



Texas Assessing Student Learning

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A Project of the Texas State Leadership Consortium for Professional Development

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TASL Goals

Texas Assessing Student Learning is a project of the Texas State Leadership Consortium for Professional Development. Funded by the Carl D. Perkins Grant, TASL plans workshops, roundtable discussions and presentations at state conferences to enable faculty and administrators of technical/vocational programs at Texas Community Colleges to address assessment issues relevant to their individual campuses. The broader goal of the project is to improve student success and learning through the facilitation of innovations in assessment.

TASL will:

Cultivate a philosophy of inquiry guided by current research and internal, local questions.

Communicate about assessment with a community of practitioners via workshops, roundtable discussions, and presentations at state conferences.

Connect via campus visits, newsletters, an active TASL website, and workshops for professional development.

In this newsletter-

- ✓ QEP Basics
- ✓ Training Opportunities
- ✓ Workforce Skills
- ✓ TASL Events
- ✓ First Workshop, Jan. 21
- ✓ Reserve your space
- ✓ TASL website

TASL proposes a series of professional development events

to address issues regarding the improvement of student learning, insuring student success, and facilitation of campus QEPs (Quality Enhancement Plans) relevant to technical and vocational programs of learning at Texas Community Colleges.



First Priority: The QEP

The concept of quality enhancement is at the heart of the commission's philosophy of accreditation; this presumes each member institution to be engaged in an ongoing program of improvement and be able to demonstrate how well it fulfills its stated mission. (P. 5, Principles of Accreditation: Foundations for Quality Enhancement, Southern Association of Colleges and Schools (SACS) 2001.)

Specifically, Core Requirement 2.12 requires an institution to develop an acceptable Quality Enhancement Plan (QEP) and show that the plan is part of an ongoing planning and evaluation process. Engaging the wider academic community, the QEP is based upon a comprehensive and thorough analysis of the effectiveness of the learning environment for supporting student learning and accomplishing the mission of the institution. *It is used to outline a course of action for institutional improvement be addressing one or more issues that contribute to institutional quality, with special attention to student learning.* (P. 8, Principles of Accreditation: Foundations for Quality Enhancement, Southern Association of colleges and Schools (SACS) 2001.)

Assessment Team Training and Support

Faculty and administrators involved in the development and implementation of a Quality Enhancement Plan, especially with regard to Vocational, Technical and Developmental programs, may need training and support in the following areas:

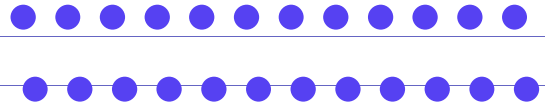
- ◆ The Core Requirements for SACS accreditation
- ◆ Basic principles of assessment and related research
- ◆ Developing a philosophy of inquiry
- ◆ Assessing student learning outcomes
- ◆ Developing measurable objectives of student learning
- ◆ Identifying and utilizing multiple measures of student learning
- ◆ Using assessment information to determine suitable pedagogical and curricular issues to address in a Quality Enhancement Plan
- ◆ Disseminating the information about the results of assessment in structured feedback loops that provide all constituents with timely and useful information



Workforce Preparation Skills

Workforce education is recognized for its outcome measures: certification exams, licensure requirements and employment rates, which give us important data on completion rates and employment trends. However, skills identified by employers as desirable go beyond what is measured on a certification exam. Employers are expressing concerns regarding employees' problem solving, decision making and teamwork skills. The Secretary's Commission on Achievement in Necessary Skills (SCANS, 1991) examined the changes in the world of work and the implications for

learning. Basic competencies such as thinking skills and personal qualities were identified for students preparing for work. Other researchers are conducting reviews (e.g. Imel, 1999) related to workforce education. Skills needed by employers also include knowing how to learn, effective listening, adaptability and interpersonal skills, among others.



Professional Development

Plan to attend workshops at Temple College January 21, 2005 and March 4, 2005 from 10:00 AM to 5:00 PM.

The workshops scheduled at Temple College in January and March will help participants learn what other colleges in Texas are doing, learn the basics of designing Quality Enhancement Plans for their programs, and will provide opportunities to be guided by colleagues familiar with SACS requirements and the field of assessment. Dynamic presentations, supportive materials, and opportunities for collaboration will be the components of these motivating workshops.

Spring and summer conferences* will allow TASL participants to present discoveries and progress regarding QEP projects. Workshop participants will jointly decide on the format of possible presentations. Panel or roundtable discussions and poster or research presentations are a few ideas for TASL workshop participants to consider.

*The TACTE (Texas Association of College Technical Educators) is in Austin, May, 2005; and the TCIIA (Texas Community College Instructional Administrators) is in Kerrville, June, 2005. ***TASL workshop dates are listed on Page 4 of this newsletter.***

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WHO should attend TASL workshops??

1. Members of assessment teams
2. Faculty Leaders
3. Administrators
4. Motivated, innovative educators

CONTACT

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Visit the **TASL** website- a great place
to start!

www.templejc.edu/tasl/

WORKSHOP DATES

January 21, Friday
10:00 am to 5:00 pm
Temple College
2600 South First Street
Temple, Texas

March 4, Friday
10:00 am to 5:00 pm
Temple College
2600 South First Street
Temple, Texas

