Arts & Sciences Division

Assessment Plan & Report Forms

Columbus State Community College
Outcomes Based Assessment

Four-year Cycle

Plan: **Report:**

Year: **2023-24**
                 2024-25
                 2025-26
                 2026-27

Course:

Department:

Chairperson:

Faculty Completing Form:

	Institutional Learning Goal	General Education Competency/ Program Learning Outcome	ILG Benchmark Rating

2023-24	**PLANNED ASSESSMENT:**
	Critical Thinking
	Ethical Reasoning
	Quantitative Skills
	Scientific Literacy
	Technological Competence
	Communication Competence
	Cultural & Social Awareness
	Professional & Life Skills
	
	FOLLOW UP ASSESSMENT: *IDENTIFY THE ILG OF ASSESSMENT WORK DONE THIS YEAR THAT FOLLOWED UP ON LOW BENCHMARK RATINGS FROM PAST YEARS :*
			Benchmark was:
			  Completely met ***Nearly met***
			  Not met ***Problematic***
			
			Did the benchmark rating improve?

2024-25	**PLANNED ASSESSMENT:**
	Critical Thinking
	Ethical Reasoning
	Quantitative Skills
	Scientific Literacy
	Technological Competence
	Communication Competence
	Cultural & Social Awareness
	Professional & Life Skills
	
	FOLLOW UP ASSESSMENT: *IDENTIFY THE ILG OF ASSESSMENT WORK DONE THIS YEAR THAT FOLLOWED UP ON LOW BENCHMARK RATINGS FROM PAST YEARS :*
			Benchmark was:
			  Completely met ***Nearly met***
			  Not met ***Problematic***
			
			Did the benchmark rating improve?

2025-26	**PLANNED ASSESSMENT:**
	Critical Thinking
	Ethical Reasoning
	Quantitative Skills
	Scientific Literacy
	Technological Competence
	Communication Competence
	Cultural & Social Awareness
	Professional & Life Skills
	FOLLOW UP ASSESSMENT: *IDENTIFY THE ILG OF ASSESSMENT WORK DONE THIS YEAR THAT FOLLOWED UP ON LOW BENCHMARK RATINGS FROM PAST YEARS :*
			Benchmark was:
			  Completely met ***Nearly met***
			  Not met ***Problematic***
			Did the benchmark rating improve?

2026-27	**PLANNED ASSESSMENT:**
	Critical Thinking
	Ethical Reasoning
	Quantitative Skills
	Scientific Literacy
	Technological Competence
	Communication Competence
	Cultural & Social Awareness
	Professional & Life Skills
	
	FOLLOW UP ASSESSMENT: *IDENTIFY THE ILG OF ASSESSMENT WORK DONE THIS YEAR THAT FOLLOWED UP ON LOW BENCHMARK RATINGS FROM PAST YEARS :*
			Benchmark was:
			  Completely met ***Nearly met***
			  Not met ***Problematic***
			Did the benchmark rating improve?

| | Course | Academic Year | # Sections Offered | # Sections Assessed |

| **Institutional Learning Goals** | PLAN | | | | | | REPORT | | |
	General Education Competency/Program Learning Outcome	Course & Learning Outcome	Assignment Type & Brief Description	Criteria for Proficiency of Program Outcome	B	F	N	#	%
☐Critical Thinking ☐Ethical Reasoning ☐Quantitative Skills ☐Scientific Literacy ☐Technological Competence ☐Communication Competence ☐Cultural and Social Awareness ☐Professional and Life Skills									

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

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

N represents the number of students who completed the assessment

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

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

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

BENCHMARK RATINGS   *Course*   *MODALITY:*
Institutional Learning Goal Alignment

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

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

☐ a) Recognize, define, & analyze a problem.

☐ b) Examine issues by identifying and challenging assumptions and biases, including one's own, and by distinguishing substantiated fact from opinion or misinformation.

☐ c) Apply learned concepts and knowledge to make decisions relevant to problem solving.

☐ d) Develop problem-solving strategies and evaluate their practical and/or ethical implications.

☐ e) Draw logical, well-supported conclusions by testing them against relevant criteria and standards.

☐ f) Adjust conclusions and viewpoints if new information becomes available.

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

☐ a) Evaluate moral and ethical judgments based on value systems.

☐ b) Develop knowledge of past successes and failures recognizing the impact of individuals and societies at large.

☐ c) Demonstrate the ethical and legal use of technology and information obtained from sources.

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

☐ a) Perform mathematical computations using appropriate methods to arrive at accurate results.

☐ b) Analyze, interpret, and/or formulate inferences from data such as graphs, charts, tables, or other quantified data.

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

☐ a) Demonstrate an understanding of the scientific methods of discovery, inquiry, analysis, and problem solving.

☐ b) Interpret the fit between scientific hypotheses and available data.

☐ c) Differentiate between scientific and non-scientific methods of inquiry.

☐ d) Demonstrate an understanding of science as a way of examining the natural world.

☐ e) Recognize the implications of scientific discovery for society.

Technological Competence: Utilize knowledge and skills to properly incorporate technology into one's discipline.

☐ a) Apply appropriate technologies and devices as tools for creating, researching, organizing, analyzing, and/or communicating information and ideas.

☐ b) Locate, understand, synthesize, and evaluate digital information and data.

☐ c) Demonstrate a comprehension of essential issues related to digital information security.

Communication Competence: Demonstrate the ability to communicate effectively in both written and unwritten forms.

☐ a) Write clearly and effectively in language appropriate to the audience, technology, purpose, and context.

☐ b) Speak clearly and effectively in language appropriate to the audience, technology, purpose, and context.

☐ c) Develop and demonstrate effective processes for composing texts.

☐ d) Listen actively and demonstrate understanding of received information.

☐ e) Demonstrate college-level reading comprehension.

☐ f) Access, evaluate, analyze, and synthesize information from a variety of perspectives, using a variety of sources.

Cultural and Social Awareness: Recognize democratic values and civic/community responsibilities associated with a socially, politically, economically, and historically diverse world.

☐ a) Identify historic, political, cultural, social, environmental, or economic factors that shape contemporary public issues.

☐ b) Recognize the historic and contemporary contributions, perspectives, or identities of divers groups.

☐ c) Demonstrate knowledge of democratic and civic values.

☐ d) Recognize the impact of an issue at the local, national, and/or global level.

☐ e) Demonstrate an understanding of community and civic responsibility.

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

☐ a) Demonstrate skills needed to fulfill professional and academic standards of punctuality, professional image, self-discipline, teamwork, leadership, responsibility, and personal accountability.

☐ b) Evaluate the impact that choices make in supporting a personal and professional life of meaning and value.

☐ c) Recognize or participate in the artistic, cultural, recreational, educational, and professional activities necessary for success in one's career or academic discipline.

Action Plan/Strategic & Budgetary Requests

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

1. **Representativeness**:
   Autumn
   #Sections Assessed _____/_____ #Sections Offered = % total sections Assessed _____

   Check Modes of Delivery Assessed:
   Classroom   Web   Blended   Lab   CCP _____ other (specify)

   Spring
   #Sections Assessed _____/_____ #Sections Offered = % total sections Assessed _____

   Check Modes of Delivery Assessed:
   Classroom   Web   Blended   Lab   CCP _____ other (specify)

   Summer
   #Sections Assessed _____/_____ #Sections Offered = % total sections Assessed _____

   Check Modes of Delivery Assessed:
   Classroom   Web   Blended   Lab   CCP _____ other (specify)

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

2. **Instructional Follow-Up:**

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

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

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

ACADEMIC INTEGRITY QUESTIONAIRE

What proctoring method was used when collecting this assessment data?

Not Proctored   Proctored in person

Proctored online with environmental scan   Other online proctored method

How confident are you that this work is the students' authentic work and not the result of any violation of CSCC's academic integrity policy?

Very much not confident   Somewhat not confident

                          Neutral

Somewhat confident   Very confident

Checklist for reviewing Assessment REPORTS Arts and Sciences (revised June 2024)

Course_____   Date Reviewed_____

Reviewer_____

1. Which General Education compentencies are being assessed?

Are these the competencies scheduled to be assessed in their four-year plan for this year?

YES   NO

2. How many sections were assessed and offered? _____/_____

3. Do they need to improve on the number of sections that they assess? _____

4. What is the benchmark? _____

5. How many students were proficient? _____

6. How many students were assessed? _____

7. What percent of students were proficient? _____

8. What is the course rating for the general education competency (A, B, C, or D)? _____

   A) Completely met the benchmark; no need for follow-up assessment
   B) Mostly met the benchmark, or nearly met the benchmark; must discuss improvement strategies and department decides if they want to do a follow-up assessment
   C) Did not meet the Benchmark; must complete a follow-up assessment
   D) Significantly below the Benchmark; must complete follow-up assessment

Final Considerations:
- Did they compare all modes of delivery (Traditional, Web, Blended)? _____

- Did they include CC+? _____

ADDITIONAL COMMENTS: