

## OA Annual Report 2016-2017

### Part I – Submission of assessment forms to date

#### Report from Degree Programs & Disciplines

	2012-2013	2013-2014	2014-2015	2015-2016	Number of Programs/ Disciplines 2016-2017 N=84
Mission Statement	100.0%	100%	100%	100.0%	100.0%
Educational Goals	100.0%	100%	100%	100.0%	100.0%
Degree/Discipline Curriculum Map	97.4%	97.5%	98.7%	97.6%	97.6%
OA Timeline (New Form Fall 2015)	-	-	-	56.5%	65.5%
Student Learning Reports	53.8%	65.0%	76.5%	78.8%	80.9%
Communication Skills Competency Skill Map	74.3%	72.5%	91.5%	85.9%	85.7%
Reasoning Skills Competency Skill Map	70.5%	67.5%	88.9%	83.5%	83.3%
Citizenship Competency Skill Map	69.2%	67.5%	88.9%	84.7%	83.3%

#### Report from Co-Curricular Departments

	2015-2016 N=9	2016-2017 N=9
Mission Statement	100.0%	100.0%
Educational Goals	100.0%	100.0%
C-Curricular Map	77.8%	77.8%
OA Timeline (New Form Fall 2015)	55.6%	55.6%
Student Learning Reports	11.1%	33.3%

## **Part II – Identification of changes based on supporting OA data**

### **Information collected from Program Review 2017 *Discipline/Program/Degree and Changes Identified***

#### ***Administration of Justice***

- No immediate changes are planned. Continued assessment needs to be accomplished before any course changes are made to the AOJ program. As discussed in the Assessment Report, ten exam questions did not convert properly and lowered the scores for 6 of the 17 students. It is believed that averages should have been higher if the ten exam questions would have shown correctly on the exam. Once additional data is collected program changes may be recommended.

#### ***CIS Software Development***

- New courses in mobile application development and database design were developed.
- A new computer literacy course was developed for students who lack basic computer skills.
- Oracle servers were installed for student and instructor access to database services from all computer labs and classrooms.
- We continue to update computer labs with the most recent versions of industry standard software.

#### ***CIS Tech Support/Help Desk***

- A network security course is now required for computer technicians.
- A new computer literacy course was developed for students who lack basic computer skills.

#### ***Computer Information Systems\*/Computer Management Information Systems***

- New courses in mobile application development and database design were developed.
- A network security course is now required for computer technicians.
- A new computer literacy course was developed for students who lack basic computer skills.
- Oracle servers were installed for student and instructor access to database services from all computer labs and classrooms.
- We continue to update computer labs with the most recent versions of industry standard software.

#### ***Database Development & Management***

- A new computer literacy course was developed for students who lack basic computer skills.
- Oracle servers were installed for student and instructor access to database services from all computer labs and classrooms.
- We continue to update computer labs with the most recent versions of industry standard software.

#### ***Electronic Publishing/Graphic Communications\*/Web Designer\*/Web Development-Administration***

- After evaluation of the market demands and request for graphic designers to understand some video concepts, we determined that there was a need to teach the basic in video production & editing. We added two courses CIS 230 Video Graphics which teaches Adobe Premiere Pro and modified an existing course CIS 273 Advanced Graphics & Animation which teaches Adobe After Effects. We also streamlined our courses and determined the current 3 credit class of CIS 174 HTML5 was efficient for our goals and removed the 1 credit CIS 155 Basic Web Page Design and CIS 161 HTML Basics classes from the degree program. CIS 148 Document Management was found not to be suitable for a 1 credit hour class and has been removed from the program as of Fall 2017.

### ***English***

- In March 2012, several members of the English Department who attended a national professional conference (the annual meeting of the Conference on College Composition and Communication) came back to campus determined to improve student persistence rates for students in developmental English classes and reduce those same students' time to graduation while maintaining academic rigor in our college-level composition classes. Thanks to administrators' support and our faculty's enthusiasm, the Accelerated Learning Program (ALP) made its debut ten months later, at the beginning of the Spring 2013 semester. Success rates of participating students in ENG 101 (the first of two college-level composition courses at SWIC) have been impressive, even as we continue to tweak and expand the ALP program.

### ***Film***

- The assessments we have done have led to revisions in some of the film course syllabi, particularly FILM 140, Video Editing, which needed to be updated to reflect changes in technology (the increased obsolescence of tape cameras and DVDs). Our assessments indicate that our program is overwhelmingly meeting or exceeding its objectives, both on the course level and program-wide level, so no major changes are anticipated.

### ***Foreign Language***

- New rubrics and assessment instruments have been developed and will be revisited in order to better gauge our effectiveness in attaining student educational goals. Faculty will continue to assess student progress toward language acquisition in all its facets and will continue to strive to provide students with the tools and resources that will support them in this endeavor.

### ***Health Information Technology/Medical Billing and Coding***

- None.

### ***Industrial Electricity and Electronics Technology***

- For this summary period there were three basic things assessed. First we used a 60 question pretest-posttest to determine whether or not students were gaining the knowledge and skills outlined in our goals. Secondly we used a short student satisfaction survey to assess how well satisfied students were with the overall program. Lastly we used portions of the posttest to assess quantitative literacy of students in the program.
- Overall results for the first two indicated that students were gaining sufficient knowledge and skills and overall were satisfied with the program. Indirectly assessments brought about the need for some additional courses and revised degree requirements. In the quantitative literacy area we found that our student's average scores were less than our expected benchmark.
- The plan for action is basically to do two things. First is to do a more detailed evaluation of individual test items to help identify specific weak areas. Secondly we will present the results to adjunct faculty members at the next departmental meeting in January 2017. The combination of these two steps will hopefully provide some ideas on if or what changes we might make to our programs/courses and/or how we assess our goals.

### ***Journalism***

- The field of journalism continues to evolve, and in fact the pace of that evolution has increased in recent years. Journalists in the field are expected to present their work in multiple forms (e.g., in print, as audio, and in video segments) and on multiple platforms (e.g., in traditional print publications as well as on news websites and various social media outlets). In recognition of these changes, we are in the process of designing a new focus for our JOUR 299: Special Topics course—specifically, a course that focuses on Social Media and Contemporary Journalism. We hope to run this course in Fall 2018 and believe it has the potential to meet the needs of students who are interested in pursuing a career in journalism even as that field undergoes dramatic changes. [Note: This will evidently be the first time JOUR 299 has been offered at SWIC in at least a decade.]

### ***Legal Office Specialist/Medical Office Specialist***

- The OAT program is fortunate to teach the latest software and technology applications. Curriculum is evaluated not only twice yearly at the Advisory Committee meetings, but also each semester by full- and part-time faculty. Curriculum is discussed individually throughout the semester among full- and part-time faculty members teaching the OAT courses.

Changes made over this five-year period:

- Revised OAT 171 Document Processing I course—is now Document Processing and Input Technology
- Revised OAT 172 Document processing II course—is not Advanced Information Processing
- Will be eliminating the OAT 273 Document Processing III course after spring 2017
- Will be eliminating the OAT 122 Word Processing Applications course after spring 2017

### ***Massage Therapy***

- Based on student learning results, the MT 210 – Intro to Neuromuscular Therapy was added to the certificate curriculum, improved the pre- & peri-natal course content by expanding the timeframe of delivery with more hands on repeat demonstration. The expectations for use of equipment as increased and with that student confidence has improved. Student learning desks, private lockers and speaker system installed.

### ***Mass Communications***

- The goal of the Communication Arts department is to help students achieve success in each of the components needed to become a clear and competent communicator whether in public speaking, interpersonal relationship, broadcasting or on the stage. Understand the value and reliability of trend data the department has sought to create a series of assessments that will lend themselves to retesting in subsequent semesters. Do to the interactive nature of our educational goals we hope to retest much of our assessments and make changes, if needed, to curriculum focus or resources used in order to foster the highest level of success for our students.

### ***Music Technology***

- The data collected over the last five years have not resulted in any substantive changes to the music technology program. So far, our assessments have shown us that students are learning the things we want them to be learning. We have also been helped by our Music Technology Advisory Committee during that time, the members of which have provided invaluable feedback and suggestions, all of which help to improve the quality of our program.

### ***Network Design and Administration***

- There are no significant deficiencies noted in the Outcomes Assessment activities for the Network Design and Administration program. Consequently, no action is necessary and no changes to the program or its courses are needed.  
Faculty will continue to supplement the curriculum with additional instructional resources, including instructor created material, to reinforce concepts and ensure student understanding.

### ***Paralegal Studies***

- Technological proficiency is still a driving force behind much of the legal profession, including but not limited to, role of the paralegal in a law office. Therefore, our focus has continued to keep up with the trends of demand for technological proficiency. We have refined our e-Discovery/e-Investigation course and have acquired Parl 274 Law Office Computer Applications in our program. As technology changes, the requirements and content of this course adapts to meet the most current applications. Because so many Circuits require e-Filing, we have also adapted our Parl 230, Civil Procedure class to include two weeks of training on e-Filing in both the state and federal courts.
- To address the desires of the students seeking alternate modes of delivery, we have created two online courses in addition to the traditional in person mode of delivery in Parl 235 e-Discovery/e-Investigation and Parl 274 Law Office Computer Applications. This allows up to five credit hours of paralegal credits to be earned in an online class environment.
- To address the rising cost of textbooks and the need for annual and sometimes even bi-annual updates for statute books, we have created a loose-leaf version of the statutes for Parl 260, Family Law which brings the cost down for the statute books from \$120.00 to about \$11.00. We are evaluating whether we will be able to do the same thing in Parl 230, Civil Procedure, Parl 265, Wills, Probate and Estate in the future.
- To keep current in the area of Computer Aided Legal Research we have adapted our Legal Research and Writing 2 class to require all students to become certified in WestlawNext, the newest platform of legal research on Westlaw, rather than the Westlaw Classic platform as most firms have transitioned to WestlawNext.
- We continue to promote and to advise current students of the benefits of the Accelerated Degree option. To reflect the diversity in the practice areas of the law, we added Bus 215, Business Law as an elective option for the Accelerated Degree option.
- To ensure that the goals and objectives of each course are student focused, we modified and amended all the syllabi to reflect what the student will do and learn in the class rather than what the instructor will do. Additionally, for each class, we conducted an equated hour calculation to ensure that each class provided enough equated hours of work and learning opportunities outside of the traditional in-class hours. We found that some classes needed to enhance their outside class assignments to either increase or decrease the amount of time required. We communicated with and ensured that each instructor evaluated and understood the equated hours requirements and the modified course objective and goals.
- To illustrate the application of the classroom to the real world, we offer a fieldtrip to the Federal Courthouse in East St. Louis, Illinois each spring and fall semester to view a portion of a trial or

sentencing. As a part of the event, students also are afforded the opportunity to question the member of the legal profession that are in the courtroom, from the judge to the attorneys, and the clerk to the caseworker.

- All of the standardized exams, standardized certifications and employer surveys support the conclusion that our students are meeting and exceeding the benchmarks and the demands of the legal profession. In the very rare instances that we fell below the benchmarks, we have immediately addresses the issue and ensured that corrective measures were taken in the focus of instruction to ensure that all the goals and missions of the courses and the program have been met and as of date, exceeded.

### *Speech*

- The goal of the Communication Arts department is to help students achieve success in each of the components needed to become a clear and competent communicator whether in public speaking, interpersonal relationship, broadcasting or on the stage. Understand the value and reliability of trend data the department has sought to create a series of assessments that will lend themselves to retesting in subsequent semesters. Do to the interactive nature of our educational goals we hope to retest much of our assessments and make changes, if needed, to curriculum focus or resources used in order to foster the highest level of success for our students.

## **Information collected from the OA reporting forms submitted to the Disciplines Committee 2016-2017**

### *Discipline/Program/Degree and Changes Identified*

#### *AA/AS Degree*

- Based on the analysis of the transcripts from the three focus groups, recommendations were made for an increase in the use of oral communications focused coursework, particularly outside of speech class. The topic that received the highest number of negative comments related to the academic advisement of students throughout their major selection and transfer process. Since the time at which the focus groups were conducted, major changes to the advisement process have been made.

#### *Accounting/Management and Marketing*

- While changes do not appear to be necessary in terms of course content or delivery, the results do indicate that another assessment project to measure this program objective may be in order to see if results are any different. As mentioned previously, individual student comments show that at least some students are not aware of how important soft skills are to workplace success. Can we develop another way of determining student beliefs about this subject? The survey listed specific attributes and asked students to rate their importance. Is it reasonable to assume that someone would rate “time management” (for example), as less than 3 out of 4 on the scale? Did the survey predispose people to rank items high as they assumed that is what was expected? The program coordinator will work with part-time faculty to develop another assessment method for this objective and compare the results to those found for this project.
- Changes are not needed. We recently adopted a new book to more closely focus on ethical behavior as it relates to the workplace and we feel has enhanced the student learning experience.

### ***Aviation Maintenance Technology***

- The AVMT faculty would like to investigate a pre-enrollment evaluation instrument. It would be beneficial to be able to provide prospective students with a mechanical aptitude/knowledge evaluation before they enrolled in the AVMT program. Gauging their basic level of understanding of physics, mechanical principles, and motivations for enrolling in the program would be a valuable tool to the staff and to prospective students.

### ***College-wide Core Competency – Citizenship***

- We will continue to work with College Activities to find ways to encourage students to be actively involved in civic affairs. The Citizenship committee members discussed planning for a Volunteer Fair to take place in Fall 2017. There will be a workshop titled “Help SWIC Give Back” conducted during opening week in August, 2017 for faculty to discuss ways to help make SWIC students aware of volunteer opportunities in our local community.

### ***College-wide Core Competency – Communication Skills***

- As we found with the survey in 2012, it is obvious that instructors and administration need to be aware that different devices are being utilized and there is a wide range of technology knowledge with our student population. Instructors must not assume that students understand the basics like emailing, submitting homework, online researching, etc.
- We need to continue supporting the Success Center so that students can benefit from being tutored. Although, most students are using Blackboard, knowledge on some specific features is limited, and assistance is needed. General technology training must also be made available. In addition, connections should be made with advising in order to foster strong communication between computer focused courses (such as in the business division) and those needing remedial instruction.
- A new 1 hour course is being offered for students that may need help with basic computer literacy skills and the committee recommends that we find a way to potentially require this courses for those that are found to need remediation.
- We recommend the continued support that SWIC gives the students with computer access such as in the library, success center, cyber café, etc. It is important that for those that have limited or no computer access to be able to use computers during the week days, weekends, and evenings. Hours for these services should be reviewed with this need in mind. Academic Advising should also be assessing student technology skills and take that into consideration when setting up first-year courses so that students are not overwhelmed and playing “catch-up” with technology. Everyone in the school needs to take an active role in working on improving and supporting the technology that students use.
- We need to continue working with the students that fall into the uncomfortable categories on skills that are expected in the courses. As technology advances, these students will get farther behind and will have a difficult time with completing work and doing what is expected of them in the different courses. As for recommendations on completing a survey similar to what we just completed, the committee members have noted several questions that should be revised such as using the same age category, changing questions to meet current usage such as music streaming, adding a category for “I’ve never done that,” being more specific labeling software between Windows and Apple platforms, etc. These will be taken into consideration during our planning phase in Fall, 2018 for the next evaluation.
- The committee also recommended that the instructions for the last part of the survey be changed to: Indicate your opinion for the following statements as if you are using Blackboard or another service.

### ***College-wide Core Competencies – Reasoning Skills***

- To improve student performance in Quantitative Literacy, the Reasoning Skills committee will be conducting faculty development discussions and workshops to help faculty incorporate quantitative literacy exercises into their classrooms. We will re-run this assessment in Spring 2018 to determine if any changes occur. We hope this will encourage individual faculty members to incorporate instruction of quantitative literacy skills into their courses.

### ***Computer Information Systems***

- This was the first evaluation for this assessment. We did not reach the benchmark of 75%. Many factors may have influenced these results such as different teachers' emphasis, point value being assigned, or/and benchmark too high. We plan to implement the following changes to see if we can get better results:
  1. Have each instructor evaluate the questions that were missed.
  2. Ask each instructor to make sure questions are still relevant and have correct answer.
  3. Ask each instructor to make sure to emphasize the questions throughout the semester.
  4. Ask each instructor if they are assigning a point value to the evaluation.
  5. Discuss during opening week for more suggestions for improvement and suggest the level of CSS expertise or questions on the exam.We plan to test the assessment again in Fall 2016 and Spring 2016 with all sections of CIS 174 HTML5.
- This was the first evaluation for this assessment. We did not reach the benchmark of 66%. Many factors may have influenced these results such as different teachers' emphasis, point value being assigned, Adobe software changing, type of questions, and no English requirement. We plan to implement the following changes to see if we can get better results:
  1. Have each instructor evaluate the questions that were missed.
  2. Ask each instructor to make sure questions are still relevant. Adobe upgrades quite often and items move around which could affect the question answers.
  3. Ask each instructor to make sure to emphasize the questions throughout the semester.
  4. Ask each instructor if they are assigning a point value to the evaluation.
  5. Discuss during opening week for more suggestions for improvement.We plan to test the assessment again in Fall 2016 and Spring 2016 with all sections of CIS 172; Photoshop, CIS 171; Illustrator, CIS 257; InDesign.
- After running this assessment over a year period, we have concluded that while this assessment was valuable, we were assessing the wrong skills. This is a great assessment to test to see if our students are ready to take the Adobe Exams. This is not a great tool to see if our students are meeting goal #3 graphic communications or goal #1 web developers.

The faculty plan to implement the following:

  1. Rename this assessment and goal to assess if students are ready to take the Adobe Ace Exam.
  2. Implement practice questions to help students understand how Adobe Exams work prior to taking this exam.
  3. Work with dual credit instructors to come up with a more accurate assessment that will assess if our students can build websites meeting goal #1 graphic communication and goal #3 web designer.

We plan to implement these changes and run the assessment again in Fall 2016 and Spring 2017 but under a different name and different goals. This assessment will be closed as two other assessments will come at a later date.

- An Employer Progress Report has been used to collect feedback on CIS intern performance. The previous past report focused almost exclusively on soft skills, was not aligned with our program's educational goals, and included few questions relating to technical competencies. After redesigning this report to include new questions relating to CIS mission and program goals, we found that in most cases student outcomes this semester met or exceeded expectations. CIS faculty will continue to use this new instrument to assess internship performance going forward. A few changes to the Employer Progress Report are planned, but at this point, no changes in teaching are necessary.
- Faculty believe that no changes are necessary at this time.

### ***Construction Management Technology***

- Student performance improved after initiating and expanding the presentation into multiple steps/pieces. This assessment forces students to undergo a process from topic selection to outline development to paper to oral presentation. These steps undertaken over an entire semester (4 week increments) allow additional needed focus on industry standard technical specification format; enabling students to better navigate CSI technical specifications in advanced classes. This assignment also opens the class up to new products that are not found in the assigned text. Written and Oral presentations build upon the 4 step process, strengthens the final presentation.
- As a result of information gathered leading up to the assessment and the assessment data collected, faculty are implementing a research component to Step #1 of the assessment process (see 2a). The writing topic should be directly related to a product or material that is not included in the assigned course text.

### ***Database Administration***

- CIS 283 students were given a performance assessment requiring tasks related to the administration of an Oracle database. The assessment scores met or exceeded the benchmark indicating satisfactory performance. Therefore, CIS faculty have determined that no changes in the course are necessary at this time.

### ***Film***

- The results of this assessment of Video Editing student projects shows that nearly all students are doing work that is excellent or good with regards to all four objectives we studied. Only a few projects received scores of fair or poor in any category. The biggest disparity between high and low scores was in the course objective about the effective use of text and graphics in editing projects. More students did exceptionally well in this objective than another other objective, but there were also more students who did worse in this objective than any others. This suggests the need for more emphasis and instruction on the effective use of text and graphics, a complex and advanced video editing skill.

### ***Foreign Language***

- Faculty will continue to assess student progress toward language acquisition in all its facets and will continue to strive to provide students with the tools and resources that will support them in reaching this goal.

### ***Health & Exercise Science***

- The intent was to: 1) Measure student affective domain (i.e.: enjoyment) of participation in HES physical activity classes, and 2) Identify whether students participated in physical activity classes to

meet HES Educational Goal #2: Know the implication of [affective/enjoyment] and participate in physical activity for health, sport, or leisure pursuits.

Summary of Results: The benchmark was set at 70 percent responses as explained in response 3b above.

The results summarized in the table shown in section 3a above are depicted below with the percent of responses less than (< 3) or greater than (> 3) for the positive and negative affect:

< 3, i.e. Survey responses 1 or 2, for positive affect (Items 1, 4, 6, 8, 9, 10, 11, 14, 15, 17) = 80.67 %

> 3, i.e. Survey responses 4 or 5, for negative affect (Items 2, 3, 5, 7, 12, 13, 16) = 85.9%

< 3, i.e. Survey responses 1 or 2, for knowing the implications of and participating for health, sport, or leisure pursuits (Items 18, 19, 20) = 73.7%

Plans for Action: Based on previous studies using the PACES survey instrument, there was reasonable expectation of meeting the 70% benchmark for positive and negative affect. College physical activity classes for credit such as those at Southwestern Illinois College support adult learning in the cognitive, psychomotor, and affective learning domains. The Human Well-Being (HWB) requirement can be viewed as the one graduation requirement for AA&AS degree completion that aligns with the Personal Accountability Competency Skills across all AA and AS degree possibilities. The AA & AS Champions Committee and the Curriculum Committee need to consider changing the college's Human Well-Being graduation requirement to include more flexibility and choice for students for physical activity classes. Essentially, the change includes creating more choices for the students to learn and participate in activities within which knowledge, skills, and abilities to improve and maintain well-being are being sought. This links directly back to the college's mission statement and the Outcomes Assessment Handbook's Personal Accountability Core Competency. As an institution, we have an obligation to enhance individual well-being and quality of life as well as providing a healthy workforce for employers that encompasses personal accountability.

### ***Heating, Ventilation, Air Conditioning and Refrigeration***

- We do not have any significant changes planned for instruction at this time.

### ***History***

- The members of the faculty will meet to discuss this report and decide the best course of action. I anticipate we will focus upon strategies to bring additional focus to the cultural questions.

### ***Industrial Electricity and Electronics Technology***

- In summary this assessment project assessed how students felt about the quality of the overall programs. Need for any specific changes was not indicated by the results.
- In summary this assessment project assessed how much student knowledge of the electrical/electronic career field improved after completing either the Industrial Electricity degree or the Electronics Technology degree programs. A 60 question sampling pretest was administered to students entering the program and the same 60 question posttest as they graduated from the programs. Overall results indicated scores improved satisfactorily. Need for any specific changes was not indicated by the results. One plan of action is to further analyze the test data to see if there are specific questions/subject areas that have a high miss rate and subsequently may indicate a need for changes to particular courses.
- This assessment study utilized data from a program level pretest/posttest assessment tool to assess the reasoning-quantitative literacy skills of our graduating students. We analyzed the assessment posttest scores of 27 students. There were 14 questions on the post test that required students to use quantitative skills to answer the questions. Results of analyzing the data for those 14 questions indicated that the

overall average was 54.5%. This was less than our anticipated benchmark of 60%. Our planned first step is to discuss the results at our January 2017 departmental adjunct faculty meeting. From there a more detailed review for each question will be conducted to match questions' subject matter to specific courses where that subject matter is taught and determine possible changes to those courses and/or program.

- In summary this assessment project assessed how much student knowledge of the electrical/electronic career field improved after completing either the Industrial Electricity degree or the Electronics Technology degree programs. A 60 question sampling pretest was administered to students entering the program and the same 60 question posttest as they graduated from the programs. Overall results indicated scores improved satisfactorily. Need for any specific changes was not indicated by the results. One plan of action is to further analyze the test data to see if there are specific questions/subject areas that have a high miss rate and subsequently may indicate a need for changes to particular courses.
- In summary this assessment project assessed how students felt about the quality of the overall programs. Need for any specific changes was not indicated by the results.

### ***Management***

- Instructional changes do not appear to be needed for the capstone course at this time.

### ***Math & Computer Science***

- Based on the responses from both faculty and students, the idea of SWIC writing and using their own College Algebra textbook for the Math 112 course was positively received. There were, of course, a few concerns, but those concerns were with the thoroughness of topics which will be addressed with peer review of every section in every chapter. This project moved forward by developing and writing the first two chapters – chapter R (a review) and chapter 1 of the new College Algebra text. Examples were shared with faculty and students and either corrected, modified, deleted, or added for clarity. The next step in the development process is to recruit enough willing current faculty, to pilot these first two chapters of the text. After a classroom tested pilot, these chapters will be modified and re-piloted until a final version can be utilized by students. If the outlook of these chapters remain in high standing, subsequent chapters will be written and go through the same process until a final and complete version of the College Algebra textbook is completed.
- This particular assessment project was a continuation of a previous project where the first couple of chapters of this new textbook authored by SWIC faculty is utilized in teaching College Algebra. This assessment project differed in the delivery of the new text – students were introduced to each topic and concept with the new textbook, as opposed to the current adopted textbook. Individual assessments in the form of quizzes and exams were given and the overall increase in test averages give the completion of this textbook a positive outlook. Once the new textbooks' chapters were exhausted, the College Algebra students returned to the current adopted textbook and had a chance to compare and contrast both texts in terms of readability, style and examples. The survey results were mostly favorable, with a few that had concerns with mode of distribution and color.
- As supported in the survey responses from the College Algebra students, the next step should be an increased dedication in the development of future chapters. While there were several students offering to read through and critique examples, other faculty members must be included as well to make sure a good variety of their preferred examples are included.

While the next few chapters are being written, to further attribute student success, select faculty should be approached to see if they would pilot these first few chapters in their classes. Once agreed, their results can be compared and a determination can be made on the feasibility of the new College Algebra textbook.

### ***Medical Assistant***

- We plan to add more videos for clinical procedures to assist students in the future.
- Plan to continue with this comprehensive practical for students. Results show this is beneficial for students to gauge their knowledge of the administrative tasks they learn in this course.
- We plan to add more videos for clinical procedures to assist students in the future.
- Plan to continue with the mock interviews. Essentially every student who participated found the process beneficial and made changes for future interviews with potential employers.
- An assessment of the level of confidence in performing core competency tasks was taken in every Medical Assistant class that ran in the Fall 2016 semester. The results of this survey revealed that all students had a positive level of confidence performing all of the core competencies that are required by the Medical Assistant Education Review Board. This was reinforced by the hands on skills that were observed by the staff. All students pass all hands on skills. The Medical Assistant Program will continue to use current teaching methods and focus on the areas where students felt slightly less confident.
- The Medical Assistant Program assessed all program objectives by looking at the pass rate of the National Certification exam that all students take. The results revealed 75% of students passed the exam and the national average was 64%. The Medical Assistant Program will continue to provide quality instruction and keep up to date with new curriculum as needed. A closer look will be taken at what area students scored lower and curriculum adjusted as needed.
- The Medical Assistant Program assessed all program objectives by looking at the pass rate of the National Certification exam that all students take. The results revealed 90% of students passed the exam and the national average was 64%. The Medical Assistant Program will continue to provide quality instruction and keep up to date with new curriculum as needed, but no major changes at this time.

### ***Network Design & Administration***

- Program Goal #1 was assessed using an instrument composed of standardized objective questions. The results were compared to previous years and to the benchmark established by the department. The faculty are satisfied with the results and the consensus among the faculty is that the results are as expected.  
The faculty agree to continue providing necessary attention on important topics. Otherwise, the faculty do not plan to implement any changes to course prerequisites, course outlines, or degree curriculum.
- Program Goal #2 was assessed using a Cisco certification exam. The results were compared to previous years and to the criteria established by the department and Cisco. The results of this assessment activity exceeds the benchmark. Therefore, the faculty do not plan to implement any changes to course prerequisites, course outlines, or degree curriculum.
- Student Satisfaction was assessed using an institutional survey tool. The results were compared to previous years and to the criteria established by the department. The results of this survey document that students are satisfied with their networking courses. Therefore, the faculty do not plan to implement any changes to course prerequisites, course outlines, or degree curriculum.
- Components of Program Goal #2 were assessed using a Cisco certification exam. The results were compared to the criteria established by the department and Cisco.  
The overall results of this assessment activity exceed the benchmark. Therefore, the faculty do not plan to implement any changes to course prerequisites, course outlines, or degree curriculum.

Students who are deficient or weak in specific areas will continue to be encouraged to meet with the Cisco Instructional Support Specialist for additional instruction.

- Components of Program Goal #2 were assessed using a Cisco ICND 2 certification exam. The results were compared to the criteria established by the department and Cisco. The overall results of this assessment activity exceed the benchmark. Therefore, the faculty do not plan to implement any changes to course prerequisites, course outlines, or degree curriculum. Students who are deficient or weak in specific areas will continue to be encouraged to meet with the Cisco Instructional Support Specialist for additional instruction.
- Program Goal #4 was assessed using standardized objective questions. The results were compared to previous years and to the criteria established by the department. This assessment activity met the established benchmarks. Therefore, the faculty do not plan to implement any changes to course prerequisites, course outlines, or degree curriculum.
- Student Satisfaction was assessed using an institutional survey tool. The results were compared to previous years and to the criteria established by the department. The results of this survey document that students are satisfied with their networking courses. Therefore, the faculty do not plan to implement any changes to course prerequisites, course outlines, or degree curriculum.

### ***Office Administration and Technology***

- OAT faculty will continue to teach the required components of writing, including Style and Expression, Mechanics, Organization, Structure, and Quality of Thought to be sure our students are able to write clearly and effectively, and will continue to use the writing rubric to ensure a consistent standard in the quality of student writing.

### ***Paralegal Studies***

- Students in Paralegal 230 are fortunate to be taught by dedicated members of the Illinois State Bar and the St. Clair County Judiciary who are not only experts in the course they teach but also highly dedicated to ensuring students completing their course master concepts of Civil Procedure. To ensure that students leave the Paralegal Studies Program and to intern at a law firm with the requisite skills to succeed as a paralegal professional, we administer a standardized exam. Each semester, with the exception of one semester, Spring 2013, the students met the benchmark and significantly exceeded it as averages of the other semesters were between 83% and 93%. Therefore, no changes are recommended.
- Given that the benchmark was met every semester for Parl 120, Introduction to Paralegal Studies, as determined by a standardized test that assessed the student's understanding and mastering of legal terminology, the student's skill in reading and understanding a court opinion, the student's knowledge of multiple areas of substantive laws, the student's familiarity of the Rules of Professional Conduct governing lawyers and paralegals, the student's analytical skills and the student's understanding of state and federal judicial systems, we recommend that we continue our current practices in course instruction and see no need for any changes at this time.
- Since 100% of all students earning an AAS in Paralegal Studies graduate the program Certified in Westlaw and/or WestlawNext there is no need for change.
- All substantive law courses are taught by practicing areas or judges who focus or have focused their professional career on a specific area of law. Therefore, we attempt to have only instructors/attorneys teach the substantive law classes who practice in that specific area. This allows students to learn from those who apply the concepts of the law in the real world and allows students to benefit from that first-hand knowledge. When we have followed that approach, our students excel. We will continue to do so, so that all students will learn not just the theory of the law, but also the application of the law.

### ***Physical Sciences***

- Since the performance for this CHEM 105 assessment was satisfactory, no changes are planned.
- Students were surveyed following a trip they took to a regional geology conference. The responses suggest that the experience sustained student interest in geology. Access to more experiences like this will help students clarify their academic and career choices. However, funding and travel difficulties might require us to bring aspects of professional conferences, such as poster sessions and meetings with professionals, to our students.

### ***Physical Therapy Assistant***

- The program coordinator compared the licensure pass rate results with other assessments conducted by the program and no additional action was indicated.
- The comprehensive examination administered in PTA 170 Clinical Experience has greater correlation with the NPTE (National Physical Therapy Examination) Blueprint and all PTA program goals, as a result of this year's assessment project.

#### **Plan**

- 1) To adopt "Kinesiology in Action" • New online, interactive learning modules to supplement current Kinesiology text • Begin use in PTA 101 (Fall of 2016) and continue use in PTA 160 (Spring of 2017)
- 2) To begin utilizing Giles (licensure prep text) – Muscle Action charts as the basis for consistent anatomy information to be threaded t/o the curriculum.
- 3) To create Bonus questions related to anatomy on Exams t/o the curriculum
- 4) To continue assessment via PTA 170 comprehensive examination, comparing results over the course of the next several years.

### ***Political Science***

- Devote more time to India as that was the country on which performance was the lowest.
- No changes at this time. We are seeing improvement with the current approaches.
- We will reinforce the need to cover state and local government thoroughly and verify that all instructors have the departmental handout.

### ***Respiratory Care***

- The Respiratory Care Program will annually evaluate the overall satisfaction scores of its employed graduates and their respective employers. This assessment tool ensures changes in satisfaction scores are identified and corrected with curriculum changes as needed.

**Information collected from OA reporting forms submitted to the General Education Committee based upon the “Program/Discipline or Core Competency” projects**

**2016-2017**

***Discipline/Program/Degree and Changes Identified***

***Chemistry/Physical Sciences***

- Aspects of the Citizenship core competency, as well as several departmental goals related to it, were assessed. Students wrote directed essays about science knowledge and how science should be used and cited by national leaders. The students’ responses were compiled, categorized, and analyzed. While most students agreed that science should guide decisions made about science-related issues, many students could not justify why science knowledge is reliable. More emphasis in our courses should be placed on how the scientific method and peer review result in reliable science information.

***Mathematics***

- This particular assessment project was a continuation of a previous project where the first couple of chapters of this new textbook authored by SWIC faculty is utilized in teaching College Algebra. This assessment project differed in the delivery of the new text – students were introduced to each topic and concept with the new textbook, as opposed to the current adopted textbook. Individual assessments in the form of quizzes and exams were given and the overall increase in test averages give the completion of this textbook a positive outlook.

Once the new textbooks’ chapters were exhausted, the College Algebra students returned to the current adopted textbook and had a chance to compare and contrast both texts in terms of readability, style and examples. The survey results were mostly favorable, with a few that had concerns with mode of distribution and color.

As supported in the survey responses from the College Algebra students, the next step should be an increased dedication in the development of future chapters. While there were several students offering to read through and critique examples, other faculty members must be included as well to make sure a good variety of their preferred examples are included.

While the next few chapters are being written, to further attribute student success, select faculty should be approached to see if they would pilot these first few chapters in their classes. Once agreed, their results can be compared and a determination can be made on this feasibility of this new College Algebra textbook.

***Communication Arts***

- Based on the results of our pre/posttest survey of our 100 level Interpersonal Communication students, we find that students feel competent in the area of listening at the beginning of the term and then are lead to see the intricacies of the listening process. In the end they seem to become more aware of the difficulty of being a strong listener and so loose a bit of that confidence. We feel this is not only acceptable but preferred since one of the main detriments to effective communication if false pride in one’s own abilities. We hope to conduct this assessment again to see if results remain similar. In addition, we will likely look directly at the comparison of students taking the face to face course and those taking the online course.

**2016-2017**  
**Classroom Level Assessment**  
**Faculty Participation at Workshops**

	<b>CATs I Workshops</b>	<b>CATs II Workshops</b>	<b>Assessment of Student Learning Reports for CATs</b>
<b>Fall 2016</b>	6	0	0
<b>Spring 2017</b>	5	2	0
<b>Total</b>	11	2	0

**Direct and Indirect Assessment Methods Summary**  
**2017 Discipline- Program Review Data**

English	Journalism
Film	Mass Communications
Foreign Language	Speech

<b>Direct</b>		<b>Indirect</b>	
Program developed assessments	5	Student surveys	6
Standardized assessments	3	Graduate surveys	0
Student work/artifacts	6	Faculty surveys	3
Portfolio Evaluations	1	Performance at transfer institutions	0
Course Embedded Questions	5	Analysis of enrollment/completion trends (tracking of cohorts)	1
Rubrics	6		
Other, please specify:	0	Other, please specify:	0

**Direct and Indirect Assessment Methods Summary  
2017 Occupational- Program Review Data**

Administration of Justice	Industrial Electricity/Electronics Tech
Computer Info Systems	Legal/Medical Office Specialist
CIS Tech Support/Help Desk	Massage Therapy
Database Dev & Mgmt	Music Technology
CIS Software Development	Network Design and Adm
Computer Mgmt Info Systems	Paralegal Studies
Electronic Publish/Graphic Comm	Web Designer
Health Info Tech	Web Dev/Adm

<b>Direct</b>		<b>Indirect</b>	
Program developed assessments	12	Student Surveys	12
Standardized assessments	6	Graduate surveys	8
Student work/artifacts	8	Faculty surveys	0
Portfolio evaluations	5	Analysis of enrollment/completion trends (tracking of cohorts)	0
Course embedded questions	8	Faculty Discussions	0
Rubrics	8	Employers Surveys	10
Certification/licensure results	5	Job placement	1
Other, please specify:	0	Other, please specify:	0

**Part III – Programs/Disciplines requesting budget dollars based upon supporting OA data.**

The final step in the Program Review process at SWIC involves presenting findings related to student learning outcomes and making budget requests based upon these results at the OA Chat. Every program coordinator or department chair will be invited to discuss assessment of student learning results with the Vice-President of Instruction. These OA Chats are scheduled to begin in Fall 2017.

**Part IV – List of Annual OA goals and progress made toward 2016-2017 goals**

List the Annual Goals in this column	Provide explanatory comments in this column	Ratings
<p>A. Develop multiple measures to assess each core competency, compare results over time, and compare results to targets/benchmarks.</p>	<p>Assessments conducted:</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Assessed writing across the curriculum using a common rubric,</li> <li>• Assessed student writing in ENG 101 using the college-wide rubric</li> <li>• Student focus groups &amp; questionnaire</li> <li>• Survey all faculty regarding writing assessment.</li> </ul> <p><u>Oral Communication</u></p> <ul style="list-style-type: none"> <li>• Assessed video tapes of students using a common rubric</li> <li>• Conducted training session and requested that faculty use the common rubric to assess student oral presentations</li> <li>• Developed training video to assist faculty with using college-wide rubrics</li> <li>• Assessed student oral presentations with representation of each instructional division.</li> <li>• Developing a group presentation rubric for Oral Communication assessment</li> </ul> <p><u>Computer Literacy</u></p> <ul style="list-style-type: none"> <li>• Used Sam Challenge Assessment Tool along with a computer literacy/ technology survey.</li> <li>• Developed a college-wide computer literacy survey to be implemented in Spring 2016</li> </ul> <p><u>Quantitative Literacy</u></p> <ul style="list-style-type: none"> <li>• 15 question multiple choice assessment has been given college-wide twice.</li> <li>• Implemented an 8 question open ended quantitative literacy assessment scored by a rubric.</li> </ul>	<p><input type="checkbox"/> Met</p> <p><input checked="" type="checkbox"/> On-going</p> <p><input type="checkbox"/> Unmet</p>

	<p><u>Critical Thinking</u></p> <ul style="list-style-type: none"> <li>• Used Watson-Glaser Assessment Tool &amp; developed a 3 part assessment tool scored using a rubric</li> <li>• Developed 2 assessment tools (presidential election, moon phase) for students to read a paragraph and answer questions linked critical thinking definition</li> <li>• Trend data is available</li> </ul> <p><u>Civic &amp; Social Awareness</u></p> <ul style="list-style-type: none"> <li>• Used a lengthy assessment survey recently developed a shorter assessment survey</li> <li>• Collected data about student voting patterns.</li> </ul> <p><u>Accountability</u></p> <ul style="list-style-type: none"> <li>• Assessment survey and evaluation rubric are in place.</li> </ul> <p>Established an assessment timeline to ensure core competencies are assessed college-wide 2X in a program review cycle.</p>	
<p>B. Work with Department Chairs &amp; Program Coordinators to assess student KNOWLEDGE, SKILLS &amp; ATTITUDES/BELIEFS relative to the learning process, course objectives, or program goals. Use the results of the various types of assessment to triangulate the results and confirm areas of strength /weakness in student performance.</p>	<p>This discussion is part of the individual meetings with Program Coordinators/ Department Chairs connected with assessment of student learning outcomes and program review. The chairs and coordinators are asked to describe assessments related to knowledge, skills &amp; attitudes/beliefs in their program review report. The OA Summary Chart data displays how each Program/Discipline assesses the college-wide core competencies as well as knowledge, skills, attitudes and beliefs.</p>	<p><input type="checkbox"/> Met</p> <p><input checked="" type="checkbox"/> On-going</p> <p><input type="checkbox"/> Unmet</p>
<p>C. Develop a process for linking course objectives to program/discipline goals</p>	<p>The linking process is discussed with Chairs &amp; Coordinators at the Program Review meetings and when providing</p>	<p><input type="checkbox"/> Met</p> <p><input checked="" type="checkbox"/> On-going</p>

	feedback for the submitted Student Learning Reports.	<input type="checkbox"/> Unmet
D. Facilitate development and submission of assessment cycle reports.	The new OA Timeline was developed and is available to chairs and coordinators online in Infoshare. It is also part of the Program Review packet. We just need to make sure all programs/discipline have an OA Timeline in Infoshare.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> On-going <input type="checkbox"/> Unmet
E. Maintain an annual process to allow faculty to share and compare the student learning assessments and changes made within their program/discipline.	The “Share & Compare” event is scheduled to take place during opening week in August, 2018. All chairs & coordinators were asked to submit a SLR related to a communication skills assessment and prepare a 15 minute presentation.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> On-going <input type="checkbox"/> Unmet
F. Investigate methods to make the instructional division aware of capital/resources needs of faculty, disciplines, or programs based on the assessment of student learning explicit to allow for prioritization of budgeting.	<ul style="list-style-type: none"> <li>• Networking at AALHE Assessment Conference</li> <li>• Participate in TAG meetings</li> <li>• Encourage faculty to network with other faculty within their program or discipline from other institutions</li> <li>• Encourage participation at the Illinois Assessment Fair.</li> </ul>	<input type="checkbox"/> Met <input checked="" type="checkbox"/> On-going <input type="checkbox"/> Unmet
G. Investigate methods to make the assessment of student learning transparent and easily accessible.	During the summer of 2017 a new template was developed for the OA Website as well as new guidelines. Major changes took place with the OA website due to changing software from Ektron to Word Press. We will take this opportunity to improve accessibility and transparency.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> On-going <input type="checkbox"/> Unmet
H. Assist student services/student development in developing processes to assess student learning. Explore methods to collaborate with instruction for assessment	Mission statements, Student Learning goals, Timeline, Co-curricular maps, and SLR’s are in place for Co-curricular areas. Webpage for co-curricular areas is set up on the SWIC website. Efforts are also being made to develop a template for the	<input type="checkbox"/> Met <input checked="" type="checkbox"/> On-going <input type="checkbox"/> Unmet

of the whole student experience.	student learning component of Program Review.	
I. Collect student learning reports in an electronic format.	Effective January, 2018 all Student Learning reports will be submitted to the OA Coordinator using the template in Infoshare.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> On-going <input type="checkbox"/> Unmet

## **Part V - Plan of Projects/Objectives for 2017-2018**

The following Goals have been approved for 2017-2018:

- A. Confirm all degrees/programs and disciplines have goals addressing at least one component of each core competency.
- B. Degree/Program or Disciplines assess student knowledge, skills, & attitudes/beliefs relative to the [degree/programmatic/discipline] goals and/or course objectives and recommend changes based on analysis of the data; in addition to the effectiveness of those changes. This year focus on:
  - a. Developing benchmarks and encourage collection of trend data.
  - b. Reporting results based on submitted OA Timelines.
  - c. Developing a process for linking course objectives to goals
- C. Continue to work with IT to develop online tools/forms for the reporting of Instructional and Co-Curricular assessment of student learning processes.
- D. Understanding the changing roles within the institution, collaborate with IR & IT to develop a process for data requests.
  - a. Communicate finding to faculty and co-curricular area.
  - b. Determine if faculty are interested in developing their own pivot tables.
- E. Organize & facilitate processes to support the scheduled “Share & Compare Event – How Well Do SWIC Students Communicate”. Develop a schedule of future themes for Share & Compare events to assist faculty with coordinating their OA timelines with the themes.
- F. Organize & facilitate processes to support the Fall 2017 - Syllabi survey.
- G. Notify faculty of funding availability to assist in the assessment of student learning, and collaborate with VPI to develop process to sharing student learning findings and budgeting prioritization.
- H. Update website to make the assessment of student learning transparent and easily accessible – utilizing the NILOA Transparency Framework as a guide.
- I. Assist the co-curricular OA committee in establishing processes to assess student learning in the student services/student development.
- J. Orient and transition to a new OA Coordinator by end of Summer 2018.