



Assessment & Planning Report

AY 2022-2023

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

Introduction

This report summarizes and synthesizes key assessment activities and findings for the academic year 2022-2023. This annual report includes assessment at the institutional level for all areas of the college, including the continued implementation of collaboratively developed, consistent assessment processes and procedures. The narratives included here are written to capture the tremendous growth in understanding and commitment to assessment at the college, and information about assessment processes are found in the Appendix.

Mission

Empowering Students and enriching communities through education.

Vision

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

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College Planning & Evaluation

Institutional Accreditation (HLC)

ECC is at year five in the Standard Pathway Cycle, with no follow-up reporting required this year. Following approval by Academic Council, these new programs were approved by both HLC and MDHEWD:

- Law Enforcement Certificate of Achievement and Degree - Rolla
- Paramedic: EMT Certificate of Specialization separate from the Paramedic A.A.S and/or Certificate of Achievement
- HIM: Healthcare Security Certificate of Specialization
- Surgical Technology: Add a pathway for students to articulate a previously earned Surgical Technology certificate toward a Surgical Technology A.A.S.

A complete summary of program modifications, new courses, course modifications, and policy changes is linked [here](#).

Programmatic Accreditation

The college maintains multiple programmatic accreditations, some of which are required, and others are voluntary. While not required, these voluntary accreditations open doors for students when transferring and applying for scholarships at selective four-year universities. Programmatic accreditations completed this year are noted below. The links for each program title go to a folder in Falcon Nest.

- Art National Association of Schools of Art and Design (NASAD): This review has been delayed due to the pandemic. During this academic year, the Art department prepared its self-study. A site visit is scheduled for October 9-10, 2023.
- Surgical Technology: This program hosted a successful site visit in April, the first since ECC assumed responsibility for this program. The final report is expected in Fall 2023, with continued full accreditation expected.
- Medial Laboratory Assistant: National Accrediting Agency for Clinical Laboratory Sciences. The department prepared a self-study which was submitted in April.
- The Nursing Department prepared this year for a visit from the Missouri State Board of Nursing (October 10-12, 2023)

Institutional Research Metrics

The Institutional Research Department continuously publishes key high-level metrics.

- [Integrated Postsecondary Educational Data System](#)
- [National Community College Benchmark Project](#)
- [Student Consumer Information](#)
- [Student Outcomes](#)
- [Annual Fact Book](#)
- [Key Performance Indicators](#)
- [Community College Survey of Student Engagement](#)

- [Modern Think \(Chronicle\) Survey](#)

Additional reporting for internal stakeholders includes: (for 2023, also include the SEM-R Goals and Charts)

- 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 Success Report](#)
- 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.
- Legislative Impact Data

Strategic Planning

Each strategy includes measurable goals, and progress toward those goals are outlined on the [SOAR to 2024 webpage](#). Items of note include:

- Record gains in Early College Enrollment (8,266 credit hours) with two high schools added to Early College Academy participation (Cuba and Bourbon)
- A slight decrease in credit hours for this academic year compared to the previous year.
- Increases in Rolla Credit hours
- 4-5% raises for employees helped the college stay competitive in a tight job market
- \$1 million in federal monies directed to the Classroom Technology Project
- \$16 million in federal and state funds for a building in Rolla.

During this year, college leadership began the process of considering how to thoroughly update the plan, with established goals/targets set to expire in June 2024.

Financial and Administrative Assessment

- In early August, the college underwent its first Veterans Financial Aid audit. No findings were reported; the college is in full compliance.
- The [full audit of college and foundation finances](#) reported no findings this year, including no findings related to return of Title IV funds.
- The Tuition Subcommittee of the Budget Advisory Committee used enrollment projections and data from other community colleges to develop a [tuition rate recommendation](#) to administration, which then followed with a recommendation to the Board of Trustees (Section 9, p 1.

Strategic Enrollment Management & Retention Committee (SEM-R)

Highlights from this year include:

- Recruitment, Onboarding and Retention: Midway through the year the college committed to a Watermark CRM product. Implementation occurred in the spring. Goals for the new tool are in development.

- Retention and Completion: The work of this group focused on three subpopulations: First Generation, Pell-Eligible, and Students of Color. Data examination significantly impacted the Title III grant submission and led to an examination of the add/drop process (see below).
- At each meeting, the group examines data. Visual representations for key goals were developed by Bethany Lohden, Institutional Research Director.
- Pre-purge communication rates have continued to decline.
- Information about weekly enrollment goals is regularly shared by Stephanie Hebert, Business Analyst.

Special Project Assessment

This report includes specialized assessment projects for the first time. These include both planned and organic assessment activities that occurred this year.

Guided Pathways

The college began implementation of Guided Pathways in 2019. In November, a survey was distributed to the Academic Affairs and Student Development Divisions. The survey mirrored the initial implementation plan. The process of examining results from the survey began in March but was not completed due to scheduling challenges. ECC submitted a Title III grant application in May, and the writing process included opportunities to evaluate Guided Pathways. Work to evaluate Guided Pathways will resume in the fall, possibly after notification of the Title III award. Related to this work is an evaluation from the Achieving the Dream Foundation. Conducted in May 2022, the findings from the report were presented on July 19, 2022 to campus. Evaluation of Guided Pathways will continue as part of Title III grant implementation (grant awarded September 2023).

Flexible Work

The college piloted a flexible work program during the fall semester. An [evaluation](#) of the program focused on its effect on students, the ability to conduct college business, as well as its impact on employee satisfaction. Results were largely positive. The report was shared with Cabinet and the Shared Governance Council and used to inform the development of a formal Flexible Work policy, which was approved by the Board of Trustees in July.

Journey Mapping

On May 25-26, 2022, a team from Student Development and AEL attended a workshop to learn more about the Student Journey Mapping Assessment Process. They examined how an AEL student might become a traditional ECC student, and what current barriers there were to this process. Knowledge of this process was utilized to examine [the student journey from inquiry to first day of class](#). This process is expected to be utilized for other student “journeys” in the future.

Examination of Drop/Add Process

The Drop/Add form has been revised. It now includes a larger list to more accurately track a student’s “Reason for Drop.” The Drop/Add is an online fillable form that can be found at this [link](#). The updates were a strategic collaboration of team members from Student Development and The Learning Center, with input from academic advisors, the Office of Registrar, and colleagues from Academic Affairs. “We know that students who drop courses have a decreased likelihood of long-term success in achieving their academic goals. We want to more accurately track why students drop courses.

Our intent is that in knowing why, we might be able to use our resources to proactively support students and they will have increased success.”

Comprehensive Reviews

The current schedule for comprehensive reviews is published [here](#). A summary of goals/action plans for each review are outlined below. For additional questions about the review, please contact the team lead listed. For a full description of the comprehensive review process, see the related appendix.

[English and Humanities: Developmental English](#) (Josh Stroup)

Following a committee meeting in April, 2023, the department affirmed an action plan with four goals which include: Developing signature assignments and rubrics, collaborating with advising to develop pathway documents, reviewing course outcomes to better connect with college level coursework, and utilize embedded tutors/success coaches more effectively.

[Fine and Performing Arts: Art](#) (Sean Barton)

Following completion of the self-study in September, the committee meeting was held on November 7, 2022. The department created an action plan centered on faculty collaboration, with the expectation that all faculty members would share active learning techniques and activities on an annual schedule each Spring semester.

[Math and Education: Associate of Arts in Teaching](#) (Greg Stotler)

The committee meeting included multiple transfer institutions and K-12 school districts. Goals developed following Committee feedback were:

- Build a routine of student feedback upon completion of degree of course work that focuses on field experience opportunities and program outcomes.
- Investigate and implement dual credit/ enrollment opportunities that could fit within existing AAT coursework and structure.
- Utilize ISLO information to examine student progression and growth throughout their time at ECC.
Create a defined course rotation and requirements that are designed to assist students' navigation of certification expectations and requirements

[Developmental Education](#) (Dean Ann Boehmer)

Going forward, the Developmental Education Committee will assess operational and holistic outcomes and Math and English departments will conduct curricular assessment. Placement practices will be assessed every four years, and a student readiness questionnaire will be developed with the results shared out to faculty. A Developmental Summit is planned for Fall 2023.

[Science & Engineering: Gen Ed Physical Science](#)

Continued from 21-22, self-study in progress (Sept. 2023)

[Social Sciences: Psychology/Sociology & Anthropology/Criminal Justice](#)

Following a review held in March 2023, the department articulated four goals: gather data to support retaining the position left vacant due to retirement; add service learning opportunities to four courses, and add CORE 42 courses in Gender Studies (Sociology) and Criminology.

[Library \(Lisa Farrell\)](#)

Goals include developing either a mandatory module in Falcon Seminar or an eight-week library research skills course; examining data related to electronic resource usage and library staffing for potential increases; creation of a monthly newsletter for students; and additional services for Rolla sites.

[General Education \(Dean Ann Boehmer\)](#)

Self-study complete, meeting scheduled for November 2023

[Science & Engineering: Health Science \(Dr. Elizabeth Flotte\)](#)

The self-study included a detailed analysis of course success rates distributed across modality, course length, and other variables, as well as ISLO student success. Goals are:

- Improve communication between the A&P and Health Sciences faculty and advising, so that we can move toward a more intentional advising model.
- Make course offerings more inclusive by offering a 16-week section of BIO 206 and 207 into the Union campus Fall and Spring yearly schedules, respectively. This will provide more options for students who would benefit from a slower paced course.
- Work more closely with the HSC 103 instructor (presently Lucy Crain) on assessment and course design.
- Increase the pool of reliable adjuncts that can help us teach A&P and Health Science courses.

[Occupational Therapy Assisting \(Missouri Health Programs Consortium\)](#)

The primary student outcome goal is that 90% of students will successfully pass their Professional Competency test on the first try, within three months of graduation and score 95-100% on the AOTA Fieldwork Performance Evaluation. Support goals include course redesign to meet ACOTE curricular standards, as well as upgrades to all three OTA labs.

[Access Services](#)

[Financial Services: Accounts Payable](#)

The action plan developed following the review meeting in May outlined short terms goals related to sustainability and high-quality personnel. To insure staff are knowledgeable (even when turnover occurs), procedures will be outlined and reviewed regularly in December. Cross-training of other employees in the department will also occur so that absences and vacations do not impact services.

[Financial Services: Payroll](#)

The review was completed in December 2022 and a progress update provided June 2023. Goal benchmarks related to documenting payroll procedures are being met. A report was prepared and a

meeting held with IT department representative to examine the cost and other implications of utilizing an outside payroll service. This information is available for future consideration.

[Institutional Effectiveness/Research](#)

Following the committee meeting held in May, goals were outlined for both IR and IE. Comprehensive reports and dashboards will be examined for improvements and the enrollment snapshot process will be evaluated and updated. The IE department targeted process improvements for comprehensive review, as well as firm timelines for a strategic plan revision. Jointly, the departments expect to establish data governance policy and procedures within the next three years.

[Foundation](#)

In progress, to be completed Spring 2024.

[Institutional Student Learning Outcomes](#)

The ongoing implementation of Institutional Student Learning Outcomes (ISLOs) reached a significant milestone this year with the conclusion of participation in the HLC Assessment Academy. In October, the HLC Assessment Academy Team summarized the work of the past four years and set goals for continued implementation.

[ECC Assessment Academy Poster Presentation FINAL.pdf](#)

[East Central College Charting the Path Next Steps.docx](#)

As part of this process, ECC's ISLO Performance indicators were aligned with Missouri's Core 42 Competencies. The alignment document can be found [here](#).

[Seminar: Social Responsibility](#)

Each of the ISLOs are the focus of intentional discussion and data analysis on an annual rotation. As part of this focus a seminar is held each September. The Social Responsibility Seminar was held on September 30th with roughly 70 attendees. A thorough discussion of student work examples, as well as the various ways to assess this ISLO were discussed. Collecting the data was emphasized: we can examine data we don't collect.

Materials from the Social Responsibility Seminar may be viewed [here](#), including whole group presentation materials, breakout session guidance, student work samples, breakout session discussion questions, session notes and recordings. This was the second of the campuswide seminars to be held during the fall semester. Participants were able to see how the ISLO data collected was used to give a snapshot of students at ECC over their time at the college. With the examples provided, participants had the opportunity to discuss and dissect ISLO grading practices from a diverse set of disciplines across the college campus.

[ISLO Public Dashboard](#)

This year Dana Riegel, Research Analyst, created a public-facing Power Bi Dashboard that allows users to examine data by Performance Indicator, trends in scores over time, and by the number of successfully completed credit hours. In broad terms, data from Fall 2022 indicates improvement in student outcomes when comparing students with 0-15 credit hours and those with 45+ credit hours.

A total of 1567 data points were collected in Fall 2022, and a total of 2122 in Spring 2023. This indicates data collection is becoming more widespread, allowing for more meaningful representation of student outcomes.

[General Education and CORE 42 Assessment](#)

This year marks the first comprehensive review of General Education. Led by Dean Ann Boehmer and Assistant Professor Jennifer Higerd, and cross-departmental team wrote a comprehensive self-study of General Education. This work will be reviewed by a larger committee in Fall 2023.

[Annual Instructional Assessment Reporting and Planning \(AARP\)](#)

The AARP cycle calls for a plan to be written in Spring, with feedback provided by members of the Instructional Assessment Committee. Implementation of plan and data collection then occur the next academic year, with a report of findings due October 1. Academic Deans then review these reports and share key findings across academic departments. Finally, program assistants upload the reports to Falcon Nest. Click on each division below to access reports.

Note: Departments do not have to complete an AARP the year they complete a Comprehensive Review

This year's plan submission rate data in the spring indicated steady/ improving participation from departments. AARP Reports are submitted in October. In 2021 there were 14 reports submitted, and in 2022 there were 19 reports submitted.

[Career & Technical Education](#)

- 2022– 83%, 2023 – 88%
- 5 submitted/6 expected submissions and 8/9

[Health Sciences](#)

- 2022– 100%, 2023- 100%
- 6/6 and 7/7

[Arts & Sciences](#) (see individual department folders)

- 2022 – 75%, 2023 – 69%
- 12/16 and 9/13

[Instructional Support](#) (Learning/Testing Center, Library, Online Education)

- 2022- 66%, 2023 – 66%
- 2/3 and 2/3

For a full description of the AARP process, see the related Appendix.

[Cocurricular Assessment](#)

“Cocurricular activities are structured learning activities that complement and augment formal curriculum and include non-credit and credit-bearing experiences. Cocurricular opportunities can be embedded within existing academic programs or be adjacent to academic and extra-curricular

programs. Cocurriculum at East Central College aims to be experiential, transformative, and accessible, while being collaboratively interwoven with the college's academic, cultural, and extra-curricular opportunities."

Shanee Haynes and Carson Mowery chaired the cocurricular subcommittee this year, with participation from Connie Wissbaum. Throughout the year the team reached out to faculty and staff to solicit additions to the [Cocurricular Learning Opportunity Map](#) and encourage use of the Cocurricular Assessment Report and Plan (CARP). Faculty and staff are encouraged to identify cocurricular learning experiences that are relevant to ECC students. Ultimately, the goal is identify ISLOs and assess students' learning for each.

[Cocurricular Assessment Reports](#)

Professional Learning

[Assessment Retreat: August 10, 2022](#)

The Office of Academic Affairs hosted the first annual Assessment Retreat. This gathering of Deans, Department Chairs, Institutional Research and Effectiveness staff provide the opportunity to set a course for the year and examine big-picture strengths and challenges.

[Assessment Showcase](#)

The Fourth Annual Assessment Showcase was held on Friday, March 31st and featured 15 presentations and 12 poster presentations. Presentations and session recordings are archived [here](#). Assessment processes, such as comprehensive review, journey mapping, and assessment planning, were themes that emerged in many presentations. The event continued to be held on the Union campus, with Zoom connections and duplicate posters for Rolla.

[Academic Assessment Development and Training/Support](#)

Professional development for instructional assessment was led and coordinated by the co-chairs of the Instructional Assessment Committee. Primarily, assessment development involved deepening the processes that have been implemented in recent years.

August 2022 In-Service: [Assessment Roundtables](#) were led by faculty on a variety of topics, allowing both new and veteran faculty to expand knowledge of topics:

- Assessment 101: Demystifying the Instructional Assessment Committee
- What's so great about Canvas rubrics
- Creating multiple-choice questions to measure critical thinking
- Boiling down your courses to get departmental outcomes
- Comprehensive Review is not a thorn in your side
- Am I doing any cocurricular activities?

January 2023 In-Service: The large group (Zoom) session dug deeper into the multiple levels of assessment and how departments were mapping institutional, programmatic, and course level outcomes. Departments were separated into breakout rooms and asked to review their current curriculum maps. Presentation materials, as well as session recordings, are linked [here](#).

Assessment Open Sessions

Throughout the academic year, the Instructional Assessment Committee Tri-Chairs hosted weekly office hours via Zoom. Faculty were invited to drop in and ask assessment-related questions as needed. While participation varied from week to week, this regular opportunity provided an open line of communication and regular feedback from faculty for assessment processes.

Department Meeting Drop-In Sessions

An IAC Tri-Chair attended the Arts and Sciences department chair meetings monthly, providing additional support for department chairs to facilitate leadership of assessment processes.

New Faculty Workshop

Each month new faculty members meet with the VP Dr. Robyn Walter to discuss timely information specific to the faculty role.

Appendices

Monitoring of Institutional Assessment and Planning

The College Planning and Evaluation section of this report describes specific activities from this year which evaluate plans, projects, and processes of the institution. The responsible committees, work groups and departments have ongoing responsibilities to carry out this work each year.

Instructional Assessment Committee Responsibilities

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 ([IAC Membership](#)). The committee, which meets monthly during the academic year, maintains all meeting documentation in [Falcon Nest](#). Among the responsibilities of Assessment Committee membership is to be knowledgeable champions for assessment processes.

The IAC is comprised of four subcommittees, each which oversees specific work that supports the varied assessment endeavors across the College. Each subcommittee meets regularly to review processes, make recommendations, and plan support efforts and activities related to their charge (See [IAC Bylaws & Subcommittees](#)). The IAC is led by three faculty co-chairs, each with release time of two credit hours.

As part of IAC meetings, the committee reviews feedback from the various activities sponsored by the subcommittees and makes recommendations for improvements. It also conducts an end-of-year review of committee work as part of the Office of Academic Affairs committee assessment process. This review helps shape plans for the next academic year.

Strategic Enrollment Management Committee

The Enrollment Management and Retention Committee will improve access and student success by developing, monitoring, evaluating, and communicating on all aspects of the enrollment life cycle, including recruitment, onboarding, retention, and completion for East Central College students. The committee's work aligns with the ECC Strategic Plan and its priorities. Cross-divisional staff and faculty collaborate to analyze data and processes related to key goals and metrics. Full meeting records are linked here: [2022-2023](#)

[Comprehensive Review Process \(Linked\)](#)

Comprehensive review is conducted institution-wide on a [five-year rotation](#). 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 term, 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.

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.

Support is provided to those going through the Comprehensive Review process in a variety of forms. An initial Comprehensive Review Kick-Off occurs in early September (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 are assigned to each area. 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. The Executive Director of Institutional Effectiveness is the liaison for Administrative and Support, Instructional, and Student Development 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.

Note: Following revisions to the AARP process in AY21-22, the Comprehensive Review Subcommittee revised the Student Learning Comprehensive Review self-study template to closely align with the AARP process. The committee also created a guide for completing the self-study and revised the process timeline. The Comprehensive Review process for Administration and Support was also revised.

Special Project Assessment

This process began in an effort to capture significant assessments which occur in real time. Each process is specific to the stated goals of the projects and is outlined in the reports section.

[Annual Assessment Report and Plan Process \(linked\)](#)

As a result of survey feedback gathered in spring 2021, several changes were made to the AARP documents and process. A significant change to the documents was in the Report section, which was restructured to emphasize the differences among Student Learning, Student Success, Cocurricular, and Operational outcomes assessment. A Comprehensive Review Status Update section was also added so departments can keep track of progress on CR Action Items developed as a result of their review process. More detailed explanations of these items were also added to the new Guide.

Another change made was to separate out the Academic Discipline Information into its own template. This shift will streamline the assessment reporting and planning documentation and provides a scheduled time (by September 1st) for departments to annually review their mission, assessment rotation, and use of best practices. (See the Guide to Creating the Academic Discipline Information Document and the Academic Discipline Information Template).

In terms of the AARP schedule, another significant change was made to the drafting and feedback process. Originally, a draft of the AARP plan and report were due early in October, and feedback was given within two weeks of that. Final drafts were due by November 1. Feedback from the IAC revealed that the timing of the draft and feedback did little to facilitate adjustments or future planning. As a result, the timeline was shifted to include a draft of the Plan portion due by April 1. This shift allowed for consideration of the new AARP data report form IR, which is available at the beginning of March, and allows for an opportunity to revise the plan well before intended implementation in the following academic year. A draft of the Report section is due in October with time for feedback from the IAC. Final drafts of the complete document are still due by October 1.

These documents were finalized through the IAC and approved by the Faculty Association in November 2021. An AARP process graphic was created for faculty to provide a visual of the steps required and to help manage the process. Faculty were also each provided with a printed copy of all AARP related documents to serve as a handy desk reference.

Institutional Student Learning Outcomes Process

Institutional Student Learning Outcomes (ISLOs) include general skills, knowledge, or applications which students are expected to demonstrate after completing a program of study. The goal of assessing ISLOs is to help improve our courses, curriculum, student success, instruction and/or services. The ongoing process of student outcomes assessment also serves as evidence for institutional planning, resource allocation, and staff and faculty development.

Critical Thinking – Students will be able to integrate knowledge for creating solutions to novel challenges.

Communication – Students will be able to effectively express ideas and exchange knowledge in multiple ways.

Social Responsibility – Students will demonstrate an understanding of social responsibility.

Personal and Professional Development – Students will take responsibility for their personal and professional development.

[ISLO Assessment Flow Chart](#)

This flow chart provides at a glance guidance to faculty regarding the overall assessment process.

[ISLO Assessment FAQ Version 3](#)

The current version of this guide was written in Fall '21 and provides more detailed information.

[Canvas Data Collection/Dashboard](#)

Faculty determine which ISLO performance indicator to assess as part of a course assignment. The rubric for this performance indicator is linked to the assignment in Canvas, so that as an instructor is grading the assignment, data from that assignment is populated to a common data set. At the end of the semester, the data is extracted and is updated to a public [Power BI Dashboard](#).

Annual Seminar

Each Fall, an institutional outcome will have its own colloquy on a rotating basis. All faculty/staff who teach a course or sponsor a cocurricular learning opportunity designated with the ISLO for that year's Colloquy attend the event.

Each colloquy features:

- Examination of ISLO data
- Large and small group conversations surrounding student work
- Application of current rubrics
- Examination and potential revision of outcomes, performance indicators, rubrics, standards, and assessment goals.

[Canvas/Excel Data Collection](#)

Data for targeted assignments is primarily captured via Canvas, with some limited use of Excel spreadsheets.

Co-Curricular Assessment Process

The reporting template developed during the 2020-2021 academic year was eventually revised into the Cocurricular Assessment Report and Plan, which parallels the AARP for consistency (See [CARP Template Draft 10.21](#)). The most recent version of the Cocurricular Report and Plan places emphasis on assessment for student learning through developing learning outcomes for cocurricular opportunities, identifying direct (when feasible) and indirect evidence of student learning, using ISLOs for assessments, and joining with curricular assessment colleagues in ISLO colloquies. An accompany Guide, which serves as a teaching document to assist cocurricular sponsors in assessment planning and reported was also developed (See [Guide to Creating the CARP Draft 10.21](#)). Data Reporting instructions are also provided for sponsors to collect data either through Canvas or Excel formats (See [Data Reporting Instructions](#)).