Annual Monitoring Report

Student Academic Assessment

October 14, 2022

Introduction

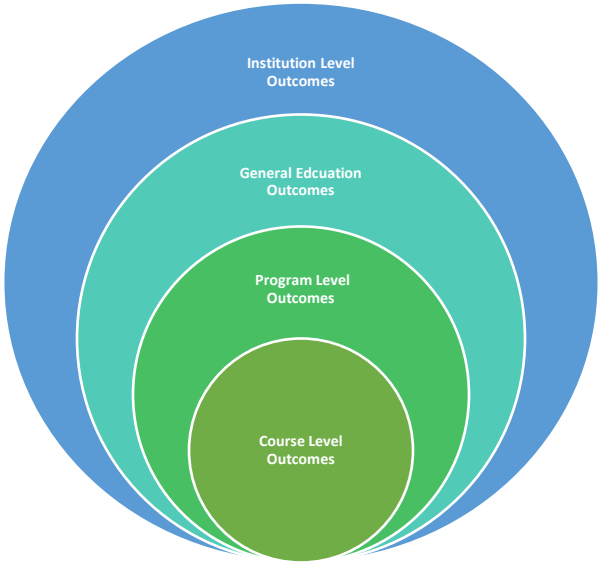
Shawnee Community College (SCC) is committed to assessment for continuous improvement of student learning, teaching strategies, and program offerings. The assessment process allows for exploring methods to continually improve student learning, course design, the effectiveness of programs, and overall teaching and learning. Assessment provides the means for transformative learning by providing relevant, clear, and timely feedback to students and other stakeholders.

The SCC Student Academic Assessment Action Plan provides a comprehensive outline of the college assessment process and procedures and reflects the collaborative work of faculty, administrators, and staff. It represents the orderly collection, examination, interpretation, and documentation of student learning 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 (Current Board Policy: 8170), thus emphasizing the importance of effectively implementing this plan to support strategic institution level planning and decision-making.

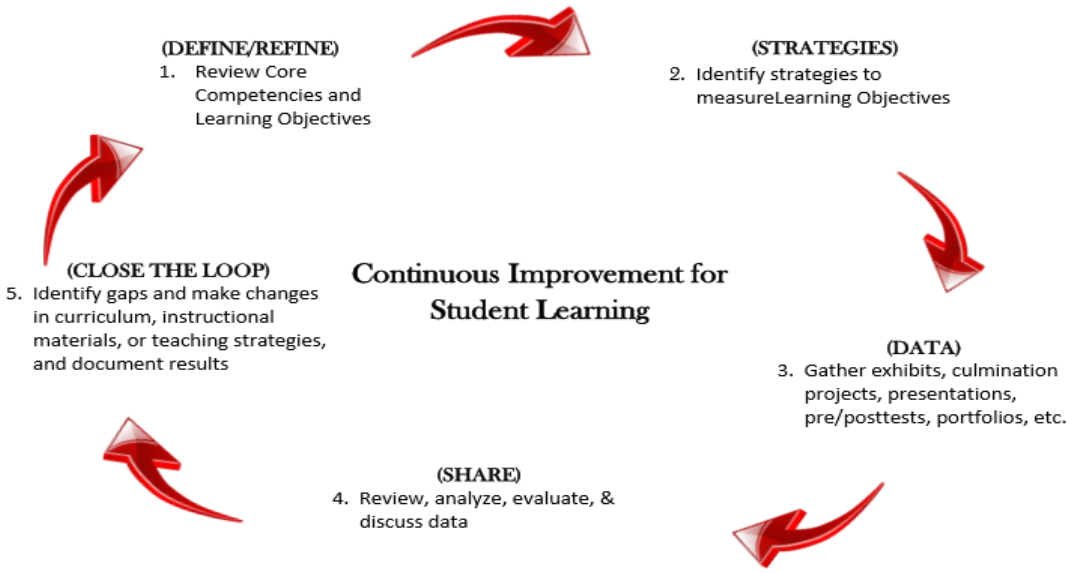
The Student Academic Assessment Team (SAAT) routinely updates the plan to promote continuous quality improvement to course design, program effectiveness, relevant co-curricular services offered, and overall teaching and learning, as well alignment to the institution's assessment framework and policies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

Figure 1. Integration of SCC Outcomes



SCC views assessment as an ongoing, interactive process used to modify programs, as necessary, and to promote continuous quality improvement of the services the college offers to students (Figure 2).

Figure 2. Continuous Improvement for Student Learning



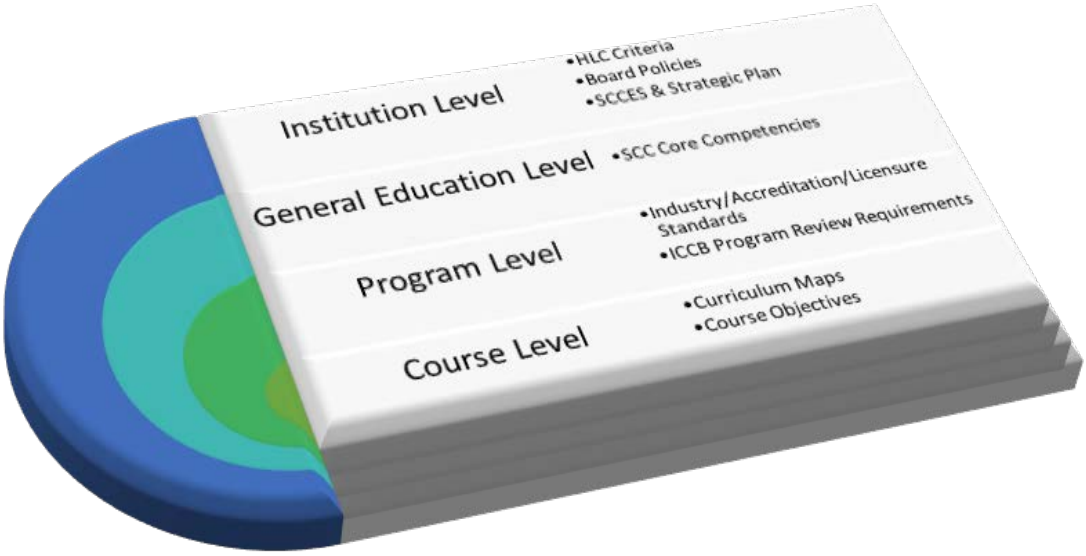
SCC's academic assessment process is aligned to the Shawnee Community College Effectiveness System (SCCES) and provides evidence that (Strategic Plan 4.1.C):

- 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.

The SAAT mission is to promote excellence in teaching and student learning through the following (Figure 3):

- Reviewing and updating the Student Academic Assessment Action Plan;
- Ensuring courses follow curriculum maps and meet course objectives;
- Ensuring programs address the required industry, accreditation, and licensing standards;
- Ensuring the general education core competencies are intentionally interwoven throughout SCC programming;
- Ensuring alignment of academic assessment processes and procedures for general education, programs, and courses 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) (Strategic Plan 4.1.C).

Figure 3. Standards and Accountability Measures at Each Level



Performance Area: General Education

SCC developed six essential Core Competencies after conversations with faculty, students, and area employers of SCC graduates during advisory council meetings and are evaluated yearly for relevancy. 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 and are as follows: (Strategic Plan 4.2.A.).

- Global and Cultural Awareness
- Oral Communication
- Personal Growth and Responsibility
- Problem Solving
- Research and Information Literacy
- Written Communication

Rubrics were created for each Core Competency defining the levels of mastery (Exemplary, Acceptable, Developing, and Below Expectations). Faculty complete and submit the Core Competency Assessment Form (CCAF) for all competencies for which their course is aligned so data can be gathered and analyzed, informing the continuous improvement process. Not all Core Competencies are assessed in each course, but students should be assessed across all Core Competencies throughout their overall program.

College Performance

Key Performance Indicator: Area 6: Academic Success - Core Competency Outcomes

Percentage of sections offered that have evidence of core competency attainment

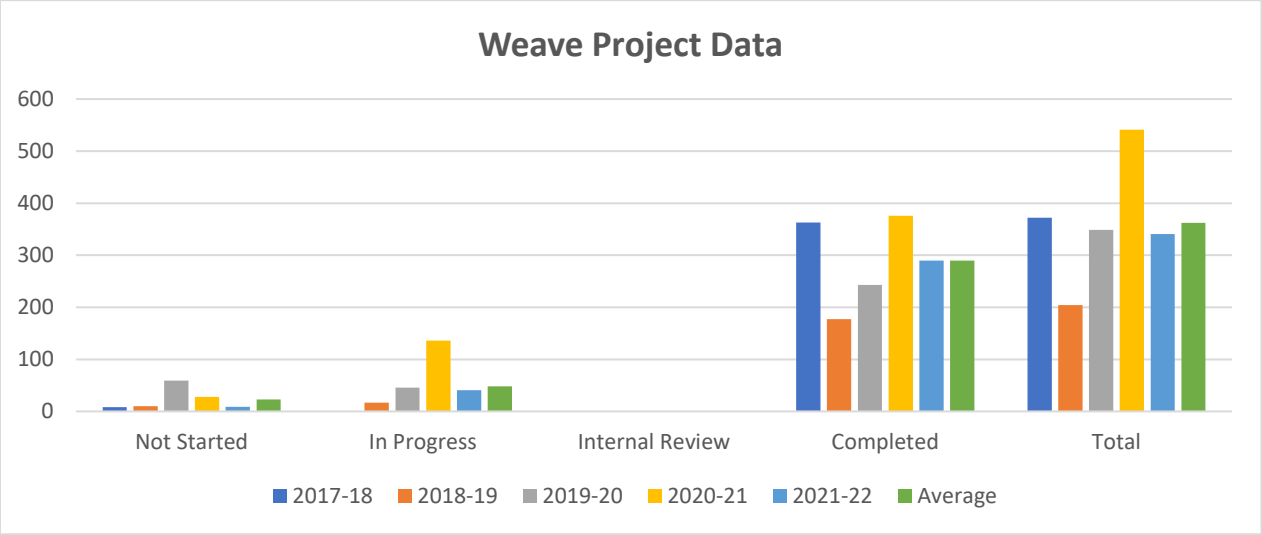
The target for each Core Competency is 80% of sections for the courses aligned to that competency will assess their students, complete the CCAF, and submit it in WEAVE, the student academic assessment software, for the SAAT to gather and analyze. As can be seen in the charts provided below on WEAVE Project Data and WEAVE Core Competency Data, the following strengths are noted:

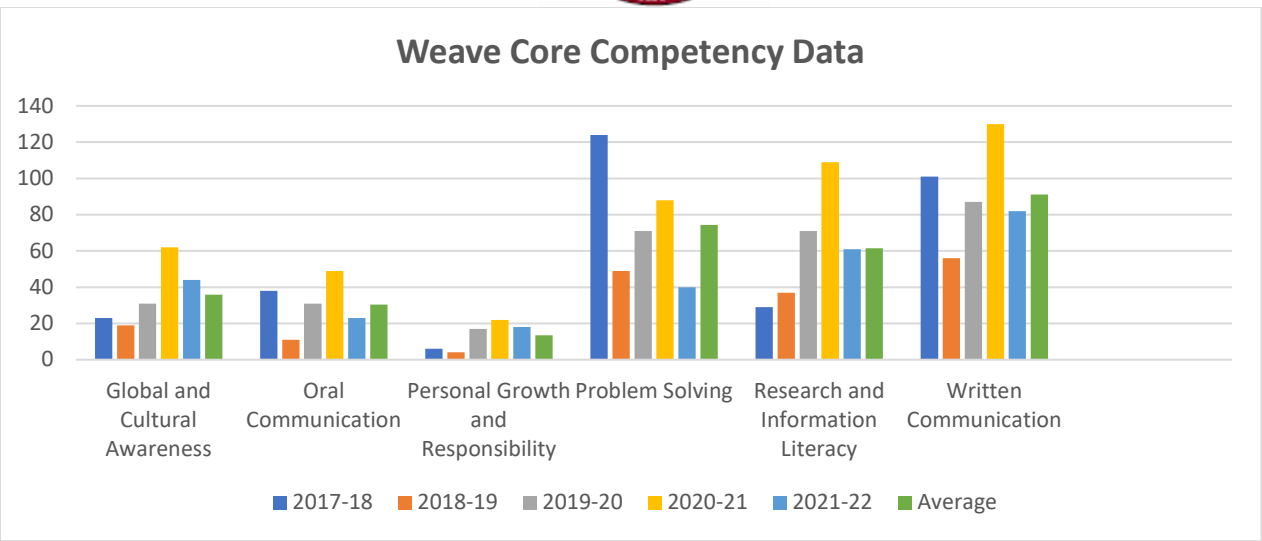
- WEAVE project completion rate averages 80.1% for the years it has been utilized as the student academic assessment software;
- The 2017-18 year, when WEAVE was first implemented as the SCC student academic assessment software, had a 97.5% project completion rate;
- The 2020-21 year had 541 course sections assessed, the highest annual total;

- The 2021-22 year had 290 course sections project completion, a rate of 85%;
- Problem Solving and Written Communication have consistently high numbers of sections with evidence of core competency attainment;
- Research and Information Literacy totals increased year-on-year, between 2017-18 and 2020-21.

The following areas for improvement are noted:

- Core Competency mapping in WEAVE needs to be addressed in order to more accurately collect data on the number of courses and sections being assessed as a percentage of the total number of courses listed for assessing each Core Competency;
- In WEAVE, projects listed as Not Started, In Progress, or marked for Internal Review need to be assessed to discover why they were not completed;
- Personal Growth and Responsibility is the competency with the lowest number of sections submitted each year;
- Oral Communication and Global and Cultural Awareness also have lower than average submission totals, though a comprehensive mapping of the Core Competencies will provide clarity on the project completion percentage rate;
- The Global and Cultural Awareness project total has declined during the two most recent years.





Percentage of Core Competency Outcome Benchmarks Targets Met

The target for each Core Competency is 80% of students assessed will be at the "Acceptable" or "Exemplary" levels for each rubric element. As can be seen in the charts provided below for each Core Competency, the following strengths are noted:

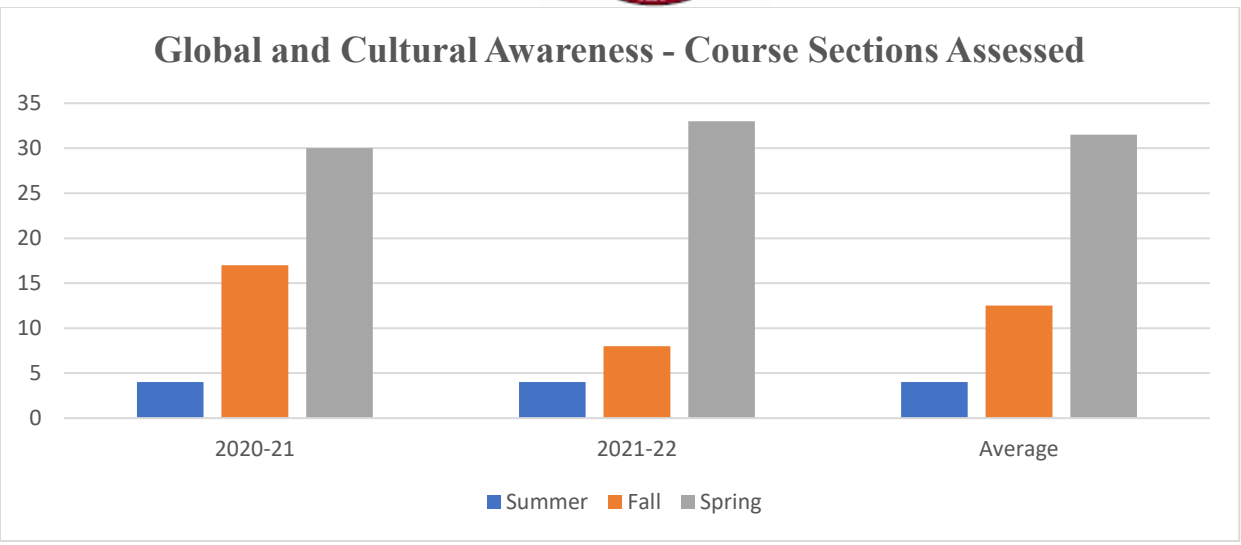
- Enough evidence has now been collected and evaluated to begin a longitudinal study of student academic assessment at the General Education Level using Core Competency data;
- Personal Growth and Responsibility has the highest average (over 90%) for all rubric components) of students at the Acceptable or Exemplary levels;
- Global and Cultural Awareness averages over 80% for all rubric components;
- Oral Communication averages over 80% for 4/5 of the rubric components;
- The 80% benchmark for Personal Growth and Responsibility has been met 100% of the time (12/12) when assessed over the past six semesters;
- Rubric component *Fosters Constructive Group Climate* in the Personal Growth and Responsibility core competency has the highest average (93.7%) of students at the Acceptable and Exemplary levels.

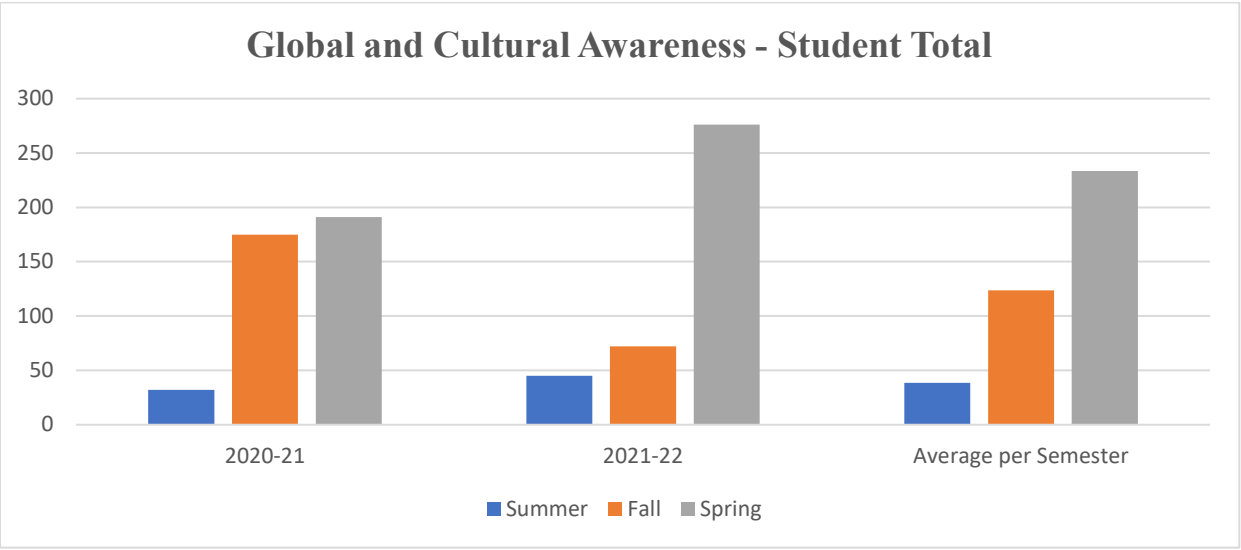
The following areas for improvement are noted:

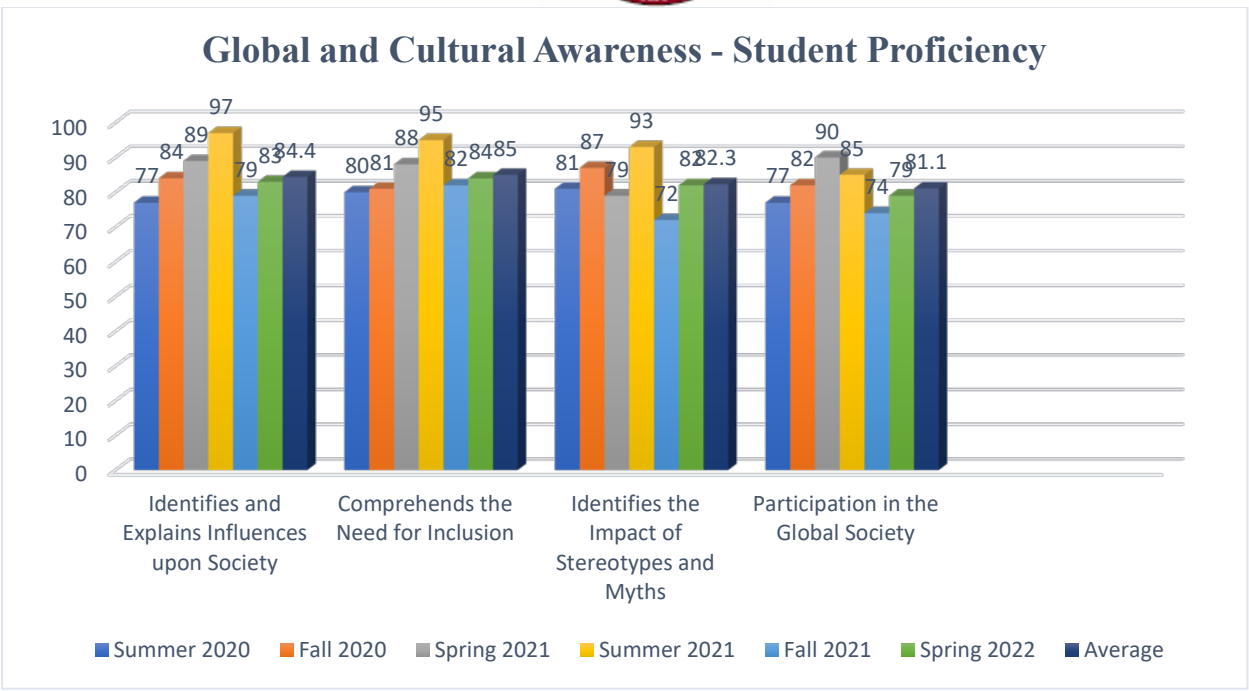
- Rubric component *Sources and Evidence* in the Written Communication core competency has the lowest average (70.5%) of students at the Acceptable and Exemplary levels over the past six semesters;
- The rubric components *Evaluate Information and Its Sources* and *Access and Use Information Ethically and Legally* in the Research and Information Literacy core

competency each averaged 70.6% of students at the Acceptable and Exemplary levels over the past six semesters;

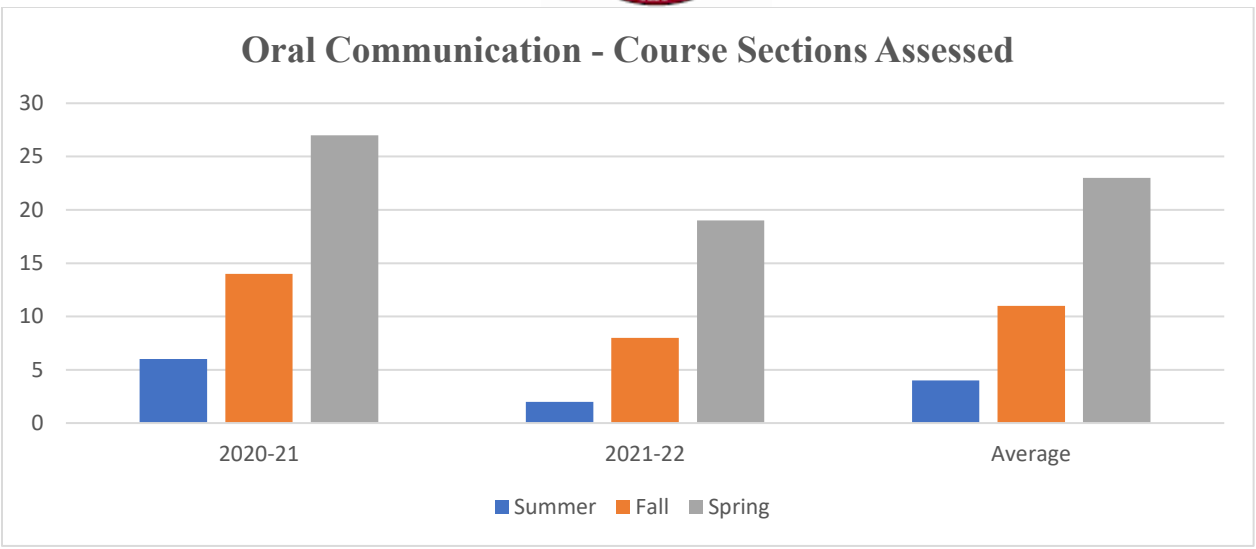
- All rubric components for the Research and Information Literacy Core Competency average below 80%;
- The 80% benchmark for the Research and Information Literacy Core Competency has been met only 25% of the time (6/24) in the rubric components over the past six semesters;
- The Problem Solving Core Competency seems to be one of the more difficult for students as two of the three rubric elements, *Propose Solution* and *Implement Solution*, are below 80% in all reported semesters except Spring 2022 (no data was submitted for Summer 2021).

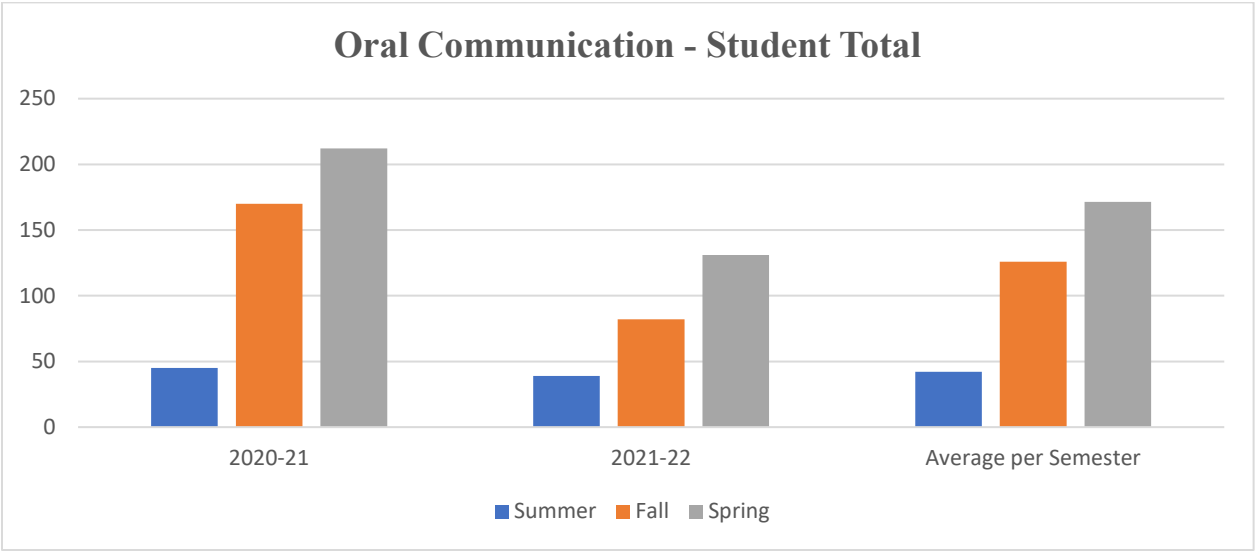

Global and Cultural Awareness - Course Sections Assessed
35
30
25
20
15
10
5
0
2020-21
2021-22
Average
Summer
Fall
Spring

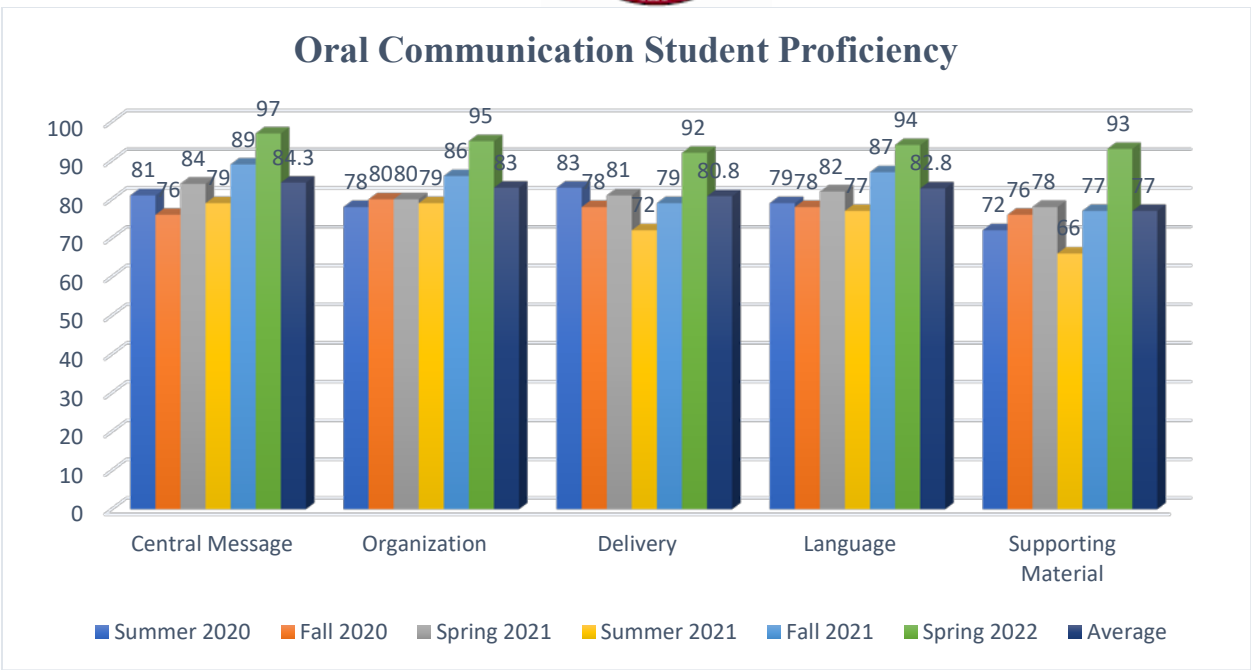

Global and Cultural Awareness - Student Total
300
250
200
150
100
50
0
2020-21
2021-22
Average per Semester
Summer
Fall
Spring



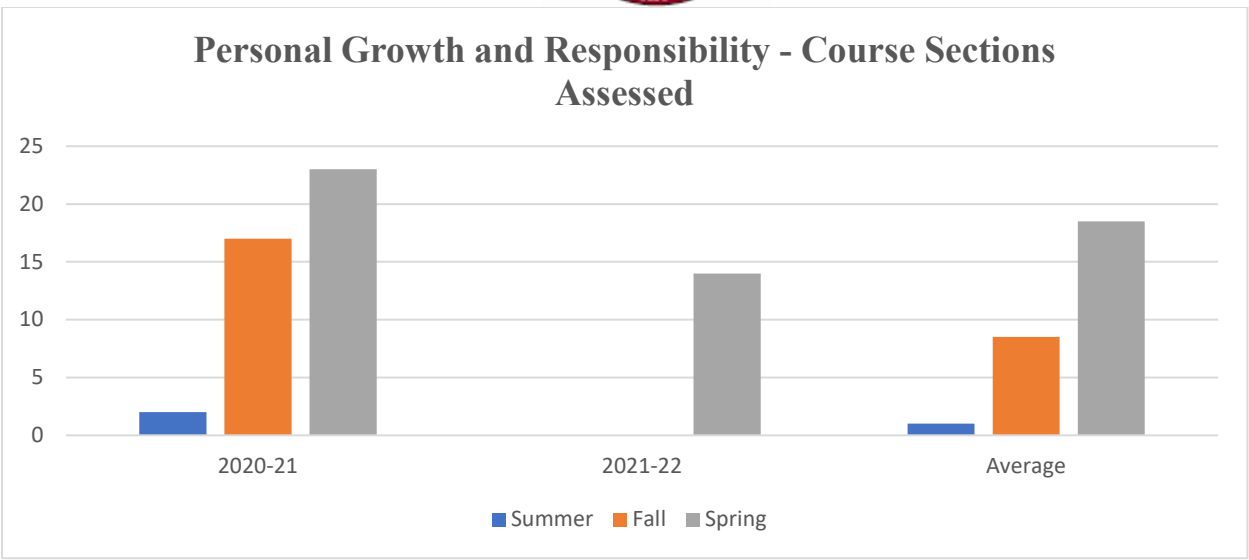
- Data collecting for the Global and Cultural Awareness Core Competency is most popular during the spring semester, though students are assessed year-round.
- The 80% student proficiency rate expectation was met in all rubric components during the 2021-22 year.
- The 80% benchmark has been met 70.8% of the time (17/24) in the rubric components over the past six semesters.
- The average student proficiency rate for this core competency during the past six semesters is consistently above 80%.

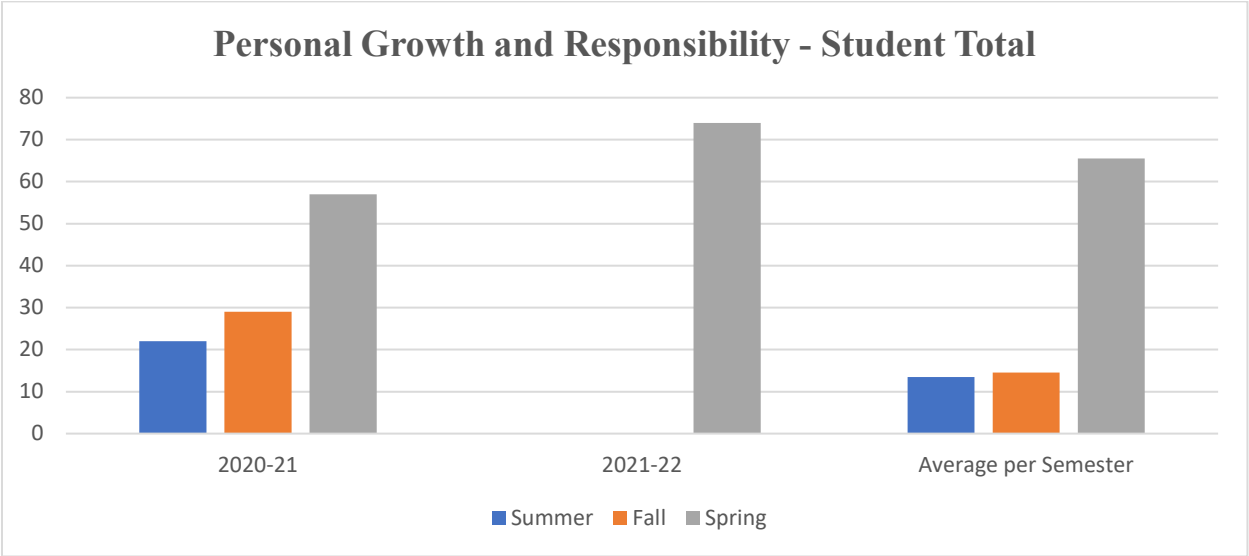

Oral Communication - Course Sections Assessed
30
25
20
15
10
5
0
2020-21
2021-22
Average
Summer
Fall
Spring

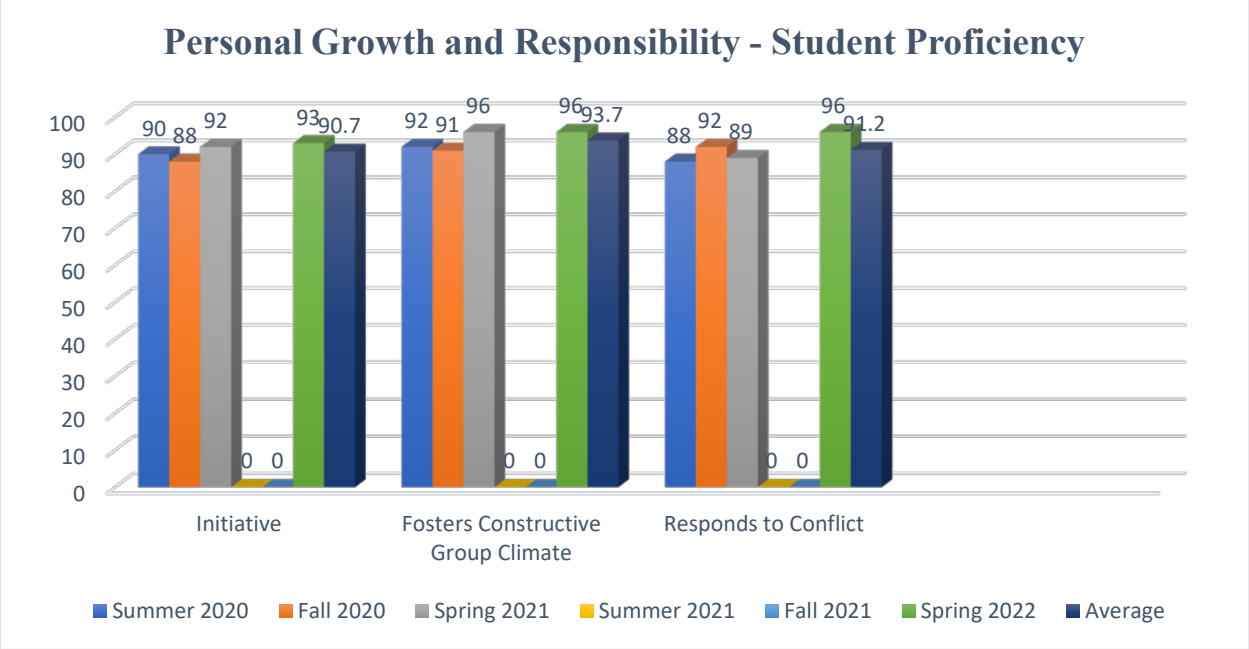

Oral Communication - Student Total
250
200
150
100
50
0
2020-21
2021-22
Average per Semester
Summer
Fall
Spring



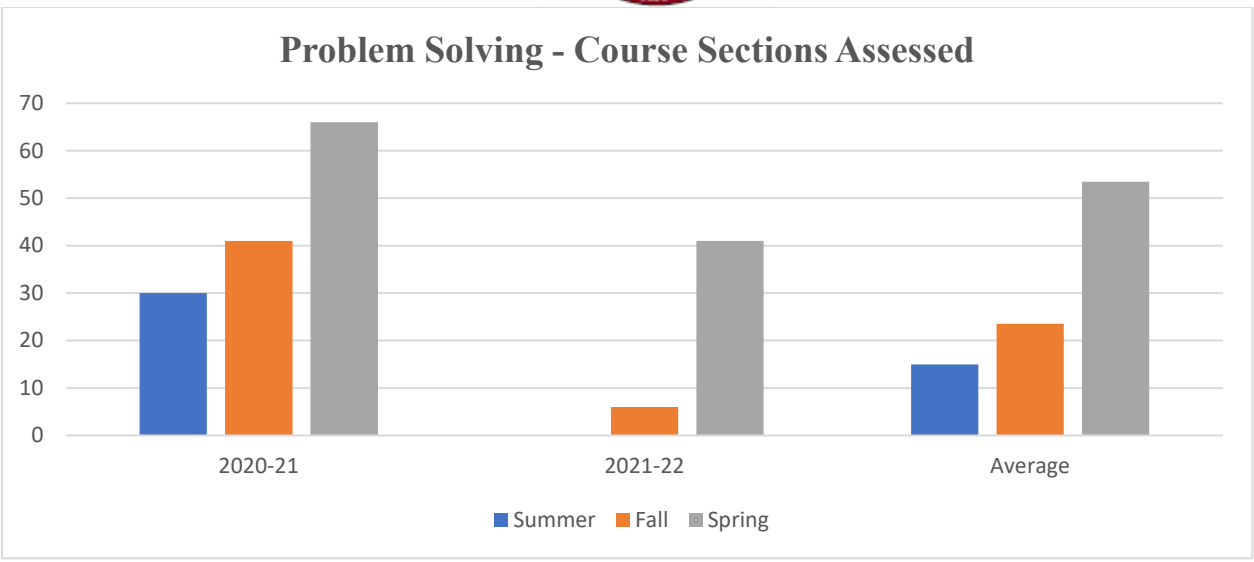
- Data collecting for the Oral Communication Core Competency is most popular during the spring semester, though students are assessed year-round.
- The 80% student proficiency rate expectation was met during the Fall and Spring of the 2021-22 year, though the average rate was below 80% during the Summer semester.
- The 80% benchmark has been met 50% of the time (15/30) in the rubric components over the past six semesters.
- The average student proficiency rate for this core competency during the past six semesters is over 80% with the exception of the Supporting Materials rubric component.

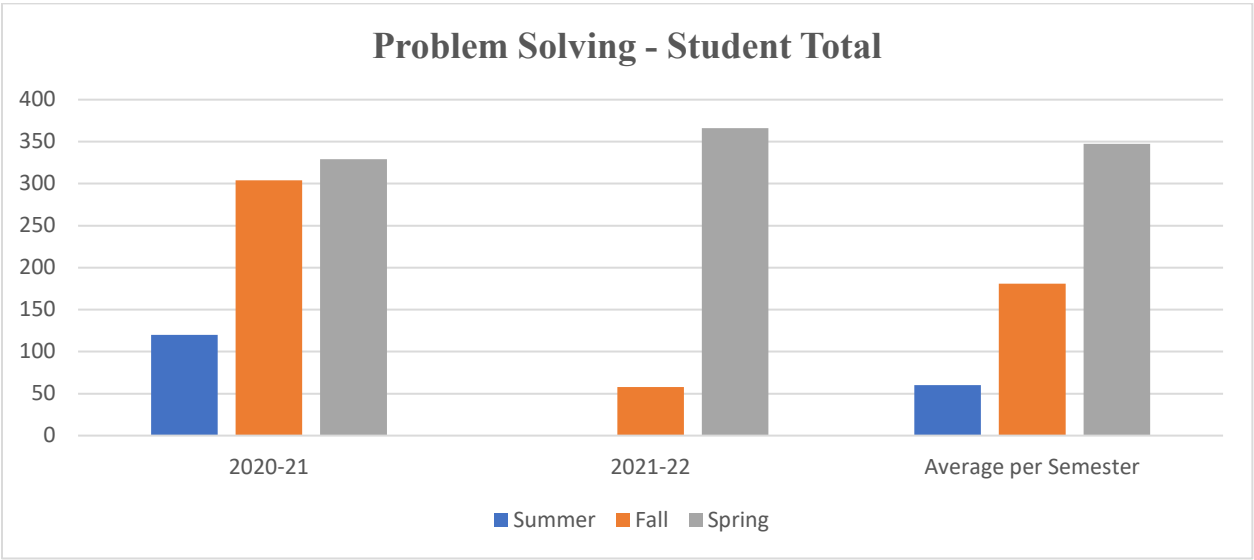

Personal Growth and Responsibility - Course Sections Assessed
25
20
15
10
5
0
2020-21
2021-22
Average
Summer
Fall
Spring

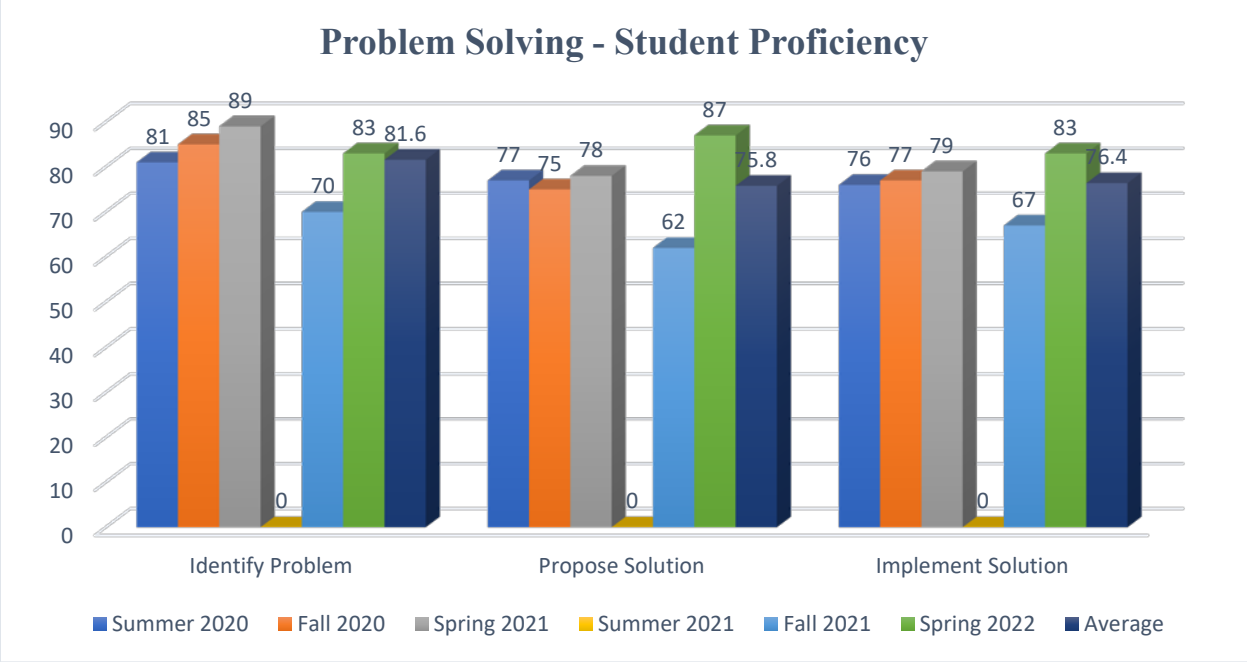

Personal Growth and Responsibility - Student Total
80
70
60
50
40
30
20
10
0
2020-21
2021-22
Average per Semester
Summer
Fall
Spring



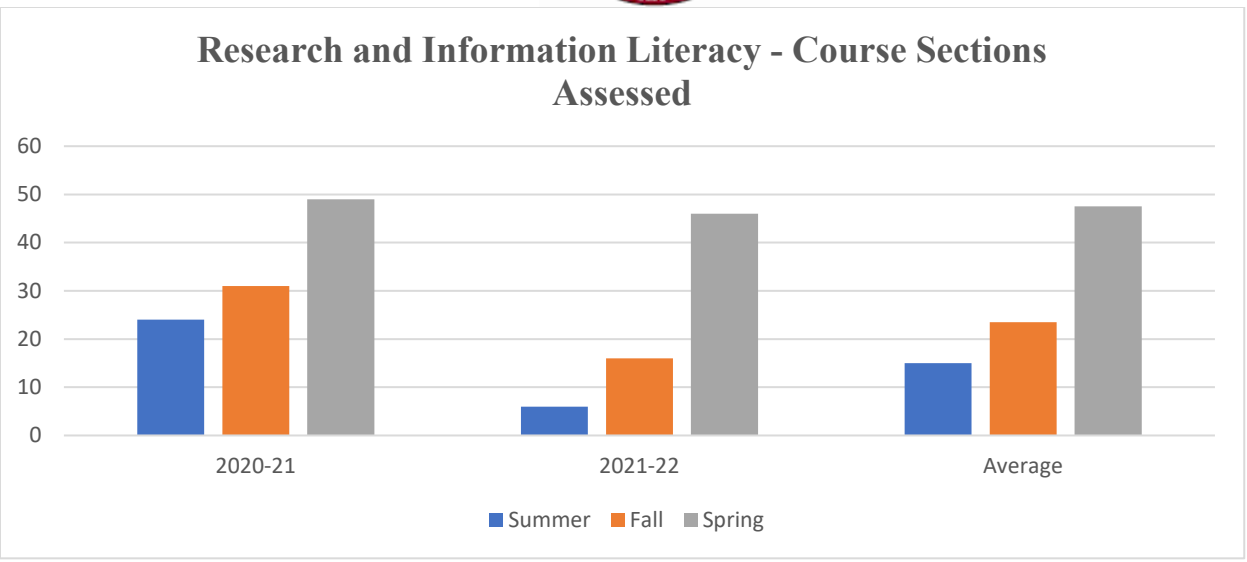
- Data collecting for the Personal Growth and Responsibility Core Competency is most popular during the spring semester. No data was collected for this Core Competency during the Summer 2021 or Fall 2021 semesters. The Assessment Coordinator will review course offerings for that semester and propose options for gathering data. The Coordinator will also work with faculty to map assessment collection in order to review gaps in the semester-to-semester assessment collecting process.
- The 80% student proficiency rate expectation was met during the spring of the 2021-22 year.
- The 80% benchmark has been met 100% of the time (12/12) in the rubric components, when assessed, over the past six semesters.
- The average student proficiency rate for this core competency during the past six semesters is over 80% when assessed.

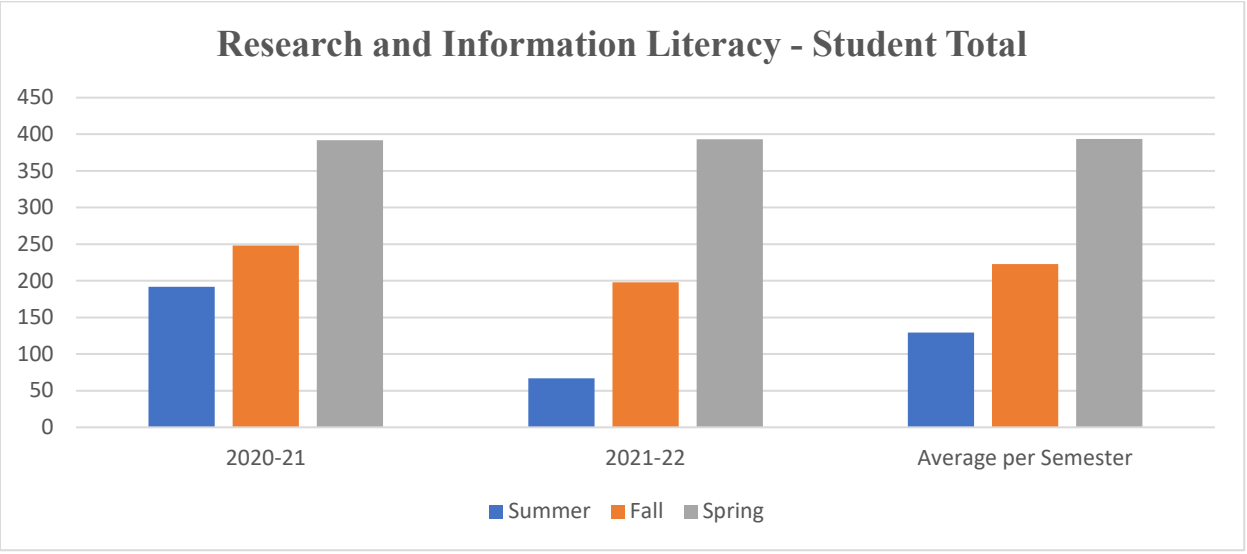

Problem Solving - Course Sections Assessed
70
60
50
40
30
20
10
0
2020-21
2021-22
Average
Summer
Fall
Spring

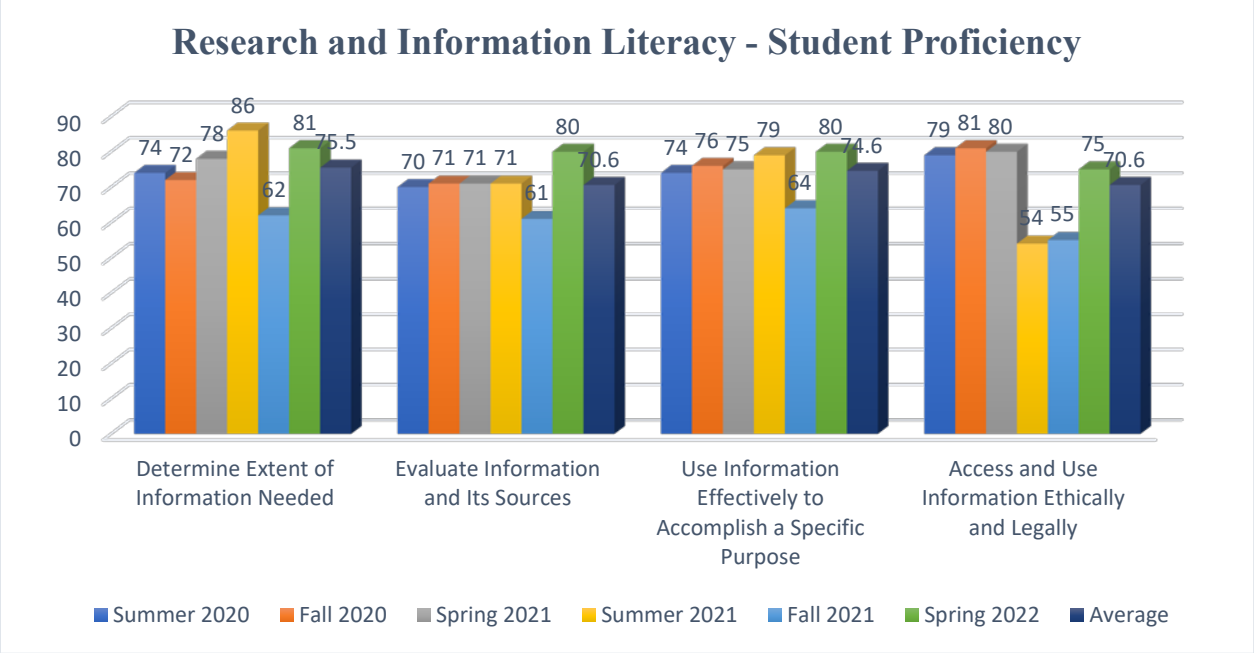

Problem Solving - Student Total
400
350
300
250
200
150
100
50
0
2020-21
2021-22
Average per Semester
Summer
Fall
Spring



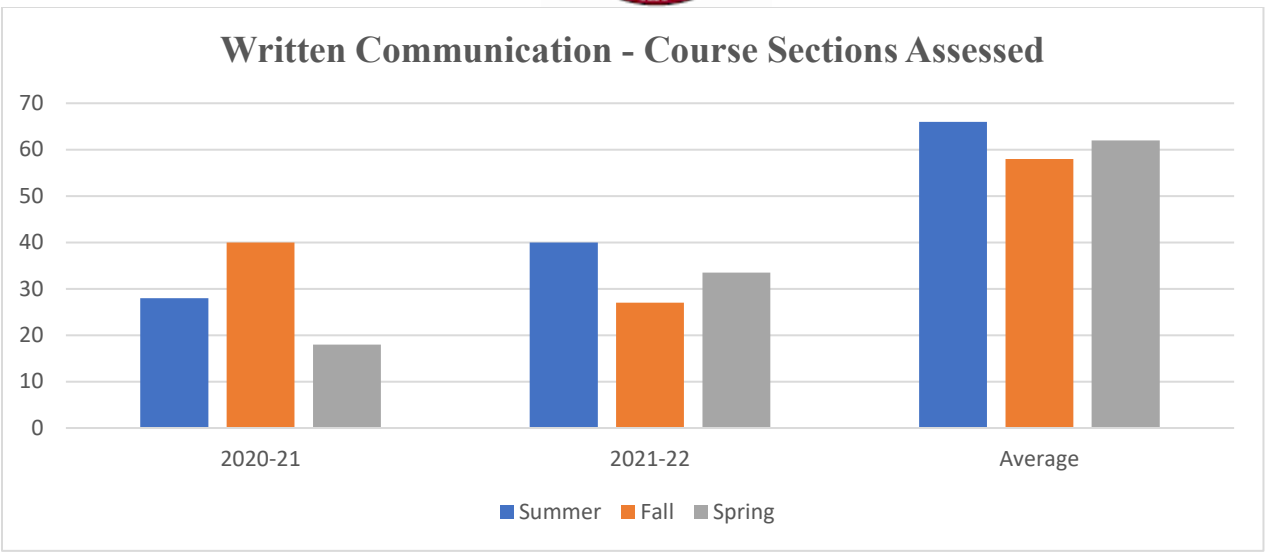
- Data collecting for the Problem Solving Core Competency is most popular during the spring semester, though students are assessed year-round. No data was collected during the Summer 2021 semester. The Assessment Coordinator will review course offerings for that semester and propose options for gathering data.
- The 80% student proficiency rate expectation was not met during the Fall 2021 semester, but was met in Spring 2022.
- The 80% benchmark has been met 40% of the time (6/15) in the rubric components over the past six semesters.
- The average student proficiency rate for this core competency during the past six semesters is below 80% with the exception of the Identify Problem rubric component.

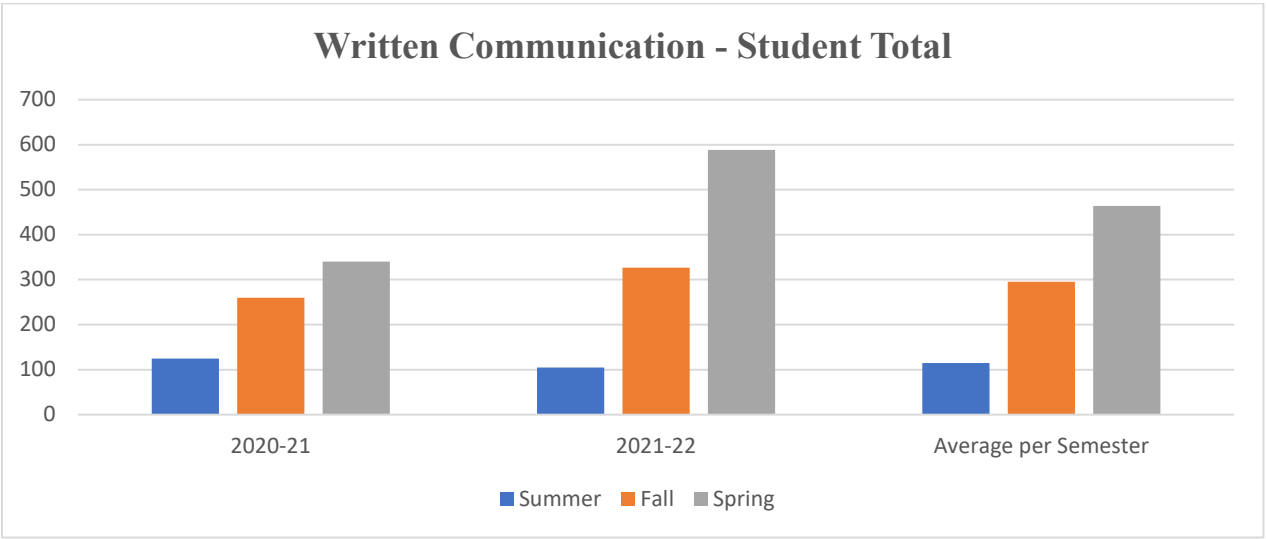

Research and Information Literacy - Course Sections Assessed
60
50
40
30
20
10
0
2020-21
2021-22
Average
Summer
Fall
Spring

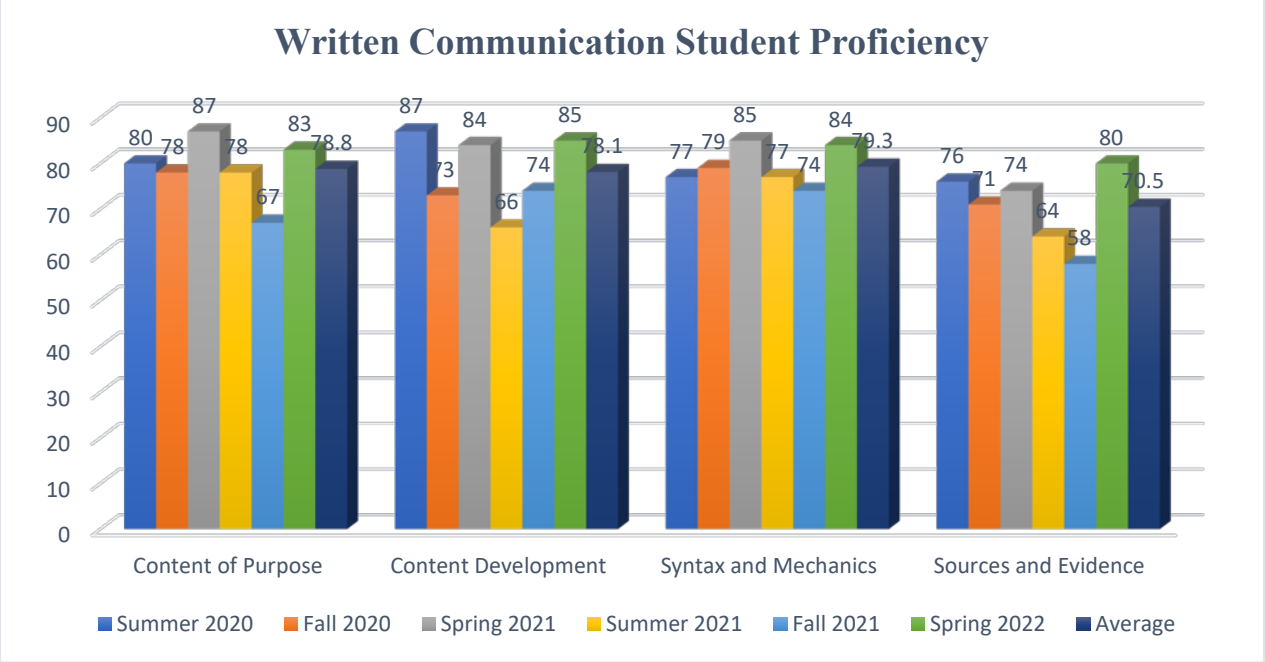

Research and Information Literacy - Student Total
450
400
350
300
250
200
150
100
50
0
2020-21
2021-22
Average per Semester
Summer
Fall
Spring



- Data collecting for the Research and Information Literacy Core Competency is most popular during the Spring semester each year, though students are assessed year-round.
- The 80% student proficiency rate expectation was not met for most rubric components during the Summer 2021 and Fall 2021 semester, but was met for most rubric components in the Spring 2022 semester.
- The 80% benchmark has been met 25% of the time (6/24) in the rubric components over the past six semesters.
- The average student proficiency rate for this core competency during the past six semesters is below 80% though all rubric components average at least 70%.


Written Communication - Course Sections Assessed
70
60
50
40
30
20
10
0
2020-21
2021-22
Average
Summer
Fall
Spring


Written Communication - Student Total
700
600
500
400
300
200
100
0
2020-21
2021-22
Average per Semester
Summer
Fall
Spring



- Data collecting for the Written Communication Core Competency is most popular during the Spring semester, though students are assessed year-round.
- The 80% student proficiency rate expectation was not met for any rubric components during the Summer 2021 and Fall 2021 semesters, but was met for all rubric components in the Spring 2022 semester.
- The 80% benchmark has been met 37.5% of the time (9/24) in the rubric components over the past six semesters.
- The average student proficiency rate for this core competency during the past six semesters is below 80% though all rubric components average at least 70%; only the Sources and Evidence rubric component average is below 78%.

Key Performance Indicator: Area 9: Employment Readiness - Employer Satisfaction

Graduate Demonstration of Core Competencies

SCC is not currently collecting data from graduates' employers. In Spring 2022, SCC purchased SmartEvals, an institutional assessment software program, and a limited pilot program began in Summer 2022. Data will be available for the 2023 Annual Monitoring Report.

Summary Analysis

Students' Demonstrated Performance of Core Competencies

- SCC students demonstrate high levels of performance in Personal Growth and Responsibility with combined acceptable and exemplary percentage totals averaging over 90% for all three rubric components over the past two years. Students achieved 84% or higher in two of the Global and Cultural Awareness rubric components and one of the Oral Communication rubric components.
- SCC students seem to perform lower primarily in Research and Information Literacy with combined acceptable and exemplary percentage totals averaging less than 75% in three rubric areas over the past two years: (1) Evaluate information and its sources; (2) Use information effectively to accomplish a specific purpose; (3) Access and use information ethically and legally. Written Communication also has one rubric component, Sources and Evidence, with a combined acceptable and exemplary percentage total averaging less than 75%. This data on the inter-related topic of finding, using, and citing source evidence suggests a correlation between the lower than expected percentage totals in Research and Information Literacy and the lower than expected percentage total in Written Communication.
- Overall, SCC students are still developing their research and information literacy skills.
- Over the last two years all core competencies have averaged over 70% and at least a 75% combined acceptable and exemplary percentage total has been achieved in 19 of the 23 rubrics (82.6%). While the goal is for a minimum of 80% of students demonstrating achievement the acceptable or exemplary levels, this data shows that the majority of students are at this level.
- Additional data for the years 2017-2020 has yet to be analyzed. This will be done over the next year as SAAT develops a longitudinal data summary.

Sections' Evidence of Core Competency Attainment

- Five years of Core Competency data has been collected but the CCAF results have not yet been analyzed in a comprehensive manner. Two years of data has been analyzed for

each Core Competency rubric, but beyond this level no data comparison (course, section, instructor, semester, etc.) is currently available.

- Based on available evidence, CCAFs are submitted primarily in three areas: (1) Problem Solving; (2) Research and Information Literacy; and (3) Written Communication.
- Creating a comprehensive curriculum map linked to WEAVE assessment projects will allow the SAAT to collect data on the number of Core Competency projects that should be created each semester, the total section CCAFs completed, and thus provide an accurate completion rate percentage.

Employers' Satisfaction with Graduates' Performance of Core Competencies

- This information is not currently collected. Therefore, SCC cannot be sure if graduates can generalize their core competency skills to the workplace or if adjustments are necessary to the core competencies and the associated rubrics. SAAT will confer with administration about options to collect information related to employers' satisfaction.

Recommendations for the General Education Core Competencies

As a result of the data collection and analysis, the following recommendations are made regarding SCC Core Competency Objectives:

- Work with faculty to create a comprehensive Core Competencies map to ensure assessment data is submitted more effectively and efficiently each semester.
- Revisit the CCAF process with faculty, increase CCAF and WEAVE training, and increase communication, through SAAT and Lead Instructors, with adjunct and dual credit instructors (Strategic Plan 4.2.A.).
- Share specific CCAF data with relevant SCC teams and committees.
- Create projects for faculty in WEAVE as a way to monitor which core competency projects are completed at the end of each semester.
- Use WEAVE to ensure alignment and coverage of all competencies at all levels of instruction and in all programs.
- Attain at least 80% submission rate for courses once mapped to the competencies (Strategic Plan 4.2.A.).
- Increase co-curricular involvement with competencies data collection (Strategic Plan 3.1.D., 4.2.A.).
- Discuss and implement strategies to increase students' proficiency in finding, using, and citing source evidence related to Research and Information Literacy (Strategic Plan 3.1.D., 4.2.A.).

- Discuss and implement strategies to increase students' proficiency with sources and evidence related to Written Communication (Strategic Plan 3.1.D., 4.2.A.).
- Work with Institutional Effectiveness and Career Services to implement Employer Satisfaction survey (Strategic Plan 1.2.O, 4.2.A., 4.5.C.).

Performance Area: CTE and Academic Programs

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 (Strategic Plan 1.2.O, 4.2.B., 4.2.C.).

The SAA plan requires programs to evaluate their missions 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.

This annual review should inform the ICCB 5-year program review. In turn, programs incorporate the feedback from the ICCB 5-year program review while completing their CQI annually.

For this performance area, all data available is analyzed together. Strengths and areas for improvement are provided at the end of this section after all data is considered.

College Performance

Key Performance Indicator: Area 6: Academic Success - Student Learning Outcomes

Note: For this section, it is important to note that SICCM and "less than one year" certificate programs are not required to have an assessment plan or to participate in SCC annual program assessment cycle. Therefore, they are not included in the data that follow. There are currently 18 Associate Programs and 10 One-Year Certificates identified by SAAT as requiring an assessment plan. There are currently 13 Clubs and Organizations on the SCC web site listed as active.

Percentage of student learning outcome benchmark targets met

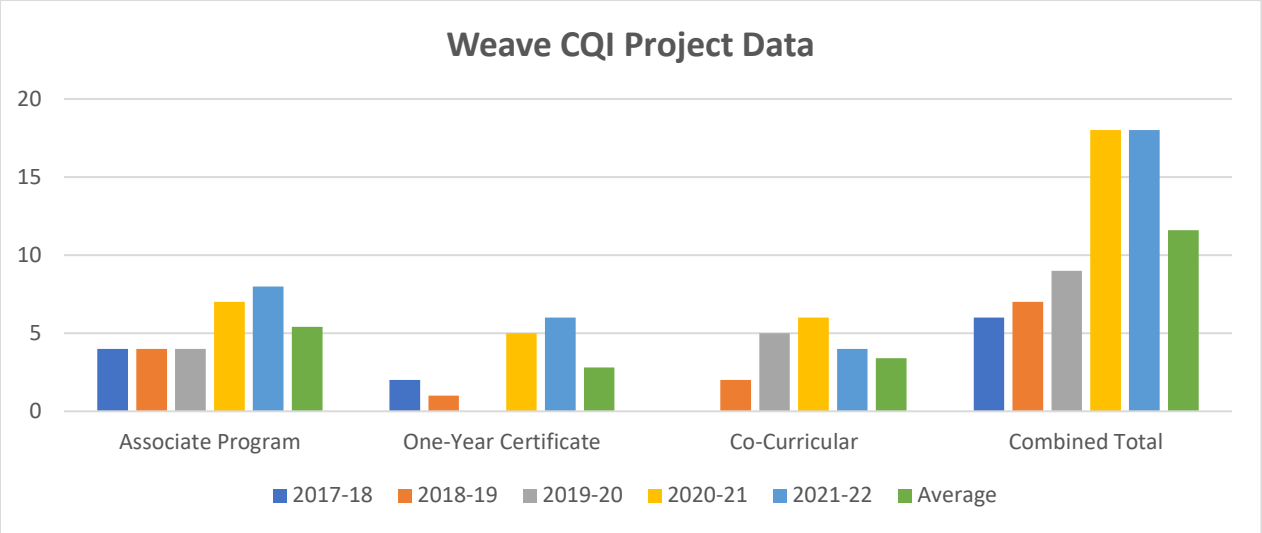
The target is that 80% of programs (consisting of programs, certificates, and co-curriculars) will assess their students, complete the CQI, and submit it in WEAVE for the SAAT to gather and

analyze. As can be seen in the charts provided below on WEAVE CQI Project Data, the following strengths are noted:

- WEAVE CQI projects submission rate is increasing though it is not yet close to the 80% target.
- A list of current programs and co-curricular programs exists so SAAT will contact the instructor or sponsor for updated information and data.

The following areas for improvement are noted:

- CQI documents need to be completed at an improved rate in all areas.
- Co-Curricular clubs and organization submissions have dropped in part due to lack of student interest (for example, History Club) or the loss of instructor or sponsor (for example, Phi Beta Lambda).
- For 2021-22, a CQI was submitted for 44.4% (8/18) of programs, 60% (6/10) of certificates, and 30.7% (4/13) of co-curriculars.



Percentage of program outcome benchmark targets met

Not enough data exists to provide an accurate answer at this time, though for 2021-22 50% (14/28) of programs identified by the SAAT as requiring an assessment plan reported meeting their program outcome benchmarks.

To date, 30.7% of co-curricular programs identified by the SAAT as requiring an assessment plan reported meeting their program outcome benchmarks.

Percentage of programs completing the annual program assessment cycle

For 2021-22, the percentage of programs and co-curricular programs identified by the SAAT as requiring an assessment plan who have completed the annual SCC program assessment cycle is still being determined. The SCC Assessment Entity tree was modified in fall 2022 with several new programs required to complete an annual CQI assessment plan document and several other programs divided or combined to allow for a more specific analysis of their goals, objectives, and outcomes. There are currently 55 programs listed. The goal is to have at least 50 programs complete their FY22 and FY23 assessment plans and submit them to WEAVE for review.

In order to align CQI financial requests with the timeline of the SCC budget, FY23 CQI assessment plans will be completed in November 2022 and FY24 budget requests submitted for review by February 2023.

Summary Analysis

As can be seen in the data provided above, the following strengths are noted:

- Some programs and co-curricular programs have completed their program assessment cycles and have met both their student learning and program outcome benchmark targets.

The following areas for improvement are noted:

- Several programs and co-curricular programs have either not met their student learning and/or program outcome benchmark targets or have not completed the program assessment cycle in order to determine whether they have met their targets.
- Additional CQI data needs to be collected for all programs.

Recommendations for Academic Programs Continuous Quality Improvement

As a result of the data collection and analysis, the following recommendations are made regarding program level objectives:

- SAAT should work with the VP, Academic Deans, and Institutional Effectiveness to help programs refine program learning objectives and annual assessment review process (Strategic Plan 1.2.O., 4.1.C., 4.2.B., 4.2.C., 4.2.D.).
- All programs, including co-curriculars, should complete an annual CQI and follow through with findings (Strategic Plan 4.1.C., 4.2.B., 4.2.C., 4.2.D.).
- Programs should determine standards for each CTE program that are aligned with employer or national/state career cluster expectations (Strategic Plan 1.2.O., 4.1.C, 4.2.B., 4.2.C.).

- Programs should align measurements of achievement for Program Objectives to certification/licensure exams (Strategic Plan 1.2.O., 4.1.C, 4.2.B., 4.2.C.).
- Programs should analyze data and review/implement program adjustments as needed, incorporating Advisory Committee communications and ICCB review/feedback (Strategic Plan 4.1.C.).
- SCC should integrate experiential learning into all CTE programs (Strategic Plan 1.2.O, 4.2.D.).
- SAAT should work with Institutional Effectiveness and Career Services to implement Employer Satisfaction, Graduate, and Graduate Follow-Up surveys (Strategic Plan 1.2.O., 3.1.C., 4.2.A., 4.5.C.).
- Employees should work with the VP of Academic Affairs, Institutional Effectiveness, and IT on collecting and analyzing data for indicators currently unavailable, such as courses that transfer as equivalent and time to completion (Strategic Plan 4.1.C, 4.2.B., 4.2.C.).
- SAAT should discuss whether SICCM and "less than one year" certificate programs should be required to participate in annual assessment review (Strategic Plan 4.1.C, 4.2.B.).

Student Academic Assessment Team (SAAT) Recommendations

SAAT should do the following in FY23:

- Review and update Student Academic Assessment Plan to align to the Strategic Plan and *SCCES* (Strategic Plan 4.1.C);
- Update the Entity Tree for Assessment in order to accurately reflect current programs;
- Analyze FY21 and FY22 data collection for intervention proposals (Strategic Plan 4.2.B., 4.2.C., 4.6.C.);
- Hold WEAVE training sessions and create training videos in order to increase project completion rate (Strategic Plan 4.1.C., 4.2.B., 4.2.C.);
- Discuss co-curricular assessment expansion (Strategic Plan 4.1.C.);
- Map Program Level and Course Level standards and measures (Strategic Plan 4.1.C., 4.2.C., 4.2.D.);
- Finalize Budget Requests based on Action Plans Resource(s) Requests (Strategic Plan 4.1.C., 4.2.A., 4.6.C.);
- Refine intervention proposals for FY23 (Strategic Plan 4.1.C.);
- Begin planning process for FY24 (Strategic Plan 4.1.C.);
- Celebrate Program Assessment Achievements for FY22 (Strategic Plan 3.5.E.)