were student assignments from distance learning courses. Including faculty involved as assessors, 104 faculty participated in the assessment of the competencies Fall 2010 semester.

#### **Communication Findings**

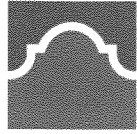
The total number of communication assignments assessed was 72. Of these 72 assignments, 57 were from core courses and 33 were from distance learning courses.

Overall, for core courses and distance learning courses, the ratings for all three communication outcomes exceeded the target of 70% or more either meeting or exceeding expectations.

The highest scoring outcome overall was outcome 2: The student uses disciplinary conventions for organizing content and presenting content (85% of assessed assignments either meeting or exceeding expectations). The lowest scoring outcome overall was outcome 3: The student uses communication tools appropriately and skillfully for academic and professional contexts (78% of assessed assignments either meeting or exceeding expectations).

For core courses, the highest scoring outcome for communication was outcome 2: The student uses disciplinary conventions for organizing content and presenting content (86% of assessed core course assignments either meeting or exceeding expectations). The lowest scoring outcome for core course assignments was outcome 3: The student uses communication tools appropriately and skillfully for academic and professional contexts (77% of assessed core assignments either meeting or exceeding expectations).

The highest outcome for distance learning communication assignments was outcome 1: The student uses relevant content that conveys understanding (90% of assessed distance learning course assignments either meeting or exceeding expectations). The lowest outcome for distance learning



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assignments was outcome 3: The student uses communication tools appropriately and skillfully for academic and professional contexts (77% of assessed distance learning assignments either meeting or exceeding expectations).

### **Social Responsibility Findings**

The total number of social responsibility assignments assessed was 43. Of these 43 assignments, 39 were from core courses and 12 were from distance learning courses.

Overall, for core courses and distance learning courses, all three social responsibility outcomes exceeded the target of 70% or more either meeting or exceeding expectations.

The highest scoring outcome overall was outcome 1: The student identifies social issues and analyzes them in light of a variety of cultural perspectives (86% of assessed assignments either meeting or exceeding expectations). The lowest scoring outcome overall was outcome 3: The student identifies and appraises the impact of social prejudices on attitudes and behaviors (80% of assessed assignments either meeting or exceeding expectations).

For core courses, the highest scoring outcome for social responsibility was outcome 1: The student identifies social issues and analyzes them in light of a variety of cultural perspectives (85% of assessed core assignments either meeting or exceeding expectations). The lowest scoring outcome for social responsibility was outcome 3: The student identifies and appraises the impact of social prejudices on attitudes and behaviors (77% of assessed core assignments either meeting or exceeding expectations).

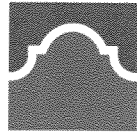
For distance learning courses, the highest scoring outcome for social responsibility was outcome 1: The student identifies social issues and analyzes them in light of a variety of cultural perspectives (94% of assessed Distance Learning course assignments either meeting or exceeding expectations). The lowest scoring outcome for distance learning social responsibility was outcome 3: The student identifies and appraises the impact of social prejudices on attitudes and behaviors (75% of assessed distance learning assignments either meeting or exceeding expectations).

### **Teamwork Findings**

The total number of teamwork assessments was 27. Of these 27 assessments, 22 were from core courses and 11 were from distance learning courses.

Overall, for core courses and distance learning courses, all three teamwork outcomes exceeded the target of 70% or more either meeting or exceeding expectations in all categories (overall, core courses, and distance learning courses).

The highest scoring outcomes overall were outcome 2: The student clearly determines the group goals, and outcome 3: The student defines his/her role and relationship to the team goal. These results were the same for core teamwork and the Distance Learning teamwork assessments. The lowest scoring



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outcome for teamwork was consistently outcome 1: The student attends and actively participates in group functions and meetings.

The major finding for teamwork was a low ratio of assignments turned in to the number of assignments requested for assessment for the core students (59%) and the distance learning students (45%).

**Related Action Plans – Closing the Loop**

All Palo Alto College faculty reviewed the Fall 2010 Assessment Findings Report during Faculty Convocation Day for Spring 2011 and participated in a workshop session. The primary objective of this session was to elicit related action plan suggestions from the faculty based on the Findings Report. Appendix C contains a file summarizing the input of the faculty. Several related action plan suggestions have been implemented during the Spring 2011 semester. Several of these are described below.

**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 on-line 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 On-line 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.

**Professional Development to Aid Non-English and Non-Speech Faculty in the Promotion of Student Learning of Written and Oral Communication Skills**

Employee Development Day (9/29/10) included a faculty-to-faculty session led by English and Speech Faculty. This session provided tips on promoting and assessing written and oral communication skills across the curriculum.

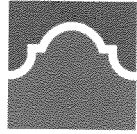
**Efforts to Increase Student Learning in Written Communication**

The weakest outcome for Communication Skills involved the student use of grammar and sentence structure. During Spring 11 faculty were directed to the on-line help sheets created for students addressing grammar and sentence structure, created by The Writing Center (the tutoring center that coaches students on written communication skills).

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

Among the suggestions was 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. A second suggestion

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was to clarify which Palo Alto College courses addressed which competency. A cross-walk file showing Palo Alto College courses, the Texas Higher Education Coordinating Board (THECB) core component area that the courses are associated with if applicable, and the General Education competencies that the courses addressed was created and disseminated to the faculty early Spring 2011 semester. A third suggestion requested the creation of an Assessment website so that all assessment related materials would be easy for faculty to access. This website was launched February 25, 2011

<http://www.alamo.edu/pac/assessment/development/>

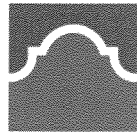
**Professional Development Efforts to Assist Faculty in Understanding the Assessment Process**

Faculty requested that professional development sessions be scheduled which would strengthen their understanding of the assignment expectations for the three competencies assessed Spring 2011. Three professional development sessions were scheduled. In a further effort to reach out to faculty, distribution lists of the faculty who would be submitting Critical Thinking assignments, Personal Responsibility assignments, and Empirical and Quantitative Reasoning assignments 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.

**Professional Development Efforts to Revise Assessment of Communication Skills and Teamwork Skills**

During Fall 2011 Palo Alto College will assess Communication Skills and Teamwork Skills. Two professional development sessions inviting faculty to create a 'community of practice' interested in promoting Communication and Teamwork Skills were held Spring 2011. These sessions gave faculty an opportunity to continue the Communication and Teamwork discussions initiated during the Spring 2011 Faculty Development Day.

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## Appendices

### Appendix A

1. The Communication Skills Rubric
2. The Communication Skills Assignment Template
3. The Social Responsibility Rubric
4. The Social Responsibility Assignment Template
5. The Teamwork Assignment Template (the rubric is embedded in the template)

### Appendix B

1. Overall Findings
2. Communication Findings
3. Social Responsibility Findings
4. Teamwork Findings
5. Faculty Development Day Worksheet

### Appendix C

Related Action Plan Themes document



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

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><b>Oral:</b></p> <ul style="list-style-type: none"> <li>• Excellent eye contact that makes connection to audience members</li> <li>• Displays enthusiasm for topic demonstrated throughout speech</li> <li>• All words pronounced correctly</li> <li>• All words articulated clearly (no mumbling)</li> <li>• No reliance on lectern</li> <li>• Polished language usage (few to no fillers—um, uh, like, ok, you know—no slang, no double-negatives)</li> <li>• Gestures utilized throughout the speech to show enthusiasm, emphasize points, and keep attention</li> <li>• Fluid speaking rate</li> <li>• Variety in volume but always easy to hear</li> </ul> <p><b>Visual:</b></p> <ul style="list-style-type: none"> <li>• Displays high quality techniques in drawings, graphics, photos, designs, video, etc.</li> <li>• Employs appropriate contrasts (e.g., color, fonts, sizes) exceptionally well</li> <li>• Outstanding alignment of graphic elements and space</li> <li>• 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.</li> </ul>	<p><b>Oral:</b></p> <ul style="list-style-type: none"> <li>• Frequent eye contact with some connection to audience</li> <li>• Displays enthusiasm for topic demonstrated at various points in the speech</li> <li>• Most words pronounced correctly</li> <li>• Most words articulated clearly (some mumbling)</li> <li>• Limited reliance on lectern</li> <li>• Proficient language usage (limited number of fillers—um, uh, like, ok, you know—no slang, no double-negatives)</li> <li>• Gestures used at various points in the speech to show enthusiasm, keep audience attention, and emphasize points.</li> <li>• Speaking rate is generally fluid.</li> <li>• Volume is adequate</li> </ul> <p><b>Visual:</b></p> <ul style="list-style-type: none"> <li>• Displays acceptable but not outstanding techniques in drawings, graphics, photos, designs, video, etc.</li> <li>• Adequate employment of appropriate contrasts (e.g., color, fonts, sizes)</li> <li>• Adequate alignment of graphic elements and space</li> <li>• Uses software and other tools appropriate to the subject to produce an effective presentation that shows proper use of technology to communicate an idea.</li> </ul>	<p><b>Oral:</b></p> <ul style="list-style-type: none"> <li>• Little to no eye contact</li> <li>• Displays little to no enthusiasm for topic</li> <li>• Several words incorrectly pronounced</li> <li>• Most words indistinct due to poor articulation</li> <li>• Heavy reliance on lectern</li> <li>• Poor use of language (frequent use of fillers—uh, um, like—use of slang and double-negatives)</li> <li>• Few to no gestures</li> <li>• Choppy speaking rate. Low to inaudible volume</li> </ul> <p><b>Visual:</b></p> <ul style="list-style-type: none"> <li>• Displays unacceptable techniques in drawings, graphics, photos, designs, video, etc.</li> <li>• Employs inappropriate contrasts (e.g., color, fonts, sizes)</li> <li>• Graphic elements and space are not aligned</li> <li>• Does not show appropriate use of software and other tools to produce a presentation that communicates an idea.</li> </ul>
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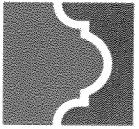
### Fall 10 Semester Communication Assignment Information

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 primary communication mode(s) for the assignment (you may check more than one mode):  
 Written       Oral       Visual
2. Indicate the directions that you provided to the student on the content and purpose of the assignment:
3. Indicate the directions that you provided to the student on the organization of the content for the assignment:

Please send this form attached to the assignment that you are submitting for your student(s) to Pat Stone [pstone11@alamo.edu](mailto:pstone11@alamo.edu) by November 3, 2010.



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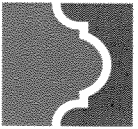
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Appendix A.3

**Social Responsibility Competency Outcome:** Palo Alto College Students demonstrate intercultural competency, civic knowledge, and the ability to engage effectively in regional, national and global communities.

Specific Outcomes	Exceeds Expectation (3)	Meets Expectation (2)	Does Not Meet Expectation (1)
<p><b>Specific Outcome #1</b> Student(s) identify social issues and analyze them in light of a variety of cultural perspectives.</p>	<ul style="list-style-type: none"> <li>Clearly identifies the social issue.</li> <li>Clearly analyzes the social issue in light of distinct cultural perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the social issue.</li> <li>Somewhat analyzes the social issue in light of distinct cultural perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Does not identify the social issue.</li> <li>Does not analyze the social issue in light of distinct cultural perspectives.</li> </ul>
<p><b>Specific Outcome #2</b> Student(s) identify and critique the social, political, and/or economic impact of a global issue.</p>	<ul style="list-style-type: none"> <li>Clearly identifies the global issue.</li> <li>Clearly critiques and assesses the social, political, and economic impact of the global issue.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the global issue.</li> <li>Somewhat critiques the social, political, and/or economic impact of the global issue.</li> </ul>	<ul style="list-style-type: none"> <li>Does not identify the global issue.</li> <li>Does not critique the social, political, nor economic impact of the global issue.</li> </ul>
<p><b>Specific Outcome #3</b> Student(s) identify and appraise the impact of social prejudices on attitudes and behaviors.</p>	<ul style="list-style-type: none"> <li>Clearly identifies and provides examples of “social prejudices.”</li> <li>Clearly appraises the impact of social prejudices on attitudes and behaviors and provides examples of how prejudices will affect human behavior in a social context.</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat identifies “social prejudices.”</li> <li>Somewhat appraises the impact of social prejudices and their affect on human behavior in a social context.</li> </ul>	<ul style="list-style-type: none"> <li>Does not define “social prejudices.”</li> <li>Does not appraise the impact of social prejudices and their affect on human behavior in a social context.</li> </ul>

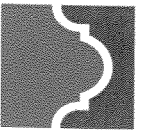


Fall 10 Semester Social Responsibility Assignment Information

In order to help the Assessors judge the specific outcomes for the assignment that you are submitting, please provide the following background information:

1. Indicate the primary social responsibility focus for the assignment (you may check more than one):
  - Social issue in light of cultural perspectives
  - Global issue with social, political, and/or economic impact
  - Impact of social prejudices on attitudes and behaviors
2. Indicate any of the three outcomes that the assignment did not address:
  - Social issue in light of cultural perspectives
  - Global issue with social, political, and/or economic impact
  - Impact of social prejudices on attitudes and behaviors
3. Indicate the directions that you provided to the student on the content and purpose of the assignment (feel free to attach your directions to this document):

Please send this form attached to the assignment that you are submitting for your student(s) to Pat Stone [pstone11@alamo.edu](mailto:pstone11@alamo.edu) by November 3, 2010.



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Appendix A.5

## Fall 10 Semester Teamwork Assignment Information

Faculty Assessor:

Student Assessed:

Specific Group Work Activity used for the assessment:

Please indicate your judgment for each of the three Specific Outcomes and send this form back to Pat Stone [pstone11@alamo.edu](mailto:pstone11@alamo.edu) by November 3, 2010.

Specific Outcomes	Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Specific Outcome #1</b> Student(s) attend and actively participate in group functions and meetings. <u>Judgement:</u></p>	<ul style="list-style-type: none"> <li>100% participation in group functions</li> <li>Lead participation in discussion</li> </ul>	<ul style="list-style-type: none"> <li>80% group meeting attendance</li> <li>Active participation in discussions</li> <li>Active participation in group activities</li> <li>Completion of assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li>&lt;80% group meeting attendance</li> <li>Lack of participation in discussions</li> <li>Lack of participation in group activities</li> <li>Fails to complete assigned tasks</li> </ul>
<p><b>Specific Outcome #2</b> Student(s) clearly determine the group goals. <u>Judgement:</u></p>	<ul style="list-style-type: none"> <li>Takes the lead in formulating group goals</li> </ul>	<ul style="list-style-type: none"> <li>Explain group goals</li> </ul>	<ul style="list-style-type: none"> <li>Unable to explain group goals</li> </ul>
<p><b>Specific Outcome #3</b> Students define roles and relationships to team goal. <u>Judgement:</u></p>	<ul style="list-style-type: none"> <li>Identify and assign each member's role in the team and how it relates to the goal</li> <li>Manage group assignments</li> </ul>	<ul style="list-style-type: none"> <li>Define members roles</li> <li>Explain each member's role in the team and how it relates to the goal</li> </ul>	<ul style="list-style-type: none"> <li>Unable to explain each member's role in the team and how it relates to the goal</li> </ul>

Adapted from <http://www.winona.edu/air/resourcelinks/team%20work.pdf>, <http://edweb.sdsu.edu/triton/tidepoolunit/Rubrics/collrubric.html>  
Retrieved 8/10/10



Appendix B.2

<b>Communication Findings</b>									
Total Number of Communication Courses Identified:		90		Core:	73		DL:	33	
Total Number of Communication Assignments Assessed		72	0.8		57	0.780822		30	0.909091
<b>Comprehensive Results for Communication</b>									
Total Assessments for Outcome #1		144							
Total Exceeds or Meets Outcome #1		118	0.819	82%					
Total Assessments for Outcome #2		144							
Total Exceeds or Meets Outcome #2		123	0.854	85%			Strongest Outcome		
Total Assessments for Outcome #3		144							
Total Exceeds or Meets for Outcome #3		112	0.778	78%			Weakest Outcome		
<b>Core Course Results for Communication</b>									
Total Number of Communication Core Courses Identified		73							
Total Number of Communication Core Courses Assessed		57	0.781	78%			Weakest Ratio		
Total Assessments for Outcome #1		114							
Total Exceeds or Meets Outcome #1		94	0.825	82%					
Total Assessments for Outcome #2		114							
Total Exceeds or Meets Outcome #2		98	0.86	86%			Strongest Outcome		
Total Assessments for Outcome #3		114							
Total Exceeds or Meets for Outcome #3		88	0.772	77%			Weakest Outcome		
<b>DL Course Results for Communication</b>									
Total Number of Communication DL Courses Identified		33							
Total Number of Communication DL Courses Assessed		30	0.909	91%			Strongest Ratio		
Total Assessments for Outcome #1		60							
Total Exceeds or Meets Outcome #1		54	0.9	90%			Strongest Outcome		
Total Assessments for Outcome #2		60							
Total Exceeds or Meets Outcome #2		52	0.867	87%					
Total Assessments for Outcome #3		60							
Total Exceeds or Meets for Outcome #3		46	0.767	77%			Weakest Outcome		
<b>Communication Competency Outcome: Palo Alto College Students develop and express ideas through effective written, oral, and visual communication for various academic and professional contexts.</b>									
<b>Specific Outcome #1 (Content and Purpose): The student(s) use relevant content that conveys understanding.</b>									
<b>Specific Outcome #2 (Organization): The student(s) use disciplinary conventions for organizing content and presenting content.</b>									
<b>Specific Outcome #3 (Tools): The student(s) use communication tools appropriately and skillfully for academic and professional contexts.</b>									

Appendix B.2

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



Appendix B.2

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

Appendix B.3

<b>Social Responsibility Findings</b>									
Total Number of Social Responsibility Courses Identified:		49		Core:	44		DL:	16	
Total Number of Social Responsibility Courses Assessed:		43	0.878		39	0.886		12	0.75
<b>Comprehensive Results for Social Responsibility</b>									
Total Assessments for Outcome #1		59							Most Addressed and Strongest
Total Exceeds or Meets Outcome #1		51	0.864		86%				
Total Assessments for Outcome #2		34							
Total Exceeds or Meets Outcome #2		29	0.853		85%				
Total Assessments for Outcome #3		45							Least Addressed and Weakest
Total Exceeds or Meets for Outcome #3		36	0.8		80%				
<b>Core Course Results for Social Responsibility</b>									
Total Number of Social Responsibility Core Courses Identified		44							
Total Number of Social Responsibility Core Courses Assessed		39	0.886						Strongest Ratio
Total Assessments for Outcome #1		55							
Total Exceeds or Meets Outcome #1		47	0.855		85%				Most Addressed and Strongest
Total Assessments for Outcome #2		30							Least Addressed
Total Exceeds or Meets Outcome #2		25	0.833		83%				
Total Assessments for Outcome #3		39							
Total Exceeds or Meets for Outcome #3		30	0.769		77%				Weakest
<b>DL Course Results for Social Responsibility</b>									
Total Number of Social Responsibility DL Courses Identified		16							
Total Number of Social Responsibility DL Courses Assessed		12	0.75		75%				Weakest Ratio
Total Assessments for Outcome #1		18							
Total Exceeds or Meets Outcome #1		17	0.944		94%				Most Addressed and Strongest
Total Assessments for Outcome #2		10							
Total Exceeds or Meets Outcome #2		9	0.9		90%				
Total Assessments for Outcome #3		12							
Total Exceeds or Meets for Outcome #3		9	0.75		75%				Least Addressed and Weakest
<b>Social Responsibility Competency Outcome: Palo Alto College Students demonstrate intercultural competency, civic knowledge, and the ability to engage effectively in regional, national and global communities</b>									
<b>Specific Outcome #1: Student(s) identify social issues and analyze them in light of a variety of cultural perspectives.</b>									
<b>Specific Outcome #2: Student(s) identify and critique the social, political, and/or economic impact of a global issue.</b>									
<b>Specific Outcome #3: Student(s) identify and appraise the impact of social prejudices on attitudes and behaviors.</b>									

Appendix B.3

<b>Social Responsibility Rubric</b>			
<b>Social Responsibility Competency Outcome: Palo Alto College Students demonstrate intercultural competency, civic knowledge, and the ability to engage effectively in regional, national and global communities.</b>			
<b>Specific Outcomes</b>	<b>Exceeds Expectations (3)</b>	<b>Meets expectations (2)</b>	<b>Does Not Meet Expectations (1)</b>
<b>Specific Outcome #1</b> Student(s) identify social issues and analyze them in light of a variety of cultural perspectives.	<ul style="list-style-type: none"> <li>• Clearly identifies the social issue.</li> <li>• Clearly analyzes the social issue in light of distinct cultural perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the social issue.</li> <li>• Somewhat analyzes the social issue in light of distinct cultural perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Does not identify the social issue.</li> <li>• Does not analyze the social issue in light of distinct cultural perspectives.</li> </ul>
<b>Specific Outcome #2</b> Student(s) identify and critique the social, political, and/or economic impact of a global issue.	<ul style="list-style-type: none"> <li>• Clearly identifies the global issue.</li> <li>• Clearly critiques and assesses the social, political, and economic impact of the global issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the global issue.</li> <li>• Somewhat critiques the social, political, and/or economic impact of the global issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not identify the global issue.</li> <li>• Does not critique the social, political, nor economic impact of the global issue.</li> </ul>
<b>Specific Outcome #3</b> Student(s) identify and appraise the impact of social prejudices on attitudes and behaviors.	<ul style="list-style-type: none"> <li>• Clearly identifies and provides examples of "social prejudices."</li> <li>• Clearly appraises the impact of social prejudices on attitudes and behaviors and provides examples of how prejudices will affect human behavior in a social context.</li> </ul>	<ul style="list-style-type: none"> <li>• Somewhat identifies "social prejudices."</li> <li>• Somewhat appraises the impact of social prejudices and their affect on human behavior in a social context.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not define "social prejudices."</li> <li>• Does not appraise the impact of social prejudices and their affect on human behavior in a social context.</li> </ul>
Rubric adapted from the AAC&U Civic Engagement and Intercultural Knowledge and Competence VALUE Rubrics			

Appendix B.4

<b>Teamwork Findings</b>				
Total Number of Teamwork Courses Identified:	44	Core:	37	DL: 20
Total Number of Teamwork Courses Assessed:	27	0.6136	22	11
<b>Comprehensive Results for Teamwork</b>		<b>This competency has the worst #Assessed/#Identied Ratio</b>		
Total Assessments for Outcome #1	24			
Total Exceeds or Meets Outcome #1	23	0.9583		
Total Assessments for Outcome #2	26			
Total Exceeds or Meets Outcome #2	26	1	100%	
Total Assessments for Outcome #3	19			
Total Exceeds or Meets for Outcome #3	19	1	100%	
<b>Core Course Results for Teamwork</b>				
Total Number of Teamwork Core Courses Identified	37			
Total Number of Teamwork Core Courses Assessed	22	0.5946	Weak #Assessed/#Identified Ratio	
Total Assessments for Outcome #1	21			
Total Exceeds or Meets Outcome #1	20	0.9524		
Total Assessments for Outcome #2	22			
Total Exceeds or Meets Outcome #2	22	1	100%	
Total Assessments for Outcome #3	15			
Total Exceeds or Meets for Outcome #3	15	1	100%	
<b>DL Course Results for Teamwork</b>				
Total Number of Teamwork DL Courses Identified	20			
Total Number of Teamwork DL Courses Assessed	9	0.45	Weakest #Assessed/#Identified Ratio	
Total Assessments for Outcome #1	8			
Total Exceeds or Meets Outcome #1	8	1	100%	
Total Assessments for Outcome #2	10			
Total Exceeds or Meets Outcome #2	10	1	100%	
Total Assessments for Outcome #3	10			
Total Exceeds or Meets for Outcome #3	10	1	100%	
<b>Teamwork Competency Outcome: Palo Alto College Students consider different points of view and work effectively with others to support a shared purpose or goal.</b>				
<b>Specific Outcome #1: Student(s) attend and actively participate in group functions and meetings.</b>				
<b>Specific Outcome #2: Student(s) clearly determine the group goals.</b>				
<b>Specific Outcome #3: Student(s) define role and relationships to team goal.</b>				

Appendix B.4

**Teamwork Rubric**

<b>Teamwork Competency Outcome: Palo Alto College Students consider different points of view and work effectively with others to support a shared purpose or goal.</b>			
<b>Specific Outcomes</b>	<b>Exceeds Expectations (3)</b>	<b>Meets expectations (2)</b>	<b>Does Not Meet Expectations (1)</b>
<b>Specific Outcome #1</b> Student(s) attend and actively participate in group functions and meetings.	<ul style="list-style-type: none"> <li>• 100% participation in group functions</li> <li>• Lead participation in discussion</li> </ul>	<ul style="list-style-type: none"> <li>• 80% group meeting attendance</li> <li>• Active participation in discussions</li> <li>• Active participation in group activities</li> <li>• Completion of assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;80% group meeting attendance</li> <li>• Lack of participation in discussions</li> <li>• Lack of participation in group activities</li> <li>• Fails to complete assigned tasks</li> </ul>
<b>Specific Outcome #2</b> Student(s) clearly determine the group goals.	<ul style="list-style-type: none"> <li>• Takes the lead in formulating group goals</li> </ul>	<ul style="list-style-type: none"> <li>• Explain group goals</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to explain group goals</li> </ul>
<b>Specific Outcome #3</b> Student(s) define roles and relationships to team goal.	<ul style="list-style-type: none"> <li>• Identify and assign each member's role in the team and how it relates to the goal</li> <li>• Manage group assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Define members roles</li> <li>• Explain each member's role in the team and how it relates to the goal</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to explain each member's role in the team and how it relates to the goal</li> </ul>

Adapted from <http://www.winona.edu/air/resourcelinks/team%20work.pdf>, <http://edweb.sdsu.edu/triton/tidepoolunit/Rubrics/collrubric.html> Retrieved 8/10/10

Faculty Development Day

January 11, 2011

**Worksheet for Part 1:** Write “Related Action Plans” for the Palo Alto College General Education Assessment of Communication Skills, Social Responsibility, and Teamwork Fall 2010

1. Review the **Overall Results Spreadsheet** and the **Assessment Issues and Assessor Feedback Document**.

Write at least one “related action plan” that would improve our assessment findings or our assessment process for our next cycle of general education outcomes:

2. Review the **Communication Findings Spreadsheet** along with the **Communications Rubric and Assignment Template**.

Write at least one “related action plan” that would strengthen student learning outcomes for this competency (this action plan could address curriculum or needed professional development):

Write at least one “related action plan” that would strengthen the assessment process for Communication Skills:

3. Review the **Social Responsibility Findings Spreadsheet** along with the **Social Responsibility Rubric and Assignment Template**.

Write at least one “related action plan” that would strengthen student learning outcomes for this competency (this action plan could address curriculum or needed professional development):

Write at least one “related action plan” that would strengthen the assessment process for Social Responsibility:

4. Review the **Teamwork Findings Spreadsheet** along with the **Teamwork Rubric and Assignment Template**.

Write at least one “related action plan” that would strengthen student learning outcomes for this competency (this action plan could address curriculum or needed professional development):

Write at least one “related action plan” that would strengthen the assessment process for Teamwork:

## **Fall 10 Themes in Faculty Related Action Plan Responses and Example Responses that Seem Worthy of Discussion**

Review the Overall Results Spreadsheet and the Assessment Issues and Assessor Feedback Document.

Write at least one “related action plan” that would improve our assessment findings or our assessment process for our next cycle of general education outcomes:

Ideas that all faculty can do in their courses:

1. Motivate students not to drop courses
2. Include in syllabus and discuss at the beginning of the semester.

Ideas for development by the PAC Assessment Team or me

1. Provide clear direction and definitions of the assessment area and how it applies to.....(basically asking for more specifics than the THECB component mapping matrix provides).
2. Define each category (give examples) that would meet critical thinking, communication skills, etc.
3. Implement a General Education Assessment website with video clips/PDFs/documents that will assist General Education Assessors; this could include process and FAQs.
4. Do training for faculty asked to submit assignments.
5. Spread out a lot of these informative meetings on assessment.
6. Regular communication to the faculty about the assessment process so that it is always in their consciousness.
7. Explain the terms
8. Institute a dialogue between the faculty submitting the assignments and the committee performing the assessments.
9. Identify students earlier in the semester to minimize the number of students who cannot be assessed because they withdrew.
10. Train all faculty as assessors so that they understand the process
11. Give faculty good and bad examples of assignments that were assigned for assessment.
12. Provide consistent information such as deadline, purpose, expectations.
13. Assign assessors that are competent in the area to be assessed and rotate every semester.
14. Online syllabus planning will include the component area
15. Better explanation of data
16. Provide examples of assessment items for faculty to examine
17. Training workshop for assessors offered to all faculty
18. More basic training on all of this – why are we doing this, where is this coming from, etc.
19. Pre-notice e-mail to all faculty at end of previous semester putting them on notice that they likely will be asked to submit an assignment.
20. Revise the timeline for submitting the assignments (April 11 is too early)
21. Adjunct faculty need training on this.



22. The sample size (90) is too small.
23. Enhanced calibration sessions to include viewing the same document by similar assessors and going through about 10 or so examples.

Ideas for discipline groups

1. Have a well-defined assignment used for the entire discipline
2. Team up faculty with each other to check each other's assignment.
3. Departmental calibration sessions.

**Review the Communication Findings Spreadsheet along with the Communications Rubric and Assignment Template.**

**Write at least one "related action plan" that would strengthen student learning outcomes for this competency (this action plan could address curriculum or needed professional development):**

Ideas that all faculty can do in their courses:

1. There needs to be a greater emphasis on the use of communication tools in our courses.
2. Emphasize the availability of the Writing Assistance Center for students in all disciplines.
3. Have models that show students expected outcome on reports (what a good report looks like, how they are judged).
4. Give students the rubric and have them rate their own or another student's work using it.
5. Students should be encouraged to proof read assignments before submitting to help clarify statements, correct grammar and spelling errors.
6. Utilize campus services such as library, smarthinking, tutoring and others to help students complete their assignments.

Ideas for development by the PAC Assessment Team or me

1. Professional development on how to address the issue of communication in science/math courses.
2. Encourage writing across the curriculum
3. Provide examples of appropriate assignments. Provide workshop to assist faculty in creating solid communication assignments.
4. Conduct professional development for faculty members on how to incorporate more communication components in non-communication courses (like the Employee Development Day Speech/English session)
5. Make passing the exit exam for Engl 1301 mandatory – all faculty (adjunct and fulltime)
6. Faculty workshop on the use of writing assignments in their discipline and grading of those assignments.

Ideas for discipline groups

1. Define an assignment that will be used in each section of a particular course.

Write at least one “related action plan” that would strengthen the assessment process for Communication Skills:

Ideas for development by the PAC Assessment Team or me

1. Identify students and assignments to be assessed early in the semester.
2. Have regular workshops on assessing written material such as formal reports.
3. Let members of the department teaching courses evaluate and suggest improvements in assignments.
4. Select an activity that will be used college-wide and assess its level of achievement.
5. Speech courses face to face or DL use YouTube and different assessment avenues to deliver speeches. Find a way to fix blind assessment for speech – all speech faculty should be assessors so nobody evaluates their own students?
6. Have instructors from different departments calibrate on communication skills so they can be more consistent.

**Review the Social Responsibility Findings Spreadsheet along with the Social Responsibility Rubric and Assignment Template.**

Write at least one “related action plan” that would strengthen student learning outcomes for this competency (this action plan could address curriculum or needed professional development):

Ideas that faculty can do in their courses that address social responsibility

1. Identify where in specific courses this SLO is covered.
2. Include curriculum that addresses the impact of prejudice on behavior.
3. Suggesting, reading, discussing Pulse, On Campus articles (even writing, interviewing, etc.)
4. Investigate [www.teachingtolerance.org](http://www.teachingtolerance.org) and [www.tolerance.org](http://www.tolerance.org)
5. Align assignments with the rubric
6. Have faculty encourage volunteerism and require students to write a few paragraphs about what they learned from their experience.
7. Use progress reports throughout the semester rather than the long assignment at the end of the semester.

Ideas for development by the PAC Assessment Team or me

1. Hold speakers forums
2. Make the clear which courses must address this competency
3. Outcome #3 is vague as social prejudices and attitudes are personal, not communal.

4. Outcomes #1 and #3 are too similar, or #3 is really part of #1 – so rewording outcomes might help.
5. Redefine what is meant by Social Responsibility
6. Give ideas of assignments that are suitable to be assessed for specific courses.
7. Ask all faculty for assignments. Just one. That would provide a broader sample of possible examples. Encourage everyone to use existing assignments.
8. Define Global issues.
9. Make a college-wide effort to offer more opportunities for teaching/learning about social responsibility

Ideas for discipline groups

1. Disseminate this information, at the discipline level, and provide examples for easy use by faculty.
2. Define an assignment that will be used in each section of a particular course. Incorporate the assignment into the syllabus for the course so that it becomes an ongoing assessment.
3. Create discipline focus groups to generate assignment ideas.

**Write at least one “related action plan” that would strengthen the assessment process for Social Responsibility:**

Ideas for development by the PAC Assessment Team or me

1. Rewrite Outcome #3
2. Exchange communication often at the start.
3. Training for all faculty on assessment procedure.
4. Extend the timeline

**Review the Teamwork Findings Spreadsheet along with the Teamwork Rubric and Assignment Template.**

**Write at least one “related action plan” that would strengthen student learning outcomes for this competency (this action plan could address curriculum or needed professional development):**

Ideas that faculty can do in their courses that must address Teamwork:

1. Specify Teamwork competency in the syllabus.

Ideas for development by the PAC Assessment Team or me

1. Training on how to assess teamwork in classes with 60+ students.

Ideas for discipline groups

1. Define an assignment that must be used in each section of a particular course.

Write at least one “related action plan” that would strengthen the assessment process for Teamwork:

Ideas for development by the PAC Assessment Team or me

1. Require activity approval/critique
2. Need more examples of best-practices of teamwork in distance learning sections.
3. Provide faculty with a workshop on creating solid teamwork assignments.
4. Both faculty and students require more training and practice with using online group interaction in BBV.
5. Define teamwork
6. We need visiting assessors or video tape of group work for assessor to use instead of faculty who teach the identified students.
7. Evaluate new methods for assessing teamwork.
8. Structured peer evaluation surveys provide tangible evidence of teamwork effectiveness.
9. Outcome statements not well-written—need to be more specific.
10. Have legitimate blind assessment.