

OFFICE OF OUTCOMES ASSESSMENTS
Report on Assessment of General Education Competencies
2008-2009

2008-2009 RESULTS:

Background:

Amarillo College adopted a model of assessment in the year 2006. The Institutional Portfolio Model was piloted in the 2006-2007 school year. Fall 2007-2008 was the first year of assessment data tracking. The following report shows an initial trend line for 2 years of data.

In the 2008-2009 several changes occurred:

- Rubric revisions to Technology Competency

Participation:

The following is the number of faculty members by division who submitted actual usable student work:

Allied Health – 11

Behavioral Studies - 6

Business - 5

ITT - 4

LCFA-5

Sciences and Engineering – 14

Work Force Development – 2

These numbers do not reflect duplicate faculty submissions. Several faculty members submitted more than one class. 62 classes submitted student work that was used in the 2008-2009 assessment of General Education.

Analysis by Committees:

Communication Committee - A total of 98 artifacts were assessed. The scores were as follows:

- Goal:
 - 70% of students will score a 3 or higher (average)
- Results:
 - 2007-2008 (N=95)
 - ✱ 72% of students scored a 3 or higher
 - 2008-2009 (N=98)
 - ✱ 67% of students scored a 3 or higher
 - Goal was not met
 - Actual Scores as follows:
 - ✱ See Chart Below

Critical Thinking and Problem Solving Committee - A total of 92 artifacts were assessed. The scores were as follows:

- Goal:
 - 60% of students will score a 3 or higher (competent)
- Results:
 - 2007-2008 (N=91)
 - ✦ 96% of students scored a 3 or higher*
 - * Scoring system was changed mid-year
 - 2008-2009 (N=97)
 - ✦ 95% of students scored a 3 or higher
 - Actual Scores as follows:
 - ✦ See Chart Below

Mathematics Committee - A total of 103 artifacts were assessed. The scores were as follows:

- Goal:
 - 75% of students will demonstrate at least 3 outcomes AND
 - 60% will demonstrate at least 4 outcomes
- Results:
 - 2007-2008 (N=99)
 - ✦ 84% of students scored a 3 or higher
 - ✦ 0% scored a 4 or higher *
 - * *Few assignments allowed students to score above 3 points*
 - 2008-2009 (N=102)
 - ✦ 86% of students scored a 3 or higher
 - ✦ 47% of students scored a 4 or higher

Technology Committee - A total of 87 artifacts were assessed. The scores were as follows:

- Goal:
 - 75% of students will score a 3 or higher (adequate)
- Results:
 - 2007-2008 (N=96)
 - ✦ 95% of students scored a 3 or higher
 - 2008-2009 (N=87)
 - ✦ 30% of students scored a 3 or higher*
 - Goal was not met
 - ✦ Actual Scores:
 - See Chart below

Improvements/Revisions/Challenges:

Communications Committee

- Problems noted
 - Some students have difficulty with the concept of “theme.”
 - Some students have difficulty understanding what is important in terms of content and what is not. If it is a longer assignment, students tend to pad with irrelevant detail.

- Many students struggle with following directions, especially if the assignment instructions lack specificity such as, “Look at this article and tell me what you think.”
- Some students did not thoroughly engage the assignments.
- Suggestions for Improvements:
 - Good writing needs to be required in all disciplines.
 - AC needs to provide professional development activities on writing good assignment instructions.

Critical Thinking Committee

- No specific strengths or suggestions for improvements provided

Mathematics Committee

- Room for Improvement
 - Needs student work that better demonstrates the use of higher level math skills
 - No specific strengths or suggestions for improvements provided

Technology Committee

- Room for Improvement
 - Needs student work that better demonstrates the use of technology
 - Some artifacts did not contain graphics or attachments, limiting the maximum score
 - No specific strengths or suggestions for improvements provided

Summary:

General Education Competencies

- Instructor participation is good
- Students are doing well overall, but we are only looking at a small sample size
- Lack specific recommendations for improvement for 3 out of 4 competencies
- Annual report will go from the Instructional Assessment Sub-Committee to the Academic Affairs Committee and VP Council
- Academic Affairs and VP Council determine best approaches for improving Communication competency based on recommendations

Critical Thinking:

Committee Evaluation						
	Exemplary 5	Excellent 4	Competent 3	Needs Wk 2	Unacceptable 1	# Students Assessed
Yr: 2007-2008	5 5%	57 63%	25 27%	4 4%	0 0%	91
Yr: 2008-2009	18 19%	57 59%	17 18%	4 4%	1 1%	97
Yr: 2009-2010						

Technology:

Committee Evaluation					
	Proficient 4	Adequate 3	Marginal 2	Unsatis. 1	# Students Assessed
Yr: 2007-2008	2 2%	89 93%	5 5%	0 0%	96
Yr: 2008-2009	0 0%	26 30%	61 70%	0 0%	87
Yr: 2009-2010					

Mathematics:

Committee Evaluation						
	All 5 major outcomes are demonstrated/ met 5	All 4 major outcomes are demonstrated/ met 4	3 major outcomes are demonstrated/ met 3	2 major outcomes are demonstrated/ met 2	Only 1 major outcome is demonstrated/ met 1	# Students Assessed
Yr: 2007-2008	0 0%	0 0%	83 84%	12 12%	4 4%	99
Yr: 2008-2009	31 30%	16 16%	41 40%	9 9%	5 5%	102
Yr: 2009-2010						

Communication:

Committee Evaluation						
	Excellent 5	Good 4	Average 3	Marginal 2	Poor 1	# Students Assessed
Yr: 2007-2008	7 7%	26 27%	35 37%	26 27%	1 1%	95
Yr: 2008-2009	1 1%	25 26%	40 41%	30 31%	2 2%	98
Yr: 2009-2010						