Assessment Committee

The Assessment Taskforce was formed in October of 1998 as a part of TALC (Team for the Advancement of a Learning College). Over the years the Assessment Taskforce has been instrumental in supporting the implementation of a culture of Assessment at Isothermal. In 2010 the Assessment Taskforce was designated as a committee. The term taskforce is used at Isothermal to indicate a group that has come together to address a challenge or to take advantage of a specific opportunity. This term implies that at some point the work of the taskforce will be complete. By contrast, the term “committee” implies that the work of this group is on-going in nature. This designation represents the evolution of this group as well as the evolution of assessment efforts at Isothermal. The Assessment Taskforce was originally charged with the responsibility of establishing a comprehensive assessment initiative by researching assessment and exploring how Isothermal could most effectively measure learning and services. Central to this mission was the development of an assessment plan that focused on the College’s stated learning outcomes and general education competencies. Over the years the Assessment Taskforce not only succeeded in establishing an assessment plan but succeeded in creating culture that integrates assessment into every facet of the organization. The change in title does not represent a change in focus but rather recognizes the integral role that this function has in supporting the learning focus of Isothermal.

This mission of the Assessment Committee states:

The Assessment Committee exists to guide the continuous improvement of programs and services at Isothermal Community College.

The committee will accomplish this mission by providing ideas and support for:

- Improvement of student learning outcomes
- Program and service area assessment
- Employee and student self-assessment
- Research and evaluation of best practices in assessment
- Improvement of the assessment process
<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Oct., 1998</td>
<td>Appointment of Assessment Task Force</td>
</tr>
<tr>
<td>Nov. 5, 1998</td>
<td>Task Force organizational meeting following teleconference, “I Taught but They Didn’t Learn It,” featuring James Anderson, Craig Nelson and Tom Angelo</td>
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<tr>
<td>Dec. 7, 1998</td>
<td>Internet and library review of assessment literature reported at task force meeting, along with establishment of scope of Isothermal Assessment Plan</td>
</tr>
<tr>
<td>Feb. 16, 1999</td>
<td>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.</td>
</tr>
<tr>
<td>Mar. 1999</td>
<td>Report on CASAS, Continuing Education assessment, by Mike Davis and Sissy Lee</td>
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<tr>
<td>Mar. 1999</td>
<td>Compilation of articles on assessment put on reserve in the Isothermal library</td>
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<tr>
<td>Mar. 1999</td>
<td>Compilation of assessment components already in place at Isothermal, based on Community College of Denver model.</td>
</tr>
<tr>
<td>Mar. 29, 1999</td>
<td>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.</td>
</tr>
<tr>
<td>April 15, 1999</td>
<td>State Board Reserve proposal for funding a project for 1999-00 on outcomes assessment and learning documentation (proposal rejected)</td>
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<tr>
<td>June, 1999</td>
<td>Two taskforce members (Nancy Womack and Robert Harrison) attend week long institute on assessment at Alverno College in Milwaukee, WI</td>
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<tr>
<td>July 7, 1999</td>
<td>Alverno information shared with task force</td>
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<tr>
<td>Summer, 1999</td>
<td>Telephone conversations with Jeffrey Seybert regarding planning for Fall Convocation</td>
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<tr>
<td>Summer, 1999</td>
<td>(continued)</td>
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**Assessment Time Line**

**1998-99**
Aug., 1999 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. 13, 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.

Sept. 17, 1999 Follow-up team meetings to further develop assessment criteria for measuring general education competencies

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 and on methodology; decision to use portfolio assessment

Mar. 31, 2000 Campus-wide presentations and adoption of rubrics

May, 2000 Field testing of criteria lists and rubrics in spring semester ACA classes and with spring graduates.

Summer, 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

June, 2000 Faculty member (Tim Beaver) attends assessment institute at Alverno for perspective on classroom assessment

July 6, 2000 Assessment Portfolio component of ACA 115 class presented at ACA workshop

July 15-16, 2000 Two task force members (Nancy Womack and Karen Noel) attend AAHE Assessment Conference

July 2000 Assessment task force establishes goals for 2000-01: (1) To refine wording on criteria and rubrics, (2) To incorporate assessment language into course syllabi.
<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>Aug. 11, 2000</td>
<td>Assessment task force and assessment team goals and assignments presented to faculty at Fall Convocation</td>
</tr>
<tr>
<td>Sept. 14, 2000</td>
<td>Campus-wide assessment team meeting—work on Incorporating assessment language into course syllabi</td>
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<tr>
<td>Nov. 15, 2000</td>
<td>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</td>
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<tr>
<td>Dec. 1, 2000</td>
<td>Proposal to AAHE for presentation at 2001 Assessment Conference submitted</td>
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<tr>
<td>Dec., 2000</td>
<td>Assessment Portfolio concept/content presented to Fall Semester ACA 115 students</td>
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<tr>
<td>March, 2000</td>
<td>Notification that AAHE proposal was not accepted</td>
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<tr>
<td>Mar. 5-7, 2001</td>
<td>Two taskforce members (Bob Harrison and Nancy Womack) attend the League for Innovation Conference in Atlanta; engaged in special workshops on Assessment</td>
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<tr>
<td>Mar. 22, 2001</td>
<td>Starlink teleconference: “The Portfolio as a Student Learning Assessment Tool”</td>
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<tr>
<td>Mar. 26, 2001</td>
<td>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.</td>
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<td>April 4, 2001</td>
<td>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</td>
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<tr>
<td>May, 2001</td>
<td>Assessment vocabulary list added to student handbook</td>
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<tr>
<td>May 2001</td>
<td>Assessment brochure containing criteria for all general education outcomes printed and included in student handbook</td>
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<tr>
<td>June 2001</td>
<td>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.</td>
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<tr>
<td>June 25, 2001</td>
<td>Reports from ad hoc committees; establishment of goals for 2001-02</td>
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<tr>
<td>July 10, 2001</td>
<td>Power Point presentation of 2001-02 Assessment goals presented to Vice President’s Council</td>
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<td>July, 2001</td>
<td>Mass printing of Assessment Criteria brochures for fall distribution to all students</td>
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2001-2002

July, 2001  Compilation and publication of a major progress report on Isothermal’s assessment initiative

Aug., 2001  Proposal to NCCCSIA for presentation at Nov. conference (proposal approved)

Aug. 28, 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.

Sept. 6, 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., 2001  Assessment information added as a link to college WEB site

Sept. 18, 2001  Assessment Plan/Progress Report notebooks provided to Management Team

Sept. 2001  Proposal to Innovations Conference for presentation at spring conference in Boston

Oct., 2001  Contacted by ERIC Clearing House to publish assessment information from WEB site

Nov. 5, 2001  Assessment Taskforce Meeting

Nov. 12, 2001  Campus-wide meeting (rubric workshops)

Dec., 2001  Follow-up team meetings on rubrics

Dec. 20, 2001  Publication of 5x5 booklet: “A Learning College Primer”

Jan. 14, 2002  Assessment Taskforce Meeting

Jan. 29, 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., 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.

Mar. 13, 2002  Assessment Taskforce Meeting-Adopted information literacy criteria and rubric as a subset of the Communication competency

Mar. 25, 2002  Assessment presentation for Trustees Retreat

Mar. 27, 2002  Campus-wide assessment meeting: workshops on portfolio assessment
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>July 17, 2002</td>
<td>Taskforce Meeting; Goals for 2002-03 established:</td>
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<tr>
<td>Sept. 12, 2002</td>
<td>Taskforce Meeting; Plans for 1\textsuperscript{st} campus-wide meeting for year.</td>
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<tr>
<td>Sept. 24, 2002</td>
<td>Campus-wide Meeting; Review of goals; workshop on portfolio assignments (Sample assignments shared with faculty)</td>
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<tr>
<td>Ongoing</td>
<td>Program assessment activities within program areas</td>
</tr>
<tr>
<td>Oct. 28, 2002</td>
<td>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\textsuperscript{th}—hands on workshop for developing Portfolio assignments.</td>
</tr>
</tbody>
</table>
| 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. Sherrill |
| Dec. 2002   | Communication with NC State regarding involvement in Assessment Symposium |
| Jan 16, 2003 | Assessment Taskforce Meeting: Program assessment updates; CCSSE update; Assessment Symposium update; Plans for Campus-wide meeting |
| Jan. 28, 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) |
| Feb. 14, 2003 | Submission of materials to NC State for Symposium                      |
| Feb. 14, 2003 | Revision of article for Assessment Update                              |
| March 6, 2003 | Assessment Taskforce Meeting: Reports on surveys; CCSSE update; plans for campus-wide meeting; plans for student survey on portfolio development |
| March 7, 2003 | Submission of proposal for CCIA conference                            |
| Mar. 28, 2003 | Presentation on Information Literacy rubric by Susan Vaughan, Director of Information and Technology Services at regional meeting |
| April 3, 2003 | Campus-wide meeting: Student presentations of portfolios; group review/discussion on portfolios reports on surveys |
April 7/8, 2003        Presentations at NCSU Assessment Symposium
Summer, 2003          Development of Assessment Practices document
2003-2004

Summer 2003  Taskforce vice chair attended AAHE Assessment Conference

July 28, 2003  Assessment workshop for new and adjunct faculty

Aug. 11, 2003  Highlights of CCSSE report presented at Convocation

Sept. 10, 2003  Assessment taskforce meeting (Presentation of holistic writing rubric, Discussion of guidelines for student portfolios, Discussion of goals for 2003-04)

Sept. 2003  Article on Isothermal’s Assessment Initiative published in Assessment Update

Sept. 2003  Review of assessment software (created by David Shupe)

Oct. 6, 2003  Presentation at NCCCFA conference (Greensboro)

Oct. 15, 2003  Notification from CCSSE that Isothermal qualified as a semi-finalist for a Met-Life award for retention; application submitted

Oct. 27, 2003  Assessment taskforce meeting (Review of student portfolio rubric, Discussion of invitation to present at NC State, Shupe software demonstration, Program assessment reports)

Nov. 5, 2003  Campus-wide Assessment meeting
(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.)

Nov. 2003  Preparation of student papers for external review

Dec. 3, 2003  Assessment Taskforce meeting
(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)

Jan. 21, 2004  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)
March 3, 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

March 3, 2004  Student Portfolio Week
Surveys administered across campus; assessment activities in classes March 8-12, 2004

March 8-12, 2004  Three Student Portfolio Workshops conducted by Barbara Peterson, John Quinley and Nancy Womack (over 150 students attended)

April 16-17 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 20, 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)
2004-2005

Summer ’04  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

Aug. 31, 2004  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)

Sept. 16, 2004  Assessment Taskforce Meeting
Establishment of taskforce goals for 2004-05
Sub-committee reports
Plan for campus-wide meeting

Sept. 29, 2004  Campus-wide Assessment Meeting
Review of history of assessment initiative at Isothermal
QEP subcommittee reports
Announcement of future meetings and planned workshops

Oct. 28, 2004  Assessment Taskforce Meeting
SACS update; QEP update

Nov. 17, 2004  Campus-wide Assessment Meeting
SACS update; Information Literacy workshop; CAT’s workshop

Dec. 2004  Levels of Assessment Survey conducted by faculty liaisons

Jan. 2005  Conducted meetings with curriculum divisions to discuss surveys; QEP prospectus revised to focus on general education learning outcomes in curriculum programs.

Jan 11, 2005  Assessment Taskforce Meeting
Review of revised prospectus; subcommittee reports; discussion on ways to involve the whole campus community in the QEP

Jan. 2005  Surveys on use of CAT’s, student portfolio assignments, and learning strategies conducted in curriculum areas by faculty liaisons

Jan 11, 2005  Assessment Taskforce Meeting
Review of survey activity; QEP prospectus shared; Subcommittee reports

Feb. 15, 2005  Assessment Taskforce Meeting
SACS update from all QEP subcommittees; Progress Report on QEP literature review and overview of plan
Feb. 24, 2005  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

Mar. 7-11, 2005  Student Portfolio Week (Workshops for Students) conducted by Barbara Peterson and John Quinley

Mar. 16, 2005  Assessment Taskforce Meeting  
QEP update; Subcommittee reports

April 7, 2005  Campus-wide Assessment Meeting  
SACS Update publication distributed and discussed; Demonstration of Penelope software; Focus group discussion of the future use of Penelope

Jan.-April, ’05  Meeting of QEP subcommittees and steering committee meetings throughout the semester

May-June, ’05  Meetings with QEP coordinators, president, vice president, and deans (Revisions made following each meeting)

June 20-24, ’05  Three representatives from Assessment Taskforce (Barbara Peterson, Jo James, and Melissa Swofford) attend Alverno Institute

June 24, ’05  Assessment Taskforce vice chair presentation at CPCC
July-Aug., 2005 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

Aug. 15, 2005 Convocation Day: Assessment Taskforce in charge of professional development activities; hosted John Zubazeretta for workshops on portfolio development; Distribution of QEP

Sept. 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. 27-20, 2005 SACS visit; excellent reception of QEP

Oct. 27, 2005 Assessment Taskforce Meeting: QEP subcommittee duties discussed; an ad hoc committee to recommend ways to involve adjunct faculty was appointed; a timeline for implementation of QEP was distributed.

Nov. 3, 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.

Jan.5, 2006 Nine Assessment Taskforce members attended a workshop on embedded assessment at Lenoir Rhyne College

Jan 11, 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. 18, 2006 Presentation of program assessment in Developmental education

Feb. 16, 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.22, 2006 Campus-wide assessment meeting: Business Sciences program assessment presentation; brainstorming session on how to incorporate reflection element into Portfolio assignment.

Mar. 16, 2006 Taskforce Meeting: Discussion of responses to the Alverno questionnaire; subcommittee reports.
Mar. 21, 2006  Campus-wide meeting: QEP update; program assessment presentation by Arts and Sciences.

April 7, 2006  John Quinley, Barbara Peterson and Nancy Womack did a presentation at the 4th Annual Undergraduate Assessment Symposium at NCSU.

April 13, 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.

May 4, 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”
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<tr>
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<tbody>
<tr>
<td>Sept. 11, 2006</td>
<td>Assessment Taskforce meeting: Announcement of goals for 2006-07—to engage the</td>
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<td>campus in a review of the general education rubrics as indicated in the QEP and</td>
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<td>to include service personnel and showcase their assessment activities throughout</td>
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<td>the year; QEP Update; tentative schedule of meeting dates distributed; discussion</td>
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<td>about administering the CCSSE test again this year.</td>
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<tr>
<td>Sept. 18, 2006</td>
<td>Campus-wide assessment meeting: Discussion of goals for the year; establishment of</td>
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<td>teams for review of rubrics; initial team meetings</td>
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<td>Oct. 2, 2006</td>
<td>Assessment Taskforce meeting: General discussion about the direction of the task-</td>
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<td>force, announcements of upcoming Professional development activities, taskforce</td>
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<td>budget, etc.</td>
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<td>Oct. 9-10, 2006</td>
<td>Presentations at NCCCS conference by several teams from Isothermal</td>
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<tr>
<td>Oct. 16, 2006</td>
<td>Campus-wide meeting: preliminary reports from rubric teams; presentation on</td>
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<td>assessment in financial aid with Karen Jones, Jeff Boyle, and Karen Harris.</td>
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<tr>
<td>Nov. 13, 2006</td>
<td>Assessment Taskforce meeting: Budget review; announcement that Karen Jones will</td>
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<td>assume the Vice-chair position in January; Brett Parker assumes the position of</td>
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<td>Chair; reports from rubric review team chairs in attendance and subcommittees.</td>
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<td>Nov. 20, 2006</td>
<td>Campus-wide meeting: Presentation on Facilities Assessment by Stephen Matheny;</td>
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<td>sharing of progress on rubric review.</td>
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May, 2007  Member of Assessment Taskforce attends NISOD Conference in Austin Texas

July 11-14, 2007  Two members of the Assessment Taskforce present at the Evaluating Institutions Learning Centeredness Conference in San Diego California

Oct. 29, 2007  Assessment Taskforce hosted a campus wide meeting. Presentations were given on “Assessment of Student Services in a Learning College” and Information Literacy.

Nov. 4-6, 2007  Faculty member attends Assessment Institute in Indianapolis, IN.

Nov. 19, 2007  Campus wide Assessment meeting is held featuring a presentation on the Interpersonal Skills competency.

Feb. 18, 2008  Campus wide Assessment meeting is held. Presentations include a report on information from the Assessment Institute in Indianapolis and a report on affective assessment entitled, “Beyond the Numbers”.

April 14, 2008  The Assessment Taskforce hosted a campus wide meeting that focused on Academic dishonesty and plagiarism. Topics included, “cheating in the age of technology, how to deal with dishonesty in the classroom, best practices for avoiding plagiarism and academic dishonesty, and methods for modeling academic integrity”.

May 25-28, 2008  Faculty member attends NISOD conference in Austin, Texas.

June 2008  Faculty member attends Assessment Institute at Alverno College in Milwaukee, Wisconsin.

July 10, 2008  Taskforce meeting is held and a new chair for the Assessment taskforce is announced. The brochure entitled, “Community of Learners” was discussed as well as a revision of the taskforce mission.

Aug. 27, 2008  Taskforce meeting focused on gathering input for the revision of the taskforce mission.

Sept. 26, 2008  Taskforce met to discuss action items related to the taskforce objectives established at the August meeting.

Oct. 24, 2008  Plans for the November campus wide meeting were discussed. This meeting will include a rubric fair to create awareness and understanding of the general education rubrics.

Nov. 3, 2008  The Assessment Taskforce hosted a campus wide meeting. The attendees were divided into small groups to practice using the writing rubric and the Diverse Historical and Cultural Perspectives rubric. Suggestions were documented with regard to future training and rubric revisions.

Nov. 17-21, 2008  Portfolio Awareness week included 8 workshops offered throughout the week. Facilitators included: Melissa Johnson, Elisabeth Barrows, Sarah Kilgo, and Cathy Alexander. 182 students attended the workshops.

Dec. 12, 2008  The Assessment Taskforce reviewed objectives for the 2008-2009 year and discussed plans for the spring semester.

Jan. 29, 2009  Student Services staff presented a workshop on service assessment for the Assessment Taskforce. The focus of the presentation was to provide a model for service areas that are revising or beginning assessment efforts.

Feb. 27, 2009  The Assessment Taskforce met and discussed a variety of topics. Agenda items included: Service Area Assessment models, faculty workshops related to rubric assessment concepts, the diverse and historical cultures rubric, and the campus wide meeting planned for March.

March 19, 2009  Taskforce met to discuss plans for the campus wide meeting on March 30. Surveys to be distributed were revised.

March 30, 2009  Taskforce hosted a campus wide meeting. A service assessment presentation was given by Curtis Vance focusing on assessment in the area of distance learning. CCSSEE results were presented and surveys related to rubric usage and portfolio practices were administered. Information regarding portfolio week was distributed.

March 30-April 3, 2009  Portfolio week was observed. Seven workshops were conducted led by four facilitators. The workshops reported attendance of 246 students. One session included 72 participants.
Sept. 2009  Global Awareness bulletin boards updated by Learning Strategies Taskforce. These bulletin boards support the Global Awareness general education competency.

Nov. 9-13, 2009  Student Portfolio week was observed. Eight workshops were presented. Two of these workshops were held during the evening. 167 students participated in the workshops.

Feb. 3, 2010  The Assessment Taskforce met and discussed the following items: Rubric focus for the year (Problem solving and Reading), World View organization will review Isothermal’s Global Awareness rubric and provide feedback, ACA 122 proposed as a new course in the Arts and Sciences area to collect student portfolios, a review of the faculty portfolio and PEP plan process, the need to provide more comprehensive portfolio awareness in ACA classes, and it was reported that the competency tabs in the ACA book had been rearranged based on feedback.

Feb. 9, 2010  Professional Development Day was held on campus. A workshop focused on using general education rubrics was presented by Taskforce members Terry McEntire and Elisabeth Barrows.

Feb. 16-18, 2010  Cindy Moore and Kim Gold conducted meetings with selected staff to review the staff evaluation process. Feedback was gathered from participants and will be used to draft a new staff evaluation proposal.

March 8-12, 2010  Student Portfolio week was observed. 10 workshops were conducted with 123 participants. 2 of the 10 workshops were held in the evening.

Summer 2010  Kathy Ackerman compiled artifacts collected from student portfolios in the Arts and Sciences area to send to Richfeedback Inc., an external assessment contractor, to evaluate student achievement in 5 competency areas. This external firm also provided feedback on Isothermal’s competency rubrics. This feedback will be used in the 2010-2011 year to determine assessment goals.

Summer 2010  Assessment Taskforce Goals were set for the 2010-2011 Academic Year. These goals include:

1. Promote Problem solving and reading rubrics.
2. Collect data regarding frequency of Academic Dishonesty and perceptions of faculty and students.
3. Initiate a review of the faculty evaluation process.
4. Continue to support and promote service assessment.
5. Provide support for portfolio awareness both through workshops and ACA classes.
6. Update the Curriculum Assessment Model.
Sept. 10, 2010 The Assessment Committee met to discuss the goals for the 2010-2011 academic year. Several subcommittees were formed to accomplish the established goals. Subcommittees include: Academic Integrity, Portfolio workshops, Service Assessment, and ACA portfolio awareness. Plans for campus wide meeting to share departmental assessment efforts were made for November 8 and March 14.

Sept. 20-24, 2010 Portfolio week observed. Eight workshops were offered by five faculty members. 130 students participated.

Oct. 7, 2010 As a result of feedback collected regarding the Learning College philosophy and the TALC structure at Convocation in August of 2010, the Assessment Taskforce has been renamed as the Assessment Committee. This title change reflects the on-going nature of the Assessment focus. The following descriptors were used to differentiate between committees and taskforces.

Descriptors of a Standing Committee:
- Appointed Membership (or elected if Faculty Senate)
- Part of the formal organization of the college
- Clearly defined purpose that is ongoing and cyclical
- Establishes goals as part of strategic planning

Oct. 8, 2010 The Assessment Committee met to review the agenda for the campus wide meeting on November 8th.

Nov. 8, 2010 Campus wide meeting was held. The agenda included updates from each of the Committee subgroups as well as a request for volunteers. The information from the Richfeedback report was shared. The faculty and staff from Academic Development presented an interactive museum walk featuring their assessment efforts and findings.

Jan. 28, 2011 The Assessment Committee met. Subgroups presented updates on their progress. A new assessment tool (Chalk and wire) that the college has recently licensed was discussed. Training will be offered to selected staff in March. These 6 staff members will then work to train others on campus. The Chalk and wire product will be used to package the SACS Fifth Year report and also to integrate assessment, planning, research and budgeting functions.

Feb. 21-25, 2011 Portfolio Awareness Week was held.

Feb. 25, 2011 The Assessment Committee met to discuss subcommittee progress. Plans to send additional artifacts to Richfeedback were discussed. The need to revise the Global Awareness rubric was discussed.

March 14, 2011 Campus wide assessment meeting was held. Applied Sciences presented information regarding their assessment efforts and progress. The presentation was conducted with booths presenting assessment from various program areas. A presentation was given by the Service Assessment subgroup.