



ALAMO COLLEGES DISTRICT  
St. Philip's College

# Annual Assessment Day Showcase Report

Institutional Student Learning Outcomes Assessment  
Cycle II 2016-2017

February 27, 2017

*Prepared by  
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Institutional Planning, Research and Evaluation*



**St. Philip's College  
Annual Assessment Day Showcase Report  
February 24, 2017**

**Introduction:**

The St. Philip's College Assessment Day Showcase took place on February 24, 2017. The purpose of the Showcase is to continually improve Institutional Student Learning Outcomes by making the assessment process more efficient and effective. This report covers the Institutional Student Learning Outcomes Assessment Cycle 2016-2017. The event provided faculty with the opportunity to reflect on Assessment Day activities, review results and accomplishments, share assessment best practices and devise strategies for improvement.

**Participation:**

An announcement regarding the Assessment Day Showcase was distributed via Alamo Talent Events Calendar with a training session set up to track enrollment. In addition, electronic sign-in monitors were available at the session to track participation and record attendance. The Vice President of Academic Success invited VPAS Council members to attend the showcase immediately following the Council meeting of February 24. The invitation and showcase agenda were distributed via email to instructional deans asking them to forward the information to all faculty. In addition, an invitation went out to faculty assessors who participated in Assessment and Calibration Days as well as the QEP Core and Implementation teams.

Electronic sign-in records for the showcase indicate that a total of 45 participants attended of which 36 were faculty or administrators and nine were staff. Faculty in attendance represented the divisions of Arts & Sciences, Applied Science and Technology, Health Sciences and Interdisciplinary Programs. Administrators in attendance included the Vice President of Academic Success, Vice President of College Services, Instructional Deans and the Director of Institutional Planning, Research and Effectiveness.

**Agenda:**

The agenda included a welcome by the Director of Institutional Planning, Research and Effectiveness, a presentation of Assessment Day results, presentations by Arts & Sciences chairs and a group discussion activity. Results of the group discussions were entered into an electronic database and reported out by table leaders to all participants. The discussions centered around development of successful artifact assignments and best assessment practices.

**Guided Activity and Discussion:**

Questions guided the faculty discussion and responses were recorded in electronic format. The responses were compiled by Instructional Innovation Center and Student Learning Outcomes Assessment and are presented in this report. The report is shared with administration, faculty and staff and used for improvement.



The questions that guided the activity were:

1. Challenges encountered with artifact assignments
2. Characteristics of a successful artifact assignment
3. Top 2-3 best assessment practices

Common themes across the three topics were identified leading to formal recommendations for improvement. Recommendations are included in this report.

### **Assessment Day Results 2016-2017:**

The Coordinator of Measurement and Evaluation presented an overview of Institutional Student Learning Outcomes including a discussion of the Texas Higher Education Coordinating Board Core Objectives, the St. Philip's College Assessment Day process and Assessment Day Results for Cycle II 2016-2017. The summary PowerPoint and results report were distributed to participants.

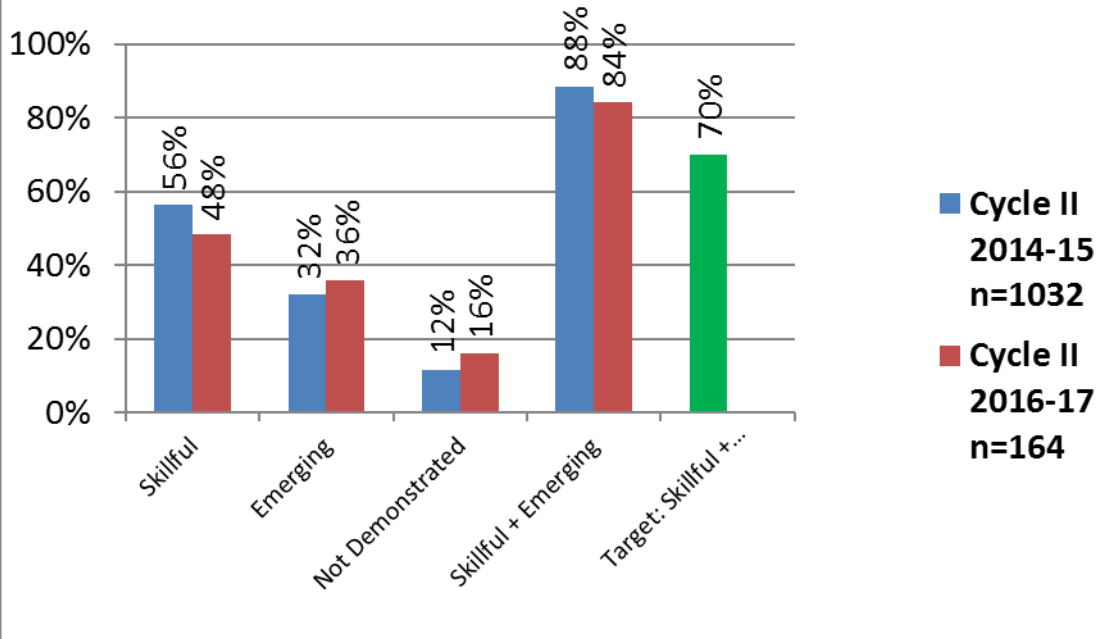
Four Institutional Student Learning Outcomes were assessed in 2016-2017: 1) Empirical and Quantitative Skills, 2) Teamwork, 3) Social Responsibility and 4) Personal Responsibility. Student artifacts addressing outcomes were developed in fall 2016 and assessed in spring 2017. Courses were selected for assessment based on a random sample of core course sections offered in the fall aligned with enrollment numbers to yield a representative sample. Faculty Assessors from the Arts & Sciences Division conducted the assessments.

Results for 2016-2017 indicate that Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility exceeded the college target of 70% Skillful plus Emerging.

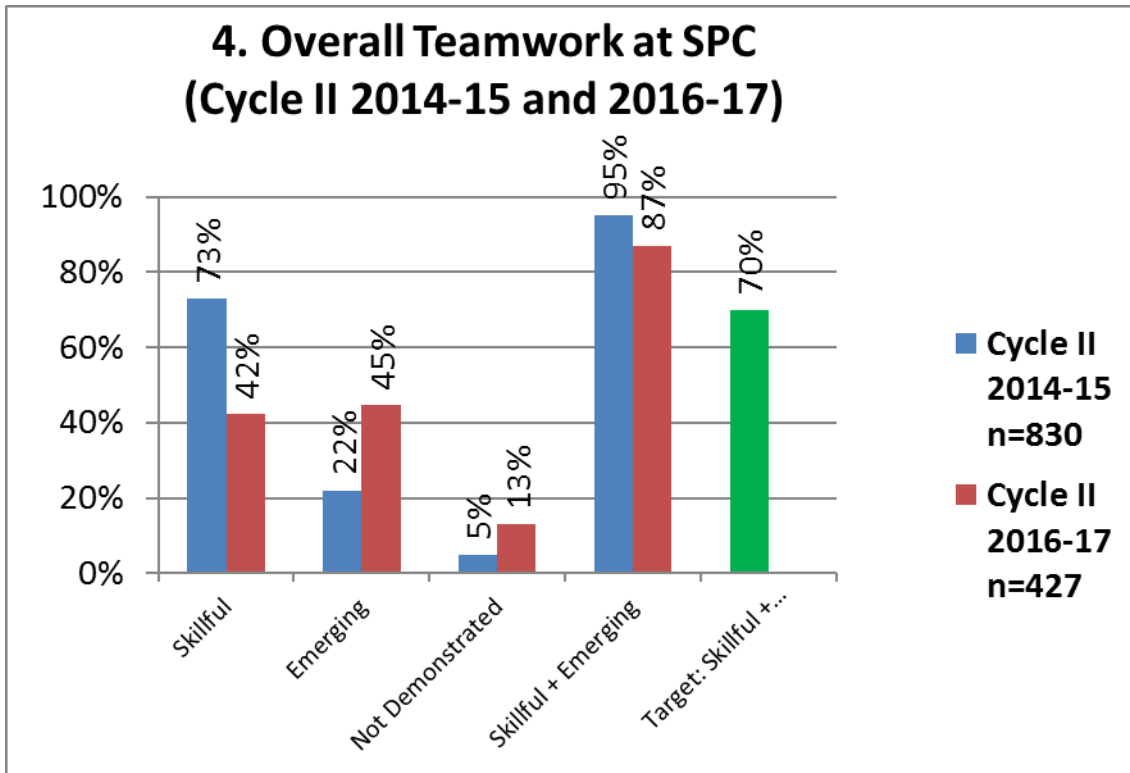
Empirical and Quantitative Skills exceeded the target by 14% but decreased by 4% over previous cycle. Teamwork exceeded the target by 17% but decreased by 8% over previous cycle. Social Responsibility exceeded the target by 2% but decreased by 19% over previous cycle. Personal Responsibility exceeded the target by 4% and increased by 1% over previous cycle.



### 3. Overall Empirical and Quantitative Skills at SPC (Cycle II 2014-15 and 2016-17)

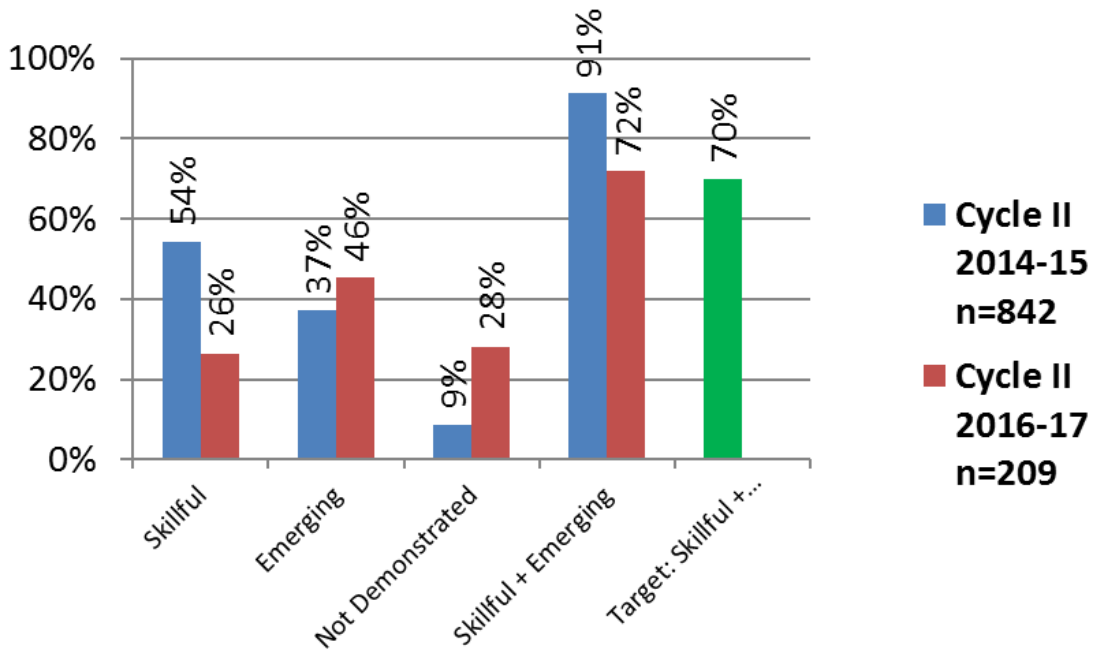


### 4. Overall Teamwork at SPC (Cycle II 2014-15 and 2016-17)

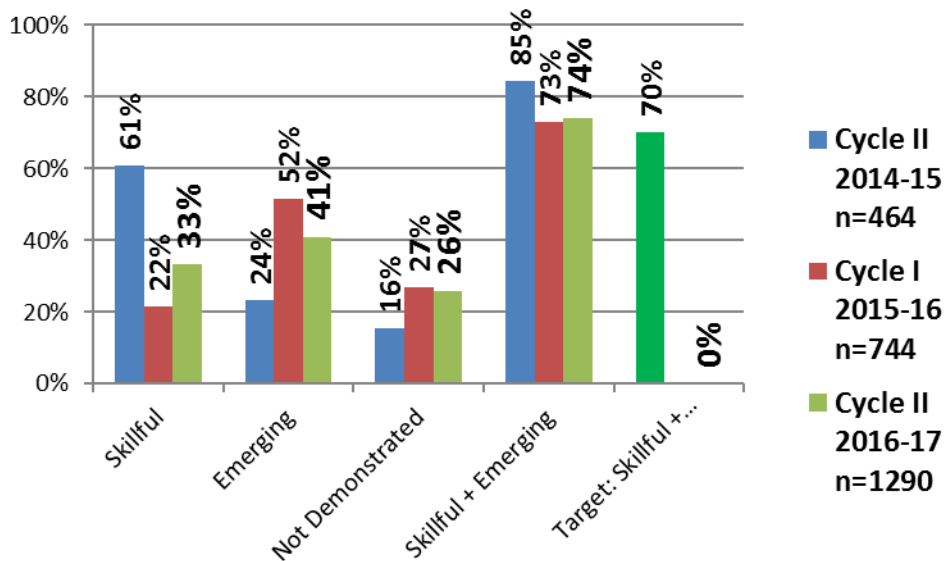




### 5. Overall Social Responsibility at SPC (Cycle II 2014-15 and 2016-17)



### 6. Overall Personal Responsibility at SPC Trend Comparison 2014-15 to 2016-17 (Assessed Annually - Cycle I and II)





## **Assessment Day Showcase Faculty Response Report 2017:**

The Assessment Day Showcase Faculty Response Report 2016 identified major themes.

1. Improving student artifacts by aligning assignments with assessment rubrics
2. Utilizing standardized assignments across disciplines and courses.

Faculty indicate in their responses a variety of approaches to accomplishing these improvement strategies but overall agreed that they are necessary in order to improve student outcomes.

### **Improvement Based on Recommendations:**

Improved the student learning outcomes assessment process through better alignment of student artifacts and assessment rubrics. The Arts & Sciences Dean and chairs distributed the 63 cover sheets/assignments developed in early spring to faculty teaching any core course and SDEV 0370 in fall 2016. Dean and chairs informed faculty that all core sections and SDEV 0370 sections were required to participate in artifact development. This improved alignment of artifact assignments and rubrics in line with recommendations made during Assessment Day Showcase 2016, fostered timely communication with faculty and improved the collection/upload process.

**ACKNOWLEDGEMENTS:** *The following were key contributors to the success of this project:*

### **Leadership and Support:**

- *Dean of Arts & Sciences*
- *Arts & Sciences Department Chairs*
- *Director of Institutional Planning, Research and Effectiveness*
- *Faculty/students developing artifacts*
- *Faculty Assessors*
- *Staff Volunteers*
- *College Services*
- *Interdisciplinary Programs*

### **Departments:**

- *Institutional Planning, Research and Effectiveness*
- *Information and Communication Technology*
- *Instructional Innovation Center*
- *Facilities*

# Institutional Student Learning Outcomes 2016-2017

## Assessment Day Showcase Faculty Responses

### February 24, 2017

#### 1. Challenges Encountered With Artifact Assignments

C & L's artifacts (short questions and case studies) made it difficult for assessors to identify the depth of understanding of the students. Some of the assignments did not seem clear to the students and therefore the artifacts were difficult for assessors to assess.

Flex 2 being included was a challenge - had less time to get information and some chairs forgot Flex was included.

1. Distance Learning was the most difficult due to trying to assess teamwork.  
2. Feedback from students was that some of the teamwork assignments were difficult to assess. Distance Learning  
3. Difficulties with the assignments when the Lab section of the course was picked to be assessed. 4. Ambiguous questions and lack of clear directions. (peer review of questions before assignments assigned [different department])

The assignments were not aligned with SLO's.

Students don't answer the question. Assignments don't align or address the rubric. Too many QEP/ISLO's to address at one time. Creating assignments that fit with the curriculum of the class and are not artificial

#### 2. Characteristics of a Successful Artifact Assignment

Clearly articulated, simple and short assignments that were easy for students to complete.

Assignments that address the SLO's

1. Included in syllabus, expectations, rubrics, grade value included. 2. Earlier start (before mid-terms) working on assignment. 3. Not viewed as separate assignment any longer.

An artifact that is focused on the SLO and the rubric.

Assignments should be clear so that students cannot misinterpret them. Rubrics should be included in each assignment. Each item addressed in the rubric should be a separate question or step for students.

#### 3. Top 2-3 Best Assessment Practices

SDEV, for example, students were provided guides on values and were asked to identify their own values before their assignments were given. Instructors stressed the importance of this assignment early in the semester.

Putting artifacts into one pdf to make assessment easier. Less clicking. Start working on artifacts in spring or summer for next academic year.

1. Organization of Calibration, then assessment. 2. Assessment is Broken into cycles, rather than mass assessment.

Ensure we are selecting classes for assessment that make, otherwise establish a procedure for selecting another course.

Include the assignment with every submission. Include a form for students to use to provide a response to each part of the rubric. Provide star assignment examples that produced desired results

Standardizing the artifact negatively impacted the overall score for the department. Source Social and Behavior Science Measuring consistency i.e., assessors There was a disconnect from the instrument and how the students were supposed to respond; students were penalized for not having a prompt to illicit the desired response.

Create standardized questions (artifacts) with quantifiable answers. Also use the QEP rubric to create the assignment instead of the ethical decision making process (the ethical decision making 4 step card)

The iRubric process makes assessment day more efficient. Having 3 perspectives

No vetting of the assignments. QEP best practices from other colleges have a vetting committee of faculty who approve QEP assignments. We want to know does this assignment ask the student to demonstrate what we are measuring? (From the perspective of someone from Nursing, this QEP seems better organized than the old QEP.)

The artifact matches the rubric, it directly and explicitly asks the student to demonstrate how the rubric is measured.

We have not yet gotten back the assessed artifacts to determine what worked and what did not work, how well things worked and what needs to be improved. Direct questions, for example: Where do your values come from?





## *St. Philip's College Assessment Day Showcase*

*February 24, 2017*

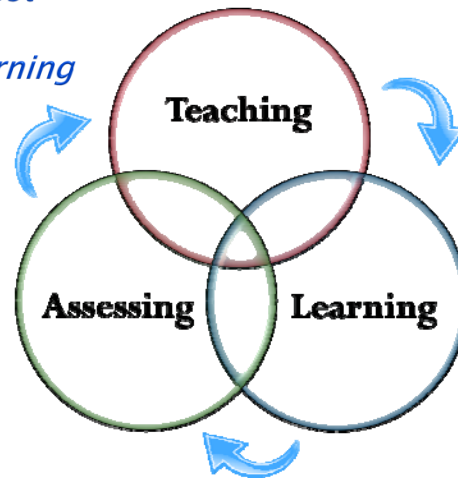
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210-486-2348*

## *Purpose of Assessment Day Showcase 2017*

- ▶ ***To See How We Did***
- ▶ ***To Determine How We Can Improve***
- ▶ ***To Share Best Practices***

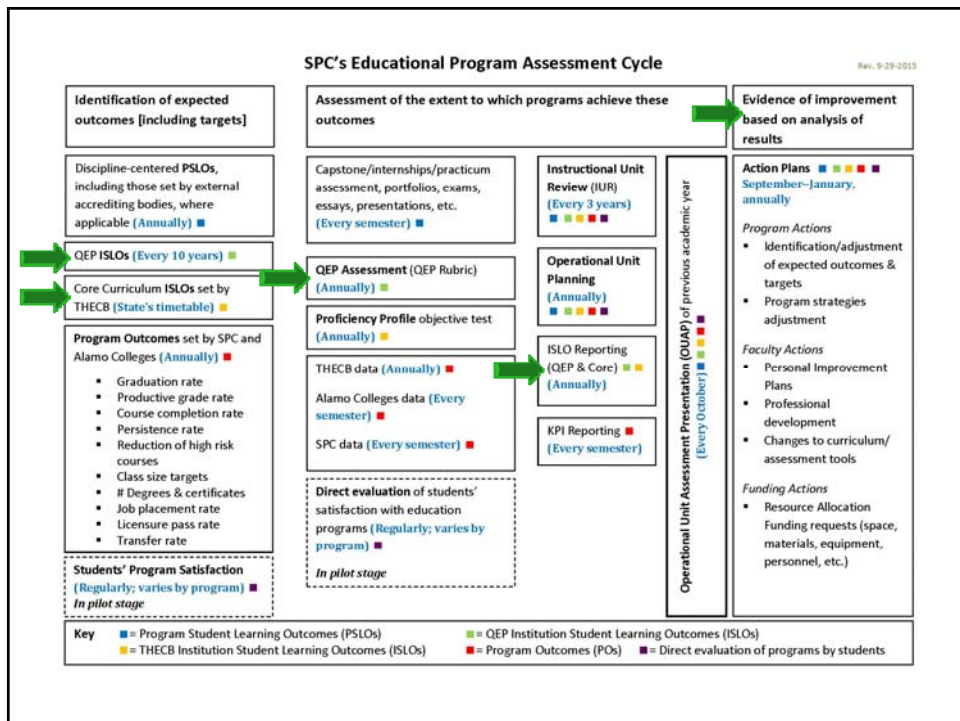
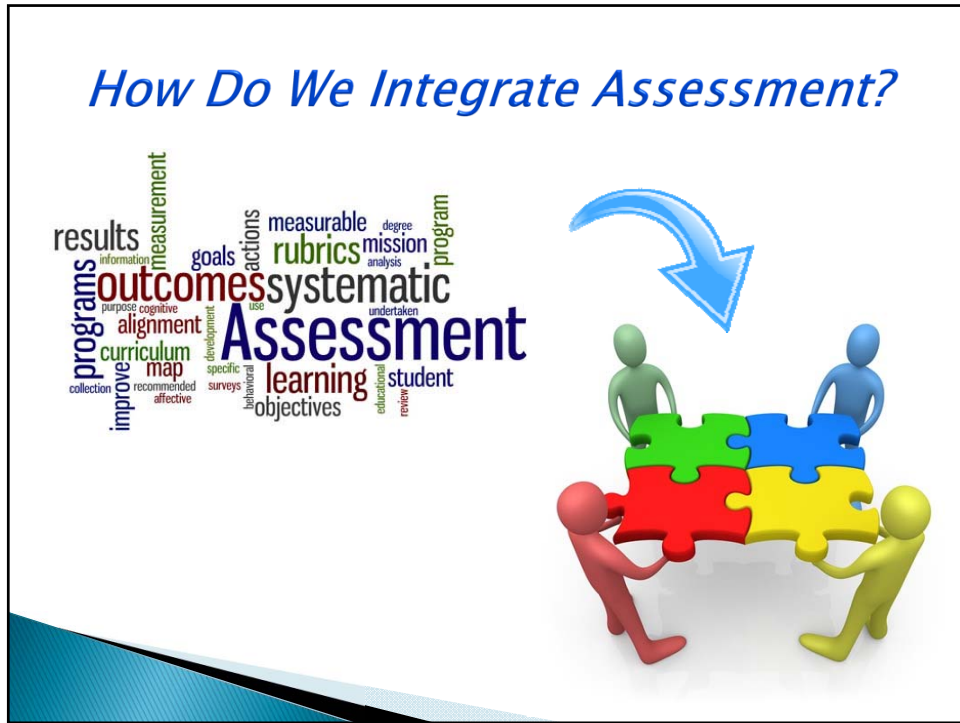
## Why Do We Assess?

- *First and Foremost  
To ensure that  
students are learning*



## What Do We Assess?

- **Regulatory Requirements**
  - SACSCOC Criteria
  - QEP Requirements
  - THECB Core Objectives
  - Individual Program Accreditation
- **Institutional**
  - Strategic Planning
  - Performance Excellence
  - Sustainability
  - Grants/Funding
  - Stakeholder Accountability
- **Program**
  - Instructional Unit Review
  - Educational Program Assessment
  - Operational Unit and Assessment Planning
- **Course** – ACGM, WECM, Curriculum Mapping, SLOs
- **Student** – Achievement, Progression, Graduation



## THECB New Core Curriculum 2013-2014

- THECB approved a major revision of the Texas Core Curriculum.
- Texas higher education institutions were required to address the new core requirements by Fall 2014.

## THECB Core Course Assessment

Foundational Component Area	SCH	Required Core Objectives				Optional Core Objectives			
		CT	COM	EQS	TW	SR	PR		
<b>Communication</b>	6	●	●	○	○	○	○	○	
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.									
<b>Mathematics</b>	3	●	●	○	○	○	○	○	
Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.									
<b>Life and Physical Sciences</b>	6	●	●	●	○	○	○	○	
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.									
<b>Language, Philosophy &amp; Culture</b>	3	●	●	○	○	○	○	○	
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.									
<b>Creative Arts</b>	3	●	●	○	○	○	○	○	
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.									
<b>American History</b>	6	●	●	○	○	○	○	○	
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.									
<b>Government/Political Science</b>	6	●	●	○	○	○	○	○	
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.									
<b>Social and Behavioral Sciences</b>	3	●	●	○	○	○	○	○	
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.									
<b>Component Area Option</b>	6	●	●	○	○	○	○	○	
a. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas b. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that: (i) Meet(s) the definition specified for one or more of the foundational component areas; and (ii) Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice.									

WAAR/6.4.2012

## *How Do We Assess?*

- ▶ What is the best assessment approach? Rubric?
- ▶ What is the target population? Core Courses? Random Selection?
- ▶ Should we utilize previous QEP Assessment Model?
- ▶ Is it too complicated to use for all Core Objectives?
- ▶ How do we integrate SACSCOC, THECB and QEP? Maximize Efforts? Minimize Duplication?

## *Changes*

- ▶ New Core Objectives
- ▶ New Assessment Cycle
- ▶ New Student Learning Outcomes
- ▶ New Assessment Rubrics
- ▶ New Artifact Collection Process
- ▶ New Technology (iRubric)

## *Institutional Student Learning Outcomes (ISLOs)*

- ▶ *SPC adopted the THECB Core Objectives as its Institutional Student Learning Outcomes (ISLOs) in 2013–2014 to align with the State’s new Core Curriculum requirements.*
  
- ▶ *Critical Thinking*
- ▶ *Communication*
- ▶ *Empirical and Quantitative Skills*
- ▶ *Teamwork*
- ▶ *Social Responsibility*
- ▶ *Personal Responsibility (EDM)*

St. Philip’s College Institutional Student Learning Outcomes Two-Year Cycle of Assessment By Foundational Component Area							
Foundational Component Area	Cycle I			Cycle II			
	Critical Thinking	Communication	Personal Responsibility	Empirical & Quantitative Skills	Teamwork	Social Responsibility	Personal Responsibility
Communication	X	X	X		X		X
Mathematics	X	X		X			
Life & Physical Sciences	X	X		X	X		
Language, Philosophy & Culture	X	X	X			X	X
Creative Arts	X	X			X	X	
American History	X	X	X			X	X
Government / Political Science	X	X	X			X	X
Social and Behavioral Sciences	X	X		X		X	

### Cycle II Artifact Cover Sheet (2016-2017)

<b>Department</b>	Social and Behavioral Sciences
<b>Course Number</b> (Example: ENGL1301)	HIST 2321
<b>Course Title</b>	World Civilization I

**Detailed Instructions:** \*\*Artifacts submitted for this course must address the requirements as stated on this Cover Sheet. Please include all requested information. Submissions without the requested information will be considered incomplete and returned for correction.

**Column 1:** Core Objectives are preselected based on Texas Higher Education Coordinating Board requirements.  
**Column 2:** For each Core Objective, place a checkmark next to the SLO to be assessed. All sections of the course will use the same SLOs. Use the following guidelines:  
 Empirical and Quantitative Skills - Select only one SLO.  
 Teamwork - Select only one SLO.  
 Social Responsibility - Select only one SLO.  
 \*Personal Responsibility - All three SLOs are selected to align with Ethical Decision-Making QEP requirements.

**Column 3:** Enter a detailed description of the artifact assignment to be used to address the selected SLOs. When possible, all sections of the course will use the same artifact assignment to measure SLOs.

Core Objective	SLO Select one SLO	SLOs Select All 3 SLOs	Artifact Assignment Description** [50-word minimum; see example]
Empirical and Quantitative Skills	<input type="checkbox"/> 1 Identify and Collect Data <input type="checkbox"/> 2 Manipulation of Data <input type="checkbox"/> 3 Analyze Data and Draw Informed Conclusions		Three weeks before the students (ethics, history, sociology, government, et al) research assignments are due, Shawn and two classmates visit the campus library to conduct the required online literature searches on their topics. After 30 minutes of surfing the web, Mike announces that he's found a website that provides students with inexpensive research papers on a wide variety of subjects. Mike says to Shawn and Anna that he is planning to buy a paper when he finds one on relating to his assigned topic. Shawn, who has never cheated in her academic career, hears Mike but says nothing and continues concentrating on her own research paper. Anna, who is appalled by Mike's intention to cheat, vows that she will report Mike to their professor. Mike believes: "There's no way I'll be caught. I don't think the professor even knows a website like this exists!" Anna is starting to get irritated by Mike's distracting actions. Shawn is still hearing what Mike is saying and is not sure if she should get involved. They are all considering different actions to be taken and difficult decisions that will affect not only themselves but also others. Your job is to imagine the thinking that each student might have and answer the questions relating to their moral reasoning.
Teamwork	<input type="checkbox"/> 1 Contribution <input type="checkbox"/> 2 Cooperation <input type="checkbox"/> 3 Self-Management		
X Social Responsibility	<input type="checkbox"/> 1 Intercultural <input type="checkbox"/> 2 Global Community <input checked="" type="checkbox"/> 3 Attitudes and Behaviors		
X Personal Responsibility*		<input checked="" type="checkbox"/> 1 Values <input checked="" type="checkbox"/> 2 Ethical Issues <input checked="" type="checkbox"/> 3 Perspectives	

\*\* Example of Artifact Assignment that addresses both Critical Thinking and Communication  
 Students read an article on the myths and facts about muscle development and fat loss. Students are asked to critically assess the article for well-reasoned conclusion and then to write additional well-reasoned conclusions. Students are also asked to write a short summary of the article that will clearly explain the key concepts to their "non-science" classmates at St. Philip's College; this will assess their written communication skills.

Department Chair Approval: *Cynthia Kruger* Name: \_\_\_\_\_ Date: *04/26/16*

### 2016-2017 Artifact Collection and Assessment Timeline

Cycle II (Empirical & Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility)

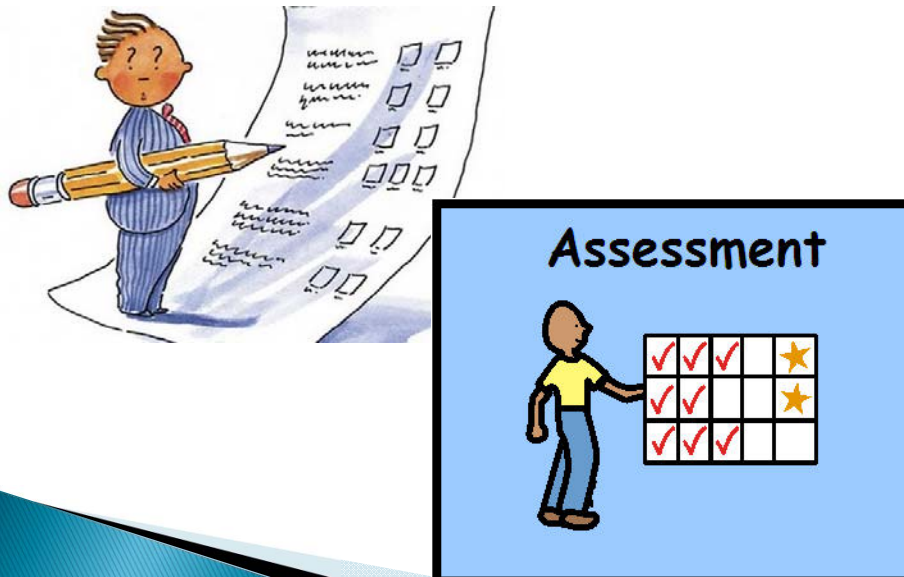
DATE	RESPONSIBILITY	ACTION
8/26/2016	IPRE Director	Obtains Timeline Approval
8/29/2016	SLO Assessment	Distributes to Arts & Sciences Dean and Chairs <ul style="list-style-type: none"> <li>• Approved Timeline</li> <li>• Cover Sheets for core courses &amp; SDEV 0370</li> <li>• Accountability Form Template</li> </ul>
8/30/2016	Arts & Sciences Chairs	<ul style="list-style-type: none"> <li>• Review approved Timeline</li> <li>• Review 2016-2017 Artifact Cover Sheet for core courses &amp; SDEV 0370</li> <li>• Ensure all faculty teaching core courses and SDEV 0370                             <ul style="list-style-type: none"> <li>o Receive the Artifact Collection Timeline</li> <li>o Receive the 2016-2017 Artifact Cover Sheet for their course</li> <li>o Are informed of the artifact development and collection process</li> <li>o Identify learning activities that align with selected SLOs</li> <li>o Incorporate the class assignment into their course calendar</li> </ul> </li> </ul>
Aug to Nov 2016	Faculty teaching core courses and SDEV 0370	Work with students to develop artifacts that align with the selected SLOs
9/26/2016	SLO Assessment	Sends Artifact Collection Plan and random course files to Dean of Arts & Sciences with a copy to the Vice President of Academic Success
9/27/2016	Dean of Arts & Sciences	Distributes Artifact Collection Plan and random course files to Arts & Sciences Chairs for distribution to selected faculty
10/3/2016	Arts & Sciences Chairs	Distribute Artifact Collection Plan with timeline, instructions, cover sheet, accountability form, rubric and random selection file to selected faculty in core courses and SDEV 0370
10/10/2016	Arts & Sciences Chairs	Submit the signed accountability form for each course identified in the random course file to Student Learning Outcomes Assessment
10/7/2016	Faculty teaching Core Courses and SDEV 0370 Flex I Sections	Collect student artifacts
10/14/2016	Faculty teaching Core Courses and SDEV 0370 Flex I Sections	Deliver artifacts with completed cover sheets for randomly selected courses in electronic format to department chair
10/17/2016	Faculty teaching Core Courses and SDEV 0370 Flex I Sections	Begin discussion/work on artifacts on first day of class to ensure completion by 11/21/16 deadline to submit artifacts
11/21/2016	FT/FI faculty who teach traditional, hybrid, online, DC and ECHS core courses and SDEV 0370	Deliver artifacts with completed cover sheets for randomly selected courses in electronic format to department chairs. Cover Sheets must include description of assignment, SLO addressed and Core Objectives
11/28/2016	Arts & Sciences Chairs	Upload artifacts to iRubric web site
2/2/2017	SLO Assessment	Calibration Day
2/3/2017	SLO Assessment	Assessment Day
2/17/2017	IPRE	Assessment Results Report
3/3/2017	SLO Assessment	Assessment Day Showcase

Student Learning Outcomes Assessment, 8/26/2016

## *How Do We Engage Faculty?*

- ▶ Through Faculty Professional Development
  - SLO Overview Training – Spring 2016
  - ISLO 2016–2017 iRubric Training – Fall 2016
  - ISLO 2016–2017 Calibration Training – Feb. 2017
  - iRubric Quick Review Calibration Day – Feb 2017
- ▶ Through Faculty Ownership and Leadership
  - Input and Recommendations
  - Responsibility and Accountability
  - Leadership in Training and Presentations

## *How Do We Assess?*





## Core Objectives Assessed 2016–2017 (Cycle II)

- ▶ **Empirical & Quantitative Skills:** Ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.
- ▶ **Teamwork:** Ability to work effectively with others to support a shared purpose or goal and consider different points of view.
- ▶ **Social Responsibility:** Ability to demonstrate intercultural competency, civic knowledge and the ability to engage effectively in regional, national and global communities.
- ▶ **Personal Responsibility:** Ability to connect choices, actions and consequences to ethical decision-making.

**Empirical and Quantitative Skills:** Ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.

STUDENT LEARNING OUTCOME	SKILLFUL	EMERGING	NOT DEMONSTRATED
<b>Outcome 1</b> Identify and Collect Data – Clearly identifies what kind of information and what kind of analysis is required. Integration reflects whether all necessary information is presented, used and organization is logical.	The purpose, components and variables of the investigation/project are clearly identified.	The purpose, components and variables of the investigation/project are somewhat identified.	The purpose, components and variables of the investigation/project are not identified.
<b>Outcome 2</b> Manipulation of Data – The logic and clarity within the presented methods and the consistency and accuracy of the presented information.	Performs accurate and insightful manipulation of data, with no errors.	Performs adequate manipulation of data, with minor errors.	Performs inadequate manipulation of data, with major errors.
<b>Outcome 3</b> Analyze data and draw informed conclusions – The extent to which the results of analysis are applied to answer or address the problem/investigation.	Reaches adequate conclusions that are logical and supported by the data.	Reaches conclusions that are poorly supported by the data and contain logical flaws.	Reaches ambiguous or illogical conclusions that are largely unsupported by the data.

**Teamwork:** Ability to work effectively with others to support a shared purpose or goal and consider different points of view.

STUDENT LEARNING OUTCOME	SKILLFUL	EMERGING	NOT DEMONSTRATED
<b>Outcome 1</b> Contribution – The degree to which each student provided materials or skills that are integral to the group's ability to complete the given assignment.	Contributes quality work/ideas that meet the assignment's requirements OR effectively fulfills any assigned leadership role and shows a willingness to assist others.	Contributes work/ideas that meet the group's baseline expectations OR completes all assigned tasks but does not show a willingness to assist others.	Contributes work/ideas that are of low quality than what was expected OR needs constant prodding to complete individual tasks.
<b>Outcome 2</b> Cooperation – The skills and attitudes necessary for successful group interaction and the successful formation of finalized ideas and plans of action in the group environment.	Exhibits a positive attitude toward the project, assigned tasks and group members. Is interested in discussing ideas and listening to the ideas of others. Does not cause problematic situations within the group environment.	Exhibits an acceptable attitude toward the project, assigned tasks and group members. Offers few ideas or can at times monopolize the sharing of ideas (too little or too much) and may not fully buy into alternative viewpoints. Does not cause problematic situations within the group environment.	Does not always exhibit an acceptable attitude the project, assigned tasks and group members OR does not always effectively engage in information sharing/acknowledging a shared purpose. Causes some problems within the group environment.
<b>Outcome 3</b> Self-Management – The manner in which a group member conducts his/her personal business.	Demonstrates a good work ethic by meeting all deadlines, prioritizing personal projects and generally focusing on all assigned tasks.	Demonstrates a fair work ethic by meeting all final deadlines (group pre-set deadlines for completion may/may not have been met), prioritizing personal projects enough to meet the final deadline and having enough focus to not distract other group members from the task at hand.	Demonstrates a deficiency in work ethic by either not meeting a deadline, showing poor prioritization that interrupts the group's ability to complete tasks OR possesses a lack of focus this is distracting to others.

**Social Responsibility:** Ability to demonstrate intercultural competency, civic knowledge and the ability to engage effectively in regional, national and global communities.

STUDENT LEARNING OUTCOME	SKILLFUL	EMERGING	NOT DEMONSTRATED
<b>Outcome 1</b> Intercultural - Student will identify social issues and analyze them in light of a variety of cultural perspectives.	Clearly identifies the social issue. Clearly analyzes the social issue in light of distinct cultural perspectives.	Identifies the social issue. Somewhat analyzes the social issue in light of distinct cultural perspectives.	Does not identify the social issue. Does not analyze the social issue in light of distinct cultural perspectives.
<b>Outcome 2</b> Global Community – Student will identify and critique the social, political and/or economic impact of a global issue.	Clearly identifies the global issue. Clearly critiques and assesses the social, political and economic impact of the global issue.	Identifies the global issue. Somewhat critiques the social, political and/or economic impact of the global issue.	Does not identify the global issue. Does not critique the social, political nor economic impact of the global issue.
<b>Outcome 3</b> Attitudes and Behaviors – Students will identify and appraise the impact of social prejudices on attitudes and behaviors.	Clearly identifies and provides examples of "social prejudices." Clearly appraises the impact of social prejudices on attitudes and behaviors and provides example of how prejudices will affect human behavior in a social context.	Somewhat identifies "social prejudices." Somewhat appraises the impact of social prejudices and their effect on human behavior in a social context.	Does not define "social prejudices." Does not appraise the impact of social prejudices and their effect on human behavior in a social context.

**Personal Responsibility:** Ability to connect choices, actions and consequences to ethical decision-making.

OUTCOMES	SKILLFUL	EMERGING	NOT DEMONSTRATED
<b>Outcome 1 Values – Students assess their own ethical values and identify the origin of their values.</b>	Student articulates an understanding of the impact the source of his or her ethical values has on his or her development.	Student states his or her own ethical values and the source of his or her ethical values.	Student states either his or her own ethical values or the source of his or her ethical values, but not both.
<b>Outcome 2 Ethical issues – Students recognize ethical issues in the social context of problems.</b>	Student recognizes ethical issues when presented in a complex context.	Student recognizes basic ethical issues within a given situation and demonstrates partial understanding of their complexities.	Student does not recognize the basic ethical issue.
<b>Outcome 3 Perspectives – Students analyze alternative ethical perspectives and predict the ramifications of those perspectives to a situation.</b>	Student applies ethical perspectives to an ethical question and specifies implications of the application of that perspective.	Student identifies two ethical perspectives of a situation and analyzes the implications of those perspectives.	Student does not apply ethical perspectives to an ethical question.

*Random Sample  
Fall 2016*

	Sections Offered	Total Enrollments	Selected Sections	Selected Students	Target (95% Confidence Level)
Core Course F2F	326	8,785	14	364	368
Core Course DL	157	4,878	13	369	356
SDEV 0370 F2F and DL	16	559	7	248	228
TOTAL			35	981	

*What Have Our Students Learned?*



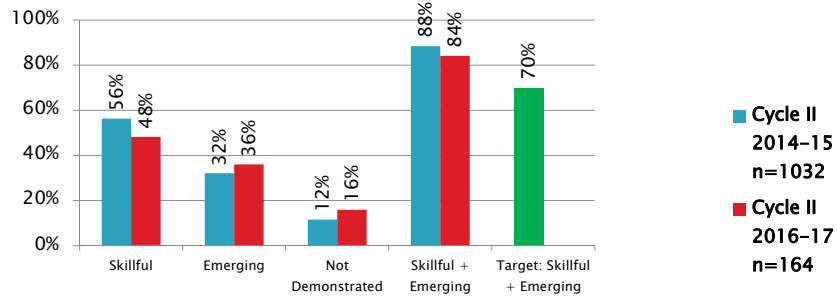
*Institutional Student Learning Outcomes*

*2016-2017 (Cycle II)*

*Trend Analysis*

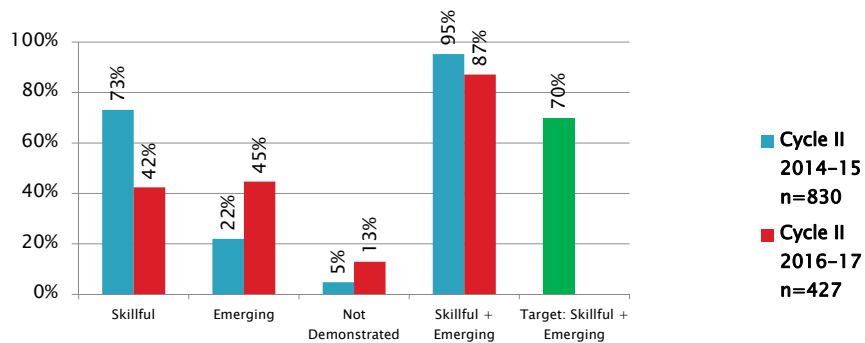
Empirical and Quantitative - Target Skillful + Emerging = 70%  
Decreased by 4%.

**3. Overall Empirical and Quantitative Skills at SPC (Cycle II  
2014-15 and 2016-17)**



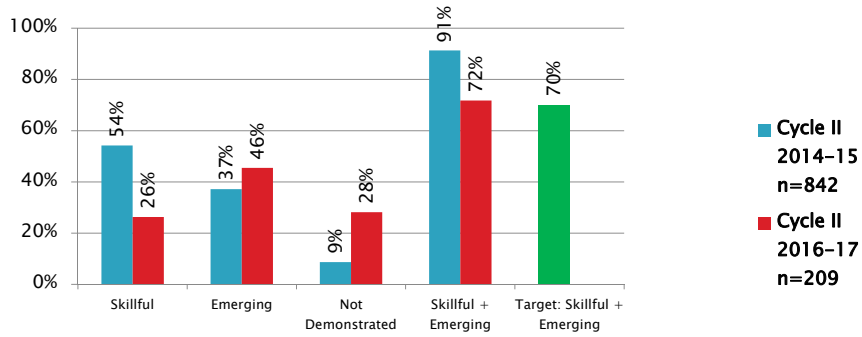
Teamwork - Target Skillful + Emerging = 70%  
Decreased by 8%.

**4. Overall Teamwork at SPC  
(Cycle II 2014-15 and 2016-17)**



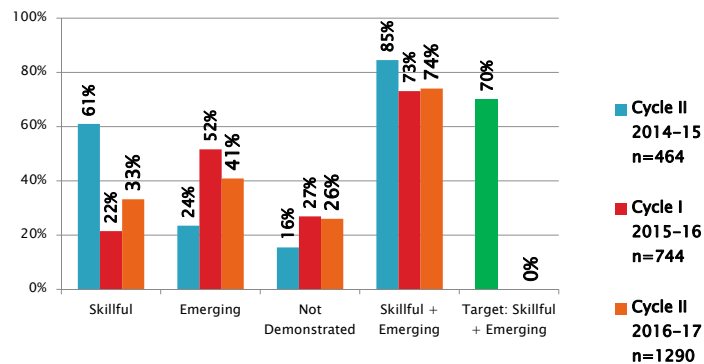
Social Responsibility- Target Skillful + Emerging = 70%  
Decreased by 19%.

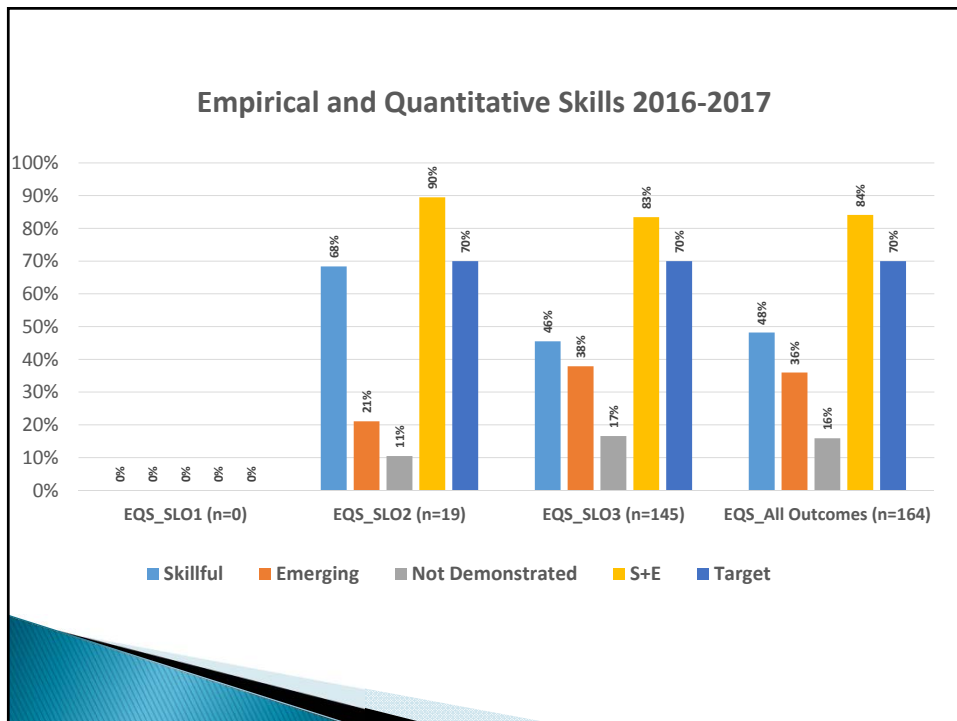
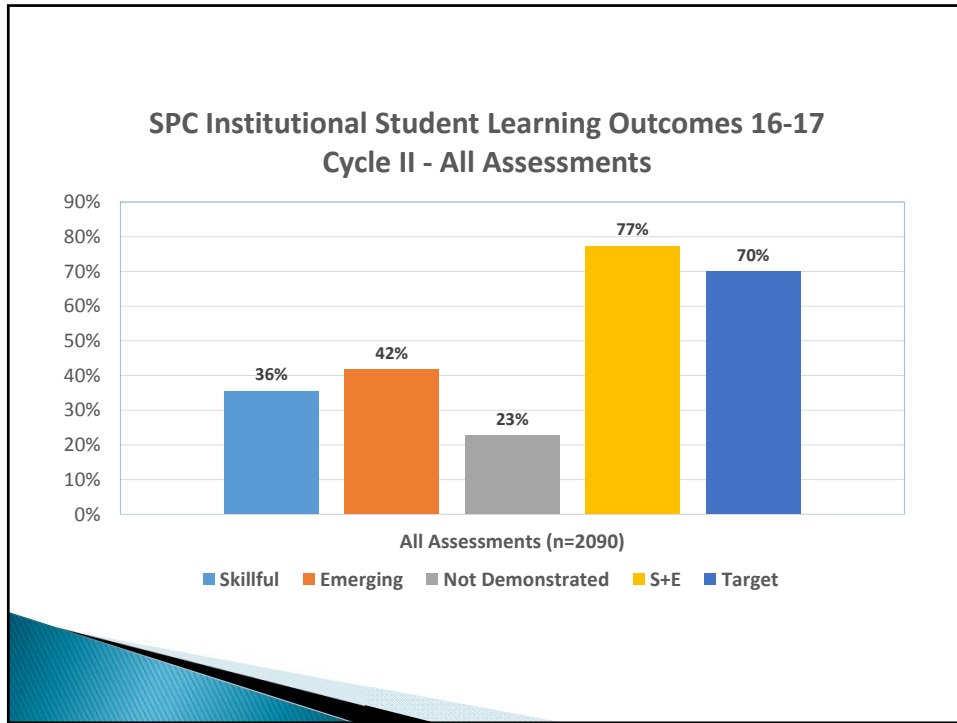
**5. Overall Social Responsibility at SPC  
 (Cycle II 2014-15 and 2016-17)**

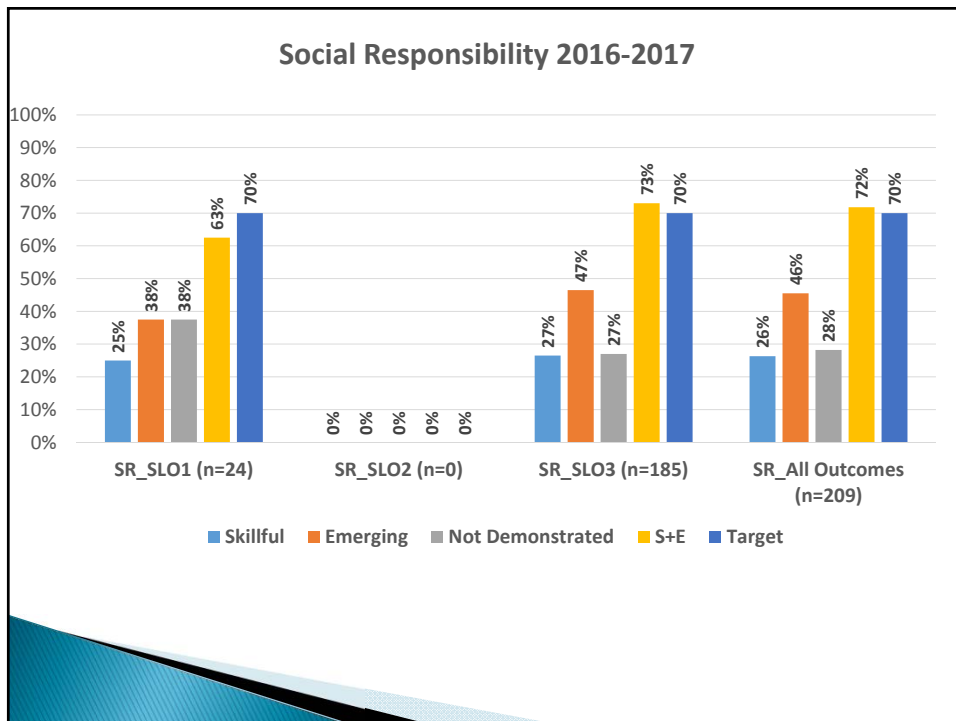
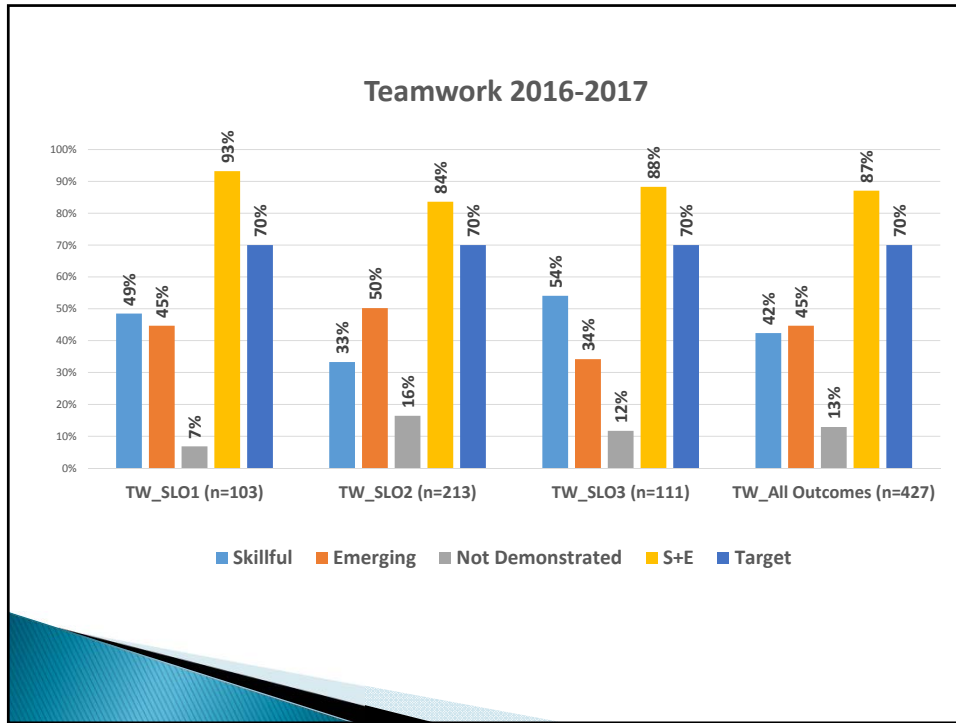


Personal Responsibility- Target Skillful + Emerging = 70%  
Increased by 1%.

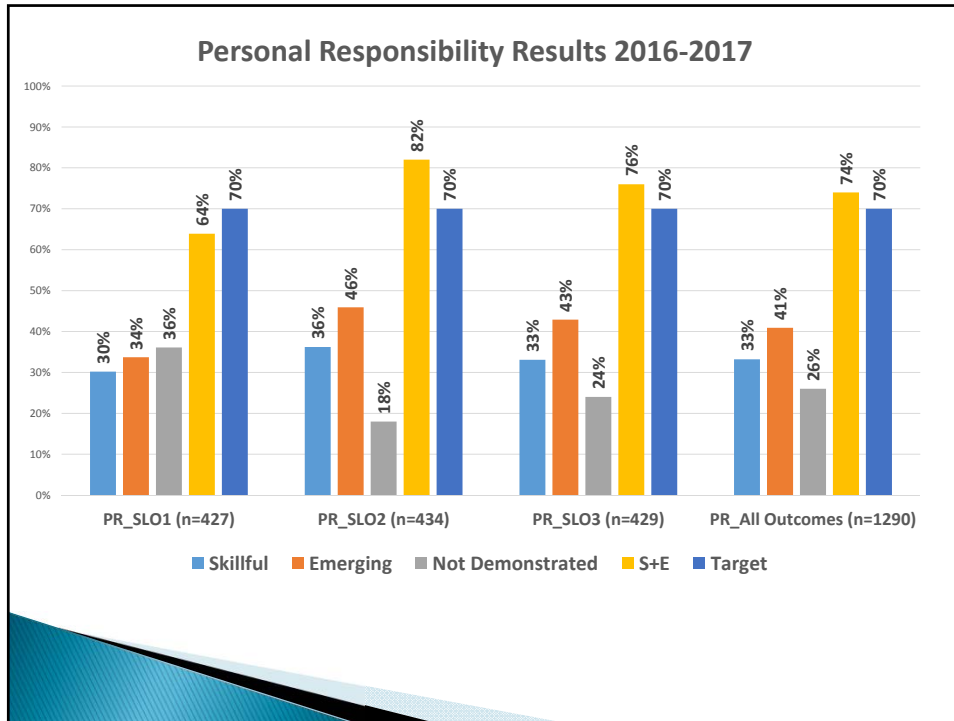
**6. Overall Personal Responsibility at SPC Trend  
 Comparison 2014-15 to 2016-17  
 (Assessed Annually - Cycle I and II)**











## *Empirical and Quantitative Skills Department Average*

Department	*Average Score
Mathematics	2.58
Natural Sciences	2.22
Social and Behavioral Sciences	2.41
EQS Total	2.32

\*Skillful = 3  
Emerging = 2  
Not Demonstrated = 1

## *Teamwork Department Average*

Department	*Average Score
Communications and Learning	<b>2.34</b>
Fine Arts	<b>1.21</b>
Natural Sciences	<b>2.42</b>
Teamwork Total	<b>2.30</b>
*Skillful = 3 Emerging = 2 Not Demonstrated = 1	

## *Social Responsibility Department Average*

Department	*Average Score
Fine Arts	<b>1.88</b>
Social and Behavioral Sciences	<b>1.99</b>
Social Responsibility Total	<b>1.98</b>
*Skillful = 3 Emerging = 2 Not Demonstrated = 1	

## *Personal Responsibility Department Average*

Department	*Average Score
Communications and Learning	<b>2.11</b>
Social and Behavioral Sciences	<b>1.99</b>
Personal Responsibility Total	<b>2.07</b>
*Skillful = 3 Emerging = 2 Not Demonstrated = 1	

## *Disaggregated Results A&S Core Courses and SDEV 0370*

Competency/SLO Frequencies Reported by:

- ▶ Department
- ▶ Program
- ▶ Course
- ▶ Department/SPC Comparisons

Competency/SLO Average Reported by:

- ▶ Department
- ▶ Course

Thank you, Rhonda



### *Improvements in 2016–2017 Cover Sheets*

- ▶ *Cover sheets guides were developed to ensure that assessment was standardized across courses.*
- ▶ *64 individualized templates were prepared aligning SPC assessment with THECB requirements.*
- ▶ *Templates were pre-populated with Core Objective requirements per THECB.*
- ▶ *Departments determined SLOs and assignments.*
- ▶ *Finalized and approved cover sheets were used by faculty teaching any section of the course to guide artifact development.*

### *Improvements in 2016–2017 Assessment Expectations*

- ▶ *Assessment expectations were clarified to ensure SACSCOC, THECB and QEP compliance.*
- ▶ *Faculty were notified that all core course sections must participate in artifact development.*
- ▶ *Randomly selected courses are assessed but all core courses develop artifacts.*
- ▶ *This eliminates the perception that only the randomly selected courses develop artifacts.*

**SPC Fall 2016 QEP Overall Results by Competency and Outcome**

<b>Core Objective</b>	<b>SLO</b>	<b>SKILLFUL</b>	<b>%</b>	<b>EMERGING</b>	<b>%</b>	<b>NOT DEMONSTRATED</b>	<b>%</b>	<b>Grand Total</b>	<b>Skillful+Emerging</b>	<b>%</b>
Empirical and Quantitative Skills	EQS Outcome 2	13	68.4%	4	21.1%	2	10.5%	19	17	89.5%
	EQS Outcome 3	66	45.5%	55	37.9%	24	16.6%	145	121	83.4%
<b>Empirical and Quantitative Skills Total</b>		<b>79</b>	<b>48.2%</b>	<b>59</b>	<b>36.0%</b>	<b>26</b>	<b>15.9%</b>	<b>164</b>	<b>138</b>	<b>84.1%</b>
Personal Responsibility	PR Outcome 1	129	30.2%	144	33.7%	154	36.1%	427	273	63.9%
	PR Outcome 2	157	36.2%	199	45.9%	78	18.0%	434	356	82.0%
	PR Outcome 3	142	33.1%	184	42.9%	103	24.0%	429	326	76.0%
<b>Personal Responsibility Total</b>		<b>428</b>	<b>33.2%</b>	<b>527</b>	<b>40.9%</b>	<b>335</b>	<b>26.0%</b>	<b>1290</b>	<b>955</b>	<b>74.0%</b>
Social Responsibility	SR Outcome 1	6	25.0%	9	37.5%	9	37.5%	24	15	62.5%
	SR Outcome 3	49	26.5%	86	46.5%	50	27.0%	185	135	73.0%
<b>Social Responsibility Total</b>		<b>55</b>	<b>26.3%</b>	<b>95</b>	<b>45.5%</b>	<b>59</b>	<b>28.2%</b>	<b>209</b>	<b>150</b>	<b>71.8%</b>
Teamwork	TW Outcome 1	50	48.5%	46	44.7%	7	6.8%	103	96	93.2%
	TW Outcome 2	71	33.3%	107	50.2%	35	16.4%	213	178	83.6%
	TW Outcome 3	60	54.1%	38	34.2%	13	11.7%	111	98	88.3%
<b>Teamwork Total</b>		<b>181</b>	<b>42.4%</b>	<b>191</b>	<b>44.7%</b>	<b>55</b>	<b>12.9%</b>	<b>427</b>	<b>372</b>	<b>87.1%</b>
<b>Grand Total</b>		<b>743</b>	<b>35.6%</b>	<b>872</b>	<b>41.7%</b>	<b>475</b>	<b>22.7%</b>	<b>2090</b>	<b>1615</b>	<b>77.3%</b>

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**SPC Fall 2016 QEP Results by Competency, Outcome and Department**

<b>Core Objectives</b>	<b>SLO</b>	<b>Department</b>	<b>SKILLFUL</b>	<b>%</b>	<b>EMERGING</b>	<b>%</b>	<b>NOT DEMONSTRATED</b>	<b>%</b>	<b>Grand Total</b>	<b>Skillful+Emerging</b>	<b>%</b>
Empirical and Quantitative Skills	EQS Outcome 2	MATHEMATICS	13	68.4%	4	21.1%	2	10.5%	19	17	89.5%
	EQS Outcome 2 Total		13	68.4%	4	21.1%	2	10.5%	19	17	89.5%
	EQS Outcome 3	NATURAL SCIENCES	34	37.4%	43	47.3%	14	15.4%	91	77	84.6%
		SOCIAL & BEHAVIORAL SCIENCES	32	59.3%	12	22.2%	10	18.5%	54	44	81.5%
	EQS Outcome 3 Total		66	45.5%	55	37.9%	24	16.6%	145	121	83.4%
<b>Empirical and Quantitative Skills Total</b>			<b>79</b>	<b>48.2%</b>	<b>59</b>	<b>36.0%</b>	<b>26</b>	<b>15.9%</b>	<b>164</b>	<b>138</b>	<b>84.1%</b>
Personal Responsibility	PR Outcome 1	COMMUNICATIONS AND LEARNING	115	38.9%	122	41.2%	59	19.9%	296	237	80.1%
		SOCIAL & BEHAVIORAL SCIENCES	14	10.7%	22	16.8%	95	72.5%	131	36	27.5%
	PR Outcome 1 Total		129	30.2%	144	33.7%	154	36.1%	427	273	63.9%
	PR Outcome 2	COMMUNICATIONS AND LEARNING	100	33.1%	138	45.7%	64	21.2%	302	238	78.8%
		SOCIAL & BEHAVIORAL SCIENCES	57	43.2%	61	46.2%	14	10.6%	132	118	89.4%
	PR Outcome 2 Total		157	36.2%	199	45.9%	78	18.0%	434	356	82.0%
	PR Outcome 3	COMMUNICATIONS AND LEARNING	88	29.6%	127	42.8%	82	27.6%	297	215	72.4%
		SOCIAL & BEHAVIORAL SCIENCES	54	40.9%	57	43.2%	21	15.9%	132	111	84.1%
PR Outcome 3 Total		142	33.1%	184	42.9%	103	24.0%	429	326	76.0%	
<b>Personal Responsibility Total</b>			<b>428</b>	<b>33.2%</b>	<b>527</b>	<b>40.9%</b>	<b>335</b>	<b>26.0%</b>	<b>1290</b>	<b>955</b>	<b>74.0%</b>
Social Responsibility	SR Outcome 1	FINE ARTS & KINESIOLOGY	6	25.0%	9	37.5%	9	37.5%	24	15	62.5%
	SR Outcome 1 Total		6	25.0%	9	37.5%	9	37.5%	24	15	62.5%
	SR Outcome 3	SOCIAL & BEHAVIORAL SCIENCES	49	26.5%	86	46.5%	50	27.0%	185	135	73.0%
	SR Outcome 3 Total		49	26.5%	86	46.5%	50	27.0%	185	135	73.0%
<b>Social Responsibility Total</b>			<b>55</b>	<b>26.3%</b>	<b>95</b>	<b>45.5%</b>	<b>59</b>	<b>28.2%</b>	<b>209</b>	<b>150</b>	<b>71.8%</b>
Teamwork	TW Outcome 1	COMMUNICATIONS AND LEARNING	50	48.5%	46	44.7%	7	6.8%	103	96	93.2%
	TW Outcome 1 Total		50	48.5%	46	44.7%	7	6.8%	103	96	93.2%
	TW Outcome 2	COMMUNICATIONS AND LEARNING	29	29.6%	57	58.2%	12	12.2%	98	86	87.8%
		FINE ARTS & KINESIOLOGY	2	8.3%	1	4.2%	21	87.5%	24	3	12.5%
		NATURAL SCIENCES	40	44.0%	49	53.8%	2	2.2%	91	89	97.8%
	TW Outcome 2 Total		71	33.3%	107	50.2%	35	16.4%	213	178	83.6%
	TW Outcome 3	COMMUNICATIONS AND LEARNING	60	54.1%	38	34.2%	13	11.7%	111	98	88.3%
TW Outcome 3 Total		60	54.1%	38	34.2%	13	11.7%	111	98	88.3%	
<b>Teamwork Total</b>			<b>181</b>	<b>42.4%</b>	<b>191</b>	<b>44.7%</b>	<b>55</b>	<b>12.9%</b>	<b>427</b>	<b>372</b>	<b>87.1%</b>
<b>Grand Total</b>			<b>743</b>	<b>35.6%</b>	<b>872</b>	<b>41.7%</b>	<b>475</b>	<b>22.7%</b>	<b>2090</b>	<b>1615</b>	<b>77.3%</b>

SPC Fall 2016 QEP Results by Competency, Outcome and Program

Core Objective	SLO	Department	Program	SKILLFUL	%	EMERGING	%	NOT DEMONSTRATED	%	Grand Total	Skillful+Emerging	%	
Empirical and Quantitative Skills	EQS Outcome 2	MATHEMATICS	MATHEMATICS	13	68.4%	4	21.1%	2	10.5%	19	17	89.5%	
		MATHEMATICS Total		13	68.4%	4	21.1%	2	10.5%	19	17	89.5%	
	EQS Outcome 2 Total			13	68.4%	4	21.1%	2	10.5%	19	17	89.5%	
	EQS Outcome 3	NATURAL SCIENCES	BIOLOGY	BIOLOGY	27	38.0%	30	42.3%	14	19.7%	71	57	80.3%
			CHEMISTRY	CHEMISTRY	7	35.0%	13	65.0%		0.0%	20	20	100.0%
		NATURAL SCIENCES Total		34	37.4%	43	47.3%	14	15.4%	91	77	84.6%	
		SOCIAL & BEHAVIORAL SCIENCES	ECONOMICS	ECONOMICS	17	77.3%	3	13.6%	2	9.1%	22	20	90.9%
			PSYCHOLOGY	PSYCHOLOGY	15	46.9%	9	28.1%	8	25.0%	32	24	75.0%
		SOCIAL & BEHAVIORAL SCIENCES Total		32	59.3%	12	22.2%	10	18.5%	54	44	81.5%	
	EQS Outcome 3 Total			66	45.5%	55	37.9%	24	16.6%	145	121	83.4%	
	<b>Empirical and Quantitative Skills Total</b>			<b>79</b>	<b>48.2%</b>	<b>59</b>	<b>36.0%</b>	<b>26</b>	<b>15.9%</b>	<b>164</b>	<b>138</b>	<b>84.1%</b>	
	Personal Responsibility	PR Outcome 1	COMMUNICATIONS AND LEARNING	ENGLISH	30	29.4%	37	36.3%	35	34.3%	102	67	65.7%
				SPEECH	7	30.4%	16	69.6%		0.0%	23	23	100.0%
			STUDENT DEVELOPMENT	78	45.6%	69	40.4%	24	14.0%	171	147	86.0%	
COMMUNICATIONS AND LEARNING Total				115	38.9%	122	41.2%	59	19.9%	296	237	80.1%	
SOCIAL & BEHAVIORAL SCIENCES		HISTORY	12	14.8%	10	12.3%	59	72.8%	81	22	27.2%		
		POLITICAL SCIENCE	2	4.0%	12	24.0%	36	72.0%	50	14	28.0%		
SOCIAL & BEHAVIORAL SCIENCES Total			14	10.7%	22	16.8%	95	72.5%	131	36	27.5%		
PR Outcome 1 Total				129	30.2%	144	33.7%	154	36.1%	427	273	63.9%	
PR Outcome 2		COMMUNICATIONS AND LEARNING	ENGLISH	43	39.8%	43	39.8%	22	20.4%	108	86	79.6%	
			SPEECH	7	30.4%	16	69.6%		0.0%	23	23	100.0%	
		STUDENT DEVELOPMENT	50	29.2%	79	46.2%	42	24.6%	171	129	75.4%		
		COMMUNICATIONS AND LEARNING Total		100	33.1%	138	45.7%	64	21.2%	302	238	78.8%	
		SOCIAL & BEHAVIORAL SCIENCES	HISTORY	44	54.3%	28	34.6%	9	11.1%	81	72	88.9%	
			POLITICAL SCIENCE	13	25.5%	33	64.7%	5	9.8%	51	46	90.2%	
SOCIAL & BEHAVIORAL SCIENCES Total			57	43.2%	61	46.2%	14	10.6%	132	118	89.4%		
PR Outcome 2 Total				157	36.2%	199	45.9%	78	18.0%	434	356	82.0%	
PR Outcome 3		COMMUNICATIONS AND LEARNING	ENGLISH	34	32.7%	37	35.6%	33	31.7%	104	71	68.3%	
			SPEECH	7	30.4%	16	69.6%		0.0%	23	23	100.0%	
		STUDENT DEVELOPMENT	47	27.6%	74	43.5%	49	28.8%	170	121	71.2%		
		COMMUNICATIONS AND LEARNING Total		88	29.6%	127	42.8%	82	27.6%	297	215	72.4%	
	SOCIAL & BEHAVIORAL SCIENCES	HISTORY	41	50.6%	32	39.5%	8	9.9%	81	73	90.1%		
		POLITICAL SCIENCE	13	25.5%	25	49.0%	13	25.5%	51	38	74.5%		
	SOCIAL & BEHAVIORAL SCIENCES Total		54	40.9%	57	43.2%	21	15.9%	132	111	84.1%		
	PR Outcome 3 Total			142	33.1%	184	42.9%	103	24.0%	429	326	76.0%	
<b>Personal Responsibility Total</b>			<b>428</b>	<b>33.2%</b>	<b>527</b>	<b>40.9%</b>	<b>335</b>	<b>26.0%</b>	<b>1290</b>	<b>955</b>	<b>74.0%</b>		
Social Responsibility	SR Outcome 1	FINE ARTS & KINESIOLOGY	ART	6	25.0%	9	37.5%	9	37.5%	24	15	62.5%	
			FINE ARTS & KINESIOLOGY Total		6	25.0%	9	37.5%	9	37.5%	24	15	62.5%
	SR Outcome 1 Total			6	25.0%	9	37.5%	9	37.5%	24	15	62.5%	
	SR Outcome 3	SOCIAL & BEHAVIORAL SCIENCES	ECONOMICS	12	54.5%	10	45.5%		0.0%	22	22	100.0%	
			HISTORY	20	24.7%	36	44.4%	25	30.9%	81	56	69.1%	
		POLITICAL SCIENCE	4	8.0%	28	56.0%	18	36.0%	50	32	64.0%		
		PSYCHOLOGY	13	40.6%	12	37.5%	7	21.9%	32	25	78.1%		
	SOCIAL & BEHAVIORAL SCIENCES Total		49	26.5%	86	46.5%	50	27.0%	185	135	73.0%		
	SR Outcome 3 Total			49	26.5%	86	46.5%	50	27.0%	185	135	73.0%	
	<b>Social Responsibility Total</b>			<b>55</b>	<b>26.3%</b>	<b>95</b>	<b>45.5%</b>	<b>59</b>	<b>28.2%</b>	<b>209</b>	<b>150</b>	<b>71.8%</b>	
Teamwork	TW Outcome 1	COMMUNICATIONS AND LEARNING	ENGLISH	37	46.3%	37	46.3%	6	7.5%	80	74	92.5%	
			SPEECH	13	56.5%	9	39.1%	1	4.3%	23	22	95.7%	
	COMMUNICATIONS AND LEARNING Total		50	48.5%	46	44.7%	7	6.8%	103	96	93.2%		
	TW Outcome 1 Total			50	48.5%	46	44.7%	7	6.8%	103	96	93.2%	
	TW Outcome 2	COMMUNICATIONS AND LEARNING	ENGLISH	16	21.3%	48	64.0%	11	14.7%	75	64	85.3%	
			SPEECH	13	56.5%	9	39.1%	1	4.3%	23	22	95.7%	
		COMMUNICATIONS AND LEARNING Total		29	29.6%	57	58.2%	12	12.2%	98	86	87.8%	
		FINE ARTS & KINESIOLOGY	ART	2	8.3%	1	4.2%	21	87.5%	24	3	12.5%	
		FINE ARTS & KINESIOLOGY Total		2	8.3%	1	4.2%	21	87.5%	24	3	12.5%	
		NATURAL SCIENCES	BIOLOGY	31	43.7%	38	53.5%	2	2.8%	71	69	97.2%	
NATURAL SCIENCES Total	CHEMISTRY	9	45.0%	11	55.0%		0.0%	20	20	100.0%			
		40	44.0%	49	53.8%	2	2.2%	91	89	97.8%			

SPC Fall 2016 QEP Results by Competency, Outcome and Program

Core Objective	SLO	Department	Program	SKILLFUL	%	EMERGING	%	NOT DEMONSTRATED	%	Grand Total	Skillful+Emerging	%
	TW Outcome 2 Total			71	33.3%	107	50.2%	35	16.4%	213	178	83.6%
	TW Outcome 3	COMMUNICATIONS AND LEARNING	ENGLISH	47	53.4%	29	33.0%	12	13.6%	88	76	86.4%
			SPEECH	13	56.5%	9	39.1%	1	4.3%	23	22	95.7%
		COMMUNICATIONS AND LEARNING Total		60	54.1%	38	34.2%	13	11.7%	111	98	88.3%
	TW Outcome 3 Total			60	54.1%	38	34.2%	13	11.7%	111	98	88.3%
<b>Teamwork Total</b>				<b>181</b>	<b>42.4%</b>	<b>191</b>	<b>44.7%</b>	<b>55</b>	<b>12.9%</b>	<b>427</b>	<b>372</b>	<b>87.1%</b>
<b>Grand Total</b>				<b>743</b>	<b>35.6%</b>	<b>872</b>	<b>41.7%</b>	<b>475</b>	<b>22.7%</b>	<b>2090</b>	<b>1615</b>	<b>77.3%</b>

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**SPC Fall 2016 QEP Results by Competency and Program**

<b>Core Objective</b>	<b>Program</b>	<b>SKILLFUL</b>	<b>%</b>	<b>EMERGING</b>	<b>%</b>	<b>NOT DEMONSTRATED</b>	<b>%</b>	<b>Grand Total</b>	<b>Skillful+Emerging</b>	<b>%</b>
Empirical and Quantitative Skills	BIOLOGY	27	38.0%	30	42.3%	14	19.7%	71	57	80.3%
	CHEMISTRY	7	35.0%	13	65.0%		0.0%	20	20	100.0%
	ECONOMICS	17	77.3%	3	13.6%	2	9.1%	22	20	90.9%
	MATHEMATICS	13	68.4%	4	21.1%	2	10.5%	19	17	89.5%
	PSYCHOLOGY	15	46.9%	9	28.1%	8	25.0%	32	24	75.0%
<b>Empirical and Quantitative Skills Total</b>		<b>79</b>	<b>48.2%</b>	<b>59</b>	<b>36.0%</b>	<b>26</b>	<b>15.9%</b>	<b>164</b>	<b>138</b>	<b>84.1%</b>
Personal Responsibility	ENGLISH	107	34.1%	117	37.3%	90	28.7%	314	224	71.3%
	HISTORY	97	39.9%	70	28.8%	76	31.3%	243	167	68.7%
	POLITICAL SCIENCE	28	18.4%	70	46.1%	54	35.5%	152	98	64.5%
	SPEECH	21	30.4%	48	69.6%		0.0%	69	69	100.0%
	STUDENT DEVELOPMENT	175	34.2%	222	43.4%	115	22.5%	512	397	77.5%
<b>Personal Responsibility Total</b>		<b>428</b>	<b>33.2%</b>	<b>527</b>	<b>40.9%</b>	<b>335</b>	<b>26.0%</b>	<b>1290</b>	<b>955</b>	<b>74.0%</b>
Social Responsibility	ART	6	25.0%	9	37.5%	9	37.5%	24	15	62.5%
	ECONOMICS	12	54.5%	10	45.5%		0.0%	22	22	100.0%
	HISTORY	20	24.7%	36	44.4%	25	30.9%	81	56	69.1%
	POLITICAL SCIENCE	4	8.0%	28	56.0%	18	36.0%	50	32	64.0%
	PSYCHOLOGY	13	40.6%	12	37.5%	7	21.9%	32	25	78.1%
<b>Social Responsibility Total</b>		<b>55</b>	<b>26.3%</b>	<b>95</b>	<b>45.5%</b>	<b>59</b>	<b>28.2%</b>	<b>209</b>	<b>150</b>	<b>71.8%</b>
Teamwork	ART	2	8.3%	1	4.2%	21	87.5%	24	3	12.5%
	BIOLOGY	31	43.7%	38	53.5%	2	2.8%	71	69	97.2%
	CHEMISTRY	9	45.0%	11	55.0%		0.0%	20	20	100.0%
	ENGLISH	100	41.2%	114	46.9%	29	11.9%	243	214	88.1%
	SPEECH	39	56.5%	27	39.1%	3	4.3%	69	66	95.7%
<b>Teamwork Total</b>		<b>181</b>	<b>42.4%</b>	<b>191</b>	<b>44.7%</b>	<b>55</b>	<b>12.9%</b>	<b>427</b>	<b>372</b>	<b>87.1%</b>
<b>Grand Total</b>		<b>743</b>	<b>35.6%</b>	<b>872</b>	<b>41.7%</b>	<b>475</b>	<b>22.7%</b>	<b>2090</b>	<b>1615</b>	<b>77.3%</b>

**SPC Fall 2016 QEP Results by Competency, Course and Outcome**

<b>Core Objective</b>	<b>Course</b>	<b>SLO</b>	<b>SKILLFUL</b>	<b>%</b>	<b>EMERGING</b>	<b>%</b>	<b>NOT DEMONSTRATED</b>	<b>%</b>	<b>Grand Total</b>	<b>Skillful+Emerging</b>	<b>%</b>	
Empirical and Quantitative Skills	BIOL	1322 EQS Outcome 3	12	52.2%	8	34.8%	3	13.0%	23	20	87.0%	
	BIOL	1409 EQS Outcome 3	3	20.0%	8	53.3%	4	26.7%	15	11	73.3%	
	BIOL	2401 EQS Outcome 3	8	57.1%	6	42.9%		0.0%	14	14	100.0%	
	BIOL	2402 EQS Outcome 3	4	21.1%	8	42.1%	7	36.8%	19	12	63.2%	
	CHEM	1405 EQS Outcome 3	7	35.0%	13	65.0%		0.0%	20	20	100.0%	
	ECON	2302 EQS Outcome 3	17	77.3%	3	13.6%	2	9.1%	22	20	90.9%	
	MATH	1314 EQS Outcome 2	8	61.5%	4	30.8%	1	7.7%	13	12	92.3%	
	MATH	1332 EQS Outcome 2	5	83.3%		0.0%	1	16.7%	6	5	83.3%	
	PSYC	2301 EQS Outcome 3	12	63.2%	3	15.8%	4	21.1%	19	15	78.9%	
	PSCY	2306 EQS Outcome 3	3	23.1%	6	46.2%	4	30.8%	13	9	69.2%	
	Personal Responsibility	ENGL	1301 PR Outcome 1	26	27.4%	34	35.8%	35	36.8%	95	60	63.2%
		ENGL	1301 PR Outcome 2	33	34.7%	40	42.1%	22	23.2%	95	73	76.8%
ENGL		1301 PR Outcome 3	24	26.4%	34	37.4%	33	36.3%	91	58	63.7%	
ENGL		1302 PR Outcome 1	4	57.1%	3	42.9%		0.0%	7	7	100.0%	
ENGL		1302 PR Outcome 2	10	76.9%	3	23.1%		0.0%	13	13	100.0%	
ENGL		1302 PR Outcome 3	10	76.9%	3	23.1%		0.0%	13	13	100.0%	
GOVT		2306 PR Outcome 1	2	4.0%	12	24.0%	36	72.0%	50	14	28.0%	
GOVT		2306 PR Outcome 2	13	25.5%	33	64.7%	5	9.8%	51	46	90.2%	
GOVT		2306 PR Outcome 3	13	25.5%	25	49.0%	13	25.5%	51	38	74.5%	
HIST		1301 PR Outcome 1	7	12.3%	9	15.8%	41	71.9%	57	16	28.1%	
HIST		1301 PR Outcome 2	34	59.6%	20	35.1%	3	5.3%	57	54	94.7%	
HIST		1301 PR Outcome 3	32	56.1%	22	38.6%	3	5.3%	57	54	94.7%	
HIST		2301 PR Outcome 1	5	20.8%	1	4.2%	18	75.0%	24	6	25.0%	
HIST		2301 PR Outcome 2	10	41.7%	8	33.3%	6	25.0%	24	18	75.0%	
HIST		2301 PR Outcome 3	9	37.5%	10	41.7%	5	20.8%	24	19	79.2%	
SDEV		307 PR Outcome 1	10	35.7%	18	64.3%		0.0%	28	28	100.0%	
SDEV		307 PR Outcome 2	10	35.7%	18	64.3%		0.0%	28	28	100.0%	
SDEV		307 PR Outcome 3	10	35.7%	18	64.3%		0.0%	28	28	100.0%	
SDEV		370 PR Outcome 1	68	47.6%	51	35.7%	24	16.8%	143	119	83.2%	
SDEV		307 PR Outcome 2	40	28.0%	61	42.7%	42	29.4%	143	101	70.6%	
SDEV		307 PR Outcome 3	37	26.1%	56	39.4%	49	34.5%	142	93	65.5%	
SPCH		1321 PR Outcome 1	7	30.4%	16	69.6%		0.0%	23	23	100.0%	
SPCH		1321 PR Outcome 2	7	30.4%	16	69.6%		0.0%	23	23	100.0%	
SPCH	1321 PR Outcome 3	7	30.4%	16	69.6%		0.0%	23	23	100.0%		
Social Responsibility	ARTS	1301 SR Outcome 1	6	25.0%	9	37.5%	9	37.5%	24	15	62.5%	
	ECON	2302 SR Outcome 3	12	54.5%	10	45.5%		0.0%	22	22	100.0%	
	GOVT	2306 SR Outcome 3	4	8.0%	28	56.0%	18	36.0%	50	32	64.0%	
	HIST	1301 SR Outcome 3	12	21.1%	31	54.4%	14	24.6%	57	43	75.4%	
	HIST	2301 SR Outcome 3	8	33.3%	5	20.8%	11	45.8%	24	13	54.2%	
	PSYC	2301 SR Outcome 3	11	57.9%	4	21.1%	4	21.1%	19	15	78.9%	
	PSYC	2306 SR Outcome 3	2	15.4%	8	61.5%	3	23.1%	13	10	76.9%	

**SPC Fall 2016 QEP Results by Competency, Course and Outcome**

<b>Core Objective</b>	<b>Course</b>	<b>SLO</b>	<b>SKILLFUL</b>	<b>%</b>	<b>EMERGING</b>	<b>%</b>	<b>NOT DEMONSTRATED</b>	<b>%</b>	<b>Grand Total</b>	<b>Skillful+Emerging</b>	<b>%</b>
Teamwork	ARTS	1301 TW Outcome 2	2	8.3%	1	4.2%	21	87.5%	24	3	12.5%
	BIOL	1322 TW Outcome 2	11	47.8%	12	52.2%		0.0%	23	23	100.0%
	BIOL	1409 TW Outcome 2	4	26.7%	10	66.7%	1	6.7%	15	14	93.3%
	BIOL	2401 TW Outcome 2	7	50.0%	7	50.0%		0.0%	14	14	100.0%
	BIOL	2402 TW Outcome 2	9	47.4%	9	47.4%	1	5.3%	19	18	94.7%
	CHEM	1405 TW Outcome 2	9	45.0%	11	55.0%		0.0%	20	20	100.0%
	ENGL	1301 TW Outcome 1	26	37.7%	37	53.6%	6	8.7%	69	63	91.3%
	ENGL	1301 TW Outcome 2	16	21.3%	48	64.0%	11	14.7%	75	64	85.3%
	ENGL	1301 TW Outcome 3	36	46.8%	29	37.7%	12	15.6%	77	65	84.4%
	ENGL	1302 TW Outcome 1	11	100.0%		0.0%		0.0%	11	11	100.0%
	ENGL	1302 TW Outcome 3	11	100.0%		0.0%		0.0%	11	11	100.0%
	SPCH	1321 TW Outcome 1	13	56.5%	9	39.1%	1	4.3%	23	22	95.7%
	SPCH	1321 TW Outcome 2	13	56.5%	9	39.1%	1	4.3%	23	22	95.7%
SPCH	1321 TW Outcome 3	13	56.5%	9	39.1%	1	4.3%	23	22	95.7%	
<b>Grand Total</b>			<b>743</b>	<b>35.6%</b>	<b>872</b>	<b>41.7%</b>	<b>475</b>	<b>22.7%</b>	<b>2090</b>	<b>1615</b>	<b>77.3%</b>

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**SPC Fall 2016 QEP Results by Competency, Outcome and Department  
Difference Between Department and College as a Whole**

<b>Core Objective</b>	<b>SLO</b>	<b>Department</b>	<b>SPC Skillful+ Emerging %</b>	<b>Dept Skillful+Emerging %</b>	<b>Difference</b>
Empirical and Quantitative Skills	EQS Outcome 2	MATHEMATICS	89.5%	89.5%	<b>0.0%</b>
	EQS Outcome 3	NATURAL SCIENCES	83.4%	84.6%	<b>1.2%</b>
Personal Responsibility	PR Outcome 1	SOCIAL & BEHAVIORAL SCIENCES	83.4%	81.5%	<b>-2.0%</b>
		COMMUNICATIONS AND LEARNING	63.9%	80.1%	<b>16.1%</b>
	PR Outcome 2	SOCIAL & BEHAVIORAL SCIENCES	63.9%	27.5%	<b>-36.5%</b>
		COMMUNICATIONS AND LEARNING	82.0%	78.8%	<b>-3.2%</b>
	PR Outcome 3	SOCIAL & BEHAVIORAL SCIENCES	82.0%	89.4%	<b>7.4%</b>
		COMMUNICATIONS AND LEARNING	76.0%	72.4%	<b>-3.6%</b>
Social Responsibility	SR Outcome 1	SOCIAL & BEHAVIORAL SCIENCES	76.0%	84.1%	<b>8.1%</b>
		FINE ARTS & KINESIOLOGY	62.5%	62.5%	<b>0.0%</b>
	SR Outcome 3	SOCIAL & BEHAVIORAL SCIENCES	73.0%	73.0%	<b>0.0%</b>
Teamwork	TW Outcome 1	COMMUNICATIONS AND LEARNING	93.2%	93.2%	<b>0.0%</b>
		COMMUNICATIONS AND LEARNING	83.6%	87.8%	<b>4.2%</b>
	TW Outcome 2	FINE ARTS & KINESIOLOGY	83.6%	12.5%	<b>-71.1%</b>
		NATURAL SCIENCES	83.6%	97.8%	<b>14.2%</b>
	TW Outcome 3	COMMUNICATIONS AND LEARNING	88.3%	88.3%	<b>0.0%</b>
Grand Total			77.3%	77.3%	<b>0.0%</b>

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**SPC Fall 2016 QEP Average Scores\*  
by Competency and Course**

<b>Core Objectives</b>	<b>Department</b>	<b>Course</b>	<b>Total Count</b>	<b>Average Score</b>
Empirical and Quantitative Skills	MATHEMATICS	MATH 1314	13	2.54
		MATH 1332	6	2.67
	MATHEMATICS Total		19	2.58
	NATURAL SCIENCES	BIOL 1322	23	2.39
		BIOL 1409	15	1.93
		BIOL 2401	14	2.57
		BIOL 2402	19	1.84
		CHEM 1405	20	2.35
		NATURAL SCIENCES Total		91
	SOCIAL & BEHAVIORAL SCIENCES	ECON 2302	22	2.68
		PSYC 2301	19	2.42
		PSYC 2306	13	1.92
	SOCIAL & BEHAVIORAL SCIENCES Total		54	2.41
	Empirical and Quantitative Skills Total		164	2.32
Personal Responsibility	COMMUNICATIONS AND LEARNING	ENGL 1301	281	1.98
		ENGL 1302	33	2.73
		SDEV 307	84	2.36
		SDEV 370	428	2.07
		SPCH 1321	69	2.30
	COMMUNICATIONS AND LEARNING Total		895	2.11
	SOCIAL & BEHAVIORAL SCIENCES	GOVT 2306	152	1.83
		HIST 1301	171	2.15
		HIST 2301	72	1.93
	SOCIAL & BEHAVIORAL SCIENCES Total		395	1.99
	Personal Responsibility Total		1290	2.07
Social Responsibility	FINE ARTS & KINESIOLOGY	ARTS 1301	24	1.88
		FINE ARTS & KINESIOLOGY Total		24
	SOCIAL & BEHAVIORAL SCIENCES	ECON 2302	22	2.55
		GOVT 2306	50	1.72
		HIST 1301	57	1.96
		HIST 2301	24	1.88
		PSYC 2301	19	2.37
	PSYC 2306	13	1.92	
	SOCIAL & BEHAVIORAL SCIENCES Total		185	1.99
	Social Responsibility Total		209	1.98
Teamwork	COMMUNICATIONS AND LEARNING	ENGL 1301	221	2.22
		ENGL 1302	22	3.00
		SPCH 1321	69	2.52
	COMMUNICATIONS AND LEARNING Total		312	2.34
	FINE ARTS & KINESIOLOGY	ARTS 1301	24	1.21
		FINE ARTS & KINESIOLOGY Total		24
	NATURAL SCIENCES	BIOL 1322	23	2.48
		BIOL 1409	15	2.20
		BIOL 2401	14	2.50
		BIOL 2402	19	2.42
		CHEM 1405	20	2.45
	NATURAL SCIENCES Total		91	2.42
	Teamwork Total		427	2.30
	Grand Total		2090	2.13

\* Skillful=3, Emerging=2, Not Demonstrated=1

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**SPC Fall 2016 QEP Results**  
**Number of Assessments by Department**

<b>Department</b>	<b>Assessments</b>
COMMUNICATIONS AND LEARNING	1207
FINE ARTS & KINESIOLOGY	48
MATHEMATICS	19
NATURAL SCIENCES	182
SOCIAL & BEHAVIORAL SCIENCES	634
<b>Grand Total</b>	<b>2090</b>

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