ACADEMIC ASSESSMENT SUBCOMMITTEE
2020-2022 REPORT

(Updated 071222)

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ACADEMIC ASSESSMENT SUBCOMMITTEE

This report is a summary of the activities of the Academic Assessment Subcommittee (AAS) during the 2020-2021 and 2021-2022 academic years.

SUBCOMMITTEE COMPOSITION

During the 2021-2022 academic year, the Academic Assessment Subcommittee (also the acting HLC Assessment Academy Team and formerly the Academic Assessment Committee) consisted of the following members:

Tom Morris	Chair, Director of Accreditation and Assessment
Bill Alderman	Vice-Chair, Accreditation Liaison Officer, Professor of Business Administration and Entrepreneurship,
Regina Bias	Professor of Nursing
Tamara Browning	Associate Professor of Nursing
Larry D'Angelo	Assistant Professor of English
Russel Saunders	Dean, Division of Allied Health and Nursing
Chad Scott	Director of Institutional Research
Darrell Taylor	Chief Student Services Officer
Chris Ward	Assistant Professor of Mathematics, Faculty Senate President
Jennifer Dove, Recorder	Executive Assistant to the President and Board of Governors
Dr. Pamela Alderman, Advisor	President

SUBCOMMITTEE PURPOSE

The Academic Assessment Subcommittee provides assessments regarding the assurance of quality and consistent teaching and learning through admissions and exit standards, prerequisite course or test score review, assessment of programs, and evaluation of the success of Southern students by utilizing and analyzing data, and conducting scheduled, rigorous evaluations of individual courses and programs within the academic affairs divisions. Additionally, this Subcommittee works with the Academic Deans to establish and distribute standards for portfolio evaluation. The Subcommittee is also responsible for or working with the academic Program Directors and Deans to assure that state, federal, and college assessment standards are reviewed, evaluated, and reported to all parties concerned, and for supporting accreditation and compliance regulations.

The Academic Assessment Subcommittee submits all assessment findings to the Chief Academic Officer (CAO). This Subcommittee is not part of the Southern Governance structure. Recommendations from this Subcommittee are made to the Academic and Student Affairs Council (ASAC).

ACADEMIC ASSESSMENT SUBCOMMITTEE ACTIVITIES 2020-2022

In addition to the plan-do-study-adjust cycle of assessment results documented in this document, the AAS participated in/facilitated the following assessment-related activities:

1. Beginning March 18, 2020, Southern and the Academic Assessment Subcommittee began its participation in the Higher Learning Commission's Assessment Academy. Many of the activities described in this document have been accelerated by the College's involvement in this Academy.
2. Revisited and updated the College's six (6) rubrics used to assess general education outcomes (written language, verbal language, information technology, quantitative literacy and fluency, critical thinking, and intercultural competence).
3. Revisited and updated Program/Department Curriculum Maps for all College A.A.S. and Certificate Programs.
4. Significant updating of College course syllabi. This includes the creation of Course Outcome Matrices for 295 Southern courses. The Course Outcome Matrix links the specific course outcomes with the program and general education outcomes.
5. Developed processes to capture assessment-related activities (including analysis of assessment results, data-driven action plans to address deficits, and closing the loop activities at the:
   - Institutional-level
   - program-level
   - course-level
6. Created Learning Assessment Report templates to capture the plan-do-study-adjust cycle of assessment for:
   - General Education Outcomes
   - Program-Level Outcomes
   - Course-Level Outcomes
7. Developed and implemented a process to assess course-level assessment.
8. Updated the end-of-course evaluation.
9. Developed directions and template for a more reflective Program Review Process and Post-Approval Audits while maintaining Higher Education Policy Commission (HEPC) and West Virginia Community and Technical College System (WVCTCS) policy requirements.
10. Developed the *Student Learning Assessment Guide for Faculty* documenting the processes for all academic assessment-related activities.[1]

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[1] All assessment-related activities summarized in this ASS Annual Report are based on those processes detailed in the *Student Learning Assessment Guide for Faculty.*

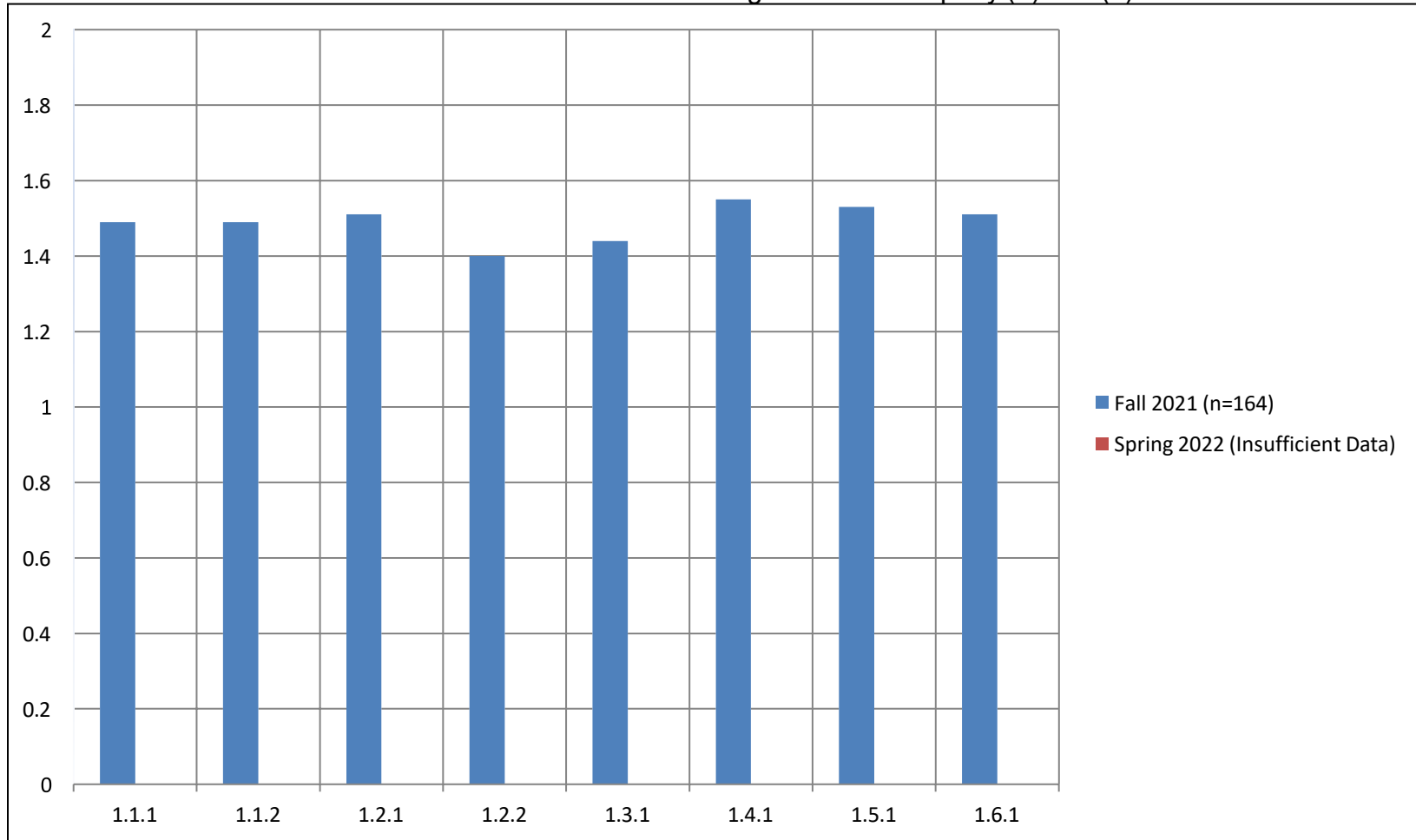**INSTITUTIONAL-LEVEL (GENERAL EDUCATION) ASSESSMENT** (Updated 060122)

The following assessment of the written language and critical thinking general education outcomes are based on the processes outlined in the *Student Learning Assessment Guide for Faculty*.

The College completed the Plan-Do-Study-Adjust cycle of assessment during fall 2021 and spring 2022. Five English faculty utilized Southern's written language and critical thinking rubrics to assess a total of 354 students' fall 2021 end-of-semester research papers. After analysis of the assessment results, the English faculty developed a data-driven action plan to improve upon the written language rubric criteria (1.3.1) "main points are well-developed and directly related to the thesis". Implementation and results of the action plan were completed during spring 2022. Included in this pilot use of the two above-mentioned rubrics is a survey of and evaluation by English faculty as to the efficacy of the rubric tools.

AVERAGE SCORE

(Spring 2022 - EN 101/101E - Face-to-Face course data is not reported due to a very small "n".)

Course	EN 101/101E
Modality	Face-to-Face
General Education Competency (Outcome):	Written Language (1)
Measurement Tool	Written Language Rubric
Goal Results:	Average Score 'Exemplary (2)/Met (1)'

Legend:
- Fall 2021 (n=164)
- Spring 2022 (Insufficient Data)

X-axis categories: 1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.3.1, 1.4.1, 1.5.1, 1.6.1

General Education Outcome: Written Language

(Spring 2022 - EN 101/101E - Face-to-Face course data is not reported due to a very small "n".)

Semester: Fall 2021   **Course**: EN101/101E   **Delivery Mode**: Face-to-Face   **N**: 164

Year:	Exemplary (2)	Met (1)	Not Met (0)
Introduction/Thesis			
1.1.1	62%	25%	13%
1.1.2	61%	26%	13%
Organization			
1.2.1	65%	22%	13%
1.2.2	53%	34%	13%
Development			
1.3.1	58%	29%	14%
Sentence Formation			
1.4.1	66%	24%	11%
Grammar/Mechanics			
1.5.1	65%	23%	12%
Outside Sources			
1.6.1	60%	30%	10%

Introduction/Thesis
1.1.1   Introduction contains detailed background information that engages the reader and creates interest.
1.1.2   Thesis clearly states a significant and compelling position.
Organization
1.2.1   Essay contains a logical progression of ideas with a clear structure that enhances the thesis.
1.2.2   Transitions are mature and graceful and are present equally throughout the essay.
Development
1.3.1   Main points are well-developed and directly related to the thesis.
Sentence Formation
1.4.1   Writing is smooth, skillful, and coherent with varied sentence structure.
Grammar/Mechanics
1.5.1   Essay contains minimal (0-5) grammatical and/or mechanical errors that do not interfere with readability.
Outside Sources
1.6.1   All outside sources used in the essay are documented correctly

AVERAGE SCORE

Course	EN 101/101E
Modality	Online
General Education Competency (Outcome):	Written Language (1)
Measurement Tool	Written Language Rubric
Goal Results:	Average Score 'Exemplary (2)/Met (1)'

CRITERION PERCENTAGES

Course EN 101/101E
Modality Online
General Education Competency (Outcome): Written Language (1)
Measurement Tool Written Language Rubric
Goal Results: Average Score 'Exemplary (2)/Met (1)'

FALL 2021 (N=190)

■ Exemplary ■ Met ■ Not Met

Criterion	Exemplary	Met	Not Met
1.1.1	51	34	15
1.1.2	50	35	15
1.2.1	54	30	16
1.2.2	50	32	18
1.3.1	49	33	18
1.4.1	52	32	17
1.5.1	50	35	15
1.6.1	47	32	21

PERCENT

WRITTEN LANGUAGE CRITERION

SPRING 2022 (N=72)

<table>
<thead>
<tr><th>Written Language Criterion</th><th>Exemplary</th><th>Met</th><th>Not Met</th></tr>
</thead>
<tbody>
<tr><td>1.1.1</td><td>58</td><td>28</td><td>14</td></tr>
<tr><td>1.1.2</td><td>56</td><td>24</td><td>21</td></tr>
<tr><td>1.2.1</td><td>58</td><td>26</td><td>15</td></tr>
<tr><td>1.2.2</td><td>61</td><td>21</td><td>18</td></tr>
<tr><td>1.3.1</td><td>51</td><td>32</td><td>17</td></tr>
<tr><td>1.4.1</td><td>58</td><td>25</td><td>17</td></tr>
<tr><td>1.5.1</td><td>60</td><td>24</td><td>17</td></tr>
<tr><td>1.6.1</td><td>44</td><td>35</td><td>21</td></tr>
</tbody>
</table>

Introduction/Thesis

1.1.1   Introduction contains detailed background information that engages the reader and creates interest.

1.1.2   Thesis clearly states a significant and compelling position.

Organization

1.2.1   Essay contains a logical progression of ideas with a clear structure that enhances the thesis.

1.2.2   Transitions are mature and graceful and are present equally throughout the essay.

Development

1.3.1   Main points are well-developed and directly related to the thesis.

Sentence Formation

1.4.1   Writing is smooth, skillful, and coherent with varied sentence structure.

Grammar/Mechanics

1.5.1   Essay contains minimal (0-5) grammatical and/or mechanical errors that do not interfere with readability.

Outside Sources

1.6.1   All outside sources used in the essay are documented correctly.

Course/ Modality

AVERAGE SCORE

Fall 2021 - EN 101/101E - Face-to-Face and Online (all)
Spring 2022 – EN 102 – Face-to-Face and Online (all)

General Education Competency (Outcome): Written Language (1)
Measurement Tool Written Language Rubric
Goal Results: Average Score 'Exemplary (2)/Met (1)'

CRITERION PERCENTAGES

Course   EN 101/101E
Modality   Face-to-Face and Online (all)
General Education Competency (Outcome):   Written Language (1)
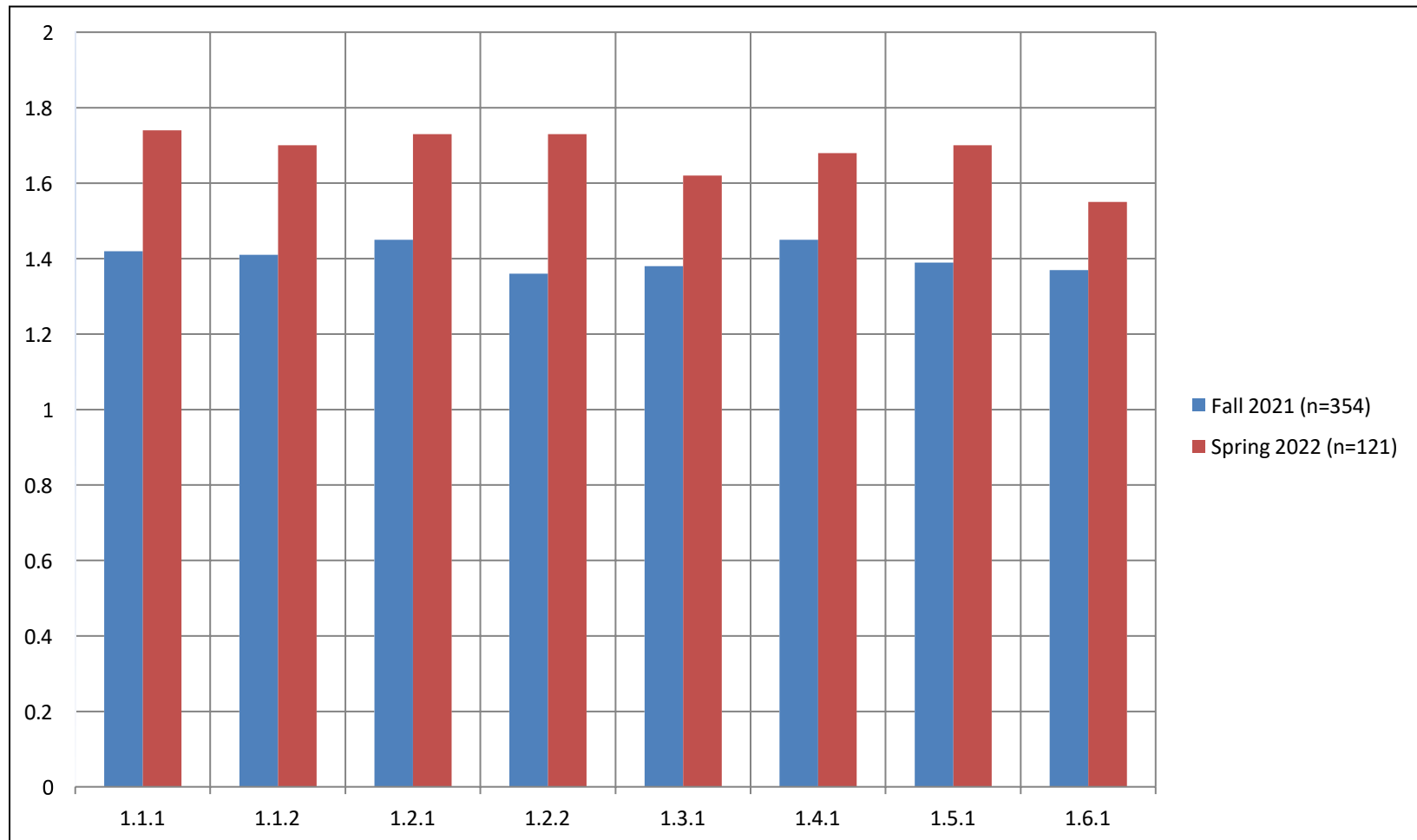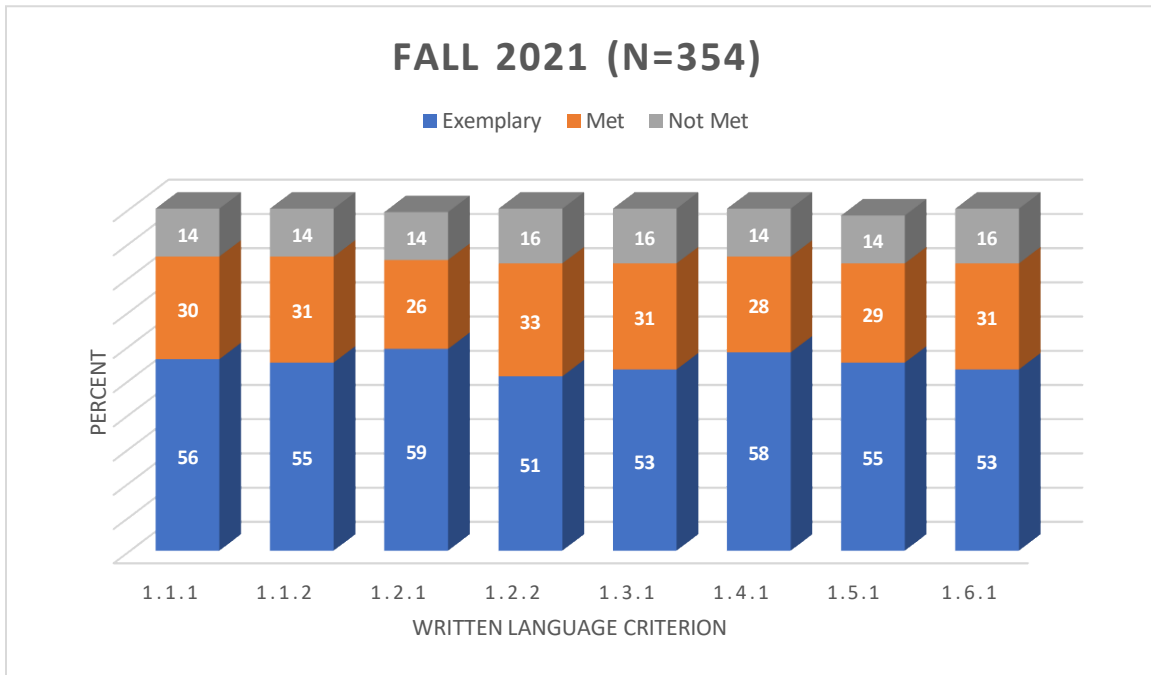**Measurement Tool**   Written Language Rubric
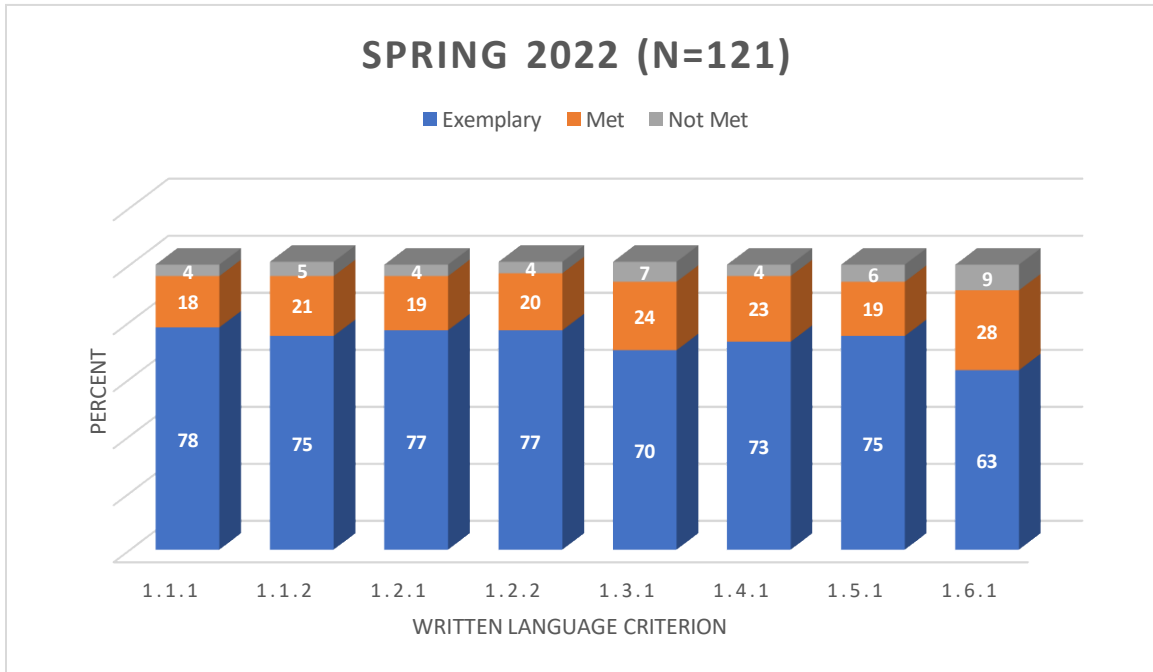**Goal Results:**   Average Score 'Exemplary
(2)/Met (1)'

FALL 2021 (N=354)

Criterion	Exemplary	Met	Not Met
1.1.1	56	30	14
1.1.2	55	31	14
1.2.1	59	26	14
1.2.2	51	33	16
1.3.1	53	31	16
1.4.1	58	28	14
1.5.1	55	29	14
1.6.1	53	31	16

WRITTEN LANGUAGE CRITERION

PERCENT

SPRING 2022 (N=121)

Legend: ■ Exemplary ■ Met ■ Not Met

Written Language Criterion	Exemplary	Met	Not Met
1.1.1	78	18	4
1.1.2	75	21	5
1.2.1	77	19	4
1.2.2	77	20	4
1.3.1	70	24	7
1.4.1	73	23	4
1.5.1	75	19	6
1.6.1	63	28	9

PERCENT / WRITTEN LANGUAGE CRITERION

Introduction/Thesis
1.1.1   Introduction contains detailed background information that engages the reader and creates interest.
1.1.2   Thesis clearly states a significant and compelling position.

Organization
1.2.1   Essay contains a logical progression of ideas with a clear structure that enhances the thesis.
1.2.2   Transitions are mature and graceful and are present equally throughout the essay.

Development
1.3.1   Main points are well-developed and directly related to the thesis.

Sentence Formation
1.4.1   Writing is smooth, skillful, and coherent with varied sentence structure.

Grammar/Mechanics
1.5.1   Essay contains minimal (0-5) grammatical and/or mechanical errors that do not interfere with readability.
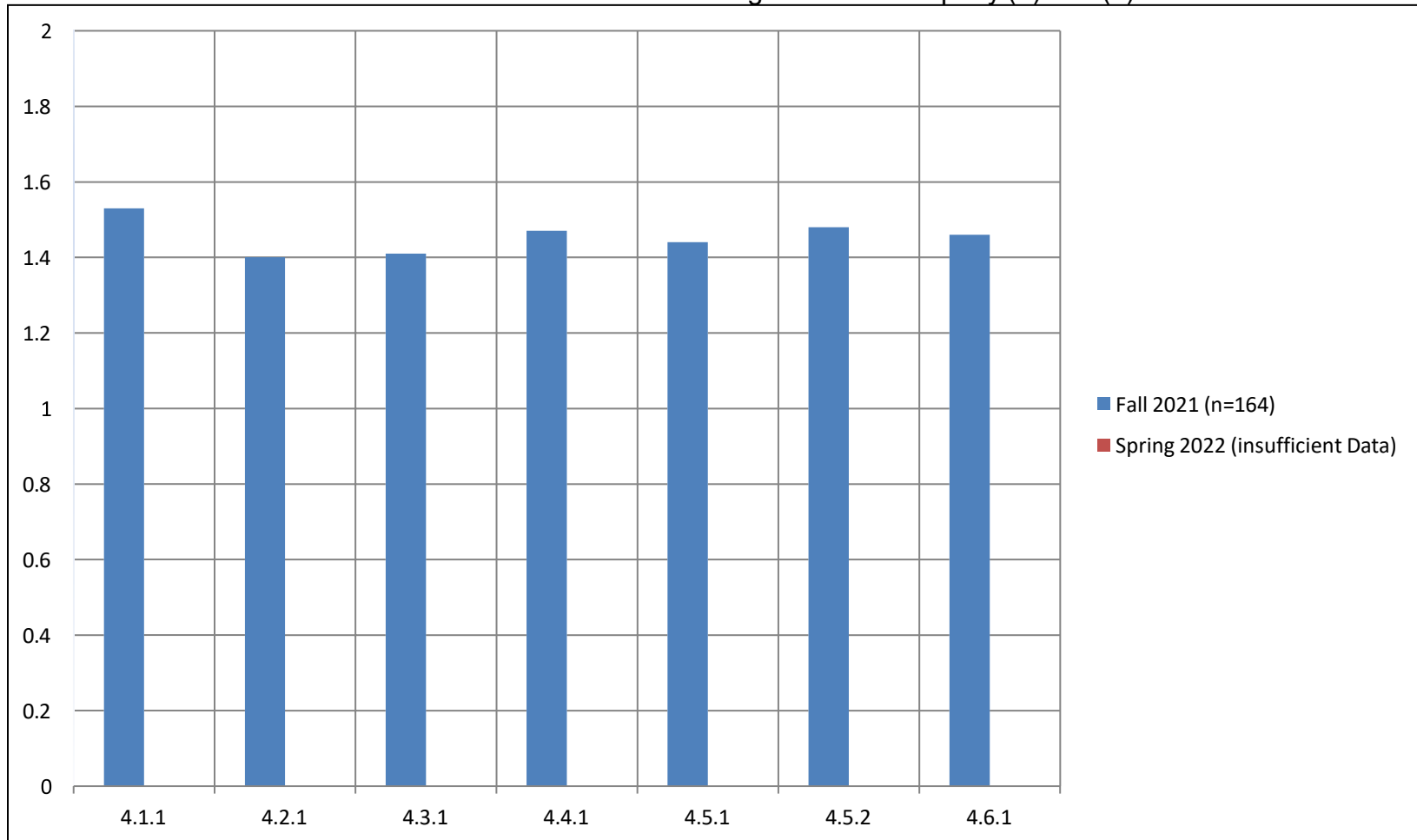
Outside Sources
1.6.1   All outside sources used in the essay are documented correctly.

AVERAGE SCORE

(Spring 2022 - EN 101/101E - Face-to-Face course data is not reported due to a very small "n".)

Course   EN 101/101E
Modality   Face-to-Face
General Education Competency (Outcome):   Critical Thinking (4)
Measurement Tool   Critical Thinking Rubric
Goal Results: Average Score 'Exemplary (2)/Met (1)'

Legend: ■ Fall 2021 (n=164)   ■ Spring 2022 (insufficient Data)

X-axis categories: 4.1.1, 4.2.1, 4.3.1, 4.4.1, 4.5.1, 4.5.2, 4.6.1

General Education Outcome: Critical Thinking

(Spring 2022 - EN 101/101E - Face-to-Face course data is not reported due to a very small "n".)

Semester: Fall 2021   **Course**: EN101/101E   **Delivery Mode**: Face-to-Face   **N**: 164

Year:	Exemplary (2)	Met (1)	Not Met (0)
Remember/ Identification			
4.1.1	65%	23%	12%
Understand/ Interpret			
4.2.1	54%	33%	13%
Apply			
4.3.1	55%	32%	14%
Analyze			
4.4.1	60%	28%	12%
Evaluate			
4.5.1	60%	25%	16%
4.5.2	63%	22%	15%
Create			
4.6.1	62%	23%	16%

Remember/Identification
4.1.1   Identifies relevant information and sources.
Understand/Interpret
4.2.1   Uses deductive and/or inductive reasoning consistently and with ease.
Apply
4.3.1   Integrates most or all relevant information during the formulation of opinions or conclusions.
Analyze
4.4.1   Analyzes key information, questions, and problems clearly and precisely.
Evaluate
4.5.1   Makes valid judgments or forms opinions about a topic where there may or may not be a clear or correct answer.
4.5.2   Supports the judgment or opinion with reasons and evidence from various, relevant sources.
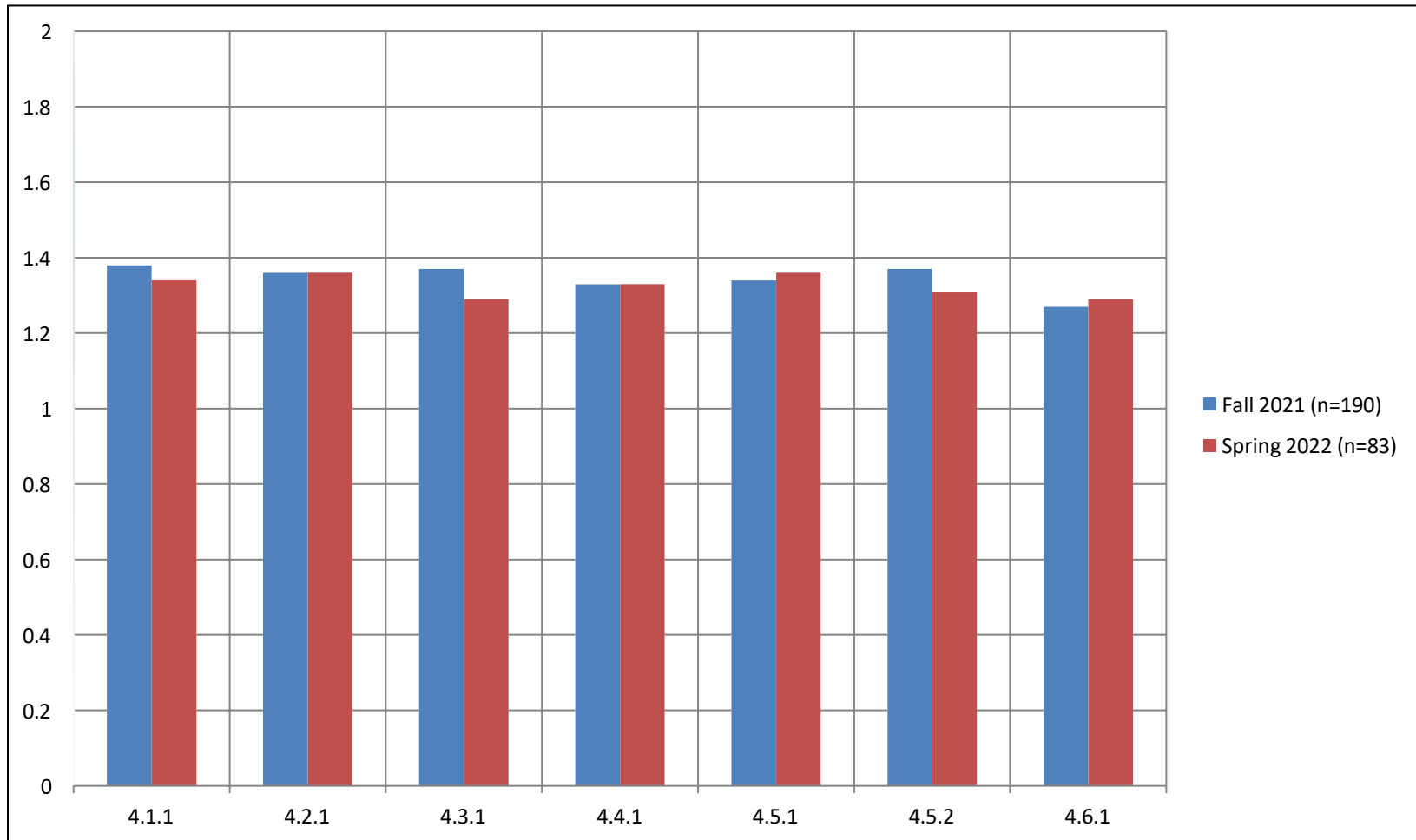**Create**
4.6.1   Uses knowledge from multiple areas to create a new idea or approach a topic from a different perspective.

AVERAGE SCORE

Course   EN 101/101E
Modality   Online
General Education Competency (Outcome):   Critical Thinking (4)
Measurement Tool   Critical Thinking Rubric
Goal Results: Average Score 'Exemplary (2)/Met (1)'

CRITERION PERCENTAGES
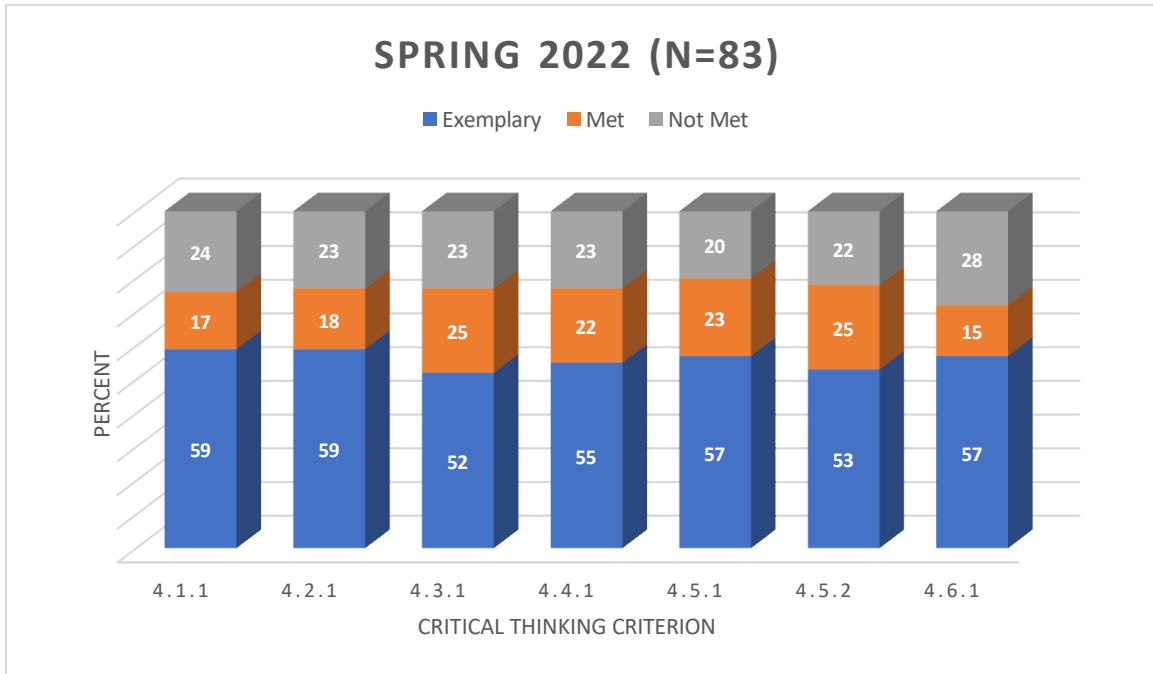
Course   EN 101/101E
Modality   Online
General Education Competency (Outcome):   Critical Thinking (4)
Measurement Tool   Critical Thinking Rubric
Goal Results: Average Score 'Exemplary (2)/ Met (1)'

FALL 2021 (N=190)

■ Exemplary ■ Met ■ Not Met

CRITICAL THINKING CRITERION	4.1.1	4.2.1	4.3.1	4.4.1	4.5.1	4.5.2	4.6.1
Not Met	16	17	18	17	17	17	17
Met	29	29	28	33	32	29	38
Exemplary	54	53	54	50	51	54	45

SPRING 2022 (N=83)

Remember/Identification
4.1.1   Identifies relevant information and sources.
Understand/Interpret
4.2.1   Uses deductive and/or inductive reasoning consistently and with ease.
Apply
4.3.1   Integrates most or all relevant information during the formulation of opinions or conclusions.
Analyze
4.4.1   Analyzes key information, questions, and problems clearly and precisely.
Evaluate
4.5.1   Makes valid judgments or forms opinions about a topic where there may or may not be a clear or correct answer.
4.5.2   Supports the judgment or opinion with reasons and evidence from various, relevant sources.
Create
4.6.1   Uses knowledge from multiple areas to create a new idea or approach a topic from a different perspective.
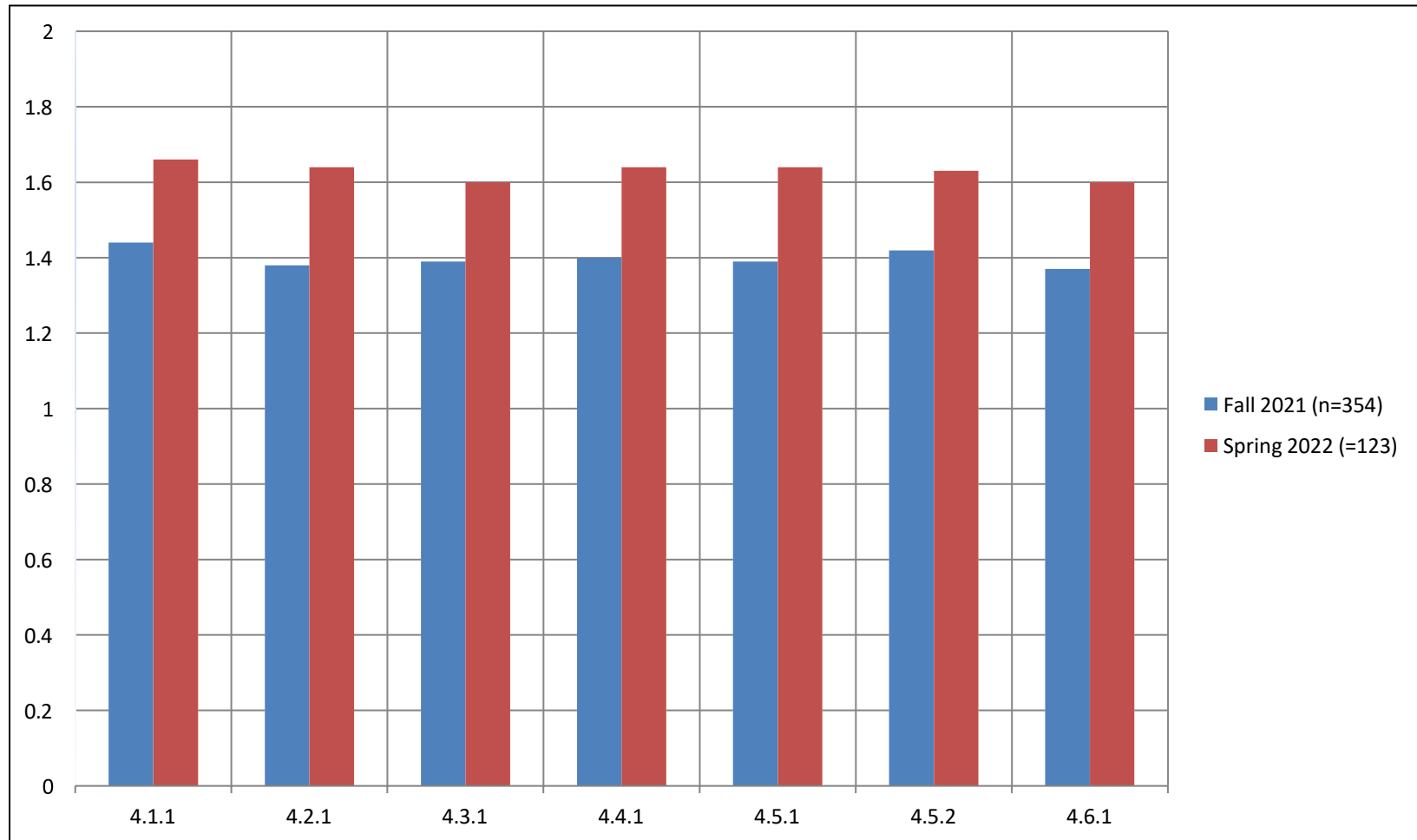
AVERAGE SCORE

Course/ Modality Fall 2021 - EN 101/101E – Face-to-Face and Online (all)
Spring 2022 – EN 102 – Face-to-Face and Online (all)
General Education Competency (Outcome): Critical Thinking (4)
Measurement Tool Critical Thinking Rubric
Goal Results: Average Score 'Exemplary (2)/Met (1)'

CRITERION PERCENTAGES

Course/Modality   Fall 2021 - EN 101/101E – Face-to-Face and Online (all)
                                                      Spring 2022 – EN 102 – Face-to-Face and Online (all)
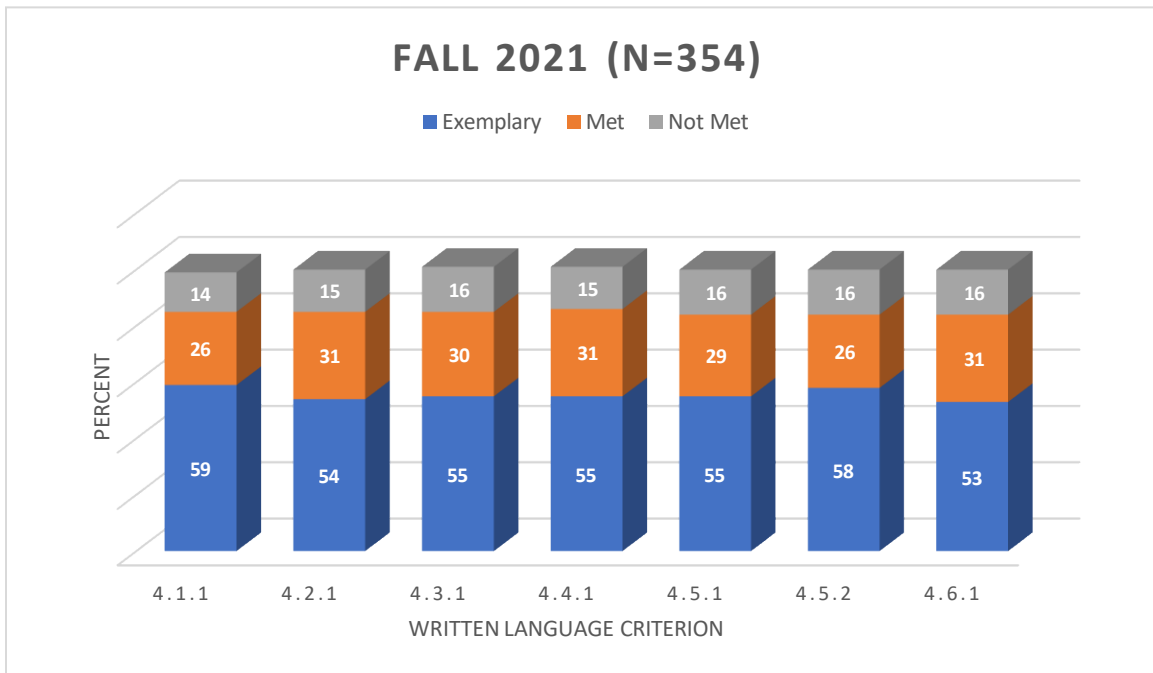**General Education Competency (Outcome):**   Critical Thinking (4)
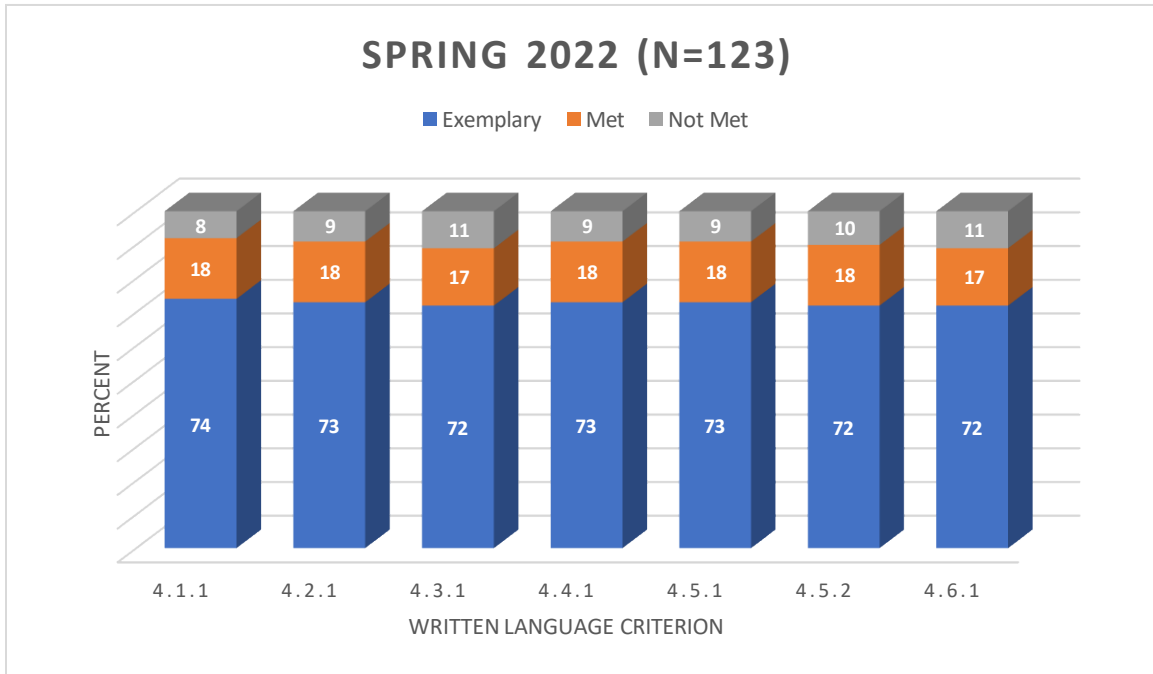**Measurement Tool**   Critical Thinking Rubric
Goal Results: Average Score 'Exemplary (2)/ Met (1)'

FALL 2021 (N=354)

■ Exemplary   ■ Met   ■ Not Met

	4.1.1	4.2.1	4.3.1	4.4.1	4.5.1	4.5.2	4.6.1
Not Met	14	15	16	15	16	16	16
Met	26	31	30	31	29	26	31
Exemplary	59	54	55	55	55	58	53

PERCENT

WRITTEN LANGUAGE CRITERION

SPRING 2022 (N=123)

(Bar chart. Legend: Exemplary, Met, Not Met. Y-axis: PERCENT. X-axis: WRITTEN LANGUAGE CRITERION)

Criterion	Exemplary	Met	Not Met
4.1.1	74	18	8
4.2.1	73	18	9
4.3.1	72	17	11
4.4.1	73	18	9
4.5.1	73	18	9
4.5.2	72	18	10
4.6.1	72	17	11

Remember/Identification
4.1.1   Identifies relevant information and sources.
Understand/Interpret
4.2.1   Uses deductive and/or inductive reasoning consistently and with ease.
Apply
4.3.1   Integrates most or all relevant information during the formulation of opinions or conclusions.
Analyze
4.4.1   Analyzes key information, questions, and problems clearly and precisely.
Evaluate
4.5.1   Makes valid judgments or forms opinions about a topic where there may or may not be a clear or correct answer.
4.5.2   Supports the judgment or opinion with reasons and evidence from various, relevant sources.
Create
4.6.1   Uses knowledge from multiple areas to create a new idea or approach a topic from a different perspective.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
GENERAL EDUCATION OUTCOME ASSESSMENT REPORT
COMMUNICATION - <u>WRITTEN LANGUAGE</u>

(Utilize verbal and written language
to discuss and comprehend information,
incorporating a variety of technologies, such as texts, data, and images.)

Course Number	EN 101/101E – Online and Face-to-Face
Course Title	Composition I
Faculty Name	Larry D'Angelo (Lead Faculty/English Department)
Semester/Year	Fall 2021 (Table 1); Spring 2022 (Table 2)

Table 1

PLAN	PLAN	DO	STUDY	ADJUST
Outcomes: • List the communication - <u>written language</u> - general education competency rubric criteria and/or pertinent exemplary description that was not met and needs to be improved.	**Performance Goals/Benchmarks:** • How well should students be able to do on the assessment based on the rubric?	**Assessment Methods/Measures/Tools:** • Explain the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met? ○ How many students were assessed?	**Assessment Results and Data Analysis:** • How well did the students do? • What does the data based on the rubric scores show? • Be specific when analyzing and describing the data/results.	**Action Plan** (The Action Plan should be specific, measurable, attainable, realistic, and timely (SMART)): • What specific changes will be made to improve performance on this outcome based on these assessment results and data interpretations? • How will you follow up (using the rubric) to measure improvement? • What, if any, fiscal, human, and/or physical resources will be required to achieve your Action Plan?
Criteria 1.3.1: Main points are well-developed and directly related to the thesis.	Currently, 16% of students enrolled in face-to-face and online sections of EN 101/101E did not meet the standard of the outcome for Development (1.3.1). Additionally,	Final drafts of research papers from EN101E students were assessed using the General Education Competency Written Language and Critical Thinking	The average score for this particular outcome was 1.38 out of 2, with 84% of students meeting or	To improve student learning outcomes in Development as assessed in both spring 2022 English 101/E and ENG 102,

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	53% of students exceeded that same standard. In the next year, the English faculty's goal is to reduce the percentage of students who do not meet the standard by 4%, as well as increase the percentage of students who exceed the standard by 2%.	Rubrics. The number of students assessed was 354 enrolled in 37 sections.	exceeding the standard. Out of that 84%, 53% exceeded the standard, 31% met the standard, and 16% failed to meet the standard. The data shows that there is an opportunity to decrease the number of students who do not meet the standard while increasing the number of students who exceed the standard.	English faculty will implement a system using the PIE Format. *

*PIE is an acronym for Point, Information, and Explanation, and it can be applied to any written response, but can be most effectively utilized as a guide for successful Body Paragraphs. Each Body Paragraph must start with a Point (topic sentence), which is followed by Information (supporting details), and finally end with a coherent Explanation (conclusive thought based on the Point and Information). By encouraging students to compose their essays in this manner, proper organization and development of thought and perspective are not only accessible but also ingrained in the writing process for the class.

The English faculty will follow up by assessing the written language Development (1.3.1) Learning Outcome in the Spring 2022 semester in both EN 101/101E and EN 102.

There are no fiscal, human, or physical resources required to achieve this plan. |

GENERAL EDUCATION COMPETENCY ASSESSMENT REPORT
COMMUNICATION - WRITTEN LANGUAGE
"CLOSING THE LOOP" ON THE PREVIOUS ACTION PLAN

==Table 2==

ADJUST	CLOSING THE LOOP

==Previous Action Plan== (Copy last semester's or last year's **Action Plan** section and paste it into this column):
• What specific changes were made based on the previous assessment results and data interpretation?
• How did you follow up to measure improvement?
	==Action Plan Results==:
	• What were the results of the specific changes you made?
	• Did these changes improve student learning and success?
	    ○ Why or why not?
	• If applicable, what previously requested financial or additional resources were approved and used?
	    ○ How effective were these resources in accomplishing the results?
	• List any additional changes you will make to further address this learning outcome.

To improve student learning outcomes in written language Development (1.3.1) as assessed in both spring 2022 English 101/101E and ENG 102, English faculty will implement a system using the PIE Format. * *PIE is an acronym for Point, Information, and Explanation, and it can be applied to any written response, but can be most effectively utilized as a guide for successful Body Paragraphs. Each Body Paragraph must start with a Point (topic sentence), which is followed by Information (supporting details), and finally end with a coherent Explanation (conclusive thought based on the Point and Information). By encouraging students to compose their essays in this manner, proper organization and development of thought and perspective are not only accessible but also ingrained in the writing process for the class. The English faculty will follow up by assessing the Development Learning Outcome in the Spring 2022 semester in both EN 101/E and EN 102. There are no fiscal, human, or physical resources required to achieve this plan.	**Summary of Results:** As it relates to the criterion 1.3.1 outcome (Main points are well developed and directly related to the thesis): • Comparing Fall 2021- EN 101/101E – Online to Spring 2022 – EN 101/101E – Online, there was an increase in the percentage of "Exemplary" scores from 49% to 51% percentage engagement of "Not Met" decreased from 18% to 17%. There was also a small increase in the average 1.3.1 criterion score from 1.31 to 1.35. Results comparing Fall 2021 – EN 101/101E – Face-to-Face and Spring 2022 - EN 101/101E - Face-to-Face data are not reported due to a very small "n" during the Spring 2022 semester; therefore, an aggregate comparison including both delivery methods between the two semesters cannot be made. • When comparing Fall 2021- EN 101/101E – All to Spring 2022 – EN 102 – All, there was an increase in several percent of "Exemplary" scores from 53% to 70% while the percentage of "Not Met" decreased from 16% to 7%. An increase in the average 1.3.1 criterion score from 1.38 to 1.62 was also seen. The English faculty consider this a significant improvement in the criterion 1.3.1 outcome (main points are well developed and directly related to the thesis) and attribute this improvement in student learning to the introduction and implementation of the PIE Format into the EN 102 courses during spring 2022. The vast majority of students

	originally assessed in the Fall 2021 EN 101/101E courses matriculated into the Spring 2022 EN 102 courses and benefited from the implementation of the PIE Format system.

English Faculty Survey:
General Education Assessment

Three responses (3/5) for a 60% response rate.

1. The <u>written language rubric</u> was an effective tool when assessing Southern's general education outcome of Writing.

Strongly agree	2
Agree	1
Neutral	0
Disagree	0
Strongly disagree	0

2. What did you like best about working with the written language rubric?

<u>ID</u>   <u>Name</u>   <u>Responses</u>
1   anonymous I thought having the 3-point rubric was simple enough to evaluate the students as a whole. I get frustrated sometimes because I feel like I do assessments every day in my classes, and often this feels like busy work. I get it. We have to do it, but professors who are already doing continuous improvements can feel bogged down.
2   Anonymous. It's simple; it's fast and identifies problem areas effectively.
3   Anonymous. The rubric maps onto standard essay format and each subsequent criterion flows logically along with the standard grading procedure

3. What suggestions would you make to improve the written language rubric and/or its implementation?

<u>ID</u>   <u>Name</u>   <u>Responses</u>
1   anonymous Several of my online 101 students did not turn in a final essay, and they were lumped into the not met category. It might be beneficial to have a 4th option for those who did not complete the instruction and/or the class. The truth is that those students in actuality did not meet the skills necessary to be listed in the met or exceeded category, but we do not know if they mastered the material because we have nothing to evaluate.
2   Anonymous. None
3   Anonymous. The English team is currently contemplating how we might improve the Organization criterion, and add specificity to what

successful

"development" and "progression of ideas" outcomes look like might help pin down where we can focus on improving our teaching methods.

4. The <u>critical thinking rubric</u> was an effective tool when assessing Southern's general education outcome of Critical Thinking.

Strongly agree	2
Agree	1
Neutral	0
Disagree	0
Strongly disagree	0

5. What did you like best about working with the critical thinking rubric?

<u>ID</u>   <u>Name</u>   <u>Responses</u>
1   Anonymous.   Same as #2
2   Anonymous. The Critical Thinking rubric is effective because it provides enough room for instructors to incorporate the criterion into virtually any assignment.

6. What suggestions would you make to improve the critical thinking rubric and/or its implementation?

<u>ID</u>   <u>Name</u>   <u>Responses</u>
1   Anonymous.   Same as #3
2   Anonymous. It's simple and effective. Outcomes are split up just enough to be applied quickly and effectively.
3   Anonymous. I don't have any actual suggestions, but one thing that caught me a bit off guard was the use of the word "valid." After thinking on it for a while, I realized the distinction between "valid" and "sound", but initially I misconstrued the two and wondered if anyone else did as well.

Conclusions/Recommendations:

1. Responses from English faculty to the Writing Rubric Survey indicate that the writing rubric is simple, effective, and identifies problem areas easily; however, one respondent indicated that students who did not turn in a final essay were being scored as "did not meet the standard." Tally represents a problem: all faculty must understand that only essays that are actually should receive assessment scores; therefore, it is

recommended that the instructions for reporting assessment data to reiterated to faculty; furthermore, it is recommended that instructions for reporting assessment score be included at the top of the assessment data reporting forms.

2. Regarding the Critical Thinking rubric, responses from English faculty suggest the rubric is simple, effective, and provides enough room to incorporate the criteria into virtually any assignment. One respondent was "caught off-guard" by the word "valid" in criteria 4.5.1, *"makes valid judgments or forms opinions about a topic where there may or may not be a clear or correct answer"* and recommended that the word "valid" in criterion 4.5.1 of the Critical Thinking rubric be replaced with the word "sound."

Action Plans/Closing the Loop:

1. In the future, faculty using any rubrics for general education assessment will be instructed to "only report data for work that was submitted." These instructions will also be included on the reporting sheet used for data collection.

2. The faculty member leading the team that developed the critical thinking rubric in the fall of 2020 was asked if replacing "valid" with "sound" would change the intended meaning of the criteria. She reported that the change would not alter the measurability of the criteria. Therefore, replacing the word "valid" on criteria 4.5.1 *"makes valid judgments or forms opinions about a topic where there may or may not be a clear or correct answer"* with the word "sound" was placed on the Academic Assessment Subcommittee (AAS) February 17, 2022, agenda as an actionable item. The AAS approved the change as recorded in the February 17, 2022, Official Minutes.

PROGRAM-LEVEL ASSESSMENT

A process to assess program-level outcomes has been established. The process to assess student learning at the program level was established in response to the "met with concern" findings identified in both the HLC March 2020 focused visit and the August 11, 2020, IAC hearing Committee Report. Program-level assessment of student learning of the program outcomes is detailed in the *Student Learning Assessment Guide for Faculty*. Insufficient time has elapsed since the IAC Hearing Committee Report to show definitive and positive improvements in program outcome attainment based on the results of the implementation of the plan-do-study-adjust cycle of assessment and the associated closing of the loop activities. Southern will begin implementing program assessment during fall 2022. Given continued time, Southern is confident that it will be able to document that the use of program outcome assessment data results in improved student learning.

COURSE-LEVEL ASSESSMENT (updated 071222)

The goal of faculty assessment of student learning at the course level is to identify what has and has not worked at increasing learning in the classroom and how this information is and will be used in present and future courses to further improve learning. All full-time and adjunct faculty are required to complete and submit the *Student Learning Assessment Course-Level Report* at the end of each fall and spring semester for every course they teach.   This *Student Learning Assessment Course-Level Report* provides a means to document what specific course learning outcomes listed in the course syllabus are not being achieved. The *Report* also requires faculty to develop and implement an Action Plan to improve upon those outcomes not being met. The completed *Student Learning Assessment Course-Level Report* forms for each fall and spring semester are maintained by the Director of Accreditation and Assessment and are available upon request.

The following summarizes formal participation in and faculty submissions of course-level assessment reports.

FACULTY PARTICIPATION IN COURSE-LEVEL ASSESSMENT						
	Fall 2020	**Spring 2021**	**Fall 2021**	**Spring 2022**	**Fall 2022**	**Spring 2023**
Total Reports Possible	447 (100%)	383 (100%)	364 (100%)	336 (100%)		
Submitted	398 (89%)	237 (62%)	351 (96%)	254 (76%)		
Not Submitted	49 (11%)	146 (38%)	13 (4%)	82 (24%)		

What appears to be a significant decrease in the number of faculty course submissions between consecutive fall semesters and consecutive spring semesters is explained by the following:
- Team-taught courses were originally counted as separate faculty submissions. For example, in spring 2021, NU 144, which has six (6) instructors listed, was initially counted as 6 submissions/reports. In spring 2022, while the course still listed 6 instructors, the report generated was counted only as 1 report/submission.
- During the 2021-2022 academic year, the College made a concerted effort to combine courses with low enrollment before the beginning of the semester thereby decreasing the number of low-enrollment courses being taught.

The types and frequency of course-level changes implemented by faculty closing the loop on their action plan to improve student learning are listed below.

CATEGORY OF CHANGE BASED ON ACTION PLANS CLOSING THE LOOP ACTIVITIES						
Category of Change	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
Course Content/ Curriculum	30%	36%	26%			
Delivery/Methodology • Time on task • Faculty-student interaction • Learning styles	35%	27%	36%			
Classroom Environment	5%	<1%	3%			
Evaluation Method	11%	12%	15%			
Resources and Support • Update Syllabi • Classroom tools • Additional technology • Student Support Services	18%	18%	14%			
Policies and Practices • Modality • Prerequisites • Admission criteria	1%	5%	3%			
Other	0%	2%	3%			
Financial Support Requested	Yes: 2	Yes: 0	Yes: 0			
Financial Support Granted	Yes: 0 No: 1 TBD: 1					

**ASSESSING COURSE ASSESSMENT 2020-2022**

To improve the plan➜do➜study➜adjust cycle of course assessment and make it make valuable to faculty (and potentially increase access to *Student Assessment Course-Level Report* forms submitted by faculty at the end of the fall and spring semesters are assessed by the Director of Accreditation and Assessment using the *Student Learning Assessment Course Report Assessment Rubric* (see Appendix A). As with program-level assessment, Southern encourages faculty to take "ownership" of their specific courses in terms of whether or not students are learning what faculty say they are learning as identified in the course objectives.

The goals of assessing course assessment are twofold.
- Assessing assessment of student learning at the course level is an important part of helping faculty facilitate meaningful, positive changes to student performance while documenting what is working and addressing what is not working in the classroom. Feedback from this assessment of course assessment is shared annually with faculty.
- This report will help the College identify how it can better support faculty (including resources) with their assessment efforts with the ultimate goal of improving student success.

The following aggregated data is based on an assessment of the course assessment of Southern full-time and adjunct faculty fall and spring semester assessment report submissions. The daycare is expressed as the average level of achievement rating based on criteria.

Average Rating
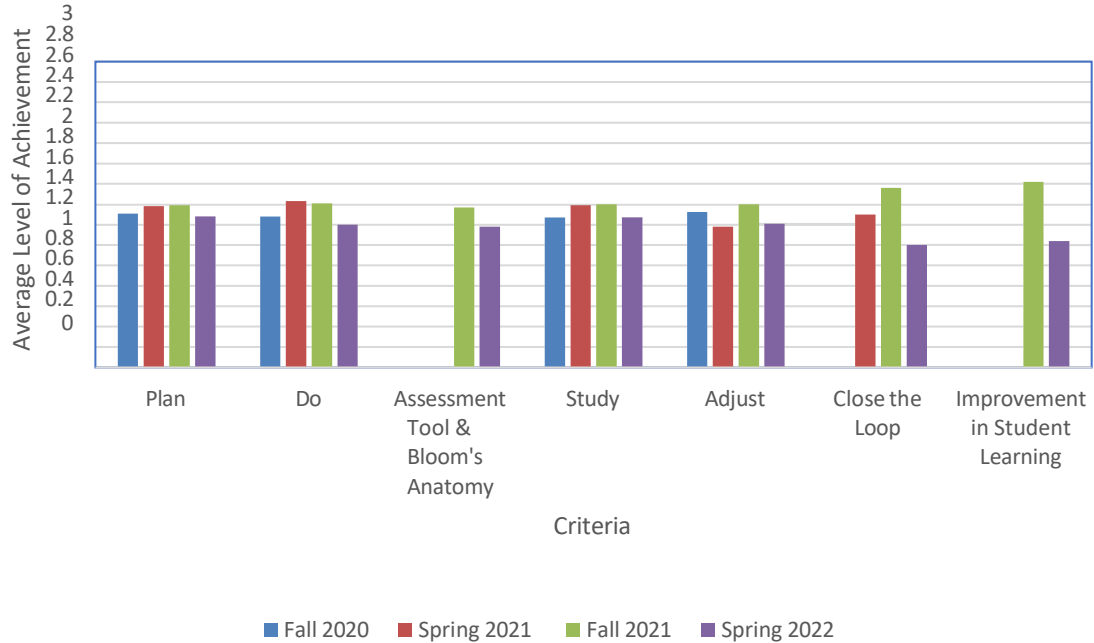
Plan

Undeveloped (0):	Does not identify an appropriate outcome or another pertinent success outcome. Developing
(1):	Only identifies *with no meaningful clarification of performance goal, benchmarks, or assessment tools.*
Established (2):	Identifies appropriate outcome while explaining performance goal and/or benchmark as it relates to the assessment tool.
Exemplary (3):	Identifies appropriate outcome while fully and completely explaining performance goal and/or benchmark as it relates to the assessment tool.

Do

Undeveloped (0):	Lacks any coherent explanation of the data collected on whether this outcome was met.
Developing (1):	Partially explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met. Missing some pertinent detail
Established (2):	Mostly explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met.
Exemplary (3):	Precisely explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met.

Assessment Tool & Bloom's Taxonomy

Undeveloped (0):	Does not identify or unclear what assessment/measurement tool is used to collect results.
Developing (1):	Identifies assessment tool but the instrument does not align with Bloom's Taxonomy.
Established (2):	The assessment tool aligns with Bloom's Taxonomy.
Exemplary (3):	Describes why a specific assessment tool was used based on Bloom's Taxonomy.

Study

Undeveloped (0):	No or minimal analysis of data.
Developing (1):	Partial analysis of data.
Established (2):	Analysis of all pertinent data.
Exemplary (3):	Detailed analysis of all data resulting in a full understanding of student performance.

Adjust

Undeveloped (0):	No coherent action plan for improving and/or further assessing course outcomes (no measurable outcomes and/or no assessment plan in place).
Developing (1):	Some evidence of an action plan but not entirely specific, measurable, attainable, realis, tic and/or timely.
Established (2):	The action plan is clear, well-defined, is most specific, measurable, attainable, realistic, and timely (SMART).
Exemplary (3):	The action plan is clear, concise, well-defined and highly specific, measurable, attainable, realistic, and timely (SMART).

Close the Loop

Undeterred (0):   Unclear if actions to "close the loop" occurred. Not enough information was is given ta o decide.
Developing (1):   Actions plan to "close the loop" not fully implemented and/or documented.

Established (2):	An action plan to "close the loop" is implemented and documented.
Exemplary (3):	Action plan to "close the loop" is fully implemented and fully documented.
Not Applicable:	Includes both "First Time" and "Did Not Report" (see below).
First Time:	First time teaching course; therefore, no closing-the-loop activities to report.
Did Not Report:	Did not report on a previous action plan.

Improvement in Student Learning

Undeveloped (0):	Reports results but unclear if goals were met.
Developing (1):	Results of the action plan's closing the loop did not lead to an improvement in student learning.
Established (2):	Results of the action plan's closing the loop" led to an increase in student learning but not go the degree identically s d goal.
Exemplary (3):	Results of action plans closing the loop led to an increase in student learning as identified by the stated goal.
Not Applicable:	Includes both "First Time" and "Did Not Report" (see below).
First Time:	First time teaching course; therefore, no closing-the-loop activities to report.
Did Not Report:	Did not report on a previous action plan.

Data indicates that the majority of course assessments are in the "developing" to "established" criteria.
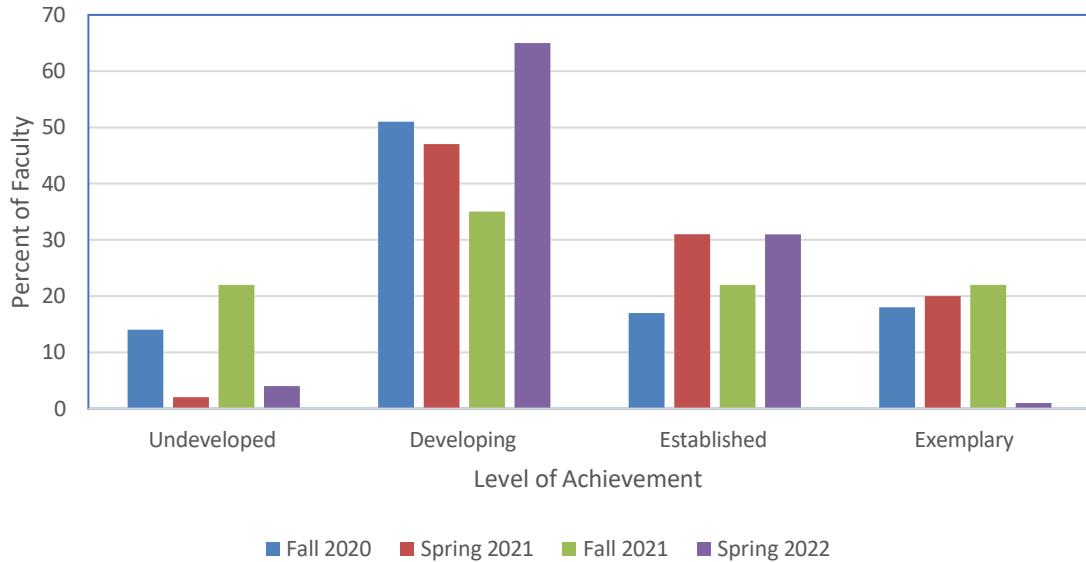
The following aggregated data is also based on an assessment of course assessment of Southern full-time and adjunct faculty fall and spring semester assessment report submissions. The data are expressed as thepercentaget of assessment reports falling within the levels of achievement.

Criteria: PLAN
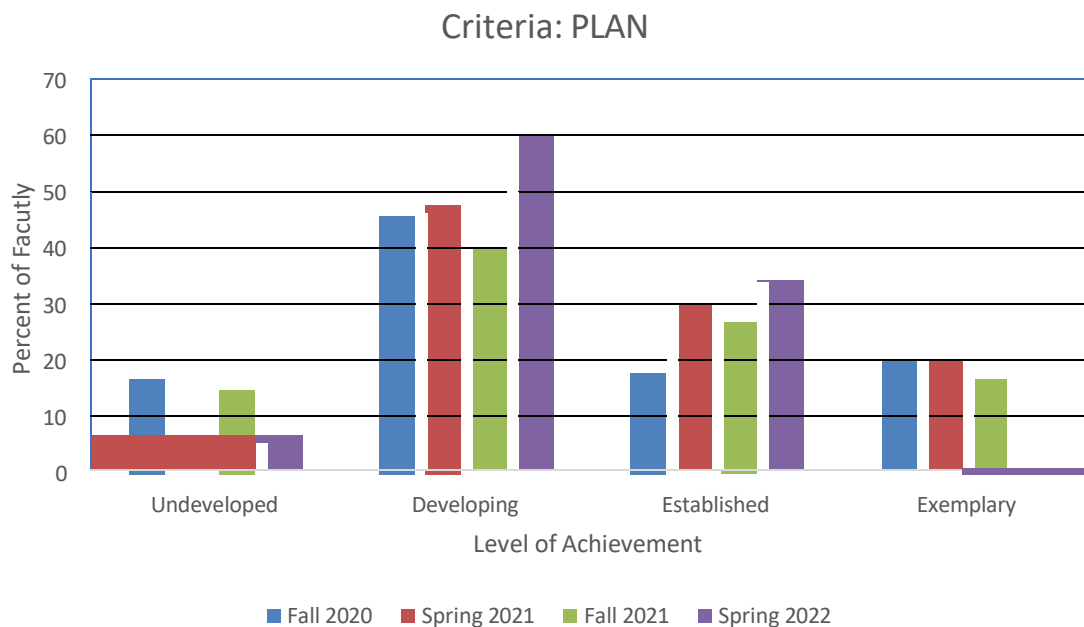
Plan

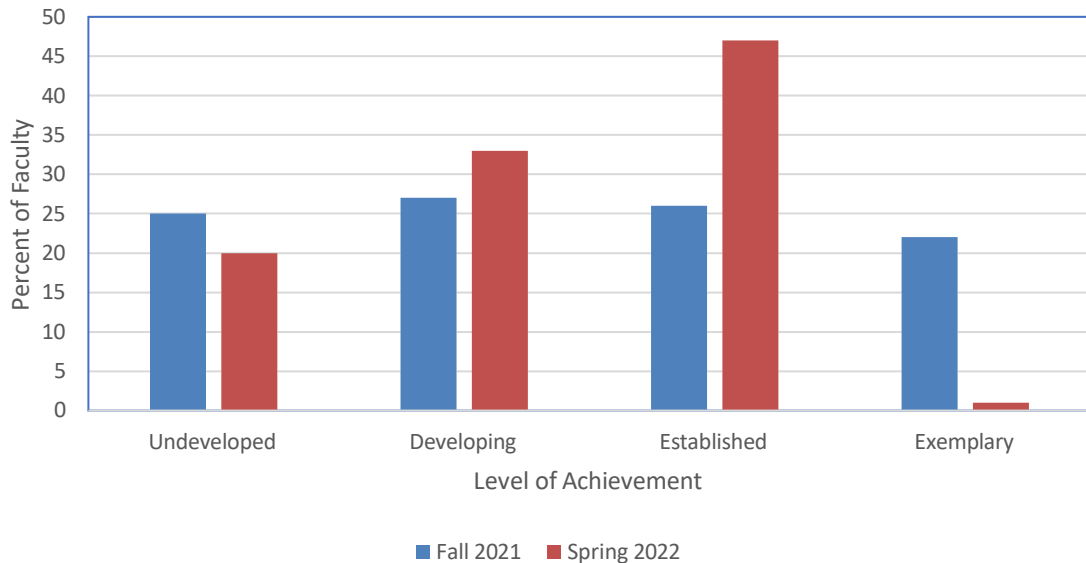|	
Undeveloped (0):	Does not identify the appropriate outcome.
Developing (1):	Only identifies outcome with no meaningful clarification of performance goal, benchmarks, or assessment tool.
Established (2):	Identifies appropriate outcome while explaining performance goal and/or benchmark as it relates to the assessment tool.
Exemplary (3):	Identifies appropriate outcome while fully and completely explaining performance goal and/or benchmark as it relates to the assessment tool.

Criteria: DO

Percent of Faculty vs Level of Achievement (Undeveloped, Developing, Established, Exemplary)

Legend: Fall 2020, Spring 2021, Fall 2021, Spring 2022

Do

|	
Undeveloped (0):	Lacks any coherent explanation of the data collected on whether this outcome was met.
Developing (1):	Partially explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met. Missing some pertinent detail
Established (2):	Mostly explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met.
Exemplary (3):	Precisely explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met

Criteria: ASSESSMENT TOOL & BLOOM'S TAXONOMY

Percent of Faculty vs Level of Achievement (Undeveloped, Developing, Established, Exemplary)

Legend: Fall 2021, Spring 2022

Assessment Tool & Bloom's Taxonomy

|	
Undeveloped (0):	Does not identify or unclear what assessment/measurement tool is used to collect results.
Developing (1):	Identifies assessment tool but the instrument does not align with Bloom's Taxonomy.
Established (2):	The assessment tool aligns with Bloom's Taxonomy.
Exemplary (3):	Describes why a specific assessment tool was used based on Bloom's Taxonomy.

Criteria: STUDY
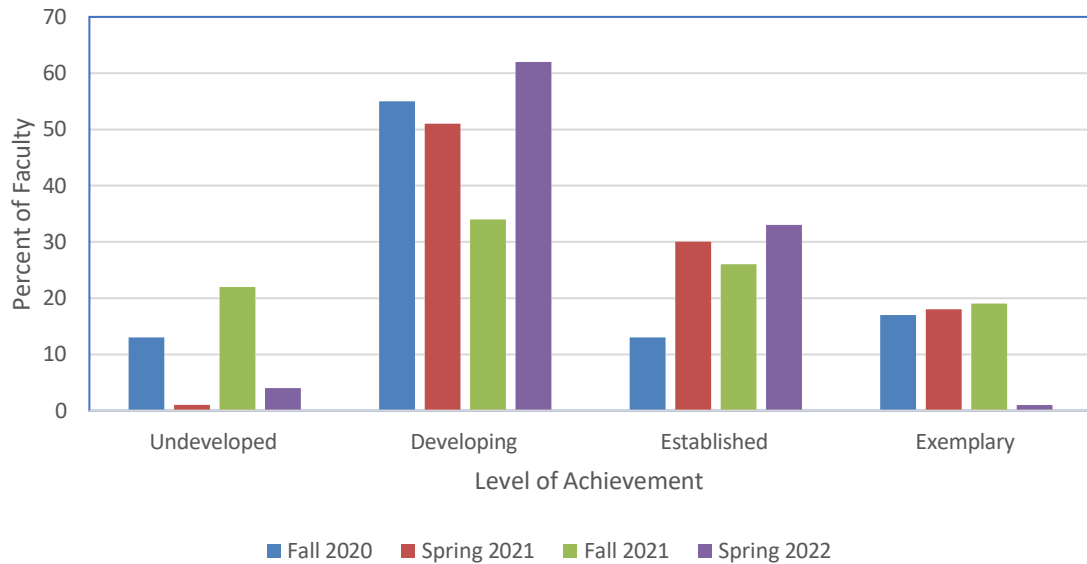
Study

| Level	Description
Undeveloped (0):	No or minimal analysis of data.
Developing (1):	Partial analysis of data.
Established (2):	Analysis of all pertinent data.
Exemplary (3):	Detailed analysis of all data resulting in a full understanding of student performance.

Criteria: ADJUST
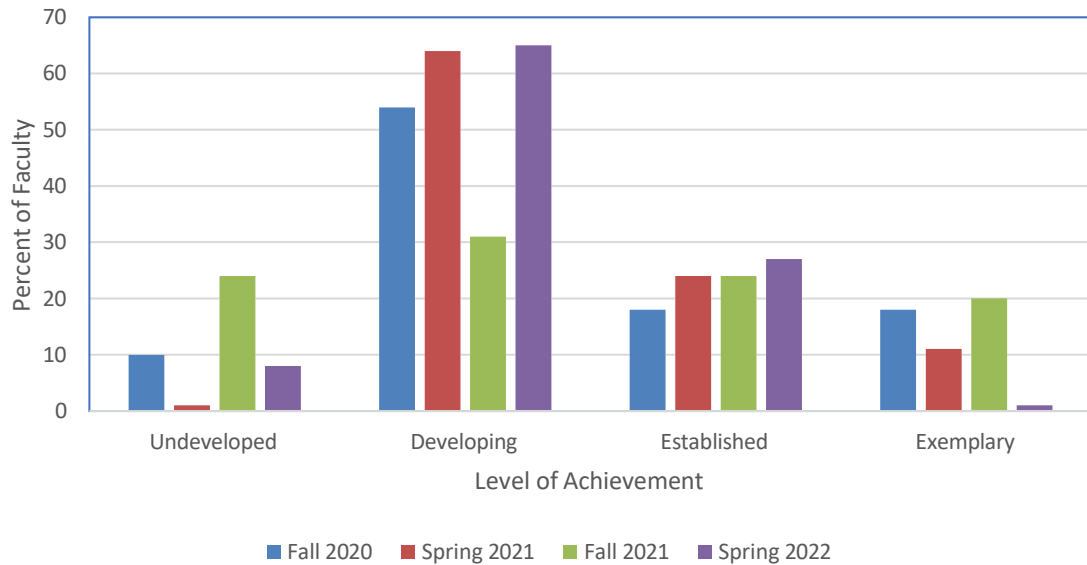
Adjust

Level	Description
Undeveloped (0):	No coherent action plan for improving and/or further assessing course outcomes (no measurable outcomes and/or no assessment plan in place).
Developing (1):	Some evidence of an action plan but not entirely specific, measurable, attainable, realis, tic and/or timely.
Established (2):	The action plan is clear, well-defined, is most specific, measurable, attainable, realistic, and timely (SMART).
Exemplary (3):	The action plan is clear, concise, well-defined and highly specific, measurable, attainable, realistic, and timely (SMART).

Criteria: CLOSE THE LOOP

■ Spring 2021 ■ Fall 2021 ■ Spring 2022
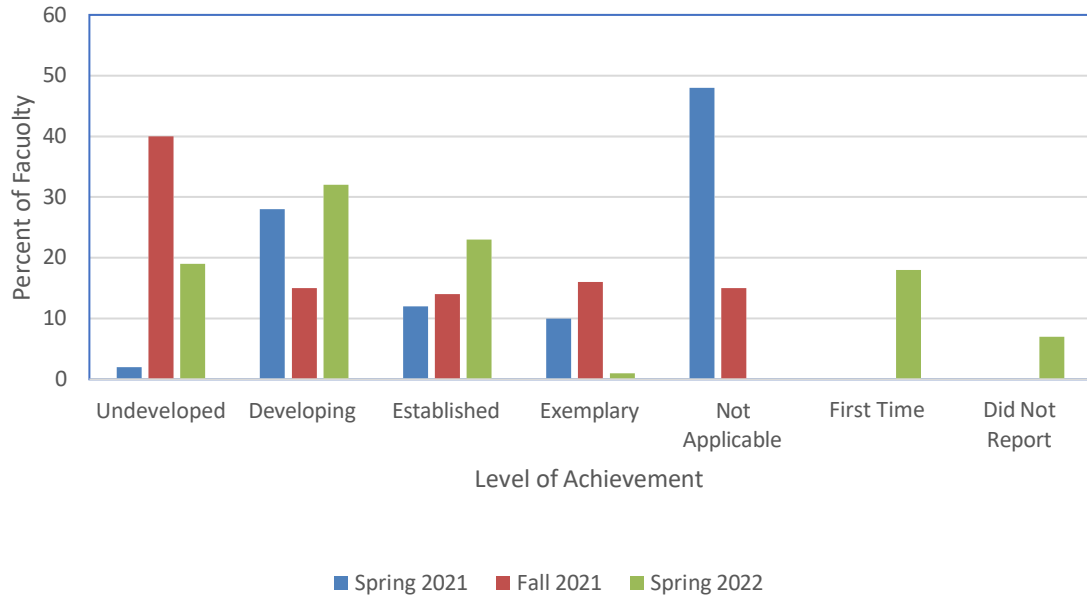
Close the Loop

Undeveloped (0):   Unclear if actions to "close the loop" occurred. Not enough information is given even to make a determination. Developing (1):   Actions plan to "close the loop" not fully implemented and/or documented.
Established (2):   An action plan to "close the loop" is implemented and documented.
Exemplary (3The action plan to "close the loop" is fully implemented and fully documented.
Not Applicable: Includes both "First Time" and "Did Not Report" (see below).
First Time: First time teaching course; therefore, no closing-the-loop activities to report.
Did Not Report: Did not report on a previous action plan.

Academic Year: 2020-2021

Forty percent (40%) of course assessment reports were "undeveloped" as it relates to closing the loop activities and reporting associated results. This includes those reports that did not account for closing the loop activities performed during and documented in their spring 2021 reports and based on fall 2020 action plans.

Academic Year: 2021-2022

Nineteen percent (19%) of course assessment reports were "undeveloped" as it relates to closing the loop activities and reporting associated results. This is a significant improvement compared to the 40% of "undeveloped" reports identified during the previous academic year.

Criteria: IMPROVEMENT IN STUDENT LEARNING
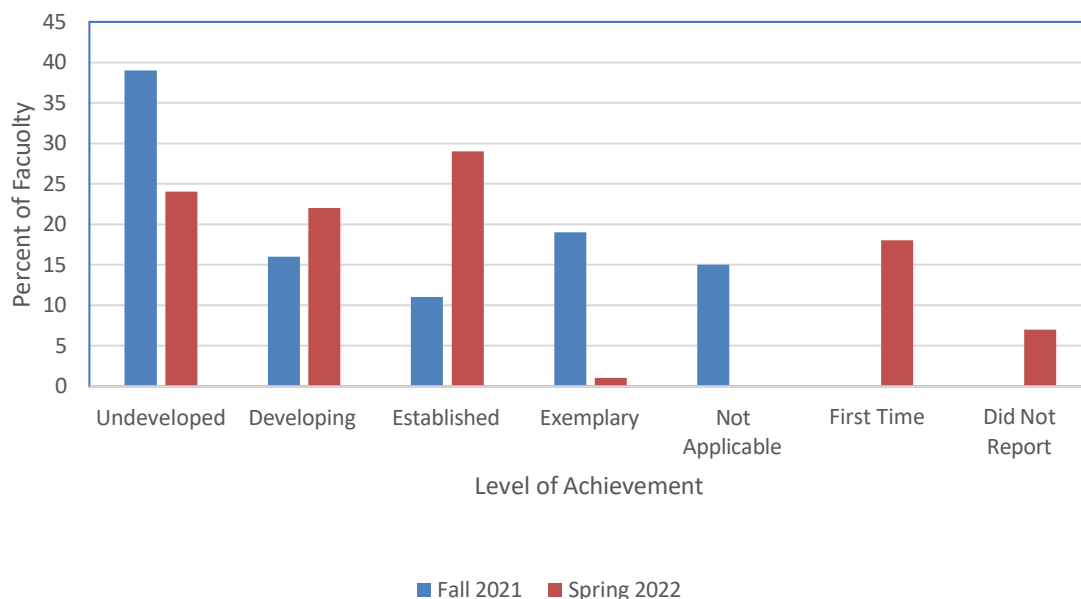
Fall 2021 ■ **Spring 2022** ■

Improvement in Student Learning

Undeveloped (0):   Reports results but unclear if goals were met.
Developing (1):   Results of the action plan's closing the loop did not lead to an improvement in student learning.
Established (2):   Results of the action plan's closing the loop" led to an increase in student learning but not to the
                      degree identified by a stated goal.
Exemplary (3):   Results of the action plan's closing the loop led to an increase in student learning as identified by
                      the stated goal.
Not Applicable: Includes both "First Time" and "Did Not Report" (see below).
First Time: First time teaching course; therefore, no closing-the-loop activities to report.
Did Not Report: Did not report on a previous action plan.

Academic Year: 2020-2021

Fifty-five percent (55%) of course assessment reports were either "undeveloped" or "developing" as it relates to an improvement in student learning based on closing the loop activities increasing student learning. This includes those reports that did not account for closing the loop activities performed during and documented in their spring 2021 reports and based on fall 2020 action plans.

Academic Year: 2021-2022

Forty-six percent (46%) of course assessment reports were either "undeveloped" or "developing" as it relates to an improvement in student learning based on closing the loop activities and reporting associated results. This is a significant improvement compared to the 55% of "undeveloped" and "developing" reports identified during the previous academic year.

Overall Goals:

As more data becomes available, the Academic Assessment Subcommittee (AAS) would like to see a greater percentage of course-level assessments moving from "developing" towards "established" and "exemplary" indicating more comprehensive and meaningful assessment efforts with the ultimate goal of increasing student learning. It is AAS's goal to facilitate this movement.

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COURSE OUTCOME MATRIX (SYLLABUS PART 2 OF 3)

During Spring 2021, faculty were required to complete Course Outcome Matrices (see appendix B) for 356 identified courses that had been offered at the College since Fall 2019. There are numerous purposes for completing the Course Outcome Matrix:

- The Matrix maps the specific course outcomes to the rest of the curriculum. It specifically links the course outcomes to the program and general education outcomes.
- The Matrix allowed faculty to revisit their course outcomes without the requirement that any changes or updates to the course outcomes would require numerous approvals through the established approval process. The existing approval process to have new course outcomes approved was considered arduous causing faculty to hesitate at making changes. The approval process for changing course outcomes has since been significantly shortened and less time-consuming with the updated Governance Committee structure rolled out in August 2021.
- The Matrix assists the course faculty in the assessment of student learning.
    - Bloom's portion of the Matrix reinforces the need for faculty to properly align the assessment of the course outcome, the appropriate assessment tool, and Bloom's domain category. For example, if a course outcome states "identify the five stages of human development", the corresponding cognitive domain category should be "remembering" while the assessment tools would likely include multiple-choice or fill-in-the-blank questions. The assessment tool should be appropriate to the domain category being measured. A multiple-choice question would not be the ideal assessment tool when measuring the domain category of "analyzing" or "evaluating." The use of appropriate action verbs that correspond to and link the stated course outcome, the taxonomy domain category, and the assessment/measurement tool are critical to meaningful assessment.
- The Matrix helps students identify how the specific course relates to both the program and general education outcomes.

Two hundred fifty-two Course Outcome Matrices were submitted by the end of the spring 2021 semester out of the possible 356 identified courses for a 71% submission rate (252/356). Of those 252 submissions, 49% of those matrices reflected changes to the course outcomes while 51% had no changes.
After the above updates, three hundred forty-two Course Outcome Matrices have been submitted at the time of this report for a 96% submission rate (342/356).

Based on this information, the College will continue to assess course-level assessment using an updated *Student Learning Assessment Course Report*

Assessment Rubric (Bloom's Taxonomy) employs an additional criterion evaluating whether or not the assessment tool used to measure the course outcome aligns with Bloom's taxonomy identified in tin Course Outcome Matrix (see appendix C, yellow highlighted section). Use of this updated *Rubric* will begin in fall 2021.

Beginning in fall 2021of, the College will also begin assessing, via an additional criterion (highlighted in yellow), whether or not the actions of closing the loop improved student learning and to what extent that improvement in student learning occurred based on the stated goal.

The College believes that future data presentation as it relates to assessing course-level assessment will not allow for an accurate comparison of the data identified during fall 2020 and spring 2021 to newly collected data (beginning fall 2021) for the following reason:

- The updating of course outcomes in 49% of the courses will affect future results collected using the updated *Student Learning Assessment Course Report Assessment Rubric (Bloom's Taxonomy).* Comparing aggregated data between the two new data sets would not be valid and would be comparing apples to oranges.

Appendix A
Student Learning Assessment Course Report Assessment Rubric

STUDENT LEARNING ASSESSMENT COURSE REPORT
ASSESSMENT RUBRIC

Course:	
Semester/Year:	
Instructor:	
Reviewer(s):	
Date of Review:	

	Undeveloped (0)	Developing (1)	Established (2)	Exemplary (3)
Plan	Does not identify appropriate student learning outcome.	Only identifies student learning outcome with no meaningful clarification of performance goal, benchmarks, or assessment tool.	Identifies appropriate outcome while explaining performance goal and/or benchmark as it relates to assessment tool.	Identifies appropriate outcome while fully and completely explaining performance goal and/or benchmark as it relates to assessment tool.
Do	Lacks any coherent explanation of the data collected on whether this The outcome was met.	Partially explains the who, what, where, when, how, why, and to what extent the data collected on whether this The outcome was met. Missing some pertinent detail.	Mostly explains the who, what, where, when, how, why, and to what extent the data collected on whether this The outcome was met.	Precisely explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met.

Study	No or minimal analysis of data.	Partial analysis of data.	Analysis of all pertinent data.	Detailed analysis of all data resulting in a full understanding of student performance.
Adjust (Action Plan)	No coherent action plan for improving and/or further assessing course outcome (no measurable outcomes and/or no assessment plan in place).	Some evidence of action plan but not entirely specific, measurable, attainable, realistic and/or timely (SMART).	The action plan is mostly specific, measurable, attainable, realistic and timely (SMART).	The action plan is clear, concise, well-defined and highly specific, measurable, attainable, realistic and timely (SMART).
Requested financial or additional resources:	**YES / NO**	███████████	**Requested resources:**	**Type:** **Amount:**

	Undeveloped (0)	Developing (1)	Established (2)	Exemplary (3)	N/A
Closing the Loop	No actions to "close the loop" identified and/or taken.	Actions plan to "close the loop" not fully implemented and/or documented.	Action plan to "close the loop" is implemented and documented.	Action plan to "close the loop" is fully implemented and fully documented.	

Appendix B
Course Outcome Matrix

Course Number and Title	

Credit Hours	

Prerequisite(s) and/or Corequisite(s)	

Course Description	

	General Education Outcomes
1	Utilize written and verbal language to discuss and comprehend information, incorporating a variety of technologies, such as text, data, and images (written language, verbal language, and information technology).
2	Identify and interpret relevant information to formulate an opinion or conclusion (critical thinking).
3	Demonstrate and communicate computational methods and mathematical reasoning in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate) (quantitative literacy and fluency).
4	Communicate in appropriate ways with those who are culturally diverse (intercultural competence).

	Program/Department Outcomes
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

	Course Outcomes (CO)	Bloom's Domain for CO (C, A, P), Category, and Level	Program/ Department Outcome(s)	Written Language	Verbal Language	Information Technology	Critical Thinking	Quantitative Literacy and Fluency	Intercultural Competence
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

Bloom's Domain Legend
C = Cognitive
A = Affective
P = Psychomotor

General Education Outcome Legend
2 = Included and Measurable
1 = Introduced and/or Minimally Addressed and Not Measurable
0 = Not included

Appendix C
Student Learning Assessment Course Report Assessment Rubric
(Bloom Taxonomy)

STUDENT LEARNING ASSESSMENT PROGRAM REPORT
ASSESSMENT RUBRIC (Bloom's Taxonomy)

Course:	
Semester/Year:	
Program Director:	
Reviewer(s):	
Date of Review:	

	Undeveloped (0)	Developing (1)	Established (2)	Exemplary (3)
Plan	Does not identify appropriate outcomes or other pertinent success outcomes.	Only identifies outcome with no meaningful clarification of performance goal, benchmarks, or assessment tool.	Identifies appropriate outcome while explaining performance goal and/or benchmark as it relates to the assessment tool.	Identifies appropriate outcome while fully and completely explaining performance goal and/or benchmark as it relates to the assessment tool.
Do	Lacks any coherent explanation of the data collected on whether this outcome was met.	Partially explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met. Missing some pertinent detail.	Mostly explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met.	Precisely explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met.
Assessment Tool & Bloom's Taxonomy	Does not identify or is unclear what assessment/ measurement tool is used to collect results.	Identifies assessment tool but the instrument does not align with Bloom's taxonomy.	The assessment tool aligns with Bloom's taxonomy.	Describes why a specific assessment tool was used based on Bloom's taxonomy.
Study	No or minimal analysis of data.	Partial analysis of data.	Analysis of all pertinent data.	Detailed analysis of all data resulting in

				full understanding of student performance.
Adjust	No coherent action plan for improving and/or further assessing outcomes(no measurable outcomes and/or no assessment plan in place).	Some evidence of an action plan but not entirely specific, measurable, attainable, realistic, and/or timely (SMART).	The action plan is clear, well-defined, and most specific, measurable, attainable, realistic, and timely (SMART).	The action plan is clear, concise, well-defined and highly specific, measurable, attainable, realistic, and timely (SMART).
Requested financial or additional resources:	**YES / NO**	■	**Requested resources:**	**Type:** **Amount:**

	Undeveloped (0)	Developing (1)	Established (2)	Exemplary (3)	N/A*
Closing the Loop	Unclear if actions to "close the loop" occurred. Not enough information was given to make determination.	Actions plan to "close the loop" not fully implemented and/or documented.	An action plan to "close the loop" is implemented and documented.	The action plan to "close the loop" is fully implemented and fully documented.	
Improvement in student learning	Reports results but unclear if goals were met.	Results of action plan's closing the loop did not lead to an improvement in student learning.	Results of action plan's closing the loop led to an increase in student learning but not to the degree identified by the stated goal.	Results of action plan's closing the loop led to an increase in student learning as identified by the stated goal.	

*Not Applicable: Includes both "First Time" and "Did Not Report" (see below).

First Time: First time teaching course; therefore, no closing-the-loop activities to report.

Did Not Report: Did not report on a previous action plan.