



Annual Monitoring Report

Student Academic Assessment

October 27, 2025



Introduction

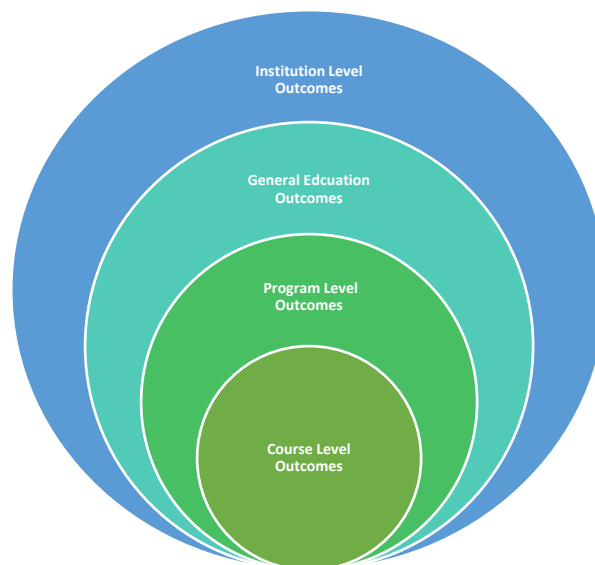
Shawnee Community College (SCC) is committed to assessment for continuous improvement of student learning, teaching strategies, and program offerings. The assessment process allows for exploring methods to continually improve student learning, course design, the effectiveness of programs, and overall 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 as alignment to the institution's assessment framework and policies (Figure 1).

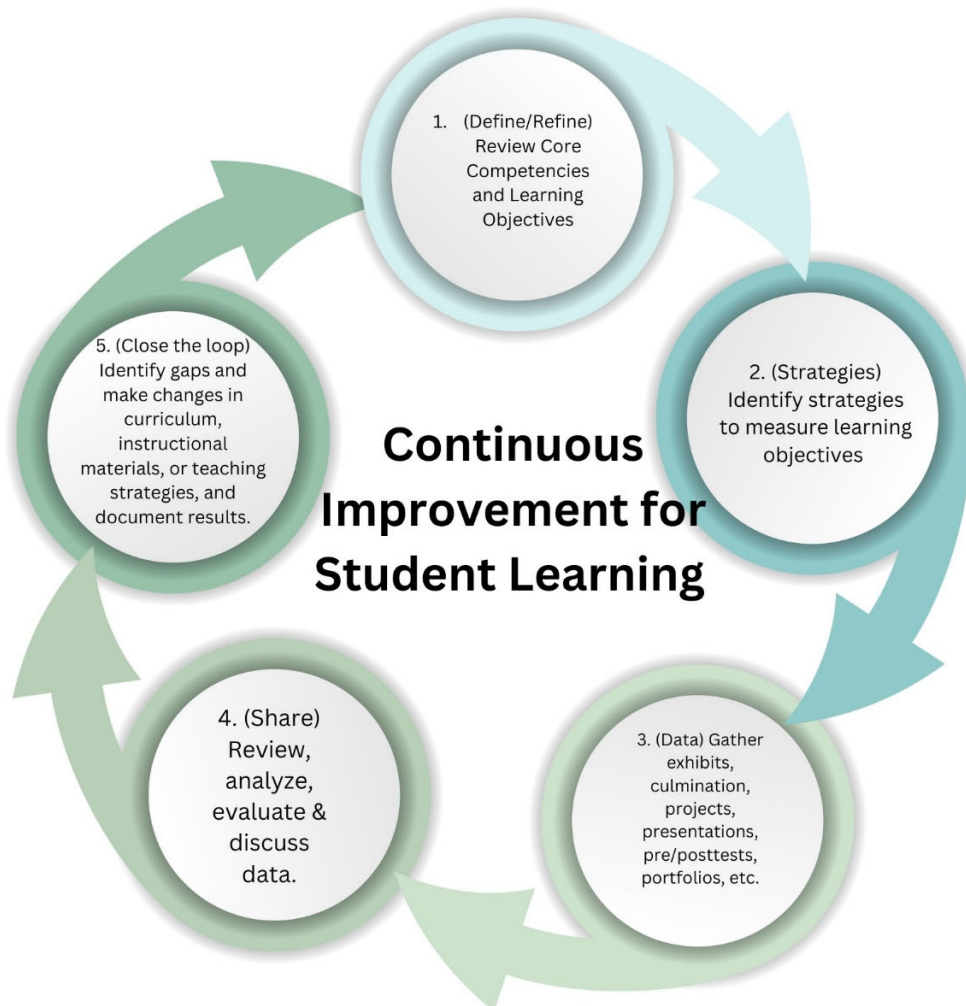
Figure 1. Integration of SCC Outcomes





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**):

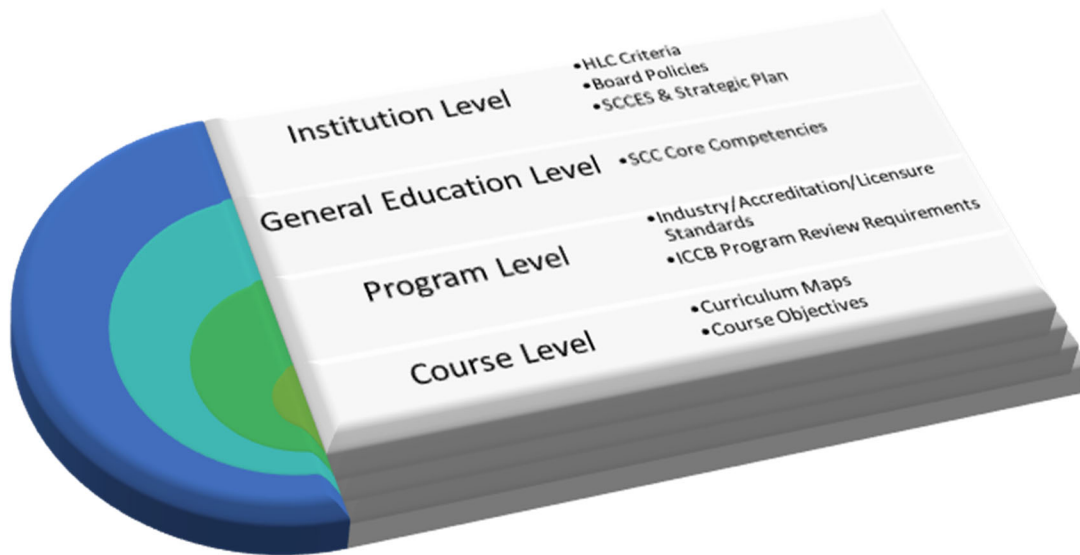
- Learning objectives are observable and measurable.
- Curriculum alignment provides the opportunity for students to achieve these objectives because the curriculum is driven by intended learning outcomes and assessment evidence.
- A variety of instructional strategies are utilized to promote student engagement and contribute to student learning.
- Successful program completion provides students with the requisite skills for goal completion.
- Employee engagement is a 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



There are four interrelated levels of standards and accountability measures utilized at the College. Collectively, they reflect the collaborative work of faculty, administrators, and staff and provide a comprehensive outline of the College assessment processes and procedures pertaining to student learning.

The Course Level measures center upon Course Objectives. These objectives are designed and developed by the lead instructor and listed in the course syllabus. All new course syllabi, and any changes to existing course objectives, must be vetted and approved by the College's Curriculum and Instruction Team. Numerous transfer courses are listed by the Illinois Articulation Initiative (IAI) as General Education Core Curriculum. This program guarantees that credits earned by a student for completing any SCC courses on the IAI list are transferable to other state institutions.

Curriculum mapping is also part of the Course Level measures. During the curriculum mapping process, course objectives that align with program objectives and Core Competencies are identified. As noted in the Student Academic Assessment Plan, 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 within a program. This will enable student progression toward completion of the program. 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.

Program Level assessment relates to the industry, accreditation, and licensure standards which must be met. The assessment process at the program level is affected by the program mission statement and results of course level student learning objectives. 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 SCC faculty and the Office of Institutional Effectiveness, is considered when making program updates. Programs develop a detailed assessment plan using the Continuous Quality Improvement (CQI) Form. For program level analyses, completed CQI forms 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 form. Budget requests are included in the CQI form based on data collected in the CCAFs at the General Education Level. These financial requests are aimed at Closing the Loop and improving curriculum,

General Education Level measures focus on collecting assessment data by all course instructors. Data is collected each semester a course is taught (see *Table 1. Core Competency Annual Assessment Review Schedule*) and is submitted using the Core Competency Assessment Form (CCAF). General Education faculty analyzes 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 in 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. Much of the evidence provided within this SAA Annual Monitoring Report is comprised of data collected by instructors in their CCAFs.

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 the Closing the Loop stage of the SCC Continuous Improvement Cycle. Data from SmartEvals, an institutional assessment software program, is not included in this report but should be available for inclusion in future reports.

Finally, Institutional Level standards and accountability measures link to the HLC criteria, relevant SCC Board Policies, and both the college's SCCES and Strategic Plan. 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 the Assessment Plan to support strategic institution level planning and decision-making. An HLC review team visited the College in January 2025 and the next comprehensive HLC review will be in 2035. Over the next decade institutional-level assessment evidence related to HLC criteria, SCC Board Policies, SCCES and the Strategic Plan can be included in the SAA Annual Monitoring Report. This information will help ensure that standards and accountability measures are being met or maintained at the Institutional Level.

Assessment During the 2024-25 Academic Year

No changes were made to the general structure of SAAT during the 2024-25 academic year. However, there was a change in leadership in the summer of 2025 when Mike McNally, SAAT Coordinator since January 2022, accepted a position at a different institution. Sheryl Ribbing, a full-time science instructor at the college with previous experience both serving on SAAT and completing end-of-semester assessments, took over the Assessment Coordinator role beginning July 2025. All other members who served on SAAT during 2024-25 remained on the team for 2025-26. SAAT membership stability provides support for the new Coordinator and allows for the continuation of data review and analysis leading to sustained growth of the assessment processes.

Throughout the 2024-25 academic year the SAAT Coordinator utilized the dedicated office time to build upon important changes made to the structure of SAAT and its assessment data collecting process from the previous years. During the 2024-25 academic year, another three semesters (Fall, Spring, and Summer) of additional core competency assessment data have been collected by faculty (full-time, part-time, and dual credit) for four of the six core competencies: Personal Growth and Responsibility; Problem Solving; Research and Information Literacy; and Written Communication. Data was not collected for the other two core competencies (Global and Cultural Awareness; Oral Communication) so that data collected in previous years could be reviewed, results interpreted, and instructional improvements implemented by faculty. Analysis of the data is provided within this report.

At various times throughout the year, the SAAT Coordinator works closely with the Administrative Assistant to the Dean of Transfer & Adult Education to download, organize, and review core competency documents submitted by all full-time, part-time and dual credit faculty. As with previous years, any new full-time faculty hires have worked with both the SAAT Coordinator and faculty colleagues, whether members of SAAT or within their academic department, to learn the assessment process. Based on anecdotal conversations with colleagues,



the creation of a small training manual, consisting of sample documents and a schedule of assessment activities, may also help new faculty get up-to-speed with the assessment process.

SAAT Coordinator Role

The role of SAAT Coordinator at most community colleges is a dedicated full-time administrative position. Given the size of the faculty and student population at SCC, the role of SAAT Coordinator is fulfilled by a full-time tenured faculty member in conjunction with teaching a reduced load of courses each semester with office hours dedicated to assessment-related activities during the fall and spring semesters. This schedule provides an opportunity for the SAAT Coordinator to focus on the numerous assessment-related duties, including the opportunity to review, analyze, and evaluate core competency data and discuss both the process and outcomes with faculty and colleagues through SAAT monthly meetings and the annual Assessment Day. These actions are covered within the Share component of the Continuous Improvement for Student Learning process (Figure 2). It should be noted that all five components of this process are part of the instruction and assessment duties of individual faculty as much as they are the responsibility of the SAAT Coordinator to review the documentation to verify that faculty are Closing the Loop with their assessment. All faculty should define and review their core competency learning objectives, identify appropriate strategies to measure the learning objectives, collect and submit data and evidence related to student learning, review and evaluate their data, then identify gaps in student learning that can be filled through updates in curriculum, instructional and teaching modifications, which then result on a further review of the learning objectives. In short, faculty should continuously assess their classroom experience and consider ways to improve instruction in a way to better improve student learning. Completing and submitting assessment data provides evidence of student learning strengths and weaknesses that faculty can use to support instructional-related budget requests.

Amending the role and duties of the SAAT Coordinator role to provide a more balanced schedule between teaching and administrative duties (see the 2023 Collective Bargaining Agreement) provides time for the SAAT Coordinator to dedicate specific time to the various duties of the role. The primary focus for the SAAT Coordinator is to review CCAF data collected in WEAVE (to 2024) and submitted to the assessment email account (since 2024). Assistance organizing all the accumulated assessment data, going back to the Fall 2017 semester, into semester-by-semester core competency spreadsheets has been 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. Beyond traditional SAAT-related activities, these duties include providing data for the 2024 ICCB-5-year program review report,



reports for the Diversity, Equity, and Inclusion Committee and the Cultural Awareness Team, and serving as a member of the HLC steering committee to help in collating data and disseminating information about the five HLC accreditation criteria to the wider college community ahead of the January 2025 site visit HLC review team.

The collecting, collating, and reviewing of assessment data is an ongoing process. Data accumulated between Fall 2021 and Summer 2024 was collated for Global and Cultural Awareness and Oral Communication core competencies during the fall and spring of 2024-25. Data for the other four core competencies was still collected during this year. During 2025-26 neither the Personal Growth and Responsibility nor Problem Solving core competencies will be assessed. During 2026-27 neither the Research and Information Literacy nor the Written Communication core competencies will be assessed. Beginning in 2024-25, after a year when data is not collected for a particular core competency, data will subsequently be collected for a two-year cycle followed by a year taken to review the data as part of the Continuous Improvement for Student Learning (Figure 2) process. When data is not collected for specific core competencies, the time will be used by the Assessment Coordinator and Administrative Assistant to download and collate data by semester. The data is then reviewed to determine the number and percentage of students whose coursework (based on a particular assignment for assessment) was at the Acceptable or Exemplary level.

Both the transfer of assessment from WEAVE to WIDS and the focus on HLC accreditation over the past year reduced the time spent reviewing assessment data. Beginning in Spring 2026 semester, the SAAT Coordinator will have a more immediate opportunity to review, analyze, evaluate, and discuss data from the preceding semester and therefore provide 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. This analysis will be more detailed for core competencies which are assessed in large numbers of courses. Some comparative analysis may not be possible if a course is only taught once per year or only by one instructor.

In addition to work done by the Assessment Coordinator to develop a comprehensive review and analysis of assessment data, faculty can individually assess their own General Education Level CCAF data through the five stages of the Continuous Improvement for Student Learning process: Define/Refine; Develop Strategies; Collect 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 provided by faculty during each annual Convocation and Assessment Day, and in conversations, 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 with 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.

Assessment Software

SCC utilized the WEAVE software depository for almost a decade until the end of its contract in April 2025. 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 became apparent that various levels of expertise exist among employees in completing all the steps within WEAVE. The lack of uniformity in submitting the projects meant it was impossible to create a comprehensive assessment, budgetary, or similar report. This was recognized as user error rather than a problem created by WEAVE. Some employees have expressed frustration that CQI-related budgetary documentation was listed in the CQI form, submitted in the WEAVE CQI project, and submitted elsewhere. Despite simplifying the process, a cost-benefit analysis determined that WEAVE was too costly and not the idea software depository.

Consequently, SAAT and SCC administration reviewed alternative tools and agreed that WIDS (Worldwide Instructional Design Software) was a more expansive, and hopefully cost effective, software depository for the curriculum and assessment needs of the College. In Spring 2024, the Vice President for Academic Affairs, the Curriculum Development Manager, and the SAAT Coordinator had a video conference with a WIDS representative and subsequently mapped the areas which fall under the guidance of the Curriculum Development Manager and areas which fall under the SAAT Coordinator. A Curriculum and Assessment map is being developed to aid faculty in comprehending which of these two individuals to work with on development of materials and assessment of student learning related to their courses. The goal is to have everything in place to begin utilization of WIDS during the 2025-26 academic year. While most of the work related to this transition is placed on the curriculum side, it will provide SAAT an opportunity to review existing processes and simplify the collecting and submission of CCAFs and artifacts.

The SAAT coordinator also explored ways to utilize Moodle as a resource for collecting assessment data. To date, however, a solution has not been found. It must be noted that faculty very much prefer the continuity of process to constant change. It is arguably far more important to continue with the existing CCAF data collecting and email submission process to maintain strong faculty support for assessment. However, during the January 2025 visit, members of the HLC review team encouraged SAAT to consider ways that technology can be used to go into greater detail with the reporting of assessment data. Ideally, existing software can be



manipulated to provide more specific assessment reports that include a variety of identifiers such as race, gender, hometown, year (dual credit, freshman, or sophomore), and student major.

During spring and fall 2024 time was spent working with the instructors in the CTE and Allied Health programs to map course-level student learning outcomes (SLO) and program learning outcomes (PLO) to industry standards in WIDS. Transfer programs full-time faculty received initial training in WIDS in 2024 and began to map course-level student learning outcomes and program learning outcomes. Most faculty completed this project during the past year, and any remaining outcomes should be mapped by the end of 2025. Much of this work relates to course curricula and the faculty are supported in this process by the Curriculum Development Manager. As noted above, the assessment process has not changed though faculty no longer submit their documents to WEAVE. Historically, part-time and dual credit instructors have submitted their assessment documentation to both their lead instructor and the assessment email account. Beginning Spring 2025, full-time faculty also send their documents to the assessment email account. This was determined to be the best solution because it simplifies the final part of the assessment data collecting process for faculty, creates an internal college depository for documents, and reduces the need for a large portion of the faculty to become proficient in another software depository. Faculty can focus their energies on collecting assessment data and not worry about how to correctly input the data into WIDS.

Reviewing Assessment Data

As with previous years, SAAT spent part of the past year discussing best practices in reviewing and analyzing assessment data collected by faculty. Some of these conversations were influenced by presentations the SAAT coordinator attended at the 2024 Assessment Institute conference. The 2024 SAA Annual Monitoring Report included an initial review of two years of assessment data collected between 2020 and 2022. The report lacked data submitted by some of the adjunct and dual credit instructors. Although it was incomplete, it did provide a snapshot of assessment across the six core competencies and provided an opportunity to discuss what questions should be asked in the review document and what information faculty and SAAT wish to gain from reviewing the data to improve student learning. Therefore, all general data covering the period between Fall 2017 and Spring 2024 was included in the 2024 SAA Annual Monitoring Report. As noted above, verbal feedback from members of the HLC review team during the January 2025 visit encouraged SAAT to move forward with the assessment review and analysis rather than focus on reporting the general data collecting. Consequently, a more comprehensive review of data collected for Global and Cultural Awareness and Oral Communication is provided in the 2025 SAA Annual Monitoring Report.



Table 1. Core Competency Annual Assessment Review Schedule

Academic Year	Global and Cultural Awareness	Oral Communication	Personal Growth and Responsibility	Problem Solving	Research and Information Literacy	Written Communication
2024-25	Interpret Results Report Data Implement Improvements	Interpret Results Report Data Implement Improvements	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents
2025-26	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Interpret Results Report Data Implement Improvements	Interpret Results Report Data Implement Improvements	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents
2026-27	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Interpret Results Report Data Implement Improvements	Interpret Results Report Data Implement Improvements
2027-28	Interpret Results Report Data Implement Interpret Results	Interpret Results Report Data Implement Improvements	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents
2028-29	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Interpret Results Report Data Implement Improvements	Interpret Results Report Data Implement Improvements	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents
2029-30	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Interpret Results Report Data Implement Improvements	Interpret Results Report Data Implement Improvements

Beginning in 2024-25, SAAT will provide full-time faculty with a longitudinal study of course and program data each year on a three-year cycle. Faculty has collected data for numerous 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 has therefore assigned time within the assessment and instructional calendar for faculty to review and analyze all assessment data for the core competencies that are reviewed. This is 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.

As data is collected from all faculty, a comprehensive assessment study, including the review and analysis of two core competencies per year, is being conducted over a continuous three-year cycle (see *Table 1. Core Competency Annual Assessment Review Schedule*). During the first year of analysis in 2024-25 (highlighted in yellow) the Assessment Coordinator and lead faculty reviewed data provided in both the Global and Cultural Awareness and the Oral Communication core competency assessment forms and considered how General Education Level core competencies relate to the Course Level curriculum maps and Program Level industry standards. The faculty did not submit assessment data documents for classes mapped to these two core competencies during the 2024-25 academic year. Instead, the full-time or program lead faculty utilized the time to review the three most recent years of assessment data collected and provided to them, interpreted the strengths and weaknesses in student learning based on the data collected, and identified any gaps that necessitated changes in the curriculum, instructional materials, or teaching strategies. This Closing the Loop step within the Continuous Improvement for Student Learning process provides faculty with an opportunity to modify and update various aspects of the instructional process so that student learning may improve. SAAT and faculty will determine if the changes were successful for these two core competencies when data is reviewed again in 2027-28.

Faculty may wish to incorporate some evidence from this report into the annual CQI document to create budget requests for instruction-related materials that will help improve student learning. An overview of the report will be shared with all faculty, with notice given to instructors who assess those two core competencies. It also provides SAAT with an opportunity to review the courses and consider, in conjunction with lead faculty, if the core competency being assessed is most appropriate for the course. Most courses appear to assess an appropriate core competency. Continuous review provides SAAT with the opportunity to suggest better alignment to further the improvement of student learning. Beginning 2025-26, Global and Cultural Awareness and Oral Communication will be assessed again (highlighted in green) for the following two years, and that data will be reviewed in the 2027-28 academic year (highlighted in yellow). Faculty assessing Personal Growth and Responsibility and/or Problem Solving will follow this pattern with the review of data in 2025-26 and collection of new data during the subsequent two years. Research and Information Literacy and Written Communication will be reviewed in 2026-27, then Global and Cultural Awareness and Oral Communication once again in 2027-28, and so on.



Assessment of Core Competencies

SAAT works with full-time faculty to create and, when necessary, update the Core Competency Assessment Map (Appendix 1) to better understand which courses assess which core competencies. This is a vital document to understanding which courses are being assessed for a particular core competency. All new credit courses offered by the college are also mapped. A few courses, mostly those with no full-time instructor, still need to be mapped for assessment and the SAAT Coordinator continues reaching out to the appropriate instructors to map specific courses.

As previously noted, this map enables SAAT to work with all faculty to quickly verify which core competencies are to be assessed during a semester. It also allows SAAT to verify whether CCAF documents have been completed and submitted. One benefit of WEAVE was that the SAAT Coordinator created project shells for all course section core competencies and so could quickly determine which projects were completed. The move away from WEAVE has eliminated that action. Instead, the SAAT Coordinator reviews a list of all SCC courses taught that semester and spends time noting which course sections were assessed. This is a more time-consuming activity but there is currently no better solution. SAAT will brainstorm possible solutions during one of the monthly meetings; one option is to have faculty submit assessment documents for all their courses and sections within one email to the assessment email account. This may shorten and simplify the assessment data submission review process.

The SAAT Coordinator completes an initial review of document submissions at the start of the following semester. For example, in August 2025 SAAT will review submitted CCAF documents for Summer 2025 and follow up with any instructors who did not submit their completed assessment core competency forms. Fall semester documents will be submitted in December and reviewed in January; Spring semester documents will be submitted in May and reviewed in June; Summer semester documents will be submitted in July and reviewed in August.

Full-time lead 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 government and philosophy instructors provided input into deciding which core competencies would be addressed in each of their courses. Dual credit education instructors each shared their views on which core competencies best suited specific early childhood education and education courses. This provided instructors with an opportunity to engage in the decision-making process and thus feel more involved in the



assessment process. Once agreed upon, the core competency is to be assessed each time the course is taught during its two-year data collecting cycle. This enables SAAT to build a collection of core competency data for a course matched by all its instructors. A request to change to the selected core competency to assess may only occur once a complete cycle of data has been collected, and the change is approved by SAAT based on assessment data collection statements by faculty and determining which core competencies may be most appropriate to assess.

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 did not have access to WEAVE and will not have access to WIDS. These projects need to be added to WEAVE. A second gap in the Continuous Improvement for Student Learning has therefore been recognized and is being rectified.

To address this deficiency, the SAAT Coordinator presented an overview of the assessment process and its importance during the annual Dual Credit and Adjunct Instructor Orientation meeting in both August 2023 and August 2024. Relevant information about assessing projects, collecting artifacts, and submitting the completed CCAF is also included 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 send end-of-semester (or end-of-year for year-long dual credit courses) CCAFs to the lead instructor for review then submit it to the assessment email account. This process allows for guidance from lead instructors and therefore cultivates a shared understanding among faculty of the overarching importance of assessment to student learning. 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. 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 enabled SAAT to review which entities have completed and submitted their CQI documentation. New entities, such as Student Clubs and Organizations, are added to this list and

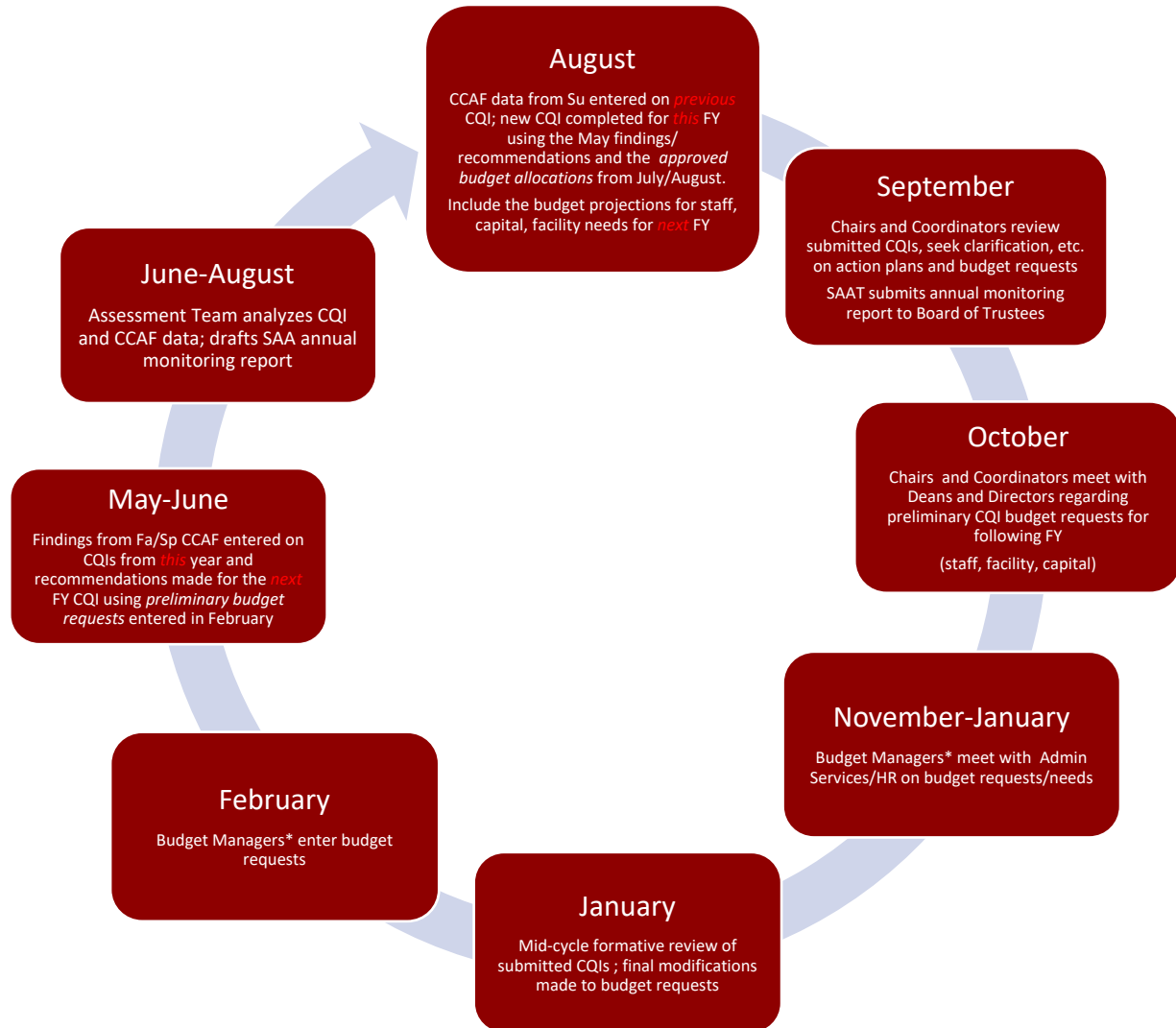


any change in the lead person for an entity is also updated. It must be noted that SAAT only verifies that a document has been submitted and has no oversight or involvement in SCC budgetary decisions. The move to WIDS means that either entity leaders must submit their CQI document in WIDS or share it with the SAAT Coordinator and/or the Curriculum Development Manager to ensure the document has been uploaded.

SAAT also reviewed and updated the CQI and budget cycle timeline (Figure 4) to better align budgetary requests within the CQI documentation to the annual budget process. In late 2024, SAAT worked with all college entities to ensure three parts of the process were completed. First, their FY 24 CQI documents were completed (closing the loop on what was achieved). Second, their FY25 CQI documents were partially completed based on FY25 funding requests received or denied; the finding would be added in July/August 2025 and so the FY25 CQI was completed. Third, all FY26 CQI documents were started so budgets could be planned. Entity leaders reviewed their budgets in January 2025. Budgetary planning now aligns with the college CQI and Budget Cycle (Figure 4). As a result, all entities submit their annual budget requests several months prior to the budget approval. Entities therefore work on two separate CQI documents: (1) add the findings to complete the past year; (2) add projects and data to the current year; and create a list of budget requests within it for the upcoming year. In early 2025, SAAT reviewed and modified some language within the CQI form.



Figure 4. CQI and Budget Cycle



Assessment Day

Assessment Day, held in September 2024, was once again used to reinforce why assessment is important and how data is collected. The SAAT Coordinator presented data from the 2024 SAA Annual Monitoring Report to explain what SCC employees were doing well and areas that needed improved. Faculty were reassured that, despite the change from WEAVE to WIDS, the assessment data collecting process would not change although faculty would begin to submit their CCAFs and artifacts to the assessment email account. 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. Assessment Day also provides an opportunity for faculty to share examples of course and program updates, such as the implementation of new instructional assignments, the use of new texts, or the purchase of new technology, that were initiated because of assessment data review and CQI budget requests. Sharing these data-driven testimonials allows faculty to learn more about the significance of assessment, how all five steps of the Continuous Improvement for Student Learning cycle relate to one another and reinforce the desire to improve student learning, and why data is an important part of any budget request. Assessment Day was also used to provide an update on SAAT activities. CQI entity leaders worked on closing the loop for the FY24 budget documentation and began the FY25 CQI process which included budgetary requests for FY26.

The 2025 Assessment Day, held this September, reiterated the focus on continuity of process. A new SAAT Coordinator, Sheryl Ribbing, presented the information though it was created by the previous Coordinator, Mike McNally. The move from WEAVE to WIDS was briefly explained but the most significant point made to faculty was that they continue to collect data using the CCAF, which they have done for the past decade, and they continue to submit the data to the assessment email account, which they have done for the past year.

Each year, some of the Global and Cultural Awareness data provided during Assessment Day is shared with the Diversity, Equity, and Inclusion Committee and the Cultural Awareness Team. SAAT will review courses that assess Global and Cultural Awareness and continue to work with faculty to increase data collecting for this core competency.

Higher Learning Commission Conference

Several members of SAAT attended the 2025 HLC Conference in Chicago and shared information related to assessment. As with previous years, co-curricular presentations were once again helpful for SAAT to evaluate how we assess co-curricular activities at SCC. It should be noted that colleges had different perspectives on what and how to assess this area of student learning. SAAT agreed that SCC should 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.

Assessment Institute Conference

The SAAT Coordinator attended the 2024 Assessment Institute Conference in Indianapolis. The conference is dedicated to assessment practices and any knowledge gathered by attendees is extremely important to the growth of assessment at SCC. Numerous interesting and informative presentations were attended and information gathered from them was also shared with SAAT.



Given the multitude of presentations on topics related to all aspects of work done by SAAT, it was agreed that several members of SAAT would attend the 2025 conference.

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 separately to those considered at Below Expectations. Data collecting for this new column began during the Spring 2022 semester. Evidence related to this change in data collecting is shown in the Global and Cultural Awareness and Oral Communication review of data below.

Historically, the SAA Annual Monitoring Reports provided a general snapshot of all data collected by semester and core competency. This was a basic level review of data based on information easily accessible from WEAVE. Now that a three-year cycle has been created for the core competencies, each year a more detailed review of data can be mined for two of the core competencies. This year's review of data focuses upon the Global and Cultural Awareness and Oral Communication core competencies. There are seven years of data available for review for these two core competencies. The goal is to move forward with an annual review of assessment data. Minimal focus is now placed on the data collected prior to 2022 given the update of the



CCAF to differentiate between Below Expectation and Not Submitted. However, a more detailed analysis of CCAF data submitted since 2022 (and including the 2021-22 academic year data) allows faculty and SAAT to develop a clearer picture of student learning. Data analysis relates to each specific rubric component, the review of faculty comments about student learning outcomes and proposed changes, all of which guide the CQI budget requests and feed into Closing the Loop, are central to the Continuous Improvement for Student Learning model. As previously noted, the data analysis provided in the following page/charts will become a valuable first step in recognizing student learning strengths and possible areas for improvement after collecting data for the next two years (2025-27). The 2028 SAA Annual Monitoring Report will utilize data results from this report.

Global and Cultural Awareness Core Competency

The Global and Cultural Awareness core competency rubric includes a definition of its student learning outcomes (SLO. It states that:

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

Building upon this definition, the rubric also states that:

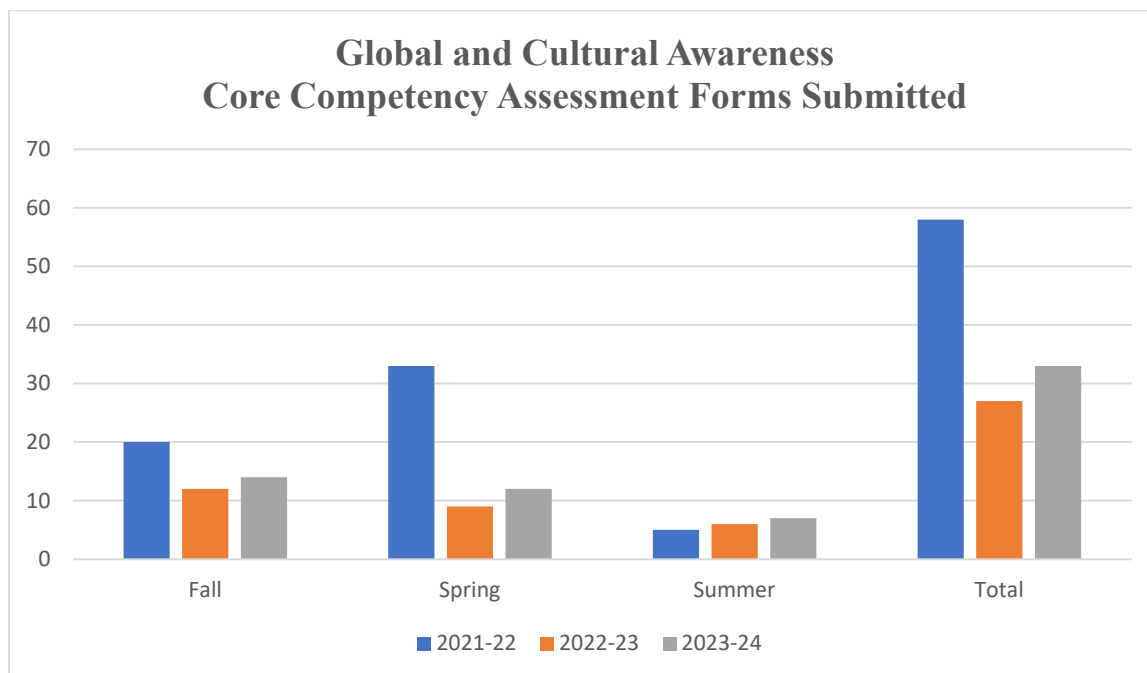
SCC graduates will demonstrate acknowledgment of cultural and societal influences, along with differences in races, nationalities, religions, and sexes; while recognizing that people have diverse backgrounds, attitudes, and experiences.

There are 324 courses listed as being offered for transfer program or certificate program credit (see [*Appendix 1, Core Competency Assessment Map*](#)). Some courses are only mapped to one core competency though approximately one third of the courses are mapped to two or more core competencies. Currently, 51 courses are mapped for assessing Global and Cultural Awareness. Some courses are popular and therefore multiple sections are taught each year. Other courses are offered less often. Between Fall 2021 and Summer 2024 there were 118 CCAFs submitted for this core competency.

The four criteria assessed for this rubric as student learning outcomes (SLO) are (1) Identifies and explains the ways in which individuals, groups, and institutions influence society; (2) Comprehends the need for inclusion of socio-economic, political and social dynamics of world cultures; (3) Identifies the impact of stereotypes and myths; and (4) Participation in the global society. An explanation is provided for each criterion to assist instructors in determining if the assessed material is at the Exemplary, Acceptable, Developing, or Below Expectations level. A fifth column, Not Submitted, was added in 2022 to differentiate between students whose assignment was assessed at Below Expectations and students who did not complete the



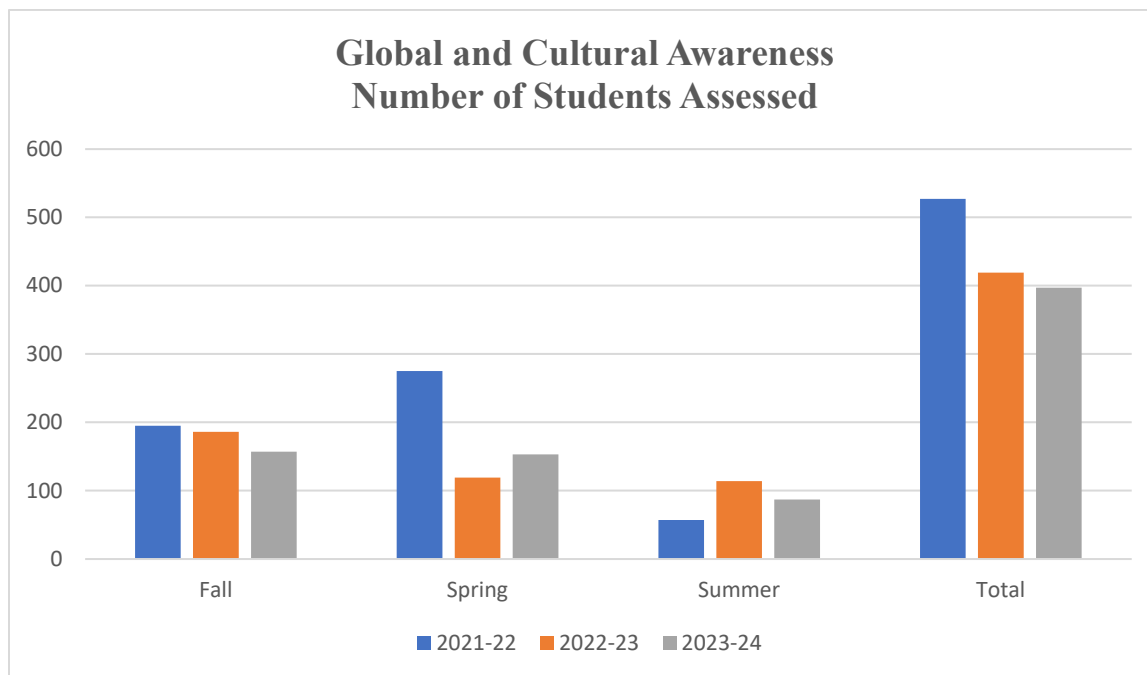
assignment. This column was added based on conversation with faculty, some of whom believed that students who did not complete the assessed assignment were therefore Below Expectations while other faculty excluded those students from their data. While this split in data delineates between those students who completed the assessed assignment at Below Expectations and those students who did not complete the assignment, it should not greatly affect the percentage of students who are assessed at the Exemplary or Acceptable level. Nevertheless, clarification of how to include all students within the CCAF will provide a more precise data account and analysis.



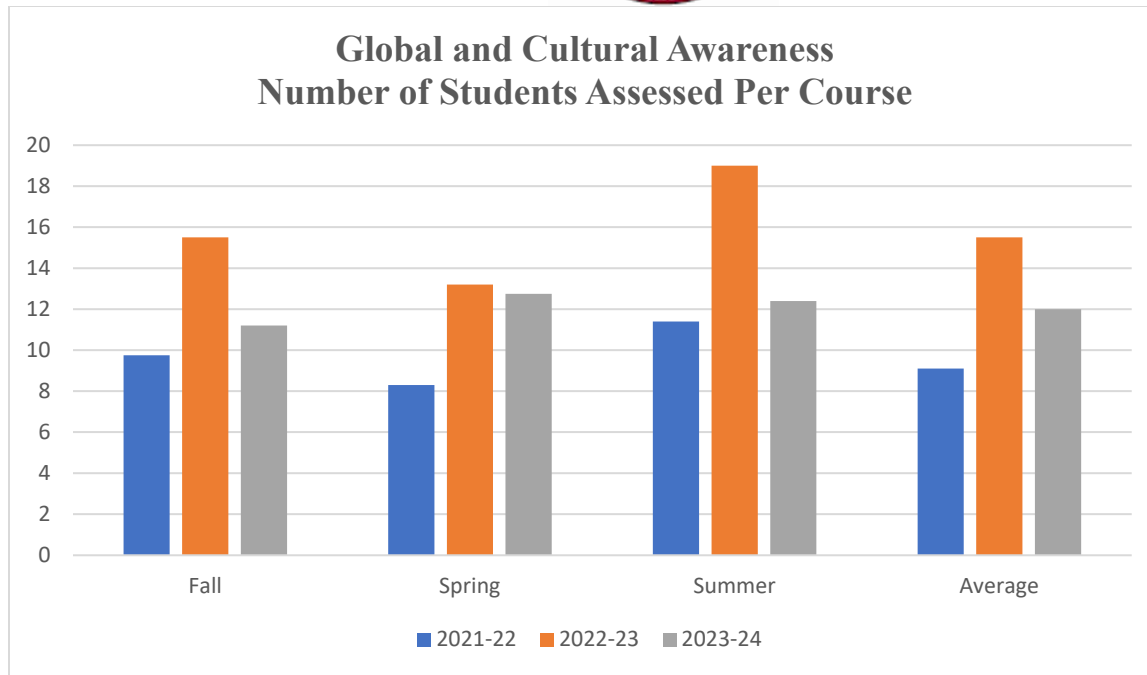
Data was submitted for 118 courses that assessed the Global and Cultural Awareness core competency during the three-year period between Fall 2021 and Summer 2024. The majority, 58 courses, were assessed in 2021-22, while 27 were assessed in 2022-23 and 33 assessed in 2023-24. The reduction in data collected in subsequent years may be a result of courses not being offered for a particular semester. For example, COM 111 was taught in 2021 but not in 2022. This is a minor issue and less significant than the fact that data is being submitted. There is greater balance in data collecting when reviewing data by semester, with 46 fall courses and 54 spring courses assessed. Fewer courses are offered during the summer and so a much lower total of 16 courses is to be expected. A greater imbalance exists across the six core competencies with Global and Cultural Awareness representing only 11% of all submitted data (see 2024 SAA Annual Monitoring Report). Over the next three years, SAAT will work with full-time faculty and lead instructors to determine if any courses should be reviewed for assessment data



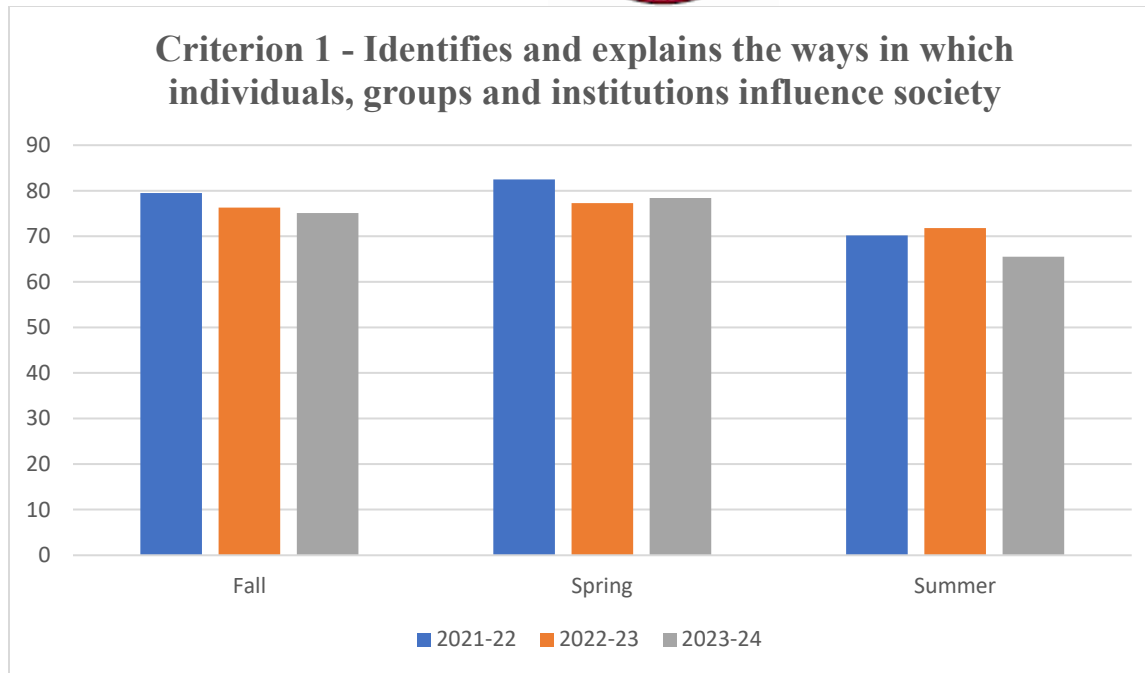
collection. Again, while it would be ideal to have a more even distribution of data submitted from all six core competencies, it is more important that data is submitted.



Global and Cultural Awareness assessment data was collected for 1,243 students over the past three years. There is a general correlation between the number of courses and the number of students, with 2021-22 having the largest number of students. The following years have 419 and 397 students, respectively. The fall (538) and spring (547) students totals are almost identical, with the summer (258) total far behind, as expected.



The Global and Cultural Awareness assessment data for the average number of students (1,243) assessed per course (118) over the three years provides inverted results with an average total of only 9.1 students per course in 2021-22 compared with 15.5 and 12 students per course for the subsequent two years. The total averages are closer when looking at the fall (11.7), spring (10.1), and summer (14.3) student numbers.



This chart lists the percentage of students who were determined to be at the Exemplary or Acceptable level for the first criterion. The benchmark set by SCC is that at least 80% of students assessed will reach the Exemplary or Acceptable level. The definitions for this criterion state that the student:

(Exemplary) - Draws from external sources the factors that bring change to society, and the way individuals and groups have been instrumental in bringing about change.

(Acceptable) - 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.

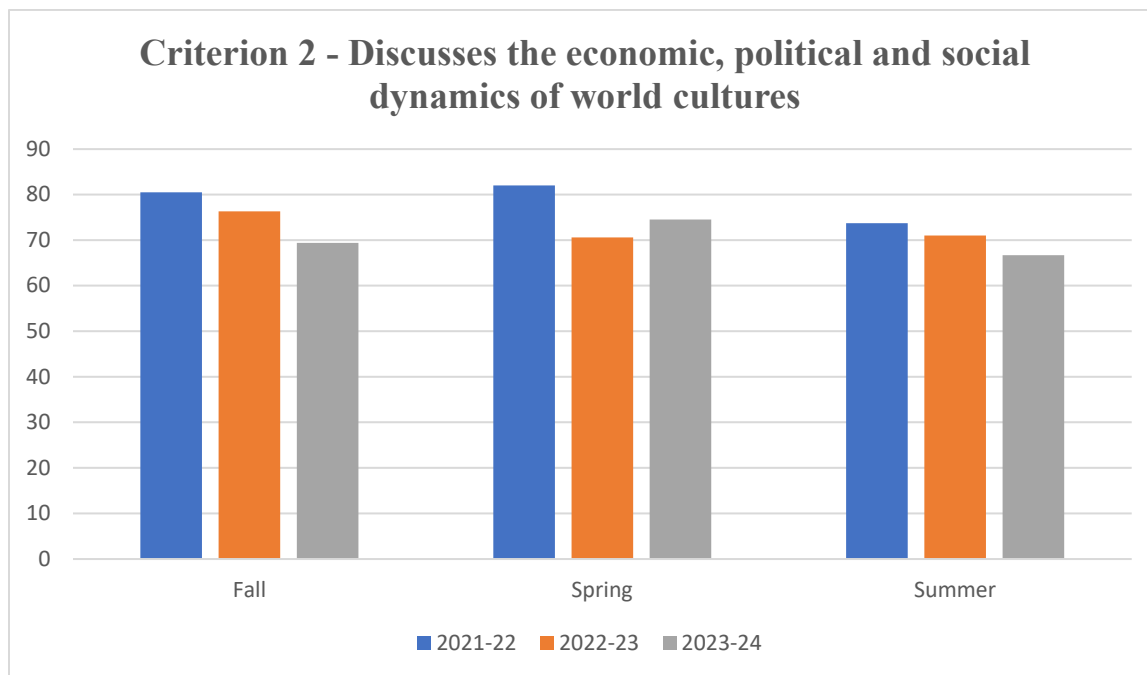
(Developing) - Draws from only personal experiences the factors that bring change to society, and the way individuals and groups have been instrumental in bringing about change.

(Below Expectations) – [Is] Unable to conclude from given information or personal experiences the way people impact society.

Data for this criterion suggests that, while most students are at the Exemplary or Acceptable level, the 80% threshold was not reached except during Spring 2022. Summer 2024 data was the lowest (65.5%). There is a minor decline during each summer semester though it may be because more classes are taught online and the lack of personal interaction between students and



instructors may hinder student learning about a particular subject related to this assessment criterion. There is no conclusive evidence for this claim.



This chart lists the percentage of students who were determined to be at the Exemplary or Acceptable level for the second criterion. The benchmark set by SCC is that at least 80% of students assessed will reach the Exemplary or Acceptable level. The definitions for this criterion state that the student:

(Exemplary) - Demonstrates inclusion of socio-economic, political and social events to changes in world culture.

(Acceptable) - Discusses inclusion of socio-economic, political and social events that influence world culture.

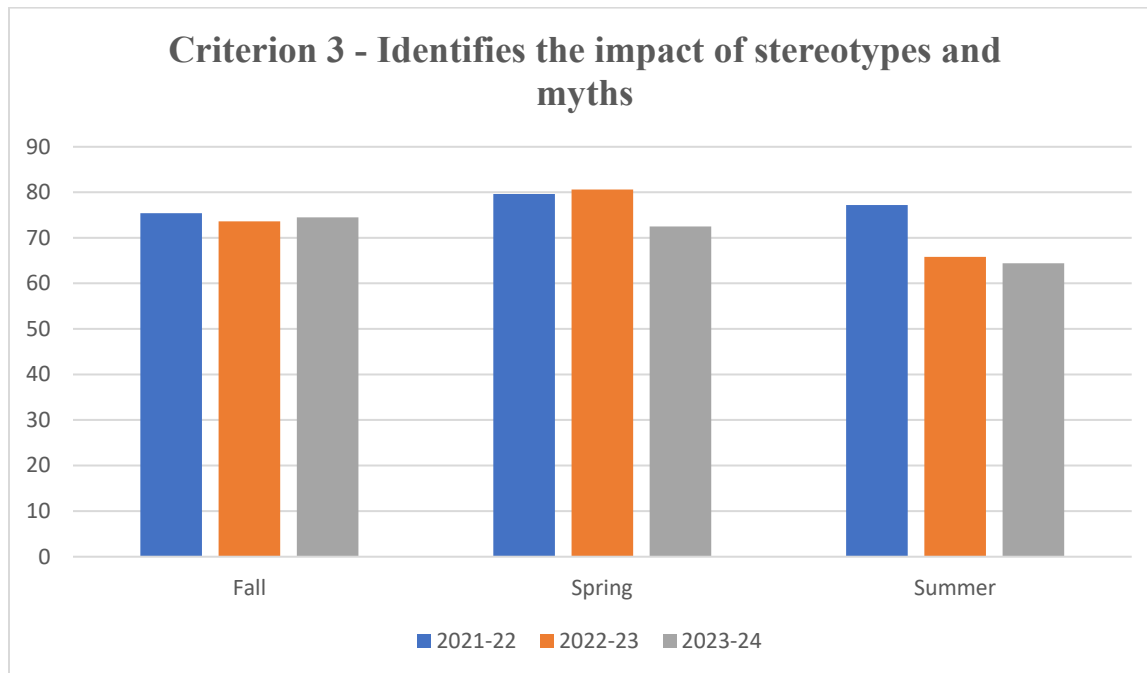
(Developing) - Identifies inclusion of socio-economic, political and social events that influence world culture.

(Below Expectations) - Unable to identify the impact of inclusion socio-economic, political and social factors on world cultures.

Data for this criterion suggests that most students are at the Exemplary or Acceptable level but the 80% target was only met in two of the nine semesters. Fall semesters tended to have a higher rate of students considered to be at the Exemplary or Acceptable levels. There is a minor decline



during the 2023-24 academic year, including a 7-10% drop from the data results for 2021-22, but this is simply a snapshot of data. Summer semesters had the lowest scores in general, while data for the 2023-24 academic year had the two lowest percentages, both below 70%.



This chart lists the percentage of students who were determined to be at the Exemplary or Acceptable level for the third criterion. The benchmark set by SCC is that at least 80% of students assessed will reach the Exemplary or Acceptable level. The definitions for this criterion state that the student:

(Exemplary) - Creates ways/methods to dispel stereotypes and myths.

(Acceptable) - Identifies effects of stereotypes and myths on society.

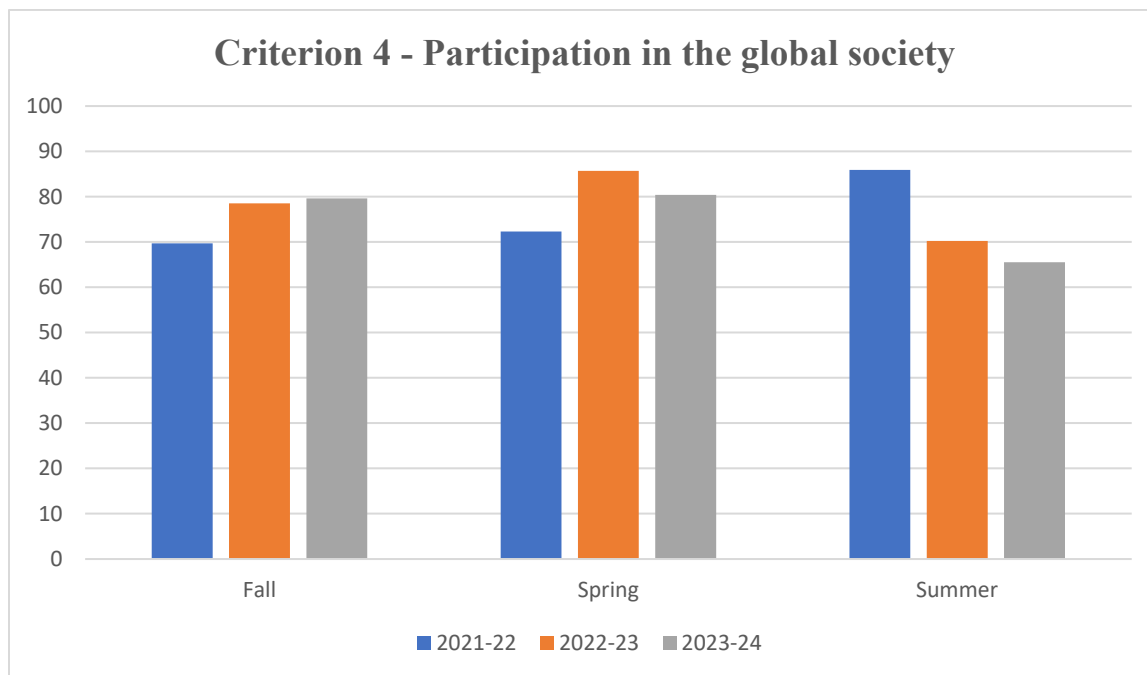
(Developing) - Distinguishes between stereotype, myth, and cultural fact.

(Below Expectation) – [Is] Unable to recognize the difference between stereotype, myth, and cultural fact.

Data for this criterion suggests that most students are at the Exemplary or Acceptable level. However, results show that the 80% benchmark was only met during one semester. Students in classes offered during the summer semester do not do as well as students taking classes during the fall or spring semester. The two lowest percentages (65.8% and 64.4%) came from summer semester data. In part, this could be because summer courses tend to be condensed into four- or



eight-week courses, though courses of similar length are offered at other times throughout the year.



This chart lists the percentage of students who were determined to be at the Exemplary or Acceptable level for the fourth criterion. The benchmark set by SCC is that at least 80% of students assessed will reach the Exemplary or Acceptable level. The definitions for this criterion state that the student:

(Exemplary) - Makes decisions based upon information gathered from practices in other nations.

(Acceptable) - Recognizes the direct impact of other nations on one's own social, political, and economic life.

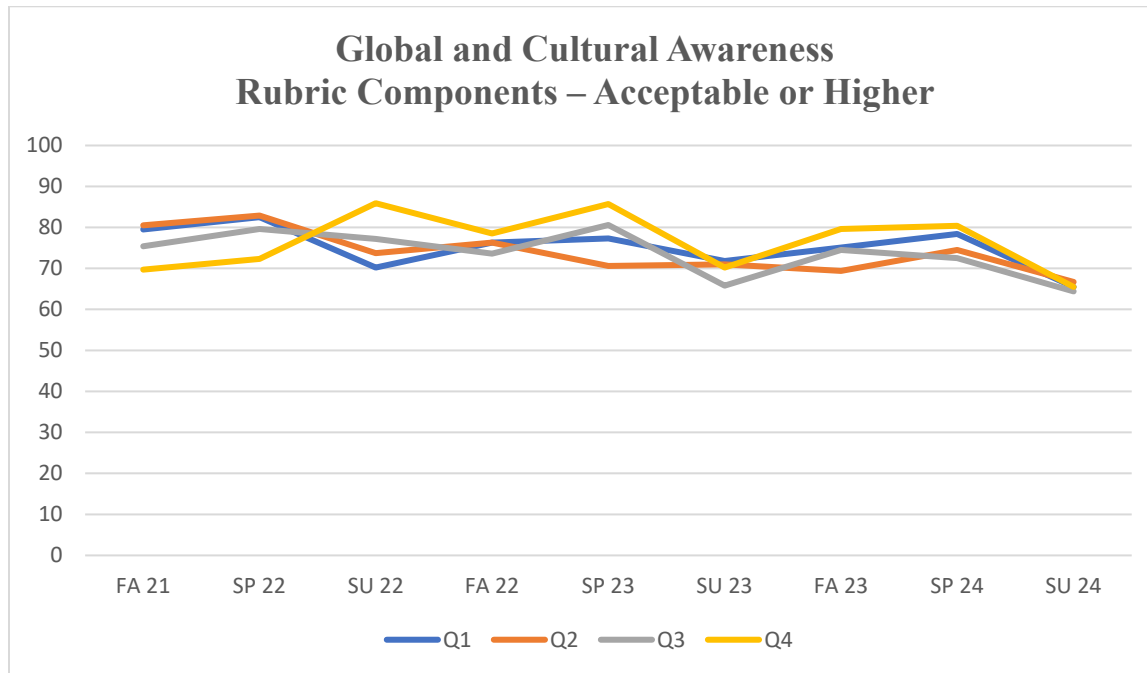
(Developing) - Recognizes the broad impact of other nations on one's own social, political, and economic life.

(Below Expectations) – [Is] Unable to recognize the impact of other nations on one's own social, political, and economical life.

Data for this criterion suggests, once again, that the benchmark is not met across all nine semesters although most students are at the Exemplary or Acceptable level. There is a continuous percentage increase in the number of students at these levels from one fall semester



to the next. Data from spring semesters also suggest that the benchmark is being met. There is a decline during the two most recent summers, with the lowest score during summer 2024 (65.5%). However, it should be noted that three of the nine data totals were above 80% and two more were just 0.4% and 1.5% below the 80% target.



This chart provides a more complete and comparative interpretation of data collected for all four criteria. Collectively, the four criteria listed in the Global and Cultural Awareness core competency were each assessed a total of nine times over the three-year cycle (2021-24). Of the 36 data columns, only seven were at or above the 80% target benchmark. Half of the data columns were at or above 75%. It should be noted that all four criteria were below 70% for Summer 2024. Results suggest that the student learning outcomes for the Global and Cultural Awareness core competency are being met by many students but not enough to consistently reach the 80% benchmark. Feedback from faculty in the CCAFs may identify gaps in curriculum, instructional materials, or teaching strategies which could lead to improvements in student learning.

CCAF Qualitative Commentary

Faculty feedback is encouraged at the end of the completed CCAF. Two questions are included in the document. The range of comments from faculty suggests that instructors do consider what



instruction and assignments worked well. Faculty also record how they may modify instruction or coursework assignments to improve student learning. Question 1 asked:

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

Below are examples of feedback from faculty that answer this question:

ADN 227 - 19/20 students scored greater than 80% on the cultural presentation. Students were asked to present on birth and death practices of a specific culture or on the dietary practices, gender/family roles, and health care practices of a specific culture.

CJ 223 - The students did meet the learning objectives by doing weekly discussion posts and using the material from the textbook to demonstrate an understanding when relating to the discussion post questions.

COM 111 - Some students could not fully understand what can happen to a community when there is no internet access. Younger students have always had the internet and never knew a time without it. Video games, TikTok, YouTube and the like have always been a part of their culture. Can they communicate without internet access is the question.

HIS 121 - Most students met at least an acceptable level of the rubric's outcomes, and none were below expectations. All were able, to some extent, to explain the relationship between various civilizations and compare and contrast specific aspects of two or more civilizations in an essay.

HIS 215 - Most students met at least an Acceptable level of the rubric's outcomes for the two different components. Students explained American history (1945-89) in global and cultural terms. A couple of the students discussed the topics without going into depth to explain the significance of them to American history. One student wrote a short essay.

SOC 122 - The students did well. The assignment didn't match the rubric perfectly, but I believe the data matches it well. Several students didn't respond to the chapter. That is why the "participation in global society" scores are low. Overall, students seem to understand the need but struggle to participate in global society.

Question 2 asked faculty:

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

Below are examples of feedback submitted by faculty over the three years of assessing Global and Cultural Awareness. This feedback relates to modifications in curriculum and instruction that would hopefully lead to the improvement of student learning.



AGR 116 - The majority of students met the objectives of the assignment. In the future, the assignment could be expanded to help identify the causes of unemployment and to identify solutions for the unemployed.

AGR 228 - In the future, I may try to schedule a speaker where students would be able to ask questions directly to see how our water resources are currently managed.

ADN 224 - Plan to continue using the case study. Will revise some of the questions for additional clarity.

CJ 111 - For the future I will be more specific as to the research requirements limiting the topic to one or two theories.

CJ 223 - For future classes, I will require students to cite the discussion posts and use a reference list to demonstrate a better understanding and utilize an outside source of information to articulate in the respective discussion posts.

COM 111 - Based on what happened in Texas with the winter storms that knocked out power, water and food in February 2021, I think they will have a greater understanding if we look at more of what happens to a system when it totally collapses. I will use more of these examples.

HIS 108 - We meet in person, and so direct instruction and communication helped when students had questions prior to completing the assignment. I was able to explain what is expected of them in terms of the quality of their essay, though this was Exam 3 and students had received written and verbal feedback for their previous exam responses. I may still incorporate a timeline of major events related to global (Cold War) and cultural (Civil Rights Movement) topics to make students more aware of these issues and make them aware of how events link to one another or occur simultaneously.

MUS 115 - Encourage students to use better research information (go to the library, use the online research sites that the library recommends). Encourage students to develop a better thesis by breaking down the thesis creation process. Thoroughly discuss the project; point is to not write a biography and how to properly use MLA Citations within the paper and the work cited document.

This collection of sample statements by faculty provides insight into the review of instruction based on the extent to which student learning outcomes were met at that time. Curriculum and instructional modifications are considered each time a course is taught. Most changes are minor but editing the language in a test for improved clarity, requiring students to cite source information from discussions, or bringing a guest expert to speak to the students are each good examples of ways that faculty focus on continuous quality improvement in instruction to promote improved student learning.



CQI Qualitative Commentary

The final part of the assessment process is closing the loop. A review of the CQI documents for the past three years helps determine ways in which faculty are closing the loop by reviewing course curricula, its content and teaching materials. Examples provided within the CQI documents add to the evidence and feedback submitted to develop a more complete picture of ways in which student learning is constantly assessed by faculty.

The FY23 Humanities and Social Sciences (HSS) Division CQI is a good example of the type of outcomes-related evidence included within the document. The division included several pieces of evidence that help explain how faculty are closing the loop. An objective within the Program Student Learning Assessment Summary section states that:

Shawnee 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.

Global and Cultural Awareness assessment data from History and Music courses is included in the CQI. Faculty teaching those courses provides the raw numbers of students assessed in specific courses and an interpretation of the data. Follow-up actions are also included which support the statements written in the CCAF. This emphasizes the links between the standards and accountability measures at each level of assessment. This point is reaffirmed elsewhere in the CQI. For example, responses within the Program Student Learning Summary/Analysis Questions section state that:

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 to provide 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.

Strengths and improvements were also shared within this section of the form. For example:



HSS faculty also assesses Global and Cultural Awareness. Data shows that most students are achieving the Exemplary or Acceptable level. This is important because we emphasize cultural activities both within the classroom, college, and on field trips. Bringing experiences into the classroom helps students engage better with this core competency. Within the classroom, we can actively support students learning about topics that connect both to places and other peoples. Music and History courses do well with assessing this core competency.

The Program Assessment Summary section also includes examples of activities beyond the classroom that relate to Global and Cultural Awareness. For example, one of the goals chosen by faculty within the division was to:

Increase awareness of diversity, equity, and inclusion through multicultural activities in classrooms and throughout campus.

Various faculty engaged in activities that fulfilled this goal. MUS 130 students visited the Missouri History Museum and faculty who teach History, Literature, and Psychology courses took students on the annual trip to the National Civil Rights Museum in Memphis. English faculty hosted the annual Poetry Slam. A new course in Multicultural Literature was also offered. HSS faculty also linked these activities to Institutional Level outcomes:

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 through 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.

The current review of CCAF data and CQI evidence suggests that any curriculum or instructional changes made during this three-year cycle have not necessarily helped attain the student learning outcomes benchmark of 80% for the Global and Cultural Awareness core competency. The follow-up review of data that is collected during the next two years will be included in the 2028 Assessment Monitoring Report. Data analysis provided in that report will help determine if faculty were successful in Closing the Loop and therefore improving student learning.



Oral Communication Core Competency

The Oral Communication core competency rubric includes a definition of the student learning outcomes. It states that:

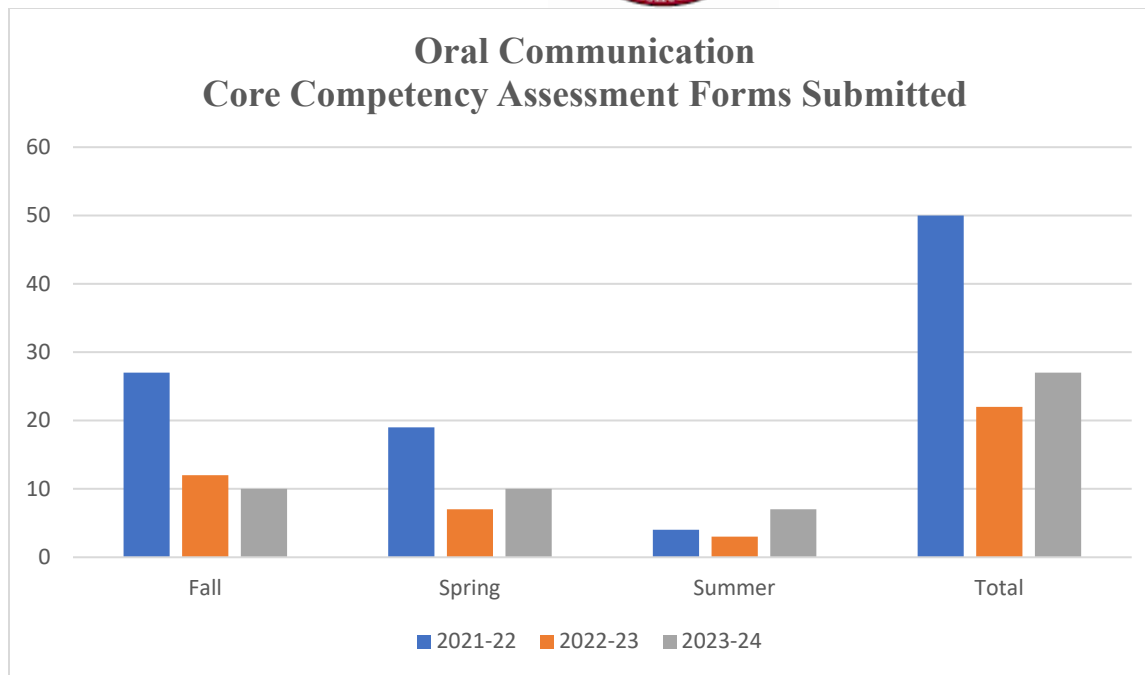
SCC graduates will communicate ideas, perspectives, and values while demonstrating mastery of Standard English in written, oral and visual format. Comprehension of written material is demonstrated with summary and application.

Building upon this definition, the rubric also states that:

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.

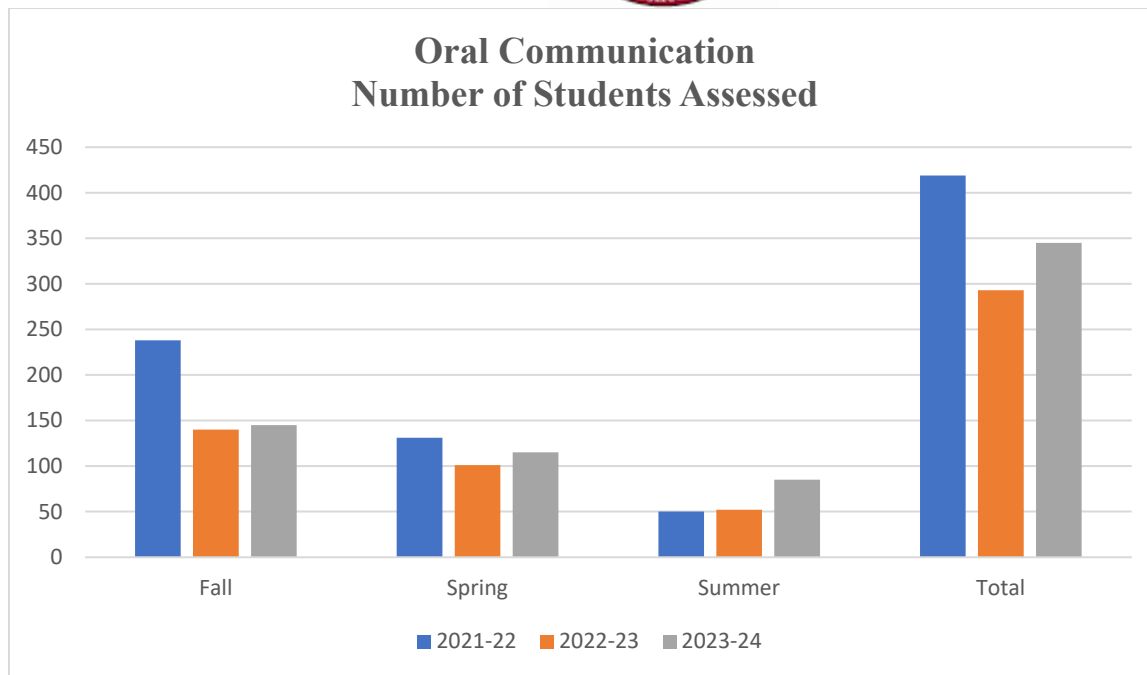
There are 324 credit-based courses listed as being offered for transfer or certificate programs (see *Appendix 1, Core Competency Assessment Map*). Some courses are only mapped to one core competency though approximately one third of the courses are mapped to two or more core competencies. Currently, only 27 courses are mapped for assessing Oral Communication. Some courses, for example SPC 111, are popular and/or required within a program and therefore multiple sections are taught each semester. Other courses are offered less often. Between Fall 2021 and Summer 2024 approximately 99 CCAFs were submitted for this core competency.

The five criteria assessed for this rubric as student learning outcomes (SLO) are (1) Central Message; (2) Organization; (3) Delivery; (4) Language; and (5) Support Material. An explanation for each criterion is provided to assist instructors in determining if the assessed material is at the Exemplary, Acceptable, Developing, or Below Expectations level. A fifth column, Not Submitted, was added in 2022 to differentiate between students whose assignment was assessed at Below Expectations and students who did not complete the assignment.

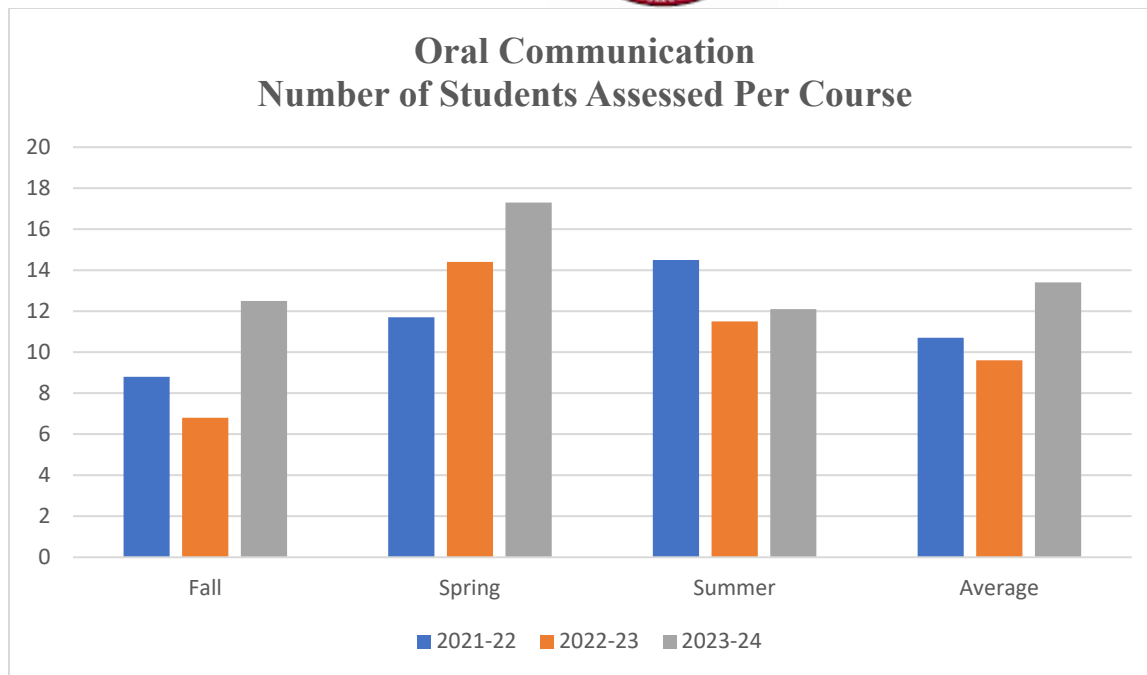


Data was submitted for 99 courses that assessed the Oral Communication core competency during the three-year period between Fall 2021 and Summer 2024. The majority, 50 courses, were assessed in 2021-22, while 22 were assessed in 2022-23 and 27 assessed in 2023-24. As with data collected for the Global and Cultural Awareness core competency, the decline in data provided in subsequent years may be a result of specific courses not being offered for a particular semester. For example, fewer PN course CCAF documents were submitted after 2021-22. Data was submitted for all WEL courses in 2021-22 then the Welding program's courses were reviewed and mapped more selectively so that all six core competencies were assessed within the program, but not all assessed within every course. It resulted in fewer CCAF submissions, but it is more important that each of the core competency assessments is tied to appropriate student learning outcomes.

There is a similarly uneven distribution of data collecting when reviewing data by semester, with 49 fall courses and 36 spring courses assessed. Fewer courses are offered during the summer and so a much lower total of 14 courses is to be expected. Oral Communication is another core competency that is assessed at below average rate, representing only 8% of all submitted CCAF data (see 2024 SAA Annual Monitoring Report). Over the next three years, SAAT will work with full-time faculty and lead instructors to determine if any courses not mapped to Oral Communication should be reviewed and remapped for assessment data collection. The goal is to eventually determine the most appropriate core competencies to be assessed for each credit-based course. Ideally, additional courses will be mapped to assess Oral Communication and so increase its representation from 8% to a more even and equitable percentage. However, as noted above, it is also important that data is collected and submitted.

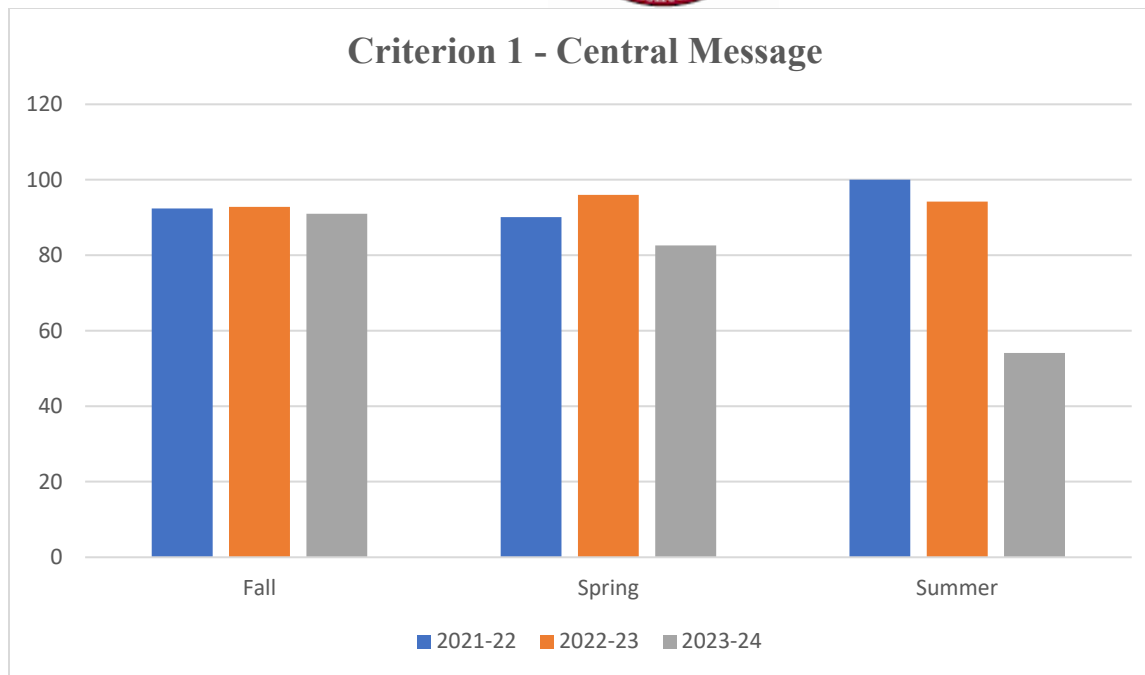


Oral Communication core competency assessment data was collected for 1,057 students over the past three years. More students (523) tend to take the class in the fall semester than during the spring semester (347). The number of students taking a summer course assessed for Oral Communication was greater in 2024 (85) than in the previous two years (50 and 52 respectively).



The Oral Communication assessment data for the average number of students (1,057) assessed per course (99) over the three years averages a total of 10.7 students per course. The 2021-22 average (8.4) is the lowest of the three years, with 2022-23 (13.3) the highest and 2023-24 (12.8) still above the average total of students per course.

The 10.7 three-year average is also the average total number of students per class for fall semesters, though the average total of students in fall 2023 (12.5) was far greater than the average total for the previous fall semester (6.8). There was year-to-year growth in the number of students assessed during spring semester (11.7, 14.4, and 17.3 respectively). The average for the number of students assessed during summer semesters is more even (between 11.5 and 14.5). Summer semester course offerings tend to be fewer in number though other course requirements may result in more students registering for courses linked to Oral Communication during the summer semester. This may account for the higher student per course average.



This chart lists the percentage of students who were determined to be at the Exemplary or Acceptable level for the first criterion. The benchmark set by SCC is that at least 80% of students assessed will reach the Exemplary or Acceptable level. The definitions for this criterion state that the student:

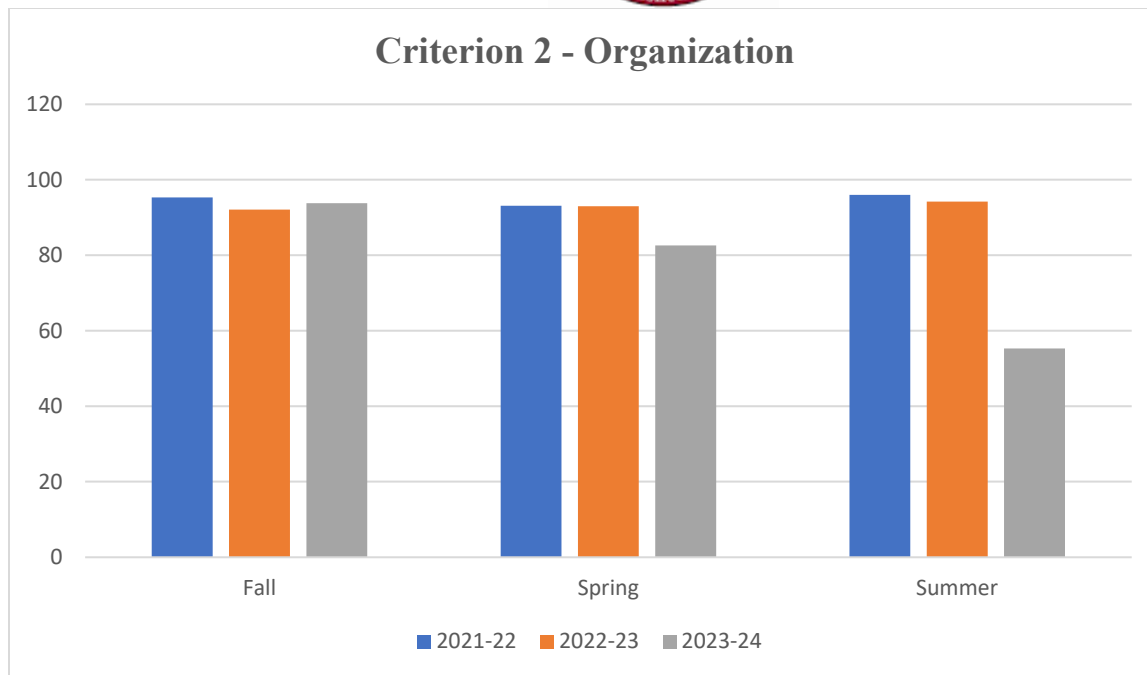
(Exemplary) - Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).

(Acceptable) - Central message is clear and consistent with supporting materials.

(Developing) - Central message is basically understandable but is not repeated and is not memorable.

(Below Expectations) - Central message can be deduced but is not explicitly stated.

Data for this criterion suggests that most students are at the Exemplary or Acceptable level and that the benchmark is being met. The data ranges from 82.6% to 100% for all semesters except for the significant decline during Summer 2024 (54.1%).



This chart lists the percentage of students who were determined to be at the Exemplary or Acceptable level for the second criterion. The benchmark set by SCC is that at least 80% of students assessed will reach the Exemplary or Acceptable level. The definitions for this criterion state that the student:

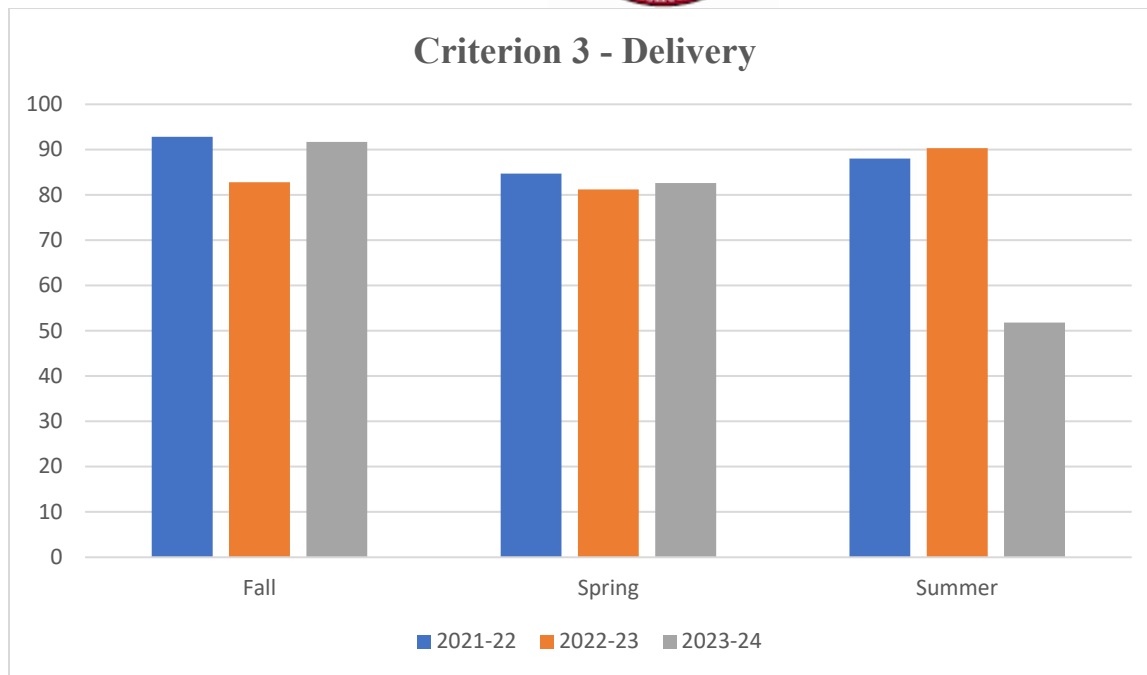
(Exemplary) - Organization pattern (introduction, conclusion, sequenced material within body and transition) makes the content of the presentation cohesive.

(Acceptable) - Organization pattern (introduction, conclusion, sequenced material within body and transition) is evident in presentation.

(Developing) - Organization pattern (introduction, conclusion, sequenced material within body and transition) is observable within presentation (an attempt is recognizable).

(Below Expectations) - Organization pattern (introduction, conclusion, sequenced material within body and transition) is NOT observable within presentation.

Data for this criterion suggests that most students are at the Exemplary or Acceptable level and that the benchmark is being met. The 2021-22 CCAF data suggest that student artifacts are assessed at the Exemplary level with scores ranging from 93.1% to 96% considered as Exemplary or Acceptable. Similar data ranges are provided for 2022-23 with a range from 92.1% to 94.2%. The outlier among this data is Summer 2024, which had only 55.3% of students considered to be Exemplary or Acceptable.



This chart lists the percentage of students who were determined to be at the Exemplary or Acceptable level for the third criterion. The benchmark set by SCC is that at least 80% of students assessed will reach the Exemplary or Acceptable level. The definitions for this criterion state that the student:

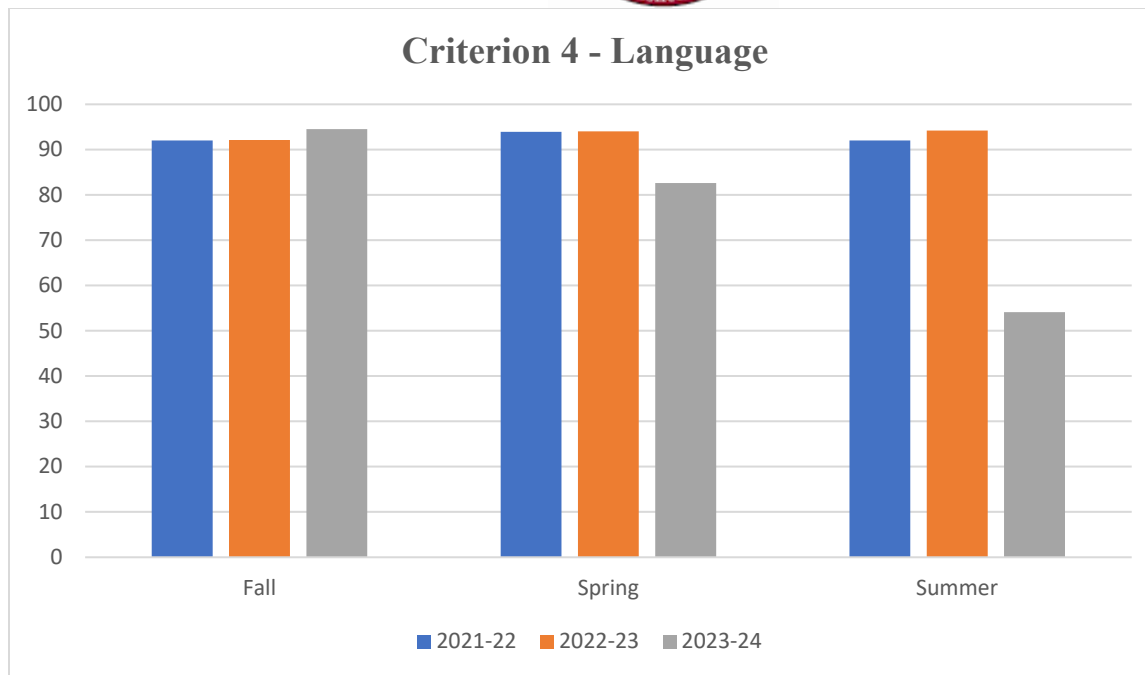
(Exemplary) - Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling and polished.

(Acceptable) - Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting.

(Developing) - Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable.

(Below Expectations) - Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation.

Data for this criterion suggests that most students are at the Exemplary or Acceptable level, with scores ranging from 81.2% to 92.8%. The 80% benchmark is being met. However, there is a similarly significant decline during Summer 2024, with only 51.8% of students considered to be at the Exemplary or Acceptable level.



This chart lists the percentage of students who were determined to be at the Exemplary or Acceptable level for the fourth criterion. The benchmark set by SCC is that at least 80% of students assessed will reach the Exemplary or Acceptable level. The definitions for this criterion state that the student:

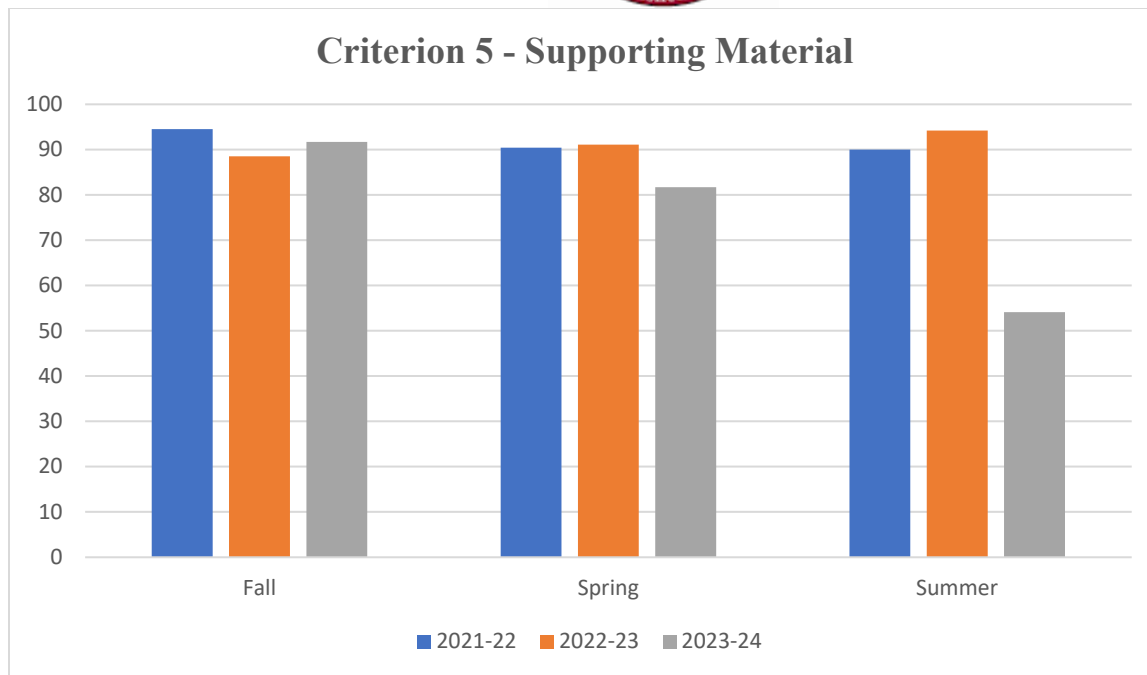
(Exemplary) Language choices are imaginative, memorable, compelling and enhance the effectiveness of the presentation.

(Acceptable) - Language choices are thoughtful and generally support the effectiveness of the presentation.

(Developing) - Language choices are mundane and commonplace and partially support effectiveness of presentation.

(Below Expectation) - Language choices are unclear and minimally support effectiveness of presentation.

Data for this criterion suggests that most students are at the Exemplary or Acceptable level. Once again, the 80% benchmark is being met. The collective data total for the first eight semesters assessed for Oral Communication has all scores above 90% except for Spring 2024 (82.6%). However, there is a significant decline to 54.1% during Summer 2024, which is the final semester this core competency was assessed before faculty took a year off from collecting data to spend time reviewing and analyzing data.



This chart lists the percentage of students who were determined to be at the Exemplary or Acceptable level for the fifth criterion. The benchmark set by SCC is that at least 80% of students assessed will reach the Exemplary or Acceptable level. The definitions for this criterion state that the student:

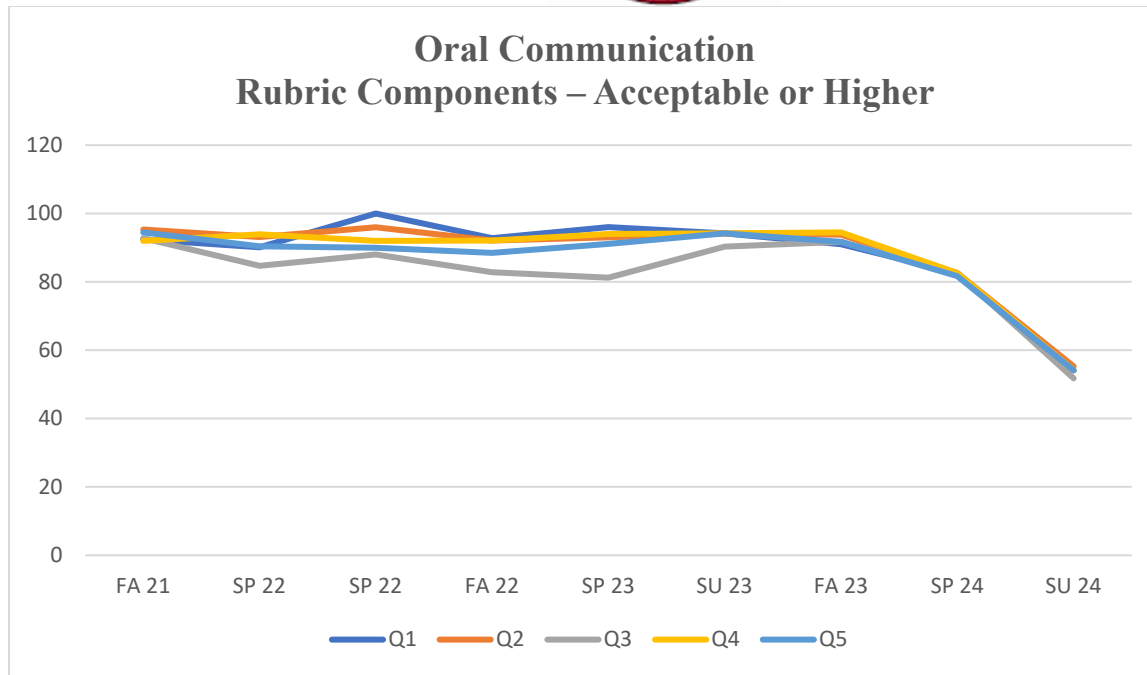
(Exemplary) - Variety of supporting materials significantly supporting presentation and provides creditability to presenter.

(Acceptable) - Evidence of supporting materials which sustain presentation and establishes presenter's authority on topic.

(Developing) - Supporting materials make reference to information or analysis of data related to topic.

(Below Expectations) - Insufficient supporting materials to illustrate creditability on topic.

As with other assessment data provided in these charts, data for this criterion suggests the number of students at the Exemplary or Acceptable level exceeds the 80% threshold. However, there is a significant decline to 54.1% during Summer 2024.



This chart provides a more complete and comparative interpretation of data collected for all five criteria. Collectively, the five criteria listed in the Oral Communication core competency were each assessed a total of nine times over the three-year cycle (2021-24). Results suggest that the student learning outcomes for the Oral Communication core competency are being met on a consistent basis. Of the 45 data columns, only the five criteria assessed during Summer 2024 had averages below the 80% benchmark. However, once data collected for all Summer 2024 sections of PN 128 is excluded, that semester's average for all five criteria is between 91.3% and 97.8%. This suggests the data for that summer was an outlier, especially given that assessment data scores for all other semesters were consistently above the desired benchmark. Feedback from faculty in the CCAFs may identify gaps in curriculum, instructional materials, or teaching strategies which could lead to improvements in student learning. For example, the instructor for PN 128 noted that Oral Communication was a new student learning outcome assessment and instructional modifications and continued data collection would help develop a more long-term, detailed analysis to better student learning.

CCAF Qualitative Commentary

Faculty feedback is encouraged at the end of the completed CCAF. Two questions are included in the document. The range of comments from faculty suggests that instructors do consider what instruction and assignments worked well. Faculty also record how they may modify instruction or coursework assignments to improve student learning. Question 1 asked:



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

Below are examples of feedback from faculty that answer this question are as follows:

AGR 197 - The assignment was to prepare an oral presentation on their internship experiences. All students were able to communicate ideas, perspectives and values while demonstrating the mastery of Standard English in oral format.

AST 111 - Many of the students chose current news articles to report on. Their written reports were adequate and many of their oral reports were well given. Some had trouble reading some of the words as there were many technical and scientific words and names in their original articles. All articles seem to have been pulled from the prescribed list of sources as given in class. Many had their sources listed and cited in their papers and spoke of their sources in the documents.

PN 131 - Students met the objective. They were able to communicate the type of contraceptive, indications and contraindications, warning signs to report and patient teaching for the contraceptive method. Students were able to be creative in how they presented the information.

SOC 122 - The students were good at identifying the ways society impacts the individual. They had more trouble understanding the need for inclusion and how that would happen. Mostly, they did well at identifying the power of myths.

SPC 111 - Most students are performing at the Exemplary or Acceptable level, which for this entry level course, is an achievement and common from semester to semester. There were several students who did very well on their speeches to the Exemplary level. I believe that a majority of the students met the objectives for this course, with only a few that were a couple of steps behind them. Delivery is always a weaker skill at this stage, as it is the most difficult to master.

WEL 122 - Students are able to succeed when given ample opportunities to perform hands-on activities and provide their own oral descriptions of the processes along with the instructor's explanations of textbook material and industry procedures.

Question 2 asked faculty:

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



Below are examples of feedback submitted by faculty over the three years of assessing Oral Communication. This feedback relates to modifications in curriculum and instruction that would hopefully lead to the improvement of student learning.

ADN 224 - This was the first year that I assigned this activity as part of a flipped classroom approach. At this time, I am going to keep the assignment as is and monitor.

ADN 229 - I would like to add student participation in the development of the presentation to the rubric for next year. This will ensure all students participate in the research and development process of the presentation.

AGR 112 - The assignment was for the students to engage in a formal oral debate on the topic "Moving society to a plant-based diet". In the future I may have the students engage in a practice debate in class on a different topic so that they get more practice with debating.

AGR 145 - The assignment was to deliver a 5-minute presentation on the topic, how the inflation occurring on farmer inputs will affect a system already under stress due to supply chain constraints; how will this affect food security for many households? In the future, I may have the students present these live instead of recorded sessions since this is an online course.

AGR 197 - In the future, I may open my classroom during the presentations to allow them more practice with a larger audience.

AST 111 - In the future, I plan to continue these oral reports. I like the addition this semester of having students write their impressions of their classmates' reports, of course to their notes upbeat and hopefully constructive and not demeaning. I really want to know what they learn from each of the reports. It is important that students feel comfortable giving their reports and I have found that after the initial reports are given, students are more friendly to each other and have developed friendships. Of course, the classroom is a little louder, but at least they are getting along. Since these are short reports, they don't strictly adhere to the rubric in some cases which is why more students didn't get Exemplary marks.

AUT 122 - Strengthen students' communication skills with customers through continued exposure to new customers.

CJ 225 - In the future I will require students to use some visual supporting aids like power points or charts to demonstrate a more confident understanding to the audience.

COS 150 - Continue to monitor the sanitation requirements and mandates by CDC for upcoming year and adjust the sanitation strategies as needed.

PN 119 - Verbal communication using I-SBAR will continue to be included throughout each clinical rotation in order to expose students to this type of reporting throughout their program to better prepare them for jobs in nursing. Continue to practice with students with this type of



reporting and spend more 1 on 1 time with those students still developing to communicate this type of reporting.

SOC 122 - The assignments for this class will be revamped next semester. An assignment will be identified which does a better job of matching up with this core competency.

SPC 111 - Strengthen instruction in the areas of delivery and language. Create video examples of speeches as well as videos of the instructor illustrating some specific class concepts.

SPC 111 - Based on the discussion I had with students (1-4) I will incorporate more non-graded exercises and impromptu speeches in my class.

SPC 111 - Strengthen instruction in the areas of delivery and language. Since this is an online course, getting the students to practice their speeches or delivery techniques is not as simple as it is in a face-to-face class, so focus on how to implement a way for them to practice delivery and get feedback will be explored.

WEL 122 - Due to the ongoing requirements and expectations of the American Welding Society and the continued success of the students, the course content and delivery methods will remain the same. The class requirements for attendance will remain the same in order to maintain expectations of quality in student performance. Continued submissions for Retention Alert will continue.

This collection of sample statements by faculty provides insight into the review of instruction based on the extent to which student learning outcomes were met at that time. Each time a course is taught faculty consider what changes they could make to the course curriculum and classroom instruction. The goal is to build upon the existing instruction to promote improved student learning.

CQI Qualitative Commentary

The final part of the assessment process is Closing the Loop. A review of the CQI documents for the past three years helps determine ways in which faculty are closing the loop by reviewing course curricula, its content and teaching materials linked to Oral Communication. Examples provided within the CQI documents add to the evidence and feedback submitted to develop a more complete picture of ways in which student learning is constantly assessed by faculty.

The FY24 Automotive Program CQI included evidence linked to Oral Communication activities within the classroom and lab. The expectation was that:

The graduate will demonstrate work ethics and behavior necessary for appropriate customer service to all clients in the automotive industry.



Students were able to role play throughout the year to practice important customer service skills. This student learning outcome was met with no concerns and the instructor continued with the assignment with no changes. This is a good example of outcomes-related evidence included in CQI documents. Some gaps within the Automotive Program course curriculum, instructional materials, or teaching strategies were noted and therefore budgetary requests were submitted and new teaching strategies developed as part of the Closing the Loop process. However, it was also good to document that, based on the Oral Communication core competency data, there was no gap in the customer service skills student learning outcome and so no change was required to the assignment.

The FY22 Cosmetology Program CQI also documented Oral Communication assessment activities within the classroom and lab. The expectation was that students must:

Communicate with a client regarding service request and perform appropriate formulations and application techniques.

The Cosmetology Program has a salon which provides students with hand-on experience in dealing with clientele. All students interacted with clients when working at the reception and providing cosmetology services. It was noted in the CQI that:

Current student performance indicates that formulation and application skills are in line with basic industry standards. [Faculty will] Continue to prepare students for client cases as real business actions.

The FY23 Criminal Justice Program CQI also documented an Oral Communication assessment activity and the desired student learning outcome. The expectation was that students would interview an individual and detect deception on the part of the interviewee:

Prescribed role play for interrogations that follow specific investigative principles, with possible detection of ethical dilemmas.

All students completed the assignment and 80% were at the Developing level while the remaining 20% were Below Expectations. It was documented that students had difficulty in determining ethical dilemmas during the interview process and struggled with detecting deception. The follow-up action as part of the Closing the Loop process was to dedicate additional time to discuss law enforcement professional ethics, provide an explanation of real-world dilemmas and share deception “tells” examples.

Finally, Oral Communication was assessed in Speech classes with evidence documented in the FY23 Humanities and Social Science CQI. Students would communicate ideas, perspectives and values while demonstrating mastery of language. As noted above, 89% of students were assessed at the Exemplary or Acceptable level. In the follow-up action column, it was stated that:



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. I would also like to implement an app or software to help students with public speaking.

The current review of CCAF data and CQI evidence suggests that any curriculum or instructional changes made during this three-year cycle have helped attain the student learning outcomes benchmark of 80% for the Oral Communication core competency. The follow-up review of data that is collected during the next two years will be included in the 2028 Assessment Monitoring Report. Data analysis provided in that report will help determine if faculty were successful in Closing the Loop and therefore improving student learning.

College Performance

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

Percentage of Core Competency Outcome Benchmarks Targets Met

Data collected for three years (2021-24) has been reviewed for the Global and Cultural Awareness and Oral Communication core competencies. The core competencies were not assessed during the 2024-25 academic year. Faculty used the time to interpret the results of their course data and, as subject matter experts, implement instructional improvements based on their own suggestions. The instructors' goal is to improve student learning. The assessment data was subsequently reviewed by the SAAT Coordinator and shared with faculty during Assessment Day. A more detailed analysis of the data is provided in this report. 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 covering the nine semesters (Fall 2021 to Summer 2024), the following strengths are noted for the Global and Cultural Awareness and Oral Communication core competencies when reviewed both separately and together.

- Data was submitted for 217 courses: 118 Global and Cultural Awareness courses and for Oral Communication 99 courses.
- There is good overall balance in data collection when reviewing data by semester, with 95 (43.8%) fall courses and 90 (41.5%) spring courses assessed, across both core competencies, with 33 (15.2%) summer courses assessed.
- 2,300 students were assessed: 1,243 for Global and Cultural Awareness and 1,057 for Oral Communication.
- An average of 10.6 students were assessed per course.
- All four Oral Communication criteria achieved the 80% Exemplary or Acceptable benchmark.
- Feedback provided in the CCAFs suggests that faculty are Closing the Loop.



- Feedback provided in the CQIs also suggests that faculty are Closing the Loop.

The following areas for improvement are noted:

- A review of course curricula and the Core Competency Assessment Map may provide opportunities to assess Global and Cultural Awareness and/or Oral Communication in additional courses.
- Both core competencies experienced a decline in the number of courses assessed after 2021-22.
- An imbalance in the number of CCAFs submitted per year, with 108 (49.8%) in 2021-22 but only 49 (22.8%) in 2022-23 and 60 (27.6%) in 2023-24, should be reviewed and addressed.
- Faculty should review their data to identify gaps in student learning outcomes related to all Global and Cultural Awareness criteria.
- Additional qualitative feedback should be provided by faculty in both the CCAF and CQI documents.

Summary Analysis

Students' Demonstrated Performance of Core Competencies

SAAT has completed a comprehensive review of assessment data for the Global and Cultural Awareness and Oral Communication core competencies. The following information is based on data covering the period 2021-24:

- SCC students demonstrate high levels of performance in Oral Communication and consistently reach the 80% benchmark in all five criteria.
- Global and Cultural Awareness data suggests that most students do attain the Exemplary or Acceptable level but not enough achieve this level to reach the desired 80% benchmark.
- These two core competencies will be assessed again during 2025-26 and 2026-27 as SAAT continues to develop its longitudinal data summary.

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, review, and update 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.
- Work with IT and the Curriculum Development Manager to determine how to best utilize Moodle and WIDS as technological tools for collecting data and disseminating results.
- Work with the Curriculum Development Manager to ensure alignment and coverage of all competencies at all levels of instruction and in all programs in WIDS.
- 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 all four criteria covering Global and Cultural Awareness (**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.



The SCC Continuous Quality Improvement Entity Map was modified in Fall 2022. New programs were required to complete an annual CQI document. Some existing programs were divided or combined to allow for a more specific analysis of their goals, objectives, and outcomes. There are currently 55 programs listed.

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. This timeline has been maintained and in February 2025 the SAAT Coordinator reviewed all FY25 CQI documents that were submitted to WEAVE. SAAT needs to determine the best way to review and assess CQI documents now that employees utilize WIDS instead of WEAVE.

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 follows. As of 2023 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. Any new clubs and/or dormant clubs that are once again active will be added to the 2025-26 list.

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 and complete the CQI. The data was readily available using WEAVE. A submission and review procedure needs to be fully developed so that SAAT may gather and analyze data and evidence within the academic CQI documents. 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.
- A list of current programs and co-curricular programs exists so the SAAT Coordinator will contact the instructor or sponsor for updated information and data.

The following areas for improvement are noted:



- Co-curricular clubs and organization submissions 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). It is hoped that these numbers will increase in the 2025-26 academic year.
- Training will be done with clubs and organizations to ensure that each instructor or sponsor is aware of, and knows how, to complete and submit a CQI document.
- SAAT needs to determine the best way to collect and review CQI documents now that the college has moved from WEAVE to WIDS.

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 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 continue to work with the VPAA, 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.**).
- Each CTE program should determine standards that are aligned with employer or state/national 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.**).

Student Academic Assessment Team (SAAT) Recommendations

SAAT should do the following in FY26:

- Continue to review and update Student Academic Assessment Plan to align to the Strategic Plan and *SCCES* and create an Assessment Plan Operating Standard (**Strategic Plan 4.1.C.**).
- Continue to update the Core Competency Assessment Map 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 to accurately reflect current programs.
- Analyze FY18 to FY24 data collection for intervention proposals (**Strategic Plan 4.2.B., 4.2.C., 4.6.C.**).
- Work with faculty to increase CCAF submission rate for all faculty: full-time, part-time, 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 FY26 (**Strategic Plan 4.1.C.**).



- Begin planning process for FY27 (**Strategic Plan 4.1.C.**).
- Celebrate Program Assessment Achievements for FY25 (**Strategic Plan 3.5.E.**)

Appendix

Appendix 1. Core Competency Assessment Map

Course	GC	OC	PG	PS	RL	WC
ACC-0111				X		
ACC-0121				X		
ACC-0219						
ACC-0223						
ADN-0222						X
ADN-0223			X			
ADN-0224		X				
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			
ADN-0247				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	
AST-0112					
AUT-0122				X	
AUT-0129			X		
AUT-0130				X	
AUT-0131					
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				X	
BUS-0116	X				
BUS-0124				X	
BUS-0128					X
BUS-0155			X		
BUS-0195			X		
BUS-0197			X		
BUS-0210					X
BUS-0211					
BUS-0214					
BUS-0215					
BUS-0225					X
BUS-0230	X				
BUS-0232		X			
CHE-0111				X	
CHE-0114				X	
CHE-0115				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			
CNA-0120				X		
COM-0111				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	
COM-0227				X		
COM-0231						
COM-0241						
COM-0244				X	X	X
COM-0246						
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			X		
ECO-0212			X		
EDU-0110	X				X
EDU-0111	X				
EDU-0119			X		
EDU-0213					X
ENG-0111				X	X
ENG-0112				X	X
ENG-0124				X	X
ENG-0126		X			X
ENG-0221				X	X
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					
HCC-0100					
HCC-0101					

HCC-0102					
HCC-0103					
HCC-0104					
HCC-0105					
HCC-0106					
HCC-0107					
HCC-0108					
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	X				
HLT-0116	X				
HST-0112					
HST-0115					
HST-0116					

IMS-0121						
LEA-0114			X			
LEA-0115			X			
LEA-0214			X			
LEA-0215			X			
LIT-0210				X	X	X
LIT-0211				X		X
LIT-0212						X
LIT-0213				X	X	X
LIT-0216				X	X	X
LIT-0217				X	X	X
LIT-0219	X				X	X
LIT-0221				X	X	X
LRC-0112					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-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-0208				X		
MAT-0209				X		
MAT-0210				X	X	
MAT-0212				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		X				
OTA-0110		X				
OTA-0112				X		
OTA-0120					X	
OTA-0122			X			
OTA-0131						X
OTA-0132		X				
OTA-0133						X
OTA-0134			X			
OTA-0200	X					
OTA-0205						X
OTA-0210					X	
OTA-0217				X		
OTA-0218				X		
OTA-0230				X		

OTA-0231		X			
OTA-0232	X				
OTA-0250	X				
PE-0190		X	X		X
PE-0210			X		X
PE-0212			X		
PE-0218			X		
PE-0219			X		
PE-0220			X		
PE-0221			X		
PE-0222			X		
PE-0231			X		
PHB-0120					
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-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						X
SPA-0112						
SPC-0111		X				
SPC-0124					X	X
SPC-0210					X	X
SW-0121				X		X
SW-0199						X
SW-0222						
SW-0224						X
SW-0225						X
TDR-0176	X	X	X	X	X	X
TDR-0177						
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