

OUTCOMES-BASED ASSESSMENT HANDBOOK FOR STUDENT LEARNING

Compiling the Assessment Plan & Report: **Arts & Sciences Faculty**

Columbus State Community College
June 2024

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

Upload reports and plans here:
<https://staffcscs.sharepoint.com/sites/ArtsandSciencesAssessment>

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Section 1:

Outcomes Based Assessment

Overview

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.

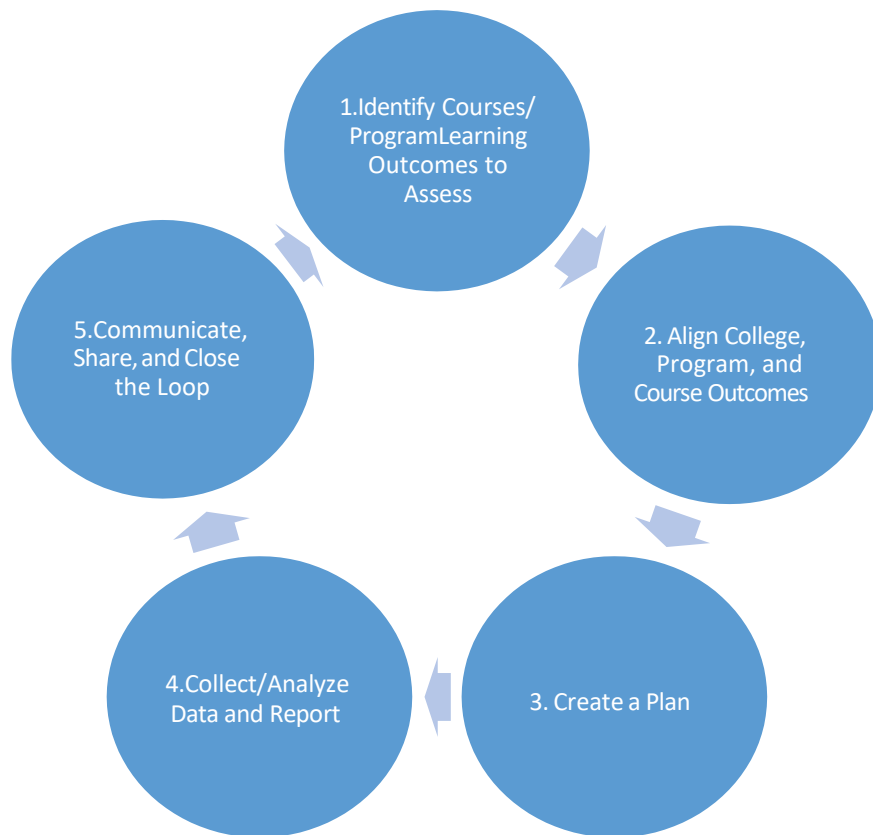


Figure 1. Process for Assessment at Columbus State Community College.

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 students are meeting expectations set at the course, program, and college level. Data is collected in the classroom to determine whether students are meeting benchmarks set.



Institutional Learning Goals

Common categories of learning across the college.

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>

**The curriculum committees from each department identified the Institutional Learning Goals appropriate to groupings of courses in the AA and AS curriculum. This matrix identifies the minimum ILGs to be assessed for each grouping of courses in the AA and AS curriculum. If faculty feel that a course may assess additional ILGs beyond what is listed in the ILG Degree Matrix, they should identify those additional ILGs in the (1) Primary Course Syllabus, (2) CurricUNET and (4) Four Year Assessment Plan for the course.*

**The Arts and Sciences Curriculum is currently undergoing revisions for the OT36.*

The **General Education Competencies were created in 2012 by the General Education Task Force that was composed of faculty from all three academic division. These competencies were originally named the General Education Outcomes and were used as the foundations of the Institutional Learning Goals and Outcomes implemented in 2015-16. Additionally, the General Education Outcomes were used as the program outcomes for the AA and the AS degrees. In 2019, the General Education Outcomes were re-named "General Education Competencies." These competencies continue to be the AA and AS degree program outcomes and have been implemented as the college wide measures of the institutional learning outcomes as of autumn semester 2019.*

Creating an Assessment Syllabus Statement

This syllabus statement should be identified: (1) in the master syllabus/course proposal form in curricUNET (on file with the Curriculum Management Office) and (2) on each syllabus given to students.

Format of the 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 #]
- [ILG #]
- [ILG #]

Insert only those Institutional Learning Goals that apply to this particular course.

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.

To create a syllabus statement for your course:

- (1) *In the first sentence of the statement, fill in your course alpha numeric in the parentheses.*
- (2) *For each bullet point, identify each ILG relevant that is assessed in this course.*
 - *Make sure that you at least include all ILG's required for your course as specified by the ILG degree matrix.*
 - *You should also include any additional ILGs that are assessed in the course and are not identified in the matrix):*

Example Syllabus Statement (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.

Section 2:
Assessment Process
for Arts and Sciences Faculty
(How to Fill out the Plan and Report Form)

Pick up an Assessment Plan/Report Form at:

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

Assessment Process

Step 1: Identify Courses and select Learning Outcomes to Assess:

Courses to assess have been identified in the Four-Year Plan for the Arts and Sciences Assessment (see figure 1 on page 12). To begin assessment of a course, faculty must choose a course outcome or outcomes to assess. The course outcomes are listed on the course syllabus.

Step 2: Align Course Outcomes with Program Outcomes (General Education Competencies):

The next step is to align the course outcome(s) with relevant program outcomes (General Education Competencies) and Institutional Learning Outcomes.

Step 3. Fill out the plan sections of the Assessment Plan/Report Form:

For each course assessed, faculty must document their assessment planning in the Assessment Plan/ Report Form.

The **Four-Year Cycle section** of the form requires that faculty write out the four-year assessment plan for current cycle (AY 2023-24 through 2026-27).

- These plans must be identified from AY 2023-24v through AY 2026-27.
- This section of the form remains unchanged throughout all four years of the assessment cycle.
- The four-year cycle plan identifies the course, program and institutional learning outcomes that will be assessed for each year of the four-year cycle.
- The plan/report identifies college-wide general education competencies being assessed.

The **Annual Plan/Report section** of the Plan/Report Form requires faculty to write out their plan of assessment for the current year. This includes:

- Aligning their course, program and institutional outcomes.
- Describing the assignment and identifying general education competencies that are being assessed.
- Identifying a benchmark for success (the benchmark identifies the percentage of students that are expected to be proficient in the competencies measured).

Step 4. Fill out the Reporting Section of the Assessment Plan/Report Form:

Once you collect data, you fill out the **last few columns in the Annual Plan/Report Form**. This includes

- The number of students assessed.
- The number of students proficient
- The percentage proficient

Then fill out the **Analysis of Data section** of the Assessment Plan/Report Form where you analyze the data you have collected. Here you will provide:

- Provide a Benchmark Rating (A=Benchmark Met; B= Benchmark Nearly Met; C=Benchmark not met; D=Benchmark Problematic)
- The representativeness of your data collection
- What you can do to improve learning
- Identify any strategic or budgetary planning needs

Step 5. Communicate, Share, and Close the Loop:

- Turn in reports to the division committee to be peer reviewed.
- Division committees make summary reports where they identify their needs to close the loop.
- These needs are communicated to the Faculty Fellows, OAA Assessment Committee and/or Academic Council.
- Academic Council and/or faculty fellows communicate needs to the appropriate administrators (i.e., Deans and cabinet).

COURSE SELECTION FOR ARTS AND SCIENCES ASSESSMENT:

To ensure that a wide representation of students is being assessed, at minimum, the Arts and Sciences Faculty collect data from courses identified from the following sources:

- **(^) Degree bearing credit Gateway courses (identified by the college in 2019)**
 - These courses have been identified as foundational for the success of students in the pursuit of their program of study.
 - We chose the most highly enrolled (mostly the top 20) courses.
- **(+) Courses that are not identified as Gateway, but ensure that we capture a representative cross section of students taking Arts and Sciences Courses**
 - **COMM 2200** captures students matriculating into business majors.
 - **SPAN 1101-1103** is added to capture students going on to major in Arts and Sciences in a four-year program (language requirement). Highest enrollment language course.
 - **PHYS1200** captures students' matriculating into the AAS and Engineering Technologies
- **(*) Courses deemed central to the assessment of student learning in the Arts and Sciences by Faculty.**
 - **COMM 1105** is added to ensure verbal skills are being assessed.
 - **MATH 1122,1149,1151,1450** deemed significant by the Math department faculty.

Biological & Physical Sciences	COLS	Modern Languages & Comm	English	Humanities	Math	Social Sciences & Psychology
^BIO-1111 ^BIO-2300 +PHYS 1200	^COLS 1100	Comm 1105* +Comm 2200 +Span 1101 +SPAN 1102 +SPAN 1103	^ENGL-1100 ^ENGL-2367	^HIST-1111 ^HIST-1151 ^HIST-1152 ^HUM-1270 ^PHIL-1130	*Math 1122 ^Math 1123 ^Math 1146 ^Math 1148 *Math 1149 *Math 1151 ^Stat 1350 *Stat 1450	^ECON 2200 ^PSY 1100 ^PSY 2340 ^SOC 1101

Four Year Plan of Assessment for the Arts and Sciences

This chart maps out our assessment of the AA in our current four-year assessment cycle. The classes students most frequently choose to use in the completion of their AA degree have been identified to assess. To optimize representativeness of our data, we assess the courses most frequently enrolled in by students completing an AA and an AS degree.

This chart is in the process of completion by Oct. 15, 2023

	2023-24	2024-25	2025-26	2026-27		
COLS 1100						
ENG DEPT						
ENG 1100*	6	1	5	7		
ENG 2367*	6	1	5	7	1 Critical Thinking 3 Qtv. Skills 4 Scientific Literacy 6 Effective Communication 7 Cultural & Social Awareness	
PSYCH DEPT						
PSY 1100*	1,6	3	4	7		
PSY 2340*	7	1,6	4	3		
SOCS DEPT						
ECON 2200*						
SOC 1101*	1,6	3	4	7		
HUM DEPT						
HIST 1111*	6	1	7	6		
HIST 1112	6	1	7	6		
HIST 1151*	6	1	7	6		
HIST 1152*	6	1	7	6		
HUM 1270*	6	1	7	6		
PHIL 1130*	6	1	7	6		
BPS DEPT						
BIO 1111*						
BIO 1113*						
BIO 2300						
CHEM 1171						
PHYS 1200						
LANG & COMM						
COMM 2200	6	1	7	6		
COMM 1105	6	1	7	6		
SPAN 1101	6	7	1	6		
SPAN 1102	6	7	1	6		
SPAN 1103	7	1	6	7		
MATH DEPT						
MATH 1122			1,3			
MATH 1123*			1,3			
MATH 1146*		1,3		1,3		
MATH 1148*		1,3				
MATH 1149	1,3		1,3			
MATH 1151	1,3		1,3			
STAT 1350*		1,3		1,3		

Figure 2. Four-Year Plan of Assessment for the Arts and Sciences Division
How to fill out the “Four-Year Course plan” section of the assessment plan and report form

	Institutional Learning Goal	Program Learning Outcome	Benchmark rating for the ILG
2019-20	PLANNED ASSESSMENT: 1. Critical Thinking 6. Communication Competence	1e. Draw logical, well-supported conclusions by testing them against relevant criteria and standards. 6a. Write clearly and effectively in language appropriate to audience, technology and purpose 6e. Demonstrate college level reading comprehension	Benchmark was: ___ (a) Completely met ___ <u>X</u> (b) Mostly met ___ (c) Partially met ___ (d) Few met
	FOLLOW UP ASSESSMENT: IDENTIFY THE ILG OF ASSESSMENT WORK DONE THIS YEAR THAT FOLLOWED UP ON LOW BENCHMARK RATINGS FROM PAST YEARS:		Did the benchmark rating improve?
2020-21	PLANNED ASSESSMENT: 3. Quantitative Literacy	3b. Analyze, interpret, and/or formulate inferences from data such as graphs, charts, tables or other quantifiable data	Benchmark was: ___ (a) Completely met ___ (b) Mostly met ___ (c) Partially met ___ (d) Few met
	FOLLOW UP ASSESSMENT: IDENTIFY THE ILG OF ASSESSMENT WORK DONE THIS YEAR THAT FOLLOWED UP ON LOW BENCHMARK RATINGS FROM PAST YEARS:		Did the benchmark rating improve?
2021-22	PLANNED ASSESSMENT: 4. Scientific Literacy	4a. Demonstrate an understanding of the scientific method of discovery, inquiry, analysis and problems solving 4c. Differentiate between scientific and non-scientific ways of examining the world	Benchmark was: ___ (a) Completely met ___ (b) Mostly met ___ (c) Partially met ___ (d) Few met
	FOLLOW UP ASSESSMENT: IDENTIFY THE ILG OF ASSESSMENT WORK DONE THIS YEAR THAT FOLLOWED UP ON LOW BENCHMARK RATINGS FROM PAST YEARS:		Did the benchmark rating improve?
2022-23	PLANNED ASSESSMENT: 7. Social & Cultural Awareness	7a. Identify historic, political, cultural, social, environmental, or economic factors that shape contemporary public issues. 7d. Recognize the impact of an issue at the local, national or global level.	Benchmark was: ___ (a) Completely met ___ (b) Mostly met ___ (c) Partially met ___ (d) Few met
	FOLLOW UP ASSESSMENT: IDENTIFY THE ILG OF ASSESSMENT WORK DONE THIS YEAR THAT FOLLOWED UP ON LOW BENCHMARK RATINGS FROM PAST YEARS:		Did the benchmark rating improve?

How to fill out the “Annual Plan and Report” Form

The Planning Section

Reporting the Data

Planning Assessment-Part 2
Annual Plan & Report

Course **SOC 1101** Academic Year **2020-21** # Sections Offered **63** # Sections Assessed **45**

PLAN						REPORT			
Institutional Learning Goals	General Education Competency/Program Learning Outcome	Course & Learning Outcome	Assignment Type & Brief Description	Criteria for Proficiency of Program Outcome	B	F	N	#	%
<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" 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	b) Analyze, interpret, and/or formulate inferences from data such as graphs, charts, tables, or other quantified data.	Students must demonstrate an understanding of inequality	Students must be able to select the correct answer to multiple choice questions based on reading graphs that demonstrate inequality in	To demonstrate proficiency, students must answer at least 7/10 question correctly.	70%	No	45	37	82%

B represents the percentage of students who are expected to meet the performance criteria

F indicates whether the assessment is a follow-up from last year

N represents the number of students who completed the assessment

represents the number of students who demonstrated that they have learned the skill in question.

% represent the percent of students who demonstrated that they have learned the skill in question

*For each course assessed, this completed report (with attached action plan) should be uploaded by Sept 15, to <https://staffcscc.sharepoint.com/aas> use your Columbus State Community College username and password to log in.

COMPARING MODALITIES:

FOR AY 2023-24 through AY2026-27 be sure to fill out a separate report for each modality of course.

- For example, if you are assessing PSYCH 1100, be sure to fill out a report for the in-class sections and then a separate report for your online sections.
- This will allow faculty to assess student learning goals for each course by modality.
- If you feel it is important to make other comparisons (i.e., CC+), please feel free to make the comparisons you feel are appropriate.

How to fill out the “Annual Plan and Report” Form

- Identify the general education competencies that are being assessed and use the benchmark rating to indicate whether benchmarks were met.
- Fill in descriptions about the course modality, etc...
- Add appropriate comments in the space provided.

Planning Assessment-Part 2
Institutional Learning Goal Alignment

Course **SOC 1101** Academic Year **2019-20**

Based on the Institutional Learning Goal identified above, please select the General Education competencies assessed for this course. Check only the box(es) applicable to those outcomes that reflect the data in this year's assessment report.

Critical Thinking: Apply critical and creative reasoning, including diverse perspectives to address complex problems.

<input type="checkbox"/> a) Recognize, define, & analyze a problem.	Benchmark Rating Competency not assessed
<input type="checkbox"/> b) Examine issues by identifying and challenging assumptions and biases, including one's own, and by distinguishing substantiated fact from opinion or misinformation.	Competency not assessed
<input type="checkbox"/> c) Apply learned concepts and knowledge to make decisions relevant to problem solving.	Competency not assessed
<input type="checkbox"/> d) Develop problem-solving strategies and evaluate their practical and/or ethical implications.	Competency not assessed
<input type="checkbox"/> e) Draw logical, well-supported conclusions by testing them against relevant criteria and standards.	Competency not assessed
<input type="checkbox"/> f) Adjust conclusions and viewpoints if new information becomes available.	Competency not assessed

Ethical Reasoning: Identify, assess, and develop ethical arguments from a variety of perspectives, and engage in the ethical use of technology and information.

<input type="checkbox"/> a) Evaluate moral and ethical judgments based on value systems.	Competency not assessed
<input type="checkbox"/> b) Develop knowledge of past successes and failures recognizing the impact of individuals and societies at large.	Competency not assessed
<input type="checkbox"/> c) Demonstrate the ethical and legal use of technology and information obtained from sources.	Competency not assessed

Quantitative Skills: Demonstrate mathematical and statistical knowledge through solving equations, interpreting graphs, and being able to work with other forms of numeric data.

<input type="checkbox"/> a) Perform mathematical computations using appropriate methods to arrive at accurate results.	Competency not assessed
<input checked="" type="checkbox"/> b) Analyze, interpret, and/or formulate inferences from data such as graphs, charts, tables, or other quantified data.	A= benchmark met

Scientific Literacy: Identify and apply the use of science/scientific methods to advance knowledge in contemporary society.

<input type="checkbox"/> a) Demonstrate an understanding of the scientific methods of discovery, inquiry, analysis, and problem solving.	Competency not assessed
<input type="checkbox"/> b) Interpret the fit between scientific hypotheses and available data	Competency not assessed

Action Plan/Strategic & Budgetary Requests

(A) **Action Plan:** For each course being assessed, faculty answer the following short-answer questions based on the reported findings from their data for each course:

1. Representativeness:

Autumn
#Sections Assessed #Sections Offered = % total sections Assessed

Check Modes of Delivery Assessed:

☐ Classroom ☐ Web ☐ Blended ☐ Lab ☐ CCP other (specify)

Spring

#Sections Assessed #Sections Offered = % total sections Assessed

Check Modes of Delivery Assessed:

☐ Classroom ☐ Web ☐ Blended ☐ Lab ☐ CCP other (specify)

Summer

#Sections Assessed #Sections Offered = % total sections Assessed

Check Modes of Delivery Assessed:

☐ Classroom ☐ Web ☐ Blended ☐ Lab ☐ CCP other (specify)

Will you try a different strategy next year to improve representativeness? If so, what will you do?

Reports only - Click to enter text.
Enter N/A if submitting Plan only.

2. Instructional Follow-Up:

a. **Instructional Planning:** Based on the data you have collected this past year, discuss whether or not you have met your benchmarks and describe any changes to the instructional planning of the

Reports only - Click to enter text.
Enter N/A if submitting Plan only.

b. **Follow-Up Assessment:** If you completed any follow up assessments this year by assessing a benchmark that failed in a previous year, explain what steps you took to improve instruction and whether or not it improved results.

Reports only - Click to enter text.
Enter N/A if submitting Plan only.

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

Reports only - Click to enter text.
Enter N/A if submitting Plan only.

This page must be completed in its entirety for all reports (not plans).

Academic Integrity Survey

The Assessment committees in all academic divisions are recording two data points to gauge the validity of the assessment data: (1) Identifying which proctoring method was used in the collection of this data (none, online, or in-person) and (2) the faculty's confidence that their assessment data represents authentic student work that was produced without violating college policies regarding academic integrity.

This data will be collected in the annual assessment reports. We will collect and analyze this information for the duration of this four-year cycle (ending Spring 2027). Each year will review the data and use it to inform our discussions about integrity and assessment.

DUE DATES

September 15: Department Assessment Committee Review Begins & Must be completed by Oct 15

- Beginning September 15, The Department Committee will begin the process of downloading the course plans and reports from SharePoint and begin their review. To review plans and reports, committee members should refer to the checklist on the next page to sure they have filled out the forms correctly . The review process should be completed by October 15:

October 15: Division Committee Review Begins & Must be complete by March 15

- For each course assessment plan and report, members of the A&S Assessment committee should complete the "Checklist for Reviewing Assessment Plans and Reports" form" provided on the next page.
- The committee must evaluate the form for this year's assessment plans and the form that includes the report from the previous year's assessments.
- For each report, the committee should assign a grade to each benchmark and begin to discuss action plan ideas. The committee should also compile a list of strategic and budgetary requests and forward them to the OAA Assessment committee.

March 15: OAA Assessment Committee Review Begins and should make requests to appropriate college office, committee, or department by October 15.

- The OAA Assessment committee will:
Review strategic & budgetary requests from each of the division committees to present to the OAA chairs or the appropriate college office.

CHECKLIST FOR REVIEWING ASSESSMENT PLANS and REPORTS
Arts and Sciences Assessment Committee

Course: _____

Date Reviewed: _____

By Whom: _____

THIS YEAR's ASSESSMENT PLAN					
	Criteria for Evaluation	Yes	No		Notes
Indicated # sections offered and assessed	Did they assess 80-90% of the sections offered? If not did they explain why..				
Institutional Learning Goals/Outcomes (ILGs) Provided	Are the learning goals identified in the ILG Degree Matrix included in the plan?				
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	Do the course learning outcomes come from the master course syllabus?				
Assignment type and brief description	Is a method clearly identified to assess student learning? (e.g. assignment, problem set, multiple choice test questions, performance competencies, etc).				
Criteria for Proficiency of Program Outcome	Are the skills that students are required to perform to show that they proficient with respect to the Program Learning Outcomes clearly identified?				
Benchmarks Identified	Are benchmarks clearly identified?				

LAST YEAR'S ASSESSMENT REPORT					
Section	Criteria for Evaluation	Yes	No	N/A	Notes
Results	Were the results correctly reported				
Action Plan	Do they have a representative sample?				
	Is there evidence of reflection regarding teaching strategies used and student performance in relation to benchmarks?				
	Are there plans provided for the course based on the data? Are teaching strategies and budgetary requests provided for the next academic year?				
ILG Benchmark Rating	Provide a benchmark rating for each ILG assessed on the four year plan for this course.				

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. The 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.

At the end of a four-year assessment cycle: Institutional Learning Goals (ILG) Subcommittee Review

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.

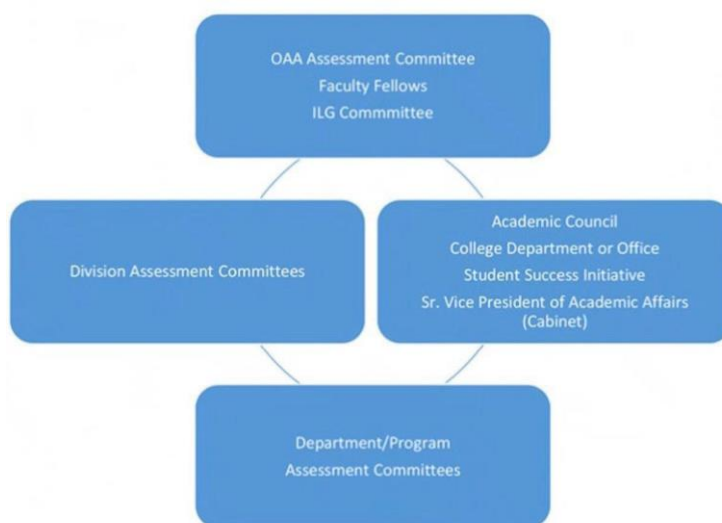


Figure 3: Flow chart of committees and assessment process throughout the college

Link to Assessment Committees: <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>