

<p>PBCC Goal: The College will advance a constant commitment to excellence in teaching and learning.</p>	<p>PBCC Objective: By 2012, faculty will continuously assess and align teaching methodologies to achieve optimal program learning outcomes.</p>	
<p>Strategy to Address the Objective: Scenarios - Create plan to assess general education learning outcomes</p>		
<p>Desired Outcome of the Strategy: The desired outcome is to create a plan for assessing general education learning outcomes that will meet accountability requirements for SACS and, at the same time, produce a meaningful process that will foster conversation among faculty and increase student learning.</p>		
<p>Brief Narrative Description of the Strategy and Plan: In order to remain compliant with SACS accreditation requirements, it is necessary to develop a plan for assessing general education learning outcomes that is inclusive of all faculty and demonstrates the use of the assessment results to improve teaching and learning. In addition to SACS requirements, we aim to develop an assessment process that is meaningful to faculty and students, and fosters communication, creativity and enthusiasm. In order to accomplish both these goals, an assessment steering committee was created, consisting of 10 faculty members and 6 staff members.</p>		
<p>The purpose of this steering committee is to develop scenarios and scoring rubrics that are designed to measure PBCC's general education learning outcomes. The scenarios will be administered in randomly selected classes where students will be asked to write about how they would react to each of the scenarios presented. Although this assessment will take place in classrooms, the assessment itself is not tied to any particular course or curriculum. The completed scenarios will be stripped of any identifying information and returned to the committee for grading utilizing the rubrics developed by the committee. Once the scenarios have been graded, the committee will analyze the results and refine the instruments and rubrics for use during the following year.</p>		
<p>In order to "close the loop" the results of the analysis of the scenarios will be shared with the faculty development committee. That committee will utilize this information to inform their decision on what the focus of faculty development should be for the coming year. In addition, the results will also be shared with each cluster enabling the clusters to examine how each of them may contribute to improvement in any of the general education learning outcomes. By involving all faculty in discussion through faculty development opportunities and cluster discussions, this process is inclusive of all members of the faculty</p>		
<p>Faculty who participate on the assessment steering committee will receive 9 points of release time for every semester they serve on this committee.</p>		
<p>Team Members: Louise Aurelian, Jennifer Campbell, David Childers, Tcherina Duncombe, Joseph Millas, Karen Pain, Ginger Pedersen, Carole Policy, Syeda Qadri, Terry Randolph, Magdala Ray, Matilde Roig-Watnik, Helen Shub, Victor Slesinger, Connie Tuisku, Bobette Wolesensky</p>	<p>Submitted by: Helen Shub</p>	<p>Date:</p>

Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when?</i> <i>(Day/Month)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political & other)</i>	Potential Barriers <i>A. What individuals or offices may resist?</i> <i>B. How?</i>	Involvement <i>A. What groups are involved?</i> <i>B. How are they involved?</i>
Step 1: Create steering committee.	Helen Shub	June/July 2009	A. PBCC staff time B. Funds for release time	A. Faculty may not have time to take on the extra work. B. They may turn down the offer to be on the steering committee.	A. PBCC faculty and staff B. They comprise the membership of the committee
Step 2: Design scenarios and rubrics.	Steering Committee	September – October 2009	A. PBCC staff time B. None	A. None B. None	A. Steering Committee B. They will create the scenarios and rubrics.
Step 3: Select random sample of classes.	IRE staff	October 2009	A. PBCC staff time B. None	A. None B. None	A. IRE staff B. They will select a random sample of classes in which the scenarios will be administered.
Step 4: Hold meeting with Provosts and participating faculty	Provosts and participating faculty	October 2009	A. PBCC staff time B. None	A. Some faculty may not want to use class time to administer the scenarios. B. They may turn us down and not allow us to administer the scenarios in their class.	A. Provosts and faculty. B. We will hold one meeting per campus

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Step 5: Administer scenarios in selected classes.	Faculty	November 2009	A. PBCC staff time B. None	A. None. Faculty who choose not to participate will not be included in this step. B. None	A. Faculty and students B. Faculty will allow class time to be used to administer the scenarios and students will write responses to the scenarios.
Step 6: Collect scenarios and remove all identifying information.	IRE staff	November - December 2009	A. PBCC staff time B. None	A. None B. None	A. Faculty and IRE staff B. Faculty will collect the completed scenarios and turn them in to IRE. IRE will then remove all identifying information and give them to the steering committee.

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Step 7: Analyze results, refine instruments, and prepare summary of findings.	Steering Committee	January – March 2010	A. PBCC staff time B. None	A. None B. None	A. Steering committee B. Committee will analyze the results of the scenarios and refine the instruments and rubrics as needed. They will also prepare a summary of findings for the Academic Development committee.

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Step 8: Present findings to Academic Development Committee and clusters.	Steering Committee	March 2010	A. PBCC staff time B. None	A. None B. None	A. Steering committee B. Most members of the steering committee are also members of the Assessment & Academic Development Committee. They will be part of the discussion about how the assessment results should shape the focus of the next year's academic development plan. The summary of findings will be distributed to all committee members as well as to the individual clusters.
Step 9: Repeat on an annual basis					

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

1. Scenarios and rubrics will be created.
2. Scenarios will be administered and graded by steering committee

3. Scenarios and rubrics will be reassessed each year to make sure they are measuring what they are expected to measure
3. Results from scenarios will be shared with Academic Development committee to help shape direction of faculty development plan
4. Minutes of Academic Development committee will reflect discussion of the results of the assessment, and the resulting academic development plan will reflect the results of the assessment as the committee determines appropriate.

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

1. Scenarios and rubrics will be created.
2. Classes will be selected and assessed.
3. Completed scenarios will be analyzed.
4. Scenarios and rubrics will be reassessed to ensure that they are effective.
5. Results will be disseminated to Academic Development committee.
6. Academic Development committee will utilize the information in the continuing development of training/workshops/professional development opportunities for faculty and instructors.
7. Student learning will improve on the aspects of the learning outcomes that are targeted by the academic developed plan, as measured by the rubrics from the first year to the third year of this plan.

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

Describe the need for funds	Type of Funding	Amount Needed	Date Needed
funds needed for release time for faculty	<input type="checkbox"/> Materials/Supplies <input checked="" type="checkbox"/> Personnel <input type="checkbox"/> Other	\$70,000 per year	August 2009
	<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)*

Date:	Describe Progress:	Barriers to Implementation:	Submitted by:	Current Status:
				<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