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ABSTRACT

This report describes assessment and outcomes at Isothermal Community College (ICC) (North Carolina), focusing on four areas: institutional assessment, program assessment, classroom (course) assessment, and individual student assessment. Competencies and their criteria are outlined and include: (1) communications--upon completion of an associate's degree from ICC, graduates should be able to communicate effectively through writing, reading, speaking, and listening; (2) problem solving--graduates should be able to retrieve and use information to analyze problems and make logical conclusions; (3) interpersonal--graduates should be able to demonstrate positive interpersonal skills through cooperative learning and group interaction; (4) quantitative--graduates should be able to demonstrate basic quantitative skills appropriate to their chosen field of study; and (5) computer--graduates should be able to demonstrate basic computer skills. Assessment rubrics for writing, reading, speaking, listening, problem solving, interpersonal skills, quantitative skills, and computer skills are provided. Assessment goals for 2001-2002 include: (1) making copies of general education assessment criteria available in a variety of forms; (2) revising traditional program review processes to focus on program outcomes assessment; (3) incorporating assessment criteria into course materials; and (4) developing individual student portfolios. Appended are assessment materials. (EMH)

Isothermal Community College

Assessment Plan/Progress Report
For Curriculum Outcomes Assessment

Assessment Taskforce
Fall 2001

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Assessment at Isothermal Community College:
A Brief History

While assessment in various forms has always been a part of the educational process at Isothermal Community College, it became a major institutional focus with the development of the Assessment Taskforce in October of 1998. Prior to that time, assessment was fragmented, conducted by various entities for various purposes. The Admissions Office has administered placement tests since the College was in its infancy to assure that students were properly placed in math, English, and reading classes. Prior to 1990 the CPG was the test of choice. Since 1990 we have used ASSET and have now added COMPAS to better meet the needs of students. Individual instructors have always conducted classroom assessment as they saw fit; program assessment, based largely on locally developed surveys (completed by graduates and early leavers), analysis of locally generated data, and standardized tests, occurred in a cyclical format. Programs in Applied Sciences and Technology used SOCAT tests; Business Sciences used SOCAT for accounting courses; Arts and Sciences served in a Lead Institution pilot test of the ACT CAAP writing skills test from 1988-1990 and continued to use this assessment instrument through 1991. In addition, Arts and Sciences used ACT COMP for a number of years in the early 1990's to test general knowledge in communication, science, math, and social sciences.

We learned a lot from all of these assessment efforts and made changes in delivery and emphasis based on the results. Yet, something was missing. Beginning in the mid 1990's with our SACS Self Study and continuing to the present, our institutional focus has taken a new perspective with a conscious effort to become a Learning College, shifting our emphasis from excellence in teaching to active learning based on expected outcomes.

The decision to make this paradigm shift did not happen over night, nor was it the insight of a single individual. Many events and activities, as well as much conversation, led to rapid changes within the College. Some of these included:

- broad-based involvement in PEW Round Table discussions;

- response to a challenge presented by guest speaker, Dr. James Anderson, to become a "cutting edge" institution;
- faculty initiatives including a Genesis Grant proposal written by Barbara Peterson that resulted in sending four faculty members to Western Carolina University for "Focus on Learning: A Seminar on Exemplary Teaching for Community College Faculty";
- a faculty-led Convocation program in the fall of 1996 with emphasis on learning;
- the publication of a "Community of Learners" brochure to promote the College's new focus on learning and to spell out expectations of both faculty and students;
- additional learning-focused training for selected faculty at NC State at the invitation of Dr. James Anderson;
- an active learning workshop for the entire faculty and professional support personnel at Fairfield Mountains;
- the establishment of a faculty-driven "learning committee" which evolved into TALC (Team for the Advancement of a Learning College) to bring all of the College's learning-centered efforts under one umbrella;
- the establishment of a writing requirement in all curriculum classes supported by a series of writing workshops based on John Bean's *Engaging Ideas*;
- a technology initiative designed to provide desktop computers for all faculty and to make computer lab services more readily available to students;
- a review and revision of the College's mission statement, along with the creation of a statement of values and vision;
- campus-wide training in cooperative learning facilitated by Roger and David Johnson from the Center for Cooperative Learning at the University of Minnesota;
- the establishment of the Assessment Taskforce as a new component of TALC.

The Assessment Taskforce, charged with the responsibility of developing an assessment plan for the college, decided immediately to take a comprehensive approach to the task. This would involve our focusing on four areas of assessment:

- **institutional assessment**--general education outcomes expected of <u>all</u> graduates of associate degree programs;

- **program assessment**--program-specific outcomes for proficiency in Applied Science and Technology and Business Science programs and heightened emphasis on general education competencies in Arts and Sciences;
- **classroom (course) assessment**--faculty initiated assessment of learning within specific classes;
- **individual student assessment**—student involvement in self discovery activities incorporated into the success and study skills class, portfolio development and maintenance, and involvement in self assessment of course work using college adopted rubrics.

With the groundwork already laid in the list of general education outcomes expected of our graduates included in the "Community of Learners" brochure, we began with a campus-wide discussion that resulted in our adopting these outcomes as the basis for institutional assessment. The Taskforce then served as the catalyst for campus-wide involvement in the establishment of criteria and rubrics for assessing our general education outcomes. These were field-tested and refined and have now been printed for mass distribution to students. Details of this process are included in the Assessment Time Line which follows. Copies of the criteria and rubrics, as they now stand, along with a list of Taskforce goals for 2001-02, are also included in this document.

Assessment Taskforce

The Assessment Taskforce was formed in October of 1998 as a part of TALC (Team for the Advancement of a Learning College). As with other TALC taskforces, membership is voluntary. Slightly more than 50% of taskforce members are faculty; others represent a good cross section of administrators and professional support personnel. Membership has been quite stable. Most have been active participants since the inception of the taskforce. Three new members asked to join in the fall of 2000. As we begin the 2001-02 academic year, membership is as follows:

Nancy Womack, Chair (Dean of Arts and Sciences)
Debbie Rogers Wiltshire (LPN Director)
Robert Rogers (History/ Geography Instructor)
Clara Fowler (Business Sciences Instructor)
Mike Davis (Workplace Basic Skills Coordinator)
Bob Harrison (Vice President of Curriculum Programs and Student Affairs)
Karen Noel (Director of Institutional Quality and Advancement)
Carole Bartol (Director of the Polk Campus)
Barbara Peterson (English Instructor)
Burton Harris (Electrical/Electronics Technology Instructor)
Audrey Sherrill (Coordinator of Counseling and Testing)
Mike Croussore (Physical Education Instructor)
Tim Beaver (Mathematics Instructor)
Bruce Waddingham (Dean of Applied Sciences and Technology)
Mary Ann Head (Adult High School Coordinator)*
Carol Richardson (Business Sciences Instructor)*
Gerri Dobbins (English Instructor)*

*Joined Assessment taskforce fall 2001

Assessment Task Force Time Line

1998-99

• Appointment of Assessment Task Force	Oct., 1998
• Task Force organizational meeting following teleconference, "I Taught but They Didn't Learn It," featuring James Anderson, Craig Nelson and Tom Angelo	Nov. 5, 1998
• Internet and library review of assessment literature reported at task force meeting, along with establishment of scope of Isothermal Assessment Plan	Dec. 7, 1998
• Contacts with other schools and assessment experts regarding assessment plans reported at task force meeting; taskforce decides to invite assessment consultant, Jeffrey Seybert of Johnson County Community College (Kansas), to work with Isothermal task force.	Feb. 16, 1999
• Report on CASAS, Continuing Education assessment, by Mike Davis and Sissy Lee	Mar. 1999
• Compilation of articles on assessment put on reserve in the Isothermal library	Mar. 1999
• Compilation of assessment components already in place at Isothermal, based on Community College of Denver model	Mar. 1999
• Jeffrey Seybert meets with task force and presents assessment overview to entire campus; helps set direction for assessment initiative; decision to use the already established outcomes listed as a part of the "Isothermal Distinction" in the "Community of Learners" brochure as the basis for general education skills assessment	Mar. 29, 1999
• State Board Reserve proposal for funding a project for 1999-00 on outcomes assessment and learning documentation (proposal rejected)	April 15, 1999
• Two taskforce members (Nancy Womack and Robert Harrison) attend week long institute on assessment at Alverno College in Milwaukee, WI	June, 1999
• Alverno information shared with task force	July 7, 1999
• Telephone conversations with Jeffrey Seybert regarding planning for Fall Convocation	Summer, 1999

1999-2000

• Establishment of assessment teams consisting of all full-time faculty and selected professional support personnel	Aug., 1999
• Establishment of year long schedule for assessment teams to meet and develop components of Isothermal's Institutional Assessment Plan (General Education Outcomes)	Aug., 1999
• Fall Convocation/Professional Development day with Jeffrey Seybert serving as facilitator for first round of assessment team meetings to begin work on developing outcomes criteria	Aug. 13, 1999
• Follow-up team meetings to further develop assessment criteria for measuring general competencies	Sept. 17, 1999 and Oct. 15, 1999
• Campus-wide reporting on progress with criteria development	Nov. 19, 1999
• Criteria for the six general competencies published for college constituency	Dec., 1999
• Workshop on Assessment Methodology conducted by Jeffrey Seybert	Jan. 3, 2000
• Team meetings to develop assessment levels and rubrics for determining levels of student performance in general competencies	Jan. 21, 2000 and Feb.18, 2000
• Campus-wide presentations and adoption of rubrics	Mar. 31, 2000
• Field testing of criteria lists and rubrics in spring semester ACA classes and with spring graduates.	May, 2000
• Student comments returned to teams for review and revision of criteria and rubrics	Summer, 2000
• Taskforce subscription to Assessment Update; issues to be circulated among members	Summer, 2000
• Faculty member (Tim Beaver) attends assessment institute at Alverno for perspective on classroom assessment	June, 2000
• Assessment Portfolio component of ACA 115 class presented at ACA workshop	July 6, 200
• Two task force members (Nancy Womack and Karen Noel) attend AAHE Assessment Conference 2000	July 15-16,
• Assessment task force establishes goals for 2000-01: refine wording on criteria and rubrics; incorporate assessment language into course syllabi	July 2000

2000-01

• Assessment task force and assessment team goals and assignments presented to faculty at Fall Convocation	Aug. 11, 2000
• Campus-wide assessment team meeting—work on Incorporating assessment language into course syllabi	Sept. 14, 2000
• Campus-wide assessment team meetings designed to refine wording and format of criteria and rubrics; reminder to team members to work independently on incorporating assessment language into all course syllabi by fall 2001	Nov. 15, 2000
• Proposal to AAHE for presentation at 2001 Assessment Conference submitted	Dec. 1, 2000
• Assessment Portfolio concept/content presented to Fall Semester ACA 115 students	Dec., 2000
• Notification that AAHE proposal was not accepted	March, 2000
• Two taskforce members (Bob Harrison and Nancy Womack) attend the League for Innovation Conference in Atlanta; engaged in special workshops on Assessment	Mar. 5-7, 2001
• Starlink teleconference: "The Portfolio as a Student Learning Assessment Tool"	Mar. 22, 2001
• Taskforce Meeting: Reports on Innovations Conference and teleconference; preparation for campus-wide meeting; establishment of four ad hoc committees to work on getting assessment language into publications such as the student handbook and to establish new publications, including an assessment brochure; and a Learning College booklet.	Mar. 26, 2001
• Campus-wide meeting: Climate survey on assessment; panel discussion on Innovations Conference assessment materials and the portfolio teleconference; schedule for re-broadcasting portfolio teleconference announced; brainstorming session to plan ahead for fall 2001	April 4, 2001
• Assessment vocabulary list added to student handbook	May, 2001
• Assessment brochure containing criteria for all general education outcomes printed and included in student handbook	May 2001
• Student ACA book revised to include greater emphasis on assessment, especially the portfolio component (moved to Unit 1); all revised criteria lists and rubrics included under tabbed sections at the back of the book.	June 2001
• Reports from ad hoc committees; establishment of goals For 2001-02	June 25, 2001
• Power Point presentation of 2001-02 Assessment goals presented to Vice President's Council	July 10, 2001
• Mass printing of Assessment Criteria brochures for fall distribution to all students	July, 2001

General Competencies Expected of Isothermal Graduates

Because we believe an education is more than an accumulation of credits earned through completion of a variety of courses, and because we want graduates of our programs to be successful at whatever their next step may be—either getting a job or transferring to another college—, it is essential that they exhibit the general education skills described on the following pages. All of these skills are basic to getting along in the world of work. They are skills employers tell us they want most in people they hire. They are skills necessary to success in daily life. Our expected general education outcomes are as follows:

- Communicate effectively through writing, reading, speaking, and listening
- Retrieve and use information to analyze problems and make logical conclusions
- Demonstrate positive interpersonal skills through cooperative learning and group interaction
- Demonstrate quantitative competencies
- Demonstrate basic computer skills

Criteria for achieving these outcomes were developed by campus-wide assessment teams and have been adopted for use in all curriculum programs throughout the College.

Communications Competency

Communications Outcome Statement: *Upon completion of an Associate's degree from Isothermal Community College, students should be able to communicate effectively through writing, reading, speaking and listening.*

Writing Competency Criteria

Demonstrate the ability to achieve the intended purpose in the writing task

- Use a format appropriate to purpose
- Follow assignment directions
- Adhere to manuscript form

Demonstrate the ability to organize ideas effectively

- Organize major ideas logically and consistently
- Organize supporting ideas logically within paragraphs or sections
- Provide transition which smoothly links ideas

Demonstrate competence in mechanics and style

- Write sentences which are free of grammatical and spelling errors
- Vary sentence structure to achieve purpose
- Use standard English
- Use language which is clear, concise, and appropriate to purpose and to audience

Demonstrate the ability in the essay and the research paper to fully and specifically develop ideas

- Formulate a focused and defendable thesis
- Write an effective introduction and conclusion
- Adequately develop the thesis with specific support (facts, examples, statistics, etc.)

Demonstrate the ability in the research paper to incorporate and document borrowed information correctly (applicable to students who have completed English 111 and 113 or 114)

- Determine the credibility of sources
- Include research from reliable sources to substantiate major points
- Provide analysis/interpretation of the evidence as it relates to the thesis
- Incorporate borrowed information correctly in the text
- Document borrowed information correctly in the style appropriate to the academic discipline (MLA, APA, Chicago Style, etc.)

Reading Competency Criteria

Demonstrate ability to comprehend text

- Consistently use correct terminology
- Consistently recognize main ideas and supporting details
- Recognize explicit and implicit patterns of organization, transitions, and relationships among ideas
- Summarize, outline, and/or map information accurately and thoroughly

Demonstrate critical thinking skills

- Consistently distinguish between fact and opinion
- Make accurate and insightful inferences and predictions solidly based on evidence
- Draw insightful analogies between written material and experience
- Recognize writer's purpose, tone, bias, point of view and style
- Show an insightful understanding of implied levels of meaning in connotations and figures of speech

Demonstrate ability to evaluate text

- Clearly identify a writer's argument and the most important assumptions and support on which it is based
- Show excellent knowledge of characteristics of reliable sources and plausible evidence by providing support based on facts, opinions of acknowledged experts, and solid scientific research
- When appropriate, demonstrate awareness of elements of literary writing such as plot, character, effective word choice, etc.

Speaking Competency Criteria

Demonstrate competence in a variety of academic and/or professional speaking situations

- Use rhetorical structures appropriate to the task (speeches to inform, to persuade, to introduce, to commemorate, to entertain.)
- Deliver a speech which is well prepared, unified, coherent, and adequately developed

Demonstrate competence in the use of language

- Use standard English
- Use words correctly, demonstrating an understanding of the difference between denotation and connotation
- Use language accurately
- Use familiar, concrete words
- Use language vividly, incorporating effective imagery
- Use language with rhythm, demonstrating an understanding of parallelism, alliteration, repetition, and antithesis
- Use language appropriate to the topic, occasion, and audience

Demonstrate competence in voice control

- Use appropriate volume for the situation
- Use diversity in pitch to aid communication of the message
- Use a rate of speech appropriate to the mood, audience, and occasion
- Use effective pauses
- Use proper pronunciation
- Use sharp articulation

Demonstrate preparation in the nonverbal communication of the message

- Prepare personal appearance appropriate to the situation
- Maintain an attitude appropriate to the message and situation
- Show control over posture, gestures, eye contact, and facial expressions
- Use visual aids appropriate to the message, including objects, charts, graphs, slides, computer-generated graphics, videotapes, and transparencies

Demonstrate competence speaking in small groups

- Use speech that focuses on the task
- Use speech that is empowering to the task rather than combative, avoiding interpersonal conflicts
- Use speech that shows a willingness to contribute to the group's goal
- Use speech that is supportive of each member's right to express himself/herself
- Use speech that checks for understanding among all members of the group

Listening Competency Criteria

Demonstrate good general listening skills between individuals and within large and small groups

- Concentrate on the speaker's message
- Develop the skill of critical listening—hearing the meaning of the message without being lost in the particular details
- Develop the patience to let the speaker finish rather than jumping to conclusions and interrupting
- Concentrate on the message rather than quirks in appearance, speech patterns or unusual mannerisms
- Show respect for the speaker through polite attention and appropriate verbal and nonverbal feedback
- Resist physical and/or mental distractions

Demonstrate satisfactory listening skills in an academic situation

- Use comprehensive listening skills to understand the message
- Use critical listening skills to evaluate the message
- Show attentive listening by providing appropriate feedback in the form of paraphrasing, summarizing, and asking for clarification
- Show attentive listening by demonstrating memory of the message (objective exams) and by demonstrating application of message content (essay exams, projects, experiments that involve inductive and deductive reasoning)

Problem Solving Competency

Outcomes statement: *Upon completion of an Associate's degree from Isothermal Community College, students should be able to retrieve and use information to analyze problems and make logical conclusions.*

Problem Solving Criteria

Demonstrate an understanding of problem analysis

- Identify the problem
- Define the key elements of the problem
- Restate the problem

Demonstrate data retrieval

- Identify appropriate method of retrieval
- Select credible sources of appropriate data
- Collect data about the problem

Use data effectively

- Review data about the problem
- Develop possible solutions
- Process data into information

Arrive at logical conclusions

- Select most appropriate solution
- Implement chosen solution
- Assess the results
- Revise or accept solution

Interpersonal Skills Competency

Outcomes statement: *Upon completion of an Associate's degree from Isothermal Community College, students should be able to demonstrate positive interpersonal skills through cooperative learning and group interaction*

Interpersonal Skills Criteria

- Keep the group on task
- Support and praise group members
- Encourage participation
- Check for understanding

Quantitative Skills Competency

Outcomes Statement: *Upon completion of an Associate's degree from Isothermal Community College, students should be able to demonstrate basic quantitative skills appropriate to their chosen field of study.*

Quantitative Skills Criteria

Demonstrate the ability to perform basic arithmetic skills

- Add, subtract, multiply, and divide whole numbers, integers, fractions, and decimals
- Compute exponents and perform order of operations on whole numbers, integers, fractions, and decimals

Demonstrate the capability to use well-defined processes/models to solve quantitative problems

- Define a problem
- Analyze the information at hand
- Choose a particular process and/or model
- Apply the process to achieve a solution
- Evaluate the findings

Demonstrate the use of quantitative language in written communication

- Present problems and solutions to others using accurate and appropriate terminology
- Translate answers into appropriate units
- Express answers in correct grammatical form

Demonstrate the ability to apply quantitative concepts to personal or professional real-world situations

Demonstrate the ability to make inferences from experience

- Make predictions based on data, graphs, and/or previous models with similar characteristics
- Analyze the validity of predicted results

Computer Skills Competency

Outcomes statement: *Upon completion of an Associate's degree from Isothermal Community College, students should be able to demonstrate basic computer skills.*

Computer Skills Criteria

Demonstrate an understanding of computer concepts and terminology sufficient to

- Purchase a computer
- Install a computer
- Maintain a computer

Demonstrate basic computer operating skills sufficient to

- Start and stop a computer
- Start and stop a program
- Use the keyboard and mouse with accuracy
- Practice file and disk management

Perform computer applications sufficient to utilize

- Word processing (create and edit documents; store and retrieve documents; print documents)
- Spreadsheet (create and edit documents; store and retrieve documents; print documents)
- Database (create, store, and retrieve a database; add, remove, and edit records; design, save, and use reports; create, save, and use queries; print reports and queries)
- Personal management software

Demonstrate Internet skills sufficient to

- Perform basic research
- Utilize E-mail as a form of communication (establish an address, receive messages, send messages, reply to messages, forward messages, attach files to a message)

Assessment Rubrics

The following assessment rubrics were developed by the same teams that established the criteria for the general education outcomes. Rubrics are designed to be used by faculty, by external assessors or by students for self assessment.

Writing Rubric

	Excellent 4	*Good* 3	*Fair* 2	*Poor* 1
ACHIEVES THE INTENDED PURPOSE IN THE WRITING TASK				
Uses a format appropriate to purpose	❑	❑	❑	❑
Fulfills assignment directions	❑	❑	❑	❑
Adheres to manuscript form	❑	❑	❑	❑
Organizes ideas effectively				
Organizes major ideas logically and consistently	❑	❑	❑	❑
Organizes supporting ideas	❑	❑	❑	❑
Provides transition which smoothly links ideas	❑	❑	❑	❑
ADHERES TO RULES IN MECHANICS AND STYLE				
Proofreads to ensure correctness	❑	❑	❑	❑
Varies sentence structure	❑	❑	❑	❑
Uses standard English	❑	❑	❑	❑
Uses language which is clear, concise and appropriate	❑	❑	❑	❑
FULLY AND SPECIFICALLY DEVELOP IDEAS IN THE ESSAY OR RESEARCH PAPER				
Formulates a focused and defendable thesis	❑	❑	❑	❑
Includes an effective introduction and conclusion	❑	❑	❑	❑
Adequately develops the thesis with specific support	❑	❑	❑	❑
IN THE RESEARCH PAPER, INCORPORATES AND DOCUMENTS BORROWED INFORMATION CORRECTLY				
Determines credibility of sources	❑	❑	❑	❑
Includes research to substantiate major points	❑	❑	❑	❑
Provides analysis/interpretation of evidence as it relates to thesis	❑	❑	❑	❑
Incorporates borrowed information correctly	❑	❑	❑	❑
Documents borrowed information correctly	❑	❑	❑	❑

Reading Rubric

	Excellent 4	*Good* 3	*Fair* 2	*Poor* 1
DEMONSTRATES COMPREHENSION OF TEXT				
Uses terminology correctly	❑	❑	❑	❑
Recognizes main ideas and supporting details	❑	❑	❑	❑
Recognizes patterns of organization, transitions, and relationships among ideas	❑	❑	❑	❑
Summarizes, outlines and/or maps information accurately and thoroughly	❑	❑	❑	❑
Demonstrates critical thinking				
Consistently distinguishes between fact and opinion	❑	❑	❑	❑
Makes accurate and insightful inferences and predictions solidly based on evidence	❑	❑	❑	❑
Draws insightful analogies between written material and experience	❑	❑	❑	❑
Recognizes writer's purpose, tone, point of view	❑	❑	❑	❑
Shows insightful understanding of implied levels of meaning in connotations and figures of speech	❑	❑	❑	❑
DEMONSTRATES ABILITY TO EVALUATE TEXT				
Identifies writer's arguments and the most important assumptions and support on which they are based	❑	❑	❑	❑
Shows awareness of the characteristics of reliable sources and plausible evidence	❑	❑	❑	❑
When appropriate, demonstrates awareness of elements of literary writing such as plot, character, effective word choice	❑	❑	❑	❑

Speaking Rubric

Speaker_____
Date_____

Topic_____

Purpose_____

Rate the speaker on each point: 4-excellent; 3-good; 2-fair; 1-poor

INTRODUCTION					**Comments**
Gained attention and interest	☐ 4	☐ 3	☐ 2	☐ 1	
Introduced topic clearly	☐ 4	☐ 3	☐ 2	☐ 1	
Previewed body of speech	☐ 4	☐ 3	☐ 2	☐ 1	
Related to audience	☐ 4	☐ 3	☐ 2	☐ 1	
BODY					
Main points clear	☐ 4	☐ 3	☐ 2	☐ 1	
Main points fully organized	☐ 4	☐ 3	☐ 2	☐ 1	
Organization well planned	☐ 4	☐ 3	☐ 2	☐ 1	
Language accurate	☐ 4	☐ 3	☐ 2	☐ 1	
Language clear, concise	☐ 4	☐ 3	☐ 2	☐ 1	
Language appropriate	☐ 4	☐ 3	☐ 2	☐ 1	
Transitions effective	☐ 4	☐ 3	☐ 2	☐ 1	
CONCLUSION					
Prepared audience for ending	☐ 4	☐ 3	☐ 2	☐ 1	
Reinforced central idea OR Recommended specific action	☐ 4	☐ 3	☐ 2	☐ 1	
DELIVERY					
Maintained eye contact	☐ 4	☐ 3	☐ 2	☐ 1	
Used voice effectively	☐ 4	☐ 3	☐ 2	☐ 1	
Used visual aids well	☐ 4	☐ 3	☐ 2	☐ 1	
Used nonverbal communication Effectively	☐ 4	☐ 3	☐ 2	☐ 1	
OVERALL ASSESSMENT					
Topic engaging	☐ 4	☐ 3	☐ 2	☐ 1	
Specific purpose well chosen	☐ 4	☐ 3	☐ 2	☐ 1	
Speech adapted to audience	☐ 4	☐ 3	☐ 2	☐ 1	
Speech completed in time limit	☐ 4	☐ 3	☐ 2	☐ 1	
Speaker maintained high level of credibility	☐ 4	☐ 3	☐ 2	☐ 1	
Speaker's appearance appropriate	☐ 4	☐ 3	☐ 2	☐ 1	

Listening Self Assessment Rubric

How well do you listen? Check yourself carefully on each of the skills listed below.

Skills	Frequency				Score
	Almost always	Usually	Some-times	Seldom	
1. I am able to focus well on the speaker.	_____	_____	_____	_____	
2. I am able to ignore most physical distractions when listening.	_____	_____	_____	_____	
3. I am able to grasp the main idea rather than be confused by too many details.	_____	_____	_____	_____	
4. I attempt to be open minded about the subject.	_____	_____	_____	_____	
5. I genuinely pay attention.	_____	_____	_____	_____	
6. I am patient in listening long enough to understand the main message.	_____	_____	_____	_____	
7. I reserve my personal opinion until the speaker has finished.	_____	_____	_____	_____	
8. I am respectful of a speaker regardless of his/her personal appearance.	_____	_____	_____	_____	
9. I weigh the speaker's evidence carefully.	_____	_____	_____	_____	
10. I focus on the message rather than the delivery.	_____	_____	_____	_____	

How to score:

For every "almost always" checked, give yourself a score of	10
For every "usually" checked, give yourself a score of	8
For every "sometimes" checked, give yourself a score of	6
For every "seldom" checked, give yourself a score of	4

Total_____

Total score interpretation:		
	Below 70	You need improvement.
	From 70-90	You listen well.
	Above 90	You listen exceptionally well.

Problem Solving Rubric

(Retrieve and use information to solve problems and make logical conclusions)

Demonstrate an understanding of problem analysis by identifying the problem, defining the problem, and restating the problem.

Accurately and thoroughly identifies the problem	4	3	2	1
Thoroughly and accurately defines the key elements of the problem	4	3	2	1
Clearly and accurately restates the problem	4	3	2	1

Demonstrate data retrieval.

Clearly identifies and uses appropriate methods of data retrieval	4	3	2	1
Accurately selects and uses credible sources of appropriate data	4	3	2	1
Thoroughly collects applicable data concerning the problem	4	3	2	1

Utilizes data to arrive at logical conclusions.

Gives accurate account of data collected	4	3	2	1
Clearly addresses all elements of the problem	4	3	2	1
Accurately converts all data into usable information	4	3	2	1

Arrive at logical conclusions.

Develops an accurate solution appropriate to all elements of the problem	4	3	2	1
Clearly and accurately implements selected solution	4	3	2	1
Identifies relevant facts, concepts, or principles with no apparent errors	4	3	2	1
Provides a solution that is complete and appears to need no further revision or revises the solution and addresses all the major difficulties	4	3	2	1

Interpersonal Skills Rubric

Operational Definition

Interpersonal Skills are behaviors that allow individuals to help the group function effectively.

Outcomes statements:

1) Keep the group on task

2) Support/Praise

3) Encourage participation

4) Check for understanding

Rating Scale:

2 ***Outstanding*** demonstration of the four interpersonal skills

1 ***Good*** demonstration of the four interpersonal skills

0 ***No demonstration*** of the four interpersonal skills

Quantitative Skills Rubric

	1) Perform basic arithmetic skills.	2) Use well-defined processes and models to solve problems.	3) Use quantitative language in written or oral communication.	4) Apply concepts to real-world situations.	5) Make inferences from experience.
Level 1	The student is not able to do basic operations. Order of operations are inadequately demonstrated.	The student is unable to even start the problem.	The student is unable to use any appropriate terminology.	The student is unable to even start the problem.	The student is unable to even start the problem.
Level 2	N/A	The student is able to define the problem, but is unable to translate the information into a situation that would allow the student to finish the problem.	The student is capable of a basic understanding, but still is incapable of writing or speaking in appropriate terminology.	The student has a basic understanding of concepts, but is unable to see how and where the concept can be applied.	The student has an idea on how to attack the problem, but leaves out critical steps needed to create the model. As a result, there is no chance for predicting results.
Level 3	N/A	The student is able to define the problem, analyze information, and translate into a situation where a solution is obtainable. There may be some careless mistakes or inaccurate translation.	Appropriate notation and terminology is used, but answers may be inaccurate due to computational or translating errors.	The student can bridge the gap between concepts and applications. Answers may be inaccurate due to careless mistakes or inappropriate translations.	The student is able to translate information, create the model, and make predictions on future situations. The results may be inaccurate due to a careless mistake or inappropriate observation.
Level 4	The student is able to perform basic operations and order of operations.	The student is able to define the problem, analyze information, solve the problem, and accurately translate the results.	The student is capable of using accurate notation and terminology in presenting problems, both orally and written. Answers are also accurate.	The student can apply concepts to the appropriate situation, correctly solve the problem, and accurately translate the results.	The student can translate information, create the model, make predictions on future situations, and validate the results.

Level: _____ _____ _____ _____ _____

TOTAL: _____

Computer Skills Rubric

	Excellent 4	*Good* 3	*Fair* 2	*Poor* 1
COMPUTER CONCEPTS & TECHNOLOGY				
Identify and explain proper care of components	❑	❑	❑	❑
Assemble components and boot system	❑	❑	❑	❑
Understand terms in computer advertisements	❑	❑	❑	❑
Computer Operating Skills				
Properly power on, log on, and shut down computers	❑	❑	❑	❑
Properly start up and exit programs	❑	❑	❑	❑
Copy, delete, rename, and move files and folders	❑	❑	❑	❑
Install, uninstall, and configure application software	❑	❑	❑	❑
Properly handle and store diskettes/CDs	❑	❑	❑	❑
COMPUTER APPLICATIONS				
Create, edit, save, open, and print word processing documents	❑	❑	❑	❑
Create, edit, save, open, and print spreadsheet documents	❑	❑	❑	❑
Create, edit, save, open, and print database documents	❑	❑	❑	❑
INTERNET				
Log on to the Internet and access web sites	❑	❑	❑	❑
Perform Internet research and download information	❑	❑	❑	❑
Perform basic e-mail techniques including sending, receiving, forwarding, and replying	❑	❑	❑	❑
Perform e-mail techniques including attachments and establishing an e-mail address	❑	❑	❑	❑

Assessment Goals for 2001-2002

Institutional Assessment:

- Make copies of general education assessment criteria available in a variety of forms
  - Inserts in student handbooks
  - Brochures in information racks across campus
  - In ACA textbook
  - On the campus web site
- Use assessment language in all course syllabi
  - General references to criteria and rubrics
  - Specific restatements of criteria where applicable
- Introduce portfolio concept in Unit I of ACA 115
  - Make new students aware of portfolio assessment at the beginning of their studies
  - Reinforce portfolio development in other classes
- Establish a methodology for portfolio review

Program Assessment

- Revise traditional program review process to focus on program outcomes assessment
- Establish program specific goals
- Develop assessment criteria for program specific outcomes

(Program assessment will be carried out under the direction of program deans/directors with periodic progress reports to the Assessment Taskforce)

Classroom Assessment

- Incorporate assessment criteria into course materials.
- Use College approved rubrics for assessing student work
- Use a variety of informal assessments, such as the "one minute paper," on a regular basis
- Document changes made to course content or instructional strategies based on assessment information
- Focus on the formative as well as the summative aspects of assessment as students develop artifacts for their portfolios.

Individual Student Assessment

- Self assessment inventories in ACA classes
  - Learning styles
  - Temperament code
  - Values assessment
  - Motivators
  - Career-related assessment
- ACA Culminating Reflections paper (synthesis of self-assessment activities)
- Development and maintenance of individual portfolios
  - Initiate portfolio development with first time students in ACA classes
  - Reinforce importance of portfolio in all curriculum classes
  - Establish a methodology for periodic review of student portfolios

Appendix

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Assessment Materials in ACA 115 Text

Students in ACA 115 are introduced to the concept of assessment from the beginning of the course with a review of the syllabus. Then at the end of the first chapter, "Transition to College," they are given information on portfolio development and assessment, along with a writing assignment which will ultimately become a portfolio artifact. This concept is reinforced throughout the ACA course. The following is taken directly from the 2001 edition of our ACA text:

Assessment Criteria and Portfolios

One other important aspect of your transition to college is our emphasis on performance ***assessment***. Because we believe an education is more than an accumulation of credits earned through the completion of a variety of courses, and because we want you to be successful at whatever your next step beyond Isothermal may be--either getting a job or transferring to another college--, it is essential that you be able to demonstrate general education skills in communicating, problem solving, interacting positively with others, performing quantitative tasks, and using computers. To this end the college has adopted campus-wide ***criteria*** lists for all of these skills. They will be used for assessment in all of your courses. These criteria may be found at the back of your ACA book and in a brochure in the pocket of your student handbook. Make good friends with these lists and refer to them whenever you have assignments that require your demonstration of any of these general skills.

To establish a method for you to document your mastery of the general education skills listed above, you need to develop a ***portfolio.*** This is a collection of ***artifacts*** that reflect your ability to demonstrate the general competencies set forth by the college. If you are a student in an Applied Science program, it can also be used to illustrate your mastery of specific career-related skills. Your portfolio can be very useful to you when you apply for a job or when you transfer to another school. It can, and will, be used as an assessment tool for the college. A portfolio can be as simple as an expanding file folder or a notebook, or it can be as involved as a personal website or a large leather case depending upon what you need to include and how you will present it to others. At the end of this course, your ACA book could very easily be turned into a portfolio by replacing the cover page, removing the textbook materials, and using the tabbed dividers at the back of the book for the major divisions of your portfolio.

<u>Guidelines for Establishing an Educational Portfolio</u>

1. Artifacts included in your portfolio should reflect your best work.

2. Artifacts should show that you have mastered the general education competencies listed below:
   Communicate effectively through writing and reading
   Communicate effectively through speaking and listening

Retrieve and use information to analyze problems and make logical conclusions
Demonstrate positive interpersonal skills in various aspects of life
Demonstrate quantitative competencies
Demonstrate basic computer skills

3. Content of your portfolio is largely determined by you. However, your teachers may have suggestions of artifacts that would be good for you to include. Be sure you have evidence of your ability to demonstrate the competencies listed above. You should also have a Miscellaneous section in which you include such artifacts as your Culminating Reflections paper for ACA 115, your resumé, and awards certificates, letters, or other recognitions you have earned, etc.

4. In a portfolio quality is more important than quantity. Be selective. Your portfolio should not be cluttered. Review your portfolio at the end of each semester. Feel free to replace artifacts with better quality work rather than just keep adding more. (While there is no set number of artifacts you should have, 18 has been suggested by some members of the faculty.)

5. Keep your portfolio up to date. Know where it is at all times in case someone at the college asks to look at it for assessment purposes or in case you get an opportunity to present it to a potential employer.

6. Have fun with this. Don't look at it as a chore but rather as a showcase of who you are and what you have accomplished.

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