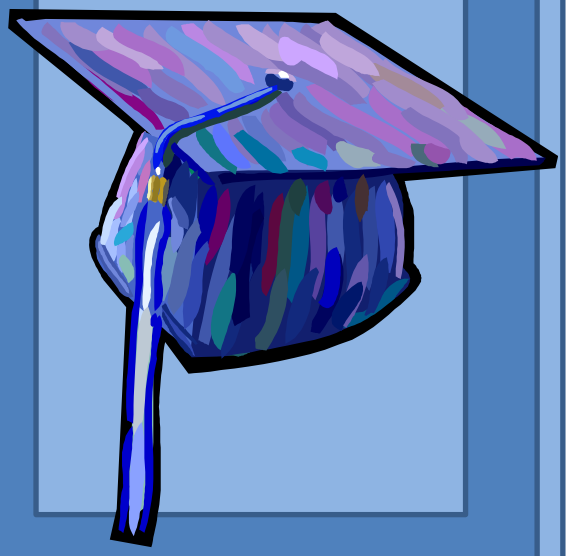
OUTCOMES ASSESSMENT

SWIC

Reasoning Skills
Communication Skills
Citizenship

2019



Student Learning

HANDBOOK

OA

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ASSESSMENT FUNDAMENTALS AT SWIC

WHAT IS ASSESSMENT?

Assessment is an ongoing process aimed at measuring and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing and interpreting evidence to determine how well performance matches those expectations and standards and using the resulting information to document, explain, and improve performance. Assessment helps us create a shared academic culture dedicated to assuring and improving the quality of higher education.

The college is committed to regular evaluation of our effectiveness, and the assessment of student learning is an integral component of the educational experience at SWIC. To ensure that the needs of students and the community are met, the college conducts classroom-, program-, and college-wide studies of student attitudes, achievement, and satisfaction. In addition, the college regularly assesses its educational programming and services. To conduct useful institutional analysis, all students who are randomly selected for these assessments are expected to participate. Assessment-related data are kept confidential for individual students and are released only in aggregate form. Full participation helps SWIC meet our core values of educational excellence and student success.

The assessment process involves both gathering information and using that information as feedback to modify and improve student outcomes. Thus, the assessment of student learning is an essential component to meet our college mission.

9 PRINCIPLES OF GOOD PRACTICE FOR THE ASSESSMENT OF STUDENT LEARNING

American Association for Higher Education (AAHE) Principles of Good Practice for Assessing Student Learning

1. **The assessment of student learning begins with educational values.** Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

   The college mission must be understood not just by the school's faculty and staff but also by its students and the community it serves. Assessment must be based on that which is truly important.

2. **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.** Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

   Successful assessment techniques embody creativity, adaptability, reliability, and validity. Through the use of multiple methods, triangulation, and the measurement of knowledge and performance over time, effective assessment techniques can begin to capture and reflect the complex nature of learning.

3. **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.** Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

   Assessment is most effective when it is based on clear and focused goals and objectives. It is from these goals that educators fashion the coherent frameworks around which they can carry out inquiry. When such frameworks are not constructed, assessment outcomes fall short of providing the direction necessary to improve programs.

4. **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.** Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

   Effective assessment strategies pay attention to process. Educational processes are essential to the attainment of an outcome. Successful assessment practitioners understand that how students get there matters.

5. **Assessment works best when it is ongoing not episodic.** Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

   Assessment strategies must be continually nurtured, evaluated, and refined in order to ensure success.

6. **Assessment fosters wider improvement when representatives from across the educational community are involved.** Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

   Successful assessment is dependent upon the involvement of many individuals – each person contributes his or her knowledge, expertise, and perspectives, thereby enhancing the overall assessment program. Assessment therefore works best when it is conceptualized as a group effort.

7. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.** Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

Successful assessment programs know how to use data. Assessment makes a difference when meaningful data are collected, connected, and applied creatively to illuminate questions and provide a basis for decision making. Only then can data guide continuous improvement.

8. **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.** Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

   Successful assessment is directed toward improvements. Those improvements may occur in teaching, student learning, academic and support programs, or institutional effectiveness. The bottom line is that assessment information must be applied systematically toward improvements if it is to have a lasting impact on the institution.

9. **Through assessment, educators meet responsibilities to students and to the public.** There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

   Effective assessment programs measure outcomes and then inform their many publics of the ways in which campus programs and services positively affect students, the community, and society. Assessment, then, is an important component in demonstrating institutional accountability.

An additional principle was put forward by Banta, Lund, Black, and Oblander, 1996:

Assessment is most effective when undertaken in an environment that is receptive, supportive, and enabling. More specifically, successful assessment requires an environment characterized by effective leadership, administrative commitment, adequate resources, faculty and staff development opportunities, and time.

Without a supportive environment, most assessment efforts will fail to take root and grow.

In 1996, the American Association for Higher Education (AAHE) developed these principles under the auspices of the AAHE Assessment Forum. The document's authors are: Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenney; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright. The AAHE is now known as the American Association for Higher Education and Accreditation (AAHEA).

SWIC OUTCOMES ASSESSMENT MISSION STATEMENT

The mission of Outcomes Assessment at Southwestern Illinois College is to ensure student learning. The college is dedicated to empowering students with the knowledge, skills and traits necessary for successful transfer to a four-year institution, employment in a chosen career, and/or personal/professional growth and development. To this end, the faculty continually assess student learning to improve student success.

OVERVIEW OF ASSESSMENT OF STUDENT LEARNING AT SWIC

Below is a brief overview of the process for the assessment of student learning at SWIC.

A. Faculty plan and define student learning outcomes (SLO's) – what students will know, what students can do, and how students will behave after completion of a:

- Course – these are course objectives which are identified in the departmentally approved course syllabus.
- Program/degree or series of courses in a discipline – these are referred to as educational goals and can be found with each discipline's, program's or degree's mission statements.

Student learning objectives are determined by the experts in the field – faculty (with input from transfer institutions, employers, advisory committees, etc.)

Department Chairs and Program Coordinators, in collaboration with the faculty, submit Discipline/Program/Degree Mission Statements and Educational Goals to the Outcomes Assessment Coordinator for review and approval of SWIC's Discipline Committee. *See Appendix E for the Mission and Goals template.*

B. Student learning of the objectives and progress toward the goals are assessed.

There are two types of assessment:

- Informal – Faculty use various activities and techniques to determine if the class understands what is being taught and adjusts the instruction based on students' ability to know, do, or behave as identified in the objectives of a course. Changes to instruction and delivery of content occur within the same class. No reports are submitted.
- Formal – Faculty use various assessment methods and means, which are directly linked to objectives, to determine if the class knows, does, or behaves as the objectives identify. Reports of student learning are submitted.

And, there are various levels of assessment:

- Classroom
- Course
- Discipline, Program, or Degree

- Course objectives should be linked to Discipline, Program or Degree objectives and goals.
- Program and Degree goals must include at least one competency from each of the general education
- Core competency categories (Communication, Reasoning, and Citizenship)

- Institutional
  - Institutional assessments are conducted of the general education core competencies identified below:

Communication Skills	Reasoning Skills	Citizenship
Writing Oral Communication Computer Literacy	Critical Thinking Quantitative Literacy	Civic and Social Accountability Personal Accountability

Department Chairs and Program Coordinators, in collaboration with the faculty, submit a Curriculum Map and Competency Skill maps to the Outcomes Assessment Coordinator for review and approval by SWIC's Discipline Committee. These maps identify the courses in which the educational goals and core competencies are covered within a program, degree, or discipline *See Appendix G- for a Curriculum Map and Appendix P for Core Competency maps.*

Requests for new curricula or a change in curriclum require submission of new or updated curriculum maps and educational goals to the curriculum committee.

C. Appropriate methods to assess student learning are chosen.

Assessment tools indicate how well students have learned identified objectives and have progressed toward stated educational goals. Faculty determine the best methods to assess this learning. Assessment of student learning is based on how well students have performed relative to specific objectives and goals, rather than just the number of students who pass an exam or earn a particular grade on an artifact or performance task.

Assessment can use direct measures or indirect measures. Direct measures are tools which use actual student evidence for assessment, while indirect measures are tools which are based on opinion, disposition, perception, and similar qualities.

Examples of direct measures and indirect measures of assessment are:

Direct Measures	Indirect Measures
Program developed assessments	Student surveys
Standardized assessments	Graduate surveys
Student work/artifacts	Faculty surveys
Portfolio evaluations	Employer surveys
Course embedded questions	Performance at transfer institutions
Rubrics	Analysis of completion trends
Certification/licensure results	Tracking of cohorts

D. **A plan for assessment is identified.**

Department Chairs/Program Coordinators, in collaboration with the faculty, submit an OA Timeline form to the Outcomes Assessment Coordinator for review and approval by SWIC's Discipline Committee. *See Appendix L for the OA Timeline.*

Faculty identify educational goals to assess determine which courses have objectives which feed information into each educational goal. Specifically, they determine what work will be collected, how many students to include in the assessment, who is responsible for collecting data, and how the assessment results will be analyzed. Faculty plan to repeat assessments, according the OA Timeline, to develop trend data. Most assessments are not one-time events. When possible, the same objective or goal should be assessment using multiple measures to confirm that the assessment results are valid.

E. Assessment results are analyzed.

Faculty specify important criteria and identify benchmarks. A benchmark is the acceptable outcome for a specified criterion. Some examples of benchmarks are:

- 100% of students will follow safety procedures (from a procedures class)
- 90% of students use proper conventions in their writing (from a writing rubric)
- 85% of students will communicate effectively non-verbally (from an oral communications rubric)
- 80% of students will grasp a concept through spoken or written means (from a critical thinking rubric)

Faculty compare the actual student performance to the identified benchmark. Analysis will show faculty where students are performing well and where students need improvement.

F. **Faculty use the assessment results to guide changes to instruction. Faculty "close the loop".**

Assessment results are shared with relevant faculty, and modifications to instruction are identified to address areas that need strengthening.

If student learning meets expectations and benchmarks, faculty should:

- Consider it a program strength.
- Consider raising expectations and benchmarks.
- Move on to assess another objective or goal.

If student learning does not meet expectations and benchmarks, faculty should:

- Consider modifications to teaching strategies
- Examine the emphasis of topics in a course, discipline, or program.
- Evaluate course content, pre-requisites, and course sequencing.
- Determine if budgeting, equipment needs, and staffing needs affect student performance.

Student Learning Reports are submitted to the Outcomes Assessment Coordinator for review and approval of SWIC's Discipline Committee.

GENERAL EDUCATION CORE COMPETENCY DEFINITIONS

There are three general education core competencies, and each competency has several tracks. Students will have multiple experiences in these competencies as they complete a degree or program. All discipline or program goals will relate to the competencies. The three general education core competencies and seven tracks are:

Communication Skills	**Reasoning Skills**	**Citizenship**
- Writing - Oral Communication - Computer Literacy	- Critical Thinking - Quantitative Literacy	- Civic and Social Accountability - Personal Accountability

Detailed descriptions for each core competency, including the descriptions of the tracks in each core competency, are:

Communication Skills:

Communications Skills: Writing	
Quality of Thought • The main purpose of the writing is clear and worthwhile • The writer demonstrates thorough understanding of the subject. • The work includes convincing evidence and/or examples to support all conclusions. • The writer anticipates and addresses potential concerns of the audience. **Purposeful Structure** • The introduction orients readers to the main subject being discussed. • The writing moves from one idea to the next effectively. • All parts of the work relate to each other and to the main idea. • The work concludes in an effective manner.	**Style/Expression** • The style holds the reader's interest. • The tone is appropriate to the audience and purpose. • The writing is clear and avoids vague, empty, or ambiguous statements. • The vocabulary and sentence structure are appropriate for the audience and purpose **Appropriate Conventions** • The work is edited for correct spelling. • The work is edited for correct grammar and mechanics. • The writer effectively integrates and cites source material where necessary. • The writer addresses the particulars of the assignment and follows directions.

Communications Skills: Oral Communication
• **Effectively communicates verbally**: volume, pause, rate, voice quality, articulation, pronunciation, absence of vocal distractions. • **Effectively communicates non-verbally**: gestures, facial expressions, movement, eye contact, absence of physical distractions. • **Presents material in an organized manner**: Goal, preview of points, body of points, clear transitions, closing summary. • **Maximizes content** in a variety of speaking and performance situations.

Communications Skills: Computer Literacy	
• Use an **operating system and manage files** • Use production software such as **a word processor program** or **presentation software** to create a document • Use **application software** specific to discipline	• Use computer technology to **access, distribute, and communicate information** in an online environment • Demonstrate an understanding of the **ethical use of technological tools**

<u>Reasoning Skills</u>:

Reasoning Skills: Quantitative Literacy
• **Compute** fluently and make reasonable estimates. • **Identify, extract, and use quantitative** information from tables, charts, graphs, and/or other relevant visual data. • **Translate** a given problem situation into a mathematical statement and find its solution.

Reasoning Skills: Critical Thinking
• **Deduction** - The ability to derive ideas or consequences from a set of assumptions or a given scenario. Course Question: Does the course ask students to use a set of rules to derive concepts, solve problems, or analyze situations? • **Conceptualization** - The ability to grasp a concept through spoken or written communication. Course Question: Does the course emphasize the comprehension of concepts, or does it emphasize the memorization of terms or procedures? • **Application** - The ability to see a concept in experience, human behavior, or in the production of something. Course Question: Does the course emphasize the visualization of concepts in experience, etc., or does it emphasize the formal articulation of a theory or method? • **Evaluation** - The ability to judge the worth or success of a concept, theory, or method. Course Question: Does the course ask students to question the worth of its concepts, theories, or methods? • **Reflection** - The ability to see oneself in relation to a concept, theory, or practice, one may profess. Course Question: Does the course ask students to examine the relationship between themselves, or their discipline, and the concepts, theories, or methods they practice?

<u>Citizenship</u>:

Citizenship: Civic and Social Accountability
• **Define the individual's local, national, and global roles and responsibilities.** Articulate how to fulfill the individual's roles, adapt the individual's roles to various social, cultural, political, historical, and environmental contexts. • **Express civic dispositions.** Respect diverse individual and societal perspectives, engage multiple perspectives for the good of the community. • **Demonstrate these responsibilities and dispositions through choices and behaviors.** Use knowledge and disposition to positively impact the individual's communities.
Citizenship: Personal Accountability
• **Describe the professional expectations of colleagues, peers, and instructors.** Take personal responsibility to meet or exceed these expectations. • **Express critical self-awareness.** Honestly self-assess how the individual meets expectations, take personal responsibility to improve when expectations are not met. • **Adapt as needed.** Use knowledge and disposition to adapt the individual's behavior, attitude, and/or actions to be personally accountable in all situations.

This poster (or a similar one) is posted in all classrooms to identify to students our core competencies:

The Successful Student

General Education Core Competencies

When you graduate from SWIC, you will have practiced these skills in many of your classes:

Citizenship – the ability to recognize and assess the implications of our behaviors to ourselves and the community and to adapt as needed.

Communication Skills – the ability to convey information verbally, electronically, or in written form, in a manner that is clear and appropriate to the circumstances, and that increases understanding in the audience.

Reasoning Skills – the ability to organize, evaluate, and apply information in order to express ideas in a useful form.

SOUTHWESTERN ILLINOIS COLLEGE

LEVELS OF ASSESSMENT

Assessment at SWIC consists of multiple levels of assessment. The assessment process begins with being explicit about goals for student learning at every level: classroom, course, discipline or program, and institution. Goals at each of those levels will identify what students should know and do as a result of the experience.

Classroom Level

A faculty member typically assesses student learning on a regular basis to determine if students understand andcan apply the material being taught. There is generally no reporting of the assessment results, but poor student performance results are an indication to faculty that additional time and practice may be needed on a topic. The college offers training in Classroom Assessment Techniques or "CATS" the beginning of each semester through faculty development.

Course Level

The faculty, under the guidance of the program coordinator or department chair, can measure student proficiency for each of the course objectives. Examples of this type of assessment are: a common final examination in which the faculty are monitoring class performance for questions linked to course objectives, embedded test questions across multiple course offerings, an assessment activity given to all course sections.

Results of assessment at this level are shared with the program coordinator or department chair. Results are shared with the faculty within the area and recommendations are made for strengthening instruction. Reports of assessment at this level may be shared with the Disciplines Committee and in the program review process.

Discipline or Program Level

A department chair or program coordinator typically leads this assessment effort. Assessments are conducted are to determine students' knowledge, skills, and attitudes relative to a department's or program's educational goals. Examples of assessments used at this level include: exams with questions linked to the department's or program's educational goals; performance based assessments like student portfolios, practical examinations, and recitals; student surveys.

The results of these assessments and recommendations for strengthening instruction are reported to the Disciplines Committee and are part of the Program Review process.

Institutional Level Assessments

The general education core competencies are assessed at the institutional level. Utilizing the competency skill maps and random sampling to identify potential courses involved in the assessment, the OA coordinator collaborates with the teaching faculty to collect student work (artifacts) related to the assessment. When applicable, the work is reviewed using a common rubric by a team of faculty who are trained in using the rubric to assure consistency in scoring the assessment. A standardized, nationally normed, commercially available test is another option for assessment at the institutional level. Student surveys and focus groups are also utilized.

The results of the assessments are shared with all faculty and analyzed by the relevant core competency committee, the General Education Committee and the Curriculum Committee. The committees discuss and reflect on the results, identify trends, and recommend actions to strengthen instruction and enhance student learning.

COURSE OBJECTIVES AND COURSE SYLLABUS

Assessment begins by deciding on your educational goals – what you want students to learn and why.

- The course objectives are the student learning outcomes for the course. They identify what a student will know, what a student will do, and how a student will behave upon completion of the course.

- To assure consistency in what is being taught in all courses at all locations, every faculty member must follow the departmentally approved course syllabus, which identifies the course objectives.

- Every course syllabus must include the course objectives (as well as many other items).

- Syllabi surveys are conducted regularly to assess consistency of the syllabi when multiple sections are taught.

- Course objectives must be consistent with the master syllabus for the course. The master syllabus for a course is formulated by relevant faculty, reviewed and approved by the Curriculum Committee, and submitted to the Illinois Community College Board for acceptance.

- Each discipline and program have identified goals for a particular degree or certificate. The ability of graduates to successfully meet these goals is directly related to the students' ability to achieve the course objectives. Every course is important in building successful graduates; courses should not be isolated experiences.

A syllabus template is provided to all faculty in Infoshare. It contains all of the required items and many suggested items.

WRITING STUDENT LEARNING OUTCOMES (SLO's)

Learning outcomes specify both an *observable behavior* and the *object of that behavior*. For example: Students will be able to *write a research paper.*

In addition, a specific *criterion* may also be identified: Students will be able to write a research paper *in the appropriate scientific style.*

Also, the condition under which the behavior occurs may be specified: *At the end of their field research,* students will be able to write a research paper in the appropriate scientific style.

Note that the verb that is chosen will help focus what is assessed. For example: Students will be able to *do* research. The verb *do* is vague. Does it mean *identify an appropriate research question, review the literature, establish hypotheses, use research technology, collect data, analyze data, interpret results, draw conclusions, or recommend further research,* or what? Each of the verbs in those previous statements is appropriately specific.

A more specific item is easier to assess than a broadly defined item. Some examples are:

Broad: Students will demonstrate knowledge of the history, literature and function of the theatre, including works from various periods and cultures.

More specific: Students will be able to explain the theoretical bases of various dramatic genres and illustrate them with examples from plays of different eras.

Even more specific, specifying the conditions: During the senior dramatic literature course, the students will be able to explain the theoretical bases of various dramatic genres and illustrate them with examples from plays of different eras.

Broad: The student will be able to discuss philosophical questions.

More specific: The student is able to develop relevant examples and to express the significance of philosophical questions.

Broad: Students will be able to think in an interdisciplinary manner.

More specific: Asked to solve a problem in the student's field, the student will be able to draw from theories, principles, and/or knowledge from other disciplines to help solve the problem.

Broad: Students will understand how to use technology effectively.

More specific: Each student will be able to use word processing, spreadsheets, databases, and presentation graphics in preparing their final research project and report.

Assessable student learning outcomes should have the following five features:

1. They use verbs that indicate how the student work can be observed.
2. They focus on what the student should do, not what the instructor teaches.
3. They reflect what students should be able to do after a course ends, not simply what they do during the course.
4. They usually can be assessed in more than one way.
5. They can be understood by someone outside the discipline.

STUDENT LEARNING OUTCOMES VOCABULARY

Cognitive Domain (knowledge and intellectual learning)					
Knowledge – recall and recognition of facts and information.	**Comprehension** – process of fully understanding the information.	**Application** – using the information in new and concrete situations.	**Analysis** – breaking down information into components/parts.	**Synthesis** – combining parts of information to form a new whole.	**Evaluation** – judging the value of information based on specified criteria.
List Name Identify Show Define Recognize Recall State Visualize	Summarize Explain Interpret Describe Compare Paraphrase Differentiate Demonstrate Classify	Solve Illustrate Calculate Use Interpret Relate Manipulate Apply Modify	Analyze Organize Deduce Contrast Compare Distinguish Discuss Plan Devise	Design Hypothesize Support Schematize Write Report Justify	Evaluate Choose Estimate Judge Defend Criticize

Bloom, B. S. (1956). Taxonomy of educational objectives, Vol.1: The cognitive domain. New York: McKay.

Affective Domain (attitudes, values, feelings, and emotions)				
Receiving – willing to accept or attend to information.	**Responding** – actively participate and react to information.	**Valuing** – perceive the information to be worthwhile, try to get involved.	**Organization** – assess the information and become an advocate.	**Characterization** – incorporate the values and beliefs of the information into your behavior.
Listen Attend Accept Receive Be aware Favour Perceive	List Complete Obey Volunteer Record Select Write	Recognize Participate Increase Attain Influence Assume Indicate	Organize Associate Relate Find Determine Formulate Correlate	Display Judge Demonstrate Identify Practice Maintain Develop

Krathwohl, D. R., et. al. (1964). Taxonomy of educational objectives, book 2: Affective domain. New York: McKay.

Psychomotor Domain (physical skills)			
Action – elementary movements of the legs and arms.	**Coordination** – synchronized movements using the eyes, hands, and feet.	**Formation** – nonverbal expressive movements e.g., facial expressions, and gestures.	**Production** – combine verbal and nonverbal movements.
Lift Load Reach Carry Swing Sweep Close	Adjust Type Operate Align Connect Assemble Construct	Gesture Posture Express Perform Show Convey Conduct	Speak Present Direct Produce Coach Form Balance

Kilber, R. J., et. al. (1981). Objectives for Instruction and Evaluation. Boston: Allyn and Bacon.

The verbs and phrases below are a few examples that should be avoided:

Acquainted with	Familiar with
Apply	Grasp
Appreciate	Grasp the significance of
Aware of	Increase knowledge of
Become	Increase understanding of
Be familiar with	Interpret
Believe	Know
Comprehend	Learn
Conceptualize	Master
Conscious of	Think
Develop awareness of	Understand
Enjoy	Want

USING RUBRICS IN ASSESSMENT

From the Eberly Center for Teaching Excellence and Educational Innovation at Carnegie Mellon University (https://www.cmu.edu/teaching/index.html) :

What are Rubrics?

A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both.

Advantages of Using Rubrics

Using a rubric provides several advantages to both instructors and students. Grading according to an explicit and descriptive set of criteria that is designed to reflect the weighted importance of the objectives of the assignment helps ensure that the instructor's grading standards don't change over time. Grading consistency is difficult to maintain over time because of fatigue, shifting standards based on prior experience, or intrusion of other criteria. Furthermore, rubrics can reduce the time spent grading by reducing uncertainty and by allowing instructors to refer to the rubric description associated with a score rather than having to write long comments. Finally, grading rubrics are invaluable in large courses that have multiple graders (other instructors, teaching assistants, etc.) because they can help ensure consistency across graders and reduce the systematic bias that can be introduced between graders.

Used more formatively, rubrics can help instructors get a clearer picture of the strengths and weaknesses of their class. By recording the component scores and tallying up the number of students scoring below an acceptable level on each component, instructors can identify those skills or concepts that need more instructional time and student effort.

Grading rubrics are also valuable to students. A rubric can help instructors communicate to students the specific requirements and acceptable performance standards of an assignment. When rubrics are given to students with the assignment description, they can help students monitor and assess their progress as they work toward clearly indicated goals. When assignments are scored and returned with the rubric, students can more easily recognize the strengths and weaknesses of their work and direct their efforts accordingly.

College-Wide Rubrics at SWIC

Faculty at SWIC have developed rubrics to assess four tracks from the general education core competencies:

- Communication Skills – Writing Rubric
- Communication Skills – Oral Communication Rubric
- Communication Skills – Oral Communication Group Presentation Rubric

- Communication Skills – Computer Literacy Rubric
- Citizenship – Personal Accountability Rubric

These rubrics are available on the Outcomes Assessment web site in Infoshare. They can be downloaded and modified, as needed, to fit the needs of the assessment. Every category on the rubric does not have to be assessed, and additional categories can be added. The score on each category on the rubric can be used to identify matters such as the students' strengths, areas for student improvement, and topics that need additional (or less) emphasis in instruction.

SAMPLING TECHNIQUES
HOW MANY STUDENTS NEED TO BE INVOLVED IN AN ASSESSMENT?

Random (Simple Random Sampling) -Subjects are selected by random numbers.
Procedure: Use a random number generator on a calculator or a computer to assign numbers **OR** put numbers in a box then randomly select the numbers.

Example: Students in a classroom are selected using random numbers in order to determine who will demonstrate the solution to the problem.

Systematic Sampling - Subjects are selected by using every k^{th} number after the first subject is randomly selected from 1 through k. (k is a counting number)

Procedure: To obtain a $\frac{1}{k}$ 100% systematic sample, choose a starting element at random from the first

k elements and thereafter select every k^{th} element from the population. (where k is a counting number determining the group size.)

Example: Every twentieth student entering the cafeteria at lunchtime on Monday is asked to participate in a college-wide survey.

Stratified Sampling - Subjects are selected by dividing up the population into groups (strata) and subjects within groups are randomly selected.
Procedure: To obtain a stratified random sample, the population is first divided into subpopulations called strata. A random sample is selected from each strata.

Example: A community college vice-president wants to estimate the average number of students that have a full-time job. The vice-president divides the students into 5 groups by Division: Liberal Arts; Business; Math and Science; and Health Sciences and Homeland Security, and Technical Education. From each group a random sample of 50 students will be selected.

Cluster Sampling –Subjects are selected by using an intact group (cluster) that is representative of the population.
Procedure: To obtain a cluster sample, the population elements are grouped in subsets called clusters. Select a random number of clusters. The elements in each cluster form the sample.

Example: In a large university, all students from forty randomly selected classes are interviewed to determine how many hours per week they study and do homework.

Multistage Sampling - Subjects are selected using a more complex sampling technique that combines simple random sampling, systematic random sampling, cluster sampling, and stratified sampling.

Directions: To figure out a sample size that will be appropriate for your class, or classes such as those in multi-sections locate the number of students in the left hand column that are in your class/classes and follow that line across to the right to get a percentage. Then multiply the number of students by the percentage to obtain what would be an appropriate sample size to test. Example: You are trying to ascertain the number of students to test in your literature class, which has 35 students. The percentage that you will work with is 80%. So multiply 35 x .80 and your sample size should be approximately 28 students.

Example: You have a multi-sectioned class that has:

23 in Section 001
19 in Section 002
21 in Section 003
25 in Section 004
17 in Section 005
22 in Section 006
19 in Section 007
24 in Section 008
21 in Section 009
15 in Section 010

The total number of students is 206. Following the left hand side to the right side your percentage is 56%. So multiply 206 x .56 for a sample size of around 116 students.

Sample Size Chart*

Number of students to be sampled	Sample size = Percentage × Number of students to be sampled
0-100	80%
101-200	66%
201-300	56%
301-400	49%
401-500	43%
501-700	35%
701-900	30%
901-1100	26%
1101-1600	19%
1601-2200	15%
2201-3000	11%
3001-6000	6%
6001-10000	4%
10001-15000	3%

*Modified from Krejcie, R. V., and Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
Thanks for the assistance to Dr. Thomas Moore, Department of Institutional Research, University of Mississippi Medical School.

Determine the sample size needed for the assessment based on the number of students considered for the assessment:

Number of Students	Sample Size	Number of Students	Sample Size	Number of Students	Sample Size
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Krejcie, R. V., and Morgan, D. W. (1970). Determining sample size for research activities. Educational and Psychological Measurement, 30, 607-610.

Thanks for the assistance to Dr. Thomas Moore, Department of Institutional Research, University of Mississippi Medical School.

DISCIPLINE AND PROGRAM ASSESSMENT
OUTCOMES ASSESSMENT WEB PAGE

Every discipline and program at SWIC has a specific Outcomes Assessment web page. The public version of the web page, available through www.swic.edu, contains the following items:

- Mission and Goals
- Curriculum Map
- OA Timeline

There is also a version of each discipline's or program's Outcomes Assessment web page that is only accessible to faculty and administrators through Infoshare. The version of the web page contains the following addition items:

- Competency Skill Maps (for the relevant seven tracks of the three general education core competencies)
- Assessment of Student Learning Reports (that document a specific assessment activity and is reviewed by the college-wide Disciplines Committee)

Brief descriptions of these items on a discipline's or programs OA web page are:

Mission and Goals: A mission statement is a clear and concise statement describing the faculty's commitment to the assessment of discipline- and program-specific student learning outcomes in conjunction with the broader statement of purpose (the mission) of the college. Goals are the general aims or purposes of a program and its curriculum. Effective goals are broadly stated, meaningful, achievable, and assessable. Goals provide a framework for determining the more specific educational objectives of a program, and should they should be consistent with and supportive of a program's or discipline's mission.

SWIC Mission Statement: Southwestern Illinois College upholds the dignity and worth of all people and believes that learning is a life-long process which enhances the quality of life. The college provides for individual growth through educational excellence and active partnerships with students and the community.

Curriculum Map: A document, often in chart form, that identifies the courses in a curriculum where each discipline or program goal is introduced (I), emphasized (E), or reinforced (R), for all courses in a discipline or program. In other words, a curriculum maps shows which courses cover specific discipline or program goals.

OA Timeline: The Outcomes Assessment (OA) Timeline is a schedule for when each discipline or program goal will be assessed. At SWIC, a 5-year program review cycle is used. Each discipline or program goal should be assessed at least once, but ideally more, in a 5-year cycle. The timeline can identify semesters where an assessment is planned (P) and implemented (I). It also indicates when an Assessment of Student Learning Report (R) will be completed and submitted. The planning, implementation, and reporting may occur over a series of semesters, or they may all be completed in one semester. One assessment may cover several, many, or in some cases, all goals. Each goal does not have to have an assessment that solely pertains to that one goal. However, the Assessment of Student Learning Report should be organized so that the assessment of each goal is clearly discernible.

Competency Skill Maps: The Competency Skills Maps relate to the seven tracks of the three general education core competencies. Each track has a competency skill map.

Communication Skills	Reasoning Skills	Citizenship
Writing Oral Communication Computer Literacy	Critical Thinking Quantitative Literacy	Civic and Social Accountability Personal Accountability

The competency skill maps are similar to a Curriculum Map, except these seven tracks of the general education core competencies are used in place of a discipline's or program's goals. A specific competency skill maps shows which courses in a curriculum, if any, introduce (I), emphasize (E), or reinforce (R) a specific knowledge, skill, or disposition that is defined in that track. Each discipline or program is expected to have at least one competency skill map under each of the three general education core competencies. But, it is possible that all seven tracks are not covered in a given curriculum.

For existing programs, the Mission and Goals, Curriculum Map, and Competency Skills Maps are reviewed at each 5-year program review cycle and are updated, as needed, to reflect any changes in scope and curriculum for a program. The OA Timeline is formulated for each 5-year program review cycle, and Assessment of Student Learning Reports are reviewed and posted as they are completed during this 5-year cycle.

For new programs, the Mission and Goals, Curriculum Map, Competency Skills Maps, and OA Timeline are reviewed and approved by the Disciplines Committee before consideration by the college's Curriculum Committee.

Assessment of Student Learning Reports: Often just referred to as student learning reports (SLRs), these reports document an assessment that was performed at the course, discipline, program, or institution level. The report includes a description of the assessment, the discipline or program goals and the general education core competencies that were assessed, the assessment results, the interpretation of the results, and actions that will be taken in response to the assessment.

The Outcomes Assessment web page for each discipline or program plays an important part of program review. The web page serves a repository for much, if not all, of the assessment data for a discipline or program. In the year before a discipline's or program's 5-year program review, the Outcomes Assessment Coordinator meets with the relevant department chair or program coordinator to discuss the assessment data and to provide an Evidence of Quality – Student Learning template. The template is used to summarize assessment data, and it is included in the overall program review documentation.

FREQUENTLY ASKED QUESTIONS REGARDING ASSESSMENT

1. What is Outcomes Assessment (OA)?

Outcomes Assessment is an ongoing process aimed at measuring and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing and interpreting evidence to determine how well performance matches those expectations and standards and using the resulting information to document, explain, and improve performance. Assessment helps us create a shared academic culture dedicated to assuring and improving the quality of higher education.

2. Why do we conduct assessment activities? What are the benefits?

Assessment activities have a variety of benefits. Assessment plans foster communication among faculty by encouraging faculty to work together in determining common goals, planning and piloting assessment measures, and analyzing the results to improve student learning. Thus, instruction is enhanced because of assessment results. Moreover, student learning is documented, and these results can be used as part of the Program Review process.

Accreditation teams monitor how the institution determines its effectiveness. They will be specifically reviewing the assessment activities utilized by our institution and how these data are used to make decisions about how to improve student learning.

3. Will the institution use the results of Outcomes Assessment data to review my performance?

Assessment data and results will not be used for faculty evaluation regarding retention, tenure, and promotion recommendations or decisions by supervisors or administrators. In addition, confidentiality of the data from the results will be maintained.

4. Is Instruction the only area responsible for assessment?

No. Although student learning is the primary purpose of any teaching institution, and academic programs are mainly responsible for providing student learning experiences, support services also play a crucial role in the effectiveness of student learning. As part of any re-accreditation process, academic programs and support services are expected to participate in outcomes assessment.

5. What Outcomes Assessment Committees exist and what are their purposes?

Outcomes Assessment Leadership Team
The OA Leadership Team is responsible for the oversight and evaluation of activities related to the assessment of student learning. The committee makes recommendations to faculty and administrators to improve student learning through Outcomes Assessment.

General Education Outcomes Assessment Committee
The General Education Outcomes Assessment Committee is entrusted with the responsibility of implementing principles and an agenda that will assist Southwestern Illinois College faculty in further development and use of tools and procedures that will be used to assess student learning. The General Education core competencies for all degree graduates to be assessed are: Communication Skills, Reasoning Skills, and Citizenship. In addition, the committee will identify and facilitate the allocation of college resources to support faculty outcomes assessment efforts.

Disciplines Committee
The purpose of the Disciplines Outcomes Assessment Committee is to improve and support student learning by assisting faculty in articulating mission and goals for each academic discipline, in developing methods to gain feedback on the discipline's progress in meeting those goals, and by assisting faculty in using feedback to modify the course and/or program to ensure that the goals are being met.

Transfer Degree Committee
The mission of the Associate in Science Degree at Southwestern Illinois College is to prepare students with the well-rounded education in core competencies needed to transfer to a four-year institution to complete a baccalaureate degree in a discipline related to business, science, or mathematics, and the mission of the Associate in Arts Degree at Southwestern Illinois College is to prepare students with the well-rounded education in core competencies needed to transfer to a four-year institution to complete a baccalaureate degree in a liberal arts related discipline. Through a system that continually assesses student learning, students will be provided the educational excellence necessary to continue their individual growth as life-long learners. Additionally, this committee may track student success upon graduation and/or transfer.

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Communication Skills, Reasoning Skills, and Citizenship Committees
These 'Core Competency" committees oversee the assessment projects for the institutional competency skills: writing, oral communications, computer literacy, quantitative literacy, critical thinking, civic and social awareness, and accountability. The members of these committees develop assessment tools; plan, pilot, and implementation process; review and analyze the data collected; and write a final report recommending any changes, if needed.

Communication Skills	Reasoning Skills	Citizenship
Writing Oral Communication Computer Literacy	Critical Thinking Quantitative Literacy	Civic and Social Accountability Personal Accountability

All Programs and Disciplines are encouraged to complete at least one competency skill map within each of the three 'core competency' categories, and all degrees are required to assess at least one competency from each category.

Co-Curricular OA Committee
The Co-Curricular Outcomes Assessment Committee works collaboratively with the instructional OA committees to promote, improve, and support student learning and development outside of the classroom. The committee provides oversight for co-curricular assessment by reviewing assessment plans, providing feedback to improve them, and approving completed plans.

The committee assists departments in developing and articulating mission statements and goals for each co-curricular area, in devising methods to gain feedback on progress in meeting departmental goals, and in determining strategies for using feedback to modify the program, service, activity, or department in order to ensure that goals are met.

6. How is administration involved in outcomes assessment?

Outcomes Assessment is faculty driven. Faculty members are responsible for developing, implementing, and evaluating their own assessment plans. Administrators serve on many of the OA Committees to keep abreast of the committee's needs and goals and to support activities faculty wish to pursue related to student learning outcomes. Based on results from data collected, administration provides the financial resources to support the outcomes assessment coordinator and faculty in their outcomes assessment endeavors. The administration also allocates dollars for faculty development related to enhancing and documenting student learning activities.

7. How long do faculty members serve on the Outcomes Assessment committee?

Committee terms for full-time faculty are two years in length. Committee members will be determined by popular vote in each of the divisions. Committee terms for adjunct faculty will be one year in length, and members will be recommended by the appropriate Instructional Dean.

8. How will students be affected by outcomes assessment activities and results?

Assessment data gathered to monitor success in meeting goals will not be used to pass/fail a student from a class or program, unless that data also is a requirement of the course. In addition, assessment of student learning will not be used as an entrance or exit requirement from academic programs, unless it has been so identified by the faculty. Faculty will use assessment results to reflect on and strengthen instruction.

9. What measures should be utilized for assessment?

Multiple measures and multiple means are recommended to determine if educational goals are being achieved. No one measure or instrument is comprehensive enough to capture the wide range of goals within an academic program. Faculty are encouraged to address 3 domains of student performance – student knowledge (cognitive outcomes), skills (behavioral outcomes), and professional values (affective outcomes and attitudes) when assessing a degree or program.

Data are collected, directly and indirectly, to determine if educational goals are being met. Direct measures include things such as capstone experiences, portfolios, proficiency testing, case studies, practical examinations, and clinical evaluations. Indirect measures include survey results, transfer rates, employment rates, retention rates, and number of program completers.

The Higher Learning Commission encourages colleges to set benchmarks and analyze data over a period of time to establish trends or patterns related to student learning outcome

10. When is a discipline or program finished collecting data for outcomes assessment?

Outcomes assessment is a dynamic process and is a long-term quality improvement program. The outcomes assessment process is ongoing to assure continuous improvement in student learning, academic achievement, and personal development.

11. What role will part-time employees play in the development and implementation of assessment plans?

The level of involvement by adjunct and part-time employees in the development of assessment plans is voluntary and will vary amongst the disciplines and areas within the college. All faculty must be aware of the core competencies and of all the educational goals within their discipline, as student learning will be assessed in a multitude of courses. Additionally, all faculty are encouraged to utilize classroom assessment techniques to improve student learning.

12. Is outcomes assessment related to accreditation?

Outcomes Assessment activities are a requirement of any accreditation process. Accreditation agencies are no longer primarily considering an institution's resources to grant accreditation. Rather, they are requiring institutions to be accountable for providing the necessary services for student learning. The data generated from our outcomes assessment activities are an important artifacts in the reaccreditation process.

The Higher Learning Commission (HLC), our accrediting body, has developed six fundamental questions related to student learning outcomes that colleges need to address.

HLC Six Fundamental Questions

1. How are your stated student learning outcomes appropriate to your mission, programs, and students?
2. What evidence do you have that students achieve your stated learning outcomes?
3. In what ways do you analyze and use evidence of what and how well students learn?
4. How do you ensure shared responsibility for assessment of student learning?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
6. In what ways do you inform the public and other stakeholders about what and how well your students are learning?

13. How do I become involved in Outcomes Assessment?

Every instructor at SWIC has the opportunity to participate in OA at the classroom level and is encouraged to attend to the CATs (Classroom Assessment Techniques) workshops offered at the beginning of each Fall and Spring semester. Contact your department chair/coordinator to get involved at the program and department level. If you are interested in serving on a committee at the institutional level, contact the OA coordinator or your instructional dean.

You can learn more about Outcomes Assessment at SWIC through Infoshare:
Infoshare Home → Departments → Outcomes Assessment

OUTCOMES ASSESSMENT COMMITTEES AT SWIC

OA LEADERSHIP TEAM

The OA Leadership Team is responsible for the oversight and evaluation of activities related to the assessment of student learning. The committee makes recommendations to faculty and administrators to improve student learning through Outcomes Assessment. The committee is composed the Outcomes Assessment Coordinator, the Dean's Liaison for Outcomes Assessment, the Department Head of Mathematics and Computer Science, and the Writing Program Director in English. The committee meets every two weeks during the Fall and Spring semesters.

DISCIPLINES COMMITTEE

The Disciplines Committee is comprised of a faculty chairperson with a dean representative and faculty representatives from each Instructional Division. This committee is responsible for overseeing assessment at the program or discipline level. It reviews the documentation that appears on a discipline's or program's Outcomes Assessment web page (Mission and Goals, Curriculum Map, OA Timeline, Competency Skill Maps, and Assessment of Student Learning Reports) and provides guidance and suggestions regarding these documents.

The duties for members of the Discipline Committee include:

- Attend scheduled meetings and other activities sponsored by the committee.
- Periodically conduct a college-wide syllabi survey and ensure that the syllabus template meets faculty needs.
- Monitor, review, and approve student learning assessment documentation at the degree, program, discipline and college-wide level based on recommended expectations for each reporting tool.
- Communicate through the OA coordinator, recommendations for Assessment of Student Learning Reports before posting the reports.
- Review and revise expectations for each reporting tool as needed.
- Share committee updates with faculty within their division.

Syllabi Survey

The Disciplines Committee oversees a project to achieve greater consistency in the syllabi of multiple section courses with different instructors. In the spring of 2003 the committee collected the syllabi of all of the multi-section classes and looked at the percentage of consistency in such items as, objectives, text statement, catalog description, attendance policy, and other items. This assessment was repeated in Spring 2005, Fall 2007, Spring 2012, and Fall 2017. The committee recommended that the next college-wide syllabi survey take place during Spring 2022. The Disciplines Committee has used information from the survey to promote a greater awareness and consistency of syllabi among multiple section classes.

TRANSFER DEGREE COMMITTEE

In Fall of 2018, the existing AA/AS Degree Champions Committee was reformed as the Transfer Degree Committee. The Transfer Degree Committee provides assessment oversight of all transfer degrees at SWIC. In the Fall 2019 semester, the committee will work to merge and reformulate the individual AA and AS degree mission statements and goals into one document.

The mission statements, statement of purpose, and educational goals that will soon be superceded and merged into one document are:

AA DEGREE MISSION STATEMENT

The mission of the Associate in Arts Degree at Southwestern Illinois College is to prepare students with the well-rounded education in core competencies needed to transfer to a four-year institution to complete a baccalaureate degree in a discipline related to social sciences, behavioral sciences, humanities or fine arts. Through a system that continually assesses student learning, students will be provided the educational excellence necessary to continue their individual growth as life-long learners.

AA DEGREE STATEMENT OF PURPOSE

The mission of the Associate of Arts (AA) Champions at Southwestern Illinois College is:

- Assure the student learning of AA and Associate of Fine Arts (AFA) Degree students aligns with the college's core competencies, the students' transfer institutions, and my applicable requirements.
- Track student success upon graduation and/or transfer.
- Systematically, assess the educational excellence of the AA and AFA Degrees and advocate change as needed.

AA DEGREE EDUCATIONAL GOALS

The successful Associate in Arts Degree graduate at Southwestern Illinois College will be able to:

1. Read critically
2. Write clearly and effectively
3. Think critically and analytically
4. Demonstrate general math skills
5. Use computing and information technology
6. Identify the roles and responsibilities of the individual in society and make ethical decisions
7. Demonstrate awareness of cultural and social issues

AS DEGREE MISSION STATEMENT

The mission of the Associate in Science Degree at Southwestern Illinois College is to prepare students with the well-rounded education in core competencies needed to transfer to a four-year institution to complete a baccalaureate degree in a discipline related to business, science, or mathematics. Through a system that continually assesses student learning, students will be provided the educational excellence necessary to continue their individual growth as life-long learners.

AS DEGREE STATEMENT OF PURPOSE

The purpose of the Champions for the AS Degree at Southwestern Illinois College is to:

- Assure the student learning of AS Degree students aligns with the college's core competencies, 4-year institution curricula, and governmental requirements
- Track student success upon graduation
- Continually assess the educational excellence of the AS Degree and advocate change as needed

AS DEGREE EDUCATIONAL GOALS

The successful Associate of Science Degree student at Southwestern Illinois College will be able to:

1) Collect, process, and interpret data using the scientific method
2) Think critically about written material, data, hypotheses, and real-world situations
3) Use mathematical reasoning and terminology to form and represent logical conclusions
4) Communicate with others through writing, visual representations of data, and speech
5) Use appropriate technology for communication and problem-solving
6) Identify the roles and responsibilities of the individual in science, business, and society as a whole, and make ethical decisions

GENERAL EDUCATION CORE COMPETENCY COMMITTEES

An Outcomes Assessment committee exists for each of the three general education core competencies:

- Communication Skills Committee
- Reasoning Skills Committee
- Citizenship Committee

Each committee is responsible for the college-wide assessment of each track in the core competency. The committee reviews and refines the definition of the competency, as needed. The committee identifies appropriate assessments and instruments, and with the assistance of the Outcomes Assessment Coordinator, conducts the assessments. The committee then reviews and interprets the results of the assessments and makes recommendations to enhance instruction and student learning relative to the core competencies. The committee strives to gather trend data and to use multiple measures of assessment. When possible, results are compared to external standards.

The following table summarizes the committee structure for each committee:

Communication Skills	**Reasoning Skills**	**Citizenship**
Core Competency Tracks		
• Writing • Oral Communication • Computer Literacy	• Critical Thinking • Quantitative Literacy	• Civic and Social Accountability • Personal Accountability
Committee Structure		
Chairperson 3 Specialists (writing, oral communication, computer literacy) Representative from each instructional division Adjunct Faculty Representative	Chairperson 3 Specialists (reading, quantitative literacy, critical thinking) Representative from each instructional division Adjunct Faculty Representative	Chairperson 2 Specialists Representative from each instructional division Adjunct Faculty Representative

Duties of the Core Competency Outcomes Assessment Committee Members:

- Attend scheduled meetings and other activities sponsored by the committee.
- Continual review and identification of the core competencies of all Southwestern Illinois College graduates.
- Determine methods of assessment for the core competencies and proficiency levels at the institutional level.
- Analyze institutional assessment results of the core competencies to recommend curriculum and/or other changes/additions to improve student learning.

- Assist the Core Competency Chairperson and OA Coordinator with faculty training and informational activities.

Duties of the Core Competency Committee Chairperson

A full-time faculty member will coordinate the "core competency" outcomes assessment activities at Southwestern Illinois College. Additional duties beyond the duties of a committee member will include, but are not limited to:

- Requests budgetary needs for the Committee.
- Forms focus groups or subcommittees as needed for the "core competency" outcomes assessment activities.
- Leads committee in development of assessment tools, rubrics, and informational workshops related to the competency skill.
- Schedules the committee meetings and writes the meeting agendas.
- Leads the committee's efforts to complete Assessment of Student Learning Reports of all "core competency" activities
- Is an active member of the General Education Outcomes Assessment Committee.

THE GENERAL EDUCATION COMMITTEE

The General Education Outcomes Assessment committee is faculty based, comprised of faculty chairpersons from each of the seven focus groups for the 'core competencies', faculty resource persons and a Dean Representative. The make-up of each focus group includes: a chairperson, a specialist, and a representative from each instructional division. The role of the focus group is to define each competency, validate the competency definition with faculty, transfer institutions and local employers, develop a grading rubric to assess the defined outcomes and provide examples and training for faculty on how to implement and assess these competencies within their courses. This committee is responsible for overseeing assessment at the institutional level.

General Education Outcomes Assessment Committee Mission Statement

The General Education Outcomes Assessment Committee is entrusted with the responsibility of implementing principles and an agenda that will assist Southwestern Illinois College faculty in further development and use of tools and procedures that will be used to assess student learning. The General Education "core competencies" for all degree graduates to be assessed are: communication skills, reasoning skills, and citizenship. In addition, the committee will identify and facilitate the allocation of college resources to support faculty outcomes assessment efforts.

CO-CURRICULAR LEARNING AND ASSESSMENT

As part of a comprehensive learning experience, many programs provide extracurricular activities such as pre-professional organizations, student organizations and national competitions. Additionally, many of the non-instructional departments at the college support and assess student learning. The Co-Curricular OA Committee was formed in spring of 2014, and each department has an OA web page. The Co-Curricular web pages are similar in scope to the instructional OA web pages, using modified forms. Committee members are determined by each department's head, in consultation with the employees. A summary of Co-Curricular assessment that has been completed through Summer 2018 is indicated in the following table:

Department	Mission and Goals	Co-Curricular Map	OA Timeline	Assessment of Student Learning Reports
Academic Advising	✓	✓	✓	✓✓
Athletics	✓			
Career Services	✓	✓		
College Activities	✓	✓	✓	
Disability and Access Center	✓	✓	✓	✓✓
Financial Aid	✓			
Library	✓	✓	✓	✓
Success Center	✓	✓	✓	✓✓✓

TIMELINE FOR INSTITUTIONAL ASSESSMENT OF GENERAL EDUCATION CORE COMPETENCIES (2018-2024)

The timeline for assessment of the common learning objectives was established by the OA Coordinator and the General Education committee to ensure that all core competencies are assessed college – wide at regular intervals as well as reaffirm the competencies as a core for all degree seeking students. Faculty OA competency committees are also responsible for determining benchmarks for these competencies and developing/determining multiple measures to assess student performance for each competency skill.

General Education OA Timeline

Pl = Plan P = Pilot I = Implement College-wide E = Evaluate R = Report

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023			2023-2024		
	Fall	**Sp**	**Su**	**Fall**	**Sp**	**Su**	**Fall**	**Sp**	**Su**	**Fall**	**Sp**	**Su**	**Fall**	**Sp**	**Su**	**Fall**	**Sp**	**Su**
Communication Skills – Writing				Pl	P		I	E		R			P1	I		E	R	
Communication Skills – Oral Communication	E	R		P1	I		E	R			Pl		I	E		R		
Communication Skills – Computer Literacy	Pl	I		E	R						Pl		I	E		R		
Citizenship – Civic and Social Accountability	I	E		R	Pl		I	E		R	Pl		I	E		R		
Citizenship – Personal Accountability				P	I		E	R					Pl	I		E	R	
Reasoning Skills – Critical Thinking	R				Pl		P	I		E	R					Pl	I	
Reasoning Skills – Quantitative Literacy	E	R					Pl	P		I	E		R					
General Education -Information Literacy				Pl	P		I	E		R			Pl	P		I	E	
Transfer Degree Committee – Transfer Degree Graduate Survey		I	I		I	I		I	I		I	I		I	I	R		
Transfer Degree Committee – Graduate Focus Groups	Pl	I	E	E	R						Pl*		I*	E*	E*	R*		

* depending on results of Sp 2017 focus group; a 5-year interval may be used between assessments

Plan (Pl) - This semester the committee will research and investigate potential new assessment tools. The previously used assessment tools will be reviewed and revised, if needed. Discussions should also take place regarding investigating any areas of concern related to student learning college-wide.

Pilot (P) – A pilot study will be conducted by each committee, is needed. The purpose of this study is to assure the methodology and/or student artifacts or tool that will be used is appropriate for assessment of competency skill definitions and that the assessment rubric designed by focus group members is appropriate and reproducible. All necessary changes, as indicated by the lot, will be made accordingly before college-wide assessment of the competency skills is conducted.

Implement (I) – A college-wide study of the competency skill will be conducted using a random sampling of entering and exiting students. Faculty volunteers will be contacted and asked to participate either by providing student artifacts, or class participation in an assessment activity.

Evaluate (E) – Tools or student artifacts collected for the college-wide assessment of the implemented competency skill(s) will be evaluated using a rubric designed by the competency committee members. The committee should reflect on the assessment results and decide what intervention, if any, might be needed to improve student learning in areas that are below expectations.

Report (R) –All competency skill results of college-wide assessments will be reported to the faculty and administration using the Assessment of Student Learning Reporting Form. The final report will be posted on the OA web site in Infoshare.

OUTCOMES ASSESSMENT PROJECTS

Southwestern Illinois College endeavors to support the assessment of departmental, program, and college-wide student learning outcomes to strengthen the general education core competency skills of our students and promote student learning. When funding is made available, applications are solicited from faculty for projects involving assessment of student learning during the Fall 2019 semester. Applications from all areas of assessment will be considered, though in some semesters, special considerations are given to projects that address specified criteria. Awards are tentative and contingent on budget allocation and approval, as well as other potential factors.

All full-time and adjunct faculty are invited to submit an application. Full-time faculty may request one-hour of released time at the overload rate for the semester, and adjunct faculty may be awarded a stipend of up to $400. A project may involve several faculty, and collaboration between full-time faculty and adjunct faculty is encouraged. Each faculty member involved in a project is eligible for the aforementioned compensation. The OA Leadership Team reviews the applications and determines which projects will be considered for remuneration. The application must be approved by a faculty member's department chair or program coordinator, as well as by the division dean.

Some examples of assessment projects that have been funded in the past are: identifying and administering common assessments for a group of courses; using clickers, organizational binders, and pencasts to aid assessment and instruction; and creating online modules to increase computer literacy. To view Student Learning Reports for assessment projects that have been completed in a particular program or discipline, follow this path in Infoshare: Faculty Hub → Faculty Resources → Outcomes Assessment Forms Center → OA Webpage with Student Learning Reports

HISTORY OF ASSESSMENT OF STUDENT LEARNING AT SWIC

Assessment of student learning at Southwest Illinois College had its informal beginning in the early 1990's. The original Plan for the Assessment of Student Academic Achievement was developed in 1992 and 1993 in preparation for the College's NCA ten-year accreditation. While a plan was created, it remained in draft form with no measurement criteria (quantifiable performance standards) established. In addition no time table was established and the scope needed to be more institutional and more clearly linked to the College's mission. Also it was administratively driven.

2000-2001

- June 2000, AAHE Assessment Conference in Charlotte, NC. Administrators and faculty attended their first conference.
- November 2000, Assessment Institute in Indianapolis, IN. Assessment Leadership attended this conference.
- Original Outcomes Assessment Committee split into General Education Committee (Members predominately transfer faculty) and Occupational Committee (Members occupational/career faculty)
- General Education Committee-focused on developing its mission statement.
- Occupational Committee-surveyed faculty about assessment activities already in place.

2001-2002

- Fall 2001, Trudy Banta presented to SWIC faculty during opening week.
- Occupational Committee: Changed name from "Occupational" to "Disciplines" OA Committee; Focused on learning and presenting to the faculty classroom assessment techniques; Promoted the development of program/disciplines Mission Statement and Educational Goals.
- General Education OA Committee: Faculty surveyed to determine general education competencies; Competencies identified: Writing, Reading, Oral Communications, Computer Skills, Civic and Social Responsibilities and Analytical Skills.
- Summer 2002, OA Leadership Team attended Alverno College Workshop.

2002-2003

- Focus Groups formed around competencies:
- Instructional Deans solicit faculty volunteers to serve on six competency focus groups.
- Identified specialists are asked to serve as a consultant to group.
- General Education Committee Members are selected to chair focus groups.
- Developed evaluation rubrics.
- Developed college-wide instrument for assessing competency.
- Developed survey questions.
- Defined introduced versus reinforced.
- Conducted training for faculty.
- Spring 2003, conducted Syllabi Survey across the institution.

2003-2004

- Fall 2003, Susan Hatfield spoke to all instructional division and OA Leadership during opening week.
- Spring 2004, Writing across the curriculum assessment was piloted in fall and implemented.
- January 13, 2004, competency map survey conducted.
- January 2004, Presentation to faculty explained the current assessment activities.
- Spring 2004, Oral Communication assessment was piloted.
- Development of Competency Curriculum Maps.
- May 14, 2004, SWIC hosted "Compare and Share Roundtable" discussions.
- End of spring 2004, OA advisory committee dissolved and the AQIP OA Steering Committee began overseeing OA activities.

2004-2005

- Fall 2004, Oral Communications across the curriculum assessment was conducted.
- Fall 2004, Computer literacy and Reading across the curriculum assessment was piloted in fall and implemented in Spring 2005.
- August 17, 2004 shared results of Common Competency Map survey with the faculty.
- August 17, 2004 Opportunities for discussion across the curriculum and within disciple.
- Spring 2005, conducted Syllabi Survey across the institution.

2005-2006

- October 2005, SWIC hosted "Share and Compare Roundtable" Discussions
- October 24, 2005 SWIC Dr. Shauna Scribner and Joyce Ray presented "Assessment of an Industrial Technology Program at SWIC: A Continuous Cycle for Improvement," at the 2005 Assessment Institute in Indianapolis, IN
- March 2, 2006, a team of SWIC faculty attended the Tenth Annual Assessment Fair at Moraine Valley Community College.
- Spring 2006, Disciplines OA Committee developed new reporting form and a rubric checklist to better assist faculty.
- Spring 2006, conducted Computer Literacy, Critical Thinking, Mathematical Literacy and English 101 Portfolio Assessments.

2006-2007

- August 2006, Conducted survey to determine college-wide core competencies. 98% of full-time faculty responded.
- October 30, 2006, SWIC faculty members Dr. Linda Dawkins, Dr. Shauna Scribner and Joyce Ray presented, " We're Not in the Dark Anymore: SWIC's Approach to the Assessment Process," at the 2006 Assessment Institute in Indianapolis, IN
- Fall 2006 and Spring 2007, entering and exiting students in 4 occupational programs participate in Community College Learning Assessment (CCLA).
- Fall 2006 and Spring 2007, conducted Civic and Social Awareness, Math 094 embedded five questions on final exam, Oral Communication, and Writing Student Focus Groups assessments.
- Spring 2007, General Education Committee proposed a new set of core competencies to include: Communication Skills, Reasoning Skills, and Citizenship.
- May 7, 2007 "Farewell to Focus Groups" Reception at Schmidt Art Center.

2007-2008

- New "Core Competency" committee structure implemented in August, 2007.
- 5 Classroom Assessment Techniques (CATs) workshops are conducted in fall 2007.

- College-wide Syllabi Survey conducted during fall 2007.
- October 19, 2007, OA Coordinator visits Sinclair Community College in Dayton, OH to discuss the possibility of joint assessment projects.
- November 6, 2007, Tom Lovin, Cory Lund, and Joyce Ray led the session "Building Consensus through Outcomes Assessment" at the 2007 Assessment Institute in Indianapolis, IN.
- January, 2008, Title III grant funds first group of "Core Competency" Projects.
- Spring, 2008, Citizenship Committee members lead discussion for "Accountability" definition.
- April 1, 2008, OA Coordinator met with student group in College Activities.

2008-2009

- Full-time faculty unanimously approved the definition for Accountability during opening week, August, 2008.
- October 28, 2008, Jane Miller, Melissa Rossi, and Joyce Ray presented "How CATs Enhanced Assessment at SWIC" at the 2008 Assessment Institute in Indianapolis, IN.
- Core Competency signs are posted in all classrooms on all campuses at SWIC.
- April, 2009, Steve Moiles, Cory Lund, and Joyce Ray presented "Building Consensus through Outcomes Assessment" at the Annual Meeting of the Higher Learning Commission in Chicago, IL.

2009-2010

- Training for Class Climate begins during opening week August, 2009.
- 12 faculty pilot e-portfolios as part of a Title III grant.
- October 26, 2009, Keven Hansen, Robin Anderson, and Joyce Ray from the Mathematics Department presented "Closing the Loop of Assessment and Boosting Student Success" and Kim Snyder, Jane Miller, and Lisa Stejskal from the PTA program presented, "Assessing Core Competencies via Established Program Specific Tools in an Allied Health Program at SWIC" at the 2009 Assessment Institute in Indianapolis, IN.
- May, 2010, OA Coordinator and OA Dean Liaison meet with Director of Assessment at SIUE to discuss joint ventures.

2010-2011

- The Communication Skills Committee members led by Steve Moiles conducted an online faculty survey during September, 2010 regarding evaluating writing assignments college-wide. 118 faculty participated in this survey.
- On October 25, 2010, Matt McCarter and Cory Lund presented "Assessing Literature at SWIC" at the 2010 Assessment Institute in Indianapolis, IN. They described how they changed their course objectives and developed an assessment tool to measure the student learning outcomes in the literature courses.
- The members of the Citizenship Committee headed by Mitch Robertson, have been working on the definitions for Civic and Social Accountability and Personal Accountability. 80% of revising the faculty responding to the survey approved the revised definition during January, 2011.
- On February 25, 2011, Robin Anderson from the Mathematics Dept.; Chris Hubbard-Valentine from Institutional Research; Dana Woods from Medical Assistant Program; and Joyce Ray, OA Coordinator attended the 15th Annual Assessment Fair at Heartland Community College. A message that we all heard was that assessment means nothing without being connected to action.

2011-2012

- August, 2011, OA coordinator collected data from department chairs and program coordinators related to opening week OA activities.
- During October, 2011 the OA team attending the 2011 Assessment Institute in Indianapolis, IN were: Debbie Alford, Julie Muertz, Donna Holesinger, Mitch Robertson and Joyce Ray. Presenters at this conference focused on key issues about assessment related to the Degree Qualifications Profile, Portfolio assessment and use of rubrics.
- February 24, 2012 Janet Fontenot, Robin Anderson, Michael McClure and Joyce Ray attended the 16th Annual Assessment Fair at Oakton Community College. Robin, Michael and Joyce were presenters at the session "Critical Thinking, Reading, and Quantitative Literacy: A Three-Part Assessment."
- During Spring 2012, the college-wide syllabi survey was conducted. We had 100% participation from all programs and disciplines.
- On April 12, 2012, the OA Team including: Julie Muertz, Donna Holesinger, Donna Trone, Sherry Wimmer, and Joyce Ray visited St. Charles Community College to discuss freshman orientation classes and capstone courses related to assessing student learning outcomes.

2012-2013

- The members of the Citizenship Committee promoted Citizenship Activities during Fall 2012 semester. Faculty was provided with a list of activities that encouraged community involvement. A contest was conducted to encourage student to design posters to design a poster or make a film emphasizing the importance of the upcoming presidential election.
- The 1st OA Forum was held on September 7, 2012. Diane DiTucci and Tina Dierkes from the Business Division, and Rick Spencer from the Liberal Arts Division were the presenters.
- The Title III Grant officially ended on September 30th. This grant provided support for many student learning outcomes projects during the past 5 years. Some of these grant activities have been incorporated into the assessment process at SWIC such as: funding and support for approved assessment projects.
- During October, 2012 the OA team attending the 2012 Assessment Institute in Indianapolis, IN was: Robin Anderson, Michael McClure, Julie Muertz, Carolyn Myers, Mitch Robertson and Joyce Ray. Robin, Michael and Joyce were presenters at the session "Critical Thinking, Reading, and Quantitative Literacy: A Three-Part Assessment." Carolyn and Mitch were presenters at the session "Civic and Social Accountability: Assessment and a Rewarding Collaboration."
- The second part of the OA Forum was conducted on November 16, 2012 as part of the Curriculum Committee meeting. Dan Cross, Film Department, Christie Highlander, Paralegal Program, and Tim Brown, CIS, were the presenters.
- February 15, 2013 Keven, Hansen, Nick Kolweier, and Colleen White attended the 17th Annual Assessment Fair at Elgin Community College.

2013-2014

- The 2nd Annual OA Forum was held during selected Curriculum Committee meetings in the Fall 2013 semester. Keven Hansen from the Mathematics Department, Leisa Brockman from Culinary Arts and Food Management, and Karyn Houston and Susen McBeth from the Sign Language Studies Program were the presenters.
- The AA/AS Degree Champions hosted focus group sessions for SWIC transfer graduates on December 18, 2013. Andrew Wheeler from the Psychology Department led 3 – one hour sessions to determine how well SWIC prepared them for their transfer institutions.

- On February 21, 2014, Marijo Klingler, Liz Alvarez and Tami Hughes attended the 18th Annual Illinois Community College Assessment Fair at Moraine Valley Community College.
- On February 21, 2014, the Co-Curricular OA Committee conducted their first meeting. The committee represented Counseling, Success Center, Disability and Access Center, College Activities, Athletics, Library, Financial Aid, Veterans services, and Enrollment services.
- On June 2-4, 2014, Julie Muertz and Joyce Ray attended the AALHE 4th Annual Assessment Conference in Albuquerque, NM. This conference focused on "Emergent Dialogues in Assessment". Many presenters discussed significant changes taking place in higher education and how principles of learning outcomes assessment are at the center of these changes.
- Program Review for OA was completed in Spring 2014. The results from the AQIP systems appraisal identifies the processes OA has in place can be a model for other areas of the institution.

2014-2015

- The new MOU designates two days in each academic year dedicated to teaching and learning events.
- Begin development of activities to prepare/support faculty for the "Share and Compare Day" scheduled for May 11, 2016.
- The 3nd Annual OA Forum was held during selected Curriculum Committee meetings in the Fall 2014 semester. Keven Hansen from the Mathematics Department; Sue Taylor from Accounting; Linda Dawkins from Physical Sciences; Steve Moiles, Cynthia Hussain, and Chantay White-Williams representing Developmental English Program; Jean Deitz from Medical Laboratory Technology and Joyce Ray from Outcomes Assessment were the presenters.
- The OA Leaders at SWIC joined the Networking and Illinois OA Leaders on June 25, 2015 for the first The Assessment Group (TAG) Meeting.
- On March 6, 2015, Paula McAteer, Art Department Chairperson and Tim Brown, CIS Program Coordinator, attended the 19th Annual Illinois Community College Assessment Fair at Waubonsee Community College.
- On June 1-3, 2015, Julie Muertz, Brad Sparks, and Joyce Ray attended the AALHE 5th Annual Assessment Conference in Lexington, KY. This conference focused on "Actionable Assessment". A number of sessions emphasized the *How* of Assessment by providing many examples of what faculty are doing to take action to improve student learning.

2015-2016

- On October 1, 2015, Julie Muertz and Joyce Ray attended the 2nd Annual Assessment Conference SIUC in Carbondale, IL. A variety of teaching faculty shared assessment project results from SIUC classes.
- On October 6, 2015, faculty participated in the first Faculty Development/ Outcomes Assessment Day. The OA workshops included: Assessment 101, Customizing College-wide Rubrics and Utilizing Blackboard, How to Interpret Data, Modeling Share and Compare Day, and What our Students Need after SWIC – Panel Discussion.

- October 25-27, 2015, Brad Nadziejko, Associate Professor of English and Writing Program Director, represented SWIC at the 2015 Assessment Institute in Indianapolis. He attended presentations on integrating electronic portfolios with core competencies, and sessions on the efficacy of capstone courses in certificate and tech programs.
- On February 26, 2016, Keven Hansen, Mathematics Department Chairperson and Brad Nadziejko, Associate Professor of English and Writing Program Director, attended the 20th Annual Illinois Community College Assessment Fair: Assessment in Focus at Harper College.
- On April 1, 2016, the Assessment leaders at SWIC applied for the "Excellence in Assessment Designation" award sponsored by NILOA.
- On May 11, 2016, the second Faculty Development/Outcomes Assessment Day, 58 faculty representing the various programs, disciplines and a co-curricular area presented the results from a recent assessment project to all the full-time faculty.
- On June 6-8, 2016, Julie Muertz, Keven Hansen, Chantay White-Williams and Joyce Ray attended the AALHE 6th Annual Assessment Conference in Milwaukee, WI. This conference focused on "Assessing What We Value: A Focus on Student Learning". A number of sessions emphasized keeping the assessment process meaningful, asking the right question when beginning an assessment project, and conducting data conversations.

2016-2017

- As of fall 2016 semester, two online student learning reporting forms: The Assessment of Student Learning Report and the OA Timeline are available in Infoshare.
- Julie Muertz and Joyce Ray participated in "The Assessment Group of Illinois Community Colleges" meeting by phone on October 7th. The topics discussed included: Program Assessments for Transfer Areas, Assessing General Education Outcomes, HLC Site Visit, and Assessment-related Professional Faculty Development.
- On October 18, 2016 the Faculty Development/OA Day included: a group session "Science of Successful Learning", and 5 – 45 minute OA meetings with 3 program coordinators and 2 Division faculty groups.
- Dr. Carolyn Myers, Professor of Political Science, and Dr. Mitch Robertson, Professor of Chemistry, represented SWIC at the 2016 Assessment Institute in Indianapolis, IN October 16-18, 2016. They presented, "What is a Good Citizen? Critical Analysis and Corroboration of a Citizenship Core Competency."
- On Friday, February 24th SWIC faculty members Robin Anderson, Nicole Hancock and Brad Nadziejko attended the 21st Annual Illinois Community College Assessment Fair at Prairie State College. Nicole and Brad, Assistant Professors of English, presented at this conference, "Assessing More than Inequality: Creating a Local Assessment Measure."
- On Friday, May 5th, SWIC faculty member Keven Hansen attended the Assessment Matters Regional Community College Assessment Conference hosted by Johnson County Community College, in Kansas City, Kansas. Keven stated that, "Sessions included a process for assessing the effectiveness of course assignments and an overview of 'concept inventories' in assessment."
- On May 22 and 23, Andrew Wheeler from the Psychology Dept. conducted SWIC transfer graduate focus group sessions. The focus group participants included recent graduates with AA or AS Degrees. The script from the two sessions will be categorized and analyzed by the end of the upcoming fall semester.
- Julie Muertz and Joyce Ray attended the AALHE Conference, "Promoting Assessment for Learning" in Louisville, KY from June 12-14. Some major themes from the conference included: making use of assessment data, ensuring validity, reliability, and fairness of assessment tools, and using assessment data to influence student motivation.

2017-2018

- During summer of 2017, Dr. Mitch Robertson began working in the OA Office.
- During the 2017-2018 academic year, the following Infoshare student learning reporting forms became available to department chairs and program coordinators: "R" Report, Curriculum Map and Mission and Educational Goals forms.
- From October 22-24 Nicole Hancock, Associate Professor of English, attended the 2017 Assessment Institute, in Indianapolis, IN. Nicole attended sessions related to best practices in writing student learning outcomes, meta-analysis of data, and an overview of mixed methods of research: an integration of quantitative and qualitative data.
- Chris Farmer, Associate Professor of Mathematics, and Mitch Robertson, Professor of Chemistry attended the 22nd Annual Illinois Community College Assessment Fair on February 23 at Joliet Junior College. The theme of the conference was Origins, Outcomes, and Overhauls: What Is Your Assessment Story and Identity? The keynote speaker was Gianna Baker from the National Institute for Learning Outcomes Assessment (NILOA). She gave many examples of the resources and support that are provided by NILOA. She identified different mindsets that drive assessment, and encouraged a shift away from a compliance mentality and emphasized a commitment to student-centered teaching and learning.
- Three Information Literacy Faculty Round Table Discussions were conducted at the end of March. Faculty were given the opportunity to share their thoughts about Information Literacy as a college-wide core competency and how to assess it.
- Mitch Robertson attended the AALHE Conference, "Promoting Assessment for Learning" in Salt Lake City, UT from June 4-7, 2018. Mitch stated that a main topic of discussion was that "assessment is important to provide equality among students. I was encouraged to stop trying to convince everyone that they must comply. Instead, try to move faculty from compliance to commitment. With commitment, compliance will follow."

2018-2019

- Joyce Ray retired on August 1, 2019, and Dr. Mitch Robertson took over as the full-time Outcomes Assessment Coordinator.
- The ad hoc committee on Information Literacy evaluated faculty responses from the Fall 2018 survey and roundtable discussions. The committee proposed using the standards for Information Literacy from the American Library Association. Finally, after much discussion and consideration of several options, the committee recommended that the college-wide assessment of Information Literacy be overseen and undertaken by the General Education Outcomes Assessment Committee
- The Communication Skills core competency committee developed and piloted an updated assessment for computer literacy. The assessment was administered college-wide during the Spring 2019 semester, entirely on Blackboard.
- The Citizenship core competency committee administered the Civic and Social Accountability survey college-wide. It also conducted several election awareness activities, including a mock election on-line for Governor of Illinois.
- The Reasoning Skills core competency committee developed short critical thinking exercises for faculty to use in their classes during the Spring 2019 semester. The exercises were sent to all faculty each week by one of the committee members. At the end of the semester, a brief Class Climate survey was sent to faculty about their use and view of these exercises.
- The Disciplines committee enthusiastically reviewed all "ready for review" assessment of student learning reports. It also reviewed a revised version of the student learning report form that will be implemented soon.

- The Co-curricular committee oversaw the administration and evaluation of the SWIC College-wide Survey regarding student satisfaction with various college services. On-line surveys were sent to all currently enrolled students.
- The General Education committee viewed presentations from sponsored assessment projects that were completed in Spring 2018.
- The Transfer Degree committee put forth a proposal regarding core competency alignment with AA and AS degree requirements. This alignment will be included noted in the general education curricula in the next catalog.
- Joyce Ray, former Outcomes Assessment Coordinator and Professor of Mathematics, and Dr. Mitch Robertson, Outcomes Assessment Coordinator and Professor of Chemistry, gave a presentation "Share and Compare Day - Making Assessment Transparent" at the 2019 Assessment Institute. The conference was in Indianapolis, Indiana, from October 21-23, 2019. Librarian Samantha Rogers also participated in the conference.
- Nicole Hancock, Associate Professor of English, and Dr. Mitch Robertson, Outcomes Assessment Coordinator attended and gave presentations at the 23rd Annual Illinois Community College Assessment Fair at Kankakee Community College on February 15, 2019. Nicole's presentation was titled "Problematizing Use of High School GPA in Community College Placement", and Mitch's presentation was titled "Definition and Assessment of a Citizenship Core Competency".
- Dr. Mitch Robertson, Outcomes Assessment Coordinator and Professor of Chemistry, participated in the AALHE Annual Conference from June 10-12, 2019, in Minneapolis, Minnesota. He attended sessions concerning reliability and validity of assessment results, commercial assessments for critical thinking, incorporation of active learning into online courses, and accrediting agencies' evaluation assessment efforts, among others.

CURRICULUM COMMITTEE CHANGES

During the Spring 2004 semester, the assessment leaders made the following four recommendations to the existing curriculum committee. These recommendations were discussed and approved by the Curriculum Committee.

. The Outcomes Assessment Committees recommend that the Curriculum Committee require all course objectives for newly developed courses be written using measurable verbs defining student performance. (See list of verbs and Bloom's Taxonomy on OA web site on s-net.)
Recommendation: Implement immediately.
. The Outcomes Assessment Committees recommend that the Curriculum Committee require all general education courses intended to serve as an institutional graduation requirement identify the "common competency (ies)" taught within the course's objectives. Departments or programs submitting new or changed courses for approval should also include an updated common Competency map. (A template for the writing competency map can be found on S-net under Outcomes Assessment>Forms and Templates.)
Recommendation: After April 1, 2004 any general education course addressing the "writing" competency needs to include a writing course objective in the syllabus. As each common competency is more thoroughly defined and finalized, the Outcomes Assessment Coordinator will request the same for each additional competency.
. The Outcomes Assessment Committees will report to the curriculum committee the compiled and interpreted data resulting from assessment measurements of student learning. The Curriculum Committee will recommend curriculum changes when deemed appropriate.
Recommendation: As each common competency is assessed college-wide, the Outcomes Assessment Coordinator will report the compiled and interpreted data, and recommend curriculum changes, if deemed necessary. This process will be on going.
. The Outcomes Assessment Committees recommend that the Curriculum Committee require that any program/discipline submitting a new or revised course be able to show where it fits into their Program/Discipline curriculum map. This will be accomplished by the submission of an updated curriculum map that directly links the course's objectives to the Program's/Discipline's Mission Statement and Educational Goals.
Recommendation: After September 1, 2004 any course change (additions, revisions, or withdrawals) will require submission of a new or updated Program/Discipline curriculum map to the Disciplines Outcomes Assessment Committee.

RESTRUCTURING OF CORE COMPETENCIES PROPOSAL SPRING 2007

As an institution offering greater than 60 degrees with considerably different missions and goals, defining a set of core competencies has been a challenging process. Recognizing that core competencies must be threaded throughout a degree program and not solely addressed in a single class or through only a few assignments, SWIC must identify competencies that are common to all. hrough the efforts of a great number of faculty, the groundwork for establishing these core competencies has been accomplished. As a result of much debate and a desire for a more simplified process, it has been decided by *the General Education OA Committee and the OA Steering Committee* to move forward with 3 core competency categories. It will be expected that all degree programs will report student learning outcomes annually from assessment data collected in each category. Only those competencies within each category appropriate to the program will need to be assessed. Many degrees will find it necessary to select more than one competency from each category. Following this process will allow assessment to remain faculty driven and afford AA and AS Degree Champions in collaboration with Department Chairs, and Program Coordinators the flexibility of addressing competencies that will provide rich, meaningful assessment consistent with an individual degree program's mission and goals.

ELIMINATION OF OA STEERING COMMITTEE

In 2018, the OA Steering Committee was dissolved. The committee had become too redundant and cumbersome for the established OA program at SWIC. The committee's oversight and advisory responsibilities had been assumed gradually by the OA Leadership Team over several years; all responsibilities have now been fully assumed by the OA Leadership Team.

INFORMATION LITERACY SPRING 2019

Due to interest and concern expressed by all three general education core competency committees, in Spring 2018, the topic of Information Literacy was examined through a survey of all faculty and several roundtable discussions about the topic. An ad hoc committee for Information Literacy was formed in Fall 2018 composed of interested faculty members, the Outcomes Assessment Coordinator, and the Dean's Liaison for Outcomes Assessment. The committee reviewed the survey results and the transcripts of the roundtable discussions. The committee made the following recommendations that were adopted by the OA Leadership Team. These changes will take effect in Fall 2019:

- the American Library Association definition of Information Literacy will be used.
- the assessment of Information Literacy be under the purview of the General Education since this committee encompasses all three core competencies.
- a librarian is included on the General Education committee.

GLOSSARY OF SOME OUTCOMES ASSESSMENT TERMINOLOGY

Assessment: "Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development." (Palomba and Banta, 1999)

Artifact: is the actual tool used for the assessment; test, paper, presentation, survey, demonstration, portfolio.

Assessment of Student Learning Report: documentation of an assessment that was performed at the course, discipline, program, or institution level. The report includes a description of the assessment, the discipline or program goals and/or the general education core competency being assessment, the assessment results, the interpretation of the results, and actions that will be taken in response to the assessment.

Assessment Task: The assignment learners are asked to complete to demonstrate achievement of one or more outcomes. The student's performance in the task is measured by using explicitly stated criteria.

Benchmark: a sample of work that illustrates a category or score on a scoring rubric.

Classroom Portfolio: a collection of student work at different stages of development during a course or over a series or courses. Classroom portfolios included work from one course or discipline. They draw together samples from a variety of genres within the discipline. Classroom portfolios also generally include examples of self-reflective assessment.

Core Competency: a skill expected of all SWIC graduates.

Course objectives: are measurable learning objectives, which address the specific content of the course. These must be assessed using some method that will evaluate whether or not student learning has taken place. Each course objective should have a link to one or more discipline/program goal.

Criteria: Clearly stated characteristics of performance/level of achievement of students. These characteristics provide the basis for judging if performance is acceptable.

Curriculum Map: an identification where in each course each goal is introduced, emphasized, or reinforced for all courses in a discipline or program.

Direct Measure of Learning Outcome: Students demonstrate an expected learning outcome. (Allen, 2002).

Domains: Refers to a taxonomy developed by a group of educational psychologists, headed by Benjamin Bloom in 1956. This is a classification of levels of thinking behaviors thought to be important in the processes of learning. The three domains include: cognitive, psychomotor, and affective.

Educational Goals: are broad statements addressing what the instructional faculty want the students to understand when they finish their course(s)/program.

Educational Objectives: include the knowledge, skills, abilities, capacities, attitudes or dispositions students are expected to acquire as a result of completing your academic program. Objectives are sometimes treated as synonymous with outcomes, though outcomes are usually more detailed, behavioral in nature, and stated in precise operational terms (see Learning Outcomes).

Emphasize (for discipline specific goals/objectives): Students apply concept(s) in varying/multiple situations of greater complexity than when initially introduced.

Evaluation: The use of assessment findings (evidence/data) to judge program effectiveness; used as a basis for making decisions about program changes or improvement.

Faculty Evaluation: a process of administrative review and consultation with faculty concerning performance in the faculty role. The feedback and insights developed through outcomes assessment are not an appropriate foundation for faculty evaluation.

Formative Assessment: is continual assessment of student learning aimed at improving student learning and thus increase the chances for the student to succeed.

Goals: are the general aims or purposes of a program and its curriculum. Effective goals are broadly stated, meaningful, achievable and assessable. Goals provide a framework for determining the more specific educational objectives of a program, and should be consistent with program and institutional mission.

Grading: a process of faculty review and evaluation of student learning that is used as a basis for rating performance.

Holistic Scoring: a scoring process in which a score is based on an overall impression of a finished product compared to an agreed-upon standard for that task.

Indirect Measure of Learning Outcome: Students or others report their perception of how well a given learning outcome has been achieved.

Introduce (for discipline specific goals/objectives): Student is first exposed to concept/idea and is requested to apply concept in limited scope.

Introduce (for general education competency skills): occurs when college level competency skills as they apply to a specific discipline are first presented to students and these skills are assessed by the faculty member.

Learning Outcomes: are operational statements describing specific student behaviors that evidence the acquisition of desired knowledge, skills, abilities, capacities, attitudes or dispositions. Learning outcomes can be usefully thought of as behavioral criteria for determining whether students are achieving the educational objectives of a program, and, ultimately, whether overall program goals are being successfully met. Outcomes are sometimes treated as synonymous with objectives, though objectives are usually more general statements of what students are expected to achieve in an academic program (see Educational Objectives).

Learning Objectives: a subset of skills, abilities or knowledge that supports an outcome.

Mission Statement: is a clear and concise statement describing the faculty's commitment to the assessment of discipline specific student learning outcomes in conjunction with the mission of the college.

Multiple Measures: the different methods of assessment that are used to evaluate similar goals and objectives

OA Timeline: a timeline linked to the program/discipline program review cycle. P= Plan, I=Implement, and R=Report (includes discuss and analyze results)

Objectives: specific statements of measurable attainments.

Observer Effect: the degree in which the presence of an observer influences the outcome.

Open-response Items: items requiring short written answers.

Outcome: Broadly defined skills, abilities or knowledge learners are expected to gain in a given learning environment.

Performance-based Assessments: items or tasks that require students to apply knowledge in real world situations.

Performance Events: assessment tasks that require students to apply what they have learned.

Portfolio: a representative collection of a student's work, including some evidence that the student has evaluated the quality of his or her own work.

Program goal: related to the overall mission of the program and typically is stated in broad and rather abstract terms.

Prompt: a short statement or question that provides students with a purpose for writing, also used in areas other than writing.

Reinforce (for discipline specific goals/objectives): Student may be expected to understand the concept upon taking the course and utilizes the concept in conjunction with other concepts/ideas to solve problems.

Reinforce (for general education competency skills): occurs when students have been previously introduced to a skill as it applies to a specific discipline and is expected to use that skill without further explanation.

Rubric: a set of scoring guidelines that can be used to evaluate a student's work.

Summative Assessment: is assessment at the end of a term aimed to issue a final grade, degree, certificate or letter of recognition.

SOME KEY ASSESSMENT WEBSITES

Outcomes Assessment at SWIC: The college website for Outcomes Assessment provides faculty with access to OA forms and templates for reporting, college-wide rubrics, OA web pages for each discipline and program and other resources. Go to: Infoshare Home → Departments → Outcomes Assessment

National Institute for Learning Outcomes Assessment Established in 2008, the mission of the National Institute for Learning Outcomes Assessment (NILOA) is to discover and disseminate ways that academic programs and institutions can productively use assessment data internally to inform and strengthen undergraduate education, and externally to communicate with policy makers, families and other stakeholders. http://www.learningoutcomeassessment.org

Association for the Assessment of Learning in Higher Education (AALHE) The Association for the Assessment of Learning in Higher Education (AALHE) is an organization of assessment practitioners committed to documenting and improving student learning in higher education. http://aalhe.org

Assessment Institute is a preeminent national conference on assessment in higher education that includes presentations from national assessment leaders. Concurrent sessions provide a more in-depth perspective on specific topics. The structure of the conference allows time for networking and consulting with colleagues throughout the world. http://assessmentinstitute.iupui.edu

The Higher Learning Commission (HLC) is an independent corporation and one of two commission members of the North Central Association of Colleges and Schools, which is one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits degree-granting post-secondary educational institutions in the North Central region. https://www.hlcommission.org/

The **Lumina Foundation** is an independent, private foundation that is committed to making opportunities for learning beyond high school available to all. We envision a system that is easy to navigate, delivers fair results, and meets the nation's need for talent through a broad range of credentials. The Lumina Foundation works with governmental, nonprofit, and private-sector organizations to bring about change. http://www.luminafoundation.org

There are many, many other websites and resources that are available that pertain to the assessment of student learning in higher education.

APPENDICES

APPENDIX A: SYLLABUS TEMPLATE

SOUTHWESTERN ILLINOIS COLLEGE
COURSE SYLLABUS
Course name, Course number & Section
Semester, year

[Contact your Department Chairs/Coordinator if you do not have the approved, required elements of this course syllabus. Before printing and distributing this syllabus template to students, delete all the directions in RED.]

GENERAL INFORMATION

Instructor:	[Instructor's Name]	
Class time:	[Class time]	
Semester hours:	[Lecture Hours: [# of hours]	Lab Hours: [# of hours]
Class Location	Campus: [Campus]	Room: [Room #]
Phone:	[Phone #]	
Toll Free in Illinois:	1-866-942-SWIC (7942)	
Office Hours:	[Office Hours	
Office Location:	[Office Location]	
E-mail:	[E-mail address]	
Website:	www.swic.edu	

COURSE DESCRIPTION

[Course description must match Catalog description. Include IAI code if appropriate.]

PREREQUISITES

[Prerequisites must match prerequisites in Catalog.]

COURSE OBJECTIVES

[Course objectives must match those listed in Official Department Course Syllabus. Any core competencies taught in this course should be identifiable in the course objectives.]

COLLEGE-WIDE CORE COMPETENCIES

Students who complete a degree from SWIC will gain competency in skills related to communication, reasoning, and citizenship. In this class, students will develop skills or be exposed to the following competencies:
[Department Chairs & Coordinators please mark core competencies consistent with the course objectives and core competency maps. Faculty may not delete a marked competency(ies), but may mark an additional box if graded assignments are assigned to provide students additional experience in your class section.]

Citizenship Skills		Communication Skills		Reasoning Skills	
Civic & Social Accountability	☐	Computer Literacy	☐	Critical Thinking	☐
Personal Accountability	☐	Oral Communication	☐	Quantitative Literacy	☐
		Writing	☐		

TEXTBOOK(S)/COURSE MATERIALS

GRADING PROCEDURE

[Include a detailed list of expectations such as: grading scale, information about tests, quizzes, and assignments that will be used to calculate the final grade.]

ATTENDANCE POLICY

[An attendance policy must be included in the course syllabus. Instructors may deviate from the official college policy (written below) by providing their own written policy.]

College Attendance Policy: You are expected to be present for all assigned classes, lectures or laboratory sessions. If you are absent, you must show your instructor that your absence has been for a good cause. If you are absent more times during the semester than the number of times the class meets per week, you may be dropped from the course at the discretion of the instructor. When a student is dropped by an instructor with an effective date before the midterm date of the class a "W" will be recorded. When a student is dropped for non-attendance by an instructor with an effective date after the midterm date, the instructor will have the prerogative to assign a grade of "WF" or "W".

EMERGENCY CLOSURE STATEMENT

In case of emergency closure, students must log into Blackboard, *https://blackboard.swic.edu/* for specific assignments/instructions. At the Blackboard log in, enter your User Name and SWIC password - choose your course(s) from the My Course menu. Your instructor will notify you where in the course shell specific assignments/instructions are located.

Posting of assignments/instructions during college closure are provided to prevent disruption in the planned course schedule. Some labs may have students complete assignments on alternate dates/times when the college is open. Your instructor must notify you of the practices within that program/discipline.

DISABILITY & ACCESS CENTER

Students with disabilities who believe that they may need accommodations are encouraged to contact the Disability & Access Center at 618-222-5368 or 618-234-3347 (TDD) to ensure that such accommodations are implemented in a timely fashion.

STUDENT LEARNING OUTCOMES

The assessment of student learning is an integral part of the educational experience at Southwestern Illinois College. To this end, the faculty continually assess student learning to improve student success. Occasionally you will be requested to participate in college-wide and/or discipline specific assessment activities. Please take these assessments seriously. The data that is collected will provide valuable information to faculty and will be used to improve student learning at SWIC.

ETHICAL CONDUCT – Academic Dishonesty

Academic Dishonesty-College Policy - Academic misconduct includes, but is not limited to cheating, plagiarism and forgery, failure or refusal to follow clinical practice standards, and soliciting, aiding, abetting, concealing, or attempting such acts. Plagiarism is defined as the act of representing the work of another as one's own. Plagiarism may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgment of the source or presenting oral or written material prepared by another as one's own. Refer to the Student Handbook or College Catalog for more details.

COURSE SCHEDULE

[Using the Topical Outline from the Official Department Course Syllabus provide students with the topics covered each meeting period/week and assignments.]

ACADEMIC RIGOR STATEMENT

You are enrolled in an academically rigorous college course. Your success in this course will require a significant investment of time outside of the class. According to the Administrative Rules of the Illinois Community College Board (section 1501.309), it is assumed that the student will invest two hours of outside study time for each hour of classroom lecture time and one hour of outside study time for each two hour laboratory session.

[For courses with an IAI Code, the following statement may be added to the statement above.]

This course is approved under the Illinois Articulation Initiative (IAI). The IAI is based upon the assumption that community colleges and universities are equal partners in delivering lower-division baccalaureate courses. This course is considered equal in scope, quality, and rigor to comparable courses offered at other colleges and universities in Illinois.

[The following are FREQUENTLY used but not required statements for a syllabus and may be included at the discretion of the faculty member.]

Academic Support Services - Students needing assistance with tutoring, library research, study space, computers and internet access may go to the Library or Success Center. Academic support is available district-wide with day, evening, and Saturday service. For more details on each service, go to swic.edu.

Phones in Classroom – All cell phones and electronic devices should be turned off or silenced prior to entering the classroom. Any permission for usage should be obtained prior to the start of class and is at the discretion of the instructor.

New Student Orientation – All new students are encouraged to participate in the online New Student Orientation, where students learn about the many programs and services available to help them succeed in college. New Student Orientation can be found at estorm.swic.edu.

Policy for Inclement Weather Conditions – During times of inclement weather, Southwestern Illinois College has three options for dealing with the situation: cancel classes and cease all business, exercise the delayed-start option, or keep the college open. If the college chooses to use the delayed-start option rather than close, **the college will open at 10 a.m.** The decision to cancel classes or exercise the delayed-start option will be posted on the home page of Southwestern's Web site at swic.edu as well as broadcast on FOX 2 (KTVI), KMOV-TV Channel 4, KSDK-TV Channel 5, and radio stations KMOX-AM 1120 and WIL-FM 92.3.

SWIC Alert - This free emergency alert system sends text messages and/or emails to students and employees. Text messaging is an opt-in notification system where a text message can be received on your mobile phone. SWIC does not charge for this service; however, the only cost is what the cell phone carrier charges to receive text messages. You may choose to receive text messages or emails for a specific campus or all campuses. Once enrolled, your account is active for one year. You will receive notice 30-days before your enrollment will expire.

How to Register

1. Log in to eSTORM at estorm.swic.edu
2. Click Main Menu in the upper left
3. Scroll over SWIC Alert and choose SWIC Alert Signup

Emergency Procedures - General information about the emergency response and evacuation procedures for Southwestern are publicized each year as part of the institution's Clery Act compliance efforts and that information is available on the Southwestern Public Safety website. Emergency Response Guides and Plans are available on the Public Safety website at SWIC.edu**.**

Official Communication- Your student e-mail account is the official method to communicate between you and your instructor. Official communication will not be sent to your personal e-mail (yahoo, wildblue, gmail etc.).

Revised: 12-04-2017

APPENDIX B: GENERAL EDUCATION CORE COMPETENCY RUBRICS

Southwestern Illinois College
Writing Assessment Rubric

1. The writing connects with the audience through **quality of thought**. Rating: _____

a. The main purpose of the writing is clear and worthwhile.	0	1	2	3
b. The writer demonstrates thorough understanding of the subject.	0	1	2	3
c. The work includes convincing evidence and/or examples to support all conclusions.	0	1	2	3
d. The writer anticipates and addresses potential concerns of the audience.	0	1	2	3

2. The writing connects with the audience through **purposeful structure**. Rating: _____

a. The introduction orients readers to the main subject being discussed.	0	1	2	3
b. The writing moves from one idea to the next effectively.	0	1	2	3
c. All parts of the work relate to each other and to the main idea.	0	1	2	3
d. The work concludes in an effective manner.	0	1	2	3

3. The writing connects with the audience through appropriate **style/expression**. Rating: _____

a. The style holds the reader's interest.	0	1	2	3
b. The tone is appropriate to the audience and purpose.	0	1	2	3
c. The writing is clear and avoids vague, empty, or ambiguous statements.	0	1	2	3
d. The vocabulary and sentence structure are appropriate for the audience and purpose.	0	1	2	3

4. The writing connects with the audience through **appropriate conventions**. Rating: _____

a. The work is edited for correct spelling.	0	1	2	3
b. The work is edited for correct grammar and mechanics.	0	1	2	3
c. The writer effectively integrates and cites source material where necessary.	0	1	2	3
d. The writer addresses the particulars of the assignment and follows directions.	0	1	2	3

Overall Rating for the Paper (0, 1, 2 or 3): _____

Oral Communications Evaluation

Instructions: This tool may be used to evaluate a variety of speaking situations. Assess each competency on a scale of 1 to 5 based on the following qualities:

1-Unacceptable 2-Poor 3-Proficient 4-Good 5-Excellent

Course Name_____ Course Number_____

Purpose of speaking assignment _____

		Comments
1. Effectively communicates verbally.		
Maintains appropriate volume:	1 2 3 4 5 NA	
Maintains voice quality:	1 2 3 4 5 NA	
Demonstrates correct pronunciation/ articulation:	1 2 3 4 5 NA	
Vocal distractions are minimal:	1 2 3 4 5 NA	
Appropriate speed and effective use of pauses:	1 2 3 4 5 NA	
	Average_____	
2. Effectively communicates non-verbally.		
Uses appropriate gestures, facial expressions, and movement to support message:	1 2 3 4 5 NA	
Maintains eye contact:	1 2 3 4 5 NA	
Avoids physical distractions:	1 2 3 4 5 NA	
	Average_____	
3. Presents material in an organized manner.		
Attention getting opening:	1 2 3 4 5 NA	
Articulates goal or thesis effectively:	1 2 3 4 5 NA	
Presents points in a logical sequence with clear transitions:	1 2 3 4 5 NA	
Closes with an effective summary:	1 2 3 4 5 NA	
	Average_____	
4. Maximizes Content.		
Reflects audience analysis:	1 2 3 4 5 NA	
Demonstrates preparation and research:	1 2 3 4 5 NA	
Uses appropriate presentation aids:	1 2 3 4 5 NA	
Gathers feedback and answers questions effectively:	1 2 3 4 5 NA	
	Average_____	

Average the overall score for the final result. The minimum goal we would like to see students attain is a score of 3.

Overall Average _____

Group Presentation Rubric

Group Member Names: _____ Date: _____

Overall Presentation Time: Shared Speaking Time: Y or N

Speaker 1: _____ Time: _____ Topic: _____

Full Content1 2 3 4 5 NA Notes:

Organization 1 2 3 4 5 NA

Delivery Skills 1 2 3 4 5 NA

Speaker 2: _____ Time: _____ Topic: _____

Full Content1 2 3 4 5 NA Notes:

Organization 1 2 3 4 5 NA

Delivery Skills 1 2 3 4 5 NA

Speaker 3: _____ Time: _____ Topic: _____

Full Content1 2 3 4 5 NA Notes:

Organization 1 2 3 4 5 NA

Delivery Skills 1 2 3 4 5 NA

Group Grade: 1: _____ 2: _____ 3: _____

Framing/Transitions/Through-line _____ _____ _____

Collaboration/Shared Workload _____ _____ _____

Conflict Management _____ _____ _____

Self/Group Evaluation _____ _____ _____

Computer Literacy Assessment Rubric

Rate the student for each outcome as:

1–Unacceptable 2-Needs Work 3-Competent 4-Excellent NA- Not applicable

Utilizes operating system software and data management skills

						Comments
Proper file naming conventions used.	1	2	3	4	NA	
File is readable/viewable/useable. For example, all associated files are uploaded such as images, pictures, etc.; hyperlinks work correctly. A video is focused and maintains appropriate sound level.	1	2	3	4	NA	

Demonstrate an understanding of the ethical use of technological tools

The artifact appears to be the student's own work.	1	2	3	4	NA	
For research artifacts, sources are appropriately documented	1	2	3	4	NA	

Utilizes software (word processing, presentation, or application specific to discipline)

Overall, the artifact is professional looking. It is appropriate to submit to an instructor, colleague, manager, or customer.	1	2	3	4		
The font is appropriate for readability. Bolding, italicizing, and centering is used appropriately (if applicable)	1	2	3	4	NA	
The application is formatted specific to business/collegiate standards. For example, the page formatting includes correct use of page breaks, paragraphs indented, page numbers included. Extra pages and spacing are removed. Tables are appropriately spaced, and columns are accurately titled. Columns of numbers line up.	1	2	3	4	NA	
The artifact is completed using appropriate tools. The software used is appropriate for the application.	1	2	3	4	NA	
It is evident the student took pride in the completion of the artifact and has a good understanding of the application requirements.	1	2	3	4	NA	

Overall Average or Rating for the Assignment _____

Personal Accountability Rubric

Course Title/Section: _____ Student ID #:_____

Professional expectations of colleagues, peers, And instructors:	Never	Seldom	Sometimes	Frequently	Always		Comments:
Attends class on time throughout semester	1	2	3	4	5	NA	
Exhibits professional behavior (i.e. responsibility, initiative, respect, sensitivity, honesty, integrity)	1	2	3	4	5	NA	
Exhibits appropriate classroom behavior (i.e. attentive and courteous to instructor and other students t/o entire class time)	1	2	3	4	5	NA	
Avoids participating in activities that represent the school adversely	1	2	3	4	5	NA	
			Points_____				
Express critical self-awareness:	Never	Seldom	Sometimes	Frequently	Always		Comments:
Prepared for class; shows evidence of reading syllabi/materials ahead of time	1	2	3	4	5	NA	
Homework assignments completed by designated due dates	1	2	3	4	5	NA	
Demonstrates the ability to self-assess strengths and/or weaknesses	1	2	3	4	5	NA	
			Points_____				
Adapt as needed:	Never	Seldom	Sometimes	Frequently	Always		Comments:
Accepts constructive criticism	1	2	3	4	5	NA	
Seeks guidance/clarification when needed	1	2	3	4	5	NA	
Demonstrates the ability to improve areas of weakness	1	2	3	4	5	NA	
Adapts learning/teaching methods as needed	1	2	3	4	5	NA	
			Points_____				

Total Points _____

Overall Rubric Rating: _____/_____= _____

APPENDIX C: MISSION AND GOALS TEMPLATE (form completed in Infoshare)

Mission Statement and Educational Goals

Contact Person(s):	**Date Submitted:**
Division:	**Discipline:**

Mission Statement

Educational Goals

This Discipline/Program at Southwestern Illinois College will graduate students that can:

1.
2.
3.
4.

APPENDIX D: CURRICULUM MAP TEMPLATE (FORM COMPLETED IN INFOSHARE)

Program Curriculum Map for

Contact Person(s):	Division:	
Discipline/Program/Department:	**Date Submitted:**	**Date Reviewed:**

Goals	***Course Prefix and Number***					
1.						
2.						
3.						
4.						
5.						

Comments:

APPENDIX E: OA TIMELINE TEMPLATE (form completed in Infoshare)

SOUTHWESTERN ILLINOIS COLLEGE

Outcomes Assessment Timeline

Contact Person:	Date Submitted:	
Division:	Discipline/Program/Department:	Program Review Year:

Program Review Year of 2019

	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5		
Goal	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018
Goal 1															
Goal 2															
Goal 3															
Goal 4															

APPENDIX F: CORE COMPETENCY SKILL MAPS

ORAL COMMUNICATIONS COMPETENCY SKILL MAP

Submission By: Date:

Department/Program Division:

		Course Number								
	Competency Definition									
1.	Effectively communicates ***VERBALLY*****.** a. Maintains appropriate volume. b. Maintains voice quality. c. Demonstrates correct pronunciation/ articulation. d. Vocal distractions are minimal. e. Appropriate speed and effective use of pauses.									
2.	Effectively communicates ***NON-VERBALLY***. a. Uses appropriate gestures, facial expressions, and movement to support message. b. Maintains eye contact. c. Avoids physical distractions.									
3.	Presents material in an ***ORGANIZED*** manner. a. Attention getting opening. b. Articulates goal or thesis effectively. c. Presents points in a logical sequence with clear transitions. d. Closes with an effective summary.									
4.	Maximizes ***CONTENT***. a. Reflects audience analysis. b. Demonstrates preparation and research. c. Uses appropriate presentation aids. d. Gathers feedback and answers questions effectively.									

I = Introduce, R= Reinforce, Blank = Not Applicable

WRITING COMPETENCY SKILL MAP

Submission By: Date:

Department/Program Division:

Course Number

	Competency Definition									
1.	Connects with intended audience through ***QUALITY OF THOUGHT***. a. The main purpose of the writing is clear and worthwhile. b. The writer demonstrates thorough understanding of the subject. c. The work includes convincing evidence and/or examples to support all conclusions. d. The writer anticipates and addresses potential concerns of the audience.									
2.	Connects with intended audience through ***PURPOSEFUL STRUCTURE*.** a. The introduction orients readers to the main subject being discussed. b. The writing moves from one idea to the next effectively. c. All parts of the work relate to each other and to the main idea d. The work concludes in an effective manner.									
3.	Connects with intended audience through ***STYLE/EXPRESSION***. a. The style holds the reader's interest. b. The tone is appropriate to the audience and purpose. c. The writing is clear and avoids vague, empty, or ambiguous statements. d. The vocabulary and sentence structure are appropriate for the audience and purpose.									
4.	Connects with intended audience through ***APPROPRIATE CONVENTIONS*.** a. The work is edited for correct spelling. b. The work is edited for correct grammar and mechanics. c. The writer effectively integrates and cites source material where necessary. d. The writer addresses the particulars of the assignment and follows directions.									

I = Introduce, R= Reinforce, Blank = Not Applicable

COMPUTER LITERACY COMPETENCY SKILL MAP

Submission By: Date:

Department/Program Division:

Course Number

	Competency Definition									
1.	Use an operating system to manage files.									
2.	Use production software such as a word processor program or presentation software to create a document.									
3.	Use computer technology to access, distribute, and communicate information in an online environment.									
4.	Demonstrate an understanding of the ethical use of technological tools.									
5.	Use application software specific to a discipline.									

I = Introduce, R= Reinforce, Blank = Not Applicable

CRITICAL THINKING COMPETENCY SKILL MAP

Submission By: Date:

Department/Program Division:

		Course Number								
	Competency Definition									
1.	**Deduction** - The ability to derive ideas or consequences from a set of assumptions or a given scenario. **Course Question**: Does the course ask students to use a set of rules to derive concepts, solve problems, or analyze situations?									
2.	**Conceptualization** - The ability to grasp a concept through spoken or written communication. **Course Question:** Does the course emphasize the comprehension of concepts, or does it emphasize the memorization of terms or procedures?									
3.	**Application** - The ability to see a concept in experience, human behavior, or in the production of something. **Course Question**: Does the course emphasize the visualization of concepts in experience, etc., or does it emphasize the formal articulation of a theory or method?									
4.	**Evaluation** - The ability to judge the worth or success of a concept, theory, or method. **Course Question:** Does the course ask students to question the worth of its concepts, theories, or methods?									
5.	**Reflection** - The ability to see oneself in relation to a concept, theory, or practice, one may profess. **Course Question:** Does the course ask students to examine the relationship between themselves, or their discipline, and the concepts, theories, or methods they practice?									

I = Introduce, R= Reinforce, Blank = Not Applicable

QUANTITATIVE LITERACY COMPETENCY SKILL MAP

Submission By: Date:

Department/Program Division:

		Course Number								
	Competency Definition									
1.	Compute fluently and make reasonable estimates.									
2.	Identify, extract, and use quantitative information from tables, charts, graphs, and/or other relevant visual data.									
3.	Translate a given problem situation into a mathematical statement and find its solution.									

I = Introduce, R= Reinforce, Blank = Not Applicable

CIVIC AND SOCIAL ACCOUNTABILITY COMPETENCY SKILL MAP

Submission By: Date:

Department/Program Division:

	Competency Definition	Course Number								
1.	**Define the individual's local, national, and global roles and responsibilities.** Articulate how to fulfill the individual's roles, adapt the individual's roles to various social, cultural, political, historical, and environmental contexts.									
2.	**Express civic dispositions.** Respect diverse individual and societal perspectives and engage multiple perspectives for the good of the community.									
3.	**Demonstrate these responsibilities and dispositions through choices and behaviors.** Use knowledge and disposition to positively impact the individual's communities.									

I = Introduce, R= Reinforce, Blank = Not Applicable

PERSONAL ACCOUNTABILITY COMPETENCY SKILL MAP

Submission By: Date:

Department/Program Division:

Course Number

	Competency Definition									
1.	**Describe the professional expectations of colleagues, peers, and instructors.** Take personal responsibility to meet or exceed these expectations.									
2.	**Express critical self-awareness.** Honestly self-assess how the individual meets expectations and take personal responsibility to improve when expectations are not met.									
3.	**Adapt as needed.** Use knowledge and disposition to adapt the individual's behavior, attitude, and/or actions to be personally accountable in all situations.									

I = Introduce, R= Reinforce, Blank = Not Applicable

APPENDIX G: ASSESSMENT OF STUDENT LEARNING REPORT FORM

Assessment of Student Learning Report Form

Contact Person(s):	**Date of Report Submission:**
Academic Division:	**Semester Assessment Conducted:**
Discipline/Program/Department:	**Identify if assessment is:**

Report Title:

A unique Report Title must be used for each student learning report that is submitted. It is helpful to include the semester and year of the assessment in the title (for example: Phys 151 Motion Diagrams Assessment – Spring 2018). If the title of the report is changed, a new report will be generated.
Please do not use special characters in the Report Title because the form will not save. Special Characters include . # % & * : ; < > ? \| \ / { } ( ) ! .

Identify level of assessment:

☐ Course (for assessments within one course or sections of courses that are related)

☐ Degree/Program (for program specific assessments or core competency assessments in courses in a degree or program)

☐ College-wide (only for core competency committee assessments)

ABSTRACT

1. Provide an abstract of the assessment. Be sure to indicate what the faculty wanted to know about student learning, the type of assessment, the key results of the assessment, and what actions will be taken in response to the results. This summary will be published in public documents to describe the various assessment activities that occur at SWIC.

2a. Identify the courses that were involved in this assessment. Indicate the total number of students enrolled in these courses, and indicate how many students were assessed.

2b. List the course objectives, program/discipline goals, and general education core competencies involved in this assessment. Include a description of each course objective and program/discipline goal.

2c. Identify the mode of delivery for participating courses (check all that apply).

___ Face-to-face ___ Online ___ Hybrid

3a. What instruments were used to conduct the assessment? Attach a blank copy of relevant documents below (survey, rubric, template, etc.).

3b. Describe how the assessment was conducted, and indicate how many faculty conducted the assessment.
4a. What data were collected from the assessment? Present the results in a table or chart, when applicable. If this is a repeat assessment, also share and compare the results to the previous assessment(s). It may be helpful to attach data tables and charts as documents below instead of entering them directly into this form.
4b. What benchmark was chosen to indicate satisfactory student performance? Why was this benchmark chosen?
4c. In which cases did the students meet the benchmark? **In which cases did the students not meet the benchmark?**
4d. How do faculty interpret the results?
4e. Were differences in performance based on demographics (such as age, ethnicity, gender), mode of delivery, GPA, participation in specific support activities, or other matters analyzed? ___ yes ___ no **If yes, what were the results of the analysis?**
4f. What actions will be taken in response to the assessment results?

Please attach relevant data tables, data summaries, rubrics, and/or assessment tools. *Click the blue button to add an attachment, click Attach Another File to add multiple attachments.*	**Attachments** No file attached

For Official Use Only

Submitted By:	**Division:**
Date Reviewed:	**Status:** Draft

Use the buttons to Save or Close the form.

APPENDIX H: PROGRAM REVIEW

EVIDENCE OF QUALITY – STUDENT LEARNING 5-YEAR PROGRAM REVIEW TEMPLATE

Southwestern Illinois College
2020
PROGRAM REVIEW –
EVIDENCE OF QUALITY – STUDENT LEARNING

I. The following student learning forms have been reviewed and are up-to-date:

Link:

Outcomes Assessment Forms	Date Reviewed
Mission Statement and Educational Goals	
Curriculum Map	
Competency Skill Maps (check the ones that are included in your program) **Communication Skills**	
☐ Oral communication	
☐ Writing	
☐ Computer Literacy	
Reasoning Skills	
☐ Critical Thinking	
☐ Quantitative Literacy	
Citizenship	
☐ Civic and Social Accountability	
☐ Personal Accountability	
OA Timeline 2020*	
OA Timeline 2025*	

* The expectation is that each goal will be assessed two times during a 5-year program review cycle.

II. What methods does this department or discipline utilize to evaluate the quality of student learning in its courses and/or their contribution to the general education component of the college's degrees and certificate programs? Check all that apply.

	Direct		**Indirect**
☐	Program developed assessments	☐	Student surveys
☐	Standardized assessments	☐	Graduate surveys
☐	Student work/artifacts	☐	Faculty surveys
☐	Portfolio evaluations	☐	Employer surveys
☐	Course embedded questions	☐	Performance at transfer institutions
☐	Rubrics	☐	Analysis of enrollment/completion trends (tracking of cohorts)
☐	Certification/licensure results		
☐	Other, please specify:	☐	Other, please specify:

III. A. Describe what evidence you have that demonstrates that course completers are meeting the educational goals of the department or discipline.

B. Attach the 2020 Assessment Summary Chart for your Discipline.

IV. Describe how the data about student learning were shared and used to make decisions among full-time faculty, adjunct/part-time faculty and other stakeholders.

V. A. Check (x) all the areas below, if any, that were impacted by the decisions made for this discipline

Placement cut scores		Facilities	
Requisite Requirements		Methods of Delivery	
Equipment		Mode of Delivery	
Curriculum Changes		Other Aspects which Impact Student Learning,	

B. Summarize the program or course level changes made based on the data collected during the last five academic years. This summary should address each box that was checked in part A. above.

VI. What are the department's or discipline's immediate plans for improving student learning in its courses or their contribution to the general education component of the college's degrees and certificate programs?

VII. Are there other findings from this Program Review which impact student learning within your program?

Yes		No	

If yes, please provide detail.

VIII. Please write a summary of your program's or department's assessment activity for the past 5 years. This summary is printed in a public document, the OA Annual Report, posted on www.swic.edu. The summary should be a stand-alone paragraph that the public can understand – what was assessed, what were the results, and what are the plans for action in response to the results.

Revised 4-1-2019

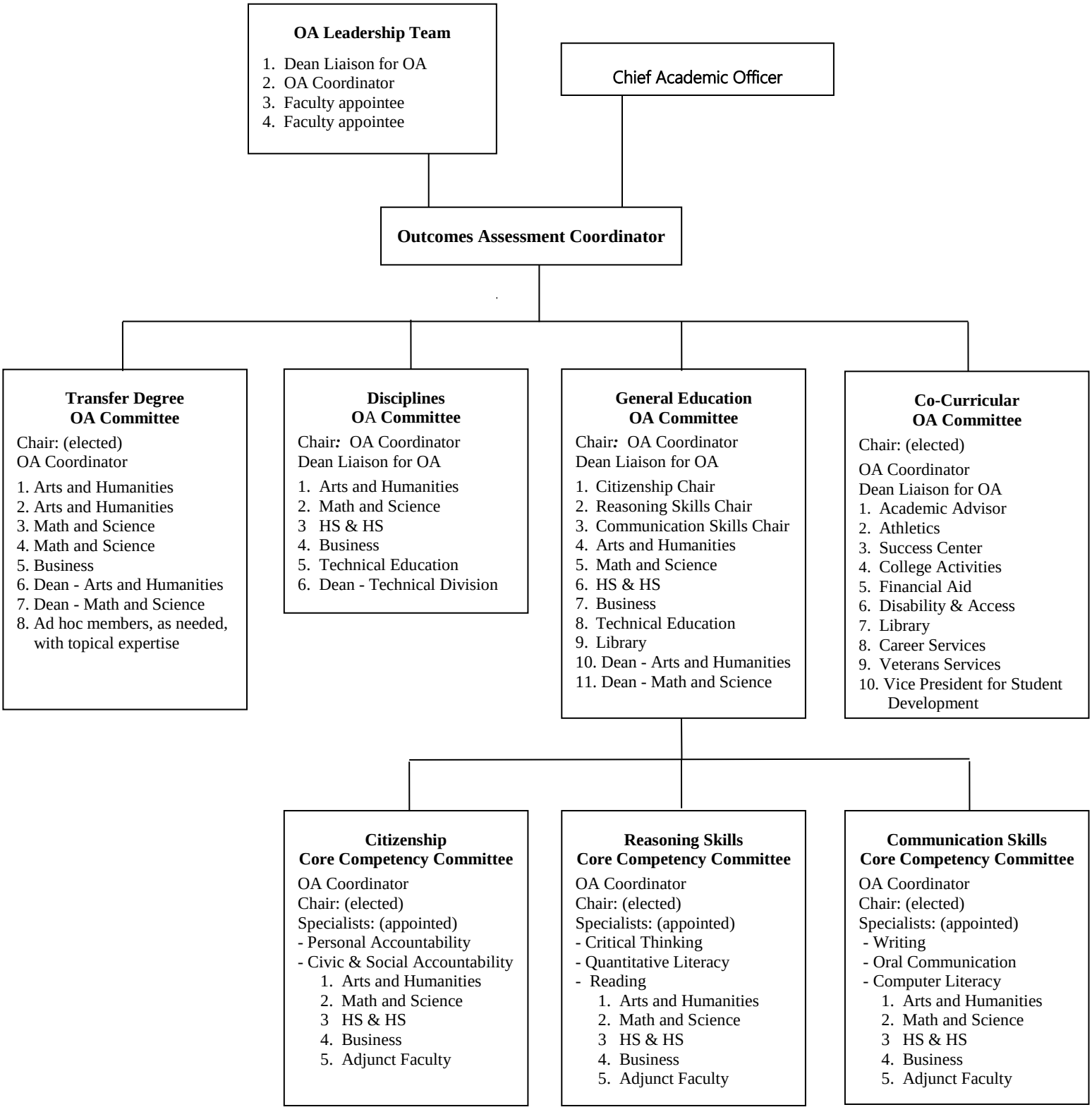
ASSESSMENT SUMMARY CHART

2020 Assessment Summary Chart for (Program/Discipline)

Title of Assessment Reports from the last 5 years	List Educational Goals	Core Competency Skills Assessed			Type of Assessment Direct or Indirect (D or I)	Assessment of Knowledge, Skills, Attitudes/Beliefs (K,S,A)	Trend data available? (Y, N)	State the Benchmark	Were any changes implemented? (Y, N)
		Communication Skills (CL, OC, W)	Reasoning Skills (QL, CT)	Citizenship (PA, CSA)					

APPENDIX I: COMMITTEE STRUCTURE

SWIC OUTCOMES ASSESSMENT COMMITTEE STRUCTURE 2019-2020



HS & HS is Health Sciences and Homeland Security

APPENDIX J: OUTCOMES ASSESSMENT COMMITTEE MEMBERSHIP AND TERMS

OA LEADERSHIP TEAM

MEMBERS	SELECTION PROCESS	TERMS
OA Coordinator	Chief Academic Officer appointment with faculty search	Permanent Member
Dean's Liaison for Outcomes Assessment	Chief Academic Officer appointment	Permanent Member
Faculty Representative – Department Chair of Math and Computer Science	Chief Academic Officer appointment	Permanent Member
Faculty Representative – Writing Center Director, English Department	Chief Academic Officer appointment	Permanent Member

GENERAL EDUCATION OUTCOMES ASSESSMENT MEMBERSHIP AND TERMS

Members	Selection Process	Terms
Communication Skills Chairperson	Elected by current members of Committee	2 year term
Reasoning Skills Chairperson	Elected by current members of Committee	2 year term
Citizenship Chairperson	Elected by current members of Committee	2 year term
Institutional Research Representative	VP appointment	Permanent Member
OA coordinator and GEOA Chairperson	Chief Academic Officer appointment with faculty search	Permanent Member
Dean Representative	Chief Academic Officer appointment	2 year term
Arts and Humanities Representative	Elected by Division	2 year term
Business Division Representative	Elected by Division	2 year term
Career and Technical Education Representative	Elected by Division	2 year term
Health Sciences and Homeland Security Rep.	Elected by Division	2 year term
Math and Sciences Representative	Elected by Division	2 year term
Library Representative(s)	Determined by Librarians	2 year term

DISCIPLINES OUTCOMES ASSESSMENT MEMBERSHIP AND TERMS

Members	Selection Process	Terms
Allied Health, Public Services, Industrial Technology Division	Elected by Division	2 year term
Business Division	Elected by Division	2 year term
Arts and Humanities	Elected by Division	2 year term
Math and Science	Elected by Division	2 year term
Resource Person(s)	Appointed by assessment leaders	2 year term
OA Coordinator & DOA Chairperson	Chief Academic Officer appointment with faculty search	Permanent Member
Dean Representative	Chief Academic Officer appointment	2 year term

TRANSFER DEGREE COMMITTEE

MEMBERS	SELECTION PROCESS	TERMS
Chairperson	Elected by committee members	2- year term
OA Coordinator	Chief Academic Officer appointment with faculty search	Permanent Member
Dean of Arts and Humanities	Chief Academic Officer appointment	Permanent Member
Dean of Math and Science	Chief Academic Officer appointment	Permanent Member
Arts and Humanities	Elected by Division	2- year term
Arts and Humanities	Elected by Division	2- year term
Math and Sciences	Elected by Division	2- year term
Math and Sciences	Elected by Division	2- year term
Business	Elected by Division	2- year term
Academic Advisor	Elected by Division	2- year term

CITIZENSHIP COMMITTEE MEMBERSHIP AND TERMS

MEMBERS	SELECTION PROCESS	TERMS
Chairperson	Elected by committee members	2- year term
OA Coordinator	Chief Academic Officer appointment with faculty search	Permanent with appointment
Specialists: Personal Accountability Civic and Social	Selected by OA Team/Division Dean	2- year term
Arts and Humanities	Elected by Division	2- year term
Business Division	Elected by Division	2- year term
Math and Sciences	Elected by Division	2- year term
Health Sciences and Homeland Security	Elected by Division	2- year term
Adjunct Faculty	Elected by Division	1-year term

REASONING SKILLS COMMITTEE MEMBERSHIP AND TERMS

MEMBERS	SELECTION PROCESS	TERMS
Chairperson	Elected by committee members	2- year term
OA Coordinator	Chief Academic Officer appointment with faculty search	Permanent with appointment
Specialists: Critical Thinking Quantitative Literacy	Selected by OA Team/Division Dean	2-year term
Liberal Arts	Elected by Division	2-year term
Business Division	Elected by Division	2-year term
Math and Sciences	Elected by Division	2-year term
Health Sciences and Homeland Security	Elected by Division	2-year term
Adjunct Faculty	Elected by Division	1-year term

COMMUNICATION SKILLS COMMITTEE MEMBERSHIP AND TERMS

MEMBERS	SELECTION PROCESS	TERMS
Chairperson	Elected by committee members	2- year term
OA Coordinator	Chief Academic Officer appointment with faculty search	Permanent with appointment
Specialists: Writing Oral Communication Computer Literacy	Selected by OA Team/Division Team	2- year term
Liberal Arts	Elected by Division	2- year term
Business Division	Elected by Division	2- year term
Math and Sciences	Elected by Division	2- year term
Health Sciences and Homeland Security	Elected by Division	2- year term
Adjunct Faculty	Elected by Division	1-year term

CO-CURRICULAR OA COMMITTEE MEMBERSHIP AND TERMS

MEMBERS	SELECTION PROCESS	TERMS
Chairperson	Elected by committee members	2- year term
OA Dean Liaison	Chief Academic Officer appointment	Permanent Member
OA Coordinator	Chief Academic Officer appointment with faculty search	Permanent Member
VP of Student Development	Volunteer Representative	Representative from Division
Disability and Access Center	Volunteer Representative	Representative from Department
Library	Volunteer Representative	Representative from Department
Academic Advising	Volunteer Representative	Representative from Department
College Activities	Volunteer Representative	Representative from Department
Athletics	Volunteer Representative	Representative from Department
Career and Veterans' Services	Volunteer Representative	Representative from Department
Success Center	Volunteer Representative	Representative from Department
Financial Aid	Volunteer Representative	Representative from Department

APPENDIX K: OUTCOMES ASSESSMENT PROJECTS

Outcomes Assessment Project Proposal Guidelines
Full-time/Adjunct/Part-time Faculty

Goal:

Provide program coordinators, department chairs, and faculty with assistance in the development and implementation of the assessment of student learning outcomes related to the program or discipline educational goals, course objectives, or core competencies.

Application and Selection Process:

When funding is available, all faculty will be sent the application form and proposal guidelines electronically the semester before the project is to take place. The program coordinator/ department chair may elect to give the application form to selected full-time, adjunct, or part-time faculty to provide support for program/discipline assessment projects for program review. The faculty's program coordinator/department chair and dean will review and approve worthy applications. The dean will submit the applications to the Outcomes Assessment (OA) Coordinator. The members of the OA Leadership Team will review the applications using the attached rubric and fund the projects that are determined to be most beneficial to the program or discipline.

The application form must be completed in entirety and signed by both the program coordinator/ department chair and the divisional dean in order to be considered.

Project Expectations:

1. Attend meetings and/or training sessions with the OA Coordinator and/or program coordinator/ department chair .
2. Create one or more assessment tools to implement a project that produces student learning data.
3. Collect data.
4. Report to OA Coordinator on a regular basis to describe the progress made on the project.
5. Present findings, data, and/or materials to the department chair/program coordinator.
6. Submit the Assessment of Student Learning Report in Infoshare.
7. Give a brief presentation about the project to the General Education OA committee after the Assessment of Student Learning Report has been submitted.

Compensation:

1. All qualifying full-time faculty will receive one hour of released time at the overload rate.
2. All qualifying adjunct faculty will receive a stipend in an amount up to $400.

Typically, up to 5 full-time faculty and 5 adjunct faculty will be funded each semester.

SWIC Outcomes Assessment Project Application Form

Title of Project: _____

1. ***List the names of al faculty, along with their department, who are participating in this project. Indicate if the faculty member is full-time or adjunct/part-time.***

Name	**Department**	
		☐ full-time ☐ adjunct/PT
		☐ full-time ☐ adjunct/PT
		☐ full-time ☐ adjunct/PT

2. ***Describe the duties/responsibilities for each participant. Estimate the total amount of hours outside the classroom that you anticipate the project will involve.***

Name	**Responsibilities**

3. ***Identify type of assessment:***
(Select all that apply.)

☐ Classroom/Discipline
☐ Degree/Program
☐ Institutional

4. ***Identify core competency:***
(Select all that apply.)

☐ Communication Skills
☐ Reasoning Skills
☐ Citizenship

5. ***List the course objectives and departmental goals that will be addressed by this assessment.***

6. ***Describe the student learning assessment project. Identify the participating course(s).***

7. ***Explain how data will be collected to show how this project impacts student performance in the indicated core competency, course objectives(s), or educational goal(s).***

8. ***List any materials, additional resources, or assistance needed to implement this project.***

9. ***Is this the first time that you have requested funding and support for an Outcomes Assessment project***?

☐ Yes ☐ No

Criteria Rubric for Selection of Outcomes Assessment Projects

Faculty applicant(s): _____
Department/Program: _____ Semester: _____
Title of Project: _____

1) Relevance of the student learning assessment is clearly identified.			
	0 pts	1 pt	
• The proposal clearly identifies what faculty want to know about student learning.			
• There is a clear description of the type of student performance the faculty will be examining to assess student learning.			
• The project is linked to at least one course objective or departmental or program goal.			
• The project is linked to at least one course objective and to at least one departmental or program goal to assist with program review.			
	0 pts	1 pt	2 pts
• The benchmark indicating satisfactory student performance is clearly identified, and the rationale for choosing the benchmark is explained; or, the reason why no benchmark is chosen is explained.			
• There is reasonable and feasible intent to repeat the assessment in the future to gain trend data for the program/discipline.			
2) Involvement of others in the assessment project development, implementation, and interpretation of results.			
	0 pts	1 pt	
• Two or more faculty will be collaborating on the project.			
• The project will involve more than one class section.			
	0 pts	1 pt	2 pts
• The project identifies how the assessment project and results will be shared with full-time and adjunct faculty in the program or discipline.			
3) Project is a new or continuing initiative that will provide valuable student learning data for the program/discipline or college-wide core competencies.			
	0 pts	1 pt	2 pts
• The project includes development of an assessment tool and training of faculty participating in assessment.			
• The project addresses program/discipline student learning concerns from a different perspective of previous assessments.			
• The project follows up from areas of concern addressed in earlier assessments.			
• The project is the same from a previous semester but is labor intensive and will be used to compare data from semester to semester.			

Total points: _____

Comments and suggestions for the faculty applicants:

APPENDIX L: BLOOM'S CLASSIFICATION OF COGNITIVE SKILLS

Bloom's classification of cognitive skills is widely used in instruction planning. The six levels are arranged by level of complexity. Use of this or other classification systems is recommended to safeguard against a tendency to focus on content coverage and to ignore what the students should learn to do with content.

Category	**Definition**	**Related Behaviors**
Knowledge	recalling or remembering something without necessarily understanding, using, or changing it	define, describe, identify, label, list, match, memorize, point to, recall, select, state
Comprehension	understanding something that has been communicated without necessarily relating it to anything else	alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate
Application	using a general concept to solve problems in a particular situation; using learned material in new and concrete situations	apply, adopt, collect, construct, demonstrate, discover, illustrate, interview, make use of, manipulate, relate, show, solve, use
Analysis	breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles	analyze, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, point out, select, separate, sort, subdivide
Synthesis	Creating something new by putting parts of different ideas together to make a whole.	blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, write
Evaluation	judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria	accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support

CONTACT INFORMATION

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