

The Year in Review

The College has been engaged in the assessment of student learning, in compliance with a mandate of the Higher Learning Commission of the North Central Association of Colleges and Schools, since the mid-nineties. 2004-2005 was the second year in the college's efforts to rekindle the Assessment of Student Learning on Terra's campus. Assessment of student learning languished from 2000-2004 in the absence of chief academic officer. While assessment activities are increasing in number, the revitalization has been slowed by the time and energy required of the faculty and academic administrators in the conversion from quarters to semesters and by the loss of key faculty through retirement.

Our renewed efforts coincided with a stronger statement from the Higher Learning Commission, of the North Central Association of Colleges and Schools, Terra's accrediting body, issued in 2003 (Attachment I), regarding the importance of the assessment of student learning. The Higher Learning Commission is committed to the assessment of student learning. The statement reaffirms this commitment and stresses that assessment be structured, on-going, and that the results should be used to inform program development, curriculum revision, and unit and organizational budgeting.

According to the Commission, the assessment strategy should be informed by the organization's mission and include explicit public statements regarding the knowledge, skills, and competencies students should possess as a result of completing course and program requirements; it also should document the values, attitudes, and behaviors faculty expect students to have developed. Moreover, while strong assessment should provide data that satisfy any externally mandated accountability requirements, its effectiveness in improving student learning relies on its integration into the organization's processes for program review, departmental and organization planning, and unit and organizational budgeting.

Assessment occurs at three levels: course, program, and institutional. All programs are involved at the *course level* and fifteen of seventeen applied degree programs are engaged at the *program level* (up from 12/18 in 2004-2005). Course assessment has always informed program and curriculum changes, but the institution is in the early stages of gathering trend data from program assessment to inform curriculum changes.

While faculty are getting more proficient at measuring student success related to the program learning outcomes, they often struggle with the *institutional level* assessment of general education learning outcomes in technical programs. A current AQIP project, designed to enhance the assessment of general education outcomes across the programs and disciplines, will be implemented in 2006-2007. The AQIP / Assessment Team met regularly through the 2004-2005 academic year to outline a process for assessing general education learning outcomes across all programs and disciplines through an e-portfolio process and the use of the Collegiate Assessment of Academic Proficiency (CAAP), a standardized, nationally normed assessment program.

PROGRAM / DISCIPLINE ASSESSMENT

Classroom Assessment Activities

All programs were involved in course level assessment in 2004-2005, and fifteen of seventeen applied degree programs were engaged in the assessment process at the program level (Figure 1). The total number of assessment activities increased by six for the applied degree programs. Of the two programs not engaged, one did not have full-time faculty overseeing the program.

Assessment Activities by Program	Figure 1
Applied Degree Programs	Number of Assessment Activities
Accounting	2
Architecture	0
Business Management	3
Computer Systems	2
Digital Media	1
Early Childhood Education	1
Heating Ventilating & Air Conditioning	5
Industrial Electricity	2
Law Enforcement	3
Marketing	2
Manufacturing Engineering	4
Music Technology	1
Office Administration	1
Plastics	4
Power Technologies	0
Robotics	1
Social Work	1

Survey Results From Advisory Boards

In fall 2005, a pilot group of four program Advisory Boards completed surveys designed to determine employer perceptions of student/graduate performance related to specific program learning outcomes as well as the institutions' general education learning outcomes. For the most part, employers were satisfied with the performance of students/graduates related program learning outcomes, but expressed concerns related to general education learning outcomes. These concerns are discussed later in this report.

Trend Data

The Director of Institutional Research is now providing trend data to programs that have been engaged in assessment for multiple years. Faculty can use this data to determine which learning outcomes need increased emphasis, to see improvement results in assessment based on curricula changes, and to notice differences between cohort groups, e.g. evening versus day programs.

GENERAL EDUCATION LEARNING OUTCOMES

General Education is defined at Terra Community College as “the knowledge, perspective, and skills, which are a part of the educational experience of all students.” The general education learning outcomes (Attachment 2), competencies that the Terra faculty deem essential for all college-educated adults, state that students will

- Use mathematics in problem solving
- Develop effective oral and written communication skills
- Work effectively in a team setting using problem solving, communication, and leadership skills
- Demonstrate an understanding of cultural differences and the knowledge to how to work effectively in a diverse cultural environment
- Demonstrate an understanding of the importance of social responsibility

Faculty both from the applied degree and the transfer degrees assess these general education learning outcomes as well as program-specific learning outcomes. As Figure 2 shows, in FY 05 assessments, students, as expected, performed better on assessment of general education learning outcomes in the second year than they did in the first year. The wide range of some scores may reflect differences in faculty scoring and/or differences among the various applied degree programs.

FY2005 General Education Results

Figure 2

Learning Outcomes	Level	# of classes	% Competent or above
1. Mathematics	1 st year	1	96%
	2 nd year	9	94%
2. Communication	1 st year	3	29%
	2 nd year	8	87%
3. Team Building	1 st year	2	79%
	2 nd year	4	90%
4. Cultural Diversity	1 st year	2	100%
	2 nd year	3	90%
5. Social Responsibility	1 st year	3	53%
	2 nd year	2	83%

Figure 3 shows that faculty are steadily increasing the number of courses in which they assess general education outcomes. It is clear that they also find it easier to assess math, communication, and team building skills than cultural diversity and social responsibility skills.

Survey Results From Advisory Boards

As mentioned earlier in this report, advisory board members generally expressed greater concerns related to general education learning outcomes than they did to program specific learning outcomes. The surveys indicated that employers of our *Social Work Technology* grads are not satisfied with the ability of students/graduates to *Use Mathematics in Problem Solving* and to *Demonstrate an Understanding of the Importance of Social Responsibility*. The employers also thought that the students would benefit from a practicum group to process questions, problems, and insecurities for those students participating in practicums.

Prior Years' Results

Figure 3

Learning Outcomes	Level	# of classes	% Competent or above	
Mathematics	1st year – FY04	3	55% - 100%	
	2nd year	7	83% - 100%	
	1st year – FY03	1	75%	
	2nd year	5	76% - 93%	
	1st year – FY02			
	2nd year	4	100%	
	1st year – FY01	2	62% - 100%	
	2nd year	4	70% - 100%	
	1st year – FY00	2	63% - 96%	
	2nd year	4	64% - 100%	
	Communication	1st year – FY04	3	15% - 83%
		2nd year	5	85% - 100%
		1st year – FY03	1	100%
		2nd year	5	76% - 100%
1st year – FY02				
2nd year		2	92% - 100%	
1st year – FY01		1	54%	
2nd year		2	88% - 100%	
1st year – FY00				
2nd year		4	75% - 100%	
Team Building	1st year – FY04	1	56%	
	2nd year	3	80% - 100%	
	1st year – FY03	1	72%	
	2nd year			
	1st year – FY02			
	2nd year			
	1st year – FY01			
	2nd year			
	1st year – FY00			
	2nd year			
Cultural Diversity	1st year – FY04	1	95%	
	2nd year	3	80% - 100%	
	1st year – FY03	1	72%	
	2nd year			
	1st year – FY02			
	2nd year			
	1st year – FY01			
	2nd year			
	1st year – FY00			
	2nd year	1	59%	
Social Responsibility	1st year – FY04	1	59%	
	2nd year	2	80%	
	1st year – FY03	1	83%	
	2nd year			
	1st year – FY02			
	2nd year			
	1st year – FY01			
	2nd year			
	1st year – FY00			
	2nd year			

Employers who hire our *Music Technology* graduates see a deficiency in the ability of our students/graduates to *Use Mathematics in Problem Solving* (at least through algebra), to *Demonstrate an Understanding of Cultural Differences*, and to *Demonstrate the Knowledge of How to Work Effectively in a Diverse Cultural Environment*.

Employers who hire our *Law Enforcement / Criminal Justice / Police Science* graduates would like to see an increased emphasis on the development of *Oral and Written Communication Skills*, *Understanding of Cultural Differences*, and the *Knowledge of How to Work Effectively in a Diverse Cultural Environment*. They particularly emphasized the need to work on listening skills and the ability to write clear, concise reports of investigations.

Employers who hire our *Digital Arts and Media Design* graduates would like to see increased emphasis on the *Use of Mathematics in Problem Solving*, *Understanding of Cultural Differences*, and the *Knowledge of How to Work Effectively in a Diverse Cultural Environment*. In addition, advisory board members recommend additional preparation in developing effective and well-designed web pages using a variety of software applications and in using digital and film-based photographic equipment.

Student Satisfaction Survey

On alternate years, students are asked to complete a satisfaction survey. In spring 2005, 611 students responded to the survey; in spring 2006, 560 responded. The data collected from this survey helps the college assess strengths and opportunities for improvement related to instruction and student support services. The college has added 10 questions to the survey (Attachment 3) related to general education and program learning outcomes.

The survey measures both how students perceive the college is performing on each item and the importance they attach to that item (Figure 4). The performance gap between student perceptions and the perceived importance of each item is less than 1.5 (below the level of significance) in all areas, indicating that the students are generally satisfied with instruction related to learning outcomes. The students rated the college at or above 5.0 for each item on a scale of 1 - 7. Five indicates somewhat satisfied, 6.0 is satisfied, and 7.0 is very satisfied. (4 is neutral, 3 is somewhat dissatisfied, etc.). Figure 5 shows that student responses to questions regarding instruction related to learning outcomes have remained relatively unchanged over the last two surveys.

Students also indicated on the Student Satisfaction Survey that they were provided with the basic technical competencies necessary to be successful on the job with a score of 5.49 out of 7.0.

Employer Survey

Surveys of employers (Figure 6) indicate a high level of satisfaction related to students' educational preparation.

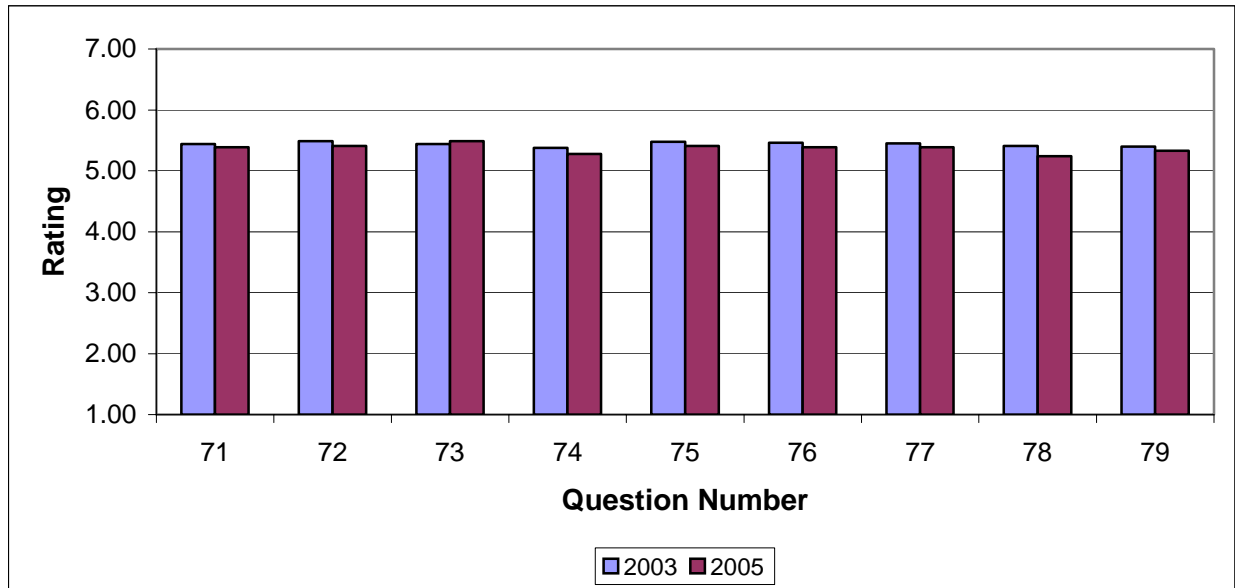
Student satisfaction with general education instruction

Figure 4

SURVEY ITEM	2003 Score (out of 7)	Performance Gap	2005 Score (out of 7)	Performance Gap
Math	5.49	0.35	5.41	0.32
Communication	5.44	0.51	5.39	0.49
Team Building	5.45	0.46	5.39	0.47
Cultural Diversity	5.41	0.33	5.24	0.49
Social Responsibility	5.40	0.34	5.33	0.40
Basic Technical Competencies	5.44	0.54	5.49	0.55
Getting Along With Others	5.38	0.36	5.28	0.38
Professional Attitude and Self-confidence	5.48	0.43	5.41	0.54
Analyzing situations and making appropriate decisions	5.46	0.45	5.39	0.49
Prepared academically for further education	5.61	0.55	5.59	0.55

Student satisfaction

Figure 5



Employer Satisfaction

Figure 6

SURVEY ITEM	SATISFACTION RATING (OUT OF 5.0)
Overall quality of education	4.28
Programs (academic majors)	4.07

ASSESSMENT HIGHLIGHTS COURSE, PROGRAM, AND COLLEGE-WIDE ASSESSMENT

Assessment may occur at three levels at the college—in individual courses to check student mastery of course content, at the program level to measure student progress related to program learning outcomes and college-wide general education learning outcomes, and at the institutional level to measure student growth related to the faculty-defined general education learning outcomes.

CIS—course level

In all the application courses, which include *Computer Fundamentals*, *Introduction to Spreadsheet Applications*, *Microcomputers for Business*, and *Database Applications*, CIS faculty are using an online assessment and training program. Skills Assessment Manager (SAM) allows faculty to test skills-based applications in a simulated hands-on environment. They can also incorporate any of the publisher's test banks in this assessment tool. SAM is also being used to remediate students in Windows XP, Word 2003, PowerPoint 2003, Access 2003 and Excel 2003 skills, based on individual results of each application's assessment. This is especially beneficial for online students who do not have an instructor immediately available to them.

Most students have found this form of testing more suitable for a computer-based course and a better way to test the skills they have attained in their coursework.

Despite some technical problems initially, the software is easy to use and administer. Faculty plan to continue to use this form of assessment in a variety of skills-based courses, using either SAM or a similar product.

MET—course level

The mechanical engineering faculty measure student learning in the *Industrial Safety* course through the use of pre- and post-tests. Student learning is assessed over six learning modules. As Figure 7 shows, students performed significantly better in post-tests than pre-test, improving from a mean score on all modules of 63 to a mean score of 92.

Module	Pre-test	Post-test
Electrical Safety	63	90
Fire Safety	74	95
Safety Orientation	63	88
Hazard Communication	59	89
Lockout/Tagout	57	92
Personal Protective Equipment	64	91
Average Score	63	91

OAD—program level

In the work experience course, both students and employers complete surveys assessing student performance related to both program and general education learning outcomes. Student data appears to be consistent with that of previous years. Students, in general, assess their performance lower than the employers do. In 2004-2005, the external evaluations of

students enrolled in the Work Experience course have been outstanding and have resulted in permanent employment for a number of students.

Institutional level Assessment—AQIP Project

During the 2004-2005 academic year, the Assessment Committee, which provides direction for one of the AQIP Action Projects, developed general guidelines for the e-portfolio process and for the development of an orientation course. The committee also reviewed CAAP as a potential assessment instrument. Progress related to specific outcomes was provided to the Higher Learning Commission (Attachment 4) and the highlights of that report follow.

Outcome: Development and introduction of a capstone course into the AA & AS curricula
Conceived and designed with the intent of being the capstone course for Associate of Arts and Associate of Science Degree students, *HUM 290* was piloted in the spring of 2005. Required of AA and AS degree concentration students beginning this fall, 2005, the course will play an important role in the college's assessment protocol, as well as serving to fulfill a Humanities general education requirement. Students complete a leadership project specific to their area of academic concentration, and it is this project that serves as the exit end assessment instrument for these areas of study, hence the course's designation as the capstone experience. The course also serves as the point in the curriculum at which AA and AS students complete and submit their general education e-portfolios.

The course was not a requirement for the students populating it during the pilot section; therefore, enrollment was not solely AA and AS students, but technical degree seeking students as well. All students came to the class on a voluntary basis. For this reason, the instructors were not able to assign leadership projects specific to areas of academic concentration. The college's e-portfolio protocol, designed to assess general education effectiveness is nearly complete, but was not sufficiently far enough along to enable the instructors to guide students in completing and submitting the e-portfolios. Nonetheless, the pilot version of the course was extremely worthwhile in the following ways:

- 1) The instructors learned that the intended content material would take all of the time scheduled for the course and have since revised the course material in order to allow for sufficient time for both the leadership project and completion/submission of the e-portfolio.
- 2) Students provided valuable feedback on the course content and structure, feedback that the instructors have taken into account in their revision of the course.
- 3) The students' evaluation of the course was overwhelmingly positive, with many comments indicating the course would be a "valuable addition to the college curriculum."
- 4) The instructors' evaluation of the course was also very positive, with their comments indicating continuing support and enthusiasm for the course itself, as well as gratitude for the opportunity to pilot it, so that it will be even stronger for the initial cohort of AA and AS students in the spring of 2007.

Outcome: Development and introduction of an orientation seminar for all degree-seeking students

The Assessment Committee recommends the development of an orientation course that will introduce students to not only the e-portfolio process but also to a number of other topics and issues chosen to ensure their college success, including CAMS / student portal; library research, assessment of student learning / e-portfolio, study skills, CAS / TAGs / Transfer Module, computer literacy, first diversity writing assignment, program or degree specific

activities, advising—planning and finalizing a degree, and the transition to college (or how to be an informed college student). The course will be offered as a 1 credit hour course via multiple formats—Internet, CD, and classroom delivery.

Outcome: Development and implementation of a portfolio process for the assessment of the general education goals

The committee

- Visited Rhodes State Community College to talk with staff and administrators regarding the implementation of an e-portfolio process at Rhodes
- Determined that E-portfolio assignments will be embedded in courses including the orientation course, two technical courses (one early and one late in the curriculum), English composition, capstone course, and a psychology or sociology course.)
- Decided that in fall 2006, students will begin to submit assignments related to cultural diversity and writing skills
- Agreed that a sampling of portfolios will be reviewed annually
- Reviewed the CAAP literature and decided to recommend the purchase of CAAP tests for spring 2006 as a complement to the e-portfolio process for the assessment of general education learning outcomes. Initially, tests in reading, writing, and mathematics will be administered.

Outcome: Providing professional development opportunities for faculty related to the assessment of student learning.

The assessment of student learning is included on the agenda of most general faculty meetings to ensure continued education related to assessment. In addition, faculty are encouraged to attend conferences related to assessment, particularly within the state where faculty typically shares assessment successes.

PLANS FOR 2005-2006 AND BEYOND

During 2005-2006, work will continue on the AQIP Action Project with the goal of implementing an e-portfolio process and the use of the CAAP assessment instrument. Specifically, the team will

- Review general education goals during the opening faculty meeting of fall 2005, continue discussion during fall quarter in the division meetings, and conclude discussion in the November 2005 faculty meeting.
- Complete programming and necessary technical preparation for implementation of e-portfolio and integration with new administrative software
- Finalize e-portfolio process
- Provide training for faculty related to the e-portfolio
- Introduce CAAP as an assessment tool for general education learning outcomes
- Coordinate the development of curriculum for the orientation course
- Develop Internet site and CD for electronic delivery of orientation course
- Ensure identification or development of e-portfolio assignments in College Composition, capstone courses, and all Humanities courses

The timeline and specific activities for 2005-2006 (Attachment 5) are available online for the college community at <http://www.terra.edu/academics/aqip/learn.asp>.

Another activity for 2005-2006 will be a focus group for the Mechanical Engineering program. Individuals, who hire graduates of the program or who work in the field, will be asked to provide input regarding competencies students should possess when they graduate to be successfully employed in the field. The information gained from the group will be provided to faculty to assist in making curriculum decisions. In particular, faculty will be asked to look for ways to deal with some very low enrollment courses while still meeting the needs of area employers.

Faculty will also review the college's general education learning outcomes during the 2004-2005 academic year. In addition, they will review the draft guidelines proposed by the state for all transfer courses. The review should result in a renewed commitment to general education as well as an alignment between the institution's and the state's general education learning outcomes.

ATTACHMENT 1

COMMISSION STATEMENT ON ASSESSMENT OF STUDENT LEARNING

February 21, 2003

The Commission posited in October 1989 that assessment of student academic achievement is an essential component of every organization's effort to evaluate overall effectiveness. The experience of the past fourteen years has demonstrated that it is key to improving student learning. Assessment of student academic achievement is fundamental for all organizations that place student learning at the center of their educational endeavors.

Among the public's many expectations of higher education, the most basic is that students will learn, and in particular that they will learn what they need to know to attain personal success and fulfill their public responsibilities in the Twenty-first Century. The focus has moved from considering resources as primary evidence of the quality of education to expecting documentation of student learning. An organization's focus on achieved student learning is critical not only to promoting and improving effective curricular and co curricular learning experiences and to providing evidence of the quality of educational experiences and programs, but also to enhancing the public's perception of the value of higher education.

The Commission appreciates that effective assessment can take a variety of forms and involve a variety of processes. However, faculty members, with meaningful input from students and strong support from the administration and governing board, should have the fundamental role in developing and sustaining systematic assessment of student learning. Their assessment strategy should be informed by the organization's mission and include explicit public statements regarding the knowledge, skills, and competencies students should possess as a result of completing course and program requirements; it also should document the values, attitudes, and behaviors faculty expect students to have developed. Moreover, while strong assessment should provide data that satisfy any externally mandated accountability requirements, its effectiveness in improving student learning relies on its integration into the organization's processes for program review, departmental and organization planning, and unit and organizational budgeting.

An organization's commitment to and capacity for effective assessment of student learning will figure more prominently than ever in the accreditation relationship established between the Commission and that organization. The Criteria for Accreditation, the Core Components, and the Examples of Evidence adopted by the Commission in 2003 forge important new links between assessment of student learning and accreditation. More than just an effective strategy for accountability or an effective management process for curriculum improvement, assessment of student achievement is essential for each higher learning organization that values its effect on the learning of its students. Therefore, an organization committed to understanding and improving the learning opportunities and environments it provides students will be able to document the relationship between assessment of and improvement in student learning.

ATTACHMENT 2



TERRA COMMUNITY COLLEGE

COLLEGE-WIDE GENERAL EDUCATION LEARNING OUTCOMES

General Education is defined at Terra Community College as “the knowledge, perspective, and skills which are a part of the educational experience of all students.” The general education goals, competencies deemed essential for all college-educated adults, state that students will:

- 1. Use mathematics in problem solving***
- 2. Develop effective oral and written communication skills***
- 3. Work effectively in a team setting using problem solving, communication, and leadership skills.***
- 4. Demonstrate an understanding of cultural differences and the knowledge of how to work effectively in a diverse cultural environment.***
- 5. Demonstrate an understanding of the importance of social responsibility.***

To help the college community understand the scope and purpose of these goals, they have been further defined through illustrative objective statements. These objectives are not intended to be exhaustive for each goal; rather, faculty from each program should ensure only that the five goals stated above are clearly and comprehensively assessed in their student academic assessment activities. The actual number of objectives under each goal may vary from program to program based on the curricula and student needs.

Goal #1: Use Mathematics in Problem Solving

Problem Solving. Students will engage in substantial mathematical problem solving. Strategies should include posing questions; organizing information; drawing diagrams; analyzing situations through trial and error, graphing and modeling; and drawing conclusions by translating, illustrating and verifying results.

Modeling. Students will learn mathematics through modeling real-world situations. The modeling process consists of identifying the problem, including the constraints under which it exists; interpreting the problem mathematically; employing the theories and tools of mathematics to obtain a solution to the problem; testing and interpreting the solution in the context of the problem; and refining the solution techniques to obtain a better answer.

Reasoning. Students will expand their mathematics reasoning skills as they develop convincing mathematical arguments. Students will apply inductive and deductive reasoning techniques to build convincing mathematical arguments.

Connecting With Other Disciplines. Students will develop the view that mathematics is a growing discipline, interrelated with human culture, and understand its connections to other disciplines. Students should determine how mathematics provides a language for the sciences; plays a role in art, music, and literature; is applied by economists; is used in business and industry; and has had an impact on history.

Communicating. Students will acquire the ability to read, write, listen to, and speak mathematics. Students will use proper mathematics terminology.

Using Technology. Students will use appropriate technology to enhance their mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of their results. Students can routinely use technology as a tool to test conjectures, and explore ideas.

Developing Mathematical Power. Students will engage in rich experiences that encourage independent, nontrivial exploration in mathematics, develop and reinforce tenacity and confidence in their abilities to use mathematics, and inspire them to pursue the study of mathematics and related disciplines. Students will realize the part that mathematics plays in the world.

Number Sense. Students will perform arithmetic operations, as well as reason and draw conclusions from numerical information. Suggested topics include pattern recognition, data representation and interpretation, estimation, proportionality, and comparison.

Symbolism and Algebra. Students will translate problem situations into their symbolic representations and use those representations to solve problems. Suggested topics include derivation of formulas, translation of realistic problems into mathematical statements, and the solution of equations by appropriate graphical, numerical, and algebraic methods.

Geometry. Students will develop a spatial and measurement sense. Suggested topics include comparison of geometric objects (including congruence and similarity), graphing, prediction from graphics, measurements, and vectors.

Function. Students will demonstrate understanding of the concept of function by several means (verbally, numerically, graphically, and symbolically) and incorporate it as a central theme into their mathematics. A function is defined as something that depends on or varies with something else. Suggested topics include generalization about families of functions, use of functions to model realistic problems, and the behavior of functions.

Discrete Mathematics. Students will use discrete mathematics algorithms and develop combinatorial abilities in order to solve problems of finite character and enumerate sets without direct counting. Suggested topics include sequences, series, permutations, combinations, recursions, difference equations, linear programming, finite graphics, voting systems, and matrices.

Probability and Statistics. Students will analyze data and use probability and statistical models to make inferences about real-world situations. Suggested topics include basic sampling techniques, tabulation techniques, creating and interpreting charts and graphics, data transformation, curve fitting, measures of center and dispersion, simulations, probability laws, and sampling distributions.

Deductive Proof. Students will appreciate the deductive nature of mathematics as an identifying characteristic of the discipline, recognize the roles of definitions, axioms, and theorems, and identify and construct valid deductive arguments. Students will form statements of conjecture, test them by seeking counterexamples, and identify and construct arguments verifying or disproving the statements.

Goal # 2: Develop Effective Oral and Written Communication Skills

Problem Solve. When communicating effectively, students will apply the five-step problem solving method: 1) define the problem in detail; 2) identify multiple options for solving the problem; 3) list advantages and disadvantages of each option; 4) select and defend the most viable option; and 5) evaluate the implementation of the chosen option.

Research. Students will use a variety of sources to find information, and they will be able to differentiate primary and secondary sources. For research purposes, they will use technical journals, general interest magazine, books, electronic databases, and personal interviews as appropriate.

Evaluate Sources. Students will be able to evaluate sources by noting 1) whether the source is timely, 2) whether the writer is a recognized and reliable authority, and 3) whether the source has a predictable point of view, written to a particular audience.

Organize. Students will brainstorm, cluster ideas (cognitive mapping), sort, classify, and group information. They will also be able to formulate a central idea (thesis statement) and produce an outline with major and minor supporting points.

Synthesize. Students will accurately read sources of information on a given topic and identify the related ideas and explain the relationship between those ideas.

Document sources. Students will be able to document sources following the rules for documentation in a standard style book such as Modern Language Association (MLA).

Listen. Students will recognize effective listening habits and develop strategies to strengthen listening skills, including learning to block distractions and to resist the urge to “speak and dominate” rather than to “listen and cooperate.” They will develop paraphrasing skills that promote mutual understanding, and they will learn to hear others clearly and to suspend judgment until the communication is carefully evaluated.

Collaborate. Students will appreciate the value of collaborating with others in the classroom and in the work place. As part of a team. They will be able to identify their own and other members’ strengths; they will contribute their fair share and encourage others to contribute.

Use conventions of standard English. Students will master the fundamentals of grammar, syntax, spelling, mechanics, and diction and employ those conventions to communicate effectively.

Communicate effectively orally. Students will express themselves effectively using standard English, a deliberate vocabulary, good listening skills, and nonverbal communication in interpersonal, small group, and public speaking situations.

Develop professional skills. Students will understand the importance of professionalism and will act professionally in communication situations. They will meet deadlines, attend class regularly, use human relation skills when interacting with others, dress appropriately for presentations and special class activities, and will produce attractive completed assignments.

Goal #3 Work Effectively In A Team Setting Using Problem Solving, Communication, And Leadership Skills.

Problem Solving. Students will engage in a continuing acquisition of knowledge, understanding, and reasoning when presented with challenging problems. Analysis and systematic problem solving will require students to be active participants in a group setting.

Modeling. Group interaction is accomplished through simulation in solving case studies or structured problems by the student.

Reasoning. Students will acquire knowledge and interactive skills in cooperative learning situations. They will apply inductive and deductive reasoning techniques to obtain practical solutions to real-life situations and problems.

Goal #4 Demonstrate An Understanding Of Cultural Differences And The Knowledge Of How To Work Effectively In A Diverse Cultural Environment.

Contributions of various cultures. Awareness of past and ongoing contributions of various cultures within a given discipline.

Impact of cultural differences. Awareness of the impact of cultural differences upon communications.

Goal #5 Demonstrate An Understanding Of The Importance Of Social Responsibility.

Citizen's responsibility. Awareness of a citizen's responsibility to contribute to the well being of society.

Volunteerism. Awareness of the many opportunities within our community for volunteerism.

ATTACHMENT 3

ADDITIONAL QUESTIONS
Student Satisfaction Survey
Spring 2005

71. This program prepared me in the job skills of speaking, writing, and listening.
72. The program provided me with the basic mathematical job skills.
73. The program provided me with the basic technical competencies to be successful on the job.
74. The program prepared me for getting along with others on the job.
75. The program instilled in me a professional attitude and self-confidence.
76. The program provided an adequate preparation in how to analyze situations and make appropriate decisions.
77. The program prepared me to work effectively in a team setting using problem solving, communication, and leadership skills.
78. The program prepared me to work effectively in a diverse cultural environment.
79. The program made me aware of the importance of social responsibility.
80. The program prepared me academically for further education.

ATTACHMENT 4

**AQIP Action Project Annual Update
HELPING STUDENTS LEARN**

Action Project Title: Processes to expand the scope of our SAA plan and to enhance its implementation

Name of Institution: Terra State Community College

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1. In the past year, what has been accomplished on this Action Project? What is its current status?

The implementation of this Action Project has been extended by one year from the original planned implementation date of fall 2005. Action Project team members agreed that Terra should develop a program for an electronic portfolio that is compatible with our new administrative software, CAMs. Because the full implementation of CAMs will not be complete until June '06, the team felt that it would be best to delay the implementation of the portfolio process by one year to the fall of 2006. The delay has several advantages:

- The IT department will have time to fully implement CAMs before writing a program for the portfolio process.
- The implementation of the electronic portfolio process will align with the conversion to semesters, so that materials developed for the process will not have to be developed for quarters and then converted to semesters.
- An additional year will allow the necessary time to develop adequate assessment activities, develop guidelines for faculty and students, and to develop an orientation course that will include an introduction to assessment of learning and the portfolio process.
- Funding for a dedicated server can be included in the FY07 budget.

In addition, the team realized that the a 2006 implementation date was more realistic because faculty and academic administrators cannot give as much time to the project as they might like because they are totally immersed in converting from quarters to semesters—also for fall 2006.

During the 2004-2005 academic year, the Assessment Committee, which provides direction for this Action Project, developed general guidelines for the e-portfolio process and for the development of an orientation course. The committee review CAAP as a potential assessment instrument. Progress related to specific outcomes follows.

Outcome 2: Development and introduction of a capstone course into the AA & AS curricula

During spring 2005, the two English faculty successfully piloted the capstone courses for AA & AS curricula, Humanities 290: Studies in Leadership. The course will be used as the capstone course for all AA & AS students in 2006-2007. The students' evaluation of the course was overwhelmingly positive, with many comments indicating the course would be a "valuable addition to the college curriculum." The instructors' evaluation of the course was also very positive, with their comments indicating continuing support and enthusiasm for the course itself, as well as gratitude for the opportunity to pilot it, so that it will be even stronger for the initial cohort of AA and AS students in the spring of 2007.

Outcome 3: Development and introduction of an orientation seminar for all degree-seeking students

The Assessment Committee recommends the development of an orientation course that will introduce students to not only the e-portfolio process but also to a number of other topics and issues that will be designed to help ensure their college success, including CAMS / student portal; library research, assessment of student learning / e-portfolio, study skills, CAS / TAGs / Transfer Module, computer literacy, first diversity writing assignment, program or degree specific activities, advising—planning and finalizing a degree, and the transition to college (or how to be an informed college student). The course will be offered as a 1 credit hour course via multiple formats—Internet, CD, and classroom delivery.

Outcome 4: Development and implementation of a portfolio process for the assessment of the general education goals

The committee

- Visited Rhodes State Community College to talk with staff and administrators there regarding the implementation of an e-portfolio process
- Determined that E-portfolio assignments will be embedded in courses including the orientation course, two technical courses (one early and one late in the curriculum), English composition, capstone course, and a psychology or sociology course.)
- Decided that in fall 2006, students will begin to submit assignments related to cultural diversity and writing skills
- Agreed that a sampling of portfolios would be reviewed annually
- Reviewed the CAAP literature and decided to recommend the purchase of CAAP tests for spring 2006 as a complement to the e-portfolio process for the assessment of general education learning outcomes. Initially, tests in reading, writing, and mathematics will be administered.

Outcome 5: Providing professional development opportunities for faculty related to the assessment of student learning.

The assessment of student learning is included on the agenda of most general faculty meetings to ensure continued education related to assessment. In addition, faculty are encouraged to attend conferences related to assessment, particularly within the state where faculty typically shares assessment successes.

2. How did you involve people in your institution in your work on this Action Project?

A team of faculty and academic administrators developed the Action Project during the 2004-2005 academic year. The Assessment Committee, composed of faculty, academic administrators, and a representative from student services, has provided oversight to this project. Faculty have both been

informed and solicited for input via general faculty meetings, division meetings, and interaction with committee members.

A number of individuals from faculty, staff, and administration will be involved in the development of the orientation course and the e-portfolio process.

3. What are your planned next steps on this Action Project?

- Review general education goals during the opening faculty meeting of fall 2005, continue discussion during fall quarter in the division meetings, and conclude discussion in the November 2005 faculty meeting.
- Complete programming and necessary technical preparation for implementation of e-portfolio and integration with new administrative software
- Finalize e-portfolio process
- Provide training for faculty related to the e-portfolio
- Introduce CAAP as an assessment tool for general education learning outcomes
- Coordinate the development of curriculum for the orientation course
- Develop Internet site and CD for electronic delivery of orientation course
- Ensure identification or development of e-portfolio assignments in College Composition, capstone courses, and all Humanities courses

The timeline and specific activities for 2005-2006 may be viewed at <http://www.terra.edu/academics/aqip/learn.asp>.

4. Has your work on this Project resulted in an “effective practice” of which you are proud and that we could share with the broader higher education community? If so, describe the practice.

At this time, this Project has not resulted in and “effective practice.”

5. What challenges or problems, if any, are you still facing with regard to this Action Project?

We will be challenged in final preparations for the implementation of the e-portfolio process this year as faculty and administrators are still spending many hours preparing for semester conversion in fall 2006 and implementing a new administrative software. Because faculty will be spending considerable time finalizing curriculum and advising students, they will be challenged to stay engaged in this initiative as well.

6. If you would like to discuss the possibility of AQIP’s providing you with help to stimulate progress on this Action Project, explain your need here and tell us whom to call, and when.

N/A

During the 2004-2005 academic year,

- 1) A team of faculty and academic administrators will develop a portfolio process to be used in the assessment of General Education learning outcomes. Input will be solicited from and the process communicated to all faculty through divisional and general faculty meetings.*
- 2) We will work to engage 75% of faculty in either internal or external professional development activities related to assessment. We believe that we will be able to reach this goal by providing a variety of on-campus activities, including hosting the Ohio Two-year College Assessment Network meeting in fall 2004.*
- 3) An orientation course will be developed that all degree seeking students will take beginning in fall 2005. This course will include an explanation how students will develop portfolios to document general education learning outcomes.*

ATTACHMENT 5

Assessment of General Education Learning Outcomes through an E-portfolio and Use of CAAP / Timeline

Date	Action Step	Outcome Measure	Responsible
F'05-SU'06	Budget for and purchase server	Server purchased	McCabe / Kincaid
	Complete programming and necessary technical preparation	Server operational for portfolio assessment	Kincaid /
	Budget for CAAP if decision is made to implement	CAAP purchased	McCabe / McCue
	Develop curriculum for orientation course	Orientation curriculum developed and approved by Curriculum Committee	McCabe / Stine
	Develop assessment activities for <ul style="list-style-type: none"> ▪ ENG 105 & ENG 102—writing ▪ Capstone or final semester course—writing ▪ All Humanities courses—diversity assignment 	Assessment activities developed Assessment activities developed Assessment activities developed	McCabe / Mohr McCabe / deans McCabe / Sattler
Develop training for faculty	Training offered Sp '06	McCabe / AQIP team	
F'06-SU 07	Implement assessment of general education (writing and cultural diversity) through e-portfolio	Orientation course offered	McCabe / Sattler
	Implement assessment of general education (writing and math) through CAAP.	<ul style="list-style-type: none"> ▪ Assessment activities for e-portfolio included in ▪ ENG 105—writing ▪ Capstone or final semester course—writing ▪ All Humanities courses—diversity assignment ▪ CAAP assessment required of all degree seeking students and students in last quarter 	Faculty / deans McCabe / Stine
Fall 07-SU 08	Implement assessment of teamwork through e-portfolio	Assessment activity for e-portfolio included in appropriate course(s)	Faculty / deans
Fall 08-SU 09	Implement assessment of social responsibility through e-portfolio	Assessment activity for e-portfolio included in appropriate course(s)	Faculty /

Preparing for the e-portfolio
2005-2006

Server

1. Purchase
 - work with Tim Kincaid--McCabe
2. Programming
 - work with Wayne Yerdon--McCabe

Orientation course

1. Develop course outline-- McCabe/Stine
2. Contact individual presenters—Assessment Team members
 - Recommend that a common open hour be built into the regular course schedule, for example noon to one on Tuesday and Thursdays. This time could be used to schedule the orientation course, special seminars (such as Honors), all campus meetings, etc.
 - Offer the course in number of venues, such as traditional, online, and DVD
 - Offer the course on an “S/U” basis, based on at least two primary criteria: submission of cultural diversity writing to e-portfolio; completion of a multiple choice “test” over the different modules
 - Fill “gaps” in the number of presenters by considering the following:
 - Survey faculty and staff to determine if there are people who would agree to presenting a module or modules
 - Put the situation on the next general faculty meeting agenda and ask if there are people who would agree to presenting a module (at this time, we might also ask people to consider other module topics that we may missed)

Identify / Develop Assessment Activities

1. ENG 105/102—Mohr
 - To address the fact that many students do not necessarily take ENG 105/102 in the fall of their first year and that, consequently, those students’ writing sample would not be representative of their entry level writing skills, thus skewing the data, the team discussed the following:
 - Let the cultural diversity writing from the orientation course serve to fulfill two assessment purposes: the cultural diversity general education goal and the course for the initial writing sample
 - Have the initial writing sample in all major courses and/or the orientation course

- If either or both of the ideas were implemented it would be up to the evaluators of the portfolios to look at the dates of the writings and use the earliest for entry level writing skills assessment purposes.
 - Not worry about those students' writing samples that are not from the first year, first quarter English 102 or 105 classes because for meaningful data the sample population size (N) does need to equal the total population. Collect samples from fall term Eng 102 and 105 only and have instructors ask prior to distributing the prompts that students indicate if that term is the first in college. For assessment purposes, keep only those samples that are from first year, first term students.
2. Capstone or final semester course—faculty
 - identify which programs already have a capstone course; explain the exit end assessment process to those faculty who teach that course; communicate to them that they will need to implement the activities in the capstone course
 - explain the exit end assessment process to program faculty whose programs do not have a capstone course and communicate to them that they must designate a “final” course in their program into which they will need to implement the assessment activities
 3. All Humanities courses/diversity assignment—faculty

Training for faculty

1. Schedule training--McCabe

CAAP
2005-2006

CAAP

1. Schedule visit or conference call with CAAP for early in fall quarter—Mohr
 - At initial meeting of the 2005-2006 academic year, the team will generate their questions for the CAAP representative. At this meeting the team will also decide whether we would benefit more from an on-site conference with a CAAP representative or from a conference call and communicate our decision to the CAAP office.
2. purchase CAAP tests fall 2005—McCabe / Stine
3. Plan for administering test—fall
 - Engage faculty
3. Administer test—spring '06