

CTW Assessment Report for AY 2009-10

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CTW Assessment Report for AY2009-10

As part of SACS re-affirmation process, Georgia State University has developed a Quality Enhancement Plan (QEP) focusing on Critical Thinking through Writing (CTW). This initiative seeks to increase our baccalaureate students' capacity for critical thinking as evidenced through writing in their major field of study. It is not intended to measure writing skill per se, but rather to measure critical thinking within each discipline/field through the medium of writing.

The strategy for achieving the goal of enhancing critical thinking was implemented as a university-wide graduation requirement in the Fall semester, 2009.¹

Assessing CTW: Year Two

Each year, every undergraduate degree major is required to report on the status of CTW in their area. Most of the degree programs piloted courses during AY 2008-09, the first year of our initiative. These early narrative reports provided a great deal of reflective data about faculty interest in improving assignments, assessments, and faculty preparation for CTW success. (See *CTW Assessment Report for AY 2008-09*.) During AY 2009-10, all undergraduate degree majors officially launched their CTW courses. Student learning outcomes for CTW in AY 2009-10 were reported in WEAVEonline² for the first time. The reflective questions embedded in the Content Management System employed last year were listed in the Analysis section of the WEAVE software in order to provide consistent narrative data over time. Therefore, along with the more quantitative efforts of student learning improvement in critical thinking, CTW Ambassadors also reported on the following areas: Faculty Development and Preparation, Assignments, Achievements, Action Plans, and Overall Impact. (see Appendix A through E)

The Undergraduate Assessment Committee (UAC) met in mid-July, 2010, to review each of the CTW assessment reports. The Director of Academic Assessment and the Chair of the Undergraduate Assessment Committee then compiled and reviewed both the UAC responses and the Ambassadors' reports. Feedback was provided through a series of workshops to all Ambassadors in fall semester, 2010. This assessment report includes highlights from both the CTW Ambassadors' reports and the Committee responses. These are followed by conclusions/recommendations from the Director of Academic Assessment. Appendices include summaries of the Ambassador's reports.

¹ Each undergraduate student must take and pass two critical thinking through writing (CTW) courses in their major in order to graduate from Georgia State University. This requirement, approved by the University Senate in April of 2007, took effect for students entering Fall, 2009.

² Currently and since 2005, all university academic programs report student learning outcomes in WEAVEonline, a software system developed by Virginia Commonwealth University. This system captures and saves over time all student learning assessment reports.

Results and Summary of 2010 CTW Annual Reports

In year One of the QEP, what we call the Pilot year, (AY 2008-09), 52 programs reported information in the Content Management System (See CTW Assessment Report, AY 2008-09). During AY 2009-10, two of the CTW programs, Theatre BIS and Interdisciplinary Studies BIS combined reporting, so that we now have 51 CTW programs reporting as part of our Quality Enhancement Plan. All of these degree programs have developed CTW plans, participated in workshops, developed rubrics and assignments for each of their CTW-designated courses, and provided CTW annual reports for AY 2009-10. The annual reports include both quantitative and reflective data for each degree program. During the summer, 2010, the Undergraduate Assessment Committee and the Director of Academic Assessment reviewed the 51 CTW reports posted in the online software, WEAVEonline.

Within the Weaveonline system, each program defined critical thinking within a mission statement. They also set general Goals, and included Outcomes for their students' learning. The Student Learning Outcomes for this year were focused on the CTW assignments. Most of the degree programs uploaded the assignments, a few samples papers of student writing, and a rubric.

Findings within the quantitative data were reported primarily either in the form of percentages of student success at meeting the learning outcomes as defined by each degree program, or as an average scale scores based on the rubric developed for that discipline. Some programs provided both, but the scale (rubric) and the assignments that the measures were based on were unique to each discipline. For example, in Speech CTW: the Target reads, "Two targets were sought: First, students should improve their Cultural Context and Evaluation scores from Time 1 to Time 2. Second, 80% of all students should score 4 or 5 on each individual rubric item as measured at Time 2." The findings for this measure (Analytical Reaction Essays) indicate that the Targets were met: "18 students completed Analytical Reaction Essays. Target One: For the Cultural Context score, 15 students improved their score from Time 1 to Time 2, and 3 maintained the same score. For the Evaluation score, only 8 students improved their score from Time 1 to Time 2, but 9 students maintained the same score. Target Two: 88% of the students earned a 4 or 5 on four of the individual rubric items at Time 2. The four rubric items include: 'constructs arguments clearly,' 'adapts arguments to that cultural context,' 'evaluates data/supporting materials effectively,' and 'evaluates claims/conclusions effectively.' For the first rubric item, 'recognizes the cultural context,' 94% of the students earned a 4 or 5." (See CTW Reports in <http://app.weaveonline.com/gsu/login.aspx> for more examples -- User ID: gsu and Password: assessment.)

Beyond the quantitative information, each Ambassador reflected briefly on several areas of interest to the CTW initiative: Definitions of critical thinking, Achievements, Faculty training and preparation, Assignments, Overall impact of the initiative thus far, and Action Plans. (See

Appendix A for reflection questions.) These areas are similar in category to the reflections Ambassadors reported on during the Pilot years. The content analysis for each section or question are discussed below. See Appendices B for Summary data of Analysis Questions and Action Plans provided by Ambassadors of degree programs.

Definitions: One of the primary responsibilities of the Ambassadors the first year of the CTW initiative was to develop, with their departments, a definition of critical thinking that reflected their disciplines. So each of the degree programs attempted to define Critical Thinking. For the AY 2009-10 reporting cycle, definitions of critical thinking are still evolving for a few of the programs. Eight percent of the degree programs (4) reported that they are continuing to develop a viable definition of critical thinking, and 14% (7) make reference to specific changes in their definition of critical thinking that more clearly address their discipline. (Several programs used the university's definition the first year and are now revising that to come closer to what works in their field.) However, 31 of the 51 programs reported "no change" in their definitions of critical thinking for this academic year, and 9 did not respond to the question at all this cycle. Therefore, nearly 80% of the programs did not change or revise the definition of critical thinking for their discipline this cycle. (For specific detail, see Appendix C.)

Achievements: As was the case a year ago, achievements at this early phase in the QEP were difficult for CTW faculty to define. However, several Ambassadors mentioned more than one aspect of their program that they considered "achievements" during the 2009-2010 reporting cycle. Student Improvement in critical thinking was, once again, the most often mentioned achievement, rising from 10 degree programs to 16 (63% of the degree programs). Successful Assignments also rose in number for programs that identified these as achievements, from 7 programs to 10 programs (20%). Revised rubrics, Consultants, and Faculty development and training were also cited as significant achievement among 12-16% of the programs. Like the first year, ambassadors reported that the discussions about CTW had positive effects on colleagues in terms of their renewed enthusiasm for teaching, as well. (For specific detail, see Appendix D.)

Faculty Training and Preparation: As last year's report, this year the types of faculty preparation mentioned in reports fell into four major categories: Faculty workshops where many faculty members attended and discussed assignments, definitions, rubrics, etc.; One on One sessions with a faculty member and the Ambassador; sometimes the Ambassador is the only instructor of record for the CTW courses; and finally, some program Ambassadors did not report at all in this section. Large scale faculty workshops are still the most common type of faculty preparation for CTW courses – 41% of the degree programs (21 departments) held faculty meetings and workshops for CTW. Ambassadors in 25% of the programs worked one on one with their colleagues as new instructors began teaching the CTW courses this year. Only seven Ambassadors reported being the only instructor for CTW in their department and nine did not

report on training at all. These results mirror the previous year's reporting. (For specific detail, see Appendix E.)

Assignments: Over half of the Ambassadors (51%) continue to report that assignments need revision and/or they were revised this year. As definitions of critical thinking and assessments (usually rubrics) become clearer, faculty become more aware of which assignments are tapping critical thinking, asking too much or too little of students, or are in some way confusing or too difficult to measure in terms of successful critical thinking assignments. However, 39% of the Ambassadors reported that the program had decided to continue the assignments as they are for at least one more year. Only 5 of the programs did not respond to this issue. (For specific detail, see Appendix F.)

Overall Impact: When asked to discuss the primary impact of the CTW initiative in their respective degree programs, many of the Ambassadors (20 of the 51) mentioned Student Improvement (of many kinds) as the primary impact of CTW (39%). In addition one-third of the Ambassadors discussed faculty development as the most positive aspect of the program thus far. But perhaps the most surprising response from Ambassadors regarding impact is the discussion of ways that CTW has extended to other courses in their department/major (15 degree programs/29%). Ambassadors report that CTW types of assignments, rubrics, and conversations about critical thinking are extending to other courses in the curriculum. We will explore these comments more next year.

Other discussions of impact included improved assignments, rubrics and feedback. A few Ambassadors still think that it is too soon to really assess the impact for the CTW initiative (3 of 51). (For specific detail, see Appendix G.)

Action Plans: The most common action planned for AY 2009-10 focused on faculty preparation and training for teaching CTW courses. Last year half of the Ambassadors mentioned that faculty preparation would be imperative as the CTW initiative unfolds.. Nearly as many faculty reported last time that revised assignments and rubrics are also part of their Action Plan for AY 2009-10. A few programs went as far as to consider revising their definitions of critical thinking or their course offering itself. A review of the reports for this year indicate that these action plans were taken seriously. Because we did not use Weaveonline the first year, we can only observe the changes within the reflective questions. However, Weaveonline does allow for Action Plans, and Ambassadors reporting Action Plans for AY 2010-11 mention consistently that revisions in assignments, courses, and rubrics are the primary areas of concentration. Faculty training is remains important (16%), but revisions of the primary elements of the initiative, including adding actual courses (20%), were the most often-mentioned action plans for the next cycle. (For specific detail, see Appendix H.)

Conclusions and Recommendations:

Those of us who work most directly with the CTW initiative (The CTW Directors, The Director of Academic Assessment, and the Chair of the Undergraduate Assessment Committee) continue to commend the Ambassadors and degree program faculty on their excellent work with the CTW initiative. As was the case during the pilot year, many of the programs reported interesting and insightful gains as they put into action the CTW concepts and the plan for their undergraduate degree program. The primary successes seem to lie in student improvement in critical thinking, faculty development and preparation, implementation and revision of assignments, and building CTW rubrics that reflect each discipline. Interestingly, these continue to be the areas most often mentioned for revision and action in the Action Plans as well.

The indirect measures reported here are meaningful reflections of what the Ambassadors and the Directors value for the QEP. While we will continue to gather this information on a yearly basis, we are also working with Ambassadors on more direct measures, change scores, findings that reflect levels of critical thinking, etc. Appendix I is a visual chart of our first attempt to track whether measures and findings are reported (last year only 2 of the 52 program Ambassadors reported any findings at all), whether the degree program attempts to measure change (one degree program last year as opposed to 9 this year), and whether the program discusses impact based on the results of the assessment (one last year as opposed to 8 this year). Because this kind of assessment is so new to faculty, we are accepting small steps toward meaningful measurement of their students' successes. We are also adding "best practices" workshops and developing an assessment guide for Ambassadors that includes samples of successful reports, common language, and ways to implement improvements.

Overall, the CTW initiative is proving to be a powerful force at Georgia State University. Faculty are beginning to publish articles and present papers at conferences that focus on this QEP and the impact it has and is having on their teaching and their students' learning.

Appendix A
CTW Summary/Analysis Questions
Weaveonline, 2009-10

1. CTW Reflection 1: Definition: How has the definition of critical thinking evolved in your degree major over the last two years?

2. CTW Reflection 2: Achievements: What were the major CTW accomplishments in your degree major for this academic year? How do these relate to the Action Plan(s) that you specified last year? What worked this year that you want to continue doing?

3. CTW Reflection 3: Workshops and Training: How did the workshops and/or training you provided for faculty and consultants go this year? Who attended, what happened, what was decided? Summarize your general impressions of the success of the meetings.

4. CTW Reflection 4: Assignments: How have the CTW Assignments in your degree major evolved since the initiative started? What changes to the assignments will you suggest to faculty for next year based on your observations and assessment of this year's CTW student learning?

5. CTW Reflection 5: Overall, what changes has your degree major made to its implementation of the CTW initiative since last year's CTW Assessment Report? What would you say has been the primary impact of CTW on your degree major, as well as on the students and faculty involved in the initiative?

Appendix B
Content Analysis Summary
Summary/Analysis Questions in Weaveonline, 2009-10
Faculty Perceptions/Indirect Assessment
n-51

Definitions

No Change	31	61%
Continues to Develop	4	8%
Specific Change to Address Discipline	7	14%
No response	9	18%

Achievements

(Faculty sometimes report more than one achievement)

Student Improvements	16	63%
Successful Assignments	10	20%
Revised Rubrics	8	16%
Consultants	7	14%
Faculty Training	6	12%
Add/drop or Revised Course	5	10%
Successful Assessments	4	8%
Successful Rubrics	3	6%
Revised Definition	2	2%
Revised Assignments	2	2%

Faculty Training and Preparation

Workshops	21	41%
One on One	13	25%
Ambassador Only	7	14%
Other	1	1%
No answer	9	18%

Assignments

Revised Assignment	26	51%
Continue as they are	20	39%
No comments (NC)	5	10%

Overall Impact

Student Improvement	20	39%
Faculty Development	17	33%
Extended to Dept.	15	29%
Improved Assignments	6	12%
Improved Rubrics	3	6%
Faculty Enthusiasm	3	6%
Too soon to Tell	3	6%
Improved Feedback	3	6%
Improved Course	1	1%

Action Plans

Revise Assignments	20	39%
Revise Course	14	27%
Revise Rubrics	13	25%
Add course	10	20%
Faculty Training	8	16%
Revise Assessment Criteria	5	10%
Revise or Review Course Offerings	2	4%
Add surveys	2	4%

APPENDIX C: Definitions
2009-10

CTW Definitions Overview 09-10		
Department	Ambassador	CT Definitions
Accounting	Jennifer Joe	NC
African American Studies	Jonathan Gayles	NC
Anthropology	Emanuela Guano	NC
Applied Linguistics	Stephanie Lindemann	NR
Art, Education	Melanie Davenport	NC
Art, Studio	Connie Thalken	NR
Art History	Susan Richmond	NC
Biology	Therese Poole / Francisco Cruz	NR
Birth through Five	Gary Bingham	CD
BIS	Charles Jarrett	CD
Business Analysis	Tom Whalen	SC
Chemistry	Doyle Barrow	NR
Communication-Film	Greg Smith	NC
Communication-Journalism	Doug Barthlow	CD
Communication-Speech	Jaye Atkinson	NC
Computer Information Systems	Geoffrey Hubona	NC
Computer Science	Michael Weeks	NC
Criminal Justice	Brenda Blackwell	NC
Early Childhood Education	Caitlin Dooley / Teri Peitso-Holbrook	SC
Economics	Shelby Frost / Inas Rashad	NC
English	Audrey Goodman / Melissa McLeod	SC
Entrepreneurship	Bill Bogner	NC
Finance	Richard Fendler	NC
Geol/Geog	Katherine Hankins	CD
History	Jared Poley	NC
Hospitality Administration	Debby Cannon	NC
Human Resources	Kay Bunch	NC
International Business	David Bruce / Pedro Carillo	NR
Kinesiology and Health	Jeff Rupp	CD
Marketing	Chip Barksdale	NC
Mathematics	Yi Zhao	NC
MCL -French	Eric Le Calvez	NC
MCL - German	Robin Huff	NC
MCL -Spanish	Rudy Alcocer	NR

Middle Childhood Education	Stephanie Cross	SC
Music	Oliver Greene	NC
Nursing	Kathy Plitnick	SC
Nutrition	Barbara Hopkins	NC
Operations Management	Walter Wallace	SC
Philosophy	Andrew Cohen	NC
Physics and Astronomy	Brian Thoms	NR
Political Science	S. Rashid Naim	NC
Psychology	Chris Henrich	NC
Public Management and Policy	Harvey Newman	NR
Real Estate	Karen Gibler	NR
Religious Studies	Tim Renick	NC
Respiratory Therapy	Doug Gardenhire	NC
Risk Management	Martin Grace	NC
Social Work	Deborah Whitley	NC
Sociology	Wendy Simonds	NC
Women's Studies	Julie Kubala	NC

Totals 51 degree programs	No Change (NC)	31	61%
	Continues to Develop (CD)	4	8%
	Specific Change to Address Discipline (SC)	7	14%
	No Response (NR)	9	18%

APPENDIX D: Achievements

2009-10

(Faculty sometimes report more than one achievement)

CTW Achievements Overview 09-10		
Department	Ambassador	Achievements
Accounting	Jennifer Joe	NR
African American Studies	Jonathan Gayles	SI
Anthropology	Emanuela Guano	SI
Applied Linguistics	Stephanie Lindemann	RC, R
Art, Education	Melanie Davenport	SA, R
Art, Studio	Michael White	NR
Art History	Susan Richmond	SI, SA
Biology	Therese Poole / Francisco Cruz	NR
Birth through Five	Gary Bingham	SI, FT
BIS	Frank Miller, Charles Jarrett	SI, SA
Business Analysis	Tom Whalen	SA, RR
Chemistry	Doyle Barrow	NA
Communication-Film	Greg Smith	RA
Communication-Journalism	Doug Barthlow	RA
Communication-Speech	Jaye Atkinson	Other
Computer Information Systems	Geoffrey Hubona	RC, SA, FT
Computer Science	Michael Weeks	SA, SI, SF
Criminal Justice	Brenda Blackwell	RC, SAS
Early Childhood Education	Caitlin Dooley and Teri Peitso-Holbrook	RA, RD, SAS, C
Economics	Shelby Frost / Inas Rashad	RA, SI
English	Audrey Goodman / Melissa McLeod	OTHER
Entrepreneurship	Bill Bogner	RA, RR
Finance	Richard Fendler	RD, SI
French	Eric LeCalvez	SI, RR
Geol/Geog	Katherine Hankins	SAS
German	Robin Huff	RA, SI
History	Jared Poley	FT
Hospitality Administration	Debby Cannon	SA
Human Resources	Kay Bunch	SA, SF
International Business	David Bruce / Pedro Carillo	FT, C, RA
Kinesiology and Health	Jacalyn Lund	SI
Marketing	Chip Barksdale	RA
Mathematics	Yi Zhou	SF, RA

Middle Childhood Education	Stephanie Cross	RA, RR
MCL -Spanish	Rudy Alcocer	RR, RC
Music	Oliver Greene	RR
Nursing	Kathy Plitnick	C, RD, SI
Nutrition	Barbara Hopkins	RR, RA
Operations Management	Walter Wallace	NR
Philosophy	Andrew Cohen	RA
Physics and Astronomy	Brian Thoms	SF, SI
Political Science	S. Rashid Naim	SI
Psychology	Chris Henrich	SF, SAS, RR
Public Management and Policy	Harvey Newman	NR
Real Estate	Karen Gibler	FT
Religious Studies	Tim Renick	SF, SA
Respiratory Therapy	Doug Gardenhire	SA, SI, R
Risk Management	Martin Grace	RA, SI
Social Work	Deborah Whitley	FT, C
Sociology	Wendy Simonds	OTHER
Women's Studies	Julie Kubala	RA, RC

Totals	Student Improvements (SI)	16	63%
	Add/drop or Revised Course (RC)	5	10%
	Successful Assignments (SA)	10	20%
	Successful Rubrics (R)	3	6%
	Consultants (C)	7	14%
	Successful Assessments (SAS)	4	8%
	Revised Definition (RD)	2	2%
	Revised Assignments (RA)	2	2%
	Revised Rubric (RR)	8	16%
	Faculty Training (FT)	6	12%
	Other	3	6%

**APPENDIX E : Faculty Training and Preparation
2009-10**

CTW Faculty Training 09-10			
Department	Ambassador	Ambassador Training	CTW Led
Accounting	Jennifer Joe	none	
African American Studies	Jonathan Gayles	Ambassador Only Instructor	
Anthropology	Emanuela Guano	none	Liked workshops/ needed more assistance with WEAVE
Applied Linguistics	Stephanie Lindemann	none	
Art, Education	Melanie Davenport	One-on-one	Helpful to hear from other ambassadors/ Difficulty attending workshops
Art, Studio	Connie Thalken	none	
Art History	Susan Richmond	One-on-one	
Biology	Therese Poole / Francisco Cruz	none	
Birth trough Five	Gary Bingham	Workshops	
BIS	Charles Jarrett/ Frank Miller	Ambassador only / Other BIS trained in Departments	
Business Analysis	Tom Whalen	Ambassador Only	
Chemistry	Doyle Barrow	Workshop	
Communication-Film	Greg Smith	Workshop / One-on-one	
Communication-Journalism	Doug Barthlow	One-on-one Will meet in fall to address assessment concerns / Improve research	
Communication-Speech	Jaye Atkinson	One-on-one / adapted from workshops last year which were unsuccessful	
Computer Information Systems	Carl Stucke	Ambassador Only	
Computer Science	Michael Weeks	Workshop	
Criminal Justice	Brenda Blackwell	Workshop:	

		Expand workshops to all faculty	
Early Childhood Education	Caitlin Dooley / Teri Peitso-Holbrook	Workshop: Expand workshops to all faculty	
Economics	Shelby Frost / Paul Kagundu	Workshop	
English	Audrey Goodman / Melissa McLeod	Workshop	
Entrepreneurship	Bill Bogner	Workshops	
Finance	Richard Fendler	One-on-one	
Geol/Geog	Katherine Hankins	One-on-one	
History	Jared Poley	Workshop	
Hospitality Administration	Debby Cannon	Workshops Extend to all faculty	Attended our workshops and found them helpful
Human Resources	Kay Bunch	Ambassador Only	Attended workshops and finds them supportive
International Business	David Bruce / Pedro Carillo	Workshops	
Kinesiology and Health	Jeff Rupp	none	Workshops helped him clarify his understanding of CTW
Marketing	Chip Barksdale	One-on-One	
Mathematics	Yi Zhao	One-on-one	
Middle Childhood Education	Stephanie Cross	Workshop	
MCL -French	Eric Le-Calvez	Workshop	
MCL - German	Robin Huff	One-on-one	Attended workshops particularly liked assignments
MCL -Spanish	Rudyard Alcocer	One-on-one	
Music	Oliver Greene	none	Liked training sessions.
Nursing	Kathy Plitnick	Workshop / One-on-one / Faculty meetings / Consultant training	
Nutrition	Barbara Hopkins	No formal workshops/ Discussed at faculty meetings	
Operations Management	Walter Wallace	Ambassador Only	Attended several

			workshops
Philosophy	Andrew Cohen	Workshop	
Physics and Astronomy	Brian Thoms	One-on-One	
Political Science	S. Rashid Naim	Workshop	
Psychology	Chris Henrich	Workshops	
Public Management and Policy	Harvey Newman	None	
Real Estate	Karen Gibler	Workshop	
Religious Studies	Tim Renick	None	Attended one workshop
Respiratory Therapy	Doug Gardenhire	One-on-One	
Risk Management	Martin Grace	Ambassador Only	
Social Work	Deborah Whitley	Workshop	
Sociology	Wendy Simonds	Workshops	
Women's Studies	Julie Kubala	One-on-one	

Totals	51 degree programs	Workshops	21	41%
		One on One	13	25%
		Ambassador Only	7	14%
		Other	1	2%
		None or No Answer	9	18%

**APPENDIX F: Assignments
2009-10**

CTW Assignments Overview 09-10		
Department	Ambassador	Assignments
Accounting	Jennifer Joe	NC
African American Studies	Jonathan Gayles	RA
Anthropology	Emanuela Guano	RA
Applied Linguistics	Stephanie Lindemann	NC
Art, Education	Melanie Davenport	RA
Art, Studio	Connie Thalken	NC
Art History	Susan Richmond	RA
Biology	Therese Poole / Francisco Cruz	NC
Birth through Five	Gary Bingham	RA
BIS	Charles Jarrett	CA
Business Analysis	Tom Whalen	CA
Chemistry	Doyle Barrow	CA
Communication-Film	Greg Smith	RA
Communication-Journalism	Doug Barthlow	RA
Communication-Speech	Jaye Atkinson	RA
Computer Information Systems	Geoffrey Hubona	RA
Computer Science	Michael Weeks	CA
Criminal Justice	Brenda Blackwell	CA
Early Childhood Education	Caitlin Dooley / Teri Peitso-Holbrook	CA
Economics	Shelby Frost / Inas Rashad	CA
English	Audrey Goodman / Melissa McLeod	RA
Entrepreneurship	Bill Bogner	RA
Finance	Richard Fendler	RA
Geol/Geog	Katherine Hankins	CA
History	Jared Poley	RA
Hospitality Administration	Debby Cannon	RA
Human Resources	Kay Bunch	RA
International Business	David Bruce / Pedro Carillo	RA
Kinesiology and Health	Jeff Rupp	CA
Marketing	Chip Barksdale	RA
Mathematics	Yi Zhao	RA
MCL -French	Eric Le Calvez	CA

MCL - German	Robin Huff	RA
MCL -Spanish	Rudy Alcocer	RA
Middle Childhood Education	Stephanie Cross	RA
Music	Oliver Greene	RA
Nursing	Kathy Plitnick	RA
Nutrition	Barbara Hopkins	RA
Operations Management	Walter Wallace	CA
Philosophy	Andrew Cohen	RA
Physics and Astronomy	Brian Thoms	CA
Political Science	S. Rashid Naim	CA
Psychology	Chris Henrich	CA
Public Management and Policy	Harvey Newman	NC
Real Estate	Karen Gibler	CA
Religious Studies	Tim Renick	CA
Respiratory Therapy	Doug Gardenhire	CA
Risk Management	Martin Grace	CA
Social Work	Deborah Whitley	RA
Sociology	Wendy Simonds	CA
Women's Studies	Julie Kubala	CA

Totals	51 degree programs		
		Revise Assignments (RA)	26 51%
		Continue with Assignments as they are (CA)	20 39%
		No Comments on Assignments (NC)	5 10%

**APPENDIX G: Overall Impact
2009-10**

CTW Assessment Types Overview 09-10		
Department	Ambassador	Assessment Type
Accounting	Jennifer Joe	
African American Studies	Jonathan Gayles	SI, IF
Anthropology	Emanuela Guano	SI, IF, ED
Applied Linguistics	Stephanie Lindemann	
Art, Education	Melanie Davenport	SI, FE
Art, Studio	Connie Thalken	
Art History	Susan Richmond	ED
Biology	Therese Poole / Francisco Cruz	
Birth through Five	Gary Bingham	IA, FD
BIS	Charles Jarrett	IR , ED
Business Analysis	Tom Whalen	IA, SI
Chemistry	Doyle Barrow	SI
Communication-Film	Greg Smith	SI
Communication-Journalism	Doug Barthlow	SI, FD, ED
Communication-Speech	Jaye Atkinson	
Computer Information Systems	Geoffrey Hubona	SI
Computer Science	Michael Weeks	FD, SI
Criminal Justice	Brenda Blackwell	FD, IA, ED, SI
Early Childhood Education	Caitlin Dooley / Teri Peitso-Holbrook	IR, FD, SI
Economics	Shelby Frost / Inas Rashad	FD, ED, SI
English	Audrey Goodman / Melissa McLeod	FD
Entrepreneurship	Bill Bogner	FD
Finance	Richard Fendler	FD
French	Eric LeCalvez	SI
Geol/Geog	Katherine Hankins	ED
German	Robin Huff	ED
History	Jared Poley	FD, ED
Hospitality Administration	Debby Cannon	FD, IA
Human Resources	Kay Bunch	None
International Business	David Bruce / Pedro Carillo	IA
Kinesiology and Health	Jacalyn Lund	None
Marketing	Chip Barksdale	IC
Mathematics	Yi Zhao	SI

Middle Childhood Education	Stephanie Cross	ED, FD
Music	Oliver Greene	IF, IR
Nursing	Kathy Plitnick	SI
Nutrition	Barbara Hopkins	ED, SI
Operations Management	Walter Wallace	FD, SI,
Philosophy	Andrew Cohen	ED, FE
Physics and Astronomy	Brian Thoms	SI
Political Science	S. Rashid Naim	ED
Psychology	Chris Henrich	Too Soon to tell
Public Management and Policy	Harvey Newman	None
Real Estate	Karen Gibler	ED
Religious Studies	Tim Renick	Too soon to tell
Respiratory Therapy	Doug Gardenhire	SI
Risk Management	Martin Grace	IA, SI
Social Work	Deborah Whitley	ED, FD, SI
Sociology	Wendy Simonds	SI, FD
Spanish	Rudy Alcocer	ED
Speech	Jeffrey Bennett	FE
Women's Studies	Julie Kubala	DI, FD

Totals	Student Improvement (SI)	20 39%
	Faculty Development (FD)	17 33%
	Extended to Department (ED)	15 29%
	Improved Assignments (IA)	6 12%
	Improved Rubrics (IR)	3 6%
	Too soon to Tell	3 6%
	Faculty Enthusiasm (FE)	3 6%
	Improved Course (IC)	1 1%

**APPENDIX H: Action Plans
2009-10**

CTW Action Plan Overview 08-09		
Department	Ambassador	Action Plans
Accounting	Jennifer Joe	NP
African American Studies	Jonathan Gayles	RR
Anthropology	Emanuela Guano	RA, RC
Applied Linguistics	Stephanie Lindemann	NP
Art, Education	Melanie Davenport	RR / RD
Art, Studio	Connie Thalken	NP
Art History	Susan Richmond	RCO
Biology	Therese Poole / Francisco Cruz	NP
Birth trough Five	Gary Bingham	RA, RC
BIS	Charles Jarrett	AC
Chemistry	Doyle Barrow	NP
Communication-Film	Greg Smith	RR
Communication-Journalism	Doug Barthlow	RC, RD, RA, FT
Communication-Speech	Jaye Atkinson	RR
Communication-Theater (BIS)	Frank Miller	RD, FT, RAC, RA
Computer Information Systems	Geoffrey Hubona	AC
Computer Science	Michael Weeks	AS, RC
Criminal Justice	Brenda Blackwell	RAC
Early Childhood Education	Caitlin Dooley / Teri Peitso-Holbrook	RR, FT, RA, CT
Economics	Shelby Frost / Inas Rashad	RAC, CT
English	Audrey Goodman / Melissa McLeod	FT, RW, RR
Finance	Richard Fendler	RA
Geol/Geog	Katherine Hankins	RR, RC, RA,
History	Jared Poley	RA, RAC, RR
Hospitality Administration	Debby Cannon	RC, RA
International Business	David Bruce / Pedro Carillo	AS, RA, RR
Kinesiology and Health	Jacalyn Lund	RT
Middle Childhood Education	Gladys Yarborough	RC, RD
MGS- Entrepreneuership	Bill Bogner	RC, RA
MGS- Operations Management	Walter Wallace	RA, RAC
MGS- Business Analysis	Tom Whalen	
MGS- Human Resources	Kay Bunch	NP
Marketing	Chip Barksdale	NP

Mathematics	Yi Zhou	RA, FT
MCL -French	Eric Le Calvez	NP
MCL - German	Robin Huff	RA, RCO
MCL -Spanish	Rudy Alcocer	RA
Music	Oliver Greene	RA, RR
Nursing	Kathy Plitnick	RR / RC
Nutrition	Barbara Hopkins	RR
Philosophy	Andrew Cohen	Monitor Progress
Physics and Astronomy	Brian Thoms	RA, RC
Political Science	S. Rashid Naim	RA, RC
Psychology	Chris Henrich	RR, RD
Public Management and Policy	Harvey Newman	RC
Real Estate	Karen Gibler	FT
Religious Studies	Tim Renick	RR
Respiratory Therapy	Doug Gardenhire	NP
Risk Management	Martin Grace	NP
Social Work	Deborah Whitley	RA, FT
Sociology	Wendy Simonds	RAC, RA, RC
Women's Studies	Julie Kubala	RC, RA

Totals	Faculty Training (FT)	8
	Revise Assignments (RA)	20
	Revise Course (RC)	14
	Revise Rubrics (RR)	13
	Revise Assessment Criteria (RAC)	5
	Add Course (AC)	10
	Add Surveys (AS)	2
	No Action Plan (NP)	10

Appendix I

CTW Assessment Tracking for Measures and Findings AY 2008-09 through 2012-13

