To: Department Heads, Academic Program Directors, Assistant Deans, Deans

From: Jan Hirt

CC: 

Date: February 7, 2018

Re: Assessment Information

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**SACSCOC**

The 5th year report for SACS is due in September of this year!!!! It is critical that each of you keep up with your assessment records including student artifacts used as evidence.

- All 2017-2018 assessment plans should be in TK20 NOW!! This includes program student learning outcomes, core competencies (if applicable), program process outcomes, measures, and achievement targets. Results, action plans, and artifacts should be entered as soon as complete.

  ![Thank you](image)

- to all who completed the SurveyMonkey information. The assistant deans will be in touch as we work further on the 5th year report.

- Directions for uploading artifacts are included in this document and will be uploaded into the Assessment Lib-guide under the TK20 resource tab.

**Academic Program Review (APR) Cohorts 2 & 3**

- **Advisory Committee Program Evaluations** have recently been added to the APR. The review document is available on the Academic Assessment Committee Lib Guide, APR tab. Send this document to each committee member to get feedback/recommendations on your program. Then summarize their responses on the Advisory Committee Program Evaluation Progress Form (located in the Lib Guide) and upload into Accreditation Manager in the Resource/Evidence Room. This document should be updated annually until the next APR report year for your program to document progress made on the feedback/recommendations.

- **Summary and Action Plans**: The summary and action plan form has also been located on the Lib Guide. Once you receive the Advisory Committee Program Evaluations and complete your APR report, this document is to be completed. It is due in your APR Resource/Evidence room by March 15th. There are three (3) parts to this document.
The first part addresses the strengths, opportunities, and areas for improvement identified after review of your final APR report. The questions in that section are simply things to think about as you review your report. You do not need to answer each of these questions.

The second part addresses any action plan you and your faculty determine necessary to make improvements in your program. These action plans are to be incorporated in your annual assessment plans so that there is follow-up.

The third part is a progress report on the action plans implemented as a result of your previous APR.

**Evaluation of Assessment Plans:** The Assessment Committee recently reviewed the assessment plans for the programs in cohorts 2 and 3. You will be receiving the completed rubrics and comments. Keep in mind that this is the first time the rubric has been used and that the intent is strictly feedback. Results were also used to determine training needs. So stay tuned…..training is on the way. The assistant deans will be meeting with each of you to review the results.

**Academic Program Review (APR) Cohort 5:**

It’s time to prepare for your report year. As a reminder, the following programs are in Cohort 5:

- RAD
- CNC
- ABR
- MET
- DMS
- MLT
- OTA
- LEG
- MSP
- RCB
- MTT (recently moved to cohort 5)

In addition, PCT and ELT (moved due to leadership changes).

MSY, BCT, PLB will go through the report year with Cohort 4 due to leadership change in those programs.

Training for those preparing to start APR report will be held on **Feb. 23, 2018** in Dental 411. Make sure you attend this training. Deans and department heads will also be included. **Things to bring or have access to:** old curriculum map and course syllabi

Below are the due dates for various activities that must be completed in 2018 for programs going through APR.
If you have a national task list for program content, you need to submit it to Anna Scott no later than April 1. Anna will create an Excel document so that you can verify where content is taught. That will be due by May 1. If your program does not have a task list, a DACUM will be scheduled.

Curriculum conversations have been scheduled for February 9th.

Program Persistence versus College Persistence Data

Many have asked for clarification...... On the Dashboard located on GTC4Me, there is a program persistence rate and a college persistence rate. The Program persistence rate is the percentage of students who persisted in your program from fall to spring. These students are still coded as your program students. The College persistence rate includes your program persistence rate PLUS students who did not persist in your program BUT remained at the college. NOTE... the college persistence rate is higher than the program persistence rate. For the sake of your assessment plan, you should address the program persistence rate.

<table>
<thead>
<tr>
<th>Department</th>
<th>Program Persistence %</th>
<th>College Persistence %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>67%</td>
<td>76%</td>
</tr>
<tr>
<td>Administrative Office Tech</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>77%</td>
<td>83%</td>
</tr>
</tbody>
</table>
In reviewing the assessment plans, many of you have included the overall results as artifacts. These are not artifacts.

The following describes what is needed as evidence.

**Artifacts:**

1. must be the product of rigorous learning activities that support high standards of learning;
2. must be the product of learning activities that clearly define and align with the student learning outcome(s) as written, reflecting the criteria of the student learning outcome(s);
3. are stand-alone documents such as portfolios and projects such that someone from outside the discipline will be able to evaluate the identified criteria; and
4. must represent the work of individual students; not groups of students.
5. Are free of student identifiable information.

Completed rubrics are also not sufficient as artifacts in most cases. A rubric is sufficient in cases such as observations...when you are observing a student perform an action being assessed. For instance, if you are watching interactions of students for teamwork. In this case, the rubrics may be included as evidence but a strong description of the activity is necessary. This description should be included in the measure section of TK20.

Each outcome being assessed should have a minimum of 3 student artifacts: one which was scored low, an average score, and one in which the student scored very well. These artifacts need to be uploaded to your assessment plan within TK20 as supporting documentation.
If you uploaded artifacts while completing the assessment rubrics, you will need to download the required three artifacts, and then re-upload them to the “supporting documentation” area in Planning. This was determined as we begun working on the 5th year report. I apologize for this extra work!!!!!!

If assessment is performed as an observation...when you are observing a student perform an action being assessed and there is no actual student work to use as an artifact (i.e. you watch and assess interactions of students for teamwork) the run the Courses 002 report in TK20 and export the report as a PDF, then upload to your assessment plan as “supporting documentation.”

Once you thoroughly analyze your data, action plans should be developed. During the review of assessment plans, many action plans were found to be extremely general.

Action plans should be:

- Specific changes to include
- Data driven
- Related to improving student learning
- Discussed with departmental faculty
- Implemented, then
- RE-ASSESSED to determine if student learning improved!

The following are examples of possible action plans. This list is not exhaustive.
The Assessment Committee will be reviewing and revising the rubric used to evaluate assessment plans. Assessment plans will be reviewed during your report year of the APR cycle. The assessment cycle is being reviewed in an effort to allow programs more time to implement action plans and reassess for effectiveness. The APR template is under revision and will be ready for Cohort 5 to use.

Additional resources available on the Assessment LibGuide.

http://libguides.gvltec.edu/aac

If you need help with TK20, please contact any of the following:

Jan Hirt (C) 864-607-0586, (O) 250-8390
Debra Hadaway 250-8260
Andie Finley 236-6646
Amy Daniels 250-8141
Anna Scott 250-8283

Possible Action Plans

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular change</td>
<td>Modification of the curriculum of an academic program such as adding/deleting a course(s), adding/deleting a requirement(s), or changing course(s) sequence.</td>
</tr>
<tr>
<td>Course Revision</td>
<td>Revision of an existing course(s) that resulted in modifications such as adding/eliminating an assignment(s), modifying course(s) content, changing textbook or materials.</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Modification of course delivery methodology such as lecture time, student participation and involvement, and integrated technology.</td>
</tr>
<tr>
<td>Assessment Methodology Revision</td>
<td>Revision of assessment methodology that resulted in modification or substitution of assessment methods, tools, instruments, and data analysis.</td>
</tr>
<tr>
<td>Target Outcome Modification</td>
<td>Modification to operational definition and metrics of expected performance (achievement targets).</td>
</tr>
<tr>
<td>Program Operations Revision</td>
<td>Revision of educational management processes such as hiring new and adjunct faculty, assigning faculty loads, changing admission requirements.</td>
</tr>
<tr>
<td>Budget Requests</td>
<td>Request additional funding.</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Implement professional development for faculty.</td>
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