

# ASSESSMENT AT QUINCY COLLEGE

**Spring 2017 Faculty Non-  
Instructional Days**

**QUINCY COLLEGE**  
PLYMOUTH, QUINCY & ONLINE



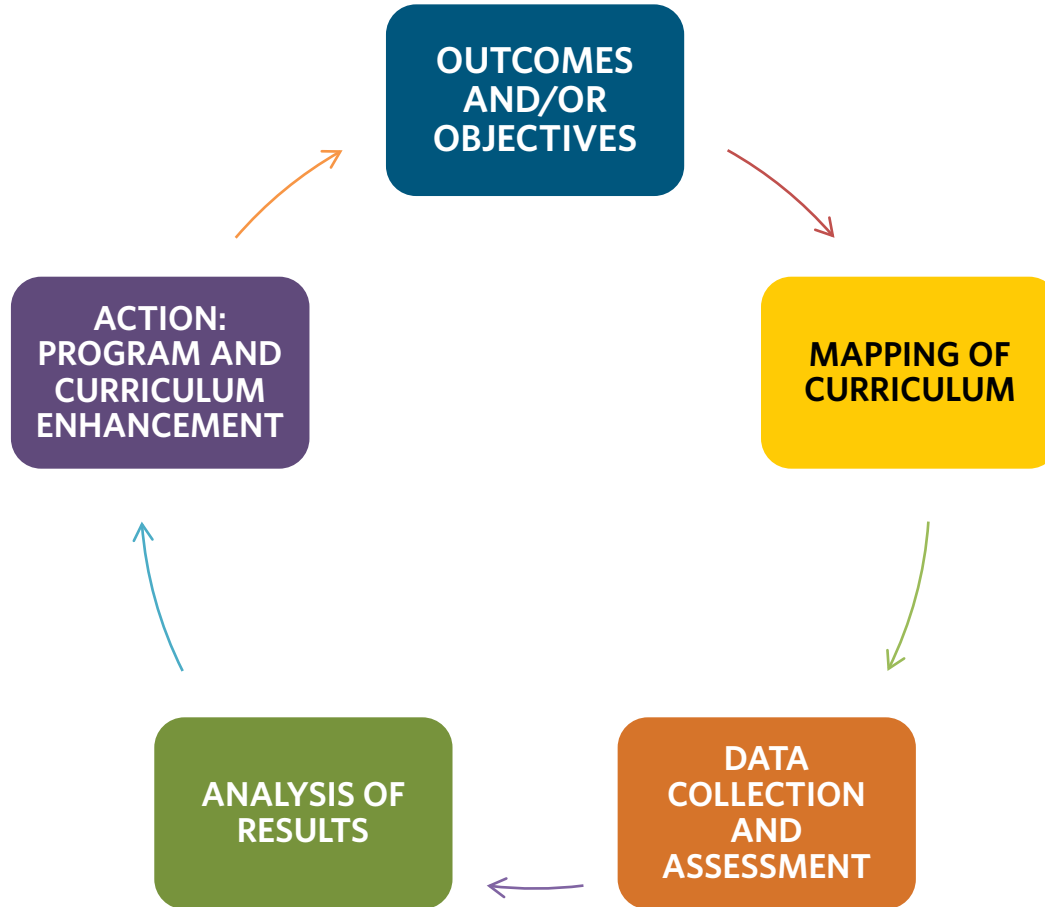
# WHAT IS ASSESSMENT?

**Assessment is the *systematic process* of gathering of data to improve institutional practices:**

- **Student learning**
- **Curriculum and instruction**

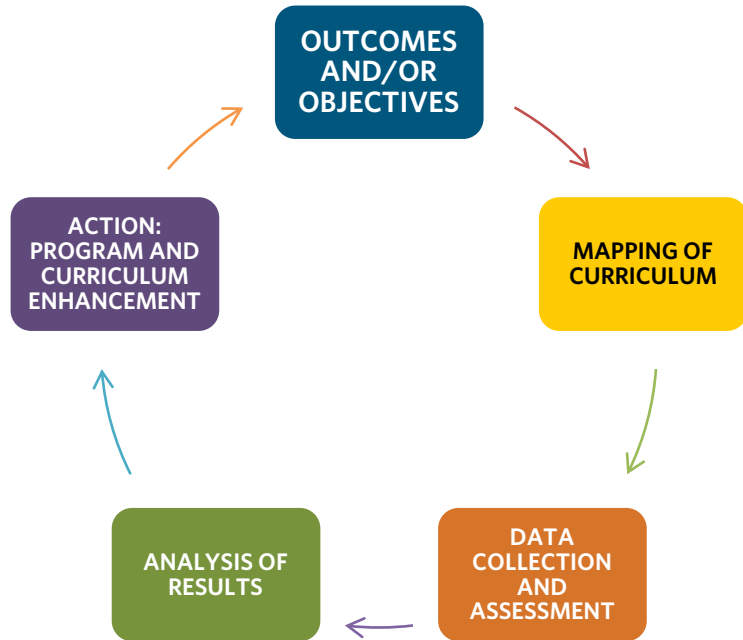
**Assessment requires attention to outcomes by also attention to the EXPERIENCE that leads to desired outcomes.**

# CREATING A CULTURE OF ASSESSMENT



**\*Institutional Support is KEY**

# STARTING THE PROCESS: OUTCOMES



## Outcomes and/or Objectives

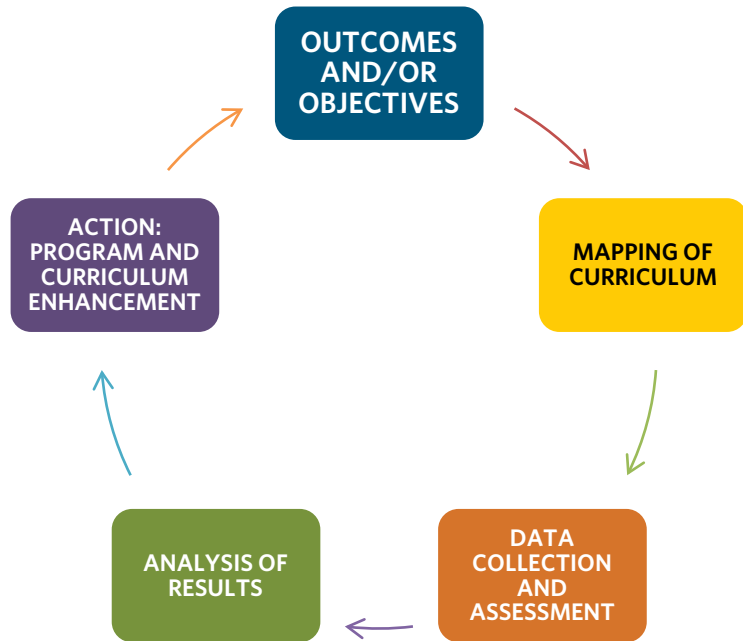
We will start with CORE Learning Outcomes

- *What should students be learning?*
- *In what ways should they be growing?*
- *What are students actually learning?*
- *In what ways are students actually growing?*

We should be asking questions where stakeholders actually care about the answers.

If we see problems or know of them ahead of time, let's specifically address these problems (attrition/retention, graduation, etc.).

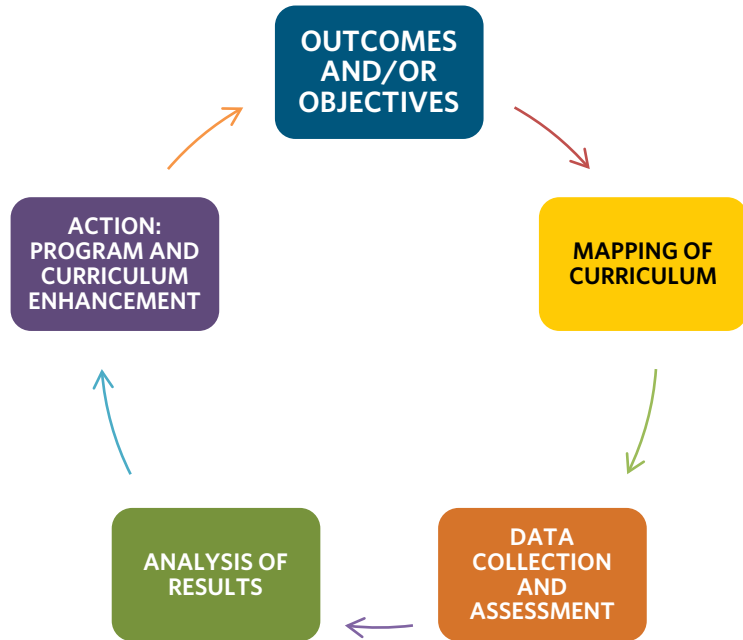
# CONTINUING THE PROCESS: MAPPING CURRICULUM



## Mapping of Curriculum

- What do we do now?
- Are there specific points where students will address these outcomes or objectives?
- Are there specific points they **SHOULD** be addressed?
- How does student learning of objectives/outcomes change over time?

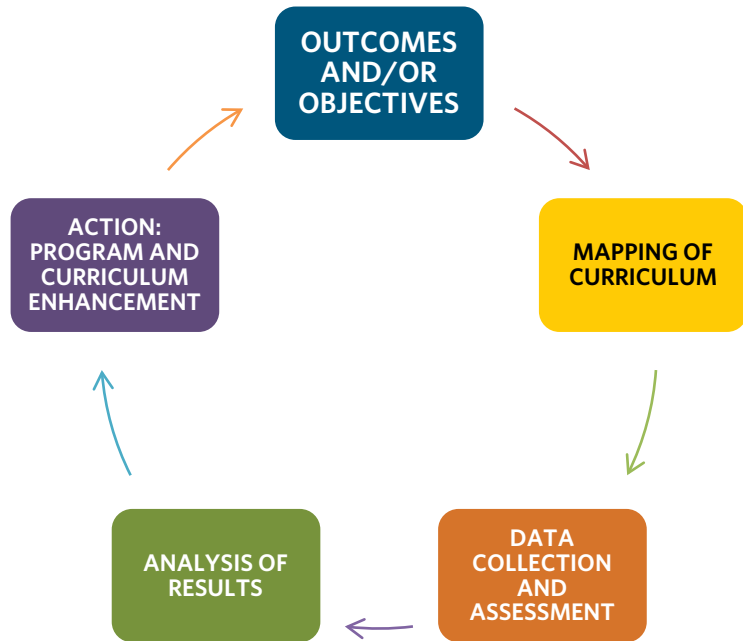
# CONTINUING THE PROCESS: DATA COLLECTION



## Data Collection and Assessment

- When will we gather data?
- What data will we gather?
  - What already exists that we can draw from?
- Measures must be **MANAGEABLE** and **MULTI-DIMENSIONAL**
  - Both direct and indirect measures
  - Both qualitative and quantitative measures
  - Opportunities for both positive and negative feedback

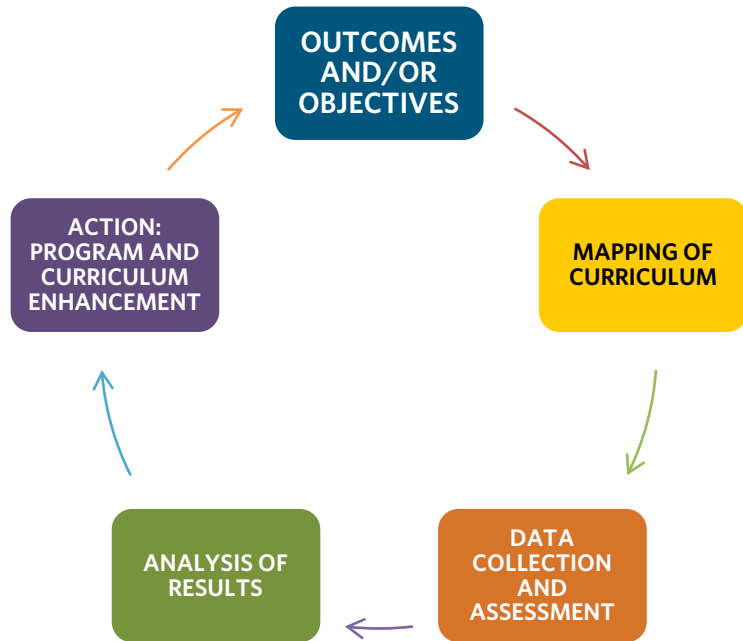
# CONTINUING THE PROCESS: ANALYSIS



## Analysis of Results

- Faculty are content experts here!
- Reliability among raters and lead faculty assessors
- Dissemination of Results
- How do we document what we found?
- How do we document that findings are shared and discussed with necessary stakeholders?

# CONTINUING THE PROCESS: TAKING ACTION

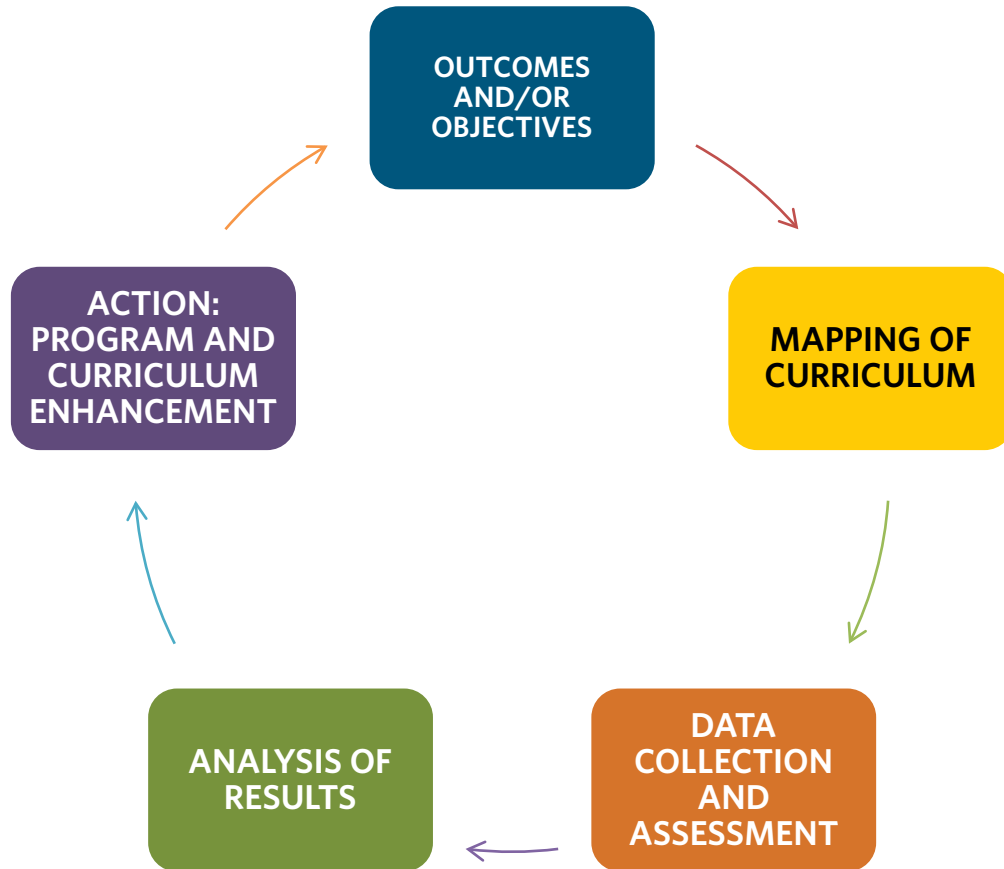


## Taking Action

- What are we currently doing to facilitate growth and student learning?
- Where are the gaps?
- We must get better at using data to inform:
  - Curriculum improvement
  - Curriculum changes
    - Program Structure
    - Classroom Structure
  - Program outcomes and objectives
  - Classroom pedagogy



# CREATING A CULTURE OF ASSESSMENT



CONTINUE THE PROCESS!

**\*Institutional  
Support and  
Resources are  
KEY**

# WHO MUST BE INVOLVED?

- **Faculty as content experts, primary drivers, and decision-makers**
  - From across college divisions and campuses
  - In consultation with and support from:
    - SVPAA
    - Academic Deans
    - Institutional Research & Assessment
    - Advisory Boards & Community Partners

# STARTING THE PROCESS (OVER) AT QC

## **Assessment Committee**

- **Experienced Faculty**
- **Upcoming Program Review Participants**
- **Institutional Research & Assessment**
- **SVPAA**

# STAY TUNED ...

*Please feel free to share your thoughts or how you would like to be involved.*

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