Ducks, Data, and Dashboards

Assessment Tuesday

January 6, 2026

Overview

- Exploring General Education
- Middle States Timeline
- Closing the Loop
- Insights Implementation Timeline
- Faculty Insights Testimonials & Demo
- Insights Data
- Planning & Self-Study Update
- Let's Talk Dashboards
- Spring 2026 Tuesday Treats!

Exploring General Education

Jennifer Tront

General Education Coordinator

Exploration Overview

The main topics of this presentation are:

1. Reintroduction to General Education at CCP
2. Updates on General Education from this academic year
3. Looking ahead AY2026-2027

- Biology Faculty Member (7th Year)
- Assistant Department Chair of Biology (2nd Year)
- General Education Coordinator (2nd Year)

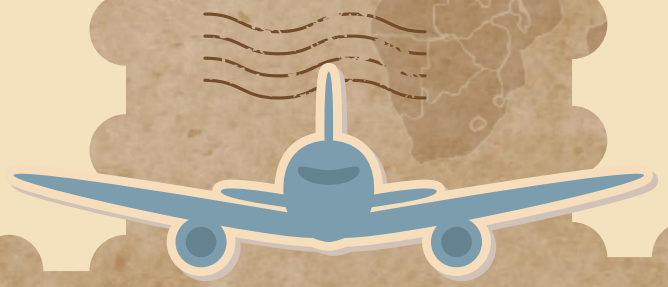
General Education Coordinator

- Biology Club Advisor (5th Year)
- NSF Grant PI - Student Research Experience (2nd Year)
- Asst Womens Volleyball Coach (2nd Year)

General Education Requirements

6 Essential Skills

- Writing, Research, Information Literacy
- Scientific Reasoning
- Oral Communication / Creative Expression
- Technological Competency
- Quantitative Reasoning
- Cultural Analysis & Interpretation



Students need...

- WRI - 6
- SCRE - 3
- OCCE - 3
- TEC - 3
- QURE - 3
- CAI - 3
- Total - 21 credits

General Education is a Team Effort

Team Members

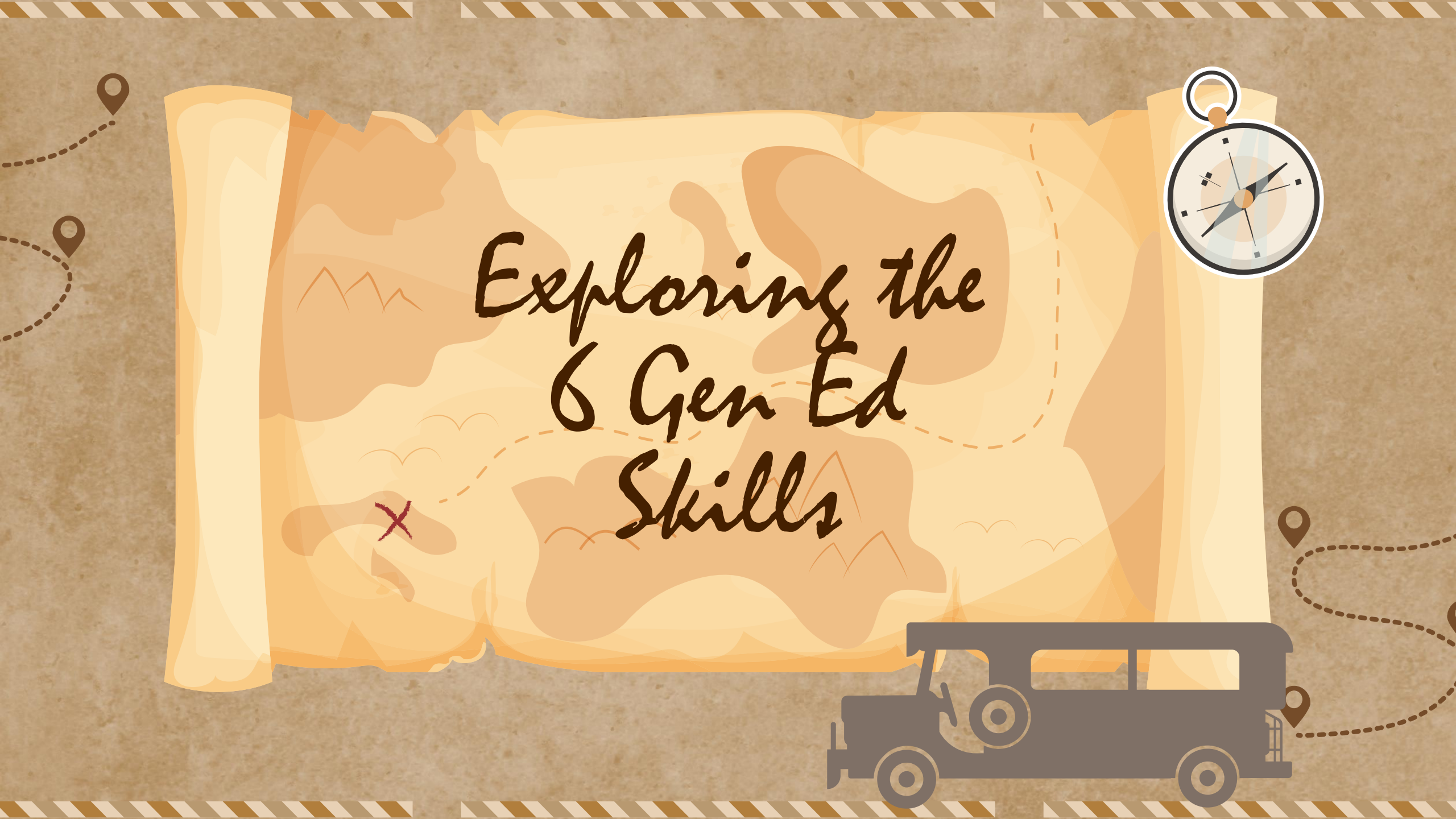
- Office of Assessment & Evaluation
  - Amy, Lizzie, Diael
- GEES
- General Education Coordinator
- And YOU!

General Education is a Team Effort

Show of “hands”

- How many of you are teaching a Gen Ed course this spring semester?
- Drop the course name in the chat.

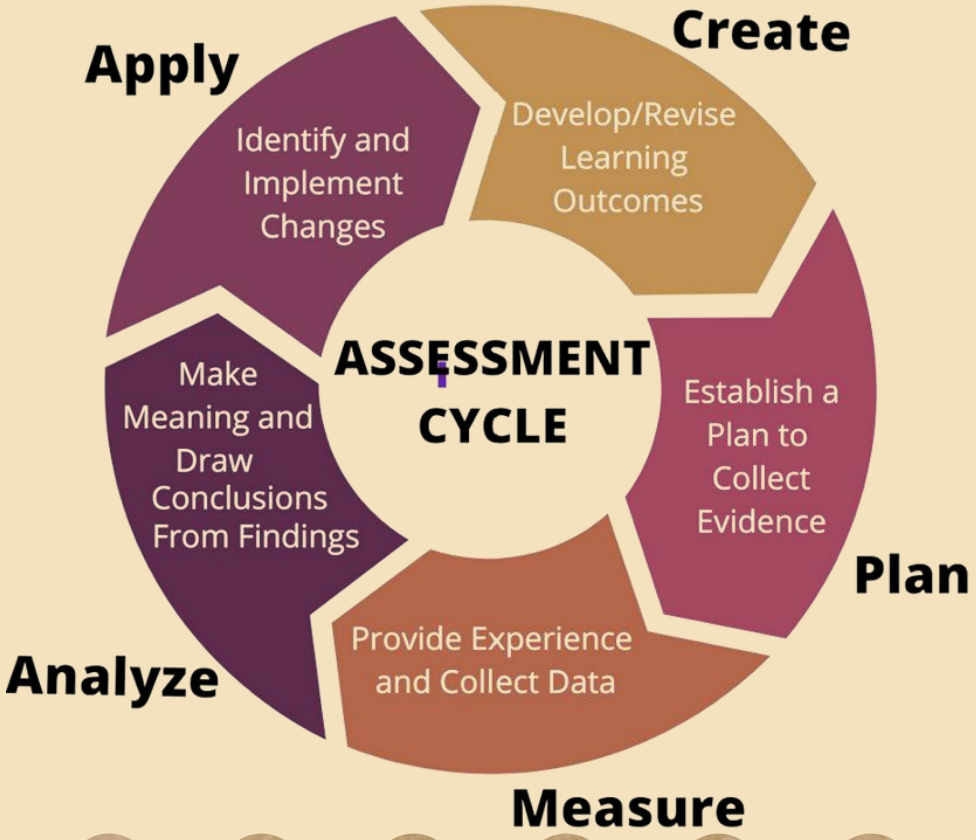
Exploring the 6 Gen Ed Skills



Overview

All 6 General Education Skills are at various steps in the assessment process each academic year!

Assessment is a continuous cycle



Overview

CCP General Education Webpage

Excellent resource to read about the General Education Skills and related courses

https://www.ccp.edu/college-catalog/general-education-requirements

Writing, Research, Information Literacy

AY 21-22:

Last Full Assessment

AY 26-27:

Next Full Assessment

AY 25-26

Updating CLOs for ENGL 101 as part of continuous improvement

Technological Competency

AY 22-23:

Last Full Assessment

AY 27-28:

Next Full Assessment

AY 25-26

With data from the Fall 2024 reassessment, CIS 103 was updated as part of continuous improvement.

Quantitative Reasoning

AY 23-24:

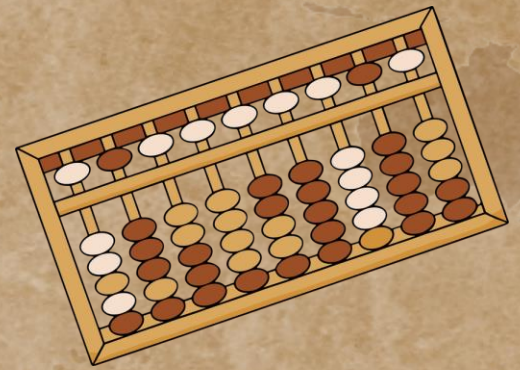
Last Full Assessment

AY 28-29:

Next Full Assessment

AY 25-26

With the GEMs reaching 70% or higher proficient rates in the last assessment, the department is focusing on assessment processes in preparation for the next full assessment.



Oral Communication / Creative Expression

AY 24-25:

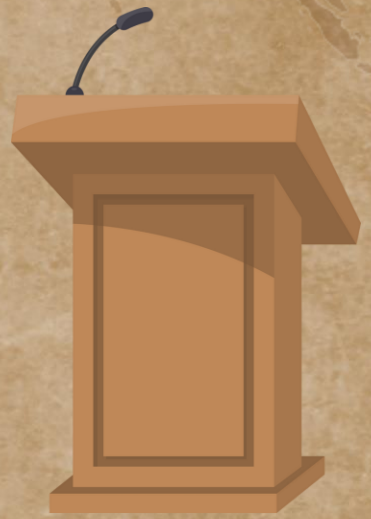
Last Full Assessment

AY 29-30:

Next Full Assessment

AY 25-26

Full assessment data was shared with faculty this summer. Feedback data was collected this past fall semester. The assessment results were the focus of the **2024-2025 General Education report** that has been submitted to ASSC for review.



Oral Communication / Creative Expression

AY 24-25:

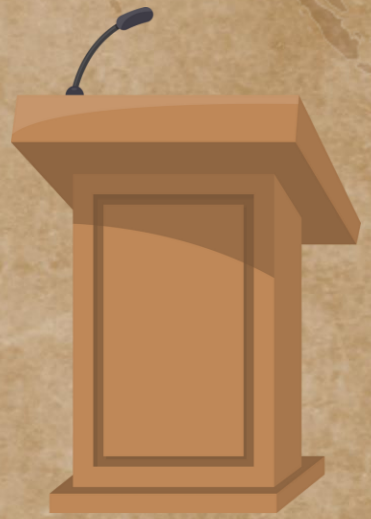
Last Full Assessment

AY 29-30:

Next Full Assessment

Assessment Highlights

- All GEMs achieved proficiency.
- Data collection with Insights was a success!



Scientific Reasoning

AY25-26

- Fall Pilot - success! Data will be shared with faculty in the coming weeks.
- Spring Scale - Excited to launch!

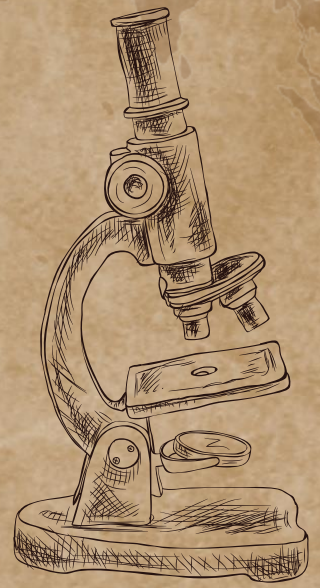
AY 25-26:

Full Assessment

Fall Pilot & Spring Scale

AY 30-31:

Next Full Assessment



Scientific Reasoning

AY 25-26:

Full Assessment

Fall Pilot + Spring Scale

AY 30-31:

Next Full Assessment

Story about Teamwork…

- Assessment process used for OCCE wasn't going to work for SCRE!
- We adjusted and made sure it worked for our SCRE faculty!

Cultural Analysis and Interpretation

AY25-26

- GEES subcommittee is preparing for next year!
- Over 100 courses!

AY 26-27:

Full Assessment

AY 31-32:

Next Full Assessment

What Adventures Await Us?

Spring 2026

Highlights for this semester:

1. SCRE Full Scale Assessment
2. CAI preparations for next academic year
3. Approval of 2024-2025 Gen Ed Report

General Education Report

Updates on the Gen Ed Report:

1. The 2024-2025 Report was submitted to ASSC for approval in December.
2. All six Essential Skills are highlighted in the report.
3. OCCE full scale assessment is the primary focus.

ILOs in CCP Syllabus

ILO* & CCP Syllabus Update:

- Working with Online Learning and OAE, we will be adding Gen Ed details to the CCP Syllabus!
- Identifies Gen Ed Courses for everyone!

*ILOs = Institutional Learning Outcomes, also called GEMs(General Education Measures)

Destination: Spring Semester

Final Thoughts:

- Gen Ed is a team effort!
- I’m here to help!
- Thank you for your support!

Safe travels with Gen Ed this semester!

Middle States Timeline

- **Spring 2026:** Requests for evidence begin; task force assembled and charged
- **Summer 2026:** Assemble and organize evidence and find gaps
- **Fall 2026:** Evidence repository created
- **Fall 2026-Fall 2030:** New evidence added to repository
- **Spring 2029:** MSCHE working groups activated
- **Spring 2029-Spring 2031:** Working groups write MSCHE Self-Study and align evidence
- **Early Spring 2031:** Self-Study editing and preparation for submission
- **Spring 2031:** Site visit

Types of Evidence 2027-2031 (not exhaustive)

- Assessment **reports** (to document an implemented, systematic, and sustained process)
  - Includes **all levels:** course, program, general education, non-credit, administrative units
  - Features **closing the loop**
- Specialized **program accreditation** reports
- Sample **syllabi**
- Curriculum templates, sample curriculum documents, sample curriculum maps (to show multi-level **alignment** and **coherence**)
- Sample academic program reviews (**APRs**)
- Campus climate surveys with samples of shared results and changes made
- Employee **handbook** and student handbook
- Promotion and tenure **guidelines**
- Sample **policies**
- Additional evidence as needed

Where are the documents going? **Watermark Planning & Self-Study!**

- Pre-loaded MSCHE standards
- Customizable criteria
- Built-in evidence repository
- Compose/edit chapters
- Link to documents in chapters
- Associated website
- Add leads and approvers
- Show draft status

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More on this later!

Closing the Loop: A College-Wide Effort

Closing the Loop: Definition

- Describes the **process** of **analyzing** assessment results to see where improvements might be made, taking **actions** to make those improvements and **reassessing** to determine the results of those actions. (CCP Assessment Handbook)
- The **complete process**: what happens AFTER data collection and making action plans
- Roughly equivalent to "**continuous improvement**"

Closing the Loop: Middle States

*"Periodic and systematic evaluation and assessment allow institutions to demonstrate commitment to **reflection**, and our standards provide the opportunity to **evaluate progress** toward institutional goals. Institutions can leverage periodic assessment through each standard, **using assessment results for continuous improvement** and innovation to ensure levels of quality for constituents."*

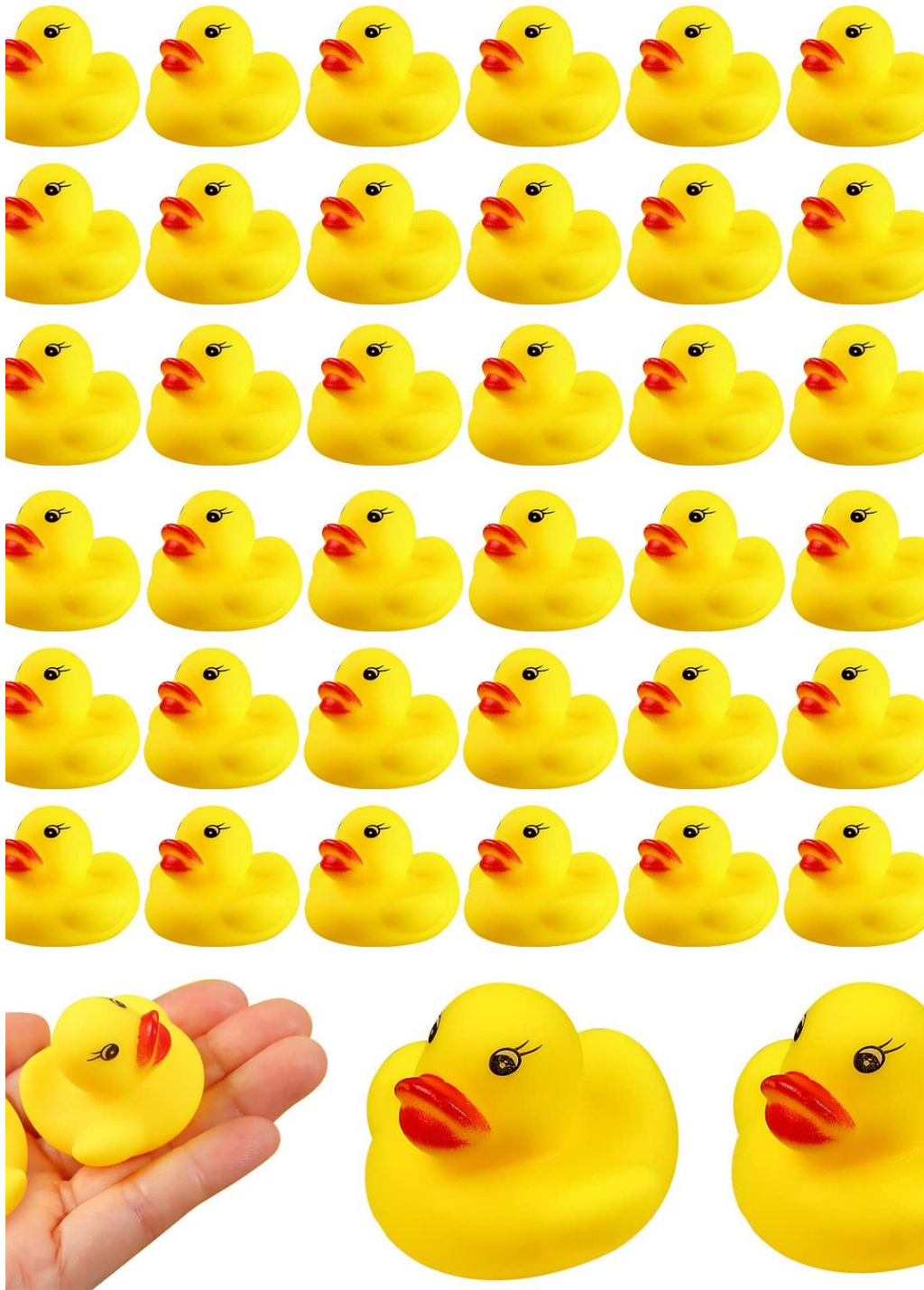
– MSCHE Guiding Principles, 14th Edition

*"Evidence of the regular evaluation and assessment of student learning experiences (assessment instrument and collected data), the **consideration of results**, and **follow-up when warranted**."*

– MSCHE Standard III, Expectations of Evidence

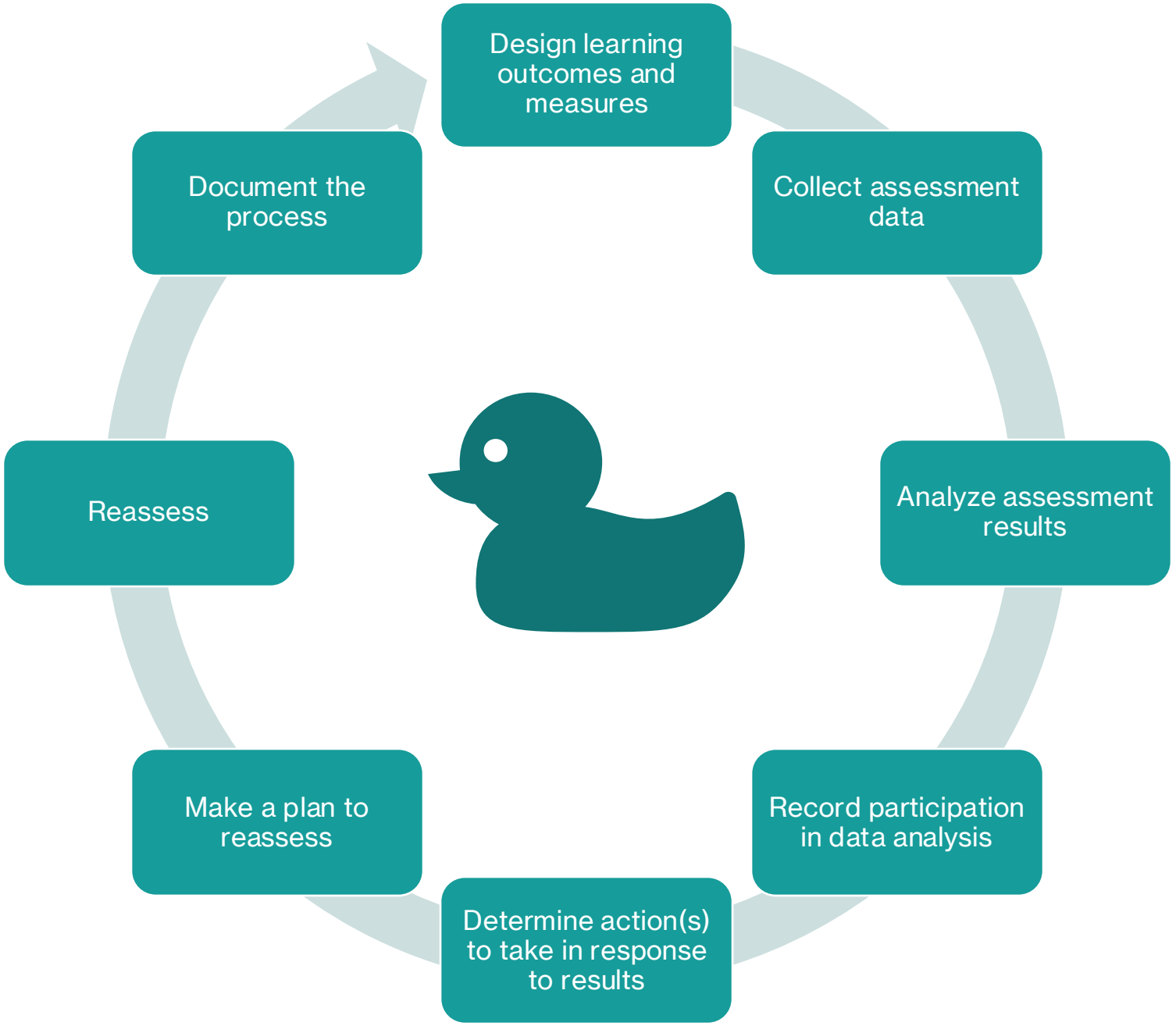
Closing the Loop: Middle States (continued)

- **What this means for Community College of Philadelphia:**
  - We must start **documenting reflections** on assessment results (data analysis)
  - Too many assessment reports end with action plans, so we need to start closing the loop **where appropriate**
  - We need **evidence** of the **full cycle of assessment** at **all levels**, going back to **Fall 2027** at least
  - **Documentation** should be clear, consistent, and complete for reviewers who are from **outside the College**



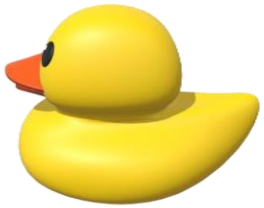
Closing the Loop: Cycle Detail

- Data Collection
- Data Analysis
- Data Driving



Closing the Loop: Data Analysis/Reflection Questions to Ask Yourself

- In what **context** did you review your assessment data? All faculty who teach the course? Department/program faculty?
- When you looked at your CLO or PLO assessment data, what **successes** or **improvements** did you see?
  - Did **80%** of students or more achieve proficiency in the CLO or PLO?
  - Was proficiency consistent across **more than one semester** of data?
  - Did you see proficiency **rise** over the course of more than one semester? What do you think might account for this?
  - Were you looking for results tied to a particular **improvement strategy**?



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Closing the Loop: Data Analysis/Reflection Questions to Ask Yourself (continued)

- When you looked at your CLO or PLO assessment data, what **gaps** or **areas in need of improvement** did you see?
  - Did less than **80%** of students achieve proficiency in the identified CLOs or PLOs? How wide was the gap?
  - Did you see proficiency **decline** over the course of more than one semester? What do you think might account for this?
  - If this CLO or PLO is aligned with a particular assignment or subject matter, have students traditionally found it **difficult**, in your experience? What helps students **succeed** in this area?
  - Did you see a significant proportion of student work that was **near proficiency**? What types of **interventions** might work well with students who almost achieved the outcome?
  - What proportion of students **did not submit** the assignment at all? Is this a pattern that persists across semesters?

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Closing the Loop: Data Driving Examples

Try New Teaching Strategies, such as

- Creating more opportunities for **hands-on** learning/real world **application**
- Updating or reordering course **topics**
- Creating a **capstone** project
- Including more guided **collaborative** work
- Providing more **scaffolding** of assignments

- Improving the **transparency** of course materials, e.g., rubrics and criteria for success
- Demonstrating **real-world applications** of the course material and tying them to students' career aspirations
- Providing more opportunities for students to connect course material with their **lived experiences**

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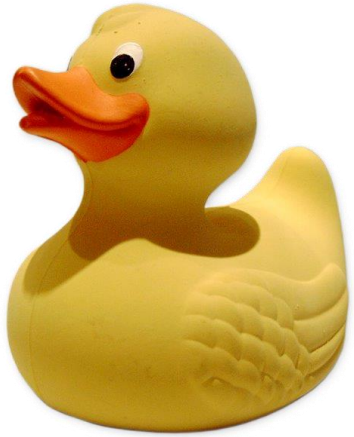
Closing the Loop: Data Driving Examples (continued)

Make Curriculum Changes, such as

- Revising, updating, or realigning course or program learning **outcomes**
- Changing the order in which courses appear in a program **sequence**
- Developing a **new** course, certificate, or program
- Updating the **curriculum map** or **micro-map**



Organize Professional Development, such as

- FCTL teaching and learning workshops and institutes
- Department-wide training
- Attending PD Week sessions or professional conferences and sharing new ideas and techniques

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Closing the Loop: Data Driving Examples (continued)

Collaborate with other areas of the College, such as

- Working with **Educational Support Services** (Academic Advising, Center on Disability, Learning Lab, etc.)
- Connecting students with **Student Support** at the College (Single Stop, Center for Male Engagement, English Language Learners Student Services, I AM MORE Reentry Program, Office of Collegiate Recovery, etc.)
- Working with **another department or unit** that helps students with related foundational learning and general education skills, e.g., Foundational Mathematics, English, Biology, Social Sciences, Chemistry

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Closing the Loop: Reassessment

Determine the best method for seeing how your action worked out:

- How will you know that it worked or didn't work?
- Which CLO or PLO results were you trying to address?
- Did you mention it in your action plan?
- How long do you think it will take to see results?
- How can you maintain **consistency** across sections or semesters?
- Were you looking for something outside of assessment results, such as retention?

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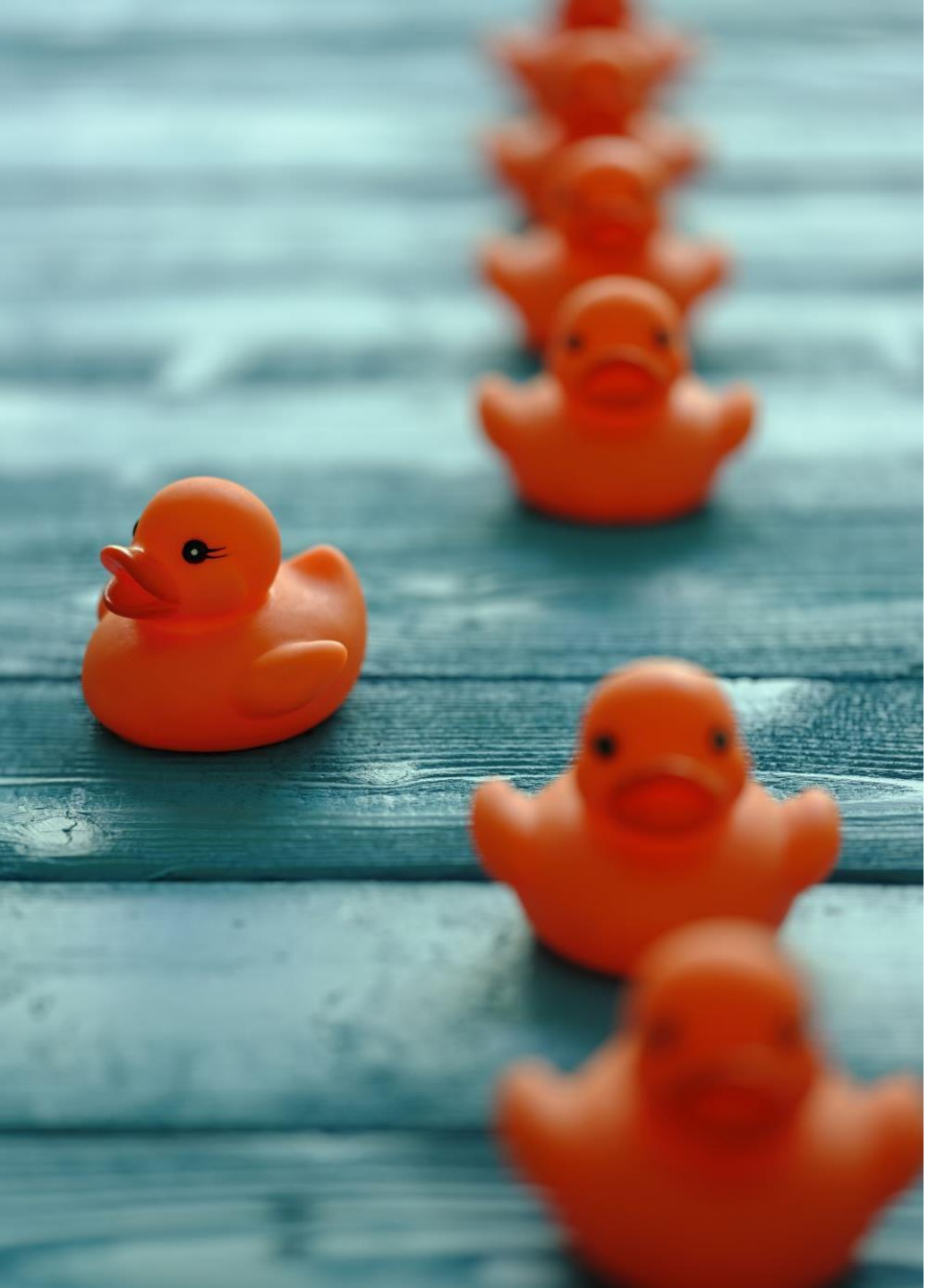


Insights Implementation Timeline

Fall 2024-Fall 2025:

- Liberal Studies pilot and implementation
- Math, Science, and Health Careers pilot
- Business & Technology pilot

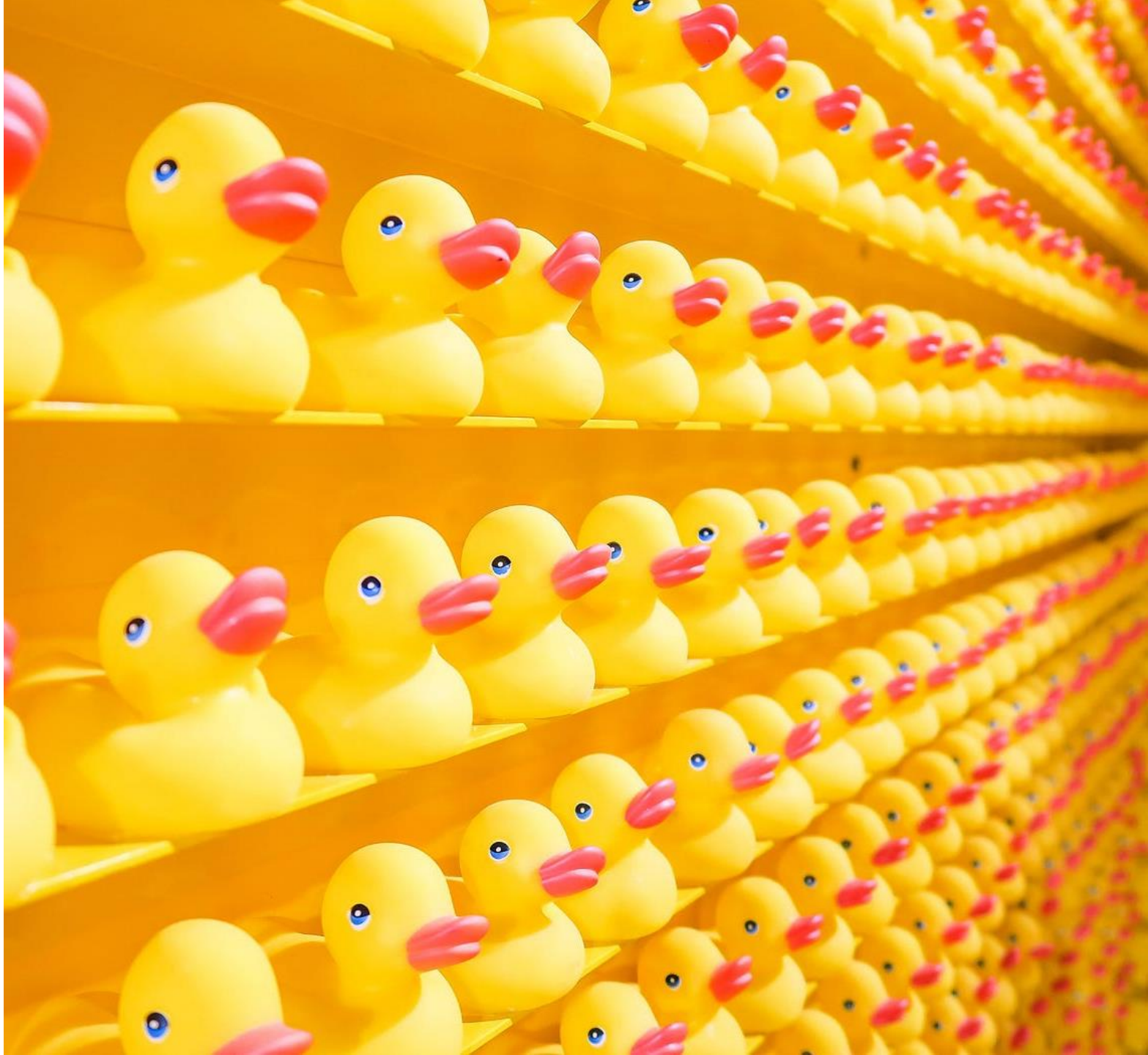
Spring 2026-Fall 2027:

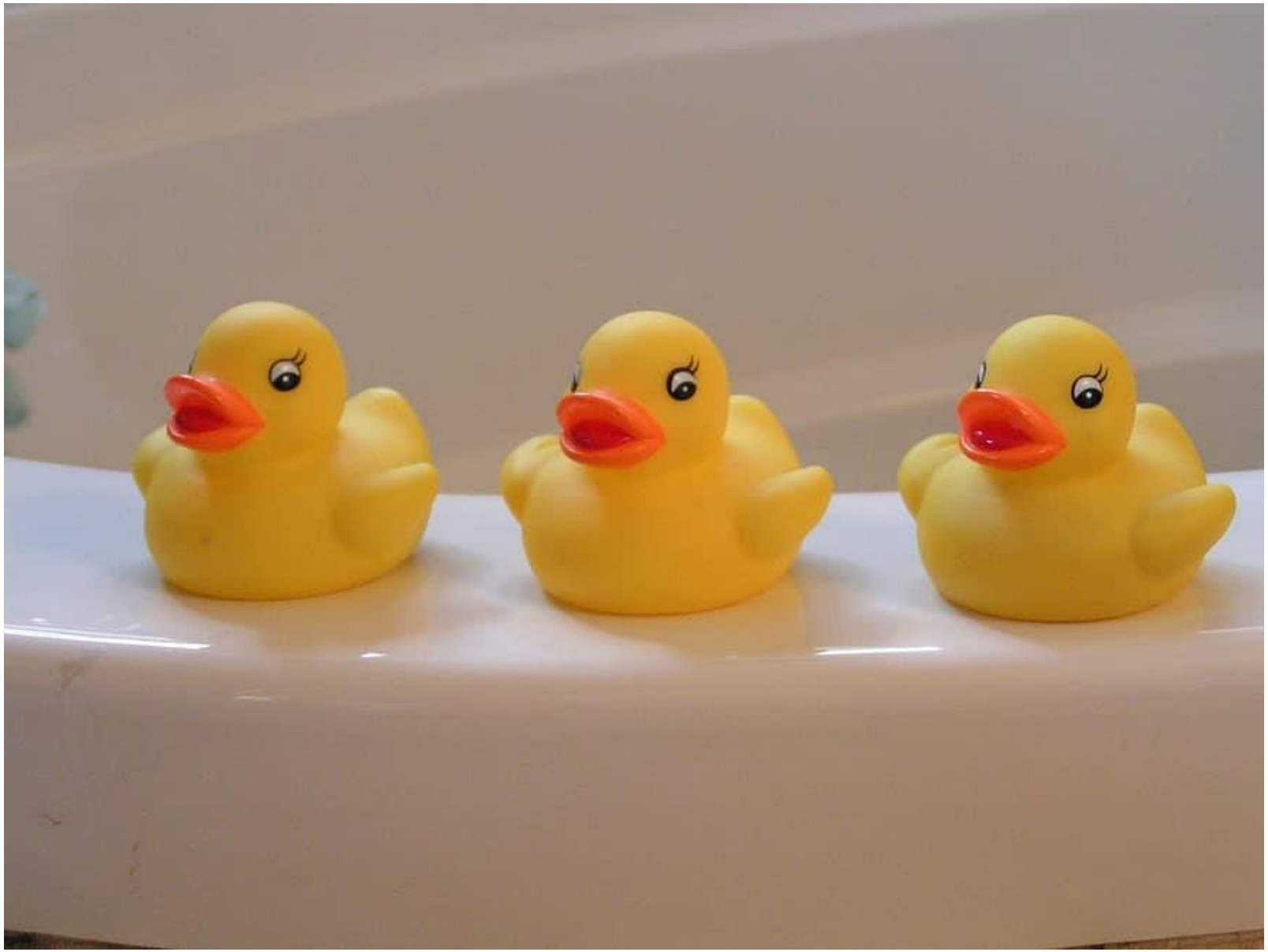
- Scaling up Insights implementation for Math, Science, and Health Careers and Business & Technology Divisions

In Progress:

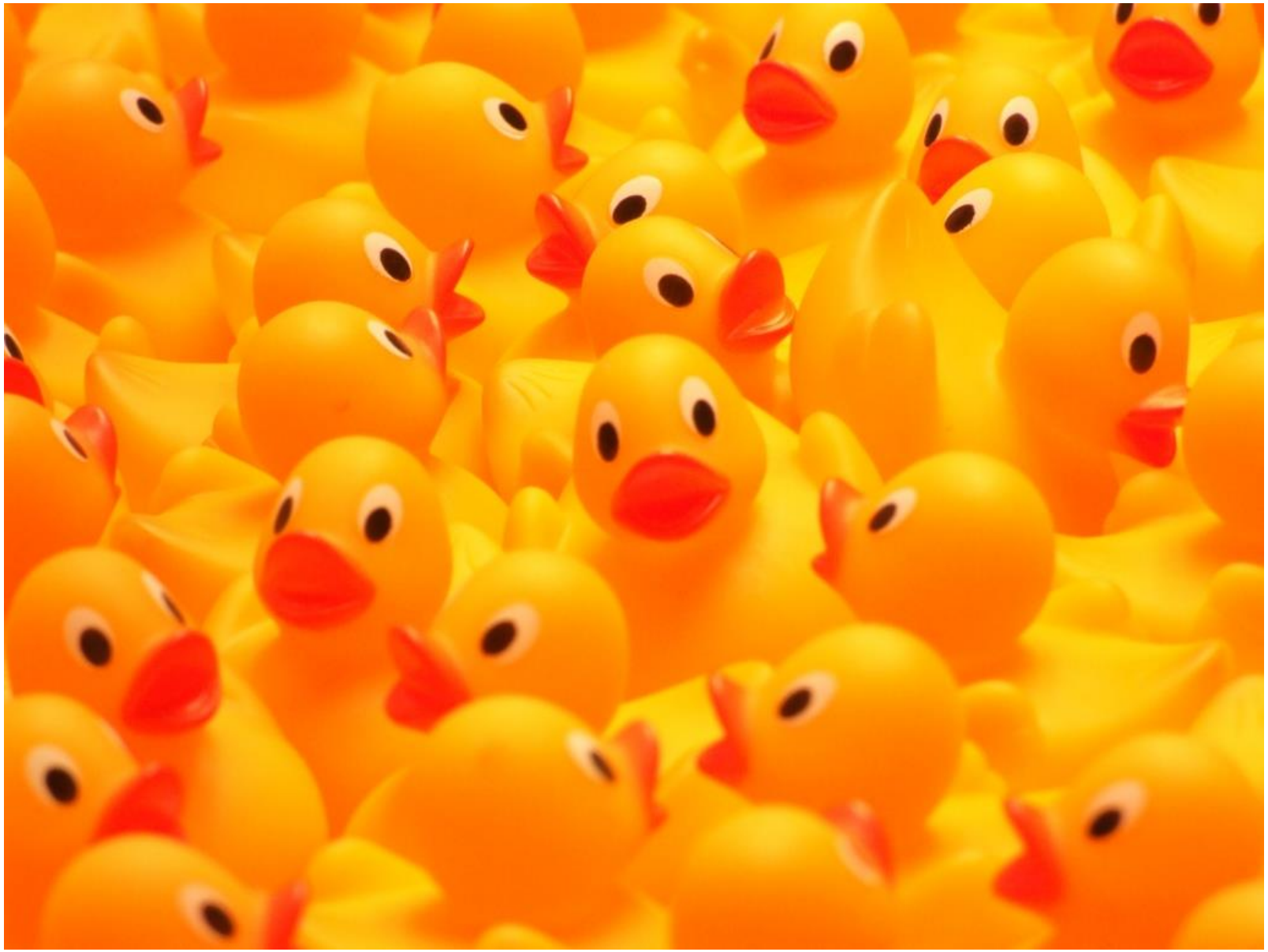
- Using Insights dashboards for CLO and PLO data analysis, closing the loop, and reporting

Faculty Insights Testimonials



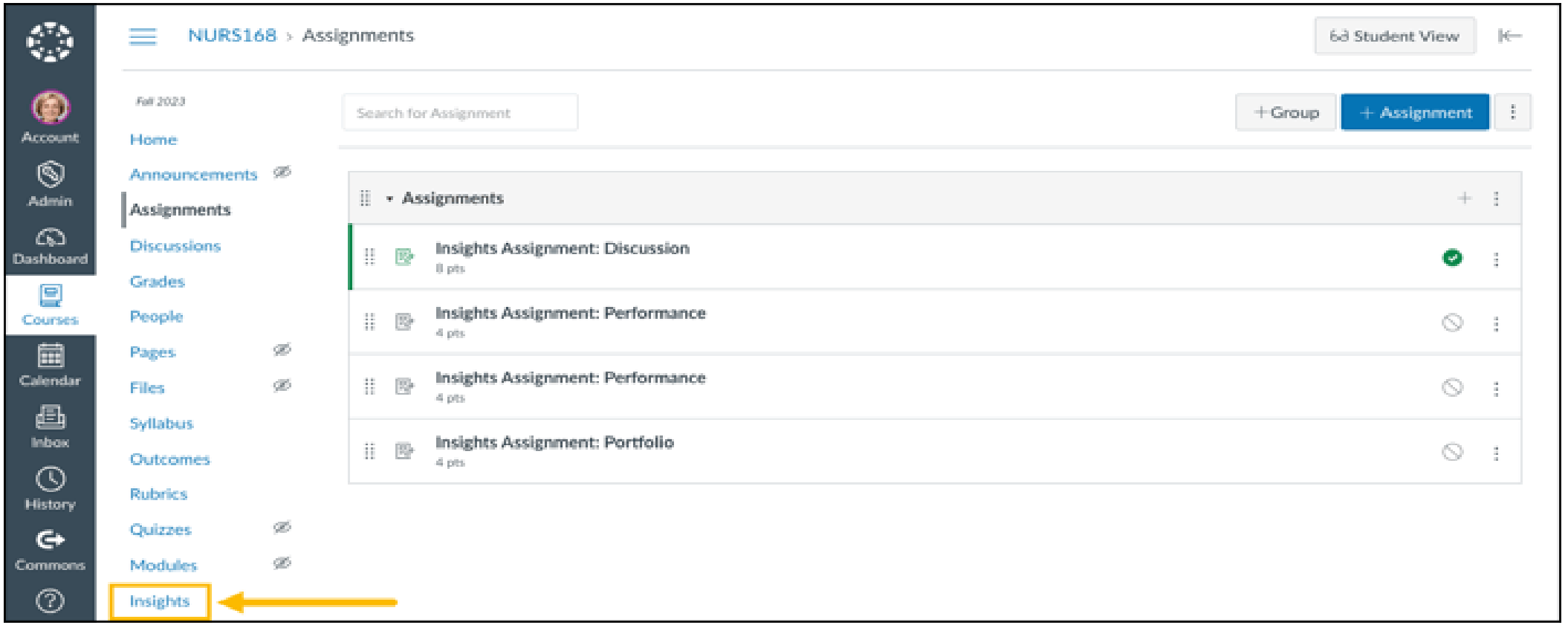


Insights Demo

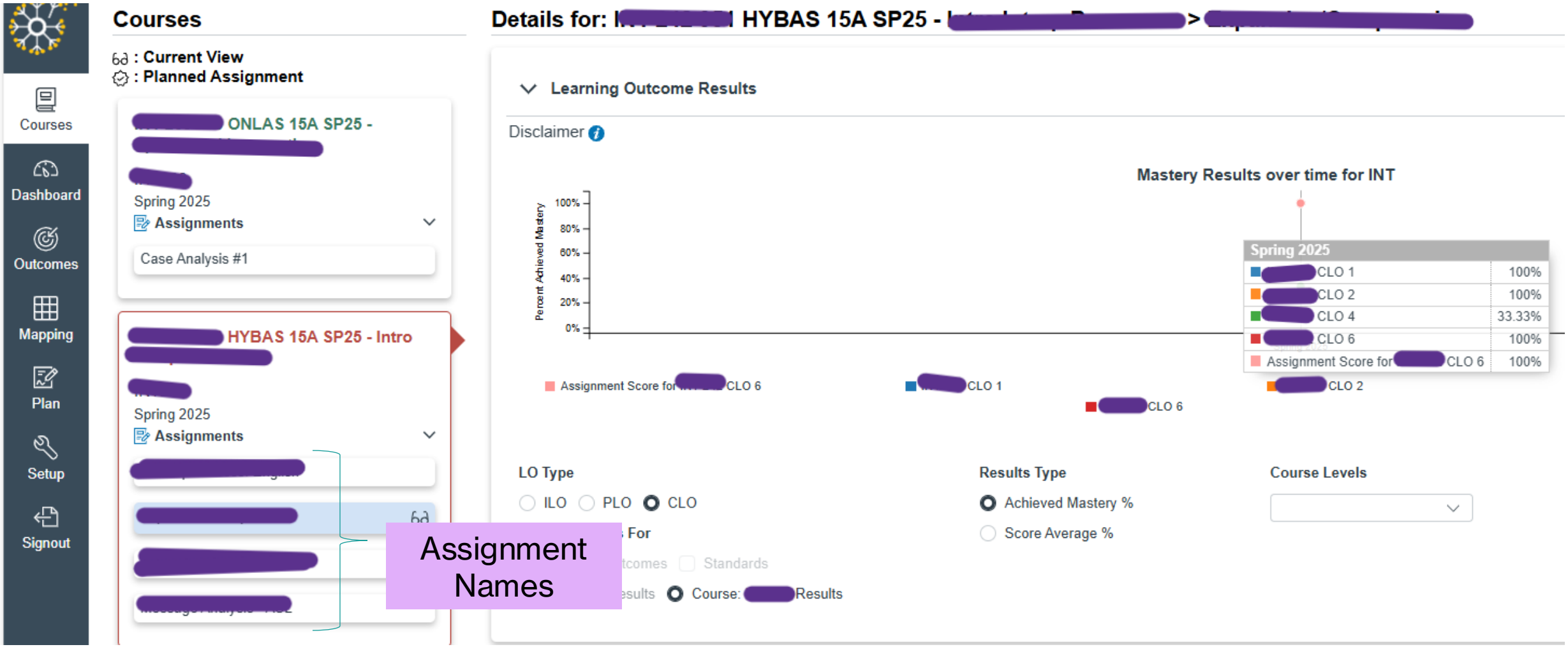


Insights Data

Accessing Insights



Viewing your Course Data



Viewing your Scores and Rubrics

Scores and Rubrics for: [redacted]

[redacted] CLO 1

Average Assignment Grade: **100%**

Percent Achieved Mastery: **100%**

[redacted] CLO 2

Average Assignment Grade: **100%**

Percent Achieved Mastery: **100%**

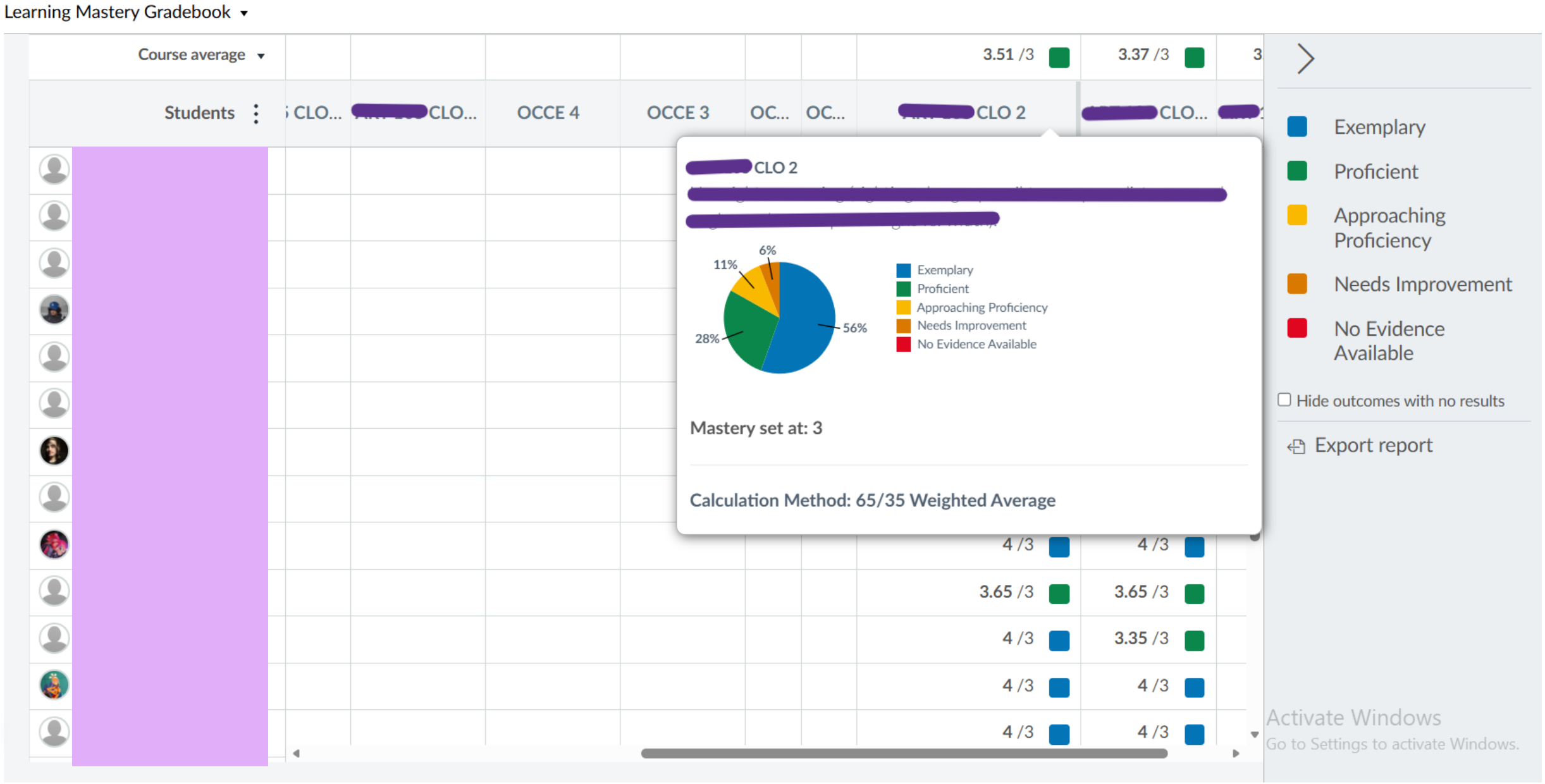
[redacted] CLO 4

Average Assignment Grade: **100%**

Percent Achieved Mastery: **100%**

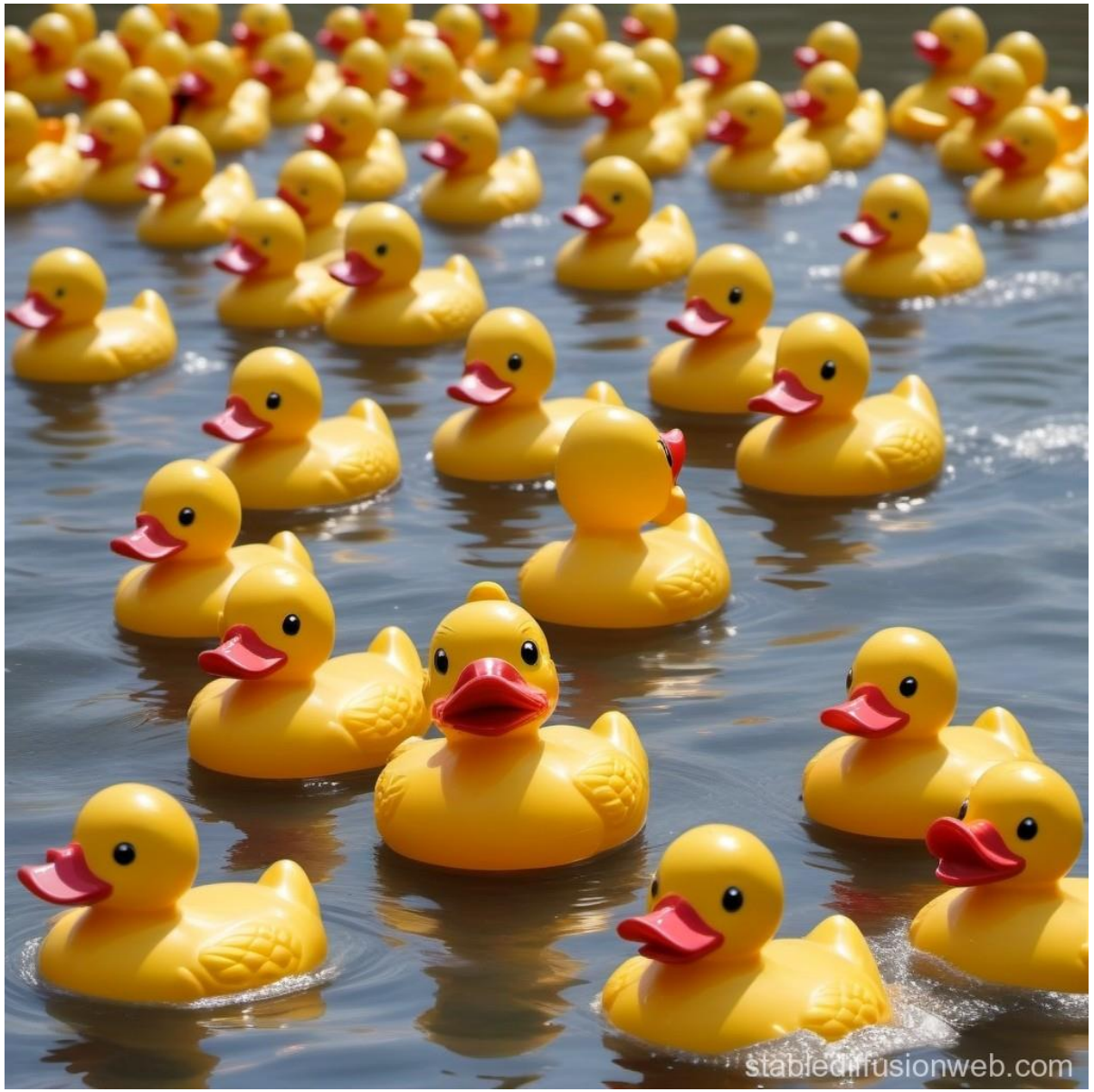
	Exemplary		Profici...	Needs Improvem...	No Evidence Avail...
	4	3	2	1	0

Learning Mastery Gradebook (Canvas)



Watermark Planning & Self-Study Update

- Administrative unit assessment
- Student support services assessment
- Workforce assessment
- Middle States self-study & evidence repository
- Some academic program assessment + reporting and documentation
- We are exploring ways of closing the loop in Planning & Self-Study



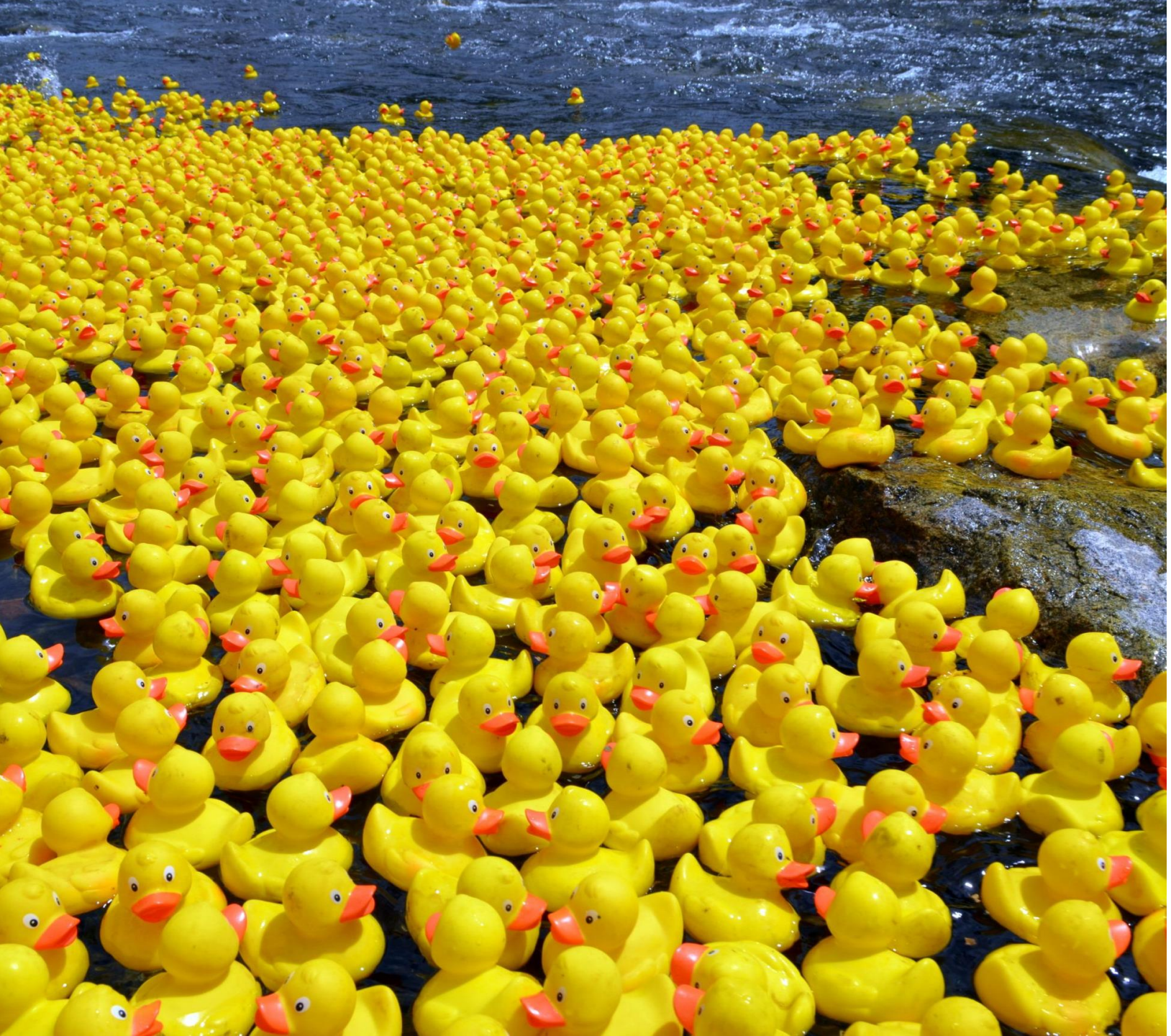
Let's Talk Dashboards

Course, program, and general education dashboards are in the works.

Spring 2026 Tuesday Treats with the OAE

Join us for treats in M1-19!

- Tuesday, January 13th
- Tuesday, February 10th
- Tuesday, March 17th
- Tuesday, April 14th



Thank you

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