SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
PLAN FOR THE ASSESSMENT OF STUDENT ACADEMIC ACHIEVMENT
AND IMPROVEMENT OF STUDENT LEARNING

Mission

It is the mission of Southern West Virginia Community and Technical College to provide accessible, affordable, quality education and training while promoting lifelong learning for those we serve.

Institutional Commitments

As a comprehensive community and technical college, Southern is committed to providing:

1. Developmental and pre-college level education for those who lack the necessary academic background for direct entry into college-level courses.
2. Programs of study leading to the Associate in Arts and Associate in Science degrees which can be effectively transferred and applied toward the baccalaureate degree.
3. Programs of study in the career and technical fields leading to a skill-set certification, certificate degree and/or the Associate in Applied Science degree for entry into the workforce.
4. Workforce development, continuing education, and training programs that support the needs of employees and employers and serve as a mechanism for economic development.
5. Support services that assist students in achieving their education and training goals.
6. Community interest programs and activities that promote personal growth and cultural enrichment.

Vision

Southern West Virginia Community and Technical College will be the higher education leader in West Virginia and the region. Southern will provide the leadership necessary to help West Virginia grow and prosper into the twenty-first century. Southern will be the hub around which all education and training/retraining efforts will turn. The College will act as the catalyst for economic development and change in the region. Southern will establish proactive partnerships which include education, business, industry, labor, government, community and cultural organizations, as well as other leaders to achieve regional goals. Southern will become a model of academic excellence, scholarship, creativity, innovation, and cooperation, impacting the educational opportunities and economic growth of the region.

Values

We will accomplish our mission by:

- *Achieving excellence in education and service;*
- *Exhibiting integrity in all that we do;*
- *Collaborating and communicating actively with others;*
- *Being committed in word and deed;*

- *Imparting passion and compassion to our every task;*
- *Leading by encouragement and support of lifelong learning;*
- *Embracing change through bold actions;*
- *Being innovative and creative at all levels;*
- *Initiating opportunities for the community; and,*
- *Celebrating success.*

Assessment Philosophy

Southern West Virginia Community and Technical College participates in a continuing process of assessment that functions to improve student learning. Southern will strive to become and remain a learning institution.

The mission of the college, general education goals, division and department goals, as well as program and course goals are to be made explicit and public in order for assessment to improve student learning. The needs and goals of our service district and students will continue to be identified, reviewed, and used to direct the college's efforts in goal setting, and in curriculum development, review and revision. By systematically gathering, analyzing, interpreting and feeding back data, Southern can determine how well student performance matches set standards or can identify areas requiring study if standards are not adequately met.

Faculty are the owners of the assessment process. The college's administration and staff provide support for all assessment efforts. The public, students, faculty, staff, and administration are aware of the assessment program and take an active role in its implementation, processes, and results. The goal of Southern's efforts in assessment of student academic achievement is an increase in student learning in measurable terms. Proper use of assessment instruments, dedicated and proper interpretation of assessment data in a culture where value is placed on teaching and learning, results increased student learning, success, and satisfaction.

Southern's philosophy is that assessment is faculty-owned and data-driven. Various assessment instruments and methodologies provide assessment data to be used in course and curricular decision-making. Keying to the institutional mission, clearly stated program and course goals have been developed.   Course syllabi contain goals that are competency-based and measurable and ensure that the same content is taught in a given course on a college-wide basis. The college's program for the assessment calls for multiple measures of student academic achievement with both standardized and non-standardized measures used. The process also calls for the assessment of students at various points in their progress—at entry, in-progress, and at completion. Data from graduates and those who transfer are also important to the assessment effort.

There are important implications of the institution's definition and philosophy of assessment. First, a sample of students is sufficient for evaluation of programs. Not all students or graduates must participate in all assessment measures. Second, the use of multiple measures provides a good indicator

of student learning and provides various types of data from which decisions can be made. Third, assessment results will reflect not only the accomplishment of students but also those of the faculty.

Southern has adopted the following principles for assessing student learning:

1. Assessment of student learning will assist in accomplishing the institutional mission;
2. Assessment begins with educational values;
3. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time;
4. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes;
5. Assessment requires attention to outcomes and the instruction, support services, and experiences that lead to those outcomes;
6. Assessment works best when it is ongoing not episodic;
7. Assessment fosters wider improvement when representatives from across the educational community are involved;
8. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about;
9. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change; and,
10. Through assessment, educators meet responsibilities to students and to the public.

<p align="center">**General Education Philosophy and Goals**</p>

The faculty, staff, and administration of Southern dedicate themselves to preparing students for challenges that lie ahead. The following goals describe Southern's commitment to providing each graduate with the skills and knowledge necessary for professional and personal success.

Southern is committed to providing a general education program designed to help students develop the qualities and skills associated with college-educated adults. The general education program promotes the development of independent, critical, and conceptual thinking skills, as well as those necessary for the effective communication of one's thoughts. The institution's general education program provides students with an integrated view of knowledge and prepares them for their role as productive and responsible lifelong learners and members of a diverse society.   The faculty determines how each program of study and course contributes to the general education goals.

Students who have completed the general education requirements for an associate degree will gain the competencies to understand, be effective, aware, and have sufficient knowledge, in the following:

- Critical thinking – students will demonstrate their ability to think critically by analyzing and synthesizing material.
- Oral and written communication skills – students will demonstrate their oral and written communication skills by reading, writing, and speaking effectively.

- Mathematical skills/competencies – students will demonstrate their ability to think mathematically by using problem solving skills which include estimation, computation, analysis, assimilation, application, and transference, as well as implementation of technology.
- Information and technology skills – students will demonstrate their information and technology skills by using technology, communications tools and/or networks to access, retrieve, process, and communicate information.
- Scientific inquiry/reasoning skills – students will demonstrate their scientific inquiry/reason skills by using resources and methods appropriate to the program's curriculum.
- Cultural, artistic, and global perspective – students will demonstrate their awareness of a cultural/artistic/global perspective by discussing the quality, value, and significance of cultural/artistic artifacts and/or by discussing political, historical, economic, and social issues from a global perspective.

Program Outcomes Assessment

Department/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Allied Health and Nursing Surgical Technology	Laboratory Skills Competency	Student capable of performing operating room skills before entering OR.	Student may need review with instructor one-on-one.
	Clinical Competency	Student shows competency of performing in the OR as a surgical technologist in different cases.	Student placed in same assignment until comfortable with performing as a surgical technologist in that case.
	Case Studies	Student is knowledgeable of OR case, supplies, instruments and equipment used.	May need to review case with discussion focused on area of need.
	Program Assessment Exam (PAE)	The program objective areas. A&P, Asepsis, Case Prep, Micro., Pharm., Terminology, Surgical Procedures.	Scored by the AST (Asso. Of ST). Shows strengths/weakness of program.
	Self-Assessment Exam (SAE)	Same as above. Students may choose to take this exam before certification exam to determine how they may do on the certification exam.	Identifies strength/weakness of student and areas they need to focus on more.
	Graduate Surveys	Students rate the education they received and if it prepared them for work.	Feedback is of value to the instructor. Revisions will be made as needed in areas identified.
	Employer Surveys	Employers rate the knowledge/skills of the student as they enter the workforce.	Any weakness identified in the feedback will result in revisions in areas as needed.
	Job Placement	The needs of the service in the community.	The number of students enrolled and acceptance of students annually or every two years.
	Facility Evaluations	Facilities provide a learning environment for the student.	Facilities may be added or deleted as a clinical site.

Department/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Allied Health and Nursing Medical Laboratory Assistant	Student Perception of Instruction	The student evaluation is an assessment of how the student perceives the instructor, materials and presentation of instruction in the MLA courses.	This data is used by the instructor to change or improve any areas of weakness as perceived by a majority of the students.
Allied Health and Nursing Dental Hygiene	Clinical Competency	Ability to perform clinical dental hygiene.	Will be used to increase clinic times, if necessary.
Allied Health and Nursing Medical Laboratory Technology	Graduate Surveys	Graduate surveys provide the graduates' perceptions of how well the MLT program prepared the MLT graduate in relation to various aspects of the programs	This data is used by the MLT Program Coordinator to change or improve any areas of weakness as perceived by a majority of the graduates.
	Employer Surveys	Employer surveys provide the employers' perceptions of how well the MLT program prepared the MLT graduate in relation to various aspects of the program.	This data is used by the MLT Program Coordinator to change or improve any areas of weakness as perceived by a majority of the graduate employers.
	Job Placement	Job placement rates of MLT graduates.	This data is used to determine program viability and need.
	Student Perception of Instruction	The student evaluation is an assessment of how the student perceives the instructor, materials and presentation of instruction in the MLT courses.	This data is used by the instructor to change or improve any areas of weakness as perceived by a majority of the students.
	Case Studies	Evaluate student MLT knowledge and critical thinking skills.	This data is used to help determine the effectiveness of instructional methods throughout the MLT program.
Allied Health and Nursing Electrocardiography	Certification Exams	Measures student base of knowledge according to nationwide standards. Provides a method for graduate certification in a field of study recognized nationwide.	1. Provides a method for graduate certification in their field of study. 2. Provides an assessment of success of program curriculum and instruction based on national standards.

Department/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Allied Health and Nursing Nursing	HESI Tests	Course content and end of program readiness to take licensure exam.	1. Revision of course content. 2. Change teaching techniques. 3. Include other resources in course (ex. NCLEX-RN computer programs). 4. Individual student advisement for improvement.
	Clinical Competency	Nursing courses except NU210 have a clinical component of the course in addition to the theory. Measures: 1. clinical skills 2. nursing knowledge 3. assessment 4. medication administration 5. professionalism 6. preparedness for experience 7. ability to collaborate with others 8. critical thinking	1. Determine safety and clinical competency of students/graduates in caring for clients of various ages in a variety of settings. 2. Determines pass/fail of course or portion thereof. 3. Determines if graduate is ready for application for licensure as independent practitioner.
	Retention Rates	Measures number of students who remain in the program from original number admitted. Reviews reasons for attrition.	1. Development of strategy to help students be successful in the program (ex. financial assistance, critical thinking/test taking instruction). 2. In past has been used to review the academic preparedness of students admitted who did not progress and to determine a level on Pre-RN that indicates student has the ability to be successful.
	Facility Evaluations	Measures student perception of facility's ability to provide a meaningful clinical experience.	1. Faculty members review student responses to facility evaluation in addition to their own to determine whether a facility will continue to be used for clinical experience. 2. Results are shared with each facility and in the past a facility has changed how they relate to students, parking, and other resources available for their use.

Department/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Allied Health and Nursing Nursing	NLN Evaluation Plan	NLNAC accreditation requirement.	1. Provides ongoing evaluation of all accreditation criteria components. 2. Depending on results of data, a course, curriculum, or teaching may be revised.
	Math Competency Exam	Measures the ability of the student to complete drug calculations safety and effectively.	1. Determines the safety of the student in calculating drug dosage. 2. Determines the pass/fail of a student in a particular course where the assessment of drug calculation occurs.
Allied Health and Nursing Radiologic Technology	Site Supervisor Assessment	Communication, psychomotor & affective performance; radiation protection, judgment, patient care, ability to follow through, adaptability, ability to take criticism, etc.	Changes to associated courses are made based on students' progress of criteria. Introduction module was added in fall 2006 to increase students' knowledge of radiation protection before clinical rotations.
	Case Studies	Critical thinking, ethical decision making.	In class discussions allow instructor to discern if critical thinking steps need reviewed.
	Peer Evaluation	Communication (written and oral).	Changes to assignment may be made.
	Clinical Competency Evaluations	Competency/performance and image evaluation.	Review of course content and structure of lab portion may need revised, additional study may be warranted; format of class may be revised to include different types of learning activities.
	Exit Interview form	Entrance expectations, preparation for ARRT registry and workforce, suggest changes.	Explanation of expectation may need revised or restated in handbook. May add job shadowing before admission as an option.
	Graduate Survey	Preparedness for national ARRT registry and workforce.	Changes to RA 225 may be necessary; also, employment preparedness workshops could be discussed by advisory board for suggestions.
	Presentations	Verbal communication.	Encourage students to continue to improve verbal and non-verbal skills; give feedback to those needing to improve.
	Common exams	Course content - cognitive and affective.	Changes in course outcomes and delivery may be necessary.
Applied and Industrial Technology All Programs	Capstone Course	Overall program goals, certification obtainment, writing, ethics.	Program curriculum review – checks program requirements and completion of goals. Also measures satisfaction of students.

Department/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Applied and Industrial Technology All Programs	Pre/post testing	Knowledge gained percentage, weak areas of instruction, and overall student competencies.	Change in instructional materials and concepts where needed.
	Common Exams	Knowledge gained, weak areas of instruction by course and instructor, student competencies.	Identification of instructor weakness and professional development in those areas.
	Hands-on Labs	Course competencies.	Change in instructional activities and material.
	Challenge Activities for Critical Thinking	Course competencies.	Change in instructional activities and material.
Business All Programs	Pre/post-testing	This assessment gives us a starting point in the student's knowledge base and then a measurement of what value has been added.	These techniques are also used on a class-by-class basis. Provides faculty member feedback on student reactions/interactions to content and delivery. Also provides for revision of content, text, scheduling, etc.
	Critical Thinking Exercises	These techniques, normally the applications of principles /concepts, such as scenarios, case problems, message analysis, etc., serve as indicators of how successful the student has been in comprehending/retaining principles/concepts that have been presented.	Instructors will identify those principles/concepts that are weak and reteach to strengthen understanding. The reteach process may involve a different delivery style or an applications approach.
	Chapter testing at the end of each chapter	This assessment indicates the knowledge gained.	On the basis of test results, either the chapter is revisited or move on to next chapter.
	Open discussion about current affairs relevant to chapter.	This assessment is indicative of critical thinking skills, based on chapters covered in the class.	If there is weakness, the chapter is revisited with relevant examples from current affairs.
	Oral quizzes related to chapter with real life applications.	Indicates critical thinking skills.	If there is weakness, the chapter is revisited with relevant examples from current affairs.
Natural Science and Mathematics All Programs	Math Rubric Scoring	Basic math skills in general education.	Results are shared with all faculty and especially discussed by college-level math and transitional studies faculty.
	Common Final Exams in MT 123, Intermediate Algebra	How well students meet the stated goals of the course (goals are common college-wide).	The answers to questions addressing the most crucial goals are evaluated by the math rubric scoring committee and results shared with math faculty (most of whom serve on the math rubric scoring committee).

Department/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Natural Science and Mathematics All Programs	Common Final Exams in MT 128, Algebra for Allied Health	How well students meet the stated goals of the course (goals are common college-wide).	Student performance is evaluated and shared by and among instructors who teach the course.
	Common Final Exams in MT 130, College Algebra	How well students meet the stated goals of the course (goals are common college-wide).	The answers to questions addressing the most crucial goals are evaluated by the math rubric scoring committee and results shared with math faculty (most of whom serve on the math rubric scoring committee).
	Common Final Exam in CH 203, Fundamentals of General, Organic, and Biological Chemistry I (ACS standardized final exam)	How well students meet the stated goals of the course (goals are common college-wide).	Student performance is evaluated and shared by and among instructors who teach the course.
	Common Final Exam in CH 213 & 214, Principles of Chemistry I & II (ACS standardized final exam)	How well students meet the stated goals of the course (goals are common college-wide).	Student performance is evaluated and shared by and among instructors who teach the course.
Humanities and Social Sciences All Programs	Writing Rubric Scoring	No Data Submitted.	No Data Submitted.
	Common finals in Psych	No Data Submitted.	No Data Submitted.
Transitional Studies All Areas	Oral Assessment	Mastery of course competencies Positive attitude and confidence Good study skills, learning styles, and work habits.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Diagnostic/Exit Exams (written)	Mastery of course competencies.	This technique is used to assess student learning. However, if students are having difficulty with a concept, it is emphasized more in future semesters.
	Classroom Assessment Techniques (assessment of instruction)	Effectiveness of instruction. Positive attitude and confidence.	This is the technique focused on improving instruction. Teachers use the feedback to strengthen weak areas of teaching and understanding.

Department/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Transitional Studies All Areas	Assessment of Oral Presentations using Rubrics	Mastery of course competencies. Awareness of college procedures and resources.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Informal Observation by the instructor	Mastery of course competencies. Positive attitude and confidence. Faithful attendance.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Written tests, quizzes, mid-terms, lab assignments	Mastery of course competencies. Faithful attendance.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Group Participation	Positive attitude and confidence. Good study skills, learning styles, and work habits. Faithful attendance. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Collaborative Learning Assessment with rubric	Positive attitude and confidence. Good study skills, learning styles, and work habits. Faithful attendance.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Evaluation of Reading (EN 090) & Writing (EN 099) Journals	Mastery of course competencies. Good study skills, learning styles, and work habits. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Math – Write in words how to solve problems and also solve them	Mastery of course competencies.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Math – Students do problems on the board with group input	Mastery of course competencies. Positive attitude and confidence. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.

Department/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Transitional Studies All Areas	Homework	Mastery of course competencies. Good study skills, learning styles, and work habits.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Work Sheets and/or in-book assignments – individual and group	Mastery of course competencies. Good study skills, learning styles, and work habits. Positive attitude and confidence.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Peer Editing	Mastery of course competencies. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Group assessment of individual student work	Mastery of course competencies. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Small group and pair assessment of individual student work	Mastery of course competencies. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Writing students send their first drafts to SMARTHINKING	Mastery of course competencies. Good study skills, learning styles, and work habits.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.

Methodology

The Assessment Committee is the focal point for the college's assessment effort. The committee reflects the faculty's ownership and provides college-wide leadership for all assessment activities. The academic department chairs, program coordinators, deans of University Transfer Programs and Career-Technical Programs, and the Vice President for Academic Affairs and Student Services provide leadership and support the work of the Assessment Committee and faculty in the assessment of student academic achievement. These academic leaders have responsibility for overseeing the assessment program.

Various standardized and non-standardized measures are used in the assessment process. These include:

- Placement tests – ACT, ACCUPLACER scores
- Locally produced tests based on course goals and competencies
- Common final exams in some courses
- Performance on national and/or state board licensure or certification examinations
- WorkKeys exams for career-technical programs
- General education assessments – Measure of Academic Proficiency Progress, Writing Rubric, Math Rubric
- Capstone and/or internship experiences
- Community College Survey of Student Engagement
- Employer surveys
- Advisory committee interaction
- Program review reports
- Retention, graduation and transfer data
- Job placement

Assessment Data

Data produced through these current methodologies and measures are maintained and analyzed by the Assessment Committee and the Vice President for Academic Affairs with the results shared with all internal and external constituencies through posting to the College website. Changes to course and program goals, along with recommended methodologies to implement changes, may be submitted by any member of the faculty, staff, or administration. Proposed changes must flow through the appropriate committees of the College's governance system. A flow chart has been developed to illustrate the assessment process and how recommended changes progress through the governance system.

Appendix A
Assessment Process Flowchart
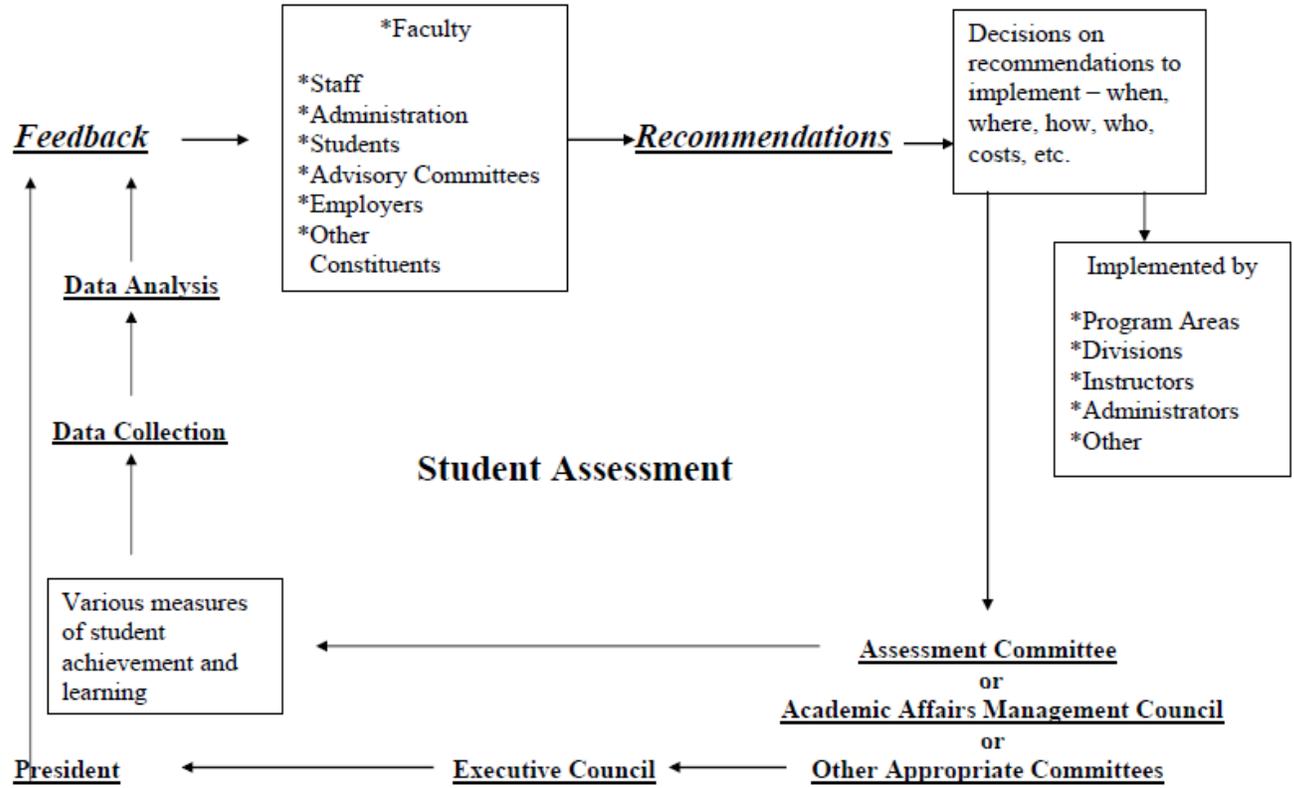
Assessment Process Timeline

The following represents the annual timeline for assessment activities.

January –

- Governance Day general discussions of assessment process, activities, and data
- Assessment Committee meeting
- Division and departmental meetings with assessment as agenda item
- List of students with 40 or more credit hours completed but have not previously taken WorkKeys or MAPP requested for test administration on Assessment Day
- Syllabi distributed to students in all courses; general education outcomes included in course evaluation section; electronic copy sent to Chief Academic Officer
- Incentives for Assessment Day solicited
- Programmatic or course pretests administered

February –

- Letters for Assessment Day compiled
- Faculty trained for Assessment Day proctoring

- Letters mailed to student regarding Assessment Day
- All constituents notified of Assessment Day plans
- Formal and informal assessments conducted per matrix
- Division and departmental meetings with assessment as agenda item
- Samples for writing and math scoring teams solicited
- Budget request drafted and sent to Finance

March –

- Final preparation made for Assessment Day
- Distribution of materials (MAPP, WorkKeys)
- Reminders sent to proctors
- Assessment Day
  - Administration of MAPP
  - Administration of WorkKeys
  - Math Rubric scoring
  - Writing Rubric scoring
- MAPP and WorkKeys materials returned for scoring
- Remaining activities on "Assessment Matrix" completed
- Community College Survey of Student Engagement (CCSSE) administered every third year
- Division and departmental meetings with assessment as agenda item

April –

- Student Perception of Instruction (SPI) administered
- Scoring reports from WorkKeys and MAPP received
- Scores mailed to participating students
- Assessment Report compiled
- Budget submitted to administration based on assessment results
- Governance Day meetings with Assessment Report as agenda item
- Assessment Committee meeting with Assessment Report review as agenda item
- Division and departmental meetings with assessment as agenda item
- Election/appointment of Assessment Committee members

May –

- Formal assessment using common final exams
- Results distributed from spring SPI to faculty and administration

June –

- Perkins Report completed with WorkKeys results included
- Assessment Report presentation/discussion at annual Administrative Retreat

July –

- No activity

August –

- Governance Day with presentation of Assessment Report from prior academic year to all employees
- Unit (Academic Affairs, Student Services, Finance, Workforce Development, Technology Services) discussions and utilization of assessment results
- Assessment Committee meeting
- Division and departmental meetings with plans for improvement drafted when required by data
- Distribution of syllabi in all courses; general education outcomes included in course evaluation section; electronic copy sent to Chief Academic Officer
- Programmatic or course pretests administered
- Remaining activities on "Assessment Matrix" completed

September –

- Division, departmental and programmatic general education matrices updated
- Final Perkins Core Indicator Report submitted to WVCTCS Chancellor's Office
- Formal and informal assessments conducted

October –

- Formal and informal assessments conducted
- Division and departmental meetings with assessment as an agenda item
- Faculty responsibilities for Assessment Day assigned – day and evening sessions planned
- Samples for Writing and Math Rubric scoring teams solicited

November –

- SPI administered
- Formal and informal assessments conducted
- Organizational meeting of rubric scoring teams

December –

- Formal assessments using common final exams
- Division and departmental meetings with assessment as agenda item
- Results from fall administration of SPI distributed to faculty and administration

<u>Summary</u>

This program for the assessment of student academic achievement and improvement of student learning is designed to be a living document that will be modified as needs arise. Recommendations to modify the plan can be made at any time by any member of the college community to the Assessment Committee. The Assessment Committee shall take any action on recommendations made as it deems necessary and appropriate and shall send any proposals for change requiring approval through the governance system. The plan for the assessment of student academic achievement and improvement of student learning will be reviewed and evaluated on an annual basis for functionality and effectiveness. Any adopted changes to the plan will be implemented by the Assessment Committee, faculty, program coordinators, department chairs, division deans, and the Vice President for Academic Affairs and Student Services.

Note: A link to an assessment of student learning description with various sources of data can be found on the Southern web page under assessment.