SACS preparation progress report

**Mission Statement**

The Arts and Sciences Division of Southwestern Community College seeks to cultivate a positive academic environment which creates in our students a genuine interest in becoming active learners and productive citizens. Students should emerge with an enhanced confidence of their skills and knowledge in composition, humanities, mathematics, natural science, social science, and wellness.

**General Education Outcomes**

All SCC graduates will demonstrate the ability to

1. Communicate ideas clearly by
   --using standard written English.
   --delivering effective audience-appropriate oral presentations.

2. Effectively reference, comprehend, interpret, and evaluate discipline-appropriate materials.

3. Think critically and quantitatively.

4. Express awareness and consideration of varied ethical and cultural perspectives.

Additionally, general education faculty value and reinforce proficiency in the use of technology and the ability to work collaboratively.

**Assessment of general education outcomes**

Outcomes of general education are assessed in several ways

- course grades
- graduate surveys
- employer surveys
- performance of college transfer students
- *internal assessments

*Internal assessments are being developed. The Arts and Science faculty, with representatives from Career Technologies and Health Sciences, are in the process of designing an effective and manageable assessment system. We will pilot assessments in the spring with full implementation in Fall 2005.
Background/Rationale

After extensive discussion among the Arts and Sciences faculty and with input from colleagues in Career Technologies and Health Sciences, we have decided that a holistic assessment of students as they approach graduation by the instructors and program directors who know them best is the most reasonable approach to assessing general education outcomes at this point. All of the core general education outcomes are incorporated into most courses across the disciplines. Teaching faculty are well-aware of which students excel and which students continue to need improvement in certain areas. Using a holistic rubric to assess each graduate, program faculty will provide feedback that will assist the Arts and Sciences faculty in continuing to provide quality general education experiences for all degree-seeking students. This assessment system has the advantage of not penalizing individual students, instructors, or programs while providing feedback for continuous improvement.

Results of the assessment will drive the actions and processes to follow, but some follow-up possibilities include: cross-functional faculty groups to consider ways to address patterns of student weakness; program or college level course sequencing adjustments; course-level adjustments of content and/or focus; additional or targeted academic and student support interventions, etc.

Holistic Assessment Process Timeline
February 11, 2005
Holistic assessment rubric drafted. Under review by faculty.
Faculty independently piloting the instrument using selected AA graduates from Spring 2004.

February 25, 2005
Assessment rubric will be revised for use in pilot.

March 4, 2005
A&S faculty pilot holistic assessment for likely Spring 2005 AA graduates.

March 11, 2005
Instrument revised based on pilot.

April 1, 2005 – April 15, 2005

April 22, 2005
A&S faculty meet with IA and divisional representatives to establish action plans for areas of concern reflected in overall and department-level results.
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4. Demonstrate proficiency in the use of current technologies.

5. Express awareness and consideration of varied ethical and cultural perspectives.

6. Demonstrate the ability to work collaboratively with peers and instructors.

Assessment of General Education Outcomes

Outcomes of general education are assessed in several ways
   f. course grades
   g. graduate surveys
   h. employer surveys
   i. performance of college transfer students
   j. holistic assessment of graduates by program and general ed faculty

Arts and Sciences General Education Outcomes

Progress Report June 2005
**Background/Rationale**

After extensive discussion among the Arts and Sciences faculty and with input from colleagues in Career Technologies and Health Sciences, we have decided that a holistic assessment of students as they approach graduation by the instructors and program directors who know them best is the most reasonable approach to assessing general education outcomes at this point. All of the core general education outcomes are incorporated into most courses across the disciplines. Teaching faculty are well-aware of which students excel and which students continue to need improvement in certain areas. Using a holistic rubric to assess each graduate, program faculty will provide feedback that will assist the Arts and Sciences faculty in continuing to provide quality general education experiences for all degree-seeking students. This assessment system has the advantage of not penalizing individual students, instructors, or programs while providing feedback for continuous improvement.

Results of the assessment will drive the actions and processes to follow, but some follow-up possibilities include: cross-functional faculty groups to consider ways to address patterns of student weakness; course sequencing and prerequisite adjustments; course-level adjustments of content and/or focus; additional or targeted academic and student support interventions, etc.

**Holistic Assessment Process Timeline**

September-December 2004
Series of Arts and Sciences faculty meetings to establish general education core competencies.

January 2005
Six core general education outcomes established (see attached).

February 2005
- Holistic assessment rubric drafted. Reviewed by faculty.
- Faculty independently piloted the instrument using selected AA graduates from Spring 2004.
- Assessment rubric revised for use in pilot.

March 2005
- Arts and Sciences faculty piloted holistic assessment for likely Spring 2005 AA graduates.
- Instrument revised based on pilot.

April-May 2005
Career Technologies and Health Sciences faculty assessed spring 2005 graduates using holistic assessment rubric. Shared results with Arts and Sciences. Shared suggestions for revision of assessment rubric.

June-July 2005
Results from holistic assessments compiled and analyzed.
August 2005
Arts and Sciences faculty meet with Careers and Health faculty to establish action plans for areas of concern reflected in overall and department-level results.

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General Education Outcomes

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Assessment of General Education Outcomes

Outcomes of general education are assessed in several ways
   k. course grades
   l. graduate surveys
   m. employer surveys
   n. performance of college transfer students
   o. holistic assessment of graduates by Health Sciences, Career Technologies, and Arts and Sciences faculty

General Education Outcomes:
Students will communicate ideas by using standard written English.

English/Humanities team meeting
Assessing written communication outcomes

October 28, 2005

We need to consider the following. . .

What are we assessing?
   General writing abilities? Specific writing skills?
   Application to a discipline?

When?
   At end of ENG 111? ENG 114? ENG 113?
   At end of program? (capstone courses in Health and Careers? When for CT?)

What process will we use?
   Random samples?
   All students/graduates?
   Common rubric
   Multiple readers—F2F or individually with final compilation?
   Communication with colleagues and students

How will we use the results?
Assessment of General Education Outcomes

Progress Report November 2005

Background/Rationale
After extensive discussion among the Arts and Sciences faculty and with input from colleagues in Career Technologies and Health Sciences, we decided that an overall assessment of students as they approach graduation by the instructors and program directors who know them best was the most reasonable approach to guiding the focus of assessing general education outcomes. All of the core general education outcomes are incorporated into most courses across the disciplines. Teaching faculty are well-aware of which students excel and which students continue to need improvement in certain areas. Using a rubric to assess each graduate, program faculty provide feedback that assist the Arts and Sciences faculty in continuing to provide quality general education experiences for all degree-seeking students. This assessment system has the advantage of not penalizing individual students, instructors, or programs while providing feedback for continuous improvement.

Results of the assessment each spring drive the actions and processes to follow, with follow-up possibilities including: cross-functional faculty groups to consider ways to address patterns of student weakness; course sequencing and prerequisite adjustments; course-level adjustments of content and/or focus; additional or targeted academic and student support interventions, etc.

General Education Outcomes Assessment Process Timeline
September-December 2004
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- A&S faculty piloted the instrument using selected AA graduates from Spring 2004.
- Assessment rubric revised for continued use in pilot.

March 2005
- Arts and Sciences faculty piloted assessment for likely spring 2005 AA graduates.
- Instrument revised based on results.

April-May 2005
Career Technologies and Health Sciences faculty assessed spring 2005 graduates using assessment rubric. Shared results with Arts and Sciences. Shared suggestions for revision of rubric.
June-July 2005
Results from assessments compiled and analyzed.

August 2005
Arts and Sciences faculty meet with Careers and Health faculty to establish action plans
for areas of concern reflected in overall and department-level results. Writing was a
shared concern across the disciplines.

2005-2006
Focus on writing:
- Common writing assessment rubric and process developed for Expository Writing
  (ENG 111), a required course for each graduate.
- “Responding to and Assessing Writing Assignments” faculty seminar (January
  2006)
- Assessment of graduates (March 2006)

2006-2007
Focus on writing:
- Writing across the curriculum
- “Teaching Students How to Reference and Interpret of Materials for Research
  Assignments” faculty seminar
- Assessment of graduates (March 2007)

2007-2008
Anticipated focus: oral communication skills

2008-2009
Anticipated focus: quantitative reasoning

2009-2010
Anticipated focus: critical thinking
Arts and Sciences Division

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Assessment of General Education Outcomes

Outcomes of general education are assessed in several ways
   p. course grades
   q. graduate surveys
   r. employer surveys
   s. performance of college transfer students
   t. assessment of graduates by Health Sciences, Career Technologies, and Arts and Sciences faculty
   u. common final writing assessment in ENG 111
   v. common final writing assessment in ENG 090/095