

OUTCOMES-BASED ASSESSMENT HANDBOOK FOR STUDENT LEARNING

Compiling the Assessment Plan & Report

**Business, Engineering, and Technologies
/Information Systems Technology
Division Faculty**

Health and Human Services Division Faculty

Columbus State Community College
2023-2027

*Columbus State Community College is committed to ongoing outcomes
assessment for continuous improvement of student learning and teaching
strategies.*

www.csc.edu/assessment

09/22/2023

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General Education Philosophy

Approved 2015

General education at Columbus State Community College provides students with a well-rounded educational experience that develops critical thinking skills and a broader knowledge of the larger world around them. Through a variety of academic disciplines, students develop and refine intellectual virtues like curiosity, open-mindedness, and analytical judgment. Students also explore ideas, concepts, values, beliefs, social institutions, and cultural experiences that build a basis for civic virtues like public mindedness and an appreciation of the varieties of human existence.

Policy and Procedure Manual Statement

Refer to the Columbus State Community College Policy and Procedures Manual Section 5-18 for the most current college policy covering Assessment For Student Learning

Section 1: Outcomes-Based Assessment Overview

Assessment Process

As a member of the Higher Learning Commission, Columbus State Community College is committed to an outcomes-based assessment process that is designed to show how the institution is accountable for student learning. The graphic below illustrates the college's assessment process that is used to: (a) Improve student learning, (b) improve teaching strategies, (c) document success and identify opportunities for improvement, and (d) provide evidence of institutional effectiveness.

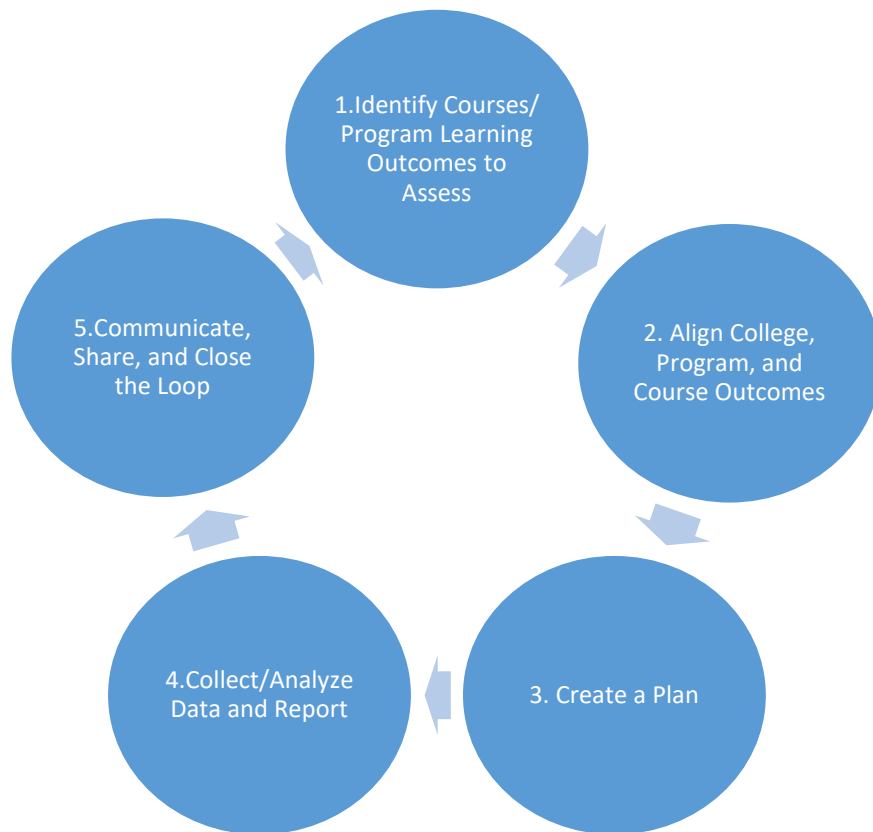


Figure 1. Process for Assessment at Columbus State Community College.

Learning Outcomes

Outcomes-based Assessment Definitions

Learning Goals (Categories): Learning Goals are defined by Driscoll and Wood (2007) as “broad, non-specific categories of learning, such as critical thinking, communication, ethics, multicultural understandings, science literacy” (54).

Learning Outcomes (Expectations) Learning outcomes are defined as the expectations of what students should be able to do, achieve or demonstrate at the end of a class period, course, program, or degree (Driscoll & Wood, 2007; New Leadership Alliance for Student Learning & Accountability, 2012).

Assessment Vocabulary

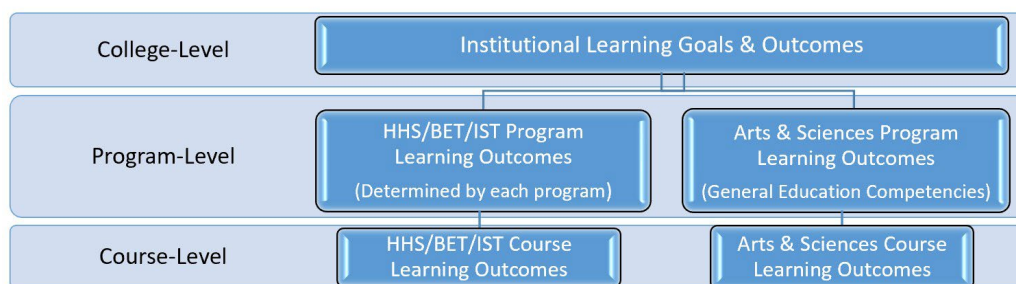
In 2012 Columbus State assembled a General Education task force consisting of a team of faculty from across the college who did extensive research to create a set of college wide learning goals and outcomes.

College-Level Goals & Outcomes: To ensure that there is a standard for learning expectations set across campus, the college established **Institutional Learning Goals (ILGs)**, **Institutional Learning Outcomes (ILOs)**, and **General Education Competencies**. The ILGs establish the college-wide categories of learning while the ILOs establish the expectations that are embedded in all degrees, programs and courses across the college. **General Education Competencies** are core proficiencies that cultivate the skills, knowledge, and values expected of educated persons, characterized by each ILG.

Program-Level Outcomes: Each program at Columbus State has created a set of learning expectations. The General Education Task Force led faculty from across the college in revising the *General Education Outcomes* that serve as the program learning outcomes for the Arts and Sciences. Each program in the Health and Human Services (HHS) and Business and Engineering Technologies / Information Systems Technology (BET/IST) Divisions has created its own program outcomes.

Course-Level Outcomes: The expectations of learning for each course are documented in the course master syllabus.

Outcomes-Based Assessment: To determine whether students are meeting the learning expectations set across the college, faculty use outcomes-based assessments by aligning the college, program and course-level outcomes. Instruments of assessment are created by faculty that measure whether or not students are meeting expectations set at the course, program and college level. Data is collected in the classroom to determine whether or not students are meeting benchmarks set.



Institutional Learning Goals and Outcomes

Central to the mission of Columbus State Community College is the provision of a quality education that provides students with the opportunity to achieve their goals. The Institutional Learning Goals and Outcomes articulate measurable knowledge and skills that serve as the foundation for success in society and in the student's discipline or vocation. Columbus State's Institutional Learning Goals and Outcomes are an important part of the curriculum, and are identified below:

The college has identified the following eight Institutional Learning Goals (ILGs):

1. **Critical Thinking**
2. **Ethical Reasoning**
3. **Quantitative Skills**
4. **Scientific Literacy**
5. **Technological Competence**
6. **Communication Competence**
7. **Cultural and Social Awareness**
8. **Professional and Life Skills**

- **Institutional Learning Outcomes (ILOs):** Institutional Learning Goal (ILG) categories have associated Institutional Learning Outcomes (ILOs) that define each goal.
- **General Education Competencies:** Faculty across all divisions assess student learning against a common set of general education competencies.
- The ILOs and General Education Competencies can be found at:
<https://www.csc.edu/employee/faculty/assessment-review/institutional-learning-goals.shtml>

Health and Human Services Division / Business, Engineering, and Technologies/ Information Systems Technology Division:

Programs in these divisions will assess their program outcomes by aligning program outcomes with course and Institutional Learning Outcomes.

Arts and Sciences Division:

The Arts and Sciences will ensure that their course outcomes are aligned with the General Education Competencies which serve as the Program Outcomes for the Arts and Sciences.

Mapping Common Learning Outcomes in Arts and Sciences and Across the College

The Institutional Learning Goals (ILG) Matrix provides the mapping of the ILGs to each of the general education courses in the Arts and Sciences Division. The curriculum Committees from each Department in Arts and Sciences identified the ILGs appropriate to each course in their department. All the general education courses include the ILG *Critical Thinking*.

Each plan of study for degree programs in the Business, Engineering, and Technologies/ Information Systems Technology; and Health and Human Services Divisions includes general education courses. Faculty may use this matrix to check plans of study to ensure all graduates are meeting the College Common Learning Outcomes.

The map of the Institutional Learning Goals and Outcomes in Arts and Sciences and across the college can be found at the link below

<https://www.csc.edu/employee/faculty/assessment-review/pdf/ILG%20Mapping%20AA%20AS.pdf>

Creating a Syllabus Statement

When creating a course syllabus, using the statement below, identify the ILGs relevant to the course:

THE COLLEGE WIDE SYLLABUS STATEMENT

Outcomes Based Assessment

For this course (XXX 1234), students are expected to demonstrate the skills associated with the Institutional Learning Goals identified below:

[ILG #]	}	<i>Insert only those Institutional Learning Goals that apply to this particular course.</i>
[ILG #]		
[ILG #]		

In class students are assessed on the achievement of these outcomes. Names will not be used when reporting results. Outcomes-based assessment is used to improve instructional planning and design and the quality of student learning throughout the college.

SAMPLE SYLLABUS STATEMENT FOR SOC 1101

Outcomes Based Assessment

For this course (SOC 1101), students are expected to demonstrate the skills associated with the Institutional Learning Goals identified below:

- [ILG #1] Critical Thinking
- [ILG#3] Quantitative Skills
- [ILG #4] Scientific Literacy
- [ILG #6] Communication Competence
- [ILG #7] Cultural and Social Awareness

In class students are assessed on the achievement of these outcomes. Names will not be used when reporting results. Outcomes-based assessment is used to improve instructional planning and design and the quality of student learning throughout the college.

This statement should be included in the master syllabus and course proposal form (on file with the Curriculum Management Office) and on each syllabus given to students.

Section 2: Assessment Process for Business, Engineering, & Technologies/Information Systems Technology; and Health & Human Services Division Faculty

Due Dates for Turning in Plans & Reports:

- **September 15** Beginning September 15, The Department and/or Program Committee will begin the process of downloading the plans and reports from SharePoint and begin their review. The review process should be completed by October 15.
- **October 15** **Business, Engineering, and Technologies/Information Systems Technology** faculty upload plans and reports to: <https://staffcscs.sharepoint.com/bet> for Division Assessment Committee Review.

Health and Human Services faculty upload plans and reports to: <https://staffcscs.sharepoint.com/hhs> for Division Assessment Committee Review.
- **December 15** Plans and Reports Approved by Division Assessment Committees.
- **January 15** Plans and Reports Approved by Division Assessment Committee for OAA Assessment Committee Review. Division Assessment Committee submits a summary of review with strategic and budgetary requests to the OAA Assessment Committee.

What to turn in for each report:

- (1) **PLAN** for the upcoming year – File includes: (1) Four Year Plan, (2) Annual Plan, (3) ILG and Gen Ed Outcome Alignment with no benchmarks, and (4) Blank Action Plan
- (2) **REPORT** of Last Year's Results – File includes: (1) Four Year Plan, (2) Annual Plan, (3) ILG and Gen Ed Outcome Alignment with benchmarks, and (4) Completed Action Plan with Results

Steps in the Assessment Process

Step 1: Identify Courses/Program Learning Outcomes to Assess

Step 2: Selecting, Aligning, and Mapping Outcomes

Align Selected Program, Course, and Institutional Learning Goals and General Education Competencies

The Higher Learning Commission (HLC) requires that the Institutional Learning Goals and General Education Competencies are incorporated throughout the curriculum at the college.

(A) Course: Select appropriate Institutional Learning Goals (ILG) and select some or all Program outcomes (example from NURS 2861 Psychiatric Mental Health Nursing Course).

(B) Program: Align the appropriate ILG with the Program Outcomes.

(C) College: Align the appropriate Institutional Learning Goals and General Education Competencies with the Program and Course Outcomes.

Institutional Learning Goals	Nursing Program Outcomes	NURS 2862 Selected Course Outcomes
Professional and Life Skills	Implement safe, competent, nursing care in the role of the Associate Degree Nurse.	Demonstrate the role of the nurse through the use of the nursing process in providing patient-centered care with the therapeutic use of self with patients, families, and groups experiencing psychiatric symptoms.
Ethical Reasoning	Analyze legal, ethical, and economic concepts that influence nursing practice.	Establish professional patient and team member relationships to address mental health needs while maintaining appropriate ethical and legal boundaries.
Critical Thinking	Synthesize knowledge from nursing and related disciplines using critical thinking skills.	Implement evidence-based nursing care to promote health and self-care behaviors in patients with mental health needs using the knowledge, skills, and attitudes of the quality and safety education for nurses' initiative.

Step 3. Create an Assessment Plan

a. Creating a Four-Year Plan

Four-Year Plan for Courses in a Program: Tracking Follow-up

Faculty do not need to assess every course in their program, but should choose the most relevant courses that reflect curricular opportunities for all students to achieve the Institutional Learning Goals and Outcomes. **Faculty should recognize courses where there are concerns in student learning, and select those courses.**

Faculty should make a four-year plan where they identify the Institutional Learning Goals and Program Outcomes they plan to assess for each of the next four years. If you are unsure where to start, it is suggested to take all your program outcomes and divide them by four (4) to spread them out over the four-year plan if this does not conflict with specific program accreditation requirements. It is not necessary to assess all outcomes every year. As each year goes by, faculty must indicate whether students met the benchmark set by faculty. If a benchmark in a particular year is not met, faculty must ***follow-up*** in the next year. This means that those Institutional Learning Goals and Program Outcomes that did not meet the benchmark the previous year are now added to the assessment plan for the current year. For ***follow-up*** assessment, faculty should make revisions to their course planning to improve student learning to meet the benchmark.

Four-year Plan Form:

		Institutional Learning Goal	Program Learning Outcome	Met Benchmark?
2023-24	Plan			Yes No (circle one)
2024-25	Plan			Yes No (circle one)
	Was Benchmark met last year? Yes or No		If no, did you <i>follow-up</i> this year? Yes or No	Yes No NA (circle one)
2025-26	Plan			Yes No (circle one)
	Was Benchmark met last year? Yes or No		If no, did you <i>follow-up</i> this year? Yes or No	Yes No NA (circle one)
2026-27	Plan			Yes No (circle one)
	Was Benchmark met last year? Yes or No		If no, did you <i>follow-up</i> this year? Yes or No	Yes No NA (circle one)

b. Sample four-year plan for NURS 2862 Psychiatric Mental Health Nursing Course:

		Institutional Learning Goal	Program Learning Outcome	Met Benchmark?
2023-24	Plan	Professional and Life Skills	Implement safe, competent, nursing care in the role of the Associate Degree Nurse.	Yes No (circle one)
2024-25	Plan	Ethical Reasoning	Analyze legal, ethical, and economic concepts that influence nursing practice.	Yes No (circle one)
		Was Benchmark met last year? Yes or No	If no, did you follow-up this year? Yes or No	Yes No NA (circle one)
2025-26	Plan	Critical Thinking	Synthesize knowledge from nursing and related disciplines using critical thinking skills.	Yes No (circle one)
		Was Benchmark met last year? Yes or No	If no, did you follow-up this year? Yes or No	Yes No NA (circle one)
2026-27	Plan	Cultural and Social Awareness	Manage nursing care for a diverse population of clients in a variety of practice settings.	Yes No (circle one)
		Was Benchmark met last year? Yes or No	If no, did you follow-up this year? Yes or No	Yes No NA (circle one)

c. Creating an Annual Plan

For Business and Engineering, and Technologies/Information Systems Technology, and Health and Human services courses, faculty must create an annual plan (see form below) that aligns course learning outcomes with the program learning outcomes and institutional learning goals to be assessed for that year.

Instrument of Assessment: This refers to the evaluation method faculty are planning to utilize in the assessment of student learning. In this part of the plan, faculty will identify whether they are using:

- Selected test/quiz/exam question(s)
- Selected homework question(s)
- Pre and post-test
- Project/Research Project
- Performance/Demonstration
- Debate/Discussion
- Interview
- Observation
- Student Survey
- Paper/Essay/Writing sample
- Lab Activities/Lab Report
- Oral Presentation/Speech
- Portfolio
- Simulation
- Case Study
- Other

Performance Indicators: In this part of the plan, faculty will identify the skills that are evaluated by the instrument of assessment. If faculty are using multiple choice test questions as their instrument of assessment, then the performance indicators would be the content of the multiple choice questions. If the instrument of assessment was a problem solution set, the performance indicators would be the equations or problems that students were asked to solve.

Performance Criteria: This is identifying what students must do to demonstrate that they have learned the skill being assessed. For example, if using a set of 10 multiple choice questions, the performance criteria may be set so that students who answer 7/10 questions correctly have met the performance criteria to demonstrate they have learned the skill. If assessing equations, faculty would indicate how much of the equation students must be able to solve to demonstrate that they have learned the skill in question. Similarly, if using a rubric, there may be categories set at "poor," "average," "above average," and "excellent. The performance criteria may be set at "average." Therefore, those students who receive an "average" or better have demonstrated that they have learned the skill being measured.

Benchmark (B): Benchmark is indicated by the letter "B" on the Assessment plan form below. *This is set by the faculty and should reflect the percentage of students who are expected to meet the performance criteria.* Due to the nature of the material in some courses where students tend to struggle, faculty may set a lower benchmark than in a course where students tend to have higher levels of success. If benchmarks are not met, faculty may need to make adjustments to see if they improve student learning.

Follow-up (F): "F" indicates whether the assessment is a follow-up from last year. See discussion of follow-up on instructions for the four-year plan.

Institutional Learning Goals	PLAN							REPORT		
	Program Learning Outcome	Course & Learning Outcome	Instrument of Assessment	Performance Indicator	Performance Criteria	B	F	N	#	%
<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Scientific Literacy <input type="checkbox"/> Technological Competence <input type="checkbox"/> Communication Competence <input type="checkbox"/> Cultural and Social Awareness <input type="checkbox"/> Professional and Life Skills							Choose			

d. Sample Annual Plan for NURS 2862 Psychiatric Mental Health Nursing:

PLAN								RESULTS		
Institutional Learning Goals	Program Learning Outcomes	Course Learning Outcomes	Instrument of Assessment	Performance Indicator	Performance Criteria	B	F	N	#	%
Professional and Life Skills	Implement safe, competent nursing care in the role of the Associate Degree Nurse.	Demonstrate the role of the nurse through the use of the nursing process in providing patient-centered care with the therapeutic use of self with patients, families, and groups experiencing psychiatric symptoms.	Clinical Evaluation Tool Clinical patient concept map of nursing process implementation	7 competencies: therapeutic use of self, therapeutic communication techniques, mental status examination, assess coping, use nursing process, participate in intervention group, teach patients and families.	Satisfactory evaluation: rarely requires direction, guidance, monitoring, or support, and almost always exhibits a focus on the client, accuracy, safety, skillfulness, professionalism, efficiency, organization, and initiative for learning.	95	No			

Step 4: Collect/Analyze Data and Report

The **Annual Assessment Report** consists of three sections: (a) **Results**, (b) **Alignment to ILGs and General Education Competencies**, and (c) **Action Plan**.

a. How to Report Data- Results

Results: Faculty collect the data from the students in their course as indicated by their plan.

N - Number of students who completed the assigned item in the course.

- Number of students who demonstrated they have learned the skill in question.

% - Percent of students who demonstrated they have learned the skill in question. The percentage is calculated as the (number of students who demonstrated they have learned the skill in question) / (number of students who completed the instrument of assessment).

The following sample **Annual Assessment Report** includes the three sections (A) **Results**, (B) **Alignment to ILGs and General Education Competencies**, and (C) **Action Plan** using fictitious data for NURS 2862:

PLAN								RESULTS		
Institutional Learning Goals	Program Learning Outcomes	Course Learning Outcomes	Instrument of Assessment	Performance Indicator	Performance Criteria	B	F	N	#	%
Professional and Life Skills	Implement safe, competent nursing care in the role of the Associate Degree Nurse.	Demonstrate the role of the nurse through the use of the nursing process in providing patient-centered care with the therapeutic use of self with patients, families, and groups experiencing psychiatric symptoms.	Clinical Evaluation Tool Clinical patient concept map of nursing process implementation	7 competencies: therapeutic use of self, therapeutic communication techniques, mental status examination, assess coping, use nursing process, participate in intervention group, teach patients and families.	Satisfactory evaluation: rarely requires direction, guidance, monitoring, or support, and almost always exhibits a focus on the client, accuracy, safety, skillfulness, professionalism, efficiency, organization, and initiative for learning.	95	No	60	58	97

b. How to Report Data- Alignment to ILGs and General Education Competencies

Alignment to ILGs and General Education Competencies: Faculty determine the proficiency of each relevant Institutional Learning Goal /General Education Outcome/General Education Competency by rating the results according to the following scale:

- A = Benchmark met
- B = Benchmark nearly met
- C = Benchmark not met
- D = Benchmark problematic

Professional and Life Skills: Recognize and/or demonstrate skills and activities that enhance professional values, teamwork, and cooperation.

- | | |
|---|----------------------|
| <input checked="" type="checkbox"/> a) Demonstrate skills needed to fulfill professional and academic standards of punctuality, professional image, self-discipline, teamwork, leadership, responsibility, and personal accountability. | A= benchmark met |
| <input type="checkbox"/> b) Evaluate the impact that choices make in supporting a personal and professional life of meaning and value. | Outcome not assessed |
| <input checked="" type="checkbox"/> c) Recognize or participate in the artistic, cultural, recreational, educational, and professional activities necessary for success in one's career or academic discipline. | A= benchmark met |

To add an additional course or courses, please click on the **Add Second Course** button.

Add Second Course (Optional)

Please note, for this feature to work, you need to open your form in Adobe, not in your browser.

c. How to Report Data-Action Plan

Once data has been analyzed, faculty will summarize findings and determine action items in the areas of (1) Planned Assessment and Follow-Up Assessment (if needed), (2) Instructional Planning, and (3) Strategic and Budgetary Requests.

Action Plan: For each course being assessed, faculty answer the following questions based on the reported findings from their data for the course:

1. **Assessment of Data:**

- a. **Planned Assessment:** Based on the data collected this past year (not indicated as follow-up on this past year's annual assessment plan and report), discuss the teaching strategies used and student performance in relation to the benchmarks set.

Example: This past year the nursing process was depicted in graphic form and designed specifically for the patient with mental illness. The students used this in individually planning for patient care, and then used it in group work towards the end of the course. Revisiting the learning tool allowed the students to see their growth and areas for improvement. The nursing process is one of the core elements of the professional skill of the nurse. Students exceeded the benchmark and indicated the tool was helpful to their learning.

- b. **Follow-Up Assessment** (if needed): If faculty followed up this past year from a previous report where the students did not meet the benchmarks, describe the corrective action taken this year. Explain whether or not the corrective action added to this year's assessment was successful. Discuss performance in relation to benchmarks set.

Example: Not applicable. (There was not any follow-up data from a previous report to assess.)

2. **Instructional Planning:** What are the plans for the course based on the data collected this past year? If students did not meet the benchmarks this year, describe the teaching strategies planned for the next academic year to improve student learning in this course.

Example: Based on the data collected, this assignment fostered professional nursing skill. Therefore, the strategic plan includes the continuation of this tool in all clinical learning in the Psychiatric Mental Health Nursing course. Students met the benchmark for this year so we will not need to follow-up next year.

3. **Strategic and Budgetary Requests:** List any strategic planning needs for the college and budgetary requests for improving student learning:

Example: Our action plan does not require additional funding or other college resources at this time.

Step 5: Communicate, Share, and Close the Loop

a. Submission and Due Dates

Due October 15:

By October 15, faculty should upload the assessment documents to SharePoint. The assessment documents include **two files**:

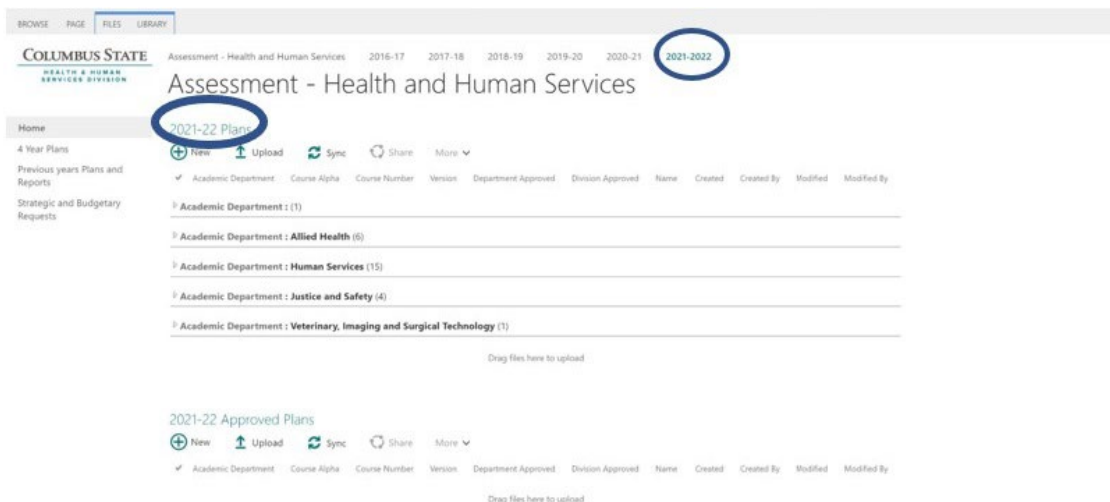
- (1) **PLANS for this year's assessment** – File includes: (1) Four Year Plan, (2) Annual Plan, (3) ILG and Gen Ed Outcome Alignment with no benchmarks, and (4) Blank Action Plan for the upcoming year; and
- (2) **REPORT of last year's results** – File includes: (1) Four Year Plan, (2) Annual Plan, and (3) ILG and Gen Ed Outcome Alignment with benchmarks, and (4) Completed Action Plan with Results.

Business, Engineering, and Technologies/Information Systems Technology faculty should upload the assessment documents to the folder with their department's name to <https://staffcscs.sharepoint.com/bet>

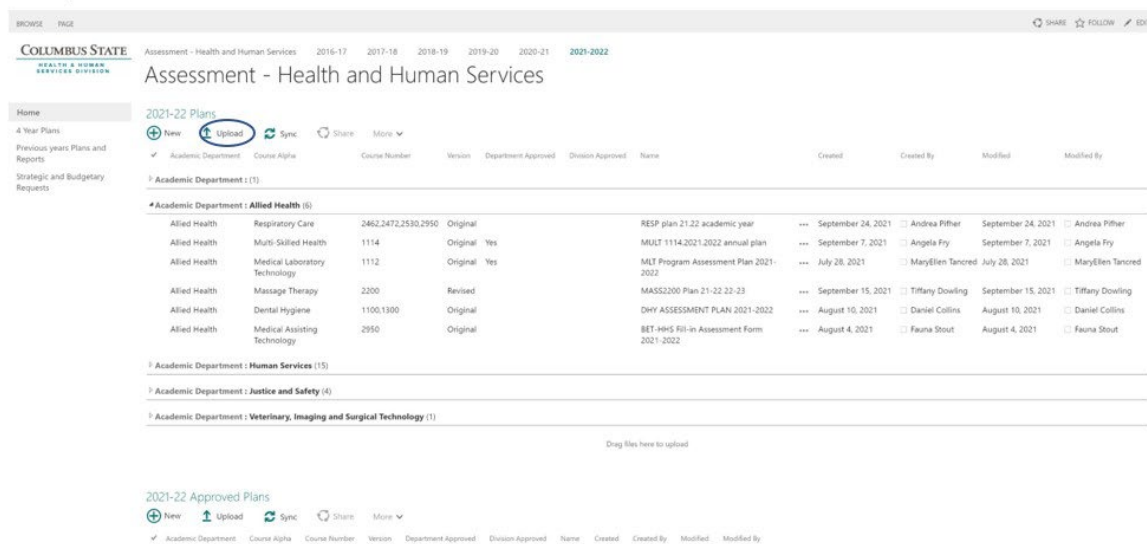
Health and Human Services faculty should upload the assessment documents to the folder with their department's name to <https://staffcscs.sharepoint.com/hhs>

Example of How to Upload Plans to the SharePoint Site

- After clicking on one of the links above, you will be taken to the SharePoint Home Page. Click on the most current year. The top section of the Home Page is for uploading Plans.



- To upload the plan, first click on **Upload**.



- After clicking on **Upload**, click on “**Choose File** and select your document.” If this is not a new version to an existing file, uncheck “Add as a new version to existing files.”



The image shows a 'Add a document' dialog box. On the left, a blue arrow points from the text 'Uncheck here if this is not a new version to existing files' to the 'Add as a new version to existing files' checkbox. The 'Choose File' button is circled in blue. The 'Version Comments' text is positioned above a large text input area. At the bottom right are 'OK' and 'Cancel' buttons.

Add a document

Choose a file

Choose File No file chosen

☒ Add as a new version to existing files

Version Comments

OK Cancel

- If your document uploaded successfully, you will see this screen. Use the drop-down feature to select your Academic Department and Course Alpha; and check the box for your Course Number(s). Then scroll down to the end and select the Version. **Then click on Check In.**
Note: if you do not click on **Check In**, others will not be able to see your submission.

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EDIT

Check In Cancel Paste Cut Copy

Commit Clipboard

The document was uploaded successfully and is checked out to you. Check that the fields below are correct and that all required fields are filled out. The file will not be accessible to other users until you check in.

Academic Department *

Course Alpha *

Course Number *

☐ 0100
☐ 0105
☐ 0114
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☐ 0189
☐ 0190
☐ 0193
☐ 1000
☐ 1001
☐ 1002
☐ 1005
☐ 1008

Version * ☐ Original ☐ Revised

Division Approved ☐ Yes ☐ No

Plan comments

Name * .docx

Version: 1.0
 Created at 8/2/2022 9:01 AM by ☐ MaryEllen Tancied
 Last modified at 8/2/2022 9:12 AM by ☐ MaryEllen Tancied

Check In Cancel

- Check if your document uploaded successfully on the SharePoint site Home Page. You should see your document listed in your Academic Department. The examples below illustrate successful Plan uploads.

BROWSE

PAGE

COLUMBUS STATE

HEALTH & HUMAN SERVICES DIVISION

Assessment - Health and Human Services

2016-17

2017-18

2018-19

2019-20

2020-21

2021-2022

Assessment - Health and Human Services

Home

4 Year Plans

Previous years Plans and Reports

Strategic and Budgetary Requests

2021-22 Plans

New

Upload

Sync

Share

More

✓ Academic Department

Course Alpha

Course Number

Version

Department Approved

Division Approved

Name

Created

Created By

Modified

Mod

Academic Department : (1)

Academic Department : Allied Health (6)

Allied Health

Respiratory Care

2462,2472,2530,2950

Original

RESP plan 21-22 academic year

September 24, 2021

Andrea Pither

September 24, 2021

A

Allied Health

Multi-Skilled Health

1114

Original

Yes

MULT 1114.2021.2022 annual plan

September 7, 2021

Angela Fry

September 7, 2021

A

Allied Health

Medical Laboratory Technology

1112

Original

Yes

MLT Program Assessment Plan 2021-2022

July 28, 2021

MaryEllen Tancred

July 28, 2021

A

Allied Health

Massage Therapy

2200

Revised

MASS2200 Plan 21-22-22-23

September 15, 2021

Tiffany Dowling

September 15, 2021

T

Allied Health

Dental Hygiene

1100,1300

Original

DHY ASSESSMENT PLAN 2021-2022

August 10, 2021

Daniel Collins

August 10, 2021

C

Allied Health

Medical Assisting Technology

2950

Original

BET-HHS Fill-in Assessment Form 2021-2022

August 4, 2021

Fauna Stout

August 4, 2021

F

Academic Department : Human Services (15)

Academic Department : Justice and Safety (4)

Academic Department : Veterinary, Imaging and Surgical Technology (1)

Example of How to Upload Reports to the SharePoint Site

- As described previously in "How to Upload Plans to the SharePoint Site", navigate to the Home Page on the SharePoint site, and open to the current year. The bottom section of the Home Page is for uploading Reports.

BROWSEPAGEFILESLIBRARY

COLUMBUS STATE

HEALTH & HUMAN SERVICES DIVISION

Assessment - Health and Human Services

2016-172017-182018-192019-202020-212021-2022

Assessment - Health and Human Services

Home

4 Year Plans

Previous years Plans and Reports

Strategic and Budgetary Requests

2021-22 Plans

New

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More

✓ Academic Department	Course Alpha	Course Number	Version	Department Approved	Division Approved	Name	Created	Created By	Modified	Modified By
Academic Department : (1)										
Academic Department : Allied Health (6)										
Academic Department : Human Services (15)										
Academic Department : Justice and Safety (4)										
Academic Department : Veterinary, Imaging and Surgical Technology (1)										

Drag files here to upload

2021-22 Approved Plans

New

Upload

Sync

Share

More

✓ Academic Department	Course Alpha	Course Number	Version	Department Approved	Division Approved	Name	Created	Created By	Modified	Modified By
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Drag files here to upload

2021-22 Reports

New

Upload

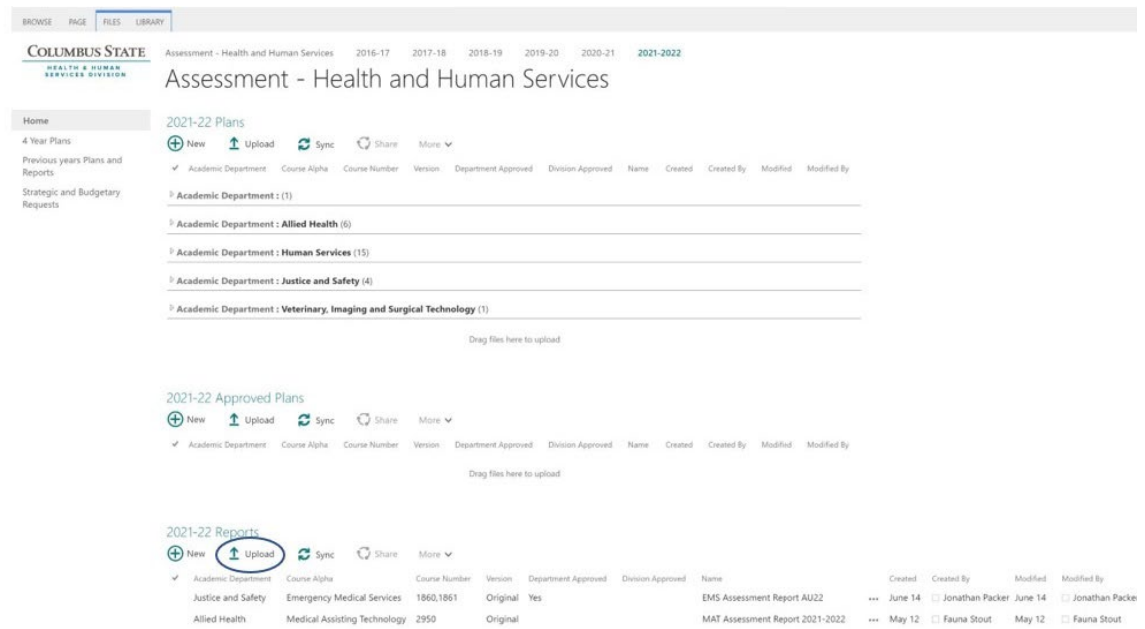
Sync

Share

More

✓ Academic Department	Course Alpha	Course Number	Version	Department Approved	Division Approved	Name	Created	Created By	Modified	Modified By
Justice and Safety	Emergency Medical Services	1860,1861	Original	Yes		EMS Assessment Report AU22	June 14	Jonathan Packer	June 14	Jonathan Packer
Allied Health	Medical Assisting Technology	2950	Original			MAT Assessment Report 2021-2022	May 12	Fauna Stout	May 12	Fauna Stout

- Click on **Upload** to submit the Report. It follows the same procedure for submission as described previously in "How to Upload Plans to the SharePoint Site."



- **If problems uploading are encountered:** contact Trish Malloy, Systems Administrator for Information Technology Department at pmalloy@cscs.edu or 614-287-3856.

b. Reports Reviewed by Division Assessment Committee

October 15: Division Assessment Committee Review Begins to be completed by December 15

- The Division Assessment Committee pulls the Reports from the SharePoint website and completes the following tasks:
 1. Each department representative presents the Reports from the programs in their department and discusses and shares any best practices and/or problematic results.
 2. Discuss strategic and budgetary requests for each department, and make a summary of these requests to be forwarded to the OAA Assessment Committee.
 3. Document a summary of the review, including best practices, suggestions, areas for improvement, budgetary needs, and communication. This summary should include recommendations to close the gap to improve student learning.
 4. The *Checklist for Reviewing Assessment Plans and Reports* may be used to guide the review.

c. Checklist for Reviewing Assessment Plans and Reports

CHECKLIST FOR REVIEWING ASSESSMENT PLANS and REPORTS *BET/IST and HHS Assessment Committees*

Program/Discipline: _____

Date Reviewed: _____

By Whom: _____

ASSESSMENT PLAN					
Section	Criteria for Evaluation	Yes	No		Notes
Institutional Learning Goals/Outcomes (ILGs) Provided	Are the ILGs as defined in the CSCC Outcomes-Based Assessment Handbook included in the evaluation?				
Program Learning Outcome(s) Provided	Are Program learning outcome(s) identified and aligned with ILG(s) and course outcome(s)?				
Course Learning Outcome(s) Provided	Are the course learning outcomes aligned with the ILGs and program learning outcomes?				
	Are they measurable?				
	Is it clear to which students these outcomes apply?				
Instrument of Assessment Identified	Is a method clearly identified to assess student learning? (E.g. assignment, problem set, multiple choice test questions, performance competencies, etc.).				
Performance Indicators identified	Are the skills that are being evaluated by the instrument of assessment identified?				
Performance Criteria Identified	Is it clear what the student must do to demonstrate they have learned the skill being assessed?				
Benchmark(s) Identified	Are the percentages of students who are expected to meet the performance criteria provided?				
ASSESSMENT REPORT					
Section	Criteria for Evaluation	Yes	No	N/A	Notes
Results	Is there evidence of data collection and evaluation as indicated in the plan?				
Action Plan	Is there evidence of reflection regarding teaching strategies used and student performance in relation to benchmarks?				
	Is Follow-Up Assessment/Corrective Action provided to close the assessment loop (if applicable)?				
	Are there plans provided for the course based on the data? Are teaching strategies provided for the next academic year?				
	Any strategic needs or budgetary requests for improving student learning identified?				

- If the Division Assessment Committee determines the program report is sufficiently complete, it will be approved on SharePoint.
- Reports approved by Division Assessment Committees are automatically moved to *Approved Reports* on SharePoint.

d. Checklist for Degree Program Assessment Plan and Report Submissions

Academic Degree Programs Business, Engineering, and Technologies					
Department: Business Programs Dean: Carmen Daniels Chairperson: Chavel Green					
Degree Program	Course Alpha				
Accounting	ACCT				
Business Management	BMGT				
Business Office Applications	BOA				
Finance	FMGT				
Human Resources Management	HRM				
Marketing	MKTG				
Real Estate	REAL				

Department: Design, Construction, and Trades Dean: Carmen Daniels Chairperson: Douglas House					
Degree Program	Course Alpha				
Architecture	ARCH				
Civil Engineering	CIVL/SURV				
Construction Management	CMGT				
Environmental Science/Safety and Health	ESSH				
Geographic Information Systems	GIS				
Heating, Ventilation, and Air Conditioning	HVAC				
Landscape Design and Build	LAND/HORT				
Skilled Trades Technology	SKTR				

Department: Engineering Technology Dean: Carmen Daniels Chairperson: Demetris Agrotis					
Degree Program	Course Alpha				
Electronic Engineering Technology	EET				
Electro-Mechanical Engineering	EMEC				
Logistics Engineering Technology	LET				
Mechanical Engineering	MECH				
Supply Chain Management	SCM				

Department: Transportation Maintenance Technology Dean: Carmen Daniels Chairperson: Doug Hammon					
Degree Program	Course Alpha				
Automotive Technology	AUTO				
Aviation Maintenance Technology	AMT				

Academic Degree Programs Information Systems Technology Division					
Department: Art, Media & Design Dean: Gloria Rogiers Chairperson: Gene Burleson					
Degree Program	Course Alpha				
Digital Design and Graphics	DDG				
Digital Photography	FOTO				
Interactive Media / Game Art & Animation	IMM				

Department: Information Systems Technology Dean: Gloria Rogiers Chairperson: Akpabio Akpabio					
Degree Program	Course Alpha				
Computer Science	CSCI				
Information Technology Support Technician	ITST				

Academic Degree Programs Health and Human Services Division					
Department: Allied Health Dean: Terrence Brown Chairperson: Eric Charlton					
Program	Course Alpha				
Dental Hygiene	DHY				
Medical Laboratory	MLT				
Medical Imaging	IMAG				
Surgical Technology	SURG				
Sterile Processing Technology	SPT				
Respiratory Care	RESP				

Department: Applied Sciences and Human Services Dean: Terrence Brown Chairperson: Stacey Raymond					
Program	Course Alpha				
Early Childhood and Development	ECDE				
Interpreter Education Program	IEP				
Social and Human Services	SAHS				
Veterinary Technology	VET				

Department: Justice, Safety, and Legal Studies Dean: Terrence Brown Executive Administrator/Chairperson: Dale Gresson					
Program	Course Alpha				
Criminal Justice Safety	CRJ				
Emergency Medical Services	EMS				
Fire Science	FIRE				
Paralegal Studies	LEGL				

Department: Nursing Dean: Terrence Brown Chairperson: Tamara Montgomery					
Program	Course Alpha				
Nursing	NURS				

Department: Health Professions and Wellness Dean: Terrence Brown Chairperson: Rick Hyatt					
Program	Course Alpha				
Health Information Management	HIMT				
Massage Therapy	MASS				
Medical Assistant	MAT				
Multi-Skilled Health	MULT				
Sport and Exercise Studies	SES				

Department: Hospitality Management and Culinary Arts Dean: Terrence Brown Chairperson: Josh Wickham					
Program	Course Alpha				
Hospitality Management	HOSP				

January 15: Division Assessment Committee Review Completed

e. Review by OAA Assessment Committee

January 15: OAA Assessment Committee Review Begins

The OAA Assessment Committee will:

1. Review strategic & budgetary requests from each Division Assessment Committee to present to the Cabinet.
2. Coordinate with faculty fellows to make sure that reviewed reports placed in the *Approved by Division Assessment Committee* folder are posted on the Columbus State Community College assessment web site.
3. Communicate the findings of the Institutional Learning Goals subcommittee-to be approved by Academic Council.
4. Academic Council will then send the Institutional Learning Goals subcommittee's findings/conclusions to the Office of Curriculum Management and other relevant stakeholders.
5. Fulfill other obligations specified in their charter.

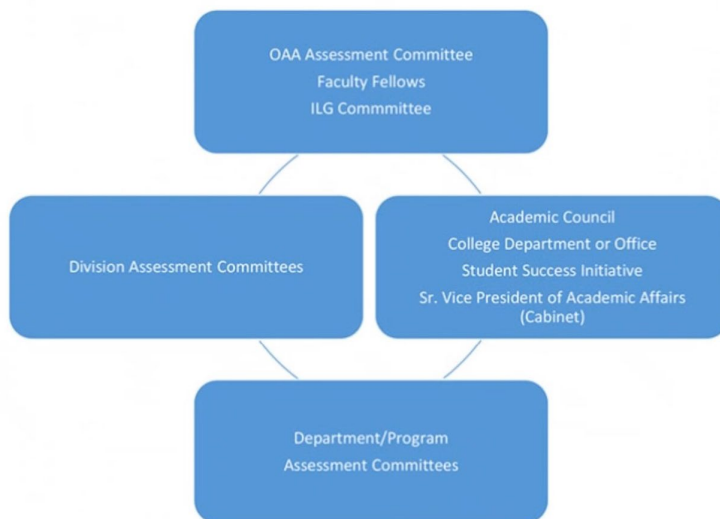
f. Review by Institutional Learning Goals Subcommittees

Institutional Learning Goals (ILG) Subcommittee Review

At the end of a four-year assessment cycle

1. Review approved assessment reports.

2. Ensure the ILGs/ILOs are relevant to both the course and program learning outcomes and are germane to the college mission ensuring successful transfer and industry standards.
3. Either confirm the existing ILG's/ILOs or make recommendations for revision.



Flow chart of assessment process throughout the college

g. Link to Assessment Committees Office of Academic Affairs (OAA) Assessment Committee, Division Committees, and Faculty Fellows

<https://www.csc.edu/employee/faculty/assessment-review/assessment-committees.shtml>

References

Driscoll, A., & Wood, S. (2007.) *Developing outcomes-based assessment for learner-centered education: A faculty introduction*. Sterling, VA: Stylus.

New Leadership Alliance for Student Learning & Accountability. (2012a). *Assuring quality an institutional self- assessment tool for excellent practice in student learning outcomes assessment*. Washington, DC: Author. Retrieved from <http://www.chea.org/userfiles/PDFs/alliance-assuring-quality.pdf>

New Leadership Alliance for Student Learning & Accountability. (2012b). *Committing to quality guidelines for assessment & accountability in higher education*. Washington, DC: Author. Retrieved from <https://www.chea.org/userfiles/Conference%20Presentations/Committing%20to%20Quality.pdf>

Appendix: Link to Assessment Plan & Report Forms

To view and download forms, visit:

<https://www.cscce.edu/employee/faculty/assessment-review/bet-hhs-assessment.shtml>