EAST CENTRAL COLLEGE
Inspiring Excellence

Assessment Report

AY 2019-2020
AY 2020-2021

Prepared by the Office of Academic Affairs
and the Office of Institutional Effectiveness

Contents

Introduction

This report summarizes and synthesizes key assessment activities and findings for the combined academic years 2019-20/2020-2021. Consolidating two years of work is appropriate, given the challenges of the COVID-19 pandemic, along with the significant improvements in assessment processes across the institution. This annual report includes assessment at the institutional level for academics as well as instructional and student development, and for the first time, administration and support.

These two years have laid the foundation for new assessment practices, including development and refinement of processes, extensive training for faculty and staff, and pilots of new assessment practices. Data collection and analysis is lacking in some instances because the focus has been on building a culture of assessment rather than implementation or practices. Despite the interruptions due to a pandemic and all new processes, robust assessment work continued at the college because of the dedication of faculty and staff to student achievement. The narratives included here attempt to capture the tremendous growth in understanding and commitment to assessment at the college.

Mission Statement
Empowering students and enriching communities through education.

Vision Statement
East Central College will be a leader in higher education, inspiring academic excellence and driving community development.

I. College Planning & Assessment

Strategic Planning and Progress Monitoring
The SOAR to 2024 Strategic Plan was formally adopted in Fall 2018. Two co-chairs lead each of the five strategies. A progress report was presented to campus and the Board of trustees in August 2020 that summarized the work of the 19-20 academic year, with another progress report in August 2021. The college came together again during Fall 2020 to articulate the Rolla Comprehensive Plan.

Each strategy includes measurable goals; and progress toward those goals are outlined on the SOAR to 2024 webpage.

A focused goal of the "Pathways" Strategic Initiative addresses assessment:
> "Build a culture of assessment around Institutional Student Learning Outcomes across the curriculum and in co-curricular programs and activities by June 30, 2024.

All action items for this goal are completed with some marked as "ongoing" given the nature of the activity:

- Professional Development: Performance Measures for ISLOs: **completed and ongoing**
  Initial work on developing performance measures for ISLO: Critical Thinking occurred through several In-Service and 5th Friday events. Development for the other three ISLOs is ongoing.
- Complete Communication ISLO Pilot project: **completed Summer 2019**
- Finalize creation of the ISLOs: **completed Spring 2020**
- Complete curricular and cocurricular mapping: **completed and ongoing**
  Mapping is an ongoing process because maps are regularly reviewed and revised.
- Hold an Assessment Showcase: **completed and ongoing**
  The first Showcase was held in in Oct. 2019, a second in April 2021.
- Assess current LMS and determine if system is meeting current needs: **completed**
  The college moved from Moodle to Canvas in summer 2020. Canvas is now being utilized as the primary means of collecting ISLO level assessment data.

Institutional Accreditation (HLC)
ECC's last comprehensive review (2017) resulted in a focused review of five criteria related to assessment, retention, and institutional effectiveness. Conducted in Fall 2019, this visit provided the opportunity for widespread involvement and understanding of key components of assessment. The activities before and during that visit brought shared understanding of the standards the college is held to on a continual basis, the impact of shared governance, communication, data-based inquiry, and data-informed improvement. Ultimately, the focused visit resulted in removal of sanction on June 25, 2020.

Archived records from the focused review are linked here. Full details of current accreditation status are found here. ECC is now on the standard pathway, with a year four review scheduled for April 2022.

Institutional Research Metrics

The Institutional Research Department continuously publishes key high-level metrics. This office reports information regularly to the Integrated Postsecondary Educational Data System and participates in the National Community College Benchmark Project. Required Student Consumer Information is published as expected.

This office maintains an Annual Fact Book, providing consistent, high level metrics to stakeholders. A Student Outcomes webpage provides key metrics, including graduation rate, transfer rate, overall and cohort retention rates, job placement, and licensure/certification rates.

Additional reporting for internal stakeholders includes:
- Ongoing Enrollment Data (published daily, routine review by Cabinet and Strategic Enrollment Management Committee)
- Ongoing Retention Data (published bimonthly, routine review by Cabinet and Strategic Enrollment Management Committee)
- Course and Program Data (published according to semester and/or academic year and provided to faculty and academic leadership)
- Employee and Student Survey Data
- Approximately 100 specialized data requests per year

Power BI

The IR Department greatly enhanced the availability of course and program success data by developing Power BI Dashboards to publish data in a highly visual way. These dashboards were created through a collaborative process involving members of the Instructional Assessment Committee and academic leadership. The development of these data reports coincided with revisions to the Annual Assessment Reporting and Planning and Comprehensive Review processes. The reports are specifically tailored to each process, but also parallel each other, reinforcing the connectedness between annual and periodic assessment. These reports have great potential to focus conversations on universal metrics related to student success (See All Disciplines_CR_AY2016 to AY2020 and All Disciplines_AARP_FA19).

II. The Instructional Assessment Committee

The Instructional Assessment Committee (IAC) coordinates processes for curricular and cocurricular assessment. The committee is comprised mainly of faculty, with representatives from each academic division, and also from departments that directly support student learning or whose work intersects with student learning and success. The committee, which meets monthly during the academic year, maintains all meeting documentation in Falcon Nest (See AY 2019-2020 and AY2 2020-2021).

The IAC is comprised of five subcommittees, each which oversees specific work that supports the varied assessment endeavors across the College. Each subcommittee meets for a portion of the regular monthly meeting to review processes, make recommendations, and plan support efforts and activities related to their charge (See IAC Bylaws & Subcommittees).

The IAC underwent a change in leadership at the end of AY 2018. The shift coincided with the early stages of ECC's involvement in the HLC Assessment Academy, so work for the committee expanded to include the SOAR Project. Committee membership was reviewed during the course

of two semesters and finalized in fall 2020 to assure proportional representation from across academic disciplines and inclusion from key student support areas (See IAC Membership).

As part of IAC meetings, the committee reviews feedback from the various activities sponsored by the subcommittees and makes recommendations for improvements (See 2020 Assessment Training Participant Survey Responses and SP21 Assessment In-Service Session Feedback). It also conducts an end-of-year review of committee work as part of the Office of Academic Affairs committee assessment process (See Committee Assessment for Instructional Assessment Committee AY19.20). This review helps shape plans for the next academic year.

III. Comprehensive Review

In Fall 2019, ECC committed to a five-year schedule of departmental assessment across the institution. A new process and documents were developed after the Comprehensive Review subcommittee of the IAC reviewed and revised the existing process. The term Comprehensive Review, which replaced Program Review, was intentionally adopted for academic and institutional reviews to better reflect the structure in divisions across the College. The use of this new term, along with the design of two mirrored templates and provision of a liaison for each review are concrete steps in firmly establishing this process.

Parallel Templates and Guides were created for Student Learning and Development and Administration and Support to recognize the need for a consistent review process across the College but also unique needs and functions of the various departments (See Student Learning and Development Process Guidance and Admin and Support Process Guidance). Because of revisions to the template and process and operational interruptions due to COVID-19, some reviews were postponed or delayed from their original schedule.

Comprehensive Review Process
The Comprehensive Review process is designed to be collaborative, conducted by a core review team from the program and/or discipline. The review team assembles general information about the program and/or discipline and how it operates, identifies learning outcomes and appropriate assessment data, support outcomes and methods to assess, examines student success and retention data provided by Institutional Research, outlines information from cocurricular offerings as appropriate, and creates a SOAR (Strengths, Opportunities, Aspirations, Results) analysis.

Once complete, the work of the review team is sent to a larger review committee. This larger review committee is made up of others in the program and/or discipline, as well as colleagues from other departments, students, and at least one colleague from another college. This review committee convenes at a concluding meeting and provides input to the department. Ultimately, a departmentally developed action plan is finalized, which provides guidance throughout the next part of the cycle.

Comprehensive Review Support
Support is provided to those going through the Comprehensive Review process in a variety of forms. An initial Comprehensive Review Kick-Off occurs in mid-spring semester (See Comprehensive Review Informational Sessions). Review team members are also provided with access to resources for reviewing assessment best practices, developing outcomes, and how to conduct a SOAR analysis (See Comprehensive Review Resources). At the Kick-off session, liaisons from the Instructional Assessment Committee are assigned to each area. These liaisons

serve as an ongoing resource and Comprehensive Review team lead (See 19-20 and 20-21 Comprehensive Review Lead Team Liaison).

Liaisons' role and function:
Support review teams throughout the process and assist during the campus visit. For academic areas, liaisons are faculty members of the Instructional Assessment Committee trained in the Comprehensive Review process. Liaisons are assigned during the IAC meeting prior to the Comprehensive Review Informational session for reviews occurring in the next academic year. The Vice President of Academic Affairs serves as the liaison for Instructional and Student Development areas. The Executive Director of Institutional Effectiveness is the liaison for Administrative and Support areas.

Liaisons provide support and feedback throughout the comprehensive review process, which ranges from six months to a year, depending upon the area. Their primary responsibilities are to
- review process requirements and the timeline more in-depth with team lead,
- help align ECC comprehensive review requirements with any concurrent external accreditation process, if applicable,
- check in with the team lead as timeline benchmarks near,
- provide feedback or assistance in identifying Comprehensive Review Committee,
- provide feedback on CR Self-Study or other documents as requested,
- keep the CR information table updated.

If needed, liaisons can also
- attend/be available for Team meetings as requested,
- assist with initial evaluation of data for the team's consideration,
- assist with coordination of the campus visit,
- facilitate the campus visit,
- assist with finalizing report as needed.

Comprehensive Review Summaries

2019-2020 Reviews

Accounting (ACBSP):
The Accounting review coincided with the Business review as part of the application process for accreditation by the Accreditation Council for Business Schools and Programs (ACBSP), which focuses on recognizing teaching excellence, determining student learning outcomes, and a continuous improvement model. Accreditation by ACBSP would ensure the program will give students the skills employers want and provide additional integrity, quality, and value to ECC's Accounting Program.

Recommendations/Action Items: The review process solicited a number of recommendations from the larger committee, including a focus on better program structure and coordination to include a program coordinator. They also suggested adding an AA: Accounting pathway and seeking additional articulation agreements for accounting courses to serve accounting students more directly for transfer. The faculty identified several action items based upon recommendations, including assigning a

coordinator to the programs, improved communication, and cohesiveness throughout the program, and improve student success, satisfaction, and retention rates by 5% by 2023.

Business (ACBSP):
As part of the review process, both Business and Accounting completed detailed curriculum maps in December 2020 outlining every course, including each one's specific goals, assessment measures, and the interrelationship to other courses. As well, maps clearly defined the purpose of each course within the strategic layout of the program. It also clearly highlighted the need for changes to the program and individual courses.

Recommendations/Action Items: These items for Business parallel those made for Accounting as the two programs are closely aligned in terms of organization and structure. Faculty recommended a program coordinator, strengthened communication, improving student success outcomes, in additional to collaborating with Advising to ensure students are enrolling at the proper time. If necessary, stipulate the requirement in the prerequisites section of the course which would require going through Curriculum and Academic Councils.

Computer Information Systems (ATMAE):
This review was conducted in the early spring semester of 2021. The program relies on the support and input of their advisory board. The team indicated the board has become more actively involved over the past several years, including inviting ECC students to participate in mentoring opportunities and professional development workshops. The review process provided the team the time to review current CIS program outcomes and begin to identify sources for student learning assessment data.

Recommendations/Action Items: Faculty identified two action items based upon ATMAE Standards: Standard 5 - Program Learning Outcomes Identification & Validation: Measurable program learning outcomes shall be identified, assessed, and validated for each program/option. These outcomes must align with the program goals established for the program/option and validation shall be accomplished through a combination of external experts, an industrial advisory committee and, after the program is in operation, follow up studies of direct and indirect measures for each outcome. Standard 18 - Outcome Measures Used to Improve Program: Evidence shall be presented showing how both direct and indirect outcome measures have been used to improve the overall program/option.

Economics:
This review covered ECO 101 and 102, which are CORE 42 courses. The review was completed in fall of 2020.

Recommendations/Action Items: Circumstances that most influenced this review involve the loss of the full-time faculty member due to retirement. As a result, and because of a hiring freeze during early COVID, Economics courses are currently taught solely by adjuncts. The committee suggested replacing the full-time faculty member and expanding dual-credit and dual-enrollment offerings. The committee depends upon the institution for advice and direction for the Economics faculty and curriculum.

English/Mass Media Communications:

This review addressed literature courses in the English department and Mass Media/Communications courses, which are taught by English and Communications faculty. The team completed the self-study through the SOAR analysis in early spring 2021 and convened with the full committee on May 12, 2021, via zoom.

Recommendations/Action Items: The committee suggested continuing and expanding cocurricular opportunities through the departments, strengthening departmental advising efforts, tracking transfer students, and developing more transfer agreements, particularly for Mass Media courses. The department created a list of short-term action items to address over the next two academic semesters, which include reviewing and updating all course descriptions and creating common outcomes; reserving and developing a new leadership structure for advising/overseeing student publications, creating a discipline advisory committee, and formalizing a means to track and celebrate discipline graduates.

[Industrial Engineering Technology](#) (ATMAE)
This review was conducted in early spring semester of 2021. The program has relied on the support and input of their advisory board. The team indicated the board has a history of being active in providing industry guidance. In addition, board members in conjunction with East Central College's Center for Workforce Development group, are demonstratively involved with apprenticeship development and the IET program. The review process provided the team with the time to review current IET program outcomes and begin to identify sources for student learning assessment data to include industry stakeholders reviewing the assessment outcome results.

Recommendations/Action Items: A comprehensive departmental final that has questions or competencies (depending on type of assessment in the course) linked to course outcomes will be given in each first semester course. The data will be used to revise course materials if deficits are observed in students attaining course competencies. Courses to be reviewed as part of this plan are Intro to Manufacturing, Industrial Electricity, Process and Control Systems, and Maintenance Practices. The first course in which the final was revised to better link outcomes to test questions is Industrial Electricity in Fall 2021. The remaining courses are slated to have the revised final exams completed for Fall 2022.

[Medical Assisting (MAERB):](#)
This review covered the full Medical Assistant Program curriculum, which prepares graduates to pass the Certified Medical Assistant (CMA) exam and work as CMA professionals. This internal review coincided with program approval from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in 2020.

Recommendations/Action Items: The committee suggested identifying additional externship sites within the college's geographic region, increasing Health Education Systems, Inc. (HESI) exit exams scores, and increasing Certified Medical Assistant certification exam pass rates. The plan includes specific steps and timelines to achieve these goals.

[Online Learning and Educational Technology:](#)
Note: this report was completed before the new CR template was implemented.
This review addressed the various services provided by the Online Learning and Educational Technology Committee, such as Learning Management Service (LMS)

management and support, instructional design services, online/hybrid course development support, and the LMS Helpdesk support.

Recommendations/Action Items: Several goals were identified, including improving online student preparedness and success skills, increasing online faculty networking and pedagogy sharing, improving the academic rigor and integrity of online coursework at ECC, and implementing a standardized course template. Each goal has stated outcomes and specific standards and targets for implementation.

Theatre Facilities:
This review centered around the John Edison Anglin Performing Arts Center's (JEAPAC) role and mission at the College hosting events and promoting theatre, music, and art in the region. JEAPAC serves ECC, local school districts, and the community at large.

Recommendations/Action Items: The committee identified several immediate actions, including soliciting audience feedback in various formats to assess and improve future events, scheduling safety inspections for equipment and the Fly system, improving and upgrading lighting, and inviting local businesses to participate in theatre events, i.e., food trucks/local vendors.

Athletics:
Note: this review was completed before the new CR template was implemented. Information was compiled and presented to the Budget Advisory Committee. This committee and campus leadership recommended expansion of Athletics, which the ECC Board of Trustees approved in December 2021. As part of that approval, these goals will be monitored annually.

Recommendations/Action Items: The committee suggested a short-term goal of adding a supportive maintenance position to maintain outdoor fields. Long term recommendations include achieving top ranking for the Missouri Community College Athletic Conference (MCCAC), improving fundraising efforts, enlisting corporate funding for scoreboards, and the addition of men's baseball and women's soccer to the athletic department.

Rolla:
The Rolla site was in the midst of a thorough review as the pandemic closed campus. On September 18, 2020, over 60 employees gathered via Zoom to examine information related to the Rolla campus. This large-scale collaborative meeting included the use of breakout rooms, one example of widespread virtual interaction.

Recommendations/Action Items: The result was a comprehensive plan which provides goals and action steps over the next three years. Rolla enrollment is on track to meet benchmarks for enrollment goals.

2020-2021 Reviews

Chemistry:
This review was completed in June 2021 and addressed CHM 105 Introductory Chemistry, CHM 106 Chemistry for Health Science, CHM 111 General Chemistry I, and CHM 112 General Chemistry II courses taught from academic years 2015-2016 through

2020-2021. Two external committee members representing local businesses and a graduated student representative currently at a four-year school participated in the process.

Recommendations/Action Items: The committee affirmed the recommendation to hire an additional Chemistry faculty member to teach at both Union and Rolla campuses. Additional recommendations include the purchase of additional equipment for use at both campuses, as well as collaboration with The Learning Center to identify at-risk students earlier in the semester and intervene through a student tutor model.

Culinary (ACF):
The Culinary program in November 2022 had experienced a reaccreditation audit from American Culinary Federation (ACF). Many of the exhibits and narratives in the ACF self-study provide information needed for ECC's comprehensive review self-study, so faculty have been focusing efforts on the AFC document. As a result of the reaccreditation process, the Culinary faculty have finalized the ECC process.

Recommendations/Action Items: The Culinary faculty have identified areas of improvement based on the finds from the ACF reaccreditation audit:

American Culinary Federation Education Foundation (ACFEF) Standard: 6.04 - ACFEF accredited programs must meet safety and sanitation guidelines as established through federal, state, and local codes. International programs meet their country, province, and/or local food safety and sanitation policies and guidelines.

Site Visit Findings: Food labels are not complete or not in use on refrigerated items. Products stored in China container. Metal racks in walk-in cooler rusty and dirty.

Compliance: Proper use of labeling products - (use industry labels rather than masking tape) Fill out label in detail using the date/time the item is prepared and the use by or discard date. Replace rusty storage racks in walk-in cooler and clean behind shelving area.

Philosophy/Religion:
Courses taught at both the Union and Rolla campuses were covered in the review. The committee convened on June 16, 2021, via zoom.

Recommendations/Action Items: The committee recommended the department work to get ECC's Old Testament course approved through CORE 42. It also suggested promoting awareness around the campus and local high schools of the applicability of philosophy courses for many different career paths. Several action items were also identified to increase retention in courses, student learning performance on signature assignments, and improve communication with students, and develop a stronger "success tracking" system for students in classes.

Music (NASM):
The comprehensive review process for the Music department coincided with the program's National Association of Schools of Music (NASM) accreditation. The NASM site visit occurred on March 29-30, 2021, which resulted in successful ten-year accreditation. At the June 17 comprehensive review committee session held via zoom, the

team shared NASM reviewers' recommendations. The committee concurred with those suggestions and used them as the basis for action items.

Recommendations/Action Items: Some recommendations include identifying and creating a yearly budget for equipment and instrument repair needs, requesting a full-time Fine Arts clerical position, seeking additional program articulation agreements with other four-year universities, researching additional course offerings, and increasing recruitment/enrollment and diversity/inclusion efforts.

Physical Education:
The Physical Education Department completed its review in November 2021. The full committee included faculty from Exercise Physiology and Sports Management disciplines at two four-year universities. As part of this process, the team was able to assess their prior review and track goals in curriculum alignment, on-line course development, and transfer requirements.

Recommendations/Action Items: The committee made recommendations concerning the utilization of available resources to improve recruitment and retention; continuing and improving assessment practices to measure effectiveness of teaching methodology and enhance student learning; and improving facilities based upon student needs. The team identified two action items: using social media marketing for increased recruitment and creating articulation agreements with four-year partners.

Radiological Technology (JCERT):
The Radiological Technology review was conducted when the program existed as a partner program with Rolla Technical Institute and Center (RTI/C) and coincided with the program's Joint Review Committee on Education in Radiologic Technology (JCERT) recertification, which was awarded in June 2021.

Recommendations/Action Items: As the program meets or exceeds all of JCERT's requirements, no major recommendations were made for changes to structure or leadership. The advisory committee intends to create a mission statement that aligns with ECC's mission and strategic plan.

History and Political Science:
This review is currently in process to be completed by Spring 2022.

Early College and Admissions:
This review was completed in September 2021. Through the process, the team developed several departmental goals pertaining to student knowledge of available programs and resources and increasing outreach to area high schools through the Early College Academy Partnership.

Recommendations/Action Items: The committee recommended increasing collaboration with internal partners such as the Learning Center and faculty members to help better inform and develop resources for students regarding placement, academic programs, and admissions process. They also recommended increasing professional development opportunities and assessing the current admissions process. The team developed action items directly related to recommendations: working with the Learning Center to increase

Bridge enrollment; work with Business Analyst to improve communication with faculty regarding student enrollment in programs and create program-specific visit days; and implement a customer relationship management system based upon an assessment of the admission's process.

Advising:
The Advising department completed its Comprehensive Review in October 2021. Based on the CR, it was determined actions and outcomes of the department are regularly and frequently monitored and assessed informally within the department and as a part of the Student Development processes. While this strategy can be effective in the moment and address specific immediate needs, it does not lend itself to numerical, measurable data.

Recommendations/Action Items: Several recommendations were made in terms of purpose and goals, structure, and assessment and effectiveness. The team wants to increase its consideration of theories such as "Appreciative Advising" in its approach. They created an actin item to create a model of enhanced advising based upon a theoretical framework. The team was complimented on having staff counselors embedded with the advising teams, but a suggestion was made to continue developing faculty mentors in specific programs. Other action items include increasing staff access to professional development opportunities, creating a tracking tool in Aviso to monitor graduation and transfer rates and support efforts to increase those rates; and the creation of an assessment tool to capture the effectiveness of advising interactions.

Financial Aid:
A draft of the review report has been completed and a preliminary meeting was held to review the documentation. The full committee meeting is schedule for spring 2022.

Learning Center:
This comprehensive review addressed all services provided by the Learning Center (LC), which provide a wide array of student support and address much of HLC Criteria 3.B. and 4.C.3. The Learning Center provides courses online and on-ground, such as Summer Bridge and TestPrep, and online and in person tutoring services. LC staff is also highly involved in the work of institutional committees that support the college's mission. The committee concluded its very thorough review in Summer 2021.

Recommendations/Action Items: The committee suggested updating the LC mission statement, creating new rubrics for assessing student learning, incorporating specialists to be more engaged in a success coach model, and better evaluating student progress throughout the semester to provide more timely interventions and increase retention and persistence rates. The LC also plans to assess its current cocurricular activities to gather more response data on effectiveness and align cocurricular activities to ISLOs. They will also update the LC Department Manual for relevancy and effectiveness based on CR recommendations.

Adult Education & Literacy:
The Adult Education and Literacy (AEL) Department review included data related to goals established by the Missouri Department of Elementary and Secondary Education (MO DESE) as part of their grant. By 2023, the goal is to have participation, persistence,

and measurable skills gain back to pre-pandemic levels. The AEL program will move onto the main campus in 2022.

Recommendations/Action Items: The committee confirmed much of the department's work and offered suggestions for recruiting strategies. The partnership with the East Central Literacy Council is an asset that should be nurtured. While not a formal recommendation, the committee cautioned against doing too much, emphasizing the value in prioritizing efforts.

Facilities & Maintenance;

As part of this review process, a survey was distributed to campus. Survey results reflected appreciation for the staff, and acknowledgement that some processes and communication tools might be improved. The challenges faced by the department in terms of resources were apparent during the review process.

Recommendations/Action Items: The department should regularly examine data from the Web Helpdesk system to measure quality and speed of response. The department will examine maintenance monitoring processes developed internally, with consideration given to implementing a formal preventative maintenance system.

Information Technology:

The Information Technology (IT) review process included data from a survey administered to ECC employees and data from the Web Help Desk system. As part of ongoing conversations by the review team, short and long-term recommendations were established.

Recommendations/Action Items: Over the next two years, the department will create a cybersecurity policy/response document, a disaster recovery/business continuity plan, and an infrastructure/aging list. Professional development for the IT department will be enhanced by purchasing a bank of training modules, as well as customer service training. Structured IT support to campus will be provided through videos and other resources housed in Falcon Nest. The committee concurred with the recommendation that the open position for a System Administrator be filled.

Purchasing:

The review team designed and implemented a survey to campus users. Comments from the survey were helpful in determining what types of additional support was needed.

Recommendations/Action Items: The committee agreed with the proposed goals, including additional training videos and an analysis of vendor utilization, and overall examination of cost effectiveness of ESM, ECC's purchasing software. This should be done soon, before the current pricing runs out and price increases are implemented. Tagging non-fixed assets and the related procedures should be examined by June 2023.

Web Services:

This review occurred during a planned overhaul of the ECC website. It was completed during the summer of 2021.

Recommendations/Action Items: The review committee largely confirmed goals suggested by the review team. Improving the website performance related to page speed and errors are key improvements. One recommendation that emerged from the committee meeting was the implementation of consistent style guides across all sections of the website, including those maintained by departments. A web content will be developed, and also an audit of content editors.

Bookstore/Media Services and Food Services:
Preliminary data was reviewed in 2019-20, with no changes in part due to the pandemic. The SOAR to 2024 strategic plan states that auxiliary departments such as the bookstore will be self-sustaining by June 30, 2023, so this department will be examined soon.

IV. Institutional Student Learning Outcomes

In fall 2018, East Central College sent a team of faculty and Academic Affairs staff to an Assessment Academy sponsored by the Higher Learning Commission. Their goal was to revise the institutional student learning outcomes (ISLOs) and develop a sustainable process for assessment. Since then, that team and the Instructional Assessment Committee have led faculty across disciplines and many staff members throughout the college in activities to develop four ISLOs and their performance indicators, refine rubrics, and pilot assessment processes (See ISLO Final Statements, ISLO Rubrics, ISLO Rubrics, and ISLO FAQs Version 3.0). Faculty have also mapped curriculum to the ISLOs and to program level learning outcomes as applicable and mapped cocurricular learning opportunities.

The ISLOs were developed and approved by ECC faculty during spring 2019 and fall 2019 semesters. They were presented to Academic Council for adoption in February 2020. ISLOs were presented to the Shared Governance Council for endorsement in March 2020. The ISLOs and development process were to be presented to the Board of Trustees in spring of 2020, but due to COVID protocols, the presentation was cancelled.

HLC Assessment Academy Updates
The Student Outcomes Assessment Revitalization (SOAR) Project through the Academy has provided opportunities for faculty to be better trained in developing outcomes, identifying suitable student learning evidence for assessment, and thinking more broadly about how their classroom teaching intersects with other courses, disciplines, and the full curriculum. During this same period, new processes for comprehensive review and annual assessment reporting and planning have been rolled out. These activities together have strengthened faculty engagement in and ownership of assessment for student learning.

Some of the SOAR project goals met to date include
- Utilize mission, student experience statement, strategic plan, and Future Summit to inform the process of assessing
- Design concise, measurable, and relevant Institutional Student Learning Outcomes
- Develop common performance indicators for each institutional outcome
- Map ISLOs across all three academic divisions
- Map ISLOs to cocurricular learning opportunities
- Pilot assessment of learning outcome rubrics and data collection process (SU 2019 with the Communication ISLO; SU 2020 with all ISLOs)

- Create LMS based ISLO rubrics for the assessment data collection process
- Schedule ISLO Assessment on a five-year rotation: one ILSO per year with a fifth year for overall evaluation
- Provide regular and ongoing assessment training and support for faculty and staff, which includes time slots during fall and spring in-service, Fifth Fridays, New Faculty Workshops, and Adjunct Orientation
- Provide resources and support for assessment activities and management through reassigned time for IAC Chair, reassigned time for HLC Academy Lead, and additional financial and resource support for our Assessment Showcase and development activities

The SOAR Team Lead provides status updates to the HLC Assessment Academy on the SOAR Project. Those reports and supporting documents are housed in Falcon Nest (See HLC Assessment Academy Documents).

ISLO Pilots
Two pilots reviewed the efficacy of the ISLO rubrics and tested the data collection process. The pilots were not intended to assess student learning, but during the Summer 2020 pilot, we were able to collect both rubric scores and samples of student learning evidence to use for future trainings.

Summer 2019: A small-scale pilot of the Communication rubric led to changes in performance indicators and rubric descriptors. A review of the ISLO assessment data collection process via the LMS was not done at the time because of the shift from Moodle to Canvas in summer 2020 (See Summer 2019 Communication Pilot).

Summer 2020: This pilot tested rubrics for performance indicators of all four outcomes. The goal of the pilot was to test applicability of the rubrics and solicit any revisions to descriptors. At this time, participants also tested using Canvas to score student evidence and collect assessment results (See Summer 2020 ISLO Pilot).

The two pilots led to
- revising some of the performance indicators and rubric descriptors,
- identifying steps in the full assessment process,
- identifying signature assignments in many courses,
- setting preliminary standards and targets for Critical Thinking,
- establishing an ISLO assessment rotation.

ISLO Assessment Process and Rotation
The ISLO Assessment process officially began in January, 2021 (See ISLO Assessment Kick Off SP21 In-Service). While direct assessment of student learning for ISLOs had not begun because the outcomes were only recently finalized, the groundwork for the process was laid. ISLOs will go through a focused review and analysis on a five-year ISLO assessment cycle:
- Year A: Critical Thinking (FA 21)
- Year B: Social Responsibility (FA 22)
- Year C: Communication (FA 23)
- Year D: Personal and Professional Development (FA 24)
- Year E: Overall ISLO assessment and review (FA 25)

ISLO assessment data is collected through Canvas every time a course is taught. The outcome is monitored and reviewed departmentally in the Annual Assessment Report and Plan and the Comprehensive Review process, and institutionally in annual Colloquies that address an ILSO in rotation. Mid-point checks for any actions/recommendations that come from an ISLO assessment will be monitored and reported in this Annual Assessment Report.

During Colloquies, faculty and staff who teach courses or sponsor cocurricular learning opportunities related to the outcome
- review collected ISLO data,
- analyze sample direct and indirect evidence of student learning,
- consider course/program/pathway/institutional outcomes alignment,
- discuss results and implications,
- recommend modifications to the outcome, performance indicators, rubric, standards, or targets,
- set assessment goals for upcoming cycle.

Faculty will also be provided regular training on applying the rubrics to enhance consistency and reliability, and on utilizing Canvas for assessing evidence and reporting scores.

General Education and CORE 42 Assessment
ECC assesses General Education through the Institutional Student Learning Outcomes. General Education courses are also reviewed through the CORE 42 Competency Framework. The CORE 42 Competencies are not assessed directly; instead, the Competencies are aligned to the ISLOs. The process to directly align these elements is currently underway and will be completed by Spring 2022 (See CORE 42 Alignment). Course level outcomes will also be reviewed within the CORE 42 Knowledge Area Competencies as part of the next stage of curriculum mapping.

Through curriculum mapping, 70% of general education courses are currently identified with ISLOs (See Mapping ECC CORE 42 Courses to ISLOs). When the CORE 42 alignment is completed, the full map will include the Competencies that relate to ISLO PIs, thus clearly showing the basis for General Education student learning assessment.

Use of Canvas in ISLO Assessment and Data Collection
Using Canvas for integrated, streamlined ISLO level data collection supports efforts to make the assessment process manageable and consistent and analysis of the result meaningful. Faculty are encouraged to use Canvas for course and program/department level assessment as well because it can provide ongoing data collection that is seamlessly connected across course sections and levels of assessment.

Faculty are provided a guide to using the ISLO rubrics in Canvas, which was developed for the summer 2020 pilot. During that pilot, the majority of participants used Canvas, thereby helping troubleshoot the process before it was implemented in the next phase of ISLO assessment. Faculty were surveyed at the end of summer to gather feedback on the use of Canvas for data collection. The majority of respondent agreed Canvas was an easy and streamlined tool to use (See Open ended Responses to ISLO SU20 Survey).

Preliminary data on ISLOs was collected through the SU20 pilot and SP21 classes. This data allowed the first glimpse at the many possibilities for that data. By using Canvas, it will be possible to disaggregate data by student population, credit hour completion, academic pathway,

and so much more (See Results Table SU20 ISLO Pilot). Once a fully connected system that links Canvas to Colleague and Power BI, projected for fall 2022, detailed analysis can begin.

V. Annual Instructional Assessment Reporting and Planning

Faculty report on assessment for student learning on course and program levels through the Annual Assessment Reporting and Planning process (AARP). Those results form the basis of the department's action plan for student learning, student success, and operational improvement. Departments not currently involved in the Comprehensive Review process produce an AARP. As part of this process, the IAC offer support, and committee members provide feedback on draft reports and plans using a rubric aligned with the template (See ECC AARP Feedback Rubric Draft). AARP completion is tracked using a document housed in Falcon Nest (See AARP Submission Tracker AY 20.21). This tracking document also serves to record which AARPs have received feedback from members of the IAC. The template, rubric, and instructions for completing the AARP are in Falcon Nest in the AARP folder. Also located here are the subfolders for all the AARP uploads.

The AARP process, template, and annual success data report from Institutional Research (IR) underwent review and revision over the past two years. Beginning in fall 2019, the IAC Annual Assessment Reporting and Planning subcommittee researched and created a clear and consistent process for annual assessment reporting and planning, which intentionally aligned more directly with the Comprehensive Review process. The new template and instructional guides were developed using current models from several disciplines at ECC and examples of other institutions that have well-articulated processes (See AARP Instructions AY 2020.2021 and AARP Template for Use in AY 20.21 Updated).

In academic year 2019-2020, very few areas completed annual assessment reports and plans as the templates were undergoing revisions. But in 2020-2021, 86% of those areas required to complete an AARP participated, utilizing the new templates and receiving feedback from IAC members (See English AY20-21, HIM AY20-21 , and Psychology AY20-21 for a sampling). Data analysis regarding student success and retention was possible due to the new AARP reports provided by Institutional Research. Assessment of student learning data remains a challenge as some areas still do not have consistent learning assessment practices or data collection process.

Those who completed the AARP were asked for feedback on the template and process (See AARP Process Feedback Survey 2021). Feedback suggested the Report section was confusing and somewhat redundant; it was not always clear what the difference was between student learning and student success assessment; and there needed to be more continuity between the AARP and Comprehensive Review processes. Revisions to the documents began in Spring 2021 to be completed in Fall 2021. Beginning in fall 2019, the IAC AARP subcommittee researched and created a clear and consistent process for annual assessment reporting and planning, which intentionally aligned more directly with the Comprehensive Review process. The new template and instructional guides were developed using current models from several disciplines at ECC and examples of other institutions that have well-articulated processes. (See AARP Instructions AY 2020.2021 and AARP Template for Use in AY 20.21 Updated)

Departments not currently involved in a Comprehensive Review process produce an AARP. This past year, those departments utilized the new template and were asked for feedback on the template and process (See AARP Process Feedback Survey 2021). Feedback suggested the Report

section was confusing and somewhat redundant; it was not always clear what the difference was between student learning and student success assessment; and there needed to be more continuity between the AARP and Comprehensive Review processes. Revisions to the documents began in Spring 2021 to be completed in Fall 2021. The template, rubric, and instructions for completing the AARP are in Falcon Nest in the AARP folder. Also located here are the subfolders for all the AARPs uploads.

VI. Cocurricular Assessment

Cocurricular assessment at ECC has undergone tremendous transformation and growth over the past few years. Changes resulted in part due to recommendations made during the Fall 2017 HLC visit. More importantly, changes grew from a developing and maturing understanding of cocurricular assessment in the context of student learning. Since that time, the Cocurricular subcommittee of the IAC has worked to develop a more standardized process for formally assessing student learning in cocurricular opportunities.

During the academic year 2018-2019, cocurricular assessment reporting was piloted with a small group of faculty/staff who had been involved in the 2017-2018 process. Reporting was intended to be tied to the institution's vision, mission/values, and institutional learning outcomes. However, these elements were in transition, which prevented the creation of any final drafts of documents or process. The faculty and staff sponsors of these activities submitted assessment results, including assessment of an institutional student learning outcome (at that time, CLO: Communication, Critical Thinking, or Ethics and Social Responsibility). Most importantly, sponsors provided a reflective narrative of what they learned from the assessment of the activity and how that might inform changes in the future. The most powerful elements of cocurricular assessment in these reports were the rich, qualitative data found in the reflections from both students and faculty advisors. These reflections formed the basis for future development of cocurricular activities, as well as assessment of these activities.

For the 2019-2020 academic year, the Cocurricular Assessment Subcommittee broadened the pilot that had been implemented in 2018-2019. A targeted group of faculty and staff who oversee cocurricular activities were asked to assess, report, and reflect. The participants filled out Google surveys, which are all included in a report for that year (See East Central College Cocurricular Assessment 2019-2020). This report includes basic information from surveyed participants and a selection of more in-depth reports.

In fall 2019, the IAC Cocurricular subcommittee met to create essential resources for sponsors assessing and reporting on cocurricular learning opportunities: a bank of survey questions, a fillable template for reporting, and a consistent submission process for reports. A process to provide feedback on reports was also considered. They began work on a Survey Question Bank to assist activity sponsors with developing event surveys and gathering usable assessment data (See Survey Question Bank). They initially developed a fillable document that included the definition of cocurriculum, the ISLOs and performance indicators, the student experience statement, and cocurricular assessment mission, vision, and strategic goals.

In February 2020, the subcommittee gathered sponsors of cocurricular activities to discuss what is or is not considered a cocurricular learning opportunity, determine if genuine assessment of student learning was happening, and provide resources and helpful documents/forms/survey examples. They also reviewed the new ISLOs as they apply to the cocurriculum and direct and

indirect measures of student learning. Shortly after this meeting, the campus moved to virtual protocols due to COVID restrictions, resulting in the cancellation of most cocurricular events.

Cocurricular Learning Opportunity Map
The subcommittee continued as best it could to carry forward the momentum of the cocurricular assessment work despite the pandemic. They reached out to a variety of cocurricular sponsors to develop a broad assessment plan that connected cocurricular activities to ISLOs. While many cocurricular activities were cancelled or put on hold between spring 2020 and spring 2021 due to COVID, mapping of assessed activities to the ISLOs continued, resulting in the 2021-2022 Curricular Learning Opportunity Map (See 2021-2022 Cocurricular Learning Opportunity Map).

The map catalogues sponsored learning opportunity, the ISLO performance indicator assessed, the assessment measure for the activity, and description of the assessment data collection process. As of spring 2021, twenty-seven opportunities were included on the map. While not all activities took place during COVID restrictions, sponsors prepared to restart those events.

The map serves as the basis for a revised version of the reporting template that better aligns with both the AARP and Comprehensive Review templates, which reinforces the interconnectedness among these different components of institutional assessment. And as part of the effort to embed cocurricular assessment into the on-going processes for Annual Assessment Reporting and Planning and Comprehensive Review, sections asking for reflection on and updates to cocurricular activities to the new AARP and CR documents.

Civic and Community Engagement Coalition
Over the course of several years, the commitment to civic and community engagement has evolved on campus. In spring 2021, the Civic and Community Engagement Coalition was formalized, gathering tighter a variety of related committees, and establishing a co-chair model, led by a faculty member and the Director of Student Life and Leadership. The Coalition charge involves implementing the Campus Civic Action Plan (part of our commitment to and membership in Campus Compact) and furthering Cocurricular Assessment. The Coalition brings together committee chairs from independent committees on campus to further collaborative programming and develop any alignment with the ISLO Social Responsibility
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VII. Assessment Development, Training, and Support

The IAC chair and Professional Development sub-committee of the IAC are dedicated to providing ongoing professional development and training that also supports assessment efforts. All in-house professional development activities from Fall 2019 through Spring 2021 have addressed a range of assessment topics.

After each In-Service or training session, the IAC conducts a survey of participants to assess the efficacy of the events. Surveys show positive reactions to both the learning and the planning (See March 2019 Assessment Workshop Survey Feedback; In-Service Spring 2020 Assessment Update and Curriculum Mapping; SP 2020 (5th Friday) Assessment Training Participant Survey Responses; SP21 In-Service Survey Responses). Many respondents acknowledged learning something new and usable in these sessions.

The IAC chair is invited to present at the New Faculty Workshop on faculty's role in assessment (See New Faculty Workshop 2020). The chair also visited with the Health Sciences and Career

and Technical Education divisions on several occasions, as well as every department in the Arts and Sciences Division over the course of the following semesters to provided targeted support. Numerous emails and phone calls from faculty and staff about a variety of assessment related topics were fielded.

Additional sessions via Zoom were provided as follow-ups after some of the In-Service sessions that introduced new processes. Session recordings are housed in Falcon Nest (See Assessment Intervention 10.13.20)

Materials related to assessment, including helpful websites, academic research, and "how-to" documents are provided to faculty and staff. They are housed in the Assessment folder in Falcon Nest (See Resources and Literature).

VIII. Special Projects

Assessment Showcase
The Assessment Showcase was an idea the grew out of the first HLC Assessment Academy workshop as a way to support the efforts of the project and build the sense of assessment as a shared endeavor across the college. Projects and presentations are solicited from across the college. The first Assessment Showcase was held on October 25, 2020 (See Assessment Showcase AY 2019-20). The second showcase was held on April 30, 2021 in a hybrid format due to COVID restrictions (See Assessment Showcase AY 2020-2021).

At the first Showcase, attendees were asked to leave questions and comments for Poster Presenters. Those questions were sent to the presenters for additional comments and clarifications (See Assessment Showcase Follow Up: Answers to Questions Left for Poster Presenters). After each Showcase, attendees were surveyed regarding the presentations and logistics. Survey results are reviewed by the IAC Professional Development sub-committee to help with planning for the next event (See Assessment Showcase Results 2019; Assessment Showcase Results 2021).

Overall, response to the Showcases has been favorable. Attendees like the variety of formats (micro-presentations, roundtables, and poster presentations). They also like the compact nature of the event. However, a few comments from the 2021 survey indicate some attendees would like more time for roundtables and micro-presentations and more open time for visiting the poster presentations. Additional comments reflected on how good it is to reach out across the campus for participation but noted the lack of faculty presence among the presenters.

The Loop
In an effort to increase communication and learning about assessment, the HLC Assessment Academy team lead created a publication titled *The Loop*. Two volumes were disseminated across campus in 2020-2021. With very little feedback and likely a small audience, the publication was discontinued (See The Loop).