



Texas Core Curriculum Assessment Report Spring 2019

I. Title Page

Institution

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Report Date

Spring 2019

Assessment Period

2014-2015

- *TCC effective, Year 1*
- *IE Plan revised & implemented*

2015-2016

- *TCC Year 2*
- *Assessment Committee established*
- *Program-Level Assessment Process established within IE Plan*

2016-2017

- *TCC Year 3*
- *Program-Level Assessment Implemented*

2017-2018

- *TCC year 4*

2018-2019

- *Initial TCC Assessment Report completed*
- *Cisco College Reaffirmation of Accreditation Compliance Certification submitted to SACS-COC*

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II. Executive Summary

a. Assessment summary for Core Objectives

Critical Thinking

Critical thinking is well documented by the direct assessments faculty use to assess SLOs, and SLOs data is reinforced by student perceptions of course rigor; however, student reported data on out-of-class preparation and engagement contrasts perceptions of rigor. Participation of all faculty in the SLO assessment process should be reported and tracked to increase confidence in critical thinking levels and all academic departments should examine the level of work required from students in and out of class. Critical thinking is the most abstract of the core objectives to measure.

Communication

Communication skills are measured primarily in English and Speech classes currently. While direct assessments in English and Speech indicate strong student performance, student perceptions indicate that all academic departments should emphasize the communication skills inherent in their disciplines, and include communication evaluation within the courses to increase the percentage of students indicating improvement in their communication skills.

Empirical & Quantitative Skills

Success rates in Algebra remain consistent and the math department assessment plan consistently focuses department efforts on improving performance on the weakest SLO indicated by common assessment methods. However, implementation of co-requisite developmental classes and additional core math course options require that the department assess four gateway courses going forward. Science department SLO assessment indicates that faculty improvement plans improve SLO performance year-to-year; however, utilizing the same assessment plan and method in both math and science would provide a clearer picture of students' empirical and quantitative skills.

Teamwork

Course evaluation data indicates that the core curriculum foundational component areas responsible for the teamwork objective do not yet consistently embed teamwork. Students may not perceive the course activities as teamwork, faculty may operate on varied definitions of activities or assignments that constitute teamwork, or courses may not yet consistently utilize teamwork activities. English, speech, laboratory sciences, and creative arts faculty should examine teamwork as included in their courses and work from a common definition of teamwork. Teamwork remains the least accounted for core objective.

Social Responsibility

Course-level direct assessment methods in history and government courses indicate that students gain knowledge related to, and demonstrate, social responsibility. Course evaluation data indicates that humanities and social science students find their course content relevant to their daily or professional lives, which reinforces the departments' assessment methods and tools. Continued use and refinement of formative assessments linked to history and government SLOs will allow the departments to target SLOs for emphasis and increase emphasis on the materials' relevance to students' daily or professional lives. Performing activities tracking and reporting of non-classroom opportunities that measure social responsibility behavior indicate that the main campus population, which is comprised primarily of traditional college students, engages in and demonstrates socially responsible behavior that connects their individual success and goals to program sustainability and improvements.

Communication, history, and government SLO and social responsibility assessment methods indicate that students struggle incorporating college-level source material in arguments. Academic faculty in these disciplines can increase relevance of course content and increase skill by emphasizing the ethical aspects of research, attribution, and documentation. Student perceptions of preparation and participation do not align with in-class engagement behaviors, but increasing numbers of students utilize support services. The college should reinforce the usefulness of support services and track new service usage and usefulness. Faculty should emphasize the connection between out-of-class preparation, in-class participation, and assignment success. Performing activities assessment of the extent to which students attain their educational goals indicate that the main campus population, which is comprised primarily of traditional college students, connect behaviors in non-academic areas with academic performance.

b. Assessment summary of institution's assessment process

The college IE Plan is based on a strengths and weaknesses framework: all areas of the college, which are identified in the IE Plan as planning units, evaluate their strengths and weaknesses in order to identify improvement opportunities. The IE Plan includes evaluation and assessment at three levels: course-level, program-level, and institutional-level. The plan operates on an annual cycle and is a decentralized process.

Academic transfer programs are assessed by the Assessment Committee using direct and indirect methods at the course-level and at the program-level. The Assessment Committee assesses the TCC as an academic transfer program, and assesses six academic program-level objectives that align with the six TCC core objectives. The academic transfer program objectives align with the TCC objectives because the 42-SCH core curriculum comprises 70% of the curriculum for the college's three 60-SCH associate degrees and elective degree hours are primarily from core courses. The Assessment Committee performs program-level assessment each Fall by reviewing previous year's qualitative and quantitative data, identifying objective benchmarks that present opportunity for improvement, and establishing improvement plans to implement in the current year.

The program-level assessment process began in 2014, coinciding with the implementation of the TCC. Over three annual cycles, the Assessment Committee developed multiple benchmarks for each core objective, set success targets for each benchmark, and have developed and published an annual report that captures the cumulative improvement efforts of the divisions and departments which comprise the academic transfer programs. The Assessment Committee can identify core objectives with consistently strong student performance, as well as the objectives that indicate less consistent performance or presence in the curriculum. Each subsequent report includes data that are more specific and allow for year-to-year comparison; each subsequent report includes more developed improvement plans that directly impact instruction at the course-level, as well as identify and initiate connections between instruction and student support services.

In the most recent assessment cycle, program-level assessment was expanded into a two-part process to include program-level assessment each Fall, and program evaluation each Spring; the annual, two-part cycle ensures direct links between the college IE Plan, assessment processes, and strategic decision-making. The annual cycle has also been made more efficient by the creation and publication of data dashboards in 2017-2018, and the increased utilization of LMS-compatible software to deploy course evaluations and allow key assessment personnel to drill down into data at multiple levels. Consequently, assessment personnel and the

Assessment Committee have ready access to data related to instructors, courses, departments, divisions, instruction location and mode, enrollment, and success to strategically assess and evaluate programs and program components. The program-level assessment process has been successfully implemented and is ongoing, continues to evolve, and is an integrated, integral part of the instructional culture and instructional management.

III. Assessment of Core Objectives

a. Description of Assessment

Overview of Institutional Assessment Process

The Cisco College Institutional Effectiveness (IE) Plan ([Appendix a](#)) is designed to provide a comprehensive picture of college effectiveness in order to support strategic, mission-based decision-making. The college IE Plan is based on a strengths and weaknesses, or SWOT, framework: all areas of the college, which are identified in the IE Plan as planning units, evaluate their strengths and weaknesses in order to identify opportunities and avert threats. The IE Plan includes assessment at three levels:

1. unit-level assessment, which includes course-level assessment of student learning outcomes (SLOs) and office- or department-level assessment of operations or service outcomes;
2. program-level assessment of educational program objectives; and,
3. institutional-level assessment of strategic plan goals and student achievement goals.

The IE Plan includes linkages between assessment levels to ensure that the plan supports decision-making at various levels, and remains focused on the college mission. Unit-level outcomes-based assessment provides direct-assessment results necessary for unit-level improvement, but also useful for program-level evaluation. Program-level indirect assessment provides a broader picture of student success necessary for institutional-level assessment of student achievement goals. Both unit-level and program-level assessment, then, provide a comprehensive picture required for institutional-level assessment of the college's strategic plan goals that articulate the strategies the college is working to implement in order to enact the mission.

The college IE Plan is a decentralized process designed to seek improvement continuously: planning units establish assessment plans, generate or track data, perform annual assessment, determine improvement plans, and report results. A standing committee comprised of faculty and staff from across the institution, the IE Committee, tracks and reviews IE process participation; reviews planning unit reports for compliance; and reports the IE process results to the institution and administration in an annual End-of-Year (EOY) report ([Appendix b](#)).

The IE Plan is an annual process. Planning units identify SLOs, service outcomes, or business operations outcomes and define success related to the outcomes. Planning units identify and review data that helps them determine the extent to which they fulfill their outcomes. Planning units collect and review data each year, and identify improvement plans comprised of activities or actions that the unit will implement in the subsequent year to improve results on the outcome(s) that present the most opportunity for improvement. Planning units report their outcomes-based assessment data and analysis each August via the IE Questionnaire. The IE Plan timeline is set up so that units are ready to start each academic year with an understanding of their achievements from the previous year and the improvement plans established for the current year. The August submission deadline for unit reports coincides with departmental/ division meetings scheduled during the kick-off week of each semester.

The Office of Institutional Effectiveness, Research and Planning (IR) supports the IE process. The IR office maintains and publishes data dashboards and produces data reports for individual planning units by request. The IR office also maintains and publishes the college IE reporting form, the IE Questionnaire ([Appendix c](#)), collects and compiles completed IE Questionnaires and standing committee EOY reports for review by the IE Committee. The IR office works closely with the IE Committee chair to facilitate committee review of planning unit reports, maintain records of IE committee meetings, and publishes the IE committee's work to the college website.

Three Levels of Assessment

Unit-level outcomes-based assessment

The IE Plan identifies college areas as planning units that include educational programs; academic or career/technical divisions; academic or career/technical departments; operations departments or offices; support service departments or offices; and standing college committees. Planning units evaluate strengths and weaknesses annually by assessing the unit's purpose and outcomes. Academic instructional planning units assess SLOs at the course-level. Career and technical (CTE) instructional planning units assess a combination of SLOs at the course-level and program-level objectives, as appropriate for the CTE program. Non-instructional planning units assess service or business operations outcomes tied to the unit's primary responsibilities. Standing college committees assess specified college areas or processes as per the committee's purpose.

Program-level assessment of educational program objectives

Program level assessment occurs within the college IE Plan in three categories: academic transfer programs, CTE programs, and the core curriculum. CTE programs are assessed according to the THECB workforce education program requirements identified in the Guidelines for Instructional Programs in Workforce Education (GIPWE), as well as requirements of other program related oversight organizations that may identify assessment procedures, designate standards and outline requirements for Texas community colleges. Academic transfer programs are assessed by the Assessment Committee using direct and indirect methods at the course-level and at the program-level. The Assessment Committee is a standing college committee established in 2014 and tasked with implementing a faculty-driven assessment plan that aligns with TCC assessment requirements and SACS-COC institutional effectiveness standards ([Appendix d](#)).

Program-level assessment is the mid-point of the college IE Plan. It is useful upward and downward in the institutional assessment cycle: course-level assessment provides a foundation for program-level assessment; and program-level assessment responds to and helps shape course-level assessment while feeding institutional-level assessment that brings together program assessment and program evaluation as a foundation for strategic, mission-based planning.

Institutional-level assessment of strategic plan goals and student achievement goals

The college measures student achievement with respect to its mission by maintaining at or above state-level peer group averages in graduation and persistence rates, and continued success in CTE programs' licensure rates. The college also measures student achievement with respect to its Strategic Plan by measuring benchmarked progress and improvement in enrollment, transfer rates and number of degrees awarded. These student achievement measures align Cisco College with the Texas Higher Education Strategic Plan, 60x30. The college publishes the goals and outcomes for student achievement on a success webpage, per SACS-COC policy, Institutional Obligations for Public Disclosure.

The Assessment Committee assesses the college's general education core curriculum as an academic transfer program at the program-level within the college IE Plan. Core curriculum assessment draws from course-level SLO assessment. In order to draw on course-level SLO assessment, and because core curriculum courses comprise at least 25% of AAS degrees, the Assessment Committee is comprised of instructional administration and leadership: department heads, division chairs, CTE program directors, and the Chief Academic Officer (CAO).

The Assessment Committee assesses six academic program-level objectives:

1. All core curriculum completers and Associate Degree recipients demonstrate proficiency in creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. All core curriculum completers and Associate Degree recipients demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication.
3. All Core Curriculum completers and Associate Degree recipients will be able to manipulate and analyze numerical data or observable facts resulting in informed conclusions.
4. All Core Curriculum completers and Associate Degree recipients will be able to demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
5. All Core Curriculum completers and Associate Degree recipients will be able to demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
6. All Core Curriculum completers and Associate Degree recipients will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

The academic transfer program objectives align with the TCC objectives because the 42-SCH core curriculum comprises 70% of the curriculum for the college's 60-SCH associate degrees: associate of arts, associate of arts in teaching, and associate of science. Additionally, courses that students may take to fulfill the degree elective hours are primarily core curriculum courses because only nine SCH from CTE courses may count towards an academic associate's degree.

In 2014 in conjunction with the TCC implementation, the Assessment Committee aligned the academic transfer programs objectives with the core curriculum objectives and identified the data that would help the committee determine the extent to which students were successful at each of the six objectives. That data includes qualitative data drawn from course evaluation results and quantitative data drawn from IE plan participation data, course-level SLO assessment data, and course-level student success data. The committee determined and refined multiple benchmarks for each core objective, and defined success rates for each benchmark based on data from academic years 2015-16 and 2016-17.

During each Fall semester, the committee reviews the previous year's data, identifies areas for improvement, and determines improvement plans. Improvement plans have included revising assessment methods, revising or creating new benchmarks to better measure success, revising data requests and/or disaggregation, coordination with instructional or academic support services, and developing common assessment methods for specific courses related to program and core objectives. When benchmarks are revised or added, the committee gathers previous year data if possible and uses the next year's data to determine an initial benchmark success rate. Improvement plans may apply across the program curriculum, or fall to a particular department or division. Improvement plans are implemented immediately for the current year, and

assessment committee members adjust their division and/or department assessment plans for the current year based on the review of previous year's benchmark success. The annual Program-Level Assessment Report ([Appendix e](#)), which presents the program and core objective benchmarks, success data, and improvement plans, comprises the annual IE report for instruction within the college IE Plan, and is included in the end-of-year report for the Assessment Committee.

Assessment process for each Core Objective

Direct assessment for all core objectives takes place by faculty at the course-level and measures student success using assessment methods for SLOs aligned with the core objective, or assessment methods developed for the core objective and embedded in the course. Faculty report this data to division chairs or department heads; chairs or department heads review and compile the course data cumulatively and report on division or department SLO success in the division or department annual IE reports ([Appendix f](#)). Indirect assessment for all core objectives takes place by the Assessment Committee; data for the current year is presented alongside previous year's data and improvement plans are determined. The data and plans are published in the annual Academic Transfer Program-Level Assessment report.

Critical Thinking

Critical thinking is assessed by measuring student success against five benchmarks. Division chairs and department heads consider all SLO assessment as related to critical thinking. The Assessment Committee assesses critical thinking by core curriculum completer GPA, student perception of course rigor and content applicability.

Communication

Communication is assessed by measuring student success against six benchmarks. English department faculty assess student success on a variety of essays, while Public Speaking faculty assess student success on verbal and nonverbal techniques in extemporaneous speeches. The Assessment Committee assess student success by completion rates for key courses that ensure development of communication skills in the general education core, as well as the presence of varied communication skills development across the curriculum and student perceptions of communication skills development.

Empirical & Quantitative Skills

Empirical and quantitative skills are assessed by measuring student success against ten benchmarks. Math and Science faculty use pre/post test questions mapped to course SLOs and analyze data to identify the SLO with the lowest student performance. The Assessment Committee assesses student success by completion rates for gateway mathematics courses that ensure empirical and quantitative skills in the general education core, as well as the development of skills through student application of feedback.

Teamwork

Teamwork is assessed by measuring student success against three benchmarks. Communication, Science, and Creative Arts faculty use common assessments developed in alignment with course SLOs. The Assessment Committee assesses student perception of teamwork across component area courses.

Social Responsibility

Social Responsibility is assessed by measuring student success against six benchmarks. History, government, and literature faculty use essays, pre/post tests, and exams to assess SLOs aligned with social responsibility.

The Assessment Committee assesses student success by completion rates for courses linked to social responsibility, as well as student perception of the relevance of course content beyond the classroom. In light of the significant student population involved in main-campus athletic and performing activities, unit-level assessment also includes tracking student engagement in the community, and participation in activities aimed at program sustainability and improvements.

Personal Responsibility

Personal Responsibility is assessed by measuring student success against five benchmarks. History, government, English and Speech faculty use essays and speeches to assess SLOs aligned with personal responsibility, and academic support services track student usage. The Assessment Committee assesses student success by completion rates for courses linked to personal responsibility, as well as students' perceptions of their own course-related behaviors, including preparation, participation and seeking academic support. In light of the significant student population involved in main-campus athletic and performing activities, unit-level assessment also includes tracking activity or performing students' progress toward educational goals.

b. Assessment Methods

Measures utilized to assess the Core Objectives

Faculty use direct measures to assess student learning and performance against course-level SLOs. The assessment committee uses indirect measures to assess the comprehensive success of the program against program objective benchmarks.

Methods utilized to assess the Core Objectives

Assessment methods include discipline-specific tools for direct, course-level SLOs. Faculty, department heads, and division chairs identify assessment methods in their annual IE reports ([Appendix f](#)). Divisions or departments may also identify indirect assessment methods to track the success of a student group or cohort, or a gateway course linked to program and core curriculum objectives or to the college's success points. Table 1 shows direct assessment methods recorded over the past two IE cycles.

Table 1: Direct assessment methods recorded by academic transfer divisions, AY 2016-17, AY 2017-18



Division	Department	Direct Assessment Method
Ag & Performing Activities	Agriculture	AMSA Contests GPA data by cohort Graduation rate Transfer rate
	Kinesiology	Course completion rates Withdrawal rates
	Music Perf.	GPA data by cohort Graduation rate
Liberal Arts	English	Pre/post tests Essays Course completion rates
	Speech	Speeches
	Art	Team presentation
	Education	Pre/post test Final project
	Government	Pre/post test
	History	Pre/post test
	Music	Exams Listening Journal
	Psychology	Pre/post test Embedded exam questions
Mathematics, Business, and Science	Accounting	Pre/post test
	Computer	Pre/post test
	Business	Pre/post test
	Math	Pre/post test
	Economics	Pre/post test
	Biology	Embedded exam questions Student Survey
	Chemistry	Pre/post lecture quiz Embedded exam questions Student Survey
	Geology	Embedded exam questions
	Physics	Objective exam

Assessment methods also include indirect methods for program and core curriculum objectives. Indirect methods indicate student performance at a broader level than SLO assessment, and are used to track performance trends over time. Indirect methods also indicate student perceptions toward courses and their own behavior, which can validate performance measures and provide multiple ways to gauge and understand success. Indirect methods selected for program-level assessment are methods that can be applied to a program and/or all students in a course or program. Table 2 shows indirect assessment methods identified for program and core curriculum objectives and recorded over the past two IE cycles.

Table 2: Indirect assessment methods for academic transfer programs/core objectives, AY 2016-2017, AY 2017-18.



Program	Objective	Indirect Method
Academic Transfer Program/Core Curriculum	Critical Thinking	Course Evaluation Survey GPA data by cohort SLO data
	Communication	Course Evaluation Survey Course completion rates SLO data
	Empirical & Quantitative Skills	Course Evaluation Survey Course completion rates SLO data
	Teamwork	Course Evaluation Survey SLO data
	Social Responsibility	Course Evaluation Survey Course completion rates SLO data
	Personal Responsibility	Course Evaluation Survey Course completion rates

Timeline of assessment activities

Course-level SLOs are assessed in all courses each semester as specified by division and/or department assessment plans. Academic transfer programs and the core curriculum are assessed annually each Fall semester by review of the previous year’s program and SLO data. Table 3 shows the timeline of assessment activities. The Assessment Committee completed program-level assessment for academic year 2017-18 in Fall 2018; the next program-level assessment cycle will be academic year 2018-19 and program-level assessment will take place in Fall 2019.

Table 3: Timeline of assessment activities

Term	Assessment Activities
Summer	<ul style="list-style-type: none"> IR data from the previous academic year is provided to assessment committee members and/or data dashboards are populated. IE reports for the previous academic year are submitted by planning units.
Fall	<ul style="list-style-type: none"> Program-level assessment report for the previous academic year is provided to assessment committee. Assessment Committee meets; improvement plans for the current year are determined. Dept. assessment plans adjusted as necessary & implemented for current year.
Spring	<ul style="list-style-type: none"> Faculty report SLO assessment data for the Fall and Spring semesters to chairs/dept. heads.

c. Targets for Each Core Objective

Number of targets per Core Objective

Each core objective is measured against multiple benchmarks representing three categories of information and data: student performance, student perceptions, and foundational curriculum skills in critical thinking and communication. Table 4 shows the number of benchmarks measured for each core curriculum objective.



Table 4: Number of benchmarks per core curriculum objective

Core Objective:	Critical Thinking	Communication	Empirical & Quant. Skills	Team-work	Social Responsibility	Personal Responsibility
# of targets	5	6	10	3	6	5

Explanation of what is measured

The benchmarks established for each academic-transfer program and core curriculum objective provide data related to the aspects of a successful curriculum: student performance, students’ perceptions, and critical thinking and communication skills reinforcing the curriculum. Student performance benchmarks measure student success related a particular course SLO tied to a core objective, and the overall performance level of a student cohort in the program. Disaggregating data allows the assessment committee to gauge the comparability of student performance in key general education courses that are critical to distinct student populations, such as dual credit students and online students.

Student perception benchmarks measure the presence of core objectives in the curriculum and students’ perceptions of their courses and their own behaviors. Self-reported student information and perceptions indicates how well students recognize and apply skills and may validate performance data. Self-reported behavioral information also indicates how successfully the college reinforces out-of-class behaviors linked to student success, such as utilizing academic support services, engaging faculty with questions, and applying assignment feedback; success behaviors are important for a student body with significant populations that are off-campus, taking courses in multiple instructional modes, and/or that require or have required remediation.

The benchmarks established for each academic-transfer program and core curriculum objective also ensure that the full curriculum includes a critical thinking and communication skills focus. Students’ evaluations and perceptions of their courses applicability beyond the classroom or into other classes, and their perception of and ability to engage course material, documents critical thinking traits and consistent communication skills practice. Experiential connections external to the classroom indicate that students are aware of course materials’ relevance and applicability, which suggests both knowledge acquisition and improved behavior or skills practice.

Description of measurement tools

Institutional data is drawn from the college’s student information system, enrollment management system, and learning management system. Intuitional data also comes from CMB data submitted to and reported in the THECB’s Higher Education Accountability System, or data reported to IPEDS. Software embedded in the college learning management system produces course evaluation data reports. Instructor-reported data used to measure SLO success includes assignment grades or assignment category averages, pre/post data analysis, exam grades or exam question data, standardized or licensure exam pass rates and exam question data.

Level or score considered attainment

For both direct and indirect measures, the faculty and the committee define success as the minimum level of performance required on an assessment or benchmark. Course-level SLO assessment measures generally use 70% as minimum passing student performance level to align with the college and course grading scales and facilitate integration of SLO assessment into courses without disruption. However, some faculty may set higher student performance targets.

Program-level benchmarks range from 70-90% depending on the objective, course or outcome, and breadth of the student population measured. A benchmark linked to a specific SLO assessment will be set based on the rigor of the subject matter. For example, the benchmark for the common teamwork assessment in laboratory science courses is 70%, while the benchmark for the common teamwork assessment in creative arts classes is 80%, and 85% in communication courses. Benchmarks for completion rates are based on an evaluation of 2-3 years of performance data to determine a sustainable percentage and aim for incremental improvement; success rates are set for a course to compete with its own performance as opposed to a generic success rate applied to all courses. For example, a course success benchmark for college algebra may be lower than a success rate for social science or communication classes based on historical completion data and in consideration of developmental students, which may lower success rates, or dual credit students, which may increase success rates.

Benchmarks measuring student perceptions or student-reported course information are the highest benchmarks as a category, ranging from 80%-90%, because the benchmarks seek to ensure a skill, practice, behavior, or view across a wide student population of combined courses.

d. Results and Analysis

Results and analysis for each core objective provided in this section are taken from the 2017-2018 program-level assessment report. Reports and Assessment Committee notes for previous years are included in [Appendix e](#). However, because the annual assessment process is based on seeking year-to-year improvement or consistency, the 2017-2018 report includes up to two prior years' data and provides a cumulative assessment picture.

Key personnel involved in the evaluation process

Instructional personnel and administration are involved in academic-transfer program and core curriculum assessment. Faculty assess student learning within courses and act as liaison between faculty and administration by serving on the IE committee. Division chairs and department heads coordinate to assess program success. Institutional research and compliance offices support the assessment cycle at the course- and program-level, and act as liaison between the IE and Assessment Committees. Table 5 shows the positions, personnel, and roles for key assessment personnel.

Table 5: Key personnel involved in the evaluation process by position

Position	Personnel	Assessment Role
Chief Academic Officer	Dr. Carol Dupree	<ul style="list-style-type: none"> Ensures quality of the academic assessment process; Coordinates academic-transfer program and core curriculum assessment; Acts as ex-officio to the I.E. Committee.
Director of Institutional Effectiveness & Planning	Sharon King	<ul style="list-style-type: none"> Provides SMS-data and maintains dashboards required for program-level assessment and program evaluations; Acts as ex-officio to the I.E. Committee.
Accreditation Liaison	Heather Hicks	<ul style="list-style-type: none"> Ensures SLO and program-level assessment aligns with THECB and SACSCOC requirements;

		<ul style="list-style-type: none"> • Coordinates the program-level assessment report; • Acts as ex-officio to the I.E. Committee; • Coordinates with the CAO as chair of the Assessment Committee.
I.E. Committee	AY 18-19 Membership: Robert Karlin (Abi, Math), Chair Terra Bartee (Abi, Cis, Psych) Amy Callan (Abi, Counselor) John Carraway (Abi, Govt/Hist) Renee Leath (Abi, acad. Support) Barbara Pitman (Abi, acad. Support) Joel Pritchett (Cis, athletics) Rachel Ritchie (Abi, Bio) Crystal Rolison (Abi, Spch) Jeanette Vincent (Abi, Nursing)	<ul style="list-style-type: none"> • Compiles planning unit assessment reports and committee reports; • Reports on compliance of college-wide assessment efforts.
Program-Level Assessment Committee	AY 18-19 Membership: Heather Hicks (Accred.), Chair Debbie Baker (Dept. Head, Perf. Acts) Terra Bartee (Dept. Head, Lib. Arts) Debbie Barton (Dept. Head, Sci) John Caraway (Dept. Head, Lib. Arts) Jerry Clemons (Chair, Math, Sci, Busi) Rick Marks (Chair, Industr. Techs) Susan Moore (Chair, Kine) Marvella Starlin (Chair, Hlth Sci.) Kimberly Torres (Dept. Head, Lib. Arts)	<ul style="list-style-type: none"> • Acts collaboratively as the academic-transfer program director to assess student learning in the general education core and academic transfer programs; • Ensures effectiveness of course evaluation tool.
Division Chairs	Jerry Clemons, Math. Sci. & Bus. Rick Marks, Industrial Technologies Susan Moore, Kinesiology Marvella Starlin, Health Sciences	<ul style="list-style-type: none"> • Coordinate division assessment plans; • Ensure quality of SLO assessment; • Ensure quality of instruction
Department Heads	Debbie Baker, Performing Activities Terra Bartee, Liberal Arts Debbie Barton, Sciences John Caraway, Liberal Arts Kimberly Torres, Liberal Arts	<ul style="list-style-type: none"> • Coordinate department assessment plans and reports department assessment data to division chairs. • Assist faculty with SLO assessment.
Faculty	All	<ul style="list-style-type: none"> • Perform SLO assessment and reports data to division chairs and/or department heads.

Results of Assessment for each Core Objective

Results for core objective assessment are presented to the administration and institution in the annual Program-Level Assessment Report for academic-transfer programs. The annual assessment report provides data, improvement plans, and follow-up actions for each benchmark per each core objective. The information provided below for each TCC core objective pertains to academic year 2017-2018. The complete 2017-18 Program-Level Assessment report including data for each benchmark, and reports for previous years, are provided in the [Appendix e](#).

Critical Thinking



All Core Curriculum completers and Associate Degree recipients demonstrate proficiency in creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

1.1 Benchmark: 100% of part-time and full-time faculty will assess student artifacts in order to report success data related to course SLOs and improvement plans to chairs annually.

Data: Instructor-reported IE data in all divisions.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017			New 17-18 benchmark added.
Fall 2017	No data.		
Spring 2018	No data.	Anecdotal evidence and discussion raises concern that assessment results captured in IE reports may not include enough data reported by PT faculty. To reinforce the IE process and ensure the committee members have a full picture of their depts./divisions, the committee feels participation should be tracked. The chair will submit a request to IE Committee to require a participation list from each planning unit beginning 18-19.	Request added to November 2018 IE meeting agenda.

1.2 Benchmark: 90% of core complete students will achieve a core curriculum GPA of 2.7 or higher.

Data: IR data.

COHORT	SUCCESS	
Fall 2014	87%	528 students received a CCC or associate within 2 years (15% of cohort) 462 CCC or associate degree students with GPA 2.7 or higher (87% of completers)
Fall 2015	91%	428 Students received a CCC or Associate within 2 years (13% of cohort) 389 Students received CCC or Associate with a GPA of 2.7 or higher (91% of completers)
Fall 2016	91%	87 Students received a CCC or Associate within 2 years (15% of cohort) 444 Students received a CCC or AA with a GPA of 2.7 or higher (91% of completers)

1.3 Benchmark: 75% of students in academic division courses will report* that they spent 5-15 hours per week on their course.

Data: Course evaluation question #12 response percentage.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017	74.18%	Revise evaluation questions to better measure critical thinking.	Revised evaluation implemented Fall 2017.
Fall 2017	62.11%		
Spring 2018	56.44%	Noteworthy that 34.81% spend 0-4 hours on their courses. Committee noted the picture presented by the benchmarks cumulatively: students report rigor, but not needing to work out of class. Chairs/dept heads will share the benchmark success result at January kickoff meetings to see how faculty include out-of-class work, whether this student reported data might require discussions of course rigor.	



1.4 Benchmark: 90% of students in academic division courses will report* that their course challenged them.

Data: Course evaluation question #7 agree/strongly agree response percentage.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		Revise evaluation questions to better measure critical thinking.	Revised evaluation implemented Fall 2017.
Fall 2017	87.52%		
Spring 2018	87.02%	Committee noted the picture presented by the benchmarks cumulatively: students report rigor, but not needing to work out of class. Committee agrees on 90% success target. Chairs/dept heads will share the benchmark success result at January kickoff meetings to see how faculty include out-of-class work, whether this student reported data might require discussions of course rigor.	Benchmark success target added for 18-19.

1.5 Benchmark: 90% of students in academic division courses will report* that their course required them to apply skills from their course or other courses.

Data: Course evaluation question #8 agree/strongly agree response percentage.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		Revise evaluation questions to better measure critical thinking.	Revised evaluation piloted Fall 2017.
Fall 2017	88.30%		
Spring 2018	86.14%	Committee noted the picture presented by the benchmarks cumulatively: students report rigor, but not needing to work out of class. Committee agrees on 90% success target. Chairs/dept heads will share the benchmark success result at January kickoff meetings to see how faculty include out-of-class work, whether this student reported data might require discussions of course rigor.	Benchmark success target added for 18-19.

Communication

All Core Curriculum completers and Associate Degree recipients will be able to demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication.

2.1 Benchmark: 75% of students will successfully complete English 1301.

Data: IR data.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016	75.13%		
Spring 2017	66.73%	Develop additional benchmarks in consultation with IR based on new evaluation questions, English & Speech course-level SLO assessment.	New 17-18 benchmark added. 15-16 and 16-17 baseline data provided. Fall 15 78.79% / Sp 16 61.45%
Fall 2017	81%	Nursing & English to collaborate on specialized composition sections for students intending to enter health science programs.	Chairs for Health Science & Liberal Arts met in Spring & Summer 2018 to determine medical majors composition

			sections focus. (3) ENGL 1301 sections identified for 18-19 schedule; instructors collaborating on readings, assignments, & themes.
Spring 2018	68%	<p>Noteworthy that spring consistently achieves approximately 15-17% lower success rate than Fall. Fall W rate = 7%. Spring W rate = 13%. Committee notes that the higher Fall success rates likely relate to dual credit Engl 1301 classes; will continue to watch success rates to see if pattern remains stable.</p> <p>Committee requests a campaign to advertise support services during the Spring since Spring 1301 population may be Fall's unsuccessful or DE students. Committee chair will request flyers from the Writing & Math centers for campus and email distribution. Distance ed will schedule Ana text messages re: support services at regular intervals in Spring 19.</p> <p>English dept head suggests 75% success target as appropriate for student population and in consideration of co-req DE classes, and to allow for Spring term improvement. Eng dept head will review success data with faculty at kickoff as a part of a revised assessment plan with a more routine approach to assessing SLOs. English dept will assess medical major course sections in 18-19 IE report.</p>	Benchmark success target added for 18-19.

2.2 Benchmark: 75% of students will score 'B' or better on the assessment for SLO#4 in Speech 1315.
 Data: Instructor-reported data in Speech IE reports.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017			New 17-18 benchmark added.
Fall 2017	Cannot determine	Speech IE reports should report Fall and Spring data for each year.	IE ex officio met with Eng dept head to review speech assessment of SLO 4 for 18-19 IE reports.
Spring 2018	Aprox. 82%	Speech uses 70% passing rate for 70% of students but does not explain why unsuccessful students were unsuccessful. What SLO skills caused the unsuccessful students to be below the benchmark? Improvement plans should address the causes of below 70%. Eng dept head to	Benchmark success target added for 18-19.

		<p>review SLO data analysis with speech faculty to strengthen IE improvement plans.</p> <p>Withdrawal/Unsuccessful rates could be considered in an improvement plan to increase # of students progressing to final speech & succeeding in course.</p> <p>Fall 16: 15% unsc / 7% WD Spring 17: 25% unsc / 20% WD Fall 17: 30% unsc / 18% WD Spring 18: 27% unsc / 17% WD</p> <p>English dept head suggests 75% success target for consistency in communication skills benchmarks. Committee will revisit success target next year after more data is available.</p>	
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2.3 Benchmark: 85% of students in academic division courses will report* that their course required various forms of communication, i.e. written, oral, visual, multi-media.

Data: Course evaluation question #9 response percentage.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		Revise evaluation questions to better measure communication skills.	Revised evaluation implemented Fall 17.
Fall 2017	81.72%	Student reporting is positive, but need to disaggregate data by department.	<p>Data by dept indicates that less than 70% of MUAP and MATH students report varied comm.</p> <p>Less than 80% of MUEN, ARTS, SOCI, KINE, GOVT, HIST, ACCT, BCIS, BUSI, ECON, and PHYS report varied comm.</p> <p>More than 80% of EDUC, MUSI, PSYC, ENGL, SPAN, BIOL, and CHEM students report varied comm.</p> <p>Only AGRI, SPCH, and GEOL courses have more than 90% of students reporting varied comm.</p>
Spring 2018	79.61%	AGRI 74 MUAP 99% MUEN 87% ARTS 80% EDUC 82% PHIL 85% PSYC 88% SOCI 67% KINE 76% ENGL 87% SPAN 72% SPCH 92% ACCT 91% ECON 63% MATH 63% BIOL 79% CHEM 81% GEOL 90% PHYS 85%	Benchmark success target added for 18-19.

		MUSI 88%	GOVT 85% HIST 78%	BCIS 59% BUSI 77%	
<p>Committee notes that the wide range across departments could lessen with a college-wide emphasis on the communication elements inherent in each discipline. Chairs/dept heads to discuss with faculty whether communication skills are lacking in the department courses, or whether students aren't recognizing them. Conscious presentation and emphasis from faculty should affect student reporting.</p> <p>Committee agrees on an 85% success target.</p>					

2.4 Benchmark: 85% of students in academic division courses will report* that their course helped them improve their communication skills.

Data: Course evaluation question #10 response percentage.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		Revise evaluation questions to better measure communication skills.	Revised evaluation implemented Fall 17.
Fall 2017	70.81%		
Spring 2018	69.95%	All core courses are accountable for communication skills objective. Committee agrees on an 85% success target and will watch for this benchmark to improve as a result of the improvement plan for 2.3.	Benchmark success target added for 18-19.

2.5 Benchmark: 85% of students in academic division courses will report* quality instructor communication and feedback.

Data: Course evaluation question #5 response percentage.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017	84.79%	Revise evaluation questions to better measure communication skills.	Revised evaluation implemented Fall 17.
Fall 2017	87.85%		
Spring 2018	84.35%	Committee will watch for this benchmark to improve as a result of the improvement plan for 2.3.	

2.6 Benchmark: 85% of students in academic division courses will report* that they improved their course performance based on quality feedback.

Data: Course evaluation question #6 response rate.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			

Spring 2017		Revise evaluation questions to better measure communication skills.	Revised evaluation implemented Fall 17.
Fall 2017	82.55%		
Spring 2018	82.29%	Committee agrees on an 85% success target to allow room for improvement and will watch for this benchmark to improve as a result of the improvement plan for 2.3.	Benchmark success target added for 18-19.

Empirical & Quantitative Skills

All Core Curriculum completers and Associate Degree recipients will be able to manipulate and analyze numerical data or observable facts resulting in informed conclusions.

3.1 Benchmark: ___% of students will successfully complete Math 1314.

Data: IR data.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016	65.13%		
Spring 2017	55.03%		New 17-18 benchmark added. 16-17 data added.
Fall 2017	66%		
Spring 2018	39%	<p>Revise benchmark to include all core curriculum Math gateway courses: MATH 1314, 1324, 1332, 1342. Math Division chair requests data include success rates for gateway courses combined (disaggregated by course for dept. use) because success points are associated with completion of all 1st college-level math courses. Chair also requests data include success rate of co-requisite math course sections separately to evaluate college-level only and paired courses comparatively.</p> <p>MATH 1325 is not a gateway course; info not necessary for program-assess.</p>	<p>Benchmark revised for 18-19 program-level assessment: 3.1 Benchmark: ___ % of students will successfully complete their gateway math course (MATH 1314, 1324, 1332, 1342).</p> <p>Baseline data for new benchmark provided by IR: see gateway course success rates year in appendix.</p> <p>IE ex officio will consult with IR to add enrollment totals to success dashboard so that combined course success rates and 3-year averages to set benchmark that relates to success points, too.</p> <p>Benchmark 3.2 deleted Sp 18. Benchmarks will be renumbered in 18-19 report.</p>

3.3 Benchmark: Math department will maintain satisfactory levels on all course-level student learning outcomes in all courses.

Data: Instructor-reported data in Math IE reports

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
2016-17		See IE reports. Revise benchmarks to match new evaluation questions and disaggregate evaluation and success data by department.	Benchmark revised Fall 17.
2017-18	Met	See IE reports.	
2018-19			

3.4 Benchmark: Science department will maintain satisfactory levels on all course-level student learning outcomes in all courses.

Data: Instructor-reported data in Science IE reports

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
2016-17		Revise benchmarks to match new evaluation questions and disaggregate evaluation and success data by department.	Benchmark revised Fall 17. Sci IE reports try to follow Math dept assessment method using exam data, but instructors do not assess all course SLOs. Faculty improvement plans are specific and should logically result in improved performance.
2017-18		Inconsistent SLO assessment and success rates make science IE reports difficult to use for core assessment. The dept did not follow the Math dept method for 17-18. Improvement plans generally focus on encouraging students to study/read/attend more.	IE ex officio, CAO, chairs & faculty will meet to develop science assessment plan.
2018-19			

3.5 Benchmark: 80% of students in Math courses will report* quality instructor communication demonstrated by clear explanations of assignments and concepts.

Data: Math course evaluation question #5 response percentages.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017	84.98% 82.23%	Revise benchmarks to match new evaluation questions and disaggregate evaluation and success data by department. Revise benchmark to use data from course evaluation question #2 to match revised course evaluation.	Benchmark revised Fall 17. Revised evaluation implemented Fall 17.
Fall 2017	82.94%		
Spring 2018	86.68%		

3.6 Benchmark: 80% of students in Science courses will report* quality instructor communication demonstrated by clear explanations of assignments and concepts.

Data: Science course evaluation question #5 response percentages.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017	84.98% 82.23%	Revise benchmarks to match new evaluation questions; disaggregate evaluation and success data by dept. Revise benchmark to use data from course evaluation question #2 to match revised course evaluation.	Benchmark revised Fall 17. Revised evaluation implemented Fall 17.
Fall 2017	83.09%		
Spring 2018	87.43%		

3.7 Benchmark: 80% of students in Math courses will report* that instructor was active and engaged.

Data: Course evaluation question #3 response percentages.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017	85.53% 82.35%	Revise benchmarks to match new evaluation questions; disaggregate evaluation and success data by dept. Revise benchmark to use data from course evaluation question #3.	Benchmark revised Fall 17. Revised evaluation implemented Fall 17.
Fall 2017	86.35%		
Spring 2018	84.91%		

3.8 Benchmark: 80% of students in Science courses will report* that instructor was active and engaged.

Data: Course evaluation question #3 response percentages.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017	85.53% 82.35%	Revise benchmarks to match new evaluation questions; disaggregate evaluation and success data by dept. Revise benchmark to use data from course evaluation question #3.	Benchmark revised Fall 17. Revised evaluation implemented Fall 17.
Fall 2017	84.43%		
Spring 2018	88.87%		

3.9 Benchmark: 80% of math students will report* that quality feedback helped them improve their performance in the course.

Data: Course evaluation question #6 response percentages.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		Develop a benchmark to measure students' perception of performance improvement based on instructor feedback.	New benchmark added Fall 17.
Fall 2017	85.12%		
Spring 2018	81.50%		



3.10 Benchmark: 80% of science students will report* that quality feedback helped them improve their performance in the course.

Data: Course evaluation question #6 response percentage.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		Develop a benchmark to measure students' perception of performance improvement based on instructor feedback.	New benchmark added Fall 17.
Fall 2017	80.71%		
Spring 2018	82.71%		

Teamwork

All Core Curriculum completers and Associate Degree recipients will be able to demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		Teamwork is not being captured in course-level IE reports, cannot be assessed using the course evaluation or course success rates. Revise course evaluation with questions to measure student perceptions of teamwork across the curriculum. Develop benchmarks in consultation with the Science, Drama, Art and Music instructors to capture teamwork assessment in course-level SLO assessment. Use 17-18 as baseline year to set final benchmark success rate.	Revised course evaluation implemented Fall 17. Program-level assessment report will include 3 teamwork benchmarks with 17-18 data effective 18-19.

4.1 Benchmark: 85% of students in Communication courses will report* engaging in partner, group or team activities occasionally or frequently.

Data: Course evaluation question #11 response percentages.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		Revise course evaluation with questions to measure student perceptions of teamwork across the curriculum.	New benchmark added Fall 17.
Fall 2017	62.50%		
Spring 2018	69.04%	Noteworthy that 15.75% of students report never encountering group or teamwork in their courses. Revise benchmark to include Life & Physical sciences and Creative Arts in order to increase emphasis on the core objective in the component areas and target courses for improvement plans. Chairs/dept heads to include teamwork ideas in division/department meetings in AY 18-19.	Benchmark revised for 18-19 program-level assessment: 85% of students in Comm.; Lang., Phil, & Culture; Creative Arts, & Lab Science classes will report* engaging in partner, group, or team activities occasionally or frequently. 17-18 data for all courses responsible for teamwork objective provided in Appendix.



4.2 Benchmark: 75% of students will score 70% or higher on common assessments in laboratory science courses.

Data: Instructor-reported data in Science IE reports.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		Develop benchmarks in consultation with the Science, Drama, Art and Music instructors to capture teamwork assessment in course-level SLO assessment. Use 17-18 as baseline year to set final benchmark success rate.	New benchmark added Fall 17. Science department head and IE ex officio met 2/21/18 and to discuss a common assessment for science labs. Dept. head reported that most lab instructors probably already have an assignment or activity they can report on.
Fall 2017	No data.		Science dept faculty began using a survey to assess teamwork in lab classes.
Spring 2018	No data.	17-18 IE reports do not include data on teamwork assessments from lab classes. Science dept head will include survey results and improvement plans in 18-19 IE reports.	

4.3 Benchmark: 80% of students will score 80% or higher on a group or team activity in Creative Arts courses.

Data: Instructor-reported data in Art, Music, Drama IE reports.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		Develop benchmarks in consultation with the Science, Drama, Art and Music instructors to capture teamwork assessment in course-level SLO assessment. Use 17-18 as baseline year to set final benchmark success rate.	New benchmark added Fall 17. Art faculty & IE ex-officio met 2/12/18 and set a benchmark using the ART 1301 team power-point presentation project: 80% of students will score B or better on teamwork assignment in ART 1301. See 17-18 Art IE report.
Fall 2017	No data		
Spring 2018	Art – 100% Music – No data Drama – No data	100% of students in Spring 18 Arts courses scored B or better on a team & analysis and presentation project. The Art department SLOs and assessment tool for the project were unclear, however. No data was reported for Music or Drama for 17-18. Chair/department heads will review assessment plans with faculty for 18-19 implementation.	IE Committee will request assessment plans from liberal arts departments to ensure improved reporting for 18-19.

Social Responsibility

All Core Curriculum completers and Associate Degree recipients will be able to demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

5.1 Benchmark: History and Government courses will maintain an average of at least 25% improvement from pre-test to post-test on common social responsibility questions relating to analysis and interpretation of primary and secondary sources.

Data: Instructor-reported data in History and Government IE reports

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		History and Government IE reports are not capturing data for social responsibility pre/post questions. IE ex officio and chair will coordinate with the department head to improve 17-18 IE reports and consider revising pre/post test questions.	History & Government departments & IE ex-officio met 11/10/17 and revised the departments' assessment plans. 17-18 IE reports will include instructor-specific social responsibility pre/post question(s) analysis and instructor-specific social responsibility assessment tools and analysis. Benchmark to be revised based on 17-18 IE reports.
Fall 2017			Instructors developed summative and formative assessment methods for the course SLOs and for the core objective to use in conjunction with pre/post testing. Methods will be piloted in Spring 2018.
Spring 2018		Govt, Hist IE reports show new formative (online discussions supplementing in-class work; short essays; exams; embedded exam questions) and summative (final projects; final exams; pre/post test; embedded exam questions) assessment methods linked to SLOs and Social Responsibility that provide a better picture of student performance on SLOs and the core objective, and substantiate course success rates in benchmark 5.2. All but 1 section met success target set by the instructors using 70% of students passing; 2 dual credit sections fell short of the 75% students passing. Instructors note the need to refine the delivery, expectations for the new assignments/activities for next year. 18-19 success rates should be considered to gauge impact of instructor improvements.	Benchmark revised for 18-19 to account for use of formative and summative assessments: 5.1 75% of students in History and Government courses will score 70 or better on assessments tied to SLOs and social responsibility. History/government departments to meet Fall 2018 to review assessment methods and course plans.

5.2 Benchmark: 80% of students will successfully complete courses required to fulfill the social responsibility objective.

Data: Success rates by course

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016	ENGL 23- 83.5% AGRI 2317 80% ECON – 83% PSYC 23- 78% SOCI 13- 74% HIST – 81% GOVT 23- 75% ARTS 1301 68% MUSI 1306 75%		
Spring 2017	ENGL 23- 93% ECON – 93% PSYC 23-77% SOCI 13- 74% HIST – 79% GOVT 23- 76% ARTS 1301 79% MUSI 1306 85%	Course success rates do not measure social responsibility without consideration in conjunction with student perceptions of the courses' relevance beyond the classroom. Develop new benchmarks based on revised course evaluation.	Revised evaluation implemented Fall 17. New Benchmarks added Fall 2017.
Fall 2017	ENGL 23—86% AGRI 2317 No data ECON 83% PSYCH 23—80% SOCI 13—92% HIST 80% GOVT 23—86% ARTS 1301 77% MUSI 1306 90%		
Spring 2018	ENGL 23—89% AGRI 2317 No data ECON 88% PSYCH 23—74% SOCI 13—72% HIST 74% GOVT 23—80% ARTS 1301 80% MUSI 1306 88%		

5.3 Benchmark: 80% of students in Language, Philosophy, and Culture courses will report* that the course content and skills applied to their daily or professional life.

Data: Course evaluation question #15 response percentage.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		Develop new benchmarks based on revised course evaluation.	New benchmark added Fall 17.
Fall 2017	82.62%	Student-reporting data is positive, but would be more useful if paired with direct-assessment info. Data should be disaggregated by course to	IE ex-officio to meet with English department head to discuss use of lit class SLO assessment methods, or



		determine if applicability is reported primarily from composition students vs. literature students.	department-adopted social responsibility assessment tool for use in all lit classes.
Spring 2018	81.71%	Data disaggregated by course shows applicability of content varies significantly by instructor. Develop benchmark for language, literature courses to provide context for the student-reported applicability of course content, better document the intercultural competence aspect of social responsibility.	IE ex officio, Eng dept head met 6 Nov. to discuss benchmark for 5. 3 and new benchmark for lit classes, consider example benchmarks. English department will meet at Spring 18 kickoff to determine social responsibility assessment in lit classes. Dept head will coordinate with committee chair to revise benchmark for 18-19 using 80% success target.

5.4 Benchmark: 80% of students in Social & Behavioral Science courses will report* that the course content and skills applied to their daily or professional life.

Data: Course evaluation question #15 response percentage.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		Develop new benchmarks based on revised course evaluation.	New benchmark added Fall 17.
Fall 2017	86.99%	The student-reported data is positive, but benchmark should be revised to disaggregate data by department to better recognize improvement opportunities and align with course-level SLO assessment.	AGRI – 94% PSYC – 89% SOCI – 84% ECON – 72%
Spring 2018	AGRI 85% PSYC 90% SOCI 75% ECON 68%	ECON has the lowest % of students reporting content applicability to their lives. Committee expects to see more students report applicability in AGRI and PSYC classes, and agrees on an 80% success target for AGRI and PSYC, and a 75% success target for SOCI and ECON. Math dept head will coordinate with Econ faculty to identify ways affect student perceptions with more daily life examples.	Revised benchmark for 18-19: 80% of students in Ag, and Psyc students, and 75% of Soci and Econ students will report*

5.5 Benchmark: 80% of students in American History courses will report* that the course content and skills applied to their daily or professional life.



Data: Course evaluation question #15 response percentage.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		Develop new benchmarks based on revised course evaluation.	New benchmark added Fall 17.
Fall 2017	61.28%		
Spring 2018	65.96%	Committee agrees on 80% success target because History content should be directly relevant to daily life. Hist dept head will coordinate with faculty to identify ways to affect student perceptions, possibly using the formative assessments developed for social responsibility.	Benchmark success target added for 18-19.

5.6 Benchmark: 80% of students Government/Political Science courses will report* that the course content and skills applied to their daily or professional life.

Data: Course evaluation question #15 response percentage.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		Develop new benchmarks based on revised course evaluation.	New benchmark added Fall 17.
Fall 2017	73.64%		
Spring 2018	76.27%	Committee agrees on 80% success target because Govt content should be directly relevant to daily life. Govt dept head will coordinate with faculty to identify ways to affect student perceptions, possibly using the formative assessments developed for social responsibility.	Benchmark success target added for 18-19.

Personal Responsibility

All Core Curriculum completers and Associate Degree recipients will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

6.1 Benchmark: 80% of students will successfully complete courses required to fulfill the personal responsibility objective.

Data: Success rates by course.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016	ENGL 13- 76.5% ENGL 23- 83.5% HIST 13- 81% GOVT 23- 75%		
Spring 2017	ENGL 13- 72% ENGL 23- 93% HIST 13- 79% GOVT 23- 76%	Course success rates do not measure personal responsibility without consideration in conjunction with student perceptions of their own actions and effort. Develop new benchmark based on revised course evaluation. Develop new benchmarks in coordination with student success and student support services.	Tutoring Center and IE ex-officio met 10/11/2017 to develop a benchmark using Math & Tutoring center data. Writing Center benchmark added.

Fall 2017	ENGL 1301 81% ENGL 23—86% HIST 13—86% GOVT 23—86%		
Spring 2018	ENGL 1301 68% ENGL 23—89% HIST 13—74% GOVT 23—80%		

6.2 Benchmark: 80% of students in academic division courses will report* that they prepared for class and participated throughout the entire semester.

Data: Course evaluation question #13 and #14 response percentages.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017	86.6% 87.96%	Revise evaluation questions to better measure personal responsibility based on new course evaluation questions.	Benchmark revised. Revised evaluation implemented Fall 17.
Fall 2017	Ag/Perf. Arts 96.38% Kines. 82.44% Lib. Arts 87% Math & Sci. 88.52%		
Spring 2018	Ag/Perf. Arts 92.75% Kines. 82.54% Lib. Arts 86.62% Math & Sci. 87.73%	Committee will consider revising the success target in 18-19 if reporting percentages remain above 80% for a 3 rd year.	

6.3 Benchmark: 80% of students in academic division courses will report* that they spent 5-15 hours per week on their course.

Data: Course evaluation question #12 response percentage.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017	74.18%	Revise evaluation question and answer scale to better measure student perceptions of their own efforts and actions.	Benchmark revised. Revised evaluation implemented Fall 17.
Fall 2017	62.11%		
Spring 2018	74.73%	Committee will watch for this benchmark to improve as a result of improvement plans for Critical Thinking.	

6.4 Benchmark: The Writing Center will increase the number of students served annually.

Data: Writing Center IE report.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016	192 visits		
Spring 2017	159 visits	Develop new benchmarks in coordination with student success and student support services. 350+ student visits goal for 17-18	New 17-18 benchmark added. Available previous year's data added.
Fall 2017	238 visits		
Spring 2018	315 visits	<p>Doubled total visits since Sp 17. Writing center has added an assessment outcome to increase diversity of courses served. In 17-18, nearly 50% of students visiting the center came from depts other than English. Revise core objective benchmark to match center's IE assessment plan.</p> <p>Eng dept head notes that data appears to be from Abilene only and Cisco campus writing center director doesn't get the IE report form. Committee chair will coordinate with IE committee to add Cisco campus Writing Center director to the planning unit head list. 18-19 data should reflect both campuses.</p>	Benchmark revised for 18-19: WC will serve students from a diverse range of courses & increase the number of students served annually.

6.5 Benchmark: The Math & Tutoring Center will increase the number of students served annually.

Data: Tutoring IE report.

SEMESTER	SUCCESS	IMPROVEMENT PLAN	FOLLOW-UP
Fall 2016			
Spring 2017		Develop new benchmarks in coordination with student success and student support services.	New 17-18 benchmark added. Tutoring 16-17 IE report not submitted.
Fall 2017	No data.		Met with student success personnel 10/11/17. Set new outcomes for the math & tutoring center assessment plan.
Spring 2018	Not met	<p>Center has set goals for 50% of math students to visit the center & for the center to offer tutoring in 50% of core subjects. These goals have not yet been met number of tutors has been increased to improve results for 18-19. Center is working on an improved sign-in and tracking process.</p> <p>Math dept head requests that Math center IE reports include number of students served so that he can gauge need of Math faculty in the center. Center's 17-18 IE report listed this data as used, but did not include it. Committee chair will coordinate with IE Committee to include this request in their IE report evaluation in Spring 2019.</p> <p>Committee requests a benchmark be added to track new UpSwing online tutoring service</p>	Benchmark revised for 18-19 to reflect new goal: 50% of math students will visit the math & tutoring center at least once.

		implemented in 18-19. Committee chair will coordinate with Distance Edu. director to set a benchmark and gather 1 st year usage data.	
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Analysis and Interpretation of results for each Core Objective

Critical Thinking

The Assessment Committee is confident in overall program-level student performance. Division chairs and department heads have positively evaluated course-level SLO direct assessment methods as requiring appropriate levels of critical thinking. Student perceptions of course rigor further this confidence. 87% of students report that their courses challenged them, and more than 85% of students also report that their courses required them to apply skills that they learned in the course, or skills from other courses, indicating connections across the curriculum and skills scaffolding. However, critical thinking at the program-level remains the most abstract of the core objectives and the committee relies more on anecdotal or narrative discussion for this objective.

Communication

Student success in gateway communication courses, Composition I and Public Speaking, indicate that annual SLO assessment documents students' ability to produce correct papers and oral presentations; however, low performance on SLOs is most often tied to struggles with the development process steps and documentation systems. English faculty use success thresholds of 75% and 85% for essay assignments that incorporate all course SLOs; they assess student performance on the essays to identify which SLO skill students struggle with the most. Students who do not meet the success threshold most often need additional work on developing their ideas before drafting, or struggle to correctly document sources. Faculty improvement plans include incorporating more collaborative activities on writing process steps and documentation, and more strategic sequencing of activities to produce a finished, correctly documented product.

Speech faculty use a success threshold of 85% on a common speech assignment related to Public Speaking SLO #4: research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques. The assignment requires an extemporaneous problem/solution or persuasive speech. Faculty focus on the extemporaneous speech for core curriculum assessment because it builds and assesses students' ability to successfully deliver an oral presentation with awareness of practiced delivery techniques; it also aligns with the communication skills developed and emphasized for written communication in English 1301, including a development process and incorporating and documenting source material. Faculty usually opt to assign this speech in the latter half of the course, allowing the early, shorter speeches to build student skills so that the problem/solution or persuasive speech assesses students' developed skills. All public speaking course sections met the department success threshold, with assignment success rates ranging from 70% to as high as 89%. Students who do not meet the threshold are most often the students accumulating the most absences, thereby not participating in practice opportunities and activities. Faculty improvement plans include incorporating more delivery practice opportunities for students to focus on nonverbal techniques, exploring ways to impact attendance, and replicating in-class activities for online students to increase instructional mode comparability.

Student reported data compiled from all core courses indicates that communication skills could be more consistent across core curriculum courses. Approximately 80% of students report that their course required them to communicate in various ways, but reporting percentages range from 60%-90% by department. Student reported data also indicates that students are able to use feedback to improve course performance, but are not as confident that their communication skills improved because of their course. Student perceptions regarding the consistency of communication skills practice and their own improvement document a need for faculty to emphasize communication skills across the core, and ensure that direct assessment methods include evaluation of communication skills within assignments and activities.

Empirical & Quantitative Skills

Student success in gateway math and science courses indicate that annual SLO assessment successfully targets low performing SLOs. Direct assessments in College Algebra and Elementary Statistics, the two most common math classes required for academic-transfer and CTE programs, indicate that more than 60% of students demonstrate mastery on course SLOs. Math faculty have adjusted instructional time and sequence for specific skills that pre/post SLO assessment revealed as the most difficult for students. In 2015-16, a minimum of 70% of College Algebra students did not master the SLO to recognize, solve and apply systems of linear equations using matrices. Faculty adjusted the introduction of the SLO content in the course schedule and increased student mastery from 48.1% to 72.6% in Fall of the next year. In 2017-18, more than 70% of Elementary Statistics students mastered all SLOs, above the department's 60% success benchmark. Math faculty continued with the assessment plan approach to identifying and targeting the lowest performing SLO, however, and adjusted the curriculum to introduce the SLO content earlier, and to reissue homework assignments related to the SLO. 2018-19 data will be evaluated to determine the impact of the improvement plan.

Direct assessments in Biology I and Biology II courses, the science courses most commonly taken to fulfill academic-transfer degree requirements, indicate that student performance on SLOs improves throughout the course exam sequence. Direct assessments in sophomore-level Biology classes, the science course required for health science programs, also indicate that SLO mastery increases throughout the exam sequence. In all Biology courses, instructors identify instructional improvement plans for all outcomes assessed each year. In 2016-17, Anatomy & Physiology students performed lowest on the SLO to describe the interdependency and interactions of biological systems; adjustments implemented to in-class activities to increase student engagement with the subject following exam 1 resulted in more than 70% of students mastering the SLO by the final exam. Inconsistent assessment plans across the science courses and from year to year make science course-level assessment difficult to use for core assessment, however.

Indirect assessments for the same Math and Science courses indicate stable success rates over a 3-year period. Additionally, more than 80% of students report that instructor feedback helped them improve their course performance, which validates the course-level direct assessment approaches.

Teamwork

Course evaluation data indicates that the core curriculum foundational component areas responsible for the teamwork objective do not yet consistently embed or present teamwork. Less than 70% of students in communication courses report engaging in partner, group or team activities occasionally or frequently, and

approximately 15% of communication students report not encountering teamwork in their classes. English and speech faculty, however, report increasing partner, group or team activities in their classes. Students may not perceive the course activities as teamwork, however, which necessitates deliberate presentation, delivery, and evaluation of the activities. Alternatively, faculty may operate on varied definitions of activities or assignments that constitute teamwork, or all communication courses may not yet consistently utilize teamwork activities. 100% of students in Art courses scored 80% or above on a team analysis and presentation project, but data for the project was only reported for Spring 2018. Science faculty have not yet reported on teamwork assessment. While critical thinking remains the most abstract core objective to measure, teamwork remains the least accounted for core objective.

Social Responsibility

Course-level direct assessment methods in history and government courses indicate that students gain knowledge related to, and demonstrate, social responsibility. History and government instructors developed formative assessment tools to use in conjunction with a common department-pre/post test. New assessment tools include essays and short essay exams to better measure student's intercultural competence and ability to engage effectively in communities, while reinforcing communication and critical thinking skills beyond communication classes. Formative assessment tools also included embedded exam questions used throughout sequenced exams and online discussions to supplement students' performance weaknesses and knowledge gaps in between major projects and exams. Instructor data indicates that more than 70% of students in all but 1 course section successfully completed the new assignments. Continued use of formative assessments linked to SLOs will allow the department to target SLOs for emphasis and gauge the impact of the assignments on student performance and course success rates.

While direct-assessments allow instructors to target and adjust to improve SLO performance, student perceptions of the relevance of History and government course content indicate that emphasizing analysis and examination of contemporary or current events may increase students' social responsibility. Less than 70% of history and government students see connections between their courses and their daily or professional lives, compared to more than 80% of humanities and social science students. Students attain the civic knowledge that creates a foundation for social responsibility, but may not yet see ways to apply the knowledge beyond the classroom.

Course evaluation data indicates that humanities and social science students find their course content relevant to their daily or professional lives, which reinforces departments' assessment methods and tools. Sophomore literature classes, the courses that comprise the Language, Philosophy and Culture core curriculum foundational component area, prioritize textual analysis and knowledge of historical periods and contexts in assessments for SLO #2: analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. Essays, short essay exams, objective exams, and lecture quizzes ask students to demonstrate historical period awareness and compare periods, or to analyze the relevance of historical, political, or cultural context to a text or texts. 70%-85% of students in the classes consistently pass the assignments, and literature courses maintain a consistent success rate over 80%; the success rate for academic year 2017-18 was the highest over a five-year period at 87.5%. Additionally, 81% of literature students report that the course content applies to their daily or professional life. Student success indicates that students gain historical period knowledge and skill in analyzing

texts within context; and students' self-reported applicability of the content indicates that students find connections between the knowledge and skills and their immediate social context. Students who do not meet the success threshold most often struggle with the written communication aspects of the assessment methods: composing a coherent in-class or exam essay, or producing a polished and correctly documented research paper. The literature course SLO assessments reinforce the results of the composition and speech course assessment results and reveal common student weaknesses.

Social science students similarly report course content relevance that reinforces course-level direct assessment methods. Utilizing the same approach as Math faculty, Economics course pre/post assessment identifies and targets the lowest performing SLO. All economics SLOs represent knowledge and skills reinforcing successful community engagement at any level, plus a knowledge of economic systems foundational for civic participation. Pre/post assessment indicates stable SLO success rates over 80%. To maintain confidence in SLO assessment, economics faculty have updated their assessment plan to include all core curriculum economics courses and cover all SLOs for each course in a manageable rotation. Economics students, however, find the least applicability of course content to their daily and professional life, compared to students in other language, philosophy and culture courses; less than 60% of economics students report content applicability to their lives.

Psychology course pre/post assessment indicate gains in student knowledge related to the course SLOs linked with social responsibility: develop and communicate alternative explanations or solutions for contemporary social action; employ the appropriate methods, technologies, and data that social scientists use to investigate the human condition. Sociology faculty utilize exams to test students' theoretical knowledge and follow up with a research paper requiring application of the knowledge and analysis methodology. Assignment success rates indicate that the more formative assessments faculty use to document theoretical knowledge leading up to objective exams, the more successful the students are on the exams and the research paper. Also, more than 84% of sociology and psychology students report that the course content applies to their daily or professional life. Like the humanities courses, student performance indicates acquisition of knowledge and skill, and student reported data on course content relevance indicates that students identify connections between the knowledge and skills based in intercultural competence within their immediate community context.

Performing activities provide non-classroom opportunities to measure the social responsibility behavior of a significant student population. Although not reviewed by the Assessment Committee, data related to social responsibility is assessed by activity directors and coaches and reported in annual IE reports. 73% of students on the main campus are involved in athletics or performing activities. Agriculture, rodeo, band, and cheer/dance students engage in on- and off-campus activities that represent the college to local and outside communities, and that sustain and improve the programs and program facilities. Athletic teams often engage in community events and/or service; for example, the Women's Basketball Team requires 20 hours of community service per year per team member. Each activity reports on the performance and engagement of its students in the annual IE report. Table 6 shows performance results for academic year 2017-18; the full data report for each activity programs is provided in [Appendix g](#). All activities track the performance of these groups and ensure that the students develop and demonstrate socially responsible behavior; they further

ensure that students develop and demonstrate connection to their own success and goals by contributing to program sustainability and improvements.



Table 6: Performing & engagement activities by activity group, 2017-2018

Performing Activity	Performances/Events	Recruitment Total
Wrangler Belles	Red Nose Affair Spring Showcase	20
Wrangler Cheer	3 volunteer times with community service organizations per year 90% of college sporting events 30 cheer performances Open Door Community Event Cisco Christmas Parade Eastland Parade Eastland Chamber Banquet West Tx. Fair & Rodeo Parade	10
Rodeo Team	8 rodeos	50
Agriculture Dept.	FFA LDE Contest Cisco College Invitational CDE Contest Farm & Ranch Wildlife Expo Ranch Day Wrangler Day	1700+ HS students brought to campus for contests
Meat Judging Team	Texas Tech Invitational National Western Contest Ft. Worth Stock Show Houston Stock Show Beef Empire Days American Royal Cargill High Plains Nationals	11 students
Athletics	Women's Basketball Community Service, 300+ hrs. Men's Baseball... Men's Football...	

Personal Responsibility

Direct assessment of SLOs in communication and literature courses indicate that faculty have emphasized communication skills, while SLO assessment in government and history courses indicate that faculty have emphasized social responsibility. However, communication and social responsibility assessment methods provide information relevant to instruction and skills practice in ethical decision-making. Communication gateway courses, English composition and public speaking, both assess SLOs related to using primary and secondary sources, developing ideas with support and attribution, and documenting sources appropriately. Students' ability to incorporate college-level source material, as emphasized by the focus on primary and secondary sources only, reinforces ethical argumentation skills. Appropriate and correct documentation ensures ethical research behavior on the part of the student, and reinforces the analysis of sources in consideration of ethical research behaviors. Faculty assess these SLOs using a variety of essay and speech assignments; instructor-reported data indicates that more than 70% of composition students successfully complete the essay assignments. However, as noted earlier under communication, students who do not meet the success threshold usually struggle with development of ideas and documentation. Assessment results indicate that continued emphasis and instruction in documenting sources is necessary.

History faculty required all students to construct an argument essay using historical evidence, reinforcing the need for accurate historical knowledge and source material similar to composition and speech course focus on appropriate college-level research, attribution, and documentation. Instructor-reported data indicates that more than 70% of history students successfully completed the essay assignment and instructors plan to improve development assignments and incorporate additional resources in preparation for the essay, and to provide more discussion opportunities for students.

Student reported data indicates a disconnect between students' perceptions of preparation and participation, and behaviors that demonstrate preparation and participation. More than 80% of students in academic division courses report that they prepared for and participated throughout the semester, but 31% of students report spending less than 4 hours per week on the course outside of class time. Only 42% report spending at least 5 hours in preparation for class. Additionally, less than 35% of students report asking questions frequently, and 18% report only asking questions before due dates or exams once or twice. However, academic support services, the Writing Center and the Math and Tutoring Center, are both seeing increased usage by students from a growing variety of courses. The Math and Tutoring Center has set a goal to provide support to at least half of the Math students each semester. Growing utilization of these services indicate that increasing numbers of students seek out support, an important personal responsibility behavior for the college student body that includes significant populations of under-prepared students, distance education students, and students engaged in performing activities. The increased usage data, along with positive feedback recorded by students when visiting the support services, indicate that the college should reinforce the usefulness of support services and emphasize the connection between out-of-class preparation, in-class participation, and assignment success.

Performing activities provide non-classroom opportunities to measure the personal responsibility behavior of a significant student population. On the main campus, 73.08% of students are involved in performing activities that include athletics, rodeo, band, drama, and meat judging / FFA. Each of these activities measures not only students' academic success with GPA and SCH completion data; the activities measure achievement of educational goals by associate degree completion and transfer. Measuring student attainment of educational milestones such as GPA and SCH completion, and educational goal attainment, such as transfer, reinforce the connection between students' behaviors in non-academic areas with academic performance; decisions regarding behavior and performance are tied to goals and consequences. Although not reviewed by the Assessment Committee, data related to personal responsibility is assessed by activity directors and coaches and reported in annual IE reports.

All performing activities have two common educational/academic outcomes: 75% of each group will maintain a 2.0 GPA and complete 12 SCH per semester. In 2017-18, all activities group met these outcomes. In addition to the common outcomes, individual performing activity groups establish educational outcomes. For example: the Agriculture department and meat-judging/FFA activity group set an outcome for 20% of a 2-year cohort to transfer to 4-year institutions: band set a GPA benchmark of 2.5; cheer, football, softball and volleyball each set outcomes or identified improvement plans for students to attend weekly study halls and/or tutoring. These activity-specific success outcomes establish links between academic performance and out-of-class behavior. Activity director IE reports identify progress and gains made in academic performance and out-of-class behavior, and identify outcomes where additional improvement plans may increase success results.

Table 7 shows activity outcomes aligned with personal responsibility and results for academic year 2017-18; the full data report for each activity programs is provided in [Appendix g](#).

Table 7: Educational and personal responsibility outcomes by activity group, 2017-2018

Performing Activity	Outcome	Success Rate
Wrangler Belles	100% of members with 2.0 or better GPA	81%
Wrangler Band	Minimum 2.0 member GPA	70%
Wrangler Cheer	90% of members with 2.0 or better GPA	89%
Rodeo Team	100% sophomore graduation rate	Met
Meat Judging Team	50% with 2.5 or better GPA	Met
Athletics	Men's Baseball, 100% transfer rate	100%
	Women's Soccer, team GPA above 2.0	Met
	Women's Softball, minimum 3.0 player GPA	78%
	Women's Volleyball, 100% NJCAA eligible	77%
	Women's Volleyball, minimum 3.5 player GPA	43%
	Men's Football, 80% of players with B or better GPA	78%
	Women's Basketball, 100% sophomore grad rate	Met

e. Actions and Follow-ups

Dissemination process

The Assessment Committee approved the TCC Assessment Report in Fall 2018. The TCC Assessment report will be included in the annual IE report for the instruction planning unit, along with the 2017-18 Academic Transfer Program-Level assessment report. The IE Committee will submit both reports to the Executive Council within the 2018-19 Institutional Effectiveness Planning Unit Reports that the IE Committee compiles and reviews. The IR office will publish the 2018-19 IE Planning Unit Reports to the college website.

Assessment committee members will review the 2017-18 Academic Transfer Programs Assessment report and the TCC Assessment report with division and department faculty in Spring 2019 and adjust assessment plans, update or change assessment tools to implement during academic year 2019-2020.

Planned actions to improve student learning, based on evidence

Improvement plans for core curriculum benchmarks are included in the data tables provided for each core curriculum objective in section III d – Results and Analysis - of this report.

In addition to the improvement actions indicated for core curriculum objective benchmarks indicated in the 2017-18 Academic Transfer Program Assessment report, the Assessment Committee has identified 3 improvement actions that include adjustments or changes at the course- and program-levels to ensure that academic planning unit IE reports contain core-objective relevant assessment results.

- Planning units should make their assessment results core-objective relevant, in part, by increasing the use of common assessment methods and/or tools within departments and reviewing alignment of course SLOs with core curriculum objectives. Department heads and division chairs will report on updates and improvements to course-level assessment methods and/or tools within 2018-19 IE reports.
- Division chairs and department heads should identify data points relevant to their department or division assessment plans on the college dashboards available on the college website, and incorporate year-to-year tracking of those data points within the their annual IE reports. The data should be used in conjunction with compiled instructor-reported data to track department or division success.

- The IR Office should provide professional development on using dashboard data for department heads and division chairs by the end of academic year 2018-19.
- The Assessment Committee will consider a plan to implement random sampling of student artifacts by department or by the assessment committee to reinforce core curriculum benchmark data and confirm the alignment of SLO and core curriculum objective assessment. The two levels need to align successfully. The committee will consider Critical Thinking for a sampling pilot.
- The Assessment Committee will add a biennium TCC assessment report to its responsibilities and purpose to further integrate the program-level assessment process, facilitate curriculum-wide improvement plans more frequently than every 10 years, and align with the SACSCOC required 5th year report. The initial 5th year TCC Assessment report will be based on 2018-19, 2019-20, 2020-21, and 2021-22 data; the committee will complete the report in Fall 2022.

Description of faulty and stakeholder involvement in next steps

Key personnel involved in the assessment and evaluation process and their role in implementing improvement plans are shown in Table 8. The personnel and assessment role for each position were shown earlier in Table 5.

Table 8: Key Personnel involved in improvement plan implementation by position

Position	Involvement in improvement plan implementation
Chief Academic Officer	<ul style="list-style-type: none"> • Ensure Spring 2019 kickoff meetings emphasize SLO and core objective discussion and planning. • Acts as ex-officio to the I.E. Committee to identify 18-19 planning unit reports that do not identify necessary core objective relevant info. • Assist the Assessment Committee in developing, and coordinate a random sampling pilot in 18-19.
Director of Institutional Effectiveness & Planning	<ul style="list-style-type: none"> • Update dashboard to include enrollment and success totals (not just percentages) so that dept heads and chairs can calculate annual or multi-year averages • Provide professional development/training opportunity for dept heads/division chairs on using dashboards.
Accreditation Liaison	<ul style="list-style-type: none"> • Ensure SLO and program-level assessment aligns with THECB and SACSCOC requirements; • Coordinate the annual program-level assessment report; • Assist the CAO in developing a random sampling pilot and draft the plan for review by the Assessment Committee in Fall 2019. • Coordinate changes to the course evaluation tool with the Director of Distance Education to implement recommendations of the Assessment Committee. • Coordinate the 2022 5th year TCC Assessment report.
I.E. Committee	<ul style="list-style-type: none"> • Compile and review 18-19 planning unit assessment reports and committee reports; • Review assessment plans submitted by 2017-18 non-compliant or non-reporting planning units.
Program-Level Assessment Committee	<ul style="list-style-type: none"> • Recommend changes to the course evaluation tool based on the TCC Assessment Report. • Follow up on improvement plans identified in the 17-18 Academic Transfer Programs Assessment report in Spring 2019. • Plan and pilot random sampling of student artifacts, including assessment tool(s) in 2019-2020.
Division Chairs	<ul style="list-style-type: none"> • Update division assessment plans for improved SLOs assessment linked to core objectives and to implement improvement plans from the 17-18 Academic Transfer Programs Assessment report in Fall 18 and Spring 2019.; • Review SLO assessment methods & tools with faculty at Spring 2019 kickoff meetings to increase use of common assessment methods and tools across the curriculum;

Department Heads	<ul style="list-style-type: none"> • Coordinate department assessment plan updates and report department assessment data to division chairs for 2018-19.. • Assist faculty with SLO assessment.
Faculty	<ul style="list-style-type: none"> • Perform SLO assessment and report Fall 18 and Spring 19 data to division chairs and/or department heads.

IV. Evaluation of the Assessment Process

a. Description of strengths and weaknesses of the assessment process

Strengths

- Course-level SLOs are mapped to core objectives. When the core was implemented in Fall 2014, all departments aligned their course SLOs with the core objectives and identified assessment methods and tools used to assess the SLOs.
- Collaboration opportunities are created within the committee-based assessment process. For example, during an Assessment Committee meeting the Nursing director and Liberal Arts division chair identified that 1301 courses were not successfully preparing students for the Health Science programs that require 1301. Committee review of program data and course data resulted in a plan to deliver 1301 sections specifically designed for students interested in or applying to a Health Science program.
- The decentralized IE and assessment processes, which are both committee-based, ensure that assessment stems from the course-level up. Faculty in each department and/or division determine the assessment methods and tools most appropriate for their disciplines, and must take ownership of how they assess student success.
- The IE and Assessment committee also ensure shared information across academic departments, educational programs, and between instruction and student support services. Service on the IE committee also provides opportunity for faculty engagement and training for new faculty. The memberships for both committees are maintained with these opportunities in mind.
- The college IE Plan continues to improve with each annual cycle. Planning units are more focused on outcomes and success benchmarks, and more readily identify data relevant to their benchmarks. Assessment reports at the course and program level continue to improve, containing year-to-year data comparison and more evolved discussion of student success.

Weaknesses

- Inconsistency of SLO assessment methods and tools at the course and department levels makes it difficult to determine success of a course or department cumulatively. Chairs and department heads often struggle to compile and align the instructor-reported data and present an executive summary for the department, or for a course, in the IE reports. Additionally, variety in assessment methods and tools make it difficult for departments to determine improvement plans; faculty may identify improvement plans specific to their assignments and courses, but gauging the success at the department level is difficult.
- Implicit reliance on 70% , or 'C,' as success runs through the majority of academic planning unit IE reports, rather than faculty explicitly defining success and a benchmark for each outcome. The implicit reliance on 70% (70% of students scoring 70% or better) does not help the departments or divisions identify specific SLOs to target for improvement. It establishes a minimum performance level to meet, instead of an analysis of why students may not have met that level, or an approach for incremental improvement.
- The decentralized IE and assessment processes can pose difficulty in evaluating planning unit's outcomes, assessment methods, and results, and in assisting struggling planning units.

- Data availability posed a significant obstacle until 2017, when the IR office began providing success data to planning units; prior to 2017, there was not an identified office or position to support the IE process. Common data reports were not available prior to 2017; they were developed due to the sudden and high volume of data requests. Data dashboards were not available prior to Fall 2018 and faculty have not yet been trained on how to use them.
- Course evaluation data was unavailable and unrelated to department heads and division chair needs or assessment prior to 2017. The Assessment Committee identified the need for a revised evaluation during 2016-17 program-level assessment in order to get information related to students' perceptions of their courses and their own behaviors. The committee coordinated a revision to the course evaluation tool and was able to identify more specific benchmarks for program-level assessment in 2017-18.

b. Plans for future assessment processes

- The Director of Distance Education is investigating how the college LMS can be useful for course- and program-level assessment. Many faculty have already begun to utilize Canvas Outcomes and the Learning Mastery Gradebook, and professional development opportunities will be provided to encourage more faculty to utilize these resources.
- Through service on the Assessment Committee, acting collaboratively as the academic program director, chairs and department heads are considering how to increase the use of formative assessments in courses, rather than summative assessment only. Formative assessments will reinforce the IE Plan's strengths and weaknesses theoretical framework at the course level and build a culture where faculty continuously seek improvement.

VI. Appendices

Click appendix name to jump to page.

a. [Cisco College Institutional Effectiveness Plan](#)

b. [Institutional Effectiveness Committee Responsibilities & Purpose](#)

c. [IE Questionnaire](#)

d. [Assessment Committee Responsibilities & Purpose](#)

e. [Academic Transfer Program Level Assessment Reports by year](#)

- 2017-18
- 2016-17
- 2015-16

f. [IE Reports by planning unit, year](#)

- 2017-18
- 2016-17
- 2015-16
- 2014-15

g. [Athletic & Performing Activity I.E. Reports by activity, 2017-18](#)



CISCO COLLEGE

Institutional Effectiveness Plan

Contacts for IE Questions or Information

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I. Rationale & Definition

In order for the college to fulfill its mission, it must continually evaluate the effectiveness of its processes and services, seek improvement in achieving its primary functions, and measure progress toward its goals. The fundamental component of institutional effectiveness is the student experience: students' learning opportunities in and out of the classroom determine the extent to which the college fulfills its mission. Cisco College defines an effective organization as one that:

- capitalizes on strengths, shores up weaknesses, embraces opportunities and averts threats;
- integrates ongoing, evolving, outcomes-based and data-driven assessment across all institutional levels;
- provides opportunities for distinct and complimentary roles in shared decision-making to consider issues impacting the institution's ability to fulfill its mission.

The college's Strategic Plan, in order to allocate its resources appropriately, will be the product of ongoing effectiveness processes that assess and seek to improve student learning and student service/business operations at all levels of and across the institution.

In order to provide a comprehensive picture of college effectiveness for decision-making, the Institutional Effectiveness Committee coordinates institutional effectiveness participation, planning and assessment across the college. Assessment occurs at multiple institutional levels to determine the best way to create student experiences that will successfully achieve the college mission:

- Strategic Goals
- Institutional Goals for Student Achievement
- Committee Participation and Recommendations
- Program Evaluation
- Student Learning Outcomes Assessment
- Student Service/Business Operations Outcomes Assessment

II. IE Process

Cisco College engages in annual, institution-wide, data-driven assessment and improvement processes that incorporate a systematic review of student learning outcomes and services. College planning units, which include programs, divisions, departments or offices, and committees, evaluate strengths and weaknesses by assessing the planning unit's purpose and outcomes:

- instructional planning units assess student learning outcomes at the course- and program-level;
- non-instructional planning units assess service or business operations outcomes;
- standing committees assess specified college areas or processes as per the committee purpose.

Planning units establish an assessment plan that identifies the unit's outcomes, set benchmarks for success for each outcome, and identifies the assessment method(s) the planning unit will use to assess the extent to which it has met the outcome. Assessment plans for instructional planning units may be established by department, division, or program as appropriate for the discipline or field and/or as necessitated by state or accrediting body requirements.

Planning units identify and review data that helps them determine the extent to which they fulfill their outcomes. Data will vary by unit, as is appropriate for a decentralized IE process. Data may include:

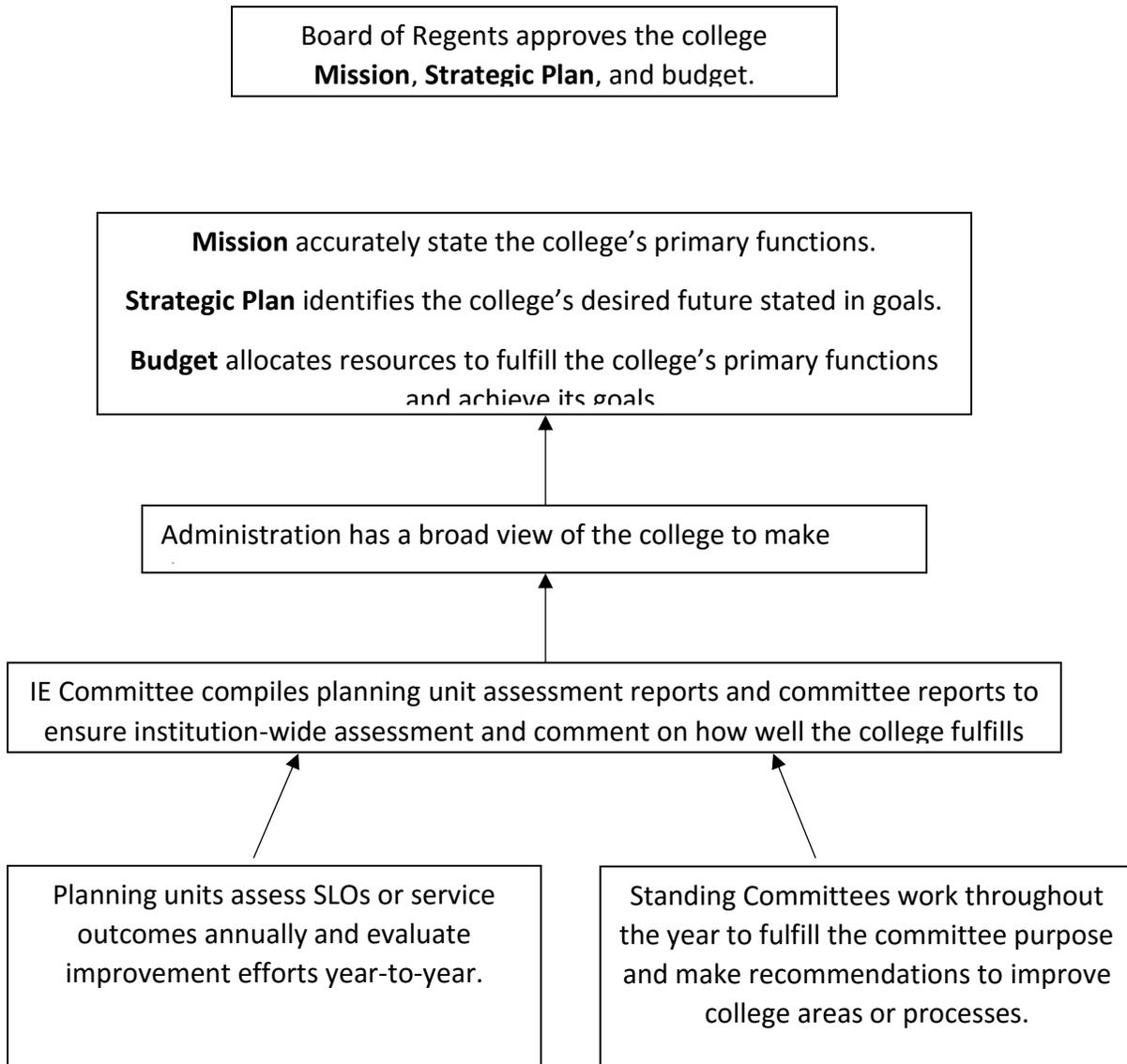
- data generated by the planning unit (assessment method success rates, completion rates, licensure rates; standardized test scores);
- IR data (disaggregated course/department success rates, cohort SCH or GPA data, student demographic data);
- survey data (course evaluations, satisfaction surveys);

Planning units are responsible for analyzing their data to determine which outcome benchmarks are being met. Outcome met are considered strengths and outcomes partially met or not met are considered opportunities. Planning units identify improvement plans comprised of activities or actions that the unit will implement in the subsequent year to improve results on the outcome(s) that present the most opportunity for improvement.

Planning units report their outcomes-based assessment data and analysis annually via the IE Planning Questionnaire.

III. IE Plan Visual Diagram

The college IE Plan ensures institution-wide assessment and supports shared governance. The IE Committee collects outcomes-based assessment results from planning units and recommendations from standing committees in order to provide a comprehensive picture of the institution's improvement efforts to the administration as part of the college's strategic, data-driven evaluation and planning.



IV. Participating Areas

Planning units

All college areas aim to support student learning through instruction, student service, or business operations. Planning units consist of all personnel within a department, division or program; all personnel within a department or office; or all members of a committee. The IE Committee maintains a list of planning units on the college website under Institutional Effectiveness, Research and Planning.

Standing Committees

College committees enact shared governance at the college. Committee End-of-Year (EOY) Reports provide vital information relating to the strengths and weakness of college operations and processes. Committee recommendations identify opportunities to strengthen fundamental college areas.

Institutional Research

The Institutional Research (IR) Office provides data that allows planning units to assess their efforts in light of overall institutional performance. IR supports planning unit assessment efforts by publishing dashboards and providing data upon request, and coordinates the collection of IE submissions for the IE committee.

Institutional Effectiveness Committee

The Institutional Effectiveness (IE) Committee is the home of assessment at all levels of the college. The IE committee does not determine or grade planning unit assessment plans. Neither does the IE committee determine or approve the purpose of standing committees. The IE committee establishes the standards for planning unit compliance, administers the IE process, collects planning unit and committee reports for institutional review, and reports institutional-wide participation in the IE process to the college administration.

The IE Committee reviews all planning unit reports to determine compliance with (4) standards:

- is the planning unit's assessment plan outcomes-based?
- Is the planning unit's assessment plan data-driven?
- Is the planning unit's assessment plan ongoing and evolving?
- Is the planning unit using its assessment results to seek improvement?

V. IE Annual Schedule

Fall Kickoff – Standing committee assignments and previous year EOY reports distributed. Planning units meet to review the unit assessment plan and prepare for implementation.

August 31 – Planning unit heads submit IE Questionnaire or EOY Report for the previous academic year.

September 1 – Planning units begin annual outcomes-based assessment drawing from the previous year's assessment results and implement improvement plans.

Fall semester - IE Committee reviews planning unit submissions from the previous year. Planning unit personnel collect assessment data and evaluate progress of the improvement plan. Standing committees meet to begin work toward their purpose.

Spring semester – IE Committee EOY report compiled. Planning unit personnel collect assessment data, analyze data to determine success at fulfilling outcomes and success of the improvement plan. Planning unit personnel report assessment results for the Fall and Spring terms to the planning unit head (i.e. department head, division chairperson, program director, supervisor).

May – August – Planning unit heads compile assessment data from all planning unit personnel, analyze the data to approve individual personnel's improvement plans and/or determine planning unit improvement plans for the upcoming year.

VI. IE Terminology

Assessment – examination and review of evidence representing levels of performance, accomplishment and knowledge.

Benchmark – a standard or point of reference against which performance can be measured. Benchmarks for outcomes measurement should identify the type and level of performance that the planning unit identifies as success.

EOY Report – End-of-Year Report submitted to the IE committee by each standing committee located. Google forms are distributed to committee chairs near the end of each Spring semester.

IE Questionnaire – Google form maintained by the IR office for planning units to report assessment data and analysis. Questionnaires are submitted to planning unit heads near the end of the each Spring semester. Planning unit heads may require that planning unit personnel submit questionnaires individually.

Institutional data – performance or success data regarding the student body or specific student body populations, or the college or specific college areas.

Institutional Goals for Student Achievement – measurable level of success or performance the college intends for its students to demonstrate or reach; goals are published at the end of each academic year on the college website per the SACS-COC policy on Institutional Obligations for Public Disclosure.

IR data – data drawn from college wide surveys or the college enrollment management system compiled and/or disaggregated by the Institutional Research Office.

Mission statement – statement of the primary functions of the college or college area.

Outcome – measurable end result.

Planning unit – a college area required to participate in the IE Process.

Program objective – measurable end result of a coherent set of courses.

Service or business operations outcome – measurable end result of an office or department function.

Strategic goal – goals for change and improvement outlined in the college strategic plan.

Student Learning Outcome – measurable end result of a course.

VII. Considerations for Planning Unit Heads

Heads of IE planning units have specific responsibilities within the college IE Plan. Heads of planning units may always request assistance at any time from the IE Committee Chair, the Institutional Research office, an Executive Council member, or the Accreditation Liaison.

Instructional Planning Units	Administrative, Business and Student Service Planning Units
1. Develop the department, division, or program assessment plan that includes SLOs that align with the THECB and/or state or accrediting body standards. Coordinate the determination of benchmarks that represent success for each outcome.	1. Develop the office or department assessment plan that includes service outcomes reflective of the office or department's primary duties.
2. Oversee the assessment plan, which includes syllabi approval, setting assessment submission requirements and deadlines, considering IE within faculty evaluations, and requesting institutional research data.	2. Oversee the assessment plan, which includes personnel training, setting data requirements and submission deadlines, considering IE within personnel evaluations, and requesting institutional research data.
3. Coordinate department, division, or program meetings to interpret data and set improvements plans.	3. Coordinate office or department meetings to interpret data and set improvement plans.
4. Complete and submit the planning unit IE Questionnaire.	4. Complete and submit the planning unit IE Questionnaire.
5. Act as an Assessment Committee member to ensure that course-level assessment is considered within program-level assessment.	

Heads of planning units should consider the following questions when developing and updating the planning unit's assessment plan:

Instructional Planning Units	Administrative, Business and Student Service Planning Units
1. What assessment methods are appropriate for the discipline?	1. Do your unit's outcomes state the things that the unit will achieve in order for students to succeed and the college to fulfill its mission?
2. Which SLO(s) should faculty or the planning unit focus on based on student performance from the previous semester/year? Will faculty identify the SLO(s) to focus on, or will you determine the SLO(s) focus for the planning unit?	2. What success rate or benchmark for each outcome will the office or department aim to achieve?

3. What success rate or benchmark for each SLO will faculty or the planning unit aim to achieve?	3. What data or feedback will the office or department staff provide? Will office or department staff interpret the data or feedback?
4. Will the department, division, or program use a common assessment method or common assessment tool (i.e. all faculty will give an essay exam vs. all faculty will give the same essay exam)?	4. Will the data be disaggregated by campus? By off-site instructional location? By semester? By student population (distance ed, online, dual credit, day/evening, core curriculum / elective / technical specialty course)?
5. What data will the faculty provide and interpret?	5. Will office or department staff submit individual improvement plans to you?
6. Will faculty submit individual improvement plans to you?	6. How and when will office or department staff submit assessment requirements to you?
7. How and when will faculty submit assessment requirements to you?	7. Will you provide institutional research data to the office or department staff?
8. Will you provide institutional research data to faculty?	7.

Heads of all planning units should consider the following when completing and submitting the unit's IE Questionnaire. Heads of planning unit *will submit* the official planning unit questionnaire for consideration by the IE Committee, regardless of whether a planning unit head requires faculty or staff to submit individual questionnaires.

Compliance Standards for IE Questionnaires	Response Considerations
List your unit's student learning or service outcomes or program outcomes. Each outcome should have a success benchmark.	<ol style="list-style-type: none"> 1. Did you include the specific outcomes? 2. Did you include all outcomes?
Which outcomes were achieved, and which outcomes indicate an opportunity for improvement?	<ol style="list-style-type: none"> 1. Did your unit meet the success rates or benchmarks it set? 2. Can you identify which SLO(s) faculty need to focus on as a unit, or did faculty identify which SLO(s) they'll focus on individually? 3. Did you indicate which outcomes were met and which outcomes were only partially met or not met? 4. Did you indicate what your unit's strengths and weakness are based on meeting your outcomes?
List or summarize the data used to assess the outcomes. Files or spreadsheets may be shared via a Google doc link.	<ol style="list-style-type: none"> 1. Did you provide an executive summary of the data that interprets and explains what the data revealed to the planning unit? 2. Did you attach files, or share files saved to your google drive?

<p>What will your unit do next semester/year to improve the results? Include specific activities and actions you plan to implement.</p>	<ol style="list-style-type: none"> 1. Did you explain what your unit will do next year to increase success rates on the outcomes identified as opportunities for improvement? Do not state that the unit will use the results; explain what the unit has decided to do based on the results. 2. Do your explanations include specific actions or plans or changes that your unit feels will improve success rates?
<p>Did the activities and actions planned in last year's report result in improvements for this year?</p>	<ol style="list-style-type: none"> 1. Did you state whether the success rates increased or decreased from last year's report? (Request previous year questionnaires from IR or the IE Committee Chair, if necessary.) 2. Did you state whether the actions, plans or changes from the previous year had an impact on the success rates?

INSTITUTIONAL EFFECTIVENESS COMMITTEE

Purpose/Responsibilities	<p><i>Purpose and Responsibilities:</i></p> <ul style="list-style-type: none"> • To study and make recommendations relating to compliance with the criteria on institutional effectiveness of the Southern Association of Colleges and Schools (SACS). • To make recommendations for the evaluation of the research, planning, and institutional effectiveness functions of the college. • To study, review, and make recommendations relating to the College’s mission and purpose statements and its long range plan.
Chair:	Robert Karlin (12, 17 Chair, 18 Chair)
Members:	<ol style="list-style-type: none"> 1. Terra Bartee (16) 2. Amy Callan (18) 3. John Caraway (15) 4. Sharon King (17) 5. Renee Leath (16) 6. Barbara Pitman (16) 7. Joel Pritchett (18) 8. Rachel Ritchie (18) 9. Crystal Rolison (18) 10. Jeanette Vincent (18)
Ex officio:	VP for Student Services, Jerry Dodson (05) Provost/Chief Academic Officer, Carol Dupree (16) Administrative Assistant for IT, IR & SACSCOC, Karen Donoho (14) SACSCOC Liaison, Heather Hicks (14)

Cisco College - Institutional Effectiveness Questionnaire - for Academic Year 2017-18

Your email address (heather.hicks@cisco.edu) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

This questionnaire must be finalized and submitted by August 31, 2018.

Please get started early. You will have the opportunity to access and edit your questionnaire responses at will until the submission deadline.

Please enter your name *

Your answer

From the drop-down list below, please select the Cisco College Institutional Effectiveness Planning Unit to which this questionnaire response applies. *

Choose



List your unit's service outcomes or student learning outcomes or program outcomes (if reporting for a technical/workforce

program). Each outcome should have a success benchmark (i.e. 85% of students will achieve a test average of B or better or 85% of students will successfully complete Assignment X). *

Your answer

Which outcomes were achieved and which outcomes indicate an opportunity for improvement? *

Your answer

List or summarize the data used to assess the outcomes. Files or spreadsheets may be shared via a google doc link. (For instructions on how to copy a link to your data files, click on the following link: <https://docs.google.com/document/d/1jBUArMd5U9MzNAF6rho9u6clUQLzt2NNIXZaC3kHo-o/edit?usp=sharing>) *

Your answer

What will your unit do next semester/year to improve the results? Include specific activities and actions you plan to implement. *

Your answer

Did the activities and actions planned in last year's report result in improvements for this year? *

Your answer



Do you need assistance with identifying outcomes or gathering assessment data? (If you click "No", the options will show up. Just

click "Next" to continue to the next section.) *

Yes

No

BACK

NEXT

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Google Forms



PROGRAM-LEVEL ASSESSMENT COMMITTEE

<p>Purpose/Responsibilities</p>	<p>Purpose :</p> <ul style="list-style-type: none"> • To implement a faculty-driven, efficient, and effective institution- wide process for assessing student learning in the AA, AAT, AAS that addresses the expectations of SACSCOC principles related to institutional effectiveness and student achievement. • To implement a faculty-driven, efficient, and effective institution- wide process for assessing student learning in the general education core that aligns with the expectations of the THECB and addresses the expectations of SACSCOC principles related to institutional effectiveness and student achievement. <p>Responsibilities</p> <ul style="list-style-type: none"> • To assess the extent to which students in academic programs have met benchmarks for success related to the core curriculum objectives. (Fall annually) • To complete program evaluations. (Spring annually) <ul style="list-style-type: none"> • To maintain core and program curriculum maps with current program objectives. • To periodically review and recommend changes to the course evaluation survey. • To report program-level information to the college for use in improving student learning. <ul style="list-style-type: none"> • To provide institutional effectiveness documentation for the purpose of institution-level assessment of the college mission. • To assess the program-level assessment cycles and methodologies and make changes to improve the processes. <ul style="list-style-type: none"> • To review and make changes to the Assessment Committee purpose as necessary.
<p>Chair:</p>	<p>Heather Hicks (14 Chair, 15 Chair, 16 Chair, 17 Chair, 18 Chair)</p>
<p>Members:</p>	<ol style="list-style-type: none"> 1. Debbie Baker (15) 2. Terra Bartee (15) 3. Debbie Barton (15) 4. John Caraway (17) 5. Jerry Clemons (14) 6. Rick Marks (15) 7. Susan Moore (15) 8. Marvella Starlin (16) 9. Kimberly Torres (18)
<p>Ex officio:</p>	<p>Director of Institutional Effectiveness and Planning, Sharon King Administrative Assistant for IT, IR & SACSCOC, Karen Donoho</p>

e. Academic Transfer Program Level Assessment Reports by year

Links below direct to Program Assessment Committee documents on the Cisco College Current Employees page: www.cisco.edu/about/offices/human-resources/current-employees. Use web browser to open file or download as pdf.

- [2017-18](#)
- [2016-17](#)
- 2015-16 (*notes from program-level assessment development & pilot*)

Program Level Assessment Committee 2015-2016

5 May 2016

1:30pm

Hunter Room, AEC

Present:

Dr. Dupree, Charlotte Speegle, Marvella Starlin, Angie Cook, Heather Hicks, Debbie Baker, Rick Marks, Susan Moore, Jerry Clemons

Agenda: review of 14-15 program level data

Objective: collaboratively consider course and department-level assessment, along with program data, to determine how well the core curriculum, AA and AAT programs meet the program objectives:

- critical thinking
- communication skills
- empirical & quantitative skills
- teamwork
- social responsibility
- personal responsibility

Committee Questions & Discussion:

1. what benchmarks would be appropriate for the program objectives?

Benchmarks can't be set from data provided. Need to see data parsed by component area to determine outcome success and establish benchmarks.

2. what does your areas' course and department-level assessment tell you about how well your areas meet the program objectives? Which program objective(s) stand out as opportunities for improvement?

Division, departments and course assessments align with the objectives well. Anecdotes and experience points at personal responsibility as a potential focus area to consider for a collaborative improvement plan if course data parsed by component area shows little attention to this outcome in the relevant courses.

Science lab curriculum emphasizing teamwork.

Writing Center and tutoring center usage and student feedback indicates how student support services can reinforce a program objective like personal responsibility. Tracking which courses student seek help for can indicate the emphasis on communication across the program, or empirical & quantitative skills across the courses across the program.

Considering collaborative efforts to increase usage of student support services should be discussed next year upon review of student support services data.

3. what does the program-level data tell you about how well the programs meet their objectives?

Program retention rates seem alarming, but when considered with THECB data for transfer rates for academic students and employment rates for technical students, the rate may indicate achievement of other educational goals.

Success rates by instructional mode were eye-opening because assumptions were that online classes had lower success rates. Also, department data may not align with the institutional data; for example, online math course success rates are lower than the institution rate of 78%. Data parsed by mode and department may be more useful to discuss rigor and quality of courses across modes.

4. what does the course-level data tell you about how well the programs meet their objectives?

Course success rates for DE courses needs to be examined closely next year due to implementation of ALP program.

Course success rates for new math courses needs to be examined closely next year to see if a positive success rate affects retention in any way.

Withdrawal rates are significant and need to be investigated institution-wide and by department or course.

More specific data needed to determine achievement of the program objectives. Data should be parsed by objective, combining info and success rates for all the courses required to address each outcome. Data should also be parsed by place in curriculum; for example, how do students in a freshman critical thinking course compare to a sophomore level?

5. what additional or different data would you like to see for the 15-16 year to be assessed in Fall 2-16?

- Retention rates minus transfer students.
- Average number of semesters a student continues with the college (Fall 2014 or 13 cohort)
- Average number of SCH a student completes (Fall 2014 or 13 cohort)
- Retention by student population: DE, non-DE, dual credit (Fall to Fall)
- Retention by campus: dual credit schools individually or combined; AEC, Cisco, online-only
- Percentage of dual credit students that enroll with us after HS
- Success rates by student population: pell, non-pell, DE in college-level, non-DE in college-level
- First time Fall student retention rate (Fall to Spring, Fall to Fall)
- Data broken down by campus when possible.
- Course performance data or GPA for students with 1-15 core hours complete vs. students with more than 30 core hours complete.

Next meeting: Fall 2016 TBD

f. IE Reports, full institution, combined, by year

Links below direct to Cisco College IE webpage: www.cisco.edu/about/offices/institutional-effectiveness. Use web browser to open file or download as pdf.

- 2017-18
- [2016-17](#)
- [2015-16](#)
- [2014-15](#)

g. Athletic & performing activities IE data reports, 2017-18

Activity Programs_IE Data_2017-18

WD-Completion Rate

Analysis of Student Completion/Withdrawals by Athletic Program Sorted Alphabetically						
Summary						
Athletic Program	Fall 2017 Success Rate*	Fall 2017 Unsuccessful Rate**	Fall 2017 WD Rate	Fall 2017 Completion Rate		
Band	80%	20%	5%	95%		
Baseball	86%	14%	3%	97%		
Belles	78%	22%	5%	95%		
Cheer	81%	19%	4%	96%		
Football	86%	14%	4%	96%		
Meat JudgingTeam	76%	24%	10%	90%		
None	80%	20%	9%	91%		
Rodeo	91%	9%	3%	97%		
Soccer	98%	2%	1%	99%		
Softball	87%	13%	5%	95%		
Volleyball	90%	10%	0%	100%		
Women's Basketball	80%	20%	7%	93%		
Grand Total	81%	19%	8%	92%		
*(Received A, B, or C grade in courses)						
**(Received a D, F, W or I grade in courses)						

Activity Programs_IE Data_2017-18

Hrs - GPA

Athletic Program	Program Count	Last Term Hrs Attempted	Last Term Hrs Earned	% Attempted Hrs Earned	GPA < 2.0	GPA > 2.0	% of Students with 2.0 or higher GPA
Band	27	309	285	92%	8	19	70%
Baseball	40	499	475	95%	3	37	93%
Belles	16	184	175	95%	3	13	81%
Cheer	9	124	110	89%	1	8	89%
Football	45	571	510	89%	10	35	78%
Meat Judging Team	13	167	142	85%	3	10	77%
Rodeo	35	307	281	92%	6	29	83%
Soccer	20	329	323	98%	1	19	95%
Softball	11	167	139	83%	4	7	64%
Volleyball	13	171	151	88%	4	9	69%
Women's Basketball	11	156	149	96%	0	11	100%

Analysis of Athletic Student Success - Fall 2017				
Band				
Total Band Student Hrs Attempted was 309 with 285 (92%) earned at the end of the term.				
	Last Hrs Attempted	Last Hrs Earned	Completion Rate	
Total Hrs	309	285	92%	
Of all the Band students in Fall 2017, 70% had a GPA of 2.0 or higher.				
	0.00-1.99	>=2.00	% >=2.00	
Students by GPA	8	19	70%	
Program Count	27			
	Fall 2017 Success Rate*	Fall 2017 Unsuccessful Rate**	Fall 2017 WD Rate	Fall 2017 Completion Rate
Athletic Program Rate*	80%	20%	5%	95%
Band	80%	20%	5%	95%
*(Received A, B, or C grade in courses)				
**(Received a D, F, W or I grade in courses)				

Analysis of Athletic Student Success - Fall 2017				
Baseball				
Total Baseball Student Hrs Attempted was 499 with 475 (95%) earned at the end of the term.				
	Last Hrs Attempted	Last Hrs Earned	Completion Rate	
Total Hrs	499	475	95%	
Of all the Baseball students in Fall 2017, 93% had a GPA of 2.0 or higher.				
	0.00-1.99	>=2.00	% >=2.00	
Students by GPA	3	37	93%	
Program Count	40			
	Fall 2017 Success Rate*	Fall 2017 Unsuccessful Rate**	Fall 2017 WD Rate	Fall 2017 Completion Rate
Athletic Program Rate*	86%	14%	3%	97%
Baseball	86%	14%	3%	97%
*(Received A, B, or C grade in courses)				
**(Received a D, F, W or I grade in courses)				

Analysis of Athletic Student Success - Fall 2017				
Belles				
Total Belles Student Hrs Attempted was 184 with 175 (95%) earned at the end of the term.				
	Last Hrs Attempted	Last Hrs Earned	Completion Rate	
Total Hrs	184	175	95%	
Of all the Belles students in Fall 2017, 81% had a GPA of 2.0 or higher.				
	0.00-1.99	>=2.00	% >=2.00	
Students by GPA	3	13	81%	
Program Count	16			
	Fall 2017 Success Rate*	Fall 2017 Unsuccessful Rate**	Fall 2017 WD Rate	Fall 2017 Completion Rate
Belles	78%	22%	5%	95%
*(Received A, B, or C grade in courses)				
**(Received a D, F, W or I grade in courses)				

Analysis of Athletic Student Success - Fall 2017				
Cheer				
Total Cheer Student Hrs Attempted was 124 with 110 (89%) earned at the end of the term.				
	Last Hrs Attempted	Last Hrs Earned	Completion Rate	
Total Hrs	124	110	89%	
Of all the Cheer students in Fall 2017, 89% had a GPA of 2.0 or higher.				
	0.00-1.99	>=2.00	% >=2.00	
Students by GPA	1	8	89%	
Program Count	9			
	Fall 2017 Success Rate*	Fall 2017 Unsuccessful Rate**	Fall 2017 WD Rate	Fall 2017 Completion Rate
Cheer	81%	19%	4%	96%
*(Received A, B, or C grade in courses)				
**(Received a D, F, W or I grade in courses)				

Analysis of Athletic Student Success - Fall 2017				
Football				
Total Football Student Hrs Attempted was 571 with 510 (89%) earned at the end of the term.				
	Last Hrs Attempted	Last Hrs Earned	Completion Rate	
Total Hrs	571	510	89%	
Of all the Football students in Fall 2017, 78% had a GPA of 2.0 or higher.				
	0.00-1.99	>=2.00	% >=2.00	
Students by GPA	10	35	78%	
Program Count	45			
	Fall 2017 Success Rate*	Fall 2017 Unsuccessful Rate**	Fall 2017 WD Rate	Fall 2017 Completion Rate
Athletic Program Rate*	86%	14%	4%	96%
Football				
*(Received A, B, or C grade in courses)				
**(Received a D, F, W or I grade in courses)				

Analysis of Athletic Student Success - Fall 2017				
Rodeo				
Total Rodeo Student Hrs Attempted was 307 with 281 (92%) earned at the end of the term.				
	Last Hrs Attempted	Last Hrs Earned	Completion Rate	
Total Hrs	307	281	92%	
Of all the Rodeo students in Fall 2017, 83% had a GPA of 2.0 or higher.				
	0.00-1.99	>=2.00	% >=2.00	
Students by GPA	6	29	83%	
Program Count	35			
	Fall 2017 Success Rate*	Fall 2017 Unsuccessful Rate**	Fall 2017 WD Rate	Fall 2017 Completion Rate
Athletic Program Rate*	91%	9%	3%	97%
Rodeo				
*(Received A, B, or C grade in courses)				
**(Received a D, F, W or I grade in courses)				

Analysis of Athletic Student Success - Fall 2017				
Soccer				
Total Soccer Student Hrs Attempted was 329 with 323 (98%) earned at the end of the term.				
	Last Hrs Attempted	Last Hrs Earned	Completion Rate	
Total Hrs	329	323	98%	
Of all the Soccer students in Fall 2017, 95% had a GPA of 2.0 or higher.				
	0.00-1.99	>=2.00	% >=2.00	
Students by GPA	1	19	95%	
Program Count	20			
	Fall 2017 Success Rate*	Fall 2017 Unsuccessful Rate**	Fall 2017 WD Rate	Fall 2017 Completion Rate
Soccer	98%	2%	1%	99%
*(Received A, B, or C grade in courses)				
**(Received a D, F, W or I grade in courses)				

Analysis of Athletic Student Success - Fall 2017				
Softball				
Total Softball Student Hrs Attempted was 167 with 139 (83%) earned at the end of the term.				
	Last Hrs Attempted	Last Hrs Earned	Completion Rate	
Total Hrs	167	139	83%	
Of all the Softball students in Fall 2017, 64% had a GPA of 2.0 or higher.				
	0.00-1.99	>=2.00	% >=2.00	
Students by GPA	4	7	64%	
Program Count	11			
	Fall 2017 Success Rate*	Fall 2017 Unsuccessful Rate**	Fall 2017 WD Rate	Fall 2017 Completion Rate
Softball	87%	13%	5%	95%
*(Received A, B, or C grade in courses)				
**(Received a D, F, W or I grade in courses)				

Analysis of Athletic Student Success - Fall 2017				
Volleyball				
Total Volleyball Student Hrs Attempted was 171 with 151 (88%) earned at the end of the term.				
	Last Hrs Attempted	Last Hrs Earned	Completion Rate	
Total Hrs	171	151	88%	
Of all the Volleyball students in Fall 2017, 69% had a GPA of 2.0 or higher.				
	0.00-1.99	>=2.00	% >=2.00	
Students by GPA	4	9	69%	
Program Count	13			
	Fall 2017 Success Rate*	Fall 2017 Unsuccessful Rate**	Fall 2017 WD Rate	Fall 2017 Completion Rate
Volleyball	90%	10%	0%	100%
*(Received A, B, or C grade in courses)				
**(Received a D, F, W or I grade in courses)				

Analysis of Athletic Student Success - Fall 2017				
Women's Basketball				
Total Women's Basketball Student Hrs Attempted was 156 with 149 (96%) earned at the end of the term.				
	Last Hrs Attempted	Last Hrs Earned	Completion Rate	
Total Hrs	156	149	96%	
Of all the Women's Basketball students in Fall 2017, 69% had a GPA of 2.0 or higher.				
	0.00-1.99	>=2.00	% >=2.00	
Students by GPA	0	11	100%	
Program Count	11			
	Fall 2017 Success Rate*	Fall 2017 Unsuccessful Rate**	Fall 2017 WD Rate	Fall 2017 Completion Rate
Women's Basketball	80%	20%	7%	93%
*(Received A, B, or C grade in courses)				
**(Received a D, F, W or I grade in courses)				