2022

Supportive, Inclusive, and Equitable

RICHARD J. DALEY COLLEGE ASSESSMENT HANDBOOK

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I. INTRODUCTION

A. Richard J. Daley Mission Statement

Richard J. Daley College (RJDC) empowers our diverse community to achieve their goals through innovative education and programming in a supportive, inclusive, and equitable environment for lifelong learning

B. Importance of Assessment

The Higher Learning Commission (HLC) accredits degree-granting post-secondary educational institutions in the United States. HLC emphasizes planning because planning is critical to sustaining quality. Assessment of student learning and focus on persistence and completion are ways in which the institution improves and thus assures the quality of its teaching and learning. HLC expects that institutions have the standards, the processes, and the will for quality assurance in depth and throughout its educational offerings. For the ***purpose of accreditation***, the Higher Learning Commission regards the teaching mission of any institution as primary.

Per HLC, what institutions do constitute a solemn responsibility for which they should hold themselves accountable. A ***process of assessment*** is essential to continuous improvement, and therefore a commitment to assessment should be deeply embedded in an institution's activities. Assessment applies not only to student learning and educational outcomes but to an institution's approach to improvement of institutional effectiveness.

According to HLC, for student learning, a ***commitment to assessment*** would mean assessment at the program level that proceeds from clear goals, involves faculty at all points in the process, and analyzes the assessment results; it would also mean that the institution improves its programs or ancillary services, or other operations based on those analysis. Institutions committed to improvement review their programs regularly and seek external judgment, advice, or benchmarks in their assessments. {Higher Learning Commission, 2021}

RJDC faculty and ancillary service staff recognizes that a full commitment to developing and assessing student learning outcomes fosters a student-centered approach to teaching that reflects the core of the college's mission allowing us to strengthen our courses, programs, and institution. Furthermore, SLO assessment is used as a foundation for data driven decision making regarding institutional planning and budgeting. We accept that, as faculty members and ancillary services staff part of our

professional responsibility is to participate in the SLO assessment process to ultimately strengthen institutional performance and public accountability.

C. Beneficiaries of Assessment

One of the great advantages of SLO assessment is that when done in a systematic way, the process benefits students, faculty, and administrators.

For ***students***, participating in SLO assessment will:

- Communicate clear expectations about what is important in a course or program
- Inform them that they will be evaluated in a consistent and transparent way
- Reassure them that there is common core content across all sections of a course

For ***faculty***, participating in SLO assessment will:

- Help them determine what is and what is not working in their courses and/or programs
- Facilitate valuable interdisciplinary and intercampus discussions
- Provide evidence to justify needed resources to maintain and/or improve programs
- Provide reassurance that all faculty teaching a specific course agree to address certain core content.
- Permits the telling of faculty story to individuals outside their area [e.g., administrators, employers, transfer institutions, prospective students, politicians, accreditors, advisory councils, etc.,]

For ***administrators***, participating in SLO assessment will:

- Demonstrate an institutional commitment to continually improve academic programs and services offered by the college
- Provide valuable data to support request for funds from state and local government
- Demonstrate accountability to funding sources
- Provide valuable data for academic planning and decision-making
- Enable them to inform elected officials, local businesses, and board members about the college's impact on our students and our community in a very compelling and convincing way {Cartwright, Weiner, & Streamer-Veneruso, 2010}

II. STUDENT LEARNING OUTCOMES [SLO]

A. BASIS OF SLO

- SLOs are concise, measurable statements about what a student should know, think, or be able to do upon completion of the course and are clearly stated on all syllabi. The outcomes may involve knowledge (**cognitive**), skills (**behavioral**), or attitudes (**affective**) that provide evidence that learning has occurred because of a specific course, program activity, or process. SLO refers to an overarching outcome for a course, program, degree or certificate or student services area (such as the library).
- Outcomes are well-written with **action verbs**, the **present tense**, and avoid terms such as "will appreciate" or "become aware" or "understand" that follow higher-order skills on Bloom's Taxonomy {see Attachment A} How does one measure appreciation or understanding? Good SLOs also exhibit academic rigor, a quality that takes the SLO out of the realm of something that is generally understood by most people and becomes a measurable outcome of rigorous academic study. {See Below}
- Typically, three to five outcomes are sufficient to cover a single course. Pending the subject matter (discipline) there can be more outcomes.

SLO EXAMPLE	REASONS
*POOR: The student will **acquire** an appreciation of Spanish language literature*	Uses the future tense. Contains ***acquire** an appreciation*, which is inherently not measurable. Spanish language literature is too broad. This SLO lacks *academic rigor*
*BETTER: **Interpret** Spanish poetry in the cultural context of its period*	**Interpretation** can be measured in a research paper, a test, or an oral presentation. It specifically addresses poetry, and within historical context
*BETTER: **Compare** Jewish and Arabic traditions in Spanish literature*	**Comparisons** can be measured in a research paper, an essay, test, or oral presentation. Student must be aware of academically accepted traditions in Spanish literature in the Old World
*BEST: **Distinguish** between Anti-Barroquism, Neoclassicism, and pre-Romaticism of the Spanish Enlightenment*	Student can **distinguish** between highly specialized movements in Spanish literature at a specific period in history. Could be a research paper or questions on a final. An example of the highest level of academic rigor

B. BLOOM TAXONOMY

Bloom's taxonomy refers to a classification of the different objectives that educators set for students (learning objectives). It divides educational objectives into three domains: ***cognitive***, ***affective***, and ***psychomotor***. {Krathwohl, Bloom, Masia, 1973}

Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A goal of Bloom's taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education. Learning taxonomies or classifications are commonly utilized as a way of describing different kinds of learning behaviors and characteristics that we wish our students to develop. They are often used to identify different stages of learning development and thus provide a useful tool in distinguishing the appropriateness of learning outcomes. See Attachment B

- **Cognitive Domain** [Knowledge]: Involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

- **Affective Domain** [Attitudes]: Includes the manner, in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attributes.

- **Psychomotor Domain** [Behaviors, Skills]: Includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

As talks among colleagues about SLOs, keep these things in mind to support checklist:

- ✓ Each class section, course, program, and institution have unique factors.
- ✓ Disciplines have unique language and culture.
- ✓ Cross disciplinary conversations are invaluable; avoid doing this in a vacuum
- ✓ Ultimately, discipline-specific conversations best define competencies for students.
- ✓ Everyone is a learner when it comes to assessment.

C. DIFFERENCES BETWEEN SLOs AND COURSE OBJECTIVES

- **Course SLOs** are the intended learning outcomes; **Course Objectives** are the things that must be taught/covered to achieve those learning outcomes.

- Objectives specify distinct steps taken to achieve an outcome.

OBJECTIVES: Grades	**OUTCOMES**: SLOs
Objectives are intended results or consequences of instructions, curricula, programs, or activities	**Outcomes** are achieved results of what was learned – the evidence that learning took place.
Objectives are focused on performances that all students are expected to demonstrate at the end of instructions, for example the normal distribution of grades	**Outcomes** are single student-centered and describe what it is that the student should learn. SLOs are not grades but observable skills.
Objectives define the key elements that must be taught every time the course is delivered.	**Outcomes** are measurable statements that specific what learners will know or be able to do as a result of successfully completing a course.
Because calculation of a course grade often involves a combination of sources such as class participation and other objectives, the single course grade does not directly represent the student's achievement of a specific learning outcome or skill.	Instead of how many students received A's or Ds in the course, the SLO's are geared to describe a specific skill that is acquired which is central to the course.

D. DIFFERENCES BETWEEN COURSE, PROGRAM, DEPARTMENT, and INSTITUTION SLOs

a. **COURSE SLOs**: *CSLOs are in each Course's syllabus*.

b. **PROGRAM SLOs**: *PSLO are found in each discipline/program module on the assessment website*. PSLOs are specific to a discipline that offers degrees or certificates. One or more CSLOs are mapped to a PSLO. Every discipline

determines how they want to use mastery level rubrics, there is no college-wide directive.

c. **DEPARTMENT SLOs**: *DSLO are found in each department/Co-curricular module on the assessment website*.

d. **INSTITUTION SLOs**: *ISLO are found on the college and assessment website.* ISLOs describe the abilities, skills, and knowledge that students will acquire at Daley College. As part of the experience, students will also develop attitudes and outlooks befitting a college-educated person. The (2019) six ISLO's below describe the competencies that every dedicated student will have after successful completion of their education at Daley College. All the Program SLOs from all the disciplines are mapped to one or more ISLOs.

NOTE: 2019 ISLO were influenced by the Association of American Colleges and Universities (AA&CU) and adopted by the Assessment Committee replacing the 2011-2019 General Education Student Learning Outcomes (GESLO) and name changed from GESLO to ISLO.

- **ISLO 1: Communication**: engage in meaningful oral and written communication applying active reading and listening skills. articulate information, ideas, and viewpoints in both oral and written forms
    - (E.g.,) Students exhibits the ability to communicate clearly and effectively.
- **ISLO 2: Critical and Creative Thinking**: analyze and evaluate information or ideas through critical and creative reasoning to develop a logical response, conclusion, or judgement
    - (E.g.,) Student applies critical thinking skills and reason to demonstrate continuous inquiry, problem solving and learning. Students expresses originality, imagination, and innovation.
- **ISLO 3: Global/Cultural Awareness:** apply knowledge of cultural/global worldviews, experiences, and power structures to evaluate global issues or problems
    - (E.g.,) Student demonstrates global awareness to look at issues from multiple perspectives and uses skills for participating in global and local societies.

- **ISLO 4: Quantitative Reasoning**: demonstrate the ability to solve problems and draw conclusions by effectively analyzing situations in numeric, graphical, or symbolic form

    - (E.g.,) Student applies quantitative and symbolic reasoning to obtain objective solutions to problems and equations.

- **ISLO 5: Technology**: utilize multiple computing technologies, such as software applications and learning management systems, to efficiently communicate information.

    - (E.g.,) Student demonstrates the ability to find, organize, understand, critically examine, and use information from various sources using a variety of technologies.

- **ISLO 6: Ethics**: advocate by applying ethical principles in academic, professional, social, and personal contexts

    - (E.g.,) Student understands the complexities of ethical judgment, leadership, social and/or civil responsibility as applied to social and ethical issues.

E. MAPPING SLOs

With the advent of outcome-based education, mapping has become a more crucial concept. Mapping is a visual approach that analyzes the underlying framework of a program. Unlike the *traditional way*, the overview mapping learning outcomes can be achieved in many ways—the creation of charts, tables, and graphs. Mapping determines how the current requirements of your program support the achievement of your learning outcome goals. A much simpler version of a curriculum map is built on a two-dimensional matrix, with the learning outcomes arrayed across the top (as the x-axis) and courses listed down on the left side (as y-axis).

	Learning outcomes 1	Learning outcomes 2	Learning outcomes 3
Course 1	x		x
Course 2	x	x	
Course 3			x

TRADITIONAL MAPPING: In the traditional mapping process the most common approach for curriculum mapping is that it is entirely done by faculty, but often without discussion with the student affairs or without the students themselves. Hence, the result obtained would rarely represent the fullness of a degree or the student learning experience. The following have been the three traditionally used approaches to curriculum mapping.

- Mapping learning outcomes started with a compilation of responses obtained as a result of sending an excel spreadsheet/template electronically to the faculty or staff.

- Completion of the entire mapping by the program head who does it in isolation to be submitted to the assessment management system. There could be less or no conversation with other faculties during this process.

- A meeting point where faculty comes together to identify the alignment of the course and to address various learning outcomes. Usually, this step is entailed by a planned examination/assessment.

5 LEVELS OF MAPPING

There is strictly no right or wrong to handle the mapping process. Each of the approaches below might have strengths and weaknesses of its own. The five levels of mapping learning outcomes are as follow:

1. PO-Course mapping
2. CO-PO mapping
3. Assessments - CO mapping
4. Syllabus - CO mapping
5. Questions - CO mapping

Level 1: **PO-COURSE MAPPING** [Program Outcome: PO]

This first and foremost step of Learning Outcome is that it should be mapped with Program outcomes. Program Outcomes which were earlier referred to as Graduate Attributes is all about what you expect from a graduate. Compliable with Bloom's Taxonomy, this level of mapping lets the instructor set up threshold value alongside the program learning.

Level 2: CO - PO MAPPING [Course Outcome – Program Outcome]

Aligning program level outcomes with course-level outcomes is the second level of mapping. This level of outcomes mapping focuses on student learning, and it allows faculty to create a visual map of a program. It is also the exact place to explore how students are meeting program-level outcomes at the course level.

Level 3: ASSESSMENTS - CO MAPPING

This level of mapping facilitates the alignment of various Assessments with the Courses Outcomes. This form of mapping would represent what will the students know and be able to do as a result of this course at the course-level. If in case the course outcome relates to a campus-wide learning outcome, the ISLO is to be featured too. In that case, what are the ways used to assess the outcome? Is it by writing a report that you score by a rubric or by a presentation? What was the total student performance on the assessment? Were students able to achieve the desired percentage levels? Lastly, as an instructor what did the instructor learn from assessing students which altered his/her way of teaching?

Level 4: SYLLABUS - CO MAPPING

This is the main component in the whole of mapping levels. This shows how the entire syllabus gets mapped with the Courses in the given course time.

Level 5: QUESTIONS - CO MAPPING

It is at this level that the students develop an insight into becoming powerful questioners. An authentic inquiry learning with a visual summary on a topic is mapped with the courses. Bloom's various levels are catered to here.

These five levels of mapping articulate how the curriculum and learning goals match together. As a next step, gathering evidence of student learning follows, which involves determining assessment methods and identifying the measures.

- **Benefits of Mapping Learning Outcomes**

- It identifies how the required courses add to the achievement of program outcomes

- Expands the student achievement in achieving program outcomes
- Works on reflection by revealing gaps in the curriculum and propagates remedial classes
- The course instructors become fully aware of other courses in which students achieve similar outcomes and can plan their syllabi accordingly. Thus, reinforcing the outcomes, helping in skill/knowledge development, and avoiding overlap
- Helps to determine the course prerequisites and program requirements based on how the outcomes fit together
- It shows the logic and overall design of a program and captures the relevance of its courses

    - **(E.g.,) MATH [Algebra Course]** – One or more CSLOs can be mapped to a PSLO. Mathematics could have a PSLO of "Student can solve basic linear equations." For the CSLOs there could be two; one about *solving linear equations with one variable* and another for *finding the intercept*. Each student could be identified using a rubric from a low of "no proficiency" to the highest of "exemplary" on the two CSLOs for each student. There would be two scores since there would be two CSLO for each student. A student outcome could indicate a "no proficiency" on one CSLO and have "standard" on the other.

CSLO	PSLO	CSLO
Student can solve a linear equation with one variable	Student can solve basic linear equations	Student can find the intercept of an equation

The two individually assessed CSLOs would be analyzed together into the PSLO. Thus, a report for the Math Department would show that all the Algebra courses taught that term, % were exemplary, % exceeded standards, and so forth.

Scores may be broken down into Rubric based Mastery Levels:

- EXEMPLARY
- EXCEEDS STANDARDS
- STANDARD
- BELOW STANDARD
- NO PROFICIENCY

Every discipline determines how they want to use Rubric based Mastery Levels, or if they would use such levels, there is no college-wide directive.

F. WRITING SLOs

- Review course description – What is the class about?
- Ask – What are the three-five key things students should learn in this class?
- Review major assignments and exams for the course. What knowledge, skills, and abilities do the students demonstrate on these measures? Consider how the course relates to other interdisciplinary courses in a sequence, as there should be some parallelism and a building on skills and knowledge.
- Does department or program have any thematic outcomes that should be included?
- Use verbs that describe exactly what the learner(s) will be able to do upon completion of the course. Examples of action words include compile, identify, create, plan, revise, analyze, design, select, utilize, apply, demonstrate, prepare, use, compute, discuss, explain, predict, assess, compare, rate, critique, outline, or evaluate. For guidance on writing effective SLOs, see Attachment A.

III. ASSESSMENT CYCLE

Acronym	*Before Semester* *P*	*During semester* *A*	*End of semester* *R*	*Next semester* *C*
PLAN	✓			
ASSESS		✓		
REFINE			✓	
CONTROL				✓

The assessment cycle helps to identify on-going and continuous assessment of student learning outcomes.

A. GUIDING PRINCIPLES FOR SLO ASSESSMENT

- **WHO IS REQUIRED TO DO IT?** All academic degree programs and co-curricular departments at Daley College are required to assess student learning on an ongoing basis. Assessment is not the responsibility of any one faculty member or administrator within a degree program or staff within a

co-curricular department, but is the responsibility of all the faculty, chairs, administrators, and staff. See **ACADEMIC POLICY MANUAL SECTION 10.01 – ACADEMIC ASSESSMENT**

- Faculty have the primary responsibility for developing assessment tools and determining the uses of data that are collected. Therefore, faculty engagement and active involvement in SLO assessment and evaluation of aggregate data is essential.

- SLOs and SLO assessment should be connected to the overall culture of the college through the college values, program review processes, and budgeting processes.

- SLOs should be clearly mapped and aligned throughout a course sequence and among various levels (course, program, department, institution) to achieve the most efficient and effective assessment

- SLO assessment should be as authentic as possible and should be minimally intrusive to the educational experience of students and the instructional planning and performance of faculty

- Rather than relying on one assessment method for all situations, effective assessment may benefit from a variety of methods, even within a single course, that can respond to different learning outcomes, teaching styles, and student learning needs

- Assessment data does not exist in a vacuum and must be analyzed alongside all other factors that may impact attainment of outcomes

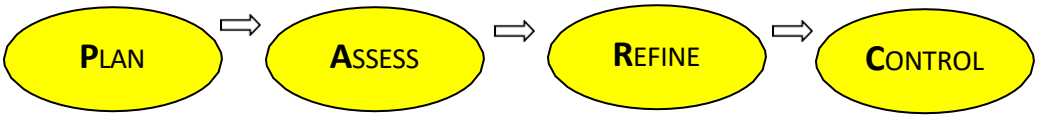
- SLO assessment processes and grading are different but mutually compatible activities and should complement rather than conflict with each other

- SLO assessment of student learning outcomes is a process that is separate from faculty evaluation.

CORE VALUES are **VALIDITY** (benchmarks, evidence; it is testing what it is meant to test) **RELIABILITY** (consistent measure of same thing, level of performance or

standard) **FLEXIBILITY** (allow for adjustments, like for ACCESS/DAC, but not changing standards) **FAIRNESS** (no bias, checklist is effective).

B. ASSESSMENT CYCLE – P-ARC



The assessment cycle is on-going and continuous.

- **PLAN** – Complete the Assessment Plan Report "BEFORE" semester begins. (During the *fall* due by Friday during registration week, week 2 of term before classes begin; During the *spring* due by 1st Friday in April, week 11 of term before or after spring break)

    - Assignment/test/project/activity to be used to assess the SLO(s).
    - Review SLOs from course master syllabus.
    - Review or develop assessment tool to be used to assess whether student has met the SLO

- **ASSESS** – Conduct the activity and collect the data, complete assessment in the course sometime during the semester.

    - **Reflect**: Analyze the data
    - **Overall**: How did the data inform your teaching practice? What went well? What did not go well? What will you do differently next time?
    - **Conclusions**: Report the assessment tool's effectiveness and provide evidence whether students achieved SLO
    - **Improvement Plan**: Report how the results will be used to improve student learning and what changes will be made to improve student attainment of the SLO.

- **REFINE** – Develop and implement an improvement/modification plan

    - To the extent possible, in the following semesters, implement changes to teaching, curriculum, lesson plans, course delivery, assessment techniques, etc., utilizing the plan for improvement
    - Identify timing of implementation

- **CONTROL** – Assessment Committee Evaluation Findings and Reporting to faculty/department.

    - Faculty: Start P-ARC cycle again, assess the impact of the change and share results during next assessment cycle.
    - During subsequent semester, faculty of assessed course reassess SLOs and analyze results. Document re-assessment results.

IV. METHODS OF ASSESSMENT

A. WHY FINAL GRADES ARE NOT ENOUGH

Although counting letter grades is easy, it does not give us specific information about how students perform on specific learning outcomes across various sections of a course.

Final grades are an aggregate assessment of a student's entire body of work for a course. Consequently, looking at a distribution of final grades may provide only vague information about the degree to which students have learned each discernable outcome that has been identified for the course. In short, grades do not provide specific information about students' performance on discrete tasks and outcomes or consistent data across sections. Scoring student performance on specific outcomes, however, can give us that information. {Iredale-Kline, S., Baxley, G., & Demarest, 2017, p.6-7}

B. DIRECT ASSESSMENT MEASURES

Uses methods for assessing actual samples of student work to provide evidence of student performance relative to the learning outcomes

- **COURSE LEVEL EXAMPLES**: Course and homework assignments, exams and quizzes, standardized test, term papers and reports, observations of field work, internship performance, service learning, research projects, class discussion participation, rubric scores for writing, oral presentations and performances, artistic performances, and products.

- **PROGRAM LEVEL EXAMPLES**: Capstone projects, exhibits, or performances, pass rates or scores on certification or subject area tests, student publications or conference presentations, employer, and internship supervisor ratings of student performance.

- **INSTITUTIONAL LEVEL EXAMPLES**: Performance on tests of writing, critical thinking, or general knowledge, rubric scores for class assignments in General Education, Interdisciplinary core courses, or other courses required of all students, performance on achievement tests, explicit self-reflections on what student have learned related to institutional programs such as service learning (e.g., asking students to name three most important things they have learned in a program)

C. INDIRECT ASSESSMENT MEASURES

Is gathering information through means other than looking at actual samples of student work. Indirect measures can give us information quickly but may not provide real evidence of student learning. Student may think that they learned well or say that they did, but that does not mean that their perceptions are correct.

- **COURSE LEVEL EXAMPLES**: Course evaluations, test blueprints (outlines of the concepts and skills covered on test), percent of class time spent in active learning, number of student hours spent on service learning, number of student hours spent on homework, number of student hours spent at intellectual or cultural activities related to the course, grades that are not based on explicit criteria related to clear learning goals.

- **PROGRAM LEVEL EXAMPLES**: Focus group interviews with students, faculty members, or employees, registration or course enrollment information, department or program review data, job placement, employer or alumni surveys, student perception surveys.

- **INSTITUTION LEVEL EXAMPLES**: Locally developed or national surveys of student perceptions or self-report of activities (e.g., Community College Student Engagement Survey (CCSSE)), annual reports including institutional benchmarks (e.g., graduation and retention rates, grade point averages of graduates, etc.,)

D. TYPES OF ASSESSMENT

Two types of direct assessment are FORMATIVE and SUMMATIVE

- **FORMATIVE ASSESSMENT**

  Monitors student learning to provide on-going feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help student identify their strengths, weaknesses, and target areas that need work
- Help faculty recognize where students are struggling and address problems immediately.

Examples of formative assessments include asking students to submit one or two sentences identifying the main point of a lecture. They are usual low stakes, which means that they have low or no point value.

➢ SUMMATIVE ASSESSMENT

Evaluates student learning at the end of an instructional unit by comparing it against some standard or benchmark. They are often high stakes, which mean that they have high point value.

Examples of summative assessments include: a midterm exam, a final project, a paper, a recital, etc., information from summative assessment can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

E. CHOOSING AN APPROPRIATE ASSESSMENT METHOD AND TOOL

Consider a variety of factors as you chose your method, including alignment with the outcome, and ease of scoring. It is useful to step back and consider the method separately from the actual assignment. Considering the general approach to the assessment will allow you to determine the most appropriate method and develop a useful assessment instrument.

➢ ALIGNMENT

Probably the most important consideration when choosing or developing an assessment method is whether it is aligned with the Student Learning Outcome. In other words, is what you're asking the students to do in your assessment or assessment rubric going to provide you with solid evidence about whether they have achieved the desired outcome, or not? If your outcome deals with a student's ability to make a persuasive speech, a research paper is not a good instrument to measure this outcome.

Aligning outcomes with methods may seem like an obvious recommendation, but it's not uncommon to see a disconnect between the outcome and the assessment instrument.

➢ EASE OF SCORING

Educators know that writing good multiple-choice questions takes a lot of time but scoring them is fast. Writing a good essay question is less time-consuming than grading a stack of student essays. Consider the time involved in scoring the instrument and reporting the data. When choosing an assessment method, you must weigh time against meaningful results.

➢ ASSESS TWO (OR MORE) STUDENT LEARNING OUTCOMES WITH ONE METHOD

One way to balance meaningful results with time spent scoring is to use one assessment instrument to measure more than one outcome. This technique can be used successfully in many disciplines. This approach works especially well if you have both skill and knowledge-based outcomes to assess. In many ways, this approach is more authentic to student learning because it asks students to integrate knowledge and skills. Assessing each outcome alone certainly works but combining them gives us a better picture of how students perform in a more "real world" setting. When scoring an assessment which assesses two or more outcomes, you will assign separate scores for each outcome as well as having an overall score.

➢ WRITING/CREATING THE ASSESSMENT INSTRUMENT

Once an assessment method is chosen (exam, paper, etc.,) it's time to write or select the actual instrument that will be handed out to students. We all have different levels of experience with writing assessment instruments; it's one of the major tasks we have as teachers. So, there is a need to make certain that the assessment instrument you use measures how well the students meet the expected outcomes, rather than something else. Additionally, make sure the instructions to the student clearly explain the expectations for the assignment. See **QUESTIONS TO CONSIDER** below:

QUESTIONS TO CONSIDER	**Y or N**
Does the assessment adequately evaluate academic performance relevant to the desired outcome? (VALIDITY **CORE VALUE**)	
Does this assessment tool enable students with different learning styles or abilities to show you what they have learned and what they can do?	
Does the content examined by the assessment align with the content from the course? (CONTENT VALIDITY **CORE VALUE**)	
Can multiple people use the scoring mechanism and come up with the same general score? (RELIABILITY **CORE VALUE**)	

Does the assessment provide data that is specific enough for the outcome being assessed? (ALIGNMENT WITH SLO)	

- **DEVELOPING AN ASSESSMENT TOOL**

  No matter which method and tool that you use, it is vital that you can analyze and answer the ABOVE LISTED QUESTIONS to ensure that the tool is valid and reliable in assessing whether students have achieved the specific SLO(s) you are assessing and will provide sufficient data and information to measure the learning outcome being addressed.

  SOURCES:
  University of the Fraser Valley
  University of North Carolina at Greensboro *Emphasis on Co-Curricular/Student Services*

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V. CONTROL "CLOSING THE LOOP"

This means using the results to improve whatever it was that was being assessed. Thus, it is vital to report the results and use them to celebrate and build on its strengths and to discuss and remediate its weaknesses.

The assessment loop is closed once a program takes findings from its assessment results and implements changes based on those findings. Generally, assessment findings may indicate a need to modify the assessment process:

- **STUDENT LEARNING OUTCOMES**

  Re-assessing learning outcomes provides a structure for reviewing student learning outcomes. Based on findings from the student learning outcome assessment results, a program may want to retain, modify, or eliminate an outcome.

- **ASSESSMENT TOOL**

  In addition to changing outcomes, there might be a need to change the type of data collected. If results obtained were not as expected, it is also important to know if better information could be collected to demonstrate student learning. This change could vary from modifying items on a multiple-choice test to creating a new rubric for reviewing essays.

- **DATA COLLECTION PROCEDURES**
  In addition to having the correct tool, it is also important to consider how data were collected in previous student learning assessments. Knowing who was included in the assessment data, and when data were collected are important to understanding if changes need to be made in data collection procedures.

- **CHANGES IN THE ACADEMIC PROGRAM**
  Results from the student learning assessment may indicate that program curricula need to be reviewed and adjusted. Mapping student learning outcomes to the curriculum is the first step to understanding if changes are necessary. Changing how concepts are introduced and the timing of that introduction to students are two common findings from student learning assessments.

- **MAPPING OUTCOMES TO THE CURRICULUM**
  Results may indicate a need to understand where students are introduced to concepts defined in the learning outcomes. Mapping learning outcomes to program courses is the first step in understanding where students are introduced to the material they need to master.

- **EXAMINING CONCEPT REINFORCEMENT**
  Often programs will discover that students are introduced to the concept in the curriculum, but course assignments and planned experiences are not sufficient to help students master those concepts. This may lead to considering modifications in assignments, readings, or general teaching approaches to reinforce concepts with students. A program may also discover that a new course needs to be created to sufficiently address the learning outcome.

- **EXAMINING COURSE SEQUENCING**
  Sometimes faculty will discover that the course provides sufficient support for the student to master the material, but course sequencing should be adjusted so that students are introduced to concepts that build on and complement each other. The student learning assessment process can be used as an audit of the programmatic educational experience.

- **CONSIDER RESOURCES**
  Closing the assessment loop may require the use of additional resources. Discovering the need for additional course sections or courses may require resources beyond current budgets. In addition to fiscal resources, there are

other resources such as time to consider. Modifying tests or creating new materials requires time, which is a valuable resource.

- **TAKING ACTION**
  Opportunities to improve the assessment process and curriculum may emerge from assessment results but will not be realized without planning and implementation. The assessment loop is only closed if actions are taken to make modifications where necessary. Answering who, what, when, and where questions about assessment modifications are helpful to planning and implementing any changes.

VI. ASSESSMENT & EVALUATION REPORTING

SLO assessment data as reported in D2L|Brightspace allows for the mapping of course level Student Learning Outcomes to Program/Department Learning Outcomes, and Institutional Learning Outcomes. This aids instructors in evaluation of not only their courses but gives them aggregate level data about program outcomes and institutional outcomes.

For training instructions on entering SLO Mapping to assessments deployed in D2L| Brightspace, see the Webinar Recording in the DA Assessment tutorial folder

DALEY FACULTY COURSE LEVEL DOCUMENTS

- ASSESSMENT MAPPING FORM
- COURSE ASSESSMENT PLANNING REPORT **Form #1**
- COURSE ASSESSMENT OUTCOME REPORT **Form #2a**
- STUDENT LEARNING OUTCOMES ASSESSMENT REPORT **Form #2b**

COURSE ASSESSMENT OUTCOME FOLLOW-UP REPORTS

  - ASSESSMENT AND IMPROVEMENT ACTION PLAN REPORT **Form #3A Pt.1-2**
  - ASSESSMENT AND IMPROVEMENT OUTCOME REPORT **Form #3B Pt.3-4**
- ISLO RUBRIC
- ISLO 5 TECHNOLOGY RUBRIC
- ISLO 2 STUDENT SURVEY

DALEY EVALUATORS COURSE LEVEL EVALUATION DOCUMENTS

- LEARNING OUTCOMES CHECKLIST
- ASSESSMENT SUMMARY REPORT

VII. AD HOC COMMITTEES

- **HLC CRITERION 4** – Monitors compliance semester by semester
- **COMMUNICATIONS** - Newsletter/Magazine/Promote awareness
- **EVENT PLANNING** - Coordinates Assessment Week, Day, Celebrations
- **PROFESSIONAL DEVELOPMENT** - Identify webinars, workshops, conferences, FDW sessions
- **CURRICULUM MAPPING** - Reviews departmental mappings, coordinates guidance resources
- **ISLO ASSESSORS** - Assess the ISLOs
- **ON-BOARDING** - Provides overview of committee work objectives, handbook, expectations, and assessment-evaluation processes and documents
- **DISCOVERY & IMPLEMENTATION**: LOOP CLOSERS - Follow up reviewers to document modifications/implementations because of outcomes/evaluation

VIII. PROCESSES

- **CHANGING OR ADDING ASSESSMENT EVALUTOR TOOL**
  Review by the Assessment Committee, vote by consensus or majority vote.

- **CHANGING OR ADDING TO ISLO**
  Review by the Assessment Committee and ISLO sub-committee, vote by consensus or majority vote, if approved must provide a) notification of the change b) announcement date c) implementation/effective date.

- **CHANGING CSLO**
  REFER TO PACC PROCESS AND PACC HANDBOOK

- **ADDING TO CSLO**

This 3-step process includes communicating, documenting, and implementing:

  - Full time faculty or a DAC representative on behalf of the department faculty for a selected course that seeks to "add" a CSLO across all sections shall document the discussions or notices of the addition to identify the inclusion of the "added" CSLO so that the addition is placed onto all sections of the select course syllabus. **WHO IS INVOLVED**: The lead full-time faculty of the selected course at the

college, the department chair at the college, and the adjunct faculty of the selected course sections at the college.

- The department chair shall document by keeping a record on file within the department office of the dates/semester when updates to the CSLO occurs.

- The "added" CSLO is to be listed on the course syllabus following all existing Master Syllabi CSLOS and must appear underneath the header: SUB-STUDENT LEARNING OUTCOMES [**Sub-SLO**], per the PACC HANDBOOK.

➢ **REPORTS SUBMISSIONS**

All assessment tasks provide timelines with dates identified for submission. The faculty member, department chair, or co-curricular department has a designated point person to submit assessment documents, the following describes the submission portal:

Faculty member: Copy of *assessment plan and reports* (Forms 1, 2, 3A, and 3B) are turned into the department.

Department Chair: Course *assessment plan and reports* received from the faculty member shall be copied into the department files, the original course assessment plan, and reports (Forms 1, 2, 3A, and 3B) are turned into the TEAM LED ASSESSMENT COORDINATOR.

The Department Chair's *annual assessment report* is turned into the Office of the Dean of Instruction, then forwarded to the Office of the Vice President of Academic Affairs.

Co-Curricular Department: TO BE IDENTIFIED

QUICK VIEW OF SUBMISSIONS SCHEDULE:

FACULTY	DATE
ASSESSMENT FORM 1: **PLAN**	Due 2nd Friday in Fall term (August)
ASSESSMENT FORM 2**: OUTCOMES**	Due 1st Friday in (April) Spring
ASSESSMENT FORM 3A: **IMPROVEMENT PLAN IMPLEMENTATION –** PART 1&2	Due 2nd Friday in Fall term (August)
ASSESSMENT FORM 3B: **CLOSING THE LOOP –** PART 3&4	Due 1st Friday in (April) Spring
DEPARTMENT CHAIR	**DATE**
ASSESSMENT FORMS 1 AND 3A	Due 1st Friday in Fall term (Sept.)
DEPARTMENT ANNUAL REPORT	Due last Friday in Summer term (July)
CO-CURRICULAR	DATE

- **MISSED DEADLINES**
  All assessment tasks provide timelines with dates identified for submission. When a faculty member, department chair, or co-curricular department is unable to meet the timeline of the date for submission the following process per each unit is to occur:

  - **ASSESSMENT PLAN TIMELINE**: Notify the Assessment Coordinator, provide the estimated time extension needed, and identify the assistance needed if applicable. The goal is to provide the support and follow through to completion to meet the goal and objectives of the organization/college.

  - **ASSESSMENT OUTCOME TIMELINE**: Same as above

- **WHEN DATA IS NOT IN LEARNING MANAGEMENT SYSTEM: D2L|BRIGHTSPACE**
  When the selected course assessment instrument is rendered through a different platform, such as publisher software, google.docs, etc., the outcome data is to be interpreted and evaluated by the faculty and the assessment instrument is to be downloaded and attached/uploaded to the assessment report being submitted as supporting evidence.

IX. Glossary of Assessment Terms

Assessment: The systematic process of determining educational objectives, gathering, using, and analyzing information about student learning outcomes to make decisions about programs, individual student progress, or accountability. Methods used to analyze student learning outcomes or achievement of program objectives.

Assessment Plan: A document used to summarize the relationship between program outcomes and courses, course assignments, or course syllabus objectives to examine congruence and to ensure that all outcomes have been sufficiently structured into the curriculum.

Authentic Assessment: The provision of real-life situations for students to practice and reinforce knowledge and skills. An assessment that measures a student's ability to perform a "real world" task in the way professionals in the field would perform it.

Benchmark: A criterion-referenced objective performance datum that is used for comparative purposes. A program can use its own data as a baseline benchmark against which to compare future performance. It can also use data from another program as a benchmark. In the latter case, the other program often is chosen because it is exemplary and its data are used as a target to strive for, rather than as a baseline.

Bloom's Taxonomy: The extent and rigor of learning as defined by six levels by Benjamin Bloom: (1- Knowledge; 2-Recall and Comprehension; 3-Application; 4-Analysis; 5-Synthesis; 6-Evaluation); characterized by action verbs.

Capstone Course: A course that encompasses educational experience and provides a summative demonstration of competencies.

Closing the Loop: Evaluative steps in the assessment process that lead to program improvement. This is accomplished by reviewing the data collected in course assessment and discussing possible methods of course or program educational improvement or revision.

Competency: The demonstration of the ability to perform a specific task or achieve a specified criterion.

Course-level Assessment: Assessment of student-learning outcomes in a specific course. Faculty members engage in course assessment by evaluating student performance on assignments, projects, and exams, and then using that information to improve student learning.

The focus is on understanding the performance of an entire class or the effectiveness of the course across multiple sections.

Course Learning Outcomes: A demonstrable competency at a certain level of proficiency (what does the student know; what can the student do); outcomes must be measurable for the sake of assessment. Measurement can be both objective (quantifiable) and/or subjective (qualitative).

Course Objectives: Detailed aspects of the course that are accomplished by the successful completion of the course outcomes. Refers to the specific knowledge, skills, or attitudes that students are expected to achieve through their college experience.

Curriculum Mapping: Curriculum mapping is a process for collecting and recording curriculum-related data to identify core skills and content taught, processes employed, and assessments used for each course and level in a degree program. The purpose of a curriculum map is to document the relationship among the components in the curriculum, and ultimately, to create a more coherent curriculum. A curriculum map can be used for analysis, communication, and planning.

Degree Qualifications Profile: A qualifications framework that illustrates clearly what students should be expected to know and be able to do once they earn their degrees at any level.

Direct Assessment Methods: Direct measures of student leaning require student to display their knowledge and skills as they respond to the instrument itself. Objective tests, essays, presentations, and classroom assignments all meet this criterion. (James Madison University)

Department Learning Outcomes: A systematically look at what students in a department are learning, across courses and over time, through their experiences in their major or in co-curricular experiences; DSLO identifies what the department hopes to see students learn through courses and other learning opportunities offered by the program or co-curricular unit.

E-Portfolios: A portfolio is a collection of work developed across varied contexts over time. The portfolio can advance learning by providing students and/or faculty with a way to organize, archive and display pieces of work (Regis University). An electronic format of a collection of work developed across varied contexts over time. The electronic format allows faculty and other professionals to evaluate student portfolios using technology, which may include the Internet, CD-ROM, video, animation, or audio.

Formative Assessment: The gathering of information about student learning-during the progression of a course or program which is usually repeatedly-to improve the learning of those students. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative.

Higher Learning Commission: The review commission for accreditation within NCA (North Central Association of Colleges and Schools).

Indirect Assessment Methods: Methods such as surveys and interviews that ask students to reflect on their learning rather than to demonstrate it (James Madison University). Reflection by students and others on learning experiences, adequacy of a program, etc.; may be administered by surveys, course embedded activities (such as minute papers), focus groups, job placement rates, transfer studies success, etc.

Information Literacy: The ability to acquire, evaluate, organize, maintain, interpret, and communicate knowledge.

Institutional Assessment: A process of assessing institutional outcomes in relationship to mission, values, and strategic planning.

Institutional Learning Outcomes: Broad-based learning outcomes reflecting common educational knowledge and skills from all programs that all graduates of the institution will acquire. Outcomes should align with the institution's mission.

Liberal Education: A philosophy of education that empowers individuals with broad knowledge, transferrable skills, and a strong sense of values, ethics, and civic engagement. The specific choice of major matters far less than the knowledge and skills gained through all studies and experiences in college. (AAC&U)

Outcomes Based Assessment: Measures of performance against defined, measurable outcomes. Faculty and administrators purposefully plan the program to support student achievement of the outcomes, implement methods to systematically identify whether the end results have been achieved, and use the results to plan improvements or make recommendations for resource reallocation or requests. Assessment often conveys the same meaning.

Portfolio: A collection of education experiences and assessments that reflects the capabilities of a student or group of students.

Program Learning Outcomes: The knowledge, skills, and abilities students should possess when they complete a program. Educational or degree programs are more than a collection of random courses. Educational programs prepare students for a range of particular outcomes that can be stated in measurable terms. Program assessment seeks to determine the extent to which students in the program can demonstrate these outcomes.

Program Review: The administrative and peer review of academic programs conducted on a five to six-year cycle, the results of which are reported to the CMU Board of Trustees. This review includes a comprehensive analysis of the structure, processes, and outcomes of the program. The outcomes reported in the program reviews include program outcomes (e.g., costs, degrees awarded) as well as student learning outcomes (e.g., what students know and can do at the completion of the program).

Qualitative Data: Data in which the values of a variable differ in kind (quality) rather than in amount.

Quantitative Data: Data in which the values of a variable differ in amount rather than in kind.

Reliability: The characteristic of a measuring instrument to obtain similar results with repeated administrations.

Rubrics: Specific sets of criteria that clearly define for both student and teacher what a range of acceptable and unacceptable performance look 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. (SABES) A scoring tool that lists the criteria for a piece of work, or "what counts" (for example, purpose, organization, and mechanics are often what count in a piece of writing); it also articulates gradations of quality for each criterion, from excellent to poor.

Standardized Assessment: A standard-based assessment of learner achievement in relation to set standards.

Student Artifacts: A collection of papers, projects, documents, etc., which represent your knowledge, competency, understanding, and achievement of identified goals and learning incomes.

Student Learning Outcomes: Demonstration of what students will be able to know, do, and value at the end of their degree program. An expression of what a student will demonstrate on the successful completion of a module, course, or program of study.

Summative Assessment: Evaluation at the conclusion of a unit or units of instruction or an activity or plan to determine or judge student skills and knowledge or effectiveness of a plan or activity. The gathering of learning information at the conclusion of a course or program. 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.

Validity: The degree to which a test or other assessment measure measures what it is designed to measure. The extent to which an assessment measures what it is supposed to measure and the extent to which inferences and actions made on the basis of test scores are appropriate and accurate.

Voluntary System of Accountability (VSA): A joint accountability initiative by the American Association of State Colleges and Universities (AASCU) and the Association of Public and Land Grand Universities (APLU) aimed at making institutional data transparent.

Value Added Learning: The increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). A baseline measurement is required for comparison. The increase in knowledge, skills, and aptitudes from the college experience; may also be the additional benefits of learning teamwork, appreciation for one's culture, etc.

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Quality Research International Analytic Quality Glossary: http://www.qualityresearchinternational.com/glossary/learningoutcomes.htm

American Association of Colleges and Universities: A Voice and A Force for Liberal Education: https://www.aacu.org/value-rubrics

City Colleges of Chicago: Truman (2019) Assessment Committee Positions and Deliverables

ADDENDUMS

ADDENDUM A: BLOOMS TAXONOMY (3 DOMAINS)

COGNITIVE DOMAIN (KNOWLEDGE)

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development intellectual abilities and skills

Category	Examples	Key Words (Verbs)
REMEMBERING Recall previous learned information	Recite a policy, Quote prices from memory to a customer. Knows the safety rules	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states
UNDERSTANDING Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words	Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into computer spreadsheet	Comprehends converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates
APPLYING Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the workplace	Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test	Applies changes, computes, constructs, demonstrated, discovers, manipulates, modifies, operates, predicts, prepares, produces, related, shows, solves, uses
ANALYZING Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences	Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from department and selects the required tasks for training	Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
EVALUATING Make judgments about the value of ideas or materials	Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports
CREATING Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure	Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome	Categorizes, combines, complies, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes

AFFECTIVE DOMAIN (ATTRIBUTES)

The affective domain includes the manner, in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes

Category	Examples	Key Words (Verbs)
RECEIVING PHENOMENA Awareness, willingness to hear, selected attention	Listen to others with respect. Listen for and remember the name of newly introduced people	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses
RESPONDING TO PHENOMENA Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation)	Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc., to fully understand them. Know the safety rules and practices them	Answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes
VALUING The worth or values a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable	Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about	Completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works
ORGANIZATION Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing	Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical harmony with abilities, interest, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self	Adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes
INTERNALIZING VALUES (Characterization) Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are	Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice daily. Revises judgements and	Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies

concerned with the student's general patterns of adjustment (personal, social, emotional)	changes behavior considering new evidence. Values people for what they are, not how they look	

PSYCHOMOTOR DOMAIN (BEHAVIORS, SKILLS)

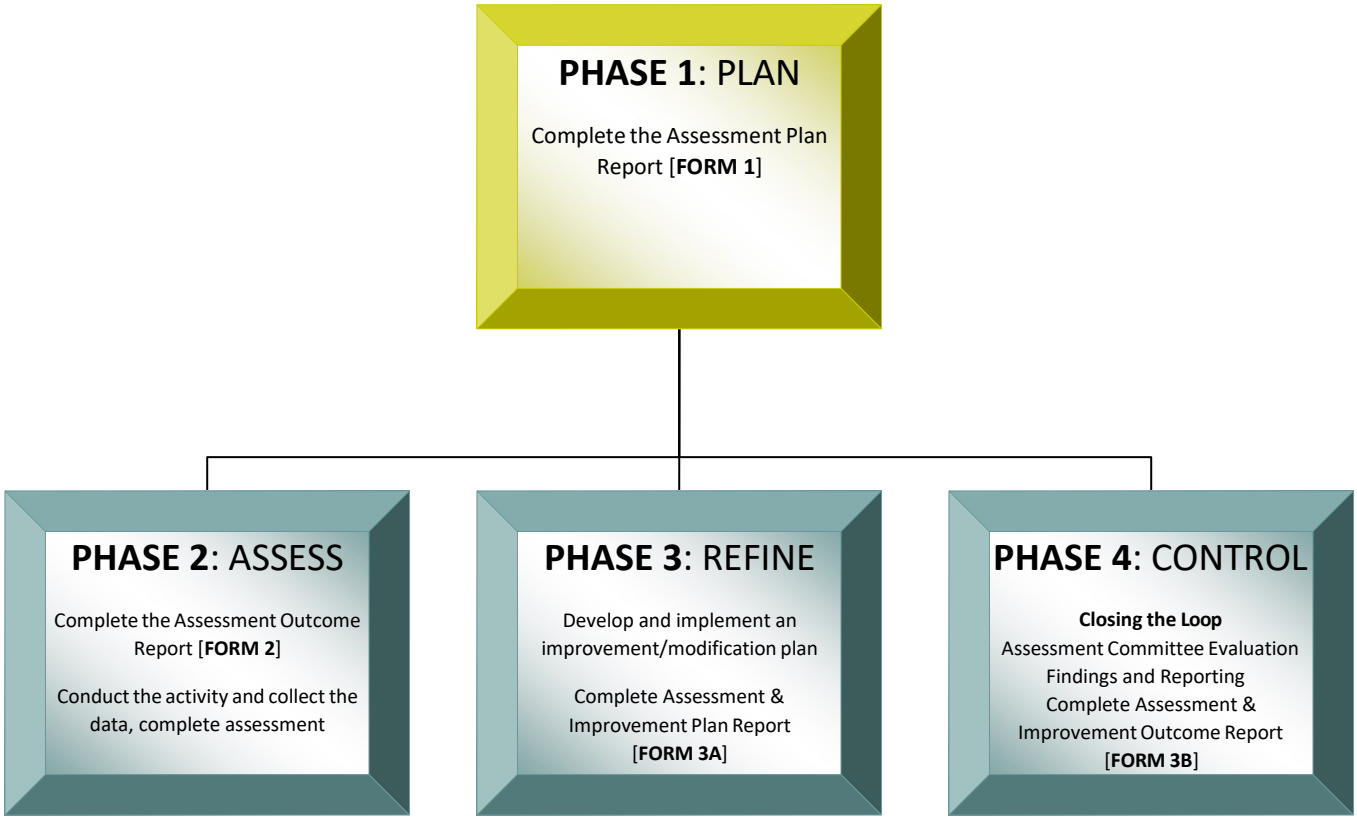
The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

Category	Examples	Key Words (Verbs)
IMITATION Observing and patterning behavior after someone else. Performance may be of low quality	Copying a work of art. Performing a skill while observing a demonstrator	Copy, follow, mimic, repeat, replicate, reproduce, trace
MANIPULATION Being able to perform certain actions by memory or following instructions	Being able to perform a skill on one's own after taking lessons or reading about it. Follows instructions to build a model	Act, execute, perform
PRECISION Refining, becoming more exact. Performing a skill within a high degree of precision	Working and reworking something so it will be "just right." Perform a skill or task without assistance. Demonstrate a task to a beginner	Calibrate, demonstrate, master, perfectionism
ARTICULATION Coordinating and adapting a series of actions to achieve harmony and internal consistency	Combining a series of skills to produce a video that involves music, drama, color, sound, etc. Combining a series of skills or activities to meet a novel requirement	Adapt, constructs, creates, modifies
NATURALIZATION Mastering a high-level performance until it becomes second – nature or natural, without needing to think much about it	Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano. Michael Jordan playing basketball or Tiger Woods hitting a golf ball	Design, development

ATTACHMENT B: SLO CHECKLIST

STUDENT LEARNING OUTCOMES (SLO) CHECKLIST	Y	N
Do SLOs include active verbs (as appropriate for class description) COMMENTS:		
Do the SLOs suggest or identify an assessment? COMMENTS:		
Does the set of SLOs address more than one domain (cognitive, psychomotor, and affective)? COMMENTS:		
Are the SLOs written as outcomes rather than as objectives? ➢ Language indicates an important overarching concept versus small lesson or chapter objectives ➢ Outcome's address what a student will be able to do at the completion of the course ➢ SLOs address student competency rather than content coverage. COMMENTS:		
Are the SLOs appropriate for the course or program? ➢ Consistent with course description ➢ Represents a fundamental result of the course ➢ Aligns with other courses in a sequence, if applicable ➢ Represents collegiate level work COMMENTS:		
Do the SLOs reflect as value seen at other colleges, professional organizations, or vocational expectations? COMMENTS:		
Will students understand the SLOs? COMMENTS:		

ATTACHMENT C: ASSESSMENT PROCESS P-ARC



Refer to page 16

ATTACHMENT D: FACULTY ASSESSMENT & EVALUATION REPORTING FORMS

FORM 1: ASSESSMENT PLANNING REPORT

PLANNING PHASE: Establish clear and measurable student learning outcomes. Provide learning

Assessment Element	Description	Response
Course	What course will be evaluated?	
Delivery Modality	State the modality for which the course will be delivered. Hybrid, Online, Blended, Residential/Traditional F2F	
Technology Tool	Identify technology tools to be implemented for the assessment(s)	
CSLO	State the SLO(s) for which students will be assessed.	
MAPPING **P/DSLO and ISLO**	State the aligning P/DSLO and ISLO for which the CSLO is being assessed.	
Assessment Instrument	Describe the instrument/tool that will be used to assess SLO? Will it measure achievement or aptitude? Will it be norm-referenced, criterion-referenced or neither?	
Benchmark **Target Performance**	Will there be a performance goal for students on the assessment? If so, what is the performance benchmark or target that you hope occurs? If not, what is a reasonable expectation of performance?	
Sample	Describe the sample schema for the assessment activity. How will students or sections selected? What percentage of the total enrollment is expected to participate?	

opportunities.

Assessment Plan Key:

1. **Program Outcomes** are student learning outcomes that have been determined by the program faculty. These outcomes will align with RJDC institutional outcomes in the specialized areas.

2. **Courses/Educational Strategies** are based on the program curriculum map. Program faculty determine where outcomes are assessed throughout the curriculum. All courses used to assess each outcome should be listed.

3. **Assessment Methods** would list the actual rubric/test/survey that is used for assessment of the outcome and how it will be used.

4. **Time of Data Collection** would be the semester in which the outcome is assessed. As the plan is developed, there should be a broad range of semesters and courses used for assessment of all outcomes over a 2-3-year review period. The person responsible could be listed by name or listed as all instructors for the course in case of multiple sections of courses.

5. **Results** will be posted by the instructors collecting and interpreting the data of the assessment. Having the assessment plan posted on the OneDrive/SharePoint/D2L gives each instructor access for posting the results in a timely fashion. There could be Key Findings based on assessment that the instructor would want to note in this section as well as Conclusions derived from the findings.

6. **Actions Taken** will be determined by the program faculty after a review of submitted data from semester assessed courses. Once a course of action is determined, a date for further evaluation of those actions will be set

FORM 2: ASSESSMENT OUTCOMES REPORT

ASSESSING & EVALUATING PHASE: Gather evidence to determine how well students are learning. Interpret the evidence.

Assessment Element	Description	Response
Course & Modality	What course was evaluated? How was the course delivered, in what modality?	
CSLO **P/DSLO and ISLO**	State the SLO(s) for which students were assessed.	
Assessment Instrument	Describe the instrument/tool that was used to assess SLO? Did it measure achievement or aptitude? Was it norm-referenced, criterion-referenced or neither?	
Performance Expectation	Was there a performance goal for students on the assessment? If so, what was the performance benchmark or target outcome? If not, what was a reasonable expectation of performance?	
Sample **# Assessed**	Describe the sample schema for the assessment activity. How were students or sections selected? What percentage of the total enrollment participated?	
Date	At what point during the semester was the assessment administered?	
Outcomes & Challenges	When will the assessment results be returned to and discussed with the	**Performance Target Outcome**:

FORM 3A: ASSESSMENT & IMPROVEMENT PLAN REPORT

REFINING PHASE: Use the results to make improvements to course and/or program.

Academic Programs Outcomes Assessment Report: **CLOSING THE LOOP**

DEPARTMENT: _____ **COURSE:** _____

DEGREE PROGRAM: _____ **FACULTY:** _____

AA, AGS, AES, AS, AAS/AC-BC

FORM 3 A – PARTS 1 AND 2 – ASSESSMENT IMPROVEMENT PLAN REPORT

PART 1: CURRENT ASSESSMENT PLAN

☐ The most recent assessment plan for this program has been submitted or is attached to this report.

Part 2: Report on Student Learning Outcomes Assessed in 20__-__: Methods, Findings, and Improvements Made or Planned in Response to Results

Instructions: For each student learning outcome assessed this year, copy the outcome statement from the assessment plan, and then describe the methods, performance targets, results, and improvements or action plans made based on the findings. To add more outcomes, copy and paste the outline as needed.

1. **Student Learning Outcome Assessed:**
   Copy from assessment plan

2. **Methods that were used to assess student achievement of this outcome at the Program Level** (If multiple methods are used, describe each one separately):

3. **Performance target(s) for each assessment method used:**

4. **Results from this assessment with analysis and interpretation:**

5. **Program improvements made or actions planned in response to these assessment findings:**

FORM 3 A 3B

FORM 3B: ASSESSMENT & IMPROVEMENT OUTCOMES REPORT

CONTROLING PHASE: CLOSING THE LOOP

FORM 3 B – PARTS 3 AND 4 – ASSESSMENT IMPROVEMENT OUTCOME REPORT – CLOSING THE LOOP

Part 3: Follow-Ups on Prior Year Student Learning Outcomes Assessment Results – IMPORTANT

Follow-Up on prior year improvements reported and action plans:

1. **Improvements Reported in Prior Years That Were Based on Assessment Findings** – Provide a follow-up on improvements the program previously reported that it had initiated in response to its assessments of student learning. What have you observed to date about how effective those changes have been?

2. **Plans Reported in Prior Reports for Making Improvements in Response to Assessment Findings** – Describe the status of any plans reported in prior years to monitor, discuss changes, or make improvements based on assessments of learning. Were changes/improvements initiated or completed? Do you have any evidence to date that they been effective?

Part 4: Other Continuous Improvement Efforts Related to This Program

Use the space below to describe assessments and improvements made in relation to program goals other than those related to student learning. This might include curriculum redesigns, policy changes and implementations, improvement of advising, recommendations from Program Review recommendations or professional accreditation reviews.

Evaluation of Other Program Goals: Metrics the program tracks to evaluate other aspects of academic program quality besides student learning, such as graduation rates, time-to-degree, diversity, teaching quality, course and curriculum reviews, etc.

Program Goal	Method Used to Assess Progress toward Goal and Performance Target	Results for This Year	Improvements Made or Planned

[

ATTACHMENT E: ASSESSMENT COORDINATOR EVALUATOR CHECKLIST & FORM

LEARNING OUTCOMES (CSLO and DSLO] CHECKLIST	YES	NO
Does the course have an ASSESSMENT MAPPING form appearing in or uploaded as an attachment in the course objectives section? ➢ **If not, stroll down to make a comment only on the CSLOs section of the review.** ➢ **If yes, verify that the mapping form has been completed.**		
Check whether the course is part of a program in the Associated Programs [e.g., Accounting, Cybersecurity] so you know whether the course should have PSLO mappings.		
Similarly, investigate the Transferability & General Education options to see whether the course is a GE course and needs ISLO mappings. ➢ **If a course is marked Y, this means the course is NOT a GE course and does not need ISLO mapping.**		
Are the CSLOs (DSLO)sequentially numbered? (1, 2,3…)		
Does each CSLO (DSLO) section start with the following sentence? **"Upon successful completion of the course (program), the student will be able to…"**		
Does each CSLO (DSLO) include active verbs that focus on the top 4 levels of Bloom's Taxonomy?		
Does each CSLO appear on the course Daley Master Syllabi?		
Is each CSLO (DSLO) measurable?		
Are the CSLOs (DSLO)s written as outcomes rather than as objectives? ➢ **Outcome's address what a student will be able to do at the completion of the course as well as student competency rather than content coverage.** ➢ **Outcomes are overarching concepts versus objectives, which specify distinct steps taken to achieve the outcomes [the "means", not the ends]**		
Are the CSLOs (DSLOs) appropriate for the course (program)?		
➢ Consistent with course(s) description		
➢ Represents a fundamental result of the course(s)		
➢ Aligns with other courses in a sequence, if applicable		
➢ Represents collegiate level work		
➢ As a reviewer, outside of the discipline, do you understand the outcomes the student will be expected to learn by the end of the course (program)?		

ATTACHMENT F: ASSESSMENT COORDINATOR/CO-CURRICULAR REPRESENTATIVE Two or Four-Year Summary Report

The RJDC assessment progress report will consist of areas regarding department student learning outcomes, results, and actions taken over a 2 or **4-year** period. Please attach the last annual departmental assessment reports, and any department minutes that recorded discussion of learning outcomes. Summarize each student learning outcome that has been assessed over the past two or four years. Attach rubrics used in assessment.

Assessment Summary

Departmental Outcome #1 DSLO	Courses/Educational Strategies Used (From Curriculum Map)	Assessment Method(s)	Semester of Data Collection

Results Summary

Year	Results (Include numbers of students)	Target or Benchmark (If Applicable)

Actions Taken (Briefly describe the analysis of the results and actions taken for future assessment. Indicate any budget implications based on the analysis. Limit 150 words.)

Departmental Outcome #2 DSLO	Courses/Educational Strategies Used (From Curriculum Map)	Assessment Method(s)	Semester of Data Collection

Results Summary

Year	Results (Include numbers of students)	Target or Benchmark (If Applicable)

Actions Taken (Briefly describe the analysis of the results and actions taken for future assessment. Indicate any budget implications based on the analysis. Limit 150 words.)

Add outcomes as applicable/needed

ADDENDUM G: CO-CURRICULAR EVALUATION RUBRIC

INTEGRATED LEARNING ACROSS DEPARTMENTS – ACADEMIC & CO-CURRICULAR

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. – AA&CU

	CAPSTONE 4	MILESTONE 3	MILESTONE 2	BENCHMARK 1
Connections to Experience Connects relevant experience and academic knowledge	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline Sees (makes) connections across disciplines, perspectives	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective	When prompted, presents examples, facts, or theories from more than one field of study or perspective
Transfer Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated	Fulfills the	Fulfills the assignment(s) by	Fulfills the	Fulfills the

Communication	assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	assignment(s) (e.g., to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

ADDENDUM H: STUDENT AFFAIRS ASSESSMENT REPORTING CHECKLIST

MAPPING DEPARTMENTS TO STUDENT LEARNING DOMAINS

The following learning outcomes are derived from a Campus Wide Focus on the Student Experience which provides the conceptual framework for the Division of Student Affairs at RJDC. To maintain our focus on student learning, each student affairs department should identify the intended institutional student learning outcomes (ISLO's) associated with each programmatic or service experience (DSLO).

Reporter: _____

Department: _____

Date: _____

STUDENT LEARNING OUTCOMES

COMMUNICATIONS – ISLO 1	QUANTIATIVE REASONING – ISLO 4
CRITICAL AND CREATIVE THINKING – ISLO 2	TECNOLOGY – ISLO 5
GLOBAL AND CULTURAL AWARENESS – ISLO 3	ETHICS – ISLO6

"X" Learning Domains

Program or Service	1	2	3	4	5	6	**Learning Outcome Dimensions** List the 2-3 most relevant dimensions for each domain you marked below

ADDENDUM I: DEPARTMENT CHAIR DEPARTMENTAL ASSESSMENT REPORT FORM

DEPARTMENT OUTCOMES ASSESSMENT REFLECTION FORM

Name of Department and Discipline:
Point of Contact(s):
Dean:
Date:

Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	Planned Improvements from Previous Student Learning Outcomes Assessment Report	Update on Planned Actions (Please indicate when, where, and how planned improvements were implemented)

Section II: Assessment Report – Current Assessment

Student Learning Outcome:

Origin of Assessment Measure	**Methods of Assessment**	**Performance Standard**	**Analysis**
Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Describe the type of assignment used. For example, did students write a paper or complete a test?	Define and explain acceptable level of student performance.	Present the findings of the analysis including the numbers participating and deemed acceptable.

Discuss any strengths and weaknesses based on the findings.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**

Student Learning Outcome:

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	**Methods of Assessment** Describe the type of assignment used. For example, did students write a paper or complete a test?	**Performance Standard** Define and explain acceptable level of student performance.	**Analysis** Present the findings of the analysis including the numbers participating and deemed acceptable.

Discuss any strengths and weaknesses based on the findings.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**

Student Learning Outcome:

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	**Methods of Assessment** Describe the type of assignment used. For example, did students write a paper or complete a test?	**Performance Standard** Define and explain acceptable level of student performance.	**Analysis** Present the findings of the analysis including the numbers participating and deemed acceptable.

Discuss any strengths and weaknesses based on the findings.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**

Continue to add additional SECTION II as applicable for the Departmental Assessment Report.

Section III. Overall Comments

Please provide any overall comments about the assessment of this program.

Section IV. Communication

How and when will this assessment information be shared with others in the program?
Describe how the assessment findings and reflection will be shared.

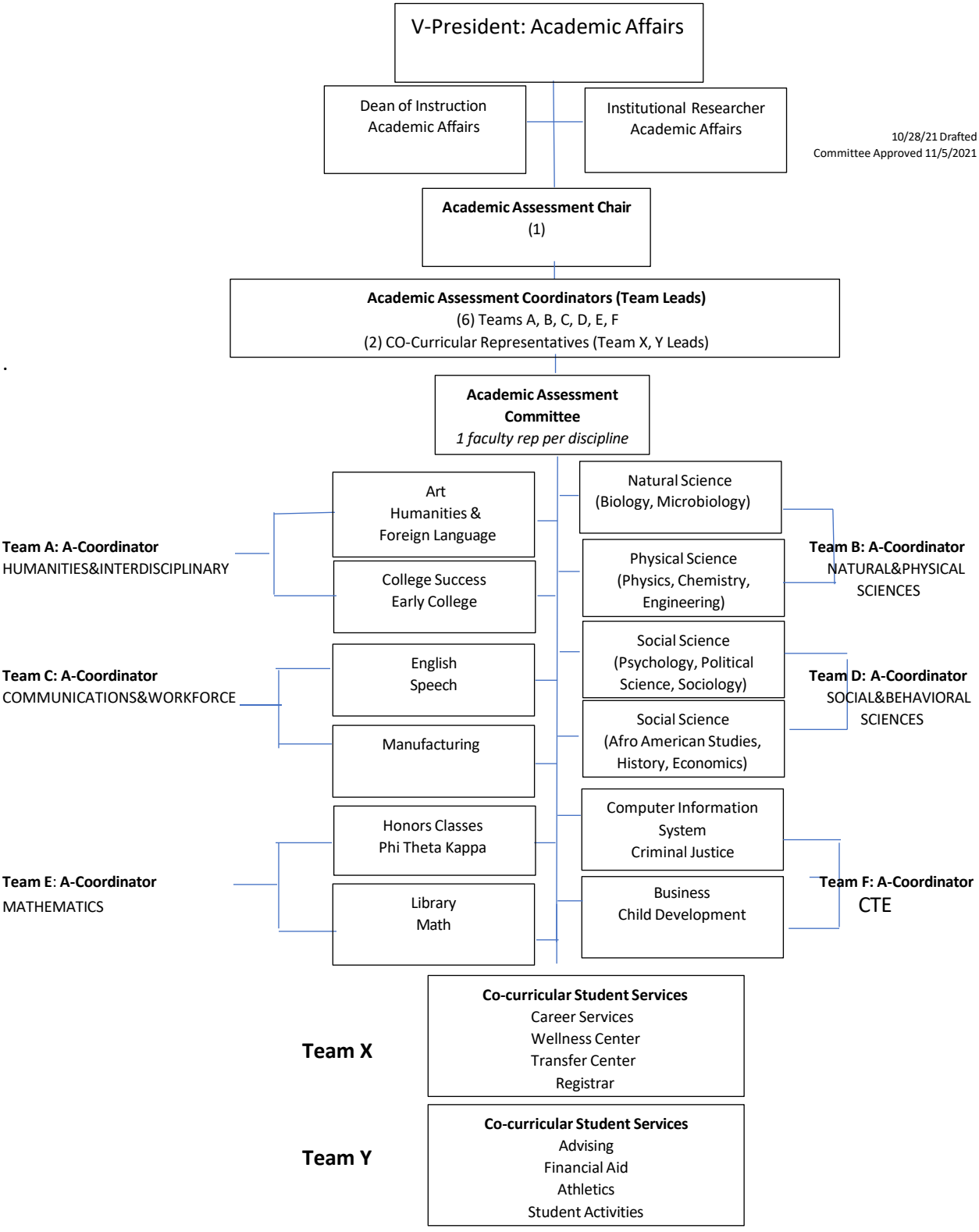
ADDENDUM J: ANNUAL ASSESSMENT 2 YEAR CYCLE-CALENDAR

Spring 2022 – **3 Framework Study** by Assessment Committee					
Spring 2022 – College Wide **Mapping SLO Project**/Academic **Master Syllabi Project**					
Spring 2022 – College Wide **Assessment Plan Report** PREPARATION FOR FALL IMPLEMENTATION					
ASSESSMENT ACTIVITY	**FA2022-2023**	**FA2023-2024**	**FA2024-2025**	**FA2025-2026**	**FA2026-2027**
ISLO ASSESSED	**2** CRITICAL CREATIVE THINKING	**6** ETHICS	**1** COMMUNICATION	**4 and 5** QUANTITATIVE REASONING AND TECHNOLOGY	**3** GLOBAL AND CULTURAL AWARENESS
PLAN **Form #1** Assessment Plan Report Due by Friday in week 2; Assessment Implemented	Tier 1A FA2022	Tier 2C FA2023	Tier 1B FA2024	Tier 2D FA2025	**Start over with Tier 1A** FA2026
ASSESSMENT **Form #2** Assessment Outcomes Report Due by 1st Friday in April	Tier 1A SP2023	Tier 2C SP2024	Tier 1B SP2025	Tier 2D SP2026	
(Optional) SUMMER Due during ASSESSMENT DAY during FDW	Assessment Coordinator Outcomes Evaluations **AND** Dept. Chair Dept. Assessment Report #1	Assessment Coordinator Outcomes Evaluations **AND** Dept. Chair Dept. Assessment Report #1	Assessment Coordinator Outcomes Evaluations **AND** Dept. Chair Dept. Assessment Report #1	Assessment Coordinator Outcomes Evaluations **AND** Dept. Chair Dept. Assessment Report #1	
REFINE **Form #3A** Assessment &	Tier 1A	Tier 2C	Tier 1B	Tier 2D	

Improvement Action Plan Report Due by Friday in Week 2	FA2023	FA2024	FA2025	FA2026	
CONTROL **Form #3B** Assessment & Improvement Outcomes Report Due by 1st Friday in April	Tier 1A SP2024	Tier 2C SP2025	Tier 2B SP2026	Tier 2D SP2027	
(Optional) SUMMER Due FDW or End of Fall Term	Assessment Coordinator Outcomes Evaluation	Assessment Coordinator Outcomes Evaluation	Assessment Coordinator Outcomes Evaluation	Assessment Coordinator Outcomes Evaluation	
CLOSING THE LOOP Reassessment Strategic Improvement SUMMATION	Tier 1A FA2024	Tier 2C FA2025	Tier 1B FA2026	Tier 2D FA2027	
End of FALL TERM	Dept. Chair Dept. Assessment Report #2	Dept. Chair Dept. Assessment Report #2	Dept. Chair Dept. Assessment Report #2	Dept. Chair Dept. Assessment Report #2	
FALL 2027				REVIEW OF ISLO DSLO CSLO	

Tiers 1A, 1B, 2C, 2D are used as identifiers for courses being assessed in the cycle rotation.

ADDENDUM K: STRUCTURAL ORGANIZATION – FRAMEWORK



NAME OF COMMITTEE	ACADEMIC ASSESSMENT COMMITTEE
COMMITTEE CHARGE	The Academic Assessment Committee is a standing committee that functions as a vital subcommittee of Academic Affairs. The primary purpose of this committee is to help support student learning by ensuring that all processes related to assessment are consistent with the mission of the college, addresses the needs of students and the community, and meets the requirements of law and regulation. As such, the Academic Assessment Committee: • Reviews all Course Student Learning Outcomes (CSLOs) and Program Student Learning Outcomes (PSLOs) • Reviews and approves mappings to Institutional Student Learning Outcomes (ISLOs) • Provides assessment training and dissemination of assessment information • Provides support for development, implementation, and evaluation of assessment
SCOPE OF AUTHORITY	The Academic Assessment Committee has primary responsibility of the development, implementation, and evaluation of assessment in accordance with the mission of the college. The committee meets monthly during the academic year to oversee the assessment process.
REPORTS TO	The Academic Assessment Committee reports to the Vice President of Academic Affairs/Instruction and Academic Dean of Instruction/Associate Dean
COMMUNICATES WITH	The Academic Assessment Committee communicates regularly with faculty through Faculty Council, Department Chairs, HLC Criterion Committee on Assessment, Curriculum Committee A, ICCB Program Reviewers, Institutional Researcher, and Assessment Committee/Co-Curricular representatives.
MEMBERSHIP	The Academic Assessment Committee membership includes the following voting/non-voting members: • One administrative co-chair and one faculty co-chair (chair) • Six assessment coordinators • One Institutional Researcher representative (*ex-officio*) • One faculty representative from each academic department and one representative to represent each discipline/program not in a department (unrepresented discipline positions will default to the department chair) (*ex-officio*) • Two Co-Curricular Student Services representatives • One adjunct faculty representative (*ex-officio*) • One Student Government Association representative (*ex-officio*)

ROLES IN DALEY ACADEMIC ASSESSMENT COMMITTEE:

Assessment Chair – Manage internal assessment processes and serve as liaisons to the office of Institutional Effectiveness/Research. Calls and hold meetings, provide reports, and oversees the organizational functions of the Academic Assessment Committee, oversees DA Website content for Assessment and CCC SharePoint; Acts on assessment committee as an active faculty in the academic department and is also responsible for faculty role in the course level assessment process; see faculty. [**Have instructor-role access in the Daley Assessment Repository Brightspace Shell**] – **Voting Member/Executive role of the Assessment Committee**

- Public, faculty representative of Assessment for RJDC
- Guides overall assessment work and sets meeting agenda
- Oversee the development, distribution, and implementation of the Assessment Calendar
- Project management for assessment related HLC Accreditation expectations
- Meets with RJDC Administration to report and advise on assessment-related issues
- Advocates for assessment resources
- Represents and reports on Assessment Committee initiatives to Chairs meeting, Faculty Council, and District Assessment Team

Deliverables:

- Coordinates writing of annual assessment report
- Formally submits annual assessment report to College President
- Provides regular, ongoing communications to the RJDC community about assessment activities, findings, and recommendations
- Oversees committee projects

Assessment Coordinators – Work with Department Chairs, and any other college units designated to create Assessment Plans and Assessment Reports. Coordinators are responsible for assisting college units with the development of and reviewing assessment plans and reports, providing feedback to faculty to improve the quality of their assessments, facilitating assessment updates for departmental meetings and data-based decision meetings resulting from the assessment outcome reports. Acts on assessment committee as an active faculty in the academic department and is also responsible for faculty role in the course level assessment process; see faculty. [**Have instructor-role access in the Daley Assessment Repository Brightspace Shell**] – **Voting Member/Executive Committee of the Assessment Committee [PRODUCTIVITY MODIFICATION:** Not Discipline/Department specific, instead Coordinator work in Teams A-F to conduct Program Review Assessment Evaluations for multiple disciplines/departments to cover all units in the academic framework efficiently and effectively]

- Coordinate Department Level Outcomes development, as necessary, to help improve Department and Program assessment efforts by chairs and faculty.
- Coordinates initiatives for ongoing department level assessment and support
- Review and offer feedback to department committee representatives and Chairs
- Consult with and mentor faculty in utilizing assessment results to improve student learning
- Maintains productive working relationship with office of institutional research
- Ensures department assessment efforts lead to strong HLC accreditation-ready reporting

Deliverables:

- Works with TEAM-Led departments per semester to enable improved assessment efforts to enhance teaching, learning, and decision-making at departmental level
- Oversees development of reports from each department, compiling them for end-of-year reporting
- Facilitates faculty independence on data gathering, analysis, and planning future studies

Assessment Committee Members – Establishes the process and procedures for conducting assessment on campus. Includes establishing timelines for semester and annual plans, and reports; and for creating or reviewing the templates degree programs use to submit assessment information. Acts on assessment committee as an active faculty in the academic department and is also responsible for faculty role in the course level assessment process; see faculty [**Teams A-F**] – **Non-Voting Member**

- Attends monthly Dept. meetings
- Liaison between Assessment Coordinators and Chair and their own department Chair
- Work with Dept. Chair and other committee representatives to report Departmental assessment practices, initiatives, questions
- Co-presenter for department at Roundtable Presentations

Deliverables:

- Represents the department at Assessment Committee meetings
- Creates and submits Departmental RoundTable slide each academic year
- Assists in disseminating assessment communications and reporting documents

Department Chairs – Initiates, coordinates, and follows course assessment schedule and report assessment activities to meet the submission dates established by Assessment Committee timelines. Responsible for operation of assessment within discipline/department to achieve increased institutional effectiveness; Collaborates and responds to Academic Assessment Coordinators request for completed assessment plan and completed outcome reporting templates with supporting documents/data. Retains copies of Assessment Plans and Reports within department; prepares Assessment Presentation for Roundtable Discussion with Assessment Committee. Acts as an active faculty in the academic department and is also responsible for faculty role in the course level assessment process; see faculty

- Provide regular updates to the Assessment Coordinators and to their department
- Design, in consultation with department faculty, a working plan for assessment to meet the College Wide Assessment Cycle Reporting timelines
- Initiate, Disseminate, and Collect assessment reporting documents to departmental faculty
- Consult with and mentor faculty to use assessment results to improve student learning
- Supports the assessment process in disseminating the DSLO to all departmental faculty
- Ensures Departmental Assessment Reports lead to strong HLC accreditation-ready reporting

Deliverables:

- Submit department completed Course Level Assessment Reporting Forms #1-#4 to the TEAM-Led Assessment Coordinator
- Design and maintain an assessment calendar for unit assessment cycles within the department
- Close the loop by sharing results
- Complete the annual Department Chair Department Assessment Summary Report of Assessment work and submit to the Assessment Coordinator

See also Collective Bargaining Agreement: ARTICLE VII Section M.3.h and k

Faculty – Collectively and within respective departments, define measurable outcomes to assess, select methods and measures, and use findings to improve student learning outcomes. Prepare individual course Assessment Plan and complete individual course Assessment Outcome Reports to submit to Academic Assessment Coordinators via Department Chairs for filing plan and report copies within department.

See also Collective Bargaining Agreement: ARTICLE VII Section I.2 and L.3**,** also assessment participation can help strengthen the Self Evaluation Section #4-6, #8, 9a and c; and the Portfolio Preparation Section II. 5. #1, 2, and 5.

DEVELOPERS, REVIEWERS, CONTRIBUTORS

- **Alta Williams**
  - *Business Faculty* – Assessment Chair
- **Benli Shechter**
  - *Social Science Faculty* – Assessment Coordinator – Dept. Chair
- **Dinh Bui**
  - *Computer Information Faculty* – Assessment Coordinator
- **Helena Craules**
  - *Arts & Humanities Faculty* – Assessment Committee – Dept. Chair
- **John Nino**
  - *Biology Faculty* – Assessment Coordinator – Criterion 4 Co-Chair
- **Lissa Dehring**
  - *Arts & Humanities Faculty* – Assessment Coordinator
- **Michael Crenshaw**
  - *English Faculty* – Assessment Coordinator – TAP Lead – HLC Peer Reviewer
- **Rowena Misayah**
  - *Biology Faculty* – Assessment Committee – Dept. Chair

ADMINISTRATORS DURING DEVELOPMENT

- Janine Janosky – President
- George Kinlaw – Interim Vice President of Academic Affairs
- Crystal Washington – Vice President of Business Affairs
- Cynthia Moreno – Interim Dean of Instructions
- Gardenia Rangel – Interim Associate Dean of Instruction
- Douglas Geigor – Dean of Student Development
- Jameta Rogers – Associate Dean of Student Development
- Erika de la Riva – Director of Institutional Research and Effectiveness
- Patricia Auman – Director of Strategic Initiatives
- Rafael Godina – Director of Enrollment Management
- Erika Williams – Human Resource Business Partner

FY2022SP – Official Release
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ADDENDUM L: REVISED ASSESSMENT COMMITTEE BY-LAWS

Bylaw Updates and Process Inclusions – 2024

RULES OF ORDER

Coordinator Position Explanation & Process

- There will be no more than six academic teams/units, each led by an identified assessment coordinator. Coordinators are NOT designated to a team based on their discipline/department affiliation and can be designated to work with any of the six academic teams to carry out the coordination and oversight of courses in the assessment cycle, the dissemination of assessment information, assessment reviews, and feedback. The task is universal, which does NOT require coordinators to be discipline/department related or focused. Coordinators identify with multiple departments within the structure of the identified academic teams A-F. Any change request to team units must go via the amendment process and timelines.

- At no time may a Coordinator serve in dual capacity as assessment chair and assessment coordinator (and vice versa) and receive release time/special assignment for both roles on the merit of conflicting capacity of roles/task.

- Coordinators are recruits from within the assessment committee, are voted on by the sitting assessment coordinators and assessment chair; recruit must have served as an active committee member within the current academic year for at least one academic semester or have recently completed the full 4 phase assessment cycle process as a criterion.

    - **VACANCIES**: Upcoming Vacancy: End-of-term or Temporary Replacement

        - **Upcoming Vacancy: End of Term** – At the beginning of the coordinators 3rd year within the 3-year limit term, if not serving a second term, coordinator is to identify intent to not return so that a recruit can be identified, voted on, and begin to shadow during the last year of the coordinator for seamless succession planning, engaging participation, and continuity.

        - **Temporary Replacement** – In the event that a coordinator or chair is inactive (e.g. leave, resigns/step downs) a temporary replacement for the vacancy will be recruited by the voting members from the assessment committee, if no committee member is interested recruitment will be extended to a faculty peer who has completed the 4 phase assessment cycle or at least has entered the second year of the assessment cycle, voted on, and submitted to administration for the processing of release time or special assignment

            - Temporary Replacements are ex-officio members, while filling the vacancy do not vote in lieu of the inactive coordinator.

Summer Session

- No changes, voting, proposed amendments of any kind shall be put forth or enacted upon during the summer

Changing Bylaws

- Recommendations to remove, add, or otherwise modify the bylaws or handbook may originate from the assessment chair, coordinators or through referendum proposals from actively engaged assessment committee representatives.

- An assessment coordinator or chair shall present an amendment, endorsed by majority of the present voting membership

- The Assessment Committee must review the recommended amendments within ten (10) business days during the fall and spring semesters. After being reviewed, the Committee must bring forth the original amendment and their recommendations to the Assessment Coordinators and Chair for consideration provided that all members of the assessment committee have been notified of the proposed verbiage at least seven (7) days prior, the vote.

    - **Timeline & Practice**: Consensus reached amendments by the voting members of the assessment committee (coordinators and chair) will continue to be posted on the D2L Assessment Platform and surveyed for feedback for not less than 30 days, surveyed results will continue to be reviewed, considered, modifications as applicable may be made, voted on, and finalized for publication on the D2L Assessment Platform and shared with the Faculty Council. No actions shall take place or be implemented during the amendment process.

    - **Amendment Process**

    Changes to these bylaws or handbook may be brought to the assessment committee for a first reading and then acted upon at any subsequent meeting, provided the action item is announced at least 48 hours in advance as an agenda item. The assessment coordinators and chair shall review suggestions and vote on changes for final approval.

Amendment through Initiative Process

- Any assessment coordinator or chair may propose an amendment

- Consent of the coordinator or chair for an initiative to introducing amending bylaws or handbook shall be demonstrated through a majority vote

- If a proposed amendment receives the consent an initiative will occur in which the entire assessment committee shall be entitled to participate

- Same process shall be followed as listed in the “Referendum Proposal Process”

Amending through Referendum Proposal Process

- Assessment Coordinator’s may approve proposals from actively engaged assessment committee representatives to amend the existing bylaws provided that each voting member is notified via the Assessment Chair in writing of the full language of the proposed amendment seven (7) days prior to any action being taken.

- The full language of the proposed amendment must be placed on the agenda prior to any action being taken.
- The proposed amendments must receive approval from the majority of the total serving membership of the Assessment Coordinator's and Chair. [In the absence of a voting assessment coordinator or chair due to leave or temporary inactive status, the interim replacement will not cast a vote, and the proposed amendment will be halted and revisited, as applicable upon the return of the voting assessment coordinator or chair].
- Upon the Assessment Coordinator's approval of a proposal to amend the existing bylaws, there shall be a referendum in which the entire actively engaged assessment committee membership shall be entitled to participate. If the proposed amendment receives a majority cast ballots, the proposed amendment shall be voted on by the Assessment Coordinator's binding and in full force and effect

Ratification Process

- This *body of work, existing coordinator team units and the existing bylaws* may only be ratified by a majority of the *assessment coordinator* members voting in favor of ratification in an *assessment coordinator closed meeting*. Ratification of this document shall be binding and in full force and effect.

Appeal Process

Any faculty member wishing to question policy or committee recommendations or urge a broader hearing on such issues should first make that wish known to the committee. In the event the faculty member and/or the committee feel further action is required, the Faculty Council officers will be consulted and the appropriate referral made to Local 1600 officers according to institutional policy.

If a faculty member, department, or other academic unit disagrees with an assessment decision, review, or feedback provided by the Assessment Committee, the following appeal process shall be followed to ensure a fair and transparent review:

- **Initiation of Appeal**: Appeals must be submitted in writing within 30 days of the decision, clearly outlining the grounds and supporting evidence.
- **Grounds for Appeal**: Appeals will be considered if based on procedural errors, inconsistencies with guidelines, or new evidence not available during the initial review.
- **Submission**: Appeals should be directed to the Chair of the Assessment Committee using the designated Appeal Request Form.
- **Review Panel**: A Review Panel of three impartial committee members will be formed within 10 days to evaluate the appeal.
- **Review and Decision**: The panel will review all relevant documentation and meet with the appellant if needed. A decision will be issued within 30 days to the Chair to be released to the appellant, resulting in either affirmation, modification, or reversal of the original decision.
- **Final Decision**: The Review Panel's decision is final. No further appeals will be accepted unless new, substantive evidence emerges.
- **Documentation and Improvement**: All appeal records will be maintained, and the process reviewed for improvements at the next committee meeting.

Absentee Voting

In the event a voting member of the assessment committee (a coordinator or chair) is not on campus, temporarily inactive, on leave, and their vote would impact the majority needed to move forward, the action will be halted until the voting member is actively restored. A temporary motion may be enacted to deal with an imposing issue in real time but shall not remain a permanent resolve. Such temporary motion will need to be revisited and moved through the full amendment process.

Contingency Clause

If unforeseen circumstances (e.g., illness, sabbatical, resignation, or any other extenuating factors) arise that prevent the continuous participation of a designated Assessment Coordinator or Chair, the following procedures shall apply to maintain the integrity and functionality of the assessment process:

- **Successor Preparation**:
  During the last year of the coordinator's or chair's term, end-of-term coordinator or chair replacements shall shadow the outgoing coordinator or chair and receive mentorship to ensure a smooth transition, allowing them to carry out responsibilities related to assessment practices, reporting, and feedback reviews without interruption.
- **Temporary Replacement**:
  A temporary replacement may be appointed from the pool of current Assessment Committee members, selected by a majority vote from the voting members, to fulfill the duties of the absent coordinator until the individual returns or a permanent replacement is selected.
- **Selection of Permanent Replacement**:
  Should the absence become permanent, the process for selecting a new Assessment Coordinator shall be expedited through:
  - An internal call for interested candidates within the committee.
  - Evaluation based on demonstrated knowledge of assessment practices and familiarity with the institution's assessment goals.
  - Formal selection via majority vote by the Assessment Committee within 30 days of the vacancy.
- Continuity of Work:

The temporary or new Coordinator shall adhere to all established processes, deadlines, and expectations outlined in the bylaws and handbook to ensure continuity and effectiveness in the assessment process.