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# Institutional Assessment Report AY 2023-24

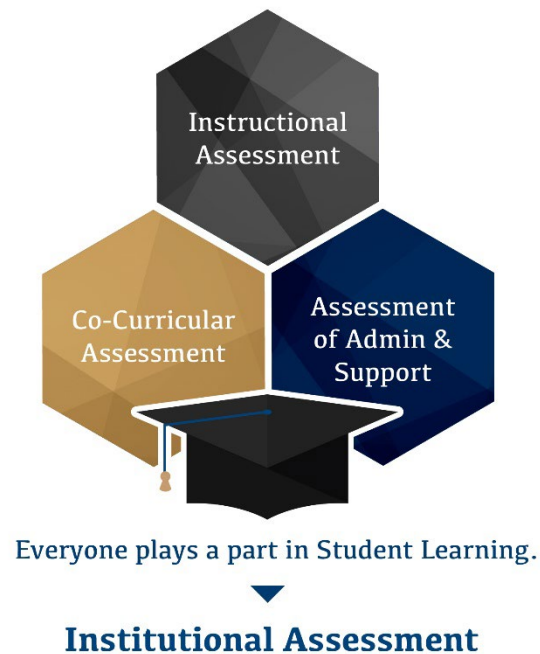
Prepared by the office of Academic Affairs and the  
Office of Institutional Effectiveness

## Introduction

This report summarizes and synthesizes key assessment activities and findings for the academic year 2023-24. This annual report includes assessment at the institutional level for all areas of the college, including the continued implementation of collaboratively developed, consistent assessment processes and procedures. The narratives included here are intended to summarize:

- significant events and updates to assessment processes
- key findings and action plans

In most cases, headings are linked (\*) to internally accessible files and folders. Those outside ECC who need access should contact [michellelsmith@eastcentral.edu](mailto:michellelsmith@eastcentral.edu) .



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## College Planning & Evaluation (Institutional Assessment)

### Institutional Accreditation (HLC)\*

Dr. Robyn Walter, VP of Academic Affairs, serves as the Accreditation Liaison Officer to the Higher Learning Commission. In May, she submitted a follow-up report to our accreditation liaison, outlining progress related to Institutional Student Learning Outcomes and *General* Education Assessment. The report concluded any follow-up related to the Year Four review held in 2022. The report was received with recognition that ECC had successfully provided follow upon required elements.

ECC is at year six in the Standard Pathway Cycle.

### Programmatic Accreditation\*

The college maintains multiple programmatic accreditations, some of which are required, and others are voluntary. While not required, these voluntary accreditations open doors for students when transferring and applying for scholarships at selective four-year universities. Programmatic accreditations completed this year are noted below, see links for the accreditation reports.

### National Association of Schools of Art and Design (NASAD)\*

The Art and Design Department, led by Art Executive Sean Barton and Assistant Professor Jen Higerd, completed a self-study in July 2023 and hosted a review team on October 9-11. The reviewers recommended continued full accreditation. Strengths noted centered around the faculty, student work, ECC Foundation, program rigor and support for students, facilities, art gallery and outreach activities, and institutional support.

### Missouri State Board of Nursing (MSBN)\*

The registered nurse program (both Union and Rolla) received full approval status for another five years based on the results of its review on October 10-11<sup>th</sup>. It reflects the program's commitment to maintaining high standards of education and support for aspiring nurses, and it's a testament to the hard work and dedication of the faculty and staff involved. The review was led by Dean Nancy Mitchell, and Nursing Coordinators Joanie Blakely and Judy Bieker.

### National Institute for Metal Working (NIMS)\*

Congratulations to Blake Poertner, and adjunct faculty and staff in our Precision Machining Program for an outstanding National Institute for Metalworking Skills (NIMS) review with recommendations for a **full accreditation approval status**. NIMS accreditation is a gold star of quality and helps organizations improve workforce performance by teaching them how to train and validate training with practical experiences that reflect what employees face on the job. Through these efforts, NIMS empowers organizations to build a thriving and globally competitive workforce.

### Medical Assistant Program\*

Site visitors from the Medical Assisting Education Review Board completed a review of ECC's program in February 2024. They found **ZERO** deficiencies and celebrated the work of Program Coordinator Adisa Velic in growing the program, as well as the dedication of the advisory board and college administration as valuable supporters.

## Law Enforcement\*

In November 2023 the Law Enforcement Program underwent a site audit. The reviewers were very complimentary of our processes, documentation, and knowledge. They are confident in our ability to expand and grow the academy and continued law enforcement education opportunities in our region.

## Institutional Research\*

The Institutional Research Department (Bethany Lohden, Director; Dana Riegel, Research Analyst) maintains these publicly available data:

- [Integrated Postsecondary Educational Data System](#)
- [Student Consumer Information](#)
- [Student Outcomes](#)
- [Annual Fact Book](#)

Additional reporting for internal stakeholders includes:

- [National Community College Benchmark Project](#)
- [Ongoing Enrollment Data](#) (published daily, routine review by Cabinet and Strategic Enrollment Management Committee)
- [Ongoing Retention/Withdrawal Data](#) published weekly during the enrollment cycle for review by Cabinet, Student Services, and retention specialists.
- [Course Success Report](#) shared with campus stakeholders, including the Board of Trustees
- Course and Program Data (published according to semester and/or academic year and provided to faculty and academic leadership)
- [Modern Think \(Chronicle\) Survey \(2023\)](#)
- [SEM-R Committee Metrics](#)
- Community College Survey of Student Engagement (CCSSE) Bethany Lohden led the administration of the CCSSE survey in March 2023. This yielded an 18% response rate (# students). Results of the survey were first examined at the Cabinet level, with specific attention given to items related to Guided Pathways implementation. On January 11<sup>th</sup>, information was provided to campus as part of opening inservice activities. Detailed information from the survey is linked [here](#).
- Modern Think Employee Survey The survey was conducted in Spring 2022. When results were received, significant progress was noted from a high-level overview. It did become apparent that the survey comments yielded some underlying challenges related to communication. During the course of this year, extensive discussions were held within the Shared Governance Council, as well as between campus leadership and employee groups. It was determined that administering the survey at two-year intervals would provide better opportunities to examine results and make improvements.

## Strategic Planning\*

Dr. Jon Bauer and Dr. Michelle Smith are responsible for coordinating the implementation of the SOAR to 2024 strategic plan. At the August 2023 Inservice and Board of Trustees meeting, [progress reports on the five strategies](#) were provided.

Pathways: Student success metrics indicate steady progress. Credit hour enrollment goals have fallen far short of goals.

Partnerships: School district and business partnerships are significant, as evidenced by Early College credit hour increases and business partnerships served by CWD.

Employees: The college's commitment to employees is evident through compensation increases and a retirement incentive. The commitment to faculty professional development was increased to \$30,000.

Financial Strength: While federal and state funding through grants for specific programs increased this year, the tax issue placed before the voters failed narrowly.

Rolla: The purchase of the former USGS building in Rolla will allow the college to maximize funds allocated for the Rolla project. Although far below goals, credit hour enrollment for Rolla has steadily increased.

In late fall, an RFP was released for future strategic planning services. Eight firms responded. A committee was formed to review, interview, and recommend a firm to the Board of Trustees. Four firms were interviewed, and Campus Works was recommended and approved by the Board. Work began in February on the next strategic plan.

Tracy Mowery, Faculty; Jacob Little, Classified Staff; and Michelle Smith, Professional Staff were selected to serve as Tri-Chairs for this process. In response to a call for volunteers, nearly 40 people elected to serve on the Strategic Planning Steering Committee. By the end of June, the mission and vision had been reviewed by the Board of Trustees, and draft strategy statements were prepared for distribution to campus for the next round of feedback.

### Financial and Administrative Assessment

- The full [audit](#) of college and foundation finances reported no findings this year, including no findings related to return of Title IV funds.
- The Tuition Subcommittee of the Budget Advisory committee used enrollment projections and data from other community colleges to develop a tuition rate recommendation.

### Strategic Enrollment Management & Retention Committee (SEM-R)\*

The Enrollment Management and Retention Committee will improve access and student success by developing, monitoring, evaluating, and communicating on all aspects of the enrollment life cycle, including recruitment, onboarding, retention, and completion for East Central College students. The committee's work aligns with the ECC Strategic Plan and its priorities. Cross-divisional staff and faculty collaborate to analyze data and processes related to key goals and metrics. SEM-R is co-chaired by Megen Strubberg (Recruitment & Onboarding) and Lindsay Riegel (Retention & Completion) with meetings alternately focusing on these two subdivisions of the student enrollment life cycle. Committee chairs invite members to reflect and brainstorm strategies related to enrollment challenges. Data examined regularly includes enrollment, enrollment goals and projections, multiple forms of student drop data, and Watermark Student Engagement Data.

## Title III\*

ECC was awarded a Title III Strengthening Institutions grant which began September 1, 2023. The Mid-Year report was completed and included modifications to the implementation plan and budget.

### Administration & Support Comprehensive Reviews

Comprehensive Review is conducted institution-wide on a [five-year rotation](#). The Comprehensive Review process is led by a core review team from the department. The review team conducts a self-study, identifies appropriate assessment data, support outcomes and methods to assess, and identifies connections to the student experience. This process mirrors the academic comprehensive review process.

Once complete, the work of the review team is sent to a larger review committee made up of others across the college, students, and at least one colleague from another college. This review committee convenes at a concluding meeting and provides input to the department. Ultimately, a departmentally developed action plan is finalized, which provides guidance through the next part of the cycle. In addition, each year the department produces an annual status update to its comprehensive review.

See below for summaries of action plans completed this year. For additional questions about the review, please contact the team lead listed. **In addition to the five-year comprehensive review, departments are now completing an annual progress report on the goals from their review. The most recent information is pinned to the top of each department's folder.**

## Student Development\*

### Access Services

Lesley Peters led this review of Access Services at the Union Campus, with the meeting held in the fall. For the past three years, the number of students served ranged from 94 to 116. Goals developed in the action plan include a shift to completing paperwork remotely by August 2025 and increasing communication/coordination of services across Union and Rolla campuses.

### Counseling

Jenny Kuchem led the review of Counseling services based at the Union campus. Goals for Counseling services include updating intake forms, analysis of outreach methods to determine which are most effective, and a developing consistency across services in Union and Rolla.

### Registration/Records

Sarah Scroggins led the review of this department. At the committee meeting held December 13, 2023, the committee recognized the exceptional service and valuable expertise provided by Sarah Scroggins and Eric Clapper. Goals include:

1. Streamline and simplify course semester schedule and student planning.
2. Work on less time-intensive attendance process.
3. Improve the process for updating and maintaining the catalog.

## President's Division\*

### *Institutional Effectiveness/Research*

Michelle Smith led the review. Following the committee meeting held in May, goals were outlined for both IR and IE. Comprehensive reports and dashboards will be examined for improvements and the enrollment snapshot process will be evaluated and updated. The IE department targeted process improvements for comprehensive review, as well as firm timelines for a strategic plan revision. Jointly, the departments expect to establish data governance policy and procedures within the next three years.

### *ECC Foundation*

Bridgette Kelch led this review, with the committee meeting on March 21<sup>st</sup>. The review process provided the impetus for completion of multiple process maps (action plans) for the department. Discussion from the committee meeting yielded a need to understand what the Foundation can directly impact and what the Foundation only can influence. Goals for the department include the completion of process maps for Foundation events, and the development of MOUs between the foundation and various departments/programs. These MOUs would improve overall effectiveness, outlining responsibilities of the Foundation and the departments it supports.

External Relations\* (no scheduled reviews this year)

Finance & Administration\*(no scheduled reviews this year)



## Instructional Assessment

The Instructional Assessment Committee (IAC) coordinates processes for curricular and cocurricular assessment. The committee is comprised mainly of faculty, with representatives from each academic division, and also from departments that directly support student learning or whose work intersects with student learning and success ([IAC Membership](#)). The committee, which meets monthly during the academic year, maintains all meeting documentation in [Falcon Nest](#). Among the responsibilities of Assessment Committee membership is to be knowledgeable champions for assessment processes.

### Comprehensive Review

Greg Stotler, Nathan Esbeck, Karen Klos, and Michelle Smith serve on this subcommittee of the Instructional Assessment Committee. The focus of the subcommittee this year is continuing to tighten and align these processes. Comprehensive Reviews, including annual status updates for reviews, are housed by division in Falcon Nest. The current schedule for comprehensive reviews is pinned at the top of the [Comprehensive Review Folder](#).

This academic year, fewer reviews were scheduled, in order to focus on assessing the cycle itself. The Comprehensive Review process was modified to align with the AARP process and streamlined forms were developed for accredited programs. The cycle will now conclude by May each year.

Comprehensive Review is conducted institution-wide on a [five-year rotation](#). The Comprehensive Review process is led by a core review team from the program and/or discipline. The review team conducts a self-study identifies learning outcomes and appropriate assessment data, support outcomes and methods to assess, examines student success and retention data provided by Institutional Research, outlines information from cocurricular offerings as appropriate.

Once complete, the work of the review team is sent to a larger review committee made up of others in the program and/or discipline, as well as colleagues from other departments, students, and at least one colleague from another college. This review committee convenes at a concluding meeting and provides input to the department. Ultimately, a departmentally developed action plan is finalized, which provides guidance through the next part of the cycle.

See below for summaries of action plans completed this year. For additional questions about the review, please contact the team lead listed.

### Arts and Sciences

#### *General Education\**

Beginning in Fall 2022, a cross-departmental review team co-chaired by Dean Ann Boehmer and Assistant Professor Jenifer Higerd met regularly to review and assess the General Education framework

for the first time. General Education is defined as the CORE-42 framework and assessed largely by the college's ISLOs. Brief facts from the self-study:

- For the First-Time, Full-Time cohort in 2018 and 2019, at least 77% of students who were seeking an AA degree completed the CORE 42 block. (p. 29)
- Students who completed the CORE 42 block were much more likely to graduate (p. 30)
- Data related to course success and modality were shared. (32)
- ISLO data was presented (26-28). It was noted that no CORE 42 courses assessed Personal and Professional Development

The Action Plan includes:

- The creation of a General Education Council
- Develop a rotation of courses for Annual Assessment.
- Participation in the Association for General Education and Liberal Studies
- Completion of the ISLO and CORE 42 General Education alignment map
- Communicate the value of general education

*Fine & Performing Arts: Theatre (Moved to 24-25)*

Faculty Lead: Grace Austin

*Science & Engineering: Biology Majors \**

Faculty team members Kevin Dixon, Dr. Parvatha Govindaswamy, Dr. Elizabeth Rozema led the review. The review committee recognized success data indicated students generally perform well in these courses. The action plan included continued examination of the value of lab skills development with industry partners (Principles of Bio I and II). The department seeks to maintain a rotation of specialized courses, despite low enrollment, for students to complete a Biology AS degree. The department also has plans to improve enrollment in Biology majors through communication with area high schools and four-year colleges.

*Mathematics: Gateway/Terminal Math; STEM Math\**

Faculty Lead: Dr. Reg Brigham

The department articulated three goals for this review cycle:

- Change Trig to a three-hour course and improve the three-year average success rate to 50% or higher.
- Improve the Contemporary Math success rate from 42% to 46% or above through developing a more focused final exam.
- Increase professional development participation and adjunct instructor engagement.

*Mathematics and Education: Early Childhood Education\**

The review was led by Education Program Coordinator Greg Stotler, with multiple external partners serving as committee members. Goals center on adapting the AAS-Early Childhood degree program to include stackable credentials within this pathway, consistently offering courses in a rotation, revising courses to align with CDA competencies, and to reduce cost to students by utilizing OER adoptions.

*English & Humanities: English Comp/Technical Writing\**

Department Chair Josh Stroup led the review process, which concluded in May 2024. Changes noted in the self-study over the past five years include a shift in textbooks toward OER materials, which have resulted in significant savings for students, a shift toward dual credit enrollment in Comp I, and a shift away from Technical Writing as required for certain degrees (these now allow for Comp II). The department's action plan focuses on a more intentional, multi-year approach to choosing topics for the Comp Summit, and a thorough review of competencies and outcomes in Comp I and Comp II over the next academic year.

*English & Humanities: Spanish\**

Ellen Aramburu led the Spanish review. Recent changes of note include the growing demand for translators/Spanish speakers, the challenges and potential that may come from Artificial Intelligence tools, and the increased variation in course modalities. The department has maintained success rates of roughly 70% over time. Goals for the future include development of a consistent rotation of Spanish courses which would make a certificate in Spanish feasible; finding a reasonably priced and accurate placement tool; and increasing awareness and communication between the department and advising so that students enroll in the modality they will be most successful with, rather than the one that is most convenient.

*Science & Engineering: Engineering/Physics Majors (Moved to 24-25)*

Faculty Lead: Dr. Isaiah Kellogg

*Falcon Seminar\**

Dr. Rachel Howard led the review of Falcon Seminar. Recent changes include the commitment to a 15:1 instructor: student ratio which allows for a mentor model, the alignment of course sections to Pathways, and the creation of the Falcon Seminar Coordinator position. There has been an increase in enrollment in online sections, and course success rates have aligned across modalities. Resources for instructors have been enhanced through consistent Canvas shells.

Goals:

1. Develop a mission statement to help guide the decision-making process.
2. Create an assessment plan which involves identifying an ISLO as well as gathering data from a variety of sources including instructors and students.
3. Create an opportunity for annual assessment in Falcon Seminar. to provide annual feedback. an AARP following the established planning and reporting cycle.
4. Establish a culture of knowledge relating to the importance of Falcon Seminar.

Business and Industry

*Building and Construction & Auto Repair/Collision*

Incomplete

*HVAC/R (Moved to 24-25)*

*Nursing\**

Dean Nancy Mitchell led the Nursing review with the committee meeting held on May 9, 2024. Reaffirmation was confirmed by the Missouri State Board of Nursing in Fall 2023. Operational goals for the next five years are:

Goal #1: Increase outreach to area Health occupation students by offering “Health Explorations Day” at both Union and Rolla. This multidisciplinary approach provides students with hands on experiences with different healthcare students and scenarios to explore our programs/careers.

Goal #2: Develop an Earn While You Learn (EWYL) model of clinical education for pre-licensure and Bridge students, partnering with all of our clinical partners within 5 years.

*Medical Lab Technician\**

Dean Nancy Mitchell led the comprehensive review in September 2023. The MLT consortium program was evaluated during an advisory committee meeting of this consortium program. Clinical partnerships continue to be a strength of the program, with students often gaining employment at their clinical sites. A challenge is finding additional clinical sites that provide experiences in clinical microbiology.

*Institutional Student Learning Outcomes\**

Institutional Student Learning Outcomes (ISLOs) include general skills, knowledge, or applications students are expected to demonstrate after completing a program of study. The goal of assessing ISLOs is to help improve our courses, curriculum, student success, instruction and/or services. The ongoing process of student outcomes assessment also serves as evidence for institutional planning, resource allocation, and staff and faculty development.

- Critical Thinking – Students will be able to integrate knowledge for creating solutions to novel challenges.
- Communication – Students will be able to effectively express ideas and exchange knowledge in multiple ways.
- Social Responsibility – Students will demonstrate an understanding of social responsibility.
- Personal and Professional Development – Students will take responsibility for their personal and professional development.

ISLO Data is primarily captured when faculty collaboratively target an assignment that is already part of their course as one that is designated to assess both course outcomes and a specific ISLO. Often this may be a small, but important assignment. The ISLO rubric is linked to the assignment, scored by the instructor, and that data is then captured and aggregated by semester. The [public-facing Power BI Dashboard](#) allows users to examine data by Performance Indicator, trends in scores over time, and by the number of successfully completed credit hours. Course or program specific data may be requested via a private dashboard.

An analysis of ISLO data was shared with assessment leaders in June:

*Despite the increasing number of data points, Social Responsibility 6 and 7 have never been assessed, meaning that no one considers them the most important aspect of their class. Communication, on the other hand, has been assessed the most frequently. Personal and Professional Development have lower assessment numbers because the classes evaluating these skills are typically smaller sections, often capstone classes, and mostly part of AAS programs. Only two general education classes assess Personal and Professional Development, compared to 49 total courses.*

*The norming of ISLO assessments has barely begun, and a score of 3 should reflect what is expected of a student at this point in the semester. Consequently, when courses are more challenging, the expectations are higher than in lower-level courses. A question arises: do our more experienced students come to us with more critical thinking skills, possibly due to age-related wisdom compared to the wisdom gained from our educational experiences?*

### Seminar: Communication

Each of the ISLOs are the focus of intentional discussion and data analysis on an annual rotation. As part of this focus a seminar is held each September. The Communication Seminar was held on September 29<sup>th</sup> with roughly 50 attendees. A thorough discussion of student work examples, as well as the various ways to assess this ISLO were discussed.

Materials from the Seminar may be viewed [here](#). It was noted that 91 courses assess communication. Also of particular note were examples of when students on a particular pathway were taught and assessed on each ISLO (slides 8-12).


ISLO Subcommittee: Elizabeth Rozema, Erin Anglin, Rachel Howard, Jennifer Wall, Robyn Walter

### Annual Instructional Assessment Reporting and Planning (AARP)

The AARP subcommittee (Ann Boehmer, Anne Estes, Lisa Farrell, Elizabeth Flotte, Bethany Lohden, and Richard Hudanick), worked throughout the fall semester to make the annual assessment processes more user friendly and more efficient.



#### 1. How-to Guides for Plan and Report

AARP subcommittee has given a makeover to the supporting guides to writing the plan and report. The content is the same. Deadlines are the same. The stuff that goes in the plans and reports stays the same. It just is a little easier and more comfortable to read and use.


Guides live in [canvas](#) and  falcon nest

#### 2. Templates

Plan and Report templates have been updated with clear instructions and updated links to supporting files and folders. These revised templates are in canvas and Falcon Nest. Please use them (and not the ones in an email from Sue in 2019)!


-  AARP Plan Template
-  AARP Report Template

#### 3. Examples Repository

The AARP subcommittee has compiled examples from past annual plan submissions. This lives in [Canvas](#) and  Falcon Nest.



#### **4. Plan & Report submission Timeline & Process**

We've removed the feedback loop for the AARP Plan (where the Instructional Assessment Committee would give feedback to plan authors).

The new timeline/process map is here in  Falcon Nest and here in [Canvas](#).

#### **5. The Comprehensive Review is now a 1 year task.**

If you're doing Comprehensive Review, you'll complete AARP Plan Substitute Form (for April) and the AARP Report Substitute Form (for October). These documents are in Canvas and Falcon Nest. The documents will also be reviewed at the March Comprehensive Review kickoff meeting.

- AARP Plan Substitute form ([Canvas](#)) and ( Falcon Nest)
- AARP Report Substitute form ([Canvas](#)) and ( Falcon Nest)

The [Annual Assessment Reporting and Planning](#) folder in Falcon Nest includes current assessment plans and reports. Rates of plan and report submission remain steady from previous years, representing a high level of engagement with assessment. 100% participation is not realistic.

#### Reports

- Health Sciences: 9/9 reports submitted
  - 2 of the 9 (Surgical Tech & LPN) are new programs with not enough data at the time to be a fully robust report
- Career & Technical Education: 7/10 reports submitted
  - No reports from Auto Tech and Building Construction are operated out of 4 Rivers, and we don't fully own them
- Arts & Sciences: 11/18 reports submitted
  - Reflects 5 CR being completed
  - Reflects Reorg/Restructure in Soc Sciences
- Instructional Services: 75% of reports submitted

#### Plans (these numbers are a bit messy)

- Health Sciences – 9/9 plans submitted
  - Radiologic Technology used the Substitution AARP Plan because they're doing CR this coming AY
- Career & Technical Education– 6/8 plans submitted (75%)
  - The missing two are from Auto Tech and Building Construction
- Arts & Sciences – 14/20 plans submitted (70%)
  - The denominator has changed over the years as the departments have revised their assessment rotations... so don't get too caught up in that.
  - Education/PE and Chemistry both used the Substitution AARP Plan as they're doing CR this coming AY
- Instructional Services – 4/5 plans submitted (80%)
  - General Education was added to this group

For a full description of the AARP process, see the related Appendix.

## Cocurricular Assessment

“Cocurricular activities are structured learning activities that complement and augment formal curriculum, and include non-credit and credit-bearing experiences. Cocurricular opportunities can be embedded within existing academic programs or be adjacent to academic and extra-curricular programs. Cocurriculum at East Central College aims to be experiential, transformative, and accessible, while being collaboratively interwoven with the college’s academic, cultural, and extra-curricular opportunities.”

During this academic year, cocurricular assessment had limited activity. This was due in part to Co-chair Shanee Haynes being on sabbatical leave for one semester, and co-chair Carson Mowery taking a different position at the college. One CARP was completed this year, on the London Spring Break Trip. It will continue to be helpful to ask faculty to complete the Map. Recommendations for next year include continuing to invite/expect review of the [Cocurricular Learning Opportunity Map](#), as well as reminding faculty/staff that it wouldn’t be necessary to complete a CARP every year, as it is a more in depth examination of an activity.

Cocurricular Subcommittee: Shanee Haynes, Carson Mowery, Kami Hancock

## Professional Learning

### Assessment Retreat

The Office of Academic Affairs hosted its annual assessment retreat on June 21, 2024. Greg Stotler, Jenifer Higerd, and Beth Rozema completed their terms as Tri-Chairs of the Instructional Assessment Committee. Reg Brigham and Elizabeth Flotte will take over as co-chairs for 2024-25. Dr. Flotte will lead Annual and Cocurricular Assessment. Dr. Brigham will work with Comprehensive Review and Cocurricular assessment. Jen Higerd will work with the Gen Ed action plan and Tracie Welsh will continue to resource the committee.

### Assessment Showcase

The Fifth Annual Assessment Showcase was held on Friday, March 22<sup>nd</sup>. Presentations, posters, and session recordings are archived [here](#). Multiple departments shared information from Annual and Comprehensive Assessments, as well as specialized departmental assessments. The event continued to be held on the Union campus, with Zoom connections and duplicate posters for Rolla.

### Academic Assessment Development and Training/Support

Professional development for instructional assessment was led and coordinated by the co-chairs of the Instructional Assessment Committee. Primarily, assessment development involved deepening the processes that have been implemented in recent years.

### Assessment Open Sessions

Throughout the academic year, the Instructional Assessment Committee Tri-Chairs hosted weekly office hours via Zoom. Faculty were invited to drop in and ask assessment-related questions as needed. While participation varied from week to week, this regular opportunity provided an open line of communication and regular feedback from faculty for assessment processes.

*Department Meeting Drop-In Sessions*

An IAC Tri-Chair attended the Arts and Sciences department chair meetings monthly, providing additional support for department chairs to facilitate leadership of assessment processes.