



Assessment and Planning Report

AY 2021-2022

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

Introduction

This report summarizes and synthesizes key assessment activities and reports for the academic year 2021-2022. 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. This year's work related to assessment was validated by a successful Comprehensive Review by the Higher Learning Commission, confirming that the plans developed to meet the standards set for Assessment of Student Learning and Institutional Assessment and Planning were on track and deeply implemented.

The main body of this document includes assessment reports and activities. Additional information about assessment processes is included in the appendix. External readers will note that some links are public, while others point toward our internal SharePoint site. We are glad to share those items, please refer questions to Michelle.Smith@eastcentral.edu.

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.*

Table of Contents

Introduction	1
College Planning & Evaluation	4
Comprehensive Reviews	5
Institutional Student Learning Outcomes	10
Annual Instructional Assessment Reporting and Planning (AARP)	12
Cocurricular Assessment	14
Appendices	16
Instructional Assessment Committee Responsibilities	16
Comprehensive Review Process	16
Annual Assessment Report and Plan Process	18
Institutional Student Learning Outcomes Process	18
Co-Curricular Assessment Process	19
Professional Learning Structured Opportunities	19

College Planning & Evaluation

Institutional Accreditation (HLC)

The Year Four Mid-Cycle review visit was held on April 11-12th. The college spent this academic year preparing for the visit, ensuring the involvement of stakeholders across campus. Campus preparation took the form of campus-wide meetings on each of the five criteria held regularly between August and March, regular communications from campus and Accreditation team leadership, the publication of a detailed HLC accreditation visit [webpage](#), and the opportunity to provide input in writing the assurance argument. The result was a successful campus visit, where an average of 30-50 participants attended each of the campus-wide forums hosted by the review team. The review team recommended full accreditation with no monitoring. This was later confirmed the Institutional Actions Council in July 2022.

A full archive of the Assurance Argument is available at this Falcon Nest [location](#). A survey administered following the visit indicated a high level of satisfaction with the preparation.

Programmatic Accreditation

The college maintains multiple [programmatic accreditations](#); some are required, and others are voluntary. Program accreditation benefits students as a hallmark of quality; voluntary accreditations open doors for students when transferring and applying for scholarships at selective four-year universities. Programmatic accreditations completed this year are linked below. Each of these programs successfully completed accreditation.

[Culinary, American Culinary Federation](#) (Voluntary)

[Industrial Engineering Technology/Computer Information Systems](#), Association of Technical, Management and Applied Engineering (Voluntary)

[Music, National Association of Schools of Music](#), (Voluntary)

Institutional Metrics

The Institutional Research Department provides high level data to the college and its stakeholders. The most recent information is linked below.

- [Integrated Postsecondary Educational Data System](#) (2021)
- [National Community College Benchmark Project](#) (2020)
- [Student Consumer Information](#)
- [Student Outcomes](#)
- [Annual Fact Book](#)
- [Noel Levitz Student Satisfaction Inventory](#)
- [Modern Think \(Chronicle\) Survey](#)

Additional reporting for internal stakeholders includes:

- Ongoing [Enrollment Data](#) (published daily, routine review by Cabinet and Strategic Enrollment Management Committee as well as key individuals)
- [Ongoing Retention Data](#) (published weekly, routine review by Cabinet and Strategic Enrollment Management Committee, as well as key individuals)
- [Course Success Data](#)

Power BI Visualizations

Institutional Student Learning Outcomes (ISLO Dashboard)

This year the Institutional Research Department constructed an ISLO Dashboard, informed by similar dashboards at Northern Idaho College and Kansas State University. Through ongoing consultation with members of the Instructional Assessment Committee, Dana Riegel built a public dashboard with some limited ability for disaggregation. ISLO Data is captured and recorded by instructors primarily via Canvas, then uploaded to the Power BI Dashboard. The team presented their approach to capturing data at a state-level conference.

Program/Department and Course Level Dashboards

As part of the Annual Assessment Report and Planning (AARP) and Comprehensive Review processes, student outcome and operational data are provided to instructors and academic leadership.

Strategic Planning (SOAR to 2024)

During 2018-19, a committee of approximately 50 people met monthly to analyze information, determine strategies, and establish action steps to support strategic plan development. The committee sought student input at multiple intervals. Since then, key campus committees have implemented the strategic plans, with coordination from a group of Strategic Planning cochairs. Each strategy includes measurable goals, and progress toward those goals are shared with campus each [August](#) and [January](#) as part of [in-service](#) activities. Information is shared publicly on the [SOAR to 2024 webpage](#).

Assessment Showcase

The third annual assessment showcase was held on April 29th. This hybrid event build on past successes, featuring posters, roundtable sessions, and presentations from faculty and staff. Survey results reflected overall satisfaction with the event, and also included suggestions for improvement. The top six presentations, based on survey results were:

- Analyzing the Academy (Early College Academy)
- Campus Life & Leadership Comprehensive Review
- Advertisements for an Online Writing Center
- Let's See What's on Display at the Library
- Peer Assessed Learning & Embedded Tutoring
- Students with PTSD and their Triggers

Full details from the event are linked [here](#).

Comprehensive Reviews

The current ten-year schedule for comprehensive reviews is published in the Assessment and Planning section of [Falcon Nest](#) and also in the [assessment page](#) of the college website.

Departments engage in the review process during the stated year, with some reviews concluding the following fall. Each unit has a folder in the Assessment section of Falcon Nest that houses current and historical comprehensive reviews. 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.

History and Political (Dr. Coreen Derifield)

The review committee met on May 6, 2022. The Committee provided a variety of suggestions for improvement. Some of the feedback was diverse and hard to categorize into one unified direction; other feedback may not be feasible. The department chose to focus on improvements to the pathways and the rotation of upper-level courses to create more of a robust program for history and political science majors.

Recommendations/Action Items: Create at least four new courses to be offered at least once each year by 25-26. Annually track the number of students in the Social Science Pathway and increase that number of students by 5% by 25-26.

Chemistry (Dr. Matthew Monzyk): This review was completed in November 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 19and 2020.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) (Michael Palazzola): 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.

Distance Learning (Chad Baldwin)

Recommendations/Action Items: Based on the review, the department established the following goals:

- At least 90% of students will fully complete the online orientation and skill modules (implement Spring 2022, assess Fall, 2022).
- Increase quantity and quality of online learning tools through analysis of Canvas data.
- Increase visibility of academic integrity policies through trainings for faculty (implement Fall 2022).

- All online courses will use a consistent template (Implement Fall 2022).

[English and Humanities: Communication](#) (Shawnee Haynes)

Summary: The committee met on November 15, 2022. Among their suggestions were a establishing a focus on service learning to impact all students in the AA Pathways since courses are required, and to further develop use of the common assessment by all instructors within all modalities.

Recommendations/Action Items: Ensure all faculty use and report on the common department assignment in Canvas, with the eventual goal to create strategies targeting student improvement. Standardize student learning outcomes across all sections/modalities of Public Speaking and Oral Communications. Integrate more real-world scenarios and an OER text into Oral Communications.

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

Information to be included next year.

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

Review held Fall 2022

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

Review held December 2022; summary included next year.

[Math and Education: Developmental Math](#) (Dr. Reginald Brigham)

Summary: Overall enrollment and demand is lower, based on lower student enrollment and changes in placement practices. The review process surfaced challenges with placement practices and student readiness exacerbated by the Covid-19 pandemic.

[General Education Biology](#) (Dr. Elizabeth Winters-Rozema)

Summary: The committee met April 27, 2022 and provided recommendations related to students success defined by achievement of course outcomes, professional development, and examination of students who are completing courses as a non-science major degree requirement vs. those in the STEM pathway.

Action Items: Establish a specific goal related to student mastery of outcomes to be measured by specific assignments. Re-design the adjunct/dual-credit workshop to be more meaningful to science adjuncts. Use a common lab report rubric. See p. 46-48 for additional goals.

[General Education Physical Science](#) (Isaiah Kellogg)

Information to be included next year.

[Social Science: Psychology/Sociology/Criminal Justice/Anthropology](#) (William Cunningham)

Information to be included next year.

[Health Information Management](#) (Dr. Nanette Sayles)

Summary: The Review Committee met March 21, 2022. In addition to the programs' strengths of full accreditation and highly-skilled faculty, the committee discussed improved completion of completer surveys, increased enrollment, and restructuring the course sequence.

Recommendations/Action Items: The faculty developed action plan includes detailed strategies designed to improve enrollment, success, and completion. See p. 28-33 for more information.

[HVAC/R](#) [Incomplete](#)

[Welding](#) (Bobby Bland)

Summary: The committee met March 25, 2022.

Recommendations/Action Items: Goals and outcomes were developed related to improved welding equipment and expanding enrollment of diverse student populations.

[Developmental Education](#) (Ann Boehmer)

Review Committee met in December 2022, report to be included next year.

[Library](#) (Lisa Farrell)

Self-study is complete, committee meeting to be held winter 2022 with information provided next year.

[Student Life and Leadership](#) (Carson Mowery) This review examined activities, events, and support provided by this one-person department, including cocurricular activities, online resources for students, including resources for underrepresented students, and student orientation.

Recommendations/Action Items: The SOAR Analysis and Committee recommendations focused on increasing relevance and interaction in the student orientation, utilizing a student worker, and establishing clear goals for the department (see p. 69).

[Admissions and Early College](#) (Megen Strubberg)

The Admissions and Early College review was completed in September 2021. The timing of this review provided the opportunity to examine departmental restructuring that occurred earlier in 2021.

Recommendations/Action Items: The department outlined goals to collaborate with the Learning Center on a redesign of Bridge programs with the goal of increasing Bridge enrollment by 3%; increase the involvement of faculty in the admissions, process, and implement a Customer Relationship Management Program.

[Center for Workforce Development](#) (Joel Doecker)

Summary: The committee met June 1, 2022, discussing upcoming need and areas of focus.

Action Items: The action plan includes four goals: 1. Create a stable donor base for Summer Learning Academy; 2. Maximize Customized Training grant through increased use of in-house trainers; 3. Conduct a thorough review of Community Engagement Programming; 4. Add Certified Nursing Assistant and Certified Medication Technician in the Rolla area.

[Communications and Marketing](#) (Gregg Jones)

Summary: The committee recommended pursuing ways to use data to better understand the department. Specific suggestions include: a deeper dive into department budget data, collecting info from QR codes to see what forms of print media get students attention, and task analysis to better understand how much time is spent on projects.

Recommendations/Action Items: The department established goals to film 2-3 program videos each year, increase the college's Facebook and Instagram audience by roughly 10% each; and create a TikTok account to include student participation.

[Financial Services: Accounts Receivable](#) (Lark Hoffmann) The Accounts Receivable Review Team included staff from the department, as well as Financial Aid and the Student Development Communications team. How tuition funds are received from students, including interactions at every stage of the process, was the focus.

Recommendations/Action Items: The department will examine data in January 2022 from Fall 2021 to set a baseline percentage of student who have not paid their bill by end of semester. This will be used to set goals. This information will be shared at least three times per year at the Cabinet level.

[Human Resources](#) This review was adapted to examine Hiring and Onboarding processes only due to the retirement of the current HR Director. A full review is now scheduled for 2023-24.

Recommendations/Action Items:

Short-Term Goals to be completed by June 30, 2022

- New employee onboarding guide for supervisors that outlines what HR is doing and the duties of the supervisor

- Electronic signature and auto route on the Personnel requisition form
- Recommendation on the internal posting language/process
- Streamlining the work ticket process for new employees (would include employees changing positions)
- Provide a recommendation for the timeline for search committee process.

Institutional Student Learning Outcomes

This year marks the conclusion of that work and the first full year of ISLO data collection.

HLC Assessment Academy

Instructional Assessment Committee Faculty Chair Sue Henderson coordinated these efforts, regularly communicating with the mentor and scholar assigned to ECC. The work related to ISLOs impacted the assessment of General Education, as well as course and program assessment. Key activities related to ISLOs are summarized here:

- **Assessing Institutional Student Learning Outcomes (ISLOs)**
 - Developed 5-year ISLO Assessment Cycle
 - Created Student Learning Data Collection process through Canvas
 - Held first Colloquy, main ISLO assessment reflection event, Oct. 2021
 - Discipline specific ISLO assessment conversations to occur in department meetings (ongoing)
- **Assessing General Education**
 - Affirmed use of ISLOs as Gen Ed outcomes
 - A team attended the HLC General Education Assessment workshop in Jan. 2021
 - Faculty began aligning the ISLOs to our state general education requirements (CORE 42)
 - Gen Ed faculty preparing for a general education comprehensive review
- **Assessing Course and Program Level Outcomes**
 - Revised AARP process to more clearly focus on the variety of outcomes assessed (student learning, student success, and operational)
 - Created Academic Discipline Learning Outcomes Map and guidance for course level outcomes discussion and confirmation
 - Presenting updated documents and training materials to faculty Nov/Dec 2021
 - Implementing updated AARP documents and process Spring 2022

Colloquy: Critical Thinking

The Instructional Assessment Committee hosted the first annual Colloquy on October 1st, a gathering of all faculty and any interested staff to gather and talk about the assessment data we have been

collecting during the prior cycle. This first colloquy was exploratory in nature, prompting good discussion and generally positive feedback. Several comments reflected a desire for more time to review student samples and talk with colleagues—especially in discipline-specific settings. The Colloquy started to show the need--and desire--for those more context specific discussions. Future colloquies will have a greater focus on application of ISLO data collected. This focus on data is possible due to increased use of [Canvas for Data Collection](#).

Materials from the [Critical Thinking Colloquy](#) may be viewed here, including whole group presentation materials, breakout session guidance, student work samples, breakout session discussion questions, session notes and recordings.

Curriculum Mapping/CORE 42 Alignment

After the [FA21 in-service session](#) on alignment, we held two follow-ups in October for faculty in which we tried to pare down the suggested alignments from those collected during in-service. Approximately two dozen faculty attended each session. The faculty who participated recognized the CORE 42 language was such that multiple statements could align with any given ISLO PIs. As such, to allow for some flexibility but also manage the information, they recommended reordering the information in a different manner and limiting alignments to no more than three CORE 42 statements per ISLO Performance Indicators

They also recommended that broader faculty input was needed to create a formal alignment map. To gather that input, surveys were created for each ISLO, listing every PI and all CORE 42 statements that were initially suggested for each PI and sent out to the entire college campus in early December. Input is being solicited particularly from General Education faculty as they are most directly responsible for the fulfillment of CORE 42 requirements. However, faculty outside of general education, like those who teach in CTE and whose students also take general education courses, are invited. We also extended the response invitation to all employees so they can be aware of the process and learn something new perhaps about general education at ECC. To date, fewer than 20 total responses have been collected, averaging 6 responses per ISLO. However, given the timing of the initial email with the survey links, the response rate is not surprising. A reminder email will be sent once faculty are back for spring in-service.

Ideally, the survey responses will limit and clarify the 2-3 alignment statements. However, if additional refinement is needed, this can take place in the Instructional Assessment Committee before being finalized and submitted to the Faculty Association for review. The ultimate timeline for completing the ISLO alignment is the end of spring 2022 semester, but we have made enough progress on this project to feel confident reporting on it for our HLC visit in April 2022.

Alignment of course level outcomes to the CORE 42 Knowledge Area Competencies will take longer, likely into AY 22-23 as these conversations must take place during departmental meetings and will probably require a series of discussions to come to consensus. See the [Guide to Creating Departmental Course and Program Outcomes Curriculum Map](#) and [Departmental](#)

[Curriculum Map Course and Program Outcomes](#) documents which will assist departments in this process.

General Education and CORE 42 Assessment

Course level outcomes will also be reviewed within the CORE 42 Knowledge Area Competencies as part of the next stage of departmental/program level curriculum mapping. A new version of a departmental curricular map and guide to assist in completion were created in summer 2021 and briefly introduced to faculty at fall 21 in-service. More information on this stage of mapping is planned to spring 2022.

To capture how CORE 42 Knowledge Area competencies align with course level learning outcomes, the next phase Academic Discipline mapping tool includes a section to match CORE 42 Knowledge area skills to course level outcomes. (See [Academic Disciplines Learning Outcomes Mapping Guidance](#))

Annual Instructional Assessment Reporting and Planning (AARP)

Each year academic departments analyze student outcomes/success data and consider changes. The [AARP cycle](#) calls for an improvement plan to be written in Spring, with feedback provided by members of the Instructional Assessment Committee, implementation of the plan and data collection then occur the next academic year, with a report of findings due the following October. As we adjust to this cycle, many departments have not yet completed the report over their assessment plan. (Departments do not complete an AARP the year they complete a Comprehensive Review.)

Arts and Sciences

The department name is linked to its folder, which contains current and past assessment plans and reports. The content description includes information in the AY21-22 folder as of 12/13/22. The folder also includes course success information provided by Institutional Research. Please see the faculty contact listed for questions or additional information.

	Arts and Sciences	
Department (Link)	21-22 description	Faculty Contact
Civilization	Adjunct-led course, IR Data only	
Communications	Comprehensive Review completed, SP22 Public Speaking Report	Shanee Haynes/Grace Austin
English	Academic Discipline Information	
English	SP22 plan/report in progress	Josh Stroup
Journalism/Mass Media	SP22 plan/report in progress	Leigh Kolb
Literature	SP22 plan/report in progress	Leigh Kolb
Philosophy & Religion		
Spanish	SP22 plan and report	
Art	SP22 plan/report in progress	
Music	SP22 plan	Jennifer Judd/Tim Sexton

Theatre	SP22 plan and report	Grace Austin
Education	Comprehensive Review of AAT FA22	Greg Stotler
Mathematics	Math 134 Math for Art and Design, Math 150 Statistics Report completed fall 2021; Plan/ for Math 70, 170, 171, 130, 210, 220, 242, 245 submitted Spring 2022	Reg Brigham
Physical Education	Assessment Missing	Jay Mehrhoff
Science & Engineering	Academic Discipline Information	
Agriculture	Adjunct-led course, IR Data only	
Biology/A & P II	SP22 Plan	Elizabeth Flotte
Chemistry	SP22 Plan and report	Matthew Monzyk
Ecology	SP22 plan	
Engineering	FA21 plan and report	Isaiah Kellogg
Environmental Science	FA22 Report	Parvada Govindaswamy
Geology	No Comp Review or AARP	
Health Sciences	Assessment Missing	
Physics & Physical Science	No Comp Review or AARP	
Anthropology	Plan	Bill Cunningham
Criminal Justice	Plan	
Economics	Adjunct-led course, IR Data only	
Geography		
History	Comp Review from 20-21 completed SP22	
Political Science	Comp Review from 20-21 completed SP22	
Psychology	Plan	
Sociology	Plan	
	Career and Technical Education	
Accounting	SP22 Plan and report	Lisa Hanneken
Automotive Technology	Adjunct-led course, IR Data only	
Building Construction	Adjunct-led course, IR Data only	
Business	SP22 plan and report	Lisa Hanneken
Computer Info Systems	SP22 plan and report	Jason Durbin
Culinary Arts	SP22 plan and report	Mike Palazolla
Health Information Management	Comprehensive Review this year	Nanette Sayles
Heating, Ventilation, Air Conditioning	Assessment Missing	
Industrial Engineering Technology	21-22 report	Nathan Esbeck
Precision Machining Technology	SP22 Plan and report	Curtis Elliot

Welding	Comprehensive review this year.	Bobby Bland
	Health Sciences	
Licensed Practical Nursing	New Program	
Medical Assisting	22SP Plan and Report	Adissa Velic/Nancy Mitchell
Medical Laboratory Technician	22 Program Assessment Plan	Nancy Mitchell
Nursing	21-22 Report	Nancy Mitchell
Occupational Therapy Assistant		Nancy Mitchell
Paramedic Technology		Jenifer Goodson
Radiologic Technology	21-22 Plan	Nancy Mitchell
Surgical Technology	Not assessed, new program	Nancy Mitchell

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.”

During this year, cocurricular activities occurred in virtual, face-to-face, and hybrid formats. The Cocurricular subcommittee reinforced the definition of cocurricular and encouraged assessment of student-learning (ISLOs), opportunity specific, and operational outcomes. Detailed information about the recording template is found in the Appendix. The [Cocurricular Learning Opportunity Map](#) underwent some revisions/updates as a result of the deepening understanding that cocurricular learning opportunities must be assessed using the ISLOs and are relevant to ECC students. Some opportunities were removed from the map for several reasons (they did not pertain to ECC student learning, or they were focused more on community involvement). Other opportunities were added or refocused to provide learning assessment data and reflection. Sponsors of events that were removed from were encouraged to still assess their activities in some other way to continue to gather relevant information regarding the effectiveness and impact of their event. Some events were rerouted to the Civic and Community Engagement Coalition for suggestions on how to assess the effectiveness of diversity, equity, and inclusion development in the broader community.

The new template and accompanying Guide for the Cocurricular Assessment Report and Plan was piloted during December 2021 through January 2022. Several sponsors of cocurricular learning opportunities completed the CARP template and provided feedback to the Cocurricular Subcommittee for possible revisions.

		Summary of Conclusions	Plan
Tutoring Effectiveness	Erin Anglin, TLC Executive Director	Course success rates were positively correlated with participation in tutoring sessions.	Assess effectiveness of Math Final Review Sessions
Soup & Stories (International Education Week)	Ellen Aramburu, Spanish Faculty and IEW Coordinator	Assessment of ISLOs indicated a positive impact on students that fell slightly short of the 70% goal. The virtual format was likely to have diminished participation, while positively contributing to participation from Rolla.	Continued assessment in the same manner, with intentions of increase face-to-face participation opportunities.
Online International Film Festival	Leigh Kolb, Faculty Coordinator	Survey responses were from a limited number of students (<7), but were overwhelmingly positive. Open-ended responses were positive but revealed challenges with ensuring students' actively viewed the films.	Continued assessment in the same manner, with attention to increasing participation and engagement.
Campus Read	Carson Mowery, Student Life and Leadership Coordinator	Based on student response, student learning outcomes were achieved.	Future campus reads will build on this format will seeking ways to increase student participation and formalize assessment of student learning via rubrics for student observation.

Appendices

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](#).

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](#)).

During this year the Instructional Assessment Committee Chair retired mid-year, and a committee member took over leadership responsibilities. The committee revised its [bylaws](#) to allow for shared leadership responsibilities among three faculty members, with this leadership structure to be implemented next year. The former chair will continue to lead the HLC Assessment Academy work through its conclusion in Fall 2022.

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.

Comprehensive Review Process

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 (See [Student Learning and Development Process Guidance](#) and [Admin and Support Process Guidance](#)).

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 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 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 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.

Annual Assessment Report and Plan Process

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 the Academic Discipline Information into its own template. This shift will streamline the assessment reporting and planning documentation and provides a scheduled time 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 November 1. (See [AARP Timeline 11.2021](#))

These documents were finalized through the IAC and approved by the Faculty Association in November 2021. (See [Guide to Creating the Annual Assessment Report and Plan 11.2021](#) and [AARP Template 11.2021](#))

An AARP process graphic was created for faculty to provide a visual of the steps required and to help manage the process. (See [AARP Graphic](#)). 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

[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.

[Annual Colloquy \(def: a serious, high-level discussion\)](#)

Each Fall, an institutional outcome will have its own colloquy on a rotating basis. Fall 2021 featured Critical Thinking, with Social Responsibility, Communication, and Personal & Professional Development to follow in subsequent years. 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](#)

General ISLO rubrics are utilized to assess embedded course assignments. With the assistance of the Instructional Technology team, rubrics are attached to assignments, with scores for Performance Indicators automatically uploaded to Canvas. Following each semester, data is retrieved for aggregate analysis. As an alternate, instructors may submit data via an Excel template.

[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](#)).

[Professional Learning Structured Opportunities](#)

Faculty and staff are supported in the use of assessment at all levels and through multiple means. While specialized training occurs each year on an as needed basis, systematized opportunities recur on a regular basis:

Departmental Meetings

Much assessment work is embedded in departmental meetings, allowing for faculty ownership. Faculty regularly collaborate regarding course and program outcomes, consistent use of rubrics, and improved instructional strategies. Departments are encouraged to include assessment as a regular topic.

New Faculty Workshop

Dr. Walter, VP of Academic Affairs, leads a monthly meeting with new faculty across all divisions. This regular meeting provides a network for faculty and acclimation to ECC and its processes.

Adjunct Faculty Orientation

Each summer, Dean Ann Boehmer coordinates a half-day workshop for adjunct faculty. Department chairs and other faculty provide general and specialized learning opportunities, the instructional technology team provides assistance with Canvas, and staff from departments that support students provide information about their services.