

**Institution:** Fort Scott Community College

**Chief Executive Officer:** Dr. Jason Kegler

**Date Submitted:** November 12, 2023

**Action with Interim Monitoring:** IAC accepted the Team Report for Fort Scott Community College (FSCC) submitted as part of the Assurance Filing for its 2020 Open Pathway Assurance Review. In conjunction with this action, IAC required the following interim monitoring.

**Interim Report:** An interim report due November 17, 2023.

**Embedded Report:** Interim Report to be embedded in the 2025-26 comprehensive evaluation on assessment.

**Rationale:** IAC replaced the requirement for a focused visit with monitoring and embedded reports. Remaining on the Open Pathway allows the institution to submit a Quality Initiative Report focused on assessment, which supports the institution's plans and progress toward meeting Core Component 4B.

**Core Component:** 4.B The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. Core component 4.B was met with concerns.

**Areas of Focus:** Interim report to include completion of a holistic assessment plan; program level learning outcomes for each degree program; evidence of collection and use of assessment data to assure improvements are not limited to individual course sections; evidence of reporting across all programs; and the creation of measurable and meaningful learning outcomes for co-curricular programs, examples of data use to improve these programs.

## Timeline

|             | Assessment Timeline   |
|-------------|---|
| <b>2016</b> | Attended HLC Assessment Conference in Chicago, IL; FSCC team identified resources for and obstacles to assessment and created 8-year timeline (See Appendix A).   |
| <b>2017</b> | Assessment professional development/training session led by assessment committee with all faculty on assessment best practices and review of Bloom's Taxonomy. Breakout sessions with assessment committee members working with faculty groups to begin establishing measurable course and program learning outcomes, institutional outcomes, as well as benchmarks.  |
| <b>2018</b> | The college began data collection for general education outcomes on mathematical, communication, and critical thinking skills. Continued developing measurable academic and CTEC course and program learning outcomes with mapping/alignments. Worked to establish common assessment terminology.   |
| <b>2019</b> | Ongoing process of developing benchmarks for course and program outcomes. Started collecting and storing data in a centralized location. (Campus Connect/Taskstream by Watermark).  |
| <b>2020</b> | Developed assessment presence publicly on the FSCC Assessment web page. Revised the program review process to begin integrating assessment data and narrative into program review to develop action plans and inform curriculum changes.  |
| <b>2021</b> | Created an Institutional Subcommittee to work on identifying and assessing institutional outcomes.<br>Revised general education outcomes and the plan for assessing technology and communication skills (General Education Outcomes).<br>Established "assessment days" in the calendar for departments/programs to analyze and use data for improved SLOs and PLOs. Created program reporting form (summative assessment).<br>Co-curricular assessment subcommittee created to work on co-curricular assessment.  |
| <b>2022</b> | Developed, educated and provided training to faculty on best assessment practices including assessment mentoring checklist (Appendix B) and slide deck (Appendix C) for onboarding new faculty to the assessment process, mid cycle assessment templates (Appendix D) and program outcomes assessment Report (Appendix E); set assessment cycle at 4 semesters to allow for anomalies.<br>Developed assessment calendar (Appendix F) detailing monthly assessment tasks for faculty, Division Chairs, and Associate Deans and created a year-end assessment checklist (Appendix G).<br>Piloted the assessment plan for technology and communication skills by utilizing common rubrics and establishing interrater reliability.<br>Initiated the use of EAC Visual Data tool for collecting, aggregating, analyzing, and reporting assessment data for course and program level outcomes. |

|             |  |
|-------------|--|
|             | Collected and reported on Institutional outcomes.<br>Collected and reported on Co-curricular programs: Library and PTK.<br>Submitted the quality initiative proposal focused on assessment.  |
| <b>2023</b> | Continue to utilized EAC Visual Data tool for collecting, aggregating, analyzing, and reporting assessment data.<br>Created Organization Sites in Blackboard to house course, program and Co-curricular data. General Education outcomes are published in the catalog.<br>Appointed a faculty member as an Assessment Coordinator.<br>Collected and reported on Co-curricular programs: Library, TRiO, Advising, Student Success Center (SSC) and PTK. |
| <b>2024</b> | Complete curriculum mapping.<br>Submit quality initiative report focused on assessment.<br>Continue to engage in better assessment practices.  |
| <b>2025</b> | Continue to update assessment practices. Identify and address the gaps in the assessment process. Continue to utilize assessment data for driving curriculum changes and integrating in program reviews.   |

After receiving feedback from the peer review team, Fort Scott Community College started work on implementing the holistic assessment plan that resulted in significant improvement in identifying and measuring outcomes at various levels while recognizing gaps and addressing them. The efforts to implement a college-wide assessment plan are reflected in this report. The report is organized to address each area based on the interim report requirements.

### **1. Holistic Assessment Plan**

Fort Scott Community College (FSCC) has engaged in an institution-wide initiative to develop measurable student learning outcomes and use the results for programmatic improvements. Ongoing assessment efforts at FSCC are coordinated by the assessment committee which provides supervision and support to academic and non-academic programs conducting assessment to improve student learning. Division Chairs along with faculty from various departments serve on the assessment committee for two years and then rotate off, giving others an opportunity to contribute to the process.

The assessment committee has worked in conjunction with faculty to develop a multi-year, multi-level comprehensive assessment plan which includes identifying institutional learning outcomes, general education learning outcomes, program learning outcomes, and course learning outcomes (Appendix H). The assessment committee comprises of Vice President of Academic Affairs, Director of Library Services (assessment chair), English faculty (assessment coordinator), Director of Institutional Research, Division Chairs, and faculty representing multiple departments. The members of the assessment committee have worked with faculty from departments to develop measurable program learning outcomes (PLOs). The program level outcomes are used to develop a program level assessment plan that includes aligning course outcomes to the PLOs, creating rubrics, systematically collecting data in Blackboard, evaluating the data, and implementing changes for program improvement. The alignment process assures

that data collected from course level outcomes is included in the program level assessments for accurate reporting and analysis.

#### 1. Course and Program Level Assessment:

*FSCC Basic Department/Program Level Assessment Cycle (4 traditional semesters)*

1. Develop department/program student learning outcomes which are specific, measurable, attainable, relevant, and clear and map course learning outcomes to program outcomes.
2. Identify expected level of achievement (benchmarks) for the outcome(s).
3. Work in conjunction with assessment coordinator to select one department/program outcome to be reported on during the assessment cycle.
4. Identify which courses/assignments will be used as measures.
5. Collect and report data utilizing either the Mid-cycle (formative) Assessment Report or Department/Program Outcomes (summative) Assessment Report. Aggregate data is provided utilizing information reported in Blackboard.
6. Faculty work with institutional effectiveness and institutional research offices to analyze trends and data for the selected outcome, if needed.
7. Use analysis of results to identify strengths and opportunities to make improvements or modifications. For programs with multiple faculty members, this must be done collaboratively. Curricular changes should be a consensus of those in the department.
8. Implement changes to improve student learning in the department/program.
9. Repeat the cycle.

During the 2022-2023 academic year, Blackboard developed better assessment tools through EAC Visual Data, embedded data analytics and reporting tool, which generates both course level and program level outcomes reports. Reports are then sent to the respective departments for each semester and for the entire academic year.

#### 2. Institutional Level Assessment:

Institutional subcommittee, a subsidiary of assessment committee, was created in fall of 2021 to facilitate implementation of the holistic assessment plan. The purview of the institutional subcommittee is to develop a plan including collecting data, analyzing and publishing results, and reporting or suggesting improvements to assessment committee. They identified two learning outcomes that support the college's mission and are relevant to all students irrespective of their degrees.

- Academic Success
- Social Responsibility

The Institutional subcommittee identified the measures and benchmarks and collected data for academic success in the academic year 2021. Associate Dean of Institutional Effectiveness at the time reported the results utilizing the assessment report template. Data was partially collected for social responsibility in the academic year 2022 and will be collected for all measures of social

responsibility in 2023. The reports (Appendix I) are published on the assessment page to improve transparency.

### 3. Co-curricular Level Assessment:

Assessment at the Co-curricular level is part of the Fort Scott Community College's holistic plan. However, it is part of the focus area identified by HLC that we will address under section 5, creation of measurable and meaningful outcomes for co-curricular programs.

## 2. Program Learning Outcomes for Degree Programs:

**General Education Learning Outcomes**-Four General Education outcomes are developed by the assessment committee for assessing students graduating with Associate in Science (AS), Associate in Arts (AA), and Associate in General Studies (AGS).

General Education Outcomes:

- Mathematical Skills
- Critical Thinking Skills
- Technology Skills
- Communication Skills

The assessment committee is responsible for providing guidance for collecting, reviewing, and implementing changes for improvement to general education outcomes. In addition, an Assessment Report Template was created to help with transparency and the systematic collection of data. As part of the general education plan, FSCC has utilized the following procedures and processes that reflect continuous improvement.

- Creating and piloting Gen Ed. rubrics (Appendix J).
- Providing training for assessing rubrics.
- Establishing interrater reliability.
- Collecting data on general education outcomes.
- Reviewing results.
- Providing feedback.

**Career and Technical Education Programs**- Associate in Applied Science degree includes the career and technical education (CTE) programs that each have developed their own program learning outcomes based upon the industry-recognized and accrediting agency standards in their field.

### 3. Evidence of Collection and Use of Assessment Data

Within each department, faculty use a common course assessment rubric to assess student learning outcomes. The course learning outcomes are mapped to program learning outcomes (Appendix K), which assures the course level data flows into the program level reporting. Each faculty member submits course outcome data in the assessment rubric. Every semester faculty meet with their department chair to discuss results for course and program level outcomes per the

EAC Visual Data analytics program. Faculty discuss and document proposed instructional strategies to improve student learning. During the 4-semester assessment cycle, faculty gather data on all program learning outcomes; however, faculty has the discretion to focus on one outcome where improved student learning is most needed. In the middle of the assessment cycle (after two semesters), faculty evaluate results and complete a formative assessment (mid-cycle assessment), including any proposed changes in an action plan to improve student learning. After implementing the action plan, faculty then continue collecting assessment data. At the end of the 4-semester cycle, faculty complete a summative assessment, evaluating the impact of their implemented changes on student learning.

In addition, the VPAA and Director of Library Services created Blackboard Organizational Assessment Sites for each department, where faculty house their course and program outcomes, curriculum mapping (alignments), assessment reports and action plans based on course and program level data. To facilitate using the outcomes reports for program improvement, the Assessment Committee created mid-cycle (formative) reporting templates (See Appendix D) and end of cycle (summative) reporting templates (See Appendix E), where faculty listed their PLO targeted for improvement, along with the tools they used to assess student learning and resulting narratives with action plans. In addition, an assessment calendar (See Appendix F) was created to guide faculty, Division Chairs, and Associate Deans with a timeline listing monthly assessment tasks to be completed. Staff also created an End of the Year Assessment Checklist (See Appendix G) to aid faculty in completing assessment tasks. Guidelines for creating assessment rubrics addressing course outcomes were also included. These resources (assessment calendar, reporting templates, end of the year checklist, and assessment rubric instructions) were all added in a “Resources” link in the institutional assessment sites, where faculty could easily find help with the assessment process. Beyond that, the VPAA, Assessment Chair, Assessment Coordinator and Division Chairs met with departments to facilitate analyzing the EAC Visual Data course and program level reports and writing narratives on the results. These advances in the FSCC assessment process empower faculty to make data-informed decisions for program improvement.

#### **4. Evidence of Reporting Across All Programs:**

In 2020, HLC Peer Review team recognized that the assessment processes at FSCC were in the infancy stage and recommended that reporting should not be limited to some programs. Since then, FSCC has collected and reported (Appendix L general education outcomes report) on outcomes for AA, AS, AGS degrees. Outcomes for Associate in Applied Science degree are specific to the programs of study and are reported annually. Today, 90% of the departments/programs have been collecting data on all their learning outcomes and reporting on at least one outcome (See Appendix I for Program Outcomes). Each program utilizes the formative assessment or summative assessment reporting template depending on where they are in the cycle.

The improvements in reporting across all programs are a result of the following institutional practices and initiatives:

- Creating a position of Assessment Coordinator to assist faculty with assessment practices.
- Creating Organization Sites in Blackboard to house course, program, and co-curricular data.
- Revising the Capstone course for collecting general education outcomes data.
- Providing curriculum mapping templates to assist with course to program learning outcomes.
- Educating faculty on the holistic assessment plan individually and during in-service.
- Designating an assessment day at the end of each semester to allow faculty to work on their assessments.
- Creating an assessment calendar identifying roles, responsibilities, and due dates.
- Holding regular departmental meetings where department chair and faculty analyze assessment data from the previous year and develop formative assessment, discussing instructional strategies to improve student learning within the assessment cycle.
- Completing summative assessment (program outcomes report) and developing an action plan for programmatic change to improve student learning at the end of the four-semester cycle and integrating it as part of the program review.

#### **5. Creation of Measurable and Meaningful Outcomes Co-Curricular Programs:**

During the submission of assurance argument in 2020, FSCC had created outcomes for three programs: Phi Theta Kappa (PTK), Library, and TRiO. The peer review team indicated approval for student learning outcomes for PTK and Library. A co-curricular subcommittee was formed in the fall of 2021 to address co-curricular assessments. Members began by defining co-curricular and identifying co-curricular programs. This committee then began creating measurable and meaningful outcomes for each co-curricular program. A co-curricular plan was created in the fall 2022 with the intent of achieving the first phase of co-curricular assessment by summer 2024. The plan included defining co-curricular objectives, assisting programs in developing measurable student learning outcomes, mapping co-curricular objectives to institutional learning outcomes, and supporting co-curricular programs in collecting data and reporting results.

The co-curricular identified three co-curricular organizations to begin collecting data starting in 2021:

- Phi Theta Kappa
- Library
- Student Success Center

The subcommittee revised student learning outcomes for the TRiO program and added advising to co-curricular assessment involving additional members representing their respective organizations. All the co-curricular programs identified above have successfully gathered data and created action plans (Appendix M) for one or more student learning outcomes.

## Appendix A

### **HLC Assessment Team Work**

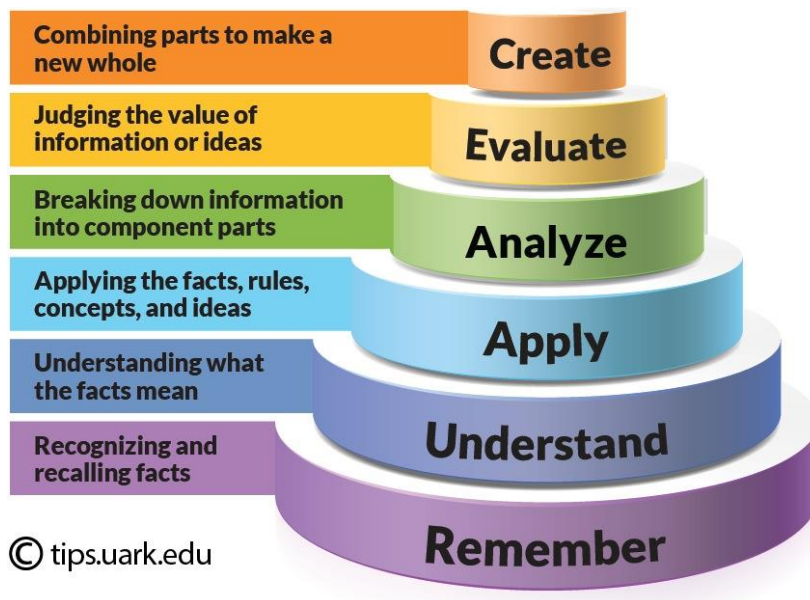
**July 11-13, 2016**

**Chicago, IL**

#### **To do list:**

- Assessment Committee Meeting-2<sup>nd</sup> week of August
- Meet w/ , retired) to tie everything together.
- Schedule brief overview during in-service by team
- Send out survey—before in-service
- Revise college wide abilities
  - How?
  - Who?
  - When?
- Any student seeking an A. A. degree from FSCC should be able to \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ at the end of their degree path.
- 

**Bloom's Taxonomy-** <https://tips.uark.edu/using-blooms-taxonomy/>



**Mission Statement:**



Fort Scott Community College is an institution of higher learning with a long history of culture and diversity that provides affordable academic, technical, and occupational programs to meet student needs while fostering a mutually supportive relationship between the college and its communities.



**Vision (fall 2016)**



**Institutional Goals & Outcomes (Guiding Values)**



**Gen. Ed. Outcomes (revise fall 2016)**



**Degree Program Outcomes (decide fall 2016)**



**Departmental/Division (Develop by 2018)**



**Course Level (Currently have, but look at simplifying by 2020).**

How to implement:

Resources:

- People
- Faculty
- Staff
- Committees
- Administration
- Greenbush
- Obstacles:
  - Time
  - Lack of common language & understanding
  - Buy-in
  - IT
  - CAVES-“colleagues against virtually everything”—engage them for help!
  - Money (compensation, release time)
  - Training all people in assessment & norming
  - Committee retreats (assessment)
  - Collecting data (non-degree/degree)
  - Closing loop/utilizing data
  - Continuing improvement
  - Consistency among the following:

- Concurrent, adjuncts, on-campus, online courses
- 6-month timeline for assessment plan
- Focus of August in-service
- Revise College Wide Abilities/General Education Outcomes (KBOR: [http://www.kansasregents.org/academic\\_affairs/student-learning-assessment](http://www.kansasregents.org/academic_affairs/student-learning-assessment)-- “student learning assessment in three areas: (1) mathematics/quantitative/analytical reasoning; (2) written and oral communication; and (3) critical thinking/problem solving. Institutions will report on a three-year cycle, beginning with mathematics/quantitative/analytical reasoning”)
- **1<sup>st</sup> Year Plan**
  - Develop 3 non-negotiable outcomes for degree programs: AA, AS, & AGS.
  - Revise College Wide Abilities --Design Fall 2016—revise General Ed. Outcomes(College-Wide Abilities)”The student will be able to . . . .”
  - Define Performance Indicators (what students will do to demo their progress toward achieving the outcome)
    - Define SLO’s (Student Learning Outcomes)
    - Provide common language for describing student learning
    - Shared across faculty (discipline or institution)
  - Define assessment methods (p. 67)
    - Standardized exam—CAAP
    - Locally developed exams
    - Oral exam
    - Performance/recital
    - Clinical/practicum
    - Presentation
    - Portfolios
    - Simulations
    - Assignment (in class)
  - Performance Indicators (p. 66)
    - Provide common language describing student learning
    - Share across faculty
  - Do course-level assessment of performance indicators per General Education Outcome in 100 course level (Bloom’s—Remember, Understand).
  - Do CAAP assessment for upper level Bloom’s (Creates)
- **2 Year Plan**
  - Successful data collection & utilization
  - Revise & implement changes needed from previous assessment plan.
  - Development of Departmental/Division Outcomes
  - Begin to create a Curriculum Mapping Matrix (complete by 2022).
  - Include Bloom’s Levels of learning in matrix and provide training to assess students at lower level Bloom’s and upper level Bloom’s & freshmen vs. sophomore level (100-level courses and 200-level courses).
- **4 year plan (2020)**
  - Continue to update assessment practices
  - Present assessment findings (faculty)
    - Showcase
  - Revisit course level outcomes (simplify to identify performance indicator)

- Develop an assessment presence on the web, publicly, and internally.
- Develop method to integrate assessment data into program review to drive curriculum changes (develop by 2020?)
- Align co-curricular aspects with curriculum to establish assessment.
- Begin to train on institutional assessment effectiveness.
- **8 year plan (2024)**
  - Curriculum mapping should be completed
  - Co-curricular assessment in place.
  - Have effective & efficient & useful assessment plan that is understood & used by all.
  - Revise, refresh, analyze & restart assessment plan.
- 
- General Education Outcomes:
- Ethical Responsibility—show at
  - A.S.
    - Program—
      - Course
- Develop Degree Goals
  - At the end of an Associate Degree pathway, students will be able to:
    - Per English & Speech, math, physical/biological, social/behavioral, humanities, computer science, P.E, capstone, college orientation (these goals will eventually be tied to program goals/outcomes)
      - Demonstrate (or appropriate action verb) \_\_\_\_\_
      - Demonstrate \_\_\_\_\_
      - Demonstrate \_\_\_\_\_
  - How will we assess these students to
- **Degrees:**
  - **Associate of Arts (A. A.)**
    - English & Speech-9 hours
    - Math-3 hours
    - Physical/Biological Science-5 hours
    - Social/Behavioral Science-5 hours
    - Humanities-12 hours
    - Computer Science-3 hours
    - P.E. (1 hr), Capstone (1 hr), College Orientation (1 hr)
    - Electives-18 hours
  - **Associate of Science (A. S.)**
    - English & Speech-9 hours
    - Math-3 hours
    - Physical/Biological Science-10 hours
    - Social/Behavioral Science-9 hours
    - Humanities-9 hours
    - Computer Science-3 hours
    - Cultural Studies-3 hours
    - P.E. (1 hr), Capstone (1 hr), College Orientation (1 hr)
    - Electives-13 hours
  - **Associate of General Studies (A.G.S.)**

- English & Speech-9 hours
- Math-3 hours
- Physical/Biological Science-5 hours
- Social/Behavioral Science-6 hours
- Humanities-6 hours
- P.E. (1 hr), Capstone (1 hr), College Orientation (1 hr)
- Electives-30 hours
- Associate of Applied Science (A.A.S.)
  -
- Certificate Programs



|  |                                |
|--|--------------------------------|
|  | <b>Colleg Orientation 1 hr</b> |
|  | EDU1211 College Orientation    |

## EDU1211 College Orientation

|  |         |                 |
|--|---------|-----------------|
|  | ENG1013 | English 101     |
|  | ENG1023 | English 102     |
|  | SPE1093 | Public Speaking |

|         |                        |
|---------|------------------------|
| MAT1015 | Calculus w/ Geometry 1 |
| MAT1025 | Calculus w/ Geometry 2 |
| MAT1083 | College Algebra        |
| MAT1093 | Trigonometry           |
| MAT1233 | Basic Calculus         |
| MAT2033 | Calculus 3             |
| MAT2042 | Linear Algebra         |
| MAT2053 | Differential Equations |
| MAT2253 | Elementary Statistics  |
| MAT2043 | Math for Education1    |

|         |                          |
|---------|--------------------------|
| BIO1255 | Anatomy & Physiology     |
| BIO1215 | General Biology          |
| BIO1225 | General Botany           |
| CHE1095 | Basic Chemistry          |
| CHE1015 | General Chemistry 1      |
| PHS1215 | Fund of Physical Science |
| PHS2015 | College Physics 1        |
| BIO2235 | General Zoology          |
| BIO1245 | Microbiology             |

|  |         |                           |
|--|---------|---------------------------|
|  | SOC1013 | Sociology                 |
|  | SOC1023 | Social Problems           |
|  | SOC2223 | Marriage and Family       |
|  | SOC2263 | Social Welfare System     |
|  | SOC2273 | Social Work               |
|  | PSY1013 | General Psychology        |
|  | PSY1023 | Developmental Psychology  |
|  | ECO1013 | Microeconomics            |
|  | ECO2023 | Macroeconomics            |
|  | GEO1023 | World Regional Geography  |
|  | POL1013 | American Government       |
|  | POL1023 | State & Local Government  |
|  | POL1213 | Current World Affairs     |
|  | SOC2253 | Intro to Women in Society |

|         |                                       |
|---------|---------------------------------------|
| ART1053 | Art Appreciation                      |
| ART1743 | Art History 1                         |
| HIS1013 | US History 101                        |
| HIS1023 | US History 102                        |
| MUS1213 | Music Appreciation                    |
| MUS1233 | Introduction to Music Literature      |
| ENG2013 | American Literature 1                 |
| ENG2023 | American Literature 2                 |
| ENG2213 | Intro to Literature: Drama            |
| ENG2223 | Intro to Literature: Poetry           |
| ENG2233 | Intro to Literature: American Fiction |
| ENG2253 | Intro to Literature: Short Story      |
| ENG2293 | General Literature                    |
| PHI1113 | Philosophy of Life                    |
| DRA1313 | Theatre Appreciation                  |
| REL1073 | Old Testament Life Heritage           |
| LAN1000 | Foreign Language                      |

|  |         |                            |
|--|---------|----------------------------|
|  | COM1053 | Intro to Computer Science  |
|  | COM1033 | Microcomputer Applications |
|  | COM1013 | Personal Computing         |

|  |          |                              |
|--|----------|------------------------------|
|  | LAN 1000 | Foreign Language             |
|  | SOC1113  | Cultural Anthropology        |
|  | REL1093  | The Religions of Mankind     |
|  | HIS 2013 | History of Civilization 1    |
|  | HIS 2023 | History of Civilization 2    |
|  | HUM 1011 | Humanities Travel Experience |
|  | GEO1023  | World Regional Geography     |

|         |   |
|---------|---|
| PHE2671 | Lifetime Fitness                                      |
|         | Any physical activity course excluding varsity sports |

|          |          |
|----------|----------|
| EDU 2301 | Capstone |
|----------|----------|

Rev 3/25/13

14



|                          |                     |
|--------------------------|---------------------|
| College Orientation 1 hr |                     |
| EDU1211                  | College Orientation |

| English & Speech 9 hours |                 |
|--------------------------|-----------------|
| ENG1013                  | English 101     |
| ENG1023                  | English 102     |
| SPE1093                  | Public Speaking |

|  |         |                           |
|--|---------|---------------------------|
|  | MAT1073 | Intermediate Algebra      |
|  | MAT1075 | Intermediate Alg w/Review |
|  | MAT2763 | Business Math             |
|  | MAT1015 | Calculus w/ Geometry 1    |
|  | MAT1025 | Calculus w/ Geometry 2    |
|  | MAT1083 | College Algebra           |
|  | MAT1093 | Trigonometry              |
|  | MAT1233 | Basic Calculus            |
|  | MAT2033 | Calculus 3                |
|  | MAT2042 | Linear Algebra            |
|  | MAT2053 | Differential Equations    |
|  | MAT2253 | Elementary Statistics     |
|  | MAT2043 | Math for Education1       |

|  |         |                          |
|--|---------|--------------------------|
|  | BIO1255 | Anatomy & Physiology     |
|  | BIO1215 | General Biology          |
|  | BIO1225 | General Botany           |
|  | CHE1095 | Basic Chemistry          |
|  | CHE1015 | General Chemistry 1      |
|  | PHS1215 | Fund of Physical Science |
|  | PHS2015 | College Physics 1        |
|  | BIO2235 | General Zoology          |
|  | BIO1245 | Microbiology             |

|  |         |                          |
|--|---------|--------------------------|
|  | SOC1013 | Sociology                |
|  | SOC1023 | Social Problems          |
|  | SOC2223 | Marriage and Family      |
|  | SOC2263 | Social Welfare System    |
|  | SOC2273 | Social Work              |
|  | PSY1013 | General Psychology       |
|  | PSY1023 | Developmental Psychology |
|  | ECO1013 | Microeconomics           |
|  | ECO2023 | Macroeconomics           |
|  | GEO1013 | Principles of Geography  |
|  | GEO1023 | World Regional Geography |
|  | POL1013 | American Government      |
|  | POL1023 | State & Local Government |
|  | POL1213 | Current World Affairs    |

| Humanities 6 hrs |                                       |
|------------------|---------------------------------------|
| ART1053          | Art Appreciation                      |
| ART1743          | Art History 1                         |
| HIS1013          | US History 101                        |
| HIS1023          | US History 102                        |
| HIS2013          | History of Civilization 1             |
| HIS2023          | History of Civilization 2             |
| MUS1213          | Music Appreciation                    |
| MUS1233          | Introduction to Music Literature      |
| ENG2013          | American Literature 1                 |
| ENG2023          | American Literature 2                 |
| ENG2213          | Intro to Literature: Drama            |
| ENG2223          | Intro to Literature: Poetry           |
| ENG2233          | Intro to Literature: American Fiction |
| ENG2253          | Intro to Literature: Short Story      |
| ENG2293          | General Literature                    |
| PHI1113          | Philosophy of Life                    |
| DRA1313          | Theatre Appreciation                  |
| REL1073          | Old Testament Life Heritage           |
| REL1093          | The Religions of Mankind              |
| LAN1015          | Beginning Spanish                     |
| LAN1025          | Beginning Spanish 2                   |
| LAN1033          | Conversational Spanish                |
| LAN2213          | Intermediate Spanish                  |
| LAN2223          | Intermediate Readings Spanish         |

|  |   |
|--|---|
|  | PHE2671 Lifetime Fitness                              |
|  | Any physical activity course excluding varsity sports |

|          |          |
|----------|----------|
| EDU 2301 | Capstone |
|----------|----------|

[illegible]

**FSCC--HLC Team Presentation—July 13, 2016, Chicago, IL**

| <b>Goal</b>   | <b>Timeline</b>   | <b>Projected Outcome</b>   | <b>Responsible Parties</b>   | <b>Actual Results</b> |
|---|---|--|--|-----------------------|
| 1. Assessment Survey  | Next 2-3 weeks (late July-early August 2016)  | Acquire background knowledge of assessment   | All stakeholders   |                       |
| 2. Establish Vision/Values Statement (Institutional Goals?)                                     | Fall 2016   | Written & adopted vision/values statement (ties to HLC guiding values)   | Small group--cross functional team (all stakeholder input) –faculty, staff, students, board members  |                       |
| 3. Revise General Ed. Outcomes (College-wide abilities)   | Fall 2016—ongoing assessment cycle; assessment committee determines whether cycle is 3 or 5-year cycle. | Align with mission, vision, program/dept. level outcomes, course outcomes & align with program review & curriculum redesign                        | -Begin with entire assessment committee  |                       |
| 4. Assessment Training  | Begins Fall 2016, ongoing   | Productive training with stakeholders who can use data for informed assessment & improved student outcomes & improved institutional effectiveness. | -In-service Presentations<br>-Small-group presentations by faculty, staff) (HLC Assessment Conference Attendees-Robert G., Regena, Tom H., Robert D., Maria B. |                       |
| 5. Glossary of Assessment Terminology   | Aug. 2016   | Establish common assessment language among all stakeholders.   | Assessment Committee & results from Survey<br>Assessment by all stakeholders   |                       |
| 6. Culture Change   | Ongoing   | No CAVE dwellers (Colleagues Against Virtually Everything).  | All stakeholders   |                       |
| 7. Develop an integrated assessment process at all levels: institutional, program/dept., course | Begin immediately; up to 4 years  | All stakeholders will have a clear understanding & contribute to improving every aspect of the college (student outcomes &                         |  |                       |



|  |  |   |   |  |
|--|--|---|---|--|
|  |  | institutional effectiveness).   |   |  |
| 8. Curriculum Mapping  | Begin Fall 2016<br>-Ongoing<br>-Goal 2024 for all courses. | Curriculum mapping & alignment of outcomes achieved at all levels: institutional, program/dept., & course.  | All stakeholders: Assessment Co-coordinators, assessment committee & faculty & staff. |  |
| 9. Bring HLC Assessment Mentor to campus Jan. 2017 to facilitate process | January 2017<br>In-service                                 | Deeper understanding of assessment across college—building new culture/climate.   |   |  |
| 10. Closing the loop; staying focused on assessment goals                | Update by semester   | Inform, focus, & motivate stakeholders of progress on assessment plan (include success stories (faculty, staff, student, institutional) of how assessment cycle improved student outcomes & institutional effectiveness). | All stakeholders  |  |

- Q: How do we achieve faculty buy in?
  - University of St. Thomas-St. Paul—Faculty buy-in—Assessment Luncheons 2 per semester. 1<sup>st</sup> meeting introduction, invitation to discuss assessment among different depts.; meetings have built camaraderie; opportunity to have fun together. Began incorporating training; training given over to faculty; table topics (input for list came from email suggestions—rubrics, assessment planning, writing assessment reports); assessment consulting services—in-house, run by faculty member, go-to people for assessment questions).
  - Feedback/Input from other HLC Assessment Conference Attendees:
    - Other institutions have same issues.
- St. Thomas—Sara Smith**
  - Core curriculum is their gen eds.
- University of Arkansas**
  - Open Pathway—Brad Patterson—he likes Open Pathway.
    - one major project—
    - Assessment Management Tool—i.e.--TK20, Task Stream
    - Assessment databases others use: SPSS, Tableau, Qualtrax.
- Southcentral College in Mankato, MN—Renee Guyer**
  - **Challenges:**
    - Administrative turnover
    - Faculty buy-in
    - Lack of assessment committee meeting

Appendix B

## Assessment Mentoring Checklist:

| <b>MENTOR</b>  |                |
|--|----------------|
| <b>MENTEE</b>  |                |
| Item to be completed   | Date Completed |
| <b>Beginning of Semester</b>   |                |
| Review program outcomes  |                |
| Review institutional and general ed. outcomes  |                |
| Review course outcomes   |                |
| Review mapping of courses to program outcomes  |                |
| Distribute and discuss assessment process document   |                |
| Review the current assessment cycle including what outcomes currently need to be assessed                    |                |
| Review tools used to assess outcomes in the previous cycle   |                |
| Brainstorm future assessment tools   |                |
| Review rubrics and discuss how to score them (needs to be same for all instructors teaching the same course) |                |
| Discuss the reporting timeline (on the back)   |                |
|  |                |
| <b>End of Semester</b>   |                |
| Meet with mentee to help with reporting  |                |
| Review the timeline  |                |
|  |                |
| <b>Beginning of the Following Semester</b>   |                |
| Assist with completing program/department assessment report  |                |
|  |                |
|  |                |

## Reporting Timeline:

### Tasks

### Person Responsible

- |   |                |
|---|----------------|
| ○ Enter the data in Blackboard within 7 days of the end of course.  | Faculty        |
| ○ Run reports on the 10 <sup>th</sup> day   | Associate Dean |
| ○ Send reports to division chairs prior to the 14 <sup>th</sup> calendar day  | Associate Dean |
| ○ Submit the Program Assessment Report outlining the action plan prior to the first day of classes of the subsequent semester | Division Chair |
| ○ Review the results after making changes to see the impact   | Faculty        |
| ○ Document any findings/changes at the end of the (4 semester) assessment cycle   | Faculty        |

# Appendix C

# Assessment

By Adam Borth & Sonia Guarnani

## Presentation Purpose/Objectives

- Assessment at FSCC
- Why do we do assessment?
- Current state of Assessment at FSCC
- Results
- Assessment process
- Closing

## Assessment

At FSCC, assessment entails systematic data collection to enhance student learning and the use of that data to inform curricular changes. The major goal of assessment is to improve the quality of our programs while also enriching the entire educational experience for our students.

## Guiding Principles for Assessment

- Assessment is goal-oriented.
- Assessment is a vital piece of instruction.
- Assessment is continuous.
- Assessment data is used to make informed decisions.

## Why Do We Do Assessment?

- To identify what our students are learning in a course and/or program.
- To ensure that instruction/activities meet the outcomes.
- To enhance student experience by engaging in continuous quality improvement.
- To improve the quality of our academic programs.
- To exhibit accountability and transparency for our students and various stakeholders.

## Levels of Assessment

Assessment at FSCC is focused on evaluation of student learning outcomes at the following levels:

- Institutional (across multiple programs within the institution)
- General Education
- Department/Program
- Course
- Co-curricular

## Institutional Level

Three Institutional Outcomes:

**Academic Success:** Be in good standing by meeting institutional expectations and making academic progress towards earning their credentials.

**Personal Responsibility:** Holding oneself accountable and morally responsible while fostering personal and professional growth.

**Social Responsibility:** Prepare students for civic and community engagement, including social and cultural awareness, inclusion, and citizenship for the betterment of the community.

## Institutional Outcome: Academic Success

Criteria & Benchmarks for measuring Academic Success

- Completion/Retention Rates  
Benchmark: 50% of the full-time, first-time students will either complete or be retained from fall to fall
- Undergraduate Hours  
Benchmark: 75% of the courses attempted by students will be successfully completed with a grade of C or higher
- Financial Aid Probation Status  
Benchmark: More than 65% of the students will meet the FSCC's SAP policy requirements.
- Institutional GPA  
Benchmark: 70% of FSCC students will have a cumulative term GPA of higher than 2.5

## Results for Academic Success

## General Education

Four general education outcomes:

- Mathematical: Students will employ scientific and mathematical principles within the program disciplines.
- Communication (oral and written): Students will demonstrate effective written and oral communication.
- Technology Skills: Students will demonstrate effective use of technology.
- Critical Thinking: Students will apply critical thinking skills to evaluate possible resolutions to a given scenario.

## General Education

**Measures for Mathematical and Critical Thinking:**

ETS Proficiency Profile is used as a measure to assess mathematical and critical thinking.

- Benchmark: Scores for our students will fall within one standard deviation of the national mean. (same for both Mathematical and Critical Thinking)

**Measures for Technology and Communication Skills:**

- Students complete a Career Project in Capstone course.
- Benchmark: 70% of the students will receive 70% or better on the technology skills rubric.
- Benchmark: 70% of the students will receive 70% or better on the communication skills rubric.

## ETS Proficiency Profile Results

| Score    | FSCC Fall 20 (n=100) | S.D. | FSCC Spring 21 (n=100) | S.D. | FSCC Overall (n=200) | National Mean (n=100) | S.D. |
|----------|----------------------|------|------------------------|------|----------------------|-----------------------|------|
| Critical | 308.76               | 0.27 | 309.44                 | 0.27 | 309.10               | 309.10                | 0.27 |
| Reading  | 119.88               | 0.28 | 119.88                 | 0.28 | 119.88               | 119.88                | 0.28 |
| Writing  | 119.88               | 0.28 | 119.88                 | 0.28 | 119.88               | 119.88                | 0.28 |
| Overall  | 538.52               | 0.53 | 539.20                 | 0.53 | 538.86               | 538.86                | 0.53 |

| Score    | FSCC Fall 20 (n=100) | S.D. | FSCC Spring 21 (n=100) | S.D. | FSCC Overall (n=200) | National Mean (n=100) | S.D. |
|----------|----------------------|------|------------------------|------|----------------------|-----------------------|------|
| Critical | 307.76               | 0.26 | 307.76                 | 0.26 | 307.76               | 307.76                | 0.26 |
| Reading  | 119.88               | 0.28 | 119.88                 | 0.28 | 119.88               | 119.88                | 0.28 |
| Writing  | 119.88               | 0.28 | 119.88                 | 0.28 | 119.88               | 119.88                | 0.28 |
| Overall  | 537.52               | 0.52 | 537.52                 | 0.52 | 537.52               | 537.52                | 0.52 |

## Results: Fall 21

### Communication Skills

| Item   | Score | Target | Score | Target |
|--|-------|--------|-------|--------|
| 1. Students will demonstrate effective oral communication skills.    | 1.00  | 1.00   | 1.00  | 1.00   |
| 2. Students will demonstrate effective written communication skills. | 1.00  | 1.00   | 1.00  | 1.00   |
| 3. Students will demonstrate effective technology skills.            | 1.00  | 1.00   | 1.00  | 1.00   |
| 4. Students will demonstrate effective critical thinking skills.     | 1.00  | 1.00   | 1.00  | 1.00   |

## Results: Fall 21

### Technology Skills

| Item   | Score | Target | Score | Target |
|--|-------|--------|-------|--------|
| 1. Students will demonstrate effective oral communication skills.    | 1.00  | 1.00   | 1.00  | 1.00   |
| 2. Students will demonstrate effective written communication skills. | 1.00  | 1.00   | 1.00  | 1.00   |
| 3. Students will demonstrate effective technology skills.            | 1.00  | 1.00   | 1.00  | 1.00   |
| 4. Students will demonstrate effective critical thinking skills.     | 1.00  | 1.00   | 1.00  | 1.00   |

## Results: Spring 22

### Communication Skills

| Item   | Score | Target | Score | Target |
|--|-------|--------|-------|--------|
| 1. Students will demonstrate effective oral communication skills.    | 1.00  | 1.00   | 1.00  | 1.00   |
| 2. Students will demonstrate effective written communication skills. | 1.00  | 1.00   | 1.00  | 1.00   |
| 3. Students will demonstrate effective technology skills.            | 1.00  | 1.00   | 1.00  | 1.00   |
| 4. Students will demonstrate effective critical thinking skills.     | 1.00  | 1.00   | 1.00  | 1.00   |

## Results: Spring 22

### Technology Skills

| Item   | Score | Target | Score | Target |
|--|-------|--------|-------|--------|
| 1. Students will demonstrate effective oral communication skills.    | 1.00  | 1.00   | 1.00  | 1.00   |
| 2. Students will demonstrate effective written communication skills. | 1.00  | 1.00   | 1.00  | 1.00   |
| 3. Students will demonstrate effective technology skills.            | 1.00  | 1.00   | 1.00  | 1.00   |
| 4. Students will demonstrate effective critical thinking skills.     | 1.00  | 1.00   | 1.00  | 1.00   |

## Program/Department Level

- Define the mission of each department/program
- Define outcomes of each department/programs.
- Define the student learning outcomes for each course.
- Select assessment methods and identify assessment targets.
- Collect the data.
- Analyze the results.



## Appendix D

### Midcycle Assessment Templates

#### Template #1

##### Mid-cycle Assessment Report:

**This report needs to be submitted every semester to the division chair.**

|   |  |   |                       |
|---|--|---|-----------------------|
| Program                                     |  | Fall 2022                                     | Submitted By:         |
| <b>Department/Program Learning Outcomes</b> | <b>Means of Assessment and Benchmark</b> | <b>Summary of Data Collected and Findings</b> | <b>Use of Results</b> |
| 1.  |  |   |                       |
| 2.  |  |   |                       |

#### Template #2

##### Mid-cycle Assessment Report:

**This report needs to be submitted every semester to the division chair.**

Please complete the following table. Report each number as a single whole number (not a decimal, range of numbers, or percentage).

|                                     |                         |  |                         |  |
|-------------------------------------|-------------------------|--|-------------------------|--|
| Department/Program Learning Outcome | Fall 2021               |  | Spring 2022             |  |
|                                     | No of Students Assessed | No of Students with Acceptable Performance | No of Students Assessed | No of Students with Acceptable Performance |
|                                     |                         |  |                         |  |
|                                     |                         |  |                         |  |

Interpretation of Results Based on your analysis of the data, what evidence did you find for whether or not your specific learning outcomes are being met?

### Template #3

#### Mid-cycle Assessment Report:

This report needs to be submitted every semester to the division chair.

#### English & Literature Department Assessment Report-Fall 2021

During this assessment cycle (spring 2021, fall 2021, spring 2022), we are reporting on the following outcomes:

**ENG101: CLO 2: Practice ethical means. Benchmark: 80% will achieve a score of 3 or 4 on the final writing project.**

**ENG102: CLO 3: Use appropriate documentation. Benchmark: 75% of students will achieve a score of 3 or 4 on final writing project.**

| English 101 & 102 Course Data (Spring 2021, Fall 2021, Spring 2022) |  | Spring 2021 |         | Fall 2021 |         | Benchmark |
|---|--|-------------|---------|-----------|---------|-----------|
| Course Outcome  | Description  | #Scored     | Average | #Scored   | Average |           |
| ENG.1013.CLO.01.00  | ENG.1013.CLO.01.00<br>Employ conventions of format, structure, voice, tone, and level of formality to produce writing for specific purposes and audiences as required by various writing situations. |             |         |           |         |           |
| ENG.1013.CLO.02.00  | ENG.1013.CLO.02.00 Practice ethical means of creating their work while integrating their own ideas with those of others.   |             |         |           |         |           |
| ENG.1013.CLO.03.00  | ENG.1013.CLO.03.00<br>Demonstrate an ability to fulfill standards of syntax, grammar, punctuation, and spelling for various rhetorical contexts.   |             |         |           |         |           |
| ENG.1013.CLO.05.00  | ENG.1013.CLO.05.00 Critique their own and others' work.  |             |         |           |         |           |
| ENG.1023.CLO.01.00  | ENG.1023.CLO.01.00 Compose persuasive or informative texts acknowledging the expectations of specific audiences.   |             |         |           |         |           |
| ENG.1023.CLO.02.00  | ENG.1023.CLO.02.00<br>Apply research strategies including finding, evaluating, analyzing and synthesizing sources.   |             |         |           |         |           |
| ENG.1023.CLO.03.00  | ENG.1023.CLO.03.00 Employ an appropriate style for citing and listing sources.   |             |         |           |         |           |
| ENG.1023.CLO.04.00  | ENG.1023.CLO.04.00 Demonstrate the ability to read and think critically about texts.   |             |         |           |         |           |
| ENG.PLO.01.00   | ENG.PLO.01.00 Write documented analytical interpretations of texts.  |             |         |           |         |           |

|               |  |  |  |  |  |  |
|---------------|--|--|--|--|--|--|
| ENG.PLO.02.00 | ENG.PLO.02.00 Demonstrate knowledge of rhetorical analysis of texts.   |  |  |  |  |  |
| ENG.PLO.04.00 | ENG.PLO.04.00 Demonstrate collegiality through recognizing different viewpoints and working competently with others towards a shared goal. |  |  |  |  |  |

**Narrative:** Reflect on students' scores on outcomes (possible reasons why) and discuss any changes to improve student outcomes (action plan).



## Appendix E

### Department/Program Assessment Report

Year:

Department:

Contact:

Current Assessment Plan:

**Instructions:** For each student learning outcome assessed this year, identify the outcome statement, and then describe the methods, performance targets, results, and improvements or action plans made based on the findings. If you assessed more than one outcome, copy and paste the outline as needed.

- Every semester of the evaluation cycle, the division chairs will fill out the form for each department (**4 semesters are part of the assessment cycle**). For the current assessment plan for which you are submitting the report, circle the semester.
- Make sure to report on the same department outcome for the cycle and submit the form to the Instruction office.
- You don't need to aggregate the data for four semesters because you're looking at the trend data from one semester to the next for that cycle.
- In the last semester of that cycle, write the Program Improvements or Action Plan. However, if an action plan is needed before the last semester feel free to write it.

#### **Student learning outcome assessed:**

- *Which department/program outcome was assessed this cycle?*

#### **Methods used to assess at the department/program level (If multiple methods are used, describe each one separately):**

- *What types of student work or other evidence of learning were evaluated?*
- *What instruments, rubrics or other tools were used as measures?*
- *How were the results analyzed and aggregated at the program level for review?*
- *What persons/committees carried out the assessments and reviewed the results?*

#### **Benchmark for each assessment method used:**

- *Benchmark is the expected performance target you expect your students to achieve on the above outcome. For example: "90% of students who take the comprehensive exam will score 80 or higher." Or, 75% of students assessed on this outcome will score a 3 or 4 on the final writing project (or whatever is being assessed).*

#### **Results with analysis and interpretation:**

- *Summarize the results from the analysis of the assessment data*
- *Report key statistics. Present quantitative findings in tables or graphs if appropriate. Attach or provide links to any supplemental documents (such as a survey report). Qualitative results can be described in narrative form.*
- *Attach a copy of the rubric or other instrument used to collect data*
- *State whether the performance target(s) were met*
- *Provide a brief interpretation of the results and discuss the implications for the students and program.*
- *What strengths and concerns did you identify from the assessment findings?*

**Program improvements made or actions planned in response to these assessment findings (Complete after 4<sup>th</sup> semester of collecting data)**

- *Describe any changes made in response to the results.*
- *Describe action plans-- what you would do in the future to address the assessment findings.*
- *If target was not met, please provide some description of improvements made or action plans.*
- *What resources are needed to assist with meeting this outcome?*
- *If target was met and no immediate interventions are needed, you can say so and go on to describe any new initiatives that might be underway to further enhance student learning in this area.*

## Appendix F

### Annual Assessment Calendar

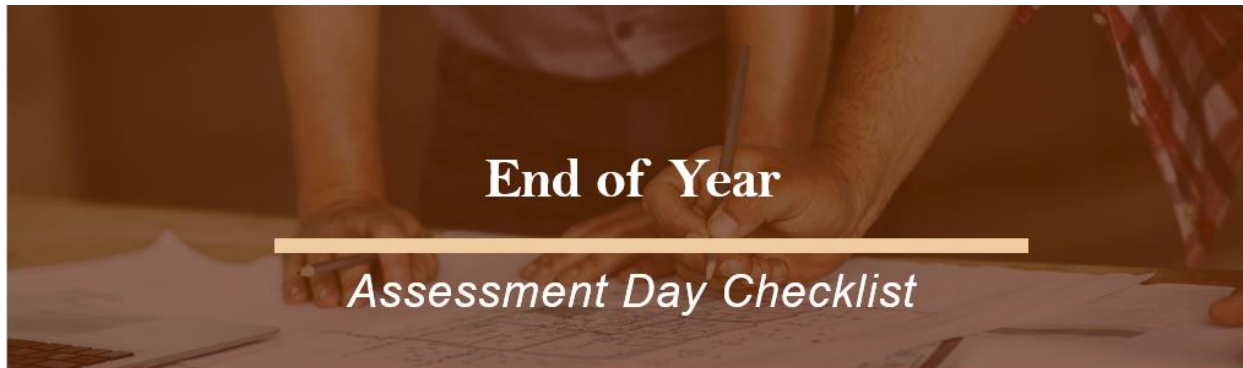
Faculty, division chairs and instruction office should use this calendar as a reminder of assessment due dates for the academic year.

| Month            | Faculty  | Division Chair  | Associate Dean                         |
|------------------|--|---|--|
| <b>August</b>    | Attend a departmental meeting to discuss course-level and program-level data   | Host a departmental meeting to discuss course-level and program-level data  |  |
| <b>September</b> | <p><u>September 15</u>: Submit (a) program learning outcome for which you will be collecting data</p> <p>(b) Update Curriculum Mapping</p> <p>(c) Complete <b>Mid-cycle Assessment Report</b> for the first, second, and third semester of the assessment cycle* to your Division Chair.</p> <p style="text-align: center;"><b>OR</b></p> <p>(d) Complete <b>Department/Program Assessment Report</b> at the end of the fourth semester of the assessment cycle including the action plan to your Division Chair</p> |   |  |
| <b>October</b>   |  | <u>October 15</u> : Submit <b>Department/Program Assessment Report</b> (if the assessment cycle is completed) and departmental meeting minutes to the instruction office. |  |
| <b>December</b>  | Enter the data in Blackboard by the last contract day.   |   | Run the Reports and send it to faculty |

|                 |   |   |  |
|-----------------|---|---|--|
| <b>January</b>  | Attend a departmental meeting to discuss previous semester data   | Host a departmental meeting to discuss previous semester data   |  |
| <b>February</b> | <p><u>February 15</u>: Submit (a) program learning outcome for which you will be collecting data</p> <p>(b) Update Curriculum Mapping</p> <p>(c) Complete <b>Mid-cycle Assessment Report</b> for the first, second, and third semester of the assessment cycle* to your Division Chair.</p> <p><b>OR</b></p> <p>(d) Complete <b>Department/Program Assessment Report</b> at the end of the fourth semester of the assessment cycle including the action plan to your Division Chair</p> |   |  |
| <b>March</b>    |   | <u>March 15</u> : Submit <b>Department/Program Assessment Report</b> (if the assessment cycle is completed) and departmental meeting minutes to the instruction office. |  |
| <b>May</b>      | Enter the data in Blackboard by the last contract day.  |   | Run the Reports and send it to faculty |

\*Assessment cycle includes four semesters.

## Appendix G



### **Assessment Day**

---

- \_\_\_ 1. Upload the rubrics in Blackboard.
- \_\_\_ 2. Label rubrics correctly e.g., Assessment Rubric- English 101 spring 2023
- \_\_\_ 3. Make sure rubrics are aligned to course & program outcomes.
- \_\_\_ 4. Enter the assessment data into the rubrics.
- \_\_\_ 5. Make notes, if needed (to help with completing the reports in fall).
- \_\_\_ 6. Notify division chairs after completing the assessment process.

Thank You!

## Appendix H

### **Institutional Learning Outcomes:**

1. Academic Success: Be in good standing by meeting institutional expectations and making academic progress towards earning their credentials.
2. Social Responsibility: Prepare students for civic and community engagement, including social and cultural awareness, inclusion, and citizenship for the betterment of the community.

### **General Education Learning Outcomes: For AS, AA, and AGS**

1. Mathematical: Students will employ scientific and mathematical principles within the program disciplines.
2. Communication (oral and written): Students will demonstrate effective written and oral communication.
3. Technology Skills: Students will demonstrate effective use of technology.
4. Critical Thinking: Students will apply critical thinking skills to evaluate possible resolutions to a given scenario.

### **Program/Department Level Learning Outcomes:**

#### Agriculture: Farm & Ranch Management (AAS)

1. Explain and apply the concepts of animal production.
2. Explain and apply the concepts of applied agricultural plant science.
3. Apply business skills to the agricultural industry.
4. Calculate mathematical and quantitative calculations for analyzing and problem solving within the agricultural industry.
5. Communicate effectively in written and oral form.

#### Allied Health

1. Demonstrate competent skills to provide holistic care for a diverse population.
2. Demonstrate the ability to perform within the scope of practice for Allied Health professionals.
3. Demonstrate effective communication techniques with members of the healthcare team.
4. Meet eligibility requirements in accordance with certifying agencies.
5. Apply the principles of safety when providing care in all healthcare settings.
6. Apply knowledge to begin the critical thinking process.

#### Behavioral Science

1. Differentiate between theories of the social and behavioral sciences.
2. Recognize forms of social interaction as addressed in the social and behavioral sciences.
3. Recognize the impact of global relationships and interconnectedness on social life and behavior.
4. Explain the effects of public policy and policy implementation on our social world and relationships.

### Business

1. Demonstrate successful communication within the business environment using verbal, written, and basic literacy skills.
2. Recognize and apply economic theories to real world problems and hypothetical situations.
3. Demonstrate an awareness and understanding of the business environment and human interaction.
4. Apply the skills and knowledge necessary for mathematical, scientific, and computer science in solving business problems.
5. Develop and demonstrate abilities in accounting, management, and introductory business.
6. Demonstrate the ability to perform basic financial analysis.

### Communication & Fine Arts

1. Students will demonstrate the process of conceptualizations to perform via multiple methods.
2. Students will be able to analyze culturally significant and diverse artifacts.
3. Students will be able to explain the social significance of creative endeavors.
4. Students will be able to perform with appropriate audience awareness.

### Construction Trades (AAS)

1. Students will demonstrate appropriate safety in the lab and apply their knowledge of a safe environment to daily construction and masonry situations.
2. Students will be able to construct various elements of a building to create a complete quality structure, including interior and exterior elements of the building.
3. Students will be able to apply their knowledge of tools, fasteners and building materials to real-world applications.
4. Students will be able to assess existing structures and develop a strategy to repair or remodel the structure.
5. Students will be able to construct various types of a masonry walls to create a complete quality foundation or decorative element, including multiple techniques and materials.
6. Students will be able to apply their knowledge of masonry tools and building materials to real-world applications.
7. Students will be able to assess existing masonry structures and develop a strategy to repair or remodel the structure.

### Cosmetology (AAS)

1. Students will be able to demonstrate effective communication, teamwork and professional ethics.
2. Students will be able to display the professional standards for artistry of hair-cutting and styling.
3. Students will be able to apply the techniques of chemical services including coloring, texturizing and performing acrylic nails services.
4. Students will be able to develop an understanding of business skills including the sale of retail products, customer service and money management.

5. Students will be able to demonstrate the knowledge of the rules and regulations set by the Kansas Board of cosmetology.
6. Students will possess the necessary skills to pass the theory and practical exams for Kansas state cosmetology licensure.

#### Criminal Justice

1. Students will demonstrate a thorough knowledge of the criminal justice system including police, courts and corrections.
2. Students will be able to identify and articulate the characteristics of professional integrity and ethical standards for criminal justice professionals.
3. Students will be able to demonstrate an understanding of the historic origins, structure, and operation of our American Criminal Justice system.
4. Students will be able to demonstrate an understanding of the laws, constitutional requirements, and legally defined procedures that criminal justice professionals have to adhere to when working within the field of criminal justice.
5. Students will be able to apply biological, sociological and psychological theories to better understand criminal behavior.
6. Students will demonstrate communication within the criminal justice system.

#### Education

1. Demonstrate adherence to professional conduct in teaching as a profession.
2. Evaluate and differentiate pedagogical techniques and learning styles of teaching as a profession.
3. Demonstrate effective classroom management and communication skills.
4. Apply techniques for planning and engaging student learning within the classroom.
5. Apply techniques for assessing student learning within the classroom.
6. Recognize the role and impact of education in a multicultural society.

#### English & Literature

1. Write documented analytical interpretations of texts.
2. Demonstrate knowledge of rhetorical analysis of texts.
3. Demonstrate meaning, style, and structure of literary genres.
4. Demonstrate collegiality through recognizing different viewpoints and working competently with others towards a shared goal.
5. Analyze and interpret cultural and historical contexts.
6. Demonstrate critical thinking by synthesizing different texts.

#### Environmental Water Technologies

1. Students will demonstrate the knowledge of fundamental aspects of drinking water distribution, drinking water treatment, wastewater collection and wastewater treatments, utilities management and utilities maintenance.
2. Students will apply math and hydraulic skills to general public work activities, water and wastewater plant operation, management skills, collection systems and water distribution operations.
3. Students will follow safe work practices.



4. Students will be able to conduct routine operations and maintenance of equipment used in water treatment plant.
5. Students will demonstrate understanding of state and federal regulations for water and wastewater plant operations.

#### Humanities

1. Demonstrate the ability to analyze and interpret evidence to contextualize historical, philosophical or religious events or issues by using appropriate disciplinary methods or approaches and be able to show how it relates to today.
2. Demonstrate the ability to evaluate different perspectives and arguments over events or issues.
3. Interpret and apply primary and secondary sources and write over a range of discipline-specific tasks, purposes, and audiences by using evidence from the sources.
4. Interpret and apply the principles of rule of law, representation, types of government, rights and responsibilities of individuals, and social contract.

#### HVAC (AAS)

1. Students will be able to evaluate residential AC and Heating system operation against the manufacturer and recognized industry performance standards and implement corrective actions to optimize performance.
2. Students will be able to apply best practice service procedures to heating & AC systems.
3. Students will be able to demonstrate an understanding of current EPA section 608 laws and guidelines.

#### John Deere (AAS)

1. Students will be able to diagnose electrical and electronic failures in John Deere equipment.
2. Students will be able to diagnose hydraulic failures in John Deere equipment.
3. Students will be able to navigate, reprogram, and perform test using John Deere's Service Advisor.
4. Students will be able to run test, diagnose, and repair power train systems in John Deere equipment.
5. Students will be able to run test, diagnose, and repair failures within engine and fuel systems on John Deere machines.
6. Students will be able to run test, diagnose, and repair air conditioning system failures on John Deere machines.

#### Math

1. Synthesize relevant information and create a mathematical equation or expression to determine the answer to the question posed in an application.
2. Use algebraic manipulation to find solutions to problems.
3. Analyze, create, and solve problems using graphs.
4. Communicate mathematics using correct terminology and notation.
5. Apply mathematics to think critically.

#### Nursing (AAS)

1. The Program demonstrates evidence of students' achievement of each end-of-program student learning outcome. (7 outcomes)
  - a) Integrate caring behaviors in practicing the art and science of nursing within a diverse population (Patient Centered Care – QSEN)
  - b) Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks (Patient Centered Care – QSEN)
  - c) Collaborate with clients and members of the inter-professional healthcare team to optimize client outcomes (Teamwork and Collaboration / Quality Improvement – QSEN)
  - d) Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence-based practice (Evidence based practice – QSEN)
  - e) Manage care and provide leadership to meet client needs using available resources and current technology (Quality improvement / Informatics – QSEN)
  - f) Generate teaching and learning processes to promote and maintain health and to reduce risks for a global population (Safety – QSEN)
  - g) Demonstrate effective communication methods to manage client needs and to interact with other health care team members (Informatics – QSEN)
2. The program demonstrates evidence of graduates' achievement on the licensure examination.
3. The program demonstrates evidence of students' achievement in completing the nursing program.
4. The program demonstrates evidence of graduates' achievement in job placement.

## Science

### Biology

1. Apply concepts and terminology in molecular, cellular, organismal, and/or ecological biology.
2. Recognize the relationship between structure and function at the following levels: molecular, cellular, and organismal.
3. Synthesize information, demonstrate critical thinking and problem-solving skills using experimental design and the scientific method.

### Chemistry

1. Apply chemistry concepts including stoichiometry, concentration, kinetics, equilibrium, thermodynamics, electrochemistry, and organic chemistry functional groups.
2. Accurately perform common lab techniques and procedures including titration and using a digital balance.
3. Draw correct conclusions from experimental data.
4. Devise and carry out a procedure in lab to solve a new scenario similar to an existing one.
5. Work in the laboratory in accordance with good laboratory practices.
6. Maintain a lab notebook and/or complete lab reports that are clear, understandable, and accurately represent the data collected.

### Physics

1. Derive mathematical models based on physics theories and laws by using the tools of algebra, trigonometry, and calculus.
2. Apply the appropriate theories and laws of physics, and the derived mathematical models to formulate answers to real-world problems in physics, engineering, and medical physics.
3. Explain and predict the behavior of many physical and biological systems that involve: mechanics, thermodynamics, electricity, light, sound, and subatomic nuclear particles.
4. Perform experiments using physical instruments to collect and statistically analyze data to test physics theories and laws, form conclusions, and extend conclusions to the design of practical systems or explaining natural phenomena.

### Social Science

1. Explain the effects of public policy and policy implementation on our social world and relationships.
2. Explain the construction and effects of the Administrative State.
3. Explain the importance of geo-political relationships.
4. Explain the importance of maps, the purposes for which maps are used, and how maps represent information concerning our world and many times distort that information.

### Harley-Davidson (AAS)

1. Students will be able to demonstrate the systematic knowledge of service requirements for various intervals including 5K, 10 K, and 25K.
2. Students will be able to perform different service writer tasks using TALON.
3. Students will be able to implement tasks associated with sales, marketing, parts and management including creating work orders, looking up parts and part numbers.
4. Students will safely perform tire and brake performance.
5. Students will be able to run Electrical Diagnostic tests using DVOM.

### Welding (AAS)

1. After completion of the OSHA 10 online course and Welding Safety instruction, students will demonstrate appropriate safety in the lab and apply their knowledge of a safe environment to daily construction situations.
2. Students will be able to apply their knowledge of welding equipment, tools, and processes to real-life situations that involve multiple variables (such as metal thickness, welding positions, welding processes, etc.) and successfully create a quality weld using various welding processes.
3. Students will be able to apply their knowledge of cutting processes and base metal preparation to create welding surfaces that are appropriate for executing a quality weld.
4. Students will be able to understand, interpret, and create basic welding symbols and blueprints based on industry standards and have a fundamental knowledge of welding terminology.

## **Co-Curricular Programs:**

### **Advising**

1. Students will demonstrate understanding of college policies and academic standards in order to graduate or transfer in a timely manner.
2. Students will be provided information about campus resources, academic programs, and support services that promote academic success.

### **Library**

1. FSCC students will demonstrate knowledge and understanding of academic integrity after receiving academic integrity support and education.
2. FSCC Students will be able to identify, access, interpret, and use information effectively for academic success, research, and lifelong learning.
3. FSCC students will be able to access collections aligned with areas of research, curricular foci, or institutional strengths.
4. FSCC students, faculty, and community will be able to discover information in all formats through effective use of technology and organization of knowledge.

### **Phi Theta Kappa**

1. Phi Theta Kappa students will achieve personal and professional goals related to academic achievement.
2. Phi Theta Kappa members will demonstrate leadership qualities by meeting the 5-Star Chapter plan requirements.
3. Phi Theta Kappa members will engage in community service.
4. Phi Theta Kappa members will engage in lively fellowship for scholars and stimulation of interest in continuing academic excellence while facilitating positive change.

### **Student Success Center**

1. FSCC students will engage in free tutoring services offered by the SSC.
2. FSCC students will engage in the SSC testing services.
3. The community will engage in services offered by the SSC.

### **TRIO**

1. Students will develop strategies for personal growth and leadership.
2. Students will implement strategies for degree attainment.

Appendix I  
**Assessment Report**

| Institutional                          |   | AY 2021-22  | Submitted By: Sonia Gugnani   |  |
|--|---|---|---|--|
| <b>Institutional Learning Outcomes</b> | <b>ILOs</b>   | <b>Means of Assessment and Benchmark</b>  | <b>Summary of Data Collected and Findings</b>   | <b>Use of Results</b>                          |
| 1. Academic Success                    | Students will be in good standing by meeting institutional expectations and making academic progress towards earning their credentials. | <ul style="list-style-type: none"> <li>Completion/retention rates.<br/>Benchmark: 50% of the full-time, first-time students will either complete or be retained from fall to fall.</li> <li>Undergrad hours<br/>Benchmark: 75% of the courses attempted will be successfully completed with a grade of C or higher.</li> <li>Financial aid probation status<br/>Benchmark: More than 65% of the students will meet the FSCC's SAP policy requirement.</li> <li>Institutional GPA<br/>Benchmark: 70% of the students will have a cumulative GPA of higher than 2.5.</li> </ul> | <ul style="list-style-type: none"> <li>Retention rate (includes completion rates) for fall 2020 to fall 2021 was 55%<br/><i>Benchmark met.</i></li> <li>81.94% of the courses were successfully completed with a C or better.<br/><i>Benchmark met.</i></li> <li>68.73 % students met the SAP policy for 2021-22<br/><i>Benchmark met.</i></li> <li>77.5 % of the students had a cumulative GPA of higher than 2.5<br/><i>Benchmark met.</i></li> </ul> | Continue to collect data for academic success. |

|                          |   |  |   |  |
|--------------------------|---|--|---|--|
| 2. Social Responsibility | Prepare students for civic and community engagement, including social and cultural awareness, inclusion, and citizenship for the betterment of the community. |  | Identify measures, benchmarks, and start collecting data in academic year 2022-23 |  |
|--------------------------|---|--|---|--|

### Assessment Report

| Institutional                   |   | AY 2022-23  | Submitted By: Sonia Gugnani   |  |
|---------------------------------|---|---|---|--|
| Institutional Learning Outcomes | ILOs  | Means of Assessment and Benchmark   | Summary of Data Collected and Findings  | Use of Results   |
| 1. Academic Success             | Students will be in good standing by meeting institutional expectations and making academic progress towards earning their credentials. | <ul style="list-style-type: none"> <li>Completion/retention rates.<br/>Benchmark: 50% of the full-time, first-time students will either complete or be retained from fall to fall.</li> <li>Undergrad hours<br/>Benchmark: 75% of the courses attempted will be successfully completed with a grade of C or higher.</li> <li>Financial aid probation status<br/>Benchmark: More than 65% of the students will meet the FSCC's SAP policy requirement.</li> <li>Institutional GPA</li> </ul> | <ul style="list-style-type: none"> <li>Retention rate (includes completion rates) for fall 2021 to fall 2022 was 49%<br/><i>Benchmark not met.</i></li> <li>85.89% of the courses were successfully completed with a C or better.<br/><i>Benchmark met.</i></li> <li>75.33% students met the SAP policy for 2022-23<br/><i>Benchmark met.</i></li> <li>82% of the students had a cumulative GPA of higher than 2.5</li> </ul> | Strategic Enrollment Committee is created to address declining enrollment and retention rates. |

|                          |   |   |  |   |
|--------------------------|---|---|--|---|
|                          |   | 70% of the students will have a cumulative GPA of higher than 2.5.  | <i>Benchmark met.</i>  |   |
| 2. Social Responsibility | Prepare students for civic and community engagement, including social and cultural awareness, inclusion, and citizenship for the betterment of the community. | <ul style="list-style-type: none"> <li>Community service<br/>Benchmark: Students will complete 1000 hours of community service in an academic year.</li> <li>Cultural Awareness<br/>Benchmark: 25 events or pedagogical activities fostering cultural awareness will be offered during an academic year.</li> <li>Social responsibility survey</li> </ul> | <ul style="list-style-type: none"> <li>Total community service hours:1344<br/><i>Benchmark met.</i></li> <li>Cultural Awareness events: 41 events were offered in 14 different courses in addition to 33 activities sponsored by Gordon Parks Museum.<br/><i>Benchmark met.</i></li> </ul> | Social responsibility survey will be piloted to all degree/certificate seeking students, starting fall 2023 |

## Appendix J

### **Assessment Rubric-Communication Rubric for Gen Ed Outcome 9.9.21; edited 12.2.22**

Description- Outcome 4 adapted from Association of American Colleges & Universities, aacu.org

| Criteria   | Level 1<br>Does not meet standards  | Level 2<br>Needs Improvement   | Level 3<br>Meets Standards  | Level 4<br>Exceptional  |
|--|---|--|---|---|
| Student demonstrates the critical thinking process from idea to application. | Student fails to demonstrate the process from idea to application.  | Student partially demonstrates the process from idea to application.   | Student adequately demonstrates the process from idea to application.   | Student fully demonstrates the critical thinking process from idea to application.  |
| Student successfully communicates the developed ideas.                       | Student does not successfully communicate the developed ideas.  | Student partially communicates the developed ideas.  | Student adequately communicates the developed ideas.  | Student fully communicates the developed ideas.   |
| Student demonstrates appropriate audience awareness.                         | Student does not exhibit audience awareness through tone, word choice, and content.   | Student partially exhibits audience awareness through tone, word choice, and content.                          | Student adequately exhibits audience awareness through tone, word choice, and content.                          | Student fully exhibits audience awareness through tone, word choice, and content.   |
| Student demonstrates appropriate use of supporting evidence.                 | Student uses insufficient supporting materials, ethically referencing information that minimally supports the presentation. | Student uses supporting materials, ethically referencing information that partially supports the presentation. | Student uses supporting materials, ethically referencing information that adequately supports the presentation. | Student uses a variety of supporting materials, ethically referencing information that significantly supports the presentation. |

### **TECHNOLOGY SKILLS RUBRIC**

Assessment of Effective Use of Technology

| NAME:   |  | COURSE:   |  | DATE:  |       |
|---|--|---|--|--|-------|
| Intended Outcome: The student will clearly demonstrate the ability to use a variety of electronic resources and methods |  |   |  |  |       |
| Performance Area  | Score=1  | Score=2   | Score=3  | Score= 4   | Score |
|   | Does not meet Standards                                  | Needs Improvement   | Meets Standards  | Exceptional  |       |
| Use of electronic or online communication tools.  | Cannot use any electronic communication or course tools. | Uses email but does not use any other electronic communication or course tools. | Use email or other electronic tools to communicate with others, but cannot | Effectively uses email or other electronic tools to communicate with others, including the |       |



|  |                                  |  |  |   |  |
|--|----------------------------------|--|--|---|--|
|  |                                  |  | open/include attachments. Occasionally uses electronic course tools, such as course management system.   | use of attachments. Frequently utilizes electronic course tools, such as course management system.  |  |
| Use of a variety of electronic tools to create a complex document. | Cannot create complex documents. | Demonstrates an ability to create complex documents using multiple types of software with assistance, including formatting data, creating graphs/charts, & inserting graphics. | Demonstrates an initiative to create complex documents using multiple types of software, including formatting data, creating graphs/charts, & inserting graphics with some guidance. | Demonstrates an initiative to create complex documents using multiple types of software independently, including formatting data, creating graphs/charts, & inserting graphics. |  |
| Comments:  |                                  |  |  |   |  |

## Appendix K

| <b>Agriculture: Farm &amp; Ranch Management REFERENCE RUBRIC- PLO Rubric with Course Outcome mapping/alignments</b>  |   |  |   |   |   |
|--|---|--|---|---|---|
| <i>Description: This rubric is used for department/program data reporting only. Credits: AACU Value Rubric <a href="https://www.aacu.org/value-rubrics">https://www.aacu.org/value-rubrics</a></i> |   |  |   |   |   |
|  | <b>Levels of Achievement</b>  |  |   |   |   |
| <b>Criteria</b>  | <b>1=Does not meet expectations</b>   | <b>2=Needs improvement</b>   | <b>3=Meets Expectations</b>   | <b>4=Exceeds Expectation</b>  | <b>Mapping</b>  |
| <b>Outcome 1: Explain and apply the concepts of animal production and animal products.</b>   | Does not demonstrate knowledge of the concepts of animal production and animal products.  | Partially demonstrates knowledge of the concepts of animal production and animal products.   | Demonstrates adequate knowledge of the concepts of animal production and animal products.   | Exceeds the knowledge of the concepts of animal production and animal products.   | AGR1243 Outcome: 1,2,3,4,5 AGR1252 Outcome: 1,4,5 AGR2044 Outcome: 1,2,4 AGR2203 Outcome: 5,6 AGR2055: Outcome: 4,6 |
| <b>Outcome 2: Explain and apply the concepts of applied agricultural plant science.</b>  | Does not demonstrate knowledge of the concepts of applied agricultural plant science.   | Partially demonstrates knowledge of the concepts of applied agricultural plant science.  | Demonstrates adequate knowledge of the concepts of applied agricultural plant science.  | Exceeds the knowledge of the concepts of applied agricultural plant science.  | AGR1204 Outcome: 2,3,4,6 AGR2244 Outcome: 1,2,3,4,5   |
| <b>Outcome 3: Apply business skills to the agricultural industry.</b>  | Does not demonstrate the knowledge of application of business skills to the agricultural industry.  | Partially demonstrates knowledge of the application of business skills to the agricultural industry.   | Demonstrates adequate knowledge of the application of business skills to the agricultural industry.   | Exceeds knowledge of application of business skills to the agricultural industry.   | AGR2253 Outcome: 1,2,3 AGR2323 Outcome: 2,4,5   |
| <b>Outcome 4: Calculate mathematical and quantitative calculations for analyzing and problem solving within the agricultural industry.</b>   | Does not demonstrate and understanding of calculation of mathematical and quantitative problems for analyzing and problem solving within the agricultural industry. | Partially demonstrates an understanding of calculation of mathematical and quantitative problems for analyzing and problem solving within the agricultural industry. | Demonstrates an adequate understanding of calculation of mathematical and quantitative problems for analyzing and problem solving within the agricultural industry. | Exceeds an understanding of calculation of mathematical and quantitative problems for analyzing and problem solving within the agricultural industry. | AGR1013 Outcome: 1,2,3,4,5<br>AGR1252 Outcome: 5<br>AGR2244 Outcome: 3<br>AGR2112 Outcome: 3                        |
| <b>Outcome 5: Communicate effectively in oral and written form.</b>  | Does not communicate effectively in oral and written form.  | Partially communicates effectively in oral and written form.   | Adequately communicates effectively in oral and written form.   | Exceeds effective communication in oral and written form.   | AGR2013 Outcome: 1,2,3,4,5  |

## Appendix L

| General Education                   |   | Academic Year:<br>2020-21   | Submitted By: Sonia Gugnani<br>Associate Dean of Instruction & Institutional Effectiveness  |  |  |
|-------------------------------------|---|---|---|--|--|
| General Education Learning Outcomes | GELOs   | Means of Assessment and Criteria for Success  | Summary of Data Collected   | Findings   | Use of Results   |
| 1. Mathematical Skills              | Students will demonstrate effective mathematical skills.      | ETS Proficiency Profile.<br>Benchmark: Scores for our students will fall within 1 standard deviation of the national average. | Data was collected in fall 2018, spring 2019, fall 2020, and spring 2021.<br><i>Data could not be collected for spring 2020, therefore academic year 2019 was excluded.</i> | Academic year 2018: <i>Benchmark met</i><br>Academic year 2020: <i>Benchmark met</i>                                 | Continue to monitor this indicator.  |
| 2. Critical Thinking Skills         | Students will demonstrate effective critical thinking skills. | ETS Proficiency Profile.<br>Benchmark: Scores for our students will fall within 1 standard deviation of the national average. | Data was collected in fall 2018, spring 2019, fall 2020, and spring 2021.<br><i>Data could not be collected for spring 2020, therefore academic year 2019 was excluded.</i> | Academic year 2018: <i>Benchmark met</i><br>Academic year 2020: <i>Benchmark met</i>                                 | Continue to monitor this indicator.  |
| 3. Communication Skills             | Students will demonstrate effective communication skills.     | ETS Proficiency Profile.<br>Benchmark: Scores for our students will fall within 1 standard deviation of the national average. | Data was collected in fall 2018, spring 2019, fall 2020, and spring 2021.<br><i>Data could not be collected for spring 2020, therefore academic year 2019 was excluded.</i> | Academic year 2018: <i>Benchmark met for writing but not for reading</i><br>Academic year 2020: <i>Benchmark met</i> | Even though the benchmark was met, the assessment committee decided that communication skills will be assessed in the Capstone course starting in fall 2021. |
| 4. Technology Skills                | Students will demonstrate effective use of technology.        |   |   |  | Will be assessing this outcome in the Capstone course starting in fall 2021.   |

| General Education                   |   | Academic Year: 2021-22   | Submitted By: Sonia Gugnani<br>Associate Dean of Instruction & Institutional Effectiveness             |  |   |
|-------------------------------------|---|--|--|--|---|
| General Education Learning Outcomes | GELOs   | Means of Assessment and Criteria for Success   | Summary of Data Collected  | Findings   | Use of Results  |
| 1. Mathematical Skills              | Students will demonstrate effective mathematical skills.      | ETS Proficiency Profile.<br>Benchmark: Scores for our students will fall within 1 standard deviation of the national mean.   | The data is aggregated for fall and spring and is compared to the national mean.                       | The overall score for our students for AY 21-22 was 110.9.<br><i>Benchmark met</i>                             | Continue to monitor this indicator.   |
| 2. Critical Thinking Skills         | Students will demonstrate effective critical thinking skills. | ETS Proficiency Profile.<br>Benchmark: Scores for our students will fall within 1 standard deviation of the national mean.   |  | The overall score for our students for AY 21-22 was 107.4.<br><i>Benchmark not met</i>                         | Continue to monitor this indicator for one more year to determine if we meet the benchmark.   |
| 3. Communication Skills             | Students will demonstrate effective communication skills.     | Career project in Capstone course utilized for assessing. Rubric was created and piloted in fall 2021, spring 2022.<br>Benchmark: 70% of the students will score a 3 or above on a 4-point rubric. | Instructors teaching the course utilized the communication skills rubric to assess the career project. | Fall 2021: 96.4% scored a 4 on the rubric.<br>Spring 2022: 83.4% scored a 3 or better.<br><i>Benchmark met</i> | Provide training for assessing rubrics. Faculty from the English & Communication department will assess a sample of career projects independently to help establish interrater reliability. |
| 4. Technology Skills                | Students will demonstrate effective use of technology.        | Various artifacts from Capstone course were utilized. Rubric was created and piloted in fall 2021, spring 2022.<br>Benchmark: 70% of the students will score a 3 or above on a 4-point rubric.     |  | Fall 2021: 100% scored a 4.<br>Spring 2022: 36% scored a 4 and 52.9% scored a 3.<br><i>Benchmark met</i>       | Provide training for assessing rubrics.   |

| General Education                   |   | Academic Year: 2022-23   | Submitted By: Sonia Gugnani<br>Associate Dean of Instruction & Institutional Effectiveness   |  |  |
|-------------------------------------|---|--|--|--|--|
| General Education Learning Outcomes | GELOs   | Means of Assessment and Criteria for Success   | Summary of Data Collected  | Findings   | Use of Results   |
| 1. Mathematical Skills              | Students will demonstrate effective mathematical skills.      | ETS Proficiency Profile.<br><br>Benchmark: Scores for our students will fall within 1 standard deviation of the national mean.   | The data is aggregated for fall and spring and is compared to the national mean.   | The overall score for our students for AY 22-23 was 111.6.<br><br><i>Benchmark met</i>   | FSCC will be utilizing the online version of ETS Proficiency Profile.  |
| 2. Critical Thinking Skills         | Students will demonstrate effective critical thinking skills. | ETS Proficiency Profile.<br><br>Benchmark: Scores for our students will fall within 1 standard deviation of the national mean.   |  | The overall score for our students for AY 22-23 was 109.1.<br><br><i>Benchmark met</i>   |  |
| 3. Communication Skills             | Students will demonstrate effective communication skills.     | Career project in Capstone course utilized for assessing. Rubric was created and piloted in fall 2021, spring 2022.<br><br>Benchmark: 70% of the students will score a 3 or above on a 4-point rubric. | Interrater reliability was established by communication faculty independently assessing a sample (20%) of projects from the capstone course. The faculty discussed the results, noting acceptable interrater reliability among graders. In most cases, faculty rated student performance within 1 point of each other. | Fall 2022:<br><br>79.7% of the chosen sample scored a 3 or better.<br><br><i>Benchmark met.</i><br><br>Spring 2023:<br><br>45.8% of the chosen sample scored a 3 or better.<br><br><i>Benchmark not met.</i> | Prior to the grading session during the fall 2022 semester, these faculty members had met and discussed the rubric, deciding to add more specific information to distinguish the achievement levels. After faculty assessed the projects they discussed the results, noting acceptable interrater reliability among graders. For instance, faculty noted that within most cases, graders rated student performance within 1 point of each other. |
| 4. Technology Skills                | Students will demonstrate effective use of technology.        | Various artifacts from Capstone course were utilized.<br><br>Benchmark: 70% of the students will score a 3 or above on a 4-point rubric.   |  | Fall 2022: 71.3% scored a 3 or better.<br><br><i>Benchmark met</i><br><br>Spring 2023: 91.9% scored a 3 or better.<br><br><i>Benchmark met</i>   | Create guidelines for assessing the technology rubric.   |

## Appendix M

### Assessment Report: Co-Curricular

| Department: Advising   | Academic Year: 2022-23   |  | Submitted By: Ashley Keylon<br>Director of Advising  |
|--|--|--|--|
| Outcomes   | Means of Program Assessment and Benchmark:   | Summary of Data Collected and Findings:  | Use of Results:  |
| 1. Students will demonstrate understanding of college policies and academic standards in order to graduate or transfer in a timely manner. | <p><b>Completion rates</b><br/>Benchmark: The three-year average completion rate will be above 34%.</p> <p><b>Satisfaction survey</b><br/>Benchmark: 75% of the students will be satisfied with advising services.</p> | <p>The data includes cohort of full-time, first-time degree/certificate-seeking undergraduate students who complete all requirements of their program in 150% of the normal time:</p> <ul style="list-style-type: none"> <li>Average graduation rate for cohort 2017, 2018, and 2019: 34.33%</li> </ul> <p>Benchmark met.</p> <ul style="list-style-type: none"> <li>95.8% of students reported via the satisfaction survey that adequate info received.</li> </ul> <p>Benchmark Met</p> | <p>Although the benchmark was met, advising will continue to collect data, monitor, and report this objective.</p> <p>Advising will continue to:</p> <ul style="list-style-type: none"> <li>Encourage students to utilize the free tutoring services offered to all students</li> <li>Encourage faculty to submit Early Alerts</li> <li>Educate students on add/drop periods. (1<sup>st</sup> week only)</li> </ul> <p>The satisfaction survey was first administered during the spring semester beginning in March 2023.</p> <ul style="list-style-type: none"> <li>Advising will continue to promote the completion of the satisfaction survey.</li> </ul> |
| 2. Students will be provided information about campus resources, academic programs, and support services that promote academic success.    | <p><b>Institutional GPA</b><br/>Benchmark: 70% will have a cumulative GPA of 2.5 or higher</p> <p><b>Quiz/Survey—in FYE class</b><br/>Benchmark: 90% of students taking the quiz will receive 100%</p>                 | <ul style="list-style-type: none"> <li>Institutional GPA: 82% of the students had a cumulative GPA of higher than 2.5</li> </ul> <p>Benchmark Met</p>  | <p>In an effort to gather data directly related to student comprehension of campus, academic programs, and support services that promote academic success offered at FSCC, students will be given a quiz following advising presentations in the FYE course and others. This quiz administration will begin in spring 2024.</p>  |

### Assessment Report: Co-Curricular

| Department: Library  | Academic Year: 2021-22   |  | Submitted By: Susie Arvidson<br>Phi Theta Kappa Advisor   |
|--|--|--|---|
| Objectives   | Means of Program Assessment and Criteria for Success:  | Summary of Data Collected and findings:  | Use of Results:   |
| FSCC students will demonstrate knowledge and understanding of academic integrity after receiving academic integrity support and education.                   | <ul style="list-style-type: none"><li>Academic integrity violations</li></ul> Benchmark: Academic integrity violations will decline following library educational opportunities.   | <ul style="list-style-type: none"><li>There was a decline in plagiarism cases in 2021-22 from 2020-21, however, 2020-21 was the year where the modality of the classes was changed to online.<ul style="list-style-type: none"><li>Benchmark met</li></ul></li></ul>                         | <ul style="list-style-type: none"><li>Continue to offer library one-shot lessons in English and the First Year Experience courses specifically on academic integrity.</li><li>Discourage academic integrity violations via social and printed media.</li><li>Offer new student workshop in the library.</li><li>Accessibility of the librarian in convenient locations at designated times.</li></ul> |
| FSCC Students will be able to identify, access, interpret, and use information effectively for academic success, research, and lifelong learning.            | <ul style="list-style-type: none"><li>Assessments following one-shot instruction and faculty feedback.</li></ul> Benchmark: 90% of the students will be able to locate three distinct college level resources.   | <ul style="list-style-type: none"><li>There was a slight increase in the percent of students from the previous year, who are able to identify, access, interpret, and use information following one-shot instruction.<ul style="list-style-type: none"><li>Benchmark met</li></ul></li></ul> | <ul style="list-style-type: none"><li>Continue to offer library one-shot lessons in English and the First Year Experience courses on library usage.</li><li>Offer new student workshop in the library.</li><li>Accessibility of the librarian in convenient locations at designated times.</li></ul>  |
| FSCC students will be able to access collections aligned with areas of research, curricular foci, or institutional strengths.                                | <ul style="list-style-type: none"><li>Library assessment survey</li></ul> Benchmark: FSCC students will improve their research skills after one-on-one consultation with librarian personnel 90% of the time.  |  | <ul style="list-style-type: none"><li>Library assessment survey will be administered in the academic year 2022-23.</li></ul>  |
| FSCC students, faculty, and community will be able to discover information in all formats through effective use of technology and organization of knowledge. | <ul style="list-style-type: none"><li>Library assessment survey.<ul style="list-style-type: none"><li>Benchmark: Faculty, students, and community members will exhibit a satisfaction rating of 4 or more on a 5-point scale, 90% of the time.</li></ul></li></ul> |  | <ul style="list-style-type: none"><li>Library assessment survey will be administered in the academic year 2022-23.</li></ul>  |

### Assessment Report: Co-Curricular

|   |   |   |  |
|---|---|---|--|
| <b>Department:<br/>Library</b>  | <b>Academic Year: 2022-23</b>   |   | <b>Submitted By: Susie Arvidson<br/><br/>Phi Theta Kappa Advisor</b>   |
| <b>Objectives</b>   | <b>Means of Program Assessment and Benchmark:</b>   | <b>Summary of Data Collected and Findings:</b>  | <b>Use of Results:</b>   |
| FSCC students will demonstrate knowledge and understanding of academic integrity after receiving academic integrity support and education.        | <ul style="list-style-type: none"> <li>Academic integrity violations</li> </ul> <p>Benchmark: Academic integrity violations will decline following library educational opportunities.</p>                               | <ul style="list-style-type: none"> <li>Academic Integrity Violation cases continued to decline in 2022-23 from the previous year. In 19-20, there were 21 cases reported. As noted previously, 20-21 had 44 cases which is when the modality of the classes was changed to online. In 21-22, there were 32 cases and, finally, in 22-23 there were 26 cases. So, although the number of cases declined, data collected did not consider the total number of students to determine a percentage decline, therefore this does not provide an accurate reflection for a decrease in cases.</li> <li>Benchmark met</li> </ul> | <ul style="list-style-type: none"> <li>It was determined that the data gathered did not provide complete data related to the percentage increase or decrease of academic integrity violations. Therefore, the means of assessment and benchmarks were revised to the following which will be implemented in the 2023-24 academic year: <ul style="list-style-type: none"> <li>Benchmark #1: Academic Integrity violations will decline by 1% following library educational opportunities.</li> <li>Benchmark #2: Students will identify a 3 or higher rating in their understanding of academic integrity via a Likert scale question on student survey.</li> </ul> </li> <li>FSCC Library will continue to offer one-shot lessons in the English and FYE courses, specifically addressing issues related to academic integrity. The library will also provide information related to academic integrity and its consequences via social media and library workshops including an optional new student orientation. Accessibility of the librarian in convenient locations at designated times.</li> </ul> |
| FSCC Students will be able to identify, access, interpret, and use information effectively for academic success, research, and lifelong learning. | <ul style="list-style-type: none"> <li>Assessments following one-shot instruction and faculty feedback.</li> </ul> <p>Benchmark: 90% of the students will be able to locate three distinct college level resources.</p> | <ul style="list-style-type: none"> <li>71% of the students indicated they were able to locate three distinct college level resources.</li> <li>Benchmark NOT met</li> </ul>   | <ul style="list-style-type: none"> <li>Continue to offer library one-shot lessons in English and the First Year Experience courses on library usage. Add one-shot lessons in speech classes. Offer a new student workshop in the library. Accessibility of the librarian in convenient locations at designated times.</li> <li>It was noted that this is a high benchmark. It will remain for additional year to monitor, then will be reviewed in the summer 24.</li> </ul>   |
| FSCC students will be able to access collections aligned with areas of  | <ul style="list-style-type: none"> <li>Library assessment survey</li> </ul> <p>Benchmark: FSCC students will improve their research skills</p>  |   | <ul style="list-style-type: none"> <li>Library assessment survey will be revised and administered in the academic year 2023-24.</li> </ul>   |



|  |  |  |  |
|--|--|--|--|
| research, curricular foci, or institutional strengths.   | after one-on-one consultation with librarian personnel 90% of the time.  |  |  |
| FSCC students, faculty, and community will be able to discover information in all formats through effective use of technology and organization of knowledge. | <ul style="list-style-type: none"> <li>Library assessment survey.</li> </ul> <p>Benchmark: Faculty, students, and community members will exhibit a satisfaction rating of 4 or more on a 5-point scale, 90% of the time.</p> |  | <ul style="list-style-type: none"> <li>Library assessment survey will be revised and administered in the academic year 2023-24.</li> </ul> |

### Assessment Report: Co-Curricular

| Department: PTK  | Academic Year: 2021-22  |  | Submitted By: Susie Arvidson<br>Phi Theta Kappa Advisor   |
|--|---|--|---|
| Objectives   | Means of Assessment and Benchmarks:   | Summary of Data Collected and Findings:  | Use of Results:   |
| Phi Theta Kappa students will achieve personal and professional goals related to academic achievement.         | <ul style="list-style-type: none"><li>Apply to the All-Academic Team scholarship.</li></ul> <p>Benchmark: A minimum of five Phi Theta Kappa members will submit applications to the All-Academic Team Scholarship.</p> <ul style="list-style-type: none"><li>Complete level one of the Five Star Competitive Edge program by graduation.</li></ul> <p>Benchmark: 10% of the currently enrolled members will complete level one of the Five Star Competitive Edge program by graduation.</p> | <p>Only 3 students applied for the All-Academic Team scholarship.</p> <p>Benchmark not met.</p> <p>5% of the members completed the Five Star Competitive Edge level-1.</p> <p>Benchmark not met.</p> | <p>The PTK advisor will promote the All-Academic Team more aggressively via print media and social media including quotes from previous applicants and award winners.</p> <p>The PTK advisor will promote the All-Academic Team more aggressively via other coaches and sponsors.</p> <p>The PTK advisor will offer application work times to work together on the application.</p>   |
| Phi Theta Kappa members will demonstrate leadership qualities by meeting the 5-Star Chapter plan requirements. | <ul style="list-style-type: none"><li>Five-Star chapter plan requirements.</li></ul> <p>Benchmark: The chapter will achieve a Three-Star level or higher in the Five-Star level plan.</p>   | <p>The Alpha Theta Omega chapter of PTK completed all requirements of the Five-Star level including Honors in Action project and one other college project.</p> <p>Benchmark met.</p>                | <p>Set application deadlines throughout the year for timely completion of requirements.</p>   |
| Phi Theta Kappa members will engage in community service.  | <ul style="list-style-type: none"><li>Campus and community involvement.</li></ul> <p>Benchmark: Members will participate in three service projects.</p>   | <p>Members held two food/pantry drives, but the success rate was low.</p> <p>Benchmark was not met.</p>  | <p>Phi Theta Kappa and its members will promote the drives more aggressively via print, social media, and verbally.</p> <p>Members will sign up to work the drive table.</p> <p>Members will seek community service projects for the fall and spring semesters.</p> <p>The chapter will encourage greater involvement in PTK activities and service projects by hosting fellowship activities following the events.</p> <p>The chapter will participate in a sister chapter project as well as a joint project with a local high school honors group.</p> |

|   |   |  |  |
|---|---|--|--|
| Phi Theta Kappa members will engage in lively fellowship for scholars and stimulation of interest in continuing academic excellence while facilitating positive change. | <ul style="list-style-type: none"> <li>Educating students, faculty, and/or community.</li> </ul> <p>Benchmark: Members will hold five events throughout the school year.</p> <p>Benchmark: A minimum of 5 Phi Theta Kappa members will attend at least one regional and/or national conference.</p> | <p>Four events were held throughout the year and two members of the Alpha Theta Omega chapter of PTK attended regional meeting and the PTK Catalyst.</p> <p>Benchmark not met.</p> | <p>Encourage members to attend regional and international events.</p> <p>Hold fundraising events to raise money to pay for more members to attend.</p> |
|---|---|--|--|

### Assessment Report: Co-Curricular

|  |   |  |  |
|--|---|--|--|
| <b>Department: Phi Theta Kappa</b>   | <b>Academic Year: 2022-23</b>   |  | <b>Submitted By: Susie Arvidson</b><br><b>Phi Theta Kappa Advisor</b>  |
| <b>Objectives</b>  | <b>Means of Program Assessment and Benchmark:</b>   | <b>Summary of Data Collected and Findings:</b>   | <b>Use of Results:</b>   |
| Phi Theta Kappa students will achieve personal and professional goals related to academic achievement.         | <ul style="list-style-type: none"> <li>Apply to the All-Academic Team scholarship.</li> </ul> <p>Benchmark: A minimum of five Phi Theta Kappa members will submit applications to the All-Academic Team Scholarship.</p> <ul style="list-style-type: none"> <li>Complete level one of the Five Star Competitive Edge program by graduation.</li> </ul> <p>Benchmark: 10% of the currently enrolled members will complete level one of the Five Star Competitive Edge program by graduation.</p> | <ul style="list-style-type: none"> <li>Five students began the application. Two completed the application               <ul style="list-style-type: none"> <li>Benchmark not met</li> </ul> </li> <li>6.4% (4/62) of the currently enrolled members completed the five Star Competitive Edge level-1               <ul style="list-style-type: none"> <li>Benchmark not met</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>The PTK advisor will promote the All-Academic Team more aggressively via print media, social media, coaches, and sponsors including quotes from previous applicants and award winners. The PTK advisor will offer application work times to work together on the application.</li> <li>The PTK Advisor will offer Competitive Edge work times.</li> </ul>   |
| Phi Theta Kappa members will demonstrate leadership qualities by meeting the 5-Star Chapter plan requirements. | <ul style="list-style-type: none"> <li>Five-Star chapter plan requirements.</li> </ul> <p>Benchmark: The chapter will achieve a Three-Star level or higher in the Five-Star level plan.</p>   | <ul style="list-style-type: none"> <li>The Alpha Theta Omega chapter of PTK completed all requirements of the <b>Five-Star level</b> including Honors in Action project and one other college project.               <ul style="list-style-type: none"> <li>Benchmark met</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>Continue to set application deadlines throughout the year for timely completion of requirements.</li> </ul>   |
| Phi Theta Kappa members will engage in community service.  | <ul style="list-style-type: none"> <li>Campus and community involvement.</li> </ul> <p>Benchmark: Members will participate in three service projects.</p>   | <ul style="list-style-type: none"> <li>Members held one food/pantry drive, assisted with the fall and spring kids' fairs.               <ul style="list-style-type: none"> <li>Benchmark met.</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>Phi Theta Kappa and its members will promote the drives more aggressively via print, social media, and verbally. Members will sign up to work the drive table. Members will seek community service projects for the fall and spring semesters. The chapter will encourage greater involvement in PTK activities and service projects by hosting fellowship activities following the events. The chapter will participate in a sister chapter project as well as a joint project with a local high school honors group.</li> </ul> |

|  |   |   |   |
|--|---|---|---|
| <p>Phi Theta Kappa members will engage in lively fellowship for scholars and stimulation of interest in continuing academic excellence while facilitating positive change.</p> | <ul style="list-style-type: none"> <li>Educating students, faculty, and/or community.</li> </ul> <p>Benchmark: Members will hold five events throughout the school year.</p> <p>Benchmark: A minimum of 5 Phi Theta Kappa members will attend at least one regional and/or national conference.</p> | <ul style="list-style-type: none"> <li>Fourteen member meetings were held and two PTK Awareness weeks were promoted             <ul style="list-style-type: none"> <li>Benchmark Met</li> </ul> </li> <li>Four members of the Alpha Theta Omega chapter of PTK attended the spring 23 regional meeting in Wichita, KS and four students attended the PTK Catalyst 2023 in Columbus, OH. A total of six different students attended PTK regional and national meetings             <ul style="list-style-type: none"> <li>Benchmark met</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Continue to encourage members to attend regional and international events.</li> <li>Hold fundraising events to raise money to pay for more members to attend.</li> </ul> |
|--|---|---|---|

### Assessment Report: Co-Curricular

| Department: Student Success Center                   | Academic Year: 2021-22   |   | Submitted By: Jodi Murrow<br>Director of Student Success Center  |
|--|--|---|--|
| Objectives   | Means of Program Assessment and Benchmark  | Summary of Data Collected and Findings  | Use of Results   |
| The SSC will provide free tutoring to FSCC students. | <ul style="list-style-type: none"> <li><u>Tutoring services</u> <ul style="list-style-type: none"> <li>Benchmark: Students will utilize a minimum of 700 hrs. of tutoring services in an academic year.</li> </ul> </li> </ul> | Fall 2021: 377.75<br>Spring 2022: 310.75<br>Summer 2022: 116.5<br><br>Benchmark met   | Although the benchmark was met, this outcome will be monitored and reported again in the next academic year.<br><br>Student feedback indicated the need for business course tutoring. One professional tutor will enroll in an accounting class in the fall 2022 in order to offer this tutoring in the future.<br><br>It was noted that the objectives should be revised to reflect student usage rather than SSC provisions. |
| The SSC will provide testing services for students.  | <ul style="list-style-type: none"> <li><u>Testing services</u> <ul style="list-style-type: none"> <li>Benchmark: A minimum of 400 tests will be administered in the SSC in an academic year.</li> </ul> </li> </ul>            | <b>Accuplacer</b><br>Spring 2022: 125 (units used 264)<br>Summer 2022: 53 (units used 111)<br><br><b>Work keys</b><br>Fall 2021: 18<br>Spring 2022: 39<br>Summer 2022: 0<br><br>Benchmark not met | The SSC will continue to collect data and monitor this outcome. However, this outcome is not beneficial to the SSC and, therefore, may need revised in the future.<br><br>Additionally, it was noted that the objectives should be revised to reflect student usage rather than SSC provisions.  |
| The SSC will provide services to the community.      | <ul style="list-style-type: none"> <li><u>SSC Survey</u> <ul style="list-style-type: none"> <li>Benchmark: 75% of the community members utilizing SSC will be satisfied with the services.</li> </ul> </li> </ul>              | Students utilizing the SSC: <ul style="list-style-type: none"> <li>Spring 2022: 8</li> </ul> Unknown Data   | Additionally, it was noted that the objectives should be revised to reflect community usage rather than SSC provisions.  |

### Assessment Report: Co-Curricular

| Department: Student Success Center                                      |  | Academic Year: 2022-23  |  | Submitted By: Jodi Murrow<br>Director of Student Success Center   |  |
|---|--|---|--|---|--|
| Objectives  | Means of Program Assessment and Benchmark  | Summary of Data Collected and Findings  |  | Use of Results  |  |
| FSCC students will engage in free tutoring services offered by the SSC. | <u>Tutoring services</u><br>Benchmark: Students will utilize a minimum of 700 hrs. of tutoring services in an academic year. | Fall 2022: 525 hours<br>Spring 2023: 418.5<br>Summer 2023: 73<br><br>Benchmark met  |  | Although the benchmark was met, this outcome will be monitored and reported again in the next academic year.<br><br>The SSC will continue their outreach to FYE courses, as well as adding outreach to English and Ag FYE courses in order to promote tutoring services.<br><br>After further business education, tutoring hours for business related classes increased from .75 hours to 11 hours.<br><br>A student satisfaction survey will be administered beginning in fall 2023. |  |
| FSCC students will engage in the SSC testing services.                  | <u>Testing services</u><br>Benchmark: A minimum of 400 tests will be administered in the SSC in an academic year.            | <b>Accuplacer</b><br>Fall 2022: 166 (unites used 304)<br>Spring 2023: 73<br>Summer 2022: 11<br><b>Work keys</b><br>Fall 2022: 12<br>Spring 2023: 62<br>Summer 2023: 1<br><br>Benchmark not met  |  | As testing requirements and placement rules will change in the 2023-24 academic year, combined with the lack of need to the SSC, this outcome either needs to be revised or no longer needs monitored.  |  |
| The community will engage in services offered by the SSC.               | <u>SSC Survey</u><br>Benchmark: 75% of the community members utilizing SSC will be satisfied with the services.              | Students utilizing the SSC:<br><ul style="list-style-type: none"> <li>Fall 2022: 44</li> </ul> Spring 2023:<br><ul style="list-style-type: none"> <li>13 surveys administered (13 surveys indicated satisfied or very satisfied)-100% satisfied</li> </ul> Summer 2023:<br><ul style="list-style-type: none"> <li>10 surveys administered (8 surveys indicated satisfied or very satisfied)-80% satisfied</li> </ul><br>Benchmark met |  | Satisfaction survey will be administered starting July 1.<br><br>Satisfaction surveys officially began being administered in late summer 2023. Although the benchmark was met, SSC staff will continue to administer surveys to determine user satisfaction and possible improvements of the SSC to not only students, but also community members. SSC staff will be more diligent in offering surveys to community members.  |  |

### Assessment Report: Co-Curricular

| Department: TRIO<br>Student Support<br>Services                      | Academic Year: 2022-23  | Submitted By: Holli Mason<br>Director of TRIO  |  |
|--|---|--|--|
| Objectives   | Means of Program<br>Assessment and<br>Benchmark:  | Summary of Data<br>Collected and Findings:   | Use of Results:  |
| Students will develop strategies for personal growth and leadership. | <ol style="list-style-type: none"> <li>Frequency of social interactions with mentors<br/>50% of the active TRIO students will have at least one social interaction with a mentor during an academic year.</li> <li>Attending TRIO sponsored events<br/>50% of the active TRIO students will attend at least one TRIO sponsored activity.</li> <li>Student survey<br/>70% of students who complete the survey will find the event valuable.</li> </ol> | <ol style="list-style-type: none"> <li>105 out of 154 students (68%) met with a TRIO Mentor at least once during the 22-23 academic year.<br/>Benchmark Met</li> <li>92 out of 154 students (60%) attended at least one TRIO sponsored activity during the 22-23 academic year.<br/>Benchmark Met</li> <li>99% of students found the activities held by TRIO valuable.<br/>Benchmark Met.</li> </ol> | <ol style="list-style-type: none"> <li>Students were documented as having a Mentor Contact if they met individually with their mentor or if they attended one of the TRIO Mentor activities. In the future, TRIO staff will work to ensure students and mentors participate in a meaningful/constructive conversation at the Mentor activities and during individual meetings by requesting a summary of the interaction from the Mentor.</li> <li>For the coming year, the Benchmark will remain the same to guarantee consistent results. TRIO will review the data from the first two years and develop a plan for the future.</li> <li>For the coming year, the Benchmark will remain the same to guarantee consistent results. TRIO will review the data from the first two years and develop a plan for the future.</li> </ol>   |
| Students will implement strategies for degree attainment.            | <ol style="list-style-type: none"> <li>Graduation rate<br/>40% of each TRIO cohort will graduate with a degree or certificate within 4 years.</li> <li>Graduation/Transfer rate<br/>20% of each TRIO cohort will graduate and transfer within 4 years.</li> <li>Financial Aid<br/>70% of the students will meet the SAP policy.</li> </ol>  | <ol style="list-style-type: none"> <li>52.67% of students in the 2018-2019 TRIO cohort graduated with a degree or certificate within 4 years.<br/>Benchmark Met</li> <li>40% of students in the 2018-2019 TRIO cohort graduated and transferred within 4 years.<br/>Benchmark Met</li> <li>81% of the students met the SAP policy<br/>Benchmark Met</li> </ol>                                       | <ol style="list-style-type: none"> <li>To help ensure students receive a degree/certificate, TRIO monitors students' academic progress and transfer status. TRIO informs students of summer and intersession classes, as well as reverse transferring. TRIO also monitors students' class progress, grades, and attendance and communicates with students about their progress in their classes.</li> <li>While the 18-19 cohort met the grad/transfer benchmark, it was discovered in recent years that the information reported was done so incorrectly. In succeeding years, students who graduate and then transfer by the next academic year will be reported. More accurate data will be reflected with this method.</li> <li>TRIO facilitates FAFSA workshops with FSCC's Financial Aid office and hosts a FAFSA Day each semester to help students complete their FAFSA each academic year. TRIO also monitors students' class progress, grades, and attendance and communicates with students about their progress in their classes. TRIO develops plans to ensure academic success in order to maintain good standing with Financial Aid.</li> </ol> |