ST. PHILIP'S COLLEGE ANNUAL CORE ASSESSMENT REPORT

INSTITUTIONAL STUDENT LEARNING OUTCOMES, 2025-2026

ST. PHILIP'S COLLEGE

St. Philip's College
Annual Core Assessment Report
May 2026

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 (ISLO) 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 2025-2026, Cycle I included Communication and Critical Thinking Skills. 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 randomly selected course sections are selected for back scoring against common rubrics. 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 only student assignments that were actually evaluated. Figure 1 outlines the student learning outcomes (SLO) assessed in Cycle I, and which department had assignments that measured that outcome.

Figure 1
Cycle I Outcomes Assessed by Department

Department	Core Objectives	Competency	SLO	SLO Description
Communications & Learning (C&L) **Social & Behavioral Sciences (SBS)** **Fine Arts & Kinesiology (FA&K)** **Natural Sciences (NS)** **Engineering & Mathematics (E&M)**	Communication	St. Philip's College students will develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.	CM Outcome 1	Content and Purpose – The student uses relevant content that conveys understanding.
			CM Outcome 2	Organization – The student uses disciplinary conventions for organizing and presenting content.
			CM Outcome 3	Tools – The student uses communication tools appropriately and skillfully for academic and professional contexts.
C&L **SBS** **FA&K** **NS** **E&M**	Critical Thinking	St. Philip's College students will use inquiry and analysis, evaluation and synthesis of information and innovation and creative thinking.	CT Outcome 1	Inquiry and Analysis –Students pose vital questions and identify problems, formulating them clearly and precisely.
			CT Outcome 2	Evaluation and Synthesis – Students consider alternative viewpoints, recognize and assess assumptions, and identify possible consequences. Students will develop well-reasoned conclusions and solutions.
			CT Outcome 3	Creative Thinking and Innovation – Students apply creative ideas or approaches to achieve solutions or complete projects.

Assessment Results 2025-2026

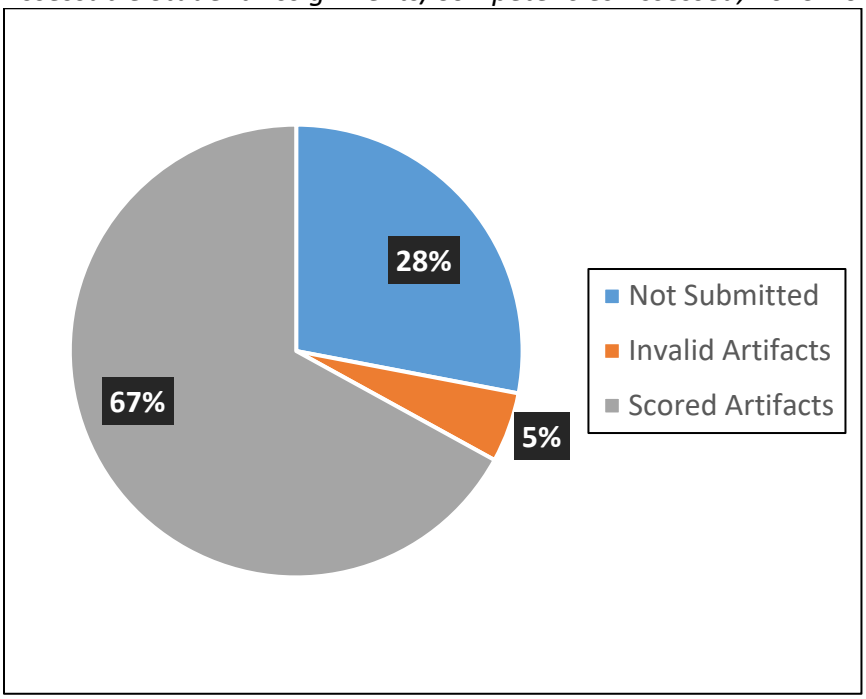
The Coordinator of Measurement and Evaluation shared the following overview of Institutional Student Learning Outcomes and results with SPC Arts and Sciences Faculty, Department Chairs, and Dean from across the college on April 17, 2026, via Zoom. In 2025-2026 there were a total of 2,574 students imported into the iRubric scoring platform for assessment. The total student enrollment for the 96 sections assessed was 2,583. The nine-student difference in the course enrollment count and the student count in iRubric is much smaller than last year since instructors had the entire semester to collect the assignment rather than a specific timeframe. Professors are asked to complete the assessment assignment at a point in the course that is most authentic for assessing the cycle's student learning outcomes. This timing of assessment will vary among courses, disciplines, and instructors. Due to the importance of academic freedom, the count between enrollment and iRubric student imports will always have some variation due to withdrawals or other enrollment changes.

Out of the 2,574 students in the iRubric platform for scoring, there were 1,705 valid student assignments, 134 were not assessable, and 735 were not submitted. Across the two rubrics and six

SLOs, there were 15,570 expected scores for each SLO. Out of 15,570, 67% were assessable, 28% were not submitted, and 5% were not assessable. Figure 2 shows the percentage of assessable student assignments for 2025-2026.

Figure 2

Assessable Student Assignments/Competencies Assessed, 2025-2026

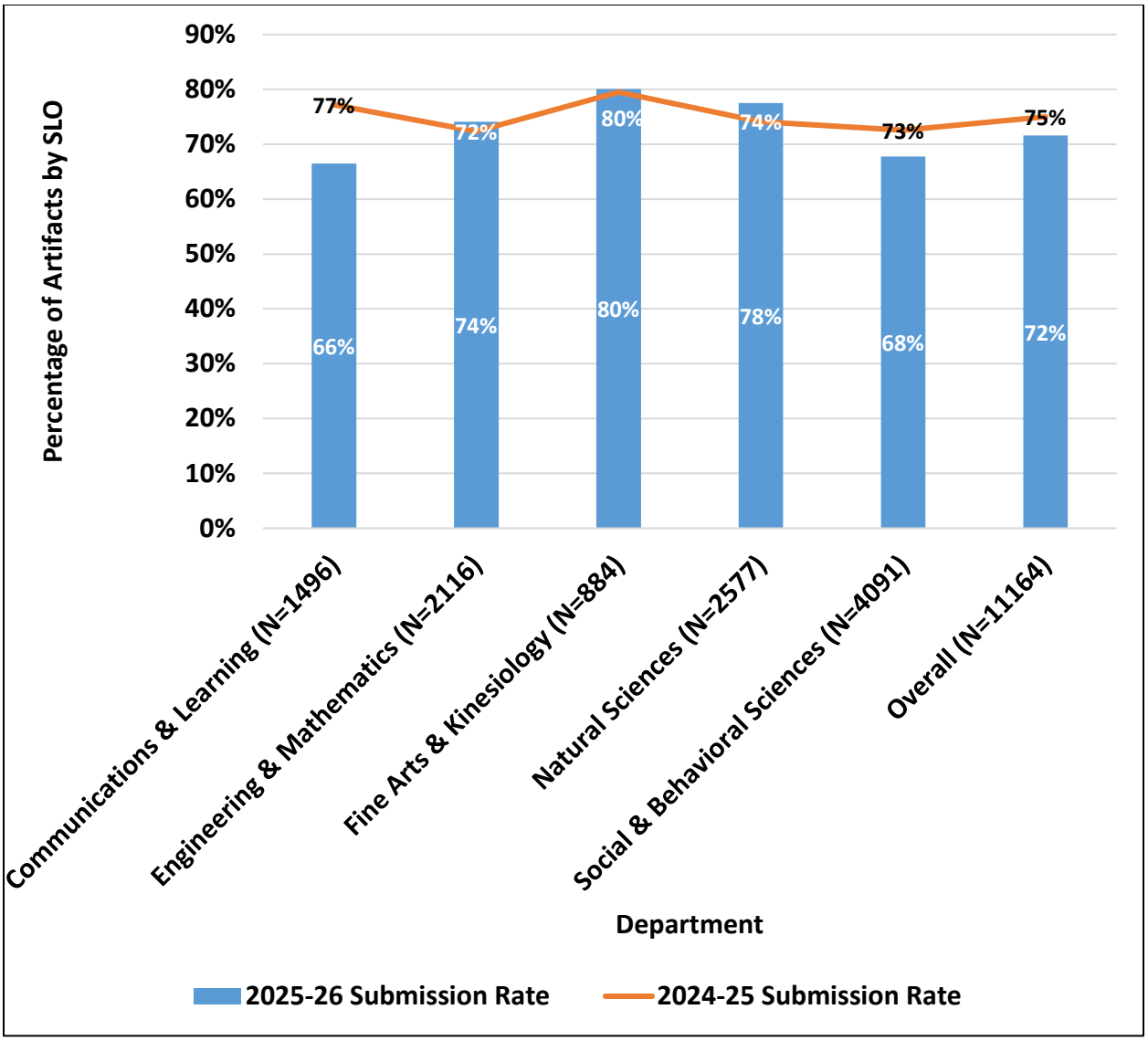


Note. Across 2 rubrics and 6 SLOs Total Artifacts N=15570; Excluded Artifacts N=5209; Assessed Artifacts N=10361

The submission rates of assessable artifacts (student assignments) by department were: Fine Arts & Kinesiology (FA&K), 80%; Communications & Learning (C&L), 66%; Natural Sciences (NS), 78%; Engineering & Mathematics (E&M), 74%; and Social and Behavioral Sciences (SBS), 68%. The overall assessable assignment rate was 72%. These results are shown in Figure 3.

Figure 3

Artifact Submission Rate by Department, 2025-2026



During the Zoom call, faculty discussed what contributed to some of the changes in submission rates from the previous cycle. Some of the departments experienced a decline in their submission rate. Some assignments may have been marked as 'not submitted' when they were submitted but did not align with the expected common department assignment. Next cycle, assessors will be given clear instructions to mark those assignments as invalid instead of not submitted for consistency.

2025–2026 Cycle I Overall Results

As shown in Figure 4, overall skillful and emerging (S&E) results for 2025–2026 Cycle I surpassed the 70% target by 22%, along with surpassing the results from 2023-24 of 67%. It is important to note that assignments not submitted and invalid artifacts were not included in the calculation for 2025-2026, while they were accounted for in 2023-24. This decision was made by faculty to focus on the scored artifacts. The inclusion of these numbers would have changed the results to 61% for S&E instead of 92%. Accounting for all students enrolled in the course section increases the likelihood of obtaining a representative sample and reduces sampling bias. 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 I presents challenges. With continuity in the scoring platform and the

process used for assessment, future reports will be able to offer better comparisons across core assessments conducted in iRubric.

Another variance in 2025-2026 Cycle I is the end of assessing personal responsibility in both cycles. The personal responsibility competency was tied to measuring St. Philip's College Ethical Decision-Making Quality Enhancement Plan (QEP). With the conclusion of this QEP, faculty voted to remove personal responsibility from Cycle I and assess it only in Cycle II. Therefore, the results from 2023-24 in Figure 4 also include personal responsibility while the 2025-2026 results do not.

Figure 4

Cycle I Student Learning Outcomes Scored Skillful & Emerging, 2023-2024 and 2025-2026

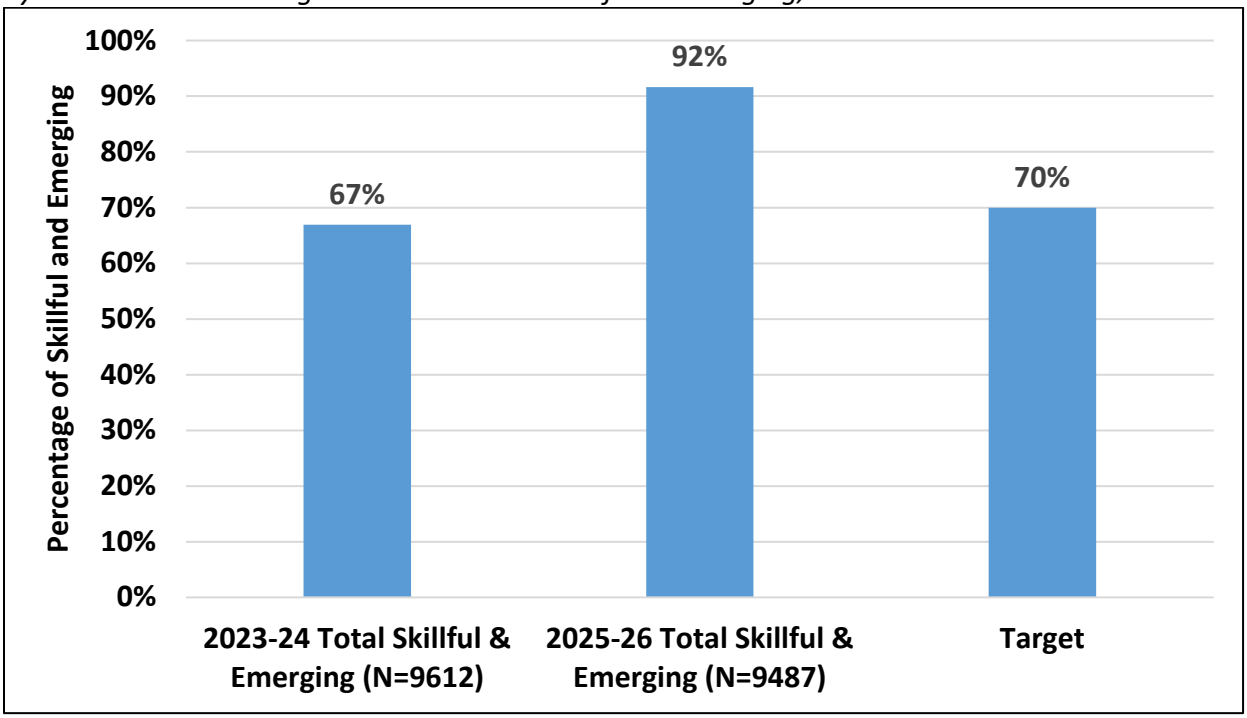
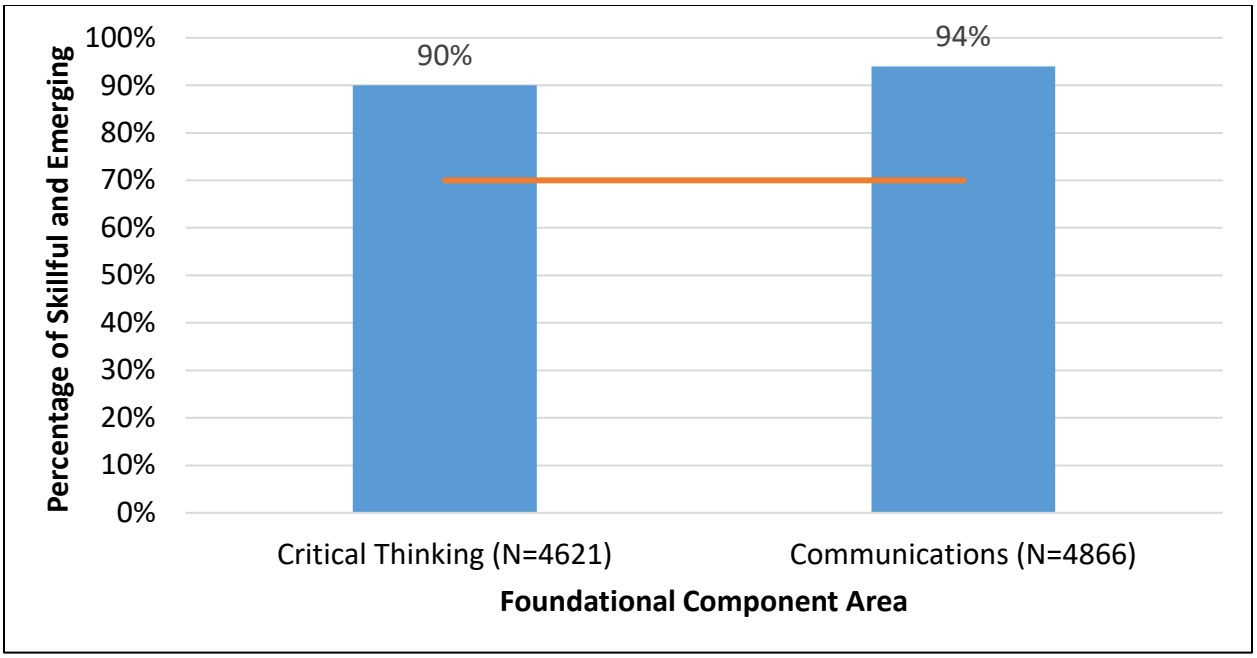


Figure 5 shows the S&E results by competency. All the competencies for student learning assessed in Cycle I met the target of 70%.

Figure 5

Skillful & Emerging Results by Competency, 2025-2026



2025-2026 Cycle I Student Learning Outcome Results

Figures 6 through 8 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 Critical Thinking competency.

- **CT Outcome 1: Inquiry and Analysis** – Students pose vital questions and identify problems, formulating them clearly and precisely.
- **CT Outcome 2: Evaluation and Synthesis** – Students consider alternative viewpoints, recognize and assess assumptions, and identify possible consequences. Students will develop well-reasoned conclusions and solutions.
- **CT Outcome 3: Creative Thinking and Innovation** – Students apply creative ideas or approaches to achieve solutions or complete projects.

Figure 6

Student Learning Outcomes for Critical Thinking, 2025-2026

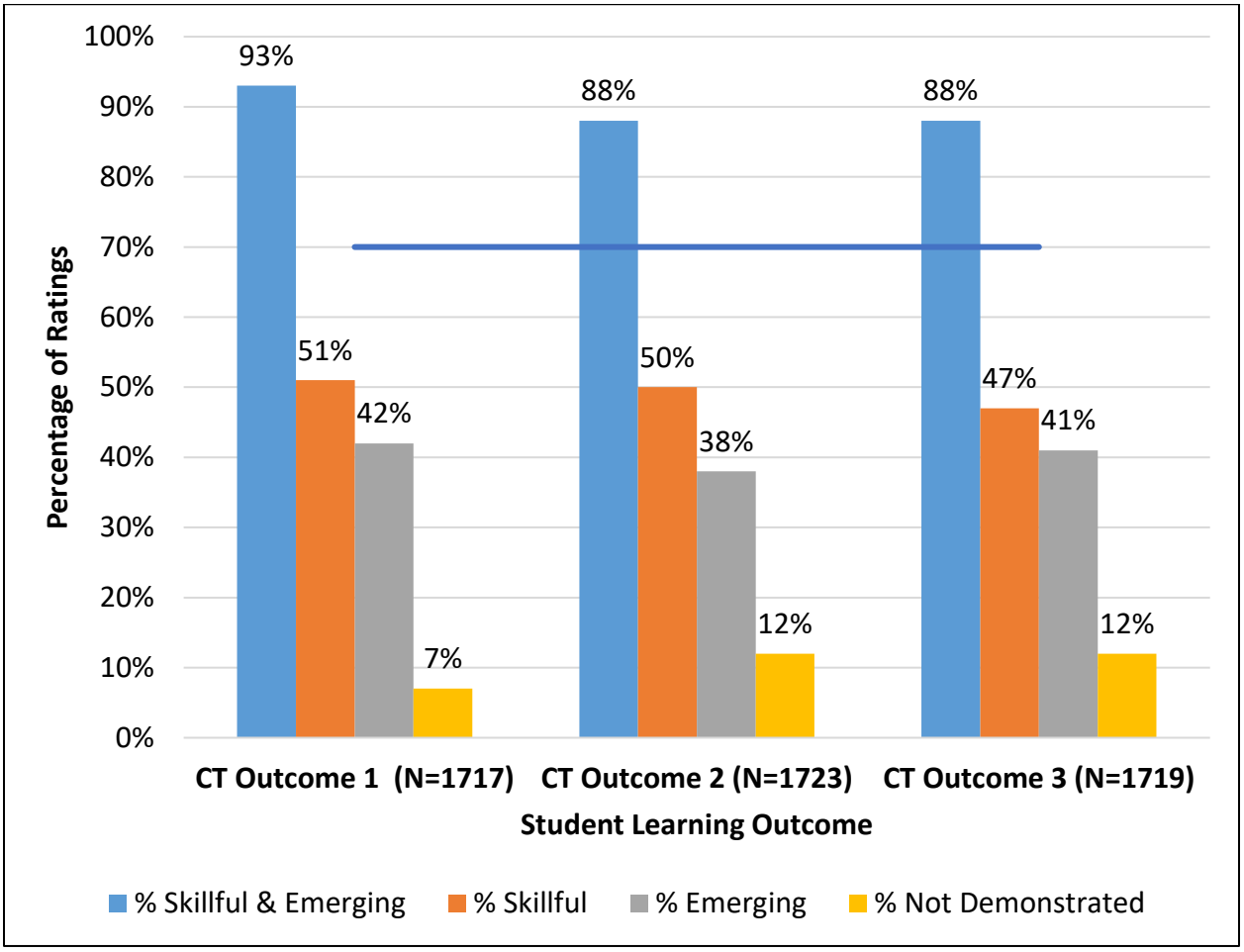
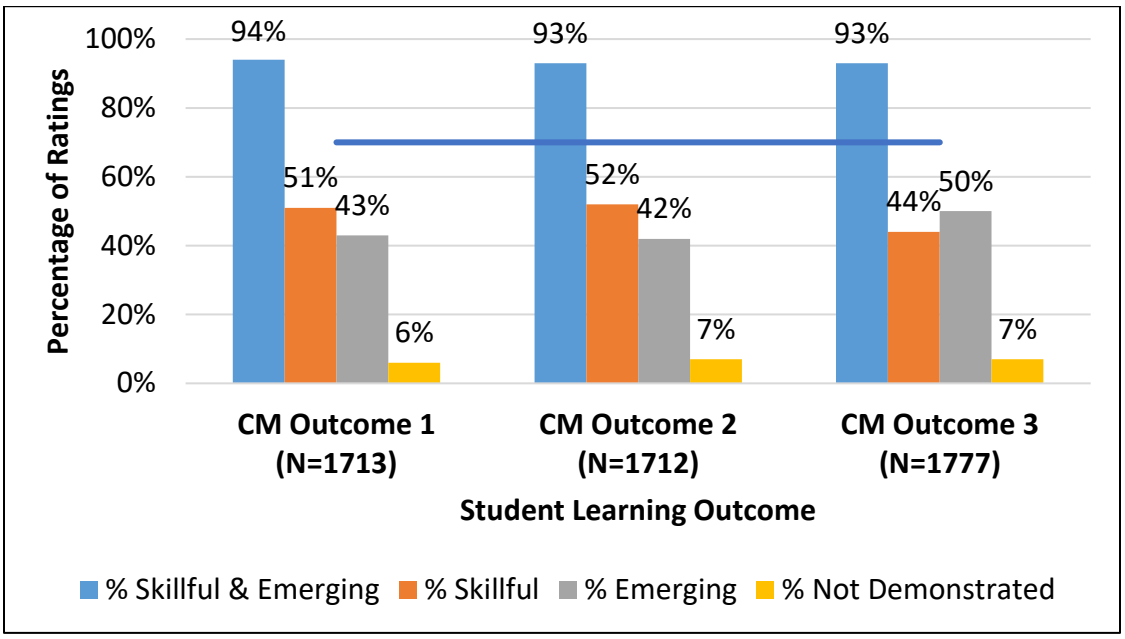


Figure 7 presents the Communication SLO results.

- **CM Outcome 1: Content and Purpose** – The student uses relevant content that conveys understanding.
- **CM Outcome 2: Organization** – The student uses disciplinary conventions for organizing and presenting content.
- **CM Outcome 3: Tools** – The student uses communication tools appropriately and skillfully for academic and professional contexts. (Written, Oral, and Visual)

Figure 7

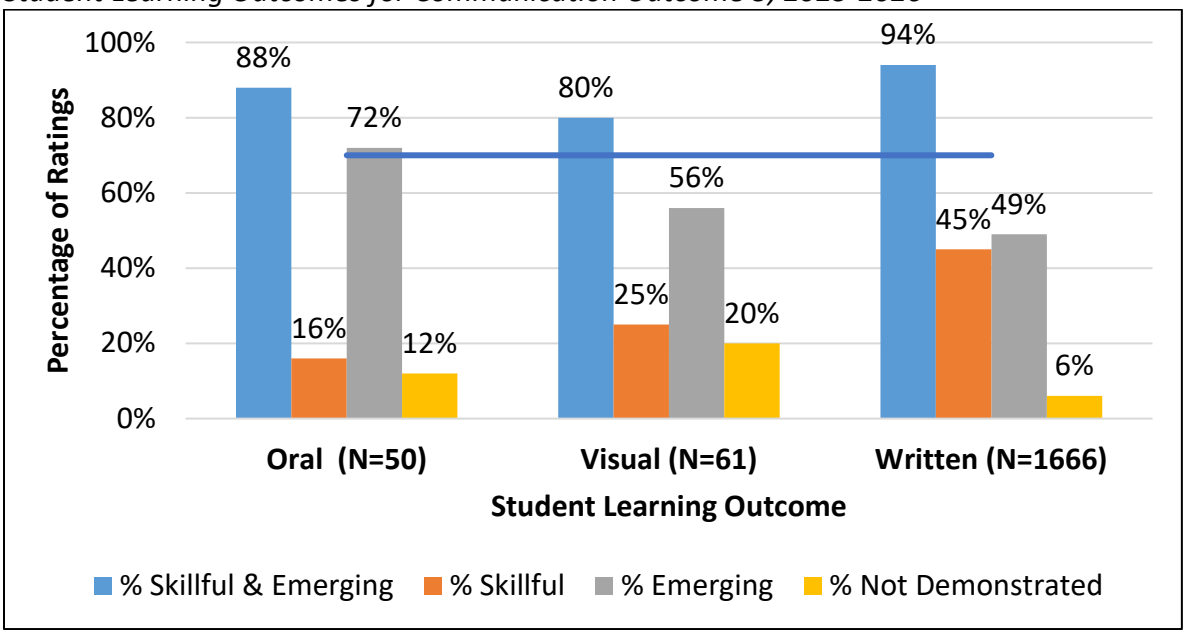
Student Learning Outcomes for Communication, 2025-2026



Outcome 3 for Communication is broken down further into three different categories: oral, visual, and written. This cycle the Speech department piloted using video submissions for the core assessment. Student artifacts for these submissions were scored based on the Oral and Visual components of the rubric. The other disciplines scored student artifacts using the Written section of the rubric. Figure 8 presents the breakdown of the different Communication tools associated with Outcome 3: Oral, Visual, and Written.

Figure 8

Student Learning Outcomes for Communication Outcome 3, 2025-2026



Overall, refinements are always needed in future cycles based on this data. The faculty discussed several reasons why student performance is high across all the cycle I competencies. One likely reason

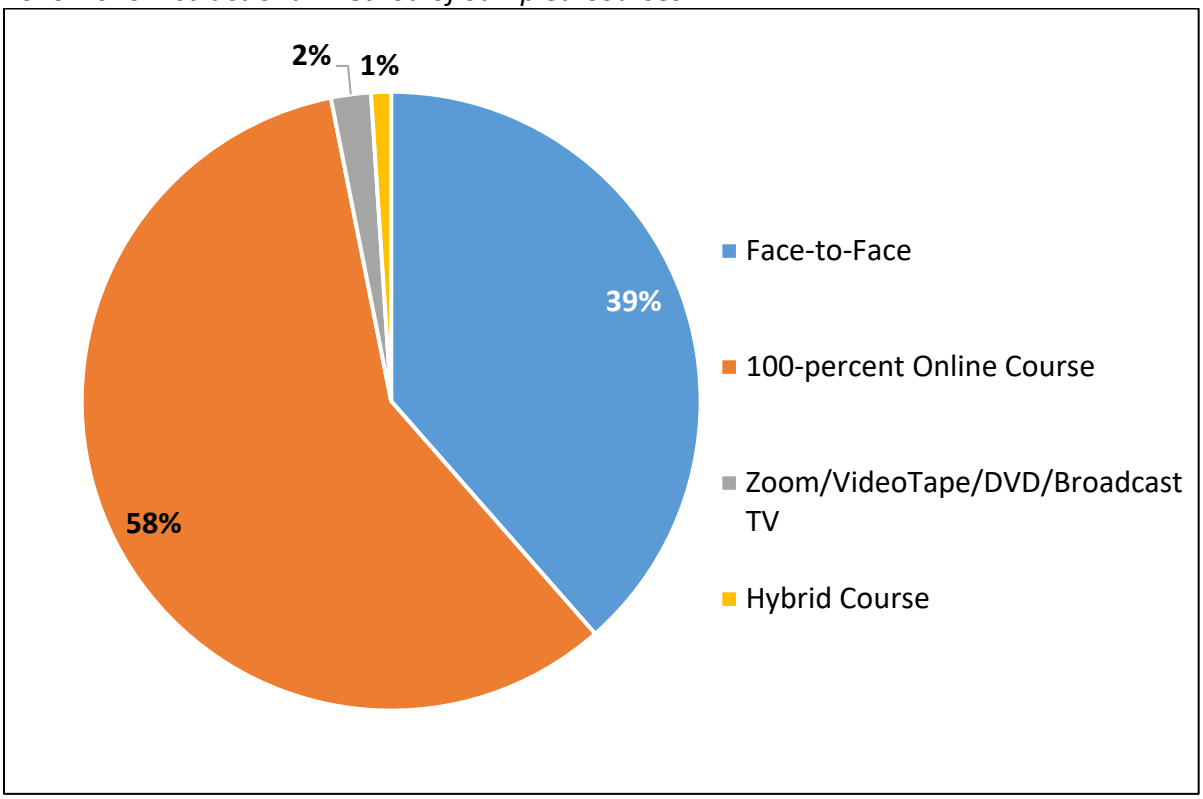
is student exposure to the assignment used for assessment as some of the assignments are common and have been in use for several years. Another reason discussed was the usage of AI by students. These two areas will continue to be important areas to monitor and discuss creative solutions among each department.

2025-2026 Cycle I Instructional Method Analysis

The annual ISLO assessment random sample includes general education courses offered through various instructional methods. Figures 9-11 display data and results by face-to-face, fully distance, Hybrid/Blended course, and Zoom/Video/Broadcast TV instructional methods. Figure 9 addresses the percentage included by the instructional method. Fully distance accounted for over half of all assessments completed (58%). While these percentages correspond to the overall percentages of the different instructional methods, the N counts of the student artifacts associated with each instructional method in this sample are significantly different.

Figure 9

2025-2026 Instructional Method of Sampled Courses



Note. N=96

As seen in Figure 10, Communication Skills overall SLO results differed slightly by instructional method, with Online course results exceeding other instructional methods.

Figure 10

2025-2026 Communication S&E Results by Instructional Method

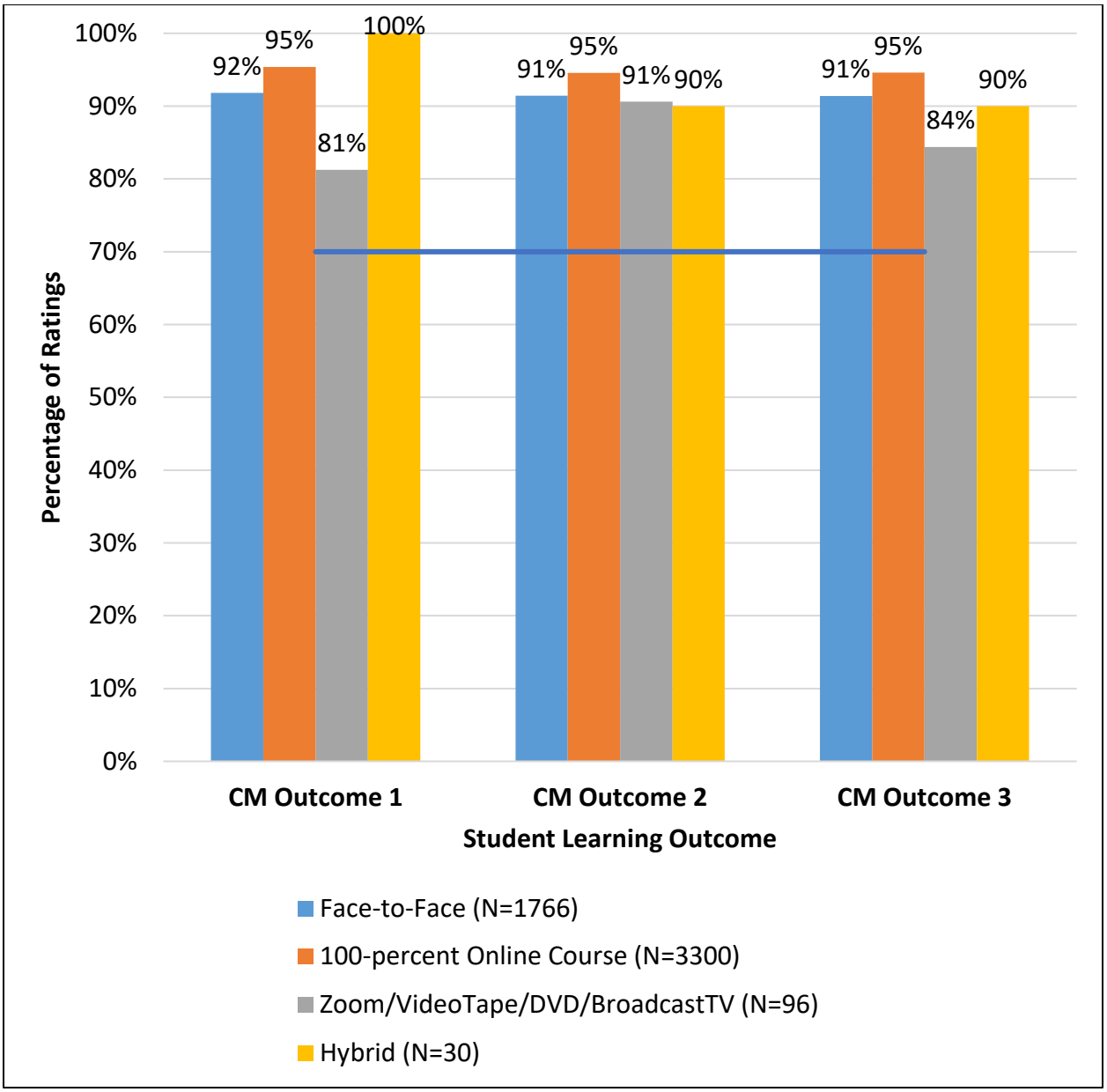
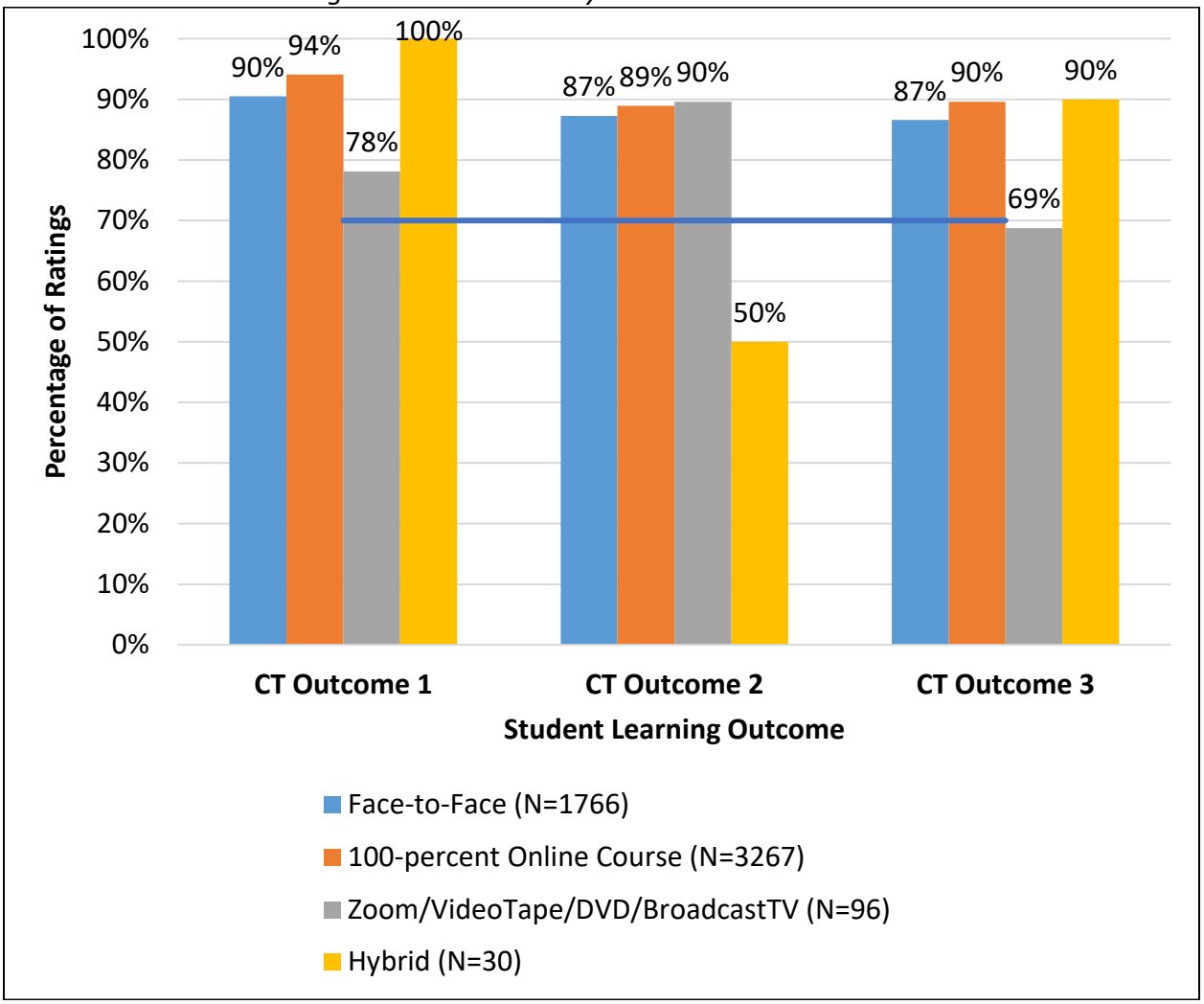


Figure 11 shows the Critical Thinking overall results by instructional mode. These results are similar for online and face-to-face courses. Hybrid courses have the lowest percentage of students scoring skillful and emerging; however, the N count for that instructional method is much lower than the others.

Figure 11

2025-2026 Critical Thinking Skills S&E Results by Instructional Method



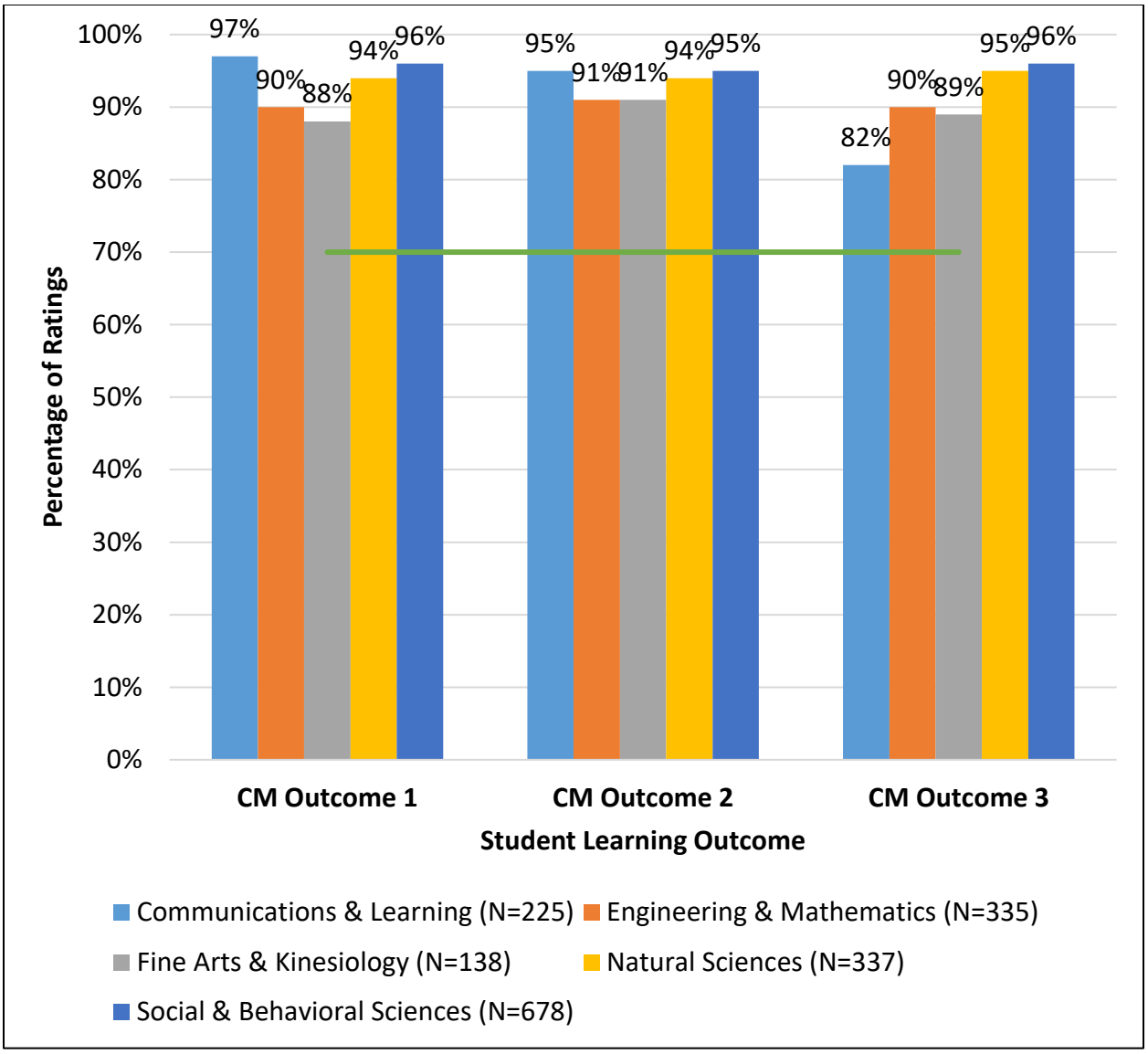
Overall, each instructional method met the target. During the Zoom session, instructors were asked to think about what might have contributed to this difference. One concern discussed was the increasing use of AI by students, especially in online classes. However, because the student artifact N counts for each instructional method are significantly different these findings should be interpreted with caution. The hybrid instructional method had a very limited sample size with 30 student artifacts scored compared to online and face-to-face courses.

2025-2026 Cycle I 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 12-13 display data and results by core competency and department. Figure 12 addresses Communication overall Skillful and Emerging by department. All departments scored well over 70% in all three SLOs (SLO1 Content and Purpose, SLO2 Organization, SLO3 Tools).

Figure 12

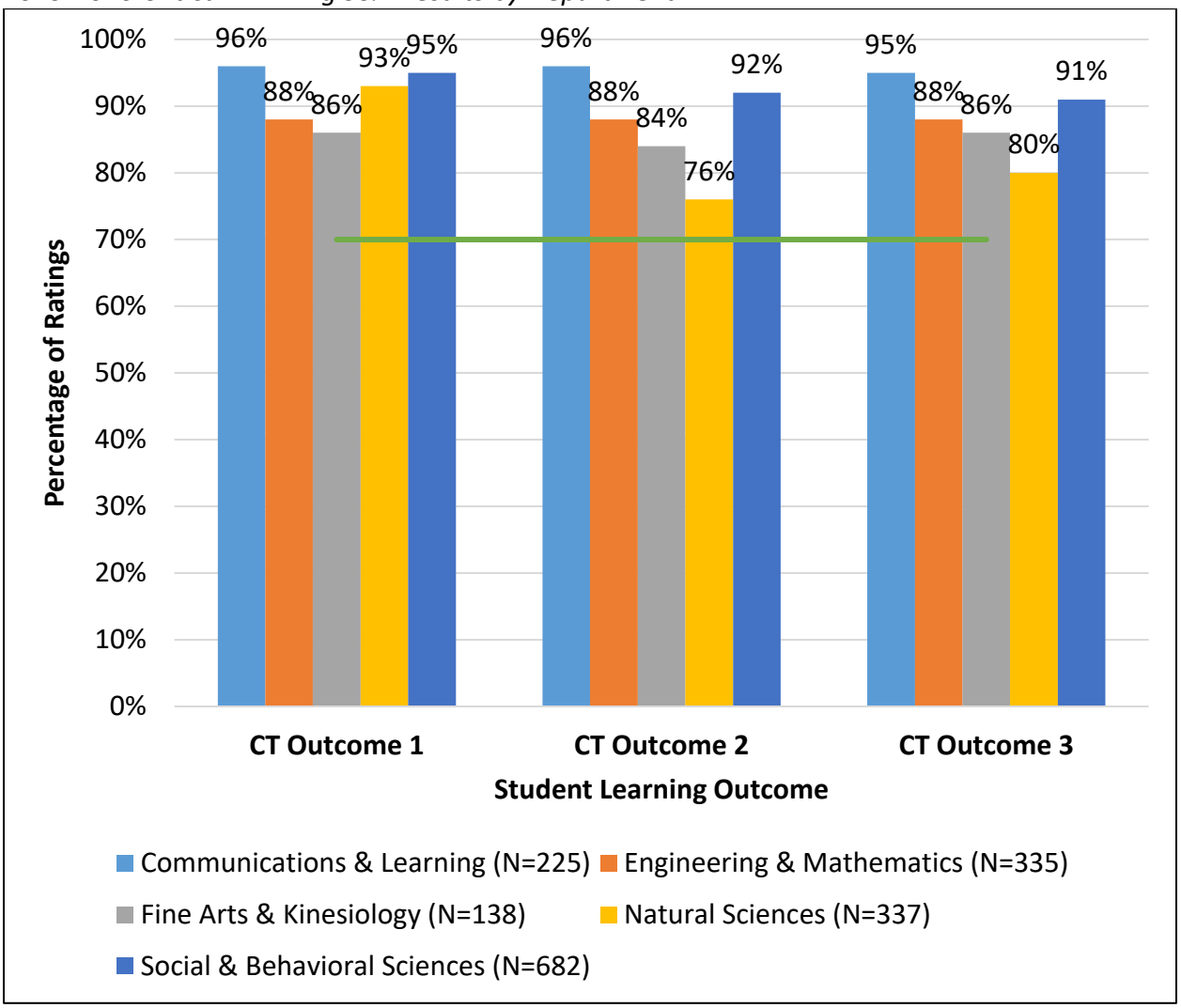
2025-2026 Communication S&E Results by Department



As seen in Figure 13, all departments surpassed the 70% target for Critical Thinking Skillful and Emerging results across all SLOs (SLO1 Inquiry and Analysis, SLO2 Evaluation and Synthesis, SLO3 Creative Thinking and Innovation).

Figure 13

2025-2026 Critical Thinking S&E Results by Department



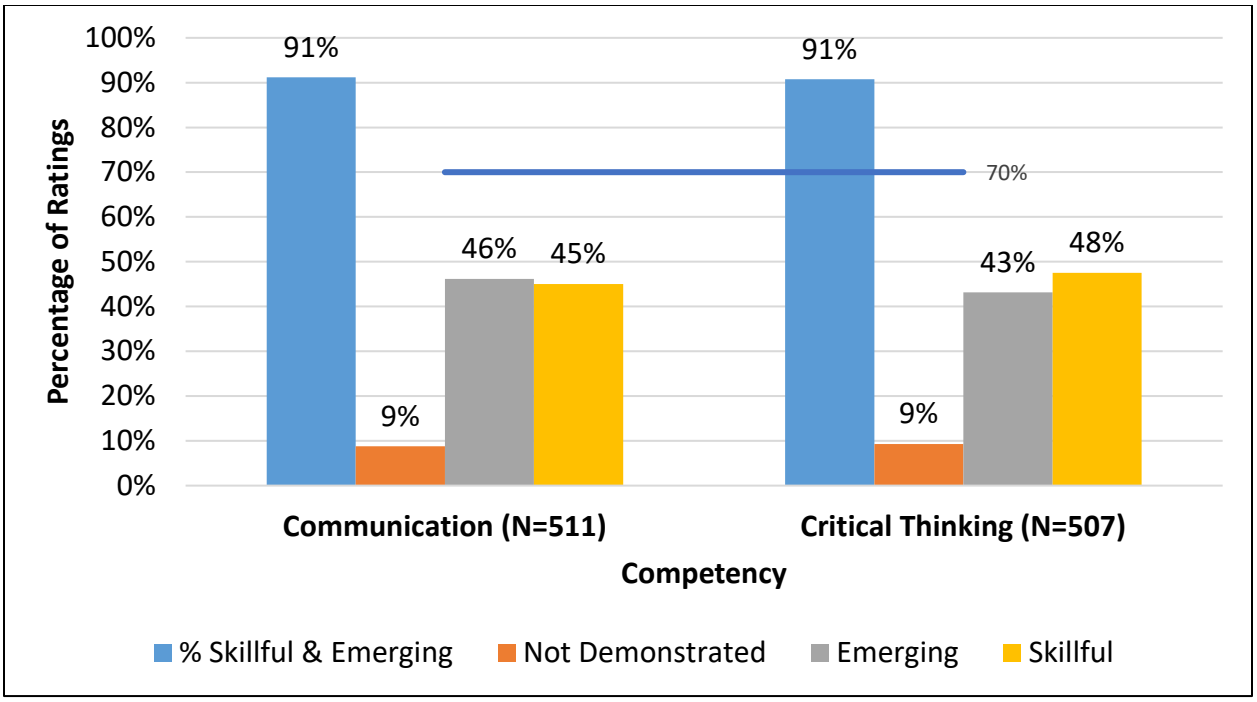
Each department met the target across the different SLOs assessed this cycle. One contributing factor to lower results in the Natural Sciences department for some of the Critical Thinking outcomes is the misalignment of the common assignment for Cycle 1 to the rubrics. The assignment used for assessing 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 discussion during the assessment results presentation.

2025-2026 Off-campus Instructional Sites (OCIS)

The sampled courses also included academic core courses taught at off-campus locations. Of the 96 courses sampled, 10 were from OCIS. Figure 14 provides the overall results of the artifacts collected from the sampled OCIS courses.

Figure 14

2025-2026 Off-Campus Instructional Sites Results by Competency



Note. Courses N=10, Scored Artifacts N=1752

The sampled OCIS classes met the 70% target for skillful and emerging scores. One area for improvement involves communication with dual credit and other off-campus instructors to ensure they understand the importance of this assessment.

Improvements 2025-2026

This cycle of the ISLO assessment had greater communication between IPRE and faculty in the form of clear process documentation for connecting Canvas to iRubric. These documents will continue to be updated with any platform changes, so it is clear to all faculty how to link the assignment for the ISLO assessment in the system.

Additionally, based on feedback from faculty, the sampling process was adjusted in several ways. First, the sample was selected at the end of the semester instead of mid-November, which allowed instructors academic freedom to schedule the assessment in the most appropriate time for their course, especially for Flex II classes. Sampled faculty were only contacted if there were issues at the end of the semester importing student artifacts into iRubric.

Secondly, adjustments were made to the random stratified sampling process. The stratification included avoiding multiple sections from one instructor, so no faculty member had more than one class selected for sampling. The stratification also prioritized 27 core courses that had been offered but not selected for sampling in the last three academic years. Core course offerings will continue to be monitored to ensure no course is excluded from sampling for the ISLO assessment multiple years.

Challenges 2025-2026

The common rubrics continue to be a challenge for the ISLO assessment for faculty who serve as raters. Since the rubrics are for all disciplines, the language is often generic and can create confusion. This concern has been an ongoing discussion. Revising the rubrics is currently on hold with possible changes coming soon to the core requirements in the state of Texas. Additionally, scoring student

artifacts that were not aligned to the rubrics created inconsistency in scoring. Some raters scored misaligned artifacts as not submitted and others scored as invalid. These differences negatively affected the artifact submission rate for this cycle.

Another challenge with the rubrics involved which communication tool to assess in scoring the student artifacts. The rubric has three options: oral, written, and visual. Scorers needed clear guidance on which portion of the rubric to use when they were scoring student artifacts.

Other challenges include technology. Depending on how students submit an assignment in Canvas impacts how the artifacts are imported into iRubric. PDFs automatically open in iRubric for the faculty raters. However, word document submissions require raters to download the artifact to score it. This extra step was a source of difficulty for faculty because of the increased time needed for scoring. Moreover, some of the departments were scoring student artifacts during the end of Flex I and the beginning of Flex II, which also added time constraints to schedules.

Changes for 2026-2027

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

- Include multiple samples in the calibration session for faculty raters to create a common understanding of the rubrics and their application to student artifacts,
- Clear scoring directions when common assessments are not used,
- Adjust the scoring timeline to consider the end of Flex I and the start of Flex II classes,
- Improve communication regarding deadlines, rubrics, and core courses, and
- Explore statistical analysis of the results in the form of a paired T-test or ANOVA.

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

2025-2026 Cycle I 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: Fine Arts and Kinesiology

Discipline: Drama

Core Objectives Assessed in Cycle I: Critical Thinking and Communication

Based on the results and discussion during the Assessment Showcase, brainstorm some possible refinements that your team could make. Please include at least one curriculum or instructional refinement.

1. Refine the writing prompt to include a few more questions which promote critical thinking.

2. Develop a more particularized rubric and consider increasing the assignment grade weight to encourage more participation.

3. Require students to analyze and critique a professional theatre video production with supplemental resources for critical thinking/dramatic criticism. This will require a new digital resource subscription to Digital Theatre+ for DRAM 1310 and DRAM 1310 (honors). I have requested that this subscription be purchased.

4. Integrate an activity or additional discussion which requires students to communicate/share/reflect on key points and strengths of their classmate's essays.

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

1. Develop a more particularized rubric and consider increasing the assignment grade weight to encourage more participation.

2. Require students to analyze and critique a professional theatre video production with supplemental resources for critical thinking/dramatic criticism. This will require a new digital resource subscription to Digital Theatre+ for DRAM 1310 and DRAM 1310 (honors). I have requested that this subscription be purchased.

Does this adjustment affect Cycle II Assessment?

No. These adjustments are designed to strengthen student's ability to evaluate, analyze, criticize and communicate while maintaining the current Cycle II assessment process.

Target Date to Implement Refinements:

Fall 26

2025-2026 Cycle I 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: Fine Arts & Kinesiology

Discipline: Kinesiology

Core Objectives Assessed in Cycle I: Critical Thinking and Communication

Based on the results and discussion during the Assessment Showcase, brainstorm some possible refinements that your team could make. Please include at least one curriculum or instructional refinement.

1. Provide more detailed scoring criteria to improve consistency and accuracy.

2. Incorporate additional practice opportunities and hands-on learning activities before the assessment.

3. Provide more formative assessments, feedback sessions, and guided practice throughout the instructional unit to help improve student performance and learning outcomes.

4. Refine assignment prompts to ensure stronger alignment between assessment criteria, course objectives, and institutional learning outcomes.

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

1. Provide more detailed scoring criteria to improve consistency and accuracy.

2. Refine assignment prompts to ensure stronger alignment between assessment criteria, course objectives, and institutional learning outcomes.

Does this adjustment affect Cycle II Assessment?

No. These refinements are designed to strengthen student performance, critical thinking, and communication skills while improving assessment consistency and maintaining the current Cycle II assessment process.

Target Date to Implement Refinements: Fall 2026

2025-2026 Cycle I 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: Fine Arts and Kinesiology

Discipline: Music

Core Objectives Assessed in Cycle I: Critical Thinking and Communication

Based on the results and discussion during the Assessment Showcase, brainstorm some possible refinements that your team could make. Please include at least one curriculum or instructional refinement.

1. Continue using common departmental assessment templates and rubrics to ensure consistency across face-to-face, online, and dual-credit sections.

2. Incorporate structured student reflection activities before submission of assessment artifacts to encourage deeper engagement with course content and learning outcomes.

3. Provide faculty with examples of high-quality student responses and assessment artifacts to improve scoring consistency and strengthen student understanding of expectations.

4. Review and refine assessment prompts and questions periodically to ensure appropriate rigor while maintaining alignment with Critical Thinking and Communication outcomes.

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

 Incorporate structured student reflection activities before submission of assessment artifacts.

 Review and refine assessment prompts and questions to ensure continued alignment with Critical Thinking and Communication outcomes and appropriate academic rigor.

Does this adjustment affect Cycle II Assessment?

Yes. These refinements will support student performance across both assessment cycles by improving engagement with assessment activities and ensuring consistent expectations throughout the curriculum.

Target Date to Implement Refinements:

Brief faculty during Fall 2026 Professional Development Week and implement in all applicable Music courses beginning Fall 2026.

2025-2026 Cycle I 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: Math and Engineering

Discipline:

Core Objectives Assessed in Cycle I: Critical Thinking and Communication

Based on the results and discussion during the Assessment Showcase, brainstorm some possible refinements that your team could make. Please include at least one curriculum or instructional refinement.

1. Review the artifact scenario and consider refinement and implement any changes in Fall 2027.
2. Accountability for loading/syncing:
    a. Mentors reach out to mentees to ensure the submissions are loading/syncing.

    b. For FT faculty without mentors, set/assign accountability pairs or triplets to ensure each other's submissions are loading/syncing.
3. Set continual reminders. Set the due date and reminder settings in Canvas.

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

2 & 3

Does this adjustment affect Cycle II Assessment?

No

Target Date to Implement Refinements:

June 2027 for #1, July – August 2026 for #2 & 3

2025-2026 Cycle I 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

Disciplines: ANTH, ASTR, BIOL, CHEM, GEOL, PHYS

Core Objectives Assessed in Cycle I: Critical Thinking and Communication

Based on the results and discussion during the Assessment Showcase, brainstorm some possible refinements that your team could make. Please include at least one curriculum or instructional refinement.

1. SUBMISSION RATE REFINEMENT — Send the ISLO assessment calendar to NS instructors in Week 1 of Fall 2026, with a mid-semester reminder, to improve artifact submission rates.

2. INSTRUCTIONAL REFINEMENT — Build in low-stakes evidence-evaluation practice in lab and lecture courses so students are better prepared to demonstrate Critical Thinking Outcome 2 on the assessed assignment.

3. ASSESSMENT PROCESS REFINEMENT — Confirm Communication Outcome 3 tool designations (oral, written, or visual) with all NS instructors at the timing of sampling to ensure consistent scoring.

4. CURRICULUM REFINEMENT — Review NS core course syllabi and revise assignment prompts to match the language and expectations of the CT and Communication rubrics.

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

1. **Refinement 1:** Send the ISLO assessment calendar to NS instructors in Week 1 of Fall 2026, with a mid-semester reminder, to improve artifact submission rates.
2. **Refinement 2:** Build in low-stakes evidence-evaluation practice in lab and lecture courses to better prepare students for Critical Thinking Outcome 2.

Does this adjustment affect Cycle II Assessment?

Yes, evidence-evaluation skills developed through Refinement 2 practice activities will carry over directly to the Empirical & Quantitative Reasoning outcome in Cycle II.

Refinement 1 will also reduce the number of missed or late artifact submissions in Cycle II.

Target Date to Implement Refinements:

Refinement	Target Implementa2on Date
Refinement 1 — ISLO calendar distributed to NS instructors at semester start	Fall 2026, Week 1
Refinement 2 — CT2 scaffolding activities integrated into NS courses	Fall 2026 — department meeting(s)

ALAMO COLLEGES DISTRICT
St. Philip's College

2025-2026 Cycle I 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: Communications & Learning

Discipline: English, Speech, Spanish

Core Objectives Assessed in Cycle I: Critical Thinking and Communication

Based on the results and discussion during the Assessment Showcase, brainstorm some possible refinements that your team could make. Please include at least one curriculum or instructional refinement.

1. Revise the template questions to reflect the change in cycle.

2. Create a new recording that explains ISLO assessment for our department so that new faculty and dual credit faculty may better implement the assessment template.

3. Provide student examples in the department Canvas module.

4. Encourage students to complete the assessment.

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

2. Create a new recording that explains ISLO assessment for our department so that new faculty and dual credit faculty may better implement the assessment template.

4. Encourage students to complete the assessment.

Does this adjustment affect Cycle II Assessment?

Yes, helping faculty understand what the ISLO assessment is and how they can use the assignment template in their disciplines may result in increased participation and better adherence to expectations. 96 artifacts (4.27%) were found to be invalid, some because the instructor either did not use the department template or did not understand the assignment.

However, encouraging students to complete the assessments will have an even greater impact than preventing invalid artifacts. 754 students did not submit artifacts. Although the department scored well on all six Outcomes, we could improve upon the number pf artifacts submitted.

Target Date to Implement Refinements:

August 31, 2026

2025-2026 Cycle I 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: Social & Behavioral Sciences

Discipline: CRIJ, ECON, GEOG, GOVT, HIST, HUMA, PHIL, PSYC, SOCI, SOCW

Core Objectives Assessed in Cycle I: Critical Thinking and Communication

Based on the results and discussion during the Assessment Showcase, brainstorm some possible refinements that your team could make. Please include at least one curriculum or instructional refinement.

1. Artifact submissions dropped 5% from 73% in 24-25 to 68% in 25-26. This is unacceptable, and we must aim not just to get back on our previous footing of 73%, but aim instead for 75%.
2. The vast majority of faculty who did not achieve the ideal submission rate were adjuncts. This speaks to the need for a greater communication between mentors and mentees on the assignment. Streamlined, improved mentor-mentee communication will be a new goal moving forward. Possibly including a crash course/example assignments/submissions?
3. It has been suggested by multiple faculty members that assessment teams should include members of the discipline being assessed. I will review this possibility with my team -I don't want to impose a possible solution on them without their consent.
4. It was suggested that all disciplines review assignments at the beginning of the semester to ensure rubric compatibility. I intend to workshop this idea with my Discipline Leads, as I think it truly merits implementation.

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

Without a doubt, greater communication between mentors and mentees is paramount. Our weakest performance in terms of submissions was from adjuncts.

Greater streamlining among disciplines, including review by discipline at the beginning of the semester, prior to artifact collection, is a much-needed reform.

By completing the two above, I believe we also address the declining submission rate issue from 25-26. I feel good about the above proposals.

Does this adjustment affect Cycle II Assessment? Yes.

Target Date to Implement Refinements:

August 2027, with some to be piloted in August 2026. (With faculty off contract and off campus for summer because of recent changes to faculty summer compensation, it might not be realistic to accomplish this by August 26)