

6000.4A Student Outcomes and Assessment

This procedure supports Board Policy 6000.4 by outlining the processes used by Gillette Community College District (GCCD) to assess Institutional and Program Learning Outcomes. The purpose of assessment is to evaluate and improve student learning, inform planning and instruction, and ensure alignment with accreditation standards and institutional goals.

Institutional Learning Outcomes (ILO) Assessment

1. Assessment Cycle

Institutional Learning Outcomes (ILOs) represent the knowledge, skills, and attributes all GCCD students are expected to demonstrate upon completion of their programs. Two ILOs are assessed each academic year on a rotating cycle to ensure broad coverage over time. These assessments are conducted within designated General Education courses rather than at the institutional level.

2. Faculty Participation and Instrumentation

Faculty teaching designated General Education courses are responsible for administering common assessment instruments aligned with the selected ILOs. These instruments must use the standardized four-point rubric outlined in the Assessment Handbook.

3. Submission and Review of Data

By October 1 of each academic year, faculty submit completed assessment data and required summary forms to the Office of Institutional Research. The Office compiles and analyzes the results and provides a summary report to the Assessment and Standards Committee by November 1. The committee reviews the results and provides feedback for continuous improvement.

4. Use of Results

Assessment findings are used to inform instructional practices, revise course competencies, and recommend changes to General Education curricula. Faculty are encouraged to reflect on outcomes and include proposed revisions in their submitted assessment reports.

Program Learning Outcomes (PLO) Assessment

1. Program Expectations

All academic programs are required to complete an annual assessment of Program Learning Outcomes (PLOs). Programs use a curriculum map to identify

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where outcomes are Introduced (I), Reinforced (R), and Mastered (M) across required courses. Mastery-level assessments are the primary focus of data collection.

2. Faculty Responsibilities

Faculty identify appropriate assessment instruments and collect student artifacts that demonstrate achievement of PLOs. Instruments may include exams, portfolios, presentations, performances, or other evaluative tools, as outlined in the Assessment Handbook. Each instrument is scored using the standardized four-point rubric.

3. Submission and Review of Reports

The Director of Institutional Research provides program-level data to faculty by October 1. Programs submit their assessment reports—including findings, analysis, and any proposed instructional or curricular changes—to the Assessment and Standards Committee no later than November 1. In some cases, the timing of data collection may affect this process. For example, if relevant information can be gathered at or near graduation, reporting may shift to the following Fall semester. The committee reviews all submitted materials and provides feedback to support continuous program improvement.

4. Integration with Program Review

Programs use assessment results to inform annual program review and to identify needs for additional resources, curricular adjustments, or instructional support.

Committee Oversight and Support

1. Assessment and Standards Committee Functions

The Assessment and Standards Committee facilitates, reviews, and supports assessment efforts across the institution. Its responsibilities include reviewing institutional and program assessment reports, offering feedback to faculty, compiling assessment calendars, and communicating faculty needs to academic leadership.

2. Training and Support

The committee provide guidance and mentoring to faculty and staff to enhance assessment practices. Support includes training on rubric use, instrument design, and the integration of assessment data into teaching and program planning.

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Documentation and Recordkeeping

Assessment plans and reports are submitted to and maintained by the appropriate academic office as designated by academic leadership. Assessment-related records are retained to support institutional analysis, program review, and accreditation processes, consistent with established practices.

Participation and Compliance

Participation in institutional and program-level assessment is required of all full-time, adjunct, and concurrent faculty teaching designated courses. Assessment is a faculty-driven process supported by academic leadership and guided by the Assessment and Standards Committee.

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