

Watermark Assessment Training CTE & Transfer Programs

General Assessment Guidelines:

- All program outcomes must be acted on once every three years.
- Training Video link:

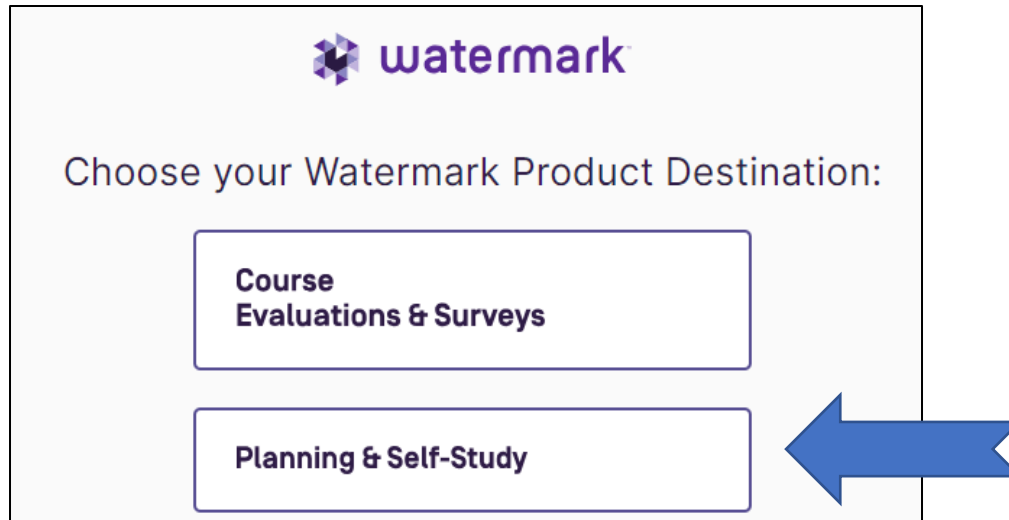



1. Log into Watermark using your GTCC single sign-on. This can be found at the GTCC Employee portal or at:

<https://login.watermarkinsights.com/connect/guilfordtechnicalcc>

Watermark Assessment Training CTE & Transfer Programs

2. Select Planning & Self-Study



 watermark

Choose your Watermark Product Destination:

Course
Evaluations & Surveys

Planning & Self-Study

Watermark Assessment Training CTE & Transfer Programs

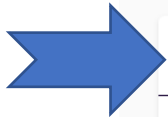
3. Choose 2023-2024 Academic Assessment

- This may be in a different location, depending on your access- if you don't see it, keep looking at the bottom of the screen.

Projects In Progress

Access, monitor and track this program's projects that are active and in progress from this page.

Continuous Improvement Project(s) *8 projects*



2023-2024 Academic Assessment

DETAILS

Status:	Due:	Last Update:	Last Update by:
In Progress	06/30/2024	06/16/2023	Me

QUICK STATS

2 Outcomes 2 Measures 0 Actions Proposed

Outcome Progress and Results

■ Not Started ■ In Progress ■ Met ■ Not Met



Planning outcomes 2022-2023

DETAILS

Status:	Due:	Last Update:	Last Update by:
In Progress	06/30/2023	10/30/2023	Kristen Corbell

QUICK STATS

3 Outcomes 3 Measures 3 Actions Proposed

Outcome Progress and Results

■ Not Started ■ In Progress ■ Met ■ Not Met




Watermark Assessment Training CTE & Transfer Programs

4. Click on your program name

2023-2024 Academic Assessment
Reporting Year: AY 2023-2024 Plan Admin: Jeremiah Underwood

RESS BY ORGANIZATION INSIGHTS REVIEWS


ORGANIZATIONS	LEAD	STATUS
Guilford Technical Community College		
Instruction		
Human Services & Public Safety		
Emergency Medical Science		
Emergency Medical Science - Program	Jeremiah Underwood, Kenneth Zimney	Not Started



5. Click on Select Outcomes

Emergency Medical Science - Program
Outcomes

No outcomes have been selected for this program.



SELECT OUTCOMES

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6. Choose the outcome(s) that you are assessing **and then** click Apply Selection. *Refer to the assessment plan to determine which outcomes are chosen.*

1 Outcome Selected

APPLY SELECTION

Emergency Medical Science - Program
Select outcomes for assessment for AY 2023-2024.

Emergency Medical Science - Program Learning Outcomes (5)
Outcomes that articulate the knowledge, skills, and dispositions attained by students through learning and/or co-curricular experiences.

<input type="checkbox"/> 1	Integrate paramedic-level mastery of prehospital pharmacology into management of patient care.	Last Assessed: AY 2022-2023	⋮
<input checked="" type="checkbox"/> 2	Manage prehospital patient care during medical emergencies at the paramedic level.	Last Assessed: AY 2020-2021	⋮

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7. Click Add Results

Emergency Medical Science - Program Learning Outcomes

2
Manage prehospital patient care during medical emergencies at the paramedic level.

Summative Written Exam ⓘ
No results added.

ADD RESULTS

⊕
New Measure

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8. Ensure outcome information is accurate. *Edit if needed.*

Definition

Details of the measure activity

Method: Exam (Course)

Outcome: #2

Program: Emergency Medical Science - Program

Course: EMS-250: Medical Emergencies



Title: Final Exam

Target: 70% of students will pass the final exam.

Description: Final summative exam for EMS 250- Medical Emergencies.

[ATTACH DESCRIPTION DOCUMENTS](#) 1 of 5 Files

Accepted file types: .pdf, .txt, .log, .xml, .doc, .docx, .xls, .xlsx, .ppt, .pptx, .gif, .jpg, .jpeg, .png, .csv


EMS 250-Final Exam  

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9. Scroll down to Results. Click on “I want to enter the count of students who meet/do not meet the criteria”

Results
Evaluation of the measure activity


Select the results format that you would like to use for this measure.
You will also be able to include a summary once results have been added.




I want to send emails and collect scores from faculty



I want to upload the assessment results files



I want to enter the count of students who meet/do not meet the criteria



Collect results from another system

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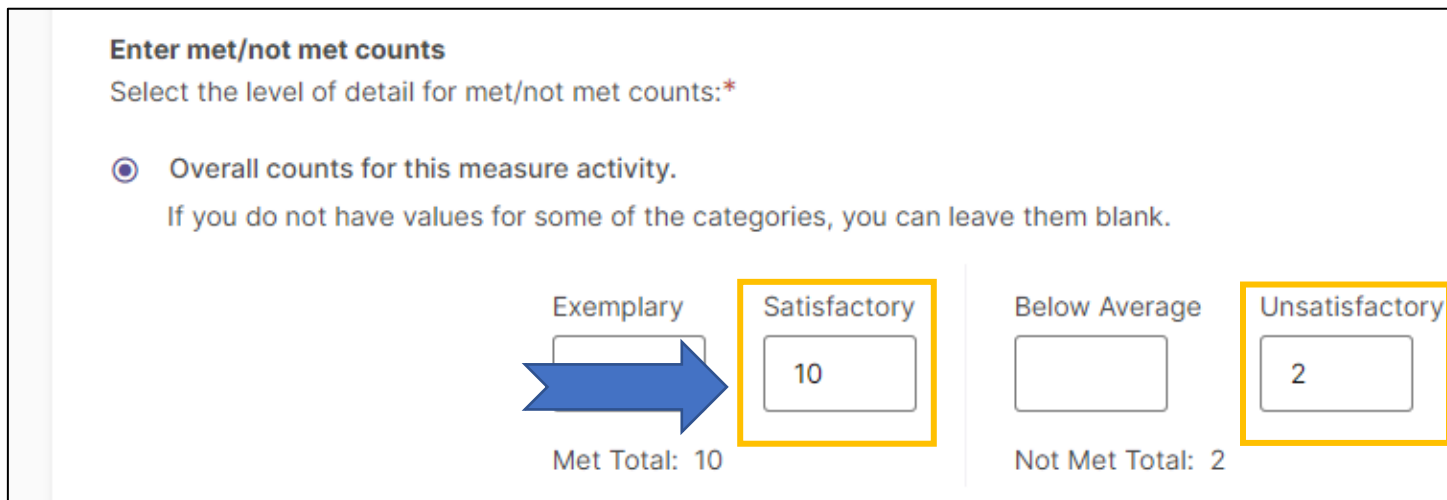
CTE & Transfer Programs

10. Place the number of students who met the criteria in the “Satisfactory” box, Place the number of students who did not meet the criteria in the “Unsatisfactory” Box. *Leave the other boxes blank.*

Enter met/not met counts
Select the level of detail for met/not met counts:*

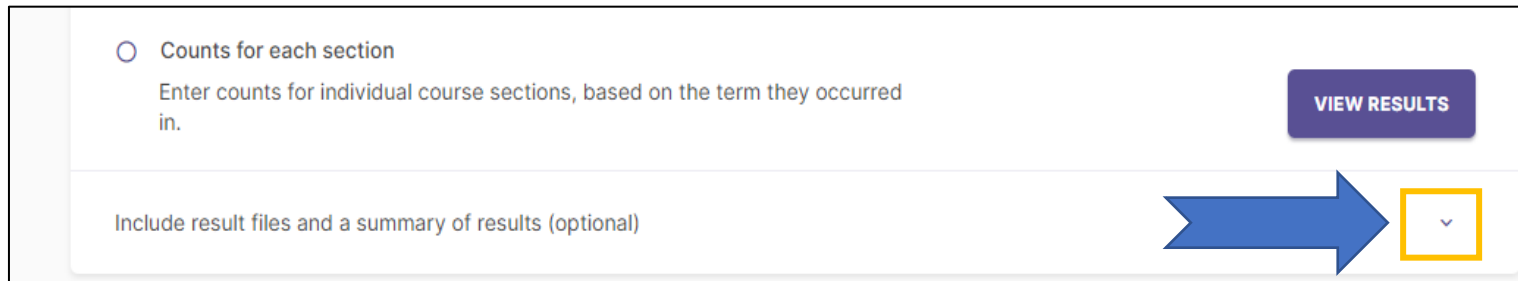
Overall counts for this measure activity.
If you do not have values for some of the categories, you can leave them blank.

Exemplary	Satisfactory	Below Average	Unsatisfactory
<input type="text"/>	<input type="text" value="10"/>	<input type="text"/>	<input type="text" value="2"/>
Met Total: 10		Not Met Total: 2	



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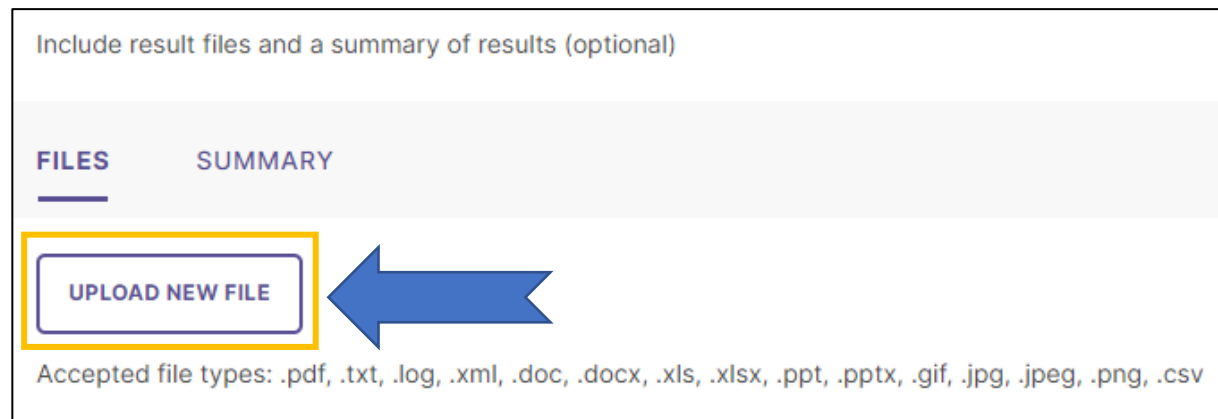
11. Click on the down arrow underneath the View Results button.



The screenshot shows a form with two sections. The top section has a radio button labeled "Counts for each section" and the text "Enter counts for individual course sections, based on the term they occurred in." To the right of this section is a purple button labeled "VIEW RESULTS". The bottom section has the text "Include result files and a summary of results (optional)". To the right of this section is a blue arrow pointing to a yellow square containing a downward-pointing arrow.

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12. Click on Upload New File. Upload the artifacts that corelate your assessment data (*proficient/ not-proficient examples, evidence of change*). **This is not optional and must be completed.**



13. You can click on Past Findings at any time to see the previous year's assessment data.



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14. Use the drop-down menu to select whether this measure was met or not. Use the text box to write your analysis (*what you have learned*).

The screenshot shows a 'Findings' section with the subtitle 'Analysis of the results'. In the top right corner of this section is a button labeled 'PAST FINDINGS'. Below this is a 'Measure Status' dropdown menu, which is highlighted with a yellow box and has a blue arrow pointing to it. The dropdown menu currently shows 'Met'. Below the dropdown is a large text box labeled 'Analysis' with the placeholder text 'Write your analysis of the measure here.', which is also highlighted with a yellow box and has a blue arrow pointing to it.

15. Click Save & Close at the top right of the screen.



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16. Click on Analyze Outcome

Emergency Medical Science - Program Learning Outcomes

2
Manage prehospital patient care during medical emergencies at the paramedic level.

Summative Written Exam

MET

ADD ACTIONS

New Measure

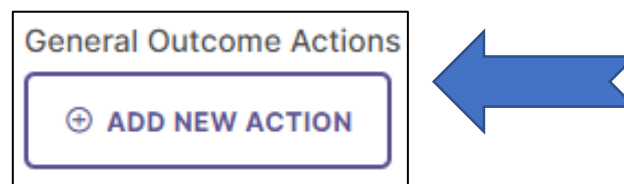
ANALYZE OUTCOME

Watermark Assessment Training CTE & Transfer Programs

17. Use the textbox to write your **overall** analysis of the outcome. Use the dropdown box to set the outcome status to met or not met. Once you are done click on the check mark to save.

The screenshot shows a form titled "Outcome Analysis". It contains a large text input field with the placeholder text "Write your overall analysis of the outcome." A blue arrow labeled "1" points to this field. Below the text field is a red line of text that says "Please confirm to continue". Underneath that is a dropdown menu labeled "Outcome Status" with "Met" selected. A blue arrow labeled "2" points to this dropdown. To the right of the text field are two circular buttons: one with a checkmark and one with a circle and slash. A blue arrow labeled "3" points to these buttons.

18. **If you are acting** on this outcome, click Add New Action. If you **are not acting** on this outcome, skip to step 23.



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CTE & Transfer Programs

19. Choose the action type. *(For descriptions of action types and examples, see the appendix).*

Add New Action ×

Select the type of action you recommend.

- Revise Curriculum
- Restructure Outcome Statement
- Revise Measurement / Assessment
- Gather Additional Data
- Implement New Program Or Services
- Community Partnership
- Modify Position / Personnel
- Modify Policies / Procedures
- Adopt Or Expand Technologies
- Additional Training
- Collaborate With Another Department / Unit / Program
- Modify Physical Environment
- Maintain Assessment Strategy
- Other ▾

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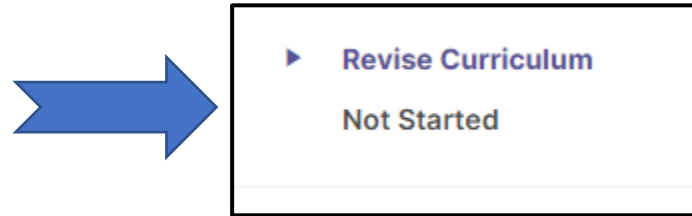
20. Use the textbox to describe your action to include the rationale. Click Create Action when done.

The screenshot shows a web form titled "Add New Action" with a close button (X) in the top right corner. The form contains the following fields and elements:

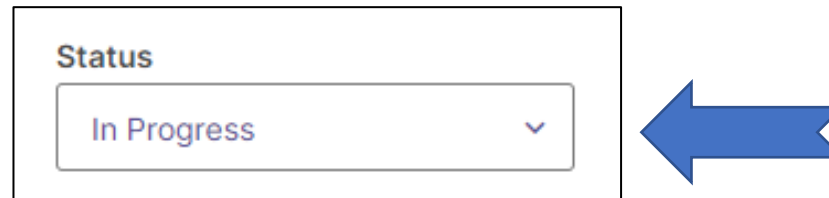
- Action Type:** "Revise Curriculum" with a link "Change Action Type" below it.
- Outcome:** "2"
- Action Description*:** A text input field with the placeholder text "Describe your action and include the rationale." A blue arrow labeled "1" points to this field.
- Recommended Due Date:** A date input field with the placeholder "mm/dd/yyyy" and a calendar icon.
- Add Budget Request:** A section with a blank space for input.
- Buttons:** "CANCEL" and "CREATE ACTION" buttons at the bottom. A blue arrow labeled "2" points to the "CREATE ACTION" button.

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21. Click on the action type to open the status window.



22. Use the drop-down menu to change the status of the action.



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23. If you are assessing more than one outcome, complete steps 7 through 20 for any additional outcomes assessed/acted on in the chosen year. Once all outcomes are completed, move to step 24.

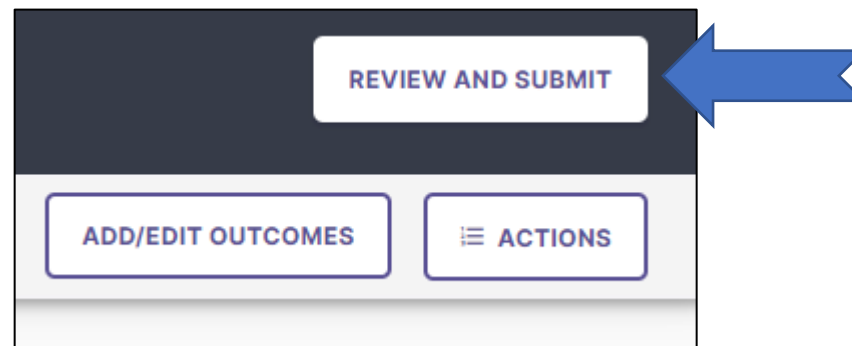
Emergency Medical Science - Program Learning Outcomes

2	1 Measure <input checked="" type="radio"/> 1 Action	MET	▼
3	1 Measure <input type="radio"/> 0 Actions	Not Started	▼

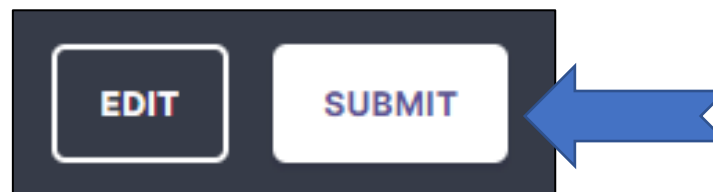


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24. Once you are done with all data entry, click Review and Submit at the top right of the screen.



25. Review all data. If everything is accurate and complete, click Submit at the top right of the screen.



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26. Click done at the top right of the screen.



Congratulations! You have now completed the GTCC Watermark assessment process for this year.

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APPENDIX

Action Types and Examples:

- Revise Curriculum: This is the broadest and most common action type and comprises many different options to impact student learning. *Examples: adding didactic and/or lab content to a course, utilizing a 3rd-party software for at-home study, online resources/ videos, creating practice quizzes, changing textbooks or other printed resources, etc.*
- Restructure Outcome Statement: Changing the program outcome. This option cannot be used without prior approval by the Learning Evidence Committee.
- Revise Measurement/ Assessment: Changing the tool used to measure the outcome. If this option is used, the Assessment Plan must be updated, the new tool must be uploaded to Watermark. *Example- the program was using a pass/fail grading system for a project and will change to using a rubric to better assess student competency.*
- Gather Additional Data: The program is not taking any action at this time and will continue to gather data. If this option is used, the program must document the reason why no action is or can be taken at that time.
- Implement New Program or Services: Adding a new program or service or will be utilizing a current service in a different way. *Example: adding an imbedded tutor into a course to assist student learning on a regular basis.*
- Community Partnership: Program faculty/ staff will partner with stakeholders in the community to impact student learning.
- Modify Position/ Personnel: The program is adding or removing staff or faculty, either part- or full-time to impact student learning.
- Modify Policies/ Procedures: The program is changing policies that will have an effect on student outcomes. *Example: the program determines that many students find it difficult to complete a specific assignment with the allotted time frame, therefore a potential policy change would be to increase the amount of time the student has to complete the assignment along with extra assistance from faculty or the program decides to implement an attendance policy or dress code.*

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- Adopt or Expand Technologies: The program either purchases new equipment to train students or utilizes a current piece of equipment in a different way to impact student learning.
- Additional Training: Faculty/ staff will undergo training that will be used to impact student learning. If this is used, the program must show how the additional training/ education will be used to improve student learning.