Marion Technical College
Annual Assessment Report
2021-2022 Academic Year

Academic Year 2021-2022
December 2022

Annual Assessment Report

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*N*ot everything that can be counted counts, and not everything that counts can be counted.

Albert Einstein

Guidelines for Assessment and Accountability in Higher Education

Marion Technical College faculty leverage the guidance of two sets of guidelines to frame its commitment to improve teaching and learning. The first set of guidelines is stated in Committing to Quality: Guidelines for Assessment and Accountability in Higher Education, from NILOA (National Institute for Learning Outcomes Assessment). The second set is from the Higher Learning Commission.

1. **Set Ambitious Goals**

   There is general agreement about the desired outcomes of undergraduate education. This broad consensus includes the development of appropriate levels of knowledge and skills; the ability to integrate and apply knowledge to a variety of problems; and the acquisition of intellectual and social habits and dispositions in preparation for productive, responsible citizenship. Learning goals may vary according to an institution's mission, resources, student population, and community setting, but they typically include acquiring both broad learning and specialized knowledge; developing intellectual and practical skills; developing a sense of personal and social responsibility; and integrating and applying learning.

   Each college and university are encouraged to articulate its specific goals for student learning and prominently announce these goals to various stakeholders and the public. Similarly, the major academic divisions and cocurricular departments within an institution are encouraged to state their goals and their connection to the broader institutional aims and the constituencies they seek to serve. Faculty members, staff, and administrators should understand the relationship of their work to these learning goals. Students should also understand and be able to articulate the relationship of their coursework and cocurricular experiences to the learning goals.

2. **Gather Evidence of Student Learning**

   Systematic processes for gathering evidence allow colleges and universities to discover how well students are progressing toward the institution's overall and programmatic learning outcomes. Evidence gathering efforts that are ongoing, sustainable, and integrated into the work of faculty and staff can suggest where the institution is succeeding and where improvement is needed.

   Gathering evidence concerning the degree to which students are actively engaged in academically challenging work can also suggest ways in which student learning can be enhanced. There are significant differences within colleges and universities in the degree of academic engagement among students. Similarly, disaggregation and comparison of results by gender, race/ethnicity, and other variables permit an institution to monitor educational

equity. Evidence of how well students is achieving learning outcomes (i.e., "What is good enough?'") against externally informed or benchmarked assessments or against similar colleges and universities, where appropriate and possible, provides useful comparisons. At the same time, it is critical to keep in mind that the objective of comparison is not ranking but improvement.

3. **Use Evidence to Improve Student Learning**

    The purpose of gathering evidence of student learning is to use it to ensure quality in student learning and to improve it. Using evidence effectively requires a plan that makes the analysis and use of evidence a prominent and consequential factor in the institution's strategic planning and program review processes. Discussions about evidence can lead to recommendations for institutional improvement and taking action when appropriate and feasible. The cycle of making evidence-based changes in programs and practices promotes continuous review, evaluation, and reporting of institutional action and improvement

4. **Reporting Evidence and Results**

    Reporting Evidence and Results of student learning to both internal and external constituents strengthen the institution's commitment to improving programs and services that contribute to a high level of student accomplishment. Assessments of student learning can be shared with internal constituents (e.g., faculty members, staff, administrators, students) in a variety of ways, including through regularly scheduled and well-publicized meetings, which can lead to changes in program and pedagogy. The institution's governing board should receive regular reports about the assessment of student learning and efforts to use evidence to improve programs. In addition, the institution can ensure transparency and accountability to the public by developing on its website a highly visible and easily accessible location that highlights evidence of student learning, its use, and other institutional indicators (e.g., retention rates, time to degree).

    In recent years, significant steps have been taken toward greater transparency in reporting results for students. Associations representing both public and private institutions have developed reporting templates that provide important information about institutional demographics, persistence, and completion, as well as information about student experience and learning outcomes. Such templates aid understanding by using uniform definitions and reporting conventions. Colleges and universities should evaluate such templates and use them to support internal discussion and communication to the public.

Nine Principles of Good Practice for Assessing Student Learning
(as reprinted in the HLC Handbook on Assessment)

1. The assessment of student learning begins with educational values.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

5. Assessment works best when it is ongoing not episodic.

6. Assessment fosters wider improvement when representatives from across the educational community are involved.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

9. Through assessment, educators meet responsibilities to students and to the public.

MTC's Assessment Vision

Assessment at Marion Technical College assures that the College can realize its vision of facilitating "a highly educated workforce elevates quality of life and contributes to a thriving community," and enables the College to fulfill its mission "To provide the region's most accessible, supportive, and personal pathway to career success." Effective assessment enables faculty to improve teaching, learning, and curricula. MTC department faculty and administrators do not simply collect data; they *use* assessment results to make changes that improve student learning and enhance the relevance of program and course learning outcomes. Figure 1 illustrates a conceptual model of MTC's assessment processes:

Figure 1: Assessment Process
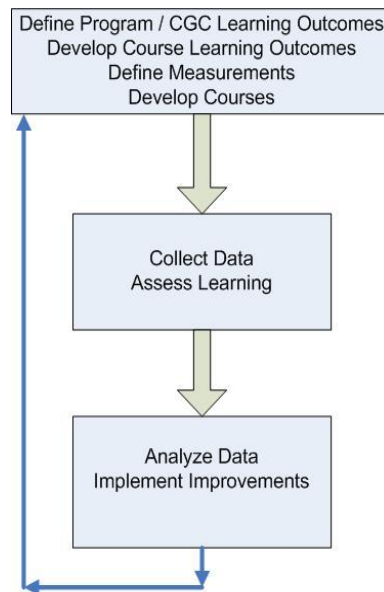
College Graduate Competencies

The Assessment Steering Committee has identified six areas of College Graduate Competencies, or CGCs. These CGCs are communicated to students by a statement that is common to every course syllabus:

> Assessment begins with a clear understanding of what students are expected to learn. College Graduate Competencies (CGC) are common to all areas of study and apply to all students. The individual sub-skills defined in each CGC are taught, reinforced, and/or periodically measured in various courses throughout the curriculum. The six CGC areas and statements are:
> 1. Communications: Communicate effectively both written and orally.
> 2. Mathematics: Solve problems using mathematics.
> 3. Problem-Solving: Solve problems through analysis, creativity, and synthesis to make informed decisions.

4. Professionalism: Demonstrate good work habits, effective interpersonal and teamwork skills, and a high level of professionalism.
5. Technology: Use technology tools efficiently and effectively to perform personal and professional tasks.
6. Diversity: Exhibit respect and sensitivity for individual and institutional differences.

Along with the student learning outcomes stated for each program, the CGCs define the set of learning outcomes the College expects every MTC graduate to attain:

> Program Learning Outcomes (vary by major)
>
> **+**   College Graduate Competencies (common to all majors)
> _____
> **=**   What a Marion Technical College Graduate has learned

Academic Services Organization

Academic Services is organized into eight organizational units:

1. Business
2. Information Technologies
3. Engineering Technologies
4. Arts and Sciences
5. Allied Health Technologies
6. Nursing
7. Public Service Technologies
8. Workforce Solutions

These units are grouped into and managed by the following academic departments. Each department maintains its assessment information in a separate assessment folder on a network drive:

1. Technical and Professional Programs
   a. Business Technologies
      i. Business Management Technology
      ii. Office Administration
   b. Information Technologies
      i. Software Development
      ii. Cyber Security and Networking

    c. Engineering Department

        i. Electrical Engineering Technology

        ii. Mechanical Engineering Technology

        iii. Robotics and Automation Engineering Technology

    d. Public Services

        i. Criminal Justice

        ii. Ohio Peace Officer Training Academy

        iii. Social Work and Additions

    e. Health Technologies

        i. Allied Health

            1. Imaging Programs (DMS & RAD) *

            2. Health Information Technology *

            3. Medical Sciences Program

            4. Occupational Therapy Assistant*

            5. Physical Therapist Assistant *

            6. Radiography *

            7. Medical Assisting Program*

            8. Surgical Technology**

        ii. Nursing Technology (R.N) *

2. Arts and Sciences

    a. English/Communications

    b. Mathematics

    c. Humanities

    d. Natural Sciences

    e. Social Sciences

3. Workforce Solutions

    a. Non-credit training and courses

    b. Apprenticeships

    c. Business and Industry Partnerships

Program accredited by a national accrediting agency

**Program pending accreditation by national accrediting agency*

In addition to each department's assessment plan documents, the assessment results and analysis of general learning outcomes are maintained in a College Graduate Competency assessment folder.

Accreditation Timelines

The following table shows MTC's accreditation status as of June 2022:

Table 1 Accreditation Status of Accredited Programs		
Area	**Accrediting Body**	**Accreditation Period**
Nursing	Accreditation Commission for Education in Nursing (ACEN) Ohio Board of Nursing	2019 - 2027
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2015-2025
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE)	2016–2026
Radiography	Joint Review Commission on Education in Radiologic Technology (JRCERT)	2018 - 2026
Medical Assisting (Certificate)	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2014 - 2024
Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	2011-2021
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE)	2019 - 2026
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Programs (CAAHEP)	2019 - 2024
Criminal Justice OPOTA Program	Ohio Peace Officer Training Commission/Academy	Renewed annually
Marion Technical College	The Higher Learning Commission (HLC) Ohio Department of Higher Education	2017–2027

History of Assessment at MTC

Assessment at MTC has been ongoing since the founding of the College, especially in accredited health programs. MTC began a process to institutionalize assessment in all academic programs under the leadership of the Faculty Assessment Committee in the early 1990's. The result was the College's first institution-wide *Assessment Plan*, which was approved by the North Central Association of Colleges and Schools (NCA). In the late 1990's, MTC was a founding member of the Ohio Two Year College Assessment Network, which initiated a variety of assessment events, including several events sponsored by the NCA. Beginning in 2003, the Faculty Assessment Committee sharpened its focus, serving as a catalyst

for faculty conversations that led to a clearer articulation of the institutional purposes and power of assessment to improve teaching and learning continuously. The Assessment Committee has continued its work, currently meeting at least twice per term. Assessment remains a common topic at academic department meetings, which are held regularly during each term. In additional all Faculty Assessment meetings are held three times a year.

In 2002, MTC began piloting the use of assessment databases, which academic departments used to define assessment plans and to record the analyses of data and implemented changes. In 2005, a faculty and administrative team from MTC attended a regional HLC Assessment Workshop, and in 2006 several MTC faculty attended assessment forums at the HLC Annual Meeting. The College purchased the LiveText software system in June of 2011, and began using LiveText to record results for CGC assessments in the 2011-12 academic year. MTC also used Livetext in 2012-13, but phased Livetext out in 2013-14 after the Canvas LMS was installed and assessment functionality was added to Canvas.

Currently, the Vice President and Chief Academic Officer appoints a faculty member who serves as the coordinator of learner assessment. The coordinator and vice president work with an Assessment Steering Committee, whose members include faculty representatives from each academic department and staff representatives from related areas. Table 2 below lists the current membership of the assessment committee:

Table 2	
Faculty Assessment Committee Members, 2021-2022	
Name	**Title**
Christy Culver	Faculty Assessment Coordinator, Professor, Business and Information Technologies
Teresa Plummer	Faculty, Arts & Sciences
Rodney Niese	Faculty, Health
Stacie Groll	Faculty, Nursing
Jeremy Fryman	Faculty, Business, Engineering/IT, & Public Services Technologies
Tola Francis-Sanusi	Faculty, College Credit Plus
Tyler Maley	Academic Director/Dean
Jerad Claytor	Academic Director
Joe Woughter	Administrator, IT, Registrar
Bob Haas	Vice President and CAO *Ex-officio
Bob Haas	Chief Strategy Officer *Ex-officio

In 2002, the Business and Information Technologies Department piloted MTC's first faculty-managed assessment database that utilized a "master-transaction" structure to record assessment commentary and improvements in courses and programs. In 2009, the assessment committee recommended that departments begin using Word or Excel documents to record assessment information. These documents contain the same information as the databases, but are much easier for faculty to use. In late 2010, the Coordinator of Learner Assessment and the Vice President of

Academic Services began investigation of LiveText, an assessment and portfolio management system. The College purchased the LiveText system and several assessment committee members attended a LiveText conference in July 2011. LiveText was implemented for CGC assessments during the 2011-2012 academic year but was phased out in 2013-14.

In the summer of 2012, the college made the decision to replace the Blackboard LMS with a product called Canvas. The Canvas LMS has added assessment functionality and it was tested as a replacement for LiveText (using the Information Technology CGC) during the academic year. The assessment committee recommended that the College use Canvas to capture assessment data (in place of LiveText) for the 2013-14 academic year. This was a cost-savings to the college, and meant that faculty interact with one less software product.

Faculty record and analyze the following assessment data:

- learning outcomes through assessment rubrics (spreadsheets/Canvas)
- results of measuring the outcomes (spreadsheets/Canvas)
- assessment methodology (spreadsheets)
- analysis of the results (spreadsheets)
- implemented changes (spreadsheets)

In addition to the above data, the assessment committee has begun reporting course completion rates so that departments can begin discussions and develop strategies to fulfill Criterion 4.C in the new criteria for accreditation. In addition, the state of Ohio changed its funding model to a completion-based system.

Overview of Assessment Processes

• College Graduate Competencies (CGCs) •

Table 3 lists the current courses in which faculty assess student mastery of the College Graduate Competencies. The courses have changed somewhat over time as the assessment steering committee and the academic departments have reviewed assessment results:

Table 3		
2021-22 College Graduate Competencies (CGC) Assessments		
CGC	**Description**	**Formal Assessment Course(s)**
COMMUNICATIONS	Communicate and write effectively.	CIT1370, CIT2750, CRJ1751, CRJ2150, ENG1000, ENG1100, HIT2000, MED1040, MLT1040, NUR2400, PHY1100 SUR1000

Table 3		
2021-22 College Graduate Competencies (CGC) Assessments		
CGC	**Description**	**Formal Assessment Course(s)**
COMMUNICATIONS	Organize and present formal oral communications.	COM1400, MLT1040, NUR1400, OTA2030, PTA1000, RAD2050
MATHEMATICS	Solve problems using mathematics.	MTH1230, MTH1240, MTH1245
PROBLEM-SOLVING AND DECISION-MAKING	Recognize and solve problems through analysis, evaluation, and synthesis to make informed decisions.	BUS2100, CIT1810, CRJ2900, DMS2500, GET2700, HIT1900, HIT2900, HSS1040, MED1040, MLT2090, MGT2410, NUR2410, OTA1020, PTA2320, RAD2201, SUR2300
INTERPERSONAL AND PROFESSIONAL BEHAVIOR	Demonstrate good work habits, effective interpersonal and teamwork skills, and a high level of professionalism.	BUS2901, CIT2750, CRJ2900, CJA2801, DMS2500, GET2700, HIT2900, HSS2050, MED1091, MGT2500, MLT2090, NUR1410, OTA1020, PTA2000, PTA2301, PTA2320, RAD1200, RAD2201, REA1100, SUR2300
INFORMATION TECHNOLOGY	Use a computer to perform personal and professional tasks.	OIS1220, OIS1240
DIVERSITY	Exhibit respect and sensitivity for individual and institutional differences	ALH1150, BUS2100, HIT1200, SOC2020, NUR2400, OTA1010, PTA1000

Learning, assessment, and data collection occur throughout the academic year in both Arts & Sciences *and* Program-specific courses. The assessment results and any changes made as faculty analyze the results are documented in the CGC assessment spreadsheets. A detailed timeline for the data collection is included in the Appendix A of this report.

The state of Ohio mandated that all public institutions use semester-based terms starting in fall 2012. The College began the conversion process in 2010, and implemented its first semester term in fall 2012. In some cases, this semester conversion has caused slight disruptions in planned assessment activities. For example, the Diversity CGC assessment that had been scheduled to begin in fall 2012 did not start as scheduled and began in 2014-15 academic year.

• Academic Programs •

Using input from academic program advisory committees, feedback from recent graduates and their employers, and general subject-area knowledge, faculty of each program develop student learning outcomes, which are listed in the *College Catalog* and recorded in each respective department's assessment documents. The learning outcomes are mapped to specific courses and assessed according to each program's assessment plan.

Based on assessment results, faculty make minor adjustments to program learning outcomes. Table 4 shows a small portion of the competency mapping grid for the Accounting Program; other grids are included in Appendix B.

	Table 4 **Example of CGC and Program Competency Mapping (Partial Listing)**							
	•ACCOUNTING•							
Degree Program			**Courses**					
		ACC1400	BUS1100	ENG1000	FIN1000	OI S1240	ACC1700	ENG1100
College Graduate Competencies	Communicates effectively both in writing and orally.			X				X
	Solve problems using mathematics.	X	X		X		X	
	Recognize and solve problems through analysis, evaluation, and synthesis to make informed decisions.				X		X	
	Demonstrate good work habits, effective interpersonal and teamwork skills, and a high level of professionalism.							
	Use a computer to perform personal and professional tasks.					X		
	Exhibit respect and sensitivity for individual and institutional differences							
Student Learning Outcomes (program)								
	Prepare financial reports	X					X	
	Compare and use financial statements for decision-making purposes.	X			X		X	

Beginning in spring 2021 the program review was changed from every five years to every year, department deans, directors, and program-area faculty conduct a comprehensive program review. Table 5 illustrates the prior format and the updated format for the program review schedule:

Table 5 Academic Services Program Review Schedule (1-year Rotation)	
Prior Format	**Updated Format:**
- Every Five Years - Data Hunt 10-page Word Document - Not much continuity from one review to the next - Completely separate from external program accreditation - Seven primary categories	- Every Year - Data provided - Excel Document with multiple worksheets - Provides for continuity - Partially aligned with external program accreditation - Nine primary categories

Historically program review was done in a silo and completed strictly by the dean/director of the program. Previously program review focused on budget, credentialing, resources, and curriculum. The updated format is collaboratively between dean/director and program faculty. The review now focuses on teaching, learning, curriculum, marketing (enrollment trends), retention/persistence, advisory, and financial resources. When it is time for a program review, the department dean and directors work with the academic services vice president according to the following timeline:

Table 6	
Instructional Program Review Process & Timeline	
July – Nov	Complete data collection
Dec – Feb	Analyze data and develop recommendations and action plans in response to findings
Mar – May	Implement changes that can occur immediately and develop a plan to implement other changes requiring additional time

The program review process ensures, among other criteria, that academic programs are current; that the program learning outcomes are derived from external sources, meet community needs, and are assessed; those students are learning; and that a program is financially viable.

In addition to assessing student learning, academic departments routinely assess student satisfaction with their experience in courses through an internally-developed survey called the *Student Evaluation of Teaching (SET)*. Currently, the results of these surveys are analyzed by section, and department dean/directors/faculty use the results of the surveys to make adjustments to courses and improve teaching when warranted. The SET is completed for every course, every term with more than five students. The College is exploring ways to improve the aggregation of the SET results and thus improve the analysis of the student survey results.

• Non – Credit Training •

The Workforce Solutions (WS) is MTC's administrative unit whose primary focus is to provide direct services to employers through non-credit training programs. As such, the WS develops employer-college partnerships that result in the provision of various services that include consulting, employee testing, and customized training courses. The course development process begins with the WS and the client developing mutually-agreed-upon learning outcomes for the training.

The WS uses an assessment process modeled after Kirkpatrick's Four Levels of Evaluation:

1. Reaction of student - what they thought and felt about the training
2. Learning - the resulting increase in knowledge or capability
3. Behavior - extent of behavior and capability improvement and implementation/application
4. Results - the effects on the business or environment resulting from the trainee's performance

The course instructor always conducts a Level 1 (reaction) assessment; administration of subsequent levels depends upon the employer's project goals.

• **Administrative Departments** •

The administrative departments at MTC conduct both systematic and as-needed evaluations of services and performance. Student Services personnel routinely administer user satisfaction surveys for advising sessions and special events; public relations conducts a marketing survey, and the President's Office administers a Noel Levitz Student Satisfaction Survey. A second survey, the Community College Survey of Student Engagement (CCSSE) was administered for the first time in 2009. CCSSE results help faculty gain insights into student perceptions concerning the degree to which they have felt personally engaged in their learning.

MTC's support departments understand their important role in helping the College achieve its vision "To provide the region's most accessible, supportive, and personal pathway to career success."

• **Assessing the Assessment Process** •

During meetings in the 2009-2010 Academic Year, the assessment committee reached a consensus that departments were not comfortable using the assessment databases, and recommended that departments be given the option to use a similar form in Word or Excel. The result of this change is that departments transitioned to the new documents during the final months of 2009-2010. The assessment format, shown in Table 7, was fully implemented during the 2010-2011 Academic Year.

Table 7			
Program Competency Assessment Form *(SAMPLE information)*			
Competency:	BUS-MG03: Use technology to present a project		
Supporting course(s):	MKT2030		
Assessment:	Practitioner observation scored by rubric		
Date	**Results**	**Observation**	**Action Plan for change**
Spring 2020	Due to Covid19, all presentations were done in an online format. Across the sections, the mean was 94% for the final project.	This year, each group was required to meet with the instructor a week prior to the final presentation for a rough draft run through. Currently, there is a score for the presentation, but the rubric does not have a qualitative objective regarding the use of technology, only that technology be used.	A qualitative objective will be added to the final presentation for use of technology. We will continue to have the teams meet with the instructor prior to the final presentation.
Spring 2019	Each group of students used PowerPoint or Prezi to support their final Business Plan Presentation.	Students are comfortable with this aspect of the assignment.	Use Mean, Median, and Mode of the final project/rubric; then compare each year in addition to observation; should have an action plan; it worked well; possibly continue remote presentation for all sections; possibly have team practice presentations with a coach prior to formal presentation.
Spring 2017	MKT 2030.01 - Mean 83% - 15 Students - High Score: 90%; How Score 70% MKT 2030.50 - Mean 79% - 19 Students	Students in online sections continue to struggle with online projects compared to on ground sections when there is no face-to face instruction. However, the percentages are getting closer. Detailed instructions were given in weekly modules as well as an entire module dedicated to step-by-step instructions. This seemed to help.	Continue giving detailed instructions for the marketing plan for online students. Continue to follow up with students who are struggling or underperforming on this project. Continue to provide one-on-one assistance to students as needed to make this a positive learning experience.

Spring 2016	MKT 2030.01 - Mean 89% - 15 Students MKT 2040.50 Mean 77% - 15 Students	Students in online sections continue to struggle with online projects compared to on ground sections when there is no face-to face instruction. Detailed instructions were given in weekly modules as well as an entire module dedicated to step-by-step instructions in the Marketing Plan Information folder in Canvas. This resulted in a higher overall project average than in the Spring of 2015.	Detailed instructions will continue to be posted in multiple places in Canvas. Feedback and reminders will be given throughout the semester via Canvas on sections of the marketing plan as they are due.
Spring 2015	MKT 2030.01 - Mean 89%-14 Students MKT 2030.50 - Mean 71%-18 Students	Students in the online section struggle with group projects as they don't meet face-to-face. On-ground section did much better on the same project leading one to believe that face-to face interaction enhances participation in group projects.	The marketing plan project will be modified for the online section starting Fall 2015. Changes will include more detailed instructions on a weekly basis and students submitting their work in sections. Individual sections with feedback will be graded on an ongoing basis rather than waiting until the end to submit.

As data are collected, results are placed in a related form and analyzed for further action. Each department maintains its assessment folder and files on a secure drive accessible to the Assessment Committee.

Figure 2 (below) shows a conceptual overview of MTC's Assessment System:

Figure 2   **Assessment System**

Program Learning Outcomes	**College Graduate Competencies**	**Analysis and Action**
Results recorded each term at course level	Results recorded each term in CGC spreadsheets;	Recorded annually in program-level spreadsheets for each major program learning objective
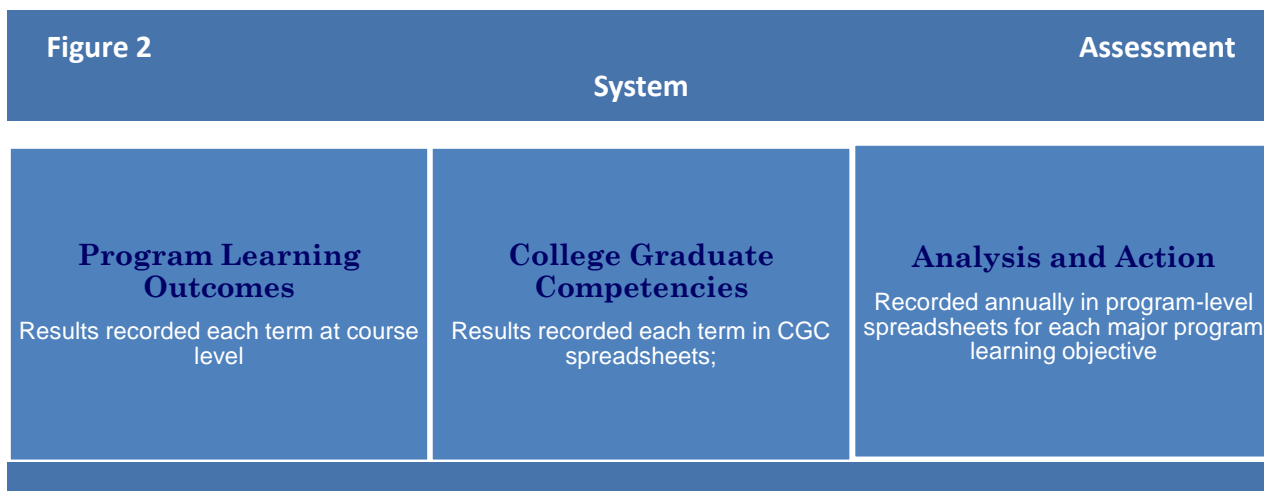
In late 2010, the assessment committee began an investigation for more efficient way to store assessment results for individual students. This led to the purchase of LiveText in July 2011. LiveText was used for 2011-12 and 2012-13, but faculty were not using the portfolio feature of LiveText, and were generally not comfortable using the system to record assessment results. The College converted to the Canvas LMS in 2012-13 (from Blackboard). Canvas was used to collect results from the Information Technology CGC in 2012-13 as a pilot project for using Canvas to record CGC results. In the spring of 2013, the Assessment Committee recommended that Canvas be used to record assessment data starting with the 2013-14 academic year. This change provided one less system with which faculty have to interact and resulted in a significant cost-savings for the college. As this data collection transition occurred, improvements were made to the process and support of training. An Assessment Course was created on Canvas as a tool to further assessment training at all levels and facilitate assessment communication. This course was revealed on December 14, 2015, at the Faculty Assessment meeting. With the training and use of Canvas, the 2015-16 CGC data collection significantly increased with 100% of course collection spring 2016 and spring 2017. To facilitate program reflection, Canvas submission was used to collect the highlights from degree each area. In faculty's own words they were able to share their academic year's reflection on program assessment. In addition, the Health Information Technology Director piloted using the Canvas outcomes for part of the program assessment similar to CGCs outcomes. As a strategic imitative of Data Dashboards has become a focus for the entire college. The committee's objective: meaningful data that inspires information decisions, and leads the college toward improves student success and the Aspen prize. Incorporating Data Dashboard outcomes will be a goal for future assessment reports.

Assessment Results and Implemented Changes for 2021-2022

The department assessment spreadsheets, stored on the secure V drive/SharePoint, contain the details of significant assessment findings for the 2021-2022 academic year. Listed below are some highlights from faculty for several areas in the faculty's own words. More detailed information is included in the programs assessment folder on the V drive/SharePoint:

<div align="center">

Arts and Sciences

</div>

The Arts & Sciences Division has recently split into two areas: Social Sciences & Humanities and Mathematics & Natural Sciences, currently both housing the Associate of Arts and the Associate of Science Degrees. With this structural and leadership change, gaps have been identified in several areas, including assessment in both degrees. The Directors are working toward appropriate and effective assessment across the Division. Once learning outcomes are established for the degrees, we can move forward with details of assessment.

Business Management

This past year saw some gaps close and some others identified. We have made strides in ensuring that all populations – Traditional F2F, Online, CC+, and Correctionals are enjoying the same learning outcomes and held to the same standards regardless of which population. Due to technology constraints, we occasionally have to find alternate methods for teaching or evaluating students in the Prison setting. We have made strides in instilling rubrics in the Program Outcomes in order to assess equitably across the program. One of the practices that we implemented was to ensure that the course coordinator meet with instructors, especially adjunct instructors, prior to the beginning of the course and stay in touch throughout the course. Next year we will be taking this a step further and ensuring that adjunct instructors have access to courses much earlier in order for them to become familiar with the material and develop their teaching plans.

We have refined the experiential component that students must take as well as implemented and refined the BUS1000 course which is used as a survey to give students an overview of the various aspects of business toward the beginning of their academic career. This will continue to help students navigate through the process of which business program to choose. As the cohort moves through their academic career at MTC, we will be able to measure how many students change their program early compared to later.

We continue to meet with our Community Advisory Committee and have heard the concern for continued improvement in "soft skills" in the work force today. We also had a clear message from our Advisory Committee that there would be more benefit to having students complete a Macroeconomics course instead of a second composition course (ENG1100I). We will work on that as well as what pre-requisites are needed for our introductory courses in the upcoming year.

Office Administration Technology

As a departmental iniatitive, we are incporporating portfolios with various artifacts in our Technologies Department courses. Portfolios have been part of the Office Administration course (OIS1255, OIS1320, and Capstone) for years. With this endevaor being broaden, OIS1240 Comptuer Applications has been identified as the course to introduce students to a product the College has adopted called Portfoloium integrated with Canvas. Twenty-two sections of OIS1240 used Project 3 for the portfolio introduction. Summer 2021 the average portfolio score was 76 percent. Spring 2022 the average portfolio score was 92 percent. Summer 2021 the majority of the deductions was due to the student not ensuring the portfolio was set viewable for the instructor. A video was created to showcase how to ensure this setting was completed and score average increased 16 percent from summer 2021 to spring 2022.

Information Technologies Networking

This past spring semester, there were two classes that took their professional tests as part of the course work. In the Network Structure course (CIT1410) there were ten students enrolled in the course. Of the ten students, seven successfully completed and received their Fiber Optic Association (FOA) certification reflecting a 70 percent success rate. In fall of 2021, the course had five students in the course with three who successfully completed their FOA certification exams.

The second class involved with professional certifications at the end of the semester was Computer Security Fundamentals (CIT1370). This course had eleven students enrolled for the spring 2022 semester. All eleven students were required to take the CompTIA Security + exam as part of their coursework. Out of the eleven students for this semester, two passed the CompTIA exam earning their Security + certification for an 18% pass rate . In fall semester of 2021, there were thirteen students in the course. Of these thirteen, one student passed the CompTIA exam with three missing it by 20 points for a 7 percent success rate. spring of 2022 found the class to be on campus where Fall the course was on-line.

Total pass rate for all CIT Network and Cyber Security classes for spring 2022 were:

COURSE NAME (NUMBER)	NUMBER OF STUDENTS	NUMBER OF SUCCESSFUL COMPLETIONS WITH A 80% OR BETTER
CONFIG. ADVANCE WINDOWS SERVER SERVICES (CIT2301)	2	2
SUPPORTING A MICROSOFT SERVER OS (CIT2200)	8	7
DIGITAL FORENSICS (CIT2710)	2	2
COMPUTER SECURITY FUNDAMENTALS (CIT1370)	12	11
CYBER CRIME FOR LAW ENFORCEMENT (CIT1050)	13	13
CYBER SECURITY CAPSTONE (CIT2755)	7	7
ADVANCED NETWORKING (CIT2632)	8	8
TOTALS	52	50
AVERAGE PASS RATE		96%

Information Technologies Software Development

CIT1050 for 2022 Spring - It is a online, synchronized class. Most students did a good job. All students got more than 80 percent at the end. One student achieved below 60 percent on overall assignments and weekly online discussion. However, adding with Cisco Net Academy Quizzes, Mid and final project, the student could make it as 80 percent.

Several students had some issues on managing their schedules. So extended due dates so that they might catch them up and they made it. For class structure wise, at the beginning students should start with Cisco Net Academy. Then

they should keep both Canvas and Cisco Net Academy together. This might make students confused at the beginning.One issue is some online source links were no more available. So current instructor should have updated them.

Robotics and Automation Engineering Technologies

In the Robotics and Automation Technology degree program, two Yaskawa Motoman robots were integrated into the EET2460 Robotics II course. Students learn how to use the teach pedants to program and operate the robots. A universal robot has been installed in BR140. The plan is to integrate the universal robot into the Robotics II course and, potentially, offer a certification on the use of this equipment. Eventually, the robotic programming and operation of FANUC, Motoman and Mitsubishi robots will be demonstrated and taught in EET2460. A robot vision system has been installed on the existing FANUC LR Mate 200. The instructor completed the iRVision training through FANUC in Mason OH in June 2022. A new course related to robotic iRVision systems is under development.

In 2021-22, 8 students graduated from the Robotics and Automation Technology program. All courses were taught in person during this period.

Electrical Engineering Technologies

In the electrical engineering technology degree program, there are currently two electronics course- Digital Electronics and Analog Electronics. Six new DC double power supplies were received. They enable the students to do many hands-on labs in the two electronics courses. Previously, the single DC power supply could not power the operational amplifier circuits which are widely used in the real world. The double power supplies can also be used in EET1500 Circuit Analysis I & EET1550 Circuit Analysis II. They are expected to enhance our electronic courses in response to the potential growth in the electronics job market. The two Yaskawa Motoman robots were integrated into EET2460 Robotics II. Students learn how to use the teach pedants to program and operate the robots.

In 2021-22, 5 students graduated from the program and received the AAS in Electrical Engineering Technology. All the courses were taught in person during this period.

The Electrical Engineering Technology – Smart Manufacturing Option was first offered Fall 2021 and there are currently 6 students enrolled in this degree. Of the three new courses that were proposed for his program (the others were existing courses taken from the Electrical Engineering Technology program), only SMT1100 (Cybersecurity and Networking in Manufacturing) was delivered in the 2021-2022 academic year. Based on the first delivery of SMT1100, the instructor was able to gage the content updates that would need to be made to ensure students are prepared to sit for a Smart Automation Certification Alliance (SACA) certification at the end of the next offering of the course. Sitting for

the certification will not be a required component of the course, but an opportunity to gain a "stackable" Industry 4.0 certification through SACA. If the certification is piloted in the 2022–2023-year, National Science Foundation grant funds can be used to cover costs for students to sit for the certification. The intention was to offer the new SMT1200 (Instrumentation and Control) course spring 2022, but the course was under-enrolled and, therefore, cancelled. The new Smart Manufacturing Technology Associate of Applied Science degree (modeled as an 'Earn and Learn' program) will be first offered fall 2022. Any students enrolled in the Electrical Engineering Technology – Smart Manufacturing Option degree will be given the option to transition to the Smart Manufacturing Technology degree as it offers two additional advanced robotics courses, a technical elective as well as two additional industry certification opportunities. The Smart Manufacturing Option degree will be deactivated as of fall 2022.

Mechanical Engineering Technologies

In order to expose students to manufacturing operations earlier in the program, as well as the scope of work of an engineering technologist, an experiential learning component was added to GET1000 (Introduction to Engineering) in fall 2020. Students were required to complete a 4-hour job shadow of an engineer or engineering technician/technologist employed in industry as well as a short reflection describing what they gained from the experience. One of the learning outcomes for the Mechanical Engineering Technology program is for students to be able to fabricate a component using CAD/CAM/CNC methods that meet dimensional and tolerance requirements as specified by a drawing.

In the spring 2022 Computer Numerical Methods (CNC) course, students machined (using the Haas mill in the mobile lab) a business card holder that needed to meet the dimension and tolerance requirements given in a drawing. This allowed students to continue to build skills related to engineering print reading and interpretation for part fabrication. A new universal testing machine was recently acquired using funds awarded though a RAPIDS grant. This equipment will be used to develop additional labs for the MET2300 (Strength of Materials) course to analyze material behavior in a variety of modes (tension, compression, bending etc.). These labs will directly support program learning outcomes related to the analysis of material behavior as well as the selection of material for components based on in-service loading.

Criminal Justice/Law Enforcement

The Criminal Justice/Probation/Law Enforcement programs had nine graduates in spring 2022, which is slightly higher than the last couple of years. The Law Enforcement certificate had 12 students on the initial academy roster in July 2021. The Marion Police Department hired two of those candidates and sent them to the Highway Patrol Academy. Of the remaining 10 students, one dropped out of the program, one failed the final physical conditioning test, and as of this writing one student is still out on a medical extension. Of the seven students that passed the physical conditioning final

exam, 100 percent passed the state certification exam. This is the sixth straight year for the academy to achieve a 100 percent passage rate on the state certification exam. A breakdown of the statistics shows that for the last nine academies, the passage rate on the physical conditioning is 78 percenet, and 96 percent on the state certification exam. For 2022-2023, MTC will expand the academy calendar from the state minimum of 740 hours to 780 hours. The extra hours are devoted to physical conditioning, legal, and firearms. The academy calendar last year was 773 hours; the increase this year is in additional firearms training due to recent law enforcement incidents in Uvalde, Texas and Akron, Ohio.

Nursing Technologies

Nursing Technologies Nursing Program maintains an ongoing Systematic Plan of Evaluation (SPE). This plan is required both by our regulatory body (The Ohio Board of Nursing -OBN) and by our accrediting body (The Accreditation Commission for Education in Nursing –ACEN). The SPEs are done for each academic year, so the 2021-2022 SPE will not be complete until summer 2022, and the 2020-2021 SPE was completed in summer 2021.The SPE is divided into two parts. Part I relates to Rules 4723-5-09 through 4723-5-23 of the Ohio Administrative Code. These are the rules monitored by the Ohio Board of Nursing and have the weight of law. Examples of these rules for which MTC Nursing Program must show compliance are: Qualifications of nursing program administrator, faculty, preceptors; Student Code of Conduct; and Curriculum components that must be in place in every nursing program in Ohio. There are many others. MTC Nursing Program is in compliance with all rules and maintains documentation in the SPE accordingly. This is reflected in the Ohio Board of Nursing Survey that was completed in September 2020, in which the program was found to be compliant with all required rules. Part II of the SPE relates to Program Outcomes. The accrediting body for MTC Nursing Program, ACEN, requires only this Standard 6 of the SPE. Requirements reflect several areas of successful completion of Marion Technical College's Nursing Program. The program must demonstrate evidence of students' achievement of each end-of-program student learning outcome (EPSLO). The program was visited by ACEN for its 8-year cycle visit in February 2019. The site visitors found that the program was not in compliance with this section. They felt that the program had too many EPSLOs and did not measure all of them. Within two months of the site visit, nursing faculty and the nursing director revised all student course level learning outcomes and all EPSLOs, as well as methods to gather evidence for achievement of each EPSLO. The new SPE and program outcomes was submitted to ACEN in February 2021. The ACEN Evidence Review Panel (ERP) will met in June 2021 to review the plan that was submitted in February 2021, and the ACEN Board of Commissioners approved the plan. The program must also demonstrate evidence of graduates' achievement on the licensure examination. The NCLEX pass rate for first time test takers in 2021 was above below state and national averages. The nursing faculty and program director feel that this reflects several program changes including the need to go online for a portion of the students learning due to the Covid-19 Pandemic.

The nursing faculty and program director will have to complete an action plan to be submitted this summer for the 2022-2023 academic year.

Physical Therapist Assistant

The PTA Program emerged from COVID restrictions and continues to adapt to the dynamic landscape of health care post-COVID.   All clinical sites have been restored.   Annual Program Assessment Tool data showed we exceeded benchmarks in all of the following areas:

- Student Evaluation of Teaching 3.670/4.0 (Benchmark: 3.0)
- Course Grades fall: 91.085, spring: 89.743   (Benchmark: 80)
- CPI Mastery: Met
- Faculty Performance: Met
- External surveys: Met
- Scorebuilders: 64 (Benchmark 60)
- Graduation Rate: 83% (Benchmark: 60%)
- Employment: 100% (benchmark: 90%)

Areas of Concern: While we continue to await updates results as post-covid has slowed when students have sat for their Board Exam, currently pass rate for Class of 2021 is below our 85 percent threshold.   We are assisting students who have not passed with resources and financial assistance when possible. Class of 2022 is in the process of taking their exams now. Looking to expand external preparatory course access for students.

Other areas: Socrative mobile formative polling assessments has been a huge success in both academic and in student opinion.   Planning to expand this utilization next year.

Surgical Technology Program

The class of 2022 of the SUR program graduated five of the original ten students. The class of 2023 retained three of the four that were accepted. The current retention rate for all cohorts is 61.1 percent. The ARC STSA minimum expectation is 60 percent retention. Plan of actions are being created and assessed to improve the current retention rate. The program suffered significant loss during the pandemic, with three students leaving the program due to the vaccination requirement set forth by the clinical sites, two additional students left due to family and health issues. Other metrics, as determined by our accreditors ARCSTSA and CAAHEP, are as follows: NBSTSA exam performance (Benchmark: 100 percent participation, 70 percent pass rate, Actual: 100 percent participation, 80 percent pass rate), job placement (Benchmark: 80 percent, Actual: 100 percent), employer satisfaction (70 percent), and graduation satisfaction (70 percent). The program sits at a 100 percent satisfaction rating with our Graduate and Employer surveys.The class of 2023 was accepted for fall 2021 admissions. Currently 3 students remain from the 4 accepted. All 3 have passed their

clinical lab exam that will allow them to proceed to the clinical portion of the program. The SUR program remains in good standing with ARCSTSA and CAAHEP. Program assessment continues to be conducted yearly and reviewed during the Spring Program Advisory Committee where community members, doctors, practicing surgical technologists, students, and school administration meet to review the appropriateness of the curriculum, lab space, program resources, and outcomes.

Medical Science Programs

Over the past year, the Medical Sciences Program has experienced "consistency." Given that the programs have seen a great deal of change over the last 3 years, a new director, new dean, navigated a global pandemic; Consistency has been a lifesaver. The Medical Sciences director completed a year-long (2 semester) ACUE course. This course focused on ways to encourage students to be active in their education. The director, also, attended the Clinical Laboratory Educators Conference (CLEC) for the second year. The CLEC is an international conference, bringing laboratory educators from around the world together. This allows programs to network and share ideas directly related to teaching and our field. The director and clinical coordinator attended the Faculty Idea Exchange Summit. This conference reinforced ideas learned within the ACUE course. The Medical Sciences department has a continual assessment plan in place. However, given the challenges that the department has experienced, thorough assessment of the courses has fallen short of expectations. The director is working to remedy this deficiency. This past year, the clinical coordinator lead a team in revising the MLT1040, hematology and coagulation. The Medical Science department has created a timeline for the coming year. MLT1020 will be revised, keeping the current book, however revising the methods used to teach the material, this will incorporate skills learned in ACUE and at CLEC. The director will create a course development contract to allow an adjunct to revise ALH1130, 1140, and 1150. This adjunct will work under the director as a mentor. These courses have fallen under the radar for too long. This renovation will include a review of finding updated books and development of new assignments. Long term goals, the director is already looking towards 2024-2025, for our next National Accrediting Agency for Clinical Laboratory Science programs (NAACLS) self-study and site visit.

Radiography Technology and Diagnostic Medical Sonography

Following assessment for the RAD and DMS programs. The safety net policy was implemented. Any medical imaging student who scores below a 75 on a program course will have to meet with the instructor for review.

A physics review seminar was added to the DMS 1061 course. After testing for the national physics exam , the 1st time pass rate increased to a 91 percent.

We will be making changes to the DMS review classes regarding the grade scale. The review classes were P/F . After review of SOI results and looking at first time pass rates for the national specialty exams, we believe using letters grade will incentivize students to work harder. We believe this will improve specialty exam first time pass rates.

The minimum passing HESI score for RAD 2060 was raised to 750. 4 students did not meet this benchmark. The students were required to spend additional time with program director reviewing content specifications. 3 of the 4 students passed the national registry exam. 15 out of 16 passed the national exam on the 1st attempt increasing the 1st time pass rate to 94 percent.

Diagnostic Medical Sonography Program implemented the following plans of action to address curricular deficiencies. All benchmarks for the graduating class of 2019 were met which include the programs goals of

1. The student will demonstrate the skill of an entry level sonographer.
2. The student will demonstrate critical thinking skills.
3. The student will be able to effectively communicate.
4. The student will develop professionally.

Safety Net policy implemented. Continue to develop delivery of course content for sonography physics review. Added a third scheduled lab per week for fall and four scheduled lab per week during spring semester of first year.

Health Information Technologies

From a national certification standpoint, six out of six first-time test takers passed their RHIT certification exam, giving MTC student HIT pass rate a 100 percent, with a national average of 70 percent pass rate. Certification pass rates are used to compare where the MTC HIT program stands against the national average. We had a lower number of students sit for the certification exam as fewer students graduated.

Course content including objectives and rubrics need to be evaluated initially and through a continuous review process. To ensure this is happening, two courses per semester will be evaluated to ensure we are addressing AHIMA associate-level competencies at the appropriate Bloom's levels. Assessment will include the following: 1) objectives are relevant and timely, 2) a variety of assessment methods exist, 3) textbook/other materials are current. Once both courses have been assessed for a semester, HIM faculty will meet and review any issues/proposed changes. These will then be presented to the Advisory Board for feedback. Changes will then be finalized and submitted to Curriculum Committee as appropriate.

Additionally, an Assessment Module has been added to each course, and instructors are being reminded fall 2022 to utilize this assessment to make note of any assignments that need updated, changed etc. This will provide an opportunity for more urgent needs, such as a video that is no longer accessible or an answer key that is outdated/incorrect.

College Graduate Competency Results: 2021-22

The following update summarizes results from CGC assessment.

• General Observations and Comments •

- An outcome from the fall 2018 Faculty Assessment meeting was to dive deeper with the College Graduate Competencies (CGCs). This yearly focused CGC meeting occurs every fall term. An outcome from this review was how the CGC outcomes being taught and assessed in the various courses. Then with the planned implementation of the College Hour, the third Monday of each month during the term will be identified as Assessment Hour. Each fall term all faculty (full-time and adjunct including CCP and prison) who taught the particular CGC course were invited to meet on the specified CGC date during the College Hour to share how the topic is taught and assessed. Plus, as a whole review the CGC data. Including adjuncts and CCP faculty was a new focus with the implementation of the College Hour.

Mathematics CGC

	Average Percentage: MATH											
	2010-2011 (N=156)	2011-12 (N=157)	2012-13*	2013-14*	2014-15*	2015-16 (N=41)	2016-17 (N=335)	2017-18 (N=375)	2018-19 (N=364)	2019-20 (N=400)	2020-21 (N=383)	2021-22 (N=528)
Math-1	95%	86%	Minimal	Minimal	Minimal	81.8%	77.0%	79.7%	77.1%	81.7%	79.0%	77.4%
Math-2	93%	81%	Data	Data	Data	Not collected	79.0%	82.9%	83.8%	92.0%	82.3%	83.8%
Math-3	84%	81%	Collected	Collected	Collected	83.8%	72.3%	85.0%	83.1%	85.3%	80.7%	81.8%
Math-4	82%	94%				78.1%	74.9%	82.1%	80.2%	85.7%	83.7%	82.7%
Math-5	93%					99.6%	78.0%	87.1%	85.9%	90.6%	84.1%	83.1%
Math-6			Updated 2016				65.8%	82.7%	84.5%	85.7%	77.3%	77.9%
Math-7			Updated 2016				82.3%	88.0%	88.3%	89.7%	81.8%	85.9%

Math-8	Updated 2016	76.6%	81.5%	75.4%	81.1%	84.3%	80.2%

*Results were not collected. The assessment committee agreed with the Math department's request to re-design the CGC assessment method and resume data analysis in 2015-16

Competency Statements		
2006-2011	**2011-12 through 2015-16**	**2016 and beyond**
Math-1: Solve problems using basic mathematical operations	Simplify algebraic expressions and solve equations in one and two variables	Create and use a linear or exponential model to make predictions.
Math-2 Use a calculator or computer to perform mathematical calculations	Use algebra to model and solve real-world problems	Read and interpret graphs and charts.
Math-3: Solve algebraic equations	Create and interpret tables, graphs, and charts	Select and construct an appropriate graph or visual aid to display information.
Math-4: Create and interpret tables, graphs, and charts	Demonstrate knowledge of basic statistical concepts	Create, solve, and interpret appropriate equations in the curriculum
Math-5	New summer 2016	Able to work with and interpret given data
Math-6	New summer 2016	Make connections from mathematics to real-world applications through the use of case studies, articles, etc. from various disciplines.
Math-7	New summer 2016	Use appropriate technology to aid in mathematical thinking.
Math-8	New summer 2016	Communicate mathematics orally and/or in written form.

• Observations Related to Math CGC Results •

- Did people do better during pandemic (2019-20)?
- What could be skewing the results?
  - CCP% taking math courses over time.
  - Faculty not doing a rubric item.
  - Shifts in enrollment over the classes.
  - Inconsistent rubric items.

- What happens when the data is pulled, and it is assessed more than once?
  - Is the first pulled or the highest?
- What does average percentage mean in the title of the data?
- Should we create a document for each class to give examples and better outline what a 4, 3, 2, 1, or 0 for each item rubric.
- Should the CGC item be graded?
- Should the CGC items be assessed throughout the class?

Information Technology CGC

	Average Percentage: INFORMATION TECHNOLOGY										
	2011-12 (N=120)	2012-13 (N=205)	2013-14 (N=158)	2014-15 (N=369)	2015-16 (N=391)	2016-17 (N=549)	2017-18 (N=509)	2018-19 (N=424)	2019-20 (N=449)	2020-21 (N=359	2021-22 (N=346
IT-1	98%	97.5%	93.1%	94.7%	93.2%	97.5%	95.8%	94.3%	94.0%	90.9%	91.7%
IT-2	97%	99.5%	Not assessed	Not assessed	96.8%	79.7%	77.3%	78.3%	80.3%	82.0%	82.7%
IT-3	96%	95.6%	95.3%	95.1%	93.3%	92.8%	93.2%	95.2%	94.6%	92.3%	92.5%
IT-4	91%	79.1%	77.8%	77.5%	75.2%	86.2%	86.5%	88.1%	89.0%	88.4%	88.5%
IT-5	85%	88.8%	82.7%	85.5%	83.6%	85.7%	83.8%	86.2%	85.5%	85.7%	86.1%

IT-1: Use basic operating systems functions including file management

IT-2: Connect to the Internet and use a Web browser to research and obtain information

IT-3: Create, send, and receive e-mail and attachments

IT-4: Create, edit, and print a professional document using a word processing application

IT-5: Create, edit, and print a professional document using a spreadsheet application

In addition to providing consolidated CGC results, this new method of tracking the IT CGC has enable a more granular analysis of learning outcomes as show in ITCGC table below.

IT CGC Table – Breakdown
IT1-Student compressed folder to submit for project
IT1-Student created folders and subfolders
IT1-Student saved files to folders
IT2-Use a browser to perform research

IT3-Student attached file to email
IT3-Student replied to email
IT3-Student opened email and downloaded attachment
IT4-Added table data
IT4-Address block
IT4-APA Citations added
IT4-Bulleted list
IT4-Columns
IT4-Document Format
IT4-Footer with MTC username on left and filename on right on all worksheets
IT4-Greeting line
IT4-Header and footer
IT4-Letter format
IT4-Merged
IT4-References page created
IT4-Sub Headings Format
IT4-Title Format
IT5-Average Calculated
IT5-Chart data range
IT5-Chart formatting
IT5-Chart object
IT5-Chart placement
IT4-Formatting Text & Number
IT5-Price Calculated
IT5-Sales Amount Calculated
IT5-Total Calculated

• Observations Related to IT CGC Results •

- IT-2 increased again by 0.7%. In collaboration with the English department, a Cite it Right Canvas course has been developed as a reference tool for all MTC students. This resource is available in the Canvas Help menu. In addition, an APA quiz for OIS1240 to content the why to the Word citation features was added.

- IT-5 increased by 0.4% as with Excel math concepts used still seem to be a challenge for some students. Adding the required math course to the first year in most curriculum has not facilitated the comfort level of student math concepts.

Information Technologies CGC rubric was reviewed.

The review committee consisted of:
- Assessment Committee member
- Professor, Business and Information Technologies
- Professor, Information Technologies
- Adjunct, Business Technologies
- Faculty, Information Technologies
- Professor, Business Technologies
- Business Technologies/Instructional Designer

No recommendations for changes at this time for Information Technologies CGC rubric.

Interpersonal and Professional Behavior CGC

	Average Percentage: INTERPERSONAL AND PROFESSIONAL BEHAVIOR										
	2010-11 (N=212)	2011-12	2012-13 (N=153)	2013-14	2014-15	2015-16 (N=141)	2016-17 (N=250)	2017-18 (N=269)	2018-19 (N=270)	2019-20 (N=246)	2020-21 (N=181)	2021-22 (N=179)
D-1	90%	Minimal	90%	91%	Minimal	92.4%	92.9%	91.3%	91.8%	93.2%	92.8%	92.9%
D.1.a.1	Data breakdown implemented 2017-2018							89.9%	92.1%	93.0%	91.2%	92.1%
D.1.a.2	Data breakdown implemented 2017-2018							90.1%	91.4%	93.3%	92.0%	91.8%
D.1.b.1	Data breakdown implemented 2017-2018							93.6%	91.9%	94.2%	93.0%	93.0%
D.1.b.2	Data breakdown implemented 2017-2018							91.4%	91.9%	93.7%	94.8%	94.6%
D-2	90%	results	91%	92%	results	94.5%	95.0%	93.8%	93.6%	93.8%	94.3%	94.7%
D.2.a	Data breakdown implemented 2017-2018							92.7%	92.4%	92.9%	91.6%	92.0%
D.2.b	Data breakdown implemented 2017-2018							95.4%	94.8%	95.0%	96.7%	96.8%
D.2.c	Data breakdown implemented 2017-2018							92.4%	93.0%	92.0%	93.0%	93.6%
D.2.d	Data breakdown implemented 2017-2018							94.9%	94.2%	95.4%	96.1%	96.2%
D-3	88%	reported	92%	92%	reported	90.6%	92.5%	93.6%	90.9%	91.3%	93.5%	92.6%
D-4	93%		93%	95%		96.1%	94.4%	94.7%	93.5%	95.3%	94.9%	94.8%
D.4.a	Data breakdown implemented 2017-2018							94.6%	92.9%	95.5%	93.4%	93.8%
D.4.b	Data breakdown implemented 2017-2018							93.7%	93.4%	95.4%	95.2%	93.5%
D.4.c	Data breakdown implemented 2017-2018							95.4%	93.9%	96.1%	96.3%	96.5%
D.4.d	Data breakdown implemented 2017-2018							95.1%	94.0%	94.3%	94.9%	95.2%

D.1.a.1. Demonstrates dependability.
D.1.a.2. Takes initiative to complete assignments/tasks on time.
D.1.b.1. Demonstrates punctuality.

D.1.b.2. Comes prepared for class/clinical.
D.2.a Understands and accepts roles and responsibilities within the professional team (is accountable for own actions or inactions; balances listening and speaking; follows and leads).
D.2.b. Demonstrates respect and appreciation for the diversity of team members (i.e., cultural, ethnic, age, socioeconomic, personality, gender, religion, lifestyle differences).
D.2.c. Positively resolves conflicts (accepts and offers criticism constructively; seeks resolutions).
D.2.d Addresses people with respect. (how the student addresses co-workers, professors, preceptors, clients, etc.)
D.3.a. Completes a realistic self-assessment of clinical/classroom performance (or maintains portfolio or e-folio) that outlines goals for learning improvement, career development and life-long learning.
D.4.a. Complies with established procedures and policies in professional settings.
D.4.b. Knows and adheres to the roles and responsibilities of the profession.
D.4.c. Exhibits legal and ethical behavior, including confidentiality.
D.4.d. Performs in a safe manner that minimizes risk to client/patient/customer, self and others.

• Observations Related to Interpersonal and Professional CGC Results •

- The majority of outcomes have minumilally changed with the implemention of the updated rubric. However, D.4.b. decreased by 1.7%. The question was posed as is this an outcome from COVID protocol.

Problem-Solving and Decision-Making CGC

	Average Percentage: PROBLEM-SOLVING AND DECISION-MAKING											
	2010-11 (N=116)	2011-12 (N=150)	2012-13 (N=128)	2013-14 *	2014-15	2015-16 (N=192)	2016-17 (N=426)	2017-18 (N=300)	2018-19 (N=348)	2019-20 (N=191)	2020-21 (N=242)	2021-22 (N=258)
C1	84%	90%	84%	Minimal	Minimal	91.4%	92.3%	91.3%	88.6%	92.4%	97.0%	95.9%
C2	83%	90%	81%	results	results	86.6%	88.6%	87.0%	86.3%	89.0%	93.2%	91.4%
C3	83%	88%	88%	reported	reported	89.8%	89.4%	88.6%	88.1%	90.6%	95.0%	93.4%
C4	85%	93%	83%			92.1%	90.3%	89.0%	89.5%	90.9%	96.4%	94.2%

C1: Define problem

C2: Gather and analyze data

C3: Generate multiple solutions and identify the best one

C4: Implement solution/corrective action and analyze outcome

• Observations Related to Problem-Solving and Decision-Making CGC Results •

- It was noted at all outcomes decreased slightly. With the reduction of credit hours per degree, the Interpersonal and Professional rubric is being used now by a variety of courses. With the variety of courses assessment, is more training on rubric use needed was posed.

Problem Solving & Decision Making CGC rubric was reviewed.
The review committee consisted of:
- Assessment Committee member
- Law & Criminal Justice/Director/OPOTA Commander
- Professor, Medical Sciences Technologies/Clinical Coordinator
- Faculty, Business Technologies/Instructional Designer
- Faculty, Business Technologies

Recommendations for changes to the Problem Solving & Decision Making CGC rubric with implementation for summer 2022 are as follows:
Add 0 points column for consistency with updated rubrics.

Written Communications CGC

	Average Percentage: WRITTEN COMMUNICATIONS											
	2010-11 (N=139)	2011-12 (N=81)	2012-13	2013-14 (N=30)	2014-15 (N=62)	2015-16 (N=294)	2016-17 (N=583)	2017-18 (N=1050)	2018-19 (N=1399)	2019-20 (N=1401)	2020-21 (N=1123)	2021-22 (N=1251)
COMM.1	78%	83%	Minimal	89%	78.7%	80.9%	87.5%	87.4%	88.2%	71.0%	89.8%	89.7%
COMM.2	85%	83%	results	89%	90.7%	81.9%	87.2%	88.2%	90.7%	70.6%	89.8%	89.4%
COMM.2a	Data breakdown implemented 2017-2018							87.8%	89.6%	69.7%	89.1%	88.6%
COMM.2b	Data breakdown implemented 2017-2018							88.7%	91.5%	72.0%	92.9%	92.0%
COMM.2c	Data breakdown implemented 2017-2018							88.2%	91.1%	70.1%	87.2%	87.6%
COMM.3	85%	86%	reported	90%	93.9%	89.5%	95.0%	95.9%	96.5%	75.0%	97.4%	97.9%
COMM.4	82%	81%		90%	78.2%	78.7%	82.5%	79.9%	80.5%	65.1%	82.1%	82.3%

COMM.1: Consistently uses Standard English grammar. Demonstrates effective usage, spelling, punctuation.

COMM.2.a: Introduction: Demonstrates a clear understanding of purpose and audience through selection of topic.

COMM.2.b: Body: Includes a clearly presented central idea with relevant facts, details, and/or explanations.

COMM.2.c: Conclusion: Signals the end of the essay and re-states central idea.

COMM.3: Sensitivity to the audience as demonstrated through precise word choice and sentence structure.

COMM.4: Uses documentation appropriate to the assignment.

• **Observations Related to Written Communications CGC Results** •

- Data reflects that the college overall is holding consistent in the measure of the written communication CGC. There is a slight concern on the high ratings for Comm.3 at 97.9 percent. The rubric scaling is a simple "yes" or "no" and that tends to contribute to the very high percentage. Also, the grading of "sensitive" to some may be far different than what is deemed "sensitive" to others. Consideration to a rewording of the writing of the outcome and also the scaling of the outcome should possibly be considered.

Oral Communications CGC

	Average Percentage: ORAL COMMUNICATIONS											
	2010-11 (N=89)	2011-12 (N=153)	2012-13	2013-14	2014-15 (N=72)	2015-16 (N=252)	2016-17 (N=569)	2017-18 (N=744)	2018-19 (N=852)	2019-20 (N=643)	2020-21 (N=702)	2021-22 (N=698)
A.5	92%	88%	Minimal	93%	97.6%	86.9%	89.4%	88.8%	91.0%	87.1%	87.2%	86.3%
A.5.a	Data breakdown implemented 2017-2018							87.6%	90.1%	87.5%	86.9%	85.9%
A.5.b	Data breakdown implemented 2017-2018							91.1%	94.5%	90.9%	91.2%	89.7%
A.5.c	Data breakdown implemented 2017-2018							89.4%	92.2%	85.3%	87.8%	86.4%
A.5.d	Data breakdown implemented 2017-2018							87.1%	87.1%	84.9%	82.9%	83.1%
A.6.a	97%	95%	results	77%	99.0%	91.8%	95.0%	94.6%	97.8%	92.9%	95.7%	95.7%
A.7.a	97%	95%	reported	76%	99.0%	92.5%	95.1%	91.1%	97.2%	94.6%	95.6%	96.5%

A.5: Organize and present formal oral communications: Intro/Body/Conclusion/Delivery

A.5.a. Introduction: Gains attention, Reveals topic, Establishes credibility, Relates subject to audience, States central idea (previews speech)

A.5.b. Body: Main points clear, Uses a clear organizational plan of development, Clear explanations, Uses appropriate and professional terminology

A.5.c. Conclusion: Signals end of speech, Restates central idea, Leaves a lasting impression

A.5.d. Delivery: Good eye contact, Clear speaking voice, Limited use of "uh" (vocalized pauses), Good posture, Professional appearance

A.6.a. The speaker demonstrates active listening.

A.7.a. The speaker uses appropriate language for the audience.

• Observations Related to Oral Communications CGC Results •

- Outcome A.5.d increased again at 1.4% compared to last year. Is this an outcome or influence from COVID?

- The sampling included College Credit Plus (CCP) sections. Results are primarily based on assessments in a single course (COM1400); however, College Credit plus (CCP) and prison data is now included in the data collection process.

Diversity CGC

	2010-11	2011-12	2012-13	2013-14	2014-15 (N=93)	2015-16 (N=325)	2016-17 (N=536)	2017-18 (N=403)	2018-19 (N=522)	2019-20 (N=293)	2020-2021 (N=150)	2021-22 (N=226)
Average Percentage: DIVERISTY												
F1	NA	NA	NA	Minimal	86.7%	79.7%	81.3%	78.9%	79.9%	84.9%	80.8%	90.6%
F1a						79.0%	80.5%	77.2%	79.7%	85.7%	81.0%	90.8%
F1b						80.5%	82.1%	80.6%	81.0%	84.2%	80.7%	90.4%
F2	NA	NA	NA	results	93.1%	81.5%	82.6%	80.3%	81.8%	86.5%	83.1%	91.5%
F2a						83.5%	85.2%	81.8%	81.8%	87.1%	83.7%	92.5%
F2b						79.5%	80.0%	78.8%	79.0%	85.9%	82.6%	90.8%
F3	NA	NA	NA	reported	89.9%	81.9%	82.5%	82.2%	81.8%	87.2%	81.2%	90.5%
F3a						82.7%	85.9%	83.3%	81.9%	86.6%	81.2%	90.1%
F3b						81.2%	82.5%	81.1%	81.7%	87.9%	86.5%	93.4%

F1a: Knowledge: Cultural self-awareness

F1b: Knowledge: Knowledge of cultural worldview frameworks

F2a: Skills: Empathy

F2b: Skills: Verbal and nonverbal communication

F3a: Attitudes: Curiosity

F3b: Attitudes: Openness

• Observations Related to Diversity CGC Results •

- Discussion assured all trying to teach global and cultural awareness. It was noted that all outcomes increased. Was this due to how items were assess drilled down to rubric instead of class grade was contemplated.

Analysis of College Graduate Competency Results

The Assessment Committee offers the following observations and recommendations regarding the CGC data:

1. The data collection process for CGC's integrated through Canvas has greatly improved user buy in and ease of reporting including CCP and corrections data.

2. Committee members reached consensus that the Canvas Assessment course is the best location for assessment-related documents and communication, and for faculty, deans and directors to access assessment information. The online access provides anytime, anywhere access versus the shared drives.

3. Ensuring all faculty including adjunct understand the bigger picture and the details needed for assessment, the committee recommends having specific yearly training for adjunct. Adjunction Junction Canvas course was deployed and showcased at the fall 2016 in service. The course is the online adjunct handbook and includes modules as assessment similar to the Assessment Course for faculty and deans/directors. Plus, in working with human resources, new employees now have an assessment introduction training.

4. The CGC's and rubrics have not been reviewed since they were created. The Assessment Committee developed a plan to review them on a four-year rotating basis as noted below:

   - Fall 2021: Information Technologies and Problem-Solving & Decision-Making
   - Fall 2022: Oral Communication and Diversity Knowledge
   - Fall 2023: Math
   - Fall 2024: Interpersonal & Professional Behavior and Written Communication
   - Fall 2025: Information Technologies and Problem-Solving & Decision-Making
   - Fall 2026: Oral Communication and Diversity Knowledge

5. Continuing goal: The Assessment Committee recommends an expansion of assessments to additional courses where possible. The committee even recommends using the outcomes through Canvas to gather program assessment as well, which two programs are currently using for program assessment.

Completion

As a response to an increased emphasis on course completion by the Higher Learning Commission and the Ohio Department of Higher Education, the Assessment Committee analyzed historical course completion rates and is encouraging academic departments to include an analysis of completion rates as a part of the departmental assessment discussions for 2021-22. Following are selected analyses of completion rates; detailed tables are available on the secure V drive.

This summary report is designed to highlight some top-level data related to student success. This is not a comprehensive report, but rather a summary to provide a catalyst for discussions in academic departments. The Ohio Department of Education's subsidy funding is based on completion rates (D or better), but success rate (C or better) is the most important measure for College deans, directors, and faculty to analyze. MTC serves three distinct major student groups. Early College students are those taking college classes before graduating from high school; prison students are incarcerated students one of two local state-corrections facilities, and general students are those who have graduated from high school. Although there are a few similarities for success and support strategies among these major groups, the groups generally require unique types of support to improve success

Table 8 (below) shows the steady success rate of general students from a 83% success rate in 2020-21 and 2021-22 to a slight decrease to 82% success rate. Early college students have the highest success rate, averaging 89%. The descrease in the number of online grades in 2020-21 is due to COVID-19; this might also account for the drop in student success in 2021-22 as MTC is still experiencing COVID-19 influences.

The purpose of providing these data is to encourage departments to begin conversations and develop strategies to improve the percentage of course completers **without sacrificing the quality of the course or lowering standards**. Although the historical course completion rates are available, the assessment committee decided to emphasize course completion results beginning with the fall 2012 term; the first term in which all courses were semester-based courses. Some historical comparisons might be valid if the quarter and semester versions of a course are similar; these data are available to departments upon request.

Table 8: Student Success Rates (C or better) by Student Type								
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Early College	2023 (98%)	2780 (97%)	3434 (98%)	3146 (97%)	3005 (94%)	3512 (93%)	3406 (89%)	3923 (90%)
General	9474 (84%)	8798 (86%)	8741 (87%)	8539 (87%)	7160 (83%)	7139 (84%)	7673 (83%)	6740 (82%)
Prison	1201 (84%)	1389 (87%)	1385 (83%)	1543 (83%)	1430 (82%)	1436 (79%)	749 (79%)	1622 (79%)
All Students	**12,698 (86%)**	**12,967 (88%)**	**13,560 (89%)**	**13,228 (89%)**	**11,595 (85%)**	**12,087 (86%)**	**11828 (85%)**	**12285 (84%)**
The number indicates the total number of students (duplicated) who were enrolled as of the census date. The percentage is students who earned a grade of C or better or earned an "S" in pass/fail courses.								

Table 8a: General Student Success Rates (C or better) by Pell Status and Ethnicity								
	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Pell Eligible	6754 (82%)	5954 (84%)	5671 (86%)	5186 (86%)	4232 (87%)	4241 (82%)	4457 (80%)	3701 (79%)
Not Pell eligible	2720 (88%)	2844 (89%)	3070 (89%)	3353 (90%)	2928 (81%)	2898 (87%)	3216 (87%)	3039 (86%)
ODHE Minority	452 (75%)	458 (82%)	520 (84%)	464 (84%)	363 (76%)	322 (73%)	413 (75%)	413 (61%)
Not ODHE Minority	9022 (84%)	8340 (86%)	8221 (87%)	8075 (88%)	6797 (83%)	6817 (84%)	7260 (83%)	6327 (84%)
Pell and Minority	384 (76%)	392 (82%)	416 (83%)	341 (83%)	228 (69%)	219 (70%)	267 (72%)	265 (59%)
Neither Pell or Minority	2652 (88%)	2778 (89%)	2966 (89%)	3230 (90%)	2793 (87%)	2795 (87%)	4190 (83%)	3436 (81%)
The number indicates the total number of students (duplicated) who were enrolled as of the census date. The percentage is students who earned a grade of C or better or earned an "S" in pass/fail courses.								

MTC is beginning to explore offering additional half-term courses. The early results indicate improved student success, which aligns with some national research on 8-week classes. A MTC team attended a virtual event sponsored by Amarillo College, which recently implemented 8-week courses as a standard. Business Technologies Department will piolet the 8-week class initive for 2022-23.

Student Evaulation of Teaching (SET)

In fall of 2020 the student opinion of instruction (SOI) was updated to Student Evaulation of Teaching (SET) and a SET policy AP522 was created by a cross-departmental ad-hoc committee. The SET is administered every term every course with the exception of courses with fewer than five students. This is a change from past deployment as not all sections received SOI. The SET questions were adjusted as well and deployed through the College learning management system, which increased the completion opportunity.

Student Evaluation of Teaching – Summary of Results
Academic Year 2021-22
May 2022 (10,405 responses)
SD = standard deviation. A lower SD means the responses are "tighter" – more consistent.
Net Promoter is strongly agree/agree minus strongly disagree/disagree.

1. The instructor clearly presented the course learning outcomes. 3.57/4.00; .61 STD		**Observations**
Strongly Agree	62%	
Agree	33%	
Total Strongly Agree/Agree	**95%**	The "agree" categories are consistent across all section lengths (16 week and 8 week) and consistent across terms.
Disagree	3%	
Strongly Disagree	1%	
Total Strongly Disagree/Disagree	**4%**	
Net Promoter	**91%**	

2. The instructor presented content in an organized and timely manner; started class on-time. 3.57/4.00; .64 STD		**Observations**
Strongly Agree	63%	
Agree	31%	
Total Strongly Agree/Agree	**94%**	The "agree" categories are consistent across all section lengths (16 week and 8 week) and consistent across terms. SD is a bit higher, indicating a wider variety of opinion than in item 1.
Disagree	4%	
Strongly Disagree	2%	
Total Strongly Disagree/Disagree	**6%**	
Net Promoter	**88%**	

3. The instructor clearly presented the tools need for learning. 3.55/4.00; .63 STD		**Observations**
Strongly Agree	61%	
Agree	34%	
Total Strongly Agree/Agree	**95%**	The "agree" categories are consistent across all section lengths (16 week and 8 week) and consistent across terms. SD is a bit higher, indicating a wider variety of opinion than in item 1.
Disagree	4%	
Strongly Disagree	1%	
Total Strongly Disagree/Disagree	**5%**	

Net Promoter	**90%**

4. The instructor encouraged critical and productive engagement with the course material. 3.54/4.00; .64 STD	**Observations**
Strongly Agree	62%
Agree	33%
Total Strongly Agree/Agree	**95%**
Disagree	3%
Strongly Disagree	1%
Total Strongly Disagree/Disagree	**4%**
Net Promoter	**91%**

The "agree" categories are consistent across all section lengths (16 week and 8 week) and consistent across terms. SD is a bit higher, indicating a wider variety of opinion than in item 1.

5. The instructor made the elements of assessment clear. 3.54/4.00; .66 STD	**Observations**
Strongly Agree	61%
Agree	33%
Total Strongly Agree/Agree	**94%**
Disagree	4%
Strongly Disagree	2%
Total Strongly Disagree/Disagree	**6%**
Net Promoter	**88%**

The "agree" categories are consistent across all section lengths (16 week and 8 week) and consistent across terms. SD is a bit higher, indicating a wider variety of opinion than in item 1.

6. The instructor was available and helpful to me when I had questions or difficulties. 3.54/4.00; .66 STD	**Observations**
Strongly Agree	62%
Agree	32%
Total Strongly Agree/Agree	**94%**
Disagree	4%
Strongly Disagree	2%
Total Strongly Disagree/Disagree	**6%**
Net Promoter	**88%**

The "agree" categories are consistent across all section lengths (16 week and 8 week) and consistent across terms. SD is a bit higher, indicating a wider variety of opinion than in item 1.

Instructor availability was rated higher than MTC's peer group on the Ruffalo Noel Student Satisfaction Survey.

7. The instructor provided clear, constructive feedback. 3.51/4.00; .69 STD		Observations
Strongly Agree	60%	The "agree" categories are consistent across all section lengths (16 week and 8 week) and consistent across terms. SD is relatively high, indicating a wider variety of opinion than in other items.
Agree	33%	
Total Strongly Agree/Agree	93%	
Disagree	5%	We have some work to do in this area. Timely feedback is important for student success; students need to know how to improve.
Strongly Disagree	2%	
Total Strongly Disagree/Disagree	7%	
Net Promoter	86%	

8. The instructor created an environment that was conducive to learning. 3.53/4.00; .65 STD		Observations
Strongly Agree	61%	The "agree" categories are consistent across all section lengths (16 week and 8 week) and consistent across terms.
Agree	34%	
Total Strongly Agree/Agree	95%	
Disagree	2%	Approximately 20 faculty completed an 8-month long ACUE course in teaching effectiveness in May 2022; we will watch to see if this metric improves as a result.
Strongly Disagree	3%	
Total Strongly Disagree/Disagree	5%	
Net Promoter	90%	

9. The instructor increased my understanding of course material. 3.52/4.00; .66 STD		Observations
Strongly Agree	60%	
Agree	33%	
Total Strongly Agree/Agree	93%	The "agree" categories are consistent across all section lengths (16 week and 8 week) and consistent across terms. SD is relatively high, indicating a wider variety of opinion than in other items.
Disagree	5%	
Strongly Disagree	2%	
Total Strongly Disagree/Disagree	7%	
Net Promoter	86%	

10. How satisfied were you with your effort in this course? 3.49/4.00; .66 STD	Observations

Very Satisfied	57%	In general, students were more satisfied with their effort in 8-week classes than in 16-week classes.
Satisfied	37%	
Total Very Satisfied/Satisfied	**94%**	
Dissatisfied	5%	
Very Dissatisfied	1%	
Total Very Dissatisfied/ Dissatisfied	**6%**	
Net Promoter	**88%**	

11. The course was organized in a way that helped me learn. 3.47/4.00; .69 STD		**Observations**
Strongly Agree	57%	The "agree" categories are consistent across all section lengths (16 week and 8 week) and consistent across terms.
Agree	35%	
Total Strongly Agree/Agree	**92%**	
Disagree	6%	
Strongly Disagree	2%	
Total Strongly Disagree/Disagree	**8%**	
Net Promoter	**84%**	

12. The course assignments and lecture/instruction complemented each other. 3.52/4.00; .65 STD		**Observations**
Strongly Agree	60%	The "agree" categories are consistent across all section lengths (16 week and 8 week) and consistent across terms.
Agree	36%	
Total Strongly Agree/Agree	**96%**	
Disagree	2%	
Strongly Disagree	2%	
Total Strongly Disagree/Disagree	**4%**	
Net Promoter	**91%**	
13. Course materials were useful 3.51/4.00; .65 STD		**Observations**
Strongly Agree	58%	In general, students in 8-week classes rated this higher than students in 16-week classes.
Agree	36%	
Total Strongly Agree/Agree	**94%**	
Disagree	4%	

Strongly Disagree	1%
Total Strongly Disagree/Disagree	**5%**
Net Promoter	**89%**

14. The course was helpful on becoming a competent professional. 3.48/4.00; .65 STD		**Observations**
Strongly Agree	56%	
Agree	38%	The "agree" categories are consistent across all section lengths (16 week and 8 week) and consistent across terms.
Total Strongly Agree/Agree	**94%**	
Disagree	5%	
Strongly Disagree	1%	
Total Strongly Disagree/Disagree	**6%**	
Net Promoter	**88%**	

15. The course was helpful in understanding ethical issues related to my profession. 3.47/4.00; .67 STD		**Observations**
Strongly Agree	55%	
Agree	38%	The "agree" categories are consistent across all section lengths (16 week and 8 week) and consistent across terms.
Total Strongly Agree/Agree	**93%**	
Disagree	5%	
Strongly Disagree	2%	Understanding ethics of a program might not be covered in all courses.
Total Strongly Disagree/Disagree	**7%**	
Net Promoter	**86%**	

16. The course developed my abilities and skills. 3.51/4.00; .64 STD		**Observations**
Strongly Agree	58%	
Agree	37%	
Total Strongly Agree/Agree	**95%**	The "agree" categories are consistent across all section lengths (16 week and 8 week) and consistent across terms.
Disagree	4%	
Strongly Disagree	1%	
Total Strongly Disagree/Disagree	**5%**	
Net Promoter	**90%**	

17. How satisfied were you with this course? 3.45/4.00; .71 STD			**Observations**
Very Satisfied		55%	
Satisfied		37%	
Total Very Satisfied/Satisfied		**92%**	
Dissatisfied		5%	This is the highest variability and lowest overall rating.
Very Dissatisfied		3%	
Total Very Dissatisfied/ Dissatisfied		**8%**	
Net Promoter		**84%**	

Students provided thousands of open-ended comments we routinely review for common themes. Several instructors are praised; most common complaint was the lack of timely responses to questions. The other issue we need to improve is how to sort out responses when sections are taught by multiple instructors.

The purpose of this overall summary is to identify any major issues. Department directors analyze results for their respective departments.

Expanding Assessment to Academic Support Departments

MTC routinely administers surveys and generates reports according to the following schedule:

Survey / Assessment Instrument / Report	Schedule	Type	Department / Committee Responsible for Trend Analysis
Noel-Levitz	Every other year (most recent in 2020)	National	
CCSSE	Every other year (most recent in 2015)	National	
Student Evaulation of Teaching (SET)	Every term	Local	Academic Departments
Student Success Report	Annual	Local	Academic Departments
Retention Report – First Time, Full-Time	Every term	Local	Student Resource Center
Retention report – all students	Every term	Local	Enrollment Management Team (EMT)
Enrollment reports	Every term; various reports are generated weekly during registration periods	Local	EMT, President's Cabinet
Applicant reports	Every term; various reports are generated weekly during registration periods	Local	EMT
Completion report	Annually; course grades for all students	Local	EMT, Academic Departments

Department Reports	Every month; designed to let all areas of the college know what is happening in other departments	Local	N/A
Assessment Report	Annually; designed as a reporting summary of major assessment activities	Local	Assessment Committee, Academic Programs
National Tests as required by various academic programs	Annual	National	Academic departments
AIDU	Annual – required by HLC	National	President's Cabinet
HEI Reports	Each term – required by OBR	State	
Assessment Analysis and Action Spreadsheets	Annually; possibly updated more often depending on the department practice	Local	Academic departments
Accreditation Reports	Timeframe corresponds with accreditor requirements	National/State	Academic departments for Program Accreditations President's staff for HLC accreditation
Fact Book	Annual	Local	Public Relations
Compass Student Profile Reports	Annual	Local	Student Resource Center
Financial Statements	Audited Annually; updated monthly	Local	President's Cabinet; Board of Trustees

Selected findings from the Noel-Levitz Report

The following table lists selected findings from the Noel-Levitz reports. The detailed reports for each year are stored on the public W drive and accessible by all staff members.

Category	2012	2014	2018	2020
Respondents	506	432	184	216
Goal of associate degree	84%	81%	87%	73%
Employed off campus (full or part time)	62%	69%	72%	
Institution was 1st choice for higher education	75%	74%	69%	79%
Plan to transfer	36%	42%	42%	
Member of at least one campus organization	15%	18%	20%	13%
Strengths	Advisor knowledge, tuition paid worth investment, safety, welcoming, online access, registration processes, practical	Advisor knowledge, tuition paid worth investment, safety, welcoming, online access, registration processes,	Safe and secure campus, advisor knowledge, student can manage course load over 16-week semester, registration and procedures convenient, online access, convenient ways of paying bill, welcoming,	The campus is safe and secure for all students. My academic advisor is knowledgeable about my program requirements. Faculty provide timely feedback about my academic progress. The courses I took my first term at

	application of classes	practical application of classes, first classes good match for ability	first classes good match for ability	MTC were a good match with my academic abilities. I am able to manage my course load over the 16-week semester.
Challenges		Instructional quality, class times/schedule, timely feedback from faculty, financing tuition, advisor knowledge about transfer	Tuition paid worthwhile investment, Instructional quality, class times/schedule, timely feedback from faculty on academic progress, institution helps identify resources for financing education, student notified early in term if doing poorly	Personal recommendations as factor in decision to enroll. Information on the campus Web site as factor in decision to enroll. Campus visits as factor in decision to enroll.
"Met Expectations" rating of "better than expected"	55%	58%	52%	
"Would enroll here again" rating of "yes"	86%	87%	74%	

Selected Student Demographics - CCSSE				
	2009 (613 respondents)	2011 (468 respondents) (CCSSE 2011 Overview Report_20120302.doc)	2013 (473 respondents)	2015 (475 respondents)
Attendance	73% full time (cohort: 44%) MTC results are adjusted to reflect this difference		70% Full-time (cohort: 47%) MTC results are adjusted to reflect this difference	64% Full-time (cohort: 47%) MTC results are adjusted to reflect this difference
Age	Range: 18-64 18-24: 48% (cohort: 56%) 25-39:40% (cohort: 36%) MTC students are older than students in the CCSEE cohort	Range: 18-64 18-24: 49% (cohort: 58%) 25-39: 34% (cohort: 29%) MTC students are older than students in the CCSEE cohort	Range: 18-65+ 18-24: 48% (cohort: 49%) 25-39: 35% (cohort: 27%) MTC students are slightly older than students in the CCSEE cohort	Range: 18-24: 57% (cohort: 50%) 25-39: 31% (cohort: 24%) MTC students are slightly older than students in the CCSEE cohort

Selected Student Demographics - CCSSE				
	2009 (613 respondents)	**2011 (468 respondents)** (CCSSE 2011 Overview Report_20120302.doc)	**2013 (473 respondents)**	**2015 (475 respondents)**
Gender	71% female (cohort: 60%) Female student responses are over reported for MTC	61% female; comparable to cohort which was 57% female	66% female; comparable to cohort which was 60% female	71% female; comparable to cohort which was 58% female
Ethnicity	94% white Less diverse the CCSSE cohort which was 73% white	90% white Less diverse the CCSSE cohort which was 56% white	89% white Less diverse the CCSSE cohort which was 67% white	88% white Less diverse the CCSSE cohort which was 67% white
First generation		48% indicate both parents had max of a high school diploma		Mother highest HS 41% Father highest HS 50.5%
External commitments		52% work > 21 hours per week and care for dependents > 11 hours per week	49% work > 21 hours per week 45% care for dependents > 11 hours per week	53% work > 21 hours per week 43% care for dependents > 11 hours per week
Commute time to campus		74% spend 1 – 5 hours per week commuting to classes No cohort data	95% spend more than 1 hour per week commuting to classes 63% 1-5 hours; 32% > 5 hours	61% 1-5 hours; 35% > 5 hours
College sponsored activities		87%: no activities 10%: 1 – 5 hours per week	88%: no activities 10%: 1 – 5 hours per week	83.5%: no activities 12.5%: 1 – 5 hours per week

Aspects of Highest Student Engagement CCSSE			
2009 (613 respondents) (2009_firstlook_size_enrlment_20388100.pdf)	**2011 (468 respondents)**	**2013 (473 respondents)**	**2015 (475 Respondents)**
• Used the Internet or instant messaging to work on an assignment	• Used e-mail to communicate with an instructor	• Worked with classmates outside of class to prepare class assignments	• Participated in a community-based project as a part of a regular course

Aspects of Highest Student Engagement CCSSE			
2009 **(613 respondents)** (2009_firstlook_size_enrlment_20388100.pdf)	**2011** **(468 respondents)**	**2013** **(473 respondents)**	**2015** **(475 Respondents)**
• Used email to communicate with an instructor • Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form • Analyzing the basic elements of an idea, experience, or theory • Applying theories or concepts to practical problems or in new situations • Using information, you have read or heard to perform a new skill	• Acquiring job or work-related knowledge and skills • Using computing and information technology • Academic advising and planning • Use of skill labs • Evaluation of total college experience	• Applying theories tor concepts to practical problems or in new situations • Using information, you have read or heard to perform a new skill • Encouraging you to spend significant amounts of time studying • Preparing for class	• Used email to communicate with an instructor • Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college • Encouraging you to spend significant amounts of time studying • Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
• Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) • Providing care for dependents living with you (parents, children, spouse, etc.)			
• Acquiring job or work-related			

Aspects of Highest Student Engagement CCSSE			
2009 **(613 respondents)** (2009_firstlook_size_enrlment_20388100.pdf)	**2011** **(468 respondents)**	**2013** **(473 respondents)**	**2015** **(475 Respondents)**
knowledge and skills • Thinking critically and analytically			

Aspects of Lowest Student Engagement			
2009 **(613 respondents)** (2009_firstlook_size_enrlment_20388100.pdf)	**2011** **(468 respondents)**	**2013** **(473 respondents)**	**2015** **(475 Respondents)**
• Numbers of written papers or reports of any length • Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) • Frequency: Student organizations • Satisfaction: Financial aid advising • Satisfaction: Student organizations • Transfer to a 4-year college or university	• Had serious conversations with students of a different race or ethnicity • Student organizations • Academically unprepared for class (came to class without reading assignments) • Transfer to a four-year college	• Prepared two or more drafts of a paper or assignment before turning it in • Number of written papers or reports of any length • Providing the support, you need to thrive socially • Frequency: Career Counseling • Frequency: Peer or other tutoring	• Number of books read on your own (not assigned) for personal enjoyment or academic enrichment • Encouraging contact among students from different economic, social, and racial or ethnic backgrounds • Providing the support, you need to thrive socially • Frequency: Career counseling • Frequency: Peer or other tutoring

Summary

There continues to be strong evidence that MTC has a college-wide culture of assessment and evaluation for all academic programs. Academic departments routinely collect and analyze data and those departments who have experienced leadership transition this academic year on getting back on track ensuring program assessment is up to day. The departments use the data to make changes to courses and programs, monitor new data to see if the changes resulted in improved student learning, document the changes made, and analyze the impact of the changes. Administrative departments conduct a variety of surveys, review institutional effectiveness data, and also implement ad-hoc surveys when a need arises. However, aside from the Noel-Levitz and CCSSE surveys, administrative departments do not have routine assessments in place.

The College Graduate Competencies have created inter-departmental faculty conversations, most recently on basic skill placement test cut-off scores, the importance of basic skills across disciplines, and the impact of basic skills in learning in next level courses. This issue will set one institutional direction for assessment over the next several years. The shared drive accessible by all college departments includes various assessment resources and results of prior assessments. The use of Canvas to record assessment results (based on rubrics for CGC assessments) was a step forward. Plus, need to focus on expanding the use of Canvas for program-wide assessment is being welcomed.

Faculty have seemed to become more comfortable with using Canvas outcomes for assessment collection. The Assessment course is a positive tool used for training and review as assessment is moved forward. It is was a goal to be near 100% reporting by end of academic year 2020-2021 for all terms and location.

The Future Assessment Agenda

Faculty have become invested in assessing student academic achievement has yielded improvements in teaching and learning. Assessment experiences and more faculty completing Quality Matters training have generated numerous questions about how the best learning occurs and how teaching can be most effective. With these items a culture of assessment has grown at Marion Technical College.

There were several items on the assessment agenda for 2022-23:

- Implement revised CGC rubric data through Canvas for Oral and Diversity CGCs.

- Reinforce with course coordinators to ensure all course locations CGC data is reported through Canvas.

- Continually update faculty and provide training on assessment data collection and reporting.

- Implement program outcomes to be assessed via Canvas.

APPENDICES

Appendix A
College Assessment Process Timeline Schedule

Assessment Activity		Responsible Party	Due Date
Summer Term			
Confirm CGC rubric/Canvas outcome deployed for course shell.		Course Coordinator	Prior to term beginning
Prepare and send CGC Assessment email reminder for summer term courses.		Assessment Coordinator	By June 15
Complete CGC rubric/Canvas outcome within course.		Instructor	By noon on the Monday after end of term.
Fall Term			
Confirm CGC rubric/Canvas outcome deployed for course shell.		Course Coordinator	Prior to term beginning
Prepare and send CGC Assessment email reminder for fall term courses.		Assessment Coordinator	By September 15
Complete CGC rubric/Canvas outcome within course.		Instructor	By noon on the Monday after end of term.
Spring Term			
Confirm CGC rubric/Canvas outcome deployed for course shell.		Course Coordinator	Prior to term beginning
Prepare and send CGC Assessment email reminder for spring term courses.		Assessment Coordinator	By January 30

Assessment Activity		Responsible Party	Due Date
Complete CGC rubric/Canvas outcome within course.		Instructor	By noon on the Monday after end of term.
Submit program assessment highlight paragraph through Canvas.		Program director/faculty	Wednesday before graduation.
Annually			
Institutional-level review of CGC outcomes (for summer, fall, and spring). Assessment Committee makes recommendations that possibly involve all areas of the College.		Assessment Committee	By May 15 for subsequent academic year.
CGC rubric review rotation as posted.		Assessment Committee	• Rubric subcommittee by December 1 • Department(s) review by March 1 • Assessment Committee by May 1
Submit changes for next academic year CGC course assessment matrix.		Deans and Directors	By March 1
Department-level review of all assessed outcomes.		Academic Department Deans & Directors	Sept. 1 – May 1
Department consensus on changes to teaching/learning/curricula for subsequent fall term.		Academic Department Deans & Directors	Jan. 1 – May 1
Implement ANNUAL outcomes-based on changes to teaching/learning/curricula for subsequent fall term.		Academic Department Deans & Directors	Oct. 1 – May 1
Prepare Annual Assessment Report.		Assessment Coordinator	Dec. 20
Five Year			
Five-year review of entire assessment process including CGC's, assessment methodology, etc.		College-wide	Continuous process

Appendix B

Competency Mapping Grid

Assessment Course Matrix
Effective 2021-22

2021-22	BUSINESS AND INFORMATION TECHNOLOGY												
COMMUNICATION [COMM-2]	**BUS MGT**	**BUS MGT ASAP**	**BUS MGT Acctg**	**BUS MGT AgriBus**	**BUS MGT HR Mgt**	**BUS MGT MktgMedia**	**BUS MGT Real Est**	**BUS MGT Sup Chn**	**OFFICE ADM (OA)**	**OA Medical**	**CIT (Software)**	**CIT Cyber Security**	**CIT Ntwrk**
A.1 Write logical, coherent phrases, sentences and paragraphs, incorporating correct spelling, grammar, vocabulary, syntax and punctuation.	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1000	ENG 1000	ENG 1000	ENG 1000	ENG 1000
A.2 Organize and present formal written communication logically.	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1000	ENG 1000	ENG 1000	ENG 1000	ENG 1000
A.3 Adapt written communication appropriate to the reading level and cultural literacy of the audience.	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1000	ENG 1000	ENG 1000	ENG 1000	ENG 1000
A.4 APA document style is applied appropriately and effectively.	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	ENG 1100	CIT 2750	CIT 2750	CIT 1370	CIT 1370	CIT 1370

COMMUNICATION [COMM-3]													
A.5 Organize and present formal oral communication logically.	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400
A.6 Demonstrate active listening techniques.	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400
A.7 Adapt oral communication appropriate to the audience.	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400

Assessment Course Matrix
Effective 2021-22

2020-21	BUSINESS AND INFORMATION TECHNOLOGY												
MATHEMATICS [MATH-2]	**BUS MGT**	**BUS MGT ASAP**	**BUS MGT Acctg**	**BUS MGT AgriBus**	**BUS MGT HR Mgt**	**BUS MGT MktgMedia**	**BUS MGT Real Est**	**BUS MGT Sup Chn**	**OFFICE ADM (OA)**	**OA Medical**	**CIT (Software)**	**CIT Cyber Security**	**CIT Ntwrk**
B.1 Create and use a linear or exponential model to make predictions.	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245
B.2 Read and interpret graphs and charts.	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245
B.3 Select and construct an appropriate graph or visual aid to display information.	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245
B.4 Create, solve, and interpret appropriate equations in the curriculum.	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245
B.5 Able to work with and interpret given data	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245
B.6 Make connections from mathematics to real-world applications through the use of case studies, articles, etc. from various disciplines.	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245
B.7 Use appropriate technology to aid in mathematical thinking.	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245
B.8 Communicate mathematics orally and/or in written form.	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1240 or MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245	MTH 1245

Assessment Course Matrix
Effective 2021-22

2020-21	BUSINESS AND INFORMATION TECHNOLOGY												
PROBLEM-SOLVING & DECISION-MAKING [PSDM-2]	**BUS MGT**	**BUS MGT ASAP**	**BUS MGT Acctg**	**BUS MGT AgriBus**	**BUS MGT HR Mgt**	**BUS MGT MktgMedia**	**BUS MGT Real Est**	**BUS MGT Sup Chn**	**OFFICE ADM (OA)**	**OA Medical**	**CIT (Software)**	**CIT Cyber Security**	**CIT Ntwrk**
C.1 Defines the problem: Identifies a problem, Assesses the impact of the problem (e.g., on a community, personal, and group level).	MGT 2410	MGT 2410	BUS 2100	MGT 2410	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	CIT1810	CIT 1810	CIT1810
C.2 Gathers and analyzes data/facts from appropriate sources. Differentiates between facts and opinions. Provides at least two sources. Identifies the variables that influence the problem.	MGT 2410	MGT 2410	BUS 2100	MGT 2410	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	CIT1810	CIT 1810	CIT1810
C.3 (Planning): Generates multiple solutions, describes them including strengths/weaknesses, and identifies the best one. Avoids using common reasoning errors (e.g. false cause, slippery slope, hasty conclusion, appeal to tradition, etc.).	MGT 2410	MGT 2410	BUS 2100	MGT 2410	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	CIT1810	CIT 1810	CIT1810
C.4 Implements solution/corrective action and evaluates outcome of decision.	MGT 2410	MGT 2410	BUS 2100	MGT 2410	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	CIT1810	CIT 1810	CIT1810

INTERPERSONAL & PROFESSIONAL [IP-2]													
D.1 Exhibit dependability and punctuality.	BUS 2901	MGT 2500	BUS 2901	BUS 2901	BUS 2901	BUS 2901	REA 1100	BUS 2901	BUS 2901	BUS 2901	BUS 2901	BUS 2901	BUS 2901
D.2 Work effectively with others in a team setting.	BUS 2901	MGT 2500	BUS 2901	BUS 2901	BUS 2901	BUS 2901	REA 1100	BUS 2901	BUS 2901	BUS 2901	BUS 2901	BUS 2901	BUS 2901
D.3 Exhibit self-assessment skills and plan for self-improvement, including lifelong learning.	BUS 2901	MGT 2500	BUS 2901	BUS 2901	BUS 2901	BUS 2901	REA 1100	BUS 2901	BUS 2901	BUS 2901	BUS 2901	BUS 2901	BUS 2901
D.4 Follow established rules, policies and/or commonly accepted professional practice (e.g., maintains confidentiality, practices safety, honesty, etc).	BUS 2901	MGT 2500	BUS 2901	BUS 2901	BUS 2901	BUS 2901	REA 1100	BUS 2901	BUS 2901	BUS 2901	BUS 2901	BUS 2901	BUS 2901

Assessment Course Matrix
Effective 2021-22

2020-21

		BUSINESS AND INFORMATION TECHNOLOGY												
	INFORMATION TECHNOLOGY [IT-2]	**BUS MGT**	**BUS MGT ASAP**	**BUS MGT Acctg**	**BUS MGT AgriBus**	**BUS MGT HR Mgt**	**BUS MGT MktgMedia**	**BUS MGT Real Est**	**BUS MGT Sup Chn**	**OFFICE ADM (OA)**	**OA Medical**	**CIT (Software)**	**CIT Cyber Security**	**CIT Ntwrk**
E.1	Use basic operating system functions including file management.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240
E.2	Connect to the Internet and use a Web browser to research and obtain information.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240
E.3	Create, send and retrieve email and attachments.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240
E.4	Create, edit and print a professional document using a word processing application.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240
E.5	Create, edit and print a professional document using a spreadsheet application.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240
E.6	Create, edit, and print a professional document using a database application.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240
E.8	Create, edit, and print a professional document using a presentation applications.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240
E.9	Manage online presence.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240

2020-21

		BUSINESS AND INFORMATION TECHNOLOGY												
	DIVERSITY [D-1]	**BUS MGT**	**BUS MGT ASAP**	**BUS MGT Acctg**	**BUS MGT AgriBus**	**BUS MGT HR Mgt**	**BUS MGT MktgMedia**	**BUS MGT Real Est**	**BUS MGT Sup Chn**	**OFFICE ADM (OA)**	**OA Medical**	**CIT (Software)**	**CIT Cyber Security**	**CIT Ntwrk**
F.1	Knowledge - Cultural self awareness.	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	SOC 2020	SOC 2020	SOC 2020
F.2	Knowledge - Knowledge of cultural worldview frameworks.	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	SOC 2020	SOC 2020	SOC 2020
F.3	Skills - Empathy	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	SOC 2020	SOC 2020	SOC 2020
F.4	Skills - Verbal and nonverbal communication.	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	SOC 2020	SOC 2020	SOC 2020
F.5	Attitudes - Curiosity	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	SOC 2020	SOC 2020	SOC 2020
F.5	Attitudes - Openness	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	BUS 2100	SOC 2020	SOC 2020	SOC 2020

Assessment Course Matrix
Effective 2021-22

2021-22	ENGINEERING			PUBLIC SERVICE				HEALTH				
COMMUNICATION [COMM-2]	ELECTRICAL ENGR	ELECTRICAL Automtn	MECH ENGR	CRIMINAL JUSTICE	CJ - Prob Officer	HSS	HSS Addiction	DMS	HIT	MLT	NUR	OTA
A.1 Write logical, coherent phrases, sentences and paragraphs, incorporating correct spelling, grammar, vocabulary, syntax and punctuation.	ENG 1000	ENG 1000	ENG 1000	ENG 1000	ENG 1000	ENG 1100	ENG 1100	ENG 1100	ENG 1000	ENG 1100	ENG 1000	ENG 1100
A.2 Organize and present formal written communication logically.	ENG 1000	ENG 1000	ENG 1000	ENG 1000	ENG 1000	ENG 1100	ENG 1100	ENG 1100	ENG 1000	ENG 1100	ENG 1000	ENG 1100
A.3 Adapt written communication appropriate to the reading level and cultural literacy of the audience.	ENG 1000	ENG 1000	ENG 1000	ENG 1000	ENG 1000	ENG 1100	ENG 1100	ENG 1100	ENG 1000	ENG 1100	ENG 1000	ENG 1100
A.4 APA document style is applied appropriately and effectively.	PHY 1110	PHY 1110	PHY 1110	CRJ 2150	CRJ 1751	ENG 1100	ENG 1100	ENG 1100	HIT 1200	ENG 1100	NUR 2040	ENG 1100

COMMUNICATION [COMM-3]												
A.5 Organize and present formal oral communication logically.	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	MLT 1040	NUR 1400	OTA 2030
A.6 Demonstrate active listening techniques.	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	MLT 1040	NUR 1400	OTA 2030
A.7 Adapt oral communication appropriate to the audience.	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	COM 1400	MLT 1040	NUR 1400	OTA 2030

Assessment Course Matrix
Effective 2021-22

2020-21	ENGINEERING			PUBLIC SERVICE				HEALTH				
MATHEMATICS [MATH-2]	ELECTRICAL ENGR	ELECTRICAL Automtn	MECH ENGR	CRIMINAL JUSTICE	CJ - Prob Officer	HSS	HSS Addiction	DMS	HIT	MLT	NUR	OTA
B.1 Create and use a linear or exponential model to make predictions.	MTH 1245	MTH 1245	MTH 1245	MTH 1230	MTH 1230	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240
B.2 Read and interpret graphs and charts.	MTH 1245	MTH 1245	MTH 1245	MTH 1230	MTH 1230	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240
B.3 Select and construct an appropriate graph or visual aid to display information.	MTH 1245	MTH 1245	MTH 1245	MTH 1230	MTH 1230	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240
B.4 Create, solve, and interpret appropriate equations in the curriculum.	MTH 1245	MTH 1245	MTH 1245	MTH 1230	MTH 1230	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240
B.5 Able to work with and interpret given data	MTH 1245	MTH 1245	MTH 1245	MTH 1230	MTH 1230	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240
Make connections from mathematics to real-world applications through the use of case studies, articles, etc. from various disciplines. **B.6**	MTH 1245	MTH 1245	MTH 1245	MTH 1230	MTH 1230	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240
Use appropriate technology to aid in mathematical thinking. **B.7**	MTH 1245	MTH 1245	MTH 1245	MTH 1230	MTH 1230	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240
Communicate mathematics orally and/or in written form. **B.8**	MTH 1245	MTH 1245	MTH 1245	MTH 1230	MTH 1230	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240	MTH 1240

Assessment Course Matrix
Effective 2021-22

2020-21				ENGINEERING			PUBLIC SERVICE				HEALTH				
PROBLEM-SOLVING & DECISION-MAKING [PSDM-2]			ELECTRICAL ENGR	ELECTRICAL Automtn	MECH ENGR	CRIMINAL JUSTICE	CJ - Prob Officer	HSS	HSS Addiction	DMS	HIT	MLT	NUR	OTA
C.1	Defines the problem: Identifies a problem, Assesses the impact of the problem (e.g., on a community, personal, and group level).		GET 2700	GET 2700	GET 2700	CRJ 2900	CRJ 2900	HSS 1040	HSS 1040	DMS 2500	HIT 2900	MLT 2020	NUR 2410	OTA 1020
C.2	Gathers and analyzes data/facts from appropriate sources. Differentiates between facts and opinions. Provides at least two sources. Identifies the variables that influence the problem.		GET 2700	GET 2700	GET 2700	CRJ 2900	CRJ 2900	HSS 1040	HSS 1040	DMS 2500	HIT 2900	MLT 2020	NUR 2410	OTA 1020
C.3	(Planning): Generates multiple solutions, describes them including strengths/weaknesses, and identifies the best one. Avoids using common reasoning errors (e.g. false cause, slippery slope, hasty conclusion, appeal to tradition, etc.).		GET 2700	GET 2700	GET 2700	CRJ 2900	CRJ 2900	HSS 1040	HSS 1040	DMS 2500	HIT 2900	MLT 2020	NUR 2410	OTA 1020
C.4	Implements solution/corrective action and evaluates outcome of decision.		GET 2700	GET 2700	GET 2700	CRJ 2900	CRJ 2900	HSS 1040	HSS 1040	DMS 2500	HIT 2900	MLT 2020	NUR 2410	OTA 1020

INTERPERSONAL & PROFESSIONAL [IP-2]														
D.1	Exhibit dependability and punctuality.		GET 2700	GET 2700	GET 2700	CRJ 2900	CRJ 2900	HSS 2050	HSS 2050	DMS 2500	HIT 2900	MLT 2090	NUR 1410	OTA 1020
D.2	Work effectively with others in a team setting.		GET 2700	GET 2700	GET 2700	CRJ 2900	CRJ 2900	HSS 2050	HSS 2050	DMS 2500	HIT 2900	MLT 2090	NUR 1410	OTA 1020
D.3	Exhibit self-assessment skills and plan for self-improvement, including lifelong learning.		GET 2700	GET 2700	GET 2700	CRJ 2900	CRJ 2900	HSS 2050	HSS 2050	DMS 2500	HIT 2900	MLT 2090	NUR 1410	OTA 1020
D.4	Follow established rules, policies and/or commonly accepted professional practice (e.g., maintains confidentiality, practices safety, honesty, etc).		GET 2700	GET 2700	GET 2700	CRJ 2900	CRJ 2900	HSS 2050	HSS 2050	DMS 2500	HIT 2900	MLT 2090	NUR 1410	OTA 1020

Assessment Course Matrix
Effective 2021-22

2020-21

INFORMATION TECHNOLOGY [IT-2]		ENGINEERING			PUBLIC SERVICE				HEALTH				
		ELECTRICAL ENGR	ELECTRICAL Automtn	MECH ENGR	CRIMINAL JUSTICE	CJ - Prob Officer	HSS	HSS Addiction	DMS	HIT	MLT	NUR	OTA
E.1	Use basic operating system functions including file management.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1220	OIS 1240
E.2	Connect to the Internet and use a Web browser to research and obtain information.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1220	OIS 1240
E.3	Create, send and retrieve email and attachments.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1220	OIS 1240
E.4	Create, edit and print a professional document using a word processing application.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1220	OIS 1240
E.5	Create, edit and print a professional document using a spreadsheet application.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1220	OIS 1240
E.6	Create, edit, and print a professional document using a database application.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1220	OIS 1240
E.8	Create, edit, and print a professional document using a presentation applications.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1220	OIS 1240
E.9	Manage online presence.	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1240	OIS 1220	OIS 1240

2020-21

DIVERSITY [D-1]		ENGINEERING			PUBLIC SERVICE				HEALTH				
		ELECTRICAL ENGR	ELECTRICAL Automtn	MECH ENGR	CRIMINAL JUSTICE	CJ - Prob Officer	HSS	HSS Addiction	DMS	HIT	MLT	NUR	OTA
F.1	Knowledge - Cultural self awareness.	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	HIT 1200	ALH 1150	NUR 2400	OTA 1010
F.2	Knowledge - Knowledge of cultural worldview frameworks.	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	HIT 1200	ALH 1150	NUR 2400	OTA 1010
F.3	Skills - Empathy	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	HIT 1200	ALH 1150	NUR 2400	OTA 1010
F.4	Skills - Verbal and nonverbal communication.	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	HIT 1200	ALH 1150	NUR 2400	OTA 1010
F.5	Attitudes - Curiosity	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	HIT 1200	ALH 1150	NUR 2400	OTA 1010
F.5	Attitudes - Openness	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	SOC 2020	HIT 1200	ALH 1150	NUR 2400	OTA 1010

Assessment Course Matrix
Effective 2021-22

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COMMUNICATION [COMM-2]		PTA	RAD	SURG
A.1	Write logical, coherent phrases, sentences and paragraphs, incorporating correct spelling, grammar, vocabulary, syntax and punctuation.	ENG 1000	ENG 1100	ENG 1000
A.2	Organize and present formal written communication logically.	ENG 1000	ENG 1100	ENG 1000
A.3	Adapt written communication appropriate to the reading level and cultural literacy of the audience.	ENG 1000	ENG 1100	ENG 1000
A.4	APA document style is applied appropriately and effectively.	SOC 2020	ENG 1100	SUR1000

COMMUNICATION [COMM-3]				
A.5	Organize and present formal oral communication logically.	PTA 1000	RAD 2050	COM 1400
A.6	Demonstrate active listening techniques.	PTA 1000	RAD 2050	COM 1400
A.7	Adapt oral communication appropriate to the audience.	PTA 1000	RAD 2050	COM 1400

Assessment Course Matrix
Effective 2021-22

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MATHEMATICS [MATH-2]	PTA	RAD	SURG
B.1 Create and use a linear or exponential model to make predictions.	MTH 1240	MTH 1240	MTH 1240
B.2 Read and interpret graphs and charts.	MTH 1240	MTH 1240	MTH 1240
B.3 Select and construct an appropriate graph or visual aid to display information.	MTH 1240	MTH 1240	MTH 1240
B.4 Create, solve, and interpret appropriate equations in the curriculum.	MTH 1240	MTH 1240	MTH 1240
B.5 Able to work with and interpret given data	MTH 1240	MTH 1240	MTH 1240
Make connections from mathematics to real-world applications through the use of case studies, articles, etc. from various disciplines. B.6	MTH 1240	MTH 1240	MTH 1240
Use appropriate technology to aid in mathematical thinking. B.7	MTH 1240	MTH 1240	MTH 1240
Communicate mathematics orally and/or in written form. B.8	MTH 1240	MTH 1240	MTH 1240

Assessment Course Matrix
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PROBLEM-SOLVING & DECISION-MAKING [PSDM-2]		PTA	RAD	SURG
C.1	Defines the problem: Identifies a problem, Assesses the impact of the problem (e.g., on a community, personal, and group level).	PTA 2320	RAD 2201	SUR 2300
C.2	Gathers and analyzes data/facts from appropriate sources. Differentiates between facts and opinions. Provides at least two sources. Identifies the variables that influence the problem.	PTA 2320	RAD 2201	SUR 2300
C.3	(Planning): Generates multiple solutions, describes them including strengths/weaknesses, and identifies the best one. Avoids using common reasoning errors (e.g. false cause, slippery slope, hasty conclusion, appeal to tradition, etc.).	PTA 2320	RAD 2201	SUR 2300
C.4	Implements solution/corrective action and evaluates outcome of decision.	PTA 2320	RAD 2201	SUR 2300

INTERPERSONAL & PROFESSIONAL [IP-2]				
D.1	Exhibit dependability and punctuality.	PTA 2320	RAD 1200 RAD 2201	SUR 2300
D.2	Work effectively with others in a team setting.	PTA 2320	RAD 1200 RAD 2201	SUR 2300
D.3	Exhibit self-assessment skills and plan for self-improvement, including lifelong learning.	PTA 2320	RAD 1200 RAD 2201	SUR 2300
D.4	Follow established rules, policies and/or commonly accepted professional practice (e.g., maintains confidentiality, practices safety, honesty, etc).	PTA 2320	RAD 1200 RAD 2201	SUR 2300

Assessment Course Matrix
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2020-21

INFORMATION TECHNOLOGY [IT-2]		PTA	RAD	SURG
E.1	Use basic operating system functions including file management.	OIS 1240	OIS 1240	OIS 1240
E.2	Connect to the Internet and use a Web browser to research and obtain information.	OIS 1240	OIS 1240	OIS 1240
E.3	Create, send and retrieve email and attachments.	OIS 1240	OIS 1240	OIS 1240
E.4	Create, edit and print a professional document using a word processing application.	OIS 1240	OIS 1240	OIS 1240
E.5	Create, edit and print a professional document using a spreadsheet application.	OIS 1240	OIS 1240	OIS 1240
E.6	Create, edit, and print a professional document using a database application.	OIS 1240	OIS 1240	OIS 1240
E.8	Create, edit, and print a professional document using a presentation applications.	OIS 1240	OIS 1240	OIS 1240
E.9	Manage online presence.	OIS 1240	OIS 1240	OIS 1240

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DIVERSITY [D-1]		PTA	RAD	SURG
F.1	Knowledge - Cultural self awareness.	SOC 2020	SOC 2020	SOC 2020
F.2	Knowledge - Knowledge of cultural worldview frameworks.	SOC 2020	SOC 2020	SOC 2020
F.3	Skills - Empathy	SOC 2020	SOC 2020	SOC 2020
F.4	Skills - Verbal and nonverbal communication.	SOC 2020	SOC 2020	SOC 2020
F.5	Attitudes - Curiosity	SOC 2020	SOC 2020	SOC 2020
F.5	Attitudes - Openness	SOC 2020	SOC 2020	SOC 2020