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, 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 as alignment to the institution's assessment framework and policies.

The processes and procedures outlined in this plan provide evidence that

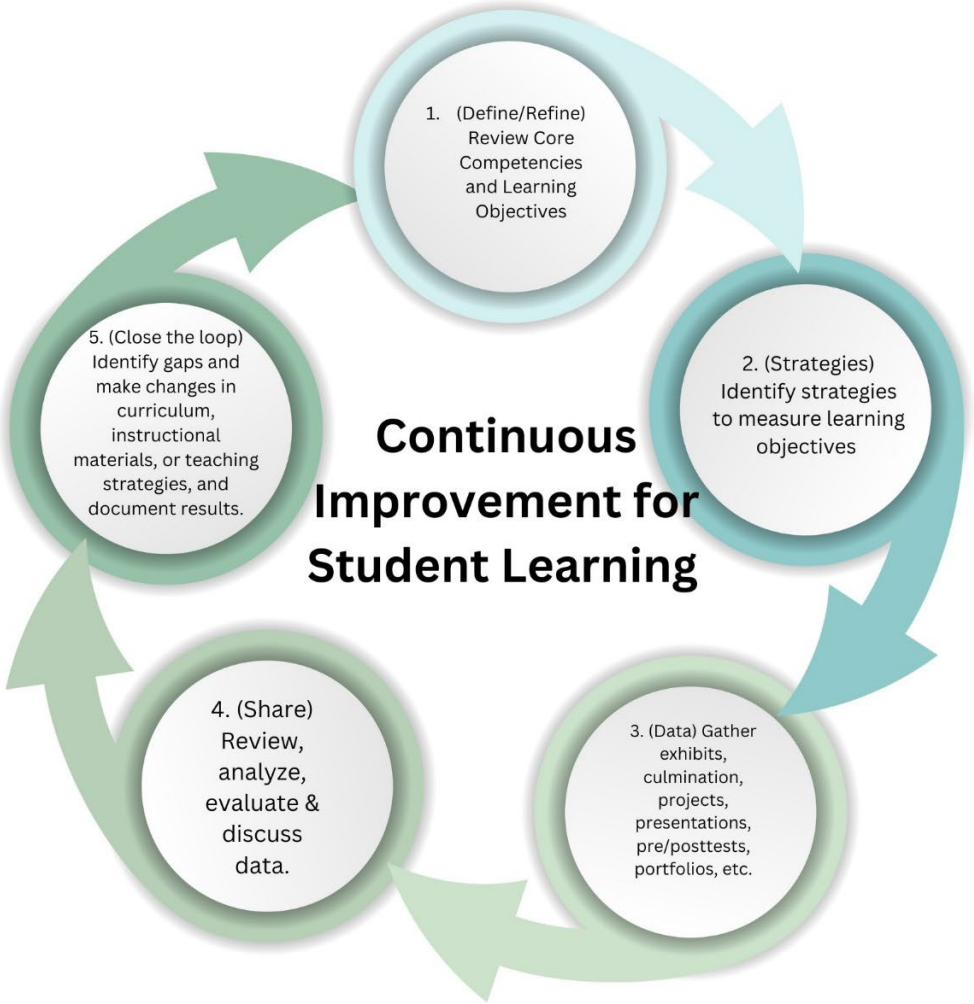
- Learning objectives are observable and measurable;
- Curriculum alignment provides the opportunity for students to achieve these objectives because the curriculum is driven by intended learning outcomes and assessment evidence;
- A variety of instructional strategies is utilized to promote student 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. The College's institutional effectiveness model, SCCES, 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 improves student learning (Figure 1). 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 1. Continuous Improvement for Student Learning



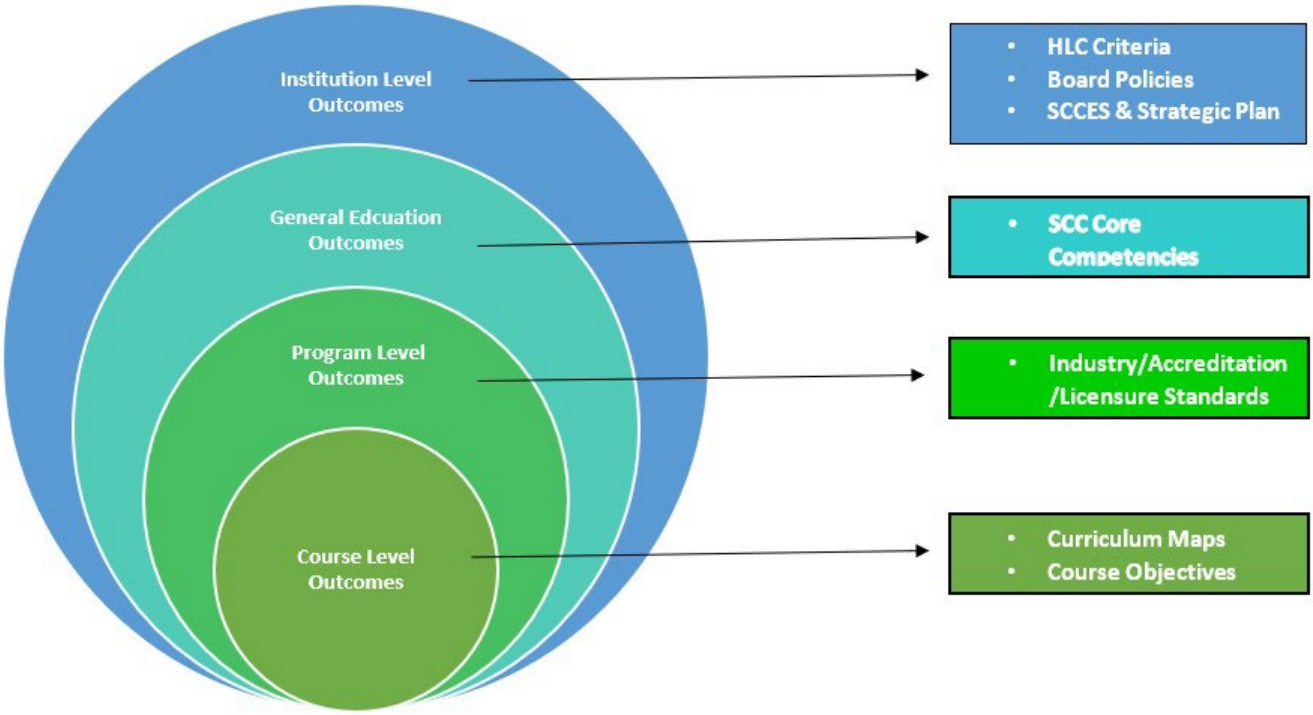
Student Academic Assessment Team (SAAT) Charge

SAAT promotes assessment practices which support the continuous improvement of student learning and institutional effectiveness. The Team provides planning, support, and leadership to promote the achievement of the College's goals pertaining to outcomes assessment.

- Offer input into the process of academic and co-curricular assessment across the institution and make recommendations in support of continuous quality improvement.
- Lead academic and co-curricular assessment practices that are sustainable for integration into institutional planning and decision-making.
- Support continuous accreditation requirements with the ongoing academic and co-curricular Assessment Cycle through the collection and analysis of evidence of student learning.
- Facilitate meaningful reporting on the Assessment of Student Learning to appropriate stakeholders.
- Evaluate course, discipline, and program-level assessment processes, and make recommendations for improvement to the Vice President of Academic Affairs.
- Lead program review processes and ensure improvement strategies are considered for inclusion in the Strategic Plan and College budget.

The SAAT reports to the Vice President of Academic Affairs (VPAA) and is chaired by the Assessment Coordinator (full-time faculty member). The composition of SAAT consists of: Assessment Coordinator, Accreditation Liaison Officer, Executive Director of Institutional Effectiveness, Director of Student Success, Curriculum Development Manager, Faculty (4) from each academic department, and staff from Advising/Recruitment (1).

Figure 2. Standards and Accountability Measures at Each Level



Student Academic Assessment Action Plan

Table 1. Steps in the SCC Continuous Improvement Cycle

Stages in Continuous Improvement Process	Steps 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 3. CQI form, Figure 6. 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.

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.

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

Personal Growth and Responsibility 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.

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.

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

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)

Co-curricular Assessment

Many programs across campus engage students in learning outside of the classroom, from externship programs to student organizations. SCC identified co-curricular 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 objective, measuring against a specific standard, collecting data, analyzing achievement and considering interventions for improvement for the next cycle.

Shawnee Community College's co-curricular-identified programs (FY2025) consist of: Ag Club, Cosmetology Club, Dungeons & Dragons Club, E-Sports Club, History Club, LGBTQ+ Club, Music Club, Phi Theta Kappa, Social Work Club, Student Ambassadors, Student Book Club, 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.

Figure 3. 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 (*Not College Mission Statement***)**		
Program Goals		
The program will (be)… ***(****These statements could address issues related to graduation, course offerings, employment, enrollment, retention, student satisfaction, licensure rates, etc. There must be at least ONE.)* Goal 1: Goal 2: Goal 3:		

Program 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.)*

Program Summary/Analysis Questions
1. What specifically did your assessment process show regarding proven strengths or progress you made on your Program objectives? *(What worked well in this cycle?)*
a) b) 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.

Program Student Learning Assessment Summary					
Objective *(Upon graduation, students will <<action verb>> <<something>>)*	**Core Competency** *(Indicate the Core Competency(ies) that is/are addressed with identified 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** *(What are we going to do about it?)*

Program Student Learning Summary/Analysis Questions
1. (FACULTY ONLY) Identify the recommended changes that were identified in question #2 on the *previous* year's **CORE COMPETENCY ASSESSMENT FORM**, and describe the (in)effectiveness of those changes.
2. What specifically did your assessment process show regarding proven strengths or progress you made on your Program Student Learning objectives? *(What worked well in this cycle?)*

Projected Budget Requests for Next Academic Year

Breakdown of projected budget requests	Amount	List Strategic Plan Strategy, where relevant	Mark (x) if a CQI Priority Initiative

Include materials/supplies, professional development, travel, equipment, capital & facility projects, contractual services, publication & dues, etc.
Add additional pages, if needed.

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 4 is an example of a program-specific core competencies assignment matrix that identifies the general education learning outcomes associated with SCC's Core Competencies. Figure 5 is an example of a program-specific matrix that identifies the program learning outcomes 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 4. Example Core Competencies Matrix

Criminal Justice Program Core Competencies Course Assignment Matrix
(I) Introduced; (R) Reinforced; (M) Mastered

Core Competencies	CJ-0111	CJ-0113	CJ-0123	CJ-0125	CJ-0210	CJ-0211	CJ-0213	CJ-0223	CJ-0224	CJ-0225	CJ-0299
Communication-Oral					R						
Communication-Written	I					M					
Global and Cultural Awareness							R	R		R	
Personal Growth and Responsibility		I							R		R
Problem Solving			I								
Research and Information Literacy				I							

Figure 5. Example Program Outcomes Matrix

Criminal Justice Program Outcomes Course Assignment Matrix

(I) Introduced; (R) Reinforced; (M) Mastered

Program Outcomes	CJ-0111	CJ-0113	CJ-0123	CJ-0125	CJ-0210	CJ-0211	CJ-0213	CJ-0223	CJ-0224	CJ-0225	CJ-0299
Identify, pursue, and arrest suspects and perpetrators of criminal acts.	I		I		R	R	R	R	I	R	R
Provide for public safety by maintaining order, responding to emergencies, protecting people and property, enforcing motor vehicle and criminal laws, and promoting good community relations.	R		I	R		R	R		R	R	R
Record facts to prepare reports that document incidents and activities.	I		I		R	M	M	R	R	R	R
Review facts of incidents to determine if criminal act or statute violations were involved.	R	R	I		R	M	R	M	R	R	R
Investigate illegal or suspicious activities.	I		I			R	R	R	R	R	R
Monitor, note, report, and investigate suspicious persons and situations, safety hazards, and unusual or illegal activity in patrol area.	R		I			R	M		R	R	R
Testify in court to present evidence or act as witness in traffic and criminal cases.	I	R	I	R	R	M	R	R	R	R	R

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
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 both 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 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. Example Core Competency Assessment Form (CCAF)

CORE COMPETENCY ASSESSMENT FORM

Problem Solving

Course Instructor	Judith April Dollins
Course Prefix and Number	ADN 225 821
Course Title	Nursing Care of Mother/Child Clinical
Institutional Outcome Assessed (Core Competency)	Problem Solving
Total Number of Students Included in Assessment	5

** Define data measurements for determining achievement of Core Competency
Students completed three care plans during the ADN 225 clinical rotations. As part of the careplan, students were asked to identify 1 physical and 1 psychosocial concern for their assigned client. After identifying the concerns for their client, they were write 2 nursing diagnoses, set a smart goal for each nursing diagnosis and then identify 3 interventions to aid in reaching the goal. The students were provided feedback on the first two care plans and the final care plan was used for the core competency assessment. Students completed three care plans during the ADN 225 clinical rotations. As part of the careplan, students were asked to identify 1 physical and 1 psychosocial concern for their assigned client. After identifying the concerns for their client, they write 2 nursing diagnoses, set a smart goal for each nursing diagnosis and then identify 3 interventions to aid in reaching the goal. The students were provided feedback on the first two care plans and the final care plan was used for the core competency assessment.

Rubric Component	Exemplary	Acceptable	Developing	Below Expectations	Not Submitted
Identify Problem	1.00	4.00			
Propose Solution	1.00	4.00			
Implement Solution	1.00	4.00			

1. Based on the data, describe how students' learning outcomes met or did not meet the objectives?
Met Objective by developing a comprehensive plan of care based on identification of 2 nursing problems. Assessment based on ability to identify and correctly state problem and propose interventions. Course objectives: 1 -Select safe individualized care using critical thinking for clients in the obstetric and pediatric settings 2- Develop a holistic plan of care for obstetric and pediatric clients.

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 review the development of the careplan in OB bootcamp at the beginning of the semester. 2. Provide students with an example of a written careplan so students have a clear understanding of the expectations. 3. Review submitted NCP in clinical with students to aid in problem Identification. 4. Utilize problem examples in early post conferences to aid in problem statements

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

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, and, finally, across the instructional institution in a holistic representation.

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/Social Sciences and Math/Science division meetings, SAAT meetings, and again at all Professional Development events held by the institution.

Figure 7. General Education CQI Example

Shawnee Community College's Annual Continuous Quality Improvement (CQI) Planning Form		
Entity: Humanities/Social Sciences	Contact Person/email: JoElla Basler/joellab@shawneecc.edu	Planning/Assessment cycle/year: 2022-2023
Entity Mission Statement (*Not College Mission Statement***)**		
The Humanities/Social Sciences Department supports the mission of Shawnee Community College with courses and experiences that guarantee students can obtain a quality education that fully transfers for baccalaureate completion and/or supports Career and Technical Education (CTE) program curriculum guides.		
Program Goals		
The program will (be)… ***(****These statements could address issues related to graduation, course offerings, employment, enrollment, retention, student satisfaction, licensure rates, etc. There must be at least ONE.)* Goal 1: Identify and Develop Programs that Meet the Educational Needs of Our Community and Region. Goal 2: Increase student completion by 10% by FY 23. Goal 3: Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect. Goal 4: Strengthen the College's infrastructure in ways that promote student learning, completion, and institutional sustainability.		

Program 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.)*
Strengthen partnerships with local business leadership and community stakeholders. (Goal 1 Ob. 1.3)	H. Strengthen college presence with local K-12 school boards.	The English Department will strengthen the college's presence with district high schools through the annual Celebrating Young Writers Contest. Participation from	The contest facilitator will contact high school guidance counselors and English faculty with contest information.	$2000.00 to cover the cost of mailings, prize money, and celebration banquet.	The Young Writers Contest was canceled this year.

		all 12 district high schools.			
Articulate baccalaureate and career/technical programs with regional universities; create seamless transfer opportunities for students. (Goal 1. Ob. 1.1)	D. Improve articulation agreement landing page.	Maintain all IAI transfer credit courses.	Humanities/Social Sciences Department instructors will work with the Registrar to determine which courses are up for review and make any necessary updates.	N/A	
Integrate elements of diversity, equity, and inclusion into all college systems and processes. (Goal 3. Ob. 3.1)	C. Increase awareness of diversity, equity, and inclusion through multicultural activities in classrooms and throughout campus.	Increase by 5% the number of students who participate in DEI events in the 2022-2023 academic year. Increase by 5% the number of students who participate in HSS events in the 2022-2023 academic year.	Sponsor and track college-wide Annual Poetry Slam! Annual cross disciplinary field trip to the National Civil Rights Museum Annual theater production, semi-annual music concerts.	$200. Poetry Slam! T-shirts $1000. For National Civil Rights Museum trip for admission, bus, driver, meal. $200. Pep Band	T-shirts were not ordered for this event. 26 people went on the trip, including 22 students. Feedback was very positive with scores of 4.53 to 4.94 out of 5 on the trip evaluation as an educational experience. No theatrical productions were held in FY 23, bur are scheduled for FY 24 (Fall

				T.-shirts.	2023)
			Regional Band	$900. to cover the cost of music and lunch.	Shirts were not ordered.
			MUS 130 trip to the St. Louis History Museum	$600. to cover the cost of fuel and lunch.	A regional band for both Junior High (Feb.) and High School (Mar) was held. Over 190 students attended.
			River Campus field trip for ENG/LIT class (play or performance)	$300 to cover tickets, fuel, and lunch	Trip paid for by the SCC Foundation.
			Provide opportunity for EDU students to volunteer in multiple school districts within SCC's district and experience diversity within the region.		EDU department spokesperson unavailable to add findings.
Improve teaching and learning processes. (Goal 4. Ob. 2)	F. Examine student success in light of the course delivery method.	Curate textbook lending library for adjunct faculty.	Lending library will be available for adjunct instructors teaching in the HSS division.	$2000. to pay for textbooks.	This library was partially curated through funding from a grant via Teale Betts. The lending library is housed in the SCC Library.
			English Faculty	$4500 to pay for travel, registration,	The English

			conferences NCTE/CCCC	and literature	department could not find a suitable conference to attend.
Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area. (Goal 1. Ob. 2)	B. Increase capacity and enhance ADN program.	Contextualize one English course designed specifically for nursing students.	Coordinate with the DON to contextualize ENG 111.	Course development stipend per CBA. (Explore funding through Perkins grant).	The English department has developed this class.

Program Summary/Analysis Questions

1. What specifically did your assessment process show regarding proven strengths or progress you made on your Program objectives? *(What worked well in this cycle?)*

a) Strengthen partnerships with local business leadership and community stakeholders. (Goal 1 Ob. 1.3). The English Department strengthens the college's presence with district high schools through the annual Celebrating Young Writers Contest. Participation from all 12 district high schools. The contest facilitator works with high school guidance counselors and English faculty. The English department is quickly rebuilding this contest after it was cancelled during due to Covid.

b) Integrate elements of diversity, equity, and inclusion into all college systems and processes. (Goal 3. Ob. 3.1). The core program objective for Humanities and Social Science faculty is to identify and develop programs that meet the educational needs of our students, our community, and our region. Our faculty promote the civic engagement of students through various programs and activities offered though the HSS division. For example, field trips to regional museums and theaters are promoted as part of active learning experiences. This ties to Goal 3: Integrate elements of diversity, equity, and inclusion into all college systems and processes. Faculty wish to create a culture of excellence through increased inclusiveness and engagement of students.

c) Integrate elements of diversity, equity, and inclusion into all college systems and processes. (Goal 3. Ob. 3.1). We offered Multicultural Literature as a new course. We continue to consider new and different ways to engage students, and the community at large, in our educational opportunities.

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.

Program Student Learning Assessment Summary

Objective *(Upon graduation, students will <<action verb>> <<something>>)*	**Core Competency** *(Indicate the Core Competency(ies) that is/are addressed with identified 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** *(What are we going to do about it?)*
Shawnee Community College graduates will communicate ideas, perspectives, and values while demonstrating mastery of Standard English in written, oral and visual format. Comprehension of written material is demonstrated with summary and application.	Written/Oral Communication	ENG 111 Paper 4 ENG 112 Paper 4 PSY 218 Toy Presentation SOC 217 SPC 111 Final Speech	ENG 111: 93 total artifacts assessed with the following results: 48% Exemplary 29% Acceptable 7% Developing 16% Below Expectations ENG 112: 80 total artifacts assessed with the following results: 28% Exemplary 34% Acceptable 15% Developing 23% Below Expectations PSY 218: 25 Total artifacts assessed with the following results: 32% Exemplary (8) 48% Acceptable (12) 16% Developing (4)	77 % of the students are performing at the Exemplary or Acceptable level. The results show the majority of the students met the objectives for this course. 62% of the students are performing at the Exemplary or Acceptable level. The results show the majority of the students met the objectives for this course.	The results show that the current instructional methods are effective and meet the objectives. To help those students in the Developing or Below Expectations Categories, instructors will increase conferences as well as employ additional technology as well as reevaluate assignment prompts. The majority of

			4 % Below Expectations (1) Soc 217: 8 total artifacts assessed. The results were: 25%- Exemplary 75%- Acceptable SPC 111: 126 total artifacts were assessed with the following results: 34% Exemplary (43) 50% Acceptable (63) 10% Developing (12) 6% Below Expectations (8)	80% of the students are performing at the Exemplary or Acceptable level. The results show the majority of the students met the objective for this course. Soc 217- Students met the objectives, overall. They were very good in content development and did a good job of using the textbook and classroom discussions as their evidence within their answers. SPC 111:84 % of the students are performing at the Exemplary or Acceptable level. The results show the majority of the students met the objectives for this course.	students did very well on this assignment. Ways to increase scores would be to provide additional examples of specific concepts, i.e., fine motor skills. Soc 217- the students are doing well. However, in an effort to improve, I will consider changing the questions to make them more textbook applicable. SPC 111: The results show that the current instructional methods are effective and meet the objectives. I will offer more personal conferencing and more video examples of exemplary speaking
Shawnee	Global and	HIS 108	HIS 108: 23 total artifacts	HIS 108 -	HIS 108 - I added

Community College graduates will demonstrate acknowledgment of cultural and societal influences, along with differences in races, nationalities, religions, and sexes; while recognizing that people have different backgrounds, attitudes and experiences.	Cultural Awareness	MUS 115 - 30% were unacceptable/needs improvement MUS 130- MUS 145-	assessed. The results were: 22% - Exemplary 61% - Acceptable MUS 115. 66 artifacts were collected 70% exemplary/acceptable 30% unacceptable/needed improvement. MUS 130- 44 artifacts were collected 70% exemplary/acceptable 30% developing/needed improvement. MUS 145-49 artifacts were collected. 81% exemplary/acceptable 19% needed improvement/unacceptable.	Most students met the objects at the Acceptable or Exemplary level. MUS- 115. Overall students met the goal. MUS 130- Overall students met the goal MUS-145-. Overall the students met the goal.	short video explanations of the assignment for the online class and spent a few minutes to provide additional explanations in person. MUS/130/145. The question of appropriate research materials is the concern. I will work with the library staff for help in guiding/encouraging students to choose better research materials.
Shawnee Community College graduates will assess their own knowledge, skills and abilities; and set personal, educational, and career goals in order to identify lifestyle choices that promote self-reliance, physical and mental health.	Personal Growth and Responsibility	MUS 111- MUS 210-	MUS 111- 45 artifacts were collected. 85% exemplary/acceptable 15% needs improvement/unacceptable. MUS 210 - 45 artifacts were collected. 65% exemplary/acceptable 35% needs improvement.	MUS 111-. Overall the students met the goal. MUS 210- Overall the students did not meet the goal. Absences were the cause of concern. The specter of Covid and Covid-like symptoms was	The instructor will encourage students to show up to class, as the majority of students have a scholarship with the College.

				a factor.	

Program Student Learning Summary/Analysis Questions

1. (FACULTY ONLY) Identify the recommended changes that were identified in question #2 on the *previous* year's **CORE COMPETENCY ASSESSMENT FORM**, and describe the (in)effectiveness of those changes.

I provide sample student essays and have one-on-one conferences. Both help the students feel more at ease with the material and communicating their projects. I will continue to engage students this way as it feels more natural and helps me build a relationship with students.

I have the Librarian come into the classroom, or we use the library databases as a group. This is a good resource and helps students learn about various source materials and gets them away from simply searching for information online.

I used additional primary documents in class so we could discuss them and incorporate details from them into assignments. I also began recording my class meetings using Zoom and posted them on the course Moodle page. Students could review what we covered prior to exams. This was a simple addition to classroom activities.

I added short video explanations of the assignment for online classes and spent a few minutes providing additional explanations in person. This helped avoid misunderstanding about an assignment. The opportunity to discuss an assignment also allowed students to ask questions and so clarify any issues. I have not received much feedback about the usefulness of the video explanations for the online classes though I think providing an oral explanation to go with a written explanation can provide an alternative method of learning for students.

Projected Budget Requests for Next Academic Year

Breakdown of projected budget requests	Amount	List Strategic Plan Strategy, where relevant	Mark (x) if a CQI Priority Initiative
Office furniture and equipment updates (computers, monitors, keyboards, desks, chairs)	$3000	Goal 4	
Student Worker (8-10 hours per week @ $12/hour)	$2320	Goal 3	
Professional Development	$7500	Goal 4 Ob. 2 Strategy F	
Annual Celebrating Young Writers Contest	$2000	Goal 1 Ob. 1.3	X
Annual Poetry Slam (T-shirts and refreshments)	$250	Goal 3 Ob. 3.1	
Annual Cross disciplinary field trip to the National Civil Rights Museum	$1500	Goal 3 Ob. 3.1	
Annual Music Concerts (8 concerts)	$4000	Goal 3 Ob. 3.1	
English/Lit Class Field Trip	$500	Goal 3 Ob. 3.1	

Annual Celebrating Young Writers Contest	$2000	Goal 1 Ob. 1.3	X
Annual theater production, semi-annual music concerts	$200		
MUS 130 trip to the St. Louis History Museum	$600		
Coordinate with the DON to contextualize ENG 111	Course development stipend per CBA. (Explore funding through Perkins grant)	Goal 1. Ob. 2	X

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.

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 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)
Revised 9/23/2024 (Co-curricular Assessment list updated. Nursing and Allied Health Example Longitudinal Analysis removed; Appendix B Program Review Template for Career Programs and Appendix C FY 2017 Closing the Loop Reports by Academic Division removed)
Revised 11/25/2024 (Curriculum Map updated; sample completed Core Competency Assessment Form and Continuous Quality Improvement for updated)

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 f
17. Delivery	Output	A. Learning System Effectiveness	# of students who access courses fr 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 te infrastructure
			% of courses that recover instructio
			% of courses that recover costs

Appendix B: 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.

Co-curricular –Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum.

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.