Assessment Newsletter

Academic Assessment Celebrations

Course Assessment Participation Rates

Legend: FT Individual Course · PT Individual Course · Collaborative Course
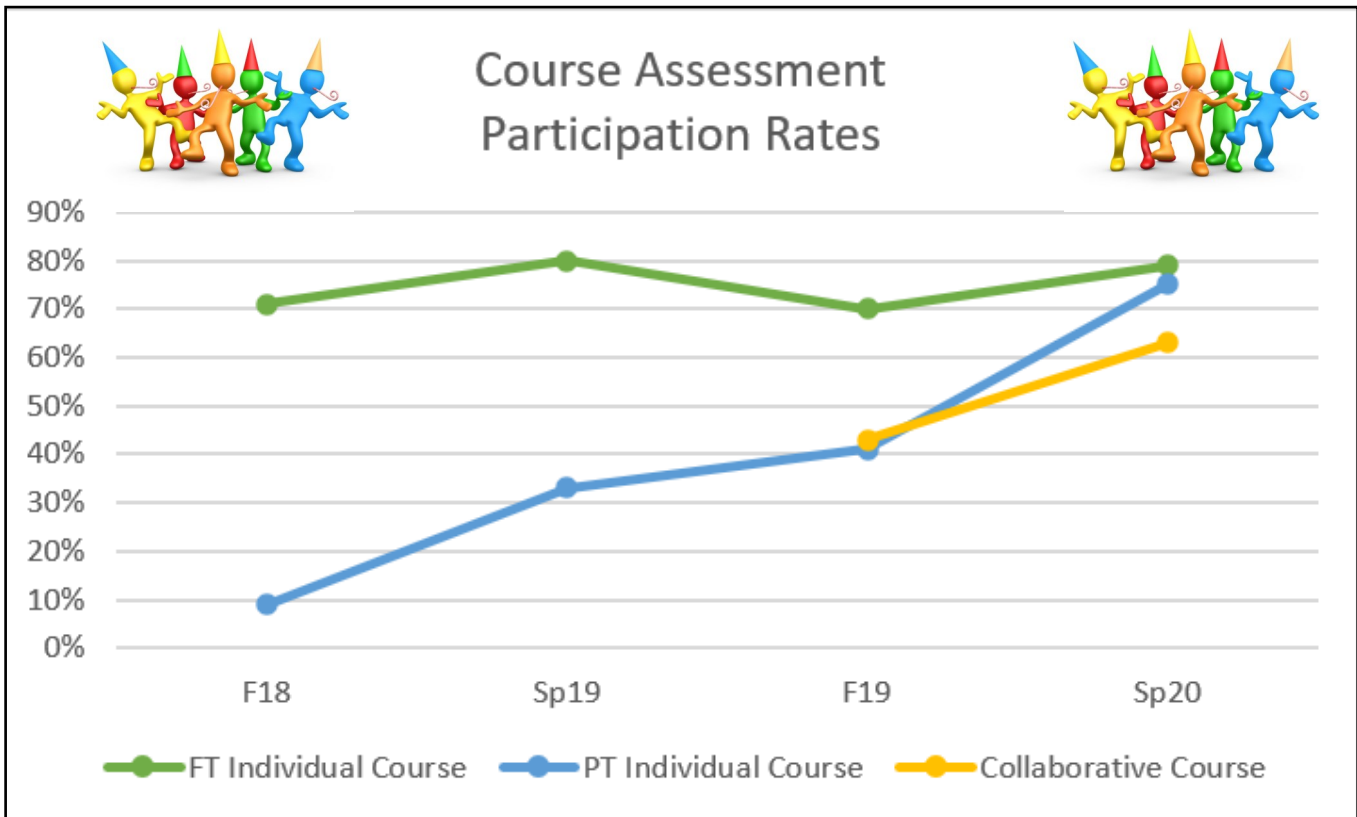
Improvements to Academic Assessment

- 4 point rubric for Essential Skills Assessment (no plus/minus)
- Inclusion of Associate's level mastery description on Essential Skills rubrics
- Revision of Social Responsibility language
- Coming soon! Technical program-specific Essential Skills

- Zoom workshops
- Curriculum Maps to identify program mastery courses (not sophomores)
- Short assessment videos for faculty and adjuncts
- Assessment analysis workshops: discuss findings, craft actions plans, share ideas
- Specialized assessment workshops & discussions

Program Assessment Spotlight

Faculty and academic departments do an excellent job analyzing their data and creating action plans. These spotlighted programs questioned the data collected and created specific action plans to ensure that the next year's data would be more accurate.

Education Programs: "Overall, in spite of the data shown here, the instructors feel that the students were able to clearly demonstrate master of this PLO through their coursework. Data is skewed from the missing data from the fall and the impact of COVID-19 on the execution of the chosen assignment and failure to create the exit survey. The instructors feel confident that this data is not an accurate portrayal or representation of student mastery of the PLO. The survey would have also shown this, and it will be a top priority of the instructors to ensure the completion and execution of the Education Graduate Survey by August 2020."

Pre-Medicine Program: "I think the assessment tool is too broad. The exam contains more topics than just organization and classification principles. To be fair, I think students struggle with organization and classification, but not to the extent that this data leads us to believe. Next year, I will be more precise and designate a set of questions that relate to the PLO rather than using the overall test scores as an indicator. I will also spend more time on why classification schemes are important in science."

Academic Assessment: Marc Malone, VP of Instructional Services; <u>SLAT</u>: Brian McCallum, Chair; Samantha Sanger, Assessment Coordinator; Seth Kristalyn; Chip Marcy; Perla Salazar; Chris Turpin; Brad Sisk; Brandy Unruh

Course & Program Assessment Details

Annual Program Assessment

	Completed Assessments	Total Programs	Percentage
2018-19	22	39	56%
2019-20	20	58	34%

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).

Collaborative Course Assessment

	Completed Assessments	Total Courses	Percentage
Fall 19	23	53	43%
Spring 20	33	52	63%

About the Data: total courses represent all courses that should have a collaborative assessment filed. When adjusted for assessments that could not be filed because adjuncts did not complete individual assessments the data is Fall 2019: 23/38 (60%).

Full-Time Individual Course Assessment

	Completed	Total	Percentage
Fall 18	202	284	71%
Spring 19	208	257	80%
Fall 19	230	328	70%
Spring 20	227	282	79%

Part-Time Individual Course Assessment

	Completed	Total	Percentage
Fall 18	24	260	9%
Spring 19	55	164	33%
Fall 19	60	146	41%
Spring 20	70	93	75%

General Education Assessment Details (majors only)

Critical Thinking 21.25 pt. scale	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 of programs)	2.94	2.99	2.85	2.93	2.91		**14.62**

Diversity Awareness 25.5 pt. scale	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 of programs)	2.38	2.26	2.47	2.3	2.28	**2.46**	**14.14**

Oral Communication 21.25 pt. scale	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 of programs)	3.57	3.53	3.43	3.39	3.39		**17.31**

Social Responsibility 25.5 pt. scale	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 of programs)	3.08	2.79	3.18	3.04	2.78	**2.74**	**17.6**

Written Communication 21.25 pt. scale	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 of programs)	3.43	3.51	3.18	3.52	3.2		**16.83**

Data for non-majors is also available for 2019-2020.

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 and to collect feedback

Non-Academic Assessment
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Non-Academic Spotlight: Distance Learning

Jamie Durler set high goals for the Distance Learning Department for the 2019-2020 year, learned valuable things about her department, and crafted specific action plans to continue to improve. A few highlights from her plan are summarized.

One Performance Objective she chose to measure was "The office will maintain sustainable enrollment growth for the Online Campus." While the data collected looked promising, Jamie did create an action plan to increase fall to fall retention focusing on contacting those students who had not re-enrolled for fall.

The second Performance Objective measured for 2019-2020 was "The online office will communicate distance education information to all current and potential stakeholders."

It was measured through social media posts and the number of online applications. The social media posts proved to be sufficient in quantity while the targeted 10% increase in applications was unable to be tracked due to institutional changes in software. Jamie had this to say about the missing data, "Enrollment and engagement are trending up, but we do not have a hard measurement yet for applications trending up. To be able to identify the needed changes in the enrollment funnel, these are numbers that we need to be able to find." Going forward, she plans to utilize Recruit, a new tool for Colleague.

Non-Academic Spotlight: Student Health

2019-2020: Last year Trish Miller in Student Health Services was particularly interested in the reasons why students did not attend appointments with local providers. Was transportation an issue? Finances? To answer these questions, she tracked additional information in the student files and conducted follow-up phone calls with students.

Performance	SHS will advocate for students who present to SHS seeking advice for their health con-
Measure & Target 1	100% of students will obtain an appointment with a local provider if necessary
Data & Analysis	Target met: 55/55 (100%) of appointments were scheduled
Measure & Target 2	75% of referred patients will attend their appointment
Data & Analysis	Target met: 44/55 (80%) of students attended their scheduled appointment. Of the 20% (11) students who did not attend, 4 reported they were "better" or "other" and 7 were unable to be

2020-2021: This year Trish is repeating the two Performance Objectives she tracked last year. However, she has crafted each measure to be specific to COVID-19. To collect her data, she has developed a COVID-19 tracking file and survey.

Performance	SHS will advocate for students who present to SHS seeking advice for their health concern/issue.
Measure 1 & Target	100% of students will obtain COVID-19 testing with FCHD when necessary
Measure 2 &	100% of symptomatic students will be presented to FCHD the same day
Measure 3 & Target	Feedback will be obtained from FCHD regarding efficiency and communication of referral process
Performance	GCCC SHS will educate students of health concerns of the college student.
Measure 1 & Target	100% of COVID-19 students who test positive will receive written and oral instructions of the requirements of isolation
Measure 2 & Target	100% of students who test positive will receive oral & written instructions on the day they were tested
Measure 3 & Target	80% of COVID -19 positive students will respond will that isolation instructions were communicated satisfactorily

WHAT YOU HAD TO SAY

"At first this seemed like busywork; however, after I took time and learned the process and then relayed the information to the students, they loved that they were being involved in the assessment of their club. I found it help make the club more serious and official by doing this and will help educate students on what assessments in education look like." ~ from CWAS