

<p><b>PBCC Goal:</b> The College will advance a constant commitment to excellence in teaching and learning.</p>	<p><b>PBCC Objective:</b> By 2012, faculty will continuously assess and align teaching methodologies to achieve optimal program learning outcomes.</p>	
<p><b>Strategy to Address the Objective:</b> Develop Assessment Statement</p>		
<p><b>Desired Outcome of the Strategy:</b> There is some resistance among faculty in higher education to the idea of assessment, partly because the purpose of assessment has not been articulated well. Nationwide, faculty have concerns that assessment will be intrusive, that it will compromise their academic freedom and that it will somehow reflect negatively upon them. Our committee felt that by creating an Assessment Statement - something that clearly articulates the purpose of assessment at PBCC - we would be able to anticipate these concerns among our own faculty and relieve some of their most pressing concerns. The Assessment Statement will be circulated widely throughout the College and used as a teaching tool to increase everyone's awareness and understanding of assessment. We expect that over time this will increase faculty's participation in the assessment process.</p>		
<p><b>Brief Narrative Description of the Strategy and Plan:</b> The strategic planning committee for goal 1, objective 1 met several times and discussed the importance of raising awareness of assessment, particularly among faculty. The committee realized that it was necessary to first define what assessment actually is before we could accomplish this. At two different meetings, the committee was asked to discuss what the essential elements of assessment are and a subcommittee was formed to create a statement incorporating those fundamental ideas. A draft of the statement was prepared and submitted to the larger committee for their approval. Once the statement is approved by the appropriate college administrators, we will ask College Relations and Marketing to put the statement into an attractive form and to create posters and handouts suitable for distribution to faculty and display in the classrooms. By displaying the posters in the classroom, we hope to create a constant visual reminder about the purpose and ongoing nature of assessment.</p>		
<p><b>Team Members:</b> Louise Aurelian, Kellie Bassell, Sidney Beitler, Bonnie Bonincontri, Valerie Burks, Susan Caldwell, Jennifer Campbell, Lori Crane, Salvatore manuele, Joseph Millas, Karen Pain, Carole Policy, Syeda Qadri, Carlos Ramos, Magdala Ray, Lystra Seenath, Richard Shepardson, Helen Shub, Raishell Smalls, Patrick Tierney, Connie Tuisku, Bobetter Wolessensky, Mindy Yale</p>	<p><b>Submitted by:</b> Helen Shub</p>	<p><b>Date:</b></p>

<p><b>Action Steps</b> <i>What will be done?</i></p>	<p><b>Responsibilities</b> <i>Who will do it?</i></p>	<p><b>Timeline</b> <i>By when?</i> <i>(Day/Month)</i></p>	<p><b>Resources</b> A. <i>Resources Available</i> B. <i>Resources Needed (financial, human, political &amp; other)</i></p>	<p><b>Potential Barriers</b> A. <i>What individuals or offices may resist?</i> B. <i>How?</i></p>	<p><b>Involvement</b> A. <i>What groups are involved?</i> B. <i>How are they involved?</i></p>

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<b>Step 1: Determine what the key concepts of assessment are that we want to convey to faculty.</b>	Strategic Planning Committee	May 2009	A. PBCC staff time  B. None	A. None  B. None	A. Faculty and staff on the strategic planning committee  B. Met and discussed assessment
<b>Step 2: Review samples of assessment language from other institutions of higher education.</b>	Jennifer Campbell Helen Shub Connie Tuisku	June 2009	A. PBCC staff time  B. None	A. None  B. None	A. PBCC staff  B. Met to gather information for larger committee to review
<b>Step 3: Form subcommittee to write draft assessment statement.</b>	Susan Caldwell Jennifer Campbell Joe Millas Karen Pain Magdala Ray Helen Shub Mindy Yale	July 2009	A. PBCC staff time  B. None	A. None  B. None	A. Assessment subcommittee  B. Created draft assessment statement
<b>Step 4: Present draft assessment statement to strategic planning committee for approval/modifications.</b>	Strategic Planning Committee	July 2009	A. PBCC staff time  B. None	A. None  B. None	A. Faculty and staff on the strategic planning committee  B. Review, modify and approve assessment statement

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<b>Step 5: Present final version of assessment statement to Deans and VP/Provosts for approval.</b>	Helen Shub	August 2009	A. PBCC staff time  B. None	A. None  B. None	A. PBCC staff  B. Receive approval of assessment statement from College executives
<b>Step 6: College Relations and Marketing will create a polished version for the creation of posters and handouts.</b>	CRM staff	October 2009	A. PBCC staff time  B. Funds to create posters and handouts	A. CRM  B. They may have a shortage of staff and not be able to work on this project. There may also be no funds available to create the posters and handouts.	A. CRM staff  B. Create a polished-looking version of assessment statement suitable for distribution and display
<b>Step 7: Post assessment statement to learning outcomes website.</b>	Helen Shub	October 2009	A. PBCC staff time  B. None	A. None  B. None	A. Assessment staff  B. Post assessment statement on learning outcomes website

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<b>Step 8: Hang posters in classrooms and distribute flyers to faculty at appropriate times during the year.</b>	Facilities	December 2009	A. PBCC staff time  B. None	A. Provosts  B. Provosts must approve anything that is posted on their campuses. If they feel that there is too much already posted, we may have some difficulty in getting permission.	A. Facilities staff  B. Hang posters with assessment statement in classrooms

**Evidence of Success:** *(What evidence will be provided that progress is being made? What are the benchmarks of success?)*

1. Assessment Statement is written and approved by administration
2. CRM creates polished version of assessment statement
2. Assessment statement is posted in classrooms and distributed to faculty at appropriate times
3. Assessment statement is posted online on the learning outcomes webpage

**Assessment Process:** *(How will the outcomes of the strategy be measured? What are the specific measures?)*

1. An inventory will be taken as to how many posters have been hung in classrooms and on which opportunities flyers were distributed to faculty.
2. A survey of faculty will be conducted in which they will be asked to rate how their own understanding of assessment has changed over a period of time. They will also be asked to rate how the existence of an official college assessment statement has helped inform them.

**Request for Funds** *(Are funds required to implement the action plan?)*

Describe the need for funds	Type of Funding	Amount Needed	Date Needed
Create posters and flyers of assessment statement	<input checked="" type="checkbox"/> Materials/Supplies <input type="checkbox"/> Personnel <input type="checkbox"/> Other	\$3,000	
	<input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Personnel <input type="checkbox"/> Other		
	<input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Personnel <input type="checkbox"/> Other		

**Progress Report:** *(To be completed during the action plan at determined points)*

<b>Date:</b>	<b>Describe Progress:</b>	<b>Barriers to Implementation:</b>	<b>Submitted by:</b>	<b>Current Status:</b>
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				<input type="checkbox"/>	Green	<input type="checkbox"/>	Yellow	<input type="checkbox"/>	Red
				<input type="checkbox"/>	Green	<input type="checkbox"/>	Yellow	<input type="checkbox"/>	Red
				<input type="checkbox"/>	Green	<input type="checkbox"/>	Yellow	<input type="checkbox"/>	Red
				<input type="checkbox"/>	Green	<input type="checkbox"/>	Yellow	<input type="checkbox"/>	Red
				<input type="checkbox"/>	Green	<input type="checkbox"/>	Yellow	<input type="checkbox"/>	Red
				<input type="checkbox"/>	Green	<input type="checkbox"/>	Yellow	<input type="checkbox"/>	Red

Green = On schedule  
Yellow = Delayed  
Red = Very behind schedule