

Core Curriculum Student Learning Outcomes Assessment Report



2018-2021

Tryphena Walker,
Director of Institutional Research & Planning
twalker@panola.edu
903-693-2075

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3-year Cycle

The Academic Program Review Subcommittee will review the results for each Core Objective on a rotating basis so that an in-depth evaluation may be conducted. Thus, the evaluation of results for all six Core Objectives will occur over a three-year period. The following table outlines the planned three-year institutional cycle:

Objective	2018-2019	2019-2020	2020-2021
Critical Thinking	X		
Communication Skills	X		
Personal Responsibility		X	
Social Responsibility		X	
Empirical and Qualitative Skills			X
Teamwork			X

For each Core Objective, include:

- Summary of current results with relevant data tables
- Comparison of current results with previously collected data when available
- Summary of improvements
- General recommendations for improving student learning.

Submit report to the VP of Instruction.

Submit report to the THECB at our 10-Year SACSCOC report.

Student Learning Outcomes

Student Learning Objectives (SLOs) were derived from the descriptions given by THECB. The Core Curriculum Committee developed Panola College SLOs for each Core Objective, adhering as closely as possible to the descriptions given. Each general education course will have course-specific SLOs that correlate with the College SLOs.

Critical Thinking Skills

THECB Description: "to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information"

Panola College SLOs:

- CT1: Generate and communicate ideas by combining, changing, or reapplying existing information
- CT2: Gather and assess information relevant to a question
- CT3: Analyze, evaluate and synthesize information

Communication Skills

THECB Description: "to include effective development, interpretation and expression of ideas through written, oral and visual communication"

Panola College SLOs:

- CS1: Develop, interpret and express ideas through written communication
- CS2: Develop, interpret and express ideas through oral communication
- CS3: Develop, interpret and express ideas through visual communication

Empirical and Quantitative Skills

THECB Description: "to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions"

Panola College SLOs:

- EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion
- EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion

Teamwork

THECB Description: "to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal"

Panola College SLOs:

- TW1: Integrate different viewpoints as a member of a team
- TW2: Work with others to support and accomplish a shared goal

Social Responsibility

THECB Description: "to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities"

Panola College SLOs:

SR1: Demonstrate intercultural competence

SR2: Identify civic responsibility

SR3: Engage in regional, national and global communities

Personal Responsibility

THECB Description: "to include the ability to connect choices, actions and consequences to ethical decision-making"

Panola College SLO:

PR1: Evaluate choices and actions and relate consequences to decision-making

Component II. Core Assessment Plan

The assessment of the Core Curriculum is an evaluation of attainment of the Core Objectives.

B. Describe the institution's plan for assessment of each Core Objective. Include the following components of the institution's assessment plan:

- **Assessment methods – explain the methodology (institutional portfolios, embedded assessment, etc.), describe the measures (must include at least one direct measure), outline the frequency and timeline of assessment**

THECB Core Objectives will be assessed at the course level, with individual faculty members determining the number of successes and non-successes based on their rubric/criteria for each objective. Assessments will occur via a variety of methods submitted by faculty members:

- Embedded exam questions, problems, and essays
- Written assignments, reflection pieces, journal entries, and case studies
- Course projects, portfolios, and presentations
- Research and laboratory experiences
- Creative pieces and performances in the arts
- Other assessment methods as submitted

The above methods will provide direct assessment of student attainment of THECB Core Objectives, and courses with multiple sections will use the same measures for assessment in order to provide consistency.

Assessment data will be collected each semester in all core courses for each Core Objective.

- **Criteria/Targets – explain the criteria and targets for the level of attainment of each Core Objective, include references to externally informed benchmarks**

Individual course instructors set specific criteria and success percentages. The institutional target for direct assessment of each Core Objective is a 70 percent

success rate of all qualified students. The AAC&U Value Rubrics provided guidelines for determining the criteria distinguishing levels of attainment for some Core objectives.

- **Analysis - explain how the results of the assessment will be evaluated**

The initial analysis of data, reporting of results, and identification of ways in which to improve student learning occurs at the course level. Individual course instructors collect data and submit a report every semester to the assessment committee. The committee will then compile and aggregate the data and calculate the percent of total successes for the Core Objectives that are being measured during the current year. In order to get an accurate picture of student achievement, only courses that best represent the targeted core objectives will be included in the evaluation.

The Assessment Committee will review the results for each Core Objective on a rotating basis so that an in-depth evaluation may be conducted. Thus, the evaluation of results for all six Core Objectives will occur over a four-year period. The following table outlines the planned four-year institutional cycle:

Objective	2018-2019	2019-2020	2020-2021
Critical Thinking	X		
Communication Skills	X		
Personal Responsibility		X	
Social Responsibility		X	
Empirical and Qualitative Skills			X
Teamwork			X

- **Actions and Follow-up – explain the process for improving student learning based on the assessment results.**

Annually the Assessment Committee will compile a summary of assessment

results and recommendations for the Core Objectives of interest that academic cycle. This summary/report comes from the data submitted by faculty and compiled by the committee. The compilation report will include the following information for each Core Objective studied:

- summary of current results with relevant data tables
- comparison of current results with previously collected data when available
- summary of improvements
- summary of problem areas and issues
- general recommendations for improving student learning

This report is submitted to the Vice President of Instruction for review and action. The Vice President of Instruction assumes responsibility for items needing action and passes on relevant information to the Academic Dean. The Academic Dean will ensure any recommendations requiring action are addressed within the respective departments. Ultimately, targeted recommendations needing action will be implemented at the course level.

About This Report

The data in this report is specified for each academic year beginning with 2018-2021.

The SLO data collected includes students from:

1. All modes of delivery:
 - a. Face-to-face
 - b. Hybrid
 - c. Online
2. All sites:
 - a. Main Carthage campus
 - b. Marshall College Center
 - c. Shelby College Center/ Shelby Regional Training Center
 - d. All service area high schools where core courses are taught
3. All students including dual credit students.

SLO data is reported by the faculty, who teach a core course, and compiled on a single spreadsheet each year. The spreadsheet indicates the number of students who met mastery for each SLO in each core course out of the number of students who participated in the assignment. This data is reported in the Institutional Effectiveness (IE) process.

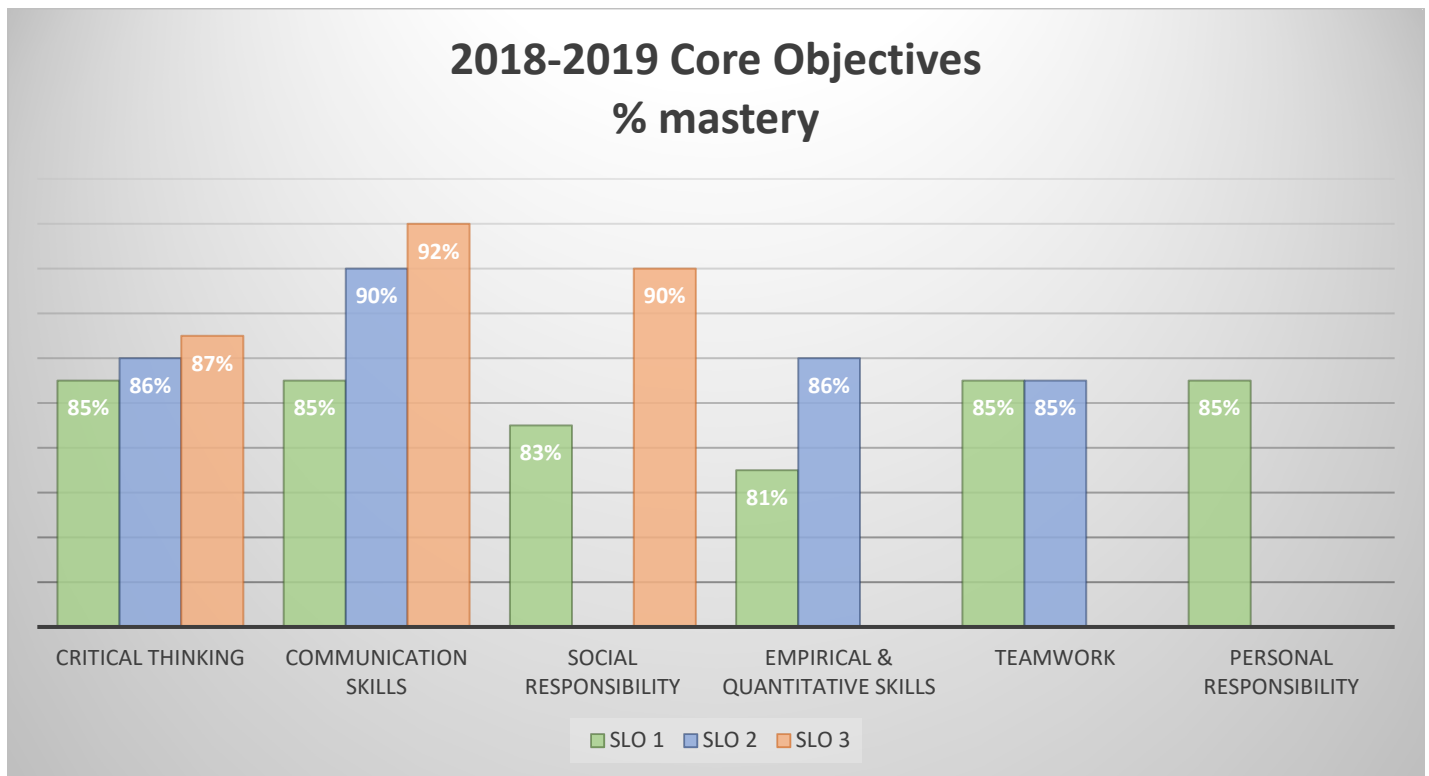
Then each department analyzes the academic year's data and completes a *Core Curriculum SLO Data Analysis*. The analysis addresses areas that need improvement and recommends a plan for improvement. These reports are turned in to the Director of Institutional Research and Planning.

A common assessment/assignment is used for each course along with a rubric for scoring it. The passing score is set by each department.

Information included in this report is:

1. Panola College students' mastery in each of the core objectives for each academic year along with the core curriculum
2. A three-year trend of the core objectives
3. Students' performance by component area
4. Students' performance by department
5. An annual analysis of the Core Curriculum Departments':
 - a. Summary of Improvements,
 - b. Summary of Problem Areas, and
 - c. Recommendations for Improvements.

*The institutional minimum threshold of acceptability for direct assessment of each Core Objective is a 70 percent success rate for all qualified students and an 80 percent success rate for the achievement measure.



This is the first year of the new three-year cycle. When looking at each separate core objective for the 2018-2019 academic year, the following occurred. The objectives are listed in order from lowest scoring to highest scoring.

Status	Below 70%	70-79%	80-89%	90-100%
Decreased			<ul style="list-style-type: none"> communication skills 1 teamwork 2 	<ul style="list-style-type: none"> communication skills 2
Remained the Same			<ul style="list-style-type: none"> social responsibility 1 teamwork 1 personal responsibility 1 	
Increased			<ul style="list-style-type: none"> empirical & quantitative skills 1 critical thinking 1 critical thinking 2 empirical & quantitative skills 2 critical thinking 3 	<ul style="list-style-type: none"> social responsibility 3 communication skills 3

ASSOCIATES OF ARTS*/SCIENCE

CORE CURRICULUM

2018-2019

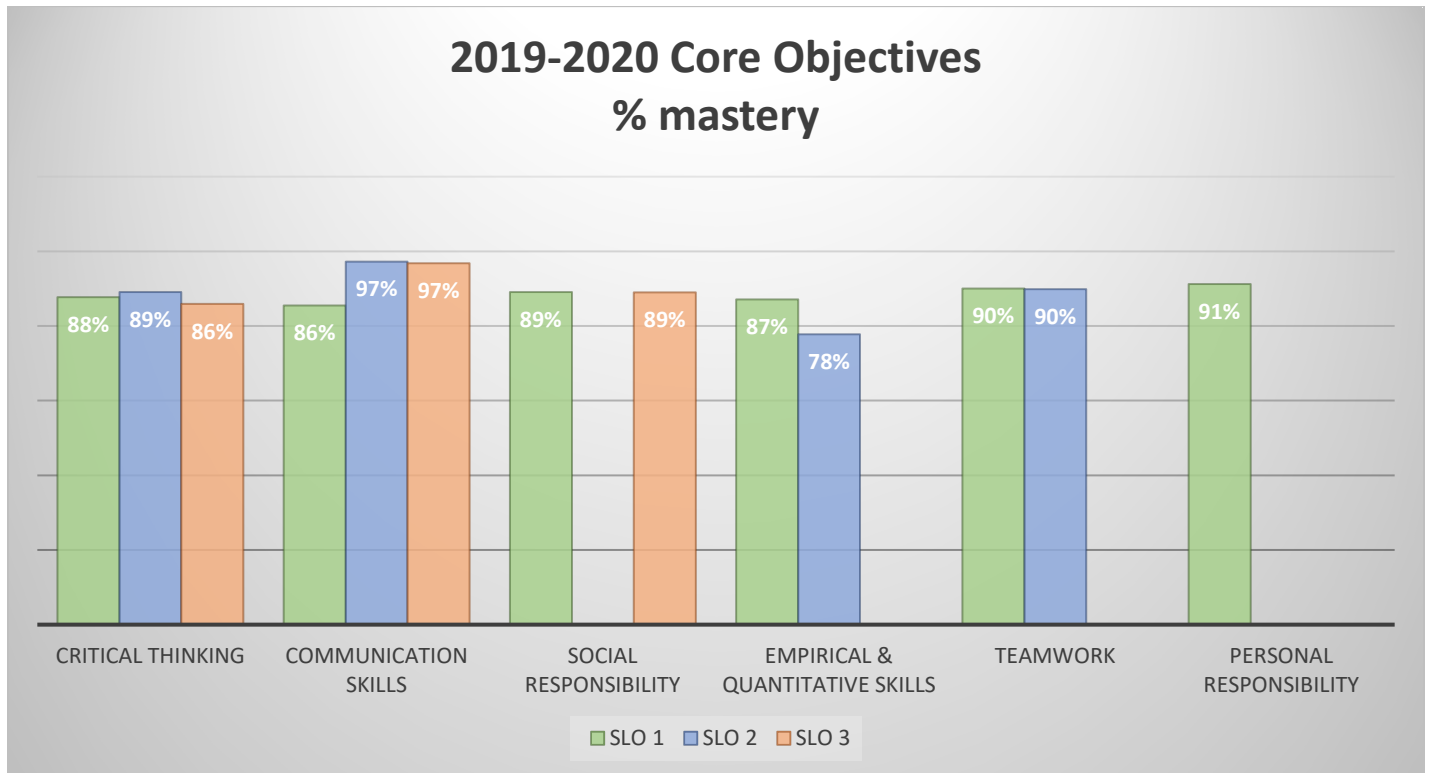
Component Area	Hours	Course Options
Communication	6	<u>Required:</u> ENGL 1301 <u>Select one of the following:</u> SPCH 1315, SPCH 1318
Mathematics	3	MATH 1314, 1324, 1325, 1332, 1342, 1350, 1351, 2412, 2413, 2414, 2415
Life and Physical Sciences	6	BIOL 1406, BIOL 1407, BIOL 1408, BIOL 1409, BIOL 2401, BIOL 2402, BIOL 2404, BIOL 2406, CHEM 1405, CHEM 1407, CHEM 1411, CHEM 1412, GEOL 1403, GEOL 1404, PHYS 1401, PHYS 1402, PHYS 1403, PHYS 1404, PHYS 2425, PHYS 2426
Language, Philosophy, and Culture	3	ENGL 2322, ENGL 2323, HUMA 1301, HUMA 1302, HUMA 2323, PHIL 1301, SPAN 2311, SPAN 2312
Creative Arts	3	ARTS 1301, DRAM 1310, DRAM 2366, MUSI 1306
American History	6	HIST 1301, HIST 1302, HIST 2301
Government/Political Science	6	GOVT 2305, 2306
Social and Behavioral Sciences	3	CRIJ 1301, ECON 2301, ECON 2302, GEOG 1303, PSYC 2301, SOCI 1301
Component Area Option	6	<u>Required:</u> EDUC 1100/PSYC 1100 <u>Select one of the following:</u> ENGL 2311 or ENGL 1302 Note: Two lab hours from Life & Physical Sciences count here.
TOTAL HOURS – CORE	42	

Additional Requirements for Associate of Arts* or Science Degree

	3	Kinesiology (Activity)
	3	BCIS 1305 – Computer Applications
	12	Electives suggested in degree plan or Field of Study
TOTAL HOURS – DEGREE	60	

*Associate of Arts degrees must include 6-8 hours of a foreign language.

*The institutional minimum threshold of acceptability for direct assessment of each Core Objective is a 70 percent success rate for all qualified students and an 80 percent success rate for the achievement measure.



When looking at each separate core objective for the 2019-2020 academic year compared to the prior year, the following occurred. The objectives are listed in order from lowest to highest scoring.

Status	Below 70%	70-79%	80-89%	90-100%
Decreased		<ul style="list-style-type: none"> empirical & quantitative skills 2 	<ul style="list-style-type: none"> social responsibility 3 critical thinking 3 	
Remained the Same				
Increased			<ul style="list-style-type: none"> teamwork 2 social responsibility 1 critical thinking 2 critical thinking 1 empirical & quantitative skills 1 communication skills 1 	<ul style="list-style-type: none"> communication skills 2 communication skills 3 personal responsibility 1 teamwork 1

ASSOCIATES OF ARTS*/SCIENCE

CORE CURRICULUM

2019-2020

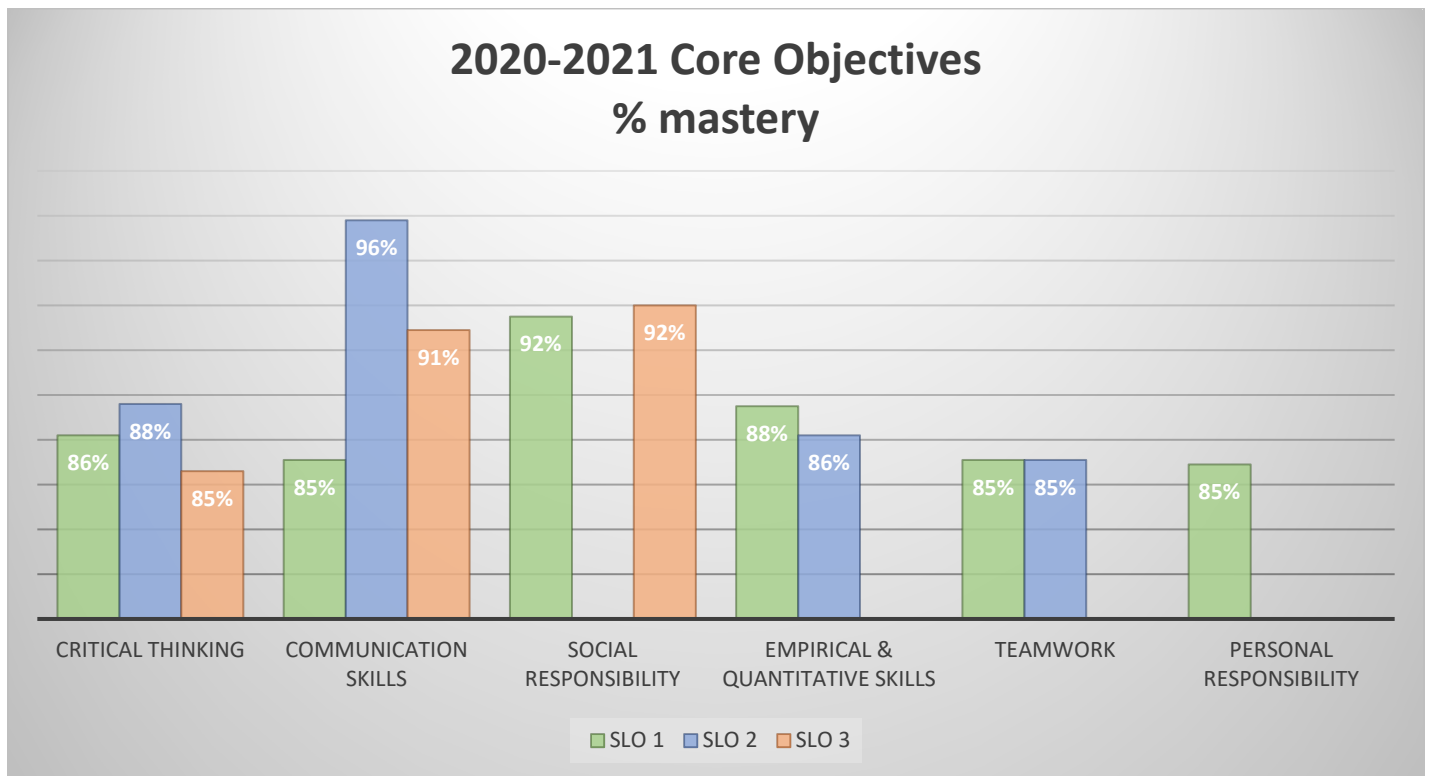
Component Area	Hours	Course Options
Communication	6	<u>Required:</u> ENGL 1301 <u>Select one of the following:</u> SPCH 1315, SPCH 1318
Mathematics	3	MATH 1314, 1324, 1325, 1332, 1342, 1350, 1351, 2412, 2413, 2414, 2415
Life and Physical Sciences	6	BIOL 1406, BIOL 1407, BIOL 1408, BIOL 1409, BIOL 2401, BIOL 2402, BIOL 2404, BIOL 2406, CHEM 1405, CHEM 1407, CHEM 1411, CHEM 1412, GEOL 1403, GEOL 1404, PHYS 1401, PHYS 1402, PHYS 1403, PHYS 1404, PHYS 2425, PHYS 2426
Language, Philosophy, and Culture	3	ENGL 2322, ENGL 2323, HUMA 1301, HUMA 1302, HUMA 2323, PHIL 1301, SPAN 2311, SPAN 2312
Creative Arts	3	ARTS 1301, DRAM 1310, DRAM 2366, MUSI 1306
American History	6	HIST 1301, HIST 1302, HIST 2301
Government/Political Science	6	GOVT 2305, 2306
Social and Behavioral Sciences	3	CRIJ 1301, ECON 2301, ECON 2302, GEOG 1303, PSYC 2301, SOCI 1301
Component Area Option	6	<u>Required:</u> EDUC 1100/PSYC 1100 <u>Select one of the following:</u> ENGL 2311 or ENGL 1302 Note: Two lab hours from Life & Physical Sciences count here.
TOTAL HOURS – CORE	42	

Additional Requirements for Associate of Arts* or Science Degree

	3	Kinesiology (Activity)
	3	BCIS 1305 – Business Computer Applications or COSC 1301 – Introduction to Computing
	12	Electives suggested in degree plan or Field of Study
TOTAL HOURS – DEGREE	60	

*Associate of Arts degrees must include 6-8 hours of a foreign language.

*The institutional minimum threshold of acceptability for direct assessment of each Core Objective is a 70 percent success rate for all qualified students and an 80 percent success rate for the achievement measure.



When looking at each separate core objective for the 2020-2021 academic year compared to the prior year, the following occurred. The objectives are listed in order from lowest to highest scoring.

Status	Below 70%	70-79%	80-89%	90-100%
Decreased			<ul style="list-style-type: none"> critical thinking 3 teamwork 1 & 2 personal responsibility 1 critical thinking 1 & 2 	<ul style="list-style-type: none"> communication skills 2 & 3
Remained the Same				
Increased			<ul style="list-style-type: none"> communication skills 1 empirical & quantitative skills 1 & 2 	<ul style="list-style-type: none"> social responsibility 1 & 3

ASSOCIATES OF ARTS*/SCIENCE

CORE CURRICULUM

2020-2021

Component Area	Hours	Course Options
Communication	6	<u>Required:</u> ENGL 1301 <u>Select one of the following:</u> SPCH 1315, SPCH 1318
Mathematics	3	MATH 1314, 1324, 1325, 1332, 1342, 1350, 1351, 2412, 2413, 2414, 2415
Life and Physical Sciences	6	BIOL 1406, BIOL 1407, BIOL 1408, BIOL 1409, BIOL 2401, BIOL 2402, BIOL 2404, BIOL 2406, CHEM 1405, CHEM 1407, CHEM 1411, CHEM 1412, GEOL 1403, GEOL 1404, PHYS 1401, PHYS 1402, PHYS 1403, PHYS 1404, PHYS 2425, PHYS 2426
Language, Philosophy, and Culture	3	ENGL 2322, ENGL 2323, HUMA 1301, HUMA 2323, PHIL 1301, SPAN 2311, SPAN 2312
Creative Arts	3	ARTS 1301, DRAM 1310, DRAM 2366, MUSI 1306
American History	6	HIST 1301, HIST 1302, HIST 2301
Government/Political Science	6	GOVT 2305, 2306
Social and Behavioral Sciences	3	CRIJ 1301, ECON 2301, ECON 2302, GEOG 1303, PSYC 2301, SOCI 1301
Component Area Option	6	<u>Required:</u> EDUC 1100/PSYC 1100 <u>Select one of the following:</u> ENGL 2311 or ENGL 1302 Note: Two lab hours from Life & Physical Sciences count here.
TOTAL HOURS – CORE	42	

Additional Requirements for Associate of Arts* or Science Degree

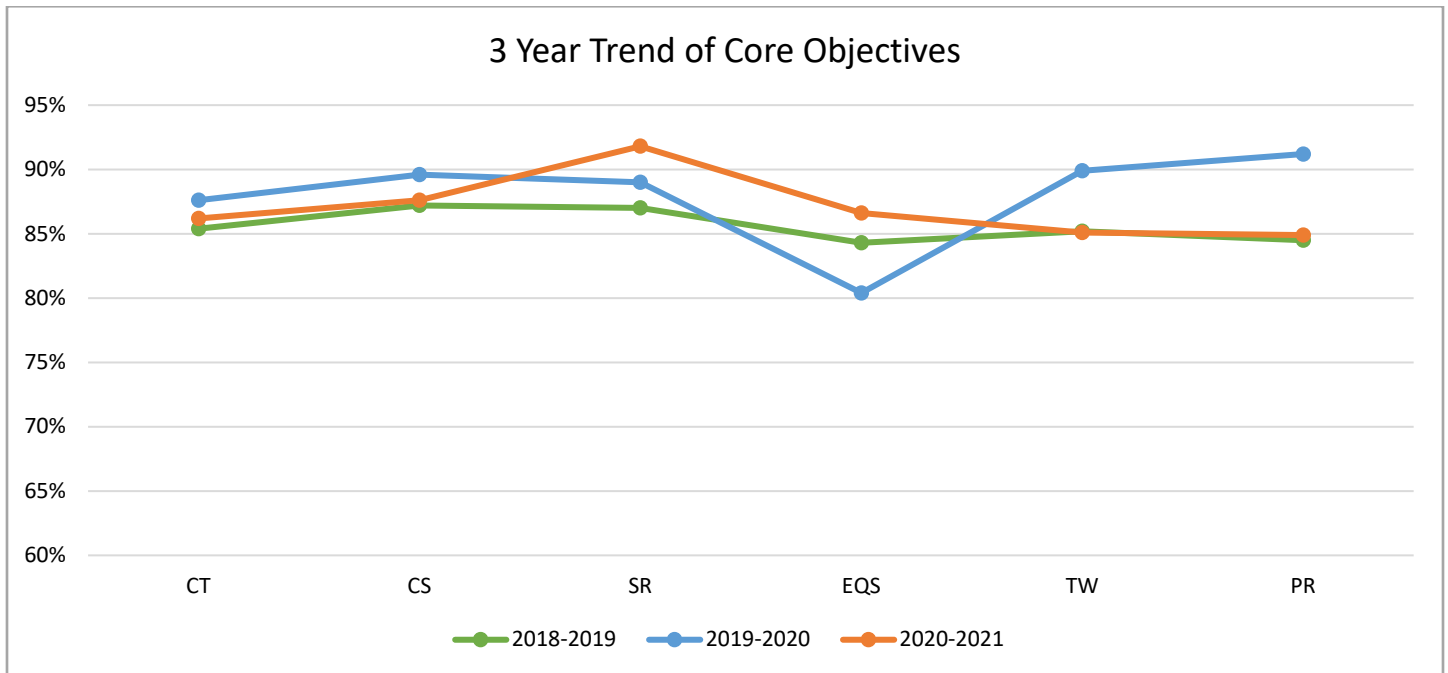
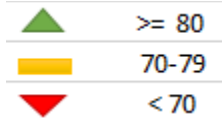
	3	Kinesiology (Activity)
	3	BCIS 1305 – Business Computer Applications or COSC 1301 – Introduction to Computing
	12	Electives suggested in degree plan or Field of Study
TOTAL HOURS – DEGREE	60	

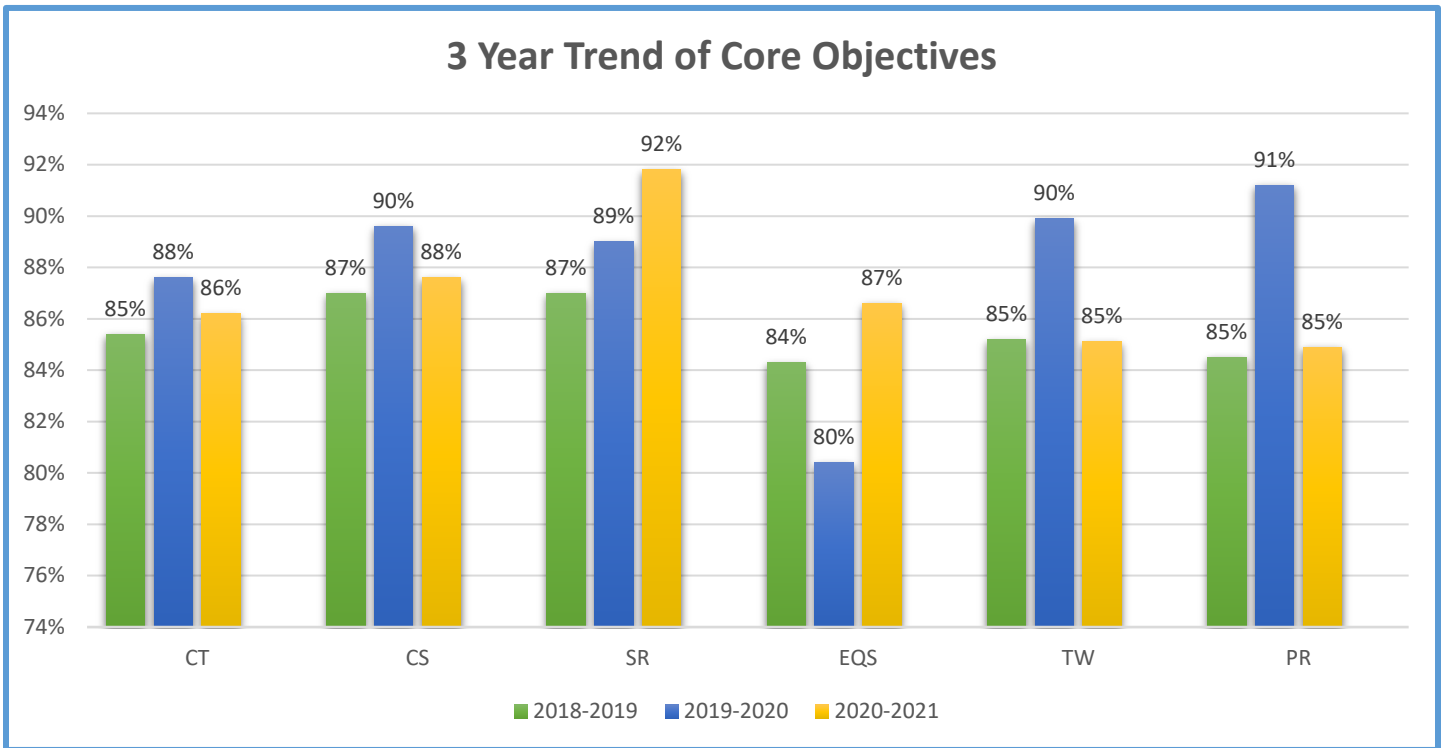
*Associate of Arts degrees must include 6-8 hours of a foreign language.

3-year Institution Trend

Unit	PC 3-yr Institutional Cycle		
	2018-2019	2019-2020	2020-2021
CT (Critical Thinking) 18-19	▲ 85.4%	▲ 87.6%	▲ 86.2%
CS (Communication Skills) 18-19	▲ 87.2%	▲ 89.6%	▲ 87.6%
PR (Personal Responsibility) 19-20	▲ 84.5%	▲ 91.2%	▲ 84.9%
SR (Social Responsibility) 19-20	▲ 87.0%	▲ 89.0%	▲ 91.8%
EQS (Empirical & Quntitative Skills) 20-21	▲ 84.3%	▲ 80.4%	▲ 86.6%
TW (Teamwork) 20-21	▲ 85.2%	▲ 89.9%	▲ 85.1%
In-depth analysis cycle:	CT/CS	PR/SR	EQS/TW

KEY:





This data compares student performance in each of the six core objectives from the 2018-2019 academic year through the 2020-2021 academic year.

Overall in the **2018-2019** academic year, Panola College students were most successful with Communication Skills and Social Responsibility and weakest in Empirical & Quantitative Skills.

In the **2019-2020** academic year, increases were made overall in five of the six core objective areas with students being most successful in Communication Skills, Teamwork and Personal Responsibility. The lowest area is still Empirical & Quantitative Skills which saw a 4% decrease in mastery.

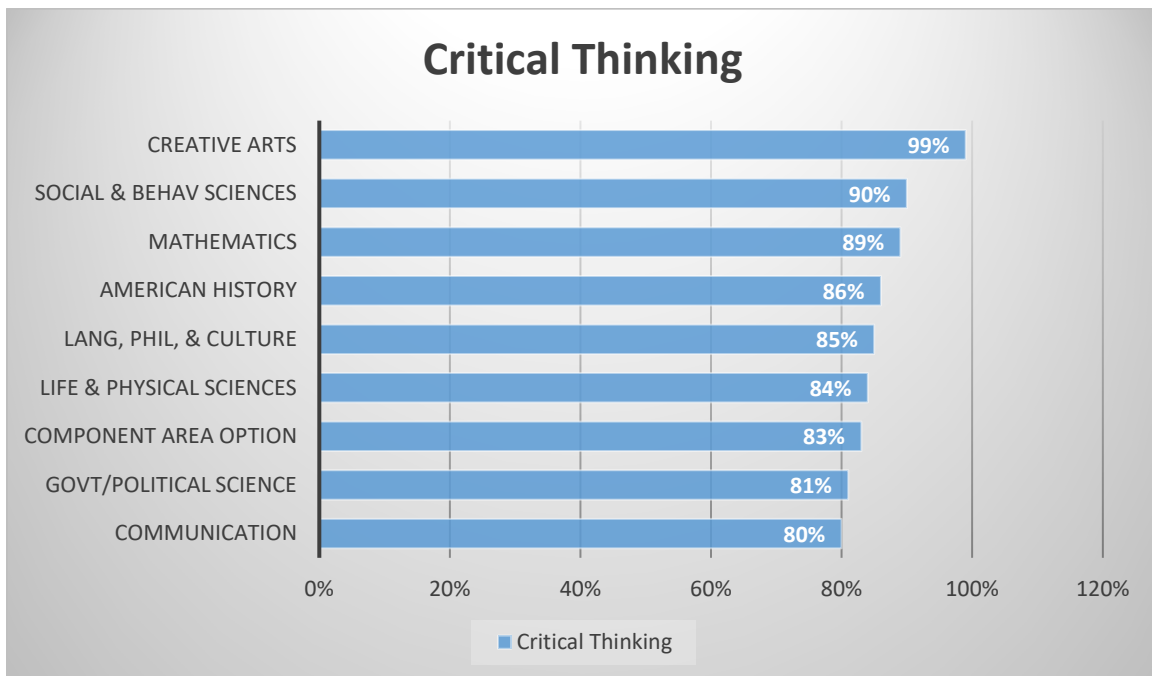
In the **2020-2021** academic year, increases were made in Social Responsibility and Empirical and Quantitative Skills. There was a decrease in Teamwork and Personal Responsibility which had the same mastery level as the 2018-2019 year in both areas (pre-pandemic). Student mastery of EQS and SR is the highest that it has ever been.

In-depth Analysis of Component Areas by Core Objective

The data in the chart below indicates how each component area performed for each year's in-depth focus on the two specific core objectives. Each component area represents specific courses that make up the core curriculum for an Associate of Arts/Science degree. (See component area courses listed on the *Associate of Arts/Sciences Core Curriculum* listed on the previous pages for each academic year.)

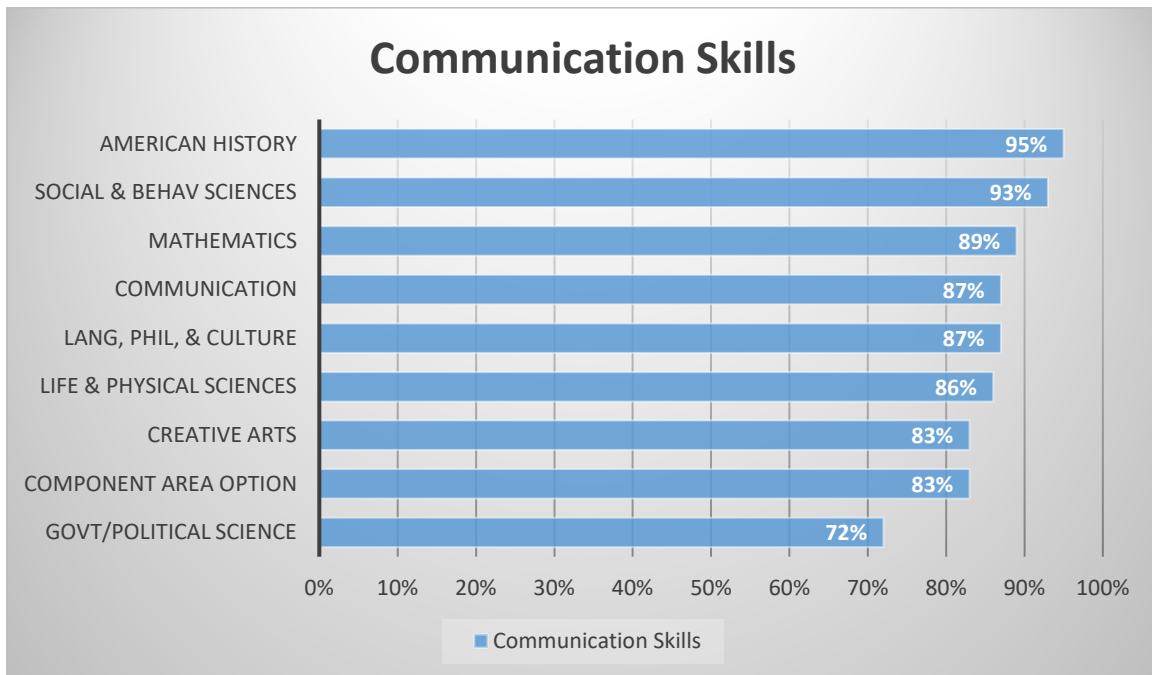
Critical Thinking

When comparing *Critical Thinking* across each component area in the **2018-2019** academic year, Panola College students performed best in Creative Arts; Social & Behavioral Sciences; and Mathematics. Students' performance was at or above the achievement measure of 80% in all areas.



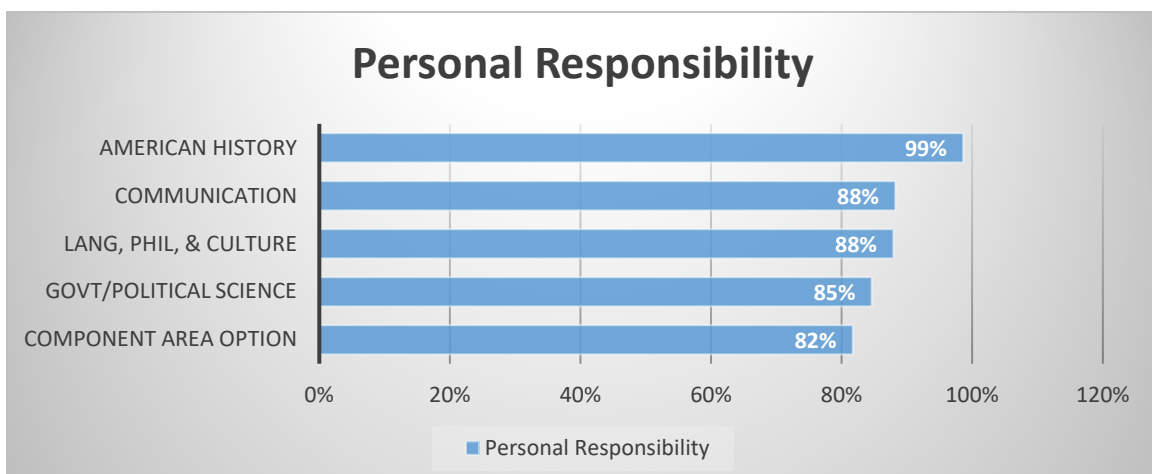
Communication Skills

When comparing *Communication Skills* across each component area in the **2018-2019** academic year, Panola College students performed best in American History and Social & Behavioral Sciences. Students performed lowest in communication skills for Government/Political Science. All Communication Skills component areas were at 72% student mastery or better. This is above the 70% threshold of acceptability.



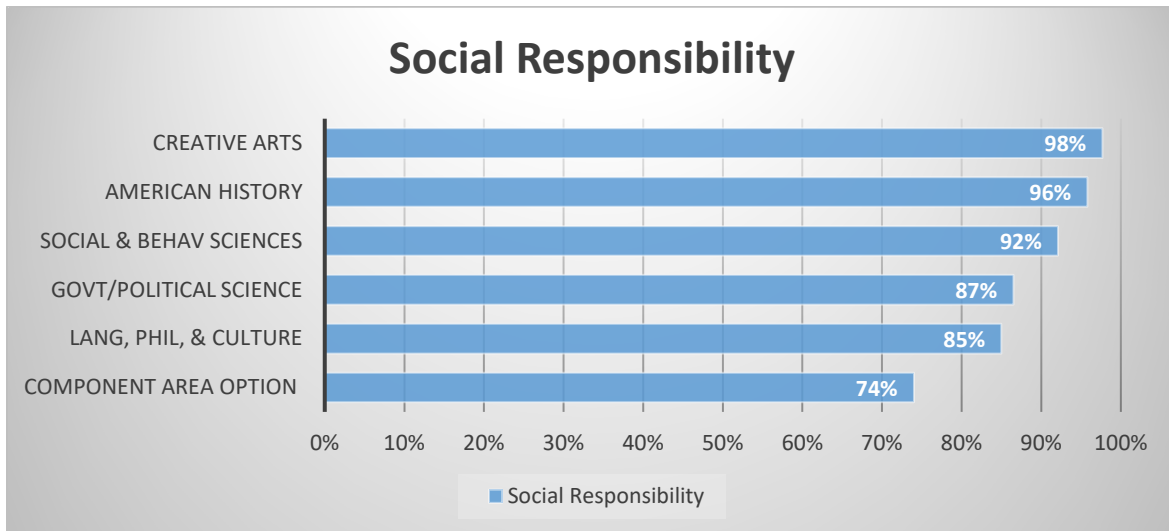
Personal Responsibility

When comparing *Personal Responsibility* across each component area in the **2019-2020** academic year, Panola College students performed best in American History. Students performed lowest in Component Area Option. All Personal Responsibility component areas were at 82% student mastery or better which is higher than our achievement goal of 80%.



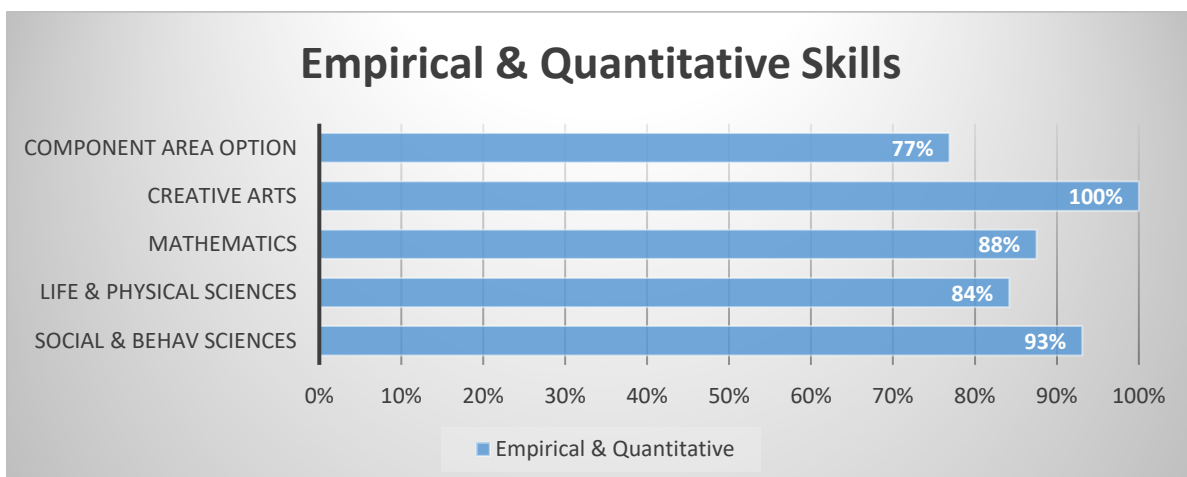
Social Responsibility

When comparing *Social Responsibility* across each component area in **2019-2020** academic year, Panola College students performed best in Creative Arts, American History, and Social & Behavioral Sciences. Students performed lowest in Component Area Option. All Social Responsibility component areas were above the 80% goal except the Component Area Option at 74%.



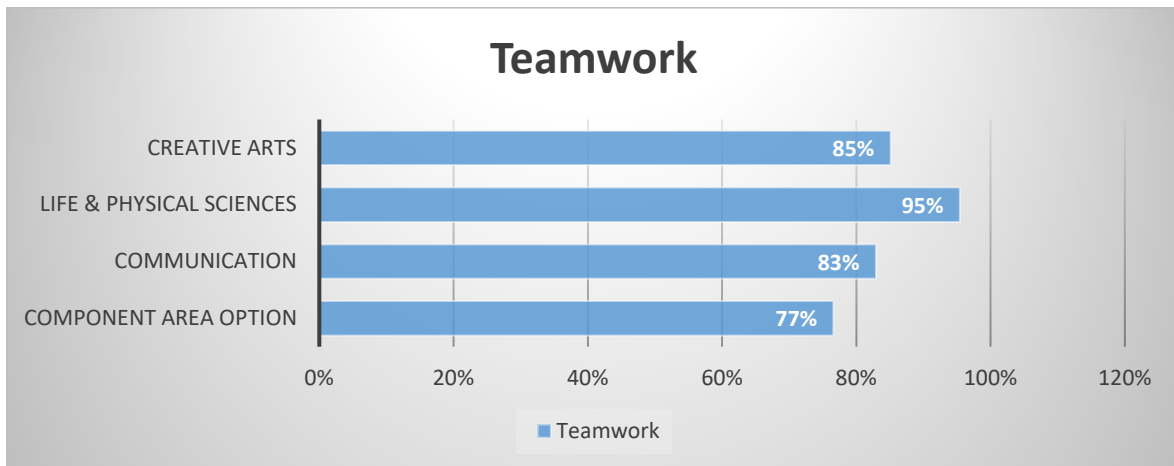
Empirical & Quantitative Skills:

When comparing *Empirical & Quantitative Skills* across each component area in **2020-2021** academic year, Panola College students performed best in Creative Arts and Social & Behavioral Sciences. Students performed lowest in the Component Area Option which was still above the 70 percent threshold.



Teamwork

When comparing *Teamwork* across each component area in **2020-2021** academic year, Panola College students performed best in Life & Physical Sciences. Students performed lowest in the Component Area Option. All Teamwork component areas except one exceeded our goal of 80% student mastery which was still above the threshold.



3 Year Analysis

All other Core objectives improved or stayed the same since the 2018-2019 academic year and were above the 80% threshold all three years. Student mastery of EQS and SR were the highest that they have ever been at Panola College.

Recommendations were made during the previous 4-year cycle for the Business (60.4%) and Life Sciences (77.8%) departments to create a plan to improve students' success in the area of Empirical & Quantitative Skills. The scores during this 3-year cycle were improved to meet the 80% threshold in both departments.

The Business (67.9%) and Life Sciences (79.7%) departments also needed to address Critical Thinking as this percentage dropped in the 17-18 academic year. Business significantly improved on this SLO bringing student mastery above the 70% threshold. Life Sciences was able to improve student mastery above the 80% threshold.

▲ ≥ 80 ■ 70-79 ▼ <70

Unit	Business			Communications			Creative Arts			Language & Culture		
	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
CT (Critical Thinking) 18-19	■ 79.2%	▲ 92.5%	■ 75.3%	■ 79.5%	▲ 85.3%	▲ 80.2%	▲ 99.5%	▲ 98.2%	▲ 97.2%	▲ 84.5%	▲ 86.9%	▲ 82.4%
CS (Communication Skills) 18-19	■ 74.6%	▲ 82.6%	▲ 82.0%	▲ 81.6%	▲ 89.6%	▲ 85.3%	▲ 93.7%	▲ 96.5%	▲ 95.1%	▲ 83.5%	▲ 89.6%	■ 70.1%
PR (Personal Responsibility) 19-20				■ 79.8%	▲ 86.1%	▲ 80.9%				▲ 82.3%	▲ 87.9%	■ 75.7%
SR (Social Responsibility) 19-20	▲ 86.8%	▲ 84.7%	▲ 80.5%				▲ 100.0%	▲ 100.0%	▲ 97.3%	■ 75.5%	▲ 85.0%	▲ 92.4%
EQS (Empirical & Quantitative Skills) 20-21	■ 79.5%	▲ 83.3%	▲ 87.4%				▲ 100.0%	▲ 98.7%	▲ 100.0%			
TW (Teamwork) 20-21				■ 79.2%	▲ 85.5%	▲ 80.9%	▲ 100.0%	▲ 97.7%	▲ 85.1%			
In-depth analysis cycle:	CT/CS	PR/SR	EQS/TW	CT/CS	PR/SR	EQS/TW	CT/CS	PR/SR	EQS/TW	CT/CS	PR/SR	EQS/TW

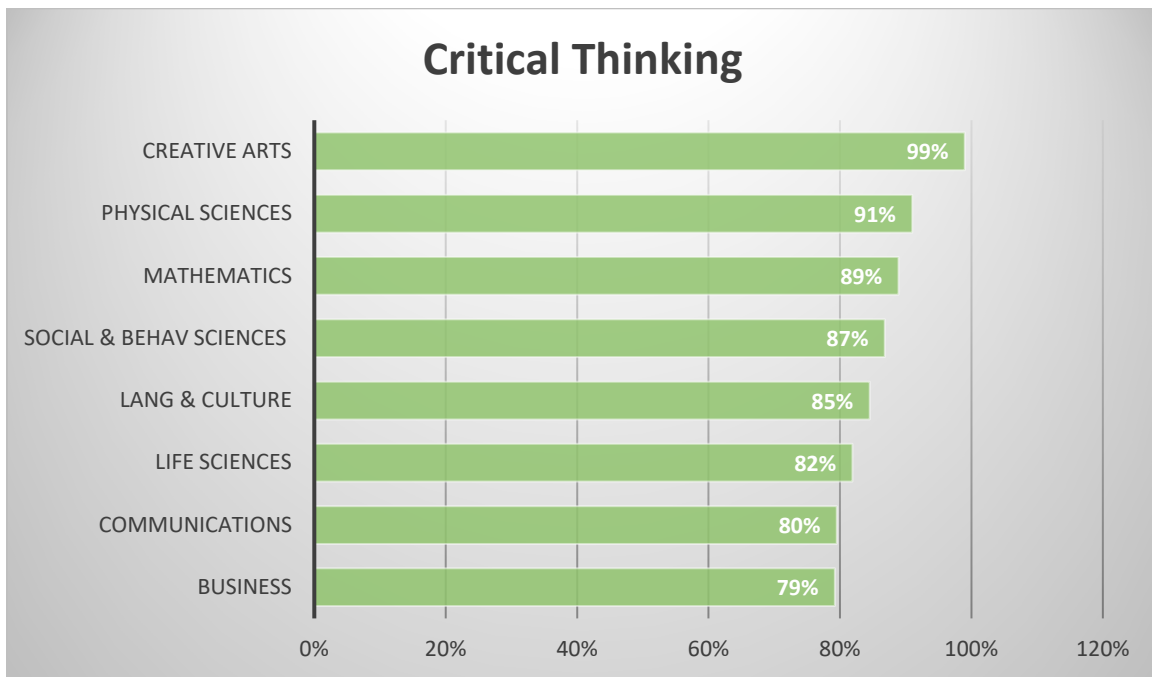
Unit	Life Sciences			Mathematics			Physical Sciences			Social & Behavioral Sciences		
	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
CT (Critical Thinking) 18-19	▲ 81.9%	▲ 84.1%	▲ 81.1%	▲ 88.9%	▲ 88.5%	▲ 87.5%	▲ 91.0%	▲ 93.9%	▲ 89.9%	▲ 86.8%	▲ 88.0%	▲ 90.0%
CS (Communication Skills) 18-19	▲ 83.0%	▲ 95.0%	▲ 91.4%	▲ 83.7%	▲ 88.1%	▲ 89.8%	▲ 89.4%	▲ 92.1%	▲ 88.3%	▲ 94.6%	▲ 86.1%	▲ 88.9%
PR (Personal Responsibility) 19-20										▲ 90.8%	▲ 92.2%	▲ 93.6%
SR (Social Responsibility) 19-20										▲ 88.1%	▲ 88.6%	▲ 91.5%
EQS (Empirical & Quantitative Skills) 20-21	■ 77.2%	■ 78.4%	▲ 80.9%	▲ 81.0%	▲ 88.1%	▲ 87.5%	▲ 90.6%	▲ 91.2%	▲ 90.6%	▲ 89.8%	■ 74.2%	▲ 87.0%
TW (Teamwork) 20-21	▲ 93.6%	▲ 96.6%	▲ 98.9%				▲ 90.9%	▲ 94.3%	▲ 88.5%			
In-depth analysis cycle:	CT/CS	PR/SR	EQS/TW	CT/CS	PR/SR	EQS/TW	CT/CS	PR/SR	EQS/TW	CT/CS	PR/SR	EQS/TW

Departments by Core Objective

Department areas represent specific courses that share a common discipline within the college and in institutional effectiveness. (See department area courses for each year on the following pages.)

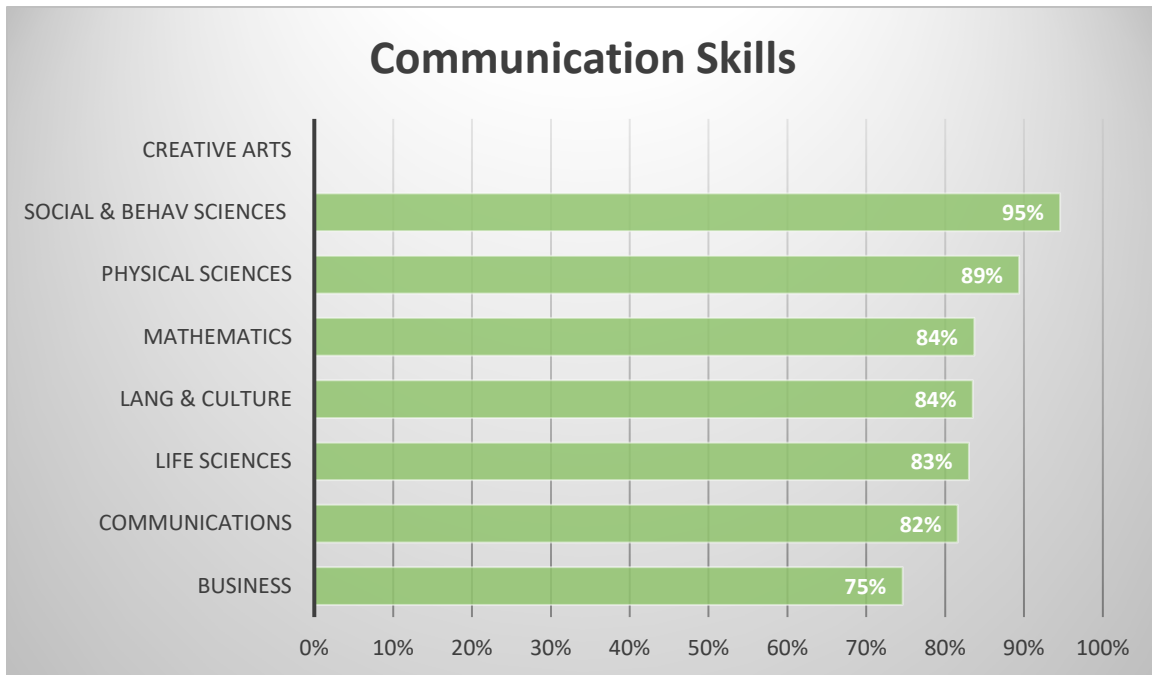
Critical Thinking

When comparing *Critical Thinking* across each department in the **2018-2019** academic year, Panola College students performed best in Creative Arts and lowest in Business. All departments had a student mastery at or above the achievement goal of 80% except Business which was at 79%. This is still above the threshold of acceptability of 70%.



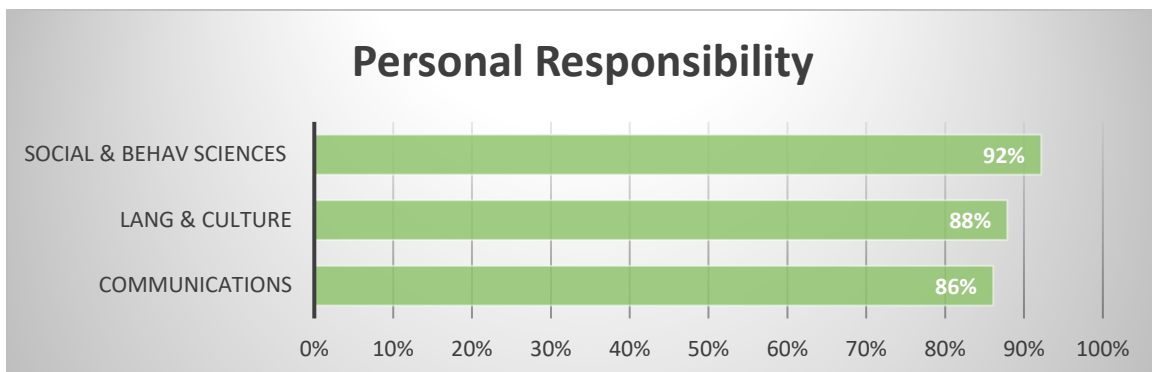
Communication Skills

When comparing *Communication Skills* across each department in the **2018-2019** academic year, Panola College students performed best in Social and Behavioral Sciences and lowest in Business. Students' performance was at or above 75% mastery in all areas which is above the 70% threshold of acceptability. Most areas were above the achievement goal of 80%.



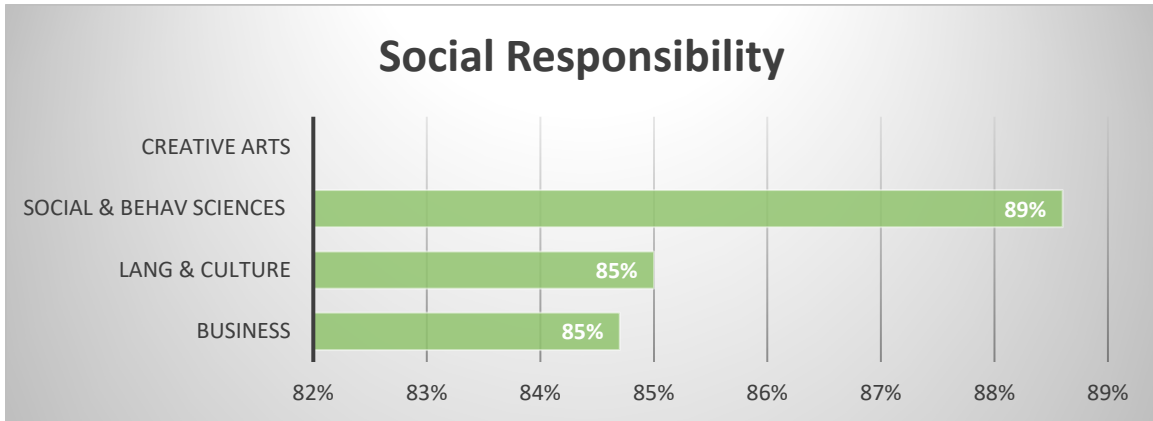
Personal Responsibility

When comparing *Personal Responsibility* across each department in **2019-2020** academic year, Panola College students performed best in Language & Culture and lowest in Communications which was above the 80% achievement goal.



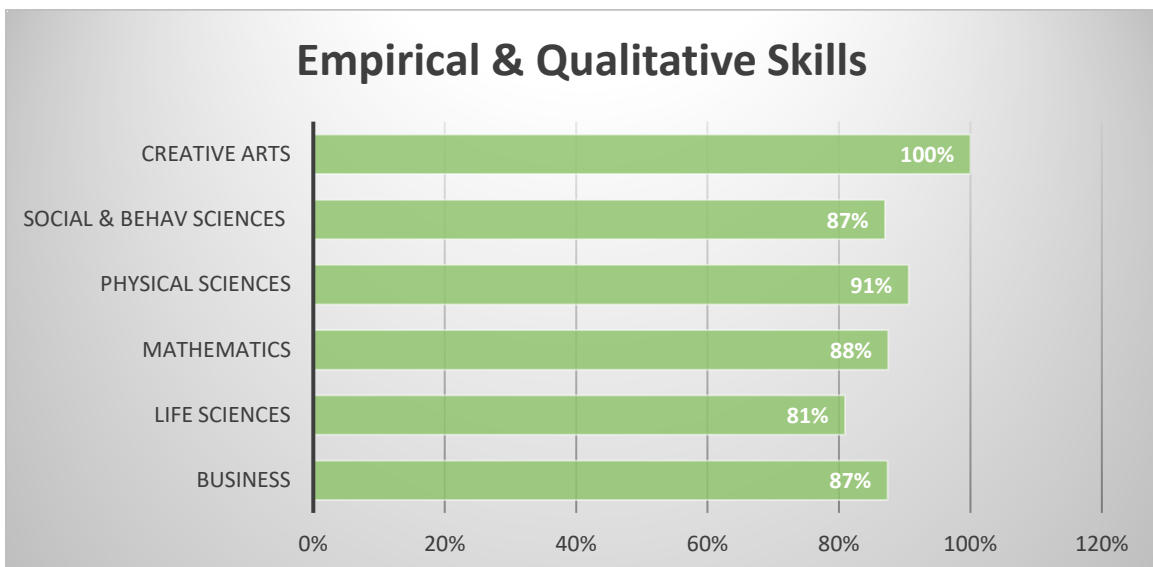
Social Responsibility

When comparing *Social Responsibility* across each department in **2019-2020** academic year, Panola College students performed best in Social & Behavioral Sciences and lowest in Business. However, all departments were at the 80% mastery achievement goal.



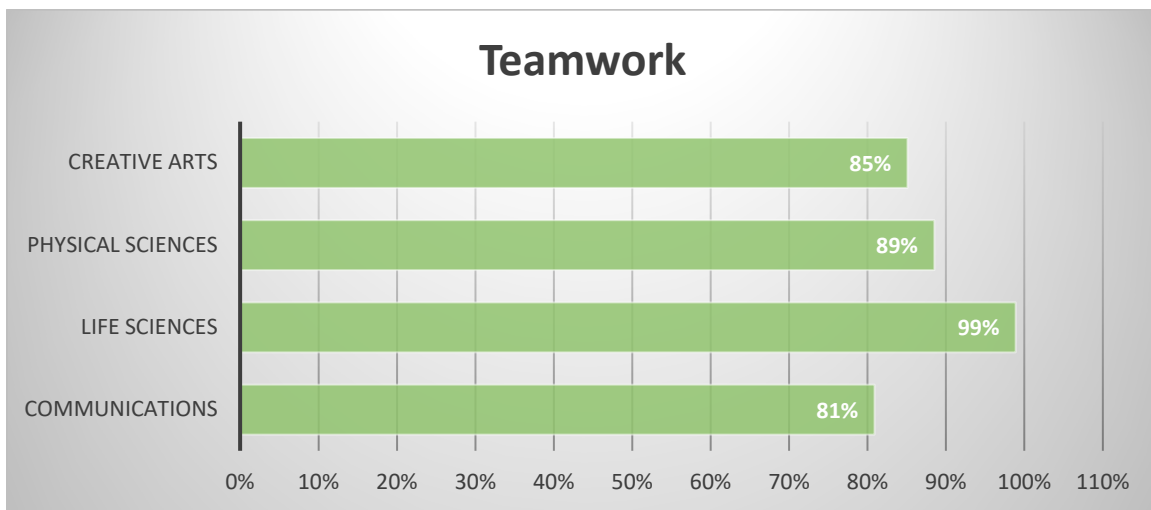
Empirical & Quantitative Skills

When comparing *Empirical & Quantitative Skills* across each department in **2020-2021** academic year, Panola College students performed above the goal of 80% student mastery in all component areas.



Teamwork

When comparing *Teamwork* across each department in **2020-2021** academic year, Panola College students performed best in Language & Culture, and all component areas were above the goal of 80% student mastery.



3 Year Analysis

There have been some improvements made over this three-year cycle in curriculum, assignments, delivery, and instruction for all modes of delivery which have contributed to steady percentages in all six student learning outcomes for all component areas. There are few areas that were between the 70% threshold and 80% achievement goal that need some improvement and should be addressed in the departments' institutional effectiveness plan. This includes Business (CT) and Language & Culture (CS and PR)- specifically Humanities 1304 dropped this component area.

Suggestions of changes that should help improve student achievement are:

- Students mastered the SLOs in most departments and individual courses at such a high percentage, that each department needs to research ways to increase the rigor of the SLOs where applicable.
- Improve data collection points. There are several areas where this may be needed.
 - We need to track when assignments that measure SLOs are changed.
 - We need to track which classes changed their SLOs when adopting OER.
 - With COVID forcing the institution to increase online course offerings, we have not adopted a means of distinguishing the completion/success rates of SLOs in online courses versus face-to-face courses. This would be helpful to know if one mode of delivery is outperforming another and if an improvement is needed. We need to track whether online classes have a higher or lower SLO completion rate (not success rate) than do face-to-face classes.
 - We have not accounted for whether departments with high-faculty turnover have experienced lower SLO completion/success rates.

- The college must improve its efforts to track curriculum changes. The college requires faculty to submit syllabi updates through a Dropbox each year. The Committee recommends that a place is added to this Dropbox for changes to SLO assessments annually.

Annual Core Analysis

Core Curriculum Departments

2018-2019

Department (IE Unit)	Core Courses
Business	ECON 2301, ECON 2302
Communications	ENGL 1301, ENGL 1302, ENGL 2311, SPCH 1315, SPCH 1318
Creative Arts	ARTS 1301, MUSI 1306, DRAM 1310, DRAM 2366
Language & Culture	ENGL 2322, ENGL 2323, HUMA 1301, HUMA 1302*, HUMA 2323, PHIL 1301, SPAN 2311, SPAN 2312
Life Sciences	BIOL 1406, 1407, 1408, 1409, 2401, 2402, 2404, 2406
Mathematics	MATH 1314, 1324, 1325*, 1332, 1342, 1350, 1351, 2412, 2413, 2414, 2415*
Physical Sciences	CHEM 1405, CHEM 1407*, CHEM 1411, CHEM 1412, GEOL 1403, GEOL 1404, PHYS 1401*, PHYS 1402, PHYS 1403, PHYS 1404, PHYS 2425*, PHYS 2426*
Social & Behavioral Sciences	CRIJ 1301, GEOG 1303, GOVT 2305, GOVT 2306, HIST 1301, HIST 1302, HIST 2301, PSYC 2301, SOCI 1301

*Course(s) were not taught.

2018-2019 Faculty Analysis

Summary of Improvements

This is the first year of a 3-year cycle and will be used to compare our data with the 2017-2018 academic year.

Overall in the 2018-2019 academic year, Panola College student mastery was close to the previous year or improved in all six SLOs which was above the 80% goal.

Summary of Problem Areas

Panola College exceeded the 80% mastery level goal in the six SLO areas.

Overall the Institution had 85.4% student mastery of the *Critical Thinking* SLO. However, the Business IE department scored 79.2% on this SLO.

Overall the Institution had 87.2% mastery in the Communication Skills SLO. However, the Business IE department scored 74.6% in this area.

Overall the Institution had 84.5% mastery in the Personal Responsibility SLO. However, the Communications IE department scored 79.8% in this area.

Overall the Institution had 87.0% mastery in the Social Responsibility SLO. However, the Language & Culture IE department scored 75.5% in this area.

Overall the Institution had 84.3% mastery in the Empirical & Quantitative Skills SLO. However, the Life Sciences IE departments scored 77.2% in this area.

Overall the Institution had 85.2% mastery in Teamwork SLO. However, the Communications IE department scored 79.2% in this area.

Recommendations for Improvements

(Each department chair needs to review the data results with faculty within their department to discuss possible reasons for success and weaknesses and make suggestions to improve areas that are weak.)

INSTITUTION-WIDE: The recommendation is that departments continue to meet and collaborate in order to improve classroom instruction, strategies, and student mastery. The recommendations below are from the IE departments.

BUSINESS: Spend more time on the subject before assigning the discussion, or there may need to be an adjustment made to the assignment itself.

COMMUNICATIONS: Focus on teaching techniques and monitor ways to improve the overall skills that the students will take away from that course.

CREATIVE ARTS: Changes made in instructional processes over the past two years has helped improve student mastery. Continue to implement fresh methodologies utilizing technology and student engagement.

LANGUAGE & CULTURE: The department will review assessment methods for the social responsibility SLO. It may be a matter of the way the data is collected. For example, in the 2017/2018 assessment period, it was found

that the assessment was a two-part assessment. The professor reported that there were issues getting the students to respond to both parts and that this affected the numbers. Look at all assignments that gather data for SR1. It is also possible that the assessment method needs to be changed from a direct assessment (like an essay or test) to an indirect method (like a survey or interview).

LIFE SCIENCES: A short introductory video was added to the student's A&P Canvas shell and was made available (optional) to students prior to the completion the EQS2 assessment. Data for the 2018-2019 academic year did not show an improvement. The BIOL 2401 faculty have modified their previous action plan and will make the introductory video mandatory for the 2019-2020 academic year. Continue to evaluate/re-evaluate and modify assessment tools/activities and implement strategies to improve the overall quality of the instruction process to enhance the learning opportunities of the student as well as to promote student retention and success.

MATHEMATICS: Although each of the cumulative scores for the SLOs is above the 80% achievement rating, there is cause for concern for the individual course that fell below that mark. The department will continue to focus on the skills necessary to improve individual scores in order to increase in these areas. The department will also work to increase student participation in these assessments to ensure that the results represent all students in each course.

PHYSICAL SCIENCES: PHYS 1403 and PHYS 1404: A change in the structure of the Lab course may be necessary to see a great improvement. The current semester is attempting the use of some new labs to be used for the objectives.

CHEM 1405, CHEM 1411 and CHEM 1411: We will be making adjustment to the lab manuals and Pearson structure to smooth over student assignment confusions over dates and order of assignments.

GEOL 1403 and GEOL 1404: The courses seem to have seen improvement, but the labs still need work. This has been solved for the next semester and future by switching to a new lab manual and kit that actually sends rock and mineral samples to the students to observe. This should improve student understanding of the traits of different types of rocks and minerals over just images.

PHYS 1401, PHYS 1402, PHYS 2425: Minor tweaks to the instructions of some assignments for clarity may be needed, but students seem to firmly grasp concepts here.

SOCIAL & BEHAVIORAL SCIENCES: Since all SLO's were well above the College achievement goal, we need to look into increasing the rigor of the SLO assignments.

Within the GOVT 2305 Critical Thinking assignments, a number of errors were discovered on assignment questions. This may have accounted for a slight drop in the critical thinking scores. In the 2017-2018 academic year, the scores were 77%. They declined to 72% during the 2018-2019 year. With the proper corrections in place, we will rerun the assignment this year in hopes of regaining our lost ground.

In SOCI 1301 has adopted a new curriculum for the 2019-2020 school year. All the embedded questions for the learning objectives will be rewritten to match the new curriculum.

HIST 1301 and HIST 1302 have adopted new curriculum for the 2019-2020 school year. With this new curriculum, the department is changing its assessment for the Personal Responsibility SLO.

PSYC 2301 has adopted a new curriculum for the 2019-202 school year. The current assessments will be tweaked to reflect the curriculum change.

Core Curriculum Departments

2019-2020

Department (IE Unit)	Core Courses
Business	ECON 2301, ECON 2302
Communications	ENGL 1301, ENGL 1302, ENGL 2311, SPCH 1315, SPCH 1318
Creative Arts	ARTS 1301, MUSI 1306, DRAM 1310, DRAM 2366
Language & Culture	ENGL 2322, ENGL 2323, HUMA 1301, HUMA 1302*, HUMA 2323, PHIL 1301, SPAN 2311, SPAN 2312*
Life Sciences	BIOL 1406, 1407, 1408, 1409, 2401, 2402, 2404, 2406
Mathematics	MATH 1314, 1324, 1325, 1332, 1342, 1350, 1351, 2412, 2413, 2414, 2415*
Physical Sciences	CHEM 1405, CHEM 1407*, CHEM 1411, CHEM 1412, GEOL 1403, GEOL 1404, PHYS 1401, PHYS 1402*, PHYS 1403, PHYS 1404, PHYS 2425*, PHYS 2426*
Social & Behavioral Sciences	HIST 1301, HIST 1302, HIST 2301, GEOG 1303, GOVT 2305, GOVT 2306, SOCI 1301, PSYC 2301, CRIJ 1301

*Course(s) were not taught.

2019-2020 Faculty Analysis

Summary of Improvements

In the 2019-2020 academic year, increases were made overall in five of the six core objective areas with students being most successful in Personal Responsibility. The lowest area is still Empirical & Quantitative Skills; however, it was above the 80% student mastery goal. No departments had SLOs that fell below the 70% mastery standard, and only two were below the 80% goal. The overall increases may have been due to the additional supports and adjustments made during the COVID-19 pandemic to help face-to-face students transition quickly to all online learning.

Summary of Problem Areas

One course in Life Sciences (BIOL 2401) had a student mastery in EQS below the 70% standard which kept the overall department from meeting the 80% goal. In Social & Behavioral Sciences, (PSYC/EDUC 1100) fell below the 70% threshold.

Recommendations for Improvements

COMMUNICATIONS: The Communication department will continue to focus on teaching strategies that are effective during regular planned times and unforeseen times and develop more efficient methods to improve the overall skills that the students will take away from each course in times that may arise during a global pandemic. By doing this, we will see the SLO data continue to improve past the 80% achievement goal set by Panola College.

CREATIVE ARTS: continue its practice of student engagement and relationship to the materials chosen to represent the core elements to create atmospheres of collaboration and creative inspiration.

LANGUAGE & CULTURE: Continue to review assessment methods for the SR SLO. It is still also possible that the assessment method needs to be changed from a direct assessment (like an essay or test) to an indirect method (like a survey or interview). The department will continue to try to improve the Social Responsibility SLO data.

LIFE SCIENCES: In the BIOL 2401 course, the EQS2 percentage was very low. The assessment involves a lab simulation requiring active student participation and some prior knowledge for the procedures for successfully completing the lab. The action plan provided for the academic year 2018-2019, provided a mandatory introductory video hoping that would help improve results. That did not occur. The A&P faculty are not satisfied with these results but have agreed to continue the action plan and will continue to show the mandatory introductory video prior to the assessment and remind students of the importance of the assessment as a measure of them satisfying a core skill. If the outcomes do not change in the 2020-2021 academic year, the faculty may need to consider changes to the assessment procedures or the entire assessment. Due to the high number of students in this course, once the EQS2 is improved, all of the life science skills should be over the achievement goal of 80%.

MATHEMATICS: We have worked to make the SLO assignments more rigorous in order to accurately rate the student's success in each class. It was apparent that some of the course assignments were not measuring the student's success and ability in all categories. The math department plans to continue to do this by developing

material that will challenge the student’s knowledge base. We are currently working to revise and add to the new resources to ensure that they are representative of the concepts assessed in student learning objectives.

Core Curriculum Departments

2020-2021

Department (IE Unit)	Core Courses
Art	Art / ARTS 1301
Business	Accounting, Economics / ECON 2301, 2302
Drama	Drama/ DRAM 1310, 2366
Education	Education/ EDUC 1100 (cross referenced- PSYC 1100)
English	English/ ENGL 1301, 1302, 2311, 2322, 2323
Geography	Geography/ GEOG 1303
Government	Government/ GOVT 2305, 2306
History	History/ HIST 1301, 1302, 2301
Humanities	Humanities/ HUMA 1301, 1302, 2323
Life Sciences	Biology/ BIOL 1406, 1407, 1408, 1409, 2401, 2402, 2404, 2406
Mathematics	Mathematics/ MATH 1314, 1324, 1325, 1332, 1342, 1350, 1351, 2412, 2413, 2414, 2415
Physical Sciences	Chemistry, Geology, Physics/ CHEM 1405, 1407, 1411, 1412 GEOL 1403, 1404, PHYS 1401, 1402, 1403, 1404, 2425, 2426
Psychology	Psychology/ PSYC 2301
Sociology/Crim Justice	Sociology & Crim Justice/ SOCI 1301, CRIJ 1301
Spanish	Spanish/ SPAN 2311, 2312
Speech	Speech/ SPCH 1315, 1318
Vocal Music	Vocal Music / MUSI 1306

*Courses were not taught.

2020-2021 Faculty Analysis

Summary of Improvements

In the 2020-2021 academic year, SR and EQS increased compared to the previous year. There were slight decreases in the rest of the SLOs. However, all SLOs were above the 89% student mastery goal. This academic year's mastery rates more closely match the 2018-2019 academic year.

BUSINESS: Created study guides with important information from the text because the OpenStax textbook was not impressive. Added embedded videos that correlated with the material and study guide questions.

CRIMINAL JUSTICE & SOCIOLOGY: The lecture and PowerPoints were modified to emphasize the main points in both courses for all SLOs which helped improved mastery of the critical thinking 1 assignments.

DRAMA: Improvements included hands-on learning and the use of student feedback on what methodologies engaged them and were they felt they were able to perform at their best levels.

HUMANITIES: SR1 improved due to better assignment instructions/expectations.

LEARNING FRAMEWORK: With a focused effort from instructors on making the SLO assignments a priority for students, improvements were made.

MATHEMATICS: Quizzes had to be changed that measured the SLOs because the math department changed to OER which increased some rates.

Summary of Problem Areas

BUSINESS: CT1 decreased- a new question bank was created to assess this measure.

ENGLISH: The effects of COVID on absenteeism, distancing, changes in testing, etc. largely contributed to a different learning environment.

HUMANITIES: CT1, CS1, and PR1 all decreased. COVID has had an impact.

LEARNING FRAMEWORK: The EQS2 assignment was tweaked to be more concise and efficient at measuring mastery.

LIFE SCIENCES: Departmentally all rates were above 80%. However, some SLOs were below the 70% threshold in individual courses.

Recommendations for Improvements

BUSINESS: Study guides will be tied to a quiz that is required each week. This should help students improve their CT1 scores by the end of the year.

CRIMINAL JUSTICE & SOCIOLOGY: Create a study guide for the first exam to help students better understand the material and expectations.

ENGLISH: Further engage students on their level and accommodate their learning preferences.

HUMANITIES: Improve/clarify directions and expectations on the SLO assignments. Find out which areas are giving students trouble and why.

LEARNING FRAMEWORK: Career Coach will be used for the EQS2 assignment in fall 2022.

LIFE SCIENCES: Adjustments will be made to the instructions, assignments and support given on the SLO assignments in individual courses that were below 70%.

MATHEMATICS: Continue to revise the assessments as the OER courses are revised.

Institutional Summary

After the new data collection and analysis cycle, the Assessment Committee and Academic Program Review Subcommittee have agreed to continue the three-year data collection cycle.

The Academic Program Review Subcommittee will review the results for each Core Objective on a rotating basis so that an in-depth evaluation may be conducted. Thus, the evaluation of results for all six Core Objectives will occur over a three-year period. The following table outlines the planned three-year institutional cycle:

Objective	2021-2022	2022-2023	2023-2024
Critical Thinking	X		
Communication Skills	X		
Personal Responsibility		X	
Social Responsibility		X	
Empirical and Qualitative Skills			X
Teamwork			X

Panola College will continue to maintain its threshold of acceptability at 70% for its student learning outcomes. The achievement goal will be 80% student mastery for each SLO.

Key Findings

Panola College students performed above the 80% achievement goal in all six SLOs for all three years of the assessment cycle. Social responsibility and empirical and quantitative skills increased by the end of the 3-year cycle. All other student learning outcomes stayed about the same. Most of the SLOs saw an increase during the 2019-2020 academic year. This may have been due to the additional supports and adjustments made during the COVID-19 pandemic to help face-to-face students transition quickly to all online learning.

- Transitioned to OER (online supplements)
- COVID changed enrollment
- Changed testing practices for all to online testing with Honorlock
- Inability to disaggregate data

Recommendations

More professional development is needed in the area of data collection, analysis, and improvement plans (data-driven decisions) for faculty in each department. Another area for professional development is curriculum strategies to improve each of the core objectives.

- The findings in this data suggest that as an institution, Panola College needs to find research-based strategies for increasing the rigor of the SLOs for students where applicable.
- SLO data needs to be tracked differently to give us effective data and better insight.
 - Student-level data
 - Online (include hybrid) vs. Face-to-Face courses
- Create a place in the CANVAS Faculty Drop Box for faculty to store all of their revised SLO assessments/assignments.
- If faculty are keeping the same assignments each year without variation, perhaps this makes it possible for students to “cheat” those assessments. Word does get around. Faculty should consider alternating assessments each year of every three years to increase their rigor.
- Faculty may be concerned that a poor completion score will make the institution look bad and place the college’s accreditation at risk. Consequently, they may adopt easier assessments to intentionally maintain higher scores. It would be helpful to compare SLO success rates to class grades each year. If overall course grade averages are below the SLO average, this is a sign that the rigor of SLO assessments is below the rigor of most course work.