

# ASSESSMENT MATTERS



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Four guiding principles for responding to calls for external accountability that also preserve and develop institutional capacity for evidence-based continuous improvement:

1. Respond visibly to domains of legitimate external concern.
2. Show action on the results of assessment.
3. Emphasize assessment at the major transition points in a college career.
4. Embed assessment in the regular curriculum.

Peter Ewell (2009). *Assessment, Accountability, and Improvement: Revisiting the Tension*. Retrieved from NILOA website.

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**Spring 2011 Assessment Day**  
**Monday, 21 March 2011**  
**11:30 a.m. to 1:00 p.m.**  
**7th floor auditorium.**

**A parking pass will be raffled.** Lunch will be served. All students, faculty, and staff are encouraged to attend.

The **Spring Assessment Day** will focus on institutional assessment and how the service and program areas contribute to student learning and institutional effectiveness. Students can expect to learn how survey results and other information are used to improve services and programs.

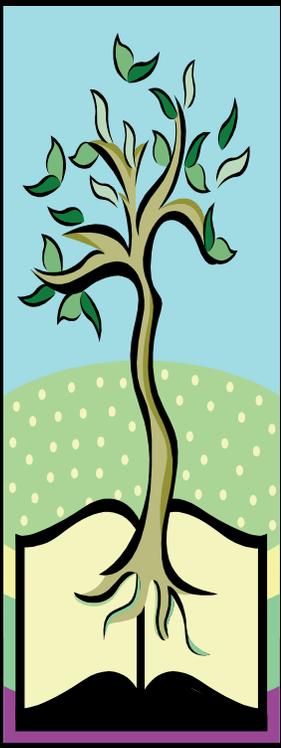
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Students are encouraged to participate in Assessment Days by asking questions and seeking information to help them understand how the assessment process aims to improve the student experience at GSC.

Please keep in mind that the focus of Assessment Days is ASSESSMENT.

*Assessment* is an iterative process for gathering, interpreting, and applying outcomes data from courses, programs, or entire curricula to improve program effectiveness, particularly as measured by student learning outcomes. Assessment is intricately associated with a "student-centered," or "learner-centered" model of institutional effectiveness.

Frye, R. (2010). *Assessment and Outcomes*. Retrieved from Western Washington University, Center for Instructional Innovation and Assessment website: <http://pandora.cii.wvu.edu/cii/resources/outcomes/>



Not only does constantly gathering and analyzing additional data fit neatly into faculty's intellectual wheelhouse, it also allows faculty and administrators to avoid expending their political capital by advocating for change. It's far less risky and complicated to analyze data than it is to act.

Blaich, C. & Wise K. (2011). *From gathering to using assessment results: lessons from the Wabash National Study 2011*. Retrieved from: <http://www.learningoutcomeassessment.org/occasionalpapereight.htm>

The Spring Assessment Day will feature discussions from Library Services, Enrollment Management, and Student/Alumni Services staff. They will explain how they utilize the assessment process, student feedback, and institutional data and information to enhance or develop programs and improve departmental and institutional effectiveness.

This is an opportunity for students to find out how survey responses are utilized and learn just how important their feedback is to GSC's institutional effectiveness efforts.

Th[e] modern definition of institutional effectiveness is what the "learning college" movement is all about. It is an overall effort to increase institutional effectiveness to the point where the college or university becomes a true "learning" organization that grows and adapts through ongoing innovation tuned to current, emerging and future needs. It is a culture of "wonder" instead of a culture of "blame" – one where data supported intelligence can be agreed upon so people can focus on being successful rather than arguing about who is right.

Goben, A. (2007). *Collaboratively Leading Institutional Effectiveness Efforts in Higher Education Institutions*. Retrieved from: <http://www2.sas.com/proceedings/forum2007/328-2007.pdf>

## SELF-STUDY 2010-11

The reaccreditation visits—and corresponding self-studies—with the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and the National League for Nursing Accrediting Commission are history.

The November HLC visit culminated with GSC receiving continued accreditation for ten years, the maximum time period permitted before another visit.

The National League for Nursing Accrediting Commission visited GSC in February to evaluate the nursing program. This visit resulted in continued accreditation for the nursing program.

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- Rose Fromer
- Theresa Schumacher
- Karan Singh
- Joann Sullivan-Mann
- Alyssa Enderle (student rep)
- Jacob White (student rep)
- Morris Cohen (ex officio)
- Pat McMahon (ex officio)

Soon, students will have the opportunity to participate in GSC’s biennial Student Opinion Survey. This survey instrument collects feedback on a variety of aspects at GSC: culture, climate, facilities, personal development, academic development, and programs and services. Your participation provides essential information that GSC needs in order to develop and enhance programs and services.

It is important that students take all surveys seriously and provide constructive feedback, if appropriate. If you like something, tell us why so we know what to maintain and strengthen. If you do not like something, tell us why so we know what to change or improve. The Student Opinion Survey, like all surveys, is administered by the Director of Institutional Assessment, Research and Planning. All survey responses are anonymous and data provided to faculty and staff are always aggregated. If you have any questions or concerns pertaining to the confidentiality of responses, please feel free to contact me (862.7761) or stop by my office (872.23). You can also take concerns to the Assessment Committee student representatives.

All survey results and reports are at: J:\Assessment and Evaluation\Evaluation (incl Survey Results)



The following table summarizes response information from the Student Opinion Survey. Beginning in 2009, the survey was put on a biennial schedule, alternating years with the College Resources Survey.

Statement	2006	2007	2008	2009
I feel that I can expect the staff to address my concerns in a timely manner.	70.9	78.1	74.3	76.1
Services provided at the Reception Desk are helpful.	96.6	94.3	97.2	95.7
The student organization provides a useful forum for students to express their views and opinions.*	43.6	45.2	44.0	63.7
Students are kept well-informed regarding College operations.	57.3	56.7	67.0	80.0
The College is concerned with me as an individual.	51.3	60.0	58.7	54.9
The College respects the rights of students.	66.7	65.7	67.9	63.3
College administration, faculty, and staff take the student organization seriously. *	40.7	37.5	45.0	57.6
I am satisfied with the registration process.	48.7	59.0	70.6	73.6
I receive sufficient help with processing my financial aid.	52.1	64.0	59.6	66.3
Fee payment procedures are easy to follow.	63.2	65.7	66.1	77.8
The Faculty Advisor Program is helpful.	43.0	36.7	40.4	38.3
The Care and Share Philosophy has had an impact on my experience at the College.*	12.4	12.9	36.7	46.2
I enjoy the social activities sponsored by the College.	42.0	47.4	45.0	66.3
I am satisfied with the Employee Health Department.	46.0	58.8	56.9	57.8
I can easily find the information I need in the College's media. **	87.5	77.6	66.0	67.4
College facilities are clean.	81.9	76.2	78.9	79.3
College facilities are in good condition.	65.2	52.4	57.8	58.2
The College represents itself accurately in its media.	73.6	63.0	61.5	69.7
The student lounge facilities are adequate.	59.1	53.8	76.1	72.2
I am satisfied with personal safety and security at the College.	72.6	69.5	69.7	64.0

The percentages reflect *definitely agree* and *somewhat agree* responses.

\* *Philosophy* replaced *Program* in 2008; *Organization* replaced *Government* in 2009

\*\* Asked of a sample of students in 2005-06