



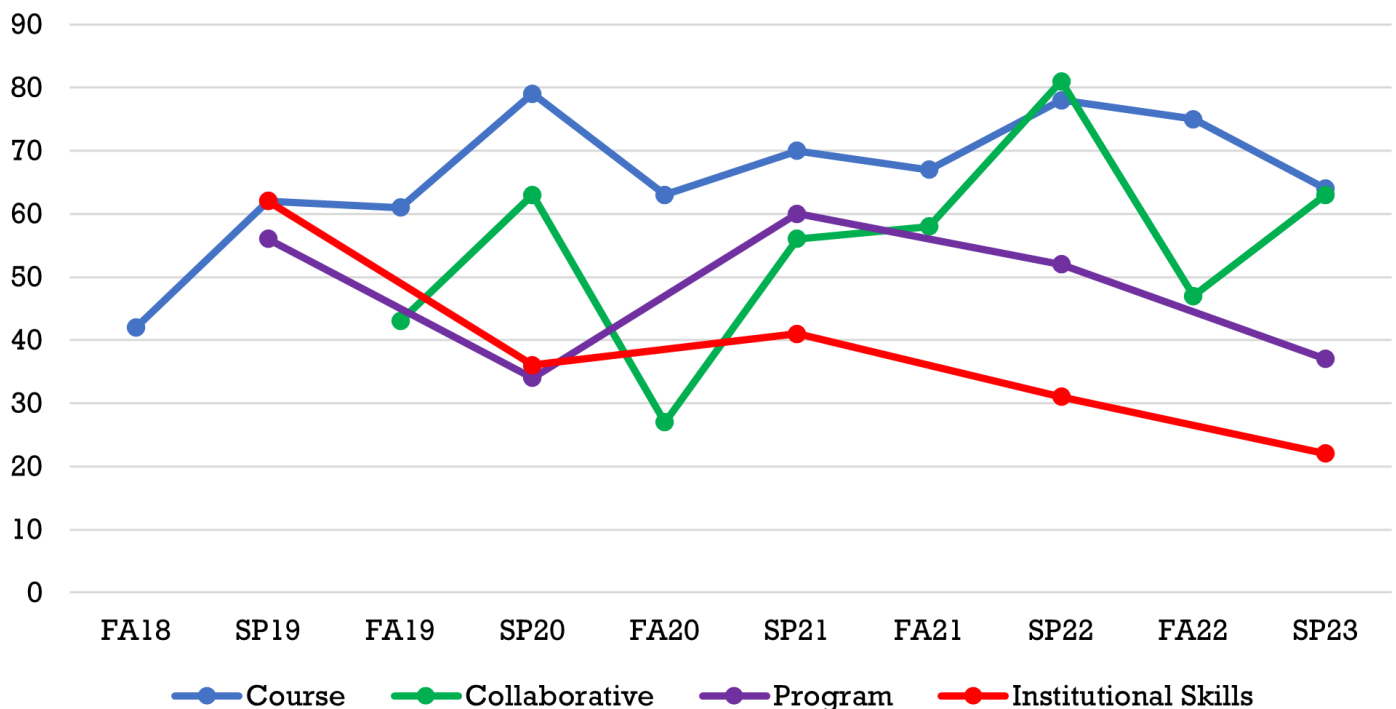
Assessment: Today, Tomorrow, Together

In the year since the previous annual newsletter went out, there have been a number of significant changes to assessment at Garden City Community College (GCCC). The Chair and several members of the Student Learning Assessment Team (SLAT) have changed. Chris Turpin has accepted the position of Chair and is taking over for Brian McCallum. We thank Brian for his years of service to assessment on campus. To read more on the changes we've been working on check out "Moving Forward as a Team" on page 3. In addition, Non-Academic Assessment has shifted to a new philosophy and procedure. For more information on those changes, read "Re-Envisioning Non-Academic Assessment" on page 6.

As if those changes weren't enough, GCCC has a new Assessment Coordinator. The previous coordinator, Sam Sanger, has moved into the newly created Institutional Efficiency Facilitator position. After serving as the Assistant Assessment Coordinator last year, I've stepped up into the full Assessment Coordinator position and am now attempting to coordinate and facilitate the aforementioned changes among many other projects I am excited about.

Seeing as this is my first newsletter at the helm, I wanted to take some time to introduce the general philosophy that is guiding me forward as I attempt to chart a course into the future. When the institution embarked on its current assessment voyage, it was, in part, in response to feedback by the Higher Learning

Academic Assessment Participation Rates



Commission with regards to accreditation. At that time, several years ago, we had little data and few clearly defined procedures. In the time since, we have gathered lots of data, created and refined procedures, and passed our accreditation with flying colors.

Now, as I look forward, I want to encourage all of us to shift our thinking away from being so focused on the gathering of data. By and large, it is my viewpoint, and one that has been shared with me by many others, that assessment at GCCC has largely been focused on answering the question, “How do we assess this?” We came from a place of no procedures and needed to create them. We have done so. Now, we must realign ourselves with a new question: “Why are we assessing?” Assessment isn’t just about the gathering of information and data. It is about using that to further ourselves and the institution. A key component of this is reflecting on and contextualizing the data gathered. I’m encouraging all of us to consider how we can use assessment to create a narrative to better understand yesterday, today, and tomorrow.

Last spring, I attended the Higher Learning Commission’s Annual Conference in Chicago. While there, I attended a session presented by Joseph Harrington of Barton Community College that I found to be poignant and useful as we look ahead to the future of assessment at GCCC. From that, I close with one question that we can all work together to answer: “How can assessment help us, our departments and divisions, and the institution be the best that we can be?” Ultimately, passion is more important than process, and unity is more important than uniformity. Let’s all work together to steer GCCC forward through assessment and reflection.

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Assessment	What is Assessed?	Who is Assessed & When?	Who uses the data?
Annual Program Assessment	Program Learning Outcomes skills and content knowledge majors gain through the program Institutional Skills <ul style="list-style-type: none"> Essential Skills (transfer programs) Employability Skills (technical programs) 	All program majors in the courses where they demonstrate mastery, as documented on the program’s curriculum map. Assessed annually	Programs & GCCC Institutional Skills Outcomes reporting to the BoT annually
Semester Course Assessment	Student Learning Outcomes skills and content knowledge students gain through the course	All students after they’ve had time to practice and develop the skill. Every course, every semester	Professors, Departments, & Programs
Non-Academic Assessment	Key Performance Indicators efficiency, effectiveness, and satisfaction Student Learning Outcomes co-curricular departments only	Inter- and intra-departmental activities, processes and procedures Assessed annually	Departments & Non-Academic Divisions

Moving Forward as a Team

One of my long-term projects as Assessment Coordinator is to empower more people on campus to become well-versed in assessment at GCCC. As the Assessment Coordinator, my job is to coordinate and facilitate assessment, not simply do it for people. In that vein, I have begun work on creating SharePoint sites that will be easily accessed through Microsoft Teams. Everyone who completes assessment at GCCC will be a part of the Team. Through it, assessors will be able to update, review, and complete their assessments. On the backend, it will help us better track and archive assessments through a series of really neat features that will, ideally, greatly improve our assessment on campus.

Currently, faculty complete their Academic Assessments (Course, Collaborative, Program, and Institutional Skills) and then upload their spreadsheets and forms to assignments created on the Faculty Policy & Procedures Canvas shell. Likewise, non-faculty members who are completing Non-Academic Assessment are currently simply emailing their assessment plans and reports to the Assessment Coordinator who then files them away. One of my early goals is to streamline these processes. As such, the new Assessment Team on Microsoft Teams will be rolled out shortly. This will allow everyone, faculty and non-faculty alike, to turn in their assessments in one place. In this way, we are moving away from Canvas and email and towards a one-stop assessment shop.

While we're pulling back from Canvas as a repository for assessment, we're simultaneously increasing its usage as an assessment tool. During the 2022-23 academic year, the LASC Committee (overseeing the Liberal Arts and Sciences program) helped facilitate and pilot using Canvas as a place to complete assessments. Rather than having faculty collect data, run the numbers, and complete data en-

try themselves, the plan is to use rubrics in Canvas to quickly and efficiently assess student work. Then the Assessment Coordinator and others will be able to pull that data from the backend of Canvas before compiling and packaging it for reflection by the appropriate faculty and program. Starting this year, Institutional Skills Assessment will be done in this way and the plan is to shift Program and Course Assessment to Canvas in the future. For more information on the coming changes to Institutional Skills Assessment, please contact a SLAT member.

The Assessment Team will not only be used as a place to turn in plans and reports, however. It will also serve as a hub for training. I have been working on making SharePoint websites (which are essentially internal websites only accessible by members of the institution) that contain handouts and training videos. The hope is that assessors can refer to these training sites when they have questions and use pre-recorded videos to walk them through certain assessment practices.

Overall, the Assessment Coordinator shouldn't be the only assessment "expert" on campus. Everyone should strive to learn about assessment and fully understand it in order to achieve the college's mission and vision. Assessment helps create the narrative of our institution's growth and progress, and you are a key component for that. To that end, I have been working hard on creating this Assessment Team to remove some of the barriers to quality assessment here at GCCC. In the future, I hope to be able to present you with more data visualization opportunities to better contextualize your data for sharing.

SLAT

Chris Turpin, Chair
Daisy Mastin
Perla Salazar

Robert Scrivner
Helen Weeks
Haley York

Assessment Statistics

Semester Course Assessment

Semester	Completed Assessments	Total Courses	Percentage
Fall 19	290	474	61%
Spring 20	297	375	79%
Fall 20	240	383	63%
Spring 21	255	364	70%
Fall 21	277	411	67%
Spring 22	255	329	78%
Fall 22	322	431	75%
Spring 23	208	324	64%

Collaborative Course Assessment

Semester	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%
Fall 22	31	66	475%
Spring 23	29	46	63%

Annual Program Assessment

Year	Completed Assessments	Total Programs	Percentage
2019-20	20	58	34%
2020-21	35	58	60%
2021-22	28	54	52%
2022-23	20	54	37%

Institutional Skills Assessment

Year	Completed Assessments	Total Programs	Percentage
2019-20	21	58	36%
2020-21	24	58	41%
2021-22	17	54	31%
2022-23	12	54	22%

Employability Skills for Institutional Skills Assessment

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
2022-2023 (1 programs)	N/A	N/A	N/A	N/A	N/A
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
2022-2023 (3 programs)	N/A	N/A	N/A	N/A	N/A
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)	N/A	N/A	N/A		N/A
2022-2023 (4 programs)	N/A	N/A	N/A		N/A

About the Data: Employability Skills were piloted in 2020-21 and implemented in 2021-22. In 2022-23, both all Institutional Skills were reported using a new template resulting in different recording methods and incomparable data. This is being corrected for the future via new assessment training sites on SharePoint.

Essential Skills for Institutional Skills Assessment

Critical Thinking <i>20 pt. scale</i>	Explanation of Issues	Evidence	Influence of Context & Assumptions	Student's Position	Conclusions & Related Outcomes		Total
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
2022-2023 (7 programs)	N/A	N/A	N/A	N/A	N/A		N/A
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
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
2022-2023 (1 program)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Oral Communication <i>20 pt. scale</i>	Organization	Language	Delivery	Supporting Material	Central Message		Total
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
2022-2023 (4 programs)	N/A	N/A	N/A	N/A	N/A		N/A
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
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
2022-2023 (0 programs)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Written Communication <i>20 pt. scale</i>	Context & Purpose	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Syntax & Mechanics		Total
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
2022-2023 (2 programs)	N/A	N/A	N/A	N/A	N/A		N/A

Re-Envisioning Non-Academic Assessment

One of Sam's last major projects as Assessment Coordinator was to revamp Non-Academic Assessment at GCCC. By and large, Non-Academic Assessment had not been refined much since it was first implemented a few years ago. As such, it was time to sit down and rethink the entire process. Last year, we began work on the new and improved Non-Academic Assessment that was rolled out over the summer. But before we get to that, I want to take a step back and explain some of what went on behind the scenes during the revision process.

A key part of the changes centered around Co-Curricular Assessment. While HLC requires us to assess co-curricular groups, it allows the institution to define co-curricular. Feedback was solicited from SLAT and other parties on campus, and a working definition for what co-curricular means at GCCC was created. Then in the first part of the summer, a working group was set up to do a deeper dive into Co-Curricular Assessment. It was decided that the Institutional Skills would be used as a basis for creating criteria and rubrics for assessing co-curricular groups.

Co-Curricular Assessment is a part of Non-Academic Assessment. However, not all groups that will do Non-Academic Assessment are considered co-curricular. Four questions were established to determine whether a group meets the definition of being co-curricular. If they are, then they take part in the Co-Curricular Assessment portion of Non-Academic Assessment. As this is our first year, I foresee future revisions and clarifications being necessary to fully align the assessment procedure for both Co-Curricular and Non-Academic Assessment at large.

As for Non-Academic Assessment as a whole, gone are the days of the large Excel spreadsheet requiring many, many boxes to be filled out. Instead, the focus has shifted to

non-academic departments selecting Key Performance Indicators (KPIs) to track. These align with the institution's strategic plan pillars and help the departments and groups to better understand and fulfill their objectives. They are further asked to establish a couple of initiatives each year to improve the results of the tracked KPIs.

Overall, the changes were implemented to streamline the process, and as I discussed in the opening article, to emphasize the gathering of better data as well as reflection and contextualization of that data. By making the process simpler, easier, and ideally, drawn from things already tracked by the departments, we are hoping that Non-Academic Assessment can shift from data collection to being part of each department's narrative.

Who Assesses the Assessors?

An extremely reasonable question to ask is who is in charge of making sure that those of us who are asking you all to do your assessments practice what we preach? In short, we are your fellow sailors on the assessment voyage. Each year, the Assessment Coordinator and SLAT work together to complete our own Non-Academic Assessment just like any other non-academic department or group. We affectionately call it the "Assessment of Assessment." It is my hope that in the future, we can increase transparency and share our data with you, and we'll ask you to do the same. Rather than locking away our assessment data and results in mysterious vaults and archives, we should strive to share it with each other, celebrating our successes and analyzing our failures.