



St. Philip's College Annual Assessment Day Showcase Report

Introduction:

The St. Philip's College Assessment Day Showcase took place on February 26, 2016. The purpose of the Showcase is to continually improve Institutional Student Learning Outcomes by making the assessment process more efficient and effective. The event provides faculty with the opportunity to reflect on Assessment Day activities, review results and accomplishments, share assessment best practices and devise strategies for improvement.

Agenda:

The agenda included a welcome by the Dean of Arts & Sciences, an overview of key performance indicators by the Vice President of Student Success, a presentation of Assessment Day results by Student Learning Outcomes Assessment as well as presentations by Arts & Sciences chairs and a group discussion activity. Results of the group discussion activity were recorded in an electronic database and presented by table leaders to the group. Overall themes were identified leading to formal recommendations for improvement in the Annual Assessment Day Showcase Report.

Annual Assessment Day Showcase Agenda- February, 26, 2016 Location: Heritage Room

February 26, 2016 – Heritage Room, 2:00 – 4:00 p.m.

- | | |
|---------|---|
| 2:00 pm | Welcome
Randall Dawson, Dean of Division of Arts & Sciences |
| 2:10 pm | Overview of SPC Key Performance Indicators/Benchmarks
IPRE Overview |
| 2:25 pm | Overview of ISLO Assessment Results 2015-2016
Sonia Valdez, Coordinator of Measurement and Evaluation |
| 2:40 pm | Overview of Assessment Activity by Arts and Sciences Department Chairs
Greg Gonzales, Cynthia Pryor, Renita Mitchell, Tyrell Williams, Dr. Carmen Nava-Fischer |
| 3:00 pm | Group Discussion/Activity <ul style="list-style-type: none">- Characteristics of a successful artifact assignment- Discussion of best practices in assessment- Record top 2-3 best practices |
| 3:30 pm | Report Outs <ul style="list-style-type: none">- Group report out of top best practices |



Participation:

An announcement was distributed by Community and Public Relations via the St. Philip's College Newsletter inviting all full-time and part-time faculty and staff to attend the Showcase. The invitation and agenda were also loaded in the Alamo Talent Event Calendar.

The Vice President of Academic Affairs requested that VPAS Council members attend the Showcase in lieu of the VPAS Council Meeting of February 26. The agenda was distributed via email to instructional deans asking them to forward the invitation and agenda to all faculty. In addition, an invitation went out to faculty assessors who participated in Assessment and Calibration Days as well as the QEP Core and Implementation teams.

Electronic sign-in records for the Assessment Day Showcase indicate that 34 participants attended representing 20 full-time faculty, 2 adjunct Faculty, 4 administrators and 8 staff. Of the 22 faculty who attended, 18 (82%) were from Arts & Sciences, 2 (9%) from Applied Sciences & Technology and 2 (9%) from Health Sciences.

Key Performance Indicators/Benchmarks:

Vice President of Student Success presented the SPC College Scorecard 2016 results highlighting the College goals along with associated measures, benchmarks, supporting documents, leading indicators, results and targets. The scorecard was distributed to participants (Appendix A).

Assessment Day Results 2015-2016:

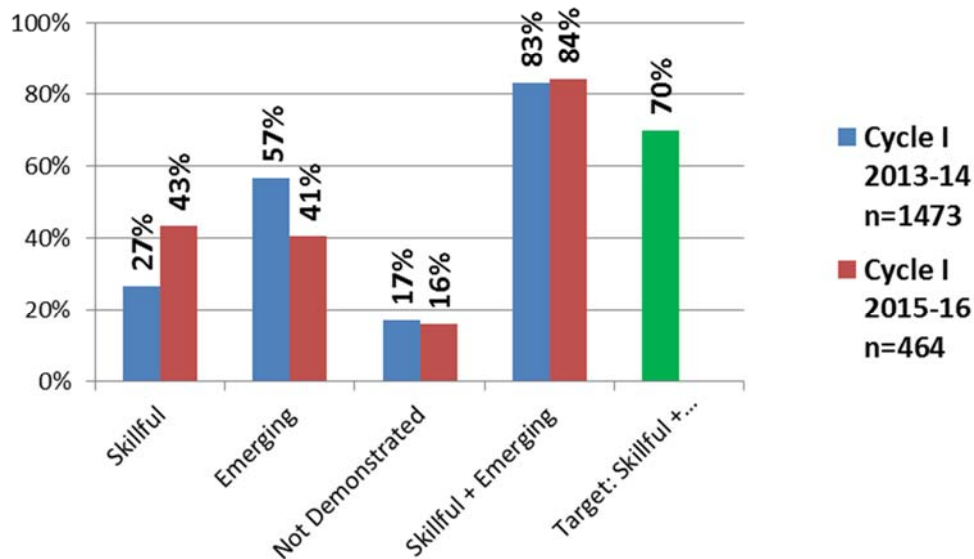
The Coordinator of Measurement and Evaluation presented an overview of Institutional Student Learning Outcomes including a discussion of the Texas Higher Education Coordinating Board Core Objectives, the St. Philip's College Assessment Day process and Assessment Day Results for Assessment Cycle I 2015-2016. The summary PowerPoint (Appendix B) and results report (Appendix C) were distributed to participants.

Three Institutional Student Learning Outcomes: 1) Critical Thinking, 2) Communication and 3) Personal Responsibility were assessed in Cycle I 2015-2016. Student artifacts addressing outcomes were developed in fall 2015 and assessed in spring 2016. Courses were selected for assessment based on a random sample of core course sections offered in the fall aligned with enrollment numbers to yield a representative sample. Faculty Assessors from the Arts & Sciences Division conducted the assessments.

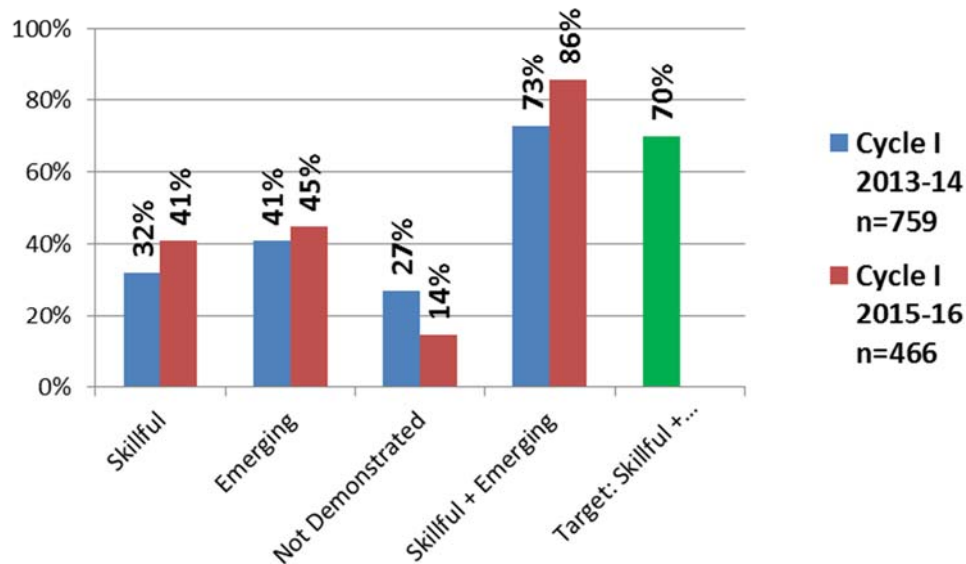
2015-2016 results indicate that Critical Thinking, Communication and Personal Responsibility exceeded the college target of 70% Skillful plus Emerging. Critical Thinking exceeded the target by 14% and increased 1% over the previous cycle. Communication exceeded the target by 16% and increased 13% over previous cycle. Although Personal Responsibility exceeded the target by 3%, it decreased 12% from the previous cycle.

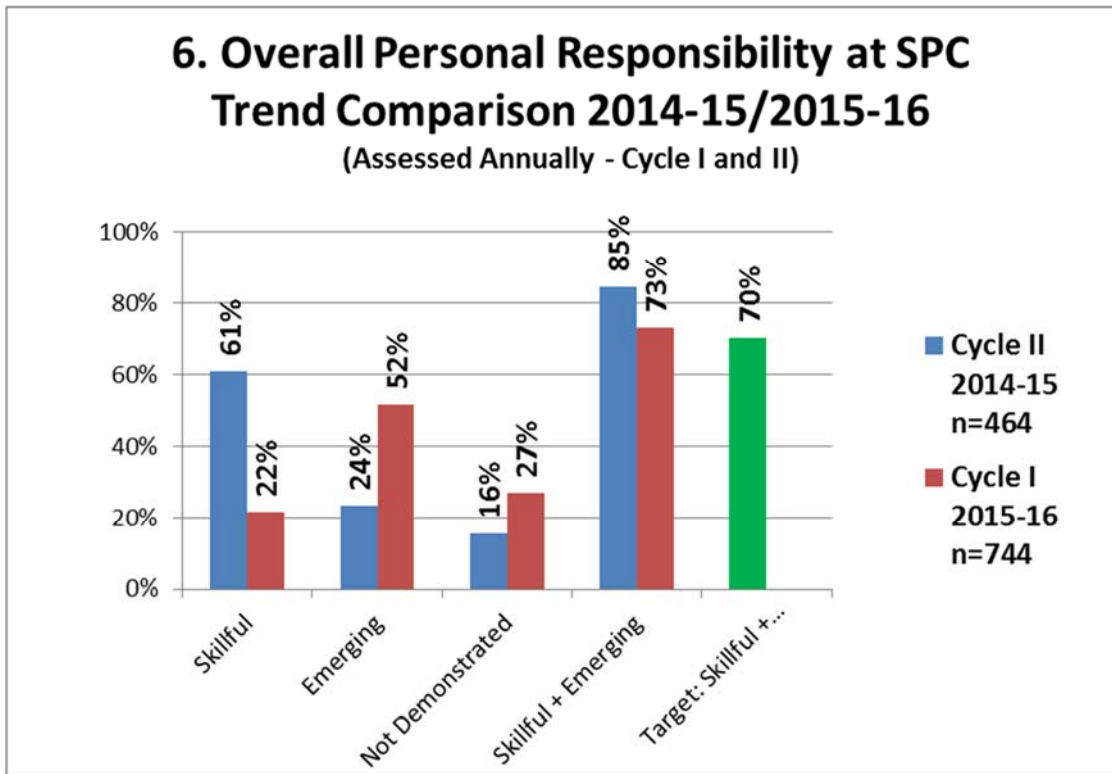


1. Overall Critical Thinking at SPC Trend Comparison 2013-14/2015-16 (Assessed Cycle I Alternate Years)



2. Overall Communication at SPC Trend Comparison 2013-14/2015-16 (Assessed Cycle I Alternate Years)





Guided Activity and Discussion:

Questions guided faculty discussion and responses were recorded in electronic format. The responses were compiled by the Office of Student Learning Outcomes Assessment and are presented in this report. The report is shared with administration, faculty and staff and used for improvement. The questions that guided the activity are:

1. What pointers can you give for a successful artifact assignment?
2. Share a successful artifact assignment.
3. Record the one best practice that you would like to share with other faculty.

Assessment Day Showcase Faculty Response Report 2016:

The Assessment Day Showcase Faculty Response Report 2016 (Appendix D) identified major themes.

1. Mapping discipline-specific course outcomes to iRubric prior to the beginning of each cycle
2. Improving student artifacts by aligning assignments with assessment rubrics
3. Utilizing standardized assignments across disciplines and courses.

Faculty indicate in their responses a variety of approaches to accomplishing these improvement strategies but overall agreed that they are necessary in order to improve student outcomes.

Improvement Based on Recommendations:

Improved the student learning outcomes assessment process through better alignment of student artifacts and assessment rubrics. With guidance from the Arts & Sciences dean and chairs and the office of Student Learning Outcomes Assessment, faculty created the 2016-2017 artifact cover sheets/assignments for Assessment Cycle II, 2016-2017. Faculty created 63 artifact assignments that align with rubrics and specified student learning outcomes to be assessed. The preparation put in by faculty will enable students to develop quality artifacts leading to more efficient assessments and improved student demonstration of targeted skills. Sample is provided in Appendix E.

The Arts & Sciences Dean and chairs will distribute the 63 cover sheets/assignments to faculty teaching any core course and SDEV 0370 in fall 2016. Dean and chairs will inform faculty that all core sections and SDEV 0370 sections offered in fall 2016 will participate in artifact development. The random selection of courses will be drawn after the artifact development process is underway.

This was a collaborative effort that led to the following improvements.

1. Improve alignment of artifact assignments and rubrics in line with faculty recommendations made during Assessment Day Showcase.
2. Provide timely communication with faculty and an improved collection/upload process.
3. Simplify the collection/upload process for department chairs.
4. Simplify the assessment process for assessors in the spring.

Assessment Day Showcase Evaluations:

Assessment Day Showcase Evaluations were collected at the end of the event. Twelve full-time faculty and six staff completed the instrument. They responded to the following three questions:

1. My overall satisfaction with the presentation is high. I would recommend this session to other faculty/staff.
2. The presenter was knowledgeable about the topic.
3. The presentation was well-organized and delivered in an effective manner.

86% of respondents experienced overall satisfaction with the presentation and would recommend the session to other faculty or staff. 95% agree or strongly agree that the presenter was knowledgeable about the topic and that the presentation was well-organized and delivered in an effective manner. Appendix F provides the full Assessment Day Showcase Evaluation Report.

ACKNOWLEDGEMENTS:

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

Leadership and Support:

- *Dean of Arts & Sciences*
- *Arts & Sciences Department Chairs*
- *Director of Institutional Planning, Research and Effectiveness*
- *Faculty/students developing artifacts*
- *Faculty Assessors*
- *Staff Volunteers*
- *College Services*
- *Interdisciplinary Programs*

Departments:

- *Institutional Planning, Research and Effectiveness*
- *Information and Communication Technology*
- *Instructional Innovation Center*
- *Facilities*

Special Thank You:

- *Renita Mitchell for leading the iRubric Chairs Training*
- *Sean Nighbert, Irene Young and Kelli Wilder for leading Calibration*
- *Rhonda Johnson for co-leading Assessment Day activities*
- *Vice President Johnson for presenting KPIs at Assessment Day Showcase*

Questions regarding this report may be addressed to:

Sonia V. Valdez
Coordinator of Measurement and Evaluation
Student Learning Outcomes Assessment Office
210-486-2348
svaldez@alamo.edu

APPENDIX A

GOAL	MEASURE	BENCHMARK	Supporting Documents Leading Indicators	RESULTS							TARGET	
				Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	
1. Student Success	Enrollment		<ul style="list-style-type: none"> Labor Market Demand Data Weekly Enrollment Report for Current/Upcoming Semester Tutoring Advising ARGOS - # Students Sluck in Enrollment Process 									
				10,280	10,828	10,710	10,313	10,238	10,514	11,198	10,988	
	Productive Grade Rate	AC baseline (Fall 2006) = 67.3% Dual Credit = 93.8% Non-Dual Credit = 75.3%	<ul style="list-style-type: none"> SLO Assessment Results (OEP and ETS) Early Alert/Follow-Up Reports Tutoring Student Engagement (CCSSE Survey) 4E, 4L, 4P, 21 Noel Levitz 1-16 	72.5%	71.4%	75.2%	77.4%	80.5%	80.7%	80.9%	82.0	
	Course Completion	AC baseline (Fall 2006) = 80.2 % Dual Credit = 96.9% Non-Dual Credit = 89.5%	<ul style="list-style-type: none"> Early Alert Follow-Up Reports Tutoring Advising Student Engagement and Satisfaction (CCSSE, Noel Levitz, End of Course) Noel Levitz 43, 46, 28, 52 	86.3%	85.8%	90.4%	91.7%	93.0%	92.8%	93.2%	95.0	
	Persistence FT FTIC Fall-to-Fall	State & VLCC Best - LoneStar Univ Park = 68.3% VLCC Average = 60.9%, Statewide = 56.5% AC developmental education 50.8%	<ul style="list-style-type: none"> Student Satisfaction On-Site Wait Times Student Engagement and Satisfaction (CCSSE, Noel Levitz, End of Course) Noel Levitz 1-16, 43,32,15,65 CCSSE 40, 4E, 4P, 9B Tutoring Advising 	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	
				51.2%	42.0%	41.6%	49.8%	49.9%	49.5%	58.6%	53.9%	
	Graduation Rate FTIC 4-year	VLCC Best (NVC) = 27.6% VLCC Average = 17.9%, State Average = 19.0% State best (Western Texas) = 34.9% AC developmental education = 9.1%	<ul style="list-style-type: none"> Enrollment PGR Early Alert Follow-Up Reports Tutoring Weekly Degree Audits (45+ Hrs) 	Fall 05 Cohort	Fall 06 Cohort	Fall 07 Cohort	Fall 08 Cohort	Fall 09 Cohort	Fall 10 Cohort	Fall 11 cohort	Fall 12 cohort	
				9.3%	12.0%	12.7%	11.6%	11.3%	10.4%	17.8%	15.9%	
	Degrees and Certificates Awarded	VLCC Best (Dallas) = 11,581 VLCC Average = 5,885 National (Maricopa, 2013) = 27,520	<ul style="list-style-type: none"> Enrollment PGR Weekly Degree Audits (45+ Hrs) Regulatory Compliance 	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	
				1,284	1,415	1,433	1,434	1,416	1,357	1,730	1,914	
Employment % technical students employed within six months of graduation	VLCC Best (San Jacinto Central) = 83.6% VLCC Average = 73.3%, State average = 76.4% State Best (Brazosport) = 92.2%	<ul style="list-style-type: none"> Labor Market Demands Licensure Pass Rates Participation in Clinicals, Internships and Volunteer Service ATI, TEAS CBM 116 Reports 	2008	2009	2010	2011	2012	2013	2014	2015		
			63.7%	79.0%	75.9%	76.1%	78.6%	76.3%	76.5%	82.7%		
Transfer % FTIC students transferred to a senior institution in six years	VLCC Best (Lonestar Cy-Fair) = 31.2% VLCC Average = 22.6% Statewide = 22.5% State Best (Texas Southmost) = 41.1%	<ul style="list-style-type: none"> Graduation Rates Persistence Enrollment in AS, AA, AAT Weekly Degree Audits (45+ Hrs) 	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY15	FY16		
			10.5%	9.5%	10.0%	12.3%	11.7%	12.2%	11.3%	25.4%		
Licensure Passage	VLCC Average = 88.6% State Average = 89.2%	<ul style="list-style-type: none"> PGR Tutoring Participation in Clinicals, Internships and Volunteer Service 	88.1%	93.3%	90.1%	85.1%	89.6%	89.1%	†	94.5%		
2. Leadership	Employee Leadership Development		<ul style="list-style-type: none"> Completion of 7 Habits – Employee ALAS % of Graduates Promoted % of Employees Serving on College Committees 	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	
	Student Leadership Development		<ul style="list-style-type: none"> CCSSE – Leadership Questions Student Participation in Student Orgs Student Government Association Phi Theta Kappa 								15%	
3. Performance Excellence	Best in the Nation	<ul style="list-style-type: none"> Regulatory Compliance College Climate (PACE Survey) Student Engagement and Satisfaction (CCSSE, Noel Levitz) National, State, Regional, Local Awards Won 				FY12	FY13	FY14	FY15	FY16		
						TAPE Band #	TAPE Band #	TAPE Band #	TAPE Band #	TBD		
4. Reaffirmation	Reaffirmation Confirmed	5 th Year Report - Recommendations	<ul style="list-style-type: none"> Preliminary submissions complete on time Open issues resolved Mean Scores on Offsite Top Ten Citations Successful Visit Successful Preliminary Final Report 									

† Data due Aug 31, 2016.

APPENDIX B



St. Philip's College Assessment Day Showcase

February 26, 2016

*Sonia V. Valdez
Coordinator of Measurement and Evaluation
Student Learning Outcomes Assessment
svaldez@alamo.edu
210-486-2348*

Institutional Student Learning Outcomes (ISLOs)

- ▶ *SPC adopted the THECB Core Objectives as its Institutional Student Learning Outcomes (ISLOs) in 2013–2014 to align with the State's new Core Curriculum requirements.*
 - ▶ *Critical Thinking*
 - ▶ *Communication*
 - ▶ *Empirical and Quantitative Skills*
 - ▶ *Teamwork*
 - ▶ *Social Responsibility*
 - ▶ *Personal Responsibility*

St. Philip's College Institutional Student Learning Outcomes Two-Year Cycle of Assessment By Foundational Component Area							
Foundational Component Area	Cycle I			Cycle II			
	Critical Thinking	Communication	Personal Responsibility	Empirical & Quantitative Skills	Teamwork	Social Responsibility	Personal Responsibility
Communication	X	X	X		X		X
Mathematics	X	X		X			
Life & Physical Sciences	X	X		X	X		
Language, Philosophy & 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	

What's New in 2015-2016

Institutional Changes:

- ▶ *Critical Thinking QEP was completed.*
- ▶ *THECB and QEP/EDM rubric assessments were combined.*
- ▶ *All outcomes are assessed through the Core, including CT.*

Assessment Process Improvements:

- ▶ *Personal Responsibility is assessed both cycles.*
- ▶ *Personal Responsibility requires that all 3 SLOs be assessed.*
- ▶ *Random selection was streamlined.*
- ▶ *Calibration training was extended.*

Core Objectives Assessed 2015–2016 (Cycle I)

- ▶ *Critical Thinking: Ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.*
- ▶ *Communication: Ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.*
- ▶ *Personal Responsibility: Ability to connect choices, actions and consequences to ethical decision-making.*

Critical Thinking: St. Philip’s College students will demonstrate the ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.

STUDENT LEARNING OUTCOME	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Inquiry and Analysis – Students gather relevant information, pose vital questions, and identify problems, formulating them clearly and precisely.	Student accurately and thoroughly states the purpose of the inquiry. Student poses relevant questions that thoroughly fulfill the purpose. Student clearly and logically expresses questions and problems in several ways to recognize complexity.	Student states the purpose of the inquiry. Student poses relevant questions that substantially fulfill the purpose. Student clearly and logically states questions and problems.	Student does not identify the purpose of the inquiry. Student poses questions that do not fulfill the purpose. Student does not state questions and problems clearly and logically.
Outcome 2 Evaluation and Synthesis – Students consider alternative viewpoints, recognize and assess assumptions and identify possible consequences. Students will develop well-reasoned conclusions and solutions.	Student identifies multiple (more than two) alternative viewpoints. Student identifies and assesses assumptions related to the viewpoints. Student identifies logical, significant, potential implications and consequences of alternative viewpoints. Student clearly expresses multiple logical and plausible alternative conclusions and solutions.	Student identifies two alternative viewpoints. Student identifies and assesses assumptions related to the two viewpoints. Student identifies some logical implications and consequences for each viewpoint. Student expresses a well-reasoned logical conclusion.	Student does not recognize alternative viewpoints. Student does not recognize assumptions associated with a viewpoint. Student does not identify implications or consequences. Student expresses an illogical conclusion or solution.
Outcome 3 Creative Thinking and Innovation – Students apply creative ideas or approaches to achieve solutions or complete projects.	Student creates a unique personal idea, question, format or product. Student incorporates new directions or approaches to the assignment in the final product.	Student creates a personal idea, question, format or product based on an example. Student personalizes an example direction or approach to achieve a solution or complete a project.	Student fails to create an idea, question, format or product from an example. Student makes no attempt to personalize direction or approach given an example.

Communication: St. Philip's College students will demonstrate the ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.

STUDENT LEARNING OUTCOME	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Content and Purpose – The student uses relevant content that conveys understanding.	Content is well developed in the communication, effectively supported and appropriate for the audience and purpose of the assignment.	Content is adequately expressed, appropriate and relevant through most of the communication for the audience requirements and the purpose of the assignment.	Content is poorly developed for the purpose and inappropriate for the audience.
Outcome 2 Organization – The student uses disciplinary conventions for organizing content and presenting content.	The communication consistently uses important conventions particular to a specific discipline including organization, presentation and stylistic choices. The communication is clearly organized around a central theme.	The communication generally follows expectations appropriate to the discipline for basic organization and presentation. The communication demonstrates some grasp of organization with a discernible theme and supporting details.	The communication does not follow expectations appropriate to discipline for basic organization and presentation. The communication is rambling and unfocused, with ideas presented in a disorganized, unrelated way.
Outcome 3 Tools – The student uses communication tools appropriately and skillfully for academic and professional contexts.	Option 1 – Written: Uses language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free. Uses a wide variety of sentence structures. Excellent word usage, spelling, grammar and punctuation.	Written: Uses language that generally conveys meaning to readers with clarity although writing may contain errors. Some sentence variety; adequate usage of word choices, grammar and punctuation.	Written: Uses language that impedes meaning because of errors in usage. Writing lacks sentence variety. Significant deficiencies in word choices, spelling grammar, punctuation or presentation.

Communication Cont.: St. Philip's College students will demonstrate the ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.

Communication (cont.)	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 3 Tools – The student uses communication tools appropriately and skillfully for academic and professional contexts.	Option 2 – Oral: Excellent eye contact that makes connection to audience members. Displays enthusiasm for topic demonstrated throughout speech. All words are pronounced correctly. All words are articulated clearly (no mumbling). No reliance on lectern. Polished language usage, few to no fillers – um, uh, like, of, you know, no slang, no double negatives. Gestures utilized throughout the speech to show enthusiasm, emphasize points and keep audience attention. Fluid speaking rate. Variety in volume but always easy to hear. Option 3 – Visual: Displays high quality techniques in drawings, graphics, photos, designs, video, etc. Employs appropriate contrasts (e.g., color, fonts, sizes) exceptionally well. Uses software and other tools appropriate to the subject to produce a creative, compelling, engaging and effective presentation that show proper use of technology to effectively communicate an idea.	Oral: Frequent eye contact with some connection to the audience. Displays enthusiasm for topic demonstrated at various points in the speech. Most words pronounced correctly and articulated clearly (some mumbling). Limited reliance on lectern. Proficient language usage, limited number of fillers – um, uh, like, of, you know, no slang, no double negatives. Gestures used at various points in the speech to show enthusiasm, keep audience attention and emphasize points. Speaking rate is generally fluid and volume is adequate. Visual: Displays acceptable but not outstanding techniques in drawings, graphics, photos, designed, video, etc. Adequate employment of appropriate contrasts (e.g., color, fonts, sizes and alignment of graphic elements and space. Uses software and other tools appropriate to the subject to produce an effective presentation that shows proper use of technology to communicate an idea.	Oral: Little or no eye contact. Displays little to no enthusiasm for topic. Several words incorrectly pronounced. Most words indistinct due to poor articulation. Heavy reliance on lectern. Poor use of language (frequent use of fillers – um, uh, like, of, you know, no slang, no double negatives. Few to no gestures. Choppy speaking rate and low to inaudible volume. Visual: Displays unacceptable techniques in drawings, graphics, photos, designs, video, etc. Employs inappropriate contrasts (e.g., color, fonts, sizes) and graphic elements and space are not aligned. Does not show appropriate use of software and other tools to produce a presentation that communicates an idea.

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 Values – Students assess their own ethical values and identify the origin of their values.	Student articulates an understanding of the impact the source of his or her ethical values has on his or her development.	Student states his or her own ethical values and the source of his or her ethical values.	Student states either his or her own ethical values or the source of his or her ethical values, but not both.
Outcome 2 Ethical Issues – Students recognize ethical issues in the social context of problems.	Student recognizes ethical issues when presented in a complex context.	Student recognizes basic ethical issues within a given situation and demonstrates partial understanding of their complexities.	Student does not recognize the basic ethical issue.
Outcome 3 Perspectives – Students analyze alternative ethical perspectives and predict the ramifications of those perspectives to a situation.	Student applies ethical perspectives to an ethical question and specifies implications of the application of that perspective.	Student identifies two ethical perspectives of a situation and analyzes the implications of those perspectives.	Student does not apply ethical perspectives to an ethical question.

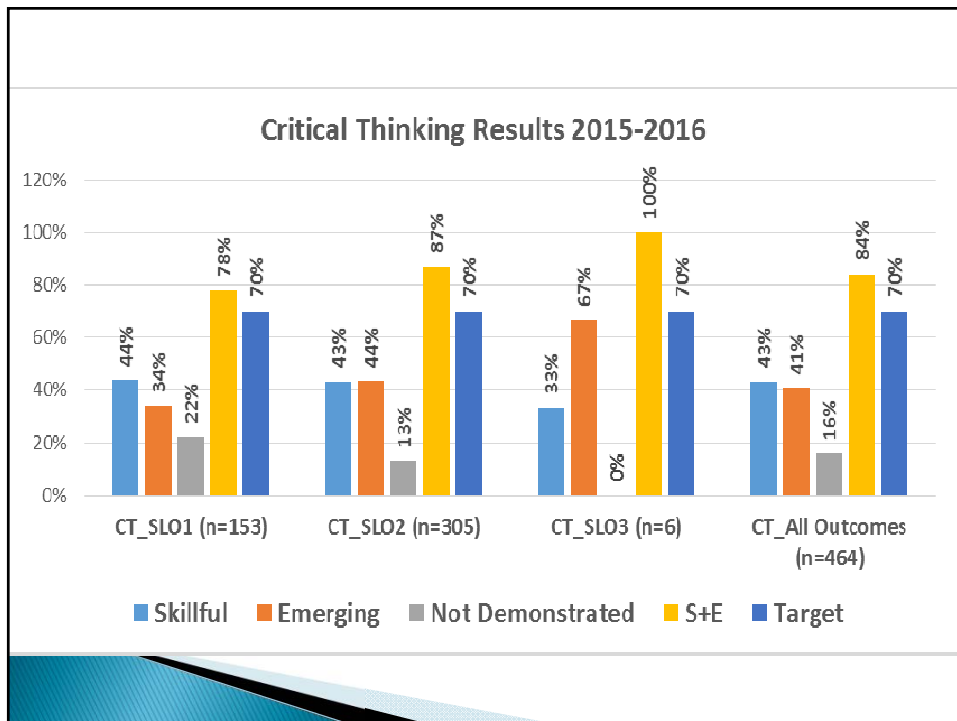
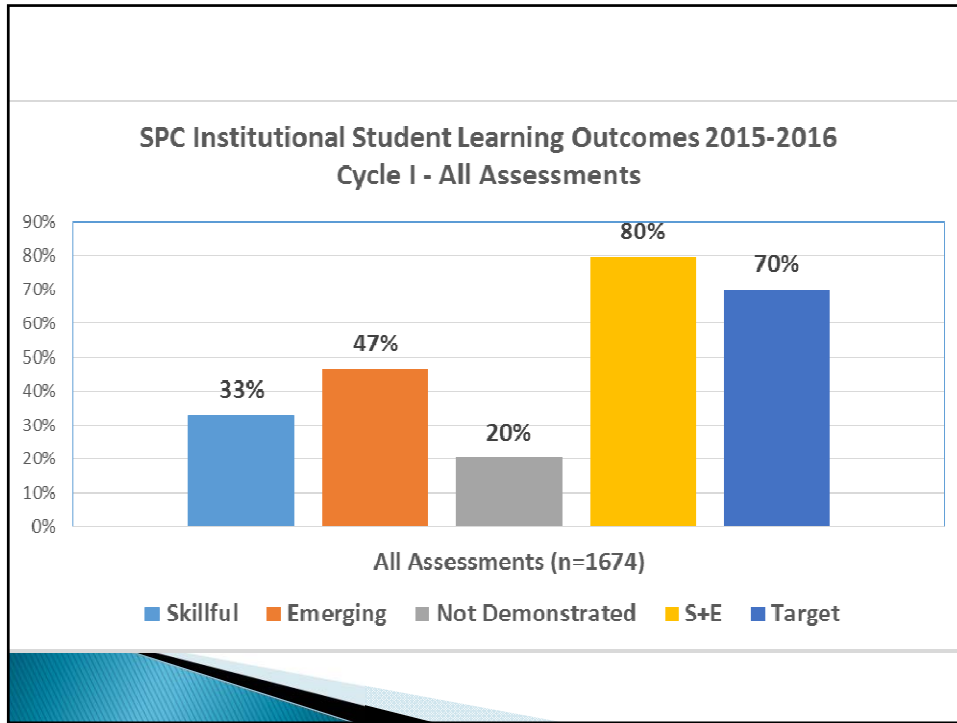
*Random Sample
Fall 2015*

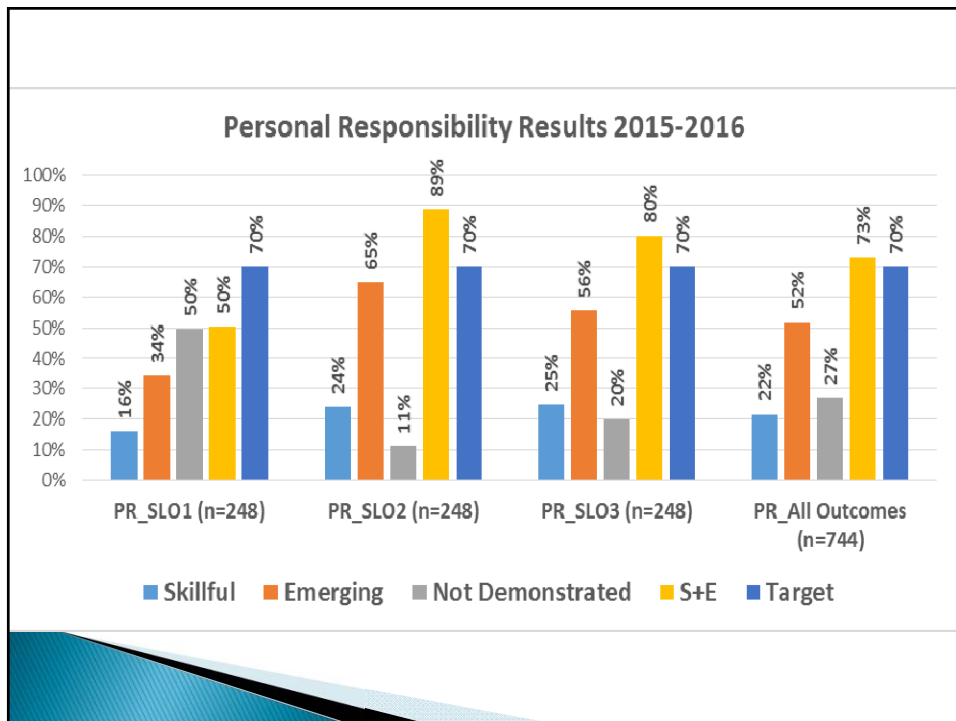
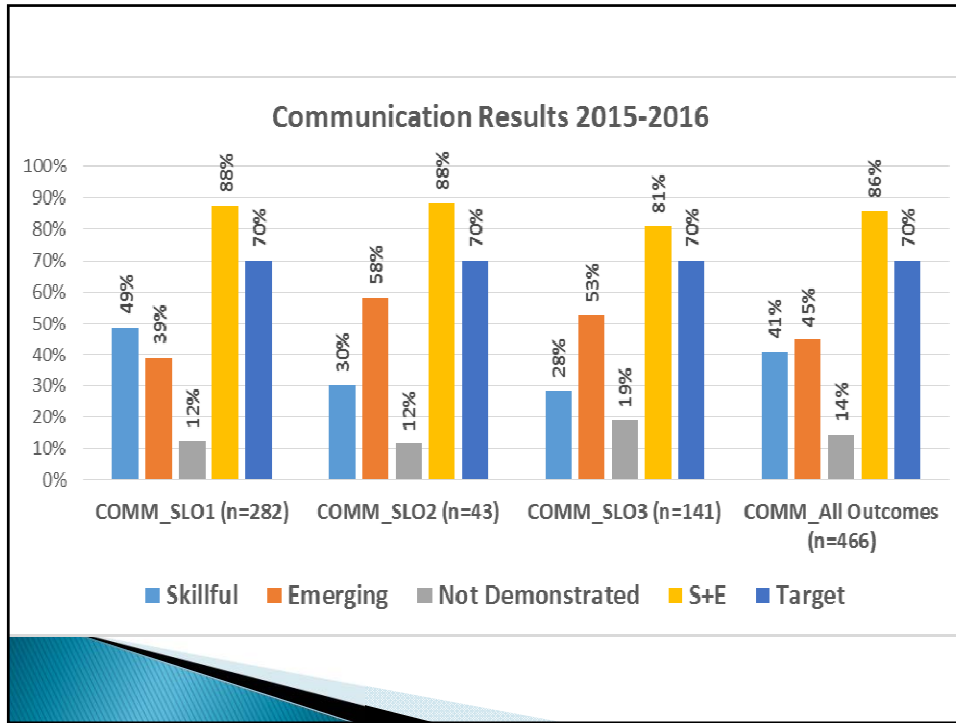
	Sections Offered	Total Enrollment	Selected Sections	Selected Students	Target (95% Confidence Level)
Core Course F2F	456	13,218	15	405	373
Core Course DL	456	13,218	13	371	373
SDEV 0370 F2F and DL	16	549	7	240	226
TOTAL			35	1016	

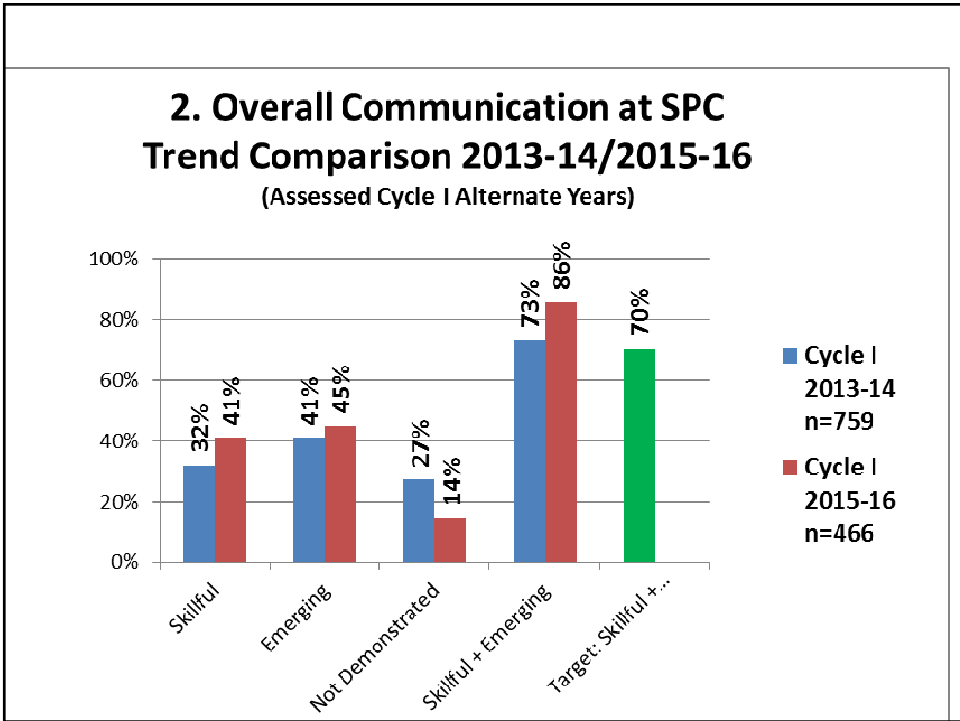
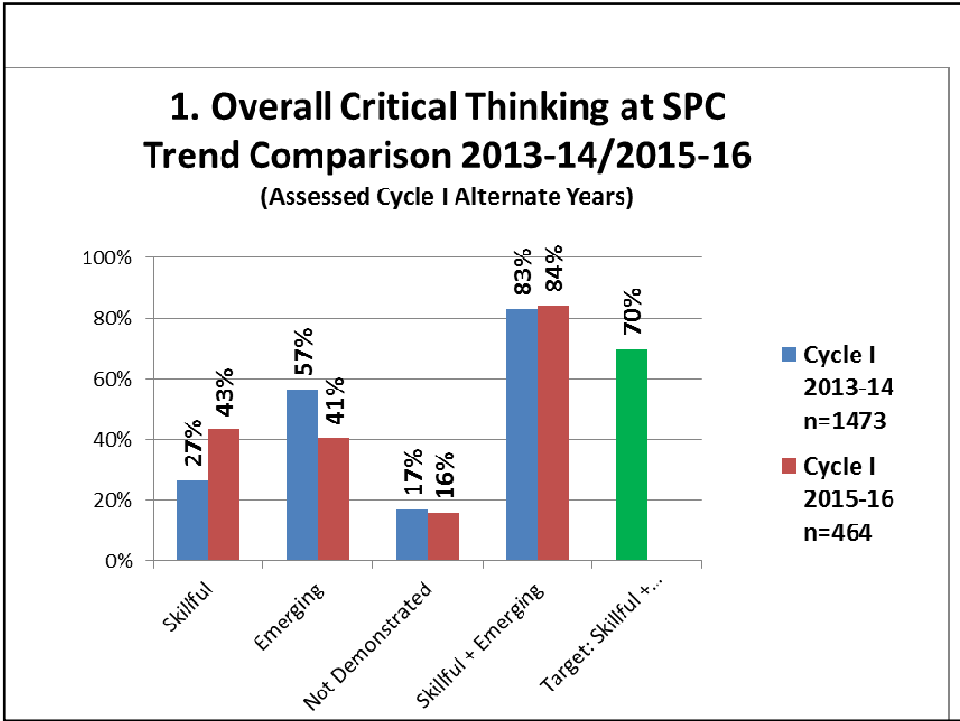
What Have Our Students Learned?



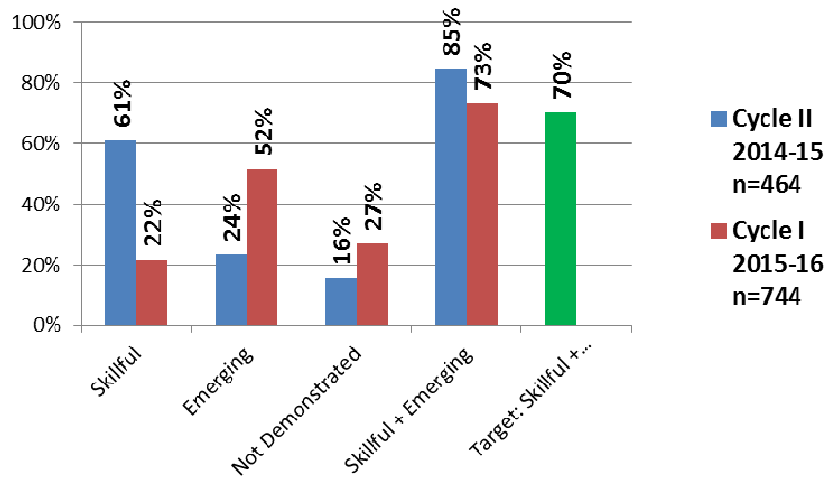
*Institutional Student Learning Outcomes
2015-2016*







6. Overall Personal Responsibility at SPC Trend Comparison 2014-15/2015-16 (Assessed Annually - Cycle I and II)



Disaggregated Results A&S Core Courses and SDEV 0370

Competency/SLO Frequencies Reported by:

- ▶ Department
- ▶ Program
- ▶ Course
- ▶ Department/SPC Comparisons

Competency/SLO Average Reported by:

- ▶ Department
- ▶ Course

Thank you, Rhonda



Critical Thinking Department Average

Department	*Average Score
Communications and Learning	2.31
Fine Arts	2.33
Mathematics	2.36
Natural Sciences	2.05
Social and Behavioral Sciences	2.30
Critical Thinking Total	2.27
*Skillful = 3 Emerging = 2 Not Demonstrated = 1	

Communication Department Average

Department	*Average Score
Communications and Learning	2.07
Fine Arts	2.00
Mathematics	2.44
Natural Sciences	2.21
Social and Behavioral Sciences	2.30
Communication Total	2.26
*Skillful = 3 Emerging = 2 Not Demonstrated = 1	

Personal Responsibility Department Average

Department	*Average Score
Communications and Learning	2.05
Counseling	1.71
Social and Behavioral Sciences	2.12
Personal Responsibility Total	1.95
*Skillful = 3 Emerging = 2 Not Demonstrated = 1	

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

Thank you for your leadership and support.

- *Dean of Arts & Sciences*
- *Arts & Sciences Department Chairs*
- *Director of Institutional Planning, Research and Effectiveness*
- *Faculty/students developing artifacts*
- *Faculty Assessors*
- *Staff Volunteers*
- *College Services*
- *Interdisciplinary Programs*

Departments:

- *Institutional Planning, Research and Effectiveness*
- *Information and Communication Technology*
- *Instructional Innovation Center*
- *Facilities*

Special Thank You to:

- *Renita Mitchell for leading the iRubric Chairs Training*
- *Sean Nighbert, Irene Young and Kelli Wilder for leading Calibration*
- *Rhonda Johnson for co-leading Assessment Day activities*
- *Vice President Johnson for presenting KPIs at Assessment Day Showcase*

APPENDIX C

Institutional Student Learning Outcomes Assessment Cycle I (2015-2016)
 Assessment Day Results - January 29, 2016

SPC Fall 2015 QEP Overall Results by Competency and Outcome

Core Objective	SLO	SKILLFUL	%	EMERGING	%	NOT DEMONSTRATED	%	Grand Total	Skillful+Emerging	%
Communication	Comm. Outcome 1	137	48.6%	110	39.0%	35	12.4%	282	247	87.6%
	Comm. Outcome 2	13	30.2%	25	58.1%	5	11.6%	43	38	88.4%
	Comm. Outcome 3: Option 1 - Written	40	28.4%	74	52.5%	27	19.1%	141	114	80.9%
Communication Total		190	40.8%	209	44.8%	67	14.4%	466	399	85.6%
Critical Thinking	CT Outcome 1	67	43.8%	52	34.0%	34	22.2%	153	119	77.8%
	CT Outcome 2	132	43.3%	133	43.6%	40	13.1%	305	265	86.9%
	CT Outcome 3	2	33.3%	4	66.7%		0.0%	6	6	100.0%
Critical Thinking Total		201	43.3%	189	40.7%	74	15.9%	464	390	84.1%
Personal Responsibility	PR Outcome 1	40	16.1%	85	34.3%	123	49.6%	248	125	50.4%
	PR Outcome 2	59	23.8%	161	64.9%	28	11.3%	248	220	88.7%
	PR Outcome 3	61	24.6%	138	55.6%	49	19.8%	248	199	80.2%
Personal Responsibility Total		160	21.5%	384	51.6%	200	26.9%	744	544	73.1%
Grand Total		551	32.9%	782	46.7%	341	20.4%	1674	1333	79.6%

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Rj SPC Planning and Research 2/10/2016

Institutional Student Learning Outcomes Assessment Cycle I (2015-2016)
Assessment Day Results - January 29, 2016

SPC Fall 2015 QEP Results by Competency, Outcome and Department

Core Objective	SLO	Department	SKILLFUL	%	EMERGING	%	NOT DEMONSTRATED	%	Grand Total	Skillful+Emerging	%
Communication	Comm. Outcome 1	FINE ARTS	2	33.3%	2	33.3%	2	33.3%	6	4	66.7%
		MATHEMATICS	24	55.8%	14	32.6%	5	11.6%	43	38	88.4%
	Comm. Outcome 2	SOCIAL & BEHAVIORAL SCIENCES	111	47.6%	94	40.3%	28	12.0%	233	205	88.0%
		SOCIAL & BEHAVIORAL SCIENCES	13	30.2%	25	58.1%	5	11.6%	43	38	88.4%
		COMMUNICATIONS AND LEARNING	15	25.0%	34	56.7%	11	18.3%	60	49	81.7%
	Comm. Outcome 3: Option 1 - Written	NATURAL SCIENCES	24	38.1%	28	44.4%	11	17.5%	63	52	82.5%
		SOCIAL & BEHAVIORAL SCIENCES	1	5.6%	12	66.7%	5	27.8%	18	13	72.2%
Communication Total			190	40.8%	209	44.8%	67	14.4%	466	399	85.6%
Critical Thinking	CT Outcome 1	COMMUNICATIONS AND LEARNING	7	30.4%	7	30.4%	9	39.1%	23	14	60.9%
		SOCIAL & BEHAVIORAL SCIENCES	60	46.2%	45	34.6%	25	19.2%	130	105	80.8%
	CT Outcome 2	COMMUNICATIONS AND LEARNING	22	61.1%	12	33.3%	2	5.6%	36	34	94.4%
		MATHEMATICS	23	54.8%	11	26.2%	8	19.0%	42	34	81.0%
		NATURAL SCIENCES	20	31.3%	27	42.2%	17	26.6%	64	47	73.4%
	CT Outcome 3	SOCIAL & BEHAVIORAL SCIENCES	67	41.1%	83	50.9%	13	8.0%	163	150	92.0%
		FINE ARTS	2	33.3%	4	66.7%		0.0%	6	6	100.0%
Critical Thinking Total			201	43.3%	189	40.7%	74	15.9%	464	390	84.1%
Personal Responsibility	PR Outcome 1	COMMUNICATIONS AND LEARNING	7	13.5%	16	30.8%	29	55.8%	52	23	44.2%
		COUNSELING	8	8.4%	3	3.2%	84	88.4%	95	11	11.6%
	PR Outcome 2	SOCIAL & BEHAVIORAL SCIENCES	25	24.8%	66	65.3%	10	9.9%	101	91	90.1%
		COMMUNICATIONS AND LEARNING	31	59.6%	14	26.9%	7	13.5%	52	45	86.5%
		COUNSELING	10	10.5%	70	73.7%	15	15.8%	95	80	84.2%
	PR Outcome 3	SOCIAL & BEHAVIORAL SCIENCES	18	17.8%	77	76.2%	6	5.9%	101	95	94.1%
		COMMUNICATIONS AND LEARNING	17	32.7%	24	46.2%	11	21.2%	52	41	78.8%
	COUNSELING	27	28.4%	39	41.1%	29	30.5%	95	66	69.5%	
	SOCIAL & BEHAVIORAL SCIENCES	17	16.8%	75	74.3%	9	8.9%	101	92	91.1%	
Personal Responsibility Total			160	21.5%	384	51.6%	200	26.9%	744	544	73.1%
Grand Total			551	32.9%	782	46.7%	341	20.4%	1674	1333	79.6%

QEPResultsF15.xlsx
Rj SPC Planning and Research 2/10/2016

Institutional Student Learning Outcomes Assessment Cycle I (2015-2016)
Assessment Day Results - January 29, 2016

SPC Fall 2015 QEP Results by Competency, Department and Outcome

Core Objective	Department	SLO	SKILLFUL	%	EMERGING	%	NOT DEMONSTRATED	%	Grand Total	Skillful+Emerging	%
Communication	COMMUNICATIONS AND LEARNING	Comm. Outcome 3: Option 1 - Written	15	25.0%	34	56.7%	11	18.3%	60	49	81.7%
	FINE ARTS	Comm. Outcome 1	2	33.3%	2	33.3%	2	33.3%	6	4	66.7%
	MATHEMATICS	Comm. Outcome 1	24	55.8%	14	32.6%	5	11.6%	43	38	88.4%
	NATURAL SCIENCES	Comm. Outcome 3: Option 1 - Written	24	38.1%	28	44.4%	11	17.5%	63	52	82.5%
	SOCIAL & BEHAVIORAL SCIENCES	Comm. Outcome 1	111	47.6%	94	40.3%	28	12.0%	233	205	88.0%
		Comm. Outcome 2	13	30.2%	25	58.1%	5	11.6%	43	38	88.4%
		Comm. Outcome 3: Option 1 - Written	1	5.6%	12	66.7%	5	27.8%	18	13	72.2%
Communication Total			190	40.8%	209	44.8%	67	14.4%	466	399	85.6%
Critical Thinking	COMMUNICATIONS AND LEARNING	CT Outcome 1	7	30.4%	7	30.4%	9	39.1%	23	14	60.9%
		CT Outcome 2	22	61.1%	12	33.3%	2	5.6%	36	34	94.4%
	FINE ARTS	CT Outcome 3	2	33.3%	4	66.7%		0.0%	6	6	100.0%
	MATHEMATICS	CT Outcome 2	23	54.8%	11	26.2%	8	19.0%	42	34	81.0%
	NATURAL SCIENCES	CT Outcome 2	20	31.3%	27	42.2%	17	26.6%	64	47	73.4%
	SOCIAL & BEHAVIORAL SCIENCES	CT Outcome 1	60	46.2%	45	34.6%	25	19.2%	130	105	80.8%
		CT Outcome 2	67	41.1%	83	50.9%	13	8.0%	163	150	92.0%
Critical Thinking Total			201	43.3%	189	40.7%	74	15.9%	464	390	84.1%
Personal Responsibility	COMMUNICATIONS AND LEARNING	PR Outcome 1	7	13.5%	16	30.8%	29	55.8%	52	23	44.2%
		PR Outcome 2	31	59.6%	14	26.9%	7	13.5%	52	45	86.5%
		PR Outcome 3	17	32.7%	24	46.2%	11	21.2%	52	41	78.8%
	COUNSELING	PR Outcome 1	8	8.4%	3	3.2%	84	88.4%	95	11	11.6%
		PR Outcome 2	10	10.5%	70	73.7%	15	15.8%	95	80	84.2%
		PR Outcome 3	27	28.4%	39	41.1%	29	30.5%	95	66	69.5%
	SOCIAL & BEHAVIORAL SCIENCES	PR Outcome 1	25	24.8%	66	65.3%	10	9.9%	101	91	90.1%
		PR Outcome 2	18	17.8%	77	76.2%	6	5.9%	101	95	94.1%
		PR Outcome 3	17	16.8%	75	74.3%	9	8.9%	101	92	91.1%
Personal Responsibility Total			160	21.5%	384	51.6%	200	26.9%	744	544	73.1%
Grand Total			551	32.9%	782	46.7%	341	20.4%	1674	1333	79.6%

QEPResultsF15.xlsx
Rj SPC Planning and Research 2/10/2016

Institutional Student Learning Outcomes Assessment Cycle I (2015-2016)
Assessment Day Results - January 29, 2016

SPC Fall 2015 QEP Results by Competency, Outcome and Program

Core Objective	SLO	Program	SKILLFUL	%	EMERGING	%	NOT DEMONSTRATED	%	Grand Total	Skillful+Emerging	%	
Communication	Comm. Outcome 1	CRIMINAL JUSTICE	10	50.0%	8	40.0%	2	10.0%	20	18	90.0%	
		ECONOMICS	55	72.4%	21	27.6%		0.0%	76	76	100.0%	
		HISTORY	11	36.7%	18	60.0%	1	3.3%	30	29	96.7%	
		POLITICAL SCIENCE	5	50.0%	4	40.0%	1	10.0%	10	9	90.0%	
		PSYCHOLOGY	17	24.3%	32	45.7%	21	30.0%	70	49	70.0%	
		SOCIOLOGY	13	48.1%	11	40.7%	3	11.1%	27	24	88.9%	
		ART	2	33.3%	2	33.3%	2	33.3%	6	4	66.7%	
		MATHEMATICS	24	55.8%	14	32.6%	5	11.6%	43	38	88.4%	
	Comm. Outcome 1 Total			137	48.6%	110	39.0%	35	12.4%	282	247	87.6%
	Comm. Outcome 2	HUMANITIES	12	60.0%	8	40.0%		0.0%	20	20	100.0%	
		PHILOSOPHY	1	4.3%	17	73.9%	5	21.7%	23	18	78.3%	
	Comm. Outcome 2 Total			13	30.2%	25	58.1%	5	11.6%	43	38	88.4%
	Comm. Outcome 3: Option 1 - Written	BIOLOGY	23	40.4%	23	40.4%	11	19.3%	57	46	80.7%	
		CHEMISTRY	1	16.7%	5	83.3%		0.0%	6	6	100.0%	
		ENGLISH	7	17.1%	23	56.1%	11	26.8%	41	30	73.2%	
		HISTORY	1	5.6%	12	66.7%	5	27.8%	18	13	72.2%	
		SPEECH	8	42.1%	11	57.9%		0.0%	19	19	100.0%	
	Comm. Outcome 3: Option 1 - Written Total			40	28.4%	74	52.5%	27	19.1%	141	114	80.9%
	Communication Total			190	40.8%	209	44.8%	67	14.4%	466	399	85.6%
	Critical Thinking	CT Outcome 1	CRIMINAL JUSTICE	14	70.0%	6	30.0%		0.0%	20	20	100.0%
ENGLISH			7	30.4%	7	30.4%	9	39.1%	23	14	60.9%	
HISTORY			14	46.7%	13	43.3%	3	10.0%	30	27	90.0%	
HUMANITIES			15	75.0%	5	25.0%		0.0%	20	20	100.0%	
POLITICAL SCIENCE			5	50.0%	3	30.0%	2	20.0%	10	8	80.0%	
PSYCHOLOGY			12	24.0%	18	36.0%	20	40.0%	50	30	60.0%	
CT Outcome 1 Total				67	43.8%	52	34.0%	34	22.2%	153	119	77.8%
CT Outcome 2		BIOLOGY	17	29.8%	24	42.1%	16	28.1%	57	41	71.9%	
		CHEMISTRY	3	42.9%	3	42.9%	1	14.3%	7	6	85.7%	
		ECONOMICS	46	60.5%	22	28.9%	8	10.5%	76	68	89.5%	
		ENGLISH	9	52.9%	6	35.3%	2	11.8%	17	15	88.2%	
		HISTORY	4	22.2%	12	66.7%	2	11.1%	18	16	88.9%	
		PHILOSOPHY	2	8.7%	19	82.6%	2	8.7%	23	21	91.3%	
		PSYCHOLOGY	1	5.0%	19	95.0%		0.0%	20	20	100.0%	
		SOCIOLOGY	14	53.8%	11	42.3%	1	3.8%	26	25	96.2%	
		SPEECH	13	68.4%	6	31.6%		0.0%	19	19	100.0%	
		MATHEMATICS	23	54.8%	11	26.2%	8	19.0%	42	34	81.0%	
CT Outcome 2 Total				132	43.3%	133	43.6%	40	13.1%	305	265	86.9%
CT Outcome 3		ART	2	33.3%	4	66.7%		0.0%	6	6	100.0%	
CT Outcome 3 Total				2	33.3%	4	66.7%		0.0%	6	6	100.0%
Critical Thinking Total			201	43.3%	189	40.7%	74	15.9%	464	390	84.1%	
Personal Responsibility	PR Outcome 1	ENGLISH	7	21.2%	16	48.5%	10	30.3%	33	23	69.7%	
		HISTORY	6	12.5%	36	75.0%	6	12.5%	48	42	87.5%	
		HUMANITIES	13	65.0%	7	35.0%		0.0%	20	20	100.0%	
		ORIENTATION	8	8.4%	3	3.2%	84	88.4%	95	11	11.6%	
		PHILOSOPHY	3	13.0%	17	73.9%	3	13.0%	23	20	87.0%	
		POLITICAL SCIENCE	3	30.0%	6	60.0%	1	10.0%	10	9	90.0%	
		SPEECH		0.0%		0.0%	19	100.0%	19	0	0.0%	
	PR Outcome 1 Total			40	16.1%	85	34.3%	123	49.6%	248	125	50.4%
	PR Outcome 2	ENGLISH	12	36.4%	14	42.4%	7	21.2%	33	26	78.8%	
		HISTORY	7	14.6%	39	81.3%	2	4.2%	48	46	95.8%	

Institutional Student Learning Outcomes Assessment Cycle I (2015-2016)
Assessment Day Results - January 29, 2016

	HUMANITIES	7	35.0%	13	65.0%		0.0%	20	20	100.0%
	ORIENTATION	10	10.5%	70	73.7%	15	15.8%	95	80	84.2%
	PHILOSOPHY	2	8.7%	19	82.6%	2	8.7%	23	21	91.3%
	POLITICAL SCIENCE	2	20.0%	6	60.0%	2	20.0%	10	8	80.0%
	SPEECH	19	100.0%		0.0%		0.0%	19	19	100.0%
PR Outcome 2 Total		59	23.8%	161	64.9%	28	11.3%	248	220	88.7%
PR Outcome 3	ENGLISH	8	24.2%	14	42.4%	11	33.3%	33	22	66.7%
	HISTORY	5	10.4%	39	81.3%	4	8.3%	48	44	91.7%
	HUMANITIES	9	45.0%	11	55.0%		0.0%	20	20	100.0%
	ORIENTATION	27	28.4%	39	41.1%	29	30.5%	95	66	69.5%
	PHILOSOPHY	2	8.7%	18	78.3%	3	13.0%	23	20	87.0%
	POLITICAL SCIENCE	1	10.0%	7	70.0%	2	20.0%	10	8	80.0%
	SPEECH	9	47.4%	10	52.6%		0.0%	19	19	100.0%
PR Outcome 3 Total		61	24.6%	138	55.6%	49	19.8%	248	199	80.2%
Personal Responsibility Total		160	21.5%	384	51.6%	200	26.9%	744	544	73.1%
Grand Total		551	32.9%	782	46.7%	341	20.4%	1674	1333	79.6%

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Rj SPC Planning and Research 2/10/2016

Institutional Student Learning Outcomes Assessment Cycle I (2015-2016)
 Assessment Day Results - January 29, 2016

SPC Fall 2015 QEP Results by Competency and Program

Core Objective	Program	SKILLFUL	%	EMERGING	%	NOT DEMONSTRATED	%	Grand Total	Skillful+Emerging	%
Communication	BIOLOGY	23	40.4%	23	40.4%	11	19.3%	57	46	80.7%
	CHEMISTRY	1	16.7%	5	83.3%		0.0%	6	6	100.0%
	CRIMINAL JUSTICE	10	50.0%	8	40.0%	2	10.0%	20	18	90.0%
	ECONOMICS	55	72.4%	21	27.6%		0.0%	76	76	100.0%
	ENGLISH	7	17.1%	23	56.1%	11	26.8%	41	30	73.2%
	HISTORY	12	25.0%	30	62.5%	6	12.5%	48	42	87.5%
	HUMANITIES	12	60.0%	8	40.0%		0.0%	20	20	100.0%
	PHILOSOPHY	1	4.3%	17	73.9%	5	21.7%	23	18	78.3%
	POLITICAL SCIENCE	5	50.0%	4	40.0%	1	10.0%	10	9	90.0%
	PSYCHOLOGY	17	24.3%	32	45.7%	21	30.0%	70	49	70.0%
	SOCIOLOGY	13	48.1%	11	40.7%	3	11.1%	27	24	88.9%
	SPEECH	8	42.1%	11	57.9%		0.0%	19	19	100.0%
	ART	2	33.3%	2	33.3%	2	33.3%	6	4	66.7%
	MATHEMATICS	24	55.8%	14	32.6%	5	11.6%	43	38	88.4%
Communication Total		190	40.8%	209	44.8%	67	14.4%	466	399	85.6%
Critical Thinking	BIOLOGY	17	29.8%	24	42.1%	16	28.1%	57	41	71.9%
	CHEMISTRY	3	42.9%	3	42.9%	1	14.3%	7	6	85.7%
	CRIMINAL JUSTICE	14	70.0%	6	30.0%		0.0%	20	20	100.0%
	ECONOMICS	46	60.5%	22	28.9%	8	10.5%	76	68	89.5%
	ENGLISH	16	40.0%	13	32.5%	11	27.5%	40	29	72.5%
	HISTORY	18	37.5%	25	52.1%	5	10.4%	48	43	89.6%
	HUMANITIES	15	75.0%	5	25.0%		0.0%	20	20	100.0%
	PHILOSOPHY	2	8.7%	19	82.6%	2	8.7%	23	21	91.3%
	POLITICAL SCIENCE	5	50.0%	3	30.0%	2	20.0%	10	8	80.0%
	PSYCHOLOGY	13	18.6%	37	52.9%	20	28.6%	70	50	71.4%
	SOCIOLOGY	14	53.8%	11	42.3%	1	3.8%	26	25	96.2%
	SPEECH	13	68.4%	6	31.6%		0.0%	19	19	100.0%
	ART	2	33.3%	4	66.7%		0.0%	6	6	100.0%
	MATHEMATICS	23	54.8%	11	26.2%	8	19.0%	42	34	81.0%
Critical Thinking Total		201	43.3%	189	40.7%	74	15.9%	464	390	84.1%
Personal Responsibility	ENGLISH	27	27.3%	44	44.4%	28	28.3%	99	71	71.7%
	HISTORY	18	12.5%	114	79.2%	12	8.3%	144	132	91.7%
	HUMANITIES	29	48.3%	31	51.7%		0.0%	60	60	100.0%
	ORIENTATION	45	15.8%	112	39.3%	128	44.9%	285	157	55.1%
	PHILOSOPHY	7	10.1%	54	78.3%	8	11.6%	69	61	88.4%
	POLITICAL SCIENCE	6	20.0%	19	63.3%	5	16.7%	30	25	83.3%
	SPEECH	28	49.1%	10	17.5%	19	33.3%	57	38	66.7%
Personal Responsibility Total		160	21.5%	384	51.6%	200	26.9%	744	544	73.1%
Grand Total		551	32.9%	782	46.7%	341	20.4%	1674	1333	79.6%

Institutional Student Learning Outcomes Assessment Cycle I (2015-2016)
Assessment Day Results - January 29, 2016

SPC Fall 2015 QEP Results by Competency, Course and Outcome

Core Objective	Course	SLO	SKILLFUL	%	EMERGING	%	NOT DEMONSTRATED	%	Grand Total	Skillful+Emerging	%	
Communication	Arts1303	Comm. Outcome 1	2	33.3%	2	33.3%	2	33.3%	6	4	66.7%	
	BIOL1406	Comm. Outcome 3: Option 1 - Written	2	50.0%	2	50.0%		0.0%	4	4	100.0%	
	BIOL2402	Comm. Outcome 3: Option 1 - Written	4	22.2%	9	50.0%	5	27.8%	18	13	72.2%	
	BIOL2404	Comm. Outcome 3: Option 1 - Written	12	60.0%	3	15.0%	5	25.0%	20	15	75.0%	
	BIOL2420	Comm. Outcome 3: Option 1 - Written	5	33.3%	9	60.0%	1	6.7%	15	14	93.3%	
	CHEM1405	Comm. Outcome 3: Option 1 - Written	1	16.7%	5	83.3%		0.0%	6	6	100.0%	
	CRIJ1301	Comm. Outcome 1	10	50.0%	8	40.0%	2	10.0%	20	18	90.0%	
	ECON2301	Comm. Outcome 1	55	72.4%	21	27.6%		0.0%	76	76	100.0%	
	ENGL1301	Comm. Outcome 3: Option 1 - Written	6	42.9%	8	57.1%		0.0%	14	14	100.0%	
	ENGL1302	Comm. Outcome 3: Option 1 - Written	1	11.1%	6	66.7%	2	22.2%	9	7	77.8%	
	ENGL2327	Comm. Outcome 3: Option 1 - Written		0.0%	9	50.0%	9	50.0%	18	9	50.0%	
	GOVT2306	Comm. Outcome 1	5	50.0%	4	40.0%	1	10.0%	10	9	90.0%	
	HIST1301	Comm. Outcome 1	4	40.0%	6	60.0%		0.0%	10	10	100.0%	
		Comm. Outcome 3: Option 1 - Written	1	5.6%	12	66.7%	5	27.8%	18	13	72.2%	
	HIST2301	Comm. Outcome 1	7	35.0%	12	60.0%	1	5.0%	20	19	95.0%	
	HUMA1301	Comm. Outcome 2	12	60.0%	8	40.0%		0.0%	20	20	100.0%	
	Math1314	Comm. Outcome 1	13	92.9%	1	7.1%		0.0%	14	14	100.0%	
	Math1442	Comm. Outcome 1	7	33.3%	10	47.6%	4	19.0%	21	17	81.0%	
	Math2412	Comm. Outcome 1	4	50.0%	3	37.5%	1	12.5%	8	7	87.5%	
	PHIL2306	Comm. Outcome 2	1	4.3%	17	73.9%	5	21.7%	23	18	78.3%	
	PSYC2301	Comm. Outcome 1	17	24.3%	32	45.7%	21	30.0%	70	49	70.0%	
	SOCI130	Comm. Outcome 1	1	100.0%		0.0%		0.0%	1	1	100.0%	
	SOCI1306	Comm. Outcome 1	12	46.2%	11	42.3%	3	11.5%	26	23	88.5%	
	SPCH1321	Comm. Outcome 3: Option 1 - Written	8	42.1%	11	57.9%		0.0%	19	19	100.0%	
	Critical Thinking	Arts1303	CT Outcome 3	2	33.3%	4	66.7%		0.0%	6	6	100.0%
		BIOL1406	CT Outcome 2	2	50.0%	1	25.0%	1	25.0%	4	3	75.0%
		BIOL2402	CT Outcome 2	2	11.1%	9	50.0%	7	38.9%	18	11	61.1%
BIOL2404		CT Outcome 2	10	50.0%	5	25.0%	5	25.0%	20	15	75.0%	
BIOL2420		CT Outcome 2	3	20.0%	9	60.0%	3	20.0%	15	12	80.0%	
CHEM1405		CT Outcome 2	3	42.9%	3	42.9%	1	14.3%	7	6	85.7%	
CRIJ1301		CT Outcome 1	14	70.0%	6	30.0%		0.0%	20	20	100.0%	
ECON2301		CT Outcome 2	46	60.5%	22	28.9%	8	10.5%	76	68	89.5%	
ENGL1301		CT Outcome 1	5	100.0%		0.0%		0.0%	5	5	100.0%	
		CT Outcome 2	6	75.0%	2	25.0%		0.0%	8	8	100.0%	
ENGL1302		CT Outcome 2	3	33.3%	4	44.4%	2	22.2%	9	7	77.8%	
ENGL2327		CT Outcome 1	2	11.1%	7	38.9%	9	50.0%	18	9	50.0%	
GOVT2306		CT Outcome 1	5	50.0%	3	30.0%	2	20.0%	10	8	80.0%	
HIST1301		CT Outcome 1	5	50.0%	3	30.0%	2	20.0%	10	8	80.0%	
		CT Outcome 2	4	22.2%	12	66.7%	2	11.1%	18	16	88.9%	
HIST2301		CT Outcome 1	9	45.0%	10	50.0%	1	5.0%	20	19	95.0%	
HUMA1301		CT Outcome 1	15	75.0%	5	25.0%		0.0%	20	20	100.0%	
Math1314		CT Outcome 2	11	78.6%	2	14.3%	1	7.1%	14	13	92.9%	
Math1442		CT Outcome 2	8	40.0%	7	35.0%	5	25.0%	20	15	75.0%	
Math2412		CT Outcome 2	4	50.0%	2	25.0%	2	25.0%	8	6	75.0%	
PHIL2306		CT Outcome 2	2	8.7%	19	82.6%	2	8.7%	23	21	91.3%	
PSYC2301		CT Outcome 1	12	24.0%	18	36.0%	20	40.0%	50	30	60.0%	

Institutional Student Learning Outcomes Assessment Cycle I (2015-2016)
Assessment Day Results - January 29, 2016

		CT Outcome 2	1	5.0%	19	95.0%		0.0%	20	20	100.0%
	SOCI130	CT Outcome 2	1	100.0%		0.0%		0.0%	1	1	100.0%
	SOCI1306	CT Outcome 2	13	52.0%	11	44.0%	1	4.0%	25	24	96.0%
	SPCH1321	CT Outcome 2	13	68.4%	6	31.6%		0.0%	19	19	100.0%
Personal Responsibility	ENGL1301	PR Outcome 1	5	83.3%	1	16.7%		0.0%	6	6	100.0%
		PR Outcome 2	6	100.0%		0.0%		0.0%	6	6	100.0%
		PR Outcome 3	3	50.0%	3	50.0%		0.0%	6	6	100.0%
	ENGL1302	PR Outcome 1	1	11.1%	6	66.7%	2	22.2%	9	7	77.8%
		PR Outcome 2	2	22.2%	4	44.4%	3	33.3%	9	6	66.7%
		PR Outcome 3	2	22.2%	5	55.6%	2	22.2%	9	7	77.8%
	ENGL2327	PR Outcome 1	1	5.6%	9	50.0%	8	44.4%	18	10	55.6%
		PR Outcome 2	4	22.2%	10	55.6%	4	22.2%	18	14	77.8%
		PR Outcome 3	3	16.7%	6	33.3%	9	50.0%	18	9	50.0%
	GOVT2306	PR Outcome 1	3	30.0%	6	60.0%	1	10.0%	10	9	90.0%
		PR Outcome 2	2	20.0%	6	60.0%	2	20.0%	10	8	80.0%
		PR Outcome 3	1	10.0%	7	70.0%	2	20.0%	10	8	80.0%
	HIST1301	PR Outcome 1	2	7.1%	21	75.0%	5	17.9%	28	23	82.1%
		PR Outcome 2	4	14.3%	23	82.1%	1	3.6%	28	27	96.4%
		PR Outcome 3	1	3.6%	24	85.7%	3	10.7%	28	25	89.3%
	HIST2301	PR Outcome 1	4	20.0%	15	75.0%	1	5.0%	20	19	95.0%
		PR Outcome 2	3	15.0%	16	80.0%	1	5.0%	20	19	95.0%
		PR Outcome 3	4	20.0%	15	75.0%	1	5.0%	20	19	95.0%
	HUMA1301	PR Outcome 1	13	65.0%	7	35.0%		0.0%	20	20	100.0%
		PR Outcome 2	7	35.0%	13	65.0%		0.0%	20	20	100.0%
		PR Outcome 3	9	45.0%	11	55.0%		0.0%	20	20	100.0%
	PHIL2306	PR Outcome 1	3	13.0%	17	73.9%	3	13.0%	23	20	87.0%
		PR Outcome 2	2	8.7%	19	82.6%	2	8.7%	23	21	91.3%
		PR Outcome 3	2	8.7%	18	78.3%	3	13.0%	23	20	87.0%
SDEV0370	PR Outcome 1	8	8.4%	3	3.2%	84	88.4%	95	11	11.6%	
	PR Outcome 2	10	10.5%	70	73.7%	15	15.8%	95	80	84.2%	
	PR Outcome 3	27	28.4%	39	41.1%	29	30.5%	95	66	69.5%	
SPCH1321	PR Outcome 1		0.0%		0.0%	19	100.0%	19	0	0.0%	
	PR Outcome 2	19	100.0%		0.0%		0.0%	19	19	100.0%	
	PR Outcome 3	9	47.4%	10	52.6%		0.0%	19	19	100.0%	
Grand Total			551	32.9%	782	46.7%	341	20.4%	1674	1333	79.6%

QEPresultsF15.xlsx
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Institutional Student Learning Outcomes Assessment Cycle I (2015-2016)
 Assessment Day Results - January 29, 2016

SPC Fall 2015 QEP Results by Competency, Outcome and Department

Core Objective	SLO	Department	SPC Emerging+Skillful %	Dept Skillful+Emerging %	Difference	
Communication	Comm. Outcome 1	FINE ARTS	87.6%	66.7%	-20.9%	
		MATHEMATICS	87.6%	88.4%	0.8%	
		SOCIAL & BEHAVIORAL SCIENCES	87.6%	88.0%	0.4%	
	Comm. Outcome 2	SOCIAL & BEHAVIORAL SCIENCES	88.4%	88.4%	0.0%	
		Comm. Outcome 3: Option 1 - Written	COMMUNICATIONS AND LEARNING	80.9%	81.7%	0.8%
	Critical Thinking	CT Outcome 1	NATURAL SCIENCES	80.9%	82.5%	1.7%
			SOCIAL & BEHAVIORAL SCIENCES	80.9%	72.2%	-8.6%
			COMMUNICATIONS AND LEARNING	77.8%	60.9%	-16.9%
		CT Outcome 2	SOCIAL & BEHAVIORAL SCIENCES	77.8%	80.8%	3.0%
COMMUNICATIONS AND LEARNING			86.9%	94.4%	7.6%	
MATHEMATICS			86.9%	81.0%	-5.9%	
Personal Responsibility		PR Outcome 1	NATURAL SCIENCES	86.9%	73.4%	-13.4%
			SOCIAL & BEHAVIORAL SCIENCES	86.9%	92.0%	5.1%
			FINE ARTS	100.0%	100.0%	0.0%
	PR Outcome 2	COMMUNICATIONS AND LEARNING	50.4%	44.2%	-6.2%	
		COUNSELING	50.4%	11.6%	-38.8%	
		SOCIAL & BEHAVIORAL SCIENCES	50.4%	90.1%	39.7%	
	PR Outcome 3	COMMUNICATIONS AND LEARNING	88.7%	86.5%	-2.2%	
		COUNSELING	88.7%	84.2%	-4.5%	
		SOCIAL & BEHAVIORAL SCIENCES	88.7%	94.1%	5.3%	
Grand Total		COMMUNICATIONS AND LEARNING	80.2%	78.8%	-1.4%	
		COUNSELING	80.2%	69.5%	-10.8%	
		SOCIAL & BEHAVIORAL SCIENCES	80.2%	91.1%	10.8%	
Grand Total			79.6%	79.6%	0.0%	

QEPResultsF15.xlsx
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SPC Fall 2015 QEP Overall Results by Competency, Course and Average Score*

Core Objective	Department	Course	Average Score	
Communication	COMMUNICATIONS AND LEARNING	ENGL1301	2.43	
		ENGL1302	1.89	
		ENGL2327	1.50	
		SPCH1321	2.42	
		COMMUNICATIONS AND LEARNING Total		2.07
	FINE ARTS	Arts1303	2.00	
		FINE ARTS Total		2.00
	MATHEMATICS	Math1314	2.93	
		Math1442	2.14	
		Math2412	2.38	
		MATHEMATICS Total		2.44
	NATURAL SCIENCES	BIOL1406	2.50	
		BIOL2402	1.94	
		BIOL2404	2.35	
		BIOL2420	2.27	
		CHEM1405	2.17	
		NATURAL SCIENCES Total		2.21
	SOCIAL & BEHAVIORAL SCIENCES	CRIJ1301	2.40	
		ECON2301	2.72	
		GOVT2306	2.40	
		HIST1301	2.00	
		HIST2301	2.30	
		HUMA1301	2.60	
		PHIL2306	1.83	
		PSYC2301	1.94	
		SOCI130	3.00	
		SOCI1306	2.35	
	SOCIAL & BEHAVIORAL SCIENCES Total		2.30	
Communication Total			2.26	
Critical Thinking	COMMUNICATIONS AND LEARNING	ENGL1301	2.85	
		ENGL1302	2.11	
		ENGL2327	1.61	
		SPCH1321	2.68	
		COMMUNICATIONS AND LEARNING Total		2.31
	FINE ARTS	Arts1303	2.33	
		FINE ARTS Total		2.33
	MATHEMATICS	Math1314	2.71	
		Math1442	2.15	
		Math2412	2.25	
		MATHEMATICS Total		2.36
	NATURAL SCIENCES	BIOL1406	2.25	
		BIOL2402	1.72	
		BIOL2404	2.25	
		BIOL2420	2.00	

		CHEM1405	2.29
	NATURAL SCIENCES Total		2.05
	SOCIAL & BEHAVIORAL SCIENCES	CRIJ1301	2.70
		ECON2301	2.50
		GOVT2306	2.30
		HIST1301	2.18
		HIST2301	2.40
		HUMA1301	2.75
		PHIL2306	2.00
		PSYC2301	1.90
		SOCI130	3.00
		SOCI1306	2.48
	SOCIAL & BEHAVIORAL SCIENCES Total		2.30
Critical Thinking Total			2.27
Personal Responsibility	COMMUNICATIONS AND LEARNING	ENGL1301	2.78
		ENGL1302	1.93
		ENGL2327	1.76
		SPCH1321	2.16
	COMMUNICATIONS AND LEARNING Total		2.05
	COUNSELING	SDEV0370	1.71
	COUNSELING Total		1.71
	SOCIAL & BEHAVIORAL SCIENCES	GOVT2306	2.03
		HIST1301	1.98
		HIST2301	2.13
		HUMA1301	2.48
		PHIL2306	1.99
	SOCIAL & BEHAVIORAL SCIENCES Total		2.12
Personal Responsibility Total			1.95
Grand Total			2.13

* Skillful=3, Emerging-2, Not Demonstrated=1

QEPresultsF15.xlsx

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APPENDIX D

Assessment Day Showcase 2016

Faculty Response Report

Best Practices

- 1) Make sure the assessors have sufficient subject matter expertise in the discipline they are assessing.
- 2) Make sure everyone involved truly understands the purpose of the assessment.

Characteristics of a Successful Artifact Assessment

- 1) Directly aligns with SLO's
- 2) Instructions are clear.
- 3) Relevance to course, college experience and life skills

Challenges in Artifact Assessment

- 1) The assignment wasn't designed to address all three SLO's in reference to personal responsibility.
- 2) Lack of clarity of communication with faculty in regard to designing artifacts.
- 3) Ineffective communication regarding deployment of information to faculty about ethical decision making.

- 1) Assessments should be given one at a time Instead of calibrating assessments and discussing among assessors, take the average of the two scores.

- 1) We suggest that credit is given depending on the effort given to the assessment because some students did not take it seriously or left some answers blank.
- 2) In addition, online artifacts that can be done outside of class may allow students to take their time to think over their answers and analysis.
- 3) Assessments should preferably be incorporated as essays/questions on exams, so students make their best attempt.

- 1) Challenges: It was not easy finding good case studies.
- 2) Group assignments are not accessible.
- 3) Develop questions using the skillful rubric versus the overall outcomes.
- 4) Uploading video artifacts is not a good options for iRubric.

- 1) Elimination of paper artifacts
- 2) Online assessment and scoring follow naming conventions.
- 3) Multiple Calibration Training sessions.

- 1) Follows the rubric for the SLO to develop the assignment.
- 2) Goes over the vocabulary with the students and provides a resource handout with key terms.
- 3) Has a more direct method to help students understand the assignment.

- 1) Our challenges were due to our misunderstanding of the process of bulk submission of artifact results.
- 2) Department staff must establish a standardized process so that no information is lost.
- 3) In addition, students were given artifacts at the same time as the ETS, so students were confused about what tasks are expected of them.

Best Practices

Characteristics of a Successful Artifact Assessment

Challenges in Artifact Assessment

1) Map discipline specific course outcomes to iRubric prior to the beginning of each cycle.

2) Upload the artifact successfully into iRubric (numerically or alphabetically) having sufficient number of assessors on hand during Assessment Day.

1) Inform the students of the assessment rubric and then carefully use the rubric when the artifact is assessed.

2) Be flexible in interpreting the rubric. 3) Perhaps use a standardized assessment within the disciplines/departments.

1) Clearly aligns with the rubric for credit assignments.

2) Focused question/prompt that results in a concise, thoughtful response.

1) The best artifacts were written with the rubric and the SLOs in mind. They had clear steps for students to follow and a clear format for them to use when responding.

2) The best-written questions (clearest, most focused, most sequential) yielded the best artifacts.

1) Cannot correct mistakes within iRubric.

2) Some adjuncts are not engaged in the assessment process.

3) Difficult to standardize assessment in some disciplines (creative arts, social & behavioral sciences).

4) Assessing three different SLOs in one artifact is challenging.

1) Confusion between critical thinking SLO and QEP SLOs made some assignments difficult to read/grade.

2) Some documents were difficult to read (handwritten). 3) Instructors need advance notification and clear directives about the core objectives that will be assessed.

4) If an artifact is ill-designed, an entire group of students may not respond in a way that reveals their skills.

5) Artifacts may be only partially effective in measuring student achievement.

6) faculty narrative input might be valuable in the assessment process.

7) Videos and discussions might be helpful, albeit difficult to assess. The less 'formalized' the assignment, the more difficult to grade.

APPENDIX E

Cycle II Artifact Cover Sheet (2016-2017)

Department	Social and Behavioral Sciences
Course Number (Example: ENGL1301)	HIST 2321
Course Title	World Civilization I

Detailed Instructions: **Artifacts submitted for this course must address the requirements as stated on this Cover Sheet. Please include all requested information. Submissions without the requested information will be considered incomplete and returned for correction.

Column 1: Core Objectives are preselected based on Texas Higher Education Coordinating Board requirements.

Column 2: For each Core Objective, place a checkmark next to the SLO to be assessed. All sections of the course will use the same SLOs. Use the following guidelines.

Empirical and Quantitative Skills – Select only one SLO.

Teamwork - Select only one SLO.

Social Responsibility - Select only one SLO.

*Personal Responsibility – All three SLOs are selected to align with Ethical Decision-Making QEP requirements.

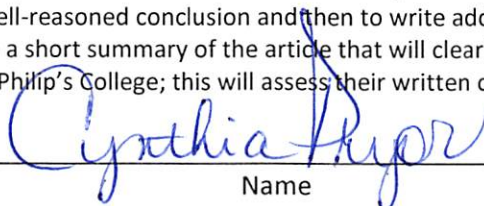
Column 3: Enter a detailed description of the artifact assignment to be used to address the selected SLOs. When possible, all sections of the course will use the same artifact assignment to measure SLOs.

Core Objective	SLO Select one SLO	SLOs Select All 3 SLOs	Artifact Assignment Description** (50-word minimum; see example)
__ Empirical and Quantitative Skills	<input type="checkbox"/> 1 Identify and Collect Data <input type="checkbox"/> 2 Manipulation of Data <input type="checkbox"/> 3 Analyze Data and Draw Informed Conclusions		Three weeks before the students (ethics, history, sociology, government, et al.) research assignments are due, Shawn and two classmates visit the campus library to conduct the required online literature searches on their topics. After 30 minutes of surfing the web, Mike announces that he's found a website that provides students with inexpensive research papers on a wide variety of subjects. Mike says to Shawn and Anna that he is planning to buy a paper when he finds one on relating to his assigned topic. Shawn, who has never cheated in her academic career, hears Mike but says nothing and continues concentrating on her own research paper. Anna, who is appalled by Mike's intention to cheat, vows that she will report Mike to their professor. Mike believes: "There's no way I'll be caught. I don't think the professor even knows a website like this exists!" Anna is starting to get irritated by Mike's distracting actions. Shawn is still hearing what Mike is saying and is not sure if she should get involved. They are all considering different actions to be taken and difficult decisions that will affect not only themselves but also others. Your job is to imagine the thinking that each student might have and answer the questions relating to their moral reasoning.
__ Teamwork	<input type="checkbox"/> 1 Contribution <input type="checkbox"/> 2 Cooperation <input type="checkbox"/> 3 Self-Management		
x Social Responsibility	<input type="checkbox"/> 1 Intercultural <input type="checkbox"/> 2 Global Community <input checked="" type="checkbox"/> 3 Attitudes and Behaviors		
x Personal Responsibility*		<input checked="" type="checkbox"/> 1 Values <input checked="" type="checkbox"/> 2 Ethical Issues <input checked="" type="checkbox"/> 3 Perspectives	

** Example of Artifact Assignment that addresses both Critical Thinking and Communication

Students read an article on the myths and facts about muscle development and fat loss. Students are asked to critically assess the article for well-reasoned conclusion and then to write additional well-reasoned conclusions. Students are also asked to write a short summary of the article that will clearly explain the key concepts to their "non-science" classmates at St. Philip's College; this will assess their written communication skills.

Department Chair Approval _____


Name


Date

APPENDIX F



ST. PHILIP'S COLLEGE

To help us better serve you, please complete this evaluation. Thank you!

Session Title	Assessment Day Showcase
Presenter(s)	Sonia Valdez
Time	2:00pm-4:00pm
My Classification	Check one: FT Faculty <u>12</u> Adjunct Faculty <u>0</u> Staff <u>6</u>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My overall satisfaction with the presentation is high. I would recommend this session to other faculty/staff.	11	7	1	2	0
The presenter was knowledgeable about the topic.	15	6	1	0	0
The presentation was well-organized and delivered in an effective manner.	14	6	1	0	0

Additional comments –
Very informative great ideas shared
Training and review of artifacts to determine accessibility of the assignment.
The feedback was helpful
Very well organized- logical sequential flow of agenda.
Why do 3 different forms. Combine into 1 form and then sort by table.
Excellent presentation and collaboration.
Good Job
Well organized, informative
Thank you
Could've been shorter

