

ANNUAL INSTITUTIONAL EFFECTIVENESS REPORT

ASSESSMENT OF ACADEMIC ADMINISTRATIVE & STUDENT SUPPORT SERVICES YEAR 2017-2018



PROGRAM/DIVISION/DEPARTMENT: Academic Affairs

ASSESSMENT LEAD: Dr. S. Thomas/Dr. D. Hodridge

BROAD INSTITUTIONAL GOALS SUPPORTED BY PLOS

INSTITUTIONAL STUDENT LEARNING OUTCOMES SUPPORTED BY PLOS

(Check all that apply)

(Check all that apply)

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | BIG 1 - Qualitative academic program |
| <input checked="" type="checkbox"/> | BIG 2 - Competent Faculty & Staff with opportunities for development |
| <input type="checkbox"/> | BIG 3 - Enhanced Enrollment Management |
| <input type="checkbox"/> | BIG 4 - Expand and stabilize the financial resources of the college |
| <input type="checkbox"/> | BIG 5 - Fiscal Stability & Financial Management |
| <input type="checkbox"/> | BIG 6 - Physical Plant/Grounds – Ensure adequacy & quality |
| <input type="checkbox"/> | BIG 7 - Public service & Visibility |
| <input type="checkbox"/> | BIG 8 - Student Access via Financial Aid |
| <input type="checkbox"/> | BIG 9 - Academic support Services/Research |
| <input type="checkbox"/> | BIG 10 Governance |

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | ILO- 1 Communication |
| <input type="checkbox"/> | ILO-2 Critical Thinking |
| <input type="checkbox"/> | ILO-3 Information & Technology Literacy |
| <input checked="" type="checkbox"/> | ILO-4 Global Awareness & Cultural |
| <input type="checkbox"/> | ILO-5 Quantitative Literacy |
| <input type="checkbox"/> | ILO-6 Scientific Literacy |
| <input checked="" type="checkbox"/> | ILO-7 Personal Responsibility & Development |
| <input type="checkbox"/> | ILO-8 Spiritual Insights & Values |

DEPARTMENT/[PROGRAM/DIVISION MISSION STATEMENT:

The mission of the Academic Affairs service area is to coordinate all activities and services that facilitate student learning that promotes an observable and measurable improvement in academic achievement and to encourage learning by utilizing current technologies, techniques, and creative methodologies. The mission of Academic Affairs is to provide appropriate curriculum and ensure the quality of its programs and delivery of services through appropriate faculty and support staff.

The Academic Affairs service area also encompasses the registrar activities which support the mission and goals of the college. Ongoing evaluation and assessment will provide continuous improvements in the variety, quality, and delivery of educational services.

ANNUAL INSTITUTIONAL EFFECTIVENESS REPORT

PROGRAM/DEPARTMENT/ LEVEL GOALS MAPPED TO BROAD INSTITUTIONAL GOALS/STRATEGIC PLAN

2017-2018 GOALS TO ASSESS

BIG #1 Qualitative Academic Program - Maintain a qualitative program that will accommodate individual differences in learning rate, aptitudes, prior knowledge and experience.

BIG #3 Faculty & Staff Competence – Attract and retain a competent faculty and staff as well as provide opportunities for continuous faculty/staff development.

IN SUPPORT OF

Strategic Plan Outcome 1.3 All divisions will conduct formative and summative assessments of student Learning Outcomes at the course, program, and institutional levels.

Strategic Plan Outcome 1.5 Expand faculty development opportunities to support inclusive pedagogy and continuing faculty innovation in the classroom.

Strategic Plan Outcome 1.6 Execute MOUs with senior colleges to which SwCC students most frequently transfer in order to provide for smooth transition.

Strategic Plan Outcome 3.1 Appoint qualified faculty who can embrace the college mission to educate the whole man.

ANNUAL INSTITUTIONAL EFFECTIVENESS REPORT

Outcomes Mapped to Assessment Measures, Criteria for success, Findings, Use of Results (Action Plan)

Outcome	Methodology of Assessment	Criteria for Success	Assessment Results	Use of Results to Improve Outcomes (Action Plan)
1.3 All Divisions will Conduct formative & Summative assessments of Student Learning Outcomes to provide for ongoing continuous improvement.	Formative & summative assessments of student learning outcomes are embedded in courses. Faculty and departmental staff analyze the data, draw conclusions and make commendations and/or recommendations for changes and modifications for continuous improvement as needed. Assessments are conducted at least twice a year and an annual report submitted to the V.P. of Academic Affairs, and IE. <i>(See SLO Summary)</i>	Threshold percentages vary across the divisions and courses. However, the minimum acceptable performance on course assessments for all divisions is 65% and the Mastery Level is set at 70% to be raised after Study.	Expectation Met. Course completion rates and GPAs of all Divisions met minimum requirements. <i>(See Division Assessment Summary)</i>	<u>Based upon assessment findings:</u> <ul style="list-style-type: none"> • <u>Faculty will continue to develop teaching and learning activities and strategies to more effectively engage students who lack motivation for the core curriculum.</u> • <u>Faculty will continue training on the use of Schoology as a Learning Management System in order to accommodate differences in learning styles.</u>
1.5 Expand faculty development opportunities to support inclusive pedagogy and continuing faculty innovation in the classroom	All faculty is required to attend at least one professional development workshops, seminar, webinar in their discipline per academic year. Faculty is also required to	Faculty Rosters in the Office of Academic Affairs and IE will demonstrate that over 90% of all faculty are engaged in professional development activities	Met Expectation. Attendance rosters in all scheduled In Service and campus workshops show greater than 90% faculty engagement. A couple of adjunct professors did not	<u>Based upon assessment findings:</u> <ul style="list-style-type: none"> • <u>Faculty Professional planning will include bringing in at least one</u>

ANNUAL INSTITUTIONAL EFFECTIVENESS REPORT

<p>1.6 Develop MOUs with senior colleges to which SwCC students most frequently transfer in order to provide for smooth transition</p>	<p>attend monthly faculty meetings and In-service Sessions as scheduled. Faculty is expected to demonstrate utility of the sessions by incorporating lessons learned in departmental reports.</p>	<p>each Academic Year.</p>	<p>document professional development in their discipline for the year.</p>	<p><u>Super content specialist per year.</u></p> <ul style="list-style-type: none"> • <u>A Two Day Professional Workshop has been scheduled for May 14 & 15, 2019 on Teaching “Critical Thinking” which is the topic for our Quality Enhancement Plan.</u>
<p>3.1 Appoint qualified faculty who can embrace the college mission to educate the whole man.</p>	<p>Comprehensive review of credentials with proposed classes to be taught</p>	<p>100% match inclusive of Column 4 (Other Academic and appropriate Life experiences).</p>	<p>Expectation Exceeded.</p>	<p>Based on Assessment Findings: It has been determined that</p> <p>Departments develop & utilize marketing recruiting materials to showcase the wealth of talent in their areas</p>

INITIATIVES FOR NEXT CYCLE WITH BUDGETARY IMPLICATIONS

Retain the services of a consultant or additional staff person designated to work on developing our online presence. (\$10,000)
Hire full time counselor as funds become available. (\$35,000 annually)

ANNUAL INSTITUTIONAL EFFECTIVENESS REPORT

FOLLOWUP REPORT ON PREVIOUS CYCLE ACTION PLAN

Prior Period Outcomes	Select Actions taken based on Prior Year Results (Select all that apply)		Describe Actions Taken Based upon Prior Year Results
<p>MOUs (memos of understanding) have been established with Wiley College, Rust College, and Harding University. These partnerships have the potential of improving our enrollment and retention rates and help us in fulfilling our mission to assist the student in making a smooth transition into higher education.</p>	<p>Curriculum Change <input type="checkbox"/></p> <p>Course Revision <input checked="" type="checkbox"/></p> <p>Pedagogical Change <input checked="" type="checkbox"/></p> <p>Stakeholders Feedback <input checked="" type="checkbox"/></p> <p>Co-curricular Opportunities <input checked="" type="checkbox"/></p> <p>Academic Support/Advising <input type="checkbox"/></p>	<p>Assessment Methods <input checked="" type="checkbox"/></p> <p>Financial Resources <input type="checkbox"/></p> <p>Services Change <input type="checkbox"/></p> <p>General Resources <input type="checkbox"/></p> <p>Human Resources <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>	<ul style="list-style-type: none"> Syllabi have been revised to align student learning activities and assessments to student learning outcomes (program and institutional). Syllabi have also been revised to incorporate additional feature of Schoology, LMS. Faculty is encouraged to find ways to incorporate experiential learning and community service (volunteerism) into courses to provide for more authentic learning experiences. Two Social Science students went to Australia for a 10 Leadership Training Eight (8) students traveled with their instructors to an Oral History Project in Houston. Other classes are being to embrace the “school without walls” concept and look for affordable opportunities showcase the world as a “province of knowledge.”

ANNUAL INSTITUTIONAL EFFECTIVENESS REPORT

Selected Academic Year Summary Data

Course Completion & Grade Point Average by Divisions

Academic Division	Target	2017-2018 % Course Comp => "C" GPA	2016-2017 % Course Comp => "C" GPA	2015-2016 % Course Comp => "C" GPA
Bible & Religious Studies	70% 2.00	75% 2.78	73% 2.33	76% 2.66
Business & Vocational	70% 2.2	70% 2.50	59% 2.24	75% 2.5
Natural Science, Math, & Computer Science	70% 2.2	92% 2.85	47% 2.80	92% 2.98
Humanities & Fine Arts	70% 2.5	69% 2.73	84% 3.39	80% 2.75
Social Science	70% 2.50	65% 2.45	63% 2.53	80% 2.46
Basic Studies	70% 2.00	62% 2.45	57% 2.0	75% 2.65

Source of Data: Academic Affairs Office

STUDENT ACHIEVEMENT IN FRESHMEN GATEKEEPING COURSES % of Students with Grades => "C"

Academic Year	Math135, College Algebra	Eng131, Composition & Rhetoric
AY 2017-2018	87%	96%
AY 2016-2017	96%	100%
AY 2015-2016	69%	90%
AY 2014-2015	72%	73%

Source of Data: Academic Affairs Office (Grade Point Average)

ANNUAL INSTITUTIONAL EFFECTIVENESS REPORT

SUPPORTIVE DOCUMENTATION



Academic Affairs
CalendarWeb.pdf

Academic Affairs Assessment Calendar



Faculty Roster
2018.pdf

Evidence - Faculty Credentials



facultyAssessment-2
017-2018.pdf

Faculty Evaluations by Dean of Academic Affairs



studentevaluation of
instruction-f2017.pdf

Student Evaluation of Instruction – Fall, 2017



Student Learning
Outcomes Assesmer

Sample - Course-Level Student Learning Outcome Summary



ProfessionalDevelop
mentSessionEva2017

Evidence - Faculty Engagement in Professional Development Activities



AIER-BASIC
STUDIES-2017-18-we

Sample - AIER-BASIC STUDIES-2018-Annual Institutional Effectiveness Report

ANNUAL INSTITUTIONAL EFFECTIVENESS REPORT



ARTICULATION
AGREEMENT-rust2.pc

Evidence – Articulation Agreement with Rust College, Holly Springs, MS