Assessment and Institutional Effectiveness Plan

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Program and Discipline Review

Each career and technical program and each academic discipline complete program or discipline review annually. The purpose of program and discipline review is to assess the viability and the effectiveness of technical programs and academic disciplines. During the review process, faculty program and discipline coordinators analyze Key Performance Indicators (KPIs) maintained by Institutional Research and report on planned improvements to address KPIs for which the program or discipline did not exceed the college benchmarks. These KPIs include:

1. Success in subsequent courses for developmental students
2. Technical program placement rates
3. Grade distribution
4. Technical end-of-program Technical Skills Assessment results
5. Completion rates
6. Within semester retention
7. Fall to Fall retention
8. Credit hour generation.
9. Number of declared majors
10. Revenue over expenses
11. Percentage of courses taught by adjunct and full-time faculty.

In addition to the Program Review KPIs, the program and discipline faculty and their division chairs and deans analyze Institutional, Program and Course student learning outcomes assessment results and processes, propose budget requests tied to assessment and strategic planning, propose improvements that would make the program or discipline exemplary, review technical program advisory meeting minutes, and for programs with external accreditation review accreditation requirements and reports. Based on the analysis of KPIs and the other information, the program and discipline coordinators, division chairs and deans will develop an action plan for each program and discipline. Programs and disciplines that do not meet viability thresholds will develop an improvement plan with the goal to improvement viability. If that plan does not improve viability, or in the event of financial exigency, programs or disciplines will be recommended to the Curriculum Committee for program/discipline inactivation. The Curriculum Committee will make a recommendation to the Board of Trustees (BOT), and the BOT will vote to inactivate or maintain the program or discipline. Program review results are reported annually to the Executive Leadership Team (ELT) and to the Board of Trustees.
Assessment of Student Learning Outcomes

The goal of assessment of student learning at SFCC is to improve student learning and thus help the College fulfill its educational mission. This faulty driven assessment provides evidence of how well SFCC is meeting its learning objectives and helps identify areas for improvement. Assessment of Student Learning Outcomes -- skills or knowledge level that a student will achieve at the end of a course or a program -- is a continuous process, as described in Figure 1.

Student Learning Outcomes are assessed through Course Outcomes, Program Outcomes, Institutional Learning Outcomes and General Education Outcomes.
Course Outcomes
Course assessment evaluates student learning through measurable student outcomes for each course.
Each course’s assessment plan includes:
- Course student learning outcomes: These outcomes are defined by the lead instructor for each course and are included in each course’s Course Management System shell.
- Measurement Tools: Assessment tools are identified for each course. These tools may include exams, papers, student performances, products created by students, portfolios and other assessment techniques.
- Benchmarks: Assessment benchmarks are established by the lead instructor.
- Time Frame and Person Responsible

The results of course outcomes assessment are reported each fall during the annual program review. Program and discipline coordinators discuss an analysis of the results of their course learning outcomes assessment with their division chair and dean, including recommended changes.

Program Outcomes
Program assessment evaluates student learning through measurable student outcomes for each program.
Each program’s assessment plan includes:
- Program Student learning outcomes: These outcomes are defined by the program coordinator.
- Measurement Tools: All technical programs have end of program Technical Skills Assessments required by the state of Missouri’s Department of Elementary and Secondary Education, which distributes career and technical funding to community colleges. These skills assessments include either an approved national programmatic exam or an approved portfolio review process. All programs may also utilize other assessment strategies, depending on program, including advisory committee and employer input, accreditation, capstone courses and projects, exams, ties to course level assessments, student performance, and state and national licensure.
- Benchmarks: These benchmarks are established by the program coordinator.
- Time Frame and Person Responsible

The results of program outcomes assessment are reported each fall during the annual program review. Program coordinators discuss an analysis of the results of their program student learning outcomes assessment with their division chair and dean, including changes made to the curriculum and the process for sharing the results and changes with others.
Institutional Learning Outcomes (ILOs)

State Fair Community College students, regardless of their status or particular program of study, will, upon the completion of their general and specialized studies, be able to:

1. Think critically.
   - Gather information by listening to and reading from varied sources.
   - Evaluate information as a guide to belief and action.
   - Apply information to the solving of problems and decision making.
   - Broaden awareness and formulate new ideas.

2. Communicate effectively.
   - Apply Standard English in speaking and writing to clearly express ideas.
   - Use language with clarity, coherence, and persuasiveness.
   - Recognize the role of nonverbal signals in communication.

   - Demonstrate personal and professional integrity and ethics.
   - Understand the importance & benefits of service.
   - Exhibit responsible citizenship.

4. Value others.
   - Work cooperatively as part of a team.
   - Appreciate cultural diversity and its benefits.
   - Cultivate tolerance, civility, and respect for others.

5. Develop life skills.
   - Manage time and finances effectively.
   - Value life-long learning.
   - Utilize workforce readiness skills.
   - Incorporate principles of a healthy lifestyle into daily activities.

6. Utilize technology.
   - Demonstrate ability to adapt available technology to workplace or personal life.

7. Investigate world processes.
   - Distinguish qualities and characteristics of social, economic, and political systems.
   - Appreciate the world’s natural and physical processes.
   - Explore the roots and expressions of culture.

Each technical program and academic discipline assesses at least one Institutional Learning Outcome. The ILO assessment plan for each program and discipline includes:

- Designation of ILOs being assessed.
- Identification of tools utilized to evaluate the ILO.
- A definition of Benchmarks used to assess the ILO.
- Time Frame and Person Responsible.
The results of institutional learning outcomes assessment by program and discipline are reported each fall during the annual program review. Program and discipline coordinators discuss an analysis of the results of their institutional student learning outcomes assessment with their division chair and dean, including changes made to the curriculum and the process for sharing the results and changes with others.

**General Education Outcomes**

State Fair Community College faculty and staff maintain the belief that a core of learning experiences exist that are invaluable to all students regardless of their present or future roles in the workplace and the community. These core experiences, which are addressed and assessed in the general education program, are consistent with the required skill-based and knowledge-based learning outcomes identified by the Missouri Coordinating Board for Higher Education (CBHE). They are also consistent with the college’s Institutional Learning Outcomes.

The CBHE outcomes include mastering the skills of communicating, higher-order thinking, managing information, and valuing through the completion of at least 42-semester hours **(CORE 42)**. These are distributed across the broad knowledge areas of communications, humanities and fine arts, natural sciences, mathematical sciences, and social and behavioral sciences. The ILOs include thinking critically, communicating effectively, behaving responsibly, valuing others, developing life skills, utilizing technology, and investigating world processes. The basic competencies are achieved through the completion of the CORE 42 in its entirety.

To measure the general education curriculum, the College is using VALUE rubrics through the Multi-State Collaborative. Supervised by the Association of American Colleges and Universities and the State Higher Education Executive Officers Association, the Multi-State Collaborative (MSC) has 88 two- and four year institutions of higher education across the country collecting samples of student work from students approaching completion of their academic programs. The data is submitted along with student demographic information to a nationwide VALUE database where it is evaluated by a group of faculty scorers using select VALUE rubrics. SFCC receives results for its own students’ work so that it can compare the results with their campus efforts to assess levels of student learning. The MSC is an initiative designed to provide meaningful evidence about how well students are achieving important learning outcomes. The initiative foregrounds a distinctly different form of assessment than the traditional standardized test. Instead of producing reports about average scores on tests, the project is piloting the use of common rubrics applied by teams of faculty to student’ authentic college work—including such things as projects, papers, and research. The MSC is designed to produce valid data summarizing faculty judgments of students’ own work, and also seeks to aggregate results in a way that allows for benchmarking across institutions and states. The primary goal of the initiative is to provide assessment data that will allow faculty and institution leaders to assess—and improve—the levels of student achievement on a set of cross-cutting outcomes important for all disciplines.
In addition to using the VALUE rubrics to assess General Education Student Learning Outcomes and Institutional Learning Outcomes, faculty use course level assessments for these outcomes assessment processes. In order to ensure quality in General Education Outcomes assessments, the college is implementing a General Education Committee, composed of two lead instructors from each knowledge area. The committee will review each knowledge areas’ methods of assessment for alignment with the objectives of the knowledge area and chosen CBHE outcomes. Lead instructors in each knowledge area came to consensus on the CBHE outcome(s) for which they believed their areas covered. They are aligning their outcomes assessment, so students can be assessed for mastery in those CBHE outcomes. Lead instructors will use the data collected from their outcomes assessments to drive conversations with section instructors, make changes to curriculum, and communicate those changes to section instructors and the General Education Committee. Knowledge areas’ outcomes assessment methods will be reviewed every three years.

Co-Curricular Assessment

Co-curricular assessment is occurring in both the academic and service units of the college. Service departments at the college conduct annual service review. The purpose of the service review is to assess the viability and the effectiveness of the service department. During the review process, service directors assess co-curricular Key Performance Indicators and report on planned improvements to address KPIs for which the service did not exceed benchmarks. The KPIs are established by the service unit and sometimes based on external standards such as those established by the Council for the Advancement of Standards in Higher Education (CAS).

Examples of Co-Curricular assessment include:

**Allied Heath**
Programs in the Allied Health Division through program-related student organizations use service learning and community service to help students understand diversity, citizenship, responsibility to the community, teamwork and their role in the healthcare profession. Student attainment of these outcomes are assessed through surveys.

**Financial Aid**
The financial aid department has programming to teach students financial literacy, and the department assesses student attainment of the outcomes through pretests and post-tests.

**Student Success and Retention**
The Student Success and Retention department is assessing the outcome of Utilizing Technology through the Navigation program. Other KPIs include retention rates and graduation rates.

**Testing Services**
A KPI measured by Testing Services is performance on placement exams. This department has surveyed students and discovered a significant percentage of students believe they were not prepared to take the exam prior to its administration. The department has
initiated preparation programming to improve student preparation and in turn student success of this KPI.

**TRiO**
The TRiO Students in TRiO for Educational Preparation and Success (STEPS) program conducts programming on Responsible Behavior and through a survey assesses whether students believe the programming has impacted their behavior. Other KPIs assessed include persistence rate, academic standing and graduation or transfer rate.

**Adult Education and Literacy**
The AEL program assesses job placement as a measure of the Develop Life Skills outcome.

**Academic Success Center**
The success center, which provides tutoring services, assesses student satisfaction and student rating of tutoring effectiveness through the Student Satisfaction Inventory and through a tutoring lab survey. Another KPI assessed by the success center is GPA of students who utilize tutoring.

**Assessment of Institutional Effectiveness**

**Report Card**
The College’s highest level Key Performance Indicators (KPI’s) are reflected in the SFCC Report Card. The 2016-2017 Report Card includes eight key performance measures. The measures were selected as high level KPIs reflecting the college’s mission. The Report Card is reviewed three times a year by leadership at the Quality Management Review, and is reviewed at least annually with all staff at the Fall Convocation and with the Board of Trustees. The Report Card includes the measure, the goal for that measure, the actual performance, the trend based on previous years’ results, and a benchmark for comparison. Also included on the Report Card is a designation tying the measure to the College’s Vision 2020: Strategic Priorities.

**Strategic Plan**
The College’s 2020 Vision Strategic Plan contains 20 Key Performance Indicators (KPI’s) measuring the plan’s strategies designed to address the six Priorities. The Strategic Plan KPIs are reviewed three times a year by leadership at the Quality Management Review, and is reviewed at least annually by the College Council and the Board of Trustees.

**Performance Funding**
The State of Missouri has defined six measures for Performance Funding for 2018. If budgeted in a particular year, the state will distribute funding to institutions based on attainment of these Performance Funding Measures. The six 2018 performance measures are:

1. Student Success and Progress: Three-Year Completion/Transfer Rate for First Time, Full-Time Students
2. Student Success and Progress: Percent of Attempted Credit Courses Successfully Completed
3. Quality of Student Learning: Licensure/Certification Exam Rate
4. Non-Core Expenditures as a Percent of Total Expenditures
5. Tuition and Fees as a Percent of Median Family Income (By Service Area)
6. Graduate Outcomes: Percent career and technical graduates employed or continuing education

Measures 1-5 are reported yearly in November; measure 6 is reported in January. Performance Funding Measures are reviewed quarterly by leadership at the Quality Management Review and a reported annually to the SFCC Board of Trustees.

Surveys
The College regularly surveys key stakeholders to access satisfaction. On an every other year cycle, the College assesses students with the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE). The College also assesses employees yearly through the College Employee Satisfaction Survey (CEES) survey. Survey results are shared with College leadership and College groups and are used to improve instruction and service to students.