Student Academic Assessment Plan

Shawnee Community College's mission is to serve the needs of the students and our diverse community by providing quality higher education, community education, training, and services that are accessible, affordable, and promote life-long learning.

Introduction

Shawnee Community College (SCC) is committed to assessment for continuous improvement. The assessment process allows faculty to explore ways to continually improve student learning, course design, the effectiveness of programs, and overall teaching and learning. Assessment provides the means for transformative learning by providing relevant, clear, and timely feedback to all stakeholders.

The Student Academic Assessment Action Plan reflects the collaborative work of faculty, administrators, and staff and provides a comprehensive outline of the college assessment processes and procedures pertaining to student learning. This plan details the orderly collection, examination, interpretation, and documentation of student learning of course, program, and general education outcomes and changes in teaching strategies and curriculum guides. At the institution level, SCC's Mission, Core Values, and Strategic Plan goals support assessment of student learning as a fundamental part of the commitment to provide sustainability for our district (Board Policy 8170), thus emphasizing the importance of effectively implementing this plan to support strategic institution level planning and decision-making.

The Student Academic Assessment Committee (SAAT) routinely updates the plan to promote continuous quality improvement to course design, program effectiveness, relevant co-curricular services offered, and overall teaching and learning, as well alignment to the institution's assessment framework and policies (Figure 1.).

Figure 1. Integration of SCC Outcomes
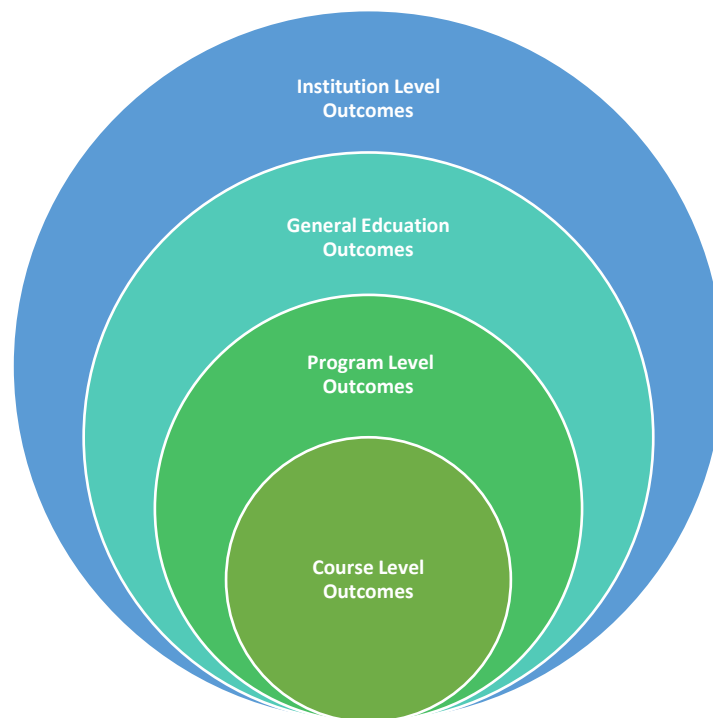
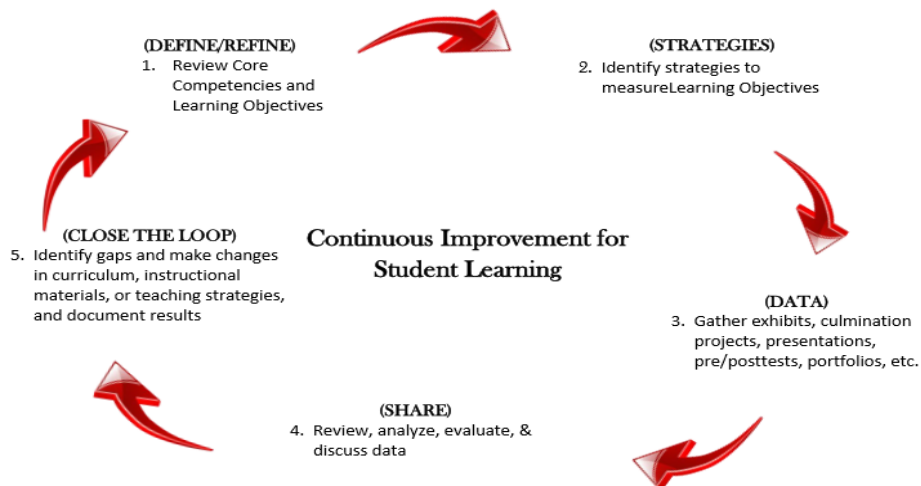The processes and procedures outlined in this plan provide evidence that
- Learning objectives are observable and measurable;
- Curriculum alignment provides the opportunity for students to achieve these objectives because the curriculum is driven by intended learning outcomes and assessment evidence;
- A variety of instructional strategies is utilized to promote student engagement and contribute to student learning;
- Successful program completion provides students with the requisite skills for goal completion;
- Employee engagement is priority in increasing student learning and obtaining desired institutional outcomes.

SCC Philosophy of Student Academic Assessment

SCC is dedicated to providing high quality, cost-effective, comprehensive programs to all individuals within the district and the region. Assessment at SCC is one of the vital resources used in creating and updating curriculum guides in each of the education programs within the college, identifying the strengths, areas for improvement, and possible inequities, and supporting continued improvement to student learning.

The college's institutional effectiveness model, SCCES[1], is a *systems model* that provides a comprehensive assessment framework including the foundational elements of employee engagement, infrastructure effectiveness, and student success. Nested within this system are several smaller systems working together to ensure successful student completion and goal attainment (Student Success), effective use of the learning systems and facilities (Infrastructure Effectiveness), and a high-quality culture (Employee Engagement). This assessment plan provides systematic, routine processes and procedures that align with SCCES (see Appendix A) and fully engage faculty in the data informed decision-making necessary to positively impact student learning and to improve the learning systems put in place to support students and faculty. Faculty collect and analyze data to determine if instruction is effective, and improving student learning (Figure 2.). The ongoing process of assessment is to provide faculty and students with information and insights needed to improve student learning, modify teaching strategies, and improve curriculum. Faculty regularly provide feedback to students to help them modify their learning strategies and study habits so that they can become more independent, productive learners. The conversations between and among faculty, students, and other stakeholders provide an excellent way to share best practices. Overall, assessment can be a process of self-reflection with an outlook towards improvement.

Figure 2. Continuous Improvement for Student Learning

(DEFINE/REFINE)
1. Review Core Competencies and Learning Objectives

(STRATEGIES)
2. Identify strategies to measureLearning Objectives

Continuous Improvement for Student Learning

(DATA)
3. Gather exhibits, culmination projects, presentations, pre/posttests, portfolios, etc.

(SHARE)
4. Review, analyze, evaluate, & discuss data

(CLOSE THE LOOP)
5. Identify gaps and make changes in curriculum, instructional materials, or teaching strategies, and document results

Student Academic Assessment Committee (SAAT)

The Student Academic Assessment Committee's (SAAT) membership consists of ten faculty members and four ancillary staff members from all areas of the college. This committee is responsible for overseeing the implementation of the processes and procedures in this plan, ensuring deadlines are met, verifying changes to implementation, and communicating outcomes, both challenges and successes, to all stakeholders of the institution. The SAAT coordinates its work with the Vice President of Academic Affairs and the Executive Director of Institutional Effectiveness.

The SAAT mission is to promote excellence in teaching and student learning through reviewing and updating the Student Academic Assessment Action Plan for faculty and ensuring courses follow curriculum maps and meet course objectives, programs address the required industry, accreditation, and licensing standards, and the general education core competencies are intentionally interwoven throughout SCC programming. Furthermore, the SAAT ensures alignment of academic assessment processes and procedures with the Board of Trustees Policy Manual, the institutional effectiveness model, *SCCES*, and the SCC Strategic Plan. In doing so, the SAAT can feel confident in the resulting evidence required for accreditation with the Higher Learning Commission (HLC) (Figure 3.).

Figure 3. Standards and Accountability Measures at Each Level
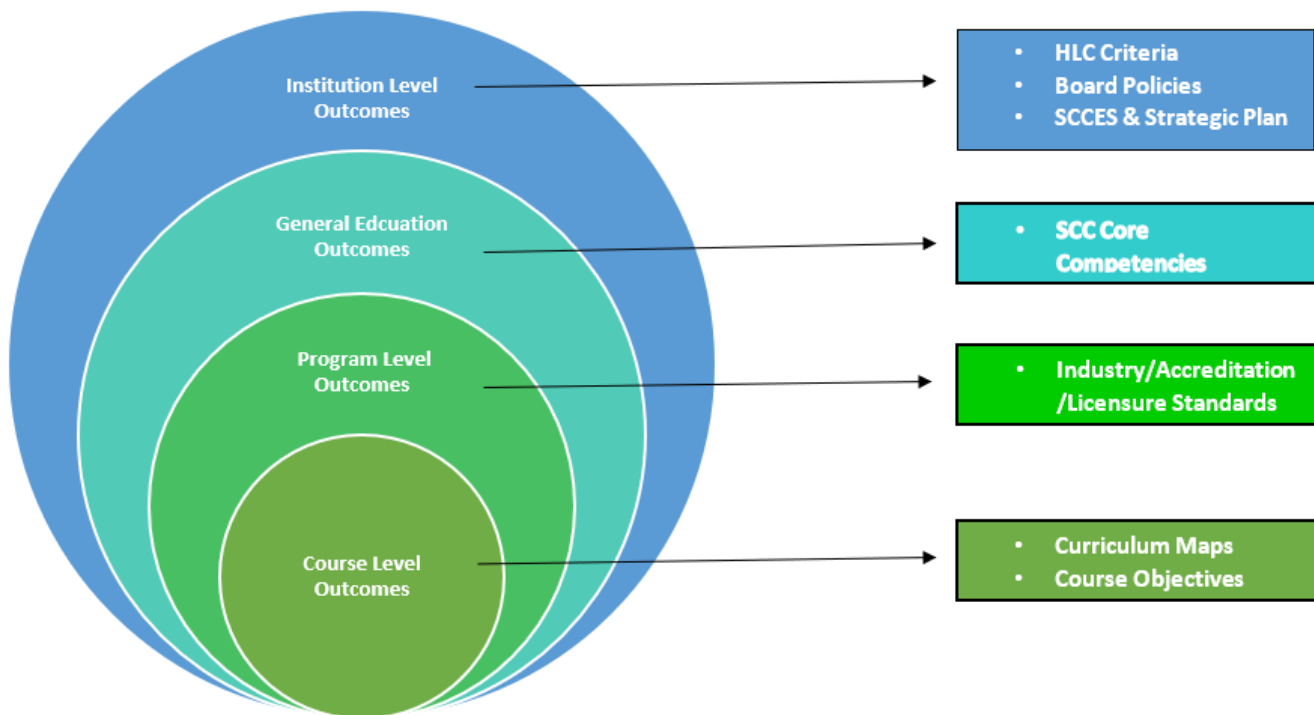
Student Academic Assessment Action Plan

The Student Academic Assessment plan steps carefully adheres to the continuous improvement cycle to secure the integrity of the overall process and reliability of the resulting evidence (Table 1).

Table 1. Steps in the SCC Continuous Improvement Cycle

Stage in Continuous Improvement Process	Step in SCC Academic Assessment Process
Stage 1: Define/Refine	Step 1: Identify Core Competencies-SLOs General Education Step 2: Identify Program Objectives Step 3: Align Curriculum with Core Competencies and Program Objectives (see Programs' Curriculum Maps)
Stage 2: Strategies	Step 4: Create Data Collection Processes for measuring student learning directly related to Core Competencies and Program Objectives (see Rubrics, Core Competency Assessment Form (CCAF), and Program Review form)
Stage 3: Data	Step 5: Collect Data (Figure 4. CQI form, Figure 5. Core Competency Assessment Form (CCAF)
Stage 4: Share	Step 6: Analyze Results at all levels (section, course, program, institution)
Stage 5: Close the Loop	Step 7: Use Results to Implement Improvement at all levels (section, course, program, institution) Step 8: Celebrate Successes!
*Start the process again at stage 1 by refining the core competencies, program objectives, curriculum, and assessment processes and procedures as informed by steps 5-7.	

Step One. Identify Core Competencies (Student Learning Outcomes (SLOs) in General Education)

The core competencies were determined after conversations with faculty, students, and area employers of SCC graduates during advisory council meetings. The core competencies represent the identified qualities that students need to succeed after leaving SCC, whether they complete a degree or certificate for employment, complete an AA/AS degree for transfer to a four-year institution, or obtain continuing education credit. Core competencies are evaluated yearly for relevancy.

Problem Solving Core Competency

Problem-solving is a process designed to implement a strategy to achieve a desired goal. Achievement of problem-solving components assist in gauging an individual's critical-thinking abilities.

Problem-Solving Core Competency

SCC graduates will use critical and creative thinking while applying analytical and quantitative reasoning to address complex challenges and everyday problems.

PROBLEM-SOLVING CORE COMPETENCY RUBRIC

Problem-solving is a process designed to implement a strategy to achieve a desired goal. Achievement of problem-solving components assist in gauging an individual's critical-thinking abilities.

	Exemplary	Acceptable	Developing	Below Expectations
Identify Problem	Construct a clear problem statement.	Construct a problem statement	Construct an unclear problem statement.	Lacks construction of problem statement.
Propose Solution	Propose **more than one** complete solution.	Propose a complete solution.	Propose an incomplete solution.	Lacks proposal of a solution.
Implement Solution	Implements solution in effective manner.	Implements solution.	Partially implements solution	Lacks implementation of a solution.

Written Communication Core Competency

Written communication is the development and expression of ideas through writing. Written communication involves learning to work with many styles and different writing technologies while mixing texts with data and images. Written communication abilities develop through interactive experiences across the curriculum.

WRITTEN COMMUNICATION CORE COMPETENCY RUBRIC

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles as well as working with many different writing technologies mixing texts with data and images. Written communication abilities develop through interactive experiences across the curriculum.

	Exemplary	Acceptable	Developing	Below Expectations
Content of Purpose for Writing	Demonstrates thorough understanding of context, audience, and purpose.	Demonstrates adequate consideration of context, audience, and purpose.	Demonstrates awareness of context, audience, and purpose.	Demonstrates minimal attention to context, audience, and purpose.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of subject, conveying the writer's understanding and shaping of the document.	Uses appropriate, relevant, and compelling content to explore ideas within the content of the subject while shaping the document	Uses appropriate, relevant content to develop and explore ideas through most of the work of the document	Lacks use of appropriate, relevant content to develop simple ideas in the document
Syntax and Mechanics	Uses English language skillfully communicating meaning to readers with clarity and fluency, and is error-free.	Uses standard English language that generally conveys meaning to readers with clarity with few errors (less than five).	Uses standard English language that generally conveys meaning to readers although lacking complete clarity and includes multiple errors (more than five).	Use of English language which sometimes impedes meaning due to errors in usage
Sources and Evidence	Demonstrates skillful use of **high quality, credible, relevant** sources to develop ideas that are appropriate for the assigned task(s)	Demonstrates consistent use of **credible, relevant** sources to develop ideas that are appropriate for the assigned task(s)	Demonstrates an attempt to use **credible and/or relevant** sources to develop ideas that are appropriate for the assigned task(s)	Lacks demonstration of an attempt to use **sources** to support ideas used in completion of task(s)

Oral Communication Core Competency

Oral communication is a prepared, purposeful presentation designed to increase knowledge, foster understanding, or to promote change on the part of the listeners' attitudes, values, beliefs, or behaviors.

ORAL COMMUNICATION CORE COMPETENCY RUBRIC

Oral communication is a prepared, purposeful presentation designed to increase knowledge, foster understanding, or to promote change on the part of the listeners' attitudes, values, beliefs, or behaviors.

	Exemplary	Acceptable	Developing	Below Expectations
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported)	Central message is clear and consistent with supporting materials	Central message is basically understandable but is not repeated and is not memorable	Central message can be deduced but is not explicitly stated
Organization	Organization pattern (introduction, conclusion, sequenced material within body and transition) makes the content of the presentation cohesive	Organization pattern (introduction, conclusion, sequenced material within body and transition) is evident in presentation	Organization pattern (introduction, conclusion, sequenced material within body and transition) is observable within presentation (an attempt is recognizable)	Organization pattern (introduction, conclusion, sequenced material within body and transition) is NOT observable within presentation
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling and polished	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the understandable	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation
Language	Language choices are imaginative, memorable, compelling and enhance the effectiveness of the presentation	Language choices are thoughtful and generally support the effectiveness of the presentation	Language choices are mundane and commonplace and partially support effectiveness of presentation	Language choices are unclear and minimally support effectiveness of presentation
Supporting Material	Variety of supporting materials significantly supporting presentation and provides creditability to presenter	Evidence of supporting materials which sustain presentation and establishes presenter's authority on topic	Supporting materials make reference to information or analysis of data related to topic	Insufficient supporting materials to illustrate creditability on topic

Research and Information Literacy Core Competency

Research and Information Literacy is the recognition of the need for information, to be able to locate, evaluate, and effectively use and share information.

RESEARCH AND LITERACY CORE COMPETENCY RUBRIC

Information literacy is the ability to realize when information is needed while research involves the actions of identifying, locating, evaluating, and effectively using the information obtained to address an issue.

	Exemplary	Acceptable	Developing	Below Expectations
Determine Extent of Information Needed	Provides a clear definition of the scope to the research question, thesis, or problem	Defines the scope to the research question, thesis, or problem	Defines the scope to the research question, thesis, or problem incompletely (parts missing, too broad, too narrow)	Lacks ability to define the scope to the research question, or thesis, or problem
Evaluate Information and Its Sources	Systematically and methodically analyzes own and multiple others' assumptions, evaluating relevance of contexts when presenting position	Identifies own and multiple others' assumptions and relevant contexts when presenting position	Questions no more than TWO assumptions. Identifies no more than TWO contexts when presenting position	Awareness of assumptions present, but lacks contextual relationship development to begin building a position
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes, and synthesizes information to achieve a specific purpose with clarity and depth	Communicates, organizes, and synthesizes information so intended purpose is achieved; lacks clarity in depth	Communicates and organizes information. The information is NOT synthesized, so the purpose is not achieved	The information is fragmented and/or used inappropriately (misquoted, taken out of contest, incorrectly paraphrased,)
Access and Use Information Ethically and Legally	Provides complete citations in correct format.	Provides complete citations, but in incorrect format	Provides incomplete citation information	Does not provide citations

Personal Growth Core Competency

Personal Growth is the ability to create personal, academic, and career goals and implement an action plan in order to complete a degree.

PERSONAL GROWTH AND RESPONSIBILITY CORE COMPETENCY RUBRIC

Activities that improve self-awareness, develop talent, transfer abilities to employability, and/or enhance quality of life are components of students' Personal Growth and Responsibility and can be accomplished through multiple facets of the college experience.

Criteria	Exemplary	Acceptable	Developing	Below Expectations
Initiative	Connects services from the identified program to self-directed learning.	Makes use of services to enhance self-directed learning.	Identifies a need for services to enhance self-directed learning.	Fails to identify a need for services to enhance self-directed learning.
Fosters Constructive Group Climate	Motivates group by expressing confidence in the group's ability and assisting with accomplishing identified task.	Aids the group in accomplishing identified task.	Expresses importance of the group network to accomplish identified task.	Participates in group activities without focusing on accomplishing identified task.
Responds to Conflict	Addresses conflict directly and constructively to strengthen effectiveness of group to accomplish identified task.	Identifies and acknowledges presence of conflict while staying engaged in accomplishing identified task.	Redirects focus of differing viewpoints/opinions to common ground to address identified task.	Passively accepts other group members' viewpoints/opinions.

Global and Cultural Awareness Core Competency

Global and Cultural Awareness is an acknowledgment of cultural and societal influences, along with differences in race, nationality, religion, and gender, while recognizing that people have different backgrounds, attitudes, and experiences.

GLOBAL AND CULTURAL AWARENESS CORE COMPETENCY RUBRIC

Opportunity to be exposed to and/or experience others' beliefs, attitudes, values, and cultures through multiple facets of the college experience.

Criteria	Exemplary	Acceptable	Developing	Below Expectations
Identifies and explains the ways in which individuals, groups, and institutions influence society.	Draws from external sources the factors that bring change to society, and the way individuals and groups have been instrumental in bringing about change.	Draws from information given and own experiences the factors that bring change to society, and the way individuals and groups have been instrumental in bringing about change.	Draws from only personal experiences the factors that bring change to society, and the way individuals and groups have been instrumental in bringing about change.	Unable to conclude from given information or personal experiences the way people impact society.
Comprehends the need for inclusion of socio-economic, political and social dynamics of world cultures.	Demonstrates inclusion of socio-economic, political and social events to changes in world culture.	Discusses inclusion of socio-economic, political and social events that influence world culture.	Identifies inclusion of socio-economic, political and social events that influence world culture.	Unable to identify the impact of inclusion socio-economic, political and social factors on world cultures.
Identifies the impact of stereotypes and myths.	Creates ways/methods to dispel stereotypes and myths.	Identifies effects of stereotypes and myths on society.	Distinguishes between stereotype, myth, and cultural fact.	Unable to recognize the difference between stereotype, myth, and cultural fact.
Participation in the global society.	Makes decisions based upon information gathered from practices in other nations.	Recognizes the direct impact of other nations on one's own social, political, and economic life.	Recognizes the broad impact of other nations on one's own social, political, and economic life.	Unable to recognize the impact of other nations on one's own social, political, and economical life.

Cocurricular Assessment

Many programs across campus engage students in learning outside of the classroom, from externship programs to student organizations. SCC identified cocurricular programs have articulated student learning outcomes (such as leadership skills, career knowledge, research skills) and assess how well their programs facilitate student learning in targeted areas following planning using the CQI process identifying learning objectives, measuring against a specific standard, collecting data, analyzing achievement and considering interventions for improvement for the next cycle.

Shawnee Community College's cocurricular identified programs (FY2022) consist of: Ag Club, Ambassadors, College Bowl, Cosmetology Club, History Club, Esports, Music Club, Phi Beta Lambda, Phi Theta Kappa, Student Ambassadors and Student Senate.

Step Two. Identify Program Objectives

The assessment process at the program level is affected by the program mission statement and results of course level student learning objectives. Programs develop a detailed assessment plan using the Continuous Quality Improvement (CQI) Form (see Figure 4).

Programs' missions are evaluated on an annual basis to determine relevance and alignment with institution level outcomes, as well as their respective accreditation, industry, and /or licensing standards, and published program information in the current catalog. Information gained from advisory meetings, community forums, transfer universities' curriculum updates, as well as Shawnee Community College's faculty and Office of Institutional Effectiveness, is considered when making program updates.

Upon determination of an appropriate and applicable program mission, program goals are written to support it. A plan for reaching the goals is outlined. The plan includes *program-specific* objectives, identified measures to be used for the collection of data, desired targets for the year, and specific actions necessary to reach those targets, including the assignment of the responsible party for follow-up and reporting. Resources needed to successfully achieve the program goals are also determined during this step. Findings are annually reported according to the determined program goals, and assist with the identification of desired changes to existing programs or development of new programs.

Program *Student Learning* Objectives are derived to support the program goals and, in turn, the mission of the program. Relevant artifacts are identified for each *student learning* objective and the measure of expectation is determined. An interpretation is generated from the raw data gained through the evaluation of the artifacts, and follow-up actions are determined. Program artifacts often come from program course projects, but are often collaborative efforts among many instructional and ancillary departments across the institution.

To allow for future planning of Student Learning Objectives, programs incorporate the feedback from the ICCB 5-year program review, as well as the data analyzed (e.g., labor market need, cost effectiveness, disaggregated analyses of program delivery methods, etc.), while completing their CQI annually (see Appendix B for a sample program review template used to record these additional data findings).

Figure 4. Continuous Quality Improvement (CQI) Form

Shawnee Community College's Annual Continuous Quality Improvement (CQI) Planning Form		
Entity:	Contact Person/email:	Planning/Assessment cycle/year:

Entity Mission Statement **Description in Catalog**

Department / Program Effectiveness Goals
The Information Processing program will (be)… *(These statements could address issues related to graduation, course offerings, employment, enrollment, retention, student satisfaction, licensure rates, etc.)*   Goal 1:   Goal 2:

Assessment Summary					
Objectives *The program will (observable action verb)… (These statements need to indicate what faculty/staff specifically do to achieve the goals.)*	Measure(s) *(These are the regulations, other entity guidelines, employer needs, and industry standards used for guidance in your program.)*	Achievement Targets *(This is the desired final achievement. It could be a program licensure, annual review success, etc.)*	Action Plan *(This is an explanation of what you are going to do to achieve your objective and target.)*	Resources Requested *(This is a list or explanation of monies, time, space, or other resources needed to achieve the objective and target.)*	Findings *(This is the information that you will enter in the spring of the FY to indicate if the target was achieved.)*

Assessment Summary					
Objectives	Measure(s)	Achievement Targets	Action Plan	Resources Requested	Findings

Program Student Learning Objectives *(to be completed by faculty)*				
Objective *(Upon graduation, students will <<action verb>> <<something>>)* **This is NOT a class objective.**	**Artifact/Evaluation** *(What was the submission by the student to indicate the objective has been achieved? Did you evaluate it with a scale, rubric, checklist, etc.?)*	**Summary of Evaluation Results** **(what did you find)** **RAW DATA** *(Generally numbers, pass rates, score distribution)*	**Interpretation of Data** *(Analyze the data. Do the results meet the objective?)*	**Follow up actions** **(address performance gaps)** *(What are we going to do about it?)*

Budget Implications		

Summary/Analysis Questions
1. What specifically did your assessment process show regarding proven strengths or progress you made on your objectives? *(What worked well in this cycle?)*   a) The Information Processing program remains current with industry standards and employer needs.   b) Students are easily transferring course work to universities (SIU-C) and Murray's telecommunication bachelor degree.   c)
2. If this unit participated in the 3-year OR 5-year Program Review during this cycle, describe overall trends in program enrollment, student performance and program resources.
3. Describe any program achievements which occurred that may or may not be related to objectives.

Step Three. Align Curriculum with SCC Core Competencies and Program Objectives

Once the program's learning objectives are clearly determined, program offerings and individual courses are reviewed to determine how students will achieve the accreditation, industry, and/or licensure requirements, as well as the general education Core Competencies developed in *Step One*. Curriculum mapping is completed to ensure alignment and coverage of all program standards and core competencies at all levels of instruction (Exemplary, Acceptable, Developing, and Below Expectations) in all programs. Curriculum mapping allows for a cohesive and systematic methodology of identifying possible gaps, redundancies, or inconsistencies in a programs' progression toward student completion.

Figure 5 is an example of a program-specific curriculum map that identifies the learning objectives associated with SCC's Core Competencies. (It is noted that upon thorough consideration of Program Review data and advisory information for the Criminal Justice Program, it was found that there is no expectation of Mastery-level instruction of any of the Core Competencies because a graduate of this program would be required to complete a Bachelor's degree and/or police academy assignment. Mastery-level instruction for this program is obtained through these additional experiences.)

Curriculum maps provide a picture of how well collective expectations of student learning match instructional offerings at the program level. Individual course activities contribute to students' learning as well as the instruction provided. The curriculum mapping process affords instructors the opportunity to gather, review, and discuss needed changes in individual courses to bring about an improved progression of learning as students work toward completion of a desired program.

Questions that must be addressed when engaging in mapping of curriculum are:

- Do students have multiple opportunities to develop the program objectives and SCC Core Competencies during completion of the program?

- Are content delivery levels organized in a meaningful manner to address specific program objectives?

- Do individual courses provide students with opportunities to integrate multiple Core Competencies?

Data collected from responses to these questions are considered when completing annual program CQI documentation and during rotating program reviews.

Figure 5. Example Core Competency Curriculum Map

CRIMINAL JUSTICE (AAS Degree)					
	Communication-Oral	Communication-Written	Problem-Solving	Research & Information Literacy	Global & Cultural Awareness	Personal Growth & Responsibility
CJ111	Introductory	Introductory	Introductory		Introductory	
CJ123	Introductory	Introductory	Introductory	Introductory	Introductory	Introductory
CJ125	Introductory	Introductory	Developing	Introductory	Developing	
ENG111		Developing	Developing	Developing		
CJ113	Introductory	Introductory	Developing		Developing	Introductory
CJ211	Introductory	Introductory	Developing		Introductory	Developing
CJ215	Introductory	Introductory	Developing	Introductory	Introductory	Introductory
CJ224	Introductory	Introductory	Developing	Introductory	Developing	
ENG112		Mastery	Mastery	Developing		
SOC212		Introductory	Introductory			
COM111	Developing	Developing	Developing	Developing		
CJ213	Developing	Developing	Developing		Developing	Developing
HLT111						
MAT110			Developing			
MAT121			Introductory			
PSY211		Introductory	Introductory			
CJ201	Introductory	Introductory	Introductory		Introductory	Introductory
CJ223	Introductory	Introductory	Introductory	Introductory	Introductory	Introductory
SEM200	Introductory	Introductory	Introductory	Introductory	Introductory	Introductory
SPC210		Developing		Developing		
BIO111			Introductory			
BIO115			Developing			
BIO211			Introductory			
BIO213					Introductory	
AST111	Introductory	Developing	Developing	Developing	Developing	Introductory
CHE111			Developing		Introductory	
CHE114		Developing	Developing			
GEO213					Introductory	
GEO215					Introductory	
GRY214		Introductory			Introductory	
PHY116			Developing			
PHY120			Introductory			
PHY216			Developing			

Step Four. Create Data Collection Processes for Measuring Student Learning

The Data Collection Timeline (Table 2) was created to allow for fidelity of implementation of procedures that result in an efficient data collection process used to measure student learning. Data review from numerous sources contributes to continuous quality improvement. For diligence of the SCC Student Academic Assessment Action Plan, the data collection process will take place either bi-annually (fall and spring semester) or annually, depending on the component. Periodic updates of these processes are provided to the Shawnee Community College President and Board of Trustees.

Table 2. Data Collection Timeline

MONTH	PROCEDURE ACTION TO BE COMPLETED	RESPONSIBLE PARTY
August	Provide overview at fall Convocation of anticipated SAA activities.	SAAT Chairperson
	Distribute programs to be reviewed by ICCB during upcoming year.	Dean of AA
	Begin the CQI planning for the current year (Curricular-academic and Co-Curricular-student services) during the Convocation breakout session.	Faculty/Staff
	Provide retention, persistence, and completion report from previous semester to collegiate stakeholders.	VP of SS/IE
	Verify completion of all CCAFs for previous spring semester.	VP & Dean of AA/ Division Chairs
September	Review and analyze retention, persistence, and completion information provided in August.	SAAT/VP & Dean of AA/ Division Chairs
October	Review and analyze data from spring semester CCAFs at the annual Professional Development Workshop. Address desired interventions if deficits are identified. Complete Program/Department CQI planning worksheet for current fiscal year.	SAAT/VP & Dean of AA/ IE
	Communicate with adjunct and dual credit instructors concerning artifact collection.	Dean of AA/Lead Instructors

Month	Task	Responsible
November	Conduct annual review of Core Competencies for relevance and consistency via a survey to all full-time faculty.	SAAT/VP & Dean of AA/IE
	Review master syllabi to ensure objectives are measurable and relate to Core Competencies, and to assure activity evaluations are aligned with course objectives and program goals. Discrepancies are to be corrected by Lead Instructors.	C&I Syllabus Review Subcommittee/Lead Instructors
December	Complete CCAFs for fall semester and funnel to repository.	Faculty
January	Provide an SAA Plan update to the college-wide audience during Convocation.	SAAT Chairperson
	Review fall semester assessment data during Division meetings during Professional Development. Submit minutes to VP of AA.	Division Chairs/Faculty
	Review CCAF data from fall semester to determine if additional intervention needs to be recommended and implemented or refined.	SAAT/Faculty
February	Submit budget requests for next year as outlined on program CQI worksheet to direct supervisor. Each request should be correlated with program/department goals and objectives as they are identified on the CQI worksheet.	Division Chairs/Faculty
	Communicate with adjunct and dual credit instructors concerning artifact collection.	Dean of AA/Lead Instructors
March	Update program/department CQI forms with evaluated data collected up to this point.	Faculty
	Complete ICCB program reviews and Board Monitoring Reports.	VP & Dean of AA/Faculty/IE

April	Review and analyze retention, persistence, and completion information from fall semester.	SAAT/VP & Dean of AA/ Division Chairs
	Review master syllabi to ensure objectives are measurable and relate to Core Competencies, and to assure course evaluations are aligned with course objectives and program goals. Noted discrepancies will be given to the Lead Instructors.	C&I Syllabus Review Subcommittee/Lead Instructors
May	Complete CCAFs for spring semester and funnel to repository.	Faculty
	Review CCAF data from fall semester to determine if additional intervention needs to be recommended and implemented or refined.	SAAT/Faculty
	Complete program/department CQI worksheets if not yet done and funnel to repository.	Faculty
June	Provide completion report to Cabinet and President (based on graduation rate).	VP of SS/IE
	Review semester-to-semester Persistence and Retention data within programs.	VP of SS/IE/SAAT

Step Five. Collect Data

During the curriculum mapping process, course objectives that align with program objectives and Core Competencies were identified. While curriculum maps provide an overall picture of how collective expectations of student learning match instructional offerings at the program level, individual courses and activities also contribute to program learning. Faculty connect these components by identifying course objectives that address the knowledge and skills students are expected to achieve in order to complete course activities and make connections with intended program objectives. Faculty use both direct measures (direct observation) and indirect measures (surveys, interviews, focus groups) as evaluation tools to determine on student learning as outlined in the course objectives.

In this step, measurement tools are identified for use with the specific learning activities used to support student achievement of the program objectives and Core Competencies. The use of a Course Objective Table for a Syllabus (Table 3) is used to assist faculty in identifying appropriate measures for data collection.

Table 3. Example Syllabus Course Objective Table (used with Core Competencies)

Assessment Process			
Core Competency	**Objective**	**Activity**	**Evaluation Tool**
Problem Solving Research and Information Literacy	Construct financial statements in accordance with GAAP (Generally Accepted Accounting Principles)	Analyze business transactions for a month period and prepare accurate Income Statement, Statement of Owners Equity, and Balance Sheet	Observation Check List Answer Key Problem Solving Rubric
Communication: Written Personal Growth and Responsibility Problem Solving Research and Information Literacy	Apply accounting concepts to make informed decisions about the internal financial operations of a company/ organization	Prepare business analysis report related to ratios such as liquidity, solvency, efficiency, and profitability.	Communication Written Rubric Problem Solving Rubric
Personal Growth and Responsibility Problem Solving Research and Information Literacy	Demonstrate knowledge of accounting for short-term liquid assets, long-term assets, current liabilities, long term liabilities and stock holders' equity	Prepare monthly payroll for employer and employees of a small service business through assignments and completion of practice set/simulation	Observation Check List Answer Key Problem Solving Rubric Research and Information Literacy Rubric

For the Core Competencies, specifically, whether in a General Education or career-oriented course, results of data collection are entered on a competency-specific Course Core Competency Assessment Form (CCAF) (Figure 6).

Figure 6. Core Competency Assessment Form (CCAF)

CORE COMPETENCY ASSESSMENT FORM
Written Communication

Course Prefix and Number	**PN 115 81 (Fall 2017)**
Course Title	**Clinical Nursing 1**
Institutional Outcome Assessed (Core Competency)	**Written Communication**
Total Number of Student included in Assessment	**6 full time students, 3 part time students**

**Define data measurements for determining achievement of Core Competency

Data was collected from 6 full time and 3 part time PN students. Data collection began during the final three weeks of clinic. Students were evaluated on their ability to identify what practices minimize risks with the use of hand-off communication by answering specific questions regarding I-SBAR reporting. Students were evaluated on their ability to develop an I-SBAR form on one of their assigned patients at clinic.

Rubric Component	Exemplary	Acceptable	Developing	Below Expectations
Content of Purpose for Writing	0.00	4.00	5.00	0.00
Content Development	0.00	5.00	4.00	0.00
Syntax and Mechanics	0.00	5.00	4.00	0.00
Sources and Evidence	0.00	6.00	3.00	0.00

1. Based on the data, describe how students' learning outcomes met or did not meet the objectives?

> **Several students had a difficult time identifying specific practices that minimize risk with hand-off commination, as well as specific examples of what should be include in the I-SBAR report. A majority of the students demonstrated adequate knowledge regarding the necessary information that should be communicated with the use of I-SBAR. Overall, the students demonstrated a great improvement in I-SBAR reporting over the course of clinic.**

2. Based on collected data, list one or two things you (as the instructor) may do differently in the future to strengthen students' learning outcomes?

> **1. Continue to familiarize students with I-SBAR during PN Bootcamp and reinforce information in the clinical setting. 2. Continue to provide students with timely feedback regarding I-SBAR forms during post conference at clinic.**

In addition to course, program, and general education level outcomes data, survey data (e.g., CCSSE, SENSE, graduate surveys) are collected by the college's Office of Institutional Effectiveness and are disseminated to faculty for use during *Step Six* and *Step Seven*.

Step Six. Analyze Results

Educational data consists of many "sliding variables"; therefore, there are principles that must be recognized for the data analysis to be useful.
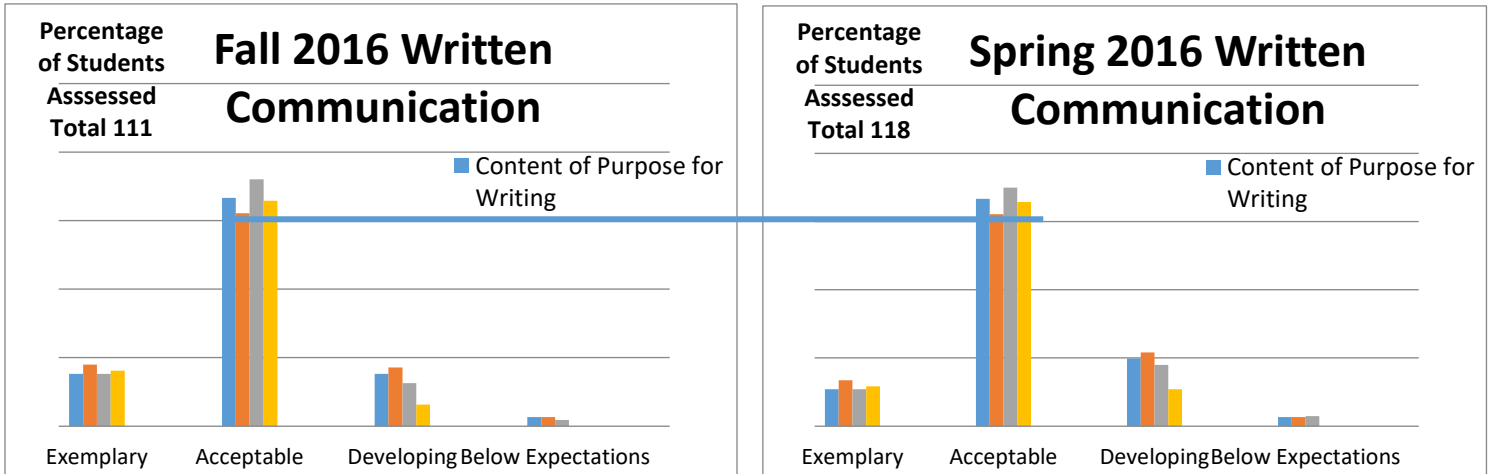
- Longitudinal – Looking at data over time produces a better picture of measurement. What has the data looked like in the past? What future trends are evident where should support be shifted?

- Contextual – Data without accurate context is meaningless. Remember this concept when collecting data based on perception verses numerical accountability. But all data does not need to be considered in the evaluation process of the assessment plan.

- Cause and Effect – Pinpointing which variable triggered a specific event is often impossible in the academic arena; therefore, generalizations are acceptable.

For the Core Competencies, instructors complete the analysis questions on the CCAF, noting any areas to be addressed or changes to be made in order to increase student learning achievement. Figure 6 serves as an example of an instructor's response to the two analysis questions:

- Based on the data, describe how students' learning outcomes met or did not meet the objectives?
- Based on collected data, list one or two things you (as the instructor) may do differently in the future to strengthen students' learning outcomes?

At the institutional level, the SAAT compiles the data from the CCAFs so that aggregate values can be analyzed for evidence of student learning in a single course (possible multiple instructors) from semester to semester, or as part of a program, or as part of an instructional department (as illustrated below), and, finally, across the instructional institution in a holistic representation.

Nursing and Allied Health Example Longitudinal Analysis

Fall 2016 Written Communication — Percentage of Students Assessed Total 111; Legend: Content of Purpose for Writing. Categories: Exemplary, Acceptable, Developing, Below Expectations.

Spring 2016 Written Communication — Percentage of Students Assessed Total 118; Legend: Content of Purpose for Writing. Categories: Exemplary, Acceptable, Developing, Below Expectations.

Responses to the questions presented on the CCAF documents are reviewed by the SAAT to identify "like" challenges encountered by SCC students across multiple program areas. Also, in-depth reviews are conducted to determine if repetitive methodologies are planned by instructors to facilitate increased improvement in their students' learning.

For program level analyses, CQIs are carefully analyzed at division meetings, SAAT meetings, and again at all Professional Development events held by the institution. All programs that fall under the ICCB 5-year review requirement complete the continuous improvement cycle using the CQI.

As an example (Figure 7), General Education faculty analyze identified courses each semester that represent the greatest number of students who would flow through SCC's degree and certificate programs. Those courses are outlined on the General Education Program CQI form and are updated each fiscal year. Thorough discussion on outcomes of those identified courses occurs at Humanities and Math/Science division meetings, SAAT meetings, and again at all Professional Development events held by the institution.

Figure 7. General Education CQI Example

Program Student Learning Objectives (to be completed by faculty)				
Objective *(Upon graduation, students will <<action verb>> <<something>>)*	**Artifact/Evaluation** *(What was the submission by the student to indicate the objective has been achieved? Did you evaluate*	**Summary of Evaluation Results** **(what did you find)** **RAW DATA** *(Generally numbers, pass*	**Interpretation of Data** *(Analyze the data. Do the results meet the objective?)*	**Follow up actions** **(address performance gaps)** *(What are we going to do about it?)*
Problem Solving	AST 111 Current event report/rubric	AST 111: 48 total artifacts assessed with the following results: Exemplary: 30 Acceptable: 11 Developing: 7 Below Expectations: 0	AST 111: 85% of students performing at the Exemplary or Acceptable level. The results show the majority of the students met the objectives for this course.	AST 111: The results show that the current instructional methods are effective and meet the objectives. The success could be in part due to more assignment reminders being sent via Remind, and more examples were shown to students. To help those students in the Developing or Below Expectations levels, conferencing with the instructor will be encouraged.
	BIO 115 Protein Synthesis Worksheet/rubric	BIO 115: 26 total artifacts assessed with the following results: Exemplary: 13 Acceptable: 6 Developing: 4 Below Expectations: 3	BIO 115: 73% of students performing at the Exemplary or Acceptable level. The results show the majority of the students met the objectives for this course.	BIO 115: Increased one-on-one instruction and tutoring recommendations.
	CHE 114 Lab procedures (topic)/checklist	CHE 114: 4 total artifacts assessed with the following results: Exemplary: 3 Acceptable: 0 Developing: 1 Below Expectations: 0	CHE 114: 75% of students performing at the Exemplary or Acceptable level. The results show the majority of the students met the objectives for this course.	CHE 114: Using lab data and procedures is the best method to show that the students are not only strengthening their problem-solving skills. The face-to-face lab interactions have proven to work well for this cycle of the course.
	MAT 110 Triangle Problem/Rubric	MAT 110: 32 total artifacts assessed with the following results: Exemplary: 20 Acceptable: 5 Developing: 5 Below Expectations: 2	MAT 110: 79% of students performing at the Exemplary or Acceptable level. While the results show the majority of the students met the objectives for this course, there needs to be a higher level of success rate.	MAT 110: Present an increased number of problems that emphasize the importance of drawing a picture to understand the problem. Students who draw the picture are more likely to get the correct answer. Perhaps some group work would improve this skill.

Step Seven. Use Results to Implement Improvement

Based on the data analysis, changes will be implemented to courses to support student learning.

At the program-level, programs should also consider the feedback from the ICCB 5-year program review, as well as the data analyzed (e.g., labor market need, cost effectiveness, disaggregated analyses of program delivery methods, etc.) during the ICCB program review process (see Appendix B for a sample program review template used to record these additional data findings).

Examples of recent changes at SCC based upon the continuous improvement cycle include scheduling additional collegiate presentations for students to have an introduction to library resources; providing co-requisites of a word processing software class and a basic keyboarding class with Developmental English; offering workshops related to proper use of collegiate databases to retrieve scholarly sources for citations. Emphasis placed on content in courses identified as introductory in the Curriculum Map can later be carried over to additional coursework in the program.

The list below provides ideas for instructors to consider as potential changes/improvements to their courses with the intent of improving student success.

Section:
- Formalize thoughts about the course providing a holistic picture for planning from beginning to end
- Improve teaching practices – more student centered
- Increase collaboration activities
- Increase dialog between faculty and students
- Increase repetitiveness of introduction of subject matter concepts

Course:
- Improve feedback to students
- Performance standards established in relation to curriculum
- Increase co-teaching opportunities

Program:
- Encourage strong cooperation among program faculty
- Include SCC staff from ancillary departments

Institution:
- Include on-campus and external experts to assist with construction of intervention and validation
- Identify Cross-institutional comparison of results

Step Eight. Celebrate Successes!
Assessing and analyzing student learning creates a culture founded in good educational practice. This type of infrastructure provides a clearly documented course of action so faculty, students, administration and staff understand the expected purpose of student achievement. All entities are participants in the process and take ownership in student success in their own appropriate role.

Shawnee Community College's instructional division *Closing the Loop* reports for FY16 and FY17 (Appendix C) illustrate how SCC has implemented change to advance Student Learning in meeting the mission of preparing "Life-Long Learners."

Continuing the Cycle
SCC commits to the premise that "Continuous Quality Improvement is defined as an organization's ongoing process that evaluates how an organization works and meets its mission." The SCC mission and

delivery of quality instruction supports students to be prepared for life-long learning. Therefore, improvements to the Student Academic Assessment Action Plan are considered at regular intervals as demonstrated through the timeline shown in *Step Four* (Table 2). For example, CCAFs are revised/updated (i.e. analysis questions are reworded); program CQI forms are revised/updated (i.e. a column is added to indicate whether funding requests were approved); Program Review Template forms are revised/updated (i.e. provided for additional faculty input concerning recommendations for the program with required data support).

With revisions to the collection processes, course and program data continue to be collected for the following fiscal year while still determining the relevance of the Core Competencies identified by the SCC body in relation to the society in which our students will emerge.

As this cycle reiterates, discussions about the data and subsequent analyses help us address the issues identified, determine if challenges or inequities exist that need to be addressed, and brainstorm solutions. Through our Shared Governance structure, results of the Student Academic Assessment Plan processes and procedures are shared with the Board of Trustees and used in campus planning initiatives, quality improvement efforts, and budget allocation decisions.

Summary

Shawnee Community College recognizes a culture of assessment as an ongoing process to improve student learning. The institution sets high standards for teaching and learning, and supports it by collecting, analyzing, and interpreting data which provides evidence for the decisions made to increase student performance.

Student Academic Assessment is a valued process at Shawnee Community College, which affords stakeholders communications toward Continuous Quality Improvement and sustainability for our future society.

Updates

Original 06/17/2014
Revised 03/01/2015 (Updated Core Competencies – Gen Ed. SLOs)
Revised 06/01/2015 (Communication Rubrics, Data Collection and Analyzation, Implementation of
          Improvements)
Revised 10/01/2015 (Problem Solving Rubric, Data Collection and Analyzation, Implementation of
          Improvements)
Revised 01/11/2016 (Research and Information Literacy Rubric, Data Collection and Analyzation,
          Implementation of Improvements, Continuous Quality Improvement of Programs
          Assessment Processes Instructional and Ancillary Updated Annually)
Revised 08/10/2016 (Global Awareness Rubric, Data Collection and Analyzation, Implementation of
          Improvements)
Revised 02/16/2017 (Personal Growth Rubric, Data Collection and Analyzation, Implementation of
          Improvements - Continuous Quality Improvement of Programs Assessment
          Processes Instructional and Ancillary Updated Annually)

Revised 10/06/2017 (Updated Curriculum Map, Continuous Quality Improvement of Programs
Assessment Processes Instructional and Ancillary Updated Annually)
Revised 01/08/2018 (Identified Closing the Loop Actions Taken Related to Instructional Departments,
Continuous Quality Improvement of Programs Assessment Processes Instructional
and Ancillary Updated Annually)
Revised 09/15/2020 (Global and Cultural Awareness Rubric update to align with DEI terminology
demonstrating inclusive language)
Revised 08/20/2021 Updated to align with institutional Effectiveness System
Revised 09/07/2021 Revised data reporting format to conform to annual monitoring report expectations
Anticipated future update to Assessment Action Plan is to create *Closing the Loop* Reporting form for
faculty to guarantee uniformity.

Sources

SCC Policy Manual
SCC Higher Learning Commission Review 2014 Report
SCC College Catalog
ICCB Program Review Manual

Appendices

Appendix A. Alignment of SCCES to Course and Program Review

Element	Area	Category	Measure	Key Performance Indicator (KPI)
Student Success	1: Community Need	Input	A. Workforce Development	# of graduates that enter high-skill/high-wage jobs in College Service Area
				# of graduates employed in Illinois High Demand Occupations
				Adequacy of graduate output by labor market need
			B. Economic Development	income created by graduates
				return on student investment
				poverty rate impact
				return on taxpayer investment
				employer satisfaction with graduates
				increased revenues of College Service Area employers attributed to professional development/services obtained from SCC
			C. Civic Development	# of community service projects
				# of service-learning projects

2: Student Interest	Input	A. Employment (Mobility)	Potential ROI on tuition cost by program
			# of graduates in sustainable jobs above the living wage
		B. Career Pathways	# of graduates earning a sustainable wage
			Potential ROI on tuition cost by program
		C. Transfer Pathways	% of majors with a transfer plan of study
			# of articulation agreements
			# of 2+2 arrangements
			# of 3+1 arrangements
		D. Flexible Programs/Services	# of programs/services offering multiple delivery methods
			% of students participating in alternative delivery programs/services
			# of programs that can be completed in less than a semester
			# of programs that can be completed in less than 1 yr.
			# of course section options
		E. Accessible (Convenient) Programs/Services	# of programs that can be completed within a semester
			# of programs that can be completed within a year
			# of support services available online
			% of programs that can be completed in less than a 2-year timeframe
			# of accommodation services available
			# of students receiving accommodation services
		F. Affordable Programs/Services	% of students that receive financial support
			% of students receiving Pell grants
			% of programs having professional recognition

|		G. Relevant Programs/Services	% of courses aligned with industry skill standards
			% of programs that align with the community need index
			% of programs that align with high-skill-high wage jobs in College Service Area
			% of programs that align w/ Illinois Demand Occupations
			% of programs that lead to a job with a wage of $15/hr. (or more)
			% of AAS programs that have an experiential learning component
3: Enrollment	Process	A. Recruitment	# of HS visits by SCC employees
			# of external recruiting events attended
			# of internal recruiting events hosted
			# of campus tours provided
		D. Advising	# of students with a declared educational goal/program
			Student satisfaction w/ admission processes and procedures
		E. Registrations	# of (unduplicated) students registered for classes at a given point during registration cycle
			# of credit-hours registered at a given point during a registration cycle
		F. Credit-Hours	# of credit-hours
			credits earned by academic year
		I. Section Fill Rate	# of course sections that fill to 80% (or more) of capacity
		J. Market Penetration	% of total May/June high school graduates who enrolled at SCC in the subsequent fall semester
			% of total High School graduates that enroll by 2nd semester following graduation

			% of Dual Enrollment/Dual Credit students enrolling in semester after high school graduation
			% of College Service Area residents taking degree/certificate courses in a fiscal year
4. Academic (College) Readiness	Process	C. Participation in DE	# of students taking at least one DE course
			# of students taking DE sequence
		D. DE Writing Success Rate	% of DE Writing students enrolled completing with a C or better
		E. DE Reading Success Rate	% of DE Reading students enrolled completing with a C or better
		F. DE Math Success Rate	% of DE Math students enrolled completing with a C or better
		G. Success Rate of DE Students in College-Level Writing	% of DE Writing Students completing college-level writing course, with a C or better, within 4 semesters after completing DE course
		H. Success Rate of DE Students in College-Level Math	% of DE Math Students that complete a college-level math course, with a C or better, within 4 semesters after completing DE course
5. Academic Progress	Process	B. Course Completion	%courses completed that were attempted
			10th day to mid-term course retention
			10th day to final course retention
			1st day to final course retention
		D. Continuous Enrollment	% of students who were continuously enrolled between the time they started taking courses & the time they either completed their program of study or transferred to another higher ed. institution
		E. Retention	% of students utilizing academic support services
			% of students utilizing student support services
			Withdrawal rate per course section
			# of incompletes issued per semester
			% of student attendance rate per section

			Dropout motives
6. Academic Success	Process	A. Student Learning Outcomes	% of student learning outcome benchmark targets met
			% of program outcome benchmarks target met
			% of CTE programs with program assessment plans
			# of programs completing the program review cycle
		B. Core Competency Outcomes	% of core competency outcome benchmarks targets met
			% of sections offered that have evidence of core competency attainment
		C. Student Engagement	% of students meeting co-curricular program benchmarks
		E. Experiential Learning	% of student participating in a work-based learning course
			# of students participating in internship courses
			# of students participating in externship courses
			# of students participating in cooperative education courses
7. Completion	Output	A. Graduation Rates	% of degree/certificate-seeking students who completed a degree or certificate within three years of initial enrollment
		B. Credentials Awarded	# of certificates and associates degrees awarded
8. Transfer Readiness/Success	Outcome	B. Achievement/Performance	Student satisfaction w/ preparation for transfer
9. Employment Readiness	Outcome	A. Licensure Pass Rates	% of students that passed licensure exam within 6 months of graduation
		B. Certification Exam Pass Rates	# of students that passed nationally recognized certifications exams while enrolled at SCC or within 6 months of graduation

			C. Job Placement Rates	% of students participating in internships or co-ops who obtain a permanent position at that place of employment
				% of graduates employed full-time with six months of graduation in an SCC Occupation related to their program of study
				Avg. time lag between graduation and job attainment for field of study
			D. Graduate Wage Rate	median wage of graduates by program area
				Avg. income for graduates in 5-years after graduation
			E. Graduate Wage Growth	% of wage growth from the time a student matriculates into SCC to 6 months after graduation
				% of wage growth from the time a student matriculates into SCC to 5 years after graduation
			F. Employer Satisfaction	Graduate preparedness for job or career
				Graduate performance
				Graduate demonstration of core competencies
Employee Engagement	11. Preparation	Input	B. Growth & Development	% of budget spent on employee development
				# of personal and career development plans
				# of staff receiving credentials
				$ spent on professional development
			E. Employee Diversity	# of full-time faculty
				% of full-time faculty of total faculty
				% of total employees that are full time faculty
				% of course sections taught by full time faculty
				Ratio of student to faculty
	14. Employee Satisfaction	Outcome	D. Environment	Professional development
Infrastructure Effectiveness	15. Development	Input	E. Accreditation	Program
				Course Certifications

16. Deployment	Process	B. Curriculum Management	# course revisions
			% of courses revised each year to reflect industry need
			# program revisions
			% of curriculum that is aligned with national/state/local skill standards
			Effectiveness of course/program development and revision procedures
			Program completion rate
		C. Curriculum Delivery	Multiple learning communication structures (e.g., FAQ, Discussion Archives, Threaded Discussions, Chat Rooms, Private Discussion Areas, etc.)
			% of courses including team projects
		D. Scheduling Effectiveness	% of courses offered in multiple timeframes/formats
			# of students who access courses from off-campus locations
			Avg. number of sections per course
			Avg. enrollment per course
			Avg. enrollment per section
			% of courses that run as low-enrolled
			% of faculty using alternative delivery methodologies
			# of independent study sections offered per student
		E. Financial Aid	# of need-based scholarships
			# of merit-based scholarships
		F. Learning/Student Support	% of students using academic support services one or more times per year
			% of students using student services one or more times per year
		I. IT System Usability	# of faculty that use of technology for instruction
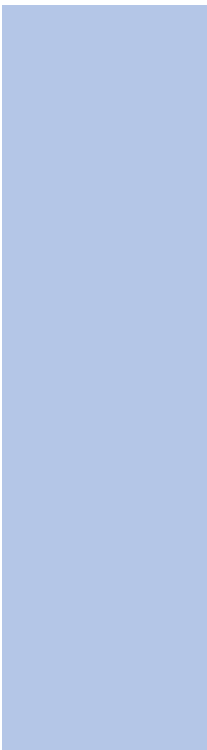
				% of courses reliant on technology for delivery
17. Delivery	Output	A. Learning System Effectiveness	# of students who access courses from off-campus locations
18. Fiscal Stewardship	Outcome	B. Costs	Admin cost/credit-hour
			Admin cost/FTE
			Instructional cost/credit-hour
			Instructional cost/FTE
			Operational cost/credit-hour
			Operational cost/FTE
			% of budget spent on maintaining technology infrastructure
			% of courses that recover instructional costs
			% of courses that recover costs

Appendix B. Program Review Template for Career Programs

CAREER & TECHNICAL EDUCATION				
COLLEGE NAME:				
FISCAL YEAR IN REVIEW:				
PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?				
To what extent are these objectives being achieved?				
Past Program Review Action What action was reported last time the program was reviewed?				

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

List all pre-requisites for this program (courses, placement scores, etc.).	
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	

INDICATOR 1: NEED	RESPONSE

1.1 How strong is the occupational demand for the program?	
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	
1.3 What is the district and/or regional need?	
1.4 How will students be recruited for this program?	
1.5 Where will students be recruited from?	
1.6 Did the review of program need result in actions or modifications? Please explain.	

INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	

2.4 Did the review of program cost result in any actions or modifications? Please explain.	
INDICATOR 3: QUALITY	**RESPONSE**
3.1 What are the program's strengths?	
3.2 What are the identified or potential weaknesses of the program?	
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	
3.4 How does this program fit into a career pathway?	
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	
3.7 What work-based learning opportunities are available and integrated into the curriculum?	
3.8 Is industry accreditation required for this program?	

3.9 Are industry-recognized credentials offered? If so, please list.	
3.10 Is this an apprenticeship program? If so, please elaborate.	
3.11 If applicable, please list the licensure examination pass rate.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?	
3.16 What is the status of the current technology and equipment used for this program?	

3.17 What assessment methods are used to ensure student success?	
3.18 How satisfied are students with their preparation for employment?	
3.19 How is student satisfaction information collected?	
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	
3.21 How often does the program advisory committee meet?	
3.22 How satisfied are employers in the preparation of the program's graduates?	
3.23 How is employer satisfaction information collected?	
3.24 Did the review of program quality result in any actions or modifications? Please explain.	

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

<table>
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</table>

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE PROGRAM	
CIP CODE	

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED					
COMPLETION RATE					
OTHER (PLEASE IDENTIFY)					

How does the data support the program goals? Elaborate.	
What disaggregated data was reviewed?	
Were there gaps in demographic data? Please explain.	
What is the college doing	

to overcome any aforemention ed equity gaps?	
Are the students served in this program representativ e of the college? Please explain.	
Are the students served in this program representativ e of the district? Please explain.	

REVIEW RESULTS	

Action	☐ Continued with Minor Improvements
	   ☐ Significantly Modified
	   ☐ Placed on Inactive Status
	   ☐Discontinued/Eliminated
	   ▱ Other (please specify)

Summary Rationale Please provide a brief rationale for the chosen action.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	

Appendix C. FY2017 Closing the Loop Reports by Academic Division

Business, Occupational and Technical

<u>Communication</u>

Individual programs have increased the amount and length of presentations by the SCC librarian to assist students with learning to do library research and correct writing format resources. Student success has improved with the knowledge and access of an additional resource. Students have become more knowledgeable about what constitutes plagiarism.

The majority of courses in the BOT division require oral presentations. Personal confidence and self-esteem of students have improved along with their active listening and Standard English usage.

<u>Problem-Solving</u>

Business courses have increased peer review opportunities for students to consider options for solutions. Students in other classes need to meet with their instructor to present a solution to an academic/technical issue and explain the anticipated outcomes. The presentation is approved/denied by the instructor.

Cosmetology, Welding, and Computer students are expected to review unsuccessful tasks and redo them until the solution is identified for the initial error and the task is successfully completed. Students have more ownership and accountability for their selection of options for action.

<u>Research and Information Literacy</u>

ECE, Cosmetology, Criminal Justice, and Economic students complete research papers, article reviews, current event updates, and business plans that require database research and online research. Some instructors require rough drafts to be submitted prior to the final submission.

The students are forced to examine diverse information related to the current topic of discussion in the course that they might not have otherwise considered.

<u>Global and Cultural Awareness</u>

This is addressed with role-playing scenarios, application of global economic issues, and communication barriers in business, computer, cosmetology, economic courses, and early childhood education.

The students become more conscious and informed of cultures outside of their immediate geographical region. The benefits include inquiry, objectivity, and marketability

Humanities

Music: MLA assignment / to forward documentation style for writing assignments
Speech: List changes and reasons for changes on class assignments / to evaluate changes
Speech: Provide examples of speeches for evaluation with rubric / to provide clarity on requirements and evaluation
History: Provide samples for exemplary/acceptable/developing/below expectations / to provide clarity on requirements and evaluation
English: Introduce literature review in nursing field / to enhance understanding of writing and documentation in a field
English: Provide TED Talks in composition classes / to forward critical thinking and argument
English: Include Al Jazeera news, videos, documentaries / to forward critical thinking and argument
Psychology: Vocabulary assignment for each chapter / to increase comprehension of concepts
Literature: Visit to River Campus / to enhance comprehension of literature
Division-wide: Moodle as repository for assignments, PPTs, resources, Web links / to increase accessibility to information for learning
Social Work: Options for submitting work, electronic or hard copy / to provide flexibility for completing work
Division-wide: Use Google Docs handout to help students
Suggestion for closing loop: Division-wide: Chrome Books for mobile lab

Math

The individual Math Course data for the previous year, under competencies of written communication, oral communication and problem solving proved expected results. Regular attendance was discussed to be a key factor to successful completion of a course. Weak writing skills did not necessarily indicate poor problem solving skills. We discussed offering differing types of evaluations for the upcoming year.

The Math Program evaluated problem solving for General Education Mathematics and General Statistics for a General Education associate transfer degree. Problem solving results were generally better than expected. The Math department is currently considering implementing a new pathway of coursework, for students pursuing an Associate of Arts degree to reach their capstone math course more quickly. Future plans include working with local high schools to create an extension of that pathway to better assist students interested in STEM pathways.

Science

The science instructors have recognized that introductory biology students (in BIO111 and BIO115) struggle with the use of the microscope. They have met and discussed options to increase their retention for this important task. An option is to make an evaluation that requires application and upper level understanding to evaluate their ability to competently use the microscope after our intro class, and into their anatomy and microbiology classes

Biology and Anatomy classes have focused on and seen improvement in the student's correct use of light microscopes during laboratory work. During the spring of 2018, five students in the last semester of the associate's degree in nursing program were questioned about areas they perceived to be most valuable in the basic sciences towards student success in the nursing programs. Heart and Endocrine concepts and topics were remarked by these students to be of highest priority.

A model of the major blood vessels of the circulatory system has been acquired and now accompanies the heart models during organ lab activities for both Biology 115 and Biology 210 (Human Anatomy). Endocrine topics are discussed in a "spiraling curriculum" fashion as student's progress through the basic science prerequisites required to complete the associate degree in nursing program. These classes are; Biology 115, Biology 210, Biology 215 (Human Physiology). Given that Biology 210 is specific to Anatomy, the instruction is site and hormone specific with less emphasis on the specific pathways of hormonal control. During Physiology the hypothalamic pituitary axis as it relates to hormonal control is explored by students in detail with the use of virtual lab simulations and activities.

Nursing/Allied Health

CNA

Assess three semesters of core competency of problem solving competency done. The percentage of acceptable or above was 83% fall, 88% spring and 98% fall. The students are meeting the learning objective set forth by the CNA Coordinator. The strategies used were successful in aiding the students to meet the learning objective.

PNs

I-SBAR tool was used at clinic with PN to assess problem solving and oral communication. In the first semester of the three semester program, show the PNs did not meet the standard of 80% or > were evaluated at acceptable level or greater in implementing solution. By the third semester the goal was met for implementing solutions. Faculty decided to only evaluate the I-SBAR for Problem Solving in the last two semesters. Oral and Written Communication was evaluated in all three semesters and standards were met. Future plan is to added I-SBAR to PN Boot Camp in fall 2017. Utilizing the I-SBAR tool faculty can see the student progress from first semester to third semester with assessing first communication and then problem solving as skills and exposure to knowledge increases.

ADN
The evaluations done on ADN students show standards on different core competency was met. Nursing Faculty and Resource Center staff joined forces to increase students' exposure to APA format and have resources available to have them be successful. Plan in fall 2017 to have all faculty participate in a Webinar on APA standards to help develop consistency with all faculties' evaluations of students.

Appendix D: Definitions/Terminology

Activity – the task assigned by the instructor to be evaluated to determine student success level.

Analyze – to determine the meaning of the data that has been collected and summarized.

Artifact – evidence that results from a task that is likely to elicit a performance of the skill/knowledge necessary to demonstrate level of mastery of the intended learning outcome.

Assessment – the process of measuring achievement of goal and objectives.

Assessment Plan – a collaboratively-developed, planning document that establishes a multi-year plan for outcomes assessment. Assessment plans articulate when each LOs will be assessed; the types of direct and indirect evidence (aligned to each learning outcome) that will be collected and analyzed; plans for analyzing the data; procedures to guide discussion and application of results; and timelines and responsibilities.

Authentic Assessment – Provides direct evidence of learners' knowledge or skill by engaging them in a "real world" task. Authentic assessment provides opportunities for learners to demonstrate what they know and can do within the context of a likely scenario

Collect – to compile the data gathered from student evaluations.

Continuous Quality Improvement (CQI) – the documentation of the process to achieve the desired findings by identifying program goals, objectives, measures, and targets.

Core Competency Assessment Form (CCAF)– used to document and analyze data gathered from students on performance of activities to demonstrate acquisition of core competencies.

Curriculum Map – used to determine if a student in any given degree program is progressing from Introductory to Developing to Mastery exposure to Core Competencies.

Evaluation – the measure of any specific activity to determine skill level and ability. While it can be a written, standardized test, there are many tools that can be used. These include, but are not limited to, formal observations, checklists, rubrics, and rating scales.

Formative Assessment –information gathering strategies that provide actionable evidence related to students' progress toward mastery of the learning outcomes.

Objective – the written but observable and measurable action that a student must do to demonstrate the required skill and/or ability in any given course.

Program Learning Outcomes (PLOs) – statements which articulate, in measurable terms, what students should know and be able to demonstrate as a result of and at conclusion of an academic or co-curricular program.

Rubric – an instrument that describes the knowledge and skills required to demonstrate mastery in an assignment.

Student learning – the measurable academic achievement of a student.

Summarize – to provide an overall explanation of the data.

Summative Assessment – assessment to gauge students' comprehension of the material presented at the end of a particular unit or period of work.