

Achieving Excellence Committee

September 28, 2007

**Assessment Activities Committee Members Have Participated in at ACC**

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ACAP

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ACBSP self study

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Annual Work Plan

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Assessment of student skills

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Career assessment – exploring/discovery

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Cluster facilities needs

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Core Curriculum planning & assessment

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Curriculum Review

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Department Assessment of student exiting one class & entering next level

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Dev Ed Effectiveness

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Employee Evaluations (PEP)

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Employer Satisfaction Survey Analysis

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Evaluate peers

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Evaluate processes & procedures

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Evaluate projects

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Evaluate websites

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Final exams

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Grading

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Graduate Outcome Analysis

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Improving course design and curriculum after unacceptable institutional evaluation

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Lab evaluation document for all students in the course

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Needs assessment – what is student needing to enroll at ACC

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Nursing Program

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Ongoing classroom assessments

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Pre-tests in class, formative, summative

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Program Accreditation

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Program Review

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Questions at beginning of the course from the prerequisite course followed by similar questions at end of course based on current course objectives

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Quizzes

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SACS

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Safety/Env. Health

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Self-evaluation of goals/objectives

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Senate subcommittees on various topics

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Set of 10 standardized final exam questions administered to all students in the course

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Student Committees (eg BSSC)

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TCOMP

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ULEAD

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**"Assessment and Me at ACC"**

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feel the need to better utilize the results of program review

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program review was fairly meaningless

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frustrating process for program review

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ULEAD is not a good tool for faculty.

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U-LEAD process is not helpful- we aren't using the assessment data effectively.

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faculty will not buy in

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faculty feel that it is an invasion of academic freedom

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sometimes faculty are suspicious of assessment

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Faculty do NOT take it seriously.

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No one at ACC will make faculty do it. Some waffle and the process falls apart.

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administration does not give faculty time to integrate effective assessments

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Student assessment is seldom based on performance and formats are all very similar (lack  
of interest)

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criteria and conditions are sometimes not clear

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writing student tests and grading students' work takes many hours

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for a large course--many sections--it is hard to administer the assessment

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hard to do; harder to use

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not well communicated. parts of process not visible to users

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burdensome and complicated

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Final exams

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challenging to develop appropriate assessment tools for the classroom

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results have sometimes been confusing or difficult to understand

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assessment in occupational areas is easier

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sometimes assessment confirms what we already know about characteristics or qualities in  
students, courses, and programs

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Frustrating. Difficult to get needed data.

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Backwards Process: Pick what want & search for applicable justification.

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Not properly institutionalized.

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difficult to quantify

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Pointless--> results reemingly sent into void.

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It was too difficult to get data for assessment from ACC.

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We have great data but need better analysis.

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There are advantages to on-line assessment formats that are not used as widely as they could

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Self study for external accreditation was poorly supported by ACC.

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Discovered unknown problems.

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It is a rewarding experience.

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Productive, useful

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Obtained instructive data.

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bringing in a variety of perspectives for the SWOT program review was valuable and eye-

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developing an effective assessment process can be time-consuming, however, when the time and effort are devoted to effective development, the actual assessment process is easier and

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my experience with assessment depends on several factors--if there is focus and clarity, the experience

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improvement toward desired goals can take place after assessment

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when assessments get done, the feedback leads to improvements

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enjoyed the process for looking at needs of community with environmental scan

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revealing

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informative

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has helped to provide justification for a particular effort

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mandated

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**there is a HUGE gap in understanding about assessment**

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## Achieving Excellence Committee

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### *What I want for/from this committee this year:*

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To serve to improve student learning to meet student needs for the future

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Useful product

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Demonstrable progress towards connecting data that is gathered by assessments in producing/obtaining tangible results

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Do more than study literature—have assessment training throughout the year (i.e., focus groups) to learn from all areas—develop a plan for a procedures manual and start collecting best practices

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Help [the] organization move to a culture of documented effectiveness and accountability

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Increase knowledge of what leads to high levels of performance and how to shape the college processes to encourage it

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Learn and define what “assessment” is and how it can be successfully utilized

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Determine what should be assessed, and why it matters, and be able to articulate that in a way that people understand and agree with

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Learn everything I can about assessment at ACC –what works, what we are doing, how we are using assessment, demonstrations of success

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I hope that as we consider assimilation that we think of what deans and VPs can do as leaders who act upon evaluations, rather than managers of information

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College-wide understanding of and commitment to achieving and maintaining excellence (through the actions of this committee)

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Strong agendas with all members participating—use a smaller room than 201, a room more conducive to discussion—a plan for non-instructional department assessments—recommendations of what “all-college” assessments should be

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