GateWay Outcomes Assessment Handbook

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Purpose of Assessment

To support the [institution's mission, vision, and core values](#), GateWay Community College is committed to ongoing assessment of student learning and operational outcomes within instructional and non-instructional areas to ensure **continuous improvement**, **stewardship**, and **accountability** in **providing quality student learning and student success** (Suskie, 2018). Engaging in a continuous practice of assessment demonstrates GateWay's commitment to helping students achieve educational excellence upon graduating with a degree or certificate and succeed in their chosen career and/or the pursuit of higher education.

GateWay Community College also engages in regular Program Review, where faculty, instructors, and staff are responsible for including assessment activities in their program review report. While the program review processes and cycle are outside of the scope of this handbook, instructional and non-instructional areas should align their assessment and program review efforts to identify gaps and discuss improvements during the program review period.

Guiding Principles

In addition to the mission, vision, and core values of GateWay Community College, the institution's outcomes assessment efforts are guided by the following:
- Higher Learning Commission's (HLC) [Criteria for Accreditation](#) and [Assumed Practices](#)
  - GateWay follows the current criteria and assumed practices and will make necessary adjustment to continue to meet the new criteria and assumed practices effective September 2025
- The American Association for Higher Education's (AAHE) [Principles of Good Practice for Assessing Student Learning](#)
- The National Institute for Learning Outcomes Assessment (NILOA) [Transparency Framework](#)
- The Council for the Advancement of Standards in Higher Education [Standards](#)

Roles and Responsibilities in Assessment

College Leadership

Vice Presidents and Associate Vice Presidents

The Vice President of Academic Affairs (VPAA), Vice President of Student Affairs (VPSA), and the Associate Vice President of Institutional Effectiveness (AVPIE) provide the vision for assessment. Together, they communicate this vision each year to faculty, instructors, and staff.

The Vice Presidents of Academic and Student Affairs support Deans in ensuring accountability towards assessment requirements.

Accreditation Liaison Officer

The College's Accreditation Liaison Officer (ALO) is responsible for ensuring the institution maintains compliance with HLC's Criteria for Accreditation.

College Deans

The College Deans are responsible for supporting Division Chairs in establishing and ensuring accountability measures to implement assessment in their respective areas.

Institutional Effectiveness Division

In collaboration with Academic and Student Affairs, the Institutional Effectiveness Division is charged with setting forth the assessment structure at GateWay to promote a culture of evidence and continuous improvement at the College. Institutional Effectiveness does this through:
- Ensuring alignment of assessment with the College's mission, vision, and strategic goals
- Communicating the purpose and impact of assessment
- Providing support to instructional and non-instructional areas to enhance their department's assessment efforts

In addition, Institutional Effectiveness employs an Assessment Coordinator who is tasked with:
- Researching sustainable and effective assessment practices and supporting the consistent application of these practices across the college
- Facilitating the development of the college's assessment structure and coordinating the collection, evaluation, and dissemination of assessment progress
- Where applicable, collaborating with instructional and non-instructional areas in the development of assessment plans, identification of supporting artifacts, and consulting on data analysis and interpretation
- Preparing resources, forms, reports, publications, and correspondence related to GateWay assessment procedures

- Maintaining a repository for assessment work and communicating progress/challenges with College Leadership and the College community.

Institutional Effectiveness and the Assessment Coordinator support GateWay Faculty in having autonomy to develop their outcomes and corresponding assessment methods.

GateWay Assessment Team

The GateWay Assessment Team is the primary college team charged with leading the institution's assessment model in supporting instructional and non-instructional assessment efforts. Outcomes assessment ensures students succeed in their desired education and career paths.

The Assessment Team supports accountability to GateWay's culture of assessment by working with faculty and staff to:
1. Implement GateWay's assessment model
2. Build high-quality assessment
3. Develop resources in support of assessment
4. Support planning and implementation of Assessment Days and other events

The assessment team is comprised of:
- Director of Institutional Effectiveness
- Assessment Coordinator
- Faculty Senate President or President Elect
- Non-Instructional Assessment Liaison

Additionally, the GateWay Assessment Team consults with the following groups:
- Support Teams (Ad-hoc)
    - Division Assessment Leads
    - Department Assessment Representatives
- Collaborators (Ad-hoc)
    - Curriculum and Scheduling
    - Center for Teaching, Learning and Employee Development
    - Institutional Research

The Associate Vice President of Institutional Effectiveness serves as the GateWay Executive Team liaison on behalf of the GateWay Assessment Team. Institutional Effectiveness provides bi-monthly updates of assessment progress and follow-up needs to the VPAA, VPSA, AVP of IE, and Deans. Meetings to discuss implementation challenges will be scheduled on an ad hoc basis.

Division Assessment Leads

The **Division Assessment Leads** (Academic Division Chairs, Clock Instructional Service Managers/Supervisors, and Student Affairs Deans) work closely with Department Assessment Representatives (defined below) and are responsible for supporting assessment efforts and

communicating progress, successes, challenges, needs, etc. between the Departments and the GateWay Assessment Team. This includes:

- Identifying who is involved with assessment work
- Collaborating with Department Assessment Representatives to discuss progress, communicate priorities, and set expectations moving forward
- Assisting Department Assessment Representatives in completing assessment plans
- Updating the Assessment Progress spreadsheet and communicating with Division Deans

Department Assessment Representatives

Program or Department Leadership (including but not limited to Directors, Coordinators, Supervisors, Managers, or Leads) **or** a department designated individual(s) will serve as the **Department Assessment Representative**. In collaboration with the Division Assessment Leads, Leads will:

1. Support their faculty/teams to develop and complete assessment plans, including
   a. Ensuring alignment of published outcomes with intended purpose of the program or service department
   b. Developing and documenting assessment methods
   c. Reviewing of assessment data and developing plans to address findings
2. Communicate assessment progress
   a. Share successes from assessment work
   b. Identify barriers and other challenges in completing assessment work

Division Chairs

Per the Maricopa Community Colleges [Residential Faculty Agreement 2024-2025](#) Article 7.2.4: Supervisory Duties, Division Chairs are responsible to "review and provide Department/Division level approval for Department/Division reports (e.g., annual reports, staffing requests, program reviews, assessment reports)". **As such, Chairs fall under the role of Division Assessment Leads as one of the supporting groups to the GateWay Assessment Team and are committed to ensuring implementation of GateWay's assessment model**. Chairs are responsible for communicating to the GateWay Assessment Team if these duties are reassigned to other supervisory faculty per Article 7.3.

Faculty, Instructors, and Staff

Ownership of assessment methods and procedures lies with GateWay's faculty, instructors, and staff. Research substantiates the need for instructional ownership and participation being central to creating successful assessment processes (Neuschel & Rego, 2018). Therefore, faculty, instructors, and staff in instructional and non-instructional areas, will:

- Develop and maintain outcomes that best represent the priorities for the program or department
- Map and align outcomes and assessment activities

- Create and implement effective assessment methods and artifacts, including activities, tools, cycles, and documentation procedures
- Set performance expectations, administer assessments, analyze results, and implement action plans aimed at sustaining or improving future outcomes results

This cooperative approach to conducting meaningful, informative, and actionable outcomes assessment, **driven by the faculty, instructors, and staff**, creates an effective and collaborative culture of assessment at GateWay Community College.

Outcomes Assessment Responsibility Matrix (RACI)

RACI						
R - Responsible The people who take action to get the task done. They are responsible for the work or making the decision.			**A - Accountable** The person who owns the task or deliverable. They might not get the work done themselves, but they are responsible for making sure it is finalized.			
C - Consulted The person, role, or group who will help complete the task. They will have two-way communication with the people responsible for the task by providing input and feedback over the task completion.			**I - Informed** The people, roles, or groups that need to be up to date on the task's progress. They will not have two-way communication, but it's essential to keep them informed since they will be affected by the final outcome of the task/project.			
Task / Stakeholder	**Faculty, Instructors, & Staff**	**Department Assessment Representatives**	**Division Assessment Leads**	**GateWay Assessment Team**	**Deans**	**Vice Presidents & Associate Vice Presidents**
Task 1: Develop and maintain outcomes	C	R	A	I	I	I
Task 2: Map and align outcomes and assessment activities	C	R	A	I	I	I
Task 3: Develop and document assessment artifacts	C	R	A	I	I	I
Task 4: Conduct assessment, analyze and act on results	R	R	A	I	I	I
Task 5: Document assessment progress and findings	C	R	A	I	I	I
Task 6: Communicate assessment progress, successes, and challenges	C	R	R	I	A	I
Task 7: Collaborate with stakeholders to provide support and remove barriers	C	C	R	I	A	I
Task 8: Provide training, resources, and support	C	R	C	R	I	A
Task 9: Share assessment progress college-wide	C	C	C	R	I	A

Adapted from the [Academy to Innovate HR RACI Matrix](#)

Assessment Model

Outcomes Assessment

GateWay's Assessment Model focuses on **outcomes assessment** in instructional and non-instructional spaces. All instructional areas are responsible for assessing learning outcomes, while non-instructional areas may assess learning outcomes and/or operational outcomes, depending on the purpose and services they provide to the campus.

Both learning and operational outcomes should be written in a manner that identifies a direct, specific, and measurable observation that provides evidence that the outcome has or has not been achieved.

Learning Outcomes

Learning outcomes are the cognitive, behavioral, and affective skills (what students should know, do, or care about) that students should be able to demonstrate proficiency of after specific learning has taken place.

There are three categories of learning outcomes **formally** assessed and monitored at GateWay:
1. Institutional Learning Outcomes (ILOs)
2. Program Learning Outcomes (PLOs)
3. Student Learning Outcomes (SLOs)

Additionally, faculty and instructors conduct course level assessment within their disciplines, outside of the purview of the GateWay Assessment Team and model. In the Maricopa Community College District (MCCCD), ownership of course curriculum resides in the discipline's Instructional Council (IC) that is composed of discipline subject matter experts (SMEs) from colleges in the district. MCCCD's Center for Curriculum and Transfer Articulation (CCTA) maintains the repository of approved courses, curriculum, and competencies. GateWay does not monitor the assessment of course level outcomes (also known as course competencies) on their own; *course level assessment is only formally reviewed and monitored when those competencies are aligned to and assessed against corresponding PLOs or ILOs*.

Institutional Learning Outcomes

GateWay Community College has identified three Institutional Learning Outcomes as the foundational skills, knowledge, and abilities that all GateWay students will be able to demonstrate proficiency in upon graduating with a degree or certificate. These three outcomes are:
1. Effective Communication
2. Critical Thinking and Problem Solving
3. Personal Responsibility and Civic Engagement

Effective Communication

Learners will communicate effectively in a range of social, academic, and professional contexts as defined by five competency areas: emotional intelligence, active listening, written, oral, and visual modes, effective use of technology, and collaboration skills.

Critical Thinking and Problem Solving

Learners will develop the mindset to gather, organize, synthesize, analyze, and evaluate information to solve problems and make evidence-based decisions as defined by four competency areas: metacognition, decision-making, information literacy, and analytical inquiry/quantitative reasoning.

Personal Responsibility and Civic Engagement

Learners will demonstrate personal growth and responsibility to others by addressing diverse cultural, civic, social, or global issues.

Each of the three ILOs have been broken down into sub-competencies that any instructional or non-instructional area should be able to align their program or student learning outcomes with.

Program Learning Outcomes

Maricopa County Community College District's Center for Curriculum & Transfer Articulation (CCTA) defines a Program Learning Outcome (PLO) as an outcome that "identifies what the learner will know and be able to do upon completion of a pathway." Each degree and certificate outlines the specific program learning outcomes students will be able to demonstrate proficiency upon successful completion of the core program curriculum. The outcomes and curriculum are developed and updated by faculty and instructors throughout the District, in collaboration with District Instructional Councils (ICs), and maintained by the Maricopa County Community College District's Center for Curriculum & Transfer Articulation.

Faculty, Instructors, Department Assessment Representatives, and Division Assessment Leads are responsible for reviewing the published program learning outcomes and articulating the assessment methods aligned with each learning outcome. Should an instructional program find their PLOs (or in some cases, program competencies) are in need of updating, program leadership should follow the appropriate Curriculum processes.

GateWay Community College offers degree and certificate programs at the Bachelor of Applied Science (BAS), Bachelor of Science in Nursing (BSN), Associate in Arts (AA, with and without emphases), Associate in Business (ABUS), Associate in General Studies (AGS), Associate in Science (AS, with and without emphases), Associate in Applied Sciences (AAS), Associate in Arts in Fine Arts (AAFA, with emphases), Certificate of Completion (CCL), Certificate of Competency (CCT), and Arizona General Education Curriculum (AGEC) certificate levels. Due to enrollment and completion trends, GateWay conducts program level outcomes assessment within the **General Education Curriculum** and **Occupational Programs**.

General Education Curriculum

GateWay offers the majority of general education courses within the Liberal Arts and Sciences Divisions and the Business and Information Technologies Division. The general education curriculum (AGEC) is used to meet requirements for the BAS, BSN, AAS, AA, AS, ABUS, AAFA, and AAS degrees, and these courses also meet the core requirements for an AA or AS, determined by the emphasis a student selects. **As many students enrolled in these courses are completing an AA or AS without an emphasis, pursuing an occupational program, or preparing to transfer by completing the AGEC,** *these courses are assessed against the General Education Program Learning Outcomes***, rather than the PLOs for an individual emphasis**.

The General Education Program Learning Outcomes were developed by the Liberal Arts and Sciences faculty to directly align with the three Institutional Learning Outcomes. The six General Education PLOs are:

1. Communication: Clearly articulates ideas in oral, visual, or written formats. (Directly aligns with ILO 1.3.1)
2. Critical Thinking: Evaluates, analyzes, or synthesizes information or concepts to reach conclusions. (Directly aligns with ILO 2.4.3)
3. Global/Historical Awareness: Demonstrates a worldview or sense of aesthetics that recognizes different global perspectives in a historical context. (Directly aligns with ILO 3.1.3)
4. Diversity Awareness: Demonstrates an awareness for cultural diversity in academic, professional, and/or civic settings. (Directly aligns with ILO 3.1.2)
5. Scientific Reasoning: Develops an understanding of the natural world through observation or experimental evidence. (Directly aligns with ILO 2.4.5)
6. Quantitative Reasoning: Applies quantitative tools and interprets data to make decisions in a personal, academic or professional setting. (Directly aligns with ILO 2.4.2)

Using shared rubrics, these six PLOs are assessed on a three year cycle, with two PLOs assessed each year. The three Liberal Arts and Sciences Divisions (Art, Humanities, Social and Behavioral Sciences; Literacy, Language, and Literature; and Math and Science) select at least one course to assess from each discipline that best align to each of the PLOs for that year. This assessment strategy supports the notion that regardless of which courses a student selects to meet their general education requirements, they are reinforcing their development of the six PLOs within the context of that discipline.

Occupational Programs

Occupational programs offer BAS, BSN, AAS, CCL, and CCT awards. These awards generally do not share coursework between their curriculum, as the courses are unique to the particular occupational requirements necessary for that field; with the exception of the AAS and CCL awards offered by the Business and Information Technologies Division. **Each occupational program has a set list of [program learning outcomes](#) to be assessed according to the [assessment method](#) set forth by the faculty, instructors, Division Assessment Leads, and/or Division Assessment Leads in that area.**

Additionally, occupational programs should holistically review their curriculum to map and align their outcomes from the course level, to the program level, through the institutional level. This alignment identifies how occupational programs reinforce, scaffold, and contextualize those institutional and general education foundational skills within their curriculum culminating in their program level outcome assessment.

Programmatic Accreditation

For areas with programmatic accreditation, GateWay does not require additional assessment beyond the requirements of the accrediting body, unless the accrediting body does not require an assessment of learning outcomes (different from program success outcomes). Programs with an accrediting body are asked to provide a document that outlines how the accreditation assessment requirements meet the assessment needs for the published learning outcomes at GateWay, and attach supporting assessment artifacts (defined in Assessment Methods).

Student Learning Outcomes

As GateWay Community College offers limited co-curricular programs, the College has opted to expand co-curricular assessment to include all student-facing non-instructional departments. These departments focus on assessment of student learning outcomes in support of the District's First Year Experience Student Learning Outcomes (FYE SLOs) and/or operational outcomes (explained in the next section).

The Maricopa County Community College District (MCCCD) developed the First Year Experience (FYE) to set a foundation for incoming, first-time college students or those students who will be brand new to Maricopa. To support the First Year Experience, the District developed nine Student Learning Outcomes (SLOs):
1. Demonstrate characteristics of a productive academic mindset, for example, self-efficacy, self-advocacy, growth mindset, and/or an understanding of the relevancy of academic experience.
2. Develop personal, professional, and academic connections and relationships to engage in the college community.
3. Plan and budget for the funding of educational goals using a wide range of financial resources and options.
4. Demonstrate integrity and accountability in alignment with the expectations of the college community.
5. Apply at least one self-care strategy that fosters a healthy mind, body, and spirit.
6. Evaluate how background, experiences, and world views impact values, assumptions, behaviors, and relationships with others.
7. Confirm a pathway to educational and career goal attainment through career exploration activities.
8. Apply student success strategies to identify and work towards personal, academic, and/or professional milestones.
9. Utilize appropriate campus resources, tools, and opportunities that contribute to educational experience, goals, and campus engagement.

At GateWay, non-instructional student learning outcomes assessment is defined as any learning and student support service department that provides opportunities to develop students cognitive, behavioral, and/or affective skills in support of MCCCD's nine First Year Experience Student Learning Outcomes. Student-facing non-instructional areas are charged with reviewing the core purpose and functions of their departments, and determining how their department supports students' learning of one or more of the FYE SLOs within the context of their services.

Due to the nature of their services, not all student-facing non-instructional departments may be able to directly influence and/or assess a student's learning of one of the FYE SLOs and should therefore focus their assessment efforts on operational outcomes.

Operational Outcomes

Operational outcomes describe the particular function of a department and are evaluated by how effectively or efficiently that function is performed. These evaluate what a department is to do, achieve, or accomplish for its own improvement and may be needs or satisfaction driven. Rather than focus on what the stakeholder should be able to do as a result of interacting with the department, these outcomes focus on *how well* the department executes their functions.

Examples of operational outcomes may include but are not limited to:
- Providing a service to a specific number of students or other stakeholders
- Providing services within a specific timeframe
- Obtaining a particular average stakeholder satisfaction score

The Assessment Process

According to Suskie (2018), "Assessment is part of a four-step process of helping students learn" that is completed in a continuous cycle (p. 8-9). The steps within the cycle are:
1. Establish Learning Goals
2. Provide Learning Opportunities
3. Assess Student Learning
4. Use the Results

GateWay has adapted this process into three phases with specific procedures outlined for each phase to help identify the assessment artifacts needed for documentation:
1. Plan
2. Assess
3. Analyze & Implement

Assessment Procedures

Plan

In the plan phase, instructional and non-instructional areas:

1. Review their outcomes for accuracy
   a. Instructional areas confirm accuracy of program review learning outcomes through the Center for Curriculum and Transfer Articulation (CCTA)
   b. Non-instructional areas should confirm accuracy of student learning outcomes through reviewing previous assessment and program review reports and other departmental specific documentation
   c. If outcomes are no longer relevant to the priorities of the program or department, instructional and non-instructional areas should connect with Curriculum and Scheduling to follow the appropriate processes for updating outcomes accordingly
2. Complete an assessment plan that outlines the outcomes to their corresponding assessment activities and identifies a cycle of assessment
   a. Occupational programs should work to align their course competencies to the program learning outcomes and program learning outcomes to the institutional learning outcomes
   b. General Education departments should work to align their course competencies with the general education program learning outcomes, which are directly aligned to the institutional learning outcomes
   c. Any student-facing non-instructional department developing their own student learning outcome should make sure to align that outcome with one of the First Year Experience Student Learning Outcomes, which have been aligned with the institutional learning outcomes

Assess

In the assess phase, instructional and non-instructional areas:
1. Develop and document the assessment methods (defined below) for each corresponding outcome in line with the needs of their individual area
2. Conduct the assessment activities outlined in their assessment methods
3. Collect and organize the data for the next phase

Analyze & Implement

In the analyze and implement phase, instructional and non-instructional areas:
1. Analyze the results of the assessment conducted against identified performance expectations or standards
2. Develop a plan to address any gaps and build on strengths found through the analysis
3. Implement the plan accordingly

Closing the Loop

To effectively "close the loop," any future iterations of an outcome assessment should include an evaluation of the effectiveness of strategies implemented as a result of the previous assessment conducted.

Assessment Methods

Although the assessment process and procedures are outlined above, GateWay does not require areas to adhere to a specific template, cycle, or timeline for completing assessment work. These methods in which instructional and non-instructional areas conduct their outcomes assessment are flexible to fit the needs of each individual area. In consultation with their Department Assessment Representatives and/or Division Assessment Leads, instructional and non-instructional areas are tasked with providing the following information within their assessment methods as they move throughout the assessment process:

1. A list of **assessment artifacts**, including but not limited to:
   a. An **assessment plan** that outlines each assessment activity to its corresponding outcome and a **cycle** of when each assessment activity(ies) will be conducted and data will be collected and analyzed
      i. All outcomes must have a corresponding assessment activity, however, this does not mean a separate activity is required to assess each outcome - it is possible that one assessment activity may be used to assess multiple outcomes, as long as this is outlined in a map or other appropriate documentation
      ii. Where applicable, align LOs across levels (for example: CLOs to PLOs to ILOS)
   b. Blank copies of the **assessment activity** and corresponding **assessment evaluation tool**, where applicable
   c. **Data analysis and plan to address findings** (raw data is not required)
      i. Include the expected performance for the outcomes assessment and the actual results for comparison
      ii. Data analysis and plan to address findings documents may be separate or combined, depending on the needs of the area
      iii. Include who will do what by when to implement the plan prior to the next time the outcome or activity will be formally assessed
2. A **target date** for conducting assessment and updating assessment artifacts in the shared storage location
   a. Instructional and non-instructional areas may choose to assess and update their artifacts at one point in the year or multiple points throughout the year, as long as these target date(s) are shared with the Department Assessment Representatives and Division Assessment Leads to track and share progress
      i. Should an area not update their artifacts by this date, the Division Assessment Lead will reach out to the Department Assessment Representative for follow-up.

Each instructional and non-instructional area will identify a **storage location** in the Google Drive to share and update their assessment artifacts by the identified target date. Each instructional and non-instructional area's folder will be shared with the faculty, instructors, and staff within that particular area, as well as their Department Assessment Representative, Division Assessment Lead, and the GateWay Assessment Team , to monitor and update progress to be shared with Division Deans and Vice Presidents.

Assessing Assessment at GateWay

The Institutional Effectiveness Division and GateWay Assessment Team regularly assess the effectiveness of outcomes assessment practices throughout the College to identify strengths and areas for improvement.

This information is gathered and shared through regular meetings with assessment stakeholders and annual Assessment Days, previously called "GLO Days." Based on feedback provided by the stakeholders, adjustments to the assessment model, process, committee structure, events, training, resources, etc. are made by the Institutional Effectiveness Division and GateWay Assessment Team and communicated throughout the college via newsletters, meetings, reports, Assessment Days and other events.

The Outcomes Assessment Handbook is owned by the Institutional Effectiveness Division and is the guiding document for outcomes assessment practices at GateWay. This handbook is a fluid document that addresses changes to practice that originate from local or Maricopa County Community College District needs. The Institutional Effectiveness Division in collaboration with the GateWay Assessment Team reserves the right to amend this document at any time based on the needs of the college, but the handbook will be reviewed at the beginning of each academic year, at minimum. Historical versions will be archived and accessible on the Division's document repository (Google Drive).

Glossary

Assessment Activity: Any activity where the subject demonstrates the intended outcome (i.e. What students will do to demonstrate learning of an outcome or the events/interactions a department provides to stakeholders). Copies of the assessment activities conducted are considered an assessment artifact.
> *Example: Final exam, essay, skill check, workshop (for operational outcomes)*

Assessment Artifact: The documentation that supports completion of the assessment process. This includes an assessment plan with an assessment outline and assessment cycle, copies of the assessment activity(ies) used and any accompanying assessment tool(s), and data analysis and plan to address findings documents.

Assessment Cycle: A schedule of when an instructional or non-instructional area plans to focus their assessment work (administer the assessment, gather and analyze data, and implement improvement/continuation plans) for any given outcome, or a particular assessment activity if aligned to multiple outcomes. An assessment cycle is considered an assessment artifact.

Assessment Method: How an instructional or non-instructional area conducts their outcomes assessment, including identifying assessment artifacts to support their assessment, the storage location to maintain their artifacts, and the target date(s) for completing the assessment process and updating their artifacts in the storage location.

Assessment Plan: The documentation that includes the outline / map / crosswalk of the assessment activity(ies) to each outcome and the cycle that identifies when the program or department will focus on each outcome or assessment activity. An assessment plan is considered an assessment artifact.

Assessment Procedures: The specific steps taken to complete each phase of the Assessment Process. Assessment procedures help identify the specific artifacts needed to support assessment work and the target date(s) for uploading those artifacts to the storage location.

Assessment Process: The three phases of conducting outcomes assessment: 1) Plan, 2) Assess, 3) Analyze and Implement. Each phase includes a list of assessment procedures to conduct outcomes assessment and identify supporting assessment artifacts needed for documentation.

Assessment Tool or Assessment Evaluation Tool: Something used to evaluate an assessment activity. An assessment tool is considered an assessment artifact.
> *Example: Rubrics, answer keys, number of event attendees (for an operational outcome), etc.*

Data Analysis: The process of reviewing and documenting the expected results of an outcome assessment against the actual data gathered, including an evaluation of what caused the actual results to occur. Generally combined with the Plan to Address Findings.

Learning Outcomes: The cognitive, behavioral, and affective skills (what students should know, do, or care about) that students should be able to demonstrate proficiency of after specific learning has taken place.

Operational Outcomes: A statement that describes a department's functions and are evaluated by how efficiently and/or effectively those functions are executed.

Outcomes Assessment: The framework in which GateWay Community College instructional and non-instructional areas complete the assessment process against learning outcomes and/or operational outcomes to continuously improve the education and services provided to students and stakeholders.

Outline / Map / Crosswalk: A document that identifies the assessment activity(ies) for each outcome. If an activity is used for multiple outcomes, this document should also include an alignment of outcomes across programs and/or levels. An outline / map / crosswalk is considered an assessment artifact.

Plan to Address Findings: A document outlining how instructional or non-instructional areas plan to improve future outcomes assessment results as a result of the data analysis. The plan should include what will be done, when it will be implemented, how it will be implemented and by whom. Generally combined with the Data Analysis.

Storage Location: The Google Drive shared folder where instructional and non-instructional areas will store and update their assessment artifacts by the target date(s) identified in their documented assessment method.

Target Date(s): Identifies the specific date(s) that an instructional or non-instructional area will complete their assessment, analysis, and plan to address findings and update all necessary artifacts in the identified storage location.

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