



What's Next for Assessment?

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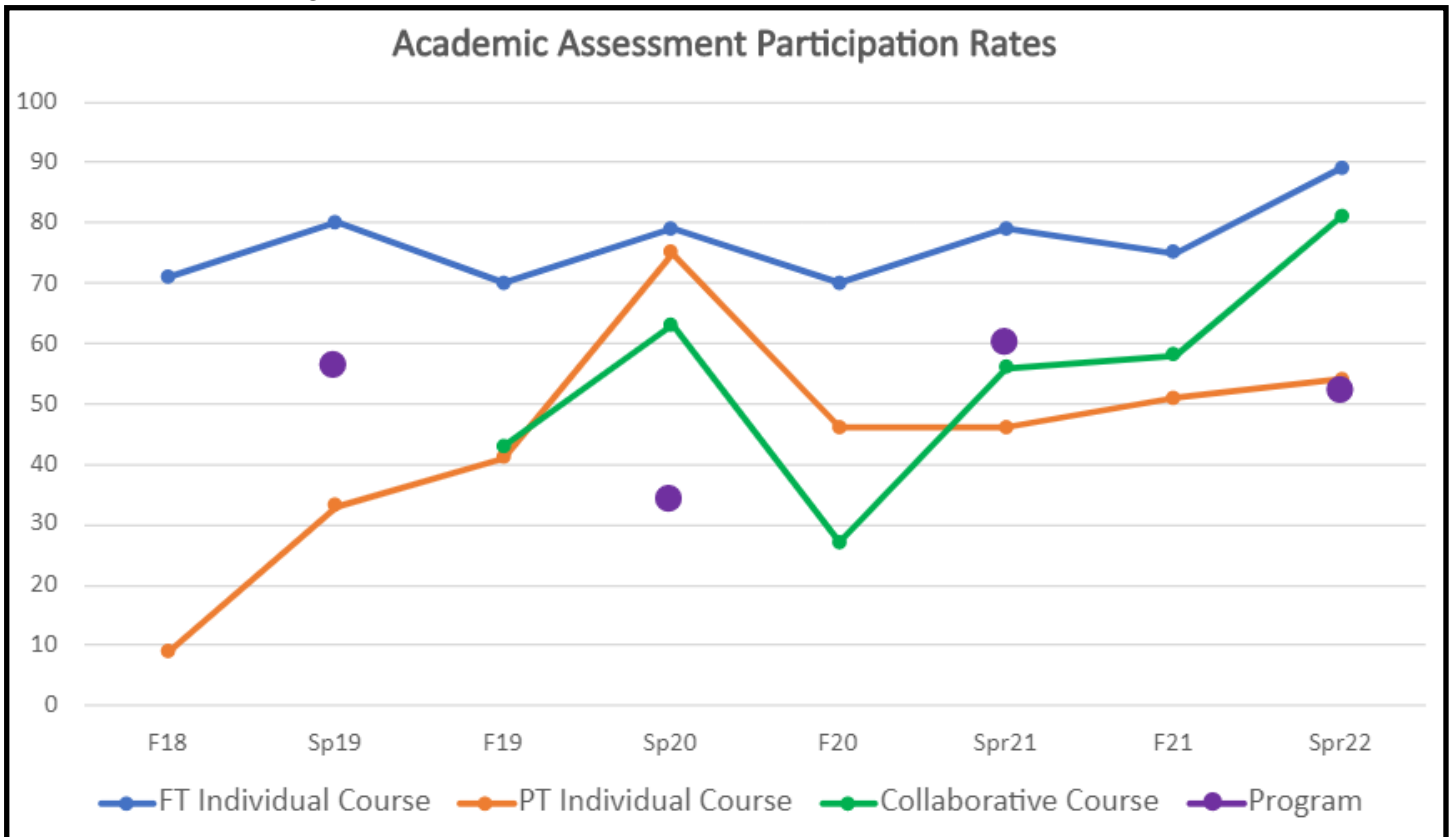
Since Spring of 2020, as an institution and a world, we have experienced significant and sustained disruptions as a result of the COVID-19 pandemic. Two years of pandemic learning has shifted the way we think about nearly everything we do and has created turmoil we are still living with today. Just a few examples: the pandemic made new delivery modes such as live video distance regular and routine, and this increased flexibility is now a part of student expectations as they come to campus. It's also created learning loss in K-12 populations. We can also see "pandemic dips" in some of our own student success data.

On an even larger scale, the pandemic

accelerated conversations questioning the value of college credentials. And this isn't just focused on our transfer degrees preparing students for a four-year education. Now even the value of college-awarded technical certificates and degrees are in question.

Moving forward, as we continue to absorb and adapt to these impacts, formalized assessment will be more important than ever. Assessment is the tool that forces us to stop staring at the trees (our everyday work lives) and look at the larger forest (the bigger picture). Beyond our every day gut-checks about *how things are going*, formalized assessment provides an opportunity to step back and get a larger picture including issues of equity gaps. For example, are stu-

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Focus on Institutional Skills

In addition to one of GCCC's 35 programs, every student also participates in our General Education program. The program represents accumulated skills (Essential Skills and Employability Skills) gained from time spent at GCCC rather than a core set of shared courses.

While these skills are shared across all majors and disciplines, their presentation varies as each discipline has specific expectations for each skill. For example, all students should think critically, but critical thinking is expressed differently for nurses, physicists, welders, etc. Therefore, while the core curriculum often serves to introduce and reinforce institutional skills, mastery and assessment of them occurs within each program's courses as majors apply the skills within their chosen discipline.

The Institutional Skills fall into two categories: Essential Skills and Employability Skills. Transfer programs assess Essential Skills (Critical Thinking, Diversity Awareness, Oral Communication, Social Responsibility, and Written Communication) while technical education programs assess Employability Skills (Communication, Problem Solving, and Work Ethic). The two sets of Institutional Skills significantly overlap, ensuring all GCCC students develop the same skills but contextualized within their learning goals and major program.

To ensure the applicability of each skill, program faculty are encouraged to collaboratively interpret the Institutional Skills rubrics for their program, taking care not to diminish the integrity or rigor of the rubric.

During a reporting workshop, the Music Department worked through their interpretation of the Critical Thinking rubric: "the department realized it's important to adapt the rubric to suit our needs and skills and how it applies to music. This included interpretation and definitions of terms. We assessed class piano and interpreted the critical thinking rubric the following way: Tone is as-

essed for Explanation of Issues, Technique (including notes/rhythms/key signature) is assessed for Evidence, Posture is assessed for Influence of context and assumptions, Expression for Student's position, and Overall Effectiveness for Conclusions and related outcomes."

Equally importantly, the department "recognize[s] that this is an ongoing, flexible processes to be adapted to better suite our needs and the needs of our students."

To facilitate the assessment of Program Learning Outcomes and Institutional Skills, SLAT holds individual meetings with programs. At these meetings, program faculty receive feedback on their assessment plans and reports, and SLAT members receive feedback on assessment processes.

To further support General Education assessment, the Annual Program Assessment template has been revised to include Institutional Skills as well emphasizing the embeddedness of Institutional Skills within programs.

Academic Assessment

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dents on campus, in high schools, and in distance education showing similar levels of achievement? Are adult learners in your classes and programs doing as well as traditional-aged students? Are students of color doing as well as other populations? These questions are what assessment helps us answer.

Since the college was placed on probation, there has been a tremendous amount of work building a system of assessment that is real, robust, and follows proven best practices. That does not mean, however, that our assessment practices are perfect and don't themselves need to change. On Tuesday, October 4th Instructional Deans and myself met with the SLAT committee to discuss what's next.

Here are the two major takeaways:

1) There needs to be more administrative accountability for assessment practices. We need to routinely remind faculty (and the

campus community as a whole) that assessment is not only beneficial, but also *required*. And we need to work collaboratively with SLAT to build in real accountability in the process.

2) We need to perform an "audit" of our assessment practices to determine how to make *generating meaning from the data* more central. Currently our assessment practices are complex and reducing some of that required complexity will give SLAT members more time to work with individual faculty and individual programs on understanding and interpreting their data.

In the future we will be looking at ways to make the processes of assessment more streamlined so that data entry, sorting, and compiling of assessment results becomes less important and that making meaning from the assessment data becomes more the central focus.

Assessment	What is Assessed?	Who is Assessed & When?	Who uses the data?
Annual Program Assessment	<p>Program Learning Outcomes skills and content knowledge majors gain through the program</p> <p>General Education Outcomes</p> <ul style="list-style-type: none"> • Essential Skills (transfer programs) • Employability Skills (technical programs) 	<p>All program majors in the courses where they demonstrate mastery, as documented on the program's curriculum map.</p> <p>Assessed annually</p>	<p>Programs & GCCC</p> <p>Gen Ed Outcomes reporting to the BoT annually</p>
Semester Course Assessment	<p>Student Learning Outcomes skills and content knowledge students gain through the course</p>	<p>All students after they've had time to practice and develop the skill.</p> <p>Every course, every semester</p>	<p>Instructors, Departments, & Programs</p>
Non-Academic Department Assessment	<p>Performance Objectives efficiency, effectiveness, and satisfaction</p> <p>Student Learning Outcomes co-curricular departments only</p>	<p>Inter- and intra-departmental activities, processes and procedures</p> <p>Assessed annually</p>	<p>Departments & Non-Academic Divisions</p>
Program Review	<p>Program and departmental function including budget, resources, outcomes, and personnel</p>	<p>Each program and non-academic department on campus</p> <p>5-year cycle.</p>	<p>Programs, Departments, Divisions, & GCCC</p>

Course & Program Assessment Details

Annual Program Assessment

	Completed Assessments	Total Programs	Percentage
2018-19	22	39	56%
2019-20	20	58	34%
2020-21	35	58	60%
2021-22	28	54	52%

About the Data: Program assessment in 2018-19 was completed by department not credential; hence, the smaller total number of programs. The 2019-2020 data reflects the total number of credentials offered by GCCC. HLC defines programs as any area granting an award (credential).

Full-Time Individual Course Assessment

	Completed Assessments	Total Courses	Percentage
Fall 18	202	284	71%
Spring 19	208	257	80%
Fall 19	230	328	70%
Spring 20	227	282	79%
Fall 20	184	262	70%
Spring 21	208	262	79%
Fall 21	208	277	75%
Spring 22	197	222	89%

Collaborative Course Assessment

	Completed Assessments	Total Courses	Percentage
Fall 19	23	53	43%
Spring 20	33	52	63%
Fall 20	17	61	27%
Spring 21	33	58	56%
Fall 21	36	62	58%
Spring 22	43	53	81%

About the Data: total courses represent all courses that should have a collaborative assessment filed.

Part-Time Individual Course Assessment

	Completed Assessments	Total Courses	Percentage
Fall 18	24	260	9%
Spring 19	55	164	33%
Fall 19	60	146	41%
Spring 20	70	93	75%
Fall 20	56	121	46%
Spring 21	47	102	46%
Fall 21	69	134	51%
Spring 22	58	107	54%

Employability Skills Assessment Details (majors only)

Communication <i>16 pt. scale</i>	Context & Purpose	Language	Delivery	Central Message	Total
2020-2021 (2 programs)	2.92	3.13	3.13	3.20	12.37
2021-2022 (3 programs)	2.98	2.76	2.82	2.88	11.45
Problem Solving <i>16 pt. scale</i>	Inquire	Synthesis	Analysis/ Evaluation	Innovation/ Application	Total
2020-2021 (3 programs)	3.00	3.07	2.84	2.82	8.92
2021-2022 (3 programs)	3.07	2.95	2.89	2.96	11.87
Work Ethic <i>12 pt. scale</i>	Employability Skills	Community Skills	Performance Skills		Total
2020-2021 (4 programs)	3.05	3.30	2.71		9.06
2021-2022 (0 programs)					

About the Data: Employability Skills were piloted in 2020-21. They were fully implemented in 2021-22.

Essential Skills Assessment Details (majors only)

Critical Thinking <i>20 pt. scale</i>	Explanation of Issues	Evidence	Influence of Context & Assumptions	Student's Position	Conclusions & Related Outcomes		Total
2018-2019 (5 programs)	3.09	3.10	2.75	2.69	3.12		14.75
2019-2020 (4 programs)	2.94	2.99	2.85	2.93	2.91		14.62
2020-2021 (3 programs)	3.88	3.89	3.75	3.5	3.83		18.85
2021-2022 (1 program)	3.00	3.69	4.00	3.00	3.75		17.44
Diversity Awareness <i>24 pt. scale</i>	Knowledge Cultural Self-Awareness	Knowledge: Cultural Worldview Frameworks	Skills: Empathy	Skills: Verbal & Non Verbal Communication	Attitudes: Curiosity	Attitudes: Openness	Total
2018-2019 (5 programs)	2.34	2.43	2.30	2.51	2.24	2.62	14.44
2019-2020 (4 programs)	2.38	2.26	2.47	2.3	2.28	2.46	14.14
2020-2021 (2 programs)	3.41	3.42	2.82	3.00	2.88	2.92	18.43
2021-2022 (1 program)	2.64	2.45	2.91	3.00	2.64	2.55	16.19
Oral Communication <i>20 pt. scale</i>	Organization	Language	Delivery	Supporting Material	Central Message		Total
2018-2019 (4 programs)	3.38	3.07	3.22	3.35	3.16		16.18
2019-2020 (5 programs)	3.57	3.53	3.43	3.39	3.39		17.31
2020-2021 (5 programs)	3.25	3.07	2.97	2.79	3.06		15.15
2021-2022 (3 programs)	3.2	3.1	3.26	3.43	3.16		16.16
Social Responsibility <i>24 pt. scale</i>	Diversity of Communities & Cultures	Analysis of Knowledge	Civic Identity & Commitment	Civic Communication	Civic Action & Reflection	Civic Contexts/ Structure	Total
2018-2019 (3 programs)	2.79	2.59	2.46	2.72	3.16	3.21	16.94
2019-2020 (2 programs)	3.08	2.79	3.18	3.04	2.78	2.74	17.6
2020-2021 (1 program)	2	2	2	1.8	1.8	1.6	11.2
2021-2022 (1 program)	3.31	3.31	3.23	3.62	3.00	2.92	19.39
Written Communication <i>20 pt. scale</i>	Context & Purpose	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Syntax & Mechanics		Total
2018-2019 (7 programs)	3.11	3.01	3.05	2.78	2.90		14.69
2019-2020 (6 programs)	3.43	3.51	3.18	3.52	3.2		16.83
2020-2021 (4 programs)	3.68	3.57	3.1	3.54	2.94		16.84
2021-2022 (5 programs)	3.04	3.16	3.00	3.14	2.67		15.02

Non-Academic Assessment Spotlight: Sports Medicine

Alli Griffin is the Head Athletic Trainer for GCCC. For her department, non-academic assessment “is not a ‘busy work’ assignment from the college. This is an opportunity to unbiasedly assess how we are doing for our students and recognize our deficits so that we can get better for them.”

The student athletic trainers gain hands-on experience in the field of sports medicine. They have the opportunity to learn taping/wrapping techniques, first aid and wound care, injury evaluation, medical documentation practices, rehabilitation exercise progressions, therapeutic modality application, and CPR/AED certification. These students gain real-world skills that transfer to most healthcare fields – which is what many of them hope to do as careers. Students in this program must demonstrate proficiency in these skills as they work side by side with the certified athletic trainers on staff to assist the GCCC student-athletes.

Ensuring the Sports Medicine Department meets the needs of its students and student-

athletes is a high priority: “The mission of my department is ‘to be the gold-standard for Sports Medicine services and student education opportunities’. In order for us to do that, it is important that we are constantly analyzing and searching for areas to improve in. When I create my objectives on the assessment, I am looking at areas that are of high value/priority in our department and our students’ future success.”

Most importantly, the Sports Medicine Department analyzes their data and implements timely changes: “If at all possible, we implement changes at the end of semester rather than waiting for the end of the academic year. This year we recognized two major deficiencies in the fall. We were able to make adjustments and see the positive impacts of them at the end of the spring semester (i.e. implementing grade checks improved the end semester GPA average and having a beginning of semester meeting improved the performance objective average).”

Tips for Non-Academic Assessment

- Create & discuss your assessment plan with input from your department
- Post your assessment plan in your area, so you are reminded to collect data
- Make assessment check-ins part of your regularly scheduled meetings
- Create your assessment tools (including attendance tracking tools, surveys, exit interviews, etc.) early and share with everyone collecting data
 - What do you need to collect?
 - Who is responsible for collecting it?
 - When is it collected?
 - How is it collected and stored?
- Set reminders on your calendar for data collecting, updating, checking in with the department on assessment, etc.
- Use the Ready Ed App to track attendance at events and to collect feedback

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