ST. PHILIP'S COLLEGE ANNUAL ASSESSMENT DAY REPORT

INSTITUTIONAL STUDENT LEARNING OUTCOMES 2020 - 2021

ST. PHILIP'S COLLEGE

St. Philip's College
Annual Assessment Day Report
March 31, 2021

Introduction

Due to health and safety concerns regarding COVID-19, the St. Philip's College Annual Assessment process was conducted remotely using the zoom and iRubric platforms. This report details Institutional Student Learning Outcomes Assessment Day results to maintain transparency and promote discussion and improvement. Assessment Day occurred on February 5, 2021 and involved 32 faculty assessors and 7 alternates, including department chairs from all five Arts and Sciences departments.

Institutional Process

In order to maintain compliance and accountability, St. Philip's College assesses Institutional Student Learning Outcomes (ISLOs) adopted from the Texas Higher Education Coordinating Board's competencies/objectives for general education core curriculum. These competencies include:

- Critical Thinking Skills (CT) - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills (COM) - effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills (EQS) - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW) - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR) - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR) - ability to connect choices, actions and consequences to ethical decision-making

St. Philip's College uses a 2-year assessment cycle. The 2020-2021 Cycle II Assessment addressed **Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility**. Assessed in 2019-2020, Cycle I included Critical Thinking, Communication, and Personal Responsibility; Personal Responsibility is assessed *every* cycle as part of the institution's Quality Enhancement Plan – Ethical Decision-Making.

The cycle is comprised of artifact collection and submission during the fall semester, followed by Calibration Training and Assessment Day in the spring semester. Students produce artifacts (student assignments) in all general education courses, and faculty submit this work for randomly selected courses. Subsequently, departmental faculty assess these artifacts to determine learning outcome proficiency from the following levels: skillful, emerging, or not demonstrated; (i.e., Communications and Learning faculty assess courses from their departmental disciplines, et. al.).

Assessment Day Results 2020-2021

The Coordinator of Measurement and Evaluation shared the following overview of Institutional Student Learning Outcomes and results with Arts and Sciences Department Dean, Chairs, and faculty on March

26, 2021 via zoom (Appendix A). Discussion of the Cycle II 2020 – 2021 results for Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility followed. Participants identified problem areas and suggested improvement strategies for underperforming outcomes**.**

2020 - 2021 Cycle II Overall Results

As shown in *Figure 1* (below, top), overall skillful and emerging (S + E) results for 2020 – 2021 Cycle II exceed the 70% target by 9.3%. *Figure 2* (below, bottom) displays longitudinal trends across both cycles. As displayed, Cycle II results rebounded in 2020 – 2021, following a three-term decline. Cycle I results have dropped 1% each academic year assessed, although the overall results remain above target. 2019 – 2020 was the first Cycle I to assess all SLOs per core foundational area artifact, a change implemented with Cycle II during 2018 – 2019. Prior cycles assessed one selected core foundational area SLO per artifact. In this second Cycle II assessing all SLOs, overall results improved 4% over the 2018 – 2019 assessment period, as well as reaching the highest Cycle II performance rate since the initial assessment in 2014 – 2015.

Figure 1

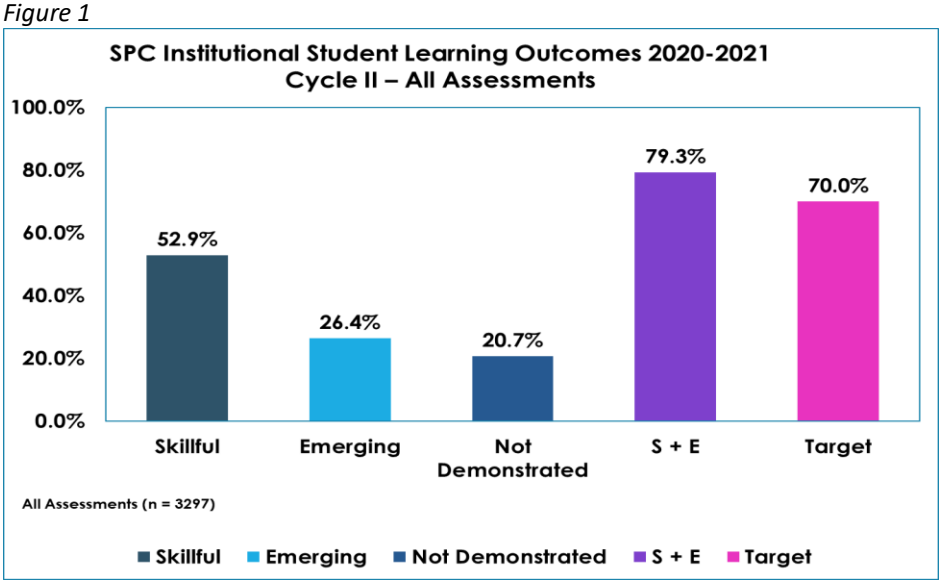
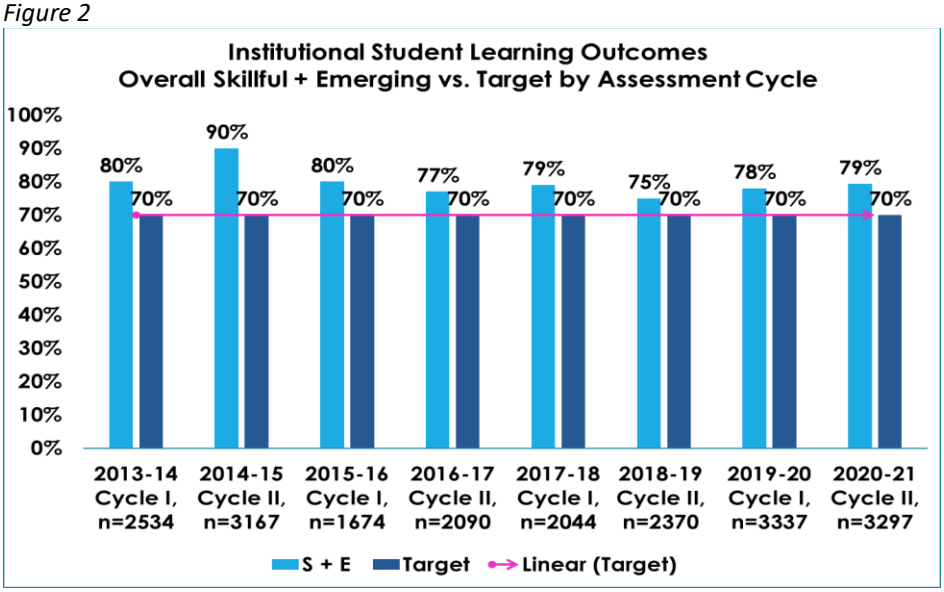


Figure 2



2020 – 2021 Cycle I Student Learning Outcome Results

Figures 3 through *6* feature Student Learning Outcomes (SLOs) by Core Competency. Seen in *Figure 3* (below, top), Empirical & Quantitative Skills SLO1 and SLO3 exceed the 70% target. At 89.0%, SLO1 (Identify and Collect Data) achieved the highest percentage of Skillful and Emerging, while SLO2 (Manipulation of Data) resulted in the lowest score at 68.2%. SLO3 (Analyze data and draw informed conclusions) equals 78.4% Skillful and Emerging.

Figure 3

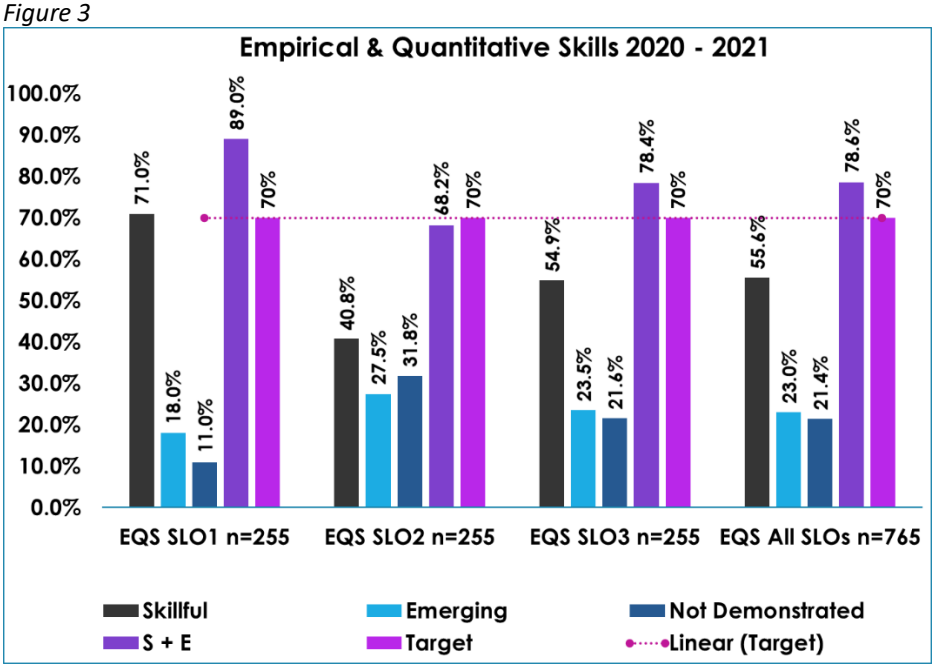


Figure 4 (below) presents Teamwork SLO results. As shown, all 3 SLOs (SLO1 Contribution, SLO2 Cooperation, and SLO3 Self-management) demonstrated Skillful and Emerging averages greater than 89%.

Figure 4

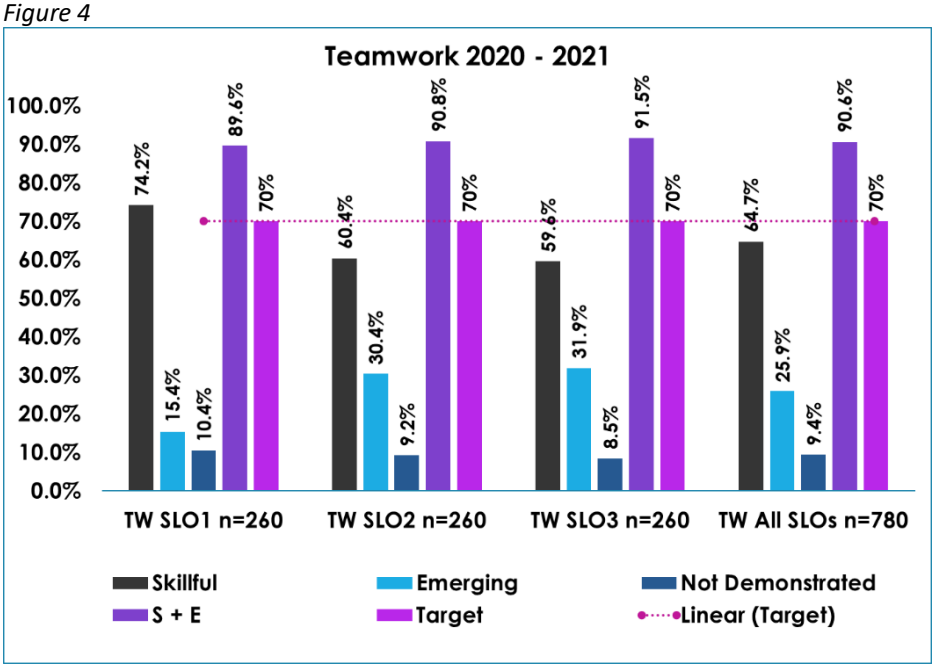


Figure 5 (below) presents Social Responsibility SLO results. As shown, all 3 SLOs (SLO1 Intercultural, SLO2 Civic Knowledge, and SLO3 Communities) demonstrated Skillful and Emerging averages below the 70% target.

Figure 5

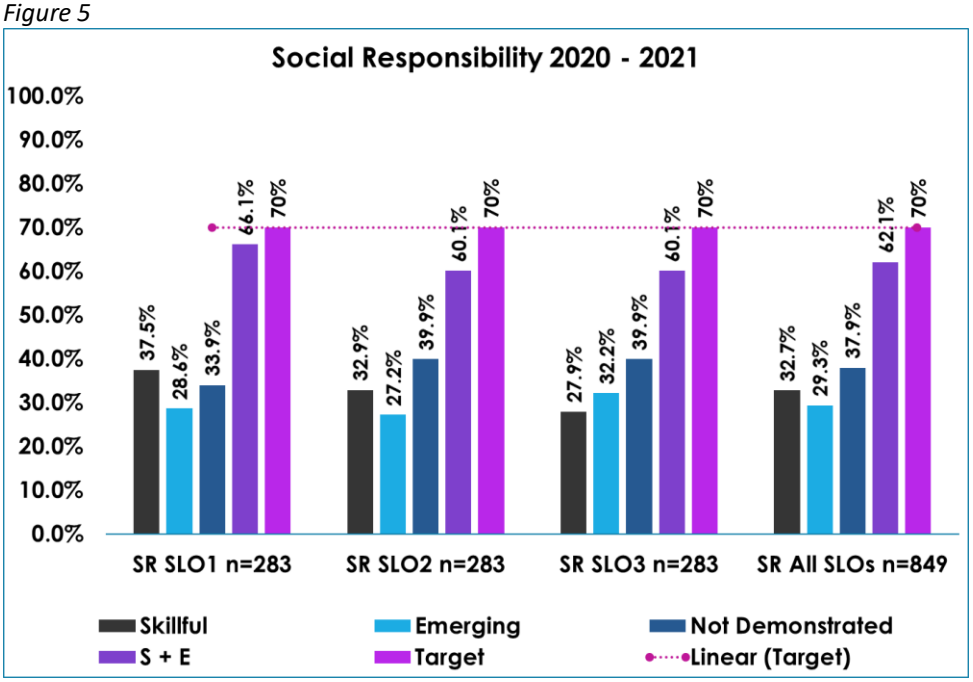
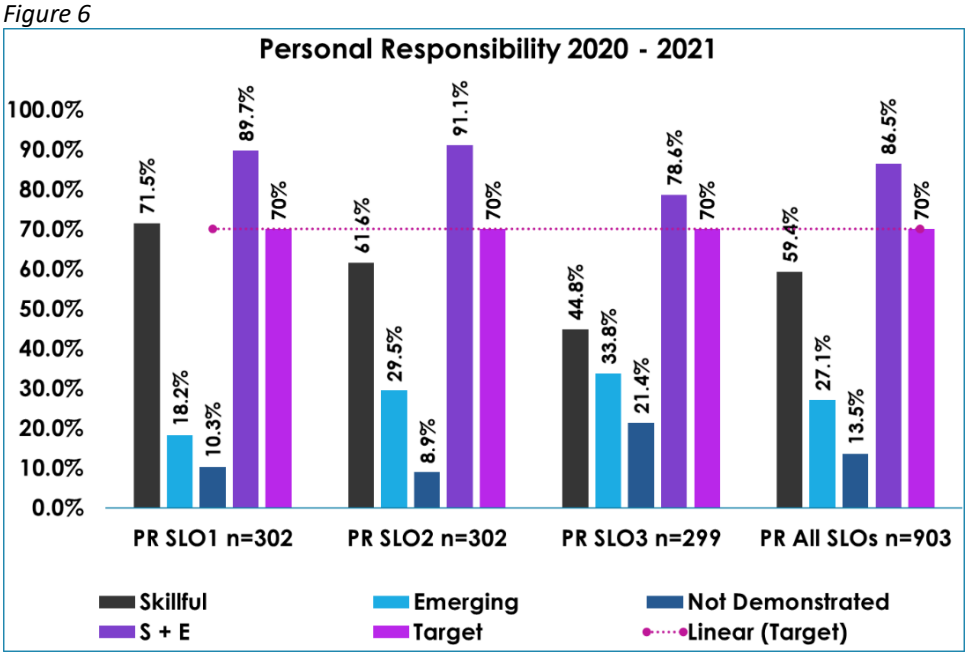


Figure 6



Displayed in *Figure 6* (above), Personal Responsibility SLO1 (Ethical Issues, formerly SLO2) features a Skillful and Emerging score of 89.7%. SLO2 (Perspectives, formerly SLO3) scored well above the target at 91.1%. SLO3 (Values, formerly SLO1), with 78.6% Skillful and Emerging, surpassed the 70% target by 8.6% following five consecutive cycles without meeting the target.

Trend Analysis by Institutional Core Competency

Empirical and Quantitative Skills trend analysis in *Figure 7* (below) shows an 8.6% decline (AY 2019 – AY 2021) in the Skillful and Emerging results.

Figure 7

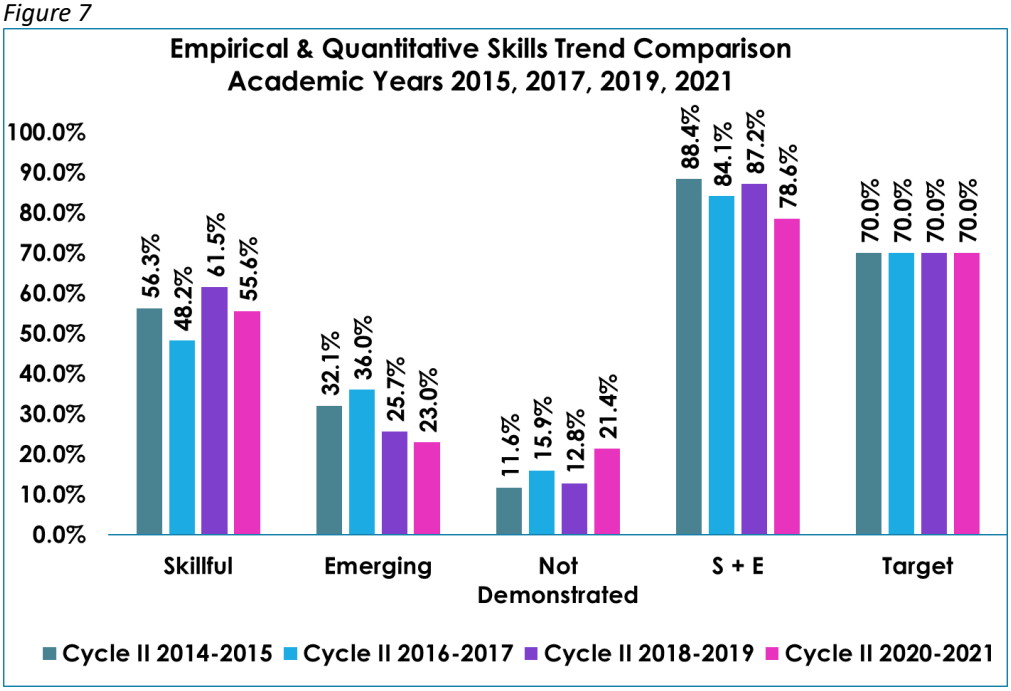
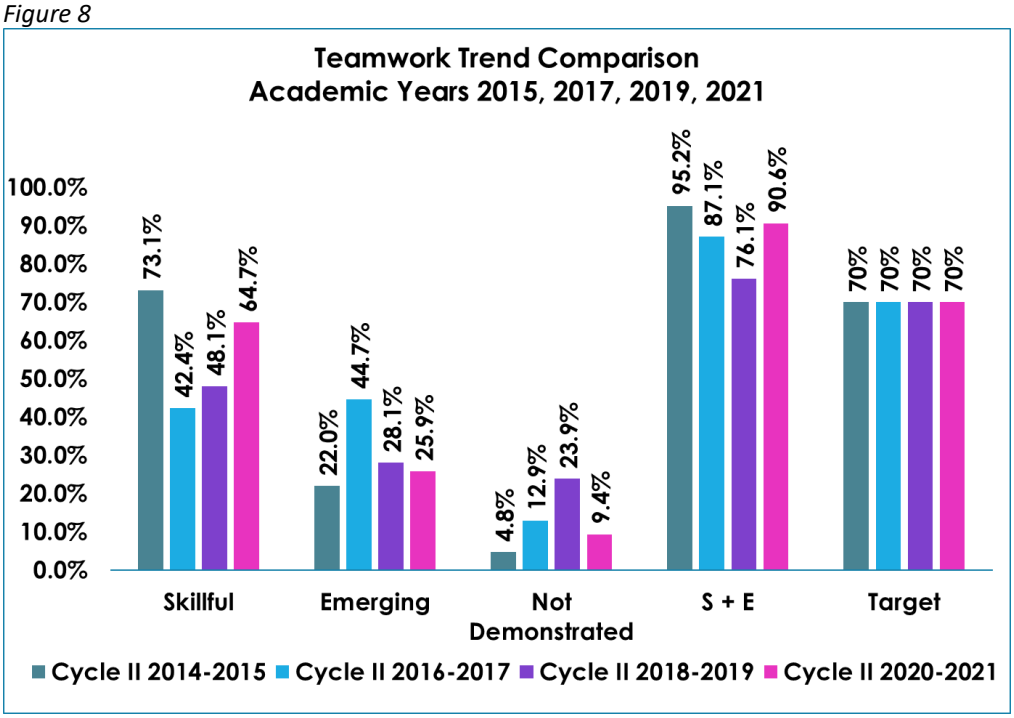


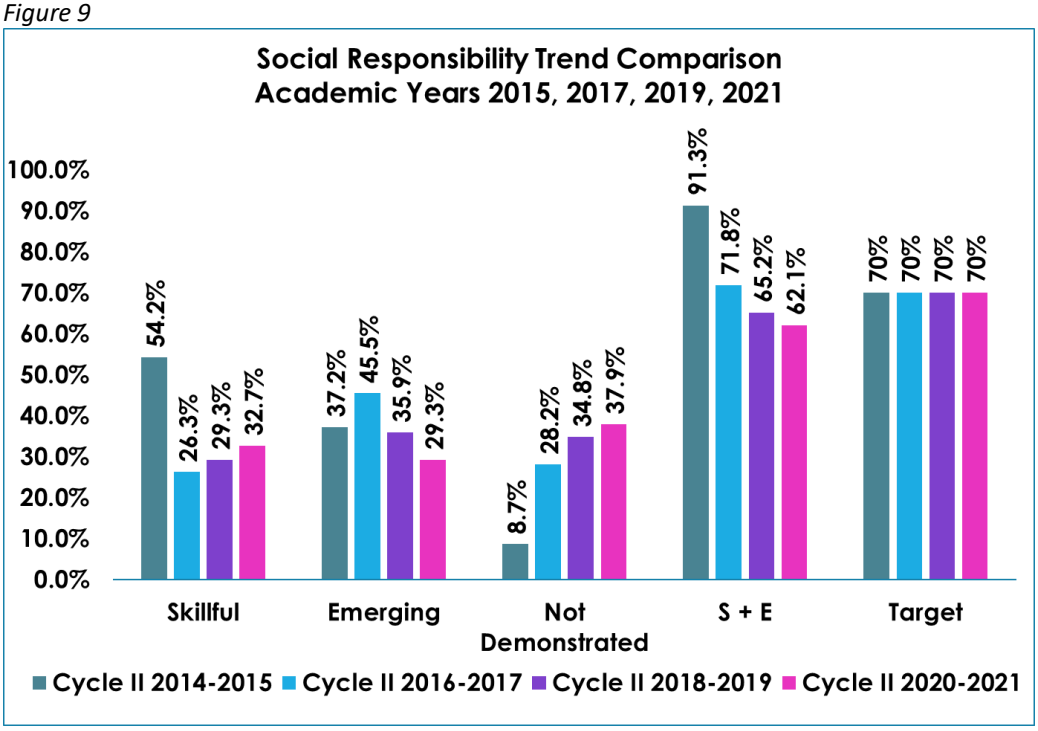
Figure 8



In *Figure 8* (above), overall 2020 – 2021 Teamwork results demonstrate a significant improvement from the 2018 – 2019 scores (+14.5%).

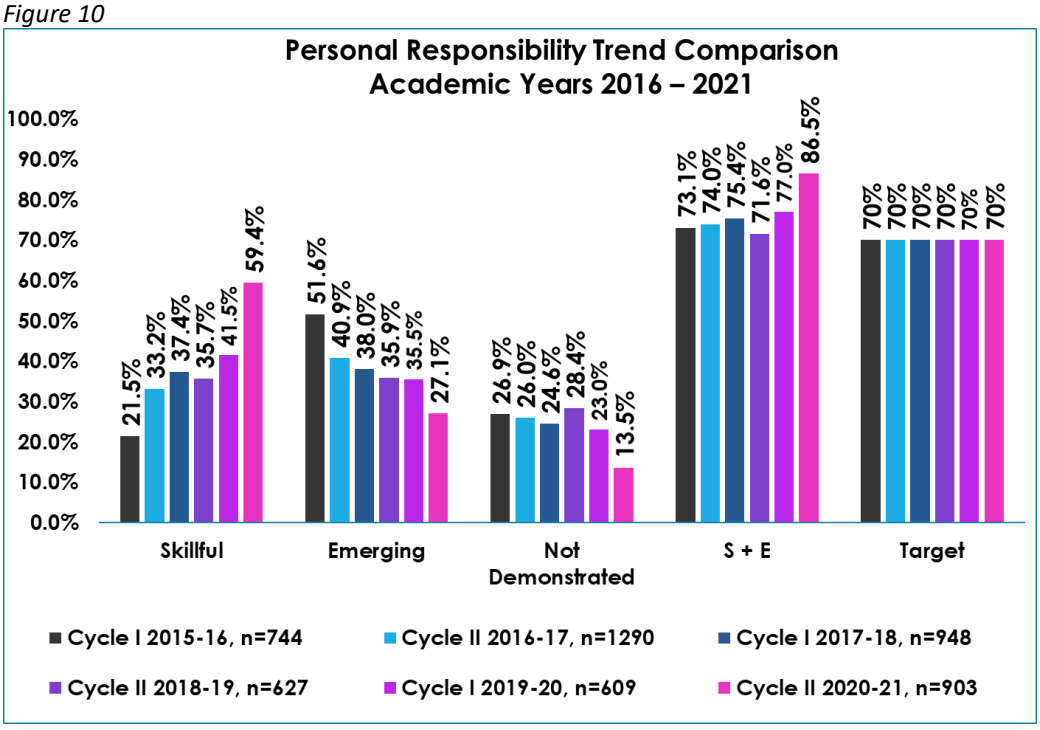
Figure 9 (below) displays a negative trend, as Social Responsibility Skillful and Emerging scores continue declining (-29.2% from initial to current assessment cycle).

Figure 9



The only core competency assessed during every cycle, Personal Responsibility results improved by 9.5% from AY 2020 Cycle I to AY 2021 Cycle II and improved by 14.9% over previous Cycle II (AY 2019) results, as shown in *Figure 10* (below).

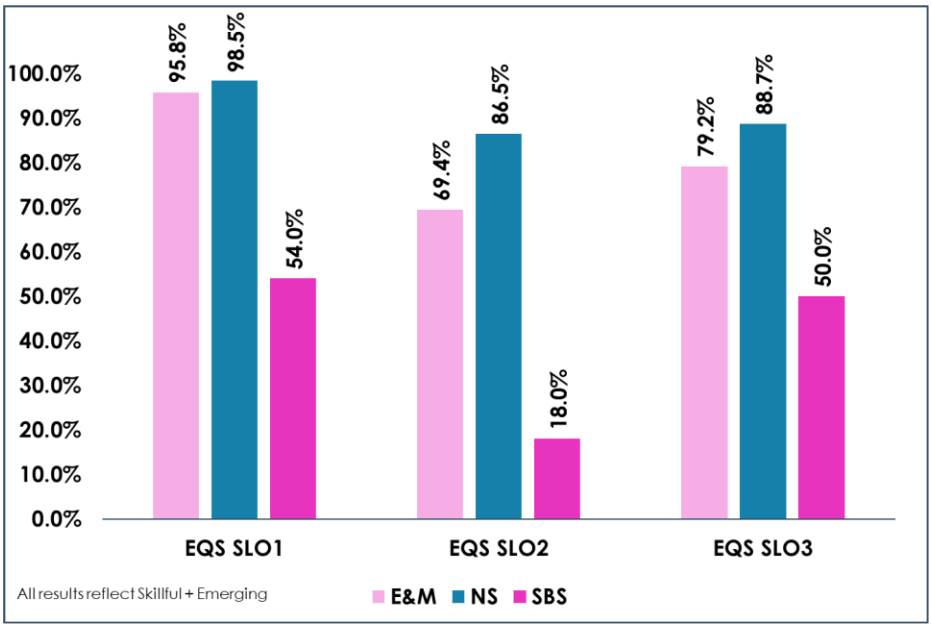
Figure 10



2020 -2021 Cycle II Departmental Results by Student Learning Outcome

Annual ISLO assessment random sample includes general education courses offered by all five Arts and Sciences Departments: Communications and Learning (C&L), Engineering and Mathematics (E&M), Fine Arts and Kinesiology (FAKIN), Natural Sciences (NS), and Social and Behavioral Sciences (SBS). *Figures 11 – 14* display data and results by core competency and department. *Figure 11* (below) addresses Empirical and Quantitative Skills overall Skillful and Emerging by department. As shown, this core competency presented a challenge in Social and Behavioral Sciences.

Figure 11 Empirical and Quantitative Skills SLOs by Department



As seen in *Figure 12* (below), Teamwork Skillful and Emerging results exceeded the 70% target across all SLOs and departments.

Figure 12 Teamwork SLOs by Department

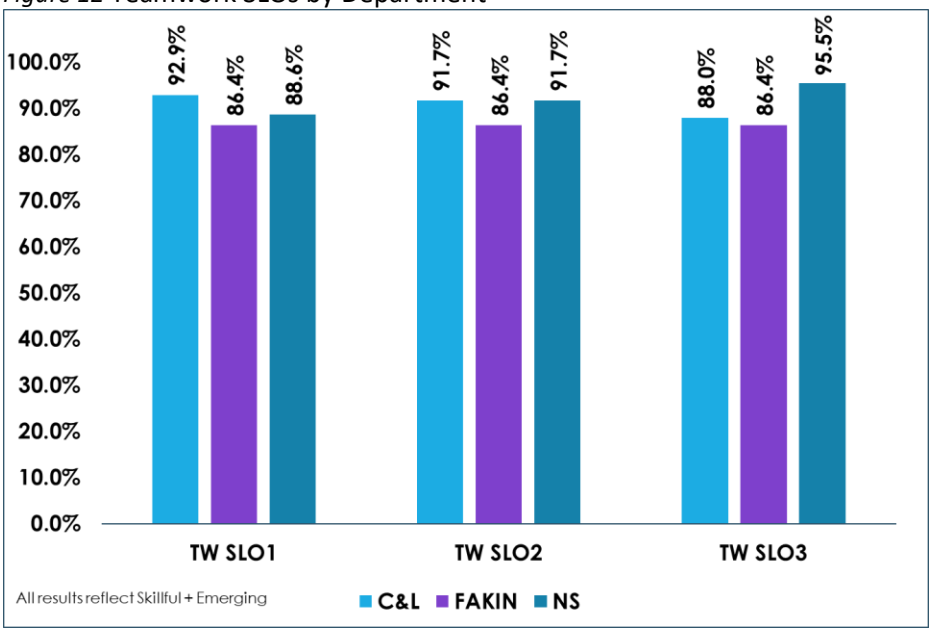


Figure 13 Social Responsibility SLOs by Department

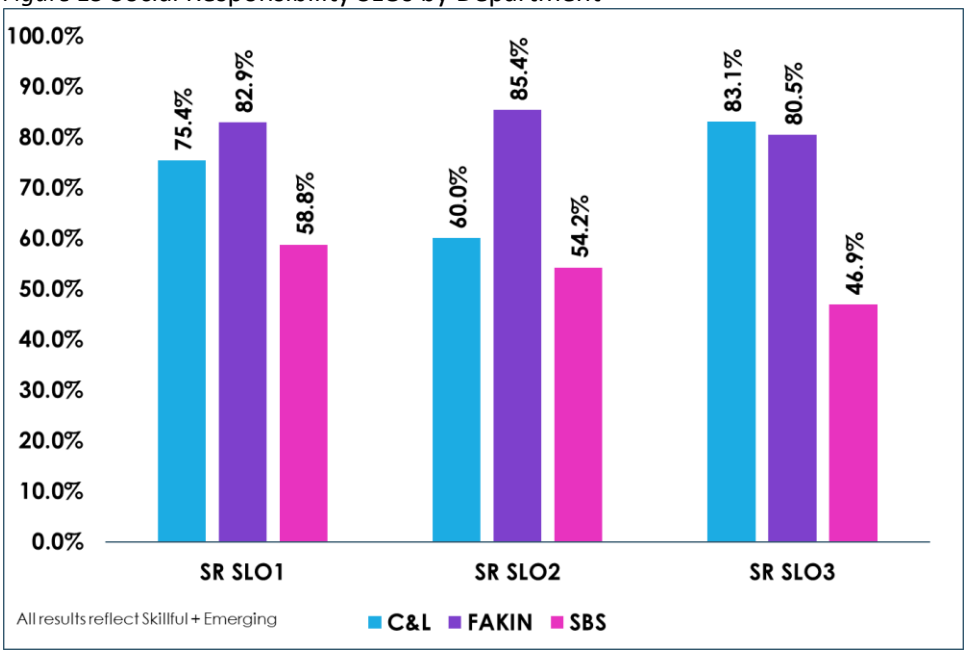
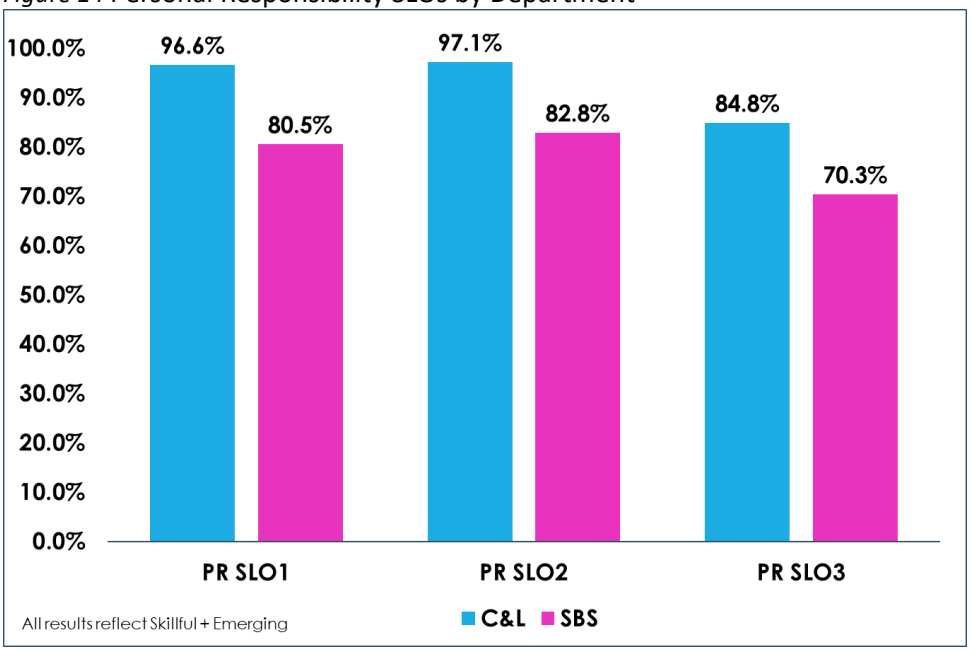


Figure 13 (above) reveals greater results disparities among the three departments assessing Social Responsibility. While Fine Arts and Kinesiology achieved Skillful and Emerging scores over 80% for all three SLOs, Social and Behavioral Sciences did not meet the SLO targets, and Communications and Learning exceeded the target for two SLOs (SLO1 and SLO3).

Shown in *Figure 14* (below), Personal Responsibility results met/surpassed the 70% targets across all three SLOs and both departments: Communications and Learning and Social and Behavioral Sciences.

Figure 14 Personal Responsibility SLOs by Department



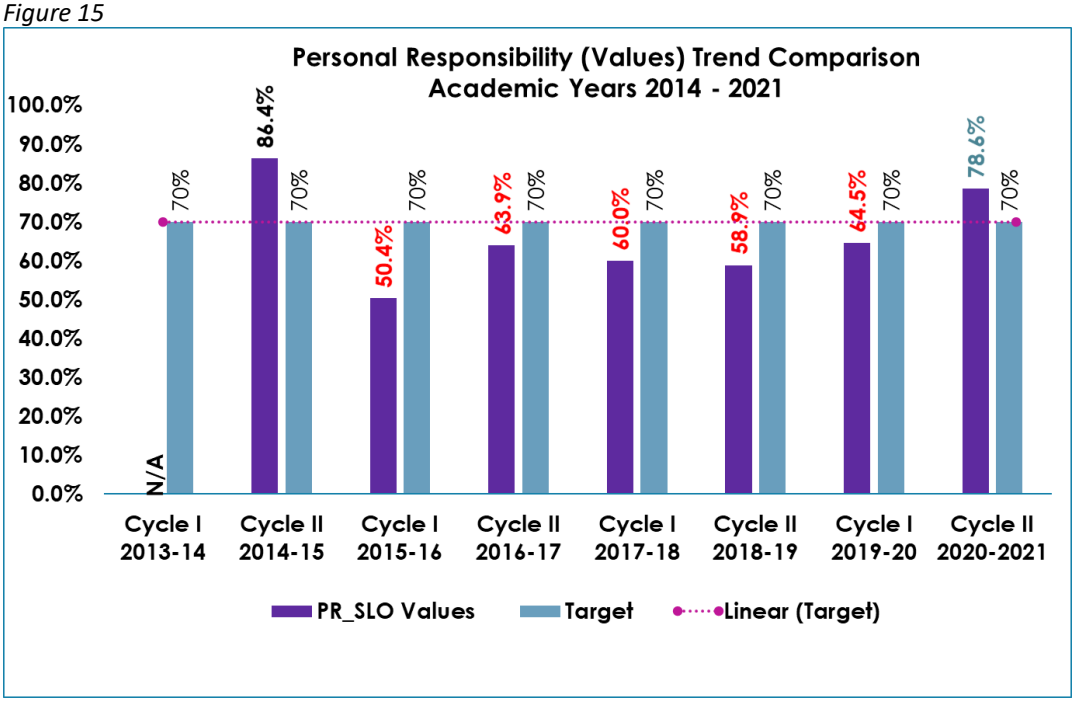
Improvements 2020 – 2021

Revised methodology in random course sample to stratify by rubric (formerly department) resulted in a more diverse list of sample courses.

Personal Responsibility SLO 3 (formerly SLO 1) exceeded target by 8.6% following five years of unmet target, as shown in *Figure 15* (below).

Second Cycle II Assessment of all SLOs for every core competency to ensure equitable representation of all SLOs; (Cycle II implemented this practice during 2018-2019).

Figure 15



Challenges 2020 – 2021

Fewer artifacts submitted for some courses than course enrollment/completion counts. Overall return rate of 88.9% based on student course completion.

Not all artifact assignments inclusively addressed the core competencies/SLOs required by the foundational component area.

Large numbers of "Not Demonstrated" in some courses.

Social Responsibility overall skillful and emerging results continued declining, falling short of the target for a consecutive Cycle II assessment.

Assessment Showcase Departmental Discussion Highlights

1. Communication & Learning (presented by Jenny Gray, faculty assessor) – More training needed for adjuncts, specifically in dual credit programs; strong Social Responsibility presented in the Speech assignment, method for introducing it to faculty in DC SPCH courses. (Additional feedback provided by Stephanie Gibson, faculty assessor) Required QEP discipline specific assignment training for all

who are teaching. Discipline specific assignment templates that must be followed with the exception of the piece of material to be evaluated with the EDM process. Questions for teamwork need to be revisited to ensure clarity for students across the disciplines. Require everyone to be part of the review process to see the QEP assignment from that perspective in order to gain a better understanding of the desired outcomes.

2. Engineering & Mathematics (presented by Justin Hill, faculty assessor) – Suggest streamlining the submission process (all assignments typed to avoid "Not Assessible"), potential lack of student "buy in" on Empirical & Quantitative Skills (EQS) SLO 2 (Manipulate Data) – (rewording question to increase student interest?), and some debate on the rubric interpretation for SLO 2
3. Fine Arts & Kinesiology (presented by Andrew Heinrich, faculty assessor) – Issues with and questions about Teamwork (TW), specifically subjectivity of student self-assessment and questions regarding assignments based on observation rather than participation; suggestions include crafting a standard assignment and earlier turn in dates
4. Natural Sciences (presented by Dr. Shane Kendell, chair) – Department will continue using Form site for data collection and maintain their standardized assignment (allowing for faculty revisions), observed more consistent responses in the remote environment
5. Social & Behavioral Sciences (presented by Cindy Pryor, faculty and interim chair) – Suggest low Social Responsibility (SR) scores may reflect current reality and lacking SR in this time; concern regarding the purpose and significance of the assessment process includes student duplicating efforts across multiple courses and the implication of results; (are they true and meaningful reflections?)

Overarching Features, Topics, and Improvements

- Rubric interpretation and potential revisions, specifically Teamwork and Social Responsibility
- Process improvement, including use of pre and post-test for more meaningful assessment
- Mandatory assessment training to help ensure adjunct faculty have a better understanding of the assignments and process
- Teamwork discussion regarding whether viewing group projects may be accepted in lieu of participating in a group project
- Discussion of WHY we do assessment (multi-functional general education and ISLO assessment required by THECB and SACSCOC, as well as the Quality Enhancement Plan (QEP) Ethical Decision-Making (EDM) component based on Personal Responsibility
- Departments want to view other departments' assignments for reference and potential improvement/collaboration
- Suggestions for interdepartmental collaboration in developing strategic approaches to improve SLO results and ensure equitable reinforcement of student learning; sharing Fine Arts and Kinesiology assignments, which surpassed the target for all Social Responsibility SLOs, to develop a template across disciplines and departments was discussed
- Social and Behavioral Sciences organized a committee to revisit artifacts for each departmental discipline and coordinate a new approach for the upcoming AY 2022 cycle; (committee members are Kimberly Carlisle, Monique Johnson Dixon, David Kisel, and Kelli Rolland-Adkins)
- Assignment review feedback concurs with several discussion points – more training for improved assignments and inclusive SLOs, "assignment pool" consisting of approved assignment templates across departments and disciplines, rewording some elements/questions of standardized assignments for better student "buy in" or understanding

Data Sources

iRubric
Institutional Planning, Research, and Effectiveness

Appendices

Appendix A: Agenda and Attendees for March 26, 2021 Assessment Showcase

Appendix B: Assessment Showcase Presentation Slides

Appendix C: ISLO 2020-2021 Data Report

Appendix D: Assignment Review Feedback

Appendix A

Agenda and Attendees for March 26, 2021 Assessment Showcase

AGENDA: QEP/ISLO Assessment Showcase
March 26, 2021

Showcase	Friday, March 26, 2021	9:45 – 11:00 AM
9:45 – 10:15	QEP/ISLO Results	Shanna Bradford
10:20 – 10:40	Departmental Breakout Discussions **Communications & Learning:** 882 270 0294 **Engineering & Mathematics:** 210 486 2607 **Fine Arts & Kinesiology:** 943 5666 8900 **Natural Sciences:** 954 6596 1709 **Social & Behavioral Sciences:** 959 6028 1133	Arts & Sciences Departments
10:45 – 11:00	Discussion Summaries	Department Chairs and Faculty

Bradford, Shanna L

Subject: Arts & Sciences Monthly Division Meeting
Location: https://alamo.zoom.us/j/98437620955

Start: Fri 3/26/2021 9:00 AM
End: Fri 3/26/2021 11:00 AM
Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: Ramirez, Connie M
Required Attendees: Agricola Mojica, Jennifer R; Aguero, Kristabel; Aguilar, Miguel A; Aguilar, Pablo A; Aiken, Cynthia; Alba, Lourdes C; Alertas-Jacobs, Diane; Alshaikhli, Karrar F; Andrews, Maria C; Arevalo, Philip M; Asamoah, Paul; Awuku, Hayford T; Bass-Wright, Shirley A; Benavides, Rodrigo; Bradford, Shanna L; Biduaka, Roger M; Bowlin, William R; Buckingham, Jason; Calder, Russell; Calderon, Frances F; Candia, Abel B; Casas, Lydia M; Chormanski, Kyle D; Cormier, Maria; Cottier, Mary B; Cottier, Stephanie M; Coy-Mahula, Stacie M; Hernandez, Sunny R; Cruz-Torres, Wanda I; Cunningham, Karen L; Davenport, Laura E; Davis, Christopher B; Dawson, Randall N; De La Rosa, Velia E; Delgado, Esteban; Dinsmore, Cynthia A; Dominguez, Alicia D; Duncan, Jo D; Durham, James S; Elliott, Raymond J; Enriquez Vega, Abel E; Epstein, Lee A; Escamilla, Diana; Fenton, Karlene; Fletes, Rocio; Flores, Jessica M; Flores, Laura; Foss, David; Frilling, Joshua J; Gaitan-Martinez, Mariel S; Galvan, Spencer L; Garza, Melissa J; Geary, Nicole; Gentry, Juliette P; Gentry, Mary H; Gibson, Stephanie A; Goforth, Deretha R; Gonzales, Gregory; Gonzalez, Jack A; Gonzalez, Odilia; Gray, Jennifer N; Grayson, Chris D; Green, Robert D; Grillo, Michael; Grover, Daniel D; Guerra, Alberto I; Guerra, Gloria M; Hamilton, Allen L; Hardy, Vincent C; Haye, Teri A; Heckman, Patricia; Heinrich, Andrew J; Heldmann, Laura P; Herber, Rosalie; Hernandez, Nelson E; Hernandez, Patricia R; Hester, Diane C; Hildreth-Mar, Ann; Hill, Andrew J; Hill, Justin R; Hollon, Lynne E; Hooper, Donald; Hudock, Matthew F; Humberson, Laurilyn; Hunt, James R; Irving-Conaway, Kimberley M; James, John N; Johnson, Beth E; Johnson, George H; Johnson, Monique L; Katz, Cynthia D; Keck, Molly E; Kelaita, Mary A; Kelley, Edmond R; Kendell, Shane M; Kisel, David; Koonhow, Stacie R; Lamza, Andrew T; Lay, Arianna C; Lee, Paul W; London, Alice E; Longoria, Santiago; Lopez, Irma S; Lopez, Jessica A; Lopez, Sylvester J; Lothamer, Lucas J; Mancha, Elizabeth; Manzo, Jude T; Martinez, JoAnn; Martinez, Norbert C; Miller-Sallese, Genevieve F; Miranda, Jamie C; Mitchell, Renita D; Monseau, Michele A; Nanivazo, Joelle M; Nava-Fischer, Carmen; Nawrocik, Jack L; Nfor, Solomon K; Nicholson, Alexis C; Niyomugaba, Yvette; O'Casey, Edward A; Ortega, Lydia M; Osborne, James R; Osborne, Jen L; Ozuna, Regina M; Panthi, Basu D; Parrott, Jennifer M; Passty, Jeanette N; Patterson, Shannon A; Pennick, Anissa J; Perdue, Tiffany J; Perez, Peter J; Perez, Roxanne; Pichot, Kenneth C; Plunkett, Terry P; Poff, Kenneth R; Pryor, Cynthia J; Rajamanickam, Subapriya; Ramasamy, Kumaraguruparan; Ramirez, Marissa; Reddy, Srinivasa E; Ricketts, William K; Rocha, Aurelia G; Rodriguez, Guadalupe M; Rodriguez, Maria G; Rolland-Adkins, Kelli Y; Ruiz-Velasco, Alejandro; Saint Hubert, Marie-Michelle; Sammons, Josephine C; San Miguel, San Juan; Saunders, Kimberly E; Schmidt, Eric J; Schneider, Justin B; Sifuentes, Louis F; Smith, Delicia A; Smith, Desiree Y; Snavely, Sandra A; Sovine, Meagan B; Steel, Greg; Taylor-Robinson, Rachael L; Teresa Hopwood; Thomas, Jonathan D; Torres, David; Trautman, William B; Valdovinos, Christopher; Vega, Cathy R; Viola, Ronald V; Washington, Kim Y; Watts, Tracy L; Wayne, E R; White, Kathryn B; Williams, Alfred L; Williams, Charity J; Williams, Daniel F; Williams, Grayling B; Williams, Tyrell D; Young, Irene W; Zannaras, Georgia; Martin, John F; Tello, Eitandria G
Optional Attendees: Melissa A Guerrero (mguerrero269@alamo.edu)

RETURN TO DIVISION MEETING ZOOM AT 10:45 am

Agenda

- Grillo – Updates
- Martin – Title 9 updates
- Bradford – ISLO Assessment

Information Items:

- Return to Campus
  - 25% in summer, 50% in fall
  - Remote work requests expire July 15
  - April 23 District Meeting
    - Will lay out the return to campus plan
- Faculty and staff will **not** have the day off for Fiesta this year (student holiday only)
  - Employees will be given extra leave time in lieu
- Faculty 180
  - Due March 31
- Annual evaluations
  - Adjuncts and Dual Credit
  - Peer evaluations
- IUR
  - A&S Report Out – 4/22/21 3:00 to 4:00 pm

Connie Ramirez is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting
https://alamo.zoom.us/j/98437620955

Meeting ID: 984 3762 0955
One tap mobile
+13462487799,,98437620955# US (Houston)
+16699006833,,98437620955# US (San Jose)

Dial by your location
+1 346 248 7799 US (Houston)
+1 669 900 6833 US (San Jose)
+1 253 215 8782 US (Tacoma)
+1 929 436 2866 US (New York)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
Meeting ID: 984 3762 0955
Find your local number: https://alamo.zoom.us/u/addtWnkRkg

Appendix B

Assessment Showcase Presentation Slides

QEP/ISLO Showcase	Friday, March 26, 2021	9:45 – 11:00 AM
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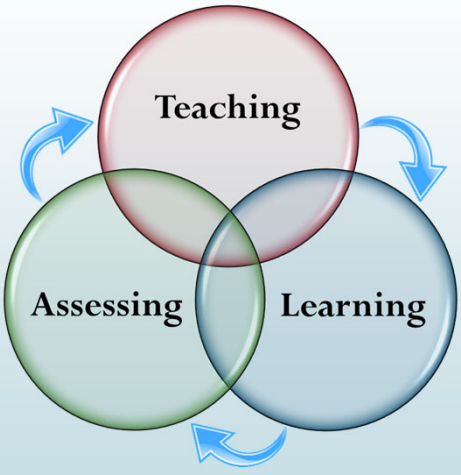
Institutional Student Learning Outcomes Assessment Showcase 2020 - 2021



ALAMO COLLEGES DISTRICT
St. Philip's College

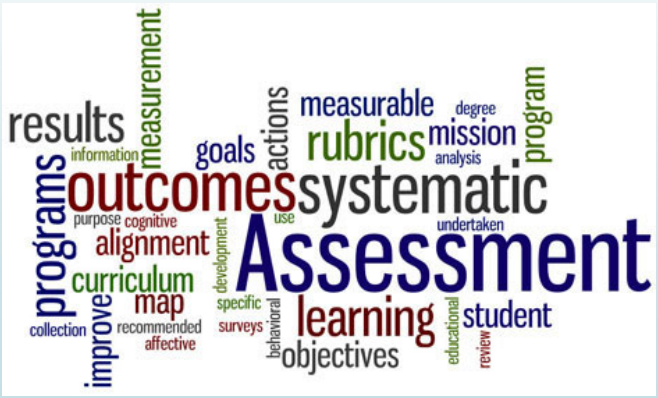
Institutional Student Learning Outcomes Assessment Showcase 2020 - 2021

- Review ISLOs and Assessment Results
- Identify Opportunities for Improvement
- Share Best Practices

Assessment Requirements, Compliance, and Processes

- Regulatory Requirements
  - SACSCOC Criteria
  - QEP Requirements
  - THECB Core Objectives
  - Programmatic Accreditation
- Institution
  - Strategic Planning
  - Performance Excellence
  - Sustainability
  - Grants/Funding
  - Stakeholder Accountability
- Program
  - Instructional Unit Review
  - Educational Program Assessment
  - Operational Unit and Assessment Planning
- Course – ACGM, WECM, SLOs
- Student – Achievement, Persistence, Completion

Integrating Assessment



SPC's Educational Program Assessment Cycle

Identification of expected outcomes [including targets]

Discipline-centered **PSLOs**, including those set by external accrediting bodies, where applicable **(Annually)** ■

QEP **ISLOs (Every 10 years)** ■

Core Curriculum **ISLOs** set by THECB **(State's timetable)** ■

Program Outcomes set by SPC and Alamo Colleges **(Annually)** ■

- Graduation rate
- Productive grade rate
- Course completion rate
- Persistence rate
- Reduction of high risk courses
- Class size targets
- # Degrees & certificates
- Job placement rate
- Licensure pass rate
- Transfer rate

Assessment of the extent to which programs achieve these outcomes

Capstone/internships/practicum assessment, portfolios, exams, essays, presentations, etc. **(Every semester)** ■

QEP Assessment (QEP Rubric) **(Annually)** ■

Proficiency Profile objective test **(Annually)** ■

THECB data **(Annually)** ■

ACD data **(Every semester)** ■

SPC data **(Every semester)** ■

Direct evaluation of students' satisfaction with education programs **(Regularly; varies by program)** ■

Instructional Unit Review (IUR) **(Every 3 years)** ■ ■ ■ ■ ■

Operational Unit Planning **(Annually)** ■ ■ ■ ■ ■

ISLO Reporting (QEP & Core) ■ ■ **(Annually)**

KPI Reporting ■ **(Every semester)**

Operational Unit Assessment Presentation (OUAP) of previous academic year **(Every fall semester)** ■ ■ ■ ■ ■ ■ ■ ■

Evidence of improvement based on analysis of results

Action Plans ■ ■ ■ ■ ■ **September–January, annually**

Program Actions

- Identification/adjustment of expected outcomes & targets
- Program strategies adjustment

Faculty Actions

- Personal Improvement Plans
- Professional development
- Changes to curriculum/ assessment tools

Funding Actions

- Resource Allocation Funding requests (space, materials, equipment, personnel, etc.)

Key ■ = Program Student Learning Outcomes (PSLOs) ■ = QEP Institution Student Learning Outcomes (ISLOs) ■ = THECB Institution Student Learning Outcomes (ISLOs) ■ = Program Outcomes (POs) ■ = Direct evaluation of programs by students

Institutional Student Learning Outcomes (ISLOs)

- Critical Thinking
- Communication
- Empirical and Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility (EDM)

Institutional Student Learning Outcomes
2-Year Assessment Cycle by Foundational Component Area*

Foundational Component Area	Cycle I			Cycle II			
	Critical Thinking	Communication	Personal Responsibility	Empirical & Quantitative Reasoning	Teamwork	Social Responsibility	Personal Responsibility
Communication	X	X	X		X		X
Mathematics	X	X		X			
Life and Physical Sciences	X	X		X	X		
Language, Philosophy, and Culture	X	X	X			X	X
Creative Arts	X	X			X	X	
American History	X	X	X			X	X
Government/Political Science	X	X	X			X	X
Social and Behavioral Sciences	X	X		X		X	

*FCA based on THECB Core Course Assessment Matrix

Core Objectives Assessed 2020 - 2021 (Cycle II)

- **Empirical & Quantitative Skills:** Manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork:** Ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility:** Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility:** Ability to connect choices, actions, and consequences to ethical decision-making

Empirical and Quantitative Competency: St. Philip's College students will manipulate and analyze numerical data or observable facts resulting in informed conclusions.

OUTCOMES	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Identify and Collect Data – Clearly identifies what kind of information and what kind of analysis is required. All necessary information is organized logically.	The purpose, components, and variables of the investigation/ project are clearly identified.	The purpose, components, and variables of the investigation/ project are partially identified.	The purpose, components, and variables of the investigation/ project are not identified.
Outcome 2 Manipulation of Data – Presents logical, consistent, and accurate manipulation of data.	Performs accurate and insightful manipulation of data with no errors.	Performs adequate manipulation of data with minor errors.	Performs inadequate manipulation of data with major errors.
Outcome 3 Analyze data and draw informed conclusions – The extent to which the analysis is applied to address the problem.	Reaches adequate conclusions that are logical and supported by the data.	Reaches conclusions that are poorly supported by the data or contain minor logical flaws.	Reaches ambiguous or illogical conclusions that are largely unsupported by the data.

Teamwork Competency: St. Philip's College students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.

OUTCOMES	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Contribution – The degree to which each student provided materials or skills that are integral to the group's ability to complete the given assignment.	Contributes quality work/ideas that meet all the group assignment requirements and effectively shows a willingness to assist others.	Contributes work/ideas that meet some of the group assignment requirements or does not show a willingness to assist others.	Contributes work/ideas that are of lower quality than what was expected, fails to meet the group assignment requirements, or needs constant prodding to complete individual tasks.
Outcome 2 Cooperation – The skills and attitudes necessary for successful group interaction and the successful formation of finalized ideas and plans of action in the group environment.	Exhibits a positive attitude toward the project, assigned tasks, and group members. Is interested in discussing ideas and listening to the ideas of others.	Exhibits an acceptable attitude toward the project, assigned tasks, and group members. Offers few ideas or can at times monopolize the sharing of ideas.	Does not cooperate with other team members; exhibits negative attitude toward project, assigned tasks, or team members or does not effectively participate in sharing information. Causes problems within the team environment.
Outcome 3 Self-Management – The manner in which a group member conducts his/her personal business.	Demonstrates a good work ethic by meeting all deadlines, prioritizing personal projects and generally focusing on all assigned tasks.	Demonstrates a fair work ethic by meeting all final deadlines, prioritizing personal projects enough to meet the final deadline and having enough focus to not distract other group members from the task at hand.	Demonstrates a deficiency in work ethic by either not meeting a deadline, showing poor prioritization that interrupts the group's ability to complete tasks, or possesses a lack of focus that is distracting to others.

Social Responsibility Competency: St. Philip's College students will demonstrate intercultural competency, civic knowledge and the ability to engage effectively in regional, national and global communities.

OUTCOMES	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Intercultural - Student will analyze a specific societal issue from different cultural perspectives.	Clearly analyzes the societal issue from three or more cultural perspectives.	Clearly analyzes the societal issue from two cultural perspectives.	Does not analyze the societal issue from more than one cultural perspective.
Outcome 2 Civic Knowledge - Student will identify his or her civic responsibility and the possible impact of these actions in relation to this societal issue.	Clearly identifies student civic responsibility and clearly assesses the effects of the civic responsibility on the issue at the regional, national, or global level.	Clearly identifies student civic responsibility or clearly assesses the effects of the civic responsibility on the issue at the regional, national, or global level.	Does not identify student civic responsibility and does not clearly assess the effects of the civic responsibility on the issue at the regional, national, or global level.
Outcome 3 Communities- Student will propose ways to engage with regional, national, and global communities to address the societal issue.	Student clearly proposes three or more ways to engage with regional, national, and global communities to address the societal issue.	Student clearly proposes two ways to engage with regional, national, and global communities to address the societal issue.	Student does not propose more than one way to engage with regional, national, and global communities to address the societal issue.

Personal Responsibility Outcome: St. Philip's College students will connect choices, actions and consequences to ethical decision-making.

OUTCOMES	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Ethical issues – Students recognize ethical issues in the social context of problems.	Student recognizes an ethical issue and clearly explains it.	Student demonstrates a partial understanding of the ethical issue.	Student does not clearly explain or understand the basic ethical issue.
Outcome 2 Perspectives – Students analyze alternative ethical perspectives and predict the consequences related to the situation.	Student identifies three or more perspectives to an ethical dilemma and specifies consequences in the application of each of the three perspectives.	Student identifies two perspectives to an ethical dilemma and specifies consequences in the application of each of the two perspectives.	Student does not identify two perspectives or specify their outcomes.
Outcome 3 Values – Students assess their own ethical values and identify the origin of their values.	Student explains his or her own ethical values AND identifies the origin of his or her values.	Student explains his or her own ethical values OR identifies the origin of his or her values.	Student does not explain their own ethical values or identify the origin of his or her values.

Assessment Sample Fall 2020

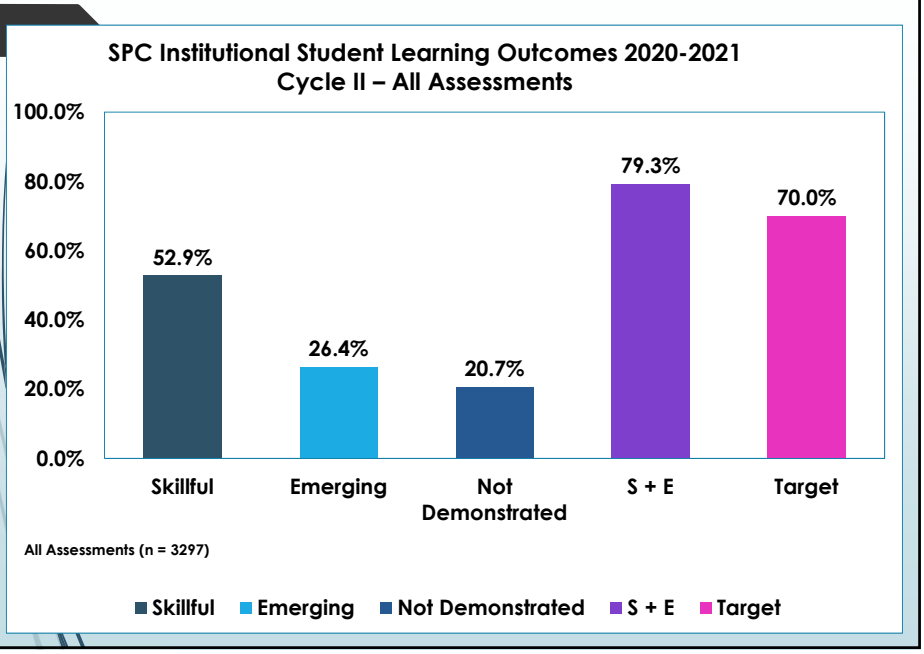
Random Sample Courses	**41**
Artifacts	**601**
Assessments Conducted:	
Empirical & Quantitative Skills	**765**
Teamwork	**780**
Social Responsibility	**849**
Personal Responsibility	**903**
TOTAL	**3,297**

Institutional Student Learning Outcomes

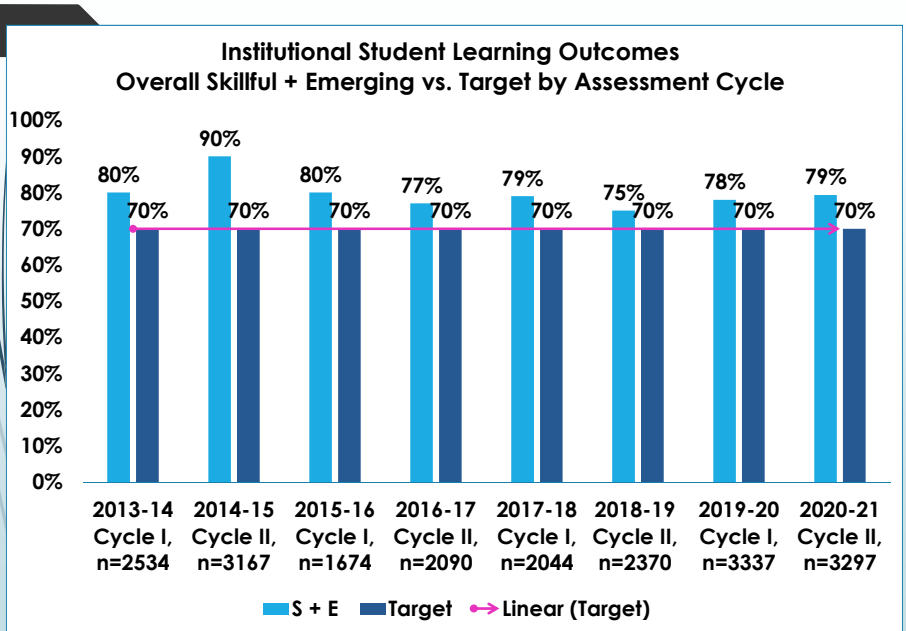
2020 - 2021

Cycle II Overall Results

SPC Overall - Exceeded Target (S + E) by 9.3%.



SPC Overall - Consistently Exceeding Target AY 2014 - 2021

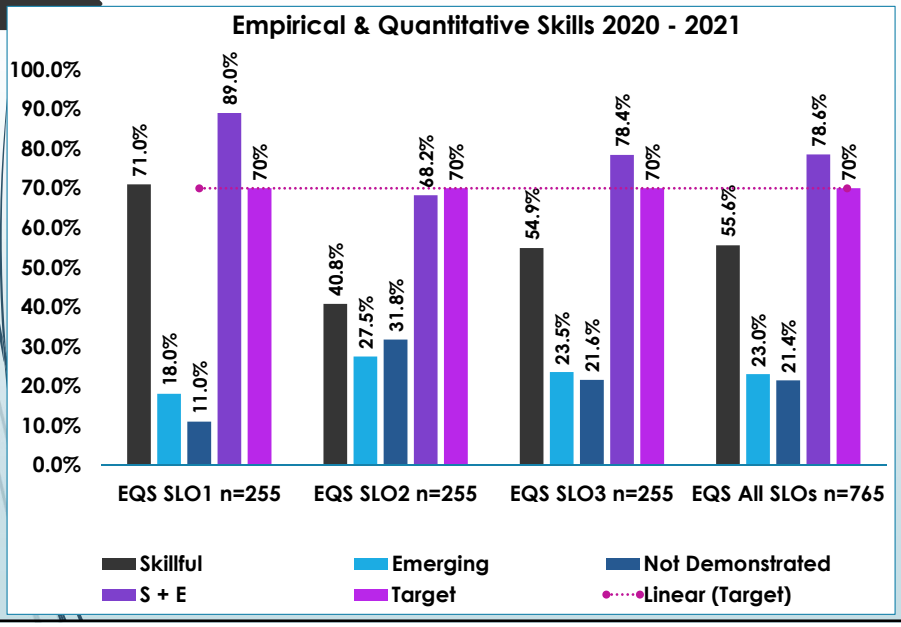


Institutional Student Learning Outcomes

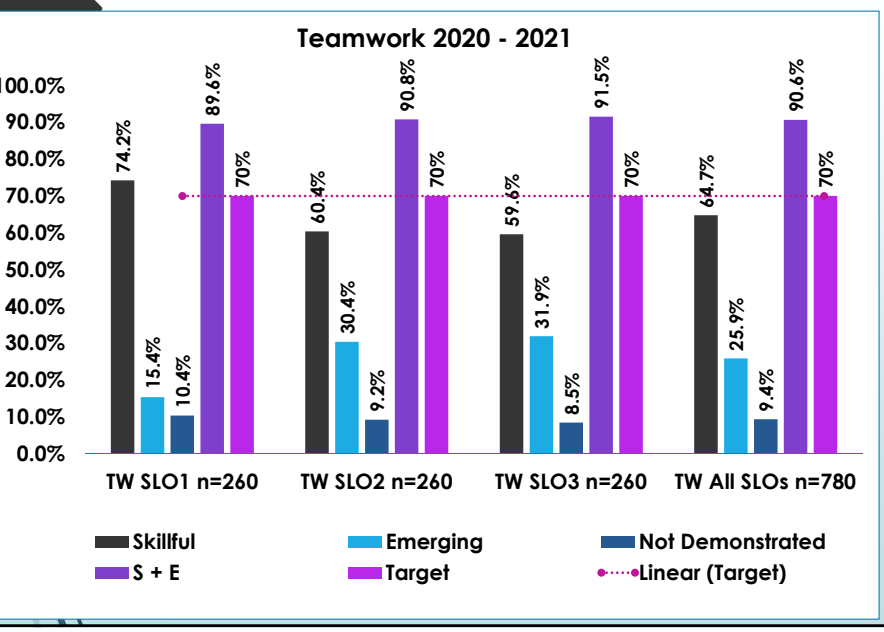
2020 - 2021

Cycle II by SLO

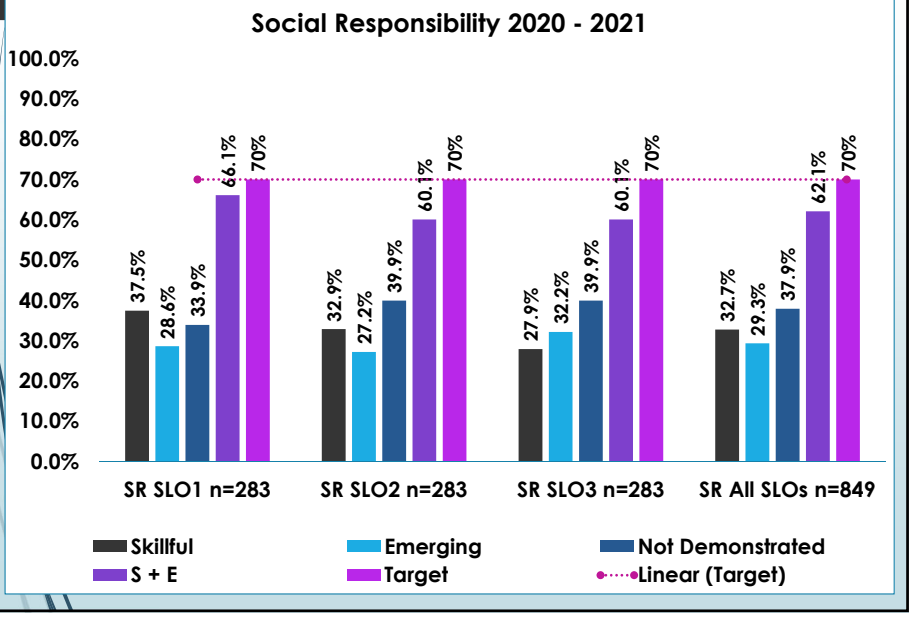
Empirical & Quantitative - Exceeded Target (S + E) by 8.6%



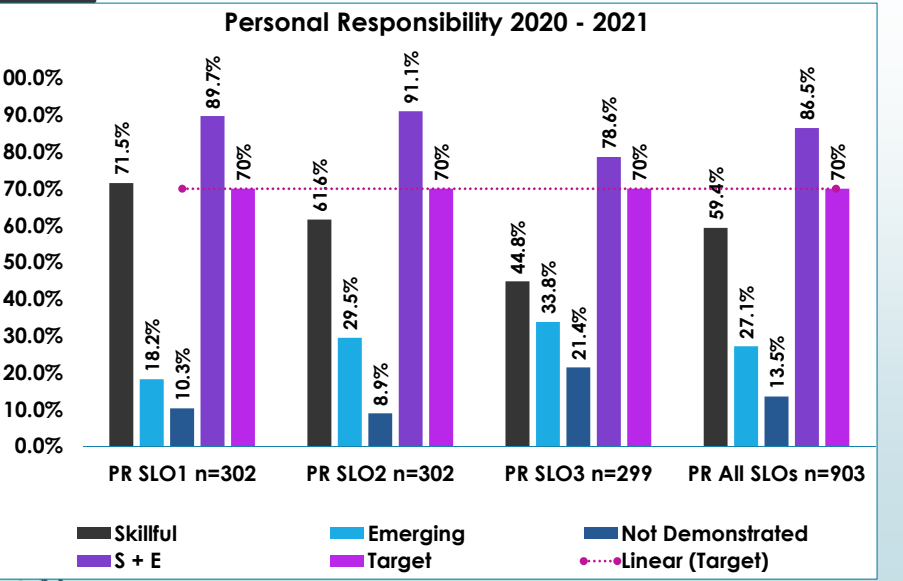
Teamwork - Exceeded Target (S + E) by 20.6%



Social Responsibility – Target not met



Personal Responsibility - Exceeded Target (S + E) by 16.5%

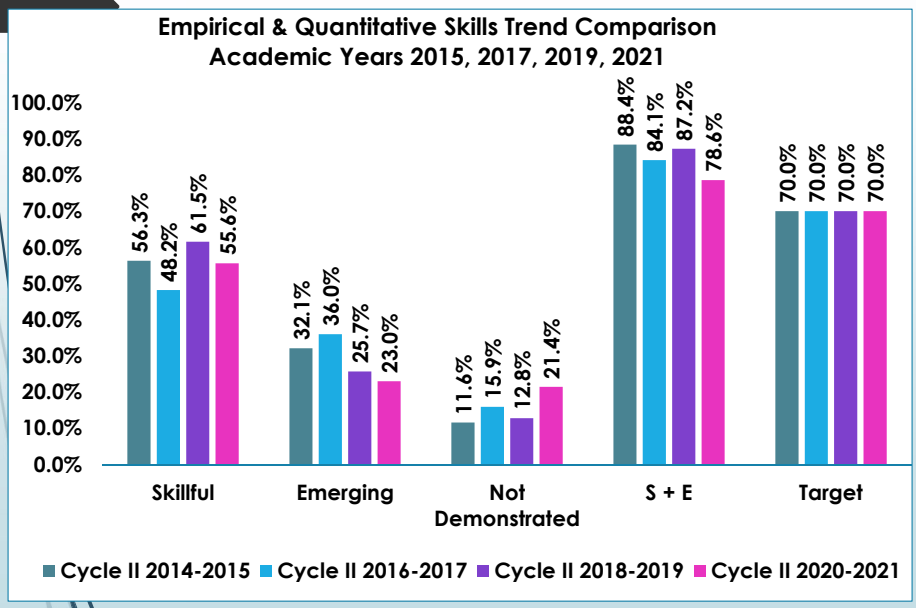


Institutional Student Learning Outcomes

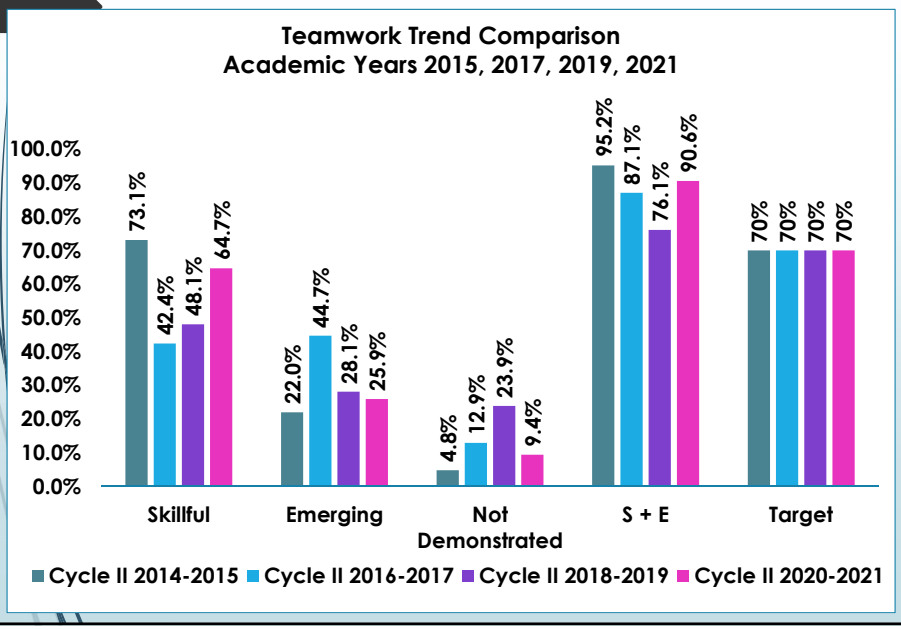
2020 - 2021

Cycle II Trend Analysis

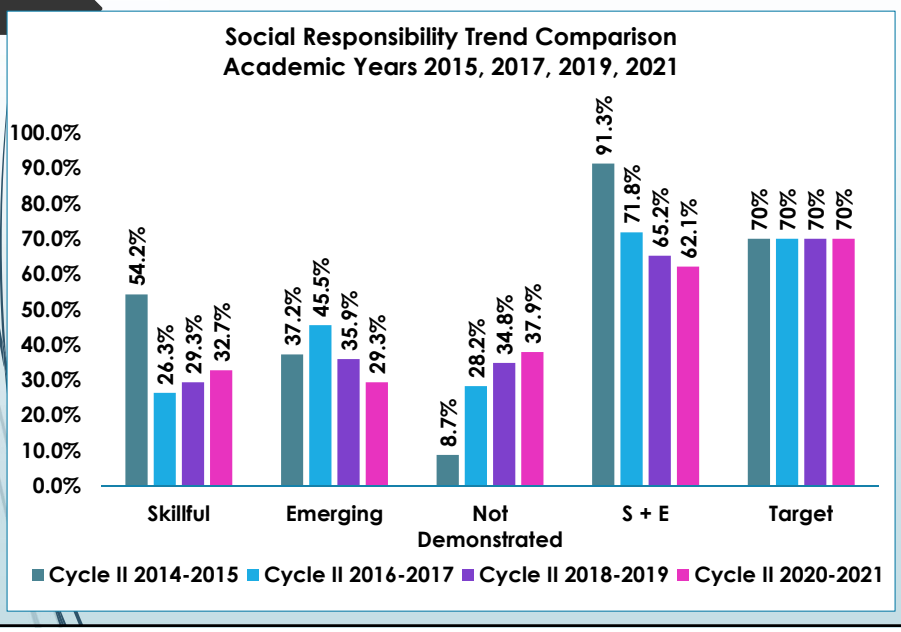
Empirical & Quantitative Skills – Cycle II 4-year Trend Analysis



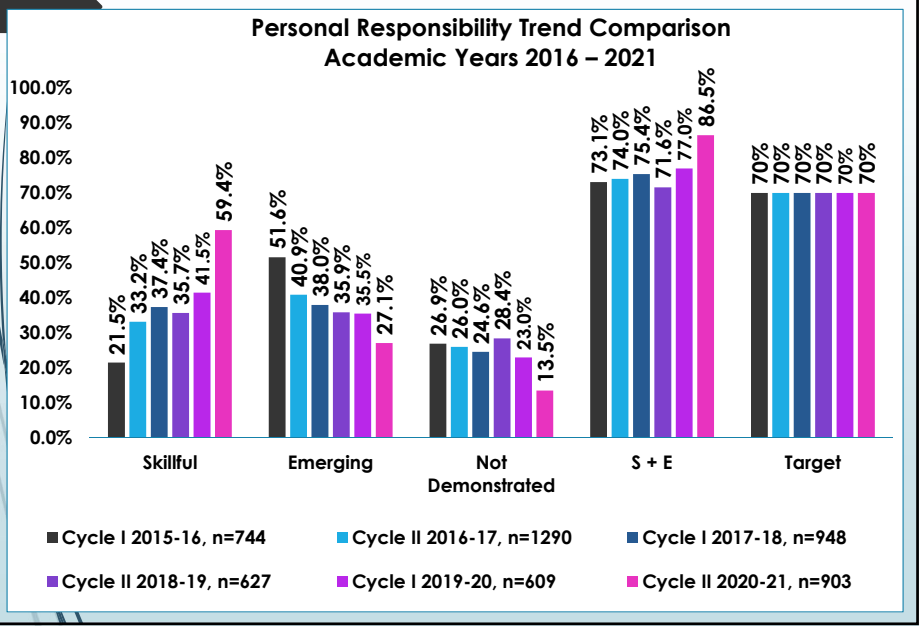
Teamwork - Cycle II 4-year Trend Analysis



Social Responsibility - Cycle II 4-year Trend Analysis



Personal Responsibility – Both Cycles 6-year Trend Analysis

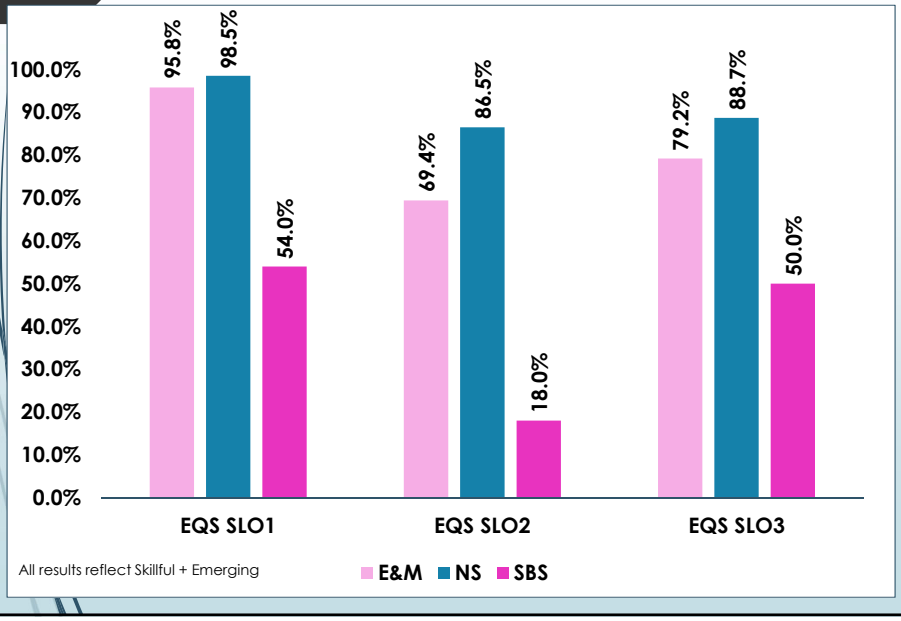


Institutional Student Learning Outcomes

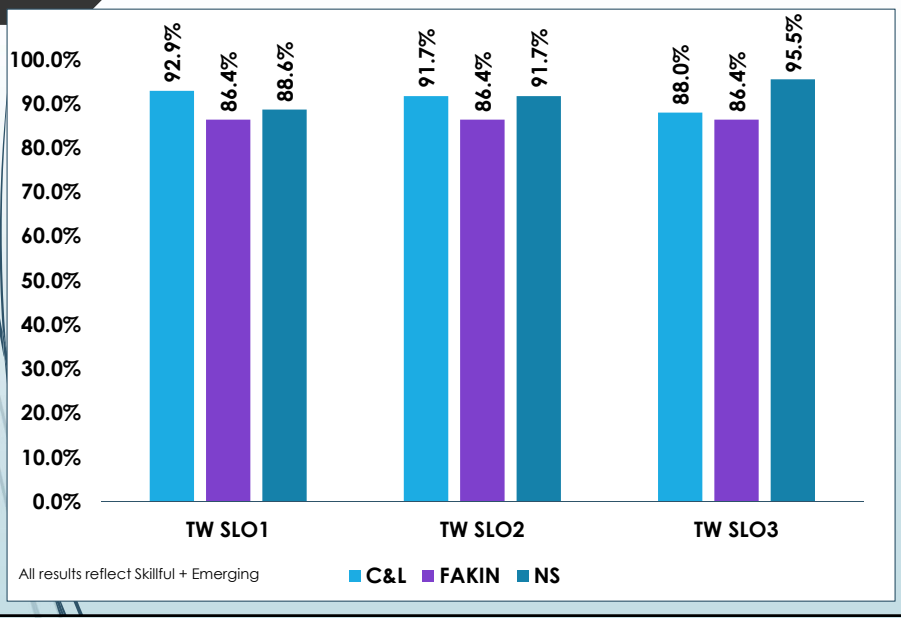
2020-2021

Cycle II by Department

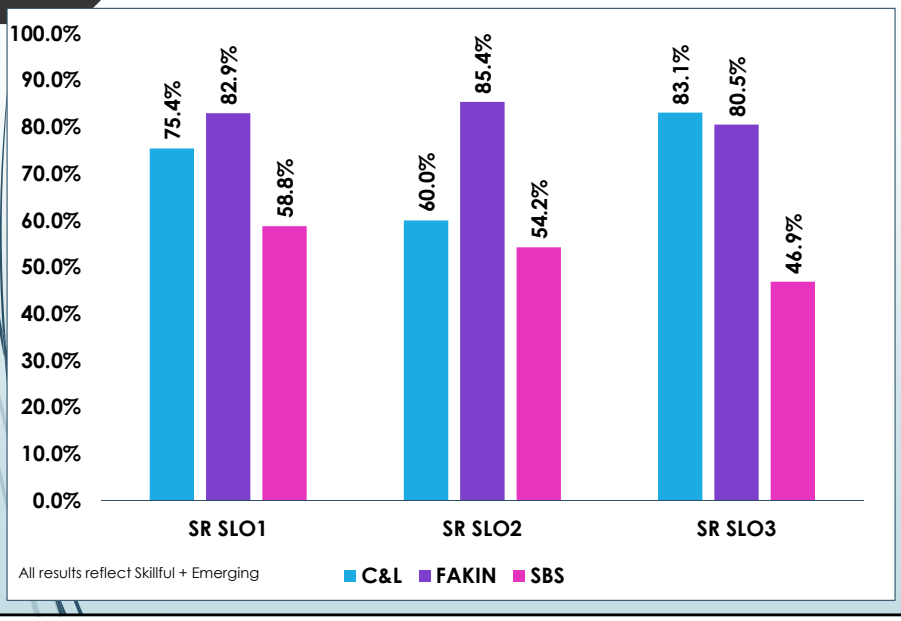
Empirical & Quantitative Skills SLO Comparison by Department 2020 – 2021



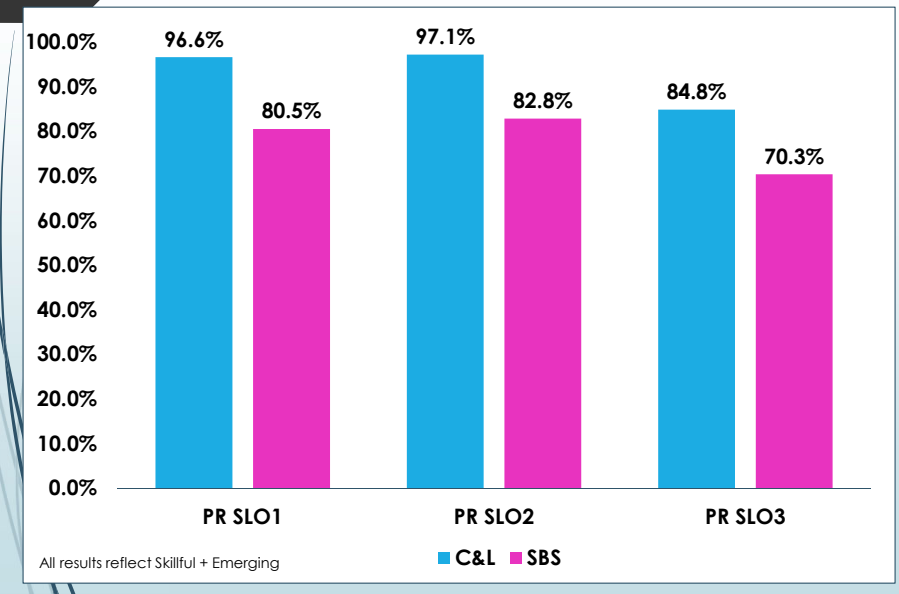
Teamwork SLO Comparison by Department 2020 – 2021



Social Responsibility SLO Comparison by Department 2020 – 2021



Personal Responsibility SLO Comparison by Department 2020– 2021



Institutional Student Learning Outcomes

2020-2021

Assessment Sample Comparisons

Assessment Sample Comparisons: Cycle II

	2016-2017	2018-2019	2020-2021
Random Sample Courses	35	24	41
Artifacts		433	601
Assessments Conducted:			
Empirical & Quantitative Skills	164	603	765
Teamwork	427	591	780
Social Responsibility	209	549	849
Personal Responsibility	1,290	627	903
TOTAL	2,090	2,370	3,297

Assessment Sample Comparisons: Cycle I

	2015-2016	2017-2018	2019-2020
Random Sample Courses	35	32	27
Artifacts		579	495
Assessments Conducted:			
Critical Thinking	464	548	1,361
Communication	466	548	1,367
Personal Responsibility	744	948	609
TOTAL	1,674	2,044	3,337

Assessment Sample Comparisons: Overall

Assessment Cycle	Sample Courses	Total Artifacts	Total Assessments
2015-2016	35		1674
2016-2017	35		2090
2017-2018	32	579	2044
2018-2019	24	433	2370
2019-2020	27	495	3337
2020-2021	41	601	3297

Total Assessments by Department

	C & L	E & M	FAKIN	NS	SBS	Total
2015-2016						1674
2016-2017	1207	19	48	182	634	2090
2017-2018	850	110	24	192	868	2044
2018-2019	462	162	162	648	936	2370
2019-2020	1053	456	120	514	1195	3337
2020-2021	965	216	255	796	1065	3297

Institutional Student Learning Outcomes

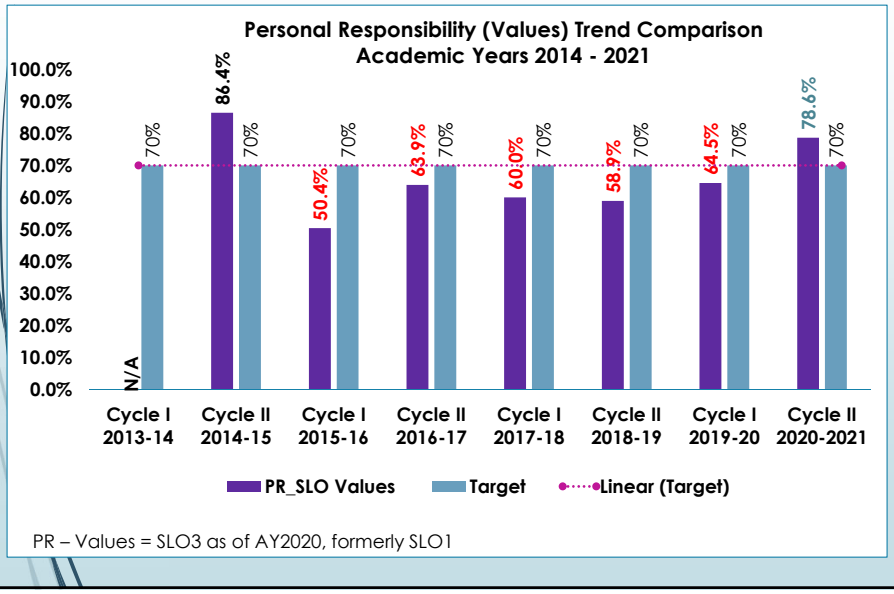
2020-2021

Improvements & Challenges

Improvements 2020 - 2021

- Revised methodology in random course sample to stratify by rubric (formerly department); resulted in a more diverse list of sample courses.
- Personal Responsibility SLO 3 (formerly SLO 1) exceeded target by 8.6% following five years of unmet target; (see next slide)
- Second Cycle II Assessment of all SLOs for every core competency to ensure equitable representation of all SLOs; (Cycle II implemented this practice during 2018-2019).

Personal Responsibility – Both Cycles SLO Values Results



PR – Values = SLO3 as of AY2020, formerly SLO1

Challenges 2020 - 2021

- Fewer artifacts submitted for some courses than course enrollment/completion counts. (Overall return rate = 88.9% based on student course completion)
- Not all artifact assignments inclusively addressed the core competencies/SLOs required by the foundational component area.
- Large numbers of "Not Demonstrated" in some courses
- Social Responsibility overall skillful and emerging results continued declining, falling short of the target for a consecutive Cycle II assessment

Opportunities for Improvement 2020 - 2021

- Some artifacts were "split," so the SLOs were addressed in separate documents – these should be combined prior to upload
- Need to address and determine the causes for "Not Demonstrated"
- Not Assessable definition standardized – illegible/damaged artifact
- Calibration Day to resume face to face format when possible; moving forward Assessment Day will be conducted online with breakout rooms monitored and managed by Department Chairs for more comprehensive electronic record and documentation
- New method for sample course documentation to ensure all general education courses submit artifacts
- Deploy MS Forms to capture cover sheet with full assignment description (each SLO & RUBRIC criteria narrative) and signed accountability form (master list for all courses and required SLOs)
- Naming convention needs tightening up, student name removal

Contributors & Participants: Thank you!

The following were key contributors to the success of this project:

- Vice President of Academic Success
- Dean of Arts & Sciences
- Arts & Sciences Department Chairs
- Faculty and students developing artifacts
- Faculty Assessors
- Staff Volunteers

Special Thank You to:

- Professors Marissa Ramirez, David Kisel, Jenny Gray, and Irene Young for presenting during Calibration Day
- Dr. Melissa Guerrero for co-leading Assessment Day activities
- Diana Dimas for zoom assistance and preparation

Final Thoughts/Questions

Appendix C

ISLO 2020-2021 Data Report

SPC 2020 - 2021 ISLO Assessment Overall Results by Competency and Outcome

Core Competency	ISLO	SKILLFUL	% Skillfull	EMERGING	% Emerging	NOT DEMONSTRATED	% Not Demonstrated	NOT ASSESSABLE	Grand Total	Skillful & Emerging	% Skillful & Emerging
Empirical & Quantitative Skills	EQS Outcome 1	181	71.0%	46	18.0%	28	11.0%		255	227	89.0%
	EQS Outcome 2	104	40.8%	70	27.5%	81	31.8%		255	174	68.2%
	EQS Outcome 3	140	54.9%	60	23.5%	55	21.6%		255	200	78.4%
Empirical & Quantitative Skills Total		**425**	**55.6%**	**176**	**23.0%**	**164**	**21.4%**		**765**	**601**	**78.6%**
Personal Responsibility	PR Outcome 1	216	71.5%	55	18.2%	31	10.3%		302	271	89.7%
	PR Outcome 2	186	61.6%	89	29.5%	27	8.9%		302	275	91.1%
	PR Outcome 3	134	44.8%	101	33.8%	64	21.4%		299	235	78.6%
Personal Responsibility Total		**536**	**59.4%**	**245**	**27.1%**	**122**	**13.5%**		**903**	**781**	**86.5%**
Social Responsibility	SR Outcome 1	106	37.5%	81	28.6%	96	33.9%		283	187	66.1%
	SR Outcome 2	93	32.9%	77	27.2%	113	39.9%		283	170	60.1%
	SR Outcome 3	79	27.9%	91	32.2%	113	39.9%		283	170	60.1%
Social Responsibility Total		**278**	**32.7%**	**249**	**29.3%**	**322**	**37.9%**		**849**	**527**	**62.1%**
Teamwork	TW Outcome 1	193	74.2%	40	15.4%	27	10.4%		260	233	89.6%
	TW Outcome 2	157	60.4%	79	30.4%	24	9.2%		260	236	90.8%
	TW Outcome 3	155	59.6%	83	31.9%	22	8.5%		260	238	91.5%
Teamwork Total		**505**	**64.7%**	**202**	**25.9%**	**73**	**9.4%**		**780**	**707**	**90.6%**
Grand Total		**1744**	**52.9%**	**872**	**26.4%**	**681**	**20.7%**		**3297**	**2616**	**79.3%**

Data Source: iRubric and IPRE
02 09 2021 SPC IPRE

2020-2021 SPC Assessment Results by Department and Outcome

Department	SLO	SKILLFUL	% Skillful	EMERGING	% Emerging	NOT DEMONSTRATED	% Not Demonstrated	Grand Total	Skillful & Emerging	% S + E
Communications & Learning	PR Outcome 1	153	87.9%	15	8.6%	6	3.4%	174	168	96.6%
	PR Outcome 2	135	77.6%	34	19.5%	5	2.9%	174	169	97.1%
	PR Outcome 3	106	62.0%	39	22.8%	26	15.2%	171	145	84.8%
	SR Outcome 1	26	40.0%	23	35.4%	16	24.6%	65	49	75.4%
	SR Outcome 2	26	40.0%	13	20.0%	26	40.0%	65	39	60.0%
	SR Outcome 3	26	40.0%	28	43.1%	11	16.9%	65	54	83.1%
	TW Outcome 1	68	81.0%	10	11.9%	6	7.1%	84	78	92.9%
	TW Outcome 2	63	75.0%	14	16.7%	7	8.3%	84	77	91.7%
	TW Outcome 3	59	71.1%	14	16.9%	10	12.0%	83	73	88.0%
Communications & Learning Total		662	68.6%	190	19.7%	113	11.7%	965	852	88.3%
Engineering & Mathematics	EQS Outcome 1	58	80.6%	11	15.3%	3	4.2%	72	69	95.8%
	EQS Outcome 2	40	55.6%	10	13.9%	22	30.6%	72	50	69.4%
	EQS Outcome 3	43	59.7%	14	19.4%	15	20.8%	72	57	79.2%
Engineering & Mathematics Total		141	65.3%	35	16.2%	40	18.5%	216	176	81.5%
Fine Arts & Kinesiology	SR Outcome 1	29	70.7%	5	12.2%	7	17.1%	41	34	82.9%
	SR Outcome 2	28	68.3%	7	17.1%	6	14.6%	41	35	85.4%
	SR Outcome 3	27	65.9%	6	14.6%	8	19.5%	41	33	80.5%
	TW Outcome 1	34	77.3%	4	9.1%	6	13.6%	44	38	86.4%
	TW Outcome 2	36	81.8%	2	4.5%	6	13.6%	44	38	86.4%
	TW Outcome 3	33	75.0%	5	11.4%	6	13.6%	44	38	86.4%
Fine Arts & Kinesiology Total		187	73.3%	29	11.4%	39	15.3%	255	216	84.7%
Natural Sciences	EQS Outcome 1	100	75.2%	31	23.3%	2	1.5%	133	131	98.5%
	EQS Outcome 2	60	45.1%	55	41.4%	18	13.5%	133	115	86.5%
	EQS Outcome 3	79	59.4%	39	29.3%	15	11.3%	133	118	88.7%
	TW Outcome 1	91	68.9%	26	19.7%	15	11.4%	132	117	88.6%
	TW Outcome 2	58	43.9%	63	47.7%	11	8.3%	132	121	91.7%
	TW Outcome 3	63	47.4%	64	48.1%	6	4.5%	133	127	95.5%
Natural Sciences Total		451	56.7%	278	34.9%	67	8.4%	796	729	91.6%
Social & Behavioral Sciences	EQS Outcome 1	23	46.0%	4	8.0%	23	46.0%	50	27	54.0%
	EQS Outcome 2	4	8.0%	5	10.0%	41	82.0%	50	9	18.0%
	EQS Outcome 3	18	36.0%	7	14.0%	25	50.0%	50	25	50.0%
	PR Outcome 1	63	49.2%	40	31.3%	25	19.5%	128	103	80.5%
	PR Outcome 2	51	39.8%	55	43.0%	22	17.2%	128	106	82.8%
	PR Outcome 3	28	21.9%	62	48.4%	38	29.7%	128	90	70.3%
	SR Outcome 1	51	28.8%	53	29.9%	73	41.2%	177	104	58.8%
	SR Outcome 2	39	22.0%	57	32.2%	81	45.8%	177	96	54.2%
	SR Outcome 3	26	14.7%	57	32.2%	94	53.1%	177	83	46.9%
Social & Behavioral Sciences Total		303	28.5%	340	31.9%	422	39.6%	1065	643	60.4%
Grand Total		1744	52.9%	872	26.4%	681	20.7%	3297	2616	79.3%

Data Source: iRubric and IPRE
02 11 2021 SPC IPRE

SPC 2020 - 2021 ISLO Assessment Communications and Learning Results by Competency and Outcome

Core Competency	ISLO	SKILLFUL	% Skillfull	EMERGING	% Emerging	NOT DEMONSTRATED	% Not Demonstrated	Grand Total	Skillful & Emerging	% Skillful & Emerging
Personal Responsibility	PR Outcome 1	153	87.9%	15	8.6%	6	3.4%	174	168	96.6%
	PR Outcome 2	135	77.6%	34	19.5%	5	2.9%	174	169	97.1%
	PR Outcome 3	106	62.0%	39	22.8%	26	15.2%	171	145	84.8%
Personal Responsibility Total		**394**	**75.9%**	**88**	**17.0%**	**37**	**7.1%**	**519**	**482**	**92.9%**
Social Responsibility	SR Outcome 1	26	40.0%	23	35.4%	16	24.6%	65	49	75.4%
	SR Outcome 2	26	40.0%	13	20.0%	26	40.0%	65	39	60.0%
	SR Outcome 3	26	40.0%	28	43.1%	11	16.9%	65	54	83.1%
Social Responsibility Total		**78**	**40.0%**	**64**	**32.8%**	**53**	**27.2%**	**195**	**142**	**72.8%**
Teamwork	TW Outcome 1	68	81.0%	10	11.9%	6	7.1%	84	78	92.9%
	TW Outcome 2	63	75.0%	14	16.7%	7	8.3%	84	77	91.7%
	TW Outcome 3	59	71.1%	14	16.9%	10	12.0%	83	73	88.0%
Teamwork Total		**190**	**75.7%**	**38**	**15.1%**	**23**	**9.2%**	**251**	**228**	**90.8%**
Grand Total		**662**	**68.6%**	**190**	**19.7%**	**113**	**11.7%**	**965**	**852**	**88.3%**

Data Source: iRubric and IPRE
02 09 2021 SPC IPRE

SPC 2020 - 2021 ISLO Assessment Engineering and Mathematics Results by Competency and Outcome

Core Competency	ISLO	SKILLFUL	% Skillfull	EMERGING	% Emerging	NOT DEMONSTRATED	% Not Demonstrated	Grand Total	Skillful & Emerging	% Skillful & Emerging
Empirical & Quantitative Skills	EQS Outcome 1	58	80.6%	11	15.3%	3	4.2%	72	69	95.8%
	EQS Outcome 2	40	55.6%	10	13.9%	22	30.6%	72	50	69.4%
	EQS Outcome 3	43	59.7%	14	19.4%	15	20.8%	72	57	79.2%
Grand Total		**141**	**65.3%**	**35**	**16.2%**	**40**	**18.5%**	**216**	**176**	**81.5%**

Data Source: iRubric and IPRE
02 09 2021 SPC IPRE

SPC 2020 - 2021 ISLO Assessment Fine Arts and Kinesiology Results by Competency and Outcome

Core Competency	ISLO	SKILLFUL	% Skillfull	EMERGING	% Emerging	NOT DEMONSTRATED	% Not Demonstrated	Grand Total	Skillful & Emerging	% Skillful & Emerging
Social Responsibility	SR Outcome 1	29	70.7%	5	12.2%	7	17.1%	41	34	82.9%
	SR Outcome 2	28	68.3%	7	17.1%	6	14.6%	41	35	85.4%
	SR Outcome 3	27	65.9%	6	14.6%	8	19.5%	41	33	80.5%
Social Responsibility Total		**84**	**68.3%**	**18**	**14.6%**	**21**	**17.1%**	**123**	**102**	**82.9%**
Teamwork	TW Outcome 1	34	77.3%	4	9.1%	6	13.6%	44	38	86.4%
	TW Outcome 2	36	81.8%	2	4.5%	6	13.6%	44	38	86.4%
	TW Outcome 3	33	75.0%	5	11.4%	6	13.6%	44	38	86.4%
Teamwork Total		**103**	**78.0%**	**11**	**8.3%**	**18**	**13.6%**	**132**	**114**	**86.4%**
Grand Total		**187**	**73.3%**	**29**	**11.4%**	**39**	**15.3%**	**255**	**216**	**84.7%**

Data Source: iRubric and IPRE
02 09 2021 SPC IPRE

SPC 2020 - 2021 ISLO Assessment Natural Sciences Results by Competency and Outcome

Core Competency	ISLO	SKILLFUL	% Skillfull	EMERGING	% Emerging	NOT DEMONSTRATED	% Not Demonstrated	Grand Total	Skillful & Emerging	% Skillful & Emerging
Empirical & Quantitative Skills	EQS Outcome 1	100	75.2%	31	23.3%	2	1.5%	133	131	98.5%
	EQS Outcome 2	60	45.1%	55	41.4%	18	13.5%	133	115	86.5%
	EQS Outcome 3	79	59.4%	39	29.3%	15	11.3%	133	118	88.7%
Empirical & Quantitative Skills Total		**239**	**59.9%**	**125**	**31.3%**	**35**	**8.8%**	**399**	**364**	**91.2%**
Teamwork	TW Outcome 1	91	68.9%	26	19.7%	15	11.4%	132	117	88.6%
	TW Outcome 2	58	43.9%	63	47.7%	11	8.3%	132	121	91.7%
	TW Outcome 3	63	47.4%	64	48.1%	6	4.5%	133	127	95.5%
Teamwork Total		**212**	**53.4%**	**153**	**38.5%**	**32**	**8.1%**	**397**	**365**	**91.9%**
Grand Total		**451**	**56.7%**	**278**	**34.9%**	**67**	**8.4%**	**796**	**729**	**91.6%**

Data Source: iRubric and IPRE
02 09 2021 SPC IPRE

SPC 2020 - 2021 ISLO Assessment Social and Behavioral Sciences Results by Competency and Outcome

Core Competency	ISLO	SKILLFUL	% Skillfull	EMERGING	% Emerging	NOT DEMONSTRATED	% Not Demonstrated	Grand Total	Skillful & Emerging	% Skillful & Emerging
Empirical & Quantitative Skills	EQS Outcome 1	23	46.0%	4	8.0%	23	46.0%	50	27	54.0%
	EQS Outcome 2	4	8.0%	5	10.0%	41	82.0%	50	9	18.0%
	EQS Outcome 3	18	36.0%	7	14.0%	25	50.0%	50	25	50.0%
Empirical & Quantitative Skills Total		**45**	**30.0%**	**16**	**10.7%**	**89**	**59.3%**	**150**	**61**	**40.7%**
Personal Responsibility	PR Outcome 1	63	49.2%	40	31.3%	25	19.5%	128	103	80.5%
	PR Outcome 2	51	39.8%	55	43.0%	22	17.2%	128	106	82.8%
	PR Outcome 3	28	21.9%	62	48.4%	38	29.7%	128	90	70.3%
Personal Responsibility Total		**142**	**37.0%**	**157**	**40.9%**	**85**	**22.1%**	**384**	**299**	**77.9%**
Social Responsibility	SR Outcome 1	51	28.8%	53	29.9%	73	41.2%	177	104	58.8%
	SR Outcome 2	39	22.0%	57	32.2%	81	45.8%	177	96	54.2%
	SR Outcome 3	26	14.7%	57	32.2%	94	53.1%	177	83	46.9%
Social Responsibility Total		**116**	**21.8%**	**167**	**31.5%**	**248**	**46.7%**	**531**	**283**	**53.3%**
Grand Total		**303**	**28.5%**	**340**	**31.9%**	**422**	**39.6%**	**1065**	**643**	**60.4%**

Data Source: iRubric and IPRE
02 09 2021 SPC IPRE

2020-2021 SPC Assessment Results by Course and Outcome

Course	ISLO	SKILLFUL	% Skillful	EMERGING	% Emerging	NOT DEMONSTRATED	% Not Demonstrated	Grand Total	Skillful & Emerging	% S + E
ARTS 1301, Section 77	SR Outcome 1	23	100.0%		0.0%		0.0%	23	23	100.0%
	SR Outcome 2	23	100.0%		0.0%		0.0%	23	23	100.0%
	SR Outcome 3	23	100.0%		0.0%		0.0%	23	23	100.0%
	TW Outcome 1	22	95.7%	1	4.3%		4.3%	23	23	100.0%
	TW Outcome 2	22	95.7%	1	4.3%		4.3%	23	23	100.0%
	TW Outcome 3	22	95.7%	1	4.3%		4.3%	23	23	100.0%
ARTS 1301, Section 77 Total		135	97.8%	3	2.2%		2.2%	138	138	100.0%
ARTS 1301, Section 8	SR Outcome 1	6	40.0%	5	33.3%	4	33.3%	15	11	73.3%
	SR Outcome 2	5	33.3%	7	46.7%	3	46.7%	15	12	80.0%
	SR Outcome 3	4	26.7%	6	40.0%	5	40.0%	15	10	66.7%
	TW Outcome 1	6	40.0%	3	20.0%	6	20.0%	15	9	60.0%
	TW Outcome 2	9	60.0%		0.0%	6	0.0%	15	9	60.0%
	TW Outcome 3	7	46.7%	2	13.3%	6	13.3%	15	9	60.0%
ARTS 1301, Section 8 Total		37	41.1%	23	25.6%	30	25.6%	90	60	66.7%
BIOL 1322, Section 19	EQS Outcome 1	11	78.6%	3	21.4%		21.4%	14	14	100.0%
	EQS Outcome 2	11	78.6%	3	21.4%		21.4%	14	14	100.0%
	EQS Outcome 3	5	35.7%	4	28.6%	5	28.6%	14	9	64.3%
	TW Outcome 1	8	57.1%	6	42.9%		42.9%	14	14	100.0%
	TW Outcome 2	4	28.6%	9	64.3%	1	64.3%	14	13	92.9%
	TW Outcome 3	4	28.6%	9	64.3%	1	64.3%	14	13	92.9%
BIOL 1322, Section 19 Total		43	51.2%	34	40.5%	7	40.5%	84	77	91.7%
BIOL 1406, Section 50	EQS Outcome 1	5	100.0%		0.0%		0.0%	5	5	100.0%
	EQS Outcome 2	1	20.0%	4	80.0%		80.0%	5	5	100.0%
	EQS Outcome 3	2	40.0%	3	60.0%		60.0%	5	5	100.0%
	TW Outcome 1	2	50.0%	2	50.0%		50.0%	4	4	100.0%
	TW Outcome 2	2	50.0%	2	50.0%		50.0%	4	4	100.0%
	TW Outcome 3	5	100.0%		0.0%		0.0%	5	5	100.0%
BIOL 1406, Section 50 Total		17	60.7%	11	39.3%		39.3%	28	28	100.0%
BIOL 2401, Section 130	EQS Outcome 1	14	77.8%	3	16.7%	1	16.7%	18	17	94.4%
	EQS Outcome 2	12	66.7%	6	33.3%		33.3%	18	18	100.0%
	EQS Outcome 3	8	44.4%	8	44.4%	2	44.4%	18	16	88.9%
	TW Outcome 1	14	77.8%	2	11.1%	2	11.1%	18	16	88.9%
	TW Outcome 2	5	27.8%	12	66.7%	1	66.7%	18	17	94.4%
	TW Outcome 3	6	33.3%	9	50.0%	3	50.0%	18	15	83.3%
BIOL 2401, Section 130 Total		59	54.6%	40	37.0%	9	37.0%	108	99	91.7%
BIOL 2401, Section 68	EQS Outcome 1	8	57.1%	5	35.7%	1	35.7%	14	13	92.9%
	EQS Outcome 2	2	14.3%	5	35.7%	7	35.7%	14	7	50.0%
	EQS Outcome 3	9	64.3%	3	21.4%	2	21.4%	14	12	85.7%
	TW Outcome 1	6	42.9%	7	50.0%	1	50.0%	14	13	92.9%
	TW Outcome 2	7	50.0%	6	42.9%	1	42.9%	14	13	92.9%

	TW Outcome 3	14	100.0%		0.0%		0.0%	14	14	100.0%
BIOL 2401, Section 68 Total		46	54.8%	26	31.0%	12	31.0%	84	72	85.7%
BIOL 2404, Section 5	EQS Outcome 1	8	80.0%	2	20.0%		20.0%	10	10	100.0%
	EQS Outcome 2	5	50.0%	2	20.0%	3	20.0%	10	7	70.0%
	EQS Outcome 3	8	80.0%	1	10.0%	1	10.0%	10	9	90.0%
	TW Outcome 1	5	50.0%	1	10.0%	4	10.0%	10	6	60.0%
	TW Outcome 2	6	60.0%	2	20.0%	2	20.0%	10	8	80.0%
	TW Outcome 3	4	40.0%	4	40.0%	2	40.0%	10	8	80.0%
BIOL 2404, Section 5 Total		36	60.0%	12	20.0%	12	20.0%	60	48	80.0%
BIOL 2420, Section 28	EQS Outcome 1	14	73.7%	5	26.3%		26.3%	19	19	100.0%
	EQS Outcome 2	3	15.8%	16	84.2%		84.2%	19	19	100.0%
	EQS Outcome 3	14	73.7%		0.0%	5	0.0%	19	14	73.7%
	TW Outcome 1	12	63.2%		0.0%	7	0.0%	19	12	63.2%
	TW Outcome 2	5	26.3%	9	47.4%	5	47.4%	19	14	73.7%
	TW Outcome 3	9	47.4%	10	52.6%		52.6%	19	19	100.0%
BIOL 2420, Section 28 Total		57	50.0%	40	35.1%	17	35.1%	114	97	85.1%
BIOL 2420, Section 3	EQS Outcome 1	8	47.1%	9	52.9%		52.9%	17	17	100.0%
	EQS Outcome 2	17	100.0%		0.0%		0.0%	17	17	100.0%
	EQS Outcome 3	17	100.0%		0.0%		0.0%	17	17	100.0%
	TW Outcome 1	17	100.0%		0.0%		0.0%	17	17	100.0%
	TW Outcome 2	10	58.8%	7	41.2%		41.2%	17	17	100.0%
	TW Outcome 3		0.0%	17	100.0%		100.0%	17	17	100.0%
BIOL 2420, Section 3 Total		69	67.6%	33	32.4%		32.4%	102	102	100.0%
CHEM 1411, Section 11	EQS Outcome 1	14	93.3%	1	6.7%		6.7%	15	15	100.0%
	EQS Outcome 2	5	33.3%	10	66.7%		66.7%	15	15	100.0%
	EQS Outcome 3	3	20.0%	12	80.0%		80.0%	15	15	100.0%
	TW Outcome 1	11	73.3%	3	20.0%	1	20.0%	15	14	93.3%
	TW Outcome 2		0.0%	14	93.3%	1	93.3%	15	14	93.3%
	TW Outcome 3		0.0%	15	100.0%		100.0%	15	15	100.0%
CHEM 1411, Section 11 Total		33	36.7%	55	61.1%	2	61.1%	90	88	97.8%
CHEM 1412, Section 11	EQS Outcome 1	18	85.7%	3	14.3%		14.3%	21	21	100.0%
	EQS Outcome 2	4	19.0%	9	42.9%	8	42.9%	21	13	61.9%
	EQS Outcome 3	13	61.9%	8	38.1%		38.1%	21	21	100.0%
	TW Outcome 1	16	76.2%	5	23.8%		23.8%	21	21	100.0%
	TW Outcome 2	19	90.5%	2	9.5%		9.5%	21	21	100.0%
	TW Outcome 3	21	100.0%		0.0%		0.0%	21	21	100.0%
CHEM 1412, Section 11 Total		91	72.2%	27	21.4%	8	21.4%	126	118	93.7%
ECON 2301, Section 42	EQS Outcome 1	15	88.2%	1	5.9%	1	5.9%	17	16	94.1%
	EQS Outcome 2	4	23.5%	5	29.4%	8	29.4%	17	9	52.9%
	EQS Outcome 3	13	76.5%	3	17.6%	1	17.6%	17	16	94.1%
	SR Outcome 1	5	29.4%	11	64.7%	1	64.7%	17	16	94.1%
	SR Outcome 2	6	35.3%	3	17.6%	8	17.6%	17	9	52.9%
	SR Outcome 3		0.0%	16	94.1%	1	94.1%	17	16	94.1%

ECON 2301, Section 42 Total		43	42.2%	39	38.2%	20	38.2%	102	82	80.4%
ENGL 1301, Section 280	PR Outcome 1	11	57.9%	7	36.8%	1	36.8%	19	18	94.7%
	PR Outcome 2	11	57.9%	6	31.6%	2	31.6%	19	17	89.5%
	PR Outcome 3	9	47.4%	9	47.4%	1	47.4%	19	18	94.7%
	TW Outcome 1	16	84.2%	3	15.8%		15.8%	19	19	100.0%
	TW Outcome 2	13	68.4%	6	31.6%		31.6%	19	19	100.0%
	TW Outcome 3	11	57.9%	6	31.6%	2	31.6%	19	17	89.5%
ENGL 1301, Section 280 Total		71	62.3%	37	32.5%	6	32.5%	114	108	94.7%
ENGL 1301, Section 470	PR Outcome 1	7	70.0%	3	30.0%		30.0%	10	10	100.0%
	PR Outcome 2	8	80.0%	2	20.0%		20.0%	10	10	100.0%
	PR Outcome 3	8	80.0%	2	20.0%		20.0%	10	10	100.0%
	TW Outcome 1	3	30.0%	1	10.0%	6	10.0%	10	4	40.0%
	TW Outcome 2	2	20.0%	1	10.0%	7	10.0%	10	3	30.0%
	TW Outcome 3	1	10.0%	3	30.0%	6	30.0%	10	4	40.0%
ENGL 1301, Section 470 Total		29	48.3%	12	20.0%	19	20.0%	60	41	68.3%
ENGL 1301, Section 522	PR Outcome 1	29	100.0%		0.0%		0.0%	29	29	100.0%
	PR Outcome 2	25	86.2%	4	13.8%		13.8%	29	29	100.0%
	PR Outcome 3	9	34.6%	5	19.2%	12	19.2%	26	14	53.8%
	TW Outcome 1	26	100.0%		0.0%		0.0%	26	26	100.0%
	TW Outcome 2	26	100.0%		0.0%		0.0%	26	26	100.0%
	TW Outcome 3	26	100.0%		0.0%		0.0%	26	26	100.0%
ENGL 1301, Section 522 Total		141	87.0%	9	5.6%	12	5.6%	162	150	92.6%
ENGL 1301, Section 536	PR Outcome 1	9	90.0%	1	10.0%		10.0%	10	10	100.0%
	PR Outcome 2	9	90.0%	1	10.0%		10.0%	10	10	100.0%
	PR Outcome 3	9	90.0%	1	10.0%		10.0%	10	10	100.0%
	TW Outcome 1	7	70.0%	3	30.0%		30.0%	10	10	100.0%
	TW Outcome 2	7	70.0%	3	30.0%		30.0%	10	10	100.0%
	TW Outcome 3	7	70.0%	3	30.0%		30.0%	10	10	100.0%
ENGL 1301, Section 536 Total		48	80.0%	12	20.0%		20.0%	60	60	100.0%
ENGL 1301, Section 779	PR Outcome 1	15	93.8%	1	6.3%		6.3%	16	16	100.0%
	PR Outcome 2	15	93.8%	1	6.3%		6.3%	16	16	100.0%
	PR Outcome 3	4	25.0%	11	68.8%	1	68.8%	16	15	93.8%
	TW Outcome 1	14	93.3%	1	6.7%		6.7%	15	15	100.0%
	TW Outcome 2	12	80.0%	3	20.0%		20.0%	15	15	100.0%
	TW Outcome 3	12	85.7%	1	7.1%	1	7.1%	14	13	92.9%
ENGL 1301, Section 779 Total		72	78.3%	18	19.6%	2	19.6%	92	90	97.8%
ENGL 2322, Section 35	PR Outcome 1	18	90.0%		0.0%	2	0.0%	20	18	90.0%
	PR Outcome 2	20	100.0%		0.0%		0.0%	20	20	100.0%
	PR Outcome 3	19	95.0%	1	5.0%		5.0%	20	20	100.0%
	SR Outcome 1	14	70.0%	5	25.0%	1	25.0%	20	19	95.0%
	SR Outcome 2	12	60.0%	7	35.0%	1	35.0%	20	19	95.0%
	SR Outcome 3	13	65.0%	6	30.0%	1	30.0%	20	19	95.0%
ENGL 2322, Section 35 Total		96	80.0%	19	15.8%	5	15.8%	120	115	95.8%

ENGL 2322, Section 37	PR Outcome 1	17	100.0%		0.0%		0.0%	17	17	100.0%
	PR Outcome 2	2	11.8%	14	82.4%	1	82.4%	17	16	94.1%
	PR Outcome 3	3	17.6%	5	29.4%	9	29.4%	17	8	47.1%
	SR Outcome 1	1	5.9%	15	88.2%	1	88.2%	17	16	94.1%
	SR Outcome 2		0.0%	3	17.6%	14	17.6%	17	3	17.6%
	SR Outcome 3	4	23.5%	12	70.6%	1	70.6%	17	16	94.1%
ENGL 2322, Section 37 Total		27	26.5%	49	48.0%	26	48.0%	102	76	74.5%
ENGL 2322, Section 54	PR Outcome 1	5	55.6%	2	22.2%	2	22.2%	9	7	77.8%
	PR Outcome 2	6	66.7%	2	22.2%	1	22.2%	9	8	88.9%
	PR Outcome 3	5	55.6%	3	33.3%	1	33.3%	9	8	88.9%
	SR Outcome 1		0.0%		0.0%	9	0.0%	9	0	0.0%
	SR Outcome 2		0.0%		0.0%	9	0.0%	9	0	0.0%
	SR Outcome 3		0.0%		0.0%	9	0.0%	9	0	0.0%
ENGL 2322, Section 54 Total		16	29.6%	7	13.0%	31	13.0%	54	23	42.6%
ENGL 2322, Section 55	PR Outcome 1	18	94.7%		0.0%	1	0.0%	19	18	94.7%
	PR Outcome 2	18	94.7%	1	5.3%		5.3%	19	19	100.0%
	PR Outcome 3	18	94.7%		0.0%	1	0.0%	19	18	94.7%
	SR Outcome 1	11	57.9%	3	15.8%	5	15.8%	19	14	73.7%
	SR Outcome 2	14	73.7%	3	15.8%	2	15.8%	19	17	89.5%
	SR Outcome 3	9	47.4%	10	52.6%		52.6%	19	19	100.0%
ENGL 2322, Section 55 Total		88	77.2%	17	14.9%	9	14.9%	114	105	92.1%
GOVT 2304, Section 2	EQS Outcome 1	8	66.7%	3	25.0%	1	25.0%	12	11	91.7%
	EQS Outcome 2		0.0%		0.0%	12	0.0%	12	0	0.0%
	EQS Outcome 3	5	41.7%	4	33.3%	3	33.3%	12	9	75.0%
	SR Outcome 1	8	66.7%	3	25.0%	1	25.0%	12	11	91.7%
	SR Outcome 2	4	33.3%	8	66.7%		66.7%	12	12	100.0%
	SR Outcome 3	1	8.3%	9	75.0%	2	75.0%	12	10	83.3%
GOVT 2304, Section 2 Total		26	36.1%	27	37.5%	19	37.5%	72	53	73.6%
GOVT 2306, Section 5	PR Outcome 1	12	60.0%	7	35.0%	1	35.0%	20	19	95.0%
	PR Outcome 2	7	35.0%	12	60.0%	1	60.0%	20	19	95.0%
	PR Outcome 3	4	20.0%	9	45.0%	7	45.0%	20	13	65.0%
	SR Outcome 1	3	15.0%	15	75.0%	2	75.0%	20	18	90.0%
	SR Outcome 2	8	40.0%	10	50.0%	2	50.0%	20	18	90.0%
	SR Outcome 3	7	35.0%	5	25.0%	8	25.0%	20	12	60.0%
GOVT 2306, Section 5 Total		41	34.2%	58	48.3%	21	48.3%	120	99	82.5%
HIST 1301, Section 157	PR Outcome 1	1	11.1%	7	77.8%	1	77.8%	9	8	88.9%
	PR Outcome 2	9	100.0%		0.0%		0.0%	9	9	100.0%
	PR Outcome 3	5	55.6%	2	22.2%	2	22.2%	9	7	77.8%
	SR Outcome 1	7	87.5%		0.0%	1	0.0%	8	7	87.5%
	SR Outcome 2	1	12.5%	2	25.0%	5	25.0%	8	3	37.5%
	SR Outcome 3	1	12.5%	3	37.5%	4	37.5%	8	4	50.0%
HIST 1301, Section 157 Total		24	47.1%	14	27.5%	13	27.5%	51	38	74.5%
HIST 1302, Section 68	PR Outcome 1		0.0%		0.0%	14	0.0%	14	0	0.0%

	PR Outcome 2		0.0%		0.0%	14	0.0%	14	0	0.0%
	PR Outcome 3		0.0%		0.0%	14	0.0%	14	0	0.0%
	SR Outcome 1		0.0%		0.0%	14	0.0%	14	0	0.0%
	SR Outcome 2		0.0%		0.0%	14	0.0%	14	0	0.0%
	SR Outcome 3		0.0%		0.0%	14	0.0%	14	0	0.0%
HIST 1302, Section 68 Total			0.0%		0.0%	84	0.0%	84	0	0.0%
HIST 1302, Section 86	PR Outcome 1	4	23.5%	13	76.5%		76.5%	17	17	100.0%
	PR Outcome 2	2	11.8%	13	76.5%	2	76.5%	17	15	88.2%
	PR Outcome 3		0.0%	11	64.7%	6	64.7%	17	11	64.7%
	SR Outcome 1		0.0%		0.0%	17	0.0%	17	0	0.0%
	SR Outcome 2		0.0%		0.0%	17	0.0%	17	0	0.0%
	SR Outcome 3		0.0%		0.0%	17	0.0%	17	0	0.0%
HIST 1302, Section 86 Total		6	5.9%	37	36.3%	59	36.3%	102	43	42.2%
HUMA 1301, Section 32	PR Outcome 1	15	45.5%	11	33.3%	7	33.3%	33	26	78.8%
	PR Outcome 2	9	27.3%	20	60.6%	4	60.6%	33	29	87.9%
	PR Outcome 3	1	3.0%	26	78.8%	6	78.8%	33	27	81.8%
	SR Outcome 1	2	6.1%	20	60.6%	11	60.6%	33	22	66.7%
	SR Outcome 2	1	3.0%	24	72.7%	8	72.7%	33	25	75.8%
	SR Outcome 3	2	6.1%	13	39.4%	18	39.4%	33	15	45.5%
HUMA 1301, Section 32 Total		30	15.2%	114	57.6%	54	57.6%	198	144	72.7%
MATH 1314, Section 252	EQS Outcome 1	9	75.0%	2	16.7%	1	16.7%	12	11	91.7%
	EQS Outcome 2	5	41.7%	3	25.0%	4	25.0%	12	8	66.7%
	EQS Outcome 3	6	50.0%	4	33.3%	2	33.3%	12	10	83.3%
MATH 1314, Section 252 Total		20	55.6%	9	25.0%	7	25.0%	36	29	80.6%
MATH 1314, Section 266	EQS Outcome 1	5	83.3%	1	16.7%		16.7%	6	6	100.0%
	EQS Outcome 2	5	83.3%		0.0%	1	0.0%	6	5	83.3%
	EQS Outcome 3	5	83.3%		0.0%	1	0.0%	6	5	83.3%
MATH 1314, Section 266 Total		15	83.3%	1	5.6%	2	5.6%	18	16	88.9%
MATH 1314, Section 54	EQS Outcome 1	6	66.7%	3	33.3%		33.3%	9	9	100.0%
	EQS Outcome 2	5	55.6%	1	11.1%	3	11.1%	9	6	66.7%
	EQS Outcome 3	5	55.6%	1	11.1%	3	11.1%	9	6	66.7%
MATH 1314, Section 54 Total		16	59.3%	5	18.5%	6	18.5%	27	21	77.8%
MATH 1332, Section 17	EQS Outcome 1	1	100.0%		0.0%		0.0%	1	1	100.0%
	EQS Outcome 2		0.0%	1	100.0%		100.0%	1	1	100.0%
	EQS Outcome 3	1	100.0%		0.0%		0.0%	1	1	100.0%
MATH 1332, Section 17 Total		2	66.7%	1	33.3%		33.3%	3	3	100.0%
MATH 1332, Section 43	EQS Outcome 1	12	85.7%	2	14.3%		14.3%	14	14	100.0%
	EQS Outcome 2	7	50.0%	4	28.6%	3	28.6%	14	11	78.6%
	EQS Outcome 3	7	50.0%	4	28.6%	3	28.6%	14	11	78.6%
MATH 1332, Section 43 Total		26	61.9%	10	23.8%	6	23.8%	42	36	85.7%
MATH 1414, Section 79	EQS Outcome 1	15	75.0%	3	15.0%	2	15.0%	20	18	90.0%
	EQS Outcome 2	10	50.0%	1	5.0%	9	5.0%	20	11	55.0%
	EQS Outcome 3	11	55.0%	4	20.0%	5	20.0%	20	15	75.0%

MATH 1414, Section 79 Total		36	60.0%	8	13.3%	16	13.3%	60	44	73.3%
MATH 2412, Section 15	EQS Outcome 1	10	100.0%		0.0%		0.0%	10	10	100.0%
	EQS Outcome 2	8	80.0%		0.0%	2	0.0%	10	8	80.0%
	EQS Outcome 3	8	80.0%	1	10.0%	1	10.0%	10	9	90.0%
MATH 2412, Section 15 Total		26	86.7%	1	3.3%	3	3.3%	30	27	90.0%
MUSI 1306, Section 71	TW Outcome 1	3	100.0%		0.0%		0.0%	3	3	100.0%
	TW Outcome 2	2	66.7%	1	33.3%		33.3%	3	3	100.0%
	TW Outcome 3	1	33.3%	2	66.7%		66.7%	3	3	100.0%
MUSI 1306, Section 71 Total		6	66.7%	3	33.3%		33.3%	9	9	100.0%
MUSI 1306, Section 72	SR Outcome 1		0.0%		0.0%	3	0.0%	3	0	0.0%
	SR Outcome 2		0.0%		0.0%	3	0.0%	3	0	0.0%
	SR Outcome 3		0.0%		0.0%	3	0.0%	3	0	0.0%
	TW Outcome 1	3	100.0%		0.0%		0.0%	3	3	100.0%
	TW Outcome 2	3	100.0%		0.0%		0.0%	3	3	100.0%
	TW Outcome 3	3	100.0%		0.0%		0.0%	3	3	100.0%
MUSI 1306, Section 72 Total		9	50.0%		0.0%	9	0.0%	18	9	50.0%
PHIL 1301, Section 38	PR Outcome 1	31	88.6%	2	5.7%	2	5.7%	35	33	94.3%
	PR Outcome 2	24	68.6%	10	28.6%	1	28.6%	35	34	97.1%
	PR Outcome 3	18	51.4%	14	40.0%	3	40.0%	35	32	91.4%
	SR Outcome 1	26	74.3%	3	8.6%	6	8.6%	35	29	82.9%
	SR Outcome 2	19	54.3%	8	22.9%	8	22.9%	35	27	77.1%
	SR Outcome 3	15	42.9%	11	31.4%	9	31.4%	35	26	74.3%
PHIL 1301, Section 38 Total		133	63.3%	48	22.9%	29	22.9%	210	181	86.2%
PSYC 2301, Section 180	EQS Outcome 1		0.0%		0.0%	8	0.0%	8	0	0.0%
	EQS Outcome 2		0.0%		0.0%	8	0.0%	8	0	0.0%
	EQS Outcome 3		0.0%		0.0%	8	0.0%	8	0	0.0%
	SR Outcome 1		0.0%	1	12.5%	7	12.5%	8	1	12.5%
	SR Outcome 2		0.0%	2	25.0%	6	25.0%	8	2	25.0%
	SR Outcome 3		0.0%		0.0%	8	0.0%	8	0	0.0%
PSYC 2301, Section 180 Total			0.0%	3	6.3%	45	6.3%	48	3	6.3%
PSYC 2301, Section 40	EQS Outcome 1		0.0%		0.0%	13	0.0%	13	0	0.0%
	EQS Outcome 2		0.0%		0.0%	13	0.0%	13	0	0.0%
	EQS Outcome 3		0.0%		0.0%	13	0.0%	13	0	0.0%
	SR Outcome 1		0.0%		0.0%	13	0.0%	13	0	0.0%
	SR Outcome 2		0.0%		0.0%	13	0.0%	13	0	0.0%
	SR Outcome 3		0.0%		0.0%	13	0.0%	13	0	0.0%
PSYC 2301, Section 40 Total			0.0%		0.0%	78	0.0%	78	0	0.0%
SDEV 370, Section 37	PR Outcome 1	21	100.0%		0.0%		0.0%	21	21	100.0%
	PR Outcome 2	18	85.7%	3	14.3%		14.3%	21	21	100.0%
	PR Outcome 3	21	100.0%		0.0%		0.0%	21	21	100.0%
SDEV 370, Section 37 Total		60	95.2%	3	4.8%		4.8%	63	63	100.0%
SPCH 1315, Section 78	PR Outcome 1	3	75.0%	1	25.0%		25.0%	4	4	100.0%
	PR Outcome 2	3	75.0%		0.0%	1	0.0%	4	3	75.0%

PR Outcome 3	1	25.0%	2	50.0%	1	50.0%	4	3	75.0%
TW Outcome 1	2	50.0%	2	50.0%		50.0%	4	4	100.0%
TW Outcome 2	3	75.0%	1	25.0%		25.0%	4	4	100.0%
TW Outcome 3	2	50.0%	1	25.0%	1	25.0%	4	3	75.0%
SPCH 1315, Section 78 Total	14	58.3%	7	29.2%	3	29.2%	24	21	87.5%
Grand Total	1744	52.9%	872	26.4%	681	26.4%	3297	2616	79.3%

Data Source: iRubric and IPRE
02 10 2021 SPC IPRE

2020-2021 SPC Assessment Results by Outcome and Course

SLO	Course	Skillful	% Skillful	Emerging	% Emerging	Not Demonstrated	% Not Demonstrated	Grand Total	S + E	% S + E
EQS Outcome 1	BIOL 1322, Section 19	11	78.6%	3	21.4%		0.0%	14	14	100.0%
	BIOL 1406, Section 50	5	100.0%		0.0%		0.0%	5	5	100.0%
	BIOL 2401, Section 130	14	77.8%	3	16.7%	1	5.6%	18	17	94.4%
	BIOL 2401, Section 68	8	57.1%	5	35.7%	1	7.1%	14	13	92.9%
	BIOL 2404, Section 5	8	80.0%	2	20.0%		0.0%	10	10	100.0%
	BIOL 2420, Section 28	14	73.7%	5	26.3%		0.0%	19	19	100.0%
	BIOL 2420, Section 3	8	47.1%	9	52.9%		0.0%	17	17	100.0%
	CHEM 1411, Section 11	14	93.3%	1	6.7%		0.0%	15	15	100.0%
	CHEM 1412, Section 11	18	85.7%	3	14.3%		0.0%	21	21	100.0%
	ECON 2301, Section 42	15	88.2%	1	5.9%	1	5.9%	17	16	94.1%
	GOVT 2304, Section 2	8	66.7%	3	25.0%	1	8.3%	12	11	91.7%
	MATH 1314, Section 252	9	75.0%	2	16.7%	1	8.3%	12	11	91.7%
	MATH 1314, Section 266	5	83.3%	1	16.7%		0.0%	6	6	100.0%
	MATH 1314, Section 54	6	66.7%	3	33.3%		0.0%	9	9	100.0%
	MATH 1332, Section 17	1	100.0%		0.0%		0.0%	1	1	100.0%
	MATH 1332, Section 43	12	85.7%	2	14.3%		0.0%	14	14	100.0%
	MATH 1414, Section 79	15	75.0%	3	15.0%	2	10.0%	20	18	90.0%
	MATH 2412, Section 15	10	100.0%		0.0%		0.0%	10	10	100.0%
	PSYC 2301, Section 180		0.0%		0.0%	8	100.0%	8	0	0.0%
	PSYC 2301, Section 40		0.0%		0.0%	13	100.0%	13	0	0.0%
EQS Outcome 1 Total		181	71.0%	46	18.0%	28	11.0%	255	227	89.0%
EQS Outcome 2	BIOL 1322, Section 19	11	78.6%	3	21.4%		0.0%	14	14	100.0%
	BIOL 1406, Section 50	1	20.0%	4	80.0%		0.0%	5	5	100.0%
	BIOL 2401, Section 130	12	66.7%	6	33.3%		0.0%	18	18	100.0%
	BIOL 2401, Section 68	2	14.3%	5	35.7%	7	50.0%	14	7	50.0%
	BIOL 2404, Section 5	5	50.0%	2	20.0%	3	30.0%	10	7	70.0%
	BIOL 2420, Section 28	3	15.8%	16	84.2%		0.0%	19	19	100.0%
	BIOL 2420, Section 3	17	100.0%		0.0%		0.0%	17	17	100.0%
	CHEM 1411, Section 11	5	33.3%	10	66.7%		0.0%	15	15	100.0%
	CHEM 1412, Section 11	4	19.0%	9	42.9%	8	38.1%	21	13	61.9%
	ECON 2301, Section 42	4	23.5%	5	29.4%	8	47.1%	17	9	52.9%
	GOVT 2304, Section 2		0.0%		0.0%	12	100.0%	12	0	0.0%
	MATH 1314, Section 252	5	41.7%	3	25.0%	4	33.3%	12	8	66.7%
	MATH 1314, Section 266	5	83.3%		0.0%	1	16.7%	6	5	83.3%
	MATH 1314, Section 54	5	55.6%	1	11.1%	3	33.3%	9	6	66.7%
	MATH 1332, Section 17		0.0%	1	100.0%		0.0%	1	1	100.0%
	MATH 1332, Section 43	7	50.0%	4	28.6%	3	21.4%	14	11	78.6%
	MATH 1414, Section 79	10	50.0%	1	5.0%	9	45.0%	20	11	55.0%
	MATH 2412, Section 15	8	80.0%		0.0%	2	20.0%	10	8	80.0%

	PSYC 2301, Section 180		0.0%		0.0%	8	100.0%	8	0	0.0%
	PSYC 2301, Section 40		0.0%		0.0%	13	100.0%	13	0	0.0%
EQS Outcome 2 Total		104	40.8%	70	27.5%	81	31.8%	255	174	68.2%
EQS Outcome 3	BIOL 1322, Section 19	5	35.7%	4	28.6%	5	35.7%	14	9	64.3%
	BIOL 1406, Section 50	2	40.0%	3	60.0%		0.0%	5	5	100.0%
	BIOL 2401, Section 130	8	44.4%	8	44.4%	2	11.1%	18	16	88.9%
	BIOL 2401, Section 68	9	64.3%	3	21.4%	2	14.3%	14	12	85.7%
	BIOL 2404, Section 5	8	80.0%	1	10.0%	1	10.0%	10	9	90.0%
	BIOL 2420, Section 28	14	73.7%		0.0%	5	26.3%	19	14	73.7%
	BIOL 2420, Section 3	17	100.0%		0.0%		0.0%	17	17	100.0%
	CHEM 1411, Section 11	3	20.0%	12	80.0%		0.0%	15	15	100.0%
	CHEM 1412, Section 11	13	61.9%	8	38.1%		0.0%	21	21	100.0%
	ECON 2301, Section 42	13	76.5%	3	17.6%	1	5.9%	17	16	94.1%
	GOVT 2304, Section 2	5	41.7%	4	33.3%	3	25.0%	12	9	75.0%
	MATH 1314, Section 252	6	50.0%	4	33.3%	2	16.7%	12	10	83.3%
	MATH 1314, Section 266	5	83.3%		0.0%	1	16.7%	6	5	83.3%
	MATH 1314, Section 54	5	55.6%	1	11.1%	3	33.3%	9	6	66.7%
	MATH 1332, Section 17	1	100.0%		0.0%		0.0%	1	1	100.0%
	MATH 1332, Section 43	7	50.0%	4	28.6%	3	21.4%	14	11	78.6%
	MATH 1414, Section 79	11	55.0%	4	20.0%	5	25.0%	20	15	75.0%
	MATH 2412, Section 15	8	80.0%	1	10.0%	1	10.0%	10	9	90.0%
	PSYC 2301, Section 180		0.0%		0.0%	8	100.0%	8	0	0.0%
	PSYC 2301, Section 40		0.0%		0.0%	13	100.0%	13	0	0.0%
EQS Outcome 3 Total		140	54.9%	60	23.5%	55	21.6%	255	200	78.4%
PR Outcome 1	ENGL 1301, Section 280	11	57.9%	7	36.8%	1	5.3%	19	18	94.7%
	ENGL 1301, Section 470	7	70.0%	3	30.0%		0.0%	10	10	100.0%
	ENGL 1301, Section 522	29	100.0%		0.0%		0.0%	29	29	100.0%
	ENGL 1301, Section 536	9	90.0%	1	10.0%		0.0%	10	10	100.0%
	ENGL 1301, Section 779	15	93.8%	1	6.3%		0.0%	16	16	100.0%
	ENGL 2322, Section 35	18	90.0%		0.0%	2	10.0%	20	18	90.0%
	ENGL 2322, Section 37	17	100.0%		0.0%		0.0%	17	17	100.0%
	ENGL 2322, Section 54	5	55.6%	2	22.2%	2	22.2%	9	7	77.8%
	ENGL 2322, Section 55	18	94.7%		0.0%	1	5.3%	19	18	94.7%
	GOVT 2306, Section 5	12	60.0%	7	35.0%	1	5.0%	20	19	95.0%
	HIST 1301, Section 157	1	11.1%	7	77.8%	1	11.1%	9	8	88.9%
	HIST 1302, Section 68		0.0%		0.0%	14	100.0%	14	0	0.0%
	HIST 1302, Section 86	4	23.5%	13	76.5%		0.0%	17	17	100.0%
	HUMA 1301, Section 32	15	45.5%	11	33.3%	7	21.2%	33	26	78.8%
	PHIL 1301, Section 38	31	88.6%	2	5.7%	2	5.7%	35	33	94.3%
	SDEV 370, Section 37	21	100.0%		0.0%		0.0%	21	21	100.0%
	SPCH 1315, Section 78	3	75.0%	1	25.0%		0.0%	4	4	100.0%
PR Outcome 1 Total		216	71.5%	55	18.2%	31	10.3%	302	271	89.7%

PR Outcome 2	ENGL 1301, Section 280	11	57.9%	6	31.6%	2	10.5%	19	17	89.5%
	ENGL 1301, Section 470	8	80.0%	2	20.0%		0.0%	10	10	100.0%
	ENGL 1301, Section 522	25	86.2%	4	13.8%		0.0%	29	29	100.0%
	ENGL 1301, Section 536	9	90.0%	1	10.0%		0.0%	10	10	100.0%
	ENGL 1301, Section 779	15	93.8%	1	6.3%		0.0%	16	16	100.0%
	ENGL 2322, Section 35	20	100.0%		0.0%		0.0%	20	20	100.0%
	ENGL 2322, Section 37	2	11.8%	14	82.4%	1	5.9%	17	16	94.1%
	ENGL 2322, Section 54	6	66.7%	2	22.2%	1	11.1%	9	8	88.9%
	ENGL 2322, Section 55	18	94.7%	1	5.3%		0.0%	19	19	100.0%
	GOVT 2306, Section 5	7	35.0%	12	60.0%	1	5.0%	20	19	95.0%
	HIST 1301, Section 157	9	100.0%		0.0%		0.0%	9	9	100.0%
	HIST 1302, Section 68		0.0%		0.0%	14	100.0%	14	0	0.0%
	HIST 1302, Section 86	2	11.8%	13	76.5%	2	11.8%	17	15	88.2%
	HUMA 1301, Section 32	9	27.3%	20	60.6%	4	12.1%	33	29	87.9%
	PHIL 1301, Section 38	24	68.6%	10	28.6%	1	2.9%	35	34	97.1%
	SDEV 370, Section 37	18	85.7%	3	14.3%		0.0%	21	21	100.0%
	SPCH 1315, Section 78	3	75.0%		0.0%	1	25.0%	4	3	75.0%
PR Outcome 2 Total		186	61.6%	89	29.5%	27	8.9%	302	275	91.1%
PR Outcome 3	ENGL 1301, Section 280	9	47.4%	9	47.4%	1	5.3%	19	18	94.7%
	ENGL 1301, Section 470	8	80.0%	2	20.0%		0.0%	10	10	100.0%
	ENGL 1301, Section 522	9	34.6%	5	19.2%	12	46.2%	26	14	53.8%
	ENGL 1301, Section 536	9	90.0%	1	10.0%		0.0%	10	10	100.0%
	ENGL 1301, Section 779	4	25.0%	11	68.8%	1	6.3%	16	15	93.8%
	ENGL 2322, Section 35	19	95.0%	1	5.0%		0.0%	20	20	100.0%
	ENGL 2322, Section 37	3	17.6%	5	29.4%	9	52.9%	17	8	47.1%
	ENGL 2322, Section 54	5	55.6%	3	33.3%	1	11.1%	9	8	88.9%
	ENGL 2322, Section 55	18	94.7%		0.0%	1	5.3%	19	18	94.7%
	GOVT 2306, Section 5	4	20.0%	9	45.0%	7	35.0%	20	13	65.0%
	HIST 1301, Section 157	5	55.6%	2	22.2%	2	22.2%	9	7	77.8%
	HIST 1302, Section 68		0.0%		0.0%	14	100.0%	14	0	0.0%
	HIST 1302, Section 86		0.0%	11	64.7%	6	35.3%	17	11	64.7%
	HUMA 1301, Section 32	1	3.0%	26	78.8%	6	18.2%	33	27	81.8%
	PHIL 1301, Section 38	18	51.4%	14	40.0%	3	8.6%	35	32	91.4%
	SDEV 370, Section 37	21	100.0%		0.0%		0.0%	21	21	100.0%
	SPCH 1315, Section 78	1	25.0%	2	50.0%	1	25.0%	4	3	75.0%
PR Outcome 3 Total		134	44.8%	101	33.8%	64	21.4%	299	235	78.6%
SR Outcome 1	ARTS 1301, Section 77	23	100.0%		0.0%		0.0%	23	23	100.0%
	ARTS 1301, Section 8	6	40.0%	5	33.3%	4	26.7%	15	11	73.3%
	ECON 2301, Section 42	5	29.4%	11	64.7%	1	5.9%	17	16	94.1%
	ENGL 2322, Section 35	14	70.0%	5	25.0%	1	5.0%	20	19	95.0%
	ENGL 2322, Section 37	1	5.9%	15	88.2%	1	5.9%	17	16	94.1%
	ENGL 2322, Section 54		0.0%		0.0%	9	100.0%	9	0	0.0%

	ENGL 2322, Section 55	11	57.9%	3	15.8%	5	26.3%	19	14	73.7%
	GOVT 2304, Section 2	8	66.7%	3	25.0%	1	8.3%	12	11	91.7%
	GOVT 2306, Section 5	3	15.0%	15	75.0%	2	10.0%	20	18	90.0%
	HIST 1301, Section 157	7	87.5%		0.0%	1	12.5%	8	7	87.5%
	HIST 1302, Section 68		0.0%		0.0%	14	100.0%	14	0	0.0%
	HIST 1302, Section 86		0.0%		0.0%	17	100.0%	17	0	0.0%
	HUMA 1301, Section 32	2	6.1%	20	60.6%	11	33.3%	33	22	66.7%
	MUSI 1306, Section 72		0.0%		0.0%	3	100.0%	3	0	0.0%
	PHIL 1301, Section 38	26	74.3%	3	8.6%	6	17.1%	35	29	82.9%
	PSYC 2301, Section 180		0.0%	1	12.5%	7	87.5%	8	1	12.5%
	PSYC 2301, Section 40		0.0%		0.0%	13	100.0%	13	0	0.0%
SR Outcome 1 Total		106	37.5%	81	28.6%	96	33.9%	283	187	66.1%
SR Outcome 2	ARTS 1301, Section 77	23	100.0%		0.0%		0.0%	23	23	100.0%
	ARTS 1301, Section 8	5	33.3%	7	46.7%	3	20.0%	15	12	80.0%
	ECON 2301, Section 42	6	35.3%	3	17.6%	8	47.1%	17	9	52.9%
	ENGL 2322, Section 35	12	60.0%	7	35.0%	1	5.0%	20	19	95.0%
	ENGL 2322, Section 37		0.0%	3	17.6%	14	82.4%	17	3	17.6%
	ENGL 2322, Section 54		0.0%		0.0%	9	100.0%	9	0	0.0%
	ENGL 2322, Section 55	14	73.7%	3	15.8%	2	10.5%	19	17	89.5%
	GOVT 2304, Section 2	4	33.3%	8	66.7%		0.0%	12	12	100.0%
	GOVT 2306, Section 5	8	40.0%	10	50.0%	2	10.0%	20	18	90.0%
	HIST 1301, Section 157	1	12.5%	2	25.0%	5	62.5%	8	3	37.5%
	HIST 1302, Section 68		0.0%		0.0%	14	100.0%	14	0	0.0%
	HIST 1302, Section 86		0.0%		0.0%	17	100.0%	17	0	0.0%
	HUMA 1301, Section 32	1	3.0%	24	72.7%	8	24.2%	33	25	75.8%
	MUSI 1306, Section 72		0.0%		0.0%	3	100.0%	3	0	0.0%
	PHIL 1301, Section 38	19	54.3%	8	22.9%	8	22.9%	35	27	77.1%
	PSYC 2301, Section 180		0.0%	2	25.0%	6	75.0%	8	2	25.0%
	PSYC 2301, Section 40		0.0%		0.0%	13	100.0%	13	0	0.0%
SR Outcome 2 Total		93	32.9%	77	27.2%	113	39.9%	283	170	60.1%
SR Outcome 3	ARTS 1301, Section 77	23	100.0%		0.0%		0.0%	23	23	100.0%
	ARTS 1301, Section 8	4	26.7%	6	40.0%	5	33.3%	15	10	66.7%
	ECON 2301, Section 42		0.0%	16	94.1%	1	5.9%	17	16	94.1%
	ENGL 2322, Section 35	13	65.0%	6	30.0%	1	5.0%	20	19	95.0%
	ENGL 2322, Section 37	4	23.5%	12	70.6%	1	5.9%	17	16	94.1%
	ENGL 2322, Section 54		0.0%		0.0%	9	100.0%	9	0	0.0%
	ENGL 2322, Section 55	9	47.4%	10	52.6%		0.0%	19	19	100.0%
	GOVT 2304, Section 2	1	8.3%	9	75.0%	2	16.7%	12	10	83.3%
	GOVT 2306, Section 5	7	35.0%	5	25.0%	8	40.0%	20	12	60.0%
	HIST 1301, Section 157	1	12.5%	3	37.5%	4	50.0%	8	4	50.0%
	HIST 1302, Section 68		0.0%		0.0%	14	100.0%	14	0	0.0%
	HIST 1302, Section 86		0.0%		0.0%	17	100.0%	17	0	0.0%

	HUMA 1301, Section 32	2	6.1%	13	39.4%	18	54.5%	33	15	45.5%
	MUSI 1306, Section 72		0.0%		0.0%	3	100.0%	3	0	0.0%
	PHIL 1301, Section 38	15	42.9%	11	31.4%	9	25.7%	35	26	74.3%
	PSYC 2301, Section 180		0.0%		0.0%	8	100.0%	8	0	0.0%
	PSYC 2301, Section 40		0.0%		0.0%	13	100.0%	13	0	0.0%
SR Outcome 3 Total		79	27.9%	91	32.2%	113	39.9%	283	170	60.1%
TW Outcome 1	ARTS 1301, Section 77	22	95.7%	1	4.3%		0.0%	23	23	100.0%
	ARTS 1301, Section 8	6	40.0%	3	20.0%	6	40.0%	15	9	60.0%
	BIOL 1322, Section 19	8	57.1%	6	42.9%		0.0%	14	14	100.0%
	BIOL 1406, Section 50	2	50.0%	2	50.0%		0.0%	4	4	100.0%
	BIOL 2401, Section 130	14	77.8%	2	11.1%	2	11.1%	18	16	88.9%
	BIOL 2401, Section 68	6	42.9%	7	50.0%	1	7.1%	14	13	92.9%
	BIOL 2404, Section 5	5	50.0%	1	10.0%	4	40.0%	10	6	60.0%
	BIOL 2420, Section 28	12	63.2%		0.0%	7	36.8%	19	12	63.2%
	BIOL 2420, Section 3	17	100.0%		0.0%		0.0%	17	17	100.0%
	CHEM 1411, Section 11	11	73.3%	3	20.0%	1	6.7%	15	14	93.3%
	CHEM 1412, Section 11	16	76.2%	5	23.8%		0.0%	21	21	100.0%
	ENGL 1301, Section 280	16	84.2%	3	15.8%		0.0%	19	19	100.0%
	ENGL 1301, Section 470	3	30.0%	1	10.0%	6	60.0%	10	4	40.0%
	ENGL 1301, Section 522	26	100.0%		0.0%		0.0%	26	26	100.0%
	ENGL 1301, Section 536	7	70.0%	3	30.0%		0.0%	10	10	100.0%
	ENGL 1301, Section 779	14	93.3%	1	6.7%		0.0%	15	15	100.0%
	MUSI 1306, Section 71	3	100.0%		0.0%		0.0%	3	3	100.0%
	MUSI 1306, Section 72	3	100.0%		0.0%		0.0%	3	3	100.0%
	SPCH 1315, Section 78	2	50.0%	2	50.0%		0.0%	4	4	100.0%
TW Outcome 1 Total		193	74.2%	40	15.4%	27	10.4%	260	233	89.6%
TW Outcome 2	ARTS 1301, Section 77	22	95.7%	1	4.3%		0.0%	23	23	100.0%
	ARTS 1301, Section 8	9	60.0%		0.0%	6	40.0%	15	9	60.0%
	BIOL 1322, Section 19	4	28.6%	9	64.3%	1	7.1%	14	13	92.9%
	BIOL 1406, Section 50	2	50.0%	2	50.0%		0.0%	4	4	100.0%
	BIOL 2401, Section 130	5	27.8%	12	66.7%	1	5.6%	18	17	94.4%
	BIOL 2401, Section 68	7	50.0%	6	42.9%	1	7.1%	14	13	92.9%
	BIOL 2404, Section 5	6	60.0%	2	20.0%	2	20.0%	10	8	80.0%
	BIOL 2420, Section 28	5	26.3%	9	47.4%	5	26.3%	19	14	73.7%
	BIOL 2420, Section 3	10	58.8%	7	41.2%		0.0%	17	17	100.0%
	CHEM 1411, Section 11		0.0%	14	93.3%	1	6.7%	15	14	93.3%
	CHEM 1412, Section 11	19	90.5%	2	9.5%		0.0%	21	21	100.0%
	ENGL 1301, Section 280	13	68.4%	6	31.6%		0.0%	19	19	100.0%
	ENGL 1301, Section 470	2	20.0%	1	10.0%	7	70.0%	10	3	30.0%
	ENGL 1301, Section 522	26	100.0%		0.0%		0.0%	26	26	100.0%
	ENGL 1301, Section 536	7	70.0%	3	30.0%		0.0%	10	10	100.0%
	ENGL 1301, Section 779	12	80.0%	3	20.0%		0.0%	15	15	100.0%

	MUSI 1306, Section 71	2	66.7%	1	33.3%		0.0%	3	3	100.0%
	MUSI 1306, Section 72	3	100.0%		0.0%		0.0%	3	3	100.0%
	SPCH 1315, Section 78	3	75.0%	1	25.0%		0.0%	4	4	100.0%
TW Outcome 2 Total		157	60.4%	79	30.4%	24	9.2%	260	236	90.8%
TW Outcome 3	ARTS 1301, Section 77	22	95.7%	1	4.3%		0.0%	23	23	100.0%
	ARTS 1301, Section 8	7	46.7%	2	13.3%	6	40.0%	15	9	60.0%
	BIOL 1322, Section 19	4	28.6%	9	64.3%	1	7.1%	14	13	92.9%
	BIOL 1406, Section 50	5	100.0%		0.0%		0.0%	5	5	100.0%
	BIOL 2401, Section 130	6	33.3%	9	50.0%	3	16.7%	18	15	83.3%
	BIOL 2401, Section 68	14	100.0%		0.0%		0.0%	14	14	100.0%
	BIOL 2404, Section 5	4	40.0%	4	40.0%	2	20.0%	10	8	80.0%
	BIOL 2420, Section 28	9	47.4%	10	52.6%		0.0%	19	19	100.0%
	BIOL 2420, Section 3		0.0%	17	100.0%		0.0%	17	17	100.0%
	CHEM 1411, Section 11		0.0%	15	100.0%		0.0%	15	15	100.0%
	CHEM 1412, Section 11	21	100.0%		0.0%		0.0%	21	21	100.0%
	ENGL 1301, Section 280	11	57.9%	6	31.6%	2	10.5%	19	17	89.5%
	ENGL 1301, Section 470	1	10.0%	3	30.0%	6	60.0%	10	4	40.0%
	ENGL 1301, Section 522	26	100.0%		0.0%		0.0%	26	26	100.0%
	ENGL 1301, Section 536	7	70.0%	3	30.0%		0.0%	10	10	100.0%
	ENGL 1301, Section 779	12	85.7%	1	7.1%	1	7.1%	14	13	92.9%
	MUSI 1306, Section 71	1	33.3%	2	66.7%		0.0%	3	3	100.0%
	MUSI 1306, Section 72	3	100.0%		0.0%		0.0%	3	3	100.0%
	SPCH 1315, Section 78	2	50.0%	1	25.0%	1	25.0%	4	3	75.0%
TW Outcome 3 Total		155	59.6%	83	31.9%	22	8.5%	260	238	91.5%
Grand Total		1744	52.9%	872	26.4%	681	20.7%	3297	2616	79.3%

Data Source: iRubric and IPRE
02 12 2021 SPC IPRE

Appendix D

Assignment Review Feedback

FCA	Foundational Component Area	SUBJECT_DESC	COURSE_TITLE_SHORT	CRN	Rubric	Course No.	Course SectionNo.	INSTRUCTOR_ID	Assessors	EQS SLO1: Identify & collect data	EQS SLO2: Manipulate data	EQS SLO3: Analyze; draw informed conclusion	TW SLO1: Contribution	TW SLO2: Cooperation	TW SLO3: Self-management	SR SLO1: Intercultural	SR SLO2: Civic knowledge	SR SLO3: Communities	PR SLO1: Ethical Issues	PR SLO2: Perspectives	PR SLO3: Values	Cover Sheet (Y or N)	Overall Assg. Quality	Improvement Needed/Feedback
010	Communication	ENGL-English	Composition I	14706	ENGL	1301	280	901384546	Ty Williams Meagan Sovine				1	1	1				1	1	1		Overall, the assignments were nicely presented to the students. The questions had a logical flow and the instructions were clearly written.	See ENGL 1301-280 and SPCH 1315-078 feedback below
010	Communication	ENGL-English	Composition I	34036	ENGL	1301	470	900129079	Jamie Miranda Edward O'Casey															
010	Communication	ENGL-English	Composition I	37871	ENGL	1301	522	901112484	Karen Cunningham Stephanie Gibson															
010	Communication	ENGL-English	Composition I	39643	ENGL	1301	536	900891402	Jamie Miranda Edward O'Casey															
010	Communication	ENGL-English	Composition I	43785	ENGL	1301	779	900072252	Karen Cunningham Stephanie Gibson															General Feedback (SG) •Required QEP discipline specific assignment training for all who are teaching. •Discipline specific assignment templates that must be followed with the exception of the piece of material to be evaluated with the EDM process. •Questions for teamwork need to be revisited to ensure clarity for students across the disciplines. •Require everyone to be part of the review process to see the QEP assignment from that perspective in order to gain a better understanding of
010	Communication	SPCH-Speech	Public Speaking	40932	SPCH	1315	78	901286800	Ty Williams Meagan Sovine				1	1	1				1	1	1		Overall, the assignments were nicely presented to the students. The questions had a logical flow and the instructions were clearly written.	See ENGL 1301-280 and SPCH 1315-078 feedback below
020	Mathematics	MATH-Mathematics	College Algebra Stand Alone	11120	MATH	1314	54	900020709	Karrar Alshaikhli Justin Hill	1	1	1										y	It was good overall. My only complaint was that different reviewers will disagree (like me and Karrar did) on what constitutes an emerging or expert mastery on SLO2 and SLO3 the way the assignment is written. Basically, the questions could use a little more detail in what the assignment is looking for in manipulating data and analyzing data. JH	There was legitimate confusion (that only one student caught) where the SLO3 question asked which "car" was the best option, but one of the possible answers was a motorcycle. The easiest fix would probably be to change the word to "automobile" in the question, but honestly students still will associate "automobile" with a car, truck, jeep, but not a motorcycle. So I would change the motorcycle to maybe a van, or something like that, and change the word to "automobile." JH
020	Mathematics	MATH-Mathematics	College Algebra Co-requisite	38167	MATH	1314	252	900010456	Karrar Alshaikhli Justin Hill	1	1	1										y		
020	Mathematics	MATH-Mathematics	College Algebra Co-requisite	38214	MATH	1314	266	900035322	Karrar Alshaikhli Justin Hill	1	1	1										y		
020	Mathematics	MATH-Mathematics	Liberal Arts Math I	38191	MATH	1332	17	900615994	Karrar Alshaikhli Justin Hill	1	1	1										y		
020	Mathematics	MATH-Mathematics	Liberal Arts Math I	41659	MATH	1332	43	900032717	Karrar Alshaikhli Justin Hill	1	1	1										y		
020	Mathematics	MATH-Mathematics	College Algebra (Precal Track)	27525	MATH	1414	79	900876916	Karrar Alshaikhli Justin Hill	1	1	1										y		
020	Mathematics	MATH-Mathematics	Precalculus	38138	MATH	2412	15	900035322	Karrar Alshaikhli Justin Hill	1	1	1										y		
030	Life and Physical Sciences	BIOL-Biology	Nutrition & Diet Therapy	36782	BIOL	1322	19	901357690	Lourdes Alba Ron Viola	1	1	1	1	1	1									NS will continue the following: - Formsite
030	Life and Physical Sciences	BIOL-Biology	Biology for Science Majors I	30892	BIOL	1406	50	900215578	Carmen Nava-Fischer Mary Kelaita	1	1	1	1	1	1								The assignment in general serves well for the purpose of Empirical/Quantitative skills. In this assignment students evaluate themselves their Team Work.	data collection; - All sections complete assessment; - Same assessment for entire department, each faculty member can have input into artifact design; - Incentive (graded assignment etc.) for students to complete; - Faculty commit
030	Life and Physical Sciences	BIOL-Biology	Human Anatomy & Physiology I	40858	BIOL	2401	68	900034387	Carmen Nava-Fischer Mary Kelaita	1	1	1	1	1	1								The assignment in general serves well for the purpose of Empirical/Quantitative skills. In this assignment students evaluate themselves their Team Work.	to large proportion of class complete task. (CNF feedback) In Natural Sciences Department we give the same assignment to all students. This assignment is about enzymes, and students of Physics (PHYS) and Earth
030	Life and Physical Sciences	BIOL-Biology	Human Anatomy & Physiology I	43254	BIOL	2401	130	901385115	Lourdes Alba Ron Viola	1	1	1	1	1	1									Sciences (GEOL) courses, which are
030	Life and Physical Sciences	BIOL-Biology	Human Anatomy and Physiology	16742	BIOL	2404	5	900025467	Alfred Williams Srinivasa Reddy	1	1	1	1	1	1									smaller number than Biology (BIOL) and
030	Life and Physical Sciences	BIOL-Biology	Microbiology - Allied Health	41796	BIOL	2420	3	901148916	Alfred Williams Srinivasa Reddy	1	1	1	1	1	1									Chemistry (CHEM) courses, have
030	Life and Physical Sciences	BIOL-Biology	Microbiology - Allied Health	30356	BIOL	2420	28	901375095	Alfred Williams Srinivasa Reddy	1	1	1	1	1	1									difficulty to understand the assignment.
030	Life and Physical Sciences	CHEM-Chemistry	General Chemistry I	16543	CHEM	1411	11	900922133	Lourdes Alba Ron Viola	1	1	1	1	1	1									I recommend to have two different
030	Life and Physical Sciences	CHEM-Chemistry	General Chemistry II	39362	CHEM	1412	11	900255376	Carmen Nava-Fischer Mary Kelaita	1	1	1	1	1	1								The assignment in general serves	assignment one for BIOL and CHEM
040	Language, Philosophy and Culture	ENGL-English	British Literature I	26062	ENGL	2322	35	900974449	Jenny Gray Kimberly Irving Conaway															
040	Language, Philosophy and Culture	ENGL-English	British Literature I	28578	ENGL	2322	37	900036386	Marissa Ramirez Laurie Humberson															
040	Language, Philosophy and Culture	ENGL-English	British Literature I	35538	ENGL	2322	54	900663265	Marissa Ramirez Laurie Humberson															
040	Language, Philosophy and Culture	ENGL-English	British Literature I	36483	ENGL	2322	55	900974449	Jenny Gray Kimberly Irving Conaway															
040	Language, Philosophy and Culture	HUMA-Humanities	Intro to Humanities I	10167	HUMA	1301	32	900031533	David Kisel Joelle Nanivazo															This was written in an essay format. It was hard to assess especially for Social Responsibility. The questions could be improved to get more skillful answers for Social Responsibility. Add things like provide three examples or split the questions in two.
040	Language, Philosophy and Culture	PHIL-Philosophy	Introduction to Philosophy	13089	PHIL	1301	38	901239011	Kelli Rolland-Adkins Michael Grillo															
050	Creative Arts	ARTS-Art and Studio Art	Art Appreciation	17206	ARTS	1301	8	900550956	Nicole Geary Eric Schmidt															Notes and feedback captured during
050	Creative Arts	ARTS-Art and Studio Art	Art Appreciation	17223	ARTS	1301	77	900033005	Greg Gonzales Andrew Heinrich															Assessment Showcase discussion;
050	Creative Arts	MUSI-Music	Music Appreciation	42756	MUSI	1306	71	900030239	Nicole Geary Eric Schmidt															departmental summary presented by
050	Creative Arts	MUSI-Music	Music Appreciation	43080	MUSI	1306	72	901288122	Greg Gonzales Andrew Heinrich															Andrew Heinrich
060	American History	HIST-History	United States History I	26061	HIST	1301	157	901120554	Cynthia Dinsmore Charlie Langston							1	1	1	1	1	1		This project actually forced students to have multiple perspectives.	It would have been better if it was typed up instead of hand written.
060	American History	HIST-History	United States History II	23891	HIST	1302	68	900032750	Kelli Rolland-Adkins Michael Grillo							0	0	0	0	0	0		This assignment is unaccessible. The assignment did not match the SLOs. The instructor is an adjunct that may not have received instruction on how to create an artifact for QEP.	
060	American History	HIST-History	United States History II	10215	HIST	1302	86	900031241	Cynthia Dinsmore Charlie Langston										1	1	1			This assessment did not include a portion on social reponsibility. It also did not really lay out the VIP method to make sure to hit all the points on Ethical Decision Making.
070	Government/Political Science	GOVT-Political Science/Govt	Texas Government	16869	GOVT	2306	5	901434370	Cynthia Dinsmore Charlie Langston							1	1	1	1	1	1			This one just needed to be reworded to get multiple perspectives.
080	Social and Behavioral Sciences	ECON-Economics	Principles of Macroeconomics	35626	ECON	2301	42	901433393	Cindy Pryor Kelsey Konkright	1	1	1				1	1	1				Y	Good	N/A

080	Social and Behavioral Sciences	GOVT-Political Science/Govt	Intro to Political Science	23915	GOVT	2304	2	900035634	David Kisel Joelle Nanivazo													The prompt was very relevant (Using Masks - COVID-19). The assessment even in essay form was not very difficult to assess. Students had good guidance on what to address in the essay.	Lots of reference sources were used causing students to reach very different conclusions. That is ok, but it makes it hard to know if they are well founded conclusions. Need to add a question to solicit responses for Empirical and Quantitative outcome 2; Data manipulation.
080	Social and Behavioral Sciences	PSYC-Psychology	General Psychology	11669	PSYC	2301	40	900036056	Cindy Pryor Kelsey Konkright												N	Assignment didn't match SLO (it was designed for a different	Submit correct assignment
080	Social and Behavioral Sciences	PSYC-Psychology	General Psychology	43797	PSYC	2301	180	900036056	Cindy Pryor Kelsey Konkright												N	Assignment didn't match SLO (It was designed for a different	Submit correct assignment
SDEV	Personal Responsibility	SDEV-Student Development	Foundations College Learning	40852	SDEV	370	37	900355761	Raymond Elliott Diana Escamilla										1	1	1	Y	The instructor who set up the SDEV QEP did absolutely awesome. The "prompt" was perfect for that reading/background knowledge level. The assignment setup lead the students to mastery/demonstrated. If the mastery level/demonstrated SLO was "list three XYZ's", the assignment requested the student to list three or more XYZ's. So clear, so logical, so student and assessor friendly.	N/A - a model for others

Feedback for ENGL 1301-280 and SPCH 1315-078 (Dr. Meagan Sovine and Ty Williams)

While it was great for students to pick the scenario they wanted to analyze, for assessment purposes it might be of benefit to offer one option. The reason for this is to increase the reliability that all students are receiving identical material and as such the responses are more likely to be easier to compare to one another because the topic of conversation is the same.

The organization of the questions were great and clearly written but it might be useful to give students sentence guidelines for each question (e.g. 3-5 sentences per question). This ensures that students will provide reasons behind their initial responses. Some students provided one sentence to respond to a series of questions, which is why they might have been scored low. The sentence requirements could prevent this obstacle.

For the wording of question 2 in personal responsibility questions, it should be considered to add more expectations for students to respond to this question. As it stands, students have to identify 3 options and explain parties who are impacted by each option. We get so many questions and concerns from students about this question because it confuses them. Currently, there's just not enough explanation for students to fully grasp what is being asked of them. We could add another sentence or two to better articulate expectations or we could reward the existing text.

Feedback for ENGL 1301 470 and 1301 536 (Jamie Miranda)

•Dual Credit class did not have students work as a team because on the three teamwork questions, students wrote about their jobs, sports teams, and cheerleading squads rather than the team for the QEP assignment.

•Even though my department (C & L) uses an assignment template, my assessment partner and I did not see the actual assignment the instructor gave students, so I could not evaluate where the issues lay.

•The order of the questions in the assignments is not always in the same order as the criteria on the rubrics, which can make assessment more difficult.

Feedback for HUMA 1301 032 and GOVT 2304 002

HUMA 1301: The assignment does not align with the first outcome of the social responsibility competency. The play is on the Greek culture hence limiting the culture lens of the assignment. The third outcome requires students to propose ways to engage with regional, national, and global communities to address the societal issue.
I think there are two problems with this assignment. The first is the play Antigone. The play is too limited in focus. The questions are not drafted to align with the outcomes. Suggestions
1.Choose another play, preferably a play which contains different culture or can be interpreted using different culture lenses.
2.Rewrite the questions to align with the outcomes. The questions must be specific in requiring different cultures' interpretations and ways to solve the social or ethical issues at the regional, national, and global
GOVT 2304: Assignment Review
The assignment does not align with the second outcome of the empirical and quantitative competency. The second outcome requires data manipulation, whereas the assignment requires listing or citing the data from the articles. The articles may contain a breakdown of the data by gender, political party, age, etc.
Suggestion for improvement: Add a question that will require data manipulation such as the computation of an average or percentage increase/decrease.