## Addenda for Olympic College Standard One, Year One Reports

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**Addendum**

**Recommendation 1**

*The committee recommends the College develop a system that assures all courses are assessed for student learning outcomes and establish a tracking system that documents these assessments. (Standard 2.B.1)*

Olympic College has a system that assures all courses are assessed for student learning outcomes. These outcomes are subject to an ongoing review process and are documented in a centralized tracking system. This tracking system is illustrated in the flowchart that follows this narrative.

Each Olympic College course has a course outline developed and written by discipline/program faculty detailing student learning outcomes and relevant assessment techniques. Sample course outlines are included as Addendum Five. Prior to a course being offered, all course outlines with their associated student learning outcomes are vetted through Olympic College's Course Approval Process.

The College's Course Approval Process starts with faculty submitting the course outline to the appropriate Division Dean for review. To strengthen the process of feedback and review, OC's Instructional Policies Council* (IPC) introduced the establishment of Division Instructional Policy Council subcommittees in June 2011. Beginning fall 2011 the Division Dean will refer both new courses and courses undergoing significant changes for further review to this Division IPC subcommittee. The Division IPC subcommittee will be composed of the Dean and those division faculty currently serving as members of IPC. This subcommittee will serve as a resource to the originating faculty member by providing feedback on the course's measurable outcomes and assessments and ensures that the course content does not duplicate that which is offered in other approved courses. Once those faculty colleagues are satisfied with the course outline, student learning outcomes, and assessments, the course will then be sent for broader scrutiny by the entire IPC membership. The addition of the IPC subcommittee will provide for review of student learning outcomes at two levels, as both the Division IPC subcommittee and whole IPC will have the opportunity to send the course back to the originating faculty member for further development.

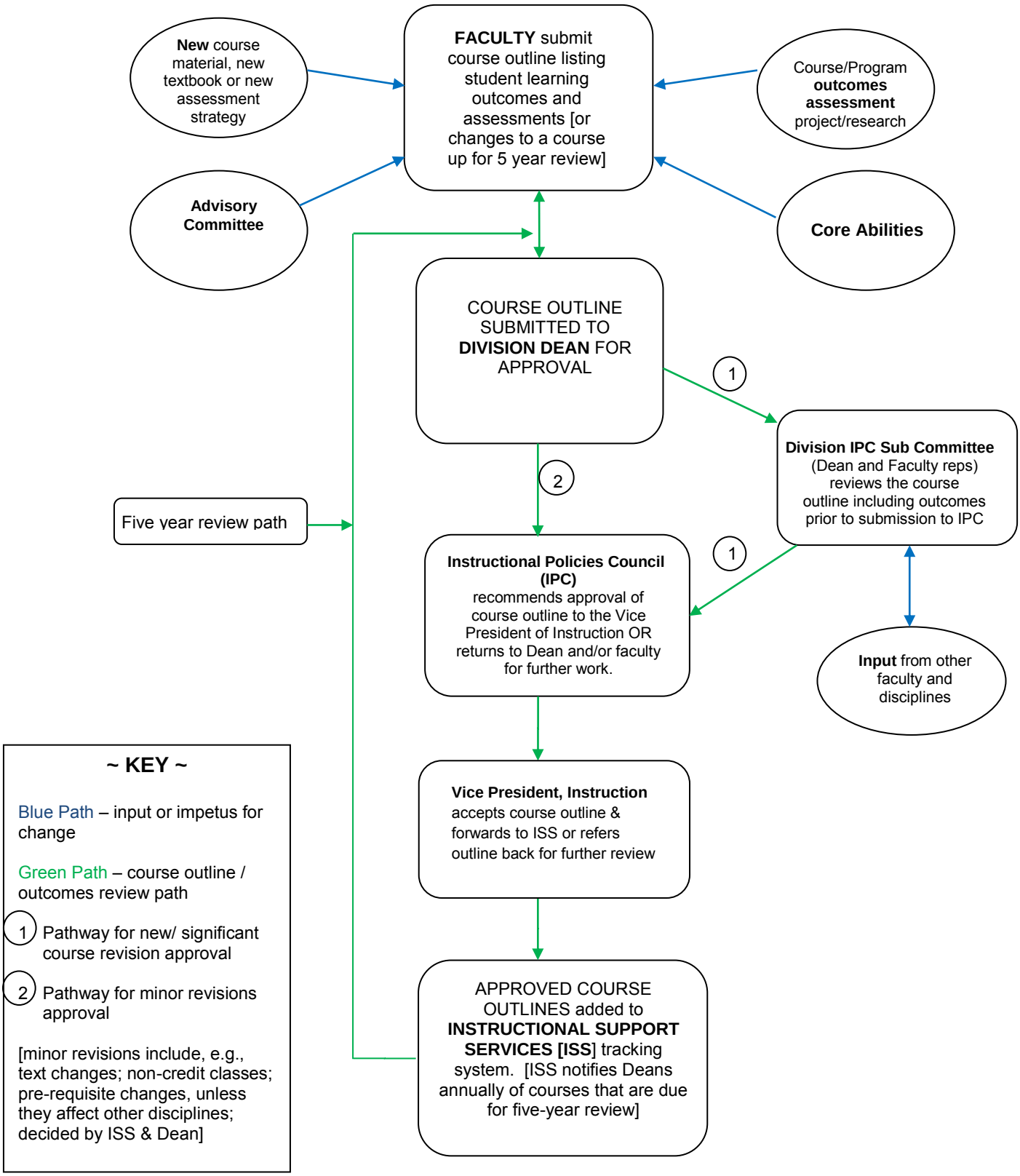
After IPC recommends the approval of the course to the Vice President of Instruction and that approval is provided, Instructional Support Services (ISS) then enters the course outline into an electronic shared drive making the course outline available to all OC employees. ISS is the custodian of all course outlines including their approval history. ISS also enters the course into a database tracking system that schedules the new course, along with all other established courses, for regular review and possible updating every five years. Courses under review use the same Course Approval process with one exception. If the reviewing faculty and Division Dean determine that no changes or only minor changes are required to the course outline, the course outline bypasses the Division IPC subcommittee review. The Division Dean then forwards the course outline directly to IPC. The college's Course Approval Process is depicted in the flowchart below.

The course review tracking system has proven to be very successful at ensuring a timely review and updating of course outlines, and along with them, the review and updating of student learning outcomes. At this time, 100% of all new courses and 99% of Olympic College courses undergoing their 2010-2011 scheduled review were completed [OC has over 2,100 courses in its inventory; approximately one-fifth are up for review in any one year; please see Addendum 28]**.** Additional information, evidence, and analysis on student learning outcomes are available in the *Full Scale Evaluation Committee Report* for Olympic College from October 14-16, 2009 which has been included in Addendum 11.

*The Instructional Policies Council (IPC) is composed of faculty, staff, and administrative members. Faculty constitute the majority of the membership, with three representatives from each of the three large teaching divisions, one representative each from the library, workforce development, OC

Poulsbo, OC Shelton, and counseling. Deans and two student representatives round out the voting membership, and seven non-voting staff serve offer their advice. The Council meets monthly during the school year to review and recommend approval of all actions related to the creation, design, and review of new courses and programs and courses undergoing five-year review. In addition, the IPC develops, reviews, and approves major instructional policies (e.g., course repeats and grade appeals) intended to govern curricular implementation and practice and has oversight of graduation requirements, articulation agreements, and all degrees and certificates must have IPC approval to be published in the Catalog or other college materials.

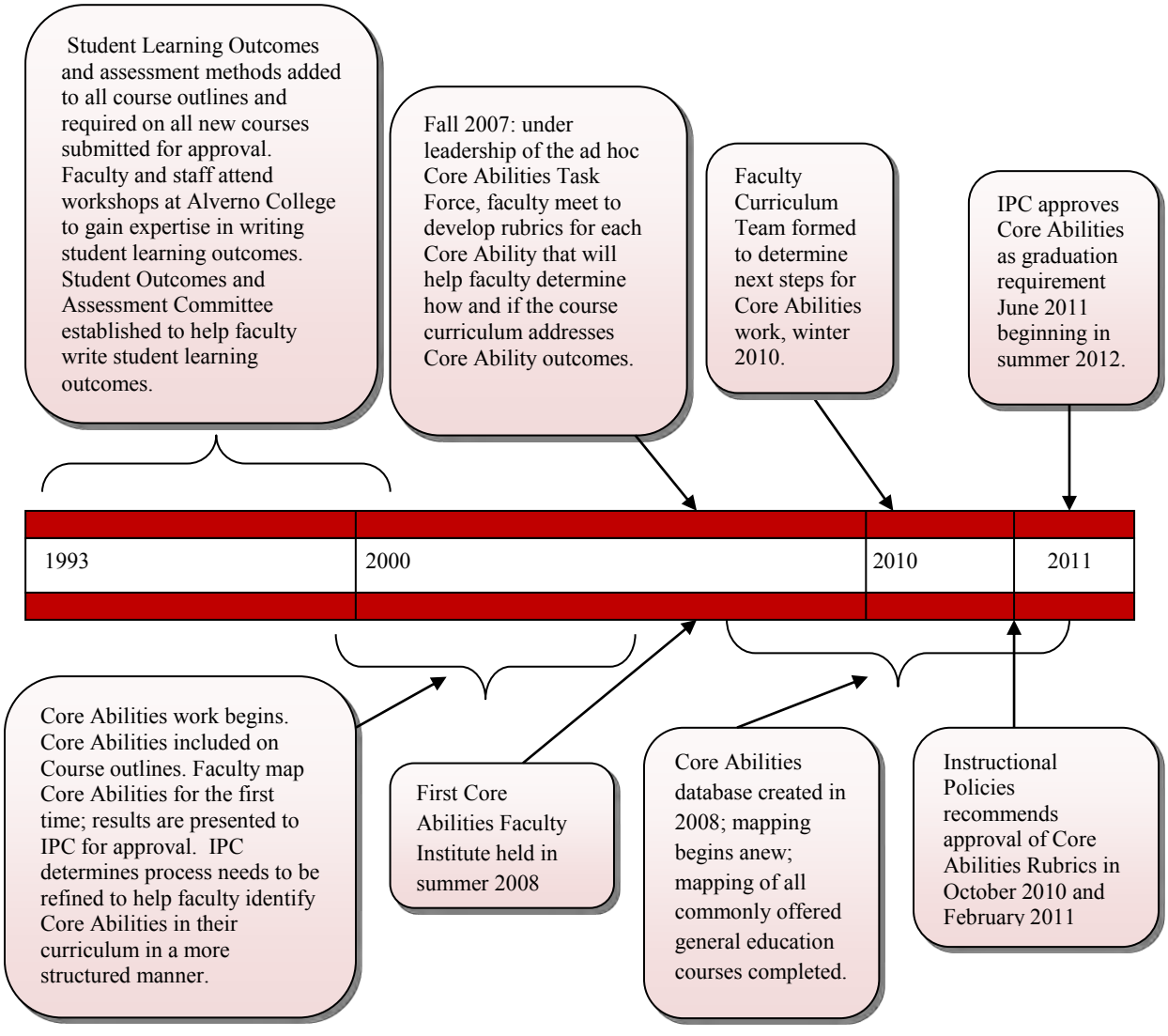
**TRACKING SYSTEM TO ASSURE ALL COURSES ARE ASSESSED FOR STUDENT LEARNING OUTCOMES**



## Recommendation 2

*The Committee recommends the College develop a system to assure the general education requirements of the AA and AS degrees are assessed for student learning outcomes and establish a tracking system that documents these assessments (Standard 2.B.2).*

Olympic College has developed a system to assure the general education requirements of the AA and AS degrees are assessed for student learning outcomes. Further, OC has established a tracking system that documents these assessments. While course mapping was well under way in the early 2000's, the Instructional Policies Council (IPC) ultimately judged that the resulting system lacked needed elements, and recommended to the Vice President of Instruction that a more robust system be developed with a continuous improvement process and provision for faculty professional development and new course development, thereby ensuring the sustainability of the process. A timeline illustrating the work completed on Student Learning Outcomes and Core Abilities is presented here, including the recent work to complete and verify general education assessments:




**Olympic College Approval of Student Learning Outcomes and Core Abilities**

In order to assess the general education requirement for the AA and AS degrees, Olympic College uses a system built around OC's established five Core Abilities: Communication, Thinking, Lifelong Learning, Information Literacy & Technology, and Global Perspective (see Addendum 12 for an introduction to OC's Core Abilities). All of the general education courses have specific student learning outcomes and assessments used to evaluate those student outcomes on the course outline. Many of these student learning outcomes identified on the course outline also address Core Abilities knowledge areas. The Core Abilities Course Mapping Database identifies where Core Abilities are addressed throughout the curriculum. Once a faculty member has determined which course outcomes and assessments address the Core Abilities, this information is recorded on the Core Abilities Course Mapping Database. Beginning fall 2011 IPC is working on the inclusion of Core Abilities database information into the course outline form as well. Once approved by the Instructional Policies Council (IPC), the Core Abilities information is additionally stored in the course outline database maintained by Instructional Support Services (ISS). This database and the Core Abilities Course Mapping Database comprise the tracking system used to document the general education learning outcomes. A flow chart of the tracking and review system used to assess Core Abilities outcomes can be found at the end of this discussion.

OC has used a collaborative approach to the development of learning outcomes and core abilities. Three groups currently have responsibility for different pieces of the equation: Core Abilities content assessment in general education courses; the development of rubrics to help faculty assess which of their course outcomes address the Core Abilities; the mapping of courses into the Core Abilities Course Mapping Database to document Core Ability outcomes; and the verification of the faculty mapping information. The chairs of these three groups meet regularly to coordinate assessment of Core Abilities, curriculum, courses, and student learning. The groups are:

1) the Student Outcomes Assessment Committee (SOAC),
2) Core Abilities Faculty Institutes, and
3) the Faculty Curriculum Team (FCT).

The Student Outcomes Assessment Committee (SOAC) originally formed in the 1990's continues to assist faculty in the development of student learning outcomes. One full time faculty member co-chairs the SOAC along with the Director of Institutional Planning, Assessment, and Research. The SOAC invites applications from faculty for funding research projects studying some aspect of learning outcomes. Successful applicants perform the study and report on their findings in annual poster sessions.

Core Abilities Faculty Institutes were created by the faculty in summer 2008 to provide a method for in depth review and continuous improvement of student achievement of the Core Abilities. The Institutes operate under the direction of two full-time faculty members, are held annually, and provide professional development for faculty members concerning Core Abilities. Faculty submit samples of student work they have determined address the Core Abilities. These assignments are assessed by teams of their faculty colleagues using the Core Abilities Rubrics (Addendum Seven) to score both the assignment and the resulting student work. Results from the Institutes are shared with faculty to provide feedback about the assignment's ability to meet Core Abilities student outcomes at the mapped level. Faculty then use the feedback to make any necessary changes or additions to the curriculum in support of students' achievement of the learning outcomes.

The Faculty Curriculum Team was formed in fall 2009 with the charge of addressing the issues raised in the recommendation, in particular the completion of the general education core abilities mapping. The FCT has been meeting on a regular basis since winter 2010 and includes faculty members from Art, Chemistry, Economics, English, Library, Medical Assisting, Nursing, and Sociology. In

addition, an Instructional Dean, an Executive Assistant, and an Educational Advisor serve on this committee that is co-chaired by a Library Faculty member and the Vice President for Instruction.

Through the work of the SOAC and the Faculty Institutes, the Core Abilities rubrics were approved by the Instructional Policies Council (IPC). These rubrics serve two purposes: they give guidance to faculty in course mapping and function as rating scales for evaluating student work and assignments at the Institutes. A workshop was held in September 2010 to update the evaluation statements of all five Core Abilities rubrics. Bloom's Taxonomy was also used in the revisions to describe differences between the four levels of performance – developing, emerging, competent and strong. Four of the revised rubrics were presented to the IPC at the October 2010 meeting. The rubrics were voted on and approved at the November meeting. One revised rubric, Global Perspectives, received further attention and refinement, and was presented and approved at the February 2011 IPC meeting. The approved rubrics are available to the College community on a shared drive and are reprinted here as Addendum Seven. Since the evaluation visit, Faculty Institutes have been held in June 2010, December 2010, and June 2011. The 2010 Institutes focused on validation that course outcome assessments appropriately addressed core abilities outcomes and that student work reflected various levels of competency. The June 2011 Institute focused on how the graduation Core Abilities requirements will be implemented and communicated to students and the College. There are a total of five Institutes dating back to summer 2008; all have been distributed to all faculty and are available to the College community on a shared drive; they are included here as Addenda 14-18. The College envisions Faculty Institutes as an ongoing source of faculty professional development and continuous improvement of core abilities.

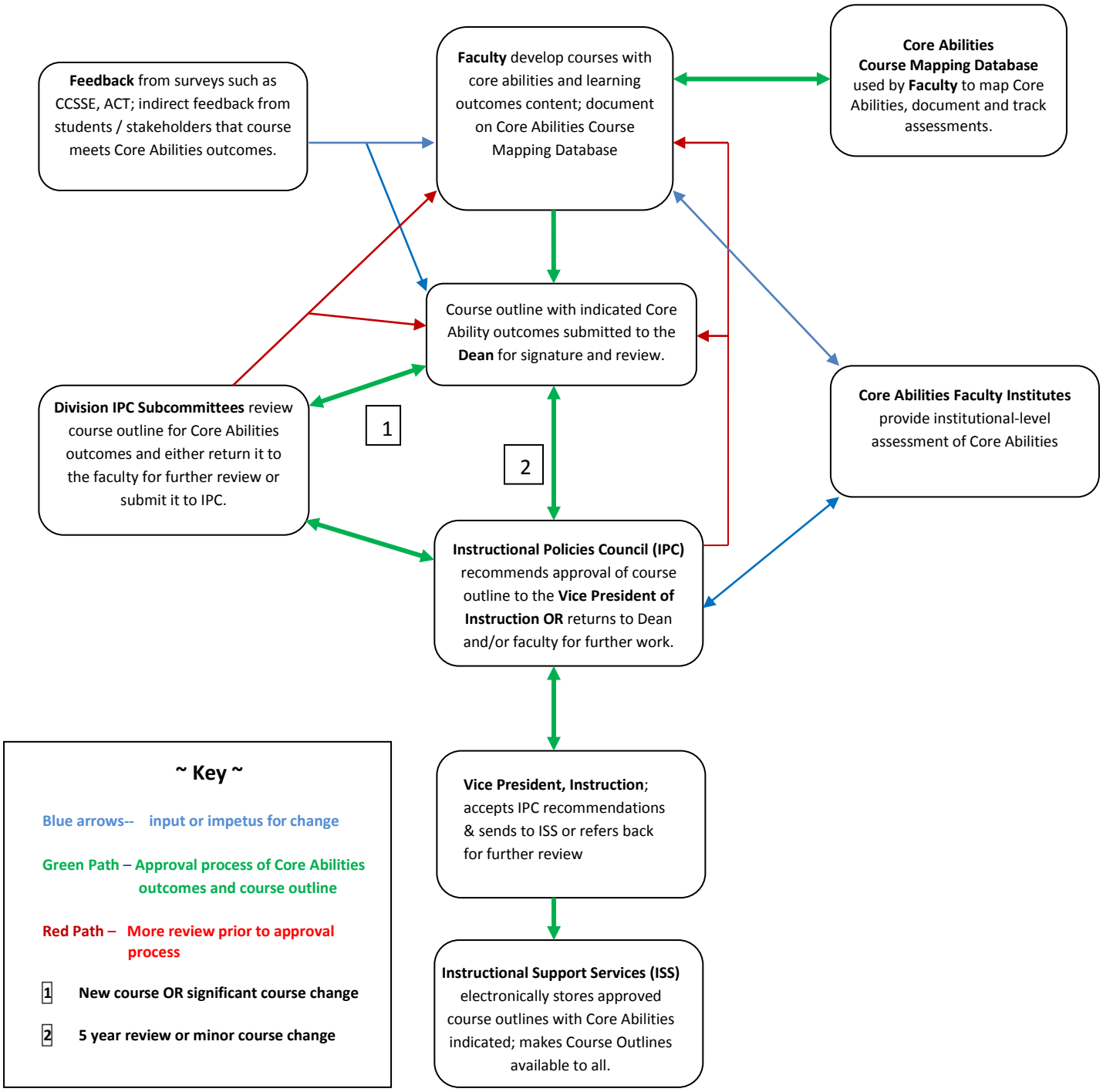
With the rubrics in place, the next step was to finish the course mapping for all courses and enter that information into the Core Abilities Course Mapping Database. While many courses had been mapped, the Faculty Curriculum Team held a Course Mapping Workshop during the Faculty Professional Development Day held on November 3, 2010 to focus effort on completing the mapping of the general education courses. Altogether 51 faculty attended, 38 full-time and 13 part-time. Faculty Curriculum Team members were present to help their colleagues with the mapping. To date the course mapping has focused on distribution area courses that contribute to general education degree requirements; however, many Professional-Technical courses have been mapped as well. The Manager of Institutional Research & Effectiveness and a Computer Information Systems (CIS) Faculty member (who also developed the Core Abilities Course Mapping Database) generated reports reflecting the updated mapping at the end of fall 2010 and beginning of winter 2011. Using the reports, the Faculty Curriculum Team identified remaining gaps in the mapping of the general education curriculum and devised a plan for committee members to individually follow up with responsible faculty. 100 % of general education classes have documented student learning outcomes and 80% of the most frequently offered general education courses are mapped for core abilities.

Since the accreditation team visit, Olympic College has adopted the Core Abilities as a graduation requirement. This requirement was approved by the IPC in June 2011 and will be effective with the new catalog in summer 2012 for the AA and AS degrees (see Addendum Eight, *Faculty Curriculum Team Recommendation on Core Abilities* and Addendum 19, new *Core Curriculum Requirements* Worksheet). To better inform students about Core Abilities, the SOAC and the FCT held a student focus group to solicit their input, revised the College website to better inform students and other stakeholders, improved information about Core Abilities in the catalog and class schedule publications, and planned additional focus groups.

Olympic College now has a system to assure the general education requirements of the AA and AS degrees are assessed for student learning outcomes and has established a tracking system that fully documents student learning outcomes. Through the course mapping process and the Core Abilities database, student learning is documented for the AA and AS degrees. Beginning summer 2012 all

students will be required to show that they have satisfied Core Abilities before they can graduate with an AA or AS degree. Further, OC has a well-established ongoing system, the Core Abilities Faculty Institutes, for support and professional development of faculty and continuous assessment of learning outcomes and Core Abilities.

## TRACKING SYSTEM DOCUMENTING THE ASSESSMENT OF CORE ABILITIES IN ALL COURSES



## Recommendation 3

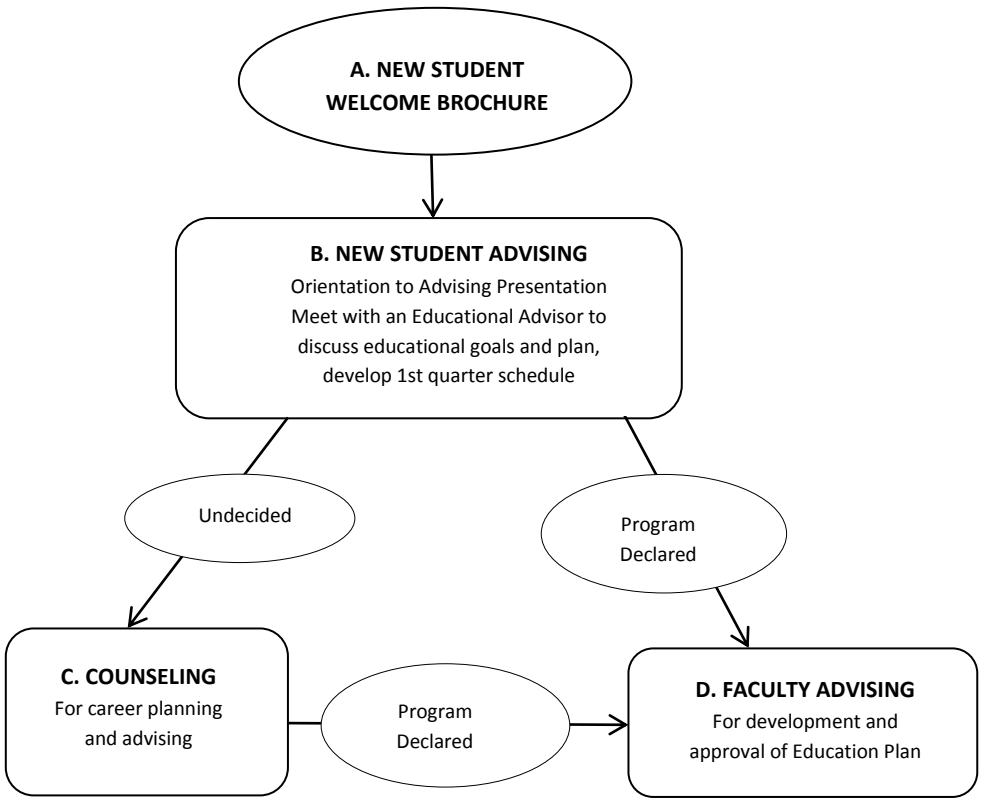
*The Committee recommends that the College further its work in creating a systematic, comprehensive and "seamless" academic, career and other educational programs advising model that helps students to make appropriate decisions regarding their academic choices and career paths. (Standard 3.D.10)*

Olympic College has created a systematic, comprehensive and "seamless" academic, career and other educational programs advising model that helps students to make appropriate decisions regarding their academic choices and career paths. Actions taken to respond to the accreditation recommendation were overseen by the Advising Coordinating Taskforce, a standing committee that includes faculty, counselors, educational advisors, administrators and staff. Members of the Advising Coordinating Taskforce studied advising systems at other Washington State community colleges and identified best practices that served as models for the advising system at OC.

*System of Advising at Olympic College*

Explanations follow on the next page of the seamless advising referral system illustrated below.

**Advising Referral System**



A. New Student Welcome

When students apply for admission to Olympic College (OC), they receive a welcome brochure, "Your Guide to Success," mailed to them by the Admissions Office. The brochure guides them through a series of new student entry steps as outlined in a new student checklist. (See Addendum 20, *Getting Started at Olympic College*.) The checklists can also be found at reception desks, in the quarterly schedule and catalog, and online. Students new to OC are directed to attend a new student advising session as one of the steps they complete to become a registered student. New degree or certificate-seeking students are blocked from registering until they have met with an educational advisor who approves their registration form.

B. New Student Advising

Most new students begin the advising process by completing a 0-credit, face-to-face or online Orientation to Advising course (GEN-S 095). (Note: Students in specialized programs such as Running Start, international students, and apprenticeships, participate in separate individual and/or group orientations specifically developed for their programs.) Upon completing the one-hour orientation course, students are assessed for the following outcomes:

- Identify associate degree and certificate programs at Olympic College
- Demonstrate knowledge of course sequencing
- Demonstrate understanding of class loads, time commitments and degree timeline
- Locate sources of advising support including advising tools such as Degree Audit and the Online Scheduler
- Identify process and timeline for registering for classes in future quarters
- Locate sources of academic assistance and campus resources
- Understand how to develop an educational plan

Immediately following the Orientation to Advising course, students meet with an educational program advisor to discuss their educational goals, begin developing an educational plan, identify a faculty advisor, select appropriate courses and register for their first quarter at OC.

The Educational Program Advisors include a core advising staff of three full-time advisors who advise across disciplines but who also have an assigned area or specialty, including transfer, professional technical, and distance learning. Approximately seven to eight part-time advisors join the core advising staff to support the advising needs of students throughout the district during peak advising times. These full-time and part-time educational advisors all have master's degrees in educational counseling or related fields of study and have been cross-trained to handle general entry advising for most programs. In addition, four full-time program-specific educational advisors advise students in Nursing, Worker Retraining, and Workfirst programs, and a part-time advisor advises students entering Science, Engineering and Mathematics programs. Additional full- and part-time staff members advise Running Start, international students, apprenticeship, and military students. During registration, three faculty counselors are also available for new student advising as their counseling schedule permits. All educational program advisors come together for joint meetings at least twice a year to share information and updates, and review advising practices for consistency across programs and locations.

In the spring of 2010, Olympic College and the Olympic College Association for Higher Education signed an agreement to accrete four full-time educational advisors into the faculty bargaining unit. The purpose of this alignment is to build stronger connections between advisors and faculty as they collaborate to move students through a seamless system of advising in an accurate and timely manner. Terms and conditions of employment are currently being negotiated.

C. Undecided Students

Students who are undecided about their educational goals are referred to a faculty counselor for career guidance, personal counseling and/or to explore educational options. Counselors are available to work with undecided students throughout the year.

D. Faculty Advising

Students are referred to faculty advising once they have identified their educational goals and declared the program/ degree/ certificate they wish to pursue. The faculty advisor reviews and approves student education plans, discusses the students' ongoing progress on their educational plans, and reviews graduation and/or certificate completion applications, if applicable.

Referrals of students to Faculty Advisors are tracked and monitored using an advising relationship management program. The program publishes the list of faculty advisors for specific programs, disciplines or fields of study; manages the assignment of advisees to faculty advisors; supports communication between advisor and advisee, and tracks student progress on education plan development and approval.

Advising is deemed a "Related Responsibility" in the OC Faculty Collective Bargaining Agreement; therefore, faculty members choose to serve as faculty advisors. Approximately 75% of full-time faculty members have chosen to do so. The list of faculty advisors for each instructional program and/or discipline is developed by the respective division offices and maintained by the Vice President of Instruction's office. This list is published in the catalog and on the OC Advising webpage, as well as in the advising relationship management program.

The Advising Coordinating Taskforce recently refined and clarified the responsibilities of faculty advisors. (See Addendum 21, *Faculty Advisor Roles and Responsibilities*.) The Advising Center provides faculty advisor training for new and continuing faculty advisors. The training is designed to provide faculty with a working knowledge of OC's degree and certificate requirements and the advising tools and technology needed to review education plans and advise students effectively.

OC's system of advising supports students from entry point through graduation. Students who have successfully completed and received approval of their education plans may self-advise but are strongly encouraged to continue to seek the assistance of an advisor or counselor until they have completed their educational goals. Our "*Stay on Track with Advising*" table (see Addendum 22) illustrates many checkpoints for students to reference on their academic journey at OC. Students applying for certificates or degrees in professional technical programs are required to obtain their faculty advisor's signature on their application form.

*Recent Developments in Advising*

Each of these developments has been implemented to improve advising since the last full-scale accreditation visit. Taken together they ensure student success by: providing a systematic approach that guarantees students will be tracked no matter who advises them; making advising more clearly located and approachable; ensuring clear referrals and communication between the College and our advisees; and providing all the needed tools, both for advisors and advisees, to streamline the process.

*45-Credit Education Plan Checkpoint.* Students are blocked from registering for their 45$^{th}$ credit if their education plan has not been reviewed and approved by an advisor. The Advising Coordinating Taskforce proposed this mandatory education plan checkpoint in spring, 2010. The proposal was approved and has been implemented for all new students who entered OC summer quarter of 2011 and thereafter.

Notice about this checkpoint is communicated to students in a variety of messages. Students learn about the checkpoint in the New Student Advising Session. Students who are enrolled in 30 to 44 credits will receive email and/or text messages several weeks before registration begins for the next quarter. Should students attempt to register online or in person without an approved education plan, they will be informed that their registration has been blocked and they need to see their advisor.

*Degree Audit.* The online advising tool, *Degree Audit*, was launched fall 2010 to provide both students and advisors with an efficient and accurate method for developing and tracking education plans and reviewing student progress on those plans. Degree Audit provides access to the information essential for advising, including education plans, advisor notes, assessment scores, OC transcript, degree and certificate requirements and the courses still needed for program completion. A sample unofficial degree audit is reprinted as Addendum 27. To try degree audit, go to the website for degree audit below and then click on "Check your degree progress". Enter Student ID 860002079 and PIN 860860 and click login to see a sample of Donald Duck's audit. Hit „run audit' to compare his courses to the Direct Transfer Agreement Associate in Arts. http://www.olympic.edu/Students/Registration/OASIS/DegreeAudit.htm

*Class Schedule Planner.* An online Class Schedule Planner was also developed that allows students and advisors to see class openings in real time. Using this program, students are able to search for classes according to discipline, instructor, time, day, campus, number of credits, and seats still available. This program has significantly increased the efficiency of searching for appropriate and open classes. To experience the Class Schedule Planner, go to this link: http://apps.olympic.edu/classschedule/Default.aspx

*Advising Relationship software.* A new advising relationship management program has been developed and is in beta testing now; it is scheduled for release fall 2011. A sample screen shot is provided as Addendum 13. This program performs several functions that support and track the referral of students to faculty advisors, as well as the ongoing communication between advisors and advisees. The program identifies the names and contact information for faculty advisors in each educational program or field of study and provides the names and contact information for students referred to the faculty advisor. An electronic education planning worksheet is another feature included in the program.

*Co-location of Advising Services*. In January, 2010, the completion of the new Humanities and Student Services building allowed the College to locate most student services, including educational advising and counseling services, together in one place. Educational program advisors and faculty counselors on the Bremerton campus now share one reception area. This provides a level of convenience for students throughout their College experience.

Since the last full-scale accreditation, OC's approach to advising has grown significantly more sophisticated. Advising now includes a clearer referral system, orientation programs, new facilities, policies, and three software programs that track students, degrees, and classes. Directing all incoming students to advising orientations and mandating the development of an education plan ensure that students receive the guidance they need. Since these efforts are largely recent, the Advising Coordinating Taskforce will continue to monitor these developments in the spirit of continuous improvement.

**Recommendation #4**

*Develop clear protocols for assigning related responsibilities to teaching academic employees in order that faculty workloads reflect the mission and goals of the institution. (Standard 4.A.3)*

Olympic College has clear protocols for assigning related responsibilities to teaching academic employees; these protocols reflect the mission and goals of the institution. All teaching academic

employees have a job description that is found in Appendix B-4, Section 2.2 of the Olympic College Collective Bargaining Agreement; this description is appended to this recommendation below. The job description divides the duties into two kinds, Essential and Related. Faculty are expected to perform all Essential duties and to select Related duties from the list as befits their talents, interests, and the needs of the department and division. In addition, faculty members may choose other activities that support the mission and goals of the institution in addition to those listed. All of the listed responsibilities are directly linked to the mission and goals of Olympic College and provide faculty with several ways to participate in meeting that mission and those goals.

At the beginning of every Fall Quarter, all full-time teaching academic employees are required to submit their related responsibilities for the year to their Dean. This process has been in place since related responsibilities were added to the contract in 2006. The academic Deans evaluate each faculty member's list of related responsibilities and determine if all necessary work is covered for each discipline and for the Division and the College as a whole. Faculty who indicate less of a commitment to related responsibilities are required by their Dean to add additional responsibilities in order to achieve equity among all faculty. Those who appear to be over-committed in their planned related responsibilities are either requested to do less or are compensated in the form of an hourly stipend for this extra work.

The Collective Bargaining Agreement specifies, in Appendix B-4, Section 1, a procedure faculty may follow if they do not agree with the requirements of the Dean concerning their related responsibilities. This procedure is as follows:

"In the event that a faculty member and a Dean cannot agree on the faculty member's choices of related responsibilities, office hours, or performance of any of the contractual duties, a Dean or a faculty member may appeal to a review committee. The committee shall consist of three faculty; two from the member's division, one from another division, and two administrators all of whom are appointed by the Association President and the Vice President of Instruction or Student Services. The committee shall make a recommendation to the faculty member and his or her Dean within three academic weeks. The committee shall review the expectations and/or performance of those expectations and make a recommendation to the faculty and his or her Dean. Should the committee fail to come to a consensus or should the committee's recommendation fail to be implemented, or should one party refuse to accept the recommendation, then the matter should be referred to the appropriate Vice President for resolution."

The related responsibilities definitely support the mission and goals of Olympic College; however, the oral debriefing by the visiting Accreditation team revealed that this recommendation was in response to some faculty members' perceptions that the choosing and performing of related responsibilities lacks equity among faculty members. This perception possibly exists because faculty members are seldom privy to each other's agreed-upon related responsibilities. In an effort to provide more transparency in the process of determining related responsibilities, a protocol has been developed so all faculty are knowledgeable of what their colleagues are doing to fulfill their contractual obligations concerning related responsibilities:

Once the related responsibilities information has been finalized by the Division Dean, that information is transmitted to the Office of the Vice President of Instruction for inclusion into a cumulative document that records all full-time academic faculty members' related responsibilities. This list is reviewed by all academic deans, the Vice President for Instruction, and the President of the Association for Higher Education (AHE). Faculty members whose plans are clearly lacking in their commitment to related responsibilities when compared to their colleagues are contacted by their Dean and requested to add additional responsibilities. Once the document is finalized, it is posted to a website where all full-time faculty members have access. These additional steps add a much needed transparency to this

process and increase accountability between faculty colleagues. To access the current related responsibilities go to this website and open the word document found at the bottom of the page:

http://www.olympic.edu/StaffFaculty/FacultyInformation/relatedresponsibilities.htm

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*Faculty Collective Bargaining Agreement* section defining essential and related responsibilities:

**"Section 1. *Related Workload Standards***

"Essential responsibilities are considered the task of every faculty member and in general take precedence over related responsibilities. Exceptions to this expectation may occur based on the unique situation, responsibilities, program or needs of the discipline as agreed upon by the faculty and supervising Dean. Faculty shall meet with the Dean, either individually or in discipline groups as needed to determine how each faculty member will contribute to the related responsibilities. Faculty are not expected to undertake all the related responsibilities and those that are undertaken can be changed by agreement of the faculty member and the Dean.

Full-time teaching faculty shall be available to students for five office hours per week. Some of these may include presence on-line, by email, by phone or by providing individual appointments but may not exceed 80% of a faculty member's office hour responsibility. Faculty shall provide to the division hours of availability as early in the quarter as possible, but no later than the end of the first week. The division office shall be responsible for communicating faculty office hours to students.

In the event that a faculty member and a Dean cannot agree on the faculty member's choices of related responsibilities, office hours or performance of any of the contractual duties, a Dean or a faculty member may appeal to a review committee. The committee shall consist of three faculty; two from the member's division, one from another division, and two administrators all of whom are appointed by the Association President and the Vice President of Instruction or Student Services. The committee shall make a recommendation to the faculty member and his or her Dean within three academic weeks. The committee shall review the expectations and/or performance of those expectations and make a recommendation to the faculty and his or her Dean. Should the committee fail to come to a consensus or should the committee's recommendation fail to be implemented or should one party refuse to accept the recommendation, then the matter should be referred to the appropriate Vice President for resolution.

**Section 2. *Teaching Academic Employees***

**2.1. *Essential Responsibilities***
**2.1.1.** Provide quality teaching including related preparation and grading.
**2.1.2.** Provide class syllabi to students enrolled in classes and to the division office as requested.
**2.1.3.** Teach assigned courses in appropriate disciplines in accordance with college catalog, schedule of classes, course outlines, course syllabi, and any departmental guidelines.
**2.1.4.** Maintain accurate records of students and complete forms as required.
**2.1.5.** Maintain office hours.
**2.1.6.** Participate in all-faculty, division, and discipline meetings.

**2.2. *Related Responsibilities***
**2.2.1.** Advise students.
**2.2.2.** Complete course outline forms.
**2.2.3.** Develop and update curriculum.

**2.2.4.** Participate in discipline and/or subject and/or division planning, including annual and quarterly schedule development.
**2.2.5.** Serve on department, division, and college committees.
**2.2.6.** Participate in campus governance.
**2.2.7.** Engage in professional development activities.
**2.2.8.** Participate in academic, professional, or regional communities.
**2.2.9.** Research or publish in an academic field.
**2.2.10.** Evaluate adjunct faculty within the appropriate field.
**2.2.11.** Direct adjunct faculty within the appropriate field.
**2.2.12.** Participate in college outreach."

*Collective Bargaining Agreement* between Olympic College Board of Trustees and The Olympic College Association for Higher Education, 2009-2013, Appendix B-4, 39-40.

**Recommendation 5**

*The Committee Recommends the College continue its work to fully implement the process for part-time faculty evaluation. While progress has been made following the 2001 accreditation visit, there is an uneven practice across the campus. (Standard 4.A.5; Policy 4.1.b and 4.1.c)*

Since the 2009 accreditation visit, the College has fully implemented the process for part-time (adjunct) faculty evaluation and documents the efforts across the College. The practices related to adjunct faculty evaluation have been addressed to ensure increased consistency across the Divisions. Instructional Support Services is assisting in the implementation of the newly negotiated faculty *Collective Bargaining Agreement* by developing and implementing a centralized system to track adjunct faculty assessments. This system issues quarterly reports for Division Deans that list adjunct faculty who are due to complete some aspect of the assessment process (see Appendix 24 for sample reports.)

Specifically, the timeline under the latest agreement more clearly defines mandatory evaluation components, including student class assessments, a required written self-reflection in response to the student assessments, a faculty classroom evaluation, and if necessary, observation by the Division Dean. The primary difference between the newly negotiated agreement and the previous agreement is a more thorough description regarding when evaluations occur and what is required at each interval. For example, the current agreement specifies type of assessment and includes a detailed description of what is required during Quarters 1-3; 4-6; 7-9; and subsequent quarters. The previous agreement (Sections 4.1-4.3, p. 55) included fewer sections and less description of what was required. These changes in the negotiated agreement are reflected in the current adjunct faculty evaluation tracking system. [Pertinent sections of the Faculty Collective Bargaining Agreement are included as Appendix 23 of this document for comparison purposes.]

All Divisions and Deans reviewed and analyzed their record keeping, and worked collaboratively to develop a new centralized system to document part-time faculty evaluation. The centralized tracking system also provides a statistical overview across disciplines and divisions regarding type of evaluation conducted and completion rates. Deans regularly check databases, both local and centralized, to make sure each part-time faculty member has completed the required documentation. Faculty who have failed to complete their self-assessment are sent reminders until the self-assessment is received. Full-time faculty who conduct peer evaluations are similarly reminded to turn in electronic copies of the evaluations they have conducted with copies to the adjunct faculty members. The Division Offices maintain copies of student assessment summaries, full-time faculty evaluations, adjunct faculty self-assessments, and administrative observations in the adjunct faculty member's performance file.

The creation of the centralized system allows for an institution wide analysis of completion rates. Please see Addendum 25 for a report of the assessments from winter 2011; this analysis of the compliance of adjunct faculty to the evaluation schedule revealed the following results:

The Assessment summary report shows two figures for adjunct faculty compliance with the assessment schedule, quarterly and overall totals. OC has 249 faculty on the books this year; of those, 77 are due to complete student evaluations winter 2011. The 77 shown in "Due this Quarter" is an accumulation of all adjunct faculty who are overdue from all previous quarters as well as the ones who are due winter 2011. Of those 77 adjunct faculty required to complete student evaluations, 65 have done so, for a winter quarter completion rate of 85%. The "In Compliance: Teaching – Overdue" column takes the total adjunct faculty and subtracts those who are overdue to facilitate the math required to calculate that 95% of the total adjuncts are in compliance with the assessment schedule.

Self-reflections are the adjunct faculty self-assessments that are composed of their reactions to their student evaluations. Only three adjuncts completed the self-reflections, for a 4% compliance rate for the quarter, however, 175 or 70% are in compliance overall. Similarly, adjunct faculty also undergo observations by full-time faculty. There are 97 faculty that were due for an observation, and 18 of them [18%] have completed the observation. Overall, however, there are 170 or 68% in compliance.

Recognizing that the self-reflection and observation numbers are not optimal, OC has included in Core Theme A, Objective 2 an indicator for adjunct faculty assessments with an acceptable level of achievement of 95% on all forms of assessment for adjuncts. The College intends to continue refinement of this system to achieve this goal by Year Five of the accreditation process.

**Recommendation 6**

*The committee recommends the College continue its work to fully implement student assessment of both full and part-time faculty. (Policy 4.1.C)*

Olympic College has fully implemented student assessment of both full and part-time faculty, and maintains up-to-date documentation of these assessments.

The 2009 NWCCU Full-Scale Evaluation Report noted that progress in implementation of student assessment of faculty had been made following the 2001 accreditation visit; however, this progress was uneven across campus. At the time of the 2009 accreditation visit, Olympic College had only recently begun using an online process for student assessment of faculty. This online process, which replaced a paper and pencil version that had been used for years, had very low student response rates and generally required that students go to a computer lab to complete the assessment. The return rate for online student assessments was 25.46% for Fall 2008, 27.71 % for Winter 2009, and 28.35% for Spring 2009. Many students did not take the time to go to a lab to do this, thereby impacting the number of faculty assessed. While some instructors took their classes to a computer lab to complete the assessments, this effort took time away from instruction. Finally, some adjunct faculty were not being assessed regularly.

To address this problem and ensure consistent student assessment practices across campus, a centralized tracking system was developed and implemented in 2010. To address the issues associated with using a completely online assessment system, a new software system, Class Climate, was purchased and implemented. This system allows for a paper option as well as an online option, giving faculty the choice of which method to use. Most faculty teaching face-to-face classes use the paper option, which has increased the student response rate. With the implementation of the new system, response rates increased to 49% for Summer 2010, 50% for Fall 2010 and 57% for Winter 2011. Online classes are assessed by

students online and the evaluation tool has questions that are geared specifically to the online environment.

In addition to full implementation of the new software system, the centralized data collection system described in recommendation 5 also tracks student assessments of full-time and probationary faculty. 100% of all full-time probationary faculty are being assessed as required by the Collective Bargaining Agreement, (Appendix D, Sections 3, 4, and 5, see Addendum 26). Full-time tenured faculty members are assessed by students every five years as per the Collective Bargaining Agreement; 100% are in compliance.

**Recommendation 7**

*The Committee recommends the College use a minimum three-year planning model for major categories of income and expenditures (Standard 7.A.2)*

As part of the budget process, a three year planning model was developed shortly after the fall, 2009 accreditation visit. The plan lists major categories of income and expenditures. It is one of the tools used by the Vice President for Administrative Services as part of the overall budget planning process.

The three year planning model includes the following elements and assumptions:

1. Annual income projections are calculated based on history, recent trends and current economic factors and enrollment projections. Olympic College gets 66% of its income from the State of Washington appropriation and state grants. The remaining 34% comes from tuition, fees and contracts. This provides a stable base for predicting income.

2. Our three-year plan acknowledges that the tuition rate is variable during a biennium. The next three years include budget cuts in the first and second years. The plan assumes the legislature will continue to authorize tuition increases that provide income to fill some of the gap left by cuts to the state allocation.

3. The three-year revenue projections should be conservative. In the next three years, the plan assumes no growth FTE's in the state allocation. The enrollment projections assume an eventual decrease in enrollment as a result of economic recovery and people returning to work. Further, we assume no growth in grants and contracts. Consistent with this conservative approach, Olympic College has no planned spending from sources of income that may not materialize.

4. The projected expenses for each year in the three-year plan are calculated using the current year budget and prior year actual spending projections for each year. These are adjusted for inflation.

5. Increases in faculty salary and benefits are funded by the legislature and therefore are a stable cost in our planning.

6. Part-time faculty costs are variable; as enrollment drops so do the part-time faculty expenditures. This variation helps the college maintain stability in the rolling three year plan because expenses diminish in proportion to any unforeseen drops in enrollment.

7. The plan will be adjusted annually in response to changing state, funding, economic conditions and enrollment projections.

The current Three Year Planning Model for major categories of income and expenditures is found on the next page:

| | 2011-12 Initial Budget | | 2012-13 Projected Budget | | 2013-14 Projected Budget |
|---|---|---|---|---|---|
| **Operating Budget** | | | | | |
| **Revenue** | | | | | |
| Interest Income | $ 1,000 | | $ 1,000 | | $ 1,000 |
| Tuition | 11,609,528 | | 11,609,528 | | 10,615,523 |
| State Appropriations-General | 17,531,636 | | 15,366,636 | | 15,366,636 |
| Total | 29,142,164 | | 26,977,164 | | 25,983,159 |
| **Expenditures** | $ 32,042,164 | | $ 28,439,909 | | $ 27,028,603 |
| | | | | | |
| Less Transfers: | | | | | |
| Running Start | $ (2,000,000) | | $ (2,000,000) | | $ (2,000,000) |
| Excess Enrollment | (900,000) | | (456,750) | | |
| Fund Balance Draw Down | | | | | |
| | | | | | |
| Sub-Total Transfers | 29,142,164 | | 25,983,159 | | 25,028,603 |
| **Net Expenditure Budget** | 32,042,164 | | 28,439,909 | | 27,028,603 |
| | | | | | |
| **Capital** | | | | | |
| **Revenue** | | | | | |
| Roof Repairs | $210,500.00 | | $210,500.00 | | $ 250,000.00 |
| Site Repairs | $ 36,000.00 | | $ 36,000.00 | | $ 54,000.00 |
| Facility Repairs | $108,500.00 | | $108,500.00 | | $ 120,000.00 |
| Minor Works | $ 467,470.00 | | $ 467,470.00 | | $ 515,000.00 |
| Building Design | 0 | | 0 | | $ 1,650,000.00 |
| Local Capital - fire sprinkler, exhaust hoods | $600,000.00 | | | | |
| Local Capital - Sci/Tech Equiment | | | $ 450,000.00 | | |
| Total | $1,422,470.00 | | $ 1,272,470.00 | | $ 2,589,000.00 |
| | | | | | |
| **Expenditures** | $1,422,470.00 | | $ 1,272,470.00 | | $ 2,589,000.00 |
| | | | | | |
| **Self-Support Program Budget** | | | | | |
| **Revenue** | $ 158,000.00 | | $ 175,000.00 | | $ 185,000.00 |
| **Expenditures** | $ 157,000.00 | | $ 171,000.00 | | $ 178,000.00 |
| **Net** | $ 1,000.00 | | $ 4,000.00 | | $ 7,000.00 |
| | | | | | |
| **Grants & Contracts** | | | | | |
| **Revenue** | $ 4,170,549.00 | | $ 4,000,000.00 | | $ 4,300,000.00 |
| **Expenditures** | $ 4,150,200.00 | | $ 3,950,000.00 | | $ 3,900,000.00 |
| **Net** | $ 20,349.00 | | $ 50,000.00 | | $ 400,000.00 |

## Recommendation 8

*The Committee Recommends the College develop a Board of Trustees approved policy for cash management and investments. (Standard 7.C.4)*

The Board of Trustees approved a policy for cash management and investments based on OFM regulations. Responsibility for the implementing the policy is delegated to the Vice President for Administrative Services.

Per the Washington State Office of Financial Management (OFM) regulations, the Vice President for Administrative Services drafted a policy which was reviewed by President's Cabinet and the Board of Trustees in November, 2009. Policy Number 600-09, Olympic College Investment Policy was approved by the Board of Trustees November 24, 2009 and posted on the Policy website: http://www.olympic.edu/NR/rdonlyres/8DF2B7A2-BEA1-46BF-934C-53ED44502AEF/0/60009InvestmentPolicy.pdf

For your convenience, the policy is restated here:

**POLICY NUMBER: 600-09**
**REFERENCE: RCW 39.58**

Olympic College shall invest funds in a manner which secures principal with the potential for the highest investment return, while meeting the daily cash flow demands of the College and conforming to all state laws governing the investment of public funds.

The Vice President of Administrative Services is delegated the responsibility to invest funds not immediately necessary for the operation of the College. Under the Vice President's oversight, the Director of Business Services manages college investments to improve the College's financial position within the limits imposed by the Public Deposit Protection Act (RCW 39.58), which delineates the types of investments appropriate for public agencies.

## Core Theme A: Student Learning and Quality Teaching

### Objective 1 - Curriculum and programs are relevant, current, and easily transferable

| | Achievement Indicators | Acceptable Level of Achievement [Criteria for Success] | Responsible Assessing Party | Mission, Vision, Values* |
|---|---|---|---|---|
| a | Percent of programs and courses that undergo formal College-wide review annually | 100% of all programs and courses scheduled for review complete the review and improvement cycle (Programs are reviewed on 6 year cycle and courses on a 5 year cycle) | Instructional Program Planning | M, I, III, 1f |
| b | Percent of programs and disciplines that hold specialized accreditation or that adopt national or industry standards from a recognized external organization | 90% or more of OC programs that are eligible for external specialized accreditation or alignment with external standards have received accreditation or completed alignment | Instructional Administrators | M |
| c | Washington State Adult Learning Standards for ABE/GED and ESL | OC curriculum will align 100% with the state standards for ABE, GED, and ESL | Adult Basic Education | M |
| d | Percent of articulation agreements and/or Major Ready Pathways | 100% of OC's programs or disciplines that can benefit from use of Major Ready Pathways or articulation agreements will have them | Instruct Support Services/ Instruct Admin. | M |
| e | Faculty survey responses on use of innovative or contemporary curricular techniques | 80% of faculty respondents indicate use of innovative or contemporary teaching techniques in their classes | Instructional Administrators | 1e |

### Objective 2 - Faculty are prepared, current, and focused on student learning

| | Achievement Indicators | Acceptable Level of Achievement [Criteria for Success] | Responsible Assessing Party | Mission, Vision, Values |
|---|---|---|---|---|
| a | Educational preparation of faculty | 100% of all faculty meet the entry level requirements, and one third hold degrees or preparation beyond entry level | Instructional Support Services/ Human Resources | M, I |
| b | Faculty participation in professional development [evidenced by College events, PCEC, salary advancement forms, etc.] | 90% of full-time and 50% of adjunct faculty participate in professional development relevant to their discipline or to excellence in teaching and learning; 70% of eLearning faculty have formal instruction in eLearning | Instructional Support Services/Human Resources /Center/eLearning | M, II, 2c |
| c | Faculty survey and documentation from workshops, outcomes assessment projects, institutes, course mapping, curriculum/degree reform, core abilities assessment, etc. | At least half of full-time faculty and a quarter of part-time faculty are actively engaged at the course, program, and institutional levels in generating assessment information that informs curriculum change and improves student learning | Instructional Support Services/Human Resources | M, I |
| d | Faculty report evidence via survey on current research, creative endeavors, and community involvement, and its effects on teaching | 50% of associate or lower division level faculty use research/scholarship to improve teaching; 100% of baccalaureate or upper division level faculty use research/scholarship to improve teaching | Instructional Administrators | I, 1e, 2a, 2b, 2c |
| e | Student perceptions of teaching effectiveness from class evaluations | 80% of all faculty who undergo OC's class evaluations will score on average 4.0 [out of 5] or higher. At least 95% of adjunct faculty who are required to undergo student evaluations, self-evaluations, and full time faculty observations will complete the process which will be fully documented | Instructional Support Services/Faculty assessment | M, I, 1a, 2a, 2b, 2d |

| | | | | |
|---|---|---|---|---|
| f | Faculty survey questions on participation in the Core Abilities Institutes | 80% of faculty attending Core Abilities Faculty Institutes will make changes to course content to improve attainment of Core Abilities | Core Ab. Faculty Institute leaders and Inst. Admin. | M, I, 1a |
| **Objective 3 - Students learn** | | | | |
| | **Achievement Indicators** | **Acceptable Level of Achievement [Criteria for Success]** | **Responsible Assessing Party** | **Mission, Vision, Values** |
| a | Grad survey index of measures on questions regarding Core Abilities | 80% of Student respondents will rank their OC experience as helpful or very helpful in contributing to their knowledge, skills and personal development on Graduate Survey assessment of Core Abilities | Core Abilities | M, I, 1a, 2 |
| b | Student ratings on CCSSE [Comm. College Survey of Student Engagement] for questions associated with Core abilities and quality of learning benchmarks | On CCSSE, score at or above the Carnegie Classification comparison group [medium colleges] and/or Northwest consortium for those skills and abilities closely related to Core Abilities and on the four benchmarks of effective educational practice | Core Abilities | M, I, 1a |
| c | Transfer student performance by gradepoint | OC students transferring to Washington state four-year schools succeed at rates similar or better than students who began their education at the four-year school | Instructional Support Services, Instructional Administrators | M, I, 1a |
| d | Employer survey responses on preparation of OC degree or certificate completers as employees | 80% of employers will rate the educational preparedness of OC degree or certificate completers on job related areas as 'excellent or good' | Instructional Administrators | M, III, 1a, 4a, 4c |
| e | Job placement rates for students seeking work | 80% of OC's Professional Technical students seeking work will find employment within two years of leaving the College | Instructional Administrators | M, III, 1a, 4a, 4c |
| f | Student assessment via ACT Survey on selected academic and optional questions | Student respondents will rate their educational experience at or above the national norm for selected standardized questions and maintain or improve ratings on optional selected questions | Mission Fulfill. Team/ Research, Plan. & Assess. | M, I, 1a, 2d |
| **Core Theme B: Student Access and Support** | | | | |
| **Objective 1 - Maintain enrollment levels independent of economic swings and ensure equal access to education** | | | | |
| | **Achievement Indicators** | **Acceptable Level of Achievement [Criteria for Success]** | **Responsible Assessing Party** | **Mission, Vision, Values** |
| a | Enrollment levels as calculated in state and local reports (Registrar and State Board) | Quarterly and yearly FTEs will meet or exceed state annualized allocation targets | Dean, Enrollment Services; Enrollment Management Team | 4c, 5, 5c |
| b | Census data for service area and enrollment data comparisons for potentially under-served populations | Percentages of headcount students will mirror or exceed under-served population groups of service area; specifically: by race, age, gender, and education level | Dean, Enrollment Services; Enrollment Management Team | M, 1b, 1f, 3, 4c |
| c | International students headcount | By 2013-14, the headcount of international students will increase to a sustainable headcount of 100 | Dean, Enrollment Services; International Student Programs | 1b, 1f, 3b, 3c |
| d | Percent of students transferring to baccalaureate schools | Percent of OC students transferring to baccalaureate institutions will meet or exceed the statewide average | Instructional Administrators | M, I, III, 1e |

| Objective 2 - OC students are retained and complete their goals in a timely manner | | | | |
|---|---|---|---|---|
| | **Achievement Indicators** | **Acceptable Level of Achievement [Criteria for Success]** | **Responsible Assessing Party** | **Mission, Vision, Values** |
| a | Student Achievement Initiative [SAI] data on completions of degrees, certificates, and apprenticeships; includes comparison of completions by students of color | Completions for all students will meet or exceed the statewide comm. college average in SAI annual and/or cohort data depending on which is available; % completions by students of color will increase annually until all ultimately equal or exceed overall average percentage of completions | Student Achievement Initiative; Planning, Assessment, & Research | M, I, 1f, 3, 3b, 3c, 4c, 5, 5c |
| b | Comparison of annual schedule to course offerings | Annual schedule offerings will not deviate from Quarterly schedule offerings more than 5 % | Schedule committee, Instruct. Support Services | I |
| c | Student responses on Graduate survey re: causes of delay in goal achievement and ACT survey responses re: satisfaction with course selection/scheduling | Students will report satisfaction with reaching their goals in a timely manner on ACT at or better than national norms; on graduate survey, none of college-related reasons for delay will be chosen by more than 25% of respondents | Enrollment Management | I |
| d | Retention data from Student Achievement Initiative on students completing first 15 and first 30 credits | Momentum points per OC student will meet or exceed the average score of all Washington State community colleges | Student Achievement Initiative; Planning, Assessment, & Research | I |
| e | Student Achievement data on the # of students achieving GED, high school completion, moving from basic skills to college classes, or moving from Levels 1-3 classes to Levels 4-6 classes | The number of OC Basic Skills students completing momentum points will meet or exceed state community college average scores | Student Achievement Initiative; Basic Skills dept., Planning, Assessment, & Research | M, I, 1a, 4c |
| f | Retention and completion of students in distance learning classes | OC students are retained and complete OC online classes at rates within 5% of students in on-ground classes | eLearning, Instruct Support Services and Instruct Admin | M, I, 1e, 2d |
| **Objective 3 - Student support ensures student success** | | | | |
| | **Achievement Indicators** | **Acceptable Level of Achievement [Criteria for Success]** | **Responsible Assessing Party** | **Mission, Vision, Values** |
| a | Student responses on ACT, Graduate, CCSSE, and SENSE surveys to questions re: quality of and satisfaction with all student support services | Task Force evaluation of responses will find 80% of respondents rated themselves satisfied or very satisfied with student support services or rated those services helpful or very helpful | Student Services task force | I, 1a, 1f, 2d |
| b | Financial aid response time from date of application to notice of award | The average response time for students applying for financial aid will be 42 days | Financial Aid, Student Services | I, 1f, 2d |
| c | Student responses on ACT, Graduate, CCSSE, and SENSE surveys to questions re: quality of and satisfaction with advising | Task Force evaluation of responses will find 80% of respondents rated themselves satisfied or very satisfied with advising services or rated those services helpful or very helpful; comments will reinforce the ratings | Advising coordinating group | I, 2d |

## Core Theme C: College Environment

### Objective 1 - Olympic College employees foster a healthy work environment that embraces our values

| | Achievement Indicators | Acceptable Level of Achievement [Criteria for Success] | Responsible Assessing Party | Mission, Vision, Values |
|---|---|---|---|---|
| a | Index of questions on PACE survey re: Employee Civility | All standardized questions in the index will score at or above the norm base; all individual scores should rate at least 'consultative' on the NILIE Four Systems model | Strategic Leadership Team 2 | II, 1c, 3, 3a, 3b, 3d, 5e |
| b | Indices of PACE survey questions re: Social Justice, Appreciate and value employees, employee empowerment, thoughtful risks, foster innovation, creativity, flexibility, and prof. development | Employee respondents' scores on the indices for each of these values will average in the mid-to-high level consultative range (3.6-4.0) | Strategic Leadership Team 2, Mission Fulfillment Team | II, 1c, 1e, 2, 2c, 3b, 3c, 3d, 4c |
| c | Faculty survey questions on academic freedom and intellectual honesty | 80% will respond with satisfaction over academic freedom accorded them, and will indicate they include intellectual honesty in their syllabus and teaching | Mission Fulfillment Team | 1d |

### Objective 2 - Employees and students at Olympic College appreciate diversity and respect our differences

| | Achievement Indicators | Acceptable Level of Achievement [Criteria for Success] | Responsible Assessing Party | Mission, Vision, Values |
|---|---|---|---|---|
| a | Index of PACE Questions re: Employee Diversity | All standardized questions in the index will score at or above the norm base; all individual scores should rate at least 'consultative' on the NILIE Four Systems model | Strategic Leadership Team 2 | 3, 3b, 3c, 4c |
| b | Index of ACT survey questions [student respondents] re: Diversity | All standard normed questions will score at or above the national norm; all locally generated questions without norms will score at or above their prior scores | Strategic Leadership Team 2 | 3, 3b, 3c, 4c |
| c | Graduate Survey question on understanding differences | 80% of our graduates will reply positively to College's influence on their respect for different cultures and ideas | Strategic Leadership Team 2 | 3, 3b, 3c, 4c |
| d | Index of CCSSE Survey questions [student respondents] re: Diversity | Scores on majority of questions in our index will meet or exceed the means of both medium-sized colleges and CCSSE cohort | Strategic Leadership Team 2 | 3, 3b, 3c, 4c |

### Objective 3 - OC engages in responsible stewardship of our resources

| | Achievement Indicators | Acceptable Level of Achievement [Criteria for Success] | Responsible Assessing Party | Mission, Vision, Values |
|---|---|---|---|---|
| a | Scores on index of financial questions on PACE survey | Employee respondents rate college transparency and responsibility re: budget in the mid-consultative range or higher on all questions | Mission Fulfillment Team | II, 3d, 4a, 4c, 5, 5a, 5b, 5c, 5d |
| b | Carbon Dioxide Emissions per 1,000 SF of building, as measured by the American College and University President's Climate Commitment study | In five years, reduce emissions (commuting, travel, waste) to 20 metric tons per 1000 square feet, a 19.4% reduction; in doing so, OC's measure will approach the national average for like colleges | Sustainability Advisory Council | 4a, 4b, 4c |
| c | Audit results | The College will receive one or fewer findings by the State Auditor's office during annual audits of finances | Administrative Services | 1c |
| d | Facility Condition Survey | The Weighted Average Condition Scores for all buildings on OC campuses are maintained at or above the adequate level according to the survey results | Administrative Services | 5c |

| | | | | |
|---|---|---|---|---|
| e | Allocation of available resources are aligned with mission and achievement indicators of the College | 100% of resource allocation applications and decisions will include a statement as to how the allocation supports the mission/vision/values and any related achievement indicators of OC's Core Themes | Budget Committee | II, 3d, 4a, 4c, 5, 5a, 5b, 5c, 5d |
| **Core Theme D: Community Enrichment and Responsiveness** | | | | |
| **Objective 1 - Affirm the relevance of OC's existing education and training offerings to community needs** | | | | |
| **Achievement Indicator** | | **Acceptable Level of Achievement (Criteria for success)** | **Responsible Assessing Party** | **Mission, Vision, Values** |
| a | Employer survey questions re: degree appropriateness to community need | 80% of our employer-respondents to the survey will rate themselves as satisfied or highly satisfied with OC's programs in meeting the needs of their organizations | Strat Lead Team 3; WorkForce Development; Research, Plan & Assess. | M, III, 4a, 4c |
| b | ACT Survey question on Student satisfaction with courses offered | The percentage of our student respondents who rate themselves satisfied or very satisfied with the variety of courses offered at OC will exceed the national norm | Strat Lead Team 3; Work-Force; Research, Plan & Assess | III, 1a, 4a |
| **Objective 2 - Ensure strong partnerships between Olympic College and the communities we serve** | | | | |
| **Achievement Indicator** | | **Acceptable Level of Achievement (Criteria for success)** | **Responsible Assessing Party** | **Mission, Vision, Values** |
| a | Community discussions on value of the College to the community | Participant responses in community discussion groups on OC's contribution to community will meet satisfactory levels on a rubric indicating awareness of and satisfaction with OC's role in the community | Mission Fulfillment Team, President's Council, Strat Lead Team 3 | III, 1a, 4a, 4c |
| b | A strategic inventory of OC representation on community service agencies and groups relevant to OC's Mission | Assessment of strategic inventory will ensure that OC is represented on no less than 80% of those groups | Strategic Leadership Team 3 | III, 1a, 4a |
| c | Community support of the OC Foundation | OC Foundation raises from the community at least one-half million dollars to provide scholarships and direct support of College strategic plans and mission fulfillment biennially | Foundation | M, II, III, 4a, 5c |
| **Objective 3 - Fulfill and enhance Olympic College's role as a cultural resource** | | | | |
| **Achievement Indicator** | | **Acceptable Level of Achievement (Criteria for success)** | **Responsible Assessing Party** | **Mission, Vision, Values** |
| a | Survey of community attending events | Evaluations of community events re: quantity, quality and variety will show that 80% of respondents were satisfied/very satisfied with events | Strategic Leadership Team 3 | III, 1, 4a |
| b | Community calendar of events usage statistics | Use statistics of the campus events calendar will more than double to over 7,000 page views per month | Strategic Leadership Team 3 | III, 1, 4a |
| | *M = Mission; Roman numeral = Vision; Arabic numeral and letter = Value | | | |

# Joint Strategic Planning/Accreditation Structure

Key
SLT = Strategic Leadership Team
C = Chair
CAB = Cabinet Liaison
S = Committee support
* = Advisory
**BOLD** = Proposed
Different colors of names = dual committee membership

## PRESIDENT'S COUNCIL

President's Council is a leadership group for the college and reports to the college's President. Members consist of the President, Vice-Presidents, Deans, Associate Deans, Executive Director of Human Resources, Communications Director, and staff and faculty union representatives

## SLT#1 – Learning/Access

Dianna Larsen (C)
Teresa Jones (C)
Nancy Bermea
Mary Garguile
Amanda Gebhardt
Amy Hatfield
Gina Huston
Kim McNamara
Elaine Williams
**Inst. Researcher***
Nora Downard (S)

**Core Themes A&B**

### Emphasis A:

Faculty Curriculum Team & Student Achievement Initiative Committees

### Emphasis B:

Enrollment Management Committee

## SLT#2 – Reflect & Account for Our Values

Tom Jacobs (C)
Jeff Yergler (C)
Samantha Powers
Sara Cook
Allison Smith
Wendy McFadden
Linda Yerger
Naomi Saunders
Janell Whiteley
Tom Cameron
David Mitchell (CAB)
Kim McNamara
Joanie Pearson
Candace Alvarez
Ron Shade
**Inst. Researcher***

**Core Theme C**

## SLT#3 – Community Connections

Jennifer Hayes (C)
Amy Hatfield
Margaret Hodun
Teresa McDermott
Charlotte Purl
Elaine Williams
Deb Montez
**Inst. Researcher***

**Core Theme D**

## Mission Fulfillment Team

Ruth Ross Saucier (C)
Mary Garguile
Kim McNamara
Patty Triggs
Janell Whiteley
David Mitchell (CAB)
Ron Shade
Gina Huston
Judi Brown
Joan Hanten (CAB)
Bob Abel
Geri Babbo
Bev Cheney
Sandy Johnson
Gloria Martin
Pat Palmer
Bruce Riveland
Alice Tawresey
**Inst. Researcher***
Naomi Saunders (S)

# Performance and Development Plan (PDP)
# Expectations

| Has Position Description been reviewed ☐ Yes ☐ No | Position Description Updated ☐ Yes ☐ No | Performance Period From To |
|---|---|---|

**Purpose of Plan and Review** ☐ Annual ☐ Trial Service ☐ Probationary ☐ Transitional ☐ Other (specify)

| Employee Last Name | Employee First Name | Employee Middle Name (Initial) | Employee ID Number |
|---|---|---|---|
| | | | |

| Position Class Title | Working Title | Position Number (Object Abbrev.) |
|---|---|---|
| | | |

| Employer (Business Area) | Division (ORG Unit) | Evaluator's Name |
|---|---|---|
| | | |

## Position Linkage With Organizational Mission and Strategic Plan

What is the organization's mission and how do the duties and responsibilities of this position link or contribute to the achievement of the mission goals, and objectives of the organization? Provide brief summary.

## Part 1: Performance Expectations

Based on the position's major responsibilities, outline the key results and competencies expected of the employee during this performance period. Limit the list to those that are key. Check with your Human Resources office regarding any special instructions around determining what competencies to use.

**Key Results Expected**

What are the most important objectives, outcomes, and/or special assignments to accomplish in order to be successful during this time period?

**Key Competencies Expected**

What are the most important knowledge, skills, abilities, and behaviors that the employee should demonstrate in order to be successful?

## Part 2: Training & Development Needs/Opportunities

What training and development needs and opportunities should the employee focus on during this performance period?

## Part 3: Organizational Support (Optional)

Part 3 is optional and to be completed only by the employee, at the beginning of the performance period.

What suggestions do you have as to how your supervisor, co-workers, and/or agency management can better support you in your present job and future career goals?

## Acknowledgement Of Performance Plan

The signatures below indicate that the supervisor and employee have discussed the performance expectations, training and development needs outlined at the beginning of the performance period.

| Date | Evaluator's Signature | Date | Employee's Signature |
|---|---|---|---|
| | | | |

***NOTE:*** *Typically, once the performance expectations is completed and signed by all parties,* the supervisor provides the employee a copy and the original is forwarded to Human Resources to be placed in the employee's personnel file. Supervisors should check with their Human Resources office for organization specific instructions.

OLYMPIC COLLEGE

# COURSE OUTLINE

| AGENDA | | |
|---|---|---|
| | | |
| SMS DETAIL | | |
| DESCR/PREREQ | | |
| CIP | | |
| | | |
| | | |

## —TO BE COMPLETED BY DIVISION OFFICE—

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Division/Originating Office* | Business and Technology | | | | | | |
| *Discipline* | Business Management | | | *Abbr/Course Number* | BMGMT 185 | | |
| *Course Title (37 spaces or less)* | E-Business Strategies | | | | | | |
| *Credits* | 5 | | | | | | |
| *Add course* | | *Change Course* | X | *Delete Course* | | *Review Course (5 yrs)* | |
| *Describe Changes* | Remove prerequisites. | | | | | | |
| *Provisional Two Quarter Approval* | | *Minor Action* | X | *Significant Action* | | | |
| *Effective Yr/Qtr--New/Changed Course* | B121 | *Effective Yr/Qtr--Deleted Course* | | | | | |

**DIVISION/AREA ADMINISTRATOR APPROVAL**

*Signature* Richard N. Strand *Date* 11/15/10

## —TO BE COMPLETED BY THE VICE PRESIDENT OF INSTRUCTION—

| | | | | | |
|---|---|---|---|---|---|
| *Provisional Two Quarter Approval* | | *Minor Action* | | *Significant Action* | GM |

**INSTRUCTIONAL POLICIES COUNCIL REVIEW**

| | | | | | |
|---|---|---|---|---|---|
| *Recommended* | X | *Not Recommended* | | *Date* | Jan. 10, 2011 |

**VICE PRESIDENT OF INSTRUCTION APPROVAL**

*Approved* ☒ *Disapproved* ☐

*Signature* Mary J. Garguile *Date* 2/6/11

| Abbr/Cn | BMGMT 185 |
|---|---|

OLYMPIC COLLEGE

# COURSE OUTLINE

## I. COURSE DETAIL

| | | | |
|---|---|---|---|
| A. Originated / Updated By | Hella-Ilona Johnson | Date | 11/02/10 |

B. Course Titles

| | |
|---|---|
| —Schedule/Transcripts (24 spaces or less) | E-Business Strategies |
| —Published Catalog (37 spaces or less) | E-Business Strategies |

| | |
|---|---|
| C. Credits | 5 |

D. Contact Hours

| Lecture | 5 | Lab | | Clinical | | Systems | | Other | | Total | 50 |
|---|---|---|---|---|---|---|---|---|---|---|---|

| | |
|---|---|
| E. Prerequisite | |

F. Course Description (Describe the Subject Matter, Narrative —Limit 145 Spaces)

An interactive course balancing technical and strategic aspects of electronic business. Electronic platforms, payment systems, regulation, security and privacy issues addressed.

| | | | |
|---|---|---|---|
| G. Cross Reference | None | H. Pass / No Credit? | No |

I. Primary Funding Source

| 1--State Funded | X | 4--Grant/Contract | | 5--Community Service | |
|---|---|---|---|---|---|

J. Graduation Requirements

| Humanities | | (Humanities) Skills Performance | | |
|---|---|---|---|---|
| Natural Science | | Laboratory Science | | Social Science | |

| | | | |
|---|---|---|---|
| K. Continuous Enrollment? | No | | |
| L. Limited English Proficiency? | No | | |
| M. Academic Disadvantaged? | No | | |
| N. Include Course in Published Catalog? | Yes | Publish for Academic Year | 2011-2012 |

O. Institutional Intent Code

| 11--Academic | | 21--Occ Prep | X | 22--Occ Supp | | 23--Home/Fam | | 31--Comm Serv | |
|---|---|---|---|---|---|---|---|---|---|

| | | | |
|---|---|---|---|
| P. Suggested Program Code (EPC) | | R. Suggested CIP Code | |

## II. LEARNING OUTCOMES/ASSESSMENT METHODS

| LEARNING OUTCOMES | | ASSESSMENT METHODS | |
|---|---|---|---|
| A. | Critique security and electronic payment systems; and legal, ethical and privacy issues as they relate to e-business. | A. | Case study<br>Exam |
| B. | Describe a variety of e-business strategies and platforms that businesses can use to increase the effectiveness of their global integrated marketing and communication efforts. | B. | Case study<br>Project exercises |
| C. | Analyze the impact of e-business on supply chain and distribution channel management. | C. | Case study<br>Exam |
| D. | Identify alternatives for using e-business to enhance information management systems, decision-making, project planning processes, and customer relationships. | D. | Case study<br>Exam |

## III. REPRESENTATIVE CONTENT

***In narrative or outline format describe the areas of study by expanding on the course description. This may include specific performance or learning objectives as well as topics to be covered.***

***Please mark with an asterisk (*) those course objectives that indicate a multicultural content.***

**A. Strategies for sales marketing and promotions***
**B. Purchasing, logistics and supply chain management**
**C. Customer relationship management**
**D. Infrastructure for electronic commerce**
**E. Planning for e-business***
**F. Electronic commerce software**
**G. Security threats to e-business**
**H. Intellectual property rights**
**I. Electronic payment systems**
**J. Web based tools**
**K. Web actions**
**L. International cultural, legal and ethic issues***
**M. Virtual communities**
**N. Resource and implementation issues**

OLYMPIC COLLEGE

# COURSE OUTLINE

## IV. TEXT/MATERIALS (Note: Textbooks change frequently. See division office for up-to-date text information.)

| | | | |
|---|---|---|---|
| Title | Electronic Commerce (current edition) | Reading Level | 13 |
| Author | Schneider, Gary P. and Perry, James T. | | |
| Publisher | Course Technology, Thompson Learning | | |
| ISBN# | 0-619-03378-9 | | |
| | | | |
| Title | | Reading Level | |
| Author | | | |
| Publisher | | | |
| ISBN# | | | |
| | | | |
| Title | | Reading Level | |
| Author | | | |
| Publisher | | | |
| ISBN# | | | |
| | | | |
| Title | | Reading Level | |
| Author | | | |
| Publisher | | | |
| ISBN# | | | |

## V. OPTIONAL INFORMATION

| |
|---|
| A. |

OLYMPIC COLLEGE

# COURSE OUTLINE

| AGENDA | | |
|---|---|---|
| | | |
| SMS DETAIL | | |
| DESCR/PREREQ | | |
| CIP | | |
| | | |
| | | |

## —TO BE COMPLETED BY DIVISION OFFICE—

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Division/Originating Office* | Mathematics, Engineering, Sciences, and Health | | | | | | |
| *Discipline* | Nursing | | | *Abbr/Course Number* | NURSE 252 | | |
| *Course Title (37 spaces or less)* | Pharmacology Review | | | | | | |
| *Credits* | 2 | | | | | | |
| *Add course* | | *Change Course* | X | *Delete Course* | | *Review Course (5 yrs)* | |
| *Describe Changes* | Change credits from 1 to 2 | | | | | | |
| *Provisional Two Quarter Approval* | | *Minor Action* | X | *Significant Action* | | | |
| *Effective Yr/Qtr--New/Changed Course* | B014 | *Effective Yr/Qtr--Deleted Course* | | | | | |

**DIVISION/AREA ADMINISTRATOR APPROVAL**

*Signature* Gerianne Babbo *Date* 2/22/11

## —TO BE COMPLETED BY THE VICE PRESIDENT OF INSTRUCTION—

| | | | | | |
|---|---|---|---|---|---|
| *Provisional Two Quarter Approval* | | *Minor Action* | GM | *Significant Action* | |

**INSTRUCTIONAL POLICIES COUNCIL REVIEW**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Recommended* | | *Not Recommended* | | | *Date* | Mar. 07, 2011 | |

**VICE PRESIDENT OF INSTRUCTION APPROVAL**

*Approved* ☐ *Disapproved* ☐

*Signature* _____ *Date* _____

| Abbr/Cn | NURSE 252 |
|---|---|

OLYMPIC COLLEGE

# COURSE OUTLINE

## I. COURSE DETAIL

| | | | |
|---|---|---|---|
| A. Originated / Updated By | Gerianne Babbo | Date | 2/14/11 |

| | |
|---|---|
| B. Course Titles | |
| —Schedule/Transcripts (24 spaces or less) | Pharmacology Review |
| —Published Catalog (37 spaces or less) | Pharmacology Review |

| | |
|---|---|
| C. Credits | 2 |
| D. Contact Hours | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Lecture | 20 | Lab | | Clinical | | Systems | | Other | | Total | 20 |

| | |
|---|---|
| E. Prerequisite | NURSE 152 or permission of the instructor. Continued enrollment in the Nursing Program. |
| F. Course Description (Describe the Subject Matter, Narrative —Limit 145 Spaces) | A review to enhance the student's clinical nursing practice application of pharmacology. |

| | | | |
|---|---|---|---|
| G. Cross Reference | | H. Pass / No Credit? | No |

| | | | | | |
|---|---|---|---|---|---|
| I. Primary Funding Source | | | | | |
| 1--State Funded | x | 4--Grant/Contract | | 5--Community Service | |

| | | | | | |
|---|---|---|---|---|---|
| J. Graduation Requirements | | | | | |
| Humanities | | (Humanities) Skills Performance | | | |
| Natural Science | | Laboratory Science | | Social Science | |

| | | | |
|---|---|---|---|
| K. Continuous Enrollment? | No | | |
| L. Limited English Proficiency? | No | | |
| M. Academic Disadvantaged? | No | | |
| N. Include Course in Published Catalog? | Yes | Publish for Academic Year | 2010-2011 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| O. Institutional Intent Code | | | | | | | | | |
| 11--Academic | | 21--Occ Prep | x | 22--Occ Supp | | 23--Home/Fam | | 31--Comm Serv | |

| | | | |
|---|---|---|---|
| P. Suggested Program Code (EPC) | 323 | R. Suggested CIP Code | |

## II. LEARNING OUTCOMES/ASSESSMENT METHODS

| LEARNING OUTCOMES | | ASSESSMENT METHODS | |
|---|---|---|---|
| A. | Describe classification and mechanism of action of most commonly prescribed medications. | A. | Class discussion, quizzes |
| B. | Identify indications, contraindications and dosage for most commonly prescribed medications. | B. | Class discussion, quizzes |
| C. | Describe significant adverse reactions and drug interactions, and apply appropriate nursing interventions necessary to ensure client care. | C. | Class discussion, quizzes and written responses to case study |
| D. | Identify specific nursing actions/considerations required to ensure correct medication administration. | D. | Class discussion, quizzes and written responses to case study |
| E. | Identify appropriate client teaching requirements for identified medications. | E. | Class discussion, quizzes and written responses to case study |

## III. REPRESENTATIVE CONTENT

***In narrative or outline format describe the areas of study by expanding on the course description. This may include specific performance or learning objectives as well as topics to be covered.***

***Please mark with an asterisk (*) those course objectives that indicate a multicultural content.***

**A. Review pharmacological mechanisms of action including pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of major drug classifications.**

**B. Discuss common indications, contraindications, dosages, significant adverse reactions, drug interactions, appropriate nursing assessments/actions/considerations/interventions and client teaching for the categories of drugs affecting the following body systems:**

- **Nervous**
- **Endocrine**
- **Cardiovascular**
- **Respiratory**
- **Hematopoietic and Immune**
- **Gastrointestinal**

OLYMPIC COLLEGE

# COURSE OUTLINE

## IV. TEXT/MATERIALS (Note: Textbooks change frequently. See division office for up-to-date text information.)

| | | | |
|---|---|---|---|
| **Title** | Pharmacology for Nurses : A Pathophysiologic Approach | **Reading Level** | |
| **Author** | Adams, Michael Patrick / Holland, Norman | | |
| **Publisher** | Pearson | | |
| **ISBN#** | 0-13-175665-6 | | |
| | | | |
| **Title** | | **Reading Level** | |
| **Author** | | | |
| **Publisher** | | | |
| **ISBN#** | | | |
| | | | |
| **Title** | | **Reading Level** | |
| **Author** | | | |
| **Publisher** | | | |
| **ISBN#** | | | |
| | | | |
| **Title** | | **Reading Level** | |
| **Author** | | | |
| **Publisher** | | | |
| **ISBN#** | | | |

## V. OPTIONAL INFORMATION

| |
|---|
| **A.** |

## OGMS ABE Grant Extension - Attachment 4e: Learning Standards Expansion Plan for FY 2012

Name of Organization: **Olympic College** Submitted by: **Elaine Williams Bryant** Email address: **ewilliams@oc.ctc.edu**

**Current Situation: Where are you now in terms of implementation of Learning Standards in your program?** Please provide brief examples of products, projects, procedures that you, your faculty and staff are doing. By number, identify the Milestone (alternative: Minimum Component that most is most significantly impacted by your implementation initiative) that most closely describes the phase you are in for each of the skill areas in your programs.

| Skill Area | ABE/GED | ESL | Main site/off-site differences? | Corrections Ed sites (if applicable) |
|---|---|---|---|---|
| Read with Understanding **(Milestone 5)-ABE (Milestone 6)- ESL** | Completing curriculum framework redesign to norm levels. Will follow up with aligning Learning Standards and level indicators to course content.<br><br>Align all I-BEST curriculum frameworks with current Standards in Reading<br><br>Implemented Transitions Reading course where Learning Standards were aligned with level indicators for reading.<br><br>Bi-annual Learning Standards training facilitated by OC Cadre.<br><br>Annual Standards state training or workshops. | *Completed* curriculum framework redesign to norm levels. Followed by aligning Learning Standards and level indicators to course level content.<br><br>End of quarter completion checklist. (Instructor report of student progress on content taught and Standards indicators covered during the quarter).<br><br>Bi-annual Standards training facilitated by OC Cadre.<br><br>Annual Standards state training or workshops. | Fewer resources (availability of technology, materials) | |
| Use Math to Solve Problems & Communicate **(Milestone4)-ABE** | Development of shared Learning Object Repository (LOR) with various math modules available in Angel to all basic skills faculty. | N/A | Math Cadre from another CC provided math standards workshop for evening and offsite | |

| | | | | |
|---|---|---|---|---|
| | | | adjuncts. | |
| Convey Ideas in Writing **(Milestone 4/5) –ABE (Milestone 5/6 ) - ESL** | Completing curriculum framework redesign to norm levels. Will follow up with aligning Learning Standards and level indicators to course content.<br><br>Align all I-BEST curriculum frameworks with current Learning Standards in Writing.<br><br>Implemented Transitions Writing where Learning Standards were aligned with level indicators for writing.<br><br>Bi-annual Learning Standards training facilitated by OC Cadre.<br><br>Annual Learning Standards state training or workshops. | Completed curriculum framework redesign to norm levels. Followed by aligning Learning Standards and level indicators to course level content.<br><br>End of quarter completion checklist. (Instructor report of student progress on content taught and Learning Standards indicators covered during the quarter).<br><br>Bi-annual Learning Standards training facilitated by OC Cadre.<br><br>Annual Learning Standards state training or workshops. | | |
| Others? | | Completed above for 4 levels of speaking and listening. (Milestone 5 & 6) | | |

**<u>Vision</u>: Where do you think your programs should be in terms of implementation 3 years from now?**

Please provide brief examples of products, projects, procedures that you, your faculty and staff are doing. By number, identify the Milestone (alternative: Minimum Component) that most closely describes the phase you are in for each of the skill areas in your programs.

| Skill Area | ABE/GED | ESL | Main site/off-site differences? | Corrections Ed sites (if applicable) |
|---|---|---|---|---|
| Read with Understanding **(Milestone 8)** | Curriculum framework redesign curriculum framework to norm levels completed. Followed by aligning Learning Standards and level indicators to course level content.<br><br>Shared Learning Object Repository (LOR) with various reading modules available in Angel to all basic skills faculty.<br><br>Develop end of quarter completion checklist.<br><br>Develop template in order to standardize first page of course syllabus to include Learning Standards and level indicators for each course level.<br><br>Review curriculum annually in order to adjust content as needed. | Shared Learning Object Repository (LOR) with various reading modules available in Angel to all basic skills faculty.<br><br>Develop template in order to standardize first page of course syllabus to include Learning Standards and level indicators for each course level.<br><br>Review curriculum annually in order to adjust content as needed. | Institute a process that evaluates and ensures that Learning Standards are being implemented. | |

| | | | | |
|---|---|---|---|---|
| | Consistent and on-going Learning Standards training for both new and existing faculty.<br><br>Classroom observations include focus on level indicator alignment and instruction.<br><br>On-going peer and administrative observations. | Consistent and on-going Learning Standards training for both new and existing faculty.<br><br>Classroom observations include focus on level indictor alignment and instruction.<br><br>On-going peer and administrative observations. | | |
| Use Math to Solve Problems and Communicate **(Milestone 8)** | Curriculum framework redesign curriculum to norm levels completed. Followed by aligning Learning Standards and level indicators to course level content.<br><br>Shared Learning Object Repository (LOR) with various math modules available, updated in Angel and used by all basic skills faculty.<br><br>Develop end of quarter completion checklist.<br><br>Develop template in order to standardize first page of course syllabus to include Learning Standards and level indicators for each course level.<br><br>Consistent and on-going Learning Standards training for both new and existing faculty. | N/A | | |

| | | | | |
|---|---|---|---|---|
| | Classroom observations include focus on level indicator alignment and instruction.<br><br>On-going peer and administrative observations.<br><br>Review curriculum annually in order to adjust content as needed. | | | |
| Convey Ideas in Writing **(Milestone 8)** | Curriculum framework redesign curriculum framework to norm levels completed. Followed by aligning Learning Standards and level indicators to course level content.<br><br>Shared Learning Object Repository (LOR) with various writing modules available, updated in Angel and used by all basic skills faculty.<br><br>Develop end of quarter completion checklist.<br><br>Develop template in order to standardize first page of course syllabus to include Learning Standards and level indicators for each course level. | Shared Learning Object Repository (LOR) with various writing modules available, updated in Angel and used by all basic skills faculty.<br><br>Develop template in order to standardize first page of course syllabus to include Learning Standards and level indicators for each course level. | | |

| | | | | |
|---|---|---|---|---|
| | Consistent and on-going Standards training for both new and existing faculty.<br><br>Review curriculum annually in order to adjust content as needed. | Consistent and on-going Learning Standards training for both new and existing faculty.<br><br>Review curriculum annually in order to adjust content as needed. | | |
| Others?<br>**(Milestone 8)** | Incorporate Learning Standards into the Educational Interview.<br><br>Institute quarterly professional development trainings for faculty to include time for development, review and reflection of Learning Standards based lessons.<br><br>Transitions (development of new I-BEST pathways) Basic Skills and Professional Technical faculty will be trained in Learning Standards curriculum development in all I-BEST and Transitions courses.<br><br>Faculty trained as Math Cadre. | Incorporate Learning Standards into the Educational Interview.<br><br>Institute quarterly professional development trainings for faculty to include time for development, review and reflection of Learning Standards based lessons.<br><br>Transitions (development of new I-BEST pathways) Basic Skills and Professional Technical faculty will be trained in Learning Standards curriculum development in all I-BEST and Transitions courses. | Incorporate Learning Standards into the Orientation. | |

**<u>Activities</u>: What activities do you propose to carry out in order to achieve the vision described?**

Please describe and provide brief examples of a few key activities you plan to carry out in each of the skill areas <u>in FY 2012</u> that will enable your programs to progress towards your vision.

| Skill Area | ABE/GED | ESL | Main site/off-site differences? | Corrections Ed sites (if applicable) |
|---|---|---|---|---|
| Read with Understanding | Redesign curriculum framework to norm levels. Follow up with aligning Learning Standards and level indicators to course content.<br><br>Institute a process that evaluates and ensures that Learning Standards are being implemented. | Institute a process that evaluates and ensures that Learning Standards are being implemented. | Institute a process that evaluates and ensures that Learning Standards are being implemented. | |
| Use Math to Solve Problems and Communicate | Institute a process that evaluates and ensures that Learning Standards are being implemented. | N/A | Institute a process that evaluates and ensure that Learning Standards are being implemented. | |
| Convey Ideas in Writing | Institute a process that evaluates and ensures that Learning Standards are being implemented. | Institute a process that evaluates and ensures that Learning Standards are being implemented. | Institute a process that evaluates and ensures that Learning Standards are being implemented. | |
| Others? | Design a training module that provides an overview of the Learning Standards and the connection to students' educational goals. Module available via Tegrity or Elluminate .<br><br>Develop and train faculty on use of rubric for peer to peer observations.<br><br>Develop a pre-classroom visitation form outlining what will be assessed during administrative observation. | Design a training module that provides an overview of the Learning Standards and the connection to students' educational goals. Modules available via Tegrity or Elluminate.<br><br>Develop and train faculty on use of rubric for peer to peer observations.<br><br>Develop a pre-classroom visitation form outlining what will be assessed during administrative observation. | Design a training module that provides an overview of the Standards and the connection to students' educational goals. Modules available via Tegrity or Elluminate. | |

| | | | | |
|---|---|---|---|---|
| | **Present training module and faculty observation forms at fall 2011 meeting.**<br><br>As a part of new I-BEST pathway development, ABE and professional technical faculty will collaboratively develop curriculum to include Learning Standards. | **Present training module and faculty observation forms at fall 2011 meeting.**<br><br>As a part of new I-BEST pathway development, ABE and professional technical faculty will collaboratively develop curriculum to include Learning Standards. | | |

**<u>Lead Staff</u>: who are the key faculty and staff who will lead these efforts?** Please describe their roles and responsibilities, and their locations.

**2 Full-time ABE faculty (One is a Learning Standards Writing Cadre)**
**2 Full-time ESOL faculty (One is a Learning Standards Reading Cadre)**
**1 part-time ABE faculty**
**1part-time ESOL faculty**
**Program Coordinator**
**ABE Coordinator**
**I-BEST Coordinator**
**Associate Dean**

All full-time lead staff and faculty are located on the main campus with the exception of one full-time ABE faculty who also has responsibilities at Olympic College Shelton. The two part-time faculty are located on the main campus and at off-sites. Identified faculty will take the lead on aligning curriculum and developing peer observation form. Team that attended the Director's Institute will design a Learning Standards training module and pre-classroom visitation form. Full-time faculty and Associate Dean will provide faculty observations. I-BEST Coordinator will work with I-BEST faculty around development of pathways incorporating /aligning Learning Standards with curriculum.

# Thinking Rubric
## Outcomes, Performance Indicators, Evaluation Statements

| **Thinking Competency Skills** | **Emerging**<br>*Need for improvement overshadows apparent strengths. Evidence of the outcome is present.* | **Developing**<br>*Strengths and need for improvement are about equal.* | **Competent**<br>*Shows skill in this outcome. Improvement still desired.* | **Strong**<br>*Applies outcome in multiple contexts. Many strengths are present.* |
|---|---|---|---|---|
| **Outcome 1: Graduates engage in critical analysis.**<br><br>*Performance Indicators: Students identify and address complex questions using a well-developed and deliberate process.* | An **Emerging** Student can:<br><br>**classify/label/identify/describe** questions and issues that are more complex than others and that may not have simple or clear answers.<br><br>**identify/develop wth difficulty** a position in response to the questions. | A **Developing** student can:<br><br>**Articulate/interpret/develop** complex questions and respond with a position that is adopted from another source with little original thought.<br><br>**Support** a response using valid evidence with some success. | A **Competent** student can:<br><br>**Synthesize/analyze/debate/contrast /question/formulate** complex questions with minimal direction.<br><br>**Recognize/integrate/adapt/prioritize** a variety of sources of evidence.<br><br>**Develop/construct/create/invent** a position in response to the question that includes some original thought, and consideration of other perspectives. | A **Strong** student can:<br><br>**Appraise/assess, reframe/evaluate** complex questions independently.<br><br>**Evaluate/defend/criticize/compare /contrast/appraise/interpret** relevant evidence from a variety of sources and choose appropriate evidence to explain and justify a position in response to the question.<br><br>**Evaluate/assess/prioritize** other perspectives.<br><br>**Evaluate** conclusions and **assess** the consequences. |
| **Outcome 2: Graduates engage in creative problem solving.**<br><br>*Performance Indicators: Students recognize a problem and its causes, and create strategies that work in different situations. Students apply strategies to solve the problem and evaluate the effectiveness of the solution.* | An **Emerging** student can:<br><br>**Identify/describe/outline/classify /explain** a problem and its possible causes.<br><br>**Cite/demonstrate/reproduce/ generalize/recall** from previous experience the steps towards a solution. | A **Developing** student can:<br><br>**Apply/articulate/illustrate/employ** various approaches to problem solving.<br><br>**Articulate/employ/demonstrate** an understanding that breaking problems down into smaller segments is an essential part of the problem-solving process. | A **Competent** student can:<br><br>**Analyze/debate/contrast/question/ criticize** appropriate problem-solving methods.<br><br>**Outline/adapt/anticipate/derive** the necessary steps toward a solution.<br><br>**Communicate/perform/produce/ structure/test/incorporate** the solution with minimal direction. | A **Strong** student can:<br><br>**Appraise/justify/defend/choose/ summarize/prioritize/reframe** a problem-solving process.<br><br>**Appraise/select/evaluate/ justify/defend** various approaches to problem solving.<br><br>**Assess/choose/select/reframe/ evaluate** knowledge and experience gained to creatively solve other problems. |
| **Outcome 3: Graduates engage in quantitative reasoning.** | An **Emerging** student can:<br><br>**Repeat/recall/recite/comprehend** basic mathematical operations and | A **Developing** student can:<br><br>**Perform/demonstrate/organize/ apply** mathematical operations & | A **Competent** student can:<br><br>**Perform/modify/design** mathematical operations and **solve** | A **Strong** student can:<br><br>**Solve** problems and **interpret** relationships numerically, |

| | | | | |
|---|---|---|---|---|
| *<u>Performance Indicators</u>: Students use, analyze, and draw inferences from numerical and symbolic modes of communication.* | sometimes demonstrate these operations to solve problems.<br><br>**Reproduce** basic mathematical functions with a scientific calculator.<br><br>**Extract/describe/ contrast** data from simple tables, charts and graphs.<br><br>**Estimate/enumerate/report** approximate numbers from measurement | sometimes use these operations to solve problems or equations.<br><br>**Compute** using a scientific calculator & at times **interpret** results and **assess** reasonableness of results.<br><br>**Extract/apply/assess/extend/ interpret** data from tables, charts, and graphs.<br><br>**Demonstrate/employ/imitate/ select** problem-solving steps, including computation of approximate solution. | problems numerically, algebraically or graphically.<br><br>**Predict/test/propose/recognize** effective computational tools (calculators and computer applications) in solving problems and **interpret** results and (at times) the reasonableness of results.<br><br>**Appraise/modify** methods for measuring a quantity or estimating a quantity and **anticipate/compile/ propose/deduce** possible sources of error.<br><br>**Recognize/analyze** information with logic symbols or logic structures.<br><br>**Categorize** relations according to recognized patterns (such as patterns of increase or decrease, linear patterns, etc.). | algebraically and graphically.<br><br>**Appraise/compare/select/evaluate/ justify** effective computational tools (calculators and computer applications) in solving problems and **interpret** numerical errors and reasonableness of results in varied contexts.<br><br>**Evaluate/explain/argue/critique** the relevance of data, make inferences with data and **defend** reasonableness of conclusions.<br><br>**Compare/rate/contrast** measured or predicted data against standards or known data and **evaluate** the methods or accuracy of a measurement.<br><br>**Interpret/assess/defend** information with logic symbols or logic structures. |

# Communication Rubric
## Outcomes, Performance Indicators, Evaluation Statements

| Communication Competency Skills | Emerging<br>*Need for improvement overshadows apparent strengths. Evidence of the outcome is present.* | Developing<br>*Strengths and need for improvement are about equal.* | Competent<br>*Shows skill in this outcome. Improvement still desired.* | Strong<br>*Applies outcome in multiple contexts. Many strengths are present.* |
|---|---|---|---|---|
| **Outcome 1: Graduates understand and produce effective oral communication.**<br><br>*Performance Indicators: Students communicate appropriately in a variety of situations.* | An Emerging student can:<br><br>Describe/explain how purpose and content direct communication.<br><br>Describe/identify the need to listen attentively and respectfully.<br><br>Describe/identify ethical and professional ways of communicating.<br><br>Describe possible barriers/communication signals (such as body language, etc). | A Developing student can:<br><br>Apply/use purpose and content in direct communication.<br><br>Demonstrate/employ attentive and respectful listening skills.<br><br>Apply/employ/illustrate ethical and professional standards in oral communication.<br><br>Articulate barriers/communication signals (such as body language, etc). | A Competent student can:<br><br>Adapt/express a message with purpose and content.<br><br>Appraise/analyze/point out purpose, content, and audience when receiving messages<br><br>Incorporate/express/model attentive and respectful listening skills<br><br>Express/incorporate ethical and professional standards to oral communication, and engage in a non-judgmental exchange of messages.<br><br>Recognize/characterize barriers/ communication signals (such as body language, etc). | A Strong student can:<br><br>Explain/defend a message with purpose and content.<br><br>Evaluate received messages on the basis of purpose, content, and audience and take initiative in seeking out different perspectives.<br><br>Choose/defend ethical and professional standards and encourage/incorporate responses from other perspectives.<br><br>Interpret communication signals, including non-verbal ones, and react/reframe appropriately for a given situation. |
| **Outcome 2: Graduates understand and produce effective written communication.**<br><br>*Performance Indicators: Students convey understanding of and demonstrate proficiency in the writing practices of one or more disciplines. Students* | An Emerging student can:<br><br>Relate reading of simple texts to his/her personal life.<br><br>Pinpoint/identify a main idea and write using it as a focus.<br><br>Arrange/order writing. | A Developing student can:<br><br>Interpret simple texts and articulate their significant ideas.<br><br>Develop writing around a central theme or idea.<br><br>Use organizational patterns (e.g., sequential, analytical, chronological, cause-effect, compare and contrast). | A Competent student can:<br><br>Analyze texts of some complexity and identify their basic details and arguments.<br><br>Develop/integrate a primary claim/hypothesis to focus/compile/ compose/guide choice of content.<br><br>Incorporate/integrate/develop organizing structures that enhance | A Strong student can:<br><br>Summarize/reframe content from complex texts, including the use of quotes.<br><br>Choose writing methods that will unify the content for clarity, organize it for best impact, and enhance its power through stylistic choices. |

Last updated October 4, 2010; approved November 1, 2010

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| *convey understanding of the influence of perspective and can comprehend and evaluate written communication from a variety of disciplines.* | Name/describe/cite appropriate styles and formats.<br><br>Briefly cite sources | Select appropriate format, appearance and style.<br><br>Produce assignments in appropriate documentation style to avoid plagiarism. | the quality of writing.<br><br>Adapt/modify/structure/revise stylistic and format choices to enhance communication.<br><br>Incorporate appropriate documentation methodologies to assure fair use of my sources. | Choose/reframe format, appearance, & style to communicate effectively in a variety of genres/disciplines.<br><br>Explain materials in a logical, discipline-appropriate format that takes into account audience, tone, and purpose<br><br>Appraise/interpret/explain research in writing, attributing authorship and correctly citing sources according to style-sheet guidelines. |
| **<u>Outcome 3:</u> Graduates understand and use effective non-verbal communication skills.**<br><br><u>*Performance Indicators*</u>*: Students interpret and utilize non-verbal communication practices of one or more disciplines (such as art, music, graphics, and multi-media) to convey ideas and information.* | An Emerging student can:<br><br>Identify/duplicate techniques and symbolic conventions (e.g., art symbols, technical drawing symbols, proofreading marks, etc.)<br><br>Describe/express projects/products/ work using vocabulary and concepts appropriate in a particular field or discipline. | A Developing student can:<br><br>Interpret and use symbolism associated with objects related to the field (e.g., art symbols, technical drawing symbols, graphs, etc.).<br><br>Apply visual and/or performance techniques and operate/manipulate the tools appropriate to the task. | A Competent student can:<br><br>Create projects/products/work using a variety of styles and techniques.<br><br>Incorporate/integrate the standards, rules and conventions of the field or discipline to construct projects/products/work effective for the user/audience.<br><br>Incorporate/integrate theory as it relates to field or discipline (such as student's instrument/voice, stage performance, art work, etc). | A Strong student can:<br><br>Choose professional standards appropriate to the field or discipline in the planning and creation of projects/products/works, both manually and using technology.<br><br>Choose graphics, art, or other non-verbal communication forms to explain and interpret information.<br><br>Evaluate complex concepts through graphics, art, or other non-verbal forms of communication. |

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# Global Perspective Rubric
## Outcomes, Performance Indicators, Evaluation Statements



The purpose of the rubric is to provide a basic framework of expectations such that evidence of student learning can by shared institutionally through a common dialog and understanding of student success. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The statements should be translated into discipline and course specific language by faculty members for course-level or program-level assessment purposes.

***The definitions that follow were developed to clarify terms and concepts used in this rubric only.***

**Global Perspective** reflects interdependence of Cultural Competency, Environmental Literacy, and Social and Civic Responsibility. It is defined as the knowledge, skills, and behaviors needed to understand and support effective interaction in a variety of cultural, environmental, social, and civic contexts. Global Perspective can take many forms within specific discipline frameworks, but it reflects the understanding that we share the world with others and that diverse perspectives impact world events and our interactions and decisions.

**Cultural Competency** is an experiential understanding and awareness of our own cultural patterns, the ability to compare and contrast them with others, and the capacity to adapt and interact effectively in cross-cultural situations.

**Environmental Literacy** includes understanding basic processes within environments and knowledge of varying physical environments, as well as regional, social, political, economic, ecological, and biological aspects of local and global environments.

**Social and Civic Responsibility** is the capacity to make a difference in the social and civic life of our communities through both political and non-political processes and includes understanding of the impact of one's actions, as an individual or as part of a community, on the world's peoples, cultures, nations, regions, and environment.

The rubric provides a general framework that includes interrelationships between social, political, economic, historical, geographic, and environmental perspectives. Interrelationships are not limited to fields/disciplines specifically mentioned in the rubric.

last updated Jan. 7, 2011

# Global Perspective Rubric
## Outcomes, Performance Indicators, Evaluation Statements

| Global Perspective Competency Skills | Emerging<br>*Need for improvement overshadows apparent strengths. Evidence of the outcome is present.* | Developing<br>*Strengths and need for improvement are about equal.* | Competent<br>*Shows skill in this outcome. Improvement still desired.* | Strong<br>*Applies outcome in multiple contexts. Many strengths are present.* |
|---|---|---|---|---|
| **Outcome 1: Graduates demonstrate an understanding of their own cultures and the framework upon which their society has been built.**<br><br>*Performance Indicators: Students identify the cultural norms that shape their experience.*<br><br>*Students recognize how the historical structure of society informs the process of socialization and thereby influences their values, beliefs, and attitudes.* | An Emerging student can:<br><br>Identify/describe the impact of one's own and others' experiences, values, and events in shaping how people view their and others' place in the world.<br><br>Identify bias in others but not themselves. | A Developing student can:<br><br>Explain/interpret/illustrate the impact of one's own and others' experiences, values, and events in shaping how people view their and others' place in the world.<br><br>Demonstrate a willingness to admit bias towards others. | A Competent student can:<br><br>Analyze/debate the impact of one's own and others' experiences, values, and events in shaping how people view their and others' place in the world.<br><br>Analyze the impact of one's bias. | A Strong student can:<br><br>Reflect upon/ evaluate/ defend/criticize/appraise /synthesize the impact of one's own and others' experiences, values, and events in shaping how people view their and others' place in the world.<br><br>Re-evaluate/alter one's attitudes and/or biases. |

last updated Jan. 7, 2011

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| **<u>Outcome 2:</u> Graduates demonstrate an understanding of how cultural differences (e.g. beliefs, traditions, communications, norms) shape human interaction and perceptions of others.**<br><br><u>*Performance Indicators*</u>*:*<br>*Students critically examine how the historical structures and cultures of the world shape and continue to influence communication patterns, societal norms and norms within various disciplines.*<br><br>*Students articulate an understanding that these social and cultural norms advantage some while disadvantaging others.* | An Emerging student can:<br><br>Identify cultural norms and communication patterns that are different from one's own.<br><br>Identify/describe how differences in social and cultural norms may lead to differential treatment. | A Developing student can:<br><br>Explain/illustrate how historical structures and culture impact or shape cross-cultural differences in social norms and communication patterns.<br><br>Explain/illustrate how social and cultural norms advantage some while disadvantaging others. | A Competent student can:<br><br>Analyze/debate how historical structures and culture impact or shape cross-cultural differences in social norms and communication patterns as they relate to one's field of study.<br><br>Examine/admit how one is harmed by *and* benefits from social and cultural norms that advantage some while disadvantaging others depending on group membership (i.e. race, gender, class, religion, etc.). | A Strong student can:<br><br>Challenge/defend/accept /criticize the way in which historical structures and culture impact or shape cross-cultural differences in social norms and communication patterns as they relate to one's field of study.<br><br>Challenge/criticize/argue /assess how one is harmed by *and* benefits from social and cultural norms that advantage some while disadvantaging others depending on group membership (i.e. race, gender, class, religion, etc.). |

last updated Jan. 7, 2011

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| **<u>Outcome 3:</u> Graduates demonstrate that they are aware of, and understand world events (e.g. religious, historical, environmental, political, economic) and the role of human decisions and physical conditions shaping these events and their outcomes.**<br><br><u>*Performance Indicators*</u>*: Students understand that various human (cultural) and physical factors shape world events (i.e., recognize that those in power in any given culture shape societal rules and laws, acknowledge that equity does not equal equality, and the interrelationship between human beings and the physical world.).*<br><br>*Students acknowledge responsibilities and articulate the role of individuals in both political and non-political processes that make a difference in social and civil life of communities and the environment.* | An Emerging student can:<br><br>Identify/describe socio-economic and environmental problems or practices.<br><br>Explain how individual/group action or inaction has affected a local/global community. | A Developing student can:<br><br>Explain/examine/report how various disciplines address/approach socio-economic and environmental problems or practices<br><br>Examine the ramification of individual/group action or inaction on a local/global community. | A Competent student can:<br><br>Analyze/compare/contrast how discipline specific decisions/policies impact socio-economic and environmental problems or practices.<br><br>Articulate individual responsibilities to humankind and the natural world. | A Strong student can:<br><br>Reflect upon/evaluate/ defend/criticize/appraise how discipline specific decisions/policies impact socio-economic and environmental problems or practices.<br><br>Question/predict potential short-term and long-term impacts of individual action or inaction and accept responsibility for these actions/inactions. |

last updated Jan. 7, 2011

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| **<u>Outcome 4:</u> Graduates demonstrate an understanding of their own region/bioregion and recognize that other parts of the world are different in both physical and human attributes.**<br><br>*<u>Performance Indicators:</u>*<br>*Students identify and understand the various components included within their region/bioregion and can compare/contrast its relationship to the rest of the world.*<br><br>A bioregion is a territory defined by its biological, social, and geographic coherence and interrelations. | An Emerging student can:<br><br>Identify/describe key characteristics of one's physical environment and human interactions with the natural world. | A Developing student can:<br><br>Explain/illustrate key characteristics and knowledge of one's bioregion. | A Competent student can:<br><br>Reflect upon/Synthesize/ analyze/debate/contrast key characteristics and differences within or between bioregions. | A Strong student can:<br><br>Extend own/societal knowledge or understanding of bioregion components.<br><br>Evaluate/defend/compare /appraise/ key differences within or between bioregions. |

last updated Jan. 7, 2011

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| **<u>Outcome 5:</u> Graduates demonstrate an understanding of universal processes involving both distribution and circulation of resources and their byproducts; e.g., wealth, food, water, oil, gases, energy and pollutants.**<br><br>*<u>Performance Indicators</u>: Students demonstrate an understanding of social/ environmental sustainability including where appropriate, inequities.* | An Emerging student can:<br><br>Identify/describe how different regions/populations of the world use the resources available to their region.<br><br>Define/describe sustainability and its various components. | A Developing student can:<br><br>Explain/interpret how different regions/populations of the world have unequal access to resources.<br><br>Describe/illustrate examples of sustainability and examine the ramification of sustainability or lack thereof. | A Competent student can:<br><br>Analyze/debate how different regions/populations of the world control/access resources and address/ perpetuate inequities.<br><br>Analyze components of sustainability and impacts of decisions/policies. | A Strong student can:<br><br>Evaluate/criticize/appraise how different regions/populations of the world control/access resources and address/ perpetuate inequities.<br><br>Evaluate/criticize/appraise components of sustainability and impacts of decisions/policies. |

last updated Jan. 7, 2011

# Lifelong Learning Rubric
## Outcomes, Performance Indicators, Evaluation Statements

| Lifelong Learning Competency Skills | **Emerging**<br>*Need for improvement overshadows apparent strengths. Evidence of the outcome is present.* | **Developing**<br>*Strengths and need for improvement are about equal.* | **Competent**<br>*Shows skill in this outcome. Improvement still desired.* | **Strong**<br>*Applies outcome in multiple contexts. Many strengths are present.* |
|---|---|---|---|---|
| **Outcome 1: Graduates demonstrate self-monitoring and self-advocacy skills to effect positive life changes.**<br>*Performance Indicators: Students set well-defined and realistic personal goals; monitor progress toward goal attainment and motivate self through goal achievement.* | An Emerging student can:<br><br>Relate/define/describe the difference between personal short-term and long-term goals. | A Developing student can:<br><br>Select/implement/apply resources needed to accomplish personal goals and/or professional goals for my life in the future. | A Competent student can:<br><br>Prioritize/adapt/modify my goals as required by my life, my work and responsibilities. | A Strong student can:<br><br>Evaluate/judge/reframe problems through planning rather than by relying on time or chance to take care of them. |
| **Outcome 2: Graduates demonstrate the ability to recognize, understand, and accept ownership for their own learning and behavior in varied and changing environments.**<br>*Performance Indicators: Students recognize and use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.* | An Emerging student can:<br><br>Identify/list my basic skill strengths and weaknesses. | A Developing student can:<br><br>Determine/interpret/apply knowledge in various fields or disciplines and recognize how this changes with time acknowledging the need for continuing learning. | A Competent student can:<br><br>Adapt/analyze my learning outcomes and make changes to learning process when needed. | A Strong student can:<br><br>Assess/critique/summarize/ evaluate new concepts by making connections, transferring prior knowledge, and generalizing. |
| **Outcome 3: Graduates demonstrate the ability to adapt to technological innovations and to understand their implications.**<br>*Performance Indicators: Students accept change as an inherent variation in life and work. Students can identify and use technological innovations appropriate to a variety of situations.* | An Emerging student can:<br><br>Identify/describe/name/review technological innovations appropriate to a variety of situations. | A Developing student can:<br><br>Apply/use a variety of technology tools in effective ways to increase productivity and/or increase employability. | A Competent student can:<br><br>Appraise/adapt/debate the use of technology in a variety of contexts recognizing the positive and negative consequences of technology. | A Strong student can:<br><br>Evaluate/summarize/explain the effective use of technology to access, process, and synthesize information from a variety of sources. |

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# Information Literacy and Technology Rubric
## Outcomes, Performance Indicators, Evaluation Statements

| Information Literacy and Technology Competency Skills | Emerging<br>*Need for improvement overshadows apparent strengths. Evidence of the outcome is present.* | Developing<br>*Strengths and need for improvement are about equal.* | Competent<br>*Shows skill in this outcome. Improvement still desired.* | Strong<br>*Applies outcome in multiple contexts. Many strengths are present.* |
|---|---|---|---|---|
| **Outcome 1: Graduates use strategies to search for information that enhance the acquisition of knowledge.**<br><br>*Performance Indicators: Students access needed information effectively and efficiently. Students extract, record, and manage the information and its sources. Students apply new and prior information to inform and revise their search strategies.* | An Emerging student can:<br><br>Locate/find information when prompted in convenient and known sources using simple search strategies. Identify useful concepts or data. | A Developing student can:<br><br>Collect/determine sources central to his/her own interests and/or educational needs by using search strategies appropriate to those retrieval systems.<br>Practice/participate in new strategies, although is sometimes inconsistent in his/her searching.<br>Construct/produce a system for organizing information. | A Competent student can:<br><br>Generate and formulate questions and search strategies, using them to make inquiries. Test several research methods to modify and/or update what he/she knows. Recognize when to ask for help and clarification.<br>Combine/integrate/modify/ reorganize text, multi-media, and data, as needed, transferring them from their original locations and formats to new contexts. Test various technologies to manage information. | A Strong student can:<br><br>Support regular inquiry and the acquisition of new knowledge. Choose creative and flexible information seeking strategies in order to navigate the unfamiliar, take action or solve a problem |
| **Outcome 2: Graduates evaluate and appraise sources.**<br><br>*Performance Indicators: Students make comparative evaluations/ appraisals of the sources they identify.* | An Emerging student can:<br><br>Identify/select convenient and known sources of information. Give examples of sources that are more credible and/or reliable than others. | A Developing student can:<br><br>Construct/develop inquiry questions without being prompted. Determine when additional information is needed. Collects/selects sources based on context and need. | A Competent student can:<br><br>Analyze/appraise/evaluate sources, see differences and select from among them, and use them based on his/her understanding of their context—including the culture in which they originate. | A Strong student can:<br><br>Appraise/compare/critique/ evaluate appropriate sources to make sure he/she is accessing relevant information.<br>Appraise/compare/critique/ evaluate content, contextually, for quality, relevance and perspective. |

Last updated September 17, 2010; approved November 1, 2010

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| **Outcome 3: Graduates access and use information and/or technology ethically, legally and/or and responsibly.**<br><br>*Performance Indicators: Students follow laws, regulations, institutional policies, and accepted practices in the discipline related to the access and use of information and technology.* | An Emerging student can:<br><br>Express/explain how technology and retrieval systems and information can be used appropriately or inappropriately, e.g., intellectual property. | A Developing student can:<br><br>Apply applicable laws, regulations, and standards regarding the use of technology and information systems and information. Produce assignments in an appropriate documentation style when given direction, but may apply it inconsistently to cite sources. | A Competent student can:<br><br>Integrate knowledge of laws, regulation, and standards when using technology, retrieval systems, and information, including the legal acquisition, storage, and dissemination of text, data, images, and sound. Incorporate an appropriate documentation style for his/her topic and/or discipline and consistently apply it to cite sources. | A Strong student can:<br><br>Appraise/critique/defend/justify ethical standards in order to use technology and to use and document information appropriately and responsibly. |
| **Outcome 4: Graduates use various inquiry tools and different formats of information e.g. media.**<br><br>*Performance Indicators: Students employ a variety of search tools and access various media, both print-based and electronic.* | An Emerging student can:<br><br>Identify/select search tools that are readily available. Express/explain that medium can impact the message, especially visual and digital media. | A Developing student can:<br><br>Employ/use/utilize required search tools with some direction. Articulate/determine the benefits and limitations of digital media. | A Competent student can:<br><br>Design/develop/produce creative projects using a variety of tools. Analyze/recognize how digital media can create new custom information on demand, determined by the relationships among multiple data sources. | A Strong student can:<br><br>Choose/evaluate appropriate technological and organizational tools in order to access and manipulate information. Summarize how access to digital media may be restricted and/or modified by identification and location. |
| **Outcome 5: Graduates use technology and information appropriate to field or discipline, synthesizing information to formulate insights and create knowledge.**<br><br>*Performance Indicators: Students use technology to access and/or apply information to achieve goals, create new possibilities and to solve problems.* | An Emerging student can:<br><br>Identify/list multiple potential sources of information. Identify/give examples of information resources and technology. | A Developing student can:<br><br>Apply/contribute new information to existing knowledge and experience. Employ/use/utilize techniques, skills, and computers to solve problems. | A Competent student can:<br><br>Incorporate/integrate his/her previously held beliefs, assumptions, and knowledge with discovered knowledge. Recognize appropriate techniques and tools for a specific discipline task. | A Strong student can:<br><br>Critique and synthesize new information with his/her current understanding and experience in order to create something new, to acquire insight, to transform his/her values, or to expand his/her knowledge base. Assess the utility and limitations of computational tools to solve problems and create designs. Choose/evaluate which technique or tools are most appropriate to complete a task. |

## *Glossary of Terms for the Core Abilities Rubrics*

**Core Abilities:** Broad statements of desired knowledge, skills, abilities and behaviors by the time of graduation with an Associate or BSN degree.

**Outcomes**: Represent specific elements within the broader Core Abilities; reflects what graduates should know and be able to do at completion of the degree program.

**Performance Indicators**: Measurable statements identifying the student performance(s) required to meet the outcomes; confirmable through evidence gathered during the educational process.

**Performance Levels**: Each level (Emerging, Developing, Competent, Strong) indicates a description of what specific characteristics the student should exhibit in order to demonstrate the stated level of achievement. Written from the student self-assessment perspective with "I" statements.

**Evaluation Statements**: Illustrative examples of criteria for meeting specific Core Ability outcomes at each performance level. They are purposely generalized across disciplines. Not each one needs to be taught and they can be added to/adjusted for individual course needs.

Last updated October 10, 2010; approved November 1, 2010

## Faculty Curriculum Team Recommendation on Core Abilities

The Faculty Curriculum Team (FCT) recommends that the College make Core Abilities a degree requirement first for the AA and AS degrees and eventually for the professional-technical degrees. Our recommendation is that the change be as simple and streamlined as possible by requiring that our students take courses to fulfill the Core Abilities requirements from within the Distribution Requirements Courses List. We believe this can be done by identifying courses that currently exist within the Distribution Requirements Courses List that address Core Ability Outcomes and developing a list from these courses for each Core Ability. Attached is a preliminary design of what the OC Core Curriculum Requirements Worksheet could look like.

The College committed to the five Core Abilities when they were approved by the Instructional Policies Council in spring 2005, after being developed by the faculty-led Core Abilities Taskforce. The FCT, and the Core Abilities Taskforce before it, have had the working assumption that Core Abilities are already embedded within the existing Olympic College curriculum and that faculty are responsible for identifying which Core Abilities are addressed by the established learning outcomes of the courses within the disciplines.

**Specific Recommendations**

- Any course that is mapped for addressing a Core Ability at any performance level will be included on the graduation requirements list.

- The acquisition of Communication Outcome 2 will be accomplished by the successful completion of the existing Written Communication Skills requirement.

- The acquisition of Thinking Outcome 3 will be accomplished by the successful completion of the existing Symbolic/Quantitative Skills requirement.

- Single courses can fulfill multiple Core Abilities.

- Courses do not need to address every outcome to be eligible for the graduation requirements list. The determination of how many outcomes deemed necessary for each Core Ability will be made by the IPC with input from the FCT and relevant faculty.

- The review of courses for addition to, retention on, and removal from the graduation requirements list is the purview of the Instructional Policies Council.

**Timeline**

Course mapping will be finished and identification of courses for the graduation requirements list will be done during the 2011-2012 academic year. The Core Abilities Graduation Requirement will begin in Fall 2012. It is important to note that current students are grandfathered and subject to the graduation requirements in effect when they started at Olympic College.

# Core Theme A: Student Learning and Quality Teaching

## *Objective 3 - Students Learn*

**a. Grad survey index of measures on questions regarding core abilities**

*Graduate Survey 2010*

Please indicate how helpful your OC experience was in contributing to your knowledge, skills, and personal development in the following areas:

Writing effectively

Speaking effectively

Thinking critically own writing, problem solving and thinking

Confidence in your ability to learn

Ability to shape your own future

Respect for different cultures

Reading ability

**b. Student ratings on CCSSE [Survey of Student Engagement] for questions associated with Core abilities and quality of learning benchmarks**

*CCSSE Survey 2007*

CORE ABILITIES QUESTION: 12. How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

a. Acquiring a broad general education

b. Acquiring job or work-related knowledge and skills

c. Writing clearly and effectively

d. Speaking clearly and effectively

e. Thinking critically and analytically

f. Solving numerical problems

g. Using computing and information technology

h. Working effectively with others

i. Learning effectively on your own

j. Understanding yourself

k. Understanding people of other racial and ethnic

l. Developing a personal code of values and ethics

m. Contributing to the welfare of your community

n. Developing clearer career goals

o. Gaining information about career opportunities

First Benchmark: Active & collaborative learning - class discussion, presentations, projects, assignments tutoring others, community projects, discussed ideas

4. In your experiences at this college during the current school year, about how often have you done each of the following?

4a. Asked questions in class or contributed to class discussions

4b. Made a class presentation

4f. Worked with other students on projects during class

4g. Worked with classmates outside of class to prepare class assignments

4h. Tutored or taught other students (paid or voluntary)

4i. Participated in a community-based project as a part of a regular course

4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Second Benchmark: Student Effort - drafts of papers, integrate ideas, attend unprepared, # books read on own; prep for class; peer tutoring, skill labs, computer lab

| Year One Achievement Indicators | Survey Question Indices |
|---|---|
| 4. In your experiences at this college during the current school year, about how often have you done each of the following? | |
| | 4c. Prepared two or more drafts of a paper or assignment before turning it in |
| | 4d. Worked on a paper or project that required integrating ideas or information from various sources |
| | 4e. Came to class without completing readings or assignments |
| 6. During the current school year, about how much reading and writing have you done at this college? | |
| | 6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment |
| 13. (1) HOW OFTEN you use the following services, (2)HOW SATISFIED you are with the services, (3) HOW IMPORTANT the services are to you AT THIS COLLEGE? | |
| | 13d1. Frequency: Peer or other tutoring |
| | 13e1. Frequency: Skill labs (writing, math, etc.) |
| | 13h1. Frequency: Computer lab |
| Third Benchmark: Academic Challenge - work harder; analyze concepts; synthesize; judge info; apply concepts in new situations; use info to perform new skill; # of assigned readings; # of papers; challenge of exams; encourage study | |
| 4. In your experiences at this college during the current school year, about how often have you done each of the following? | |
| | 4p. Worked harder than you thought could to meet an instructor's standards or expectations |
| 5. During the current school year, how much has your coursework at this college emphasized the following mental activities? | |
| | 5b. Analyzing the basic elements of an idea, experience, or theory |
| | 5c. Synthesizing and organizing ideas, information, or experiences in a new way |
| | 5d. Making judgments about the values or soundness of information, arguments, or methods |
| | 5e. Applying theories or concepts to practical problems or in new situations |
| | 5f. Using information you have read or heard to perform a new skill |
| 6. During the current school year, about how much reading and wrting have you done at this college? | |
| | 6a. Number of assigned textbooks, manuals, books, or book-length packs of course material |
| | 6c. Number of written papers or reports of any length |
| 7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college? | |
| 9. How much does this college emphasize each of the following? | |
| | 9a. Encouraging you to spend significant amounts of time studying |
| Fourth Benchmark: Student-Faculty Interaction - email instructor; discuss classwork w/instructor; talk career plans with instruct/advisor; discuss reading outside class w/instructor; received prompt performance feedback; work w/instructor on non-coursework | |
| 4. In your experiences at this college during the current school year, about how often have you done each of the following? | |
| | 4k. Used email to communicate with an instructor |
| | 4l. Disscussed grades or assignments with an instructor |
| | 4m. Talked about career plans with an instructor or advisor |
| | 4n. Disscussed ideas from your readings or classes with instructors outside of class |
| | 4o. Received prompt feedback (written or oral) from instructors on our performance |
| | 4q. Worked with instructors on activities other than coursework |
| | |
| **d. Employer survey (2011) responses on preparation of OC Grads or certificate completers as employees** | |
| Please rate the educational preparedness of the Olympic College or Certificate Completer in the following job-related areas: | |
| | Speaking effectively |

| Year One Achievement Indicators | Survey Question Indices |
|---|---|
| | Writing effectively |
| | Thinking critically |
| | Reading ability |
| | Listening |
| | Math Skills |
| | Teamwork |
| | Respect for different cultures and ideas |
| | Locate, evaluate and use information |
| | Use technology effectively |
| | Solve problems |
| | Work ethic |
| | Adaptability/flexibility |
| | Integrity in the workplace |
| | Content or technical knowledge in their field |
| Please rate your general satisfaction of the educational preparedness of Olympic College graduate or Certificate Completer in the following job-related areas: | |
| | Speaking effectively |
| | Writing effectively |
| | Thinking critically |
| | Reading ability |
| | Listening |
| | Math Skills |
| | Teamwork |
| | Respect for different cultures and ideas |
| | Locate, evaluate and use information |
| | Use technology effectively |
| | Solve problems |
| | Work ethic |
| | Adaptability/flexibility |
| | Integrity in the workplace |
| | Content or technical knowledge in their field |
| | |
| **f. Student assessment via ACT Survey on selected academic and optional questions** | |
| *ACT Survey 2008* | |
| 1. Testing/grading system | |
| 2. Course content in your major area of study | |
| 3. Quality of Instruction in Your Major Area of Study | |
| 4. Out-of-Class Availability of Your Instructors | |
| 5. Attitude of the Teaching Staff Toward Students | |
| 7. Class size relative to the type of course | |
| 11. Challenge offered by your program of study | |
| 12. Preparation you are receiving for your chosen occupation | |
| 15. Olympic College has instructors who are well qualified to teach. | |
| 16. In most courses, students learn skills that they really need. | |
| 29. In most courses, instructors clearly indicate the intended learning outcomes for the course | |
| 30. Faculty at Olympic College expect/motivate students to actively engage in learning | |
| **Core Theme B: Student Access and Support** | |
| ***Objective 2 - OC students are retained and complete their goals in a timely manner*** | |

| Year One Achievement Indicators | Survey Question Indices |
|---|---|
| **c. Student responses on Graduate survey re: causes of delay in goal achievement and ACT survey responses re: satisfaction with course selection/ scheduling** | |
| *ACT Survey 2008* | |
| 34. Availability of courses you want at times you can take them. [students are least satisfied with this issue on ACT survey; rationale) | |
| 6. Variety of courses offered at this 2 year college | |
| Addl Q.6. What was the one most significant obstacle to you in scheduling your classes this quarter? (a.full; b. cancel; c. location; d. advising accomp; e. sched conflict; f. other; g. dna) | |
| *Grad Survey 2010* | |
| Were you able to reach your educational goals as quickly as you wanted to? | |
| 3.2 If you were not able to meet your educational goals as quickly as you wanted to, what factors kept you from graduating sooner? Check all that apply | |
| | Needed additional preparation |
| | Financial Aid |
| | Advising |
| | Personal finances |
| | Personal/family issues |
| | Scheduling challenges |
| | |
| ***Objective 3 - Student support ensures student success*** | |
| **a. Student responses on ACT, Graduate, CCSSE, and SENSE surveys to questions re: quality of and satisfaction with all student support services** | |
| *ACT Survey 2008* | |
| 1. Academic advising/course planning services | |
| Addl Q 7: Where did you get your academic advising this quarter, choose 1: (a. Major faculty; b. non major faculty; c. Student Entry adv; d. Counselor; e. WFD adv; f. RS adv; g. Access Services adv; h. Athletic adv; i. Adult Ed adv; j. Veteran's adv; k. self or no OC; l. other | |
| Addl Q. 8. If you have received advising from an entry advisor or counselor this quarter, how satisfied were you with your advising experience? | |
| Addl Q. 9. If you have received advising from a faculty member this quarter, how satisfied were you with your advising experience? | |
| *Grad Survey 2010* | |
| 2. Services: Please indicate how helpful you found the following services during your time at OC: | |
| | 2.2 faculty advising |
| | 2.3 Entry advising |
| 3.2 If you were not able to meet your educational goals as quickly as you wanted to, what factors kept you from graduating sooner? Check all that apply | |
| | Needed additional preparation |
| | Financial Aid |
| | Advising |
| | Personal finances |
| | Personal/family issues |
| | Scheduling challenges |
| *CCSSE Survey 2007* | |
| (1) HOW OFTEN you use the following services, (2)HOW SATISFIED you are with the services, (3) HOW IMPORTANT the services are to you AT THIS COLLEGE | |
| | 13a. Academic advising/planning |
| | 13b. Career Counseling |
| | 13c. Job placement assistance |

| Year One Achievement Indicators | Survey Question Indices |
|---|---|
| | 13d. Peer or other tutoring |
| | 13e. Skill lab (writing, math, etc) |
| | 13f. Child care |
| | 13g. Financial aid advising |
| | 13h. Computer lab |
| | 13i. Student Organizations |
| | 13j. Transfer credit assistance |
| | 13k. Services to students with disabilities |
| | |
| **c. Student responses on ACT, Graduate, CCSSE, and SENSE surveys to questions re: quality of and satisfaction with advising** | |
| *ACT Survey 2008* | |
| 1. Academic advising/course planning services | |
| Addl Q 7: Where did you get your academic advising this quarter, choose 1: (a. Major faculty; b. non major faculty; c. Student Entry adv; d. Counselor; e. WFD adv; f. RS adv; g. Access Services adv; h. Athletic adv; i. Adult Ed adv; j. Veteran's adv; k. self or no OC; l. other | |
| Addl Q. 8. If you have received advising from an entry advisor or counselor this quarter, how satisfied were you with your advising experience? | |
| Addl Q. 9. If you have received advising from a faculty member this quarter, how satisfied were you with your advising experience? | |
| *Grad Survey 2010* | |
| Were you able to reach your educational goals as quickly as you wanted to? | |
| 2. Services: Please indicate how helpful you found the following services during your time at OC: | |
| | 2.2 faculty advising |
| | 2.3 Entry advising |
| 3.2 If you were not able to meet your educational goals as quickly as you wanted to, what factors kept you from graduating sooner? Check all that apply | |
| | Needed additional preparation |
| | Financial Aid |
| | Advising |
| | Personal finances |
| | Personal/family issues |
| | Scheduling challenges |
| *CCSSE Survey 2007* | |
| (1) HOW OFTEN you use the following services, (2)HOW SATISFIED you are with the services, (3) HOW IMPORTANT the services are to you AT THIS COLLEGE | |
| | 13a. Academic advising/planning |
| *SENSE Survey 2010* | |
| 18. This set of items asks you about your earliest experiences *at this college* . To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER. | |
| | 18d. I was able to meet with an academic advisor at times convenient for me |
| | 18e. An advisor helped me to select a course of study, program, or major |
| | 18f. An advisor helped me to set academic goals and to create a plan for achieving them |
| | 18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter |
| | 18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take |

| Year One Achievement Indicators | Survey Question Indices |
|---|---|
| 20. This section asks three questions about a vieiety of college services indicating (1) whether you knew about it, (2) how often you used it, and (3) how satisfied you were. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER. | |
| | 20a. Academic advising/planning |
| | 20b. Career counseling |
| 22. Thinking about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER, what has been the MAIN source of academic advising (help with academinc goal-setting, planning, course recommendations, graduation requirements, etc.). | |
| | Instructors |
| | College staff (not instructors) |
| | Friends, family, or other students |
| | Computerized degree advisor system |
| | College Web site |
| | Other college material |
| 25. Was a specific person assigned to you so you could see him/her each time you needed information or assistance ? | |
| | |
| | |

## Core Theme C: College Environment

***Objective 1 - Olympic College employees foster a healthy work environment that embraces our values***

| **a. Index of questions on PACE survey re: Employee Civility** |
|---|
| *Pace Survey* |
| 9. The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone |
| 13. The extent to which unacceptable behaviors are identified and communicated to me |
| 16. The extent to which open and ethical communication is practiced at this institution |
| 25. The extent to which a spirit of cooperation exists at this institution |
| 33. The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs |
| 51. The extent to which tolerance (the acceptance of other's ideas, communication styles, and differences) is practiced at this institution |
| 52. The extent to which trust is valued at this institution |
| |

| **b. Indices of PACE survey questions re: Social Justice, Appreciate and value employees, employee empowerment, thoughtful risks, foster innovation, creativity, flexibility, and prof. development** |
|---|
| *Pace Survey* |
| **Social Justice** |
| 5. The extent to which the institution effectively promotes diversity in the workplace |
| 33. The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs |
| 51. The extent to which tolerance (the acceptance of other's ideas, communication styles, and differences) is practiced at this institution |
| 53. The extent to which ethnic and cultural diversity is accepted and respected in my work team |
| 54. The extent to which ethnic and cultural diversity is accepted and respected at this college |
| **Appreciate and Value Employees** |
| 2. The extent to which my supervisor expresses confidence in my work |

| Year One Achievement Indicators | Survey Question Indices |
|---|---|
| 9. The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone | |
| 15. The extent to which I am able to appropriately influence the direction of this institution | |
| 20. The extent to which I receive timely feedback for my work | |
| 21. The extent to which I receive appropriate feedback for my work | |
| 26. The extent to which my supervisor actively seeks my ideas | |
| 27. The extent to which my supervisor seriously considers my ideas | |
| 39. The extent to which I am given the opportunity to be creative in my work | |
| 41. The extent to which I receive adequate information regarding important activities at this institution | |
| 45. The extent to which I have the opportunity to express my ideas in appropriate forums | |
| 47. The extent to which I am encouraged to be innovative in my work | |
| 48. The extent to which innovation is appreciated at this college | |
| 51. The extent to which tolerance (the acceptance of other's ideas, communication styles, and differences) is practiced at this institution | |
| 52. The extent to which trust is valued at this institution | |
| **Thoughtful risks** | |
| 9. The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone | |
| 24. The extent to which there is an opportunity for all ideas to be exchanged within my work team | |
| 26. The extent to which my supervisor actively seeks my ideas | |
| 27. The extent to which my supervisor seriously considers my ideas | |
| 39. The extent to which I am given the opportunity to be creative in my work | |
| 45. The extent to which I have the opportunity to express my ideas in appropriate forums | |
| 47. The extent to which I am encouraged to be innovative in my work | |
| 48. The extent to which innovation is appreciated at this college | |
| **Foster Innovation, Creativity, and Flexibility** | |
| 14. The extent to which my primary work team uses problemsolving techniques | |
| 39. The extent to which I am given the opportunity to be creative in my work | |
| 47. The extent to which I am encouraged to be innovative in my work | |
| 48. The extent to which innovation is appreciated at this college | |
| | |
| ***Objective 2 - Employees and students at Olympic College appreciate diversity and respect our differences*** | |
| **a. Index of PACE Questions re: Employee Diversity** | |
| *Pace Survey* | |
| 5. The extent to which the institution effectively promotes diversity in the workplace | |
| 51. The extent to which tolerance (the acceptance of other's ideas, communication styles, and differences) is practiced at this institution | |
| 53. The extent to which ethnic and cultural diversity is accepted and respected in my work team | |
| 54. The extent to which ethnic and cultural diversity is accepted and respected at this college | |
| | |
| **b. Index of ACT survey questions [student respondents] re: diversity** | |
| *ACT Survey* | |
| 39. Racial Harmony at this college | |
| 23/21. Faculty at OC use examples relevant to my cultural group in their lectures | |
| 24/22. I feel I need to minimize various characteristics of my racial/ethnic or social/cultural group to fit in. | |
| 25/23. In my experience, students of different racial/ethnic backgrounds participate equally in classroom activities. | |
| 26/24. OC is a comfortable environment for all students; an environment that is free of harassment of any kind (racial, sexual or other) | |
| | |

| Year One Achievement Indicators | Survey Question Indices |
|---|---|
| **c. Graduate Survey question on understanding differences** | |
| *Grad Survey* | |
| Understanding and respecting different cultures and ideas (Percent Very S/Sat) | |
| | |
| **d. Index of CCSSE Survey questions [student respondents] re: Diversity** | |
| *CCSSE Survey 2007* | |
| 4s. Had serious conversations with students of a different race or ethnicity than your own | |
| 4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values | |
| **Institutional Emphasis** | |
| 9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | |
| **Knowledge, Skills & Personal Development** | |
| How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas? | |
| 12k. Understanding people of other racial and ethnic backgrounds | |
| | |
| ***Objective 3 - OC engages in responsible stewardship of our resources*** | |
| **a. Scores on Index of financial questions on PACE survey** | |
| *Pace Survey Future* | |
| Questions to be devised and added. | |
| | |
| | |

## Core Theme D: Community Enrichment and Responsiveness

| | |
|---|---|
| ***Objective 1 - Affirm the relevance of OC's existing education and training offerings to community needs*** | |
| **a. Employer survey questions re degree appropriateness to community need** | |
| 24. How satisfied are you with Olympic College's programs in meeting the needs of your organization? | |
| | |
| **b. ACT Survey question on Student satisfaction with programs offered** | |
| Olympic College offers degree and certificate programs in areas appropriate to students and community needs. | |

# Skilled workers drive business growth

## Key strategies give Washington industry an edge

## High skilled workers help drive growth, foster innovation

The ability of Washington's economy to pull out of this lengthy recession rests in part on our ability to seize market opportunities when they arise. For many businesses, success will depend on a skilled workforce to create new and improved services and products.

The Workforce Board research shows that when employers do not have available workers with the right skills, jobs go unfilled and productivity suffers.

Low-skilled workers are always in demand, but it is high-skilled workers and the work they do that can drive innovation, expand business opportunities and produce incomes that support families and community services.

## Lining up skills with needs

Even with fewer job openings and more workers eager to fill them, an estimated 28,000 Washington employers had difficulty finding the right person for at least some job openings last year, based on the Workforce Board's 2010 Employer Survey. Getting enough skilled workers to align with the open positions employers need filled requires a well-tuned education and training system, coordinated employer outreach, plentiful on-the-job training options, and a focus on helping successful industries grow even stronger.

**Aligning training system with high-demand fields** – Our current forecast, which includes adjusting for the impact of the recession, shows an 8 percent gap in skilled workers in 2013 if college and apprenticeship enrollments stay at current levels. Expansion in enrollments needs to be targeted to high-demand fields.

**Coordinated business outreach –** Local WorkSource Centers are working with local and state partners to increase their outreach to businesses and improving job referrals.

**Fine tuning the workforce -** Expanded on-the-job training and customized training opportunities at community and technical colleges can boost business output and get people back to work quickly.

**Ramping up successful industry clusters** – Many of our most successful employers in Washington started here and decided to stay. But for these businesses to continue to be successful in a global marketplace, they need the concerted focus of workforce and economic development resources.

## *High Skills ,High Wages* A State Strategic Plan

*High Skills, High Wages 2008-2018:* Washington's Strategic Plan for Workforce Development outlines key strategies for how Washington's business and industry can maintains its competitive edge through a skilled and productive workforce.

The plan has a 10-year horizon to give us time to realize our vision of a stronger economy. Because we take a broad view of the many programs and initiatives aimed at boosting the job skills, paychecks and opportunities for Washington's workforce, we're able to recommend best practices that lead to real gains for both workers and the businesses that employ them.

We focus on three main groups: youth, adults and industry.

# High Skills, High Wages Industry Strategies

From preparing workers for family-wage jobs to supplying industry with a skilled workforce, *High Skills, High Wages 2008-2018: Washington's Strategic Plan for Workforce Development* offers a comprehensive look at our state's workforce challenges and opportunities. Below are key industry-related strategies.

## Industry clusters build on regional success

Whether it's wine in Walla Walla, aerospace in King and Snohomish counties or boat building in coastal communities, Washington's industry clusters help drive regional economies.

Washington is learning how to sustain and build on the successes of clusters, which are a network of inter-related businesses in a geographic region. By bringing together local, state and federal workforce and economic development resources, new ideas are generated and shared.

This process takes the form of Industry Skill Panels, a private-public partnership where employers, some of whom are competitors, work with a team of regional professionals to meet an industry's common economic and workforce development needs.

For example, in the case of the IntraCoastal Marine Alliance, the Skill Panel has been pivotal in helping grow Washington's share of the export boat building business in the global market.

## Tipping the scale for creating new jobs

Recently, Washington has developed strategies that can boost an employer's ability to hire and help unemployed workers get jobs. This project, part of the Retooling Washington's Workforce initiative, is building on the state's current On-the-Job Training and Direct-Connect Training programs. The goal is to quickly expand these programs, boost business output and get people back to work.

## Focusing resources on high employer demand fields

As education resources tighten, it's essential that post-high school programs continue to focus on high employer demand fields—that is, fields of learning where employer demand for people with a certain level of education exceeds the supply of graduates coming out of state colleges, universities and apprenticeships.

Year after year, Workforce Board surveys consistently show employers have the greatest difficulty finding workers with occupational skills that meet their needs. This "skill gap" has narrowed since the Workforce Board began monitoring it, but still represents a drag on our economy.

## Linking employers with employment services

Every week, employers and jobseekers find each other through services provided by the state's network of WorkSource Centers. These career centers bring together a wide range of programs under one roof, making it a one-stop resource for job seekers and employers seeking workers.

While larger employers know to use WorkSource Centers, smaller employers have not taken advantage of the employment services available. By doing a better job of reaching out to smaller employers (under 50 employees) and area Chambers of Commerce, we hope to help these employers hire the workers they need to prosper, while getting more unemployed Washingtonians back to work.




**Workforce Training and Education Coordinating Board**
128 - 10th Avenue SW,
PO Box 43105,
Olympia, WA 98504-3105

360-753-5662, Fax 360-586-5862

www.wtb.wa.gov
E-mail: workforce@wtb.wa.gov

*Northwest Commission on Colleges and Universities,* A Full-Scale Evaluation Committee Report Olympic College, Bremerton, Washington, October 14-16, 2009. Portions of this report dealing with Student Learning Outcomes are reprinted below:

From page 5:
Olympic College identifies and publishes the expected learning outcomes for each of its degree and certificate programs of 45 quarter credits or more. Through regular and systematic assessment, it demonstrates that students who complete their programs, no matter where or how they are offered, will achieve these outcomes.

From page 10:
Degree and certificate programs are designed in a coherent fashion and use appropriate course designators. The catalog illustrates the appropriate sequencing of courses leading to clearly defined expected learner outcomes for each Professional-Technical program. Professional-Technical programs assess the learner outcomes and utilize the results for a complete assessment loop. The transfer programs captured by the Associate of Arts and the Associate of Science degrees are progressing with assessment of the published learner outcomes through requirements in general education, distribution, and through the integration of the College's core abilities.

From pages 12 and 13:
Olympic College has made meaningful advances in educational assessment over the past several years. The Outcomes and Assessment Committee is comprised entirely of full-time and adjunct faculty, with the exception of a co-chair from Institutional Research. This group provides key direction and support within the faculty and the institution. The commitment of financial resources to assessment of student learning has resulted in meaningful work and led to major steps towards creating a culture of assessment on campus; including projects related to the five Core Abilities, program, and course learning outcomes.

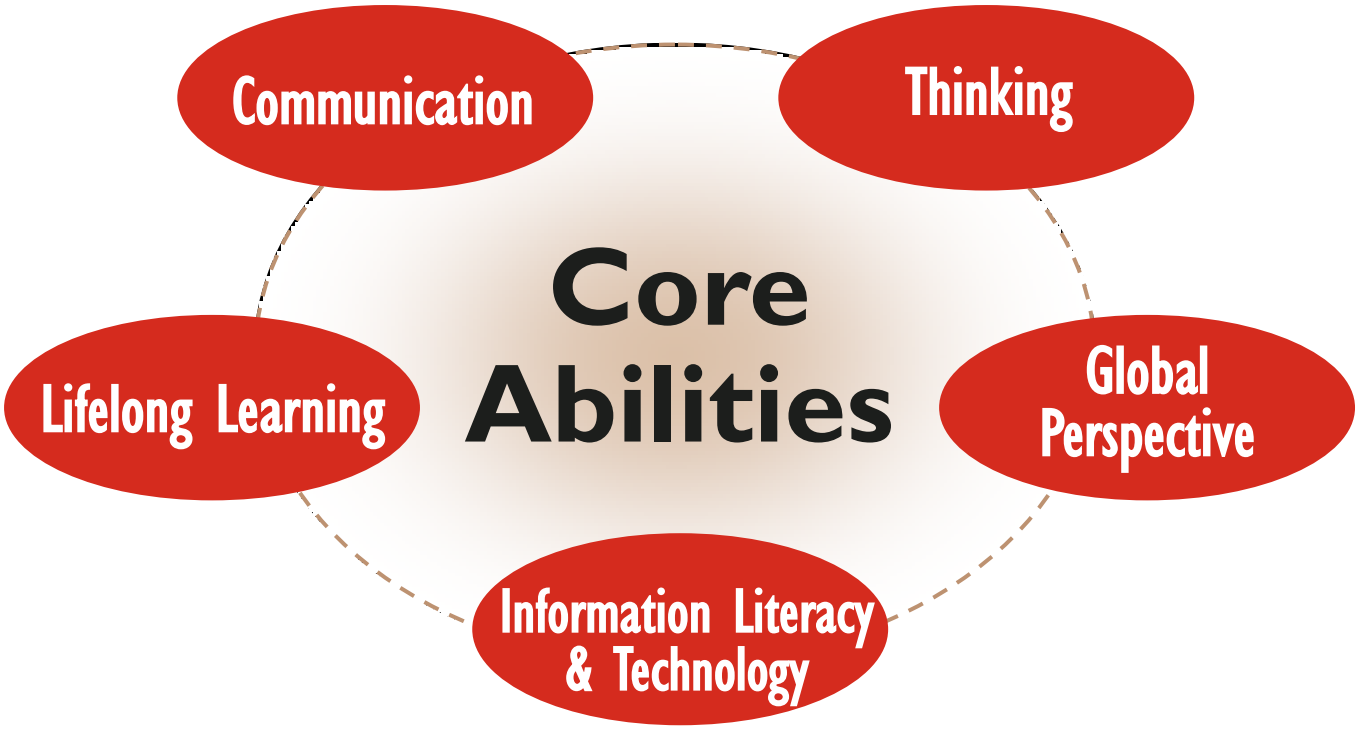
The Evaluation Committee found strong evidence educational assessment is being carried out at course and program levels. At the course level, student learning outcomes have been established and documented through a uniform set of course outlines. Two mechanisms of course assessment activities were identified. The first mechanism involves faculty engagement in assessment projects funded through the Outcomes and Assessment Committee. These projects focus upon courses or portions of courses that students have had some difficulty with, and provide faculty with the opportunity to test new methods to improve learning outcomes.

The second mechanism assesses the five core abilities all College students will demonstrate upon completion of their OC educational experience. The Olympic College core abilities include Communication, Thinking, Lifelong Learning, Global Perspective, and Information Literacy and Technology. Since 2005, the faculty have been reviewing courses across campus to ensure that students have an adequate exposure to core abilities as they proceed through their programs. To date significant progress has been made at mapping Core Abilities and student leaner competencies for three of the five Core Abilities, namely Communications, Information Literacy and Technology, and Thinking. Sixty-nine percent of OC courses have been mapped to these three Abilities. Global and Lifelong learning is scheduled for review during the 2009-2010 academic year.

In addition, faculty assesses student competencies in the Core Abilities. Analyses of the student learner outcomes in the first three Core Abilities have occurred during Institutes. Feedback from these Institutes is used by faculty. For example, oral communication abilities were found to be an area in need of additional attention by faculty teaching courses across the curriculum. To date a portion of the adjunct faculty, and approximately one third of the full-time faculty, have attended these institutes. Funding constraints have resulted in decreasing the number of annual institutes held on campus from two per year to one per year.

The course and program assessment activities are voluntary on the part of faculty. Of note: the mathematics and nursing faculty have completed significant assessment components in their courses and programs. Several adjustments have been made to math and nursing courses as a result of these assessment activities. For example, nursing increased the amount of course time devoted to informatics based upon survey data from graduates and employers.

Program assessment occurs via the program review process through the Instructional Program Planning Committee and through assessment of student program outcomes. In the professional programs assessment activities have been conducted and results used to affect improvements in teaching and learning. However, the Evaluation Committee could not find evidence for implementation of structures insuring accomplishment of effective assessment of the general education outcomes via the core abilities of the transfer degrees including the Associate of Arts and Associate of Science, or for the student learning outcomes of every OC course.




## Information Literacy and Technology

- Graduates use strategies to search for information that enhance the acquisition of knowledge.
- Graduates evaluate and appraise sources.
- Graduates access and use information and/or technology ethically, legally and/or responsibly.
- Graduates use various inquiry tools and different formats of information e.g. media.
- Graduates use technology and information appropriate to field or discipline, synthesizing information to formulate insights and create knowledge.

## Thinking

- Graduates engage in critical analysis.
- Graduates engage in creative problem solving.
- Graduates engage in quantitative reasoning.

## Lifelong Learning

- Graduates demonstrate self-monitoring and self-advocacy skills to effect positive life changes.
- Graduates demonstrate the ability to recognize, understand, and accept ownership for their own learning and behavior in varied and changing environments.
- Graduates demonstrate the ability to adapt to technological innovations and to understand their implications.

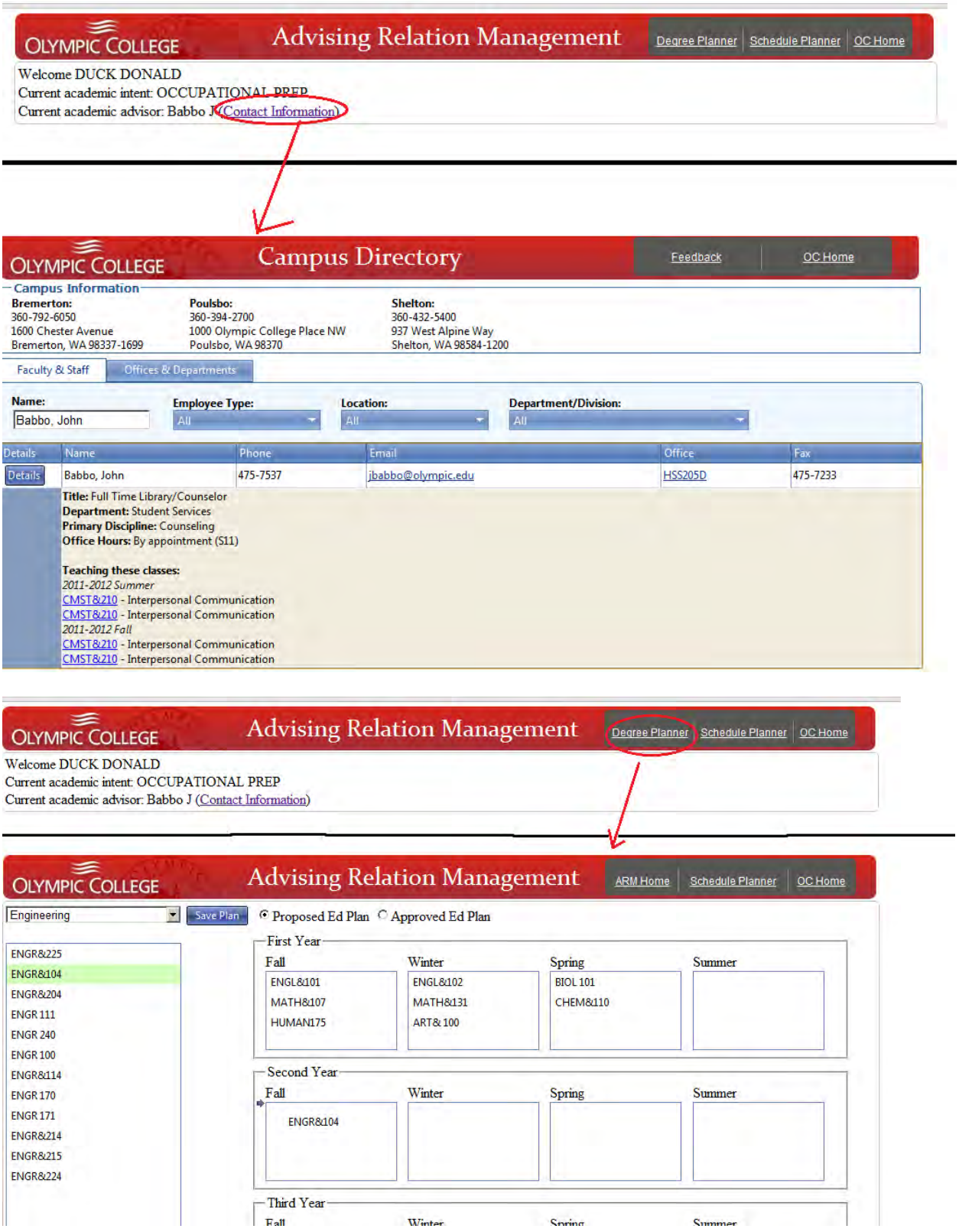
## Global Perspective

- Graduates demonstrate an understanding of their own culture and the framework upon which their society has been built.
- Graduates demonstrate an understanding of how cultural differences (e.g. beliefs, traditions, communication, norms) shape human interactions and perceptions of others.
- Graduates demonstrate that they are aware of, and understand world events and the impact of decisions and actions in a global and societal context (e.g. historical, environmental, political, and economic).
- Graduates communicate, interact, and work collaboratively with individuals from other cultural groups.
- Graduates demonstrate that they understand the complexities and interdependence of, and responsibilities to, their communities and the natural world.

## Communication

- Graduates understand and produce effective oral communication.
- Graduates understand and produce effective written communication.
- Graduates understand and use effective non-verbal communication skills.

OLYMPIC COLLEGE
www.olympic.edu


OLYMPIC COLLEGE
Advising Relation Management
Degree Planner | Schedule Planner | OC Home
Welcome DUCK DONALD
Current academic intent: OCCUPATIONAL PREP
Current academic advisor: Babbo J (Contact Information)
OLYMPIC COLLEGE
Campus Directory
Feedback | OC Home
Campus Information
Bremerton:
360-792-6050
1600 Chester Avenue
Bremerton, WA 98337-1699
Poulsbo:
360-394-2700
1000 Olympic College Place NW
Poulsbo, WA 98370
Shelton:
360-432-5400
937 West Alpine Way
Shelton, WA 98584-1200
Faculty & Staff
Offices & Departments
Name:
Babbo, John
Employee Type:
All
Location:
All
Department/Division:
All
Details
Name
Phone
Email
Office
Fax
Details
Babbo, John
475-7537
jbabbo@olympic.edu
HSS205D
475-7233
Title: Full Time Library/Counselor
Department: Student Services
Primary Discipline: Counseling
Office Hours: By appointment (S11)
Teaching these classes:
2011-2012 Summer
CMST&210 - Interpersonal Communication
CMST&210 - Interpersonal Communication
2011-2012 Fall
CMST&210 - Interpersonal Communication
CMST&210 - Interpersonal Communication
OLYMPIC COLLEGE
Advising Relation Management
Degree Planner | Schedule Planner | OC Home
Welcome DUCK DONALD
Current academic intent: OCCUPATIONAL PREP
Current academic advisor: Babbo J (Contact Information)
OLYMPIC COLLEGE
Advising Relation Management
ARM Home | Schedule Planner | OC Home
Engineering
Save Plan
Proposed Ed Plan
Approved Ed Plan
ENGR&225
ENGR&104
ENGR&204
ENGR 111
ENGR 240
ENGR 100
ENGR&114
ENGR 170
ENGR 171
ENGR&214
ENGR&215
ENGR&224
First Year
Fall
ENGL&101
MATH&107
HUMAN175
Winter
ENGL&102
MATH&131
ART& 100
Spring
BIOL 101
CHEM&110
Summer
Second Year
Fall
ENGR&104
Winter
Spring
Summer
Third Year
Fall
Winter
Spring
Summer

OLYMPIC COLLEGE

# INSTITUTIONAL LEVEL ASSESSMENT OF CORE ABILITIES
# SUMMER INSTITUTE 2008

## SUMMARY REPORT

Prepared by Karen Hulsebosch
August 7, 2008

## Acknowledgment

The Institutional Level Assessment of Core Abilities Summer Institute 2008 was organized and facilitated by Karen Hulsebosch, Mathematics faculty and Outcomes Assessment Committee Faculty Co-chair. Data analysis and graphs by Karen Hulsebosch and Martin Haines, Mathematics faculty.

.

| Institutional Level Assessment of Core Abilities Summer Institute 2008 Faculty Participant List: by Core Ability Rating Group | | | |
|---|---|---|---|
| **Group** | **Communication** | **Thinking** | **Information Literacy & Technology** |
| A | Cameon Geyer<br>Chris Stokke<br>Eunha Jung<br>Mirelle Cohen | Angela Elauria<br>Deb Lamb<br>Elizabeth Maziarz<br>Minerva Holk | Emily Cilli-Turner<br>Pam Bilodeau<br>Dianne Moore<br>Kent Mercer |
| | | | |
| B | Martin Haines<br>Linnea Hess<br>Barbara Parker<br>Terri Major | Arlene Plevin<br>Elizabeth O'Neil<br>Lori Vail<br>Nelson LaPlante | David Fong<br>Mark Westlund<br>Amy Herman-Shoquist<br>Joanne Salas |
| | | | |
| C | Nancy Bermea<br>Tom Cameron<br>Anna Zarnecka<br>Mary Ann Kelso | Jason Heinze<br>Richard Snapp<br>Jacqui Cain<br>John Babbo | |

| Institutional Level Assessment of Core Abilities Summer Institute 2008 Faculty Participant List: by Division | | | | |
|---|---|---|---|---|
| | **Business and Technology** | **Mathematics, Engineering, Sciences and Health** | **Social Sciences and Humanities** | **Library/Counseling** |
| 1 | Joanne Salas | Linnea Hess | Deb Lamb | Dianne Moore |
| 2 | Barbara Parker | Martin Haines | Arlene Plevin | John Babbo |
| 3 | Pam Bilodeau | Mary Ann Kelso | Mirelle Cohen | Kent Mercer |
| 4 | Mark Westlund | Emily Cilli-Turner | Terri Major | Amy Herman-Shoquist |
| 5 | Nelson LaPlante | Cameon Geyer | Lori Vail | |
| 6 | Nancy Bermea | Chris Stokke | Eunha Jung | |
| 7 | Richard Snapp | Elizabeth O'Neil | Tom Cameron | |
| 8 | | Jason Heinze | Jacqui Cain | |
| 9 | | David Fong | Anna Zarnecka | |
| 10 | | Angela Elauria | Elizabeth Maziarz | |
| 11 | | Minerva Holk | | |

## Executive Summary

On July 18 and July 25, 2008, thirty-two faculty convened to evaluate student artifacts and assignments collected from courses during spring quarter 2008. The faculty worked in interdisciplinary groups of four to rate the artifacts using rubrics developed by the Core Abilities Taskforce. Each group was assigned one of three core abilities to evaluate, Communication, Thinking or Information Literacy and Technology.

The Institute was very successful in fostering faculty engagement in the assessment of core abilities:

1. A shared understanding of the purposes and limitations of assessment of core abilities emerged, and faculty gained insight into peers' differing teaching and assessment approaches.
2. A significant number of faculty, including adjunct faculty, contributed to assessment of student learning discussions and activities.
3. Participants expressed a need to critically examine courses and assignments in relation to core abilities and to make changes necessary for improvement in the curriculum.

Participants made progress in a number of areas, including:

1. Two hundred samples of student work and thirty-six corresponding assignments were evaluated using the Core Abilities Rubrics.
2. Important issues related to core abilities and the rating process were identified and discussed.
3. The Information Literacy and Technology Rubric was revised.

Participants recommended this institutional level assessment process for core abilities be continued and expanded upon. An e-portfolio graduation requirement was discussed; an e-portfolio graduation requirement is not deemed necessary or desirable at this time. Participants identified the following as priority recommendations for future work and improvements to the assessment process:

1. Write a Mission Statement and Guiding Principles to guide our work around assessment of core abilities.
2. Develop a cover sheet to be completed by instructors and submitted with artifacts to aid in the rating process.
3. Refine the rubrics to clarify terms and provide more guidance in the rating process.
4. Engage in more dialog/training year round to develop common understanding of core abilities/rubrics and how we use information to improve practice.
5. Sample intentionally with purpose.
6. Extend the Institute to three days to allow for more rating of artifacts and training.

Please note that Institute participants did not have an opportunity to discuss the aggregate assessment data; data compilation and analysis was completed later in the summer. When examining results across all three core abilities, students demonstrate the most difficulty with skills involving written communication, critical analysis, and using technology and information appropriate to field or discipline, synthesizing information to formulate insights and create knowledge.

Next steps include sharing process recommendations and aggregate assessment data with the entire faculty; identifying gaps in our curriculum with regard to core abilities, establishing appropriate actions to achieve the priority recommendations and, ultimately, identifying ways to improve the curriculum.

# Table of Contents

# Introduction

Spring quarter 2008, faculty volunteers were recruited to participate in a collaborative effort to rate samples of student work demonstrating student learning of three core abilities, Communication, Thinking and Information Literacy and Technology. Efforts were made to involve faculty from many different departments on campus to ensure objectivity in rating and broad-based familiarity and collaboration in the process. On July 18 and July 25, 2008, thirty-two faculty convened to evaluate student artifacts and assignments collected from courses during spring quarter 2008. The faculty worked in interdisciplinary groups of four to rate the artifacts using rubrics developed by the Core Abilities Taskforce. Each group was assigned one of the three core abilities to evaluate. The assessment process was also analyzed to determine necessary changes for improvement.

# Methodology

The Institutional Level Assessment of Core Abilities Summer Institute 2008 included an overview of the assessment process and a discussion of rating procedures and guidelines. A norming session where all groups rated the same assignments and student samples was used to establish consistency in rating and to allow for discussion of differences in interpretations of the rubrics and the samples. Time was also allowed for the readers to consider the implications of the assessment and the scoring procedure for teaching.

## Sampling Techniques

Random samples of student work were solicited from faculty in all disciplines/programs spring quarter 2008. Faculty within the program/discipline determined the best place to gather samples of existing class assignments that reveal student performance of the core abilities. A majority of the samples submitted by faculty for rating came from mathematics and science courses; sixty-three percent (63%) of the rated artifacts came from mathematics and science courses. A total of two hundred student samples were evaluated; seventy-seven samples were evaluated for Communication, ninety-eight for Thinking, twenty-two for Information Literacy and Technology, and three samples were rated by all groups as part of the norming sessions.

## Rating Techniques

The faculty worked in interdisciplinary groups of four to rate the artifacts using rubrics developed by the Core Abilities Taskforce. Each group was assigned one of the three core abilities to evaluate, Communication, Thinking or Information Literacy and Technology. A number of elements were incorporated to insure success (consistency and reliability) including:

- blind scoring conditions (hiding student and instructor identity);
- discussion of possible causes of bias in rating;
- multiple judgment with comment sheets for raters;
- periodic comparative analysis of rating scores for the same assignment to insure consistency in rating;
- analysis of rating scores to determine variability in rating and analysis of rater comments to identify causes of such variability.

The Core Ability Rubrics are designed:

- for overall examination of student performance (holistic);
- to be used across similar performances - across all communication tasks and problem solving tasks (generic);
- to give a global perspective of how well we are doing at fostering student success as defined by core abilities;
- to help students understand expectations; the rubrics are written from the student self-assessment perspective with “I” statements.

The rubrics contain four levels of performance: Emerging, Developing, Competent, and Strong

## Data Analysis Techniques

Each level (Emerging, Developing, Competent, and Strong) indicates a description of what specific characteristics the student should exhibit in order to demonstrate the stated level of achievement. If an artifact was deemed to be on the “border” between two levels, the “lower” rating was assigned.
The average (mean) scores serve as indicators of attainment in each area, and will provide a baseline for comparison during the next round of evaluation. Artifacts were evaluated on a scale of 1 to 4 with 1=Emerging, 2=Developing, 3=Competent and 4=Strong. Some artifacts were given a rating of “no-evidence” or “not applicable”, these ratings were assigned a score of 0 for analysis purposes.

Assignments were evaluated to serve as a benchmark for student performance opportunities on the core abilities; a weighted average (mean) was used in calculating the overall average for the assignments for each outcome. Some of the student samples evaluated did not include the corresponding assignment, and some samples were eliminated from the rating process because they were overly difficult to rate or it was unclear which ability the student work was intended to exhibit.

The distance between each student sample average (mean) and the corresponding assignment average (mean) can be identified as a measure of the extent to which students performed as "expected" on the given core ability. Thus, the gap between the scores on what is and what could be for each outcome is a zone of possible change for student performance within the Institution. Those outcomes with the highest difference between values may be viewed as areas of "difficulty" or least "achievement" and in need of improvement. Another possible area for improvement is those outcomes where the scores on what is possible for student achievement (the assignment average) is not considered "satisfactory"; that is to say, the faculty feel the assignments should be providing more performance opportunities for students to achieve a higher level. Each representative discipline/program needs to consider the extent to which these levels are appropriate for their students and whether any pertinent changes are deemed necessary or appropriate. These areas could become the focus of college-wide efforts to improve student learning. It should be noted that for some courses, a Developing level may be deemed the appropriate level for student achievement within the curriculum; courses that students may take in their first year at Olympic College are included as part of this assessment process.

## Validation Procedures

Analysis of rating scores to determine variability in rating and analysis of rater comments to identify causes of such variability were utilized to ensure relevance and accuracy. The sessions also allowed for needed discussion of the challenges faced when rating in interdisciplinary teams, such as the challenges of scoring student writing skills in mathematics projects vs. scoring student writing skills in English research papers. Overall, the process went very well and produced reasonable results; the resulting variance among readers was very good, 87-100% of the samples were rated within a 0-1 point range of variation, and the results fall in expected patterns of a somewhat "normal" distribution (see Appendix A Histogram of All Core Abilities Combined).

It should be noted that this process of assessment will not be used in isolation to inform practice decisions; multiple means of assessment will be utilized by the College to validate assessment results. Program and course level assessments that deal more directly with specific discipline content areas will contribute to the overall picture of student attainment of core abilities and student records data will provide indirect evidence of student achievement of these core abilities. The assessment process utilized in the Summer Institute will be continually evaluated for relevance and accuracy. However, the usefulness of this interdisciplinary rating method in helping build a "community of judgment" and a meaningful assessment process should not be underestimated and a balance between these elements, relevance, accuracy, and usefulness, will be sought.

# Communication

Three groups were assigned to the Communication Core Ability. Seventy-seven artifacts were evaluated based on the Communication Rubric by three groups of faculty raters. Three artifacts were rated using the Communication Rubric by all three groups during the norming session. Participants reported that the Communication Rubric is weighted heavily toward expository writing and does not allow for assessment of journaling types of communication and does not provide much guidance in evaluating creative writing or scientific writing. Revisions to the rubrics were recommended to include more guidance for these types of writing assignments and activities. Some raters also noted they found it difficult to rate interdisciplinary assignments. Despite these challenges, the resulting variance among readers was very good, 96-100% of the samples were rated within a 0-1 point range of variation (see Table 1 Communication Average and Range of Variation in Scores).

Table 1 Communication Average and Range of Variation in Scores for all artifacts with or without a corresponding assignment

Range of Scores: 1=Emerging, 2=Developing, 3=Competent, 4=Strong

| | **Average Score (among all artifacts)** | **Sample Size (among all artifacts)** | **Percent of Individual Artifacts within 0-1 point range of variation in scores** |
|---|---|---|---|
| Outcome 1<br>Oral Communication | 1.94 | N=8 | 100% |
| Outcome 2<br>Written Communication | 2.23 | N=78 | 96% |
| Outcome 3<br>Non-verbal Communication | 2.47 | N=22 | 96% |

The distance between each student sample average (mean) and the corresponding assignment average (mean) can be identified as a measure of the extent to which students performed as “expected” on the given core ability. Thus, the gap between the scores on what is and what could be for each outcome is a zone of possible change for student performance within the Institution. These averages are illustrated in Figure 1. Outcome 2: Written Communication had the lowest assignment average, 3.30, and the lowest sample average, 2.32. The difference in averages for Outcome 2 was 0.94. Outcome 3: Non-verbal Communication had the highest difference in averages, 1.64. Student samples evaluated for Outcome 1: Oral Communication did not include the corresponding assignment and are not included in Figure 1. It should be noted that a large portion of the overall samples were from mathematics and science courses where one might expect to find students having more difficulty expressing concepts in written form. In addition, it may be more difficult for interdisciplinary groups to rate non-verbal skills accurately since they are not familiar with the symbols and/or conventions used in the discipline or field.

Figure 1

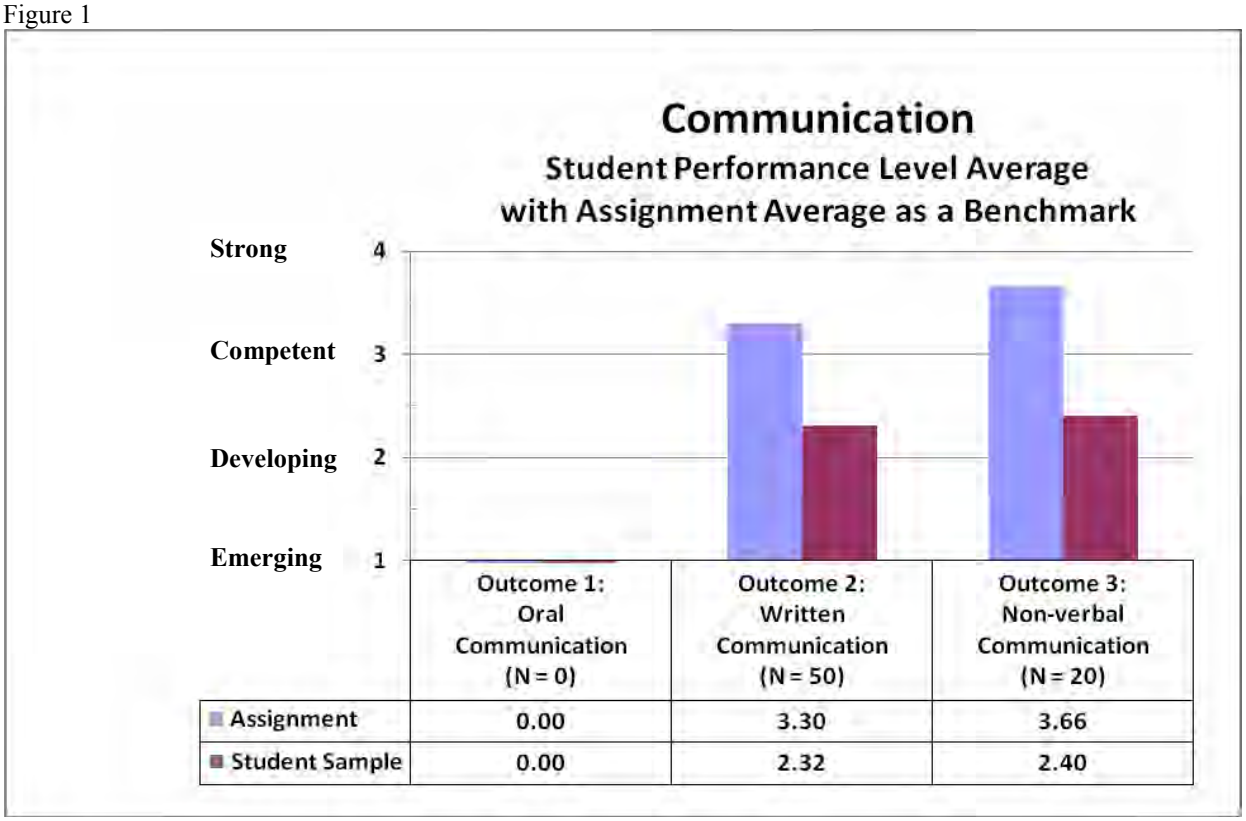
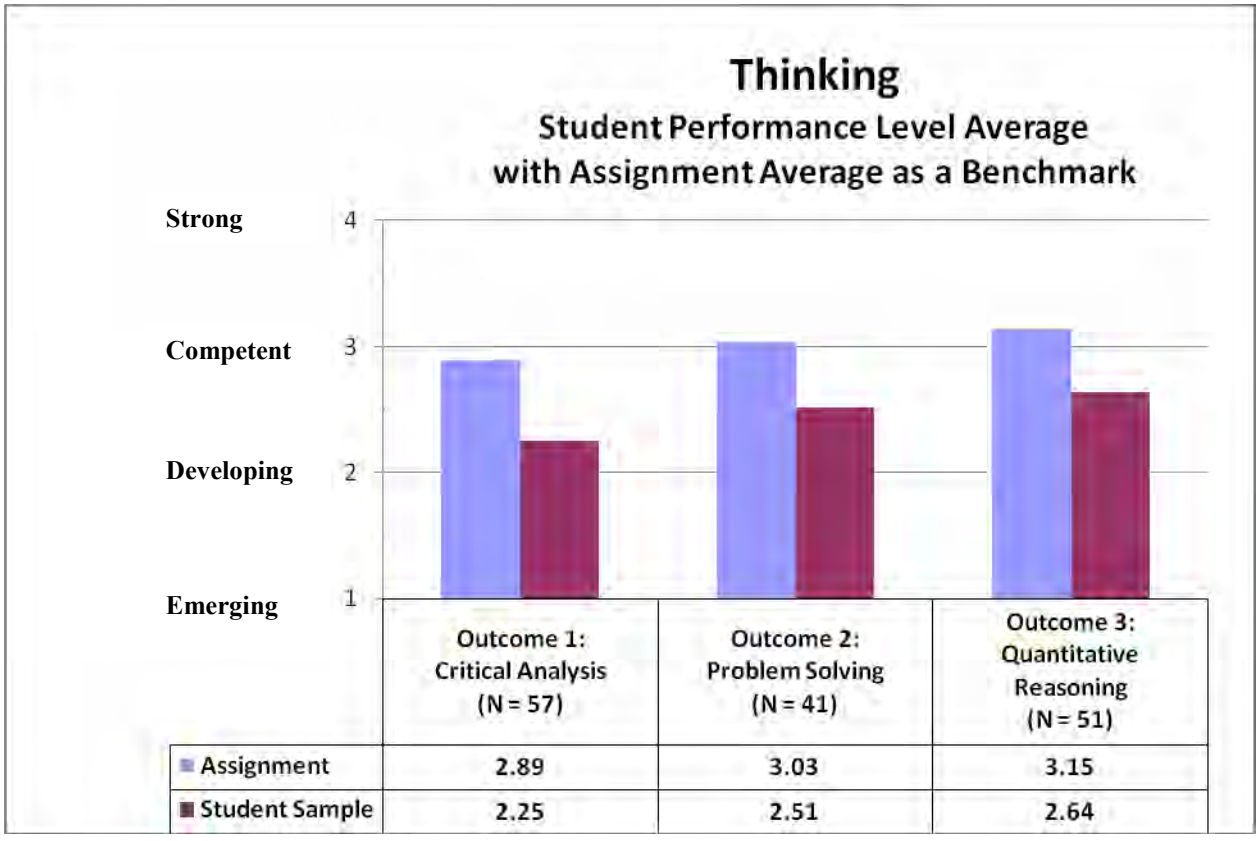



Figure 2



## Thinking

Three groups were assigned to the Thinking Core Ability. Ninety-eight artifacts were evaluated based on the Thinking Rubric by three groups of faculty raters. Three artifacts were rated using the Thinking Rubric by all three groups during the norming session. Participants reported that there was difficulty distinguishing between Outcome 1 Critical Analysis and Outcome 2 Creative Problem Solving. Revisions to the rubrics were recommended to help clarify these student performances with examples from various disciplines to help guide work. Some raters also noted they found it difficult to rate interdisciplinary assignments. Despite these challenges, the resulting variance among readers was very good, 87-96% of the samples were rated within a 0-1 point range of variation (see Table 2 Thinking Average and Range of Variation in Scores).

The distance between each student sample average (mean) and the corresponding assignment average (mean) can be identified as a measure of the extent to which students performed as "expected" on the given core ability. Thus, the gap between the scores on what is and what could be for each outcome is a zone of possible change for student performance within the Institution. These averages are illustrated in Figure 2. Outcome 1: Critical Analysis had the lowest assignment average and student sample average, 2.89 and 2.25, respectively, as well as the highest difference in averages, 0.64. It should be noted that a large portion of the overall samples were from mathematics and science courses where one would expect to find higher quantitative reasoning skills.

Table 2 Thinking Average and Range of Variation in Scores
for all artifacts with or without a corresponding assignment

Range of Scores: 1=Emerging, 2=Developing, 3=Competent, 4=Strong

| | **Average Score** (among all artifacts) | **Sample Size** (among all artifacts) | **Percent of Individual Artifacts within 0-1 point range of variation in scores** |
|---|---|---|---|
| Thinking Outcome 1 Critical Analysis | 2.20 | N=79 | 87% |
| Thinking Outcome 2 Problem Solving | 2.51 | N=41 | 93% |
| Thinking Outcome 3 Quantitative Reasoning | 2.61 | N=53 | 96% |

## Information Literacy and Technology

Two groups were assigned to the Information Literacy and Technology Core Ability. Twenty-two artifacts were evaluated based on the Information Literacy and Technology Rubric by two groups of faculty raters. Three artifacts were rated using the Information Literacy and Technology Rubric by both groups during the norming session. Participants reported that only one of the three performance indicators for Outcome 3 were covered in the rubric and that sometimes the rubric does not contain a clear/measurable progression in skill level as the levels move from left to right. Outcome 3 was revised to address these concerns and some changes to Outcome 1 were also made to clarify the rating process. Participants also suggested a "no evidence" column be added to the rubric. It was also noted that the use of technology can be highly specialized within a given field or discipline making it difficult for interdisciplinary groups to rate this outcome accurately. All rated samples were rated using the original unrevised rubric. With the exception of Outcome 3 which was eliminated due to needed revision, the resulting variance among readers was very good, 100% of the samples were rated within a 0-1 point range of variation (see Table 3 Information Literacy and Technology Average and Range of Variation in Scores). It should also be noted that Outcomes 5 was the only outcome for Information Literacy and Technology with more than seven samples.

Table 3 Information Literacy and Technology Average and Range of Variation in Scores for all artifacts with or without a corresponding assignment

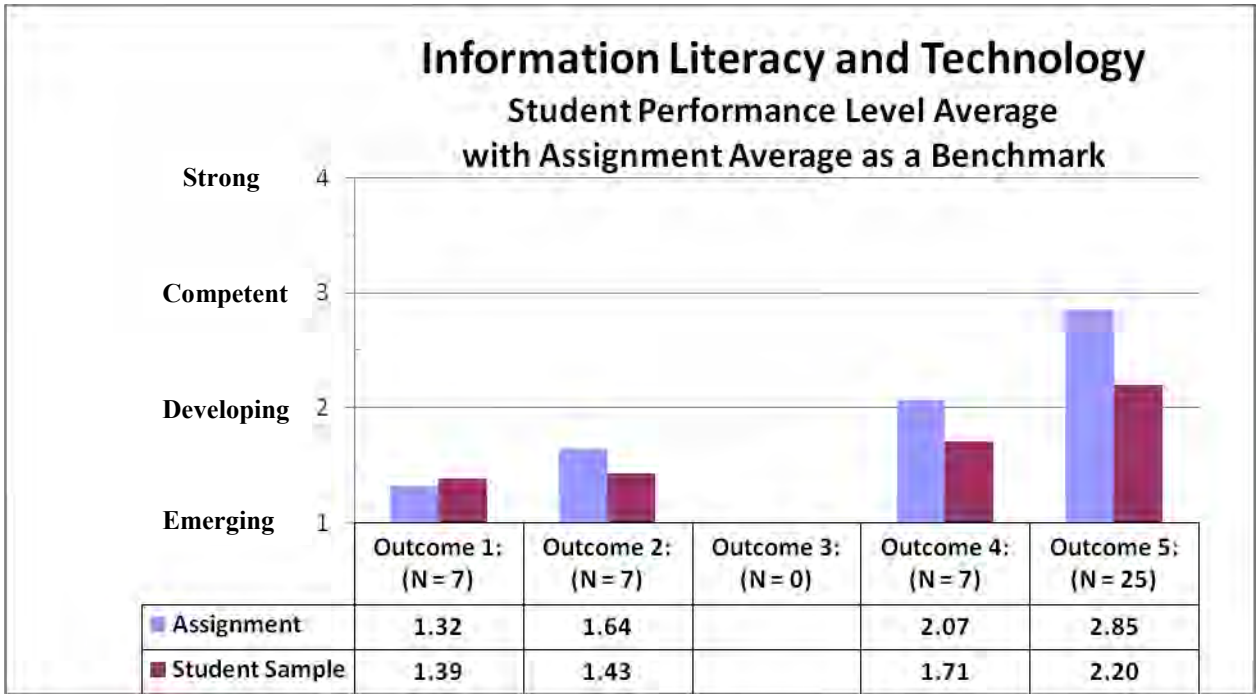
Note: all samples were rated using the original rubric
Range of Scores: 1=Emerging, 2=Developing, 3=Competent, 4=Strong

Outcome 1: Graduates use strategies to search for information that enhances the acquisition of knowledge.
Outcome 2: Graduates evaluate and appraise sources.
Outcome 3: Graduates use technology and information ethically and responsibly.
Outcome 4: Graduates use various inquiry tools and different formats of information e.g. media.
Outcome 5: Graduates use technology and information appropriate to field or discipline, synthesizing information to formulate insights and create knowledge.

| | **Average Score** (among all artifacts) | **Sample Size** (among all artifacts) | **Percent of Individual Artifacts within 0-1 point range of variation in scores** |
|---|---|---|---|
| Outcome 1 | 1.39 | N=7 | 100% |
| Outcome 2 | 1.43 | N=7 | 100% |
| Outcome 3 | - | - | - |
| Outcome 4 | 1.71 | N=7 | 100% |
| Outcome 5 | 2.20 | N=25 | 100% |

The distance between each student sample average (mean) and the corresponding assignment average (mean) can be identified as a measure of the extent to which students performed as "expected" on the given core ability. Thus, the gap between the scores on what is and what could be for each outcome is a zone of possible change for student performance within the Institution. These averages are illustrated in Figure 3. Outcome 5: Graduates use technology and information appropriate to field or discipline, synthesizing information to formulate insights and create knowledge, had the highest student sample average, 2.20, and the highest difference in averages, 0.65. Outcome 3 is not included in this analysis as it was deemed necessary to revise the rubric before continuing to rate samples for this outcome.

Figure 3
Information Literacy and Technology Core Ability
Outcome 1: Graduates use strategies to search for information that enhances the acquisition of knowledge.
Outcome 2: Graduates evaluate and appraise sources.
Outcome 3: Graduates use technology and information ethically and responsibly.
Outcome 4: Graduates use various inquiry tools and different formats of information e.g. media.
Outcome 5: Graduates use technology and information appropriate to field or discipline, synthesizing information to formulate insights and create knowledge.




| | Outcome 1: (N = 7) | Outcome 2: (N = 7) | Outcome 3: (N = 0) | Outcome 4: (N = 7) | Outcome 5: (N = 25) |
|---|---|---|---|---|---|
| Assignment | 1.32 | 1.64 | | 2.07 | 2.85 |
| Student Sample | 1.39 | 1.43 | | 1.71 | 2.20 |

## Observations from Participants

Thirty-one participants completed an Institute Evaluation form. The evaluation responses indicate an overwhelming positive response in all areas: all of the responses indicate that the participant learned something useful or meaningful; all of the responses indicate the event was a worthwhile endeavor; all but one of the responses indicate the participant would participate in a similar event in the future. The sample participant evaluation responses listed here are representative of the comments as a whole and are quoted as written.

1. **What was the one most useful or meaningful thing you learned from participating in this event?**

   *The need/desire to have the core abilities in front of me when I create, revise, and reconsider my courses' curriculums and assignments.*

   *That others may see core abilities different.*

   *How valuable the data collection can/will be to my discipline.*

   *The purpose of core abilities became clear to me.*

   *I began to take "ownership" of my core abilities outcomes.*

   *Thinking about what I do, and how I can do it better.*

   *Dialogue with colleagues form other disciplines about teaching and learning.*

   *Interdisciplinary discussions on assignments, which reflected the values & attitudes of various disciplines & many ways that different skills developed in one discipline feed into other disciplines.*

   *How to look for incorporate & evaluate core competency skills in assignments/outcomes.*

   *It helped me evaluate the effectiveness & outcomes of my own assignments. I will be updating them!*

   *I was reminded of the incredible value of telling my students what outcomes are expected and how they can/do demonstrate mastery.*

2. **Do you feel this event was a worthwhile endeavor? Please explain.**

   *Absolutely – I thought the inter-disciplinary approach was invaluable. It was refreshing to interact with other faculty collectively addressing needs of our students and work toward improving instruction and the quality of our graduates.*

   *Yes. The interdisciplinary conversation – about how each discipline interprets the rubric – was excellent.*

   *Yes. It was great to see how others think about core abilities.*

   *Yes. It will help in our assessment & accreditation.*

   *Yes. It gives faculty an idea as to what our students have/have not achieved.*

   *Yes. Got to know & interact w/ other faculty & apply what I've learned to improving my assignments.*

   *Yes. It provided a good introduction to this process. Most of the time we tend to fake our way through these types of processes (e.g., outcomes, assessment). Now, I will actually know what others are talking about.*

   *Yes, especially having the opportunity to work with and carry on discussion across disciplines.*

   *Yes. There are so few opportunities to work with faculty from other disciplines. Helped to increase understanding of rubrics (what, why & how) tremendously.*

   *Definitely. Collegiality, inter-disciplinary, evidence of accreditation expected effort and pure PROGRESS made in assessment of core abilities!!*

   *Yes, I have learned a lot more about teaching and learning and how to construct assignments and/or exams to address core abilities.*

**3. Would you participate in a similar event in the future? Why or why not?**

*Yes – in my discipline. (I think norming other discipline's papers is problematic.)*

*Yes – building a core of what core abilities means to OC is key to its future.*

*Yes. I feel it is a strong contribution to the college as a whole.*

*Yes, I believe the work that was done these two days has been useful to me, my discipline, and the institution.*

*Yes. It helps to make me a better educator.*

*Yes. It deepened my understanding of the concepts and issues surrounding core abilities that will improve my own teaching.*

*Absolutely. The discussions were fruitful, informative, and often eye-opening. Got to know our colleagues better.*

*Yes, because it was very instructive. Valuable to have cross disciplinary interaction.*

*Yes. Money and collegiality.*

*Absolutely. This is a rare opportunity to work with other colleagues.*

*Yes. It felt like a useful expenditure of time and energy.*

*Yes – it is a very satisfying use of time – well organized and well-run.*

**4. Do you have any suggestions that could help improve this event?**

*Make it 3 days – 1st day = training; 2&3 days = rating.*

*We needed another day to finish our ratings – our momentum was high and we were eager to continue.*

*Larger supply of coffee and hot water. Spread out the groups a little more for rating sessions so that discussions in one group are not distracting to others reading.*

*Agreed with all the prioritized necessary changes.*

*None that weren't already stated in group discussions.*

**5. Feel free to offer other comments related to this event and/or your experience as a participant.**

*It provided great professional/personal development!*

*Networking with other faculty members is always a positive, fun experience. My support group is expanding.*

*This was an excellent Institute!*

## Recommendations from Participants

As ideas related to the rating process emerged and began to be discussed, those ideas that warranted further discussion were placed in an "Issue Bin". Some Issue Bin items were addressed during and/or after the norming session. Other Issue Bin items that were generated during the rating sessions were discussed on the second day of the Institute and led to further more formal discussion focused on identifying recommendations for process improvement. From this list, priority recommendations were identified. These recommendations will be shared with the entire Olympic College faculty during Opening Days 2008 and appropriate action plans will be developed to address these recommended process improvements.

Priority Recommendations

1. *Write a Mission Statement and Guiding Principles to guide our work around assessment of core abilities.*
2. *Develop a cover sheet to be completed by instructors and submitted with artifacts to aid in the rating process.*
3. *Refine the rubrics to clarify terms and provide more guidance in the rating process.*
4. *Engage in more* dialog/training year round to develop common understanding of core abilities/rubrics and *how we use information to improve practice.*
5. *Sample intentionally with purpose.*
6. *Extend the Institute to three days to allow for more rating of artifacts and training.*

An e-portfolio graduation requirement was also discussed. An e-portfolio graduation requirement is not deemed necessary or desirable at this time.

## Conclusions

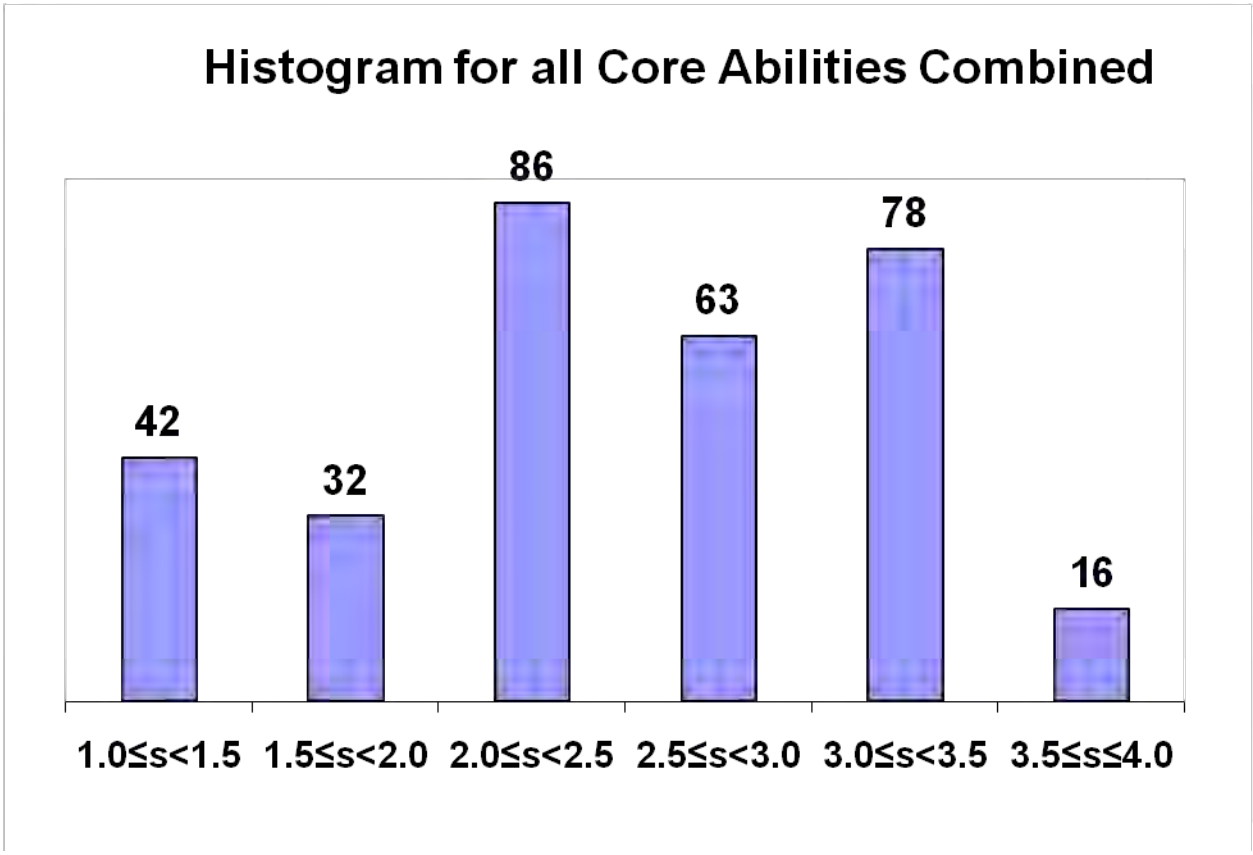
The primary purpose of the Institutional Level Assessment of Core Abilities Summer Institute 2008 was to rate as many student samples as possible and to identify issues with the assessment process or ideas to help improve the process. To accomplish this goal, a well structured, purposeful event was organized that allowed faculty the opportunity to fully discuss these issues with their colleagues. The Institute was highly successful in obtaining these primary goals and led to team building and dialog across the College that is vital to the success of establishing an on-going meaningful assessment process.

Institute evaluations and session feedback clearly indicate that instructors are motivated to improve the curriculum and foster more growth and understanding centered on assessment. Some faculty indicated they will be revising their assignments or taking ideas back to their departments. Collaboration such as this should enable improvement of individual assignments, thus the entire curriculum shall benefit.

In addition, between-group differences and specific areas for potential improvement in student performance have been identified from the data. When examining results across all three core abilities, students demonstrate the most difficulty with skills involving written communication, critical analysis, and using technology and information appropriate to field or discipline, synthesizing information to formulate insights and create knowledge.

Assessment results will be shared with the entire Olympic College faculty during Opening Days 2008. Workshops and/or discipline/program focus group sessions will be set up to help faculty identify next steps and set goals including: identifying gaps in our curriculum with regards to core abilities, establishing appropriate actions to achieve the priority recommendations, and ultimately, identifying ways to improve the curriculum.

## APPENDIX A


Histogram for all Core Abilities Combined
42
32
86
63
78
16
1.0≤s<1.5
1.5≤s<2.0
2.0≤s<2.5
2.5≤s<3.0
3.0≤s<3.5
3.5≤s≤4.0
Range of Scores
1=Emerging
2=Developing
3=Competent
4=Strong

OLYMPIC COLLEGE

# INSTITUTIONAL LEVEL ASSESSMENT OF CORE ABILITIES
# WINTER INSTITUTE 2008

## SUMMARY REPORT

Prepared by Karen Hulsebosch
January 19, 2009

## Acknowledgment

The Institutional Level Assessment of Core Abilities Winter Institute 2008 was organized and facilitated by Karen Hulsebosch, Mathematics faculty and Outcomes Assessment Committee Faculty Co-chair. Data analysis and graphs by Karen Hulsebosch and Martin Haines, Mathematics faculty.

| Institutional Level Assessment of Core Abilities Winter Institute 2008<br>Faculty Participant List: by Core Ability Rating Group | | |
|---|---|---|
| **Group** | **Communication<br>Written Communication** | **Thinking<br>Critical Analysis** |
| A | Linnea Hess<br>Martin Haines<br>Kathleen Bright<br>Sonia Begert | Mark Westlund<br>Kandace MacKaben<br>David Fong<br>Laurie Usher |
| | | |
| B | Hella-Ilona Johnson<br>Lynn Bartlett<br>Chris Stokke<br>Anna Zarnecka | Ronald Raty<br>Billy Flowers<br>Elizabeth Maziarz |
| | | |
| C | Barbara Parker<br>Nick Giovanni<br>Cameon Geyer<br>Mary Sanford | Joanne Salas<br>Peter Sanchez<br>Jason Heinze |
| | | |
| D | Nancy Bermea<br>Stephanie Mimaki<br>Joseph Silverthorn<br>Eunha Jung | Jeffrey Yergler<br>Suzy Cook<br>Arlene Plevin<br>Dianne Moore |

| Institutional Level Assessment of Core Abilities Winter Institute 2008<br>Faculty Participant List: by Division | | | | |
|---|---|---|---|---|
| | **Business and Technology** | **Mathematics, Engineering, Sciences and Health** | **Social Sciences and Humanities** | **Library** |
| 1 | Nancy Bermea | Lynn Bartlett | Sonia Begert | Dianne Moore |
| 2 | Kathleen Bright | Suzy Cook | Eunha Jung | |
| 3 | Nick Giovanni | Billy Flowers | Elizabeth Maziarz | |
| 4 | Hella-Ilona Johnson | David Fong | Arlene Plevin | |
| 5 | Kandace MacKaben | Cameon Geyer | Mary Sanford | |
| 6 | Barbara Parker | Martin Haines | Joseph Silverthorn | |
| 7 | Ronald Raty | Jason Heinze | Laurie Usher | |
| 8 | Joanne Salas | Linnea Hess | Anna Zarnecka | |
| 9 | Peter Sanchez | Stephanie Mimaki | | |
| 10 | Mark Westlund | Chris Stokke | | |
| 11 | Jeffrey Yergler | | | |

# Executive Summary

Efforts for assessing Core Abilities at the Institutional level are guided by the Olympic College Mission Statement:

**Mission Statement for Assessing Core Abilities**

Olympic College seeks to improve teaching and learning by focusing inquiry to ensure:

- Students are getting ample opportunities to develop Core Abilities
- Students are performing sufficiently on Core Abilities

The Core Abilities Winter Institute 2008 focused on two of the areas where students demonstrated the most difficulty spring 2008, written communication and critical analysis. On December 16 and 17, 2008, thirty faculty convened to evaluate samples of student work and assignments collected from courses fall quarter 2008. The faculty worked in interdisciplinary groups to rate the samples using rubrics developed by the Core Abilities Taskforce. Each group was assigned one of the two core abilities to evaluate, written communication or critical analysis.

The Institute was very successful in fostering faculty engagement in the assessment of core abilities:

- A shared understanding of the purposes and limitations of assessment of core abilities emerged, and faculty gained insight into peers' differing teaching and assessment approaches.
- A significant number of faculty, including adjunct faculty, contributed to assessment of student learning discussions and activities.
- Participants expressed a need to critically examine courses and assignments in relation to core abilities and to make changes necessary for improvement in the curriculum.

Participants made progress in a number of areas, including:

- One hundred fifty-six samples of student work and thirty corresponding assignments were evaluated using the written communication rubric.
- One hundred seventy-nine samples of student work and thirty-three corresponding assignments were evaluated using the critical analysis rubric.
- Important issues related to core abilities and the rating process were identified and discussed.

Participants recommended the Core Abilities Institute be continued and expanded upon. Participant recommendations for improvements to the assessment and teaching and learning process included:

- Use data to inform curriculum decisions and sample to include cohorts such as learning communities, on-line courses, ESL students;
- Make changes to course syllabi, course outlines, and assignments to reflect core abilities;
- Clarify the terms "Introductory" and "Capstone";
- Revise the Written Communication Rubric and develop more discipline specific rubrics.

General conclusions from the data are that, on average, students perform at the "Developing" level (as defined by the rubrics) in both written communication and critical analysis, and that students have more opportunities for improvement in existing assignments that address critical analysis than for written communication. Further, findings for assignments that were rated below Competent level for both critical analysis and written communication may indicate students could be challenged more. The assessment process includes courses for which a "Developing" level may be deemed the appropriate level for student achievement within the curriculum. Faculty may want to examine ways to ensure graduates are receiving "ample opportunities" and are "performing sufficiently" on these core abilities beyond their first year and/or Developing level experiences.

Please note that Institute participants did not have an opportunity to discuss the aggregate assessment data before this Summary Report was written. Next steps include sharing participant recommendations and assessment data with the entire faculty and administrators, and identifying appropriate actions to achieve the participant recommendations and improve the curriculum.

# Table of Contents

# Introduction

On July 18 and July 25, 2008, thirty-two faculty participated in the first Olympic College Core Abilities Institute (Summer Institute 2008). Faculty volunteers were recruited to participate in a collaborative effort to rate samples of student work demonstrating student learning of three core abilities, Communication, Thinking, and Information Literacy and Technology. Efforts were made to involve faculty from many different departments on campus to ensure objectivity in rating and broad-based familiarity and collaboration in the process. The faculty worked in interdisciplinary groups of four to rate the samples using rubrics developed by the Core Abilities Taskforce. Each group was assigned one of the three core abilities to evaluate. The assessment process was also analyzed to determine necessary changes for improvement.

When examining Summer Institute assessment results across the three core abilities, Communication, Thinking, and Information Literacy and Technology, students demonstrated the most difficulty with skills involving the outcomes: written communication, critical analysis, and using technology and information appropriate to field or discipline, synthesizing information to formulate insights and create knowledge. Guided by these assessment results and recommendations from the Summer Institute, several changes were made to the assessment process for the Winter Institute, these included:

- A Mission Statement & Guiding Principles for Assessing Core Abilities were developed and approved by appropriate governing bodies to help guide the assessment process.
- The assessment focused on just two core ability outcomes to allow more time for training/norming during the Institute and to allow for more thorough analysis and collection of larger sample sizes from a broader cross section of the college-wide curriculum.
- Core ability assessment efforts fall quarter 2008 focused on two outcomes identified as areas of most difficulty, written communication and critical analysis.
- The corresponding assignments were submitted with all student samples to be included in the rating process.
- A Cover Sheet was developed to help aid in the rating process and to designate if the assignment was “Introductory” or “Capstone”.
- Several discipline specific examples of the rubrics were developed by faculty during workshops fall quarter to help aid in the rating process.
- A “No Evidence” column was added to the tally sheet for rating purposes.

On December 16 and 17, 2008, thirty faculty participated in the Core Abilities Winter Institute. Faculty convened to evaluate student samples and corresponding assignments collected from courses during fall quarter 2008. Of these thirty faculty participants, thirteen faculty also participated in the Summer Institute. Efforts to assess Core Abilities at the Institutional level are guided by the Olympic College Mission Statement and Guiding Principles (see Appendix H pp. 27). The Institute supports a “community of judgment”; it provides evidence and promotes dialogue to help improve teaching and learning at Olympic College.

# Methodology

The Institutional Level Assessment of Core Abilities Winter Institute 2008 included an overview of the assessment process and training on the rating procedures and guidelines for the rating process. A norming session where all groups rated the same assignments and student samples was used to establish consistency in rating and to allow for discussion of differences in interpretations of the rubrics and the samples. The training session also included rating of some of the same samples from the Summer Institute to provide consistency in rating from Institute to Institute.

Time was also allowed for the readers to consider the implications of the assessment process and the scoring procedure for the teaching and learning process. Recommendations for improving practice were generated as part of this process.

## Sampling Techniques

Random samples of student work were solicited from faculty in all disciplines/programs fall quarter 2008. Faculty within the program/discipline determined the best place to gather samples of existing class assignments that reveal student performance of the core abilities. They designated these assignments as either "Introductory" or "Capstone/Culminating". One hundred fifty-six samples of student work and thirty corresponding assignments were evaluated using the written communication rubric, and one hundred seventy-nine samples of student work and thirty-three corresponding assignments were evaluated using the critical analysis rubric. Six samples were rated by all groups as part of the training/norming sessions.

During the Summer Institute, sixty-three percent (63%) of the samples rated came from mathematics and science courses. A much better cross sectional representation was achieved during the Winter Institute; thirty-seven percent (37%) of the written communication samples and thirty-nine percent (39%) of the critical analysis samples rated during the Winter Institute came from mathematics and science courses.

Some instructors reported difficulty selecting random samples. One instructor reported they threw out the best and the worst samples and one instructor reported they selected samples that were good and samples that were poor to include.

## Rating Techniques

The faculty worked in interdisciplinary groups of four to rate the artifacts using rubrics developed by the Core Abilities Taskforce. Two groups in the Winter Institute had fewer than four members due to unforeseen cancelations. Each group was assigned one of the two outcomes to evaluate, written communication or critical analysis. A number of elements were incorporated to insure success (consistency and reliability) including:

- at least one member in each group had participated in the Summer Institute;
- blind scoring conditions (hiding student and instructor identity);
- discussion of possible causes of bias in rating;
- multiple judgment with comment sheets for raters;
- periodic comparative analysis of rating scores for the same assignment to insure consistency in rating;
- analysis of rating scores to determine variability in rating;
- analysis of rater comments to identify causes of variability in rating.

The Core Ability Rubrics are designed:

- with four levels of performance: Emerging, Developing, Competent, and Strong
- for overall examination of student performance (holistic);
- to be used across similar performances - across all communication tasks and critical analysis tasks (generic);

- to give a global perspective of how well we are doing at fostering student success as defined by core abilities;
- to help students understand expectations; the rubrics are written from the student self-assessment perspective with "I" statements.

Each level (Emerging, Developing, Competent, and Strong) indicates a description of what specific characteristics the student should exhibit in order to demonstrate the stated level of achievement. A few other rating rules were established:

1. If an artifact was deemed to be on the "border" between two levels, the "lower" rating was assigned. This rating rule was established during the Summer Institute and continued in the Winter Institute.
2. When rating group projects in which the parts of the project are of unequal quality (i.e., in which the quality of writing in one part is much less competent than in the other parts), the "lower" rating was assigned.
3. If an artifact appeared to be plagiarized, it was thrown out for evaluation purposes.

**Data Analysis Techniques**

The average (mean) scores serve as indicators of attainment in each area, and will provide a baseline for comparison during the next round of evaluation. Artifacts were evaluated on a scale of 0 to 4 with 0=No Evidence, 1=Emerging, 2=Developing, 3=Competent and 4=Strong.

Assignments were evaluated to serve as a benchmark for student performance opportunities on the core abilities. A weighted average (mean) was used in calculating the assignment average to account for the varying number of corresponding samples submitted with each assignment. All student samples evaluated at the Winter Institute had a corresponding assignment. The same rating scales were used for both the assignment and the student samples.

The difference between the student sample average (mean) and the assignment average (mean) can be identified as a measure of the extent to which students performed, on average, as "intended" on the given core ability. Thus, the gap between the scores on what is and what could be for each outcome is a zone of possible change for student performance within the Institution. Those outcomes with the highest difference between values may be viewed as areas of "difficulty" or least "achievement" and in need of improvement. Another possible area for improvement is those outcomes where the scores on what is possible for student achievement (the assignment average) is not considered "sufficient"; that is to say, the faculty feel the assignments should be providing more performance opportunities for students to achieve a higher level. Each representative discipline/program needs to consider the extent to which these levels are appropriate for their students and whether any pertinent changes are deemed necessary. These areas could become the focus of college-wide efforts to improve student learning. It should be noted that for some courses, a "Developing" level may be deemed the appropriate level for student achievement within the curriculum; courses that students may take in their first year at Olympic College are included as part of this assessment process.

## Validation Procedures

Analyses of rating scores to determine variability in rating, as well as analysis of rater comments to identify causes of such variability, were utilized to ensure relevance and accuracy. The sessions also allowed for needed discussion of the challenges faced when rating in interdisciplinary teams, such as the challenges of scoring student writing skills in mathematics projects vs. scoring student writing skills in English research papers. Overall, the process went very well and produced reasonable results. The resulting variance among readers was extremely good: 99.4% and 98.3% of the samples were rated within a 0-1 point range of variation for written communication and critical analysis, respectively. In addition, analysis of the same sample assignments that were rated during the Summer Institute and the Winter Institute, as well as the same sample assignments rated by two different groups during the Winter Institute, showed 100% within a 0-1 point range of variation for both outcomes. The results also fall in expected patterns of a somewhat "normal" distribution (see Appendix A-B Histograms pp. 15-16).

Moreover, students show more difficulty with assignments rated at or above the Competent level (as measured by the difference in averages), which is what we would expect to find (see Tables 1-2 pp. 9-10, Appendix C-D pp. 17-18).

It should be noted that this process of assessment will not be used in isolation to inform practice decisions; multiple means of assessment will be utilized by the College to validate assessment results. Program and course level assessments that deal more directly with specific discipline content areas will contribute to the overall picture of student attainment of core abilities, and student records data will provide indirect evidence of student achievement of these core abilities. The assessment process utilized in the Core Abilities Institute will be continually evaluated for relevance and accuracy; a balance between relevance, accuracy, and usefulness will be sought.

## Written Communication

Four groups were assigned to the written communication core ability outcome. One hundred fifty-six samples of student work and thirty corresponding assignments were evaluated using the written communication rubric. The difference between the student sample average (mean) and the assignment average (mean) can be identified as a measure of the extent to which students performed, on average, as "intended" on the core ability. Thus, the gap between the scores on what is and what could be for the outcome is a zone of possible change for student performance within the Institution.

The student sample average for written communication was "Developing" (as defined by the rubric). Instructors also indicated if assignments were best described as "Introductory" or "Capstone" for their course; one-third of the assignments were rated as Capstone. When accounting for these designations, findings were similar; students performed better on "Capstone" assignments, but the difference between the assignment average and the student sample average was basically the same for each group.

It should be noted that the term "Capstone" was not clearly defined; instructors might have picked "Capstone" because they were submitting a high level assignment for a particular course, not an assignment that was considered "advanced" or at the "capstone" level when viewed as part of the entire curriculum.

Half of the assignments for written communication were rated at or above "Competent" (see Appendix A Histograms pp.15). When accounting for this distinction, findings indicate the difference between the student sample average and the assignment average was almost one full rating level for assignments that were rated at or above Competent. For assignments rated below Competent, the differences are small, which may indicate that some students could be challenged more.

In addition, three assignments were rated below the Developing level. The written communication rubric does not distinguish between short answer exam type questions and research papers or longer technical reports. Faculty may want to more clearly define what it means for a course to address the written communication core ability, revise the rubric, and determine whether "Emerging" level assignments constitute coverage of a given core ability for a course.

Table 1 below contains a summary of scores for all written communication samples in each of the comparison groups described above: 1) Capstone v. Introductory Assignments, 2) Assignments rated at or above Competent v. Assignments rated below Competent. Bar charts for each of these comparisons are illustrated in Appendix C pp. 17.

***Table 1 Written Communication Comparison Groups Fall 2008***
*Difference between Assignment Average and Student Sample Average*

1=Emerging, 2=Developing, 3=Competent, 4=Strong

| ***Assignment Category*** *(N=assignment sample size)* | **WRITTEN COMMUNICATION** | | |
|---|---|---|---|
| | Sample Average of Assignments* | Sample Average of Student Work | **difference** |
| **All Fall 2008** (N=30) | *2.58* | *1.99* | ***+0.59*** |
| **Capstone** (N=10) | *2.83* | *2.23* | ***+0.60*** |
| **Introductory** (N=20) | *2.47* | *1.88* | ***+0.59*** |
| Assignment rated at or **Above Competent** (N=15) | *3.09* | *2.19* | ***+0.90*** |
| Assignment rated **Below Competent** (N=15) | *1.88* | *1.71* | ***+0.17*** |

*The average (mean) of all the assignments that were submitted; each assignment was submitted with samples of student work – a weighted average was used in calculating the assignment average to account for the varying number of corresponding student samples submitted with each assignment.

## Critical Analysis

Four groups were assigned to the critical analysis core ability outcome. One hundred seventy-nine samples of student work and thirty-three corresponding assignments were evaluated using the critical analysis rubric. The difference between the student sample average (mean) and the assignment average (mean) can be identified as a measure of the extent to which students performed, on average, as "intended" on the core ability. Thus, the gap between the scores on what is and what could be for each outcome is a zone of possible change for student performance within the Institution.

The student sample average for critical analysis was "Developing" (as defined by the rubric). Instructors also indicated if assignments were best described as "Introductory" or "Capstone" for their course; 21% of the critical analysis assignments were rated as Capstone. When accounting for these designations, findings show a significant difference between the two groups, the difference between the assignment average and the student sample average was over one full rating level for Capstone assignments and nearly half that for Introductory assignments.

It should be noted that the term "Capstone" was not clearly defined; instructors might have picked "Capstone" because they were submitting a high level assignment for a particular course, not an assignment that was considered "advanced" or at the "capstone" level when viewed as part of the entire curriculum.

Half of the assignments for critical analysis were rated at or above Competent (see Appendix B Histograms pp. 16). When accounting for this distinction, findings indicate that the difference between the student sample average and the assignment average was also over one full rating level for assignments that were rated at or above Competent. For assignments rated below Competent, the differences are small, which may indicate some students could be challenged more.

In addition, two assignments were rated below the Developing level. The critical analysis rubric does not distinguish between short answer exam type questions and research papers or longer technical reports. Faculty may want to more clearly define what it means for a course to address the critical analysis core ability and whether "Emerging" level assignments constitute coverage of a given core ability for a course.

Table 2 below contains a summary of scores for all critical analysis samples in each of the comparison groups described above: 1) Capstone v. Introductory Assignments, 2) Assignments rated at or above Competent v. Assignments rated below Competent. Bar charts for each of these comparisons are illustrated in Appendix D pp. 18.

***Table 2 Critical Analysis Comparison Groups Fall 2008***
*Difference between Assignment Average and Student Sample Average*

1=Emerging, 2=Developing, 3=Competent, 4=Strong

| ***Assignment Category*** *(N=assignment sample size)* | **CRITICAL ANALYSIS** | | |
|---|---|---|---|
| | **Sample Average of Assignments*** | **Sample Average of Student Work** | **difference** |
| **All Fall 2008** (N=33) | *2.72* | *2.00* | ***+0.72*** |
| **Capstone** (N=7) | *3.28* | *2.09* | ***+1.19*** |
| **Introductory** (N=26) | *2.57* | *1.98* | ***+0.59*** |
| Assignment rated at or **Above Competent** (N=17) | *3.27* | *2.10* | ***+1.17*** |
| Assignment rated **Below Competent** (N=16) | *1.98* | *1.86* | ***+0.12*** |

*The average of all the assignments that were submitted; each assignment was submitted with samples of student work – a weighted average was used in calculating the assignment average to account for the varying number of corresponding student samples submitted with each assignment.

## Comparative Data: Spring 2008/Fall 2008

On average, fall 2008 student work was at the "Developing" level for both critical analysis and written communication and critical analysis and written communication assignments were between "Developing" and "Competent" levels (see Table 3 below and Appendix E pp. 19). Possible areas for improvement exist for each core ability: 1) increasing opportunities for student performance on the assignments and 2) improving student performance levels on given assignments. It should be noted that for some courses, a "Developing" level may be deemed the appropriate level for student achievement within the curriculum; courses that students may take in their first year at Olympic College were included as part of this assessment process. Faculty may want to examine ways to ensure graduates are receiving "ample opportunities" and are "performing sufficiently" on these core abilities beyond their first year and/or developing level experiences.

Averages decreased in all areas from spring 2008 to fall 2008, most notably in the written communication assignment average. This could be due to several factors, including, but not limited to:

- much larger sample size fall 2008;
- increased cross sectional representation fall 2008 (63% samples spring 2008 vs. 37%-39% samples fall 2008 came from mathematics and science courses).
- more "Capstone' level assignments may be offered spring quarter, especially in curriculums with sequences of courses, such as mathematics and science;
- better understanding of how to rate inter-disciplinary assignments;
- additional faculty experience in using rubrics.

***Table 3 Core Ability Spring/Fall 2008 Comparison Groups***

1=Emerging, 2=Developing, 3=Competent, 4=Strong

| | **CRITICAL ANALYSIS** | | | **WRITTEN COMMUNICATION** | | |
|---|---|---|---|---|---|---|
| | Sample Average of Assignments* | Sample Average of Student Work | **difference** | Sample Average of Assignments* | Sample Average of Student Work | **difference** |
| **Spring 2008** | *2.89* | *2.25* | ***+0.64*** | *3.30* | *2.32* | ***+0.98*** |
| **Fall 2008** | *2.72* | *2.00* | ***+0.72*** | *2.58* | *1.99* | ***+0.59*** |

*The average of all the assignments that were submitted; each assignment was submitted with samples of student work – a weighted average was used in calculating the assignment average to account for the varying number of corresponding student samples submitted with each assignment.

## Rating Process Notes

Participants reported a few difficulties during the rating process, including:

**Assignments**

- distinguishing between what is required by the assignment and what is optional for students (one suggestion was to modify the wording of those criteria in the rubric to read "when required by the assignment");
- rating when an assignment gives students a choice between two very different types of writing assignments, one at Developing level and one at Competent level;
- cover sheet and/or assignment may list information that is inconsistent with other documents submitted with samples or are unclear (for example, different course numbers listed on different documents or actual assignment prompt was not included);
- distinguishing between what was part of the assignment (possibly a sample for the students) and what was actual student work
- rating projects that included great technical appendices, with less expertly written content;
- some raters felt at "an extreme disadvantage" in evaluating technical reports where they "don't know the jargon, discourse community, background knowledge, etc."

**Rubrics**

- need for more discipline specific rubrics which give better explanations of how a core ability fits within a continuum;
- written communication rubric does not address use of vocabulary/terminology/graphs or diagrams which are integral components of some math and science projects/reports
- rubric does not clearly address documenting and summarizing in the sense that this may apply to more than just texts (for example, slides of visual arts)
- if the assignment is "Developing", it is harder to apply the written communication rubric;
- rubric does not address short answer exam type questions.

**Student Samples**

- not clear whether some student samples are examples of "1st draft" or "2nd draft";
- sample set was hard to rate since it could be answered with one memorized sentence, and it was hard to assess whether students were engaging in effective communication or simply writing from rote, with no understanding of the concept.

Revisions to the written communication rubric were recommended to include more guidance for varying types of writing assignments, and some raters recommend more discipline level examples and/or separate rubrics for assignments.

## Recommendations from Participants

As ideas related to the rating process emerged and began to be discussed, those ideas that warranted further discussion were placed in an "Issue Bin". Issue Bin items that were generated during the rating sessions were discussed at the end of the first and second day of the Institute and led to more discussion focused on identifying recommendations for process improvement. Appendix F pp. 20-23 contains a list of recommendations/suggestions for improving practice given by participants. The recommendations fall into five main categories:

1. Institute Process
    - Continue and expand the Institute
    - Include discipline/program level focus
2. Rubrics
    - Revise written communication rubric
    - Develop more discipline specific examples
    - Consider developing assignment rubrics
3. Curriculum
    - Encourage modification of syllabus, IPC Course Outline Forms, and assignments to include/reflect core abilities
    - Use data to inform curriculum decisions
    - Sample to include learning communities courses, on-line courses, and ESL student cohorts
    - Use data to inform questions of faculty expectations and level of challenge for students
    - Use data to inform teaching practices
4. Mechanisms to Improve Practice
    - Encourage faculty to include core abilities on syllabi
    - Share results and best practices
    - Promote additional discussion
    - Provide incentives/rewards
    - Track how assignments evolve with time
5. Training/Professional Development
    - Workshops focused on assignment design
    - web site with resources and models
    - more training

These recommendations will be shared with the Outcomes Assessment Committee, the College faculty and administrators. Appropriate actions will be developed to address some of these recommended process and curriculum improvements.

## Institute Evaluation Responses

Twenty-seven participants completed an Institute Evaluation form. The evaluation responses indicate an overwhelming positive response in all areas:

- all of the responses indicate that the participant learned something useful or meaningful from participating in the Institute;
- all of the responses indicate the Institute was a worthwhile endeavor;
- all of the responses indicate the participant would participate in a similar event in the future.

Sample participant evaluation responses are given in Appendix G pp 24-26.

# Conclusions

Guided by the Olympic College Mission Statement and Guiding Principles for Assessing Core Abilities, the primary goals of the Institutional Level Assessment of Core Abilities Winter Institute 2008 were to rate as many student samples as possible, to identify issues with the assessment process, and to generate ideas to help improve practice. To accomplish these goals, a well structured, purposeful event was organized that allowed faculty the opportunity to discuss these issues with their colleagues. The Institute was highly successful in obtaining these primary goals and led to team building and dialogue across the College that is vital to the success of establishing an on-going, meaningful assessment process.

Institute evaluations and session feedback clearly indicate that instructors are motivated to improve the curriculum and foster more growth and understanding centered on assessment and core abilities. Some faculty indicated they will be revising their assignments or modifying their course outlines to reflect the core abilities; efforts such as these should enable improvement of individual assignments and courses, thus the entire curriculum shall benefit.

General conclusions from the data are that, on average, students perform at the Developing level (as defined by the rubrics) in both written communication and critical analysis, and that students have more opportunities for improvement in existing assignments that address critical analysis than for written communication. Further, findings for assignments that were rated below Competent level for both critical analysis and written communication may indicate students could be challenged more; differences in assignment ratings and student sample ratings are small. The assessment process includes courses for which a "Developing" level may be deemed the appropriate level for student achievement within the curriculum. Faculty may want to examine ways to ensure graduates are receiving "ample opportunities" and are "performing sufficiently" on these core abilities beyond their first year and/or developing level experiences; faculty may want to more clearly define what it means for a course to address the core ability and whether "Emerging" level assignments constitute coverage of a given core ability for a course.

Assessment results will be shared with the entire Olympic College faculty. Workshops and/or discipline/program focus group sessions will be organized to help faculty identify appropriate actions to improve practice in accordance with the Olympic College Mission Statement and Guiding Principles.

**Mission Statement for Assessing Core Abilities**

Olympic College seeks to improve teaching and learning by focusing inquiry to ensure:

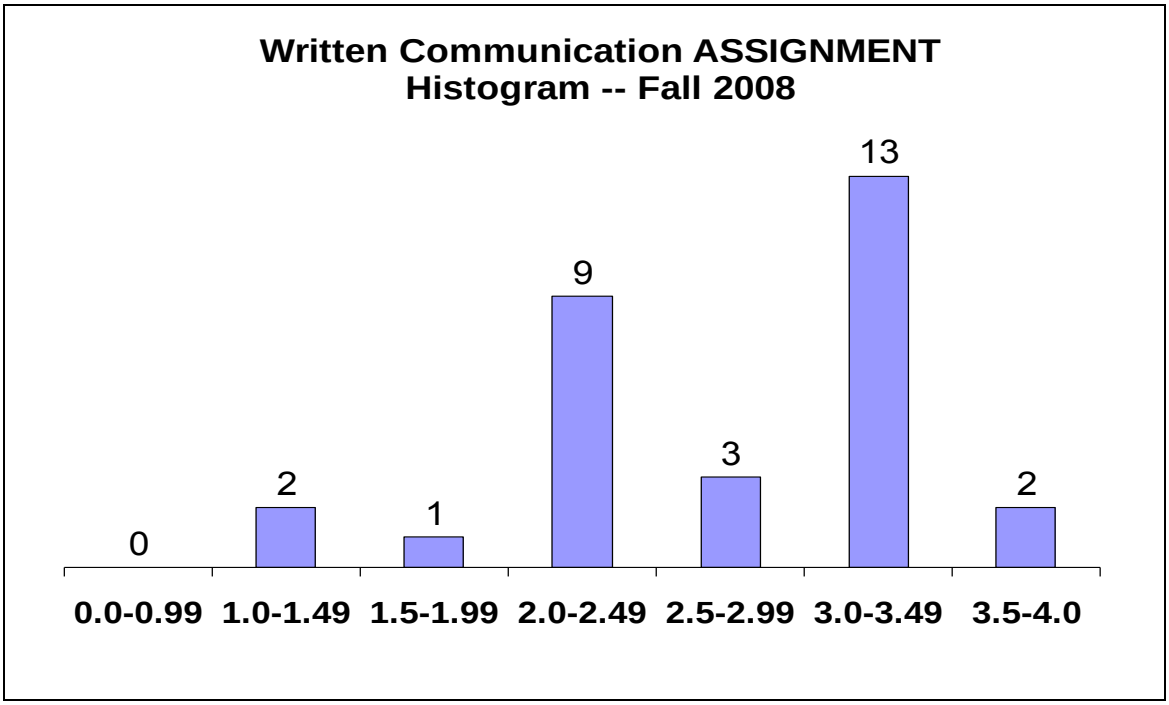
- Students are getting ample opportunities to develop Core Abilities
- Students are performing sufficiently on Core Abilities

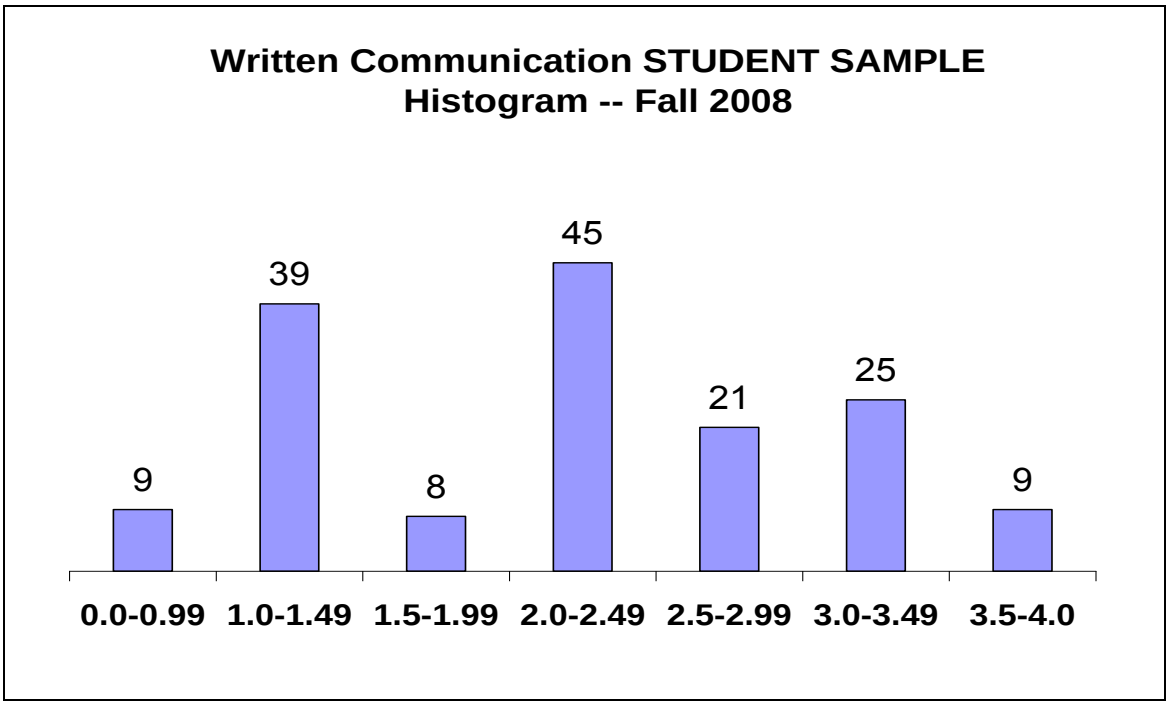
**Guiding Principles for Assessing Core Abilities**

Olympic College adopts the following principles in relation to assessing Core Abilities at the institutional level.

- Assessment is a mechanism for dialogue and can help us improve teaching and learning.
- Assessment data will be used solely to improve practice and is not part of the faculty assessment process, nor is it used to evaluate individual programs or students.
- Emphasis is on faculty-led, course-based evidence to ensure a direct focus on teaching and learning.
- Multiple means of assessment are utilized, including analysis and interpretation of data at the program/discipline level.
- Process is sustainable by utilizing practices that promote a culture of inquiry, are manageable in terms of time and effort, and have adequate administrative support and resource allocation.
- The American Association for Higher Education (AAHE) 9 Principles of Good Practice for Assessing Student Learning are held as standards.

Appendix A

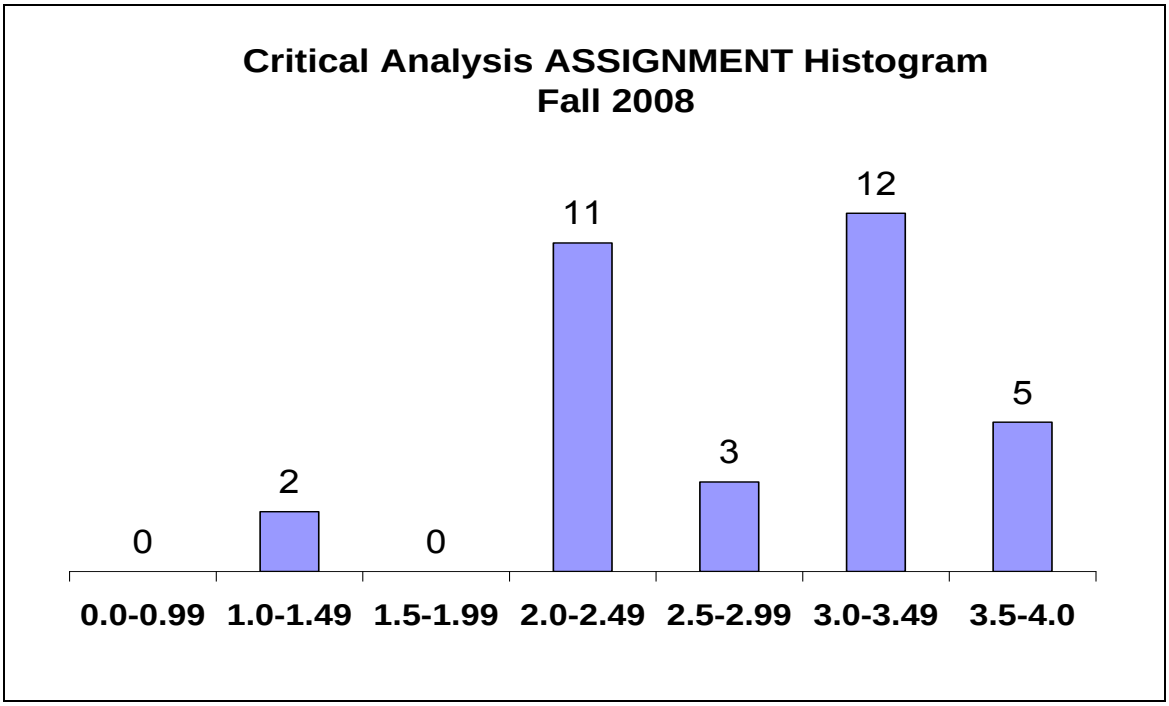


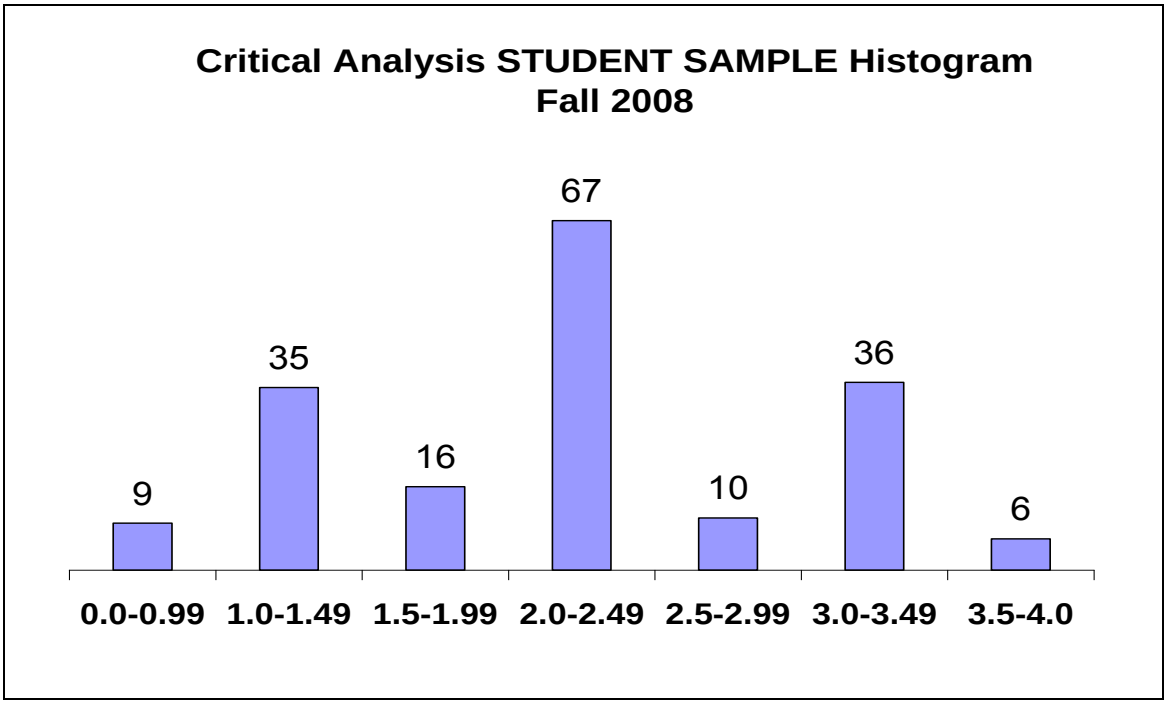




**Range of Scores**

**0=No Evidence** **1=Emerging** **2=Developing** **3=Competent** **4=Strong**

Appendix B

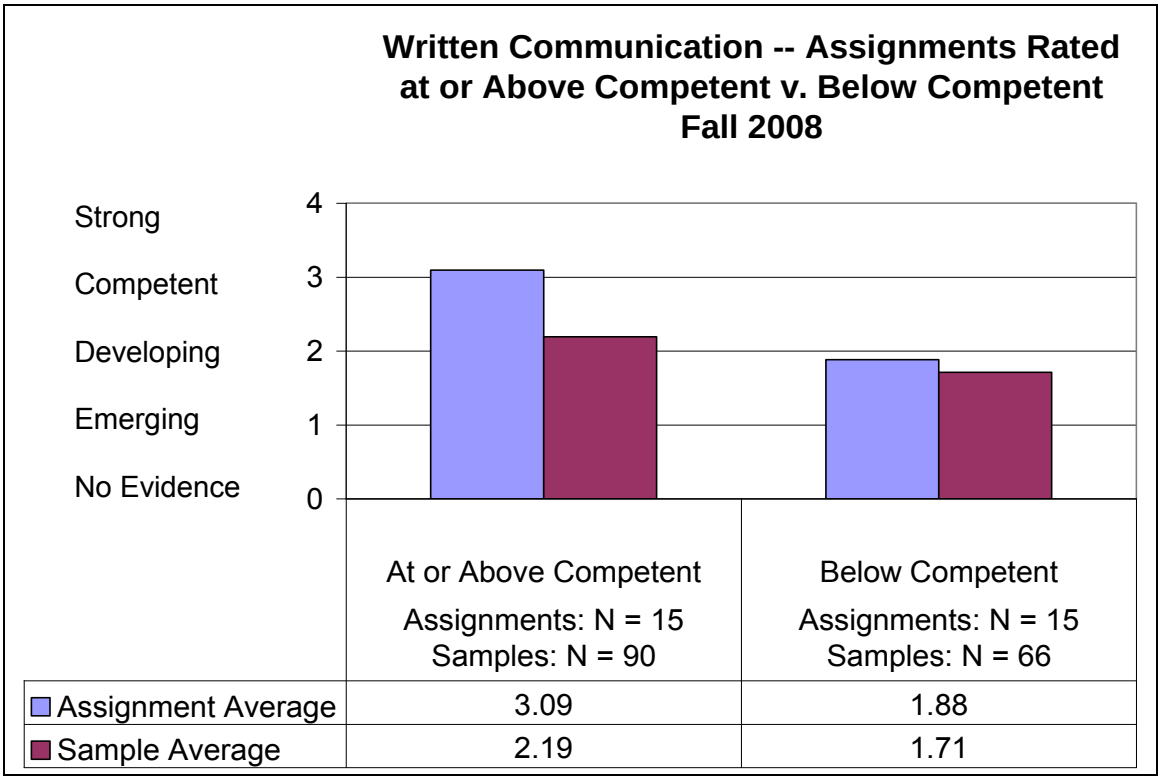


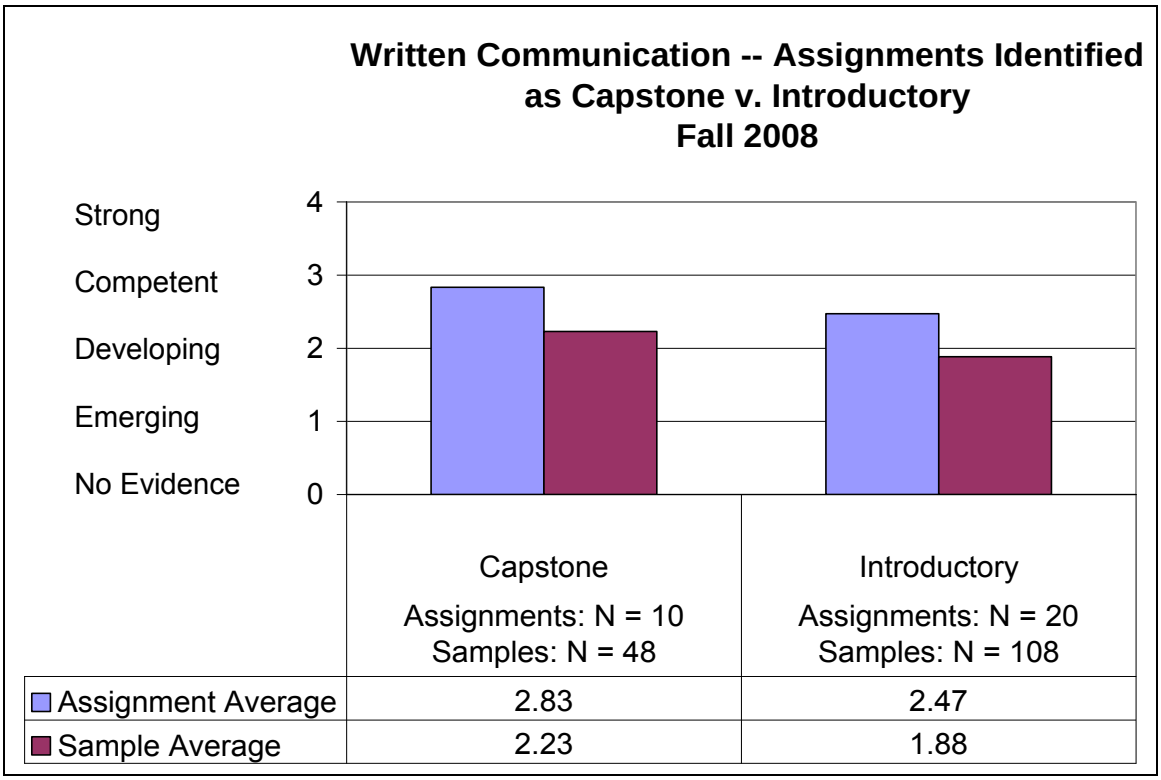




**Range of Scores**

**0=No Evidence** **1=Emerging** **2=Developing** **3=Competent** **4=Strong**

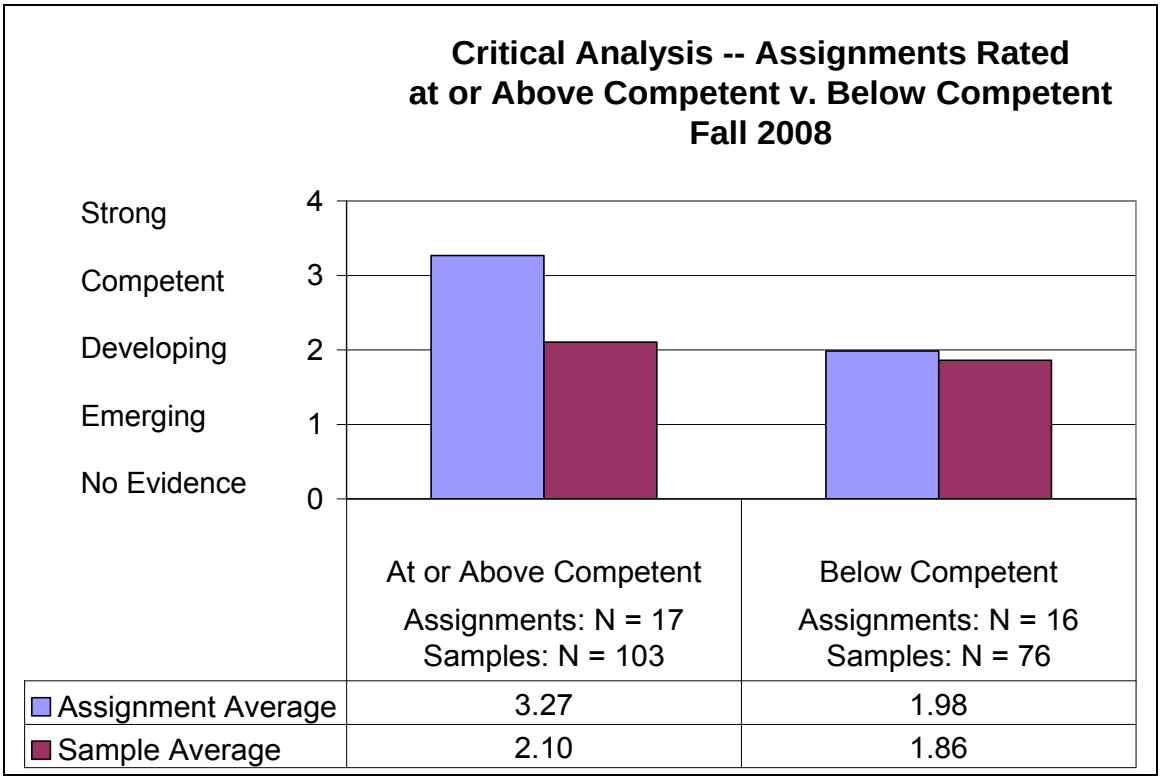
Appendix C

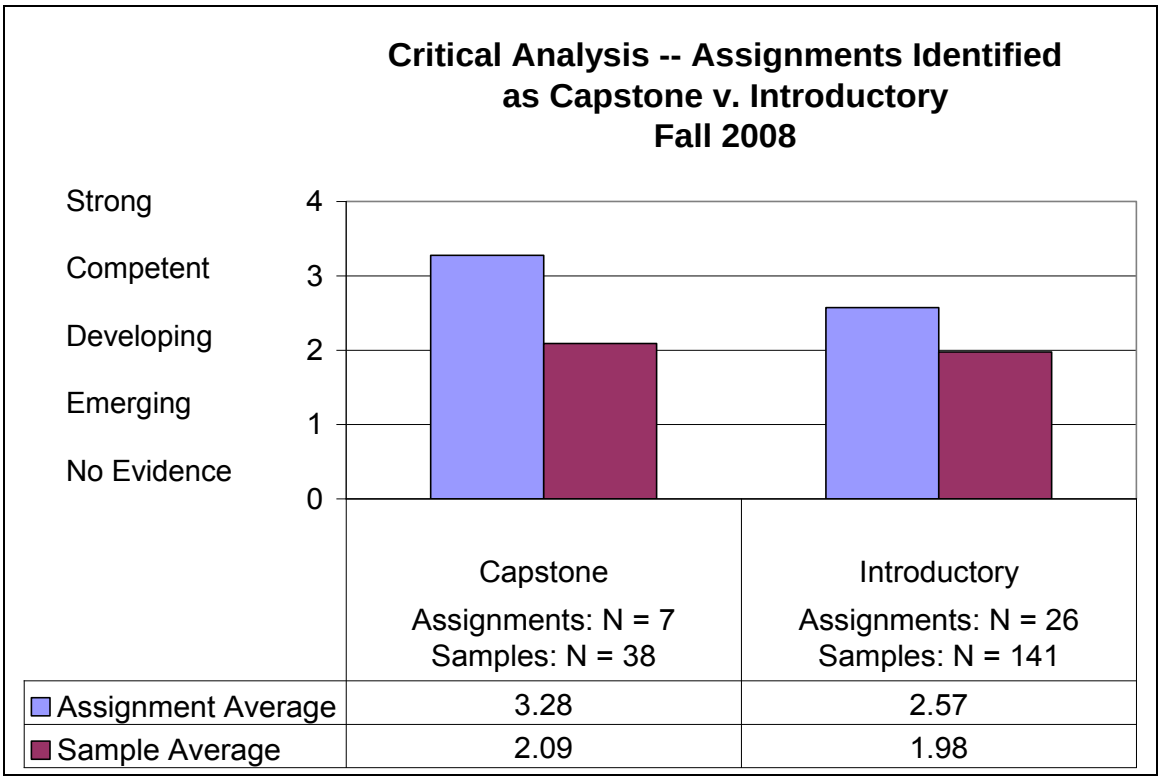



Assignment Average – a weighted average (mean) was used in calculating the assignment average to account for the varying number of corresponding student samples submitted with each assignment. Sample Average – the average (mean) of samples of student work.

Appendix D

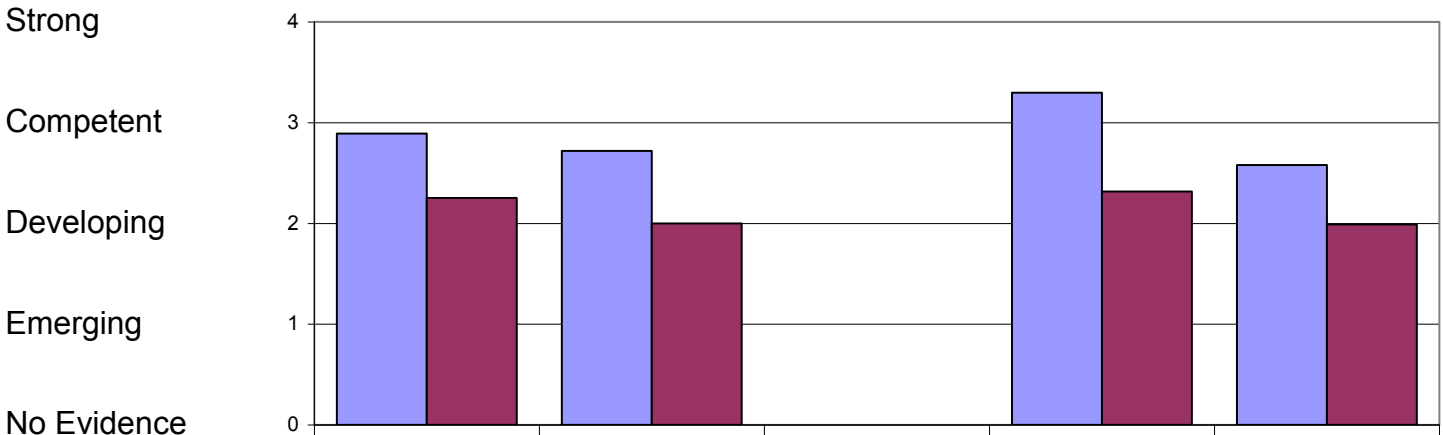



Assignment Average – a weighted average (mean) was used in calculating the assignment average to account for the varying number of corresponding student samples submitted with each assignment. Sample Average – the average (mean) of samples of student work.

Appendix E

## Core Abilities
## Student Performance Level Average
## with Assignment Average as a Benchmark
## Spring 2008 & Fall 2008




| | Spring 2008 Critical Analysis Assignments: (N = 10) Samples: (N = 57) | Fall 2008 Critical Analysis Assignments: (N = 33) Samples: (N = 179) | | Spring 2008 Written Communication Assignments: (N = 13) Samples: (N = 50) | Fall 2008 Written Communication Assignments: (N = 30) Samples: (N = 156) |
|---|---|---|---|---|---|
| Assignment Average | 2.89 | 2.72 | | 3.30 | 2.58 |
| Sample Average | 2.25 | 2.00 | | 2.32 | 1.99 |

Each assignment was submitted with samples of student work.

Assignment Average – a weighted average (mean) was used in calculating the assignment average to account for the varying number of corresponding student samples submitted with each assignment.

Sample Average – the average (mean) of samples of student work.

Appendix F

# PARTICIPANT SUGGESTIONS/RECOMMENDATIONS

All of the participant responses generated at the end of the Institute are included and are quoted as written.

## Institute Process

- At the very least, have an annual Institute.
- Annual Institute to evaluate assignments.
- Definitely institutionalize an annual summer institute w/ opening days retreat.
- If you do it in the summer, some of us will not be able to come 3 weeks in a row – other commitments.
- (1) Day required before (2) days – multiple opportunities to participate on process – rubrics. This way instructors are ready to work – offered twice allows scheduling
  2nd & 3rd Day workshop would follow after 1st required day. 3 days to focus is extremely tiring.
- I'm very happy with the current process for 3 reasons:
  1. Interdisciplinary nature
  2. Informs pedagogical decision making
  3. Starts discussions of instructional settings, various student groups
- **Priority**
  1. Continue once a year
  2. Make each faculty member buy into system by requiring it.
- 4-hour workshop (-?# of hours) to work on "norming"
- Mini Institutes at the department levels – ½ day with incentives
- Put together a sample of assignments of all levels/disciplines to be used as a "model"
- To rate assignments that are more discipline specific, it would be very helpful to receive training from instructor of that discipline
- Have the instructors give more detailed information on the assignment that the sample was collected on. When in the quarter was this particular assignment given? I s this assignment building on other assignments, if so, what were they? This background info could be helpful in rating these student samples.
- Need a 5th role a dual job for groups the question /clarifier, a role I played as the Issue Bin person.
- Again, value the process. Don't be in such a hurry to rush to get through a ton of work! Value how we can teach one another in the large group – that this is a valuable part of the day.
- Teach newbies (quickly) the Core Abilities, a list of them.
- Give participants a list of terms either ahead of time or on the spot to refer to (lots of jargon) & example statements.
- Continue to refine instructions
  re: sampling, types of samples, numbers.
- How to improve this process?
  - Individual assignments for qty, then come back as a group
  - Complete data (assignments, chgd cover sheet, instructor rubrics)

## Rubrics

- Revision – OR- additional guidance on use of the written communication rubric

- Idea to improve rating – require that all research student samples include bibliography. It is hard to rate synthesis w/o knowing sources used.
- Develop methodology for rating work that is not an essay (like exam questions, for instance)
- Revise/Add to rubric to address graphical and formula communication
- Written communication vs. graphic communication, oral communication
- Changes: Shouldn't there be a separate type of rubric for graphic communication? i.e. Technical drawing assignments (drafting)
- Record suggestions for additions/changes to rubrics that come up in each group – set aside time at end of Institute to incorporate changes & submit rubric for approval so it is easier to use next time
- Include instructor rubric or grading
- A rubric especially written for the assignments
- Clarify assignment rubric
- Create a weighted score for 200 level or higher level (advance) classes or for sequence level programs like math
- **What we can do**
    - Focus on creation of common rubric system for O.C.
    - Extend the rubrics to include the international – ESL "specialties".

## Curriculum

- How are results going to inform the curriculum?
    - Data Data Data
    - Tracking results
    - Greater participation by faculty
- How are results going to help us improve teaching and learning?
    - Faculty feedback on rated assignments
    - Improvements made by fac as outcome of chg/suggestions will benefit students
    - Student/ASOC focus groups
    - Tracking results
- Link the work to format/content of course outlines & justification for course offerings.
- Have this work help inform/educate learning community decisions
- Have this work help inform/educate distance learning decisions
- Have this work help inform/educate/fix the IPC process
- This helps us learn what students are learning in other classes/or should have learned/retained, so that the assignments we give the students are capable of
- Integrate core abilities into assignments.
- As a participant, I am going to be able to more consciously incorporate the core abilities into my assignments i.e. clarify existing prompts, develop new assignments inspired by what I learned etc.
- Hopefully some may see that they have to increase expectations of their students in the assignments, challenging them more.
- Create a higher expectation of student work based on ability learned in prerequisites.
- Take a look at our assignments to improve content to achieve student learning for the ...?... really students will need to get jobs.
- How do we integrate Core Abilities into our syllabus. Students need to know.
- Move forward

Find out how disciplines are incorporating Core Abilities at the present time, beyond course mapping, in their courses and assignments.

- How will results help us improve teaching and learning?
    - Individually, this has exposed me to a variety of assignments & samples which assist me in assessing my current practices and evaluating some changes that I could make in developing my assignments so they are better.
    - It will also help me in better assessing my student work for levels of competence in relationship to the assignment.

## Mechanisms to Link Assessment Process to Improved Practice

- Track examples of how assignments evolve with time or pre/post Institute
- Track examples of how rubrics evolve with time or pre/post institute
- Target specific courses based on course mapping for collection of samples.
- Granted: Many faculty will re-assess and modify their assignments resulting in core ability learning improvements. How to document those improvements? Was a base line established prior to the summer session?
- Feedback to instructors (if they desire)
- I do think seeing the ratings of my project would be valuable. In the same way results could be made available to each discipline.
- Results of the Institute could be shared w/ all faculty, as a way of having the college as a whole understand the importance of core abilities.
- Results of assessment provided to individual faculty/depts/programs who request it.
- Link curricular process – assessment of core abilities by offering voluntary credit toward tenure/post-tenure/adjunct assessment process
- Reward with stipends research projects growing out of core abilities institutes.
  ex: How to rate ESL students? How to rate learning communities projects?
- Enlist Deans to address results of the process in Division meetings to spread the word throughout faculty of what is happening (seems like process is limited to people in the room).
- Faculty that attended Winter institute need to provide feedback to discipline
- Use the recommendations of the Institute as supporting rationale for other assessment and curriculum projects
- Assessment discussion/sharing of assessment tools during opening days
- Post some results from the Institute conspicuously around campus to generate interest.
- Provide a way faculty can utilize assessment data outcomes to improve upon their own assignment &/or assessment of student work
- What mechanisms could we use to link asmt results to curricular processes in order to focus improvements in meaningful ways?
    - All modes of instr s/b included, ground, online, hybrid, other
    - Input from students
    - Fac sharing of exemplary projects
- Highest Priority
    - Faculty -wide discussion of curriculum, assignments, and assessment practice
      [Why? I believe it is critical to a) bring those topics/philosophies out to discuss them b) exchange ideas, assignments (perhaps to ladder them)
    - Mechanism (for faculty-wide discussion)
        - All day retreat where faculty “mix” up disciplines and interact with colleagues in different disciplines a) groups within groups

- Everyone (faculty) read the same book to discuss at above retreat

## Training/Professional Development

- Need to make extra effort (separate opening days session?) to bring adjunct up to speed
- Hold workshops on designing assignments in ways that embed core abilities.
- Ongoing forum (i.e. through Teaching and Learning Center) to have interdisciplinary discussions on assignments that meet core ability standard (i.e. Best practices)
- Conduct an Institute for constructing assignments that offer opportunities to develop & improve assignments that offer students explicit opportunities to develop core ability.
  *Work in collaborative groups, perhaps focusing on one Core Ability per session
  *Instructors bring samples to share/refine
- Provide opportunities for discipline specific workshops, retreats, trainings, esp. for large disciplines - & esp. those with lots of adjunct faculty, to facilitate & encourage the exchange of ideas, assignments, goals, rubrics, etc.
- I would really like for faculty (both full-time and adjunct) to have inter-disciplinary sessions focusing on core abilities & assessment.
- Develop training opportunities for faulty using alternative methods (online, DVD/VHS) for faculty who are not able to attend on ground mtgs due to teaching schedules
- Create a website to showcase key examples of strong assignments and strong student performance
- Web site
  -Examples - contact people -ideas -presentations -resources -etc.

## Other

- We are missing representative faculty from the social sciences. Extend invitations to them.

Appendix G

# Sample Institute Evaluation Responses

Twenty-seven participants completed an Institute Evaluation form. Sample evaluation responses are representative of the comments as a whole and are quoted as written.

1. **What was the one most useful or meaningful thing you learned from participating in this event?**

   *New insights for curriculum design!!! Awesome!*

   *Separating my objective/goals from what students are doing and pause to think why*

   *I learned ways to critically evaluate my assignments and to think of them in context of the core abilities.*

   *Dialog w/ faculty from other disciplines.*

   *Seeing broad institutional perspectives I otherwise don't have the opportunity to learn about from my colleagues.*

   *Learned about different assignments and the approach on thinking.*

   *The most useful to me personally was to look at a variety of assignments from a variety of disciplines. This will enable me to create or refine my assignments to reflect core ability learning. Olympic College has awesome instructors with resources that were shared.*

   *Our students will perform well if we give them opportunities to challenge themselves.*

   *Better understanding of core abilities/rubrics as a way of measuring student outcomes and how vital that is to show effective teaching &/or learning.*

   *The variety of ways different disciplines interpret critical analysis.*

   *Better understanding of the core educational level of students on a campus-wide level.*

2. **Do you feel this event was a worthwhile endeavor? Please explain.**

   *Yes! The learning for me was value-added. Table interaction was outstanding. Feedback on my own assignment was very helpful.*

   *Absolutely! It provided us with a chance to pursue a common goal, to work together, to form a collegial bond, to learn meaningful new info/knowledge*

   *Yes – I understand the core abilities process, but even more, how participating can help me improve as an educator.*

   *Yes – sharing ideas with others and seeing new perspectives.*

   *Yes. It focused attention on a more global view of the college.*

   *Yes, because it allows/creates data that could be used for future assessment of courses/curriculum.*

   *Yes. It has given me greater insight into a well-written assignment vs not so well-written/confusing assignments and how that may affect the product I receive from a student.*

   *Yes – getting a look at what other disciplines assign, how those assignments fit into their courses (sequences), and how/why they rate them.*

   *Since I attended the Summer Institute it should be evident that it was worthwhile. I have learned so much about assessment that is DIRECTLY affecting what I assess in my classes as well as how I assess the items. It has made me even more aware of the skills students need to survive as graduates NO MATTER what discipline they are in.*

*I have gained some new skills that will assist me in improving my skills as a teacher. I also have established a stronger network with my colleagues and this will be beneficial in many, many ways in the future.*

*Yes. I wish more people would see the value. I wish some that attended were willing to more actively participate. I value the interaction with some very good adjunct instructors.*

*Excellent. Many of my pedagogical decisions will certainly be more rooted in data than in assumptions*

*Yes.*
- *Promotes institutional accreditation*
- *Improves overall effectiveness of educating students*
- *Establishes long term vehicle for feedback*

**3. Would you participate in a similar event in the future? Why or why not?**

*Yes. Interesting and fun.*

*Yes – improves program/individual effectiveness in instruction.*

*Yes. I believe it gives me ideas on how to improve my assignments & instructing.*

*Yes, it was insightful and I learned a lot.*

*Definitely – I gained so much from the experience and it helps validate my work, why wouldn't I want to for this reason.*

*Yes – to solidify my understanding of the process and to gain an understanding of other core abilities.*

*Yes. This fascinating dialogue (& discussion of the artifacts) compels me to look at my own courses, assignments, & grading/assessing.*

*Yes!! 1) affect on my own curriculum*

*2) networking with faculty (some for the first time)*

*3) shared knowledge*

*4) increased confidence in my assignment tools*

*5) Karen is one of the best facilitators I have worked with. She has a broad knowledge base and shares many assessment findings and tools.*

*Yes- better understanding how this process can be used by me and my dept*

*Yes – this work helps recharge my batteries especially being in a single person discipline*

*Absolutely. I've grown to enjoy the process.*

*Yes – but with more opportunities to discuss.*

*Yes – it is a good chance to be a part of an institution-wide endeavor, doing very worthwhile work. I really enjoyed meeting other faculty.*

**4. Do you have any suggestions that could help improve this event?**

*Longitudinal study of syllabi & assignments. Professors take results and alter/improve syllabi w/ specific assignments. Those same profs return w/ next quarter artifacts. Data is compared.*

*Provide additional background w/ artifacts so the evaluators have more of the context of the assignment!*

*What would help would be for me to volunteer & participate in more workshops.*

*Instructors do not rate own coursework – too much "subjectivity".*

*I would like to see increased participation. This probably would not be popular but I would suggest a smaller stipend so more people could participate. If we don't get the number of participants we need maybe those of us who have attended need to "spread the word".*

*Make it simple, understandable, add-rubrics to reflect specialty fields like international students or ESL students and individual areas.*

*Keep it at 2 days; allow an hour or two at end for members to bring their own assignments in to discuss strengths/weaknesses within their small group.*

*I think the changes made from the Summer Institute to this one (less outcomes to look at, for example) have really streamlined the process. So my answer would be no ☺.*

**5. Feel free to offer other comments related to this event and/or your experience as a participant.**

*One of the most enjoyable elements was the chance for the inter-disciplinary dialog.*

*Fantastic learning experience for me*

*I would like us to come together and look at assignment design – Not sure if this campus is mature enough for this.*

*You've managed to make assessment not sound like a four-letter word. Good job!*

*As a new instructor this experience has been very informative.*

*Also found instructor projects as great references and student samples review very enlightening.*

*Very well organized, a good balance of theory & specifics, and thanks for the food, coffee & water! ☺*

Appendix H

OLYMPIC COLLEGE

**Mission Statement for Assessing Core Abilities**

Olympic College seeks to improve teaching and learning by focusing inquiry to ensure:

- Students are getting ample opportunities to develop Core Abilities
- Students are performing sufficiently on Core Abilities

**Guiding Principles for Assessing Core Abilities**

Olympic College adopts the following principles in relation to assessing Core Abilities at the institutional level.

- Assessment is a mechanism for dialogue and can help us improve teaching and learning.
- Assessment data will be used solely to improve practice and is not part of the faculty assessment process, nor is it used to evaluate individual programs or students.
- Emphasis is on faculty-led, course-based evidence to ensure a direct focus on teaching and learning.
- Multiple means of assessment are utilized, including analysis and interpretation of data at the program/discipline level.
- Process is sustainable by utilizing practices that promote a culture of inquiry, are manageable in terms of time and effort, and have adequate administrative support and resource allocation.
- The American Association for Higher Education (AAHE) 9 Principles of Good Practice for Assessing Student Learning are held as standards.

Approved by IPC 12/1/2008

Appendix I

# Written Communication Rubric

## Outcomes, Performance Indicators, Self-Evaluation Statements

| Communication Competency Skills | Emerging<br>*Need for improvement overshadows apparent strengths. Evidence of the outcome is present.* | Developing<br>*Strengths and need for improvement are about equal.* | Competent<br>*Shows skill in this outcome. Improvement still desired.* | **Strong**<br>*Applies outcome in multiple contexts. Many strengths are present.* |
|---|---|---|---|---|
| **Outcome 2: Graduates understand and produce effective written communication.**<br><br>*Performance Indicators: Students convey understanding of and demonstrate proficiency in the writing practices of one or more disciplines. Students convey understanding of the influence of perspective and can comprehend and evaluate written communication from a variety of disciplines.* | I read what I like for information and pleasure.<br><br>I can read and respond personally to simple texts, though I may confuse minor and major points.<br><br>I focus my writing on a main idea.<br><br>I organize my writing and make linguistic choices according to what seems natural and good.<br><br>I respect but may not be able to name, describe, or follow appropriate styles and formats.<br><br>I loosely attribute quotes and other information to their sources.<br><br>I write non-critically to express myself to people who know me. | I read for new knowledge.<br><br>I can summarize simple texts and identify their significant ideas.<br><br>I develop my writing around a central theme or idea.<br><br>I recognize and use organizational patterns (e.g., sequential, analytical, chronological, cause-effect, compare and contrast).<br><br>I can often determine appropriate format, appearance and style.<br><br>I am aware of strengths and weak-nesses in my communication style I cite sources to avoid plagiarism.<br><br>I identify my audience socially, educationally, and linguistically to improve communication. | I read to discover new perspectives and insights.<br><br>I can summarize texts of some complexity and identify their basic details and arguments.<br><br>I use a primary claim to focus my writing for readers and to guide my choice of content.<br><br>I use organizing structures that enhance the quality of my writing.<br><br>I assess the nature of the language community I am writing for and make content, stylistic, and format choices to enhance communication.<br><br>I employ documentation methodologies to assure fair use of my sources. | I make critical distinctions about the quality and value of what I read.<br><br>I can summarize, paraphrase, and quote from complex texts, making insightful observations about their assumptions, content and style.<br><br>I unify my writing for clarity, organize its content for best impact, and enhance its power through my stylistic choices.<br><br>I am able to negotiate credibility in a variety of language and social communities.<br><br>I effectively make use of research in my writing, attributing authorship and correctly citing my sources according to style-sheet guidelines. |

**GLOSSARY OF TERMS FOR THE CORE ABILITIES RUBRICS**

**Core Abilities**: Broad statements of desired knowledge, skills, abilities and behaviors by the time of graduation with an Associate or BSN degree.

**Outcomes**: Represent specific elements within the broader Core Abilities; reflects what graduates should know and be able to do at completion of the degree program.

**Performance Indicators**: Measurable statements identifying the student performance(s) required to meet the outcomes; confirmable through evidence gathered during the educational process.

**Performance Levels**: Each level (Emerging, Developing, Competent, Strong) indicates a description of what specific characteristics the student should exhibit in order to demonstrate the stated level of achievement. Written from the student self-assessment perspective with "I" statements.

# Thinking Rubric
## Outcomes, Performance Indicators, Self-Evaluation Statements

| Thinking Competency Skills | Emerging<br>*Need for improvement overshadows apparent strengths. Evidence of the outcome is present.* | Developing<br>*Strengths and need for improvement are about equal.* | Competent<br>*Shows skill in this outcome. Improvement still desired.* | **Strong**<br>*Applies outcome in multiple contexts. Many strengths are present.* |
|---|---|---|---|---|
| **Outcome 1: Graduates engage in critical analysis.**<br><br>*Performance Indicators: Students identify and address complex questions using a well-developed and deliberate process.* | I recognize that some questions and issues are more complex than others and may not have simple or clear answers.<br>I have difficulty identifying the question or developing a position in response to the question.<br>My use of evidence is limited. | I convey an understanding of the question and respond with a position that is adopted from another source with little original thought.<br>I attempt to support my response using valid evidence with some success. | I identify and formulate questions with minimal direction.<br>I am familiar with and use a variety of sources of evidence.<br>I develop a position in response to the question that includes some original thinking.<br>I examine other perspectives. | I identify, formulate and evaluate complex questions.<br>I gather and synthesize relevant evidence from a variety of sources.<br>I develop my own position in response to the question and support it with appropriate evidence.<br>I evaluate and address other perspectives.<br>I evaluate my conclusions and assess the consequences. |

**GLOSSARY OF TERMS FOR THE CORE ABILITIES RUBRICS**

**Core Abilities**: Broad statements of desired knowledge, skills, abilities and behaviors by the time of graduation with an Associate or BSN degree.

**Outcomes**: Represent specific elements within the broader Core Abilities; reflects what graduates should know and be able to do at completion of the degree program.

**Performance Indicators**: Measurable statements identifying the student performance(s) required to meet the outcomes; confirmable through evidence gathered during the educational process.

**Performance Levels**: Each level (Emerging, Developing, Competent, Strong) indicates a description of what specific characteristics the student should exhibit in order to demonstrate the stated level of achievement. Written from the student self-assessment perspective with "I" statements.

OLYMPIC COLLEGE

# INSTITUTIONAL LEVEL ASSESSMENT OF CORE ABILITIES
# SUMMER INSTITUTE 2009

## SUMMARY REPORT

Prepared by Karen Hulsebosch
August 7, 2009

## Acknowledgment

The Institutional Level Assessment of Core Abilities Summer Institute 2009 was organized and facilitated by Karen Hulsebosch, Mathematics faculty. Data analysis and graphs by Karen Hulsebosch and Martin Haines, Mathematics faculty.

| Institutional Level Assessment of Core Abilities Summer Institute 2009 Faculty Participant List: by Core Ability Rating Group | | | |
|---|---|---|---|
| **Group** | **Communication Oral Communication** | **Thinking Creative Problem Solving** | **Information Literacy & Technology Use of Technology and Synthesizing Information** |
| A | Eunha Jung<br>Cameon Geyer<br>Nancy Bermea | Martin Haines<br>Kathleen Bright<br>Pamela Manix | Mark Westlund<br>Alecia Cosgrove<br>David Fong<br>Kathleen Baldwin |
| | | | |
| B | Terri Major<br>Barbara Parker | Angela Elauria<br>Anna Zarnecka<br>Hella-Ilona Johnson<br>Steve Quinn | Amy Herman<br>Jason Heinze<br>Kandace MacKaben<br>Cathy Karlson |

| Institutional Level Assessment of Core Abilities Summer Institute 2009 Faculty Participant List: by Division | | | | |
|---|---|---|---|---|
| | **Business and Technology** | **Mathematics, Engineering, Sciences and Health** | **Social Sciences and Humanities** | **Library** |
| 1 | Nancy Bermea | Alecia Cosgrove | Kathleen Baldwin | Amy Herman |
| 2 | Kathleen Bright | Angela Elauria | Eunha Jung | |
| 3 | Hella-Ilona Johnson | David Fong | Terri Major | |
| 4 | Kandace MacKaben | Cameon Geyer | Pamela Manix | |
| 5 | Barbara Parker | Martin Haines | Anna Zarnecka | |
| 6 | Steve Quinn | Jason Heinze | | |
| 7 | Mark Westlund | Cathy Karlson | | |

# Executive Summary

Efforts for assessing Core Abilities at the Institutional level are guided by the Olympic College Mission Statement for Assessing Core Abilities:

**Mission Statement for Assessing Core Abilities**

Olympic College seeks to improve teaching and learning by focusing inquiry to ensure:

- Students are getting ample opportunities to develop Core Abilities;
- Students are performing sufficiently on Core Abilities.

The Core Abilities Summer Institute 2009 focused on three areas of particular interest identified by faculty in a survey:

- Communication Outcome 1: Graduates understand and produce effective oral communication;
- Thinking Outcome 2: Graduates engage in creative problem solving;
- Information Literacy and Technology Outcome 5: Graduates use technology and information appropriate to field or discipline, synthesizing information to formulate insights and create knowledge.

On July 17 and 24, 2009, twenty faculty convened to evaluate samples of student work and assignments collected from courses throughout the academic year 2008-09. Faculty worked in interdisciplinary groups to rate the samples using rubrics developed by the Core Abilities Taskforce. Each group was assigned one of the three Core Abilities to evaluate.

The Institute was very successful in fostering faculty engagement in the assessment of Core Abilities:

- a shared understanding of the purposes and limitations of assessment of Core Abilities emerged, and faculty gained insight into peers' differing teaching and assessment approaches;
- a significant number of faculty, including adjunct faculty, contributed to assessment of student learning discussions and activities;
- participants expressed a need to critically examine courses and assignments in relation to Core Abilities and to make changes necessary for improvement in the curriculum.

General conclusions from the Summer Institute 2009 data are that, on average, students performed

- at the "Developing" level in creative problem solving;
- between the "Emerging" and "Developing" levels for use of technology and information appropriate to field or discipline, synthesizing information to formulate insights and create knowledge;
- at the "Emerging" level for oral communication, and students giving individual oral presentations that were not part of a group presentation performed considerably better than students that were part of a group presentation.

It should be noted that sample sizes were limited and the assessment process includes courses for which a "Developing" level may be deemed the appropriate level for student achievement within the curriculum. However, findings for assignments and student work rated below the "Developing" level may indicate some students could be challenged more and that faculty may want to examine ways to ensure graduates are receiving "ample opportunities" and are "performing sufficiently" on these Core Abilities beyond "Developing" level experiences. In particular, participants recommended:

- faculty work with speech/communication instructors to develop a general oral presentation assignment that would work across disciplines and provide performance standards/guidelines for students;
- workshops on assignment design be offered to help improve teaching and student learning opportunities for all of the Core Abilities.

Participants also recommended the Core Abilities Institute be continued and expanded upon and that the rubrics be revised to provide more guidance and to more explicitly address what is being measured.

# Table of Contents

# Introduction

The primary goal of the Core Abilities Institute is to help create and support a "community of judgment" among faculty focused on assessment of student learning of Olympic College's Core Abilities. Faculty volunteers convene to participate in a collaborative effort to rate samples of student work demonstrating student learning of these Core Abilities, and in the process develop common understanding of Core Abilities assessment, what it is, why we do it, and how it can improve teaching and learning. The Core Abilities Institute provides direct evidence of student learning and promotes dialogue to help improve teaching and learning at Olympic College. Efforts to assess Core Abilities at the Institutional level are guided by the Olympic College Mission Statement and Guiding Principles for Assessing Core Abilities (see Appendix J p. 27).

When examining Summer Institute 2008 assessment results across the three Core Abilities, Communication, Thinking, and Information Literacy and Technology, on average, student skill levels were lowest in the outcomes written communication, critical analysis, and use of technology and information appropriate to field or discipline, synthesizing information to formulate insights and create knowledge. Written communication and critical analysis were the focus of the Winter Institute 2008. Results from the previous Institutes were shared with faculty at an All Faculty Meeting held by the Vice President for Instruction and a survey was completed by faculty to determine areas of focus for the Summer 2009 Institute. Three outcomes were identified by faculty as areas of greatest interest: oral communication, creative problem solving, and use of technology and information appropriate to field or discipline, synthesizing information to formulate insights and create knowledge (this outcome will be referred to as use of technology and synthesizing information for brevity in this report).

On July 17 and July 24, 2009, twenty faculty participated in the Core Abilities Summer Institute 2009. Efforts were made to involve faculty from many different disciplines on campus to ensure objectivity in rating and broad-based familiarity and collaboration in the process. The faculty worked in interdisciplinary groups to rate samples using rubrics developed by the Core Abilities Taskforce. Each group was assigned one of the three Core Abilities to evaluate. The assessment process was also analyzed to determine necessary changes for improvement.

Participants made progress in a number of areas, including:

- fifty-two student performance samples in four different classes were evaluated using the Communication Rubric;
- forty-six samples of student work and ten corresponding assignments were evaluated using the Thinking Rubric;
- sixty-five samples of student work and thirteen corresponding assignments were evaluated using the Information Literacy and Technology Rubric;
- important issues related to Core Abilities and the rating process were identified and discussed.

# Methodology

The Core Abilities Summer Institute 2009 included an overview of the assessment process and training on the rating procedures and guidelines for the rating process. A norming session where all groups rated the same assignments and student samples was used to establish consistency in rating and to allow for discussion of differences in interpretations of the rubrics and the samples. The training session also included rating of some of the same samples from the Summer 2008 Institute for creative problem solving and use of technology and synthesizing information to provide consistency in rating from Institute to Institute (no student performance samples for oral communication were available from previous Institutes).

Time was also allowed for the participants to consider the implications of assessment efforts for the teaching and learning process. Recommendations for improving practice were generated as part of this process.

## Sampling Techniques

Random samples of student work were solicited from faculty in all disciplines/programs academic year 2008-09. The process encourages faculty within the program/discipline to determine the best place to gather samples of existing class assignments that reveal student performance of the Core Abilities. Focus may be on courses where these skills/abilities are first introduced or advanced/"capstone" experiences and instructors indicate which general level they feel the assignment addresses. Creative problem solving and use of technology and synthesizing information samples were submitted from fall, winter and spring quarter classes 2008-09. A call for volunteers to allow student oral presentations to be videotaped was also sent to all faculty and follow-up requests were made to instructors teaching courses spring 2009; the target for these requests were courses addressing oral communication that are taken most frequently by graduates (as indicated by matching course mapping data with graduate transcript data).

Video tapes from four different courses containing fifty-two student oral presentations were evaluated using the oral communication rubric. Forty-six samples of student work and ten corresponding assignments were evaluated using the creative problem solving rubric and sixty-five samples of student work and thirteen corresponding assignments were evaluated using the use of technology and synthesizing information rubric.

All four of the class samples that were evaluated for oral communication came from the social sciences and humanities; none of these were speech courses. Eight of the thirteen samples for use of technology and synthesizing information came from mathematics, science, and engineering, seven of these were from mathematics and engineering; five of the thirteen samples came from professional technical courses, two of these were from computer information systems courses. For creative problem solving, a more diverse cross sectional representation was rated: of the ten course samples rated, three came from mathematics and engineering; six came from professional technical courses, one of these was from computer information systems; one of the ten samples came from humanities.

It is worth noting that more samples were available for rating than there was time to rate, and the cross sectional representation of samples that were actually rated is representative of the diversity of the entire set of samples that were available.

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## Rating Techniques

The faculty worked in interdisciplinary groups to rate the artifacts using rubrics developed by the Core Abilities Taskforce. Each group was assigned one of the three outcomes to evaluate, oral communication, creative problem solving, or use of technology and synthesizing information. Each member in the group rated the same artifacts and then discussed their ratings. A number of elements were incorporated to insure success (consistency and reliability) including:

- at least two members in each group had participated in a previous Core Abilities Institute;

- blind scoring conditions (hiding student and instructor identity) – this was not possible for the oral presentations;
- discussion of possible causes of bias in rating;
- multiple judgment with comment sheets for raters;
- comparative analysis of rating scores for the same sample by different groups to insure consistency in rating;
- analysis of rating scores to determine variability in rating;
- analysis of rater comments to identify causes of variability in rating.

The Core Ability Rubrics are designed:

- with four levels of performance: Emerging, Developing, Competent, and Strong
- for overall examination of student performance (holistic);
- to be used across similar performances - across all communication tasks and critical analysis tasks (generic);
- to give a global perspective of how well we are doing at fostering student success as defined by core abilities;
- to help students understand expectations; the rubrics are written from the student self-assessment perspective with "I" statements.

Each level (Emerging, Developing, Competent, and Strong) indicates a description of what specific characteristics the student should exhibit in order to demonstrate the stated level of achievement. A few other rating rules have been established:

1. If an artifact is deemed to be on the "border" between two levels, the "lower" rating is assigned.
2. When rating group projects where individual student ratings cannot be determined, when the parts of the project are of unequal quality (i.e., in which the quality of writing in one part is much less competent than in the other parts), the "lower" rating is assigned.
3. If an artifact appeared to be plagiarized, it was thrown out for evaluation purposes.
4. Assignments are rated on what is required; potential opportunities they may present that are not required, including extra credit, are not included in the assignment rating.
5. All student work is included in the rating, including any work that demonstrates the student has gone beyond what was required in the assignment. For example, if a student does more in depth analysis or research than required or incorporates extra credit, these are considered in the rating process.

**Data Analysis Techniques**

The average (mean) scores serve as indicators of attainment in each area. Artifacts were evaluated on a scale of 0 to 4 with 0=No Evidence, 1=Emerging, 2=Developing, 3=Competent and 4=Strong.

Assignments were evaluated to serve as a benchmark for student performance opportunities on the Core Abilities. A weighted average (mean) was used in calculating the assignment average to account for the varying number of corresponding samples submitted with each assignment. The same rating scales were used for both the assignment and the student samples.

The difference between the student sample average (mean) and the assignment average (mean) can be identified as a measure of the extent to which students performed, on average, as "intended" on the given Core Ability. Thus, the gap between the scores on what is and what could be for each outcome is a zone of possible change for student performance within the Institution. Those outcomes with the highest difference between values may be viewed as areas of "difficulty" or least "achievement" and in need of improvement. Another possible area for improvement is those outcomes where the scores on what is possible for student achievement (the assignment average) is not considered "sufficient"; that is to say, the faculty feel the assignments should be providing more performance opportunities for students to achieve a higher level. Each representative discipline/program needs to consider the extent to which these levels are appropriate for their students and whether any pertinent changes are deemed necessary. These areas could become the focus of college-wide efforts to improve student learning. It should be

noted that for some courses, a "Developing" level may be deemed the appropriate level for student achievement within the curriculum; courses that students may take in their first year at Olympic College are included as part of this assessment process.

### Validation Procedures

Analyses of rating scores to determine variability in rating, as well as analysis of rater comments to identify causes of such variability, were utilized to ensure relevance and accuracy. The sessions also allowed for needed discussion of the challenges faced when rating in interdisciplinary teams, such as the challenges of scoring student problem solving skills in mathematics projects versus scoring student problem solving skills in English research papers. There was significantly more discussion by this group as compared to other Institute groups which resulted in fewer samples rated per group and fewer samples discussed during the norming process. The oral communication groups could have benefited from significantly more time norming samples, but overall, the process went well and produced reasonable results that were consistent with earlier data collected during the Summer 2008 Institute. Useful information towards improving this process was also generated.

For Summer Institute 2009, the resulting variance among raters for creative problem solving and use of technology and synthesizing information was extremely good: 93.5% and 100.0% of the individual samples were rated within a 0-1 point range of variation, respectively. In addition, analysis of the same sample assignments that were rated during the Summer Institute 2008 and the Summer Institute 2009, as well as the same sample assignments rated by two different groups during the Summer Institute 2009, showed 100% within a 0-1 point range of variation for creative problem solving and 75% within a 0-1 point range and 100% within a 0-2 point range of variation for use of technology and synthesizing information (these two point range intervals included only one outlier on each end with all other raters in agreement in each case). The results also indicate students show more difficulty with assignments rated at or above the "Competent" level for each outcome (as measured by the difference in averages), which is what we would expect to find (see Tables 3-4 pp. 11-12, Appendix D p. 21, Appendix F p. 23).

Video tapes of student oral presentations were normed for the first time during the Summer Institute 2009. During this norming process, consensus was reached on rating for two very similar assignments and five student performances. Throughout the rating process, participants continued to discuss the use of the rubric, and worked to identify differences in ratings and reach consensus on use of the rubric. Two separate groups participated in this process and the resulting variance among raters for individual student performances was extremely good: 100.0% of the samples were rated within a 0-1 point range of variation, with full consensus on all but two of the fifty-two samples rated. However, after reaching consensus on the rating of the assignments during the norming session the first day, the second day of the institute (one week later), the two groups separately rated the same assignments at different levels, with one group rating the assignment above the rating and one group rating the assignment below the rating they had reached consensus on the week before. The group that rated the assignment below this first rating indicated they initially rated it above (at the same new level as the other group, indicating both groups basically had reached consensus on a higher rating), but then they changed their rating because they took into account grading criteria on the assignment. Although analysis of rater comments on student samples and comparing videos of similar performances to ratings by different groups does seem to indicate consistency in how the groups were applying the rubric to student samples, the varying ratings on the assignments indicate a need for additional norming.

It should be noted that this was the College's first attempt at rating oral performances of videotaped class presentations, and much was learned that could help improve this process. In addition, assessment data from this process will not be used in isolation to inform practice decisions; multiple means of assessment will be utilized by the College to validate assessment results. Program and course level assessments that deal more directly with student skills and abilities and specific discipline content areas will contribute to the overall picture of student attainment of Core Abilities. The assessment process utilized in the Core Abilities Institute will be continually evaluated for relevance and accuracy; a balance between relevance, accuracy, and usefulness will be sought.

## Oral Communication

Two groups were assigned to the oral communication Core Ability outcome. Fifty-two individual student performance samples from four different courses were evaluated using the oral communication rubric. One of the course videos contained nine individual student oral presentations. Three of the course videos contained group presentations; each group member made an individual presentation as part of the group and these individual presentations were rated separately.

The overall student sample average for oral communication was "Emerging" (as defined by the rubric). Corresponding assignments for two of the courses were included in the rating process; the sample average of assignments was "Developing" (as defined by the rubric). It should be noted that there was some inconsistency in how the groups rated the assignments (as discussed in the Validation Procedures section of this report). One of the communication performance tapes was submitted without a copy of the corresponding assignment or a cover sheet, another tape was submitted with a copy of the syllabus, but raters indicated the syllabus gave "no evidence" of the oral performance expectations or explicit performance requirements for students. Hence, there is limited assignment data to use as a benchmark for student opportunities in oral communication.

The difference between the student sample average and the assignment average was over one full rating level for samples that had a corresponding assignment (see Table 1 below and Appendix B p. 19). Instructors also indicated if assignments were best described as introductory or advanced/"capstone" for their course; the three sets of group presentations were designated as "introductory" and the sample of individual student presentations was not rated by the instructor.

On average, students giving individual oral presentations that were not part of a group presentation performed considerably better than students that were part of a group presentation. The difference in averages between individual samples that were part of a group presentation and ones that were not part of a group was well over one full rating level (see Table 1 below and Appendix B p. 19). Seventy-seven percent (77%) of all oral communication samples evaluated were rated below the "Developing" level and four of the six samples rated at or above the "Competent" level were individual student presentations that were not part of a group presentation (see Appendix A p. 18). Table 2 gives the range of ratings for individuals within each of the nine groups; most individuals within a group had similar ratings. There was little difference in the distribution of ratings and average when using the average of all students within a group as the rating for each group (see Table 1 below and Appendix A-B pp. 18-19).

One rating group noted that the presentations that were bad were bad in the same way and that it was generally unclear how much direction and guidance students were given. The data also suggests that students could benefit from additional guidance in doing presentations as part of a group. Rater comments indicated that many students just read from their notes or a PowerPoint slide, had little or no eye contact with the audience, were uncomfortable, unorganized or lacked focus. Raters suggested faculty work with speech/communication instructors to develop a general oral presentation assignment that would work across disciplines and provide performance standards/guidelines for students.

Table 1 below contains a summary of scores for oral communication samples in each of the comparison groups described above.

***Table 1 Oral Communication Comparison Groups Summer Institute 2009***

1=Emerging, 2=Developing, 3=Competent, 4=Strong

| ***Sample Category*** *(N=student performance sample size)* | **ORAL COMMUNICATION** | | |
|---|---|---|---|
| | **Sample Average of Assignments*** | **Sample Average of Student Performance** | **difference** |
| **Student Samples with Assignment** (N=38) | ***2.00*** | ***0.88*** | ***+1.22*** |
| **All Student Samples** (N=52) | *NA* | ***1.15*** | *NA* |
| **Individual Presentations** by students who were **Part of a Group** (N=43) | *NA* | ***0.92*** | *NA* |
| **Individual Presentations** by students who were **Not Part of a Group** (N=9) | *NA* | ***2.26*** | *NA* |
| **Group Presentations** (using average of all students within the group as the rating for each group) (N=9) | *NA* | ***1.00*** | *NA* |

*The average (mean) of all the assignments that were submitted; a weighted average was used in calculating the assignment average to account for the varying number of corresponding student samples submitted with each assignment.

***Table 2 Oral Communication Group Presentation Distribution Summer Institute 2009***

0=No Evidence, 1=Emerging, 2=Developing, 3=Competent, 4=Strong

| ***Group #*** | ***Number of Students in the Group*** | **Range of Scores** |
|---|---|---|
| Group 1 | N=7 | ***0-2*** |
| Group 2 | N=4 | ***0-1*** |
| Group 3 | N=5 | ***1-3*** |
| Group 4 | N=7 | ***0-1*** |
| Group 5 | N=5 | ***0-1*** |
| Group 6 | N=4 | ***1*** |
| Group 7 | N=6 | ***1-2*** |
| Group 8 | N=3 | ***0-1*** |
| Group 9 | N=2 | ***2-3*** |

## Creative Problem Solving

Two groups were assigned to the creative problem solving Core Ability outcome. Forty-six samples of student work and ten corresponding assignments were evaluated using the creative problem solving rubric. The difference between the student sample average (mean) and the assignment average (mean) can be identified as a measure of the extent to which students performed, on average, as "intended" on the Core Ability.

The student sample average for creative problem solving was "Developing" (as defined by the rubric). Instructors also indicated if assignments were best described as introductory or advanced/"capstone" for their course; only one of the creative problem solving assignments was designated as advanced/"capstone". It should be noted that the term advanced/"capstone" was not clearly defined; instructors might have picked "capstone" because they were submitting a high level assignment for a particular course, not an assignment that was considered "advanced" or at the "capstone" level when viewed as part of the entire curriculum. It is also worth noting that "capstone" is not necessarily referring to a rating level using the rubric such as "Competent" or "Strong". In particular, only one assignment was designated advanced/"capstone" by the instructor, but seven samples were rated at or above the "Competent" level by raters.

The difference between the assignment average and the student sample average was one full rating level for assignments that were rated at or above "Competent" and less than half that amount for assignments rated below "Competent". Two of the creative problem solving assignments were rated below "Developing" and forty-three percent (43%) of the student samples were rated below "Developing" (see Appendix C p. 20), which may indicate some students could be challenged more. Faculty may want to more clearly define what it means for a course to address a Core Ability outcome and whether they want to include assignments below the "Developing" level in this assessment process.

Table 3 below contains a summary of scores for all creative problem solving samples in each of the comparison groups described above: 1) Capstone v. Introductory Assignments, 2) Assignments rated at or above Competent v. Assignments rated below Competent. Bar charts for each of these comparisons are illustrated in Appendix D p. 21.

***Table 3 Creative Problem Solving Comparison Groups Summer Institute 2009***
*Difference between Assignment Average and Student Sample Average*

1=Emerging, 2=Developing, 3=Competent, 4=Strong

| ***Assignment Category*** *(N=assignment sample size)* | **CREATIVE PROBLEM SOLVING** | | |
|---|---|---|---|
| | **Sample Average of Assignments*** | **Sample Average of Student Work** | **difference** |
| **All Samples Summer Institute 2009** (N=10) | *2.84* | *2.00* | ***+0.84*** |
| **Capstone** (N=1) | *3.33* | *2.83* | ***+0.50*** |
| **Introductory** (N=9) | *2.79* | *1.92* | ***+0.87*** |
| Assignment rated at or **Above Competent** (N=7) | *3.39* | *2.40* | ***+0.99*** |
| Assignment rated **Below Competent** (N=3) | *1.26* | *0.85* | ***+0.41*** |

*The average of all the assignments that were submitted; each assignment was submitted with samples of student work – a weighted average was used in calculating the assignment average to account for the varying number of corresponding student samples submitted with each assignment.

## Use of Technology and Synthesizing Information

Two groups were assigned to the use of technology and synthesizing information Core Ability outcome. Sixty-five samples of student work and thirteen corresponding assignments were evaluated using the use of technology and synthesizing information rubric. The difference between the student sample average (mean) and the assignment average (mean) can be identified as a measure of the extent to which students performed, on average, as "intended" on the Core Ability.

The student sample average for use of technology and synthesizing information was between "Emerging" and "Developing" (as defined by the rubric). Instructors also indicated if assignments were best described as advanced/"capstone" or introductory for their course; five of the use of technology and synthesizing information assignments were designated as advanced/"capstone". When accounting for these designations, as one would expect, the averages were lower for the "introductory" samples, but the differences in ratings between the assignment average and the student sample average were similar. It should be noted that the term advanced/"capstone" was not clearly defined; instructors might have picked advanced/"capstone" because they were submitting a high level assignment for a particular course, not an assignment that was considered "advanced" or at the "capstone" level when viewed in terms of the rubric.

The difference between the assignment average and the student sample average was one full rating level for assignments that were rated at or above "Competent" and just over half that amount for assignments rated below "Competent". Three of the assignments were rated below "Developing" and fifty-seven percent (57%) of the student samples were rated below "Developing" (see Appendix E p. 22), which may indicate some students could be challenged more. Faculty may want to more clearly define what it means for a course to address a Core Ability outcome and whether they want to include assignments below the "Developing" level in this assessment process.

Table 4 below contains a summary of scores for all use of technology and synthesizing information samples in each of the comparison groups described above: 1) Capstone v. Introductory Assignments, 2) Assignments rated at or above Competent v. Assignments rated below Competent. Bar charts for each of these comparisons are illustrated in Appendix F p. 23.

***Table 4 Use of Technology and Synthesizing Information Comparison Groups Summer Institute 2009***
*Difference between Assignment Average and Student Sample Average*

1=Emerging, 2=Developing, 3=Competent, 4=Strong

| ***Assignment Category*** *(N=assignment sample size)* | ***USE OF TECHNOLOGY AND SYNTHESIZING INFORMATION*** | | |
|---|---|---|---|
| | **Sample Average of Assignments*** | **Sample Average of Student Work** | **difference** |
| **All Samples Summer Institute 2009** (N=13) | *2.48* | *1.74* | ***+0.74*** |
| **Capstone** (N=5) | *3.72* | *2.91* | ***+0.81*** |
| **Introductory** (N=8) | *1.97* | *1.26* | ***+0.71*** |
| Assignment rated at or **Above Competent** (N=7) | *3.72* | *2.72* | ***+1.00*** |
| Assignment rated **Below Competent** (N=6) | *1.66* | *1.09* | ***+0.57*** |

*The average of all the assignments that were submitted; each assignment was submitted with samples of student work – a weighted average was used in calculating the assignment average to account for the varying number of corresponding student samples submitted with each assignment.

## Comparative Data Summer Institute 2008/2009

Creative problem solving and use of technology and synthesizing information were evaluated as part of the Summer 2008 Institute. Summer 2008, forty-one student samples with ten corresponding assignments were rated for creative problem solving and twenty-five student samples with eight corresponding assignments were rated for use of technology and synthesizing information. Averages decreased in all areas from Summer Institute 2008 to Summer Institute 2009, and the difference between the assignment average and the student sample average increased, most notably in creative problem solving (see Table 5 below and Appendix G p. 24). This is likely due to several factors, including, but not limited to:

- variation in the sampling distribution across disciplines/programs;
- variation in the sample distribution with respect to introductory vs. advanced/"capstone" assignments;
- variation in sampling to include courses from spring quarter only Summer 2008 vs. the entire academic year Summer 2009;
- additional faculty experience in using rubrics and rating interdisciplinary assignments.

***Table 5 Core Ability Summer institute 2008/2009 Comparison Groups***

1=Emerging, 2=Developing, 3=Competent, 4=Strong

| | **CREATIVE PROBLEM SOLVING** | | | ***USE OF TECHNOLOGY AND SYNTHESIZING INFORMATION*** | | |
|---|---|---|---|---|---|---|
| | Sample Average of Assignments* | Sample Average of Student Work | **difference** | Sample Average of Assignments* | Sample Average of Student Work | **difference** |
| **Summer Institute 2008** | *3.03* | *2.51* | ***+0.52*** | *2.85* | *2.20* | ***+0.65*** |
| **Summer Institute 2009** | *2.84* | *2.00* | ***+0.84*** | *2.48* | *1.74* | ***+0.74*** |

*The average of all the assignments that were submitted; each assignment was submitted with samples of student work – a weighted average was used in calculating the assignment average to account for the varying number of corresponding student samples submitted with each assignment.

## Rating Process Notes

Participants reported a few difficulties/issues during the rating process, including:

**Oral Communication**

- Standards or descriptions as to what is a good oral presentation are not in the rubric: eye contact, not reading off notes, body language, poise, humor.
- When videotaping/recording oral presentations, it would be helpful to have each presentation on a separate track so that it is easy to fast forward through a presentation (often it is easy to assess in first 5 minutes with no need to watch an entire 15 minutes).
- Is it fair to evaluate an individual for a group presentation:
  did they write what they present which allows them to expand on the topic and not just read from the PowerPoint?
- If students respond to questions well but all students aren't asked questions how is this evaluated? Performance? Extra credit?
- Hard to evaluate presentations when topic and information is not well researched – in other words – wrong info/or info not supported; what if they are poised and prepared presenters but their content is awful/poorly thought out/in error – does this effect their rating (*see performance indicator).

**Creative Problem Solving**

- Defining "minimal direction" under "Competent" thinking rubric- it is as if NOT giving students direction makes a higher-level assignment.
- Defining "appropriate problem solving methods" under "Competent" thinking rubric - designation (discipline-specific).
- Some groups had to rely on the content expert to evaluate the artifact and expressed need for correct/incorrect indicators for Math/Bio/physics samples.

**Information Literacy and Technology**

- Trying to integrate Information Literacy and Technology into one category in rating is difficult. The current rating rubric is set up to separate the two as evidenced by the column wording. For example, "I recognize that there are multiple potential sources of information" and "I am familiar with information resources and technology" are statements that segment info Literacy and Technology.
- Relied on discipline expert in the group to describe the technology used.
- Assignment was not clear – referred to a textbook which was not available.

**Other**

- Need for a rating in between to accommodate artifacts that are on the cusp between the ratings, for example, not Emerging but not fully in the Developing box.

## Recommendations from Participants

As ideas related to the rating process emerged and began to be discussed, those ideas that warranted further discussion were placed in an "Issue Bin". Issue Bin items that were generated during the rating sessions were discussed the second day of the Institute and led to more discussion focused on identifying recommendations for process improvement. Appendix H pp. 25-27 contains a list of recommendations/suggestions for improving practice generated by participants. The recommendations fall into four main categories:

1. Institute Process
    - Continue and expand the Institute
    - Include discipline/program level focus
    - Include more samples for each level on rubric for norming/training
    - Include additional information with samples for rating process
    - Include options for instructors to obtain feedback on their samples

2. Rubrics
    - Revise rubrics to clarify terms and more explicitly define performance indicators
    - Consider revising the rating scale to include more detail in scoring samples
    - Consider including more discipline specific rubrics

3. Curriculum
    - Encourage modification of syllabus
    - Integrate into IPC Course Outline Forms
    - Modify assignments to include/reflect Core Abilities

4. Mechanisms to Improve Practice
    - Share information during Opening Days
    - Offer workshops on assignment design
    - Promote additional discussion
    - Provide on-line training opportunities and resources
    - Provide incentives/rewards
    - Sample to include use of support services such as tutoring, counseling, the library, etc.

## Institute Evaluation Responses

Nineteen of the twenty participants completed an Institute Evaluation form. The complete set of participant Evaluation responses is included in Appendix I pp. 28-31. Evaluation responses are typed as written on the evaluation form. The evaluation responses indicate an overwhelming positive response in all areas, and also offer some constructive suggestions for improving the process. In particular:

- All of the responses indicate that the participant learned something useful or meaningful from participating in the Institute and responses indicate that many faculty have identified tangible steps towards improvement including:

    - *I am changing my presentation assignments to better reflect the core values of the college. I understand them better, which means I can teach them more effectively.*
    - *I was reminded once again that students will rise to the challenge if instructors encourage them and give them clear directions.*
    - *Feedback and perspectives from other disciplines. I loved seeing others assignments. It gives me ideas for how to better prepare my own students for higher level courses.*

- *Seeing the different types of assignments given in different disciplines helps me to develop my own.*
- *I learned how much I need to learn. Rating assignments was a great experience because I now look at my assignments differently. Two main thoughts: (1) assignments can be sequential and lead to a higher potential level, (2) each assignment needs to be given for a reason – not just assessment for a "grade."*

- All but two of the responses indicate the Institute was a worthwhile endeavor; two responses indicate the participant is undecided as to whether the event was worthwhile or not. Many responses enthusiastically supported the event as being worthwhile.
  - *Extremely good – I have some new tools to assist me in understanding what are our core abilities and how do I relate what I am doing in my courses to campus wide work.*
  - *Definitely – this is a valuable use of time for many reasons: builds a community-wide culture of assessment, focuses a group of instructors on assignments/core abilities, and allows many ideas to develop to improve the process.*
  - *Yes. This forces me to reflect on assignments and tasks in my classes. Afterwards, my directions become clearer, student performance expectations become higher (but still reasonable) and assignments become more creative.*
  - *Undecided – I've participated in similar activities before on both the discipline and SBCTC level with mixed implications for my teaching. I need some time to process this activity.*

- All but one of the participant responses indicate the participant would participate in a similar event in the future;

- Several of the responses indicate the Institute needs to be extended to three days or more. .

## Conclusions

Guided by the Olympic College Mission Statement and Guiding Principles for Assessing Core Abilities, the primary goals of the Institutional Level Assessment of Core Abilities Summer Institute 2009 were to rate as many student samples as possible, to identify issues with the assessment process, and to generate ideas to help improve practice. To accomplish these goals, a well structured, purposeful event was organized that allowed faculty the opportunity to discuss these issues with their colleagues. The Institute was highly successful in obtaining these primary goals and led to team building and dialogue across the College that is vital to the success of establishing an on-going, meaningful assessment process.

The difference between the student sample average (mean) and the assignment average (mean) can be identified as a measure of the extent to which students performed, on average, as "intended" on each Core Ability. Thus, the gap between the scores on what is and what could be for each outcome is a zone of possible change for student performance within the Institution. Another possible area for improvement is those outcomes where the scores on what is possible for student achievement (the assignment average) is not considered "sufficient"; that is to say, the faculty feel the assignments should be providing more performance opportunities for students to achieve a higher level. Possible areas for improvement exist for each of the three Core Ability outcomes, oral communication, creative problem solving, and use of technology and synthesizing information.

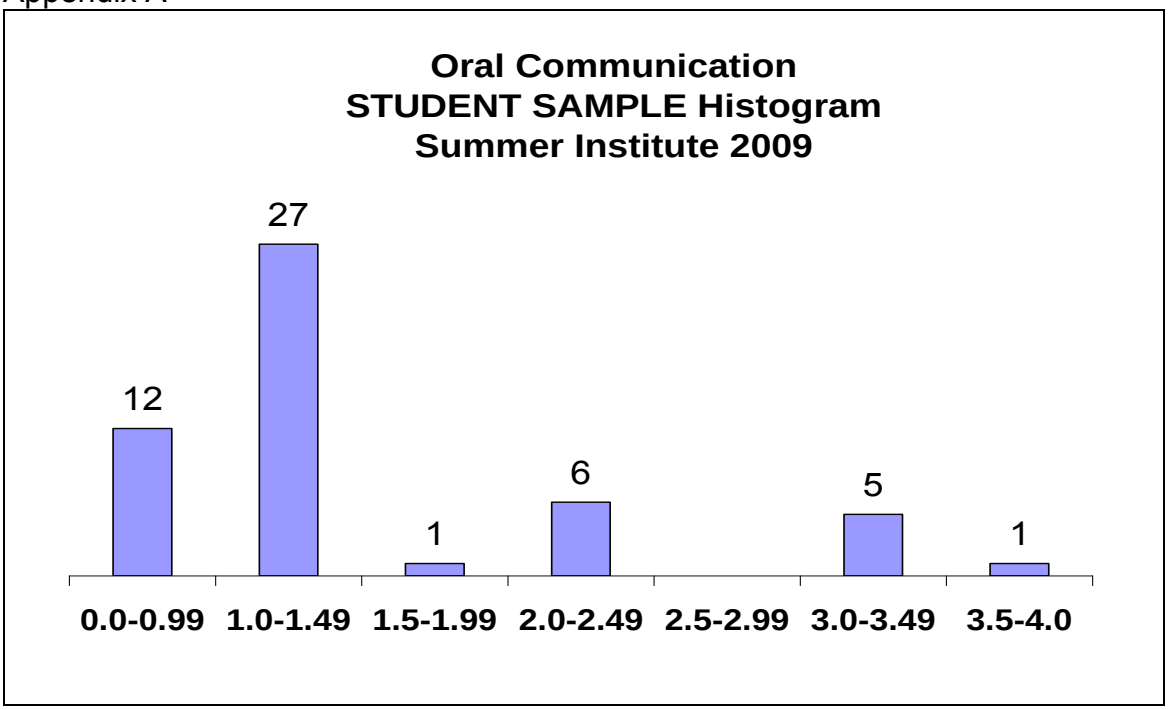
General conclusions from the data are that, on average, 1) student skill levels were noticeably lower for the oral communication outcome and 2) student performance levels were considerably higher for individual student performances that were not part of a group presentation. Although the assignment average for oral communication was "Developing", over seventy-five percent of the oral communication student performance samples were rated below the "Developing" level. However, it is important to note that the sample was limited to four different classes for oral communication.

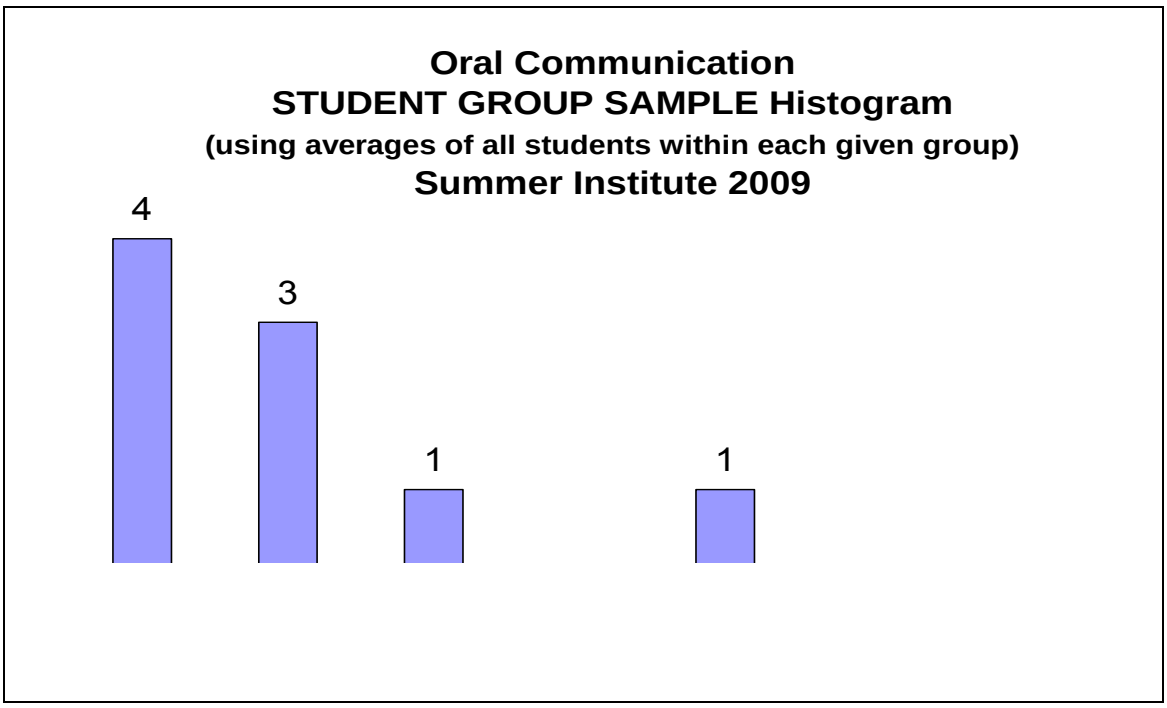
Creative problem solving had the highest assignment average, the highest student sample average, and the second highest difference in averages. There were also assignments for creative problem solving, as well as use of technology and synthesizing information that were rated below the "Developing" level. It is also worth noting that over fifty percent of the use of technology and synthesizing information student samples were rated below the "Developing" level.

These findings suggest faculty may want to examine ways to ensure graduates are receiving "ample opportunities" and are "performing sufficiently" on each of the Core Abilities beyond "Developing" level experiences. Faculty may want to more clearly define what it means for a course to address a Core Ability and whether "Emerging" level assignments constitute coverage of a given Core Ability for a course.

Institute evaluations and session feedback clearly indicate that instructors are motivated to improve the curriculum and foster more growth and understanding centered on assessment and Core Abilities. Some faculty indicated they will be revising their assignments to reflect the Core Abilities and provide more guidance for students; efforts such as these should enable improvement of individual assignments and courses, thus the entire curriculum shall benefit.

Appendix A

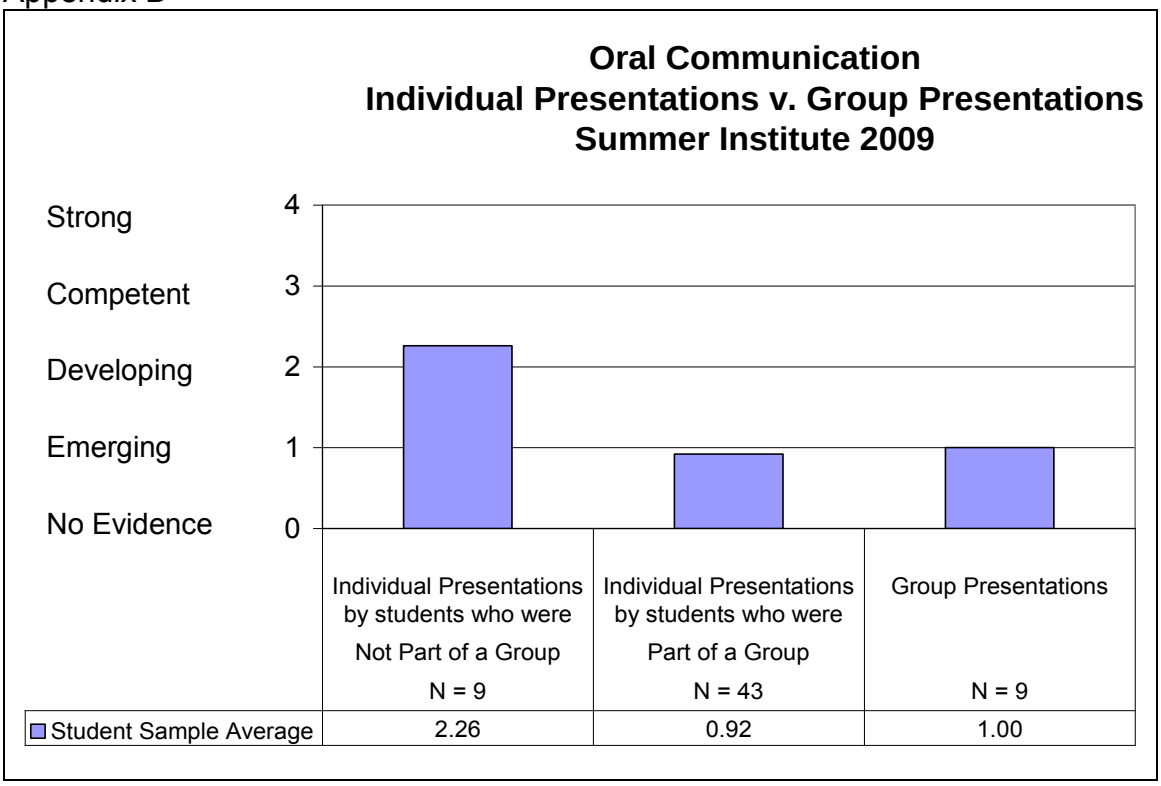


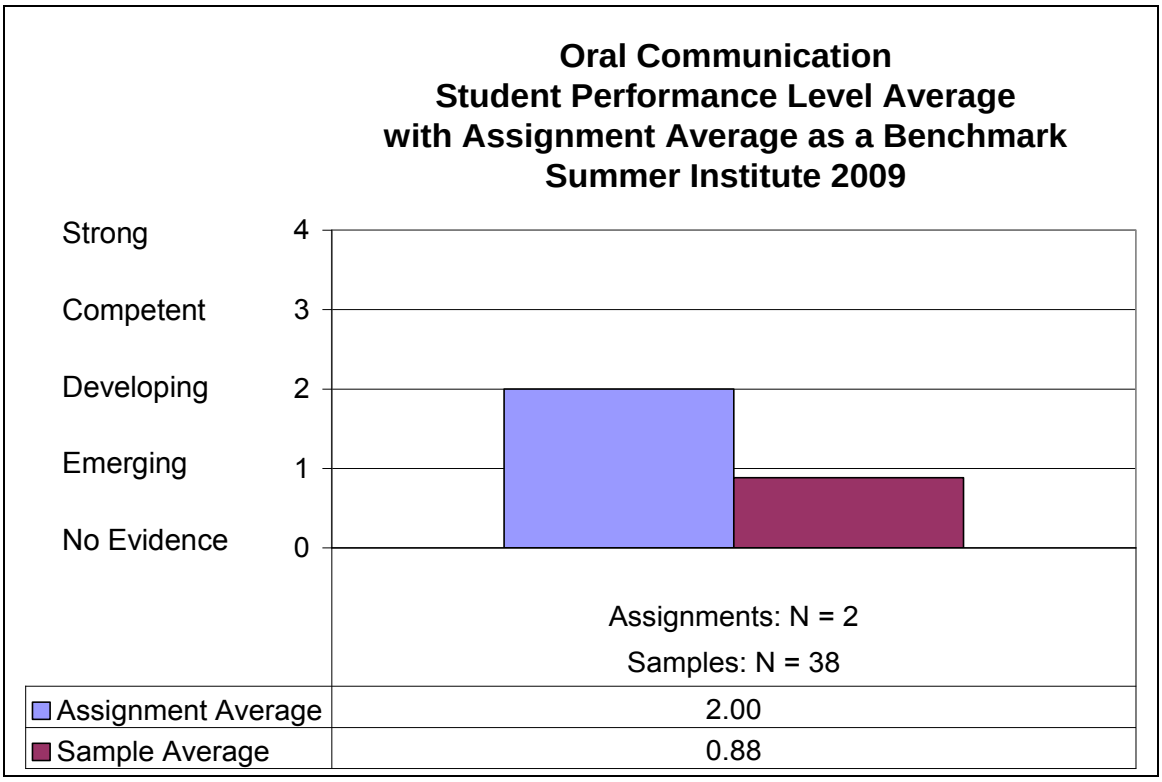




**Range of Scores**

**0=No Evidence** **1=Emerging** **2=Developing** **3=Competent** **4=Strong**

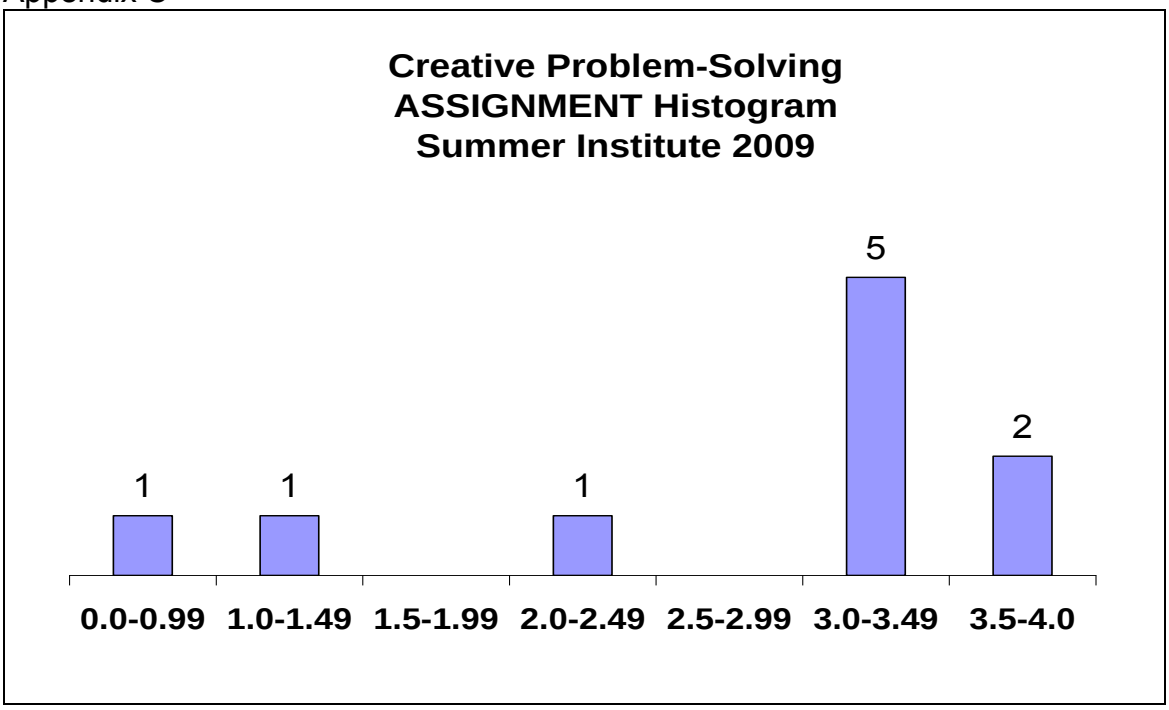
Appendix B

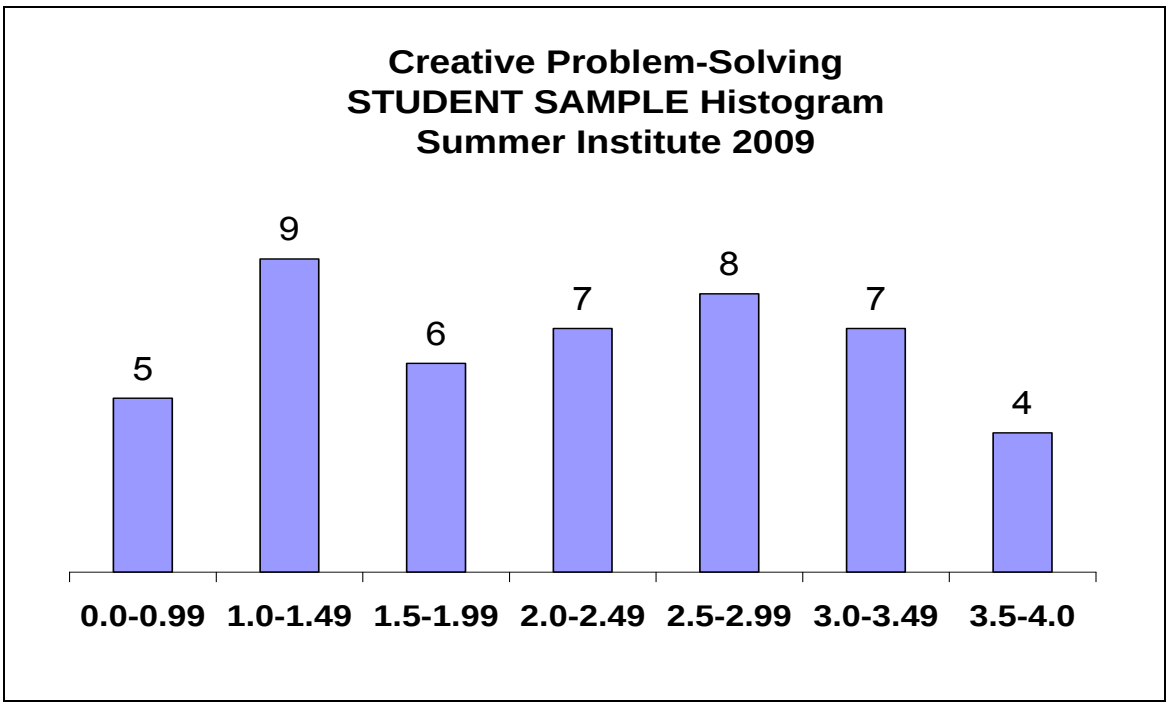



Assignment Average – the assignment average for the two assignments rated, as discussed in the report narrative.
Sample Average – the average (mean) of samples of student work, for the samples submitted with assignments.

Appendix C

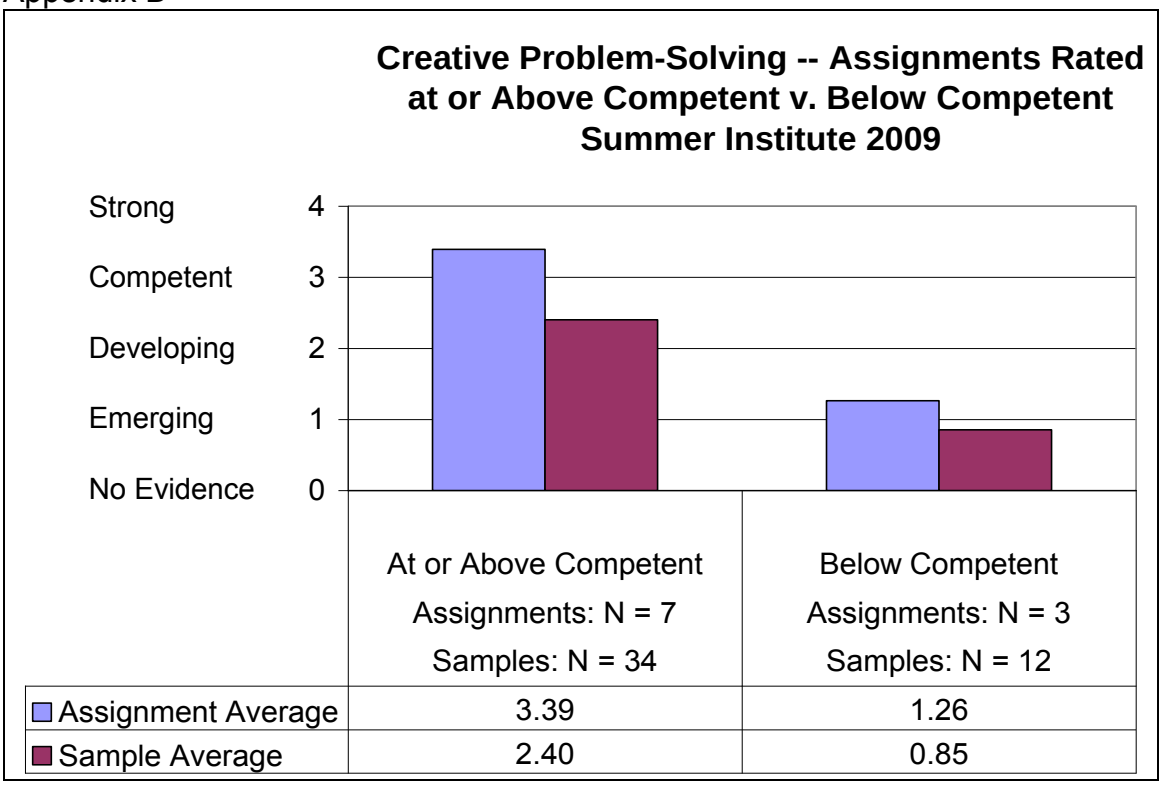


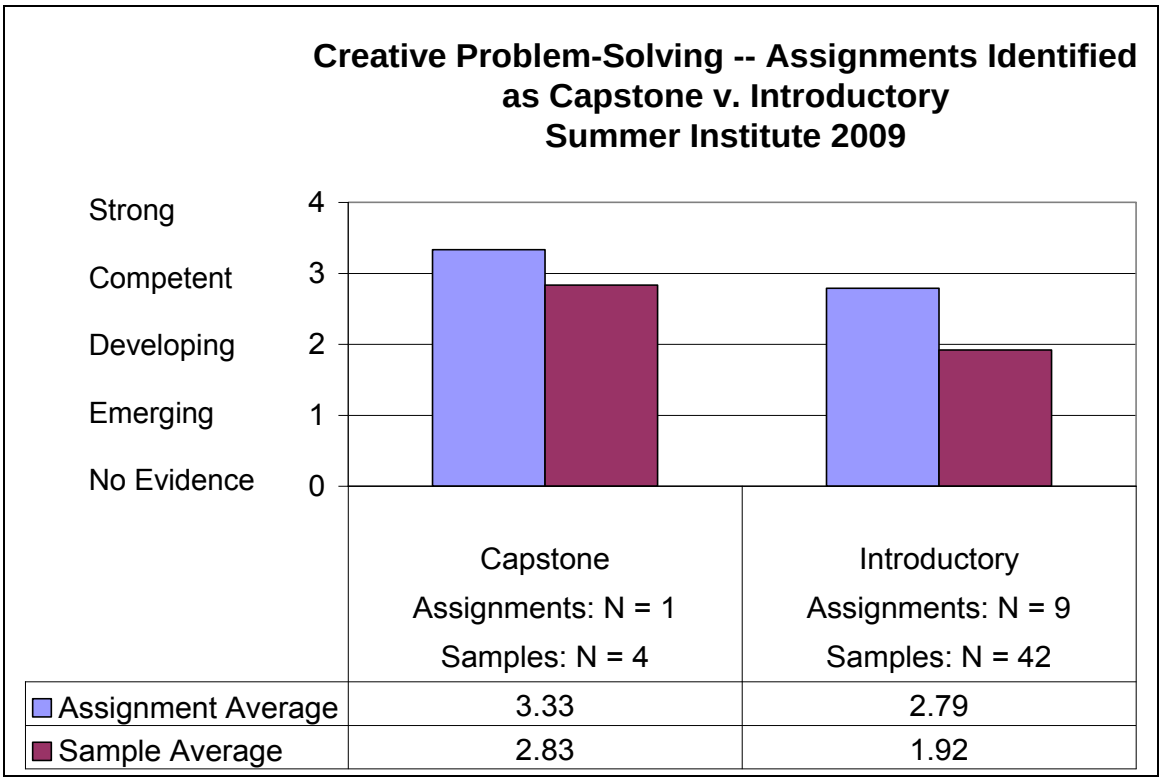




**Range of Scores**

**0=No Evidence** **1=Emerging** **2=Developing** **3=Competent** **4=Strong**

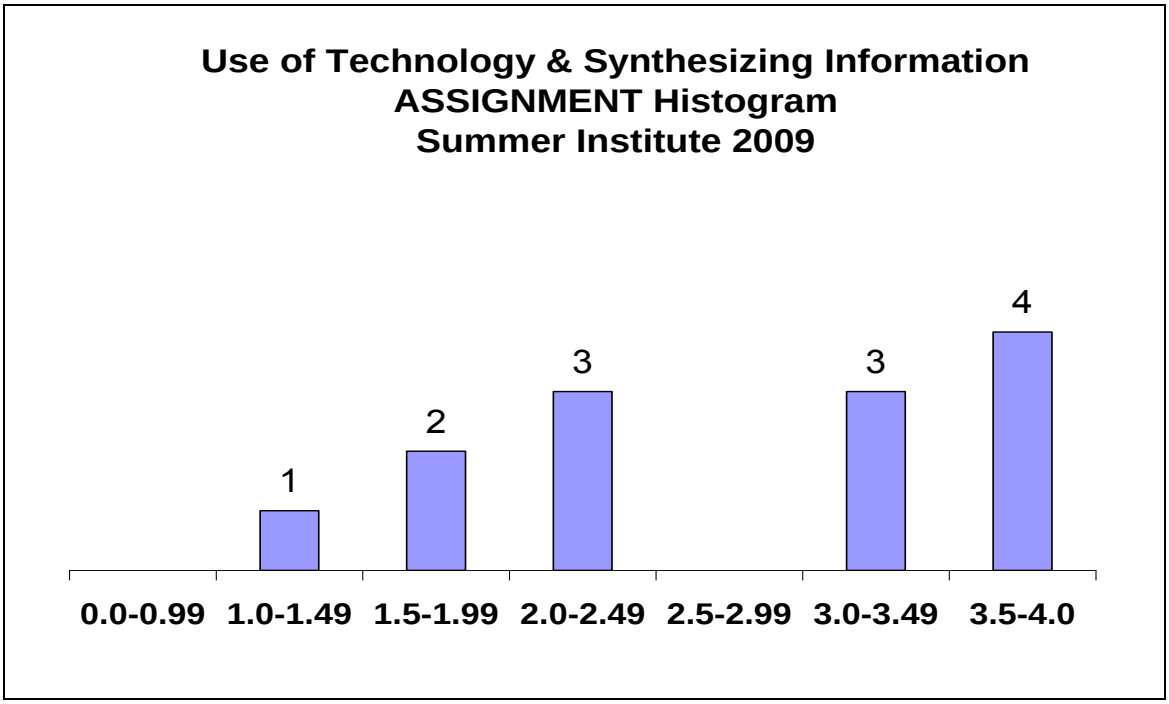
Appendix D

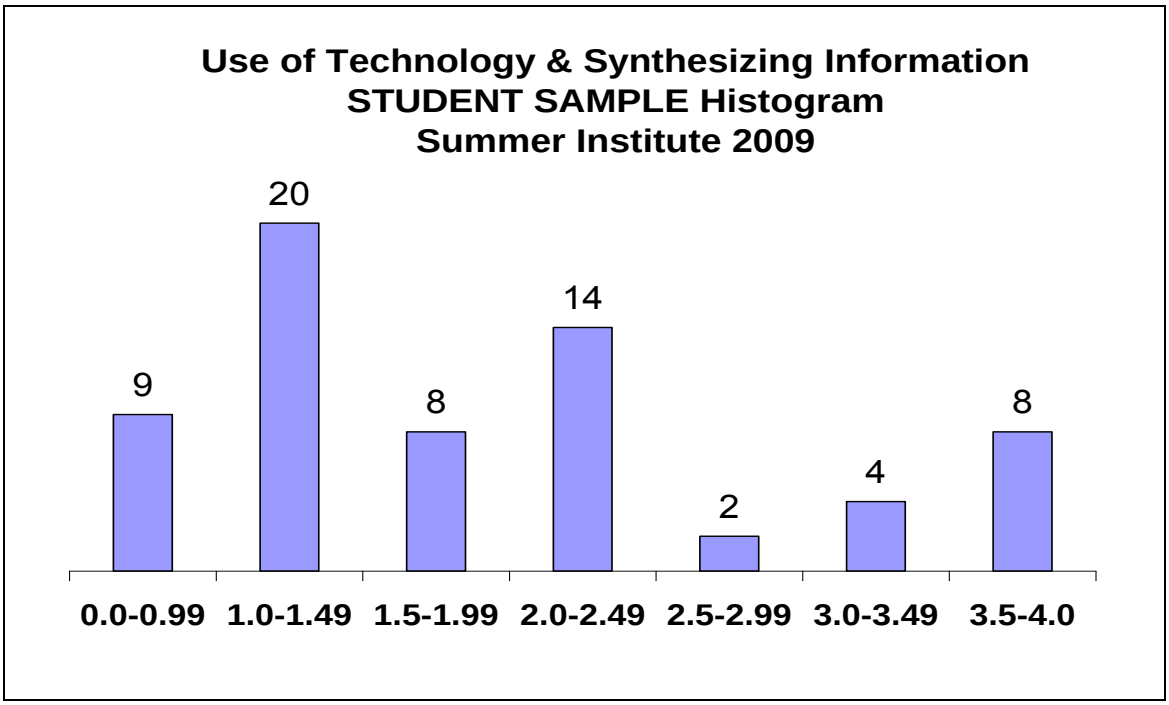



Assignment Average – a weighted average (mean) was used in calculating the assignment average to account for the varying number of corresponding student samples submitted with each assignment. Sample Average – the average (mean) of samples of student work.

Appendix E

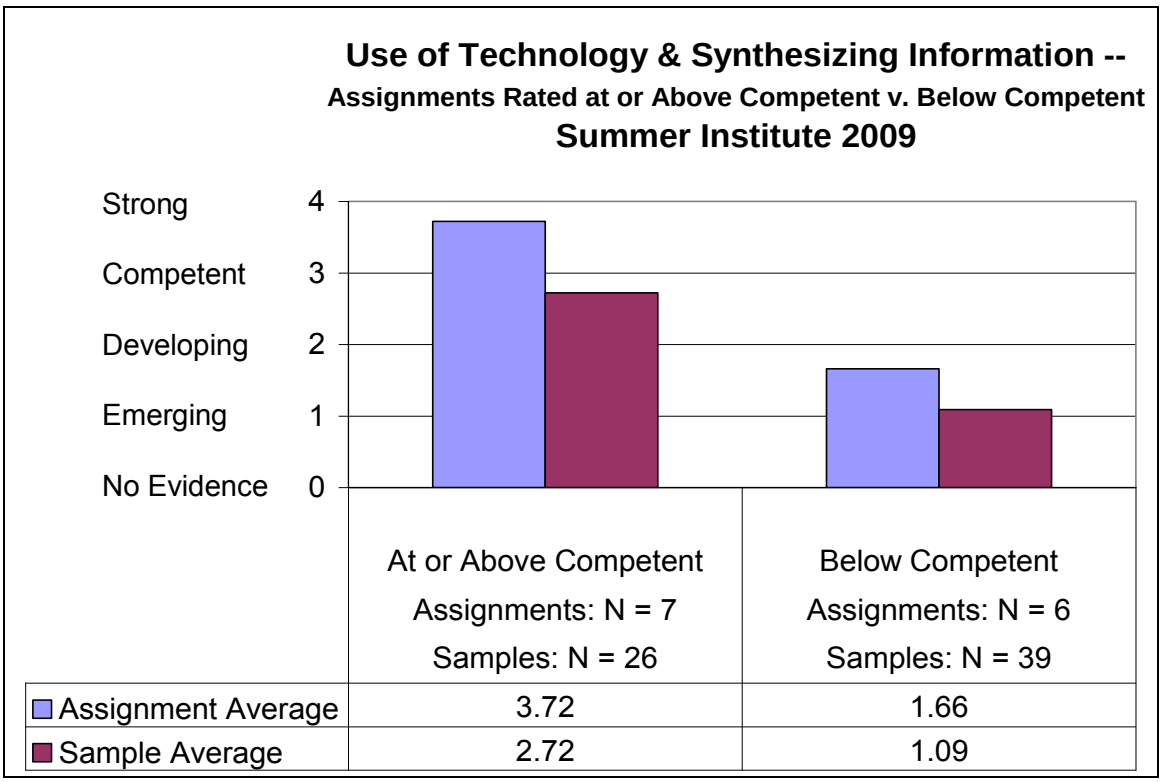


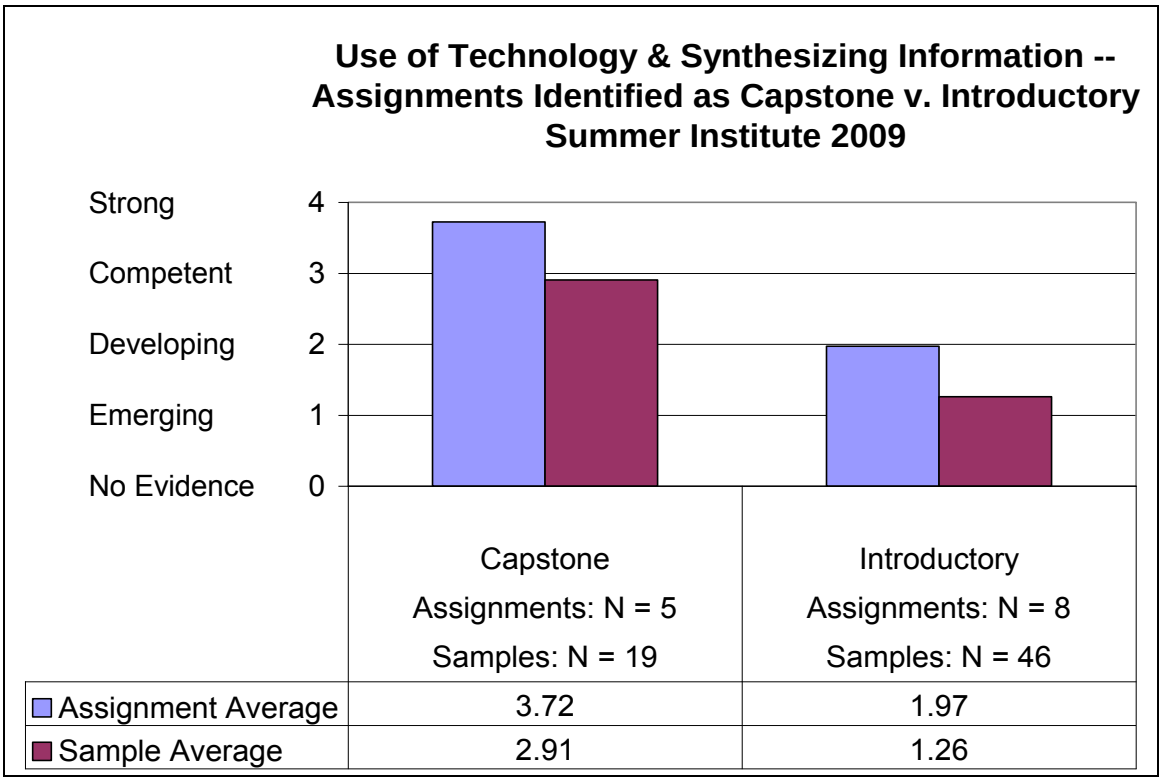




**Range of Scores**

**0=No Evidence** **1=Emerging** **2=Developing** **3=Competent** **4=Strong**

Appendix F

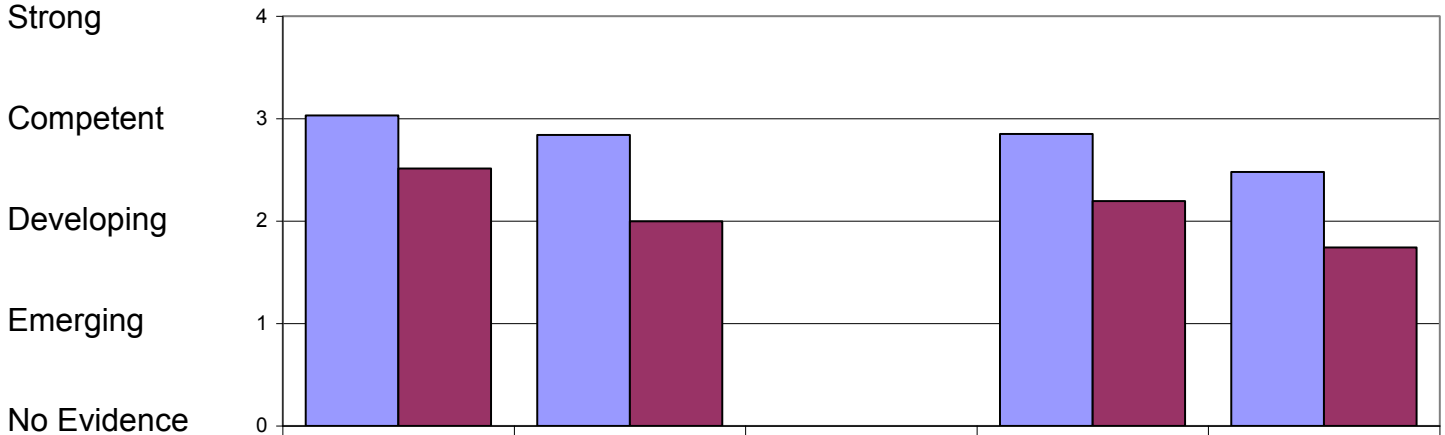



Assignment Average – a weighted average (mean) was used in calculating the assignment average to account for the varying number of corresponding student samples submitted with each assignment. Sample Average – the average (mean) of samples of student work.

Appendix G

# Core Abilities
# Student Performance Level Average
# with Assignment Average as a Benchmark
# Summer Institute 2008 and Summer Institute 2009




| | Summer Institute 2008<br>Creative Problem-Solving<br>Assignments: N = 10<br>Samples: N = 41 | Summer Institute 2009<br>Creative Problem-Solving<br>Assignments: N = 10<br>Samples: N = 46 | | Summer Institute 2008<br>Use of Technology & Synthesizing Information<br>Assignments: N = 8<br>Samples: N = 25 | Summer Institute 2009<br>Use of Technology & Synthesizing Information<br>Assignments: N = 13<br>Samples: N = 65 |
|---|---|---|---|---|---|
| Assignment Average | 3.03 | 2.84 | | 2.85 | 2.48 |
| Sample Average | 2.51 | 2.00 | | 2.20 | 1.74 |

Each assignment was submitted with samples of student work.

Assignment Average – a weighted average (mean) was used in calculating the assignment average to account for the varying number of corresponding student samples submitted with each assignment.

Sample Average – the average (mean) of samples of student work.

Appendix H

# PARTICIPANT SUGGESTIONS/RECOMMENDATIONS

All of the participant responses generated at the end of the Summer Institute 2009 are included and are typed as written.

## Curriculum

- Integrate Core Abilities into IPC documents.
- Stipend per class to include core abilities into course (syllabi). Then also reward- coordinate with changing assignments to match core abilities.
- There is apparently no consistency in assignments, standards, grading, or teaching of oral performance opportunities
- How can oral performance/communication be incorporated into (& rated in) online courses?
- The presentations that were BAD were bad in the same way!
- Work with speech/communication instructors to develop a general oral presentation assignment that would work across disciplines & provide performance standards/guidelines for students.

## Mechanisms to Link Assessment Process to Improved Practice

- What about a set of Core Abilities for Instructors?
- Star Trek Convention!
    - Incentives!
    - Campus-wide recognition
    - Talk about how fun the institute is!!!
- Expand training sessions & workshops for broader access (Poulsbo/Shelton) Use Elluminate
- Angel Classroom w/this info – submit questions & get feedback.
    - Teaching & learning
    - Multiple sessions – Angle, Elluminate
- Reaching out more to remote campuses & adjunct instructors to get more involvement
- Foster cross-discipline reviews of assignments & grading (like we did here)($ incentives?)
- Professional Development grants to fund some of these projects/solutions
- Desirable – New tenure track hires should be required to participate in Core Abilities workshops and submit their assignments & student samples. How to accomplish: Incorporate a requirement for tenure track instructors to submit assignments that are specific to a core ability outcome (and submit student samples)
- Desirable – if core abilities alumni want to form a faculty learning community based on the discussion generated by the institute sessions, they should be encouraged and supported – perhaps opening days event.
- Opening days: Core Abilities overview presentation (& also @ closing days)
- Ask to be on Agenda at Opening Days. At Opening Days do a basic presentation:
    - These are our Core Abilities & their outcomes & their rubrics
    - Courses should be mapped to specific outcomes
    - Submitting student work from mapped courses helps us improve the assessment process, so please consider doing this! (Ask students to submit 2 copies)

  *Don't assume all faculty know all about this!
- During Opening Days, hold a workshop on assignment design
    - English dept: writing assignment
    - Speech/? Oral (with and without powerpoint)
    - Library: incorporate use of technology research?

- Have a multi-disciplinary workshop on assignment development. Please!!!
- Workshops on assignment design.
- Additional rating workshops quarterly?

## Institute Process

- Continue & expand institute
- I preferred the 2-consecutive day institute (some loss of continuity)
- Incentivize attendance.
- Provide more samples of each level on rubric for norming. Fund a inter-disciplinary prep group to eval & provide samples.
- Our group found it helpful to have someone in the group from the same discipline as the artifact. We did not find that this created bias, but rather it enabled those participants from outside the discipline to understand terms and concepts we needed for interpreting the artifacts.
- How do we balance the discipline-specific and the multi-discipline? Macro vs. micro
    - Add another day to focus on discipline = specific needs (assignments, samples, ratings of very specific disciplines).
    - Have ½ days throughout the year for discipline specific sessions in addition to the institutes
- I recommend that each discipline filter their own assignments/student samples and then submit them to a broader faculty core ability group. This will increase the understanding of the process, instill a college-wide understanding of core abilities, ownership in the process, and mapping the … college courses.
- Also, a broad representation of disciplines should be representive in the core ability summer institute.
- Continue to have the rating process be multidisciplinary. To separate by discipline would cost us the bigger picture we get by looking at the work outside of our own area!
- For content specific samples, it would desirable to rate a semi-graded student sample. For example: in Math, are the calculations/graphs correct?
- Technical Aspects:
    - When recording presentations have a guide on how to record the presenter. The sound was better when the camera was zoomed in to the individual speaking.
    - Instructions to the videographer to only tape the presentations would avoid the several minutes of setup that groups take to set the computer up.
    - For group presentations, need more close –ups of person speaking, especially if the lights are dimed.
    - Make sure there is an assignment with the film.
    - Is a presentation really a presentation if you just read from notes?
- Put a check box for "I would like feedback on this assignment" on the cover sheet so faculty have a choice to get feedback if they want some.
- Include the title of the course (not just the course #) on the cover sheet.
- Have separate submission of just assignments that address a core ability outcome. There may be a huge response since this would be very easy for an instructor. If there is then a follow-up from the committee or group, such as contacting the instructor to say we would really appreciate 5-6 samples of students' work, this way greatly increase the variety & type of student samples to evaluate & may generate a larger number of assignment examples for other faculty.
- Institute participants rate own assignments in groups, to get feedback @ another workshop.
- Submit samples of assignments and ask faculty to identify all of the core abilities that are addressed in that assignment & then rate each. Benefit – assist us in indentifying core abilities that are being addressed that

we may not see for ourselves. To incorporate this, allow a full day during Opening Days to do this (require of all faculty).

- Desirable –
    - Incentives/rewards-professional dev?
    - Track assignment changes over time
    - Involve online instructors
- I believe we need to find a way to share results from the institute that would encourage faculty to "want to participate stipend is a tangible reward – the information shared and growth potential (professionally) is intangible.
- For assignments that include a performance or product, having only the written component limits our ability to assess skill levels.
- Ask assignments to specify level they are at and prerequisites or assumed prior knowledge (place in curriculum)
- At this point I can't think of any additional changes that would add/improve the assessment institute goals & methods. I learned a lot & enjoyed the work. Thank you Karen!
- Thank you!
- Necessary to thank Karen for her EFFORTS & DEDICATION in creating this institute. I fear for whoever replaces Karen – since Karen set-up such high standards for doing the job. Solution: Karen needs to stay ♡

## Rubrics

- Discipline specific rubrics could be used with (as a complement to) institutional rubric
- Rubrics are expressed as "I" statements but self assessment is not a core ability.
- Revise &/or simplify the rubrics, especially the "competent" & "strong" categories.
- Regarding "1/2 grades" or splitting the rubric into smaller sections, our group found that on "questionable" scores, the individuals in the group presented different scores while student work that fit more squarely into the rubric resulted in unanimous agreement among the scorers. We decided our group average could represent these scores that could fall between rubric categories. Furthermore, we did not find many incidents where we had artifacts which fell between rubric categories. Out of 17 artifacts, we only found one artifact for which one or more scorer felt that the score could split between scoring categories.
- Modify the rating system on the rubrics to include decimal ratings.
- Desirable change – rating should be numerical 0-4 so that there will be no problems about in-between ratings e.g. Between Competent & Strong should be "3.5" instead of Competent (go to lower score)
- Clarify developmental levels on rubrics with key indicators at each level (eliminate "global" performance indicator or make it useful)
- Improve Rubric for Outcome 5: separate out information literacy and Technology or have measures that indicate the performance of both.
- A rubric for assignments for each core ability outcome could be very helpful to new instructors or instructors looking for new ways of doing things.
- We need to design a rubric that allows us to evaluate an oral presentation NOT discipline specific but perhaps assignment specific.
- Clarification of oral communication rubric.

Appendix I

## Summer Institute 2009 Evaluation Responses

Nineteen of the twenty participants completed an Institute Evaluation form. Evaluation responses are typed as written on the evaluation form.

**What was the one most useful or meaningful thing you learned from participating in this event?**

- *Grading assignments against rubrics. Learning. Interest in outcomes.*
- *How, others in other disciplines view/rate assignments.*
- *I am changing my presentation assignments to better reflect the core values of the college. I understand them better, which means I can teach them more effectively.*
- *That I will improve/make changes to some of my assignments to better meet the schools core abilities.*
- *Ways to effect positive change – in my own teaching/assignment design, in application of core abilities, in assessment on a department and institution level.*
- *It is challenging to grade student work in disciplines that I am not familiar with.*
- *How to use a rating system and evaluate the assignments and samples.*
- *The importance of well-defined assignments specifically relates to core abilities or other specific outcome.*
- *I was reminded once again that students will rise to the challenge if instructors encourage them and give them clear directions.*
- *I learned a lot about the Information Literacy and Technology rubric. I also enjoyed getting to know other faculty.*
- *Assessment outcomes are tied to core abilities – hence our classroom assignments should be linked to assessment outcome which are linked to core abilities.*
- *Making connections with other faculty who are interested in, and knowledgeable about, core abilities and assessment.*
- *This Institute was more discussion oriented than the previous two Institutes. I think that was its big strength, although it had a down side in terms of time to simply get ratings done.*
- *Feedback and perspectives from other disciplines. I loved seeing others assignments. It gives me ideas for how to better prepare my own students for higher level courses.*
- *Seeing the different types of assignments given in different disciplines helps me to develop my own.*
- *Seeing and being able to work with a variety of assignments from multiple disciplines.*
- *How to improve my evaluation/assessment of student performance.*
- *I really enjoy the discussions in a relaxed collegial atmosphere which bring new insights and perspectives on teaching and learning.*
- *I learned how much I need to learn. Rating assignments was a great experience because I now look at my assignments differently. Two main thoughts: (1) assignments can be sequential and lead to a higher potential level, (2) each assignment needs to be given for a reason – not just assessment for a "grade."*

**Do you feel this event was a worthwhile endeavor? Please explain.**

- *Yes – if outcomes are important to institution. Faculty must develop an interest.*
- *YES! (see above: How others in other disciplines view/rate assignments.)*
- *Yes! I enjoyed working with people from all areas of the campus. I also learned a lot.*
- *Yes, as a training tool for myself.*
- *Very much so – last year's had a positive effect on my teaching, and this year's sets me up to jump back in this fall.*
- *Yes indeed. It gives us an idea of what others faculty are doing at OC and how we can improve on our craft.*
- *Extremely good – I have some new tools to assist me in understanding what are our core abilities and how do I relate what I am doing in my courses to campus wide work.*
- *Definitely – this is a valuable use of time for many reasons: builds a community-wide culture of assessment, focuses a group of instructors on assignments/core abilities, and allows many ideas to develop to improve the process.*
- *Yes. This forces me to reflect on assignments and tasks in my classes. Afterwards, my directions become clearer, student performance expectations become higher (but still reasonable) and assignments become more creative.*
- *Yes, I have been to three of these now and each time I have come away with something I can use as a teacher.*
- *Yes – I will apply to knowledge that I gain to my class assignments so I can improve them hopefully to competent and strong.*
- *Yes. The people who are here view it very positively. This kind of even makes faculty who participate much more knowledgeable about core abilities and assignment design.*
- *Very much so. We are all very much more aware of process, status needs, etc.*
- *Undecided – I've participated in similar activities before on both the discipline and SBCTC level with mixed implications for my teaching. I need some time to process this activity.*
- *Yes. It was informative to see different assignments and to discuss the assignments with fellow teachers. Valuable to hear their insights, especially when rating an assignment of a member of your group.*
- *Yes and no. It was worthwhile to be oriented to the process, but it did not feel "productive."*
- *Absolutely! Having participated last winter, I knew how valuable these two days were going to be as a learning opportunity for course design, assignments, and assessment with regard to the core abilities.*
- *Yes, absolutely! This was a great learning opportunity.*
- *Extremely worthwhile endeavor. Not only do I learn from the rating process, I also learn from the colleagues in my group and all who participate in the institute. It gives my ideas that I can take back to improve my curriculum. I also feel that I am at a competent level in understanding core abilities.*

**Would you participate in a similar event in the future? Why or why not?**

- *Yes. Learning experience.*

- *Yes! Expand my awareness and appreciation of how others view this process and learn from their perspectives.*
- *Yes. It was valuable for the experience and the understanding I gained.*
- *Yes, to learn more.*
- *Yes – interesting, well-organized, useful.*
- *Yes – opportunity to work with other faculty.*
- *Definitely – I appreciate full day events, they are more worthwhile to me. There are lots of benefits to participating, I gain knowledge on core abilities as well as build camaraderie with colleagues that I would otherwise not get to know across disciplines.*
- *Yes (see above reasons #2: builds a community-wide culture of assessment, focuses a group of instructors on assignments/core abilities, allows many ideas to develop to improve the process.*
- *Yes. I'm constantly in search of better ways of teaching, as these opportunities are always helpful.*
- *Yes.*
- *Oh yes – positively. This was very helpful and gave me the "take aways" to apply to my own work.*
- *Yes, depending on my schedule. After two institutes I feel very responsible for continuing to participate in the process.*
- *Yes, because it's helpful to me in terms of teaching and learning, with obvious benefits to the college as well. (Frankly, we were compensated well enough and were treated as valued professionals too).*
- *Yes, depending on how helpful it becomes to me when I draft my next syllabus. Also, time constraints will matter.*
- *Yes. I learn more every time I come to this institute. I also like the discussion and see how this has grown with time.*
- *Probably not. The rubrics are weak and I am not sure what we are building.*
- *Absolutely! Even having done a couple of these, future events will cover different abilities and new ideas. Also, the participants will be slightly different infusing even more input into the process.*
- *Yes, I would appreciate the opportunity to develop/evolve by further involvement with core abilities institute.*
- *Of course!! Two years ago I was a 1st year probationer and although I had taught for 10 years I had not developed curriculum. At Opening Days presentations I made the decision to pursue "assessment." Every time Karen hosted an event I was there. I feel I am a better teacher because of these activities AND a more active member of the OC community.*

**Do you have any suggestions that could help improve this event?**

- *No, I think the process as a whole is great!*
- *Not really.*
- *Just the item discussed already.*
- *3 days or 4!*
- *See issue bin – especially on ratings.*

- *Have a session evaluating assignments to aid in developing a rubric for assignments that could be of wider help to instructors.*
- *Karen, this is going to be a tough act to follow. Terrific Job!*
- *I didn't submit my own samples this time, but in previous institutes I would have liked feedback on how my assignments/samples were rated.*
- *Review the suggestions and have the committee implement 1-2 of them in the next school year.*
- *(Only those discussed at the event).*
- *Having another day would be useful where we grade more department related work.*
- *The rubrics need clarification. Perhaps selecting participants instead of using volunteers…for me the weakness of it has been the lack of connection to what I can go back to the rest of the year.*
- *Put it back to consecutive days and add one day.*
- *Not at this moment.*
- *I still believe a three day institute would be ideal – especially now that it is only going to be offered once a year. There is still a lot of work to be done.*

**Feel free to offer other comments related to this event and/or your experience as a participant.**

- *Lots of fun and learning!*
- *Really need at least 1 more day – we just get into the swing of it, and time's up!*
- *Thanks Karen for a job well done.*
- *Thanks Karen!*
- *It was wonderful!*
- *Good job Karen, you've set a high precedent.*
- *For more discipline specific assignments, there needs to be an assignment rubric.*
- *Group energy (my table) was low and focus difficult to maintain. Were they just here for a stipend?*
- *Karen was marvelous as a facilitator. While demonstrating a comprehensive knowledge, she allowed for those whose understanding was only emerging.*
- *Thank you very much for your hard work!*
- *We need to find a way to share with others what a fun event this can be!*

Appendix J

OLYMPIC COLLEGE

## Mission Statement for Assessing Core Abilities

Olympic College seeks to improve teaching and learning by focusing inquiry to ensure:

- Students are getting ample opportunities to develop Core Abilities
- Students are performing sufficiently on Core Abilities

## Guiding Principles for Assessing Core Abilities

Olympic College adopts the following principles in relation to assessing Core Abilities at the institutional level.

- Assessment is a mechanism for dialogue and can help us improve teaching and learning.
- Assessment data will be used solely to improve practice and is not part of the faculty assessment process, nor is it used to evaluate individual programs or students.
- Emphasis is on faculty-led, course-based evidence to ensure a direct focus on teaching and learning.
- Multiple means of assessment are utilized, including analysis and interpretation of data at the program/discipline level.
- Process is sustainable by utilizing practices that promote a culture of inquiry, are manageable in terms of time and effort, and have adequate administrative support and resource allocation.
- The American Association for Higher Education (AAHE) 9 Principles of Good Practice for Assessing Student Learning are held as standards.

### AAHE 9 Principles of Good Practice for Assessing Student Learning

1. **The assessment of student learning begins with educational values.**
Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only *what* we choose to assess but also *how* we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.
2. **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.**
Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.** Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.
4. **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.** Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.
5. **Assessment works best when it is ongoing not episodic.** Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.
6. **Assessment fosters wider improvement when representatives from across the educational community are involved.** Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by studentaffairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.
7. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.** Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continous improvement.
8. **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.** Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about

learning outcomes is seen as an integral part of decision making, and avidly sought.

9. **Through assessment, educators meet responsibilities to students and to the public.** There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

**Authors:** Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenney; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright

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**Modification Date: Thursday, July 25, 1996**

Appendix K

# ORAL Communication Rubric

## Outcomes, Performance Indicators, Self-Evaluation Statements

| **Communication Competency Skills** | Emerging<br>*Need for improvement overshadows apparent strengths. Evidence of the outcome is present.* | Developing<br>*Strengths and need for improvement are about equal.* | Competent<br>*Shows skill in this outcome. Improvement still desired.* | **Strong**<br>*Applies outcome in multiple contexts. Many strengths are present.* |
|---|---|---|---|---|
| **Outcome 1: Graduates understand and produce effective oral communication.**<br><br>*Performance Indicators: Students communicate appropriately in a variety of situations. Students recognize that perspectives and context influence communications.* | In familiar situations:<br>I am aware that purpose and content direct communication.<br><br>I recognize the need to listen attentively and respectfully.<br><br>I am aware that there are ethical and professional ways of communicating.<br><br>I can recall and repeat information in oral presentations. | In familiar situations:<br>I can use a communication style effectively.<br><br>I can identify how purpose and content direct communication.<br><br>I usually listen attentively and respectfully.<br><br>I sometimes apply ethical and professional standards to my oral communication. | In familiar and some new situations:<br>I adapt my communication style appropriately in most situations.<br><br>For a particular audience, I can prepare and deliver a message with purpose and content.<br><br>I can identify purpose, content, and audience when receiving messages.<br><br>I usually apply ethical and professional standards to my oral communication, and I can engage in a non-judgmental exchange of messages.<br><br>I demonstrate attentive and respectful listening skills. | In most situations:<br>I adapt my communication style appropriately and confidently to accommodate most situations.<br><br>For any audience, I can prepare and deliver a message with purpose and content.<br><br>I evaluate received messages on the basis of purpose, content, and audience and I take initiative in seeking out different perspectives.<br><br>I apply ethical and professional standards to all my oral communication, and I encourage responses from other perspectives. |

**Glossary of Terms for the Core Abilities Rubrics**
**Core Abilities**: Broad statements of desired knowledge, skills, abilities and behaviors by the time of graduation with an Associate or BSN degree.
**Outcomes**: Represent specific elements within the broader Core Abilities; reflects what graduates should know and be able to do at completion of the degree program.
**Performance Indicators**: Measurable statements identifying the student performance(s) required to meet the outcomes; confirmable through evidence gathered during the educational process. **Performance Levels**: Each level (Emerging, Developing, Competent, Strong) indicates a description of what specific characteristics the student should exhibit in order to demonstrate the stated level of achievement. Written from the student self-assessment perspective with "I" statements.

# Thinking Rubric: Creative Problem Solving

## Outcomes, Performance Indicators, Self-Evaluation Statements

| Thinking Competency Skills | Emerging<br>*Need for improvement overshadows apparent strengths. Evidence of the outcome is present.* | Developing<br>*Strengths and need for improvement are about equal.* | Competent<br>*Shows skill in this outcome. Improvement still desired.* | **Strong**<br>*Applies outcome in multiple contexts. Many strengths are present.* |
|---|---|---|---|---|
| **Outcome 2: Graduates engage in creative problem solving.**<br><br>*Performance Indicators: Students recognize a problem and its causes, and create strategies that work in different situations. Students apply strategies to solve the problem and evaluate the effectiveness of the solution.* | I identify the problem and list its possible causes.<br><br>If I have previously encountered this problem, I can reproduce the steps towards a solution. | I am familiar with various approaches to problem solving.<br><br>I convey an understanding that breaking problems down into smaller segments is an essential part of the problem solving process. | I select appropriate problem solving methods, identify the necessary steps towards a solution and apply the solution with minimal direction. | I articulate my own problem solving process and make explicit the steps taken to approach the problem.<br><br>I independently examine, select, use, evaluate, and justify various approaches to problem solving.<br><br>I use knowledge and experience gained to creatively solve other problems. |

**GLOSSARY OF TERMS FOR THE CORE ABILITIES RUBRICS**

**Core Abilities**: Broad statements of desired knowledge, skills, abilities and behaviors by the time of graduation with an Associate or BSN degree.

**Outcomes**: Represent specific elements within the broader Core Abilities; reflects what graduates should know and be able to do at completion of the degree program.

**Performance Indicators**: Measurable statements identifying the student performance(s) required to meet the outcomes; confirmable through evidence gathered during the educational process.

**Performance Levels**: Each level (Emerging, Developing, Competent, Strong) indicates a description of what specific characteristics the student should exhibit in order to demonstrate the stated level of achievement. Written from the student self-assessment perspective with "I" statements.

# Information Literacy and Technology Outcome 5 Rubric

## Outcomes, Performance Indicators, Self-Evaluation Statements

| Information Literacy and Technology Competency Skills | Emerging<br>*Need for improvement overshadows apparent strengths. Evidence of the outcome is present.* | Developing<br>*Strengths and need for improvement are about equal.* | Competent<br>*Shows skill in this outcome. Improvement still desired.* | **Strong**<br>*Applies outcome in multiple contexts. Many strengths are present.* |
|---|---|---|---|---|
| **Outcome 5: Graduates use technology and information appropriate to field or discipline, synthesizing information to formulate insights and create knowledge.**<br><br>*Performance Indicators: Students use technology to access and/or apply information to achieve goals, create new possibilities and to solve problems.* | I recognize that there are multiple potential sources of information.<br><br>I am familiar with information resources and technology. | I relate new information to existing knowledge and experience.<br><br>I use techniques, skills and computers to solve problems. | I integrate my previously held beliefs, assumptions and knowledge with discovered knowledge.<br><br>I select appropriate techniques and tools for a specific discipline task. | I synthesize new information with my current understanding and experience in order to create something new, to acquire insight, to transform my values, or to expand my knowledge base.<br><br>I accept the utility and limitations of computational tools to solve problems and create designs.<br><br>I evaluate which technique or tools are most appropriate to complete a task. |

**GLOSSARY OF TERMS FOR THE CORE ABILITIES RUBRICS**

**Core Abilities**: Broad statements of desired knowledge, skills, abilities and behaviors by the time of graduation with an Associate or BSN degree.

**Outcomes**: Represent specific elements within the broader Core Abilities; reflects what graduates should know and be able to do at completion of the degree program.

**Performance Indicators**: Measurable statements identifying the student performance(s) required to meet the outcomes; confirmable through evidence gathered during the educational process.

**Performance Levels**: Each level (Emerging, Developing, Competent, Strong) indicates a description of what specific characteristics the student should exhibit in order to demonstrate the stated level of achievement. Written from the student self-assessment perspective with "I" statements.

# Olympic College

## Institutional Level Assessment of Core Abilities
## Summer Institute 2010

## Summary Report

The Role of Faculty Institutes in Improving Student Learning

A Core Abilities Assessment Report Submitted by Minerva Holk and Mirelle Cohen
July 2010

Introduction

The Summer Institute held June 25 and June 26, 2010 continued the work of Olympic College in the accomplishment of the Core Abilities: Lifelong Learning and Global Perspective. There were thirty-three participants representing sixty-four percent full-time and thirty-six percent adjunct faculty. The majority (64%) of participants had not attended either of the previous Institutes. An overview of the process and the results attained will be presented, followed by recommendations for future Institutes.

The original goal was to have the Course Mapping completed during spring quarter for the two Core Abilities being addressed at the Summer Institute. It was important consideration to Map for both Core Abilities at the same time in consideration of the faculty time and other work related duties. Mapping the Core Abilities was delayed due to some challenges to the rubric for the Global Perspective Core Ability. Several meetings were held during winter and spring quarter to refine the rubric so that it was ready for review by the Instructional Policies Committee (IPC). During spring 2010, the participants were sent packets of information relating to the Core Abilities. The information included definitions, outcomes and rubrics for each of the Core Abilities (Communication, Thinking, Information Literacy and Technology, Lifelong Learning and Global Perspective).

Faculty were assigned to specific tables to provide a mix of those experienced with the process and those who were attending their first Core Ability Institute. There was also an intentional mixing of the divisions represented and with full-time and part-time faculty. This approach was implemented to facilitate equity within each group. The participants had been given the opportunity to request a specific Core Ability to work on at the Institute and they were accommodated in fulfilling their choices. The

participants demonstrated enthusiasm for the process and the activities designed to assess student learning.

The initial step in the process was a group norming session in which each participant read the same assignment and a sample of student work in completing the selected assignment. Each person rated both the assignment and the student sample according to the same criteria for leveling the process. The selected examples were from samples submitted for the Lifelong Learning Core Ability. Individual evaluation was followed by collaboration with the group members at each table grouping and the results were reported to the group at large. There was active participation in the discussion that followed resulting in clarification of the purpose of the Institute which is to assess student learning using the Core Abilities. The Mission Statement for Assessing Core Abilities states: Olympic College seeks to improve teaching and learning by focusing inquiry to ensure that students are getting ample opportunities to develop Core Abilities; and students are performing sufficiently on Core Abilities.

Several faculty submitted samples to be assessed at the Institute. There were 16 samples submitted for Lifelong Learning along with 44 samples of student work relating to submitted assignments. Eight assignments and 32 student samples were submitted for Global Perspective. Some samples were submitted for both core abilities and these were assigned to the Global Perspective groups. Many of the sample assignments were submitted with one student sample. The assignments that included multiple student samples provided more data regarding the actual learning the students were demonstrating in accomplishment of the Core Abilities. For future Institutes, the request will be made to faculty who submit assignments to please include five samples of student work with each sample assignment.

There was interest in the Institute from each division at Olympic College and the tables below give the specific information according to teams arranged for the review and discussion of assignments and samples each day. The groups were arranged to provide balance between the full-time and adjunct faculty as well as according to the various divisions so there would be a multidimensional perspective at each table. Consideration was also given to balance experience levels of the participants so that experienced participants were paired with faculty who were attending for the first time.

| Institution Level Assessment of Core Abilities Summer Institute 2010<br>Faculty Participant List by Core Ability Rating Group | |
|---|---|
| Lifelong Learning | Global Perspective |
| Kathleen Bright<br>Alan Ward<br>Donald Robertson<br>Dianne Moore | Kendace MacKaben<br>Christine O'Brien-Touchie<br>Aloysia Hard<br>Anna Zarnecka<br>Sterne McMullen |
| | |
| Mark Westland<br>Leslie Hassett<br>Howard Bilderback<br>Elizabeth Briggs | Joanne Salas<br>David Fong<br>Allison Phayre<br>Teresa Hove |
| | |
| Amy Herman<br>Connie Lieske<br>Cathy Karlson<br>Ana Waisman | Jeff Yergler<br>Jessica Thompson<br>Barbara Parker<br>Christopher Frederick |
| | |
| Jason Heinze<br>Mary Cornell<br>Terri Major<br>Charlie Mackall | Cami Geyer<br>Nancy Bermea<br>Katie Frederick<br>Joe Silverthorn |

| Institutional Level Assessment of Core Abilities Summer Institute 2010<br>Faculty Participant List by Division | | | | |
|---|---|---|---|---|
| Business and Technology | Mathematics, Engineering, Sciences and Health | Social Sciences and Humanities | Library | Adult Basic Education/Workforce Development |
| Kendace MacKaben | Allison Phayre | Aloysia Hard | Dianne Moore | O'Brien-Touchie, Christine |
| Joanne Salas | David Fong | Ana Zarnecka | Leslie Hassett | |
| Jeff Yergler | Christopher Frederick | Sterne McMullen | Amy Herman | |
| Barbara Parker | Cami Geyer | Teresa Hove | | |
| Nancy Bermea | Katie Frederick | Jessica Thompson | | |
| Kathleen Bright | Donald Robertson | Joe Silverthorn | | |
| Alan Ward | Elizabeth Briggs | Ana Waisman | | |
| Mark Westland | Cathy Karlson | Terri Major | | |
| Howard Bilderback | Jason Heinze | Charlie Mackall | | |
| Connie Lieske | | | | |
| Mary Cornell | | | | |

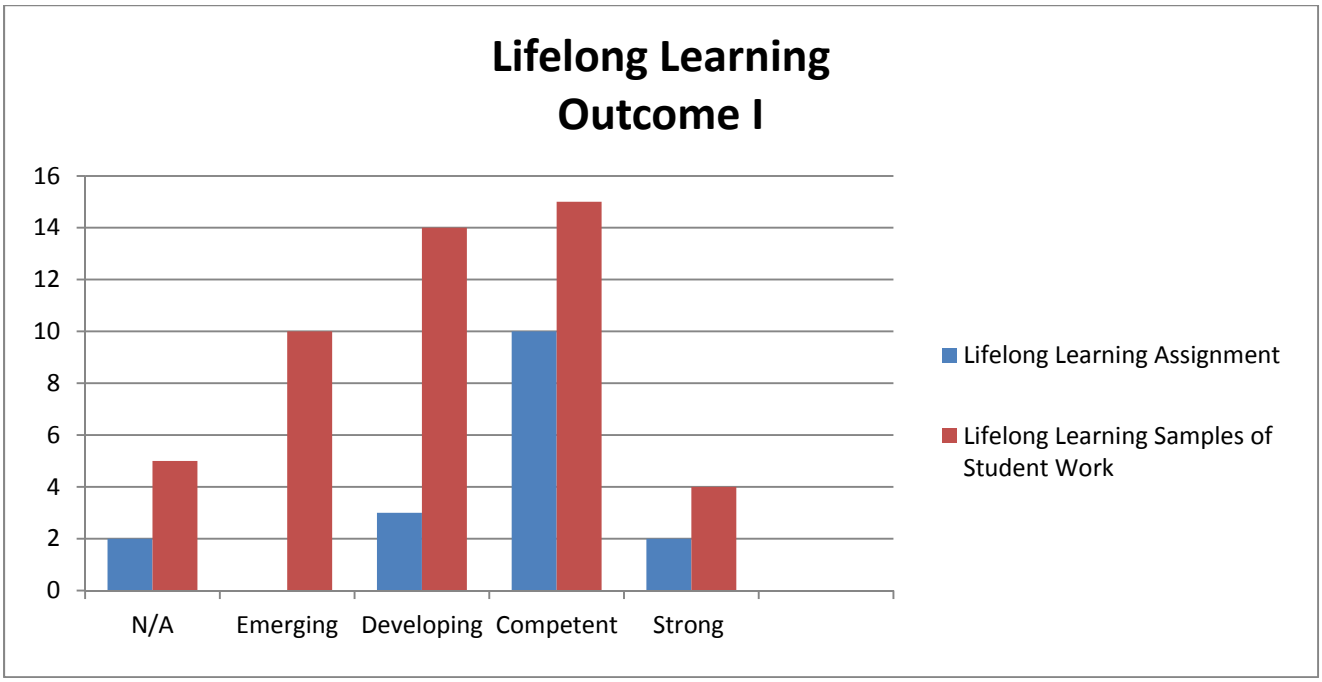
**Executive Summary**

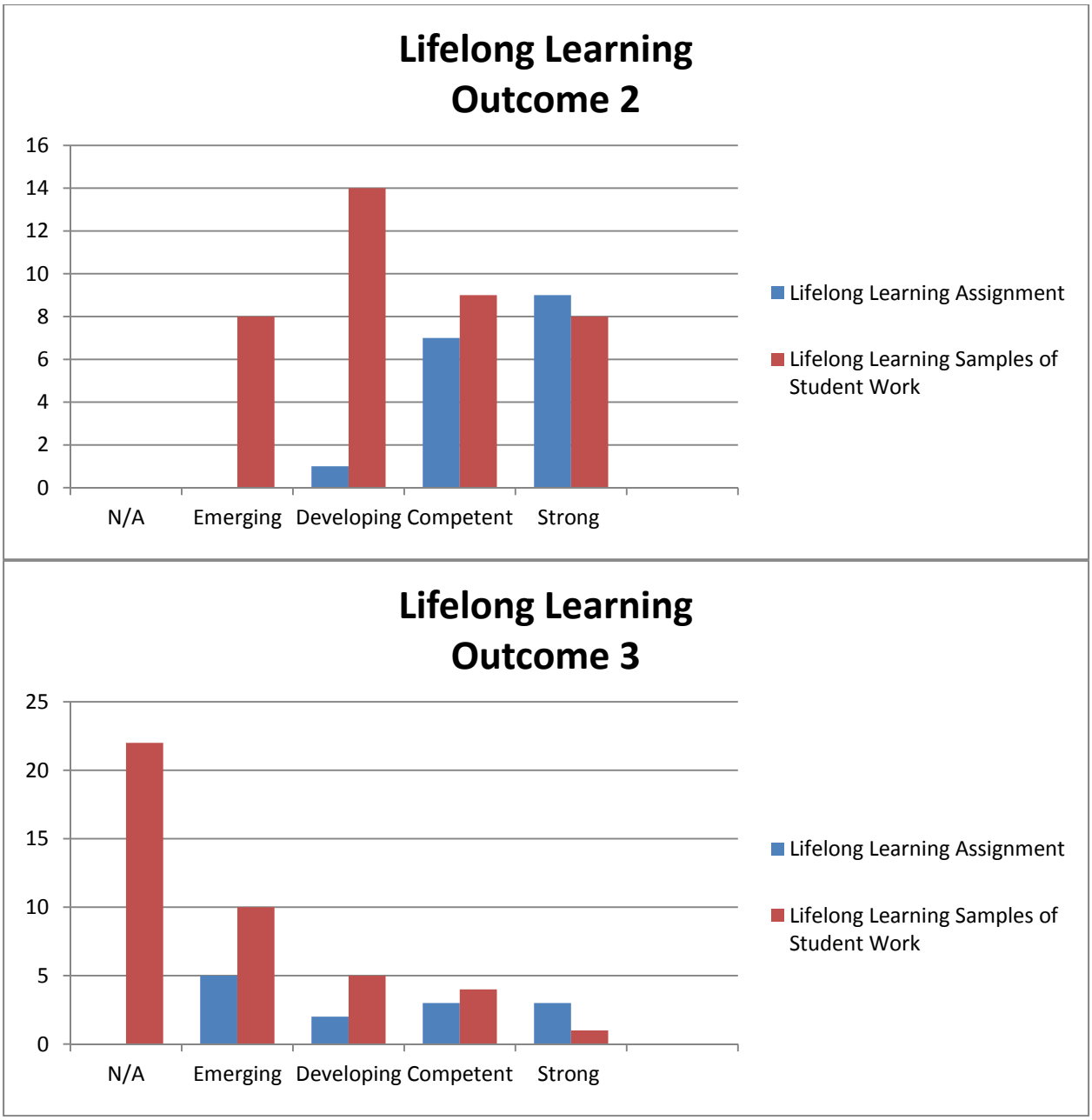
The Core Abilities Summer Institute 2010 focused on two Core Abilities as identified in the Olympic College master plan for core ability development and assessment.

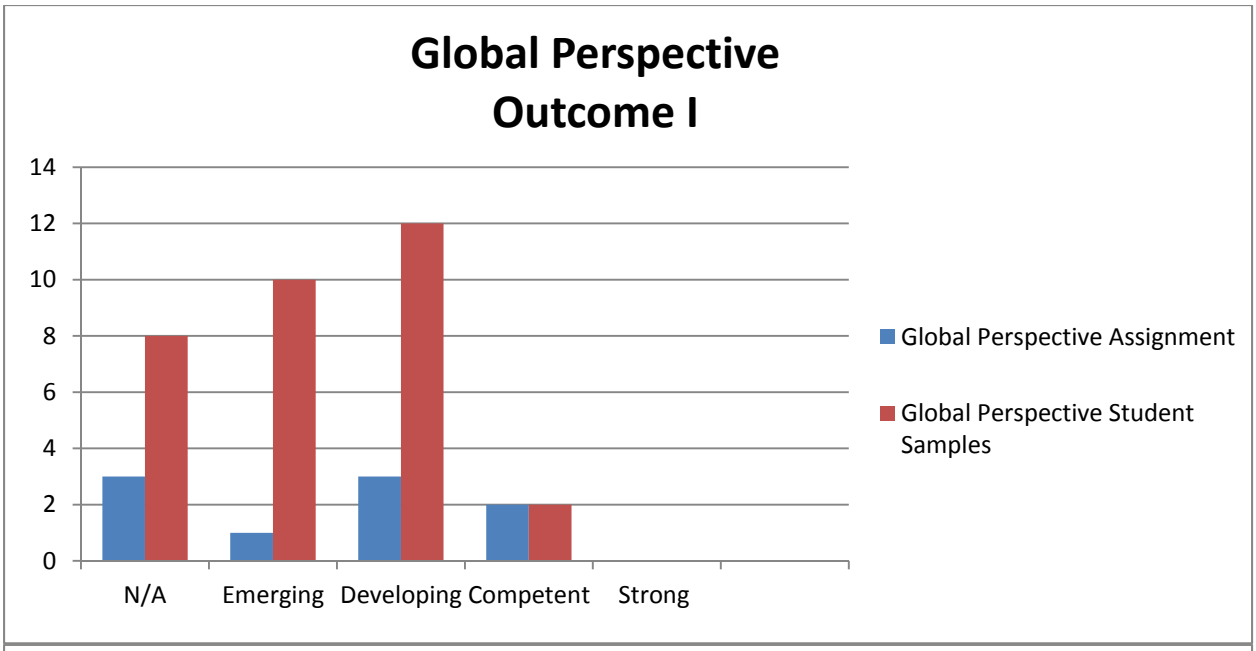
- Lifelong Learning
    - Outcome 1: Graduates demonstrate self-monitoring and self-advocacy skills to effect positive life changes.
    - Outcome 2: Graduates demonstrate the ability to recognize, understand, and accept ownership for their own learning and behavior in varied and changing environments.
    - Outcome 3: Graduates demonstrate the ability to adapt to technological innovations and to understand their implications.
- Global Perspective
    - Outcome 1: Graduates demonstrate an understanding of their own culture and the framework upon which their society has been built.
    - Outcome 2: Graduates demonstrate an understanding of how cultural differences (e.g. beliefs, traditions, communication, norms) shape human interactions and perceptions.
    - Outcome 3: Graduates demonstrate that they are aware of, and understand world events (e.g. religious, historical, environmental, political economic) and the role of human decisions and physical conditions shaping these events and their outcomes.
    - Outcome 4: Graduates demonstrate an understanding of their own region/bioregion and recognize that other parts of the world are different in both physical and human attributes.
    - Outcome 5: Graduates demonstrate an understanding of universal processes involving both circulation and distribution of substances and byproducts; e.g. water, oil, food, gases, pollutants, energy, wealth, etc.

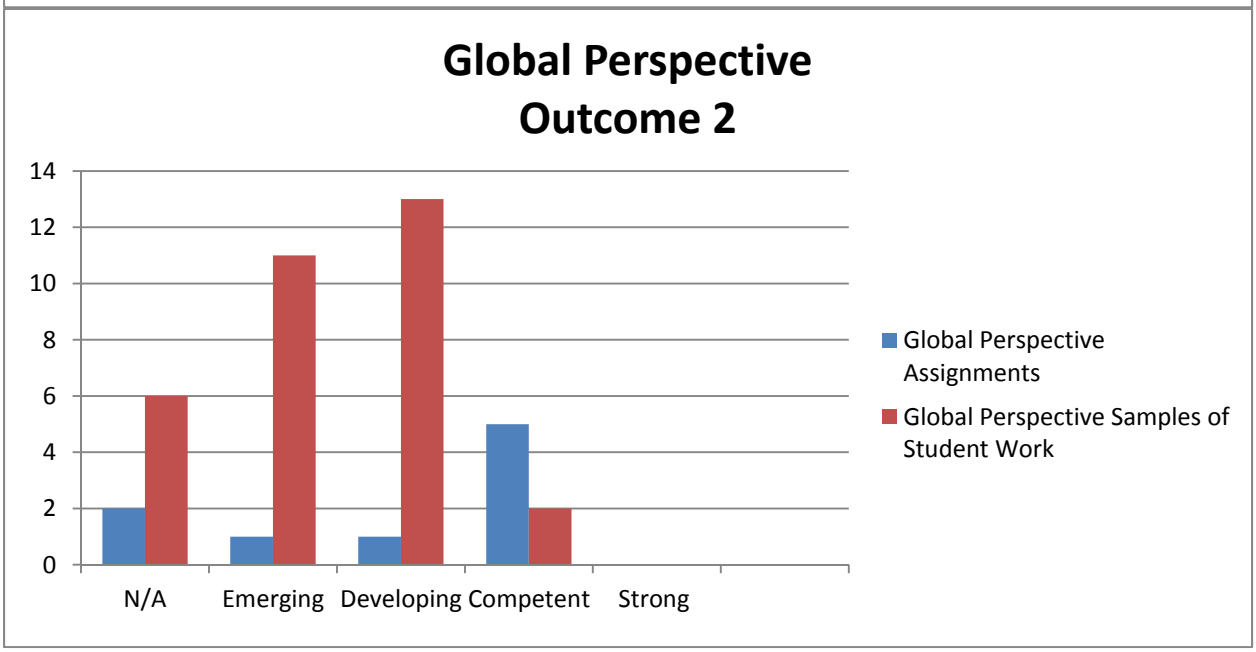
On June 25 and 26, 2010, thirty-three faculty met to evaluate assignments and samples of student work collected from courses during spring quarter 2010. Working in groups of four, with one group of five, assignments and student samples were rated using the rubrics developed by the Core Abilities' Taskforce. Each group was assigned a specific Core Ability to evaluate. As much as possible, faculty were assigned according to the preference requested on reservation form.

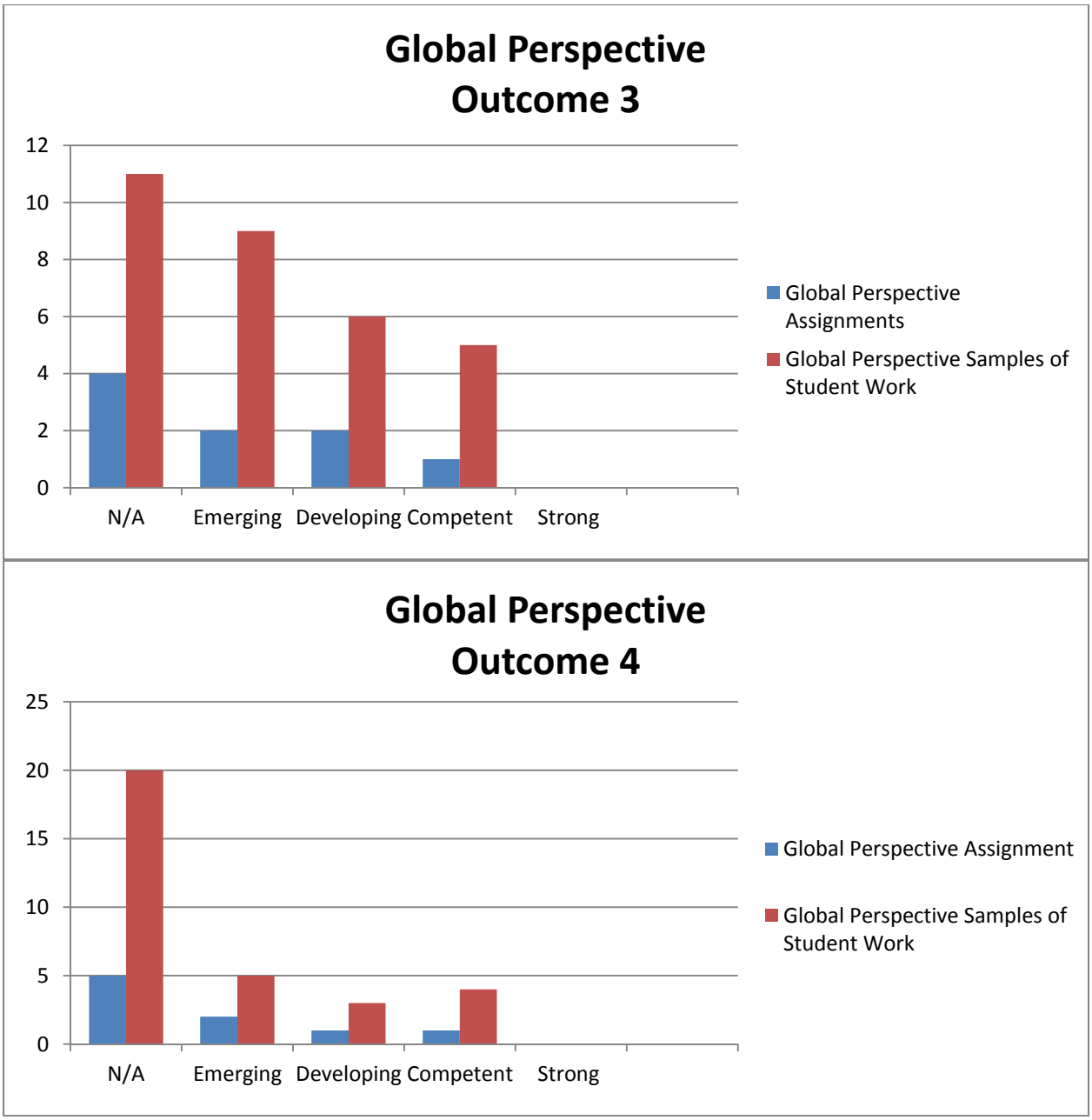
Faculty were very engaged in the assessment process and high energy was evident in the classroom. The faculty working with Global Perspective would have benefitted from having increased numbers of samples. It was interesting that not one assignment met all five outcomes for the Global Perspective Core Ability. This needs to be taken into consideration when determining assignments for a course and determining how many Outcomes need to be met for students to accomplish a core ability. It will likely require looking at each assignment in a particular course. The faculty who attended the Institute were anxious to return to their own courses and view them with new eyes. It is fundamental to assess our courses with the perspective of what the learners are expected to learn and to critically examine whether the assignments provide the opportunity for this to occur. One participant suggested that faculty would benefit from sharing rubrics and assessment tools.

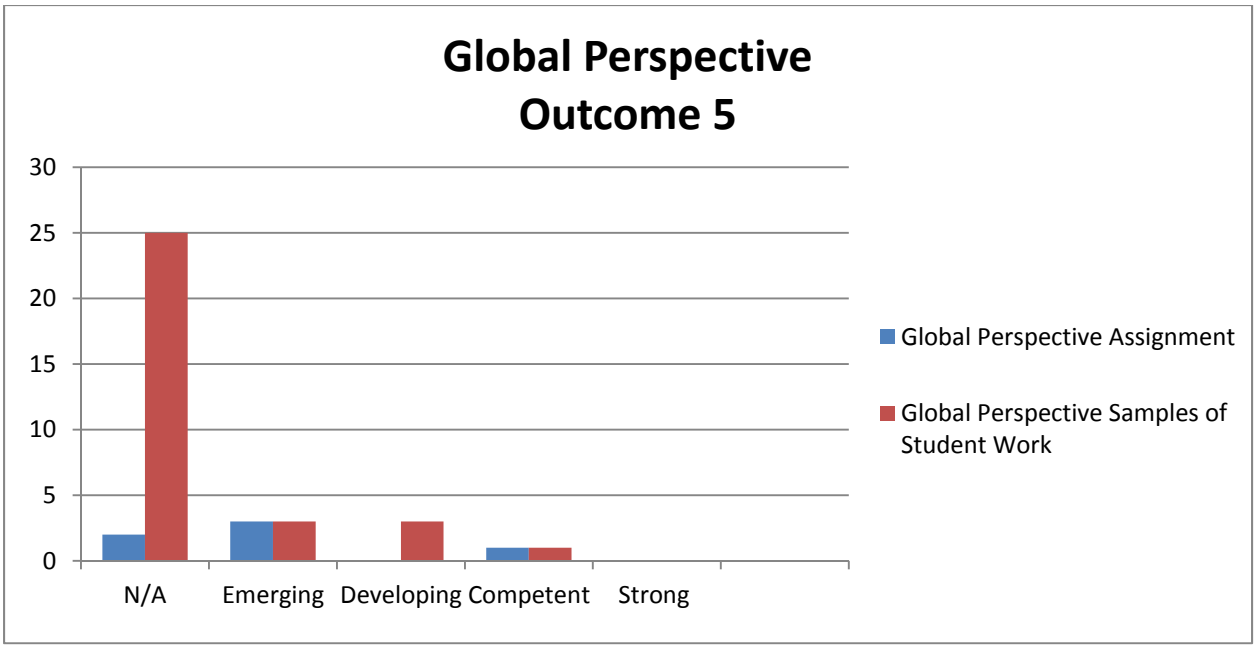



Lifelong Learning Outcome 2
16
14
12
10
8
6
4
2
0
N/A
Emerging
Developing
Competent
Strong
Lifelong Learning Assignment
Lifelong Learning Samples of Student Work
Lifelong Learning Outcome 3
25
20
15
10
5
0
N/A
Emerging
Developing
Competent
Strong
Lifelong Learning Assignment
Lifelong Learning Samples of Student Work


Global Perspective Outcome I
14
12
10
8
6
4
2
0
N/A
Emerging
Developing
Competent
Strong
Global Perspective Assignment
Global Perspective Student Samples


Global Perspective Outcome 2
14
12
10
8
6
4
2
0
N/A
Emerging
Developing
Competent
Strong
Global Perspective Assignments
Global Perspective Samples of Student Work


Global Perspective Outcome 3
12
10
8
6
4
2
0
N/A
Emerging
Developing
Competent
Strong
Global Perspective Assignments
Global Perspective Samples of Student Work
Global Perspective Outcome 4
25
20
15
10
5
0
N/A
Emerging
Developing
Competent
Strong
Global Perspective Assignment
Global Perspective Samples of Student Work




**Institute Evaluation Responses**

An Institute Evaluation form was completed by 29 of the 33 participants. The Evaluation Tool and complete list of comments received is included in Appendix I and II.

**Recommendations:**

Based on several comments from participants, a strong recommendation was made to provide a workshop prior to the next Institute for faculty who have not participated previously or worked with core abilities. The committee has had discussions regarding the value of incorporating this and has brainstormed potential methods for implementation. Prior to future Institutes, there needs to be more emphasis on the preparation of the attendees. Materials concerning all the Core Abilities were sent to registered participants with the intent that they would be read prior to the Institute. Many brought the folders with them but it was obvious that several had no idea what the contents of the folder were.

Another suggestion was to include a copy of the Course Outline and the Course Map with each assignment and student samples. This can be done by the committee and is a suggestion for the Summer Institute 2011 after all the courses have been mapped. The original plan involved having the courses mapped for Lifelong Learning and Global Perspective during spring quarter. This did not occur due to some challenges with finalizing the rubric for the Global Perspective Core Ability. The unfortunate consequence to this was that the faculty had not mapped any courses for Lifelong Learning or Global Perspective prior to the Summer 2010 Institute. The fact that no mapping had been done in relation to

Lifelong Learning or Global Perspective may have had some influence on the lack of familiarity with the Core Abilities at the Institute.

A request will be made to faculty during Opening Days for the 2010-2011 academic year to save and submit samples for the winter Institute. The committee recommends four to five samples of student work accompany each assignment. This will provide the assessment teams with more data to accurately assess the degree of accomplishment of the core ability.

Offering the Institute on consecutive days was received positively and is recommended for future Institutes. There was less need for review on the second day and greater momentum was seen in the progress made by the individual teams to review the samples.

Workshops for faculty to collaborate on developing assignments should be provided. This has been discussed at previous Institutes as well. Many of the faculty who attended the Institutes have requested receiving feedback on their assignments as well as the opportunity to collaborate with other faculty in the integration of the five Core Abilities into course syllabi. Faculty participation in the workshop will provide a tangible benefit by aiding in the development of assignments that benefit the students' accomplishments of the core abilities as well as providing assessment data that will benefit Olympic College. It is the desire of the Core Abilities Co-Chairpersons to target faculty teaching courses in the distribution list during the coming academic year.

There was considerable confusion about the "I statements" on the Core Abilities Assessment Rubric. This was discussed at the Institute and comments were also received on the daily Post-It notes and on the final evaluation tool. One suggestion that has been discussed is deleting the "I statements" and using Bloom's Taxonomy to help describe the differences between the four levels of performance. This revision is in process with the hope that it will guide the Olympic College Divisions in collaborating to determine leveling of specific performance criteria for their courses.

Appendix I

Summer Institute 2010 Evaluation Tool

1. What was the one most useful or meaningful thing you learned from participating in this event?

2. Do you feel this event was a worthwhile endeavor? Please explain.

3. Would you participate in a similar event in the future? Why or Why not?

4. Do you have any suggestions that could help improve this event?

5. What additional training and/or information would help you better understand the Core Abilities and the process set up to assess them?

6. Would you be willing to participate in a workshop during fall quarter to complete course mapping for the core abilities of Lifelong Learning and Global Perspective?

7. Feel free to offer other comments related to this event and/or your experience as a participant.

Appendix II
Institute Evaluation Responses

Each evaluation form is identified with a letter to allow comparison of comments on successive questions. All of the participant written responses have been includes and are quoted as written. If the question was unanswered there is an underline mark (_) following the letter.

1. What was the one most useful or meaningful thing you learned from participating in this event?
    a. Awareness of the core abilities (all 5 of them)
    b. This gathering forces me to examine my own approach to syllabus design & incorporating OC rubrics. This is both a strategic and tactical design that invites integration of rubrics and outcomes.
    c. That a lot of people don't know there are 5 core abilities and/or did not or have not looked at rubrics
    d. What core abilities are, how to use the rubrics
    e. _
    f. To better assess my assignments in matching the core abilities. Understanding how outcomes vis a vis standards works_
    g. I learn plenty about the Lifelong Learning and Global perspective core abilities.
    h. General overview of rubrics and general definition of core abilities.
    i. It has helped me to set direction for my work on the Faculty Curriculum Team.
    j. The viewpoints of different instructors on an assignment. Debating the rubrics and performance indicators and levels.
    k. Faculty dialogue, interpretation, clarity and confusion as we worked thru samples!
    l. An in-depth appreciation for OC's core abilities.
    m. Discussion group was the best part- other disciplines & levels of previous exposure to this concept
    n. The debriefing activity produced some enlightening discussion and clarified many questions that I had.
    o. Establishing more ties to faculty from across the campus
    p. The meaning of core abilities as they are currently defined.
    q. I learned that other faculty are as conservative as I am, and that they agree that some of these rubric "I" statements may be judgmental.
    r. That our pre-college level classes actually do encourage/make possible student work at the competent & strong levels
    s. The team grading of both assignment & samples & the debriefing & discussion of changes to wording & changing of "I statements"
    t. Deeper understanding into the internal rumblings of the system.
    u. More familiarity with these two rubrics & their positives & limitations; meeting "new" faculty
    v. That a tremendous amount of work has been done to ensure students who leave Olympic College with a degree are well equipped with a variety of skills to enable their success & well-being.
    w. That there was such things as core abilities at OC.
    x. We have to make changes in rubric etc. before we go on.
    y. The different aspects of global perspective & lifelong learning rubric changes how they might apply in different context!
    z. How others view the process

aa. How complex an issue it is to 1) be aware of CA 2) determine what they should be 3) how to have them measurable 4) how to balance judgment & ethics vs. tolerance 5)……
bb. Collegial fellowship was the one most meaningful aspect of the interaction I learned in the event. Through discussion of the rubrics and applying them to assignments and samples I gained an appreciation for the work that is done in various courses.
cc. How to map my courses with the new core abilities

2. Do you feel this event was a worthwhile endeavor? Please explain.
    a. Yes, this is my third institute and I learn something new each time. I learned about global perspective core ability this time
    b. Yes, see above
    c. Definitely. Looking at assignments and student work through someone else's eyes was invaluable. Great at building consensus. Thought provoking.
    d. Yes, I now have knowledge this important topic.
    e. Yes, it was nice to work w/ faculty from multiple divisions & get their input/interpretation.
    f. Yes. Discussions and analysis of material were stimulating and productive.
    g. Yes, see above
    h. Yes! The core abilities give more meaning or purpose for the individual college courses beyond a check mark on a student's transcripts.
    i. Yes, it keeps growing involving more people, brings them on board and involved.
    j. Yes, helps in designing assignments to give students opportunities to develop these core abilities.
    k. Of course! To see what we're currently doing and how it can be applied to course (?) outcomes we're developing is critical progress! And we needed to address the last (2) outcomes!
    l. Yes. A good event for becoming more intimately acquainted with overarching college goals for its students.
    m. Yes—saw good & bad examples of assignments.
    n. Definitely- it is a wonderful opportunity to network with colleagues from a variety of disciplines and gain new perspectives as a result.
    o. Definitely- especially to show as many faculty as possible the <u>need</u> for this ongoing activity & the <u>difficulty</u> in gleaning meaningful data
    p. Yes. I didn't know what was meant by Global Perspectives. Now, I do.
    q. Yes-I got a chance to practice application of those two core ability rubrics
    r. Yes! Wonderful to work w/ colleagues from other disciplines
    s. Yes. Much of the benefit I received was discussing how each member of our 4 member team rated assignments & samples from students & why each chose each rating.
    t. Absolutely! I got much more understanding into what I can give my students and how to keep politicos out of the mechanics of the system.
    u. Yes. However I'm starting to feel a little frustrated that rating work based on rubrics that need revision is a bit futile, (except that it tells us we need to rework the rubrics). How can we use future Institutes to move this whole process forward?
    v. Yes, it was very helpful to chat with diverse faculty members about effective measures for student performance.
    w. I learn a lot about this OC wide endeavor. In the future I will try and write assignments to meet the LLL rubrics
    x. Yes, pointed out problems
    y. Absolutely! Always learn a lot from collaborating with other faculty I have a great time doing so!
    z. Yes- getting to know others and more validation of the process
    aa. Yes. Increased my awareness of CA greatly
    bb. This institute has provided me with a better understanding of the attempt to provide consistency to the "course of study" at O.C. Bravo!
    cc. Yes, understanding of the abilities/meeting other faculty from all divisions

3. Would you participate in a similar event in the future? Why or Why not?
    a. Yes
    b. Yes!!
    c. Yes. This is my 4th and I always learn something new.
    d. Yes, I would like to learn about the other core abilities.
    e. Yes, I'm interested in helping to improve the rubrics.
    f. Nope. No time
    g. –
    h. Yes! I feel I am only beginning to understand the rubrics. I would love to create mappings for my department.
    i. Absolutely
    j. __
    k. Yes! I'm far from expert, where I need to be, especially if I'm to be able to work w/ it and explain it to my students!
    l. Yes. I personally enjoy taking part in a process that can improve my capabilities as a teacher.
    m. Yes—loved the variety of opinions & viewpoints
    n. Yes-each institute that I attend I gain a better understanding of what core abilities are and how to apply them to my discipline.
    o. Yes. I always welcome the opportunity to hobnob with fellow faculty
    p. Yes. It is necessary to see the direction of OC's future to inform students below the college level of expectations.
    q. Yes- I always learn more each time I have attended an institute.
    r. Yes -enjoy being a part of the decision-making process
    s. Yes to learn to write or update the current data descriptions.
    t. Yes, I would like to see this really work for our students and not become a subtle tool in subversive hands.
    u. Yes. I'm in too deep now to back out!
    v. Yes, I would, because it provides a helpful framework to evaluate my own assignments.
    w. Yes, the more I learn about this the better I will be at implementing this process
    x. Yes
    y. Yes!
    z. Yes- more ideas of how CA can be used
    aa. Yes
    bb. Yes. I would participate. It is helpful as a teacher to know what is being discussed in curriculum.
    cc. Yes, understanding of the abilities/meeting other faculty from all divisions

4. Do you have any suggestions that could help improve this event?
    a. A couple more short breaks in the schedule
    b. Staying on topic during open Q/A
    c. Have a "pre" institute for "newbies" so that they understand some basics. Either have them come in "earlier" or do it the day before or week before
    d. No candy on the tables. If people want candy they can walk out and get it. It doesn't need to be on the table.
    e. Have separate events for assessing work & discussing the goals listed in the rubric
    f. Most everything that needed modification or clarification was covered in the general discussion.
    g. Results from past institutes.
    h. I believe the rubric overview needed a "norms" set up, so input stayed on topic.
    i. The four of us will meet to discuss this.
    j. Better written rubrics and performance levels.
    k. Let us collaborate on developing assignments that meet core abilities!
    l. Invite participants (via email) to review particularly relevant documents so they arrive with a better informed starting point.
    m. __
    n. We need more samples from each assignment. Some of the assignments only included one student sample.
    o. Perhaps a small-scale "dress rehearsal" using the rubrics to anticipate and forestall the more obvious pitfalls in applying the rubrics to assignments & student samples
    p. Yes. Please show examples of math, and how it fits into the core abilities, especially Global Perspectives.
    q. Nothing beyond the many suggestions made in the open discussion.
    r. A brief overview of the other core abilities at the beginning
    s. __
    t. A central reference for information giving expectation of those hiring our students and what we need to make sure they understand for them to be hired.
    u. I really like the Fri/Sat format!
    v. Copies of all rubrics should be distributed to clarify limitation for each core ability.
    w. Maybe have a group of examples for different areas of learning.
    x. No
    y. n/a
    z. have more stuff available online
    aa. n/a
    bb. don't have any at this point; this was well organized
    cc. cold water

5. What additional training and/or information would help you better understand the Core Abilities and the process set up to assess them?
    a. An overview of all the core abilities would be wonderful
    b. More of the same
    c. Assessment will be a challenge
    d. An example (in depth) of the process of mapping core abilities.
    e. Not quite certain about the mapping process.
    f. This it!
    g. _
    h. I would like to see the outcomes of the data of this particular institute.
    i. __
    j. Create an addition 1 day session for the newbies before they enter the main group
    k. Additional faculty sessions, and include STUDENT collaboration
    l. See above
    m. New people- see other rubrics...
    n. __
    o. More streamlined, concise rubrics. The existing rubrics are <u>much</u> too wordy, trying to cover too much
    p. Perhaps a lesson demonstration which breaks down how certain core abilities are being met, taught and responded to by (students or the audience).
    q. __
    r. See above #4
    s. How to address core abilities in class with students.
    t. A booklet with the info & resources for reference
    u. Faculty new to the institutes could have benefitted from a quick review of <u>all</u> rubrics.
    v. Rubrics for all, and a clear/cogent explanation of the sample statements (or eliminate them altogether).
    w. __
    x. __
    y. n/a
    z. example of concept to product
    aa. support for creating actual assignments to assure they meet targeted CA
    bb. I think it is up to me to access SharePoint myself and read what has been accomplished in mapping courses.
    cc. Maybe have the outcome/course outline (IPC) form to look at at the same time.

6. Would you be willing to participate in a workshop during fall quarter to complete course mapping for the core abilities of Lifelong Learning and Global Perspective?
    a. Yes
    b. Yes if my schedule will allow it
    c. Yes
    d. Yes
    e. Yes!
    f. Maybe
    g. Perhaps. It depends on how busy the fall quarter becomes.
    h. Sure!
    i. __
    j. __
    k. Yes! ☺ (Great if stipend…)
    l. Not this fall, thanks. I am signing up to help revise the communications rubric.
    m. Yes
    n. I would appreciate the opportunity to do so
    o. Yes
    p. Yes
    q. Yes
    r. Yes
    s. Yes
    t. Yes
    u. It depends on what needs doing; I personally do not map courses but could help w/ rating or explanation of process or "rules."
    v. Yes.
    w. __
    x. __
    y. Yes
    z. Yes
    aa. Yes
    bb. This fall would not be a good time; my schedule doesn't allow it.
    cc. Yes

7. Feel free to offer other comments related to this event and/or your experience as a participant.
    a. Great again! Thx for the wonderful work!
    b. –
    c. Great to meet new people and loved seeing "young" people
    d. _
    e. I would send a packet containing all 5 rubrics & background info to all participants, especially newbies (to avoid all of the issues concerned w? "it's covered by a different core ability."
    f. Great leaders!! Efficient and smooth process
    g. __
    h. Good Job! I learned many ways to incorporate core abilities in my classroom.
    i. __
    j. Need to stress the word "opportunity" when creating our assignments.
    k. Never gonna get total agreement, and will always have controversy and conflict.
    l. __
    m. Great interaction with other faculty –open discussion!
    n. For those individuals who have never attended an institute they should be asked to attend a pre-workshop activity to introduce the process so that less time is spent in trying to assist them in scoring the samples. We had a large disparity in our ratings. I think it was because one or two individuals really did not grasp what was going on.
    o. __
    p. Thank you very much ☺
    q. I liked having this taught by a new team. Karen H. was outstanding, and gave me the understanding of the process. However, this institute was less formal and a bit more relaxing.
    r. To revise the rubric as discussed today—leave the top & left-hand columns, but reduce the inner grid descriptors to verbs based on Bloom's Taxonomy, which seems a less value-laden & ideological basis for judging student progress
    s. Great job! Thanks.
    t. Thank you!
    u. __
    v. In my opinion the sample statements are more divisive than helpful, and ought to be removed, or assigned clearly to specific disciplines (which then are explicitly stated to contain vocabulary & concepts relative to that discipline's understanding/definitions only, and not any broader social connotations).
    w. __
    x. __
    y. Thank you Mirelle & Minerva. Great job!
    z. Excellent use of time!
    aa. I thought the global perspectives discussion is worth further examination
    bb. ___
    cc. It seems that the members who had not participated in any of the previous processes of the core abilities need to see the others to help understand what we were doing.

# Appendix III

## Post its Day 1

**General Comments**

1. Instructors who shared samples would like feed-back from the institute
2. What to do when a student appears to skip a level or two? (either emerging or strong)
3. Can the levels be given numerical value and teams arrive at a number instead of a level (i.e. "2.5" instead of "Developing" or "Competent"?)
4. Is typing considered use of technology? We don't know that they typed their own work
5. Suggestion: take out the "I's
6. Suggestion: when collecting data "clickers" collect data in seconds.
7. Can we look outside of the courses/classroom at tasks to accomplish the outcomes? EG providing free newspapers on campus, organizing diversity talks/activities etc
8. So far we have only talked about meeting outcomes in the classroom. I feel that many of these outcomes could/should be met outside the classroom such as Registration or Advising. I was wondering if parts of the college outside of the classroom will be included

**GP**

9. GP Outcome 4: is it about the environment and interconnectedness of people and the planet, or is it about human connections in general. Kind of scattered thoughts.
10. Outcome 3 should be clarified to be macro level opposed to micro
11. GP: Outcome 4 interpreted as more of the natural world perspective opposed to people/culture (geography)
12. GP: Outcome 3 "Strong" How can we use these items as criteria for students if we as faculty and staff – as OC – don't so them
13. Whole Global Perspectives grid sets too high standards – whole thing should be shifted at least one if not two categories to the right. The strong category is expressed in extremely liberal terms and beliefs – are all our 2-year grads required to demonstrate their liberal bona fides to graduate?
14. Who is in charge of definitions? "social justice," "Adverse environmental impacts," "culturally appropriate." Carl (sic) Marx?
15. GP: Measurability of Outcome #2: Emerging statement #2&3: will students openly share this info?
16. GP: Outcome #2: self-assessment may be challenging. This would be where instructor's eval/assessment might be a more accurate measure
17. Suggestion: rewrite Outcome#1 GP: Competent bullet #2 should include negative AND positive impact.
18. GP: Outcome #3: If people are uncomfortable promoting "social justice" (which is another issue entirely…) what if we focus on "civic participation or responsibility"(voting) or active in promoting social "change" since "justice" seems to be elicited some negative responses

**LL**

19. LL: "I" statements don't necessarily apply to the assignment/work we are looking at even though the outcome & performance indicator seem to
20. LL Outcome 3 (technology): I could see how it was applicable (despite we all said N/A) as use of software tools (spelling/grammar check)

21. Need N/A: LL outcome – "effect positive life changes" makes the outcome very difficult to measure – "too GRAND"
22. The "I" statements don't match the outcome and performance indicators very well for LL competencies Outcome #1

## Post its day 2

**General Comments**

1. If the outcome has an "and" do both parts have to be true for the outcome to be true? Breakouts?
2. Why are the fine arts, media, music left out specifically and where do they come in to be considered? It is not covered.
3. Follow-up suggestion: we need a follow-up session to this workshop where faculty can collaborate by bringing in their projects and adjusting them so that they work for the rubrics
4. For the future: ask sample donors if they want feedback. If they do then assign them a code letter and then you can feedback to them after the workshop
5. We need a core ability called "responsibility"
6. Students need to demonstrate that they can apply knowledge taught. What to apply must be broad and assessment of applications should be flexible.
7. For both outcomes the skill levels and competencies are quite high at the competent level for Associates level degrees – there is simply not enough experience or training of students to justify this IMHO
8. Core abilities in general: why isn't there a core ability that graduates should be self-reliant, responsible for making choices that lead to being a productive member of society and leading a healthy and financially independent life.
9. You need a unique identifier for all samples
10. For each sample add course map with prompts – what level of competence is required in this class? EG Eng 98 – what level of expertise with computers is necessary
11. Will rating assignments be aligned with course level? (a 101 course assignment rated at emerging level for an outcome is appropriate especially at the beginning of the quarter but an assignment given in a 200-level course at the end of the quarter should not be a rated at emerging level
12. For those who indicated that they would like to work on both outcomes it would have been nice to be able to rate not just one outcome
13. "Is there a place on the campus where these ethics and expectations are located so we know?" Yes, Sharepoint site!
14. How is technology being defined? Only as electric/electronic/gadgets?
15. Redefine technology to include the advances in medicine – for example in vitro-fertilization
16. For all rubrics change "I" statements to "students are asked to…" since these rubrics are apparently only used to evaluate samples of student work by faculty

**LL**

17. LL: Both "I" statements for Outcome 3 strong say "I use." What if someone is analyzing technology that's available but not actively using it?
18. LL Outcome1: performance indicator: consider using the word "initiative" as the operative concept rather than self-advocacy or self-monitoring

19. LL: Outcome 1 Competent: "plan responsibilities effectively" needs to be evaluated over longer projects with interim drafts. Not sure how this could be done
20. LL: I statements for the outcomes don't match the outcome very well. You need to add something about "the ownership of their own learning and behavior."
21. LL: the "developing" criteria need a lot of work
22. LL: criteria don't match up well across the grid unlike the GP which tracks all the way across
23. LL rubric may start at too simplistic of a level. Start at Developing? Add a stronger level? (English 98 students scoring competent and strong)
24. LL: Student self-reliance, accountability, and responsibility needs to be addressed
25. The LL outcomes are written so as to include personal lives, the criteria in the grid are almost all academic goal-oriented, should add time management, personal choices etc.

**GP**

26. Do guidelines exist in written form that ascribe what people should know in a cultural sense by a certain age to act as a measure when employing this tool?
27. If something is a subculture, how can it be considered global?
28. In making judgmental notations, what is the criteria of the person who is doing the evaluation? Will the background of the evaluator unfairly clash with the work?
29. Would like to see another outcome that includes understanding of how technology affects the world. The world is more interconnected than ever before: internet, computers, transportation, agriculture, health and vaccines, global finance
30. Environmental aspects of global perspective need to be reworked: 1) more integrated into cultural and vice versa; 2) Need to be broader; 3) Need to focus on how country or culture relates to its bioregion
31. GP: We need to further question if this rubric should be split between cultural and physical (environmental perspectives)
32. All outcomes need clarification as to what level is being evaluated: 1) Is it microscale/personal? – outcomes 1&2 2) Is it macroscale/global? - outcomes 3-5.
33. Several " I" statements in the "strong" category are not only value judgments but may require individuals to act in a manner that may be contrary to their personality type (particularly introverts). Additionally, activities may not be verifiable.
34. Get rid of all the I statements and get each division to come up with statements that work for that division/discipline.
35. For outcomes 1&2 the "emerging" examples appear to be too advanced for the emerging level
36. GP Outcome 2: Performance Indicators: "acknowledge" is by definition a low-level type of activity so add "understand and can describe and analyze…"
37. Outcome 2 emerging: "awareness that sometimes I avoid contact with people who are different…" Sometimes this behavior is biologically motivated (i.e. self-preservation) not necessarily cultural. Rubrics contain many value judgments and thus may appear dated over time. Statement should be mindful of objectivity and skills as opposed to value judgments about behavior (remember: many gray areas in life)
38. Outcome2: Emerging: there is a difference between "understand" statement and "ability to work."
39. For outcome 3 the "strong" examples will be very difficult to achieve in a 2 year institution. Maybe eliminate "strong" and rescale emerging>competent to fit the 4 levels

40. GP Outcome 3: the use of the phrase “and understand world events…” is troublesome – how many of us truly understand all world events? Perhaps rephrase to “…and are able to evaluate world events from various perspectives, such as religious, historical, etc…”
41. GP: I statements for outcomes 4&5 do not correlate well to the way the outcomes are worded
42. GP outcome4: Outcome needs clarification – is this getting at an understanding of physical phenomena? Also, not fully explained
43. Outcome 5 performance indicator: Earth is NOT a closed system. The sun bathes the earth in sunlight. The sun bombards the earth with charged particles. Meteorites bombard the earth every day. Hydrogen and Helium gas escape the earth’s atmosphere. This performance indicator was crafted primarily for geography and geology. Other sciences should also be represented or the performance indicator modified to better encompass other fields
44. Outcome 5: The ability to assess information sources critically and evaluate the weight that a person should assign to that information (i.e. not just limited to information gleaned from the scientific method)

# The Role of Faculty Institutes in Improving Student Learning: A Core Abilities Assessment Report

## Winter 2010 Institute


## Submitted by Mirelle Cohen and Minerva Holk


**Table of Contents**

**Introduction**

The Winter Institute held December 14 and December 15, 2011 continued the work of testing and refining the Core Abilities: Lifelong Learning and Global Perspective. There were thirty participants. Twenty-two (73%) of the participants were full-time faculty and eight (27%) were adjunct faculty. Eight participants (27%) had not attended a previous Institute. An overview of the process and the results attained will be presented, followed by recommendations for future Institutes.

**Planning for the Institute**

Course Mapping was completed for both Core Abilities - Lifelong Learning and Global Perspective - in November, 2010. Although the rubrics had been approved by the Instructional Policies Committee (IPC) earlier in the quarter (subject to some further revision), and after mapping was completed, some concerns about the Global Perspectives rubric were raised by faculty. As a result, several meetings were held during Fall, 2010 to refine the rubric so that it was acceptable to a greater number of faculty and ready for final review by the IPC in Winter 2011. It was decided to use the newest version of this rubric at the Institute in an effort to "try it out" and to solicit feedback from participants, particularly those who had worked with the earlier iteration (many of whom had expressed serious misgivings about the earlier version) at the Summer, 2010 Institute.

Based on several comments from participants at the Summer 2010 Institute, a pre-Institute workshop was scheduled for one hour at the start of the first day. Attendance at this workshop was mandatory for all participants who had not attended an Institute previously. All other participants who wished to refresh their memories of the goals and procedures of the Institute were invited to attend. In fact, several returning faculty did attend. At this workshop we reviewed the history of Core Abilities at Olympic College, reviewed the five Core Abilities, and explained what the participants would be doing during the two-day workshop.

Another change to the planning process was in the method of soliciting samples from faculty and in the content of the form used to solicit the samples. Addressing first the method of soliciting samples: It was decided to approach faculty directly across all four divisions who were teaching classes that appeared (based on course description) to address the two Core Abilities that we would be focusing on at the Institute: Global Perspectives and Lifelong learning. Emails were sent to fifteen faculty members and follow-up telephone calls placed to those who did not respond and to those who expressed an interest in contributing samples. This effort resulted in an appreciable increase in the number of samples for the Global Perspectives outcome (primarily because more courses addressing this Core Ability were being offered). However, the overall number of samples was still smaller than we would have liked and the range of samples according to academic disciple was still narrow, with many of the same faculty and disciplines contributing as had contributed samples for the Summer, 2010 Institute. There were four sets of student work samples submitted for Lifelong Learning from three different faculty members. There were thirteen sets of student work samples submitted for Global Perspective from seven

different faculty members. There was one set of multimedia samples submitted. The multimedia samples were submitted by the instructor with the intent of being used for both the Global and Lifelong Learning Core Abilities. Unfortunately the multimedia samples were submitted without an assignment prompt or cover sheet which prevented appropriate assessment of the samples. Nevertheless, despite the limitation that the lack of cover sheet or assignment prompt posed, we decided to proceed with rating the multimedia samples primarily as an exercise in exploring how such samples might be integrated into the rating process in the future. It is important to note, that in the previous Institute similar samples were submitted and were not used because of insufficient time. In consideration of the time and effort put forth by the faculty member submitting the samples, it was decided to use the samples and use any lessons learned to improve the integration of "non-traditional" samples (i.e. samples that are not written) at future Institutes. In this regard, the decision was prudent. (See Recommendation 1 on p.8 for a discussion of collecting non-traditional samples in the future.)

There were three key alterations made to the form used to solicit samples (See Appendix I). The first change was to specify the number of samples needed. Between five and seven samples were requested for each assignment submitted. In the previous Institute, in Summer, 2010, no guidance on the number of samples to be submitted was included and it was common to receive submissions of an assignment with a single sample. Second, a new section was added to the submission form entitled: What Not to Submit. Again, at the previous Institute we received samples that we could not use. These included: multiple choice assignments, assignments written in a foreign language, and graph assignments from a science class. Finally, based on a request made at the Summer Institute, we included a new option which gave faculty submitting samples the option of receiving feedback based on the data generated about their assignments and the rating of the student samples. Two of the faculty who submitted samples requested feedback and eight did not. Although these more carefully delineated guidelines for sample submission may have contributed to a decline in the total number of assignments submitted for the Lifelong Learning Outcome, the total number of submissions we could use increased and it is our belief that the data gleaned from an increase in the quality of samples submitted will be more useful.

As the data analysis was near completion in the Fall, 2010 we were informed that Martin Haines in the math department at Olympic College had been doing data analysis on the data collected at several previous Institutes and would be willing to assist in any future data analysis projects stemming from the Institutes. We contacted Martin and he immediately offered to help us with the data analysis at the Winter, 2010 Institute. Martin's assistance has been invaluable. We worked closely with him to inform him of what we were hoping to elicit from the ratings sheets collected at the Institute. The data is discussed on page six.

**The Institute**

Upon arrival at the Institute participants were given packets of information relating to the Core Abilities.[1] The documents included an agenda, the College's Mission Statement and Guidelines for Assessing Core Abilities, Outcomes and Rubrics for each of the Core Abilities (Communication, Thinking, Information Literacy and Technology, Lifelong Learning and Global Perspective), a version of Bloom's Taxonomy that has been consistently used by faculty working on the rubrics, a Glossary of Terms for Core Abilities Rubrics, and a copy of the Summer, 2010 Institute Report. Each participant was also given a name tag which included their name, division, assigned table number and Outcome they had been assigned to work on.

There was representation at the Institute from each division at Olympic College (See Table 2 below). Participants were assigned to specific tables to provide a mix of those experienced with the process and those who were attending their first Core Ability Institute. We also took into consideration each participant's discipline and divisions and whether they were full-time or part-time to ensure that we achieved a diverse range of experience at each table. The participants had been given the opportunity to request a specific Core Ability to work on at the Institute and we were able to accommodate everybody's preferences.[2] Working in groups of four, with one group of three, assignments and student samples were rated using the rubrics developed by the Core Abilities' Taskforce. The participants engaged in the rating process with enthusiasm and diligence.

The initial step in the process was a group norming session in which each participant read an assignment and a sample of student work that was submitted for that assignment. The participants rated both the assignment and the student sample according to the four levels of performance utilized in each Core Ability: Emerging, Developing, Competent and Strong. The assignment and sample used for the norming exercise were submitted for the Global Perspectives Core Ability. Individual evaluation was followed by a collaborative discussion during which group members at each table collated their results and created a table rating for the assignment and the sample. The table results were then reported to the group at large. There was active participation in the discussion that followed resulting in clarification of the purpose of the Institute which is to assess student learning using the Core Abilities. The Mission Statement for Assessing Core Abilities states: Olympic College seeks to improve teaching and learning by focusing inquiry to ensure that students are getting ample opportunities to develop Core Abilities; and students are performing sufficiently on Core Abilities.

[1] This was a change in procedure from previous institutes where participants were sent the packet in advance. This change was implemented because we found that most participants had not read the materials in advance at the Summer, 2010 Institute, and more importantly, because a number of participants did not remember to bring the packets with them to the institute and several of the documents contained therein were vital to the work being done during the institute.

[2] On the RSVP form for the Institute, faculty were asked to indicate, which of the two Outcomes: Global Perspective or Lifelong Learning they would prefer to work on. Eleven chose Global Perspective, 13 chose Lifelong learning, 3 participants said they would like to work on both outcomes and 3 participants said they would like to work on either of the outcomes.

The tables below give the specific information according to teams arranged for the review and discussion of assignments and samples each day.

| **Table 1: Institution Level Assessment of Core Abilities Winter Institute 2010 Faculty Participant List by Core Ability Rating Group** | |
|---|---|
| Lifelong Learning | Global Perspective |
| Kathleen Bright<br>Jason Heinze<br>Howard Bilderback<br>Myong Stinson | Joy Barber<br>Dianne Moore<br>John Babbo<br>Christopher Frederick |
| | |
| Thea Swanson<br>Suzanne Griffith<br>Amy Herman<br>Jolene Culbertson | Joanne Salas<br>Shawn Triplett<br>Joe Silverthorn<br>Christine O'Brien-Touchie |
| | |
| Linda Greene<br>Suzy Cook<br>Martin Haines<br>Charlie Mackall | Barbara Parker<br>Hella-Ilona Johnson<br>Elizabeth Briggs |
| | |
| Terri Major<br>Nancy Bermea<br>Mark Westland<br>Joyce Poole | Cami Geyer<br>Jeff Yergler<br>Kevin Blackwell<br>Kandace Mackaben |

| Table 2: Institutional Level Assessment of Core Abilities Summer Institute 2010<br>Faculty Participant List by Division | | | | |
|---|---|---|---|---|
| Business and Technology | Mathematics, Engineering, Sciences and Health | Social Sciences and Humanities | Library | Adult Basic Education/Workforce Development |
| Kendace MacKaben | Martin Haines | Thea Swanson | Dianne Moore | O'Brien-Touchie, Christine |
| Joanne Salas | Shawn Triplett | John Babbo | Amy Herman | |
| Jeff Yergler | Christopher Frederick | Joy Barber | | |
| Barbara Parker | Cami Geyer | Suzanne Griffith | | |
| Nancy Bermea | Linda Greene | Joe Silverthorn | | |
| Kathleen Bright | Suzy Cook | Terri Major | | |
| Kevin Blackwell | Jolene Culbertson | Charlie Mackall | | |
| Mark Westland | Myong Stinson | | | |
| Howard Bilderback | Jason Heinze | | | |
| Hella-Ilona Johnson | Elizabeth Briggs | | | |
| Joyce Poole | | | | |

**Executive Summary**

The Core Abilities Winter Institute 2011 focused on two Core Abilities as identified in the Olympic College master plan for core ability development and assessment.

- Lifelong Learning
    - Outcome 1: Graduates demonstrate self-monitoring and self-advocacy skills to effect positive life changes.
    - Outcome 2: Graduates demonstrate the ability to recognize, understand, and accept ownership for their own learning and behavior in varied and changing environments.
    - Outcome 3: Graduates demonstrate the ability to adapt to technological innovations and to understand their implications.
- Global Perspective
    - Outcome 1: Graduates demonstrate an understanding of their own culture and the framework upon which their society has been built.
    - Graduates demonstrate an understanding of how cultural differences (e.g. beliefs, traditions, communications, norms) shape human interaction and perceptions of others.
    - Outcome 3: Graduates demonstrate that they are aware of, and understand world events (e.g. religious, historical, environmental, political economic) and the role of human decisions and physical conditions shaping these events and their outcomes.
    - Outcome 4: Graduates demonstrate an understanding of their own region/bioregion and recognize that other parts of the world are different in both physical and human attributes.

- Outcome 5: Graduates demonstrate an understanding of universal processes involving both distribution and circulation of resources and their byproducts; e.g., wealth, food, water, oil, gases, energy and pollutants.

**The Data**

Each participant was given a stack of ratings sheets (See Appendix II). They were asked to rate the assignment prompt and the set of samples that accompanied the assignment prompt as Emerging, Developing, Competent or Strong. This determination was reached by referring to the standards in the rubric that applied to the designated Core Ability. The data in Appendix III on pages 19-19 below indicate:

1. *Opportunity for Student Growth*

   The gap between the assignment ratings and the sample ratings in Tables 1 and 2 indicate faculty agreement that all assignments, except for the assignment submitted for Global Perspective 5, provide sufficient challenge so that students can learn, grow, and improve their comprehension of the material being addressed in the academic unit being taught. However, it is interesting to note that of the 22 assignments rated for the Global Perspective, only seven were rated at the competent level and none of the student samples were rated at the competent level (see Tables 3-7 on pages 21-25). Similarly, of the nine assignments rated for Lifelong Learning, only one was rated at the competent level and none of the student samples were rated at the competent level (see Tables 8 - 10 on pages 26-28).

2. *Opportunity to Discuss "Rigor" and What Constitutes a Competent Level assignment*

   In Tables 3-6 and 8-9 we see that there is general concordance between the rating of the assignment by the faculty member who submitted it, and the ratings given that assignment by the faculty at the Institute. It is worth noting, however, that samples 'K' in Tables 4 and 5 and 'A' in Table 9 were rated as less challenging by the faculty at the Institute than by the faculty who submitted them, and sample 'H' in Table 3 was rated more challenging by the faculty members at the Institute than by the faculty member who submitted it.

3. *Consistency*

   Table 11 indicates that there was consistency between; a) faculty at different tables who rated the same sample and b) faculty ratings of their own assignments and the ratings given to those assignments by their peers at the Institute.

The faculty members who attended the Institute were energized by the process and expressed renewed enthusiasm for integrating Core Abilities into their classrooms and reviewing their assignments to improve their clarity and usefulness vis-à-vis the integration of Core Abilities. It was evident that the November mapping workshop had provided valuable recent exposure to the Core Abilities. This increased familiarity with the rubrics, and the Core Abilities in general, as compared to the participants' knowledge of Core Abilities at the Summer Institute. This familiarity enabled the participants to start the process of rating the samples more expediently. At the Summer Institute there was considerable confusion about the "I statements" on the Core Abilities Assessment Rubrics. As a result, a suggestion was made and subsequently accepted, to remove the "I statements" and instead utilize the verbs from Bloom's Taxonomy to describe the differences between the four levels of performance. There was consensus at this Institute that the new version of the rubrics, particularly the Global Perspectives Rubric, was considerably easier to work with and more accurately describes the key ideas that faculty seek to impart to their students.

It is evident that many members of the faculty are willing to take the next step towards more explicit integration of Core Abilities into their curriculum and they have requested opportunities where this could be accomplished in a group setting such as this Institute. Several participants mentioned that all members of the faculty, including those not present, would benefit greatly from regular forums where rubrics and assessment tools are discussed, shared, analyzed, and critiqued.

**Feedback from Participants**

An Institute Evaluation Form was distributed at the end of the second day. It was completed by twenty-nine of the thirty-one participants. This evaluation tool and a complete list of the comments received are included in Appendix IV and V. As well, Post-it Notes were placed on every table and participants were encouraged to write suggestions and comments throughout the Institute. The Post-it Notes were collected several times during each day and typed up at the end of the day by the two Coordinators. For a full list of the Post-it Notes comments see Appendix VI.

The recommendations below are based on information gleaned from the Institute Evaluation form, the Post-it Notes, observations made during the Institute by the two Coordinators, and data derived from the rating sheets.[3]

[3] As mentioned on p.2 the data analysis was entirely the work of Professor Martin Haines, a member of the math faculty at Olympic College. Professor Karen Hulsebosch served as a consultant to Professor Haines as he deliberated about how best to present the data.

**Recommendations**

1. *Make explicit the link between this work and Olympic College's accreditation by the Northwest Commission on College and Universities (NWCCU) and what accreditation really means to Olympic College*.

   It remains evident that some faculty members do not see or understand the link between the work being done on Outcomes and the stipulations placed on the college by our regional accrediting commission. It needs to be reiterated that this work is ongoing and required, not short-term or optional.

2. *Streamline sample collection – add stipend?*

   Submitting the samples takes a significant amount of time and effort on the part of the faculty member. They must get student permission to use the work, make copies of the samples before they grade them because graded samples cannot be used, select random samples, complete the cover sheet, make a copy of the assignment prompt and then deliver the documents to the person in charge of collecting them. Sample collection cannot occur at the beginning of the quarter because faculty do not yet have any samples collected, and by mid-quarter they are already sufficiently busy to collect samples If rating samples is going to remain a cornerstone of Outcomes Assessment at Olympic College, and a broad range of samples is desired, other tactics need to be employed to solicit samples. Perhaps a small stipend or some other incentive, such as a voucher for a free lunch at the OC cafeteria might be considered.

3. *Are stipends key to the continuation of this work?*

   Faculty consistently report on the feedback survey that they would not continue participating in the Institutes if a stipend were not offered. Thus, it is important that funding continues to be available if faculty participation is to continue and if progress on Core Abilities work is to continue in the future.

4. *Strategize how to ensure congruency between the course outlines and course mapping information*

   One of the next steps for the Faculty Curriculum Team is to consider how faculty will most effectively access and use the information contained in the Mapping Database when reviewing existing curriculum and when developing new curriculum.

5. *Reiterate to faculty that having their courses meet more or most of the Core Abilities is not necessarily "better" in the eyes of the Administration or the Faculty Curriculum Team.*

   From the comments made at the Institute it is clear that some faculty members are still unclear about the purpose of the mapping database and the implications of the entries made in the database. As a result, there is still a widespread perception that the more Outcomes selected, the more favorably the courses

will appear. We need to explain, again, the importance to mapping courses and that the mapping needs to be accurate.

6. *Expand the focus of future Institutes*

   There were numerous comments about the need to change the focus of the Institute. Some faculty members reported feeling "burned out" on rating samples or less than enthusiastic about being asked to do so at a future Institute. There were five suggested alternatives: 1. Take an anonymous assignment and determine applicable Core Abilities. 2. Take an assignment and rewrite it so that it could be used as an example of the four levels of performance for a given Core Ability. 3. Bring an assignment and rework it to meet a Core Ability. 4. A division would identify areas where there are gaps in the course maps and develop new assignments or classes to close the gaps. 5. Help a colleague rework an assignment after it has been rated.

7. *More thorough debriefing on the last day and increased opportunities for giving feedback/sharing what has been learned during the Institute*

   Though the focus has typically been on rating as many samples as possible, some faculty members expressed the desire to more fully discuss what they were learning or discovering during the process of rating the samples. As well, it was requested that more time be devoted to evaluating the Institute (what went well, what could be improved etc.) during the closing session on the second day.

8. *Feedback to those who samples needs further consideration*

   Although those who submitted samples for the Winter, 2010 Institute were given the option, for the first time, of receiving feedback, further consideration needs to be given to the sort of feedback that is possible and the sort of feedback that would be most useful for faculty. At this point, the data collected allows us to illustrate how well an assignment provides the opportunity for a student to demonstrate mastery of a Core Ability. As well, it is possible to compare how an assignment was rated at the Institute with how the faculty submitting the sample rated the assignment. It would be worthwhile asking faculty who submit samples, and request feedback, what they hope to learn from the rating process and what kind of data would be most helpful to them as they work on refining their materials.

9. *Incorporating Core Abilities work into Angel*

   With an increasing number of faculty members using Angel, it is important that we work closely with Kathy Bright, Faculty Support for eLearning, to widely disseminate her work on integrating the Core Abilities into the Angel platform.

10. *Utilizing data collected at the Institutes*

    The Faculty Curriculum Team should clarify for the faculty at large why and how data is collected at the Institutes, how the data collected relates to the Core Abilities and the rubrics, and how such data could be used to inform any decisions pertaining to significant changes to the curriculum.

**Appendix I**

COVER SHEET
FALL 2010 SAMPLES FOR ASSESSING CORE ABILITIES

**CONTACT PERSON (FACULTY NAME, PLEASE PRINT):** _____
(this name will be removed before samples are evaluated)

**Course Number:** _____ **Number of Samples[4]:** _____
(example: SOC 190, MATH& 264) (Please submit 5-7 samples)

**If you would like feedback about what we learned after using your samples at the Institute please indicate below:**

☐ Yes, I would like feedback ☐ No, I do not need any feedback

**Please indicate which Core Ability the work is demonstrating (check all that apply):**

☐ **Lifelong Learning Outcome 1: Graduates demonstrate self-monitoring and self-advocacy skills to effect positive life changes.**

What general level do you feel this assignment addresses (check only one box for each outcome)[5]:

☐ Emerging ☐ Developing

☐ Competent ☐ Strong

☐ **Lifelong Learning Outcomes 2: Graduates demonstrate the ability to recognize, understand, and accept ownership for their own learning and behavior in varied and changing environments.**

What general level do you feel this assignment addresses (check only one box for each outcome):

☐ Emerging ☐ Developing

☐ Competent ☐ Strong

☐ **Lifelong Learning Outcomes 3: Graduates demonstrate the ability to adapt to technological innovations and to understand their implications.**

What general level do you feel this assignment addresses (check only one box for each outcome):

☐ Emerging ☐ Developing

☐ Competent ☐ Strong

[4] Please see the section "What NOT to Submit" on p.4 for some guidelines on the kinds of samples we can and cannot use.
[5] Please see any of the rubrics for a definitions of the standards expected at each of these four levels.

☐ **Global Perspective Outcome 1: Graduates demonstrate an understanding of their own culture and the framework upon which their society has been built.**

What general level do you feel this assignment addresses (check only one box for each outcome):

☐ Emerging ☐ Developing

☐ Competent ☐ Strong

☐ **Global Perspective Outcome2: Graduates demonstrate an understanding of how cultural differences (e.g. beliefs, traditions, communication, norms) shape human interactions and perceptions of others.**

What general level do you feel this assignment addresses (check only one box for each outcome):

☐ Emerging ☐ Developing

☐ Competent ☐ Strong

☐ **Global Perspective Outcome 3: Graduates demonstrate that they are aware of, and understand world events (e.g. religious, historical, environmental, political, economic) and the role of human decisions and physical conditions shaping these events and their outcomes.**

What general level do you feel this assignment addresses (check only one box for each outcome):

☐ Emerging ☐ Developing

☐ Competent ☐ Strong

☐ **Global Perspective Outcome 4: Graduates demonstrate an understanding of their own region/bioregion and recognize that other parts of the world are different in both physical and human attributes.**

What general level do you feel this assignment addresses (check only one box for each outcome):

☐ Emerging ☐ Developing

☐ Competent ☐ Strong

☐ **Global Perspective Outcome 5: Graduates demonstrate an understanding of universal processes involving both circulation and distribution of substances and byproducts; e.g. water, oil, food, gases, pollutants, energy, wealth, etc.**

What general level do you feel this assignment addresses (check only one box for each outcome):

☐ Emerging ☐ Developing

☐ Competent ☐ Strong

Checklist for submissions:

## Please submit:

☐ This coversheet completed in full

☐ 5-7 samples

☐ 1 copy of the corresponding assignment

☐ The "Permission to Use Student Work" sheet on p.5 signed by the students whose work you are submitting

☐ If you use a scoring rubric or grading criteria and/or checklist to evaluate student work, please include a copy of that evaluation tool as well.

Send submission is campus mail to

**Mirelle Cohen mcohen@olympic.edu or Minerva Holk mholk@olympic.edu**

**What NOT to Submit**

- When selecting the 5-7 samples to submit please select **random** samples so that we can obtain a representative cross section of the student population. In short, we do not only need or want examples of the best work.
- Do **not** submit graded work – only clean, unmarked copies of student work should be submitted.
- Do **not** submit copies of multiple choice, True-False, short answer or matching tests.
- Do **not** submit copies of entire student course or program portfolios or journals. Components of a portfolio or journal that demonstrate a particular core ability may be submitted.
- Do **not** submit samples in a foreign language or that cannot easily be understood by faculty outside your discipline (for example containing complex chemical or mathematical equations)
- Materials will **not** be returned - do **not** submit original student work or work that you need returned for grading or other purposes.
- Do **not** submit samples from developmental or ABE courses.
- Do **not** submit samples without the corresponding assignment and Cover Sheet.

**Thank you for your help with these efforts!**

OLYMPIC COLLEGE

## PERMISSION TO USE STUDENT WORK

**Quarter & Year:** _____ **Instructor:** _____

**As indicated by my signature below, I authorize Olympic College to use my work as part of one or more Olympic College activities that are specific to campus-wide assessment for student learning outcomes. Your name and other identifying information will be removed.**

---

**PRINT NAME** _____ **SIGN NAME**_____

**PRINT NAME** _____ **SIGN NAME**_____

**PRINT NAME** _____ **SIGN NAME**_____

**PRINT NAME** _____ **SIGN NAME**_____

**PRINT NAME** _____ **SIGN NAME**_____

**PRINT NAME** _____ **SIGN NAME**_____

**PRINT NAME** _____ **SIGN NAME**_____

**Appendix II**

## EVALUATION TOOL-LIFELONG LEARNING STUDENT SAMPLE: WINTER 2010 ASSESSING CORE ABILITIES:

**TABLE #:_____**

**SAMPLE LETTER: _____**

**Please indicate outcome and the level of attainment the work is demonstrating (check all that apply):**

☐ **Lifelong Learning Outcome 1: Graduates demonstrate self-monitoring and self-advocacy skills to effect positive life changes.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

☐ Emerging ☐ Developing ☐ Competent ☐ Strong

☐ **Lifelong Learning Outcomes 2: Graduates demonstrate the ability to recognize, understand, and accept ownership for their own learning and behavior in varied and changing environments.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

☐ Emerging ☐ Developing ☐ Competent ☐ Strong

☐ **Lifelong Learning Outcomes 3: Graduates demonstrate the ability to adapt to technological innovations and to understand their implications.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

☐ Emerging ☐ Developing ☐ Competent ☐ Strong

# EVALUATION TOOL-GLOBAL PERSPECTIVE STUDENT SAMPLE:
# WINTER 2010 ASSESSING CORE ABILITIES

**Table #:_____**

**SAMPLE LETTER: _____**

**Please indicate outcome and the level of attainment the work is demonstrating (check all that apply)**

☐ **Global Perspective Outcome 1: Graduates demonstrate an understanding of their own culture and the framework upon which their society has been built.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

☐ Emerging ☐ Developing ☐ Competent ☐ Strong

☐ **Global Perspective Outcome2: Graduates demonstrate an understanding of how cultural differences (e.g. beliefs, traditions, communication, norms) shape human interactions and perceptions of others.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

☐ Emerging ☐ Developing ☐ Competent ☐ Strong

☐ **Global Perspective Outcome 3: Graduates demonstrate that they are aware of, and understand world events (e.g. religious, historical, environmental, political, economic) and the role of human decisions and physical conditions shaping these events and their outcomes.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

☐ Emerging ☐ Developing ☐ Competent ☐ Strong

☐ **Global Perspective Outcome 4: Graduates demonstrate an understanding of their own region/bioregion and recognize that other parts of the world are different in both physical and human attributes.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

☐ Emerging ☐ Developing ☐ Competent ☐ Strong

☐ **Global Perspective Outcome 5: Graduates demonstrate an understanding of universal processes involving both circulation and distribution of substances and byproducts; e.g. water, oil, food, gases, pollutants, energy, wealth, etc.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

☐ Emerging ☐ Developing ☐ Competent ☐ Strong

EVALUATION TOOL-LIFELONG LEARNING ASSIGNMENT:____
WINTER 2010 ASSESSING CORE ABILITIES TABLE SUMMARY:

**Table #: _____**

**SAMPLE LETTER: _____**

**Please indicate outcome and the level of attainment the work is demonstrating (check all that apply):**

☐ **Lifelong Learning Outcome 1: Graduates demonstrate self-monitoring and self-advocacy skills to effect positive life changes.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

☐ Emerging ☐ Developing ☐ Competent ☐ Strong

☐ **Lifelong Learning Outcomes 2: Graduates demonstrate the ability to recognize, understand, and accept ownership for their own learning and behavior in varied and changing environments.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

☐ Emerging ☐ Developing ☐ Competent ☐ Strong

☐ **Lifelong Learning Outcomes 3: Graduates demonstrate the ability to adapt to technological innovations and to understand their implications.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

☐ Emerging ☐ Developing ☐ Competent ☐ Strong

EVALUATION TOOL-GLOBAL PERSPECTIVE ASSIGNMENT:____
WINTER 2010 ASSESSING CORE ABILITIES TABLE SUMMARY

**TABLE #: _____**

**SAMPLE LETTER: _____**

**Please indicate outcome and the level of attainment the work is demonstrating (check all that apply):**

☐ **Global Perspective Outcome 1: Graduates demonstrate an understanding of their own culture and the framework upon which their society has been built.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

☐ Emerging ☐ Developing ☐ Competent ☐ Strong

☐ **Global Perspective Outcome2: Graduates demonstrate an understanding of how cultural differences (e.g. beliefs, traditions, communication, norms) shape human interactions and perceptions of others.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

☐ Emerging ☐ Developing ☐ Competent ☐ Strong

☐ **Global Perspective Outcome 3: Graduates demonstrate that they are aware of, and understand world events (e.g. religious, historical, environmental, political, economic) and the role of human decisions and physical conditions shaping these events and their outcomes.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

☐ Emerging ☐ Developing ☐ Competent ☐ Strong

☐ **Global Perspective Outcome 4: Graduates demonstrate an understanding of their own region/bioregion and recognize that other parts of the world are different in both physical and human attributes.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

☐ Emerging ☐ Developing ☐ Competent ☐ Strong

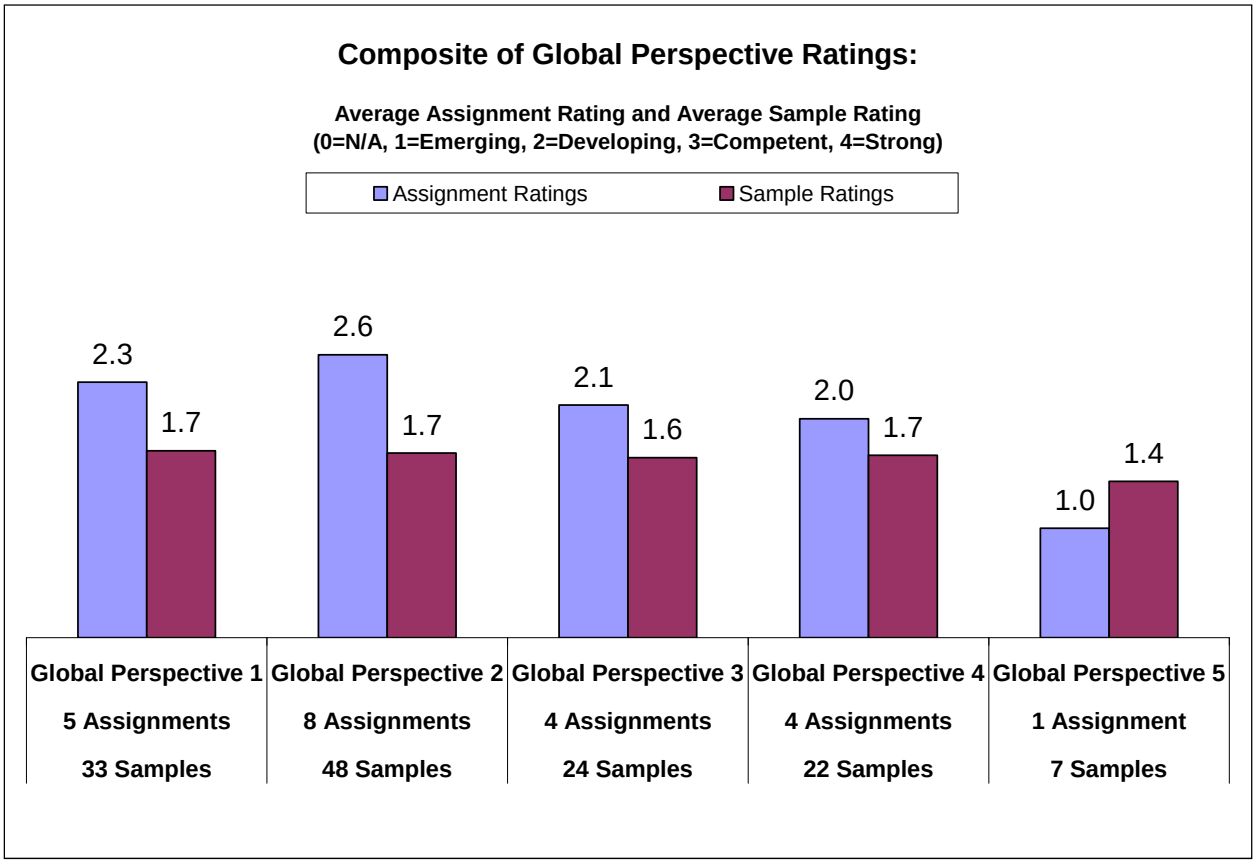
☐ **Global Perspective Outcome 5: Graduates demonstrate an understanding of universal processes involving both circulation and distribution of substances and byproducts; e.g. water, oil, food, gases, pollutants, energy, wealth, etc.**

What general level does the team believe this assignment addresses (indicate the number of team members in box for each outcome level):

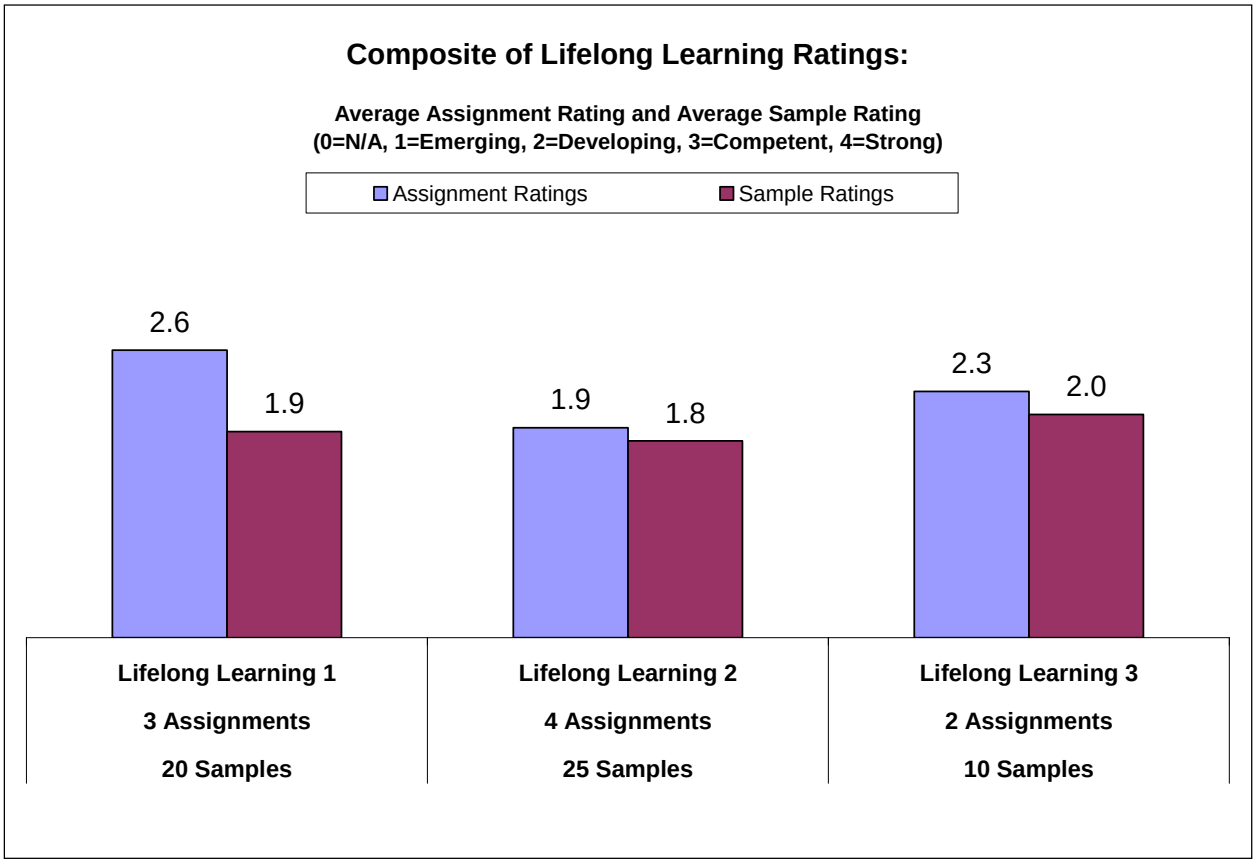
☐ Emerging ☐ Developing ☐ Competent ☐ Strong

**Appendix III**

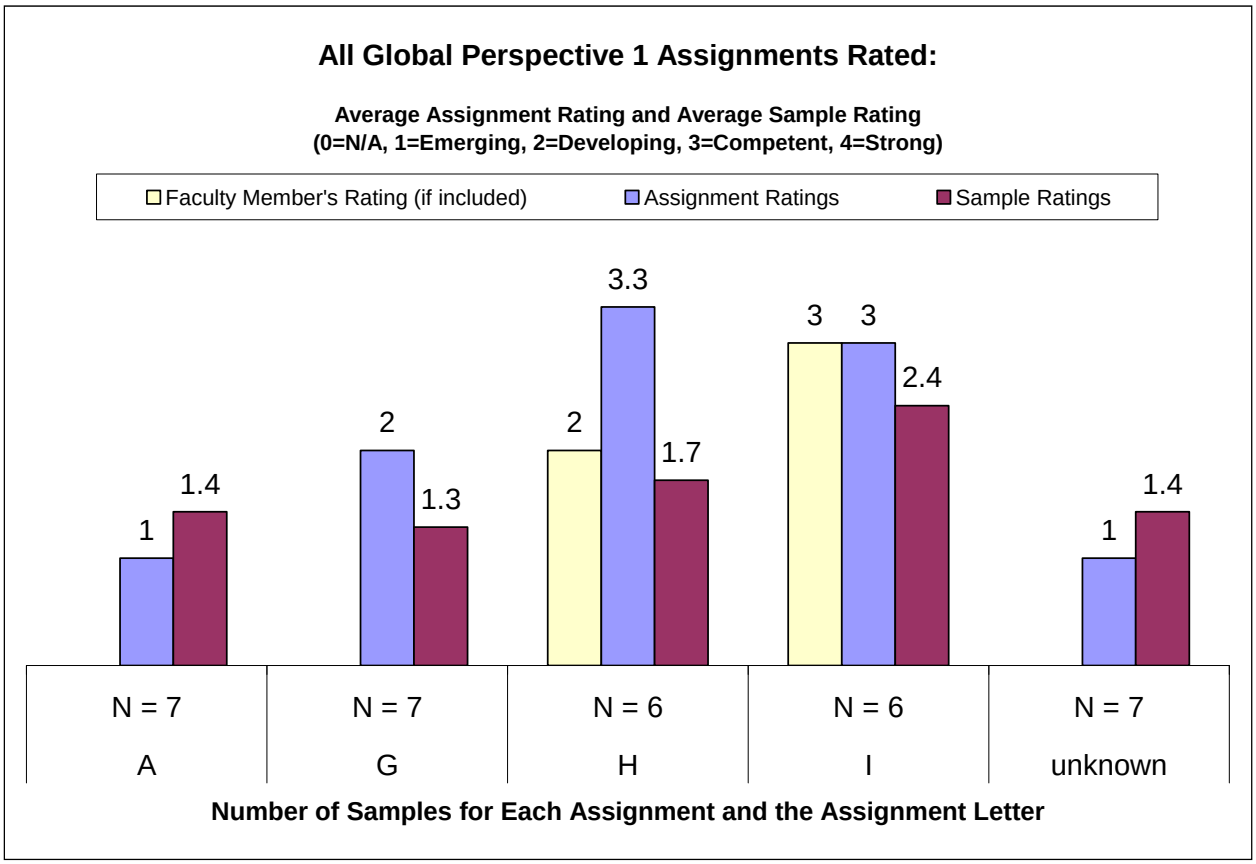
## Core Abilities 2010 Winter Institute Data Table 1



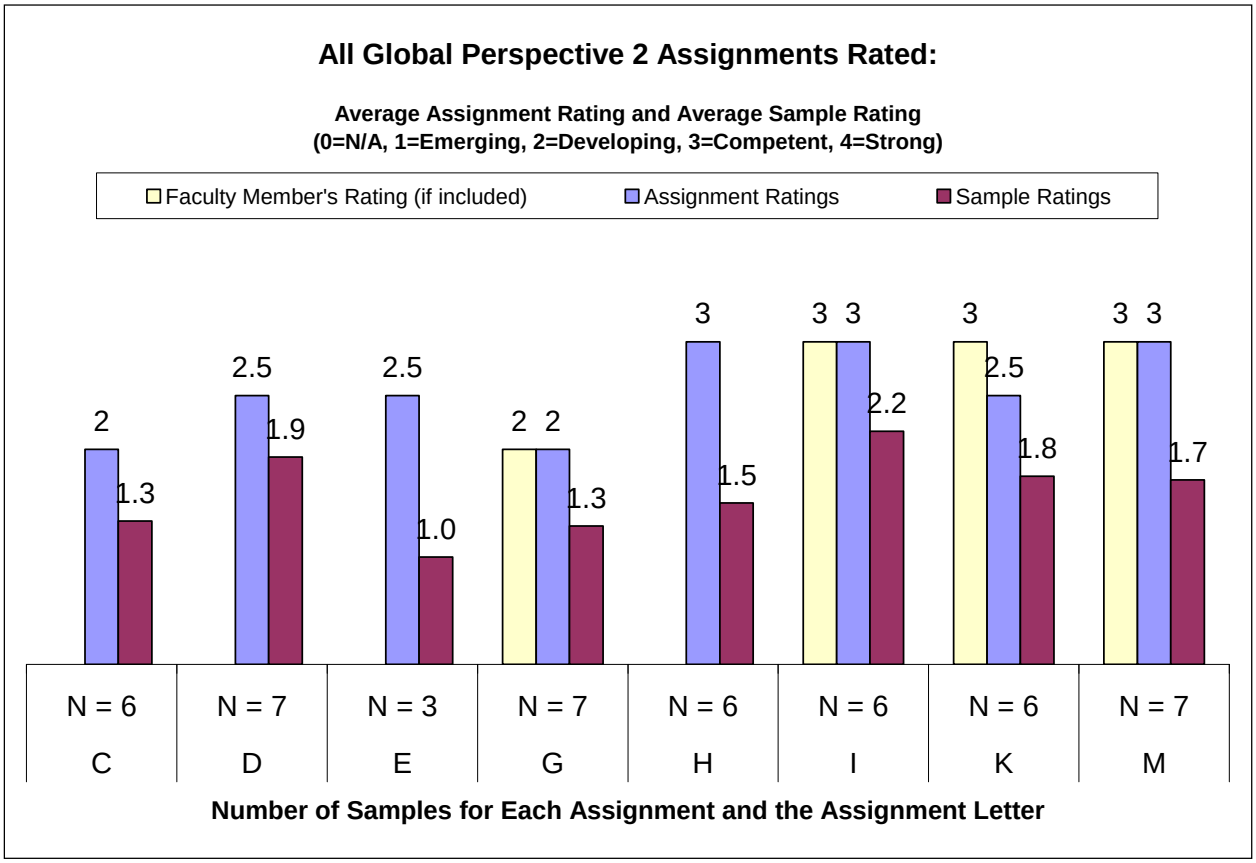
# Core Abilities 2010 Winter Institute Data Table 2



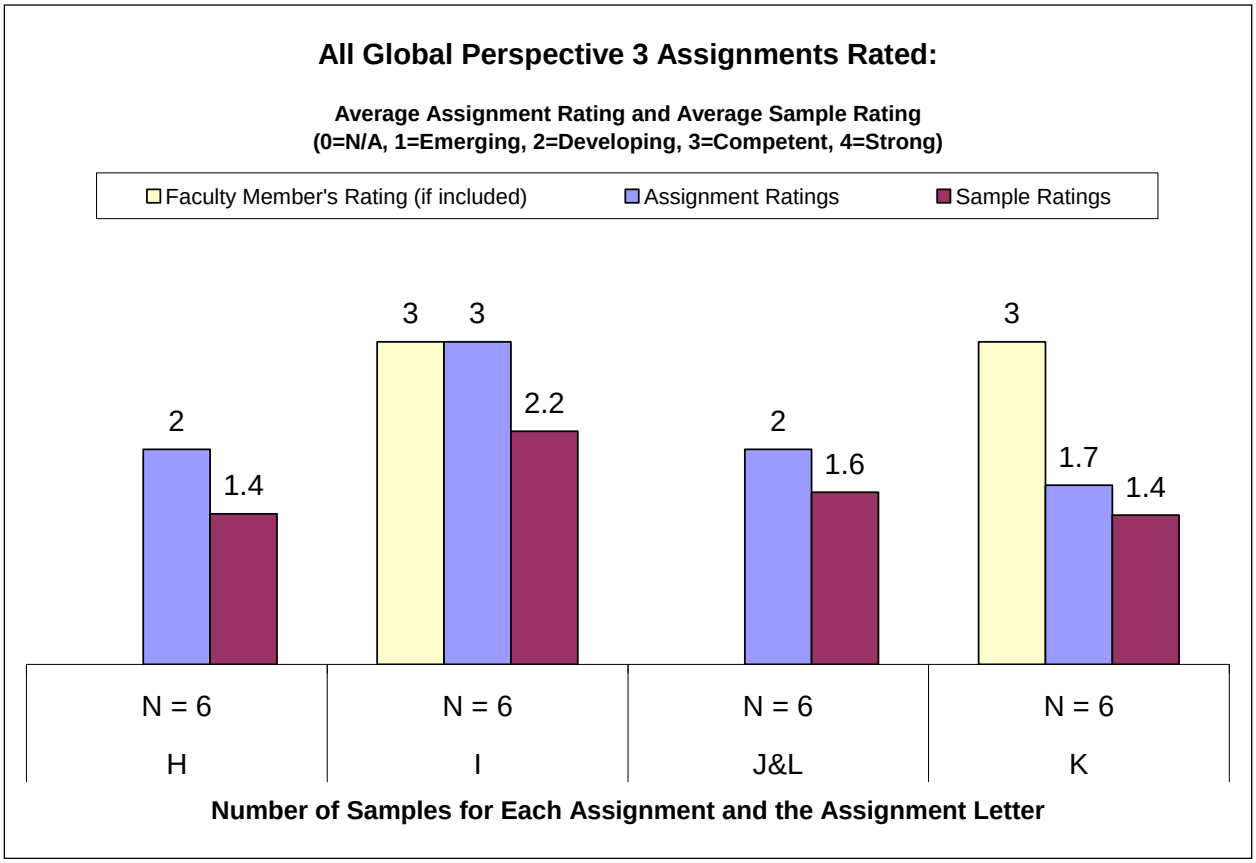
## Core Abilities 2010 Winter Institute Data Table 3



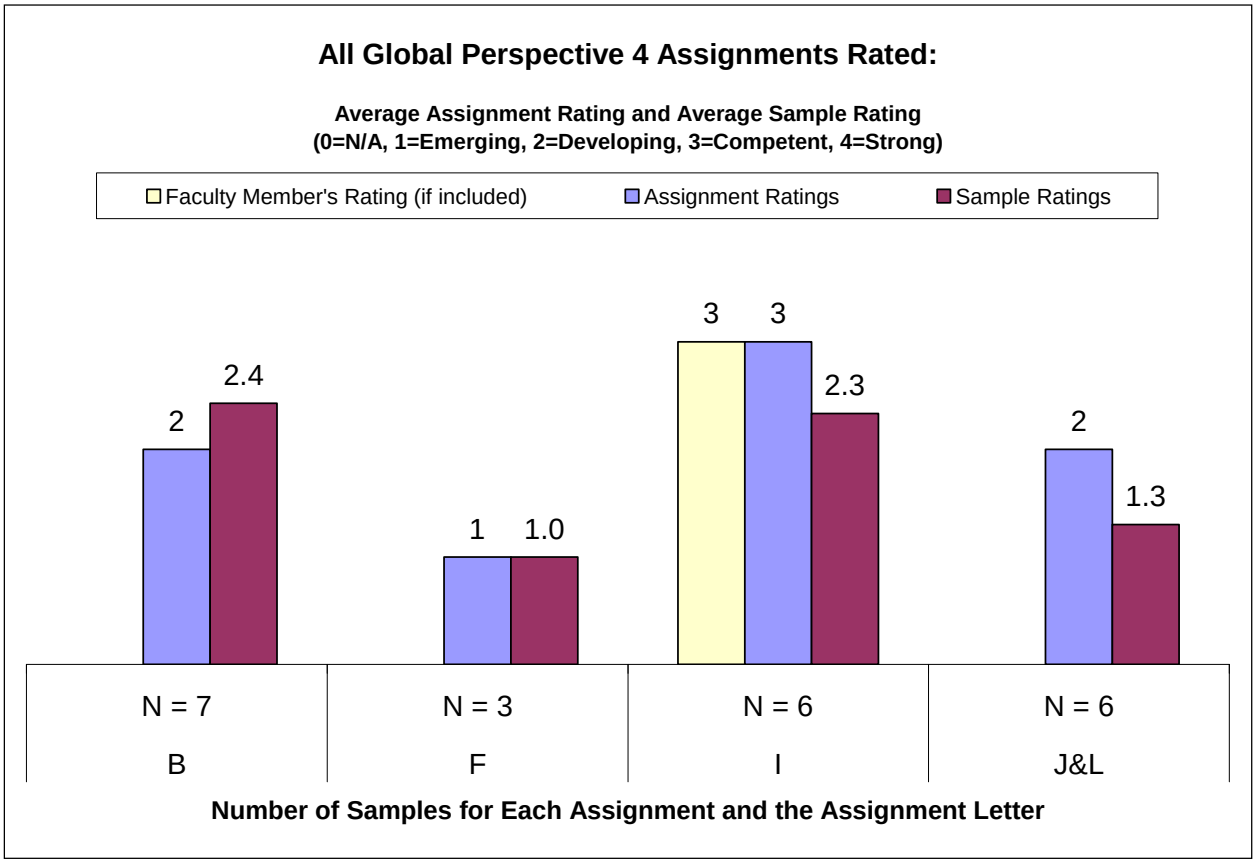
## Core Abilities 2010 Winter Institute Data Table 4



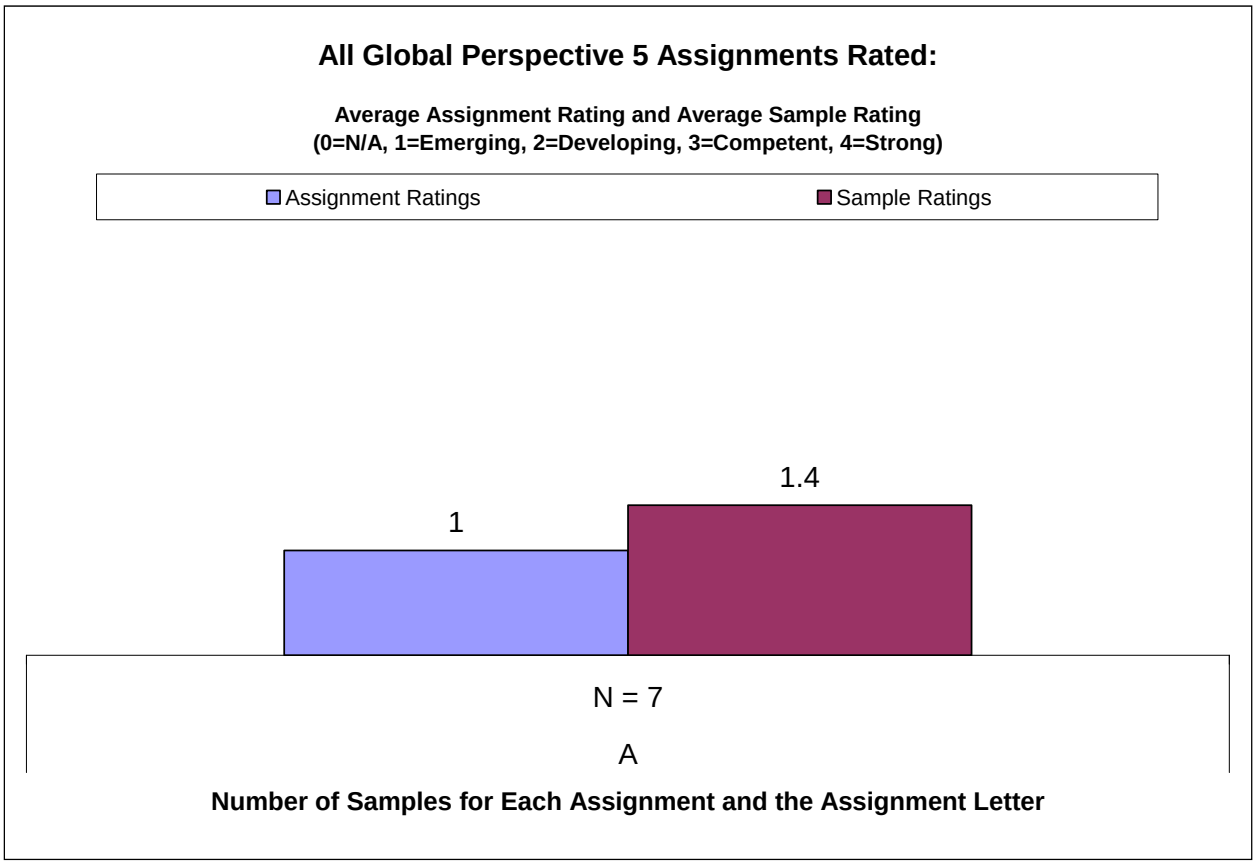
## Core Abilities 2010 Winter Institute Data Table 5



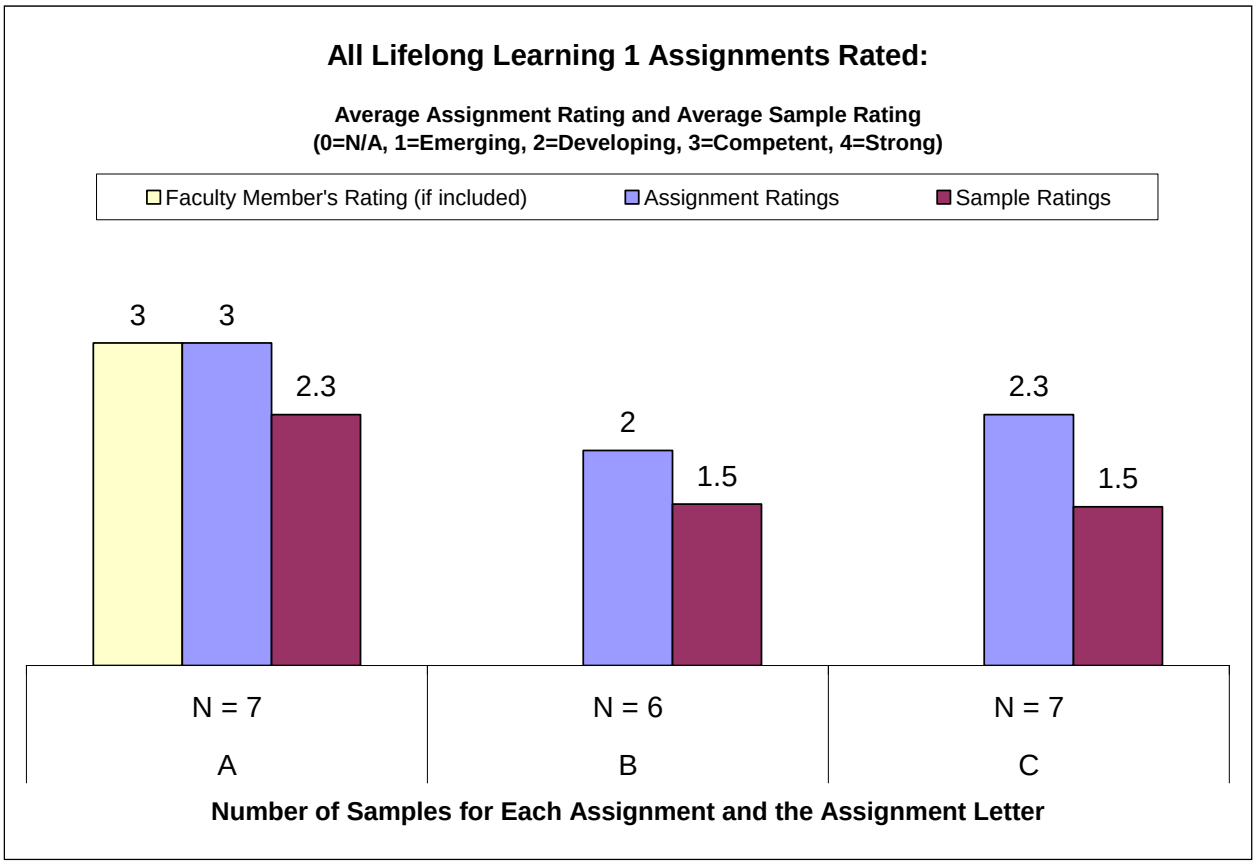
## Core Abilities 2010 Winter Institute Data Table 6



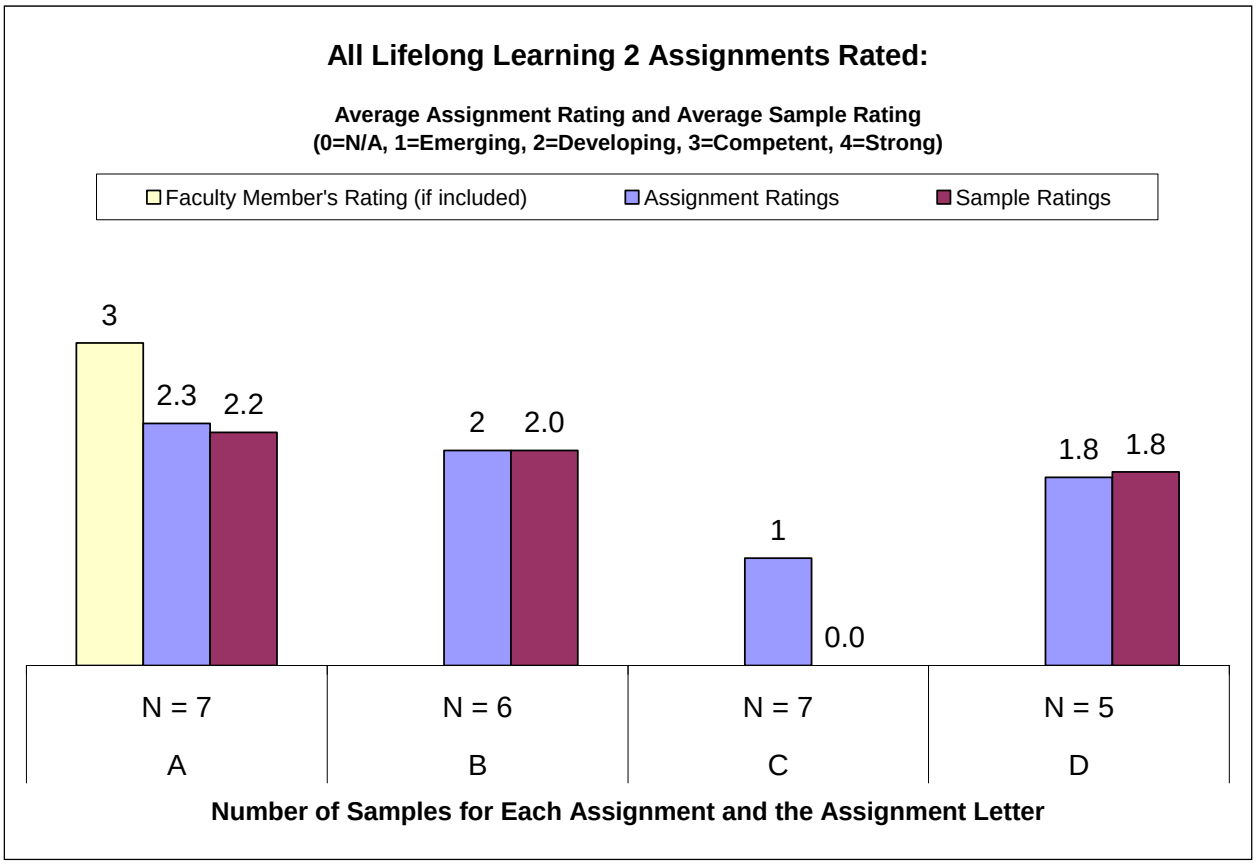
## Core Abilities 2010 Winter Institute Data Table 7



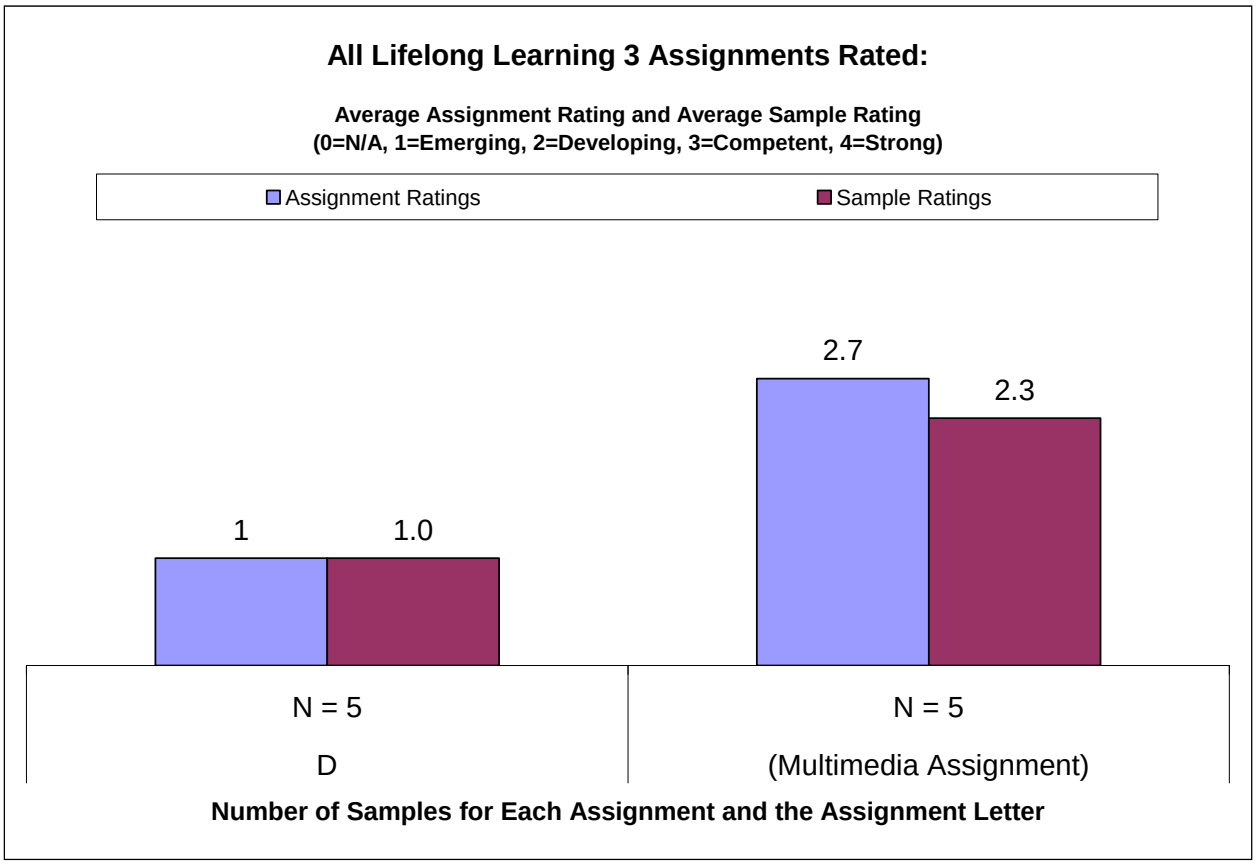
## Core Abilities 2010 Winter Institute Data Table 8



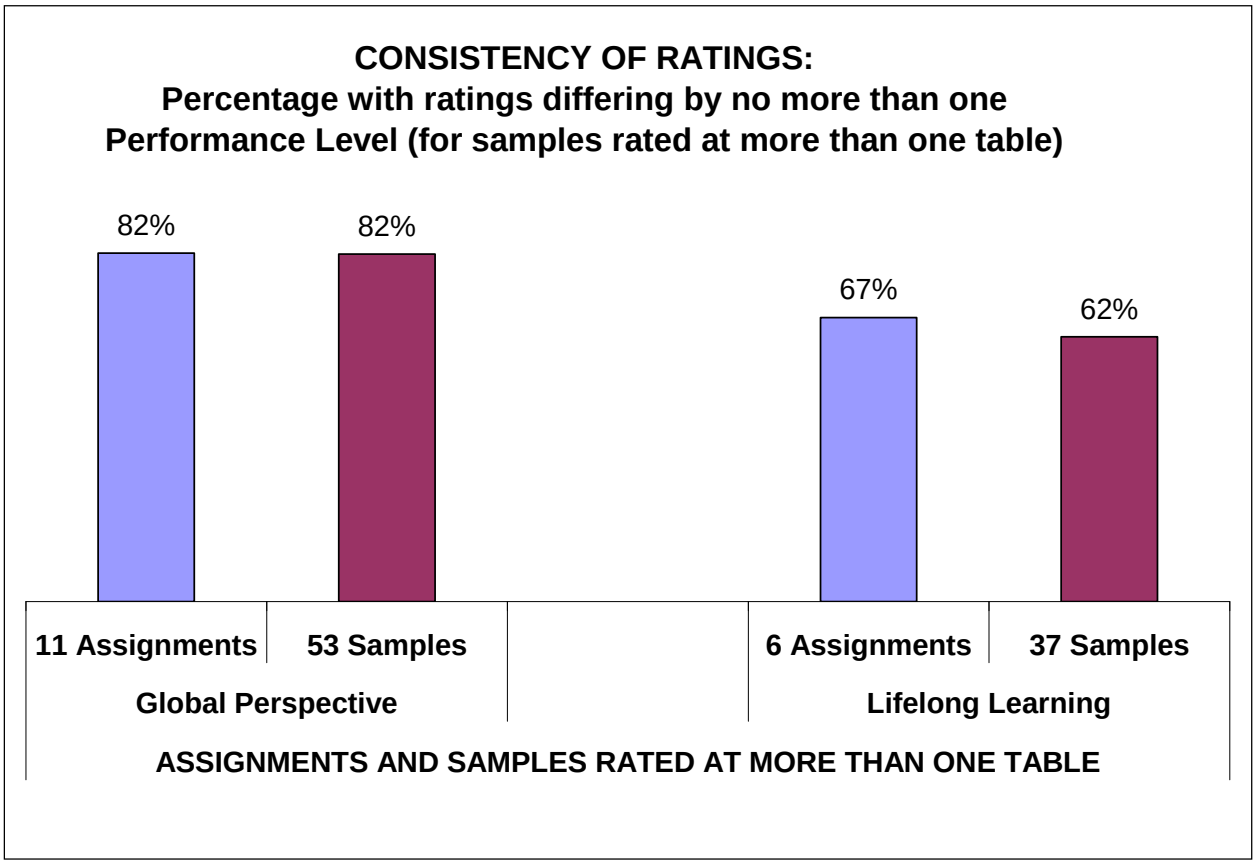
## Core Abilities 2010 Winter Institute Data Table 9



## Core Abilities 2010 Winter Institute Data Table 10




## Core Abilities 2010 Winter Institute Data Table 11




Additional Notes Regarding Consistency:

For one individual Lifelong Learning assignment, all seven samples were rated outside the consistency measure used above; that is, all seven samples had ratings differing by more than one Performance Level.

In the Winter Institute norming session, one assignment was rated by all eight groups. Faculty at six tables rated the assignment as Developing and two as between Developing and Competent. Following the rule of going with the lower value, all eight tables rated the assignment Developing, then.

Faculty members submitted their own ratings on 11 assignments. Of these, nine differed from the ratings at the Institute by no more than one Performance Level.

## Appendix IV

### Winter Institute 2010 Evaluation Tool

1. What was the one most useful or meaningful thing you learned from participating in this event?
2. Do you feel this event was a worthwhile endeavor? Please explain.
3. Would you participate in a similar event in the future? Why or Why not?
4. Do you have any suggestions that could help improve this event?
5. What additional training and/or information would help you better understand the Core Abilities and the process set up to assess them?
6. Would you be willing to participate in a workshop during fall quarter to complete course mapping for the core abilities of Lifelong Learning and Global Perspective?
7. Feel free to offer other comments related to this event and/or your experience as a participant.

**Appendix V**

**Institute Evaluation Responses**

Each evaluation form is identified with a letter to allow comparison of comments on successive questions. All of the participant written responses have been included and are quoted as written. If the question was unanswered this is denoted as NR.

Note: Answers were typed verbatim including spelling and grammatical errors.

1. What was the one most useful or meaningful thing you learned from participating in this event?
   a. That developing a "competent" assignment is not always easy.
   b. How many assignments are badly written
   c. The rate of global perspective in assignments
   d. THIS was a valuable experience in learning more about what the core abilities @ OC are and gaining experience using them
   e. No response (NR)
   f. Understand of the rubrics
   g. A perspective of assignments from other disciplines. Ideas of how to improve the incorporation of these core abilities into my courses.
   h. Working with the glob. Pers. Rubric was great experience. I am already using this rubric in my classes & course design.
   i. Learned how to use the rubrics for Global Perspectives with greater efficiency & with a higher level of understanding.
   j. I learned that there is far more depth to the "global perspectives" core ability (and its five objectives) than I had previously expected.
   k. Global Perspectives rubric was rather user-friendly!!
   l. I feel I have a better understanding on the core abilities/outcomes. It was also very helpful to see how non-traditional courses are using the rubrics (or possibly, use the rubrics).
   m. Better understanding of CORE Abilities, use of rubrics in grading.
   n. The challenge & practice of applying the rubrics to the samples.
   o. Working with different pts of view. Ability to <u>compromise</u> … meeting new faculty.
   p. Experience & validation of process in identifying relevance of assignment.
   q. Getting to know the faculty members at my table, & seeing other assignments & student responses.
   r. That not all courses would fit into every outcome or rubic.
   s. Applying the rubrics to real samples.
   t. I gained a significantly deeper understanding of outcomes.
   u. It reinforced how valuable it is to work in cross-discipline teams.
   v. I was excited to find out that I could access/view the course mapping materials.
   w. Students need to have better writing preparation. It is clear that this is holding many students back from reaching the full potential of the assignments given.
   x. Understanding the Global Perspective Rubric.
   y. Global has moved forward, but still lacks areas. For eg., our assignment was a historical perspective, but marked as #4.
   z. I learned more about the core abilities.
   aa. Interacting with faculty from other disciplines on student assessment issues.

bb. Looking at how students interpret and communicate.
cc. New appreciation/understanding on Global Perspectives rubrics and understanding how to apply assignments to the different levels.

2. Do you feel this event was a worthwhile endeavor? Please explain.
    a. Yes-always worth the time. Core abilities are a fact of life and we need to be part of the solution/conclusion
    b. Yes-it helped me gain familiarity of both new core ability rubrics
    c. Yes- how I can add GP + LLL into my assignments
    d. Yes, I was able to discuss w/ colleages the various thoughts/opinions about how to apply these rubrics.
    e. It helps me to look my own more thoroughly.
    f. Yes, it will help me with my class rateings (?)
    g. Yes, I love being able to work with others in other departments.
    h. Yes. Interaction w/ colleagues & experience evaluating student work
    i. For sure. It gives the academic community the ability & time to work on an activity that is of value to the disciplines and college. We are able to collaborate & learn a lot from each other as we do the student sample evaluations. You gain some wonderful new insights & perspectives during th process.
    j. Yes, it helps to see both academic faculty and professional-technical faculty in the same room, working towards a common goal.
    k. Definitely – provides a fascinating glimpse into what goes on in other classrooms across the campus.
    l. Yes.
    m. Yes. Helped me understand core abilities and how they are developed.
    n. Yes. In addition to interpreting the rubrics, it provided an opportunity to engage with people of other disciplines.
    o. Yup…Developed deeper understanding of rubrics & outcomes.
    p. (1) not (2)
    q. Yes. It is good for testing the rubrics & working toward accreditation response. We've now tested all 5 rubrics so I think it's time to shift the work of the Institutes to something else (not sure what!)
    r. Helpful to me in that I will not waste my planning time trying to fit assignments into every rubric.
    s. Yes. I enjoyed working w/ my colleagues.
    t. Yes. I learned quite a bit about other instructors' assignments and outlooks.
    u. As one of the organizers, the feedback from the Institute guides me in my work on the Faculty/Curriculum & Team.
    v. Yes – I think spending time working w/ the core abilities & rubrics has helped me both understand this process as well as gain skill & practice in assessing assignments & student work using these rubrics.
    w. Yes. Accreditation is important, the stipend helps. I'm a probationer. This helps broaden my teaching.
    x. Yes. I always enjoy working with other faculty across disciplines.
    y. Yes – I always learn something new. It is alos useful to try the different rubrics each time.

z. Yes, I enjoyed reading assignments from other disciplines. I feel events like this
aa. Yes. We must have focused, cross-discipline efforts if we are to accomplish the goal of Core Abilities.
bb. It gives cohesiveness to a group of people who are spread all over.
cc. Absolutely! Administration can't expect full contribution/understanding of core abilities without education and training.

3. Would you participate in a similar event in the future? Why or Why not?
    a. Yes. I always learn from my colleagues-especially in other disciplines. Also it is allowing me to improve my assignments.
    b. Yes-collegiality (sp?) is great
    c. Yes, learn lots from group divisions
    d. Yes. It is always of value to me to be more "in tune" @ OC & where we want to help as an organization.
    e. I don't know.
    f. Yes, to learn more
    g. Yes if it is 2 days in a row for example in the summer, early.
    h. Yes! It's a great way to learn
    i. Yes, interaction with my colleagues bridges disciplines, perspectives experiences or the issues @ hand.
    j. I would, if it were a paid event. I wouldn't if it were not paid, because I already do enough work for which I am not adequately compensated.
    k. Yes, I thoroughly enjoy working with other faculty on these endeavors
    l. Yes
    m. Yes. I found it useful & informative.
    n. Yes. Staying with the same table-mates is important for higher productive work.
    o. Probably
    p. See comments below. I need to move forward. Comments MRH: 1. Future focus of these workshops should address two separate population, A. those who have regularly attended B. those new to the process 2. Work processes for each population A. Advance to identifying core ability weaknesses in their programs & creating assignments to cover them. B Online learn how to identify core abilities & competency levels "From actual student examples or "prepared" examples (In margin next to 2B: New to process for whatever reason) On back: For those who have regularly attended a 4 hour workshop with course mapping printout available to pinpoint arears/classes & assignments to cover all core abilities not strongly represented in program (req courses)
    q. I am not sure. Probably depends on what work will be done at the next Institute. I am getting burned out on this!
    r. Yes. The more you can learn about this subject matter; the easier it will be to use it.
    s. Yes. I like being a part of the process/decision making.
    t. Yes. because it's good for me to be aware of credentialing requirements and activities and useful to meet with other instructors.
    u. Yes, see above
    v. Yes! It is so valuable to the continued improvement of my own teaching to spend time discussing assignments, evaluating student work & discussing pedagogy & assessment w/ other instructors from a variety of disciplines.

w. Yes. Accreditation is important. The stipend helps. I'm a probationer. This helps broaden my teaching.
x. Yes
y. Yes- I would like to participate in "the next steps." I may not participate in something that is a repeat of the same format as the last few Institutes.
z. Yes, it is good to come together with other faculty.
aa. Yes (the effort is valuable and necessary)
bb. Yes! It is helpful to get some sort of structure going.
cc. Absolutely!

4. Do you have any suggestions that could help improve this event? (circle one)Yes No If yes, please elaborate:
    a. Yes, limit the number at each table from the same division if possible fewer assignments in each sample so people "goof off" for 15-20 minutes instead of getting another group of samples.
    b. Yes, prompts w/ visual materials
    c. Yes, please put lots of stuff on a web site
    d. No answer
    e. Yes, it would be nice to go through examples from science department.
    f. NR
    g. No
    h. No
    i. In the future it would be fun to bring an assignment & help each other improve our assignments by evaluating them against the rubrics & giving each other suggestions for improvement.
    j. Yes. Have shorter student samples to increase the number that can be evaluated or reviewed.
    k. Yes. Have each group provide a summary of what they learned/discussed/or discovered during the workshop→ more thorough debriefing
    l. Yes. Better "crowd control". There were some tables that were extremely noisy which made reading/discussion difficult. Would like to see how other rubrics also apply to the student samples. Some of the samples may have met the outcome for a specific rubric (eg GP); however, were poorly written. Would like to see how the rubrics are used when developing course outline & syllabus. For some of the samples – would be helpful to know what level the course is.
    m. NR
    n. Yes. Continue to include a variety of sample types such as the fine arts examples.
    o. No. I was generally pleased with the organization & execution. Good Job!
    p. Consideration of others "classroom management"
    q. NR
    r. Yes, placed it on a post-it note already.
    s. No
    t. Yes. Please work through one sample before beginning as a group
    u. Yes. We'll use the evaluation forms & stickies
    v. No
    w. NR

x. No
y. Yes. Time to change the focus & content e.g. building discipline – specific rubrics, taking one assignment and comparing against several rubrics, discussing the level students must perform to, etc.
z. No
aa. Yes. A clear, simple statement to participants that they must keep to noise down so others can concentrate.
bb. Yes. Set up a procedure for professors to follow regarding the communication to students regarding the rubrics they will apply-make it mandatory.
cc. With creating of all core abilities provide educ/trng on development of activities @ different levels intended by fac. For a class assignment.

5. What additional training and/or information would help you better understand the Core Abilities and the process set up to assess them?
    a. Think the mapping workshop accomplished a lot
    b. No answer
    c. OC web site?! Post (?unsure of word) and handout for students
    d. Maybe some training on how to incorporate this into ANGEL
    e. No response
    f. None Keep it the same with the morning session in the beginning. ( I think this was referring to the orientation for newbies.)
    g. I think there is great value in attending these workshops repeatedly to ↑ understanding of core abilities.
    h. As noted earlier to _____ repository of course syllabi, & course work that are specifically designed to address a particular outcome
    i. NR
    j. More time should be spent on defining "learning objectives." "Learning outcomes," and "representative content," along with methods of assessment. So that better "course outlines" could be written, lending themselves to easier mapping to core abilities.
    k. Offer assignment development workshops for faculty focusing on each core ability _ either have faculty present their own assignments for sharing or critique, or help faculty develop assignments
    l. NR
    m. NR
    n. As a start-our overview/review of how to interpret the rubric, esp the relationship between the general terms and the discipline-specific terms
    o. NR
    p. Worshop (sic workshop) supplying overview of own programs (mapping results) and assistance in actually creating assignments in required courses.
    q. NR
    r. I know this is just the beginning of a process to use for accredation (sic accreditation) but would be helpful to know something about how it will be used in the end.
    s. NR
    t. I would like to see the applicable course outlines & mapping.
    u. NR
    v. I am really interested in seeing the completed course maps.

w. A mapping tutorial.
x. NR
y. NR
z. I think it would great to have training on how to create assignments that incorporate Core Abilities.
aa. Maybe a "faq" sheet with information about the most general and common questions.
bb. Have a session on rubric communication to students.
cc. Apply, apply, apply! Dialogue between faculty!

6. Feel free to offer other comments related to this event and/or your experience as a participant.
    a. I think that using samples from fall was interesting. The level of expertise was lower for the student. Shows that maybe (?) students progress as the year progresses.
    b. It's time to move on from assessing samples to applying core abilities to syllabi & assignment development. N.b. LLL outcome 2 still says "my" in emerging & competent- these should be removed
    c. Very worth will use of time and great learning experiences
    d. No response
    e. No response
    f. NR
    g. NR
    h. What about longitudinal studies to compare data "post-OC?" My thanks to those of you who put this together! THANKS!
    i. I look forward to the Institutes every time they are offered. I have attended everyone that had been offered to date. I appreciate the time it gives me to interact with colleagues. It brings us together and we gain a greater understanding of each other. This becomes of value beyond what we accomplish during the workshop. We create a network with each other and now I more comfortable in contacting others outside of the workshop for purposes of collaborating in other ways & for a variety of reasons.
    j. Make use of the "Standards" and "objectives" and "Rubric Manager" portions of the Angel Learning system to "kill two birds with one stone." Student samples could be evaluated and course mappings, could be taught with respect to core Abilities, all at the same time.____ Thank you for inviting the adjunct faculty!!!
    k. Expand extra effort to solicit samples from underrepresented disciplines (art, speech, music, etc.); have an Institute assessing all core abilities; have an Institute only assessing assignments with faculty in attendance and then a follow-up Institute assessing student samples for those assignments (that is, gauge the success of the assignment in eliciting responses illustrating the Core Abilities addressed)
    l. NR
    m. NR
    n. NR
    o. NR
    p. Each year request from participant to get feedback from groups working to get feedback on their assignments (detailed feedback form not available yet.)
    q. NR
    r. NR
    s. NR

t. I liked the team arrangement-it worked very well for me at least.
u. NR
v. NR
w. 1. Cheese was good. Candy and muffins are not enough. Healthier choices please. 2. I know it will mean more copies but being able to mark the sample as I read it would be helpful.
x. NR
y. Loved the alternate assignments presented by Joe S. I think that was a valuable exercise in looking at alternative art.
z. I enjoyed the event.
aa. NR
bb. Thank you! Each time we've done this it has gotten better. Thank you for all your hard work.
cc. Thanks to our faculty lead and all your efforts!

## Appendix VI

**Post its Day 1**

- Try to get samples that are 1-2 pages otherwise we only get to see 1 set of samples
- Great concept of introducing a non-traditional assignment and applying the same rubrics gets us outside the box
- Will the core abilities be ultimately connected, say, with the Degree Audit program in such a way that really connects/measures the Core Abilities?
- Must a student demonstrate "competency" in order to graduate?
- LLL Outcome 2: "Strong" - "generalizing" seems an odd term for the "strong" category
- Evaluative Statement: suggested re-wording of first sentence: "Illustrative examples of criteria for meeting specific Core Abilities outcomes, for each performance level (main changes outlined)

**Post its day 2**

- LLL #2 strong replace "generalizing" by "theorizing" or "hypothesizing"
- What will be the effect of our evaluations?
- Would be interesting if we took the assignment given and rewrite it to meet strong.
- Use rubrics to pre-set teaching aspirations rather than judge work that comes after the fact. Educate students as to rubric requirements before the "judgment" afterwards so they can aspire to grow.
- Assignments s/b clear on 1st person 3rd person response so we can clearly determine what content is paraphrased vs. content that is of orig thought
- It would have helped to have the assignment prompts that went w/ the digital media samples - content is not enough to really understand what is expected.
- Is there a GPAA associated with re levels: competence= B??
- Is there a possibility of revising LLL to include education? That is, reading, research, curiosity?
- LLL student should keep his/her skills updated after grad – how to include that?
- Suggest- take one assignment and not specify rubric, but let us compare against all rubrics.

## Addendum

Mirelle Cohen, Minerva Holk, and Dianne Moore and attended the 2011 League for Innovation in the Community College Conference in San Diego, California from February 27-March 2.

On Wednesday March 2, 2011 at 8am-9am we presented a paper titled: *Are They Getting It? Using Rubrics to Assess General Education Outcomes*. There were 15 participants in attendance at the presentation. Attendees reported institutional affiliations across the United States and Canada. The presentation included a summary of the Core Abilities work at Olympic College including some discussion of key challenges and developments. The session was interactive with questions and discussion occurring throughout. Several participants were complimentary about the extent of the progress that has been made at Olympic College. A number of participants reported being "behind" on this work and asked for us to share our rubrics and key documents with them.

*The Innovations conference* is considered one of the key national conferences for community college educators and administrators.

We attended sessions on themes such as: measuring outcomes, classroom management and assessment methods, innovative techniques in the classroom, distance learning, open educational resources and website redesign. As well, extensive brainstorming during periods when we were not in sessions resulted in the development of the following ideas which we hope to implement in the near future at Olympic College:

1. A student forum to expose students to Core Abilities
2. Next steps for the process at Olympic College
3. Changes to the College website to link the various facets of the assessment of student learning and make them more transparent
4. Redesign the Faculty Institutes to work on Core Ability aligned assignment development in the Summer and continue student sample assessment in the Winter

# OC Core Curriculum Requirements Worksheet

DRAFT

| | Credit Hours: | Course Number: | Core Abilities Requirements: Communication | Thinking | Global Perspective | Information Literacy & Technology | Lifelong Learning |
|---|---|---|---|---|---|---|---|
| **Skill Area Requirements:** | | | | | | | |
| Written Communication Skills (ENGL101) | 5 hours | | | | | | |
| Written Communication Skills (ENGL102 or 235) | 5 hours | | | | | | |
| Quantitative Skills (5 hours for AA, 15 for AS) | 5 hours | | | | | | |
| | 5 hours | | | | | | |
| | 5 hours | | | | | | |
| **Distribution Requirements:** | | | | | | | |
| Humanities (15 hours) | 5 hours | | | | | | |
| | 5 hours | | | | | | |
| | 5 hours | | | | | | |
| Social Sciences (15 hours) | 5 hours | | | | | | |
| | 5 hours | | | | | | |
| | 5 hours | | | | | | |
| Natural Sciences (15 hours) | 5 hours | | | | | | |
| | 5 hours | | | | | | |
| | 5 hours | | | | | | |
| **Electives:** | | | | | | | |
| | hours | | | | | | |
| | hours | | | | | | |
| | hours | | | | | | |
| | hours | | | | | | |
| | hours | | | | | | |
| | hours | | | | | | |
| | hours | | | | | | |
| | hours | | | | | | |
| | hours | | | | | | |

## Getting Started at Olympic College

*How to Get Started:*

### *New Students and New Transfer Students*

Plan Early! Research educational programs and financial aid or other funding options. Consider programs of study, skills and abilities, likes and dislikes and career goals. Students should meet with educational advisors well in advance of registration to develop an educational plan. The OC website at www.olympic.edu lists the programs offered. Click on OC's quarterly class schedule, *The View* (www.olympic.edu/ClassSchedule), for current course information.

1. Apply for Admission

   Online: www.olympic.edu/GettingStarted

   Paper: Application is available in the quarterly schedule, the VIEW, at all campuses, or mailed upon request. Review "Application Process" on page 9.

   High school transcripts are not required for admission. An application fee is not charged. When received, an admissions letter will be sent by email or postal mail and will contain the student identification number {SID} and important information.

2. Apply for Financial Aid, Military and/or Veterans Benefits
   - **Financial Aid** application instructions/material available at all campuses, online at www.olympic.edu/FinancialAid or call 360-475-7160. Submit the Free Application for Federal Student Aid (FAFSA) immediately. (See pg. 11 for more information).
   - Active Duty Military and family members call 360-394-2726 for individual appointment at NBK Bangor, NBK Bremerton, or OC Poulsbo
   - Veterans Service: www.olympic.edu/VeteransServices or call 360.475.7560

3. Take the Assessment (Accuplacer)
   - Contact a local campus to schedule a mathematics and English placement assessment.

   OC Bremerton: request an assessment appointment online at www.olympic.edu/accuplacer

   OC Poulsbo: Call 360-394-2725

   OC Shelton: Call 360-432-5400

   - Arrive early to find parking, pay $20 (non-refundable) fee to the cashier. Payment receipt, SID, and photo ID are required to take the assessment.
   - Special accommodations for testing: contact Access Services, 360-475-7540 or 1-800-259-6718, Ext. 7540 or go to www.olympic.edu/Access Services.

4. Attend a New Student Advising Session
   - Contact any OC campus Advising Office to make an appointment for the New Student Advising Session after completing the assessment. Students will meet with an advisor at the conclusion of the session. Bring assessment scores, transcripts and ideas for programs and classes. Allow at least two hours to complete the advising process. Students may register in person for an online version of this session**.** (See pg. 11 for contact information.) **Additional information at www.olympic.edu/Advising**.
   - Running Start students must contact the Running Start Office for orientation and advising: 360-475-7646.
   - Active Duty Military and family members may participate in orientation and advising at any campus, or schedule an appointment to meet with a Military Education advisor: 360.394.2726.
   - International students must contact the International Student Programs Office for orientation/advising: 360.475.7718 or go to www.olympic/InternationalStudents.

- Transfer students: If five or more credits have been completed at another college/university, students will need to schedule an individual appointment to review transcripts (official or unofficial copy) with an advisor.

5. Register

   Register in person at any OC campus during new student registration days or open registration following a new student advising session.

6. Pay Tuition and Fees
   - **Online:** www.olympic.edu/OASIS
   - **In person:** OC Bremerton cashier, Poulsbo or Shelton Campus
   - **By phone:** Cashier, 360-475-7467 or 1-800-259-6718, Ext. 7467
   - Payment due within two business days or by the deadline for fall quarter.
   - Registration is not complete until tuition and fees are paid or payment arrangements are recorded at the Cashier's Office. Payment arrangements may include financial aid, sponsorship by an outside agency, scholarship, veteran benefits, military tuition assistance, or STEPP (a payment program).

7. Buy Books

   **Online:** http://ocbookstore.com.

   **In person**: Purchase books at the OC Bremerton, Poulsbo, Shelton bookstores

8. Attend Class, Add or Drop
   - Attendance is required. . Students must attend the first two class sessions to keep their name on the class roster or wait listed students may be admitted by the instructor. .
   - To add or drop a course, use OASIS or submit an "Add/Drop" form.
   - To add a course after the first week of the quarter, the instructor's signature is required on the "Add/Drop" form; submit immediately to the Registration Office.

**Faculty Advisor**

Roles and Responsibilities

**Faculty Advisors – Roles and Responsibilities:**
Faculty Advisors support students as they achieve their educational goals at Olympic College by providing individual and group advising as students develop an educational plan of study designed to achieve academic and career goals. This includes teaching students how to prepare for degree and/or certificate completion at Olympic College and for academic transfer to baccalaureate institutions, if applicable.

**EXAMPLES OF RESPONSIBILITIES:**

Initial Advising with Students

- Assist students in developing and/or refining their educational plan to achieve their educational and career goals;
- Respond to inquiries regarding program entrance and completion requirements;
- Interpret institutional and/or departmental policies and procedures for achieving degree and/or certificate completion;
- Explain course equivalence for credits earned from other schools, if applicable;
- Respond to inquiries regarding course content, pre-requisite requirements, and related information;
- Refer students to on- and off-campus services;

Ongoing Advising

- Review student progress towards degree and/or certificate completion;
- Help students update and modify their educational plans as needed;
- Assist students in course selection;
- Explain implications of adding and dropping courses;
- Review graduation applications and sign when required;

For Students wanting to Transfer to Baccalaureate Programs

- Teach students how and where to find transfer information such as entrance requirements and transfer advising resources at baccalaureate institutions;
- Evaluate and determine appropriate transfer coursework and course placement in Olympic College courses;

For Students wanting to Complete Professional-Technical Programs

- Review eligibility for student admission to a program;
- Perform unofficial evaluation of transfer credits, if applicable;
- Share knowledge of career opportunities for program completers with key employers in the region.

**Professional Development:**

- Maintain knowledge of Olympic College degree and certificate requirements;
- Maintain working knowledge of advising tools, such as Online Scheduler and Degree Audit;
- Participate in professional development activities related to academic advising.

**Stay On Track With Advising!**

**Use these guidelines with your advisor to reach your academic goal!**

Get Connected to Advising

| | | |
|---|---|---|
| **Prepare for College!** | **New Student Advising**<br>Attend an Orientation to Advising session. After the session, you will meet one-on-one with an Educational Advisor or be referred to a Faculty Advisor to plan your first quarter. | ☐ Determine which math and English courses to start with<br>☐ Schedule a new student advising session<br>☐ Start college off right! Take Orientation to College or Strategies for Academic Success your first quarter<br>☐ Request AP scores or transcripts from previous colleges |

**Connect with Faculty Advisors:**

Faculty Advising and/or permission to enroll are required for these programs:
Automotive, Cosmetology, Culinary Arts, Electronics, Engineering, Fire Science and Welding
Students interested in any Olympic College Healthcare Program should attend an Information Session as a first step.

| | | |
|---|---|---|
| **Up to 15 credits** | **Advising is Required!**<br>Meet with your Faculty Advisor or schedule an appointment with a Faculty Counselor if you are still undecided. | ☐ Identify a Faculty Advisor in major area of interest<br>☐ Learn to use the class schedule and catalog to choose classes<br>☐ Locate and use campus support services<br>☐ Research career options at the Career Center<br>☐ Still undecided? Meet with a Faculty Counselor! |
| **By 30 credits** | **Meet With Your Faculty Advisor**<br>Evaluate which majors or career choices match your interests and abilities. | ☐ Explore or identify appropriate major, program or goal<br>☐ Know degree or program requirements<br>☐ Begin to develop or finalize your educational plan |
| **By 45 credits** | **Advising is Highly Recommended!**<br>Complete an educational plan and review it with an advisor. | ☐ Consider next steps after OC<br>☐ Meet with admissions/major advisor at potential transfer universities<br>☐ Include university pre-requisites in your educational plan |
| **By 60 credits** | **Meet With Your Faculty Advisor**<br>Get help with admission essays, letters of recommendation and opportunities after OC. | ☐ Learn about and visit with potential employers<br>☐ Arrange internships in your field of study at the Career Center<br>☐ Submit applications for potential colleges, universities or employers<br>☐ Research and apply for scholarships |
| **By 90 credits** | **Meet With Your Faculty Advisor**<br>Complete a graduation check and apply to graduate. | ☐ Finish final degree or program requirements for graduation<br>☐ Submit an application to graduate – Check quarterly deadlines! |

**NOTE:** International, Running Start and Work First students are required to meet with the educational program advisor for these specialized programs each quarter to ensure compliance with the program requirements. This requirement is not intended to replace regular meetings with a faculty advisor.

**The negotiation of the 2009-2013 faculty union contract added considerable language [without deletions] to the section 4 on part-time faculty evaluations. What follows here is the 2009-13 contract language; additions to the section are noted in red.**

***Collective Bargaining Agreement Appendix* for Recommendation 5 – Part time faculty evaluations**

**Section 4.** ***Procedure for Assessment of Adjunct Faculty and Full-Time Temporary Faculty.*** The Division Dean (Academic Administrator) shall be responsible for the process, including the maintenance of the documents involved and ensuring that student evaluations and faculty evaluations adhere to the schedule. Assessment of adjunct and full-time temporary faculty shall consist of the following components:

**4.1.** Quarters 1-3
**4.1.1.** Student assessments will be completed for each class taught. For, Library adjunct faculty, student assessments will be completed for at least one and no more than three library orientation sessions per quarter. For counseling adjunct faculty, student assessments will be completed for twenty percent of individual counseling sessions. A required written self-reflection in response to the student assessments will be submitted to the Division Dean by the end of the quarter the faculty receives the results. The Division Dean will provide the student assessment results to the faculty by the end of the 5th week of the next quarter.
**4.1.2.** One classroom faculty evaluation with an optional written response to this evaluation will be completed during the first quarter of employment, if possible; but no later than the second quarter. Classroom faculty evaluations will focus on these five criteria: classroom management, organization, student-faculty interactions, mastery of the subject matter, and presentation. A list of these criteria will be made available by the Division Dean to the adjunct/full-time temporary faculty member upon hire. For counseling adjunct faculty, a faculty evaluation of an individual counseling session will be completed, with the permission of the student, during the first quarter. The faculty counseling observation will focus on these criteria: counselor-student interactions, knowledge of college/area resources, and knowledge of graduation, transfer, and technical/professional requirements. A copy of the faculty evaluation must be submitted to the adjunct/full-time temporary faculty member and the Division Dean by the end of the quarter in which the evaluation took place.
**4.1.3.** An optional classroom evaluation may be completed by the Division Dean if deemed necessary and will focus on the same criteria as the faculty classroom evaluations or faculty counseling observations.
**4.1.4.** The adjunct/full-time temporary faculty may place additional information in the performance file.

**4.2.** Quarters 4-6
**4.2.1.** Student assessments will be completed for each class taught. For library adjunct faculty, student assessments will be completed for at least one and no more than three library orientation sessions per quarter. For counseling adjunct faculty, student assessments will be completed for twenty percent of individual counseling sessions. A required written self-reflection in response to the student assessments will be submitted to the Division Dean by the end of the quarter the faculty receives the results. The Division Dean will provide the student assessment results to the faculty by the end of the 5th week of the next quarter.
**4.2.2.** One classroom faculty evaluation with an optional written response to this evaluation will be completed. A copy of the faculty evaluation must be submitted to the adjunct/full-time temporary faculty member and the Division Dean by the end of the quarter in which the evaluation took place.
**4.2.3.** An optional classroom evaluation may be completed by the Division Dean if deemed necessary.
**4.2.4.** The adjunct/full-time temporary faculty may place additional information in the permanent file.

**4.3.** Quarters 7-9
**4.3.1.** Student assessments will be completed for each class taught during one quarter of the adjunct/full-time temporary faculty's choice. For library adjunct faculty, student assessments will be completed for at least one but no more than three library orientation sessions during one quarter of the library adjunct faculty's choice. For counseling adjunct faculty, student assessments will be completed for twenty percent of individual counseling sessions. A required written self-reflection in response to the student evaluations will be submitted to the Division Dean by the end of the quarter the faculty receives the results. The Division Dean will provide the student assessment results to the faculty by the end of the 5th week of the next quarter.
**4.3.2.** One classroom faculty evaluation with an optional written response to this evaluation will be completed. A copy of the faculty evaluation must be submitted to the adjunct/full-time temporary faculty member and the Division Dean by the end of the quarter in which the evaluation took place.
**4.3.3.** An optional classroom evaluation may be completed by the Division Dean if deemed necessary.
**4.3.4.** The adjunct/full-time temporary faculty may place additional information in the performance file.

**4.4** Subsequent quarters
**4.4.1.** Student assessments will be completed for each class taught during one quarter of the adjunct/full-time temporary faculty's choice once every three years. For library adjunct faculty, student assessments will be completed for at least one but no more than three library orientation sessions during one quarter of the library adjunct faculty's choice once every three years. For counseling adjunct faculty, student assessments will be completed for twenty percent of individual counseling sessions. A required written self-reflection will be submitted to the Division Dean by the end of the quarter the faculty receives the results. The Division Dean will provide the student assessment results to the faculty by the end of the 5th week of the next quarter.
**4.4.2.** One classroom faculty evaluation with an optional written response to this evaluation will be completed once every three years. A copy of the faculty evaluation must be submitted to the adjunct/full-time temporary faculty member and the Division Dean by the end of the quarter in which the evaluation took place.
**4.4.3.** An optional classroom evaluation may be completed by the Division Dean if deemed necessary.
**4.4.4.** The adjunct/full-time temporary faculty may place additional information in the performance file.

**4.5.** If student assessments and/or faculty evaluations are unsatisfactory, the Division Dean may require additional evaluations.

**4.6.** In the case of a pattern of student complaints, or a concern is identified from the student evaluations or classroom faculty evaluation, written notification will be given to the adjunct/full-time temporary faculty by the Division Dean. An improvement plan will be developed by the Division Dean and the adjunct/full-time temporary faculty member to address the identified concerns and should include a timeline regarding expected improvements where appropriate.

**4.7.** Copies of the student assessment summaries, full-time faculty evaluations, self-reflections, and administrative observations will be held in the adjunct/full-time temporary faculty's performance file in the Division Office.

Collective Bargaining Agreement between Olympic College Board of Trustees and The Olympic College Association for Higher Education, 2009-2013 Appendix D, Sections 4.1-4.7, pages 52-54

# Faculty Observation Due Report Quarter Fall 2011

| Division | Last Name | First Name |
|---|---|---|
| Business & Technology | | |
| | BILDERBACK | HOWARD |
| | BOSLEY | ERIC |
| | BRIGHT | KATHLEEN |
| | COOPER | PHILLIP |
| | DURR | RICHARD |
| | HAWKINS | H. |
| | MACKALL | CHARLES |
| | OLESON | ANDREW |
| | PAVLIK | JULIE |
| | PUSKARCIK | RUSSELL |
| | WHITELEY | JANELL |
| Math, Engineering, Science, and Health | | |
| | BLAIN | LAWRENCE |
| | BOENING | DEAN |
| | CAMPBELL FREDER | KATIE |
| | GREGOR | POLLY |
| | HAYS | NAYDENE |
| | HEINZE | EMIL |
| | HORNER | SHANNON |
| | HUMM | JULIE |
| | JACOBSON | LORETTA |
| | KEDDY | ELIZABETH |
| | LAWRENCE | AMY |
| | QUINDAG-RAFFELS | JEAN |
| | WATSON | MARVIN |
| Social Sciences and Humanities | | |

| Division | Last Name | First Name |
|---|---|---|
| | BARRON | DAWN |
| | BILDERBACK | DEBORAH |
| | CAUTER | JAMES |
| | COHEN | SARAH |
| | DINSMORE | BRAD |
| | FERNANDEZ | ROBERT |
| | FISH | DIANE |
| | FORD | HEATHER |
| | FUTTERMAN | ALAN |
| | GUASTELLA | ROSE |
| | HARRIS | REBECCA |
| | HERRERA | HOLLI |
| | HOVE | TERESA |
| | JACOBS | THOMAS |
| | KELIHER | IRENE |
| | KIRK | NARI |
| | KOTT | JORDAN |
| | KRATTIGER | ANGELA |
| | LOCKWOOD | RHODES |
| | MACKALL | CHARLES |
| | MACKENZIE | VICTORIA |
| | MARECK | ANNE |
| | MCMULLEN | STERNE |
| | MITCHELL | WILLIE |
| | PACHECO | JENNIFER |
| | REINHARDT | ROBERT |
| | SAUNDERS | SCOTT |
| | TRUEMPER | WILLIAM |
| Student Development | | |
| | DAMRILL-LEIB | MISTE |

| Division | Last Name | First Name |
|---|---|---|
| | DORSEY | ANGELA |
| | MEADOR | KIRSTEN |

# Student Evaluation Due Report Quarter Fall 2011

| Division | Last Name | First Name |
|---|---|---|
| Business & Technology | | |
| | BILDERBACK | HOWARD |
| | COOPER | PHILLIP |
| | MACKALL | CHARLES |
| | MCNABB | DAVID |
| | OLESON | ANDREW |
| | PAVLIK | JULIE |
| | WHITELEY | JANELL |
| Math, Engineering, Science, and Health | | |
| | BAKER | LINDA |
| | BOENING | DEAN |
| | CAMPBELL FREDER | KATIE |
| | CAWLEY | COLLEEN |
| | CLEMENTS | DARCY |
| | ENGEL | ROBERT |
| | GREGOR | POLLY |
| | GRISWOLD | KRELLA-LU |
| | HAYS | NAYDENE |
| | HEINZE | EMIL |
| | HORNER | SHANNON |
| | HUMM | JULIE |
| | KEDDY | ELIZABETH |
| | KELLER | RACHEL |
| | LUCENA | CHARITY M |
| | QUINDAG-RAFFELS | JEAN |
| | WATSON | MARVIN |
| | WOOD | JAMES |

| Division | Last Name | First Name |
|---|---|---|
| Social Sciences and Humanities | | |
| | BARRON | DAWN |
| | BITTRICK | IRENE |
| | CAUTER | JAMES |
| | COHEN | SARAH |
| | DINSMORE | BRAD |
| | FORD | HEATHER |
| | FUTTERMAN | ALAN |
| | GUASTELLA | ROSE |
| | HERRERA | HOLLI |
| | HOVE | TERESA |
| | JACOBS | THOMAS |
| | KELIHER | IRENE |
| | KIRK | NARI |
| | KOTT | JORDAN |
| | KRATTIGER | ANGELA |
| | LANOUE | HOLLY |
| | LOCKWOOD | RHODES |
| | MACKALL | CHARLES |
| | MACKENZIE | VICTORIA |
| | MARECK | ANNE |
| | MCNABB | DAVID |
| | MITCHELL | WILLIE |
| | NEFOS | DAVID |
| | PACHECO | JENNIFER |
| | REINHARDT | ROBERT |
| | SAUNDERS | SCOTT |
| | SWANSON | THEA |
| | TRUEMPER | WILLIAM |
| | WALLACE | ANNE |

| Division | Last Name | First Name |
|---|---|---|
| Student Development | | |
| | DAMRILL-LEIB | MISTE |
| | DORSEY | ANGELA |
| | MEADOR | KIRSTEN |

OLYMPIC COLLEGE

# Adjunct Faculty Assessment Summary

## Quarter: Winter 2011

Number of Adjuncts Teaching: 249

| Student Evaluations | Due This Quarter | Completed | Overdue | In Compliance: Teaching - Overdue | Percent in Compliance |
|---|---|---|---|---|---|
| | 77 | 65 | 12 | 237 | 95% |

| Self Reflection | Due This Quarter | Completed | Overdue | In Compliance: Teaching - Overdue | Percent in Compliance |
|---|---|---|---|---|---|
| | 77 | 3 | 74 | 175 | 70% |

| Faculty Observation | Due This Quarter | Completed | Overdue | In Compliance: Teaching - Overdue | Percent in Compliance |
|---|---|---|---|---|---|
| | 97 | 18 | 79 | 170 | 68% |

Dean Observation: 10 (optional)

*Wednesday, September 14, 2011*

*Instructional Support Services*

## APPENDIX D
## Academic Employee Assessment Procedures

**Section 3.** ***Procedure for Assessment of Tenured Academic Employees***

Every five years a faculty assessment team consisting of at least three faculty members and the faculty member being reviewed shall meet to discuss issues of teaching, advising, institutional involvement, community outreach and/or other related responsibilities deemed important by the assessment team or the individual being reviewed. The faculty members selected to serve on the faculty assessment team should be from the discipline~~,~~ or from allied disciplines, of the person being reviewed. The selection of members for each faculty assessment team shall occur on or before October 15th of the year of the individual's review and be approved by the tenured faculty members of the division.

The Academic Administrator is responsible for assuring a quality process and shall attend the fall and winter quarter meetings. Additional meetings may be called by the individual being reviewed or the assessment team members that do not necessitate the attendance of the Academic Administrator.

The internal organization and process of each assessment team shall be determined by the team itself and any findings, notes or records which arise from such meetings shall, as with any personnel matters, be confidential.

**3.1.** The faculty assessment team shall:

**3.1.1.** Recommend various methods of evaluation appropriate to the discipline under review that must include student and peer evaluation of teaching, in the case of academic employees, and may include advising, outreach, and/or professional enrichment activities. The assessment team shall work with the Academic Administrator to assure that assessment indices are appropriately identified and reported in the team's memo summarizing the process.

**3.1.2.** Discuss with the faculty member the implementation and results of the evaluation during winter and spring quarters at a minimum.

**3.1.3.** On or before May 15, after reviewing the assessment file, the team shall submit to Human Resources with a copy to the Academic Administrator, a memo documenting the results of this process and summarizing how the process was used to assess the faculty member. This memo will be placed in the faculty member's personnel file.

**3.1.4.** When review indicates the need for remediation, the faculty assessment team, and the Academic Administrator, shall work with the affected faculty member to develop a set of criteria for remediation.

**3.2.** The faculty member going through the assessment process shall:

**3.2.1.** Meet the faculty assessment team prior to November 15 to develop an assessment plan addressing goals, methods of assessment, and timelines.

**3.2.2.** Create an assessment file that shall include all raw data and documents generated during the assessment period and present to the other members of the faculty assessment team by May 1st.

**3.2.3.** By May 15, present the assessment file to the Academic Administrator who will discuss with the faculty member the contents of the file and opportunities for professional development in required.

**3.2.4.** After completion of this process, the assessment file shall become the personal property of the faculty member.

**3.3.** The Academic Administrator shall:

**3.3.1.** On or before October 15, provide an opportunity for all Division tenured faculty members to approve the membership of the faculty assessment team.

**3.3.2.** On or before November 15, convene a meeting of the faculty assessment team and the affected faculty member for the purpose of finalizing the assessment plan.

**3.3.3.** During Winter Quarter, meet with the faculty member and their assessment team to ensure the process is proceeding as planned.

**3.3.4.** On or before May 15, meet with the faculty to discuss the contents of the assessment file.

**3.3.5.** On or before May 15, submit to the Vice President for Instruction a memo summarizing the results of the process, including student and peer evaluations, and indicating whether the process has been completed.

**3.3.6.** Arrange for the provision of a reasonable and necessary support if remediation is required, and professional development opportunities to help enhance existing excellence in teaching.

**Section 4.** ***Procedure for Assessment of Adjunct Faculty and Full-Time Temporary Faculty.*** The Division Dean (Academic Administrator) shall be responsible for the process, including the maintenance of the documents involved and ensuring that student evaluations and faculty evaluations adhere to the schedule. Assessment of adjunct and full-time temporary faculty shall consist of the following components:

**4.1.** Quarters 1-3

**4.1.1.** Student assessments will be completed for each class taught. For, Library adjunct faculty, student assessments will be completed for at least one and no more than three library orientation sessions per quarter. For counseling adjunct faculty, student assessments will be completed for twenty percent of individual counseling sessions. A required written self-reflection in

response to the student assessments will be submitted to the Division Dean by the end of the quarter the faculty receives the results. The Division Dean will provide the student assessment results to the faculty by the end of the 5th week of the next quarter.

**4.1.2.** One classroom faculty evaluation with an optional written response to this evaluation will be completed during the first quarter of employment, if possible; but no later than the second quarter. Classroom faculty evaluations will focus on these five criteria: classroom management, organization, student-faculty interactions, mastery of the subject matter, and presentation. A list of these criteria will be made available by the Division Dean to the adjunct/full-time temporary faculty member upon hire. For counseling adjunct faculty, a faculty evaluation of an individual counseling session will be completed, with the permission of the student, during the first quarter. The faculty counseling observation will focus on these criteria: counselor-student interactions, knowledge of college/area resources, and knowledge of graduation, transfer, and technical/professional requirements. A copy of the faculty evaluation must be submitted to the adjunct/full-time temporary faculty member and the Division Dean by the end of the quarter in which the evaluation took place.

**4.1.3.** An optional classroom evaluation may be completed by the Division Dean if deemed necessary and will focus on the same criteria as the faculty classroom evaluations or faculty counseling observations.

**4.1.4.** The adjunct/full-time temporary faculty may place additional information in the performance file.

**4.2.** Quarters 4-6

**4.2.1.** Student assessments will be completed for each class taught. For library adjunct faculty, student assessments will be completed for at least one and no more than three library orientation sessions per quarter. For counseling adjunct faculty, student assessments will be completed for twenty percent of individual counseling sessions. A required written self-reflection in response to the student assessments will be submitted to the Division Dean by the end of the quarter the faculty receives the results. The Division Dean will provide the student assessment results to the faculty by the end of the 5th week of the next quarter.

**4.2.2.** One classroom faculty evaluation with an optional written response to this evaluation will be completed. A copy of the faculty evaluation must be submitted to the adjunct/full-time temporary faculty member and the Division Dean by the end of the quarter in which the evaluation took place.

**4.2.3.** An optional classroom evaluation may be completed by the Division Dean if deemed necessary.

**4.2.4.** The adjunct/full-time temporary faculty may place additional information in the permanent file.

**4.3.** Quarters 7-9

**4.3.1.** Student assessments will be completed for each class taught during one quarter of the adjunct/full-time temporary faculty's choice. For library adjunct faculty, student assessments will be completed for at least one but no more than three library orientation sessions during one quarter of the library adjunct faculty's choice. For counseling adjunct faculty, student

assessments will be completed for twenty percent of individual counseling sessions. A required written self-reflection in response to the student evaluations will be submitted to the Division Dean by the end of the quarter the faculty receives the results. The Division Dean will provide the student assessment results to the faculty by the end of the 5th week of the next quarter.

**4.3.2.** One classroom faculty evaluation with an optional written response to this evaluation will be completed. A copy of the faculty evaluation must be submitted to the adjunct/full-time temporary faculty member and the Division Dean by the end of the quarter in which the evaluation took place.

**4.3.3.** An optional classroom evaluation may be completed by the Division Dean if deemed necessary.

**4.3.4.** The adjunct/full-time temporary faculty may place additional information in the performance file.

**4.4** Subsequent quarters

**4.4.1.** Student assessments will be completed for each class taught during one quarter of the adjunct/full-time temporary faculty's choice once every three years. For library adjunct faculty, student assessments will be completed for at least one but no more than three library orientation sessions during one quarter of the library adjunct faculty's choice once every three years. For counseling adjunct faculty, student assessments will be completed for twenty percent of individual counseling sessions. A required written self-reflection will be submitted to the Division Dean by the end of the quarter the faculty receives the results. The Division Dean will provide the student assessment results to the faculty by the end of the 5th week of the next quarter.

**4.4.2.** One classroom faculty evaluation with an optional written response to this evaluation will be completed once every three years. A copy of the faculty evaluation must be submitted to the adjunct/full-time temporary faculty member and the Division Dean by the end of the quarter in which the evaluation took place.

**4.4.3.** An optional classroom evaluation may be completed by the Division Dean if deemed necessary.

**4.4.4.** The adjunct/full-time temporary faculty may place additional information in the performance file.

**4.5.** If student assessments and/or faculty evaluations are unsatisfactory, the Division Dean may require additional evaluations.

**4.6.** In the case of a pattern of student complaints, or a concern is identified from the student evaluations or classroom faculty evaluation, written notification will be given to the adjunct/full-time temporary faculty by the Division Dean. An improvement plan will be developed by the Division Dean and the adjunct/full-time temporary faculty member to address the identified concerns and should include a timeline regarding expected improvements where appropriate.

**4.7.** Copies of the student assessment summaries, full-time faculty evaluations, self-reflections, and administrative observations will be held in the adjunct/full-time temporary faculty's performance file in the Division Office.

**Section 5.** ***Procedure for Assessment of Probationary Academic Employees***

The assessment process of Probationary Academic Employees is incorporated into the tenure review process described in Appendix C. The Probationary Academic Employee and the Tenure Review Committee will work together to support the Employee's professional growth and development.

OLYMPIC COLLEGE

OLYMPIC COLLEGE

Student Name:

Student ID:

# Unofficial Degree Audit

This is an unofficial Degree Audit for advising purposes only. Final approval of degree or certificate completion resides with the Evaluations Office. Students should consult with an advisor to finalize any degree or certificate planning. Students are responsible for meeting graduation requirements.

Courses that you have completed or transferred from another college and for which you are currently enrolled, are used in this degree evaluation. For more information, please contact your academic advisor.

## #Associate in Arts -DTA (2009/11)

### Catalog Year 2008

Credits required:**90** Credits applied:**86**

GPA required:**2.0** Current GPA:**3.35**

To complete this associate degree, you must complete 90 credits in courses numbered 100 and higher and meet a minimum college level GPA requirement of 2.0 or higher. No more than 30 credits with pass grades are allowed.

## ✔ Communications Skills

Courses required:**2** Courses applied:**2**

Complete a course from Group 1 and complete a course from Group 2.

### ✔ Group 1

| | | | | | |
|---|---|---|---|---|---|
| ENGL 101 | COMPOSITION | 5 | A | Winter 1992 | |

**Course Options**

### ✔ Group 2

| | | | | | |
|---|---|---|---|---|---|
| ENGL 102 | COMPOSITION | 5 | 2.0 | Spring 1992 | |

**Course Options**

## ✔ Quantitative Skills

Courses required:**1** Courses applied:**1**

Complete one course from the approved list. Bus 215 may be used if authorized in writing by a Business or Economics faculty advisor (for business majors.)

| | | | | | |
|---|---|---|---|---|---|
| MATH 107 | MATH/LIBERAL ARTS STUDEN | 5 | 3.0 | Summer 1994 | |

**Course Options**

## Humanities

Subject areas required:**2** Subject areas met:**2**

Credits required:**15** Credits applied:**10**

Select a minimum of 15 credits from 2 or 3 subject areas. No more than 5 credits in performance/skills courses. No more than 5 credits in a foreign language may be used in Humanities. Degree Audit will not recognize completion of a second class in the same subject area until a class in another subject area is successfully completed.

| | | | | | |
|---|---|---|---|---|---|
| ENGL 274 | C/W SH STRY | 5 | 4.0 | Spring 1993 | English |
| FLGRM 101 | ELEMENTARY GERMAN | 5 | 2.0 | Summer 1994 | German |

**Course Options**

## Natural Science

Subject areas required:**2** Subject areas met:**2**

Credits required:**15** Credits applied:**10**

Select a minimum of 15 credits from 2 or 3 subject areas. One laboratory science course is required. Maximum 5 credits from Computer Science, Engineering, Mathematics, and Philosophy. Degree Audit will not recognize completion of a second class in the same subject area until a class in another subject area is successfully completed.

### Lab science requirement

Minimum 1 course. PLEASE NOTE: This course will also appear under the Natural Science area below, but is only counted once toward the 15 credit requirement.

**Course Options**

### Natural Science courses

This area includes ALL natural science classes you have completed, including the lab science class listed above, which will only be counted once in the 15 credit requirement.

| | | | | | |
|---|---|---|---|---|---|
| GEOG 101 | INTRO GEOG | 5 | 3.7 | Spring 1994 | Geography |
| SCI 100 | INTRODUCTION TO SCIENCE | 5 | 4.0 | Spring 2002 | Science |

**Course Options**

## ✔ Social Sciences

Courses required:**3** Courses applied:**3**

Choose a minimum of 15 credits in 2 or three disciplines. Degree Audit will not recognize completion of a second class in the same subject area until a class in another subject area is successfully completed.

Subject areas required:**2** Subject areas met:**2**

Credits required:**15** Credits applied:**15**

✔ Requirement Completed

| | | | | | |
|---|---|---|---|---|---|
| PSYCH 101 | GEN PSYCH | 5 | B | Fall 1991 | |
| HIST 217 | AMER CULTUR | 5 | 3.0 | Spring 1993 | History |
| BS-EC 101 | INTRO BUS | 5 | 3.0 | Fall 1993 | BS-EC |

**Course Options**

## ✔ Transfer Electives

Credits required:**15** Credits applied:**21**

Choose a minimum of 15 elective credits, and up to 30 credits from the fully transferable courses listed in the Olympic College catalog. PEFSP and/or PE-RD restricted to 3 credit limit. (Military and CLEP credits are ALL restricted electives.)

✔ PEFSP and/or PE-RD restricted to 3 credit limit. (Military and CLEP credits are ALL restricted electives.)

| | | | | |
|---|---|---|---|---|
| PEFSP 109 | SELF DEFENS | 1 | 4.0 | Fall 1993 |
| FLGRM 102 | ELEMENTARY GERMAN | 5 | 2.0 | Summer 1994 |
| ACCT& 201 | Prin of Accounting I | 5 | 4.0 | Fall 2008 |
| ACCT& 202 | Prin of Accounting II | 5 | 4.0 | Winter 2009 |
| ACCT& 203 | Prin of Accounting III | 5 | 3.8 | Spring 2009 |

**Course Options**

## ✔ Restricted electives

Credits required:**0** Credits applied:**15**

Courses numbered 100 or above which are not used in a requirement may be counted as elective credits to make up the total of 90 credits needed to complete the degree. There is no minimum number of restricted credits required. However, no more than 15 total credits from among the restricted elective courses listed in the OC catalog will be counted within the degree. (Military and CLEP credits are ALL restricted electives.).

| | | | | |
|---|---|---|---|---|
| CO-OP 123 | WORK EXPER/BSEC | 3 | 4.0 | Winter 1994 |
| CO-OP 124 | WORK EXPER/BSEC | 3 | 4.0 | Spring 1994 |
| CO-OP 221 | CO-OP WORK EXPER/BS-EC | 3 | 3.0 | Summer 1994 |
| CMPTR 154 | INTRO TO MS ACCESS | 4 | 4.0 | Fall 2005 |
| CMPTR 128 | Intro to MS Excel | 1 | 4.0 | Fall 2008 |
| OLRM 105 | Appreciating Diversity | 1 | P | Spring 2009 |

## Math 099 Proficiency

Courses required:**1** Courses applied:**0**

Students must demonstrate mastery of Intermediate Algebra (Math 099) by satisfactory placement test score or successful completion of mathematics course for which Intermediate Algebra or higher is a prerequisite or successful completion of Math 099.

**Course Options**

## ✔ Residency requirement.

Credits required:**20** Credits applied:**0**

At least 20 credits of the 90 credits required for graduation must be earned from OC, including the last 10 credits, except with 85 credits, the last 5 may be earned at another accredited institution.

✔ **AllOver100**

All OC courses over the 100 level

**Course Options**

## Unused Courses

**Key**

1 - Not applied to any category.
2 - Repeated course.
3 - Insufficient grade.
4 - Past non-transcripted course.

| | | | | |
|---|---|---|---|---|
| ART 170[1] | PHOTO 1 | 5 | B | Spring 1992 |
| ASTRO 101[3] | INTRO TO ASTRONOMY | 5 | W | Fall 1994 |
| BS-EC 121[1] | BEG BOOKEEPG | 5 | 4.0 | Fall 1993 |
| BS-EC 251[3] | ACCTG 1 | 5 | V | Winter 1992 |
| BS-EC 251[3] | ACCTG 1 | 5 | V | Fall 1992 |
| C SRV 030N[1] | CHINESE CK | | P | Winter 1987 |
| C SRV 031H[3] | PRI GOURMET | | K | Summer 1982 |
| C SRV 062C[3] | PRI DESIGN | | K | Summer 1982 |
| C SRV 067F[1] | BEGNG SEWING | | P | Fall 1983 |
| CMPTR 127[1] | Intro to MS Word Process | 1 | P | Winter 2009 |
| CMPTR 130[1] | INTRO PERSONAL COMPUTERS | 1 | P | Summer 2002 |
| CO-OP 101[1] | CO-OP PREP | 1 | 4.0 | Fall 1993 |
| CO-OP 111[1] | SEMINAR 1 | 2 | 4.0 | Winter 1994 |
| ENGL 101[3] | COMPOSITION | 5 | W | Fall 1991 |
| FDSRV 166[1] | BSC COOKING | 1 | A | Spring 1991 |
| FDSRV 167[1] | COOK LIGHT | 1 | A | Spring 1991 |
| FLGRM 102[3] | ELEM GERMAN | 5 | V | Winter 1992 |
| GEOL 101[1] | PHYSL GEOL | 5 | 3.7 | Spring 1994 |
| GEOL 105[1] | GEOLOGIC HAZARDS | 5 | 2.0 | Fall 1997 |
| HIST 105[3] | US SNC 1865 | 5 | V | Winter 1994 |
| MATH 080[1] | MATH WRKSHOP | 5 | P | Winter 1992 |
| MATH 101[1] | ITM ALGEBRA | 5 | 2.3 | Fall 1993 |
| PARED 015[3] | PARENT/CHILD CO-OPS | 1 | NC | Fall 2001 |
| PE-ED 105A[3] | STD 1ST AID | 3 | W | Spring 1992 |
| PE-ED 105A[3] | STD 1ST AID | 3 | V | Fall 1992 |
| PE-ED 105A[1] | STD 1ST AID | 3 | 4.0 | Winter 1994 |
| PEFSP 100B[3] | AEROBIC WT/C | 2 | V | Fall 1990 |
| PE-RD 171[3] | BACKPACKING AND SURVIVAL | 3 | W | Fall 1994 |
| PSYCH 102[3] | PSYCHOLOGY OF ADJUSTMENT | 5 | V | Spring 1996 |
| PSYCH 163[3] | PSYCH OF SELF-ESTEEM | 1 | V | Winter 1995 |
| PSYCH 240[3] | *ABNORMAL PSYCHOLOGY | 5 | V | Winter 1995 |
| SPCH 152B[1] | INTPRS COMM | 5 | B | Fall 1991 |

**College Grade Point Averages**
College Level GPA: 3.30

**Legend**
✔ - Requirement Completed
TR - Transferred Course
WV - Waived Requirement
SB - Substituted Course

# Courses Due for Review This Year, or Overdue

Download Date: **4/27/2011**

| DiscSort | Discipline | Course | Last_Review | Review_Due | Title |
|---|---|---|---|---|---|
| Business and Technology | | | | | |
| CMPTR | CMPTR | 147 | A454 | B014 | Java II Fund/OOP |
| COAPP | COAPP | 111 | A344 | A904 | COAPP Seminar I |
| | COAPP | 121 | A344 | A904 | COAPP Work Experience |
| | COAPP | 122 | A344 | A904 | COAPP Work Experience |
| | COAPP | 123 | A344 | A904 | COAPP Work Experience |
| | COAPP | 124 | A344 | A904 | COAPP Work Experience |
| | COAPP | 221 | A344 | A904 | COAPP Work Experience |
| | COAPP | 222 | A344 | A904 | COAPP Work Experience |
| | COAPP | 223 | A344 | A904 | COAPP Work Experience |
| | COAPP | 224 | A344 | A904 | COAPP Work Experience |
| | COAPP | 225 | A344 | A904 | COAPP Work Experience |
| | COAPP | 226 | A344 | A904 | COAPP Work Experience |
| | COAPP | 227 | A344 | A904 | COAPP Work Experience |
| | COAPP | 228 | A344 | A904 | COAPP Work Experience |
| General Studies & Running Start | | | | | |
| GEN-S | GEN-S | 099 | A452 | B012 | Intro/Coll Study Skills |
| Social Sciences and Humanities | | | | | |
| ENGL | ENGL | 091 | A232 | A892 | Read/Write in Life & Col |
| | ENGL | 092 | A232 | A892 | Read/Write in Life & Col |
| | ENGL | 093 | A343 | A903 | Developing English Skill |
| | ENGL | 096 | 9903 | A563 | ESL Writing Skills |
| | ENGL | 250 | A454 | B014 | Major Authors and Works |
| | ENGL | 264 | A122 | A782 | Native Amer Literature |
| Work Force Development | | | | | |
| ADESL | ADESL | 013 | A453 | B013 | ESOL/NAC Integ Skills |

# Summary of Course Review Totals

Download Date: 4/27/2011
Report Date: 4/27/2011

| AU2 | Division | Courses in Inventory | Review Overdue | Percent Overdue | Review Due This Year |
|---|---|---|---|---|---|
| 1 | Contract Training and Military Education | 385 | 0 | 0% | 0 |
| 2 | Business and Technology | 754 | 13 | 2% | 14 |
| 3 | Social Sciences and Humanities | 495 | 5 | 1% | 6 |
| 4 | Mathematics, Engineering, Science and Health | 377 | 0 | 0% | 0 |
| 5 | General Studies & Running Start | 14 | 1 | 7% | 1 |
| 6 | Shelton Continuing Ed & Community Service | 2 | 0 | 0% | 0 |
| 9 | Work Force Development | 107 | 1 | 1% | 1 |
| | | 2134 | 20 | 1% | 22 |