Annual Monitoring Report

Student Academic Assessment

October 1, 2023

Introduction

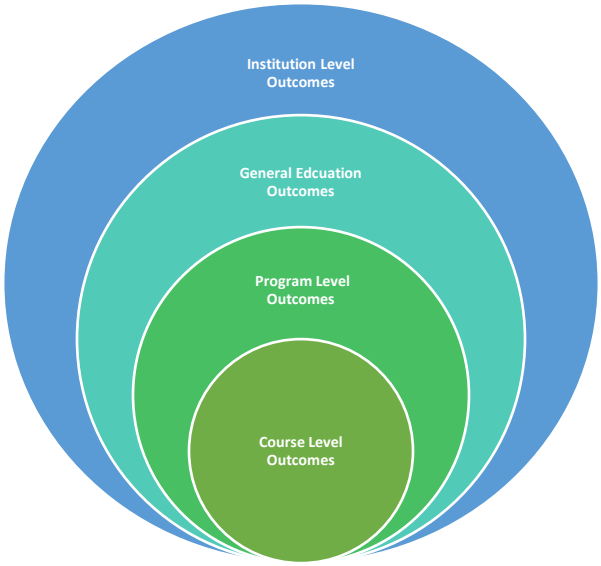
Shawnee Community College (SCC) is committed to assessment for continuous improvement of student learning, teaching strategies, and program offerings. The assessment process allows for exploring methods to continually improve student learning, course design, the effectiveness of programs, and overall 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.

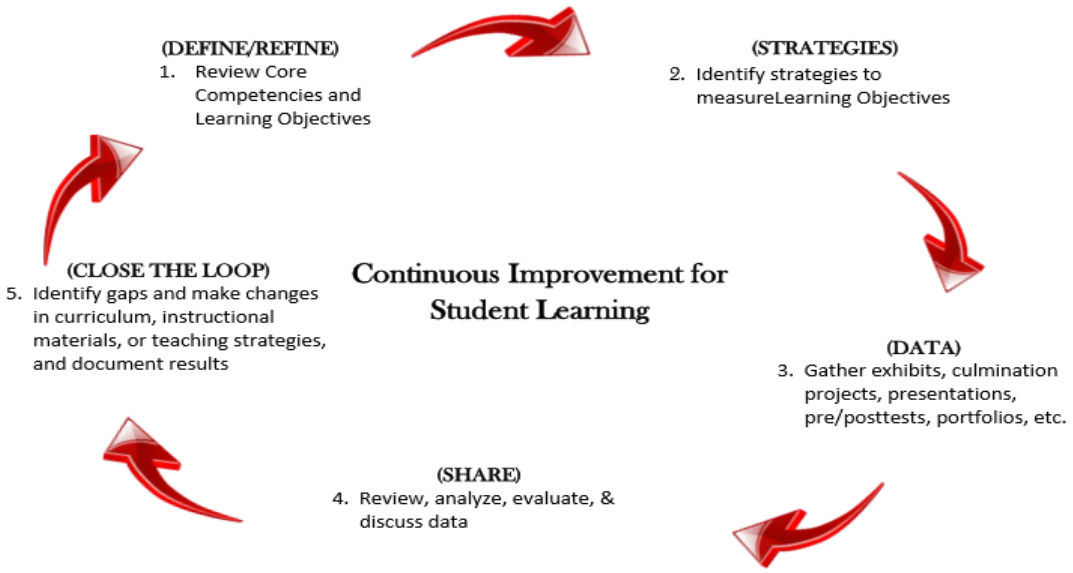
The Student Academic Assessment Team (SAAT) routinely updates the plan to promote continuous quality improvement to course design, program effectiveness, relevant co-curricular services offered, and overall teaching and learning, as well alignment to the institution's assessment framework and policies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



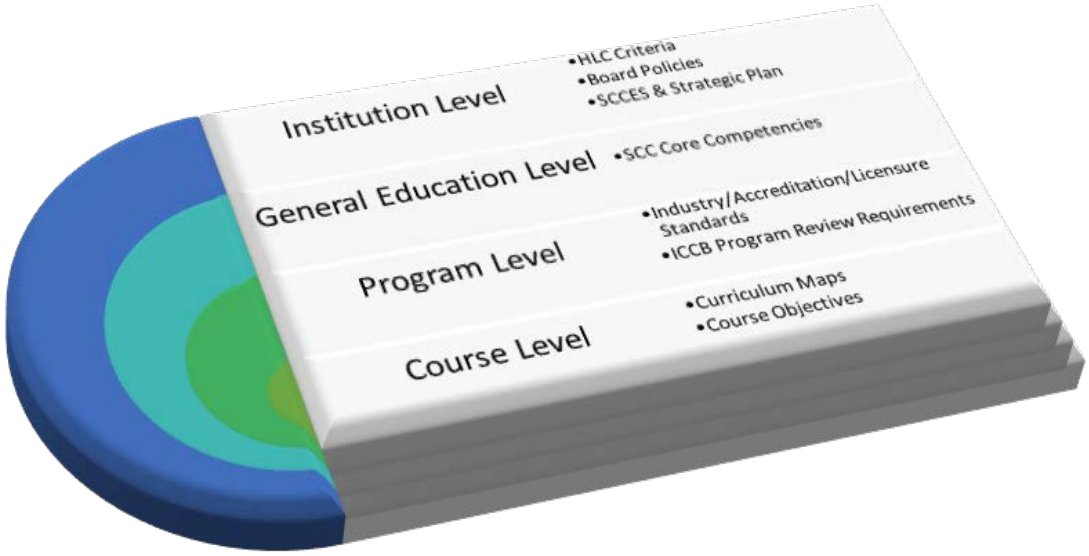
SCC's academic assessment process is aligned to the Shawnee Community College Effectiveness System (SCCES) and provides evidence that (Strategic Plan 4.1.C):

- 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



Assessment during the 2022-23 Academic Year

During the 2022-23 academic year several important changes were made to the structure of SAAT and its data collecting. The role of SAAT Coordinator now has specific office hours dedicated to working on assessment. The majority of courses have been mapped to one or more specific core competencies so that SAAT can better understand which forms (CCAFs) are submitted for which courses and to ensure all instructors teaching a specific course assess the same core competencies. Faculty continued to collect data on their selected core competencies. It is now being reviewed so SAAT can provide feedback for General Education Level assessment and aid faculty in the Closing the Loop segment of the Continuous Quality Improvement (CQI). The complete data, once collated and available in 2024, will be included as an Appendix, with highlights emphasized within the report. The CQI Entities were also mapped since, for faculty, its documentation centers on requesting financial support to increase student learning.

SAAT Coordinator Role

The role of Assessment Coordinator at most community colleges is a dedicated full-time administrative position. Historically, given the size of the faculty and student population at SCC, the role of SAAT Coordinator at SCC has been fulfilled by a full-time tenured faculty member in conjunction with teaching a full load of courses each semester. The lack of time dedicated to assessment has resulted in the collection of data but no review and analysis of data at the course, program, or general education level.

However, this schedule provided limited time and opportunity for the Assessment Coordinator to complete the Share component of the Continuous Improvement for Student Learning process (Figure 2) in addition to fulfilling teaching duties and all other assessment-related duties. The Share stage of the process provides an opportunity to review, analyze, evaluate, and discuss data at the macro level. A gap in the Continuous Improvement for Student Learning process has therefore been recognized. To address this deficiency, it was agreed in May 2023 as part of the new Collective Bargaining Agreement that the SAAT Coordinator position would be modified in order to provide the Coordinator dedicated administrative time in conjunction with a reduced teaching load.

Amending the role and duties of the SAAT Coordinator role to provide a more balanced schedule between teaching and administrative duties provides time for the SAAT Coordinator to dedicate specific time to the various duties of the role. With an ICCB-5 year program review report and an HLC report and visit scheduled over the next 18 months, the primary focus for the SAAT Coordinator is to review CCAF data collected in WEAVE. Assistance organizing all the accumulated assessment data, going back to the Fall 2017 semester, into semester-by-semester

core competency spreadsheets is being provided by the Administrative Assistant to the Dean of Transfer & Adult Education. This may only be a small part of the overall work done with assessment but without a structured way to organize all the core competency data it becomes increasingly difficult to effectively review, analyze, evaluate, and discuss the accumulated six years of assessment data.

The collecting, collating, and reviewing of assessment data is an ongoing process. The data accumulated between Fall 2017 and Summer 2023 will be collated by the end of 2023. Beginning in the Spring 2024 semester, SAAT will have the opportunity to review, analyze, evaluate, and discuss data from the preceding semester and therefore provide more immediate feedback to faculty via email or during college-wide events such as Convocation or Assessment Day. Once collated and reviewed, SAAT will be able to provide a greater variety of reporting options for assessment data, including semester and yearly comparisons, core competency assessment levels, program, course, and section comparisons.

Despite the current lack of a comprehensive review and analysis of assessment data, faculty are able to work at the course level individually through the five stages of the Continuous Improvement for Student Learning process: Define/Refine; Strategies; Data; Share; Close the Loop. Evidence is provided within the individual CCAF and annual CQI documentation to show that faculty are constantly reflecting upon student learning and considering effective ways to provide learning opportunities for students. Anecdotal evidence supports this assertion that faculty do engage in these stages though some of the process beyond the CCAF and CQI is done informally rather than via official documentation of instructional changes. The next goal is to provide faculty a platform to show how assessment of student learning through their classroom experiences and assessment data analysis gives them an opportunity to review teaching practices, course assignments, etc., and so continuously engage in the student learning process. Individual faculty or programs may be requested to share their experiences during Assessment Day and through the Assessment page on the SCC web site.

WEAVE Assessment Software

SCC currently utilizes the WEAVE software depository. It is well designed and has numerous benefits as an assessment tool. However, in reviewing the CCAF and CQI projects and files submitted by SCC employees, it is apparent that various levels of expertise exist among employees in completing all the steps within WEAVE. The lack of uniformity in submitting the projects means it is impossible to create a comprehensive assessment, budgetary, or similar report. This is user error rather than a problem created by WEAVE. Some employees have expressed frustration that CQI-related budgetary documentation was listed in the CQI, submitted in the WEAVE CQI project, and also submitted elsewhere. In order to simplify the process, beginning with the FY24 CQI and Fall 23 CCAF employees will simply submit the completed

documents in WEAVE and not complete any of the steps that would generate a report. SAAT and SCC administration reviewed alternative tools with discussion focusing on using WIDS (Worldwide Instructional Design Software) as a potential resource that will combine faculty activities currently done through WEAVE and Simple Syllabus.

To this end, time was spent during spring to work with the Agricultural instructor in order to map course learning outcomes and program learning outcomes to industry standards. The desired goal was to use this as a model for all CTE programs. However, it was determined that WIDS would be a more appropriate tool to utilize for mapping CTE programs to their course and program learning outcomes. A WIDS presentation was provided for SAAT in May 2023 and WIDS training for CTE and Allied Health programs will be conducted in fall 2023. Transfer programs will be trained at a later date.

Reviewing Assessment Data

An initial review of two years of assessment data collected between 2020 and 2022 was submitted for the 2022 SAA Annual Monitoring Report. It lacked data submitted by some of the adjunct and dual credit instructors. However, while incomplete, it did provide a snapshot of assessment across the six core competencies. As data is collected, a comprehensive study and analysis of assessment will be available in the 2024 SAA Annual Monitoring Report with data submitted by dual credit and adjunct data to be included and analyzed. All data covering the period between Fall 2017 and Spring 2024 will be included in the 2024 SAA Annual Monitoring Report.

Going forward, SAAT will provide full-time faculty with a longitudinal study of their course and program data each year. Faculty have collected data for years, but there has been no time dedicated to reviewing and analyzing the data. This is a weakness in the assessment process if SCC is to promote the idea of Continuous Improvement for Student Learning. SAAT will therefore assign time within the assessment and instructional calendar for faculty to review and analyze all assessment data for a particular core competency. This will be implemented through a year-long break from assessing a particular core competency in order to give faculty time to implement the five stages of the Continuous Improvement for Student Learning process starting from Step 4 (Figure 2) by: reviewing and analyzing the shared data; closing the loop through reflecting upon the outcomes and using the results to identify gaps in student learning and implementing instructional changes (in terms of instructional material and information and/or teaching strategies) to improve student learning; reviewing the core competencies and learning objectives and how they relate to student learning; identifying existing and/or new strategies to measure the learning objectives; then gathering assessment data and artifacts to submit for review.

Assessment of Core Competencies

SAAT worked with full-time faculty to create a Core Competency Assessment Map (Appendix 1) to better understand which courses assess which core competencies. This is vital to understanding which courses are being assessed for a particular core competency. This map allows SAAT to verify whether or not CCAF documents have been completed and submitted. It also enables SAAT to work with full-time faculty to quickly verify which core competencies are to be assessed during a semester. This gives SAAT time to create project shells in WEAVE for all course section core competencies. At the end of the semester it will reduce the need to sift through all the CCAF projects in WEAVE to determine which projects were completed. Some courses with no full-time instructor still need to be mapped for assessment. The goal is to complete this during the Fall 2023 semester so that adjunct and dual credit instructors teaching those courses can submit completed CCAFs and their artifacts in December 2023. In January 2024 SAAT can review submitted CCAF documents and follow up with any instructors who did not submit their completed assessment core competency forms. Spring semester documents will be submitted in May and reviewed in June; then summer semester documents will be submitted in July and reviewed in August.

Faculty decided how many core competencies were to be assessed for a particular course. Some courses only assess one core competency while other courses assess two or three core competencies. More importantly, some courses without a full-time instructor have yet to be mapped. It is important to expand core competency assessment data collection to all courses, including those taught by dual credit and adjunct instructors. SAAT is working with adjunct and dual credit instructors to determine which core competency is best suited for assessment in any course they teach. For example, the adjunct philosophy instructors had input into deciding which core competencies would be addressed in each of the philosophy courses. This provided instructors an opportunity to engage in the decision-making process. Once agreed upon, the core competency would always be assessed each time the course is taught. This enables SAAT to build a collection of core competency data for a course matched by all its instructors.

Historically, some lead instructors worked with dual credit and adjunct faculty to ensure their participation in the assessment process and core competency assessment form (CCAF) completion. However, there was limited dual credit and adjunct instructor involvement. In addition, core competency assessment projects are submitted by these instructors to the assessment email address since dual credit and adjunct instructors do not have access to WEAVE. These projects need to be added to WEAVE. A second gap in the Continuous Improvement for Student Learning has therefore been recognized.

To address this deficiency, the Assessment Coordinator presented an overview of the assessment process and its importance during the Dual Credit and Adjunct Instructor Orientation meeting in August 2023. Relevant information about assessing projects, collecting artifacts, and submitting

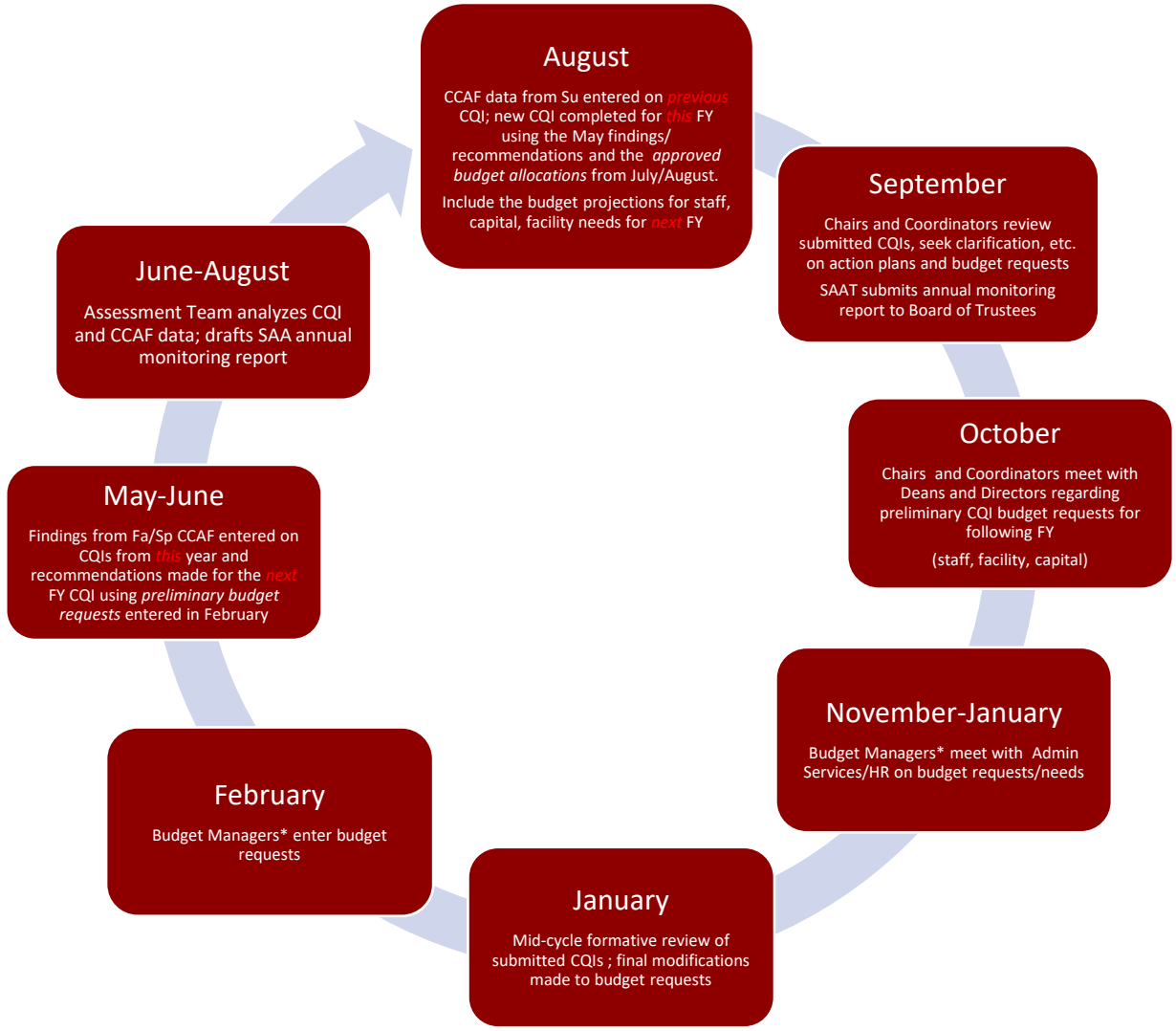
the completed CCAF was also provided in the Dual Credit and Adjunct Instructor handbook. Beginning fall 2023, all dual credit and adjunct instructors are expected to work with their lead instructors to determine which core competencies they will assess based on the Core Competency Assessment Map. They are required to submit end-of-semester (or end-of-year for year-long dual credit courses) CCAFs to the assessment email account. The Assessment Coordinator will then create projects and upload the CCAF and artifacts. This will enable SAAT to review, analyze, evaluate, and discuss data related to all SCC students and so provide a more complete picture of student learning, potential gaps, and ways to share stories and evidence and most effective methods utilized by faculty in teaching students, thereby enhancing the college's model of continuous improvement for student learning.

Continuous Quality Improvement

During fall 2022 SAAT also mapped the CQI Entity Tree (Appendix 2). This document lists each academic and academic-support entity on campus (program, division, department, etc.) that must submit an annual CQI document for budgetary request purposes and the entity's contact person. Creating this map enables SAAT to review which entities have completed and submitted their CQI documentation. It must be noted that SAAT only verifies that a document has been submitted and has no oversight in SCC budgetary decisions.

SAAT also reviewed the CQI and budget cycle timeline (Figure 4) and aided the development of a more transparent process which provided entities the opportunity to submit budget requests prior to the SCC Board of Trustees ratifying the annual budget. The benefit of mapping the SCC entities was to better align budgetary requests within the CQI documentation to the annual budget process. In late 2022, SAAT worked with all college entities to ensure three parts of the process were completed. First, their FY 22 CQI documents were completed (closing the loop on what was achieved). Second, their FY23 CQI documents were partially completed based on FY23 funding requests received or denied; the finding would be added in July/August 2023 and so the FY23 CQI completed. Third, all FY24 CQI documents were started so budgets could be planned. Entity leaders reviewed their budgets in January 2023. As a result, all entities should submit their annual budget requests several months prior to the budget approval. Entities therefore work on three CQI documents: add the findings to the past year; add projects and data to the current year; create a list of budget requests for the upcoming year. In early 2024, SAAT will review the CQI form so that the documentation process is done in a linear fashion rather than moving up and down within the form.

Figure 4. CQI and Budget Cycle



Assessment Day

Assessment Day, held in October 2022, was used to reinforce why assessment is important, and how data is collected. SAAT presented data from the 2022 SAA Annual Monitoring Report to explain what SCC employees were doing well and areas that needed improved. Faculty were reassured that the assessment process would not drastically change and should continue to collect and submit their CCAFs and artifacts to WEAVE. Lead instructors were encouraged to reach out to dual credit and adjunct instructors to help with the assessment process and therefore increase completion rates by non-full-time instructors. CQI entity leaders worked on closing the

loop for the FY22 budget documentation and began the FY23 CQI process which included budgetary requests for FY24. SAAT reviewed methods used by other colleges in utilizing and promoting their assessment data through individual or group stories. As previously noted, the goal for future Assessment Day events is to have SCC faculty from one or more programs give a presentation of their assessment data, how it influenced changes in their teaching process, and what budget requests they may have made in order to improve student learning. Assessment Day was also used to provide an update on SAAT activities. The CCAFs were modified so that students who do not submit an assessed assignment are captured in the data collection as Not Submitted and so separate from the student considered at Below Expectations.

The Global and Cultural Awareness data provided during Assessment Day was also shared with the Diversity, Equity, and Inclusion Committee and the Cultural Awareness Team. SAAT will review courses that assess Global and Cultural Awareness and work with faculty to increase data collecting for this core competency.

The 2023 Assessment Day was moved from October to September to allow SAAT to work with faculty, offer assistance in reviewing their completed FY23 CQI reports, and begin their FY24 CQI reports by listing initial budgetary requests for FY25. Historically, this was done later but all employees worked diligently in fall 2022 to complete their FY22 CQI document and prepare their FY23 document. Budgetary issues now align with the college timescale.

Higher Learning Commission Conference

Several members of SAAT attended the 2023 HLC Conference and shared information related to assessment. Co-curricular presentations were useful though colleges had different perspectives on how to assess co-curricular activities. The end result was for SCC to continue with student clubs and organizations assessing specific core competencies and providing data on how well co-curricular activities benefit students and what sponsors can do to maintain, or improve, student engagement.

Performance Area: General Education Level

SCC developed six essential core competencies after conversations with faculty, students, and area employers of SCC graduates during advisory council meetings. These competencies 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. In 2022, SAAT agreed to add an additional column to all CCAF documents so that students who had Not Submitted the assessed assignment would be counted separate to those considered at Below Expectations. Data collecting for this new column began during the Fall 2022 semester.

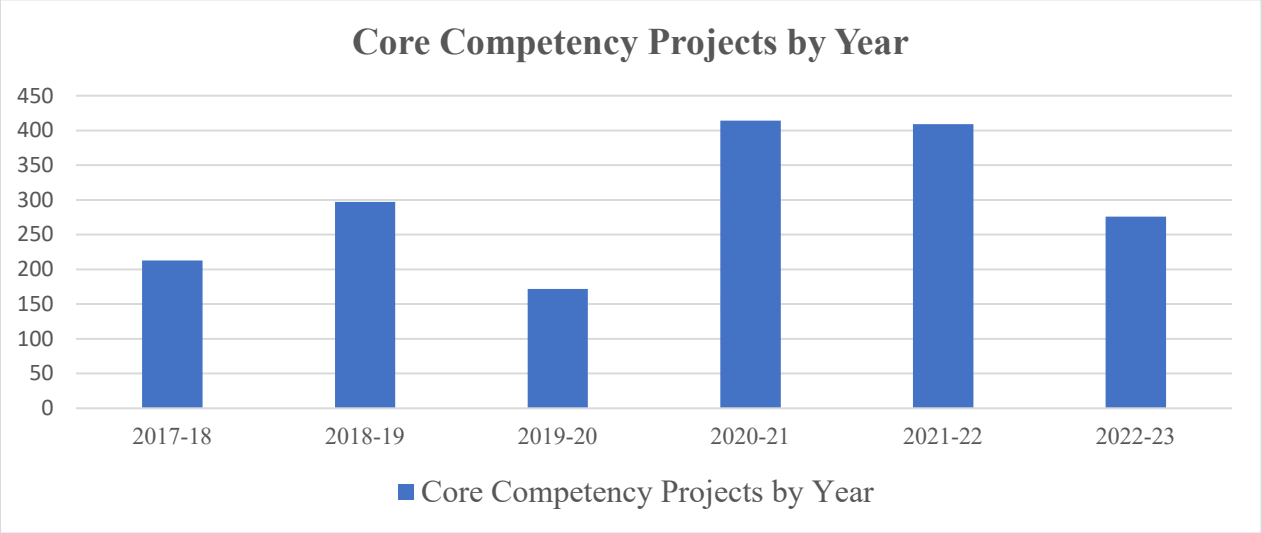
A comprehensive evaluation of core competency assessment data has not yet been undertaken. Data provided in the 2022 SAA Annual Monitoring Report only reviewed assessment data for two years beginning with the Summer 2020 semester and ending with the Spring 2022 semester. This review provided a snapshot of student learning at SCC. There is now six years of data to review. The Assessment Coordinator will utilize the dedicated administration time to review and analyze data at the course, program, and/or general education level. A comprehensive report of the performance level will be provided in the 2024 SAA Annual Monitoring Report.

A general overview of current data is provided for the 2023 SAA Annual Monitoring Report. Various core competency strengths and weaknesses should be recognized based on the data included in the charts below. The following areas of strength are noted:

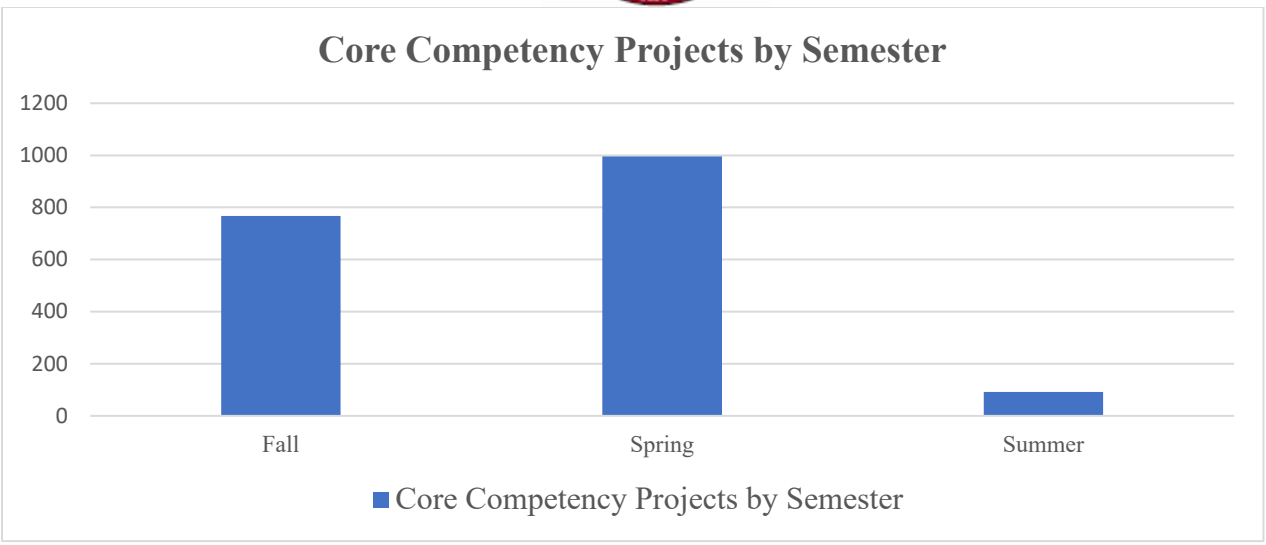
- WEAVE project completion rate averages 82% for the years it has been utilized as the student academic assessment software;
- A total of 1878 core competency projects have been assessed, at an average of 313 per year;
- There has been an annual increase in the total number of projects assessed for most years;
- Problem Solving, Research & Information Literacy, and Written Communication each have high submission levels for a combined total of 75.3% of assessed projects.

The following areas for improvement are noted:

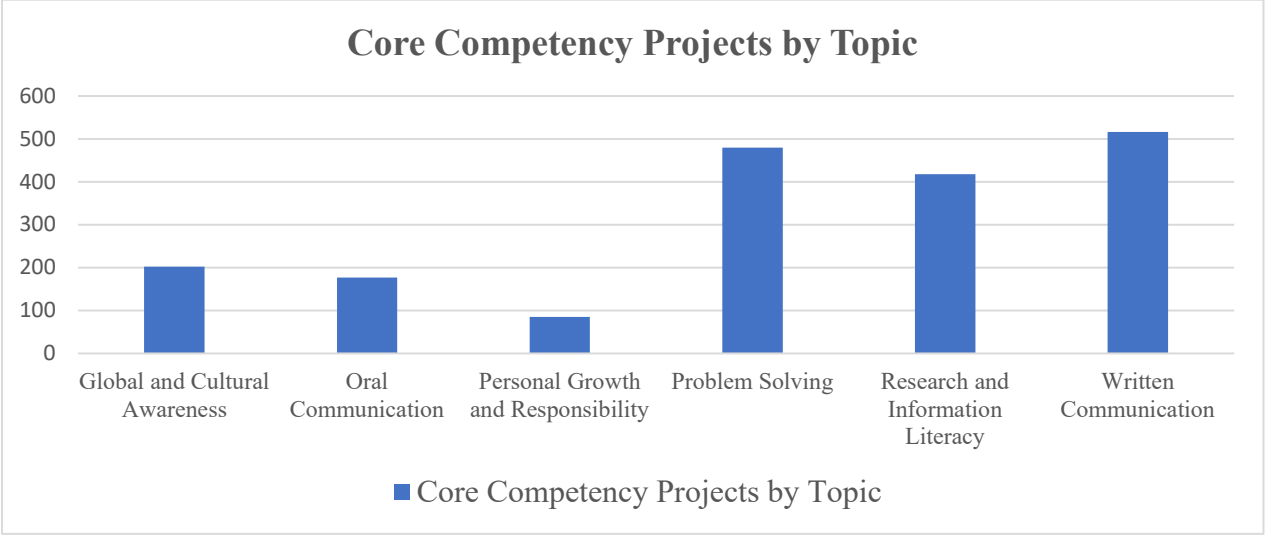
- Global & Cultural Awareness, Oral Communication, and Personal Growth & Responsibility each have lower than average submission levels for a combined total of 24.7% of assessed projects;
- The 2022-23 core competency submission total has dropped compared to the previous two years of data collecting;
- Personal Growth and Responsibility remains 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;
- There are slight discrepancies in the totals due to duplication of a project or submitting the project for a different year.



A total of 1781 core competency projects have been created based on an analysis of projects submitted in WEAVE. It can be assumed that the reduction in core competency submissions for the 2019-20 academic year was due to Covid-related restrictions. Excluding that year, the average number of submissions increased from an initial 213 projects (2017-18) then stabilized (414 and 409) prior to the 2022-23 academic year. SAAT will review the recent decline in project submissions.



In WEAVE there are 1856 core competency projects marked by semester. The majority of projects are completed by instructors during the spring semester (996; 54%). There is a 13% difference in the submission total for fall semester (768; 41%) projects. SAAT will use the Core Competency Assessment Map (Appendix 1) to review course offerings and consider reasons why such a gap exists in the data. Assessment is also done during the summer semester though far fewer courses are offered and so the submission total (92; 5%) is significantly smaller.



A search of WEAVE by core competency topics provides a total of 1878 projects. Problem Solving (480), Research & Information Literacy (418), and Written Communication (516) collectively represent 75.3% of all core competency projects. By contrast, Global & Cultural Awareness (202), Oral Communication (177), and Personal Growth & Responsibility (85)

combine for a total of 24.7% of projects. SAAT will review the Core Competency Assessment Map to verify how many projects should be assessed for each of the six core competencies. It should be noted that not all courses are offered each semester. Some course are listed as By Request and so will have less cumulative assessment data than required courses.

College Performance

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

Percentage of sections offered that have evidence of core competency attainment

The submission 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. Based on data included in the 2022 SAA Annual Monitoring Report, the following strengths are noted:

- WEAVE project completion rate averaged 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 (75), In Progress (186), or marked for Internal Review (117) need to be assessed to discover why they were not completed;
- Personal Growth and Responsibility (85) is the competency with the lowest number of sections submitted each year, averaging 14 submissions;
- 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;
- It should be noted that 2022-23 CCAF projects have not yet been completely reviewed for submissions.

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. Based on data provided in the 2022 SAA Annual Monitoring Report covering the six semesters (2020-22) the following strengths are noted for the core competencies:

- 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 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;
- 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;
- 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;
- 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 reviewed semesters except for Spring 2022 (no data was submitted for Summer 2021).

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. Data is not yet fully available to be included in the 2023 Annual Monitoring Report.

Summary Analysis

Students' Demonstrated Performance of Core Competencies

The following information is based on data covering the period 2020-22 included in the 2022 SAA Annual Monitoring Report.

- 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 two years reviewed. 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 performed lower primarily in Research and Information Literacy with combined acceptable and exemplary percentage totals averaging less than 75% in three rubric areas: (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 had 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 two years reviewed all core competencies averaged over 70% and at least a 75% combined acceptable and exemplary percentage total was 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 2017-20 and 2022-23 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

- Six 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.
- Completing the comprehensive Core Competency Assessment 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 complete the Core Competencies Assessment map to ensure assessment data is submitted more effectively and efficiently each semester.
- Revisit the CCAF process with faculty and increase CCAF training
- 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.).
- Continue to increase co-curricular involvement with core 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 and review 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 "less than one year" certificate programs are not required to have an assessment plan though faculty teaching those courses should now participate in the annual program assessment cycle. Therefore, they are not included in the data that follow. As of 2022 there were 18 Associate Programs and 10 One-Year Certificates identified by SAAT as requiring an assessment plan. There were also 13 Clubs and Organizations on the SCC web site listed as active. These numbers are currently being reviews now that SICCM programs have been divided and a new academic year has begun with new clubs approved and dormant clubs once again 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. Based on existing data the following strengths are noted:

- The Assessment Entity Tree has been mapped for all entities on campus which are required to submit a CQI;
- The submission rate for CQI projects has increased;
- 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:

- Co-curricular clubs and organization submissions have dropped in part due to lack of student interest (for example, Book 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-curricular clubs and organizations.

Percentage of program outcome benchmark targets met

Not enough data exists to provide an accurate answer at this time, though for 2021-22 some 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

The SCC Continuous Quality Improvement Entity Map (Appendix 2) 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. During both years 49 CQI assessment plans were submitted.

In order to align CQI financial requests with the timeline of the SCC budget (Figure 4), FY23 CQI assessment plans were completed in November 2022 and FY24 budget requests submitted for review by February 2023. In July/August 2023 entity leaders added findings to their FY23

CQI documents, added information to their FY24 CQI based on the approval or denial of budget requests, and began collecting budget item requests for FY25.

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:

- A comprehensive review of CQI documentation still needs to be completed;
- 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 (some of which will be completed using WIDS) (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 (WIDS will be utilized) (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 continue to 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, promote, and review 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 work with Allied Health to finalize the mapping of any programs previously under SICCM that have been transferred to SCC so that new program instructors can 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 FY24:

- Review and update Student Academic Assessment Plan to align to the Strategic Plan and *SCCES* (Strategic Plan 4.1.C);
- Update the Core Competency Assessment Map in order to map any courses not yet mapped to assess at least one core competency and map all six core competencies to a certificate or degree program of study.
- Update the Entity Tree for Assessment in order to accurately reflect current programs;
- Analyze FY18 to FY23 data collection for intervention proposals (Strategic Plan 4.2.B., 4.2.C., 4.6.C.);
- Work with faculty to simplify the process of collecting data and uploading documents to WEAVE in order to increase project completion rate for all faculty: full-time, adjunct, and dual credit (Strategic Plan 4.1.C., 4.2.B., 4.2.C.);
- Continue co-curricular assessment expansion and review co-curricular data (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 FY24 (Strategic Plan 4.1.C.);
- Begin planning process for FY25 (Strategic Plan 4.1.C.);
- Celebrate Program Assessment Achievements for FY23 (Strategic Plan 3.5.E.)

Appendix

Appendix 1. Core Competency Assessment Map

Course	GC	OC	PG	PS	RL	WC
ACC-0111						
ACC-0219						
ADN-0222						X
ADN-0223			X			
ADN-0224		X				
ADN-0225						
ADN-0225				X	X	
ADN-0227	X	X				
ADN-0229		X				
ADN-0232					X	
ADN-0237						X
ADN-0239	X					
ADN-0241				X		
ADN-0242			X			
ADN-0243	X					
ADN-0245				X	X	X
ADN-0246			X			
AGR-0111					X	X
AGR-0112					X	X
AGR-0113					X	X
AGR-0115		X	X			
AGR-0116	X			X		
AGR-0117	X			X		
AGR-0145	X			X		
AGR-0197		X				
AGR-0211	X			X		
AGR-0225	X			X		

AGR-0228	X			X		
AGR-0230			X			
AGR-0235				X		
ART-0114						X
AST-0111		X		X	X	
AST-0112						
AUT-0122				X		
AUT-0129			X			
AUT-0130				X		
AUT-0132				X		
AUT-0133						X
AUT-0135		X				
AUT-0136				X		
AUT-0137				X		
AUT-0138					X	
AUT-0139	X					
AUT-0150			X			
AUT-0225		X				
AUT-0230		X				
AUT-0232				X		
BEL-0161						
BEL-0162						
BEL-0163						
BEL-0164						
BEL-0165						
BEL-0166						
BIO-0111				X		
BIO-0115				X		
BIO-0211				X		
BIO-0212				X		
BIO-0214				X		
BIO-0215				X		

BIO-0218				X		
BIO-0221				X		
BIO-0222				X		
BUS-0112						
BUS-0124						
BUS-0128						
BUS-0155						
BUS-0195						
BUS-0197						
BUS-0210						
BUS-0215						
BUS-0232						
BUS-0225						
CHE-0111				X		
CHE-0114				X		
CJ-0111						X
CJ-0113			X			
CJ-0123				X		
CJ-0125					X	
CJ-0201					X	
CJ-0210		X				
CJ-0211						X
CJ-0213	X					
CJ-0215				X		
CJ-0223	X					
CJ-0224				X		
CJ-0225		X				
CJ-0299			X			
COM-0111	X		X	X	X	X
COM-0133						
COM-0189						
COM-0190				X	X	X

COM-0196						
COM-0201						
COM-0218				X	X	
COM-0222				X	X	
COM-0225			X	X	X	X
COM-0227						
COM-0231						
COM-0244				X	X	X
COM-0247				X	X	
COM-0265						
COM-0280						
COM-0281				X	X	
COM-0283						
COS-0150		X				
COS-0151		X				
COS-0152				X		
COS-0153				X		
COS-0154	X					
COS-0155				X		
COS-0156						X
COS-0157						X
COS-0159					X	
COS-0160			X			
COS-0220						X
COS-0221					X	
ECE-0114			X			
ECO-0211						
ECO-0212						
EDU-0110	X					X
EDU-0111	X					
EDU-0119				X		
EDU-0213						

ENG-0111		X	X	X
ENG-0112		X	X	X
ENG-0124		X	X	X
ENG-0126		X		X
ENG-0221		X	X	X
FOS-0121				
GOV-0117	X		X	X
GRY-0214		X		
HAC-0111				
HAC-0113				
HAC-0130				
HAC-0160				
HAC-0211				
HAC-0212				
HAC-0213				
HAC-0220				
HAC-0230				
HAC-0260				
HAC-0297				
HEA-0160				
HEA-0260				
HIS-0108	X		X	X
HIS-0116	X		X	X
HIS-0117	X		X	X
HIS-0121	X		X	X
HIS-0122	X		X	X
HIS-0214	X		X	X
HIS-0215	X		X	X
HIS-0216	X		X	X
HIS-0217	X		X	X
HIT-0100				X
HIT-0101				X

HIT-0104					X
HIT-0105			X		
HIT-0106		X			
HIT-0107				X	
HIT-0109				X	
HIT-0111	X				
HIT-0209				X	
HLT-0111					
HLT-0116					
IMS-0121					
LEA-0114					
LEA-0115					
LEA-0214					
LEA-0215					
LIT-0210				X	X	X
LIT-0211				X		X
LIT-0212						
LIT-0213						
LIT-0216				X	X	X
LIT-0217				X	X	X
LIT-0219	X				X	X
LIT-0221				X	X	X
LRC-0112					X	X
MA-0100						X
MA-0101		X				
MA-0102				X		
MA-0103					X	
MA-0104			X			
MA-0105		X				
MA-0106				X		
MA-0107						X
MA-0108	X					

MAT-0041						
MAT-0043				X		
MAT-0110				X		
MAT-0111		X		X		
MAT-0112		X		X		
MAT-0113		X		X		X
MAT-0115				X		
MAT-0116				X		
MAT-0118				X		
MAT-0120				X		
MAT-0121				X		
MAT-0122				X		
MAT-0209				X		
MAT-0210				X	X	
MAT-0215				X		
MUS-0111			X			
MUS-0115	X					
MUS-0117			X			
MUS-0130	X					
MUS-0145	X					
MUS-0210			X			
NLT-0130	X			X		
NLT-0131			X			
NLT-0132		X				X
NLT-0133					X	
OSH-0102						
OTA-0100						
OTA-0112						
OTA-0120						
OTA-0122						
OTA-0131						
OTA-0132						

OTA-0133					
OTA-0134					
OTA-0200					
OTA-0205					
OTA-0210					
OTA-0217					
OTA-0218					
OTA-0230					
OTA-0231					
OTA-0232					
OTA-0250					
PE-0190					
PE-0210					
PE-0212					
PE-0218					
PE-0219					
PE-0220					
PE-0221					
PE-0222					
PE-0231					
PHI-0215	X				
PHI-0216			X		
PHI-0218	X				X
PHI-0219	X				X
PHY-0116					
PHY-0117					
PHY-0120					
PHY-0216					
PHY-0217					
PN-0114	X			X	
PN-0115		X			
PN-0116		X			

PN-0117			X			
PN-0119			X			
PN-0121						X
PN-0125					X	
PN-0126		X				
PN-0128		X		X		
PN-0129	X			X		
PN-0131		X				
PN-0132						X
PN-0133				X		
PN-0137	X				X	
PN-0140		??				
PN-0170						X
PSY-0211					X	X
PSY-0216	X		X		X	X
PSY-0217					X	X
PSY-0218					X	X
PSY-0219					X	X
SEM-0101			X	X		
SEM-0200						X
SOC-0122	X					X
SOC-0212						X
SOC-0215	X		X	X	X	
SOC-0217						X
SOC-0218	X					X
SPA-0111						
SPA-0112						
SPC-0111		X				
SPC-0124					X	X
SPC-0210					X	X
SW-0121				X		X
SW-0199						X

SW-0224						X
SW-0225						X
TDR-0176	X	X	X	X	X	X
TDR-0198	X	X	X	X		X
WEL-0122	X					X
WEL-0123						
WEL-0124					X	
WEL-0125		X				
WEL-0128				X		
WEL-0129						
WEL-0131					X	
WEL-0160	X				X	X

Appendix 2. Continuous Quality Improvement Entity Map

Contact information has been removed to fit document into the 2023 SAA Annual Monitoring Report

ENTITY TITLE	FY18	FY19	FY20	FY21	FY22	FY23	FY24
C - Complete							
IP - In Progress							
NS - Not Started							
EXECUTIVE OFFICE							
Human Resources					C	IP	NS
Institutional Effectiveness			IP		C	IP	NS
Public Information and Marketing					IP	IP	NS
ADMINISTRATIVE SERVICES							
Bookstore					C	IP	NS
Business Services			IP	C	C	IP	NS
Campus Security					IP	NS	NS
Educational Technology			IP	IP	C	IP	NS
Facilities & Maintenance					NS	NS	NS
Information Technology					C	IP	NS
ACADEMIC AFFAIRS							
Adult Ed & Alternative Instruction					C	IP	NS
Associate Degree Nursing				C	C	IP	NS
Certified Nursing Assistant							
Medical Assistant					C	IP	NS
Medical Coding Specialist			C	IP	C	IP	NS

Medical Office Assistant			C	IP	C	IP		NS
Practical Nursing Program				C	C	IP		NS
Social Work					C	IP		NS
Surgical Technology								
Accounting		C	C	IP	NS			
Agriculture, Fish & Wildlife Management				IP	C	IP		NS
Automotive				IP	C	IP		IP
Business Management				IP				
Computer Systems and Security Specialist	IP	IP	IP	C	C	IP		NS
Cosmetology	C			C	C	IP		NS
Criminal Justice	C	C		C	IP	IP		NS
Welding	C	C			C	IP		NS
Humanities, Social Sciences & Communication	C	C	C		C	IP		NS
Math & Science	C	C	C		C	IP		NS
SBDC					C	IP		NS
Truck Driving					C	IP		NS
Basic Residential Electricity					C	IP		NS
Construction Management of Laborers					IP	IP		NS
HVAC					IP	IP		NS
Workforce Training & Continuing Education					IP	IP		NS
STUDENT AFFAIRS								
Accessibility and Resource Services						IP		NS
Admissions, Records & Registration	C	C	C	C	C	IP		NS
Athletics			C	C	C	IP		NS

Career Services			C		C	IP	NS
Community Education & Outreach					IP	IP	FIX 23
Counseling & Advising	C	C	C	C	C	IP	NS
Financial Aid			C	C	C	IP	NS
Library			IP	IP	C	IP	NS
Recruitment	C	C	C	C	C	IP	NS
Ambassador Organization				IP	C	IP	NS
Ag Club					IP	IP	NS
Cosmetology Club		C	C	C	C	IP	NS
Esports				IP	C	IP	NS
Music Club			C	C	C	IP	NS
Phi Theta Kappa		C	C	C	C	IP	NS
Student Book Club						IP	NS
Testing & Tutoring		C	IP	C	C	NS	NS
TRiO-Student Support Services		C	C	C	IP	IP	NS
TRiO-Educational Talent Search	IP	IP	IP	C	IP	IP	NS