

09/06/2022

The 2021-2022 academic year marked the first year that Southeast Community College developed and implemented an Institutional Assessment plan. In 2021-2022 SCC made progress in codifying policy and procedures and in strengthening assessment processes in all areas of institutional assessment.

As part of the environmental scanning process for the 2020-2024 Strategic Plan, the College identified several areas of assessment that needed improvement, including institutional, general education, program, and cocurricular student learning outcomes. The 2020-2024 Strategic Plan identifies four strategic objectives related to strengthening the College's assessment processes and use of data to inform institutional improvements:

- 2.3** - Improve institutional, general education, program, cocurricular, and course student-learning outcomes.
- 4.7** - Promote ongoing review of programs and services for effectiveness and viability.
- 9.4** - Enhance institutional accountability through ongoing compliance with accreditation requirements and the implementation of proactive solutions to address opportunities for improvement.
- 9.5** - Promote use of valid and reliable data in decision making through improved integrated planning, budgeting, program review, assessment, and other institutional processes.

The purpose of this first Institutional Assessment Report is to inform the SCC community about recent updates to assessment processes, preliminary results of assessment in the last year, and future assessment plans. The report may also be used to inform divisional and departmental Mission Action Plan (MAP) goals and budget planning for the 2022-2023 and 2023-2024 academic years.

These topics covered in this report are:

- The development of an Assessment Administrative Council (pg. 2)
- Institutional Learning Outcomes Assessment (pg. 4)
- General Education Learning Outcomes Assessment (pg. 6)
- Program Assessment (pg. 8)
- Cocurricular Assessment (pg. 10)
- Operational Assessment (pg. 12)
- Institutional Assessment 2022-2023 Priorities (pg. 13)

Assessment Administrative Council

In the summer of 2021, the Assessment Administrative Council was formed to create cross-divisional discussion and coordination for all areas of assessment at the College. This coordination became increasingly important as SCC's Institutional Learning Outcomes were implemented, course-level assessment of the SCC CORE courses began and expanded assessment processes were being implemented in non-instructional areas.

The Administrative Assessment Council membership is:

- Bev Cummins, Vice President of Student Affairs and Lincoln Campus Director
- Shawna Herwick, Administrative Director, Accreditation, Institutional Assessment and Planning
- Nikki Isemann, Instructor (Social Sciences)
- Joel Michaelis, Vice President for Instruction
- Sara Pegram, Business Intelligence Developer, IT/IR
- Rod Rhodes, Director of Assessment
- Carolee Ritter, Dean of Arts & Sciences
- Jill Wightman, Institutional Outcomes Assessment Coordinator

The primary initial task of the Assessment Administrative Council was to develop a college-wide [Assessment Policy](#) governing assessment and related [Procedures on Assessment](#). The policy and procedures cover Institutional Learning Outcomes Assessment, General Education Assessment, Program Learning Outcomes Assessment, Cocurricular Assessment, and Operational Assessment. The Procedure for Assessment was adopted by the Administrative Team in February 2022. The Assessment Policy was reviewed and approved by the Administrative Team in February 2022, and adopted by the Board of Governors in March 2022.

The Assessment Administrative Council has continued to meet every three weeks to support and coordinate all areas of assessment. The Council accomplished the following in 2021-22:

- Developed an integrated assessment, planning and budgeting calendar for all areas of the College.
- Conducted a Program Assessment Day workshop on May 9, 2022, for all Program Chairs, Associate Deans, and Deans (see Program Assessment section below for details).
- Planned an additional Program Assessment workshop for the faculty in-service period prior to the start of the 2022 Fall semester.
- Coordinated the designation of credential-level learning outcomes for all programs.
- Aligned all program learning outcomes to the Institutional Learning Outcomes.
- Supported a pilot of course-level assessment of the General Education Learning Outcomes (GELOs),
- Implemented technical processes for faculty to report GELO assessment results in Canvas, with results being viewed and analyzed in Nuventive.
- Coordinated the second administration of the Sam Houston State University Survey of Assessment Culture.

Survey of Assessment Culture

In March 2022, SCC re-administered the Survey of Assessment Culture, a nationwide validated survey instrument developed by Sam Houston State University. SCC had previously administered the survey in 2019. Separate surveys were sent to faculty, administrators, and student affairs staff to gauge perceptions influencing cultures of assessment within the College. The SCC Institutional Research office conducted additional analysis to determine if there had been a significant shift in the organizational climate and perspectives on assessment among faculty, administrators, and student affairs staff.

The Faculty and Administrator surveys include five validated scales:

- Compliance or Fear Motivators
- Faculty Perceptions
- Normative Purpose of Assessment
- Sharing of Data
- Use of Data

There was a statistically significant level of change *among faculty* in positive sentiment toward assessment in the Faculty Perception Scale between 2019 and 2022.

The Student Affairs Staff survey (which also included Student Affairs administrators) included four validated scales:

- Assessment Communication
- Clear Commitment to Assessment
- Connection to Change
- Fear of Assessment

There was a statistically significant level of change in positive sentiment toward assessment in three of the four scales (all but the Fear of Assessment scale) between 2019 and 2022.

Additionally, there were significant levels of change in positive sentiment toward assessment between 2019 and 2022 in many individual survey items for all three groups.

Institutional Learning Outcomes Assessment

Southeast Community College’s Institutional Learning Outcomes (ILOs) are the broad student learning outcomes that all students at SCC are expected to learn and demonstrate. These learning outcomes are incorporated into students’ courses, programs of study, cocurricular activities, student support services, and interactions with faculty and staff at the College.

The purpose of the ILOs is to:

- Guide consistent communication to internal and external constituencies about SCC’s aspirations for its graduates.
- Align assessment efforts at the College to one set of common student learning outcomes.
- Connect and inform institutional, cocurricular, general education, program, department and course assessment.

The results of ILO assessment will be used to align continuous improvement efforts across the College to help improve student learning in conjunction with SCC’s Strategic Plan and area-level Mission Action Plans (MAP) and annual budgeting process.

The ILOs were developed by an interdisciplinary team of faculty and staff in the fall of 2019 and approved by the College’s Administrative Team in the spring of 2020. Student Affairs deans and directors began incorporating the ILOs into their cocurricular and operational assessments in Fall 2020. In Spring 2021 SCC added an expanded position to coordinate all institutional learning outcomes efforts, in coordination with the Director of Assessment (Instructional Division).

The ILOs were officially communicated to all College employees and students in the spring of 2022.

Institutional Learning Outcomes
<ul style="list-style-type: none"> ▪ Career and Professional Readiness ▪ Innovative & Critical Thinking ▪ Effective Communication ▪ Community Engagement & Social Responsibility ▪ Wellness & Resiliency

In 2021-2022 an ILO Assessment Plan was developed by the Office of Accreditation, Institutional Assessment, and Planning, in collaboration with the Administrative Assessment Council and Office of Institutional Research. Under the plan, assessment of ILOs will be conducted through the following:

- Mapping all Program Learning Outcomes (PLOs) to the ILOs and analyzing Program Assessment data. As of the end of the 2021-2022 academic year, all General Education Learning Outcomes, Program Learning Outcomes, and Cocurricular Learning Outcomes have been mapped to the ILOs.
- Mapping all General Education Learning Outcomes (GELOs) to the ILOs and analyzing course-level assessment of the SCC Core courses.
- Assessment of cocurricular learning outcomes. SCC defines cocurricular learning as learning outside the formal curriculum which contributes to students achieving the ILOs.
- Evaluation of a graduate exit survey. SCC’s Office of Institutional Research is piloting a version of the survey with the Business Division. The survey will be administered to all programs in the coming years.
- Analysis of Graduate Report placement data, which includes the percent of graduates who get a job in a field related to their degree, will indicate students’ attainment of career readiness.
- Analysis of licensure exams, including pass rates for those programs with licensure exams, to indicate students’ attainment of career readiness.
- Administration of the Community College Survey of Student Engagement (CCSSE). SCC administers the CCSSE biannually. We have mapped at least two CCSSE questions to each ILO. CCSSE provides external benchmark data.

Selected results from these assessments can be found in Appendix A.

The Community College Survey of Student Engagement (CCSSE)

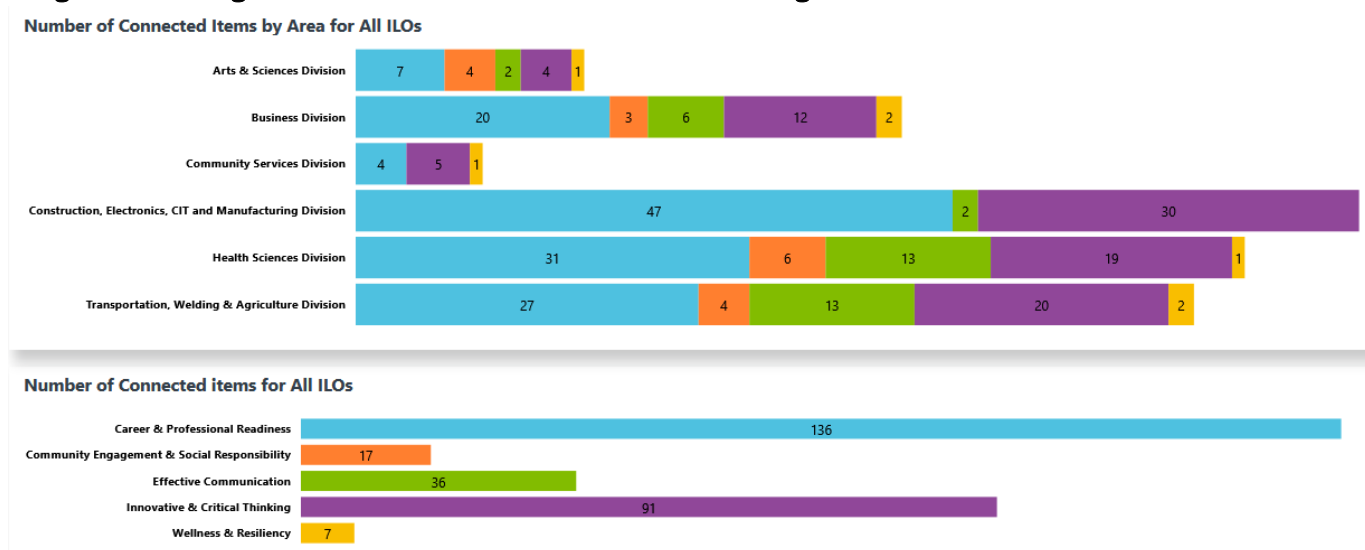
The results of the 2021 CCSSE items which were mapped to the ILOs were presented to three groups— Instructional Deans, Student Affairs Deans and Directors, and the Cocurricular/ILO Assessment Team. Each of these groups discussed data results and were asked to identify areas for improvement and ideas for achieving that improvement.

Student Affairs deans and directors identified strategies for increasing student involvement and enhancing feedback on student activities during the programming stage in an effort to increase the number of students engaging in activities. They also generated ideas for promoting diversity-, equity-, and inclusion-focused dialogue in student organizations and activities. Opportunities to better incorporate critical thinking skills into the remediation process for housing violations and other conduct processes also were discussed.

The Instructional deans discussed the need to incorporate more communication/presentation modules into their courses and focused on the need for further support and training for faculty in this area.

The Cocurricular/ILO Assessment Team also discussed strategies for getting students to reflect on the communication skills they are gaining through their student organizations and activities, and to increase student engagement through higher participation in student organizations and activities.

Program Learning Outcomes linked to Institutional Learning Outcomes - 2021-22



The image above displays the number of Program Learning Outcomes (PLOs) in 2021-2022 connected to each Institutional Learning Outcomes (ILO). The bottom shows all PLOs broken down by ILO. The top image is broken down by instructional division. The Arts and Sciences Division shows a low number of connections here because Academic Transfer courses are assessing GELOs rather than PLOs.

General Education Learning Outcomes Assessment

Between 2017-2021, the General Education Team developed standard rubrics for assessing all outcomes associated with each of the six General Education Learning Outcomes (GELOs). In 2021-2022 the Team piloted course-level assessment in the SCC Core curriculum. In the fall of 2021, all sections of Core courses meeting the requirements for GELO 1 (Speech Communication) and GELO 2 (Written Communication) were assessed using the standard rubrics. Norming sessions were held beforehand for each assignment. Assessment results were reported in Canvas learning management system by instructors who designated the rubrics to the appropriate courses and assignments. The Canvas results are linked to SCC’s planning and assessment software (Nuventive), which is used for aggregating, tracking, and analyzing assessment results.

Feedback was gathered from Fall semester participants and used to troubleshoot and adapt the processes for course-level assessment. For example, missing data in Nuventive was investigated and as a result, improved ‘how-to’ resources were created for instructors. Additionally, committee sub-teams for each GELO held Zoom trainings for all instructors teaching in each GELO area. Members of the General Education Team and Assessment Administrative Council supported these trainings and provided coaching for faculty members. Additionally, several new technical processes involving instructors, Virtual Learning, IT, Institutional Research, and Institutional Outcomes Assessment were implemented between the Fall and Spring semesters.

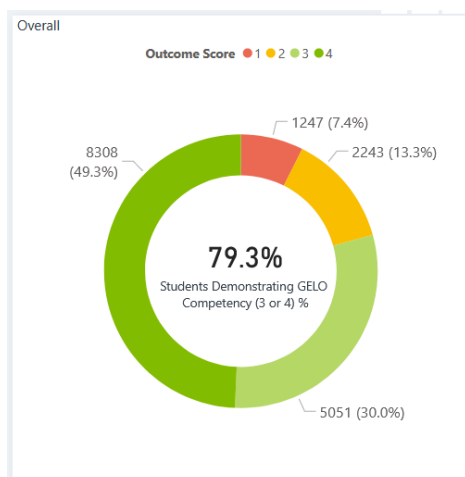
SCC CORE

- [GELO 1: Speech Communication](#)
- [GELO 2: Written Communication](#)
- [GELO 3: Critical Thinking & Problem Solving](#)
- [GELO 4: Global Awareness & Citizenship](#)
- [GELO 5: Analytical, Quantitative, and Scientific Reasoning](#)
- [GELO 6: Career & Life Skills](#)

The successful initial pilot phase in the Fall was followed by a second phase in Spring 2022 that included the assessment of all GELOs in all Core courses taught by fulltime SCC faculty. In the next two years the rollout of the process will expand to include all adjunct and dual-credit instructors.

Term	Number of courses assessed	Number of sections assessed
Fall 2021	16	128
Spring 2022	54	345
Summer 2022	12	23

The 2021-2022 assessment results will be analyzed by the General Education Team and faculty teaching in each GELO area when instructors return to campus for the 2022 Fall semester.



The GELO Assessment results are viewable as PowerBI images in Nuventive. The image at left shows the number and percentage of all reported GELOs outcomes that received each of the possible four assessment outcomes scores. In the center of the image it shows the percentage which demonstrated competence by receiving a core of 3 or 4.

See Appendix B for aggregated results for each GELO.

The members of the 2021-2022 General Education Team were:

- Sheri Blok, Speech instructor
- Carrie Campbell, Developmental Math instructor
- Linda Hartman, Business instructor
- Nikki Isemann, Social Science instructor
- Jeanine Jewell, English instructor
- Tammie Lang, Business instructor
- Tylor Lyhane, Agribusiness instructor
- Melissa Oerman, Culinary/Hospitality instructor
- David Reynolds, Science instructor
- Carolee Ritter, Dean of Arts & Sciences
- Phip Ross, Developmental English instructor
- Kristin Ruiz, Practical Nursing instructor

Program Learning Outcomes Assessment

Highlights for SCC's faculty-driven program assessment process in 2021-2022 included expanded training opportunities for program chairs, assessment leads, and instructional administrators; the designation of credential-level learning outcomes for all programs; the linking of Program Learning Outcomes (PLOs) to SCC's Institutional Learning Outcomes (ILOs); and the meeting of instructional deans to discuss program assessment results.

In 2021-2022, program chairs and other assessment leads utilized their program learning outcomes to identify specific outcomes for all credentials awarded in their areas. This involved mapping which outcomes were being taught in specific certificates and at the diploma and associate degree levels. Program assessment leads also mapped all PLOs to SCC's Institutional Learning Outcomes.

Dean's feedback process strengthened

As directed by SCC's new policy and procedure on assessment, instructional administration took a more active role in the annual cycle of program assessment. In the summer of 2022, the Instructional Deans, the Director of Assessment and the Vice President for Instruction met to discuss 2020-2021 Program Assessment results and make recommendations for improvement. This meeting involved the deans discussing assessment reports from their programs, as well as looking at division-level program assessment data reports.

Strategies for improvement that emerged from the conversation included the need for more training for faculty on the topics of:

- documenting discussion about results, whether or not they are proposing changes
- setting and measuring benchmarks, consistency around whether to include non-completers in benchmark stats
- expanding understanding of types of changes, pedagogical and curricular, that programs might consider if not meeting benchmarks.

There was consensus that incoming chairs need more training during onboarding and throughout the year, as well as improved training materials such as an updated glossary of assessment terms. The Deans also advocated for a more participatory process for faculty involvement, so that they are more prepared to take on the chair role. The Deans also proposed changes to the function of the Assessment Team to get them more involved in planning assessment events and supporting faculty training, and to increase their emphasis on continuous improvement.

Work of Assessment Team

In 2021-2022, the Director of Assessment for the Instructional Division and the Assessment Team held the following trainings and work sessions:

- February 4, 2022 – New team member orientation
- February 18, 2022 - Assessment Team Training (for review of plans & reports)
- February 21, 2022 - Assessment Team Training (1-1 sessions for those unable to attend previous training)
- February – March 2022 - Assessment Team reviewed program Assessment Plans for 2021-22 and Program Assessment Results for 2020-21.

Members of the Assessment Team supporting Program Learning Assessment in 2021-2022 were:

- Joe Bartels, Precision Machining
- Jacob Bonander, Speech
- Rick Christensen, Business Administration
- Mike DeWitt, Radiological Technology
- Rachel Hruza, English

- Teresa Hruza, Business Administration
- Jordan Liekhus, Electrical-Electromechanical Technology
- Drake McNally, Welding
- Andrew Schiessl, Diesel Technology
- Sarah Spier, Science
- Brittany Walters, Dental Assisting

Additional Program Assessment Trainings

Several training sessions were coordinated through the Assessment Administrative Council to strengthen faculty knowledge on program assessment processes.

- In September of 2021, a Zoom training was held for program chairs, assessment coordinators/writers, and deans. The agenda included Nuventive reminders, an assessment overview, and next steps.
- In January 2022, in-person training sessions for program assessment and planning leads were held on both the Milford and Lincoln campuses. The session included short presentations on Mission Action Planning, program assessment, and Nuventive software; Q & A; and open-lab time with one-on-one assistance from the Director of Assessment and staff from the Office of Accreditation, Institutional Assessment and Planning, and Institutional Research.
- In February of 2022, a Zoom training was held on the topic of linking credential-level outcomes to Program Learning Outcomes in Nuventive. The session was recorded and posted to Canvas for those unable to attend.
- In April 2022, a Zoom training was held as a refresher on how to connect 2021-22 MAP goals to one (or more) of SCC's 2020-2024 Strategic Objectives in Nuventive and to introduce the connection of Program Learning Outcomes to SCC's Institutional Learning Outcomes and demonstrate the process in Nuventive. There was Zoom-based open-lab time incorporated into this session so that assessment leads had the option of completing the short tasks in the moment while assessment staff were online to answer questions.

The Assessment Administrative Council also conducted a half-day *Program Assessment Day* workshop on May 9, 2022, for all Program Chairs, Associate Deans and Deans. During the workshop information was presented on:

- a new Program Data Dashboard developed by the Office of Institutional Research;
- making assessment data actionable for program improvement;
- facilitating assessment conversations with department faculty using a newly-developed assessment discussion template; and
- integrating MAP strategic planning, program assessment, and budgeting.

Additionally, attendees had hands-on time to work in Nuventive and interact with the Program Data Dashboard, with training support from the Office of Institutional Research; Accreditation, Institutional Assessment & Planning; and Instructional Division administrators.

Cocurricular Learning Outcomes Assessment

In February of 2021, the Administrative Team approved a new procedure for cocurricular assessment which defines *cocurricular learning* as “purposeful and assessable learning that complements (but occurs outside of) the formal curriculum, and which contributes to students’ achievement of SCC’s Institutional Learning Outcomes.” All cocurricular learning outcomes are now mapped to the ILOs and will be regularly assessed by staff and faculty responsible for implementing or overseeing those programs or activities. The procedure also requires a designated Cocurricular Assessment Team to provide input on the development of new cocurricular assessment processes, ongoing review of those processes, review of assessment results, and recommendations for changes to cocurricular programming.

In anticipation of the formal procedures, an interdisciplinary Cocurricular/ILO Assessment Team was created in the fall of 2021. The committee met five times during the 2021-2022 academic year to:

- Adopt a definition of “cocurricular learning” for the purpose of assessment
- Recommend programs and activities to be assessed during the pilot year and in the future
- Contribute to the development of measurable outcomes associated with each ILO
- Assess the ILOs using data from the Community College Survey of Student Engagement (see ILO section above for details)
- Recommend communication strategies for promoting knowledge of the ILOs

In the fall of 2022, the team will meet to review the 2021-2022 cocurricular assessment data and make recommendations for changes in areas in need of improvement.

The members of the Cocurricular Assessment/ILO Team in 2021-2022 were:

- Jacob Bonander, Speech Instructor
- Courtney Bruntz, Associate Dean, Arts & Sciences
- Dusty Duis, Practical Nursing Instructor
- Rob Epps, Culinary Instructor
- Kevin Forch, Director of Student Development/Engagement
- Stacey Harrifeld, Student Activities Coordinator
- Deanne Hyde Boilesen, Library Resource Center Specialist
- Crystal Kozak, ECED Instructor
- Kate Loden, English instructor
- Nicole Trevena-Flores, Social Sciences Instructor
- Spencer VanBuskirk, Residence Life Manager
- Jill Wightman, Institutional Outcomes Assessment Coordinator

In 2021-2022 a new cocurricular assessment process was piloted in a number of cocurricular programs and activities. In several instances surveys were utilized to establish a baseline understanding of which ILO-related outcomes were being learned by the students in the program or activity. The following programs and activities were assessed during the pilot:

- New Student Enrollment
- SkillsUSA
- Annual Speech Contest
- Federal Work Study
- International Education Week
- Student Senate
- TRiO/Student Support Services
- Student Organizations

As many of these pilot assessments were not completed until late in the academic year, the results from these assessments are under review by faculty and staff who oversee them as of August 2022. The Cocurricular Assessment/ILO Team will meet to review results early in the 2022 fall term.

Operational Assessment

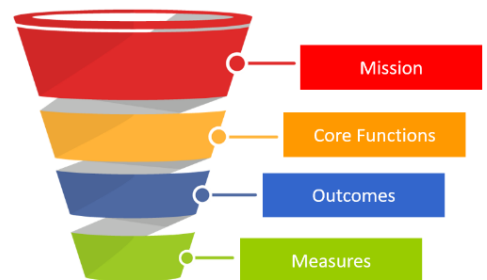
The Student Affairs division began piloting a new process for operational assessment in the fall of 2019. This process grew out of earlier attempts at cocurricular assessment, when it was determined through consultation with the College’s HLC liaison that the assessment of Student Affairs services was distinct from, though related to, cocurricular assessment.

All Student Affairs deans and directors developed operational outcomes, measures, and assessment plans and reported their first assessments at the end of 2019-2020. At the end of 2021-2022 the process has been refined, and there are three years of assessment results.

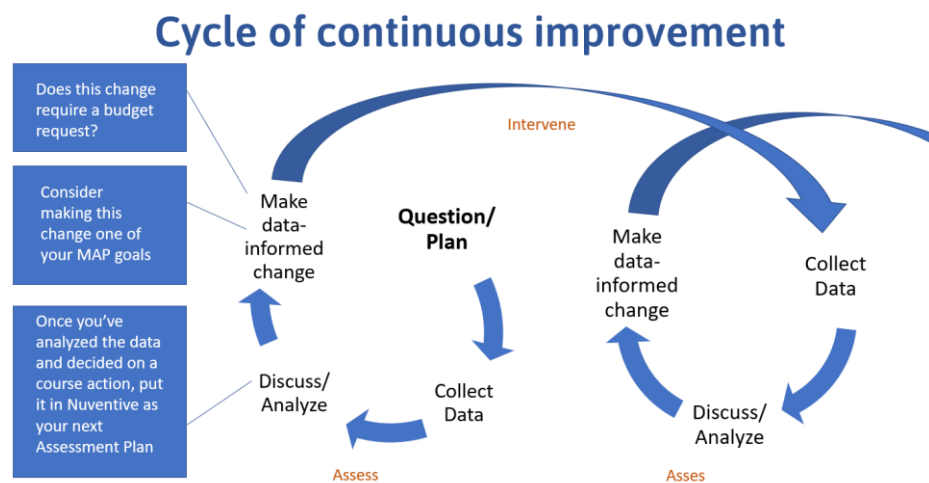
The assessment process is driven by the deans and directors of each department but is designed to include all staff in the ongoing discussion and use of data for continuous improvement. In October of 2021, the Student Affairs division held a division-wide symposium to present assessment results from several Student Affairs departments and engage in discussions of how the data could be used to make improvements in student support services at SCC. Discussion topics included how data was routinely being used and discussed at the department level and ideas for action triggered by the symposium presentations. Broad themes that emerged included both digging deeper into data already being collected to gain insights into areas for improvement and connecting data across departments to gain new insights.

In 2021-2022, a plan was developed to roll out the Operational Assessment process to all administrative and support areas of the College by the end of 2024. In Spring of 2022 the Continuing Education division and the office of Accreditation, Institutional Assessment & Planning began the process of operational assessment.

The process is designed to be mission-driven and integrated with SCC’s strategic planning processes. Departments are asked to identify their core functions based on their mission and their contributions to the SCC Strategic Plan. They develop measurable outcomes for each core function and a timeline and plan for assessing each outcome.



Once data for an outcome are collected and analyzed, resulting improvement plans are linked to MAP goals and budgeting processes, as well as the subsequent year’s assessment plan, as shown in the image below.



Institutional Assessment 2022-2023 Priorities

Looking ahead to the 2022-2023 academic year, the following strategies will be implemented to build upon the success of the 2021-2022 institutional assessment progress:

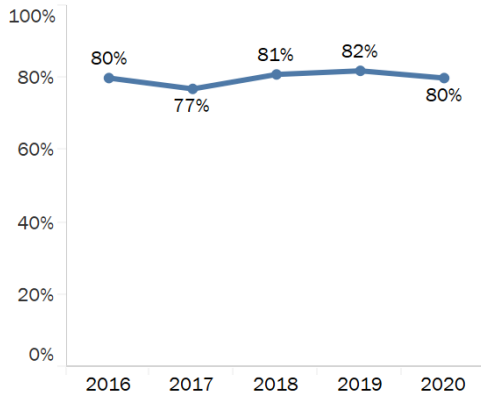
- Full implementation of the assessment procedure for all areas of institutional assessment
- Expand use of program learning outcome assessment results for action
- Implementation and evaluation of changes identified in 2021-2022 cocurricular and general education assessment results
- Presentations and discussions around the 2022 results from re-administration of the Culture of Assessment Survey
- Expanded involvement among program faculty in discussion of assessment results and development of recommendations for changes to courses and programs
- Annual review of assessment progress with the College's Higher Learning Commission Liaison, Dr. Tom Bordenkircher, as outlined in SCC's Action Agreement
- Continued coordination and integration of institutional assessment processes
- Expansion of assessment software solution (Nuventive) to meet minimum assessment and planning requirements
- Development of processes for curriculum mapping and course-level assessment
- Development of institutional assessment page on SCC's public website
- Identification of benchmarks for ILO attainment
- Alignment of assessment, planning, and budgeting timelines, as outlined in the Integrated Planning Calendar
- Complete application for the Higher Learning Commission's Assessment Academy

Appendix A – Institutional Learning Outcomes (ILOs)

Licensure exam pass rates for applicable programs

Academic Program <i>A.A. = Associate of Arts</i> <i>A.A.S. = Associate of Applied Science</i> <i>A.O.S. = Associate of Occupational Studies</i> <i>A.S. = Associate of Science</i> <i>Dip. = Diploma</i> <i>Cert. = Certificate</i>	Credentialing (Licensure or Certification) Exam Pass Rates
A.A.S. – Baking/Pastry	100% (2020) (ACF Exam)
A.A.S. – Culinary/Hospitality	100% (2020) (ACF Exam)
A.A.S. / Dip. – Welding Technology	95% (2021) (AWS Exam)
A.A.S. – Associate Degree Nursing (ADN)	81.48% (2021) (NCLEX-RN Exam)
Dip. – Dental Assisting	95.24% (2020) (CDA Exam)
Dip. – Medical Assisting	81% (2019) (CMA Exam)
A.A.S. – Medical Laboratory Technology	100% (2020) (BOC Exam)
A.A.S. – Paramedic	96.55% (2019 – 2021) (NRC Exam – 3-Year Pass Rate) 95.65% (2019 – 2021) (NRP Exam – 3-Year Pass Rate)
Dip. – Pharmacy Technician	83% (2021) (PTCB Exam)
A.A.S. – Physical Therapist Assistant	94.9% (2020) (NPTE Exam)
Cert. – Polysomnographic Technology	100% (2021) (RPSGT Exam) 100% (2021) (RST Exam) 100% (2018) (RRT-SDS Exam)
Dip. – Practical Nursing	83.3% (2021) (NCLEX-PN Exam)
A.A.S. – Radiologic Technology	94% (2021) (ARRT Exam)
A.A.S. – Respiratory Care	84% (2020) (RRT Exam)
Cert. – Surgical First Assist	100% (2021) (CSFA Exam)
A.A.S. – Surgical Technology	96% (2021) (CST Exam)

Workforce placement rate of Career/Technical graduates (2.4) **KPI**



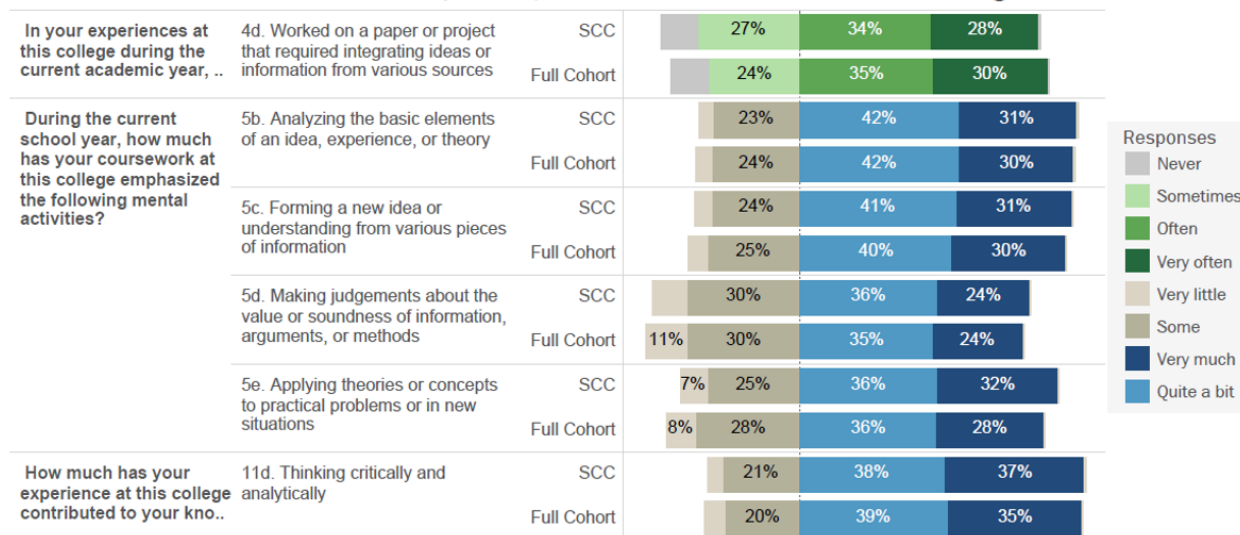
CCSSE 2021 and ILOs with Peer Comparison | Career/Professional Readiness

Question	ILO	Group	Never	Sometimes	Often	Very often
In your experiences at this college during the current academic year, ...	4l. Talked about career plans with an instructor or advisor	SCC	27%	42%	19%	
		Full Cohort	26%	41%	20%	
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?	11a. Acquiring job- or work-related knowledge and skills	SCC		25%	29%	33%
		Full Cohort	20%	28%	27%	25%
	11f. Working effectively with others	SCC		25%	32%	29%
		Full Cohort	27%	33%	28%	
	11h. Developing clearer career goals	SCC		21%	31%	35%
		Full Cohort	25%	30%	32%	
11i. Gaining information about career opportunities	SCC		24%	30%	30%	
	Full Cohort	18%	27%	27%	28%	
How satisfied are you with the services?	12.2b. Career counseling	SCC			46%	49%
		Full Cohort	38%	25%	30%	
Which of the following have you done, or are you currently doing at t..	8a. Internship, field experience, co-op experience, or clinical assignment	SCC	77%	23%		
		Full Cohort	83%	17%		

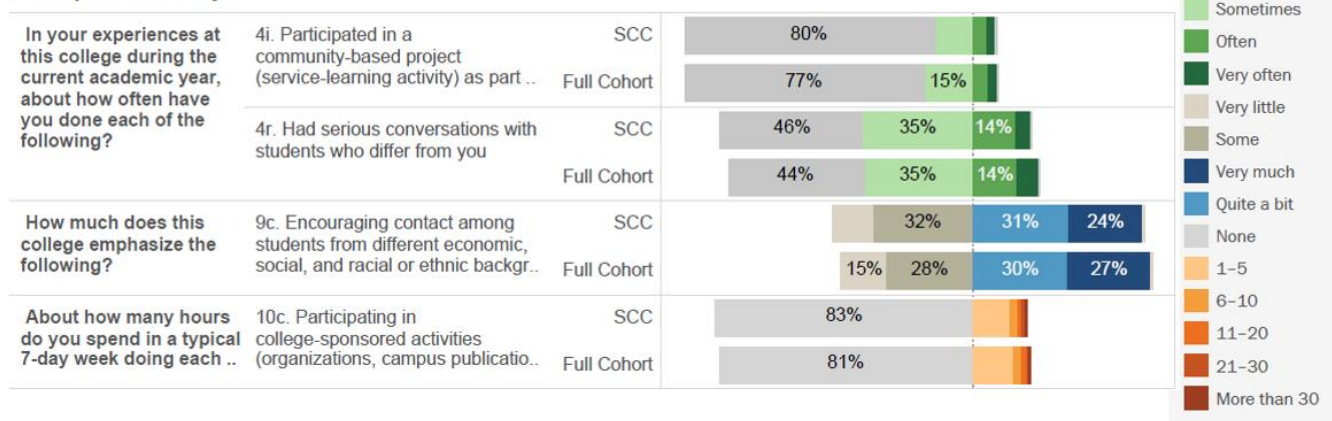
CCSSE 2021 and ILOs with Peer Comparison | Effective Communication

Question	ILO	Group	Never	Sometimes	Often	Very often
In your experiences at this college during the current academic year, ...	4b. Made a class presentation	SCC	39%	34%	19%	
		Full Cohort	33%	38%	20%	
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?	11b. Writing clearly and effectively	SCC		31%	36%	23%
		Full Cohort		26%	37%	27%
	11c. Speaking clearly and effectively	SCC	14%	29%	34%	22%
		Full Cohort	13%	27%	34%	26%

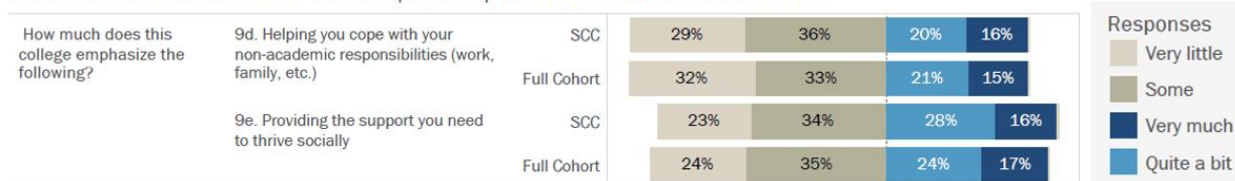
CCSSE 2021 and ILOs with Peer Comparison | Innovative and Critical Thinking



CCSSE 2021 and ILOs with Peer Comparison | Community Engagement/Social Responsibility

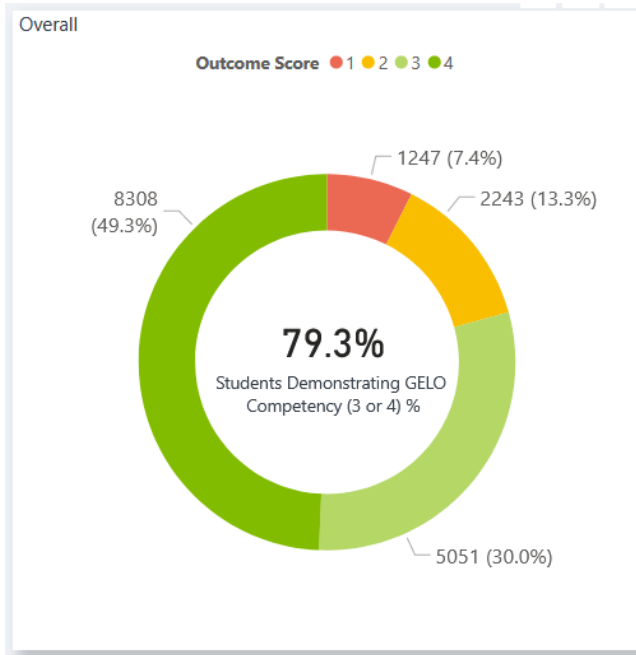


CCSSE 2021 and ILOs with Peer Comparison | Wellness and Resilience

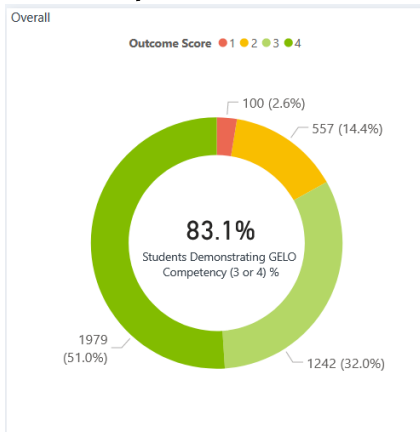


Appendix B – General Education Learning Outcomes (GELOs)

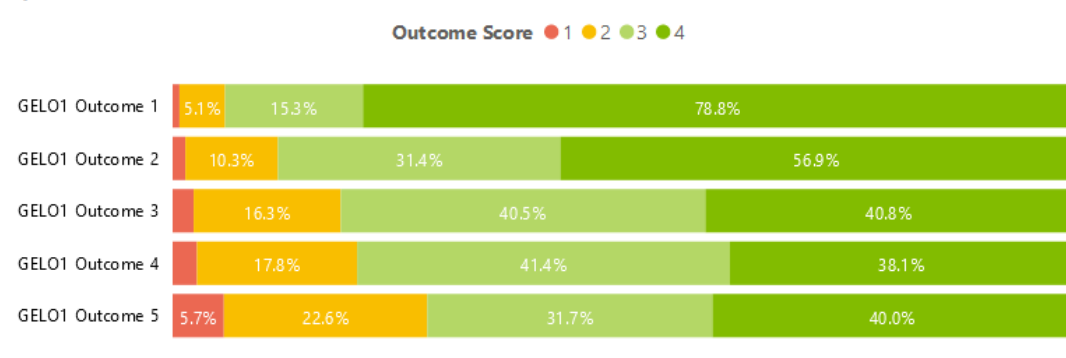
2021-2022 - ALL GELO Outcomes:



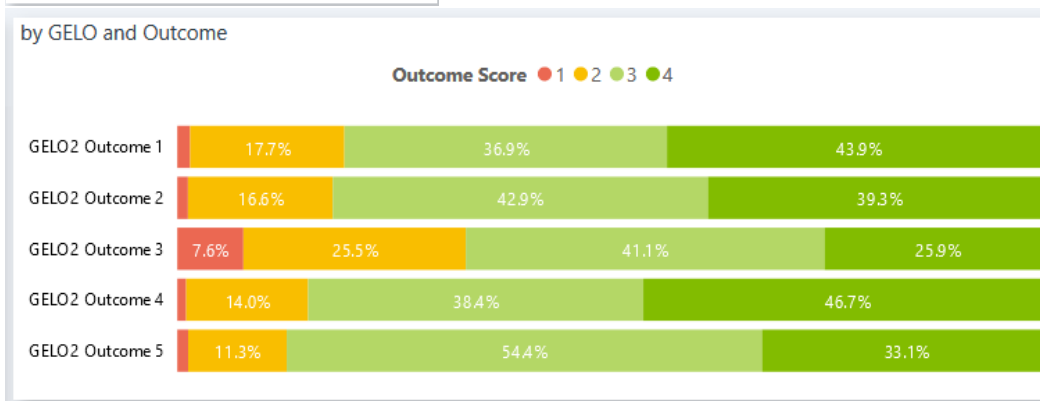
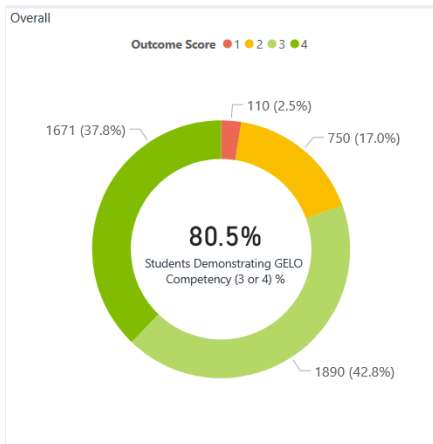
GELO 1: Speech Communication



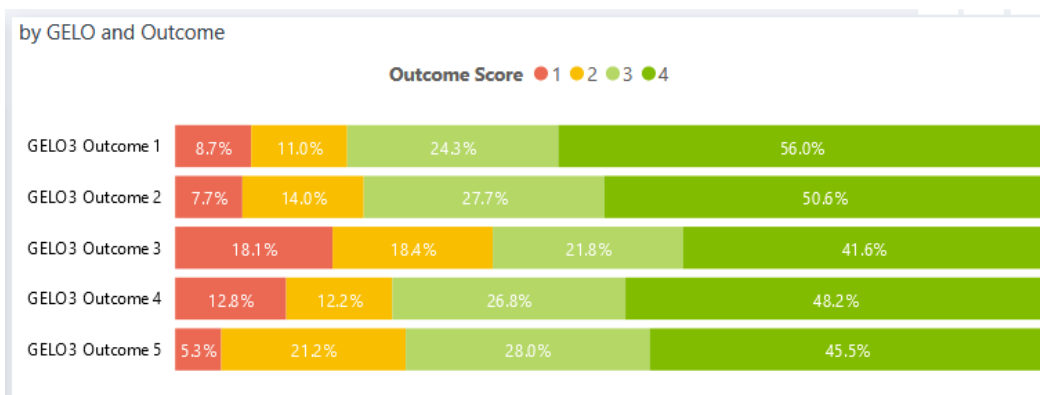
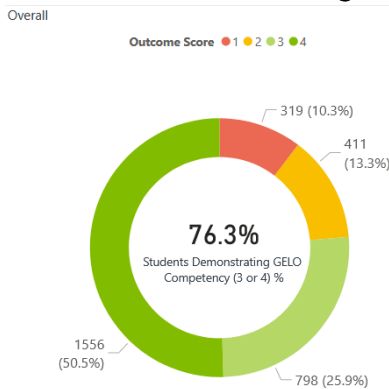
by GELO and Outcome



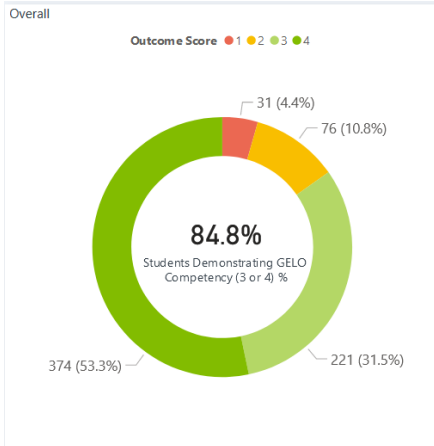
GELO 2: Written Communication



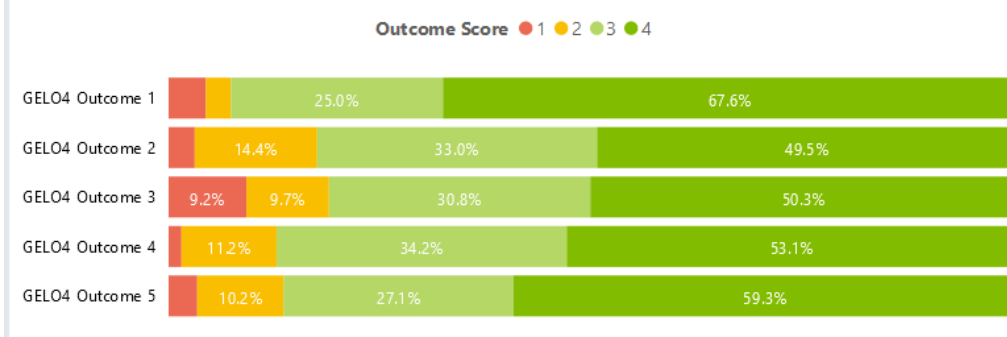
GELO 3: Critical Thinking & Problem Solving



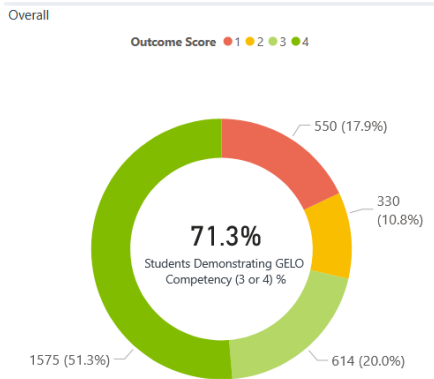
GELO 4: Global Awareness & Citizenship



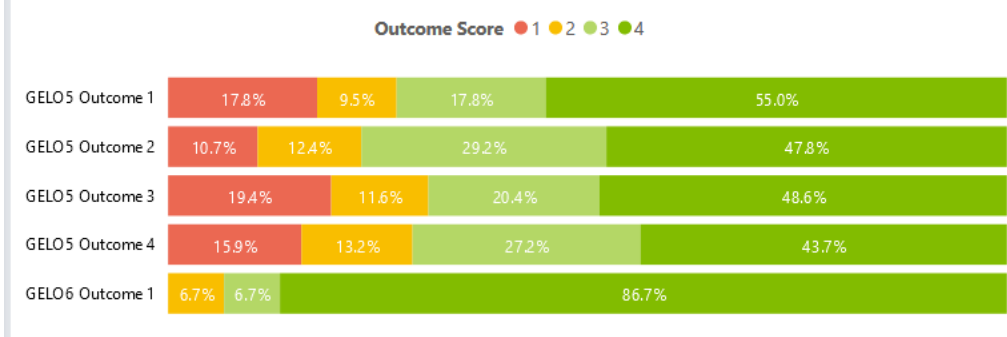
by GELO and Outcome



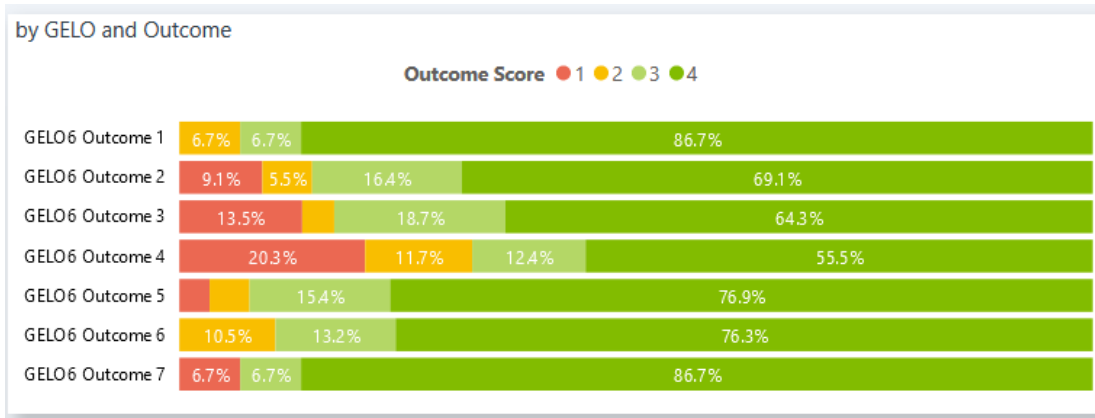
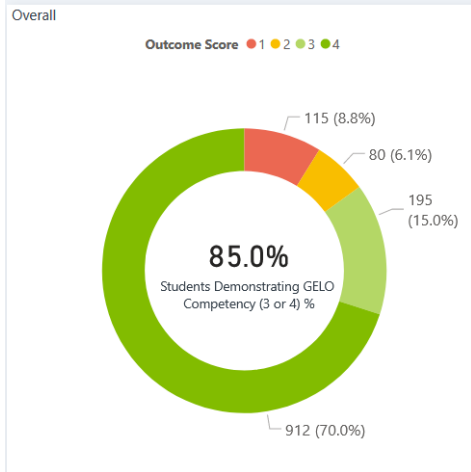
GELO 5: Analytical, Quantitative & Scientific Reasoning



by GELO and Outcome



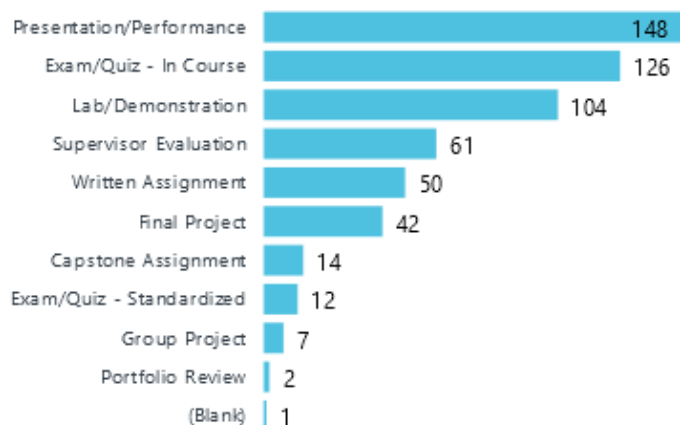
GELO 6: Career & Life Skills



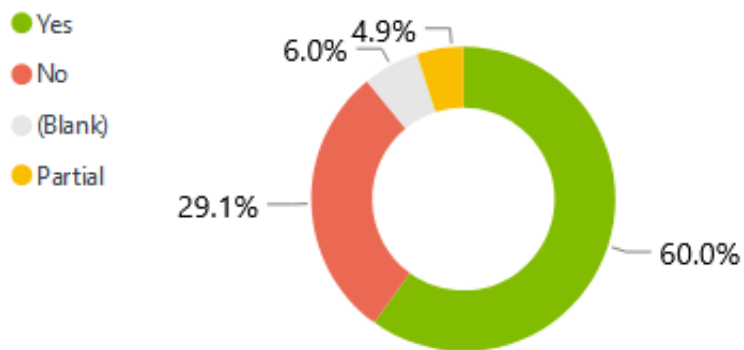
Appendix C – Program Learning Outcomes (PLOs)

2020-2021

Results by Assessment Type



Results by Benchmark Met



Percent of all PLOs mapped to each ILO

- GELO #1: Oral Communication
- GELO #2: Written Communication
- GELO #3: Critical Thinking & Problem Solving
- GELO #4: Global Awareness and Citizenship
- GELO #5: Analytical, Quantitative, an...
- GELO #6: Career and Life Skills

