



**ACADEMIC ASSESSMENT SUBCOMMITTEE
2022-23 REPORT**

(Updated 02082023)

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ACADEMIC ASSESSMENT SUBCOMMITTEE

This report is a summary of the activities of the Academic Assessment Subcommittee (AAS) during the 2022-23 year only.

SUBCOMMITTEE COMPOSITION

The Academic Assessment Team was changed to be all faculty and one student support services personnel. Also, two administrators are there in an exofficio and consultant capacity.

Regina Bias	Chair, Director of Accreditation and Assessment
Bill Alderman	Chief Academic Officer, Accreditation Liaison Officer, Professor, Ex-Officio,
Mike Smith	Instructor/Director of Emergency Medical Services
Tamara Browning	Associate Professor of Nursing
Larry D'Angelo	Co-Chair, Assistant Professor of English
Hattie Newsome	Student Success Center Coordinator
Matthew Payne	Professor/Information Technology
Darrell Taylor	Chief Student Services Officer, Ex-Officio
Chris Ward	Assistant Professor of Mathematics, Faculty Senate President
Beth Deaton, Recorder	Administrative Secretary, Sr
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 2020-2023

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.
 11. Updated General Education Outcomes and Rubrics.
 12. Updated Policy on Course and Program Level Assessment.
 13. Reviewed 225 syllabi.
 14. Website regarding Degree descriptions including mission, goals, outcomes, achievement data, and handbook
 15. Developed Assessment Model
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INSTITUTIONAL-LEVEL (GENERAL EDUCATION) ASSESSMENT (Updated 0202082023)

During the HLC in November 2023, the visitors suggested updating our General Education Outcomes to be more measurable and placing all six on the website and in policy, instead of four. The Director of Accreditation and Assessment charged the Assessment Subcommittee to rewrite the outcomes with measurable, observable, and realistic characteristics. Faculty accepted the task and 5 out of six are being rewritten. A timeline for assessing the General Education Outcomes will be as follows:

Term	General Education Outcomes
Spring 2023	Written Communication Verbal Communication
Spring 2024	Critical Thinking Quantitative Fluency
Spring 2025	Digital Literacy Culture Diversity

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 and the November 2023 HLC accreditation visit. 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 assessments in August 2023. 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. Program Directors will be required to assess 2 Program Outcomes a year.

Timeframe to do Annual Programmatic Assessment

Month	Activity
August- September 30	Review and/or Update mission, statement, and/or goals. If the same, say “same”. Director to pick out 2 outcomes to review for the academic year and how they are going to be assessed.
March-May 30th	Program Directors will submit data to the Director of accreditation and Assessment.

Month	Activity
May-August	The Director of Accreditation and Assessment will compile data and submit a report to CAO.

COURSE-LEVEL ASSESSMENT (updated 02082023)

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. In November 2023, faculty were asked to do one course assessment for one course using the *Student Learning Assessment Course-Level Report*.

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%)	90 (100%)	Moving to Gen Ed Data in Spring
Submitted	398 (89%)	237 (62%)	351 (96%)	254 (76%)	90 (100%)	
Not Submitted	49 (11%)	146 (38%)	13 (4%)	82 (24%)	0 (0%)	

What appears to be a gradual decrease in submission can be explained by courses being team-taught, a new Director changed the guidelines to each instructor will do only one course.

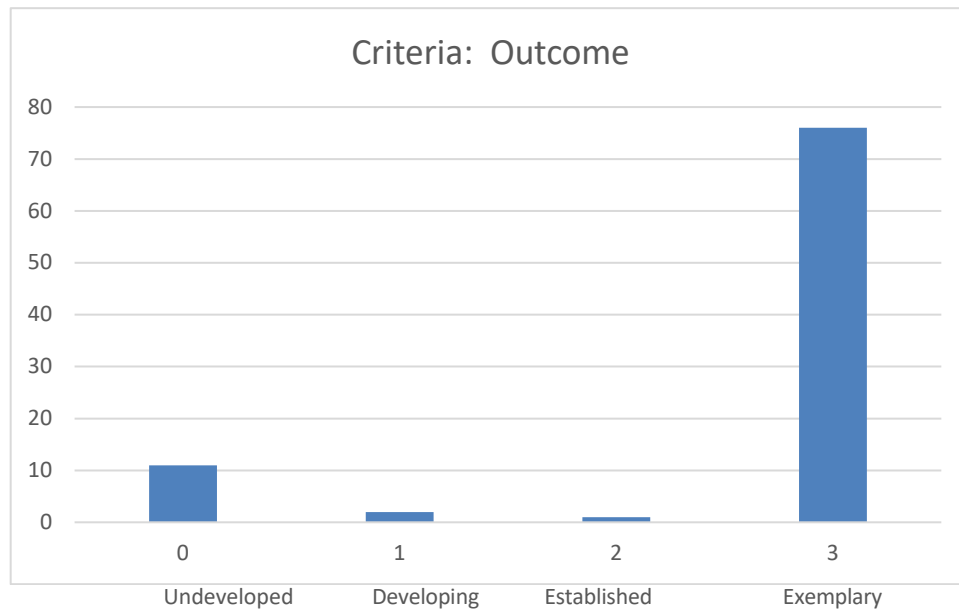
The types and frequency of course-level changes implemented by faculty closing the loop on their action plan to improve student learning are listed below.

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%	15%		
Delivery/Methodology <ul style="list-style-type: none"> • Time on task • Faculty-student interaction • Learning styles 	35%	27%	36%	44%		
Classroom Environment	5%	<1%	3%	7%		
Evaluation Method	11%	12%	15%	12%		
Resources and Support <ul style="list-style-type: none"> • Update Syllabi • Classroom tools • Additional technology • Student Support Services 	18%	18%	14%	12%		
Policies and Practices <ul style="list-style-type: none"> • Modality • Prerequisites • Admission criteria 	1%	5%	3%	10%		
Other	0%	2%	3%	0%		
Financial Support Requested	Yes: 2	Yes: 0	Yes: 0	Yes=2		
Financial Support Granted	Yes: 0 No: 1 TBD: 1			Email to Deans		

ASSESSING COURSE ASSESSMENT 2023

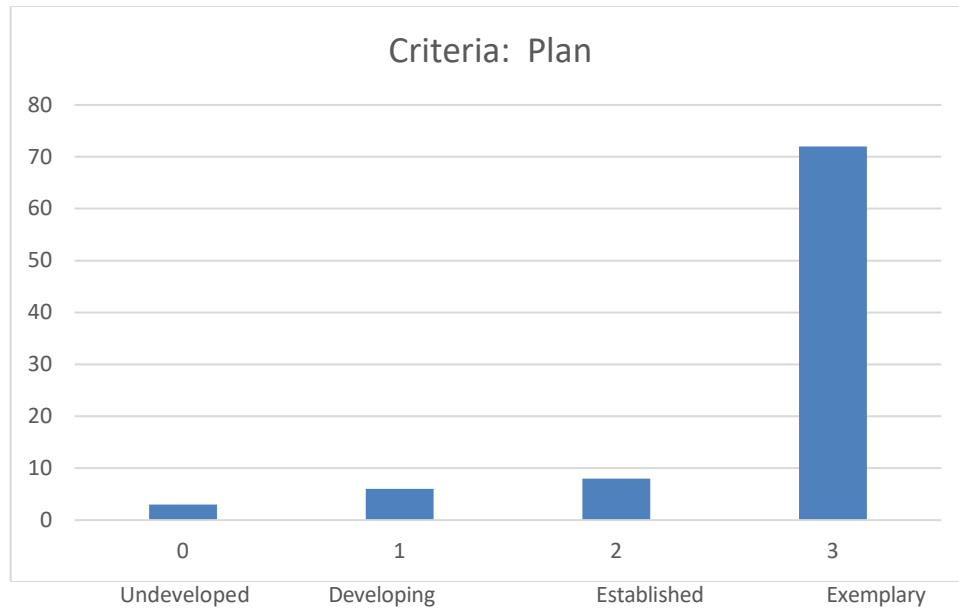
To improve the plan→do→study→adjust cycle of course assessment and make it make valuable to faculty (and potentially increase access to *Student Assessment Course-Level Report* forms submitted by faculty at the end of the fall and spring semesters are assessed by the Director of Accreditation and Assessment using the *Student Learning Assessment Course Report Assessment Rubric* (see Appendix A). Because of the change of directors, a new bar graph was initiated.

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 the percentage of assessment reports falling within the levels of achievement.



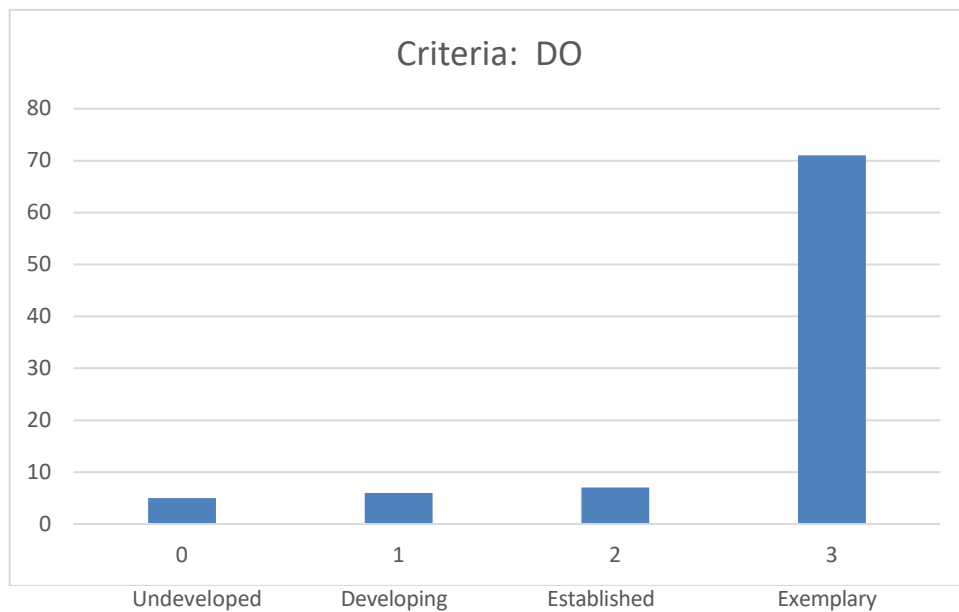
Summary regarding Criteria: Outcomes

Faculty have greatly improved regarding posting their outcomes on their course-level assessments. The outcomes that started with a verb were measurable and realistic. For those that did not have an outcome, the Director reviewed their syllabi matrix and noted they have a corresponding outcome to go with their assessment.



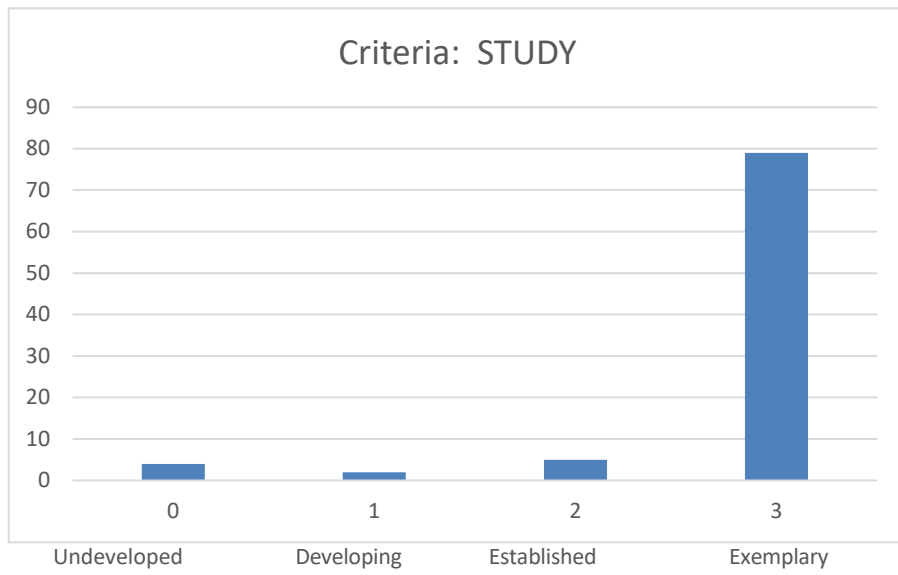
Summary regarding Criteria: Plans

Compared to previous course-level assessments, faculty stated the correct outcome for the assessment tool at least 70% of the time. They explained the performance goals and the benchmark as they related to the assessment tool.



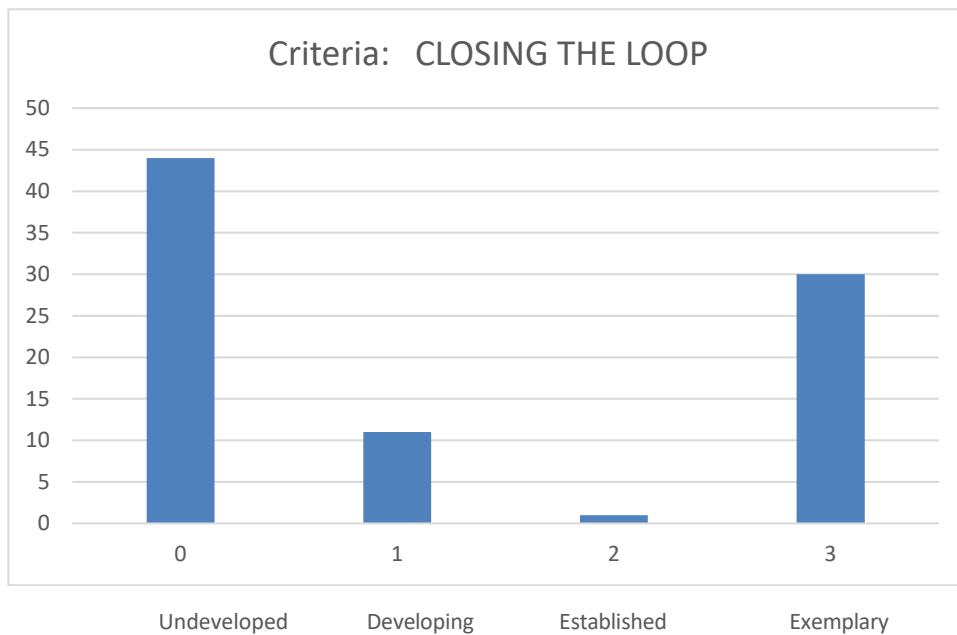
Summary regarding Criteria: Do

Many faculty explained to everyone in “great” detail about their work. They had innovative ideas and seemed pleased to share their work. The course-level assessments that were done correctly, around 70%, were consistent in meeting the rubric, while others were still unsure of which item goes in which column.



Summary regarding Criteria: Study

The criteria, study, had an 80% faculty telling detailed analysis of all data resulting in a full understanding of student performance. This reveals that faculty are very interested in their student’s success because they are looking at the evaluation methods and wondering why students did not succeed in a particular project.



Summary regarding Criteria: Closing the Loop

Because of the change in Directors, faculty did not have access to their previous course-level assessments. They are very unsure about how to “close the loop” and do not remember where they saved the previous year’s assessment. Many did not close the

loop. In order to correct this deficit, the Assessment Academy decided to change the course-level assessment to be a narrative one-page paper based on Student Course Evaluation completed by the IT department. This will constitute how they plan to fix the problem and close the loop.

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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.	

