

2024-2025 Annual Assessment Report

Southeastern Illinois College



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Introduction

Southeastern Illinois College is committed to delivering academic success to all our students and stakeholders through our instructional, non-instructional, and co-curricular programs. This commitment to excellence is documented in the college's mission and vision statements. Assessment is one of the ways that Southeastern Illinois College is able to monitor and gauge the success of achieving this goal.

Southeastern Illinois College has developed a robust assessment program. Assessment at Southeastern Illinois College includes program-specific annual assessment plans, peer reviews, and assessment project results. The information gathered from these reports is used to inspire meaningful and impactful changes to our various programs.

This annual report is a sampling of the various assessment activities undertaken during the 2024-2025 academic year. Some of the assessment activities were successfully completed and others were not. Regardless of the outcomes, Southeastern Illinois College recognizes the meaningful information gained and lessons learned from these projects.

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 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 2024-2025 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 2024-2025 Instructional Plans

The following paragraphs will provide an overview of the assessment activities for instructional divisions for the 2024-2025 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

Art

The art program is now taught by an adjunct, who also serves as a full-time art curator for the Hise museum. Art at SIC is generally one studio course per semester. The instructor chose two general education goals to focus on in the 2024-2025 academic year. The first states that students should demonstrate knowledge of the major areas of the diverse, aesthetic expressions and forms of discipline such as music, literature, creative writing, cinema, theatre, and art. The second states that students should demonstrate an understanding of the value of learning about diverse aesthetic, creative and artistic activities of the humanities. One of the intended outcomes for the assessment project stated that students would demonstrate an understanding of the role of the artist in communicating emotion and creative expression to their viewer and further demonstrate the skills to effectively create an aesthetically appropriate design associated with their intention.

Two means of assessment were designed to measure the success of the intended outcome. The first means of assessment asked students to use figure/ground relationships to create a 2-D design. This design would be presented in the form of a design problem lesson involving aesthetic creativity. The second means of assessment asked students to use the principles of direct observation to create a charcoal still life drawing. This will be presented in the form of a lesson involving aesthetic creativity.

Success criteria were established for each of the intended outcomes. For the first intended outcome, the students planned and executed a drawing that attempts to communicate emotion to the viewer. Their focus was aesthetics (i.e., definition of shape, use of symbols, figure/ground relationships) and the impact on the intended viewers. A 50-point rubric (10 points each- Composition, Effectiveness of Emotional Communication, Shape, Symbolism, and Figure/Ground) was used to determine success. Scores of 35/50 (70%) and above were considered successful. For the second intended outcome, the students

planned and constructed a still life drawing from direct observation. A 50-point rubric (10 points each-Originality, Accuracy of Observation and Representation, Structures and Composition, Process/Media, and Technical Skills/Craftsmanship) was used. Scores of 35/50 and above were considered successful. Passing students were taught how to set up an exhibition of their work in the VPAC gallery.

Results showed that both criteria of success were met. The first intended outcome showed that 100% of the students passed with a score of 40/50 or above. The same results were provided for the second criterion for success.

Music

The music program chose two general education goals to focus on in the 2024-2025 academic year. The first states that students should demonstrate knowledge of the major areas of the diverse, aesthetic expressions and forms of discipline such as music, literature, creative writing, cinema, theatre, and art. The second states that students should demonstrate an understanding of the value of learning about diverse aesthetic, creative and artistic activities of the humanities. One of the intended outcomes for this assessment project stated that students would demonstrate an understanding of the cultural importance of music in our society.

Two means of assessment were chosen to demonstrate this intended outcome. The first intended outcome tasked students enrolled in dual-credit American Music (MUS 126) with creating an in-class presentation about a figure of importance in American music. The presentations had to demonstrate the significance of the chosen figure, their contributions, and how the American musical landscape has been shaped by them. The second means of assessment focused on all music ensembles, including student-focused, community-focused, and dual credit enrollments. Those enrolled in any ensemble were provided with a link to a SurveyMonkey survey. The survey consisted of 10 questions asking the participants to self-report their perceptions of learning and exposure to culture. Questions were ranked 1 (strongly disagree) to 5 (strongly agree).

Criteria for success were established for both means of assessment. For the first means of assessment to be successful, the class would need to score a minimum of 80% on the presentations. A rubric was used to determine individual grades. For the second means of assessment to be successful, an average score of 40 points would be required.

Results for the first means of assessment showed that the class average was 94.97%. This score exceeded the criteria for success, but the report's author believes that more stringent criteria may be required. Results for the second means of assessment came in at

an average score of 45.46 out of 50, thus exceeding the 40-point threshold. The author hopes to increase participation in the future.

Math, Science, & Technology

Physics

The physics program chose two general education goals for the 2024-2025 academic year. First, students should gain an understanding of laws that describe energy changes and how they influence changes in nature, living systems, and matter. Secondly, students should demonstrate knowledge of the orderliness of nature as well as develop the ability to evaluate the effects of science and technology on their lives. One of the selected intended outcomes stated that students should show an increased problem-solving capacity through organized methodology.

Two means of assessment were chosen to test the intended outcome. The first means of assessment stated that PHYS 121 students would devise a solution to the conundrum of three polarized filters arranged at 45-degree angles to one another, allowing a light to pass through while two polarized filters arranged at 90-degree angles to each other blocking light totally, and why this occurs. The second means of assessment stated that PHYS 221 students would successfully utilize the class problem-solving methodology to solve complex theoretical physics challenges.

Criteria for success were established for each means of assessment. For the first means of assessment, 50% percent of the PHYS 121 students would successfully deduce that the filter rearranges the orientation of light passing through. The second means of assessment required an increase of 10% in grade performance from the first homework assignment to the last homework assignment in the semester.

Results of the first means of assessment revealed that the PHYS 121 students successfully completed the task as given. At least 75% of students were able to correctly identify that the polarizing filters were rearranging the orientation of the light passing through them. Results for the second means of assessment revealed that PHYS 221 students' first homework grade was an average of 87%. Grades improved to 95% by the final homework assignment. This increase represents just under a 10% increase in grade and will be considered a success.

The report author notes that these results are consistent with expectations and believes that future students will be able to perform similarly.

Biology

The biology department chose three life science general education goals and three communication general education goals. The life science goals include: 1) Students will demonstrate a knowledge of the fundamental laws governing living systems, the fundamental laws governing the composition of matter, and the fundamental laws of nature. 2) Students will gain an understanding of laws that describe energy changes and how they influence changes in nature, living systems, and matter. 3) Students will demonstrate a knowledge of the orderliness of nature as well as develop the ability to evaluate the effects of science and technology on their lives. The communication goals include: 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. 3) Students should demonstrate proficiency and integrity regarding the basic methods and skills of contemporary academic research and reporting. An intended outcome was selected that stated students in BIO 262 would demonstrate an understanding of how dietary choices influence human health and wellbeing.

Two means of assessment were selected to prove this intended outcome. For the first means of assessment, Students wrote a 400-word essay outlining how food influences various aspects of human health. The requirements included an introduction to the topic, and a brief discussion of the essential nutrients required. The students then chose one of the following topics to elaborate on further: 1) How are common health conditions linked to poor dietary habits? 2) Investigate the relationship between food choices and mental health. 3) Analyze how socioeconomic status may influence dietary choices and access to nutritious foods. Students had to write a conclusion and provide at least 2 references in MLA or APA format. For the second means of assessment, students chose and read four other students' essays and contributed to a discussion over food and human health by commenting on the most interesting thing they learned from the essay, or asking questions to the essay writer.

Criteria for success were established for each means of assessment. For the first means of assessment to be successful, Students should receive at least 75% on the essay. Grading was based on covering each of the sections outlined accurately, meeting the minimum word requirement, and providing references in MLA or APA format. Essays without references were not considered for assessment. For the second means of assessment, students chose to comment on at least one optional topic that is different from the optional topic they wrote about in their essay. Comments had to add to the discussion about impacts on human health, not just complementing the writer's work. At least three out of four comments had to meet these requirements (75%).

Results showed that both means of assessment were successful. For the first means of assessment, the scores ranged from 86% to 100% with an average score of 98%. Results for the second means of assessment showed that 100% of the students received 100% of the points. The plan author states that the students were successful in demonstrating an understanding of how dietary choices influence human health and well-being. They will continue to use this essay discussion. Increasing the minimum word count may help all students to cover all outline topics.

Nursing and Allied Health

Certified Nursing Assistant (CNA)

The certified nursing assistant (CNA) program selected two general education goals for the 2024-2025 academic year. The program expects students to apply academic and technical skills in the workforce and utilize critical thinking skills to solve problems. The program chose an intended outcome designed to enhance critical thinking skills needed for CNAs in the healthcare industry.

Two means of assessment were designed to assess this outcome. The first means of assessment supplied students with a worksheet. The worksheet listed the steps for performing the skill “Making an occupied bed” in a random order and asked students to place the steps in the correct order of occurrence per IDPH requirements. This exercise was given to a dual credit high school class during the first week of labs and then at the end of clinicals. The second means of assessment also used a worksheet listing normal and abnormal vital signs to determine if the vital signs should be reported to the nurse. This exercise was given during the first week of labs and then again at the end of clinicals.

Criteria for success were established for each of the means of assessment. For the first means of assessment, an average score increase of 10% would be considered successful. For the second means of assessment, an increase in the average score of 15% would be considered successful.

Results of the first means of assessment showed that students scored 100% on both pre- and post-assessment. The content had been covered in a lecture prior to being tested. Results of the second means of assessment showed that the mean average score on the pre-worksheet was 93% and the average score on the post-worksheet was 87%. Not only did students not meet the criteria for success, but scores dropped lower on average. The report author noted that one student did not do very well on any of the post exams, and in a class of 6 students, that 1 student brought the mean average down significantly. The report's author also noted that they will encourage students to obtain more vital signs in

the clinical setting and discuss normal/abnormal results during a post-conference. This will help students enhance their critical thinking skills.

Licensed Practical Nursing (LPN)

The licensed practical nursing (LPN) program selected 2 general education goals for their 2024-2025 assessment project. The selected goals were that students would utilize critical thinking skills to solve problems and that students would utilize technology to enhance productivity. One of the intended outcomes of the assessment project was to advance student success by having students utilize available resources and technology to prepare for the NCLEX state nursing exam and demonstrate reduced test anxiety.

Two means of assessment were designed to assess this outcome. The first means of assessment tasked students to take an ATI practice fundamentals drug calculation practice examination in the NUR 170 long lab and complete a survey rating their level of confidence in test-taking and anxiety levels. The second means of assessment tasked students to access and complete the ATI module Test Taking Skills during 172 short lab.

Criteria for success were established for each means of assessment. For the first means of assessment, success would be achieved if the survey results showed an improvement in confidence in testing skills by 10% overall for the class. For the second means of assessment, success would be achieved if 100% of the PN students complied with the ATI module.

Results of the first means of assessment showed that students in NUR 170 had a mean score of 73%. This same proctored ATI was given again during NUR 172 in December, and the students had a mean score of 85%, showing an increase of 12%. This shows that the expected outcome of 10% was exceeded. The survey results showed that at the beginning of the PN program, 44% of the students scored a high level of test anxiety, 53% of the students scored a moderate level of test anxiety, and 3% scored a low level of test anxiety. This same survey was given again at the end of NUR 172, and the students who scored a level of high-test taking anxiety dropped to 35%, moderate test anxiety level increased to 56%, and low-test anxiety scores went up to 9%. The expected outcome of a reduction of 10% was not met as the level of high anxiety only dropped by 9%. Results of the second means of assessment showed that during the short lab in 172, 100% of the students completed the ATI module Test Taking Skills. The outcome was met but did not have as much effect on their test anxiety as expected.

The LPN program plans to continue utilizing technology resources such as ATI to help prepare students for NCLEX nursing examinations. Further, they plan to look for ways to reduce test anxiety in the PN nursing students.

Applied Technology

Outfitter Wildlife Management (OWL)

The Outfitter Wildlife Management (OWL) program selected several general education and CTE goals for their 2024-2025 annual assessment. Three of these goals stood out in their report: 1) students should utilize critical thinking skills to solve problems, 2) students should incorporate new and emerging foundation skills needed to perform tasks proficiently at current business and industry standards, and 3) students should apply academic and technical skills in the workforce. To demonstrate these skills, the report author chose an intended outcome that focused on the students' ability to successfully identify species of American waterfowl using one or more of each species' characteristics.

Two means of assessment were designed to test this intended outcome. The first means of assessment utilized a PowerPoint file consisting of 50 high-resolution pictures of North American waterfowl to test students' ability to accurately identify the waterfowl. The students submitted their answers by using a Microsoft Excel spreadsheet. The second means of assessment simulated working as conservation police officers, outfitters, and/or wildlife managers. Students were expected to identify waterfowl species by only their wings and speculum feathers.

Criteria for success were established for both means of assessment. For the first means of assessment to be successful, students would need to score above 75% on the assignment. For the second means of assessment to be successful, students would also need to score above 75%.

The results of both means of assessment were successful. The first means of assessment resulted in an average score of 92.5%, exceeding the benchmark by 17.5 points. The second means of assessment resulted in an average score of 86.88%, exceeding the benchmark by 11.88 points.

The report's author intends to continue using both means of assessment, noting that these skills are beneficial to the real-world experiences these students will face.

Diesel Technology

The diesel technology program chose four CTE goals to address in their 2024-2025 assessment project. The four goals were for students to: 1) model integrity, ethical leadership, and effective management, 2) utilize technology to enhance productivity, 3) communicate clearly and effectively, 4) utilize critical thinking skills to solve problems. To test the effectiveness in reaching these goals, an intended outcome was developed that focused on teaching the students about ethics.

The students participated in an online course on ethics. The goal of this online course was to teach the students how to develop a good decision-making process that builds good behaviors and attitudes. Two means of assessment were designed for this course. The first means of assessment was an online quiz that was taken at the end of the online course. The second means of assessment was a themed essay entitled “Ethics in the Automotive Industry and How They Apply to You”.

Criteria for success were established for each means of assessment. For the first means of assessment, each student was expected to take and pass the online quiz with a score of 50% or higher. For the second means of assessment, a rubric was designed and applied to the submissions.

Results for the means of assessment were successful. For the first means of assessment, the class average was 93.8% with the lowest individual score being 75%. Results of the second means of assessment showed that the lowest grade issued was 80%. No class average was supplied.

The report's authors plan to continue using both of the means of assessment in the future.

Review of 2024-2025 Co-Curricular Plans

SIC Learning Commons

The SIC Learning Commons chose five co-curricular goals for their assessment project. These five goals were that learners would: 1) gather information from communicating with others, 2) evaluate information for use in answering a question or developing an argument, 3) seek information to solve problems, 4) develop academic, professional, and personal goals to better themselves, and 5) utilize information, resources, and technology to navigate college systems and processes. Intended outcomes were designed to test how well the learning commons was able to achieve these goals. One of the intended outcomes was for the Learning Commons tutoring staff, Title 3 staff, and nursing staff to have a greater understanding of how pre-nursing students are prepared to take the TEAS test and the resources students need to prepare for the TEAS test.

Two means of assessment were designed to assist in achieving this intended outcome. The first means of assessment focused on improving TEAS test pass rates by providing a survey to all pre-nursing students before they take the TEAS test. The report's author noted that, based on prior year evidence, the failure rate of the initial exam was 55.4% and that the failure rate of the second attempt was 19%. As Southeastern Illinois College only allows a student two attempts, it is important to increase the chances of students passing. The second means of assessment focused on providing TEAS test preparatory study sessions

to pre-nursing students. Findings from the first means of assessment were used to plan the study sessions.

Criteria for success were established for both means of assessment. For the first means of assessment, a benchmark of pre-nursing participation of 80% was established. While participation is not a traditionally accepted form of assessment, this means of assessment is directly related to the second means of assessment. For the second means of assessment, success would be achieved if TEAS test scores increased by 5% overall, with fail rates decreasing by 5%.

Results for the two means of assessment were insightful. For the first means of assessment, the report's author noted that the students were unwilling to complete the survey. Instead of abandoning the project, the Learning Commons chose to pivot strategies. Instead of relying on survey data, the Learning Commons collected data and reports from the tutoring sessions. The author notes that the results of their new efforts showed a mix of strong and struggling academic performance across all school types and student statuses. The report's author indicated that several students, particularly those in high school dual credit programs, demonstrated high potential earning scores in the 70s and above. Results for the second means of assessment showed that 19 out of 62 (29.2%) pre-nursing students failed the exam on the first attempt. 26 students took the second attempt, and 12 (46.15%) failed. These results show an increase in passing scores on the first exam and a decrease in passing scores on the second exam between 2023/24 and 2024/25.

The report author believes increased awareness of study materials, tutoring sessions (in particular, one-on-one sessions), guidance from faculty and staff in the nursing department, and availability of study materials can all be attributed to the rise in passing rates on the first exam.

New Student Orientation (NSO)

Southeastern Illinois College's new student orientation (NSO) program chose two co-curricular goals for its 2024-2025 assessment plan. These goals were: 1) learners will develop academic, professional, and personal goals to better themselves, and 2) learners will utilize information, resources, and technology to navigate college systems or processes. Intended outcomes were established to achieve these goals. One of the intended outcomes was for Students to gain a clearer and more comprehensive understanding of Southeastern Illinois College through the August 24 orientation. The orientation incorporated mental health awareness into the traditional orientation offerings

in order to better support students' mental health and well-being while fostering a more positive and successful transition into college life.

Two means of assessment were developed for this intended outcome. The first means of assessment was managed by our mental health counselor, Brittany Warren. She created a scavenger hunt with a QR code, which was available to students for four weeks. Upon completion of the scavenger hunt, students were entered to win a \$100 gift card to the Falcon Bistro or Coffee Shop. The second means of assessment auto-enrolled students who participated in NSO into EDUC 122, a free, half-credit transfer course. The course provides more detailed information about policies and processes. Use of EDUC 122 was monitored as a possible tool in retaining students during the fall 2024 semester.

Criteria for success were established for each means of assessment. For the first means of assessment, success would be achieved if twenty-five percent of students who attend the 2024 orientation completed the mental health scavenger hunt. For the second means of assessment, success would be achieved if seventy-five percent of students who complete EDUC 122 will also complete their Fall 2024 semester courses.

Results for each means of assessment were positive. Results for the first means of assessment showed that of the forty-five students attended the August 2024 orientation, 11 students took part in the mental health scavenger hunt. This resulted in a twenty-five percent participation rate, which was the goal. Seven of these students completed the entire scavenger hunt, and three of the students got all answers correct. Results for the second means of assessment showed that one hundred percent of students who completed EDUC 122 also completed their Fall 2024 semester courses.

The report author noted that the 100% completion rate indicated a strong correlation between participation in the course and semester persistence. This outcome can be expanded upon to improve student retention since higher retention equates to continued tuition revenue. The report author would like to expand on the mental health component and add more content into one of the modules in addition to the mental health scavenger hunt for the 2025 freshmen orientation.

Review of 2024-2025 Non-Instructional Plans

Enrollment Services

Enrollment Services set a goal of promoting SIC's institutional values of integrity, student-focused, inclusion, and compassion. With the upgrade of JAAS, Student Services was more student-focused by streamlining their processes to meet the ever-changing needs of Gen Z students. With the ability to reach students via text, they were able to make the

students' college experience more relatable and simplify their access to operations they otherwise would ignore. The Non-Enrolled Call List allowed advisors and Enrollment Services to contact students with the goal of increasing student retention and overall completion rates. To test the success of achieving this goal, Student Services designed an intended outcome that would help feel more connected to the institution through upgraded technology, specifically a new text message feature. On Monday, October 14, 2024, the current J1 system transitioned to JAAS. JAAS is a cloud-based system that streamlined current processes and unified operations by leveraging a centralized, single system of record that can serve the needs of each department across campus. This upgraded modern platform provided a seamless user experience to allow staff to connect to students.

Two means of assessment were designed to test this outcome. The first means of assessment noted that Gen Z college students are extremely difficult to reach through attempted emails and phone calls. One of the new features JAAS offered is the ability to reach students through the text messaging option. This allowed advisors and admin to text students regarding waitlists, course enrollment, schedule changes, and more. The second means of assessment introduced an electronic graduation application. This application was added to MySIC/JAAS as a continued effort to modernize and simplify institutional processes for Gen Z students.

Criteria for success were established for each means of assessment. For the first means of assessment, 100 students would need to be contacted via text message. For the second means of assessment, a goal of fifty students graduating during the 2024-25 school year would need to submit graduation applications online through MySIC/JAAS as opposed to paper graduation forms.

Results for each means of assessment differed. For the first means of assessment, general testing and setup in the communications module in J1 were still in progress. Advisors were unable to send text messages directly from J1/Falcon Hub. Additional testing was required from the IT department before launching this to Enrollment Services. Enrollment services foresee further testing this summer (summer 2025) with a hard launch during the fall 2025 semester. For the second means of assessment, the goal of fifty students submitting their graduation applications online through MySIC/JAAC was exceeded by 178%. The number of electronic graduation applications could have been higher, but there were some technical difficulties with applications being submitted with incomplete information or payment. As a result, Enrollment Services made the decision to remove the electronic option on January 21, 2025.

Workforce and Illinois Small Business Development Center (WISBDC)

The Workforce & Illinois Small Business Development Center (WSBCD) set a goal of supporting economic development and growth in keeping with the mission and vision of Southeastern Illinois College. To achieve this goal, the WSBCD chose an intended outcome focused on providing consulting, training, and economic data to assist our businesses and potential businesses.

Two means of assessment were selected to measure the success of this outcome. The first outcome was to track all new clients in the Neoserra database for the SBDC. The second outcome will also use the Neoserra database, but this time it will focus on the number of new business start-ups.

Criteria for success were established for each of the means of assessment. For the first means of assessment, the WSBCD would need to add 30 new clients during the fiscal year 2025. For the second means of assessment, the WSBCD would need to add 10 new small businesses during the fiscal year 2025. Both activities were funded through the SBDC grant.

Results showed that the WSBCD worked with 62 new clients during the fiscal year 2025. This exceeded the goal established in the criteria for success. Additionally, the WSBCD was able to add 6 new businesses during the fiscal year 2025. This did not meet the criteria for success.

The report's author notes that although they met with many clients throughout the year, they seem to be lacking in actual business starts. They increased advertising and are planning visits to local bankers to promote their services to potential clients. They will also do more follow-up calls to check the ongoing status of those clients who stop attending meetings.

Future Steps

Southeastern Illinois College is committed to the continued development and improvement of our assessment program. For the upcoming 2025-2026 academic year, the Assessment Committee will explore the following:

1. Improvements to the college's peer review process to better serve our programs, students, and the institution as a whole.
2. Improvements to the assessment processes, including but not limited to a transition to online form completion and peer review processes.

3. Continued efforts to improve the involvement of dual-credit and adjunct instructors into the assessment process.

These explorations 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 modernization of our methodologies demonstrates SIC's commitment to efficiency.

Closing Statements

Through our assessment process, SIC can evaluate the efficacy of its programs and ensure the needs of its students are being met. This report offers a small sample of the 2024-2025 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.