

Ability Based Education Report

2009-2010

**Tunxis Community College
Farmington, Connecticut**

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Tunxis Community College

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Overview and History of the Project

Traditionally, colleges and universities have focused on the knowledge that students should gain in higher education. Over the past several years, the faculty and staff of Tunxis Community College have been working collectively to also identify and assess the abilities that students will need to be successful, whether they plan to pursue a bachelor's degree or employment after leaving the College. This approach recognizes that students need to be able to apply the knowledge they have gained to real world situations.

By the 2007-2008 academic year, 10 General Education Abilities with multiple levels had been identified, and during that year, over 4,000 assessments were conducted and recorded in a software system known as eLumen. However, as the faculty continued working with each degree plan offered at the college to ensure that all abilities were assessed in each program, it became clear that the number of levels, which totaled 72, were too many to fit into a two year degree program.

During the 2008-2009 academic year, the faculty reevaluated the abilities, reduced the total number of levels to 13 (only 3 of the abilities have two levels), and wrote rubrics to be used in assessing each ability and level. An ePortfolio project was launched to provide students with an opportunity to collect and showcase their work in both program and ability outcomes. A new software product, Digication, was purchased that made it possible for students to compile ePortfolios and faculty to assess their work online. Digication also has a module for faculty to use in recording assessment scores for work that was not uploaded to an ePortfolio. And finally, an ambitious implementation plan was established to have all full-time faculty assessing General Education Abilities by the Spring of 2010 and all adjunct faculty by the Spring of 2011.

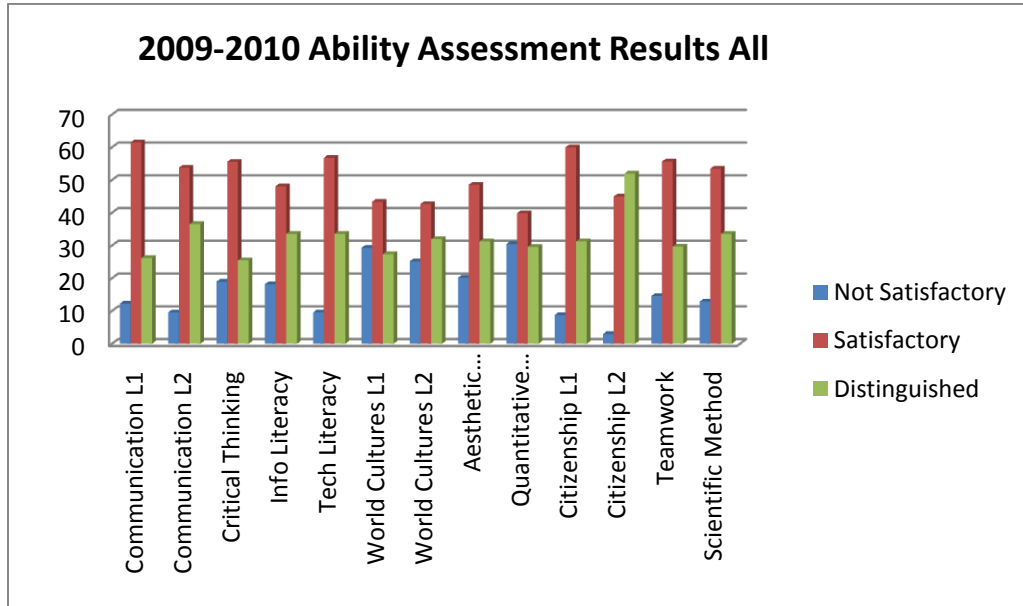
Accomplishments during the 2009-2010 Academic Year

- All 56 full-time faculty and 87 of 245 adjunct faculty conducted ability assessments in their courses.
- Over 16,000 assessments were documented and recorded in 182 different courses. Around half of the assessments were recorded in Digication, the other half submitted on paper. The goal for 2010-2011 is to have most assessments recorded in Digication. For the academic year, 3,563 of 5,872 students were assessed in at least one ability

- A curriculum map was compiled showing in which course(s) each ability would be assessed within each associate degree plan. The map revealed that a few abilities either were not assessed or not assessed enough times within some degree plans. Filling in those gaps is a goal for the 2010-2011 academic year. A summary, showing how many times each ability is assessed in each degree program, is provided as Appendix B.
- Ten full-time faculty from various disciplines participated in a semester-long ePortfolio seminar series. These faculty members were trained in Digication over the summer and were asked to pilot the use of ePortfolio in one of their classes during the fall 2009 semester. This seminar series was very successful, with one exception; all participants are currently using ePortfolio in their classes. A similar seminar series was offered through our Center for Teaching this spring. There are about twenty participants from a variety of disciplines and programs. There are also several adjunct faculty members participating in the seminar. Many of these participants are using ePortfolio in their classes this semester; others are preparing to implement ePortfolio in the fall.
- ePortfolio was used in 64 different courses (see Appendix A).
- While there were many successes this year, the ePortfolio Showcase events stand out as particularly successful. In October, we held a small student showcase for all faculty when our LaGuardia team came for a site visit. Feedback was quite positive. In May, the CIS, BOT, and DH programs held ePortfolio capstone showcase events for their advisory board members. Survey results indicate that these events were very well received by advisory board members who had an opportunity to interact one-on-one with students and see both their ePortfolios and specific examples of their work.

2009-2010 All Ability Assessment Results

This chart shows the distribution of 1's (Not Satisfactory), 2's (Satisfactory), and 3's (Distinguished) for each ability over the 2009-2010 academic year for all assessments documented. Some of these assessments could be characterized as “developmental” since multiple assessments in some abilities were recorded. A methodology for determining a “final” or “summative” assessment in each ability is discussed on the next page.

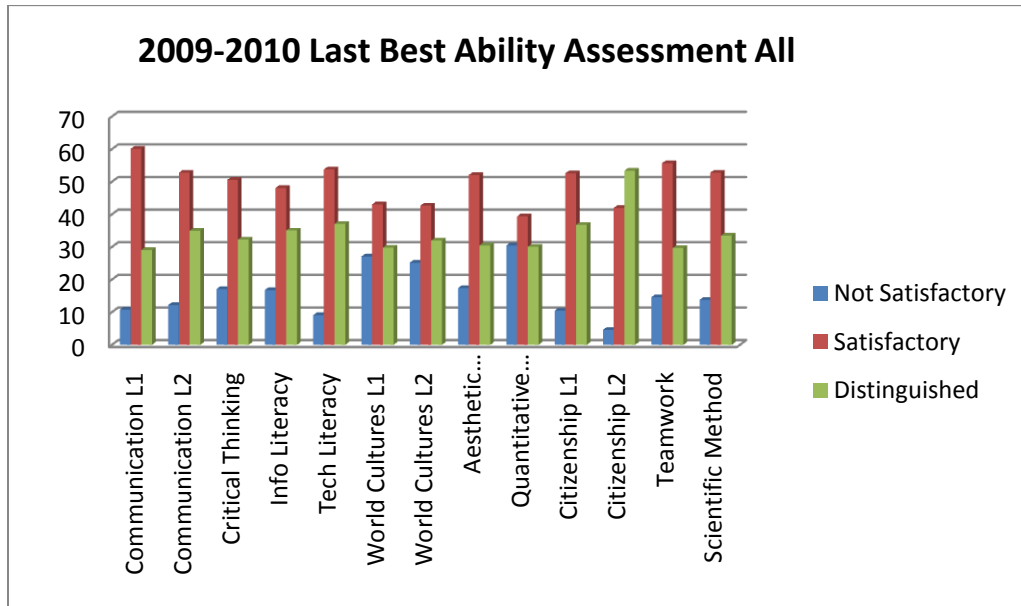


Number of times each ability was assessed:

Ability	Frequency
Communication L1	2515
Communication L2	1456
Critical Thinking	4901
Info Literacy	833
Tech Literacy	1935
World Cultures L1	881
World Cultures L2	103
Aesthetic Engagement	1323
Quantitative Reasoning	1131
Citizenship L1	240
Citizenship L2	209
Teamwork	158
Scientific Method	533
Total	16218

2009-2010 Last Best Ability Assessment Results

While we are still working on a methodology to provide a “summative” assessment (final evaluation of mastery) for each student in each ability, as an interim measure, we identified the last best ability score for each student. This chart shows the distribution of 1’s (Not Satisfactory), 2’s (Satisfactory), and 3’s (Distinguished) for each ability over the 2009-2010 academic year for the last best score.

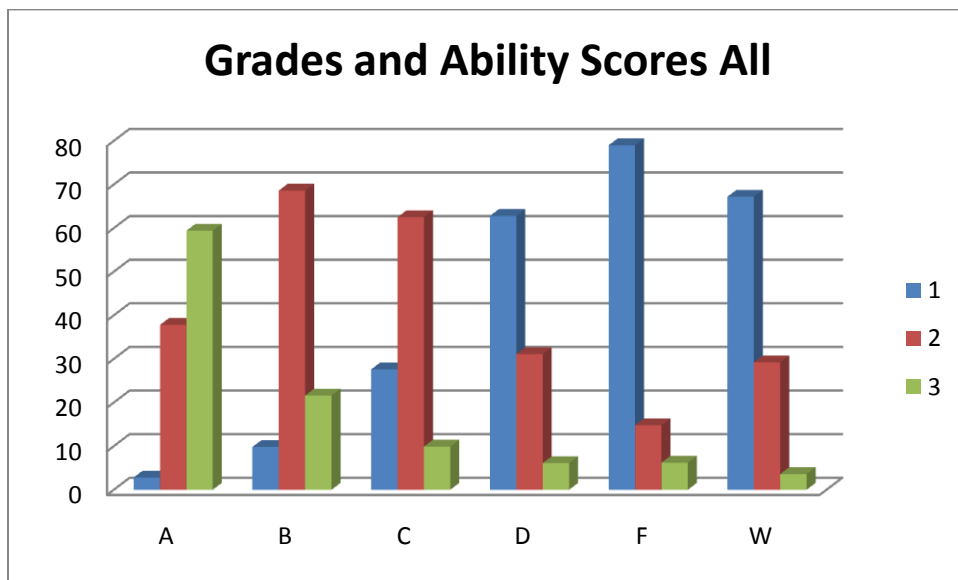


Number of Last Best Assessments for each Ability

		Frequency	Percent
Valid	Communication L1	1713	16.9
	Communication L2	687	6.8
	Critical Thinking	2428	24.0
	Info Literacy	730	7.2
	Tech Literacy	1142	11.3
	World Cultures L1	765	7.6
	World Cultures L2	103	1.0
	Aesthetic Engagement	660	6.5
	Quantitative Reasoning	973	9.6
	Citizenship L1	190	1.9
	Citizenship L2	140	1.4
	Teamwork	158	1.6
	Scientific Method	436	4.3
	Total	10125	100.0

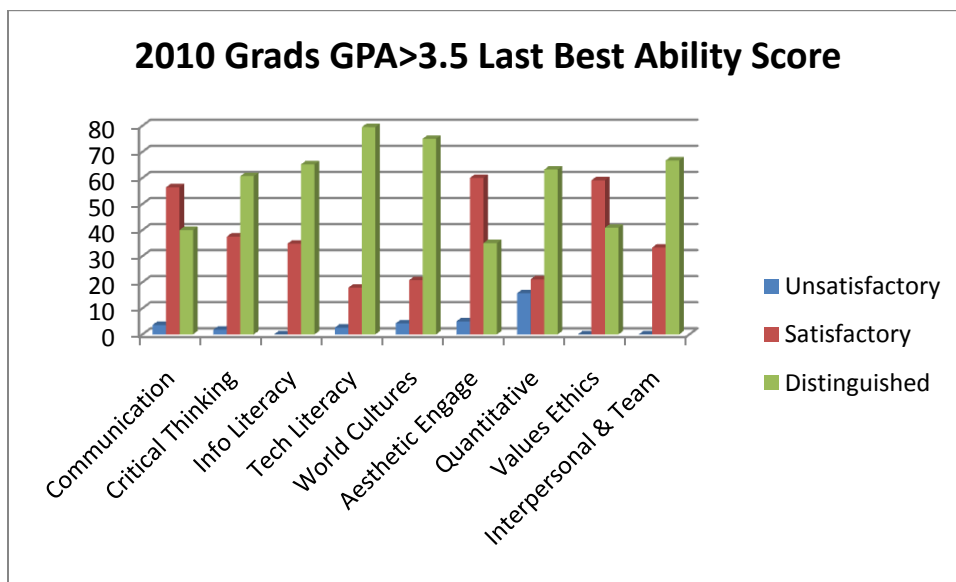
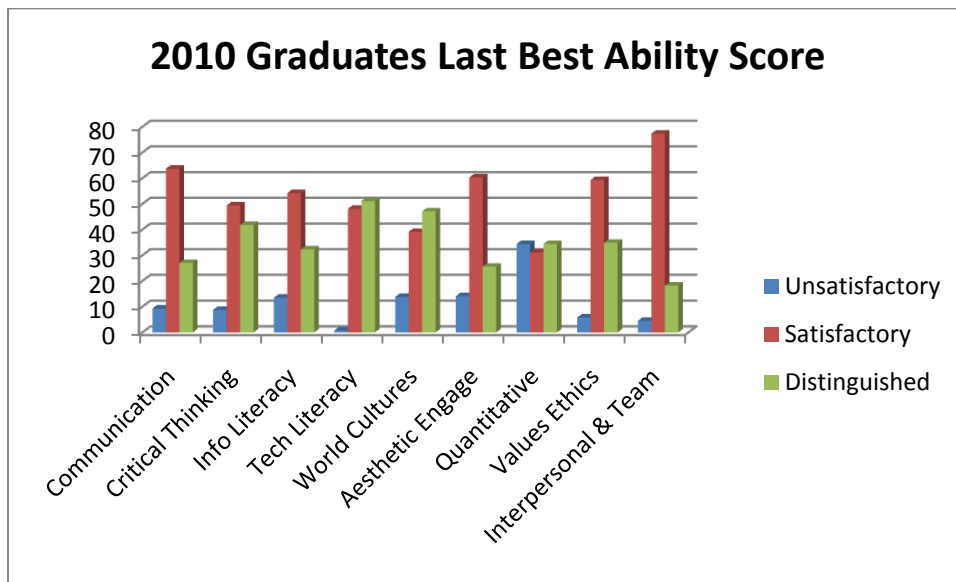
Grades and Ability Scores

As observed in previous years, there is a close correlation between ability assessment scores and course grades. Clearly, the stronger students with respect to grades also emerged as stronger in ability assessment, as would be expected. These data add credibility to the validity of the assessments as well as suggest that grade inflation is rare at the college.

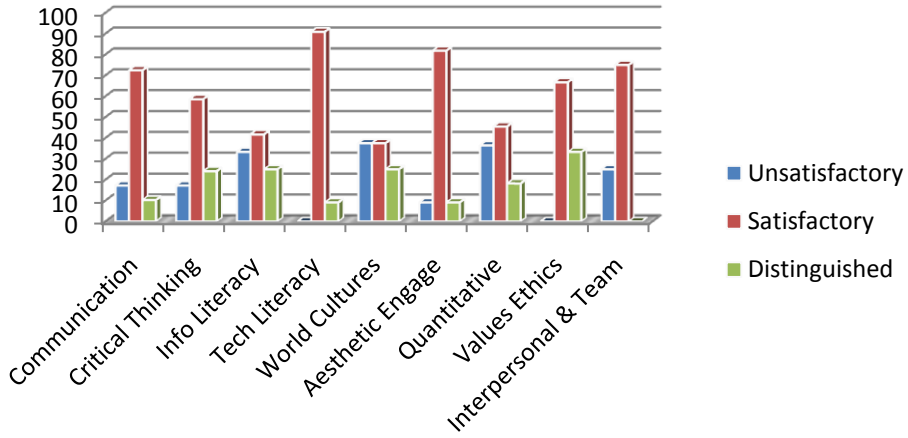


2010 Graduates

For the first time this year, we were able to use ability assessment data to analyze our graduates' accomplishments in mastering the abilities. Not all graduates were assessed in all abilities, and since we have yet to identify a methodology to determine a "final" or "summative" ability score, we used the last best score each graduate received in each ability. The fact that some graduates had an unsatisfactory last ability score (1) presents a challenge for the coming year. Our intent is that all graduates will have achieved a satisfactory ability score (2 or 3). The charts below show the score distribution by ability for all graduates, for those with final GPA's higher than 3.5, and for those with final GPA's below 2.5. That latter group, those with the lowest GPA's, presents the greatest challenge.



2010 Grads GPA<2.5 Last Best Ability Score



Appendix A

List of Courses Using ePortfolio

Fine Arts

Drawing I

Drawing II

Object & Portrait Photography

Digital Photography

Science

Microbiology

Business Office Technology

Keyboarding for Information Processing I

Word Processing Applications

Medical Terminology

Medical Coding II

Integrated Office

Administrative Procedures

Administrative Management

Medical Transcription & Document Production

Administrative Practicum

Business - Marketing

Principles of Marketing

College Study Skills

First Year Experience

Communication

Interpersonal Communication

Computer Information Systems/Computer Science

Spreadsheet Applications

Database Applications

Programming Logic & Design with Visual Basic

Database Design I

Systems Analysis and Design

Coop Ed/Work Experience

Network Essentials I

Windows Server Administration

Unix/Linux Administration

Introduction to TCP/IP

Web Design and Development

Operating Systems

Network Security Fundamentals

Dental Assisting

Oral Medicine

Oral Health Education

Dental Hygiene

Practice Management, Law & Ethics

Dental Materials

Diagnostic Technology II

Oral Medicine & Pathology

Dental Hygiene II Theory

Pain Control & Local Anesthesia

Dental Hygiene III Theory

Dental Hygiene IV Theory

Community Oral Health II

DH Research Seminar II

DH Capstone Portfolio Experience

Early Childhood Education

Observation Participation & Seminar

Student Teaching Practicum

Engineering Science

Introduction to Engineering

Fundamentals of Electricity

English

Integrated Reading/Writing I

Integrated Reading/Writing II

Intro to College Reading and Writing

Composition

Composition II

Writing for Business

Perspectives in the Humanities

Contemporary Fiction

Creative Writing: Fiction

Graphic Design

Visual Communications

History

African-American History

Mathematics

Math for the Liberal Arts

Political Science

American Government

Psychology

General Psychology I

Abnormal Psychology

Sociology

Principles of Sociology

Technology

Practicum in Technology I

Appendix B

Abilities Assessed by Associate Degree Program Summary

program_name	COMM UNIC ATIO N 1 Sum	COMM UNIC ATIO N 2 Sum	CRIT ICAL THIN KING Sum	INFO RMAT ION LITE RACY Sum	TECH NOLO GY LITE RACY Sum	WORL D CULT URES AND PERS PECT IVES Sum	WORL DCUL TURE SAND PERS PECT IVES 2 Sum	AEST HETI C ENGA GEME NT Sum	QUAN TITA TIVE REAS ONIN G Sum	CITI ZENS HIP, VALU ES, AND ETHI CS Sum	CITI ZENS HIPV ALUE SAND ETHI CS 2 Sum	TEAM WORK AND INTE RPER SONA L SKIL LS Sum	SCIE NTIF IC METH OD Sum
Business Administration	4	2	9	4	3	2	1	1	4	1	2	2	1
Business Administration: Accounting Option	4	2	9	5	3	1	1	1	4	1	1	1	1
Business Administration: Finance Option	4	2	7	3	3	1	1	1	4	1	1	1	1
Business Administration: Marketing Management Option	4	3	9	6	2	1	1	1	2	1	2	2	1
Business Administration: Retail Business Management Option	4	3	8	6	2	1	1	1	2	.	1	2	1
Business Office Technology	5	6	11	2	10	.	.	1	1	7	2	1	1
Business Office Technology: Medical Option	6	8	12	5	12	.	.	1	1	11	2	1	2

program_name	COMM	COMM	CRIT	INFO	TECH	WORL	WORL			CITI		TEAM	
	UNIC ATIO N 1 Sum	UNIC ATIO N 2 Sum	ICAL THIN KING Sum	RMAT ION LITE RACY Sum	NOLO GY LITE RACY Sum	WORL D DCUL TURE SAND PERS AND PERS PECT IVES Sum	WORL DCUL TURE SAND PERS PECT IVES Sum	AEST HETI C ENGA GEME NT Sum	QUAN TITA TIVE REAS ONIN G Sum	CITI ZENS HIP, VALU ES, AND ETHI CS Sum	CITI ZENS HIPV ALUE SAND ETHI CS 2 Sum	TEAM WORK AND INTE RPER SONA L SKIL LS Sum	SCIE NTIF IC METH OD Sum
Computer Information Systems	4	5	7	2	7	.	.	1	1	1	1	1	1
Computer Information Systems: Computer Programming Option	4	5	10	2	7	.	.	1	4	1	1	1	1
Computer Information Systems: Network Administration Option	4	5	11	2	11	.	.	1	1	2	1	1	1
Criminal Justice	5	.	15	3	1	2	.	1	1	3	2	1	1
Criminal Justice: Corrections Option	5	.	15	3	1	2	.	1	1	3	2	1	1
Criminal Justice: Drug and Alcohol Treatment Option	8	.	15	3	1	2	.	1	1	3	2	2	1
Dental Hygiene	3	7	11	3	3	.	.	2	2	1	.	.	5
Drug & Alcohol Recovery Counselor	6	2	10	2	.	.	1	1	.	2	2	3	2
Early Childhood Education	7	4	11	4	3	2	1	3	1	3	1	4	1

Abilities Assessed by Associate Degree Program Summary

program_name	COMM UNIC ATIO N 1 Sum	COMM UNIC ATIO N 2 Sum	CRIT ICAL THIN KING Sum	INFO RMAT ION LITE RACY Sum	TECH NOLO GY LITE RACY Sum	WORL D CULT URES AND PERS PECT IVES Sum	WORL DCUL TURE SAND PERS PECT IVES 2 Sum	AEST HETI C ENGA GEME NT Sum	QUAN TITA TIVE REAS ONIN G Sum	CITI ZENS HIP, VALU ES, AND ETHI CS Sum	CITI ZENS HIPV ALUE SAND ETHI CS 2 Sum	TEAM WORK AND INTE RPER SONA L SKIL LS Sum	SCIE NTIF IC METH OD Sum
Engineering Science	2	.	4	1	1	.	.	1	6	.	.	.	4
General Studies	2	.	3	2	.	1	.	1	1	.	.	.	1
Graphic Design	5	7	10	2	7	.	.	13	1	.	.	.	1
Graphic Design: Interactive Media Option	5	7	10	2	7	.	.	13	1	.	.	.	1
Honors Computer Science/Mathematics	2	.	6	1	.	.	.	1	8	.	.	.	4
Human Services	5	.	11	4	1	4	1	1	1	2	.	.	.
Human Services: Family Violence Intervention Option	5	.	12	3	1	3	.	.	1	4	.	1	1
Liberal Arts & Sciences, (A.A.)	2	.	3	2	.	1	.	1	1	.	.	.	1
Liberal Arts & Sciences, (A.S.)	2	.	3	2	.	1	.	1	1	.	.	.	1
Pathway to Teaching Careers	4	1	9	2	2	3	.	1	2	.	.	1	1

program_name	COMM UNIC ATIO N 1 Sum	COMM UNIC ATIO N 2 Sum	CRIT ICAL THIN KING Sum	INFO RMA TION LITE RACY Sum	TECH NOLO GY LITE RACY Sum	WORL D CULT URES AND PERS PECT IVES Sum	WORL DCUL TURE SAND PERS PECT IVES 2 Sum	AEST HETI C ENGA GEME NT Sum	QUAN TITA TIVE REAS ONIN G Sum	CITI ZENS HIP, VALU ES, AND ETHI CS Sum	CITI ZENS HIPV ALUE SAND ETHI CS 2 Sum	TEAM WORK AND INTE	SCIE NTIF IC METH OD Sum
												RPER SONA L SKIL LS Sum	
Physical Therapist Assistant	4	.	5	1	1	.	.	.	1	.	.	1	2
Technology Studies	3	1	7	1	4	2	.	1	2	.	.	.	4
Technology Studies: Biomolecular Science	2	1	7	1	1	2	.	1	1	1	1	.	5
Technology Studies: Computer-Aided Design Option	3	2	8	1	5	2	.	1	2	.	.	.	4
Technology Studies: Electrical Option	3	1	5	1	4	1	.	1	3	.	.	.	2
Technology Studies: Engineering Technology Option	3	1	9	1	4	2	.	1	6	.	.	.	2
Technology Studies: Technology and Engineering Education Option	3	2	8	1	4	2	.	1	2	.	.	.	2
Technology Studies: Television Operations Option	4	1	4	1	5	1	.	2	3	.	1	.	2

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program_name	COMM UNIC ATIO N 1 Sum	COMM UNIC ATIO N 2 Sum	CRIT ICAL THIN KING Sum	INFO RMAT ION LITE RACY Sum	TECH NOLO GY LITE RACY Sum	WORLD CULT URES AND PERS PECT IVES Sum	WORLD DCUL TURE SAND PERS PECT IVES 2 Sum	AEST HETI C ENGA GEME NT Sum	QUAN TITA TIVE REAS ONIN G Sum	CITIZENS, HIP, VALU ES, AND ETHI CS Sum	CITIZENS HIPV ALUE SAND ETHI CS 2 Sum	TEAM WORK AND INTE RPER SONA L SKIL LS Sum	SCIENTIFIC METH OD Sum
Visual Fine Arts	6	4	7	2	1	.	.	11	1	.	.	.	1
Visual Fine Arts: Photography Option	5	5	7	2	2	.	.	10	1	.	.	.	1
Grand Total	147	87	308	88	119	39	8	81	75	48	25	27	61