



## Board Monitoring Report

### Student Academic Assessment

August 30, 2021



## Introduction

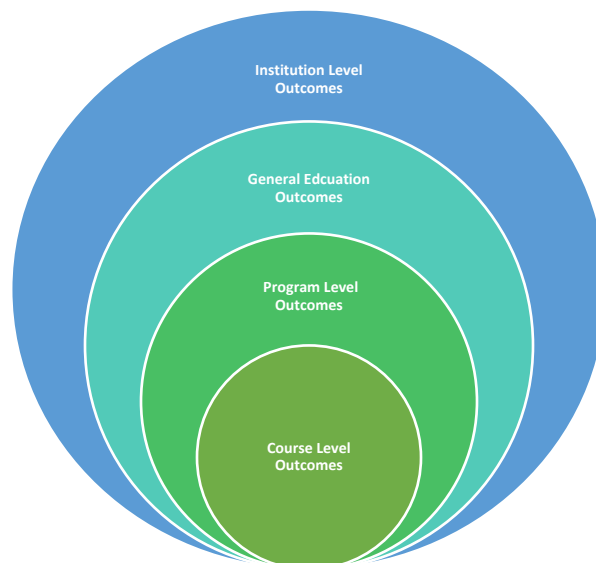
Shawnee Community College (SCC) is committed to assessment for continuous improvement of student learning, teaching strategies and program offerings. The assessment process allows for exploring methods to continually improve student learning, course design, the effectiveness of programs, and overall teaching and learning. Assessment provides the means for transformative learning by providing relevant, clear, and timely feedback to students and other stakeholders.

The SCC Student Academic Assessment Action Plan provides a comprehensive outline of the college assessment process and procedures and reflects the collaborative work of faculty, administrators, and staff. It represents the orderly collection, examination, interpretation, and documentation of student learning and changes in teaching strategies and curriculum guides.

At the institution level, SCC's Mission, Core Values, and Strategic Plan goals support assessment of student learning as a fundamental part of the commitment to provide sustainability for our district (Current Board Policy: 8170), thus emphasizing the importance of effectively implementing this plan to support strategic institution level planning and decision-making.

The Student Academic Assessment Committee (SAAC) routinely updates the plan to promote continuous quality improvement to course design, program effectiveness, relevant co-curricular services offered, and overall teaching and learning, as well alignment to the institution's assessment framework and policies (Figure 1.).

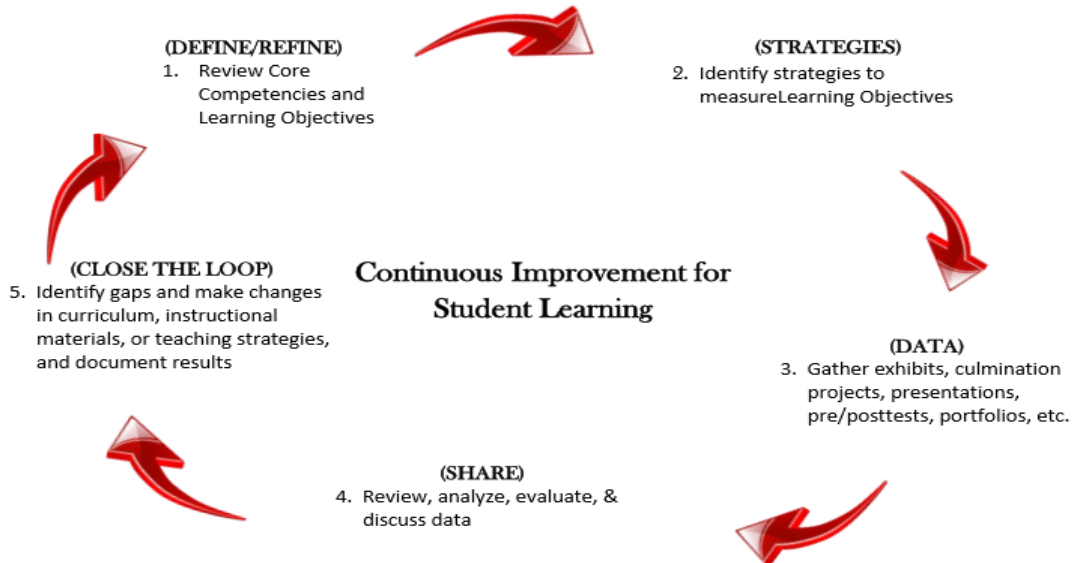
*Figure 1. Integration of SCC Outcomes*





SCC views assessment as an ongoing, interactive process used to modify programs, as necessary, and to promote continuous quality improvement of the services the college offers to students (Figure 2).

Figure 2. Continuous Improvement for Student Learning



SCC's academic assessment process is aligned to the Shawnee Community College Effectiveness System (SCCES) and provides evidence that (**Strategic Plan 4.1.C**):

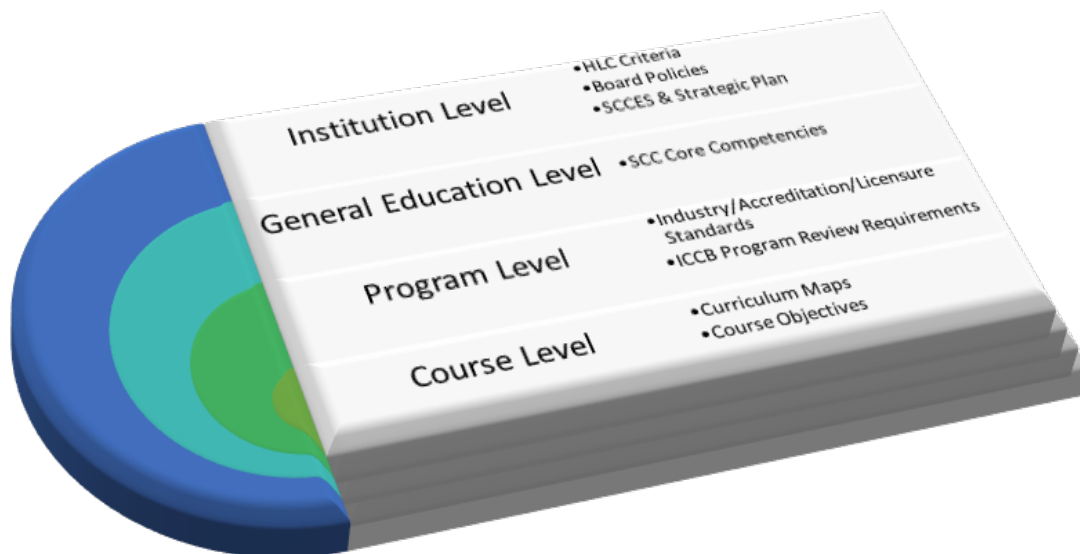
- Learning objectives are observable and measurable;
- Curriculum alignment provides the opportunity for students to achieve these objectives because the curriculum is driven by intended learning outcomes and assessment evidence;
- A variety of instructional strategies is utilized to promote student engagement and contribute to student learning;
- Successful program completion provides students with the requisite skills for goal completion.
- Employee engagement is priority in increasing student learning and obtaining desired institutional outcomes.



The SAAC mission is to promote excellence in teaching and student learning through the following (Figure 3):

- Reviewing and updating the Student Academic Assessment Action Plan;
- Ensuring courses follow curriculum maps and meet course objectives;
- Ensuring programs address the required industry, accreditation, and licensing standards;
- Ensuring the general education core competencies are intentionally interwoven throughout SCC programming.
- Ensuring alignment of academic assessment processes and procedures for general education, programs, and courses with the Board of Trustees Policy Manual, the institutional effectiveness model, *SCCES*, and the SCC Strategic Plan. In doing so, the SAAC can feel confident in the resulting evidence required for accreditation with the Higher Learning Commission (HLC) (**Strategic Plan 4.1.C**).

*Figure 3. Standards and Accountability Measures at Each Level*





## Performance Area: General Education

SCC developed essential Core Competencies after conversations with faculty, students, and area employers of SCC graduates during advisory council meetings and are evaluated yearly for relevancy. The core competencies represent the identified qualities that students need to succeed after leaving SCC, whether they complete a degree or certificate for employment, complete an AA/AS degree for transfer to a four-year institution, or obtain continuing education credit and are as follows: (**Strategic Plan 4.2.A.**).

- Communication-Oral
- Communication-Written
- Global and Cultural Awareness
- Personal Growth and Responsibility
- Problem-Solving
- Research and Information Literacy
- Rubrics were created for each Core Competency

Rubrics were created for each Core Competency defining the levels of instruction (Exemplary, Acceptable, Developing, and Below Expectations). Courses were mapped to the Core Competencies in the student academic assessment software, WEAVE, to ensure alignment and coverage of all competencies at all levels of instruction and in all programs. Faculty complete and submit the Core Competency Assessment Form (CCAF) for the competencies for which their course is aligned so data can be gathered and analyzed, informing the continuous improvement process.

### College Performance

#### ***Key Performance Indicator: Area 6: Academic Success- Core Competency Outcomes***

##### *Percentage of Core Competency Outcome Benchmarks Targets Met*

The target for each Core Competency is 80% of students assessed will be at the “Acceptable” and “Exemplary” levels for each rubric element. As can be seen in the charts provided below for each Core Competency, the following strengths are noted:

- Global and Cultural Awareness and Personal Growth and Responsibility have the highest percentages of students at the Acceptable and Exemplary levels;
- Rubric element *Fosters Constructive Group Climate* in the Personal Growth and Responsibility rubric has the highest reported percentage of students at the Acceptable and Exemplary levels



The following areas for improvement are noted:

- Rubric element *Sources and Evidence* in the Written Communication rubric is below 80% in all three of the last semesters;
- Rubric element *Supporting Material* in the Oral Communication rubric is below 80% in all three of the last semesters;
- The Research and Information Literacy Core Competency seems to be one of the more difficult for students as all elements of the rubric are below 80% with the exception of *Access and Use Information Ethically and Legally* in all three semesters reported;
- The Problem-Solving Core Competency seems to be one of the more difficult for students as two of the three rubric elements, *Propose Solution* and *Implement Solution*, are below 80% in all three semesters reported.

*Percentage of sections offered that have evidence of core competency attainment*

The target for each Core Competency is 80% of sections for the courses aligned to that competency will assess their students, complete the CCAF, and submit it in WEAVE for the SAAC to gather and analyze. As can be seen in the charts provided below for each Core Competency, the following strengths are noted:

- Written Communication and Problem-Solving have consistently high numbers of sections with evidence of core competency attainment, even though they each dipped just below the 80% target in the Spring 2021 semester;
- Although Personal Growth and Responsibility is well below the 80% target, the number of sections has increased from 7% in the summer to 34% in the fall and 25% in the spring.

The following areas for improvement are noted:

- Personal Growth and Responsibility is the competency with the lowest percentage of sections submitted in all three semesters;
- Oral communication and Global and Cultural Awareness are consistently well below the 80% target all three semesters;
- Research and Information Literacy was below the 80% target two of the three semesters.



SHAWNEE COMMUNITY COLLEGE  
FY21 Core Competency Assessment Results  
**WRITTEN COMMUNICATION**

	SUMMER 2020		FALL 2020		SPRING 2021	
	Total Submitted	Percentage (total submitted)	Total Submitted	Percentage (total submitted)	Total Submitted	Percentage (total submitted)
Courses Mapped	21	70%	27	54%	42	58%
Courses Sections	28	84%	40	80%	66	73%
Students	125	78%	260	86%	340	79%
Full-Time Instructors	12	33%	22	61%	26	72%
Adjunct Instructors	10	31%	14	39%	19	42%
Co-Curricular Programs			6	40%	8	80%

**WRITTEN COMMUNICATION STUDENT PROFICIENCY**

Criteria	Exemplary	Acceptable	SUMMER 2020	FALL 2020	SPRING 2021
<b>Content of Purpose for Writing</b>	Demonstrates <u>thorough</u> understanding of context, audience, and purpose.	Demonstrates <u>adequate</u> consideration of context, audience, and purpose.	80%	78%	87%
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to <u>illustrate mastery of subject</u> , conveying the writer's understanding and shaping of the document.	Uses appropriate, relevant, and compelling content to <u>explore ideas within the content</u> of the subject while shaping the document	87%	73%	84%
<b>Syntax and Mechanics</b>	Uses English language <u>skillfully communicating</u> meaning to readers with clarity and fluency, and is error-free.	Uses standard English language that <u>generally conveys meaning</u> to readers with clarity with few errors (less than five).	77%	79%	85%
<b>Sources and Evidence</b>	Demonstrates <u>skillful</u> use of high quality, credible, relevant sources to develop ideas that are appropriate for the assigned task(s)	Demonstrates <u>consistent</u> use of credible, relevant sources to develop ideas that are appropriate for the assigned task(s)	76%	71%	74%



SHAWNEE COMMUNITY COLLEGE  
FY21 Core Competency Assessment Results  
**ORAL COMMUNICATION**

	SUMMER 2020		FALL 2020		SPRING 2021	
	Total Submitted	Percentage (total submitted)	Total Submitted	Percentage (total submitted)	Total Submitted	Percentage (total submitted)
Courses Mapped	6	20%	8	15%	18	20%
Courses Sections	6	20%	14	28%	27	30%
Students	45	30%	170	14%	212	22%
Full-Time Instructors	2	12%	6	30%	10	34%
Adjunct Instructors	2	20%	2	20%	6	30%
Co-Curricular Programs			4	50%	6	60%

**ORAL COMMUNICATION STUDENT PROFICIENCY**

Criteria	Exemplary	Acceptable	SUMMER 2020	FALL 2020	SPRING 2021
Central Message	Central message is <u>compelling</u> (precisely stated, appropriately repeated, memorable, and strongly supported)	Central message is <u>clear</u> and consistent with supporting materials	81%	76%	84%
Organization	Organization pattern (introduction, conclusion, sequenced material within body and transition) makes the content of the presentation <u>cohesive</u>	Organization pattern (introduction, conclusion, sequenced material within body and transition) is evident in presentation	78%	80%	80%
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation <u>compelling and polished</u>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation <u>interesting</u>	83%	78%	81%
Language	Language choices are <u>imaginative, memorable, compelling</u> and enhance the effectiveness of the presentation	Language choices are <u>thoughtful</u> and generally support the effectiveness of the presentation	79%	78%	82%
Supporting Material	Variety of supporting materials <u>significantly supporting</u> presentation and provides creditability to presenter	<u>Evidence</u> of supporting materials which sustain presentation and establishes presenter's authority on topic	72%	76%	78%





SHAWNEE COMMUNITY COLLEGE  
 FY21 Core Competency Assessment Results  
**RESEARCH AND INFORMATION LITERACY**

	SUMMER 2020		FALL 2020		SPRING 2021	
	Total Submitted	Percentage (total submitted)	Total Submitted	Percentage (total submitted)	Total Submitted	Percentage (total submitted)
Courses Mapped	21	70%	29	58%	45	50%
Courses Sections	24	80%	31	62%	49	55%
Students	192	80%	248	71%	392	65%
Full-Time Instructors	12	33%	24	67%	25	69%
Adjunct Instructors	11	48%	16	40%	17	53%
Co-Curricular Programs			4	40%	5	50%

**RESEARCH AND INFORMATION LITERACY STUDENT PROFICIENCY**

Criteria	Exemplary	Acceptable	SUMMER 2020	FALL 2020	SPRING 2021
<b>Determine Extent of Information Needed</b>	Provides a <u>clear</u> definition of the scope to the research question, thesis, or problem	Defines the scope to the research question, thesis, or problem	74%	72%	78%
<b>Evaluate Information and Its Sources</b>	<u>Systematically</u> and methodically analyzes own and multiple others' assumptions, evaluating relevance of contexts when presenting position	Identifies own and multiple others' assumptions and relevant contexts when presenting position	70%	71%	71%
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes, and synthesizes information to achieve a specific purpose with clarity and depth	Communicates, organizes, and synthesizes information so intended purpose is achieved; <u>lacks clarity in depth</u>	74%	76%	75%
<b>Access and Use Information Ethically and Legally</b>	Provides complete citations in correct format.	Provides complete citations, but in incorrect format	79%	81%	80%



SHAWNEE COMMUNITY COLLEGE  
 FY21 Core Competency Assessment Results  
**PROBLEM SOLVING**

	SUMMER 2020		FALL 2020		SPRING 2021	
	Total Submitted	Percentage (total submitted)	Total Submitted	Percentage (total submitted)	Total Submitted	Percentage (total submitted)
Courses Mapped	24	80%	37	74%	61	68%
Courses Sections	30	100%	41	82%	66	73%
Students	120	80%	304	76%	329	83%
Full-Time Instructors	21	88%	31	86%	32	89%
Adjunct Instructors	9	30%	19	38%	16	20%
Co-Curricular Programs	2	20%	8	80%	9	90%

**PROBLEM SOLVING STUDENT PROFICIENCY**

Criteria	Exemplary	Acceptable	SUMMER 2020	FALL 2020	SPRING 2021
<b>Identify Problem</b>	Construct a <u>clear</u> problem statement.	Construct a problem statement	81%	85%	89%
<b>Propose Solution</b>	Propose <u>more than one complete</u> solution.	Propose a <u>complete</u> solution.	77%	75%	78%
<b>Implement Solution</b>	Implements solution in effective manner.	Implements solution.	76%	77%	79%



SHAWNEE COMMUNITY COLLEGE  
 FY21 Core Competency Assessment Results  
**GLOBAL AND CULTURAL AWARENESS**

	SUMMER 2020		FALL 2020		SPRING 2021	
	Total Submitted	Percentage (total submitted)	Total Submitted	Percentage (total submitted)	Total Submitted	Percentage (total submitted)
Courses Mapped	4	13%	12	24%	21	23%
Courses Sections	4	25%	17	34%	30	33%
Students	32	21%	175	70%	191	42%
Full-Time Instructors	6	60%	22	67%	24	67%
Adjunct Instructors	4	34%	11	33%	10	31%
Co-Curricular Programs			4	40%	6	60%

**GLOBAL AND CULTURAL AWARENESS STUDENT PROFICIENCY**

Criteria	Exemplary	Acceptable	SUMMER 2020	FALL 2020	SPRING 2021
<b>Identifies and explains the ways in which individuals, groups, and institutions influence society.</b>	Draws from external sources the factors that bring change to society, and the way individuals and groups have been instrumental in bringing about change.	Draws from information given and own experiences the factors that bring change to society, and the way individuals and groups have been instrumental in bringing about change.	77%	84%	89%
<b>Comprehends the need for inclusion of socio-economic, political and social dynamics of world cultures.</b>	Demonstrates inclusion of socio-economic, political and social events to changes in world culture.	Discusses inclusion of socio-economic, political and social events that influence world culture.	80%	81%	88%
<b>Identifies the impact of stereotypes and myths.</b>	Creates ways/methods to dispel stereotypes and myths.	Identifies effects of stereotypes and myths on society.	81%	87%	79%
<b>Participation in the global society.</b>	Makes decisions based upon information gathered from practices in other nations.	Recognizes the direct impact of other nations on one's own social, political, and economic life.	77%	82%	90%



SHAWNEE COMMUNITY COLLEGE  
 FY21 Core Competency Assessment Results  
**PERSONAL GROWTH AND RESPONSIBILITY**

	SUMMER 2020		FALL 2020		SPRING 2021	
	Total Submitted	Percentage (total submitted)	Total Submitted	Percentage (total submitted)	Total Submitted	Percentage (total submitted)
Courses Mapped	2	7%	10	20%	18	20%
Courses Sections	2	7%	17	34%	23	25%
Students	22	15%	29	12%	57	14%
Full-Time Instructors	1	33%	19	54%	21	58%
Adjunct Instructors	2	50%	11	36%	9	30%
Co-Curricular Programs	2	20%	7	70%	9	90%

**PERSONAL GOWTH AND RESPONSIBILITY STUDENT PROFICIENCY**

Criteria	Exemplary	Acceptable	SUMMER 2020	FALL 2020	SPRING 2021
<b>Initiative</b>	Connects services from the identified program to self-directed learning.	Makes use of services to enhance self-directed learning.	90%	88%	92%
<b>Fosters Constructive Group Climate</b>	Motivates group by expressing confidence in the group's ability and assisting with accomplishing identified task.	Aids the group in accomplishing identified task.	92%	91%	96%
<b>Responds to Conflict</b>	Addresses conflict directly and constructively to strengthen effectiveness of group to accomplish identified task.	Identifies and acknowledges presence of conflict while staying engaged in accomplishing identified task.	88%	92%	89%
<b>Participation in the global society.</b>	Makes decisions based upon information gathered from practices in other nations.	Recognizes the direct impact of other nations on one's own social, political, and economic life.	87%	86%	87%



## ***Key Performance Indicator: Area 9: Employment Readiness- Employer Satisfaction***

### *Graduate Demonstration of Core Competencies*

SCC is currently is not collecting data from graduates' employers.

### Analysis

#### *Students' Demonstrated Performance of Core Competencies:*

- SCC students demonstrate high levels of performance in Global and Cultural Awareness and Personal Growth and Responsibility, with the greatest percentage of students demonstrating acceptable and exemplary performance in fostering constructive group climates by expressing confidence in the group's abilities and assisting with the accomplishment of the group's identified tasks.
- SCC students seem to perform lower in the higher-level functions of written and oral communication: using high quality, credible sources to develop their written ideas and using a variety of supporting materials in presentations to establish their credibility.
- While SCC students can identify and clearly state problems, they still perform lower in the higher-level functions of problem-solving, which are proposing one or more complete solutions and implementing those solutions in an effective manner.
- Overall, SCC students are still developing their research and information literacy skills.

#### *Sections' Evidence of Core Competency Attainment:*

- The completion and submission of CCAFs is inconsistent across the Core Competency rubrics. While some rubrics have high completion percentages, others are quite low. It is unclear whether the Core Competency rubrics are not completed in these sections or whether the rubrics are completed and the CCAF is not completed and submitted as evidence of that.

#### *Employers' Satisfaction with Graduates' Performance of Core Competencies:*

- This information is not currently collected. Therefore, SCC cannot be sure if graduates can generalize their core competency skills to the workplace or if adjustments are necessary to the core competencies and the associated rubrics.



## Recommendations for the General Education Core Competencies:

As a result of the data collection and analysis, the following recommendations are made regarding SCC Core Competency Objectives:

- Increase the percentage of courses mapped to the competencies to at least 80% (**Strategic Plan 4.2.A.**).
- Re-visit the CCAF process with faculty (**Strategic Plan 4.2.A.**).
- Increase co-curricular involvement with competencies data collection (**Strategic Plan 3.1.D., 4.2.A.**).
- Discuss and implement strategies to increase students' proficiency in proposing and implementing solutions to problems (**Strategic Plan 3.1.D., 4.2.A.**).
- Discuss and implement strategies to increase students' proficiency with research and information literacy (**Strategic Plan 3.1.D., 4.2.A.**).
- Work with Institutional Effectiveness and Career Services to implement Employer Satisfaction survey (**Strategic Plan 1.2.O, 4.2.A., 4.5.C.**).

### Performance Area: CTE and Academic Programs

The assessment process at the program level is affected by the program mission statement and results of course level student learning objectives. Programs develop a detailed assessment plan using the Continuous Quality Improvement (CQI) Form (**Strategic Plan 1.2.O, 4.2.B., 4.2.C.**).

The SAA plan requires programs to evaluate their missions on an annual basis to determine relevance and alignment with institution level outcomes, as well as their respective accreditation, industry, and /or licensing standards, and published program information in the current catalog. Information gained from advisory meetings, community forums, transfer universities' curriculum updates, as well as Shawnee Community College's faculty and Office of Institutional Effectiveness, is considered when making program updates.

This annual review should inform the ICCB 5-year program review. In turn, programs incorporate the feedback from the ICCB 5-year program review while completing their CQI annually.

For this performance area, all data available is analyzed together. Strengths and areas for improvement are provided at the end of this section after all data is considered.



## College Performance

### ***Key Performance Indicator: Area 6: Academic Success- Student Learning Outcomes***

Note: For this section, it is important to note that SICCM and “less than one year” certificate programs are not required to have an assessment plan or to participate in SCC annual program assessment cycle. Therefore, they are not included in the data that follow.

#### *Percentage of student learning outcome benchmark targets met*

For FY21, 41% (16/39) of programs identified by the SAAC as requiring an assessment plan reported meeting their student learning outcome benchmarks.

<i>Percentage of student learning outcome benchmark targets met</i>	16/39= 41%
Accounting	
ADN	
Agriculture	
Automotive	
Business Management	
Computer Systems	
Cosmetology	
CNA	
Criminal Justice	
Fish and Wildlife	
Medical Coding	
Medical Office Assistant	
PN	
Transfer (AA/AS)	
Truck Driving	
Welding	

100% of co-curriculars identified by the SAAC as requiring an assessment plan reported meeting their student learning outcome benchmarks.

<i>Percentage of student learning outcome benchmark targets met</i>	7/7= 100%
Ambassadors	
Cosmetology Club	
History Club	
Phi Beta Lambda	
Phi Theta Kappa	
Scholastic Bowl	
Student Senate	



*Percentage of program outcome benchmark targets met*

For FY21, 59% (23/39) of programs identified by the SAAC as requiring an assessment plan reported meeting their program outcome benchmarks.

<i>Percentage of program outcome benchmark targets met</i>		23/39= 59%
<i>Percentage of program outcome benchmark targets met</i>	Accounting	Fish and Wildlife
	ADN	IT
	Agriculture	Learning Resource Center
	Automotive	Medical Coding
	Business Management	Medical Office Assistant
	Business Office	PN
	CNA	Security
	Computer Systems	Student Success Center
	Cosmetology	Transfer (AA/AS)
	Criminal Justice	Truck Driving
	Extension Centers (all)	Welding
	Financial Aid	

100% of co-curriculars identified by the SAAC as requiring an assessment plan reported meeting their program outcome benchmarks.

<i>Percentage of program outcome benchmark targets met</i>		7/7= 100%
<i>Percentage of program outcome benchmark targets met</i>	Ambassadors	
	Cosmetology Club	
	History Club	
	Phi Beta Lambda	
	Phi Theta Kappa	
	Scholastic Bowl	
	Student Senate	

*Percentage of CTE programs with program assessment plans (\*does not include SICCM or "less than one year" certificate programs)*

<i>Percentage of CTE programs with program assessment plans</i>		15/35= 43%
<i>Percentage of CTE programs with program assessment plans</i>	Accounting	
	ADN	
	Agriculture	
	Automotive	
	Business Management	
	CNA	
	Computer Systems	
	Cosmetology	
	Criminal Justice	
	Fish and Wildlife	
	Medical Coding	
	Medical Office Assistant	
	PN	
	Truck Driving	
	Welding	





*Percentage of programs completing the annual program assessment cycle*

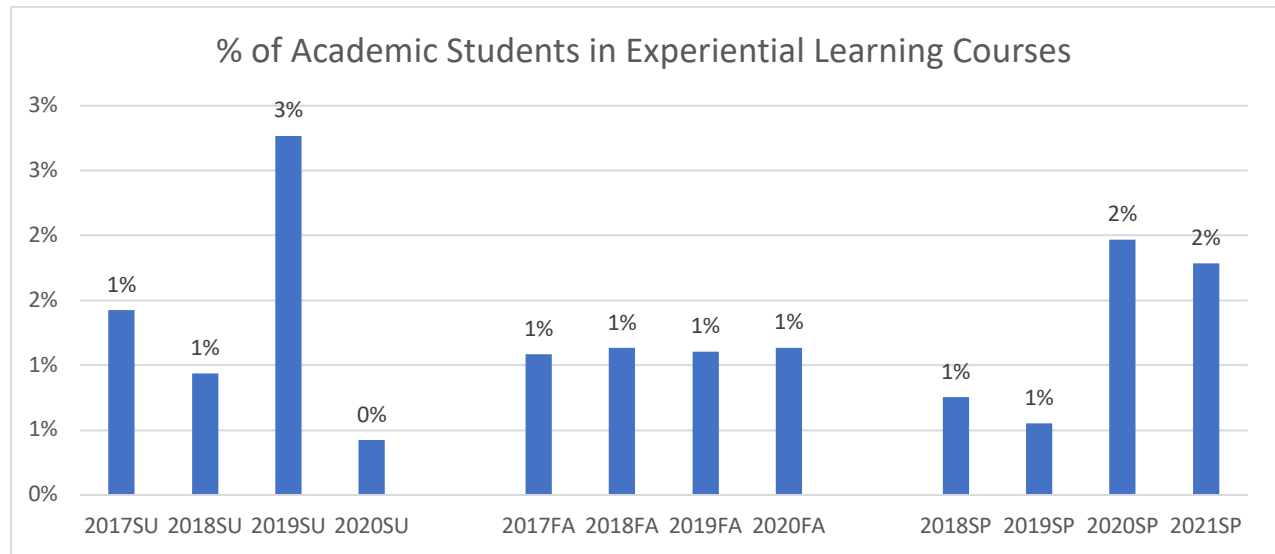
For FY21, the percentage of programs identified by the SAAC as requiring an assessment plan who have completed the annual SCC program assessment cycle is still being determined.

100% of co-curriculars identified by the SAAC as requiring an assessment plan have completed the annual SCC program assessment cycle.

<b>Percentage of programs completing the annual program assessment cycle</b>	<b>7/7= 100%</b>
<ul style="list-style-type: none"> <li>Ambassadors</li> <li>Cosmetology Club</li> <li>History Club</li> <li>Phi Beta Lambda</li> <li>Phi Theta Kappa</li> <li>Scholastic Bowl</li> <li>Student Senate</li> </ul>	

**Key Performance Indicator: Area 9: Experiential Learning (CTE Programs)**

*Percentage of students participating in a work-based learning course*



*Percentage of programs with a work-based learning requirement*



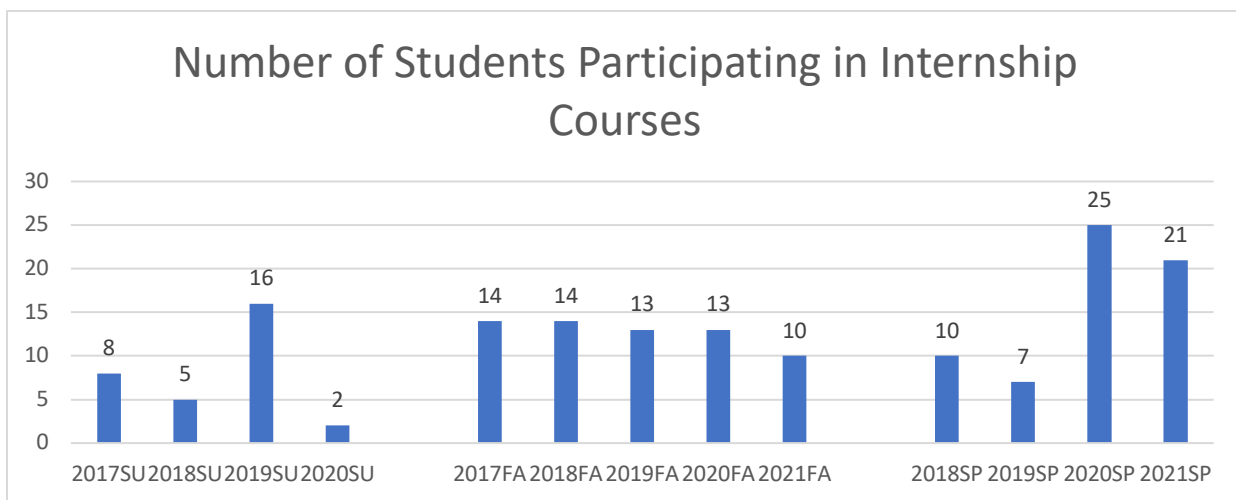
**AAS Programs with Experiential Learning Component**

**(9/48 programs, 18.75%)**

*Data Source: Dean of Academic Affairs, 5/18/21*

- ADN (Clinicals)
- Agriculture Business and Management (Internship)
- Business Management (Internship)
- Computer Systems and Security Specialist (Internship)
- Construction Management of Laborers (Internship)
- Criminal Justice (Internship)
- Fish and Wildlife Management (Internship)
- Information Processing Technology (Internship)
- Social Work (Internship)

*Number of students participating in internship courses/externship/cooperative education courses*



***Key Performance Indicator: Area 7: Completion (CTE Programs Only)-Graduation Rates***

*Percentage of degree/certificate-seeking students who completed a degree or certificate within three years of initial enrollment*

SCC currently does not collect this information.

*Goal achievement reported by students*

SCC currently does not collect this information.



## Key Performance Indicator: Area 7: Completion-Credentials Awarded

Number of certificates and transfer degrees awarded

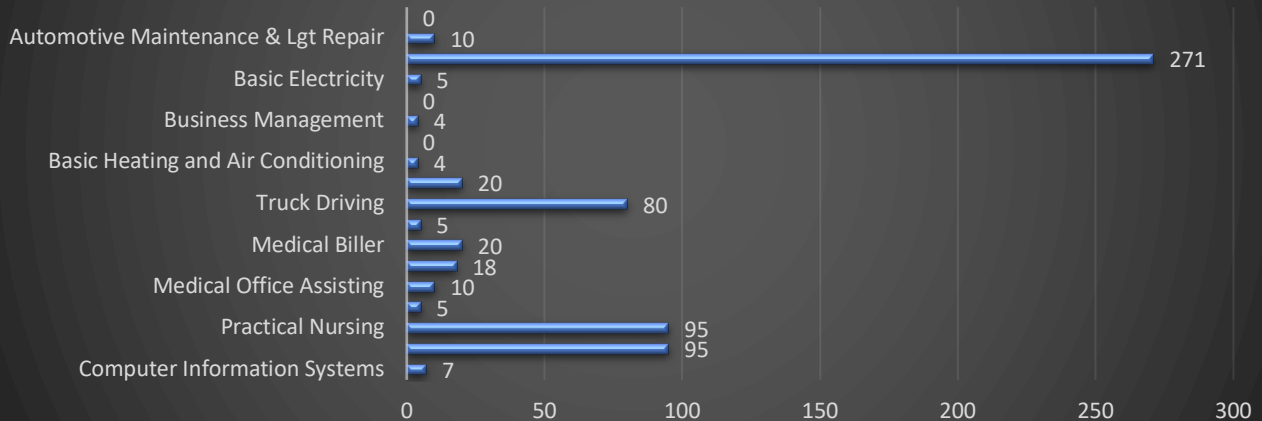
Completions by Curriculum	2015	2016	2017	2018	2019	2020	TOTALS
1101- Gerontology Aide	0	0	0	0	0	0	0
1115- Unmanned Aircraft Systems	0	0	0	0	0	0	0
1128- Nail Technology	0	0	0	0	3	0	3
2005- Construction Management	0	0	0	0	0	0	0
2100- Truck Driving	34	25	38	17	16	22	152
2102- Medical Office Assisting	1	3	4	3	3	2	16
2106- Auto Body	0	0	0	0	12	1	13
2119- Criminal Justice	1	3	1	3	3	6	17
2120- Criminal Justice	0	2	5	6	4	6	23
2123- Direct Support Provider	43	0	0	0	0	0	43
2126- Certified Nurse Assistant	99	83	86	102	69	42	481
2127- Practical Nursing	36	42	26	27	36	78	245
2139- Cosmetology	9	7	9	6	9	7	47
2141- Massage Therapy	2	3	2	0	2	2	11
2147- Combination Welding	8	11	7	5	8	2	41
2158- Automotive Technician Assistant	1	0	2	6	1	2	12
2161- Basic Electricity	2	0	5	0	9	0	16
2169- Cosmetology Instructor Training	0	0	1	2	1	1	5
2174- Medical Coder	8	6	10	2	4	9	39
2176- Medical Biller	9	7	9	4	7	7	43
2182- Internet & Computing Core Prep	0	0	0	0	1	1	2
2183- Microsoft Office Specialist Prep	0	0	2	0	2	1	5
2186- Automotive Maintenance & Lgt Repair	1	0	3	7	1	1	13
2192- Arc Welding	18	10	13	7	9	0	57
2193- Gas Welding	25	12	15	12	10	8	82
2194- Tig Welding	22	15	15	6	12	0	70
2195- Pipe Welding	15	9	15	4	9	2	54
2196- Mig Welding	11	15	7	15	14	4	66
2197- Diesel Technology	0	0	0	0	0	0	0
2201- Social & Human Support Services	1	0	2	1	1	1	6
2204- Medical Lab Technologist	3	0	2	3	1	0	9
2207- Administrative Assistant	1	0	0	0	1	2	4
2209- Information Processing (Tech Option)	0	0	0	0	0	0	0
2210- Business Management	0	1	1	2	0	1	5
2211- Accounting	1	0	1	4	0	0	6
2214- Agriculture	0	0	0	0	0	0	0
2215- Agriculture Business & Management	0	4	2	6	2	3	17
2216- Fish & Wildlife Management	1	2	2	3	1	1	10
2221- Computer Information Systems	2	2	2	3	0	2	11
2224- Medical Coding Specialist	2	3	10	3	6	2	26
2227- Associate Degree Nursing	29	27	39	29	36	10	170
2233- Basic Heating and Air Conditioning	0	0	0	4	0	0	4
2236- Heating/Ventilation/AC/Refrigeration	0	3	1	2	1	0	7
2237- Occupational Therapy Assistant	4	3	3	4	5	1	20
2256- Automotive Technology	1	1	0	2	1	2	7
5199- Surgical Technology	2	5	1	3	7	5	23



Completions by Curriculum	2015	2016	2017	2018	2019	2020	TOTALS
2126- Certified Nurse Assistant	99	83	86	102	69	42	481
2127- Practical Nursing	36	42	26	27	36	78	245
2227- Associate Degree Nursing	29	27	39	29	36	10	170
2100- Truck Driving	34	25	38	17	16	22	152
2193-Gas Welding	25	12	15	12	10	8	82
2194-Tig Welding	22	15	15	6	12	0	70
2196-Mig Welding	11	15	7	15	14	4	66
2192-Arc Welding	18	10	13	7	9	0	57
2195-Pipe Welding	15	9	15	4	9	2	54
2139- Cosmetology	9	7	9	6	9	7	47
2176- Medical Biller	9	7	9	4	7	7	43
2147- Combination Welding	8	11	7	5	8	2	41

Transfer Degree Completions	2015	2016	2017	2018	2019	2020	Totals
0090- Associate of Arts	160	138	114	131	123	129	795
0091- Associate of Science	65	64	45	55	64	54	347
0080- Associate of General Studies	18	24	29	20	31	57	179

## Total Graduating from High-Wage/High-Demand Programs in Last 5 Years





***Key Performance Indicator: Area 7: Completion- Completion Rate***

*Percentage of college-ready, degree seeking students completing within 6 years*

SCC currently does not collect this information.

*Average number of months from initial enrollment to completion of first credential (i.e., certificate or associate degree)*

SCC currently does not collect this information.

*Average number of credits earned from initial enrollment to completion of first credential (i.e., certificate or associate degree)*

SCC currently does not collect this information.

***Key Performance Indicator: Area 7: Completion- Persistence without a Credential***

*Percentage of students who have not completed a degree/certificate or transferred to a four-year institution within six years of first enrolling at SCC*

SCC currently does not collect this information.

***Key Performance Indicator: Area 8: Transfer Readiness/Success- Matriculation***

*Percentage of courses transferred as equivalent (Academic Disciplines only)*

SCC currently does not collect this information.

*Percentage of credits transferred as equivalent (Academic Disciplines only)*

SCC currently does not collect this information.

*Number of certificates and associate's degrees awarded (CTE Programs only)*

*\*See charts above in Key Performance Indicator: Area 7: Completion-Credentials Awarded*

***Key Performance Indicator: Area 8: Transfer Readiness/Success- Achievement/Performance***

*Student satisfaction w/ preparation for transfer*

SCC currently does not collect this information.



***Key Performance Indicator: Area 9: Employment Readiness- Employer Satisfaction***

*Graduate preparedness for job or career*

SCC currently does not collect this information.

*Graduate performance*

SCC currently does not collect this information.

Analysis

As can be seen in the data provided above, the following strengths are noted:

- 100% of co-curricular programs have completed their program assessment cycles and have met both their student learning and program outcome benchmark targets.
- A majority of programs have met their program outcome benchmark targets.
- Experiential learning opportunities are provided for several of our programs that lead to employment in high-demand, high-wage occupation areas: truck driving, nursing, business management, criminal justice, computer and information systems, and construction management.
- Of the top ten programs for completers in the past five years, several lead to employment in high-demand, high-wage occupation areas: truck driving, nursing, welding, and medical biller.

The following areas for improvement are noted:

- Several programs have either not met their student learning and/or program outcome benchmark targets or have not completed the program assessment cycle in order to determine whether they have met their targets.
- The number and percentage of students participating in experiential learning can be increased.
- Many of our active programs have few completers in the past 5 years.
- SCC has few completers in many of the high demand, high wage occupations.
- SCC is not tracking transfer students after graduation to determine if courses and credits transfer, if they enroll and/or complete at a 4-year institution, and if graduates are satisfied with their preparation.
- SCC is not tracking how long it takes students to complete their goals once admitted to the College.
- SCC is not surveying employers to assess graduates' preparedness and performance for the job.



## Recommendations for CTE and Academic Programs:

As a result of the data collection and analysis, the following recommendations are made regarding program level objectives:

- SAAC should work with the VP and Dean of Academic Affairs and Institutional Effectiveness to help programs refine program learning objectives and annual assessment review process (**Strategic Plan 1.2.O., 4.1.C., 4.2.B., 4.2.C., 4.2.D.**).
- All programs, including co-curriculars, should complete CQIs and follow through with findings (**Strategic Plan 4.1.C., 4.2.B., 4.2.C., 4.2.D.**).
- Programs should determine standards for each CTE program that are aligned with employer or national/state career cluster expectations (**Strategic Plan 1.2.O., 4.1.C, 4.2.B., 4.2.C.**).
- Programs should align measurements of achievement for Program Objectives to certification/licensure exams (**Strategic Plan 1.2.O., 4.1.C, 4.2.B., 4.2.C.**).
- Programs should analyze data and review/implement program adjustments as needed, incorporating Advisory Committee communications and ICCB review/feedback (**Strategic Plan 4.1.C.**).
- SCC should integrate experiential learning into all CTE programs (**Strategic Plan 1.2.O, 4.2.D.**).
- SAAC should work with Institutional Effectiveness and Career Services to implement Employer Satisfaction, Graduate, and Graduate Follow-Up surveys (**Strategic Plan 1.2.O., 3.1.C., 4.2.A., 4.5.C.**).
- Employees should work with the VP of Academic Affairs, Institutional Effectiveness, and IT on collecting and analyzing data for indicators currently unavailable, such as courses that transfer as equivalent and time to completion (**Strategic Plan 4.1.C, 4.2.B., 4.2.C.**).
- SAAC should discuss whether SICCM and “less than one year” certificate programs should be required to participate in annual assessment review (**Strategic Plan 4.1.C, 4.2.B.**).

## Student Academic Assessment Committee (SAAC) Recommendations

SAAC should do the following in FY22:

- Review and update Student Academic Assessment Plan to align to the Strategic Plan and *SCCES* (**Strategic Plan 4.1.C**);
- Update the Entity Tree for Assessment in order to accurately reflect our current programs;
- Analyze FY21 data collection for intervention proposals (**Strategic Plan 4.2.B., 4.2.C., 4.6.C.**);



- Hold WEAVE training sessions (Strategic Plan 4.1.C., 4.2.B., 4.2.C.);
- Discuss co-curricular assessment expansion (Strategic Plan 4.1.C.);
- Finalize Budget Requests based on Action Plans Resource(s) Requests (Strategic Plan 4.1.C., 4.2.A., 4.6.C.);
- Refine intervention proposals for FY21(Strategic Plan 4.1.C.);
- Begin planning process for FY22 (Strategic Plan 4.1.C.);
- Celebrate Program Assessment Achievements for FY21(Strategic Plan 3.5.E.)