



Outcomes Assessment Annual Report

2021-2022

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Part 1: Assessment Submission Statistics

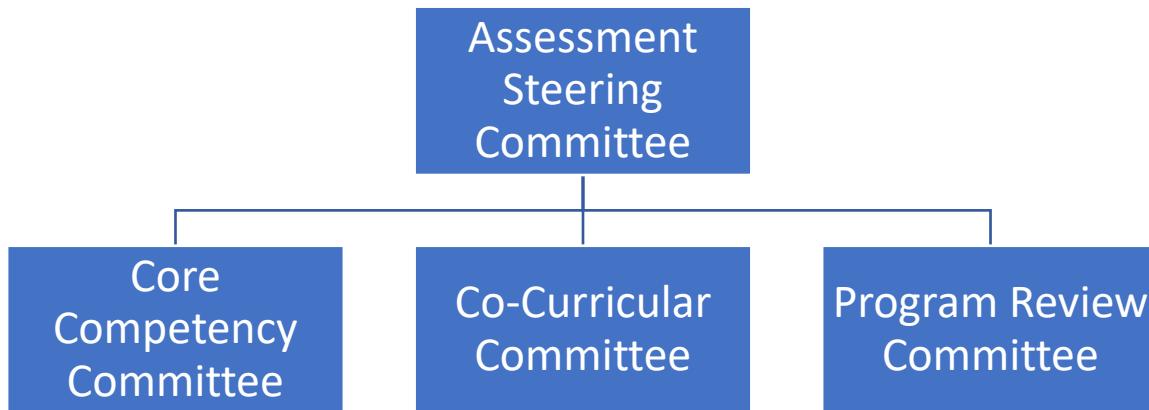
Many changes took place during the 2021-2022 academic year. Disciplines, Programs, and Co-Curricular areas remained active in their participation with Outcomes Assessment processes and initiatives. Below is a summary of the general activities. Note: The elements being reported in the table below differ from previous OA annual reports due to changes made to streamline assessment processes. Moving forward, data for each year will be added to the table.

Assessment Activities	2021-2022
Curriculum Map (instructional) (mission statement, discipline/program outcomes, and core competency map). This document also serves as the OA timeline.	83/84 (98.8%) maps submitted and updated
Core Competency Assessment	
Written Communication Results	1.77/3.0, n=112
ICCB 5-year Review	Total reviews submitted for peer-to-peer feedback=21^
Lowest Score*	51.56%
Highest Score*	98.56%
Average Score*	85.58%
Number of reviews meeting threshold (>=80% score) *	18/21 (85.71%)
Notes: ^=24 total reviews were completed for the 2021-2022 year but 3 were submitted after peer-to-peer feedback had been provided *=from rubric completed by a Program Review Committee sub team	

Part 2: Outcomes Assessment (OA) Committee Updates

Committee Structure

During Summer 2021, plans were made to restructure the OA Committee makeup in hopes of becoming more streamlined. A representation of the structure is shown below. Additional detail on each committee can be found later in this section.



Committee Responsibilities, Membership, and Accomplishments

The Outcomes Assessment (OA) assessment committees have been very busy this year. The fall kicked off with having all committees develop and approve a charter. The charter serves as a guide as to each committee's purpose, responsibilities, and membership makeup. In addition to approving the charters, each committee accomplished a great deal as detailed in the paragraphs below.

Assessment Steering Committee (ASC)

The Assessment Steering Committee (ASC) is the overarching assessment committee made up of representatives from instructional administration, faculty members, student services, institutional research, training and development, and information technology. The ASC will coordinate assessment activities to enhance student learning, program/discipline assessment, institutional assessment, program/discipline reviews for state recognition and institutional accreditation expectations all in the spirit of continuous improvement. This committee guides the college-wide assessment efforts by establishing policies, procedures, and various Outcomes Assessment (OA) documents. Committee members will work closely with other committees to ensure the loop for assessment is being closed, continually monitored and progressed including promoting professional development opportunities for faculty and staff related to OA.

Highlights of their accomplishments include

- Approving the updated Outcomes Assessment handbook
- Providing feedback on 5-year ICCB review rubrics as well as annual templates and rubrics
- Reviewing rubrics brought forward by the Core Competency Committee and providing feedback
- Setting minimum expectations for program/discipline assessment at one outcome assessed and reported on each year

Core Competency Committee

The Core Competency Committee is made up of representatives from across the instructional divisions with a bulk of the members being faculty. This committee plays the important role of assessing core competencies or those skills the college feels are essential for graduates to have upon degree completion. Other duties include reviewing and revising the core competencies, creating and vetting rubrics, reviewing faculty submissions, and reporting out results related to the core competencies. Based upon assessment results, this committee may also have the opportunity to discuss, norm, vet assessment samples, rubrics, and provide training.

Members of the Core Competency Committee accomplished a great deal including

- Voting to keep the Core Competencies the same. Work has been ongoing to integrate the previous work completed related to information literacy.
- Updating the Core Competency poster with new pictures and updated language
- A bulk of the committee's time has been spent updating the Core Competency rubrics to make them more generalized so application across instructional areas can be better accomplished. The Critical Thinking, Quantitative Literacy, and Computer Literacy rubrics are being piloted during the Summer 2022 semester by committee members.

Co-Curricular Committee

As part of a comprehensive learning experience at the college, many programs or groups provide activities such as pre-professional organizations, student organizations and national competitions to engage students in a variety of learning experiences. Many of the non-instructional departments at the college support and assess student learning. The Co-Curricular Committee plays an important role in facilitating co-curricular assessment efforts at the college from establishing assessment expectations, creating and vetting rubrics, analyzing results, reporting out findings, and using data to promote continuous improvement initiatives.

Accomplishments for the Co-Curricular Committee including

- Approving a new map template which mimics the setup of the one used for instructional curriculum maps. Each Co-Curricular area also created or updated their curriculum map content
- Providing feedback on the annual template and rubric
- Reviewing and discussing the 5-year ICCB template and rubric as well as expectations
- The Success Center and Adult Education piloted the annual review template and provided wonderful insight into how templates could be tweaked to become more user friendly

Program Review Committee

This committee plays a pivotal role in overseeing the program review processes. This is the largest of the assessment committees with 21 faculty members and a dean liaison. Faculty serving on this committee will assist other faculty by providing feedback as it relates to planning, implementing, analyzing, and reporting on their discipline/program assessments and overall action items for their Annual and 5-Year Program Reviews. The committee is also responsible for vetting rubrics and templates related to program review.

The Program Review Committee accomplished a great deal this year including

- Establishing processes for providing peer-to-peer feedback on ICCB 5-year reviews
- Developing processes for rolling out annual reviews starting in Fall 2022
- Providing feedback on 5-year review rubrics and helper documents as well as annual review rubrics and templates
- Committee sub teams provided feedback on the 5-year ICCB reviews submitted this year. This peer-to-peer feedback can be used by the review authors for continuous improvement.
- Surveys were given to review authors and sub team members for feedback on what worked with the process and opportunities for improvement. The results of these surveys are discussed in detail later in this document.

Part 2: OA Process Improvements

Curriculum Maps

OA worked with IT to develop a more streamlined process for creating and reviewing discipline and program curriculum maps. During Summer 2022, the Curriculum Map template combined the mission statement, discipline/program outcomes, core competency map, and timeline all into one document. During the 2021-2022 academic year, curriculum maps were updated under the leadership of chairs and coordinators. Maps were reviewed and approved by the OA Coordinator then approved by the Curriculum Committee as informational items. The map text was then entered into InfoShare in Fall 2022, faculty can pull up their map to review, modify, and submit them all within one area. A behind the scenes workflow will make it easier to manage the maps from draft to finalized status. Feedback from a small pilot of chairs/coordinators during the academic year provided helpful feedback which was integrated into the final product being unveiled during Fall 2022 Opening Week.

Master Syllabus Template

It is important to have consistency in communication of college policies across all syllabi. It is even more important to have uniformity across syllabi for class sections. OA and IT partnered again to develop a master syllabus template within InfoShare. College policies will automatically be included on each syllabus reducing the hassle and tedious nature of trying to keep individual syllabi up to date as policies change. To help ensure consistency across course sections and with the college catalog, certain sections of the syllabi will be locked down (unable to be changed). Locked down items will include aspects such as course name/number, credit hour breakdown, program SLOs, core competencies, course description, pre-requisites, and objectives. This adjustment will allow faculty to directly correlate course objectives to applicable program/discipline SLOs to demonstrate alignment with the program/discipline mission. An electronic copy of the Fall 2022 Master Syllabus template can be located on the OA InfoShare site which includes the updates occurring in the digital template. A pilot is planned for Fall 2022. Full implementation of this template is slated for Spring 2023.

Graduate Survey

There have been challenges in the past with capturing graduate survey information from both program and transfer students. This year, OA piloted the use of QR codes for students to use in accessing the surveys. Allied health and other programs included survey completion as a part of a class at the end of the semester or had students complete the survey prior to their pinning ceremony. While not perfect, this approach did increase the number of responses obtained. Staff were still on hand at graduation to encourage transfer students to complete the survey. Instead of a paper-based survey, students were asked to scan the survey QR code and complete the survey on their mobile devices. During the academic year 2022-2023, the graduate survey is being updated to be more inclusive for all students at the institutional level. Moving forward, the use of QR codes to access surveys will continue.

InfoShare Site Redesign

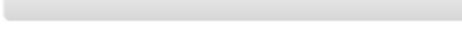
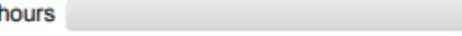
With the abundance of changes happening over the year in terms of committee structure, processes, and procedures, it was important to ensure the OA InfoShare site reflects these changes. Work is currently ongoing with IT to redesign the InfoShare site for Outcomes Assessment. This redesign will greatly improve transparency allowing assessment committee members and non-members to access general OA items such as the handbook as well as committee materials such as charters, meeting packets, and minutes. This redesign will also introduce functionality to support the work of the HLC Instruction Sub-committee where HLC evidence can be uploaded and associated with appropriate HLC criterion. As preparation continues for SWIC's upcoming HLC visit in 2024, functionality is also being built in to allow for sharing of training materials and resources. Eventually, the final stage of redesign would include a more automated process for submission, review, and feedback of the annual and 5-year ICCB reviews through InfoShare.

Part 3: Using Assessment for Continuous Improvement

Program Review Modifications

Once finalized 5-year ICCB reviews were submitted at the end of the Spring 2022 semester, two main activities took place in the summer. First, each divisional dean received copies of reviews and rubric feedback for their area to assist the chair/coordinator in setting up an action plan for continuous improvement. Second, reviews were analyzed as a larger group to find common trends. The trends are shown below and were also communicated to the deans and CAO.

After completion of the 5-year program review cycle, the authors of the reviews as well as the reviewers were sent a survey to provide insight into what worked well and aspects for improvement related to the review process. To keep this report as succinct as possible, only a sampling of questions and responses are shown below.

Feedback Summary—Program Review Authors		
Eight out of sixteen authors responded to the survey.		
Did you take advantage of checkpoint or rough draft review opportunities with the OA Coordinator?		
a. Yes		100% n=8 av.=1 dev.=0
b. No		0%
When do you think training should occur?		
a. End of the fall semester		62.5% n=8 av.=1.38 dev.=0.52
b. Beginning of the spring semester		37.5%
How long did it take you to write the 5-year review?		
a. 1-3 hours		0% n=8 av.=3.25 dev.=0.89
b. 4-6 hours		25%
c. 7-9 hours		25%
d. More than 9 hours		50%
What worked well with the 5-year ICCB training and review process?		
<ul style="list-style-type: none">• Being provided with templates and aggregated data to assist with the completion of the documentation was helpful.• Just having the training was helpful. Most helpful was the helper document and the sample.• Meeting one on one with Stephanie Klie• Meetings were well coordinated and schedule well in advance. Help and answers to questions were always available.• Stephanie and Jeff gave good assistance during the process.• Stephanie did a fantastic job of preparing us for the process as well as walking us through it as it was ongoing. The initial training meeting was extremely helpful as was the accompanying document that provided guidance on how to answer the questions (as well as answers to some of the questions). Her follow-up also prompted me to work on the project and enabled me to ask questions, get feedback, and complete it on time.• The one-on-one answering questions. Having the parts that could be filled out by SWIC filled out.• The sample template, working one on one with Stephanie, statistics already available (mostly)		
What are some opportunities for improvement related to the 5-year ICCB training and review process?		
<ul style="list-style-type: none">• Completing this in my first year as Coordinator (and employee here) was challenging, but fortunately my predecessor had left good information and I was able to obtain additional information from other sources. Had that not been the case, it would have been impossible for me to complete this.• Meetings should be held in person, on line limits most of the ability to communicate with others.		

- Probably more one on one with OA coordinator. The review was frustrating as I wasn't sure many had even done a program review before. I would think only those that had submitted them and evaluated them for ICCB would be appropriate to review these.
- Some of the questions appeared to be repetitive and involved providing the same or very similar responses to multiple questions.
- The questions being asked need work. They are overly general and often unclear. For at least half the questions I found myself confused about what was being asked. Some questions were impossible to answer because they were so vague. Also, questions should contain links to document being referenced such as "Index of Need"
- The training with the spreadsheet could be tweaked a bit to make a bit more sense of the data. Again, some of this data could already be collaborated for us such diversity / gender / race formulas for SWIC, district and so forth could already be done to make it easier.

Below is a sampling of questions from the survey provided to the Program Review Committee Members (the reviewers).

Feedback Summary—Program Review Reviewers			
Thirteen out of nineteen reviewers participated in the survey.			
How many hours did you invest between attending a norming session and providing feedback on the 5-year reviews?			
a. 1-3 hours	<input type="checkbox"/>	7.7%	n=13 av.=2.54 dev.=0.97
b. 4-6 hours	<input type="checkbox"/>	53.8%	
c. 7-9 hours	<input type="checkbox"/>	15.4%	
d. 10-12 hours	<input type="checkbox"/>	23.1%	
e. More than 12 hours	<input type="checkbox"/>	0%	
Did you participate in a norming session? If yes, what suggestions do you have for improving the process?			
a. Yes	<input type="checkbox"/>	84.6%	n=13 av.=1.15 dev.=0.38
b. No	<input type="checkbox"/>	15.4%	
Suggestions for improving the process (taken directly from surveys):			
<ul style="list-style-type: none"> • Continue to provide an example during a general meeting. That was helpful. • I like the Teams options because it was more flexible for scheduling. • I thought the process was efficient and went smoothly. • More prep time: I honestly did not have enough time to read all the material prior to the meeting, so felt behind during the process. • Nothing really, it just takes doing a couple of reviews to get the hang of it (and then going back and revising the first review as needed). It may have been helpful to assign the teams prior to the norming session so that we could have talked amongst ourselves first. Being aware of the types of disagreements we had may have made the session more productive. • Since some of us had no experience with doing the review process a basic lesson on reviews would have been beneficial before we began working with any templates. • The norming sessions should have been part of the regularly scheduled meetings. Both program and discipline reviews/rubrics need to be discussed. More time needed for the norming sessions and the 3 reviews took me MUCH longer than I anticipated and that was not even digging into the real "nuts and bolts" of the program. That's where knowing more about the program/discipline structure or background would have really helped, esp. the one that was being discontinued as I didn't realize that until the end of the rubric document. The ESL rubric document has "are appropriate" twice in the first row. 			

- We could choose one of the best 5-year reviews for an example to give to the rest of the program coordinators / dept. heads so that hopefully they follow best practices. It is much easier and faster to go through reviews where the questions are properly answered (short and to the point) versus those that have paragraph long explanations that don't really answer the questions

The table below includes the main trends mentioned across all of the 5-year reviews.

<u>Trends from FY 2022 5-year ICCB Reviews</u>
For Trends 1 and 2, groups that mentioned needing help in these areas were included in the first general bullet category and then if specific comments were included, those were added as well.
Trend #1: Need Assistance with Enrollment/Recruitment/Retention
<ul style="list-style-type: none"> • My program needs enrollment/recruitment help (almost all groups cited this as a need) • Needing help with retention was also mentioned several times • My area needs increased recruitment efforts to include non-traditional and Veterans • A challenge my program experiences is with Academic Advising providing the correct information to students. This could be addressed by developing working relationships with Advising to avoid miscommunication to students. A dedicated Academic Advisor could be helpful. • Time and resources are needed to develop recruitment opportunities for my discipline. Resources would include financial support for student and high school competitions as well as financial support to encourage adjunct participation in these activities/events • My discipline needs help with online class retention strategies/best practices for instruction • My area needs assistance with multiple measures and student placement because students can enroll online and bypass an advisor. A challenge experienced is balancing multiple measures while ensuring rigor required of IAI classes. We would welcome the opportunity to help shape the college's placement policy for our classes.
Trend #2: Need Assistance with Marketing
<ul style="list-style-type: none"> • My program needs help with targeted efforts to overcome traditional demographics (almost all groups mentioned this in some form or fashion) • My program needs help with marketing! I have more demand than graduates! • My program needs assistance of marketing the program to gain attention from industry partners and increase scholarship availability both locally & nationally • Lack of media available to generate additional program awareness/interest in career paths that lead to well compensated jobs (need materials for recruiting events and educational organizations)
Trend #3: Professional Development
<ul style="list-style-type: none"> • Additional funding is needed for Professional Development (PD) to cover continuing education requirements needed to stay licensed • Diversity/Equity training is required as part of the continuing education requirement for my professional license • Faculty development funds should be continued to support ongoing efforts of faculty to meet the ever-changing needs of the field • It would be helpful to have 1 or 2 dedicated faculty development days/evenings (compensated) in the middle of each semester as in the past in addition to Opening Week • Continuing PD is needed particularly with regard to helping faculty develop more effective strategies for improving the learning environment for students who have disabilities • PD needed to help faculty serve our students effectively and keep them engaged • Having funds for faculty (\$350/full-time instructor and \$200/adjunct instructor) is great but they are much lower (by about 50%) than they were a decade ago despite conference fees increasing
Trend #4: Need Technology Assistance/Resources
<ul style="list-style-type: none"> • Continued upgrades to software, equipment, and facility space will be needed to keep up to date with industry trends

- Continued funding for laboratory improvements to include software upgrades, the computer and networking resources to effectively run those packages
- Increase technology and gain funding to ensure the most up to date training materials and equipment are available for student training
- With the increase of technology requirements in classes, it is important for the institution to provide resources for students who do not have the technology at home (two reviews specifically mentioned this)
- Computers in BCMC 1350/1370 need to be updated; additional lab equipment will be needed to accommodate expected enrollment growth
- Significant improvements are needed in audio/visual at Granite City; having a classroom capable of supporting film screenings or other community events is needed to provide an experience similar to that at the Belleville campus

Other Items

- My program needs help with developing transfer opportunities
- My program needs assistance with exploring client relationships throughout the region
- Continued resources for students to reduce barriers that might be identified
- Need financial support for a FT faculty member to build and recruit for our discipline—dedicated to keeping curriculum up to date
- My discipline area needs assistance with transitioning courses to the online environment

Core Competency—Writing Assessment

The average overall score for 112 writing samples was 1.77/3.0. Because slightly different rubrics were utilized with analysis of the writing samples, it is difficult to effectively compare results impacting validity of the rubric and reliability of the outcomes. The Core Competency Committee spent this year working to broaden the core competency rubrics so a standard rubric can be used across the entire institution for each core competency. As mentioned previously, pilots are occurring this summer with the Quantitative Literacy, Computer Literacy, and Critical Thinking rubrics. Having standard rubrics to assess each competency will help with reliability and validity of results. Eventually, the goal is to have rubrics in Blackboard making it easy for faculty to submit core competency results. The Core Committee can then pull results for each competency according to a schedule which has yet to be developed.

Part 4: Annual OA Goals and Progress

The table below outlines the progress made toward achieving the 2019-2020 OA goals.

Annual Goal	Progress Made	Ratings
A. Work with the Communication Skills core competency committee to pilot and administer a college-wide writing assessment.	The Communication Skills Committee met during the fall 2019 semester to determine a plan to pilot and administer a college-wide writing assessment. After much deliberation, members decided to review writing samples that have already been completed by students who are in the last year of their program. The length of the sample was limited to 1-2 pages. It was decided that a modified version of the SWIC Writing Rubric would be used as the evaluation tool. Courses will be randomly selected and 3 to 5 samples will be collected from each one. Instructors will be asked to submit their best samples. Committee members plan to champion their own department/division. An email announcement with the details of the writing assessment has	<input type="checkbox"/> Met <input type="checkbox"/> On-going <input type="checkbox"/> Unmet Goal has been redefined.

Annual Goal	Progress Made	Ratings
	<p>been sent to all faculty. The plan is to gather the data during the spring 2020 semester and review it during the fall 2020 semester.</p> <p>Update: With the assessment committee restructure during the 2021-2022 academic year, the Communication Skills core competency group was merged with the general Core Competency Committee. Changes also took place in how core competency assessment was going to take place. With these changes, the Core Competency Committee began work to broaden the existing core competency rubrics and create rubrics for areas without them. Moving forward, status on the core competency rubrics will be reported separately from this goal.</p>	
<p>B. Work with the core competency committees to identify, define, and justify appropriate benchmarks for our college-wide core competencies and the college-wide rubrics. This process will be ongoing.</p>	<p>Faculty at SWIC have helped the core competency committee members to develop rubrics to assess four tracks from the general education core competencies to include:</p> <ol style="list-style-type: none"> 1. Communication Skills-Writing Rubric 2. Communication Skills-Oral Communication Rubric & Oral Communication Group Presentation Rubric 3. Communication Skills-Computer Literacy Rubric 4. Citizenship-Personal Accountability Rubric <p>These rubrics are available on the Outcomes Assessment web site in Infoshare and can be downloaded and modified, as needed, to fit the needs of the assessment. When assessments are completed in these areas, they are presented to the General Education Committee for review/feedback. If the utilized rubrics are not meeting the needs of the assessments, committee members will discuss the outcomes and adjust the rubrics as needed.</p> <p>Update: During the 2021-2022 academic year, changes took place in how core competency assessment was going to take place. With these changes, the Core Competency Committee began work to broaden the existing core competency rubrics and create rubrics for areas without them. Some committee members volunteered to pilot the updated Critical Thinking, Quantitative Literacy, and Computer Literacy rubrics over the Summer 2022 semester. This pilot will help us identify any modifications needed before moving to wider faculty adoption/use. The committee co-chairs</p>	<input type="checkbox"/> Met <input type="checkbox"/> On-going <input type="checkbox"/> Unmet Goal has been redefined.

Annual Goal	Progress Made	Ratings
	<p>are also working with Stefan Schoemehl, Information Technology Manager, to pilot the rubrics within Blackboard. If successful, rubric data could easily be pulled institution wide. Moving forward, status on the core competency rubrics will be reported separately from this goal.</p>	
<p>C. Prepare for the Biennial Share and Compare Event, scheduled for Wednesday, August 19, 2020, with the Reasoning Skills core competency as the theme.</p>	<p>The next Share and Compare Event will be held on August 19, 2020, and the focus is on the Reasoning Skills core competencies, i.e., critical thinking and quantitative literacy. Emails were sent to program chairs/coordinators to inform them that each department/program has been tasked with completing an assessment related to the core competency and preparing a presentation to last up to 15 minutes to explain the assessment project. Specific information was requested regarding the current status of assessment in these areas. A tracking spreadsheet was developed to see which programs/disciplines had already completed a reasoning skills assessment. The assessment should be current and performed within the last 5 years (since 2015). A Don't Despair! Prepare for Share and Compare workshop was held during the spring 2020 semester to assist chairs/coordinators with the planning of their reasoning skills assessment.</p> <p>Update: COVID threw many things off track and the Share and Compare event was no different. The idea of having faculty share ideas and examples of work was fostered in chair/coordinator training for those up this year for ICCB 5-year review. A joint training between OA and Institutional Research during Spring Opening Week introduced chairs/coordinators to the 5-year template, provided a "helper" document to assist with completion of each question, and presented an overview of how to use the IR data tool containing program and discipline statistics. Since the program and discipline templates are different, each group had their own training. Included in each training was also a short presentation from a chair/coordinator that had completed the review the year before. They shared their review as well as tips and suggestions for responding to the questions.</p>	<input checked="" type="checkbox"/> Met <input type="checkbox"/> On-going <input type="checkbox"/> Unmet

Annual Goal	Progress Made	Ratings
<p>D. Ensure that disciplines and programs are continuing to mature in their assessment of student learning, including the completion of student learning reports. Emphasis will be placed on:</p> <ul style="list-style-type: none"> • Linking course objectives to discipline or programs goals, which are then linked to the general education core competencies. • Following the discipline's or program's OA timeline. • Identifying, defining, and justifying appropriate benchmarks. • Identifying areas of strength in the program or discipline, as well as areas that need more attention. • Gathering trend data, when applicable. • Providing a strong "Evidence of Quality – Student Learning" component for program review. 	<p>The Disciplines Committee meets biweekly during the fall and spring semesters and one of the tasks of committee members is to review the student learning reports that are submitted by faculty and provide feedback. These student learning reports contain detailed information regarding assessments of student learning that have been completed by faculty in the various programs/disciplines throughout the college. When completing the review of the student learning reports, the OA Coordinator stresses the importance of linking course objectives to discipline/program goals, following OA timelines, identifying, defining, and justifying benchmarks, identifying areas of strengths/weaknesses, gathering trend data, and providing a strong evidence of student learning component for program review. Particular attention has been given to explaining why or how the benchmark was determined and those areas where students met or did not meet the benchmark. Also, areas of weakness and strength in student learning are identified, as well as, plans for future improvements.</p> <p>Once all of the feedback has been collected, the OA Coordinator relays the information to the faculty member who completed the assessment and prepared the student learning report so that they can update the report based on the feedback provided.</p> <p>Update: With the assessment committee restructure during the 2021-2022 academic year, the Disciplines Committee was dissolved. The idea of peer-to-peer feedback provided by the Disciplines Committee transitioned to the new Program Review Committee. The Program Review Committee provided peer-to-peer feedback on 5-year ICCB reports using standardized rubrics during the 2021-2022 academic year. This committee will also provide peer feedback for annual reviews, which will replace the Student Learning Reports, being rolled out in 2022-2023. Progress on the Program Review Committee work will be reported in the committee update section moving forward.</p>	<input type="checkbox"/> Met <input type="checkbox"/> On-going <input type="checkbox"/> Unmet <p>Goal has been redefined.</p>

Annual Goal	Progress Made	Ratings
E. Work with IT to develop to complete to incorporate the Competency Skills Maps into Infoshare.	<p>The OA Coordinator met with IT to discuss the possibility of incorporating the Competency Skills Maps into InfoShare in a way that is similar to the Curriculum Maps. This goal, however, was put on hold due to the shift in focus of IT to getting faculty and staff setup to be able to work from home and to provide emergency remote teaching due to Covid.</p> <p>Update: Due to the changes made this year, the Curriculum Maps now contain the Competency Skills Maps. There is no need to have it posted on its own within InfoShare. As mentioned earlier in this document, OA is still partnering with IT to streamline assessment processes such as the Curriculum Maps and Standard Syllabi. This goal will no longer be reported on past this report.</p>	<input type="checkbox"/> Met <input type="checkbox"/> On-going <input type="checkbox"/> Unmet Goal has been redefined.
F. Review the tools used to access data (OA Report, Peoplesoft reporting, etc.), and determine the best way to secure data that we need.	<p>The OA Coordinator met with the Institutional Research to review methods of data collection already being utilized by Outcomes Assessment, as well as, any other methods of data collection that could possibly be utilized.</p> <p>The OA Report is used by OA to collect data regarding gender, age, ethnicity, placement test results, ACT/SAT scores, Term, Program/ Plan, GPA, and courses completed. This data can be aggregated with other assessment data to broaden the reporting spectrum.</p> <p>Queries available for use are the Dual Credit Enrollment Report, Course Grades, Faculty Information, and student emails by term.</p> <p>Scantrons for pre and post testing are often used to assess student learning.</p> <p>Class Climate surveys can be created to assess whatever is needed. Peoplesoft reporting includes information regarding Finance, Human Resources, and Student Admin. There is also a Report Center in InfoShare that has additional resources and reports available for use in assessment.</p> <p>Pivot tables are available for class revenue/ expense data, daily enrollments, degrees/ certificates, finance data, grades, and retention cohorts. In the future, IR will provide input on the most effective way to access data for various assessment purposes/projects as needed.</p>	<input checked="" type="checkbox"/> Met <input type="checkbox"/> On-going <input type="checkbox"/> Unmet

Annual Goal	Progress Made	Ratings
	<p>Update: Outcomes Assessment continues to collaborate with Institutional Research and staff in charge of Class Climate to provide appropriate resources for reporting. During Spring Opening Week, Institutional Research and the OA Coordinator provided training to chairs/coordinators up for ICCB 5-year review this year. The joint training provided a “one stop shop” situation where resources such as a helper document, overview of how to use the Institutional Research data tool, and tips for how to complete the 5-year review were provided. Ongoing support throughout the writing process was then provided on an individual basis as needed.</p>	
<p>G. Work with the incoming Chief Academic Officer to illuminate and support the role of Outcomes Assessment at SWIC.</p>	<p>The OA Coordinator and the OA Dean Liaison met with the new Chief Academic Officer (CAO) to discuss outcomes assessment. The CAO will start her new position at SWIC on December 2, 2019. Future plans include meeting with the CAO on a biweekly basis to further discuss the role that faculty play in Outcomes Assessment in hopes of maintaining our faculty driven status in the future.</p> <p>Update: With the reorganization of the assessment committees and Outcomes Assessment, communication funnels to the Deans Liaisons to OA and then to the upper administration level. The OA Coordinator is invited to provide updates at the Dean’s meeting held on the first Tuesday of each month. This goal will no longer be reported on past this review.</p>	<input checked="" type="checkbox"/> Met <input type="checkbox"/> On-going <input type="checkbox"/> Unmet
<p>H. Continue to work with the General Education Committee to determine whether or not Information Literacy should be included as an additional college-wide core competency.</p>	<p>An Information Literacy Pilot survey was endorsed by the General Education core competency committee at SWIC during the Fall 2019 semester. The initial draft of the survey was written by 2 of our SWIC librarians. The survey included 14 items, though many had multiple parts. Initially, SWIC instructors in participating classes were given paper copies; due to an editing error, students marked answers directly on the assessment instead of on a Scantron form. With the move to emergency remote teaching at the start of the pandemic, the survey was put on Blackboard, and instructors encouraged students to participate in taking the survey. 228 students completed the survey on paper; 6 students</p>	<input checked="" type="checkbox"/> Met <input type="checkbox"/> On-going <input type="checkbox"/> Unmet

Annual Goal	Progress Made	Ratings
	<p>completed the survey online. The percent of surveys with the correct response to each survey item was calculated. Survey results were analyzed by the committee and edits to the existing survey were made accordingly. A second Information Literacy Pilot using the revised survey is being planned.</p> <p>Update: With the assessment committee restructure during the 2021-2022 academic year, the General Education Committee was merged with the general Core Competency Committee. This committee decided to include Information Literacy aspects into the existing competencies instead of creating a totally separate Information Literacy competency. As work continues updates will be provided in future reviews under the Core Competency section.</p>	

Part 5: Future Goals

The 2021-2022 academic year has been a busy one. As planning transitions to 2022-2023, the items listed below are goals OA will work to accomplish.

Goal 1: Transition college policies in the Master Syllabus Template to a link

- **Background Information:** The Master Syllabus template within InfoShare will be piloted in Fall 2022 with a full rollout expected in Spring 2023. To make college policies as easy to update as possible, the template needs to be modified to include a URL to a webpage where all college policies are listed.
- **Completion expected:** By end of Spring 2023 semester, 80% of classes will have completed Master Syllabi on InfoShare.

Goal 2: Develop HLC Criterion 2 video with sample question responses

- **Background Information:** The Higher Learning Commission (HLC) comes for a site visit in 2024. OA will continue to develop HLC related materials to generate awareness of HLC criterion and review expectations. An HLC Blackboard shell is currently being developed to house training materials including HLC Criteria explanation sheets and videos. A video of faculty providing responses to sample questions related to Criterion 1 was created in 2021-2022 and shared with faculty in a Welcome Back e-mail for Fall 2022. Next year, a video of sample responses for Criterion 2 will be created. Additional OA related videos will be created and made available as needed.
- **Completion expected:** Criterion 2 video will be published and shared with faculty by Summer 2023.

Goal 3: Initiate A-Team and begin committee work

- **Background Information:** To assist with assessment related training across campus, the Assessment Training Team (A-Team) needs to be initiated and begin its work. As outlined in the current OA Handbook, “the role of the A-Team is to provide leadership opportunities in professional development of faculty, staff, and administration related to assessment and accreditation topics. These topics can coincide with college, state, and

external accreditor expectations; but also include classroom and programmatic/discipline assessment techniques. This team receives feedback from all aspects of the college to determine areas of need and opportunity for professional growth in relation to outcomes assessment. Participants on this team collaborate with any outcomes assessment committee and/or educational committee at SWIC for collaborative communication, professional development training, and feedback from training.” The A-Team will also engage in process improvement related to developing through and consistent onboarding across the college.

- **Completion expected:** By the end of the Fall 2022 semester, the A-Team will have had at least one meeting, completed the committee charter, and set goals.

Goal 4: Update the OA InfoShare site to make it more user friendly and transparent

- **Background Information:** Work will continue with OA InfoShare site improvements. Ideally, a more automated process can be developed to streamline the peer-to-peer review process including sharing documents and review materials with the Program Review sub teams. Preliminary discussions started this summer with IT but planning still needs to be fully developed and implemented.
- **Completion expected:** By the end of the Fall 2022 semester, an initial update of the OA InfoShare site will be complete. By the end of Summer 2023 semester, the integration of more automated program review processes and a co-curricular curriculum map will be completed within InfoShare.

Goal 5: Update the OA webpages on the college website

- **Background Information:** The SWIC OA website needs to be updated to reflect the changes which occurred during the 2021-2022 year.
- **Completion expected:** The OA website updates will be completed by the end of the Spring 2023 semester.

Goal 6: Finish Core Competency rubric updates and begin using Blackboard for results collection

- **Background Information:** The Core Competency Committee will complete the rubric updates, receive feedback from the larger faculty population, and implement rubrics within Blackboard to ease with Core Competency data collection.
- **Completion expected:**
 - Committee approval of updated rubrics (Critical Thinking, Quantitative Literacy, Computer Literacy, Written Communication, Oral Communication) expected by the end of the Fall 2022 semester.
 - Committee decision on how to progress with Personal Accountability and Civil/Social Accountability competencies expected by the end of the Spring 2023 semester.
 - Initial pilot of rubrics on a broader scale (Critical Thinking, Quantitative Literacy, Computer Literacy, Written Communication, Oral Communication) expected during the Fall 2022 semester.
 - Pilot of Blackboard submission of approved rubrics expected during the Spring 2023 semester.

Goal 7: Update training resources and 5-year ICCB program review process

- **Background Information:** Using feedback provided via the Program Review Author and Committee Members surveys, modifications will be made to improve the program review process and documents.
 - Items to modify based upon survey results and feedback from the last Program Review Committee meeting of the Spring 2022 semester are listed below.
 - Add a Dean review prior to submission to the Program Review Committee for peer-to-peer feedback. The addition of this checkpoint will hopefully ensure reviews are in a more finalized state to avoid the variety of completeness (some reviews in very rough draft form while others were essentially in finalized form) experienced in the 2021-2022 year.
 - Ensure norming sessions are part of the regular meeting schedule (not an additional meeting like in 2021-2022). Splitting program and discipline reviews into separate norming sessions could be helpful to provide additional time to discuss each review. Like this year, committee members will be provided with the documents well in advance so they can come prepared to the session.

- Having communication of review team assignments earlier in the review process can allow for better coordination of schedules ahead of time. This will hopefully make it easier for review teams to meet the quick turnaround needed for the 5-year ICCB review feedback.
- Edit rubrics to eliminate duplicate wording, ensure better communication of how the rubric aligns to the beginning sections of the templates that aren't numbered, and provide additional guidance on sections where N/A is an appropriate response.
- **Completion expected:** During the Fall 2022 semester, program review documents and processes will be updated for use in the chair/coordinator 5-year ICCB training this academic year.

Goal 8: Rework graduate satisfaction surveys

- **Background Information:** This summer work began to streamline the graduate satisfaction survey process. As mentioned earlier in this report, response rates for graduate satisfaction have been lower than desired in the past. This year, OA piloted the use of QR codes for students to utilize in accessing the surveys. We also piloted having instructors give students the survey during pinnings or the last class of the semester instead of relying on students to access and complete the survey via their e-mail. While not perfect, there was a response rate increase. During the academic year 2022-2023, the graduate survey is being updated to be more inclusive for all students at the institutional level. Moving forward, the use of QR codes to access surveys will continue.
- **Completion expected:** Work is underway to make the graduate survey more inclusive of all students at the institutional level. The graduate satisfaction survey is being reworked to allow for the use of one QR code for assessment of core competencies instead of a QR code for transfer students and one for each program. This work can be accomplished by adding drop down boxes to the survey for students to select their majors and provide additional detail. Once this is complete, questions related to core competencies will be removed from the program graduate satisfaction survey. Expected completion is Fall 2022 for Spring 2023 use.

Goal 9: Support the program review (annual and 5-year) processes

- Annual Reviews
 - **Background Information:** OA will continue to provide support for program/discipline reviews. Annual reviews are set to rollout in Fall 2022. These annual reports will be a snapshot of the program/discipline's assessment efforts (information previously reported on Student Learning Reports), enrollment and retention data, as well as an opportunity to identify strengths, opportunities for improvement, and create an action plan for continuous improvement.
 - **Completion expected:**

Annual Review Timeline	
Due Dates	Documents
April 1, 2023	Draft Annual Review sent to Dean
May 22, 2023	Finalized Annual Review submitted to OA
Summer 2023	Program Review Committee Reviews
By Fall 2023 Opening Week	Feedback returned to authors from Program Review Committee

- 5-year ICCB Reviews
 - **Background Information:** Five-year ICCB training will continue to be a joint effort between OA and Institutional Research. Timing of the 2022-2023 training will be decided by survey of the chairs/coordinators up for review. Based upon their vote, training will be held toward the end of the Fall 2022 semester or during Spring 2023 Opening Week.
 - **Completion expected:**
 - Vote by chairs/coordinators as to when 5-year training occurs-September 2022

5-Year ICCB Review Timeline	
Due Dates	Documents
February 1, 2023	Draft 5-Year Program Review sent to Dean
March 10, 2023	5-year Program Review submitted to OA
April 7, 2023	Program Review Committee returns feedback to authors
May 22, 2023	Finalized 5-year Program Review submitted to OA
June 1, 2023	Finalized 5-year Program Reviews submitted by OA to CAO