Business, Engineering, and Technologies & Health & Human Services Divisions

Assessment Plan & Reports Form

Columbus State Community College
Outcomes Based Assessment

Four-year Cycle

Program:

Plan: Report:

Year: 2015-2016
2016-2017
2017-2018
2018-2019

Division:

Department:

Chairperson:

Coordinator:

Planning Assessment-Part 1

Program: *Coordinator:*

Four-year Plan

		Institutional Learning Goals *(Check all that apply.)*	**Program Learning Outcome**	**Met Bench-mark?**
2015-16	**Plan**	☐Critical Thinking ☐Ethical Reasoning ☐Quantitative Skills ☐Scientific Literacy ☐Technological Competence ☐Communication Competence ☐Cultural and Social Awareness ☐Professional and Life Skills		*Yes* *No*
2016-17	**Plan**	☐Critical Thinking ☐Ethical Reasoning ☐Quantitative Skills ☐Scientific Literacy ☐Technological Competence ☐Communication Competence ☐Cultural and Social Awareness ☐Professional and Life Skills		*Yes* *No*
		Was Benchmark met last year? Yes No	*If no, did you **follow-up** this year?*	
2017-18	**Plan**	☐Critical Thinking ☐Ethical Reasoning ☐Quantitative Skills ☐Scientific Literacy ☐Technological Competence ☐Communication Competence ☐Cultural and Social Awareness ☐Professional and Life Skills		*Yes* *No*
		Was Benchmark met last year? Yes No	*If no, did you **follow-up** this year?*	
2018-19	**Plan**	☐Critical Thinking ☐Ethical Reasoning ☐Quantitative Skills ☐Scientific Literacy ☐Technological Competence ☐Communication Competence ☐Cultural and Social Awareness ☐Professional and Life Skills		*Yes* *No*
		Was Benchmark met last year? Yes No	*If no, did you **follow-up** this year?*	

Institutional Learning Goals	PLAN							REPORT		
	Program Learning Outcome	Course & Learning Outcome	Instrument of Assessment	Performance Indicator	Performance Criteria	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/bet* **or** *https://staffcscc.sharepoint.com/hhs* **use your Columbus State Community College username and password to log in.**

Based on the Institutional Learning Goal identified above, please select the Outcomes assessed for this course.

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

☐ 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.

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

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

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

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

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