From: Tanner, Elizabeth A
To: Flores, Mike; Joseph, Beatriz
Cc: McDevitt, Julie; Contreras, Dora A
Subject: FW: Welcome to IGEA 2017
Date: Wednesday, March 22, 2017 2:13:33 PM
Attachments: image003.png
Palo Alto Invoice.pdf
One Page Statement Instructions.docx

Dr. Flores, we received notification that our team has been accepted to the AAC&U 2017 Institute on General Education and Assessment. They tried to notify us on March 3rd, but I had deleted their email, not recognizing it for what it was (the volume of advertisements and junk mail! I'll have to slow down before hitting delete). I realized today I had not heard one way or the other about our application and so I sent an inquiry. I received the note below and the attachments almost immediately.

We may bring as many as eight people, for whom the cost is $11,520, due April 3rd. The cost includes room and board, and the consulting services we will receive….the details are on the attached invoice. We don't have to send eight, if you would like to save some institutional dollars by sending fewer people I will find out what that savings would be. The conference is at Loyola, in Chicago, May 31-June 3.

There is an additional summary document to be sent in, which is the second attachment. I can complete that and send before the end of the week.

Dr. Flores, we may still step out of this if the expense is too great. I will send our original application to you, which summarized what we wanted to accomplish at the Institute. If you decide attendance is worthwhile we could also meet before we leave to clarify what information we hope to bring back.

At any rate, the option is now before us!

Thank you,

Beth

From: Rachel Golden [mailto:Golden@aacu.org]
Sent: Wednesday, March 22, 2017 12:54 PM
To: Tanner, Elizabeth A <etanner@alamo.edu>
Subject: FW: Welcome to IGEA 2017

Here you go!

From: Rachel Golden
Sent: Friday, March 03, 2017 5:56 PM
To: 'etanner@alamo.edu' <etanner@alamo.edu>
Subject: Welcome to IGEA 2017

March 3, 2017

Ms. Elizabeth Tanner
Vice President
Academic Success
Palo Alto College/Alamo Colleges
Palo Alto College
1400 W. Villaret Blvd.
San Antonio, Texas 78224

Dear Elizabeth,

We are very pleased to inform you that Palo Alto College/Alamo Colleges has been selected to attend the 2017 AAC&U Institute on General Education and Assessment in Chicago, Illinois. This is the first of a number of communications we will send you between now and the beginning of the Institute. Rachel Golden, our office's Program Assistant from AAC&U will be contacting you with information about schedules, housing and other Institute logistics in the coming months. Should you have questions at any point, please feel free to contact Rachel by calling 202-884-7413 or by e-mailing golden@accu.org.

The Institute will take place on the campus of Loyola University Chicago, from May 31st to June 3rd. Teams will be staying in residence halls at the university. Team leaders should plan to arrive by 8:30am on May 31st. All other team members should arrive by 10:00am on May 31st for the opening plenary. The Institute will conclude after the closing luncheon on June 3rd. *Team members are to be present for the entire Institute.*

To finalize your team's participation at the Institute, please send the following to Rachel:

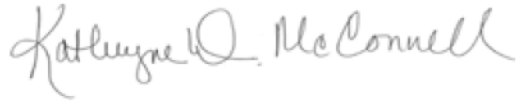
- Email a concise one-page statement describing the work your team will undertake at the Institute. A detailed description of what should be included in the one-page statement is enclosed with this letter. Your statement should be returned by **Monday**, **March 20**. We will share these statements with the faculty who will be in residence during the Institute as well as with the other participating institutions.

- A payment in the amount noted on the enclosed invoice. This fee covers your team's participation in the Institute. The full payment, due by **Monday, April 10,** will guarantee your institution a place at the 2017 Institute on General Education and Assessment. Please note the cancellation policy on the enclosed invoice.

We look forward to working with your team in Chicago, Illinois. Please let us know how we can be of assistance at any point as you prepare for the Institute.

Sincerely,

Terrel Rhodes
Vice President
Office of Quality, Curriculum and Assessment
Association of American Colleges & Universities
1818 R Street, NW
Washington, DC 20009



Kate Drezek McConnell
Senior Director of Research and Assessment
Office of Quality, Curriculum, and Assessment
Association of American Colleges & Universities
1818 R Street, NW
Washington, DC 20009

Attached: Invoice (please let us know if you would like a printed copy mailed to you as well

One-page statement instructions

Palo Alto College - Draft Action Plan
AAC&U Institute on General Education and Assessment May-June 2017

Action	Purpose/Details (What)	When and Who	Obstacles	Allies	Outcomes
1. Create a curriculum/ outcomes/ key assignment map.	Mapping will make clear what is (and what is not). This information will inform next steps in gen ed action plan.	When: Gather templates and examples in summer 2017. Complete draft in December, 2017; finalize in April 2018. Who: Vicente (chair) and Hector (theater faculty member) facilitating work of the FT faculty, Julie (assessment coordinator)	Faculty schedules. Carving out time for FT faculty will be a challenge.	Chairs and Deans	Understand present state of alignment between course outcomes, general education outcomes, and key assignments.
2. Support key assignment review and redesign; integrate the key assignment into the curriculum of each course.	Key assignments indicate students' level of mastery. The design of the assignment should allow each student a full opportunity to demonstrate those skills and that knowledge.	When: Begin in summer 2017, continue through academic year 2017-2018. Who: Virginia (math faculty), Hector (theater faculty), Julie (assessment coordinator), and Patrick (interim dean and math chair) facilitating work of chairs and faculty leads.	Faculty schedules, creating time and opportunity. Possible faculty disenchantment with key assignments.	Deans, VPAS	A key assignment for every course which aligns fully with the associated gen ed rubric; faculty are significantly more invested in gen ed assessment; process of redesigning key assignments has had a positive effect on classroom pedagogy.

Action	Purpose/Details (What)	When and Who	Obstacles	Allies	Outcomes
3. For all courses subject to gen ed assessment for that year, faculty will use the rubric to assess their key assignments. Faculty will then submit all key assignments with outcomes to the assessment coordinator.	Routine administration of key assignments will generate comprehensive faculty engagement with the assignments and with gen ed assessment. Collection of all key assignments will ensure an ongoing record of student work. These artifacts may be sampled for other, disaggregated results or for normed assessment by faculty assessors.	When: Academic year 2018-2019 Who: FT faculty with support from Julie (assessment coordinator), George (IR), chairs, and discipline leads.	Establishing clear communication with all affected faculty, leads, and chairs. Existing less than perfect understanding of the change in the assessment structure.	VP Academic Success, VP College Services, and Academic Deans.	Assessment results for all students in all courses will be in the hands of their instructors as well as with the institution. This process will provide more broadly-based assessment results and will assist with triangulation of data.
4. Create a logic model for the assessment process. Before the start of each academic year create the time, location, and reason for each assessment event/activity.	Clarify the assessment structure. Routinize all assessment activities.	When: July-August 2017, create logic model and the first calendar. Who: Beth (VPAS), Julie (assessment coordinator), Patrick (interim dean and math chair), Beatriz (VPCS), chairs.	This timeline may run afoul of the 5th Year Report.	Deans, chairs, discipline leads, and IR staff.	Clarity of design for the assessment structure minimizes misunderstanding, raises comfort level, and improves efficiency.

Action	Purpose/Details (What)	When and Who	Obstacles	Allies	Outcomes
5. Create a communication plan for all students, providing the value and purpose of gen. ed. Include advisors in this plan.	Students should understand and be able to articulate what skills and knowledge they have acquired. Advisors must understand and value gen ed outcomes.	When: Create pilot communication plan during academic year 2017-2018. Who: Julie (assessment coordinator) and Yolanda (EDUC 1300 faculty), Hector (theater faculty), with team from the Innovation Grant. Also, Michael Ximenez, Director of Advising, and a PR representative.	A comprehensive plan that will reach all students will require ongoing attention, good assessment measures, and ongoing improvement. Requires cross-college contributions.	VPAS, VPSS, Dean of Student Success, academic deans, chairs, and faculty.	Students will more successfully integrate their learning outcomes; students will become self-aware, able to recognize their own development, and able to articulate that knowledge and skill.
6. Create a faculty-led Assessment Committee with responsibility for oversight and continuous improvement of Gen Ed Assessment. A representative from Student Life and from advising should be on this committee.	Faculty ownership and investment in the assessment process. Guidance and oversight primarily in the hands of those responsible for curriculum.	When: The current assessment team will act in this capacity for AY 2017-2018. The Committee will be assembled for the 2018-2019 academic year. Who: VPAS	None	Deans, chairs, FT faculty.	Comprehensive faculty investment in general education goals and outcomes. Addition of student life and advising staff will assist incorporation of extra-curricular activities. Enrichment of the student experience at PAC.

Long term goals to consider:

- Create an institutional record for each student's co- and extra-curricular activities. Add extra-curricular activities to curriculum map.
- Capstone, integrative assignment/experience for each gen ed outcome?
- Identify a strand of courses that work collectively to strengthen each gen ed outcome?
- Assess a cohort of students with 12 SCH for a specific gen ed outcome; as those students reach 45 hours re-assess for that gen ed outcome. Can this be successfully designed? Could each student maintain a portfolio of the key assignments completed in each course, each term?
- Review timeline for assessing each of the gen ed outcomes (change from current schedule of two each academic year).
- Hire a Director of General Education.

PALO ALTO COLLEGE

ALAMO COLLEGES DISTRICT
Palo Alto College

Julie McDevitt, Beatriz Joseph, Virginia Nelms, Hector Garza, Patrick Lee, Beth Tanner, Vicente Guillot, Robert Miranda

Primo the Palomino

Where are you now?

- Established process.

Where do you want to go?

- Strengthen the tie between general education assessment outcomes and practice in the classroom.
- Improve key assignments: align more reliably to rubric criteria and integrate more fully with the learning outcomes of the specific course.

Project Goals

1. Develop the initiative that will provide faculty the necessary support to design high-quality key assignments.
2. Re-structure the assessment procedure so that outcomes are tied directly back to the classroom. Is this a sampling change? Is this a faculty engagement change? What is this?

Project Obstacles

1. Are the general education learning outcomes cross-walked realistically to the courses that are assigned those outcomes?
2. Are faculty adequately prepared to address the general education learning outcomes to which their courses are assigned?

Institutional/Team Strengths

1. Well-established core curriculum (general education), designed by statewide faculty teams with clearly defined learning outcomes.
2. Institution has embraced direct assessment of student artifacts to measure institutional learning outcomes.
3. Highly engaged, hopeful, and enthusiastic team.

Institutional/Team Weaknesses

1. The design of our key assignments is of varying (unreliable) quality.
2. We have not solved the conundrum of linking results to meaningful classroom practice, although this has been a perennial desire voiced by the faculty. Wrestling with this again; will we find a solution?

Questions for Reform

- Can the assessment process be both enriching to students and provide the college with results that meet accountability demands and improve our educational practice?
- How can we incorporate the institutional learning outcomes into our courses while not detracting from the discipline-specific learning outcomes?
- By what process can we design key assignments that allow each student to fully demonstrate proficiency in the intended institutional learning outcome?

Help Needed

- Assignment design
- Sampling methodology
- Data collection and disaggregation
- Fostering engagement
- Integrating co-curricular activities