

2012

ASSESSMENT FOR STUDENT LEARNING HANDBOOK

IT'S ALL ABOUT HELPING STUDENTS LEARN



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**What do you want your students
to know and be able to do?**

**How will you know
what your students have learned?**

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ASSESSMENT FOR STUDENT LEARNING HANDBOOK

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Assessment FOR Student Learning at Columbus State

Columbus State Community College is all about helping students learn. We're committed more than ever to creating learning-centered environments where faculty, administrators, and staff work actively to help students learn. Using methods of Assessment FOR Student Learning is our way of assuring that learning is occurring and improving. We've learned that "one size does not fit all." However, the improvements that do result from learning outcomes assessment and assessment of processes make the challenge of finding answers to that significant question of "How do we know our students have learned" worthwhile.

We are discovering that unlike evaluation which looks at mastery of outcomes and process, assessment FOR Learning looks at the *process* of learning or failing to learn. We ask the question, "If learning has not been achieved, what factors or behaviors have interfered with the learning process, and what can we do about it?" Processes and outcomes are connected. In most faculty committees where I'm privileged to serve, my observation is that once outcomes are identified, the best faculty DO in fact tend to examine the processes that lead to those outcomes.

The **ASSESSMENT FOR STUDENT LEARNING HANDBOOK** provides a framework for continuous improvement of student learning and a commitment to program excellence. Our process provides evidence that

- learning outcomes are observable and are performed by the student;
- curriculum alignment provides the opportunity for students to achieve these outcomes because the curriculum is driven by intended learning outcomes and assessment evidence;
- learning opportunities are consistent and contribute to student learning;
- successful program completion provides students with the requisite skills and abilities described in the general education goals and are clear enough to be understood by our stakeholders; and
- faculty teaching these courses provide students with multiple integrated learning opportunities to assure that students will be able to do outside the classroom (in context) with what they have learned through their learning experiences.

The Handbook summarizes the results of many years of work by Columbus State faculty, administration, and professional staff to develop a systematic, meaningful assessment for learning process. It contains a number of resources that establish the guidelines, structures, tools, and processes for assessment and validation efforts at the course, program, division, and institutional levels.

This document will evolve with updates as we learn and improve our practices. We all know that transformative learning takes place in multiple locations and contexts throughout the college; however, this edition of the **ASSESSMENT FOR STUDENT LEARNING HANDBOOK** focuses on student learning in our academic courses, programs, with a general education foundation. Assessment of intended student learning outcomes that are integrated in out-of-class settings, such as, service learning, will be included in future updates. Current work in assessment in our Center for Workforce Development is evolving with a combined Assessment and Curriculum committee and connects to the overall learning-centered culture of Columbus State.

Your feedback regarding assessment for student learning is welcome. I invite you to engage in collaborative inquiry with your colleagues, departments, divisions, and assessment committees to help students learn.

CELEBRATING TEACHING & LEARNING,

Libby

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COLUMBUS STATE COMMUNITY COLLEGE
POLICY AND PROCEDURES MANUAL

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Effective October 1, 2009

Columbus State Community College is committed to ongoing outcomes assessment for continuous improvement of student learning and teaching strategies. The assessment process allows for faculty to explore ways to continually improve student learning, course design, the effectiveness of programs, and overall teaching and learning. Unlike evaluation, which looks at mastery of content, assessment looks at the process of learning. Assessment should enhance learning and should reflect the outcomes, purpose, and direction of learning design. Assessment also provides the means for transformative learning by providing relevant, clear, and timely feedback to students and other stakeholders.

(A) Definition of Outcomes Assessment for Student Learning

Outcomes assessment is the process for ongoing measurement and continuous improvement of student learning at Columbus State Community College and has specific and interrelated purposes:

- To improve student academic achievement;
- To improve teaching strategies;
- To document best practices;
- To identify opportunities for systemic improvements; and
- To provide evidence for institutional effectiveness.

(B) Outcomes Assessment Process:

The Columbus State assessment process is ongoing and mission driven. This process includes the assessment of student learning outcomes, course learning outcomes, program outcomes, and general education goals. In addition, the process validates program outcomes.

(C) The President shall establish procedures to administer this policy.

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(1) Assessment of General Education Goals

General Education Goals represent the measurable knowledge and skills that serve as the foundation for success in society and in one's discipline, vocation, and life. These goals are periodically reviewed and updated by faculty in collaboration with staff and administrators.

All credit programs are required to assess their learning outcomes related to the college General Education Goals. Assessment of General Education Goals is conducted by the program faculty and then reviewed by division assessment committees led by faculty. The entire General Education Assessment process can be found in the college *Assessment FOR Student Learning Handbook*.

(2) Assessment and Validation of Credit Education

Assessment and validation of learning outcomes in credit courses and programs is conducted by the program faculty and then reviewed by division assessment committees led by faculty. The entire assessment and validation processes can be found in the college *Assessment FOR Student Learning Handbook*.

(3) Assessment of Non-credit Education

Non-credit courses may be career, informational, or consultative in nature, but not necessarily limited to these categories. These courses may be offered for continuing education units, professional development, personal enrichment, or in anticipation of articulation or transfer into a degree program. For assessment of non-credit courses see Policy 5-12 and Procedure 5-12 (b) of the *Columbus State Community College Policy and Procedures Manual*.

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(4) Assessment FOR Student Learning Handbook

This handbook provides a comprehensive outline of the college assessment processes and procedures. The handbook reflects the collaborative work of faculty, administrators, and staff. Non-process changes to the handbook will be completed by the Center of Assessment FOR Student Learning in order to maintain relevancy with changes at the college. Requests to change the assessment processes in the handbook will be facilitated through a college-appointed committee in consultation with the Associate VP of Academic Affairs and the Center of Assessment FOR Student Learning upon approval of the president.

(5) Center of Assessment FOR Student Learning

All assessment and validation data will be sent to and maintained by the Center of Assessment FOR Student Learning.

Statements on Student Learning and Improvement

Philosophy of Student Learning Assessment (Catalog Statement)

Columbus State Community College believes that the College can influence how well and how much students learn. "The mission of Columbus State Community College is to provide quality educational programs that meet the lifelong learning needs of its community."

Consistent with the College's stated institutional goal, *to provide a learning-centered environment that provides the support services that assure that learners attain their educational goals*, academic assessment provides systematic, routine processes that allow the faculty and students to determine the degree that students are achieving the stated student learning outcomes. The following questions guide the assessment process.

1. How are students learning?
2. How much are students learning?
3. To what extent are students learning?

Purpose of Academic Assessment (Syllabus Statement)

Academic assessment is the process for *ongoing improvement of student learning and success*. The assessment program at Columbus State Community College has four specific and interrelated purposes

1. to improve student learning;
2. to improve teaching strategies;
3. to document successes and identify opportunities for improvement; and
4. to provide evidence for institutional effectiveness.

Columbus State's assessment program is mission-driven and faculty owned. It includes assessment of courses and programs in the following divisions:

Arts and Sciences (A & S)
Career and Technical Programs (CTP)
Continuing Education & Workforce Development (CEWD)

The Center of Assessment FOR Student Learning

The goals of the Center of Assessment FOR Student Learning are to

- promote a Community of Practice (CoP) for collaboration and inquiry to share ideas, find solutions, and build innovations regarding student learning;
- support student learning outcomes as the core of faculty, student services, and workforce development work in order to strive for partnerships among campus educators while creating innovative learning experiences for students;
- create a resource center to provide a collaborative environment to engage faculty, staff, administrators, and the college community in outcome assessment practices;
- create a repository for required academic assessment reports and best practices in assessment that will be accessible to all faculty, administrators, staff, students, and other interested constituents;
- work collaboratively with academic departments and divisions to support assessment activities;
- strengthen the measurement of general education to develop student learning;
- maintain a website to increase the visibility, communication, and importance of assessment for student learning in all learning areas and modes of delivery;
- maintain and disseminate the *Assessment FOR Student Learning Handbook* with
- collaborate with curriculum management to integrate assessment evidence into the curriculum review process; and
- integrate practices with curriculum development, instructional design, distance learning, student services, community education, and workforce development.

Some of the activities to achieve these goals include the following:

- developing, scheduling, presenting, and coordinating campus assessment activities such as work sessions, seminars, and training (in coordination with division and college assessment committees);
- maintaining an assessment web page that includes
 - minutes of the Assessment Committee meetings;
 - an assessment glossary of operational terms;
 - frequently asked questions (FAQs);
 - best practices on campus;
 - information on assessment conferences;
 - reports from assessment conferences;
 - information on assessment instruments and their availability;
 - links to other assessment sites;
 - e-mail addresses (direct link) to co-chairs of the Assessment Committees;
 - other assessment news;
- disseminating an annual report written regarding assessment communication activities (based on information from division assessment committees) and best practices; and
- collaborating with division committees to provide support and mentoring.

Assessment Committees

The Governance Assessment Committee of Instructional Council

The Governance Assessment Committee is a body responsible for examining the assessment policy and procedures of the College. This includes the formal process of campus-wide learning outcomes assessment and reporting the results of that assessment. The specific charge to the Committee includes the following activities:

- review and recommendations of related policy and procedure
- overseeing the implementation and compliance to the College Assessment Plan;
- examining and critiquing Program Outcomes Validation Reports and providing an Executive Summary of these reports to the Associate VP of Academic Affairs.
- examining and critiquing student achievement of academic outcomes reports for both program and general education outcomes and providing an Executive Summary of these reports to the Associate VP of Academic Affairs;
- monitoring curricular and methodology changes in programs/departments that occur because of program outcomes validation and the measurement of student achievement of academic outcomes;

Elected Membership

As a part of Columbus State's Instructional Council, the Committee includes 12 faculty, 1 staff member, 3 administrators, and 1 student. The Associate VP of Academic Affairs and Deans of Learning Systems provide administrative leadership and are Ex-officio members of the Committee.

General Education Assessment Committee

The general education committee consists of Arts and Sciences faculty, Career and Technical faculty, Continuing Education and Workforce Development trainers, a reference librarian, deans, and other academic professionals as needed. The committee focuses on the validation and assessment of Columbus State's six general education outcomes:

1. Critical Thinking
2. Effective Communication
3. Community and Civic Responsibilities
4. Quantitative Literacy
5. Scientific and Technological Effectiveness
6. Information Literacy

The committee interacts directly with the Divisional Assessment Committees and is responsible for the following activities:

- reviewing the general education outcomes statements to ensure they are stated in measurable terms;
- conducting a general education outcomes validation study every three years;
- writing a general education outcomes validation report to submit to the divisional committee;
- reviewing, evaluating, and recommending instruments to assess the general education outcomes;
- monitoring the distribution and collection of instruments used to assess the general education outcomes;
- monitoring, collecting, analyzing, recording, and distributing data on the assessment of general education outcomes on the institutional/program/classroom level;
- writing an annual report to the College Assessment Committee of Instructional Council regarding general education outcomes assessment activities.

Division Assessment Committees

Division assessment committees in the Arts and Sciences, Career and Technical Programs, and Community Education and Workforce Development are key communication links among the programs/departments and the Governance Assessment Committee. These committees gather information for the assessment of student achievement of academic outcomes (both program and general education); review the progress of student academic achievement in the departments; and forward their findings to the College Assessment Committee. The general charge to these committees includes the following activities:

- assisting programs in stating program outcomes in measurable terms and identifying appropriate methods to assess the outcomes;
- monitoring the assessment process within the division to ensure that each program/department collects, analyzes, reports, and distributes assessment data;
- monitoring the use of assessment results in program planning and development to improve student learning and performance;
- monitoring the program/department assessment of general education outcomes including methods, instruments, and measures;
- monitoring and assisting programs in establishing standards, baselines, or benchmarks for student achievement of academic outcomes (both program and general education outcomes);
- monitoring program progress in achieving the standards;
- assisting faculty, staff, and administrators in writing Program Outcomes Validation Reports;
- reviewing Program Outcomes Validation Reports and providing feedback to the programs/departments; and
- serving as a resource for program assessment activities.

Program Assessment Committees

Program assessment committees in each academic department in the Career and Technical Programs Division, the Arts and Sciences Division, and the Continuing Education and Workforce Development Division are responsible for validating their respective program outcomes and assessing the level of student achievement of student learning outcomes (both program and general education). The department chair recommends the composition of the committee, which normally includes both full- and adjunct faculty from the department and the department chair and/or program coordinator. The general charge to these committees includes the following activities:

- writing program outcomes (CTP/CEWD);
- conducting program outcomes validation studies (every three years);
- writing program outcomes validation reports to submit to the divisional committee (CTP/CEWD);
- develop measurable student learning outcomes to be assessed;
- developing program outcomes to be assessed each year of the three-year cycle (CTP/CEWD);
- identifying general education outcomes to be assessed each year of the three-year cycle;
- specifying methods to assess the program and general education outcomes;
- establishing standards of performance for assessment of program outcomes;
- conducting assessment activities and education for inclusion of full-time and adjunct faculty, advisory committees, academic advisors, and other stakeholders;
- writing reports to describe assessment activities, results, and use and implications of the results;
- revising curriculum and/or instructional methods in accordance with program outcomes validation results;
- updating curriculum and/or instructional methods in accordance with assessment for student learning of academic outcomes results.

Assessment FOR Student Learning—Frequently Asked Questions (FAQs)

Assessment is a type of *action research* to help us gather indicators that will be useful for improving student learning through our curriculum and teaching strategies. It focuses on student learning and what the student will be able to do and *not so much* on what we are going to teach. The following Q & As will attempt to provide answers to some frequently asked questions that may further your understanding of the assessment process.

1. **Q. Why do we assess FOR student learning?**

A. To *do* assessment for the goal of *doing assessment* and writing a report would be a waste of time. Link your assessment practices to compelling, powerful, and consequential processes such as department review or program validation. You can link it to curriculum revisions, distance learning, retention, service learning, and improving student learning and teaching strategies.

There is considerable evidence that assessment drives student learning and curriculum. Most importantly, our assessment tools tell our students what we consider to be important and make clear our expectations of what the student will do to be successful in the course or program. They will learn what we guide them to learn through our assessments. By using appropriate assessment techniques, we can encourage our student to raise the bar. Think of assessment for learning as the “learning process” where our students and we receive significant feedback to improve learning.

It’s not always the assessments, but the changes they lead to, that are important. Change and innovation take courage, but they’re also at the heart of the teaching profession.

2. **Q. I already give tests and grades. Isn’t that assessment?**

A. Not really. Tests and quizzes are an *evaluation* of learned material. Assessment involves a sample of behavior from your student that can be observed and judged on the basis of specific criteria developed and assessed in multiple modes and contexts, the *learning process*. For example, a project, presentation, a number of writing assignments, labs, and more. Traditional testing methods are limited measures of student learning and of limited value for guiding student learning. We can’t just say that 73% of our students are getting As and Bs, so we must be doing okay. A letter grade itself does not give enough information about the learning that is occurring.

3. **Q. Aren’t student learning outcomes specific tasks that the student will perform?**

A. No, not tasks. Student learning outcomes are generic abilities that can be developed/improved and assessed. (See the Glossary for terms—competency vs. learner-centered outcome)

4. **Q. What is an outcomes-based course?**

A. An outcomes-based course is supported with multiple learning opportunities for the student to achieve the learning outcomes.

5. **Q. What is the syntax of pedagogy?**

A. Student learning outcomes, taxonomy, assessment—for each learning outcome the faculty will develop/provide at least three (assessments) with measurements, more specifically, opportunities for the students to learn with meaningful feedback.

6. **Q. When we validate program outcomes (3-year cycle) in Career and Technical Programs, aren’t we assessing individual students?**

A. No. We are assessing programs and program outcomes. We want to determine how well our programs are actually achieving what they profess to achieve. Program outcomes validation seeks to determine if program and general education outcomes are appropriate to meeting current academic, business, trade, and/or professional/technological standards.

7. **Q. How does assessment FOR learning help faculty?**

A. It provides teachers with useful information about their students, including the quality as learners and readiness for learning. Ongoing assessment informs the teachers about the pace and progress of student learning in their classroom.

8. **Q. Is this something extra for me to do? Who should be doing assessment?**
A. No, it's not extra. You're already assessing. It's those learning opportunities that you have designed in your curriculum where you can give your students on-going feedback so that they can improve learning. Only faculty who guide the learning process can identify the student learning outcomes of that process, what it is they expect to happen to/for the student. It is the faculty who teach in that program, who can interpret the results, and recommend improvements in pedagogy and curriculum.
9. **Q. How can I assess attitudes and understandings which are simply not quantifiable?**
A. It seems a common misunderstanding that assessment requires that everything be reduced to statistical measures. The thrust of assessment is objective results such that anyone will know that the learning goals are being met; but this *need not be quantifiable*. If the faculty identify as an important result that which is not quantifiable, the process simply asks them to specify some objective means to demonstrate that the results are happening as intended.
10. **Q. Does student assessment information results affect faculty evaluation?**
A. No. We're focusing on the classroom level. Assessment is informed by the expertise and professional judgment of the faculty. Faculty in an academic department or program, interpreting the results of an assessment measure, might collectively decide to give more attention to certain outcomes, and might even recommend changes in pedagogy.
11. **Q. Why is the Higher Learning Commission making us assess?**
A. Right now, higher education is concerned with two national issues: the learning college and accountability. Most faculty have been engaged in some type of assessment throughout their teaching careers and have found it to be a tool for understanding what their students are learning.
12. **Q. Are adjunct faculty involved?**
A. Yes, by all means. All faculty—full and part-time are involved in student learning. We have many creative and dedicated adjunct faculty at CSCC
13. **Q. What is the connection among the various levels of assessment?**
A. The focus of assessment is student learning. The most significant educational interaction happens between students and faculty in the classroom. The individual class section is part of a course, and courses are parts of programs. These levels reflect different, yet interrelated, facets of a student's education.
14. **Q. How will assessment improve learning?**
A. Assessment is a tool; however, it is a tool by which we can communicate with our students about learning with learning opportunities and ongoing feedback. Assessment does not accomplish learning—but it provides information to the student and the faculty who may use it to improve learning.
15. **Q. How does classroom assessment relate to program/discipline assessment, and how does program/discipline assessment fit in with the College's overall assessment efforts?**
A. Classroom assessment involves assessing student learning in a particular course. This can be accomplished using Classroom Assessment Techniques (CATs), which are quick, ungraded, classroom assignments used to provide feedback for determining student understanding of particular lessons. It is an ongoing process with the primary purpose of improving course-level instruction and student learning.

This is accomplished through an annual process where each program/discipline designs and implements an Assessment Plan (see 25), measures learning outcomes, analyzes the data collected, communicates the information, and uses these results to develop an action plan aimed at improving student learning.

College assessment efforts include classroom assessment, program/discipline assessment, and assessment of general education. The goal of assessment of student learning at Columbus State is to improve student learning and support the College in fulfilling its educational mission. Assessment provides evidence of how well Columbus State is meeting its mission and helps identify areas for improvement.

16. **Q. How many faculty of a given program should participate in the assessment process?**
A. All faculty, both full time and adjunct, should participate in assessment. All have a stake in the success of their respective program or discipline.
17. **Q Does an Assessment Plan have to be prepared for each course within a program/discipline or within a sequence of courses?**
A. No, only one assessment plan is required for an entire program/discipline or sequence of courses. This plan should reflect the cumulative learning outcomes for the students in the course. Nonetheless, to achieve this goal, a particular course within a program/discipline may become the focus of the Assessment Plan; for example, to assess the cumulative learning outcomes for students who have completed composition courses at Columbus State, the composition program may decide to measure the achievement of students completing English 112.
18. **Q. If a program/discipline is offered every term, is the department required to have a Plan for each term?**
A. No, data and results only have to be gathered, analyzed, and reported to the Division and College Assessment Committees once during each yearly cycle. A department may decide for internal purposes to implement a plan each term but only the yearly plan should be submitted and reported to the Division and College Assessment Committees.
19. **Q. Can a program validation be moved from one year to the other?**
A. Although not recommended, if circumstances necessitate the change, such as enrollment or scheduling change within a program/discipline, a request in memo form from the department chair should be made to the Assessment Committee requesting approval of the change.
20. **Q. What's the purpose of Program Validation?**
A. In campus statements of mission and goals, we have committed to providing our students with excellence in student learning and preparing to meet the world. Validation reveals our linkages between programs and the community it serves. Validation contributes to planning for the future of our programs. All together, it promotes campus wide understanding of the contributions of each program to the mission of the college.
21. **Q. How, why, or when would or should a department rotate courses to be assessed?**
A. Faculty within a department may decide to assess student learning in one or more courses as a means to gain insight into the level of success of student learning throughout the program. There is no real rule that courses need to be rotated.
22. **Q. How do faculty within a department identify student learning outcomes?**
A. Some learning outcomes can be mandated by outside agencies or advisory boards. Others are identified through discussion among faculty who have tried to answer the question of what knowledge or skills their students should demonstrate upon exiting the course or program. *Learning outcomes inform our curriculum, teaching, and assessment.*
23. **Q. Who chooses lead instructors for assessment in the department/discipline?**
A. This is a departmental decision. Typically the department chair would make this decision.
24. **Q. Where do lead instructors or department chairs submit their assessment plans?**
A. Plans are submitted to the Division Assessment Committee and Center of Assessment.
25. **Q. Where can we get help for developing an assessment plan?**
A. The Assessment Committees are here to help. There are a number of individual members of the Assessment Committees who, through research, attending conferences, and hands-on experience, have gained significant expertise with assessment of student learning. The committee as a whole and these individuals will be glad to do what they can to help. A list of current Assessment Committee members can be found at the assessment website. The director of the Center of Assessment, who is located in the Center for Teaching & Learning Innovation, can also help you in developing an Assessment Plan.

26. **Q. What is a program outcome?**

A. Think about what your students will need to be able to DO “out there” (in the rest of life) that *you* are responsible for in *your* program?” (The Outcomes Primer, 2002. Stiehl, Lewchuk)

When developing your program outcomes, encompass several *levels of learning* through the learning sequence of the program. One program outcome will encompass more than one course. Look at the big picture, not tiny details of skills that could be checked off.

27. **Q. What’s the difference between assessment and evaluation?**

A. Our colleagues from Sinclair Community College, Dayton, Ohio, have created a chart explaining the differences. (See 13)

28. **Q. What’s the difference between an objective and an outcome?**

A. Objectives describe skills, tools, and content that enables a student to achieve the outcome. Objectives are teacher-centered. Objectives may be impossible to assess because they can often be numerous, specific, and detailed.

Outcomes describe the overarching product(s) that students will generate by applying skills, tools, and content. Outcomes are learner-centered. Outcomes require the use of higher-level thinking such as analysis, synthesis, and evaluation in order to demonstrate the student’s ability to apply the skills, tools, and content in authentic contexts for learning.

Outcomes can be assessed. They are products that can be observed as a behavior, attitude, skill, or discrete usable knowledgeable and can be measured against criteria (rubric, checklist, Likert scale, survey).

Assessment and Evaluation

Assessment is the analysis and use of data by students, faculty, and/or departments to make decisions about improvements in teaching and learning.

Evaluation is the analysis and use of data by faculty to make judgments about student performance. Evaluation includes the determination of a grade or a decision regarding pass/fail for an individual assignment or a course.

Examples	
Assessment	Evaluation
A faculty member provides feedback to a student regarding performance on an examination. The student uses that feedback to study differently in order to improve learning and performance.	A faculty member corrects an examination and assigns a grade of 82% to a student.
A team of faculty members analyzes examination results of all students in a course and discovers that 65% of the students did not demonstrate understanding of an important concept. Faculty members investigate possible causes and plan changes in teaching/learning strategies to improve student understanding.	Pop quizzes are given in a class to determine if students have read sections of the text that cover important concepts. Simple Pass/Fail grades are assigned and tallied at the end of the term. The quizzes count for 5% of the total course grade.
A student delivers an oral presentation in class. The faculty member provides a critique of delivery and content so that improvements may be made in the student's subsequent presentations.	A student delivers an oral presentation in class. The faculty member provides a critique of delivery and content accompanied by a grade for the assignment.
A faculty member analyzes the results of oral communication checklists completed for all students in the course section who delivered oral presentations in class in order to determine opportunities for improving teaching and learning.	An Allied Health faculty member uses a rating scale to assign numbers (1-4) that indicate the level of achievement of clinical criteria based on observation of a student's performance of patient care.
The class attendance record indicates that a student has been absent multiple times. The faculty member advises the student in order to facilitate improved attendance, as studies suggest that regular class attendance contributes to student success.	Points are deducted from a student's grade for each class absence in accordance with a department policy.
Students are videotaped interacting with the children in the Early Childhood Education Centers. They view their videotapes and develop self-assessment narratives in which they describe and evaluate their performances. They then develop specific plans for improvement.	Students are videotaped interacting with children in the Early Childhood Education Centers. A faculty member evaluates each videotaped performance based upon course criteria and assigns a letter grade.
A student reads another student's essay and gives feedback on the content and correctness of the essay as a way to improve the writing.	A faculty member reviews a student peer reader's feedback and assigns a point value to the documentation to indicate satisfactory completion of the assignment.

Created by Sinclair Community College, Dayton, Ohio. *(reproduced with permission)*

General Education Goals

(From these goals, department/programs will identify which courses will address these goals. The syllabi for each course will state the designated goal with measurable learning outcomes and the approach in which the learning will be identified.)

Philosophy Statement for General Education

General Education comprises the measurable knowledge and skills that serve as the foundation for success in society in one's discipline, vocation, and life. Columbus State Community College's General Education Outcomes are an integral part of the curriculum and central to the mission of the College. The faculty at Columbus State Community College has determined that these goals include the following outcomes:

1. Critical Thinking

Critical thinking involves recognizing, analyzing, and defining problems, drawing logical well-supported conclusions and testing them against relevant criteria and standards. Critical thinking also includes examining issues by identifying and challenging assumption (including one's own), developing alternative solutions or strategies and evaluating practical and ethical implications.

2. Effective Communication

Effective communication involves writing, speaking or communicating using language appropriate to the audience, technology, and purpose. Effective communication also includes receiving information/listening actively with understanding, demonstrating college-level reading comprehension, and writing in Standard English.

3. Community and Civic Responsibilities

Community and civic responsibility involves collaborating and interacting effectively with others, and identifying individual and group roles. Community and civic responsibility also includes recognizing social responsibilities, ethics, and individual rights in a democratic society. Other elements include recognizing social diversity, including contributions, traditions, cultures, lifestyles and/or values of others.

4. Quantitative Literacy

Quantitative literacy involves performing mathematical computations, using appropriate methods to arrive at accurate results. Quantitative literacy also includes analyzing, interpreting, and explaining the results of computations, including graphs, charts, tables, or statistical data.

5. Scientific and Technological Effectiveness

Scientific and technological effectiveness involves differentiating between scientific and nonscientific methods of inquiry and using scientific knowledge in the analysis of civic and environmental issues. Scientific and technological effectiveness also includes integrating technology appropriate to one's vocation or discipline. Other elements include recognizing the impact of science and technology on society and how scientific and technological principles are built and used in the modern world.

6. Information Literacy

Information literacy involves defining the information needed to accomplish a specific purpose and accessing, analyzing, synthesizing, and incorporating selected information effectively. Information literacy also includes evaluating information critically and drawing from a variety of perspectives and sources. Other elements include the ethical and legal use of information.

Columbus State Community College: Language of Learning Glossary of Operational Terms

Academic Achievement: Student performance of program and general education outcomes; measured by various assessment methods pertaining to the stated outcomes.

Assessment: Assessment is an ongoing process anchored to the mission of the College, aimed at improving student learning and quality educational programs. It involves developing criteria and high standards for learning; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve learning. Assessment is the learning process.

Benchmark: A description or example of student or institutional performance that serves as a standard of comparison for evaluation and judging quality.

Bloom's Taxonomy of Cognitive Objectives: Six levels arranged in order of increasing complexity (1=low, 6=high):

1. Knowledge: Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.
2. Comprehension: Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.
3. Application: The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.
4. Analysis: Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing
5. Synthesis: The ability to put parts together to form something original. It involves using creativity to compose or design something new.
6. Evaluation: Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending. (Bloom, 1956)

Capstone Course: A capstone could be a senior seminar or designated assessment course. Program learning outcomes can be integrated into assignments.

CATs: Classroom assessment techniques; usually non-graded methods used in the classroom (little class time is taken) to ascertain whether or not students have achieved a course objective or how much prior knowledge students have of a concept. These methods include a minute paper, muddiest point, confidence survey, and a paper prospectus. They can only be used in an assessment program if the method used directly addresses a program or general education outcome (not course objective) and a detailed observation can be made or quantified for future reference and comparison. (Refer to Cross and Angelo, *Classroom Assessment Techniques*, 1993.)

Classroom Assessment: The systematic and on-going study of what and how students are learning in a particular course; often designed for individual faculty who wish to improve their teaching of a specific course. Classroom assessment differs from tests and other forms of student assessment in that it is aimed at improved student learning and course improvement, rather than at assigning grades.

Closing the Loop/Feedback Loop: Closing the loop is the process by which assessment results are used in programmatic and campus-wide decisions to impact student learning; in other words, it provides data/evidence for decisions for changes in pedagogy and curriculum—taking relative feedback and doing something with it.

Community of Practice (CoP): CoP is the collaboration and inquiries among individuals to share ideas, find solutions, and build innovations regarding student learning;

Competency-Based Assessment: An assessment of a student's performance/competency as compared to a specific learning outcome or performance standard. Competencies are assessed by the instructor to

prove competence in isolated tasks; for example, do a minimum number of tasks; minimum level of proficiency. These can be assessed by demonstration and check-off in the classroom or lab when the student is ready.

Content-Based Assessment: The purpose is to assess knowledge in a content framework by assigning a grade and identifying 100%, top student. It is assessed by the class (curve) or the instructor (%) by a standard determined by the instructor or test developers using a quiz or objective test weekly, midterm, final, etc.

DACUM: Developing Curriculum (DACUM): The DACUM process for occupational analysis involves local men and women with reputations for being the “top performers” at their jobs, working on a short-term committee assignment with a qualified DACUM facilitator. Workers are recruited directly from business and industry. These workers become the Panel of Experts who collectively and cooperatively describes the occupation in the language of the occupation.

The Panel works under the guidance of a trained facilitator for two days to develop the DACUM Research Chart. The chart contains a list of general areas of competence called DUTIES and several TASKS for each duty. Brainstorming techniques are used to obtain the collective expertise and consensus of the committee. As the Panel determines each task, it is written on a card. The cards are attached to the wall in front of the Panel. The completed chart is a graphic profile of the duties and tasks performed by successful workers in the occupation.

The Panel also identifies the general knowledge and skills required of successful workers, the tools, equipment, supplies, and materials used the important worker behaviors essential for success, and the future trends and concerns likely to cause job changes. The process produces superior results for all occupational levels.

Direct Assessment Methods: Assessment that requires students to display their knowledge and skills as they respond to the instrument itself. These methods include licensure test results; capstone course portfolios, presentations, and entry and exit test results. Objective and performance measures are both types of direct assessment methods. Direct assessment may also be quantitative (numerical scores) or qualitative (descriptions).

Embedded Questions to Assignments: Questions that are related to program learning outcomes are embedded within course exams. It is a means of gathering information about student learning that is built into and a natural part of the teaching-learning process. It is often used for assessment purposes in classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative, or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style but is also assessed for advanced ability to locate and evaluate Web-based information (as part of a college-wide outcome to demonstrate information literacy).

Evaluate/Evaluation: *Definition 1:* Evaluation uses assessment information to make an informed judgment on such things as: whether students have achieved learning goals that we've established for them; the relative strengths and weaknesses of our teaching/learning strategies; or what changes in goals and teaching/learning strategies might be appropriate. Assessment results alone guide us; evaluation informs our decisions. *Definition 2:* Evaluation is used to investigate and judge the quality or worth of a program, project, or other entity, rather than student learning. Under this definition, evaluation is broader than assessment.

Formative Assessment: Assessment that takes place so that feedback can be given prior to the completion of the performance (program), which enables the student to modify and improve the student performance (program).

Goals: Goals are general aims or purposes of a program and its curriculum. Effective goals are broadly stated, meaningful, achievable, and assessable. Goals provide a framework for determining the more specific educational outcomes of a program and should be consistent with program and institutional mission. Goals are what we “wish” for our programs and students. Goals require outcomes to provide evidence of how to reach the goal.

Grades: A mark that signifies the overall rating of student performance on an assignment; it is comprehensive that it includes the rating of all student work on the assignment; it cannot be used as a method of assessment as it does not specifically pertain to a single objective; however, individual **PATs** used to assess specific outcomes can be aggregated into a grade.

Indirect Assessment Methods: Assessment that requires students to reflect upon their learning rather than demonstrating what has been learned. Surveys; interviews; number of students successfully transferring; graduation rates; placement data; advisory committee evaluation; and feedback from students, graduates, or employers are typical indirect methods.

Matrices (Formative and Summative (F&S Charts): Matrices are used to summarize the relationship between program outcomes and courses, course assignments, or course syllabus outcomes to examine congruence and to ensure that all outcomes have been sufficiently structured into the curriculum.

Mission Statement: The mission statement is the initial point of reference for a program. It is a brushstroke statement (not measurable) of the general values and principles which guide the curriculum and the larger context in which more specific curricular goals will fit. In broad terms, it is your program’s vision that will set a tone and philosophical position of *what* you do, for *whom* you do it, and *how* you will get it done.

It addresses the following questions:

1. What are the general values and broad principles that will guide the program?
2. What are the general characteristics and abilities of the ideal graduate?
3. Whom will the program serve and how?
4. In what specific ways is the program mission consistent with the college’s mission and strategic plan?

Observations: Observations can be of any social phenomenon, such as student presentations, students working in the library, or interactions at student help desks. Observations can be recorded as a narrative or in a highly structured format, such as a checklist; and they should be focused on specific program outcomes.

Performance Criteria: Student learning outcomes need to be measureable. Ask, “What are the conditions for achievement? How will we know the project, task, lab, report development was successful?” This is not a number or percentage. Develop a narrative.

Portfolio: A portfolio is a systematic and organized collection of a student’s work that exhibits to others the direct evidence of a student’s efforts, achievements, and progress over a period of time. The collection should involve the student in selection of its contents, and should include information about the performance criteria, the rubric or criteria for judging merit, and evidence of student self-reflection or evaluation. It should include representative work, providing a documentation of the learner’s performance and a basis for evaluation of the student’s progress. Portfolios may include a variety of demonstrations of learning and have been gathered in the form of a physical collection of materials, videos, CD-ROMs, reflective journals, etc.

Primary Trait Analysis (PAT): PAT is a rubric that specifically addresses desired outcomes and scores the achievement of those outcomes using a detailed description of the degree to which the outcome has been achieved

Program and General Education Outcomes Validation: This step of the process seeks to determine if program and general education outcomes are appropriate to meeting current academic, business, trade,

and/or professional/technological requirements. A well-executed program outcomes validation study will answer the question, “Are the program outcomes consistent with expectations of employers, transfer institutions, entering students, and the communities of interest?” Program Outcomes *Validation studies are required of all programs every three years.*

Program Assessment: A combination of assessments techniques, data collection and analysis about student achievement for learning outcomes at the classroom and course levels, and leading to improvements of the academic program.

Reliability: Reliability insures that the instrument or results from the instrument measure the desired outcome consistently over time.

Scoring Rubrics: A rubric describes a specific set of criteria that clearly defines for both student and teacher what a range of acceptable and unacceptable performance looks like. Criteria define descriptors of ability at each level of performance and assign values to each level. Levels referred to are proficiency levels which describe a continuum from excellent to unacceptable product that delineates criteria used to discriminate among levels is developed and used for scoring. Generally two raters are used to review each product and a third rater is employed to resolve discrepancies.

Significant Learning: For learning to occur, there has to be some kind of change in the student. No change, no learning. Significant learning requires that there be some kind of *lasting* change that is *important* in terms of the learner’s life. (*Lee Fink: Univ. of Oklahoma, 2003*)

Student Learning-Centered Outcome (LCO): The purpose of LCO is to increase learning by demonstrating evidence of intended outcomes. Learner-centered describes up front what the student will be able to DO (in the rest of life) with what he learns in a course or program. The students will engage in meaningful work projects, portfolios, presentations, exhibits, etc., that require synthesis of understanding and skill development and are assessed by students, peers, instructor, stakeholders, with clearly identified qualitative criteria. LCO is assessed priorly, continuously, or summatively. While some believe competencies and outcomes to be the same thing, they are not. (Outcomes Primer, 2002) The intended learning outcomes justify the course content. They give it purpose beyond learning content for the sake of content.

Examples of Outcomes:

- **Math:** *compute using arithmetical, algebraic, geometric, and statistical methods to solve problems.*
- **Ethics:** *Identify and analyze real world ethical problems or dilemmas and identify those affected by the dilemma.*
- **Culture and Equity:** *Analyze and describe the concepts of power relations, equity, and social justice and find examples of each concept in the US society and other societies.*
- **Team work:** *Listens to, acknowledges, and builds on the ideas of others.*

Summative Assessment: The gathering of information at the conclusion of a course, program, or undergraduate degree to improve learning or to meet accountability demands. When used for improvement, impacts the next cohort of students taking the course or program. Example: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others.

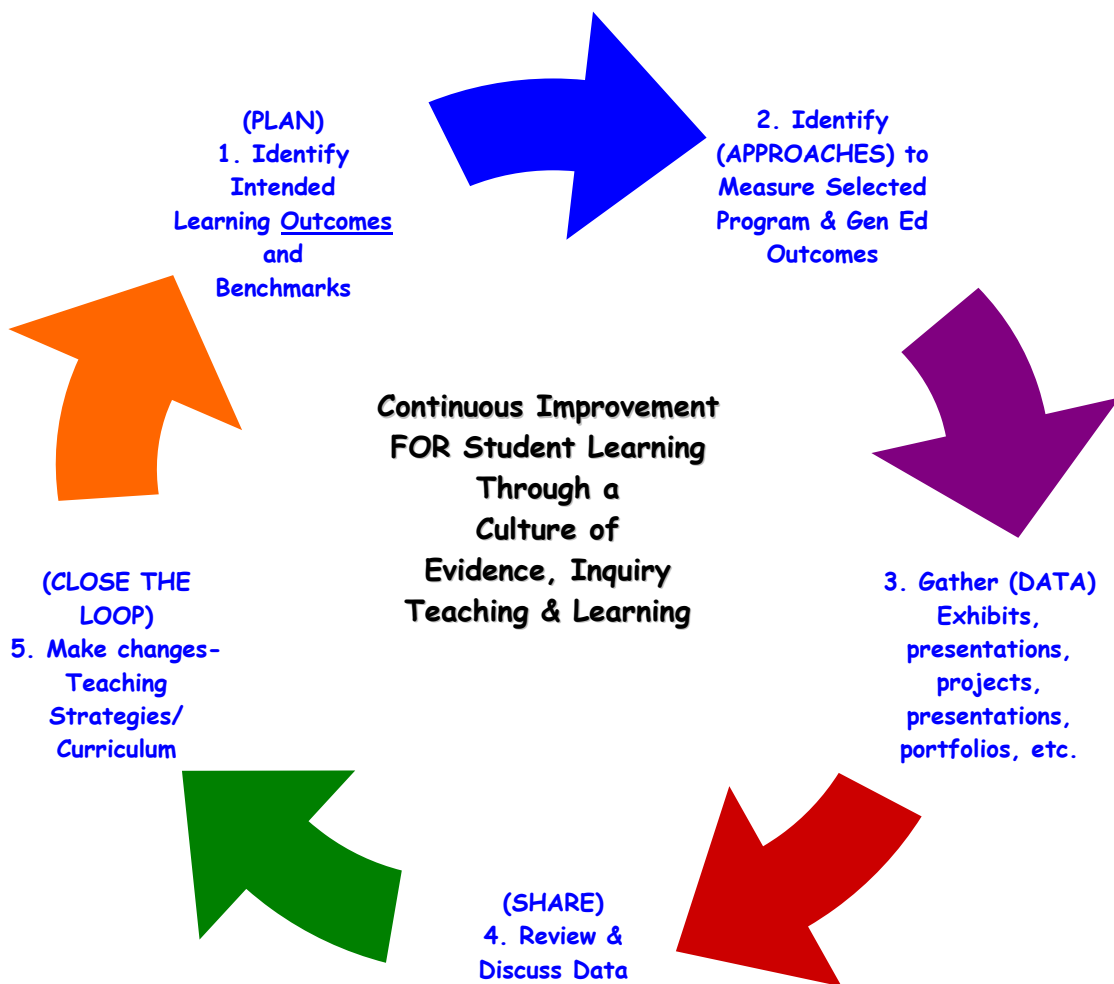
Triangulation: Triangulation involves the collection of data via multiple methods in order to determine if the results show a consistent outcome.

Validity (validation): Validity refers to outcomes or instruments that are well grounded and are based upon evidence or fact.

Yearly Assessment of Intended Learning Outcomes for Student Achievement

Assessment is a method for faculty to collect feedback on how well students are learning. The purpose of assessment is to provide faculty and students with information and insights needed to improve student learning, teaching strategies, and curriculum. Assessment can be fun and most importantly, puts the responsibility for learning squarely on the student. It also opens a dialogue between the faculty and the student on the teaching/learning process. Overall, assessment is a process of self-reflection with an outlook towards improvement.

Faculty provide continuous feedback to students to help students improve their learning strategies and study habits so that they can become more independent, successful learners. The conversations between and among faculty, students, and other stakeholders provide an excellent way to share best practices.



ANNUAL Student Learning and Success PLAN

1. All departments/programs will assess the six general education outcomes during the academic year. Career and Technical Programs and Community Education and Workforce Development will assess selected program outcomes per term. (Prioritize and select)
2. Identify the course(s) or sequences of courses in the curriculum that assess each of the outcomes selected for the assessment period.
3. Identify the tools such as industry certification testing, formative/summative assessment instruments, final projects, site supervisor evaluation of student performance, portfolio review, or other means the department currently uses. For example, course assignments, labs, rubrics, portfolios, etc.
 - a. Verify that selected assessment methods are valid and reliable tools for documenting student academic achievement;
 - b. Ensure that fulltime and adjunct faculty who are teaching the same courses are using the same or equivalent assessment tools.
4. Determine the program/department standard (benchmark) for student academic achievement for each outcome and assessment method.

Benchmarking:

A minimum performance level that students are expected to achieve. Although a benchmark is expressed as a percentage, the percentage *does not* translate to a letter grade. (For example, seventy-five percent (75%) does not translate to a grade of "C".) Instead, the benchmark is the number of students who successfully achieved the program and/or course outcome.

Example:

Track: Network Administrator

Learning Outcome: Determine project requirements of a computer network system.

Benchmark: 75%

Framework: Seventy-five (75%) of the students should be able to perform this task.

If the percentage is significantly lower than 75%, re-evaluate teaching strategies, curriculum, and assessment instruments. If the department achieves 75%, the above could still be re-evaluated for ongoing improvement.

Review and Analysis

Faculty in your department/program will meet each term to review and consider assessment findings gathered from target course sections or representative samplings of students.

The department/program assessment committee will meet (at least) once annually to review and analyze the results of **each** assessment method to determine if

1. the assessment methods were valid, e.g., did the methods measure whether or not the outcomes were achieved?
2. students are achieving the program outcomes.

Meetings with department/program faculty should include discussion pertaining to

1. what worked (best practices)
2. what didn't work
3. review of assessment methods/instruments
4. teaching strategy revisions, curriculum instrument revisions; curriculum revisions

Assessment and Data Collection

End-of-Term Notes

These notes are for the **Department Assessment Committee Chair or designee** to use when preparing the **Annual Program/Department Assessment Report**.

Procedure:

1. Department/Program faculty will administer selected assessment methods in target courses or representative samplings of students.
2. Faculty will gather assessment data from each course selected. Suggestions:
 - **Discover** – Faculty and department chair talk to one another to discover when learning is best. These stories are told as richly as possible. Share classroom experiences, student dynamics, and insights – reflect on the positive.
 - **Vision** – Encourage faculty to envision the learning as if the peak moments discovered in the 'discover' phase were the norm rather than the exception.
 - **Design** – Empower faculty to design pedagogy and learning experiences that were envisioned in the above conversations.
 - **Deliver** – Implement the changes.

Ask a person at the meeting to capture and synthesize the conversation in writing (take notes). These conversations and thoughtful feedback will provide evidence needed to drive the curriculum and ensure continuous improvement in a given program/department. These conversations can expand to include industry partners, articulation partners, such as high school to college, and other colleges. Conversation groups can include adjunct faculty, students, and faculty from other departments who provide service courses to your discipline. Sharing feedback and best practices fosters continuous improvement in helping students learn – serving others through inquiry and innovation.

End of Term Notes (What to capture for your record)

1. Semester term and year
2. Courses or student groups that were assessed
3. General Education Outcomes that were assessed
4. Program outcomes that were assessed (Career and Technical)
5. Percentage of students who achieved the outcome (benchmark) relative to the program/department benchmark.
6. Description of best practices for outcomes that meet or exceed the benchmark
7. Description of strategies to improve student achievement for any outcome(s) where students fall below the program/department benchmark. Faculty will implement these strategies within the following year.
8. Follow-up (will be included in future reports). Discuss how successfully the strategies in #7 worked. Include benchmarks.

Division Summary of Assessment Activities

The Division Assessment Committee prepares the Division Summary of Assessment Activities and submits the summary to the director of assessment who will forward to the Instructional Council's Assessment Committee at the End of Spring Semester.

Division Assessment Committee Report Due End of Academic Year

List the Division Assessment Committee representatives that are currently serving. List committee chair names first.

Name	Department/Program

1. How have you interacted with your division representative to the Governance Assessment Committee?
2. How have you encouraged and supported the assessment of student learning with your division adjunct faculty?
3. How have you encouraged and supported the assessment of student learning with your full-time faculty?
4. How have you facilitated course and program assessment in your division?
5. Which courses in your Division participated in Gen Ed outcome assessment?
Critical Thinking
Effective Communication
Community and Civic Responsibility
Quantitative Literacy
Scientific and Technological Effectiveness
Information Literacy
6. How have you increased your division's faculty understanding of assessment as a critical component in becoming more learner-centered?

Instructional Council Assessment Committee Review and Feedback

The Instructional Council's Assessment Committee prepares the **Annual Executive Summary of Assessment Activities** due spring semester. The Annual Executive Summary of Assessment Activities is submitted to the Associate VP of Academic Affairs, the Director of Assessment for Student Learning, and posted at the Assessment website.

The executive summary identifies and describes effective assessment tools and methods and showcases best practices for achieving student learning.

Analysis and Communication of Assessment Findings

Analysis

Thorough analysis of assessment results is essential in providing faculty an opportunity to systematically measure student learning. The program/department assessment committee reviews and analyzes the assessment results of each method used to determine if

- The assessment method was valid – did the method measure whether or not the outcome was achieved?
- Students are achieving the program outcomes.
- Revisions to current assessment measures are necessary.

Communication

The program/department committee shares the information with the division assessment committee who may provide feedback relative to the interpretation of the results and proposed changes.

Once the College Assessment Committee has collected the data and analyzed the results, the findings are communicated to the campus and appropriate external constituents via the College Assessment website and the annual Teaching and Learning Workshop. The data collected in the assessment process encourage continuous improvement in courses, curriculum, and academic programs.

Best practices across a variety of academic disciplines are obtained through

- Peer-to-peer sharing from individual program assessment activities;
- Campus sharing of assessment data.

The College assessment program provides documentation for both internal and external constituencies relative to the validity of the College's degree programs and the success of our students in achieving program outcomes.

Keeping the System Dynamic

A significant step in the assessment process is "closing the loop"—using assessment data to improve curricula. There is a growing confidence and commitment toward assessment in learning where faculty are increasingly engaged in collecting and applying assessment data in decisions about curriculum development: (i.e. course development, course sequencing, and curricula revision which leads to overall program improvement).

**Assessment FOR Student Learning
Reporting Checklist (for use of the program/discipline)**

1. _____ Does the program have a clearly stated mission that is consistent with the CSCC mission statement?
2. _____ Does the program have clearly articulated general goals?
3. _____ Does the program have specific, measurable program-level learning outcomes?
4. _____ Are the program components (courses, sequence of courses, related experiences) aligned with these learning outcomes?
5. _____ Has the program assessed some of the defined program learner-centered outcomes?
6. _____ Has the student been provided with multiple learning experiences to show evidence of learning—beyond objective testing?
7. _____ Has the program assessed some of the defined program learner-centered outcomes?
8. _____ If yes, are the methods used to assess student learning direct, indirect, or both?

Note: Direct measures such as standardized tests, rubric scored projects or papers, embedded questions in classroom tests and assignments, and agency scoring of interns or graduates is preferred over indirect measures (i.e., surveys, interviews, etc.)

Briefly describe the assessment methods (instruments/tools) used:

_____ If program-level learning outcomes assessment has taken place, have the data been reported back to the department/program and advisory committee?

If yes, briefly describe the feedback mechanism used and the response from those stakeholders.

_____ Has the departmental discussion of the data resulted in any program changes or improvements? If yes, briefly describe.

ANNUAL PROGRAM/DEPARTMENT ASSESSMENT FOR LEARNING PLAN

Please send your Plan to the Center of Assessment FOR Student Learning via learning@csc.c.edu. (Phone 287-3936)
The Plan will be reviewed by members of your respective division committees. Due no later than October 15.

Program/Department/Discipline/Certificate:	Department Chair:
Classroom ____ Distance Learning ____ Hybrid ____ <i>(Indicate the number of classes in each category that you are assessing if it applies. With multiple courses, specify with Courses on next page.)</i>	Designated Contact: (i.e., lead instructor, coordinator)
Academic Year:	Date Submitted to the Division Committee: Who are your Division Committee Representatives?
<p>CSCC Mission: The mission of Columbus State Community College is to provide quality educational programs that meet the life-long learning needs of its community. Through its dynamic curriculum and commitment to diverse learners, the college will serve as a catalyst for creating and fostering linkages among the community, business and educational institutions. The college will proactively respond to the changing needs of our community and its role in the global economy through the use of instructional and emerging technologies.</p>	
<p>Department (A&S)/Program (CTP) Mission Statement: <i>The Mission Statement is the initial point of reference for a program. It is a concise statement of the general values and principles that guide the curriculum and the larger context where more specific curricular goals will fit. In broad strokes it sets a tone and a philosophical position to follow a program's goals and outcomes; therefore, the mission statement is also a statement of program vision. It addresses the following questions:</i></p> <ol style="list-style-type: none"> 1. What are the general values and broad principles that will guide the program? 2. What are the general characteristics and abilities of the ideal graduate? 3. Whom will the program serve and how? 4. In what specific ways is the program mission consistent with Columbus State mission and strategic plan? 	
<p>Department (A&S)/Program (CTP) Goals: <i>In the goals statement, the broad principles of the Mission are narrowed and focused into the specific categories of skills, knowledge, and abilities that will characterize graduates of your program. These abilities include both those that are specific to your discipline and those which represent the broader general competencies articulated in Columbus State's mission and strategic goals.</i></p> <p><u>The goals statement addresses the following questions:</u></p> <ol style="list-style-type: none"> 1. For each principle of the mission, what are the major categories of knowledge and abilities you intend for graduates of the program to develop? 2. Describe in broad strokes the kinds of strengths, skills, knowledge, and values of your ideal graduate. What do you want the ideal graduate to: <ul style="list-style-type: none"> • know? • be able to do? • care about? 3. What kinds of career achievements <u>do you hope</u> will distinguish your graduates? 4. Based on the above, write tentative goals. How do your program goals relate to the program mission? How do they relate to College mission and goals? 	

Program/Department Assessment Plan					
List selected courses and student learning outcomes by semester to be measured during this academic year. (General Education/Program Outcomes/Course Outcomes) Your program outcome should map to a general education outcome.	Courses	Learning Outcome(s)			Semester(s)
		General Education	Program	Course	
Lead Instructor(s) List the instructor(s) leading the assessment process for the outcomes listed above.	<i>(These are the faculty who are informing and engaging the adjuncts and full-time faculty who will be teaching the courses that are assessed.)</i>				
Assessment Process Why were these outcomes selected? (Rationale) <i>(Assessment Tools to be Used)</i> For each measurable outcome listed above, <u>describe HOW</u> it will be measured? (Briefly describe the method(s), i.e., portfolios, readings laboratory assignments, presentations, multi-media, simulations, case study reviews, embedded test questions etc.) You can copy this information from the Course Methods Matrix.	Outcome <i>(Clarification for CTP: the course outcomes map to the program outcomes that map to general education goals. You may state the general education goal, the program outcome, and the course outcome that maps to the program outcome general education goal. The relationship should be clear.)</i>		Tools (Method) Here are questions to ask and discuss as you prepare. 1. Is the method product oriented? 2. Is it performance centered? 3. Is it transferable to the real world? 4. Does the development of the student's learning and the assessment and evaluation integrate: (domains of learning) <ul style="list-style-type: none"> • Cognitive-revolve around knowledge comprehension "thinking through" a particular topic • Psychomotor-focus on change and/or development in behavior or skills • Affective-awareness and growth in attitudes, emotion, and feelings? 5. Is there a variety of learning sequences to reach learning outcomes? <i>How measured? Rubric, checklist, other standard measurement to provide feedback and continuous improvement.</i>		
Criteria for Success (BENCHMARK) For the outcomes listed above, identify the benchmark and any other indicators that will be used to determine success.					

ASSESSMENT REPORT for Annual Assessment of Student Learning Outcomes
ASSESSMENT RESULTS AND ACTION PLAN (Completed at the end of the Academic Year) Use your “End of the Term Notes”
(Page 21) to assist with the report. Due end October 15.

Program/Department Assessment Report: Classroom Assessment	
<p>Results and Best Practices</p> <p>What were the results of the assessment in relation to the benchmarks you set? What was learned from the results?</p> <p><u>Describe</u> the best practices for learning outcomes that met or exceeded the benchmark.</p>	<p><i>Reflect on the questions--What was learned from the results? Describe the best practices for learning outcomes that met or exceeded the benchmark. <u>What did the students do? What was the measurement?--keep it learner centered.</u></i></p> <hr/> <p><i>Please elaborate and be specific. Best practices will be shared with the campus and outside constituents. Thanks you!</i></p>
<p>Teaching Strategies</p> <p><u>Describe</u> the teaching strategies that you will use (the next time you teach this class) to improve student learning particularly where students fell below the program/department benchmark. (Faculty will implement these strategies in the following year).</p>	<p><i>What will you do in the future? What teaching strategies will be implemented next year for improved student learning?</i></p>
<p>Action Plan for Continuous Improvement Based on Results and Analysis</p> <p>[Based on what was learned, what steps will be taken to improve student learning?]</p>	<p><i>Please reflect and describe the dept. action plan. What steps will be taken to improve student learning? Describe any changes in curriculum, course sequencing of courses, prerequisites, etc. Identify resource needs that will improve student learning.</i></p>

<p>Describe any changes in curriculum, course sequencing of courses, prerequisites, etc. Identify resource needs.</p>	
<p>Follow-Up (next academic year)</p> <p>Discuss how successfully the proposed teaching strategies from the previous year worked during this academic year. Include benchmarks.</p>	<p><i>Please add detail and elaborate regarding your Follow-up from last year's plan <u>20XX-20XX</u>. Show evidence of continuous improvement? What were the strategies, benchmarks, improvements? Remember, this section is follow up of the previous year. We do not have the plan or report from last year in front of us--you need to describe a complete picture.</i></p>

CHECKLIST FOR REVIEWING ASSESSMENT PLANS and REPORTS
Used by Faculty/Department/Division Assessment Committee

Program/Discipline: _____

Date Reviewed: _____

By Whom: _____

Section	Criteria for Evaluation	Yes	No	Notes
Header	Is all of the descriptive information listed and correct on the Plan?			
Program/Discipline Mission Statement and Goals	Are the mission and goals for the program stated?			
Intended Student Learning Outcomes	Are the outcomes clearly defined?			
	Are they measurable?			
	Is it clear to which students these outcomes apply?			
Lead Instructor	Is it clear who will lead the assessment process for each outcome listed?			
Assessment Process	Is the rationale for selecting this process clearly stated?			
	Is it clear what performance or task will be used to measure student learning?			
	Will the process lead to results that are measurable and evaluated uniformly against a designated standard?			
	Are the target dates listed?			
	Is it clear who will analyze the measurable results?			
Criteria for Success	Are the benchmarks realistic?			
	Does the percentage of students meeting the outcomes include only those students who have successfully completed the program or individual course used to assess a program/discipline?			

Section	Criteria for Evaluation	Yes	No	Notes
Summary of Results and Analysis of Data Collected	Are the listed results quantifiable?			
	Are the results analyzed and interpreted in ways consistent with the overall plan?			
	Is it clear what was learned from the assessment process?			
Action Plan Based on Results of Analysis	Will the action plan close the assessment loop? Is it clear what steps will be taken to improve student learning?			

The Center of Assessment **FOR** Student Learning will maintain a record (matrix) of **Assessment Plans and Reports** submitted by each program/department by date and by department/program along with the feedback provided by the division committee.

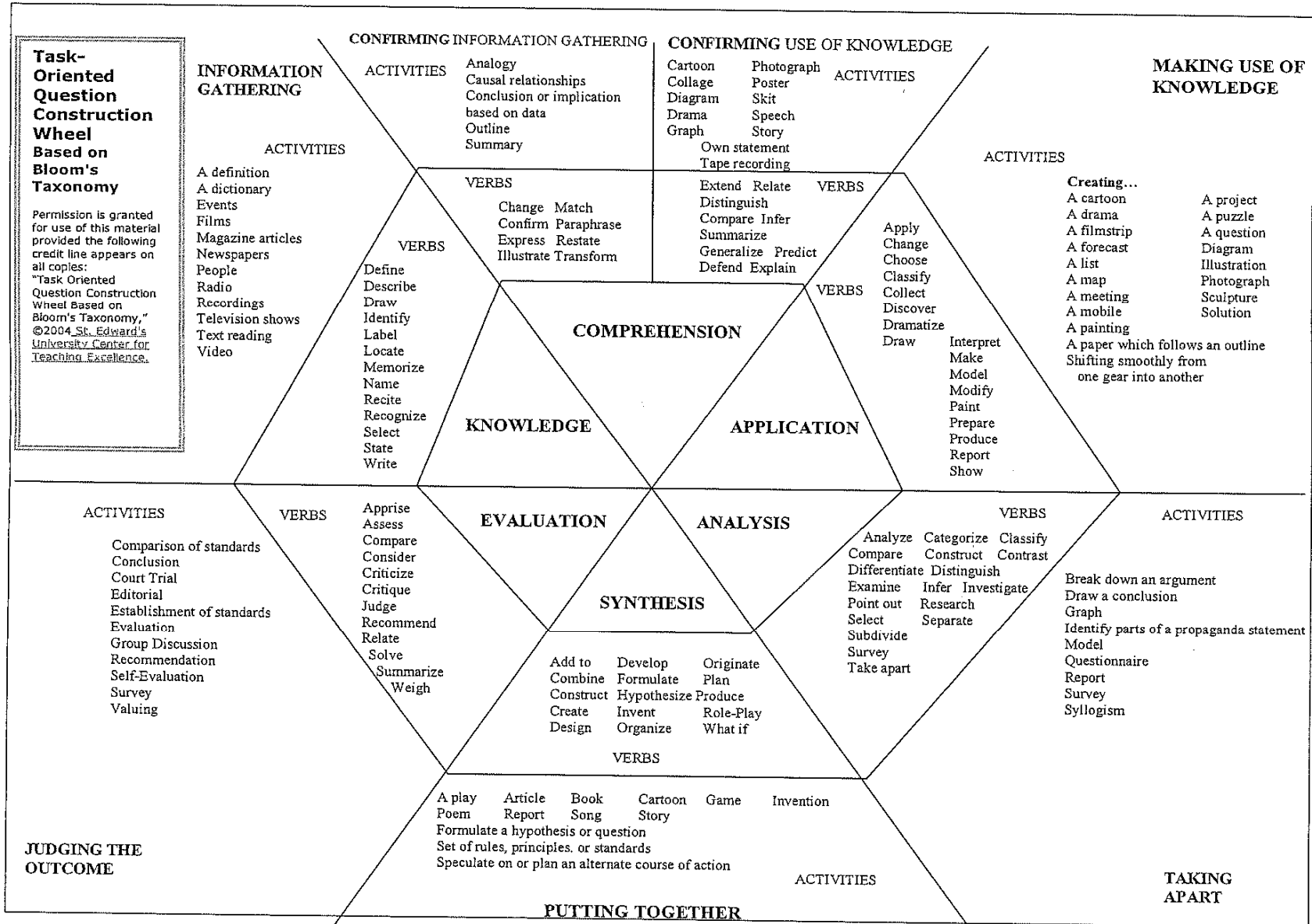
The Report documents are available at the website www.csc.edu/assessment at the Reports link.

For assistance and support, please contact the Director of Assessment for Student Learning. edaugher@csc.edu or learning@csc.edu

Bloom's Taxonomy

Knowledge (Remember)	Comprehension (Understand)	Application (Apply)	Analysis (Analyze)	Synthesis (Evaluate)	Evaluation (Create)
Count	Associate	Add	Analyze	Arrange	Appraise
Define	Classify	Calculate	Application	Assemble	Arbitrate
Describe	Compute	Change	Appraise	Categorize	Argue
Draw	Contrast	Choose	Breakdown	Collect	Assess
Label	Convert	Classify	Calculate	Combine	Attach
List	Defend	Complete	Categorize	Compile	Award
Match	Describe	Compute	Combine	Compose	Choose
Name	Differentiate	Demonstrate	Compare	Construct	Compare
Outline	Discuss	Discover	Connect	Create	Conclude
Point	Distinguish	Divide	Contrast	Design	Contrast
Quote	Estimate	Employ	Criticize	Develop	Convince
Read	Explain	Examine	Design	Devise	Core
Recall	Extend	Experiment	Detect	Drive	Criticize
Recite	Extrapolate	Graph	Diagram	Explain	Critique
Recognize	Generalize	Interpolate	Differentiate	Formulate	Decide
Record	Give examples	Manipulate	Discriminate	Generalize	Defend
Repeat	Infer	Modify	Distinguish	Generate	Determine
Reproduces	Identify	Operate	Examine	Group	Discriminate
Selects	Indicate	Perform	Experiment	Integrate	Evaluate
State	Interpret	Practice	Explain	Invent	Explain
Write	Locate	Prepare	Infer	Formulate	Grade
Memorize	Paraphrase	Produce	Outline	Manage	Interpret
Arrange	Predict	Relate	Point out	Modify	Judge
Duplicate	Report	Research	Question	Order	Justify
Order	Restate	organize	Relate	Organize	Measure
Relate	Review	Schedule	Select	Plan	Predict
Tabulate	Rewrite	Service	Separate	Prepare	Prioritize
	Translate	Show	Subdivide	Prescribe	Rank
		Sketch	Test	Propose	Rate
		Solve	Utilize	Rearrange	Recommend
		Subtract		Reconstruct	Referee
		Translate		Related	Reject
		Troubleshoot		Reorganize	Select
		Write		Revise	Summarize
				Rewrite	Support
				Setup	Test
				Specify	Value
				Substitute	
				Summarize	
				Transform	

Task-Oriented Question Construction Wheel



Program Outcomes Validation and General Education Outcomes Validation

This step of the process seeks to determine if program and general education outcomes are appropriate to meeting current academic, business, trade, and/or professional/technological standards.

Validation studies and reports are required of all department/programs every three years. These reports are submitted to the Division Assessment Committee and then to the College Assessment Committee. Feedback is provided from the department, division, and college committees.

Program Revision

The faculty and department chair decide on appropriate revisions to the program based on data received from internal and external review. Changes to the curriculum are implemented to enhance student academic achievement. Such changes may include, but are not limited to

- devoting more class or lab time to assisting students with difficult content or skill areas, for example, increasing/decreasing lab/lecture hours;
- changing a program's course sequence to better prepare students for higher-level academic and technical knowledge and skills;

The data obtained through assessment activities will be shared and reviewed at multiple levels across the College including departments, divisions, and campus-wide via the College Assessment Committee. These reviews are designed to provide support for implementation of the assessment model through the sharing of *best practices* and the celebration of documented improvement in student academic achievement.

Columbus State Community College
Schedule of Program and General Education Learning Outcomes Validation
Three-Year Cycle: 2011-2012, 2012-2013, 2013-2014
July 15 of respective year

July 15, 2012	July 15, 2013	July 15, 2014
Aviation Maintenance	Architecture	Accounting
Civil Engineering	Business Management	Automotive Technology
Construction Management	Business Office Applications	Computer Science
Dental Lab/Small Business	Electro-Mechanical Engineering	Dental Hygiene
Digital Design & Graphics	Finance	Electronic Engineering Tech
Early Childhood Development & Edu.	Fire Science	Emergency Medical Services
Environmental Science, Safety, Health	Health Information Management	Interactive Media
Geographic Information Systems	Human Resources Management	Interpreting/Sign Language
Heating, Ventilating, & Air Conditioning	Marketing	Nursing
Hospitality Management	Massage Therapy	Real Estate
Information Technology Support	Mechanical Engineering	Sport & Exercise Studies
Landscape	Medical Assisting	
Law Enforcement	Medical Laboratory	
Mental Health/AS/DD	Paralegal Studies	
Nuclear Medicine	Radiography	
Quality	Sterile Processing	
Respiratory Care	Surgical Technology	
Skilled Trades (6 programs)	Veterinary Technology	
Supply Chain Management		

August to June..... Department Study
July 15 or next business day..... Submit hard and e-copy to learning@csc.edu
 October 1 or next business day..... Submit Executive Summary to Center of Assessment FOR Student Learning
 November meeting Report to Governance Assessment Committee
 November 1 or next business day Associate VP of Academic Affairs will receive report from the
 Center of Assessment FOR Student Learning

Review of the Program Outcomes Validation Report

The respective Division Assessment Committee reviews the Program Validation Reports, provides feedback to the department, prepares a summary, and forwards the reports (electronically and paper), and summary to the Center of Assessment for Student Learning.

An Executive Summary Report will be sent to the Associate VP of Academic Affairs and then communicated to the campus community.

SEE 35-42 FOR HELPFUL INFORMATION AND FORMAT
Support and Assistance Available
Call Libby Daugherty at 287-5700 or 287-3936
edaughter@csc.edu or learning@csc.edu

Validation Process and Reporting Format
For Program Outcome Validation and General Education Outcomes Validation
3-Year Process

*The following pages give a detailed explanation of the **SECTIONS** of the **Validation Report**.*

TITLE PAGE

Department/Program/Discipline
Department Chair
Program Coordinator or Faculty Participating in the Study
Date Submitted

EXECUTIVE SUMMARY

Short Description of Methods Used to Validate Program Outcomes and Significant Findings

SECTION 1: Introduction to the Program

Program/Discipline Profile to include the following:

- Program Goals
- Program Mission Statement
- Description of the Program(s)

SECTION 2: Review Resources

- Discuss adequacy of program resources and their impact on student learning
- Include Action Items that were found in the review of resources.

SECTION 3: Validation of Program Outcomes

- Summarize the Validation Process (Include which methods were external and which methods were internal.)
- Include Recommendations and Action Items that result from the review process.

SECTION 4: Implications of Results and Specific Plans for Revision of Curriculum and/or Program Outcomes Strive to keep program outcomes to not more than nine (9) encompassing outcomes. *These are not competencies (see page 15).*

HOW TO COMPLETE THE REVIEW PROCESS
RECOMMENDED STEPS AND TIMELINE FOR COMPLETING THE PROCESS

To begin your Program Outcomes Validation, obtain the following information from the Center of Assessment FOR Student Learning or your respective division dean.

- Unduplicated Discipline Enrollment Profile
- Program Related Student Profile
- Number of Degrees and Number of Certificates Awarded
- FTEs—Traditional and Distance Learning
- Graduate Survey Summary
- Transfer Data (**Department Generated, if possible. Check with your chair.**)
- Retention data
- Percent of distance learning

AUTUMN SEMESTER

Review PROGRAM OUTCOMES as they are stated in the catalog to determine if they are measurable (Refer to Bloom's Taxonomy for action words related to *levels of learning* (See 31). Strive to keep the number of program outcomes to **not more than nine (9)**.

What is a program outcome? Think about what your students will need to be able to DO "out there" (in the rest of life) that we are responsible for in this program?" (The Outcomes Primer, 2002. Stiehl, Lewchuk)

When developing your program outcomes, encompass several *levels of learning* through the learning sequence of the program. One program outcome will encompass more than one course. Look at the big picture, not tiny details of skills/competencies that can be checked off a list.

Do your program outcomes

- measure multiple levels of learning?
- support Columbus State Community College's mission?
- map to the General Education outcomes at CSCC?
- identify the knowledge and skills expected of graduates of the program, and what they will do when they graduate—not individual course outcomes?

Are your program outcomes

- consistent with expectations of employers, transfer institutions, entering students, and the needs of the communities of interest?
- consistent with the purpose of the program as stated in CSCC catalog?

Remember that a program outcome is broad and may address a number of courses and outcomes. Limit the number of program outcomes. If possible keep under nine.

REVIEW current CURRICULUM and DESCRIBE your STUDENTS

- Check courses for logical sequence
- No duplicate content except as needed for reinforcement
- Consider emerging issues in the field or discipline
- Evaluate the curriculum—is it comprehensive enough to meet the goals of the program and general education
- Recommend changes in the curriculum as appropriate. (This will provide questions for you during the validation for evidence that these changes need to be addressed.)
- Identify degrees and certificates included in the program—describing if there is a good mix of degrees, specializations, certificates, distance learning, etc.
- Identify strengths and weaknesses of the curriculum that support programs other than the one being evaluated
- Review relationships with high schools (dual enrollment, tech prep) and colleges (articulation agreements)
- Describe the needs of your current students.

Evaluate Instructional Approaches

Describe the various instructional approaches that students experience in your program or discipline. **Highlight or showcase** those **best practices** that have been particularly effective in producing student learning. **(You can find some of the information on your Annual Assessment Reports, (see 25).** Describe how you know that these approaches were effective in producing student learning. Consider how you meet the differing learning styles of students in your program.

Describe how the instructional approaches are appropriate to the purpose of the program and the goals of the program or discipline. If students have access to your courses through various distance learning opportunities and instructional delivery systems such as web-based courses, describe how student learning is assessed in these courses.

EVALUATE MEASURES of STUDENT LEARNING that you are using.

Use the course-embedded assessments that you have in your program first. Go over tests, exams, reading assignments, oral presentations, capstone courses, etc., to make sure that they map to and assess student learning outcomes. Consider additional assessments you will carry out. You might look at transfer success data and employment/placement rates.

Measure the PROGRAM LEARNING OUTCOMES

A variety of methods should be used to evaluate the Program Learning Outcomes at program completion. The following are just a few examples:

INTERNAL	EXTERNAL
Department Review Committee	DACUM (Information available in the Assessment Center) This method is highly recommended.
Literature Review	Employer Survey
Exit Interview of Students	Graduate Survey
Exit Survey of Students	Special Interest Groups Survey or Interviews
	Success of Transfer Students
	Advisory Committee
	Accreditation Process
	Focus Group
	Industry Representatives
	Results of Licensing Exam
	Survey Like-Colleges (Sinclair, Cuyahoga, etc.)
	Survey institutions where articulations are held or are pending/possible

SPRING SEMESTER

Collection and analysis of data begins. Your Program Outcomes are the primary focus

Prepare Recommendations for Revision of the Curriculum

As the results of the assessment of student learning are analyzed, you may begin to see the need to revise the curriculum and teaching strategies. Is the curriculum working for the students? Are they prepared when they enter the workplace or transfer to a 4-year institution? Meet your ADVISORY COMMITTEES to discuss the curriculum. These committees involve constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

If you conducted *employer satisfaction surveys* last term, decide what curricular revisions are indicated by your findings. For transfer programs, carefully consider transfer data on the success of CSCC students at 4-year institutions.

The assessment for student learning outcomes is at the *heart of the program validation*. Before you finalize your report, complete a **summary of what you have learned about student learning in your program**. In the summary, indicate the following:

1. what learning **outcomes** (either program outcomes or general education outcomes, or both) were assessed
2. the **method** by which the assessment was done
3. the **assessment outcome**
4. **recommendations** based on your assessment
5. copy of your **FORMATIVE AND SUMMATIVE CHART**
6. **actions** to be taken to improve student learning

This summary will form the basis for your **Action Plan** and will be included along with a copy of the **Executive Summary** and **Action Plan** sent to the Division Assessment Committees and Assessment and Curriculum Directors. It will also be included in the **ANNUAL ASSESSMENT REPORT** to the Associate VP of Academic Affairs prepared by the College Assessment Committee.

Revise Goals

Now that you have completed your study, you may find that your program or discipline outcomes need to be revised. Be sure to include your revised goals and outcomes in your final report and include the general education outcomes for your program. ***You may key these in a table with the Existing Outcomes in one column and the Proposed in the next column. These will be reflected in next academic year catalog.***

Start Writing the Report:

Use the information that has been gathered from the activities described previously to complete the report.

SECTION 1: INTRODUCTION PROGRAM/DISCIPLINE PROFILE INCLUDING

- Degree, specialization, and certificates included in the program
- A narrative description of the program
- Courses that support programs other than the one being evaluated
- A description of your current students—contact KR&P website for current data
- Specific industries or businesses served by the program
- Institutions to which your current students transfer
- Emerging trends in your field or discipline
- **Significant developments since the last evaluation**
- **The introduction should include a summary of the current curriculum, not a listing of courses that are found in the catalog.**

SECTION 2: REVIEW RESOURCES

Review the adequacy of resources for your program. In any case where you consider the resources that support your program could be improved, justify that *judgment by evidence* that student learning is being adversely affected.

- Consider the support personnel working in the program as well as the instructional and institutional academic support services that are unique and critical to your program.
- Are the classrooms and laboratory facilities adequate? If not, what do you recommend to make them adequate?
- Is the library collection of resources available adequate? If not, consult with the librarians to determine what needs to be done to improve the offerings.
- What about equipment and supplies? Again, if the data indicates that they are inadequate, describe what you recommend to improve the situation.
- Define any Action Items that were found as a result of this resource review.

SECTION 3: VALIDATION OF PROGRAM OUTCOMES

Describe the process used to validate the program outcomes. A chart of Internal and External measures appears on page 37. Explain how the program faculty approached the process of determining whether or not the current program outcomes were appropriate and met the needs of the students, the expectations of employers, transfer institutions, entering students, and the needs of the community of interest. Include information on all the parties involved in the validation process: outside employers, students, graduates, advisory committees, etc.

Provide evidence of the processes used – DACUM charts, advisory meeting minutes, exit or graduate surveys, etc. These can be included as appendices. As the review process was being conducted, did recommendations for change appear in curriculum, in the terminology used in the outcomes, in the outcomes themselves? Include the F & S Charts and assessment measures that will be used to determine if students are meeting the expectations of the program's student learning outcomes. Define any Action Items that were found as a result of the validation process.

SECTION 4: IMPLICATIONS of RESULTS and Specific Plans for Revision of Curriculum and/or Program outcomes.

As the results of your multiple measures are analyzed; recommendations based on the findings will start to cluster. Include in this section of the your report the **actions taken** to improve the program or discipline during the evaluation process and provide an **ACTION PLAN** to accomplish the action items and recommendations you make.

As the action items and recommendations emerge, so will your **Action Plan**. Resist the urge to write the **ACTION PLAN** before the study is completed and recommendations are made. Action Items and Recommendations are placed throughout the report where the supporting data is reported. *Make sure that each Action Item and recommendation is supported by the evidence you present.*

The Action Plan will include Recommendations that describe an action that will be taken to achieve the goals and outcomes of the program or discipline and to make the program more effective. The recommendations must be tied to supporting evidence in your report and be directly and clearly related to the goals and outcomes of your program or discipline, not college wide policies and procedures. Each recommendation should include an **action** to be taken, a **rationale** for the action, the title of the **person responsible** for taking the action, and a **due date**.

Your chair or program coordinator will report on the implementation of your **ACTION PLAN** one year after it is approved by the Assessment Committee. Therefore, recommendations should address those areas where you have some control and influence. Do not, for example, indicate that an action must be taken by "the college," but name the person who will be responsible and accountable for carrying out the recommended action. Finally, remember this is your Action Plan. It will detail what you and your colleagues plan to do to improve the effectiveness of your program.

Write the Executive Summary

The intent of the **EXECUTIVE SUMMARY** is to allow readers from a variety of audiences to focus immediately on the most important finding of your review. Your summary should be concise and include the measures used to validate the outcomes and any major recommendations for actions that were found during the validation process.

Finalize the Review Report

After you have completed the report, send an e-copy to chair, dean, chair of the division assessment committee, and to the Center of Assessment. The various assessment committees of department, division, and college have responsibility as stewards for the program being validated. They will be given an opportunity to review and provide feedback on the report; copies will be sent to them along with a comment sheet. A copy of all completed feedback sheets will be sent to the chair of your department.

The Executive Summary, Program Learning Outcomes Summary, and Action Plan will be forwarded to the Assessment Committees. You will be invited to attend the meeting at which your report will be discussed. The committee members may have questions to ask you about the report and may recommend amendments to the Action Plan. You will be notified by the Assessment Committee, the respective dean, and the director of assessment when your report is approved.

CHECKLIST FOR REVIEWING PROGRAM VALIDATION REPORTS
Used by Faculty/Department/Division Assessment Committees

Program/Discipline: _____

Date Reviewed: _____

By Whom: _____

Sections	Criteria for Evaluation	Yes	No	Notes
Title Page	Is all of the descriptive information listed and correct on the Plan?			Use additional sheets as needed for your notes.
	• Department/Program			
	• Department Chairperson			
	• Program Coordinator of Faculty Participating in the Study			
	• Date Submitted?			
Executive Summary	• Does the report include an <u>Executive Summary</u> that is concise and includes the measures used to validate the outcomes and any major recommendations for the actions that were found during the validation process?			
Section 1 Introduction to the Program	• Program Goals			
	• Program Mission Statement			
	• Description of the Program(s)			
	• Degree, specialization, certificate included in the program			
	• Narrative description of the program			
	• Narrative description of the students in the program			
	• Courses that support the program other than the program being evaluated			
	• Specific industries or businesses served by the program			
	• Institutions where students from this program transfer			
	• Emerging trends in the field or program			
	• Significant developments since the last validation report (3 years ago)			
	• Is there a plan of study			
Section 2 Review Resources	Is there narrative about the adequacy of the program resources and their impact on Student learning?			
	Are the Action Items related to the resources indicated in the report?			

Section 3 Validation of Program Outcomes	Is there a summary of the validation process that includes the methods uses? Evidence?			
	• External Measures			
	• Internal Measures			
	• Exit Interviews			
	• Graduate Interviews			
	• Recommendations			
	• Action Items			
	• Formative & Summative Chart			
	• DACUM if applicable			
• Survey questions and results				
Section 4 Implication of Results and Specific Plans for Revision of Curriculum and/or Program Outcomes	• Is the Action Plan provided?			
	• Are Action Items and recommendations placed throughout the report with related findings and evidence?			
	• Does each recommendation include an action to be taken?			
	• Does the action have a rationale?			
	• Does it indicate the person who will be responsible for the action?			
	• Is a due date of the action indicated?			
Appendices Documents of Evidence That May be Included	• Literature Review			
	• Advisory Minutes			
	• Related Department Meeting Minutes			
	• Program Outcomes in chart format with current in left column and revised in the right column			
	• Focus Group Notes			
	• Survey of Like-Colleges			
	• Survey of institutions where there are articulations			
	• Other (Please list)			

General Education Outcomes Validation
3-year process conducted by a designated Task Force of faculty, administrators, and professional staff

Validate General Education Outcomes Internally

1. The General Education Task Force Committee is comprised of representatives from each division. The Task Force validates the general education outcomes using broad-based involvement by faculty, staff, and administrators. The validation process seeks both internal and external input in reviewing and revising the general education outcomes. (See 45)
2. The General Education Task Force reviews the general education outcomes as printed in the *College Catalog* and determines if they are current. For a statement to qualify as an outcome, the College must be able to prove by some measure that, upon completion of the program, the student has achieved the stated outcome. General education outcomes reflect current knowledge, skills, attributes, and standards faculty believe enhance the college learning experience and provide necessary skills to prepare the student for future studies or employment. The general education outcomes must be measurable.
3. The General Education Task Force reviews the data on general education outcomes provided in the **Program Validation Reports** to determine the degree to which the general education outcomes, as printed in the *College Catalog*, are deemed valid by the degree-granting programs.

Validate General Education Outcomes Externally

In addition to the above-noted task force review of general education outcomes (Internal Review), general education validation activities must also include an independent review of the general education outcomes by discipline or subject-area experts not directly affiliated with the College.

1. The General Education Task Force documents that general education outcomes are **valid** by:
 - demonstrating that the outcomes are current and desired by faculty as well as other stakeholders;
 - demonstrating that the general education skills and abilities taught are what employers are looking for when they hire employees;
 - ascertaining if there are general education skills and abilities needed that are not being taught;
 - and demonstrating that skills and abilities taught in the general education outcomes are what students need to succeed at other institutions of higher education.
2. The General Education Task Force determines the validity of the general education outcomes of the institution by using one or more of the following external methods: programmatic outcomes-based accreditation, external evaluation by industry or professional focus groups, DACUMs, employer outcomes surveys, or other appropriate activities. (See 45).

Review and Revise Curriculum

1. The Task Force reviews the results of the internal and external validation reviews and makes changes to the outcomes. The committee submits the proposed changes and current general education outcomes to faculty, college wide, to review. Based on feedback received, the General Education Committee may further revise the general education outcomes. The Committee has a final meeting with the faculty, campus wide, before submitting the final version of the **General Education Outcomes Validation Report**.

The Task Force makes revisions to the general education outcomes as necessary; consults faculty for additional feedback concerning the appropriate revisions; and submits the **Executive Summary** to the College Assessment Committee.

The General Education Task Force submits final recommendations for changes to general education outcomes to the Governance Councils and committees for approval.

Documentation:

The **General Education Outcomes Validation Report** is submitted every three years to the Arts and Sciences, Career and Technical Programs, and Community Education and Workforce Development Divisional Assessment Committees by **July 15**.

The Report details the results of the Internal and External Reviews and describes changes that may be made to general education outcomes.

The General Education Outcomes Validation Report must include a completed **General Education Outcomes Matrix** documenting the contributions of each course in the curriculum toward the teaching and learning of prescribed outcomes. Additionally, the **General Education Outcomes Matrix** should be updated and submitted annually with requested curriculum revisions.

Changes to outcomes and curricula are requested as part of the College's annual curriculum revision process using MCI forms, Formative and Summative Chart, Methods Matrix, Course Cover Page, Unit Outlines, Plans of Study, and other approved documentation. The assessment data will provide evidence for data-driven decisions.

**Columbus State Community College
General Education Learning Outcomes Task Force**

Charter: Rethinking the Goals of General Education Outcomes at Columbus State Community College

Purpose: To examine the current goals of the General Education Outcomes for currency, relevancy, and measurability.

Goals:

- To increase the visibility and importance of General Education at Columbus State.
- To define the desired outcomes for General Education.
-

Contact for Charter Questions—Leadership Advisory

Associate VP, Academic Affairs	
Director of Assessment for Student Learning	
Faculty Leaders in Assessment and Curriculum	

Tasks	Success Indicators
Review current General Education Outcomes at Columbus State Community College. http://cscce.edu/DOCS/POS5.HTM	
Review literature and practices at other colleges.	
Follow state policy on General Education according to The Higher Learning Commission Statements. http://www.hlcommission.org	
Consider the student enrollment in identifying the General Education Outcomes and the potential methods of assessment—(measuring 30,000 students—number and portability)	
Develop a communication plan to inform the campus of General Education information and share final recommendations.	
Tasks	Success Indicators
Verify that student competency in General Education will be consistent across the curriculum.	
Decide to maintain or to revise the current General Education Outcomes.	
Confirm that the outcomes are measurable.	
Define General Education Outcomes and make recommendations to the Instructional Council.	

****While this information may influence the curriculum, this task force will not be responsible for recommending changes to the current curriculum. Departments and Programs will develop student learning outcomes for student learning relevant to the plan of study.***

General Education provides the knowledge, skills, and attitudes that all of us use and live by during most of our lives—whether as parents, citizens, lovers, travelers, participants in the arts, leaders, volunteers, or good Samaritans.

. . . . We owe it to our students to help them develop the competencies to link diverse areas of knowledge in practical application to unscripted, complex problems. Only then will they be prepared to act effectively and responsibly in the world.

*Association of American Colleges & Universities
Task Group on General Education*