

We use the general term assessment to refer to all those activities undertaken by teachers – and by their students in assessing themselves – that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs.

Black, P. & Wiliam, D. 1998. *Inside the Black Box: Raising standards through classroom assessment*, King's College, London

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## Spring 2013 Assessment Day

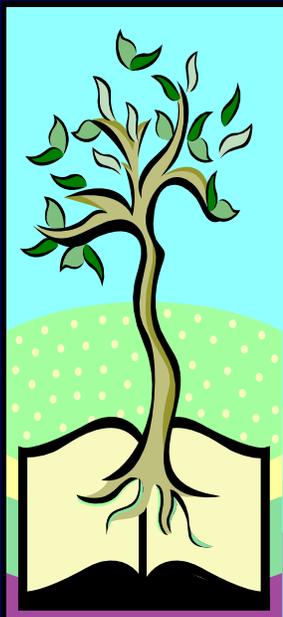
The 2012-13 Assessment Day is scheduled for March 25, 2013. This event provides an opportunity for students, faculty and staff to come together and discuss how assessment improves teaching and learning at GSC. This is a great opportunity for students to learn how the College uses the feedback collected via surveys; how the College evaluates its effectiveness; and to achieve a greater understanding of how classroom assessment of student learning promotes effective teaching and program development. There will also be a brief introduction to the new *Criteria for Accreditation* and the new *Pathway to Accreditation* on which GSC will soon be embarking.

Assessment Day will take place from noon to 1:30 p.m. in the 7th floor auditorium. Lunch will be served. A parking pass will be raffled. Students are encouraged to participate in Assessment Days by asking questions and seeking information to help them understand how the assessment process aims to improve student learning and the student experience at GSC.

*Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education* (Thomas A. Angelo, AAHE Bulletin, November 1995, v48n3).



## STRATEGIC PLANNING

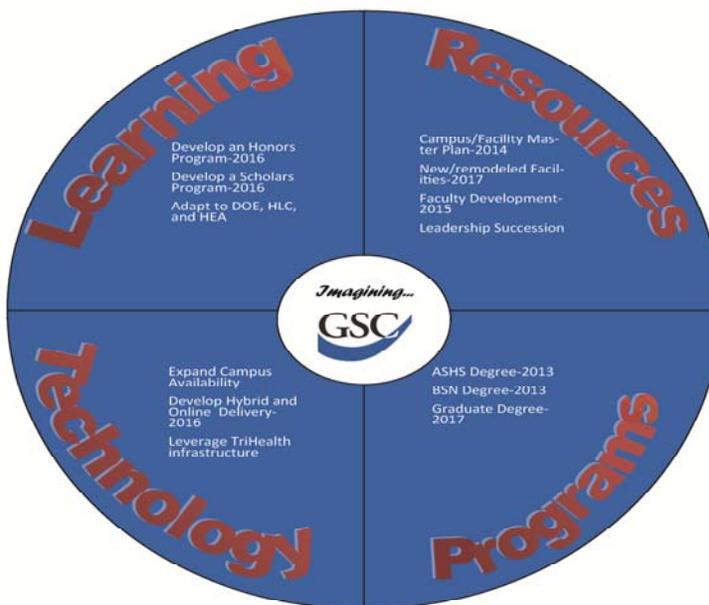


GSC has a new strategic plan. Drawing upon the environmental scanning and results of a survey that collected input from constituents, GSC’s president developed a plan that is *IMAGINING* the future of GSC. In support of the new strategic plan, the various college departments also draft *assessment plans*. These plans specify departmental goals pertaining to general operations, student learning, and achievement of the strategic plan initiatives. Plan documents are available at: <J:\Strategic Plan\Final Documents 2013-2018>

The best teachers constantly monitor what is happening to students as they set about learning, and investigate when things do not proceed as planned or expected. They also enquire their own practice so they might get better at ensuring that their students learn successfully.

*Demos 2004. About learning, Report of the Learning Working Group, Demos, London www.demos.co.uk*

### Good Samaritan College of Nursing and Health Science Strategic Plan 2013-2018



### Thomas A. Angelo and K. Patricia Cross - 7 Assumptions upon which Classroom Assessment is based

1. The quality of student learning is directly, although not exclusively, related to the quality of teaching. Therefore, one of the most promising ways to improve learning is to improve teaching.
  2. To improve their effectiveness, teachers need first to make their goals and objectives explicit and then to get specific, comprehensible feedback on the extent to which they are achieving those goals and objectives.
  3. To improve their learning, students need to receive appropriate and focused feedback early and often; they also need to learn how to assess their own learning.
  4. The type of assessment most likely to improve teaching and learning is that conducted by faculty to answer questions they themselves have formulated in response to issues or problems in their own teaching.
  5. Systematic inquiry and intellectual challenge are powerful sources of motivation, growth, and renewal for college teachers, and Classroom Assessment can provide such challenge.
  6. Classroom Assessment does not require specialized training; it can be carried out by dedicated teachers from all disciplines.
  7. By collaborating with colleagues and actively involving students in Classroom Assessment efforts, faculty (and students) enhance learning and personal satisfaction.
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### University of San Francisco - 10 Principles of What Assessment Is... and 8 Principles of What It Is Not

#### ASSESSMENT IS:

1. A goal-oriented process that is based on explicit criteria, including student learning outcomes, program goals and objectives, and the mission and goals of the University;
2. A collaborative and interactive process involving students, faculty, staff and administrators;
3. An ongoing process that promotes the lifelong learning of mature men and women in an atmosphere of academic freedom;
4. A professional responsibility of the faculty delivering instruction and the individuals delivering student development and support services;
5. A compendium of multiple methods, modes, and contexts that reflect the unique nature of each program, unit, or individual involved in the process; different methods of assessment are used at different times and with different programs;
6. A structure to incorporate feedback to students to help them improve as learners and develop as individuals;
7. A cumulative, long-term, and dynamic process;
8. A flexible process designed to meet changing needs of learning and teaching, as well as those of programs and the institution as a whole;
9. A process that actively involves students and includes student self-assessment components; and
10. A communication process that is regular and group results are distributed to the university community for discussion and decision making.

#### ASSESSMENT IS NOT EXCLUSIVELY:

1. A process in which general reporting is done on an individual or case-by-case basis;
2. A source of information for faculty evaluation, promotion or tenure;
3. A sporadic, unplanned process;
4. A singular process for gathering data for the purpose of making decisions about course, program, or college viability;
5. A singular process for gathering data for the purpose of making decisions about course, program, or college viability;
6. A singular process for gathering data for the purpose of making decisions about course, program, or college viability;
7. A process or procedure limited to, or by regular program reviews; or
8. Used to fulfill external regulations or accountability requirements.

Found at: <http://www.tcc.edu/welcome/collegeadmin/OIE/SOA/principles.htm>

## Institutional Assessment, Research & Planning

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Every spring, students are invited to participate in a college-wide survey. During odd years, it is the College Resources Survey; and in even years, it is the Student Opinion Survey. Results of those—and all surveys—are available on the Infonet at: [J:\Assessment and Evaluation\Evaluation \(incl Survey Results\)](J:\Assessment and Evaluation\Evaluation (incl Survey Results))

Here are some results from the most recent College Resources Survey:

Summary of <i>OVERALL</i> ratings		Survey Year		
		2009-10	2011-12	Total
<b>Library Services</b>	Very Satisfied	70.0%	49.1%	58.1%
	Satisfied	17.5%	34.0%	26.9%
<b>Media Center</b>	Very Satisfied	58.9%	38.6%	48.7%
	Satisfied	25.0%	47.4%	36.3%
<b>Nursing skills lab</b>	Very Satisfied	64.8%	61.8%	63.6%
	Satisfied	22.2%	35.3%	27.3%

The Assessment and Evaluation folder on the Infonet is also home to the GSC Dashboard and GSC Quick Facts.

Enrollment	SP2009	FA2009	SP2010	FA2010	SP2011	FA2011	SP2012	FA2012
<b>Headcount</b>	304	301	306	316	304	313	326	335
<b>FTE*</b>	211.7	188.2	209.5	206.9	210.5	197.2	214.6	204.8
<b>Female (N)</b>	279	273	279	282	273	276	286	287
<b>Female (%)</b>	91.8	89.8	91.8	92.8	89.8	88.2	87.7	85.7
<b>White (N)</b>	251	256	267	273	269	277	290	295
<b>White (%)</b>	82.6	84.2	87.8	89.8	88.5	88.5	89.0	88.1
<b>Full-time (N)</b>	151	114	146	135	149	121	150	119
<b>Fulltime (%)</b>	49.7	37.5	48.0	44.4	49.0	38.7	46.0	35.5
<b>New students</b>	67	73	73	72	59	70	73	80
<b>Cred Hrs ATTEMPTED</b>	2,777	3,078	3,350	3,328	3,297	3,166	3,430	3,332

\*IPEDS semester FTE calculation = FT headcount + (PT headcount \* .397058)  
 Fall 2012 figures include BSN students (for the first time!)