Outcomes Assessment Committee Three-Year Strategic Plan



Level of AssessmentFallSpringFallSpringFallSpringClassroom*Faculty will report at least one CAT per "semester" (fall, spring, summer).*Faculty will report at least one CAT per "semester."*Courses involved with the*Courses involved with the*Faculty will will encourses involved with the*Faculty will ocurses involved with the*Faculty will will encourses involved with the*Faculty will will encourse administer*Faculty will ocurses involved with the*Faculty with the*Faculty will will encourse administer*Faculty will continue to administer*Department chairs will encourage faculty teaching in multiple venues or departments to report CAT activities in those areas.*Department chairs will encourage faculty teaching in multiple venues or departments to report CAT activities in those areas.*Department chairs will encourage faculty to share CATs and CAT results via department shellsFallSpringSpring*Department chairs will encourage faculty to share CATs and CAT results via department shells*Department chairs will encourage faculty to share CATs and CAT results via department shells*Courses involved venues or department shells*Cat so measure specific course competencies*Cat data form the backbone of the specific course competencies*Cat data form the backbone of the specific course competencies*Cat data form the specific course competencies*Cat data form the specific course competencies*Cat data form the specific course <br< th=""><th colspan="2">2009-2010</th><th colspan="2">2010-2011</th><th colspan="2">2011-2012</th></br<>	2009-2010		2010-2011		2011-2012	
one CAT per "semester" (fall, spring, summer).least one CAT per "semester."with the embedded degree levelwith the embedded degree levelwill continue to administer•Department chairs will encourage faculty teaching in multiple venues or departments to report CAT activities in those areas.•Department chairs faculty teaching in multiple venues or department chairs multiple venues or department chairs will encourage faculty teaching in those areas.•Department chairs multiple venues or departments to report CAT activities in those areas.with the embedded degree level assessment project will use to CATs to measure of Gen .Ed.will continue to administer CATs•Department chairs will encourage faculty to share CATs and CAT shells•Department chairs will encourage faculty to share CATs and CAT results via•Department chairs viawith the embedded assessment and CAT results viawith the embedded assessment project will use of Gen .Ed.will encourage of Gen .Ed.of Gen .Ed. form the they relate to specific course competenciesOutcomes as specific course competencies•CAT data form the they relate to specific course competenciesbackbone of the Degree Assessment Level Plan.	Fall	Spring	Fall	Spring	Fall	Spring
	 one CAT per "semester" (fall, spring, summer). Department chairs will encourage faculty teaching in multiple venues or departments to report CAT activities in those areas. Department chairs will encourage faculty to share CATs and CAT results via department 	 least one CAT per "semester." Department chairs will encourage faculty teaching in multiple venues or departments to report CAT activities in those areas. Department chairs will encourage faculty to share CATs and CAT results via 	with the embedded degree level assessment project will use CATs to measure student learning of Gen .Ed. Outcomes as they relate to specific course	with the embedded degree level assessment project will use CATs to measure student learning of Gen .Ed. Outcomes as they relate to specific course	will continue to administer CATs •CAT data form the backbone of the embedded Degree Level Assessmen	continue to administer CATs •CAT data form the backbone of the embedded Degree Level Assessment

	200	2010-2011		2011-2012		
Level of Assessment	Fall	Spring	Fall	Spring	Fall	Spring
Course	 Course coordinators will gather course data using CAP form. Data will be compiled and shared with faculty, department chairs, and other appropriate personnel. Working with department chairs, course coordinators will post results in eCompanion shells. Departments will discuss and make changes to course assessment items. They will also develop strategies to student learning results at the course level. 	 Beginning of spring, Departments will review previous year's data to determine problem areas (i.e. students score 70% or better on at least half of the items; some competency scores have increased too much, etc.). Based on analysis, set goals (including plans for improvement) for the spring course assessment. Collect data to determine if changes meet those goals. 	 Review previous spring data. Readjust goals and course assessments for increased student performance. 			

	2009-2010 2010-2011			2011-2012		
Level of Assessment	Fall	Spring	Fall	Spring	Fall	Spring
Program			 Assess Vocational students according to KBOR/TEA guidelines: Industry-recognized exams; Employer surveys Program Competency sheets Student self-reported data 			

	2009-2010		2010-2011		2011-2012	
Level of	Fall	Spring	Fall	Spring	Fall	Spring
Assessment						
Degree	• Share 2008-09 graduation	 Administer 	•Share 2009-10	 Administer 	•Share	 Administer
	survey data; discuss	graduation survey	graduation	graduation survey	2010-11	graduation
	changes to curriculum, as		survey data;		graduation	survey
	needed	 Implement full plan. 	discuss changes		survey	
			to curriculum, as		data;	
	• Review pilot data from	 Analyze results and 	needed		discuss	
	Embedded Degree Level	review at summer			changes to	
	Assessment Project	retreat.	 Share results 		curriculum,	
			and proposed		as needed	
	 Share pilot data with 	• Develop refinements	refinements			
	faculty.	to share with faculty in the fall	with faculty.			
	• Refine process to involve		 Continue to 			
	as many CAP courses as		assess degree			
	possible.		level learning			
			through the use			
	• Fill gaps in GE Outcomes		of CAP courses.			
	not addressed by					
	participating CAP courses.					
	• Create form for faculty to					
	submit feedback data					