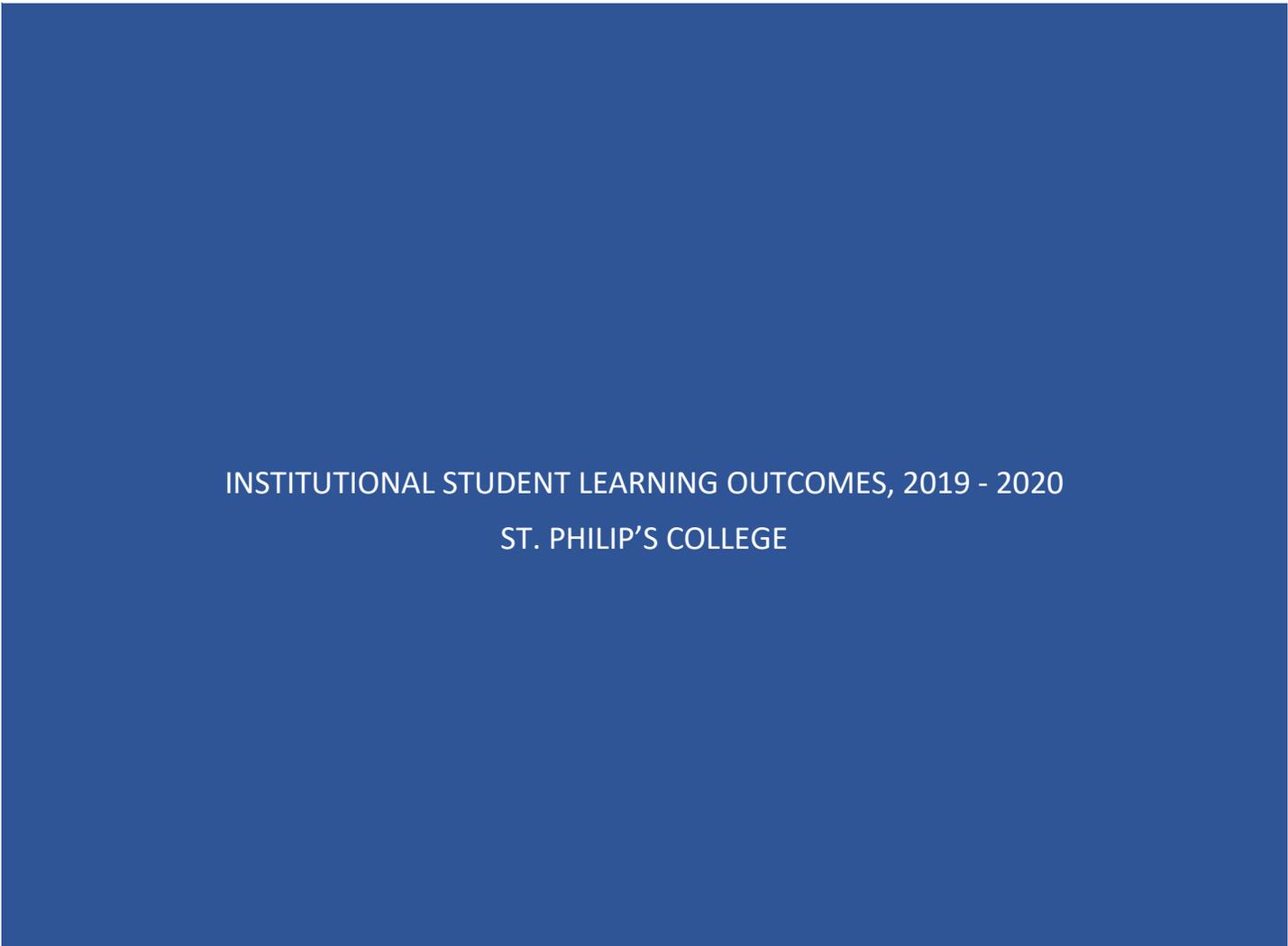




ST. PHILIP'S COLLEGE ANNUAL ASSESSMENT DAY REPORT



INSTITUTIONAL STUDENT LEARNING OUTCOMES, 2019 - 2020
ST. PHILIP'S COLLEGE



St. Philip's College
Annual Assessment Day Report
May 28, 2020

Introduction

Due to health and safety concerns regarding COVID-19, the St. Philip's College Annual Assessment Showcase was delayed. As a result, this report serves as dissemination of Institutional Student Learning Outcomes Assessment Day results to maintain transparency and promote discussion and improvement. Assessment Day occurred on February 14, 2020 and involved 36 faculty assessors and department chairs from all five Arts and Sciences departments.

Institutional Process

In order to maintain compliance and accountability, St. Philip's College assesses Institutional Student Learning Outcomes (ISLOs) adopted from the Texas Higher Education Coordinating Board'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 2019-2020, Cycle I includes **Critical Thinking, Communication, and Personal Responsibility**; Personal Responsibility is assessed every cycle as part of the institution's Quality Enhancement Plan – Ethical Decision-Making. The cycle is comprised of artifact collection and submission during the fall semester, followed by Calibration Training and Assessment Day in the spring semester. Students produce artifacts (student assignments) in all general education courses, and faculty submit this work for randomly selected courses. Subsequently, departmental faculty assess these artifacts to determine learning outcome proficiency from the following levels: skillful, emerging, or not demonstrated; (i.e., Communications and Learning faculty assess courses from their departmental disciplines, et. al.).

Assessment Day Results 2019 – 2020

The Coordinator of Measurement and Evaluation shared the following overview of Institutional Student Learning Outcomes and results with Arts and Sciences Department Chairs on May 28, 2020 via zoom (Appendix A). Discussion of the Cycle I 2019 – 2020 results for Critical Thinking, Communication, and Personal Responsibility followed. The Dean identified problem areas and suggested addressing underperforming outcomes through inter-departmental collaboration.



2019 – 2020 Cycle I Overall Results

As shown in Figure 1 (below, top), overall skillful and emerging (S + E) results for 2019 – 2020 Cycle I exceed the 70% target by 8%. Figure 2 (below, bottom) displays longitudinal trends across both cycles. As displayed, Cycle I results have dropped 1% each academic year assessed, although the overall results remain well above target. 2019 – 2020 was the first Cycle I to assess all SLOs per core foundational area artifact, a change implemented with Cycle II during 2018 – 2019. Prior cycles assessed one selected core foundational area SLO per artifact.

Figure 1

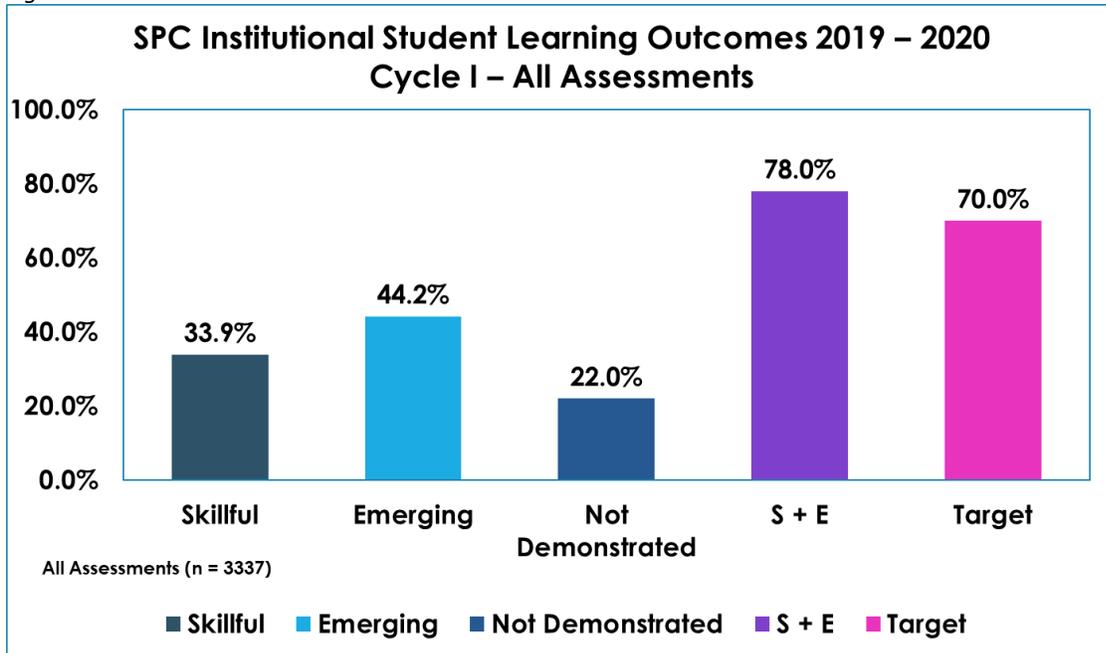
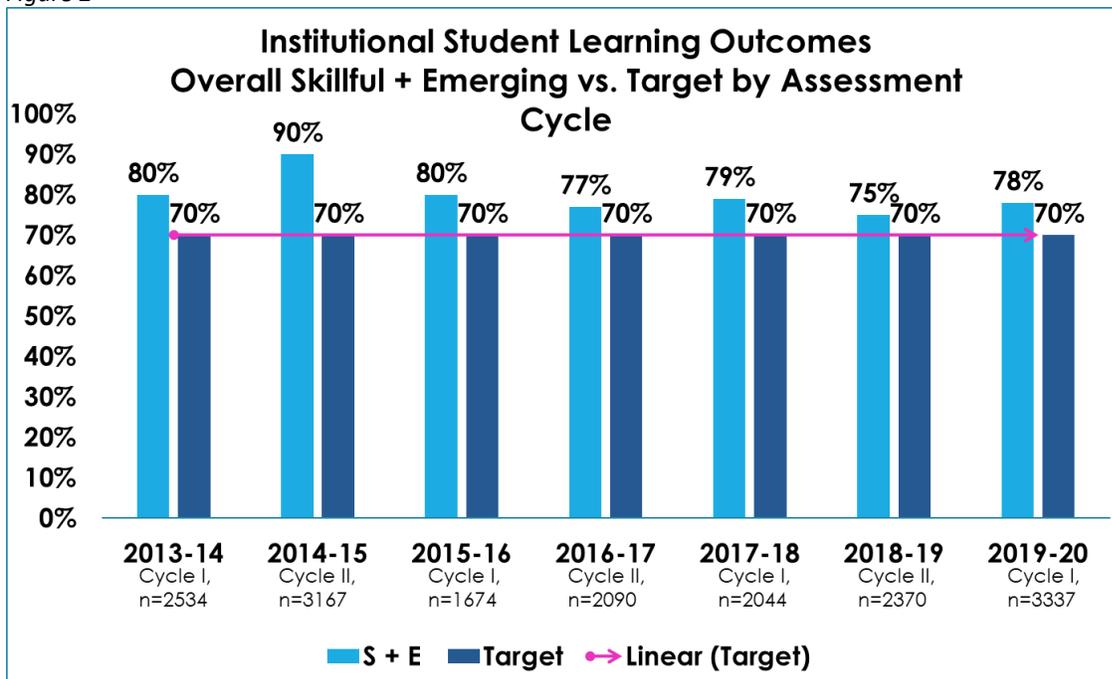


Figure 2





2019 – 2020 Cycle I Student Learning Outcome Results

Figures 3 through 5 feature Student Learning Outcomes (SLOs) by Core Competency. Seen in Figure 3 (below, top), all SLOs for Critical Thinking exceed the 70% target. At 76%, SLO1 (Inquiry and Analysis) achieved the highest percentage of Skillful and Emerging, while SLO2 (Evaluation and Synthesis) resulted in the lowest score at 73%. SLO3 (Creative Thinking and Innovation) equals 75% Skillful and Emerging.

Figure 3

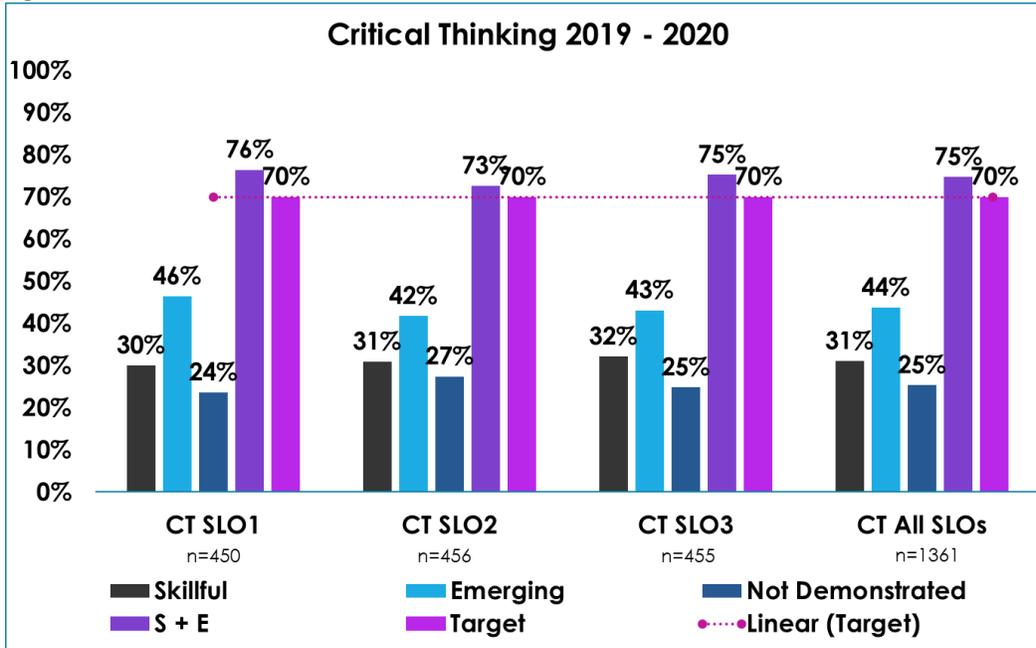


Figure 4 (below) presents Communication SLO results. As shown, all 3 SLOs (SLO1 Content and Purpose, SLO2 Organization, and SLO3 Tools) demonstrated Skillful and Emerging averages greater than 80%.

Figure 4

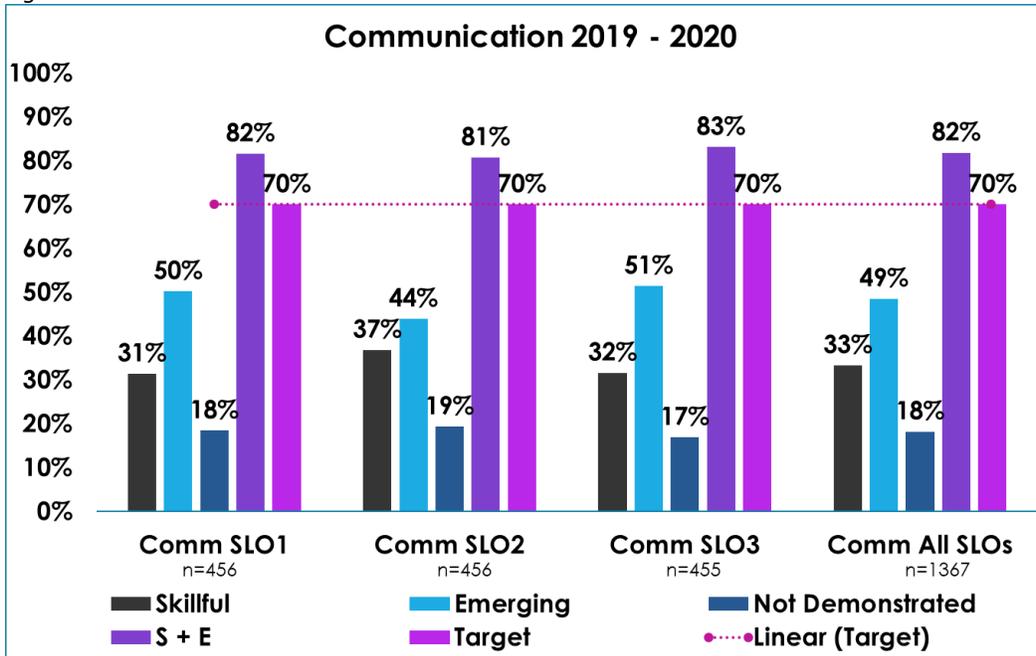
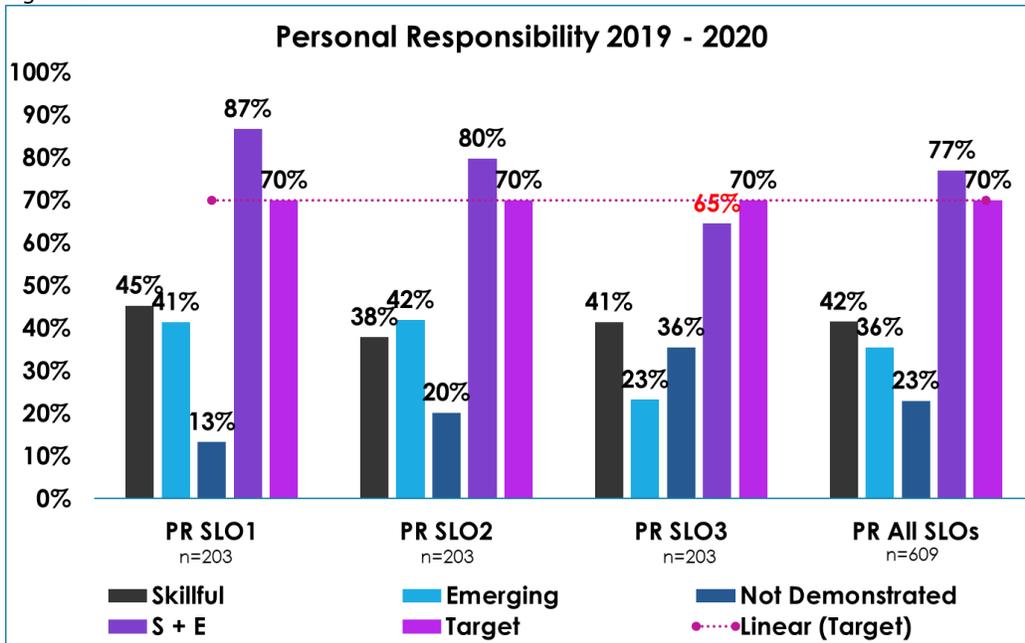




Figure 5



Displayed in Figure 5 (above), Personal Responsibility SLO1 (Ethical Issues, formerly SLO2), features the highest average SLO Skillful and Emerging score for this assessment cycle at 87%. However, SLO3 (Values, formerly SLO1), with only 65% Skillful and Emerging, did not reach the 70% target. SLO2 (Perspectives, formerly SLO3) scored well above the target at 80%.

Trend Analysis by Institutional Student Learning Outcome

The Critical Thinking trend analysis in Figure 6 (below) shows a 3-year decline (AY 2016 – AY 2020) in the Skillful and Emerging results, but this year saw the largest year-to-year decline (7%). The changing process – including all SLOs per core competency – this year may be taken into consideration when reviewing this drop.

Figure 6

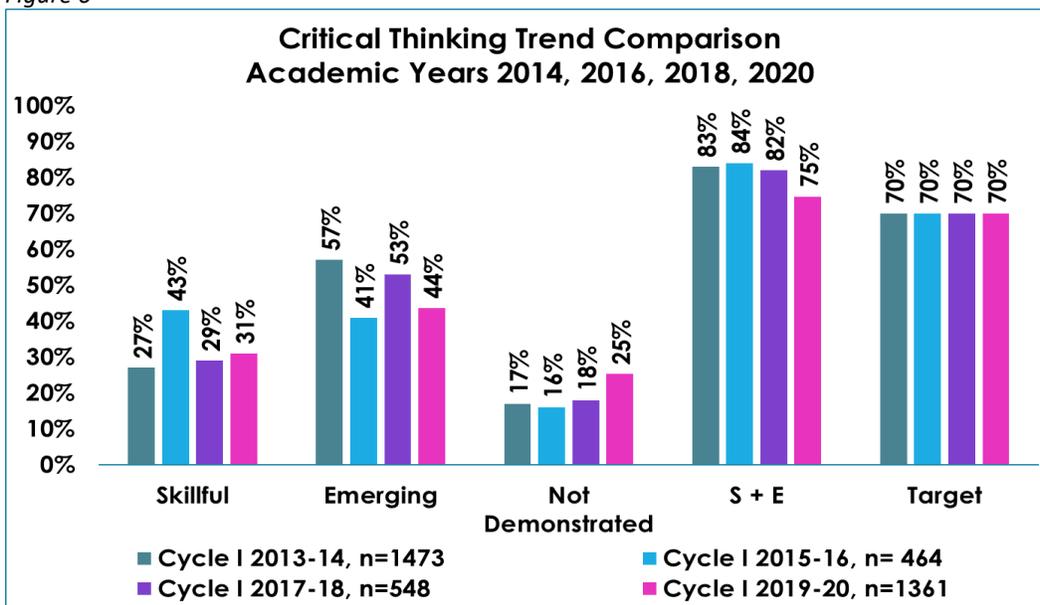
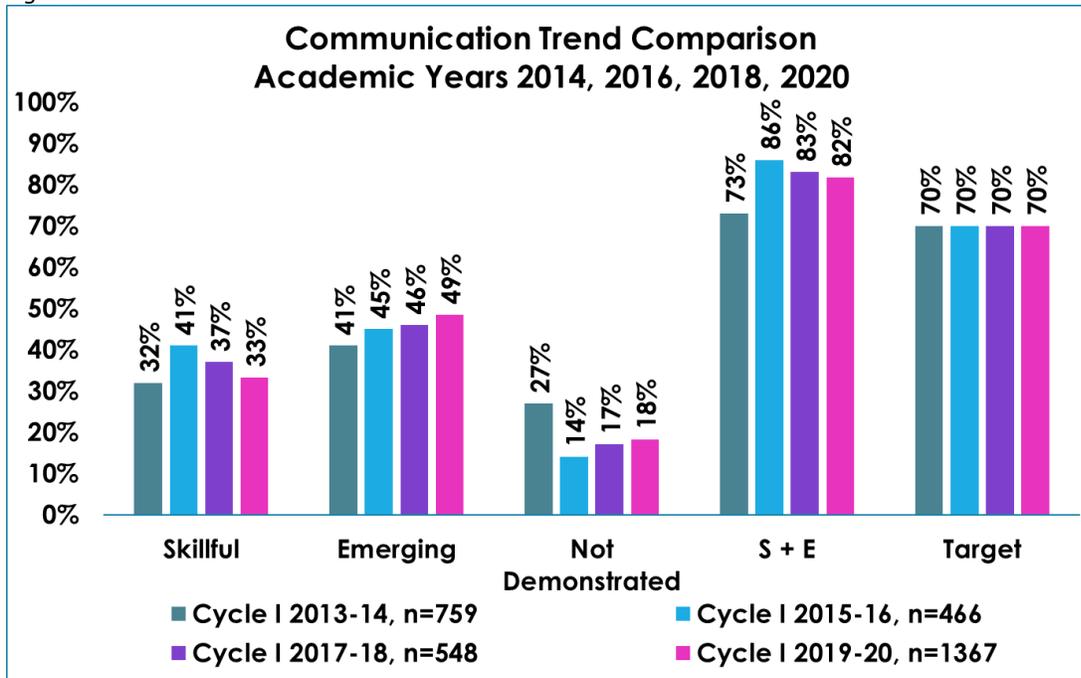




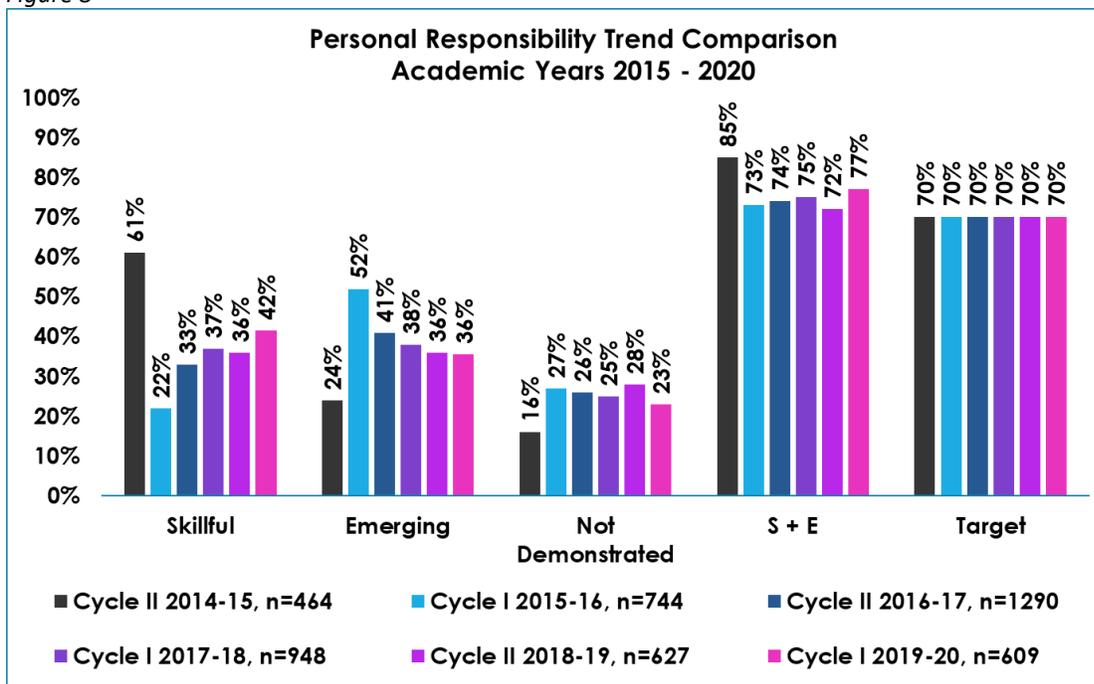
Figure 7



In Figure 7 (above), overall Communication results similarly demonstrate a 3-year (AY 2016 – AY 2020) decline, albeit by slimmer margins, with only a 1% drop from AY 2018 to AY 2020. Communication SLOs maintain results consistently greater than 80%.

The only core competency assessed during every cycle, Personal Responsibility results improved by 5% from AY 2019 Cycle II to AY 2020 Cycle I and improved by 2% over previous AY 2018 Cycle I results, as shown in Figure 8 (below).

Figure 8

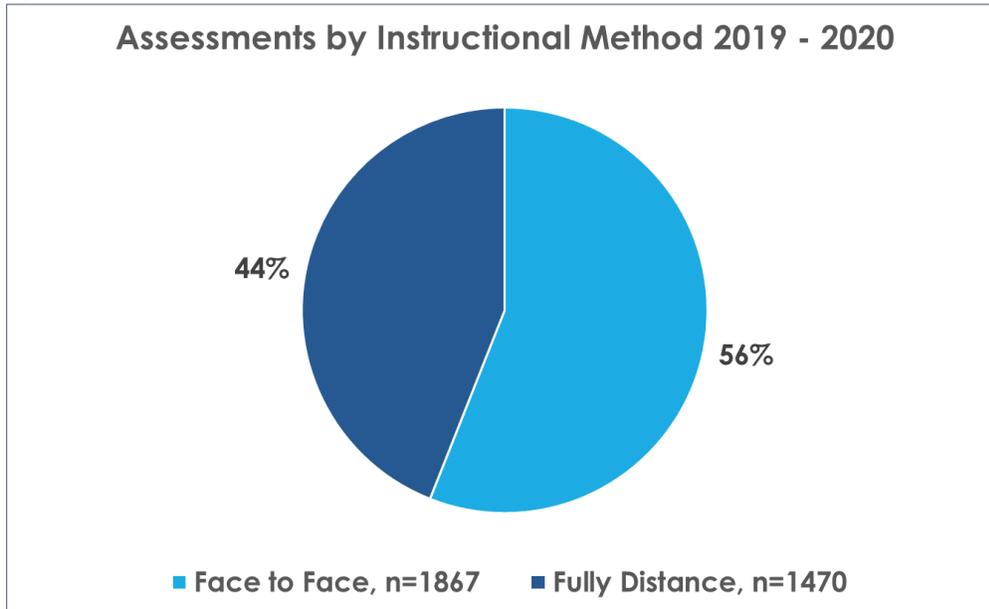




2019 -2020 Cycle I Instructional Method Analysis

Annual ISLO assessment random sample includes general education courses offered through divergent instructional methods. Figures 9 – 12 display data and results by face to face and distance learning instructional methods*. Figure 9 (below) addresses the percentage and number of assessments included by instructional method.

Figure 9



As seen in Figure 10 (below), Critical Thinking overall SLO results differed by only 1% by instructional method, with the largest divergence occurring in SLO1 with distance learning 7.6% higher than face to face. Although face to face results on SLO2 and SLO3 were higher, the margins are considerably smaller at 2.2% and 2.5%, respectively.

Figure 10 Critical Thinking SLO Comparison by Instructional Method

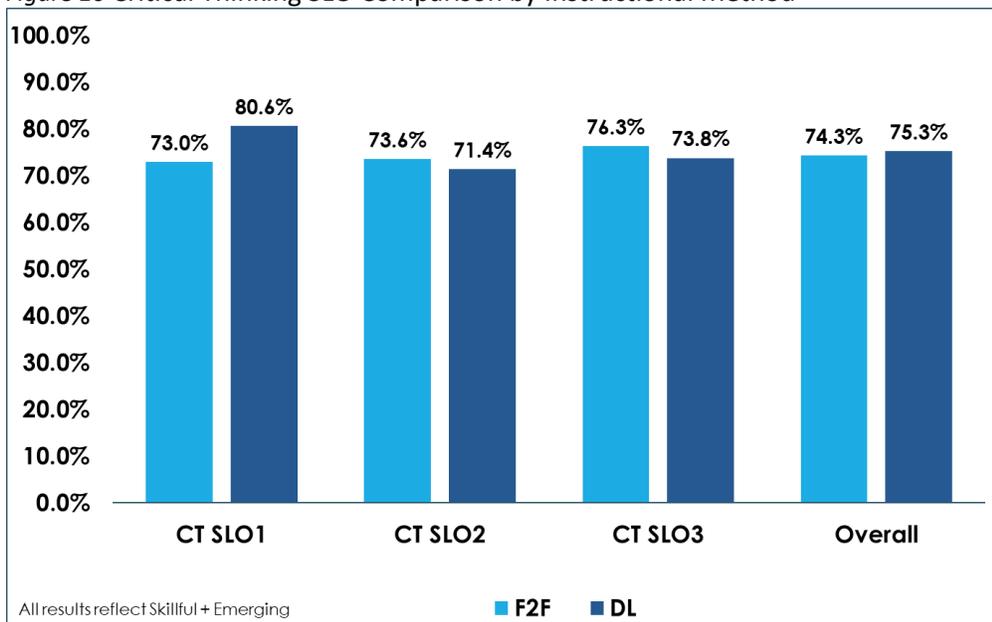




Figure 11 Communication SLO Comparison by Instructional Method

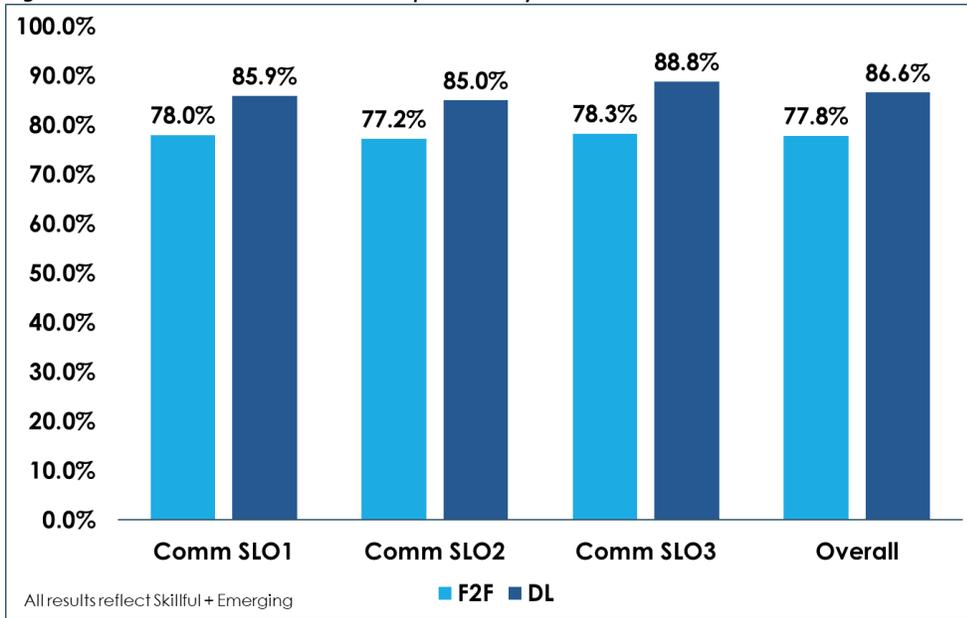
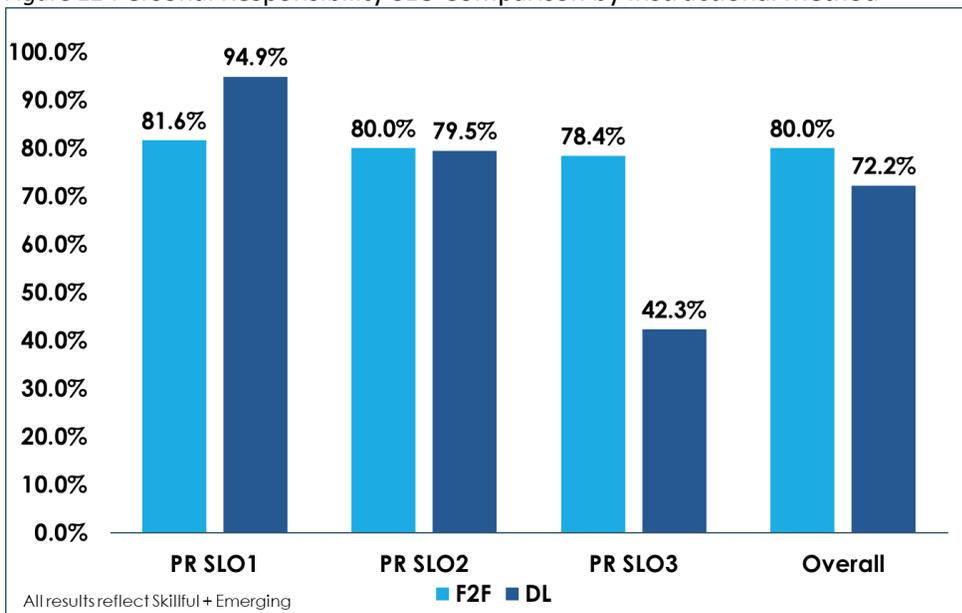


Figure 11 (above) reveals greater results disparities among Communication SLOs, as distance learning results appear consistently higher than face to face results for an overall difference of 8.8%.

Addressed in Figure 12 (below), Personal Responsibility shows the most widely diverging results, as SLO1 distance learning results are 13.3% higher than face to face results, but SLO3 face to face results are 36.3% higher than distance learning. SLO3 has consistently fallen short of the 70% target, but this disparity indicates face to face students are exceeding expectations. This deficit in distance learning SLO3 results is being addressed by the Dean and Department Chairs in collaboration with faculty.

Figure 12 Personal Responsibility SLO Comparison by Instructional Method



*The number of general education courses/sections offered through hybrid instructional method proved statistically insignificant and no courses appeared in the random sample.



Additional Results and Discussion

Results also varied across departments, leading the Dean to suggest interdepartmental collaboration to develop strategic approaches to improve SLO results and ensure equitable reinforcement of student learning. Communications and Learning students achieved higher Personal Responsibility scores than did Social and Behavioral Science students, so these departments will be considering solutions to strengthen results across departmental courses and programs.

Improvements 2019 – 2020

Improvements implemented for the 2019 – 2020 assessment cycle include ISLO Rubric revisions during summer 2019 for improved clarity and explicitly defined expectations.

Again, this year is the first Cycle I Assessment of all SLOs for every core competency to ensure equitable representation of all SLOs; (Cycle II implemented this practice during 2018-2019).

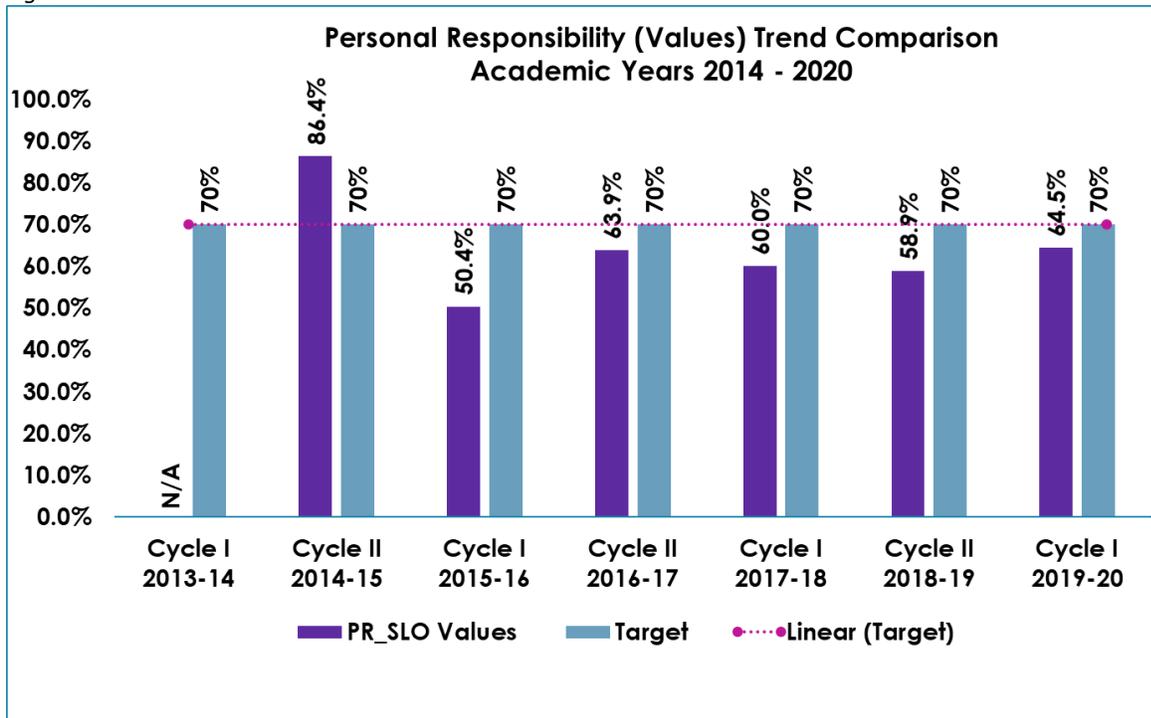
Challenges 2019 – 2020

Fewer artifacts submitted for some courses than indicated by course enrollment/completion counts.

Not all artifact assignments inclusively addressed the core competencies/SLOs required by the foundational component area; this lack may be due in part to process revision.

Personal Responsibility SLO 3 (Values, formerly SLO 1) did not meet target in overall assessment; this result continues a five-year trend as shown in Figure 13 (below).

Figure 13





Data Sources

iRubric

Institutional Planning, Research, and Effectiveness

Attendees for May 28, 2020 Results Presentation

Dean George Johnson, Arts and Sciences

Diane Hester, Communications and Learning

Vincent Hardy, Fine Arts and Kinesiology

Dr. Shane Kendell, Natural Sciences

Dr. Michael Balog, Social and Behavioral Sciences

Albert Guerra, Engineering and Mathematics

Connie Ramirez, Arts and Sciences

Dr. Karlene Fenton, High School Programs

Laura Flores, High School Programs

Dr. Jo Dee Duncan, Center of Excellence in Science

Maria Rodriguez, Center of Excellence in Mathematics