Gateway Community College Assessment
Daniel Sullivan, PhD, MPH
Assessment

• Differs from evaluation in that evaluation is about individual students while assessment is about groups or populations.

• Formative Assessment: Carried out while the student is completing a task; supplying feedback, e.g. assessing students as they write a paper, labs, completing a psychomotor task, etc.

• Summative Assessment: Carried out after task is completed and submitted, e.g. submission of final draft, lab report, exam, etc.

• Gateway assessment is based upon competency areas (not disciplines).
Student Learning Outcomes (SLO)

• Assessment must be aligned with outcomes
• Course or TAP Outcomes
• No more than 5-6 outcomes
• Outcomes should be observable and measurable
• Employ different cognitive levels
• Bloom’s Taxonomy
Blooms Taxonomy

Bloom's Taxonomy

Evaluation
- Verbs: appraise, assess, criticize, defend, evaluate, justify, support

Synthesis
- Verbs: compile, create, develop, generalize, integrate, propose

Analysis
- Verbs: analyze, compare, contrast, differentiate

Application
- Verbs: apply, carry out, construct, demonstrate, operate, produce, use

Comprehension
- Verbs: comprehend, condense, describe, discuss, distinguish, interpret, locate

Knowledge
- Verbs: define, describe, identify, label, list, match, name, outline, recall, recognize, reproduce, select, state

6 Levels in the Cognitive Domain of the Taxonomy

Information at each level

Judge the value of material
- Formulate new structures from existing knowledge and skills

Understand both the content and structure of material
- Use learning in new and concrete situations

Grasp the meaning of material
- Remember previously learned material
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## FIRC/Gateway Assessment Plan

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Approved by the TAP Framework Implementation & Review Committee 2/10/2017

- **Suggested TAP FIRC 6-year Assessment Cycle**
  - 1. Fall 2017/ Spring 2018
    - a. Social Phenomenon and Understanding
    - b. Appreciation of the Aesthetic Dimensions of Humankind
  - 2. Fall 2018/Spring 2019
    - a. Critical Analysis and Logical Thinking
    - b. Quantitative Reasoning
  - 3. Fall 2019/Spring 2020
    - a. Written Communication
    - b. Continued Learning/Information Literacy
  - 4. Fall 2020/Spring 2021
    - a. Oral Communication
    - b. Historical Knowledge and Understanding
  - 5. Fall 2021/ Spring 2022
    - a. Scientific Reasoning
    - b. Scientific Knowledge and Understanding
  - 6. Fall 2022/ Spring 2023
    - a. Ethical Dimensions of Humankind
    - b. Written Communication (Embedded)

Artifact and data will be collected during the Fall semester and the Assessment Report* will be written during the Spring Semester. The Assessment Report should be submitted to TAP FIRC by their 3rd meeting of the subsequent Fall semester (November). All institutions are requested to submit their assessment schedule to their TAP FIRC representative before 4/21/2017.

*“Guidelines for Assessment of the TAP Framework Competencies/Report” in draft form should be distributed to campuses for feedback to their TAP FIRC Representative before 3/10/2017.
Overview

• *Submit to Academic Dean & Academic Standards Committee during prior spring semester
• Department, Chair, Coordinator, Faculty involved
• Learning outcomes (choose two (2) for FIRC; one (1) for Gateway)
• Number of artifacts, Course numbers and CRN’s to be assessed
• Method of assessment, e.g. final exam (specific question(s)), essay, lab, etc.
• Sampling method: *Watermark Aqua*
• Artifacts collected: Copies of final exam, research papers, lab reports, etc.
• Collection method: Photocopies, email, etc.
• Scoring method: *Watermark Aqua*
• Readers (assessors)
• Norming framework
Getting Started - 1

- Access your TAP Framework 30 area (Rubric) for your competency area from Intranet: Dean of Academics -> TAP Initiative Documents -> Final (Competency) Rubric
- Choose learning outcomes to be assessed, (two (2) for FIRC; one (1) for Gateway
- Choose courses with CRN #’s to be assessed (college catalog)
- Choose method of assessment (exam, lab report, presentation, etc.)
- Agree on a norming strategy
- Make copies of ungraded assignment with names (artifacts)
- Submit all artifacts by course/CRN to Aqua specialist
- Inform Aqua specialist how many artifacts you want to assess
• *Aqua specialist* will randomize samples and upload into *Watermark Aqua*

• Assessment Coordinator will organize artifacts and upload readers into *Watermark Aqua*

• Readers will be assigned to a specific assessment period and outcome

• Final data compiled in Aqua and distributed to competency members

• Final report due to Academic Dean by end of spring semester.
Exams as Artifact

• Identify specific components of exam that address SLO
• Specific test question(s), e.g. SLO #2 covered in Exam #2, questions 5, 19, 22, 44 & 55.
• Make a copy of student exams prior to grading.
• Leave student names on copies
• Deliver artifacts to Aqua Specialist in Academic Deans Office
• Artifacts randomly uploaded into Watermark Aqua Assessment Program
• Readers will assess artifacts in Aqua using norming strategy
• Group discusses results and agree on final scoring.
• Group develops an assessment plan based upon results.
Research/Term Paper as Artifact

• Make copies of ungraded assignment
• Submit copies by course/CRN to Aqua specialist
• Assessors score the paper based on criteria in SLO and norming strategy.
• Group discusses results and agree on final scoring
• Group develops an assessment plan based upon results.
Watermark Aqua

• [WatermarkInsights.com](#)
• Total of six readers per competency
• Three for each outcome
• Three rounds of scoring
• Assess results and come up with an action plan