

**2023-2024**

# Annual Assessment Report

Southeastern Illinois College



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## Introduction

The 2023-2024 academic year was a year of significant changes at Southeastern Illinois College. After 15 years of faithful service, our president, Dr. Jonah L. Rice, retired. Under his leadership, SIC withstood the challenges of funding issues, budget impasses, and most recently, a global pandemic. Dr. Rice was committed to delivering excellence to the students and communities we serve. He remains a dedicated supporter of the college and our endeavors.

SIC's new president is Dr. Karen Weiss. Dr. Weiss has served SIC for more than 20 years, most recently as SIC's Vice President of Academic Affairs. As part of her previous role, Dr. Weiss served as an advisor to the Assessment Committee. Dr. Weiss has a unique perspective on the role of assessment in higher education. Like her predecessor, Dr. Weiss is committed to excellence. We look forward to the future of the college under her leadership.

## The Assessment Committee

SIC's assessment committee is a 20-member consortium of administration, faculty, and staff. The committee serves as a major part of SIC's institutional process. The purpose of the committee is to ensure that all instructional and non-instructional programs at the college are routinely and accurately evaluated to improve student learning outcomes.

The assessment committee is directed by the "A Team". This group is chaired by the Executive Dean of Academic Services (Dr. Tyler Billman) and a Humanities/Social Sciences faculty member (Clinton Cory Garmane). The A-Team is also comprised of a Math/Science faculty member/Division Chair (Jason Fitzgerald), and a Diesel Technology 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 synopsis of assessment activity from the 2023-2024 academic year. This review will include developments within the Assessment Committee, an overview of assessment plans from selected programs within the instructional, non-instructional, and co-curricular areas, as well as a summary of future assessment endeavors.

## Review of 2023-2024 Instructional Plans

The following paragraphs will provide an overview of the assessment activities for instructional divisions for the 2023-2024 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 the College's internal platform, *IntrinSIC*.

### Humanities and Social Sciences

#### *Dance*

Dance was a new program for the 2023-2024 academic year. The assessment project was designed to show that students would demonstrate knowledge of the major areas of the diverse, aesthetic expressions and forms of discipline such as music, literature, creative writing, cinema, theatre, dance, and art. One of the intended outcomes was for students to demonstrate an understanding of the elements of dance. The students in the dance courses were given a variety of vocabulary assessments. Each assessment was designed to introduce and reinforce the concepts/moves associated with specific dance styles. The students would use the correct vocabulary as the class worked on dance moves related to the terms. Using specifically designed rubrics, the students were assessed on their basic understanding and usage of the terms and the movement with which the terms are associated. The students covered two individual dance styles-Modern and Tap.

The average for the Modern Vocabulary Usage Assessment, with 100% of students participating, was 96.75%. The average for the Tap Vocabulary Usage Assessment, with 100% of students participating, was 96.5%. Both results far surpassed the set goal of 75%.

The plan author plans to continue to use the Oral Skills Dance Rubric to teach students how to describe and perform the style of dance moves they are being taught orally/physically.

#### *English*

The English program listed 3 communication general education goals for their 2023-2024 assessment project. Those goals were 1) students should demonstrate proficiency in the written and verbal use of English, 2) students should demonstrate proficiency in organization and analysis when writing, speaking, and listening, and 3) students should demonstrate proficiency and integrity regarding the basic methods and skills of contemporary academic research and reporting.

The first intended outcome was for students in ENG 121 to demonstrate an understanding of literary conventions. Two means of assessment were designed to test this understanding. The first means of assessment tasked students to go online and find examples of the 5 literary conventions: simile, metaphor, hyperbole, personification, and cliché. The second means of

assessment tasked students to document the sources from which they found examples of literary conventions using MLA format. Each means of assessment was graded using a 5-point scale with success being achieved if the average score was 4 (80%) or higher.

Results of the first intended outcome showed that 100% of participants located online examples of simile, metaphor, hyperbole, personification, and cliché, earning 5/5 on the assessment tool. Results for the second means of assessment showed Only 28.5% percent of participants earned a score of 4 or higher. The mean score of the sample was 2.42. According to the plan author, “this outcome suggests a gap exists between locating published information and citing it correctly. The evidence does not indicate whether students could not cite their sources in correct MLA format, or whether they simply chose not to do so.”

Based on these results, it is believed that students need more emphasis on MLA citation style. The plan author notes that alterations may need to be implemented to allow more time to cover citations. Additionally, the plan author notes that they may need to revisit the assignment to ensure that instructions are clear and that students have the tools they need to be successful.

## Math, Science, & Technology

### *Information Technology*

The Information Technology program listed two general education goals for their assessment project. Those goals were to 1) apply academic and technical skills in the workforce and 2) utilize critical thinking skills to solve problems.

One of the intended outcomes was for students to demonstrate an increased knowledge of information technology topics. Two courses were used to assess this outcome: IT 119 and IT 173. Students in IT 119 completed a pre/post-test covering Microsoft Office. To be successful, a 15-point increase between the pre and post-test was required. Students In IT 173 were given a pre/post-test about coding which covered screen output, sequential structure, and repetition structure.

For IT 119, the average score on the pre-test was 55.3% with a low of 28.84% and a high of 88%. The average score on the post-test was 80.36% with a low of 36% and a high of 95.34%. This is an increase of over 25% from the pre-test to the post-test. For IT 173, the average score on the pre-test was 5.83% with a low of 0% and a high of 10. The average score on the post-test was 97% with a low of 90% and a high of 100%. This is an increase of over 90% from the pre-test to the post-test. Both means of assessment surpassed the 15-point increase goal.

The plan author states that these results indicate that students are effectively learning the material. No changes are necessary at this time.

### *Mathematics*

The mathematics program selected two general education goals for their assessment projects. The first goal stated that students should be able to use appropriate mathematical symbols, terminology, and techniques to solve practical applications. The second goal stated that students should be able to perform complex and theoretical calculations.

The plan authors used the second general education goal as the basis for their second intended outcome. To test this goal, they created a means of assessment that would require students enrolled in Math 162 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 would work problems in groups at first, and then submit individually worked problems to be assessed by the instructor. To be successful, 80% of the students would correctly solve these problems. This would demonstrate students' ability to perform complex calculations. Results would be used to determine if any changes needed to be made to this activity.

Results for this means of assessment showed that 90% of the students were able to solve the problems. The plan authors note that students who initially had issues were able to comprehend the material in time. Even though the means of assessment was successful, the plan authors state that there may be slight modifications made to the test.

### *Nursing and Allied Health*

#### *Associate Degree in Nursing (ADN)*

Assessment for the ADN program focused on two general education goals. The first goal stated that students were expected to model integrity, ethical leadership, and effective management. The second goal stated that students should utilize critical thinking skills to solve problems.

The plan author selected the first general education goal of their plan as their first intended outcome. To test this, each ADN student was assigned a team leader role at least once during their medical/surgical clinical rotations. This assignment, which included leadership responsibilities and specific paperwork (patient safety rounding form) had to be completed to the instructor's satisfaction. This assignment was designed to improve teamwork and collaboration as well as improve leadership and management skills needed for the RN role. To be successful, each student would need to receive a "satisfactory" rating from the instructor during their rotation.

The results of this project showed that 21 students completed the team leader role, clinical rotations, and the patient safety rounding form effectively and met the instructor's satisfaction.

They displayed the leadership and management skills necessary to perform their responsibilities and ensure patient safety while assisting with patient care.

The plan authors noted that utilizing the team leader role in the clinical setting allows each student to perform leadership and management skills. These are crucial skills in the nursing profession as registered nurses often take on the role of charge nurse and director of nursing. Students are often unaware of the multiple responsibilities that the team leader has until they are fulfilling that role in the clinical setting. This assignment is an eye-opening experience for the ADN students and ensures that they are competent in these crucial skills. The AND program will continue to assign each ADN student the role of team leader in the clinical setting to assess their competency in leadership and management skills along with preparing them for their nursing career.

### *Hygiene*

The assessment project for the Hygiene program focused on three general education goals: the ability to apply academic and technical skills in the workforce, communicate clearly and effectively, and use critical thinking skills to solve problems. One of the intended outcomes was for students in HYG 121 to demonstrate increased proficiency and awareness of critical thinking involving health and aging. To test this, students were given a pre-test addressing life expectancy and health-adjusted life expectancy in the United States. After the pretest, students read and studied *A Lifetime of Health* which examined the factors that influence successful aging. Students were then given a post-test to measure improvement. Success would be achieved if students increased their scores by an average of 20%.

Results showed that students in the HYG 121-O section had a 4% increase from pre to post-test scores. The plan author disclosed that some results were skewed due to miscalculating the number of questions/points when the assessment exam was initially made by the instructor. The author believes the results would have been better, but due to this error, is unable to accurately determine. The HYG 121-O2 section had a 34.2% increase from pre- to post-test. Both sections had an average of a 19.1% increase in post-test scores. This is lower than the 20% goal, but the plan author believes this does show an increase in understanding.

The report author states that no changes need to be made to this assessment project.

### *Applied Technology*

#### *Welding – Dual Credit*

2023-2024 was the first year for dual-credit welding at SIC. The program is housed at SIC's David L. Stanley White County Center in Carmi, Illinois. Two goals were selected for this inaugural assessment plan. The first goal was for students to incorporate new and emerging

foundation skills needed to perform tasks proficiently at current business and industry standards. The second was for students to use critical thinking skills to solve problems.

One of the plan's intended outcomes was for welding students to incorporate foundational skills and utilize critical thinking skills as they performed metallurgy assignments. One means of assessment chosen to test this was for students in Metallurgy 121 to submit a blueprint design of an item to improve the welding shop. Students were expected to propose the idea, draw and print a plan, and figure out the cost to produce the item. Students would be graded by the instructor on the quality of work presented. A score of 80% was required to be successful.

Results showed that the students earned a score of 80% or more. The instructor stated better explanations and real-life examples helped students to better understand the goal of the assignment. No changes were noted.

### *Adult Education*

The Adult Education program continued to look for ways to equip students to enter the workforce and prepare them for the next steps in their education. A transition specialist was hired to assist students who were trying to figure out the next steps after completion of the program. The program continued to integrate various online programs to better equip students with digital literacy skills.

For their assessment project, students with one remaining GED module were transferred from the mainstream classroom to the online FastTrack GED class. This transition allowed for focused instruction on one specific subject. Students utilized the virtual Aztec curriculum which included pre and post-tests, learning drills, individualized learning plans, as well as class instruction via Zoom. Students were expected to complete all required class work.

There were three students enrolled in the GED fast-track class. All three students utilized Aztec pre-and post-tests, as well as attended class via Zoom. Results showed, though, that one student completed the course and successfully passed the final module of the GED exam. Based on this information, it was determined the fast-track course was not a sound option for the program at this time. The cost for the instructor was more than the reimbursement for having 3 students. This course will stay active if the need for it arises in the future.

## Review of 2023-2024 Co-Curricular Plans

### E-Sports

2023-2024 was the first year for assessing E-Sports. The plan author chose to focus on three co-curricular goals: communication, teamwork, and navigating processes. The plan author established an intended outcome that stated team members will demonstrate an understanding of and competency in the use of gaming technology during practices and



competition. To demonstrate this, students would successfully troubleshoot and correct why they are unable to hear their teammates (and vice versa) in Discord voice chat during practices. Throughout the season the coach and plan author would randomly change the input/output source on their PC without their knowledge. To be successful, 100% of the team would need to be able to correct the issue.

Results showed that out of the 6 students on the team, 3 of the students were able to correct any audio issues on their own every time their settings were changed. Two students needed some assistance from their teammates during the first issue but were able to correct the issues on their own during future events. All 5 of those students were also able to successfully install a new headset without any assistance. One student, who has slight autism did not get to the point of being able to troubleshoot audio issues on their own.

Based on these results, the coach will begin utilizing audio checklists at the beginning of the first practice for each week. The checklist will require the student to check their pc audio settings, their Discord audio settings, and their audio settings in-game.

## TRIO SSS

Students enrolled in TRIO Student Support Services are expected to develop academic, professional, and personal goals to better themselves. Additionally, students are expected to utilize information, resources, and technology to navigate college systems or processes.

One of TRIO's goals for 2023-2024 was for students to demonstrate their knowledge of financial and economic literacy in the college setting. TRIO students were to complete the SIC campus-specific video assignment, *Financial Literacy with TRIO Student Tabatha and Advisor Angie* on the TRIO Hub. A financial literacy assessment followed the video. 70% of the students who completed the assignment needed to earn a 90% or higher for the project to be successful. Results showed that students earned 100% on the assessment.

The plan author noted that this project validated the effectiveness of Canvas Studio Video Quizzes with TRIO students. Previously, TRIO encountered challenges in engaging students to finish module assignments. TRIO saw 55 students completing modules for Grant Aid, which is more than five times the usual number. Moving forward, TRIO will maintain this approach, introducing new topics to enhance student learning and engagement.

## Review of 2023-2024 Non-Instructional Plans

### Advisement

Advisement's plan focused on the promotion of quality and accessible course availability that is responsive to student and community needs. The plan took information from the 2022-2023

assessment project to expand further inquiry of student success based on coursework variety and implementation.

One of advisement's intended outcomes was to demonstrate improved student retention through the effectiveness of the Starfish Retention System. To test this, advisement collected survey data intended to show a decrease in academic withdrawals between the first half of Fall 2023/Spring 2024 and the second half of Fall 2023/2024. To be successful, the number of withdrawals from the second half of each semester would need to show a lower statistical percentage than the first half of the semester, thanks to Starfish outreach.

Results showed that In Fall 2023, there were a total of 119 withdrawals in the first 8 weeks versus 161 withdrawals in the second half of the fall semester. In spring 2024, the first half of the semester showed 74 withdrawals the first half of the semester and 119 withdrawals the second half of the semester.

The plan authors noted that both semesters saw a greater rate of withdrawals in the second half of the semester than the first; the Spring 2024 semester had significantly fewer withdrawals (68%) from both halves of the semester versus Fall 2023. The plan authors plan to investigate why these results varied so greatly and how these results could affect the goal of future assessments. They plan on utilizing these results in student preparedness and with advising.

### Workforce and Illinois Small Business Development Center (WISBDC)

The WISBDC set the goal of providing outreach to high school students preparing to graduate in hopes of increasing exposure to the SBDC and Southeastern Illinois College. The program selected an intended outcome to provide one-on-one advising to the Saline County CEO and White County CEO youth entrepreneurship programs by providing advisement, business plan assistance, and financial education.

The SBDC office provided an on-campus presentation to the students and instructors of the respective CEO programs. The program set a goal to reach 90% of the area students enrolled in CEO programs. There were 12 seniors from the Saline County class and 19 students from the White County class in the 2023-2024 school year. The WISBDC met with 11 students from Saline County and 19 students from White County, totaling 96.774% of students in the CEO programs in our district.

Starting in 2024, the WISBDC will include the "CEO program" in the questionnaire clients receive that asks where they learned about the SBDC program. They will track if students who have graduated from CEO programs utilize the SBDC later in their careers.

## Future Steps

Southeastern Illinois College is committed to the continued development and improvement of our assessment program. For the upcoming 2024-2025 academic year, the Assessment Committee made the following changes:

1. Updated the peer-review methodology. This updated methodology replaced the existing Leichter scale with a simpler “Meets/Does Not Meet” scoring method. This updated scoring method will reduce confusion for peer reviewers and will allow for more constructive feedback if an area scores “Does Not Meet”.
2. Increased focus on adjunct and dual credit involvement. Applicable plans for the 2024-2025 academic year will be shared with the appropriate adjuncts and dual credit instructors for implementation.
3. Updated committee structure. Our primary advisor, Dr. Karen Weiss, will be transitioning to President in the 24-25 academic year, and will no longer serve in an advisory role to the A-Team. The Assessment Committee would like to thank Dr. Weiss for her years of dedicated service as our advisor. We wish her the best as she transitions to her new role as college president.

These changes demonstrate SIC’s commitment to excellence through our assessment processes. By improving peer-review methods and increasing adjunct and dual credit involvement we can better serve our students and the community at large. The changes to our committee structure are an example of the growth and changes that naturally come with time. We are confident that implementing these changes in the 2024-2025 academic year will yield favorable and more meaningful results.

## Closing Statements

Through our assessment process, SIC can evaluate the efficacy of its programs and ensure the needs of its students are being met. In June 2024, the college underwent an HLC assurance review. During this review, the college received complimentary remarks from the HLC Assurance Review Committee regarding our assessment process and quality. The review yielded no reports and showed that Criterion 4, the criterion that focuses on assessment, was fully met.

This report offers a small sample of the 2023-2024 assessment projects for SIC’s instructional, non-instructional, and co-curricular areas. 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 results were inconclusive for others. Regardless of the challenges presented, assessment at SIC remains a top priority for faculty, staff, administration, and Board.

We will continue to grow, educate, and prosper with our priority rooted in quality and improvement.