

Annual Assessment Report 2021-2022

Southeastern Illinois College



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Introduction

The 2021-2022 academic year marked a return to normalcy for many institutions of higher learning across the country. After a long period of remote learning and reduced socialization, students were back in classrooms and occupying campus spaces. The return of students also marked the return of cocurricular activities.

Today, many college students view involvement in cocurricular activities as an essential part of their collegiate experience. Cocurricular activities provide many benefits to college students. These activities offer entertainment and a source of socialization. Additionally, these activities afford students with an avenue to apply knowledge and skills. For institutions, cocurricular activities are known to improve student retention and success.¹ The more involved a student is, the more likely they are to remain in school.

Southeastern Illinois College is committed to student learning in both curricular and cocurricular activities. As such, SIC has redefined and identified cocurricular programs and implemented a new process of assessing student learning through cocurricular activities. It is our goal to ensure that student needs are met across all modalities.

The Assessment Committee

SIC's assessment committee is 20-member consortium of administration, faculty, and staff. The committee serves as a major part of SIC's institutional process. The purpose of the

¹ Dessa Bergen-Cico, "Exploring the Association between Campus Co-Curricular Involvement and ...," Research Gate (Journal of College Student Retention Theory and Practice, January 2013), https://www.researchgate.net/publication/255729033_Exploring_the_Association_between_Campus_Co-Curricular_Involvement_and_Academic_Achievement.

committee is to ensure that all instructional and non-instructional programs at the college are routinely and accurately evaluated.

The assessment committee is directed by the "A Team". This group is chaired by the Executive Dean of Academic Services (Dr. Tyler Billman), a Humanities/Social Sciences faculty member (Clinton Cory Garmane), a Math/Science faculty member/Division Chair (Jason Fitzgerald), and a Diesel Tech instructor/Applied Technology Co-Chair (Robbie Lindhorst). The group is advised by the Vice President of Academic Affairs (Dr. Karen Weiss). The purpose of the "A Team" is to provide leadership to the assessment committee.

Assessment Report

Scope

Contained within this report is a condensed review of assessment activity from the 2021-2022 academic year. This review will include awards, developments within the assessment committee, an overview of assessment plans from selected programs within the instructional and non-instructional areas, as well as a summary of future assessment endeavors.

Awards

The "Achievement in Assessment" award for the 2021-2022 academic year was awarded to long-time Assessment Committee member and math instructor, Jerri Harbison. During her tenure at SIC, Ms. Harbison worked to embody excellence in instruction and assessment. Ms. Harbison was an active and vocal member of the Assessment Committee. Her hard work and dedication will be sorely missed. We wish Ms. Harbison the best in her retirement.

New Assessment Activity for 2021-2022

The 2021-2022 academic year continued to exemplify SIC's commitment to excellence and improvement. This is evident in the college's work in cocurricular assessment. Members of the Assessment Committee's A-Team attended trainings on general education and cocurricular assessment. The Assessment Committee met to define and identify cocurricular programs at the college. The committee worked to ensure there was a clear understanding of what was curricular versus cocurricular activities.

As a result of these meetings, specific definitions, goals, and competencies were identified and codified by the group. A new cocurricular assessment form was created and distributed to all directors of cocurricular programs. The new cocurricular assessment initiative will be implemented in the fall of 2022.

Review of 2021-2022 Instructional Plans

The following paragraphs will provide an overview of the assessment activities for each instructional division for the 2021-2022 academic year. In most cases, each instructional division will be represented by two individual departments. Assessment plans and results for all instructional departments can be viewed on Intrinsic.

Humanities/Social Sciences

Government

Students enrolled in GOVT 260, People In Politics, were expected to demonstrate an understanding of social awareness. Students were required to analyze and debate various pieces of legislation from the Illinois General Assembly which seek to address or remedy social problems. The first and last debates of the semester were scored using a seven-point Likert scale with seven representing the highest level of knowledge/mastery of the social problem and its

various proposed solutions and with 1 representing inadequate/poor awareness of the problem. The overall class average of the first test debate will be compared against the results of the final debate. The goal of this assessment was to determine how effective the course is in enhancing the students' social awareness. For the assessment to be successful, a 25% improvement between the first and final debates was required.

During the first debate students discussed a bill that would expand conceal carry rights. On balance, most students demonstrated a cursory knowledge of the topic (this was due primarily to extensive research on the subject). With that said, however, some of the finer details of the bill were either misunderstood or misinterpreted. Overall, the instructor rated the class's awareness as a two (2).

These results were compared to the last debate of the semester which featured a piece of original legislation (a bill written by student, Alexander O'Daniel.) The bill provided legal protections including Second Amendment rights to felons in Illinois who had successfully served their sentence and subsequent parole. Both Republicans and Democrats supported their claims with ample research from scholarly/professional sources. Given the controversial nature of the bill debate was passionate. Many students were not only able to clearly articulate their own side of the issue but also anticipated some of their opponent's main lines of argumentation a clear sign of bill mastery. Consequently, the class's social awareness was rated at a 7 surpassing a 25% improvement over the first and last debates.

English

Students in ENG 121 were expected to demonstrate proficiency in the written and verbal use of the English language and develop insights into personal behavior. To assess these goals, students constructed a rational argument that supported or negated the theme of a narrative text.

Students were to identify the theme of a story and construct a short, written argument that agreed or disagreed with the author's statement using a rational argument to justify their choice. To be successful 80 percent of students would provide at least one logical argument in affirmation or negation of a story theme. The results show that 89% of the participants composed a clear opinion about the theme of the test. 11% declined to express an opinion.

After reviewing the results, the instructor stated:

“I need to think and research whether other instructors are finding that students are reticent to connect content to their own experience. I'd like to believe this is a quirk of the assignment, but I'm not so sure. In any case, forensics coaching has taught me that the strongest topics are personally meaningful to communicators in a way that they can clearly express. This isn't just a writing skill – it's a life skill.”

Math, Science, and Technology

Math

Students in the math department are expected to demonstrate proficiency in performing complex and theoretical calculations. To demonstrate this, students in MATH 162 were to demonstrate proficiency at performing complex calculations by evaluating derivatives using the definition of derivative, verifying these calculations using proven derivative theorems, and then using a programmable graphing calculator to show the graphical representation of their calculations. Students worked the problems in groups at first, and then submitted individually worked problems to be assessed by the instructor. To be successful, 80% of the students would need to correctly solve these problems, thus demonstrating students' ability to perform complex calculations.

Results showed that students correctly evaluated derivatives using the definition of the derivative and verified the calculations using proven derivative theorems and programmable graphing

calculators with an 85% success rate. Students were taught how to work these problems using a discovery method where they were guided through new problems while working at the board. They then completed homework problems and showed proficiency in performing complex calculations on in-class quizzes.

Biology

Students studying biology were to demonstrate an understanding of how living organisms are classified and identify classification groups including: Domain, kingdom, phylum, class, order, family, genus and species. To do this, students in Bio 121 were to fill out a Venn diagram outlining the similarities and differences between the three domains of life, and fill out a table outlining the characteristics of the Eukaryotic kingdoms. They had to answer test questions identifying each domain and kingdom. Success would be achieved if students correctly answered 75% of the test questions over domains and kingdoms.

Results showed In Fall 2021, students got 51.3% of the quiz questions correct and 47.5% of the test questions correct. In Spring 2022, students got an average of 65.5% of the quiz questions correct, and 62.2% of the test questions correct. These results show that students struggled to differentiate between a domain and a kingdom, therefore could not get the answer correct. As a result, more emphasis will be given during class time.

Nursing and Allied Health

CNA

Students in the CNA program are expected to utilize technology to enhance productivity. In the spring semester of 2022, SIC is partnered with Rend Lake College for a basic nurse assistant training program (BNATP). The theory (lecture) portion of the class was given by Rend Lake instructors on Zoom, with in person lab and clinical taught by SIC faculty. At the conclusion of the course, students participated in a survey identifying strengths and weaknesses

of this type of teaching. To be successful student's grades must be passing and at least 75% of students will find the different type of class helpful.

Results showed that all SIC students earned a grade of B. Therefore, that area of the assessment was successful. However, the students had negative things to say about the way the class was conducted. Some feedback included that they learn better when the instructor is actually present, the desire to do zoom from home instead of Zoom in the classroom, and displeasure with the fact that the class learned about the skills in February, but since lab and clinical were at the end of the class, they did not have the opportunity to practice the skills in a timely manner.

ADN

Students in the ADN program are expected to incorporate new and emerging foundation skills needed to perform tasks proficiently by utilizing the newly developed "Open Lab hours" throughout the academic year and by completing Clinical Judgment Case Studies. In abiding by ACEN accreditation standards, ADN faculty implemented "Open Lab hours" for ADN students to increase student support services that will improve retention and program success. Students had the ability to utilize these hours multiple times a week for any content area of their choosing. Faculty documented attendance of student participation of Open Lab hours throughout the year. Success would be achieved if 2 % students attended 0.5 hours of Open Lab during Fall of 2021. This increased to 2.5 % during Spring 2022. By utilizing these Open Lab hours, students were to practice and review RN foundation skills needed for their professional clinical role as a nurse.

Throughout the academic year, faculty documented student usage of Open Lab Hours. Use of these hours were promoted by faculty multiple times during lecture and clinical hours, as well as hours posted in the classroom and in each course in CANVAS. 0% of students utilized

open lab hours for Fall 2021, while 5% of students utilized open lab hours for Spring 2022.

Faculty will continue to provide open lab hours and encourage their use.

Applied Technology

Outdoor Wildlife Management

Students in the Outdoor Wildlife Management (OWL) program are expected to demonstrate the ability to build a species-specific management plan by utilizing technology, academic resources, theoretical and empirical data, and an overarching knowledge of the orderliness of nature. Additionally, students are to utilize organizations skills, research capability, utilize critical thinking skills to solve problems originating from mapping carrying capacity of large game mammals. The assessment project will focus on a whitetail deer carrying capacity management plan. The completed project will show how students utilized the understanding of the following concepts/definitions while completing a carrying capacity management plan: ecosystem, biological community, ecotone, feeding pattern, trophic system, Lotka-Volterra predator-prey equations, biological competition, and competitive exclusion principle. Students had to present their management plans for maintaining whitetail populations at carrying capacity during week 8. Students had to fill enough criteria to score an 80% on the examination. To be successful, students would have to demonstrate the ability to correctly define, from memory, the following wildlife vocabulary terms: ecosystem, biological community, ecotone, feeding pattern, trophic system, Lotka-Volterra predator-prey equations, biological competition, and competitive exclusion principle.

Results showed that, upon midterm examination, students presented management plans of whitetail deer (*Odocoileus virginianus*). Based on students' demonstration of the ability to build a species-specific management plan by utilizing technology, academic resources, theoretical and

empirical data, and an overarching knowledge of the orderliness of nature and their demonstration of proficiency and integrity regarding the basic methods and skills of contemporary wildlife management techniques and procedures, 11 out of 11 students satisfactorily presented a proper management plan to instructor. Scores were based on the ability to correctly define, from memory, the following wildlife vocabulary terms: ecosystem, biological community, ecotone, feeding pattern, trophic system, Lotka-Volterra predator-prey equations, biological competition, and competitive exclusion principle of whitetail deer. The average score was 90%, and above/beyond expectations.

Review of 2021-2022 Non-Instructional Plans

Co-Curricular

Students in the Nursing Club are expected to model integrity, ethical leadership, and effective management. To do this, club members held a silent auction to raise money for various charities. The nursing club participated in the silent auction and chose a charity to donate the money to. Club members were to complete a survey regarding if participating in the activity gives them an enhanced appreciation for community service. To be successful, 75% of the students would need to respond favorably on a survey.

Results showed that every student in the PN program participated in some way, either by bringing in items and/or working during the silent auction. And the auction was the most successful in recent years, with \$1,933.00 raised for Caring for Kids. The organization will receive \$2000.00 dollars as a donation from the nursing club. The survey has not been conducted yet, because the check has not been presented yet. But the 100% of students participating certainly met the desired goal.

Student Affairs

Academic Advisement focused their efforts on student satisfaction. Advised students received a printed survey of five questions at the end of their advising session. These questions asked them to rate Advisement in terms of accessibility, effectiveness, professionalism, helpfulness, and integrity on a scale of one to ten. To be successful, the survey should reflect an average student satisfaction of at least seven out of ten in all five categories of the 2021-2022 student satisfaction survey.

Students received optional surveys to complete and submit anonymously. On their surveys, students indicated satisfaction with advisement on a scale of 1-10 at a mean of 5.9 for accessibility, 8.9 in terms of effectiveness, 9 in terms of professionalism, 8.3 in terms of helpfulness, and 9.6 in terms of integrity. This survey completed our criterion for success (7/10 or higher) in four out of five categories: effectiveness, professionalism, helpfulness, and integrity. However, the category of accessibility received an average student response of only 5.9—below the desired outcome. To address the accessibility concern, Advisors have begun posting appointment sign-up sheets two weeks in advance rather than the previous one week. This will allow students to sign up for appointments further in advance, increasing ease of accessibility.

President's Office, Business Office, and Services

The Financial Aid office wanted to increase awareness for students regarding FAFSA renewal and completion. The FAO staff sent out continuous updates to social media, text, and email regarding FAFSA workshops, when to complete the FAFSA, and how to complete the FAFSA. Staff monitored student FAO accounts biweekly and processed FAFSAs as they were received. Data were evaluated at the end of the fall 21 semester. To achieve success, 10% more

students would have their financial aid status completed before census during the 21-22 as opposed to the 20-21 award year.

Results showed 89 students were packaged in 2020-2021 by census date. 558 students were flagged as packaged by census in 2021-2022. The plan authors indicated the results do not accurately represent the packing process. On July 13, 2021, the Department of Education removed the V1 verification requirement for the 2021-2022 academic year.

Future Steps

The future looks bright for Southeastern Illinois College and for our assessment program. The college will begin implementing a new 5-year strategic plan. This new strategic plan includes new institutional priorities along with updated institutional values and mission statement. These new initiatives will also be applied to the college's assessment process. The assessment forms will be updated to reflect the new values and mission statement, as well as ensuring updated outcomes. Curriculum mapping will continue to be an important part of our assessment process. Additionally, we hope to simplify our assessment processes by returning to course objectives.

Closing Statement

Through our assessment process, SIC is able to evaluate the efficacy of its programs and ensure the needs of its students are being met. This report offers a small sample of the 2021-2022 assessment projects for SIC's instructional and non-instructional areas. In reading through this report, one can see SIC's commitment to student learning and academic success.

In creating this report, it was of utmost importance to show both positives and negatives of assessment life at the college. Some projects proved to be successful while others proved to not. Regardless of the challenges presented, assessment at SIC remains a top priority. We will continue to grow, educate, and prosper. Our priority remains rooted in quality and improvement.

Bibliography

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