ALAMO COLLEGES DISTRICT
St. Philip's College

Annual Assessment Day Showcase Report

Institutional Student Learning Outcomes Assessment
Cycle I 2017-2018

March 23, 2018

Prepared by
Sonia V. Valdez
Coordinator of Measurement and Evaluation
Institutional Planning, Research and Evaluation

ST. PHILIP'S COLLEGE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

St. Philip's College ensures that students develop the essential knowledge and skills they need to be successful in college, career, community and life by embedding cross-disciplinary student learning outcomes in academic courses and co-curricular activities.

Critical Thinking

St. Philip's College students will demonstrate the ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.

Communication

St. Philip's College students will demonstrate the ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.

Empirical and Quantitative Skills

St. Philip's College students will demonstrate the ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.

Teamwork

St. Philip's College students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.

Social Responsibility

St. Philip's College students will demonstrate intercultural competency, civil knowledge and the ability to engage effectively in regional, national and global communities.

Personal Responsibility

St. Philip's College students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

For more information about St. Philip's College Institutional Student Learning Outcomes, contact the Office of Student Learning Outcomes Assessment, 210-486-2348, or email svaldez@alamo.edu.

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St. Philip's College
Annual Assessment Day Showcase Report
March 23, 2018

Introduction:

The St. Philip's College Assessment Day Showcase took place on March 23, 2018. The purpose of the Showcase is to highlight Institutional Student Learning Outcomes assessment results for the 2017-2018 academic cycle and to develop strategies to improve results by making the process more efficient and effective. The event provided faculty with the opportunity to reflect on Assessment Day activities, review results and accomplishments, share assessment best practices and recommend improvements.

Participation:

An announcement regarding the Assessment Day Showcase was placed in Alamo Talent with a training session set up to track enrollment. Electronic sign-in monitors were stationed at the showcase to track participation and record attendance. The Vice President of Academic Success invited the Academic Success Council to the showcase and an invitation was sent to instructional deans and faculty. In addition, the invitation was distributed to faculty assessors who participated in Assessment and Calibration Days and the QEP Core and Implementation Teams.

Electronic sign-in records for the showcase indicate that 30 participants attended, of which 24 were faculty or administrators and six were staff. Administrators in attendance included the Vice President of Academic Success, Dean of Arts & Sciences and Director of Institutional Planning, Research and Effectiveness. Faculty in attendance represented the division of Arts & Sciences.

Agenda:

The agenda included a welcome by the Vice President of Academic Success, 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 by table leaders to all participants. The discussions centered on development of successful artifact assignments and best assessment practices.

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Assessment Day Showcase
Sharing Best Learning Experiences

AGENDA

March 23, 2018 – Bowden Alumni Center, 2:00 – 4:00 p.m.

2:00 pm	**Welcome** Randall Dawson, Vice President of Academic Success George Johnson III, Interim Dean of Arts & Sciences
2:10 pm	**Overview: Assessment Day Results 2017-2018** Sonia Valdez, Coordinator of Measurement and Evaluation
2:30 pm	**Q&A: Assessment Day Results 2017-2018** Sonia Valdez, Coordinator of Measurement and Evaluation
2:40 pm	**Assessment Day Reflection - Arts and Sciences Department Chairs** Greg Gonzales, Matthew Fuller, Renita Mitchell, Tyrell Williams, Dr. Carmen Nava- Fischer
2:50 pm	**Instructions for Group Discussion and Google Docs** Sonia Valdez, Coordinator of Measurement and Evaluation Diana Dimas, Coordinator, Instructional Innovation Center
3:00 pm	**30-Minute Guided Activity***
3:30 pm	**Group Table Reports**
3:45 pm	**Evaluations/Adjourn**

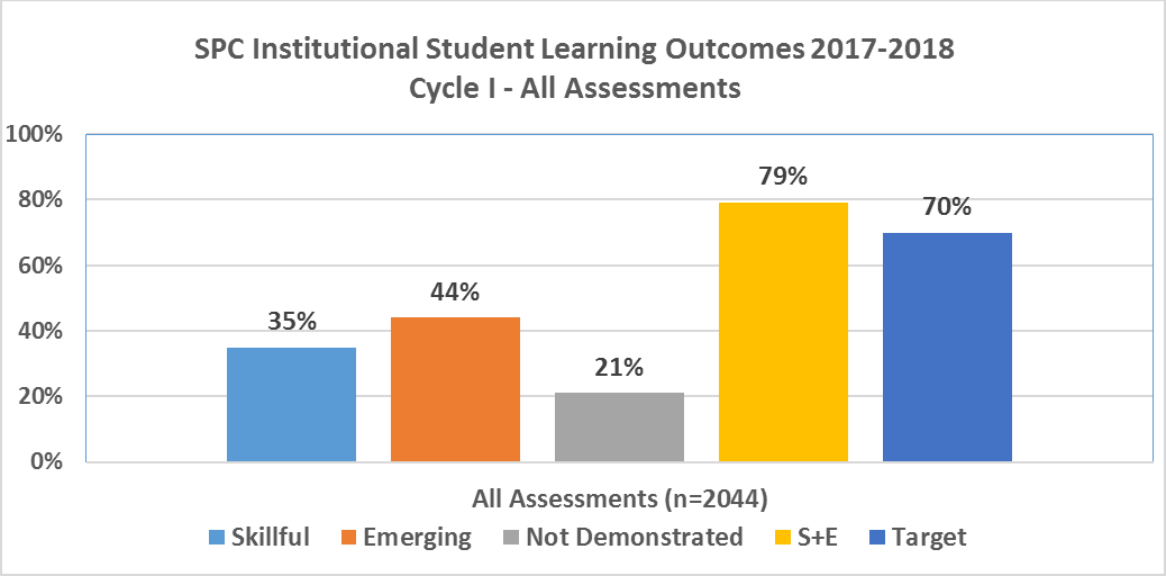
Assessment Day Results 2017-2018:

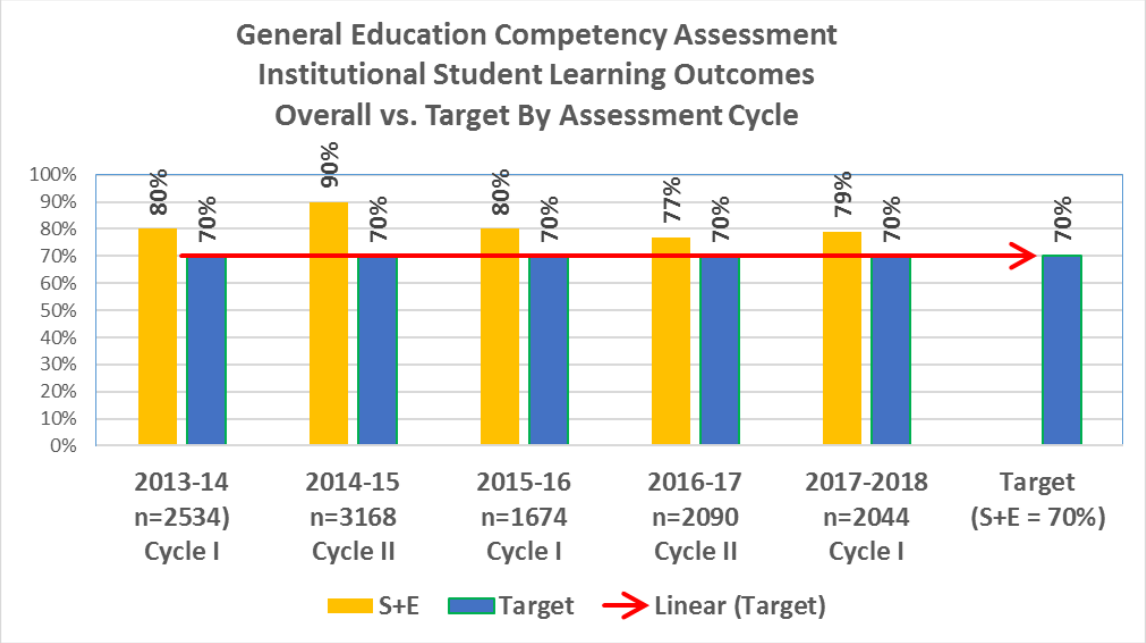
The Coordinator of Measurement and Evaluation presented an overview of Institutional Student Learning Outcomes including a discussion of the Texas Higher Education Coordinating Board Core Objectives, the St. Philip's College Assessment Day process and Assessment Day results for Cycle I 2017-2018. The summary PowerPoint (Appendix B) was distributed to showcase participants.

Three Institutional Student Learning Outcomes were assessed in 2017-2018: 1) Critical Thinking, 2) Communication, and 3) Personal Responsibility. Student artifacts were developed in Fall 2017 and assessed in Spring 2018. Courses were selected for assessment based on a random sample of Fall 2017 core course sections aligned with enrollment numbers to yield a

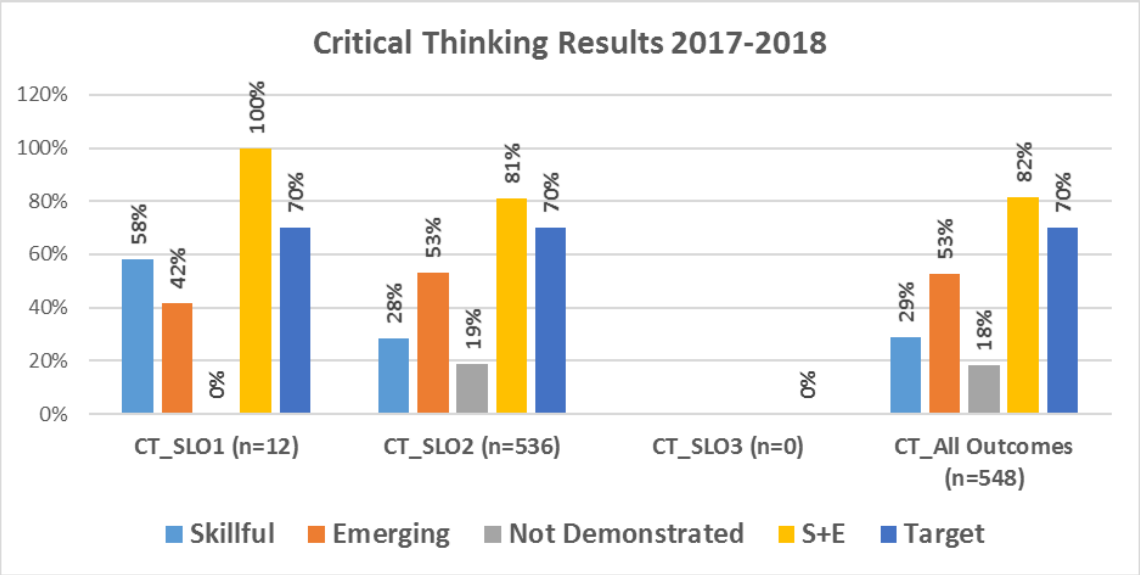
representative sample. Faculty assessors from the Arts & Sciences Division conducted the assessments.

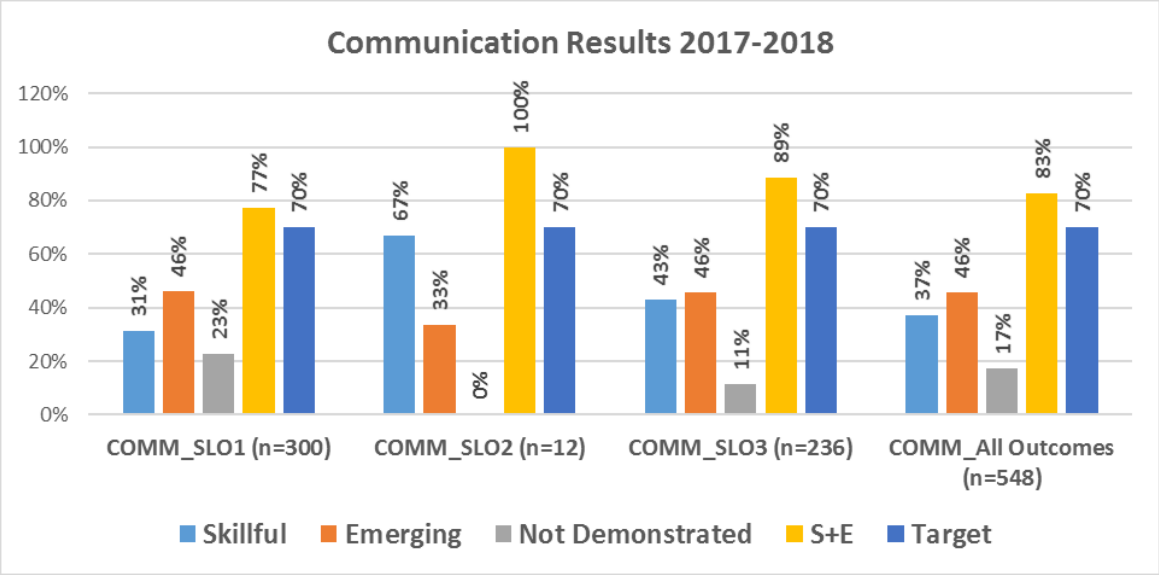
Overall, 2017-2018 results indicate that student artifacts achieved 79% Skillful plus Emerging scores, exceeding the College target of 70% by 9%. The College has exceeded this target each assessment cycle for the past five years.

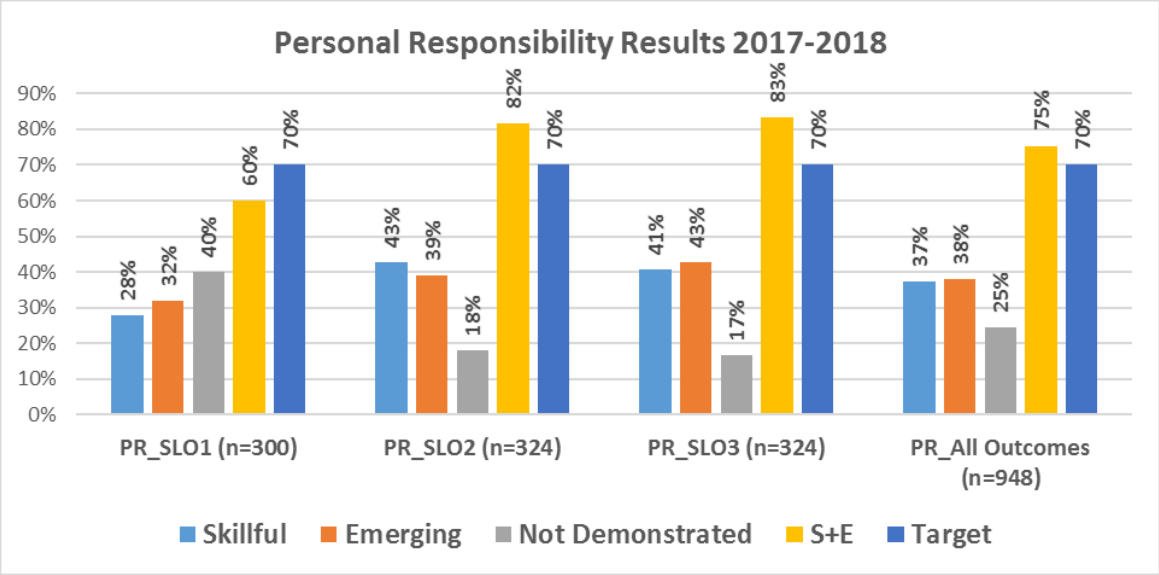




By Institutional Student Learning Outcome, results indicate that all assessed outcomes exceeded the College target of 70% Skillful plus Emerging (Critical Thinking, by 12%; Communication, by 13%; and Personal Responsibility, by 5%). Personal Responsibility has increased Skillful and Emerging by 1% each year since the 2015-2016 cycle.

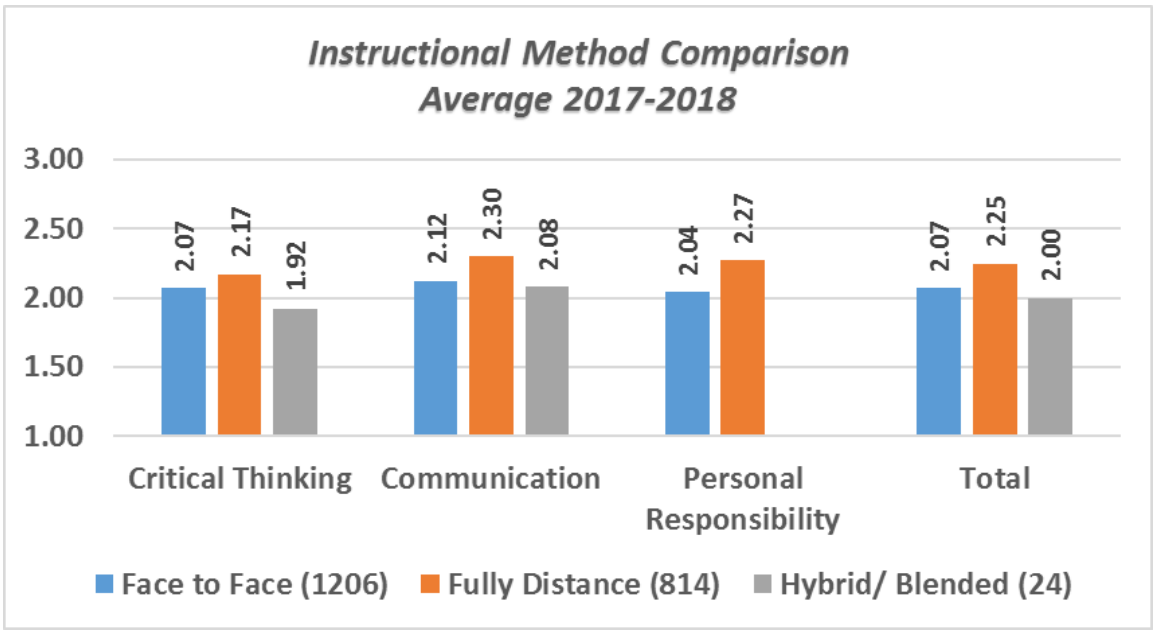






Distance Learning vs. Face-to-Face:

When compared to face-to-face classes, the mean score for fully distance classes was higher for Critical Thinking, +.10; Communication, +.18; Personal Responsibility, +.23; and Total, +.18.



Core Objective (ISLO)	Face to Face (1206)	Fully Distance (814)	Hybrid/ Blended (24)
Critical Thinking Total	2.07	2.17	1.92
Communication Total	2.12	2.30	2.08
Personal Responsibility Total	2.04	2.27	
Total Assessments	2.07	2.25	2.00
*Skillful = 3 Emerging = 2 Not Demonstrated = 1			

Guided Activity Discussion and Results:

Faculty were asked to review the Fall 2017 assessment report (Appendix C) and answer four questions. Responses to the four questions were captured electronically and common themes were identified leading to formal recommendations. The report was shared with administration and faculty to be used for improvement. The following questions guided the activity.

1. Name two major successes you identified in your review.
2. Name two opportunities for improvement you identified in your review.
3. Name two strategies that address opportunities for improvement.
4. Name two successful assessment practices in your classroom.

Assessment Day Showcase Faculty Response Report 2018:

The Assessment Day Showcase Faculty Response Report 2018 (Appendix A) identified major themes. Faculty indicated a variety of approaches for accomplishing improvement strategies and agreed overall that the improvements are necessary to improve student learning. The following is a summary of the recommendations submitted.

1. Assess all three SLO criteria in each rubric rather than selecting only one SLO.
2. Increase student participation in areas of low participation by offering extra credit and excluding courses with extremely low enrollment numbers from the random sample.
3. Form a committee to review responses and give feedback on assignments.
4. Improve student artifacts by aligning assignments with assessment rubrics.
5. Review and revise Personal Responsibility rubric, particularly SLO 1.
6. Share assignments/artifacts that were scored as Skillful to be used as models for improved assignments.

Successful Classroom Assessment Practices:

Showcase participants discussed and shared successful assessment strategies used in their classrooms. These included reports on visual or auditory performances, journaling, case studies, peer assessment, discussion and modeling of the Ethical Decision-Making process, and multiple-step assignments that offer formative feedback.

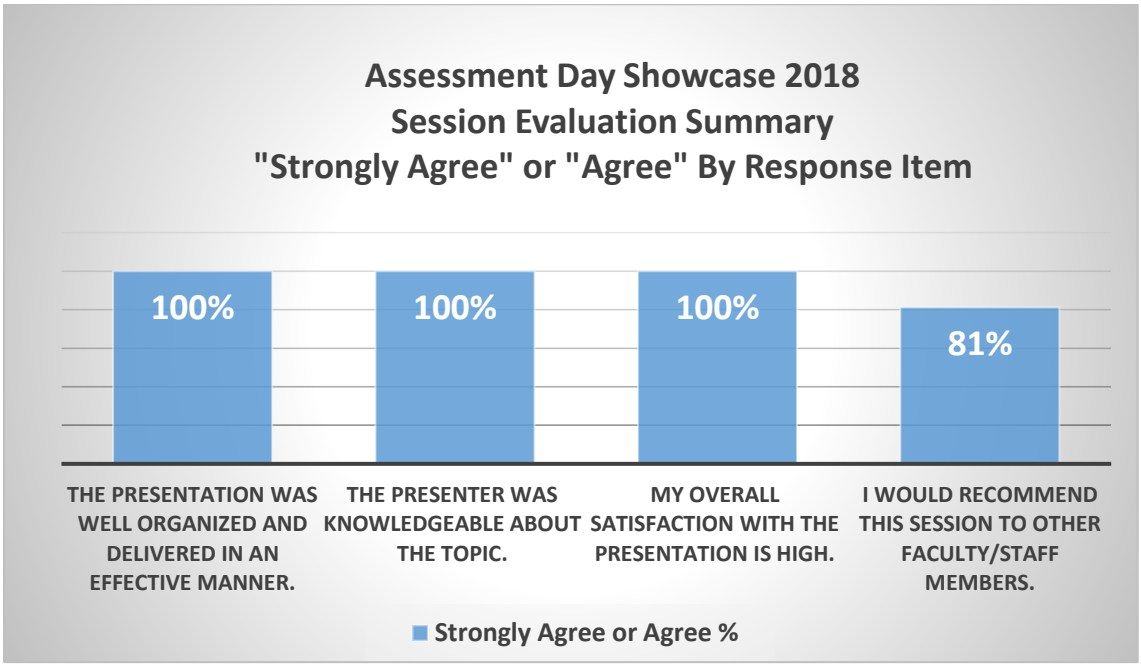
Improvements Based on Recommendations:

The Vice President of Academic Success, Arts & Sciences dean, department chairs and representative faculty members formed the Institutional Student Learning Outcomes (ISLO) Committee. This Committee was charged with reviewing 2017-2018 results to identify areas in need of improvement and to develop and implement strategies to address those areas.

Decisions made and implemented by the Committee included the requirement that all three SLOs for each rubric be assessed and the requirement that departments review and address areas of low participation and implement strategies to increase participation. The primary focus of the Committee during Spring 2018 was to conduct a comprehensive peer review of assignments and artifacts submitted in 2017-2018 to ensure alignment with rubrics. The Committee completed its work in May 2018 and submitted recommendations to Arts & Sciences department chairs for implementation.

Assessment Day Showcase Session Evaluation Summary:

Of the 30 participants, 16 session evaluations were received. Thirteen were from full-time faculty, two from staff and one non-designated. Session evaluation responses indicated that 100% of faculty strongly agreed or agreed that 1) The presentation was well organized and delivered in an effective manner, 2) The presenter was knowledgeable about the topic, and 3) Overall satisfaction with the presentation was high. Surprisingly, 81% indicated that they would recommend the session to others with 19% remaining neutral. This may be explained by evaluation comments that indicated faculty had multiple competing meetings during time of the session.



Overall, the Showcase met its objectives.

1. Review 2017-2018 Institutional Student Learning Outcomes assessment results.
2. Reflect on Assessment Day activities and accomplishments.
3. Share successful teaching and assessment practices.
4. Recommend strategies for improvement of process and outcomes.

APPENDIX A

Institutional Student Learning Outcomes 2017-2018
Assessment Day Showcase Faculty Responses
March 23, 2018

SUCCESSES IDENTIFIED IN REVIEW OF RESULTS	OPPORTUNITIES IDENTIFIED IN REVIEW OF RESULTS	STRATEGIES TO ADDRESS OPPORTUNITIES	SUCCESSFUL CLASSROOM ASSESSMENT PRACTICES
1. 100% Skillful and Emerging for the department 2. Assessers themselves were on the same page and worked coherently	1. Extremely low sample size: Factors include: small department size, student size, infer that not all students submitted artifacts to assess	1. Integrating service learning into the puzzle: particularly to help improve social responsibility 2. Improvements in assessing: exclude any courses with extremely low enrollment 3. Expand the consideration of courses being assessed from core courses to include other groups as well	Reports on visual or auditory performances (i.e. a plays or concerts) Journaling
Comm. Outcome3; option 1-Written PR outcome 3	Randomly assign objectives to ensure all SLO are adequately represented. Better definition and understanding of personal responsibility by providing clearer examples for instructor and students.	Selecting non-core courses to familiarize and prepare students to help them understand the various SLOs	Use practice case studies Peer assessment
Communication- over the target in everything except 2 SLOs	There are only two areas below target for Personal Responsibility	To increase participation in areas that have low participation: 1. Provide students with the results of their groups 2. Offer a small amount of extra credit for 100% participation 3. Critical Thinking for science students should have a numerical (math) component	1. Announcements and reminders to do the assessments 2. Putting the link on Canvas made access easier for students Recommendation: a. Form a committee to review the responses and to give feedback b. Make it mandatory c. Give students a specific shorter time frame to enter their answers

SUCCESSES IDENTIFIED IN REVIEW OF RESULTS	OPPORTUNITIES IDENTIFIED IN REVIEW OF RESULTS	STRATEGIES TO ADDRESS OPPORTUNITIES	SUCCESSFUL CLASSROOM ASSESSMENT PRACTICES
The Communications and Learning Department fell below 70% (59.8%) in only one ISLOs (PR 1). COMM Outcome 3 Option 1 Written--Our department's Skillful + Emerging artifacts assessed at 99.3%.	The Communication and Learning Department's assessment percentages of Personal Responsibility SLO's. Obviously, our department can improve the assessment percentage of PR Outcome 1. Though our department's PR Outcome 2 is 84.3%, we can also improve this percentage.	Revise the QEP assignment for clarity and to better assess PR 1.Change the SLO's for the Personal Responsibility rubric.	Discuss and model the EDM process. Build in time for revision and resubmission of EDM artifacts.
In the Math Department, the Math 1442 course (which is a lower level course) scored higher than the Math 1314 course (which is a higher level course).	For the math department, we should consider creating a different artifact and changing the delivery method.	For the math department, we should consider machining the artifacts relevant to the course material for each course and we should consider a consistent delivery method.	Departmental standardizing artifacts and providing the artifacts early enough for faculty to deploy in courses and creating the artifact with assessment in mind.
2017-2018 1. 9% over goal of 70% for Critical Thinking (CT), Communications (Comm) and Personal Responsibility (PR) Only subcategory low was PR SLO One, lower than 70%; was 60% 2016-2017 2. Exceeded for 2 and 3 However, concern re SLO 1: 6% below; this was last year. Two year SLO 1 will need to be addressed. 3. Fully distance courses doing better than face to face courses.Overall results	1. PR SLO 1 will need to be addressed Suggested template OR Bank of questions accessible to all faculty 2. Face to face courses should do as well as fully distance courses in Assessment. 3. Math courses could better address Communications outcome 1 (was 54.5%, well below 70%.); for CT Outcome 2 was also 54.5%.	1. PR SLO 1 campus-wide campaign (beginning with August Convocation 2. Sign-in Sharing across the curriculum for Artifacts assessed as Skillful. Multiple Step Assignments that offer formative feedback	Templated questions from colleagues Sharing templates with colleagues Good collaboration with assessing colleague Multiple Step Assignments that offer formative feedback

APPENDIX B

ALAMO COLLEGES
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St. Philip's College Assessment Day Showcase

March 23, 2018

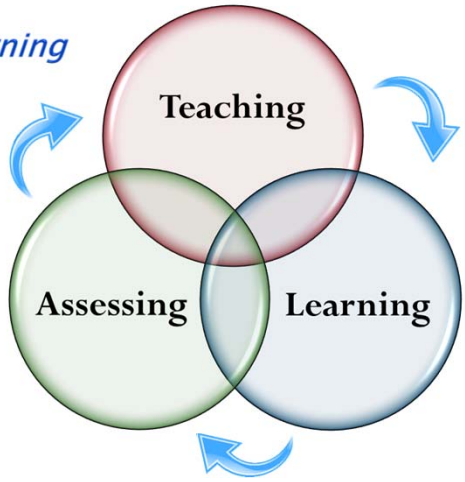
Sonia V. Valdez
Coordinator of Measurement and Evaluation
Student Learning Outcomes Assessment
svaldez@alamo.edu
210-486-2348

Purpose of Assessment Day Showcase 2018

- *Review Results*
- *Consider Improvements*
- *Share Best Practices*

Why Do We Assess?

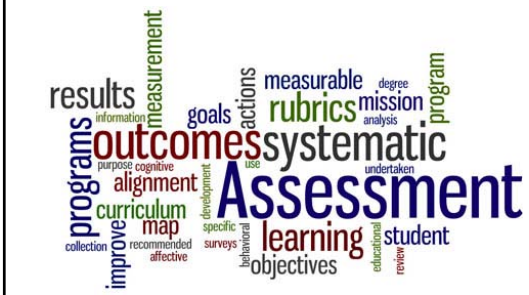
- *To ensure that students are learning*



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, SLOs
- Student – Achievement, Progression, Graduation

How Do We Integrate Assessment?



SPC's Educational Program Assessment Cycle

Rev. 9-29-2015

Identification of expected outcomes [including targets]

Discipline-centered **PSLOs**, including those set by external accrediting bodies, where applicable **(Annually)**

QEP **ISLOs (Every 10 years)**

Core Curriculum **ISLOs** set by THECB **(State's timetable)**

Program Outcomes set by SPC and Alamo Colleges **(Annually)**

- Graduation rate
- Productive grade rate
- Course completion rate
- Persistence rate
- Reduction of high risk courses
- Class size targets
- # Degrees & certificates
- Job placement rate
- Licensure pass rate
- Transfer rate

Students' Program Satisfaction (Regularly; varies by program) *In pilot stage*

Assessment of the extent to which programs achieve these outcomes

Capstone/internships/practicum assessment, portfolios, exams, essays, presentations, etc. **(Every semester)**

QEP Assessment (QEP Rubric) **(Annually)**

Proficiency Profile objective test **(Annually)**

THECB data **(Annually)**

Alamo Colleges data **(Every semester)**

SPC data **(Every semester)**

Direct evaluation of students' satisfaction with education programs **(Regularly; varies by program)**

In pilot stage

Instructional Unit Review (IUR) **(Every 3 years)**

Operational Unit Planning (Annually)

ISLO Reporting (QEP & Core) **(Annually)**

KPI Reporting **(Every semester)**

Operational Unit Assessment Presentation (OUAP) of previous academic year **(Every October)**

Evidence of improvement based on analysis of results

Action Plans **September–January, annually**

Program Actions

- Identification/adjustment of expected outcomes & targets
- Program strategies adjustment

Faculty Actions

- Personal Improvement Plans
- Professional development
- Changes to curriculum/ assessment tools

Funding Actions

- Resource Allocation Funding requests (space, materials, equipment, personnel, etc.)

Key = Program Student Learning Outcomes (PSLOs) = QEP Institution Student Learning Outcomes (ISLOs) = THECB Institution Student Learning Outcomes (ISLOs) = Program Outcomes (POs) = Direct evaluation of programs by students

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: CT	COM	EQS	○ Optional Core Objectives: TW	SR	PR
Communication	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.							
Mathematics	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.							
Life and Physical Sciences	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.							
Language, Philosophy & Culture	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.							
Creative Arts	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.							
American History	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.							
Government/Political Science	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.							
Social and Behavioral Sciences	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.							
Component Area Option	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

Changes

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

Institutional Student Learning Outcomes (ISLOs)

- 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						
	Cycle I			Cycle II			
Foundational Component Area	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	

St. Philip's College
Cycle I Artifact Cover Sheet (2017-2018)

Department	Social And Behavioral Sciences
Course Number and Section	HIST 1301
Course Title	United States History I
Foundational Component Area	060

Overview:

1. **St. Philip's College assesses six Institutional Student Learning Outcomes (Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility) on a two-year alternating cycle. Personal Responsibility is assessed annually to comply with QEP requirements.**
2. **Cycle I assesses Critical Thinking, Communication and Personal Responsibility. Cycle II assesses Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility.**
3. **Assessment templates (Cover Sheets) for each cycle are prepared by department chairs with faculty input in the spring preceding the assessment cycle. Once approved and signed by department chairs, Cover Sheets are distributed to faculty teaching core courses.**
4. **Assignments, as entered in Column 4, are incorporated into each section of a core course. Artifacts are developed addressing the assignment and submitted to the department chair in electronic format. Artifact collection plan, instructions and timeline are distributed in the fall.**

Detailed Instructions:

Column 1: Core Objectives are determined by the Texas Higher Education Coordinating Board for each core course. They are preselected for you for your specified course. No action is required.

Column 2: SLOs for each Core Objective are determined by department chairs with faculty input. Complete Column 2 as follows: Critical Thinking – Select only one SLO.
Communication - Select only one SLO.

Column 3: SLOs for Personal Responsibility are determined by SACSCOC/QEP requirements. *All three SLOs are selected to align with SACSCOC/QEP requirements. If Personal Responsibility is grayed out on the course Cover Sheet, it is not required.

Column 4: A detailed description of the artifact assignment, which addresses all Core Objectives and SLOs marked, is entered in Column 4. The approved assignment entered in Column 4 will be incorporated into each section of a core course.

Core Objective	SLO Select one SLO	SLOs Select All 3 SLOs	Artifact Assignment Description (50-word minimum)
__X_ Critical Thinking	__1 Inquiry and Analysis _X_2 Evaluation and Synthesis __3 Creative Thinking and Innovation		Students will consider competing views with respect to water resources as related to this their course of study. There is much discussion on conserving our natural resources and implementing recycling programs. There is little resistance to recycling when we are talking about aluminum, glass, and paper. However, when the discussion turns to the recycling of wastewater into drinking water, there are issues that push back. The course instructor will provide discipline specific reading material that students will read and be asked to integrate with course materials and concepts. After reading the student will be expected to express and support their own opinions and to assess their own ethical values.
_X_ Communication	_X_1 Content and Purpose __2 Organization __3a Tools-Option 1 Written __3b Tools-Option 2 Oral __3c Tools-Option 3 Visual		
__X__ Personal Responsibility*		_X_ 1 Values _X_ 2 Ethical Issues _X_ 3 Perspectives	

2017-2018 Artifact Collection and Assessment Timeline

Cycle I (Critical Thinking, Communication and Personal Responsibility)

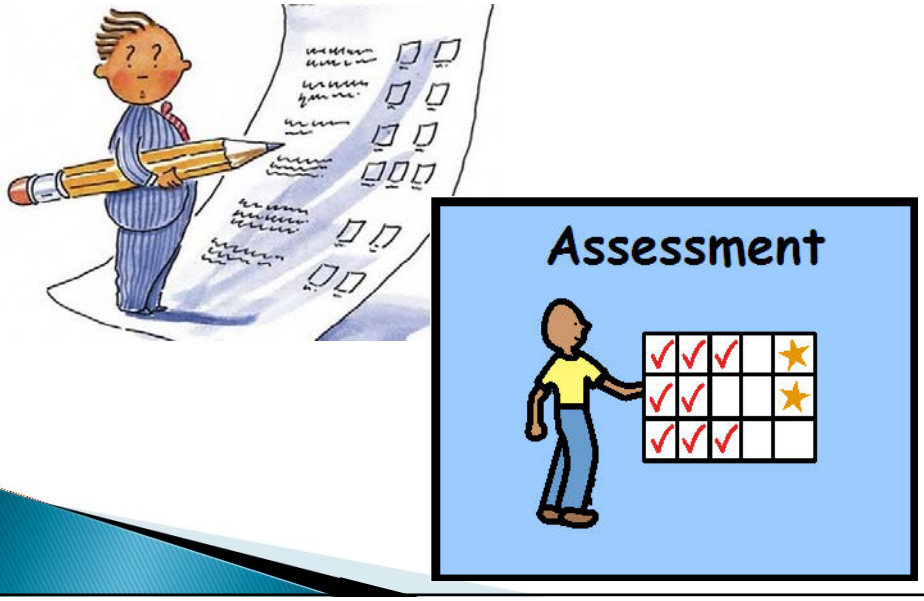
DUE DATE	RESPONSIBILITY	ACTION
July 17	VPAS, A&S Dean	Approve Timeline
8/28/17	SLO Assessment	Distributes to Arts & Sciences Dean and Chairs • Timeline • Cover Sheets for core courses & SDEV 0370 • Accountability Form Template
8/29/17	Arts & Sciences Chairs	• Review approved Timeline • Review 2017-2018 Artifact Cover Sheet for core courses & SDEV 0370 • Ensure all faculty teaching core courses and SDEV 0370 ○ Receive the Artifact Collection Timeline ○ Receive the 2017-2018 Artifact Cover Sheet for their course ○ Are informed of the artifact development and collection process ○ Identify learning activities that align with selected SLOs ○ Incorporate the class assignment into their course calendar
Aug to Nov 2017	Faculty teaching core courses and SDEV 0370	Work with students to develop artifacts that align with the selected SLOs
9/25/2017	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
9/26/2017	Dean of Arts & Sciences	Distributes Artifact Collection Plan and random course files to Arts & Sciences Chairs for distribution to selected faculty
9/27/2017	Arts & Sciences Chairs	Distribute Artifact Collection Plan with timeline, instructions, cover sheet, accountability form, rubrics and random selection file to selected faculty in core courses and SDEV 0370
9/29/2017	Arts & Sciences Chairs	Deadline to turn in signed accountability form for each course identified in the random course file to Student Learning Outcomes Assessment
10/13/17	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
10/23/17	Faculty teaching Core Courses and SDEV 0370 Flex II Sections	Begin discussion/work on artifacts on first day of class to ensure completion by 11/20/17 deadline to submit artifacts
11/20/17	FT/PT 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
11/27/17	Arts & Sciences Chairs	Upload artifacts to iRubric web site
2/1/18	SLO Assessment	Calibration Day
2/2/18	SLO Assessment	Assessment Day
2/16/18	IPRE	Assessment Results Report
3/23/18	SLO Assessment	Assessment Day Showcase

Student Learning Outcomes Assessment, 6-20-17

How Do We Engage Faculty?

- Through Faculty Professional Development
  - SLO Overview Training
  - iRubric Training
- Through Faculty Events
  - Calibration Day
  - Assessment Day
  - Assessment Day Showcase
- Through Faculty Ownership and Leadership
  - Showcase Input and Recommendations
  - Timeline Responsibility and Accountability
  - Leadership Positions in Training and Presentations

How Do We Assess?



Core Objectives Assessed 2017-2018 (Cycle I)

- **Critical Thinking:** Ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.
- **Communication:** Ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.
- **Personal Responsibility:** Ability to connect choices, actions and consequences to ethical decision-making.

Critical Thinking: St. Philip's College students will demonstrate the ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.

STUDENT LEARNING OUTCOME	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 **Inquiry and Analysis – Students gather relevant information, pose vital questions, and identify problems, formulating them clearly and precisely.**	Student accurately and thoroughly states the purpose of the inquiry. Student poses relevant questions that thoroughly fulfill the purpose. Student clearly and logically expresses questions and problems in several ways to recognize complexity.	Student states the purpose of the inquiry. Student poses relevant questions that substantially fulfill the purpose. Student clearly and logically states questions and problems.	Student does not identify the purpose of the inquiry. Student poses questions that do not fulfill the purpose. Student does not state questions and problems clearly and logically.
Outcome 2 **Evaluation and Synthesis – Students consider alternative viewpoints, recognize and assess assumptions and identify possible consequences. Students will develop well-reasoned conclusions and solutions.**	Student identifies multiple (more than two) alternative viewpoints. Student identifies and assesses assumptions related to the viewpoints. Student identifies logical, significant, potential implications and consequences of alternative viewpoints. Student clearly expresses multiple logical and plausible alternative conclusions and solutions.	Student identifies two alternative viewpoints. Student identifies and assesses assumptions related to the two viewpoints. Student identifies some logical implications and consequences for each viewpoint. Student expresses a well-reasoned logical conclusion.	Student does not recognize alternative viewpoints. Student does not recognize assumptions associated with a viewpoint. Student does not identify implications or consequences. Student expresses an illogical conclusion or solution.
Outcome 3 **Creative Thinking and Innovation – Students apply creative ideas or approaches to achieve solutions or complete projects.**	Student creates a unique personal idea, question, format or product. Student incorporates new directions or approaches to the assignment in the final product.	Student creates a personal idea, question, format or product based on an example. Student personalizes an example direction or approach to achieve a solution or complete a project.	Student fails to create an idea, question, format or product from an example. Student makes no attempt to personalize direction or approach given an example.

Communication: St. Philip's College students will demonstrate the ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.

STUDENT LEARNING OUTCOME	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 **Content and Purpose – The student uses relevant content that conveys understanding.**	Content is well developed in the communication, effectively supported and appropriate for the audience and purpose of the assignment.	Content is adequately expressed, appropriate and relevant through most of the communication for the audience requirements and the purpose of the assignment.	Content is poorly developed for the purpose and inappropriate for the audience.
Outcome 2 **Organization – The student uses disciplinary conventions for organizing content and presenting content.**	The communication consistently uses important conventions particular to a specific discipline including organization, presentation and stylistic choices. The communication is clearly organized around a central theme.	The communication generally follows expectations appropriate to the discipline for basic organization and presentation. The communication demonstrates some grasp of organization with a discernible theme and supporting details.	The communication does not follow expectations appropriate to discipline for basic organization and presentation. The communication is rambling and unfocused, with ideas presented in a disorganized, unrelated way.
Outcome 3 Tools – **The student uses communication tools appropriately and skillfully for academic and professional contexts.**	**Option 1 – Written:** Uses language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free. Uses a wide variety of sentence structures. Excellent word usage, spelling, grammar and punctuation.	Written: Uses language that generally conveys meaning to readers with clarity although writing may contain errors. Some sentence variety; adequate usage of word choices, grammar and punctuation.	Written: Uses language that impedes meaning because of errors in usage. Writing lacks sentence variety. Significant deficiencies in word choices, spelling grammar, punctuation or presentation.

Communication Cont.: St. Philip's College students will demonstrate the ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.

Communication (cont.)	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 3 **Tools – The student uses communication tools appropriately and skillfully for academic and professional contexts.**	**Option 2 – Oral:** Excellent eye contact that makes connection to audience members. Displays enthusiasm for topic demonstrated throughout speech. All words are pronounced correctly. All words are articulated clearly (no mumbling). No reliance on lectern. Polished language usage, few to no fillers – um, uh, like, of, you know, no slang, no double negatives. Gestures utilized throughout the speech to show enthusiasm, emphasize points and keep audience attention. Fluid speaking rate. Variety in volume but always easy to hear. **Option 3 – Visual:** Displays high quality techniques in drawings, graphics, photos, designs, video, etc. Employs appropriate contrasts (e.g., color, fonts, sizes) exceptionally well. Uses software and other tools appropriate to the subject to produce a creative, compelling, engaging and effective presentation that show proper use of technology to effectively communicate an idea.	**Oral:** Frequent eye contact with some connection to the audience. Displays enthusiasm for topic demonstrated at various points in the speech. Most words pronounced correctly and articulated clearly (some mumbling). Limited reliance on lectern. Proficient language usage, limited number of fillers – um, uh, like, of, you know, no slang, no double negatives. Gestures used at various points in the speech to show enthusiasm, keep audience attention and emphasize points. Speaking rate is generally fluid and volume is adequate. **Visual:** Displays acceptable but not outstanding techniques in drawings, graphics, photos, designed, video, etc. Adequate employment of appropriate contrasts (e.g., color, fonts, sizes and alignment of graphic elements and space. Uses software and other tools appropriate to the subject to produce an effective presentation that shows proper use of technology to communicate an idea.	**Oral:** Little or no eye contact. Displays little to nor enthusiasm for topic. Several words incorrectly pronounced. Most words indistinct due to poor articulation. Heavy reliance on lectern. Poor use of language (frequent use of fillers – um, uh, like, of, you know, no slang, no double negatives. Few to no gestures. Choppy speaking rate and low to inaudible volume. **Visual:** Displays unacceptable techniques in drawings, graphics, photos, designs, video, etc. Employs inappropriate contrasts (e.g., color, fonts, sizes) and graphic elements and space are not aligned. Does now show appropriate use of software and other tools to produce a presentation that communicates an idea.

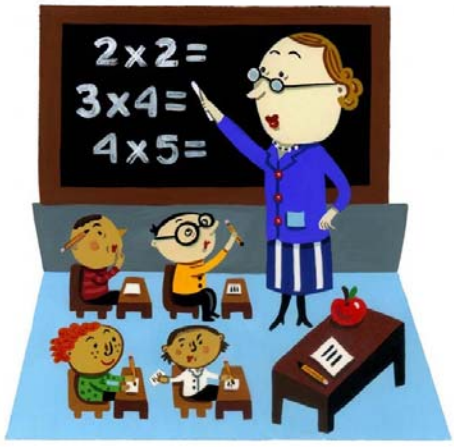
Personal Responsibility: Ability to connect choices, actions and consequences to ethical decision-making.

OUTCOMES	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 **Values – Students assess their own ethical values and identify the origin of their values.**	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.
Outcome 2 **Ethical issues – Students recognize ethical issues in the social context of problems.**	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.
Outcome 3 **Perspectives – Students analyze alternative ethical perspectives and predict the ramifications of those perspectives to a situation.**	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 2017

Fall 2017	Sections Offered	Total Enrollments	Sections Selected	# of Students Selected Sections	Target (95% Confidence Level)
Core Course (F2F, Distance, & SDEV0370)	590	15,054	34 (2 cancelled)	822 (oversample)	375
	Identified Sections That Made	SLOs Assessed	Sections Assessed	Total Artifacts Collected	Total Artifacts Assessed
Actual Achieved	32	2,044	32	579	579

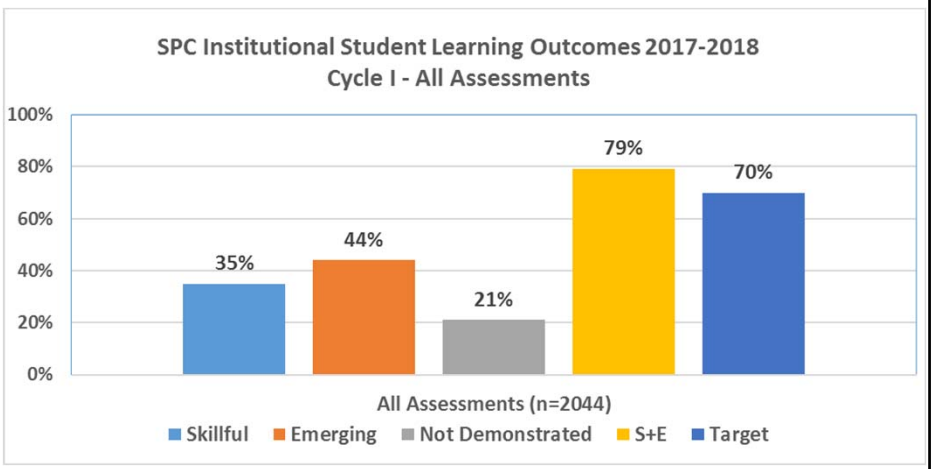
What Have Our Students Learned?

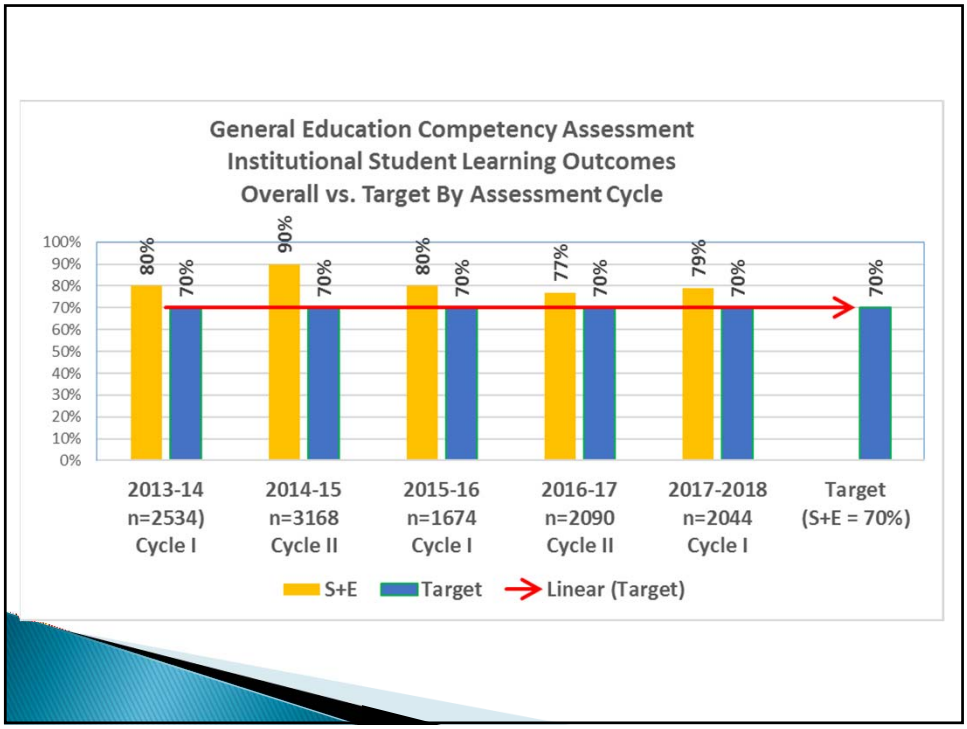


Institutional Student Learning Outcomes

2017-2018 (Cycle I)
Overall Results

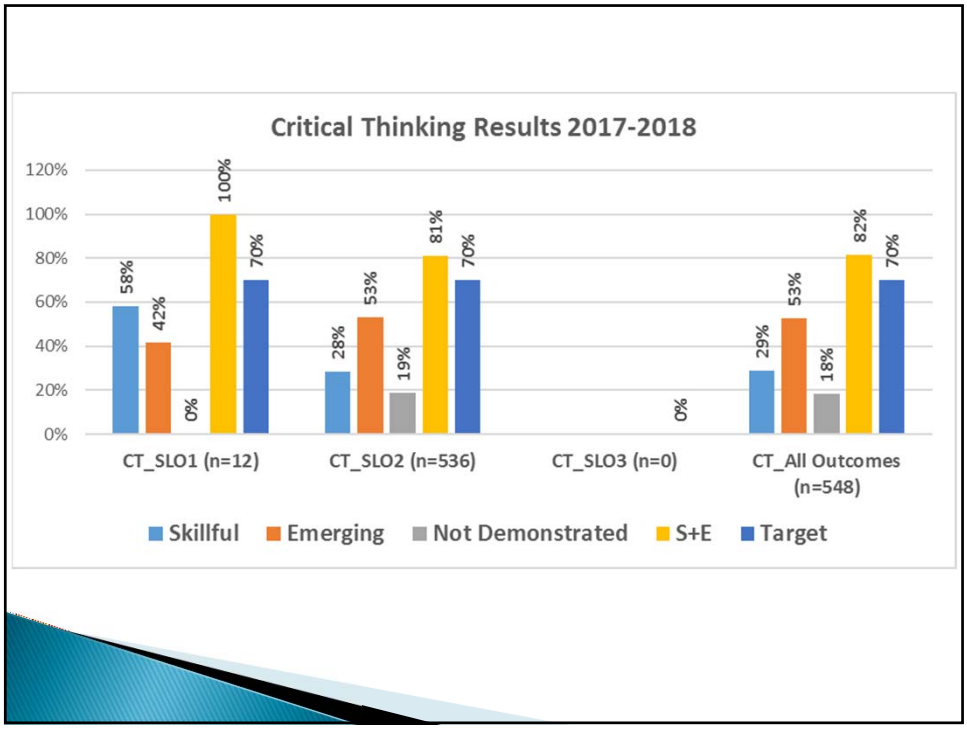
SPC Overall - Exceeded Target (Skillful + Emerging) by 9%.

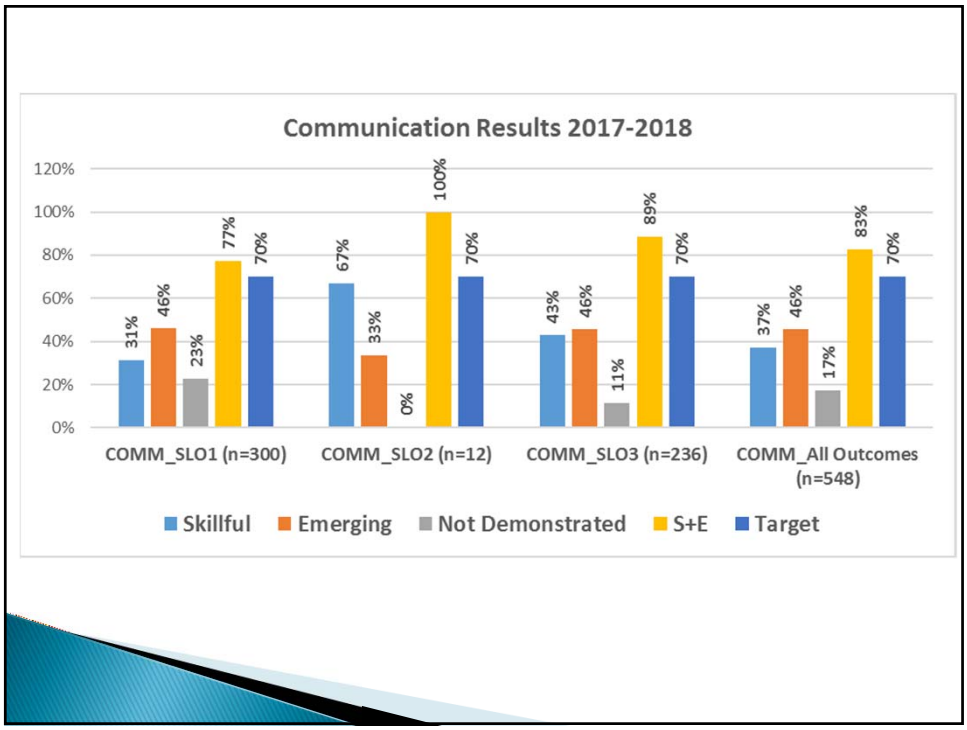


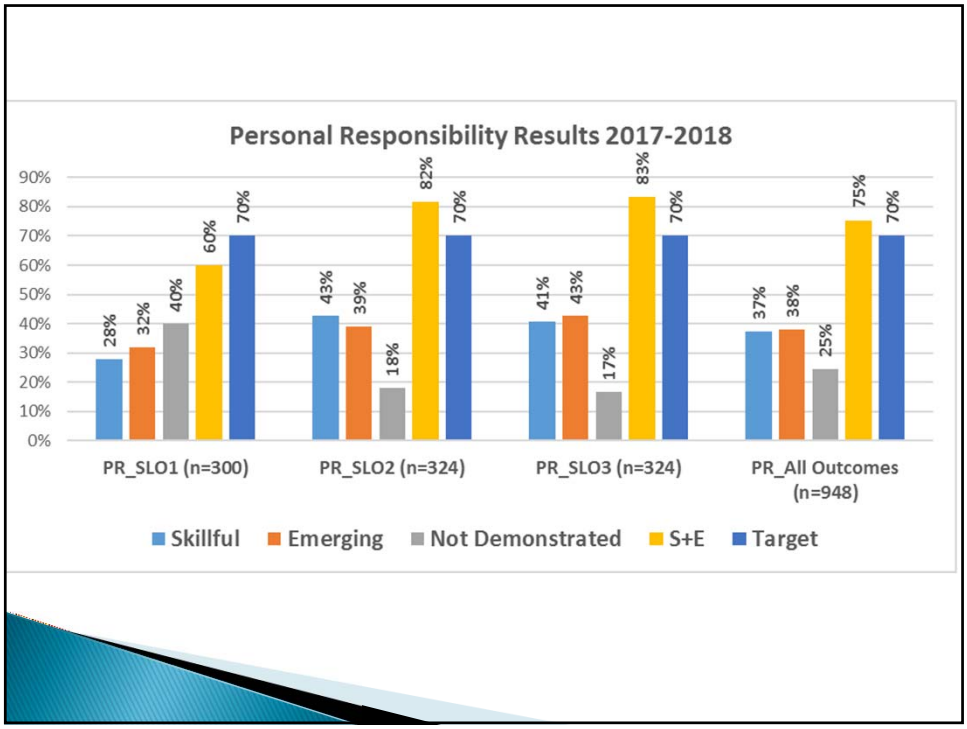


Institutional Student Learning Outcomes

2017-2018 (Cycle I)
By SLO


Critical Thinking Results 2017-2018
120%
100%
80%
60%
40%
20%
0%
58%
42%
0%
100%
70%
28%
53%
19%
81%
70%
0%
29%
53%
18%
82%
70%
CT_SLO1 (n=12)
CT_SLO2 (n=536)
CT_SLO3 (n=0)
CT_All Outcomes (n=548)
Skillful
Emerging
Not Demonstrated
S+E
Target

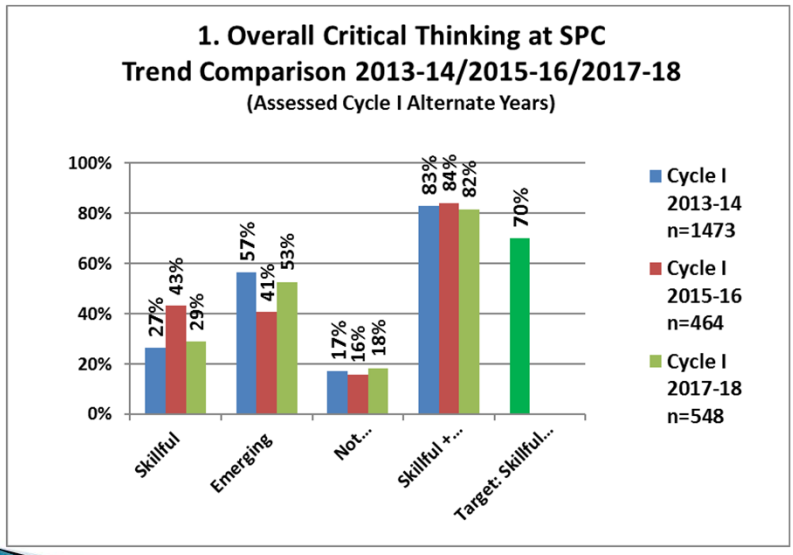

Communication Results 2017-2018
120%
100%
80%
60%
40%
20%
0%
31%
46%
23%
77%
70%
67%
33%
0%
100%
70%
43%
46%
11%
89%
70%
37%
46%
17%
83%
70%
COMM_SLO1 (n=300)
COMM_SLO2 (n=12)
COMM_SLO3 (n=236)
COMM_All Outcomes (n=548)
Skillful
Emerging
Not Demonstrated
S+E
Target



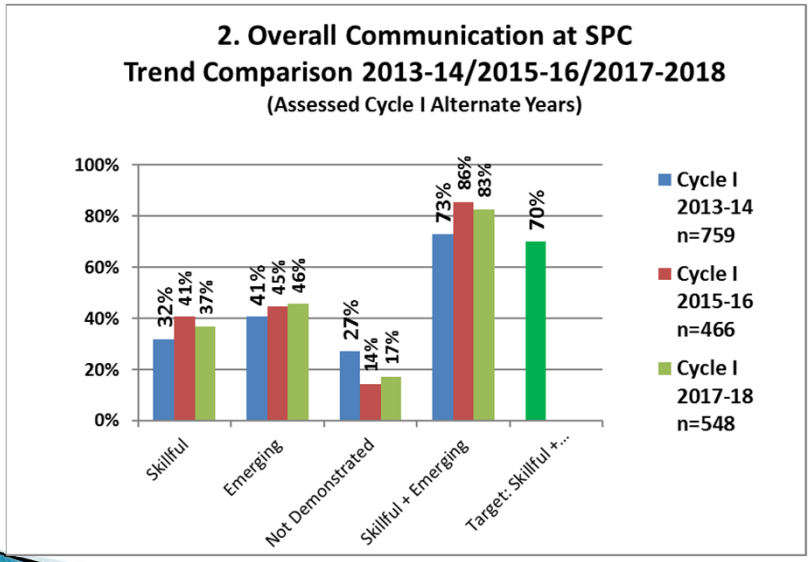
Institutional Student Learning Outcomes

2017-2018 (Cycle I)
Trend Analysis

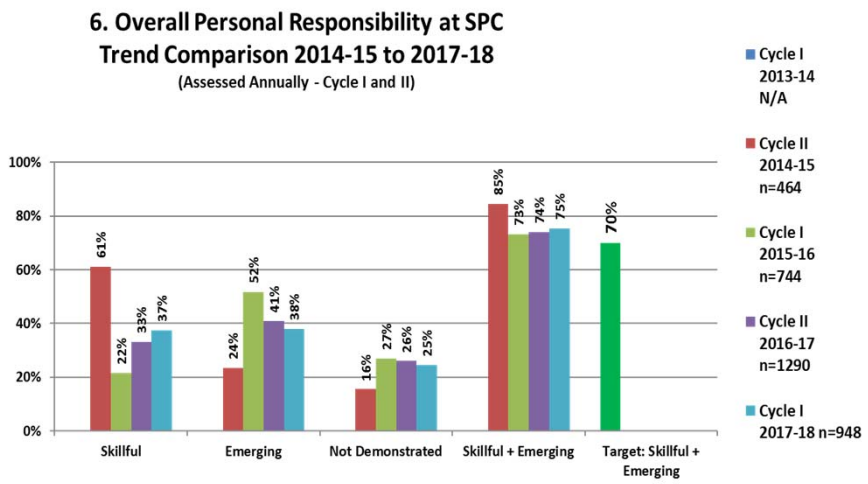
Critical Thinking - Exceeded Target (Skillful + Emerging) by 12%



Communication - Exceeded Target (Skillful + Emerging) by 13%



Personal Responsibility - Exceeded Target (Skillful + Emerging) by 5%.



Critical Thinking Department Average 2017-2018

Department	*Average Score
Communications and Learning (140)	2.43
Fine Arts and Kinesiology (12)	2.58
Mathematics (55)	1.67
Natural Sciences (96)	1.89
Social and Behavioral Sciences (245)	2.08
CT Total (548)	2.10

*Skillful = 3
Emerging = 2
Not Demonstrated = 1

Communication Department Average 2017-2018

Department	*Average Score
Communications and Learning (140)	2.46
Fine Arts and Kinesiology (12)	2.67
Mathematics (55)	1.75
Natural Sciences (96)	2.09
Social and Behavioral Sciences (245)	2.16
COMM Total (548)	2.20

*Skillful = 3
Emerging = 2
Not Demonstrated = 1

Personal Responsibility Department Average 2017-2018

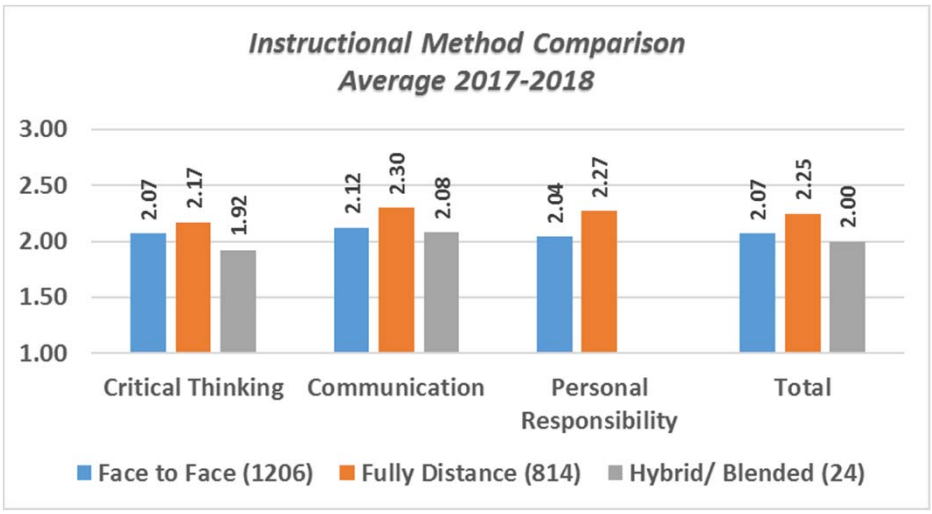
Department	*Average Score
Communications and Learning (570)	2.16
Social and Behavioral Sciences (378)	2.08
Personal Responsibility Total (948)	2.13

*Skillful = 3
Emerging = 2
Not Demonstrated = 1

Instructional Method Comparison Average 2017-2018

Core Objective (ISLO)	Face to Face (1206)	Fully Distance (814)	Hybrid/ Blended (24)
Critical Thinking Total	2.07	2.17	1.92
Communication Total	2.12	2.30	2.08
Personal Responsibility Total	2.04	2.27	
Total Assessments	2.07	2.25	2.00

*Skillful = 3
Emerging = 2
Not Demonstrated = 1



APPENDIX C

SPC Fall 2017 QEP Overall Results by Competency and Outcome

Core Objective	SLO	SKILLFUL	%	EMERGING	%	NOT DEMONSTRATED	%	Grand Total	Skillful+Emerging	%
Communication	Comm. Outcome 1	94	31.3%	138	46.0%	68	22.7%	300	**232**	**77.3%**
	Comm. Outcome 2	8	66.7%	4	33.3%		0.0%	12	**12**	**100.0%**
	Comm. Outcome 3: Option 1 - Written	101	42.8%	108	45.8%	27	11.4%	236	**209**	**88.6%**
Communication Total		**203**	**37.0%**	**250**	**45.6%**	**95**	**17.3%**	**548**	**453**	**82.7%**
Critical Thinking	CT Outcome 1	7	58.3%	5	41.7%		0.0%	12	**12**	**100.0%**
	CT Outcome 2	151	28.2%	284	53.0%	101	18.8%	536	**435**	**81.2%**
Critical Thinking Total		**158**	**28.8%**	**289**	**52.7%**	**101**	**18.4%**	**548**	**447**	**81.6%**
Personal Responsibility	PR Outcome 1	84	28.0%	96	32.0%	120	40.0%	300	**180**	**60.0%**
	PR Outcome 2	139	42.9%	126	38.9%	59	18.2%	324	**265**	**81.8%**
	PR Outcome 3	132	40.7%	138	42.6%	54	16.7%	324	**270**	**83.3%**
Personal Responsibility Total		**355**	**37.4%**	**360**	**38.0%**	**233**	**24.6%**	**948**	**715**	**75.4%**
Grand Total		**716**	**35.0%**	**899**	**44.0%**	**429**	**21.0%**	**2044**	**1615**	**79.0%**

QEPresults1718.xlsx
Rj SPC IPRE 2/14/18

SPC Fall 2017 QEP Results by Competency, Outcome and Department

Core Objective	SLO	Department	SKILLFUL	%	EMERGING	%	NOT DEMONSTRATED	%	Grand Total	Skillful+Emerging	%
Communication	Comm. Outcome 1	MATHEMATICS	11	20.0%	19	34.5%	25	45.5%	55	**30**	**54.5%**
		SOCIAL & BEHAVIORAL SCIENCES	83	33.9%	119	48.6%	43	17.6%	245	**202**	**82.4%**
	Comm. Outcome 1 Total		94	31.3%	138	46.0%	68	22.7%	300	**232**	**77.3%**
	Comm. Outcome 2	FINE ARTS & KINESIOLOGY	8	66.7%	4	33.3%		0.0%	12	**12**	**100.0%**
	Comm. Outcome 2 Total		8	66.7%	4	33.3%		0.0%	12	**12**	**100.0%**
	Comm. Outcome 3: Option 1 - Written	COMMUNICATIONS AND LEARNING	66	47.1%	73	52.1%	1	0.7%	140	**139**	**99.3%**
		NATURAL SCIENCES	35	36.5%	35	36.5%	26	27.1%	96	**70**	**72.9%**
	Comm. Outcome 3: Option 1 - Written Total		101	42.8%	108	45.8%	27	11.4%	236	**209**	**88.6%**
Communication Total			**203**	**37.0%**	**250**	**45.6%**	**95**	**17.3%**	**548**	**453**	**82.7%**
Critical Thinking	CT Outcome 1	FINE ARTS & KINESIOLOGY	7	58.3%	5	41.7%		0.0%	12	**12**	**100.0%**
	CT Outcome 1 Total		7	58.3%	5	41.7%		0.0%	12	**12**	**100.0%**
	CT Outcome 2	COMMUNICATIONS AND LEARNING	64	45.7%	72	51.4%	4	2.9%	140	**136**	**97.1%**
		MATHEMATICS	7	12.7%	23	41.8%	25	45.5%	55	**30**	**54.5%**
		NATURAL SCIENCES	31	32.3%	23	24.0%	42	43.8%	96	**54**	**56.3%**
		SOCIAL & BEHAVIORAL SCIENCES	49	20.0%	166	67.8%	30	12.2%	245	**215**	**87.8%**
	CT Outcome 2 Total		151	28.2%	284	53.0%	101	18.8%	536	**435**	**81.2%**
Critical Thinking Total			**158**	**28.8%**	**289**	**52.7%**	**101**	**18.4%**	**548**	**447**	**81.6%**
Personal Responsibility	PR Outcome 1	COMMUNICATIONS AND LEARNING	50	28.7%	54	31.0%	70	40.2%	174	**104**	**59.8%**
		SOCIAL & BEHAVIORAL SCIENCES	34	27.0%	42	33.3%	50	39.7%	126	**76**	**60.3%**
	PR Outcome 1 Total		84	28.0%	96	32.0%	120	40.0%	300	**180**	**60.0%**
	PR Outcome 2	COMMUNICATIONS AND LEARNING	85	42.9%	82	41.4%	31	15.7%	198	**167**	**84.3%**
		SOCIAL & BEHAVIORAL SCIENCES	54	42.9%	44	34.9%	28	22.2%	126	**98**	**77.8%**
	PR Outcome 2 Total		139	42.9%	126	38.9%	59	18.2%	324	**265**	**81.8%**
	PR Outcome 3	COMMUNICATIONS AND LEARNING	78	39.4%	99	50.0%	21	10.6%	198	**177**	**89.4%**
		SOCIAL & BEHAVIORAL SCIENCES	54	42.9%	39	31.0%	33	26.2%	126	**93**	**73.8%**
	PR Outcome 3 Total		132	40.7%	138	42.6%	54	16.7%	324	**270**	**83.3%**
Personal Responsibility Total			**355**	**37.4%**	**360**	**38.0%**	**233**	**24.6%**	**948**	**715**	**75.4%**
Grand Total			**716**	**35.0%**	**899**	**44.0%**	**429**	**21.0%**	**2044**	**1615**	**79.0%**

QEPresults1718.xlsx
Rj SPC IPRE 2/14/18

SPC Fall 2017 QEP Results by Competency, Outcome, Department and Program

Core Objective	SLO	Department	Program	SKILLFUL	%	EMERGING	%	NOT DEMONSTRATED	%	Grand Total	Skillful+Emerging	%
Communication	Comm. Outcome 1	MATHEMATICS	MATHEMATICS	11	20.0%	19	34.5%	25	45.5%	55	30	54.5%
		MATHEMATICS Total		11	20.0%	19	34.5%	25	45.5%	55	30	54.5%
		SOCIAL & BEHAVIORAL SCIENCES	ECONOMICS	38	31.9%	54	45.4%	27	22.7%	119	92	77.3%
			HISTORY	45	35.7%	65	51.6%	16	12.7%	126	110	87.3%
		SOCIAL & BEHAVIORAL SCIENCES Total		83	33.9%	119	48.6%	43	17.6%	245	202	82.4%
	Comm. Outcome 1 Total			94	31.3%	138	46.0%	68	22.7%	300	232	77.3%
	Comm. Outcome 2	FINE ARTS & KINESIOLOGY	DRAMA	4	66.7%	2	33.3%		0.0%	6	6	100.0%
			MUSIC	4	66.7%	2	33.3%		0.0%	6	6	100.0%
		FINE ARTS & KINESIOLOGY Total		8	66.7%	4	33.3%		0.0%	12	12	100.0%
	Comm. Outcome 2 Total			8	66.7%	4	33.3%		0.0%	12	12	100.0%
	Comm. Outcome 3: Option 1 - Written	COMMUNICATIONS AND LEARNING	ENGLISH	50	57.5%	36	41.4%	1	1.1%	87	86	98.9%
			FOREIGN LANGUAGES		0.0%	4	100.0%		0.0%	4	4	100.0%
			SPEECH	16	32.7%	33	67.3%		0.0%	49	49	100.0%
		COMMUNICATIONS AND LEARNING Total		66	47.1%	73	52.1%	1	0.7%	140	139	99.3%
		NATURAL SCIENCES	BIOLOGY	9	25.0%	16	44.4%	11	30.6%	36	25	69.4%
			CHEMISTRY	19	45.2%	11	26.2%	12	28.6%	42	30	71.4%
			GEOLOGY	7	38.9%	8	44.4%	3	16.7%	18	15	83.3%
		NATURAL SCIENCES Total		35	36.5%	35	36.5%	26	27.1%	96	70	72.9%
	Comm. Outcome 3: Option 1 - Written Total			101	42.8%	108	45.8%	27	11.4%	236	209	88.6%
Communication Total				**203**	**37.0%**	**250**	**45.6%**	**95**	**17.3%**	**548**	**453**	**82.7%**
Critical Thinking	CT Outcome 1	FINE ARTS & KINESIOLOGY	DRAMA	4	66.7%	2	33.3%		0.0%	6	6	100.0%
			MUSIC	3	50.0%	3	50.0%		0.0%	6	6	100.0%
		FINE ARTS & KINESIOLOGY Total		7	58.3%	5	41.7%		0.0%	12	12	100.0%
	CT Outcome 1 Total			7	58.3%	5	41.7%		0.0%	12	12	100.0%
	CT Outcome 2	COMMUNICATIONS AND LEARNING	ENGLISH	41	47.1%	42	48.3%	4	4.6%	87	83	95.4%
			FOREIGN LANGUAGES		0.0%	4	100.0%		0.0%	4	4	100.0%
			SPEECH	23	46.9%	26	53.1%		0.0%	49	49	100.0%
		COMMUNICATIONS AND LEARNING Total		64	45.7%	72	51.4%	4	2.9%	140	136	97.1%
		MATHEMATICS	MATHEMATICS	7	12.7%	23	41.8%	25	45.5%	55	30	54.5%
		MATHEMATICS Total		7	12.7%	23	41.8%	25	45.5%	55	30	54.5%
		NATURAL SCIENCES	BIOLOGY	6	16.7%	10	27.8%	20	55.6%	36	16	44.4%
			CHEMISTRY	17	40.5%	9	21.4%	16	38.1%	42	26	61.9%
			GEOLOGY	8	44.4%	4	22.2%	6	33.3%	18	12	66.7%
		NATURAL SCIENCES Total		31	32.3%	23	24.0%	42	43.8%	96	54	56.3%
		SOCIAL & BEHAVIORAL SCIENCES	ECONOMICS	8	6.7%	103	86.6%	8	6.7%	119	111	93.3%
			HISTORY	41	32.5%	63	50.0%	22	17.5%	126	104	82.5%
		SOCIAL & BEHAVIORAL SCIENCES Total		49	20.0%	166	67.8%	30	12.2%	245	215	87.8%
	CT Outcome 2 Total			151	28.2%	284	53.0%	101	18.8%	536	435	81.2%
Critical Thinking Total				**158**	**28.8%**	**289**	**52.7%**	**101**	**18.4%**	**548**	**447**	**81.6%**
Personal Responsibility	PR Outcome 1	COMMUNICATIONS AND LEARNING	ENGLISH	7	11.1%	10	15.9%	46	73.0%	63	17	27.0%
			FOREIGN LANGUAGES		0.0%	4	100.0%		0.0%	4	4	100.0%
			SPEECH	6	12.2%	22	44.9%	21	42.9%	49	28	57.1%
			STUDENT DEVELOPMENT	37	63.8%	18	31.0%	3	5.2%	58	55	94.8%
		COMMUNICATIONS AND LEARNING Total		50	28.7%	54	31.0%	70	40.2%	174	104	59.8%
		SOCIAL & BEHAVIORAL SCIENCES	HISTORY	34	27.0%	42	33.3%	50	39.7%	126	76	60.3%
		SOCIAL & BEHAVIORAL SCIENCES Total		34	27.0%	42	33.3%	50	39.7%	126	76	60.3%
	PR Outcome 1 Total			84	28.0%	96	32.0%	120	40.0%	300	180	60.0%
	PR Outcome 2	COMMUNICATIONS AND LEARNING	ENGLISH	39	44.8%	28	32.2%	20	23.0%	87	67	77.0%
			FOREIGN LANGUAGES		0.0%	4	100.0%		0.0%	4	4	100.0%
			SPEECH	23	46.9%	26	53.1%		0.0%	49	49	100.0%
			STUDENT DEVELOPMENT	23	39.7%	24	41.4%	11	19.0%	58	47	81.0%
		COMMUNICATIONS AND LEARNING Total		85	42.9%	82	41.4%	31	15.7%	198	167	84.3%
		SOCIAL & BEHAVIORAL SCIENCES	HISTORY	54	42.9%	44	34.9%	28	22.2%	126	98	77.8%
		SOCIAL & BEHAVIORAL SCIENCES Total		54	42.9%	44	34.9%	28	22.2%	126	98	77.8%
	PR Outcome 2 Total			139	42.9%	126	38.9%	59	18.2%	324	265	81.8%
	PR Outcome 3	COMMUNICATIONS AND LEARNING	ENGLISH	42	48.3%	41	47.1%	4	4.6%	87	83	95.4%
			FOREIGN LANGUAGES		0.0%	4	100.0%		0.0%	4	4	100.0%
			SPEECH	9	18.4%	38	77.6%	2	4.1%	49	47	95.9%
			STUDENT DEVELOPMENT	27	46.6%	16	27.6%	15	25.9%	58	43	74.1%
		COMMUNICATIONS AND LEARNING Total		78	39.4%	99	50.0%	21	10.6%	198	177	89.4%
		SOCIAL & BEHAVIORAL SCIENCES	HISTORY	54	42.9%	39	31.0%	33	26.2%	126	93	73.8%
		SOCIAL & BEHAVIORAL SCIENCES Total		54	42.9%	39	31.0%	33	26.2%	126	93	73.8%

Core Objective	SLO	Department	Program	SKILLFUL	%	EMERGING	%	NOT DEMONSTRATED	%	Grand Total	Skillful+Emerging	%
	PR Outcome 3 Total			132	40.7%	138	42.6%	54	16.7%	324	270	83.3%
Personal Responsibility Total				**355**	**37.4%**	**360**	**38.0%**	**233**	**24.6%**	**948**	**715**	**75.4%**
Grand Total				**716**	**35.0%**	**899**	**44.0%**	**429**	**21.0%**	**2044**	**1615**	**79.0%**

QEPresults1718.xlsx
Rj SPC IPRE 2/14/18

SPC Fall 2017 QEP Results by Competency and Program

Core Objective	Program	SKILLFUL	%	EMERGING	%	NOT DEMONSTRATED	%	Grand Total	Skillful+Emerging	%
Communication	BIOLOGY	9	25.0%	16	44.4%	11	30.6%	36	25	69.4%
	CHEMISTRY	19	45.2%	11	26.2%	12	28.6%	42	30	71.4%
	DRAMA	4	66.7%	2	33.3%		0.0%	6	6	100.0%
	ECONOMICS	38	31.9%	54	45.4%	27	22.7%	119	92	77.3%
	ENGLISH	50	57.5%	36	41.4%	1	1.1%	87	86	98.9%
	FOREIGN LANGUAGES		0.0%	4	100.0%		0.0%	4	4	100.0%
	GEOLOGY	7	38.9%	8	44.4%	3	16.7%	18	15	83.3%
	HISTORY	45	35.7%	65	51.6%	16	12.7%	126	110	87.3%
	MATHEMATICS	11	20.0%	19	34.5%	25	45.5%	55	30	54.5%
	MUSIC	4	66.7%	2	33.3%		0.0%	6	6	100.0%
	SPEECH	16	32.7%	33	67.3%		0.0%	49	49	100.0%
Communication Total		**203**	**37.0%**	**250**	**45.6%**	**95**	**17.3%**	**548**	**453**	**82.7%**
Critical Thinking	BIOLOGY	6	16.7%	10	27.8%	20	55.6%	36	16	44.4%
	CHEMISTRY	17	40.5%	9	21.4%	16	38.1%	42	26	61.9%
	DRAMA	4	66.7%	2	33.3%		0.0%	6	6	100.0%
	ECONOMICS	8	6.7%	103	86.6%	8	6.7%	119	111	93.3%
	ENGLISH	41	47.1%	42	48.3%	4	4.6%	87	83	95.4%
	FOREIGN LANGUAGES		0.0%	4	100.0%		0.0%	4	4	100.0%
	GEOLOGY	8	44.4%	4	22.2%	6	33.3%	18	12	66.7%
	HISTORY	41	32.5%	63	50.0%	22	17.5%	126	104	82.5%
	MATHEMATICS	7	12.7%	23	41.8%	25	45.5%	55	30	54.5%
	MUSIC	3	50.0%	3	50.0%		0.0%	6	6	100.0%
	SPEECH	23	46.9%	26	53.1%		0.0%	49	49	100.0%
Critical Thinking Total		**158**	**28.8%**	**289**	**52.7%**	**101**	**18.4%**	**548**	**447**	**81.6%**
Personal Responsibility	ENGLISH	88	37.1%	79	33.3%	70	29.5%	237	167	70.5%
	FOREIGN LANGUAGES		0.0%	12	100.0%		0.0%	12	12	100.0%
	HISTORY	142	37.6%	125	33.1%	111	29.4%	378	267	70.6%
	SPEECH	38	25.9%	86	58.5%	23	15.6%	147	124	84.4%
	STUDENT DEVELOPMENT	87	50.0%	58	33.3%	29	16.7%	174	145	83.3%
Personal Responsibility Total		**355**	**37.4%**	**360**	**38.0%**	**233**	**24.6%**	**948**	**715**	**75.4%**
Grand Total		**716**	**35.0%**	**899**	**44.0%**	**429**	**21.0%**	**2044**	**1615**	**79.0%**

QEPresults1718.xlsx
Rj SPC IPRE 2/14/18

SPC Fall 2017 QEP Results by Competency, Course and Outcome

Core Objective	Course	SLO	SKILLFUL	%	EMERGING	%	NOT DEMONSTRATED	%	Grand Total	Skillful+Emerging	%
Communication	BIOL 1406	Comm. Outcome 3: Option 1 - Written	4	28.6%	8	57.1%	2	14.3%	14	12	85.7%
	BIOL 2402	Comm. Outcome 3: Option 1 - Written	5	22.7%	8	36.4%	9	40.9%	22	13	59.1%
	CHEM 1405	Comm. Outcome 3: Option 1 - Written	12	54.5%	3	13.6%	7	31.8%	22	15	68.2%
	CHEM 1411	Comm. Outcome 3: Option 1 - Written	5	31.3%	6	37.5%	5	31.3%	16	11	68.8%
	CHEM 1412	Comm. Outcome 3: Option 1 - Written	2	50.0%	2	50.0%		0.0%	4	4	100.0%
	DRAM 1310	Comm. Outcome 2	4	66.7%	2	33.3%		0.0%	6	6	100.0%
	ECON 1301	Comm. Outcome 1	11	31.4%	17	48.6%	7	20.0%	35	28	80.0%
	ECON 2301	Comm. Outcome 1		0.0%	4	19.0%	17	81.0%	21	4	19.0%
	ECON 2302	Comm. Outcome 1	27	42.9%	33	52.4%	3	4.8%	63	60	95.2%
	ENGL 1301	Comm. Outcome 3: Option 1 - Written	33	53.2%	28	45.2%	1	1.6%	62	61	98.4%
	ENGL 2322	Comm. Outcome 3: Option 1 - Written	17	68.0%	8	32.0%		0.0%	25	25	100.0%
	GEOL 1301	Comm. Outcome 3: Option 1 - Written	7	38.9%	8	44.4%	3	16.7%	18	15	83.3%
	HIST 1301	Comm. Outcome 1	45	35.7%	65	51.6%	16	12.7%	126	110	87.3%
	MATH 1314	Comm. Outcome 1	6	15.8%	12	31.6%	20	52.6%	38	18	47.4%
	MATH 1442	Comm. Outcome 1	5	29.4%	7	41.2%	5	29.4%	17	12	70.6%
	MUSI 1306	Comm. Outcome 2	4	66.7%	2	33.3%		0.0%	6	6	100.0%
	SPAN 2311	Comm. Outcome 3: Option 1 - Written		0.0%	4	100.0%		0.0%	4	4	100.0%
	SPCH 1311	Comm. Outcome 3: Option 1 - Written	16	32.7%	33	67.3%		0.0%	49	49	100.0%
Critical Thinking	BIOL 1406	CT Outcome 2	3	21.4%	5	35.7%	6	42.9%	14	8	57.1%
	BIOL 2402	CT Outcome 2	3	13.6%	5	22.7%	14	63.6%	22	8	36.4%
	CHEM 1405	CT Outcome 2	10	45.5%	4	18.2%	8	36.4%	22	14	63.6%
	CHEM 1411	CT Outcome 2	6	37.5%	4	25.0%	6	37.5%	16	10	62.5%
	CHEM 1412	CT Outcome 2	1	25.0%	1	25.0%	2	50.0%	4	2	50.0%
	DRAM 1310	CT Outcome 1	4	66.7%	2	33.3%		0.0%	6	6	100.0%
	ECON 1301	CT Outcome 2	5	14.3%	26	74.3%	4	11.4%	35	31	88.6%
	ECON 2301	CT Outcome 2		0.0%	18	85.7%	3	14.3%	21	18	85.7%
	ECON 2302	CT Outcome 2	3	4.8%	59	93.7%	1	1.6%	63	62	98.4%
	ENGL 1301	CT Outcome 2	33	53.2%	26	41.9%	3	4.8%	62	59	95.2%
	ENGL 2322	CT Outcome 2	8	32.0%	16	64.0%	1	4.0%	25	24	96.0%
	GEOL 1301	CT Outcome 2	8	44.4%	4	22.2%	6	33.3%	18	12	66.7%
	HIST 1301	CT Outcome 2	41	32.5%	63	50.0%	22	17.5%	126	104	82.5%
	MATH 1314	CT Outcome 2	5	13.2%	13	34.2%	20	52.6%	38	18	47.4%
	MATH 1442	CT Outcome 2	2	11.8%	10	58.8%	5	29.4%	17	12	70.6%
	MUSI 1306	CT Outcome 1	3	50.0%	3	50.0%		0.0%	6	6	100.0%
	SPAN 2311	CT Outcome 2		0.0%	4	100.0%		0.0%	4	4	100.0%
	SPCH 1311	CT Outcome 2	23	46.9%	26	53.1%		0.0%	49	49	100.0%
Personal Responsibility	ENGL 1301	PR Outcome 1	5	13.2%	9	23.7%	24	63.2%	38	14	36.8%
	ENGL 1302	PR Outcome 2	22	35.5%	21	33.9%	19	30.6%	62	43	69.4%
	ENGL 1303	PR Outcome 3	35	56.5%	24	38.7%	3	4.8%	62	59	95.2%
	ENGL 2322	PR Outcome 1	2	8.0%	1	4.0%	22	88.0%	25	3	12.0%
	ENGL 2323	PR Outcome 2	17	68.0%	7	28.0%	1	4.0%	25	24	96.0%
	ENGL 2324	PR Outcome 3	7	28.0%	17	68.0%	1	4.0%	25	24	96.0%
	HIST 1301	PR Outcome 1	34	27.0%	42	33.3%	50	39.7%	126	76	60.3%
	HIST 1302	PR Outcome 2	54	42.9%	44	34.9%	28	22.2%	126	98	77.8%
	HIST 1303	PR Outcome 3	54	42.9%	39	31.0%	33	26.2%	126	93	73.8%
	SDEV 0370	PR Outcome 1	37	63.8%	18	31.0%	3	5.2%	58	55	94.8%
	SDEV 0371	PR Outcome 2	23	39.7%	24	41.4%	11	19.0%	58	47	81.0%
	SDEV 0372	PR Outcome 3	27	46.6%	16	27.6%	15	25.9%	58	43	74.1%

Core Objective	Course	SLO	SKILLFUL	%	EMERGING	%	NOT DEMONSTRATED	%	Grand Total	Skillful+Emerging	%
	SPAN 2311	PR Outcome 1		0.0%	4	100.0%		0.0%	4	4	100.0%
	SPAN 2312	PR Outcome 2		0.0%	4	100.0%		0.0%	4	4	100.0%
	SPAN 2313	PR Outcome 3		0.0%	4	100.0%		0.0%	4	4	100.0%
	SPCH 1311	PR Outcome 1	6	12.2%	22	44.9%	21	42.9%	49	28	57.1%
	SPCH 1312	PR Outcome 2	23	46.9%	26	53.1%		0.0%	49	49	100.0%
	SPCH 1313	PR Outcome 3	9	18.4%	38	77.6%	2	4.1%	49	47	95.9%
Grand Total			716	35.0%	899	44.0%	429	21.0%	2044	1615	79.0%

QEPresults1718.xlsx
Rj SPC IPRE 2/14/18

SPC Fall 2017 QEP Results by Competency, Outcome and Department
Difference Between Department and College as a Whole

Core Objective	SLO	Department	Grand Total	SPC Skillful+Emerging %	Dept Skillful+Emerging %	Difference
Communication	Comm. Outcome 1	MATHEMATICS	55	77.3%	54.5%	**-22.8%**
		SOCIAL & BEHAVIORAL SCIENCES	245	77.3%	82.4%	**5.1%**
	Comm. Outcome 2	FINE ARTS & KINESIOLOGY	12	100.0%	100.0%	**0.0%**
	Comm. Outcome 3: Option 1 - Written	COMMUNICATIONS AND LEARNING	140	88.6%	99.3%	**10.7%**
		NATURAL SCIENCES	96	88.6%	72.9%	**-15.6%**
Critical Thinking	CT Outcome 1	FINE ARTS & KINESIOLOGY	12	100.0%	100.0%	**0.0%**
	CT Outcome 2	COMMUNICATIONS AND LEARNING	140	81.2%	97.1%	**16.0%**
		MATHEMATICS	55	81.2%	54.5%	**-26.6%**
		NATURAL SCIENCES	96	81.2%	56.3%	**-24.9%**
		SOCIAL & BEHAVIORAL SCIENCES	245	81.2%	87.8%	**6.6%**
Personal Responsibility	PR Outcome 1	COMMUNICATIONS AND LEARNING	174	60.0%	59.8%	**-0.2%**
		SOCIAL & BEHAVIORAL SCIENCES	126	60.0%	60.3%	**0.3%**
	PR Outcome 2	COMMUNICATIONS AND LEARNING	198	81.8%	84.3%	**2.6%**
		SOCIAL & BEHAVIORAL SCIENCES	126	81.8%	77.8%	**-4.0%**
	PR Outcome 3	COMMUNICATIONS AND LEARNING	198	83.3%	89.4%	**6.1%**
		SOCIAL & BEHAVIORAL SCIENCES	126	83.3%	73.8%	**-9.5%**
Grand Total			2044	79.0%	79.0%	**0.0%**

QEPresults1718.xlsx
Rj SPC IPRE 2/14/18

SPC Fall 2017 QEP Average Scores*
by Competency, Department and Course

Core Objective	Department	Course	Total Count	Average Score
Communication	COMMUNICATIONS AND LEARNING	ENGL 1301	62	2.52
		ENGL 2322	25	2.68
		SPAN 2311	4	2.00
		SPCH 1311	49	2.33
	COMMUNICATIONS AND LEARNING Total		140	2.46
	FINE ARTS & KINESIOLOGY	DRAM 1310	6	2.67
		MUSI 1306	6	2.67
	FINE ARTS & KINESIOLOGY Total		12	2.67
	MATHEMATICS	MATH 1314	38	1.63
		MATH 1442	17	2.00
	MATHEMATICS Total		55	1.75
	NATURAL SCIENCES	BIOL 1406	14	2.14
		BIOL 2402	22	1.82
		CHEM 1405	22	2.23
		CHEM 1411	16	2.00
		CHEM 1412	4	2.50
		GEOL 1301	18	2.22
	NATURAL SCIENCES Total		96	2.09
	SOCIAL & BEHAVIORAL SCIENCES	ECON 1301	35	2.11
		ECON 2301	21	1.19
		ECON 2302	63	2.38
		HIST 1301	126	2.23
	SOCIAL & BEHAVIORAL SCIENCES Total		245	2.16
Communication Total			548	2.20
Critical Thinking	COMMUNICATIONS AND LEARNING	ENGL 1301	62	2.48
		ENGL 2322	25	2.28
		SPAN 2311	4	2.00
		SPCH 1311	49	2.47
	COMMUNICATIONS AND LEARNING Total		140	2.43
	FINE ARTS & KINESIOLOGY	DRAM 1310	6	2.67

Core Objective	Department	Course	Total Count	Average Score
		MUSI 1306	6	2.50
	FINE ARTS & KINESIOLOGY Total		12	2.58
	MATHEMATICS	MATH 1314	38	1.61
		MATH 1442	17	1.82
	MATHEMATICS Total		55	1.67
	NATURAL SCIENCES	BIOL 1406	14	1.79
		BIOL 2402	22	1.50
		CHEM 1405	22	2.09
		CHEM 1411	16	2.00
		CHEM 1412	4	1.75
		GEOL 1301	18	2.11
	NATURAL SCIENCES Total		96	1.89
	SOCIAL & BEHAVIORAL SCIENCES	ECON 1301	35	2.03
		ECON 2301	21	1.86
		ECON 2302	63	2.03
		HIST 1301	126	2.15
	SOCIAL & BEHAVIORAL SCIENCES Total		245	2.08
Critical Thinking Total			548	2.10
Personal Responsibility	COMMUNICATIONS AND LEARNING	ENGL 1301	162	2.10
		ENGL 2322	75	2.03
		SDEV 0370	174	2.33
		SPAN 2311	12	2.00
		SPCH 1311	147	2.10
	COMMUNICATIONS AND LEARNING Total		570	2.16
	SOCIAL & BEHAVIORAL SCIENCES	HIST 1301	378	2.08
	SOCIAL & BEHAVIORAL SCIENCES Total		378	2.08
Personal Responsibility Total			948	2.13
Grand Total			2044	2.14

* Skillful=3, Emerging=2, Not Demonstrated=1
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Rj SPC IPRE 2/14/18

SPC Fall 2017 QEP Average Scores*
by Instruction Method, Competency, and Outcome

Instruction Method	Core Objective	SLO	Total Count	Average Score
Face to Face	Communication	Comm. Outcome 1	119	1.72
		Comm. Outcome 2	6	2.67
		Comm. Outcome 3: Option 1 - Written	181	2.36
	Communication Total		306	2.12
	Critical Thinking	CT Outcome 1	6	2.50
		CT Outcome 2	300	2.06
	Critical Thinking Total		306	2.07
	Personal Responsibility	PR Outcome 1	182	1.80
		PR Outcome 2	206	2.15
		PR Outcome 3	206	2.15
	Personal Responsibility Total		594	2.04
Face to Face Total			**1206**	**2.07**
Fully Distance Education Cours	Communication	Comm. Outcome 1	181	2.33
		Comm. Outcome 2	6	2.67
		Comm. Outcome 3: Option 1 - Written	43	2.16
	Communication Total		230	2.30
	Critical Thinking	CT Outcome 1	6	2.67
		CT Outcome 2	224	2.15
	Critical Thinking Total		230	2.17
	Personal Responsibility	PR Outcome 1	118	2.01
		PR Outcome 2	118	2.42
		PR Outcome 3	118	2.40
	Personal Responsibility Total		354	2.27
Fully Distance Education Cours Total			**814**	**2.25**
Hybrid/Blended Course	Communication	Comm. Outcome 3: Option 1 - Written	12	2.08
	Communication Total		12	2.08
	Critical Thinking	CT Outcome 2	12	1.92
	Critical Thinking Total		12	1.92
Hybrid/Blended Course Total			**24**	**2.00**
Grand Total			**2044**	**2.14**

* Skillful=3, Emerging=2, Not Demonstrated=1
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Rj SPC IPRE 2/14/18

SPC Fall 2017 QEP Results
Number of Assessments by Department

Department	Number of Assessments
COMMUNICATIONS AND LEARNING	850
FINE ARTS & KINESIOLOGY	24
MATHEMATICS	110
NATURAL SCIENCES	192
SOCIAL & BEHAVIORAL SCIENCES	868
Grand Total	2044

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