



# ST. PHILIP'S COLLEGE ANNUAL CORE ASSESSMENT REPORT



INSTITUTIONAL STUDENT LEARNING OUTCOMES, 2024-2025  
ST. PHILIP'S COLLEGE



**St. Philip's College**  
**Annual Core Assessment Report**  
**April 2025**

## Introduction

This report provides a summary of the Institutional Student Learning Outcomes (ISLO) Assessment. The core assessment is essential for maintaining compliance with accrediting bodies such as the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Texas Higher Education Coordinating Board (THECB). The assessment process includes assessing student learning outcomes, analyzing student artifacts from a stratified random sample of academic core classes, and developing action plans to continuously improve instructional and assessment practices.

## Institutional Process

To maintain compliance and accountability, St. Philip's College assesses Institutional Student Learning Outcomes (ISLOs) adopted from the THECB's competencies/objectives for general education core curriculum. These competencies include:

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

St. Philip's College uses a 2-year assessment cycle. Assessed in 2024-2025, Cycle II included Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility. The cycle is comprised of artifact collection and submission during the fall semester, followed by calibration training and scoring activities in the spring semester. Students produce artifacts (student assignments) in all general education courses, and faculty submit this work for randomly selected course sections. Subsequently, departmental faculty assess these artifacts to determine learning outcome proficiency. The faculty assessors only rate artifacts within their own department (i.e., Communications & Learning faculty assess courses from their departmental disciplines, et. al.). Artifacts are scored from the following levels: skillful, emerging, not demonstrated, assignment not submitted, or invalid artifact. Assignment not submitted and invalid artifact ratings are not considered scored, and therefore, are not included in the percentages of artifacts scored. The decision to exclude not submitted and



invalid artifacts was made by the faculty so that the scores reflect student assignments that were given scored.

Figure 1 outlines the student learning outcomes (SLO) assessed in Cycle II, and which department had assignments that measured that outcome.

**Figure 1**

*Cycle II Outcomes Assessed by Department*

Department	Core Objectives	Competency	SLO	SLO Description
<b>Communications &amp; Learning (C&amp;L) Social &amp; Behavioral Sciences (SBS)</b>	Personal Responsibility	St. Philip's College students will connect choices, actions and consequences to ethical decision-making.	PR Outcome 1	Ethical issues – Students recognize ethical issues in the social context of problems.
			PR Outcome 2	Perspectives – Students analyze alternative ethical perspectives and predict the consequences related to the situation.
			PR Outcome 3	Values – Students assess their own ethical values and identify the origin of their values.
<b>C&amp;L Fine Arts &amp; Kinesiology (FA&amp;K) SBS</b>	Social Responsibility	St. Philip's College students will demonstrate intercultural competency, civic knowledge and the ability to engage effectively in regional, national and global communities.	SR Outcome 1	Intercultural - Student will analyze a specific societal issue from different cultural perspectives.
			SR Outcome 2	Civic Knowledge - Student will identify his or her civic responsibility and the possible impact of these actions in relation to this societal issue.
			SR Outcome 3	Communities- Student will propose ways to engage with regional, national, and global communities to address the societal issue.
<b>C&amp;L FA&amp;K Natural Sciences (NS)</b>	Teamwork	St. Philip's College students will demonstrate the ability to work effectively with others to support a shared	TW Outcome 1	Contribution – The degree to which each student provided materials or skills that are integral to the group's ability to complete the given assignment.
			TW Outcome 2	Cooperation – The skills and attitudes necessary for successful group interaction and the successful formation



<b>Engineering &amp; Mathematics (E&amp;M) NS SBS</b>	Empirical & Quantitative Reasoning	purpose or goal and consider different points of view.  St. Philip's College students will manipulate and analyze numerical data or observable facts resulting in informed conclusions.		of finalized ideas and plans of action in the group environment.
			TW Outcome 3	Self-Management – The manner in which a group member conducts his/her personal business.
			EQS Outcome 1	Identify and Collect Data – Clearly identifies what kind of information and what kind of analysis is required. All necessary information is organized logically.
			EQS Outcome 2	Manipulation of Data – Presents logical, consistent, and accurate manipulation of data.
			EQS Outcome 3	Analyze data and draw informed conclusions – The extent to which the analysis is applied to address the problem.

### Assessment Results 2024-2025

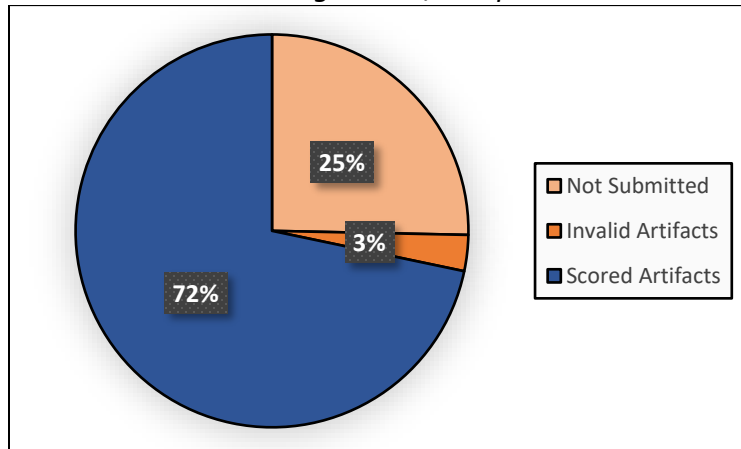
The Coordinator of Measurement and Evaluation shared the following overview of Institutional Student Learning Outcomes and results with SPC Arts and Sciences Faculty, Department Chairs, and Dean from across the college on April 11, 2025, via Zoom. In 2024-2025 there were a total of 1,700 students imported into the iRubric scoring platform for assessment. The total student enrollment for the 69 sections assessed was 1,679. The difference in the course enrollment count and the student count in iRubric is the timing of importing into the platform. Students may have withdrawn from the courses after they were first imported into iRubric from Canvas. Student assignments were first linked to iRubric in October. Next cycle, imports will occur at the end of the semester.

Out of the 1,700 students in the iRubric platform for scoring, there were 1,229 valid student assignments and 45 were not assessable. Across the four rubrics and 12 SLOs, there were 9,408 SLOs to be assessed. Out of 9,408, 72% were assessable, 25% were not submitted, and 3% were not assessable. Figure 2 shows the percentage of assessable student assignments for 2024-2025.



**Figure 2**

*Assessable Student Assignments/Competencies Assessed, 2024-2025*

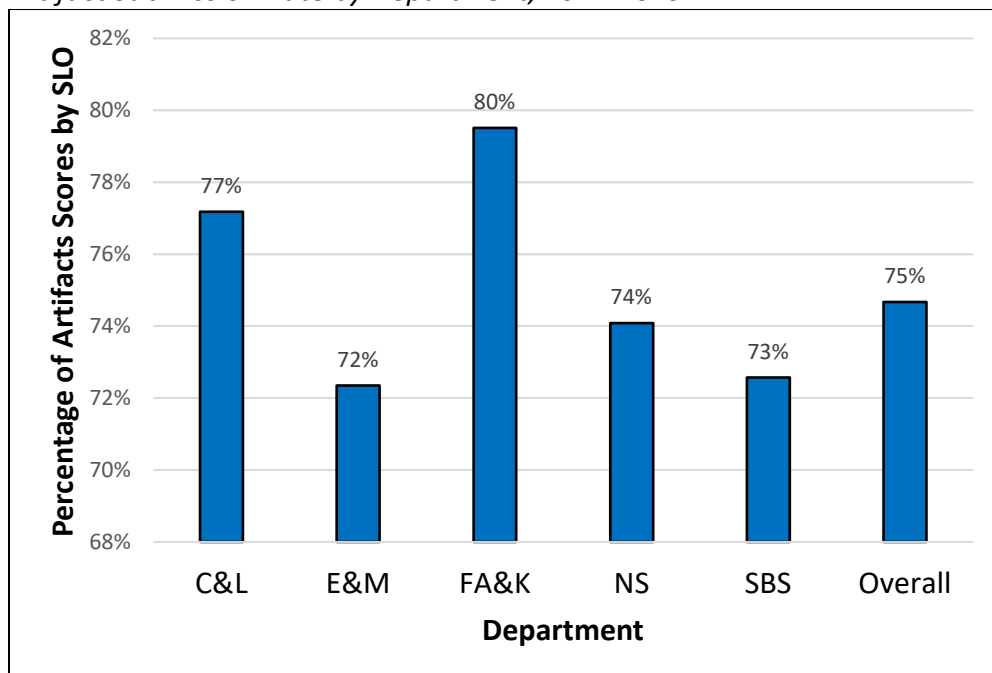


*Note.* N=9408; Excluded Artifacts N=2662; Assessed Artifacts N=6746

The submission rate of assessable artifacts (student assignments) by department were: Fine Arts & Kinesiology (FA&K), 80%; Communications & Learning (C&L), 77%; Natural Sciences (NS), 74%; Engineering & Mathematics (E&M), 72%; and Social and Behavioral Sciences (SBS), 73%. The overall assessable assignment rate was 75%. These results are shown in Figure 3.

**Figure 3**

*Artifact Submission Rate by Department, 2024-2025*



*Note.* C&L N=1820, E&M N=573, FA&K N=582, NS N=1947, SBS N=2103, Overall N=7025

During the Zoom call, faculty discussed what contributed to the 75% submission rate such as giving students adequate time to complete the assignment and counting the assignment as a



grade. Then the discussion shifted to what could be done next cycle to increase the rate. Faculty suggested clarifying pieces of the assignment that might be confusing or providing reminders for students to submit the assignment.

#### 2024–2025 Cycle II Overall Results

As shown in Figure 4, overall skillful and emerging (S&E) results for 2024–2025 Cycle II surpassed the 70% target by 16%. It is important to note that assignments not submitted and invalid artifacts were not included in the calculation. This decision was made by faculty to focus on the scored artifacts. The inclusion of these numbers would have changed the results to 62% for S&E instead of 86%. Accounting for all students enrolled in the course section ensures higher chances for a truly representative sample of the course section. For example, only counting five assignments submitted from a section of twenty students, does not show a clear level of student skill in that section. Since there have been technological shifts in the scoring of the sampled artifacts, a longitudinal trend across Cycle II is not valid. With the continuity in the scoring platform and the process used for assessment, future reports will be able to offer comparisons across core assessments conducted in iRubric.

**Figure 4**

*Student Learning Outcomes Scored Skillful & Emerging, 2024-2025*

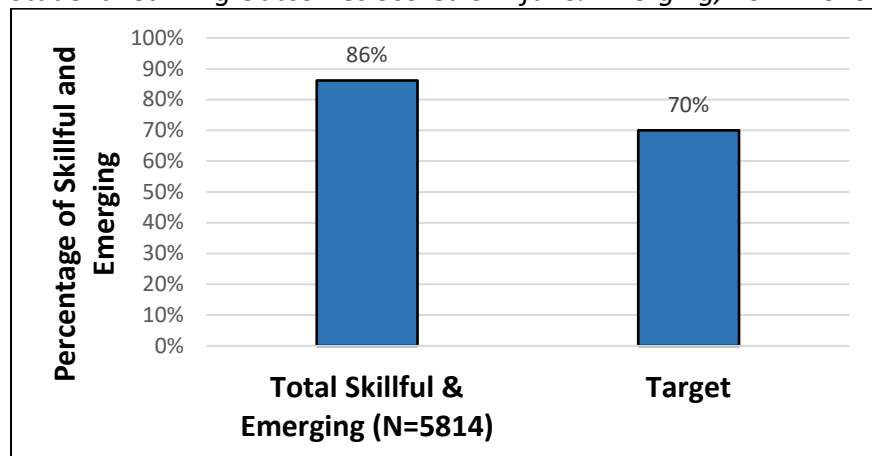
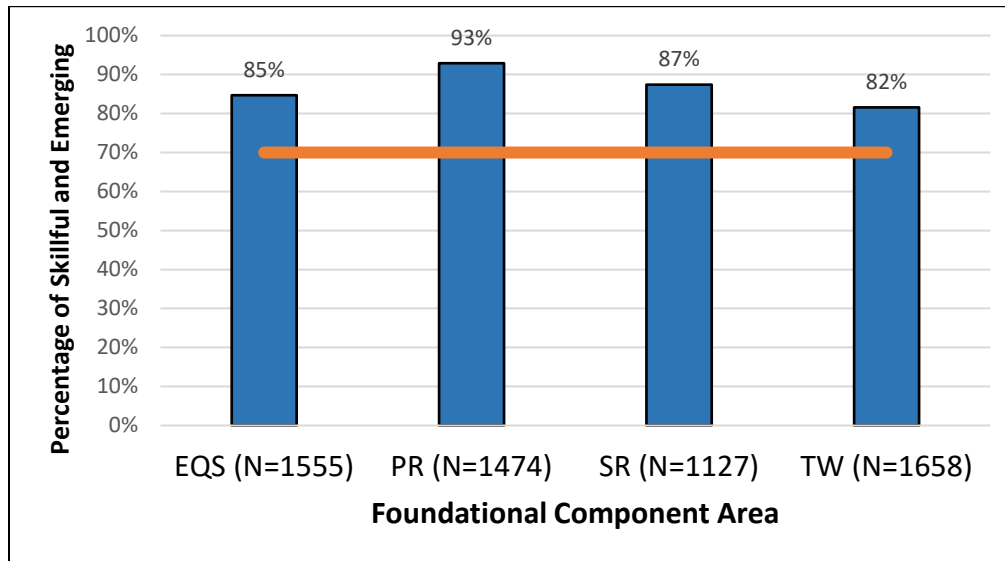


Figure 5 shows the S&E results by competency. All the competencies for student learning assessed in Cycle II met the target of 70%.



**Figure 5**  
*Skillful & Emerging Results by Competency, 2024-2025*



Note. Total Artifacts across 4 rubrics and 12 SLOs Scored Artifacts N=6746, S&E N=5814

### 2024-2025 Cycle II Student Learning Outcome Results

Figures 6 through 9 feature SLOs by Core Competency. While the 70% target for S&E was met for each competency, each figure in this section provides the breakdown between skillful and emerging within the different SLOs to provide additional information about student performance.

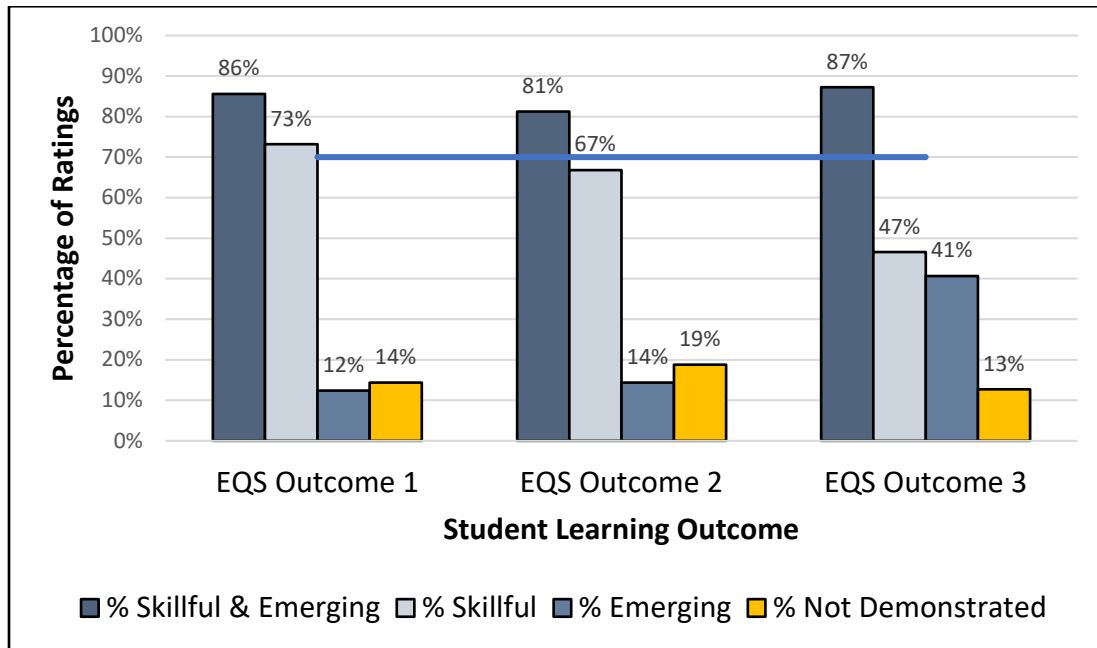
Figure 6 shows the S&E results for Empirical and Quantitative Skills competency.

- **EQS Outcome 1** Identify and Collect Data – Clearly identifies what kind of information and what kind of analysis is required. All necessary information is organized logically.
- **EQS Outcome 2** Manipulation of Data – Presents logical, consistent, and accurate manipulation of data.
- **EQS Outcome 3** Analyze data and draw informed conclusions – The extent to which the analysis is applied to address the problem.



**Figure 6**

*2024-2025 Student Learning Outcomes for Empirical and Quantitative Skills*



Note. EQS Total Scored Artifacts N=1836, EQS per Outcome N=612

Figure 7 presents the Personal Responsibility SLO results. Over the last decade, PR Outcome 1 has been part of the Quality Enhancement Plan at St. Philip's College.

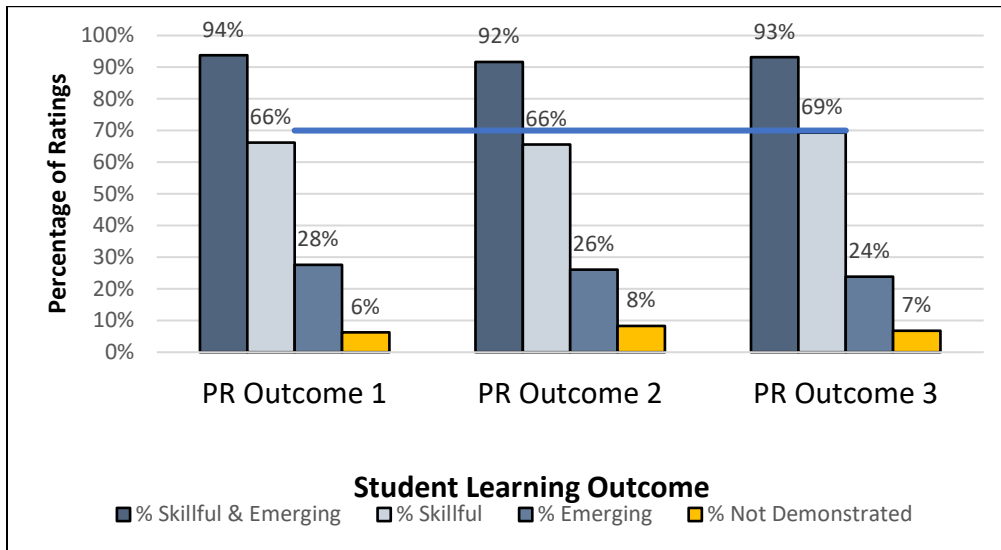
- **PR Outcome 1** Ethical issues – Students recognize ethical issues in the social context of problems.
- **PR Outcome 2** Perspectives – Students analyze alternative ethical perspectives and predict the consequences related to the situation.
- **PR Outcome 3** Values – Students assess their own ethical values and identify the origin of their values.





**Figure 7**

*2024-2025 Student Learning Outcomes for Personal Responsibility*



Note. PR Total Scored Artifacts N=1587, PR per Outcome N=529

Figure 8 presents the Social Responsibility SLO results.

- **SR Outcome 1** Intercultural - Student will analyze a specific societal issue from different cultural perspectives.
- **SR Outcome 2** Civic Knowledge - Student will identify his or her civic responsibility and the possible impact of these actions in relation to this societal issue.
- **SR Outcome 3** Communities- Student will propose ways to engage with regional, national, and global communities to address the societal issue.

**Figure 8**

*2024-2025 Student Learning Outcomes for Social Responsibility*

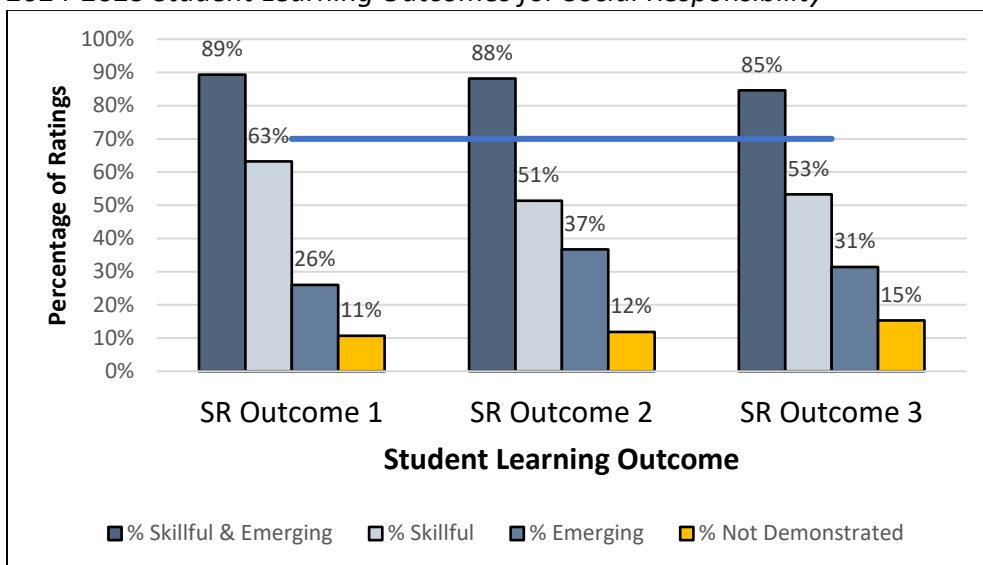


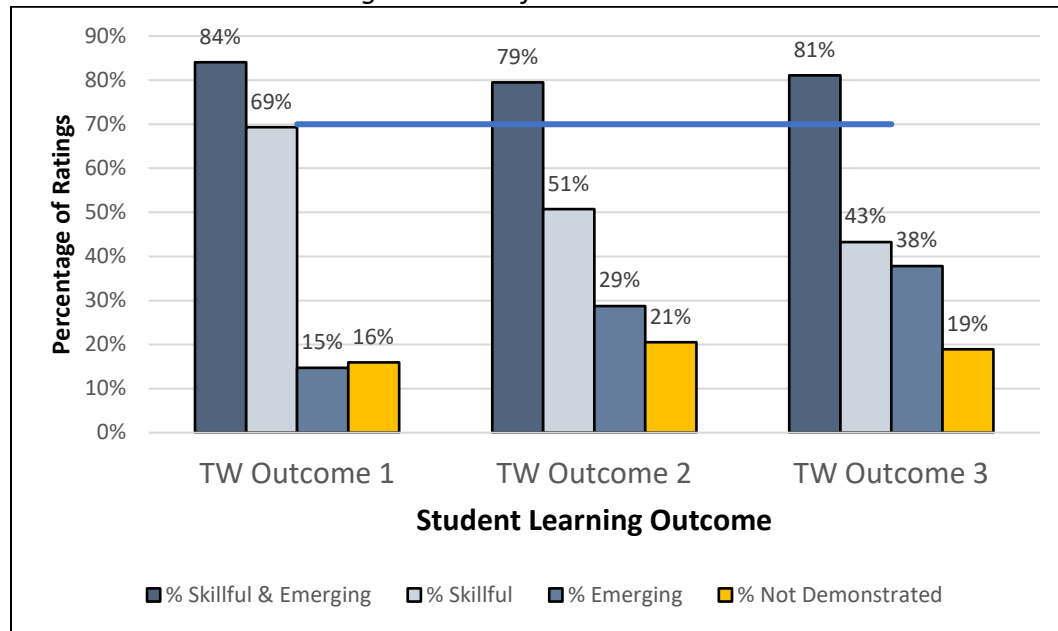


Figure 9 presents the Teamwork SLO results.

- **TW Outcome 1** Contribution – The degree to which each student provided materials or skills that are integral to the group's ability to complete the given assignment.
- **TW Outcome 2** Cooperation – The skills and attitudes necessary for successful group interaction and the successful formation of finalized ideas and plans of action in the group environment.
- **TW Outcome 3** Self-Management – The manner in which a group member conducts his/her personal business.

**Figure 9**

*2024-2025 Student Learning Outcomes for Teamwork*



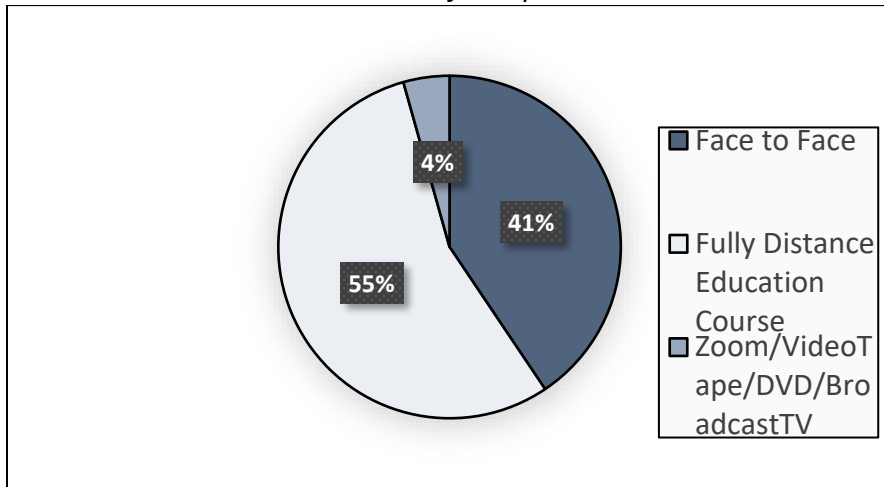
Overall, changes are needed in future cycles based on this data. The faculty discussed several reasons student performance is high across all the cycle II competencies. One likely reason is student exposure to the assignment used for assessment as some of the assignments are common and have been in use for several years.

#### 2024-2025 Cycle II Instructional Method Analysis

Annual ISLO assessment random sample includes general education courses offered through various instructional methods. Figures 10-14 display data and results by face to face, fully distance, Hybrid/Blended course, and Zoom/Video/Broadcast TV instructional methods. Figure 10 addresses the percentage included by the instructional method. Fully distance accounted for over half of all assessments completed (55%).



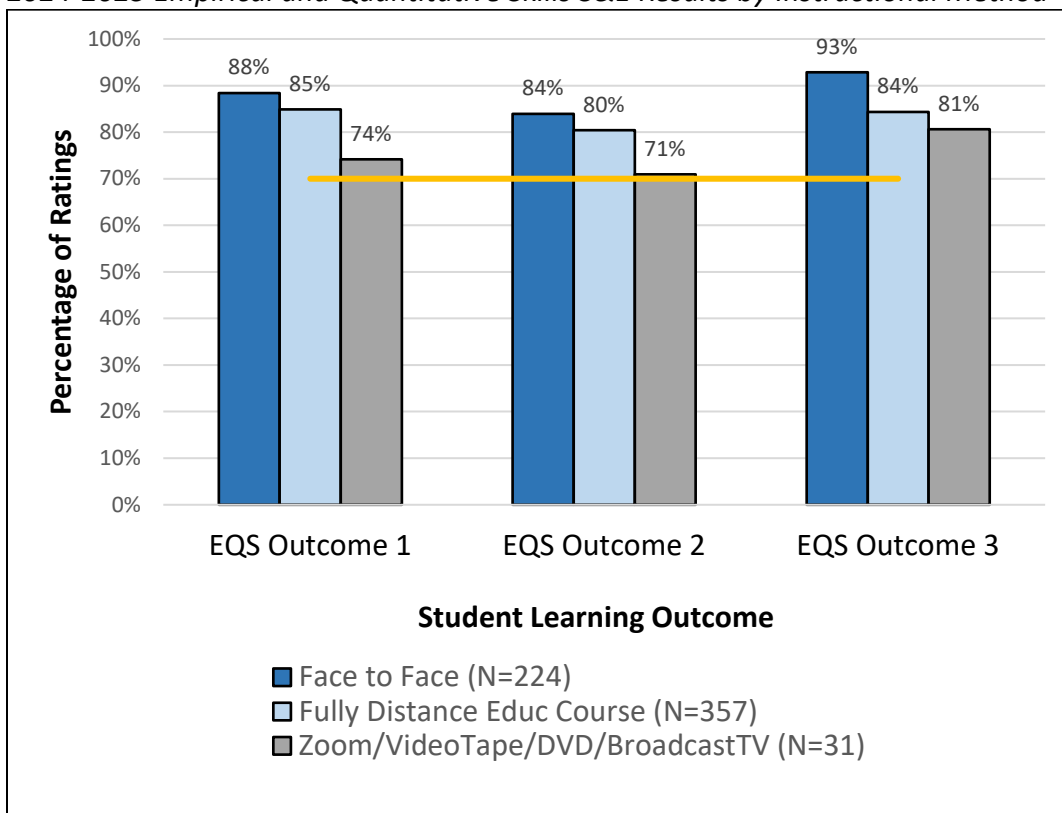
**Figure 10**  
*2024-2025 Instructional Method of Sampled Courses*



Note. N=69

As seen in Figure 11, Empirical and Quantitative Skills overall SLO results differed slightly by instructional method, with Face-to-Face course results exceeding other instructional methods.

**Figure 11**  
*2024-2025 Empirical and Quantitative Skills S&E Results by Instructional Method*



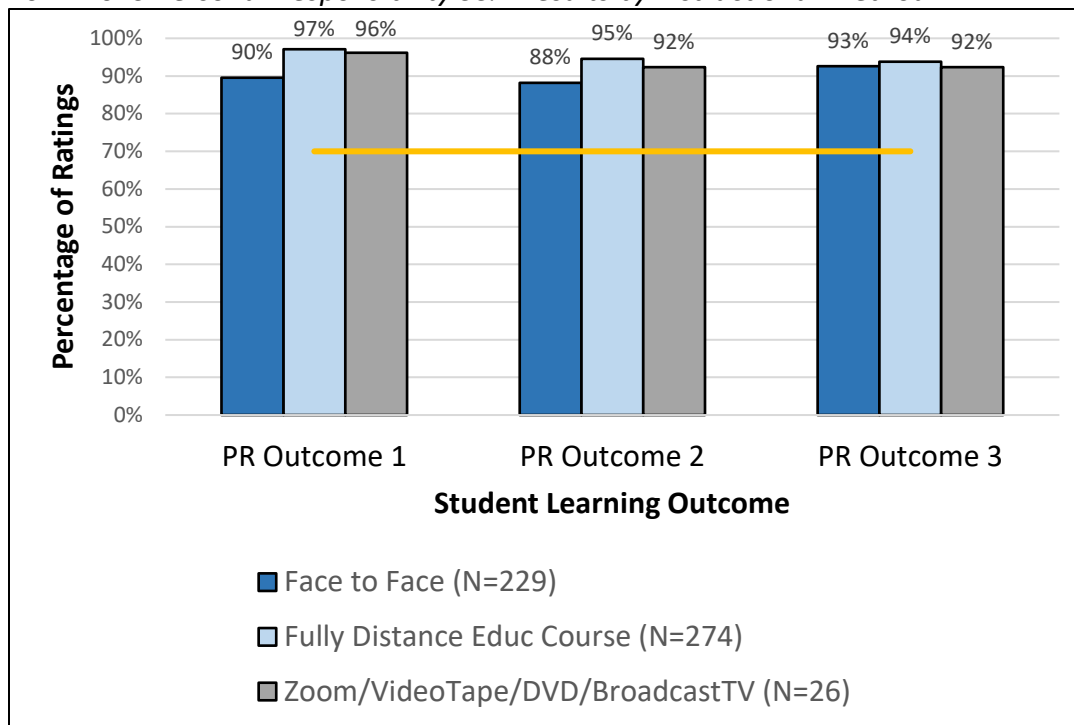
Note. EQS Scored Artifacts N=1836



Figure 12 shows the Personal Responsibility overall results by instructional mode. These results differed from the EQS outcomes because online students performed higher than the face-to-face students.

**Figure 12**

*2024-2025 Personal Responsibility S&E Results by Instructional Method*



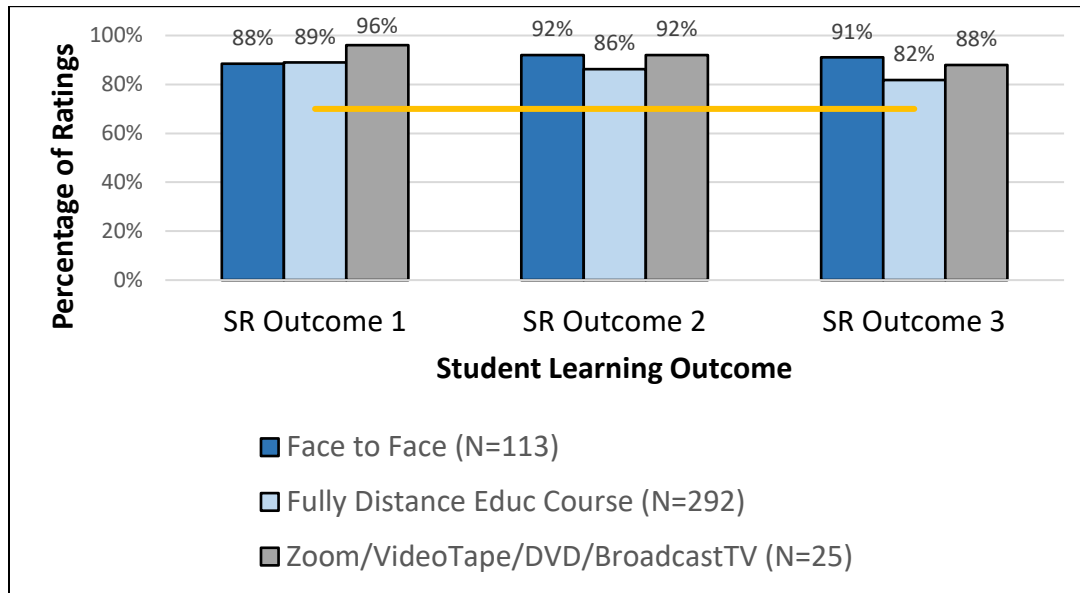
Note. PR Scored Artifacts N=1587

Addressed in Figure 13, Social Responsibility shows similarly high results to Personal Responsibility. However, the results vary across the different outcomes on which instructional mode students performed the highest.



**Figure 13**

*2024-2025 Social Responsibility S&E Results by Instructional Method*

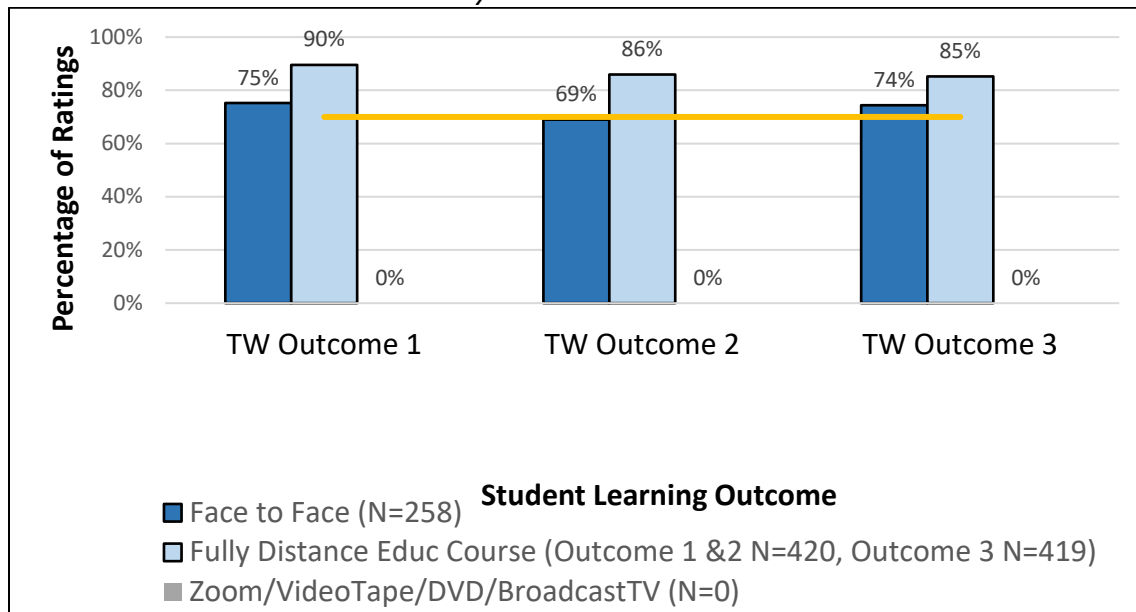


Note. SR Scored Artifacts N=1290

Figure 14 provides the results of the Teamwork competency. Only face-to-face and fully distance courses were part of the sampled classes. Like Personal Responsibility, online students performed higher than face to face.

**Figure 14**

*2024-2025 Teamwork S&E Results by Instructional Method*



Note. TW Scored Artifacts N=2033



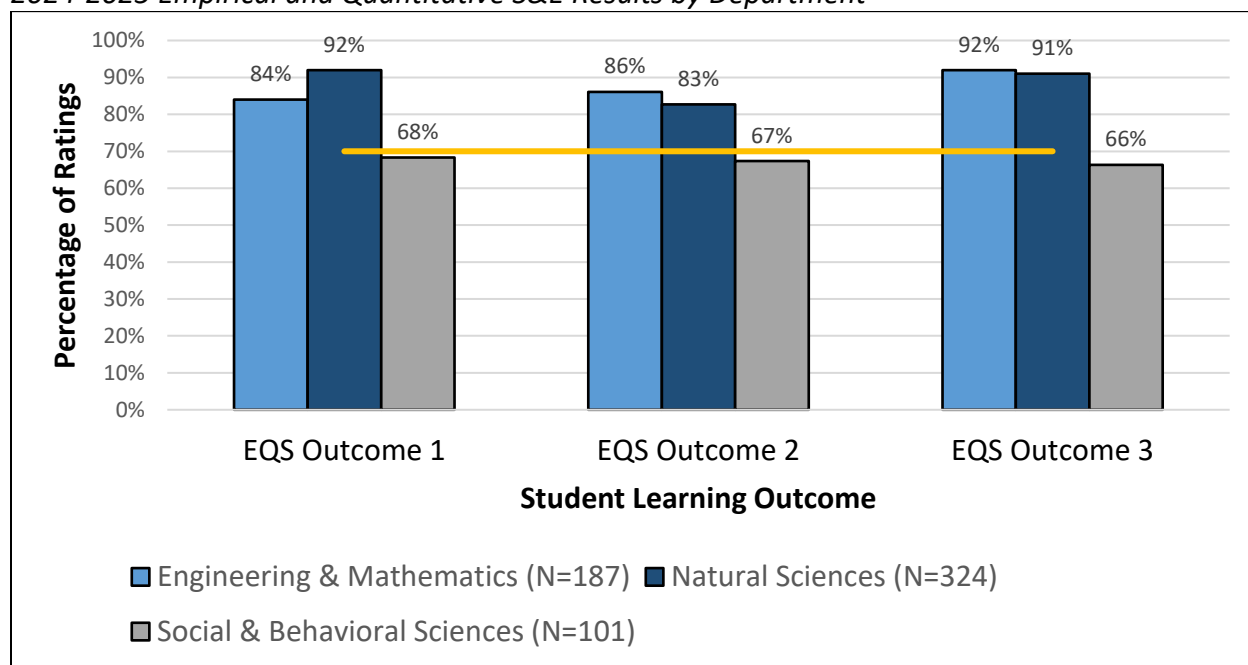
Overall, each instructional method met the target except for in the Teamwork competency for face-to-face students sampled. TW Outcome 2 Cooperation results for face-to-face students were slightly below the 70% target at 69%. During the Zoom session, instructors were asked to think about what might have contributed to this difference, especially since other institutional data indicates that in-person students are fair better than online students.

#### 2024-2025 Cycle II Departmental Results by Student Learning Outcome

Annual ISLO assessment random sample includes general education courses offered by all Arts and Sciences Departments: Communications & Learning (C&L), Engineering & Mathematics (E&M), Fine Arts & Kinesiology (FA&K), Natural Sciences (NS), and Social and Behavioral Sciences (SBS). Figures 15-18 display data and results by core competency and department. Figure 14 addresses Empirical and Quantitative Skills overall Skillful and Emerging by department. Engineering & Mathematics and Natural Sciences scored over 70% in all three SLOs (SLO1 Identify and Collect Data, SLO2 Manipulation of Data, SLO3 Analyze Data and Draw Informed Conclusions). Social and Behavioral Sciences scored close to the target of 70% but fell slightly under in all three outcomes.

**Figure 15**

*2024-2025 Empirical and Quantitative S&E Results by Department*



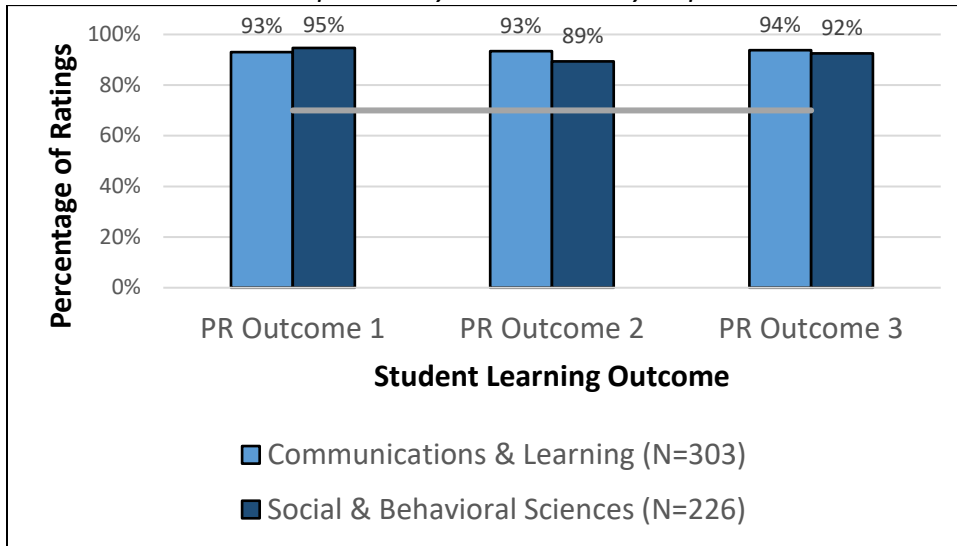
*Note.* EQS Scored Artifacts N=1836

As seen in Figure 16, Communications & Learning and Social and Behavioral Sciences both surpassed the 70% target for Personal Responsibility Skillful and Emerging results across all SLOs (SLO1 Ethical Issues, SLO2 Perspectives, SLO3 Values).



**Figure 16**

*2024-2025 Personal Responsibility S&E Results by Department*

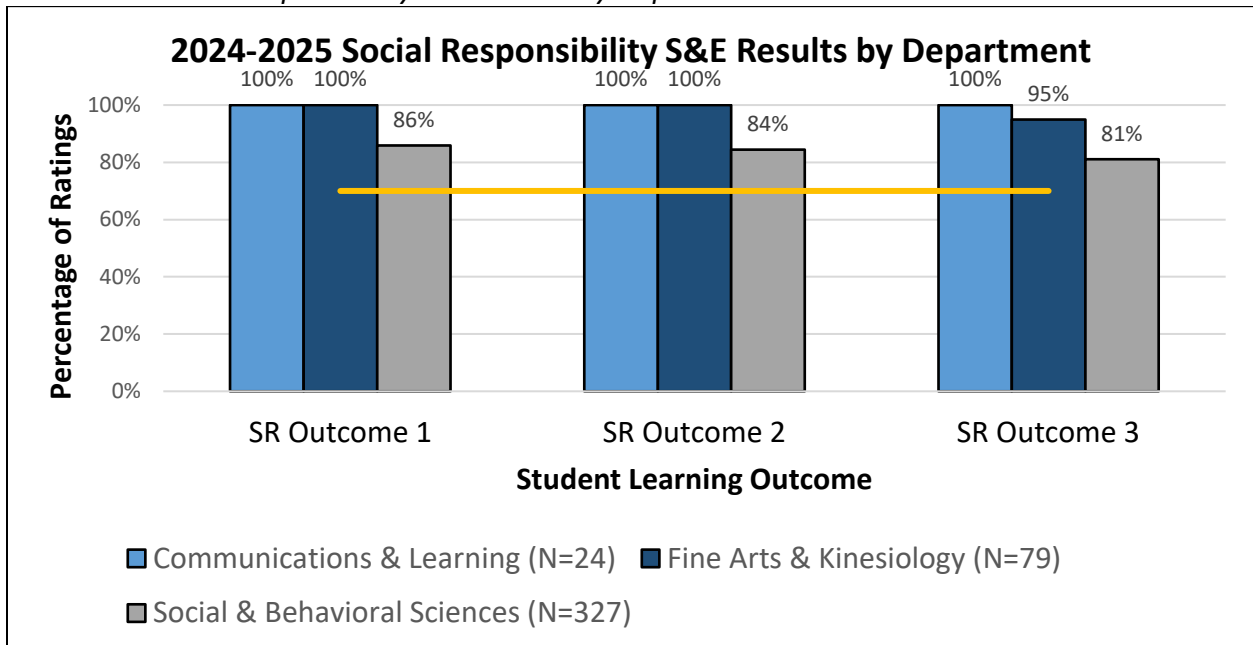


Note. PR Scored Artifacts N=1587

Shown in Figure 17, all three departments that assessed Social Responsibility skills exceeded the target for each outcome (SLO1 Intercultural, SLO2 Civic Knowledge, SLO3 Communities).

**Figure 17**

*2024-2025 Social Responsibility S&E Results by Department*



Note. SR Scored Artifacts N=1290

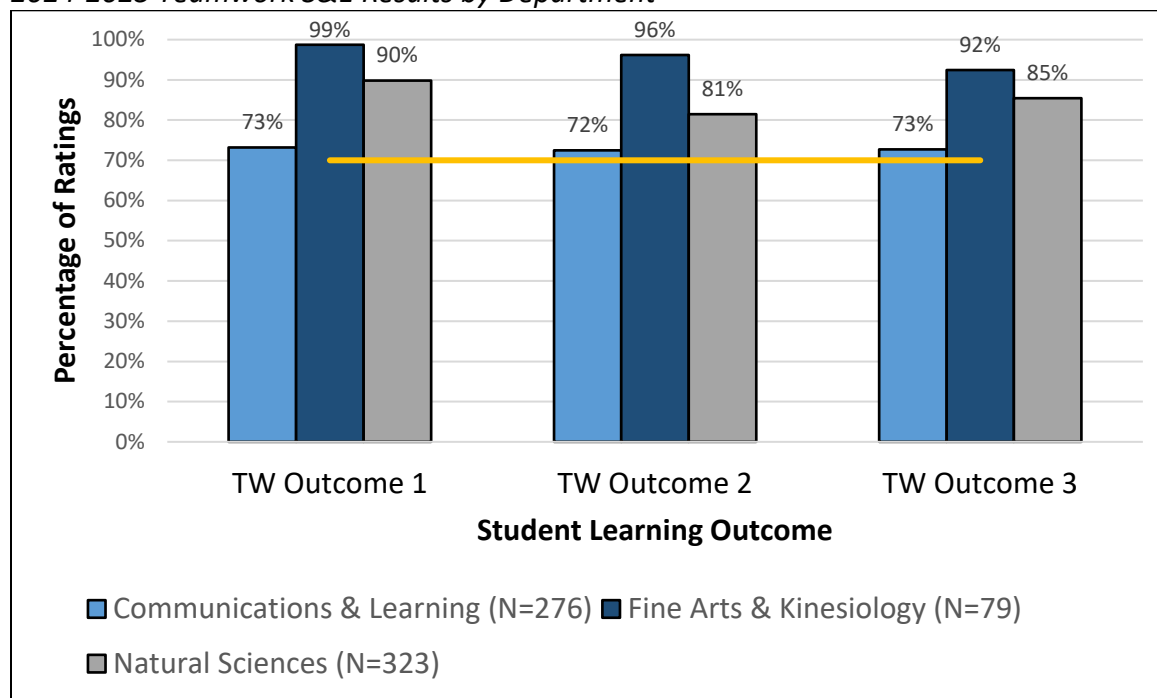
Figure 18 shows the results for the Teamwork learning outcomes. These results exceeded the 70% target for all three departments where this SLO was measured (SLO1 Contribution, SLO2



Cooperation, SLO3 Self-Management). However, the Communications & Learning percentage of S&E was only slightly above the 70% target.

**Figure 18**

*2024-2025 Teamwork S&E Results by Department*



*Note.* TW Scored Artifacts N=2033

Each department met the target across the different SLOs assessed this cycle, except Social & Behavioral Sciences in the empirical and quantitative skills. One contributing factor to lower results in the SBS department are the result of miscommunication and misunderstanding with a new instructor who was sampled. The assignment used for assessing did not provide students the opportunity to demonstrate all of the assessed learning outcomes based on the common rubrics. The disconnect between the assignment and the scoring rubrics became a point of understanding this cycle of core assessment. Even during calibration with departments, it became clear that assignments used to assess students did not always align with the common rubrics used for scoring the student artifacts.

#### 2024-2025 Off-campus Instructional Sites (OCIS)

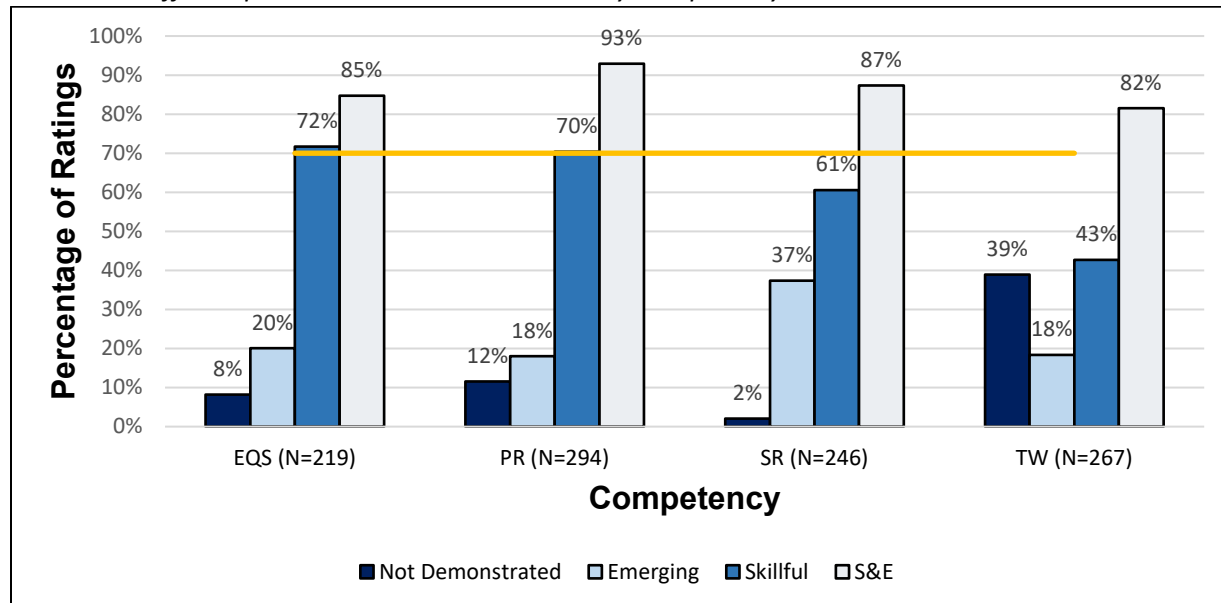
The sampled courses also included academic core courses taught at off-campus locations. Of the 69 courses sampled, 13 were from OCIS. Figure 19 provides the overall results of the artifacts collected from the OCIS courses that were sampled.





**Figure 19**

*2024-2025 Off-Campus Instructional Sites Results by Competency*



Note. Courses N=13, Scored Artifacts N=1026

The sampled OCIS classes met the 70% target for skillful and emerging scores. An area for improvement discussed has been providing dual credit and other off-campus instructors with an example of an assignment to use for the core assessment to ensure alignment with rubrics.

### Improvements 2024-2025

This cycle of the ISLO assessment had greater communication between IPRE and faculty. Department chairs and faculty were very responsive in troubleshooting any issues with connecting iRubric with Canvas to ensure the sampled assignments were available in the platform to score.

Additionally, different surveys were given to faculty accessors, sampled faculty, and the entire Arts and Sciences department to help identify areas of improvement for future cycles of assessment. These survey results were shared with department chairs to support action plans. For reference, these draft department/discipline action plans are located at the end of this document.

### Challenges 2024-2025

Staffing changes in IPRE created inconsistency in this cycle as a new coordinator of measurement and evaluation started in October. The faculty helped IPRE overcome this challenge through increased collaboration and communication about the process for the ISLO assessment. This challenge ended as an improvement because it resulted in greater alignment and support between the different departments.



Other challenges include technology. iRubric does not support all types of Canvas submissions. The assignment must be a file uploaded into Canvas to import, which limits instructors. For example, instructors would typically use a quiz in Canvas to assess students, but that file will not import into iRubric. The other technological challenge involved changes to the online platform after documentation was provided that demonstrated how to link Canvas and iRubric. Process documents will be created and updated as systems change so they remain relevant and support faculty.

Lastly, Flex II courses had limited time to give the assessment because of a November submission deadline. The assignments used for assessing should be given at a time in the course that is authentic to measure student learning outcomes.

### Changes for 2025-2026

To address the challenges, the next cycle of core assessment will make the following adjustments:

- the assessment schedule will account for Flex courses,
- the deadline for administering the assessment assignments will be the week before final exams,
- and the creation of process documents for connecting Canvas and iRubric to support faculty along with confirmation checks.

Lastly, the draft action plans will now be included in the assessment report for transparency. These plans are subject to change as different barriers and needs are identified.



## Department/Discipline Action Plans

### Communications and Learning

#### English

### 2024-2025 Cycle II Assessment Action Plan

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The purpose of this Action Plan is to reflect on the results of the core assessment and determine the next best steps to improve the way we measure and support student learning outcomes.

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#### **Department: Communications & Learning**

#### **Discipline: English**

#### **Core Objectives Assessed in Cycle II:**

**Based on the results and discussion during the Assessment Showcase, brainstorm some possible refinements that your team could make.**

Communications & Learning did very well overall: PR 93/93/94; SR 100/100/100 (!); TW 73/72/73. The overall participation/artifact submission rate was 2<sup>nd</sup> highest for the college at 77% (behind only Fine Arts/Kinesiology's 80%). The English discipline also did well. The main reasons for any drop in the overall average was missing submissions or missing sections (e.g. Teamwork) on the submissions.

#### **Based on these results, some possible areas of refinement are:**

1. Make some minor changes to the language and directions on the departmental form used for the assessment. And then, of course, make sure that all Instructors are using the correct form for the current Cycle being assessed. The form is and can continue to be very adaptable to all sorts of assignment types (e.g. videos, case studies, readings), so Instructors can continue to develop specific assignments that are relevant to course SLO's, meaningful, and engaging.
2. Continue to post current Cycle instructions and samples in the QEP/ISLO module in the department Canvas shell and make sure all Instructors know to look for this current Cycle information there.
3. Encourage the college and IPRE to change the scoring system so that assignments that are either not submitted or that do not have a certain portion of the assessed areas (i.e. Teamwork) do not get scored as "Not Demonstrated." "Not Demonstrated" is a score given to those who *did* have the opportunity to attempt that skill but "did not demonstrate" through the actual response. It shouldn't be the same score given to those who did not do that portion of the assessment, either through choice or not having the opportunity to do it. (This issue was the main reason for the C&L department's lower score on the Teamwork portion of the assessment.)
4. Have training and preparation for the upcoming Cycle conducted in the preceding spring semester. By the time a fall semester begins, almost all Instructors already have their courses and assignments planned out. Faculty are also off-contract during the summer.



**From the list above, select one or two adjustments that your team would like to make in an upcoming assessment cycle.**

2. Post current Cycle Instructions, form, and samples in the QEP/ISLO module in the department Canvas shell. Since the Cycle is changing again, it is important to get the correct information posted.
4. Have training and preparation for the upcoming Cycle completed in the spring semester so that everything is set and ready-to-go day 1 of the fall semester.

**Does this adjustment affect Cycle I Assessment?**

Yes. The department chair needs to get the updated Cycle information and confirmation from IPRE as soon as possible so that the QEP/ISLO module in the department Canvas shell can be updated.

**Target Date to Implement Refinements:**

2. Possibly by end of Spring 2025 or by the preparation week before the start of the fall semester.
4. Spring 2026.



*Spanish*

## 2024-2025 Cycle II Assessment Action Plan

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The purpose of this Action Plan is to reflect on the results of the core assessment and determine the next best steps to improve the way we measure and support student learning outcomes.

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**Department: Communications and Learning**

**Discipline: Spanish**

**Core Objectives Assessed in Cycle II: Personal Responsibility, Social Responsibility**

**Based on the results and discussion during the Assessment Showcase, brainstorm some possible refinements that your team could make.**

1. Almost every single submitted assessment scored Skillful or Emerging on every category. It would be beneficial to see how this was accomplished---perhaps by recording a session for other faculty to see how the instructor teaches the ISLO activity
2. 63.64% of assessments in this section were excluded due to not being submitted. I would suggest that students submit the assignment in class and the faculty verify submissions have been input.
3. Ensure that the assessment is part of the course grade.

**From the list above, select one or two adjustments that your team would like to make in an upcoming assessment cycle.**

63.64% of assessments in this section were excluded due to not being submitted. I would suggest that students submit the assignment in class and the faculty verify submissions have been input.  
Ensure that the assessment is part of the course grade.

**Does this adjustment affect Cycle I Assessment?**

**Target Date to Implement Refinements:**

Fall 2025



*Speech*

## 2024-2025 Cycle II Assessment Action Plan

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The purpose of this Action Plan is to reflect on the results of the core assessment and determine the next best steps to improve the way we measure and support student learning outcomes.

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**Department: Communication and Learning**

**Discipline: Speech**

**Core Objectives Assessed in Cycle II:**

**Based on the results and discussion during the Assessment Showcase, brainstorm some possible refinements that your team could make.**

1. Since the form previously guided positive results, each discipline should review and revise the form as needed.
2. Continue posting clear instructions in the Department Canvas shell to ensure all adjunct and dual credit instructors have access to the necessary information.
3. Provide QEP training during the spring semester, prior to the setup of fall courses.
4. Encourage full-time faculty to share assessment details with their mentees.

**From the list above, select one or two adjustments that your team would like to make in an upcoming assessment cycle.**

Provide QEP training during the spring semester, prior to the setup of fall courses.

**Does this adjustment affect Cycle I Assessment?**

Yes, this adjustment does affect the Cycle I Assessment.

**Target Date to Implement Refinements:**

This adjustment would have to take place Spring 2026.



Engineering and Mathematics

**2024-2025 Cycle II Assessment Action Plan**

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The purpose of this Action Plan is to reflect on the results of the core assessment and determine the next best steps to improve the way we measure and support student learning outcomes.

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**Department: Engineering & Mathematics**

**Discipline: Mathematics**

**Core Objectives Assessed in Cycle II:**

**Based on the results and discussion during the Assessment Showcase, brainstorm some possible refinements that your team could make.**

1. Question #2 – Remove the raw data from this problem.
2. More training of faculty about the importance of ISLO and its impact on our accreditation.
  - a. Implement into an early lesson plan.
3. Enforcing the requirement for students. They must watch the video.

**From the list above, select one or two adjustments that your team would like to make in an upcoming assessment cycle.**

Update question #2.

**Does this adjustment affect Cycle I Assessment?**

Yes.

**Target Date to Implement Refinements:**

Fall 2025.



## Fine Arts and Kinesiology

### Art

#### 1. Goal Clarity & Alignment

- Reaffirm the **importance and instructional value of iSLOs (institutional Student Learning Outcomes)** during Convocation Week to all faculty.
- Clarify how iSLOs connect to overall **student success**.
- Ensure all faculty understand the **iSLOs in shaping their courses**.

#### 2. Communication & Transparency

- Organize **dedicated sessions during Convocation Week** (on a COLLEGE level) to:
  - Review the iSLO assignment and rubric.
  - Allow time for questions and feedback from DC faculty.
- Develop and distribute a **clear timeline of key deadlines** (assessment, reporting, curriculum updates, etc.).
- **Chairperson** sends out **monthly or biweekly reminders** via email or department calendar tools to all faculty.
- Schedule **first of the week of semester coordination meetings** with DC faculty to ensure alignment on expectations and deliverables.

#### 3. Resources & Budgeting

- Provide **quick-reference guides** or shared resources (e.g., Google Drive, SharePoint) that include:
  - iSLO rubric
  - Sample assignments
  - Assessment timelines
- Explore **additional release time for coordinators** in regards to providing one-on-one support to faculty.

#### 4. Monitoring & Evaluation

- Track **faculty participation and submission of iSLO assessments** early and mid-semester.
- Use short **surveys or check-ins** to assess faculty understanding and identify support needs.
- Analyze results collectively to inform instructional adjustments and future planning.

#### 5. Technology & Tools

- Encourage chairs to use tools like Google Forms, shared calendars, or project management boards (e.g., Trello) to:





- Track progress
  - Set deadlines
- Ensure faculty know **where to access the rubric and reporting forms** at all times.



*Music*

## 2024-2025 Cycle II Assessment Action Plan

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The purpose of this Action Plan is to reflect on the results of the core assessment and determine the next best steps to improve the way we measure and support student learning outcomes.

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**Department: Fine Arts and Kinesiology**

**Discipline: Music**

**Core Objectives Assessed in Cycle II**

**Based on the results and discussion during the Assessment Showcase, brainstorm some possible refinements that your team could make.**

1. Require weekly or bi-weekly check-ins from dual credits regarding the ISLO assignments.
2. Involve secondary intervention (i.e. chair and principal) early on if check-ins aren't happening.
3. Provide guidance on ChatGPT usage – how to check for AI usage using online platforms and communicate a zero-tolerance policy on misuse of AI/ChatGPT.
4. Become a Canvas observer for Dual Credit courses to check in on progress.

**From the list above, select one or two adjustments that your team would like to make in an upcoming assessment cycle. – I plan on doing all of these considering the issue we had this past semester.**

**Does this adjustment affect Cycle I Assessment? - Yes, and we will continue to make adjustments to the departmental assessment as needed.**

**Target Date to Implement Refinements: Brief all faculty, especially Dual Credits, during PDW week.**



## Natural Sciences

### 2024-2025 Cycle II Assessment Action Plan

The purpose of this Action Plan is to reflect on the results of the core assessment and determine the next best steps to improve the way we measure and support student learning outcomes.

#### Department: Natural Sciences

#### Discipline: Anthropology, Astronomy, Biology, Chemistry, Geology, and Physics

#### Core Objectives Assessed in Cycle II: Empirical and Quantitative skills and Teamwork.

Based on the results and discussion during the Assessment Showcase, brainstorm some possible refinements that your team could make.

#### Refinements to Improve Student Success on the ISLO Assessment

##### 1. Incentivize Participation Strategically

- Faculty who offered bonus points or grade incentives had better participation.
- Refinement:
  - Formalize this strategy. Recommend offering small grade incentives or extra credit in all ISLO assignments.
  - Promote consistent communication reminders about due dates and expectations, **especially in online courses.**

##### 2. Provide Early and Structured Training for Faculty

- Training missed some faculty, particularly those with flex classes.
- Refinement:
  - Offer asynchronous ISLO orientation modules *for faculty* that cover purpose, rubric use, and assignment expectations.
  - Require all new full-time and adjunct faculty to complete an ISLO training before their first semester teaching.
  - Maybe a department EdPuzzle walk through of how to launch the Assessment piece...

##### 3. Strengthen Faculty Rubric Familiarity

- Some faculty were unfamiliar or neutral on understanding the rubric.
- Refinement:



- Improve or enhance the rubric calibration sessions into department meetings each semester.
  - Provide sample student artifacts at various performance levels to norm scoring and clarify expectations.

#### **4. Tailor Support for Online and Flex Courses**

- Online/flex students were harder to engage.
- Research other asynchronous collaboration options to help students connect to each other.

**From the list above, select one or two adjustments that your team would like to make in an upcoming assessment cycle.**

1. Incentivize Participation Strategically
2. Provide Early and Structured Training for Faculty

#### **Does this adjustment affect Cycle I Assessment?**

Not necessarily as these target student participation and successful facilitation of the ISLO assessment piece.

**Target Date to Implement Refinements: Fall 2025**



## 2024-2025 Cycle II Assessment Action Plan

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The purpose of this Action Plan is to reflect on the results of the core assessment and determine the next best steps to improve the way we measure and support student learning outcomes.

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**Department: Social and Behavioral Sciences**

**Discipline: ALL**

**Core Objectives Assessed in Cycle II:**

**Based on the results and discussion during the Assessment Showcase, brainstorm some possible refinements that your team could make.**

1.ISLO Committee: Assignment review and Alignment. The department has a permanent committee which goals is to review department ISLO assignments for alignment to rubrics. Faculty receives feedback on how to improve the alignment and the quality of their assignments.

2.iRubrics: Mentor faculty will be added to the mentee canvas course to ensure that the ISLO assignment is correctly connected to iRubrics.

3. SBS faculty will use the designated ISLO assignment.

**From the list above, select one or two adjustments that your team would like to make in an upcoming assessment cycle.**

1.ISLO Committee: Assignment review and Alignment. The department has a permanent committee which goals is to review department ISLO assignments for alignment to rubrics. Faculty receives feedback on how to improve the alignment and the quality of their assignments.

2.iRubrics: Mentor faculty will be added to the mentee canvas course to ensure that the ISLO assignment is correctly connected to iRubrics.

**Does this adjustment affect Cycle I Assessment?**

1.ISLO Committee: Assignment review and Alignment. The department has a permanent committee which goals is to review department ISLO assignments for alignment to rubrics.



Faculty receives feedback on how to improve the alignment and the quality of their assignments.

2.iRubrics: Mentor faculty will be added to the mentee canvas course to ensure that the ISLO assignment is correctly connected to iRubrics.

## Target Date to Implement Refinements: Fall 2025

### *Individual Reflection Submitted*

#### **Corrective Action Plan for ISLO Continuous Improvement**

**Instructor:** XXXXXX  
**Department:** Social and Behavioral Sciences  
**ISLO Assessed:** Critical Thinking  
**Date:** April 24, 2025

#### **Identified Issue:**

The artifact assigned to students did not appropriately align with the intended ISLO, resulting in inaccurate assessment data and underperformance in demonstrating student achievement.

#### **Cause Analysis:**

- There was a lack of clarity or review in the alignment between course assignments and ISLO rubric.
- Artifact selection was not vetted for suitability in demonstrating measurable outcomes.

#### **Corrective Actions**

##### **1. Artifact Review and Redesign**

**Action:** Review the ISLO rubric and definition to ensure clear understanding of expected outcomes.

**Timeline:** Prior to next assessment cycle

**Responsible Party:** Course instructor in collaboration with the assessment coordinator.

**Evidence of Completion:** Updated assignment prompt and rubric crosswalk document.

##### **2. Faculty Development**

**Action:** Participation on ISLO Review Committee

**Timeline:** Ongoing/throughout the semester.

**Responsible Party:** Course Instructor in collaboration with colleagues and mentor.

**Evidence of Completion:** Attendance or meeting summary.

##### **3. Pilot New Artifact**

**Action:** Implement the revised assignment with clear instructions and rubric tied to the ISLO.



**Timeline:** Prior to the end of next assessment cycle.

**Responsible Party:** Instructor.

**Evidence of Completion:** Student submissions and scores using the correct ISLO rubric.

**Anticipated Outcome:**

Improved alignment between assignment artifacts and ISLOs will lead to more accurate assessment of student learning and more meaningful data for continuous improvement.