

How Enthusiastic and Knowledgeable are ACC Faculty and Staff about the Assessment of Student Learning?

Think about the full-time and regular part-time employees of Austin Community College – all of them (faculty, administrators, support staff, professional staff, maintenance staff, technicians, etc.).

In the next **5 minutes (don't think too much!)**. Complete these scales making sure your percentages total 100 across each scale.

1. Knowledge about Assessment's Role in the Improvement of Student Learning.

Given your general impressions, identify the percentage of ACC employees that fall into the categories below.

_____%	_____%	_____%	_____%
Little or no knowledge. May have heard the name or some terms.	Know some pieces, a few basics. It's not "new news."	Knows basics. Understands general purposes and ideas, but doesn't use systematically.	Knowledgeable. Uses assessment results to improve student learning, learning environments and ACC.

2. Enthusiasm Level for Using Assessment Strategies to Improve Student Learning.

Given your general impressions, identify the percentage of ACC employees that fall into the categories below.

_____%	_____%	_____%	_____%
Strongly and vocally opposed to assessing and documenting student learning.	No interest or uninterested, but likely to be compliant or acquiescent.	Interested, willing and cooperative, but others will lead.	Engaged and enthusiastic enough about assessment of student learning to make it happen.

3. Understanding of Assessment Processes and Strategies Needed Campus-Wide to Improve Student Learning.

Given your general impressions, identify the percentage of ACC employees that fall into the categories below.

_____%	_____%	_____%	_____%
See only own job, own function and its autonomy; sees no value in institutional reporting or analyzing assessment data beyond own job.	See assessment of student learning almost exclusively as a faculty function, or at most a departmental one.	Understands the uses and value of information on student learning at the institutional level.	Actively support the use of information derived from assessment of student learning as an indicator of institutional effectiveness.

Taking Stock of Assessment at ACC

Jot down your initial responses to each of the questions below based on your knowledge of what is happening at ACC.

1. Over the past 2-3 years, what's been accomplished at ACC as a whole, or in your specific area, regarding assessing student learning outcomes or program improvement? For example, new delivery methods, teaching strategies, technology, curricula.
2. What are the biggest challenges and issues with making assessment meaningful, useful, workable and reasonable at ACC?
3. What, if accomplished, would make the biggest difference in ACC's efforts to assess and improve student learning?

4. If you had to generalize where ACC is in terms of assessing and improving student learning, would you say (pick one):

_____ We're currently defining student learning outcomes at multiple levels (course, program, general education, institutional).

_____ We're setting up structures and groups to look at curricula, syllabi, software, delivery, student success, student learning outcomes, etc.

_____ We're assessing student learning outcomes and have data on what and how well students are learning those outcomes at multiple levels – or at least one level (course, program, etc.).

_____ We've analyzed the data on student learning outcomes and have made changes in curricula, teaching, delivery, etc.

_____ We've done the above and have discovered that the assessment strategy isn't working to get us the meaningful data and so we're changing how you assess to get better data.

_____ We've done the above, have revised the ways we assess many times, and are finally getting meaningful data for student learning outcomes (course, program, general education, institutional).

_____ We've done the above and have completed several iterative action research cycles into our students' learning and are beginning to see improvements in learning.

_____ We've determined what data on student learning, engagement, satisfaction and education effectiveness we will share with the public and are sharing it.