McLennan COMMUNITY COLLEGE

September 2021

Assessing College Effectiveness (ACE)/Student Learning Outcomes (SLO) and Program Review Process Manual

An Overview of the annual and ongoing processes supporting student excellence and success

ACE/SLO Committee
MCLENNAN COMMUNITY COLLEGE

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Introduction

The Assessing College Effectiveness (ACE) Student Learning Outcomes (SLO) program is a college wide, ongoing effort to improve our overall instructional practices to best meet our commitment to our students in providing a quality education. This document lays out the ACE program and outlines the steps in building and maintaining an effective assessment program within each department/discipline to promote continuing improvement throughout Instruction.

Purpose:

The ACE program seeks to accomplish the following:

1. Assess the instructional effectiveness of each of the college's instructional programs/departments and their processes
    a. Measure overall instructional practices at the division, department, and program level
    b. Look at broad impact of education on the student body as a whole
2. Identify areas for improvement within our programs/departments instructional procedures and practices as they impact student learning
3. Establish objective criteria in evaluating our instructional practices
    a. Need data that can be compared across courses
    b. Need more detail and less subjectivity than can be obtained from student grades
    c. Anecdotal data is not enough
4. Make informed decisions and/or changes to program/department instructional practices based on the desired outcome and the compiled data
5. Share "best practices"
    a. Internal improvement
    b. Intradepartmental and interdepartmental

Questions the ACE process should answer:

1. What makes the MCC educational experience the best opportunity for our students to prepare them to be successful in their educational and professional ventures that they could not get elsewhere (at a for-profit, a MOOC, another institution)?
2. What makes a class the best value for a student versus what they could get elsewhere (a for-profit, a MOOC, another institution)?
3. How can MCC prove an assertion of best educational value?

Motivation for Assessment Process:

Why do we have an ACE program and what motivates the college to pursue this initiative?

1. Assessment is a requirement under our accreditation body. SACSCOC Standards for Accreditation rules state:

    "**2.1** The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. (**Institutional Mission**)"

"**7** Institutional Planning and Effectiveness
7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (*Institutional planning*) [**CR**]
7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved." (*Administrative effectiveness*)

"**8** Student Achievement
8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (*Student achievement*) [**CR**]
8.2.a The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
a. student learning outcomes for each of its educational programs. (*Student outcomes: educational programs*)
8.2.b The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (*Student outcomes: general education*)
8.2.c The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
c. academic and student services that support student success. (*Student outcomes: academic and student services*)"

(pp. 56-63 & 64-75 of SACSCOC, Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement, 2018, Third Edition)

To understand what meets the "best practices" standards for on-site and off-site reviewers, and more importantly what's best for MCC as a college in our commitment to student success is an on-going/long-term collaborative effort both on campus and with our peer institutions. It is a process of documenting, sharing, and learning from both our failures and success in the realm of student learning across the disciplines.

Failure to comply means the College can be placed on monitoring, warning, or probation by SACSCOC. In the extreme case we could have our accreditation stripped if we fail to meet the requirement over time. We would no longer be able to offer financial aid and most schools would stop taking our hours in transfer, effectively ending MCC.

2. Assessment is the law in Texas. Under Texas Education Code Chapter 61, Subchapter 5, Sections **61.821-61.832** (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.61.htm), all two and four year institutions of higher education must adopt a 42-hour core curriculum. The law stipulates the assessment of the core in Sec. 61.824. INSTITUTIONAL EVALUATIONS.

   "Each institution shall review and evaluate the institution's core curriculum and applicable field of study curricula at intervals specified by the board and shall report the results of that review to the board."

   Based on the tasking, The THECB established the required core learning objectives and competencies (http://www.thecb.state.tx.us/index.cfm?objectid=427FDE26-AF5D-F1A1-E6FDB62091E2A507). (See Appendix A.)

   Specific assessment requirements for the Core include the following (http://www.thecb.state.tx.us/index.cfm?objectid=42E67B6B-002A-90EE-C17A4779C473E964):

   "The purpose of assessment of the Texas Common Core (TCC) is for institutions to discover, document and seek to improve student attainment of the TCC's six core objectives. As such, the rational for assessing the core objectives are:
   The TCC forms the foundation of each institution's general education curriculum.
   Institutions use the assessment of core objectives to improve student learning.
   Faculty participation is integral throughout the assessment cycle.
   Institutions use multiple measures for effective assessment, including at least one direct measure per core objective. Externally informed benchmarks are encouraged.
   Assessment practices are evolving.
   Institutions will electronically submit their assessment report of the core objectives to the Texas Higher Education Coordinating Board (Coordinating Board) every 10 years.
   Coordinating Board staff will review the report to confirm assessment of the six core objectives."

3. Practically, any institution should regularly assess itself to see if it is meeting the outcomes it promotes to the community. In our case it's education.

4. Last but not least, because it is the right thing to do. We need to make sure that students are learning what we intend for them to learn, and not just that we are teaching what they should learn.

ACE Committee:

The ACE committee is composed of faculty representatives from both the Arts and Sciences/General Education departments and the Workforce programs. The committee is co-chaired by a faculty member from both areas. Membership is open to all faculty and is based on a two year rotation. Committee members responsibilities include (see Appendix B):

1. Building and maintaining a viable ACE program for Instruction

2. Represent the interests and input from their respective programs and departments
3. Work with programs and departments in their areas on implementing the ACE program
4. Provide feedback on the ACE for administration

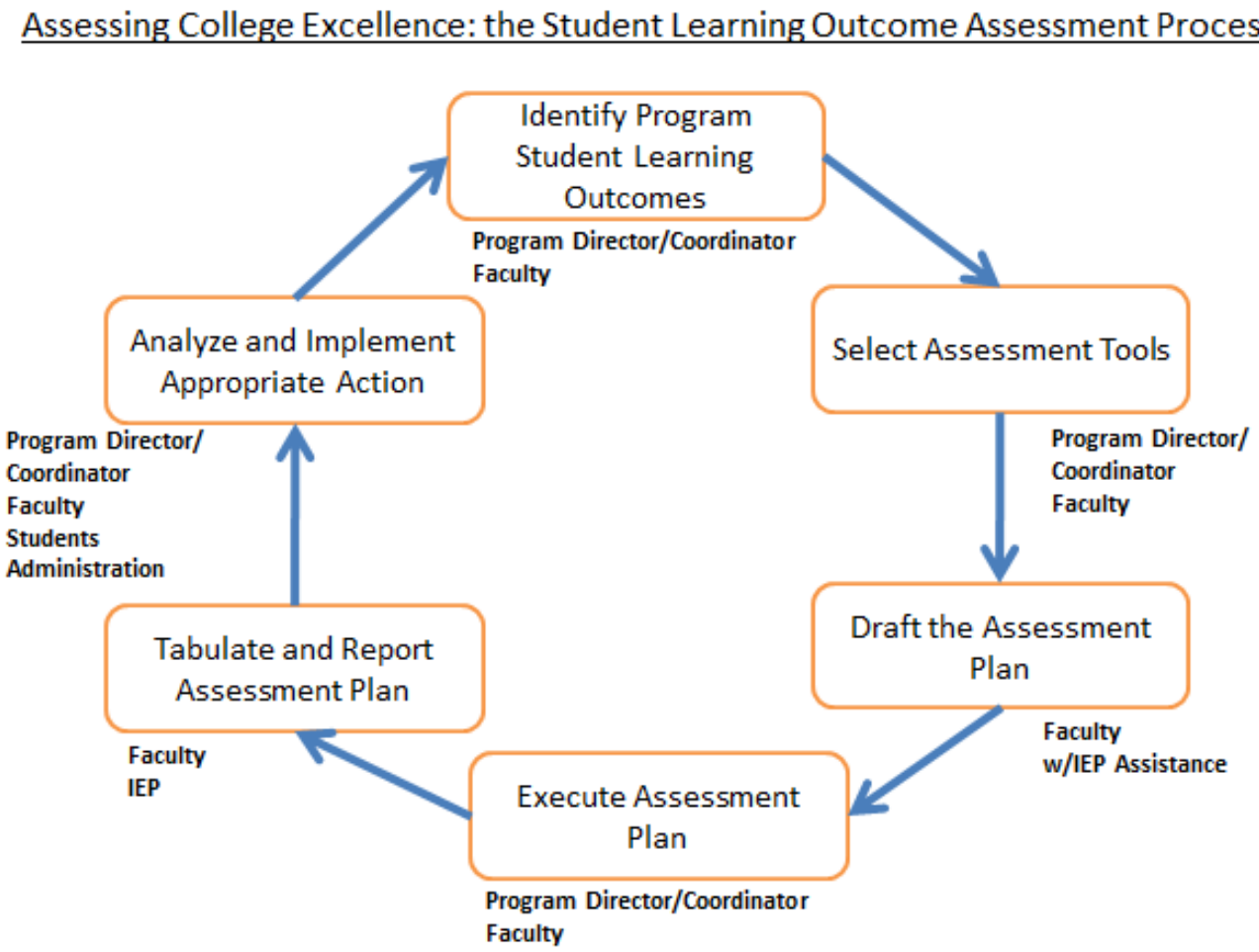
All proceedings from the ACE committee are available on the SharePoint site (see Appendix C for an outline of documents on the site).

ACE Process Overview

The ACE process is explained below. The figure below gives a diagram of the overall process.

Which areas are assessed under the ACE process?

All instructional programs will be assessed under the ACE process. An instructional program is defined as a two year degree. Under Workforce programs, each program area may have a variety of degrees which address different specialties and/or skills and will each need a set of SLOs. Arts and Science and General Education are handled as one program to include the Associate of Arts, Associate of Science, and Fields of Study. Each department/discipline is responsible for part of the General Education program's effectiveness.



ACE Process:

1. Draft the yearly ACE Assessment Plan
   a. Identify Program Student Learning Outcomes (SLOs)
      i. The faculty in each Program/Department is responsible for the SLOs in their discipline/program. The SLOs for Arts and Science/General Education must, at a minimum, cover THECB core component area requirements and core objectives. Workforce Program SLOs are normally derived from program review boards or similar agencies. The faculty review the SLOs and make changes/updates at the

end of the year for the coming school year and note these in the Annual Evaluation of Student Learning Outcomes report. These are sometimes referred to as the matrices (see Appendix D).

ii. The Annual Evaluation of Student Learning Outcomes report (**ACE/SLO Assessment Plan—matrices that define what is to be measured and how and where prior to measurement**) needs to include the following:
   1. List of Student Learning Outcomes for Programs/Departments
   2. Schedule for SLO assessment.
   3. List of assessment instrument for each course in Programs/Departments. (**Different courses may have different assessment instruments for a given SLO, but all sections of a course should have a similar assessment instrument.**)

iii. ACE/SLO Assessment Plan that defines matrices should be reviewed and submitted yearly early in the Fall semester to make sure they are up-to-date.

Workforce Program SLOs: SLOs for Workforce are normally derived from program review boards or similar agencies, professional organization, or professional certification board requirements.

Arts and Science/General Education SLOs: SLOs for transfer degrees in Arts and Sciences are derived from THECB core component area requirements and core objectives which are (see Appendix A):

- Critical Thinking Skills (CT): "to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information."
- Communication Skills (COM): "to include effective development, interpretation and expression of ideas through written, oral and visual communication."
- Empirical and Quantitative Skills (EQS): "to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions."
- Teamwork (TW): "to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal."
- Social Responsibility (SR): "to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities."
- Personal Responsibility (PR): "to include the ability to connect choices, actions and consequences to ethical decision-making."

b. Select Assessment Tools

i. The faculty in each Program/Department are responsible for selecting the method of assessment that best measures the effectiveness of their area in meeting each SLO. The assessment method will be identified at the end of the previous school year in the Annual Evaluation of Student Learning Outcomes report.

ii. Faculty should review existing assessment mechanisms at the beginning of each new school year to ensure they accurately measure the SLOs.

iii. Assessment tools should be appropriate for the course and developed by faculty involved
iv. Assessment tools should be consistent across a course.

Assessment Instrument Examples:

- Bank of exam questions
- Common rubric
- Department/Discipline/Course Exam
- Course Presentation/Essay
- Internship/Project

Anything normally used in a course can work. **Consistency is the key!**

c. Finalize the Assessment Plan
   i. Assessment plan starts with the ACE/SLO matrices, but includes how and when the assessments will be assessed in each course.
   ii. Plan should be in place by the beginning of the fall semester and should be reviewed each year.

2. Execute the Assessment Plan

Arts & Sciences

- Based on the assessment plan, data should be collected in the Fall for all Core Courses and Spring for Core Courses not taught in the Fall.
- Programs/Departments may decide to collect data from courses not in the Core

Workforce

- Data should be collected in the Fall and/or Spring based on the program's assessment plan.

3. Record and Report Assessment Results
   a. Programs/Departments collect data according to their assessment plan and compile the results for analysis. The data can be collected in various formats to include electronic spreadsheets (see Appendix F, G and H)
   b. Data collection occurs throughout the Fall and/or Spring semesters based on the Program's/Department's Assessment Plan.
   c. Data collection should be:
      i. Broken down by SLOs for each course
      ii. Scoring should be done on at least a 10 point scale for statistical purposes
      iii. Institutional Research Office (IR) is available to process the data based on the Program's/Department's Assessment Plan.

4. Analyze Data and Implement Improvements
   a. Based on the timely delivery of data worksheets, IR will then provide a data analysis by late March to early April
   b. Each Program/Department reviews their data to see how well they met each SLO and/or program modification implemented that year.
   c. Additional data to consider in the analysis include institutional assessments such as CAAP, CCSSE, SENSE, and ESAP; professional organization/peer organization data;

certification exam scores; surveys and focus group(s) results, etc. to compare against Program/Department collected SLO data (see Appendix E).

d. Assessment Plans can be revised at this point
e. Based on the analysis, Programs/Departments identify the following in their end-of-year report on each of the SLOs evaluated during the year (see Annex I):
    i. An analysis of the data and the findings
    ii. "Best Practices" and/or successful strategies/practices identified during the year based on the data
    iii. Areas requiring further improvement what they hope to achieve in their end of year report, the assessment instruments/data they'll need to effectively measure their efforts, and any additional resources (money, curriculum, training, and people) needed to implement the changes.
f. Each Program/Department will upload the following to ACE/SLO SharePoint site at the beginning of the next school year:
    i. ACE/SLO Assessment Plan
    ii. All data used to assess the program during that year
    iii. The End-of-Year report with the Program's/Department's analysis and findings
    iv. These results will then serve as the starting point for the coming year.

5. Cycle Repeats

Program Review Process

1. The Program Review process provides all programs, disciplines and/or departments an opportunity to review the performance of their areas annually to identify positive trends, best practices, and areas that may need more work. It also serves as means by which division chairs and program leads can inform the College Leadership on the status of their area, identify any potential growth opportunities or challenges, and share future plans and related requirements in meeting projected goals.
2. Each program is evaluated based on the following criteria:
    a. **Success of students who graduate from the program/discipline** – students are successfully completing their coursework/certification and finding viable jobs with living wage and growth opportunities in the community;
    b. **Financial viability of the program in the coming year**- program costs are in balance with the benefits they provide students and the college; and
    c. **Strategic importance of the program to the college and/or the community** – the program graduates are in demand in local industry and/or meet a stated need by the community.
3. Review process: All programs, disciplines and or departments complete a program review each year and post it in Compliance Assist. Each program will evaluate their areas based on how well their student performed academically in meeting their learning outcomes, graduation and job placement rates, financial impact of the area (profit/loss), and marketability of the program. Institutional Research provides program review data to support all these areas.
4. Specific program review structure is as follows:
    a. For Workforce, Public Service and Health Professional programs:

        I.A. - Student Performance: covers program student performance within the program by addressing Student Learning Outcomes (Assessment and Results; Analysis of Results; and Next Steps); and Enrollment and Retention data (Semester successful completion, failure, and withdraw rates; retention to the next semester); and student satisfaction results with the program.

        I.B. - Course Data: covers program course formats (Full Online, F2F, and Dual Credit), capacity (number of Program sections versus percent capacity), and degree/certificate deployment.

        I.C. - Major/Graduation: covers program the number of declared majors versus graduates; graduation rates; time to graduation; credential/licensing of graduates (pass/fail rates); and job placement or transfer rates.

        I.D. - Faculty Data: covers program full-time versus part-time ratio; qualifications; ratio of faculty to student; faculty loading/overloads; faculty retention to the next course and projected faculty changes.

        I.E. - Cost/Benefit: covers program profit/loss of your program; cost/benefit of your program; explanation of increase/decrease of program cost; and projected actions to make program more cost effective where possible.

I.F. - Workforce Projections: covers program marketable skills; job placement and community capacity (ideal graduation rate per year); starting wage and wage within 5 years; program growth capacity; future industry growth and advancement opportunities in the next 5 to 10 years (growth, leveling, and dropping); pathways, stackable credentials, and transfer options (Gen Ed disciplines); and industry comments and other supporting documentation (such as Texas Workforce, Equifax or EMSI reports).

II.A. - Division Director Comments: provides a summary of the information provided above and addresses strengths, weakness, opportunities, and challenges for the program. Additionally, it includes recommend changes and resource requirements for the coming year.

II.B. - Dean Comments: provides recommendations on the overall program viability and the relation of the program to the College as a whole.

b. For general academic disciplines/programs:

I.A.—Student Performance: covers program student performance within a program by addressing Student Learning Outcomes (Assessment and Results; Analysis of Results; and Next Steps); and Enrollment and Retention data (Semester successful completion, failure, and withdraw rates; retention to the next semester); and student satisfaction results with the program.

I.B.—Course Data: covers program course formats (Full Online, F2F, and Dual Credit), capacity (number of Program sections versus percent capacity), and degree/certificate deployment where applicable.

I.C.—Graduation: covers program graduation rates; time to graduation; and transfer rates.

I.D.—Faculty Data: covers program full-time versus part-time ratio; qualifications; ratio of faculty to student; faculty loading/overloads; faculty retention to the next course and projected faculty changes.

I.E.—Cost Benefit: covers program profit/loss of your program; cost/benefit of your program; explanation of increase/decrease of program cost; and projected actions to make program more cost effective where possible.

I.F.—Capacity Projections: covers program community capacity (ideal graduation rate per year); starting wage and wage within 5 years; department growth capacity; pathways, stackable credentials, and transfer options; and other supporting documentation.

II.A. - Division Director Comments: provides a summary of the information provided above and addresses strengths, weakness, opportunities, and challenges for the program. Additionally, it includes recommend changes and resource requirements for the coming year.

II.B. - Dean Comments: provides recommendations on the overall program viability and the relation of the program to the College as a whole.

c. For specific academic support departments:
   I.A. Department Performance Data

   I.B. Students Served and Impact

   I.C.—Cost Benefit: covers program profit/loss of your program; cost/benefit of your program; explanation of increase/decrease of program cost; and projected actions to make program more cost effective where possible.

   II.A. - Director Comments: provides a summary of the information provided above and addresses strengths, weakness, opportunities, and challenges for the program. Additionally, it includes recommend changes and resource requirements for the coming year.

d. For student engagement departments:
   I.A. Department Performance Data

   I.B. Students Served and Impact

   I.C.—Cost Benefit: covers program profit/loss of your program; cost/benefit of your program; explanation of increase/decrease of program cost; and projected actions to make program more cost effective where possible.

   II.A. - Director Comments: provides a summary of the information provided above and addresses strengths, weakness, opportunities, and challenges for the program. Additionally, it includes recommend changes and resource requirements for the coming year.

5. Every three years, division chairs/department directors and/or program directors meet with the VPISE and the Deans to do an in-depth look into the areas progress and identify specific needs/requirements. Apart from the standard annual program review data, Division Chairs/department directors and/or program directors will come prepared to discuss the following:

   a. Strengths, Weaknesses, Opportunities and Challenges
   b. Industry positioning/growth capacity and potential
   c. Projections for graduate placement and potential program changes over the next 3 to 5 years
   d. Special interest:
      i. Marketable Skills for the program
      ii. Learning outcomes plan
      iii. What do your employer want/need? How are you gathering it?

6. Program Assessment:
   a. Based on the information gleaned from the review, the VPISE and Deans will make the following determinations:
      i. Programs that are meeting their objectives:
         1. Keep the program as is and continue as planned

2. Open a new program based on the data
3. Add additional resources to expand the program capacity and outreach

ii. Programs that are not meeting their objectives:
    1. Evaluate the changes required to improve the program's performance
    2. Consider alternate options such as moving the program under another or moving a credit program to non-credit option
    3. Consider closing the program due to lack of industry/community interest or graduate placement opportunities

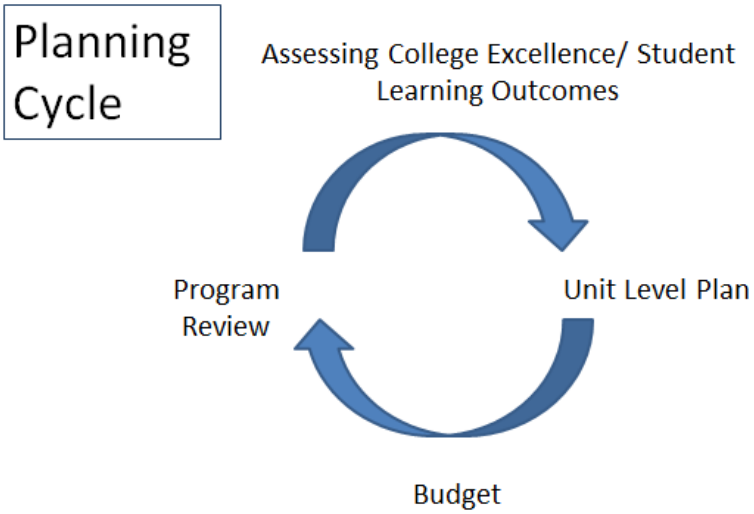
iii. New program start due to new opportunities and community needs

7. Annual In Depth Review Schedule (once every three years in addition to Annual Program Review):

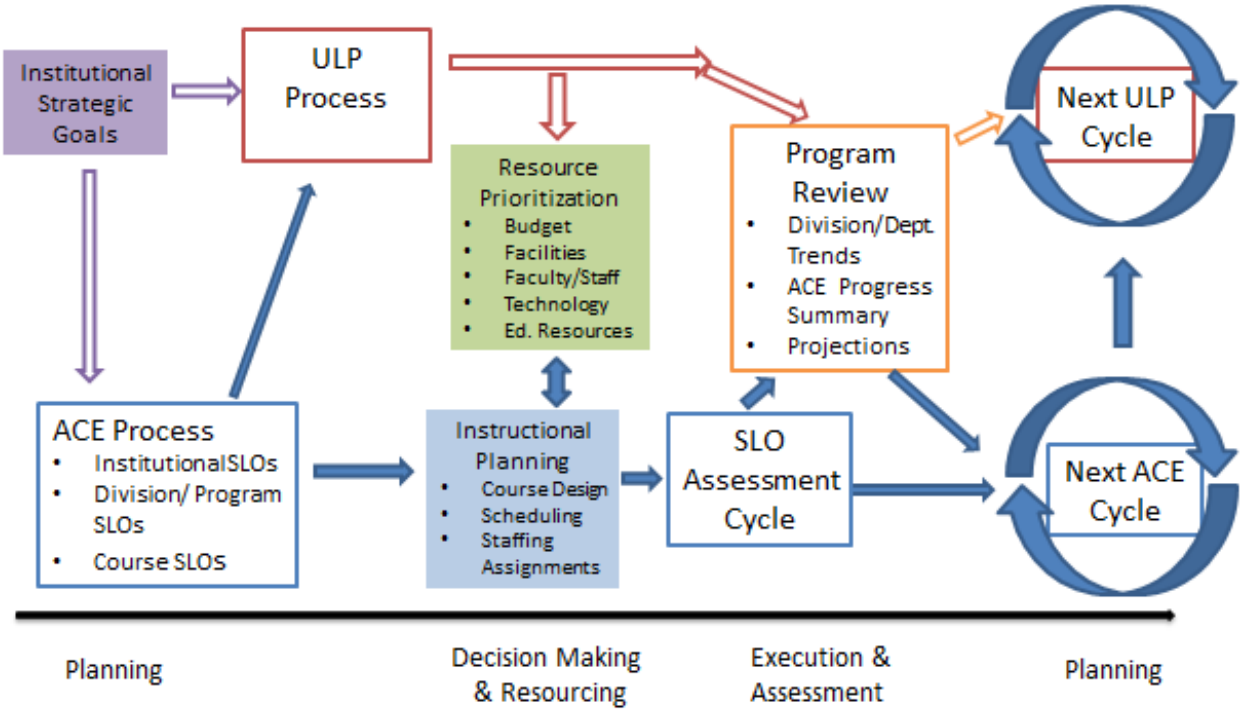
Year 1	Year 2	Year 3
Biology	**Chemistry**	**English**
Philosophy	**Environmental Science**	**Physics**
Criminal Justice	**Geology**	**Engineering**
Cosmetology	**History**	**Anthropology**
Computer Info Sys	**Psychology**	**Geography**
Radiology Tech	**Communication (Spanish, French German Russian)**	**Sociology**
Interpreter Training	**Languages**	**Government**
Respiratory Tech	**INRW**	**LVN**
Occupational Therapy Assistant	**Government**	**Visual Arts**
Emergency Med/ Paramedicine	**Theater**	**Accounting**
Vet Tech	**Music**	**Business**
Surgical Tech	**Math**	**Marketing**
Child Development Center/Teaching	**Mental Health/Social Work**	**Ops Management**
Physical Ed.	**AND**	**Real Estate**
Medical Lab Tech	**PTA**	**Alternate Teacher Certification**
Office Technology	**HITT**	**Education**
Hospitality	**Paralegal**	
Music Industry Careers	**Fire Academy**	
Agriculture	**Long Term Care**	
Certified Medical Assistant		
Law Enforcement Academy		

Future Considerations		
Advising	**Completion Center**	**Testing**
CTL	**Library**	**AST and labs**
Continuing Ed	**Corporate Training**	**Health and Human Services**
RSVP	**AEL**	
University Center	**Dual Credit**	

ACE and the MCC Planning Cycle



The Institutional Planning and Decision Making Cycle



Timeline for ACE/SLO Annual Process

The following is a generic timeline of key milestones in the ACE program. The timeline is laid out based on the ACE cycle.

Fall Semester

August
- **Beginning of School Year – Co-Chairs meet with Dean of Arts and Sciences**

September
- **ACE/SLO Annual Evaluation Reports & Fall Assessment Plans (matrices) due**
- **Dept/Prog meetings occur which cover the Annual Evaluation of SLOs from the previous school year and what data is to be collected in the current school year**

October
- **Full committee meeting**
- **Meetings with individual areas as needed**

November
- **Fall – Professional Development Day**

December
- **SLO Fall Dept/Prog data is due**

Spring Semester

January
- **Beginning of Spring Semester – Co-Chairs meet with Dean of Arts and Sciences**
- **Late January – Full committee meeting**

February
- **CAAP (or comparable) test should be administered by the end of this month**
- **Full committee meeting as necessary**

March
- **Late March – Should have CAAP (or comparable) data back from ACT and SLO data analyzed**
- **Full committee meeting**

April
- **Early April – Div/Dept/Prog ACE wrap-up meeting for current school year**

May
- **Early May – SLO data for spring-only courses due**

Resources

MCC's Office of Research Planning and Institutional Effectiveness:

- Laura Wichman, Director of Institutional Research, lwichman@mclennan.edu
- Tom Proctor, Director, Program Review, Planning & Assessment, tproctor@mclennan.edu

MCC Institutional Effectiveness website, http://mcciep.mclennan.edu/

Professional and/or Certification Organizations

Department of Education Center for Research and Statistics: http://www.ed.gov/rschstat/landing.jhtml

Texas Higher Education Coordinating Board (THECB) website, www.thecb.state.tx.us

Texas Higher Education Coordinating Board (THECB), Texas Consumer Resource for Education and Workforce Statistics website, http://www.txhighereddata.org/

Texas Higher Education Coordinating Board (THECB), Lower Division Academic Course Guide Manual (ACGM), http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm .

Texas Higher Education Coordinating Board (THECB), Workforce Education and Course Manual (WECM), http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/wecm/

Texas Higher Education Coordinating Board (THECB), Guidelines for Instructional Programs in Workforce Education (GIPWE), http://www.thecb.state.tx.us/index.cfm?objectid=8C5EA43A-EECC-C9F8-C7250D5DD5C9DD27

Texas Higher Education Coordinating Board (THECB), Texas Core Curriculum, http://www.thecb.state.tx.us/index.cfm?objectid=417252EA-B240-62F7-9F6A1A125C83BE08

The American Association of Colleges and Universities, Liberal Education and America's Promise (LEAP), - http://www.aacu.org/leap/index.cfm

Association of American Colleges and Universities (AACU), Valid Assessment of Learning in Undergraduate Education (VALUE) Development Projects and Rubrics, http://www.aacu.org/value/rubrics/index_p.cfm?CFID=46097110&CFTOKEN=99427036

Appendix A: Objectives and Component Area Mapping

		Core Objectives Required					
Foundational Component Area	**SCH**	**CT**	**COM**	**EQS**	**TW**	**SR**	**PR**
Communication	6	✓	✓		✓		✓
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.							
Mathematics	3	✓	✓	✓			
Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.							
Life and Physical Sciences	6	✓	✓	✓	✓		
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.							
Language, Philosophy & Culture	3	✓	✓			✓	✓
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.							
Creative Arts	3	✓	✓		✓	✓	
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.							
American History	6	✓	✓			✓	✓
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.							
Government/Political Science	6	✓	✓			✓	✓
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.							
Social and Behavioral Sciences	3	✓	✓	✓		✓	
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.							
Component Area Option	6	Core Objectives must match corresponding Component Area					
Courses used to complete the Component Area Option must meet the definition and criteria specified in one or more of the foundational component areas above. The Core Objectives required in the corresponding foundational component area apply to each course used to fulfill the Component Area Option.							

- **CT** = Critical thinking skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- COM = Communication skills – to include effective written, oral, and visual communication
- **EQS** = Emperical and quantitative skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **TW** = Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **SR** = Social responsibility – to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **PR** = Personal responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making

Appendix B - Committee Membership, 2020-2021

General Education	Name	Phone	Email
Co-Chair	Bernard Smith	8196	bsmith@mclennan.edu
Communication	Marianna Hampton	8955	mhampton@mclennan.edu
Government/History	Melody Flowers	8943	mflowers@mclennan.edu
Health PE			
Language	Elizabeth Grassman	8926	egrassman@mclennan.edu
Language	Jeremy Land	8962	jland@mclennan.edu
Language	Jeremy Leatham	8910	jleatham@mclennan.edu
Math	Michelle Moravec	8834	mmoravec@mclennan.edu
Natural Science	Anne Merchant	8870	amerchant@mclennan.edu
Social and Behavioral Science	Richard Driver	8708	rdriver@mclennan.edu
Visual and Performing Arts	Susan Kennedy	8782	skennedy@mclennan.edu
Workforce			
Co-Chair	Cynthia Wagner	8254	cwagner@mclennan.edu
Health Professions	Heather Davis	8715	hdavis@mclennan.edu
Health Professions	Alisa Petree	8406	apetree@mclennan.edu
Business/Economics	Annette Bigham	8690	abigham@mclennan.edu
Computer Information Systems	Debra Lamprecht	8281	dlamprecht@mclennan.edu
Cosmetology	Laura Hays	8702	lhays@mclennan.edu
Emergency Services			
Human Services and Education	Daelynn Copeland	8786	dcopeland@mclennan.edu
Office Technology	Crystal Johnson	8263	mjohnson@mclennan.edu
Hospitality	Karen Crump	8290	kcrump@mclennan.edu
Nursing	Cynthia McAdams		cmcadams@mclennan.edu
Administration			
	Glynnis Gaines	8306	ggaines@mclennan.edu
	Laura Wichman	8476	lwichman@mclennan.edu
	Tom Proctor	8619	tproctor@mclennan.edu

Appendix C: **Available Content in ACE/SLO Page on MCC's SharePoint Site, April 2020**

1. Assessment Plan, Matrices for Measuring SLOs
   - Matrices for Measuring SLOs, fall 2013
   - Matrices for Measuring SLOs, fall 2014
   - Matrices for Measuring SLOs, fall 2015
   - Matrices for Measuring SLOs, fall 2016
   - Matrices for Measuring SLOs, fall 2017
   - Matrices for Measuring SLOs, fall 2018
   - Matrices for Measuring SLOs, fall 2019
   - Matrices for Measuring SLOs, fall 2020
   - Matrices for Measuring SLOs, fall 2021
   - Matrices for Measuring SLOs, spring 2019
   - Matrices for Measuring SLOs, spring 2020
   - Matrices for Measuring SLOs, spring 2021
   - Matrices for Measuring SLOs, spring 2022

2. Data Submitted for Analysis
   - Fall 2012
   - Fall 2013
   - Fall 2014
   - Fall 2015
   - Fall 2016
   - Fall 2017
   - Fall 2018
   - Fall 2019
   - Fall 2020
   - Fall 2021
   - Spring 2012 and 2013, Workforce
   - Spring 2014
   - Spring 2015
   - Spring 2016
   - Spring 2017
   - Spring 2018
   - Spring 2019
   - Spring 2020
   - Spring 2021
   - Summer 2013
   - Summer 2014
   - Summer 2015
   - Summer 2016
   - Summer 2017
   - Summer 2018
   - Summer 2019

- Summer 2020
- Summer 2021

3. Agendas and Minutes
   - 2009-2021Agendas and Minutes
   - Dec. 2012 Chart of Planning Process, Draft
   - Feb. 2013 Committee Work PowerPoint

4. Analyzed Data
   - Fall 2010
   - Fall 2012
   - Fall 2013
   - Fall 2014
   - Fall 2015
   - Fall 2016
   - Fall 2017
   - Fall 2018
   - Fall 2019
   - Fall 2020
   - Fall 2021
   - Spring 2014
   - Spring 2015
   - Spring 2016
   - Spring 2017
   - Spring 2018
   - Spring 2019
   - Spring 2020
   - Spring 2021
   - Summer 2017
   - Summer 2018
   - Summer 2019
   - Summer 2020
   - Summer 2021

5. Annual Evaluation Reports
   - 2012-2013
   - 2013-2014
   - 2014-2015
   - 2015-2018

6. Annual Evaluation Reports, Blank Forms
   - 2012-2013
   - 2013-2014
   - 2014-2015

7. Background Documents—Tool Kit
    - 2011-2012
        - CAAP Summary 2012
        - CAAP Content Analysis Spring 2012
        - SLO Committee 2012 Membership
        - Plan of Action Based on Faculty Review of Data,4/16/2012
        - Sample Data Collection FA10
        - Sample Matrix 2012
        - SLO Cycle 2012, adjusted FA12
        - SLO Cycle Schematic, Circle of Life
        - SLO Friday 2012
        - SLO Status Report Example
        - Video Link for SLO Friday, 4/20/2012
    - 2014-2015
        - 2007 Brief History of SLOs, Association of American Colleges and Universities
        - ACE Planning Cycle
        - Assessing College Effectiveness, Oct. 2013
        - How to Input ACE Data
        - MCC New Core Curriculum Submission Report 2013
        - New MCC Core Curriculum Faculty Presentation, Power Point
        - Sample Data Collection, 11/2014
        - SLO Work for 2/6/2013 Committee Meeting, PowerPoint
    - Committee Handbook, 2015+

8. CAAP, HEighten, CCSSE, SENSE, and Achieving the Dream

    - Achieving the Dream
        - Spring 2017

    - CAAP
        - CAAP Summary, 2012
        - CAAP Content Analysis, Spring 2012
        - CAAP Content Analysis, 2013
        - CAAP Critical Thinking Report, 2014
        - CAAP Content Analysis, Spring 2015
        - CAAP Report, Spring 2015, IE Analysis
        - CAAP Report, Spring 2017

    - CCSSE
        - CSSE, 2014—Executive Summary
        - CSSE, 2015
        - CSSE, 2016

    - HEIghten

- HEIghten Assessment Results, SP 2019
- HEIghten Report, Spring 2019
- HEIghten Report, May 2, 2019

- SENSE
  - Key Findings, 2016

9. Data Collection, Blank Forms

Appendix D: Example Assessment Plan

Workforce Example

	Coding	HITT 1205 Medical Terminology I	HITT 1211 Health Information Systes m	HITT 2231 Medical Terminology Advanced	HITT 1301 Health Data Content & Structure	HITT 1441 Coding & Classification Systems	HITT 1345 Health Care Delivery Systems	HITT 2435 Coding & Reimubrsement Methodologies	HITT 1261 Clinical Coding		Objective Test	Written Project	Oral Presentation	Outside Evaluation	Team Project	Direct Observation	Practicum	Simulation	Hands-on (application) Test
1	Appreciative of the value of teamwork																		
2	Aware of the ethical principles that govern the medical professions																		
3	Able to apply mathematical principles to solve problems																		
4	Skilled in recognizing and making appropriate decisions	X		X					X		X			X					
5	Collect and maintain health data (such as data elements, data sets, and databases)		X															X	
6	Conduct analysis to ensure documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status				X													X	
7	Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases.																		
8	Monitor and apply organization-wide health record documentation guidelines.																		
9	Use technology, including hardware and software, to ensure data collection, storage, analysis, and reporting of information.																		
10	Use specialized software in the completion of HIM processes such as record tracking, release of information, coding, grouping, registries, billing, quality improvement, and imaging.																		
11	Apply diagnosis/procedure codes					X						X							

Arts and Science/General Education Example

Core Component Areas	Courses		Core Competencies			
			Critical Thinking	Communication Skills	Empirical & Quantitative Skills	Teamwork
Life & Physical Science	PHYS	1401	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report
	PHYS	1402	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report
	PHYS	1403	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report
	PHYS	1404	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report
	PHYS	1405	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report
	PHYS	1407	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report
Component Area Option	PHYS	2425	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report
	PHYS	2426	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report

Appendix E: Ongoing/Cyclical Assessment Process

Assessment	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Institutional Assessment Plan (Aggregate across MCC)								
ACT CAAP Test		X		X		X		X
CCSSE		X				X		
SENSE				X				X
Institutional Exam			X		X		X	
ESAP Assessment	X		X		X		X	
Department/Program Assessment Plan (Assessment dependent on department and discipline and SLOs measured)								
Departmental Exam	X	X	X	X	X	X	X	X
Course Presentations/ Essays	X	X	X	X	X	X	X	X
Internships/Projects	X	X	X	X	X	X	X	X

Appendix F: How to Input ACE/SLO Data

In our continuing effort to record and celebrate the assessment of college effectiveness through best practices across the diversity of disciplines on our campus, we thought you might appreciate these guidelines for the collection each fall semester of the Student Learning Outcome data.

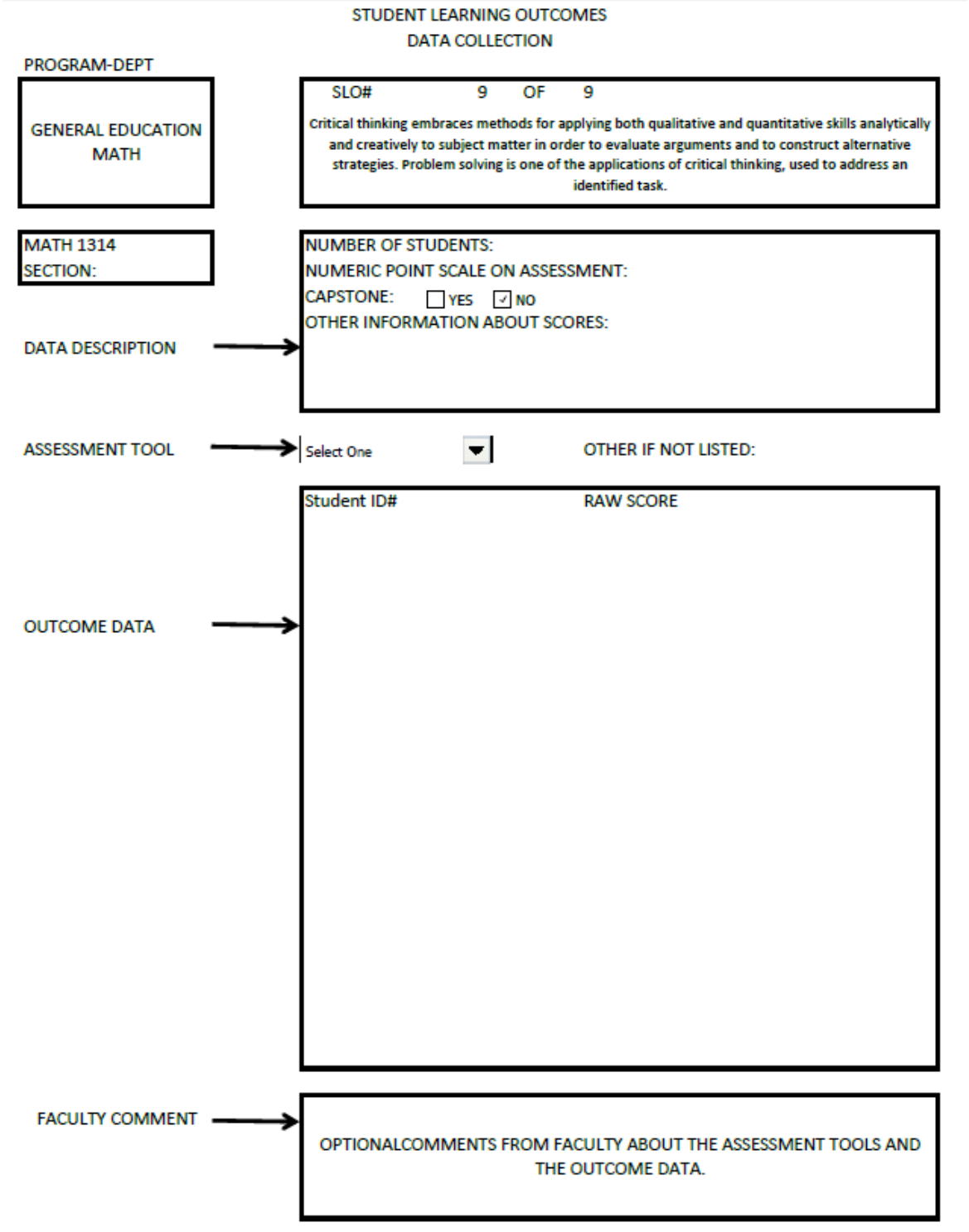
To note, the data and the assessment instrument(s) you submit are those your discipline has decided to use to address improvement in your learning outcomes. The IR department is available to help you and your department/discipline establish or revise your SLOs, identify trends or areas that might need addressed, and develop assessment instruments to effectively measure your progress. This process is to support you and your department/discipline and its accuracy and timeliness is your responsibility.

The process is as follows:

1. Template for course sampling data collection is provided (see attachment in Excel). Just a suggestion, you are free to adapt it to meet your needs (it is also advisable to note that the data was collected in Fall, 20__). Data for each SLO assessed is located in different tabs (pages), so only one file is necessary for each course.
2. When saving your SLO data file, the following file protocol is recommend for clarity in locating and identifying your files in the future:
    a. Name of your department or program, class, semester and year for SLO data collection
    b. Example: History, HIST1301, FA20__
3. Submit your Fall 20__ SLO data via email to Tom Proctor (Planning Coordinator) tproctor@mclennan.edu
4. Tom will post your Fall 20__ SLO data to MCC's SharePoint site, SLO page, "ACE-SLO Data, Fall 20__" folder
5. Analysis of your Fall 20__ data to be completed by early spring 20__ and placed in the folder "Analysis of ACE-SLO Data, Fall 20__" folder on the MCC SharePoint site, SLO page

Deadline for submitting Fall SLO data is **December each year.**

Appendix G: Example SLO Data Submission Form



Appendix H: Example of a Completed Data Sheet

PROGRAM-DEPT

Gen Ed / Science

CORE OBJECTIVE

Critical Thinking Skills: "to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information"

COURSE-SECTION

BIOL 2402-13

DATA DESCRIPTION

NUMBER OF STUDENTS:	16
NUMERIC POINT SCALE ON ASSESSMENT:	20
OTHER INFORMATION ABOUT SCORES:	

Click here to enter other explanatory information

ASSESSMENT TOOL

Assessed using lecture exam questions and laboratory exercises

FACULTY COMMENT

Click here to enter optional comments about the assessment tool and/or the data.

OUTCOME DATA

Student ID#	Raw Score	Student ID#	Raw Score
1	15		
2	13		
3	15		
4	13		
5	17		
6	14		
7	12		
8	13		
9	15		
10	7		
11	15		
12	15		
13	10		
14	10		
15	10		
16	11		

Each page(tab) represents one SLO.

PROGRAM-DEPT

Gen Ed / Science

CORE OBJECTIVE

Communication Skills: "to include effective development, interpretation and expression of ideas through written, oral and visual communication."

COURSE-SECTION

BIOL 2402-13

DATA DESCRIPTION

NUMBER OF STUDENTS:	16
NUMERIC POINT SCALE ON ASSESSMENT:	40
OTHER INFORMATION ABOUT SCORES:	

Click here to enter other explanatory information

ASSESSMENT TOOL

Assessed via common rubric for use of scientific language, clarity, and understanding.

FACULTY COMMENT

Click here to enter optional comments about the assessment tool and/or the data.

OUTCOME DATA

Student ID#	Raw Score	Student ID#	Raw Score
1	40		
2	38		
3	38		
4	39		
5	40		
6	38		
7	39		
8	38		
9	39		
10	38		
11	38		
12	37		
13	38		
14	39		
15	39		
16	39		

Appendix I: Annual SLO End of Year Evaluation Form —

Please Note: This form/template is now completed online in Compliance Assist as part of the Annual Unit Level Plan in the current academic year looking back on the year just completed through the "New Item" drop down box.

Program/Discipline: _____ Date: _____

Learning Outcome(s) Addressed: _____

Annual Evaluation of Student Learning Outcomes for __[enter academic year]____

Area to Review	Questions	Program/Department Response
Best Practices in your Program/Department	a. What have been the best instructional and support practices you've identified as a program and/or department this year?	
	b. What data do you have to support these claims?	
Analysis of SLO data	a. What worked? Why did it work?	
	b. What area(s) need improvement?	
Next Steps	a. Identify at least one of the areas requiring improvement and why your program/discipline selected it for improvement.	
	b. Identify the course of action your program/discipline will take to turn it around in the coming year.	
	c. Identify what assessment measures you will require to track the progress of your program/discipline's plan.	
Resources needed for Next Steps	a. What assessment tools and/or help do you require to effectively measure the progress on your plan?	
	b. What other resources (faculty, funding, facilities, external processes) do you need to effectively tackle your plan?	

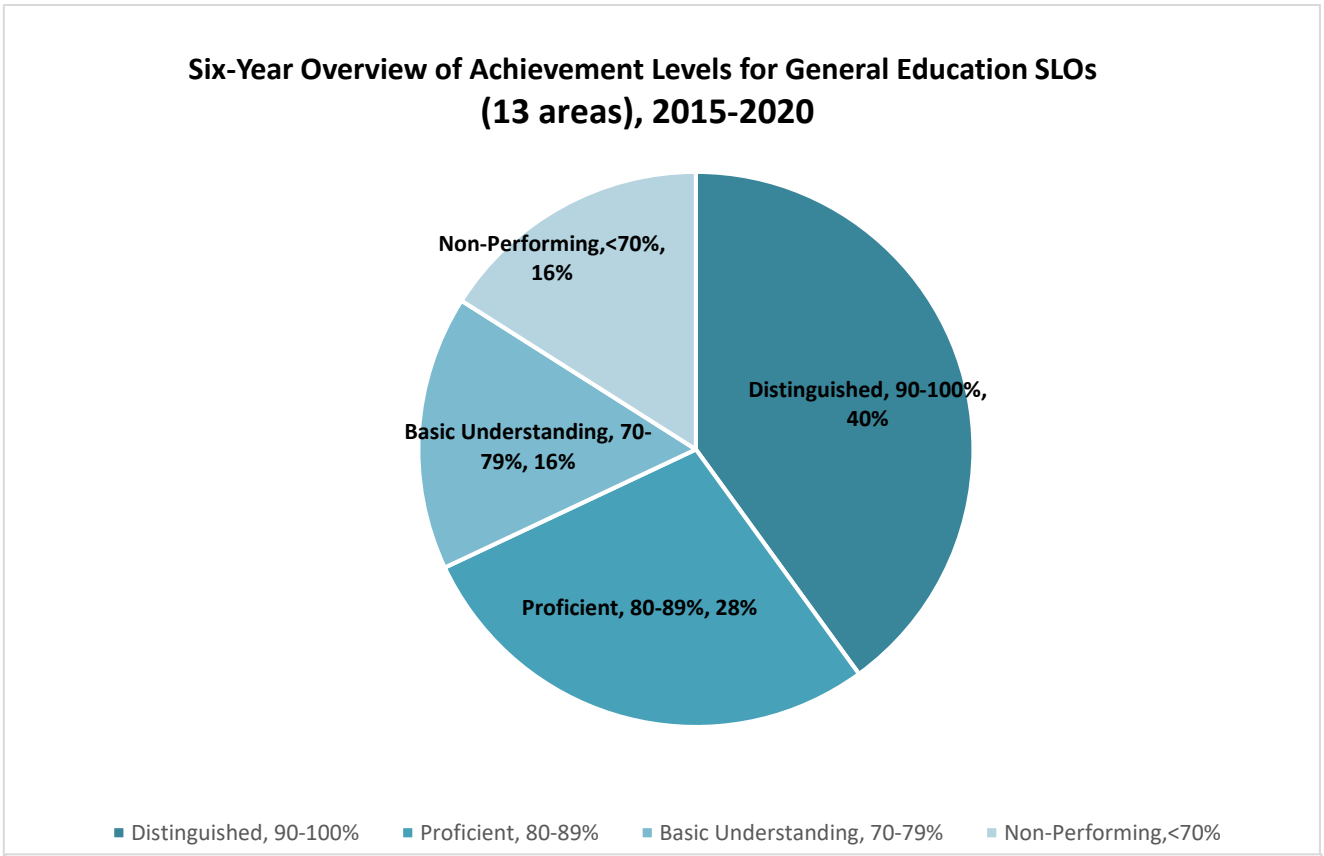
Appendix J: —

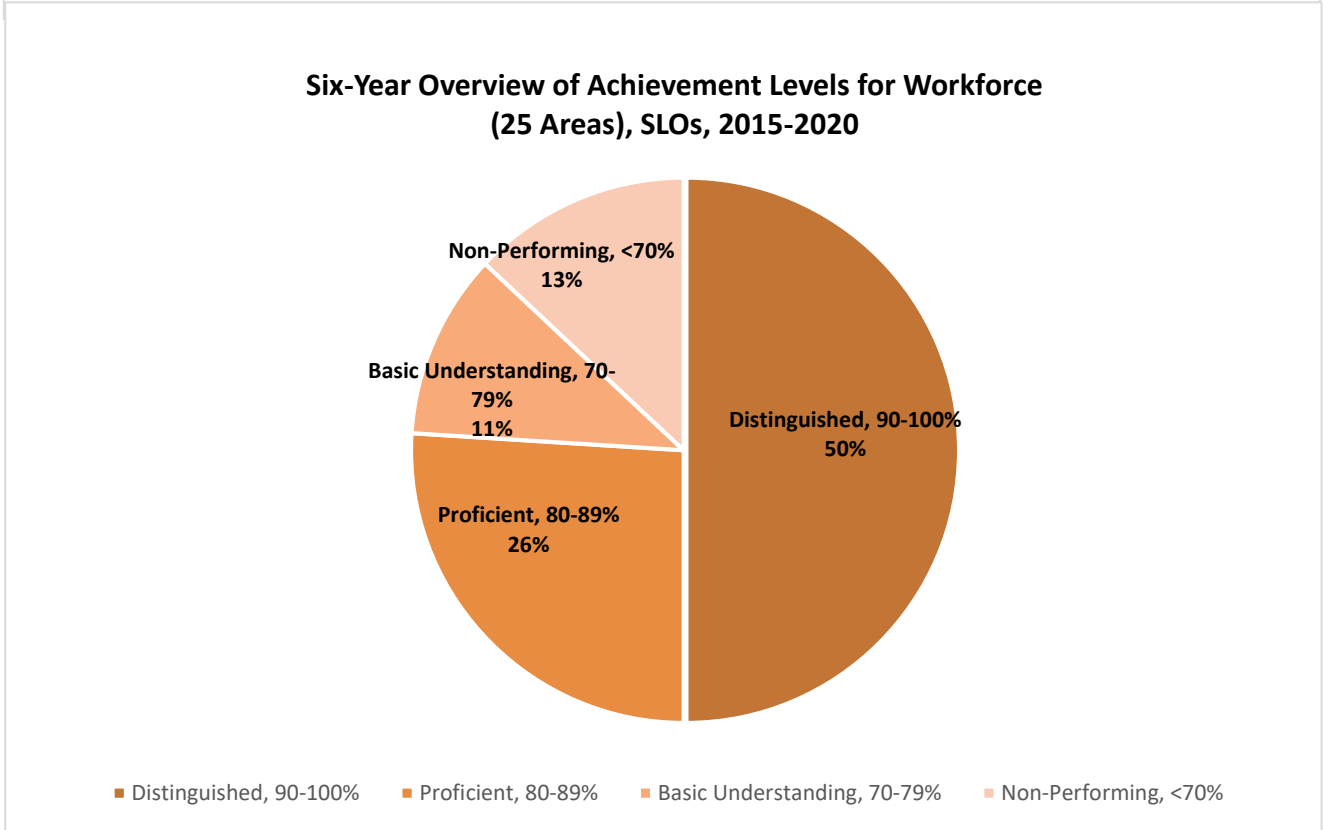
Overview of Results: Assessment of College Effectiveness/Student Learning Outcomes, 2015-2020 at McLennan Community College

Core Objective Assessment Results

Core Competency	Departments/Programs	Assessment	Evidence
Critical Thinking (CT)	Communication Studies, English, Foreign Languages, Government, History, Math, Philosophy, Psychology, Science, Sociology, Theater, Transfer Music, and Visual Arts.	Departmental/Program Assignments are graded using the Critical Thinking (CT) Rubric/Matrix.	**2015**: 438 class sections sampled, 77% scored 70 or better. **2016**: 177 class sections sampled, 80% scored 70 or better. **2017**: 148 class sections sampled, 86% scored 70 or better. **2018**: 234 class sections sampled, 83% scored 70 or better. **2019:** 175 class sections sampled, 85% scored 70 or better. **2020:** 122 class sections sampled, 80% scored 70 or better.
Communication (COM)	Communication Studies, English, Foreign Languages, Government, History, Math, Philosophy, Psychology, Science, Sociology, Theater, Transfer Music, and Visual Arts.	Departmental/Program Assignments are graded using the Communication (COM) Rubric/Matrix.	**2015**: 370 class sections sampled, 79% scored 70 or better. **2016**: 123 class sections sampled, 81% scored 70 or better. **2017**: 155 class sections sampled, 84% scored 70 or better. **2018**: 233 class sections sampled, 85% scored 70 or better. **2019:** 167 class sections sampled, 88% scored 70 or better. **2020:** 52 class sections sampled, 85.2% scored 70 or better.
Empirical & Quantitative Skills (EQS)	Math, Psychology, Science, and Sociology.	Departmental/Program Assignments are graded using the Empirical & Quantitative Skills (EQS) Rubric/Matrix.	**2015**: 45 class sections sampled, 76% scored 70 or better. **2016**: 53 class sections sampled, 78% scored 70 or better. **2017**: 50 class sections sampled, 78% scored 70 or better. **2018**: 58 class sections sampled, 75% scored 70 or better. **2019:** 69 class sections sampled, 73% scored 70 or better. **2020:** 72 class sections sampled, 77.6% scored 70 or better.

Teamwork (TM)	Communication Studies, Science, Theater, Transfer Music, and Visual Arts.	Departmental/Program Assignments are graded using the Teamwork (TM) Rubric/Matrix.	**2015**: 34 class sections sampled, 80% scored 70 or better. **2016**: 68 class sections sampled, 81% scored 70 or better. **2017**: 66 class sections sampled, 77% scored 70 or better. **2018**: 111 class sections sampled, 82% scored 70 or better. **2019:** 70 class sections sampled, 88% scored 70 or better. **2020:** 24 class sections sampled, 81.8 scored 70 or better.
Social Responsibility (SR)	English, Foreign Languages, Government, History, Philosophy, Psychology, Sociology, Theater, Transfer Music, and Visual Arts.	Departmental/Program Assignments are graded using the Social Responsibility (SR) Rubric/Matrix.	**2015**: 44 class sections sampled, 88% scored 70 or better. **2016**: 40 class sections sampled, 71% scored 70 or better. **2017**: 88 class sections sampled, 84% scored 70 or better. **2018**: 165 class sections sampled, 85% scored 70 or better. **2019:** 94 class sections sampled, 87% scored 70 or better. **2020:** 46 class sections sampled, 94.2% scored 70 or better.
Personal Responsibility (PR)	Communication Studies, English, Foreign Languages, Government, History, and Philosophy.	Departmental/Program Assignments are graded using the Personal Responsibility (PR) Rubric/Matrix.	**2015**: 14 class sections sampled, 80% scored 70 or better. **2016**: 47 class sections sampled, 78% scored 70 or better. **2017**: 103 class sections sampled, 84% scored 70 or better. **2018**: 149 class sections sampled, 84% scored 70 or better. **2019:** 89 class sections sampled, 97% scored 70 or better. **2020:** 32 class sections sampled, 91.3% scored 70 or better.


Six-Year Overview of Achievement Levels for General Education SLOs
(13 areas), 2015-2020
Non-Performing,<70%, 16%
Distinguished, 90-100%, 40%
Basic Understanding, 70-79%, 16%
Proficient, 80-89%, 28%
Distinguished, 90-100%
Proficient, 80-89%
Basic Understanding, 70-79%
Non-Performing,<70%


Six-Year Overview of Achievement Levels for Workforce
(25 Areas), SLOs, 2015-2020
Non-Performing, <70% 13%
Basic Understanding, 70-79% 11%
Distinguished, 90-100% 50%
Proficient, 80-89% 26%
Distinguished, 90-100%
Proficient, 80-89%
Basic Understanding, 70-79%
Non-Performing, <70%

Finding Program Review Data:

From: Laura Wichman
Sent: Tuesday, May 11, 2021 10:37 AM
Subject: Program Review Data Moving

As many of you know WebAdvisor will be migrating to Colleague self-service and CE registration portal over the next year. The Program Review data currently in WebAdvisor will not be part of the migration, and will no longer be available on WebAdvisor starting **Friday, May 14th**. Do not worry though, we have you covered! We have a new set of reports ready to go for you all on SharePoint. To access the new reports, click here. I recommend you bookmark this page; if you are unsure how to bookmark click here.

The reports available on SharePoint have the same data, **PLUS more**! You'll now find data tables along with graphs/charts. Additionally, all the information in the previous system in one pdf rather than switching between screens.

If you have any questions please do not hesitate to ask. Also, feel free to forward this email on to others in your area(s) who may have unintentionally been left off this email.

Thanks!

Laura Wichman, Ed.D.

Director, Institutional Research

McLennan Community College

lwichman@mclennan.edu

254.299.8476

[data] matters.