

## **STUDENT ACADEMIC ACHIEVEMENT ASSESSMENT**

The Student Academic Achievement Plan was developed through the participation of both full and part-time faculty. College administration is committed to faculty involvement as a basic necessity for determining how to formulate assessment results into an action plans to implement interventions to ensure continuous improvement in the delivery of instruction. Faculty monitor interventions made to the curriculum and evaluate the effect of change on student learning.

The development of a college-wide initiative to assess general education in 1997-98 (also referred to as institutional-level assessment) grew out of the collaborative efforts of faculty in determining learning outcomes, objectives, and indicators with multiple measures of assessment. GateWay's institution-wide general education outcomes are framed by both the institution's mission and goals and the Maricopa County Community College Governing Board's goals. The Board's general education goal states "students will demonstrate post-secondary competencies in communication (writing, speaking, listening), reading, the humanities, science, critical thinking, problem solving, computer and information literacy and mathematics." These areas provided the structure for general education assessment planning.

It was determined at the onset of the planning process that general education assessment would be interdisciplinary and not limited to students in Liberal Arts and Sciences courses. Program-level assessment has been a strong component of GateWay's student academic achievement program since it's inception largely due to the number of specific occupational programs. Out of an average annual headcount of 15,500 students the College confers approximately 250 Associate's Degrees and certificates of substantial length each year. Because of the relatively limited number of degree and 45+ credit hour certificate recipients, faculty felt strongly that general education should be assessed not only in students in transfer courses, but in students representing occupational areas as well. The campus philosophy of general education assessment suggests that the assessment process be non-intrusive, cross disciplinary, and provide value to both students and faculty.

<b>General Education Assessment</b>	<b>Parameters/Responsibilities</b>
<b>Outcomes Analyzed</b>	Two to four per year on a rotating basis 2000-2001 Reading, Writing, Critical Thinking 2001-2002 Reading, Writing, Critical Thinking, Math Computer Literacy 2002-2003 Writing, Critical Thinking, Math, Science 2003-2004 Critical Thinking, Math, Science 2004-2005 Science, Humanities
<b>Number of Artifacts</b>	40 artifacts per outcome area per year
<b>Who Scores</b>	Three-to-Six person faculty interdisciplinary teams
<b>How Scored</b>	Individually to mean score or as a group
<b>When Scored</b>	Over summer
<b>Standards (for students with <math>\geq 55</math> credit hours toward associate degree; <math>\geq 38</math> credit hours toward certificate)</b>	For rubrics scored on a 5 point scale: 10% of students will score 5 (excellent) on outcomes assessed 30% of students will score 4 (above average) or higher 80% of students will score 3 (average) or higher 95% of students will score 2 (below average) or higher
<b>Sample Selection</b>	Courses selected by Office of Research & Planning
<b>Artifact Selection</b>	Faculty in targeted classes
<b>Artifact Collection/Distribution</b>	Office of Research & Planning
<b>Communication of Results</b>	Compiled by Research & Planning, reviewed by content area faculty for college-wide improvement, communicated biannually in college-wide Strategic Conversations, monthly at Division Chair meetings, and through ongoing "Assessment Update" publication.
<b>Planning Utilization</b>	Results of summer evaluation process provided to Strategic Planning Committee and Deans' Council in September/October for impact on next year's fiscal capital and operational planning.
<b>Ties to Budget</b>	Operational and capital budget requests require submission of impact of monies on general education outcomes in prior fiscal year during planning process, college-wide annual reporting process requires statements of budget impact of assessments for future planning, program review process utilizes assessment results to evaluate past programs and future needs. Contingency funding available through Office of Research and Planning for ad hoc assessment needs
<b>Annual Assessment Budget</b>	\$10,000 - \$15,000 excluding research staff salaries
<b>Review of Plan</b>	Annual review by Student Outcomes Committee and Division Chair Council