



HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604

hlc.org



Fax: 312.234.1100



STAFF ANALYSIS OF INSTITUTIONAL REPORT

DATE: April 4, 2018

STAFF LIAISON: Steph Brzuzy

REVIEWED BY: Steven Kapelke

INSTITUTION: Southern State Community College, Hillsboro, OH

EXECUTIVE OFFICER: Dr. Kevin Boys, President

PREVIOUS COMMISSION ACTION AND SOURCES: An interim report is required by 11/30/2017 on assessment and student retention, persistence and completion.

This interim report derives from the Team Report of the Comprehensive Evaluation.

The comprehensive evaluation visiting team recommends that Southern State Community College submit a monitoring report focused on demonstrated improvements in student learning stemming from its assessment st7()nq1078 Tc[on (s)] T#8C)-6(e)-6(n)00091B653

With regard to CC 4.B, the report notes that the ins

Here the report cites several examples of reports submitted since the addition of the *change/intervention* , from the Health and Recreation program states this:

In the Health and Physical Recreation Discipline, faculty reported,

In spring semester 2016, I added a quiz to each chapter in this course because during the previous semester, the average post test score was 8.75 (58%). I administered the assessment post-test to that section during

13.4, which is 89%.

Since students had better success on the post-test using this strategy, I continued this plan during the 2016-17 academic year in the fall and spring. The fall semester 2016 class had a post-test average score of 11 (73%). Since the spring 2017 average post test score was almost identical as spring 2016 (13.46 which is 89.7%), I have concluded that I should continue this practice. This same assessment activity will be performed next year to see if requiring quizzes along with labs and LearnSmart activities continues to help improve scores (which should indicate student learning) on the post test.

According to the report, the evidence provided in this and other examples reflects a *closing the loop* student learning rather than other factors. At the same time, the College acknowledges the need for further and continued improvement in this area, supported by additional professional development for the faculty.

The report also provides details of other actions and initiatives taken by the College to aid its efforts in improving its assessment procedures. These include the recent update of the Assessment Handbook and greater accountability for faculty and academic *the new accountability framework has constructed assessment responsibilities into the job description of faculty division*

the HLC Assessment *as a necessary intervention and means of accelerating practices on campus* but citing the departure of the Institutional Researcher as one inhibiting factor in its assessment efforts, including its impending application to the Academy.

The College has made the decision to adopt a new Learning Management System (LMS) Canvas in the belief that the new LMS, which has improved outcome tracking

features and an assessment component that enables instructors to align quiz questions with course outcomes, will assist its assessment efforts. The new system is being piloted in Spring 2018, with full implementation scheduled for Summer 2018.

As pertains to CC 4.C previously have been over-reliant on its Campus Completion Plan and IPEDs data as the primary sources of evidence showing ongoing improvement in educational processes. The newly developed Institutional Effectiveness Plan will continue to employ these data, but *new, data-driven initiatives supported by an institutional research function.*

to create a useful model for continuous improvement. The document has identified key performance indicators in a number of areas, listed below.

Student Access

Affordability

Quality Academic Programs and Services (including Retention, Persistence, and Completion)

Institution Viability

Student Engagement

Student Learning

Student Support

Here the report notes that the development of the plan and its integrated approach to measuring success is new to the institution, but confidence that this initiative will strengthen its planning efforts. In addition, this action

directly to student persistence and completion

its process since the Completion Plan was implemented in 2014, most notably in the range of stakeholders involved in the plan. Here the report describes specific ways in which the College has *introduce strategies that have realistic measures, meaningful outcomes, and most importantly, relevancy in the broader retention, persistence, and completion agenda.*

The second subcategory in CC 4. *Evidence of Capacity Building Investments and Emerging Practice*

the College in support of its efforts toward continuous improvement. These include, but are not limited to, the following:

Financial Investment in Institutional Research, and in particular the hiring of a Director of Institutional Research.

Membership in the Voluntary Framework of Accountability (VFA), which enables the College to expand its data capacity. The institution has participated in the AY2015-2016 and 2016-2017 data collection cycles, from which it was able to draw solid baseline data.

Adoption of Key Financial Performance Indicators, a draft of which was being submitted at the time this interim report was submitted.

Participation in Incentivizing Continuous Enrollment seeks to improve student progress toward degrees by providing incentives for summer enrollments. The College has been selected to participate in the two-year study, which is led by MDRC.

improvement in assessment and effectiveness *Renewed emphasis on closing the assessment loop, increased accountability, and a well-documented handbook [that] will better align assessment of student learning outcomes with broader planning and*

In closing, the report notes the importance of the senior administrations efforts to

planning and evaluation procedures and continued investment in such areas as institutional research and professional development for assessment.

STAFF FINDING:

Note the relevant Criterion, Core Component(s) or Assumed Practice(s): **Core Component 4.B**

Statements of Analysis (check one below)

Evidence demonstrates adequate progress in the area of focus.

Evidence demonstrates that further organizational attention is required in the area of focus.

Evidence demonstrates that further organizational attention and HLC follow-up are required.

Evidence is insufficient and a HLC focused visit is warranted.

Note the relevant Criterion, Core Component(s) or Assumed Practice(s): **Core Component 4.C**

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Evidence is insufficient and a HLC focused visit is warranted.

REPORT ANALYSIS: The Southern State Community College interim report describes

Comprehensive Evaluation. It is evident that the institution has made substantial progress in these areas, while, at the same time, recognizing that there remains work yet to be done.

The report cites additional investments the institution has made in support of assessment, most notably in its intended/projected application to the HLC Assessment Academy and in an upgrade in its data management system to Data Warehouse, which offers greater capabilities in certain areas related directly to learning outcomes assessment. The appointment of an Institutional Researcher will have an impact on its efforts in various improvement activities.

The documentation provided in the report indicates also that the institution has begun making substantive improvements in its ability to collect, analyze and use data for the purposes of decision making in student retention, persistence and completion (CC 4.C). No longer restricted to data derived from its Campus Completion Plan and IPEDs, the College has identified a range of additional options/initiatives that will add to its data

reference to the SSLI and the *Campus Completion Plan*. The Institutional Effectiveness Plan also introduces a program prioritization system by which the institution can

Evaluation Team conducting the AY2019-2020 Open Pathway Assurance Review, will