

Assessment Institute Professional Development Courses

Pennsylvania College of Technology

December 2011

Track Two: Linking Supplemental Resources in ANGEL

Instructors: Tina Evans and Judy McConnell

Course Description: Do you want to provide your students with links to excellent guides on citing sources, writing styles, avoiding plagiarism and how to find credible sources? Discover what Library resources and services are readily available for use in your ANGEL sites. View “Library Guides” created specifically to help students find scholarly information and understand how to use databases for the best search results and least frustration! Links to Turnitin.com and other pages that can assist you with your assessment rubrics will also be covered. Don't reinvent the wheel - come and view the many supplemental resource options and learn to link them to your ANGEL sites!

Track Three: Assessment, Planning, Budgeting

Instructors: Colin Williamson, Jennifer McLean, and Nasrin Fatima

Course Description: The Assessment, planning, and budgeting process is the method Penn College uses to integrate its assessment, planning, and budgeting efforts. The intent is to have planning inform the budget and for assessment to inform planning. Initiative-based planning, the model introduced in 2010 replacing the Long-Range Plan, is ongoing, collaborative, and transparent. The Strategic Goals with their measurable Initiatives guide decisions and operations, including budgetary considerations, while the Success Indicators guide assessment. This workshop will provide an overview of the Planning Process at Penn College; present a model for integrating assessment and resource allocations in planning process; examples of best practices from Academic Schools and Student Affairs. Target audiences may include but are not limited to the faculty and cost center administrators involved in the assessment, planning, and budgeting.

Track Two: Completing Program Reviews

Instructors: Paul Starkey and Brian Cygan

Course Description: Program Review process at Penn College is an integral part of an overall process of institutional assessment, planning and development. The current approach (approved Fall 2009) pulls together quantitative and qualitative information that serves to satisfy multiple criteria. This workshop will provide an overall introduction to the program review Process at Penn College. In addition, it will cover the following topics:

Why do we need to conduct Program Review?

1. What are criteria?
2. How to find the data?
3. How to assemble data and write report?

Target audiences may include but are not limited to the faculty and administrators involved in the program review process for 2011-2012 academic year.

January 2012

Track One: Writing Outcomes That Facilitate Assessment of Student Learning in Curricular and Co-Curricular Settings

Instructors: Tom Gregory and Nasrin Fatima

Course Description: Outcomes are very important to any assessment plan as they serve as the measurable unit of analysis in an assessment plan. Outcomes are statements about what students should be able to do at specific checkpoints and/or at the conclusion of a program. This interactive workshop will provide an overall introduction on how to write well-developed learning outcomes, as well as translating an existing outcome into measurable outcomes assessment activities in curricular and co-curricular settings. In addition, it will cover the following topics:

- Characteristics and structures of good learning outcomes statements
- Examples of well-articulated outcomes statements
- Exercise activities

Track Three: Best Practices in Assessment: Easily Replicated Strategies That Work

Instructors: Chip Baumgardner, Carl Bower, Kirk Cantor, and Ronald Garner

Course Description: Four faculty – representing four schools/majors – will share their easily replicated approaches to assessing student learning. The goal - to improve student learning through assessment - remains standard, whether using students' self-assessments, a commercially-prepared assessment tool, a rubric, or a combination pre and post-test. These faculty offer assessment models that work: Automotive (Ron Garner), Business (Chip Baumgardner), Landscaping (Carl Bower) and Plastics (Kirk Cantor).

Track Two: Accreditation for the Major: Preparing/Using Available Help/Identifying the Advantages

Instructors: Dan Christopher, Craig Cian and Tim Weston

Course Description: Three faculty (Dan Christopher/Health Information Technology; Craig Cian/Culinary Arts; and Tim Weston/Plastics & Polymer Engineering Technology) will present the "how to's" as well as the advantages and challenges of working on/toward program accreditation. While Plastics and Culinary have been accredited for a number of years, the Health Information program is pursuing its initial accreditation. Therefore, for faculty just getting involved in the accreditation business, the session is timely as it will provide the opportunity to learn about the start-up, as well as about the maintenance requirements.