

**Isothermal Community College**

**Assessment Plan/Progress Report  
For Curriculum Outcomes Assessment**

**Assessment Taskforce  
Created, Fall 2001  
Latest Update, January 2007**

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## **Assessment at Isothermal Community College: A Brief History**

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

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

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

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

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

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

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

## Assessment Taskforce

The Assessment Taskforce was formed in October of 1998 as a part of TALC (Team for the Advancement of a Learning College). As with other TALC taskforces, membership is voluntary. During its first few years, membership was divided almost evenly between faculty and administrative and support personnel. Membership ratios shifted to include more faculty beginning in 2003-04; by 2005-06 it was over 80% faculty; currently, in 2006-07, membership is more cross-sectional with an increased emphasis on service assessment, along with curriculum assessment.

Current (spring semester, 2006-07) membership is as follows:

**Brett Parker, Chair** (History and Political Science Instructor)

**Karen Jones, Vice Chair** (Dean of Student Affairs)

Tim Beaver (Math Instructor)

Lisa Bridges (Assistant to Director of Assessment, Research, and Planning)

Lisa Canterbury (Psychology Instructor)\*

Becky Cleland (Librarian)\*

Jeremiah Councill (English Instructor)

Mike Davis (Workplace Basic Skills Coordinator)

Steve Hollifield (Electronics Instructor)

Myra Johnson, (Vice President for Academic and Student Affairs)

Carl Jackson (Criminal Justice Instructor)

Jo James (Business Sciences Instructor)

John Kiser (Chemistry Instructor)\*

Kenneth Odom (Information Technician)\*

Barbara Peterson (English Instructor)

Stephen Matheny (Vice President of Administration)\*

Alice McCluney (College Liaison for High School Programs)\*

John Quinley (Director of Assessment, Research, and Planning)

Melissa Quinley (Developmental Math Instructor)

Erin Strickland (Early Childhood Instructor)

Tom Tucker (English Instructor)

Susan Vaughan (Director of Information Technology)

## Assessment Task Force Time Line

### 1998-99

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

### 1999-2000

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

## 2000-01

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

## 2001-2002

- Compilation and publication of a major progress report on Isothermal's assessment initiative July, 2001
- Proposal to NCCCIA for presentation at Nov. conference (proposal approved) Aug., 2001
- Assessment Taskforce meeting: presentation of a report on the assessment survey completed at the spring campus-wide meeting; presentation of Assessment Plan/Progress Report notebooks; discussion of goals for 2001-02 and strategies to meet them. Aug. 28, 2001
- Campus-wide meeting: Power point presentation on goals For 2001-02—
  1. Make copies of general education assessment criteria Available in a variety of forms.
  2. Use assessment language in all course syllabi
  3. Introduce portfolio concept in Unit I of ACA
  4. Establish a methodology for portfolio review;
- Breakout group workshops on using the writing rubric Sept. 6, 2001
- Assessment information added as a link to college WEB site Sept., 2001
- Assessment Plan/Progress Report notebooks provided to Management Team Sept. 18, 2001
- Proposal to Innovations Conference for presentation at spring conference in Boston Sept. 2001
- Contacted by ERIC Clearing House to publish assessment Information from WEB site Oct., 2001
- Assessment Taskforce Meeting Nov. 5, 2001
- Campus-wide meeting (rubric workshops) Nov. 12, 2001
- Follow-up team meetings on rubrics Dec., 2001
- Publication of 5x5 booklet: "A Learning College Primer" Dec. 20, 2001
- Assessment Taskforce Meeting Jan. 14, 2002
- Campus-wide assessment meeting  
Made slight changes in wording of problem solving competency to put more focus on problem solving; reviewed a proposal to adopt an information literacy competency; worked with program areas on program assessment Jan. 29, 2002
- Found out indirectly that Innovations proposal was accepted but was scheduled for a different format. Due to lateness of information and budgetary restrictions, declined invitation. Jan., 2002
- Assessment Taskforce Meeting  
Adopted information literacy criteria and rubric as a subset of the Communication competency Mar. 13, 2002
- Assessment presentation for Trustees Retreat Mar. 25, 2002
- Campus-wide assessment meeting: workshops on portfolio assessment Mar. 27, 2002

## 2002-03

- Taskforce Meeting; Goals for 2002-03 established:  
(See p. 38) July 17, 2002
- Taskforce Meeting; Plans for 1<sup>st</sup> campus-wide meeting for year. Sept. 12, 2002
- Campus-wide Meeting; Review of goals; workshop on portfolio assignments (Sample assignments shared with faculty) Sept. 24, 2002
- Program assessment activities within program areas Ongoing
- Assessment Taskforce Meeting: Updates on program assessment; Adoption of revised interpersonal skills rubrics; Information on Assessment Symposium at NC State; Information on CCSSE; Plans for campus-wide Meeting for Nov. 14<sup>th</sup>—hands on workshop for developing Portfolio assignments. Oct. 28, 2002
- Campus-wide Assessment Meeting: CCSSE update; Workshops for portfolio assignments as follows:
  1. Speaking and Listening assignments: B. Peterson, J. Council, G. Dobbins
  2. Reading assignments: N. Womack
  3. Information literacy assignments: T. Tucker and S. Vaughan
  4. Computer skills assignments: J. James, C. Richardson, J. Coomes
  5. Quantitative skills assignments: T. Beaver, D. Gaddis, M. Lipkin
  6. Interpersonal skills assignments: A. SherrillNov. 14, 2003
- Communication with NC State regarding involvement In Assessment Symposium Dec. 2002
- Assessment Taskforce Meeting: Program assessment updates; CCSSE update; Assessment Symposium update; Plans for Campus-wide meeting Jan 16, 2003
- Campus-wide Assessment Meeting:
  1. CCSSE update
  2. Workshop on student self assessment conducted by Gerri Dobbins
  3. Survey on Rubrics and their effectiveness
  4. Survey on assessment climate (repeat of 2001 survey)Jan. 28, 2003
- Submission of materials to NC State for Symposium Feb. 14, 2003
- Revision of article for Assessment Update Feb. 14, 2003
- Assessment Taskforce Meeting: Reports on surveys; CCSSE update; plans for campus-wide meeting; plans for student survey on portfolio development March 6, 2003
- Submission of proposal for CCIA conference March 7, 2003
- Presentation on Information Literacy rubric by Susan Vaughan, Director of Information and Technology Services at regional meeting Mar. 28,2003
- Campus-wide meeting: Student presentations of portfolios; group review/discussion on portfolios; reports on surveys April 3, 2003
- Presentations at NCSU Assessment Symposium April 7/8,2003
- Development of Assessment Practices document Summer, 2003

## 2003-04

- Taskforce vice chair attended AAHE Assessment Conference Summer 2003
- Assessment workshop for new and adjunct faculty July 28, 2003
- Highlights of CCSSE report presented at Convocation Aug. 11, 2003
- Assessment taskforce meeting Sept. 10. 2003  
(Presentation of holistic writing rubric  
Discussion of guidelines for student portfolios  
Discussion of goals for 2003-04)
- Article on Isothermal's Assessment Initiative published in Assessment Update Sept. 2003
- Review of assessment software (created by David Shupe) Sept. 2003
- Presentation at NCCCFA conference (Greensboro) Oct. 6, 2003
- Notification from CCSSE that Isothermal qualified as a semi-finalist for a Met-Life award for retention; application submitted Oct. 15, 2003
- Assessment taskforce meeting Oct. 27, 2003  
(Review of student portfolio rubric  
Discussion of invitation to present at NC State  
Shupe software demonstration  
Program assessment reports)
- Campus-wide Assessment meeting Nov. 5, 2003  
(Discussion and adoption of assessment goals for 2003-04  
Discussion of "horizontal" terminology for rubrics  
Adoption of student portfolio check list  
Adoption (with slight revisions) of the holistic writing rubric  
CCSSE update  
Discussion of Shupe software; decision to look into developing our own; Jo James will pursue this.)
- Preparation of student papers for external review Nov. 2003
- Assessment Taskforce meeting Dec. 3, 2003  
(Decided on horizontal wording for rubrics: "outstanding, strong, acceptable, unacceptable"; discussed a survey for Portfolio Week; decided to ask Information Services to do presentation at NC State Symposium; viewed software prototype developed by Jo James)
- Assessment Taskforce Meeting  
(Discussed the use of rubrics for assessment and grading and the need for consistency as we move into gathering evidence using assessment software; discussed plans for student portfolio week (March 8-12); made plans to send John Quinley, Gerri Dobbins and Nancy Womack to the NCSU Symposium April 16-17; Assessment overview and Proposed plan presented by John Quinley Jan. 21, 2004)
- Campus wide Assessment Meeting  
(Introduced "Project Penelope," a software program being prepared by Jo James for reporting assessment data;

- discussion of rubric horizontal wording tabled; announcement of plans for portfolio week) Feb. 11, 2004
- Assessment Taskforce Meeting  
(decided to leave rubrics without horizontal wording but to include an explanation of the numbering system with future printings—Gerri Dobbins will provide leadership on this; relayed final plans for student portfolio week; adopted a proposal to make submission of portfolios a graduation requirement—referred to deans and VP Council; update on project Penelope—decision to use volunteer external assessors for artifacts to be included in assessment of a given rubric in order to maintain consistency and to free faculty from this responsibility) March 3, 2004
  - Student Portfolio Week  
Surveys administered across campus; assessment activities in classes  
March 8-12, 2004  
  
Three Student Portfolio Workshops conducted by Barbara Peterson, John Quinley and Nancy Womack (over 150 students attended)  
March 9-10 2004
  - Nancy Womack, John Quinley and Gerri Dobbins attended Second Annual Assessment Symposium and did a presentation on “The Role of Assessment in a Learning College” April 16-17 2004
  - Campus-Wide Assessment Meeting  
(Update on Project Penelope—time line presented; reports on student surveys; handouts on portfolio research; conference reports; individual comments on assessment practices going on in various areas; SACS report) April 20, 2004

## 2004-05

- Further development of Penelope Project (Jo James employed to pursue this project) Summer '04
- Decision by the college to adopt assessment projects for SACS Quality Enhancement Plan Summer '04
- Assessment Taskforce Meeting
  - Update on Penelope project
  - Update on SACS compliance report
  - Discussion of the role of Assessment Taskforce in QEP
  - Division of the Taskforce into sub-committees to work on components of the QEP:
  - Program Assessment (John Quinley, Chair)
  - Student Portfolio Development (Barbara Peterson, Chair)
  - Implementation of Penelope Project (Jo James, Chair) Aug. 31, 2004
- Assessment Taskforce Meeting
  - Establishment of taskforce goals for 2004-05
  - Sub-committee reports
  - Plan for campus-wide meeting Sept. 16, 2004
- Campus-wide Assessment Meeting
  - Review of history of assessment initiative at Isothermal
  - QEP subcommittee reports
  - Announcement of future meetings and planned workshops Sept. 29, 2004
- Assessment Taskforce Meeting
  - SACS update; QEP update Oct. 28, 2004
- Campus-wide Assessment Meeting
  - SACS update; Information Literacy workshop; CAT's workshop Nov. 17, 2004
- Levels of Assessment Survey conducted by faculty liaisons Dec. 2004
- Meetings with curriculum divisions to discuss surveys Jan. 2005
- QEP prospectus revised to focus on general education learning outcomes in curriculum programs Jan. 2005
- Assessment Taskforce Meeting
  - Review of revised prospectus; subcommittee reports; discussion on ways to involve the whole campus community in the QEP Jan 11, 2005
- Surveys on use of CAT's, student portfolio assignments, and learning strategies conducted in curriculum areas by faculty liaisons Jan. 2005
- Assessment Taskforce Meeting
  - Review of survey activity; QEP prospectus shared; Subcommittee reports Jan 11, 2005
- Assessment Taskforce Meeting
  - SACS update from all QEP subcommittees; Progress Feb. 15, 2005

- Report on QEP literature review and overview of plan
- Campus-wide Assessment Meeting  
SACS update; Report on Surveys; Presentation by Lynn Rowland and Kelly Jones of the Nursing faculty on general education assessment in the Nursing Program; Presentation by Barbara Peterson on Student Portfolios; Sample portfolios presented by students of Cathy Alexander

Feb. 24, 2005
- Student Portfolio Week (Workshops for Students) conducted by Barbara Peterson and John Quinley

Mar.7-11,2005
- Assessment Taskforce Meeting  
QEP update; Subcommittee reports

Mar. 16, 2005
- Campus-wide Assessment Meeting  
SACS Update publication distributed and discussed; Demonstration of Penelope software; Focus group Discussion of the future use of Penelope

April 7, 2005
- Meeting of QEP subcommittees and steering committee Meetings throughout the semester

Jan-April, '05
- Meetings with QEP coordinators, president, vice president, And deans (Revisions made following each meeting)

May-June, '05
- Three representatives from Assessment Taskforce (Barbara Peterson, Jo James, and Melissa Swofford) attend Alverno Institute

June 20-24, '05
- Assessment Taskforce vice chair presentation at CPCC

June 24, '05

## 2005-06

- QEP subcommittees continue to meet to finalize components of QEP:  
 Chairs prepare drafts of QEP;  
 Drafts reviewed by SACS Steering  
 Committee and faculty focus group;  
 Revisions made and final version sent to SACS      July-Aug., 2005
- Publicity campaign for SACS visit continues:  
SACS Update newsletters keep campus informed;  
 Banners using the theme, “Take a Bite of our QEP,”  
 with a golden apple motif created by PIO office  
 placed in all buildings      July-Aug., 2005
- Preparations for Convocation Day with emphasis  
 on SACS visit and the QEP:      July-Aug., 2005
- Preparations for SACS visit      July-Aug., 2005
- Convocation Day: Assessment Taskforce in  
 charge of professional development activities;  
 hosted John Zubazeretta for workshops on portfolio  
 development; Distribution of QEP      Aug. 15, 2005
- Assessment Taskforce Meeting; last minute  
 Preparation for SASs visit; announcement that SGA  
 Will sponsor a “Take a Bite of our QEP” Day on  
 Sept. 22 with bobbing for apples, handouts, etc.      Sept. 15, 2005
- SACS visit; excellent reception of QEP      Sept. 27-20, ‘05
- Assessment Taskforce Meeting: QEP subcommittee  
 duties discussed; an ad hoc committee to recommend  
 ways to involve adjunct faculty was appointed; a time-  
 line for implementation of QEP was distributed.      Oct. 27, 2005
- Campus-wide Assessment Meeting: Excerpt from  
 SACs visiting team distributed; small group discussion  
 of excerpt focusing on strengths and weaknesses of QEP;  
 decision to focus on revisiting rubrics as a project for  
 2006-07; decided to feature assessment activities of  
 academic divisions in the spring of 2006;  
 ideas for future Assessment workshops discussed.      Nov. 3, 2005
- Nine Assessment Taskforce members attended a  
 workshop on embedded assessment at Lenoir  
 Rhyne College      Jan.5, 2006
- Assessment Taskforce Meeting; Reports from  
 Assessment subcommittees; Program assessment  
 Sharing schedule distributed by John Quinley; report  
 On Lenoir Rhyne workshop; announcement of other  
 Professional development opportunities discussed      Jan 11, 2006
- Presentation of program assessment in Develop-  
 mental education      Jan. 18, 2006
- Assessment Taskforce meeting: announcement of  
 Isothermal involvement in Lumina Grant symposium

- at Alverno; Brett Parker and Steve Hollifield will represent Isothermal; subcommittee reports. Feb. 16, 2006
- Campus-wide assessment meeting: Business Sciences program assessment presentation; brainstorming Session on how to incorporate reflection element into Portfolio assignment. Feb.22, 2006
- Taskforce Meeting: Discussion of responses to the Alverno questionnaire; subcommittee reports. Mar. 16, 2006
- Campus-wide meeting: QEP update; program Assessment presentation by Arts and Sciences; Mar. 21, 2006
- John Quinley, Barbara Peterson and Nancy Womack did a presentation at the 4<sup>th</sup> Annual Undergraduate Assessment Symposium at NCSU. April 7, 2006
- Assessment Taskforce meeting: Announcements, Subcommittee reports; more information on preparation For Brett Parker and Steve Hollifield to attend the Institute at Alverno; discussion of plans for evaluating portfolios for pilot course in HUM 220. April 13, 2006
- Campus-wide assessment meeting: Program Assessment presentation by Applied Sciences; announcement that Brett Parker will assume the role of Assessment Taskforce Vice-Chair in the fall semester; survey of faculty on Trudy Banta's "17 Assessment Hallmarks" May 4, 2006

## 2006-2007

- Assessment Taskforce meeting: Announcement of goals for 2006-07—to engage the campus in a review of the general education rubrics as indicated in the QEP and to include service personnel and showcase their assessment activities throughout the year; QEP Update; tentative schedule of meeting dates distributed; discussion about administering the CCSSE test again this year. Sept. 11, 2006
- Campus-wide assessment meeting: Discussion of goals for the year; establishment of teams for review of rubrics; initial team meetings Sept. 18, 2006
- Assessment Taskforce meeting: General discussion about The direction of the taskforce, announcements of upcoming Professional development activities, taskforce budget, etc. Oct. 2, 2006
- Presentations at NCCCS conference by several teams from Isothermal Oct. 9-10, '06
- Campus-wide meeting: preliminary reports from rubric teams; presentation on assessment in financial aid with Karen Jones, Jeff Boyle, and Karen Harris. Oct. 16, 2006
- Assessment Taskforce meeting: Budget review; announcement that Karen Jones will assume the Vice-chair position in Jan. Brett Parker assumes the position of Chair; reports from rubric review team chairs in attendance and subcommittees. Nov. 13, 2006
- Campus-wide meeting: Presentation on Facilities Assessment By Stephen Matheny; sharing of progress on rubric review. Nov. 20, 2006

## **General Competencies Expected of Isothermal Graduates**

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

- Communicate effectively through writing, reading, speaking, and listening and demonstrate information literacy
- Analyze problems and make logical conclusions
- Demonstrate positive interpersonal skills through cooperative learning and group interaction
- Demonstrate quantitative competencies
- Demonstrate basic computer skills

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

## Communications Competency

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

### Writing Competency Criteria

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

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

***Demonstrate the ability to organize ideas effectively***

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

***Demonstrate competence in mechanics and style***

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

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

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

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

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

## Reading Competency Criteria

### *Demonstrate ability to comprehend text*

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

### *Demonstrate critical thinking skills*

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

### *Demonstrate ability to evaluate text*

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

## Speaking Competency Criteria

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

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

### *Demonstrate competence in the use of language*

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

### *Demonstrate competence in voice control*

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

### *Demonstrate preparation in the nonverbal communication of the message*

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

### *Demonstrate competence speaking in small groups*

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

## Listening Competency Criteria

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

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

### *Demonstrate satisfactory listening skills in an academic situation*

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

## **Information Literacy Competency Criteria**

### **Determine the nature and extent of the information needed**

- Define and articulate the purpose and need for information (e.g. problem-solving, description, literary analysis)

### **Access needed information effectively and efficiently**

- Construct and implement effectively-designed search strategies
- Retrieve, record, and manage the information and its sources using a variety of methods

### **Evaluate information and its sources critically and incorporate selected information into own knowledge base and value system**

- Summarize the main ideas to be extracted from the information gathered
- Apply established criteria for evaluating both the information and its sources
- Synthesize main ideas to construct new concepts and compare new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information
- Validate understanding and interpretation of the information through discourse with other individuals and subject-area experts

### **Individually or as a member of a group, use information effectively to accomplish a specific purpose**

- Apply new and prior information to the planning, creation and effective communication of a particular product or performance

### **Understand many of the legal and social issues surrounding the use of information; access and use information ethically and legally**

- Recognize the ethical, legal and socio-economic issues surrounding information and information technology
- Follow laws, regulations, institutional policies, and etiquette related to the access and use of information resources
- Acknowledge the use of information sources

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## **Problem Solving Competency**

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

### **Problem Solving Criteria**

#### ***Demonstrate an understanding of problem analysis***

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

#### ***Demonstrate data retrieval***

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

#### ***Use data effectively***

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

#### ***Arrive at logical conclusions***

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

## Interpersonal Skills Competency

**Outcomes Statement:** *Upon completion of an Associates Degree from Isothermal Community College, students should be able to demonstrate positive interpersonal skills through cooperative learning and group interaction*

### Operational Definition

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

---

### Interpersonal Skills Criteria

- 1) *Keep the group on task*
  - 2) *Support/praise*
  - 3) *Encourage participation*
  - 4) *Check for understanding*
- 

### Interpersonal Skills T-Charts

#### **A PERSON WHO KEEPS THE GROUP ON TASK**

LOOKS LIKE:

Making eye contact  
Open gestures and posture  
Looking interested  
Participating in discussion

SOUNDS LIKE:

“First we’re going to...”  
“Who wants to read?”  
“We are going to solve this for...”  
“Let’s save that for later...”

#### **A PERSON WHO SUPPORTS/PRAISES**

LOOKS LIKE:

Making eye contact  
Nodding  
Patting on the back  
Positive Gestures

SOUNDS LIKE:

“Good idea!”  
“Nice work!”  
“Are you okay?”

#### **A PERSON WHO ENCOURAGES PARTICIPATION**

LOOKS LIKE:

Smiling  
Making eye contact  
Giving thumbs up

SOUNDS LIKE:

“What is your idea?”  
“Do you have any ideas?”  
“Let’s hear from all members.”

#### **A PERSON WHO CHECKS FOR UNDERSTANDING**

LOOKS LIKE:

Making eye contact  
Leaning forward  
Interested expression  
Open gestures and posture

SOUNDS LIKE:

“Explain that to me please.”  
“Can you show me?”  
“Tell us how to do it.”  
“Give me an example please.”

## **Quantitative Skills Competency**

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

### **Quantitative Skills Criteria**

#### ***Demonstrate the ability to perform basic arithmetic skills***

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

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

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

#### ***Demonstrate the use of quantitative language in written communication***

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

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

#### ***Demonstrate the ability to make inferences from experience***

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

## **Computer Skills Competency**

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

### **Computer Skills Criteria**

***Demonstrate an understanding of computer concepts and terminology sufficient to***

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

***Demonstrate basic computer operating skills sufficient to***

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

***Perform computer applications sufficient to utilize***

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

***Demonstrate Internet skills sufficient to***

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

## **Assessment Rubrics**

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

### **Explanation of Ratings**

The college wrestled with horizontal wording for the numeric codes on the following rubrics. After many attempts and finding no satisfactory set of words, we finally decided to go without horizontal wording and agreed on the following explanation instead:

A rating of **4** indicates that the student has demonstrated an excellent understanding of the criteria and his/her product reflects those criteria. While the product of performance may not be flawless, those flaws will not be noticeable because of the overall exemplary quality of the product or performance.

A rating of **3** indicates that the student has demonstrated a good understanding of the criteria and his/her product or performance may have noticeable flaws, but the overall quality is good.

A rating of **2** indicates that the student has demonstrated some understanding of the criteria, but his/her performance or product reflects marginal quality with areas that should have been resolved before the submission of the process or product in the demonstration of the criteria.

A rating of **1** indicates that the student does not demonstrate an understanding of the criteria, and his/her performance is unacceptable.

## Writing Rubric

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

## Reading Rubric

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

## Speaking Rubric

Speaker \_\_\_\_\_

Date \_\_\_\_\_

Topic \_\_\_\_\_

Purpose \_\_\_\_\_

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

## Listening Self Assessment Rubric

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

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

How to score:

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

**Total**\_\_\_\_\_

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

**Information Literacy Rubric**  
(Retrieve, analyze and use information effectively to accomplish a specific purpose)

Rating: High to low, or NA

❖ **Determine the nature & extent of the information needed**

Define & articulate the purpose & need for information (e.g. problem-solving, description, literary analysis)

1. Confers with instructors & participates in class discussions & workgroups to identify topic or information need	4	3	2	1	NA
2. Develops an appropriate thesis statement & formulates questions based on the information need	4	3	2	1	NA
3. Restates & defines or modifies the information need to achieve a manageable focus	4	3	2	1	NA

❖ **Access needed information effectively & efficiently**

Construct & implement effectively-designed search strategies

1. Becomes familiar with topic & identifies keywords, synonyms & related terms for the information needed	4	3	2	1	NA
2. Constructs & implements a search strategy using appropriate terms & commands (e.g., Boolean operators)	4	3	2	1	NA
3. Identifies gaps in the information retrieved & determines if the search strategy should be revised & repeated	4	3	2	1	NA

Retrieve, record, & manage the information & its sources using a variety of methods

1. Retrieves information in a variety of formats (e.g., print, verbal, electronic, such as NC LIVE)	4	3	2	1	NA
2. Uses surveys, letters, interviews, & other forms of inquiry to retrieve primary information	4	3	2	1	NA
3. Creates a system for organizing the information & records all pertinent citation information for later use	4	3	2	1	NA
4. Uses various technologies (e.g., copy/paste software functions, photocopier, scanner) to manage information	4	3	2	1	NA

❖ **Evaluate information critically & incorporate selected information into own knowledge base & value system**

Summarize the main ideas to be extracted from the information gathered

1. Reads the text & selects main ideas	4	3	2	1	NA
2. Restates textual concepts in his/her own words; selects accurate data & converts it to useable information	4	3	2	1	NA

Apply established criteria for evaluating both the information & its sources

1. Examines information to evaluate reliability, validity, accuracy, authority, timeliness, & point of view or bias	4	3	2	1	NA
2. Identifies the purpose & audience of resources (e.g., popular vs. scholarly, current vs. historical)	4	3	2	1	NA
3. Differentiates between primary & secondary sources; recognizes how their use & importance vary by discipline	4	3	2	1	NA
4. Recognizes prejudice, deception, or manipulation	4	3	2	1	NA
5. Recognizes cultural, physical, & other context of information; understands impact of context on information	4	3	2	1	NA

Synthesize main ideas to construct new concepts; compare new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information

1. Utilizes computer & other technologies (e.g. spreadsheets, databases, multimedia) to study the interaction of ideas	4	3	2	1	NA
2. Determines whether information satisfies the purpose, or if additional information is needed	4	3	2	1	NA
3. Investigates differing viewpoints & determines whether to incorporate or reject viewpoints encountered	4	3	2	1	NA
4. Combines prior information with original thought & analysis to produce new concepts	4	3	2	1	NA
5. Draws conclusions & revises as appropriate based upon all pertinent facts, concepts, & principles	4	3	2	1	NA

Validate understanding & interpretation of the information through discourse with other individuals & subject-area experts

1. Participates in classroom, workgroup & other discussions	4	3	2	1	NA
2. Participates in e-forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)	4	3	2	1	NA
3. Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)	4	3	2	1	NA

❖ **Individually or as a member of a group, use information effectively to accomplish a specific purpose**

Apply new and prior information to the planning, creation, and effective communication of a particular product or performance

1. Organizes & integrates content to support purposes of the product/performance (e.g. outlines, drafts, storyboards)	4	3	2	1	NA
2. Implements product/ performance using a communication medium/ format that best serves the intended audience	4	3	2	1	NA
3. Manipulates digital text, images, & data as needed, using a range of information technology applications	4	3	2	1	NA
4. Incorporates principles of design and communication	4	3	2	1	NA

❖ **Understand many of the legal & social issues in the use of information; access & use information ethically & legally**

Recognize the ethical, legal & socio-economic issues surrounding information & information technology

1. Identifies & discusses issues related to privacy & security in both the print & electronic environments	4	3	2	1	NA
2. Identifies & discusses issues related to censorship & freedom of speech	4	3	2	1	NA
3. Demonstrates an understanding of intellectual property, copyright, & fair use of copyrighted material	4	3	2	1	NA

Follow laws, regulations, institutional policies, & etiquette related to the access & use of information resources

1. Complies with institutional policies on access to information resources	4	3	2	1	NA
2. Preserves the integrity of information resources, equipment, systems and facilities	4	3	2	1	NA
3. Legally obtains, stores, and disseminates text, data, images, or sounds	4	3	2	1	NA
4. Understands what constitutes plagiarism; does not represent work attributable to others as his/her own	4	3	2	1	NA

Acknowledge the use of information sources

1. Selects an appropriate documentation style & uses it consistently to cite sources	4	3	2	1	NA
2. Posts permission granted notices, as needed, for copyrighted material	4	3	2	1	NA

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## Problem Solving Rubric

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

	(high)			(low)
Accurately and thoroughly identifies the problem	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Thoroughly and accurately defines the key elements of the problem	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Clearly and accurately restates the problem	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

### **Demonstrate data retrieval.**

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

### **Utilizes data to arrive at logical conclusions.**

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

### **Arrive at logical conclusions.**

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

# Interpersonal Skills Check Sheets

## 1. Keep the Group on Task Observation Form

<b>Behaviors</b>												
<b>Looks Like:</b> Making eye contact												
Looking interested												
Participating in discussion												
<b>Sounds Like:</b> "First we're going to..."												
"Who wants to read?"												
"We are going to solve this for..."												
"Let's save this for later..."												
"Why don't we try this?"												
Other behaviors:												
Total Behaviors Demonstrated												

**Directions for Use:** (a) Put the names of students being observed above each column. Up to three observation dates can be recorded in the boxes immediately below the student's name. (b) Put a mark in the appropriate box each time a student demonstrates a behavior. (c) Total the number of behaviors the student demonstrated on the last row. (d) Use the rubric to assess the student's level on this interpersonal skill.

**Assessment Rubric**

Level      During a cooperative learning activity:

- 3            A person demonstrating three or more different Keep the Group on Task behaviors is exemplary
- 2            A person demonstrating two different Keep the Group on Task behaviors is accomplished
- 1            A person demonstrating one Keep the Group on Task behavior is developing
- 0            A person demonstrating none of the Keep the Group on Task behaviors is beginning

## 2. Support/Praise Observation Form

Behaviors												
Looks Like: Making eye contact												
Nodding/Smiling												
Positive gestures Ex. Thumbs up												
Sounds Like: "Good idea!"												
"Nice work!"												
"Are you okay?"												
"Do you need some help?"												
Other behaviors:												
Total Behaviors Demonstrated												

**Directions for Use:** (a) Put the names of students being observed above each column. Up to three observation dates can be recorded in the boxes immediately below the student's name. (b) Put a mark in the appropriate box each time a student demonstrates a behavior. (c) Total the number of behaviors the student demonstrated on the last row. (d) Use the rubric to assess the student's level on this interpersonal skill.

### Assessment Rubric

Level      During a cooperative learning activity:

- 3          A person demonstrating three or more different Support/Praise behaviors is exemplary
- 2          A person demonstrating two different Support/Praise behaviors is accomplished
- 1          A person demonstrating one Support/Praise behavior is developing
- 0          A person demonstrating none of the Support/Praise behaviors is beginning

### 3. Encourage Participation Observation Form

Behaviors															
Looks Like: Making eye contact															
Smiling															
Positive gestures Ex. Thumbs Up															
Sounds Like: "What is your idea?"															
"Do you have any ideas?"															
"Let's hear from all members."															
"How would you handle this?"															
"What do you think about that point?"															
Other behaviors:															
Total Behaviors Demonstrated															

**Directions for Use:** (a) Put the names of students being observed above each column. Up to three observation dates can be recorded in the boxes immediately below the student's name. (b) Put a mark in the appropriate box each time a student demonstrates a behavior. (c) Total the number of behaviors the student demonstrated on the last row. (d) Use the rubric to assess the student's level on this interpersonal skill.

#### Assessment Rubric

Level      During a cooperative learning activity:

- 3          A person demonstrating three or more different Encourage Participation behaviors is exemplary
- 2          A person demonstrating two different Encourage Participation behaviors is accomplished
- 1          A person demonstrating one Encourage Participation behavior is developing
- 0          A person demonstrating none of the Encourage Participation behaviors is beginning

## 4. Check for Understanding Observation Form

Behaviors												
<b>Looks Like:</b> Making eye contact												
Interested expression												
Leaning forward												
<b>Sounds Like:</b> "Explain that to me please."												
"Can you show me?"												
"Tell us how to do it."												
"Give me an example please."												
"You are saying that..."												
Other behaviors:												
Total Behaviors Demonstrated												

**Directions for Use:** (a) Put the names of students being observed above each column. Up to three observation dates can be recorded in the boxes immediately below the student's name. (b) Put a mark in the appropriate box each time a student demonstrates a behavior. (c) Total the number of behaviors the student demonstrated on the last row. (d) Use the rubric to assess the student's level on this interpersonal skill.

### Assessment Rubric

Level      During a cooperative learning activity:

- 3            A person demonstrating three or more different Check for Understanding behaviors is exemplary
- 2            A person demonstrating two different Check for Understanding behaviors is accomplished
- 1            A person demonstrating one Check for Understanding behavior is developing
- 0            A person demonstrating none of the Check for Understanding behaviors is beginning

## Quantitative Skills Rubric

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

Level:            \_\_\_\_\_

TOTAL:            \_\_\_\_\_

# COMPUTER SKILLS RUBRIC

	4 <i>(high)</i>	3	2	1 <i>(low)</i>
<b>DEMONSTRATE AN UNDERSTANDING OF COMPUTER CONCEPTS AND TERMINOLOGY SUFFICIENT TO:</b>				
• Purchase a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Install a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintain a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrate basic computer operating skills sufficient to:</b>				
• Start and stop a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Start and stop a program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use the keyboard and mouse with accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate file and disk management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PERFORM COMPUTER APPLICATIONS SUFFICIENT TO UTILIZE:</b>				
• Word processing (create and edit documents; store and retrieve documents; print documents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Spreadsheet (create and edit documents; store and retrieve documents; print documents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Database (create, store, and retrieve a database; add, remove, and edit records; design, save, and use reports; create, save, and use queries; print reports and queries)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DEMONSTRATE INTERNET SKILLS SUFFICIENT TO:</b>				
• Perform research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Utilize E-mail as a form of communication (establish an address, receive messages, send messages, reply to messages, forward messages, attach files to a message)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **Assessment Goals for 2001-2002**

### **Institutional Assessment:**

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

### **Program Assessment**

- Revise traditional program review process to focus on program outcomes assessment
- Establish program specific goals
- Develop assessment criteria for program specific outcomes
- Begin development of outcomes/applications matrices for each curriculum program

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

### **Classroom Assessment**

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

## **Individual Student Assessment**

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

## Assessment Goals for 2002-2003

### Institutional Assessment:

- Continue to make copies of general education assessment criteria available in a variety of forms
- Continue to incorporate and use assessment language in course syllabi and in assignment directions to assimilate it more completely into the college culture
- In addition to introducing the portfolio concept in Unit I of ACA 115, plan a follow-up assignment regarding portfolio development at the end of the ACA course
- Expand campus-wide efforts to assist students with portfolio development
- \* Increase the number of curriculum courses actively contributing assignments to portfolios for institutional use (workshops will be provided by assessment taskforce)
- Collect and review portfolios\*
- Determine methodology for reviewing portfolios and reporting data\*

### Program Assessment:

- Continue to develop program-specific goals and assessment criteria for program-specific outcomes
- Continue development of outcomes/applications matrices for each curriculum program
- Begin preliminary reporting of outcomes assessment at the program level\*

### Classroom Assessment:

- Continue to incorporate assessment criteria into course materials
- Continue to use college approved rubrics, or variations of these rubrics, for assessing student work
- Continue to use a variety of informal classroom assessments
- Document changes made to course content or instructional strategies based on assessment information
- Work with students on portfolio development\*
  1. Plan at least one assignment for each course as a portfolio assignment and include it in the course syllabus
  2. Provide written instructions for the portfolio assignment
  3. Use a rubric to assess the assignment
  4. Offer helpful suggestions to students on how they can incorporate the assignment into their portfolios as an artifact demonstrating one or more of the general education competencies
- Develop self-assessment forms for selected competencies and teach students to use them as an aid to learning\* (sample forms will be developed by the assessment taskforce; a workshop will be held at a campus-wide meeting for use and implementation)

## Individual Student Assessment

- Students will continue the use of self-assessment inventories in the ACA 115 class
- Students will continue to use the ACA Culminating Paper as a means of synthesizing their self-assessment activities
- Students will engage in self assessment of selected general competencies using forms adapted to specific assignments\* (A self assessment workshop will be conducted during the spring semester.)
- Students will develop, maintain, and submit competency portfolios for review\*

(Need to determine which students will be asked to submit portfolios this year—ie. graduating students; learning community students; students from selected classes and/or programs—and notify them ASAP so they can receive help in the preparation of portfolios)

## **Assessment Goals 2003-04**

### **Institutional Assessment**

- Focus more on using assessment tools we have already developed
- Focus on the accumulation of data to develop a “culture of evidence”
- Focus on the interpretation of data so that it can be used to improve learning

### **Program Assessment**

- Continue to pursue program assessment projects already initiated
- Document program changes based on assessment data

### **Course Assessment**

- Continue to assure that all course syllabi contain assessment language, student self-assessment activities, and portfolio assignments

### **Individual Student Assessment**

- Provide multiple opportunities for students to learn and practice self assessment
- Plan activities that focus on student portfolio development, including a Portfolio Review survey to be administered during Portfolio Week (March 8-12)

### **Assessment Goals for 2004-05**

- To oversee the development and to write the college Quality Enhancement Plan for SACS reaffirmation
- To keep the entire campus informed and involved in the QEP process
- To sponsor workshops at campus-wide meetings on such topics as the following:
  - Creating and writing portfolio assignments
  - Informal classroom assessment
  - Assessing information literacy
  - Assessment in service areas, ie. Student Affairs
  - Sharing of program assessment plans
  - Using Quality Improvement documents as a part of program assessment
- To Sponsor portfolio workshops for students during portfolio week (March 7-11)

### **Assessment Goals for 2005-06**

- To educate the campus about the QEP and to begin its implementation once it is approved by SACS
- To share with the entire campus the program assessment initiatives in each of the academic divisions

### **Assessment Goals for 2006-07**

- To showcase assessment plans in the service areas of the college.
- To review/revise the college general education rubrics as needed

## Appendix

## Assessment Materials in ACA 115 Text

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

### Assessment Criteria and Portfolios

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

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

#### Guidelines for Establishing an Educational Portfolio

1. Artifacts included in your portfolio should reflect your best work, but it is also appropriate to include a few that indicate growth.
2. Artifacts should show that you have mastered the general education competencies listed below:
  - Communicate effectively through writing and reading
  - Communicate effectively through speaking and listening

Retrieve and use information to analyze problems and make logical conclusions

Demonstrate positive interpersonal skills in various aspects of life

Demonstrate quantitative competencies

Demonstrate basic computer skills

3. Content of your portfolio is largely determined by you. However, your teachers may have suggestions of artifacts that would be good for you to include. Be sure you have evidence of your ability to demonstrate the competencies listed above. You should also have a Miscellaneous section in which you include such artifacts as your Culminating Reflections paper for ACA 115, your resumé, and awards certificates, letters, or other recognitions you have earned, etc.
4. In a portfolio quality is more important than quantity. Be selective. Your portfolio should not be cluttered. Review your portfolio at the end of each semester. Feel free to replace artifacts with better quality work rather than just keep adding more. (While there is no set number of artifacts you should have, 18 has been suggested by some members of the faculty.)
5. Keep your portfolio up to date. Know where it is at all times in case someone at the college asks to look at it for assessment purposes or in case you get an opportunity to present it to a potential employer.
6. Have fun with this. Don't look at it as a chore but rather as a showcase of who you are and what you have accomplished.

# Isothermal Community College

## Student Assessment Portfolio Kit

### Assessment Criteria

Because we believe an education is more than an accumulation of credits earned through the completion of a variety of courses, and because we want you to be successful at whatever your next step beyond Isothermal may be--either getting a job or transferring to another college--, it is essential that you be able to demonstrate general education skills in communicating, problem solving, interacting positively with others, performing quantitative tasks, and using computers. To this end the college has adopted campus-wide *criteria* lists for all of these skills. They will be used for assessment in all of your courses. Details of these criteria lists, along with *rubrics* for assessing them, are included with the tabbed dividers in this assessment portfolio kit. If you have questions about the information here, please ask any of your instructors or your dean for assistance.

### Portfolio Development and Maintenance

#### You need a portfolio

To document your mastery of the general education skills expected of Isothermal Community College graduates, you need to develop a *portfolio*. This is a collection of *artifacts* that reflect your ability to demonstrate the general competencies set forth by the college.

#### What's in a portfolio?

An artifact is an example of class work that demonstrates your competency in a specific skill. For example, the artifact you choose to demonstrate your problem solving skills should include your finished product (paper, project, problem/solution speech, etc.), along with a copy of the assignment which generated the product, and a copy of the *rubric* your instructor used to assess it. (A *rubric* is a check sheet or chart used to point out strengths and weaknesses in a given assignment.)

#### Why do I need a portfolio?

Your portfolio can be very useful to you when you apply for a job or when you transfer to another school. If you are a student in an Applied Science or Business program, your portfolio can also be used to illustrate your mastery of specific career-related skills. It can, and will, be used as an assessment tool for the college.

#### How big is a portfolio?

A portfolio can be as simple as an expanding file folder or a notebook, or it can be as involved as a personal website or a large leather case depending upon what you need to include and how you will present it to others.

## Guidelines for Establishing an Assessment Portfolio

- Artifacts included in your portfolio should accurately represent your ability as a student. In some of the competencies, such as writing, it is a good idea to include a paper you wrote early in your career as a student, as well as a more polished paper written in a later course. This will demonstrate your growth in this competency.
- Artifacts should show that you have successfully demonstrated the general education competencies listed below: You need to include at least one artifact (with assignment directions and an assessment rubric) for each:
  - Communicate effectively through writing and reading
  - Communicate effectively through speaking and listening
  - Retrieve and use information to analyze problems and make logical conclusions
  - Demonstrate positive interpersonal skills in various aspects of life
  - Demonstrate quantitative competencies
  - Demonstrate basic computer skills
- Content of your portfolio is largely determined by you. However, your teachers may have suggestions for artifacts that would be good for you to include. Be sure you have evidence of your ability to demonstrate the competencies listed above. For Applied Science students, you should have a section for artifacts pertaining to your program of study. Everyone should also have a Miscellaneous section in which you include such artifacts as your Culminating Reflections paper for ACA 115, your resumé, awards, certificates, letters, or other recognitions you have earned, etc.
- In a portfolio quality is more important than quantity. Be selective. Your portfolio should not be cluttered. Review your portfolio at the end of each semester. Feel free to replace artifacts with better quality work rather than just keep adding more. (While there is no set number of artifacts you should have, 18 has been suggested by some members of the faculty.)
- Keep your portfolio up to date. Know where it is at all times in case someone at the college asks to look at it for assessment purposes or in case you get an opportunity to present it to a potential employer.
- Have fun with this. Don't look at it as a chore but rather as a showcase of who you are and what you have accomplished through your education at Isothermal Community College.

## **Your Portfolio Kit (Contents)**

Included in your portfolio kit are the following items:

- A cover page which you may choose to use as a means of identifying yourself to potential reviewers of your portfolio
- Tabbed dividers with labels for the required general education competencies, along with criteria lists and rubrics for each competency
- A *Miscellaneous* divider
- One divider with no label (you choose what you want to include in this one. Label it accordingly.)

<b>Isothermal Community College Student Portfolio Checklist</b>			
<b>Name</b>	<b>Date</b>		
<b>Criteria</b>	<b>Yes</b>	<b>No</b>	
A. Cover Page			
B. Table of Contents			
1. Reflection of entire Portfolio			
C. Communication Competencies			
1. Writing Competency			
a. Artifact Assignment Instructions			
b. Final Assignment Product			
c. Evaluation rubric if provided			
d. Reflection			
2. Reading Competency			
a. Artifact Assignment Instructions			
b. Final Assignment Product			
c. Evaluation rubric if provided			
d. Reflection			
3. Speaking Competency			
a. Artifact Assignment Instructions			
b. Final Assignment Product			
c. Evaluation rubric if provided			
d. Reflection			
4. Listening Competency			
a. Artifact Assignment Instructions			
b. Final Assignment Product			
c. Evaluation rubric if provided			
d. Reflection			
5. Information Literacy Competency			
a. Artifact Assignment Instructions			
b. Final Assignment Product			
c. Evaluation rubric if provided			
d. Reflection			
D. Problem Solving Competency			
a. Artifact Assignment Instructions			
b. Final Assignment Product			
c. Evaluation rubric if provided			
d. Reflection			
<b>Isothermal Community College Student Portfolio Checklist</b>			

Name	Date		
E. Interpersonal Skills Competency			
a. Artifact Assignment Instructions			
b. Final Assignment Product			
c. Evaluation rubric if provided			
d. Reflection			
F. Quantitative Skills Competency			
a. Artifact Assignment Instructions			
b. Final Assignment Product			
c. Evaluation rubric if provided			
d. Reflection			
G. Computer Skills Competency			
a. Artifact Assignment Instructions			
b. Final Assignment Product			
c. Evaluation rubric if provided			
d. Reflection			
H. Program Specific Competencies			
a. Artifact Assignment Instructions			
b. Final Assignment Product			
c. Evaluation rubric if provided			
d. Reflection			
e.			
f.			
I. Honors and Activities			
a.			
b.			
c.			
d. Reflection			
J. Miscellaneous			
a. ACA Reflections paper			
b.			
c.			
d.			

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