



INTERIM REPORT
to the
HIGHER LEARNING COMMISSION

St. Augustine College

Dr. Reyes Gonzalez
President

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DELIVERED VIA EMAIL

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Dr. Bordenkircher,

On August 7, 2018, the Higher Learning Commission (HLC) notified St. Augustine College that due to the findings of its Mid-cycle visit, St. Augustine College must submit an Interim Report to the HLC due 12/31/2020 that addresses the cited issues:

1. An assessment plan that engages entire community and has course level, program level and co-curricular goals that are tied to institutional goals (4.B)
2. Evidence of institutional completion goals (4.C)
3. Evidence that data from programs and unit operations are inform the budget prioritization process (5.C)
4. An update on the implementation of the new strategic plan (5.C)

The four concerns stated in the letter are based on the Core Components 4.B, 4.C, and 5.C that were rated "Met with Concerns." Monitoring was recommended by HLC.

I am pleased to provide the attached report which presents details on the work that St. Augustine has performed and will continue to perform to address the concerns identified by HLC. The Interim Report is divided into four sections. Section 1 addresses the concern related to the assessment plan. Section 2 addresses the concern related to persistence, retention and completion goals. Sections 3 and 4 (concerns 3 and 4) are related to core component 5.C that states that the institution engages in systematic and integrated planning and improvement. The St. Augustine College community is committed to meeting and exceeding all accreditation requirements and focusing on the success of our students and our college.

Please do not hesitate to contact me at 312-401-1045 or at rgonzalez@staugustine.edu if you have any questions. Thank you for your continued support.

Dr. Reyes Gonzalez
President of St. Augustine College

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Introduction and Background

St. Augustine College is a community of people who care, wanting to create hope for people in need. The original mission, which was to bring education to Hispanic peoples, has never changed; and, in the United States today, is more necessary than ever.

The concept of Hispanic professionals providing education to Hispanic people – and largely Latina to Latina – is validated every day as we see people reaching out, not down, to offer the hard-earned victory that is education and a future.

The community of St. Augustine will change and learn and evolve and endure the growing pains common to all who will not give up, and who believe there is no such thing as the “impossible dream.”

It is in that spirit that we work tirelessly to continue the work that was begun more than 40 years ago to meet the demands and requirements of this current time, and to achieve the goals of the future. “Whatever it takes.”

Dr. Reyes Gonzalez, President

Background

St. Augustine College (SAC) is a federally-designated Hispanic Serving Institution (HSI) founded in 1980 in Chicago’s Uptown neighborhood that provides low-income, bilingual Hispanic adults access to higher education. For forty years, St. Augustine College has been committed to providing underrepresented students opportunities to get into college, thrive, and to prepare for successful careers in a multicultural global society. SAC’s mission is “to make the American system of higher education accessible to a diverse student population with emphasis on those of Hispanic descent; to strengthen ethnic identity; to reinforce cultural interaction; and to build a bridge to fill cultural, educational, and socio-economic gaps.” Since 1980, over 7,000 bilingual, bicultural students have graduated with Associate and Bachelor degrees from St. Augustine College.

St. Augustine College’s most distinctive feature has always been its intense focus on delivering bilingual college-level instruction and workforce education in culturally appropriate settings. At SAC, Spanish-language dominant students begin their coursework in their native language and by the time they graduate, students are fluent in English and in Spanish. In 2018-2019, 81% of St. Augustine College’s 1,076 students were Spanish-language dominant working women. Sixty five percent were first-generation and 75% had zero household contribution status (Pell and MAP). As the first bilingual college in the Midwest, SAC has the expertise and knowledge to deliver customized, relevant, culturally-competent educational programs and workforce training to people of color, especially Spanish-language dominant first-generation financially fragile adults.

The student body of St. Augustine College largely consists of low-income, head-of-household, Latino learners. Poverty is a major impediment to their achieving reasonable comfort and stability; many students have multiple jobs, care for their families, and lack basic resources—all of which make it difficult to attend college.

College Advancement and COVID-19

Unquestionably, 2020 has been a year like no other. The COVID-19 pandemic has created the most severe disruption to global education systems in history, forcing more than 1.6 billion learners in over 190 countries out of school at the peak of the crisis (UNESCO, 2020). Ignoring this fact in this interim report would be irresponsible. As any other institution of higher education in the United States, COVID altered academic and administrative life at St. Augustine College. Without doubt, the most critically influenced was the student population, largely non-traditional Latino students. In general, the impact of COVID-19 on higher education was not evenly distributed. For example, recent research has indicated that the percentage of Black and Hispanic students that took a leave of absence in the spring term increased by 206% and 287%, respectively. Most St. Augustine College students attributed socioeconomic factors and increased familial responsibilities.

Regardless of the extreme circumstances imposed by this unprecedented pandemic, the College revived the solidarity spirit and faculty, students, and staff decided to keep the institution afloat. In April 2020, the College notified HLC of Changes in Educational Offerings due to the Coronavirus, specifically that all courses being offered in the 2020 Spring semester would be completed online, and the entire 2020 Summer term would be offered online with the exception of in-person delivery of those courses in which students would be required to develop physical competencies and to demonstrate those competencies through hands-on coursework and student teaching activities. In July, the College notified HLC that the distance education, online modality would continue for the 2020 Fall semester due to the fact that COVID-19 emergency measures are still in effect. President Reyes Gonzales announced the closing of all four additional teaching locations for the Fall semester, keeping the main campus open only for the exceptions noted above. All signs, however, pointed to emergency measures that would require the continuation of remote, distance education beyond the Fall 2020 term. Responsibly, in August 2021, the College requested to HLC that all of its programs be approved for online delivery, beginning with the 2021 Spring semester.

Multiple measures of quality were designed and immediately implemented. For example, distance learning standards were developed to serve as guidelines for the development of online courses and programs. The organization reframed all its operational mechanisms, academic semesters, pedagogical online training for faculty, introductory online courses for students, technology equipment to ensure the online delivery of courses, new internal structures to assure quality, financial vitality efforts to sustain the institution, an in-depth revision and implementation of a strategic plan to secure the future of the institution among other practices that were forced by the impact of the pandemic.

The assessment of and for student learning demanded renewal and practicality. The work that the Institutional Assessment Committee was incessantly conducting since August 2018 to respond to HLC concerns was suddenly stopped and re-imagined based on the new nontraditional learning environment. For example, the Chairs of Schools of Education, STEAM, and Healthcare and Social Sciences and designated resident faculty designed the master syllabus for each course, which outlines the curriculum, activities, and assignments for that course. The Office of Academic Affairs, in coordination with the newly created Office of Academic Effectiveness, was responsible for maintaining the same high standards for all courses, regardless of delivery modality, for ensuring that online instruction is comparable in quality and content, and for regularly assessing the content and methods by which the courses are delivered. Regardless of the severity of the pandemic impact, St. Augustine College has strived to maintain excellence, innovation, and knowledge with high level of academic integrity.

**HLC Interim Report
Submitted by 12-31-2020
Letter dated August 17, 2018**

**Action
Core Components
Areas of Focus (Concerns)**

Actions:

- Core Components 4.B, 4.C, and 5.C were rated “Met with concerns” and monitoring is recommended.

Areas of Focus:

- an assessment plan that engages entire community and has course level, program level and co-curricular goals that are tied to institutional goals
- evidence of institutional completion goals
- evidence that data from programs and unit operations are inform the budget prioritization process
- an update on the implementation of the new strategic plan

Core Components:

CORE COMPONENT	CODE	RATING	SUBCOMPONENT
The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.	4.B	Met with Concerns	<ol style="list-style-type: none">The institution has effective processes from assessment of student learning and achievement of learning goals in academic and cocurricular programs.The institution uses the information gained from assessment to improve student learning,The institution processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members
The institution pursues educational improvement through goals that seek to increase retention, persistence and completion rates in its degree and certificates.	4.C	Met with Concerns	<ol style="list-style-type: none">The institution has defined goals for student retention, persistence and completion that are ambitious but attainable and appropriate to its mission, student populations and educational offerings.The institution collects and analyzes information on student retention, persistence, and completion of its programs.The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.The institution processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not

			required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures).
The institution engages in systematic and integrated planning and improvement	5.C	Met with Concerns	<p>1. The institution allocates its resources in alignment with its mission and priorities, including as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.</p> <p>2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.</p> <p>3. The planning process encompasses the institution a whole and considers the perspectives of internal and external constituents' groups.</p> <p>4. The institution plans on the basis of a sound understanding of its current capacity including fluctuations in the institution's sources of revenue and enrollment.</p> <p>5. Institutional planning anticipates evolving external factors, such as technology, demographic shifts, and globalization, the economy and state support.</p> <p>6. The institution implements its plans to systematically improve its operations and student outcomes.</p>

HLC Concern #1

An assessment plan that engages entire community and has course level, program level, and co-curricular goals that are tied to institutional goals.

HLC Concern #1: *an assessment plan that engages entire community and has course level, program level, and co-curricular goals that are tied to institutional goals.*

The St. Augustine College assessment plan for student learning is based on one premise: Assessment is needed for improvement at all academic levels and with everyone involved. This plan was responsibly created, first of all, with the SAC student in mind, and secondly with instructor's improvement carefully planned.

After receiving the HLC report that summarized four major concerns that included an assessment plan that engages the entire community tied to institutional goals, the College embarked on the development of a detailed plan to help academic units improve the process of assessing student learning. The Institutional Assessment Plan was created and institutionalized until the unfortunate arrival of COVID-19 which demanded reconsideration of the traditional learning environment, reframing assessment for student learning in a remote environment.

The Core Component 4.B with its three subcomponents is the basis for responding to HLC Concern #1 that demands "*an assessment plan that engages entire community and has course level, program level, and co-curricular goals that are tied to institutional goals*". The response is structured by (a) describing the intended assessment, (b) demonstrating evidence, and (c) presenting action items that either were accomplished, currently ongoing or will be achieved in the near future.

Core Components 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

Sub-Components

1. The institution has effective processes for assessment of student learning and achievement of learning goals in academic and co-curricular programs.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating: "Met with concerns" and Monitoring is recommended

The Assessment Plan

The assessment plan starts with an overview of the [Institutional Assessment Plan](#) that includes course-level assessment of objectives aligned with program-level assessment of objectives, and program-level assessment of objectives aligned with institutional learning goals. The document demonstrates how course objectives, program outcomes (including General Education), and institutional-level goals are aligned. Further, the document identifies measurement tools used for each level of assessment. Review schedules are also provided to ensure a systematic and consistent approach to assessment.

The Institutional Assessment Plan includes a matrix for institutional-level assessment that identifies the measurement instruments used to collect data, the indicators, the benchmarks, the data collection process, the data analysis procedure, and dissemination and action plans. The program includes a variety of measuring instruments including a standardized English test, course-embedded assignment rubrics, and institutional surveys.

The Assessment of the Institutional Learning Goals

To assess the five St. Augustine College institutional learning goals of *communication, critical thinking, global learning, information literacy and quantitative fluency*, several measures were planned. Data collection took place in Fall 2019 followed by data analysis and reporting in Spring 2020. Results were presented to various stakeholders to inform data-driven decision-making. Below are the assessment results for each institutional learning goal and the actions taken to effectively impact student learning.

Learning Goal: Communication

Graduates will be able to demonstrate proficiency in academic writing and communicative competence

The [Assessment Results of Communication Institutional Learning Goal](#):

Data was collected in Fall 2019 using the Personal Profile/Mini-Ethnography course-embedded rubric in ENG 162: Composition II. The majority of the instructors (80%) had overall scores that were 80% or higher. These instructors assessed 85% of the sample. One instructor gave a greater range of scores (ranging from 60% to 93%). One instructor submitted scores of 100% for every student. These observations suggest that the rubric is not being used consistently across sections. It was suggested that these results may have been skewed by two issues: First, it was the first semester that instructors used the rubric to assess the students. Further, the majority of instructors that used the new rubric were new instructors.

In Fall 2019, a sample of students enrolled in ENG 160: Composition I took the Grammar, Reading, and Listening TrackTest at the beginning of the semester. An additional sample of students enrolled in ENG 160 in Spring 2020 took the test at the beginning of the semester. The same number of students will be asked to retake the test at the end of ENG 162: Composition II to assess the growth and skill levels once students finish the two English Composition courses. The results from [TrackTest](#) were preliminary findings and do not provide data on whether or not institutional learning goals were met. The findings seem to suggest that as students' overall English scores increase, grammar and listening skills increase at a consistent level.

Communication Action Items:

- A norming session should be held with instructors teaching ENG 162 to address inconsistent use of rubrics.
- Further review of TrackTest results and review of the instrument itself as well as alternative tests warranted.
- A curriculum evaluation of English courses will be completed in December 2020 that will inform decisions regarding course modifications.

Learning Goal: **Critical Thinking**

Graduates will be able to apply critical thinking to make effective context-appropriate decisions

The [Assessment Results of Critical Thinking Institutional Learning Goal](#):

Data was collected in Fall 2019 using the Personal Profile/Mini-Ethnography course-embedded rubric in English 162: Composition II course. The course-embedded rubric was completed by ENG 162 instructors. Students attending ENG 162 sections participated in the data collection. The majority of the instructors (80%) had overall scores that were 89% or higher. One instructor gave a greater range of scores (ranging from 65% to 87%). One instructor submitted scores of 100% for every student. The Education School Chair noted a weakness in the data submitted by four instructors: one instructor was new and had poor performance which led to termination of contract, another instructor was also inexperienced and too lenient in scoring.

In Fall 2019, 38 students completed the Graduate Survey Exit with three self-efficacy questions related to critical thinking: ability to see the world from someone else's perspective, openness to having my own views challenged, and ability to discuss controversial issues. Overall, scores for ability to see the world from someone else's perspective were lower (79%) than ability to discuss controversial issues (84%) and openness to having my own views challenged (87%).

Critical Thinking Action Items:

- Review the rubric assessing critical thinking.
- Identify the benchmark of success for each area and the extent to which students achieved the goal of critical thinking institution-wide.
- All faculty will be trained on assessment of critical thinking practices.
- The assessment tool used, Profile/Mini-Ethnography rubric will be reviewed given the language skills of SAC students.

Learning Goal: **Global Learning**

Graduates will be able to recognize the value of one's own cultural background and the cultural background of others

The [Assessment Results of Global Learning Institutional Learning Goal](#):

Data were collected using the Spring 2019 Student Satisfaction Survey, the Spring 2019 Resident Faculty Survey, the Spring 2019 Adjunct Faculty Survey, and the Fall 2019 Graduate Exit Survey. The Student Satisfaction Survey (N=248) indicated that the overwhelming majority of respondents (91%) were satisfied or very satisfied with the diversity of students, faculty, and staff at the institution. On the Student Survey (N=325), over 85% of students stated they had not experienced discrimination in any of the following forms: verbal comments, cyberbullying, exclusions, threats, physical violence, offensive pictures, sexual harassment, or damage to personal property.

Global Learning Action Items

Based on the findings regarding discrimination, St. Augustine College responded with the following actions:

- An institution-wide email from President Dr. Gonzalez in October 2020 reaffirming the institution's commitment to non-discrimination.
- An anti-discrimination policy is now a part of the [institution's master syllabus](#).
- A mandatory, 90-minute Diversity and Inclusion training workshop was created for the College by the Institute for Workforce Education. By the end of 2020, all full-time faculty, administrators, and staff will have completed the training. Adjunct instructors and students will have the opportunity to complete the training in 2021.
- Beginning in Spring 2021, a Diversity and Inclusion course will be created in the Learning Management System, Canvas, and will be added to the Faculty Induction Training as part of the onboarding process for new faculty.
- In Spring 2021, all SAC students will attend a mandatory 90-minute Diversity and Inclusion training workshop as part of the content of the *SAC 101: Preparation for College Life* student orientation.

Learning Goal: Quantitative Fluency

Graduates will be able to solve real-life problems using logical reasoning

The [Assessment Results of Quantitative Fluency Institutional Learning Goal](#):

Data was collected in Spring 2019 and Fall 2019 using midterm and final exam scores from MAT 200: Finite Mathematics and MAT 225: Introductory Statistics. For MAT 225 in Fall 2019, the average midterm score was 72%, above the benchmark of 70%. The final exam average was 81%, also exceeding the 70% benchmark. The success of the area of normal distribution and sample mean may be due to having analyzed only one section, as well as assigning many practice questions, homework, and a quiz for each of the topics. For Spring 2019, the average for the semester was 82%, above the benchmark of 70%. For the final exam, the average for the semester was 85%, above the benchmark of 70%.

Quantitative Fluency Action Item:

- Review multiple sections of the midterm for more holistic results.

Learning Goal: Information Literacy

Graduates will be able to locate and evaluate sources of information and apply them appropriately

The [Assessment Results Information Literacy Institutional Learning Goal](#):

Data collected in Fall 2019 using the [History Capstone rubric](#) (HIS 105: History of the United States from 1865 to the Present) and the [Psychology 101 \(General Psychology\) Capstone rubric](#). Both History 105 and Psychology 101 were offered in English and Spanish. On the HIS 105 rubric, the indicators of information literacy were ability to: use of information effectively for the topic, evaluate information and its sources critically and use information ethically. A student score of three or higher on the four-point scale is considered a successful score for information literacy. Overall, 80% of the students received a successful score, meaning 80% of students demonstrated proficiency. Eighty-five percent of students who took HIS 105 in Spanish demonstrated the expected information literacy skills compared to 73% of students who took the course in English. A capstone paper rubric was used to assess students' information literacy skills

in PSY 101. The rubric indicators for information literacy were: research/literature review format, evaluation of sources, APA citing in paper and references/works cited/bibliography. Overall, students demonstrated strong information literacy skills. However, because the sample size was very small, (N=15), the results cannot be generalized.

Information Literacy Action Item

- Review the rubric for assessing Information Literacy for SOC 101: Introduction to Sociology and PSC 103: American Government and Politics by Spring 2021.
- Initiate conversation with library staff to develop Information Literacy modules for SOC 101 and PSC 103 courses.

Summary of Institutional Assessment Plan Action Items:

- Although the analysis was completed and reports were created for all institutional learning goals in the academic year 2020, moving forward, the college will focus on one institutional learning goal annually (as described in the Institutional Plan), allowing for an in-depth, yet manageable, review of one goal each academic year.
- All programs will develop standardized rubrics for scoring major assignments.
- Moving forward, data for the measurement of institutional learning goals will continue to be gathered and analyzed according to the schedule outlined in the new Institutional Assessment Plan.
- The five institutional academic learning goals will be added to the [Course Catalog 2020-2021](#).
- Writing Across the Curriculum to resume consistently via remote learning. Systematic plans for data analysis and recommendations are required.

The Assessment Plan: Program Level

Program reviews are completed by School Chairs. The program review process asks programs to complete an external assessment, student assessment, internal assessment, and a plan of action, involving a variety of stakeholders. Updated processes require faculty to incorporate course-level assessment findings into the program review. Each program is scheduled to complete a program review every three years as demonstrated in the program review schedule ([Institutional Assessment Plan, p. 14](#)).

The connection between program review and learning outcomes assessment

The Program Review process and schedule were updated to strengthen the connection between course level assessment and program reviews. In 2020, the review calendar was adjusted to reflect program review within three- and four-year cycles. Programs are required to describe the data collected for each outcome, including course assessment data that is aligned with each specific outcome. [Form B](#) was developed to document course-level evaluation, and [Form C](#) was developed to summarize findings and make recommendations. In Spring 2020, program reviews were completed for the [Bachelor of Social Work](#), the [Associate of Arts \(AALAS\)](#) degree, [Associate of Applied Science in Early Childhood Education](#), and [Bachelor of Arts in Psychology](#). Program evaluation will continue as planned in 2021 according to the schedule.

The connection between program review and decision-making

Program reviews are presented by School Chairs, in coordination with Program Directors, to the Academic Council. The Academic Council votes to approve the program reviews and provides recommendations.

1. Program review and its relation to institutional decision-making is evidenced in Assessment Committee meetings from [3/4/2020](#), [3/10/2020](#), [3/18/2019](#), [4/9/2019](#), and [4/22/2020](#). As a result of the program review, the institution has:
 - Determined the need for an additional General Education mathematics class as MAT 112: Intermediate Algebra is developmental.
 - The Early Childhood Education program has begun the initial stages of creating a curriculum for a Bachelor of Arts in Early Childhood Education.
 - Computer Information Systems faculty identified limitations of technology such as outdated physical resources and infrastructure.
 - Given enrollment data and market analysis, new recommendations for programs are being developed, such as new 30-credit certificate programs that will be used as a bridge to an Associate degree.
 - Added ENG 165 (Speech) as a General Education requirement for all Associate degrees.
2. Beginning in fall 2020, an external consultant was contracted to conduct a thorough curriculum evaluation of three academic areas and to provide recommendations. The long-term project is slated to span three semesters, with a different academic program area reviewed during each semester. The program review calendar is:

Target Date	Academic Program	Current Outcome
Fall 2020 (August-December, 2020)	Languages, Literature and Humanities	Report Completed
Spring 2021 (January-May 2021)	Computer Information Systems	Report to be completed
Summer 2021 (June-August 2021)	Hospitality Management	Report to be completed

The curriculum evaluation of the three academic programs was conducted by a task force assembled to assist in the evaluation process according to a defined [curriculum evaluation model](#). Regular task force meetings (see the [summary of fall 2020 task force meetings](#)) encourage open dialogue about the process, the progress, and the results. Results and recommendations will be disseminated at the end of the semester in which the evaluation is scheduled to take place, with the first results from Languages, Literature, and Humanities due by the end of 2020. Monthly updates of the process are outlined in the Office of Academic Effectiveness Newsletter and are distributed campus-wide.

3. Two St. Augustine College programs, Social Work and Respiratory Therapy, have achieved programmatic accreditation from their accrediting bodies, the Council on Social Work Education (CSWE) and the Commission on Accreditation for Respiratory Care (CoARC). Social Work received accreditation through 2028, and CoARC accreditation has been granted through 2027.

4. The Social Work program has appointed an advisory board formed by SAC members that consist of an elected BSW student, two alumni, one adjunct faculty, two faculty from area MSW programs, and one community agency representative. The advisory board has met once in the Fall and Spring semesters and has assisted the BSW program by reviewing assessment data for the program and by giving feedback on policy changes for the BSW Program Manual.

Program Review Action Items:

- Identify and develop additional mathematics General Education offerings.
- Classes in addiction studies have been developed, but are not currently offered. This program can be revisited.
- Social Work notes that the search for a new Program Director includes a search for candidates who might bring new certificate programs that could attract students, such as Gerontology and Healthcare.
- The curriculum evaluation of these three programs will determine the curriculum changes needed to modify existing courses, curriculum, assessment practices, and sequencing.

The Assessment Plan: Course-Level Assessment

Course-level assessment is completed by program faculty. All courses are assessed at least once every five years. To guide the course assessment process, faculty complete Forms B and C ([Institutional Assessment Plan, pp. 20-21](#)). Forms B and C ask faculty to align course objectives with program outcomes, create a dissemination plan of findings, and identify recommendations for improvements. Course assessments are presented to the Assessment Committee for discussion and actions.

Course reviews demonstrate the ways in which course outcomes align with program outcomes. Each semester, two to three courses are evaluated per program. Samples of recent course evaluations include:

Programs	Course Evaluation Sample
Biology	BIO 102
Business Management	MNG 380 MNG 390
Computer Information Systems	CIS 210
Early Childhood Education	ECE 221
Economics	ECO 102
English	ENG 109
Humanities	HUM 204
Mathematics	MAT 200 MAT 225
Psychology	PSY 340 PSY 342 PSY 420
Spanish	SPA 222

Social Work	SWK 200 SWK 305 SWK 315 SWK 319 SWK 335 SWK 345 SWK 355 SWK 410 SWK 420 SWK 470
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In Summer 2020, St. Augustine College was reorganized into three schools, the School of STEAM, School of Education, and School of Healthcare and Social Sciences. Within each School, each individual program is charged with creating its own schedule of course review. Schedules from each program are found below:

- [Social Work](#)
- [Early Childhood Education](#)
- [Computer Information Systems, Business Administration, Business, Culinary Arts, Hospitality Management](#)
- [Respiratory Therapy](#)
- [Psychology](#)

All courses are evaluated for alignment to program outcomes. Modifications to courses are made on an ongoing basis according to the course evaluation schedule. Each modification is reflected in the program review that occurs every three years. In order to provide additional information for course evaluation, St. Augustine has adopted a new paperless course evaluation system (EvaluationKIT) to gather course evaluation feedback from students, effective January 2020. The data generated from this new platform will be used in the course evaluation process and will inform necessary program modifications.

Course Assessment Action Items:

- A course review schedule for General Education classes that are not housed in other programs (such as the English sequence, History, etc.) will be developed.
- Course evaluation data gathered in end-of-term student evaluations should be incorporated into course and program review to identify and respond to concerning trends in student feedback.
- All concentrations need to be added to the review calendar and reviewed as stand-alone programs (for example, concentrations with Computer Information Systems).
- Responsible parties for the review of ALASS and General Education courses need to be identified. An option may be to appoint a General Education program director.
- Ensure course review modifications noted on Form C are included in the program review template.
- While the current course and program review templates allow space to provide recommendations, there is no follow-up in terms of determining responsible parties, creating timelines for implementing recommendations, and documenting evidence of changes. These elements should be added to all course and program reviews.

- Review of outcome alignment in the new online environment in CANVAS to ensure alignment across sections.
- Update template to include student course evaluation data in course review process.

The Assessment Plan: Co-curricular Assessment

Each year the College plans and implements annual co-curricular programming for students. The programs support the unique mission of the College and supplement the student's educational experience.

While attempts began in 2019 to define co-curricular activity objectives, the work was halted in 2019 and will begin moving forward again in 2020. Co-curricular objectives will be established for all of the institution's recurring events. Co-curricular objectives thus far can be seen on pgs. 22-25 of the [Institutional Assessment Plan](#). Additional events such as an end-of-semester May Day celebration concert were in the planning stage but were canceled due to COVID-19. The new remote environment allows additional opportunities to expand co-curricular offerings in online modality.

St. Augustine co-curricular offerings include:

- New Student Orientation ([2020 survey results](#))
- [Information Literacy Library Workshops](#)
- [Tutoring](#)
- Feria ([2019 survey results](#))
- Tertulia
- Chicago Latino Film Festival
- BSW Conference Experience
- BSW Lobby Days
- PSY Domestic Violence Awareness Conference ([2019 survey results](#))
- Women's Day ([2019 survey results](#))
- Trauma and Immigration ([2019 Survey results](#))
- Conversation Group (discontinued in 2019)

Examples of non-recurring co-curricular events for the 2020-2021 academic year include:

- SAC 40th Anniversary Celebration
- [SAC 40th Anniversary Lecture Series](#)

Co-curricular events planned for 2021 include:

- A new online student orientation course called *SAC 101: Preparation for College Life* will be implemented through CANVAS, the Learning Management System.
- In March 2021, an International Women's Day event is planned that will include presentations by female alumnae representing each School.
- Diversity and Inclusion training will be provided for students beginning in 2021.
- A student contest for college rebranding including school colors and logo.
- A Rotaract Club (Rotary Club for student leaders) has been organized to start operating in Spring 2021.

Co-Curricular Action Items:

- Creation of co-curricular goals for each activity as well as metrics (surveys, etc.) to assess participation and attainment of objectives and distribute after each event.
- Work with the Marketing Department to ensure advertising of co-curricular events.

- Creation of student organizations to create and coordinate events (specifically Social Work and Psychology).
- Develop opportunities for service learning action learning projects into existing courses.
- Creation of a bilingual student journal or publication in collaboration with the Marketing Department as well as reinstatement of Conversation Groups.
- A Bachelor in Social Work (BSW) Advisory Board has been created, formed by students and faculty to promote the program and its conferences such as the 2019 Trauma and Immigration conference.

The Assessment Plan: General Education

A General Education assessment matrix is included in the [Institutional Assessment Plan document \(p.15-18\)](#) that identifies measuring instruments, indicators, data collection process, analysis, results dissemination, and action planning. Measuring instruments used to assess General Education classes include a standardized test, mid-terms and finals, course-embedded assignment rubrics, and institutional surveys. General Education courses will be assessed as a program and are included in the program review schedule as the AALAS program (to be assessed every three years).

Assessment of General Education outcomes and the connection to programs and the overall student profile
Using the Degree Qualifications Profile (DQP) as a framework, the College has established integrated General Education outcomes in alignment with institutional learning goals. The document [General Education Objectives in Alignment with DQP](#) demonstrates the General Education goals, the measures of each goal, and its alignment with DQP competencies at the Associate degree level.

The General Education outcomes at St. Augustine College are:

- Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.
- Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.
- Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.
- Students recognize and respect diversity through cultural interactions in and outside of the classroom
- Students create mathematical models and use technology to solve real life situations.

The outcomes of the General Education courses are assessed every three years and are included in the [Program Review Schedule](#). In Spring 2020, an [AALAS Program Review Report](#) was completed and disseminated institution-wide. This document demonstrates the alignment of General Education outcomes with specific General Education courses as well as demonstrates the tools used in the assessment. Each program has aligned its program objectives with the General Education objectives:

- [Social Work](#)
- [Early Childhood Education](#)
- [Computer Information Systems](#)
- [Respiratory Therapy](#)
- [Psychology](#)

- [Accounting](#)
- [Administrative Assistant](#)
- [Business Management](#)
- [Business Administration](#)
- [Culinary Arts](#)
- [Hospitality](#)

The following changes to several program requirements were proposed and approved by Academic Council and the President in Spring 2020 and are evidenced in the [2020-2021 Course Catalog](#):

- AAS-Accounting and AAS Business Management replaced one required elective with ENG 165: Speech as the new requirement.
- AAS Early Childhood, replaced the ADM 101 requirement with ENG 165.
- AAS Computer Information Systems replaced one required elective with ENG 165 as the new requirement.
- AAS General Studies, added MAT 200: Finite Mathematics or MAT 225: Introduction to Statistics.
- AAS Culinary Arts and Administrative Assistant will both be considered terminal degrees (and as such, will not be considered when determining the common number of General Education courses across programs).

Course descriptions and General Education Outcomes are found in the [Course Catalog](#) (p. 84 and p. 35, respectively). Students must demonstrate completion of courses across the disciplines fostering breadth of knowledge across the following disciplines:

- Communication
- Mathematics
- Science and Health
- Humanities and Fine Arts

St. Augustine College is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transferring completed Illinois General Education Core Curriculum between participating institutions. Completion of the General Education Core Curriculum at any participating college or university in Illinois assures transferring students that lower division General Education requirements for an Associate or Baccalaureate degree have been satisfied. This agreement is in effect for students entering an Associate or Baccalaureate degree-granting institution as first-time freshmen in summer 1998 (and thereafter). The following IAI codes identify qualifying general education courses: IAI C (Communications) IAI F (Fine Arts) IAI H (Humanities) IAI L (Life Sciences) IAI M (Mathematics) IAI P (Physical Sciences) IAI S (Social/Behavioral Sciences).

Development of outcome indicators and appropriate benchmarks and metrics

In 2019, it was decided that the General Education indicators would also be used as indicators for the Institutional Learning Goals and were included in the [Institutional Assessment Plan document \(pp.15-18\)](#). While TrackTest data is still being piloted and data is being analyzed on an ongoing basis to determine specific benchmarks, benchmarks for other goals have already been identified in the assessment plan document.

General Education Action Items:

- The fifth General Education outcome is not yet included in the Course Catalog and will need to be added.
- Research other programs' General Education requirements. A larger discussion about expanding General Education offerings and updating the institution's prescriptive major requirements is warranted. This will allow students a greater variety of choice and autonomy in course selection and registration.
- Development of a more comprehensive definition of General Education and the offerings the institution offers in order to meet general education requirements.
- The General Education Persistence Report presents valuable course-level recommendations that have not yet been implemented.
- Assessment of General Education learning outcomes will be assessed on a three-year cycle. This review was previously conducted by the Director of Assessment and Accreditation, though the position was eliminated in early 2020. The new Office of Academic Effectiveness (quality assurance) has assumed the role of the Director of Assessment and Accreditation.
- Articulation improvements are necessary for General Education outcomes. Specifically, the outcomes will be written in a measurable form. Minor edits were made to one of the outcomes and a math outcome was added in Spring 2020. A more in-depth review will follow.
- The General Education course matrices will be added to the program review template in order to ensure reflection on general education outcomes at the programmatic level during each program review.
- A thorough examination of TrackTest data, evaluation of the tool itself, analysis of its appropriateness in measuring English proficiency outcomes, and the way in which it may be integrated with a larger institution-wide English placement testing process is warranted.

Core Component 4B-3:

Institutional processes and methodologies to assess student learning that reflect good practices including the substantial participation of faculty and staff members

Core Component 4B.3. calls for *processes and methodologies to assess student learning that reflect good practices, including the substantial participation of faculty and staff members*. During this unprecedented time, in seeking *excellence, knowledge and innovation* and making concerted efforts to deliver education in the mediums needed by the Latino community, St. Augustine College proposed the Latino Educational Model. The Latino Educational Model can be defined as a culturally specialized educational approach for the Latino student that considers their unique context, reflects understanding of their life circumstances, and brings them tailor made solutions that meet the demands of their lives and educational goals. This model contains three pillars: *high touch, high support, and high tech*, all with the expectation of each pillar being both exceptional and innovative.

The three pillars of the model have set the parameters for assessment best practices. Pillar I, **high touch**, refers to providing students with a culturally affirming atmosphere, Latino representation, and bilingual education among faculty and students. The **high support** pillar describes a more flexible, accommodating approach for Latino students who may benefit from additional connection, guidance, and assistance during the transition to undergraduate study. **High tech** is defined by access to more affordable, accessible, and flexible modalities of learning that employ modern technology.

The high-tech pillar provides assessment data to inform decisions

In January 2020, a new online student evaluation platform called EvaluationKIT was implemented. Integrated with CANVAS, this platform allowed students to complete evaluations of both instructors and courses online for the first time, eliminating the paper and pencil process that was previously in place. An 80.65% response rate for the Fall I term provided valuable insight into students' perspectives about their instructors and the courses in which they were enrolled. A summary of institution-wide results itemizes the questions that appeared on the survey as well as the mean, standard deviation, and median of student responses (see [Fall I results](#)). Data from these reports will be included in faculty portfolios and review of the results will be a component of the annual review process. This data will also assist in informing Chairs' decisions regarding renewal of contracts for faculty. Results sorted by instructor allow Chairs easy access to data that will be critical in future personnel decisions while results sorted by course will be an integral part of course and program review.

The high support pillar facilitated data collection that led the institution to discover several areas of opportunity: information literacy, Respiratory Therapy completion rates, reading comprehension, Social Work policy curriculum, and general education.

- **Information Literacy:** The Written Communication and Information Literacy Pilot Assessment demonstrated that students do not have high levels of information literacy. As a result, the institution has:
 - Develop Information Literacy Modules for History 105 courses ([Presentation One](#), [Presentation Two](#))
 - Created weekly student training [workshops](#) on topics such as MLA and APA formatting, conducting research and writing research papers, and using library resources
- **Respiratory Therapy Completion Rates:** Based on program review assessment results that showed students were taking longer to graduate than accepted by accreditor standards, Respiratory Therapy proposed strategies for improving completion rates for the program.
 - Respiratory Therapy instituted new policies on academic standing, probation, and exclusion. In addition, the program instituted an application and interview with new students as part of a new student orientation that focuses on student retention support. The policies were recently instituted, so no data is yet available on the effectiveness of those changes.
- **Reading Comprehension:** Assessment results from the TrackTest Reading Comprehension demonstrate that students require additional preparation in reading comprehension.

The 2018 HLC report required that SAC choose and implement an external English language assessment tool for placement and assessment. In Fall 2018, the Assessment Committee began to explore options for tests that would satisfy this requirement. The committee reviewed a variety of options and began the implementation of Accuplacer. In Spring 2019, it became clear that implementation and the test delivery processes were more complex than St. Augustine College infrastructure could support. As a result, TrackTest was implemented. In Fall 2019, Track Test was introduced to ENG 160: Composition I sections and later, as a post-test in ENG 162: Composition II with the intention of measuring progress at the sentence level. After data analysis and vetting of the test, the intention was to expand usage to other areas of language such as reading comprehension, which was recognized as challenging for our students in previous assessment efforts. Since the pandemic began in March 2020, data from one additional section of ENG 162: Composition II has been gathered.

The institution will develop a more robust plan for assessing reading comprehension skills, reassess the use of TrackTest, and determine concrete ways in which reading comprehension can be further

integrated across the English sequence. Additionally, the General Education sequence and capstone projects will be reviewed to assess the level of English students have when taking the course. In terms of English courses, a curriculum evaluation is currently underway to examine the English scope and sequence.

- **Policy Curriculum in Social Work:**

Based on several academic semesters of low average assessment results in the area of policy, the Social Work program recommended adding a new required policy course to the curriculum. The course is currently in development.

- **General Education:**

Math requirements were reviewed by the General Education Committee and the institution made the following changes:

- Math requirements were reviewed for all programs by the General Education Committee. The requirements were increased for the Associate of General Studies program starting Fall 2020.
- A Math for Teachers class will be developed as it is required for the proposed Bachelor degree in Early Childhood Education.

The *high touch* pillar of the Latino Education Model refers to providing students with a culturally affirming atmosphere. In 2019, the Institutional Assessment Plan reflected good practices that engaged the entire college community by initiating training in developing clearly measurable goals for assessment of student learning. Since then, faculty have been actively involved in gathering assessment data, participating in program and course review, and in collecting Writing Across the Curriculum data. After substantive changes enforced by COVID-19, the SAC faculty has participated in several external and in-house professional development. Below is a list of those engagements:

- HLC Assessment Academy. As part of the academy, a team of faculty participated in the first HLC Roundtable in June 2019. During the event, Susan Hatfield presented the process of developing clearly measurable goals and utilizing resulting data.
- In August 2019, the former Interim Director of Assessment and Accreditation led the faculty through a process of developing clear institutional learning goals using the content presented in Susan Hatfield's presentation [*Making Assessment Meaningful*](#).
- During the Fall 2019 Faculty Retreat, Dr. Jennifer Fager from Mid-Michigan College was invited to present on utilizing findings from student learning assessment with her presentation [*Student Learning: How do we know what our students have learned?*](#)
- The former Interim Director of Assessment and Accreditation offered a workshop to faculty on October 15, 2019.
- Since these training sessions took place in 2019, the Director of Assessment and Accreditation position has been eliminated. A new position of Director of Faculty Development, Performance, and Assessment was created in August 2020; this administrator will absorb the responsibilities of creating accreditation-related training in the future.
- Beginning in Fall 2020, and due to instructional changes undertaken by the institution, a monthly calendar of trainings related to online instruction, assessment tools, distance education, bilingual practices among other topics was offered.

- A monthly online faculty roundtable takes place to discuss issues pertaining to online instruction and remote assessment practices. In this space, faculty share tips and freely speak on the pros and cons of the new non-traditional learning environment.
- A mandatory Diversity and Inclusion training reaffirmed the commitment to all SAC student and faculty population.

HLC Concern #2
Evidence of Institutional Completion Goals

HLC Concern #2: *Evidence of Institutional Completion Goals*

St. Augustine College has recognized the power of assessment *of* and *for* student learning and achievement. The institution has created several ways to demonstrate that students have accomplished their educational goals consistent with the institutional, program, and course learning goals. To show evidence of the completion of institutional goals, several measures have been taken to fully align institutional processes with academic rigor and parameters of quality assurance.

As the College strives to delineate a path for recruitment, persistence, retention and graduation, it is also imperative to acknowledge the impact of COVID-19 on student success. Creating internal mechanisms of quality such as supervision and evaluation of personnel, professionalization of faculty, renewal and enforcement of policies governing the institution, financial pathways to support students in need, technology adaptations, and other indicators of academic effectiveness have paved the road for student success. The route to diverse, primarily Latino, student success is evidenced through their acquisition of skills and abilities that connect them with job opportunities.

To respond to HLC concern #2, *evidence of institutional completion goals*, this report has examined Core Component 4.C and its four subcomponents. The structure of this section involves (1) the description of the situation, (2) the assessment evidence, and (3) actions taken in each of the four subcomponents.

Core Component 4.C

The institution pursues educational improvement through goals that seek to increase retention, persistence and completion rates in its degree and certificates.

Sub-Components

1. The institution has defined goals for student retention, persistence and completion that are ambitious but attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are

encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures).

Rating: “Met with Concerns” and monitoring is recommended
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Retention, Persistence and Completion

During the 2018-2019 academic year, faculty worked to develop institutional learning goals for the College. In addition to considering the unique mission of the college and the student population that it serves, faculty referenced the Association of American Colleges and Universities Principles of Excellence and employer survey results, the Lumina Foundation Degree Qualifications Profile, and other higher education institutions. A presentation by Susan Hatfield given during the June HLC Assessment Academy Roundtable provided guidance to faculty on the development of measurable goals. Faculty believe the finalized outcomes reflect both the uniqueness of SAC and the generally expected learning outcomes of institutions of higher education. In fall 2019, Institutional Learning Goals were approved by the Academic Council, President, and Board. The goals articulated in the [2020-2021 Catalog](#) include both institutional mission-related goals, and the academic learning goals below:

- **Communication:** Graduates will be able to demonstrate proficiency in academic writing and communicative competence.
- **Global Learning:** Graduates will be able to recognize the value of one’s own cultural background and the cultural background of others.
- **Quantitative Fluency:** Graduates will be able to solve real-life problems using logical reasoning.
- **Critical Thinking:** Graduates will be able to apply critical thinking to make effective context-appropriate decisions.
- **Information Literacy:** Graduates will be able to locate and evaluate sources of information and apply them appropriately.

Core Component 4.C. Overview

The institution has created different avenues for accessing and improving student learning, including persistence and completion in the online offerings of its Bachelor and Associate degrees. To measure the effectiveness of the most recent online education experiences in Spring and Summer 2020 semesters, data was collected from different sources. For example, the instructor and course evaluations administered through CANVAS, Student Satisfaction Survey, and course summative and formative assessments through rubrics, tests, portfolios, and performance assessments. All those tools were aligned with course learning objectives and program outcomes.

The Institutional Assessment Committee is the entity in charge of ensuring that all degree programs have an up-to-date program curriculum crosswalk that links course objectives to program outcomes and syllabi

that link course objectives to program objectives. The Committee has delineated assessment for learning (formative) and assessment of learning (summative) for non-traditional environments that include informal assessments for faculty to show their abilities to gauge their students' comprehension of course material and formal assessments which provide a systematic way to measure students' progress. The Institutional Assessment Committee's work is of high relevance in the new distance education institutional delivery mode. Part of its role is to reinforce the strong connections between course goals, learning objectives and what is assessed in order to improve student learning. Since 2019, the College has participated in the HLC Assessment Academy to further improve student learning.

St. Augustine College will continue dedicating time and resources to the improvement of retention, student persistence, and graduation completion rates. The College has launched a comprehensive effort to improve student retention. In 2019, the College appointed a Student Persistence and Retention Task Force, which resulted in a retention program designed to provide students with centralized access to key resources through a new Student Success Center, where they can obtain early intervention support and a variety of assistance services, such as counseling, tutoring, career/transfer advisement, academic advising, student life support, and mentoring. Under the current nontraditional environment, students have access to those resources by using different means: email, phone, CANVAS, and open-ended online tutoring. A technology-based early intervention system is being explored to identify students at risk and provide them with timely support.

The curricular addition of two new courses, SAC 101: Preparation for Life and CIS 101: Using Technology for Success, is intended to increase the motivation for persistence and retention within the student body. The student persistence plan is organized around a student-centered integrated curriculum linking a set of two college success introduction courses, SAC 101 Preparation for College Life and Computer Information Systems 101 (CIS 101). SAC 101 is taught by bilingual and bicultural full-time Learning Facilitators who provide college students with team-development strategies and encourage learning through team building and cooperative learning using hybrid modalities. CIS 101 is taught by adjunct faculty. The model prepares students not just for success in college but also for work environments in which companies and organizations are increasingly employing a team-based approach to productivity.

Descriptions of the courses follow:

SAC-101 Preparation for College Life (1 Credit Hour): This course provides orientation in areas such as the St. Augustine's Latino Educational Model, Online Learning Resources, Library Resources, Learning Management Systems (CANVAS), Student Life, Admissions, and Financial Aid, among other topics. This course is designed to help students, in particular first-generation students, to learn, understand, and apply essential skills to succeed in college.

CIS 101 Using Technology for Success (1 Credit Hour): This course is designed to assist students with no previous computer experience in defining computer terminology and acquiring basic navigation skills in the Windows environment and digital proficiency in CANVAS, GoToMeeting, Jenzabar, EvaluationKit, and other online resources. Students will develop an understanding of how computers can be used for academic, professional, and personal use.

In the Summer of 2020, the school underwent semester changes due to the challenges that COVID-19 presented to the College in the transition from an in-person institution to a totally virtual institution.

Original 16-week semesters were changed to two eight-week terms to help students decrease time to graduation. Furthermore, the first fall term saw a restructuring of the advising department. Advisors roles have begun to fit the more complex needs of the students during these challenging times. Advising has now been shifted to that of a Learning Facilitator who is well-versed in the academic disciplines of the students to which they are assigned. The Learning Facilitator (LF) is expected to help coordinate instruction, interventions, and supports for struggling students. The Learning Facilitator will be the person who connects the students to the College and assures that students have the support they need to graduate. The LF, with a specialty in the program they serve, will ensure that students are successful. A LF will be identified to coordinate the needed support such as tutoring and referrals to campus departments and programs, among other services. This function will be under the leadership of the Dean of Students, but will be accountable to on a day-to-day basis with the Dean of Academic Affairs.

A new bookstore project went live before the first fall term began. SAC partnered with Barnes & Noble to supply digital textbooks for a low cost of \$100 per term. This flat fee includes texts for each class in which the student is enrolled, and the digital book program interfaces with CANVAS, allowing for easy access. Students are now able to choose if they would like to remain in the digital book program or opt out, in which case they are free to find an alternative way to purchase their textbooks.

The institution will continue tracking retention, persistence and completion rates and will use these data to implement new processes, procedures, and initiatives that will align with the new nontraditional learning environment imposed by the global circumstance of the COVID-19 pandemic. In addition, the College will continue participating in the HLC Persistence and Completion Academy as a further focus on improving persistence and completion rates. The College has been a participant since 2015.

HLC Concern #2 Responded by Core Sub-Components

4C-1: The institution has defined goals for student retention, persistence and completion that are ambitious but attainable and appropriate to its mission, student population and educational offerings.

The college articulated goals for persistence and retention in the arguments but did not provide evidence of this in any formal document. The Assessment Committee met on December 10th, 2019 to review institutional data related to persistence, retention, and completion. A persistence and completion report [[Persistence and Completion Data Summary](#)] was developed showing current rates at the College. The persistence rate within a semester was set at a goal of 90% and the retention goal from fall to fall was set at 60%. The completion goal was reviewed and discussed in January and February of 2020. Significant completion rates showed fluctuations in the last few years and were noted and discussed at the Assessment Committee meeting. The inconsistency was due to different calculations from different people in the previous years. Faculty felt they could not set a completion goal since there was no trend in the data. A meeting was planned between the Director of Institutional Research, the COO, the Interim Director of Assessment and Accreditation, the Data Scientists, and the Database manager to develop a formal procedure for calculating first time, first year students. However, due to COVID-19, the meeting was postponed.

4C-1 Evidence:

Reports for institutional-level data were developed and disseminated prior to Spring 2020 by the Interim Director of Assessment and Accreditation and Data Scientist. During Spring 2020, assessment reports were shared and discussed with the General Education Committee, Assessment Committee, Faculty Council,

and Student Learning Committee from Fall 2018 until early 2020. In Fall 2018, a General Education Committee commenced its work with faculty from Math, English, Early Childhood Education, Social Sciences, and Social Work. The committee began to review the General Education program. A [matrix](#) was developed to visualize General Education requirements in all programs. After requirements were reviewed, the committee determined that course requirements needed to be evaluated and changed and recommendations were submitted to the Academic Council. It was during the meetings that were conducted on November 13th, 2019 and December 19th, 2019 that the Academic Council reviewed the new General Education matrix and recommendations submitted by the General Education Committee.

With persistence and retention in mind, after revisions and evaluations previously explained, several changes were approved by the Academic Council. These changes involved the inclusion of new course requirements, elimination of elective courses, reorganization of course sequence, revision of scope, and incorporation of rubrics.

4C-1 Action Items:

- The General Education program review was presented to the General Education Committee and Assessment Committee during a meeting that was held in Spring 2020. The General Education Committee developed a matrix aligning course objectives to the General Education outcomes. The committee noted that information literacy was minimally address in the General Education Course Objectives. The result of this was new information literacy course objectives for social science courses. The committee recommended Psychology course objectives be reviewed and simplified as well. The revision that was due to take place during the Summer 2020 but was put on hold due to COVID-19. Program reviews were presented to the Academic Council and Assessment Committee. A portion of the program review dealt with persistence within the General Education courses and was presented to the Faculty Council during the March 29th, 2020 meeting. Future discussion was planned through email correspondence that took place with the Academic Council on April 28th, 2020.
- All graduating students (except those with terminal degrees) must complete a minimum of 24 general education credits that may vary by program. The General Education math requirement was corrected for the Associate degree of General Studies, which previously had no college-level math course requirement. Furthermore, the majority of students are now required to take ENG 165: Speech, which is an important course in the context of the bilingual institution.

4C-2: The institution collects and analyses information on student retention, persistence, and completion of its programs.

Data collection matrices can be found in the Institutional Assessment Plan document. The college used IPEDS data to compare success in graduation with other institutions; it will be valuable for the college to define comparison groups, as the institutions selected appeared to have been selected randomly, with a regional focus. Faculty identified a list of comparable institutions using the NCES website. Institutional characteristics considered when developing the list were student population, private non-profit status, institution type (4-year), and size.

Despite recent challenges associated with COVID-19, completion rates have more than doubled since 2013. 2013 Integrated Postsecondary Education Data System (IPEDS) data indicated a [14% graduation rate](#), while the most recent data available from the US Department of Education College Scorecard reflects a substantial improvement to a [34% graduate rate](#).

4C-2 Evidence:

St. Augustine described tactical approaches to addressing shortcomings in student success indicators (ie. New student orientation), however it is unclear that data informed the proposed changes. The Persistence and Completion Academy recommended an expansion on the existing New Student Orientation (NSO). The recommendation was from students who graduated in 2019. Data shows that students who attended the NSO were three times more likely to complete their first semester, but the Retention Task Force concluded that there was a positive bias in the data, since interest in attending the orientation signals better motivation. The NSO was implemented online at the onset of COVID-19 and was enhanced with ONL 1010, a free, non-credit course available to all students, in English and Spanish. The ONL 101 course deals with online resources and how to use them and aims at bolstering confidence in students who are exposed to online education for the first time.

St. Augustine recently implemented tactics to enhance student success indicators (persistence, graduation) by enforcing mandatory attendance for the first three weeks and mandatory fourth week status report on performance, as an early warning intervention. Attendance monitoring was based on daily submission of paper attendance rosters which were entered to Jenzabar and used to produce daily attendance reports sorted by advisors. The role of the advisor was to reach out the students who missed classes within a 24-hour time frame. Early warning (STAR4 – Students at Risk by Week 4) consisted of a modified attendance list where faculty would enter a U for Unsatisfactory Performance and to expand by using the Student Performance Notice. The role of the advisor was to act on the information and provide feedback to the faculty.

4C-2 Action Items:

- Due to COVID-19 all attendance transitioned online using the college's LMS (CANVAS). However, attendance data has been incomplete and inconsistent with no online means of identifying at-risk students.
- Due to the lack of a formal systematic approach to collecting and analyzing data, the College will create a database to compare data gathered at other institutions.
- Regular institution-wide data collection by program must be maintained consistently for retention and completion rates.
- Student feedback about attendance and early alert initiatives must be assessed.

4C-3: The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

The campus community at St. Augustine is generally uninformed of critical benchmarking data and has difficulty explaining why they are pursuing certain initiatives and where they currently are in the process of improving. The College will benefit from creating a plan to engage the entire college community in data analysis and informed decision-making. In the Fall 2019 and Spring of 2020, the existing committee engaged the campus community in data analysis and informed decision-making. The General Education Committee developed benchmarks for all institutional assessment indicators. These are documented in the Institutional Assessment Plan. The benchmarks were also discussed in the Assessment Committee and the Student Learning Committee. The members of these committees represent faculty from all academic departments as well as staff representatives from student services, IT, tutoring, the library, and the Chief Operation Officer. In addition, institutional-level, program review, and course-level assessment findings were shared and discussed in numerous faculty meetings during Spring 2020 (General Education Committee, Assessment Committee, Academic Council, and the Faculty Council). The Student Learning Committee engaged in further discussion related to Global Learning assessment findings in both February

and May of 2020. Plans were made to engage the entire community, specifically staff, in further discussions about assessment findings. However, due to COVID-19, these discussions did not come to fruition.

4C-3 Evidence:

During the academic years of 2018-2019 and 2019-2020 there were numerous faculty committees that dedicated time to develop a simplified approach to goal setting, data gathering, metrics development, and analysis. The result was an [Institutional Assessment Plan](#). The committees were composed of the General Education Committee, Assessment Committee, Math Department, English Department, and the Academic Council. The committees agreed that instead of attempting to assess all student learning goals and outcomes every academic year, a schedule was developed so that each goal and outcome is assessed once every three years. new assessment plan significantly decreased the burden that was put on faculty and helped faculty and staff be more focused and effective during analysis and discussions of implications. The decision was reinforced by the experience of having assessment findings for all goals and objectives in Spring 2020 as part of a pilot. The new process helped to identify roadblocks and issues with the developed assessment plan. However, it also resulted in an overwhelming amount of data that was never shared with stakeholders due to COVID-19 which hindered any possible way of analyzing the assessment data. The future recommendation is to complete the analysis of one or two goals a year that will allow the college community to better explore results and have more focused discussions about implications.

Prior to Spring 2020, the General Education program at SAC was never fully assessed. This was partly due to the overly burdensome assessment plan, and partly due to the expectation that the program be assessed every year. It was decided that the General Education program would be assessed as part of the college's program review process which would take place every three years. The General Education learning outcomes were aligned with the institutional learning goals, and all indicators used for the institutional learning goals were used as indicators for the General Education learning outcomes. The result of these alignments has significantly minimized the amount of data collected and analyzed. The previous General Education assessment plan included an expectation that data be collected from every General Education course. The new plan identified indicators measured in key courses, as well as utilizes institutional survey data. Faculty attempted to identify more than one indicator for each goal and outcome which ensures that assessment findings are not overly reliant on one indicator and that there are a variety of data sources to analyze. The types of tools created were diverse, including course-embedded rubrics, midterm and finals, institutional surveys, and standardized tests. Most course-embedded rubrics used as indicators were revised to better align with the goals and outcomes of the college (ie. HIS 105 Capstone, ENG 162 Mini Ethnography). During the revision process, AACU VALUES rubrics were referenced so that the rubrics reflected indicators recognized by faculty across the country.

In the area of data collection, the faculty sought to identify measurement tools that were already in place, or easily implemented in order to ensure that data collection would not be hindered in the future. The tools were revised to better align with outcomes and goals. An example of this is using the midterm and final exams of MAT 200 and MAT 225 as indicators. Math Department faculty reviewed the exams and identified existing exam questions that were appropriate to use as indicators for quantitative fluency goal. Furthermore, the course-embedded rubric for the ENG 162 Mini Ethnography assignment which already existed in the course and faculty had already been instructed to submit completed rubrics at the end of each semester. In the Fall of 2019, the English faculty revised the rubric to align better with critical thinking and communication goals. The AACU [Critical Thinking](#) and [Written Communication](#) rubrics were referenced during the revision. The revised rubric was shared with all ENG 162 faculty for feedback.

In Spring of 2020, all initial data analysis was completed by the Interim Director of Assessment and Accreditation and the Data Scientist. Reports were developed and presented to various constituents (mostly faculty, staff, and administrators) throughout the College for review and discussions of implications. Constituent discussion and recommendations were documented in committee minutes and entered into prepared documents. However, due to COVID-19 no developments were implemented or surveyed.

4C-3 Action Items: Documentation and a systematic approach to goal setting, data gathering, metrics development, and analysis may help the institution avoid initiative overload and focus on the most critical activities. It will be critical for the institution to place better resources on data management and utilization in future decision-making. Possible resources for data management and utilization were discussed with the COO and no solutions were identified. Discussions were put on hold due to COVID-19.

4C-4: The institution's processes and methodologies for collection and analyzing information on student retention, persistence and completion of program reflect good practice.

Setting of the institution's completion goal and an actionable plan with measurable objectives for persistence and completion was discussed with the Chief Operations Officers in January 2020. The action plan focused on persistence and completion. The need for this new action plan was discussed with the President and the Faculty Council in a later meeting, in which the Dean of Students, Chair of the Ad Hoc Retention Committee, was given this project. The faculty began work on identifying the institution's completion and persistence goals. The Persistence and Completion Data Summary document demonstrated the work conducted in this area.

4C-4 Evidence:

Course-level assessment: Assessment findings are shared and discussed in the Assessment Committee meetings at the end of each semester. Any relevant recommendations were shared with Academic Council. Last meeting was conducted in November of 2020.

Program Reviews: Completed program reviews are presented to Academic Council and the Assessment Committee in the spring each year. Any relevant recommendations are discussed and shared with the Academic Council. Last meetings were conducted in March and April of 2020 in the Assessment Committee.

General Education Program Review: Completed General Education program review findings are shared with the General Education Committee which has recently, in October 2020, merged with the Student Learning Committee to form the Teaching & Learning Committee. Last meetings were conducted in February, March, April, October, November and December 2020.

Institutional Assessment Findings: Institutional assessment finding reports are shared with the Assessment Committee, Teaching & Learning Committee, and Academic Council. All meetings were last conducted in March and April of 2020. Further dissemination with staff and administration were planned for Spring 2020. However, due to COVID-19 these plans were not implemented. In the future, expanded plans for disseminating the results throughout the institution are needed.

Co-curricular findings via Academics: Co-curricular report findings were shared with relevant faculty and staff. For example, the New Student Orientation assessment findings were shared with the Director of Enrollment, Dean of Students, and the COO in Spring 2020. The FERIA assessment findings were shared with the English department faculty. The Psychology events assessment findings were shared with the Psychology Department. Many co-curricular events were cancelled Spring 2020 due to COVID-19. In the future, aggregating the co-curricular findings into institutional assessment reports would strengthen this assessment.

Co-curricular findings via Student Services: All library functions were put on hold due to COVID-2020. The staff worked over the summer to ensure that students would be able to access all virtual resources at the start of Fall 2020. Many different functions were added to support students such as program directed library guides, scanning services, library virtual workshops, and user-friendly online database platform. The Tutoring Center continued until the end of Spring 2020 under the guidance of the Tutoring Center Committee. The committee was discontinued by Summer 2020 and new plans were put into place for student support under a new director who took the following actions in the summer (which have continued through the fall terms):

- Shifted all “in-person” tutoring to “online” tutoring.
- Created a Tutoring Services tab through our Library website with study tools, ELS tools, and “How to Study” articles.
- Established an effective “online” tutoring system with request forms for individual tutoring, group tutoring, online calendar with GoToMeeting links accessible, and student feedback forms.
- Created Tutoring Workshops in liaison with the Library Department (dealing specifically with MLA/APA/Research & Basic Writing skills).
- Created a CANVAS course page to manage all tutors. Tutors upload time sheets, writing assessments/rubrics, and supplemental material all through one portal.
- Hired new tutors with more flexible schedules and more specific tutoring backgrounds to fit the needs of SAC students.
- Created newsletters sent out at the beginning of each term detailing Tutoring Center changes and functions. Newsletters are sent to advisors, faculty, and students.
- Held information sessions for Department Chairs and Advisors about Tutoring Center changes and functions.
- Created “Tutoring Resources” tab through Canvas to allow faculty and students to access the Tutoring Services website.
- Reviewed weekly data submitted by tutors on student assessment, hours documented, areas of concern.
- Sent weekly emails to tutors and faculty about student progress, concerns, or questions.
- Sent weekly follow-up emails to students about progress and setting up continuous appointments.
- Overviewed summer data, fall term tutoring activities, and ways the center can continue to enhance its tutoring capabilities

The WAC program (Writing Across the Curriculum) was discontinued due to COVID-19 and was later reinstated during Fall 2020. The new Program Director made the following changes for more effective measures to take place regarding student support in their writing skills:

- Reviewed previous WAC assignments conducted by faculty and reassess the role of the Tutoring Center in connecting with both faculty and students to establish writing assistance on the basis of WAC evaluations.
- Revised WAC Guidelines to reflect the new eight-week terms at SAC (two assignments due each term).
- Revised WAC Rubrics to incorporate more grammatical detail.
- Revised WAC Rubrics to allow increased instructor feedback.
- Created an “early intervention” method for students to get tutoring when they need it.
- Revised Tutoring Activity Sheets to reflect the WAC Rubric.
- Created a one-point online meeting hub (SharePoint) for all faculty members participating in the WAC program. Faculty can view announcements, give feedback, ask questions, and upload WAC submissions.

4C-4 Action Items: Address succession planning and staffing in the institutional research area would help the College assure the future viability of their data gathering, analysis, and distribution. Due to the difficulties that COVID-19 has brought on the institution there has been no immediate solution at the time.

HLC Concern #3
**Evidence that data from programs and unit operations are informing
the budget prioritization process**

HLC Concern #3: *Evidence that data from programs and unit operations are informing the budget prioritization process.*

There is a growing consensus that rigorous evidence and data can and should be used, whenever possible, to inform a planning process *to build* relationships, institutional programmatic alignment, operational transformations, structural changes, and critical budget decisions. St. Augustine College is no exception. The institution responded responsibly in order to resolve HLC concern #3 that requires the institution *to show evidence that data from programs and unit operations are informing the budget prioritization process*. To accomplish this process, the College has aligned the assessment of student learning, evaluation of operations and, planning and budgeting. Many constituent groups, internal and external, were called to advise and offered their holistic views and planning on the basis of current institutional capacity.

Core Component 5.C:

The institution engages in systematic and integrated planning and improvement
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Sub-Components:

1. The institution allocates its resources in alignment with its mission and priorities, including as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution a whole and considers the perspectives of internal and external constituents' groups.
4. The institution plans on the basis of a sound understanding of its current capacity including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology, demographic shifts, and globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating: Met with Concerns and monitoring is recommended
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Overview

Higher education has never been more challenging for many institutions, but especially for small, tuition-dependent colleges across the country who have seen their enrollment and revenue decline over the last several years. St. Augustine College is not immune from this national trend.

Upon his appointment in July 2018, President Reyes Gonzalez immediately began addressing the urgent financial needs of the College. This section of the report will detail many of the specific data-driven budget measures he and the administration have prioritized and implemented to bring about immediate financial stability and to begin building a sustainable financial model for the future. It recognizes the College's role in the Latino community and in the diversity of the greater Chicago community. It will identify both pre-pandemic budget measures that were taken as well as budget priorities that have emerged in direct response to the coronavirus emergency.

President Gonzalez has stressed the importance of establishing an institutionalized budget development process that would be based on hard numbers rather than a "wish list." Administrators and faculty members have understood and accepted the responsibilities of the budget development process—with an emphasis on fact-based decision-making and investment choices—and have participated in a systematic cycle of needs evaluation, performance measurement, and allocation of limited resources to areas that will help rebuild the security of the institution and have the greatest impact on its students and communities.

- A process for taking urgent cost-cutting steps was established to immediately address the disparity between the College's revenue and its expenses, and to begin balancing its budget.
- Simultaneously, the College also prioritized investments in key foundational areas (people, processes, technology/systems) and planning to ensure budget priorities can be aligned and long-term sustainability and growth can be achieved.

Through this "Assess, Plan, Do" approach, the administration has been able to maximize the impact of its resources; regularly analyze its financial, academic, and other performance outcomes; and adjust its practices to improve results. These processes provide a formalized means of connecting data and research findings with the institutional budget and strategic planning process (see Response #4: The President's "Strategic Priorities").

Budget-Savings Priorities

Competition among colleges is increasing as more institutions develop programs for the Latino student population. St. Augustine College is highly regarded as a Hispanic-serving institution. The Hispanic Association of Colleges and Universities recognized St. Augustine College with "The Outstanding Hispanic-Serving Institution Award" (2013). St. Augustine College was recognized by Excelencia in Education with the 2016 Baccalaureate Level Example of Excelencia! Award. Nevertheless, increased competition in this marketplace, especially in the Chicagoland area and from online options, has underscored the importance to the College of balancing its revenue and expenses.

Over the past two years, President Gonzalez has taken steps to stabilize the finances of St. Augustine College, in part by prioritizing major budget reductions across the institution and at all levels—a process made even more important by the recent COVID-19 emergency. He formed an 18-member committee—composed of faculty, administration, and staff—that performed College-wide assessments and identified over 100 individual measures to reduce budgeted expenses and increase revenue. Budget-saving

measures were prioritized by committee members according to assessments of financial impact and implementation time, along with consideration of the effects, if any, on students and staff.

Driven by these inputs, key implemented cost-saving priorities included:

Reduced salary and benefits to employees

- Froze the College's retirement contribution. Previously, 82 employees received 3% of their base salary as the College's retirement contribution. The College has temporarily frozen all retirement contributions until further notice. This resulted in an expenditure savings of approximately \$100,000 in the first year and in each subsequent year.
- Amended the health insurance plan. Currently, there are 60 employees who participate in the health insurance program. The College previously paid 70% of the total cost; the College reduced that amount to 60% (employee portion increased from 30% to 40%). This resulted in an expenditure savings of approximately \$100,000 in the first year and in each subsequent year.
- Discontinued self-operating childcare services. St. Augustine College had historically provided childcare services to its students at the cost of \$100 per semester and free to faculty and staff. In addition to being a very helpful support service, it was also hoped that offering childcare would boost recruitment of new students. In fact, however, the number of new students selecting St. Augustine College who did so on the basis of its having childcare services available was never sufficient to offset the expenses. The college announced the cancellation of the childcare services effective August 2018. This resulted in an expenditure savings of approximately \$250,000 in the first year and in subsequent years.
- Eliminated carryover of unused vacation. Over 50 employees were carrying over ten days of vacation, which is a liability to the College if employees separate prior to using the carry over vacation time. Employees were required to take all of their carryover vacation by December 31, 2019 and not permitted to carry over any vacation moving forward.

Rationalized Operations & Maintenance Expenses

- Reviewed contracts. The Administration examined all contractual relationships to maximize the value received by the College and minimize cost. The review process targeted major areas of spending and resulted in changes to financial auditing, healthcare providers, janitorial services, and property and casualty insurance vendors. The College expects to have new contacts for all of these areas in place by mid-2021.

Other noteworthy actions included the implementation of an incentive retirement program, optimization of staff and administration levels across the organization, and, based on programmatic assessments, the sunseting of non-critical, revenue-negative academic programs and the elimination of high-cost full-time faculty.

The President also formed four faculty committees to perform productivity analyses and advise him on guidelines to reorganize the academic work of the College, targeting efficiencies; for example, the College trimmed 200 course sections—raising the average class size from 8 to 13 students and reducing the

number of adjunct faculty. The adoption of a more data-driven (e.g., by student course needs and their historic campus location preferences) and automated scheduling process is driving additional efficiencies.

The implementation of these priority initiatives (and others) collectively resulted in a direct reduction in budgeted expenses of more than \$1.6 million per year—while not negatively impacting the quality of teaching delivered to students (or their experiences) or the rate of employee attrition at the College.

Several of these cost-cutting measures will be temporary; others will be permanent. Other initiatives with targeted and potential financial implications will also be considered by the President—and continue to serve as inputs into the budget prioritization process—as the College navigates through the COVID-19 uncertainty and achieves a financially sustainable position.

Systemic and Integrated Budget Planning and Prioritization

In addition to a budget process that puts a tighter focus on reducing its expense structure, the College is also investing in key areas of infrastructure and planning needed to ensure that budget priorities can be aligned, and progress maintained, on a long-term basis. Noteworthy improvements since 2019 include:

- Adoption of a systematic approach to financial management. The College has implemented a master budget that includes a zero-based budget, strategic and capital budgets—as well as a forecasting model and multi-year master financial plan. It has performed cost analyses for all programs, locations, and functions. It has also made process changes that enable it to close its books on a monthly basis and prepare financial reports. Last, the College has hired a permanent Chief Operating & Financial Officer (a 10-year veteran of Deloitte) and an Executive Director of Finance/Controller (former CFO of Carthage College).
- Identification of Key Performance Indicators (KPIs) that reflect the College’s critical goals for success. Unit-level KPIs were developed for each non-academic department by the ED of Finance/Controller and unit leaders to provide a numerical snapshot that demonstrates how effectively the College is at achieving its operational objectives over time and to help drive budget priorities. These measurements line up with institutional KPIs that were shared with the Board of Trustees—such as Net Revenue and Costs Per Credit Hour—to help them make decisions about what’s important today, and to develop effective future strategies.
- Hiring a new Controller in December 2020.
- Establishment of technology and information systems critical for informed decision-making and efficient operations. The College has performed a robust IT assessment—including faculty testing of new solutions and hybrid/multi-location teaching—informing the budget process and producing a five-year strategic plan for technology. Thus far, numerous advances and implementations in the area of IT and data management have enhanced teaching, learning, and the management of the College. For example, ERP (Enterprise Resource Planning) systems were updated; fiber optics were installed at three locations; 75 computers were purchased for faculty, staff, and administration; a new telephone system was installed with new multi-functional equipment; and new learning and enrollment management systems became operational. Many other infrastructure improvements and staff hires are budgeted and prioritized for 2021 including new online instructors and course evaluation systems.

Academic program budgets are prepared and monitored by the Dean of Academic Affairs in collaboration with the ED of Finance/Controller and School Chairs of Education, STEAM, and Healthcare. All academic department budgets are managed in the same way. The Chair of each School provides changes based on the finding of their assessments of student learning (as appropriate) and information on the number of adjunct instructors needed, supplies, travel expected, expected faculty development money to attend conferences, reaffirmation fees (as appropriate), etc. The combined program budgets and priorities from the Academic Affairs Office are sent to the Chief Operating & Financial Officer and President for approval. This recommended budget is then presented to the Board of Trustees for final approval.

Meanwhile, robust communication channels between faculty, staff, and administration ensure that there is an avenue for new data, research findings, and information—should it come to light—to continuously inform the budget and the ad-hoc spending prioritization process at the College. A short list of examples of this successful linkage over the past 18 months include:

- The institution-wide Student Learning Committee provided a data-driven budget recommendation to the President—upon reviewing learner responses to a campus climate survey—for money to develop and execute a comprehensive plan to provide innovative trainings to faculty and staff focused on inclusion, cultural sensitivity, customer service, and creating an affirming College environment.
- A Resident Faculty Survey showed almost half of the College’s full-time instructors identified a need for additional training around “increasing student critical thinking.” As a result, the President established an additional development budget item and invited an expert on the topic—Dr. Debra Dosemagen, Chair of the Education Department at Mount Mary University—to speak and engage at the next Faculty Retreat.
- The Dean of Academic Affairs made a mid-cycle budget request to the President that the College issue a contract for a new data scientist role, to work closely with the DAA, Director of Institutional Research, Interim Director of Assessment & Accreditation and to support multiple programs with assessing course learning objectives and drafting related assessment surveys and reports.
- Social Work students had been regularly assessed low by field instructors in the area of “practice-informed” research, as compared to other areas. Because faculty recognized this was an area for improvement, the program implemented multiple changes to support students and persuaded the College to budget for additional Protecting Human Research Participants (PHRP) training for program participants.
- The Office of Academic Effectiveness, after conducting a needs analysis for online learning, requested the Chief Operating & Financial Officer purchase new faculty/student evaluation software and included the expense in future programmatic budgets. The Office supports the quality of education in the new distance learning environment and provides guidance for efficiency and effectiveness improvements.
- Statistical analyses by the College’s Business Office—in collaboration with STEAM faculty leadership—indicated tuition cost is the most significant impediment for student enrollment, so the College updated its pricing models and aid budget to make higher education more attainable and affordable for Chicago’s low-income, first-generation, Latino learners.

- The College's Academic Council requested the President approve (which he did) additional budget expenditures for external consultants to help accelerate the development of new programs—for example, launch of a Bachelors in Early Childhood Education—and support the evaluation of curriculum in three areas: Languages, Literature, and Humanities; Computer Science; and Culinary Arts.

The President also continues to work with unit and program leaders to make sure plans for distance learning are linked effectively to budget and technology planning to ensure adequate support for current (and future) offerings. For example, to help orient faculty for distance education, the College provided a two-week paid release time to train on the use of its key delivery platforms—CANVAS (learning management system) and GoToMeeting (video conferencing software)—and attend webinars on HLC Distance Education Guidelines as well as the College's online learning resources, library resources, and Student Support Services. In Fall 2020, the College also offered to adjunct faculty a \$100 bonus incentive for completing online "Pre-Qualification" readiness training within the first two weeks of each semester and appointed a full-time coordinator of academic technology and training to provide faculty, staff, and students with ongoing support.

The College will continue to explore opportunities to further optimize its operations to improve productivity, reduce expenses, and increase services to students and faculty. A continuous focus on well-coordinated budget planning will ensure it has the capability and agility to fine-tune its strategies and priorities as the College and environment in higher education change.

HLC Concern #4
An update on the implementation of the new strategic plan

HLC Concern #4: *an update on the implementation of the new strategic plan.*

In preparing for the 2018 Mid-Cycle Review, the College documented that its Strategic Plan was set to expire in 2017-18. The president at that time, Dr. Andrew Sund, appointed a committee including administrators, faculty, and staff to develop a proposal for a new strategic plan. Towards the end of this development process, President Sund resigned, and the Board of Trustees put the completion of the new strategic plan on hold until a new president could be hired and have opportunity to provide personal input to the new strategic plan.

The HLC Visiting Team recognized this set of circumstances and specified that “An update on the implementation of the new strategic plan” be required as part of an Interim Report. This section of the Interim Report responds to the Team’s requirement.

Core Component 5.C:

The institution engages in systematic and integrated planning and improvement
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Sub-Components:

1. The institution allocates its resources in alignment with its mission and priorities, including as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution a whole and considers the perspectives of internal and external constituents’ groups.
4. The institution plans on the basis of a sound understanding of its current capacity including fluctuations in the institution’s sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology, demographic shifts, and globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating: Met with Concerns and monitoring is recommended
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Dr. Reyes Gonzalez was appointed as the new president of St. Augustine College and began his tenure in July 2018. Upon his arrival, he recognized that the College was in a precarious financial condition that needed immediate attention. It was not the time to address the development of a long-range plan. Instead, President Gonzalez identified three strategic priorities drawn from the substance of the 2018-22 Strategic Plan proposal that he believed would rebuild the security of the institution. They were:

Strategic Priority #1: Achieve Financial Stability and Sustainability

Strategic Priority #2: Upgrade Technology Systems and Capabilities

Strategic Priority #3: Strengthen Academics and Student Support

President Gonzalez articulated these priorities to the Board of Trustees and the administrative leaders of all departmental structures throughout the College. He also articulated them in faculty meetings, committee meetings, and large community meetings. The priorities have provided a relevant and actionable roadmap for everyone in the organization. There has been an enthusiastic acceptance of these priorities throughout the St. Augustine College community.

The following material provides an overview of how the Strategic Priorities were implemented, and in many cases, how they continue to be implemented. It must be noted here, however, that in the midst of this implementation, the coronavirus pandemic hit the American population, including higher education. Many changes were forced upon colleges and universities. Teaching was shifted from in-person, onsite classes to online, distance education modalities. Many campus teaching locations were closed. Many forms of student support were shifted to virtual conversations. Most educational institutions are still making significant adjustments in order to continue fulfilling their missions, despite COVID-19. Nevertheless, this overview provides valuable insights as to how the Strategic Priorities were implemented and continue to be implemented at St. Augustine College.

Strategic Priority #1: *Achieve Financial Stability and Sustainability*

Given the urgency to restore the College to a stable financial position, the College and its leadership are focusing on reducing expenses—mostly by right-sizing operations and trimming tuition discounts—and increasing revenue through enrollment gains and improved retention.

The actions taken to drive operational efficiency (July 2018 – mid 2019) and boost growth (since January 2019) are improving operating income, increasing net assets, and reducing debt, and with that, the trajectory of the College’s financial health. As these measures gain further traction in subsequent enrollment periods—coupled with the tremendous efficiency benefits from a more recent shift to a distance education model—the College expects its overall financial position to continue to improve.

Cost-Saving Measures

Budget and cost-saving measures were implemented upon the arrival of a new President—these data-driven cuts resulted in annual savings of over \$1.6 million. See Response #3 for details.

Growth-Related Programs and Initiatives

Management acknowledges that financial stability cannot be achieved solely by reducing expenses and is also focused, in parallel, on implementing revenue growth-related initiatives and data-driven investment choices across all areas of the institution. The following are some examples:

Maximizing revenue from existing students

As a step towards stabilizing its finances, the College has implemented a series of integrated enrollment-related policy changes designed to increase net revenue collections from its current (and future) student population. For example, by

- Updating its pricing and aid models. Tuition for full-time students (12 credit hours or more) has been capped at a flat rate; part-time students pay per credit hour. For the College's full-time lowest-income students—historically about 70% - 75% of enrollments—institutional aid now covers the entire balance not addressed by government grants. For all other students, the College awards aid at a set rate based on the number of credit hours taken and students are responsible for paying the balance. Each student's financial responsibilities are explained in detail before enrollment.
- Revising student payment policies and collections. The College is in the process of retaining collection agencies to help educate students on the importance of paying for their balances, assist in the management of student's payment plans and communications, and conduct soft and formal collections of balances due to the College.
- Increasing student access to educational loans. One of the College's long-standing practices is to graduate students with limited student debt—and it has traditionally advised students not to assume federal or private student loans. This year, the College gave upper class students the option to apply for federal student loans.

Improving retention and student success

St. Augustine has launched a comprehensive effort to improve student retention, an important driver of overall student success and revenue to the College. The College's retention program is designed to provide students with centralized access to key resources (through a new "Student Success Center"), where they can obtain early intervention support and a variety of assistance services; for example, counseling, tutoring, career/transfer center, academic advising, student life, and mentoring.

Following are some of the initiatives being implemented to increase student retention:

- Stronger push for students to participate in a new student orientation. Our data show that students who attend the New Student Orientation are three times more likely to finish their first semester than those who don't.
- Added early attendance monitoring. Early drops make up the majority of the in-semester attrition. Attendance will be monitored daily during the first two weeks, and academic advisors will be notified of students who missed classes within a 24-hour period.
- Expanded availability of tutoring services. Tutoring is an effective intervention in increasing persistence within the semester. The College has expanded tutoring options for students and created a Tutoring Center Director position to oversee tutoring at all locations and online.
- Rolled out early student assessments. Early intervention is essential. Faculty are submitting initial performance assessments of all students by the second week of the semester and are encouraged to communicate with their students' academic advisors if needed.

- Launched proactive advisory services for “at risk” students. Students who receive an incomplete, or a grade lower than a C in the prior semester, are classified as “at-risk” and are encouraged to meet with their advisors regularly to develop a remediation plan.
- Added more support filling out financial aid paperwork. Faculty, academic advisors, and admissions counselors work together to help and encourage students to complete the FAFSA early in order to qualify for the Illinois MAP grant and federal grants.

These programs are overseen by the College’s Dean of Student Success, who regularly monitors the success of the new initiatives and makes the adjustments necessary to help students complete their education as quickly as possible.

Deploying new and enhanced marketing campaigns

St. Augustine College has realigned its reporting structure and added resources to its new student recruitment departments to better manage the student enrollment lifecycle. For example, the College hired a new Director of Academic Partnerships to build relationships with local schools, colleges, community-based organizations, and businesses that will serve as pipelines channeling future students into the College’s programs.

This new position and department, along with revamped Marketing and Admissions teams, now report to the newly created position of Executive Director of Student Enrollment. By changing the reporting structure, the College is better able to develop, execute, and track marketing and recruitment strategies in a timely manner.

The College has also rebalanced its media campaigns—to include conventional advertising (radio and TV) as well as new strategies to maximize the impact of social media outlets and applications in an effort to drive increased awareness of and interest in the College among traditional students and non-traditional adult populations.

The College is supporting these heightened marketing efforts by investment in a new customer relationship management system (SLATE), which will drive the new student enrollment cycle, from lead generation to registration. SLATE is providing funnel level analytics around the College’s campaigns that allow it to make real time adjustments to its recruitment strategies, as well as interact and communicate with potential students.

Expanding the College’s performance through a distance educational model and new programs

St. Augustine College anticipates it will provide all of its academic programs in the distance learning environment in 2021 and beyond, and with that, forecasts a growth rate of 5% to 15% in new student enrollment in the course of 3 years. But more immediately, as part of its pivot to a distance education model in early 2020, the College has already gained significant operating and delivery efficiencies.

The College has reduced onsite activity at four of its five brick-and-mortar locations—West Town, Southside, Southeast, and Aurora—with only its main campus (Argyle) initially remaining open for staff, administration, and the offering of in-person student services (e.g., IT help, academic advising, learning support, career counseling) when permissible by City and State officials and observing the safety precautions recommended by the State Department of Health and the CDC.

- This scaled reduction in physical presence—and the attending cost savings associated with it—is expected to trim fixed operations and maintenance expenses by over \$750,000 per year while not negatively impacting the quality of teaching delivered to students.

As the College seeks to become an “institution without walls,” a shift to distance education also enables its programming to be scheduled in a more efficient manner, significantly reducing the need for duplication of courses across its locations and resulting in a more economically viable and sustainable delivery model.

- To illustrate the financial impact, the Fall 2020 (remote learning) schedule includes about 150 fewer sections than the actual Fall 2019 (classroom-based) schedule, a delivery change that saved an average faculty cost of \$2,600 per course per semester.

To further optimize its portfolio and augment revenue and profitability, the College is also pursuing development of several new certificate and academic programs—for example, launching a bachelor’s degree in Early Childhood Education, which will be an extension of the College’s largest and most successful bilingual associate program—which it expects to increase opportunities for new populations of students and tuition revenue for the College. Both undergraduate and graduate programs are being considered.

While on its path to revenue stability and growth, the College will continue to meet the needs of its students and community as it works to secure and shape its financial future.

Strategic Priority #2: Upgrade Technology Systems and Capabilities

In line with the second strategic priority, St. Augustine College has also upgraded its technology organization and structure. The institution recently boosted the internal IT capabilities and resources already in place to fully support its new distance education programs. Investment in the new customer relationship management system (SLATE) is driving the online student enrollment cycle, from lead generation to registration. Upgrades to the student information system (Jenzabar) have enabled the integration of these systems and promoted efficiency across the institution.

Aside from the IT and data management upgrades described in Response #3 (e.g., installation of fiber optics at sites to boost the stability/reliability of internet services; purchase of computers for all faculty, staff and administration; and deployment of new multi-function digital telecommunications system, etc.), other examples of improved infrastructure, technological, and information systems include:

- Email, electronic storage, and web applications. All students and faculty have College email accounts, with remote access to their email, a storage drive, and all web office applications.
- CANVAS. This Learning Management System is available to all faculty and provides students with online access to course content and all digital textbooks through a secured log-in.
- GoToMeeting. This video communications software is available to all faculty and students and provides an easy, reliable, cloud platform for classroom video and audio conferencing and chat.
- LockDown. This testing verification system protects the integrity of online exams.

- **EvaluationKit.** This online platform for course and instructor evaluations that replaced what was previously a pencil and paper process.
- **Digital Books.** Through a partnership with Barnes & Noble, the College delivers digital course materials to students, at deep discounts (often 50% - 70% off of the print retail price), on or before the first day of class.
- **Online library.** Remote access to extensive databases, texts, and journals in both English and Spanish is available through the College's Information Commons website.
- **IT support.** Remote and in-person hardware and software technology support is available to faculty and students' days and evenings six days per week. The "Help Desk" staff provides services to both faculty and students, including calling, emailing, or by appointment.

The College will continue to work diligently to modernize its IT infrastructure through the adoption of new solutions and systems that transform administrative processes and education delivery models. By acquiring and implementing new technologies that will help it reduce costs, improve operational efficiencies, support education delivery, and reallocate resources as needed, the College will continue to "innovate towards a tech-driven future." Operating effectively allows St. Augustine College to provide greater value to its students.

Strategic Priority #3: *Strengthen Academics and Student Support*

As the finances of the College continue to stabilize, and the improved technology tools and infrastructure are able to support growth (especially in a distance education environment), the President has also been increasing attention and resources towards strengthening academics—with a focus on positioning the College for new delivery models, including online modality and technology-assisted educational programs.

Over the past two years (even before the COVID-19 emergency measures were needed) the faculty and staff of the College were taking a systematic, research-based approach to examine, plan, test and initiate a distance education model that is focused on serving the specific life and learning needs of its students. Such needs require flexible learning opportunities—so first-generation adult students can participate in educational activities when their work and other life responsibilities permit—as well the high degree of support, mentoring, coaching, and tutoring they will need to be successful.

- Personnel with relevant experience in online education have been employed to support the initiation of distance education programs, including a Chief Recruitment Officer (ten years' experience in recruiting for online programs); a Director of Human Resources (multiple years' experience hiring/training personnel for online education); and several professional staff who have been added to a newly created Office of Academic Effectiveness (quality control and assurance).

Leveraging its strong foundation of people, processes, and enabling technology, the College made a relatively seamless transition to remote teaching when it became imperative in March 2020. The changeover was highly successful. Only a limited number of students and faculty were not able to continue in an all-online environment.

Since then, the College has delivered its Spring, Summer, and Fall 2020 semesters remotely—including more than six hundred and fifty courses across all its programs—has developed and adopted a set of online curriculum policies, procedures and standards, and continues to make key investments to position the institution and its students for distance education success.

- The addition of two free one-hour orientation courses—Preparation for College Life and Using Technology for Success—are designed to help students (in particular first-generation students) learn, understand, and apply a variety of essential skills to succeed at the College and learn in a remote environment.
- Completion of a proprietary Prequalification Instructors Training Course is now required of all faculty teaching in the distance education modality, ensuring a baseline level of proficiency across instructors in the use of CANVAS and GoToMeeting; online content development, delivery and management; pedagogical uses of specific instructional technologies; and online course readiness and design.

To further support this strategic priority, the College has also made changes to its organizational structure to better enable distance education programs and reinforce its plans for maintaining and strengthening their quality in the future. The following exemplifies these changes:

- A Latino Education Committee was established within Academic Affairs and is composed of faculty leaders and program chairs who regularly review research and data related to distance education, make recommendations on policy, review progress, and support collaborative processes that enable the development and articulation of the institution's model for distance education.
- The new Office of Academic Effectiveness is made up of staff who are developing online curriculum and strategies for assessing online student learning; coordinating academic technology, training, reporting/analytics, and remote learning; reviewing curriculum for change; revising and proposing institutional policies; leading the institution accreditation; and hiring, evaluating and directing faculty acquisition and ongoing professional development.
- The reimagined Student Success Center, operated by the Dean of Student Services, provides remote learners with centralized access to key resources, where they can obtain early intervention support and be connected to a variety of online-enabled assistance services—directly from a newly created position of “Learning Facilitator”—including academic advising, extensive learning support, mentoring, and career/transfer counseling.

The College has also redesigned its academic structure to adapt to the new instructional environment. The Office of Academic Affairs has three units called Schools. Each School has a leader, a Chair, who oversees programs and departments.

- The School of Education with the programs (a) Early Childhood Education, and (b) Languages, Literature and Humanities, and Social Sciences.
- The School of STEAM with two programs: (a) CIS and Business and Administration and (b) Hospitality Management and Culinary Arts, and one department of Math, BIO and CHM.

- The School of Healthcare and Social Sciences with three programs: Psychology, Respiratory Therapy, and Social Work.

The College will continue to expand Latino access to high-quality, affordable programs that provide students with abilities employers value and a bridge to a meaningful career within which they can progress. The College will continue to seek innovative ways to deliver its education and provide its students with access to the resources and guidance they need to navigate the college and reach their end goals—and enable them to make good academic, career, and socially responsible choices.

Anticipating the Next Strategic Plan

The College is fully aware that a long-range Strategic Plan is important for setting goals and measuring progress. Emerging from the challenges of the last two years, the stage may now be set for resuming the development of such a plan for St. Augustine College. The President's Strategic Priorities have reestablished stability—both financially and in the student population. The College has met the emergencies of COVID-19 by transitioning to successful online instruction. It has requested approval from the Higher Learning Commission to offer complete academic programs online and is awaiting HLC's response.

A number of new personnel, with newly defined positions, are now available to participate in the development of a new Strategic Plan. There are, of course, some people from the previous Strategic Planning Committee who are still available and able to provide continuity to the process.

As the institution continues to implement the President's Strategic Priorities, it could also have a Strategic Plan Committee, with a charge of developing a new Strategic Plan Proposal with a goal of having the plan approved by the President and Board of Trustees prior to the next HLC Comprehensive Evaluation Visit, which is scheduled for 2023-24. The new, five-year Strategic Plan would span the years to 2023 to 2028, providing guidelines and goals for all aspects of the College and its student body. It would incorporate the steps necessary to work out of the impact of the coronavirus and look ahead to a robust institution.

AALAS Program Review -Draft 3-10-2020

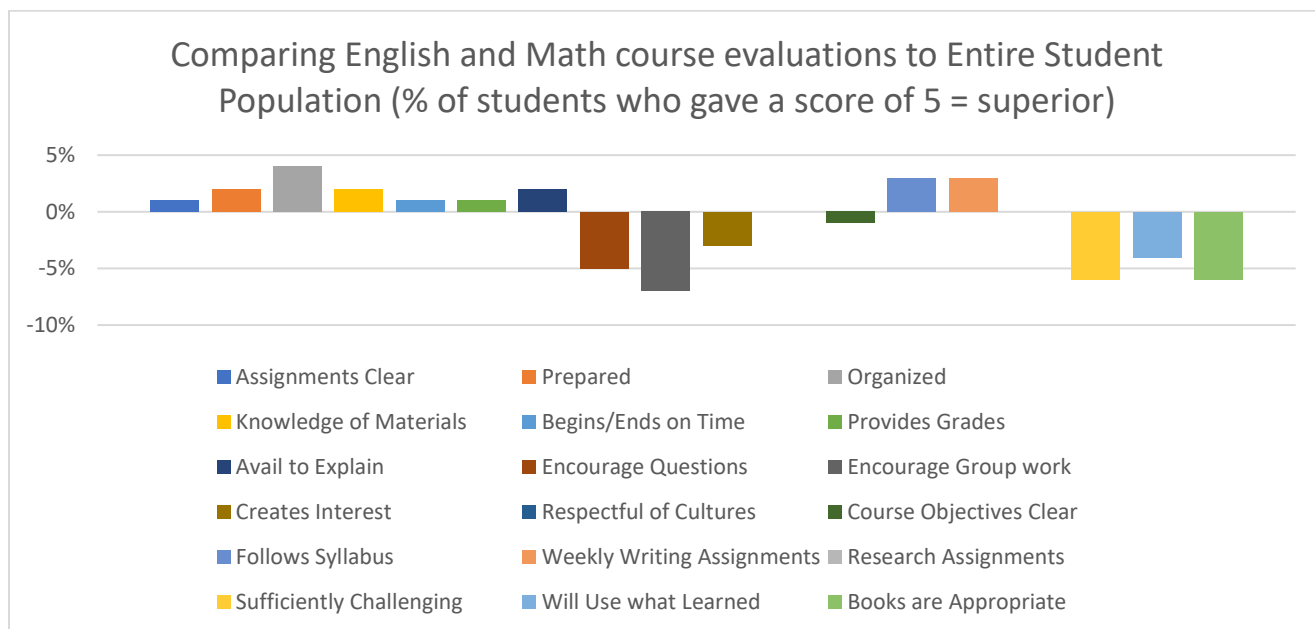
[Part One: Market Demand was not completed for the AALAS program]

Part Two: Student Assessment of Program

1. Student Satisfaction (*Instructor and Course Evaluations and Student Satisfaction Survey data specific to program. The Assessment Committee will request data from the Director of Institutional Research for each program to be reviewed each academic year.*) **Did not analyze the student satisfaction survey data specifically for the AALAS program.**

The following chart presents findings from the spring 2019 and fall 2019 Instructor and Courses Evaluation Survey. The entire student population sample size ranged from 3,027 to 3,060 for each question. The Math and English sample size ranged from 297 to 300 for each question.

Detailed charts that show the breakdown of responses for each question can be found in Appendix E.



The above chart compares course/instructor evaluations completed by the entire student population with the evaluations completed by students enrolled in a general education math or English course, specifically the percentage of students who gave a score of 5 (superior).

The following were the highest rated compared to the entire student population:

- Is organized (+4%)
- Follows the course syllabus or made changes in advance (+3%)
- Gives writing assignments in class or for homework that strengthen my writing skills (+3%)

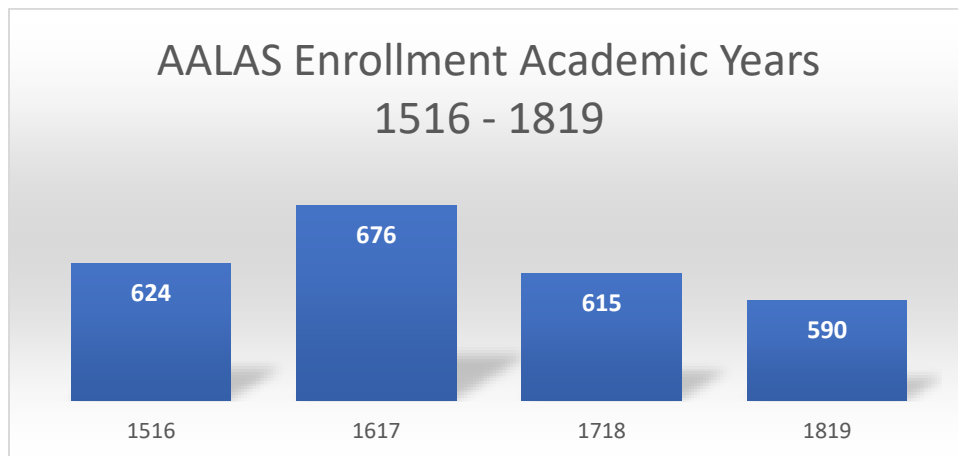
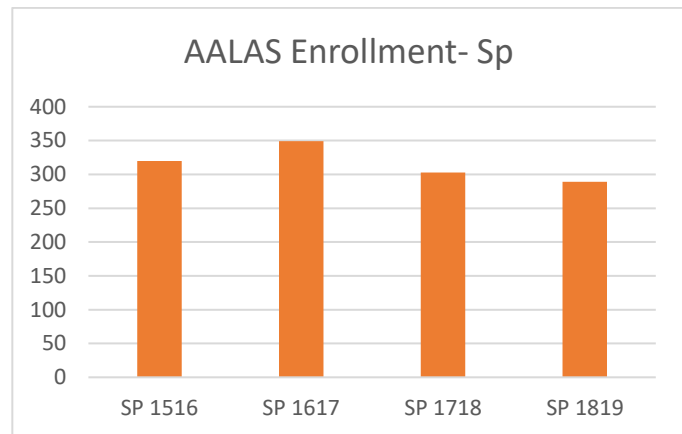
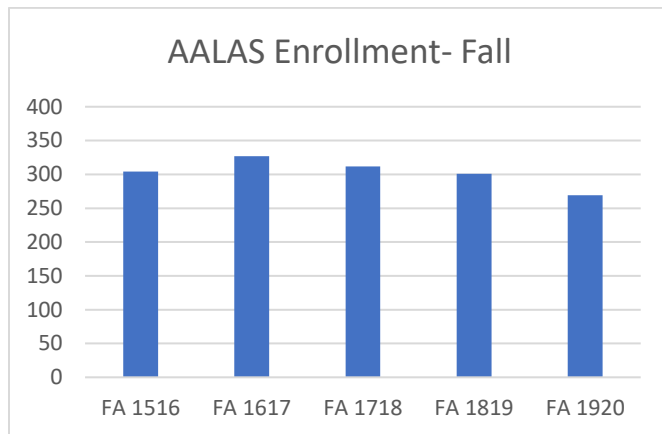
The following were the lowest rated compared to the entire student population:

- Encourages me to work and learn in groups (-7%)
- I believe the work required in this course is sufficiently challenging (-6%)
- I believe the textbook and materials are appropriate for the course (-6%)
- Encourages questions, discussion and participation in class (-5%)

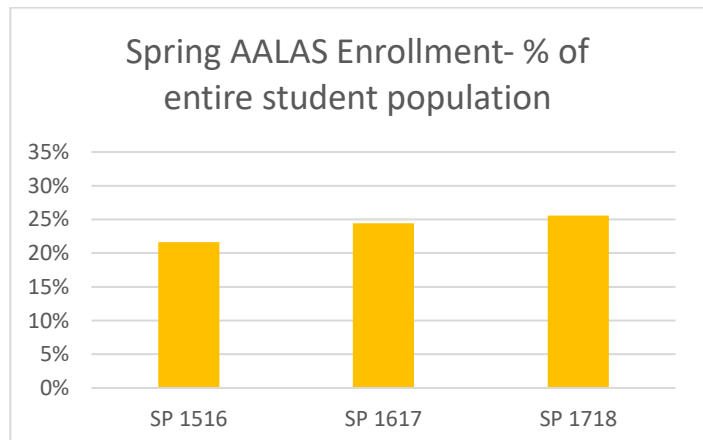
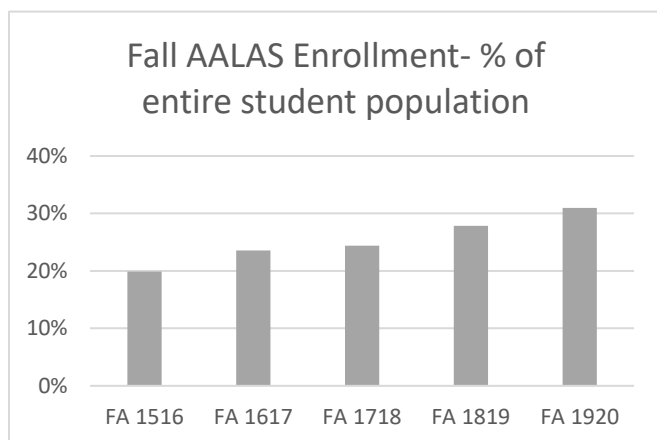
Part Three: Internal Assessment

1. Persistence and Completion

AALAS Enrollment



The above charts show the number of students who enrolled in classes with a declared major of AALAS for each semester between Spring 2015 and Fall 2019. Enrollment in the program peaked in 1617, then has continuously declined since. There was a decline of 13% between 1617 and 1819.

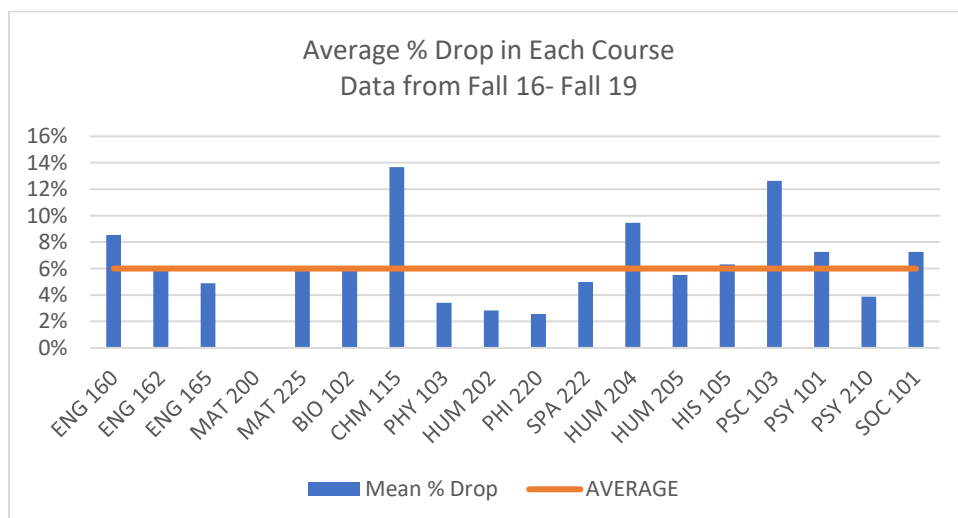
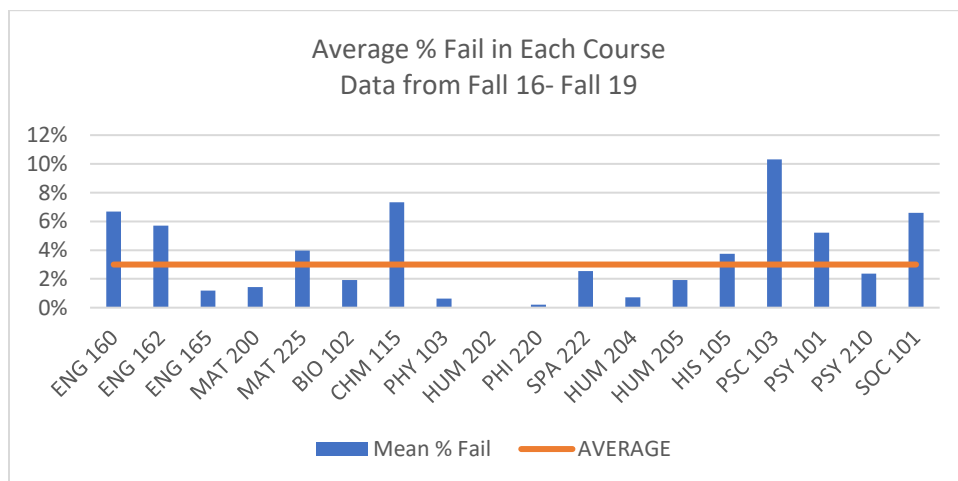
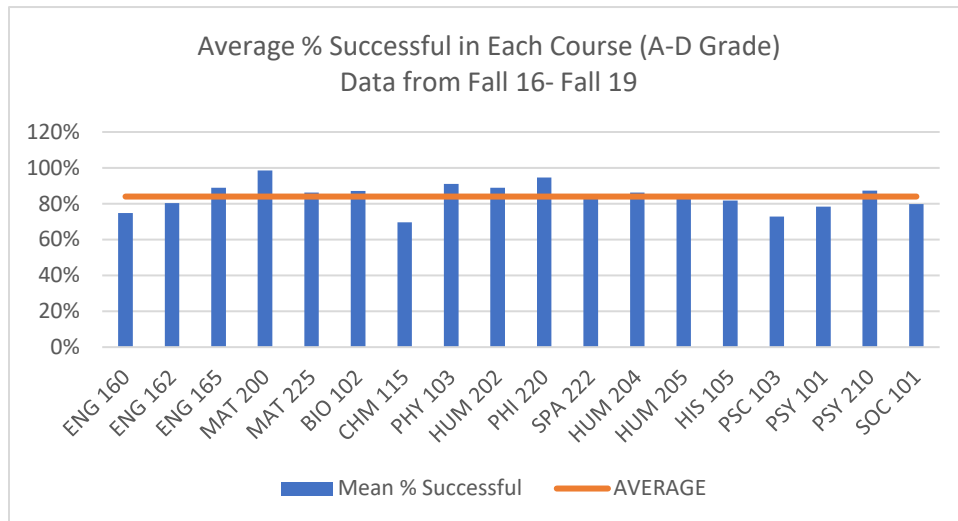


The above charts show AALAS enrollment as a percentage of the entire enrolled student population for each semester Spring 2015-Fall 2019 (Spring 2019 data was not available). Since Spring 2015, the percent of the student population that declared AALAS as their major had continuously increased.

Persistence within General Education Courses

The below charts show the % of students who receive a successful grade (A-D), the % of students who receive a failing grade, and the % of students that drop the general education course for semesters Fall 16-Fall 19. The mean percentage for success, fail, and drop for all semesters between FA 16 and FA 19 is also included. Appendix D has charts for each individual course.

Average % Successful, Fail, and Drop for each General Education Course



2. Curriculum Review

Summary of Curriculum Review

- a. Are course objectives and program outcomes simple/measurable?
 - i. The general education outcomes were revised to be clearer. A math outcome was added. Benchmarks were identified for each indicator.
 - ii. Course objectives were preliminarily reviewed by the General Education Committee as part of appendix A (below). The committee reviewed the course objectives looking at a number of factors: 1. Did each objective identify only one action, or were there multiple objectives in each?, 2. Did the levels of learning reflect a range of expected learning?, 3. Were there an appropriate number of objectives (around 3-5)- is it realistic to assess?, 4. Were they measurable?, and 5. Were there opportunities to add in additional objectives that aligned with the program outcomes? Revisions were recommended for the following courses (see appendix A for a detailed explanation of recommended revisions):
 1. ENG 160, ENG 165
 2. MAT 200, MAT 225
 3. PSY 101, 202, 210
 4. HIS 105, PSC 103
- b. Are course objectives aligned with program outcomes? (see Appendix A for matrix)
 - i. Does the curriculum support student learning of the program outcomes?
 1. The general education committee mapped the AALAS courses objectives to program outcomes to determine how the program outcomes are reinforced throughout the curriculum. Most of the courses had objectives related to critical thinking (81%). In contrast, only two courses (10%) had an outcome related to information literacy. As a result of the review, the committee recommended additional objectives for some courses to align with the program outcomes:
 - a. Global Learning: ENG 162
 - b. Quantitative Fluency: It is recommended that math faculty review some objectives that may align with this outcome (There are objectives in psychology and science courses that may align).
 - c. Critical Thinking: ENG 162, BIO 108
 - d. Information Literacy: HIS 104 and 105, SOC 101, PSC 103. Maybe PSY 101.
 - ii. Identify orphaned program outcomes and empty requirements, revising curriculum to support program outcome learning.
 1. There were no orphaned program outcomes. There were many course objectives that were describing course-specific knowledge (not aligning with a program outcome). In the future, faculty may want to consider adding an outcome related to *students having a liberal arts knowledge base*.
- c. Are program outcomes aligned to institutional Goals?
 - i. Yes, they are aligned (see Appendix B matrix)

3. Student Learning Assessment

Summary of Student Learning Assessment

- a. Program Learning Outcomes Assessment Findings- Summary (see Appendix C for detailed summaries of each general education assessment report)
 - i. In what points in the program are students struggling?

1. Course Persistence: Below are the top 5 courses that students struggle with within the General Education Curriculum:
 - a. CHM 115 (70% pass rate, N=156 students)
 - b. PSC 103 (73% pass rate, N=40- small sample size)
 - c. ENG 160 (75% pass rate, N=1143 students)
 - d. ENG 162 (80% pass rate, N=1054 students)
 - e. SOC 101 (80% pass rate, N= 266 students)

Faculty may have guessed that students struggle in CHM 115, ENG 160 and ENG 162. Exploring ways to further support students in these courses can be an opportunity for improvement. However, the low persistence rates for PSC 103 and SOC 101 are somewhat surprising. These findings provide an opportunity to review the two courses. Why are students struggling to persist in these particular courses?
2. Reading Comprehension: Initial findings (described in the Information Literacy Report) identify reading comprehension as an opportunity for improvement. For students who are entering ENG 160, reading comprehension skills appear to be the barrier to passing higher levels of English tests. Results from students finishing ENG 162 will provide further insights in this area, as well as grammar and listening skills.
3. College Climate: Although the great majority of students evaluated the college climate positively, there were some findings that should be discussed and addressed (as reported in the Global Learning Report). Specifically, when students were asked if they personally experienced discrimination at SAC, 15% of respondents stated *yes*, they experienced discrimination in the form of verbal comments. Further, 7% of respondents stated they experienced this from faculty, 5% stated they experienced this from staff, and 3% stated they experienced this from other students. The second highest form of discrimination reported by students was exclusion (5% by faculty, 4% by staff, and 4% by students). Lastly 6% of students stated they experienced sexual harassment by either faculty (3%) or staff (3%).
4. Cultural Identity: Although most students responded positively to questions related to cultural identity and participating in experiences where they will learn about other diverse populations (as discussed in the Global Learning Report), providing additional opportunities for student participation is a possible area for improvement.
 - a. It is recommended that both academic and non-academic departments explore
 - i. Ways to increase opportunities for students to recognize of the value of their own cultural background.
 - ii. Ways to increase the number of opportunities for students to self-reflect, in order to learn about themselves. These opportunities are important steps in the process of valuing their identity (including their cultural identity).
 - iii. Opportunities for students to learn about different cultures and valuing diversity. Since students report they are more likely to participate in activities that appear to be more interpersonal in nature, how can this be considered when creating new opportunities?
5. Math Curriculum Pathway: The findings from the quantitative fluency report suggested that there is a gap in expectations between the developmental math courses (MAT 101/112) and college-level math (MAT 200/225). On average, the students in developmental mathematics from Fall 2018 and Spring 2019 mastered 47% of the topics related to quantitative fluency (well below the expected level of success: 70%). It is the assertion of the author that these courses focus heavily on basic problem-solving instead of solving real-life problems (related to quantitative fluency). To help students transition from developmental math to college-level math, it is recommended to shift MAT 101 and MAT 112 toward more advanced problem-solving, by increasing the number of questions in each class related to Quantitative Fluency. Additionally, increasing the number of topics related to quantitative fluency that the students have to master in order to pass the class can help prepare student for more advanced real-life problem solving in later math courses. Other recommendations included reviewing the

textbooks currently used in the college-level courses and reviewing the expected knowledge for MAT 200 with business faculty.

- ii. What are the assessment finding implications (from above) for the program? (what is going well, what improvements can be made (at course and program level), what are the current needs of the program?)
 1. Initial Response from Assessment Committee (3-5-2020):
 - a. Persistence in Sociology: Sociology should probably have a co-requisite. It is a difficult course and students should have ____ prior to taking the course.
 - b. We did not have the persistence rates for PSY 101. This is a limitation.
 - c. The persistence rate in MAT 200 is very high. Why is it so high?
 - d. It may be helpful to get data on why students drop the top 5 courses: CHM 115, PSC 103, HUM 204, ENG 160, SOC 101.
 - e. Engage Advisors in a discussion about this.
 - f. Reading Comprehension: Getting back the second day of ENG 160 (and dedicating that day to reading comprehension) could help. Developing reading comprehension modules in additional courses across the general education curriculum could re-enforce skills, having students take ENG 203 and adding more reading comprehension into SPA 222.
 - g. College Climate: Maybe involve student class representatives in a focus group to try to get more information about the discrimination responses.

4. Resources: Are resources sufficient to effectively support student learning of program outcomes? (*The Provost will provide budgets for the programs under review each academic year.*)

Cost/Benefit Analysis of Program to College

Part Four: Plan of Action

1. Brief Summary of Parts One, Two, and Three
2. Proposed Changes to Improve Program based on Program Review Findings (proposed changes should link to assessment findings)
 - a. The addition of a reading course **or** reading comprehension modules embedded in key general education courses **or** revising an existing general education courses to be more focused on reading comprehension (ie. SPA 222 and HUM 202)
 - b. In the future, faculty may want to consider adding an outcome related to *students having a liberal arts knowledge base*.
 - c.
3. Other Recommendations
 - a. Add in an assessment for verbal communication into the Institutional Assessment Plan/Gen Ed Assessment Plan (now that majority of students will need to take ENG 165- something in this course?)
4. Timeline and Budget for Proposed Changes

Appendix A: Aligning Courses to Program Outcomes (Summary)

The general education committee mapped the AALAS courses objectives to program outcomes to determine how the program outcomes are reinforced throughout the curriculum. Most of the courses had objectives related to critical thinking (81%). In contrast, only two courses (10%) had an outcome related to information literacy. As a result of the review, the committee recommended additional objectives for some courses to align with the program outcomes.

	Communication Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Global Learning Students recognize and respect diversity through cultural interactions in and outside of the classroom	Quantitative Fluency Students create mathematical models and use technology to solve real life situations.	Critical Thinking Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.	Information Literacy Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.	Content-specific knowledge (learning objectives that are not aligned to a specific general education outcome)
ENG 160	X				X	X
ENG 162	X	recommended		recommended	X	
ENG 165	X			• X?	Recommended	X
MAT 200			X	X		X
MAT 225			X	X		X
Bio 102			recommended?*	X		X
Bio 108						X
CHM 115			recommended?*	X		X
PHY 103			recommended?*	X		X
HUM 202	X			X		X
HUM 204	X	X.		X		X
HUM 205		X		X		X
SPA 222		X		X		X
PHI 220	X			X		
PSY 101	X	X	X?*	X	recommended?	X
PSY 202	X	X	X?*	X		X
PSY 210	X	X	X?*	X		X
SOC 101	X	X		X	Recommended-will add	X
HIS 104				X	Recommended-will add	X
HIS 105				X	Recommended-will add	X
PSC 103				X	Recommended-will add	X
Total	10 courses	7 courses	2-5 courses	17-18 courses	2 courses	19 courses

* The committee was not sure *interpret simple graphs and statistical findings* aligned with quantitative fluency (or *data analysis*). Will need to discuss this with the math faculty.

Appendix A: Aligning Courses to Program Outcomes

The general education committee mapped the AALAS courses objectives to program outcomes to determine how the program outcomes. The committee then reviewed the course objectives looking at a number of factors: 1. Did each objective identify only one action, or were there multiple objectives in each?, 2. Did the levels of learning reflect a range of expected learning?, 3. Were there an appropriate number of objectives (around 3-5)- is it realistic to assess?, 4. Were they measurable?, and 5. Were there opportunities to add in additional objectives that aligned with the program outcomes?

Course [Recommendations]	Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Students recognize and respect diversity through cultural interactions in and outside of the classroom	Students create mathematical models and use technology to solve real life situations.	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.	Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.	Content-specific knowledge (learning objectives that are not aligned to a specific general education outcome)
ENG 160 [Mult obj in each-simplify]	<ul style="list-style-type: none"> Demonstrate an understanding of and proficiency in applying the principles of exposition and argument: focus and limitation of subject, thesis, and support of thesis by example or argumentation; use of specifics to support generalizations; organization of ideas; consistency, awareness of audience, and appropriateness of tone and style. Demonstrate the ability to plan, organize and write in-class essays Demonstrate an ability to read, comprehend, and critically analyze and evaluate essays and other texts as assigned 				<ul style="list-style-type: none"> Demonstrate research skills; e.g., computer-assisted search and use of current MLA manuscript and citation format 	<ul style="list-style-type: none"> Demonstrate an understanding of all parts of the composing process
ENG 162 [Is it possible to take out some of the objectives to add in objectives aligned to global learning and critical thinking?]	<ul style="list-style-type: none"> To write an argumentative essay that follows standard methods of development To write a subculture profile essay following a standard method of development using MLA documentation To demonstrate comprehension of non-fiction [is this about reading comprehension or about understanding what 	[large portion of subculture profile is related to this outcome, but there isn't an objective that addresses this- adding an additional objective is recommended]		[large portion of subculture profile is related to this outcome, but there isn't an objective that addresses this- adding an additional objective is recommended]	<ul style="list-style-type: none"> To take notes by summarizing, paraphrasing, and quoting secondary sources; to use a reference guide to revise writing or to resolve questions of documentation; and to use an outline to organize writing To demonstrate ability to use library and Internet search 	

	non-fiction is?- content specific objective?]				strategies for locating sources and to analyze the value of those sources	
ENG 165 [mult obj in each-simplify]	<ul style="list-style-type: none"> • To explain a clear and appropriate purpose; to have a working knowledge of delivery strategies for informative and persuasive speeches; use extemporaneous delivery with reasonable fluency, expressiveness and comfort. • To present speeches to the audience; understand the process of effective listening. • To apply knowledge to writing speech outlines; develop appropriate thesis, introductions, and conclusions; demonstrate acceptable ethical standards in research and presentation of materials. 			<p>Recommend adding one in (to reflect persuasive speech)?</p> <ul style="list-style-type: none"> • To exhibit an ability to cope effectively with tensions involved in public speaking; adapt a message to an audience; incorporate material from various appropriate sources, using proper verbal citations. 	<ul style="list-style-type: none"> • Students demonstrate the ability to search for, evaluate and incorporate the material from various appropriate sources, using proper verbal citation. 	<ul style="list-style-type: none"> • To demonstrate a theoretical understanding of informative and persuasive communication; understand the relationships among self, message, and others.
MAT 200			<ul style="list-style-type: none"> • Solve linear, rational, radical, absolute value and exponential equations with one and two variables. • Use mathematical modeling to write algebraic equations representing real-life situations. • Use graphs to provide solutions to linear equations and inequalities in one and two variables, and systems of equations and inequalities in two variables. • Use the appropriate technology (<i>TI-83 graphic calculator, Excel software</i>) to provide solutions to statistical problems. 	<ul style="list-style-type: none"> • Utilize efficiently problem-solving strategies and approaches to solve application problems. • Understand and recognize the limitations of the use of the mathematical statistical models. 		<ul style="list-style-type: none"> • Acquire the necessary mathematical skills to pursue higher level of mathematics courses. [what are the necessary skills? This is too vague. It should specifically identify the skills- or take out]
MAT 225			<ul style="list-style-type: none"> • Obtain a reasonable level of statistics literacy and statistical techniques to solve 	<ul style="list-style-type: none"> • Understand and recognize the limitations of the use of 		<ul style="list-style-type: none"> • Describe the importance and role of Statistics in the study of collecting, organizing, and interpreting data.

			<p>problems. [what is a reasonable level? Need to better define this here]</p> <ul style="list-style-type: none"> • Apply statistical methods and approaches to provide solutions to real-world problems. • Use the appropriate technology (TI-83 graphic calculator, Excel software) to provide solutions to statistical problems 	mathematical statistical models.		<ul style="list-style-type: none"> • Acquire a reasonable level of statistical reasoning and statistical analysis [what is a reasonable level? Need to better define this here]
Bio 102			<p>Add in a data analysis objective here?</p>	<ul style="list-style-type: none"> • Students will be able to demonstrate their understanding of Experimental science, problem solving, and data analysis [these are three very different things- separate out?] 		<ul style="list-style-type: none"> • Students will be able to demonstrate their understanding of Levels of Organization: The study of life is arranged in different levels of organization. These levels start from the smallest units (molecules and cells) to the largest units (organisms and ecosystems). • Students will be able to demonstrate their understanding of Maintenance of the human body: Homeostasis is the ability of living things to maintain internal stability by the constant adjustment of biochemical and physiological processes. • Students will be able to demonstrate their understanding of Basic Science terminology and concepts
Bio 108			<p>Is there any quantitative fluency expected in this course?</p>	<p>Is there any critical thinking expected in this course?</p>		<ul style="list-style-type: none"> • To study and understand our own body structure and functions. • To analyze the structure and function of cells and tissues, as well as how the many parts of the human organism are interconnected and coordinated. • To develop an understanding of the major bodily changes that takes place in the course of a human lifespan.

						<ul style="list-style-type: none"> To develop basic principles of Anatomy and Physiology in order to apply them in future health sciences courses.
CHM 115			Add in a data analysis objective here?	<ul style="list-style-type: none"> Students will be able to demonstrate their understanding of Experimental science, problem solving, and data analysis [can data analysis be separated out into quantitative fluency?] 		<ul style="list-style-type: none"> Students will be able to demonstrate their understanding of Levels of Organization: In the chemical level, atoms are the tiniest building blocks of matter. They combine through chemical reactions to form molecules or compounds. Students will be able to demonstrate their understanding of Matter Students will be able to demonstrate their understanding of Basic Science Terminology and Concepts
PHY 103			Add in a data analysis objective here?	<ul style="list-style-type: none"> Students will be able to demonstrate their understanding of Experimental science, problem solving, and data analysis [can data analysis be separated out into quantitative fluency?] 		<ul style="list-style-type: none"> Students will be able to demonstrate their understanding of Levels of Organization: The study of the universe is arranged in different levels of organization. This levels start from small systems (the earth and the solar system) to extremely large structures that contain billions of galaxies. Students will be able to demonstrate their understanding of Matter Students will be able to demonstrate their understanding of Basic Science Terminology and Concepts
HUM 202	<ul style="list-style-type: none"> Showing the ability of writing (in depth, with maturity and sensibility) Explaining and to have practical knowledge of syntactic concepts related to the construction of sentences and paragraphs 			<ul style="list-style-type: none"> Utilizing the acquired grammar knowledge in the evaluation of unedited texts 		<ul style="list-style-type: none"> Exhibiting proficiency in the management of accentuation rules in Spanish

HUM 204	<ul style="list-style-type: none"> • To apply theoretical knowledge in writing 	<ul style="list-style-type: none"> • To demonstrate appreciation of the major genres of music with which they are most likely to come into contact in the United States. • To exhibit knowledge of different music genres. 		<ul style="list-style-type: none"> • To present an ability to analyze music works and musicians. 		<ul style="list-style-type: none"> • To explain and have a working knowledge of musical terminology.
HUM 205		<ul style="list-style-type: none"> • To demonstrate the ability to compare works of art from diverse artists and periods. 		<ul style="list-style-type: none"> • To explain and have a working knowledge of cultural trends of their time, providing relevant context for analysis. 		<ul style="list-style-type: none"> • To exhibit knowledge of the characteristics of works of art, media, and periods. • To present and describe the features that distinguish a specific work of art. • To apply the values expressed in works of art and periods.
SPA 222		<ul style="list-style-type: none"> • To demonstrate understanding of the implications of culture and History in the development of the Spain and Latin American civilizations 		<ul style="list-style-type: none"> • To apply acquired knowledge in the analysis of literary texts 		<ul style="list-style-type: none"> • To explain the differences and similarities among literary periods of Latin American Literature • To exhibit oral and written knowledge of the topics and concepts discussed in class
PHI 220	<ul style="list-style-type: none"> • To exhibit the ability to write a philosophy paper – that is, an essay that concisely and cogently identifies a philosophical problem, examines competing positions, and provides a persuasive (again, if tentative) solution to the problem as it has been identified. • To present one’s point of view and to be able to defend it. 			<ul style="list-style-type: none"> • To demonstrate understanding of differences and similarities among the alternative theories and ideas presented – that is, identify the unique and shared characteristics of each point of view. • To explain and have a working knowledge of how to form constructive (if tentative) positions on ethical questions. • To apply the knowledge of fundamental values present in the various thinkers, and to compare the values expressed in the texts to one’s own values. 		
PSY 101 (too many obj to assess- simplify to	<ul style="list-style-type: none"> • Demonstrate effective writing for different purposes 	<ul style="list-style-type: none"> • Exhibit respect for members of diverse groups with 	<ul style="list-style-type: none"> • Interpret simple graphs and statistical findings 	<ul style="list-style-type: none"> • Propose and justify appropriate psychology-based interventions in 		<ul style="list-style-type: none"> • Describe key concepts, principles, and overarching themes in psychology

5; many of the objectives are low-level learning skills- blooms)	<ul style="list-style-type: none"> Deliver brief presentations within appropriate constraints (e.g., time limit, appropriate to audience) 	<p>sensitivity to issues of power, privilege, and discrimination</p> <ul style="list-style-type: none"> Deploy psychological concepts to facilitate effective interactions with people of diverse backgrounds 		<p>applied settings (e.g., clinical, school, community, or industrial settings)</p> <ul style="list-style-type: none"> Evaluate the effectiveness of quantitative and qualitative research methods in addressing a research question 		<ul style="list-style-type: none"> Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, and sociocultural) Incorporate sociocultural factors in scientific inquiry Build and enhance interpersonal relationships Identify obvious violations of ethical standards in psychological contexts Apply psychological content and skills to career goals Describe self-regulation strategies (e.g., reflection, time management) Develop strategies to enhance resilience and maintain skills in response to rapid social change and related changes in the job market
PSY 202 (too many obj to assess- simplify to 5; many of the objectives are low-level learning skills- blooms)	<ul style="list-style-type: none"> Demonstrate effective writing for different purposes Deliver brief presentations within appropriate constraints (e.g., time limit, appropriate to audience) 	<ul style="list-style-type: none"> Exhibit respect for members of diverse groups with sensitivity to issues of power, privilege, and discrimination Deploy psychological concepts to facilitate effective interactions with people of diverse backgrounds 	<ul style="list-style-type: none"> Interpret simple graphs and statistical findings 	<ul style="list-style-type: none"> Propose and justify appropriate psychology-based interventions in applied settings (e.g., clinical, school, community, or industrial settings) Evaluate the effectiveness of quantitative and qualitative research methods in addressing a research question 		<ul style="list-style-type: none"> Describe key concepts, principles, and overarching themes in psychology Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, and sociocultural) Incorporate sociocultural factors in scientific inquiry Build and enhance interpersonal relationships Identify obvious violations of ethical standards in psychological contexts Apply psychological content and skills to career goals Describe self-regulation strategies (e.g., reflection, time management) Develop strategies to enhance resilience and maintain skills in response to rapid social change and related changes in the job market
PSY 210 (too many obj to assess- simplify to 5; many of the objectives are	<ul style="list-style-type: none"> Demonstrate effective writing for different purposes Deliver brief presentations within appropriate 	<ul style="list-style-type: none"> Exhibit respect for members of diverse groups with sensitivity to issues 	<ul style="list-style-type: none"> Interpret simple graphs and statistical findings 	<ul style="list-style-type: none"> Propose and justify appropriate psychology-based interventions in applied settings (e.g., clinical, school, 		<ul style="list-style-type: none"> Describe key concepts, principles, and overarching themes in psychology Identify key characteristics of major content domains in

low-level learning skills- blooms)	constraints (e.g., time limit, appropriate to audience)	<ul style="list-style-type: none"> of power, privilege, and discrimination Deploy psychological concepts to facilitate effective interactions with people of diverse backgrounds 		<ul style="list-style-type: none"> community, or industrial settings) Evaluate the effectiveness of quantitative and qualitative research methods in addressing a research question 		<p>psychology (e.g., cognition and learning, developmental, biological, and sociocultural)</p> <ul style="list-style-type: none"> Incorporate sociocultural factors in scientific inquiry Build and enhance interpersonal relationships Identify obvious violations of ethical standards in psychological contexts Apply psychological content and skills to career goals Describe self-regulation strategies (e.g., reflection, time management) Develop strategies to enhance resilience and maintain skills in response to rapid social change and related changes in the job market
SOC 101	<ul style="list-style-type: none"> To present data gathered and analyzed in a professional manner. 	<ul style="list-style-type: none"> To demonstrate how groups and organizations grow, change, and evolve within societies. 		<ul style="list-style-type: none"> To exhibit an ability to analyze groups. 	Recommend- Add objective	<ul style="list-style-type: none"> To explain the role of the scientific method in researching sociological issues. To apply frames of reference such as operational definition, systems theory, and information process.
HIS 104				<ul style="list-style-type: none"> To present alternative perspectives on U.S. history in an attempt to understand US's influence over other nations. 	Recommend- Add objective	<ul style="list-style-type: none"> Demonstrate a working knowledge of major U.S. Historical events. To explain how the U.S grew from 13 colonies to a nation/state. To exhibit the political, economic, and social events that took place in the U.S., and explain their significance on other nations. To apply the development of industrialization in the U.S. and its short and long-range effects such as immigration and the societal micro-cosmos, urbanization, the labor movement and its legislation on it's populous.
HIS 105 (mult obj in each obj- simplify them; limit the				<ul style="list-style-type: none"> Compare competing historical interpretations of an event which have occurred in the United 	Recommend- Add objective	<ul style="list-style-type: none"> Analyze the relationship of an issue in world political history to the related aspects of world economic, social and

objectives to 5 total)				<p>States with present events and visualize future events. Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative).</p> <ul style="list-style-type: none"> Identify political ideas that began during the Renaissance and the Enlightenment and that persist today (e.g., church/state relationships). Describe different and sometimes competing views, as substantiated by scientific fact that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation). 		<p>environmental history. Explain relationships among the American economy and slavery, immigration, industrialization, labor, and, and urbanization, 1700-present.</p> <ul style="list-style-type: none"> Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems. Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements. Analyze and assess how and why the role of the United States in the world economy has changed since World War II. Explain how industrial capitalism became the dominant economic model in the world. Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history. <p>[redundant objective? Take out?]</p>
PSC 103				<ul style="list-style-type: none"> To demonstrate abilities in analyzing and evaluating issues and public policies in American politics. To present skills and abilities in analyzing and evaluating issues and public policies in American politics. <p>[redundant objective with above?]</p> <ul style="list-style-type: none"> To apply critical thinking in the examination of reasons for the choices we make as we act in the public 	Recommend- Add objective	<ul style="list-style-type: none"> To explain and have a working knowledge of the fundamentals of American Government and politics, particularly the major institutions and processes. To exhibit interest in American politics and impart tools that can be of use to all life-long citizens. <p>[recommended new wording: Understand the importance of civil engagement for a functional society]</p>

				interest for the common good. [change to third person?]		
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Appendix B: Aligning Program Outcomes to Institutional Goals

Institutional Learning Goals	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
General Education Learning Outcomes	Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Students recognize and respect diversity through cultural interactions in and outside of the classroom	Students create mathematical models and use technology to solve real life situations.	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.	Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.

Appendix C: Assessing Program Outcomes

This worksheet will help you answer the question: *Are students attaining the program outcomes* (as stated in college catalog)?

Note: if your program uses a different form to show assessment findings for each program outcome, you can attach that as an alternative to completing this form. Please make sure to include data collected, data analysis results, and a discussion of findings for each program outcome.

In Spring 2020, reports were developed for the following areas (aligned with the general education outcomes):

- Communication
- Global Learning
- Critical Thinking
- Quantitative Fluency
- Information Literacy

Due to the amount of data included in each of these reports, the following are the summaries of each of the reports.

Communication Report Summary and Recommendations

This report presents findings for the Institutional Goal, Communication: *Graduates will be able to demonstrate proficiency in academic writing and communicative competence*, as well as the General Education Program Outcome: *Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment*.

Data for this report were collected in Fall 2019 using the Mini Ethnography course-embedded rubric in English 162: Composition II courses, and in Fall 2019 and Spring 2020 using the standardized TrackTest English Proficiency Test: Grammar & Listening. The course-embedded assessment is completed by ENG 162 course instructors.

The results from the Mini Ethnography assignment found that 90% of students received a score of 80% or higher for the communication sections (the benchmark was met). This seems to suggest that instructors are satisfied with the

level of writing (Formatting, Grammar, Mechanics, and Vocabulary) demonstrated by the great majority of students in the mini ethnography assignment. However, it was suggested that these results may have been skewed by two issues: First, this was the first semester that instructors used the rubric to assess students. It may take a semester or two for instructors to become familiar and comfortable with the tool. Second, only 44% of students enrolled in ENG 162 were included in the sample due to instructors using old rubrics. Further, the majority of instructors that used the new rubric were new instructors, which may have affected the results. Because of these two factors, it will be important to track the result trends to see if scores continue to be high in following semesters.

The results from the TrackTest were preliminary findings and do not provide data on whether or not the institutional learning goal (or benchmark) was met. However, there were some helpful findings. First, the findings seem to suggest that as students' overall English scores increase, grammar and listening skills increase at a consistent level. Second, areas for improvement with the highest frequency were Vocabulary (18 students), Prepositions (15 students), and Modal Verbs (15 students).

The following are recommended based on the results:

- It is recommended that ENG 162 instructors have a follow-up conversation discussing the following questions. This will provide further insights about the findings.
 - Do the above findings reflect your observations of student skill levels for communication/writing at SAC? (From your experience, do the great majority of students demonstrate expected writing skills for students enrolled in a Composition Two course?)
 - If instructors' observations of student's communication/writing skills do not match the above findings, what do instructors believe is the cause of the dissonance? (Does the rubric not accurately assess for writing/communication? Is there a need for improvements related to how the rubric is used or implemented?)
 - Are there other issues or considerations that the course coordinator, department chair, or academic affairs need to be aware of when reviewing the above results?
 - How can the rubric be improved (or how can implementation of the rubric be improved)?
 - When looking at the findings by indicator, do these results reflect your observation of student skills? Do the results make logical sense? (Are students performing better on more basic skills?)
 - It may be a valuable exercise for course instructors to attempt to prioritize the indicators. Which of the indicators is most important for students to learn in ENG 162? Which would be nice for students to learn, but are less of a priority?
 - How might these results help instructors (the college) to improve student learning in the future?
- It is recommended that a norming session be held with ENG 162 instructors for the mini ethnography assignment.
- Faculty should set a benchmark for communication. The following is recommended:
 - 80% of students score 80% or higher on mini ethnography sections related to communication.
 - 80% of students score pass ___ level in TrackTest at the end of ENG 162.
- It is recommended that this report be shared with English instructors who teach the developmental courses and ENG 160. The TrackTest results gives insights to students' English levels when they finish developmental English courses and/or are entering ENG 160 (it is important to note that not all students who took the TrackTest also took developmental courses. Some may have placed into Composition 1).

Global Learning Summary and Recommendations

The following report presents findings for the Institutional Goal, Global Learning: *Graduates will be able to recognize the value of one's own cultural background and the cultural background of others*, as well as the General Education Program

Learning Outcome: *Students develop recognition of and respect for diversity through cultural interactions in and outside of the classroom.*

Multiple sources of data were included in this report including the resident and adjunct faculty surveys, student satisfaction survey, and graduate exit surveys.

Resident and adjunct faculty survey data were used to identify practices instructors were using to support the attainment of the institutional and general education goals, instructor's comfort level in teaching topics related to diversity, and instructor's openness to receiving training in areas related to diversity. Student satisfaction survey data were used to assess SAC climate for diversity, both inside and outside of the classroom. Graduate exit survey data were used to assess for student beliefs, values, and self-described behaviors used to indicate both the institutional learning goal and the general education learning outcome.

College Environment

Overall, current students rated the college climate positively (from Spring 2019 Student Satisfaction Survey Data). 91% of students responded that they are satisfied or very satisfied with the diversity of students, faculty, and staff. When asked if SAC is a safe place for difference, over 80% agreed or strongly agreed for all categories. That said, there were differences in response between the different categories. Over 90% of students agreed or strongly agreed that SAC is a safe place for students with different cultures and racial/ethnic identities. In contrast, 82% stated SAC is a safe place for students with different abilities. 90% of students agree or strongly agree the college environment is welcoming, and 68% of students gave a score of 5 out of 5 for how accepted they feel at SAC.

When asked if students have personally experienced any forms of discrimination, 90% or more of students stated they have not experienced cyberbullying, exclusions, threats, physical violence, offensive pictures, sexual harassment, or damage to personal property. This percentage was lower for verbal comments; 85% of students stated they have not experienced verbal comments (meaning 15% responded *yes*, they have experienced this type of discrimination by faculty (7%), staff (5%), or students (3%). The highest reported types of discrimination by faculty or staff reported by students were verbal comments, followed by exclusion.

Further, 6% of students stated they have experienced sexual harassment from a teacher (3%) or staff (3%). Of those who responded *yes, by faculty*, all seven were female and five were between the ages of 18-29. Of those who responded *yes, by staff*, four of the seven were female respondents aged 18-49, 2 were males between ages 18-39.

The above results suggest a need for sensitivity training (anti-discrimination training) for faculty and staff in these and other areas.

Global Learning in the Classroom

Overall, the great majority of instructors stated they feel comfortable facilitating discussions in class about controversial topics, differences in opinion, cultural identity, and discrimination/prejudice. When asked if faculty would be interested in receiving trainings on these topics, 67%-74% of instructors responded with *yes*. Instructors. When comparing levels of interest, instructors were least interested in receiving training on facilitating discussions on discrimination or prejudice (67% responded *yes*).

Students were asked if they engage in classroom activities that encourage students to discuss their own life experiences, learn about their own culture, learn about a different culture, and understand opinions that are different from their own. 80% or more of students and instructors agreed these were encouraged in the classroom. 92% of students responded that they were encouraged to understand opinions that are different from their own. In comparison, 80% of students stated they were encouraged to learn about their own culture.

Were the learning goal and learning outcome attained?

The majority of graduate exit survey responders (over 90%) agreed or strongly agreed with statements that related to valuing one's own identity. On the surface, this seems to indicate that students are demonstrating this portion of the global learning goal (Graduates will be able to recognize the value of one's own cultural background). That said there appears to be room for growth in this area as there were noticeable differences between the number of strongly agree and agree when comparing the different statements. In order to better understand these results, indicators for the institutional goal are needed.

The great majority of graduate exit survey responders (over 90%) agreed or strongly agreed with statements related to valuing diversity and the cultural diversity of others. Very few students responded neutrally to these questions and no students disagreed with the statements. These results appear to demonstrate that this portion of the global learning goal (Graduates will be able to recognize...the cultural background of others). However, indicators for this goal are needed to determine if the goal is indeed attained.

When looking at self-described behaviors that graduate exit respondents participated in that can lead to global learning and signify respect for diversity, the data showed mixed results. When students were asked about behaviors that appear on the surface to be related to interpersonal relationships (making an effort to get to know someone from a different culture, avoiding stereotypical language), student responses appear to be more affirming compared to student's responses to participating in a cultural activity to learn about cultural diversity (such as attending a presentation or going to a museum). Identifying indicators for the general education learning outcome, Students develop recognition of recognize and respect for diversity through cultural interactions in and outside of the classroom, is needed to determine if the outcome has been demonstrated.

Recommendations

The following is recommended based on the findings:

1. Develop a plan to respond to the findings related to forms of discrimination students reported to have encountered at SAC by faculty and staff.
2. It is recommended that both academic and non-academic departments explore
 - a. Ways to increase opportunities for students to recognize of the value of their own cultural background.
 - b. Ways to increase the number of opportunities for students to self-reflect, in order to learn about themselves. These opportunities are important steps in the process of valuing their identity (including their cultural identity).
 - c. Opportunities for students to learn about different cultures and valuing diversity. Since students report they are more likely to participate in activities that appear to be more interpersonal in nature, how can this be considered when creating new opportunities?
3. Identify benchmarks for graduate exit survey responses. The following are recommended:
 - a. 60% or more strongly agree and 85% or more agree or strongly agree to the following indicators:
 - i. I learned about myself at SAC
 - ii. I believe my culture is valuable
 - iii. I am proud of who I am
 - iv. I feel comfortable talking with others about my culture
 - v. I think a lot about how culture affects my behavior
 - vi. I recognize and avoid language that reinforces stereotypes
 - b. 80% or more respond with "yes" to the following indicators:
 - i. Since starting at SAC
 1. I attended events focused on diversity (eg. Presentations, performances, art exhibits, debates)
 2. I visited a museum to learn about a different culture
 3. I made an effort to get to know someone from a different culture

c. 75% or more strongly agree and 90% agree or strongly agree to the following indicators:

- i. I am able to work on a team with people who are different from me
 - ii. I can work with people who have beliefs different from my own
 - iii. I can be friends with people who have beliefs different from my own
 - iv. I enjoy working with people who are different from me
 - v. I enjoy learning about different cultures
4. It is recommended that the question “Learn about a belief system different from their own” in the Resident and Adjunct Faculty surveys be changed to “Learn about a culture different from their own” to better align with the Student Satisfaction Survey question.
 5. It is recommended that the Resident Faculty Survey be conducted again in Spring 2020 to ensure clean data.
 6. Since this is the first year we collected this data, it will be important to look for trends as we collect this data in the future.

Critical Thinking Summary and Recommendations

This report presents findings for the Institutional Goal, Critical Thinking: *Graduates will be able to apply critical thinking to make effective context-appropriate decisions*, as well as the General Education Program Outcome: *Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications*.

Data for this report were collected in Fall 2019 using the Mini Ethnography course-embedded rubric in English 162: Composition II courses, and FA 2019 Graduate Exit Survey Results. The course-embedded rubric is completed by ENG 162 course instructors. The Graduate Exit Survey is completed by students who are planning to graduate the semester it is completed.

The fall 2019 semester was the first semester that data was collected for the new critical thinking institutional learning goal. Overall, the results were very positive. Over 92% of students received scores from instructors of 80% or higher on the items identified as indicators for critical thinking. Further, when so-to-be graduates were asked to self-assess their ability to engage in different critical thinking behaviors, 79-87% of students responded with *I can definitely do it*. These results seem to suggest that students are both demonstrating critical thinking skills and also believe that they are able to engage in critical thinking activities (making them more likely to engage in these activities in the future).

The English Department Chair responded to the results:

One weakness is this data only reflects data submitted by 4 instructors (6 sections of the 9 sections offered in Fall 2019). Unfortunately, one of the instructors was new and did a poor job during the semester- this data was not included in the sample (the instructor will not be re-hired in the future). Another instructor was also new to SAC and stated that she realized she was too lenient. A third is also new and wasn't observed because he is teaching in Aurora and we lack a coordinator for ENG 162.

Unfortunately, 3 of the ENG 162 instructors who have more experience, knowledge, time working with our students filled out the old ethnography rubrics, resulting in not being included in the sample. This resulted in about 44% of 162 student work not being included in the sample.

A few improvements for future semesters were identified:

1. It is recommended that a norming session be held with ENG 162 instructors to address inconsistencies of use for the mini ethnography rubric.

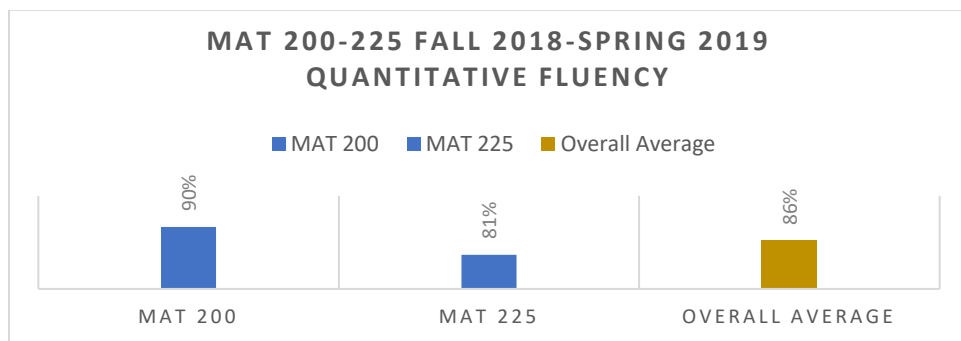
2. Identify benchmarks for success for each of the measurements. At what point are students successfully demonstrating critical thinking? Recommend:
 - a. At least 80% of students score 80% or higher on mini ethnography items.
 - b. At least 80% of students answer with *I can definitely do it* for the graduate exit survey questions on critical thinking.
3. The mini ethnography assignment gives students the opportunity to engage with different perspectives. It is recommended that faculty (across all disciplines) look for additional places in the curriculum to add in additional assignments that ask students to consider and describe other's perspectives.

Quantitative Fluency Summary & Recommendations

This report presents findings for the Institutional Goal, Quantitative Fluency: *Graduates will be able to solve real-life problems using logical reasoning*, and General Education Goal: *Students create mathematical models and use technology to solve real life situations (this goal is awaiting final approval)*.

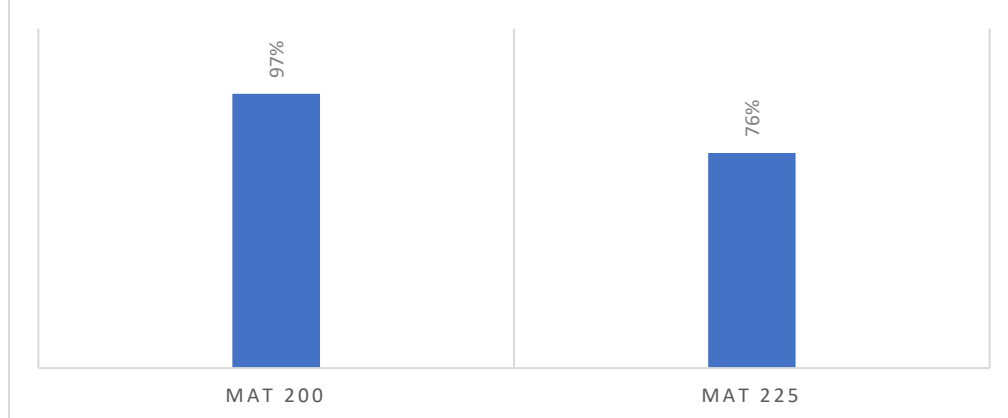
Data for this report were collected in Spring 2019 and Fall 2019 using midterm and final scores from MAT 200 and 225. The assessment is completed by course instructors.

A successful student score is considered to be an overall score of 70% or above for identified indicators. The benchmark for quantitative literacy is 80% of students scoring 70% or higher on the identified indicators. Overall, students are successfully demonstrating the expected level of skills for quantitative fluency within college-level math courses.



According to the above results, on average the students in college level mathematics (MAT 200 and 225) from Fall 2018 and Spring 2019 mastered 86% of the topics related to Quantitative Fluency (above the 70% benchmark). Moving forward, it is important to both recognize the topics in which the students are weak in order to address these weaknesses as well as continue to reinforce the topics in which the student showed competency.

**MAT 200-225 FALL 2018-SPRING 2019
QUANTITATIVE FLUENCY
PERCENTAGE OF STUDENTS WHO SCORED
70% OR HIGHER**



The above chart shows that 97% (32/33) of MAT 200 students and 76% (47/62) of MAT 225 students scored 70% or higher. **The benchmark was met for MAT 200, but not MAT 225.**

When data from MAT 200 and 225 are combined, 83% of students scored over 70%. **When the results from MAT 200 and 225 are aggregated, the benchmark for quantitative fluency was met.**

The following are recommended based on this report's findings:

- To help students transition from developmental math to college-level math, it is recommended to shift MAT 101 and MAT 112 toward more advanced problem-solving, by increasing the number of questions in each class related to Quantitative Fluency. Additionally, increasing the number of topics related to quantitative fluency that the students have to master in order to pass the class can help prepare student for more advanced real-life problem solving in later math courses.
- It is the assertion of the author that the textbooks for MAT 200 and MAT 225 do not include a sufficient number of real-life examples. It is recommended that either instructors add additional real-life examples, or identify a new textbook that can provide additional examples.
- It is recommended that Math instructors complete a comparison of MAT 200 topics and MAT 225.
 - Are there less topics in one class compared to the other?
 - Are expected learning levels appropriate for each course?
 - Are the topics assessed in each the priorities for the course?
- It is recommended that Math instructors meet with Business instructors to review MAT 200 student learning outcomes and expectations.
 - Do the MAT 200 topics reflect the topics needed for Business students?
- MAT 225 recommendations:
 - More class time can be applied to empirical rule, linear correlation, and basic probability to provide students with more practice in these areas.
 - It is recommended that more class time, practice in class, and homework be assigned on using binomial formulas to find the mean and standard deviation because it involves recognizing the topic and recalling the formula to be used in order to improve the scores of these questions. It is also recommended that math faculty discuss if binomial formula mean and standard deviation are priorities for student knowledge leaving the course. (Are these the most important concepts for students to demonstrate quantitative fluency- or are there other topics that are more important?)

- MAT 200 recommendations:
 - More time should be spent reviewing the concept of probability using independent events. Perhaps providing more real-life problems on this topic, such as the deck of cards, can be beneficial.
 - It is recommended that more time class be spent on question #3(permutations and combinations) of the Final Exam in order to have a more uniform result. This was the only aggregated average below the benchmark of 70%. The students can benefit from practicing the rules of each type and also practicing on solving using the formulas.
 - Include other topics in the final that can be linked to Quantitative Fluency, such as Inequalities and Linear Programing, because there are two questions on the concept of Multiplication rule and two questions on probabilities on the final exam.

Information Literacy Summary and Recommendations

This report presents findings for the Institutional Goal, Global Learning: *Graduates will be able to locate and evaluate sources of information and apply them appropriately*, as well as the General Education Program Outcome: *Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively*.

Data for this report were collected in Fall 2019 using the History Capstone Rubric (HIS 105: History of the United States from 1865 to the present) the Psychology Capstone Project Rubric (PSY 101: General Psychology), in Fall 2019 and Spring 2020 using the standardized TrackTest English Proficiency Test: Reading. The course-embedded rubrics are completed by course instructors.

The findings for information literacy are mixed, and on the surface seem contradictory. It can be argued that a basic skillset of information literacy is the ability to comprehend complex text. When reviewing preliminary reading comprehension results from TrackTest, only a small percentage of students (less than 25%) are able to demonstrate reading comprehension skills at this level when entering ENG 160.

However, the results of the course-embedded rubrics in both HIS 105 and PSY 101 show the great majority of students are assessed by instructors as meeting expected levels of information literacy (and in the case of Psychology, students were assessed as having *superior* skills). Further discussion with HIS 105 and PSY 101 instructors may provide insight to these findings. Specifically related to the PSY 101 results, the sample size was very small (15 students), so drawing conclusions based on the findings from the PSY 101 rubric is not recommended.

With this in mind, when looking at results by indicator, students' ability to evaluate sources was rated lowest by both HIS 105 and PSY 101 instructors. It will be important to determine whether this trend continues in following semesters as the sample size increases, and instructors become more accustomed to using the rubrics.

In regards to the HIS 105 rubric, 80% of students received a successful score by instructors, meaning 80% of students demonstrated expected information literacy skill levels (proposed benchmark is met). The benchmark the PSY 101 rubric is 80% of students scoring 70% or higher on indicators (due to a small sample size, stating that the benchmark was met would be misleading. The results from the TrackTest were preliminary findings and do not provide data on whether or not the institutional learning goal (or benchmark) was met.

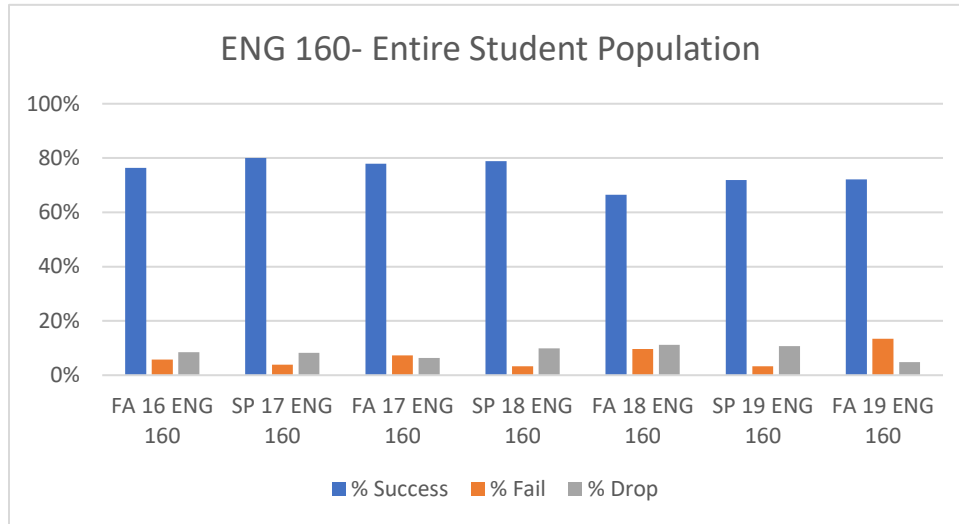
The following are recommended based on the results:

- The recommended benchmark for the HIS 105 rubric is: *At least 80% of students score fulfills standard or higher on each of the indicators*.
- Share this report with HIS 105 and PSY 101 instructors.
- Make sure that all PSY 101 instructors use the same rubric (the PSY 101 Capstone Rubric).
- Schedule a follow-up conversation with PSY 101 instructors to review the results:

- Do these results reflect the instructor's experience of student's information literacy levels?
- If no, what may be the incongruency?
- Are instructors relying more on individual expectations of student information literacy skills instead of utilizing rubric scales?
- Is the rubric an effective tool for measuring student information literacy skills in PSY 101?
- Should information literacy skills be assessed in PSY 101?
- How might PSY 101 better support information literacy skills for students?
- Schedule a follow-up discussion with the HIS 105 instructor (in English) that scored all students with an A grade. Was this a superior class or was the rubric not utilized effectively?
- Share this report with Library and Tutoring staff: How might the Library staff and Tutors support students in building information literacy skills?

Appendix D: Persistence in Individual General Education Courses

Communication Courses

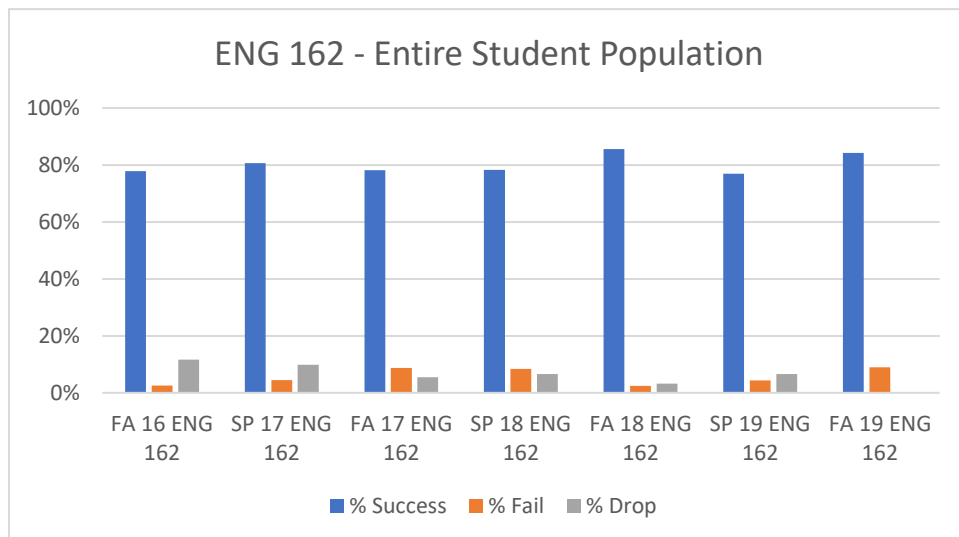


N= 1143 students

Mean % success: 75%

Mean % fail: 7%

Mean % drop: 9%

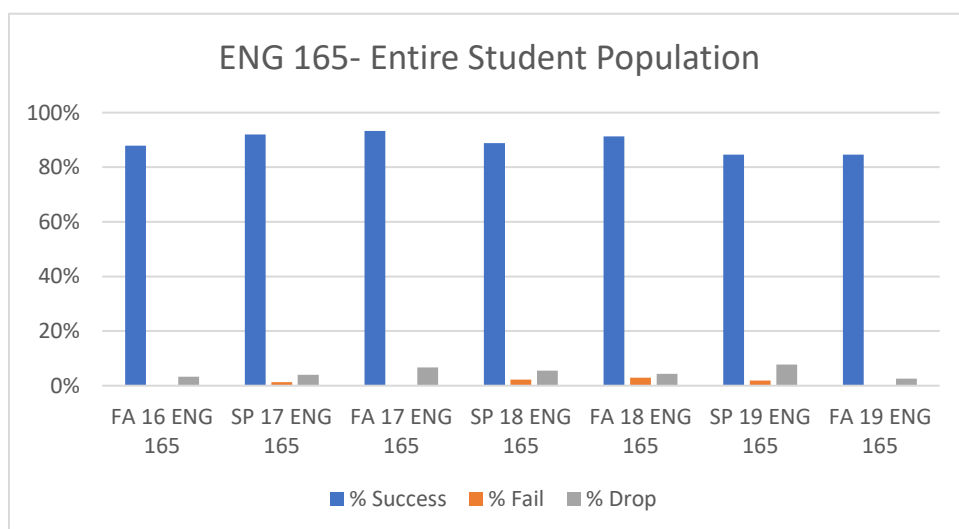


N= 1054 students

Mean % success: 80%

Mean % fail: 6%

Mean % drop: 6%



N= 491 students

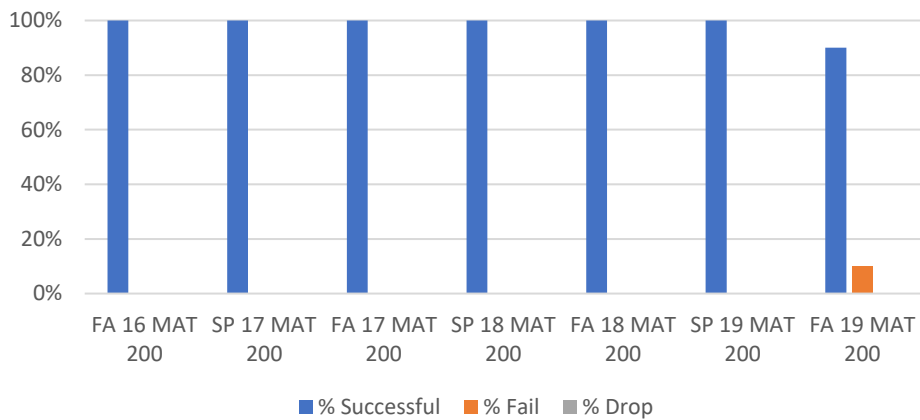
Mean % success: 89%

Mean % fail: 1%

Mean % drop: 5%

Math Courses

MAT 200- Entire Student Population



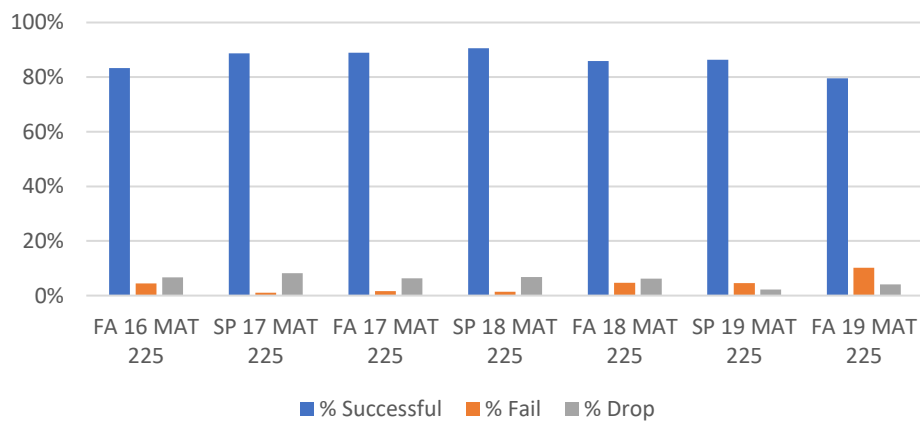
N= 86 students

Mean % success: 99%

Mean % fail: 1%

Mean % drop: 0%

MAT 225- Entire Student Population



N= 481 Students

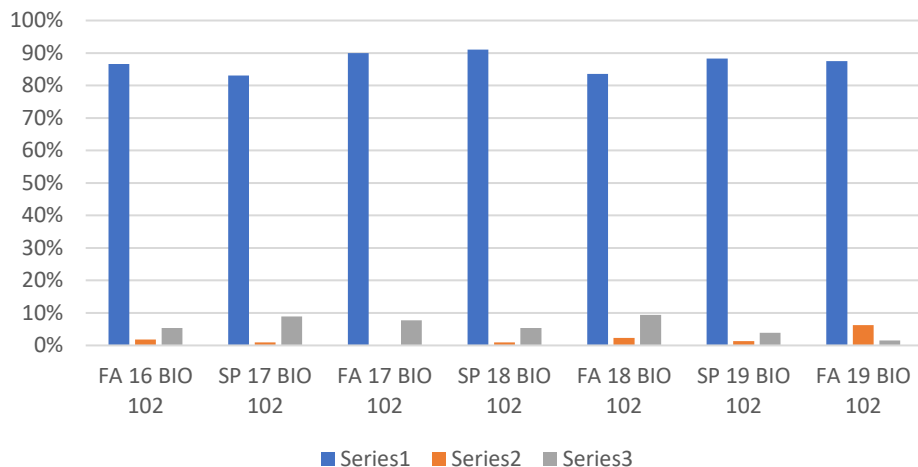
Mean % success: 86%

Mean % fail: 4%

Mean % drop: 6%

Science Courses

BIO 102- Entire Student Population



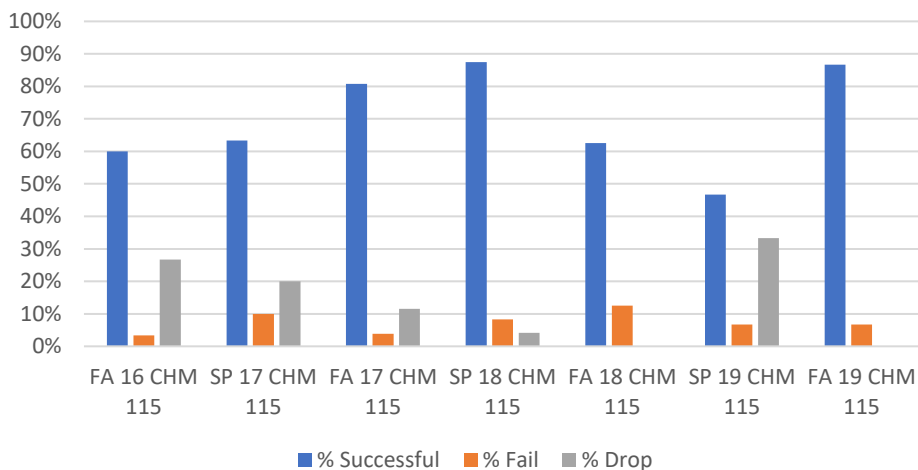
N= 652 students

Mean % success: 87%

Mean % fail: 2%

Mean % drop: 6%

CHM 115- Entire Student Population



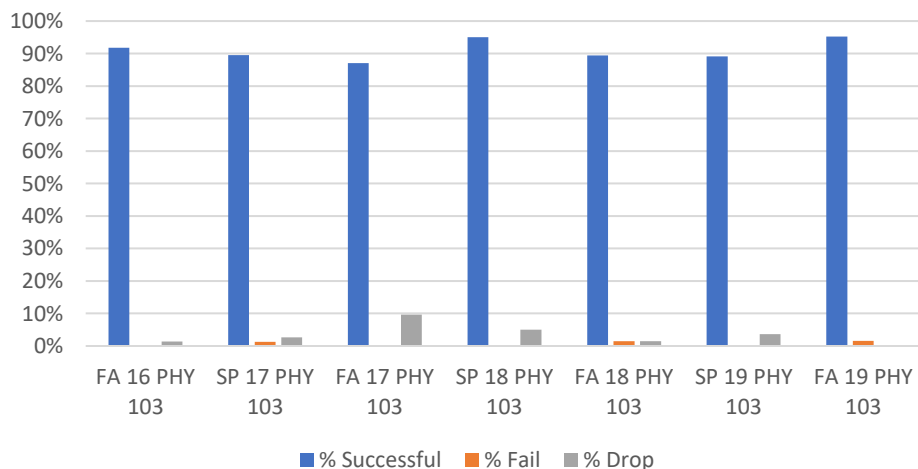
N= 156 students

Mean % success: 70%

Mean % fail: 7%

Mean % drop: 14%

PHY 103- Entire Student Population



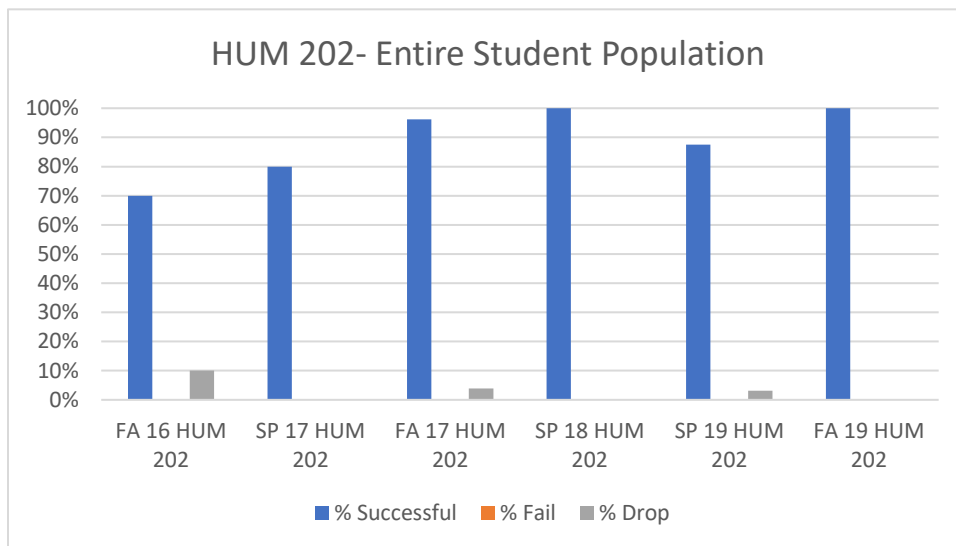
N= 475 students

Mean % success: 91%

Mean % fail: 1%

Mean % drop: 3%

Humanities Courses



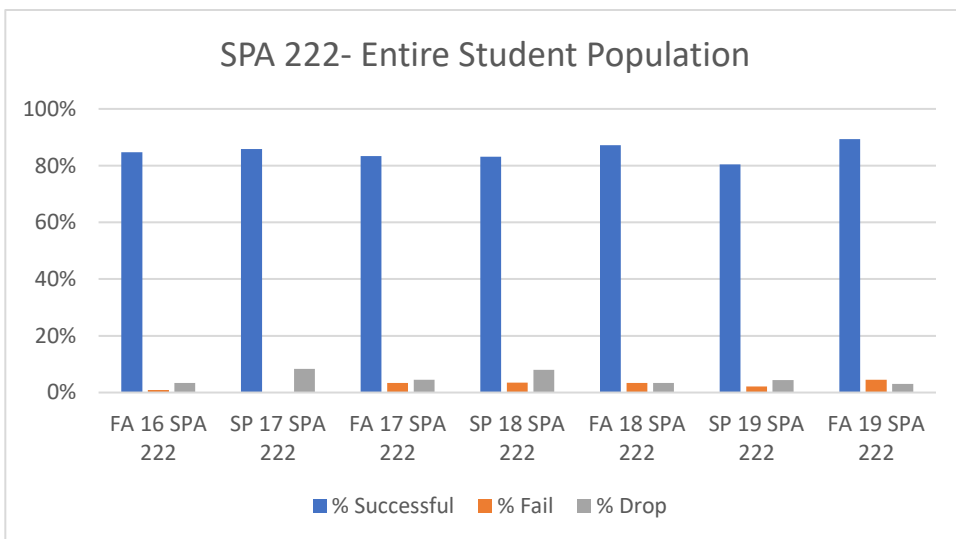
N= 108 students

Mean % success: 89%

Mean % fail: 0%

Mean % drop: 3%

(data for FA 18 not available)

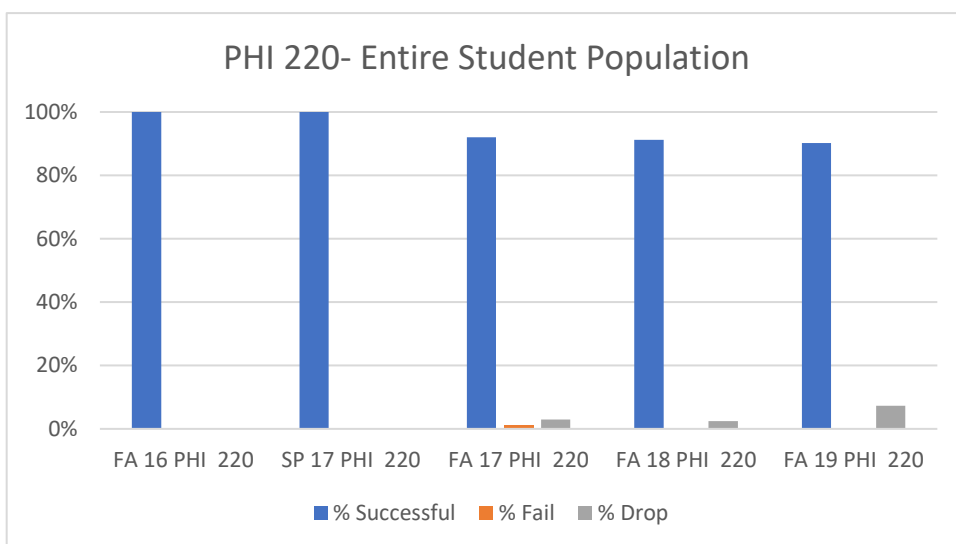


N= 752 students

Mean % success: 85%

Mean % fail: 3%

Mean % drop: 5%



N= 266 students

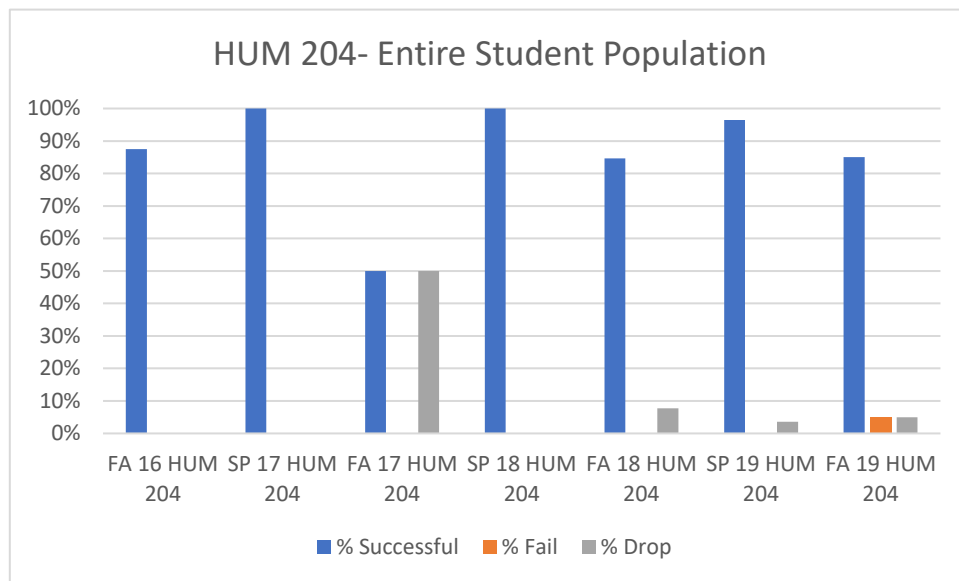
Mean % success: 95%

Mean % fail: 0%

Mean % drop: 3%

(data for SP 18 and SP 19 not available)

Fine Arts Courses

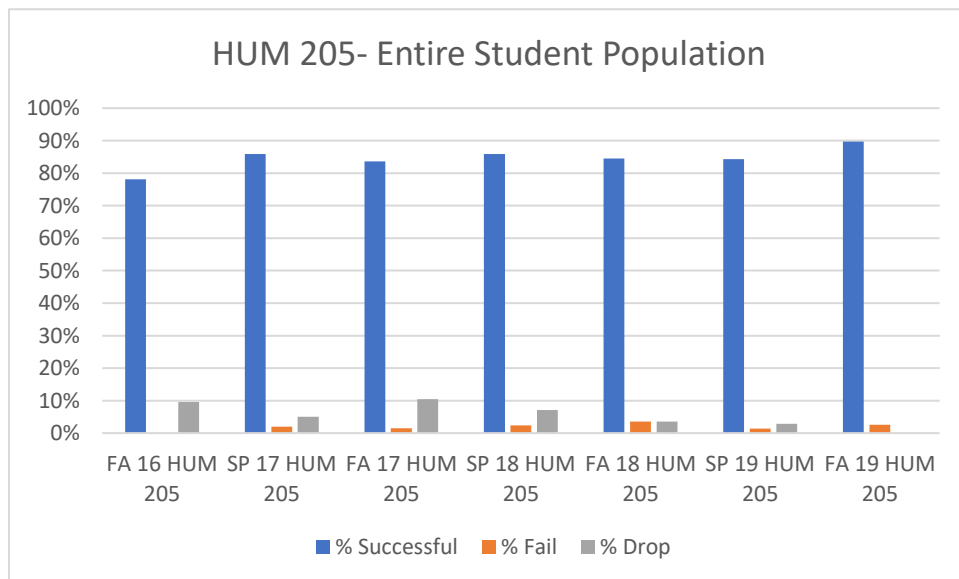


N= 94 students

Mean % success: 86%

Mean % fail: 1%

Mean % drop: 9%



N= 444 students

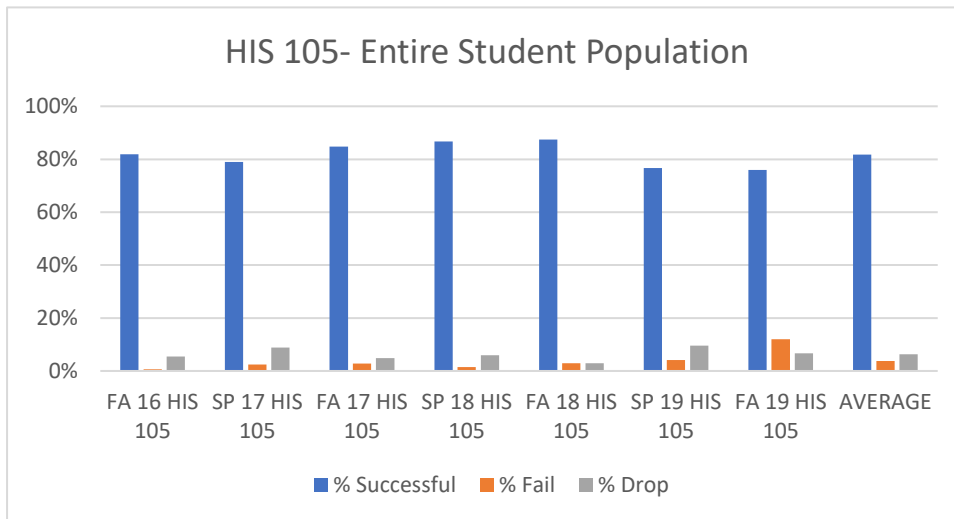
Mean % success: 85%

Mean % fail: 2%

Mean % drop: 6%

Social Sciences

(Did not receive data for PSY 101)

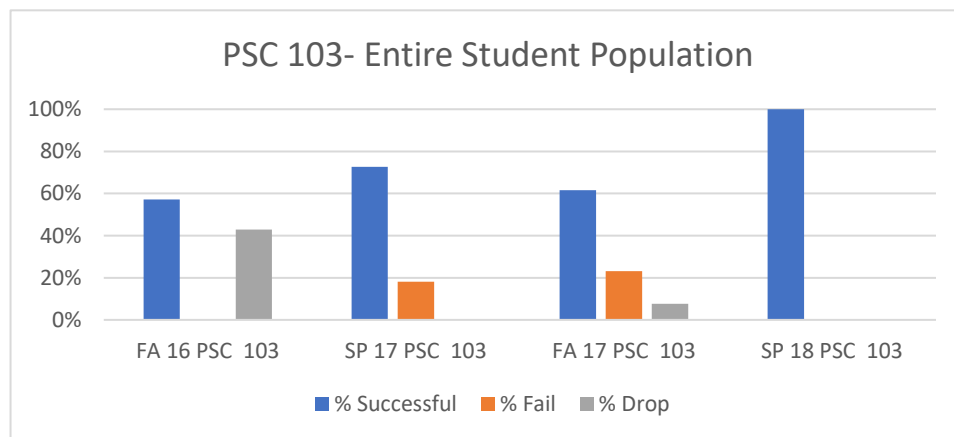


N= 820 students

Mean % success: 82%

Mean % fail: 4%

Mean % drop: 6%



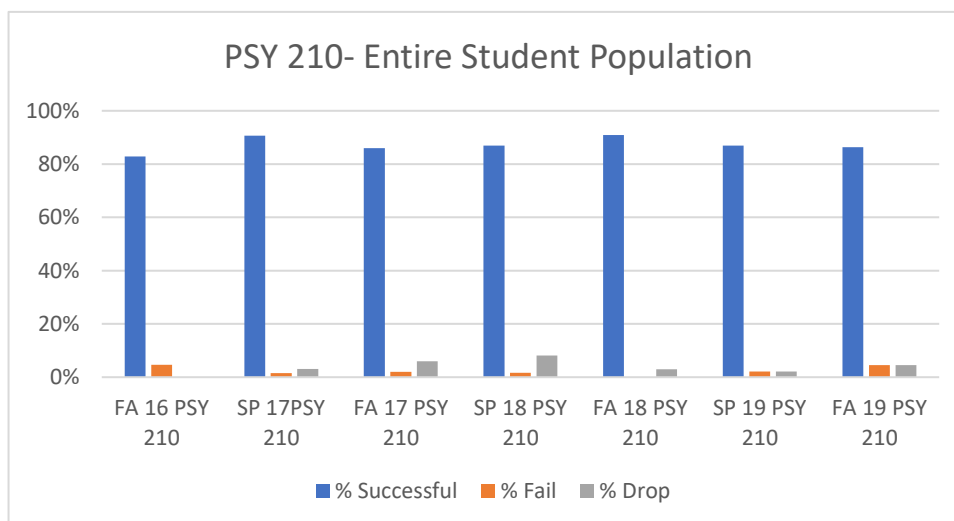
N= 40 students

Mean % success: 73%

Mean % fail: 10%

Mean % drop: 13%

(data not available for FA 18, SP 19, and FA 19)

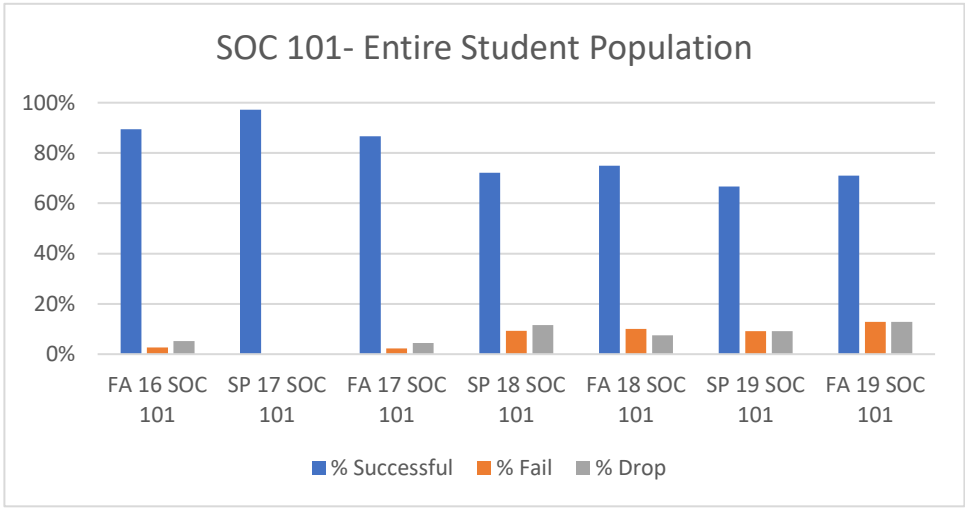


N= 340 students

Mean % success: 87%

Mean % fail: 2%

Mean % drop: 4%



N= 266 students

Mean % success: 80%

Mean % fail: 7%

Mean % drop: 7%

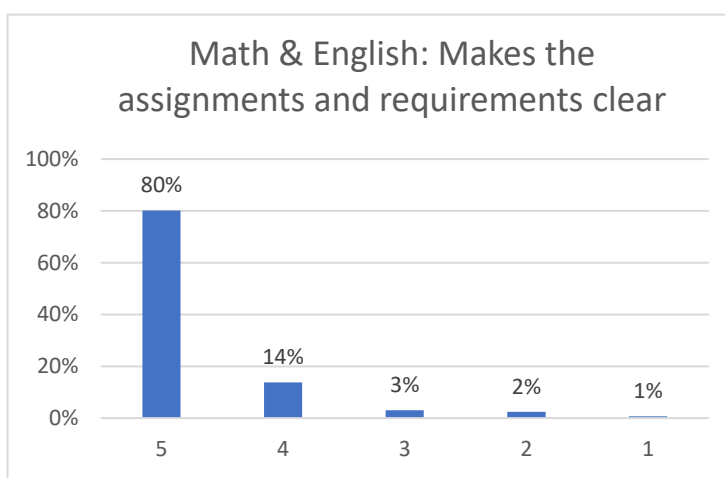
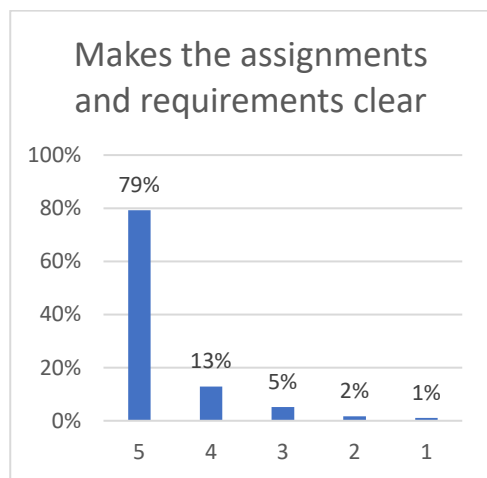
Appendix E:

Instructor and Course Evaluation Survey Data: Math and English

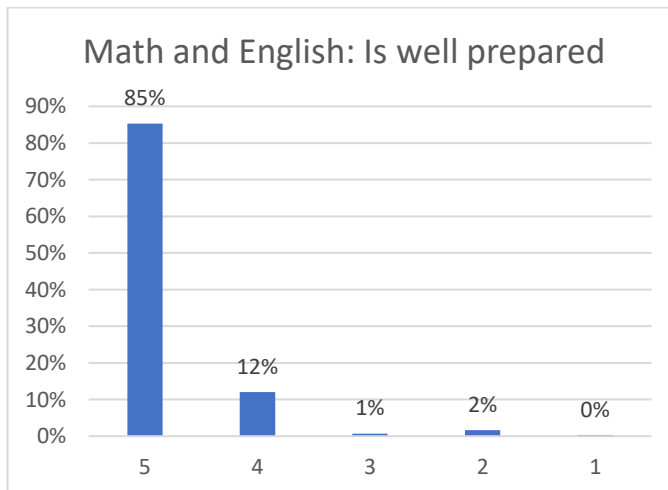
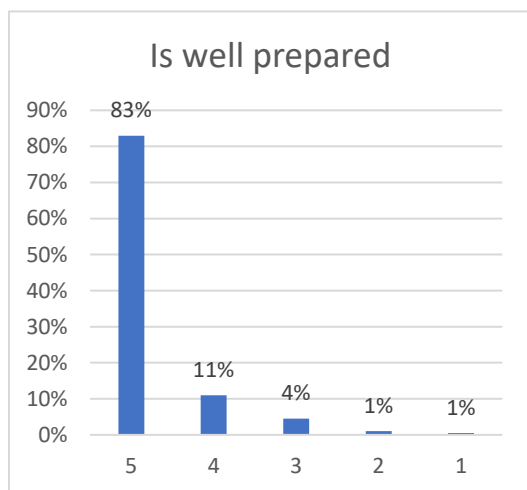
This document includes data from the spring 2019 and fall 2019 Instructor and Course Evaluation Survey. For comparison purposes, each program's data is presented next to the entire student population data.

General Education Math & English

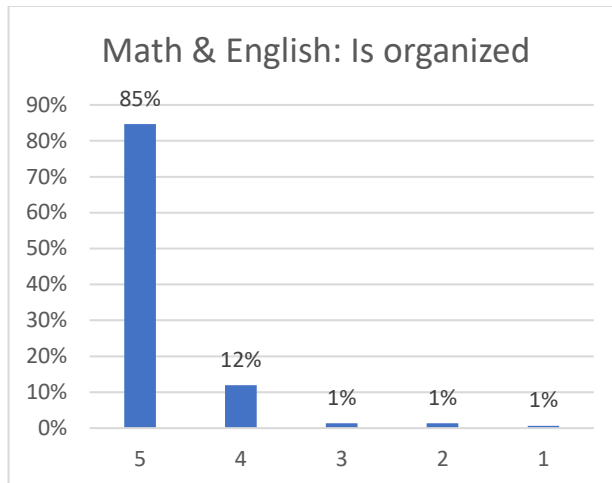
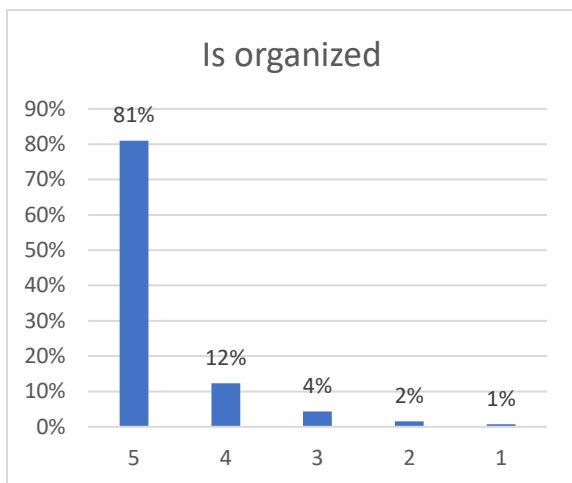
The following section presents findings from the spring 2019 and fall 2019 Instructor and Courses Evaluation Survey. The charts on the left show the findings for the entire student population (a sample size ranging from 3,027 to 3,060 for each question). The charts on the right show the findings for all students that were enrolled in a Math or English general education course: Math & English (a sample size of 297-300 for each question). Questions code 5="Superior", 4="Good", 3="Average", 2="Minimum Passing", 1="Failure".



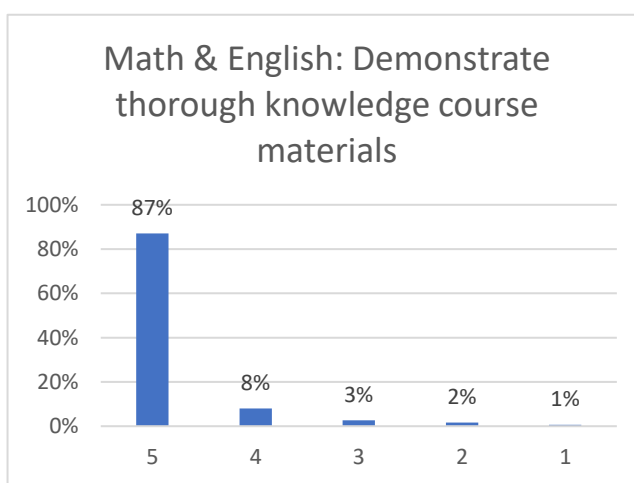
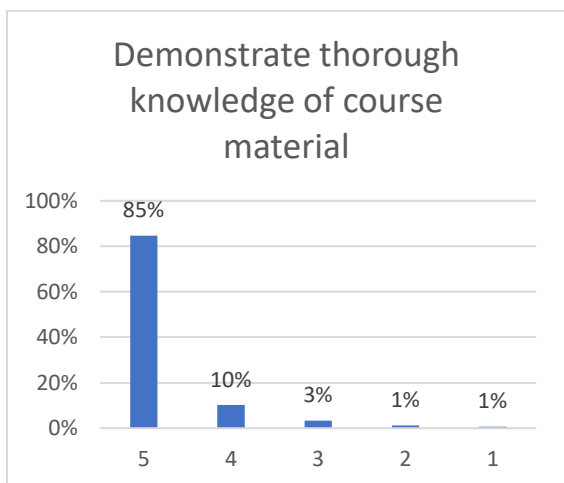
A lower higher percentage of Math & English students (80%) graded the instructor as Superior for *Makes the assignments and requirements clear* compared to the entire student population (79%).



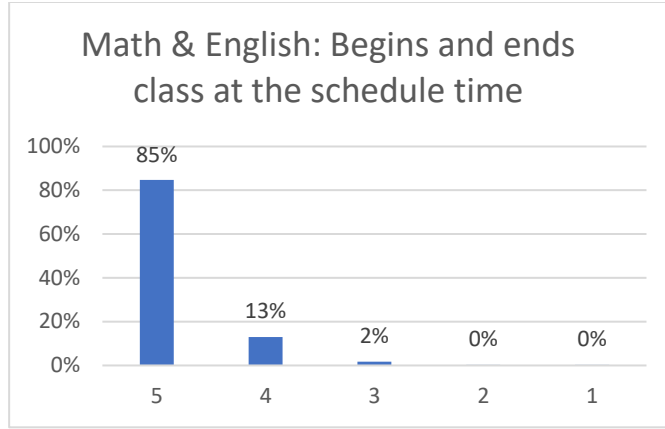
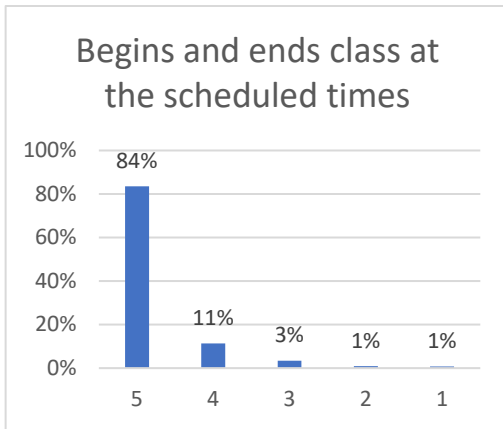
A higher percentage of Math & English students (85%) graded the instructor as Superior for *Is well prepared* compared to the entire student population (83%).



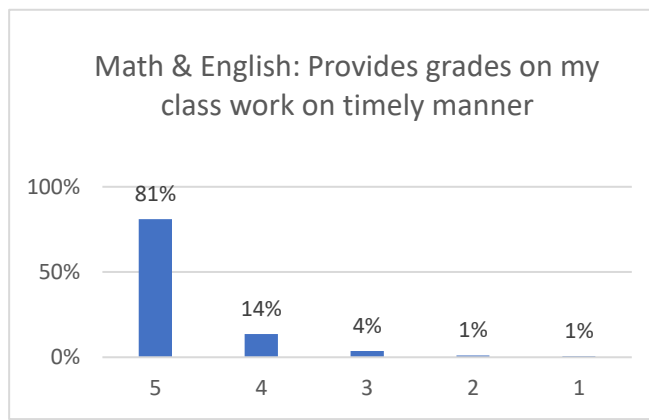
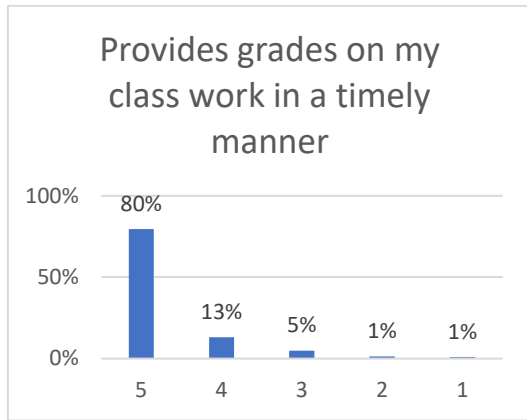
A higher percentage of Math & English students (85%) graded the instructors as Superior for *Is organized* compared to the entire student population (81%).



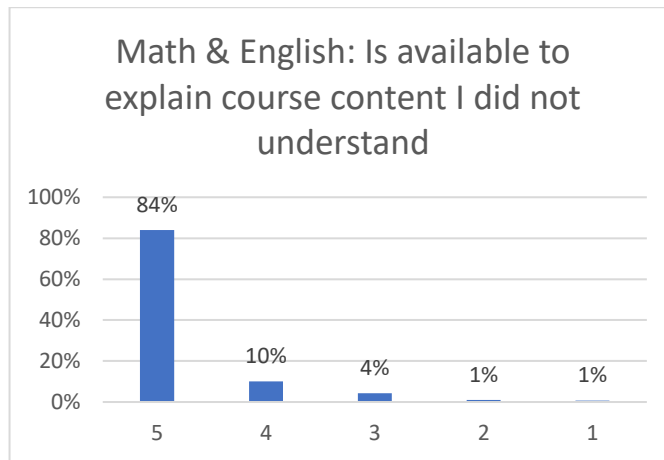
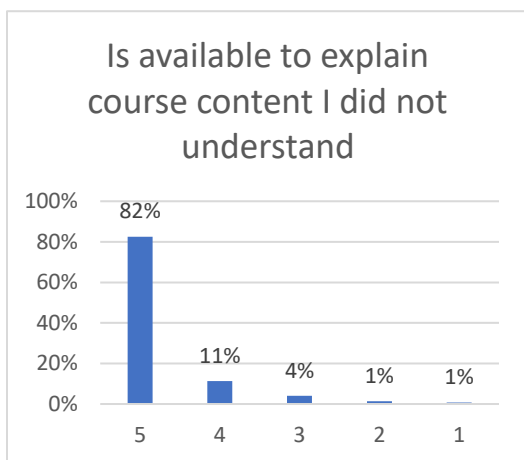
A higher percentage of Math & English students (87%) graded the instructors as Superior for *Demonstrate thorough knowledge of course materials* compared to the entire population (85%). However, a lower percentage of the Math & English students (8%) graded the Instructors as Good compared to 10% from the entire population.



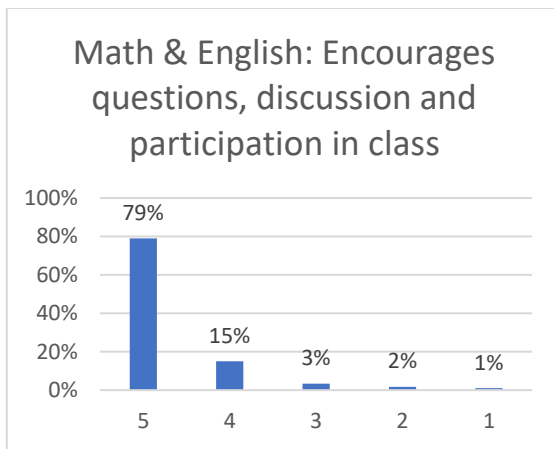
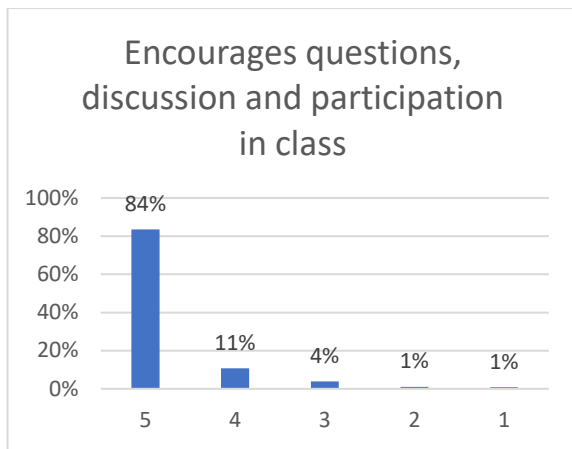
A higher percentage of Math & English students (85%) graded the instructors as Superior *for Begins and ends class at the scheduled times* compared to 84% from the entire population.



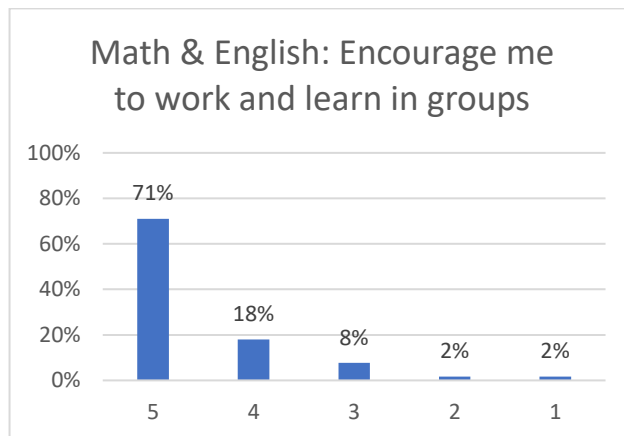
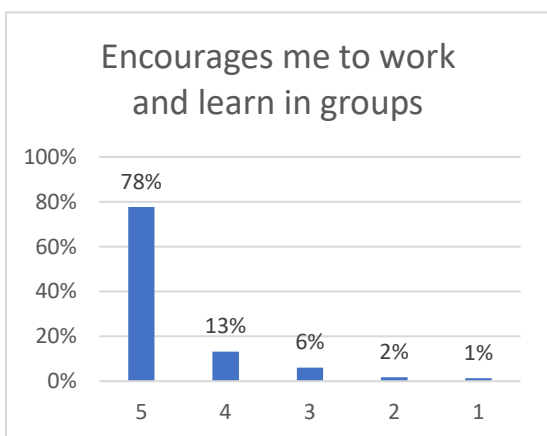
A higher percentage of Math & English students (81%) graded the instructors as Superior *for Provides grades on my class work in a timely manner* compared to 80% from the entire population. Also, 14% of Math & English students graded the instructors as Good compared to 13% from the entire population.



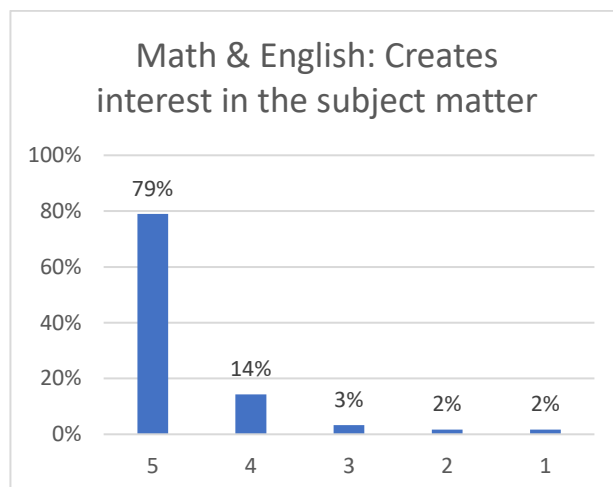
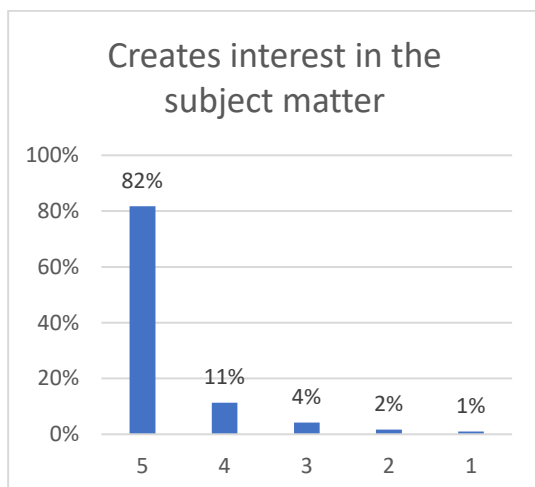
A higher percentage of Math & English students (84%) graded the instructors as Superior *for Is available to explain course content I did not understand* compared to 82% from the entire population.



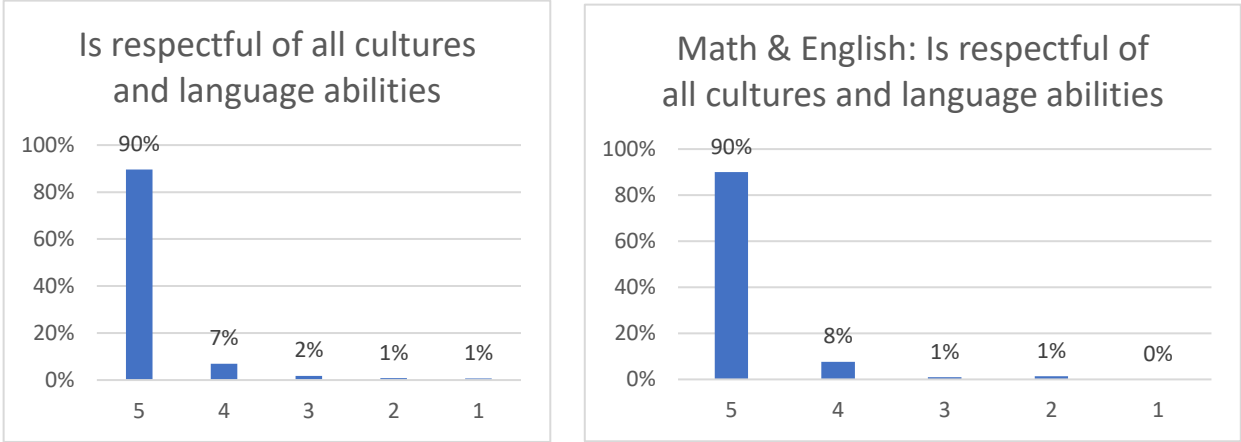
A lower percentage of Math & English students (79%) graded the instructors as Superior *for Encourages questions, discussion and participation in class* compared to 84% from the entire population. Also, a higher percentage of Math & English students (15%) graded the instructors as Superior compared to 11% from the entire population.



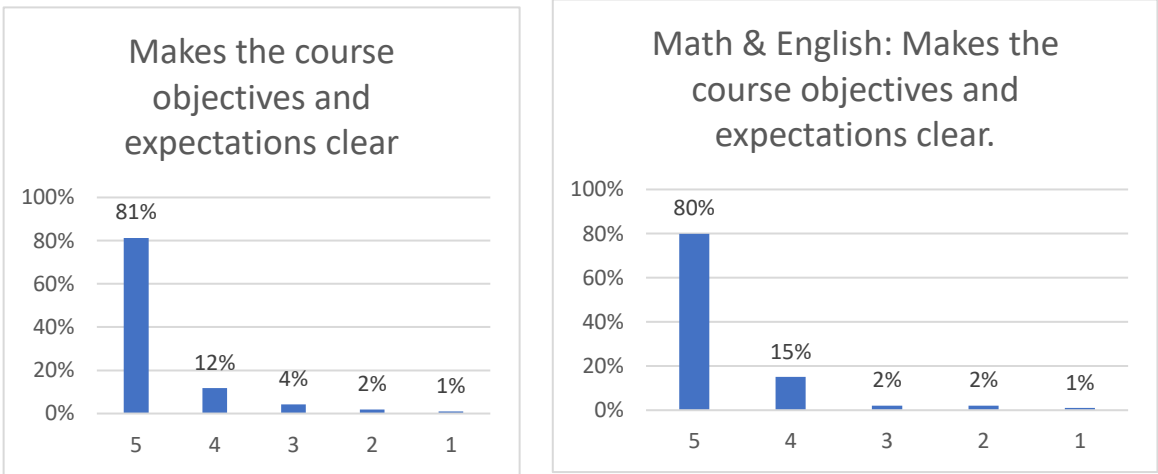
A lower percentage of Math & English students (71%) graded the instructors as Superior *for Encourages me to work and learn in groups* compared to 78% from the entire population. However, a higher percentage of Math & English students (18%) graded the instructors as Superior compared to 13% from the entire population.



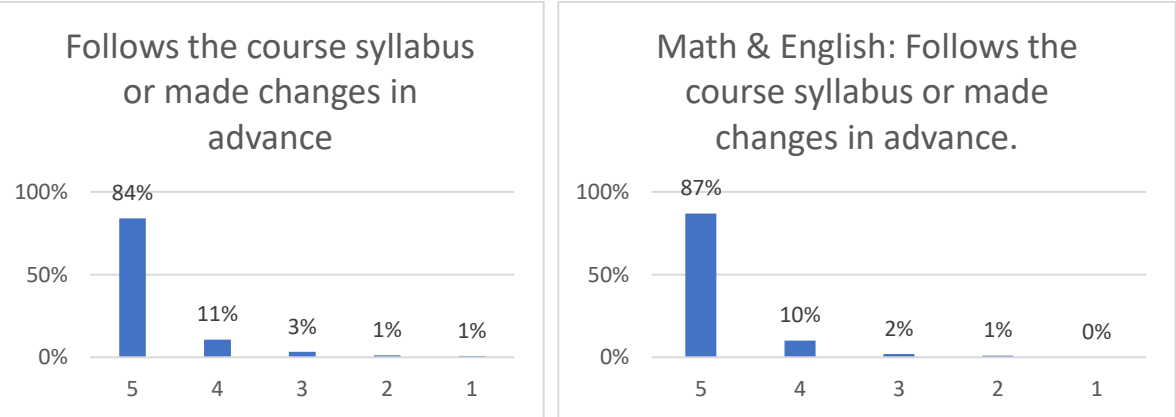
79% of the Math & English students graded the instructors as Superior for *Creates interest in the subject matter* which is lower than the 82% from the entire population.



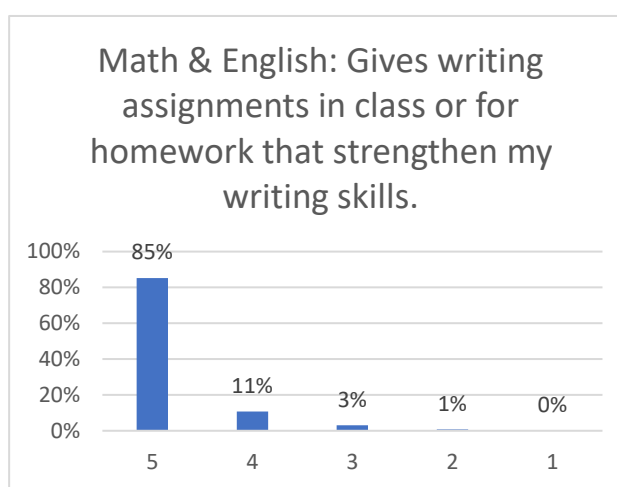
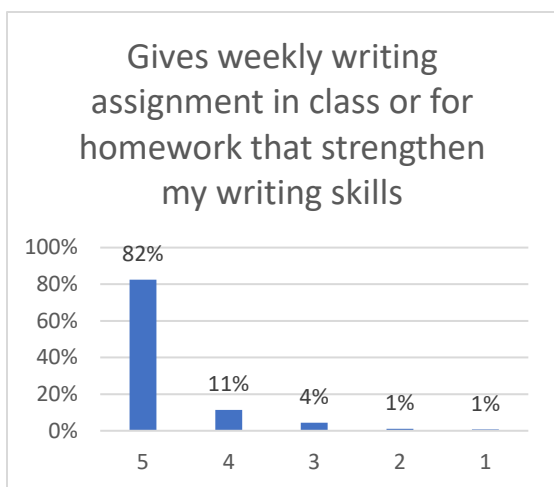
90% of BSW students graded the instructors as Superior for *Is respectful of all cultures and language abilities* which is the same as the 90% from the entire population. No Math & English student graded the Instructors as a Failure.



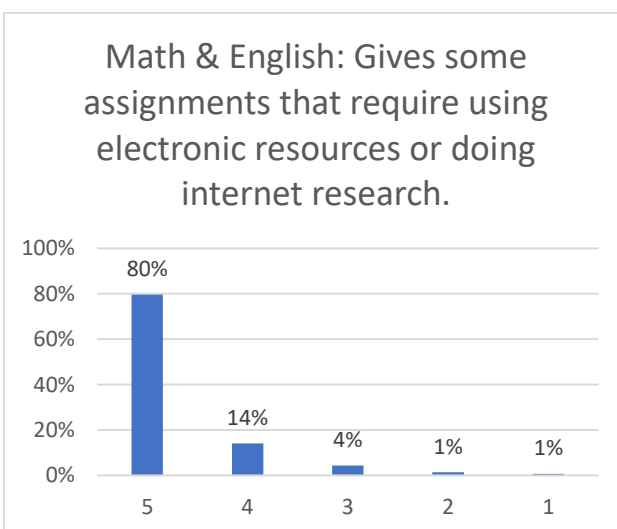
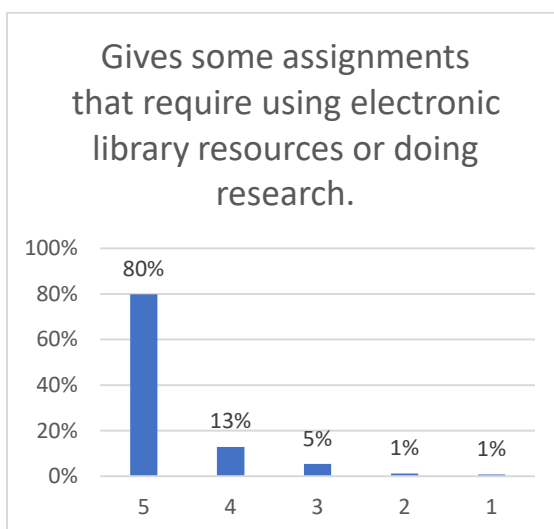
A lower percentage of Math & English students (80%) graded the instructors as Superior for *Makes the course objectives and expectations clear* compared to 81% from the entire population. Also, a higher percentage of Math & English students (15%) graded the instructors as Good compared to 12% from the entire population.



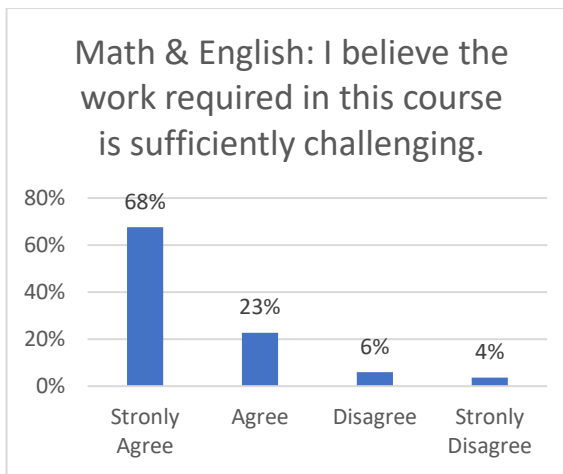
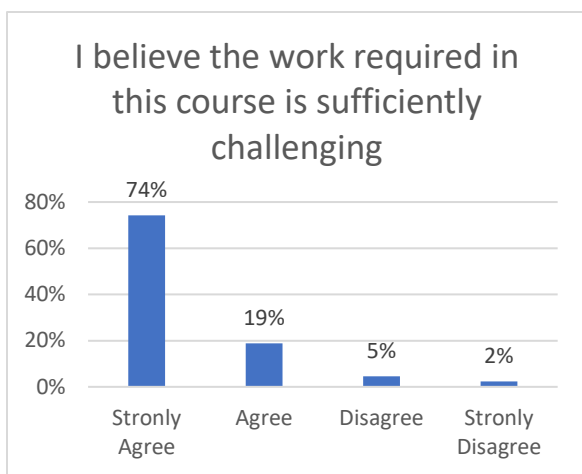
A higher percentage of Math & English students (87%) graded the instructors as Superior for *Follows the course syllabus or made changes in advance* compared to 84% from the entire population.



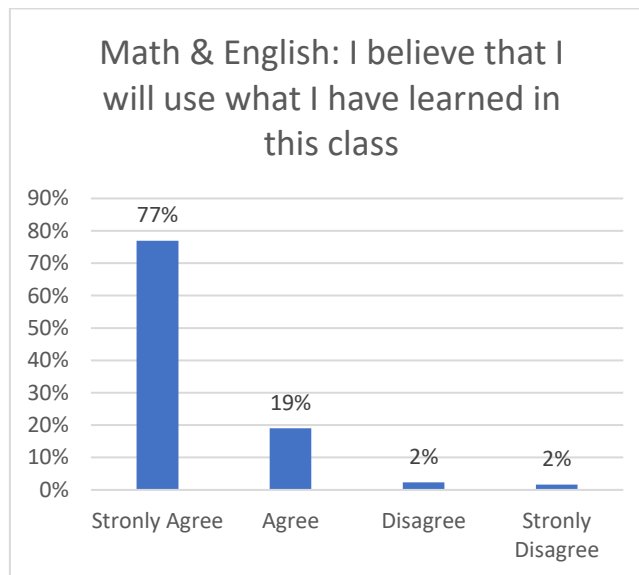
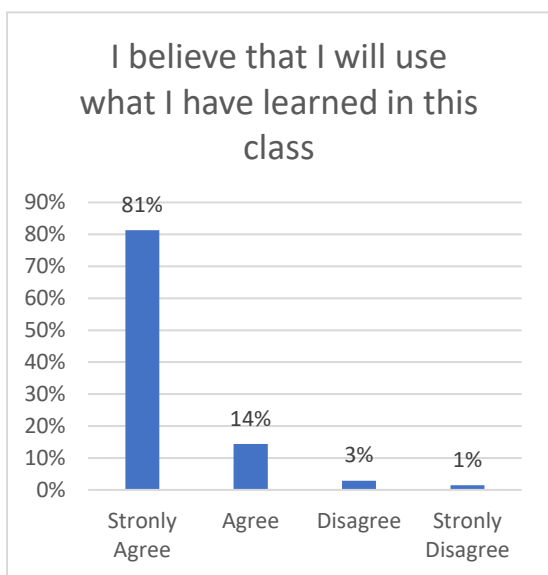
A higher percentage of Math & Science students (85%) graded the instructors as Superior *for Gives writing assignments in class or for homework that strengthen my writing skills* compared to 82% from the entire population.



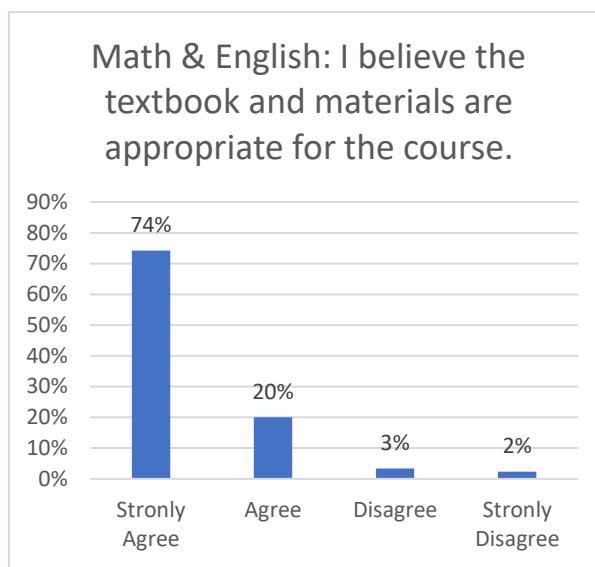
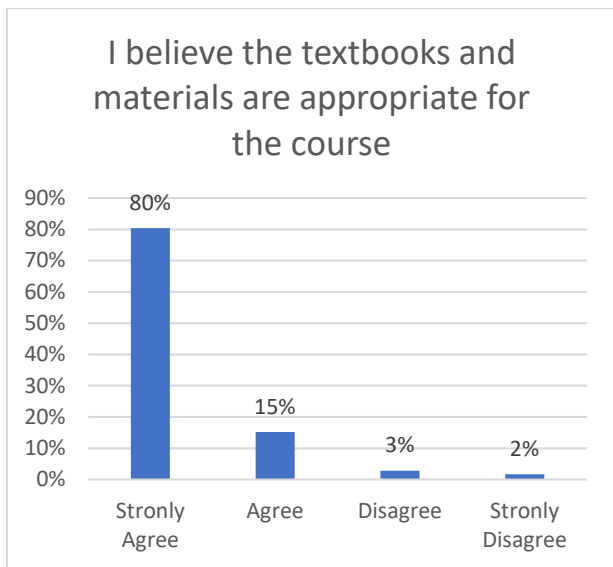
The same percentage of Math & English students (80%) as the entire population graded the instructors as Superior *for Gives some assignments that require using electronic library resources or doing internet research*. However, a higher percentage of Math & English students (14%) graded the instructors as Good compared to 13% from the entire population.



A lower percentage of Math & English students (68%) Strongly Agree that *the work required in this course is sufficiently challenging* compared 74% from the entire population. However, a higher percentage of Math & English students (23%) Agree compared to 19% from the entire population.



A higher lower percentage of Math & English students (77%) Strongly Agree that *they will use what they have learned in this class* compared 81% from the entire population. However, a higher percentage of Math & English students Agree compared to 14% from the entire population.



A lower percentage of Math & English students (74%) Strongly Agree that *the textbooks and materials are appropriate for the course* compared to 80% from the entire population. However, a higher percentage of Math & English students Agree compared to 15% from the entire population.

AAS Early Childhood Education Program Review

Part One: External Assessment

The jobs that students are trained for in the U.S.

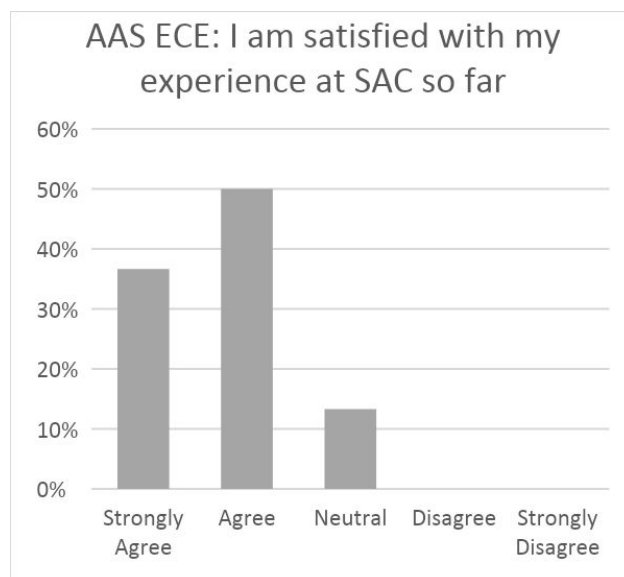
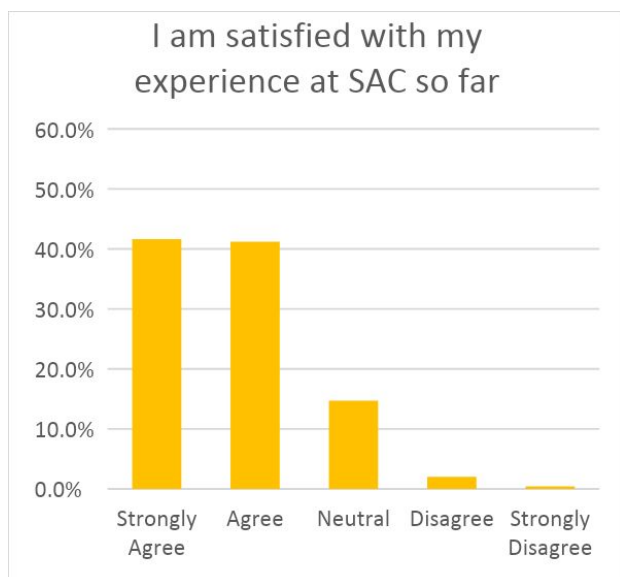
1. The jobs that students are trained for in the U.S.: The students in Early Childhood Education are trained to become teachers and or Directors in Child Care Centers; Home Care Providers; Special Education Classroom Assistant (SECA); Teacher Assistant; School Assistant in public and private schools. Students are also trained to be a provider in the Individual Family Support Program (IFSP).
2. Success of Graduates: Thirty-eight graduates in the last two years have joined public and private schools, working in the capacity of SECA or Teacher Assistant. These candidates have earned their associates in ECE and are earning between \$32,000 and \$35,000. Each year they receive a step increase that is at a 3% rate. Twenty-seven students that graduated in the last two years have become Directors in ECE Licensed Centers. Thirteen graduates have expanded from a Day Care to owning a Center. Six graduates in the last year have opened a second Center. All other graduates have moved up from teacher assistant in a Center or Day Care, to a teacher position. The Director of ECE at St Augustine has reported that all students completing their Practicum (ECE 232) and have received an exit slip, have applied to Illinois Board of Education (ISBE) and are active with an **Illinois** Educator Identification **Number (IEIN)**. This is the seven-digit **number** assigned by the Educator Licensure Division to each educator's file.

Part Two: Student Assessment of Program

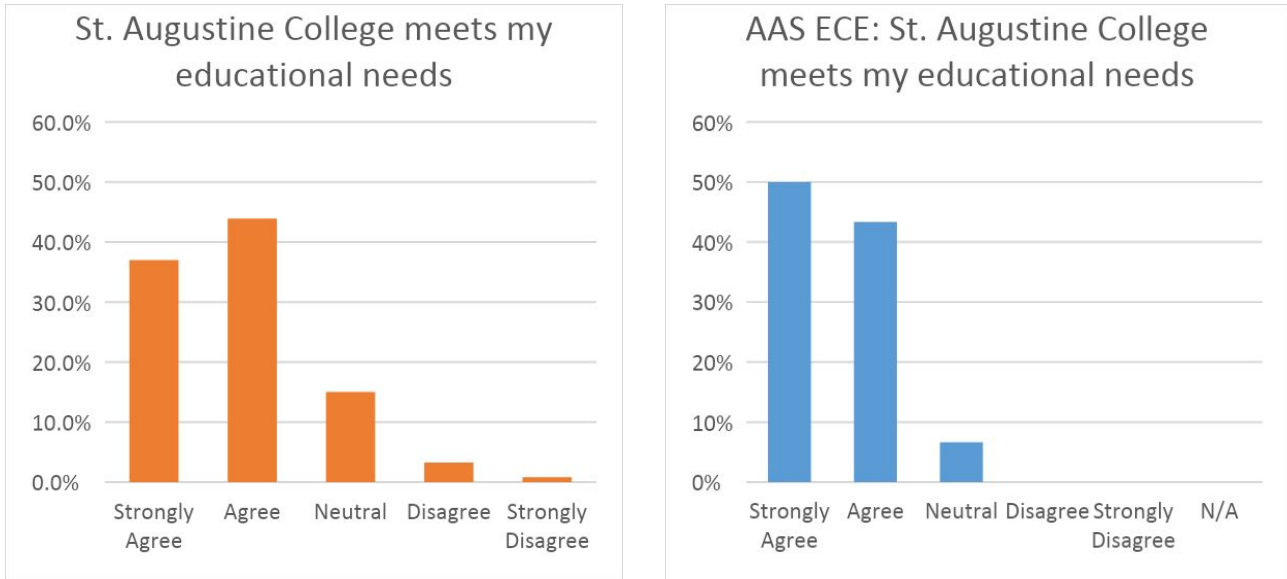
Student Satisfaction: Entire Student Population vs. AAS ECE Program

The following section presents findings from the spring 2019 Student Satisfaction Survey. The charts on the left show the findings for the entire student population (a sample size ranging from 246 to 269 for each question). The charts on the right show the findings for all students that stated their declared major is Early Childhood Education: AAS (a sample size of 30-31 for each question)

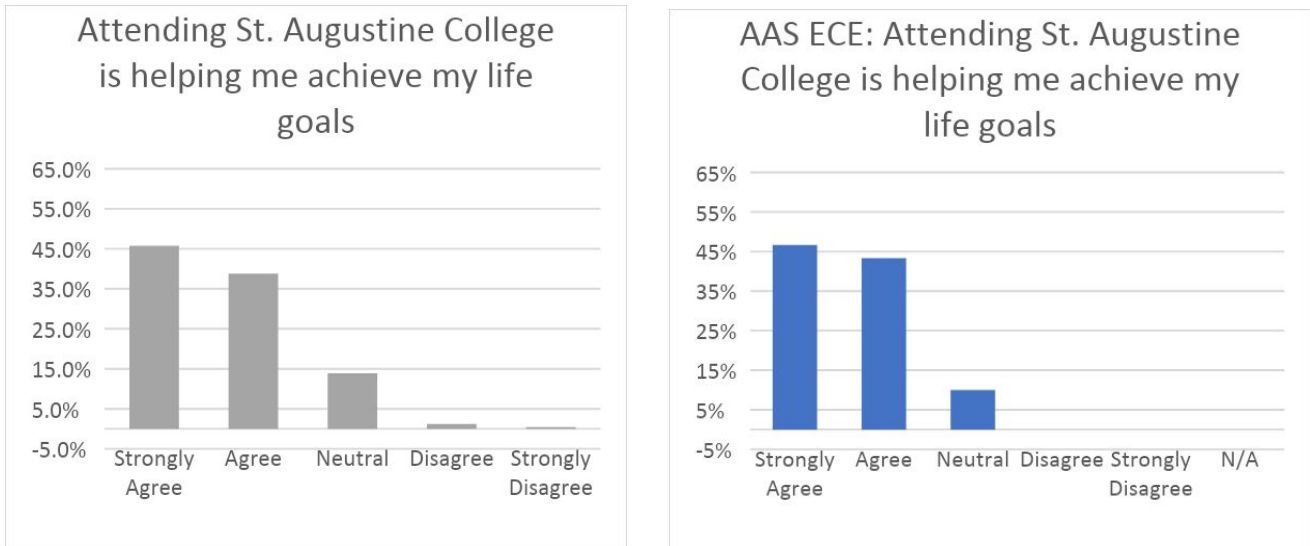
Overall Satisfaction



87% of AAS ECE students agreed or strongly agreed with the statement *I am satisfied with my experience at SAC so far* (compared to 84% of the entire student population). No AAS ECE students disagreed or strongly disagreed with the statement.

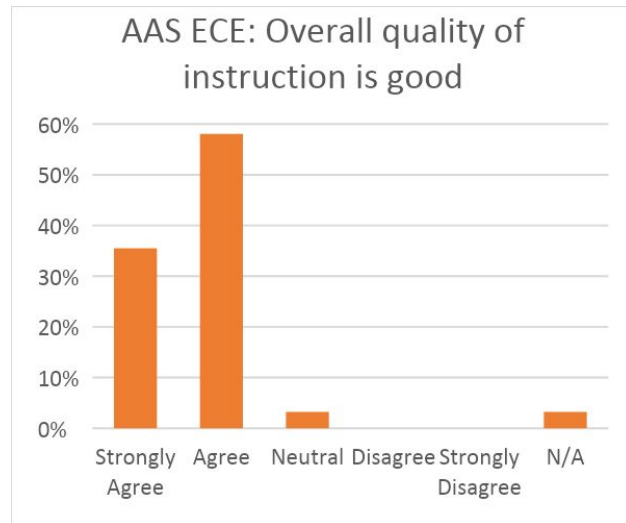
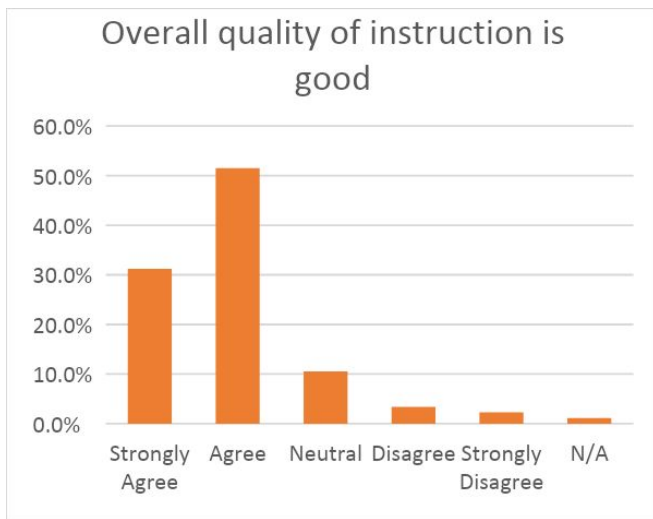


AAS ECE students tended to respond more positively to *St. Augustine college meets my educational needs*. Only 7% of students were neutral, and none disagreed with the statement.

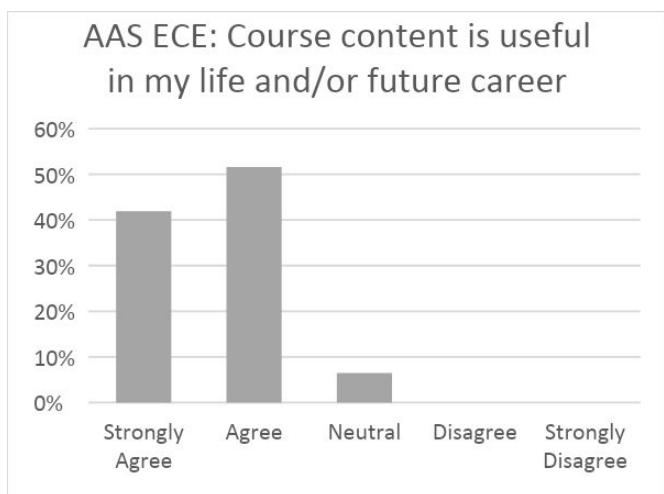
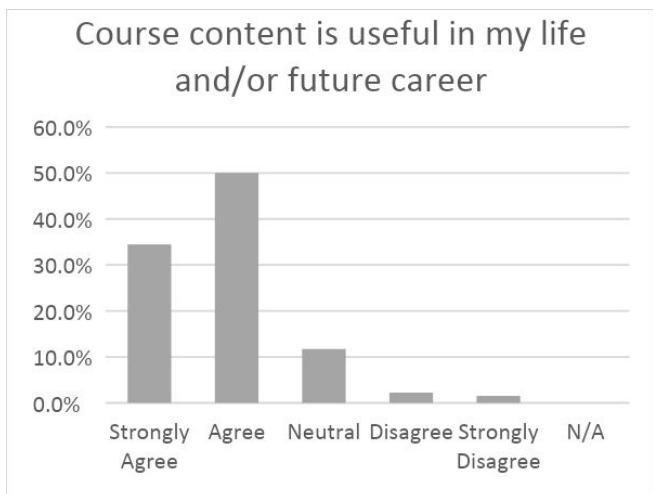


90% of AAS ECE students agreed or strongly agreed that attending SAC *is helping them achieve their life goals* (compared to 85% of the entire student population).

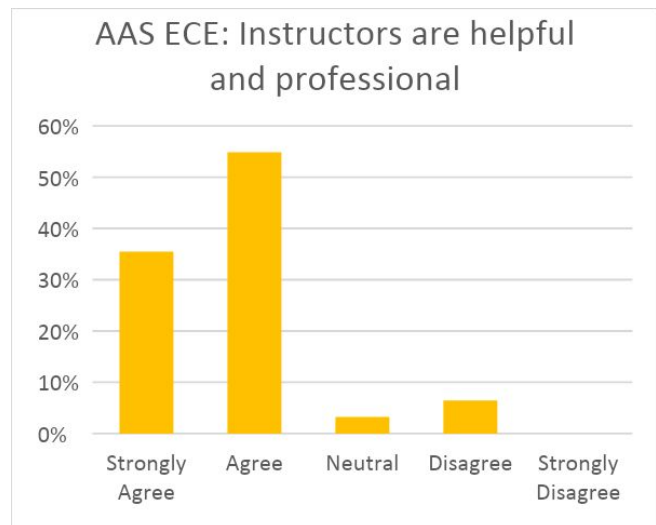
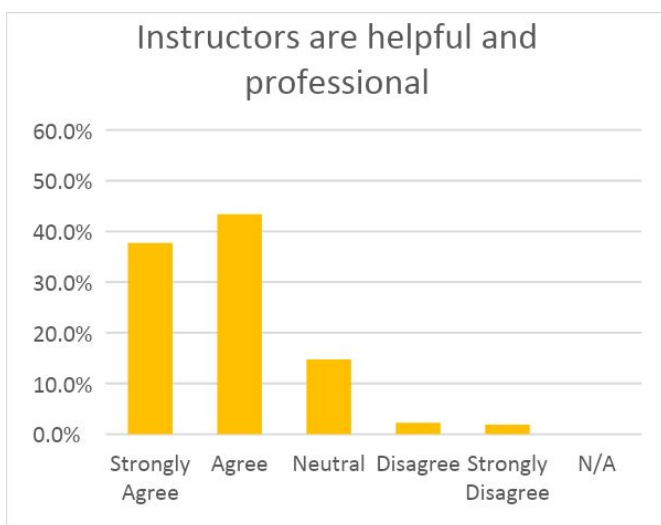
Satisfaction with Instruction



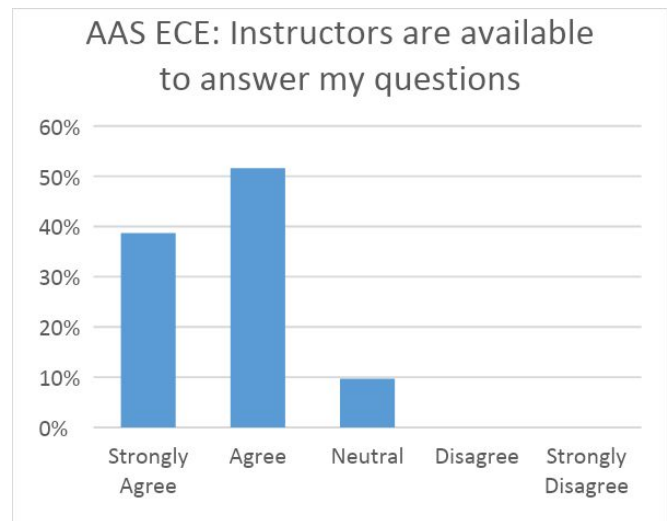
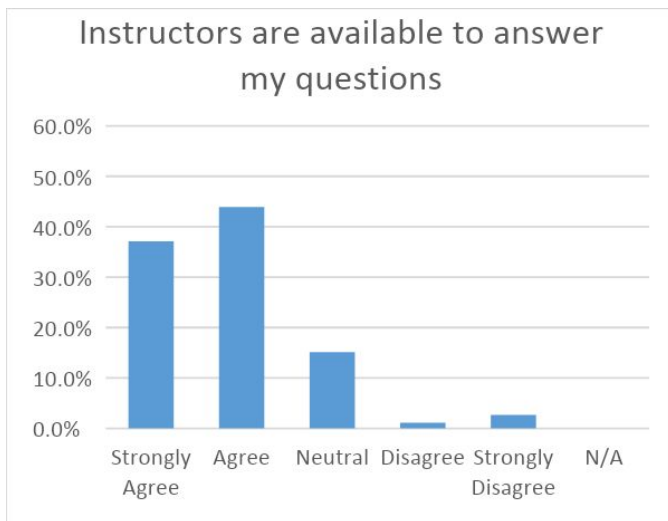
93% of AAS ECE students agreed or strongly agreed that the *overall quality of instruction is good*.



94% of AAS ECE students agreed or strongly agreed that *course content is useful in their life and/or future career*.

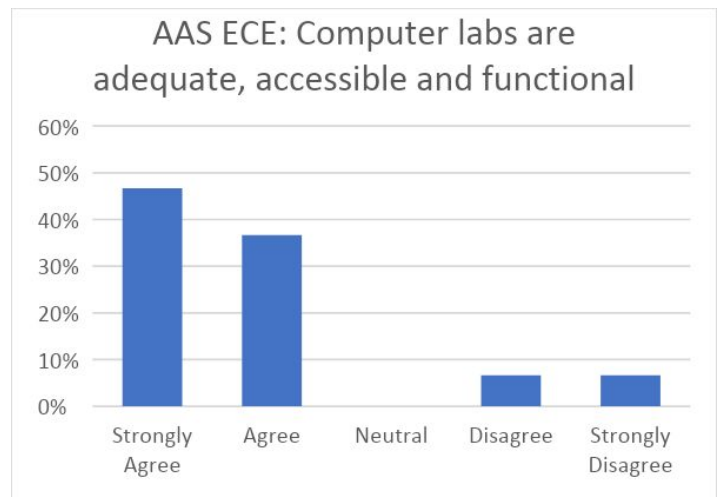
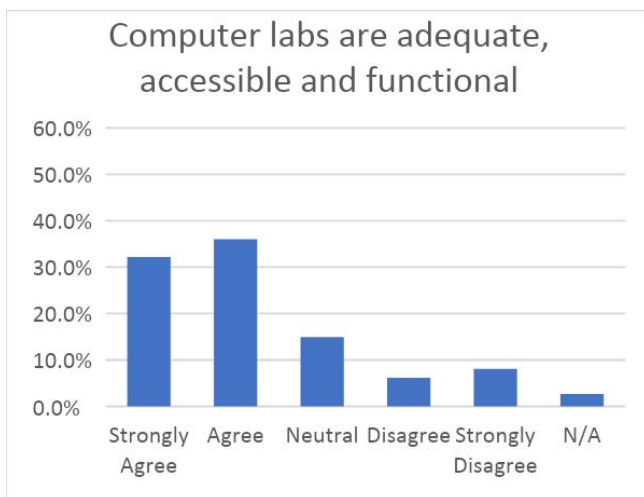


90% of AAS ECE students agreed or strongly agreed that *instructors are helpful and professional*. However, 6% of students disagreed.

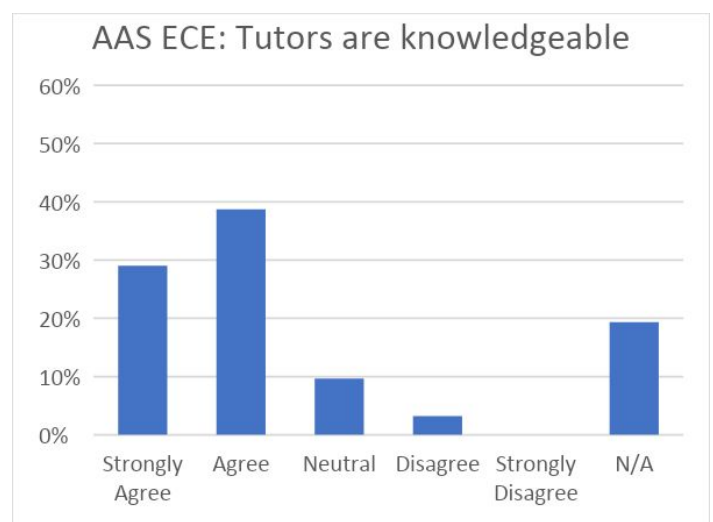
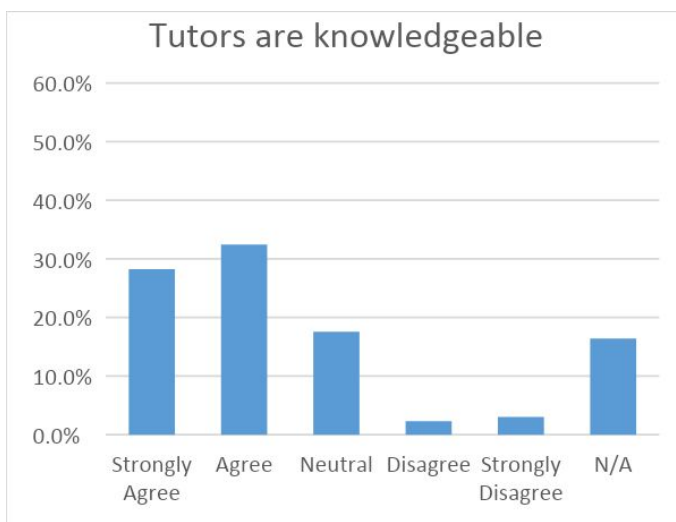


91% of AAS ECE students agreed or strongly agreed that *instructors are available to answer their questions*.

Satisfaction of Learning Support Resources

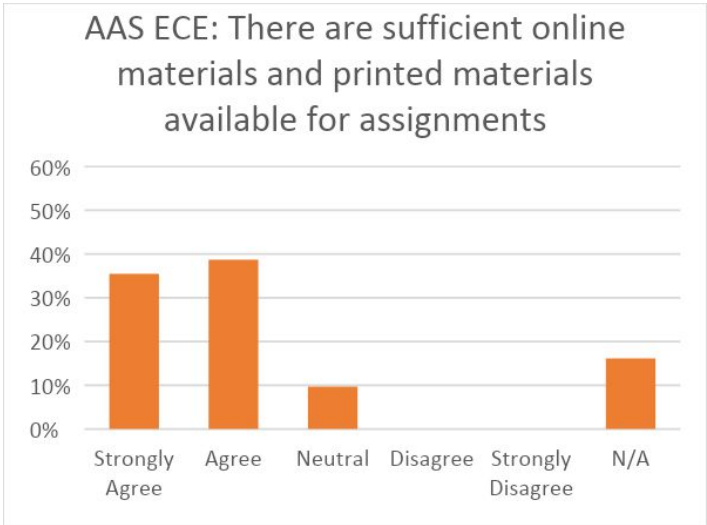
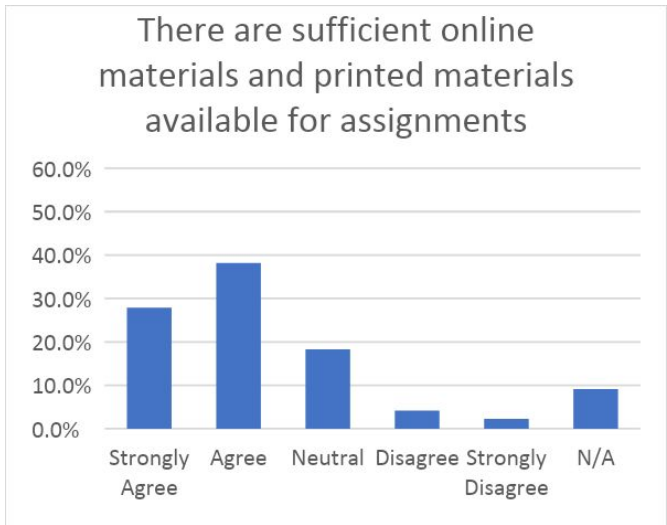


84% of AAS ECE students agreed or strongly agreed that *computer labs are adequate, accessible and functional* (compared to 68% of the entire student population). However, 14% disagreed.

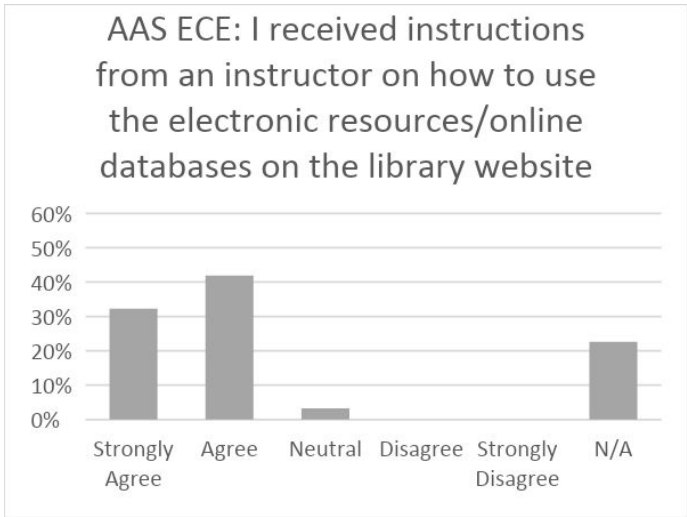
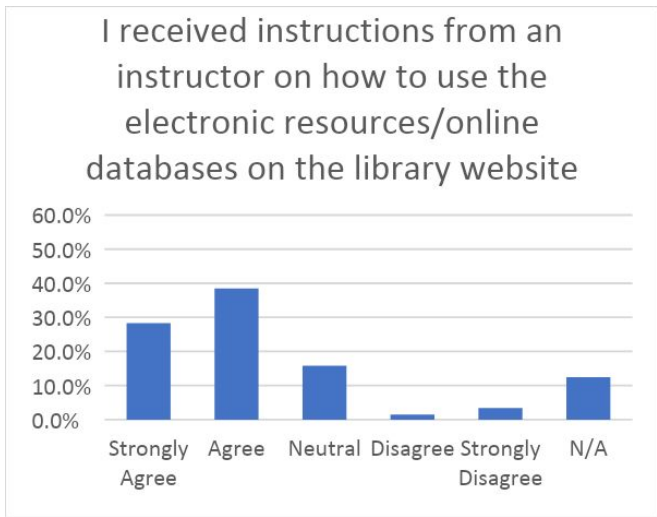


68% of AAS ECE students agree or strongly agree that *tutors are knowledgeable*. 3% disagreed.

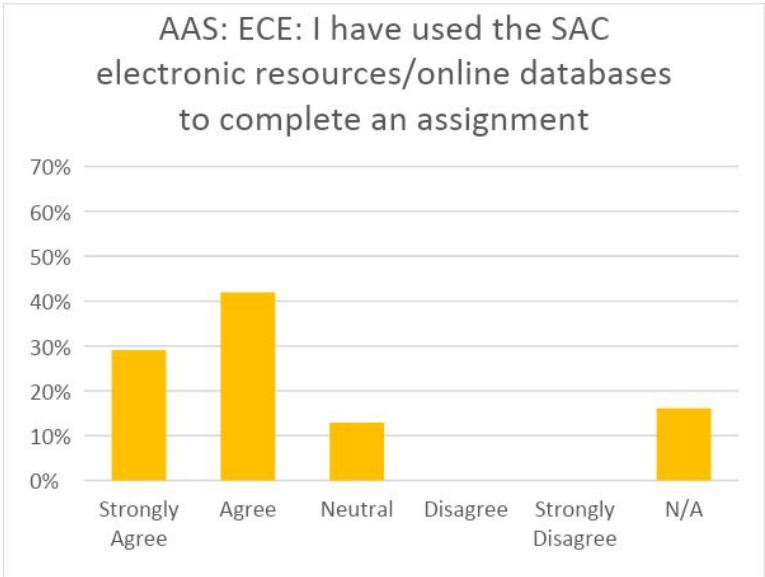
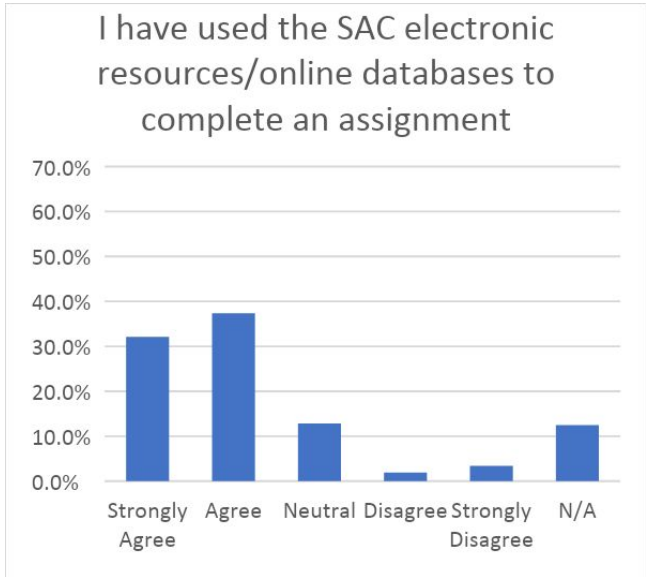
Library Resources Satisfaction & Use



74% of AAS ECE students strongly agreed or agreed *there are sufficient materials and printed materials available for assignments*. 16% of students responded with N/A (compared to 9% of the entire student population).



74% of AAS ECE students agreed they received instructions from an instructor on how to use resources on library website.



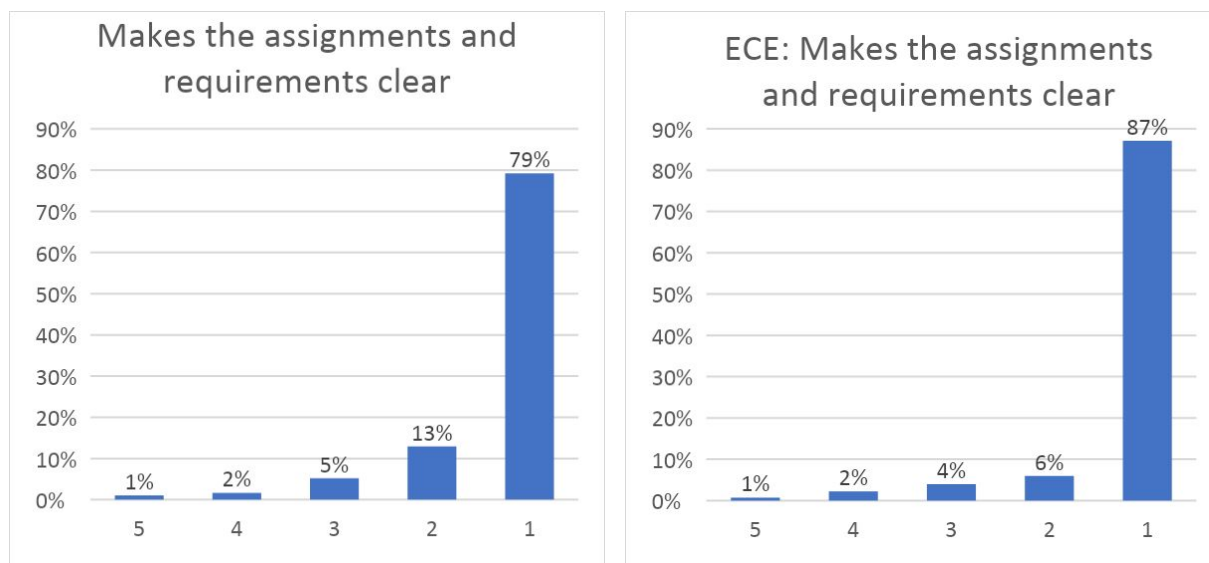
71% of AAS ECE students agreed or strongly agreed to the statement *I have used the SAC electronic resources/online databases to complete an assignment*. 16% of students responded with N/A (compared to 13% of entire student population).

Do you have any thoughts or reactions to the above student satisfaction charts? Summarize here.

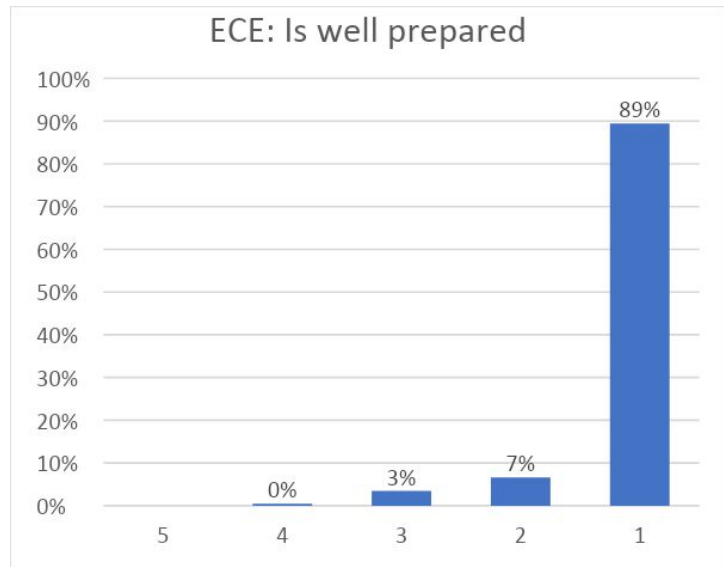
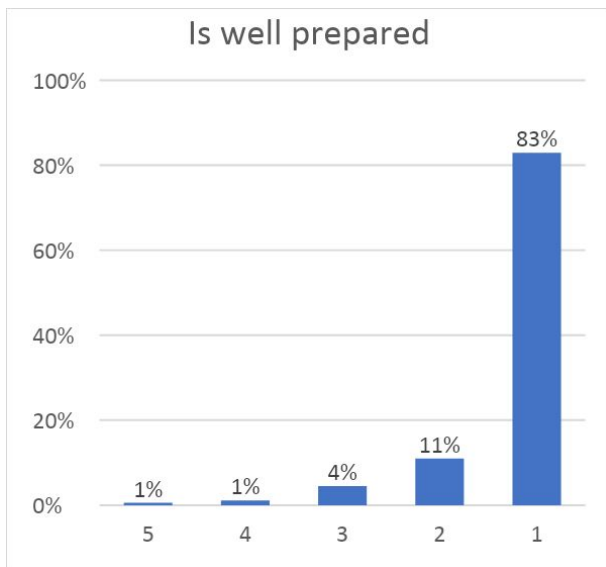
Course/Instructor Evaluations: Entire Student Population vs. AAS ECE Program

The following section presents findings from the spring 2019 and fall 2019 Instructor and Courses Evaluation Survey. The charts on the left show the findings for the entire student population (a sample size ranging from 3,027 to 3,060 for each question). The charts on the right show the findings for all students that stated their declared major is Early Childhood Education: ECE (a sample size of 401-408 for each question).

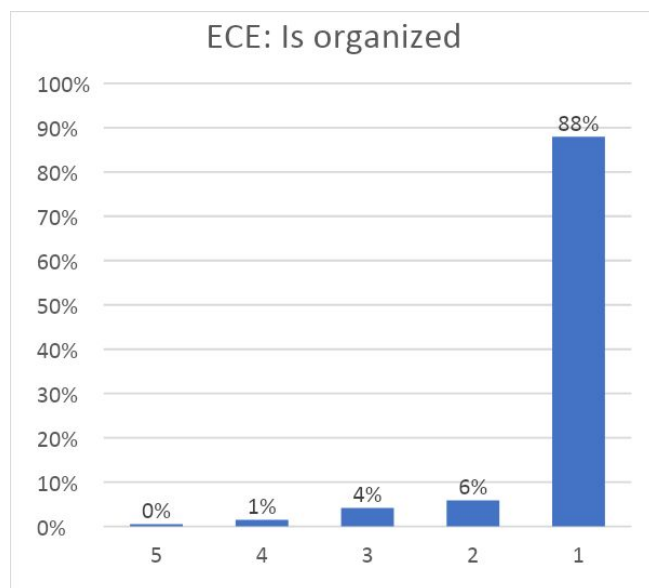
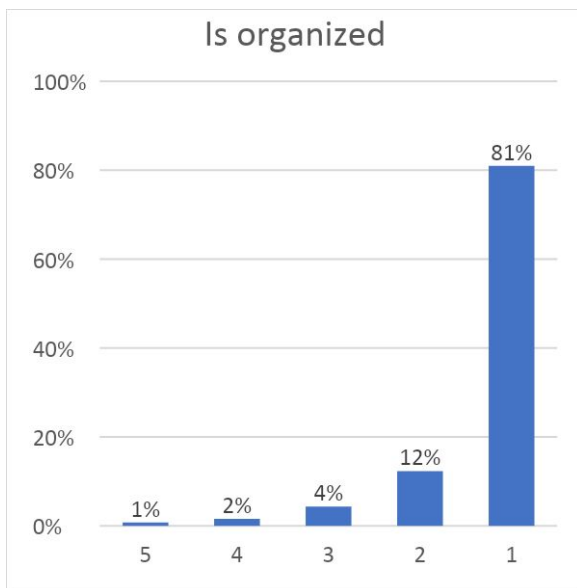
Questions code 5="Superior", 4="Good", 3="Average", 2="Minimum Passing", 1="Failure".



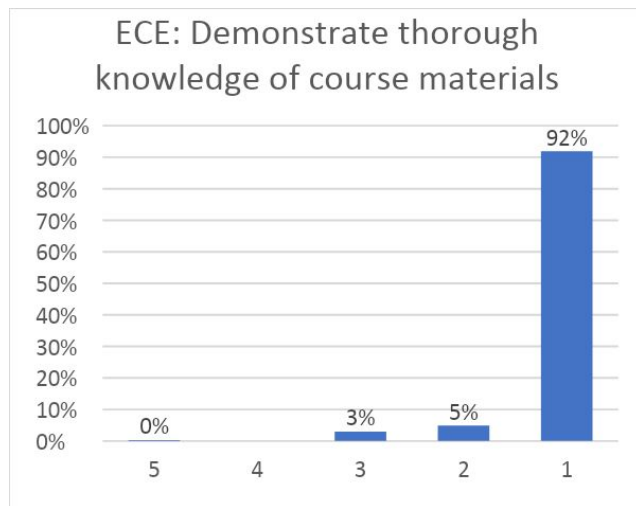
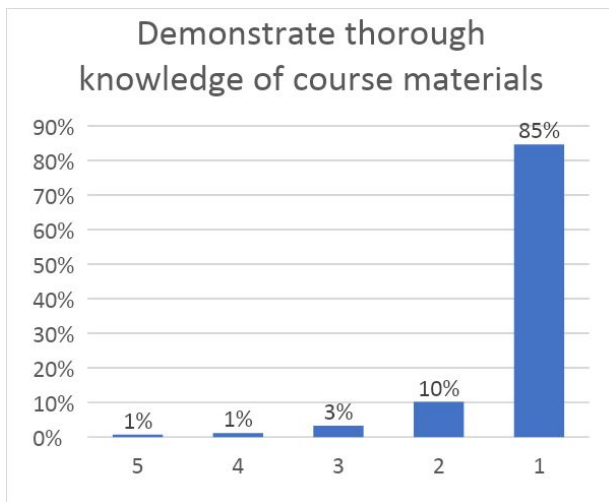
A higher percentage of ECE students (87%) graded the instructors as Superior *for Makes the assignments and requirements clear* compared to 79% from the entire population. However, a lower percentage of ECE students (6%) graded the instructors as Good compared to 13% from the entire population.



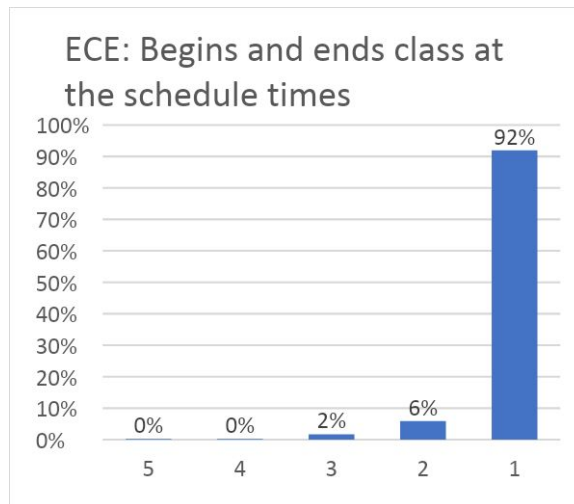
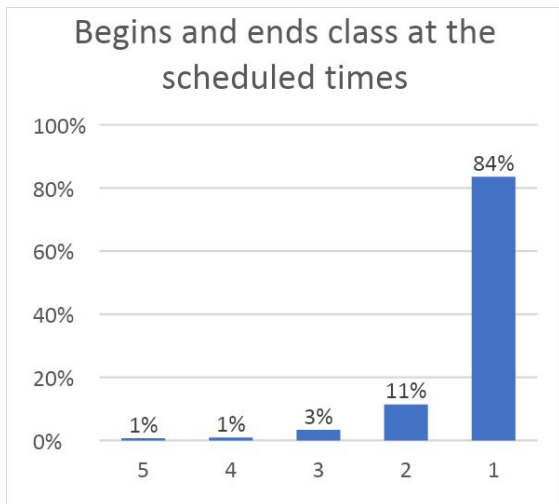
A higher percentage of ECE students (89%) graded the instructors as Superior *for Is well prepared* compared to 83% from the entire population. However, a lower percentage of ECE students (7%) graded the instructors as Good compared to 11% from the entire population.



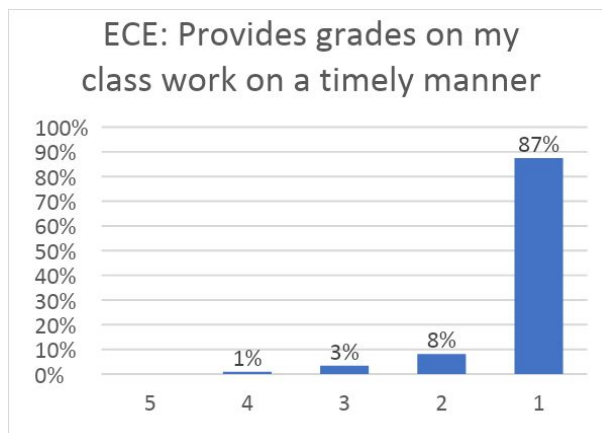
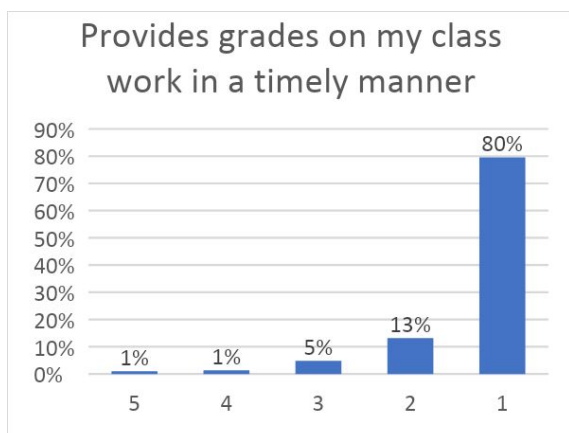
A higher percentage of ECE students (88%) graded the instructors as Superior *for Is organized* compared to 81% from the entire population. However, a lower percentage of ECE students (6%) graded the instructors as Good compared to 12% from the entire population.



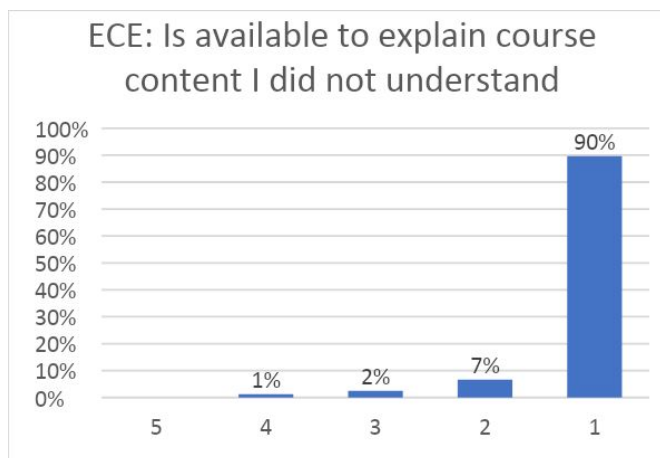
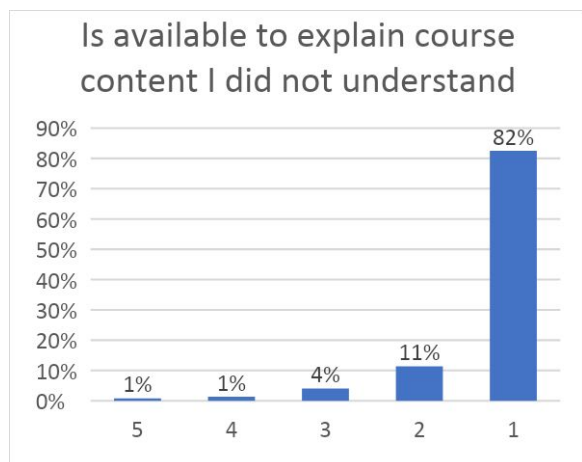
A higher percentage of ECE students (92%) graded the instructors as Superior for *Demonstrate thorough knowledge of course material* compared to 85% from the entire population. However, a lower percentage of ECE students (6%) graded the instructors as Good compared to 11% from the entire population.



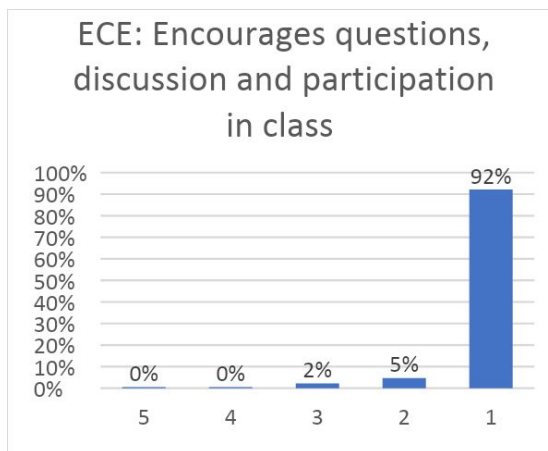
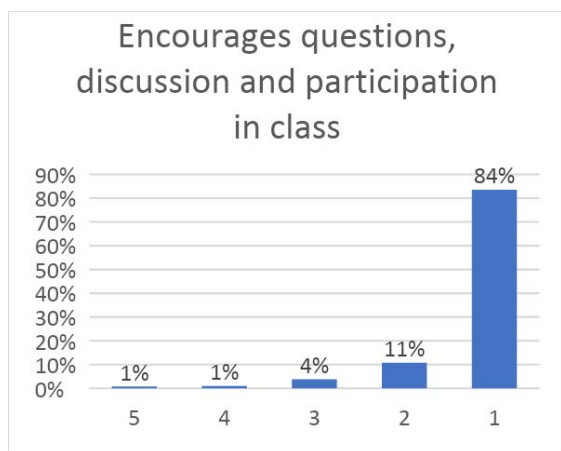
A higher percentage of ECE students (92%) graded the instructors as Superior for *Begins and ends class at the schedule times* compared to 84% from the entire population. However, a lower percentage of ECE students (6%) graded the instructors as Good compared to 11% from the entire population.



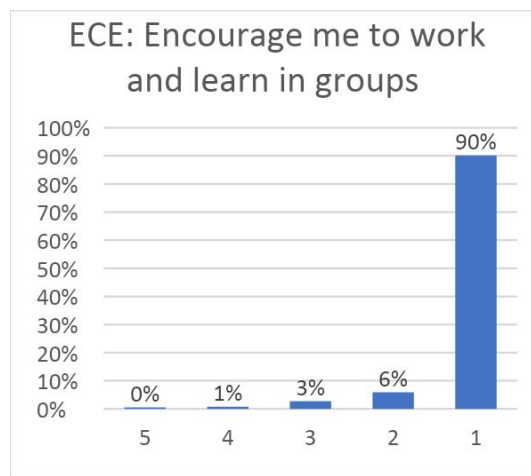
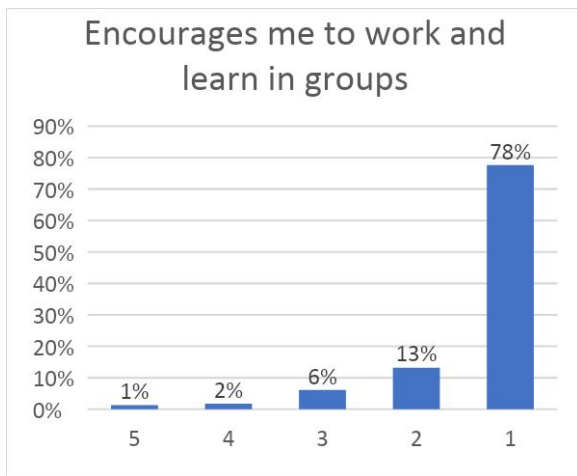
A higher percentage of ECE students (87%) graded the instructors as Superior *for Provides grades on my class work on a timely manner* compared to 80% from the entire population. However, a lower percentage of ECE students (8%) graded the instructors as Good compared to 13% from the entire population.



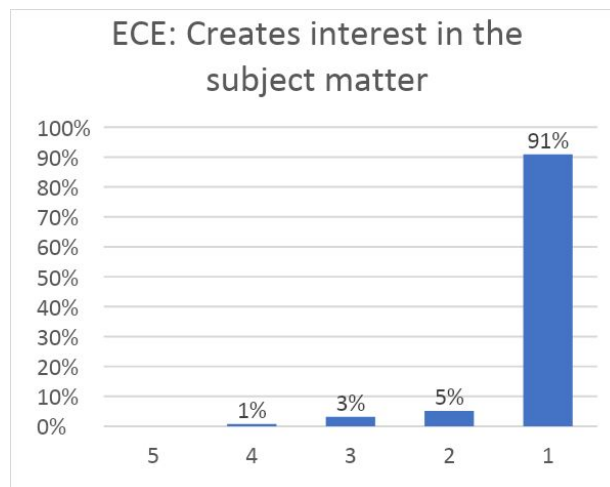
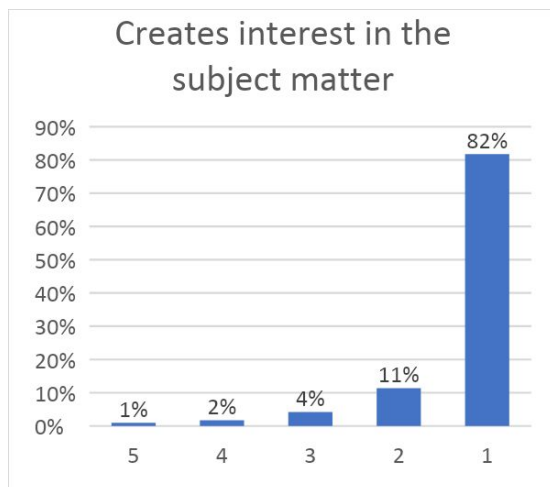
A higher percentage of ECE students (90%) graded the instructors as Superior *for Is available to explain course content I did not understand* compared to 82% from the entire population. However, a lower percentage of ECE students (7%) graded the instructors as Good compared to 11% from the entire population.



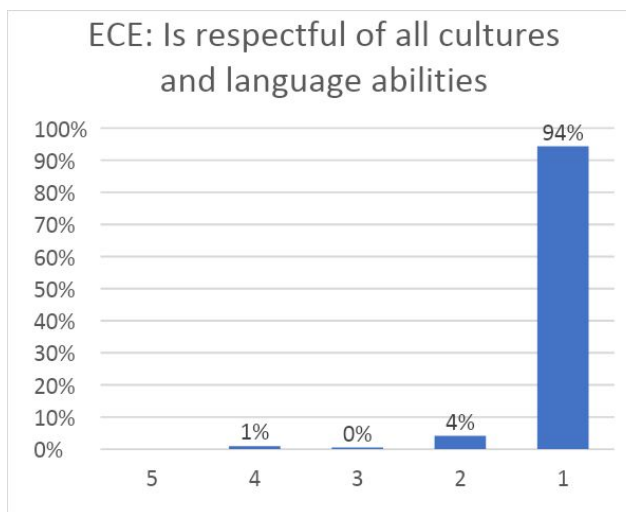
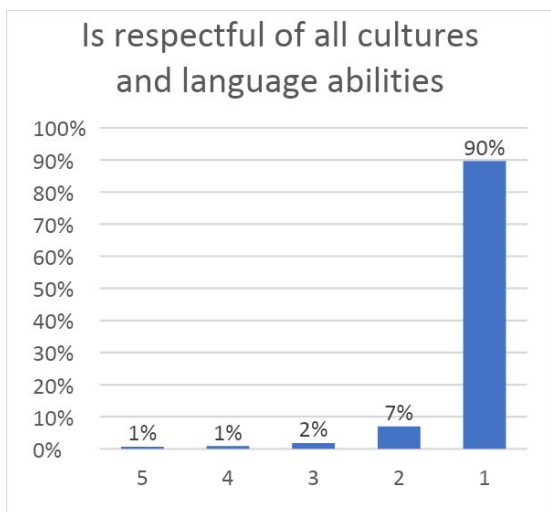
A higher percentage of ECE students (92%) graded the instructors as Superior *for Encourages questions, discussions and participation in class* compared to 84% from the entire population. However, a lower percentage of ECE students (5%) graded the instructors as Good compared to 11% from the entire population.



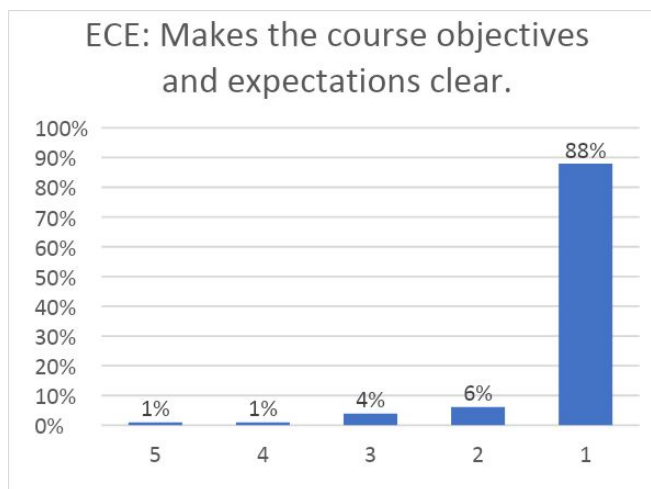
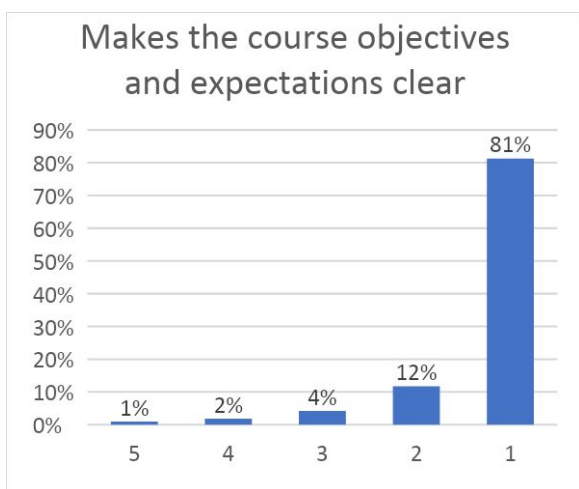
A higher percentage of ECE students (90%) graded the instructors as Superior for *Encourages me to work and learn in groups* compared to 78% from the entire population. However, a lower percentage of ECE students (6%) graded the instructors as Good compared to 13% from the entire population.



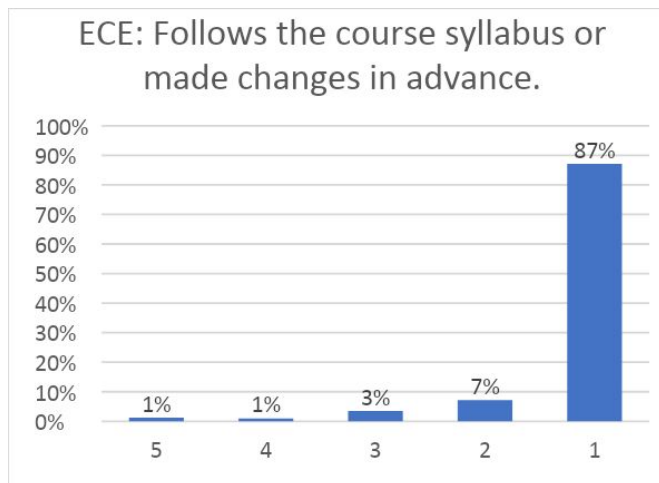
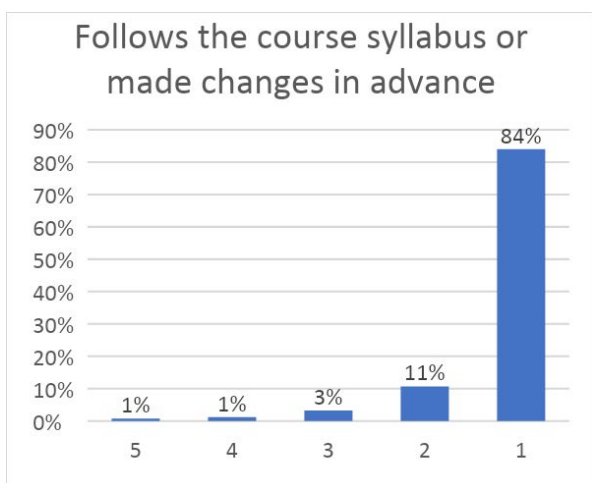
A higher percentage of ECE students (91%) graded the instructors as Superior for *Creates interest in the subject matter* compared to 82% from the entire population. However, a lower percentage of ECE students (5%) graded the instructors as Good compared to 11% from the entire population.



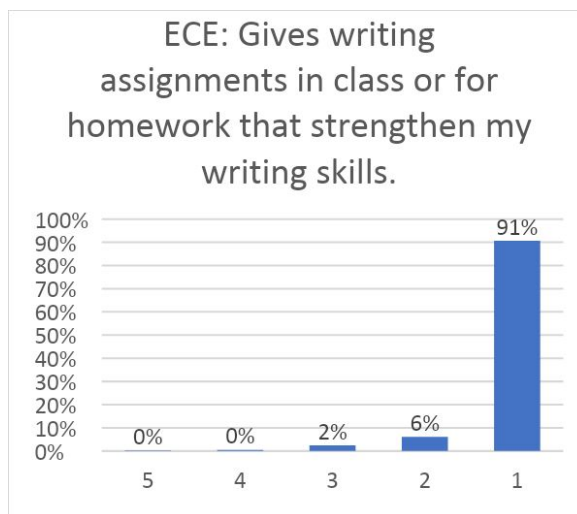
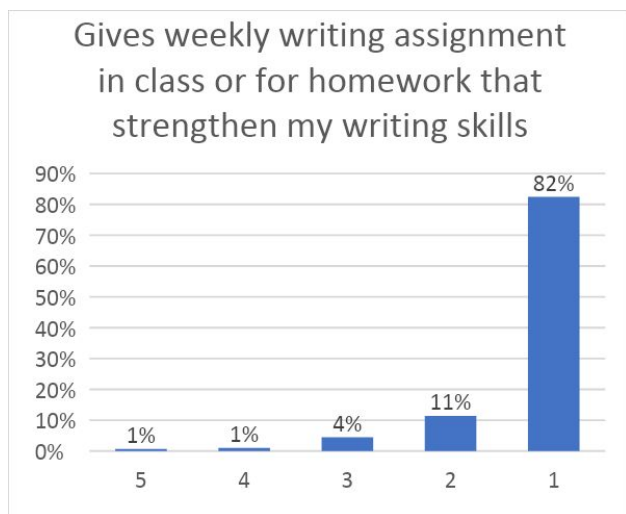
A higher percentage of ECE students (94%) graded the instructors as Superior *for Is respectful of all cultures and language abilities* compared to 90% from the entire population. However, a lower percentage of ECE students (4%) graded the instructors as Good compared to 7% from the entire population.



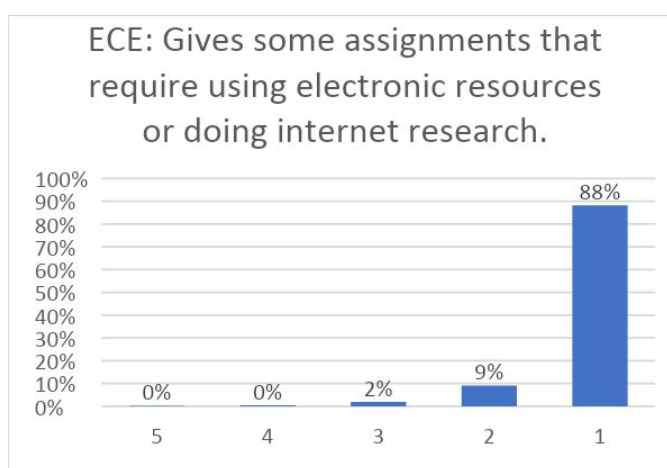
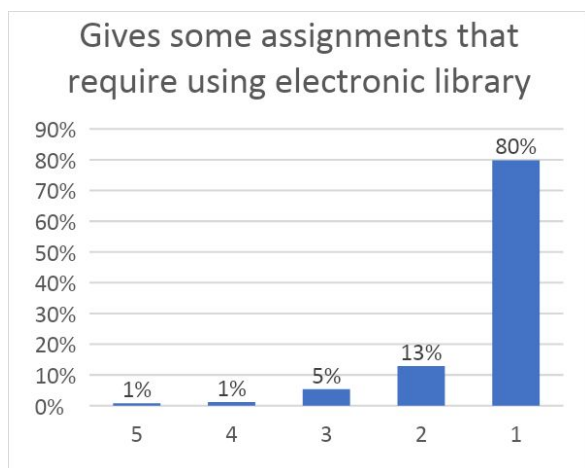
A higher percentage of ECE students (88%) graded the instructors as Superior *for Makes the course objectives and expectations clear* compared to 81% from the entire population. However, a lower percentage of ECE students (6%) graded the instructors as Good compared to 12% from the entire population.



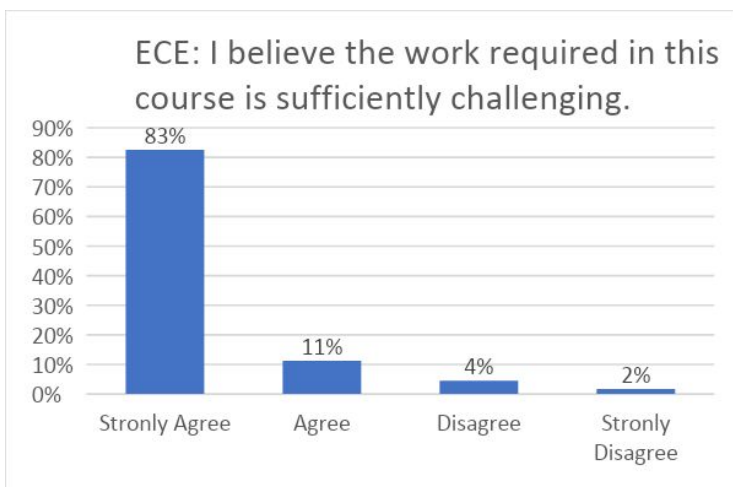
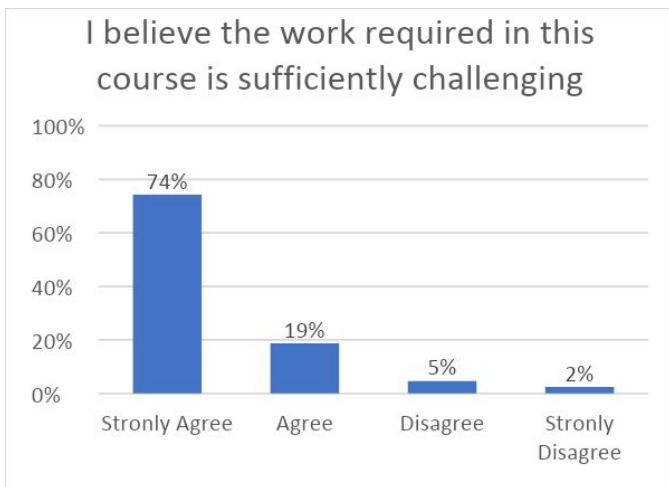
A higher percentage of ECE students (87%) graded the instructors as Superior *for Follows the course syllabus or made changes in advance* compared to 84% from the entire population. However, a lower percentage of ECE students (7%) graded the instructors as Good compared to 11% from the entire population.



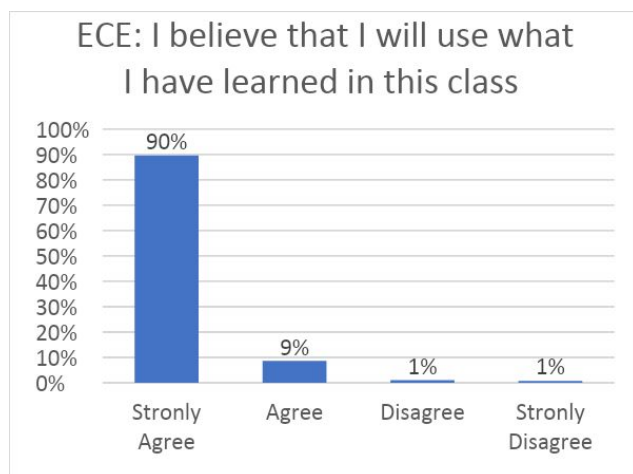
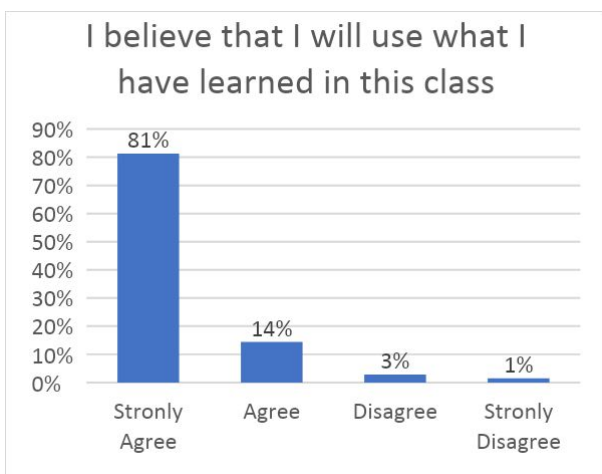
A higher percentage of ECE students (91%) graded the instructors as Superior *for Gives writing assignments in class or for homework that strengthen my writing skills* compared to 82% from the entire population. However, a lower percentage of ECE students (6%) graded the instructors as Good compared to 11% from the entire population.



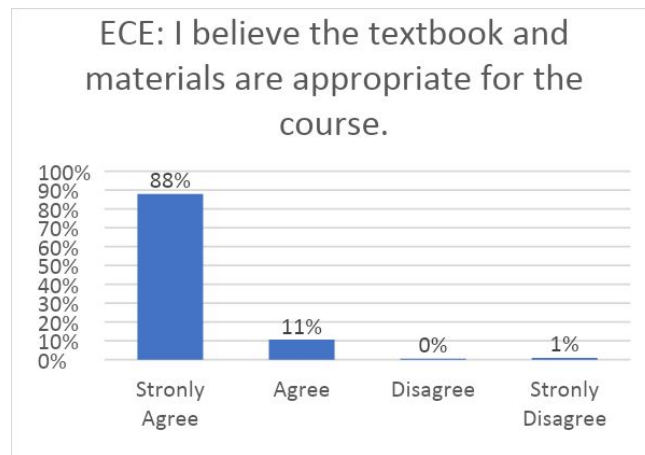
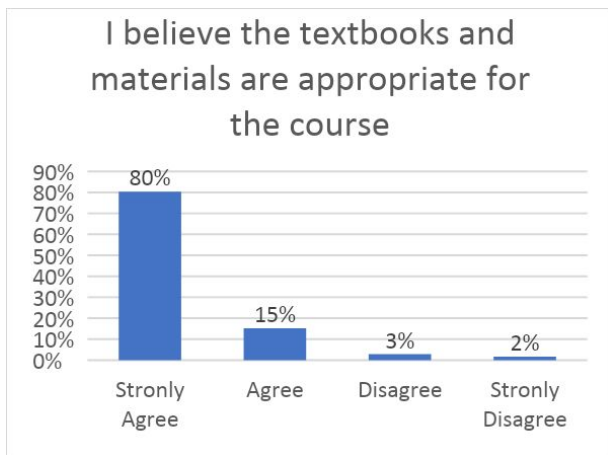
A higher percentage of ECE students (88%) graded the instructors as Superior *for Gives some assignments that require electronic library resources or doing internet research* compared to 84% from the entire population. However, a lower percentage of ECE students (9%) graded the instructors as Good compared to 13% from the entire population. No ECE student graded the instructors as Minimum Passing or Failure.



A higher percentage of ECE students (83%) Strongly Agree that *the work required in this course is sufficiently challenging* compared 74% from the entire population.



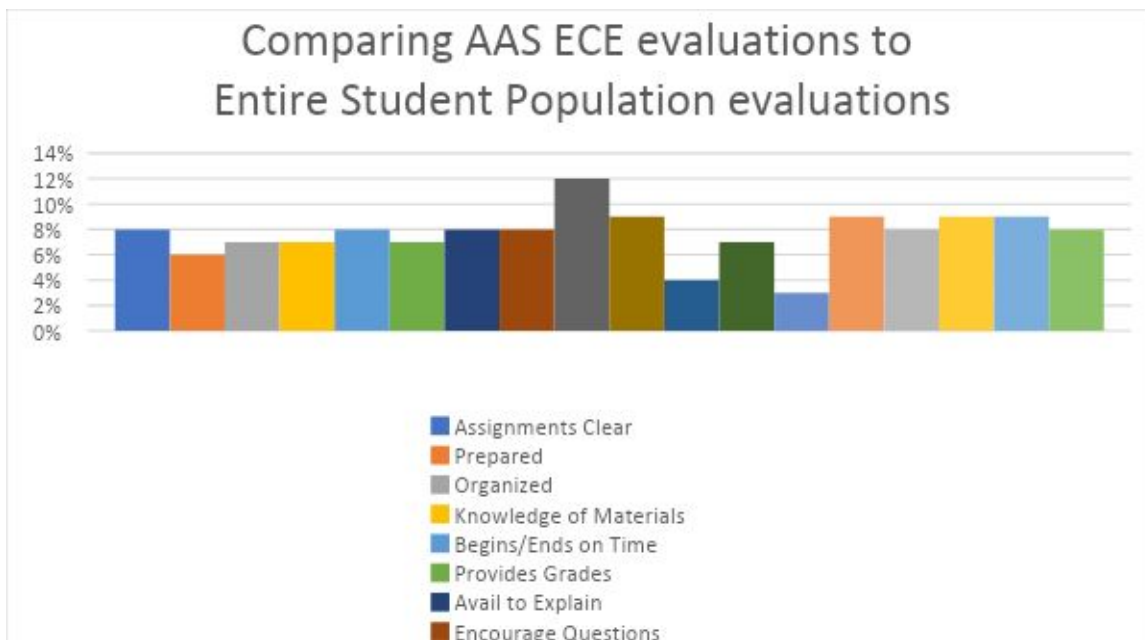
A higher percentage of ECE students (90%) Strongly Agree that *they will use what they have learned in this class* compared 81% from the entire population.



A higher percentage of ECE students (88%) Strongly Agree that *the textbook and materials are appropriate for the course* compared 80% from the entire population.

AAS ECE Summary

AAS ECE students rated courses and instructors higher in all areas when compared to the evaluations of the entire student population.



The above chart shows the highest rated area was **Encourages me to work and learn in groups** (+12%) compared to the entire student population. The two lowest rated (but still higher than the entire student population ratings) were **Is respectful of all cultures and language abilities** (+4%), and **Follows the course syllabus or made changes in advance** (+3%).

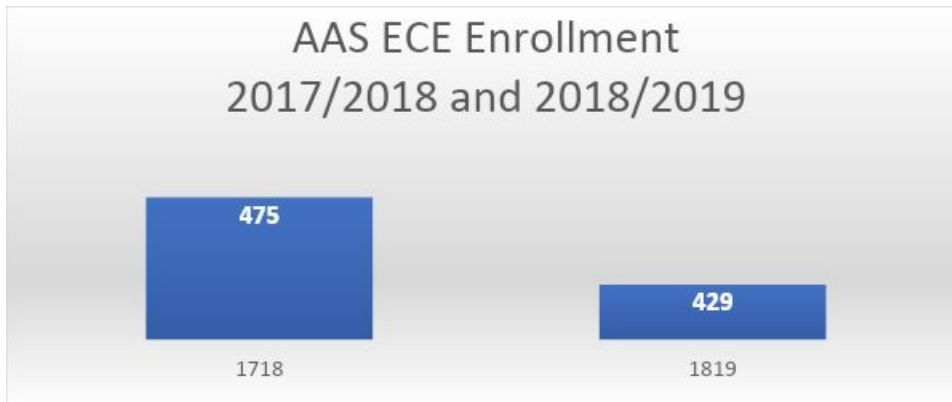
Recommendation

Although all areas were rated higher by AAS ECE students compared to the entire student population, it is recommended that AAS ECE instructors discuss the two areas that were rated lowest to identify possible strategies for improvement.

Do you have any reactions to the above data from course/instructor evaluations? If yes, summarize here.

Part Three: Internal Assessment

1. Persistence and Completion



The above chart shows the total number of students who enrolled in the required ECE courses for the AAS ECE program. These numbers reflect duplicated numbers (if a student took three courses, the student was counted three times). Despite the data being duplicated, the above chart shows that the total enrollment in ECE courses declined by 9% between 2017/2018 and 2018/2019.

Persistence Data was not available.

2. Curriculum Review

- a. Are course objectives and program outcomes simple/measurable? (rewrite as needed) (were you able to do a review of this? Do you feel they are?)
- b. Are course objectives aligned with program outcomes? (Appendix A)
 - i. Does the curriculum support student learning of the program outcomes? (summarize if you feel they do)
 - ii. Identify orphaned program outcomes and empty requirements, revising curriculum to support program outcome learning.
- c. Are program outcomes aligned to institutional Goals? (Appendix B) (brief summary)

3. Student Learning Assessment

- a. Program Learning Outcomes Assessment Findings (Appendix C) (How do you know that the students are meeting the Program Learning Outcomes?- do you know from the portfolios? Are there other indicators that you use for the state?)
 - i. In what points in the program are students struggling?
- b. General Education Outcomes Assessment Findings (see *General Education Outcomes report*)
- c. What are the assessment finding implications (from above) for the program? (what is going well, what improvements can be made (at course and program level), what are the current needs of the program?)

4. **Faculty Assessment** (*Performance Reviews and Classroom Observations*) (do you have any of these completed to include? If no, take out).

5. **Resources:** Are resources sufficient to effectively support student learning of program outcomes? (*The Provost will provide budgets for the programs under review each academic year.*)
6. **Cost/Benefit Analysis of Program to College** (*Not completed by program.*)

Part Four: Plan of Action

1. Brief Summary of Parts One, Two, and Three
2. Proposed Changes to Improve Program based on Program Review Findings (proposed changes should link to assessment findings)
 - a. Starting a bachelor degree.
 - i. Hired an ECE consultant to develop the BA in ECE.
 - ii. There is a constraint at the BA level for ECE. During year 3, the ED TPA will need to be passed by students in order to be approved to be a teacher. In order to do this, students must have a level of English proficiency. Will need support to be successful. The program will need support from English department to help with this.
 1. The additional requirement of ENG 165 for students is a positive step in the right direction for this.
 - b. Continue to explore adding the *Math for Teachers* course as a requirement.

3. Timeline and Budget for Proposed Changes

Appendix A: Course-level Objectives to Program Outcomes

	Demonstrates knowledge of the fundamental principles of early childhood development.	Understand that successful early childhood education depends upon partnerships with children’s families and communities.	Learn to observe, document, and assess young children and families	Understand, and use developmentally appropriate approaches, instructional strategies, and tools	Be prepared for an entry-level professional early child-care teacher or provider
CE Major Requirements					
CE 101	X	x	x	x	X
CE 210		x		x	
CE 212	x			x	
CE 215	x	x	x	x	x
CE 220	x		x	x	x
CE 221	x	x	x	x	x
CE 223	x	x	x	x	x
CE 224	x	x	x	x	x
CE 225	x		x	x	x
CE 226	x	x	x	x	x
CE 227	x	x	x	x	x
CE 228	x	x	x	x	x
CE 232	x	x	x	x	x

3: Program Outcomes aligned to Institutional Learning Goals

	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
		<ul style="list-style-type: none">• Understand that successful early childhood education depends upon partnerships with children's families and communities.		<ul style="list-style-type: none">• Demonstrates knowledge of the fundamental principles of early childhood development.• Learn to observe, document, and assess young children and families• Understand, and use developmentally appropriate approaches, instructional strategies, and tools	

The 5th program outcome does not link with the institutional learning outcomes: *Be prepared for an entry-level professional early child-care teacher or provider.*

Appendix C: Assessment of Student Learning

Date of Report: **December 2019**

Department/Program Early Childhood program
Introduction (<i>brief description of department/program and program objectives</i>)
Description of Courses Being Analyzed (<i>include rationale for course selection and course objectives</i>) <i>ECE 221-A0 and MAT 221-90</i> THE EXCEPTIONAL CHILD This course provides an introduction of the concept of exceptionality. Students will explore typical and atypical development in the physical, cognitive, language, and socio-emotional domains. This course includes strategies for identification, intervention, methods, and programs designed to meet special needs including learning disabilities. This course will also provide a study of applicable federal and state laws and requirements including the individual with Disabilities Education Act, American with Disabilities Act, Individual Family Services Plan, Individual Education Plan, and other inclusive programs. This course fulfills requirements of School Code, 25.25. Ten hours of observation required. Upon completion of this course, the student should be able to do the following: Course Objectives <ol style="list-style-type: none">1. Discuss federal, state and local disability rights legislation, anti-discrimination laws, and the history of specialized education (NAEYC 6b)2. Explain the importance of early intervention for children with special needs and their families. (NAEYC 3a, 4b)3. Identify the cause and characteristics of basic disabilities as they affect children and adolescents, ages birth through 21. (NAEYC 1a, 1b; IPTS 1A, 1D)4. Identify characteristics and needs of children from families experiencing stress, and develop a supportive curriculum that responds to their needs. (NAEYC 1a, 2a, 2b; IPTS 3C, 8D)5. Identify strategies that meet the developmental needs of children from diverse cultures and socioeconomic backgrounds. (NAEYC 1a, 1b, 2a; IPTS 1A)6. Describe methods of early identification, diagnosis and assessment of children with special needs. (NAEYC 3a, 3b, 3c; IPTS 7A)7. Describe the components of Individualized Educational Programs and Individualized Family Service Plans for children with special needs. (NAEYC 5b)8. Discuss how disability and/or exceptionality affect young children's self-esteem, educational performance, and social interactions. (NAEYC 1a, IPTS 1C)

9. Describe factors affecting families of exceptional children and identify intervention techniques that could be used to support families. (NAEYC 2a, 2b, 2c; IPTS 8H)
10. Identify community agencies to which families with exceptional children may be referred, as well as understand the interaction of these agencies and their impact on the family. (NAEYC 2a, 2c; IPTS 8A, 8E)
11. Describe the role of the professional in curriculum planning and implementation for children with special needs and in promoting inclusiveness in the early childhood classroom. (NAEYC 4a, 4b, 4c; IPTS 3A)
12. Cite a variety of delivery systems for services developed for children with special needs. (NAEYC 4b, 6d)

Description of Data Collected (*describe the measure/assignment*)

Midterm and Final Exam from ECE 221-AO and ECE 221-80

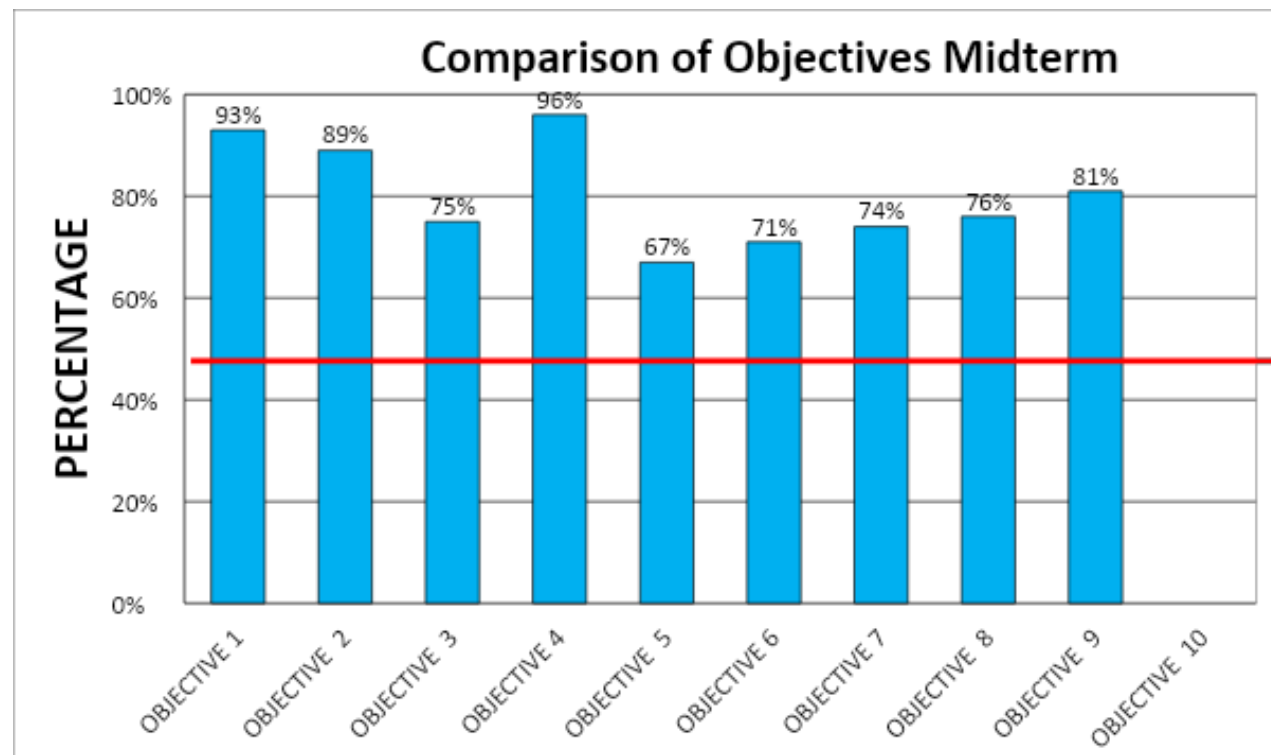
Description of Method of Analysis (*include rubrics, TOTS and other scales, number of samples and how reviewed by each faculty*)

Comparing, evaluating, and measuring the progress of students' Midterm and Final exam by objective. The students learning benchmark is learning 70% of the topics covering each objective and comparing the learning of each objective overall.

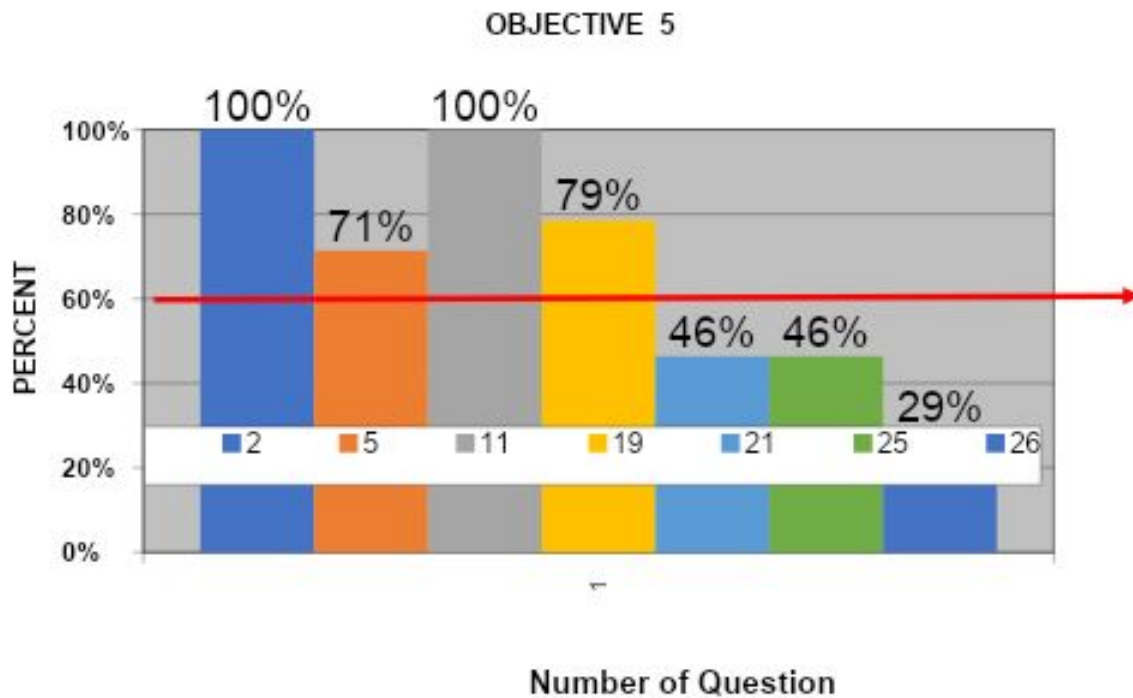
Summary of Results

Standard developed Midterm-

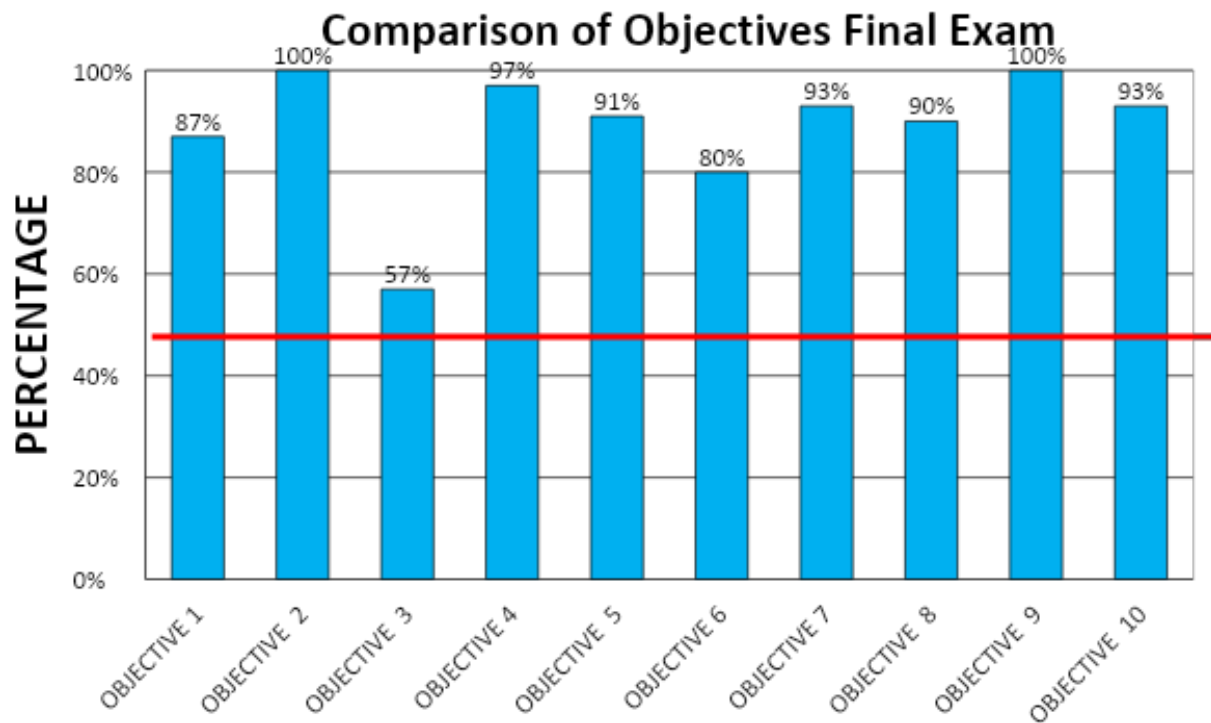
Number of Students: 14



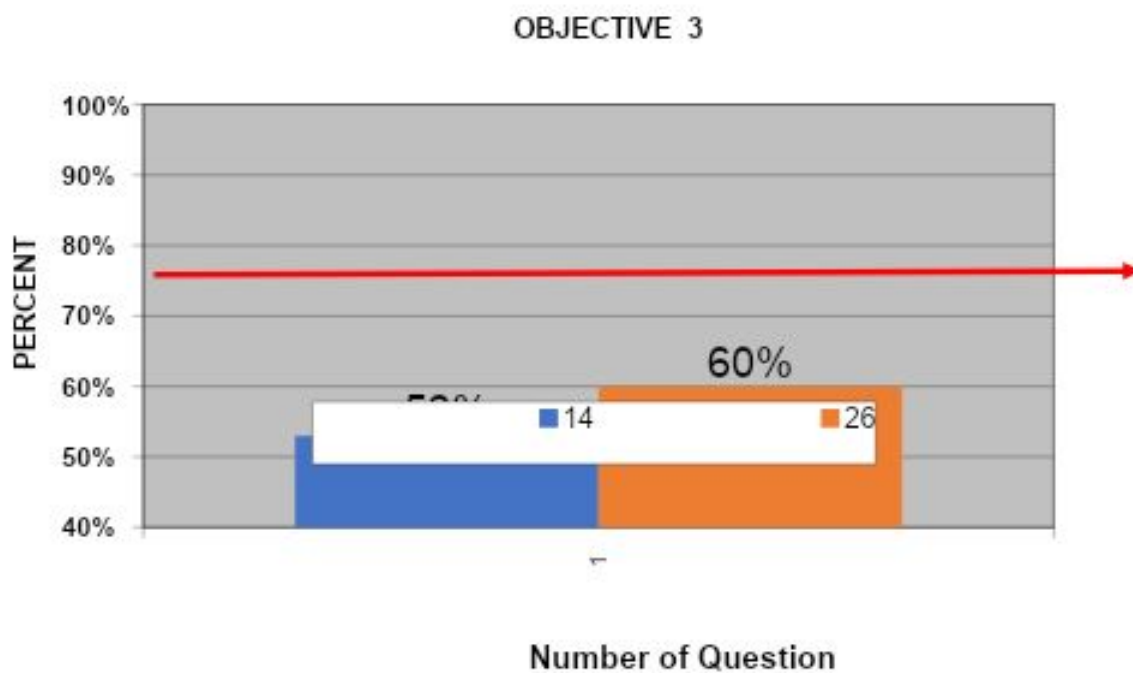
The assessment outcome of this course was satisfactory to the department. The benchmark was met in all the objectives except for Objective 5, which should be emphasized in the classroom to exceed the benchmark of 70%.



In objective 5, the questions #21, #25 and #26 should be emphasized because on average only 46%, 46% and 29% respectively answered correct.



The assessment outcome of this course was satisfactory to the department. The benchmark was met in all the objectives except for Objective 4, which should be emphasized in the classroom to exceed the benchmark of 70%.



In objective 3, the questions #14 and #26 should be emphasized because on average only 53% and 60% respectively answered correct.

Implication of Results

Only fourteen students were included in the study from only two sections from Spring 2019 were studied. A larger sample is needed to better explain the outcomes of this assessment.

Recommendations

The department recommends continue using the same assessment process. The outcomes demonstrate that the students are learning the objectives of the course. For the Midterm exam more, emphasis should be put for Objectives 5, specifically for questions #21, #25, and #26. For the Final exam as mentioned on the description of the charts more emphasis should be put on Objective 3, specifically questions #14 and #26 in order to meet or exceed the benchmark of 70%. The professor should implement teaching strategies as needed to emphasize these topics. Incorporate all the objectives to the Midterm and Final Exam.

Program's Five Year Assessment Plan for:

Updated: 2/13/20

Green = Done

Blue = Proposed

Red = Working-On

Program	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
			FORM-B	FORM-B	Form-B	Form-B					
ADM	ADM 106	CIS 115	ADM 210	ADM 230	ADM 250	HIT 101 BL HIT 109 BL	ADM 101	ADM 105	CIS 106	CIS 115	ADM 210
AAS BUS	ACC 101 ACC 161	BUS 110 BUS 231	ACC 162	ACC 161 BUS 110	ACC 162 BUS 110	BUS 220 JL					
BA BUS			ECO 102 MNG 360	MNG 380 MNG 390	MNG 400 MNG 405 /MNG 415	MNG 311 MA MNG 350 NL					
AAS CIS	CIS 270 (CIS 300)	CIS 110 CIS 216	CIS 328	CIS 210	CIS 130-85 CIS 217-85	CIS 220 RM CIS 240 JN					
BS CIS			CIS 360 CIS 340	CIS 370 CIS 325	CIS 300 CIS 320	CIS 312 EG CIS 325 LL					
CUL	CUL 231	CUL 101	CUL 100 MAT 109/ CIS 109	CUS 104	CUL 105	CUL 106 CL	CUL 108	CUL 201	CUL 231	CUL 101 CUL 100	MAT 109/ CUS 109
HOS		HOS 477 HOS 488 HOS 321	HOS 311 HOS 455								
			FORM-C Working								

Assessment Committee

3-4-2020

Present: Marcia Pantell, Sheila Frost (Chair), Elena Voltchek, Carlos Ortiz, Carmen Arellano

Agenda

1. Review Feb 2020 Minutes
 - a. Motion- Marcia, Second-Elena, Approved
2. Are we using Canvas for assessment?
 - a. We haven't discussed this, but it might be something we can discuss in the future. For rubrics, a course in social work tried it and was unable to download results into a spreadsheet. At this point, we cannot expect all our adjunct to do this.
 - i. The goal- whatever we can do to make it easy, so this can be a conversation for the future.
 - ii. Make sure that you can export assessment data from Canvas into excel before you transition all your assessment work to Canvas.
 - iii. Google forms may be a viable alternative. Social work is using this and it has been effective.
3. Course Assessment- what courses will be assessed this semester (see table below)
4. Completion Data
 - a. There is a serious concern about how the cohorts were developed previously vs how they were developed now. This may have to do with the queries in Sequel (that Paul developed) instead of using Jenzabar. This year Omar did the query.
 - i. **Next steps**- Request a meeting between Bob, Sheila, Dan, Elba, Noe, Byron
 1. We need to find a standard for how we calculate the data requests each year.
 - ii. **Recommendation**- We need a person who can be dedicated to the management of data- and specifically dedicated to federally mandated reporting. We also need someone that is trained in queries, data collection, data management. We are behind in numerous state report. Departments are needing to get data by hand, which is a waste of time.
5. Clearinghouse
 - a. We have not been able to submit 3 clean reports in a row. This is what is keeping us from getting on clearinghouse. Elba gets pulled off the project to work on other issues, what is the priority? Discussion was tabled- it is not possible to solve clearinghouse issues in this meeting.
6. Comparable institutions
 - a. Take out Warner Pacific University (too small)
 - b. Take out the Puerto Rico Institutions (they are working within a different system)
 - c. That will leave us with 7 comparable institutions
 - d. In the future:
 - i. Look at each and figure out to the extent that these institutions deal with bilingual
 - ii. Are these institutions *Yes We Must* institutions?
7. Reviewing Student Learning Assessment Finding Summaries

- a. What are the assessment finding implications for the gen ed program? (what is going well, what improvements can be made (at course and program level), what are the current needs of the program?)
 - i. Initial reactions from committee:
 1. Persistence in Sociology: Sociology should probably have a co-requisite. It is a difficult course and students should have ____ prior to taking the course.
 2. We did not have the persistence rates for PSY 101. This is a limitation.
 3. The persistence rate in MAT 200 is very high. Why is it so high?
 4. It may be helpful to get data on why students drop the top 5 courses: CHM 115, PSC 103, HUM 204, ENG 160, SOC 101.
 5. Engage Advisors in a discussion about this.
 6. Reading Comprehension: Getting back the second day of ENG 160 (and dedicating that day to reading comprehension) could help. Developing reading comprehension modules in additional courses across the general education curriculum could re-enforce skills, having students take ENG 203 and adding more reading comprehension into SPA 222.
 7. College Climate: Maybe involve student class representatives in a focus group to try to get more information about the discrimination responses.
 8. Faculty Council: March 24 at 2pm- Present Assessment Findings
 9. Next Meeting: March 10- Program Reviews; April 14- Program Reviews

Spring 2020 Course Assessment

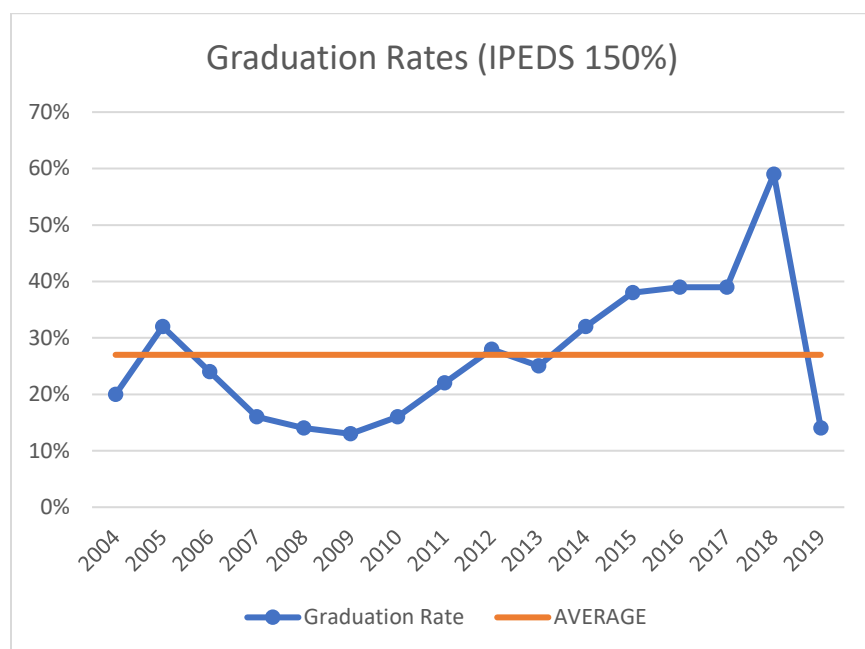
	Languages, Literature, and Humanities	Computer Information Systems, Business, Hospitality, Culinary Arts	Science, Math, Respiratory Therapy	Social Work	Psychology	Early Childhood
Courses to be Assessed Spring 2020	ENG 105 and ENG 203	ADM 250, ACC 162, BUS 110, MNG 400, MNG 405, MNG 415, CIS 130-85, CIS 217-85, CIS 300, CIS 320, CUL 105	Chemistry	SWK 420, 470	PSY 342, 340, 420	

Graduation Rates

The following tables show graduation rates at SAC according to IPEDS.

Description of how graduation rates were calculated: For current methodology, the Dept. of Ed system uses, for a 4-year institution, the longest program offered at the undergraduate level. So, that would be a 4-year bachelor's degree for SAC. The calculation will be based on 150% of the normal length of that program—6 years, that is 12 semesters. For the 200% calculation, it would be 8 years—16 semesters.

For associate degree programs: The calculation would use 3 years (6 semesters) for associate degree programs (150%) and 4 years (8 semesters) for 200%. You start by identifying the entering cohort, which is made up of **first-time, full-time** students. Then you determine every student who received a degree within the appropriate timeframe. Determine the % between the initial cohort and actual degree recipients.



Year	Graduation Rate
2004	20%
2005	32%
2006	24%
2007	16%
2008	14%
2009	13%
2010	16%
2011	22%
2012	28%
2013	25%
2014	32%
2015	38%
2016	39%
2017	39%
2018	59%
2019	14%

The above chart shows the overall graduation rates (150%) for SAC 2004-2019 as well as the average (27%) for the 15 years.

Possible Comparable Institutions (Identified from NCES website, based on IPEDS data)

Boricua College

3755 Broadway, New York, New York 10032-1560

- 77% Latino
- 4-year
- Private, non-profit
- City
- No housing
- 731 students enrolled
- Graduation rate: 62%

California College San Diego

6602 Convoy Court Ste 100, San Diego, California 92111

- 37% Latino, 20% White
- 4-year, primarily associates
- Private, non-profit
- City
- No housing
- 760 enrolled students
- Graduation rate: 39%

CollegeAmerica-Phoenix

9801 N. Metro Parkway East, Phoenix, Arizona 85051

- 47% Latino, 25% White
- 4-year, primarily associates
- Private, non-profit
- City
- No housing
- 488 students enrolled
- Somewhat younger age
- Graduation rate: 38%

~~EDP University of Puerto Rico Inc-San Juan~~

~~560 Ponce de Leon Ave. Cr. Arroyo St., San Juan, Puerto Rico 00919-2303~~

- ~~• 100% Latino~~
- ~~• 2,096 students enrolled~~
- ~~• 4 year, primarily associate~~
- ~~• Private, non-profit~~
- ~~• City~~
- ~~• No campus housing~~
- ~~• Graduation Rate: 35%~~
- ~~• Student age is similar~~

Huston-Tillotson University

900 Chicon St, Austin, Texas 78702-2795

- 64% Black, 27% Latino
- 1,119 students enrolled
- 4-year
- Private, non-profit
- City
- Graduation Rate: 23%
- Younger student population

~~Inter American University of Puerto Rico-Guayama~~

~~Bo Machete Highway 744 Km 1.2, Guayama, Puerto Rico 00784~~

- ~~• 100% Latino~~
- ~~• 1,726 students enrolled~~
- ~~• 4 year~~
- ~~• Private, non-profit~~
- ~~• City (small)~~
- ~~• No campus housing~~
- ~~• Graduation Rate: 35%~~
- ~~• Student age is younger~~

Our Lady of the Lake University*

411 SW 24th St., San Antonio, Texas 78207-4689

- 77% Latino
- 4-year
- Private, non-profit
- 3,149 students enrolled
- City
- Younger student age
- Graduation rate: 37%

Metropolitan College of New York

60 West Street, New York, New York 10006-1742

- 53% Black, 31% Latino
- 4-year
- Private, non-profit
- City
- 1,027 enrolled students
- Similar student age
- Graduation rate: 33%

Warner Pacific University

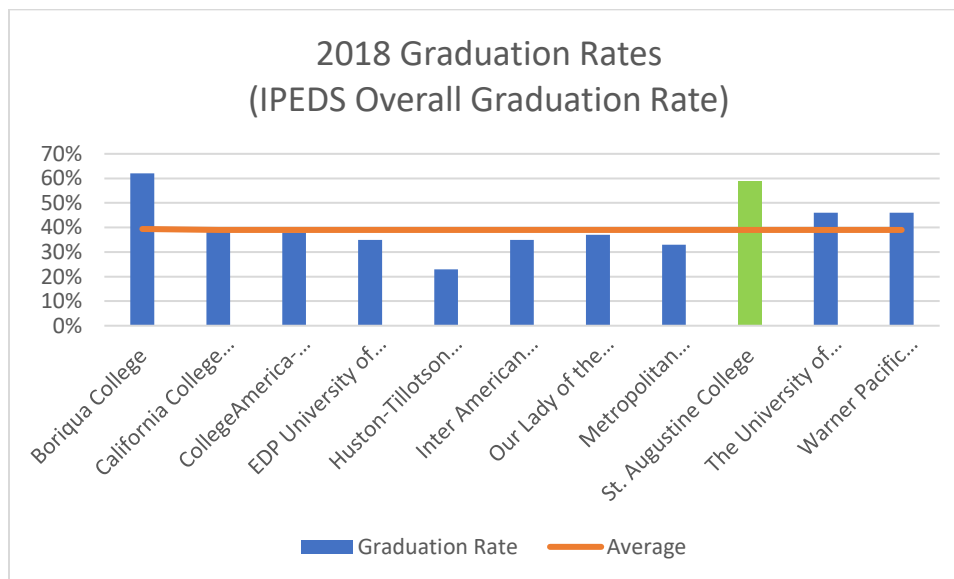
2219 SE 68th Ave, Portland, Oregon 97215

- 36% Latino, 32% White
- 4 year
- Private, non-profit
- City
- 368 enrolled students
- Younger student age
- Graduation rate: 46%

The University of Texas Rio Grande Valley*

1201 W University Dr, Edinburg, Texas 78539-2999

- 90% Latino
- 4-year
- Public
- City: small
- 28,644 students enrolled
- 81% of applicants are enrolled
- Younger student age
- Graduation rate: 46%



The above chart shows the 2018 IPEDS Overall Graduation Rates for each of the comparable schools. The average line (39%) does not include SAC. Although the 2018 overall graduation rate at SAC was 59%, the overall graduation rate average (for the last 15 years) at SAC is 27%.

Student Learning Assessment Finding Summaries

1. Course Persistence: Below are the top 5 courses that students struggle with within the General Education Curriculum:

- a. CHM 115 (70% pass rate, N=156 students)
- b. PSC 103 (73% pass rate, N=40- small sample size)
- c. ENG 160 (75% pass rate, N=1143 students)
- d. ENG 162 (80% pass rate, N=1054 students)
- e. SOC 101 (80% pass rate, N= 266 students)

Faculty may have guessed that students struggle in CHM 115, ENG 160 and ENG 162. Exploring ways to further support students in these courses can be an opportunity for improvement. However, the low persistence rates for PSC 103 and SOC 101 are somewhat surprising. These findings provide an opportunity to review the two courses. Why are students struggling to persist in these particular courses?

2. Reading Comprehension: Initial findings (described in the Information Literacy Report) identify reading comprehension as an opportunity for improvement. For students who are entering ENG 160, reading comprehension skills appear to be the barrier to passing higher levels of English tests. Results from students finishing ENG 162 will provide further insights in this area, as well as grammar and listening skills.
3. College Climate: Although the great majority of students evaluated the college climate positively, there were some findings that should be discussed and addressed (as reported in the Global Learning Report). Specifically, when students were asked if they personally experienced discrimination at SAC, 15% of respondents stated *yes*, they experienced discrimination in the form of verbal comments. Further, 7% of respondents stated they experienced this from faculty, 5% stated they experienced this from staff, and 3% stated they experienced this from other students. The second highest form of discrimination reported by students was exclusion (5% by faculty, 4% by staff, and 4% by students). Lastly 6% of students stated they experienced sexual harassment by either faculty (3%) or staff (3%).
4. Cultural Identity: Although most students responded positively to questions related to cultural identity and participating in experiences where they will learn about other diverse populations (as discussed in the Global Learning Report), providing additional opportunities for student participation is a possible area for improvement.
 - a. It is recommended that both academic and non-academic departments explore
 - i. Ways to increase opportunities for students to recognize of the value of their own cultural background.
 - ii. Ways to increase the number of opportunities for students to self-reflect, in order to learn about themselves. These opportunities are important steps in the process of valuing their identity (including their cultural identity).
 - iii. Opportunities for students to learn about different cultures and valuing diversity. Since students report they are more likely to participate in activities that appear to be more interpersonal in nature, how can this be considered when creating new opportunities?

5. Math Curriculum Pathway: The findings from the quantitative fluency report suggested that there is a gap in expectations between the developmental math courses (MAT 101/112) and college-level math (MAT 200/225). On average, the students in developmental mathematics from Fall 2018 and Spring 2019 mastered 47% of the topics related to quantitative fluency (well below the expected level of success: 70%). It is the assertion of the author that these courses focus heavily on basic problem-solving instead of solving real-life problems (related to quantitative fluency). To help students transition from developmental math to college-level math, it is recommended to shift MAT 101 and MAT 112 toward more advanced problem-solving, by increasing the number of questions in each class related to Quantitative Fluency. Additionally, increasing the number of topics related to quantitative fluency that the students have to master in order to pass the class can help prepare student for more advanced real-life problem solving in later math courses. Other recommendations included reviewing the textbooks currently used in the college-level courses and reviewing the expected knowledge for MAT 200 with business faculty.

Assessment Committee

3-10-2020

Present: Marcia Pantell, Juvenal Nava, Noe Lopez, Sheila Frost (chair), Tuni Mester, Elena Volchek

Agenda

1. BSW Program Review
 - a. Marcia reviewed the executive summary highlights of the program review.
 - i. Proposed Action Plans
 1. Department will meet with adjunct instructors to discuss how to make assignments more clear and provide grades in a timely manner (two areas that were rated lower by BSW students compared to the entire student population).
 2. Cost-efficient faculty development
 - a. Strategies for teachers to change their teaching style to accommodate unusual or skewed classroom situations that do not result in lowering the bar or inflating grades
 - b. Pedagogy for online and hybrid teaching
 - c. Advanced use of Canvas
 3. Library services improvement
 - a. Hire a full-time librarian who can co-teach modules on information literacy, increase streaming resources for video materials for better distance course and face-to-face methods.
 4. Technology Improvements
 - a. Permanent projectors in all classes with HDMI cords so that instructors can attach their laptops. Have laptops available at all sites so that students can borrow them for classroom use instead of using their cell phones.
 5. A strategic plan that incorporates the goals/needs of academic affairs is needed.
 6. Lower the % of adjunct faculty and increase the % of full-time faculty
 7. Improve the procedure for formally evaluating field placements. This will be presented to the CSWE site visitor. After considering feedback, the new policy/procedures will be proposed to Academic Council for approval.
 - ii. Identified a number of actions that the BSW program has completed to increase enrollment (see executive summary)
2. AALAS Program Review
 - a. Sheila presented the AALAS Program Review results in a PPT.
 - i. Juvenal recommended including ECON to the gen ed curriculum matrix and
 - ii. Add in ECON courses to AALAS Course Requirements as an alternative to PSY 202/SOC 101
 - b. A schedule for disseminating the data to the rest of the faculty was discussed.

3. Next meeting: Tuesday, April 14 at 2pm
 - a. ECE and PSY BA program reviews

Assessment Committee

March 19, 2019

Attendees:

Agenda

- I. Review of Minutes
- II. Institutional Completion Goals
 - a. DQP
 - b. AACU Essential Learning Outcomes
 - c. Finalizing Appreciating Diversity and Co-curricular Assessment Goals/Plans
- III. English Assessment Update
- IV. Institutional Surveys Update
- V. Course/Instructor Evaluation Update
- VI. HLC Assessment Workshop- Two Complimentary Spots!
 - a. Emerging Leaders in Assessment Workshop- May 14-15 (description below)
- VII. General Education Assessment Update
- VIII. Coming up: Form C
- IX. Next Meeting

Institutional Completion Goals

These are what we expect all students who graduate from SAC to be able to do.

1. By using logical reasoning students will be able to solve real-world problems. (Math)
2. Students will demonstrate proficiency in academic writing, communicative competence, and information literacy in order to be successful in their chosen field. (English)
3. **Appreciating Diversity Goal (need to finalize goal wording)**
4. **Co-Curricular Goal (need to determine assessment tool and goal wording)**

Appreciating Diversity Goal

Questions included in the Student Satisfaction Survey, Graduation Exit Survey, and Faculty and Adjunct Faculty Surveys (Approved by Assessment Committee 12-2018). Assesses for:

- Climate: Student Assessment
- Practice (what we do to encourage appreciation of diversity and exploration of personal identity): Student and Faculty Assessment
- Outcomes: Student Self-Assessment of
 - Appreciation of diversity
 - Appreciation of own identity
 - Ability to develop relationships with others different from oneself
 - Exploration of differences in thought

Proposed goal wording: Students value their own cultural background, and are open to engaging diverse groups and perspectives.

Co-Curricular Goal

Proposed: use the Mini-Ethnography Assignment as the assessment tool for the co-curricular assignment. How will this be collected/assessed?

Possible goal wording: Students engage, understand, and describe diverse perspectives, and present their own perspective on a topic.

Emerging Leaders in Assessment Workshop

May 14-15, 2019

St. Charles, IL

Aligning learning expectations with the institutional context and developing a common language for understanding learning outcomes are fundamental to good assessment work. Individuals with new responsibilities for assessment and those seeking to refresh their assessment skills and knowledge learn about terminology and processes that are fundamental to assessing student learning in this basic skills workshop.

Assessment Committee

4-9-2019

In attendance: Elena Voltchek, Amanda Kraus, Noe Lopez, Madeline Roman-Vargas, Juvenal Nava, Marcia Pantell, Carmen Arellano

Agenda

1. Review of Minutes
 - a. Minutes approved
2. General Education Committee Recommendations
 - a. Proposed Institutional Learning changes- voted and approved.
 - b. Proposed change of current general education objective- voted and approved.
 - c. Proposed new model- some tweaking of the wording needs to happen.
 - i. Sheila- call meeting with Shukmei, Noe, Carlos and Sheila
 - d. Amanda has rubrics for 204/205 that will measure cultural appreciation
 - i. Sheila- will call a meeting with the English department
 - e. Elena talked about signature assignments- connected to course, program, institutional goals.
3. Updates
 - a. English Assessment
 - i. We need to find something as soon as possible.
 1. Can Elena talk with Mauricio?
 - a. Marcia- will ask Mauricio
 - ii. Can talk with President about bringing in a team. Can check out Oxford. Maybe speak with Pearson.
 - iii. Cengage doesn't have anything.
 - b. Administrative Assistant Program Review
 - i. The Business faculty are working with Noe to update the program. Adding in higher-level applications. To make a stronger degree.
 1. Will finalize proposal and bring to Academic Council
 - c. Spanish Program Review
 - i. No updates
 1. Met with representatives with Instituto Cervantes for ways to partner. They sent some documents. There is another meeting scheduled with them at the end of April.
 - d. Review timeline for HLC interim report
 - i. Sheila- will send out the table for linking program outcomes to institutional learning goals. Due next meeting.
 - e. HLC Assessment Academy
 - i. Noe and Sheila gave a summary of what was discussed during the orientation.
4. Linking Program Objectives to Institutional Completion Goals
 - a. BSW Example
 - b. Work for next meeting: Link Program Outcomes to Institutional Goals
5. HLC Complimentary Training in May
 - a. English will figure out who would attend tomorrow (April 10)

- b. Carmen or Christianna
 - i. Will determine in meeting following this meeting.
- 6. May and June Meetings
 - a. May 14 @ 3pm
 - b. June 10 @ 10am

Timeline for HLC Interim Report

October 2018-December 2018:

- ☐ Identify 4-5 learning objectives that link to Institution's Goals & Develop plan
 - o English Proficiency- 1. Identify External Tool that best fits SAC, 2. Create a process for collecting data, 3. Develop a plan for assessing the data
 - o Math Proficiency- Use ALEK to assess, Develop a plan for assessing the data
 - o Appreciation of Diversity- 1. Develop an internal tool, 2. review for face validity within assessment committee, 3. create a process for collecting the data (in Student Satisfaction Survey), 4. Develop a plan for assessing the data
 - o Identify one additional objective
- ☐ Re-commence General Education Committee (November)
 - o Create a simplified general education assessment plan
 - Learning Objectives
 - Tools for assessing the objectives
 - Plan for assessing Gen Eds (sample size, analysis, reports)
 - o Implement Gen Ed Assessment plan as developed (starting Fall 2019?)
 - o Complete the Program Review as scheduled
 - o Provide recommendations for ways to improve Gen Ed to Assessment Committee and Academic Council based on Assessment Results
 - o Discuss how co-curricular can connect with general education learning goal (create co-curricular goals)
- ☐ Continue Individual Course Assessment (save in Assessment Drive)
- ☐ Complete Assigned Program Reviews
- ☐ Review and update Psychology Program Assessment Plan
- ☐ Create a plan for conducting the Course/Instructor Evaluation online

January 2019- May 2019:

- ☐ Pilot English Proficiency Tool
- ☐ Analyze math data based on assessment plan, present to Assessment Committee/Academic Council (Math department)
- ☐ Add in appreciation of diversity questions to all surveys (student satisfaction, graduate exit, faculty/staff/adjunct surveys)
- ☐ Link Co-curricular, Course, Program and Institutional Goals
- ☐ General Education Committee
 - o Finalize General Education Assessment Plan

- ☐ Implement Psychology Program Assessment Plan updates. Continue working on Psychology Assessment Structure
- ☐ Review Course Instructor Evaluation

June 2019-July 2019: Analyze results from English Proficiency Tool, Present findings to Academic Council/Assessment Committee (English Department)

August 2019:

- ☐ Begin Collecting Data for 1 year's worth of data
 - Course
 - Program (including Gen Ed)
 - Co-curricular
 - Institutional

- ☐ Create a process for using assessment results to inform the budget prioritization process.

January 2020: Analyze all data from Fall 2019 semester, present findings to Assessment Committee and Academic Council, Discuss budget implications

May 2020: Finish collecting one year's worth of data

August 2020-December 2020:

- ☐ Write up Interim Report
- ☐ August 2020: Compile and analyze one academic year of data.
- ☐ September 2020: Present analysis of one year of data to Assessment Committee/Academic Council, Discuss budget implications

December 31, 2020: Interim Report

General Education Committee Work and Proposals

(Proposals: Wording in *italics* is proposed new wording, plus ~~crossouts~~)

Institutional Learning Goals	By using logical reasoning students will be able to solve real-world problems.	Students will demonstrate proficiency in academic writing, communicative competence, and information literacy in order to be successful in their chosen field.	Students value their own cultural background and appreciate learning from diverse groups and perspectives. <i>and the cultural background of others</i>	Students engage, reflect, and describe diverse perspectives, and present their own perspective on a topic.
General Education Goals	<i>Students apply mathematical models and use formulas and technology in real life situations and interpret results.</i>	<ul style="list-style-type: none"> Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment. Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively. 	Students develop <i>recognize</i> of <i>recognize</i> and respect for diversity through cultural interactions in and outside of the classroom	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.
General Education Assessment Plan (initial discussion)	Can use MAT 200 and MAT 225 midterm and final exam questions that directly address the goal. Use a cluster sample for each course. MAT 200 may have the test online by Fall 2019, but MAT 225 will be in paper format and data will need to be entered manually.	<ul style="list-style-type: none"> Can (hopefully) use the same measurement tool that will be used for institutional goal. Check out MyEnglishLab- maybe a possibility? Use History Rubric. Can request that the rubrics be submitted electronically at the end of the semester. Will look at ways to incorporate parts of the VALUES information literacy rubric into the history rubric. 	Can we use the student satisfaction survey for this? Maybe rubrics from HUM 204/205?	Look at rubrics for ENG 203 and SPA 222. Maybe there is a way to incorporate parts of the VALUES critical thinking rubric into the assignment rubrics?

Linking Program Outcomes to Institutional Completion Goals (Example- BSW Program)

Institutional Learning Goals	By using logical reasoning students will be able to solve real-world problems.	Students will demonstrate proficiency in academic writing, communicative competence, and information literacy in order to be successful in their chosen field.	Students value their own cultural background and appreciate learning from diverse groups and perspectives. <i>and the cultural background of others</i>	Students engage, reflect, and describe diverse perspectives, and present their own perspective on a topic.
BSW Program Outcomes	<ul style="list-style-type: none"> Engage in Policy Practice Assess Individuals, Families, Groups, Organizations, and Communities Intervene with Individuals, Families, Groups, Organizations, and Communities Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities 	<ul style="list-style-type: none"> Demonstrate Ethical and Professional Behavior Engage In Practice-informed Research and Research-informed Practice 	<ul style="list-style-type: none"> Engage Diversity and Difference in Practice 	<ul style="list-style-type: none"> Advance Human Rights and Social, Economic, and Environmental Justice Engage with Individuals, Families, Groups, Organizations, and Communities

Will then need to have a plan for how you will assess the program outcomes- **how will you know if students are learning what you intended them to learn?**

For example, the social work program uses the final field evaluation as one measurement tool. The evaluation is linked to the program outcomes (and is completed by agency supervisors). We also identified course-embedded assignments that we use to assess each outcome as a second measurement tool for each objective.

Work for next meeting: Linking Program Outcomes to Institutional Completion Goals

(will send this doc out to committee members so that program outcomes can be typed into the table)

Institutional Learning Goals	By using logical reasoning students will be able to solve real-world problems.	Students will demonstrate proficiency in academic writing, communicative competence, and information literacy in order to be successful in their chosen field.	Students value their own cultural background and appreciate learning from diverse groups and perspectives. <i>and the cultural background of others</i>	Students engage, reflect, and describe diverse perspectives, and present their own perspective on a topic.
	•	•	•	•

Assessment Committee

4-23-2020

In attendance: Tuni Mester, Marcia Pantell, Juvenal Nava, Elena Voltchek, Noe Lopez, Carmen Arellano, Sheila Frost (chair)

Agenda

1. ECE Program Review
 - a. Reviewed prepared program review document (saved in Assessment Drive)
 - i. Because of assessment, we now are credentialed at level 4 for Gateways (highest level). This is important because ISBE will be adopting Gateways as standards in the fall.
 - ii. Graduates are now able to take over SECA positions, teacher assistants, and as center directors
 - iii. ECE students have access to the Gateways Toolbox (with many resources) this is in addition to the college's library resources.
 - iv. Results from the student satisfaction survey related to ECE were positive.
 - v. Future plans: Starting a bachelor degree. Hired an ECE consultant to develop the BA in ECE.
 1. There is a constraint at the BA level for ECE. During year 3, the ED TPA will need to be passed by students in order to be approved to be a teacher. In order to do this, students must have a level of English proficiency. Will need support to be successful. The program will need support from English department to help with this.
 2. The additional requirement of ENG 165 for students is a positive step in the right direction for this.
2. PSY BA Program Review
 - a. Reviewed prepared program review document
 - i. Many with a BA in PSY may not become a psychologist, but it is a good jumping off point to many careers. Additionally, some of our graduates have had raises in their current jobs.
 - ii. The program advisory committee met in May 2018. They recommended offering a health psychology course. This had been developed as a result of the recommendation. The course will be offered again in summer 2020 with a focus on COVID
 1. The college president is encouraging academic affairs to develop certificates. A health psychology certificate is being developed.
 - iii. The program advisory committee also recommended offering a psychology of spirituality course. This is in the development process. Will be a course inclusive of all religions.
 - iv. The advisory committee also recommended that the program expand the study abroad program. That is something the program will look at in the future.
 - v. Many instructors receive high instructor/course evaluation ratings by students. These evaluations are taken into consideration when giving contracts to instructors in the future.
 - vi. The % of program enrollment within the total college enrollment continues to grow even though the total number of students enrolled has decreased.

- vii. All PSY course learning objectives will be reviewed summer 2020. This was a recommendation that came from assessment discussions.
- viii. The program took the considerations from the PSY 330 assessment to re-do the midterm/final, and identify a new textbook. Provided adjunct instructor guidance on this based on the assessment results.
- ix. The field evaluation is now online.
- x. 13 instructors were observed. Discussed overall trends
- xi. Never received the cost-benefit analysis. Charlie was recently assigned to this.
- xii. The program review should be saved in the assessment drive when it is finalized.

3. Course/Instructor Evaluation

- a. Recommend: look at the wording for the question “the course is sufficiently challenging”. This may be misinterpreted by students.

4. New Assessment Committee Leadership

- a. Sheila’s position has been eliminated- this will be her last semester at the college. A new position, Director of Teaching Effectiveness, has been posted. Although it is not clear, it is assumed that this person would take over leadership of assessment tasks.
- b. Sheila will e-mail faculty the Institutional Assessment Plan that was worked on by faculty for the last 1.5-2 years. It will also be saved in the assessment drive, so all faculty should have access to it.
 - i. Faculty should make sure that the new Director of Teaching Effectiveness, when hired, is made aware of the document. The plan directly addresses the concerns HLC brought up about assessment and can be used for the Dec 2020 interim report.

Student Learning Outcomes Assessment Plan for ____ Semester

Department/Program:

Date:

Each department/program will identify a minimum of two courses, and analyze at least two sections per course (when available). Analysis should be conducted by two faculty who are not instructors of record for the section.

COURSE ONE:

Course (and Sections) to be Analyzed:
Course Objectives Linked to Program Objectives:
Data Collection Method <i>(describe the measurement tool/assignment):</i>
Data Analysis Procedure <i>(describe rubrics, TOTS and other scales, who will complete the analysis, and when):</i>

COURSE TWO:

Course (and Sections) to be Analyzed:
Course Objectives Linked to Program Objectives:
Data Collection Method <i>(describe the measurement tool/assignment):</i>
Data Analysis Procedure <i>(describe rubrics, TOTS and other scales, who will complete the analysis, and when):</i>

If more than two courses will be assessed, add in the additional courses below.

Student Learning Assessment: Course Assessment Report

The completed form should be saved in the Assessment drive and e-mailed to the VP of Academic Affairs, the Department Chair, and the Interim Director of Assessment and Accreditation. It is presented in the Assessment Committee for discussion.

Course:

Prepared by:

Date:

Course Learning Objectives linked to Program Outcomes:
Data Collected for Course Assessment (Completed assignment rubrics/tests/portfolios/performance assessments/etc. Is the tool aligned with course learning objectives and program outcomes?) Please attach tool(s).
Indicators (how will you know if the student achieved the learning objectives?)
Data Analysis by Objective (questions to consider: Have our students achieved the learning objective? How much did our students learn? When should we be concerned about student learning?) Learning Objective One: Learning Objective Two: Learning Objective Three: Learning Objective Four:
Reflection and Discussion (Is there evidence that students are attaining the course objectives? What are the areas for improvement?)
Dissemination Plan (Who should this report be shared with? How will you share the above results and recommendations?)

Program Annual Program Assessment Report (Form C)

Student Learning Outcomes Assessment

Spring _____ Report

Date of Reports Below:

Departments need to meet to discuss the Program Course Assessment Reports and their implications for their respective programs.

Department/Program
Summary of Assessment for the Year (<i>what courses were analyzed with summary of results and implications</i>)
Recommended Program Modifications to Improve Program Outcomes (3-5 per Dept) 1.
Assessment Tasks for _____ Academic Year

Program Course Assessment Report (Form B)

Fall 2018 Semester

Date of Report: December 2019

Department/Program

General Education

Introduction *(brief description of department/program and program objectives)*

Description of Courses Being Analyzed *(include rationale for course selection and course objectives)*

BIO 102 A0, 60, 70, 75, 80, 81-Introduction to Human Biology

This course covers basic principles and concepts of biology, evolution, nutrition behavior, anatomy, and physiology applied to human beings including the life cycle from conception through birth, adulthood, aging and death. Laboratory exercises include microscopic observations, chemistry of organic molecules, and cell structure and function.

Upon completion of this course, the student should be able to do the following:

Course Objectives

- **OBJECTIVE A:** Understand how humans are organized chemically and biologically, their place in the ecosystem, and the scientific steps used for their study.
- **OBJECTIVE B:** Identify human structures understanding the functions of the different parts of the human body.
- **OBJECTIVE C:** Analyze the structure and function of cells, tissues and systems as well as how the many parts of the human organism are interconnected and coordinated.
- **OBJECTIVE D:** Develop understanding of the major body systems and the changes that takes place in the course of a human lifespan.

Description of Data Collected *(describe the measure/assignment)*

Final Exam

Description of Method of Analysis *(include rubrics, TOTS and other scales, number of samples and how reviewed by each faculty)*

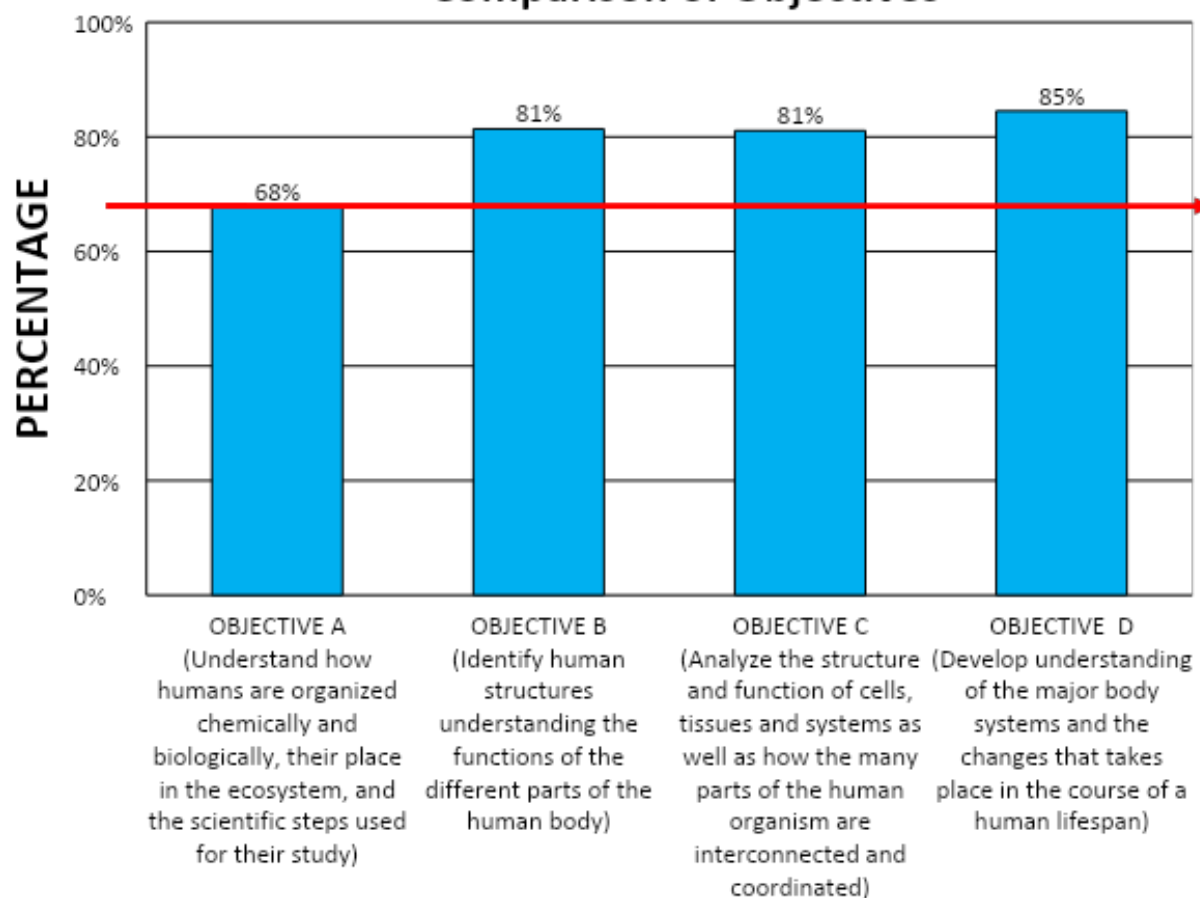
Comparing, evaluating, and measuring the progress of students' final exam by objective. The students learning benchmark is learning 70% of the topics covering each objective and comparing the learning of each objective overall.

Summary of Results

Standard developed Final exam-

Number of Students: 69

Comparison of Objectives

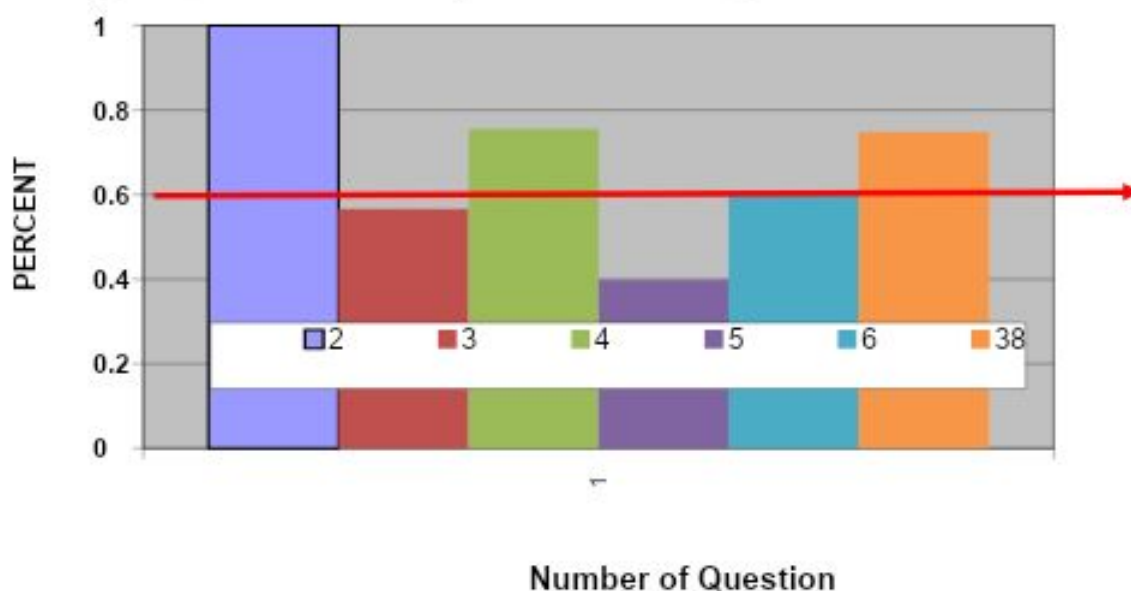


The assessment outcome of this course was satisfactory to the department. The benchmark was met in all the objectives except for Objective A, which should be emphasized in the classroom to exceed the benchmark of 70%.

Evaluation

OBJECTIVE A

"Understand how humans are organized chemically and biologically, their place in the ecosystem, and the scientific steps used for their study"



The above graph shows that questions #3, 5, and 6 should be revised or another teaching intervention should be implemented.

Implication of Results

No issues were reported about the assessment process in this course. All the sections taught in Fall 2018 were studied.

Recommendations

The department recommends continue using the same assessment process. The outcomes demonstrate that the students are learning the objectives of the course. As mentioned on the description of the charts more emphasis should be put on Objective A, specifically questions 3, 4, and 5 in order to meet or exceed the benchmark of 70%.

Program Course Assessment Report (Form B)

Fall 2018 Semester

Date of Report: December 2019

Department/Program

General Education

Introduction *(brief description of department/program and program objectives)*

Description of Courses Being Analyzed *(include rationale for course selection and course objectives)*

BIO 103 A5, 63, and 75-Earth Science

This course serves as an introduction to the study of the Earth and Space. This class is a blend of many different sciences including Cosmology, Volcanology, Geology, Meteorology, and Oceanography. Any scientist involved in these disciplines uses tools and models to study the forces that shape our planet and the universe in which it exists. In this class, the student will learn about some of the methods used by Earth scientists, how the various parts of the Earth interact to produce changes, and how these changes can be represented by models known as maps. You will also learn about other objects in our solar system and their relation to our planet.

Upon completion of this course, the student should be able to do the following:

Course Objectives

- **OBJECTIVE 1:** Understand the different components, processes, and events that shape the Earth.
- **OBJECTIVE 2:** To learn and practice the scientific method of investigation of a problem or idea
- **OBJECTIVE 3:** Analyze and explain the various physical processes that occur in our planet and their consequences.
- **OBJECTIVE 4:** To understand and learn how to collect accurate scientific data and the importance of data collecting techniques.

Description of Data Collected *(describe the measure/assignment)*

Final Exam

Description of Method of Analysis *(include rubrics, TOTS and other scales, number of samples and how reviewed by each faculty)*

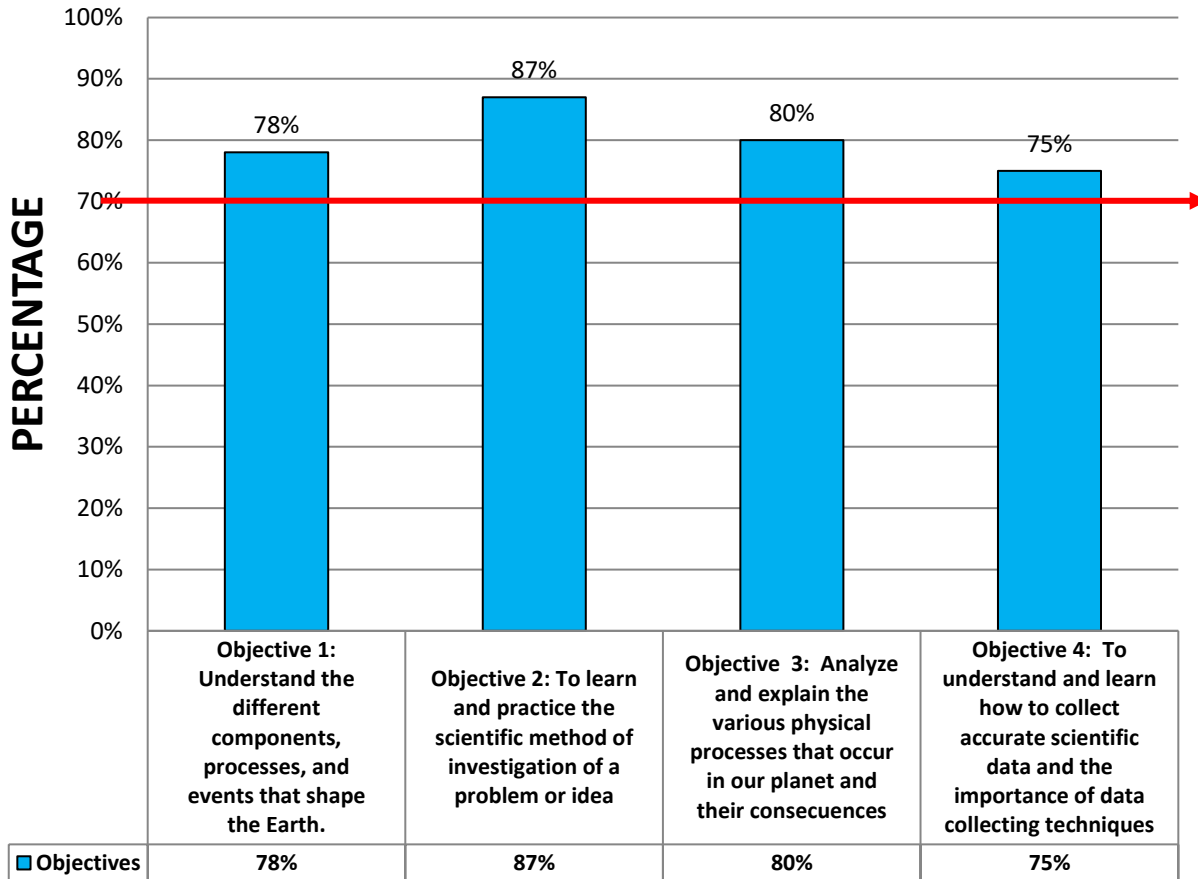
Comparing, evaluating, and measuring the progress of students' final exam by objective. The students learning benchmark is learning 70% of the topics covering each objective and comparing the learning of each objective overall.

Summary of Results

Standard developed Final exam-

Number of Students: 25

Compararison of Objectives



The assessment outcome of this course was satisfactory to the department. The benchmark was met in all the objectives.

Implication of Results

No issues were reported about the assessment process in this course. Three sections taught in Fall 2018 were studied. The exams were not the same for each instructor, therefore the question # and the number of questions in each of the objectives varies in each class section.

Recommendations

The department recommends continue using the same assessment process. The outcomes demonstrate that the students are learning the objectives of the course. As mentioned on the description of the charts more emphasis should be put on Objectives 1 and 4. In order to have an uniform study of each objective, we can select the questions that every final exam must have from each objective.

Student Learning Outcomes Assessment

(Form B)

Spring 2019 Semester

Date of Report: October 2019

Department/Program
CIS & Math Department

Introduction *(brief description of department/program and program objectives)*

The Computer Information Systems Program is designed to provide quality instruction in the area of Computer Information Systems to fulfil degree requirements and to support of the College's mission as a whole. The bilingual academic component of the program, teaching methodologies, and the proper computer equipment assure the quality of academic preparation to achieve a successful transfer to a four-year institution and or enter the workforce as a computer professional.

Description of Courses Being Analyzed *(include rationale for course selection and course objectives)*

CIS-210 Object-Oriented Programming II.

This course is a continuation of CIS-110 and introduces more advanced object-oriented topics such as derived classes, inheritance, polymorphism, abstract classes, advanced data structures, and the use of object libraries. Students will use the object-oriented methodology to design, code, test, debug, and document advanced computer applications. The course has an additional laboratory of two hours per week.

This course has the following "Learning Objectives":

General Learning Objectives:

1. Be able to analyze, organize, design, and implement a computer application solution to a business problem. (PO #1)

Learning Objectives:

1. Use the advance concepts of Object-Oriented Design (OOD) to write understandable and reusable application programs.
2. Understand the properties available in the use of a single and a multiple dimensional arrays (tables) and how they can be used to solve problems.
3. Implement class derivation, inheritance and polymorphism.
4. Develop exception handling methods to report errors in application programs.
5. Create user-define classes and understand how they can be used to solve real world problems.

Description of Data Collected *(describe the measure/assignment)*

The department of CIS collected the Midterm Exam and Project Assignment #2 results. From the Midterm exam, we reviewed and analyzed the five partitions that is: method calls, method definition, record definition, and syntax errors.

The department also collected the results from project assignment #2. The professor assigned a different project assignment to each student. In this project, the idea is to measure (individually) each student's potential. Each student must work on his own as each other student has a different problem. The evaluation of project #2 is done using a rubric. From such rubric we obtain the assessment outcomes.

These two assessment tools are used to measure Program Objective (PO) #1 and from the assessment determine if the course expectations are met as designed.

Description of Method of Analysis (include rubrics, TOTS and other scales, number of samples and how reviewed by each faculty)

General Program Objective #1.

To measure the outcome of program objective #1 in this course, we take the results of the five different sections of the exam from each student to measure individual results and class average. We do the same in project assignment #2. That is, we collect the results from the rubric from each student to measure individual results and average performance. See tables below.

Midterm Exam Analysis by Item

	Exam Sections:	Part-I.a.- Method Calls	Part-I.b.- Method Definitio n	Part-II.1.- Data/ Record Definition	Part-II.3.- Load Record Definitio n	Part-III-I identify Syntax Errors 30
Student 1	Corona Ehlers, Michele	100	100	100	100	100
Student 2	Foronda Loza, Jose	100	100	100	100	100
Student 3	Joseph, Jill J	100	100	100	100	87
Student 4	Romero, Christopher	100	32	100	50	100
Student 5	Pulla, Ximena	100	32	100	17	90
Student 6	Saenz Montero, Irving	78	71	100	100	70
Student 7	Murillo, Cristian	34	25	100	75	47
Student 8	Pazmino Anaguano, Luis	11	25	50	17	50
	Average	77.9	60.6	93.8	69.9	80.5

Rubric Objectives	1. Program is well written and the layout/structure is well organized.	2. The output is clear with good formatting strategies	4. The description of the program in your own words clearly describes the program specifications and understanding.	5. The program executes and meets the output specifications as described.	6. The documentation embedded inside the program is clear and describes the functionality of each part
Student-1	100	80	100	100	100
Student-2	100	100	100	100	100
Student-3	100	100	100	60	100
Student-4	100	100	100	100	100
Student-5	60	80	100	80	100
Student-6	20	80	80	60	100
Average	80.0	90.0	96.7	83.3	100.0

Outcome

From the outcome of the assessment tools, we can determine that from the midterm exam, the method definition was the only part that was below the 70% threshold. Although, in the hands-on part (project assignment #2), we do not see the case. In all other parts of the midterm exam and project assignment #2, the course performed at 70% or better.

Implications

There were two students that had learning problems. Even though, tutoring was given since the beginning of the semester for these students. They did not learn the material as expected. These students did not submit a single project (as shown on the table above) out of five projects assigned in this course. These students took the midterm exam, as a consequence, they brought the average of method definition much lower than expected. At the end, the two students dropped out from the class.

Recommendations

The department recommends to add one more week of method definitions at the beginning of the semester. To assigned an extra homework assignment (handout) in which students need to write method definitions for several situations and with different data-type arguments. Assigned in class a group problem assignment (handout) in which students will be writing method definitions for different problems and with different data-type arguments. These exercises will reinforce the method definition part of the course.

All other parts of this course are performing as expected.

Communication Report

The following report presents findings for the Institutional Goal, Communication: *Graduates will be able to demonstrate proficiency in academic writing and communicative competence*, as well as the General Education Program Outcome: *Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment*.

Data for this report were collected in Fall 2019 using the Mini Ethnography course-embedded rubric in English 162: Composition II courses, and in Fall 2019 and Spring 2020 using the standardized TrackTest English Proficiency Test: Grammar & Listening. The course-embedded assessment is completed by ENG 162 course instructors.

Mini Ethnography Rubric

Four Mini Ethnography rubric sections were included as indicators for communication. These were:

- (MLA) Formatting
- Grammar
- Mechanics
- Vocabulary

Mini Ethnography Measurement Tool Issues

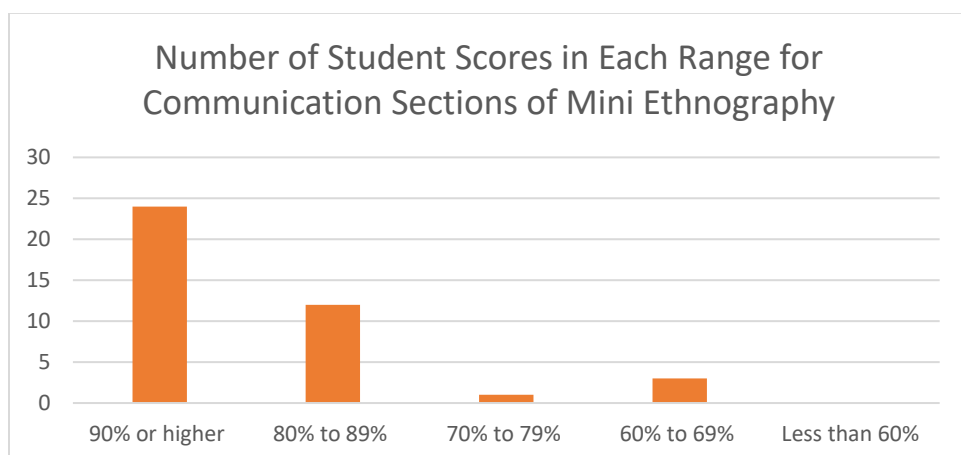
Fall 2019 was the first semester that the mini ethnography was implemented. After reviewing the scores received, a few important trends were observed.

- The scores were skewed high. The majority of instructors (4 out of 5) gave overall scores that were 80% or higher. These instructors assessed 85% of the sample.
- Only one instructor gave a greater range of scores. These overall scores ranged from 93% to 60%.
- One instructor submitted scores of 100% for every student (section 85). This data was not included in the sample.

These observations suggest that the rubric is not being used consistently across sections. It is recommended that a norming session be held with instructors to address these issues.

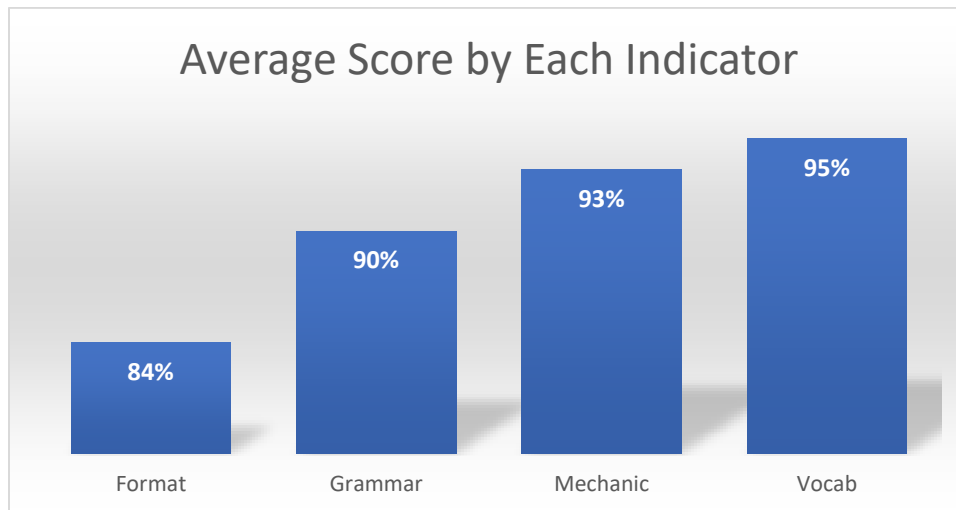
Overall Results

N= 40



The above chart shows the breakdown of overall student scores for communication for the mini ethnography paper. **90% of students received a score of 80% or higher for the communication sections (the benchmark was met).** This seems to suggest that instructors are satisfied with the level of writing (Formatting, Grammar, Mechanics, and Vocabulary) demonstrated by the great majority of students in the mini ethnography assignment.

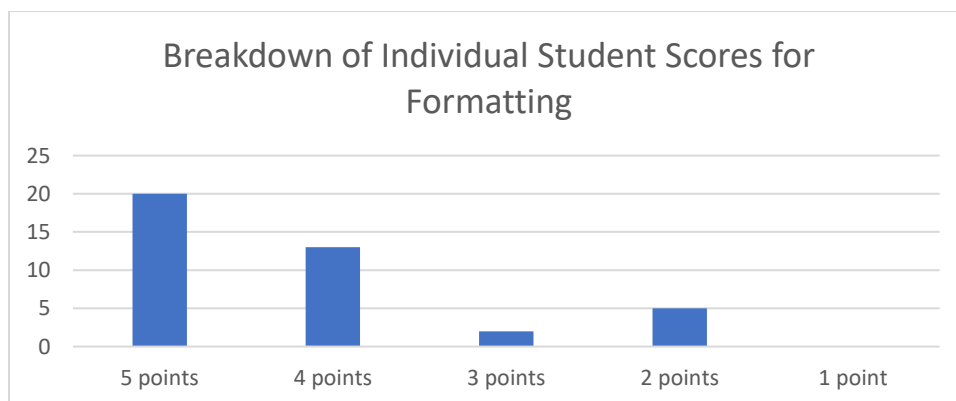
Results by Indicator



The above chart shows the average score for each indicator as a percentage of possible points for that indicator. For example, the indicator *Formatting* had an average of 4.2 points out of 5 possible points (or 84%). Percentages were used for comparison purposes, as each indicator had different possible points.

The highest scored indicator was *Vocabulary*. When looking at individual student scores, the great majority of students received full points for vocabulary. The scale value for 3 points is *Uses academic vocabulary (avoids informal language), correct usage of transitional words, utilizes a variety of terms*. Only 6 students (15% of sample) were given a score less than 3 (out of 3 possible points). Each of these students received a score of 2, which was described as *Demonstrates ability to do 2 of the following (circle): Uses academic vocabulary (avoids informal language), correct usage of transitional words, utilizes a variety of terms*. This seems to suggest that instructors believe students are satisfactorily demonstrating use of academic vocabulary, usage of transitional words, and utilizing a variety of terms (for students enrolled in a Composition II course). A follow-up conversation with instructors to confirm this would be helpful.

In contrast, students were scored lowest for (*MLA*) *Formatting*. The individual student scores ranged from 2-5 points:



The above chart shows that the great majority of students received a score of 4 or higher for formatting. 50% of students received a score of 5 (out of 5 points). The scale value of 5 points is *Demonstrates detailed attention to and successful execution of a wide range of MLA conventions including organization, content, presentation, formatting, and stylistic choices*. The scale value of 4 and 3 points is *Demonstrates consistent use of important MLA conventions including organization, content, presentation, and stylistic choices*. **82% of students received a score of 4 or above, meeting the**

benchmark. The scores for *(MLA) Formatting* seem to suggest that instructors believe most students show a basic competence in MLA formatting. A follow-up conversation with instructors to confirm this would be helpful. Additionally, it would be helpful to discuss if instructors are satisfied with the level of MLA formatting students are demonstrating, or if this is an area for needed improvement.

Recommended follow-up discussion for ENG 162 instructors:

- Do the above findings reflect your observations of student skill levels for communication/writing at SAC? (From your experience, do the great majority of students demonstrate expected writing skills for students enrolled in a Composition Two course?)
- If instructors' observations of student's communication/writing skills do not match the above findings, what do instructors believe is the cause of the dissonance? (Does the rubric not accurately assess for writing/communication? Is there a need for improvements related to how the rubric is used or implemented?)
- Are there other issues or considerations that the course coordinator, department chair, or academic affairs need to be aware of when reviewing the above results?
- How can the rubric be improved (or how can implementation of the rubric be improved)?
- When looking at the findings by indicator, do these results reflect your observation of student skills? Do the results make logical sense? (Are students performing better on more basic skills?)
- It may be a valuable exercise for course instructors to attempt to prioritize the indicators. Which of the indicators is most important for students to learn in ENG 162? Which would be nice for students to learn, but are less of a priority?
- How might these results help instructors (the college) to improve student learning in the future?

TrackTest

In Fall 2019, a sample of students enrolled in ENG 160 took the Grammar, Reading, and Listening TrackTest at the beginning of the semester. An additional sample of students enrolled in ENG 160 in Spring 2020 took the test at the beginning of that semester (tests taken prior to 2-12-2020 were included in the sample). The following provides preliminary results from the pre-tests.

Note: these same students will be asked to re-take the test at the end of ENG 162 to assess for growth and skill levels once students finish the two English Composition courses. **This is only meant to give preliminary results. The data showing student levels at the end of ENG 162 will tell us if the benchmark was met.**

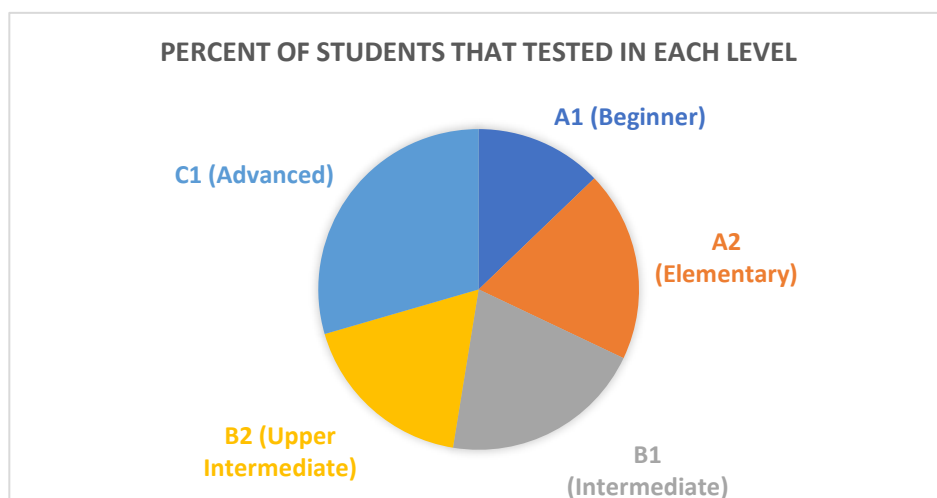
Overall Results

Students took the test at the beginning of 160.

N=78 students

Below are the percentages of students that tested into each level. This does not mean students passed the level in which they tested. Note: if students tested at multiple levels, the highest level passed was included. If a student did not pass any levels, the lowest level attempted, but not passed was included.

A1 (Beginner)	13%
A2 (Elementary)	19%
B1 (Intermediate)	21%
B2 (Upper Intermediate)	18%
C1 (Advanced)	29%

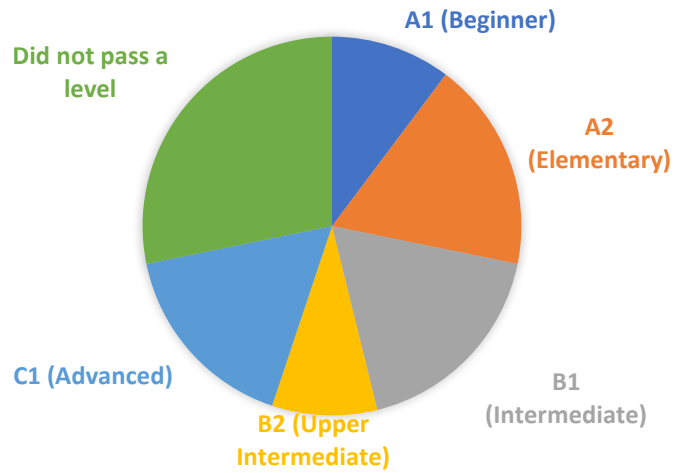


The above table shows the levels students tested at the beginning of ENG 160. The above chart shows that the largest percentage of students tested at the C1 level (advanced), followed by B1 (Intermediate). Thirteen percent of students tested at the A1 level (Beginner).

It is important to note that although students are recommended to take a particular level based on their pre-test, the student was able to take any level test. As a result, there were a few students that took a level test lower than they were estimated at. Additionally, there were three students that did not take the pretest. Of these three, two took (and passed) A1, and 1 took (and passed) A2. This does not necessarily reflect the level of the student, just what level the student chose to take. Additionally, there were two students that tested into higher levels, but took (and passed) A1 instead. Finally, of the 10 students that took the A1 level test, only 3 of the students tested into this level. Because of these issues, and because the TrackTest representative recommended it (due to A1 being a very basic level English), the A1 test was disabled on Feb 5, 2020 so that this test is no longer an option for students in the future.

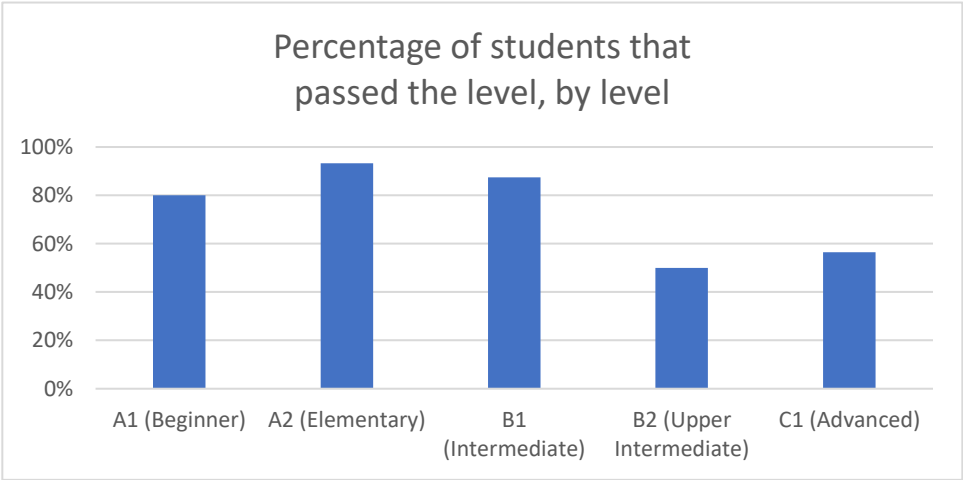
A1 (Beginner)	10%
A2 (Elementary)	18%
B1 (Intermediate)	18%
B2 (Upper Intermediate)	9%
C1 (Advanced)	17%
Did not pass a level	28%

% OF STUDENTS THAT PASSED A LEVEL



The above chart shows 28% of students did not pass a level. 17% of students passed the advanced level (C1). 27% of students passed the intermediate levels (B1 and B2). 28% passed the beginner levels (A1 and A2).

A1 (Beginner)	80%
A2 (Elementary)	93%
B1 (Intermediate)	88%
B2 (Upper Intermediate)	50%
C1 (Advanced)	57%

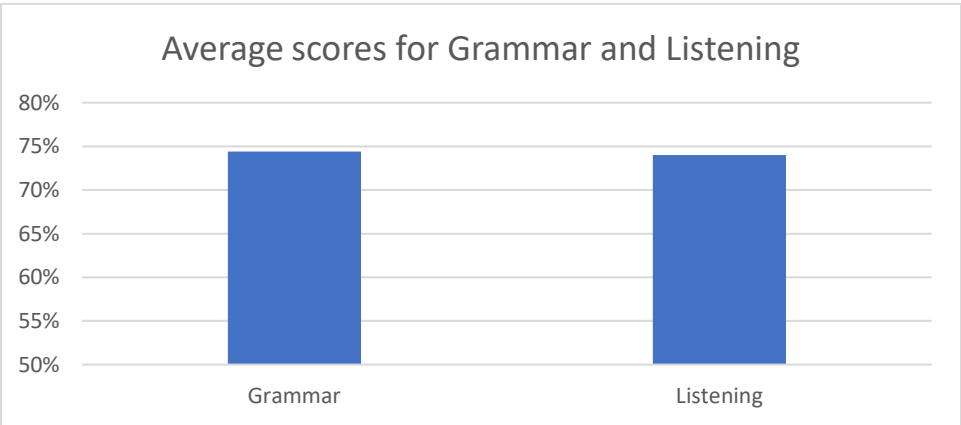


The above chart shows the percentage of students that pass an attempted level. Students were more likely to pass an attempted level if the level was a lower level (students were more successful with A1, A2, and B1 tests compared to B2 and C1).

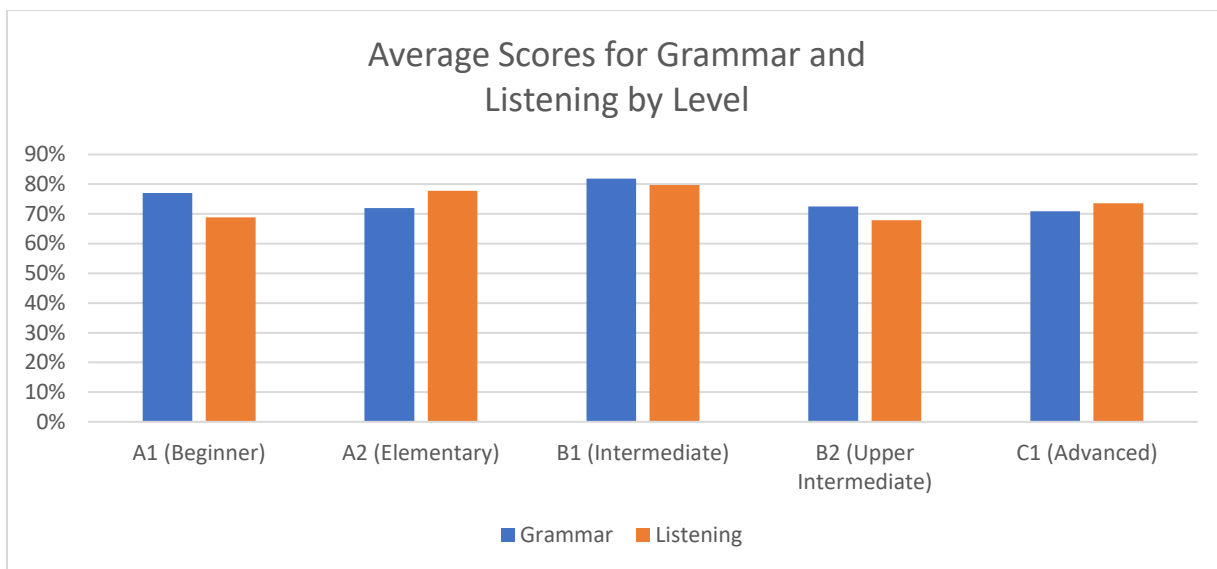
Grammar and Listening Results

Indicators used for communication:

- Grammar score
- Listening score

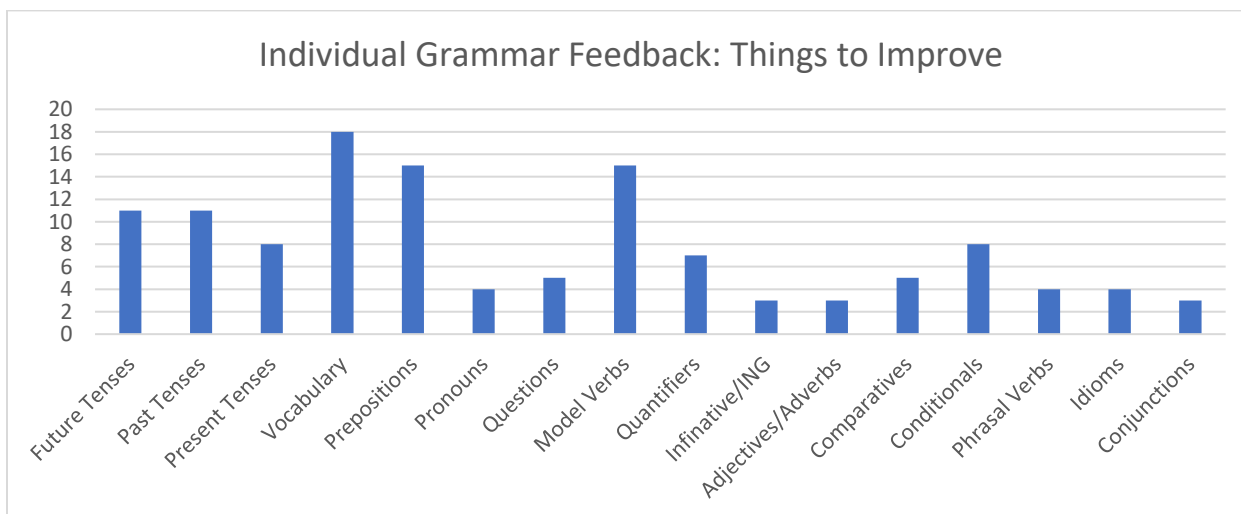


The average scores for grammar and listening were similar (on average students answered 74% of questions correctly).



The above chart shows that the average listening scores for grammar and listening were fairly consistent across test levels. This seems to suggest that as students' overall English scores increase, grammar and listening skills increase at a consistent level.

Individual Feedback



The chart shows the areas for improvement given to individual students. The areas with the highest frequency were Vocabulary (18 students), Prepositions (15 students), and Modal Verbs (15 students).

Summary and Recommendations

This report presents findings for the Institutional Goal, Communication: *Graduates will be able to demonstrate proficiency in academic writing and communicative competence*, as well as the General Education Program Outcome: *Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment*.

Data for this report were collected in Fall 2019 using the Mini Ethnography course-embedded rubric in English 162: Composition II courses, and in Fall 2019 and Spring 2020 using the standardized TrackTest English Proficiency Test: Grammar & Listening. The course-embedded assessment is completed by ENG 162 course instructors.

The results from the Mini Ethnography assignment found that 90% of students received a score of 80% or higher for the communication sections (the benchmark was met). This seems to suggest that instructors are satisfied with the level of writing (Formatting, Grammar, Mechanics, and Vocabulary) demonstrated by the great majority of students in

the mini ethnography assignment. However, it was suggested that these results may have been skewed by two issues: First, this was the first semester that instructors used the rubric to assess students. It may take a semester or two for instructors to become familiar and comfortable with the tool. Second, only 44% of students enrolled in ENG 162 were included in the sample due to instructors using old rubrics. Further, the majority of instructors that used the new rubric were new instructors, which may have affected the results. Because of these two factors, it will be important to track the result trends to see if scores continue to be high in following semesters.

The results from the TrackTest were preliminary findings and do not provide data on whether or not the institutional learning goal (or benchmark) was met. However, there were some helpful findings. First, the findings seem to suggest that as students' overall English scores increase, grammar and listening skills increase at a consistent level. Second, areas for improvement with the highest frequency were Vocabulary (18 students), Prepositions (15 students), and Modal Verbs (15 students).

The following are recommended based on the results:

- It is recommended that ENG 162 instructors have a follow-up conversation discussing the questions identified in the Mini Ethnography Rubric section. This will provide further insights about the findings.
- It is recommended that a norming session be held with ENG 162 instructors for the mini ethnography assignment.
- Faculty should set a benchmark for communication. The following is recommended:
 - 80% of students score 80% or higher on mini ethnography sections related to communication.
 - 80% of students score pass ____ level in TrackTest at the end of ENG 162.
- It is recommended that this report be shared with English instructors who teach the developmental courses and ENG 160. The TrackTest results gives insights to students' English levels when they finish developmental English courses and/or are entering ENG 160 (it is important to note that not all students who took the TrackTest also took developmental courses. Some may have placed into Composition 1).

Assurance Argument Criterion 4 Meeting Minutes

Summary of Meeting

Meeting #: 1	Date: 9/20/2017
Members: Paul Heck (co-chair), Sheila Frost (co-chair), Michele Jolivette, Noe Lopez, Carlos Ortiz, Elena Voltchek	
Attendees: Paul Heck (co-chair), Sheila Frost (co-chair), Michele Jolivette, Noe Lopez, Carlos Ortiz, Elena Voltchek	
Agenda: <i>(list items discussed)</i> <ol style="list-style-type: none">1. Overview of Criterion 4 (Criterion, Components and Sub-Components)2. Review of previous Self-Study & Evidence<ol style="list-style-type: none">a. Thoughts, ideas, reactions3. Reviewing pg 140- what assessments have been done, which need to be done<ol style="list-style-type: none">a. Review Appendix A: Assessment Work To Be Completed/Reviewedb. Review Appendix B: Assessing General Education Learning Objectives4. What are our recommendations and/or action steps?	
Recommendations: <i>(agreed upon decisions)</i> <ol style="list-style-type: none">1. Course Evaluations- aggregate the data by department (how would it be helpful?) Do we need to have a classification system to make the data valuable? (by courses, by discipline, by gen ed, by site, ID-ing automated benchmarks- ie 10% above or below the mean). (Elba and Maria V. look at individual instructors and then give a report to coordinators.) We need to further discuss this in the future<ol style="list-style-type: none">a. This should not be the main tool used to assess faculty. We should be using the faculty observation form, using the pre/posttest results, etc.2. Access to Learning Resources- Special Committee for 099 (199) (how to embed college skills into remedial college courses).3. Assessing General Education- Outside assessment (IAI): the criteria of the course meets standards that are accepted in IL. There are two things that we want to look at 1. The data we are going to look at this semester to assess, 2. Recommendations for what tools/process we are going to use in the future to assess general education. (We can use WAC and ALEKS as examples of using assessment to make improvements.)	
Action Steps: <i>(next steps, who's responsible and date due)</i>	

1. Elena- Review the faculty & adjunct faculty manual and see what used to evaluate faculty (may be under the faculty responsibilities section and rank sections?) (The role of site director within the process?). Sheila can help with this if time is an issue. Further discuss at next meeting.
2. Carlos- Are there policies, practices, etc. for once we assess a faculty member (adjunct or full-time) what then happens? (How do we address deficiencies? How do we acknowledge successes?)
3. Michele- A summary of accomplishments for the Special Committee for 099 (199) and send power point as evidence. Will also ask Dennette for meeting minutes from committee.
4. Elena- will get #s for how many students attended (for the 099 English course) and whether their level changed.
5. Noe- will get the numbers for 099 Math and CIS.
6. Paul- #s for how many 099 students actually enrolled in the fall.
7. Paul- will get retention, persistence, completion rates (institution wide) for next meeting. (per program will be given to academic council)
8. Elena- ID and assignment (standard description, standard rubric) for English 160, 162, 165 that can be used to assess General Education Objectives.
9. Elena - Fine Arts/Humanities (will get the pre-posts)
10. Michele- PSY, HIS, and SOC (will get the pre-posts)
11. Sheila- (will ask Juvenal for Econ pre-post)

Next Meeting: *(date, time and place)*

October 11th @ 2:30pm in the IT conference room

Save file as: Criterion #__ Meeting #__ mon.day.yr. doc

Appendix A: Assessment Work To Be Completed/Reviewed

Academic Council- Next Meeting

1. Things to Discuss
 - Program Reviews (outline is on pg 74 of previous self-study report)
 - How can adjunct instructors be involved in this process? (pg 137 of self-study)
 - Create a timeline for Program Reviews
 - New Instructor Evaluations (complete them for all new instructors this semester)
 - Advisory Boards (make sure Respiratory and SWK boards are active, look into others ECE, Culinary, Business, Psychology; pg 136 of previous self-study report)
2. Paul at the meeting to discuss all the data that is needed & when it is needed

Assessment Committee

1. Data To Review (which of these do we have?)
 - Student Instructor-Course Evaluations (including library?)
 - Student Satisfaction
 - Graduate (Exit)
 - Alumni Focus group and Alumni survey
 - Resident Faculty (climate?) Survey
 - Adjunct Faculty Survey
 - Staff Climate Survey
 - Previous annual assessment report
 - Summaries of Form C from each department
 - Copy pg 140 of previous self-study (visual of assessment)
2. Discuss how we can use this data to make institutional and academic recommendations for the following year. This may also include discussing priorities for the next year and budgeting.

Bob

1. Things to ask about
 - Faculty Climate Survey
 - Employee Satisfaction
 - Adjunct Faculty Survey
 - List of All Program assessments that have been received (forms A,B & C)
 - Which of the assessments listed on pg 140 of the previous self-study did we collect?

Criterion 4

1. Data to Review
 - General Education Course Assessments and Tools (see addendum at end of this document)

Library

1. Things to Review
 - Access to Learning Resources Sections (pgs 125-128 of previous self-study)
 - Library Survey (pg 137 of previous self-study)

2. Discuss if there are things that we need to implement this semester and a plan for describing the access to library resources

Nicolas & Maria

1. Things to discuss
 - Importance of Assurance Argument
 - Making sure Website is uniform with catalog and all other handbooks (criterion 2)
 - Alumni Satisfaction Survey (pg 137 of previous self-study report)
 - Alumni Accomplishments (through alumni focus group or other? Pg 136 of previous self-study)

Paul

1. Things to review
 - Data we need
 - Retention/Persistence/Completion Rates
 - Institution-wide (4.C.1; pgs 162-165 in previous self-study)
 - program (pg 74 of previous self-study)
 - 3 years of enrollments, retention, graduation rates
 - Cost/benefit analysis of program to college
 - Student transfer rates (are we in the clearing house?)
 - Which of the assessment data on pg 140 of the previous self-study does IT house in Jenzabar?
 - Technology Plan? (pg 137 of previous self-study)

Retention Taskforce

1. Data To Review
 - Aggregated course evaluations
 - Student satisfaction data
 - Annual drop-out rate report
2. Discuss how we can use this data to recommend changes to improve retention

Appendix B: Assessing General Education Learning Outcomes

According to the Previous Self-Study, it was expected that the General Education Learning Objectives would be measured in each course (see pgs 81 and 141).

General Education Learning Objective	Courses Assessed In
Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	ENG 160, 162, 165
Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.	ENG 160, 162, 165
Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.	Behavioral and Social Sciences (ECON, HIS, PSY, SOC)
Students develop recognition of and respect for diversity through cultural interactions in and outside the classroom.	Fine Arts/Humanities

Proposed steps for assessing the Gen Ed Learning Outcomes

1. Request the Pre/Posttest tools for the above courses.
2. Assess whether the Pre/Posttest tools are indeed assessing for the learning objectives
3. If they are, link relevant questions (within the tools) to the learning objectives
4. How will we know if students are successfully demonstrating each learning objective? (for example, the student scores an 80% on all the questions that are connected to that objective. Also, what % of the students would we hope to be able to successfully demonstrate each objective?)
5. Request the assessment data for any pre/posttests that are assessing the learning objectives
6. Aggregate the data and analyze for some results
 - a. Are we meeting the objectives?
 - b. What do the results tell us about the learning objectives?
 - c. What improvements, recommendations can we identify for the Gen Ed program?
 - d. Are there improvements that need to be made to the assessment of the Gen Ed Learning Objectives? (for example, improved pre-posttests, strengthening the process for assessing the gen eds)

Other alternative assessments were identified in the previous self-study (pgs 145-146). Have these been explored? If no, is this something that this committee would like to take on as a project?

Assurance Argument Criterion 4 Meeting Minutes

Summary of Meeting

Meeting #: 2	Date: 10-11-2017
Members: Paul Heck (co-chair), Sheila Frost (co-chair), Michele Jolivette, Noe Lopez, Carlos Ortiz, Elena Voltchek	
Attendees: Paul Heck (co-chair), Sheila Frost (co-chair), Michele Jolivette- by phone, Noe Lopez, Carlos Ortiz, Elena Voltchek	
Agenda: (<i>list items discussed</i>) <ol style="list-style-type: none">1. Review of Minutes2. Update of Last Meeting's Action Steps<ol style="list-style-type: none">a. Faculty/Instructor evaluationb. There is a remediation plan for instructors who are put on probation (pg 26 of resident faculty manual)c. Persistence, Completion, Retention Stats from Paul<ol style="list-style-type: none">i. No shows- considered not retained; AERFA- not included as non-completers; Non-degree seeking student is counted as not retained, they are not eligible for financial aid.3. Review of General Education Learning Objective Assessment Tools<ol style="list-style-type: none">a. Connect to Appendices B & Cb. Strategy for Completing an assessment of Gen Eds4. Using Data to Improve the Institution (Appendix E)<ol style="list-style-type: none">a. The 099-199 courses<ol style="list-style-type: none">i. There were two goals: improving students academically and recruitment.ii. For CIS199- based on the statistics, it was not successful for recruitmentiii. We won't see the survival skills that were embedded in the course will affect students in a long-term wayiv. Indicators: looking at next semester for students- see grades and compare with grades of other students;v. Identify some goals for the courses5. Evidence Checklist (Appendix D)6. Assessment Work To Be Completed list (Appendix A)7. Review Agreed upon Recommendations and Action Steps8. Next Meeting	
Recommendations: (<i>agreed upon decisions</i>) <ol style="list-style-type: none">1. <u>Create a sub-committee</u>- take the faculty responsibilities, evaluation process and rank promotion items and consolidate into one. What are the basic minimum requirements to keep job and be a functional instructor. What are the additional requirements for rank promotion? (this recommendation should be shared at faculty council and sent to academic council) Also, within the adjunct faculty	

manual, there is nothing in the table of contents about evaluation. There is some reference on pg. 20.

- a. We have appropriate manuals and policies that cover evaluation. Based on discussions, it is recommended to have a committee to clarify and consolidate. Recommendation would be to go to faculty council.
 - b. Adjunct and Full Time faculty would be evaluated differently
2. Should tutoring be evaluated (we have student opinion and anecdotal)? Look into how other institutions are evaluating tutoring. There is a way to indicate in Jenzabar students who attended tutoring (but not how often they attended, just that they went). Is 099 a tutoring course?

Action Steps: (next steps, who's responsible and date due)

1. Paul- will have program degree data by Oct 20
2. Sheila- print out all meeting minutes from Criterion 4 for next meeting
3. Elena- bring up "mini" mid-semester evaluation by students to Madeline
4. Noe- bring up the agenda item to the adjunct committee: having a status of *Probation* for adjunct instructors. Looking at whether this would be a supportive status with a form that chairs/coordinators can share with adjunct instructors. Bring up the idea of the status "*part-time*" instructor vs. "*adjunct*" instructor vs. "*administrative appointments*". Part-time instructors would be adjunct instructors who have been instructing at SAC for many years.
5. Sheila- ask Eddy to put on agenda (combining all faculty responsibility, faculty evaluation and rank promotion to be a streamlined process) as an update of what we are working on. Then, it will go to Academic Council.
6. Paul- will give stats to Elena for 099-199 for English (to assess the academic improvement of students)
7. Sheila- Meet with individuals overseeing the Gen Ed courses to figure out a way to evaluate them.

Next Meeting: (date, time and place)

Nov 1 at 2:30pm

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Appendix A: Assessment Work To Be Completed/Reviewed

Academic Council- Next Meeting

1. Things to Discuss
 - Program Reviews (outline is on pg 74 of previous self-study report)
 - How can adjunct instructors be involved in this process? (pg 137 of self-study)
 - Create a timeline for Program Reviews
 - New Instructor Evaluations (complete them for all new instructors this semester)
 - Advisory Boards (make sure Respiratory and SWK boards are active, look into others ECE, Culinary, Business, Psychology; pg 136 of previous self-study report)
2. Paul at the meeting to discuss all the data that is needed & when it is needed

Assessment Committee

1. Data To Review (which of these do we have?)
 - Student Instructor-Course Evaluations (including library?)
 - Student Satisfaction
 - Graduate (Exit)
 - Alumni Focus group and Alumni survey
 - Resident Faculty (climate?) Survey
 - Adjunct Faculty Survey
 - Staff Climate Survey
 - Previous annual assessment report
 - Summaries of Form C from each department
 - Copy pg 140 of previous self-study (visual of assessment)
2. Discuss how we can use this data to make institutional and academic recommendations for the following year. This may also include discussing priorities for the next year and budgeting.

Bob

1. Things to ask about
 - Faculty Climate Survey
 - Employee Satisfaction
 - Adjunct Faculty Survey
 - List of All Program assessments that have been received (forms A,B & C)
 - Which of the assessments listed on pg 140 of the previous self-study did we collect?

Criterion 4

1. Data to Review
 - General Education Course Assessments and Tools (see addendum at end of this document)

Library

1. Things to Review
 - Access to Learning Resources Sections (pgs 125-128 of previous self-study)
 - Library Survey (pg 137 of previous self-study)

2. Discuss if there are things that we need to implement this semester and a plan for describing the access to library resources

Nicolas & Maria

1. Things to discuss
 - Importance of Assurance Argument
 - Making sure Website is uniform with catalog and all other handbooks (criterion 2)
 - Alumni Satisfaction Survey (pg 137 of previous self-study report)
 - Alumni Accomplishments (through alumni focus group or other? Pg 136 of previous self-study)

Paul

1. Things to review
 - Data we need
 - Retention/Persistence/Completion Rates
 - Institution-wide (4.C.1; pgs 162-165 in previous self-study)
 - program (pg 74 of previous self-study)
 - 3 years of enrollments, retention, graduation rates
 - Cost/benefit analysis of program to college
 - Student transfer rates (are we in the clearing house?)
 - Which of the assessment data on pg 140 of the previous self-study does IT house in Jenzabar?
 - Technology Plan? (pg 137 of previous self-study)

Retention Taskforce

1. Data To Review
 - Aggregated course evaluations
 - Student satisfaction data
 - Annual drop-out rate report
2. Discuss how we can use this data to recommend changes to improve retention

Appendix B: Assessing General Education Learning Outcomes

According to the Previous Self-Study, it was expected that the General Education Learning Objectives would be measured in each course (see pgs 81 and 141).

General Education Learning Objective	Courses Assessed In
Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	ENG 160, 162, 165
Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.	ENG 160, 162, 165
Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.	Behavioral and Social Sciences (ECON, HIS, PSY, SOC)
Students develop recognition of and respect for diversity through cultural interactions in and outside the classroom.	Fine Arts/Humanities

Proposed steps for assessing the Gen Ed Learning Outcomes

1. Request the Pre/Posttest tools for the above courses.
2. Assess whether the Pre/Posttest tools are indeed assessing for the learning objectives
3. If they are, link relevant questions (within the tools) to the learning objectives
4. How will we know if students are successfully demonstrating each learning objective? (for example, the student scores an 80% on all the questions that are connected to that objective. Also, what % of the students would we hope to be able to successfully demonstrate each objective?)
5. Request the assessment data for any pre/posttests that are assessing the learning objectives
6. Aggregate the data and analyze for some results
 - a. Are we meeting the objectives?
 - b. What do the results tell us about the learning objectives?
 - c. What improvements, recommendations can we identify for the Gen Ed program?
 - d. Are there improvements that need to be made to the assessment of the Gen Ed Learning Objectives? (for example, improved pre-posttests, strengthening the process for assessing the gen eds)

Other alternative assessments were identified in the previous self-study (pgs 145-146). Have these been explored? If no, is this something that this committee would like to take on as a project?

Appendix D: Evidence Checklist

Criterion 4

4A- The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, **or relies on the evaluation of responsible third parties.**
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

- € Assessment Plan
- € Chart- continuous assessment and institutional effectiveness (visual of how assessment is used- might be able to use old doc or update it)
- € Assessment Report (annual)
- € Progress chart showing how assessment report recommendations were implemented (or tracking progress)
- € PowerPoint presentation of assessment survey results (presented by Bob)
- € Info commons and library guide summary (2013 action plan)
- € On-site Review Report- Respiratory Therapy
- € Respiratory Therapy Certificate of Accreditation
- € Letter of reaffirmation- Social Work
- € Meeting minutes from visit with Anna Holster (CSWE)
- € Assessment Tools
 - Alumni Satisfaction
 - Alumni Focus Group

- Student Satisfaction – does this assess for learning environments?
- Data Analysis of Alumni and student satisfaction surveys
- Report of student satisfaction completed by Bob
- € ISBE new program proposal- ECE
 - Update of Progress
- € Adjunct Instructor Observation Form
- € Instructor and Course Evaluation Form
- € BSW graduates spreadsheet (spreadsheet of alumni data)
- € General Education Learning Outcomes
 - Plan
 - Tools
 - Analysis
- € New Student Orientation Survey
- € ID indicators for success of graduates (ie. employment rates, salary changes, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

4B- The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

- € Assessment Report (Annual)
 - Forms A, B, & C
 - Recommendations
 - Documented changes that programs has done based on assessment data
- € BSW Assessment of Learning Outcomes Doc (for CSWE posted on Website)
 - Does Respiratory have to post something similar?
- € BSW assessment plan for CSWE
- € Writing Across the curriculum
 - Packet
 - implementation
 - Assessment

- Presentation
- € ECE *instrument for cooperating teacher's evaluation of student teacher*
- € ECE field visit form
- € ECE practicum portfolio rubric
- € ECE student teaching self-evaluation form
- € Student Handbook- Respiratory
- € BSW Manual
- € BSW field manual
- € BSW final field evaluation
- € ALEKS
 - Reports
 - Data Analysis
- € Gen Ed Learning Outcomes
 - Plan
 - Tools
 - Analysis of Data
 - Recommendations

4C- The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

- € Strategic Planning Document
 - Goals for retention, persistence and completion
- € Alumni Survey
- € Program Reviews

- € Retention Taskforce- Academy for Persistence and Completion
 - Meeting with mentor
- € Discuss w. Dr Ojeda- how we have made changes based on retention, persistence and completion data (sent e-mail asking him to describe 10/6/2017)
 - Early Attendance Tracking
 - Early Grade Notices
 - Financial Counseling for first year students (because finances are a big reason why students do not continue studying)
 - Other changes to financial aid, bursar, or registrar's office based on retention data

Assurance Argument Criterion 4 Meeting Minutes

Summary of Meeting

Meeting #: 3	Date: 11-1-2017
Members: Paul Heck (co-chair), Sheila Frost (co-chair), Michele Jolivette, Noe Lopez, Carlos Ortiz, Elena Voltchek	
Attendees: Paul Heck (co-chair), Sheila Frost (co-chair), Michele Jolivette, Noe Lopez, Elena Voltchek	
Agenda: <i>(list items discussed)</i> <ol style="list-style-type: none">1. Review of Minutes- minutes were tabled to next meeting2. Update of Last Meeting's Action Steps- Reviewed3. Evidence Checklist - Discussed & made edits to list4. Reviewed Assessment flow chart, Gen Ed assessment plan, 5 year assessment timeline	
Recommendations: <i>(agreed upon decisions)</i> <ol style="list-style-type: none">1.	
Action Steps: <i>(next steps, who's responsible and date due)</i> <ol style="list-style-type: none">1. Noe- will get report from COARC showing that accreditation is continued2. Sheila- Ask Bob how to cite evidence for assurance argument3. Noe- will have a conversation with the Math department about how students are placed into developmental math (according to Paul, at the beginning all students were just placed into MAT 101 for ALEKS and then they progressed at different speeds)4. Sheila- get report from CSWE showing re-accreditation5. Michelle- will reach out to Maria and Bob for a narrative on where we are at in the ECE accreditation process6. Elena- Will get WAC materials (narrative about outside funders have agreed that it is valuable, the PowerPoint Vicky gave at the faculty institute, the assessment that Vicky completed)7. Paul- we need to implement a new procedure to keep track of degree changes. Paul will write up a narrative about this to include in the self-study.	
Next Meeting: <i>(date, time and place)</i> Nov 16 @ 2:30: Assurance Committee Meeting	

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Critical Thinking Report

The following report presents findings for the Institutional Goal, Critical Thinking: *Graduates will be able to apply critical thinking to make effective context-appropriate decisions*, as well as the General Education Program Outcome: *Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications*.

Data for this report were collected in Fall 2019 using the Mini Ethnography course-embedded rubric in English 162: Composition II courses, and FA 2019 Graduate Exit Survey Results. The course-embedded rubric is completed by ENG 162 course instructors. The Graduate Exit Survey is completed by students who are planning to graduate the semester it is completed.

Course-embedded rubric

Five rubric sections were included as indicators for critical thinking. These were:

1. Offers a vivid picture of beliefs, rules, rituals and behaviors of a subcultural group or a person. It presents a typical day of a subculture or a person in the form of a narrative (story). It tells what is going on at the *focus point* (meeting place of participants' interactions).
2. Offers background information on the topic.
3. Offers a minimum 3 different perspectives on the topic- 1 of the outsider (ethnographer/observer) and at least 2 of the informants (insiders).
4. Reveals ethnographer's (observer's/writer's) comments and reflections as responses to his/her sensual perceptions gathered during observations.
5. Ends with some deeper reflections on (insights of) the topic. It could also compare ethnographer's assumptions and expectations with the real findings. It offers a dominant impression of the topic (its overall view and evaluation).

Measurement Tool Issues

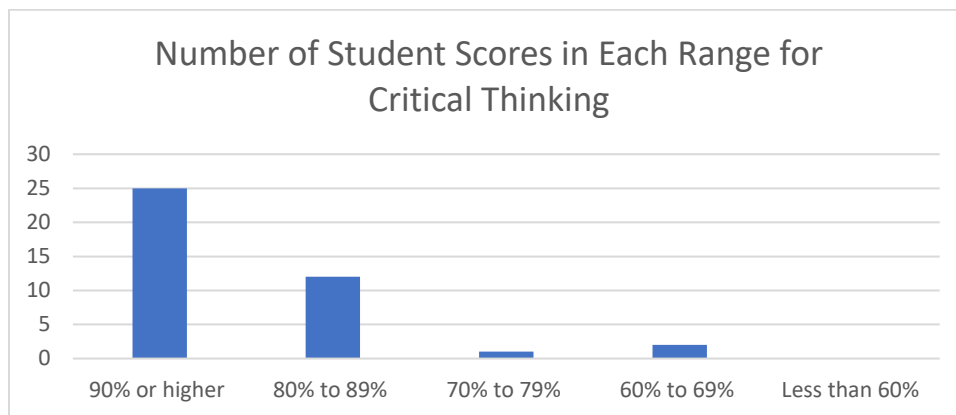
Fall 2019 was the first semester that the mini ethnography was implemented. After reviewing the scores received, a few important trends were observed.

- The scores were skewed high. The majority of instructors (4 out of 5) gave overall scores that were 89% or higher. These instructors assessed 85% of the sample.
- The one instructor that gave a greater range of scores gave much lower overall scores ranging from 87% to 65%.
- One instructor submitted scores of 100% for every student (section 85). This data was not included in the sample.

These observations suggest that the rubric is not being used consistently across sections. It is recommended that a norming session be held with instructors to address these issues.

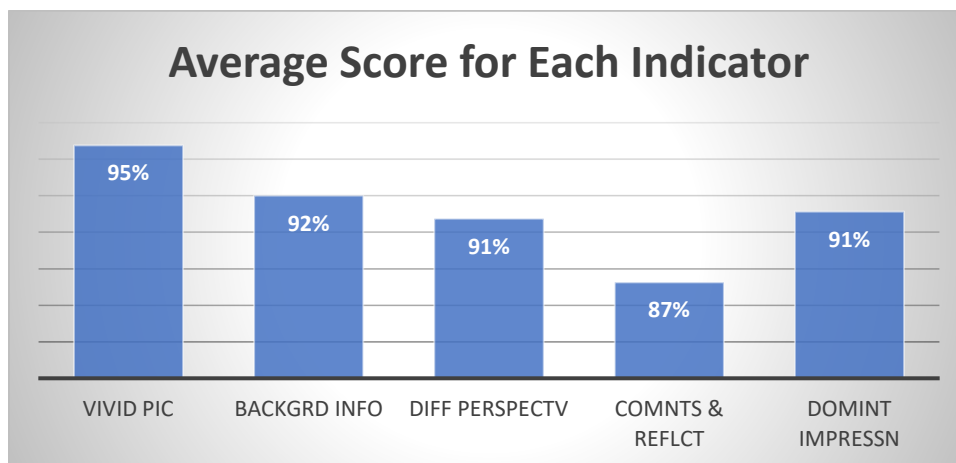
Overall Results

N=40



The above chart shows the breakdown of overall student scores for critical thinking. 92.5% of students received a score of 80% or higher for critical thinking. This seems to suggest that instructors are satisfied with the level of critical thinking demonstrated by the great majority of students in the mini ethnography assignment.

Results by Indicator



The above chart shows the average score for each indicator as a percentage of possible points for that indicator. For example, the indicator *Vivid Picture* had an average of 9.48 points out of 10 possible points (or 95%). Percentages were used for comparison purposes, as each indicator had different possible points.

When comparing the identified indicators, students were scored highest in the area of *Offers a vivid picture of beliefs, rules, rituals and behaviors of a subcultural group or a person. It presents a typical day of a subculture or a person in the form of a narrative (story). It tells what is going on at the focus point (meeting place of participants' interactions).* In contrast, students were scored lowest for *Reveals ethnographer's (observer's/writer's) comments and reflections as responses to his/her sensual perceptions gathered during observations.* On the surface, these results may be logical since the level of learning expected for the vivid picture indicator is knowledge (and perhaps comprehension). To be successful in the comments and reflection section, a higher level of learning (analysis) is required. However, following this line of logic, it would be assumed that the dominant impression indicator would have a low score similar to comments and reflections, but it does not. It would be valuable to seek out feedback from instructors on these findings.

Response from English Department Chair:

One weakness is this data only reflects data submitted by 4 instructors (6 sections of the 9 sections offered in Fall 2019). Unfortunately, one of the instructors was new and did a poor job during the semester- this data was not included in the sample (the instructor will not be re-hired in the future). Another instructor was also new to SAC and stated that she realized she was too lenient. A third is also new and wasn't observed because he is teaching in Aurora and we lack a coordinator for ENG 162.

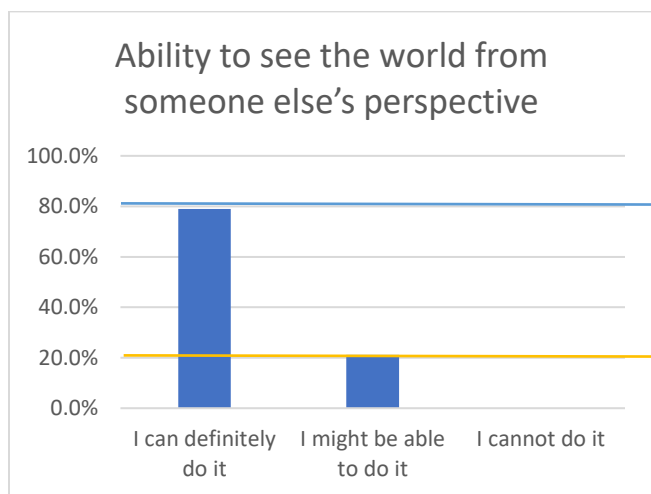
Unfortunately, 3 of the ENG 162 instructors who have more experience, knowledge, time working with our students filled out the old ethnography rubrics, resulting in not being included in the sample. This resulted in about 44% of 162 student work not being included in the sample.

Recommended follow-up questions for ENG 162 instructors:

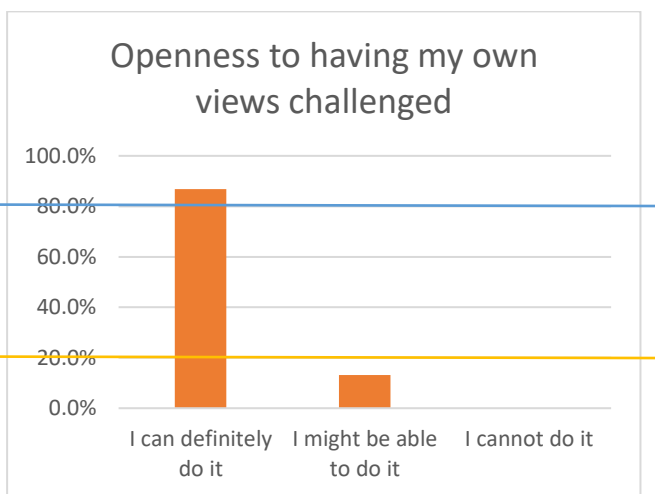
- Do the above findings reflect your observations of student skill levels for critical thinking at SAC? (From your experience, do the great majority of students demonstrate expected critical thinking skills for students enrolled in a Composition Two course?)
- If instructors' observations of student's critical thinking skills do not match the above findings, what do instructors believe is the cause of the dissonance? (Does the rubric not accurately assess for critical thinking? Is there a need for improvements related to how the rubric is used or implemented?)
- Are there other issues or considerations that the course coordinator, department chair, or academic affairs need to be aware of when reviewing the above results?
- How can the rubric be improved (or how can implementation of the rubric be improved)?
- When looking at the findings by indicator, do the results mirror what instructor's have observed as the areas students strive in and struggle in?
- How might these results help instructors (the college) to improve student learning in the future?

Graduate Exit Survey

In fall 2019 38 students, who were set to graduate that semester, completed the graduate exit survey. In the survey, students were asked three self-efficacy questions related to critical thinking.



N=38



N=38



N=37

The great majority of students (79%-87%) responded with *I can definitely do it*. These questions show an openness of soon-to-be graduates to engage in activities that require critical thinking. Further, research has consistently supported that a respondent's self-evaluation of ability correlates to their openness to doing an activity and their likelihood of being successful in the activity. Overall, scores for *ability to see the world from someone else's perspective* were lower (79%) than *ability to discuss controversial issues* (84%) and *openness to having my own views challenged* (87%). Providing students with additional opportunities to explore others' perspectives may be an opportunity for improvement.

In the future, it will be important to identify the benchmark of success for each of these: at what point does this data suggest that SAC achieved the goal of critical thinking?

Summary and Recommendations

This report presents findings for the Institutional Goal, Critical Thinking: *Graduates will be able to apply critical thinking to make effective context-appropriate decisions*, as well as the General Education Program Outcome: *Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications*.

Data for this report were collected in Fall 2019 using the Mini Ethnography course-embedded rubric in English 162: Composition II courses, and FA 2019 Graduate Exit Survey Results. The course-embedded rubric is completed by ENG 162 course instructors. The Graduate Exit Survey is completed by students who are planning to graduate the semester it is completed.

The fall 2019 semester was the first semester that data was collected for the new critical thinking institutional learning goal. Overall, the results were very positive. Over 92% of students received scores from instructors of 80% or higher on the items identified as indicators for critical thinking. Further, when so-to-be graduates were asked to self-assess their ability to engage in different critical thinking behaviors, 79-87% of students responded with *I can definitely do it*. These results seem to suggest that students are both demonstrating critical thinking skills and also believe that they are able to engage in critical thinking activities (making them more likely to engage in these activities in the future).

The English Department Chair responded to the results:

One weakness is this data only reflects data submitted by 4 instructors (6 sections of the 9 sections offered in Fall 2019). Unfortunately, one of the instructors was new and did a poor job during the semester- this data was not included in the sample (the instructor will not be re-hired in the future). Another instructor was also new to

SAC and stated that she realized she was too lenient. A third is also new and wasn't observed because he is teaching in Aurora and we lack a coordinator for ENG 162.

Unfortunately, 3 of the ENG 162 instructors who have more experience, knowledge, time working with our students filled out the old ethnography rubrics, resulting in not being included in the sample. This resulted in about 44% of 162 student work not being included in the sample.

A few improvements for future semesters were identified:

1. It is recommended that a norming session be held with ENG 162 instructors to address inconsistencies of use for the mini ethnography rubric.
2. Identify benchmarks for success for each of the measurements. At what point are students successfully demonstrating critical thinking? Recommend:
 - a. At least 80% of students score 80% or higher on mini ethnography items.
 - b. At least 80% of students answer with *I can definitely do it* for the graduate exit survey questions on critical thinking.
3. The mini ethnography assignment gives students the opportunity to engage with different perspectives. It is recommended that faculty (across all disciplines) look for additional places in the curriculum to add in additional assignments that ask students to consider and describe other's perspectives.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively; delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Course Assessment: Annual Summary Report

Calendar Year:

Department:

Courses Assessed:

Completed by:

Results shared with:

Summary of Findings for Year (Based on completed course assessments for year: What are students learning? What are students continuing to struggle with at the end of classes?)

Recommendations for Improvement (What changes/strategies will be implemented the next academic year to further encourage/support student learning of the course objectives?)

Plan (Who will implement the above changes/strategies? When?)

Considerations for Academic Affairs (Are there considerations that all of Academic Affairs or all academic programs should think about related to student learning in the areas you assessed? For example, ways that other courses can reinforce/support the learning, supports that can be implemented at the college, etc.)

Presented to Assessment Committee or Academic Council:

St. Augustine College Curriculum Evaluation Model

The quality of education and the improvement of curriculum processes are priorities established in the new educational model recently implemented in St. Augustine College. In higher education, curriculum evaluation is an effective measure to ensure the quality of higher education as well as important way to promote reflection and innovation on curriculum.

The definition of curriculum evaluation adopted by the Office of Academic Effectiveness relates to the assessment of the merit and worth of a program of studies, a field of study, or a course of study. To initiate the process of ensuring quality across programs, the evaluation of all current academic programs will be progressively conducted.

Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes with the focus on improving student learning. Understanding that curriculum evaluation is an essential phase of curriculum development, it is expected that after evaluating a program, a new curriculum implementation will take place for the Fall 2021.

Three programs will be evaluated in the following order: (1) Language, Literature & Humanities, (2) Computer Science, and (3) Culinary Arts. The process of evaluation will include three major steps: setting the project parameters, selecting the curriculum project director, appointing a curriculum evaluation task force and preparing the evaluation documents.

Setting Up the Program Evaluation

- How much time will be allocated, and by what date should the evaluation be completed?
- What human, fiscal, and material resources will be provided?
- Which programs will be evaluated?
- What constituencies will be asked for input? Specifically, will students, resident and adjunct faculty and college administrators be involved?

Selecting Curriculum Project Director

Judith Gwilt-Yturriago, who holds a Ph.D in Curriculum Design, a Master degree in Linguistics, a Bachelor degree in Spanish/English, grant writer, researcher and consultant, former President of Illinois Association for Multilingual Multicultural Education (IAMME) has been hired to conduct the curriculum program evaluations.

Appointing a Curriculum Evaluation Task Force

The task force will function as an advisory and planning group, making recommendations to and monitoring the process of the evaluation of the first three programs. The task Force members will rotate according to the program in the process of evaluation. The Chair of the School and the program director are members of the task force including a faculty member teaching in the program to be evaluated. A representative of the Office of Academic Affairs and Academic Effectiveness are also members of the task force.

Preparing the Evaluation Documents

The project Director and the Task Force begin to assemble the documents necessary for the program review. The following documents will typically be needed:

- A statement of the curriculum goals of the program evaluated
- A description of the curriculum program including prerequisites, sequence and scope
- A comprehensive description of the community and the student body
- A list of all required courses in that program, with time allocations, brief description of each course, credit hours, teaching modality (asynchronous/synchronous), most recent enrollment figures, time offerings
- A random selection of faculty schedules
- A random selection of student schedules
- Syllabi of all courses offered in the program
- Faculty schedules, showing class enrollments
- Other materials as decided by the Task Force

Assessing the Context

The context assessment enables the curriculum evaluator to identify aspects of the educational environment and the critical needs of the learners. Answers to the following questions will be sought:

- What are the prevailing attitudes, values, and expectations of the college? The community?
- What are special characteristics of college facilities that constraint the academic program?
- What are the special characteristics of the student body enrolled in the program: ethnicity identity, social and physical development, home background, achievement, among others?
- What are the special characteristics of the faculty teaching in the program: teaching experience, content expertise, educational values, ethnicity identity, educational background, years of teaching experience at St. Augustine College, committee work, research engagement, community service among others?
- What is special about the St. Augustine College: leadership, organizational structure, new educational model, Latino education model, any other structural and operational change?

Development of Program Evaluation Tools

The Project Director will identify and develop the evaluation tools and assessment measures to be used in the program evaluation of Languages, Literature & Humanities, Computer Science, and Culinary Arts. The tools will include forms to evaluate: (1) the ***Written Curriculum*** (program and syllabi), scope and sequence of level objectives, written course guidelines (learning units, chapters, teaching activities, assessment instruments); (2) the ***Supported Curriculum*** (time, materials and professional development); (3) the ***Taught Curriculum*** (time of teaching, time allocated for teaching, objectives taught); (4) the ***Tested Curriculum*** (standardized assessments, teachers-made tests, online testing, performance measures, accumulative tests, final tests, test development, diverse assessment tools used, formative and summative assessments); (5) the ***Learned Curriculum*** (meaningful learning, learning objectives, unintended learning outcomes, evidenced-based learning, extra curriculum learning); (6) the Distance Education curriculum delivery (technical support, faculty support, student support, friendly-user devices, faculty expertise, digital gap).

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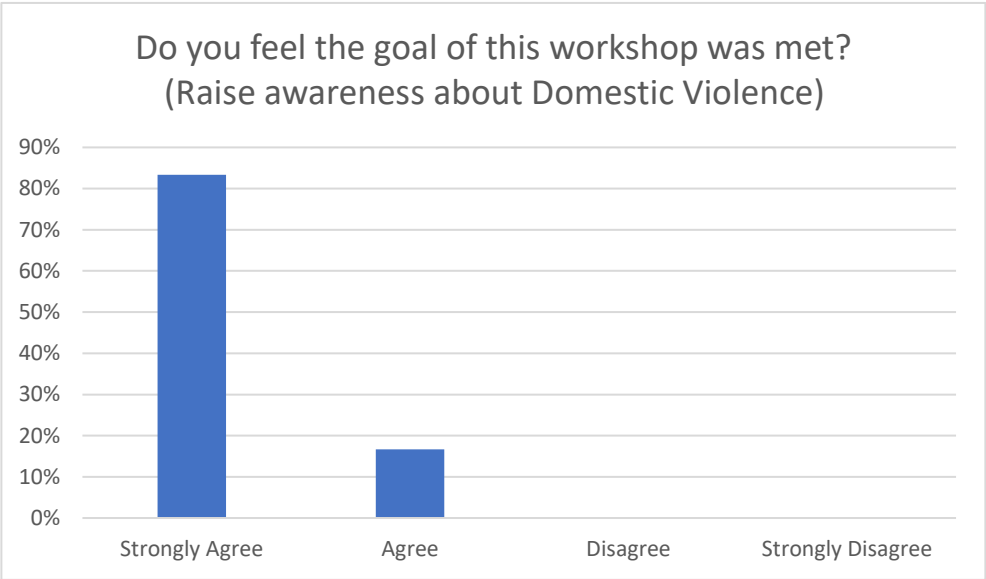
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[illegible]

Goal	Benefit
4	4
4	4
3	3
3	3
4	4
4	4
4	4
4	4
4	4
4	4
4	4
4	4
3.833333	

Strongly Agree	83%
Agree	17%
Disagree	0%
Strongly Disagree	0%



Student Learning: How do we know what our students have learned?

JENNIFER J. FAGER, PHD

VICE PRESIDENT OF ACADEMIC AFFAIRS

MID MICHIGAN COLLEGE



Assessment 101: Background Information

What needs to occur to develop a “culture of Assessment?”

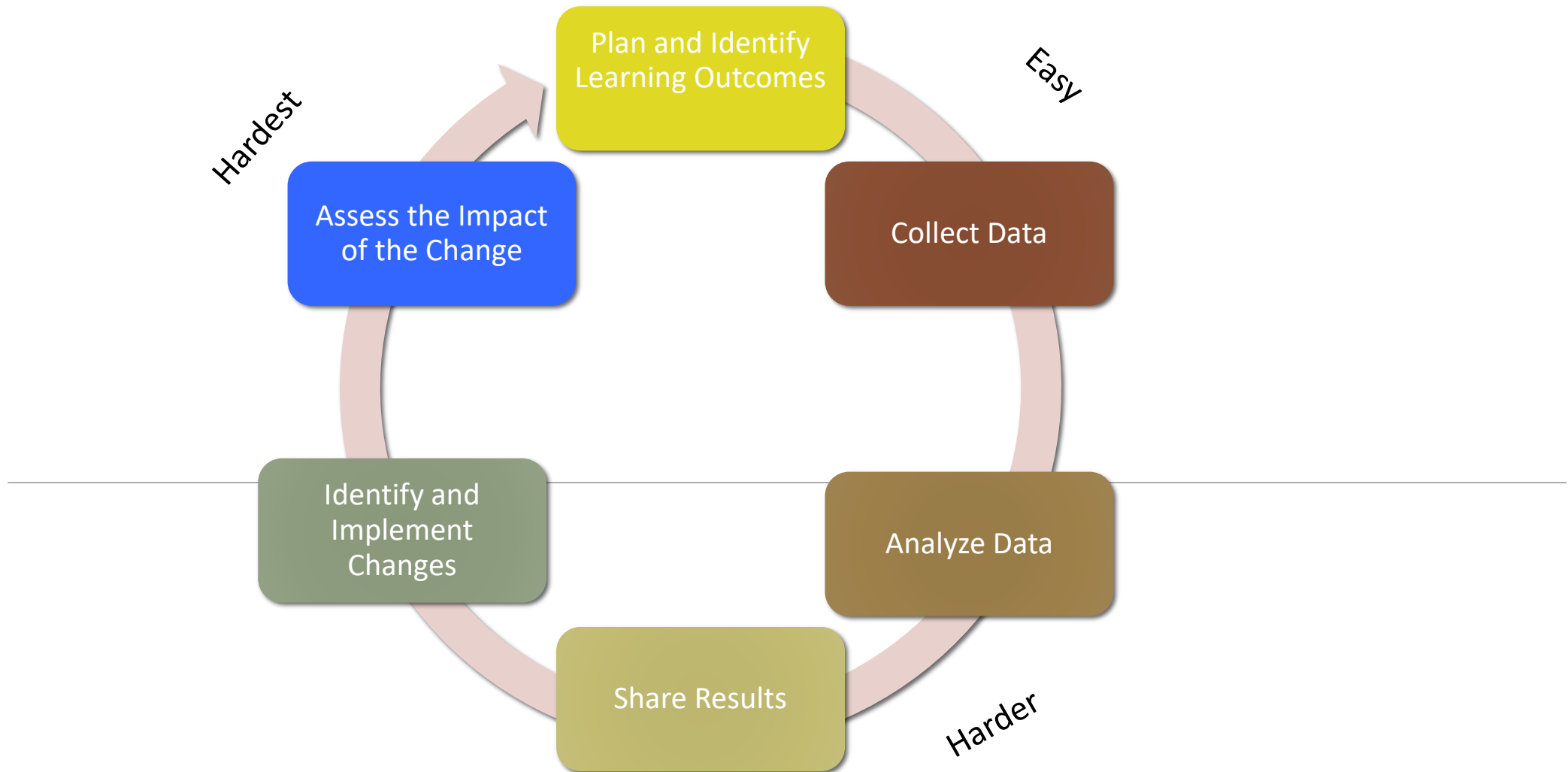
- What is Assessment?
- What processes should be included to improve success?
- Who should be involved?
- Why do this?

What is Assessment exactly?

Assessment is the ongoing process of:

- Establishing clear, measurable expected outcomes of student learning.
- Ensuring that students have sufficient opportunities to achieve those outcomes.
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.
- Using the resulting information to understand and improve student learning.
- How do you know that graduates of the programs at St. Augustine College have built, “a bridge to fulfill cultural, educational, and socio-economic gaps?”

The Assessment Cycle*



*From Using Evidence of Student Learning to Improve Higher Education, p. 57

Tell the SAC Story

What sets your graduates apart from other graduates of programs at other institutions?

What do your students know and how do you know it?

Why SAC?

Commitment or Compliance?

Effective assessment becomes a matter of commitment to the improvement of learning by improving the processes that produce it.

Effective assessment focuses on how data can be used to improve, not on how it can be reported.

Effective assessment focuses on inquiry rather than evidence.

In that sense, effective assessment is at the heart of what we do as academic institutions.

Assessment starts with a question...

Six Fundamental ~~Assessment~~ Student Learning Questions

How are your stated student learning outcomes appropriate to your mission, programs, and degrees?

What evidence do you have that students achieve your stated learning outcomes?

In what ways do you analyze and use evidence of student learning?

How do you ensure shared responsibility for student learning?

How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

In what ways do you inform the public about what students learn—and how they learn it?

Higher Learning Commission Criteria for Accreditation: CRRT.B.10.010

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing [assessment](#) of student learning.

1. The institution has clearly stated [goals](#) for student learning and effective processes for [assessment](#) of student learning and achievement of learning [goals](#).
2. The institution assesses achievement of the learning [outcomes](#) that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from [assessment](#) to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of [faculty](#) and other instructional staff members.

<https://www.hlcommission.org/Policies/criteria-and-core-components.html>

Assessment Processes

Planning

- Write Student Learning Outcomes
- Map the Outcomes to the Curriculum
- Identification of Artifacts and Where They Will Be Collected
- Calendar Identifying When Data Will Be Collected

Reporting

- What Outcomes did you look at?
- What artifacts were used to assess the outcomes?
- What were the results?
- How did you use the results to improve learning?
- How do you know the new and improved program changes really work?

Assessment's Aims

- Accountability
 - Reporting on degrees of success
 - Benchmarking
 - Essentially a public function
- Improvement of Learning
 - Both public and private functions
 - Focus on making learning better, not self-justification

Student Learning Outcomes

State expectation of student performance

Describe what a student can *do* with what s/he *knows*

Reach beyond the immediate situation - focus on *lasting* results of courses, programs, and missions

Students completing a program will be able to: <action verb>
<something>.

Outcomes should define the PROGRAM (or course) for the students.

Curriculum Alignment/Mapping

Analyze alignment between curriculum and outcomes

Organizes information for faculty and students

Clarifies learning expectations—where will students have the opportunity to learn what you expect them to learn?

At SAC, where will students learn about the things that are integral to your programs?

Mapping the Outcomes within a program

Valued outcomes should show up throughout the program's curriculum

Coherent sequencing is critical:

- Introduce + assess
- Reinforce/practice + assess
- Demonstrate/Integrate + assess

Where will SAC Students, “learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications?”

Mapping Exercise

Outcomes	100	150	175	200	Electives	Capstone
1	I					D,A
2	I	R				D, A
3	I			I	R	D, A
4	I					D, A
5	I	I				
6	I			R	R	D, A
7						
8	I					D, A
9	I	R	R	R	R	D, A

Identify Artifacts linked to the Map

Capstone projects

Others?

Lab experiments

Writing assignments

Speeches or Performances

Final Exams in courses

Licensure exams

Presentations

Survey data

Types of Artifacts: Direct and Indirect

Direct Indicators grapple with products of students' efforts to demonstrate mastery of a subject or task:

Questions embedded in
tests

Papers

Portfolios

Performances

Presentations

Term paper evaluation

Final Exams

Types of Artifacts: Direct and Indirect

Indirect Indicator evaluate students' success “from a distance”:

- Graduation and persistence rates
- Focus groups, interviews
- Surveys of students, alumni, faculty, employers
- Scores on standardized tests used for other purposes (i.e., licensure exams)
- Placement rates in jobs or four-year programs
- Usage rates

And Now for Assessment: The Harder Stuff

The Harder and Hardest Stuff

- Analyze Data
- Share Results
- Identify and Implement Changes
- Assess the Impact of the Change

Building an Assessment Structure

Start with your program mission

Be intentional

Set an agenda and meet its goals

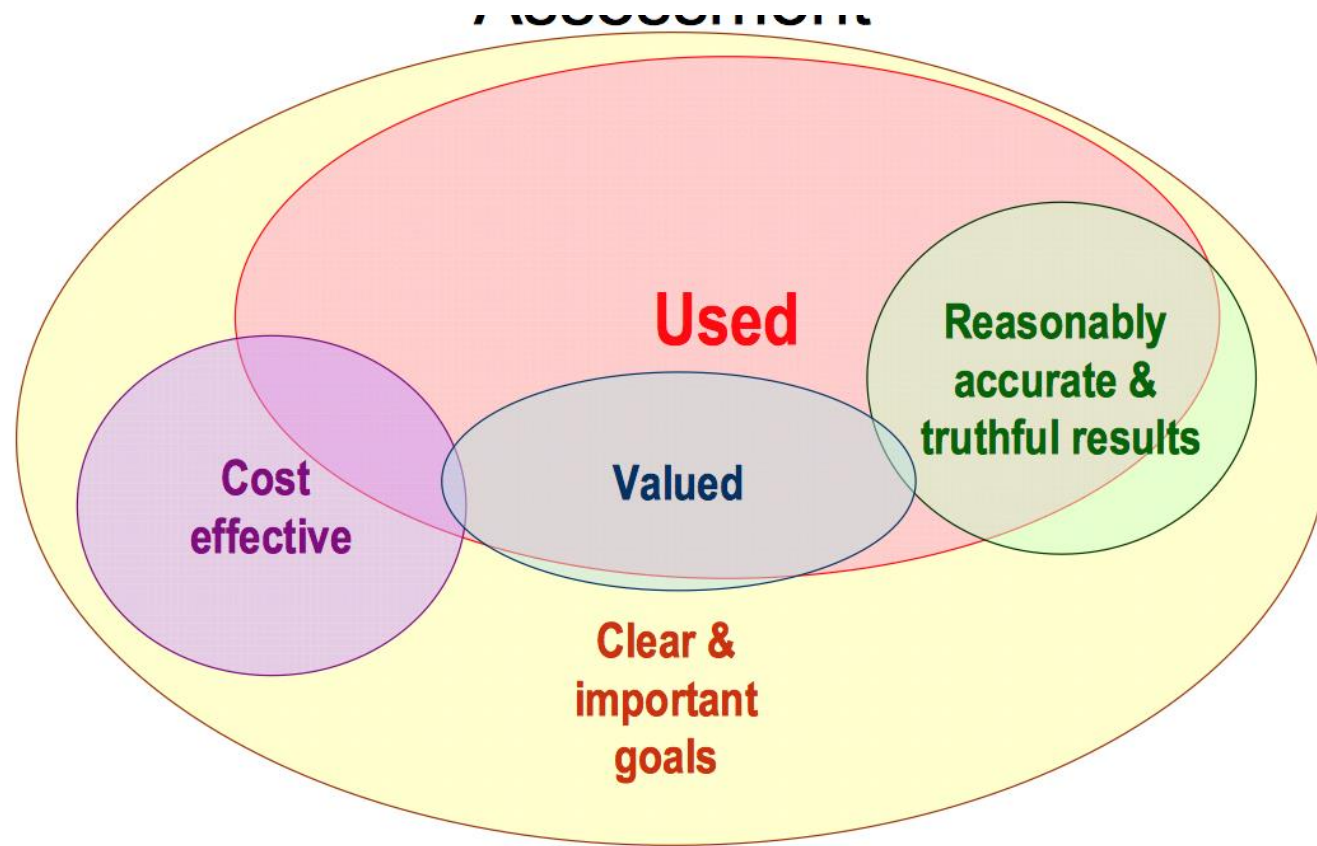
Sharpen your questions and find the answers

Be involved—it is everyone's job!

Become a fully engaged campus

- Develop a structure that fits all of St. Augustine College
- Integrate assessment into the regular practices
- Share and use data to make decisions to benefit learners

5 Dimensions of Good Assessment



Are Our Outcomes Measurable?

Do the outcomes make sense to students?

Do the outcomes use action verbs?

Do the outcomes define the program for the students?

Is it obvious to faculty how the outcomes could be assessed?

Curriculum Mapping Questions

Where in the program will students have the opportunity to learn what you want them to learn?

Where in the program will the outcomes be assessed?

What are the required courses in your programs?

Do the students have the opportunity to learn the outcomes regardless of section or instructor?

Are the outcomes reflected in course syllabi?

Do the students know what learning is expected of them in each course within the program?

Does the course sequence make sense in terms of learning?

Are all outcomes present and accounted for?

What evidence do you already possess?

Let's take an artifact/assessment inventory

- What are you already collecting?
- Are the artifacts providing you with evidence of student learning?
- What else do you need/want to know?

Identify "Artifacts" and Collect Data

What evidence do you possess that indicates students have learned what you intended for them to learn (your assessment inventory results)?

How does this evidence differ from program evaluation results?

Evaluating Evidence

Does it measure essential learning outcomes?

Does it measure deep learning?

Can it be used to improve learning?

If quantitative, can it be validated?

If qualitative, is it reliable?

Can the data be collected regularly?

Evidence identified?

Have you identified methods of assessing each outcome included in your courses and programs?

Will the evidence you intend to collect provide you with enough information to engage in continuous improvement?

Are there any other sources of evidence that might help you make good decisions about your program?

Data Collection Scheduled?

When will each artifact be collected?

Did you plan for data collection when you developed your long-range course offerings?

Is the calendar of data collection available to all stakeholders, particularly faculty?

Will you collect data from every faculty member, every semester or use a rotation?

How will you ensure adjuncts know what to do?

How will you hold everyone accountable for collecting the information?

Key Players Identified?

Who is responsible for collecting data?

When are they responsible?

Who will collect the data?

Who will synthesize the results?

Dates and Times Scheduled to Discuss Results?

Have you scheduled a faculty meeting each semester to discuss the results?

Where will you keep the results?

Did you schedule follow-up meetings to determine next steps?

Plans in Place to Prepare for Change, if Needed?

How will you assess any changes that are made as a result of the data discussions?

How will you track these changes?

Does the assessment plan still make sense?

What next?



What's in it for ME?

Assessment clarifies educational goals

- It is a vehicle for educational improvement
- It is NOT just measurement

BIG QUESTIONS

- What does SAC value in student learning?
- How can SAC improve student success?

What's in it for ME?

Assessment reflects learning and actual practice as well as provide a complete and accurate picture of student learning

BIG QUESTIONS

- What are the SAC students able to do when they complete your programs?
- What is happening in my classroom that reflects what we as a faculty expect of our graduates?

What's in it for ME?

Assessment attends to outcomes and experiences

- It helps us understand which students learn best under specific conditions
- It helps improve student learning

BIG QUESTIONS

- What do SAC graduates do upon completion of the Bachelor of Arts in Business Administration program?
- How does the program, “Demonstrate a strong foundation of business knowledge and decision-making skills for every level of business operations?”

What's in it for ME?

Assessment works best when it is ongoing not episodic

Improvement occurs when a linked series of activities/assessments are included

BIG QUESTIONS

- How does SAC track student progress in meeting the General Education Student Learning Outcomes?
- How does the data we have gathered on the outcome, Implement a web-based communication system. describe what students have learned at SAC in the Bachelor of Science in Computer Information Systems?
- What data does the BS in CIS need to determine whether students are learning?

What's in it for ME?

Assessment promotes change

- Assessment contributions are greatest where quality teaching and learning is visibly valued
- Assessment is an integral part of education and is regularly addressed by faculty and others

BIG QUESTIONS

- How often do you discuss assessment at division/department/unit meetings?
- What help is needed to promote change?

How can we make it work at SAC?

Be involved—it's everyone's job

Be engaged—understand the relationship between your discipline and your role in the development of outcomes

Develop a structure that works for you and then do it for a while

Capitalize on existing strengths, structures, and processes

Perform an evidence inventory

Talk about the assessment process regularly

Assessment Quiz

What do you get if you divide the circumference of a pumpkin by its diameter?

Pumpkin π



We've Got All this data, now what do we do?



Basic Data Questions

What data (qualitative, quantitative, direct, indirect, survey...) do you really want? Why do you want it?

What is the best way to go about getting the data?

How often do you need to collect the data?

Will you actually USE the data? How? Who?

Can you effect change? At what level?

Who is paying attention?

Who is not paying attention but needs to pay attention?

Interpreting Assessment Data



Models of Data Interpretation

Administrator

Faculty Member

Department Chair

Assessment Director



How might you (as a person representing one of these groups) respond to the following data?

- 78% of program completers were able to connect their learning to societal problems.

Interpreting Data

NOT about individual survey questions

NOT everything can be explained

PATTERNS OF EVIDENCE

- NSSE Results
- Test Scores
- Licensure Exams
- That lone course or student

Patterns of Evidence

Outcome 1

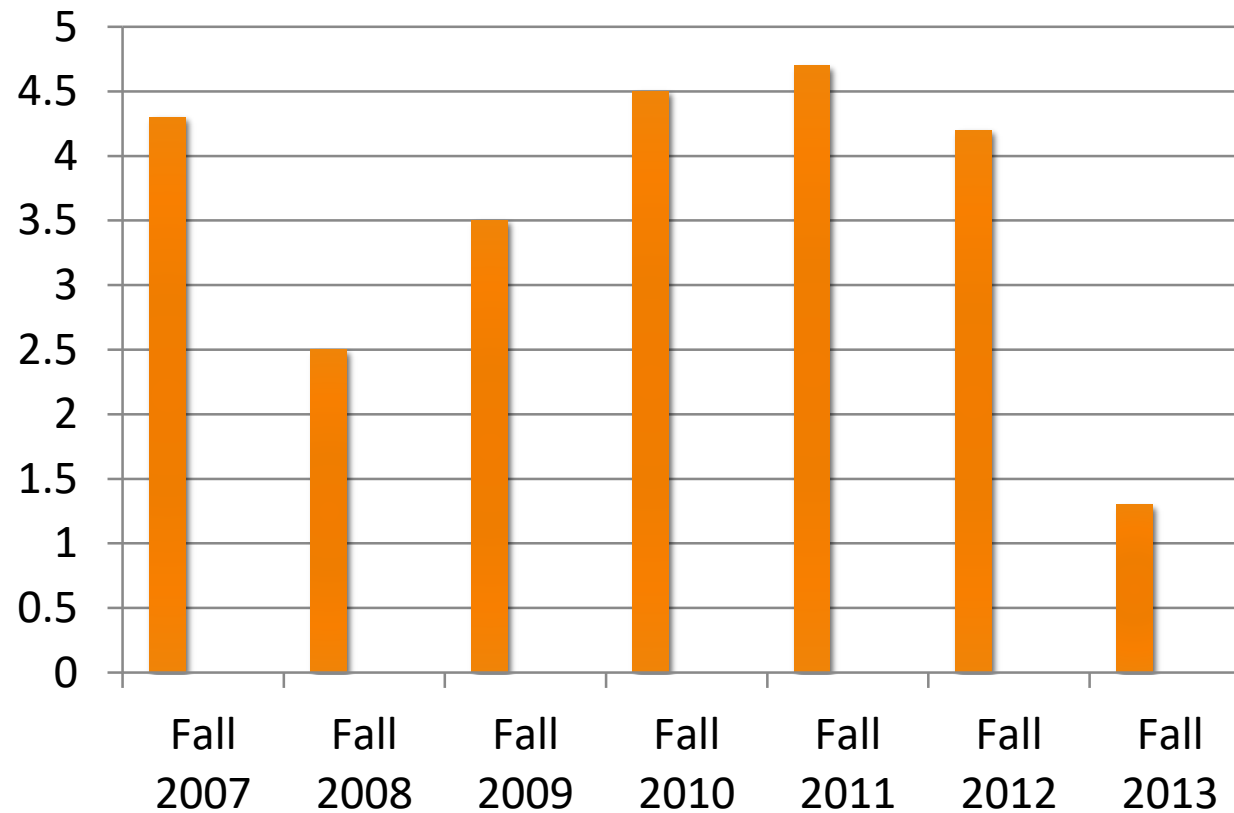
- 72% of students meet the intended outcome
- 18% who did not meet the outcome earned D's or F's in corresponding course work
- What would you do?
- What else do you need to know?

General Education Communication Outcome

- 90% of students enrolled in English Composition courses met the outcome
- 67% of students enrolled in Speech Communication courses did not meet the outcome
- What would you do?
- What else do you need to know?

Consistency

How satisfied are our students with campus food service?



Consensus

Comparison to or among groups of students

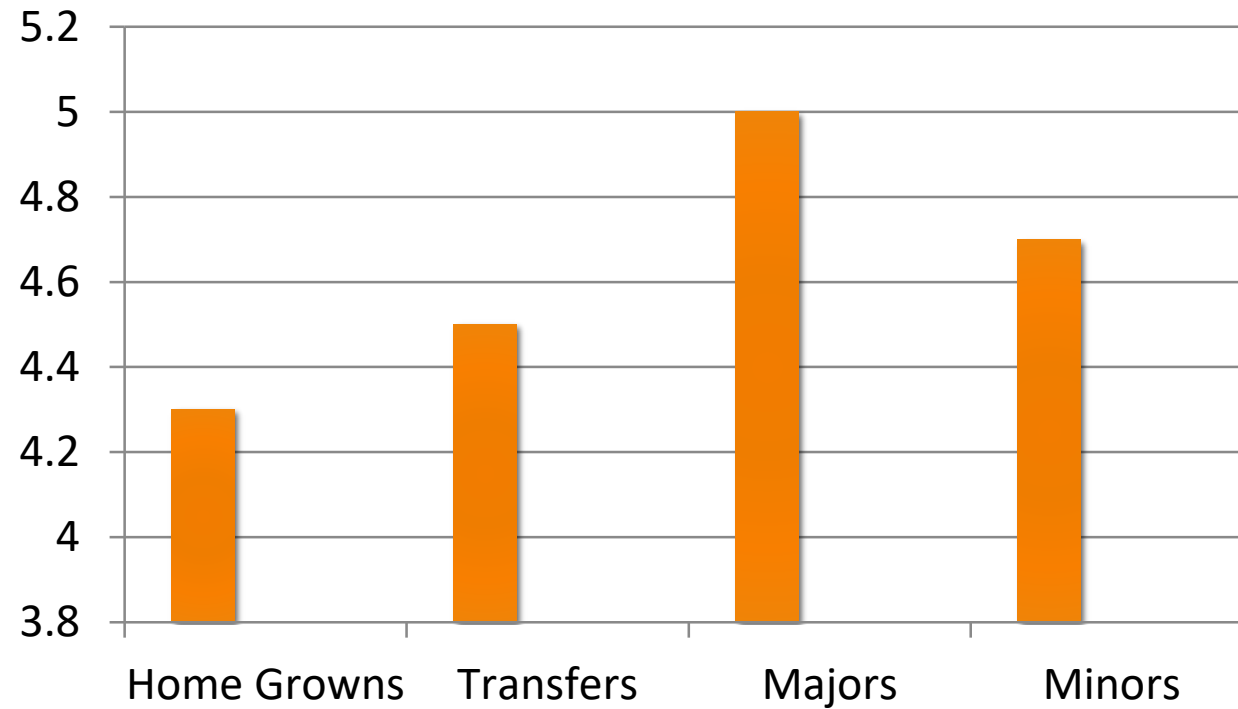
- Variation between disciplines, gender, other demographic variables

Key Questions

- What is the general feeling, outcome, attitude, behavior?
- Do other groups of people act, perform or feel this way?

Consensus

How well are students performing on the program learning outcome measure?



Distinctiveness

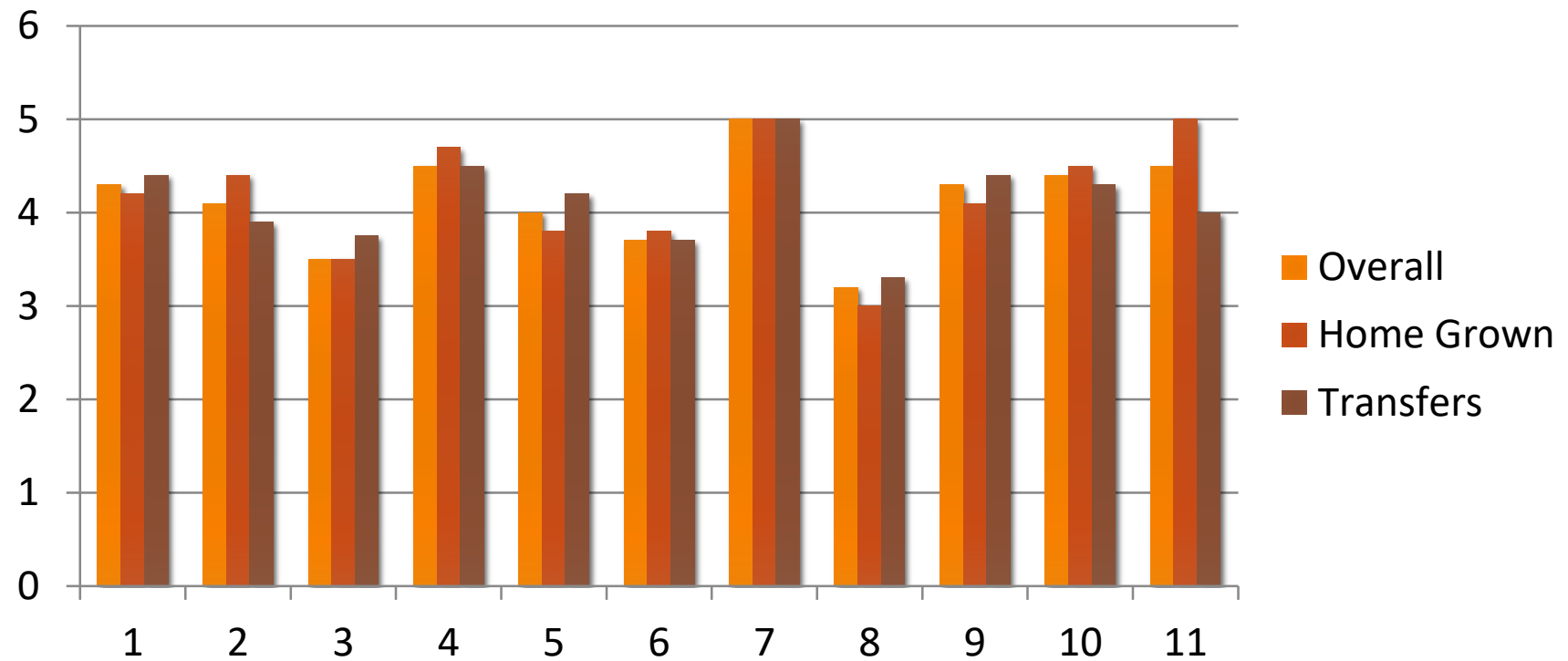
Examines individual or cohort perspectives across different situations, categories

Key Question

- Does a person or group respond differently based upon the situation, item, issue?

Distinctiveness

How well are our students achieving our Core Learning Outcomes?



Working with the Data



Interpreting the Data

Consistency: Trends

- How does this year's data compare to previous years?

Consensus: Differences among Populations

- How do the sub-populations in the sample compare to each other?

Distinctiveness: Patterns across Variables

- How does this specific data compare to the other data in the set?

Data Question #1

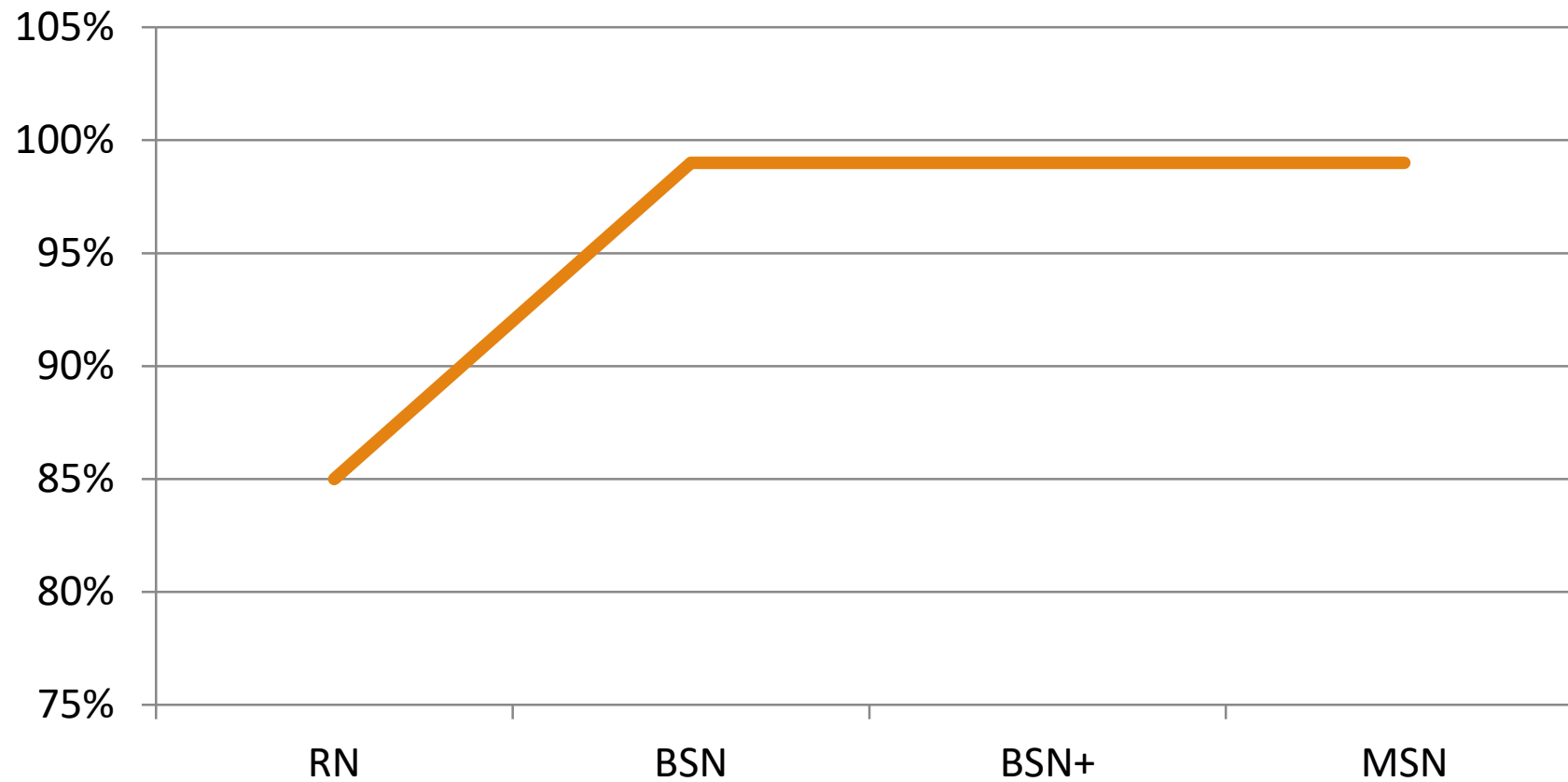
Does the data represent an identifiable trend in the level of activity/achievement/accomplishment?

Data Question #2

Does the data represent an acceptable level of activity/accomplishment/achievement given our mission and values?

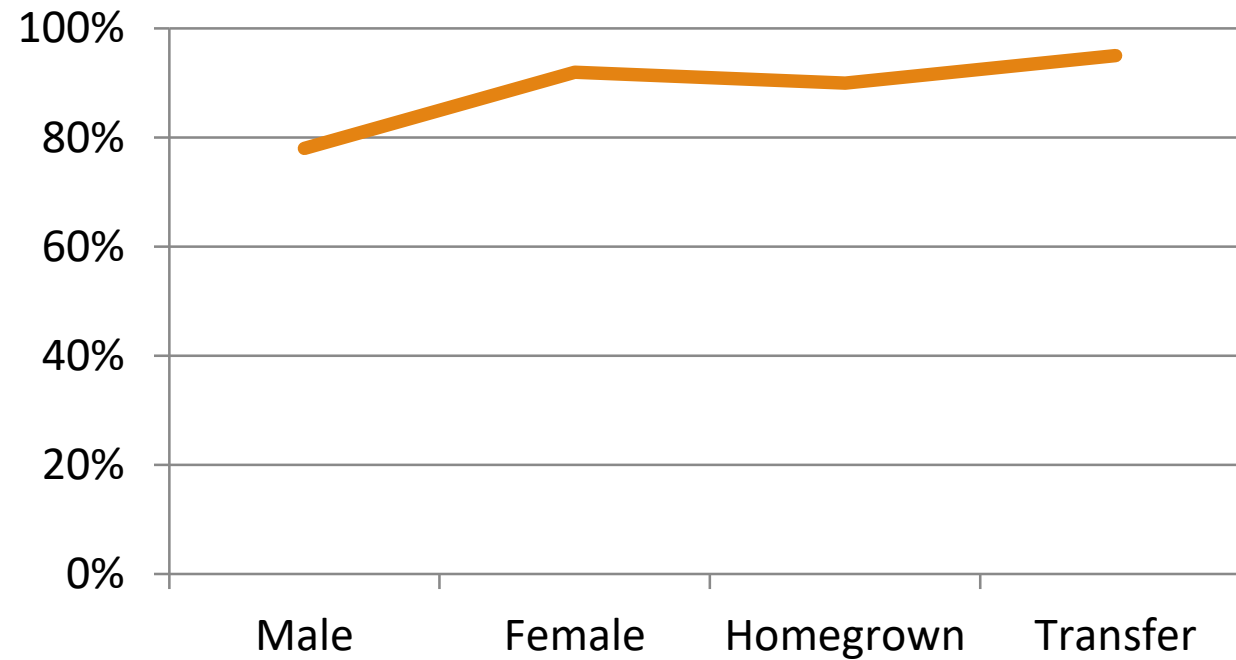
- What is at stake?

LICENSURE EXAM SCORES



Data Question #3

Are the differences in the sub-populations acceptable?



Next Steps

What data do you already possess?

What trends exist in your data?

What additional data do you need to complete the picture?

What are your bragging points?

What are your challenges?

Closing the Loop

Don't be in a rush to close the loop

At the same time, don't let the process include collecting data to fill the space

Ensure all have proper development in using data

- Faculty, staff, students

Develop appropriate infrastructures to collect, analyze, and use data

- Policy, process, planning

Curriculum links

Learning opportunities

Remember, Data is only useful when it means something to you.



Assessment Reflection Questions: What's next?

Do our Learning Outcomes define a program for our students?

Where in the program do students have the opportunity to learn what we intend for them to learn?

How do the courses I teach help students meet the program's learning outcomes?

How does my course contribute to the General Education learning outcomes?

What data do I need to collect?

How will I use these data to improve SAC's programs?

How will I document all of this?

Thank you!!!

Remember, you can't fatten a cow by weighing her!



References Consulted

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<http://ncahlc.org>

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Program Course Assessment Report (Form B)

Spring 2019 Semester

Date of Report: December 2019

Department/Program

Early Childhood program

Introduction (brief description of department/program and program objectives)

Description of Courses Being Analyzed (include rationale for course selection and course objectives)

ECE 221-A0 and MAT 221-90 THE EXCEPTIONAL CHILD

This course provides an introduction of the concept of exceptionality. Students will explore typical and atypical development in the physical, cognitive, language, and socio-emotional domains. This course includes strategies for identification, intervention, methods, and programs designed to meet special needs including learning disabilities. This course will also provide a study of applicable federal and state laws and requirements including the individual with Disabilities Education Act, American with Disabilities Act, Individual Family Services Plan, Individual Education Plan, and other inclusive programs. This course fulfills requirements of School Code, 25.25. Ten hours of observation required.

Upon completion of this course, the student should be able to do the following:

Course Objectives

1. Discuss federal, state and local disability rights legislation, anti-discrimination laws, and the history of specialized education (NAEYC 6b)
2. Explain the importance of early intervention for children with special needs and their families. (NAEYC 3a, 4b)
3. Identify the cause and characteristics of basic disabilities as they affect children and adolescents, ages birth through 21. (NAEYC 1a, 1b; IPTS 1A, 1D)
4. Identify characteristics and needs of children from families experiencing stress, and develop a supportive curriculum that responds to their needs. (NAEYC 1a, 2a, 2b; IPTS 3C, 8D)
5. Identify strategies that meet the developmental needs of children from diverse cultures and socioeconomic backgrounds. (NAEYC 1a, 1b, 2a; IPTS 1A)
6. Describe methods of early identification, diagnosis and assessment of children with special needs. (NAEYC 3a, 3b, 3c; IPTS 7A)
7. Describe the components of Individualized Educational Programs and Individualized Family Service Plans for children with special needs. (NAEYC 5b)
8. Discuss how disability and/or exceptionality affect young children's self-esteem, educational performance, and social interactions. (NAEYC 1a, IPTS 1C)
9. Describe factors affecting families of exceptional children and identify intervention techniques that could be used to support families. (NAEYC 2a, 2b, 2c; IPTS 8H)
10. Identify community agencies to which families with exceptional children may be referred, as well as understand the interaction of these agencies and their impact on the family. (NAEYC 2a, 2c; IPTS 8A, 8E)

11. Describe the role of the professional in curriculum planning and implementation for children with special needs and in promoting inclusiveness in the early childhood classroom. (NAEYC 4a, 4b, 4c; IPTS 3A)
12. Cite a variety of delivery systems for services developed for children with special needs. (NAEYC 4b, 6d)

Description of Data Collected (*describe the measure/assignment*)
Midterm and Final Exam from ECE 221-AO and ECE 221-80

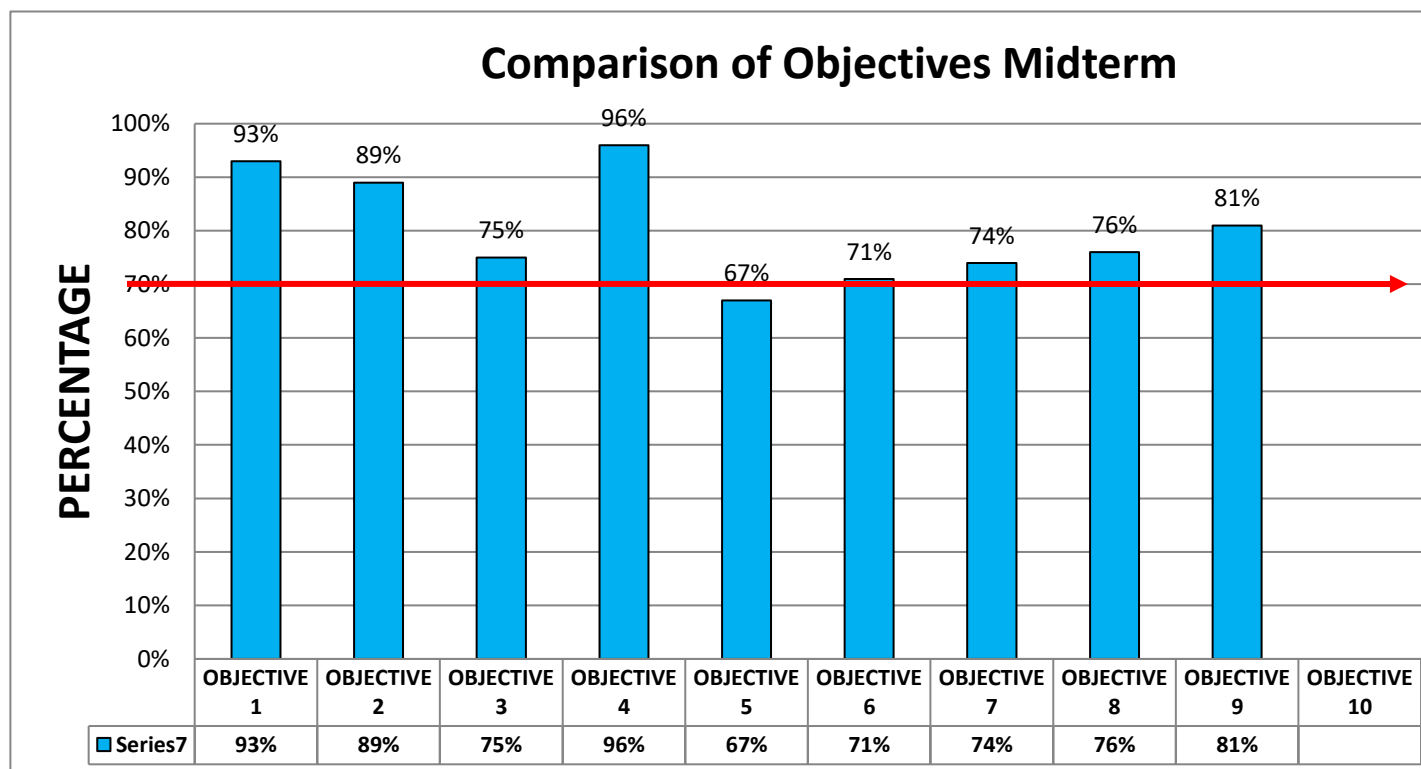
Description of Method of Analysis (*include rubrics, TOTS and other scales, number of samples and how reviewed by each faculty*)

Comparing, evaluating, and measuring the progress of students' Midterm and Final exam by objective. The students learning benchmark is learning 70% of the topics covering each objective and comparing the learning of each objective overall.

Summary of Results

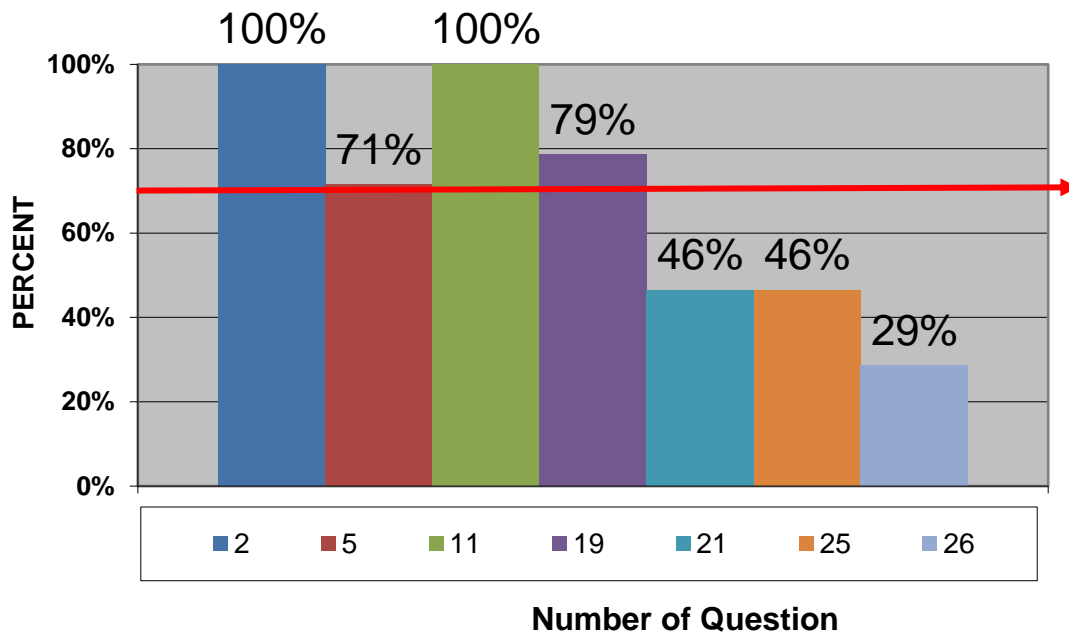
Standard developed Midterm-

Number of Students: 14



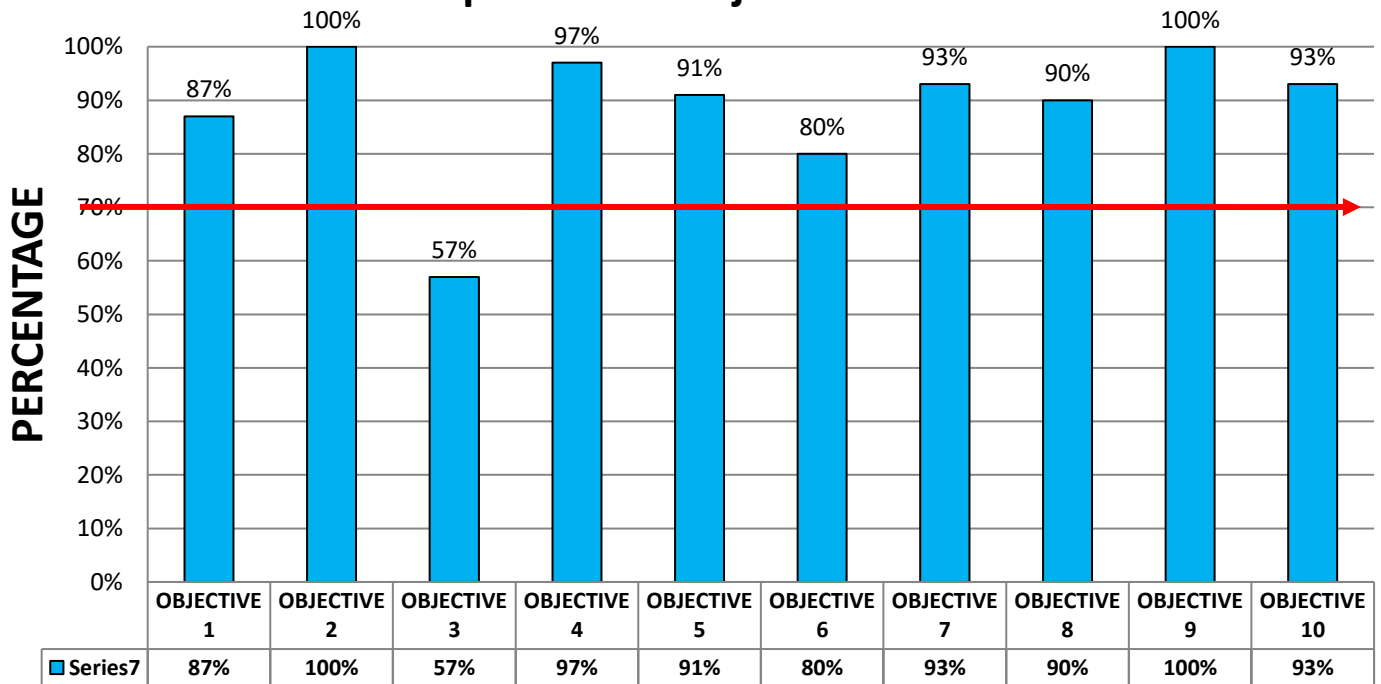
The assessment outcome of this course was satisfactory to the department. The benchmark was met in all the objectives except for Objective 5, which should be emphasized in the classroom to exceed the benchmark of 70%.

OBJECTIVE 5

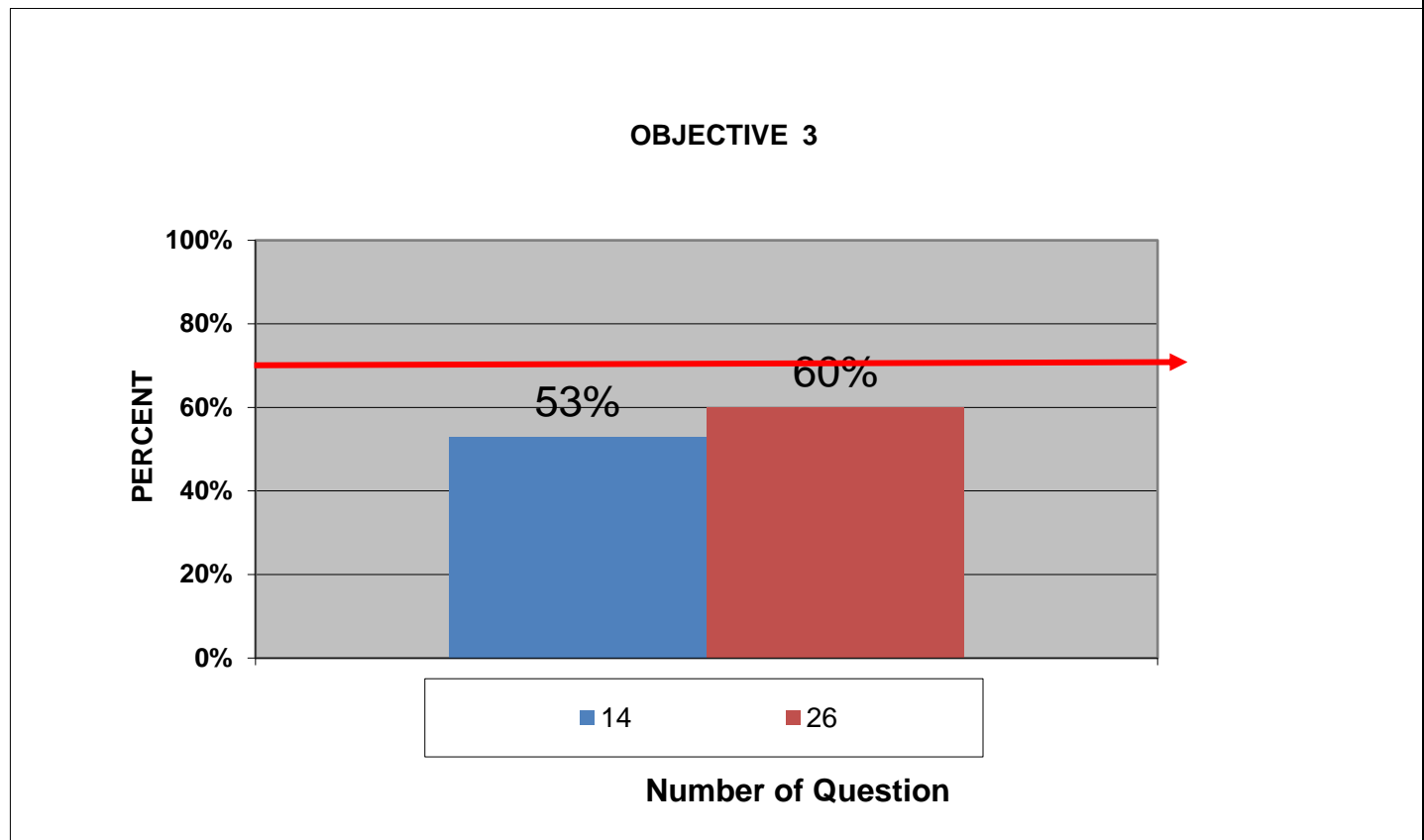


In objective 5, the questions #21, #25 and #26 should be emphasized because on average only 46%, 46% and 29% respectively answered correct.

Comparison of Objectives Final Exam



The assessment outcome of this course was satisfactory to the department. The benchmark was met in all the objectives except for Objective 4, which should be emphasized in the classroom to exceed the benchmark of 70%.



In objective 3, the questions #14 and #26 should be emphasized because on average only 53% and 60% respectively answered correct.

Implication of Results

Only fourteen students were included in the study from only two sections from Spring 2019 were studied. A larger sample is needed to better explain the outcomes of this assessment.

Recommendations

The department recommends continue using the same assessment process. The outcomes demonstrate that the students are learning the objectives of the course. For the Midterm exam more, emphasis should be put for Objectives 5, specifically for questions #21, #25, and #26. For the Final exam as mentioned on the description of the charts more emphasis should be put on Objective 3, specifically questions #14 and #26 in order to meet or exceed the benchmark of 70%. The professor should implement teaching strategies as needed to emphasize these topics. Incorporate all the objectives to the Midterm and Final Exam.

Projected Courses to be Assessed each Semester

Antuanette M. Mester

Dept./Program	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
ECE	ECE 101	ECE 212	ECE 226	ECE 210	ECE 215	ECE 232	ECE 227
	ECE 225	ECE 220	ECE 228	ECE 221	ECE 223	ECE 225	ECE 220

Program Course Assessment Report (Form B)
Student Learning Outcomes Assessment
Fall 2018 Semester
Date of Report: JAN 2019

Department/Program
Business, CIS, and Culinary Arts Department

Introduction

The mission of the Business Department is to provide students with the foundations in business concepts and economics theories and prepare them to enter the business profession. The bilingual academic component of the program, teaching methodologies, and links to the business community help to assure that our graduate students are qualified to transfer to four-year institutions as business majors or to enter the workplace in the public or private sector.

Description of Courses Being Analyzed

(ECO 102)

Principles of Microeconomics

This course introduces the microeconomic theories and policies in relation to product markets, resource markets, microeconomics of government, and microeconomics issues and policies such as antitrust policy and regulations. The course also covers why international trade is so important in today's economy.

“General Objective”:

1. Identify Microeconomics concepts and theories and apply it to the real live.

“Learning Objectives”:

1. Demonstrate an understanding of economizing problem, microeconomics theories, and policy alternatives.
2. Demonstrate an understanding of microeconomics concepts such as consumer decision making, elasticity, costs, market structure, and labor markets.

Description of Data Collected

All the data were collected from the results of some of the quizzes and from the midterm and final exams. These two instruments consist of 25 to 30 multiple choice questions. The exams have a blend of easy, moderate, and hard questions. Also, the students need to complete four assignments will not include in this assessments. The department has established a 75% as the minimum threshold for each of

The learning objectives of the course, and every two years every course of the program is assessed in order to make the necessary changes and/or recommendations.

The **midterm Exam** measured the learning objective number 1:

Demonstrate an understanding of economizing problem, microeconomics theories, and policy alternatives.

The **Final Exam** measured the learning objective number 2:

Demonstrate an understanding of microeconomics concepts such as consumer decision making, elasticity, costs, market structure, and labor markets.

Description of Method of Analysis

The department uses "*Standard Developed Tests*" written by faculty and used by all sections of ECO-102. We use the percentage analysis to evaluate the performance of the students in the course. The department has established two standards to select all the questions in the assignments:

1. **Standard 1** – *The level of difficulty*. All questions were classified in three categories. **Easy Category**, **Moderate Category**, and **Hard Category**.
2. **Standard 2** – *The relation to the course objectives*. We selected all essay questions for a variety of topics related to the objectives of the course.
 - The midterm for example, has **18%** of the questions from the **easy category**, **36%**, of the questions from the **moderate** category, and another **36%** of the questions from the **hard** category. The department considers this blend of questions adequately.
 - Also, all the essay questions for both assignments were selected using **standard 2** from the following content areas in the course:
 - Business concepts and the economy, Forms of organizing a business, Financial concepts, Management concepts and techniques, and Marketing concepts and strategies to be able to implement a Business Plan

Summary of Results

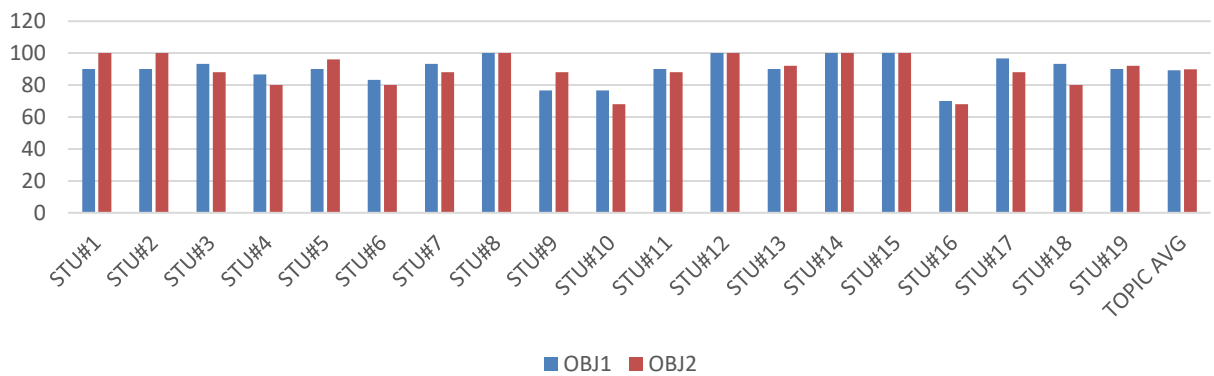
We collected data for ECO 102. The results were helpful and satisfactory. The final grades for the course were the following:

- 69% of the students got A's
- 26% of the students got B's
- 5% of the students got C's

A pie chart illustrating the distribution of grades. The chart is divided into three segments: a large blue segment for Grade A, a medium red segment for Grade B, and a small green segment for Grade C. The values for each grade are displayed next to their respective segments.

Grade	Value
Grade A	0.684210526
Grade B	0.263157895
Grade C	0.052631579

Assessment
Fall 2018 ECO102

[illegible]

Implication of Results

The results were very positive for the course. This is my first assessment for the class since I start teaching this class. Class was implemented with real case study of the USA economy as a helpful tool of understanding economic theory and practice. Students enjoyed the idea of putting in practice the concepts and theories they learned in class. Only one student failed to finish the project.

Recommendations

The department is considering recommending a prerequisite of English (*i.e., ENG-109 or higher*) in the course to bring students to a higher level of the English language in order they can perform better in class and take advantage of this basic but important course of the program. Also:

- Take this course, right away after the bus 110 and bus 220 to enhance student's ability of making the economic decisions.
- The department is planning to incorporate more exercises in the *Application of economic Concepts* to enhance *critical thinking* and *real-world experience*.

Student Learning Assessment: Course Assessment Report

The completed form should be saved in the Assessment drive and e-mailed to the VP of Academic Affairs, the Department Chair, and the Interim Director of Assessment and Accreditation. It is presented in the Assessment Committee for discussion.

Course: English 109/019
Prepared by: Amanda Kraus
Date: January 7, 2020

Course Learning Objectives linked to Program Outcomes:

- To demonstrate the ability to write and proofread cohesive narrative, process, exemplification, comparative and argumentative paragraphs with topic sentences.
- To exhibit knowledge of and ability to use dependent and independent clauses and produce simple, compound and complex sentences as well as the ability to identify and correct run-on sentences and comma splices.
- To apply knowledge of rhetoric and grammar to produce thoughtful, analytical, and grammatically sound paragraphs on a variety of subjects
- To demonstrate knowledge of and the ability to employ word processing skills (including editing) and basic internet usage (email, search engines)
- To demonstrate fortified lexicon and **employ a variety of strategies for acquiring academic vocabulary through reading**

Data Collected for Course Assessment (Completed assignment rubrics/tests/portfolios/performance assessments/etc. Is the tool aligned with course learning objectives and program outcomes?) Please attach tool(s).

The materials used for this assessment were gathered from the final exam for two different sections of 109, both morning classes and both taught by adjunct instructors with proven track records for both compliance with course requirements and providing evidence of student success. (attached)

The reading section for the final exam can vary from instructor to instructor, as there are several options available to each instructor, who chooses the reading based on the skills and level of the students in their class. These two instructors both chose the reading/questions written by the department (Amanda Kraus), which makes them both comparable and a good indication of baseline student levels.

Because ENG 109 is the final course in the EAP/developmental sequence and students are both placed into the class and advanced through the sequence, there is always a wide variety in the skill levels and English language level of students. Part of the challenge of the course is to prepare ALL non-English dominant students for both academic reading and writing at the college level, which starts immediately the following semester in ENG 160.

It's important to remember that some students have had only three semesters of formal English instruction prior to taking ENG 109; others have had more/differing degrees of exposure (both formal and informal). The readings on the exam are notoriously difficult to choose because students vary so greatly in their language skills (at every level of language comprehension and production); making matters worse, like everyone they also vary widely in their areas of interest. Choosing a universally understood (and appealing) topic is always a priority, but there are always exceptions. That's why there are options for instructors to choose a reading that works best for their particular group of students.

The reading chosen for this exam is about a therapy used to help people who have had neurological damage regain their ability to speak/communicate with spoken language. (attached)

There are three sections to the questions in the reading section of the final exam for ENG 109:

- * a **true/false** section (intended to determine the student's ability to distinguish between statements supported by the reading and those that aren't)
- * a **vocabulary in context** section (where students choose/guess at synonyms for words chosen from the reading for their ease in deriving meaning through context)
- * **short answer questions** of two types: 1) questions that have objectively correct answers (as supported by the reading) and 2) questions that ask the student to express their own thoughts and opinions on a topic related to the subject of the reading. Both types of short answer questions require complete sentences and answers not copied directly from the reading (this demonstrates paraphrasing/summarizing)

The tool (the reading section of the final exam) is not a perfect instrument, but it is the best univesally-applied indicator we have of whether or not students are able to:

- * distinguish fact from fiction as well as fact from opinion,
- * demonstrate knowledge of vocabulary in context, and
- * demonstrate an ability to summarize and paraphrase from a text

ENG 160 will explore these concepts as well, and with a more explicit focus on information literacy and expanded content; what they will not be tested on again explicitly is their ability to derive meaning from context or summarize/paraphrase a text.

Indicators (how will you know if the student achieved the learning objectives?)

Scoring for true/false section is X/5

Scoring for the vocabulary in context is X/4

Scoring for each short answer question is measured in content/form; each question has a rubric separating content from form (of the answer) and points are awarded accordingly

Data Analysis by Objective (questions to consider: Have our students achieved the learning objective? How much did our students learn? When should we be concerned about student learning?)

~~Learning Objective One:~~

~~Learning Objective Two:~~

~~Learning Objective Three:~~

Learning Objective Four: (reading)

As one might predict, results were mixed.

Observations:

- (1) For students who had higher levels of English proficiency, the rubrics indicated that the FORM section of the short answer questions was consistently higher; this did not correlate with an increased score in the CONTENT section.
- (2) For students who demonstrated lower levels of English proficiency, they consistently rated higher scores on the opinion-based question than the content-based questions.
- (3) Teaching and testing reading comprehension is notoriously difficult even in students' L1; it remains unclear how much prior academic experience is permitting students to score well on some parts of the reading without fully understanding the content or being able to paraphrase/summarize it.

Reflection and Discussion (Is there evidence that students are attaining the course objectives? What are the areas for improvement?)

I will address each of the observations with recommendations for each:

- (1) *For students who had higher levels of English proficiency, the rubrics indicated that the FORM section of the short answer questions was consistently higher; this did not correlate with an increased score in the CONTENT section.*
 - Students who are English-proficient are not necessarily achieving full comprehension while reading; rather, they are relying on strategic

competence (knowing how to answer the question so it gives the appearance of understanding)

- This is not necessarily a bad thing – it means students have been able to adapt to the academic environment and understand what is expected of them. Evidence of “writing for one’s audience” is evidence of academic skill even if it is not an indicator of full reading comprehension.
- Even so, we need to make sure we are not sweeping these students through the entire English sequence without explicit practice in reading/paraphrasing/summarizing texts.

(2) For students who demonstrated lower levels of English proficiency, they consistently rated higher scores on the opinion-based question than the content-based questions.

- This is not surprising; many people are able to express their opinion because it doesn’t require one to rely on facts presented in a text.
- Going forward, we could use this investment in one’s answer to our benefit by having students read and present information that is important to them, on topics they are genuinely invested and interested in.

(3) Teaching and testing reading comprehension is notoriously difficult even in students’ L1; it remains unclear how much prior academic experience is permitting students to score well on some parts of the reading without fully understanding the content or being able to paraphrase/summarize it.

- This point underscores one of the persistent challenges of serving our students. Their educational background and academic preparedness varies widely, making addressing the needs of all students a tremendous challenge given our many budgetary and temporal restraints.
- Bringing back the support for and boosting enrollment in the ENG 121 course (which is focused on sentences/paragraphs/academic reading and writing for English-dominant students) could be very useful for us for a number of reasons. For a whole host of reasons, our students aren’t getting the opportunity to spend time focusing on their reading comprehension and academic preparedness with regard to reading and writing. It could also provide students who need an extra semester to acclimate to an English-dominant environment the practice and support they need to be successful in English 160 and their other coursework.
- English 109 remains at the flashpoint where students will either continue and succeed in their coursework or start to fall behind. Starting a conversation about what that success looks like seems like a good idea at this point, to prepare for the 2020-2021 academic year.

Dissemination Plan (Who should this report be shared with? How will you share the above results and recommendations?)

I would like to share this with the LLH department to see what we can do in currently existing courses to amplify our curriculum with more practice and direct instruction for academic reading skills. We could also share with Academic Council to get support for expanding our courses/course offerings to support students with these important academic and life skills.

ENGLISH 109 RUBRIC
Content and Organization –PARAGRAPH

Aspects of the text	3 points	1-2 points	0 points
Ideas	The ideas are very clear.	The ideas are mostly to somewhat clear.	The ideas are unclear.
Support	There is sufficient support for the topic sentence	There is some support but some sentences are unrelated/ minimal.	The supporting sentences do not relate to the topic at all.
Coherence/ Organization	The details in the paragraph fit together in a way that readers can easily follow, organization is clear	There is an attempt to fit together the details in a way that the readers can easily follow.	The text is incoherent.
Topic Sentence	There is a clear topic sentence.	The topic sentence is somewhat unclear or vaguely implied.	There is no topic sentence.
Language			
Aspects of the text	2 points	1 point	0 points
Grammar (syntax and morphology)	The grammar is flawless or almost flawless.	Errors do not distract from meaning.	Distracting or incomprehensible on account of grammar errors.
Vocabulary	Appropriate (well chosen, suitable, relevant) or mostly appropriate vocabulary used throughout.	Some vocabulary is inappropriate, but doesn't distract from meaning.	Inappropriate vocabulary makes the text almost incomprehensible.
Punctuation	All or most punctuation marks are used correctly.	Some sentences have irregular punctuation, but it doesn't necessarily distract from meaning.	Punctuation is mostly incorrect.
Spelling	All or most words are correctly spelled.	There are some spelling errors, but they don't distract from meaning.	There are many spelling errors and they may distract from meaning.

Essay Rubric – ENG160-Research

Aspects Evaluated	Scores		
	5 points	3-4 points	0-2 points
CONTENT and ORGANIZATION			
Organization (Clarity and Unity)	<i>Essay is clearly organized into introduction, body, and conclusion. There are 6 paragraphs total. Ideas are clear and related to the thesis (central idea). Main points are stated in the thesis statement or topic sentences.</i>	<i>The organization pattern is not clear. Some ideas are somewhat unclear, but the overall message is clear.</i>	<i>There is no clear organization pattern. Many ideas are unclear and the overall message is distorted.</i>
Coherence (Logical Connection of Ideas)	<i>The ideas in the paragraphs are logically connected. There are clear transitions between the paragraphs.</i>	<i>There is an attempt to fit together the details in a way that the readers can easily follow.</i>	<i>The text is not logically developed(ideas are not logically connected).</i>
Introduction and Thesis Statement	<i>The introduction has a hook, connecting information, and a clear thesis statement.</i>	<i>The thesis statement is either incomplete, confusing, or irrelevant. Main points are not very clear.</i>	<i>There is no identifiable thesis statement or main points(ideas).</i>
Body / Support Development of Ideas, Topic Sentences of Paragraphs	<i>The information is relevant and the main points are well developed, supported through facts, details, examples, or illustrations. Paragraphs have clear topic sentences. The counterargument and refutation paragraph is present and add to the validity of the argument</i>	<i>Some ideas are irrelevant, main points are not well developed within paragraphs(insufficient support). The topic sentences are unclear. The counterargument and refutation paragraph offers insufficient support to the argument presented or is unclear</i>	<i>The support is minimal, the main points are not developed. Paragraphs are missing topic sentences. There is no counterargument or refutation paragraph</i>
Conclusion	<i>The conclusion summarizes the key points (main ideas) and/or makes recommendations.</i>	<i>The conclusion is not logically connected to the thesis and the rest of the essay.</i>	<i>The conclusion is missing.</i>
LANGUAGE			
	5 points	3-4 points	0-2 points
Grammar	<i>Syntax and morphology are correct.</i>	<i>A few grammar errors might minimally distract the meaning.</i>	<i>The text is very distracting or almost incomprehensible due to poor grammar.</i>
Vocabulary	<i>Choice of words is appropriate and effective.</i>	<i>Some word choice is inappropriate but does not</i>	<i>Frequent use of wrong word choice makes the ideas hard to understand.</i>

		<i>distract from meaning or distracts minimally.</i>	
Punctuation and Spelling	<i>All or most punctuation marks are used correctly and most words are spelled correctly.</i>	<i>Some spelling or punctuation errors don't distract from meaning or distract minimally</i>	<i>Many punctuation errors (e.g. runs-on sentences or comma splices) and spelling errors distract from meaning</i>
FORMATTING			
	5 points	3-4 points	0-2 points
In-text Citations	<i>In-text citations are correctly formatted according to MLA</i>	<i>Attempt to incorporate in-text citation correctly</i>	<i>Incomplete or missing in-text citations</i>
Works Cited	<i>Works Cited page is complete and correctly formatted</i>	<i>There is a works cited page, but it contains errors</i>	<i>There is no works cited page or it is incomplete.</i>

DRAFT

Evaluation Task Force
Dates of Activities, Minutes
September and October 2020
Judith Yturriago, PhD

DATES	ACTIVITIES	DOCUMENTATION/MINUTES OF MEETING
Sept. 3 & 4,	Invited Task Force Members: Dr. Carlos Ortiz, Noe Lopez, Tuny Mester, Jennifer Talley, Joaquin Villegas (Rafael Torres – guest)	Sept. 3 & 4 emails to Task Force Members; All members listed confirmed their participation
Sept. 16	Organized First Task Force GoToMeeting 10-11 AM	Task Force assignment were confirmed and explained: <u>Tuny & Judy:</u> Task 4-Mission, Vision, Goals; Task 5-Group discussions; Task 6-Review of Standards; Task 8-curriculum mapping; <u>Carlos:</u> Tasks 1 & 7-Identify critical questions & clarify level of clarity; <u>Jennifer:</u> Task 2-acquire needed resources; <u>Joaquin:</u> Task 3-identify, interview stakeholders; <u>Noe:</u> Task 9-evaluation data sources & establish protocol for ongoing program evaluations
Sept. 30	Emailed Task Force detailed explanation of Tasks 1- 9	Sept. 30 email
Oct. 12	Organized Second Task Force GoToMeeting 10-11 AM	<u>Tuny & Judy:</u> Tuny has sent Judy all syllabi for English & Humanities as well as current Mission/Vision Statement – there is no Goal Statement. Items 5, 6, 8 have not yet been addressed. <u>Carlos:</u> Identified several critical questions; clarification of indicators of effectiveness have not been addressed <u>Jennifer:</u> Identified resources & provided information about other SAC efforts – more details are needed; <u>Joaquin:</u> Joaquin has identified all stakeholders & is now surveying them via email;

		<u>Noe:</u> Identification of data sources is in progress, a protocol for ongoing program evaluation has not been addressed.
Nov. 2	Dr. Carlos Ortiz has resigned from his position and has been replaced by Lisa D. Hines	Judy sent Lisa all necessary information about the Task Force and which Tasks (1 & 7) that she will be responsible for

St. Augustine College
Instructor and Course Evaluation FA1 2020

Level: St. Augustine College

Response Rate: 1075/1333 (80.65 %)

Question		1	2	3	4	5	Mean	Std	Median
Instructor(s) was organized and prepared for each class session.	n	20	11	53	300	691	4.52	0.80	5.00
	%	1.86%	1.02%	4.93%	27.91%	64.28%			
Instructor(s) was responsive when students had questions or needed assistance.	n	20	8	63	281	703	4.52	0.80	5.00
	%	1.86%	0.74%	5.86%	26.14%	65.40%			
Instructor(s) used class time effectively.	n	21	7	57	298	692	4.52	0.79	5.00
	%	1.95%	0.65%	5.30%	27.72%	64.37%			
Instructor(s) used a variety of methods to present course content (such as textbook, multimedia resources like videos, articles, discussions, presentations, etc.).	n	23	21	74	319	638	4.42	0.87	5.00
	%	2.14%	1.95%	6.88%	29.67%	59.35%			
Instructor(s) clearly explained the goals of the course.	n	19	8	63	312	673	4.50	0.79	5.00
	%	1.77%	0.74%	5.86%	29.02%	62.60%			
Instructor(s) was respectful of all cultures and levels of language ability.	n	18	5	53	261	738	4.58	0.76	5.00
	%	1.67%	0.47%	4.93%	24.28%	68.65%			
Instructor(s) provided useful feedback on my work.	n	21	15	86	317	636	4.43	0.85	5.00
	%	1.95%	1.40%	8.00%	29.49%	59.16%			
Instructor(s) used the appropriate language of instruction (English only or Spanish only).	n	17	5	50	292	711	4.56	0.75	5.00
	%	1.58%	0.47%	4.65%	27.16%	66.14%			
Instructor(s) explained course content in a way I could understand.	n	18	14	66	297	680	4.49	0.81	5.00
	%	1.67%	1.30%	6.14%	27.63%	63.26%			
Instructor(s) gave clear instructions about accessing digital books.	n	19	25	91	316	624	4.40	0.87	5.00
	%	1.77%	2.33%	8.47%	29.40%	58.05%			
I would recommend Instructor(s) to other students.	n	19	25	70	274	687	4.47	0.86	5.00
	%	1.77%	2.33%	6.51%	25.49%	63.91%			
The course syllabus was well-organized and easy to navigate.	n	20	14	93	353	595	4.39	0.84	5.00
	%	1.86%	1.30%	8.65%	32.84%	55.35%			
The course syllabus and components were easily accessed in Canvas, i.e. GoToMeeting link.	n	24	15	77	355	604	4.40	0.86	5.00
	%	2.23%	1.40%	7.16%	33.02%	56.19%			
The online classroom activities were clear and relevant.	n	23	19	94	332	607	4.38	0.88	5.00
	%	2.14%	1.77%	8.74%	30.88%	56.47%			
The syllabus provided guidance on how to effectively use the class resources.	n	18	16	103	370	568	4.35	0.84	5.00
	%	1.67%	1.49%	9.58%	34.42%	52.84%			
The course activities encouraged opportunities to interact with other students in the class.	n	23	30	144	341	537	4.25	0.94	4.00
	%	2.14%	2.79%	13.40%	31.72%	49.95%			
Assignments and tests were aligned with course content.	n	18	9	72	358	618	4.44	0.80	5.00
	%	1.67%	0.84%	6.70%	33.30%	57.49%			
The workload required in this class was appropriate.	n	21	27	94	354	579	4.34	0.89	5.00
	%	1.95%	2.51%	8.74%	32.93%	53.86%			
The syllabus included assessments, grading scale, course objectives, attendance policy, course calendar, online resources and other information I needed to be successful in this course.	n	15	6	78	350	626	4.46	0.77	5.00
	%	1.40%	0.56%	7.26%	32.56%	58.23%			
I learned a lot in this course and would recommend it to other students.	n	19	17	92	318	629	4.41	0.85	5.00
	%	1.77%	1.58%	8.56%	29.58%	58.51%			
Proper safety protocols were followed when meeting in person (if applicable).	n	8	8	83	172	287	4.29	0.87	5.00
	%	1.43%	1.43%	14.87%	30.82%	51.43%			
Labs were aligned with course content (if applicable).	n	9	6	100	160	258	4.22	0.91	4.00
	%	1.69%	1.13%	18.76%	30.02%	48.41%			

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

St. Augustine College
Instructor and Course Evaluation FA1 2020

Level: St. Augustine College

Response Rate: 1075/1333 (80.65 %)

Question		1	2	3	4	Mean	Std	Median
What is your experience with online courses?	n	264	33	651	127	2.60	0.98	3.00
	%	24.56%	3.07%	60.56%	11.81%			

Scale: 1 = This is my first online class, 2 = I previously enrolled, but did not complete an online class, 3 = I have completed at least one online course at St. Augustine, 4 = I have completed at least one online course at another institution

Survey #	Inc Appre	Introduc	Bettr Kno	Import	Interestin
1	5	5	5	5	5
2	5	5	5	5	5
3	5	5	5	5	5
4	5	5	5	5	5
5	5	5	5	5	
6	4	4	4	5	5
7	5	4	5	5	5
8	5	5	5	5	5
9	5	5	5	5	5
10	5	5	5	5	5
11	5	5	5	5	5

attract more

An artistic presentation at the end

It would be a good idea to send students directly the Feria information in a general e-mail from SAC

Encourage instructor to take the class from different departments

Tell the students a head of time about this event

extensive publicity in general

lots of announcements paper-internet-mail to students)

if they should make event in just one stage because it was confusing to find out and maybe make

Deberion hacerle mas menudo, fue muy excelente

Person in charge be more courteous to the students and staff from school!

so, so

Yes

recommendations	Code
More promotion in the Chicago Mass Media	5
Also, students could get this survey, directly in a general e-mail from SAC	4
	3
Una presentacion de powerpoint sobre el tema serla bastante util	2
inform SAC students regarding such event	1
To plan it when students are not during miterm so more SAC students are able to attend such important event	
rifas with books that will make it interesting	
invite all students via email and have more flyers around school	
It was a good feria	
good feria	

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

Current General Education Goals	Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.	Students develop recognition of and respect for diversity through cultural interactions in and outside of the classroom	Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.
Possible Measures	<ul style="list-style-type: none"> • Accuplacer (Pre/Post: 160/162- right now we are using a test related to writing) • Values Written Communication Rubric in ENG 160 or 162? • Values Oral Communication Rubric in ENG 165 (what other courses require presentations?) 	<ul style="list-style-type: none"> • Values Critical Thinking Rubric in PHI 220 • Values Problem Solving Rubric in PHI 220 • Values Quantitative Literacy Rubric used in MAT 200 and 225 • What is currently used to assess learning in MAT 200 and 225? • Does BIO or CHM currently evaluate for this? 	<ul style="list-style-type: none"> • Ethnography Rubric in ENG 162 (if it can be linked to the goal wording) <ul style="list-style-type: none"> ○ Values Civic Engagement Rubric or Values Global Learning Rubric • Student, Exit, and Instructor Surveys (Diversity/Culture section) • Future: Same rubric used for Ethnography used in HUM 204/205/SPA 222. Could also be connected to HIS 104/105, PSC 103, and PHI 220 	<ul style="list-style-type: none"> • Values Information Literacy Rubric in PSY 101, ENG 162, Other courses with research capstone papers • Student Survey
Global Learning (AACU)	Intellectual and Practical Skills <ul style="list-style-type: none"> • Written and Oral Communication 	Intellectual and Practical Skills <ul style="list-style-type: none"> • Critical and creative thinking 	Knowledge of Human Cultures and the Physical and Natural World	Intellectual and Practical Skills <ul style="list-style-type: none"> • Information Literacy

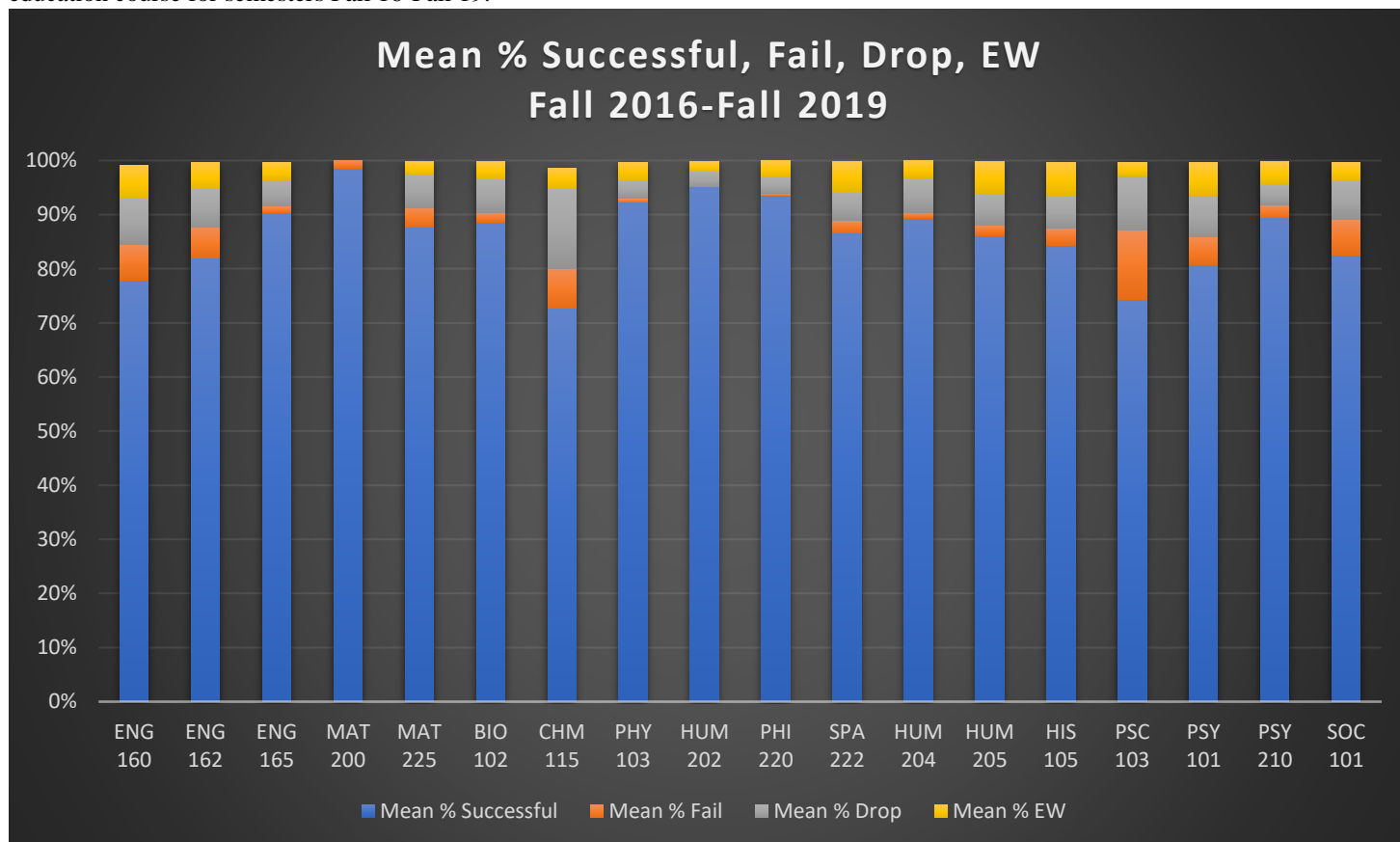
<p>Related DQP (Associate Level)</p>	<p>Intellectual Skills Communicative Fluency (p. 18)</p> <ul style="list-style-type: none"> • Develops and presents cogent, coherent and substantially error-free writing for communication to general and specialized audiences. • Demonstrates effective interactive communication through discussion, i.e., by listening actively and responding constructively and through structured oral presentations to general and specialized audiences. • Negotiates with peers an action plan for a practical task and communicates the results of the negotiation either orally or in writing. 	<p>Intellectual Skills Analytical Inquiry (p. 16)</p> <ul style="list-style-type: none"> • Identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question. 	<p>Intellectual Skills Engaging Diverse Perspectives (p. 17)</p> <ul style="list-style-type: none"> • Describes how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts and global relations. • Describes, explains and evaluates the sources of his/her own perspective on selected issues in culture, society, politics, the arts or global relations and compares that perspective with other views. <p>Civic and Global Learning</p> <ul style="list-style-type: none"> • Describes his/her own civic and cultural background, including its origins and development, assumptions and predispositions. 	<p>Intellectual Skills Use of Information Resources (p. 16)</p> <ul style="list-style-type: none"> • Identifies, categorizes, evaluates and cites multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences.
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			<ul style="list-style-type: none">• Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.• Provides evidence of participation in a community project through either a spoken or written narrative that identifies the civic issues encountered and personal insights gained from this experience.• Identifies an economic, environmental or public health challenge spanning countries, continents or cultures, presents evidence for the challenge, and	
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			takes a position on it.	
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Persistence within Semesters for General Education Courses [Faculty Council Response 4-29-2020 in Orange]

The below chart shows the mean % of students who receive a successful grade (A-D grade, subtracting NWs from total enrolled), the % of students who receive a failing grade (F grade, subtracting NWs from total enrolled), and the % of students that drop the general education course for semesters Fall 16-Fall 19.



Where are students struggling?

Course	Sample Size	Pass Rate	Fail Rate	Drop Rate
CHM 115	156	73%	7%	15%
PSC 103*	40	74%	13%	10%
ENG 160	1143	78%	6%	8%
PSY 101	1060	81%	5%	8%
ENG 162	1054	82%	6%	5%
SOC 101	266	83%	7%	7%

*PSC has a very small sample size and has not been offered in recent semesters.

ENG 160, PSY 101, and ENG 162 have the greatest enrollment of the courses where students struggle.

- What is causing students to struggle in these particular courses?
- What can academic affairs, student services, and the college do to increase student success in these courses?
- How would we know if the introduced initiatives were successful? What data would we need to show that strategies worked?
- Is there additional data that would be helpful to better understand the situation?

SOC & PSC- These courses are only taught in English. Have noticed that students are allowed to take the course as a co-requisite to ENG 109. Instead, ENG 109 should be a prerequisite.

PSY- In future, is there a difference in persistence between those students who take the course in English vs. Spanish? Writing seems to be a barrier for students to pass the course. The prerequisite of the course was changed to ENG 162 in spring 20.

ENG 160- In future, was there a difference in persistence rates when students attended two days instead of one day? The change occurred about 5 years ago. A grant we received will provide two-day instruction for one cohort in Fall 2020. Faculty should compare

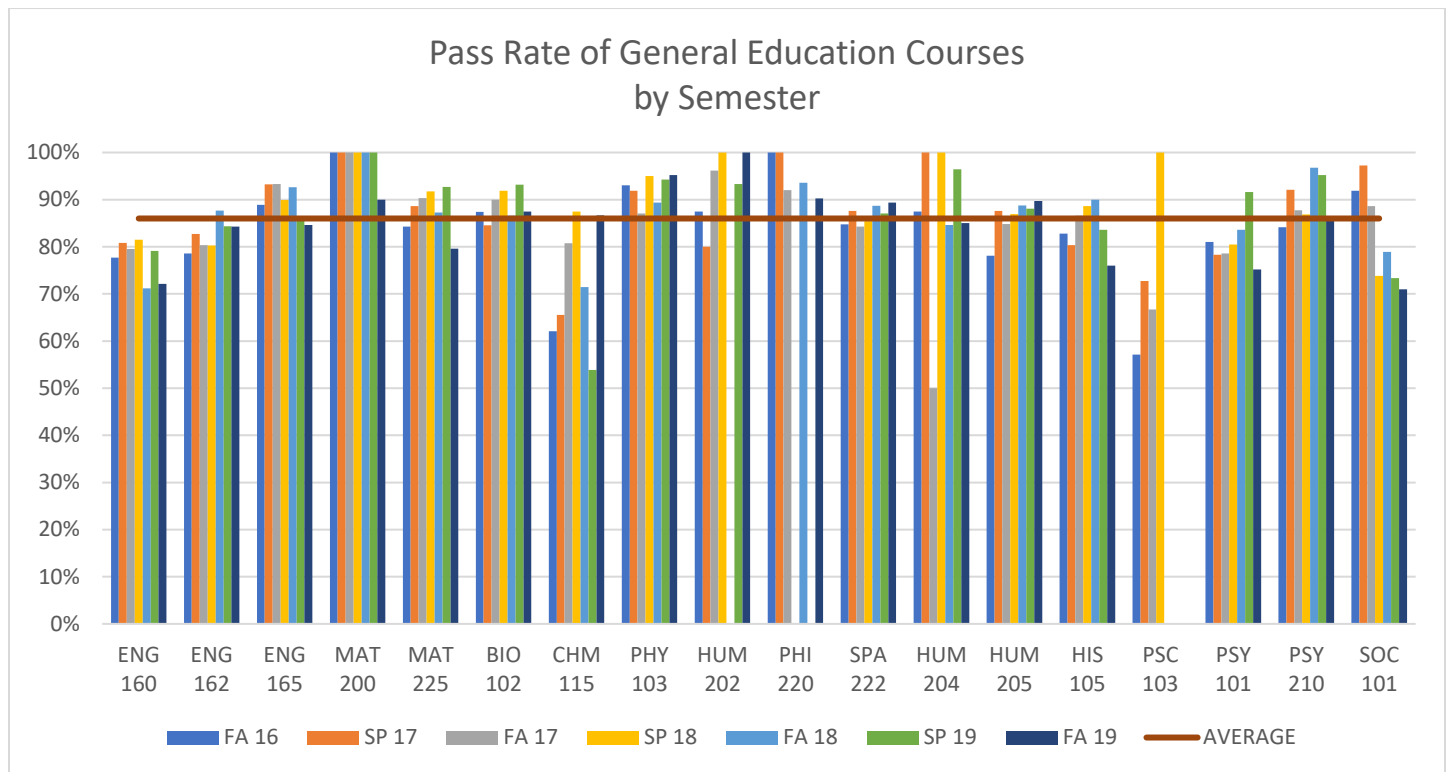
Where are students passing?

The top 5 courses with the highest pass rate (A-D grade) with NWs excluded:

- **MAT 200** (99% pass rate, N=86 students)
- **HUM 202** (95%, pass rate, N=108 students)
- **PHI 220** (94% pass rate, N=266 students)
- **PHY 103** (92% pass rate, N=475 students)
- **ENG 165** (90%, pass rate, N=491 students)

persistence rates in ENG 160 of students in the cohort to those not in the cohort. If there is a significant difference, that data and the data in this document can be used to propose to administration that the college should prioritize finding a way to fund the second day for all students. This proposal would be brought to Academic Council, then submitted to the President/CFO.

Pass Rate Consistency within Courses

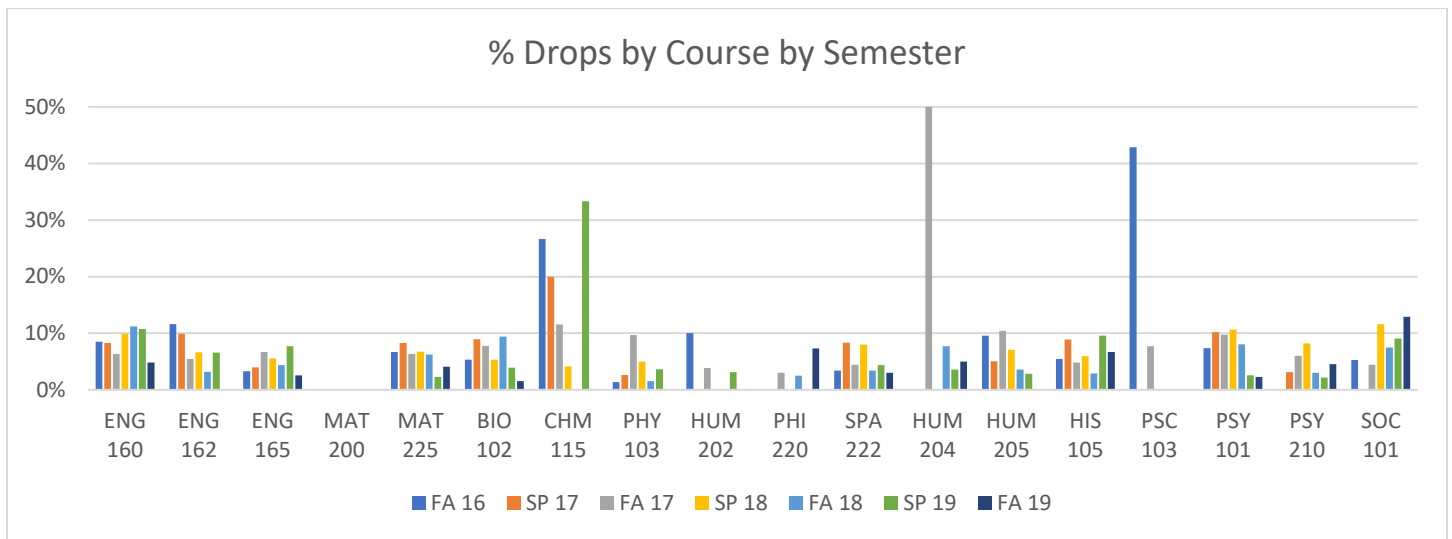


The above chart shows pass rates (% of students with a grade of A-D, with NWs taken out) for each general education course for semesters Fall 16 - Fall 19. The overall average pass rate is 86%, represented by the maroon line in the chart.

Four courses consistently had pass rates below the average (5 of the 7 semesters were below the average): ENG 160, ENG 162, CHM 115, PSY 101. It is also important to highlight SOC 101- Although it did not have 5 out of 7 semesters below average, the last 4 semesters were much lower than the average.

Most courses had fairly consistent rates across the semesters. **There were five courses that had a range of 20 percentage points or higher:** HUM 204 (50 percentage points), PSC 103 (43 percentage points), CHM 115 (34 percentage points), SOC 101 (26 percentage points), and HUM 202 (20 percentage points).

- What might be causing the inconsistency?
- Is the inconsistency something to further look in to?



CHM 115 shows the highest consistent % drops. Apart from PHI 220 and SOC 101, drop percentages were down in Fall 2019 compared to Spring 18.

HUM 204- the curriculum was completely revamped after Fall 2017. The above chart seems to suggest that the new curriculum may have positively impacted % drops.

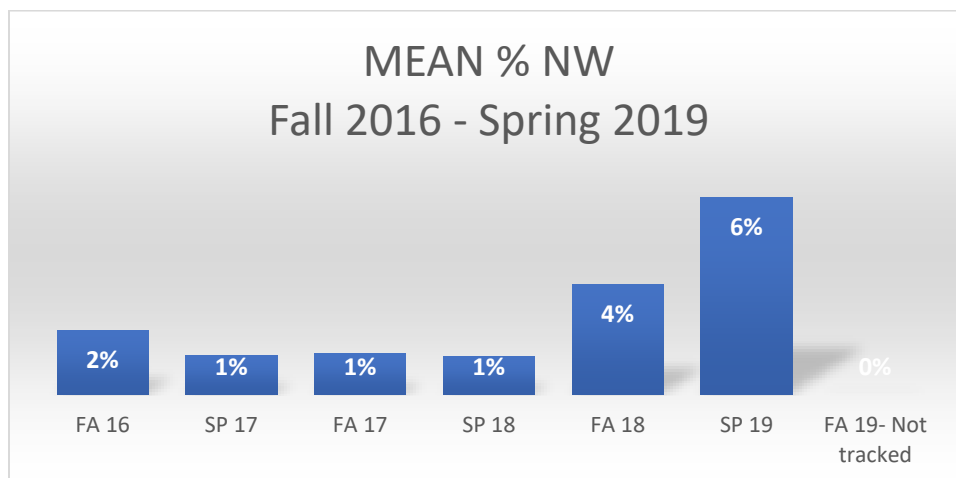
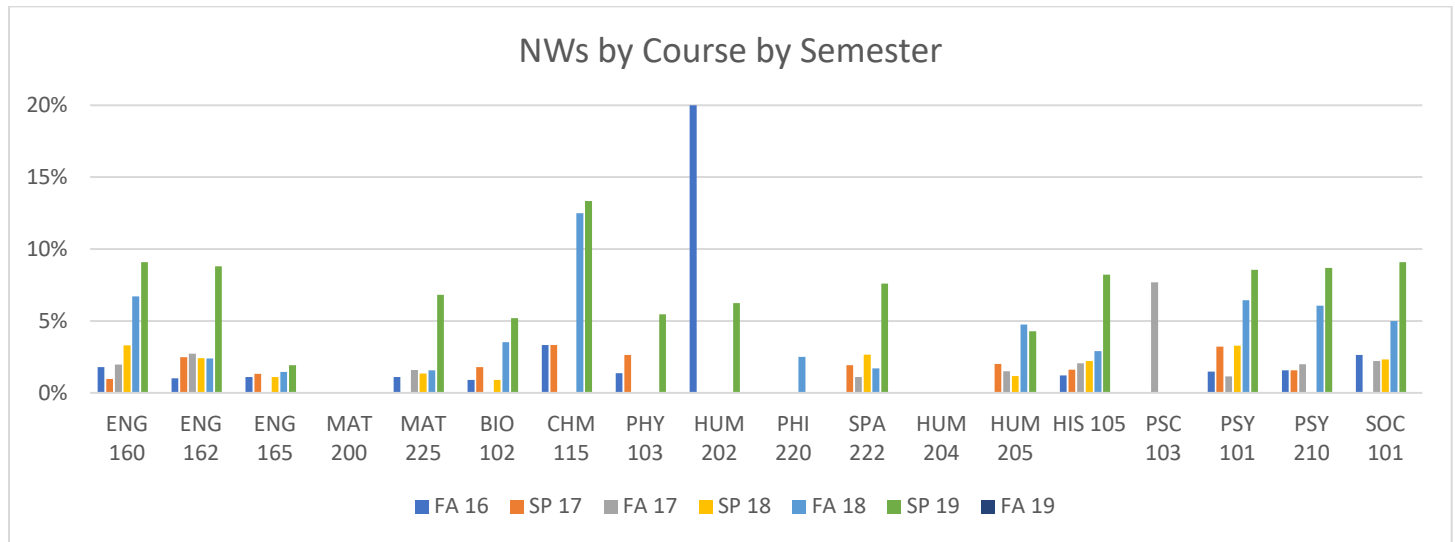
CHM- This course may be one of the most difficult courses in the gen ed program. The low percentage of passing may reflect a high-quality course. The midterm and final are standardized across all the courses to ensure consistency. ENG 160 is the prerequisite for the course. In the future, it might be beneficial to review the prerequisites for this class.

College preparation may be an issue for some courses. The creation of a college preparation course is currently being discussed as part of a larger college strategy. It was recognized that faculty have been stressing the importance of introducing a college preparation course for students for many years, but college finances always acted as the barrier to this.

This may be an opportunity to encourage group studying. Now that students are more familiar and comfortable with online meetings, supporting students in the development of virtual study groups may help students in courses where students tend to struggle.

NWs & EWs in General Education Courses

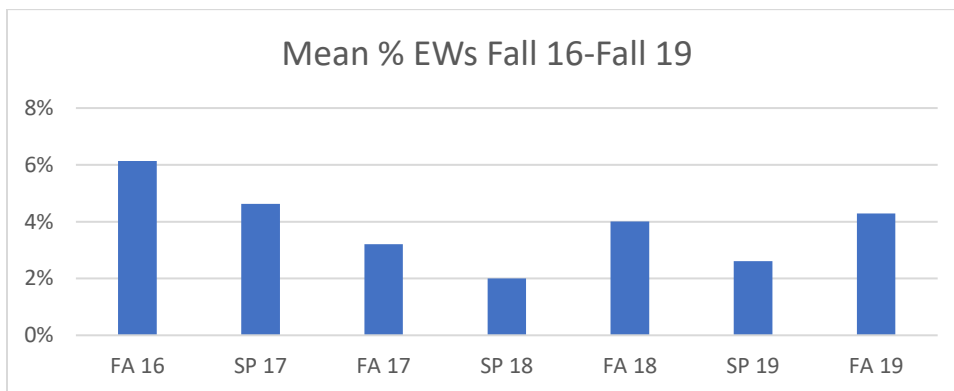
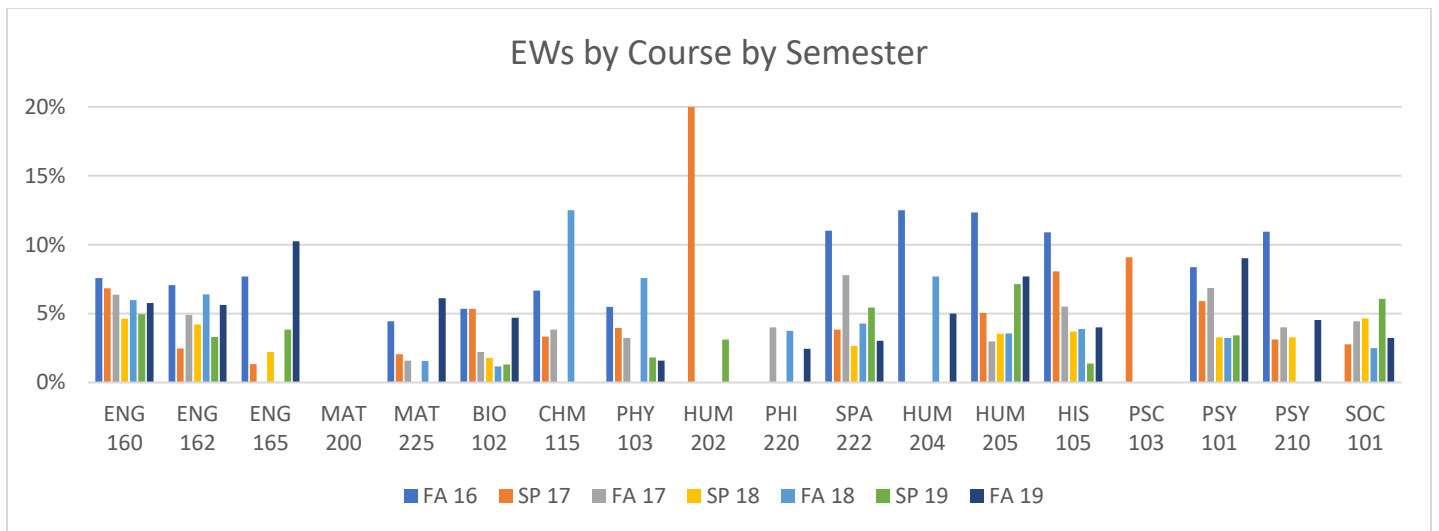
NW is a “no show”, meaning students who register for a course, but never attend a class session and are automatically dropped. Starting Fall 19, the institution stopped tracking NWs.



The above chart shows that there were gradual increases in between Spring 18 and Spring 19. This trend can be seen across many courses. It is not clear if this trend continued after Spring 19 since tracking was stopped.

- **Why were the NWs so high for Fall 18 and Spring 19?**
- **Should we be concerned that NWs were increasing?**
- **Is 6% of enrollment resulting in NWs concerning?**
- **What additional data would admissions and advising need to provide helpful insights?**
- **Is there a way to continue to track NWs?**

It is recommended that the college figure out a way to track NWs in the future.



Overall, and for many courses, the % of EWs were highest in Fall 16. Increases in the % of EWs for Fall 19 can be seen overall and in some courses (however the percentages are, in general, lower than Fall 16).

Overall Questions Related to Retention

- Does failing dropping, or withdrawing (NW or EW) from a course (in general and specifically in the 6 courses with the lowest pass rates) correlate with retention for the next semester?
- How does failing a course (in general and specifically the 6 courses with the lowest pass rates) affect the student's probability to graduate?
- How does withdrawing (with either an NW or EW) affect the student's probability to graduate?
- What is the profile of students who withdraw with an NW (are they first time enrolled students at SAC, their GPA, etc.)?
- When the college stopped payment plans (or changed the policies for them), what type of drop do students get when they cannot pay? This may help to understand the NW increase?

**General Education Assessment
Objectives 1 & 2 Summary of Results
12-15-2017**

Objective 1: Using appropriate methodologies, students **demonstrate** the ability to read, listen, and communicate with understanding and critical discernment.

The following assignments were used to assess for this objective:

1. ENG 160- Final Exam Essay (sections *Organization, Coherence, Grammar, Vocabulary, Punctuation, & Formatting*)
2. ENG 162- Mini Ethnography (sections *Works Cited Page, Formatting, Grammar & Mechanics, & Presentation*)

The assignments were assessed using rubrics.

Findings

ENG 160:

The scoring within the rubric was changed in Spring 17, so the results from semesters prior to Spring 17 will first be presented, followed by the results from one section in Spring 17.

Prior to Spring 2017 (N= 27)

74% of students had a score of 70% or above
67% of students had a score of 75% or above
59% of students had a score of 80% or above

The aggregated scores provides some insight on the ability to demonstrate this objective. 74% of students were able to demonstrate some beginning ability to communicate with understanding and critical discernment. However, this also means that about 25% of students were not able to demonstrate this objective within this final exam essay (if 70% is used as ability to demonstrate the objective).

A question for English Faculty is *what score would represent successful demonstration of this objective in ENG 160? At what level are students expected to be at when they leave (in regards to this objective and connected to the rubric)?*

When looking at the individual sections of the rubric, student's average scores were lowest in spelling and punctuation, followed by grammar. Student's average scores were higher in organization and coherence. A question for the English Faculty and Academic Council is *how can the other general education courses reinforce the skills of punctuation, spelling and grammar? Are there other supports that the college can implement to support the continued development of these skills after students leave English courses?*

Spring 2017 (N= 15)

100% of students had a score of 80% or above

The scores within this section were much higher than the other sections included within this assessment. The reasons for this can be many, however because there was little range within the section scores, it is difficult to identify areas to discuss for assessment purposes.

That said, there was one interesting theme that continued in this section. Grammar and Punctuation/Spelling had the lowest averages, and Organization and Coherence had the highest averages. This continued theme may help Faculty to improve in the future.

First, English instructors are assessing that students have the ability develop an organized and coherent paper at the end of ENG 160 (or at least the majority of students are able to demonstrate these skills). *Would it be beneficial to demonstrate to the rest of faculty how students are taught to develop an organized and coherent paper so that these skills will not be forgotten and can be bridged into other courses?*

Second, since Grammar, Punctuation and Spelling seem to be areas that students continue to struggle, *are there any best practices for how other disciplines can support the development of these skills?*

ENG 162: (N=37)

95% of students had a score of 70% or above

89% of students had a score of 75% or above

68% of students had a score of 80% or above

The spread of scores may provide some insight on the level of quality of the student's Works Cited Page, Formatting, Grammar & Mechanics, and Presentation. The majority of students have at least a "passing, but below average" score (70%) in this objective. However, only 68% of the class had a score of 80% or above (generally signifying "average"). This may show the majority of students are demonstrating a beginning ability to demonstrate the objectives, but about 30% of the class still needs additional practice in order to more fully demonstrate the objective (if the benchmarks of 70-80% are used).

A question that the English Faculty should discuss is *what is successful? What score would demonstrate that the student has the appropriate ability to read, listen, and communicate with understanding and critical discernment?*

Students had the highest scores in the presentation section (average score= 93%)

32 out of 37 students (86%) scored a 10/10 on their presentation

In general, the presentation scores are very high. A significant number of students scored 10/10 on the presentations. When looking at the rubric, it looks like students are only scored on whether they cover the required material. This would potentially account for the high scores (as long as they cover the required content, they get 100% regardless of the quality of presentation).

A question that English Faculty should discuss is *was this was the intention of the presentation section of the rubric?* This is not to say that this is a bad intention, rather it is something to discuss and clarify since there is very little variation within the scores.

Students had the lowest scores for works cited and grammar (average scores = 72% and 74% respectively)

Works Cited and Grammar seem to be areas where students may continue to struggle at the end of ENG 162. A question for Academic Council would be *how can the college reinforce citing and grammar once students leave ENG 162?* These scores may imply that students are demonstrating a basic level of competence in these areas, but that additional practice is needed to fully demonstrate these skills.

The WAC initiative is a good example of the College working to reinforce writing skills in the students. *Are there ways that the College can reinforce citing and grammar?*

Each of these skills (works cited, grammar, formatting and presentation) relates to a student's ability to communicate with understanding and discernment.

Overall Findings from Objective One

- Students seem to be able to demonstrate skills related to organization, coherence, formatting and presentation at the end of ENG 160 and 162.
- Students seem to continue to struggle in the areas of Spelling, Grammar, Punctuation, and Citing at the end of ENG 160 and 162.
- It is recommended that the ENG Faculty and Academic Council discuss the questions raised in this section (in italics) as a way to explore how the English courses, General Education Courses, and College in general, can work together to support the further development of this objective within students.

Objective 2: Students learn to **evaluate** ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.

The following assignments were used to assess for this objective:

1. ENG 160- Final Exam Essay (sections *Introduction and Thesis Statement, Body/Support, & Integration of Source*)
2. ENG 162- Mini Ethnography (sections *A Day in the Life, & Appendix 1- Observations*)

The assignments were assessed using rubrics.

Findings

ENG 160:

The scoring within the rubric was changed in Spring 17, so the results from semesters prior to Spring 17 will first be presented, followed by the results from one section in Spring 17.

Prior to Spring 2017 (N= 27)

78% of students had a score of 70% or above
70% of students had a score of 75% or above
63% of students had a score of 80% or above

The majority of students are able to demonstrate a beginning ability to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications. However, 22% of the class seems to continue to struggle with demonstrating a beginning ability for this objective. 63% of students seem to be able to demonstrate this objective (if 80% is used as a benchmark).

A question for the English faculty is *what is the expected level of ability in this area (70%, 80%) for ENG 160?*

This objective relates to critical thinking, a skill that is needed in all disciplines. A question for the Academic Council is *how can the other general education courses further this skill?* The English courses appear to be developing the beginning skills in this area. The other general education courses should explore ways to further develop these skills. *Are there best practices for developing and encouraging critical thinking across the general education courses?*

Spring 2017: (N= 15)

100% of students had a score of 100%

There may be a number of reasons why 100% of students scored 100% within this area. However, without additional information, it is impossible to make any assertions as to the reason. Also, because of the lack of variation, no additional information can be pulled from the results.

ENG 162: (N= 37)

78% of students had a score of 70% or above.
64% of students had a score of 80% or above.

The overall scores for this objective are lower. Although the majority of students seemed to demonstrate this objective, 22% of the class scored lower than 70%. It is logical that these scores would be lower since *evaluation* is a higher level of learning.

A question that the English Faculty should discuss is *what is successful? What score would demonstrate that the student has the appropriate ability to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications?* The answer to this question will help to better clarify the learning goals for this objective. For example, it may be expected that students only demonstrate a beginning ability to do this objective since evaluation (critical thinking) is a higher level of learning.

A question for Academic Council would be *how can the college reinforce the skill of critical thinking and evaluation for students who completed ENG 162?* A possible discussion could include a full review of

papers within the Gen Ed curriculum to determine whether the evaluation of ideas and outcomes, solving problems, and making informed decisions based upon consideration of evidence, reason, and implications is reinforced in multiple courses.

Overall Findings from Objective One

- Students, in general, struggle more with this objective. However, the majority of students are able to demonstrate a beginning ability to read, listen, and communicate with understanding and critical discernment
- The current assignment and rubric used focuses on demonstrating the ability to *communicate*. Reading and listening are not assessed within the rubric. It may be worthwhile for the English faculty and the Academic Council to discuss if the expectation should be focused on communication or whether reading and listening should somehow be included.
- It is recommended that the ENG Faculty and Academic Council discuss the questions raised in this section (in italics) as a way to explore how the English courses, General Education Courses, and College in general, can work together to support the further development of this objective within students.

General Education Requirements Across Programs (x** = new Academic Council approved changes (12-11-19); p=proposed and under consideration)

	Communication			Math			Science		Hum & Fin Art		Social Sciences			Total Number
	ENG 160	ENG 162	ENG 165	MAT 112°	MAT 200	MAT 225	BIO 102/108	CHM/ PHY	HUM /FIN	SPA 222	HIS/ PSC	PSY 101	PSY 210/ SOC/ ECO**	
Associate of Arts (AALAS)														
Business Adm	x	x	x		x or 225		x	x	2	x	x	x	ECO	12
Interdisciplinary, PSY, SPA, CIS, CRJ	x	x	x		x or 225		x	x	2	x	x	x	x	12
Social Service	x	x	x			x	x	x	2	x	x	x	SOC	12
Child Development	x	x	x		x or 225 (P-240)		x	x	2	x	x	x	PSY 210	12
Associate of Applied Science (AAS)														
Accounting	x	x	x**		x					x	x		ECO	7
Administrative Assistant∞	x	x		x						x	x			4
Business Management	x	x	x**		x					x	x		ECO	7
CIS	x	x	x**			x				x	x			6
Culinary Arts∞	x	x	P								P- take out x	x		4
Early Childhood	x	x	x**	P- take out x	P- MAT 240		x					x	PSY 210	6 or 7
Respiratory Therapy	x	x		x			108 only	x				x		5
Associate of General Studies (AGS)	x	x	x	take out		x**	x Bio or Chm			x	x	x		8

°MAT 112 is not considered a general education course. It is not a college-level course.

∞AAS in Culinary Arts and Administrative Assistant will both be considered terminal degrees (and as such, will not be considered when determining the common number of general education courses across programs). (approved by Academic Council 12-11-2019)

Process for Assessing and Improving Student Learning

The program outcomes for the Accounting (AAS) (including the general education outcomes) are aligned with the five institutional learning goals. As visually demonstrated in the charts, each institutional learning goal is supported by at least one general education outcome and one program outcome. Further, all learning objectives of required CUL courses are aligned with the program outcomes. This alignment ensures that the Accounting (AAS) curriculum supports students' achievement of the program outcomes and institutional learning goals.

Assessment of all course learning objectives occur on an on-going 5-year rotating schedule and are completed by program faculty. Program reviews, completed by the department chair, occur every three years. The results of both course assessment and program reviews are used to identify where in the program students are struggling and areas for improvement of student learning.

Linking Accounting (AAS) Program Outcomes and General Education Outcomes to Institutional Learning Goals

Institutional Learning Goals	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
General Education Outcomes	Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Students develop recognition of and respect for diversity through cultural interactions in and outside of the classroom	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.		Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.
Accounting (AAS) Program Outcomes	<ul style="list-style-type: none"> Demonstrate an effective written and oral business communication within a professional setting. 	<ul style="list-style-type: none"> Identify business organization concepts and theories and be able to write a basic Business Plan. 	<ul style="list-style-type: none"> Define the fundamental tax laws and principles and be able to prepare individual tax returns. 	<ul style="list-style-type: none"> Describe the basic concepts of economic theories and market structures in order to describe their implications related to government, business, and individuals. 	<ul style="list-style-type: none"> Identify the accounting standards principles and be able to prepare basic financial statements.

Alignment of Institutional Learning Goals with General Education course content

	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
English					
CIS 115					
ENG 160	X-introduce				X-introduce
ENG 162	X-introduce and reinforce	X		X	X-reinforce
MAT 200	X-introduce				
SPA 222 OR HUM 202	X-reinforce	X		X	X
HIS 105 or HIS 104 or PSC 103	X-reinforce	X		X	X

Alignment of Program Outcomes with Required Accounting (AAS) Course Learning Objectives

Program Objectives:	#1 Demonstrate an effective written and oral business communication within a professional setting.	#2 Identify business organization concepts and theories and be able to write a basic Business Plan.	#3 Define the fundamental tax laws and principles and be able to prepare individual tax returns.	#4 Describe the basic concepts of economic theories and market structures in order to describe their implications related to government, business, and individuals.	#5 Identify the accounting standards principles and be able to prepare basic financial statements.
Major Requirements					
ACC 101		LO#2			LO#5
ACC 161		LO#2			LO#5
ACC 162		LO#2			LO#5
ACC 260			LO#3	LO#4	
CIS 115					
BUS 110	LO#1	LO#2		LO#4	
ADM 250					
ECO 101	LO#1		LO#3	LO#4	
Electives					
ECO 102	LO#1		LO#3	LO#4	
BUS 220	LO#1	LO#2		LO#4	
BUS 303	LO#1	LO#2		LO#4	
CIS 300					

Process for Assessing and Improving Student Learning

The program outcomes for the **A. A. S. in Administrative Assistant (ADM)** (including the general education outcomes) are aligned with the five institutional learning goals. As visually demonstrated in the charts, each institutional learning goal is supported by at least one general education outcome and one program outcome. Further, all learning objectives of required ADM courses are aligned with the program outcomes. This alignment ensures that the ADM curriculum supports students' achievement of the program outcomes and institutional learning goals.

Assessment of all course learning objectives occur on an on-going 5-year rotating schedule and are completed by program faculty. Program reviews, completed by the department chair, occur every three years. The results of both course assessment and program reviews are used to identify where in the program students are struggling and areas for improvement of student learning.

Linking A.A.S. in Administrative Assistant Program Outcomes and General Education Outcomes to Institutional Learning Goals

Institutional Learning Goals	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
General Education Outcomes	Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Students develop recognition of and respect for diversity through cultural interactions in and outside of the classroom	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.		Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.
A.A.S. in Administrative Assistant Program Outcomes	<ul style="list-style-type: none"> #1 Students will learn software application skills to produce a variety of business correspondence through the use of Windows and Microsoft Office. 	<ul style="list-style-type: none"> #3 Increased awareness of the 21st century office, change mastery and the diverse, global office environment are also emphasized. #5 Students who complete this program will be able to obtain entry level employment as administrative assistants, office managers, trainers, marketing support representatives, desktop publishers, and data entry operators. 	<ul style="list-style-type: none"> #4 Students also have the opportunity to receive Microsoft Office Specialists (MOS) certification almost mandatory in today's job market. #5 Students who complete this program will be able to obtain entry level employment as administrative assistants, office managers, trainers, marketing support representatives, desktop publishers, and data entry operators. 	<ul style="list-style-type: none"> #4 Students also have the opportunity to receive Microsoft Office Specialists (MOS) certification almost mandatory in today's job market. 	<ul style="list-style-type: none"> #2 The curriculum also includes keyboarding, desktop publishing, business communications, office procedures, human relation skills, presentation skills, writing effective business correspondence, and managing electronic and manual filing systems.

Alignment of Institutional Learning Goals with General Education course content

	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
English					
ENG 160	X-introduce				X-introduce
ENG 162	X-introduce and reinforce	X		X	X-reinforce
ENG 165	X-introduce				
Math					
MAT 200 or MAT 225			X-introduce	X	
Humanities and Fine Arts					
SPA 222		X			
PHI 220 or ENG 203 or HUM 202	HUM 202-X	X			
Social Sciences					
HIS 104 or HIS 105 or PSC 103	X-reinforce	X		X	X

Alignment of Program Outcomes with Required ADM Course Learning Objectives

Program Objectives:	#1 Students will learn software application skills to produce a variety of business correspondence through the use of Windows and Microsoft Office.	#2 The curriculum also includes keyboarding, desktop publishing, business communications, office procedures, human relation skills, presentation skills, writing effective business correspondence, and managing electronic and manual filing systems.	#3 Increased awareness of the 21 st century office, change mastery and the diverse, global office environment are also emphasized.	#4 Students also have the opportunity to receive Microsoft Office Specialists (MOS) certification almost mandatory in today's job market.	#5 Students who complete this program will be able to obtain entry level employment as administrative assistants, office managers, trainers, marketing support representatives, desktop publishers, and data entry operators.
Major Requirements					
ADM 101	LO#1	LO#2			
ADM 105	LO#1			LO#4	
ADM 230		LO#2	LO#3		LO#5
ADM 250	LO#1	LO#2	LO#3		LO#5
BUS 111		LO#2			LO#5
CIS 115				LO#4	
Office Technology					
ADM 210		LO#2	LO#3	LO#4	
CIS 106				LO#4	
CIS 130				LO#4	
Accounting Assistant					
ACC 101	LO#1				
ACC 161	LO#1				
BUS 110	LO#1				

Process for Assessing and Improving Student Learning

The program outcomes for the in Business Administration (including the general education outcomes) are aligned with the five institutional learning goals. As visually demonstrated in the charts, each institutional learning goal is supported by at least one general education outcome and one program outcome. Further, all learning objectives of required Administration courses are aligned with the program outcomes. This alignment ensures that the Business Administration (AA) curriculum supports students' achievement of the program outcomes and institutional learning goals.

Assessment of all course learning objectives occur on an on-going 5-year rotating schedule and are completed by program faculty. Program reviews, completed by the department chair, occur every three years. The results of both course assessment and program reviews are used to identify where in the program students are struggling and areas for improvement of student learning.

Linking Business Administration (AA) Program Outcomes and General Education Outcomes to Institutional Learning Goals

Institutional Learning Goals	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
General Education Outcomes	Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Students develop recognition of and respect for diversity through cultural interactions in and outside of the classroom	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.		Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.
Business Administration (AA Program Outcomes)	<ul style="list-style-type: none"> Describe the basic macro and micro economics theories and market structures in order to describe their implications related to government, business, and individuals. Demonstrate a basic understanding of business organization concepts and theories, and decision making skills. 	<ul style="list-style-type: none"> Describe the basic macro and micro economics theories and market structures in order to describe their implications related to government, business, and individuals. Identify the accounting standard principles and be able to prepare basic financial statements. 	<ul style="list-style-type: none"> Identify the accounting standard principles and be able to prepare basic financial statements. Complete a business plan demonstrating the application of the basic principles of business organization, operations management theories, and accounting, finance, and marketing concepts. 	<ul style="list-style-type: none"> Complete a business plan demonstrating the application of the basic principles of business organization, operations management theories, and accounting, finance, and marketing concepts. 	<ul style="list-style-type: none"> Complete a business plan demonstrating the application of the basic principles of business organization, operations management theories, and accounting, finance, and marketing concepts.

Alignment of Institutional Learning Goals with General Education course content

	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
English					
ENG 160	X-introduce				X-introduce
ENG 162	X-introduce and reinforce	X		X	X-reinforce
ENG 165	X-introduce				
Math					
MAT 200 or MAT 225			X-introduce	X	
Science					
BIO 102 or BIO 108			X	X	
CHM 115 or PHY 103			X	X	
Humanities and Fine Arts					
HUM 204 or HUM 205		X			
SPA 222 or HUM 202		X			
ECO 101 OR ECO 102	-X	X	x	x	
Social Sciences					
HIS 104 or HIS PSC 103	X-reinforce	X		X	X
PSY 101	X-reinforce	X		X	X

Alignment of Program Outcomes with Required Business Administration (AA)

Course Learning Objectives

Program Objectives:	#1 Describe the basic macro and micro economics theories and market structures in order to describe their implications related to government, business, and individuals.	#2 Identify the accounting standard principles and be able to prepare basic financial statements.	#3 Complete a business plan demonstrating the application of the basic principles of business organization, operations management theories, and accounting, finance, and marketing concepts.	#4 Demonstrate a basic understanding of business organization concepts and theories, and decision making skills. their implications
Major Requirements				
ACC 101		LO#2		
ACC 161		LO#2	LO#3	
ACC 162		LO#2		LO#4
BUS 110	LO#1		LO#3	LO#4
CIS 115		LO#2		LO#4

Process for Assessing and Improving Student Learning

The program outcomes for the **Business Management (AAS)**

(including the general education outcomes) are aligned with the five institutional learning goals. As visually demonstrated in the charts, each institutional learning goal is supported by at least one general education outcome and one program outcome. Further, all learning objectives of required Business Management (AAS) courses are aligned with the program outcomes. This alignment ensures that the Business Management (AAS) curriculum supports students' achievement of the program outcomes and institutional learning goals.

Assessment of all course learning objectives occur on an on-going 5-year rotating schedule and are completed by program faculty. Program reviews, completed by the department chair, occur every three years. The results of both course assessment and program reviews are used to identify where in the program students are struggling and areas for improvement of student learning.

Linking Business Management (AAS) Program Outcomes and General Education Outcomes to Institutional Learning Goals

Institutional Learning Goals	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
General Education Outcomes	Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Students develop recognition of and respect for diversity through cultural interactions in and outside of the classroom	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.		Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.
Business Management (AAS) Program Outcomes	<ul style="list-style-type: none"> Identify business organization concepts and theories and be able to write a basic Business Plan. 	<ul style="list-style-type: none"> Demonstrate an understanding of the legal aspects, social environment, and government regulations that influence business. 	<ul style="list-style-type: none"> identify the accounting standards principles and be able to prepare basic financial statements. 	Describe the basic concepts of economic theories and market structures in order to describe their implications	<ul style="list-style-type: none"> Understand computer information systems from a managerial perspective and the role information technology play in business.

Alignment of Institutional Learning Goals with General Education course content

	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
English					
ENG 160	X-introduce				X-introduce
ENG 162	X-introduce and reinforce	X		X	X-reinforce
MAT 200	X-introduce				
SPA 222 OR HUM 202	X-reinforce	X		X	X
HIS 105 or HIS 104 or PSC 103	X-reinforce	X		X	X

Alignment of Program Outcomes with Required Business Management (AAS) Course Learning Objectives

Program Objectives:	#1 Demonstrate an understanding of the legal aspects, social environment, and government regulations that influence business.	#2 Identify business organization concepts and theories and be able to write a basic Business Plan.	#3 identify the accounting standards principles and be able to prepare basic financial statements.	#4 Describe the basic concepts of economic theories and market structures in order to describe their implications	#5 Understand computer information systems from a managerial perspective and the role information technology play in business.
Major Requirements					
ACC 101		LO#2	LO#3		LO#5
ACC 161		LO#2	LO#3		LO#5
ACC 162		LO#2	LO#3		LO#5
BUS 220	LO#1	LO#2			
BUS 110	LO#1	LO#2	LO#3	LO#4	
BUS 303	LO#1	LO#2			
ECO 102	LO#1		LO#3	LO#4	
CIS 300					LO#5
Electives					
CIS 115					LO#5
ADM 250					
ACC 260	LO#1		LO#3	LO#4	
ECO 101	LO#1		LO#3	LO#4	

Process for Assessing and Improving Student Learning

The program outcomes for the B.S. in Computer Information Systems (including the general education outcomes) are aligned with the five institutional learning goals. As visually demonstrated in the charts, each institutional learning goal is supported by at least one general education outcome and one program outcome. Further, all learning objectives of required CIS courses are aligned with the program outcomes. This alignment ensures that the CIS curriculum supports students' achievement of the program outcomes and institutional learning goals.

Assessment of all course learning objectives occur on an on-going 5-year rotating schedule and are completed by program faculty. Program reviews, completed by the department chair, occur every three years. The results of both course assessment and program reviews are used to identify where in the program students are struggling and areas for improvement of student learning.

Linking B.S. in Computer Information Systems Program Outcomes and General Education Outcomes to Institutional Learning Goals

Institutional Learning Goals	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
General Education Outcomes	Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Students develop recognition of and respect for diversity through cultural interactions in and outside of the classroom	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.		Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.
B.S. in Computer Information Systems Program Outcomes	<ul style="list-style-type: none"> ● #3 Implement a web-based communication system. ● #9 Identify the different Ecommerce requirements when building a website. 	<ul style="list-style-type: none"> ● #3 Implement a web-based communication system. ● #9 Identify the different Ecommerce requirements when building a website. 	<ul style="list-style-type: none"> ● #1 Analyze, organize, design, and implement a computer application solution to a business problem. ● #2 Understand Relational algebra and its use relates to Relational Databases. 	<ul style="list-style-type: none"> ● #4 Identify common security risks that affect a Computer Information System. ● #5 Understand the different roles a DBA plays when overseeing daily database operations. ● #6 Identify common hardware or software troubleshooting problems. ● #7 Understand the different layers of communication in a Computer Network. ● #8 Understand the role of a Network Administrator. 	<ul style="list-style-type: none"> ● #3 Implement a web-based communication system. ● #9 Identify the different Ecommerce requirements when building a website.

Alignment of Institutional Learning Goals with General Education course content

	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
English					
ENG 160	X-introduce				X-introduce
ENG 162	X-introduce and reinforce	X		X	X-reinforce
ENG 165	X-introduce				
Math					
MAT 200 or MAT 225			X-introduce	X	
Science					
BIO 102 or BIO 108			X	X	
CHM 115 or PHY 103			X	X	
Humanities and Fine Arts					
HUM 204 or HUM 205		X			
SPA 222		X			
PHI 220 or ENG 203 or HUM 202	HUM 202-X	X			
Social Sciences					
HIS 104 or HIS 105 or PSC 103	X-reinforce	X		X	X
PSY 101	X-reinforce	X		X	X
PSY 202					
SOC 101	X-reinforce	X		X	X
ECO 101 or 102 (it is an "S" IAI course)			X	X	

Alignment of Program Outcomes with Required CIS Course Learning Objectives

	#1 Analyze, organize, design, and implement a computer application solution to a business problem.	#2 Understand Relational algebra and its use relates to Relational Databases.	#3 Implement a web-based communication system.	#4 Identify common security risks that affect a Computer Information System.	#5 Understand the different roles a DBA plays when overseeing daily database operations.	#6 Identify common hardware or software troubleshooting problems.	#7 Understand the different layers of communication in a Computer Network.	#8 Understand the role of a Network Administrator.	#9 Identify the different Ecommerce requirements when building a website.
CIS Major Requirements									
CIS 110	LO #1								
CIS 130						LO #6	LO #7		
CIS 303	LO #1								
CIS 210	LO #1								
CIS 240	LO #1	LO #2			LO#5				
CIS 300					LO #5			LO #8	LO #9
CIS 315									LO #3
CIS 325	LO #1								
CIS 460	LO #1								
Database Systems Management Concentration									
CIS 220	LO #1		LO #3				LO #7		
CIS 310				LO #4	LO #5		LO #7		LO #9
CIS 320	LO #1		LO #3	LO #4					
CIS 340	LO #1	LO #2		LO #4	LO #5				
CIS 440	LO #1	LO #2	LO #3	LO #4	LO #5				
Network Systems Administrator									
CIS 216						LO #6	LO #7		
CIS 217				LO #4			LO #7	LO #8	
CIS 328				LO #4			LO #7	LO #8	
CIS 360				LO #4			LO #7	LO #8	
CIS 370				LO #4			LO #7	LO #8	
Web-based Applications									
CIS 220	LO #1		LO #3				LO #7		
CIS 312	LO #1								
CIS 320	LO #1		LO #3	LO #4			LO #7		LO #9
CIS 328				LO #4		LO #6	LO #7		
CIS 400	LO #1		LO #3	LO #4			LO #7		LO #9

Process for Assessing and Improving Student Learning

The program outcomes for the **A.A.S in Culinary Arts(CUL)** (including the general education outcomes) are aligned with the five institutional learning goals. As visually demonstrated in the charts, each institutional learning goal is supported by at least one general education outcome and one program outcome. Further, all learning objectives of required CUL courses are aligned with the program outcomes. This alignment ensures that the CUL curriculum supports students' achievement of the program outcomes and institutional learning goals.

Assessment of all course learning objectives occur on an on-going 5-year rotating schedule and are completed by program faculty. Program reviews, completed by the department chair, occur every three years. The results of both course assessment and program reviews are used to identify where in the program students are struggling and areas for improvement of student learning.

Linking A.A.S. in Culinary Arts Program Outcomes and General Education Outcomes to Institutional Learning Goals

Institutional Learning Goals	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
General Education Outcomes	Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Students develop recognition of and respect for diversity through cultural interactions in and outside of the classroom	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.		Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.
A.A.S. in Culinary Arts Program Outcomes			<ul style="list-style-type: none"> #5 Determine standardized recipe and menu costing. 	<ul style="list-style-type: none"> #5 Determine standardized recipe and menu costing. 	<ul style="list-style-type: none"> #4 Demonstrate safe handling and use of food, cooking equipment, and tools.

Alignment of Institutional Learning Goals with General Education course content

	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
English					
ENG 160	X-introduce				X-introduce
ENG 162	X-introduce and reinforce	X		X	X-reinforce
ENG 165	X-introduce				
Social Sciences					
HIS 104 or HIS 105 or PSC 103	X-reinforce	X		X	X
PSY 101	X-reinforce	X		X	X

Alignment of Program Outcomes with Required CUL Course Learning Objectives

Program Objectives:	#1 Understand concepts focused on culinary techniques, procedures, styles and services.	#2 Apply knowledge and show proficiency in culinary specifications and categories, and structure organizational skills.	#3 Apply basic and advanced food preparation techniques to culinary skills.	#4 Demonstrate safe handling and use of food, cooking equipment, and tools.	#5 Determine standardized recipe and menu costing.
Major Requirements					
CUL 100	LO#1				
CUL 101	LO#1	LO#2	LO#3	LO#4	
CUL 104		LO#2	LO#3	LO#4	
CUL 105		LO#2		LO#4	
CUL 106		LO#2	LO#3	LO#4	
CUL 108		LO#2	LO#3	LO#4	LO#5
CUL 201		LO#2	LO#3	LO#4	LO#5
MAT 109					LO#5
CIS 109					LO#5
BUS 110					LO#5
Electives					
CUL 120				LO#4	LO#5
CUL 231			LO#3	LO#4	LO#5
CUL 240			LO#3	LO#4	LO#5
CUL 244			LO#3	LO#4	LO#5

Aligning Courses to General Education Outcomes

General Education Outcomes:

- Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.
- Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.
- Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.
- Students recognize and respect diversity through cultural interactions in and outside of the classroom
- Students create mathematical models and use technology to solve real life situations.

GE program outcome 1	GE program outcome 2	GE program outcome 3	GE Program outcome 4	GE Program outcome 5
ECE 225	ECE 226	ECE 210	ECE 225	ECE 232
ECE 228	ECE 228	ECE 101	ECE 221	ECE 215
ECE 215	ECE 225	ECE 220	ECE 227	ECE 227

Appendix B: Aligning Program Outcomes to Institutional Goals

Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
<ul style="list-style-type: none"> • [Program Outcome] • [Program Outcome] 	[Program Outcome]	[Program Outcome]	[Program Outcome]	[Program Outcome]

Explanation of Course Numbers.

ECE 225-Language Acquisition for Young Children

ECE 221 The Exceptional Child

ECE 215 Infants Toddlers and Care givers

ECE 232 Early Child Practicum

ECE 228 Child family and Community

ECE 101 Intro. To Early Childhood Education

ECE 226 Observation and Guidance of the Young Child

ECE 227 Plan Admin & Superv. of the Young Child.

ECE 210 Math and Science Activity for the Young Child

ECE 220 Health Nutrition and Safety for the Young Child.

ECE 215 Infants Toddlers and Caregivers

Process for Assessing and Improving Student Learning

The program outcomes for the **B.A. in Hospitality Management(HOS)** (including the general education outcomes) are aligned with the five institutional learning goals. As visually demonstrated in the charts, each institutional learning goal is supported by at least one general education outcome and one program outcome. Further, all learning objectives of required HOS courses are aligned with the program outcomes. This alignment ensures that the HOS curriculum supports students' achievement of the program outcomes and institutional learning goals.

Assessment of all course learning objectives occur on an on-going 5-year rotating schedule and are completed by program faculty. Program reviews, completed by the department chair, occur every three years. The results of both course assessment and program reviews are used to identify where in the program students are struggling and areas for improvement of student learning.

Linking B.A. in Hospitality Management Program Outcomes and General Education Outcomes to Institutional Learning Goals

Institutional Learning Goals	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
General Education Outcomes	Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Students develop recognition of and respect for diversity through cultural interactions in and outside of the classroom	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.		Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.
B.A. in Hospitality Management Program Outcomes	<ul style="list-style-type: none"> #2 Graduates will be well-prepared professionals, able to collaborate as well as lead, with many different types of people, solve problems quickly and concentrate on details, have initiative and self-discipline, effective communication skills, and the ability to organize and direct the work of others. 	<ul style="list-style-type: none"> #1 To educate students with the knowledge and skills necessary to be competent business professionals in the hospitality industry and competitive in the job market, with special emphasis on multi-cultural understanding and practice in a global industry. 	<ul style="list-style-type: none"> #3 Graduates will have strong knowledge of lodging and food and beverage service operations, including customer service, reservations, purchasing and accounting systems, safety and security, design, event planning, maintenance and repair, personnel practices, and business ethics, legal requirements, management and finance. #2 Graduates will be well-prepared professionals, able to collaborate as well as lead, with many different types of people, solve problems quickly and concentrate on details, have initiative and self-discipline, effective communication skills, and the ability to organize and direct the work of others. 	<ul style="list-style-type: none"> #3 Graduates will have strong knowledge of lodging and food and beverage service operations, including customer service, reservations, purchasing and accounting systems, safety and security, design, event planning, maintenance and repair, personnel practices, and business ethics, legal requirements, management and finance. #2 Graduates will be well-prepared professionals, able to collaborate as well as lead, with many different types of people, solve problems quickly and concentrate on details, have initiative and self-discipline, effective communication skills, and the ability to organize and direct the work of others. 	<ul style="list-style-type: none"> #4 Upon graduation, the graduate will be able to assume employment in the hospitality industry in management or operations or as a leader or owner for a lodging establishment, events and meeting management, restaurant, food service, sales, or related business field.

Alignment of Institutional Learning Goals with General Education course content

	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
English					
ENG 160	X-introduce				X-introduce
ENG 162	X-introduce and reinforce	X		X	X-reinforce
ENG 165	X-introduce				
Math					
MAT 200 or MAT 225			X-introduce	X	
Science					
BIO 102 or BIO 108			X	X	
CHM 115 or PHY 103			X	X	
Humanities and Fine Arts					
HUM 204 or HUM 205		X			
SPA 222		X			
PHI 220 or ENG 203 or HUM 202	HUM 202-X	X			
Social Sciences					
HIS 104 or HIS 105 or PSC 103	X-reinforce	X		X	X
PSY 101	X-reinforce	X		X	X
PSY 202					
SOC 101	X-reinforce	X		X	X
ECO 101 or 102 (it is an "S" IAI course)			X	X	

Alignment of Program Outcomes with Required CIS Course Learning Objectives

Program Objectives:	#1 To educate students with the knowledge and skills necessary to be competent business professionals in the hospitality industry and competitive in the job market, with special emphasis on multi- cultural understanding and practice in a global industry.	#2 Graduates will be well-prepared professionals, able to collaborate as well as lead, with many different types of people, solve problems quickly and concentrate on details, have initiative and self-discipline, effective communication skills, and the ability to organize and direct the work of others.	#3 Graduates will have strong knowledge of lodging and food and beverage service operations, including customer service, reservations, purchasing and accounting systems, safety and security, design, event planning, maintenance and repair, personnel practices, and business ethics, legal requirements, management and finance.	#4 Upon graduation, the graduate will be able to assume employment in the hospitality industry in management or operations or as a leader or owner for a lodging establishment, events and meeting management, restaurant, food service, sales, or related business field.
Major Requirements				
HOS 455			LO#3	LO#4
HOS 466			LO#3	LO#4
HOS 477	LO#1	LO#2	LO#3	
HOS 495			LO#3	LO#4
ACC 101		LO#2	LO#3	
BUS 110	LO#1	LO#2		
BUS 220			LO#3	
ACC 301			LO#3	
BUS 311	LO#1			
BUS 303			LO#3	
MNG 405			LO#3	
CIS 300			LO#3	
CUL 100 OR CUL 101				LO#4
PSY 420		LO#2	LO#3	

Major Psychology

General Education courses	<ul style="list-style-type: none"> Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment. 	<ul style="list-style-type: none"> Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications. 	<ul style="list-style-type: none"> Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively. 	<ul style="list-style-type: none"> Students recognize and respect diversity through cultural interactions in and outside of the classroom 	<ul style="list-style-type: none"> Students create mathematical models and use technology to solve real life situations.
Eng 160 Comp 1	X		X		
Eng 162 Comp 2	X		X		
Eng 165 Speech	X		X		
Mat 225 Introductory					X
BIO 102 human biology	X	X		X	
CHM 115					

Major Psychology

Basic Chemistry		X		X	X
Phy 103 Earth Science		X		X	
HUM204 Music Appreciation	X	X	X	X	
Hum 205 History and Appreciation of Art	X	X	X	X	
PHI 220	X	X	X	X	
ENG 203 or any unduplicated humanities or fine arts course	X	X	X	X	
SPA 222 HISPANIC- AMERICAN	X	X	X	X	
HUM 2020 HIS 104	X X	X X	X X	X X	
HIS 105	X	X	X	X	
PSC 103					

Major Psychology

	X	X	X	X	
PSY General Psychology	X	X	X	X	
Psy 202/Psy 210	X	X	X	X	

Major: Psychology

Major Respiratory

General Education courses	<ul style="list-style-type: none"> Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment. 	<ul style="list-style-type: none"> Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications. 	<ul style="list-style-type: none"> Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively. 	<ul style="list-style-type: none"> Students recognize and respect diversity through cultural interactions in and outside of the classroom 	<ul style="list-style-type: none"> Students create mathematical models and use technology to solve real life situations.)
ENG 160 Comp 1	X		X		
ENG 162 Comp 2	X		X		
BIO 108 Anatomy & Physiology		X		X	
CHM 115 Basic Chemistry		X		X	X
Psy 101 General Psychology	X	X	X	X	

Major Respiratory

AHP 110 Applied Physics	X	X	X		X
AHP 113 Pharmacology	X	X			X
BIO 208 Cardio- Pulmonary		X	X		
BIO 120 Intro to Microbiology	X	X		X	
MAT 112 Intermediate Algebra	X	X			X

Major: Respiratory Therapy

Major: Social Work

General Education courses	<ul style="list-style-type: none"> Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment. 	<ul style="list-style-type: none"> Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications. 	<ul style="list-style-type: none"> Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively. 	<ul style="list-style-type: none"> Students recognize and respect diversity through cultural interactions in and outside of the classroom 	<ul style="list-style-type: none"> Students create mathematical models and use technology to solve real life situations.
Eng 160 Comp 1	X		X		
Eng 162 Comp 2	X		X		
Eng 165 Speech	X		X		
Mat 225 Introductory				X	X
BIO 102 human biology	X	X		X	

Major: Social Work

CHM 115 Basic Chemistry		X		X	X
Phy 103 Earth Science		X		X	
HUM204 Music Appreciation	X	X	X	X	
Hum 205 History and Appreciation of Art	X	X	X	X	
ENG 203 or Any unduplicated humanities or fine arts course	X	X	X	X	
SPA 222 The Hispanic- American Experience through Literature or	X X	X X	X X	X X	

Major: Social Work

HUM 2020 Humanities I					
HIS 105	X	X	X	X	
HIS 104	X	X	X	X	
Psy 101 General PSY	X	X	X	X	
SOC 101 Intro to Soc	X	X	X	X	

Major: Social Work

Global Learning Report

The following report presents findings for the Institutional Goal, Global Learning: *Graduates will be able to recognize the value of one's own cultural background and the cultural background of others*, as well as the General Education Program Learning Outcome: *Students develop recognition of and respect for diversity through cultural interactions in and outside of the classroom*. Data for this report were collected using the Spring 2019 Student Satisfaction Survey, the Spring 2019 Resident Faculty Survey, the Spring 2019 Adjunct Faculty Survey, and the Fall 2019 Graduate Exit Survey.

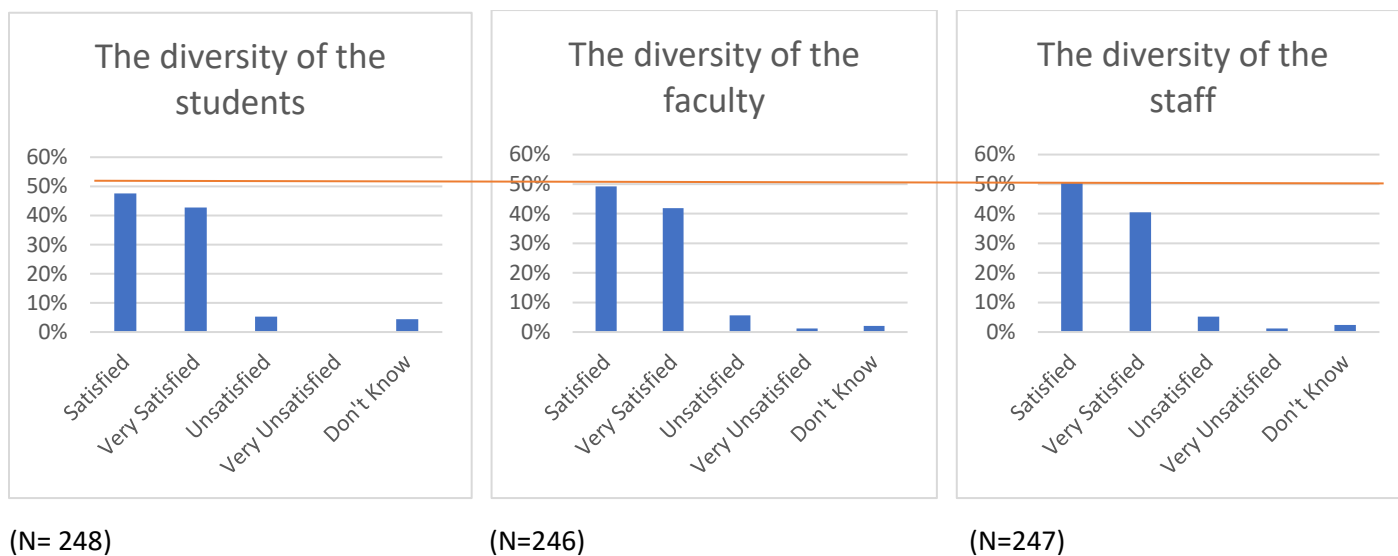
The Report is divided into six sections:

1. The Diversity of Students, Faculty, and Staff
2. SAC Climate for Difference
3. Experiences with Discrimination
4. Learning about Culture and Other Perspectives
5. Student Beliefs, Values, and Behavior
6. Summary and Recommendations

The Diversity of Students, Faculty, and Staff

Student Survey

Question 26: Please rate your satisfaction in the following areas:



The above tables show the student's level of satisfaction with the diversity of students, faculty, and staff. Overall, the responses for the three are comparable, with the overwhelming majority of respondents (91%) stating they were satisfied or very satisfied with the diversity of each group.

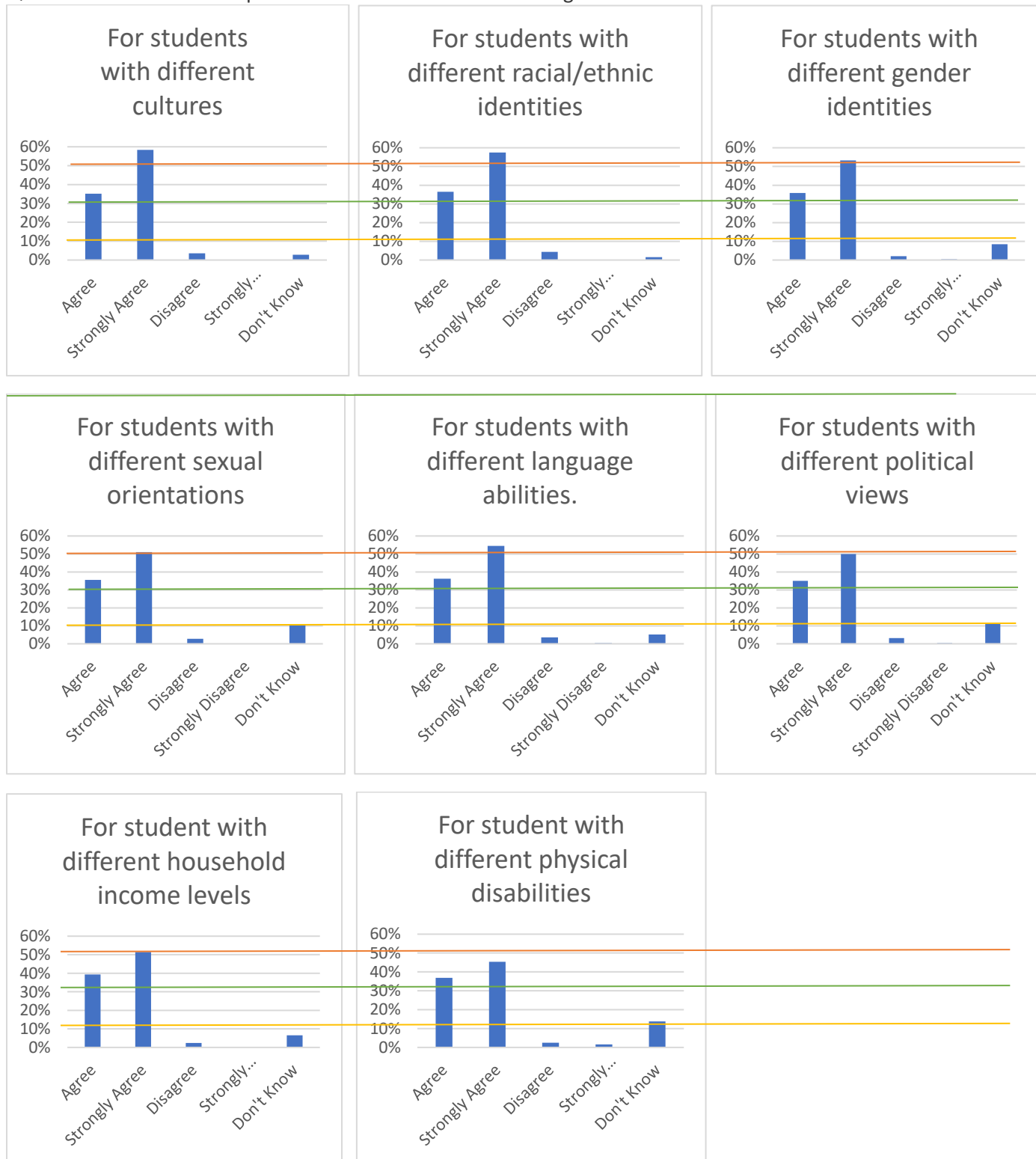
There were some students that responded with unsatisfied or very unsatisfied. Seven percent of respondents (17 students) stated they were unsatisfied or very unsatisfied with the diversity of faculty. Six percent of respondents (16 students) stated they were unsatisfied or very unsatisfied with the diversity of staff. Five percent of respondents (13 students) stated they were unsatisfied or very unsatisfied with the diversity of students.

No correlation was found for the students who answered Satisfied. However, it is interesting that the majority of students who answered Unsatisfied or Very Unsatisfied in at least one of the categories is female, 15 out of 21 are females which is in accord with a population of majority female. Of the students who answered Unsatisfied in all three categories 5 out of 6 are female. Also, 3 out of the 6 who answered Unsatisfied in all three categories are female from the USA. 4 out of 6 who answered Unsatisfied in all three categories were born in the USA.

SAC Climate for Difference

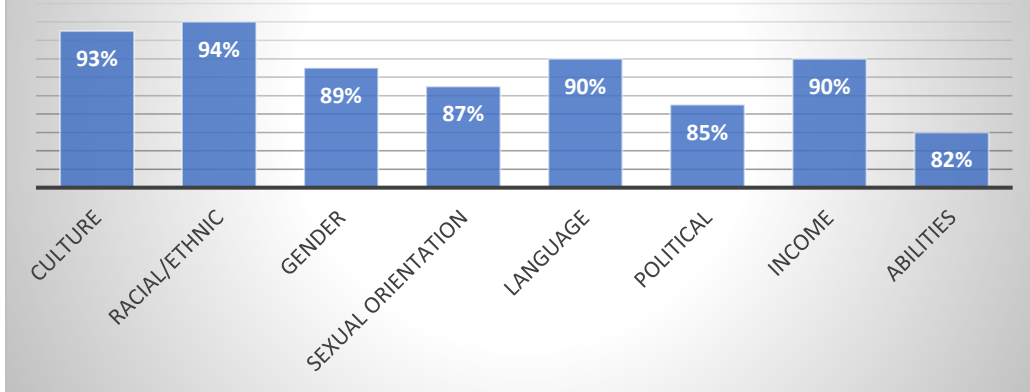
Student Survey

Question 22: SAC is a safe place for students with the following characteristics:



For the charts above, the number of respondents ranged from 245 and 246 students. The above chart show that the overwhelming majority of student responders feel SAC is a safe place for students with diverse backgrounds, identities, and abilities.

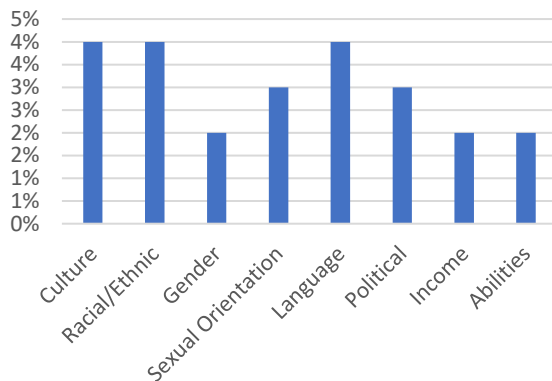
Percent of Strongly Agree/Agree Responses



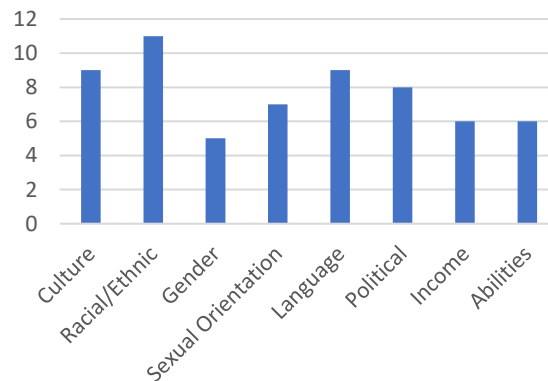
The above chart compares the percent of strongly agree/agree responses for the different characteristics. Over 90% of students responded that SAC is a safe place for students from different racial/ethnic identifies and different cultures. In contrast, 82% of students responded that SAC is a safe place for students with different abilities.

Within the responses, a few students strongly disagreed that SAC was a safe place. There was one response (same respondent) of “strongly disagree” for *different gender identities, different language abilities, different political views, and different household incomes*. Four students responded with “strongly disagree” for *different physical abilities*.

Percent of "disagree" responses SAC is a safe place for students with different...



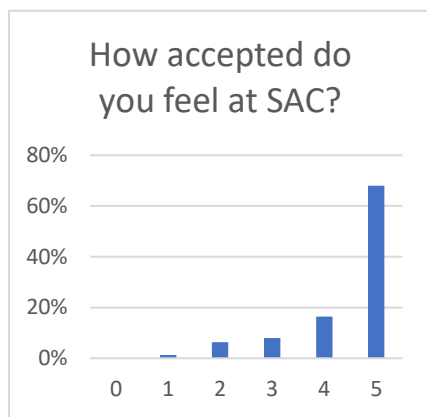
Number of "disagree" responses SAC is a safe place for students with different...



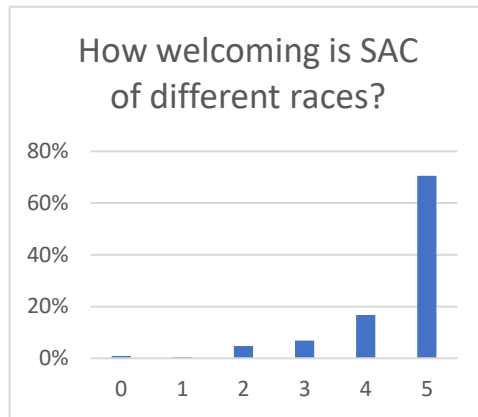
The above tables show the percent and number of “disagree” responses in each area. The total number of responses varied for each area. As a result, the percent of “disagree” responses did not show the response differences that can be observed within the table showing the number of responses. The areas with the greatest number of “disagree” responses were in the areas of Racial/Ethnic Identities, Cultures, and Language.

The authors of this report were curious if there was a correlation between the respondent’s own racial/ethnic identity and the response to the above questions. 8 of the students (same students) who Disagree on Culture also Disagree on Racial/Ethnic. Furthermore, 4 of the students (same students) Disagree on all three Culture, Racial/Ethnic and Language. 6 out the 11 students who disagree on Racial/Ethnic were born in the USA, the rest are 3 from Mexico, 1 Cambodia and 1 Prefer not to say. Out of those 6 born in the USA, 4 also Disagree on Culture. Since 118 students were born in the USA and 6 Disagree on Racial/Ethnic, the percentage is 5%, which is significant.

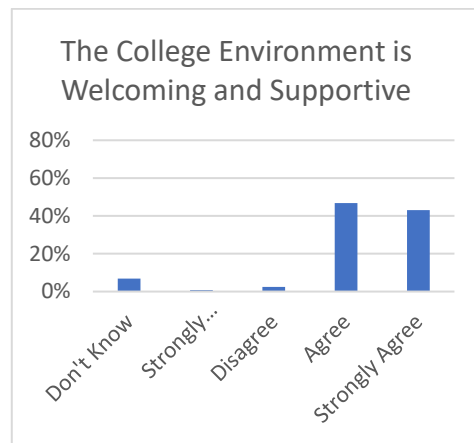
Questions 24, 25, and 28:



N=238



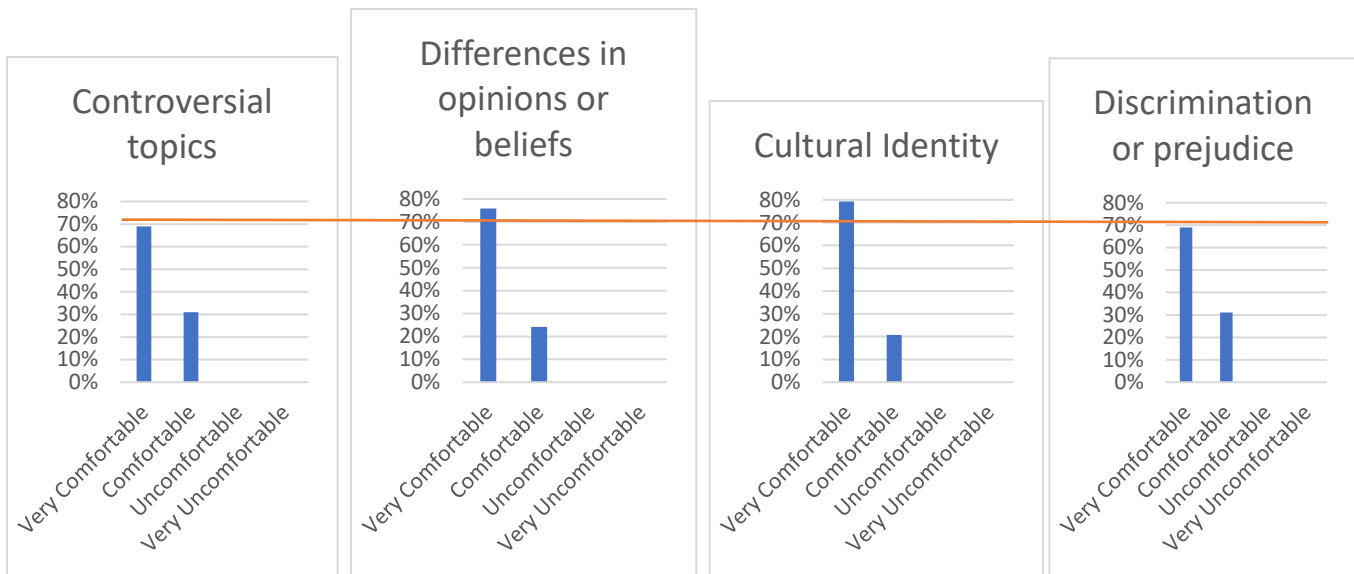
N=234



N=248

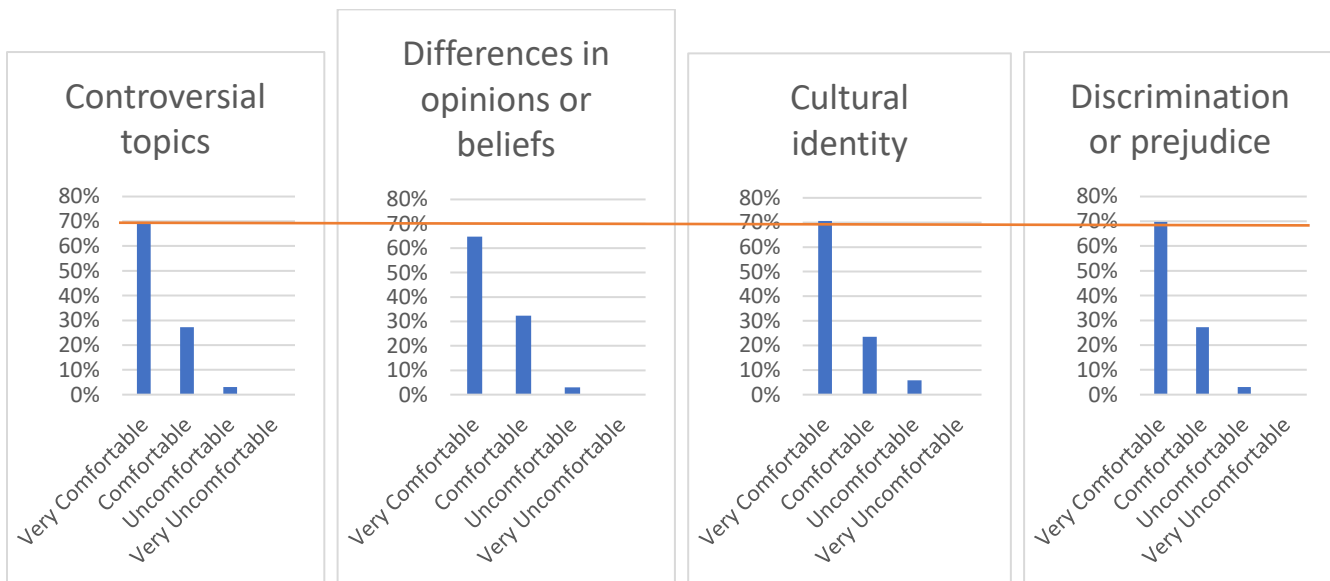
The above table shows comparable responses between how accepted students feel at SAC and how welcome they feel SAC is of different races. Interestingly, when students are asked if the College environment is welcoming and supportive, the percentage of students that “strongly agree” (43%) is much lower than the percentage of students who responded with “5” for how welcoming SAC is of different races (71%), and how accepted respondents feel at SAC (68%). Even with this distinction, 90% of students responded positively to this question, showing that the great majority of respondents feel the College environment is welcoming and supportive.

Resident Faculty Survey*- 9. Rate your level of comfort in facilitating a conversation in class about...



*The Resident Faculty Survey results had dirty data: The survey link was inadvertently sent to Adjunct Faculty also. There is no way to determine which respondents were Resident and Adjunct.

Adjunct Faculty Survey 14. Rate your level of comfort in facilitating a conversation in class about...

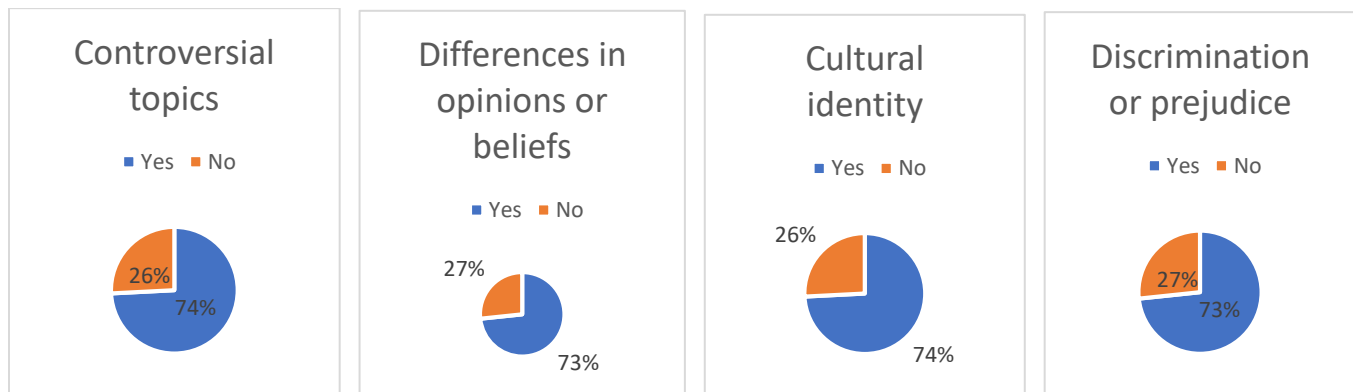


When comparing and contrasting resident and adjunct faculty responses, faculty overwhelmingly stated they feel very comfortable or comfortable facilitating discussions each of the topics. In fact, only 1-2 adjunct faculty (1%-6%) stated they felt uncomfortable with facilitating discussions on the topics. Cultural Identity was the highest for both surveys.

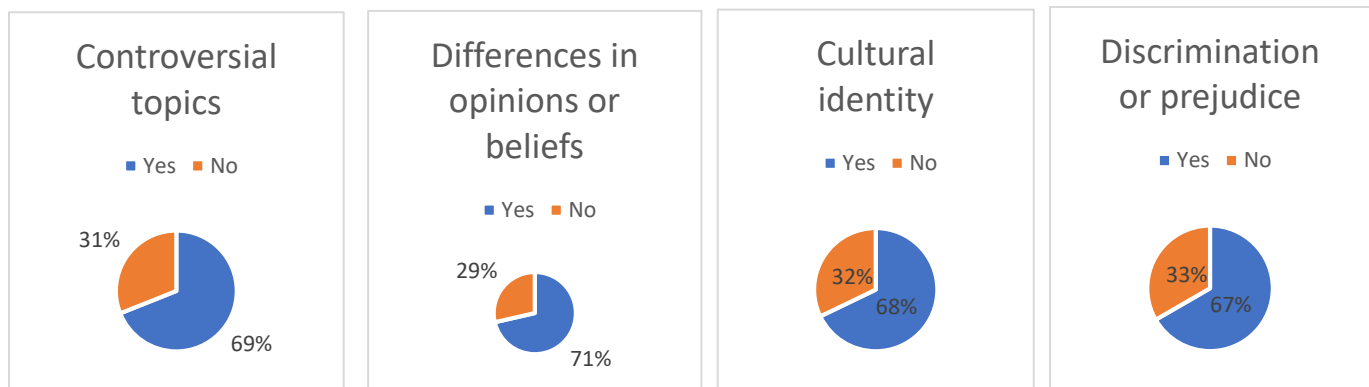
However, although most faculty state they feel comfortable facilitating each of the topics, there are some differences between faculty stating they feel very comfortable versus comfortable. 79% of resident faculty stated that they felt very comfortable facilitating discussions about cultural identity; compared to 69% stating they feel very comfortable facilitating discussions about controversial topics, and discrimination or prejudice. In contrast, adjunct faculty rated their level of comfort in the areas somewhat lower than resident faculty, and the areas with greater or lesser comfort were different than resident faculty. 71% of adjunct faculty stated they felt very comfortable facilitating discussions about cultural identity; compared to 65% stating they feel very comfortable facilitating discussions about differences in opinions or beliefs.

When instructors were asked if they would be interested in receiving trainings on facilitating discussions in the areas of controversial topics, differences in opinions or beliefs, cultural identity, and discrimination or prejudice, 67% or more of instructors responded positively (see below tables). This seems to indicate instructor’s openness to learning how to better approach sensitive topics. Although this may not directly correlate with concerns about discriminatory behavior, the level of openness to learning more about these areas is encouraging.

Adjunct Faculty Survey- 15. Would you be interested in receiving training on facilitating discussions on the following topics?



Resident Faculty Survey*- 15. Would you be interested in receiving training on facilitating discussions on the following topics?

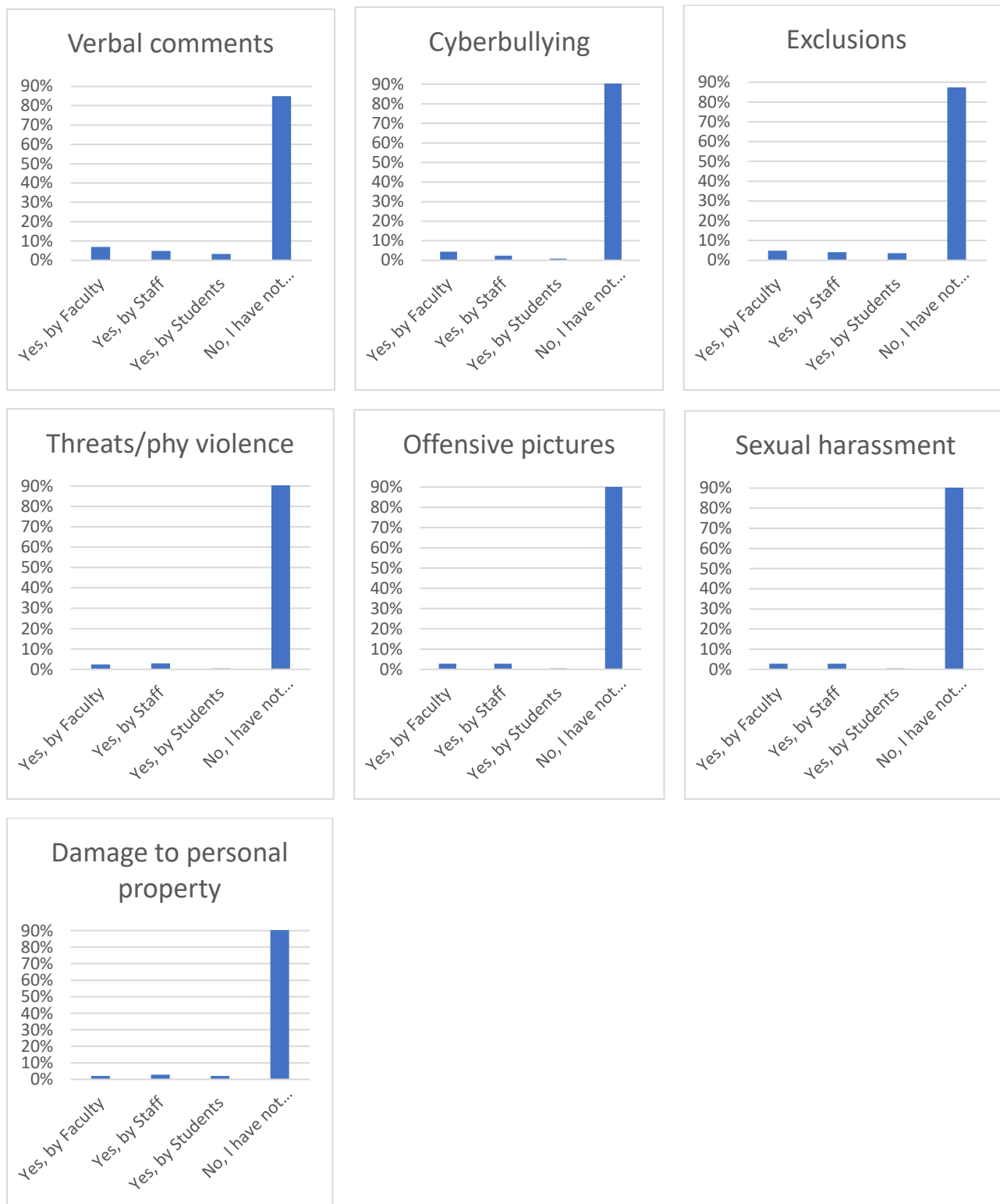


*The Resident Faculty Survey results had dirty data: The survey link was inadvertently sent to Adjunct Faculty also. There is no way to determine which respondents were Resident and Adjunct.

Experiences with Discrimination

Student Survey- 325 Participants

27. Please indicate whether you have personally experienced any of the following forms of discrimination at SAC:



The above tables show student's responses to whether or not they have experienced discrimination at SAC in a number of areas by either faculty, staff or other students. It is important to note that the above table's axis was set at 90% even though some percentages exceeded 90%. This was done to better show the responses for faculty, staff and students.

Of the students who responded Yes by Faculty for Sexual Harassment, all seven are female ranging between the ages of 18 to 49, and five were between the ages of 18 to 29. Of the students who responded Yes by Staff, for Sexual Harassment 4 out of 7 are female between the ages of 18 to 49, and 2 males between the ages of 18 to 39.

Over 85% of students stated they have not experienced discrimination at SAC in any of the areas. This is a finding to be celebrated. With that said, it is concerning when students feel they have been discriminated against while at SAC, specifically by Faculty and Staff.



The above tables show the number of students who indicated they have personally experienced any of the listed forms of discrimination at SAC by Faculty, Staff, or students. The responses vary by type of discrimination indicating that students did not respond the same to each question, but responded based on the discrimination type. Of particular concern is the number of students that indicated they had experienced discrimination in the form of verbal comments (17 students or 7% of the respondents), exclusion (12 students or 5% of respondents), and cyberbullying (11 students or

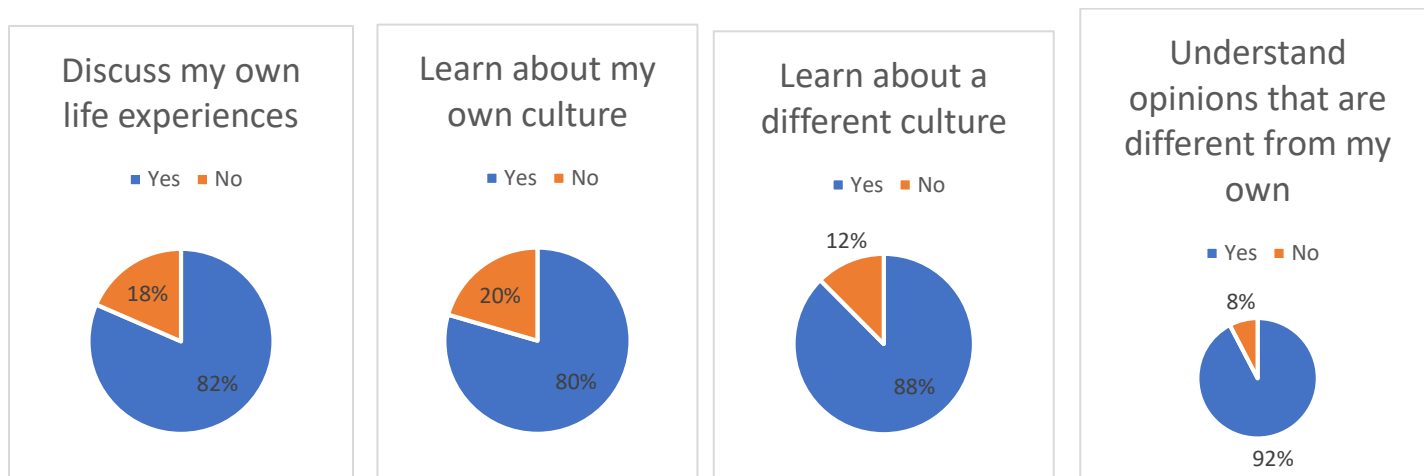
4% of respondents) by faculty. Students also indicated that they experienced discriminatory verbal comments (12 students or 5% of respondents) and exclusion (10 students or 4% of respondents) by staff.

Although it is not possible to determine intention (and undermining the importance of the above results is certainly not intended), it is possible that some of the indicated discrimination by faculty and staff may be a result of under preparedness to approach, discuss, and address sensitive topics. In the Resident and Adjunct Surveys, faculty were asked to rate their level of comfort in facilitating conversations in class about controversial topics, differences in opinions and beliefs, cultural identity, and discrimination and prejudice. The results show varying levels of comfort felt by faculty.

Learning about Culture and Other Perspectives

Student Satisfaction Survey- 325 participants

Question 21: In my classes at SAC, I am encouraged to engage in the following activities:



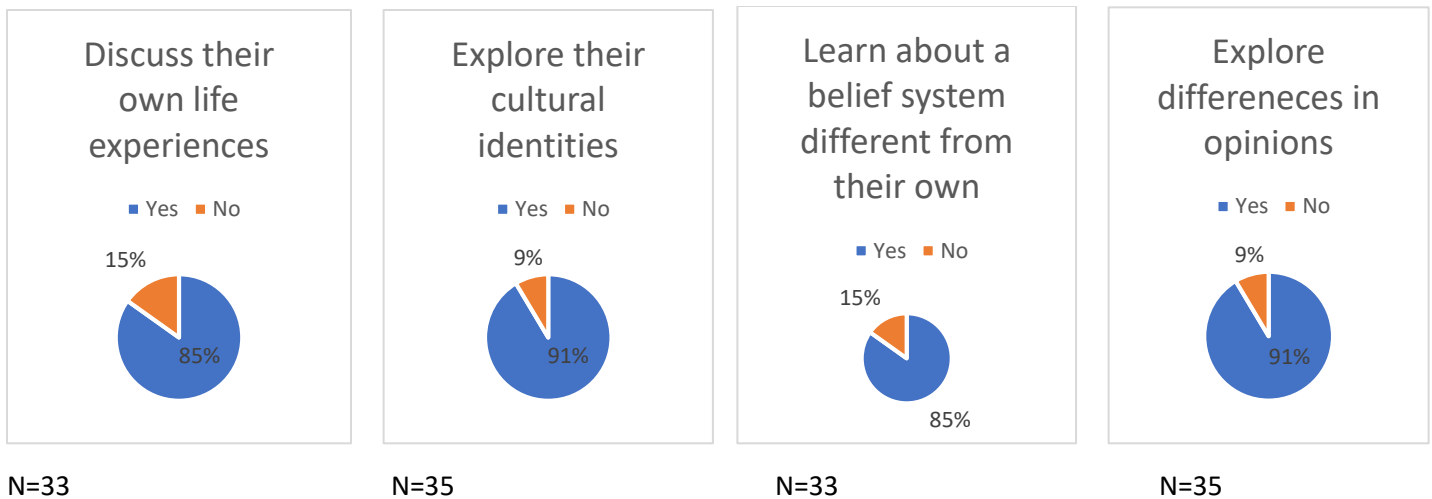
The above charts show that at least 80% or more of students stated they were encouraged in their classes to discuss their own life experiences, explore their cultural identities, learn about a belief system different from their own, and explore differences in opinions.

When looking at whether students are encouraged to learn about culture, 88% of students stated they were encouraged to learn about a different culture compared to 80% of students stated they were encouraged to learn about their own culture.

92% of students stated they were encouraged to understand opinions that are different from their own. Not only does the ability to understanding other's opinions lead to a greater appreciation of difference, but it also is an important skill of critical thinking.

Adjunct Faculty Survey

Question Do you encourage students to _____ within your class(es)?



The above charts show that 85% or more of Adjunct Instructors state they encourage students to discuss their own life experiences, explore their cultural identities, learn about a belief system different from their own, and explore differences in opinions.

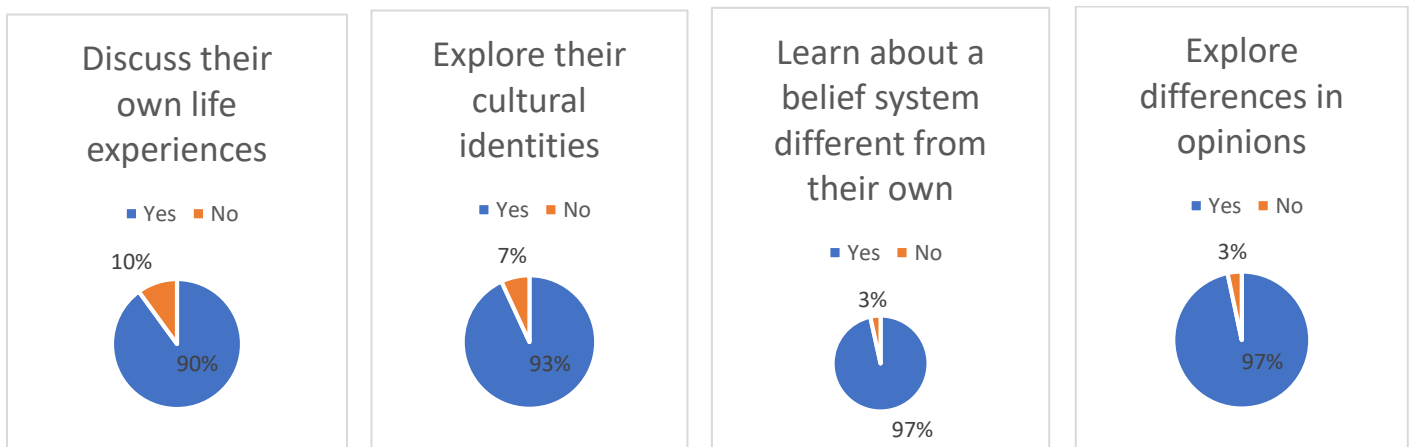
These responses seem to be confirmed by students in the Student Satisfaction survey (80% or more of students stated they were encouraged to discuss the above topics).

91% of Adjunct Instructor respondents stated that they encourage students to explore differences in opinions (with only 9% stating they do not). This may suggest that students are practicing this skill related to critical thinking throughout much of the curriculum.

The sample size is appropriate at 3% marginal error which calls for a sample size of at least 30.

Resident Faculty- 32 Participants*

Question 8: Do you encourage students to _____ within your class(es)?



At least 90% or more of the instructors encourage students to discuss their own life experiences, explore their cultural identities, learn about a belief system different from their own, and explore differences in opinions. Almost all Resident Faculty (97%) state they encourage students to explore differences in opinions and learn about a belief system different from their own. Somewhat lower, 90% of Resident Faculty

*The Resident Faculty Survey results had dirty data: The survey link was inadvertently sent to Adjunct Faculty also. There is no way to determine which respondents were Resident and Adjunct.

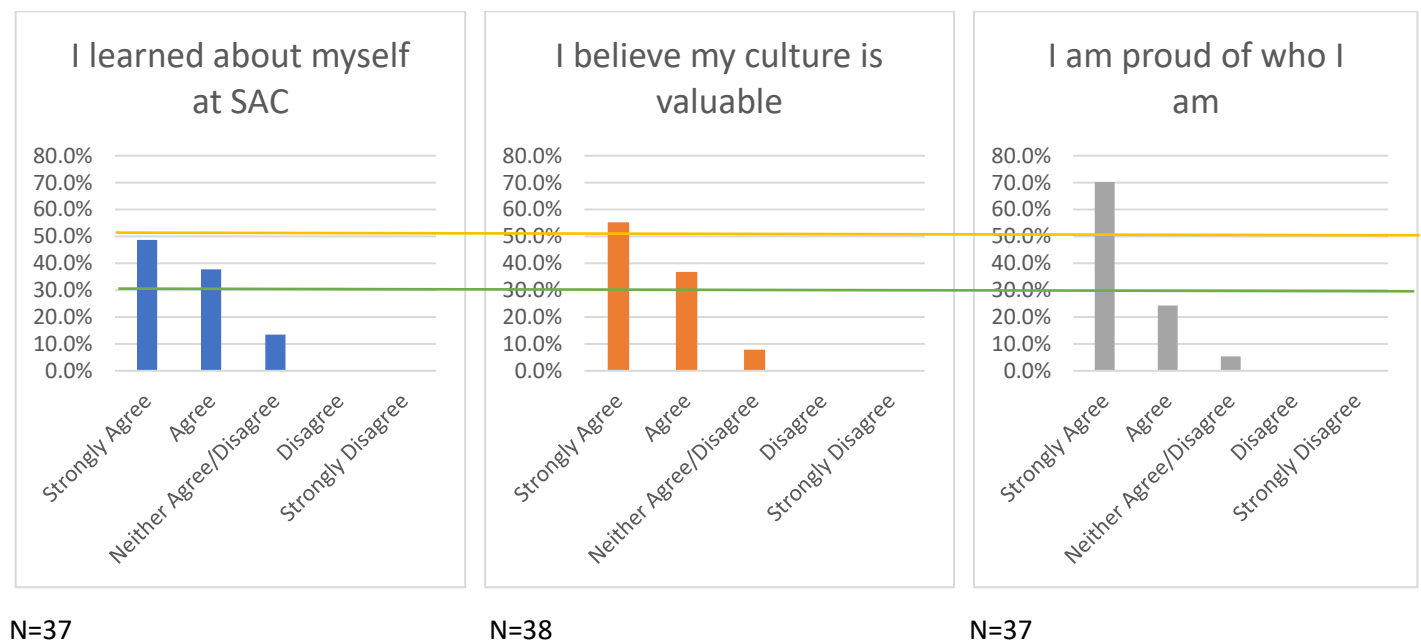
Summary: Comparing and Contrasting Student, Resident, and Adjunct Surveys

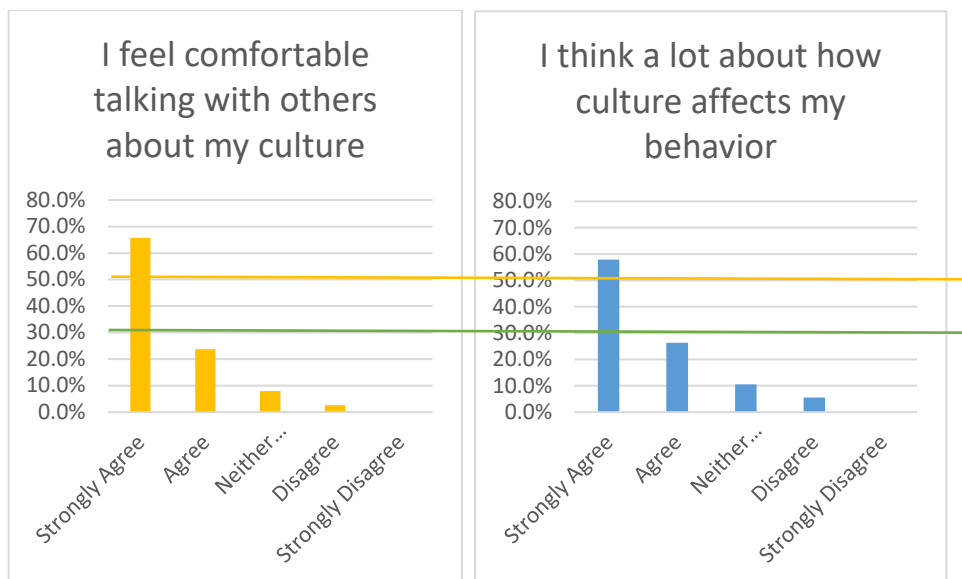
When comparing and contrasting Adjunct Faculty responses to Resident Faculty responses, 97% of Resident vs. 91% of Adjunct stated they encourage students to explore differences in opinions. Similarly, 97% of Resident vs. 85% of Adjunct stated they encourage students to learn about a belief system different from their own. This seems to show that proportionally more Resident Faculty focus on exploring and learning about differences in beliefs and opinions compared to Adjunct Faculty. It will be important to track these questions in future surveys to see if this trend continues. That said, for both Adjunct and Resident faculty, the great majority of respondents state they encourage students to explore and learn about difference.

Adjunct and Resident responses to encouraging students to explore their cultural identities were comparable (91% and 93% respectively). Interestingly, students' reports on this question is somewhat lower (80% state they were encouraged to learn about their culture).

Student Beliefs, Values, and Behavior

Graduate Exit Survey





N=38

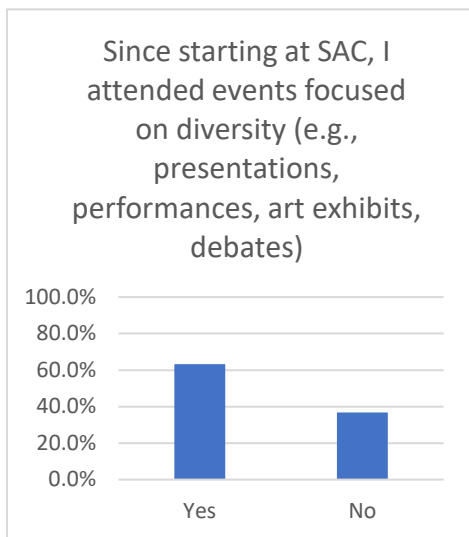
N=38

The above charts show students' responses to statements related to identity. Students responded with the strongest levels of agreement to the statement *I am proud of who I am*. Although 70% of student respondents strongly agreed with this statement, only 55% of student respondents strongly agreed with the statement *I believe my culture is valuable*. This may suggest that, at least for some students, their value of self may not be directly linked to their cultural identity.

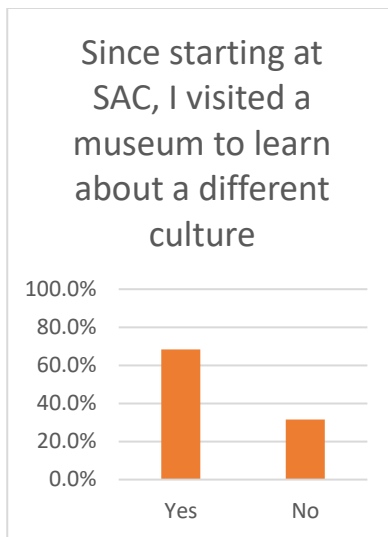
When asked if respondents think about how their culture affects their behavior, 57.9% stated they strongly agreed, 26.3% stated they agreed, 10.5% stated they neither agreed nor disagreed, and 5.6% stated they disagreed. Of the 5 questions about identity, these results showed the lowest levels of agreement.

Students responded less strongly to the statement *I learned about myself at SAC*. Although the great majority responded positively to this statement (86.5% responded with either agree or strongly agree), the percentage of respondents that strongly agreed with this statement was much lower than the responses to the other statements.

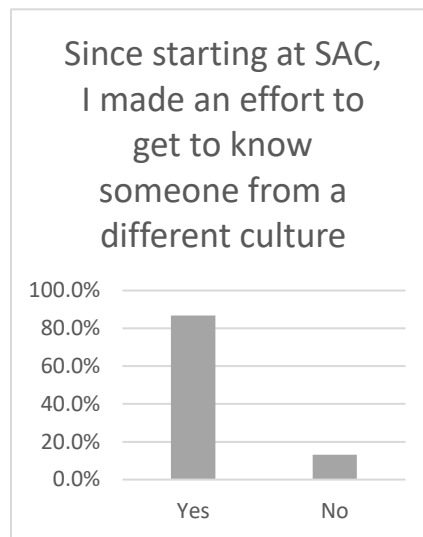
When considering the implications of these results as it relates to the global learning goal, the results are positive and at the same time, it seems that there is room for growth. The Global Learning goal states *Graduates will be able to recognize the value of one's own cultural background...* Although 92% of respondents agreed with the statement *I believe my culture is valuable*, only 55.3% strongly agreed. In contrast, 70% of respondents strongly agreed with the statement *I am proud of who I am*. This seems to suggest that respondents were distinguishing between the levels strongly agree and agree, and as a result, less strongly agreed that they recognized their own cultural background. It would be beneficial for the college to determine the indicators of success for this area (What does the college recognize as the level of success in this area?)



N= 38



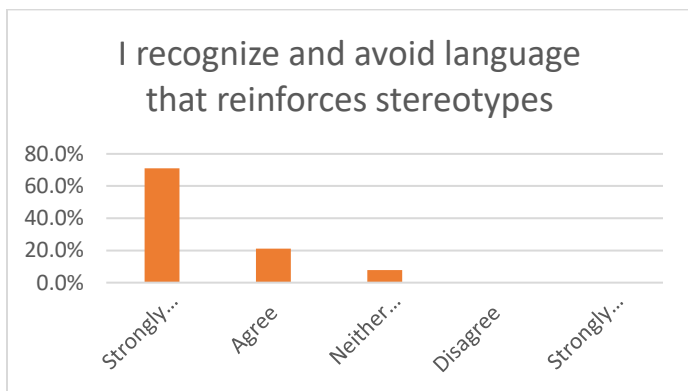
N=38



N=38

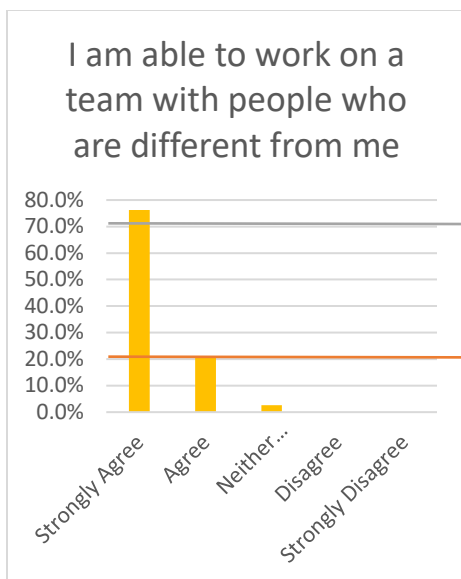
The above charts show the percentage of students who participated in different behaviors that support global learning and a respect for diversity. The overwhelming majority of respondents (86.8%) stated that they had made an effort to get to know someone from a different culture since starting at SAC. This shows an openness of respondents to different cultures. It also suggests intentional behavior in this area.

68.4% of respondents stated they visited a museum to learn about a different culture and 63.2% stated they attended events focused on diversity. Although this is the majority of students, this may be an opportunity for growth. What would be the indicator for success for these areas (what percentage of students do we hope attend a museum or presentations)?

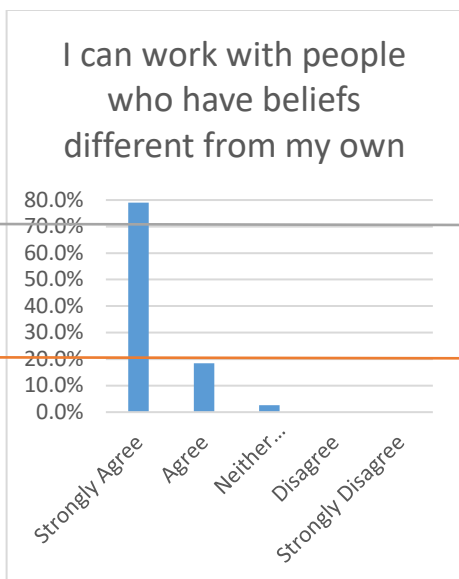


N=38

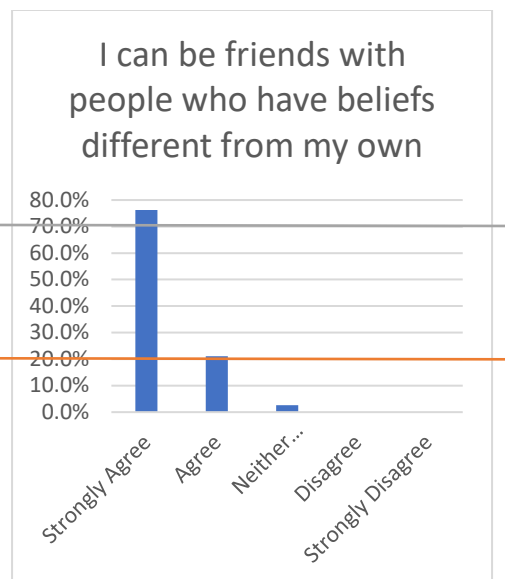
The above chart shows student's responses to the statement *I recognize and avoid language that reinforces stereotypes*. 71.1% of respondents strongly agreed with the statement and 21.1% agreed. 7.9% (3 respondents) responded with neither agree nor disagree. It is not possible to determine if the three respondents recognize language, but still choose to use stereotypical language, or if they do not recognize language that reinforces stereotypes. That said, these responses seem to suggest that the majority of respondents seek to avoid stereotypical language, an indicator of respecting diversity.



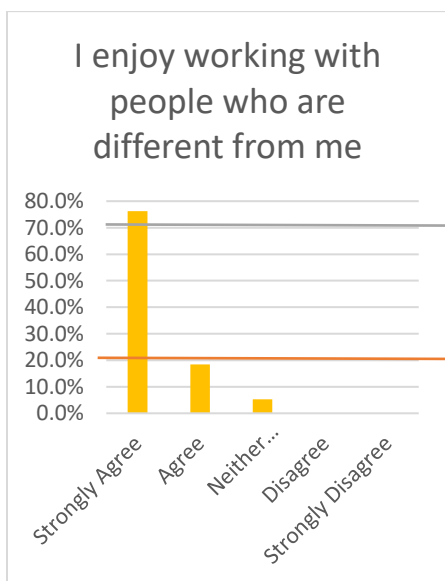
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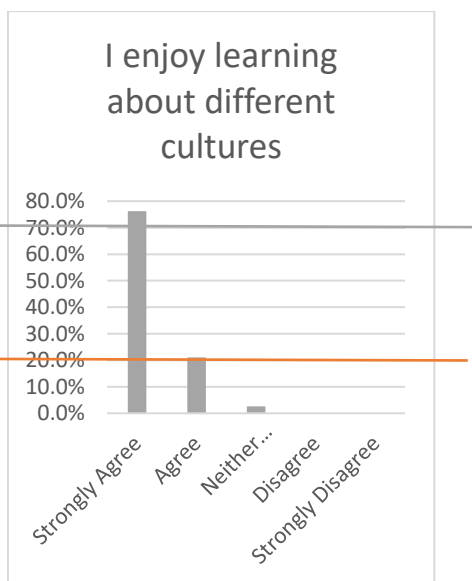
N=38



N=38



N=38



N=38

The above charts show student's responses to statements related to valuing diversity and the cultural backgrounds of others. The statements focus in both work environments and in personal life. The great majority of respondents (over 70%) stated they strongly agreed with each statement. Of the 38 respondents, only 1-2 students responded in neutral terms (neither agree nor disagree).

Summary and Recommendations

The following report presents findings for the Institutional Goal, Global Learning: *Graduates will be able to recognize the value of one's own cultural background and the cultural background of others*, as well as the General Education Program Learning Outcome: *Students develop recognition of and respect for diversity through cultural interactions in and outside of the classroom*.

Multiple sources of data were included in this report including the resident and adjunct faculty surveys, student satisfaction survey, and graduate exit surveys.

Resident and adjunct faculty survey data were used to identify practices instructors were using to support the attainment of the institutional and general education goals, instructor's comfort level in teaching topics related to diversity, and instructor's openness to receiving training in areas related to diversity. Student satisfaction survey data were used to assess SAC climate for diversity, both inside and outside of the classroom. Graduate exit survey data were used to assess for student beliefs, values, and self-described behaviors used to indicate both the institutional learning goal and the general education learning outcome.

College Environment

Overall, current students rated the college climate positively (from Spring 2019 Student Satisfaction Survey Data). 91% of students responded that they are satisfied or very satisfied with the diversity of students, faculty, and staff. When asked if SAC is a safe place for difference, over 80% agreed or strongly agreed for all categories. That said, there were differences in response between the different categories. Over 90% of students agreed or strongly agreed that SAC is a safe place for students with different cultures and racial/ethnic identities. In contrast, 82% stated SAC is a safe place for students with different abilities. 90% of students agree or strongly agree the college environment is welcoming, and 68% of students gave a score of 5 out of 5 for how accepted they feel at SAC.

When asked if students have personally experienced any forms of discrimination, 90% or more of students stated they have not experienced cyberbullying, exclusions, threats, physical violence, offensive pictures, sexual harassment, or damage to personal property. This percentage was lower for verbal comments; 85% of students stated they have not experienced verbal comments (meaning 15% responded yes, they have experienced this type of discrimination by faculty (7%), staff (5%), or students (3%). The highest reported types of discrimination by faculty or staff reported by students were verbal comments, followed by exclusion.

Further, 6% of students stated they have experienced sexual harassment from a teacher (3%) or staff (3%). Of those who responded *yes, by faculty*, all seven were female and five were between the ages of 18-29. Of those who responded *yes, by staff*, four of the seven were female respondents aged 18-49, 2 were males between ages 18-39.

The above results suggest a need for sensitivity training (anti-discrimination training) for faculty and staff in these and other areas.

Global Learning in the Classroom

Overall, the great majority of instructors stated they feel comfortable facilitating discussions in class about controversial topics, differences in opinion, cultural identity, and discrimination/prejudice. When asked if faculty would be interested in receiving trainings on these topics, 67%-74% of instructors responded with yes. Instructors. When comparing levels of interest, instructors were least interested in receiving training on facilitating discussions on discrimination or prejudice (67% responded yes).

Students were asked if they engage in classroom activities that encourage students to discuss their own life experiences, learn about their own culture, learn about a different culture, and understand opinions that are different from their own. 80% or more of students and instructors agreed these were encouraged in the classroom. 92% of students

responded that they were encouraged to understand opinions that are different from their own. In comparison, 80% of students stated they were encouraged to learn about their own culture.

Were the learning goal and learning outcome attained?

The majority of graduate exit survey responders (over 90%) agreed or strongly agreed with statements that related to valuing one's own identity. On the surface, this seems to indicate that students are demonstrating this portion of the global learning goal (Graduates will be able to recognize the value of one's own cultural background). That said there appears to be room for growth in this area as there were noticeable differences between the number of strongly agree and agree when comparing the different statements. In order to better understand these results, indicators for the institutional goal are needed.

The great majority of graduate exit survey responders (over 90%) agreed or strongly agreed with statements related to valuing diversity and the cultural diversity of others. Very few students responded neutrally to these questions and no students disagreed with the statements. These results appear to demonstrate that this portion of the global learning goal (Graduates will be able to recognize...the cultural background of others). However, indicators for this goal are needed to determine if the goal is indeed attained.

When looking at self-described behaviors that graduate exit respondents participated in that can lead to global learning and signify respect for diversity, the data showed mixed results. When students were asked about behaviors that appear on the surface to be related to interpersonal relationships (making an effort to get to know someone from a different culture, avoiding stereotypical language), student responses appear to be more affirming compared to student's responses to participating in a cultural activity to learn about cultural diversity (such as attending a presentation or going to a museum). Identifying indicators for the general education learning outcome, Students ~~develop recognition of~~ recognize and respect for diversity through cultural interactions in and outside of the classroom, is needed to determine if the outcome has been demonstrated.

Recommendations

The following is recommended based on the findings:

1. Develop a plan to respond to the findings related to forms of discrimination students reported to have encountered at SAC by faculty and staff.
2. It is recommended that both academic and non-academic departments explore
 - a. Ways to increase opportunities for students to recognize of the value of their own cultural background.
 - b. Ways to increase the number of opportunities for students to self-reflect, in order to learn about themselves. These opportunities are important steps in the process of valuing their identity (including their cultural identity).
 - c. Opportunities for students to learn about different cultures and valuing diversity. Since students report they are more likely to participate in activities that appear to be more interpersonal in nature, how can this be considered when creating new opportunities?
3. Identify benchmarks for graduate exit survey responses. The following are recommended:
 - a. 60% or more strongly agree and 85% or more agree or strongly agree to the following indicators:
 - i. I learned about myself at SAC
 - ii. I believe my culture is valuable
 - iii. I am proud of who I am
 - iv. I feel comfortable talking with others about my culture
 - v. I think a lot about how culture affects my behavior
 - vi. I recognize and avoid language that reinforces stereotypes
 - b. 80% or more respond with "yes" to the following indicators:
 - i. Since starting at SAC
 1. I attended events focused on diversity (eg. Presentations, performances, art exhibits, debates)

2. I visited a museum to learn about a different culture
3. I made an effort to get to know someone from a different culture
- c. 75% or more strongly agree and 90% agree or strongly agree to the following indicators:
 - i. I am able to work on a team with people who are different from me
 - ii. I can work with people who have beliefs different from my own
 - iii. I can be friends with people who have beliefs different from my own
 - iv. I enjoy working with people who are different from me
 - v. I enjoy learning about different cultures
4. It is recommended that the question “Learn about a belief system different from their own” in the Resident and Adjunct Faculty surveys be changed to “Learn about a culture different from their own” to better align with the Student Satisfaction Survey question.
5. It is recommended that the Resident Faculty Survey be conducted again in Spring 2020 to ensure clean data.
6. Since this is the first year we collected this data, it will be important to look for trends as we collect this data in the future.

HIS 105: History of the United States from 1865 to the Present
Research Paper Rubric

His 105: Section _____

Term _____

Name: _____ Date: _____ Total Score: _____

Category	Excels Standard (4)	Fulfill Standard (3)	Partial fulfill Standard (2)	No Fulfill Standard (1)	Missing/No Evidence	Score
Introduction	Introduction Is clear and concise; main topic is established	Introduction Is clear, main topic is established	Introduction established the main topic, lack of clarity	Introduction Is not clear, nor main topic	Missing; lack of evidence	
Content	Each paragraph with solid details, sentences that support the main ideas	Each paragraph with enough sentences to support the main ideas	Each paragraph lacks details That support the sentences	Each paragraph lacks support to main idea	Missing; lack of evidence; each paragraph fails to support the main idea	
Organization/ Sequence of Ideas	Logic sequence of ideas in paragraphs; use of transitions to enhance the organization	Evidence in development of paragraphs, lacks sequence of ideas	No evidence organization of development of total ideas	No evidence of structure and organization	Each paragraph fails the development of sequence of ideas	
Conclusion	Conclusion is clear and concise reintegrating main idea	Conclusion is clear reintegrating main idea	Conclusion not clear in reintegrating main idea	Conclusion lacks clarity Reintegrating main idea	Conclusion lacks clarity In reintegrating main idea; lacks focus	
Evaluate Information and its Sources Critically	Choose extensive variety of information sources appropriate for the topic.	Choose much variety of information sources appropriate for the topic.	Choose few variety of information sources appropriate for the topic.	Choose limited variety of information sources appropriate for the topic.	Missing; lack of Variety of information sources appropriate for the topic.	
Use information effectively for the topic	Extensive organize and synthesize information for the topic	Much organize and synthesize information for the topic.	Sufficient organize and synthesize information for the topic.	Limited organize and synthesize information for the topic.	Missing organize and synthesize information for the topic.	
Mechanics/ Use of Language	No errors of punctuation, capitalization, spelling; no error of the sentence structure and wording	Few errors of punctuation, capitalization; few errors of the sentence structure and wording	Many errors of punctuation and capitalization; many errors on the sentence structure and wording	Lot of errors of punctuation and capitalization; lot of errors on the sentence structure and wording	Missing; lack of evidence of proper punctuation and capitalization and sentence structure and wording.	
References	Correct use of APA Style with no error;; use of minimum three references	Correct use of APA style with few errors; use of minimum three references	Correct use of APA style; some errors; use of minimum two references	Use of APA style with many errors; use of minimum of one reference	No use of APA style; absent of references	

APA Writing Basics

ST. AUGUSTINE COLLEGE LIBRARY

APA Writing Style

Be typed

Double-spaced

Have 1” margins

Use 12pt. Standard font (Times New Roman)

Be printed on standard-sized paper (8.5”x 11”)

Leave two spaces after end of punctuation

Indent the first line of paragraphs (.5” or press tab)

Include a page header (Title, all caps) in the upper left-hand corner

Include page number in the upper right-hand corner APA does not include endnotes

Sample APA

The first page of an APA Style paper will:

Have a page header: (use Insert Page Header) title flush left + page number flush right.

Have a title page

Title: (in the upper half of the page, centered) name (no title or degree) + affiliation (university, etc.)

The Purdue OWL's Awesome Example
Of an APA Paper
Jack Dawkins
Purdue University

APA Style Writing: ABSTRACT

THE PURDUE OWL'S AWESOME EXAMPLE OF AN APA PAPER

2

Abstract

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris auctor ullamcorper erat, vel commodo diam vestibulum vel. Aliquam rutrum leo quis felis dignissim non lobortis risus eleifend. Morbi eget felis tortor, vitae vestibulum elit. Proin in nisl sapien. Fusce aliquet, libero quis scelerisque lobortis, lectus leo iaculis nisl, nec facilisis magna urna eu ligula. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Nunc velit orci, consequat a varius in, aliquet ac massa. Aenean suscipit velit ac nisi suscipit id porttitor lacus ullamcorper. Pellentesque ut justo non mauris condimentum vehicula. Fusce commodo dolor a ipsum laoreet laoreet. Nulla facilisi. Cras pellentesque bibendum tellus, et eleifend lectus facilisis eget. Curabitur sodales, sem eleifend auctor bibendum, turpis felis dignissim magna, eu laoreet quam nunc et dui.

Keywords: Lorem ipsum dolor sit amet, consectetur adipiscing elit.

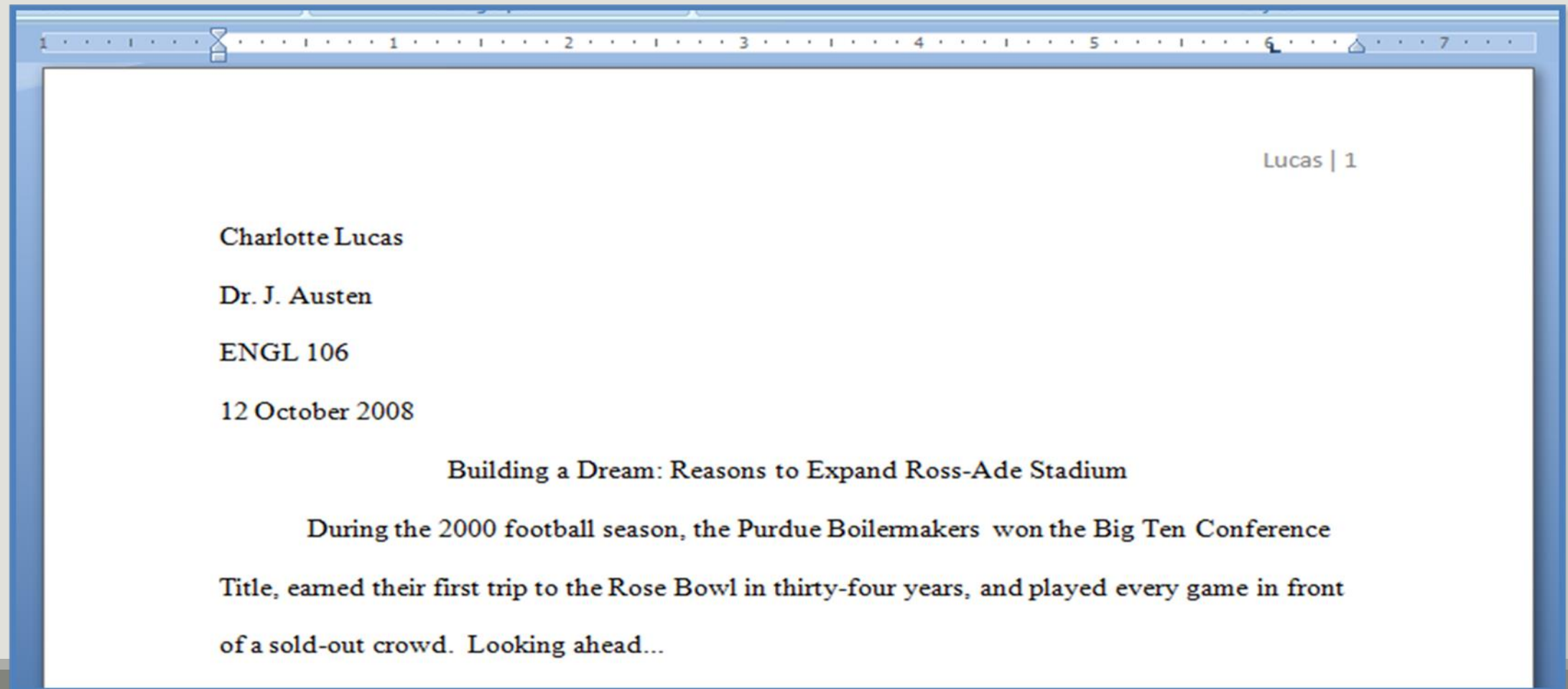
Page header: do NOT include “Running head:”

Type the heading –Abstract– centered at the top of the page.

Below, type the paragraph of the paper summary (between 150 and 250 words) in block format—without indentation.

The abstract should contain the research topic, research questions, participants, methods, results, data analysis, and conclusions. It may also include possible implications of your research and future work you see connected with your finding, and may include keywords.

First Page Example



APA Paper

Research Paper Outline

- I. Introduction (2-3 paragraphs)**
 - A. Story, quote, questions, something of interest
 - B. Statement of the problem (your 'why' question)
 - C. History of the problem
 - D. Thesis
- II. Body Section One (4-6 paragraphs)**
 - A. Extent of the problem / How bad is it?
 - 1. What has happened
 - 2. Why should we be concerned
 - B. Who is affected / how are they affected
 - 1. Examples
 - 2. Stories
 - 3. Facts
- III. Body Section Two (3-4 paragraphs)**
 - A. Cause/Effect:
 - 1. Because of this problem, this has happened....
 - B. Repercussions of the problem
 - 1. If we don't solve, this will happen...
- IV. Body Section Three (1-3 paragraphs)**
 - A. Possible solutions
 - 1. What will work
 - 2. What will not work
 - 3. Possible oppositions
- V. Conclusion (1-2 paragraphs)**
 - A. Relate back to intro (story/quote/question)
 - B. Restate thesis/clinch

Citations and Avoiding Plagiarism

- ❖ Citing identifies and credits sources used in a research paper or project, acknowledging their role in shaping your research. This also allows others to follow-up on or retrieve this material.
- ❖ When you borrow from other sources to support your argument or research you must give proper credit. By crediting your sources, you avoid plagiarism. If you do not cite a source, you are guilty of plagiarism and academic misconduct that will result in disciplinary actions.
- ❖ Plagiarism is a form of cheating or stealing. It is the unacknowledged use or appropriation of another person's words or ideas. By using citations you avoid academic dishonesty and further academic discipline.

❖ Cited Sources: Webster University, Purdue University, Morehead State University.

Citations and Avoiding Copyright

- ❖ As a student you must be aware of Copyright rules in order to avoid copyright infringement.
- ❖ Copyright provides protection to the creators of, as the U.S. Copyright Office states, “original works of authorship fixed in a tangible medium of expression.”
- ❖ Copyright protects original works of authorship including literary, dramatic, musical, and artistic works, such as poetry, novels, movies, songs, computer software, and architecture. This protection goes into effect as soon as the original work is produced (published or unpublished it is protect by law).
- ❖ Copyright infringement is using someone’s creative work without their permission or payment for their work.

Cited Sources: Adam Michael Wood (www.whoishostingthis.com/resources/student-copyright)

Citations and Avoiding Copyright

❖ TAKE NOTE:

- ❖ Plagiarism entails copying someone else's work and taking credit for it as your own original work; copyright infringement entails using someone else's work and not paying them for it (most basic example is using an image).
- ❖ Fair Use: When copyright is not illegal. When used in an academic, non-profit, and educational setting, it is known as Fair Use and other than giving credit, the student will not have to worry about payment to avoid infringement. **However, it is important to note that the student still must "cite" the work used, because, while the work may be Fair Use, it does not mean that it is avoiding what would still be considered plagiarism.**

Cited Sources: Adam Michael Wood (www.whoishostingthis.com/resources/student-copyright)

APA Citations

- ❖ In-text citations help readers locate the cited source in the References section of the paper.
- ❖ Whenever you use a source, provide in parenthesis:
 - ❖ the author's name and the date of publication
 - ❖ for quotations and close paraphrases, provide the author's name, date of publication, and a page number

orci viverra et. Phasellus bibendum risus id augue mattis venenatis (Lahiri, 2002). Vestibulum porttitor, "lacus at malesuada pulvinar, sem libero placerat lacus, malesuada gravida dui sem id leo" (Lahiri, 2002, p. 501). Duis volutpat risus est, vitae pulvinar quam iaculis eu. Maecenas sit

Cited Sources: Purdue University

APA Citations

- ❖ When quoting:
 - ❖ Introduce the quotation with a signal phrase
 - ❖ Include the author's name, year of publication, and page number
 - ❖ Keep the citation brief—do not repeat the information

Caruth (1996) has stated that a traumatic response frequently entails a "delayed, uncontrolled repetitive appearance of hallucinations and other intrusive phenomena" (p.11).

A traumatic response frequently entails a "delayed, uncontrolled repetitive appearance of hallucinations and other intrusive phenomena" (Caruth, 1996, p.11).

Cited Sources: Purdue University

APA Citations

- ❖ When the parenthetical citation includes two or more works, **order them in the same way they appear in the reference list—the author's name, the year of publication—separated by a semi-colon.**

lobortis felis, quis vestibulum purus libero ac nunc. Suspendisse vitae metus

(Kachru, 2005; Smith, 2008).

Cited Sources: Purdue University

APA Citations

- ❖ When citing a work with two authors, use
 - ❖ In the signal phrase, use “and” in between the authors’ names
 - ❖ In parenthesis, use “&” between names

Cited Sources: Purdue University

According to feminist researchers Raitt and Tate (1997), “It is no longer true to claim that women’s responses to the war have been ignored” (p. 2).

Some feminists researchers question that “women’s responses to the war have been ignored” (Raitt & Tate, 1997, p. 2).

APA Citations

- ❖ When citing a work of unknown author: use the source's full title in the signal phrase cite the first word of the title followed by the year of publication in parenthesis.

According to "Indiana Joins Federal Accountability System" (2008)

OR

("Indiana," 2008)

Titles:

Articles and Chapters = " "

Books and Reports = *italicize*

Cited Sources: Purdue University

APA Citations

- ❖ When citing interviews, letters, e-mails, etc., include the communicator's name, the fact that it was personal communication, and the date of the communication.

A. P. Smith also claimed that many of her students had difficulties with APA style (personal communication, November 3, 2002).

OR

(E. Robbins, personal communication, January 4, 2001).

- ❖ Do not include personal communication in the reference list.

Cited Sources: Purdue University

APA Citations

- ❖ When citing an electronic document, whenever possible, cite it in the **author-date style**. If electronic source lacks page numbers, locate and identify paragraph number/paragraph heading.

According to Smith (1997), ... (Mind over Matter section, para. 6).

Cited Sources: Purdue University

APA Bibliography

- ❖ All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.
- ❖ Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work for up to and including seven authors. If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name of the work.
- ❖ Reference list entries should be alphabetized by the last name of the first author of each work.
- ❖ For multiple articles by the same author, or authors listed in the same order, list the entries in chronological order, from earliest to most recent.
- ❖ Present the journal title in full.
- ❖ Maintain the punctuation and capitalization that is used by the journal in its title.

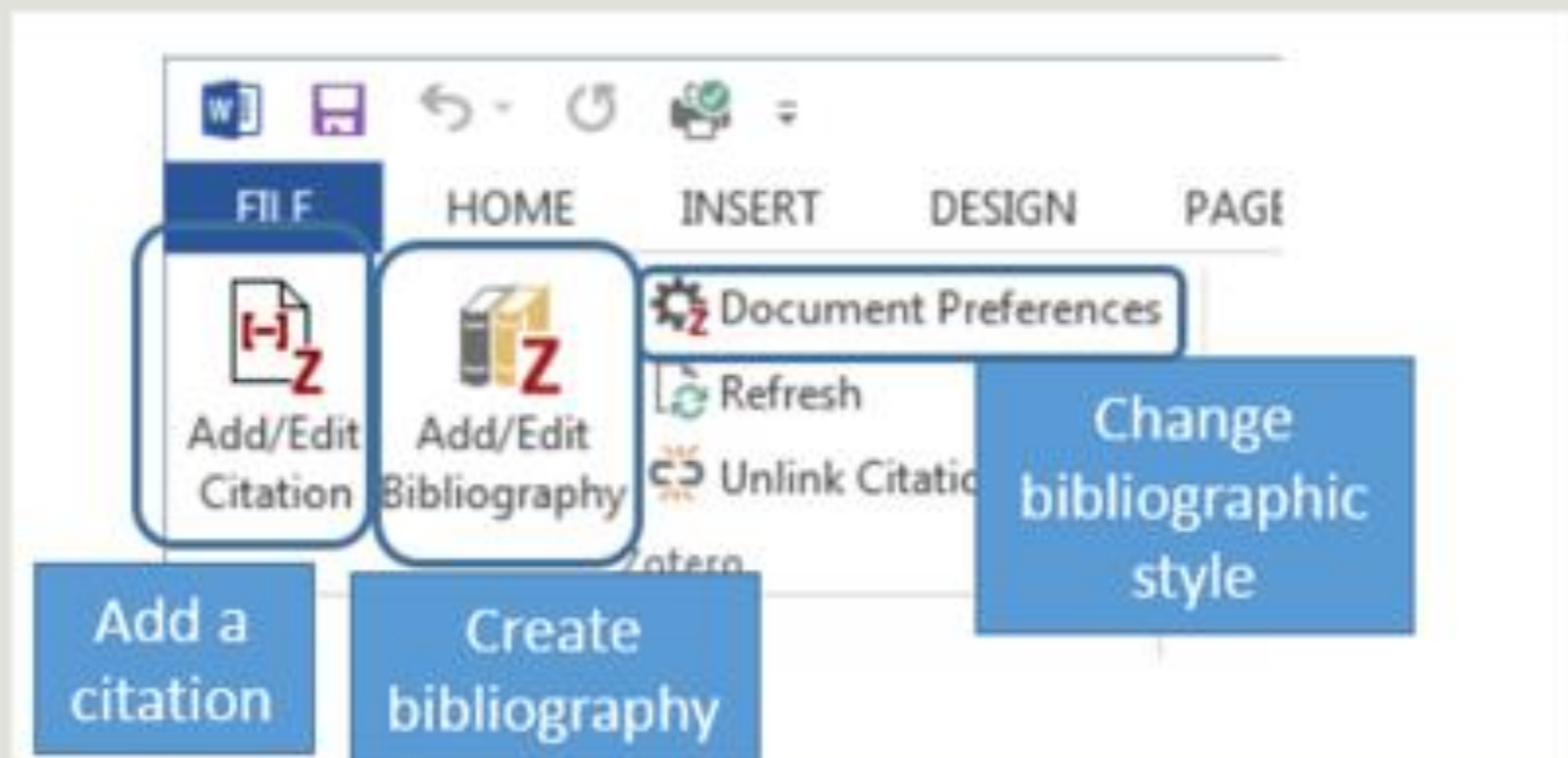
APA Bibliography

- ❖ Capitalize all major words in journal titles. When referring to the titles of books, chapters, articles, or webpages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
- ❖ Note that the distinction here is based on the type of source being cited. Academic journal titles have all major words capitalized, while other sources' titles do not.
- ❖ Italicize titles of longer works such as books and journals.
- ❖ Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

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Bibliography Help



Starting Your Paper: Research Topics, Thesis Writing, and Outlines

ST. AUGUSTINE COLLEGE LIBRARY



Choose a Research Topic

- ❖ If you are provided a list of topics and/or questions from your professor:
 - ❖ Pick one you want to know more about
 - ❖ Pick one about which you might have something interesting to say
 - ❖ You are going to spend a lot of time researching and writing about this topic, so choose wisely!



Create a Research Topic

- ❖ If the assignment given is broad, narrow it down to a specific topic.
- ❖ Examples of broad subjects that need to be narrowed down include “The United States in the Twentieth Century” or “Social Movements from 1950-2000”
- ❖ Broad subjects require too much time and too many pages to cover adequately.



Defining a Research Topic, Cont.

- ❖ You might need to conduct some cursory research to gain general knowledge about the subject.
 - ❖ Consult secondary resources: text books, encyclopedia, documentaries, etc.
- ❖ When creating a research topic, you want to think broad to specific:
 - ❖ What topics make up your subject?
 - ❖ **20th century** > Social Movements, Policies, **War** > **WWI**, **WWII**, Vietnam > Red Cross, **Trench Warfare**, The Homefront



Research Topics to Research Questions

❖ Turn your topic into a question:

❖ What do you know about the subject already? What do you want to learn more about?

❖ Ex: What were the benefits and consequences of trench warfare during WWI?

❖ Ex: How did trench warfare develop and change over the course of WWI?

❖ These questions will guide your research process!



Begin your Research!

A separate guide on research methods will follow...



Developing a Working Thesis Statement

- ❖ Now that you have a topic and have done some research, write a working thesis statement.
- ❖ You may write a working thesis prior to conducting your research, but it will likely change as you learn more.
- ❖ A thesis statement is an argument you will prove over the course of your paper:
 - ❖ Should not be overly general. It might start out that way (working thesis) but should not end that way (final thesis).
 - ❖ Should not be a statement of fact. It should be something you prove.
 - ❖ You will need to prove and support every component of your final thesis throughout your essay.



Working Thesis

- ❖ Until your final draft, your thesis is a “working thesis”
 - ❖ It can and should change as you conduct your research and writing.
 - ❖ It should become more clear and specific as you work.
 - ❖ You should feel entitled to change your mind as you learn more about the topic!



Working Thesis vs. Final Thesis

- ❖ Prompt: Compare and contrast the Ottoman Empire and Russia from 1850-1900:
- ❖ Working Thesis: There were similarities and differences between the Ottoman Empire and Russia from 1850-1900.
- ❖ Working Thesis, 1st Edit: While they were more different than similar, Russia and the Ottoman Empire had a few very important things in common.
- ❖ Working Thesis, 2nd Edit: Russia and the Ottoman Empire had different state religions and systems of government, but they both had a large working class and declined at the same time.
- ❖ Final Thesis: While the Ottoman Empire and Russia had substantial cultural and structural differences between 1850-1900, their similar failure to address the needs of the people resulted in the decline of both Empires during the first quarter of the Twentieth Century.



Outlines Are...

- ❖ The roadmap for writing your essay
- ❖ A plan for your work before you begin writing the paper itself.
- ❖ Can take many different forms- find what works best for you.
- ❖ Help assess the progress of your argument.
- ❖ Organize your research and keep track of sources.
- ❖ You are not beholden to your outline. You may change things up as you write!



Basic Outline Structure

❖ Introduction

❖ Thesis

❖ Body Paragraphs

❖ Conclusion



Introduction

- ❖ Grab your reader's attention!
 - ❖ Quote
 - ❖ Interesting Fact
 - ❖ Relevant Statistic
- ❖ Present your thesis.
- ❖ May include a brief outline of the paper to follow.



Body Paragraphs

- ❖ Should contain at least 3 Paragraphs.
- ❖ Break your argument down into key points. Each point = body paragraph.
- ❖ Come up with a list of statements that support your thesis. Make sure to cover every aspect of your thesis!
- ❖ Turn statement into key point. Each key point is the subject of a body paragraph.



Key Point Examples

- ❖ Ex: While the Ottoman Empire and Russia had substantial cultural and structural differences between 1850-1900, their similar failure to address the needs of the people resulted in the decline of both Empires during the first quarter of the Twentieth Century.
- ❖ Statements: They were culturally different. They were structurally different. Both failed to address the needs of the people. Both declined at the same time.
- ❖ Key Points: Cultural Differences, Structural Differences, Needs of People, Resulting Decline (4+ paragraphs)



Key Point Examples, Cont.

- ❖ Ex: John F. Kennedy's legacy exaggerates his contributions as President of the United States.
- ❖ Statements: JFK did not adequately address Civil Rights. He oversaw the beginnings of the conflict in Vietnam. JFK mishandled the situation in Cuba.
- ❖ Key Points: Effect on Civil Rights, beginning of war in Vietnam, relationship with Cuba (3+ paragraphs)



Body Paragraphs, Cont.

- ❖ Body Paragraphs contain the substance of your paper. Should be built upon research!
- ❖ You may use a variety of sources in your body paragraphs.
- ❖ Use research that supports your claims and refute those sources that don't support your claims.



Citations

- ❖ Including a running list of sources in the outline per body paragraph will help you keep track of which research supports which key point.
- ❖ It will also lower risk of forgetting to cite your sources.
- ❖ ALL research must be cited. Failure to cite is academic dishonesty. Please keep track of all of your sources throughout the research, outlining, and writing process.
- ❖ Further information on APA/MLA citations will be covered in another presentation.



Conclusion

- ❖ Opportunity to pull everything together.
- ❖ Wrap up your essay!
- ❖ Summarize key points. How do they work together to support your thesis?
- ❖ Good idea to restate your thesis.



Writing Your Paper

- ❖ A separate guide about writing/formatting/citing your paper will follow.
- ❖ Flesh out your outline with complete, well thought out paragraphs.
 - ❖ Opening and closing sentences- these can connect one body paragraph to the next.
 - ❖ Always use complete sentences.
 - ❖ Avoid contractions (“cannot” rather than “can’t”)
- ❖ Please do not feel constrained by your outline!
 - ❖ Rearrange your structure as needed.
 - ❖ Have fun!



Questions?

❖ If you have any questions, please do not hesitate to ask:

❖ Your professors

❖ Tutors

❖ Library Staff at library@staugustine.edu



HLC ASSURANCE ARGUMENT HIGHLIGHTS

March 14, 2018

What is an Assurance Argument?

FIVE CRITERIA

One- Mission

Two- Ethics and Integrity

Three- Teaching and Learning

Four- Assessment

Five- Institutional Resources

CRITERION ONE: MISSION

St. Augustine College is an independent, bilingual (dual language) institution of higher education created under the auspices of the Episcopal Diocese to

1. make the American system of higher education accessible to a diverse student population with emphasis on those of Hispanic descent;
2. to strengthen ethnic identity;
3. to reinforce cultural interaction;
4. and to build a bridge to fill cultural, educational, and socio-economic gaps.

Undergraduate Student Profile – Fall 2016		
Total Headcount Enrollment	1,371	100%
Student Headcount by Ethnicity		
Nonresident Alien	36	3%
Hispanic/Latino	1,181	86%
American Indian or Alaska Native	0	0%
Asian	28	2%
Black or African American	21	2%
Native Hawaiian or Other Pacific Islander	0	0%
White	11	1%
Two or More Races	13	1%
Race and Ethnicity Unknown	81	6%
Enrollment Headcount by Gender		
Women	1,067	78%
Men	304	22%

RECOGNITIONS

The Outstanding Hispanic-Serving Institution Award

October 27, 2013, the Hispanic Association of Colleges and Universities (HACU)

Hispanic Excelencia in Education

2016, for the Social Work Program

Best Colleges for Latinos 2016 and 2017

Latino Leaders Magazine

RECOGNITIONS

SAC Ranked #1 in Illinois for likelihood students will increase income from attending.

SAC Ranked #4 in the Nation for likelihood student will increase income from attending (when comparing with other similar institutions)

2016 New York Times Article:

<https://www.nytimes.com/interactive/projects/college-mobility/saint-augustine-college>

Criterion Two: Integrity and Ethics

We have all the required Policies in Place and we Inform Students of these Policies.

We complete external Financial Audits every year.

We teach students how to use information Ethically.

The Board Delegates authority for College's Management and Academic Oversight.

The Marketing Department has spent many hours making sure that the College Catalog and Website have the same information.

Criterion Three: Teaching and Learning

Five Bachelor Degree Programs

Bachelor of Social Work

BA in Psychology

BA in Hospitality Management

BA in Business Administration

BS in Computer Information Systems

Policies and Procedures for reviewing:

Instructor Credentials

Faculty Scholarship

Quality of Instruction

Consistency Across Sections

83% of students
*Strongly Agree or
Agree with the
statement overall
quality of instruction is
good.*

Fall 2017 Student Satisfaction
Survey shows

Shout Out to Student Support Services

The following **Student Satisfaction Survey Fall 2017 (N=47)** shows the percent of current students who *Strongly Agreed* or *Agreed* with the statements about support staff:

- *Admissions staff guided me through the admissions process – 93%*
- *Advisors clearly explained my options in choosing a major – 83%*
- *Financial Aid staff are helpful and professional - 83%*
- *Registrar staff are helpful and professional -93%*
- *Bursar's (billing) office staff explain payment options clearly – 83%*
- *Information Technology staff are helpful and professional – 83%*

We now have a dedicated Information Commons area at all locations

Criterion Four: Assessment

Our Graduation Rates are Higher Than Many Comparable Institutions

Truman College: 20%

College of DuPage: 23%;

Northeastern Illinois University: 24%

National Louis University: 30%

National Average for Open Admissions Institutions: 32%

St. Augustine College: 39%

Graduation Rates Have Increased since 2011

1112	22%
1213	25%
1314	25%
1415	32%
1516	39%

Criterion Five: Institutional Resources

This is our biggest challenge.

That said, here are some highlights:

- We have a good technology structure
- We have plenty of infrastructure space (offices, classrooms, etc)
- Both of our Auxiliary Programs (CDFSS and IWE) deliver additional income to the institution (their income exceeds their expenses)
- In its first three years, the Aurora location has added 100-120 additional FTE students to the College
- In Spring 2018, there are 151 FTE Students in the 4 new Bachelor Degrees

Program Course Assessment Report (Form B)
Student Learning Outcomes Assessment
Fall 2018 Semester
Date of Report: December 18, 2018

Department/Program

Languages, Literature and Humanities

Introduction *(brief description of department/program and program objectives)*

Using appropriate methodologies, students **demonstrate** the ability to read, listen, and communicate with understanding and critical discernment.

Students learn to **evaluate** ideas and outcomes, solve problems and make informed decisions based upon consideration of evidence, reason, and implications.

Students learn to **access** information efficiently and effectively; **evaluate** it critically and competently; and **use** it accurately and creatively.

Students develop **recognition** of and respect for diversity through cultural interactions in and outside the classroom.

Description of Courses Being Analyzed *(include rationale for course selection and course objectives)*

HUM 204 (Music Appreciation) focuses on the development of the ability to analyze, classify and respond to music. This course will familiarize the students with the history of music, specifically folk, jazz, and popular music of the 20th century/recorded music.

Description of Data Collected *(describe the measure/assignment)*

We compared a section of HUM 204 from Spring 2017 taught by an adjunct faculty (henceforth referred to as **Instructor 1**) and a section from Spring 2018 taught by a resident faculty (henceforth referred to as **Instructor 2**). Instructor 1 had 9 students in the class; Instructor 2 had 10 students.

We collected final exams for both sections, a sample WAC assignment from Instructor 1 and a written report about attending a musical concert from Instructor 2.

Description of Method of Analysis *(include rubrics, assignment templates, number of samples and how reviewed by each faculty)*

All papers being evaluated were scored by the class instructors either using the rubric created specifically for the course or a standard WAC rubric and then reviewed by the course coordinator.

The final exam given by Instructor 1 consisted of the following portions: multiple choice (music periods), definition of terms, matching (terms, phrases or concepts), true or false, multiple choice (composers, music genres), short essay responses (mostly descriptions) and focused mostly on classical music and music of Baroque period. **(objective 1)**

The final exam given by Instructor 2 consisted of listening and understanding different types of popular music of 1950–1990 and focused on: elements of music; historical and cultural context; students' subjective reaction to the music; critical writing, matching (term and definition), multiple choice, matching the artists and decades when they first became popular. The rubric, which was created by the instructor, assessed content and ability to communicate, understand and appreciate. **(objective 1, 2, 4)**

WAC assignment given by Instructor 1 was also evaluated. The assignment was a compare and contrast paragraph/essay on similarities/differences of two pieces of music. The objectives were: to exhibit knowledge of different music genres; present ability to analyze music works; have working knowledge of musical terminology. It was graded with a standard WAC rubric on content and organization and language use. **(objective 1, 2, 3, 4)**

Instructor 2 asked students to attend a musical concert of their choice and write a report. Students were given assignment sheet with recommendations for note-taking while listening to music. The recommendations included: having a list of elements of music nearby; trying to use vocabulary when you can; supporting an opinion by an example. Instructor 2 organized two group outings (to the Green Mill and Constellation) for students to attend, or students could choose a concert on their own.

In another assignment, they would interview a musician or someone who works in the field of music and write interview essay. Instructor 2 helped to pair students with volunteer interview subjects as needed. Students and Instructor 2 brainstormed potential interview questions and came up with an interview outline together. A rubric created by the instructor was used for evaluation. **(objective 1, 2, 3, 4)**

Summary of Results

In **Instructor 1's** section, the grades for the final exam were: 5 As, 2 Bs, 1 C, and 1 D whereas in **Instructor's 2** section the results were as follows: 3 As, 5 Bs, 2 Is; the average scores being **81.9%** and **82.9%** respectively.

The average grade for the WAC assignment given by **Instructor 2** was **81.2%**

The average grade for the written report given by **Instructor 2** was **91.1%**

The comments both instructors wrote on the assignments indicate that the students got good foundation, but the ideas need to be developed and more precise. In terms of the language, at least 70% of the students need to pay more attention to punctuation and general sentence structure.

Implication of Results

In both section, students scored pretty high although it was more significant in **Instructor 2's** section. The reason can be that students had more precise instructions, had more time to work on the assignments, and attending a live concert could have been more interesting experience than academic writing on the subject which is not very relevant to students' lives. Both instructors met most of the objectives, but **Instructor 2** focused on critical thinking and cultural diversity more than **Instructor 1**. In both sections, students developed appreciation for the nature and context of the selection of music, learned about the origins of different music genres and how different cultures express themselves through music.

Recommendations

1. In the future, co-curricular activities are recommended for all Music Appreciation sections. A standardized assignment will be created and scored according to a standard rubric.
2. Students will need more help developing their ideas while writing their reports/WAC assignments.
3. Students will need more help with grammar and syntax.

Information Literacy Report

The following report presents findings for the Institutional Goal, Global Learning: *Graduates will be able to locate and evaluate sources of information and apply them appropriately*, as well as the General Education Program Outcome: *Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively*.

Data for this report were collected in Fall 2019 using the History Capstone Rubric (HIS 105: History of the United States from 1865 to the present) the Psychology Capstone Project Rubric (PSY 101: General Psychology), in Fall 2019 and Spring 2020 using the standardized TrackTest English Proficiency Test: Reading. The course-embedded rubrics are completed by course instructors.

Both the History and Psychology courses were offered in English and Spanish.

History 105 Capstone Rubric

N= 56 (English= 22, Spanish=34)

The following rubric categories were identified as indicators for information literacy:

- Use of information effectively for the topic
- Evaluate information and its sources critically
- Uses information ethically

Students were scored on a 4-point scale for each of the categories, with a maximum score of 12 points. The following are the overall results when aggregating the data from the three indicators:

	9.41071
MEAN	4
MEDIA N	9
MODE	9
RANGE	7
SD	1.90653
	7

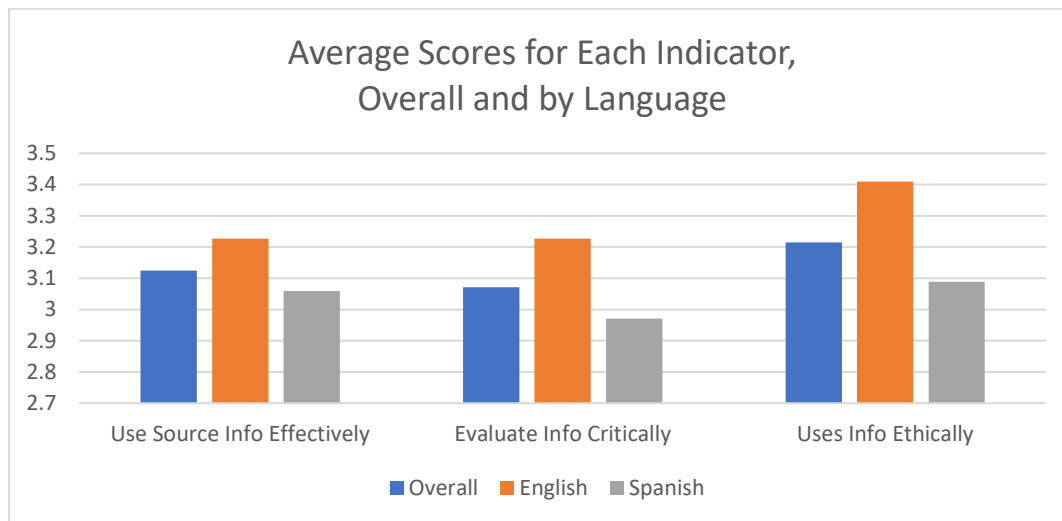
A student score of *fulfills standard* (3 points) or higher on the 4-point scale is considered a successful score for information literacy (students with a score of 3 or higher demonstrated expected levels of information literacy).



The above chart shows the percentage of students that received a successful aggregated score of 9 or higher for the three categories identified as indicators. **Overall, 80% of students received a successful score by instructors, meaning 80% of students demonstrated expected information literacy skill levels (proposed benchmark is met).**

Interestingly, a higher percentage of students who took the course in Spanish received a successful score compared to those students who took the course in English; meaning that a higher percentage of students who took the course in Spanish were able to demonstrate expected information literacy skills compared to those who took the course in English.

Although it is not clear why courses offered in Spanish had a higher percentage of successful student scores compared to courses offered in English, looking at average scores for each indicator may give some insight:

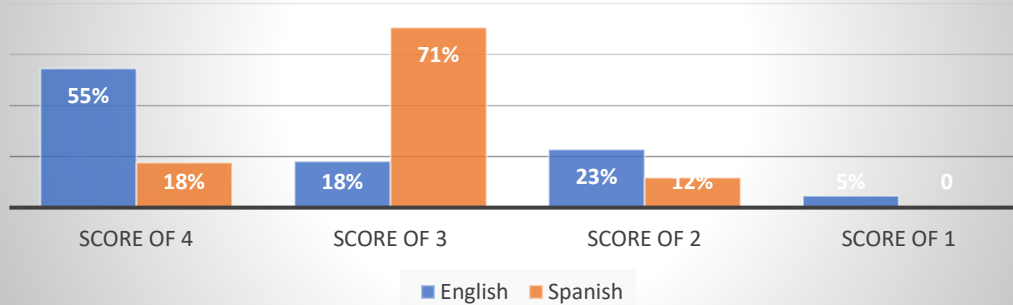


The above chart shows the mean scores for each indicator. Classes in English had the highest mean score for each indicator. On the surface, this chart seems to contract the previous chart. However, when looking at individual scores, of those students who received a successful score, a student who took the course in English was more likely to receive a score of 4, compared to a score of 3 for students who took the course in Spanish.

Uses Information Ethically was assessed highest for both students taking the class in English and Spanish compared to the other two indicators. In contrast, *Evaluate Information Critically* was assessed lowest for both students taking the class in English and Spanish.

The following chart visualizes these findings for the indicator, *Use of information effectively for the topic*:

% of Students with Each Score by Language for *Use Source Info Effectively*



Standard Deviation

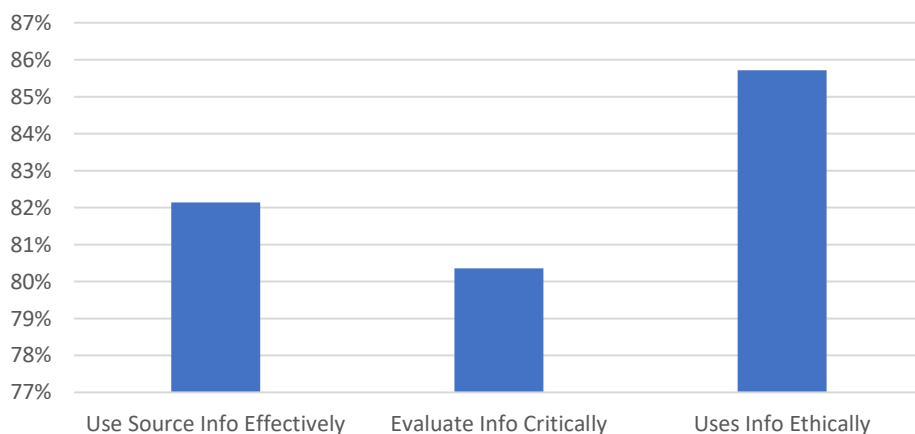
English= .95

Spanish= .54

The above chart shows that although there was a higher percentage of successful scores (score of 3 or above) in classes that were offered in Spanish, the classes offered in English had a much higher percentage of students who received a score of 4. Alternatively, the classes offered in English also had a much higher percentage of students who received a score of 2 when compared to classes offered in Spanish. The scores for the courses offered in Spanish have a normal distribution, however the scores for the courses offered in English do not. This trend continues in the two other indicators. This seems to point to a skill divide in courses taught in English (there are many students who *excel* and many who do not meet the standard, with a few students in the middle). In contrast, the great majority of students in courses taught in Spanish were scored in the middle range (*fulfills standard*), with few students who *excel* and few who do not meet the standard.

Observation: when looking at the range of student scores by course section, the great majority of sections showed a range of student scores, demonstrating that the rubric served as a tool to assess student skills. However, there was one course offered in English that did not represent a range of scores. In this section, all 7 students in the class received an A grade on the capstone, with 43% of students receiving a score of 100%. This may help to account for the high scores in courses offered in English.

Percent of Students with a Successful Score for Each Indicator



The above chart shows that percentage of students that received a score of *fulfills standard* (3) or above. At least 80% of students had a successful score for each indicator. A lower percentage of students received a successful score for *evaluate information critically* compared to the other two indicators.

HIS 105 Summary

Overall, 80% of students demonstrated expected information literacy skill levels in HIS 105. 85% of students who took the HIS 105 course in Spanish demonstrated expected information literacy skills compared to 73% of students who took the course in English. The great majority of HIS 105 instructors utilized the rubric in a way that resulted in a range of student scores. However, in one section, all students received a grade of A. It is recommended that the course coordinator discuss these results with the individual instructor for this section. Was this a superior class or was the rubric not utilized effectively?

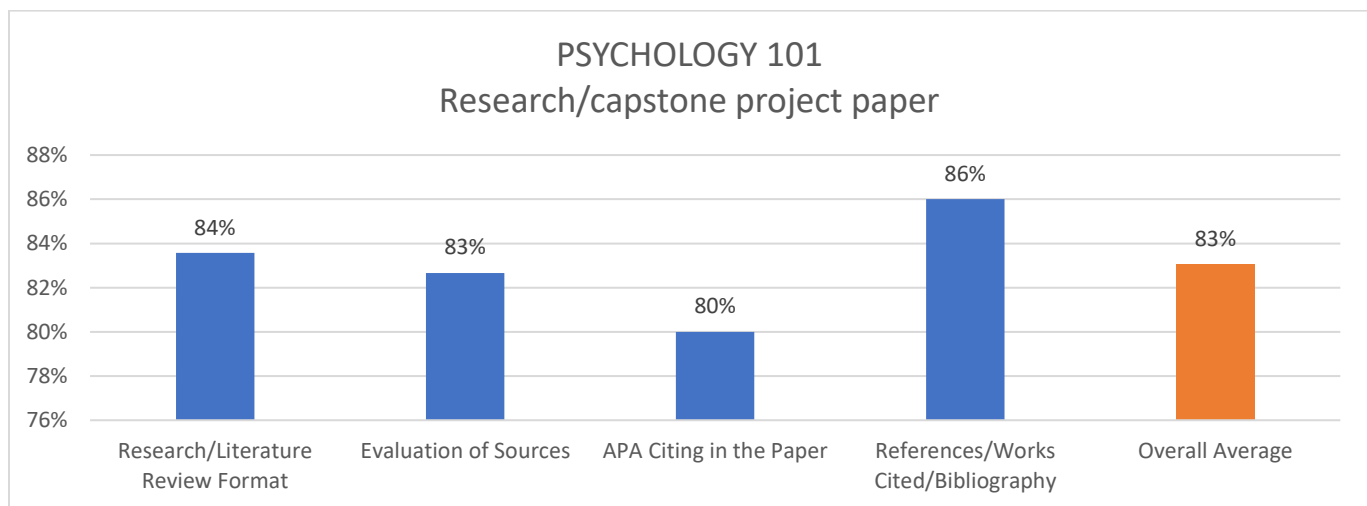
Psychology 101: General Psychology Capstone Rubric

A capstone paper rubric was used to assess student information literacy skills in PSY 101. Course instructors completed the assessment fall 2019 in sections 70 and 75.

N=15 (The sample size for this analysis is small.)

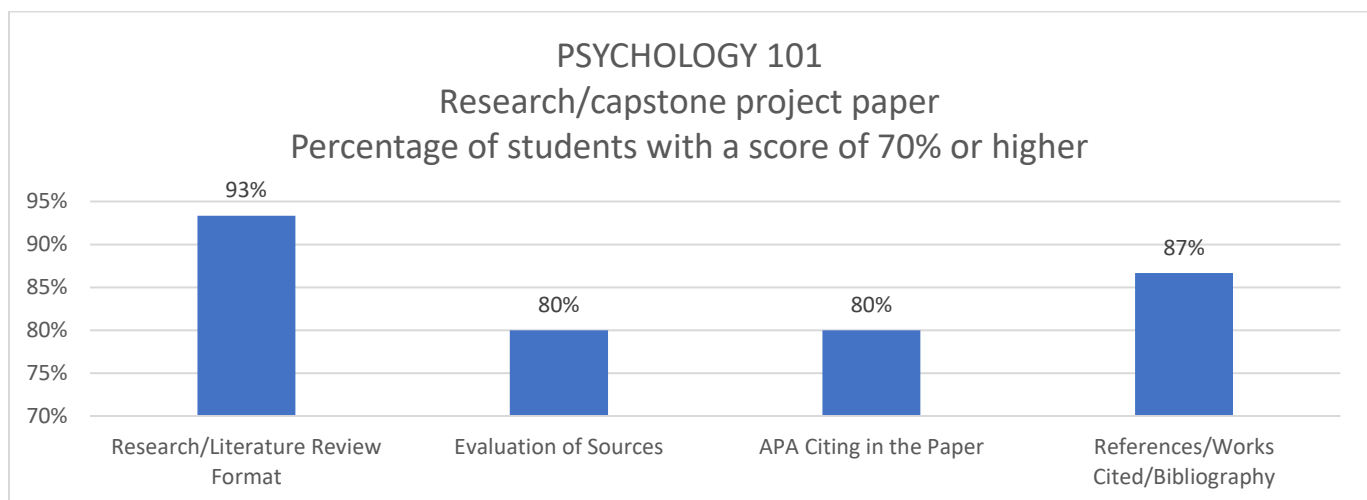
The following sections of the PSY 101 rubric were identified as indicators for Information Literacy:

- Research/Literature Review Format
- Evaluation of sources
- APA Citing in the Paper
- References/Works Cited/Bibliography



The above chart shows the average student scores for each of the identified indicators. All averages were above 80%. This seems to infer that overall, instructors were satisfied with the level of information literacy demonstrated by students. The overall average combining both sections is 83%.

The benchmark the PSY 101 rubric is 80% of students scoring 70% or higher on indicators. The following shows the percentage of students with a successful score (70% or higher) for each of the indicators:



The above chart shows that the benchmark for information literacy was met for each indicator separately, and overall.

- 93% (14/15) scored 70% or higher for Research/Literature Review Format
- 80% (12/15) scored 70% or higher for Evaluation of sources
- 80% (12/15) scored 70% or higher for APA Citing in the Paper
- 87% (13/15) or higher for References/Works Cited/Bibliography

Although they each met the benchmark, there were differences between each of the indicators. Students scored lowest on Evaluation of Sources and APA citing in the paper. This may be an area of opportunity in the future: how can the PSY 101 courses better prepare students for these areas?

According to the course instructor's assessment, overall students demonstrated the following (wording taken from rubric scale):

- Research selected is highly relevant to the argument, is presented accurately and completely-the method, results, and implications are all presented accurately. Students demonstrated the ability to write a literature review that was one flowing summary. The identified themes appropriately reflected the content from the sources. (Research/Literature Review Format)
- Student used appropriate sources. (Evaluation of sources)
- Excellent citing within the paper. (APA Citing in the Paper)
- Excellent works cited. No errors found. (References/Works Cited/Bibliography)

These findings are somewhat surprising since some students who take PSY 101 have not taken the English composition courses (where students learn information literacy and citing skills). A follow-up conversation with current PSY 101 instructors may help to better understand these findings.

PSY 101 Data Summary

Overall, students were scored by instructors as demonstrating strong information literacy skills (relating to the *superior* level). However, because the sample size was very small, drawing conclusions is not recommended. That said, follow-up conversations with PSY 101 instructors is recommended (points of discussion are found at the end of this discussion).

TrackTest: Reading (Preliminary Results)

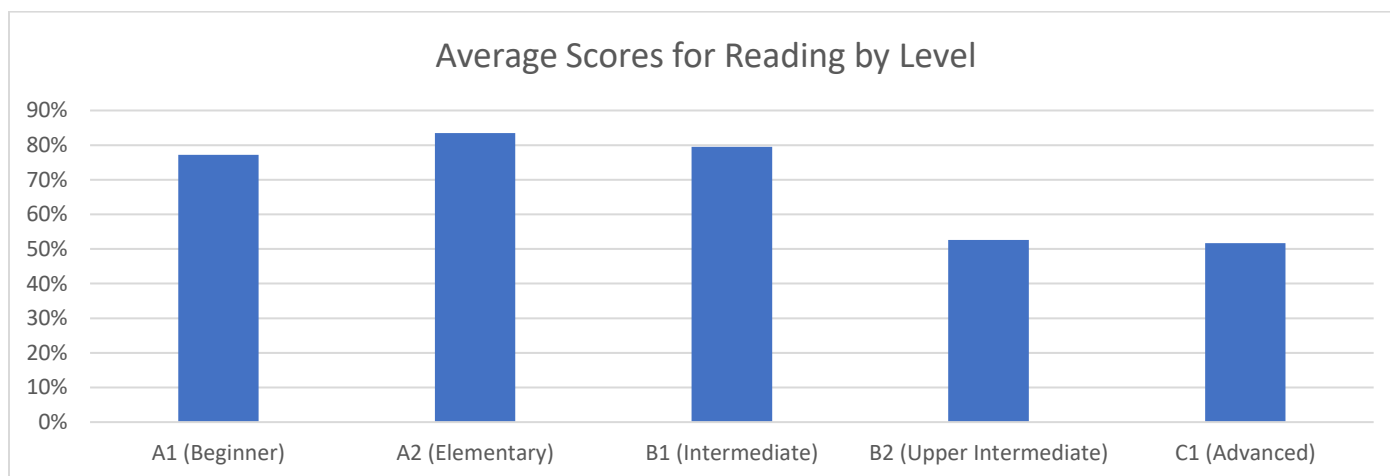
In Fall 2019, a sample of students enrolled in ENG 160 took the Grammar, Reading, and Listening TrackTest at the beginning of the semester. An additional sample of students enrolled in ENG 160 in Spring 2020 took the test at the beginning of that semester (tests taken prior to 2-12-2020 were included in the sample). The following provides preliminary results from the pre-tests.

Note: these same students will be asked to re-take the test at the end of ENG 162 to assess for growth and skill levels once students finish the two English Composition courses. **This is only meant to give preliminary results. The data showing student levels at the end of ENG 162 will tell us if the benchmark was met.**

Overall Results

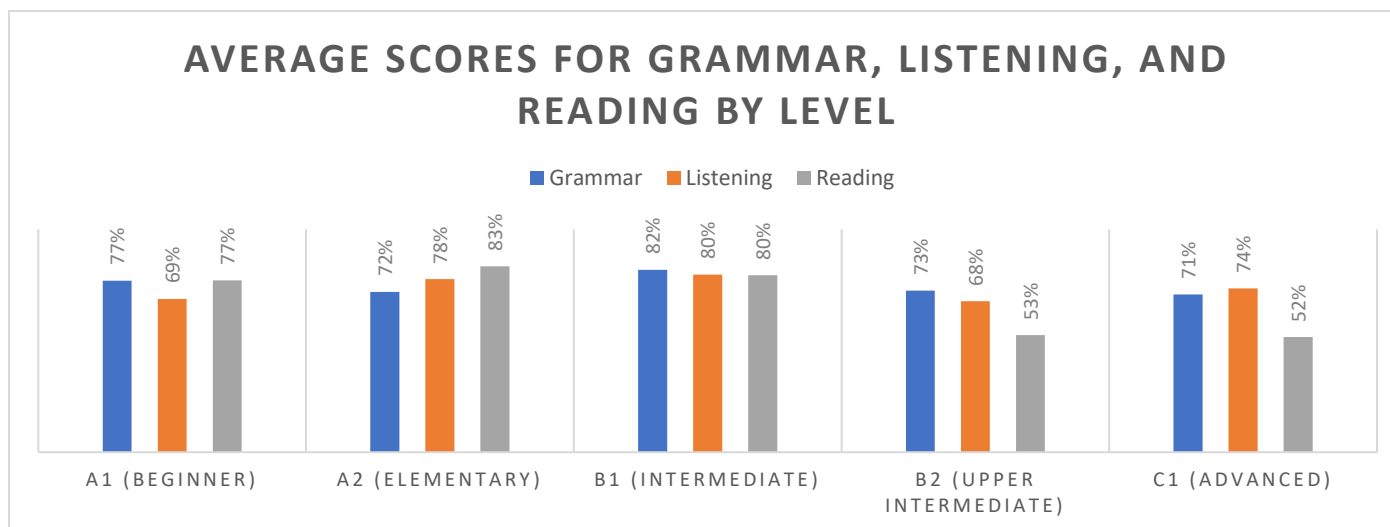
Students took the test at the beginning of 160.

N=78 Students



The above chart shows the average student scores for the area of Reading by test level attempted. The results suggest that student reading levels improve up to the level of B1 (intermediate): As level of difficulty increases, student reading scores remain fairly consistent. However, when students attempt levels higher than B1, reading scores drop.

Additionally, when comparing reading scores with grammar and listening, in levels B2 and C1, student reading scores are keeping students from passing these levels (an average score of 65% for all three is needed to pass the level).

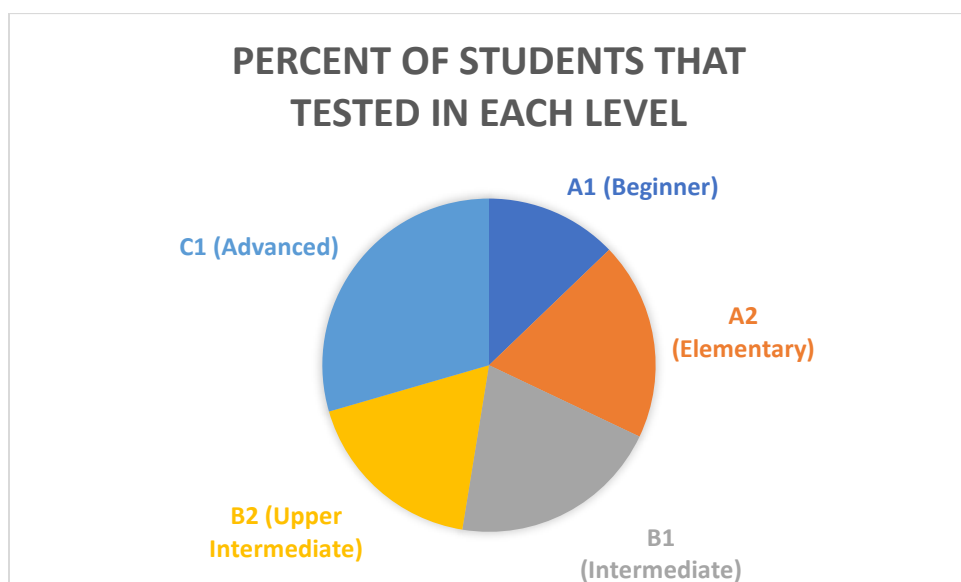


The following table shows the placement test level descriptions as they relate to reading comprehension:

A1 (Beginner)	A2 (Elementary)	B1 (Intermediate)	B2 (Upper Intermediate)	C1 (Advanced)
Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.	Can understand a wide range of demanding, longer texts, and recognise implicit meaning.

When looking at the above table, the distinction between B1 and B2 seems to be a comprehension of day-to-day reading content versus complex (or academic) content. These scores may not be surprising since the college does not offer a course focused on reading comprehension. It also may give insight to students' ability to understand college textbooks, not to mention academic journals.

Finally, it is important to understand the percentage of students that tested at each level:



The above chart shows that the largest portion of students (29%) tested at the C1 (advanced) level.

When considering the distinctions between B1 and below, and B2 and above (discussed above), 53% of students tested at the B1 or below levels, and 47% tested at the B2 or above levels. **This means that of the students that enter ENG 160, less than 50% are recommended to test at a complex level of reading. Further, of those that are recommended to test at these levels, only 8 of the 37 students (22%) scored above 65% for the reading portion.**

Summary and Recommendations

This report presents findings for the Institutional Goal, Global Learning: *Graduates will be able to locate and evaluate sources of information and apply them appropriately*, as well as the General Education Program Outcome: *Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively*.

Data for this report were collected in Fall 2019 using the History Capstone Rubric (HIS 105: History of the United States from 1865 to the present) the Psychology Capstone Project Rubric (PSY 101: General Psychology), in Fall 2019 and Spring 2020 using the standardized TrackTest English Proficiency Test: Reading. The course-embedded rubrics are completed by course instructors.

The findings for information literacy are mixed, and on the surface seem contradictory. It can be argued that a basic skillset of information literacy is the ability to comprehend complex text. When reviewing preliminary reading comprehension results from TrackTest, only a small percentage of students (less than 25%) are able to demonstrate reading comprehension skills at this level when entering ENG 160.

However, the results of the course-embedded rubrics in both HIS 105 and PSY 101 show the great majority of students are assessed by instructors as meeting expected levels of information literacy (and in the case of Psychology, students were assessed as having *superior* skills). Further discussion with HIS 105 and PSY 101 instructors may provide insight to these findings. Specifically related to the PSY 101 results, the sample size was very small (15 students), so drawing conclusions based on the findings from the PSY 101 rubric is not recommended.

With this in mind, when looking at results by indicator, students' ability to evaluate sources was rated lowest by both HIS 105 and PSY 101 instructors. It will be important to determine whether this trend continues in following semesters as the sample size increases, and instructors become more accustomed to using the rubrics.

In regards to the HIS 105 rubric, 80% of students received a successful score by instructors, meaning 80% of students demonstrated expected information literacy skill levels (proposed benchmark is met). The benchmark the PSY 101 rubric is 80% of students scoring 70% or higher on indicators (due to a small sample size, stating that the benchmark was met would be misleading. The results from the TrackTest were preliminary findings and do not provide data on whether or not the institutional learning goal (or benchmark) was met.

The following are recommended based on the results:

- The recommended benchmark for the HIS 105 rubric is: *At least 80% of students score fulfills standard or higher on each of the indicators*.
- Share this report with HIS 105 and PSY 101 instructors.
- Make sure that all PSY 101 instructors use the same rubric (the PSY 101 Capstone Rubric).
- Schedule a follow-up conversation with PSY 101 instructors to review the results:
 - Do these results reflect the instructor's experience of student's information literacy levels?
 - If no, what may be the incongruity?
 - Are instructors relying more on individual expectations of student information literacy skills instead of utilizing rubric scales?
 - Is the rubric an effective tool for measuring student information literacy skills in PSY 101?
 - Should information literacy skills be assessed in PSY 101?
 - How might PSY 101 better support information literacy skills for students?
- Schedule a follow-up discussion with the HIS 105 instructor (in English) that scored all students with an A grade. Was this a superior class or was the rubric not utilized effectively?
- Share this report with Library and Tutoring staff: How might the Library staff and Tutors support students in building information literacy skills?

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success. In July 2013, there was a correction to Dimension 3: Evaluate Information and its Sources Critically.

Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. -
Adopted from the National Forum on Information Literacy

Framing Language

This rubric is recommended for use evaluating a collection of work, rather than a single work sample in order to fully gauge students' information skills. Ideally, a collection of work would contain a wide variety of different types of work and might include: research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques to name a few. In addition, a description of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work. Although a student's final work must stand on its own, evidence of a student's research and information gathering processes, such as a research journal/diary, could provide further demonstration of a student's information proficiency and for some criteria on this rubric would be required.

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.)	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

*Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013

SAC Assessment of Student Learning Plan

Included in this document:

- Institutional Learning Goals Assessment Plan
- Program Review Process and Schedule
- General Education Outcomes Assessment
- Course Objectives Assessment Plan
- Co-curricular Assessment Plan

Institutional Assessment Plan

Data Analysis Schedule

In 2019-2020 all Institutional Learning Goals and General Education Outcomes were assessed. Moving forward, data collection for all goals/outcomes will be collected every academic year, but only 1-2 Institutional Learning Goals/General Education Outcomes will be assessed per academic year. When an institutional learning goal is assessed, all data collected in previous years for that outcome that were not analyzed will be incorporated into the analysis. This will allow for the analysis to include any trends that may have occurred. The three-year cycle will also provide the data needed to complete the AALAS Program Review (also on a three-year cycle).

The year following data analysis and reporting, the institution will engage the entire institution in activities/initiatives to incorporate findings throughout the college.

Learning Goals	General Education Outcomes		2019-2020 Pilot	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Analyze & Report (preliminary)	X	X			X		
		Institutional Awareness			X			X	
Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Students recognize and respect diversity through cultural interactions in and outside of the classroom	Analyze & Report	X		X			X	
		Institutional Awareness		X		X			X
Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Students create mathematical models and use technology to solve real life situations.	Analyze & Report	X			X			X
		Institutional Awareness					X		
Critical Thinking Graduates will be able to apply critical thinking to make effective	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon	Analyze & Report	X			X			X

context-appropriate decisions.	consideration of evidence, reason, and implications.	Institutional Awareness					X		
Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.	Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.	Analyze & Report	X	X			X		
		Institutional Awareness			X			X	

Institutional Academic Goals Assessment

The following table identifies the four institutional completion goals (meant to operationalize the College's goals), the instrument that will be used to measure the goal, the data collection process, and assessment procedure.

Learning Goals	Indicators	Benchmarks (how will we know if students achieve the goal?)	Data Collection Process	Data Analysis Procedure	Dissemination and Action Plans
Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	MAT 225 midterm and final exam multiple-choice questions: empirical rule, binomial formula mean, linear correlation coefficient, linear correlation, basic probability, basic probability table, Discrete/binomial probability, binomial formula mean, normal distribution, sampling distribution, binomial formula std, confidence interval	At least 80% of students score 70% or higher on indicators.	MAT 200 and 225 Coordinator collects completed midterm and final every semester. All data (or a cluster sample for each course) will be analyzed by the Data Scientist.	Data analysis will occur during the following academic years: <ul style="list-style-type: none"> 2022-2023 2025-2026 2028-2029 Data analysis will be completed by the Data Scientist. Analysis will be focused on growth over time and proficiency. Growth will be compared at the <i>Standard</i> level for each of the indicators identified above. Additional exploration may occur at the <i>Topic</i> level.	Reports are disseminated to the Math Department, Assessment Committee, Faculty Council, and Teaching and Learning Committee. Recommendations are presented to Academic Council. Recommendations are submitted to the COO/President in May through the Academic Council for budget and strategic planning considerations.
	MAT 200 midterm and final exam multiple-choice questions: simple	At least 80% of students score 70% or higher on indicators.	All students enrolled in MAT 101 or 112 will take the pre-test in ALEKS when they first enter the math course. Students then take the post-test at the end of MAT 112.		

	<p>interest, effective simple interest, compound interest, rule of 72, effective annual rate, Annuity, permutations and combinations</p> <p>ALEKS (Integers & Rational Numbers, Algebraic Expressions & Equations, Graphing Exponents & Polynomials, Real Numbers & Linear Equations, Systems & Equations, Functions & Graphing)</p>	At least 70% of students score 70% or higher on indicators.			
<p>Communication</p> <p>Graduates will be able to demonstrate proficiency in academic writing and communicative competence.</p>	<p>TrackTest English Proficiency Test: Grammar (ENG 160 and 162)</p> <p>Mini Ethnography Assignment Rubric* (ENG 162): Writing</p>	At least 80% of students score 80% or higher on communication sections.	<p>Cluster sampling will be used to identify a sample size of at least 45 students enrolled in ENG 160 per semester. The sample will take the test at the beginning of ENG 160 and again at the completion of ENG 162.</p> <p>Rubrics will be completed by course instructors and submitted at the end of the semester. Cluster sampling will be used to identify a sample size of at least 30 students enrolled in ENG 162.</p>	<p>Data analysis will occur during the following academic years:</p> <ul style="list-style-type: none"> • 2020-2021 • 2023-2024 • 2026-2027 <p>Data analysis will be completed by the Data Scientist. Analysis will be focused on growth over time and proficiency.</p>	<p>Reports are disseminated to the English Department, Assessment Committee, Faculty Council, and Teaching and Learning Committee. Recommendations are presented to Academic Council.</p> <p>Recommendations are submitted to the COO/President in May through the Academic Council for budget and strategic planning considerations.</p>

	<p>beliefs different from my own</p> <ul style="list-style-type: none"> • I can be friends with people who have beliefs different from my own • I enjoy working with people who are different from me • I enjoy learning about different cultures <p>In my classes at SAC, I am encouraged to engage in the following activities</p> <ul style="list-style-type: none"> • Discuss my own life experiences • Learn about my own culture • Learn about a different culture • Understand opinions that are different than my own <p>Resident & Adjunct Faculty Surveys:</p> <p>Do you encourage students to _____ within your classes?</p> <ul style="list-style-type: none"> • Discuss their own life experiences • Explore their cultural identities • Learn about a belief system different from their own • Explore differences in opinion 	<p>At least 80% of students agree or strongly agree</p>	<p>Sent electronically in Spring (every two years) to all Resident and Adjunct Faculty</p>		
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	<p>Level of comfort in facilitating a conversation in class about...</p> <ul style="list-style-type: none"> • Controversial Topics • Difference in Opinions and Beliefs • Cultural Identity • Discrimination or Prejudice 	At least 70% of faculty agree or strongly agree			
<p>Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.</p>	<p>Mini Ethnography Assignment Rubric* (ENG 162): Critical Thinking Sections</p> <p>Graduate Exit Survey: Questions 21 A, 21C, and 21 D.</p>	<p>At least 80% of students score 80% or higher on critical thinking sections.</p> <p>At least 80% of students respond with <i>I definitely can do it</i> for each of the survey questions.</p>	<p>Rubrics will be completed by course instructors and submitted at the end of the semester. Cluster sampling will be used to identify a sample size of at least 30 students enrolled in ENG 162.</p> <p>Students complete the survey the semester they plan to graduate.</p>	<p>Data analysis will occur during the following academic years:</p> <ul style="list-style-type: none"> • 2022-2023 • 2025-2026 • 2028-2029 <p>Data analysis will be completed by the Data Scientist.</p>	<p>Reports are disseminated to the Assessment Committee, Faculty Council, and Teaching and Learning Committee. Recommendations are presented to Academic Council.</p> <p>Recommendations are submitted to the COO/President in May through the Academic Council for budget and strategic planning considerations.</p>
<p>Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.</p>	TrackTest English Proficiency Test: Reading Comprehension		<p>Cluster sampling will be used to identify a sample size of at least 45 students enrolled in ENG 160 per semester. The sample will take the test at the beginning of ENG 160 and again at the</p>	<p>Data analysis will occur during the following academic years:</p> <ul style="list-style-type: none"> • 2020-2021 • 2023-2024 • 2026-2027 <p>Data analysis will be completed by the Data Scientist.</p>	<p>Reports are disseminated to the Assessment Committee, Faculty Council, and Teaching and Learning Committee. Recommendations are presented to Academic Council.</p> <p>Recommendations are submitted to the COO/President in May through the Academic Council for</p>

	<p>History 105 Capstone Rubric* Categories: <i>Evaluate Information and its Sources Critically, Use information effectively for the topic, and References</i></p> <p>PSY 101 Capstone Rubric Dimensions: <i>Research/Literature Review Format, Evaluation of Sources, APA citing in the Paper, and References/Works Cited/Bibliography.</i></p>	<p>At least 80% of students score <i>Fulfills Standard</i> or higher on rubric scale for identified rubric categories.</p> <p>At least 80% of students score 70% or higher on rubric scale for identified rubric categories.</p>	<p>completion of ENG 162.</p> <p>Rubrics will be completed by course instructors and submitted at the end of the semester. Cluster sampling will be used to identify a sample size of at least 30 students enrolled in HIS 105.</p> <p>Rubrics from each section will be completed by course instructors and submitted at the end of the semester.</p>		<p>budget and strategic planning considerations.</p>
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The institutional-level measurement tools were piloted Spring 2019 and Fall 2019 to review preliminary results and process. All institutional level data collection will start Fall 2019 and Spring 2020.

*Portions of rubric used and altered with permission from "VALUE: Valid Assessment of Learning in Undergraduate Education." Copyright 2018 by the Association of American Colleges and Universities. <https://www.aacu.org/value>.

Program Reviews

Each program will present a Program Review Report to the Academic Council every three years following the Program Review Schedule. All approved program reviews and budget requests are sent to the President.

Part One: External Assessment

1. Market Demand (What jobs are students trained for? U.S. Department of Labor Statistics: What is the future for the field? What changes will happen in the field?)
2. Success of Graduates (Based on collected data: For example, jobs, salaries, employer satisfaction, field instructor satisfaction, alumni satisfaction, clearinghouse data-*once available*, % of alumni working in field)
3. Advisory Board Feedback

Part Two: Student Assessment of Program

1. Student Satisfaction (*Instructor and Course Evaluations and Student Satisfaction Survey data specific to program. The Assessment Committee will request data from the Director of Institutional Research for each program to be reviewed each academic year.*)

Part Three: Internal Assessment

1. Persistence and Completion
 - a. Three years of enrollment, persistence, and graduation rates (*The Assessment Committee will request data from IT for each program to be reviewed each academic year.*)
2. Curriculum Review
 - a. Are course objectives and program outcomes simple/measurable? (rewrite as needed)
 - b. Are course objectives aligned with program outcomes? (Appendix A)
 - i. Does the curriculum support student learning of the program outcomes?
 - ii. Identify orphaned program outcomes and empty requirements, revising curriculum to support program outcome learning.
 - c. Are program outcomes aligned to institutional Goals? (Appendix B)
3. Student Learning Assessment
 - a. Program Learning Outcomes Assessment Findings (Appendix C)
 - i. In what points in the program are students struggling?
 - b. General Education Outcomes Assessment Findings (see *General Education Outcomes report*)
 - c. What are the assessment finding implications (from above) for the program? (what is going well, what improvements can be made at the course and program level, what are the current needs of the program?)
4. Faculty Assessment (*Performance Reviews and Classroom Observations*)
5. Resources: Are resources sufficient to effectively support student learning of program outcomes? (*The Dean of Academic Affairs will provide budgets for the programs under review each academic year.*)
6. Cost/Benefit Analysis of Program to College (*Not completed by program. The Assessment Committee will inform the Chief Finance Officer (CFO) of programs under review each academic year and will ask the CFO to identify what pertinent information is needed if it is decided an analysis will be completed.*)

Part Four: Plan of Action

- 1. Brief Summary of Parts One, Two, and Three
- 2. Proposed Changes to Improve Program based on Program Review Findings (proposed changes should link to assessment findings)
- 3. Timeline and Budget for Proposed Changes

Appendix A: Aligning Courses to Program Outcomes

	[program outcome 1]	[program outcome 2]	[program outcome 3]	[Program outcome 4]	[Program outcome 5]
[Course 1]	[course obj]				
[Course 2]					
[Course 3]					

Appendix B: Aligning Program Outcomes to Institutional Goals

Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
<ul style="list-style-type: none"> • [Program Outcome] • [Program Outcome] 	[Program Outcome]	[Program Outcome]	[Program Outcome]	[Program Outcome]

Appendix C: Assessing Program Outcomes

This worksheet will help you answer the question: *Are students attaining the program outcomes* (as stated in college catalog)?

Note: if your program uses a different form to show assessment findings for each program outcome, attach that as an alternative to completing this form. Please make sure to include data collected, data analysis results, and a discussion of findings for each program outcome.

Program Outcome 1:	
Data collected for Outcome 1:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 1:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 1?)

Program Outcome 2:	
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Data collected for Outcome 2:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 2:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 2?)

Program Outcome 3:	
Data collected for Outcome 3:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 3:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 3?)

Program Outcome 4:	
Data collected for Outcome 4:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 4:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 4?)

Program Outcome 5:	
Data collected for Outcome 5:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 5:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 5?)

Program Review Schedule

FALL 2018	Due: March 10, 2020	Due: March 10, 2021	Due: March 10, 2022	Due: March 10, 2023	Due: March 10, 2024
AA Business Administration <i>(completed Spring 18)</i>	AAS Early Childhood Education	AAS Culinary Arts	AA Business Administration	AAs Culinary Arts	AAS Early Childhood Education
AAS Accounting <i>(completed Spring 18)</i>	BA Psychology	BA Hospitality	AAS Accounting	BA Psychology	BA Hospitality
AAS Business Management <i>(completed Spring 18)</i>	AALAS* (concentrations other than Administrative Assistant and Spanish)	AAS Respiratory Therapy	AAS Business Management	AALAS* (concentrations other than Administrative Assistant and Spanish)	AAS Respiratory Therapy
AA, LAS Administrative Assistant*	Bachelor of Social Work (CSWE Self-study)	AAS Computer Information Systems	BA Business Administration	Bachelor of Social Work	AAS Computer Information Systems
AA, LAS Spanish*		BS Computer Information Systems	AGS*		BS Computer Information Systems

* The AALAS and AGS programs will not be reviewed exactly as other programs are reviewed. Parts One and Two of the Program Review are not applicable, Parts Three and Four are relevant. The AALAS and AGS Program Reviews are completed by the General Education Committee (with data analysis and reports on outcomes completed by the Data Scientist)

General Education Assessment Plan (assessed as a Program)

The following table shows the Institutional Learning Goals aligned with the General Education Goals

Institutional Learning Goals	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
General Education Learning Outcomes	Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Students recognize and respect diversity through cultural interactions in and outside of the classroom	Students create mathematical models and use technology to solve real life situations.	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.	Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.

Assessment Plan

General Education Outcome	Indicators	Benchmarks (how will we know students achieved the goal?)	Data Collection Process	Analysis, Dissemination, and Action Planning
Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	<p>TrackTest English Proficiency Test: Reading and Listening.</p> <p>Mini Ethnography Assignment Rubric (ENG 162) completed by course instructors: Sections assessing writing</p>	At least 80% of students score 80% or higher on communication sections.	<p>Cluster sampling will be used to identify a sample size of at least 45 students enrolled in ENG 160 per semester. The sample will take the test at the beginning of ENG 160 and again at the completion of ENG 162. The School Chair coordinates data collection.</p> <p>Cluster sampling will be used to identify a sample size of at least 30 students enrolled in ENG 162. Rubrics will be completed by course instructors and submitted at the end of the semester.</p>	<p>Data analysis will occur during the following academic years:</p> <ul style="list-style-type: none"> • 2020-2021 • 2023-2024 • 2026-2027 <p>Analysis is completed by the Data Scientist.</p> <p>Reports are disseminated to the English Department, Assessment Committee, Faculty Council, Teaching and Learning Committee. Recommendations are presented to Academic Council.</p>

	PSY 101 Capstone Rubric completed by instructors: Sections assessing information literacy.	<p>scale for identified rubric categories.</p> <p>At least 80% of students score 70% or higher on rubric scale for identified rubric categories.</p>	<p>Rubrics will be completed by course instructors and submitted at the end of the semester.</p> <p>Cluster sampling will be used to identify a sample of students enrolled in PSY 101 sections.</p>	<p>Assessment Committee, Teaching and Learning Committee, and Faculty Council. Recommendations will be presented to Academic Council.</p> <p>Recommendations are submitted to the COO/President in May through the Academic Council for budget and strategic planning considerations.</p>
Students create mathematical models and use technology to solve real life situations.	<p>MAT 200 and MAT 225 midterm and final exam multiple-choice questions that directly address the goal.</p> <p>ALEKS (Integers & Rational Numbers, Algebraic Expressions & Equations, Graphing Exponents & Polynomials, Real Numbers & Linear Equations, Systems & Equations, Functions & Graphing)</p>	<p>At least 80% of students score 70% or higher on indicators.</p> <p>At least 70% of students score 70% or higher on indicators.</p>	<p>MAT 200 and 225 Coordinator collects completed midterm and final every semester: A cluster sample for each course will be collected</p> <p>Data is automatically collected for all students enrolled in MAT 101 and 112. Data Scientist will analyze data.</p>	<p>Data analysis will occur during the following academic years:</p> <ul style="list-style-type: none"> • 2022-2023 • 2025-2026 • 2028-2029 <p>Data Scientist will analyze data. Results will be presented to Math Department, Assessment Committee, Teaching and Learning Committee,, and Faculty Council. Recommendations will be presented to Academic Council.</p> <p>Recommendations are submitted to the COO/President in May through the Academic Council for budget and strategic planning considerations.</p>

Course-level Assessment

Each course at SAC identifies course learning objectives in the syllabus. Faculty are asked to link course learning objectives to the program outcomes as part of the assessment. Every course is assessed at least once every 5 years. All departments have 5-year assessment plans that identify what courses will be assessed each semester.

The assessment of courses is completed by faculty using Forms B and C. As part of Form B, faculty create a dissemination plan that identifies who will be informed of the results. Form C asks faculty to develop recommendations for improvements to the program and considerations for academic affairs based on the assessment results. Course assessments are presented to the Assessment Committee for review and discussion.

Student Learning Assessment: Course Assessment Report (Form B)

The completed form should be saved in the Assessment drive and e-mailed to the VP of Academic Affairs, the Department Chair, and the Interim Director of Assessment and Accreditation. It is presented in the Assessment Committee for discussion.

Course:

Prepared by:

Date:

Course Learning Objectives linked to Program Outcomes:
Data Collected for Course Assessment (Completed assignment rubrics/tests/portfolios/performance assessments/etc. Is the tool aligned with course learning objectives and program outcomes?) Please attach tool(s).
Indicators (how will you know if the student achieved the learning objectives?)
Data Analysis by Objective (questions to consider: Have our students achieved the learning objective? How much did our students learn? When should we be concerned about student learning?) Learning Objective One: Learning Objective Two: Learning Objective Three: Learning Objective Four:
Reflection and Discussion (Is there evidence that students are attaining the course objectives? What are the areas for improvement?)
Dissemination Plan (Who should this report be shared with? How will you share the above results and recommendations?)

Course Assessment: Annual Summary Report (Form C)

Calendar Year:

Department:

Courses Assessed:

Completed by:

Results shared with:

Summary of Findings for Year (Based on completed course assessments for year: What are students learning? What are students continuing to struggle with at the end of classes?)

Recommendations for Improvement (What changes/strategies will be implemented the next academic year to further encourage/support student learning of the course objectives?)

Plan (Who will implement the above changes/strategies? When?)

Considerations for Academic Affairs (Are there considerations that all of Academic Affairs or all academic programs should think about related to student learning in the areas you assessed? For example, ways that other courses can reinforce/support the learning, supports that can be implemented at the college, etc.)

Presented to Assessment Committee or Academic Council:

Co-Curricular Assessment

HLC Criterion- *Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.*

Co-curricular Activity	Learning Objective After participating, students will be able to:	Institutional Learning Goal Alignment	Measuring Instrument	Data Collection Process	Assessment Procedure	Dissemination Plan
New Student Orientation	<p>Know about the services the college offers to students and where they can go to use the services</p> <p>Recognize some strategies for managing stress</p> <p>Recognize different learning styles and teaching styles</p> <p>List some good habits for learning</p> <p>Know some basic information about college level reading and writing</p>	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	NSO Survey	Students complete the survey at the end of the orientation day.	Results will be analyzed by Data Scientist	<p>Annual co-curricular report shared with all relevant stakeholders.</p> <p>Data is also integrated into institutional learning goal reports as relevant.</p>
Information Literacy Library Workshops	<p>APA Workshop:</p> <p>Understand how to use APA formatting, citations, paraphrases, and reference lists in research papers</p> <p>MLA Workshop:</p> <p>Understand how to use MLA formatting, citations, paraphrases, and reference lists in research papers</p> <p>Research Workshop:</p>	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.	Survey	Students complete the survey at the end of each workshop	Results will be analyzed by Data Scientist	<p>Annual co-curricular report shared with all relevant stakeholders.</p> <p>Data is also integrated into institutional learning goal reports as relevant.</p>

	<p>Determine which databases are best suited for research</p> <p>Understand how to do basic and in-depth research related to terms/topics/points of research assignments</p> <p>Understand the difference between credible and non-credible sources</p> <p>SAC Library Workshop:</p> <p>Understand how to use the SAC library website</p> <p>Understand how to search for books and ebooks</p> <p>Gain access to and awareness of all resources provided for writing and research assistance</p> <p>Understand the difference between credible and non-credible sources</p> <p>Understand how to sign-up and use Tutoring Center resources and Library & Tutoring Center Workshops</p> <p>Use and understand the library research guides established for each program offered at SAC.</p> <p>Basic PowerPoint Workshop:</p>					
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	<p>Understand the basic functions of PowerPoint</p> <p>Learn the fundamental skills necessary to create and design PowerPoints</p>					
Feria	<p>Have a greater appreciation for Latinx literature</p> <p>Recognize they were introduced to at least one new idea or perspective</p>	<p>Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.</p>	Feria survey	Completed after the event by instructors and students who attended the event.	Results will be analyzed by Data Scientist	<p>Annual co-curricular report shared with all relevant stakeholders.</p> <p>Data is also integrated into institutional learning goal reports as relevant.</p>
<p>3er.LatinX Book Fair/ Department of Languages, Literature and Humanities and Local cultural organizations BeisMan, Ars Communis Editorial and Himpar Editores</p>	<p>Have a greater appreciation for Latinx literature Recognize they were introduced to at least one new idea or perspective Promote Spanish literature and culture</p>	<p>Global Learning: Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.</p>	<p>LatinX Book Fair Survey from 15 Workshops on poetry and other literary work</p>	Completed after the event by instructors and students who attended the event.	Results will be analyzed by Data Scientist	<p>Annual co-curricular report shared with all relevant stakeholders.</p> <p>Data is also integrated into institutional learning goal reports as relevant.</p>
Chicago Latino Film Festival /Department of Languages, Literature and Humanities	<p>Have a greater appreciation and importance of the artistic and educational value of the film from Latin America, Spain, Portugal and the United States</p>	<p>Global Learning: Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.</p>	Survey	Completed after the event by students and faculty attending the event.	Results will be analyzed by Data Scientist	<p>Annual co-curricular report shared with all relevant stakeholders.</p> <p>Data is also integrated into institutional learning goal reports as relevant.</p>

<p>BSW Conference Experience:</p> <p>Trauma and Immigration Conference (Past)</p>	<p>Trauma and Immigration Conference:</p> <p>Understand the basics of trauma and trauma response for immigrant communities in the current sociopolitical context</p> <p>Understand the impact of trauma in children of immigrant communities related to detention centers and current anti-immigrant legislation</p> <p>Engage art as a practice of both social justice and healing</p> <p>Identify self-care practices and yoga modalities for trauma response in individual stress and collective crisis response</p>	<p>Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.</p> <p>Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.</p>	Survey	Students complete after the event	Results will be analyzed by Data Scientist	<p>Annual co-curricular report shared with all relevant stakeholders.</p> <p>Data is also integrated into institutional learning goal reports as relevant.</p>
Psychology Events	<p>International Women's Day:</p> <p>Have awareness of taking care of their spirit, body, and mind</p> <p>Domestic Violence Workshop:</p> <p>Have awareness of Domestic Violence</p>	<p>Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.</p>	Survey	Students complete after the event	Results will be analyzed by Data Scientist	<p>Annual co-curricular report shared with all relevant stakeholders.</p> <p>Data is also integrated into institutional learning goal reports as relevant.</p>

Course Number and Title

St. Augustine College
School of XXXX
[Semester/Year]
[Class Meeting time(s)]

<https://global.gotomeeting.com/join/> (recurring)

Instructor: XXXX XXXX

Email: XXXX@st.augustine.edu

Phone Number: (773) XXX-XXXX

Office Hours: online and by appointment

Virtual Office Hours:

Contact Expectations: *Please allow up to 24 hours for a response from me Monday-Saturday. However, I do not check my email on Sunday.*

I. Rationale: (Required)

Why does this course exist? How does it fit in with the rest of the field/area's curriculum?

II. Institution Learning Outcomes (Required)

1. **Communication:** Graduates will be able to demonstrate proficiency in academic and communicative competence.
2. **Global Learning:** Graduates will be able to recognize the values of our own cultural background and the cultural background of others.
3. **Quantitative Fluency:** Graduates will be able to solve real-life problems using logical reasoning.
4. **Critical Thinking:** Graduates will be able to apply critical thinking to make effective context-appropriate decisions.
5. **Information Literacy:** Graduates will be able to locate and evaluate sources of information and apply them appropriately.

III. Program Learning Outcomes (Required)

The overarching learning outcomes for the Associate and/or Bachelor degrees of the program of XXXXXXXXXX are:

IV. Course Outcomes: (Required)

Specific Learning Outcomes

By the end of this course, students will:

List as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students' learning as your outcomes should drive your assessment and grading schema. Kinds of evidence can be manifest in what students say, do, think and/or feel. What they say (as on an exam, paper, project, homework, etc., or in class discussion) reflects their thinking.

A well stated outcome has two components:

1. Substance – content/subject matter like osmosis or absorption.
2. Form – what action must the student perform with regards to the substance (compare and contrast, evaluate, analyze, apply, integrate, explain, classify, identify, describe, evaluate, determine, etc.).

Example: At the end of this course, students will be able to compare and contrast the concepts of management and leadership.

V. Course Format and Technology Resources: (Required)

Language

The official, oral and written, language of this class is English. All discussions, interactions, presentations, assignments, papers, midterm, and final exam will be delivered in the English language.

Note: If the course is taught in Spanish, please change the required language.

Distance Education Delivery Mode

The course is structured to be delivered remotely and using asynchronous and synchronous practices:

- *Asynchronous online learning* allows you to learn on your own schedule, within a certain timeframe. You can access and complete lectures, readings, homework and other learning materials at any time during a one- or two-week period.
- *Synchronous online learning* means that you are required to log in and participate in class at a specific time each week. The class meets synchronously on DATE AND TIME

Technology Statement

A \$100 material fee covers the cost of accessing the digital textbooks as well as supporting the learning management system and other technology subscriptions. The per term fee applies to every student and covers all their digital books as well as access to Canvas and selected software licenses for the period. Additional fees will be charged for book courseware and software specific to a particular course.

CANVAS: Learning Management System

This course will be delivered entirely online through the learning management system CANVAS. You will use your St. Augustine College (SAC) account to login to the course from the CANVAS Login Page. If you have not activated your SAC account, please visit the Manage Your Account page to do so. In CANVAS, you will access online syllabus, digital book, lessons, course materials, and resources.

CANVAS Access

To access this course on CANVAS you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari). To ensure that you are using the recommended personal computer configurations, please refer to the CANVAS settings link.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with CANVAS you can:

- Seek assistance from the SAC HELP Desk

GoTo Meeting Statement and Link

The communication online strategy for this course is GoToMeeting-based. The instructor will provide the Meeting ID. It will be a recurrent session until (Month, date). Since it is a nontraditional learning environment, the faculty will be learning with you the online mechanisms to improve our class sessions. Any modifications you may suggest are welcome. GoTo Meeting has online tutorials for use of its various features.

<https://global.gotomeeting.com/join/>

Recordings Statement

In this class, GoToMeeting may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. *These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented.* Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only, must disable their audio capability and visual camera. Please discuss these options with your instructor.

VI. Institutional Resources (Required Language)

COVID-19 Requirements

Coronavirus usually causes mild to moderate upper-respiratory tract illnesses, like the common cold. Symptoms may include fever, cough and shortness of breath. Direct droplet transmission occurs when a person is in close contact with someone who is infected, and is exposed to respiratory droplets produced when that person coughs, sneezes or talks, or indirect transmission by touching an object or person with the virus (i.e., touching a doorknob or shaking hands), then touching your mouth, nose or eyes before washing your hands. Safety is our number one concern. Therefore, face coverings are required in all common areas—outdoor and indoor—and in all classrooms. If you feel sick, stay home. And if you test positive for COVID-19, contact Student Services immediately. Students who miss class due to illness will be given

opportunities to access course materials online. For detailed information, please read St. Augustine College's website on guidance on protection from the illness

<https://www.staugustine.edu/covid-19/>

Mental Health and Personal and Specialized Counseling

Academic Advisors are prepared to provide you with academic counseling and to direct you to the appropriate resources for personal matters. College can create stress in everyone's personal life. If you are concerned about a personal matter related to your family, schools, or financial matters, please see your Academic Advisor. They are prepared to listen to you and to direct you to professional services through referrals, if necessary

Student Resources

ST. Augustine College website page (<https://www.staugustine.edu>) has helpful resources for students all in one place. Resources for students continue being available but switched to online (advising services, tutoring, financial aid counseling, and student account management counseling) whereas there are limited in-person options at Main Campus.

Instructional Support Services (Tutoring)

Instructional Support Services helps all students at St. Augustine College achieve their fullest academic potential. The ISS group will assist you in most academic areas. Most tutoring sessions are conducted by faculty trained in the subject area, although some tutoring groups may be conducted by qualified student mentors that have demonstrated thorough knowledge in the subject area. ISS includes individual and group sessions, as well as study groups aimed at improving the students' understanding and study skills; learning software and other resources are also available. If you need help with any subject area, please contact your academic advisor. ISS is headed by a Tutoring Center Director and it is part of the Student Success Center.

VII. My Assumptions (Required Language)

Community Values

The online discussions will be based on St. Augustine values of ethics, respect, diversity, inclusion and community. We are all accountable for encouraging different ideas, thoughts, experiences and opinions in an open and respectful environment. To create a truly inclusive community, we must show respect and civility for each other. The use of oppressive and discriminatory language has no place in our online community, discussion boards, and forum posts.

At designated times throughout the semester, the students will participate in a blend of self-paced and group-paced activities using CANVAS and/or alternative Internet-based technologies. Activities will consist of chat, blogs, discussion forums, email, journaling, blogging, wikis, and web posting.

VIII. Course Requirements:

Whatever tasks and assignments you include in your course should be aligned with the specified learning outcomes you have defined and specified earlier.

1. Class attendance and participation policy: (Required Language)

Regular class attendance is an important part of the educational process and it is assumed that every student will attend all scheduled online or face-to-face meetings of the course. The student has the obligation to assume the responsibility for maintaining a level of attendance, which will allow him/her to derive the maximum benefit from the instruction available. The student should be aware that poor attendance may affect financial assistance, and that attendance at St. Augustine College is especially important due to the established system of condensed class sections. During attendance taking, the student camera must be turned on. There are different modalities of instruction, and each one serves the purpose of meeting the needs of the students while ensuring high standards of education.

The asynchronous environment of the College will allow you, if you are absent, to get the notes from the recording sessions of the class you missed.

https://www.staugustine.edu/wp-content/uploads/2020/08/Academic-Catalog_2020_A.pdf

2. Course readings:

(a) Required text: **Digital Book Link**

(b) Background readings, digital book link, Use of course Canvas web site, handouts in Canvas **Digital Book Link**

3. Course Assignments (See Assignment examples)

A. COVID-19 Education Gap Analysis **EXAMPLE**

The disruption of small businesses brought by COVID-19 will be the focus of your short 7 minutes presentation in every class session. Bring your own newspaper article, new policy, journal article, social media article, among others and discuss it in class. Your analysis must include a management solution that you consider may work in the situation present

B. Chapter Development and Presentation **EXAMPLE**

- The class will be divided in four groups. Each group represents one of the four organizational frames: structural, human resources, political and symbolic.
- Your textbook Reframing Organizations (6th edition) by Bolman and Deal (2017) will serve as the basis for this activity.
- The members of the group will construct a 10-item Kahoot for each chapter of the frame they are delivering. A total of 30 items will be included in the Kahoot.
- Each Frame has three chapters in your textbook. Your group will develop 10-items for each chapter to be included in the Kahoot.
- Once you finish one chapter, a Kahoot should be used to verify the comprehension of the content delivered to your audience by your group.

- Attached is the rubric that will be used to assess your individual and group presentation.
- If you are unable to be in class the day of your group presentation, the instructor will assign you a different chapter from your Bolman and Deal textbook. Your presentation will happen after ALL groups have delivered their chapters.

C. Leadership Style Survey *EXAMPLE*

Each student will write a two-page, double spaced essay about their leadership behavior and actions according to Bolman and Deal model of reframing leadership. Click in the link below and you will find the Self and Other Leadership Orientation questionnaires. You will take the SELF questionnaire (short version). A copy of the questionnaire will also be posted in CANVAS. You may find more detail information in the webpage. <http://www.leebolman.com/orientations.htm>.

The structure of the paper contains: (a) Description of the questionnaire, (2) Results by frame, (c) Analysis of the results, and (4) reflection on your leadership style. A rubric is attached that includes how the paper will be graded.

D. Management Analysis of a Small Business *EXAMPLE*

The instructor will provide a case study describing a small business that was forced to closed its doors due to COVID-19 pandemic. Respond to each question in the case. To close your paper, write your management plan to recover from your business loss. A rubric assessing each part of the case and your responses is added.

Resources and Materials

List the external and internal resources and materials to be used during the term. For example, readings, case studies, webinars, podcasts, videos, YouTube videos, guest speakers, etc. At designated times throughout the semester, the students will participate in a blend of self-paced and group-paced activities using CANVAS and/or alternative Internet-based technologies. Activities will consist of chat, blogs, discussion forums, email, journaling, blogging, wikis, and web posting.

IX. Grading Procedures

(The course assignments included here are only for illustration purposes)

Course Assignments	Formative and Summative Assessment Tools	Percentage
Chapter Development and Presentation	Rubric	20%
Research paper	Rubric	20%

Short Test		10%
Essay	Rubric	15%
Midterm		15%
Final		20%
Total		100%

Incomplete (I) Policy (Required Language)

If a student is passing a course and misses the final examination or fails to complete a major course assignment, the instructor may assign a grade of “I”. For this grade to be assigned, the following conditions apply:

- The decision to give the grade of incomplete is solely the responsibility of the faculty and the academic School.
- Incomplete grades (I) are given after student requests in writing an incomplete grade, and/or the faculty determines that an ‘I’ grade is acceptable, such as when the student is unavailable to make the request personally.
- Incomplete grades should be given only to students who have demonstrated responsible conduct towards meeting the course requirements and extenuating circumstances have prevented the student from completing some of the course requirements.
- Students must provide documentation describing the circumstances for requesting an incomplete.
- Incomplete grades cannot be requested after the semester has ended.

The instructor must: a) fill out an “incomplete grade report” form for each student who receives an incomplete grade; b) indicate the current student grade on the incomplete grade report; c) explain what the student needs to do in order to complete the course; and d) maintain grade records for the period of time required to remove the incomplete.

An incomplete grade must be removed by the end of the 2nd academic term of the following semester. If during a whole semester (Term I and II) the student does not change his/her grade, the “I” automatically becomes “IF”. Once the IF grade is assigned, the course has to be taken again, if credit is to be received. In the case of courses, whose content requires a practicum, the student will have up to two full semesters to remove the incomplete, subject to approval from the School Chair. The Summer semester will not count on the removal of an Incomplete grade.

If the incomplete grade represents an impediment for graduation, the incomplete grade must be removed prior to the end of the 13th week, 5th week of academic term II, of the semester in which the student is graduating.

https://www.staugustine.edu/wp-content/uploads/2020/08/Academic-Catalog_2020_A.pdf

X. Academic Integrity (Required Language)

Teaching and learning are only possible with honesty. Academic integrity is an absolute expectation. Plagiarism includes, but is not limited to the following: direct copying of any source in whole or in part without proper acknowledgment and credit; copying without credit any source in whole or in part with only minor changes in wording or syntax; submitting as

one's own work that which has been prepared by someone else; paraphrasing another's words or ideas without proper acknowledgment. Be familiar with the SAC policy on academic integrity. If there is reason to believe any work has violated the SAC's academic integrity policy, the work will receive a zero on the assignment and an overall grade of "F" in the class, regardless of whether the student intended to plagiarize. In addition, academic dishonesty will be reported to the Dean of Student Services. Please ensure that your work is your own, and that you treat the ideas of others with respect and care through rigorous citations. If you have any questions about academic integrity, it is your responsibility to seek clear answers before submitting written work for a grade.

LockDown Respondus

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam and may lead to failure of the course and College disciplinary action.

Be aware that, for midterm and final exams, the College has integrated with CANVAS, the learning management system, a LockDown Browser called RESPONDUS. It is a system for securing online exams in classrooms or proctored environments. Respondus locks down student computers to prevent cheating during exams. Students are unable to copy, print, access other applications, or visit other websites during an online exam. During a test, the students are required to have their camera turned on.

XI. Accommodations for Students with Disabilities (Required Language)

St. Augustine College follows the provisions of the Americans with Disabilities Act, as amended in 2008, and Section 504 of the Rehabilitation Act of 1973 that prohibit discrimination on the basis of an individual's disability and offers disabled persons the opportunity to participate fully in all educational programs and activities. St. Augustine College's Office of Academic Advising coordinates and ensures services and accommodations for registered students with disabilities. These services provide equal educational opportunities to students by minimizing the impact of functional limitations upon their academic lives and offer disabled persons the opportunity to participate fully in all educational programs and activities. Any student with an appropriately documented disability is eligible for services. The Office of Academic Advising will serve students with permanent, temporary or episodic disabilities including psychological, medical, physical, visual, hearing and learning disabilities, including ADHD/ADD. Students seeking ADA and Section 504 services should contact the Office of Academic Advising as early as possible, including during the admission or registration process. The Dean of Students serves as the College's ADA Compliance Officer. In addition, a Learning Assistance Information Packet is accessible from the College's website (see the link below).

<https://www.staugustine.edu/student-resources/learning-disabilities-learning-assistance/>

With the provided accommodations, students are expected to demonstrate the learning mastery required to receive a grade in and credit for the course(s) in which the student is enrolled.

XII. Diversity and Inclusion Statement (Required Language)

We understand that our members represent a rich variety of backgrounds and perspectives. St. Augustine College is committed to providing an atmosphere for learning that respects diversity and inclusion. While working together to build this community we ask all members to:

- share their unique experiences, values, and beliefs.
- be open to the views of others.
- honor the uniqueness of our student and faculty community.
- appreciate the opportunity that we have to learn from each other in this community.
- value each other's opinions and communicate in a respectful manner.
- keep confidential discussions that the community has of a personal (or professional) nature.
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the St. Augustine community.

XIII. Nondiscrimination Policy (Required Language)

St. Augustine College is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity. Decisions involving students and employees are based on individual merit and are free from invidious discrimination in all its forms. Therefore, it is the policy of St. Augustine College not to engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era and to comply with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders, and regulations. The nondiscrimination policy applies to admissions, employment, access to and treatment in College programs and activities. Complaints of discrimination prohibited by College policy are to be resolved within existing College procedures. Inquiries regarding compliance with State or Federal nondiscrimination requirements may be addressed to the Office of Human Resources, 1345 West Argyle Street, Chicago, Illinois 60640, 773/878-7798; or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C.

https://www.staugustine.edu/wp-content/uploads/2020/08/Academic-Catalog_2020_A.pdf

XIV. Tentative Course Schedule (Required)

[Based on a level course that meets twice a week for two hours]

(May change to accommodate guest presenters & student needs)

Date	Session	Topics	Readings To Be Discussed	Assignments
01-12-21	1	Introduction. Syllabus discussion	Chapter #1	Brainstorm in class
01-14-21	2	Topic	Chapter #2	Checklist
01-19-21	3	Topic	Chapter #3	Chapter #2 questions
01-21-21	4	Topic	Chapter #3	Quiz
01-26-21	5	Topic. Guest speaker.	Chapter #4	

01-28-21	6	Topic. Webinar	Chapter #4	

XV. Bibliography (Required)

XVI. RUBRICS (Required)

The instructor should develop the proper rubrics for each course assignment. Rubric means "a scoring guide used to evaluate the quality of students' constructed responses". Rubrics usually contain evaluative criteria, quality definitions for those criteria at particular levels of achievement, and a scoring strategy.

International Women's Day Evaluation

Taking Care of your Spirit, Body, and Mind

38

Responses

00:18

Average time to complete

Active

Status

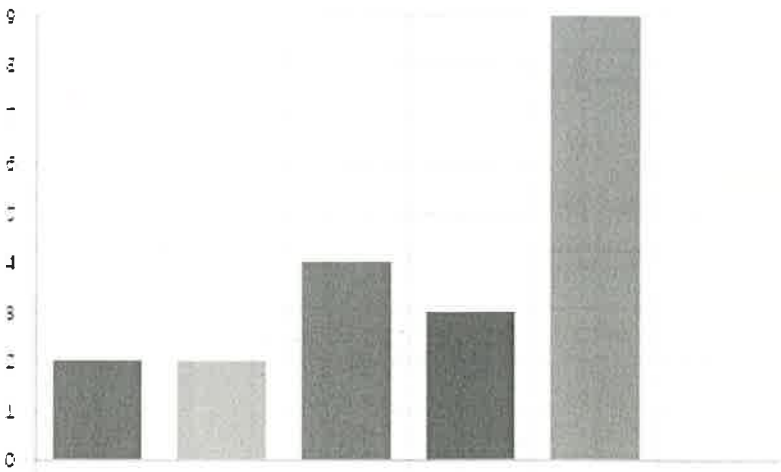
1. Please rate your overall level of satisfaction with the workshop

Very Satisfied	32
Satisfied	6
Dissatisfied	0
Very dissatisfied	0



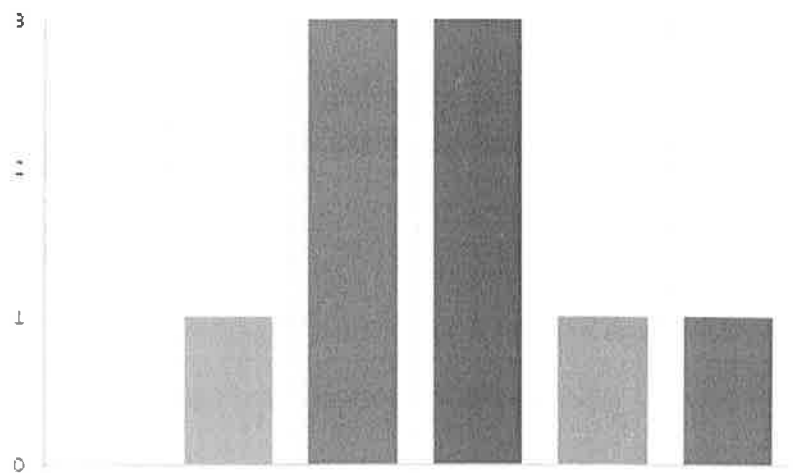
2. What part of the workshop was most valuable for you?

Learning about the signs to re...	2
Tips to promote good mental...	2
"Renewing Your Spirit" Works...	4
"Taking Care of your Body fro...	3
"From Vulnerability to Resilien...	9
Refreshments and coffee	0



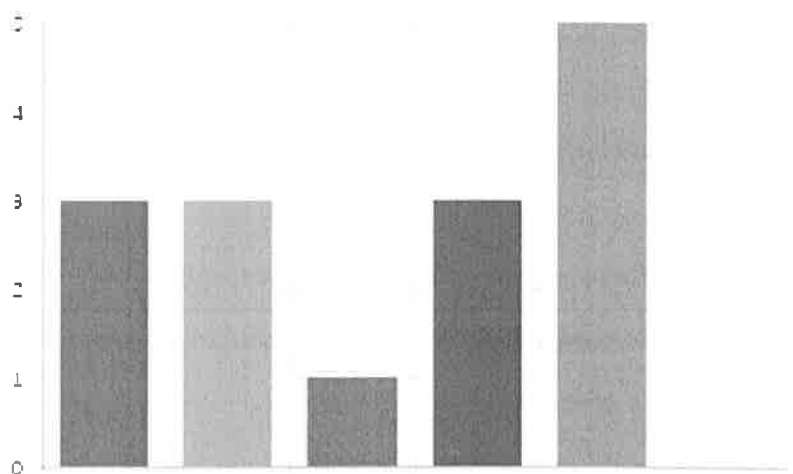
3. What parts of the Workshop did you attend?

● Learning about the signs to re...	0
● Tips to promote good mental...	1
● "Renewing Your Spirit" Works...	3
● "Taking Care of your Body fro...	3
● "From Vulnerability to Resilien...	1
● Refreshments and coffee	1



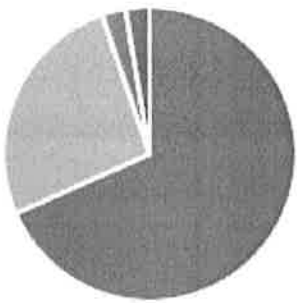
4. What presented information was most helpful?

● Learning about the signs to re...	3
● Tips to promote good mental...	3
● "Renewing Your Spirit" Works...	1
● "Taking Care of your Body fro...	3
● "From Vulnerability to Resilien...	5
● Refreshments and coffee	0



5. The goal of this workshop was to raise awareness about Taking care of your Spirit, Body, and Mind.
Do you feel this goal was met?

Strongly Agree	26
Agree	10
Disagree	1
Strongly Disagree	1





HIGHER LEARNING COMMISSION

Making Assessment Meaningful

Susan Hatfield June 2019

Meaningful Assessment

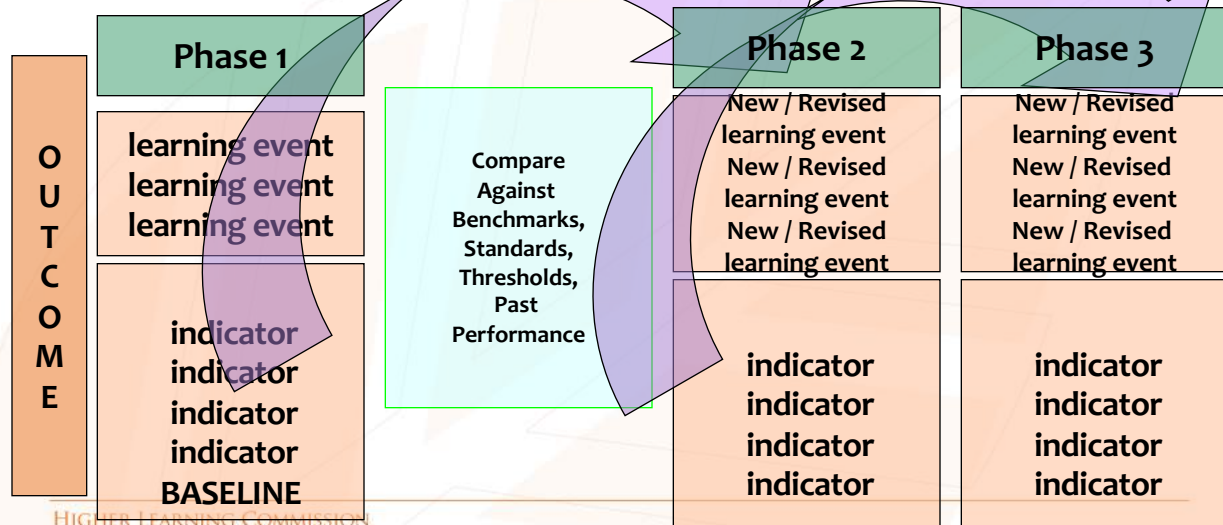
HIGHER LEARNING COMMISSION

Meaningful Assessment

Connects to a process that is second nature to most faculty

HIGHER LEARNING COMMISSION

How Assessment Works



Meaningful Assessment

Measures what you value

HIGHER LEARNING COMMISSION

Meaningful Assessment

What is important to you?

....As a faculty member?

....As a program?

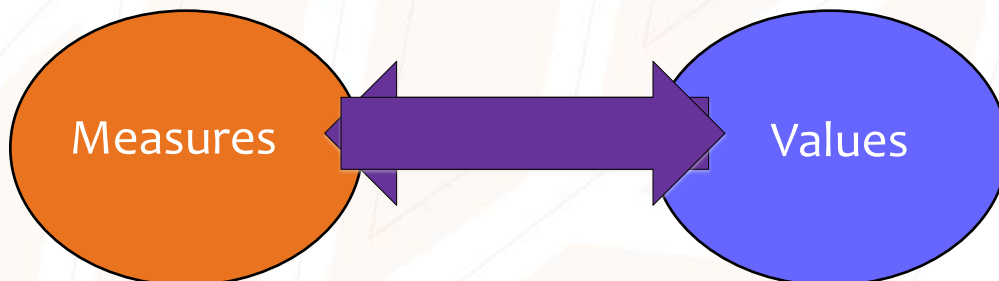
....As an institution?

HIGHER LEARNING COMMISSION

Meaningful Assessment

What are the *most important* things you want students to know, do, or achieve?

The relationship between values and measures



Meaningful Assessment

If you don't care about the outcome, you won't care about the data.

HIGHER LEARNING COMMISSION

Meaningful Assessment

Focuses on clear learning outcome statements.

HIGHER LEARNING COMMISSION

Student Learning Outcomes

- Learner Centered
- Specific
- Measurable

Student Learning Outcomes

Format for learning outcomes:

Students will be able to
<<action verb>> <<something>>

Student Learning Outcomes

- Learner Centered
- Specific
- Measurable
- Public
- Distinctive
- Frame Perceptions

HIGHER LEARNING COMMISSION

Student Learning Outcomes

Outcome
+ Outcome
+ Outcome
+ Outcome
? ? ?

HIGHER LEARNING COMMISSION

Student Learning Outcomes

- Learner Centered
- Specific
- Measurable
- Public
- Distinctive
- Frame Perceptions
- Cognitively appropriate

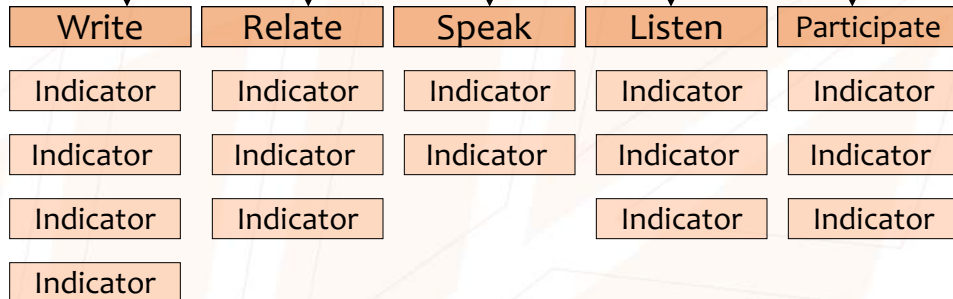
KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Cite	Associate	Apply	Analyze	Arrange	Appraise
Count	Classify	Calculate	Appraise	Assemble	Assess
Define	Compare	Classify	Calculate	Collect	Choose
Draw	Compute	Demonstrate	Categorize	Compose	Compare
Identify	Contrast	Determine	Classify	Construct	Criticize
List	Differentiate	Dramatize	Compare	Create	Determine
Name	Discuss	Employ	Debate	Design	Estimate
Point	Distinguish	Examine	Diagram	Formulate	Evaluate
Quote	Estimate	Illustrate	Differentiate	Integrate	Grade
Read	Explain	Interpret	Distinguish	Manage	Judge
Recite	Express	Locate	Examine	Organize	Measure
Record	Extrapolate	Operate	Experiment	Plan	Rank
Repeat	Interpolate	Order	Inspect	Prepare	Rate
Select	Locate	Practice	Inventory	Prescribe	Recommend
State	Predict	Report	Question	Produce	Revise
Tabulate	Report	Schedule	Separate	Propose	Score
Tell	Restate	Sketch	Summarize	Specify	Select
Trace	Review	Solve	Test	Synthesize	Standardize
Underline	Tell	Translate		Write	Test
	Translate	Use			Validate
		Write			

Meaningful Assessment

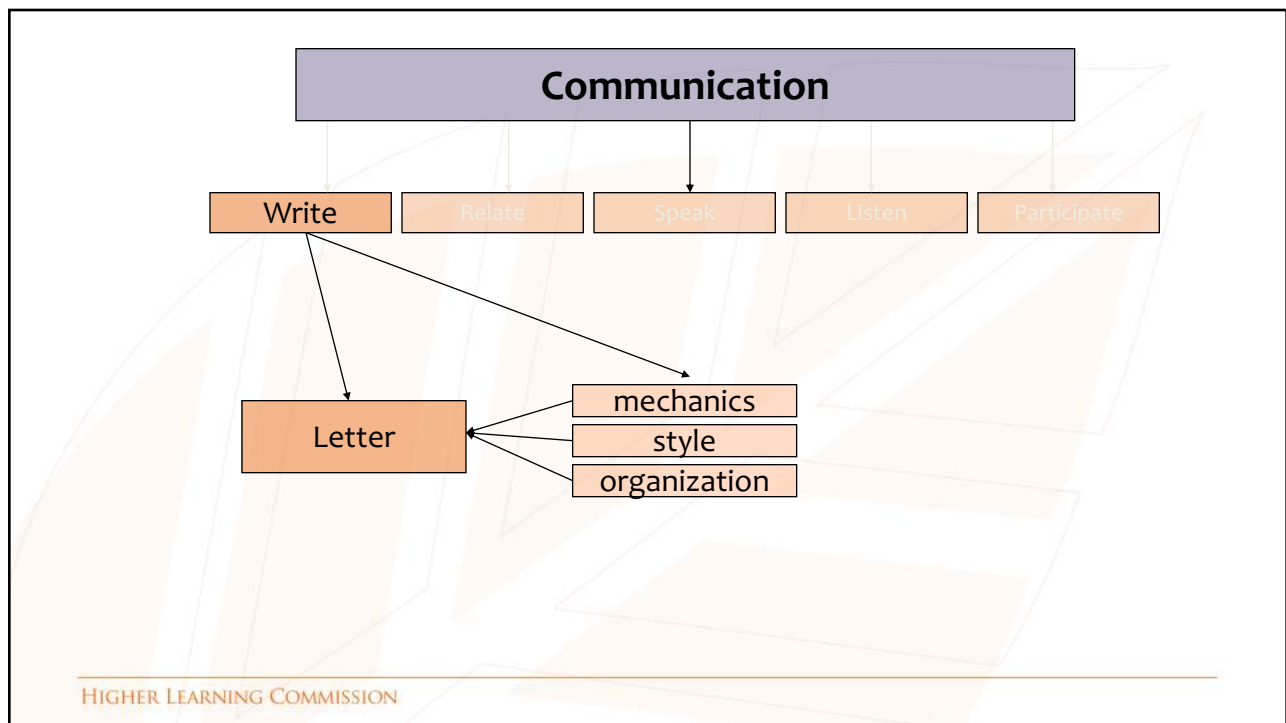
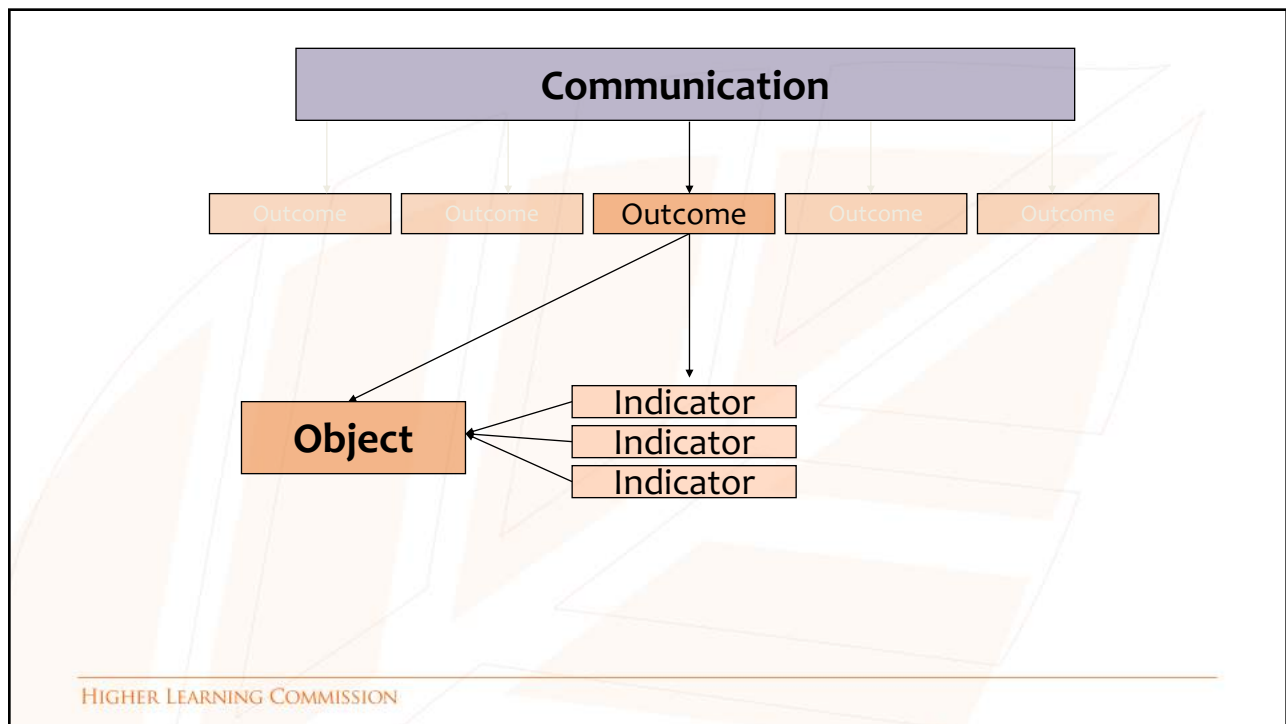
Defines the outcomes

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Communication



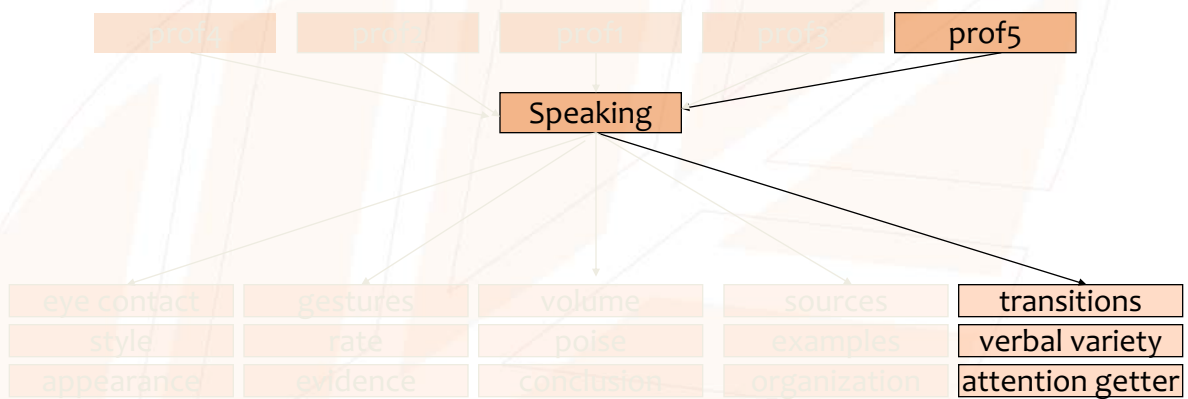
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The Reality of Assessing Student Learning Outcomes

Why you need common definitions
(performance indicators)

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HIGHER LEARNING COMMISSION

Can our students deliver
an effective Public Speech?

eye contact	gestures	volume	sources	transitions
style	rate	poise	examples	verbal variety
appearance	evidence	conclusion	organization	attention getter

HIGHER LEARNING COMMISSION

Meaningful Assessment

Assures that the curriculum supports the learning
outcomes

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Program Level Student Learning Outcomes

↓

	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										

Build a curriculum

Program Level Student Learning Outcomes

↓

	1	2	3	4	5	6	7	8	9	10
1	X		X		X			X	X	X
2		X	X							
3										
4										
5	X									X
6		X			X	X		X	X	
7		X			X	X			X	

Analyze Curriculum

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Program Level Student Learning Outcomes	1	2	3	4	5	6	7	8	9	10
1	K		A		A			S	A	S
2		K	A	A			A			
3	K					K		A	S	
4										
5	K					K	A	S		S
6		K			K	K		A	S	
7		S			A	A		S	S	

Understand Learning

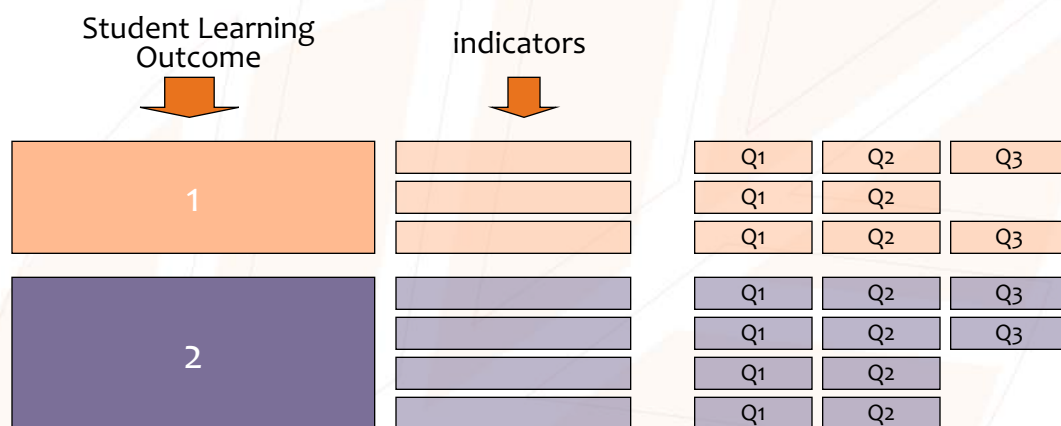
K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Meaningful Assessment

Uses measurement tools that help identify areas where improvement is needed

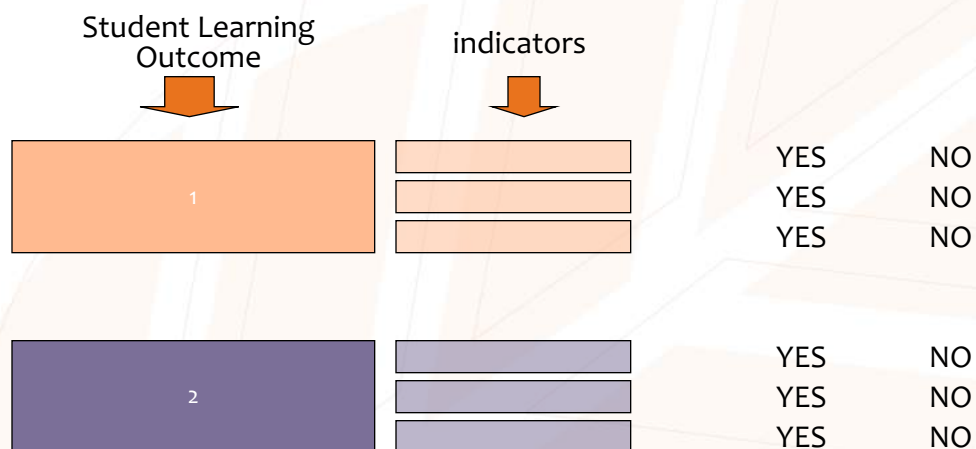
HIGHER LEARNING COMMISSION

Test



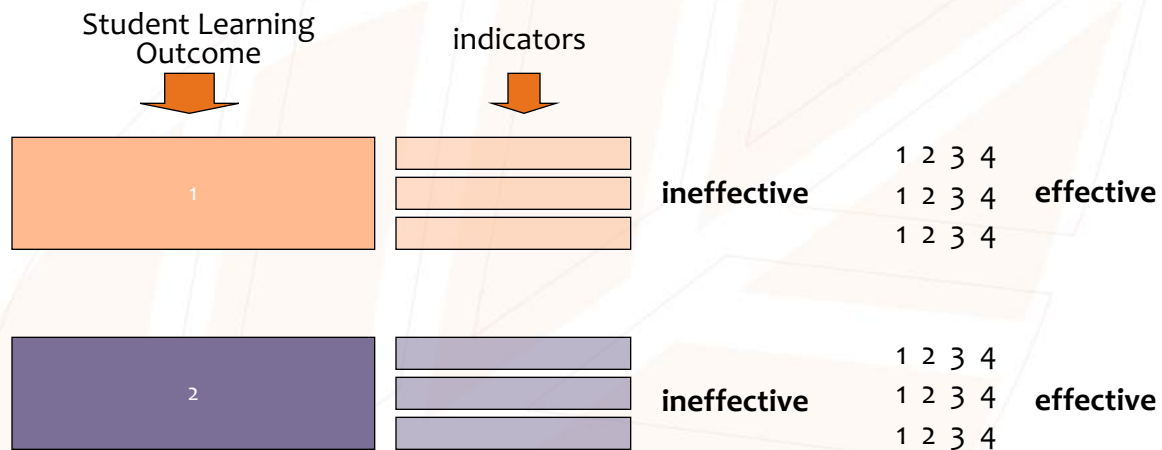
HIGHER LEARNING COMMISSION

Checklist



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Scale



Rubric

Outcome:

Performance Indicators

Performance Characteristics

Descriptions of
Student
Performance

Meaningful Assessment

Recognizes that a single approach to assessment may not work for all programs

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Meaningful Assessment

The more you force processes, formats, tools, rules...
.....the less meaningful the assessment

- portfolios
- standardized tests
- all* gen ed outcomes in every program
- # direct and # indirect measures

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Meaningful Assessment

Options:

Standardized exams

Standardized questions (may or may not be graded as part of the exam)

Standardized list of questions (faculty select)

Standardized types of questions

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Public Speaking		DEVELOPING	PROFICIENT	EXEMPLARY
	organization			
	content			
	delivery			
<input type="checkbox"/>	eye contact			
<input checked="" type="checkbox"/>	rate			
<input type="checkbox"/>	evidence			
<input type="checkbox"/>	claims			
<input type="checkbox"/>	poise			
<input type="checkbox"/>	conclusion			
<input checked="" type="checkbox"/>	sources			
<input checked="" type="checkbox"/>	examples			
<input type="checkbox"/>	powerpoint			
<input type="checkbox"/>	transitions			
<input type="checkbox"/>	verbal variety			
<input type="checkbox"/>	attention getter			

Meaningful Assessment

Remembers the question to be answered

Questions about Learning

Have our students achieved the learning outcome?

How much did our students learn?

When should we be concerned about student learning?

Meaningful Assessment

Makes strategic choices about collecting data.

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Meaningful Assessment

Just because you CAN doesn't mean you SHOULD

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Not....

Every outcome

Every class

Every student

Every semester

Every faculty member

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Program Level
Student Learning
Outcomes

	1	2	3	4	5	6	7	8	9	10
1	K		A		A			S	A	S
2		K	A	A			A		S	
3	K		A		A	A		A	S	
4		K			A			S	S	
5	K		A			K	A	S		S
6		K			K	A		A	S	
7		S			A	A		S	S	S

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Meaningful Assessment

Seeks patterns of evidence



Data Patterns

- ✓ Consistency - over time
- ✓ Consensus - different populations
- ✓ Distinctiveness - different situations/ variables / items

Consistency

- ✓ Examines the same practice of and individual or group over time

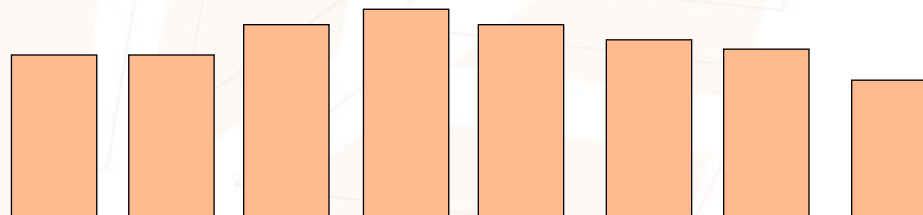
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Consistency

How well are students performing on a program outcome measure?

High Performance

Low Performance



HIGHER LEARNING COMMISSION

Consensus

- ✓ Comparison to or among groups of students

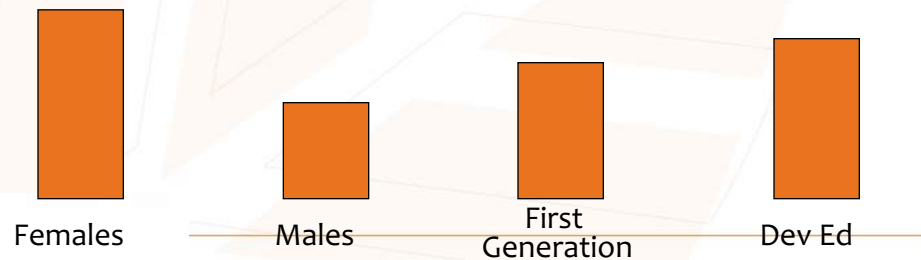
HIGHER LEARNING COMMISSION

Consensus

How well are students performing on a program outcome measure?

High performance

Low performance



Distinctiveness

- ✓ Examines individual or cohort perspectives across different situations, categories

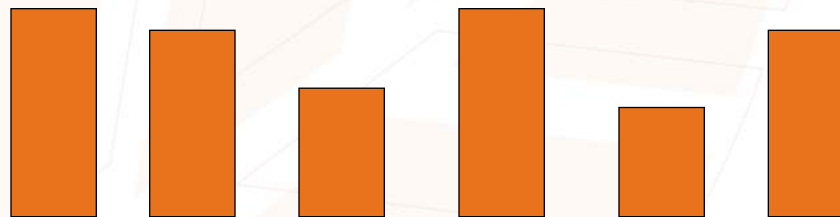
HIGHER LEARNING COMMISSION

Distinctiveness

Are our students performing equally as well on all outcomes?

High Performance

Low Performance



HIGHER LEARNING COMMISSION

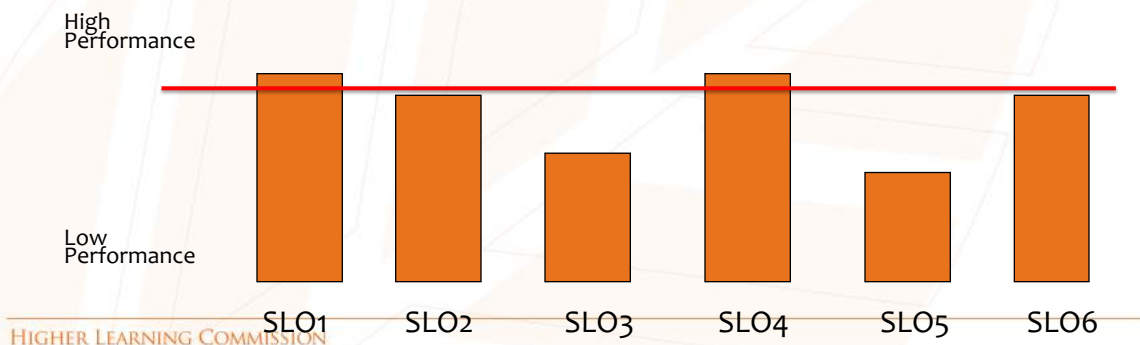
Meaningful Assessment

Is not afraid of the data

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Distinctiveness

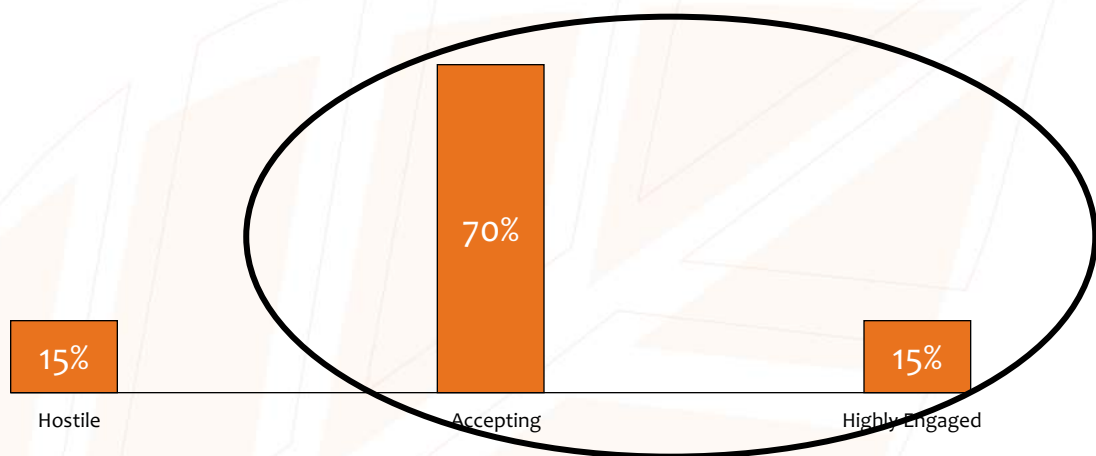
Are our students performing equally
as well on all outcomes?



Meaningful Assessment

Engages faculty appropriately

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Level of Engagement

HIGHER LEARNING COMMISSION

Engaging Faculty

Some faculty should be involved in:

- Assessment committee work
- Data collection
- Data analysis
- Outcome “champion”

Engaging Faculty

All faculty should be involved in:

- Affirming performance indicators for outcomes
- Mapping curriculum to performance indicators
- Reviewing results—at some level
- Implementing recommendations—at some level

Meaningful Assessment

Follows through on assessment results

HIGHER LEARNING COMMISSION

Acting on Results

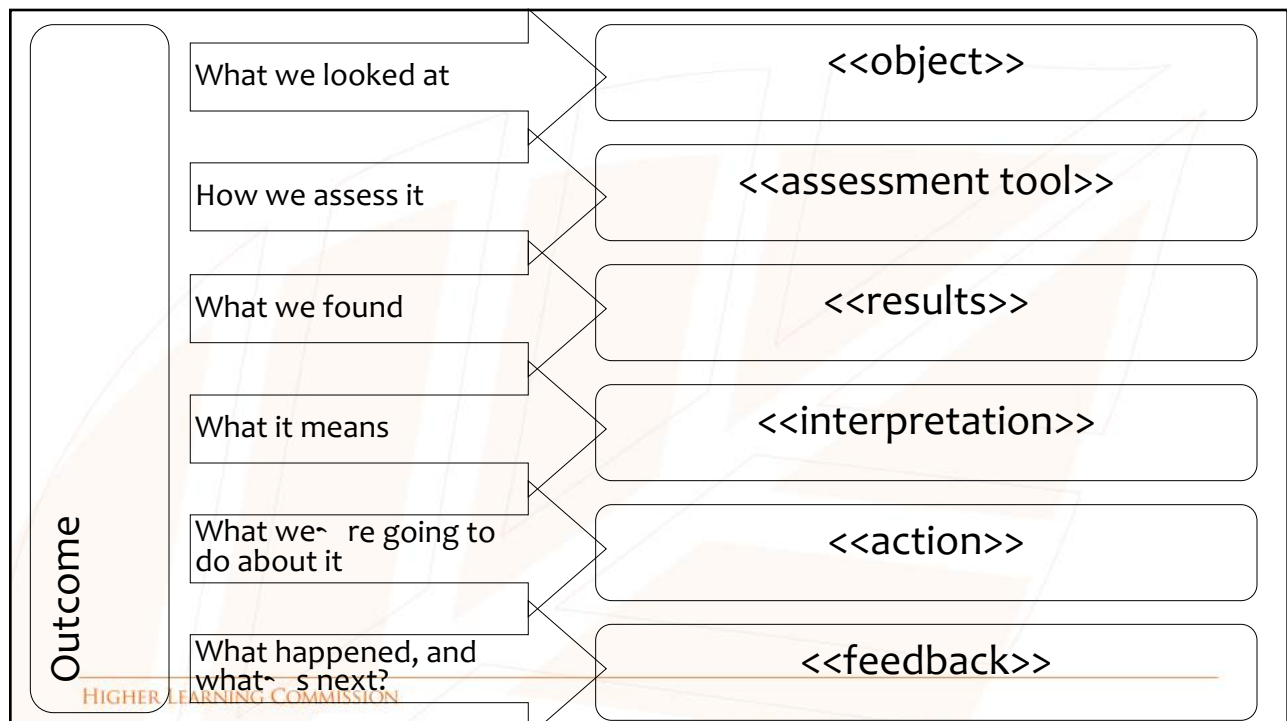
Development
Faculty, Staff, Student
Infrastructure
Policy, Process, Planning
Curriculum
Delivery
Instructional Support

HIGHER LEARNING COMMISSION

Meaningful Assessment

Values the story as much as the numbers

HIGHER LEARNING COMMISSION





Making Assessment Meaningful



HIGHER LEARNING COMMISSION

Program Course Assessment Report (Form B)
Student Learning Outcomes Assessment
Semester: Fall 2018 and Spring 2019
Date of Report: December 2019

Department/Program
Health Science and Math Department
MAT 200

Introduction (brief description of department/program and program objectives)

The mission of the Health Science and Math Department is to provide instruction in the areas of Mathematics to fulfill degree requirements and/or to support the College's curriculum as a whole. The academic component of the program, teaching methodologies, and technologies to assure the quality of academic preparation to achieve successful transfer to four-year institutions and/or enter the workplace as a college-educated professional.

Description of Courses Being Analyzed (include rationale for course selection and course objectives)

Math 200 Finite Mathematics is a transferable general education course. It is designed to provide the basic non-calculus mathematics needed by students in the areas of business and the social sciences. Major topics include set theory and Venn diagrams, logic systems of two and more equations, matrices, linear programming and its applications to social sciences problems, and probability.

This course has the following "Learning Objectives" and has been implemented using the standards suggested by the IMACC-ISMAA. Upon completion of this course, the student will be able to:

1. Solve linear, rational, radical, absolute value and exponential equations with one and two variables.
2. Use mathematical modeling to write algebraic equations representing real-life situations.
3. Use graphs to provide solutions to linear equations and inequalities in one and two variables and systems of equations and inequalities in two variables.
4. Efficiently utilize problem-solving strategies and approaches to solve application problems.
5. Acquire the necessary mathematical skills to pursue higher level mathematics courses.
6. Understand and recognize the limitations of the use of mathematical statistical models.
7. Use the appropriate technology (TI-83 plus graphing calculator) to provide solutions to statistical problems.

Description of Data Collected (describe the measure/assignment)

We collected the midterm and final tests by grades and objectives of Mat-200 Finite Mathematics. The midterm exam include graphs of linear equations, graph of systems of linear inequality, simple interest, effective simple interest rate, total amount, rule of 72, compound interest, system of linear equations by elimination and substitution,

order of a matrix, augmented matrix calculations, transpose of matrix, and matrix equations.

The final exam include probability, counting the number of elements, counting by multiplication laws, subsets, state-transition diagram, transition matrix, Markov chain, state distribution vectors, optimal strategies, saddle point, optimal mixed strategy, and the value of the game theory.

Description of Method of Analysis *(include rubrics, TOTS and other scales, number of samples and how reviewed by each faculty)*

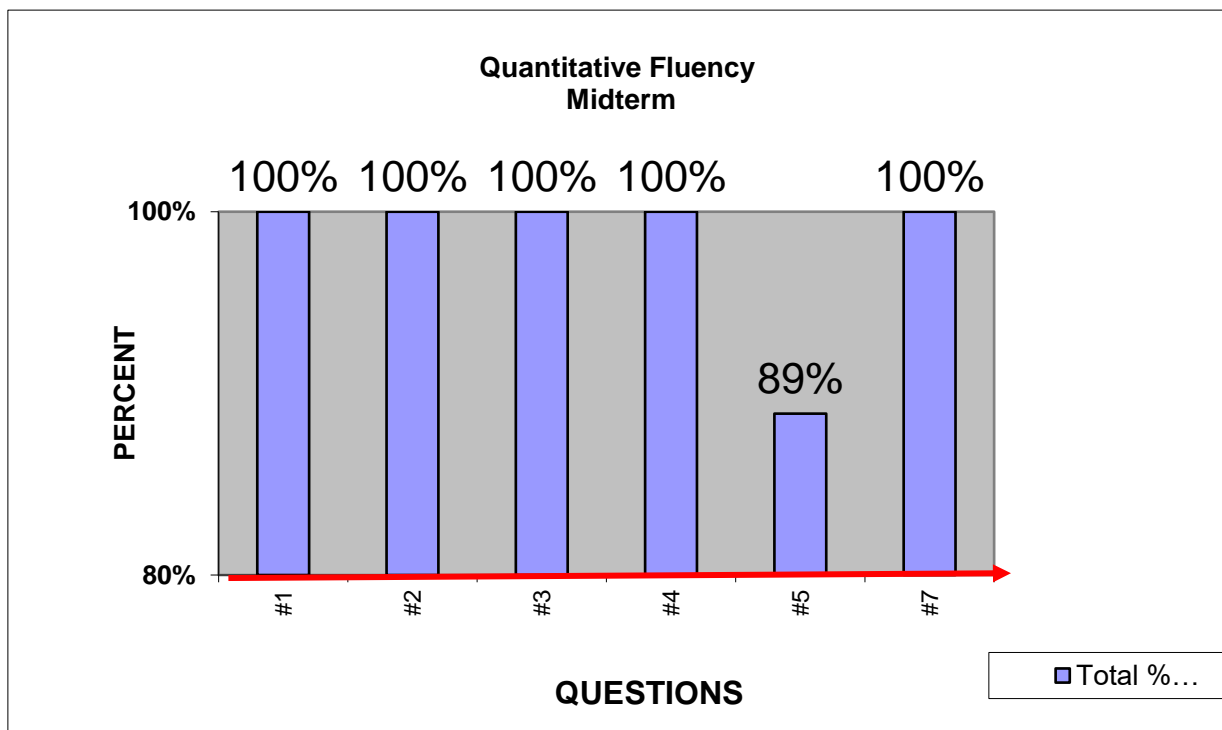
The department uses a "standard developed test" written by faculty and used by all sections of Mat-200.

Summary of Results

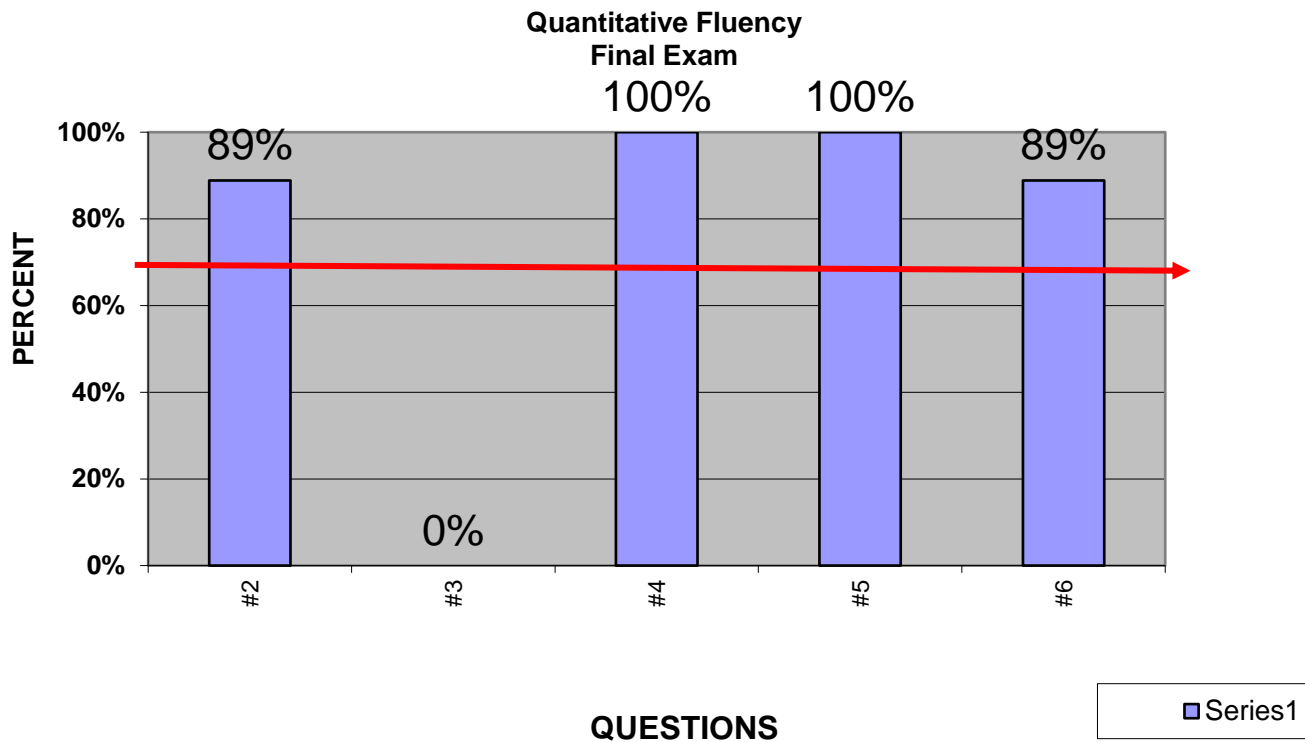
Fall 2018

Number of Students: 9

Sections: 60



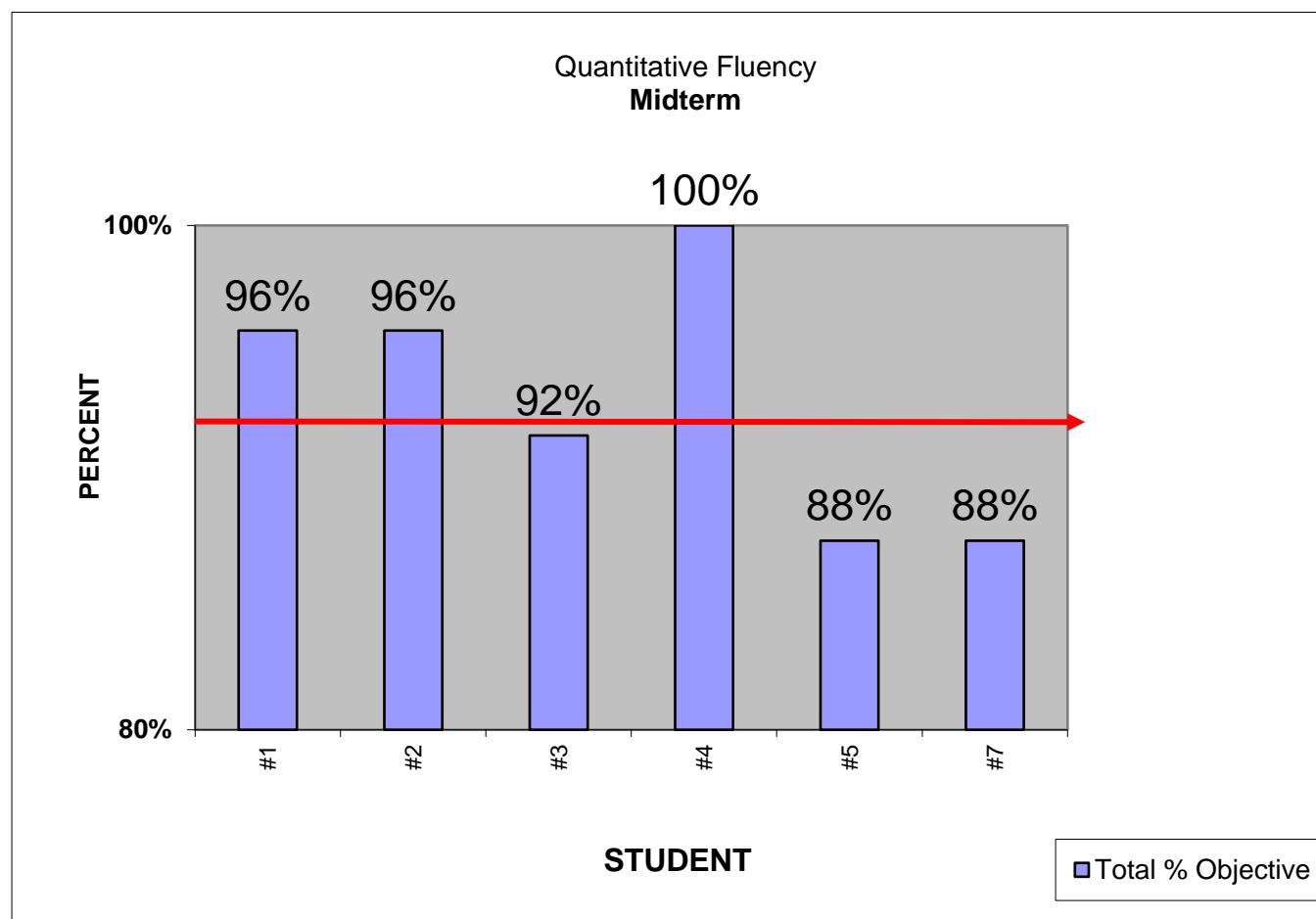
The average for all the questions was high at 100% correct by all the students except for question #5 which was at 89%.



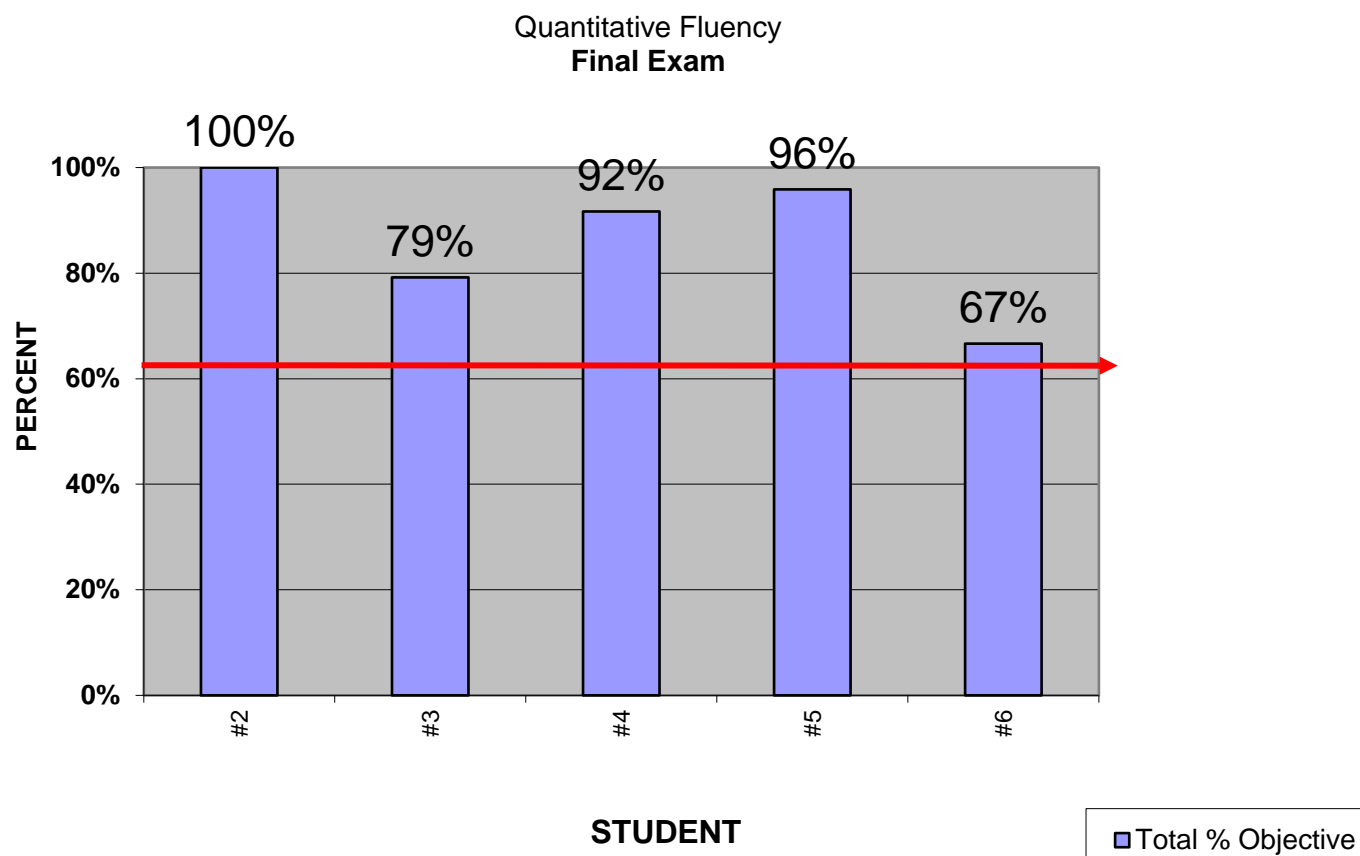
The average for all the questions was high, at 89% or more, except for question #3, which none of the students answered correctly. This could be due to the fact that there was only one section of this class in session which had only 9 students.

Spring 2019
Number of Students: 24

Sections: 90, 80 and 75



In this semester 25 students were studied from three sections which included MAT 200-90,80 and 75. All the questions had an average of at least 88%, which is well above the benchmark of 70%.



Only question #6 was below the benchmark of 70%, it was at 67%, which is close to the benchmark but it may indicate that more time should be spent reviewing this concept which is the concept of probability.

Implication of Results

All the classes taught in Fall 2018 and Spring 2019 were studied. In Fall 2018 only one class was taught, therefore the sample size is small with only 9 students. Having a small sample size and only one class allows for extreme results, in this case question #3 had 0%, which may mean that the professor did not cover the topic or that the students did not comprehend the topic.

Recommendations

The department is recommending the use of TI-83 Plus Graphing Calculator for Mat-200 Finite Mathematics. The use of a graphing calculator is helpful for students to visualize multiple graphs on top of each other on the same coordinate system for the system of linear inequalities.

The department also recommends students to take Mat-200 as soon as they complete the Mat-112 class because the Mat-112 and Mat-200 have some common topics that students need to remember in order to be successful.

In Fall 2018 the average for all the questions was high, at 89% or more, except for question #3, which none of the students answered correctly. For question #3 on finance, this could be due to the fact that there was only one section of this class in session which had only 9 students which is a small sample, in Spring 2019 the average increased to 92% which means that the Professors covered the topic and the student understood.

In spring 2019, only question #6 was below the benchmark of 70%, it was at 67%, which is close to the benchmark but it may indicate that more time should be spent reviewing this concept which is the concept of probability.

Program Course Assessment Report (Form B)
Student Learning Outcomes Assessment
Semester: Fall 2018 and Spring 2019
Date of Report: December 2019

Department/Program
Health Science and Math Department
MAT 225

Introduction (brief description of department/program and program objectives)

The mission of the Health Science and Math Department is to provide instruction in the areas of Mathematics to fulfill degree requirements and/or to support the College's curriculum as a whole. The academic component of the program, teaching methodologies, and technologies to assure the quality of academic preparation to achieve successful transfer to four-year institutions and/or enter the workplace as a college-educated professional.

Description of Courses Being Analyzed (include rationale for course selection and course objectives)

This course is an introduction to statistics and probability. Major topics include introductory statistics, basic descriptive statistics including frequency distribution, mode, mean and standard deviation, permutations, combinations, probability rules and Bayes' Theorem, as well as binomial and normal distributions. Basic inferential statistics including sampling theory, confidence intervals for means and proportions, and test of hypotheses, and chi-square distribution will also be reviewed. Correlation and regression are also included.

This course has the following "Learning Objectives" and has been implemented using the standards suggested by the IMACC-ISMAA. Upon completion of this course, the student will be able to:

1. Describe the importance and role of Statistics in the study of collecting, organizing, and interpreting data. (#P-3).
2. Obtain a reasonable level of statistics literacy and statistical techniques to solve problems. (#P-4).
3. Apply statistical methods and approaches to provide solutions to real-world problems. (#P-1, #P-4).
4. Acquire a reasonable level of statistical reasoning and statistical analysis. (#P-4).
5. Use the appropriate technology (TI-83 graphic calculator, Excel software) to provide solutions to statistical problems. (#P-5).
6. Understand and recognize the limitations of the use of mathematical statistical models. (#P-3).

Description of Data Collected (describe the measure/assignment)

The Midterm and Final Exam were collected from Fall 2018 and Spring 2019. The questions that conformed to Quantitative Fluency were matched in the Midterm and Final exams. The data from those questions was collected and studied.

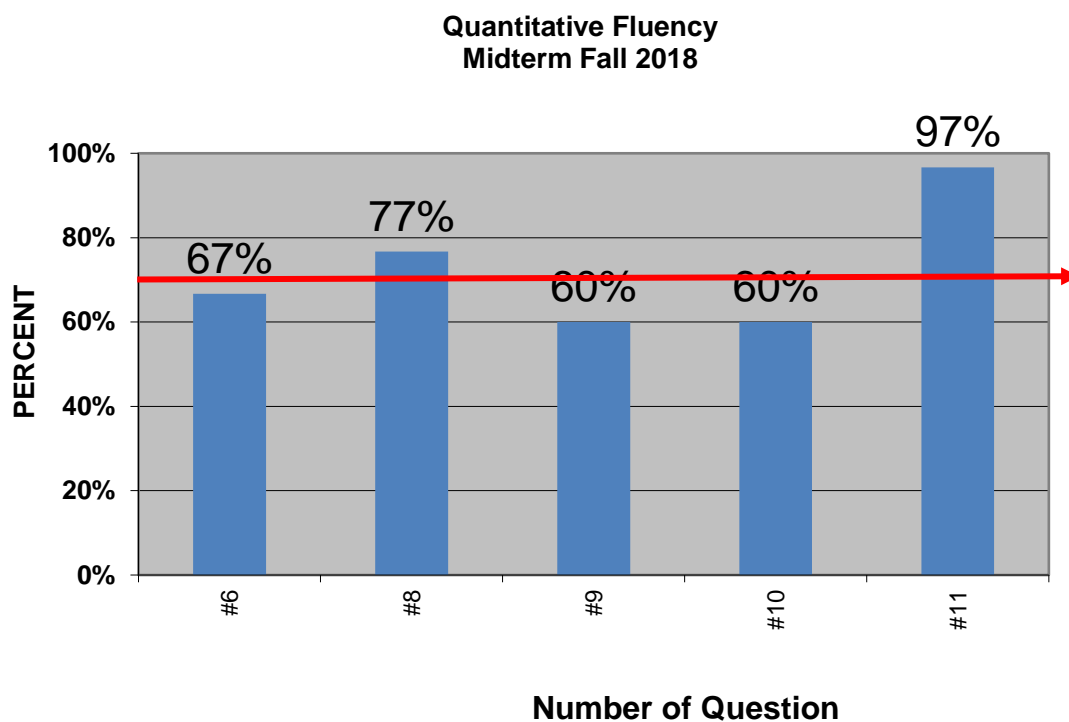
Description of Method of Analysis (include rubrics, TOTS and other scales, number of samples and how reviewed by each faculty)

The department uses a "standard developed test" written by faculty and used by all sections of Mat-225.

Summary of Results Fall 2018

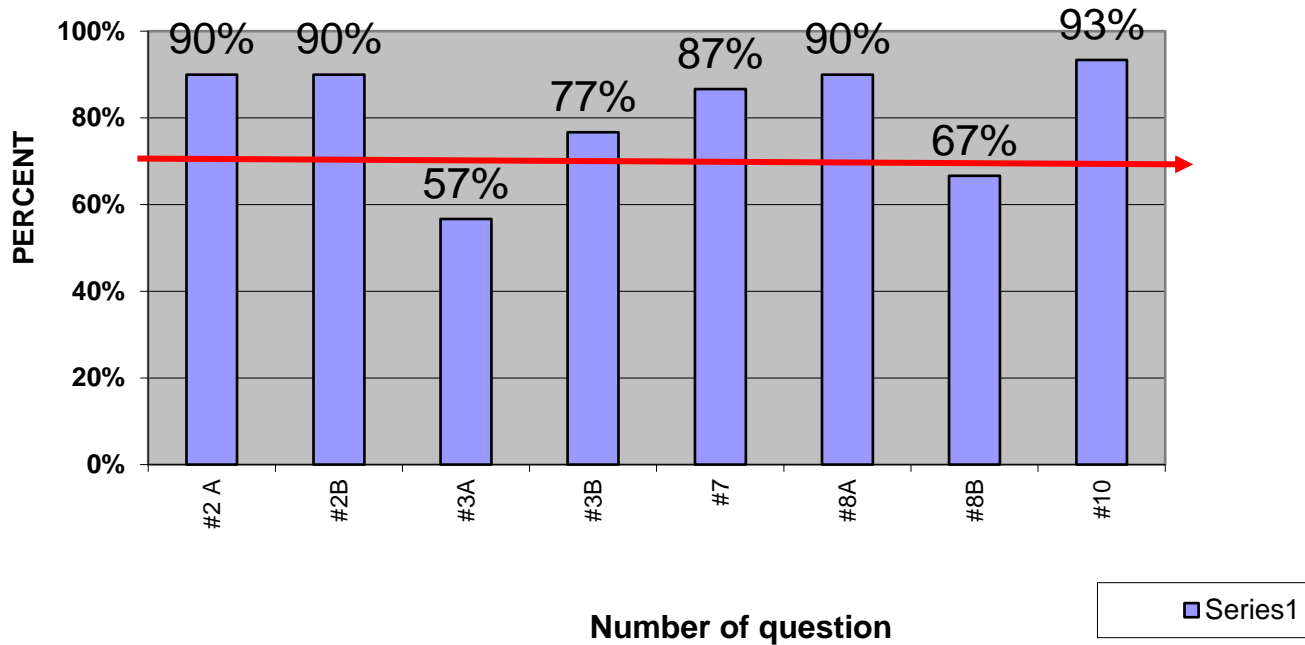
Number of Students: 30

Sections: 70, 65, and A0



The average for the semester was 72% which is above the benchmark of 70%. The questions that were below the benchmark were question #6, #9 and #10. More class time can be applied for these questions.

Quantitative Fluency
Final Exam Fall 2018

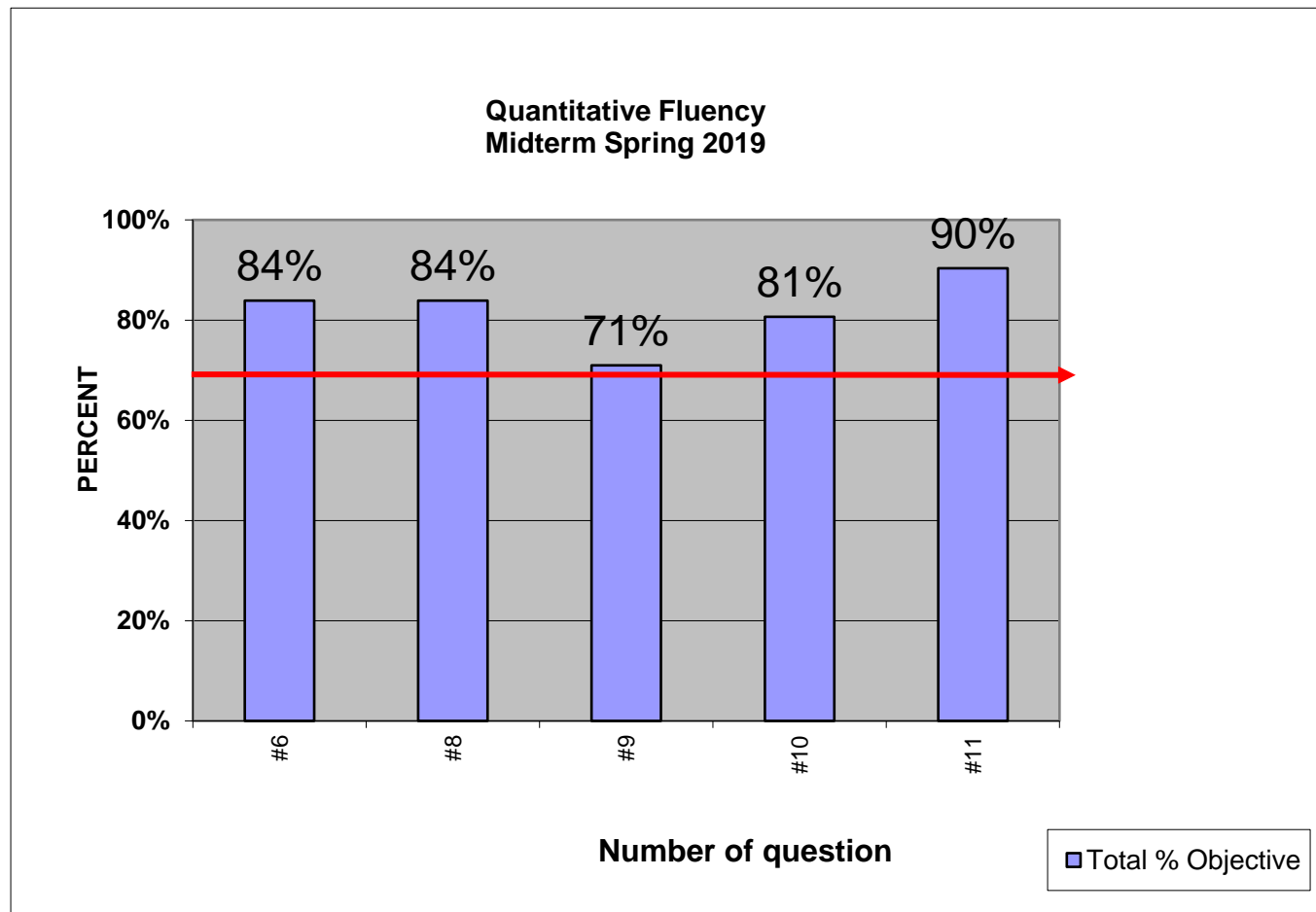


The average for the semester was 81% which is above the benchmark of 70%. The questions that were below the benchmark were question #3A and #8B. More class time or a teaching reinforcer can be applied to improve the scores of these questions.

Spring 2019

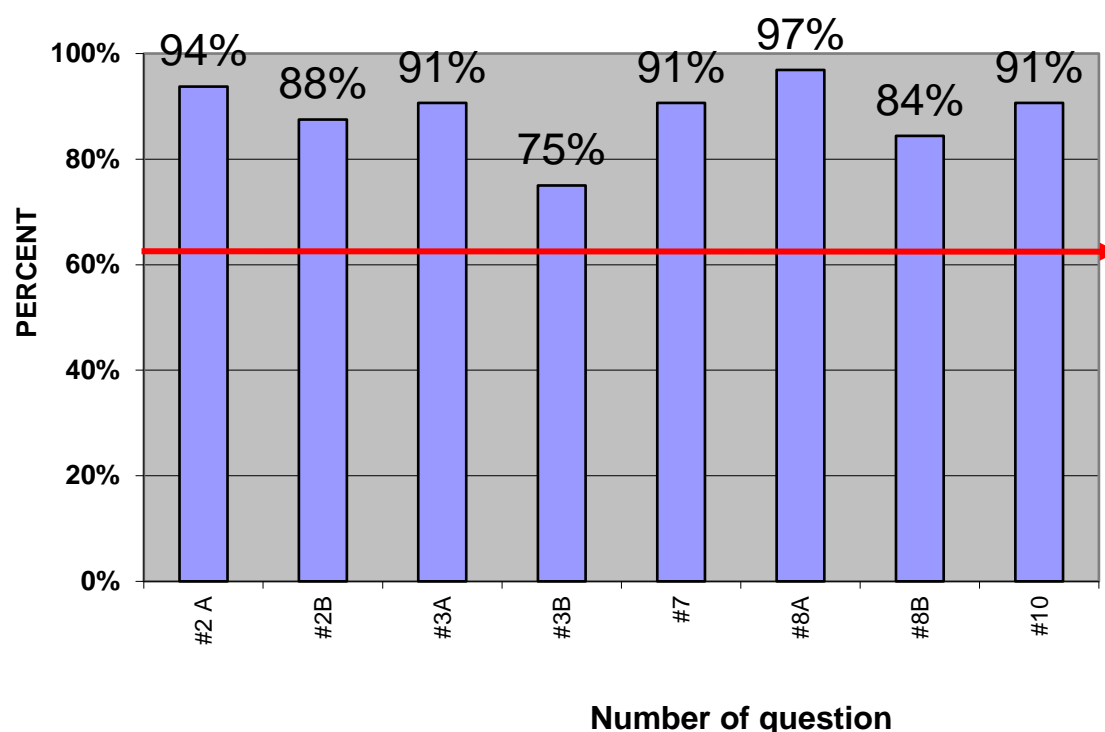
Number of Students: 32

Sections: 60, 65, 70 and 80



The average for the semester was 82% which is above the benchmark of 70%. All the questions were above the benchmark and the only question which score is close to the benchmark at 71% is question #9 which is suggesting that more emphasis can be needed or class coverage can be needed.

Quantitative Fluency Final Exam Spring 2019



The average for the semester was 85% which is above the benchmark of 70%. All the questions were above the benchmark and the only question which score is close to the benchmark at 75% is question #3B which is suggesting that more emphasis can be needed or more class coverage can be needed.

Implication of Results

All the classes taught in Fall 2018 and Spring 2019 were studied. The students were from different school sites and also different Professors which implies that the Professors may have a different perspective on the topics.

Recommendations

The results from Fall 2018 were lower than the Spring 2019. On Fall 2018, the average for the midterm was 72% which is above the benchmark of 70% but lower than the 82% which was scored on Spring 2019. The questions that were below the benchmark in Fall 2018 were question #6, #9 and #10 at 67%, 60% and 60%, which were fixed for the Spring 2019 with scores of 84%, 71% and 81%.

Also, during Fall 2018 the average for the semester was 81% which is above the benchmark of 70%. The questions that were below the benchmark were question #3A and #8B in the Fall 2018 which increased for the Spring 2019 from 57% and 67% to 91% and 84%.

It is recommended that more time class could be spent on question #9 of the Midterm in order to have a more uniform result.

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Student Learning Outcomes Assessment Plan for Spring 2019 Semester
Department/Program: Business, CIS, and Culinary Arts

Date: June – 2019 Due: October 2019

COURSE ONE: MNG-380 Organization Theory and Design

Course (and Sections) to be Analyzed:

MNG- 380 Organization Theory and Design

This course introduces the concepts and theories of business organizations and management. The course covers topics related to organization theory, structure, and organization design with the perspective of designing more effective and competitive organizations. Other topics include the study of organizational characteristics such as type, size, structure, degree of centralization, level of technology; and organizational processes such as organizational planning, leadership styles, decision making, and coordination and controlling systems.

Course Objectives Linked to Program Objectives:

“General Objective”:

1. Introduce the principles and theories of organization structure and design to generate more effective and competitive organizations.

“Learning Objectives”:

1. Demonstrate knowledge of the principles of organization structure and design.
2. Develop skills for understanding the impact of environment, strategy, technology, organizational culture, and change.
3. Demonstrate and understanding the impact of organizational size on organizational and inter-organizational relationships.
4. Demonstrate analytical skills in linking design/structure to performance.
5. Develop awareness of the decision-making hierarchies, bureaucracy, power and politics.

Data Collection Method

All the data were collected from the results of the quizzes and from the midterm and final exams. These two instruments consist of 25 to 30 multiple choice questions and 5 to 7 essay questions. The exams have a blend of easy, moderate, and hard questions. Also, the students need to complete a variety of small “**Cases**” related to the subject. The department has established a 70% as the minimum threshold for each of the learning objectives of the course, and every two years every course of the program is assessed in order to make the necessary changes and/or recommendations.

- The midterm measured the learning objective number 1, and 2:
 - Demonstrate knowledge of the principles of organization structure and design.
 - Develop skills for understanding the impact of environment, strategy, technology, organizational culture, and change.
- The Final Exam measured the learning objective number 3, 4, and 5:
 - Demonstrate and understanding the impact of organizational size on organizational and inter-organizational relationships.
 - Demonstrate analytical skills in linking design/structure to performance.
 - Develop awareness of the decision-making hierarchies, bureaucracy, power and politics.

Data Analysis Procedure

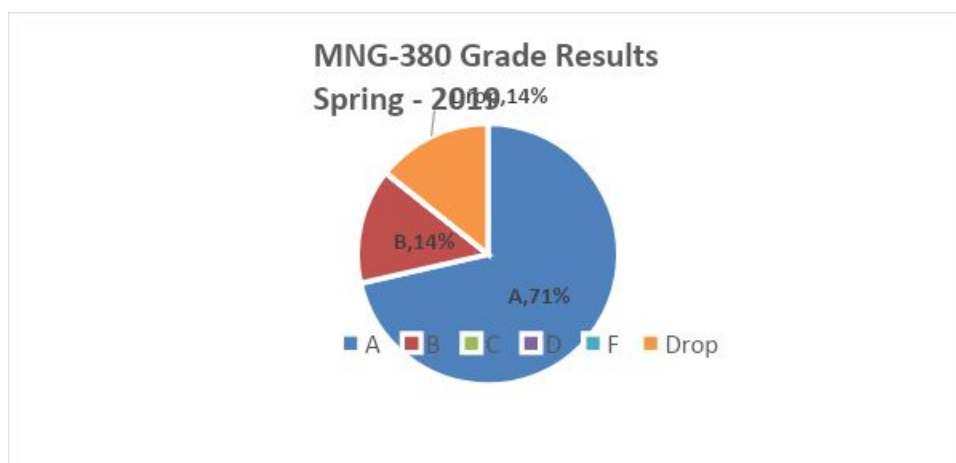
The department uses “Standard Developed Tests” for both midterm and final written by faculty and used by all sections of **MNG-380**. We use the percentage analysis to evaluate the performance of the students in the course. The department has established two standards to select all the questions in the assignments:

1. **Standard 1** – *The level of difficulty*. All questions were classified in two categories. **Analytic**, or **Reflective Thinking**.
2. **Standard 2** – *The relation to the course objectives*. We selected all essay questions for a variety of topics related to the objectives of the course.
 - The **Midterm** for example, we tested **Obj-1 “Principles of organization structure and design”**, and **Obj-2 “The impact of environment, strategy, technology, and culture”**.
 - The **Final** for example, we tested **Obj-3 “The impact of organizational size on organizational and inter-organizational relationships”**, and **Obj-4 “Demonstrate analytical skills in linking design/structure to performance”**.
 - Note: Given class scheduling problems during the semester, Obj-5 of the course was not analyzed this time because the little related data with this obj at the time of the report.
- Also, all the essay questions for both assignments were selected using **standard 2** from the following content areas in the course:
 - Demonstrate knowledge of the principles of organization structure and design,
 - Develop skills for understanding the impact of environment, strategy, technology, organizational culture,
 - Understanding the impact of organizational size on organizational and inter-organizational relationships,
 - Demonstrate analytical skills in linking design/structure to performance,
 - Develop awareness of the decision-making hierarchies, bureaucracy, power and politics.

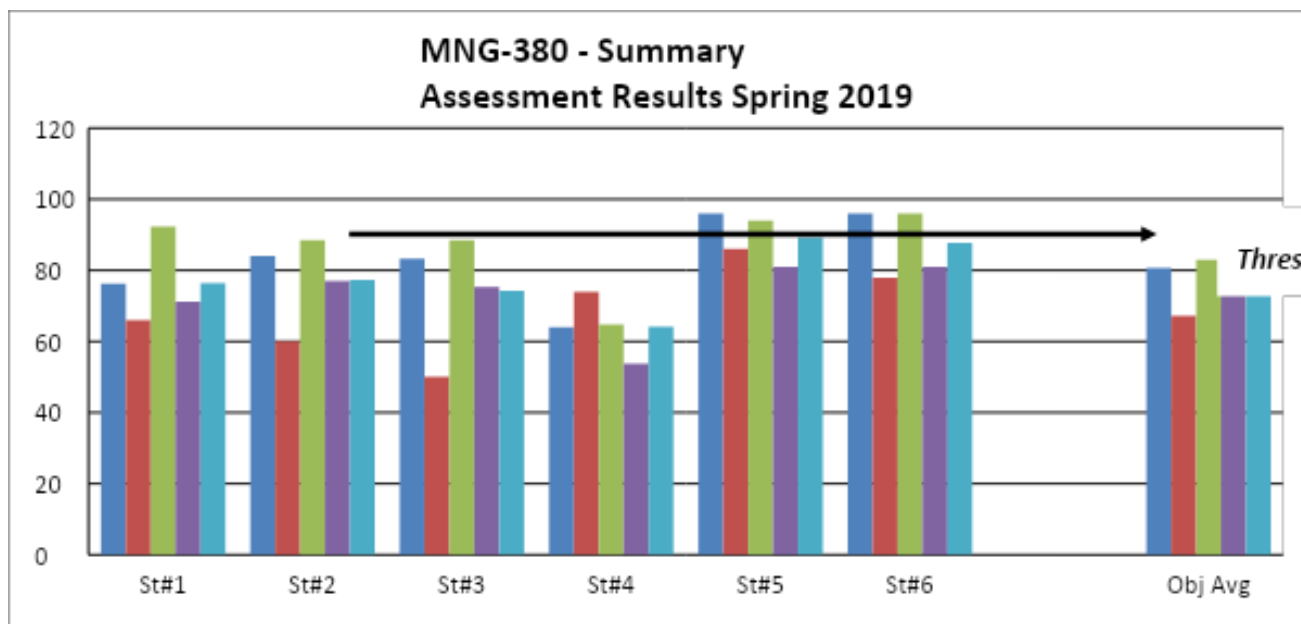
Summary of Results

We collected data for MNG-380-85 section (*the only section in the semester*). These are the results of the course. The final grades for the section were the following:

1. 72% of the students got A's,
2. 14% of the students got B's,
3. Also, 14% of the students dropped the class during the semester.



The following graph shows the results of the learning objectives of the course per student and the total average of the course. The program goal was to reach the 70% threshold as an average in all learning objectives.



Implication of Results

The assessment analysis shows that the results of the assessment for MNG-380-85 were very positive and the averages of all students exceeded, with the exception of Obj-2, the 70% threshold per objective establish in the course. This course is a senior-level course where the students have the opportunity to demonstrate their curricular abilities and knowledge acquired during the completion of their major. The department will recommend to take this course in the last two semesters of their careers. One student had to drop the class due to administrative reasons or scheduling conflicts.

Recommendations

- Take this course in the last two semesters of your program,
- Take this course after ENG-162 because the course required a certain level of writing expertise,
- The department is planning to incorporate more exercises in the Organization structure and design concepts to enhance critical thinking and increase the number of “Study cases” to develop real world experience, and the development of more management skills,
- Develop new midterm and final exams incorporating the changes mentioned in the previous point.

Program Course Assessment Report (Form B)

COURSE ONE: MNG-390

INTERNATIONAL BUSINESS MANAGEMENT

Course (and Sections) to be Analyzed:

MNG- 390

This course provides insights on tools and practices that help to identify and interpret international business opportunities. Students will analyze international management- and investment strategies. This course provides insights on tools and practices that help to identify and interpret international business opportunities.

Course Objectives Linked to Program Objectives:

“General Objective”:

1. Increase the students understanding of global markets, educate and prepare a diverse group of men and women with the knowledge, analytical ability, management perspectives and skills needed to provide leadership to organizations competing in a world increasingly characterized by diversity in the workforce, rapid technological change, and a fiercely competitive global marketplace.

“Learning Objectives”:

1. Foundations of global business: Explain the rise of Globalization, evolution of international business, regional economic integration
2. Global business environment includes the cultural, legal and political environment
3. Global business strategy and organization includes entry strategy, control of global business and organization of global business.
4. Managing global business include global H.R.M, global marketing, global operations and global financial management

Data Collection Method

All the data were collected from the results of the quizzes and from the midterm and final exams. These two instruments consist of 25 to 30 multiple choice questions.

The exams have a blend of easy, moderate, and hard questions. Also, the students need to complete a variety of small “**Cases**” related to the subject. The department has established a 70% as the minimum threshold for each of the learning objectives of the course, and every two years every course of the program is assessed in order to make the necessary changes and/or recommendations.

- The midterm measured the learning objective number 1, and :
 1. Foundations of global business: Explain the rise of Globalization, evolution of international business, regional economic integration
 2. Global business environment includes the cultural, legal and political environment
 - .
- The Final Exam measured the learning objective number 3, 4
 3. Global business strategy and organization includes entry strategy, control of global business and organization of global business.
 4. Managing global business include global H.R.M, global marketing, global operations and global financial management

Description of Method of Analysis

The department uses *“Standard Developed Tests”* written by faculty and used by all sections of BUS-360. We use the percentage analysis to evaluate the performance of the students in the course. The department has established two standards to select all the questions in the assignments:

1. **Standard 1** – *The level of difficulty*. All questions were classified in three categories. *Easy Category*, *Moderate Category*, and *Hard Category*.
2. **Standard 2** – *The relation to the course objectives*. We selected all essay questions for a variety of topics related to the objectives of the course.
 - The midterm for example, has **36%** of the questions from the *easy category*, **36%**, of the questions from the *moderate* category, and another **18%** of the questions from the *hard* category. The department considers this blend of questions adequately.
 - Also, all the essay questions for both assignments were selected using *standard 2* from the following content areas in the course:

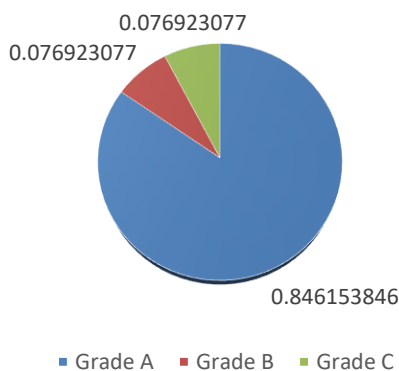
An Overview of Financial Management, Financial Markets and Institutions, Financial Statements, Cash Flow, Analysis of Financial Statements, time value of money, interest rates, corporate and government bonds, Risk and Rates of Return and weighted average cost of capital.

Summary of Results

We collected data for MNG-390-60. The results were helpful and satisfactory. The final grades for the course were the following:

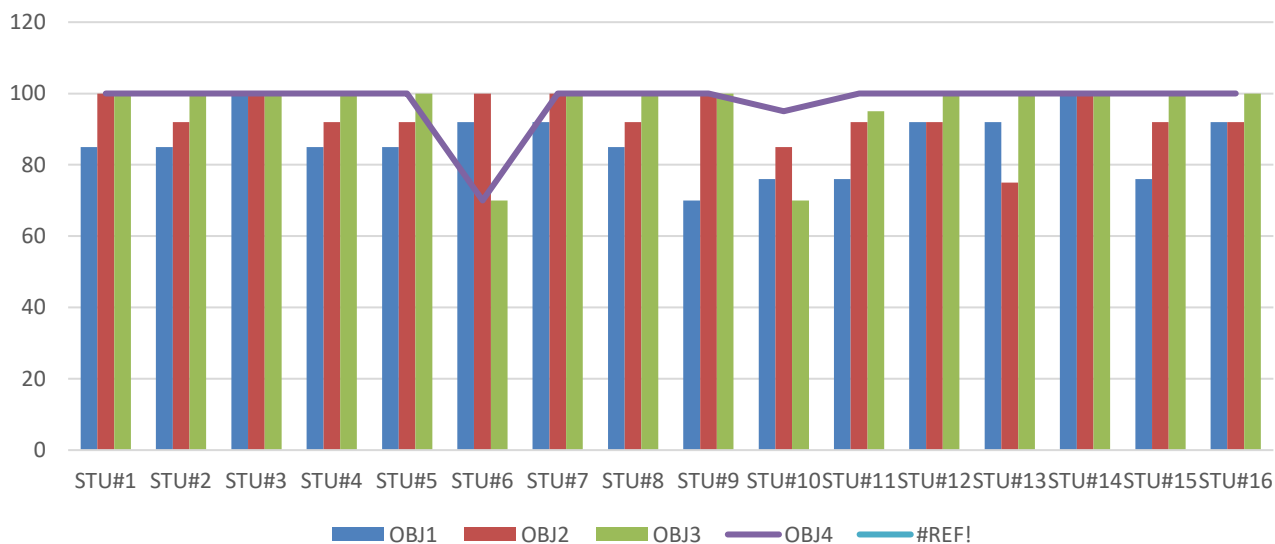
- 186% of the students got A's
- 7% of the students got B's
- 7% of the students got C's

BUS-390 Grade Results Spring-2019



The following graphs show the results of the learning objectives of the course per student. The goal was to reach the 75% threshold as an average in all learning objectives.

Assessment BUS-390 Spring 2019



Assessment Proposal (FORM B)

	STU#1	STU#2	STU#3	STU#4	STU#5	STU#6	STU#7	STU#8	STU#9	STU#10	STU#11	STU#12	STU#13	STU#14	STU#15	STU#16	STU#17	TOPIC AVG
OBJ1	85	85	100	85	85	92	92	85	70	76	76	92	92	100	76	92	92	86.7647059
OBJ2	100	92	100	92	92	100	100	92	100	85	92	92	75	100	92	92	100	93.8823529
OBJ3	100	100	100	100	100	70	100	100	100	70	95	100	100	100	100	100	92	95.7058824
OBJ4	100	100	100	100	100	70	100	100	100	95	100	100	100	100	100	100	92	97.4705882
STU AVG	96.25	94.25	100	94.25	94.25	83	98	94.25	92.5	81.5	90.75	96	91.75	100	92	96	94	93.4558824

Implication of Results

The results were very positive for the course. This is the first assessment for the class since it is the first time offer. This class have most of the excellent students in the program based in my experience with them before.

The class implements a strategy, where I decide to apply all the aspect of the course in a case study format and YouTube. I believe the strategy was very affected in the students' performance.

The course also has a project in which the students demonstrate and apply the
Students enjoyed the idea of putting in practice the concepts and theories they learned in class.

Recommendations

The department is considering recommending a prerequisite of English (*i.e., ENG-109 or higher*) in the course to bring students to a higher level of the English language in order they can perform better in class and take advantage of this basic but important course of the program. Also:

- Take this course, right away after the bus 360 and bus 311 to enhance student's ability of understanding business decision.
- The department is planning to incorporate more exercises in the Application of international business Concepts to enhance critical thinking and real-world experience, and the development of Basic decisions skills.
- Keep using the same book and considering the latest version of the book any time the class is offer.

#	Location	Lang	Lvl Sat	how much	workshop	lunch	new stude	staff	handouts
1	90	1	4	2	1	1	1	1	1
2	90	1	4	2	1				
3	90	1	4	2	1	1	1	1	1
4	90	1	4	2	1	1	1	1	
5	90	1	4	2	1	1	1	1	1
6	90	1	3	2				1	
7	90	1	4	2				1	
22	60	1	3	1					
23	60	1	4	1	1				
24	60	1	3	1	1				
25	60	1	4	1	1				
26	60	1	4	1	1				
27	60	1	4	1	1				
28	60	1	4	1	1				
29	60	1	3	1				1	
30	60	1	4	1	1				1
31	60	1	3	2	1	1			
32	60	1	4	1	1				
33	60	1	4	1				1	
34	60	1	4	1	1				
35	60	1	4	1	1				
36	60	1	4	1				1	
37	60	1	3	2		1			
38	60	1	4	1	1				
					17	6	4	9	4

Very Satisf Satisfied Unsatisfier Very Unsatisfied

English

18

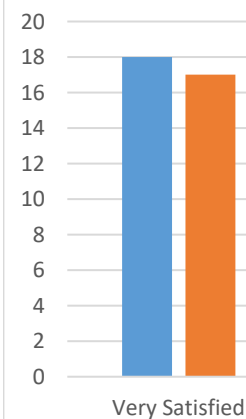
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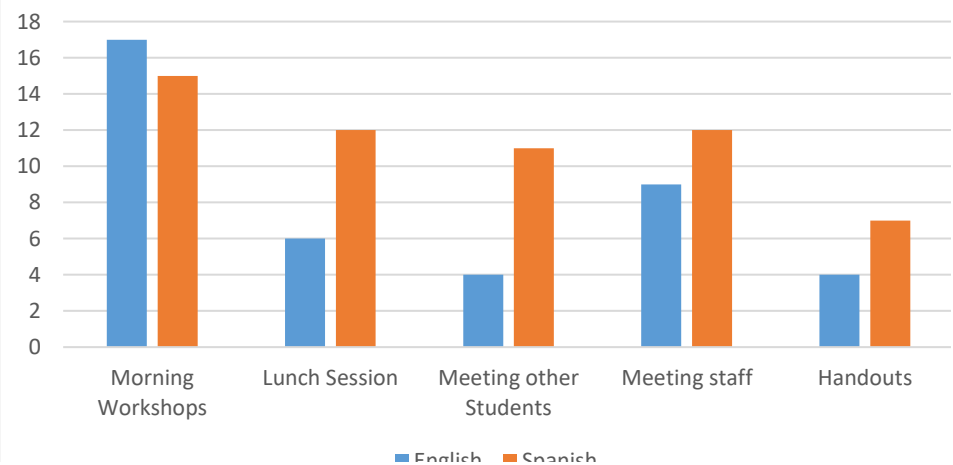
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Level of Satisfaction

English
Spanish



Most Valuable



Services	Strategies	Learning	Habits	Reading
4	4	4	4	4
4	3	3	3	3
3	3	3	4	4
4	4	4	4	4
4	4	4	4	4
4	3	4	3	
	3	3	3	3
3	3	3	3	3
3	4	4	3	4
4	4	4	4	4
4	4	4	4	4
4	4	4	4	4
4	4	4	4	4
3	4	3	3	3
4	3	3	3	4
4	4	4	4	4
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4	4			

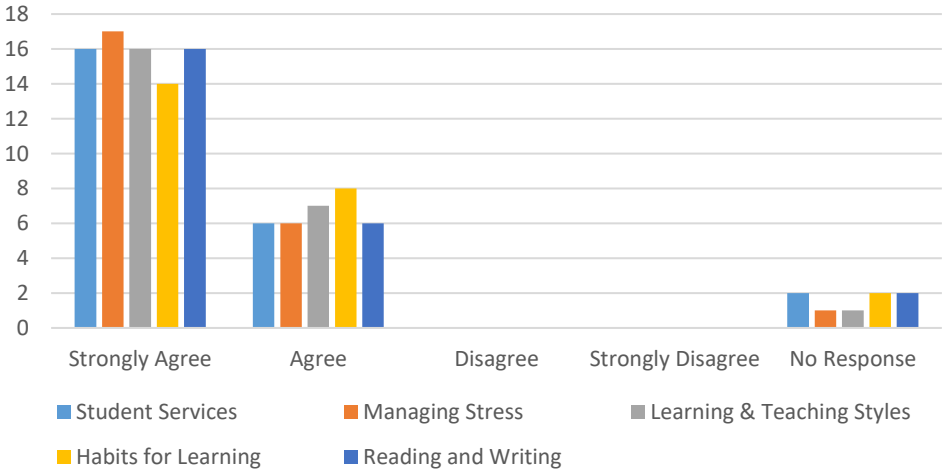
#	Location	Lang
8	90	2
9	90	2
10	90	2
11	90	2
12	90	2
13	90	2
14	90	2
15	90	2
16	90	2
17	90	2
18	90	2
19	90	2
20	90	2
21	90	2
40	60	2
40	60	2
41	60	2
42	60	2
43	60	2
44	60	2

Morning V Lunch Sess Meetir

17 6

15 12

English: After the Orientation...



Lvl Sat	how much	workshop	lunch	new students	staff	handouts	Services	Strategies	Learning
4	2				1		4	4	4
4	2	1	1	1	1	1	4	4	4
4	2	1	1	1	1		4	4	4
4	2	1	1	1	1	1	4	4	4
4	2	1	1	1	1	1	4	4	4
4	2	1					3	4	3
3	2	1	1	1	1	1	3	3	3
3	1	1	1	1	1		3	4	3
4	2	1					4	4	4
4	2	1	1	1	1	1	4	4	4
4	2	1	1	1	1	1	4	4	4
4	1		1				4	4	4
4	1				1		3	3	3
4	2	1	1	1	1	1	4	4	4
4	1		1				3	4	4
4					1		3	4	3
3	2	1		1			4	3	3
4	1		1				4	4	3
3	1	1					3	3	3
4	2	1		1			4	4	4
4	1	1					3	3	3
3	1						3	3	3

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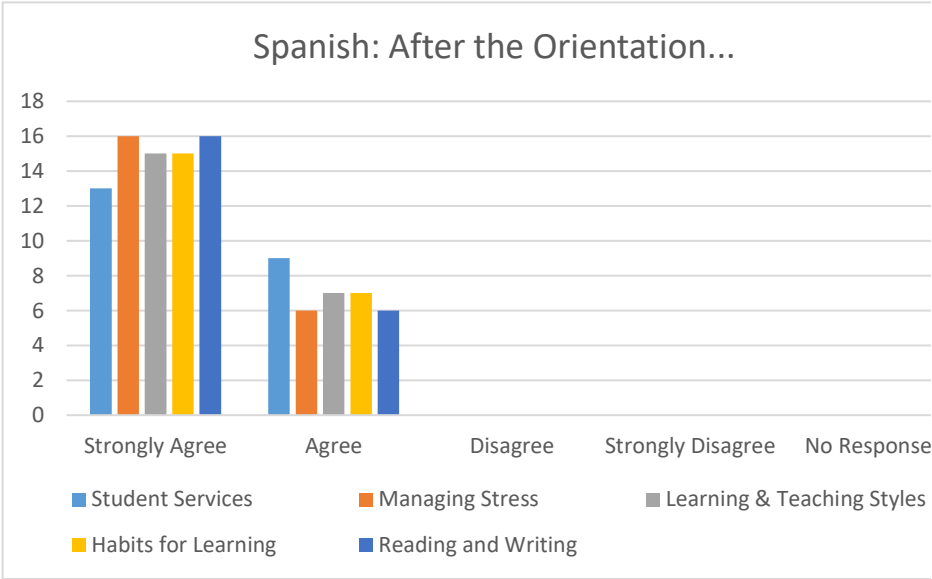
strongly DislikeNo Response

- 02
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- 01
- 02
- 02

Habits	Reading
4	4
4	4
4	4
4	4
4	4
4	4
4	4
3	4
4	3
4	4
4	4
4	4
4	4
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3	3
4	4
3	3
3	3
4	4
4	4
3	3
4	4
3	4
3	3

Spanish

	Strongly A	Agree	Disagree	Strongly D	No Response
Student Se	13	9	0	0	0
Managing	16	6	0	0	0
Learning &	15	7	0	0	0
Habits for	15	7	0	0	0
Reading ar	16	6	0	0	0



ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

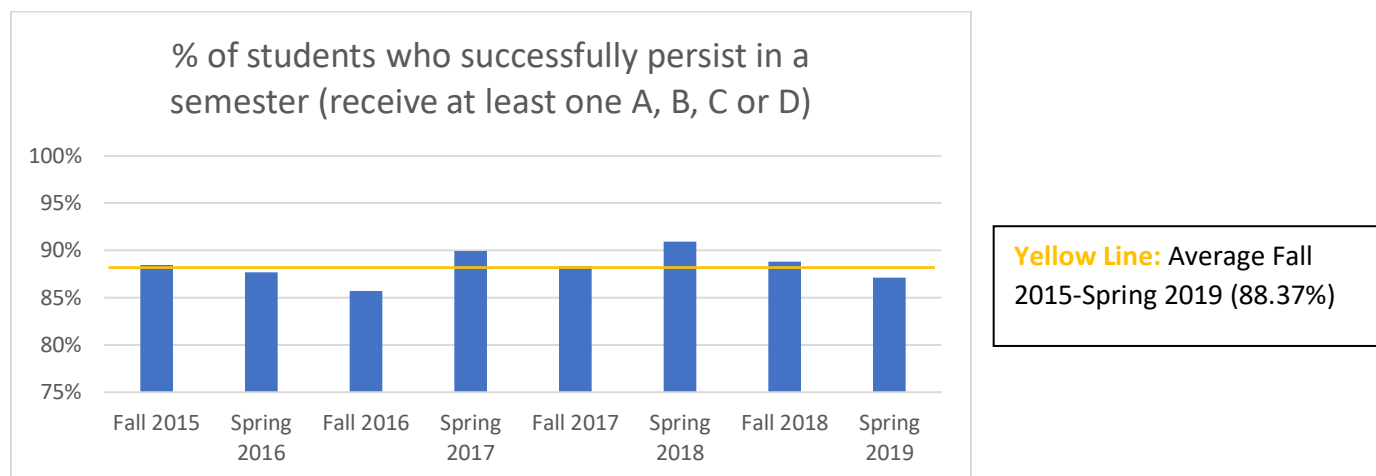
	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Persistence and Completion Data and Goals, Comparable Institutions

Persistence within Semester

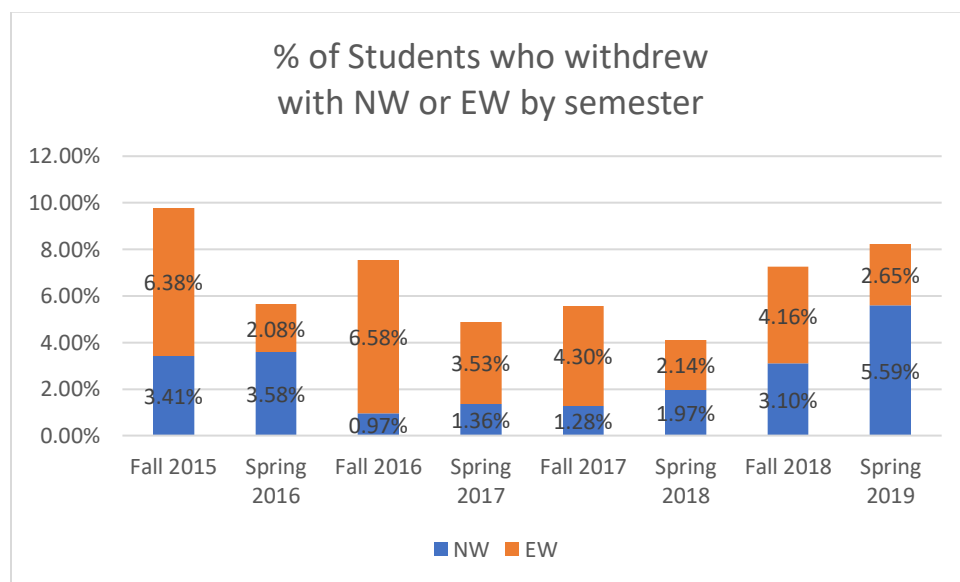
Data received from Omar Boffil on 11-7-2019.

The following section shows the persistence rates within semesters.



The above chart shows the percent of students who successfully persisted in a semester (by receiving *at least* one A, B, C or D grade). On average, 88.37% of students who enroll in a course attain at least one passing grade in the semester.

Description of how persistence was calculated: Select all students who are enrolled in a given semester. Delete all students who receive NW for no show. Delete all students who receive EW for withdrawal with extenuating circumstances. Determine the number and % of the remaining students who receive a grade of A, B, C or D.



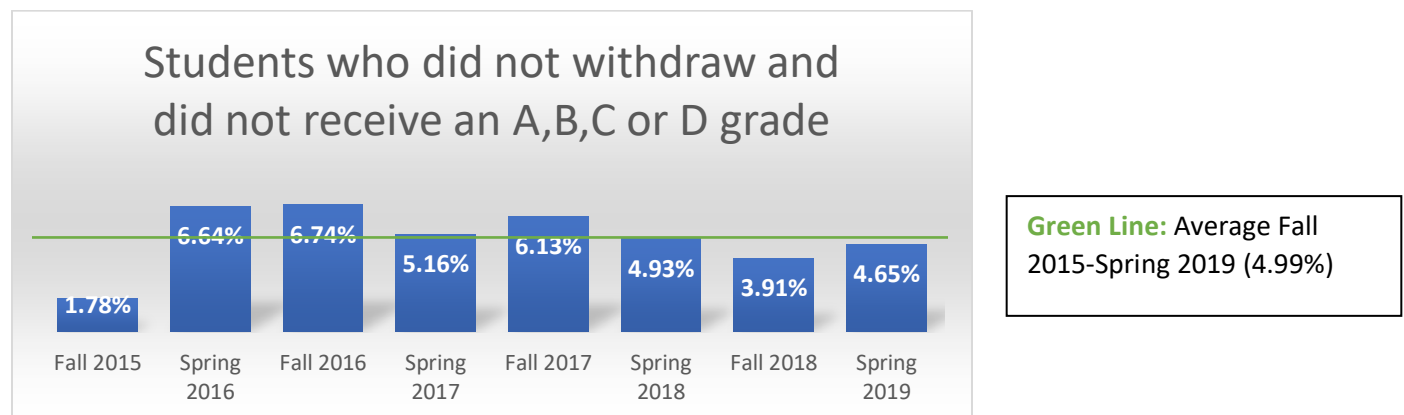
The above table shows the percent of students who withdrew all three courses with an NW or EW for semesters Fall 2015-Spring 2019. The percent of students who withdraw with either an NW or EW ranged from 4.11% to 9.79%; a range of 5.68%. The average percent of students who withdrew is 6.64%.

NW and EW are defined as follows (according to Dr. Ojeda):

NW (Never Attended)- Per e-mail message from Dr. Ojeda: This withdraw type is “Not available anymore-Margarita and I go over the list by the end of week 3 and delete records of those who didn’t attend at all.”

EW (Extenuating Circumstances)- Can have two meanings: Students who dropped and their financial aid package hasn’t been finalized (ex. because of pending documents, therefore with no charges) or student who drops under very exceptional circumstances and we choose not to charge them (Dr. Ojeda is the only who approves EWs).

Implications: If considering that there are probably few actions the College can take to affect students who withdraw with NW and EW, then the ability to influence persistence is with those students who both did not withdraw and did not successfully pass the class.



Assessment Committee Response (11/12/2019):

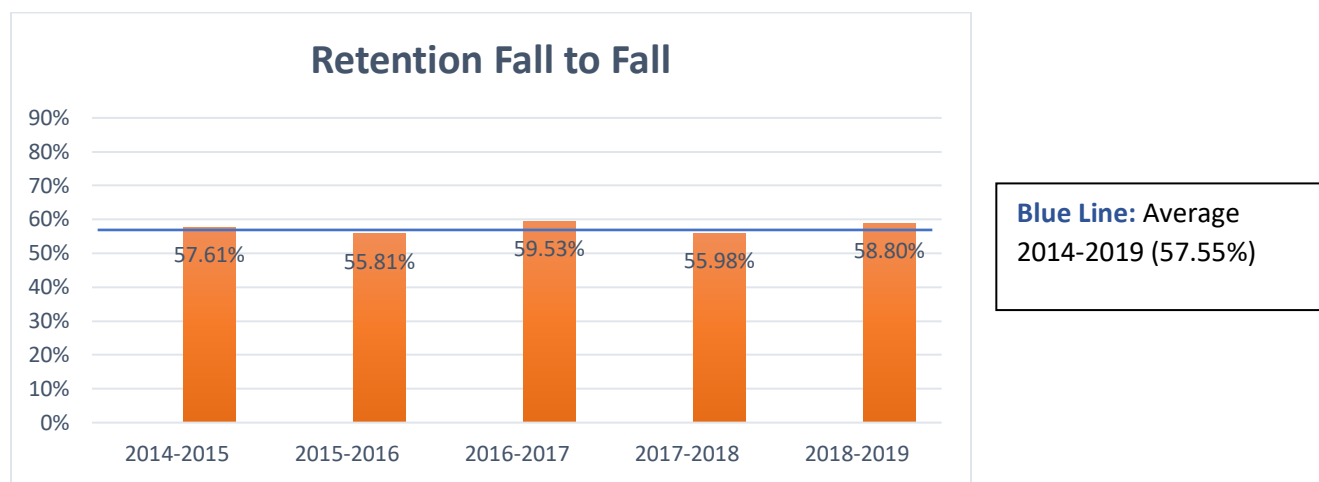
- Do we track EW reasons? This may help us to identify causes that SAC might be able to address.
- Observation- Fall semesters have more EWs- why is that?
- Having a high EW percentage is problematic. Statistically, they should be about 2.5% (this is based on a consideration of a margin of error). Having 5% or higher signifies a statistically “common” occurrence, which then shouldn’t be considered extenuating. After fall 2017, it is smaller than 5%.
- Do we have higher EWs because of the student population we are serving?
- We have spent the money to recruit these students. However, at SAC we allow a fairly large percentage to not pay anything when they drop. Have students learned this as a loophole?
- Starting Fall 2016, there were issues with ALEK and incompletes were given. This might be one for a higher percentage of students who did not withdraw and did not receive an ABCD grade.
- Are there any demographic trends for students who withdraw with an NW?
- **Approved Assessment Committee Recommendation on 12-10-2019: A persistence goal of 90%** (There is a 90% confidence that a student will pass a class)

Retention Fall to Fall

Data received from Omar Boffil on 11-7-2019.

The following section shows retention rates fall to fall 2014-2019.

Description of how fall to fall was calculated: Select all students who are enrolled in a given fall semester. Delete all students who receive NW for no show (students had 3 NW). Delete all students who receive EW for withdrawal with exceptional circumstances (students had 3 EW). Delete all student who graduate during that semester. Determine the number and % of the remaining students who enrolled in the following fall.



The above table shows the percentage of students who are enrolled in a given fall and are still enrolled in courses in the following fall. Note: this data is internal data, not from IPEDS. Retention data is not available for SAC on IPEDS website.

Assessment Committee Response (11/12/2019):

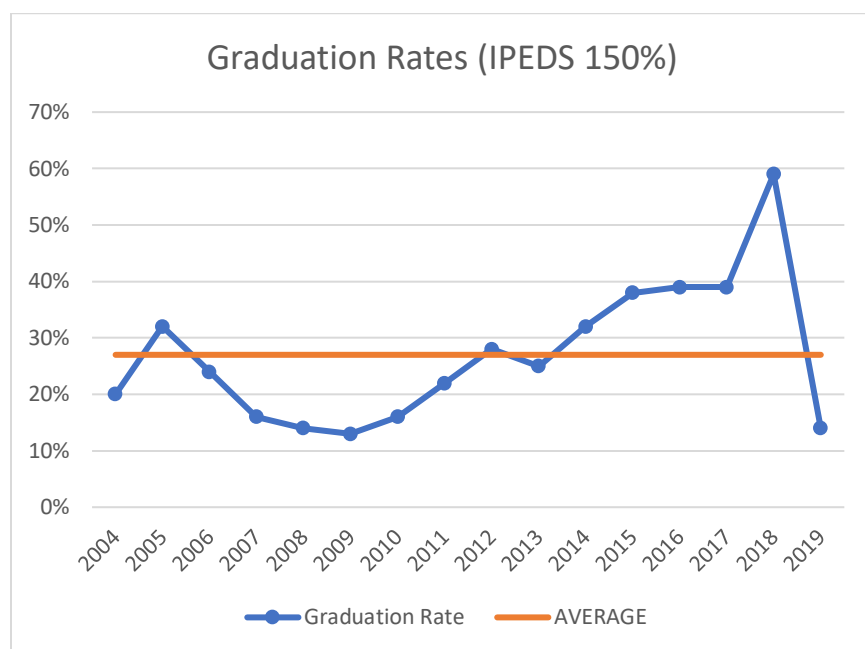
- How does this compare to other institutions?
- When did the tuition increase and did this have an effect on Fall-to-Fall Retention? Answer- The sharp increase was in the Fall 2016 (went up 35%), which may have affected the 2015-2016 retention (lowest of 5 years shown). However, in Fall 18, there was an 14% decrease, but this did not seem to have a positive effect on the 2017-2018 fall to fall retention (see below memo for details on tuition changes). In Fall 2019, the tuition went up again, but it was a 9% increase. Again, this did not seem to negatively affect fall to fall retention.
- **Approved Assessment Committee Recommendation on 12-10-2019: A fall to fall retention goal of 60%.** (60% of students who start in one fall will continue at SAC in following fall)

Graduation Rates

The following tables show graduation rates at SAC according to IPEDS.

Description of how graduation rates were calculated: For current methodology, the Dept. of Ed system uses, for a 4-year institution, the longest program offered at the undergraduate level. So, that would be a 4-year bachelor's degree for SAC. The calculation will be based on 150% of the normal length of that program—6 years, that is 12 semesters. For the 200% calculation, it would be 8 years—16 semesters.

For associate degree programs: The calculation would use 3 years (6 semesters) for associate degree programs (150%) and 4 years (8 semesters) for 200%. You start by identifying the entering cohort, which is made up of **first-time, full-time** students. Then you determine every student who received a degree within the appropriate timeframe. Determine the % between the initial cohort and actual degree recipients.



Year	Graduation Rate
2004	20%
2005	32%
2006	24%
2007	16%
2008	14%
2009	13%
2010	16%
2011	22%
2012	28%
2013	25%
2014	32%
2015	38%
2016	39%
2017	39%
2018	59%
2019	14%

The above chart shows the overall graduation rates (150%) for SAC 2004-2019 as well as the average (27%) for the 15 years. NOTE: a meeting has been requested between Bob, Elba, Byron, Noe, Sheila, and Dan to review the reporting for 2019 (and possibly 2018). The goal is to develop a standard process for determining first time/first year students.

Comparable Institutions (Identified from NCES website, based on IPEDS data. Reviewed and agreed upon by Assessment Committee on 3-4-2020)

Boricua College

3755 Broadway, New York, New York 10032-1560

- 77% Latino
- 4-year
- Private, non-profit
- City
- No housing
- 731 students enrolled
- Graduation rate: 62%

California College San Diego

6602 Convoy Court Ste 100, San Diego, California 92111

- 37% Latino, 20% White
- 4-year, primarily associates
- Private, non-profit
- City
- No housing
- 760 enrolled students
- Graduation rate: 39%

CollegeAmerica-Phoenix

9801 N. Metro Parkway East, Phoenix, Arizona 85051

- 47% Latino, 25% White
- 4-year, primarily associates
- Private, non-profit
- City
- No housing
- 488 students enrolled
- Somewhat younger age
- Graduation rate: 38%

Huston-Tillotson University

900 Chicon St, Austin, Texas 78702-2795

- 64% Black, 27% Latino
- 1,119 students enrolled
- 4-year
- Private, non-profit
- City
- Graduation Rate: 23%
- Younger student population

Our Lady of the Lake University

411 SW 24th St., San Antonio, Texas 78207-4689

- 77% Latino
- 4-year
- Private, non-profit
- 3,149 students enrolled
- City
- Younger student age
- Graduation rate: 37%

Metropolitan College of New York

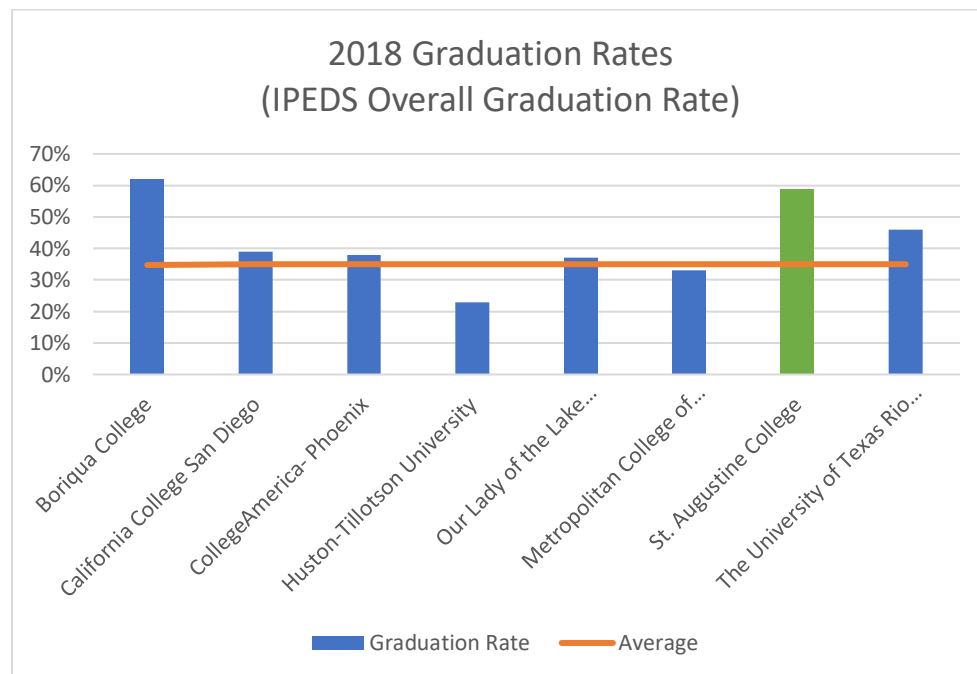
60 West Street, New York, New York 10006-1742

- 53% Black, 31% Latino
- 4-year
- Private, non-profit
- City
- 1,027 enrolled students
- Similar student age
- Graduation rate: 33%

The University of Texas Rio Grande Valley

1201 W University Dr, Edinburg, Texas 78539-2999

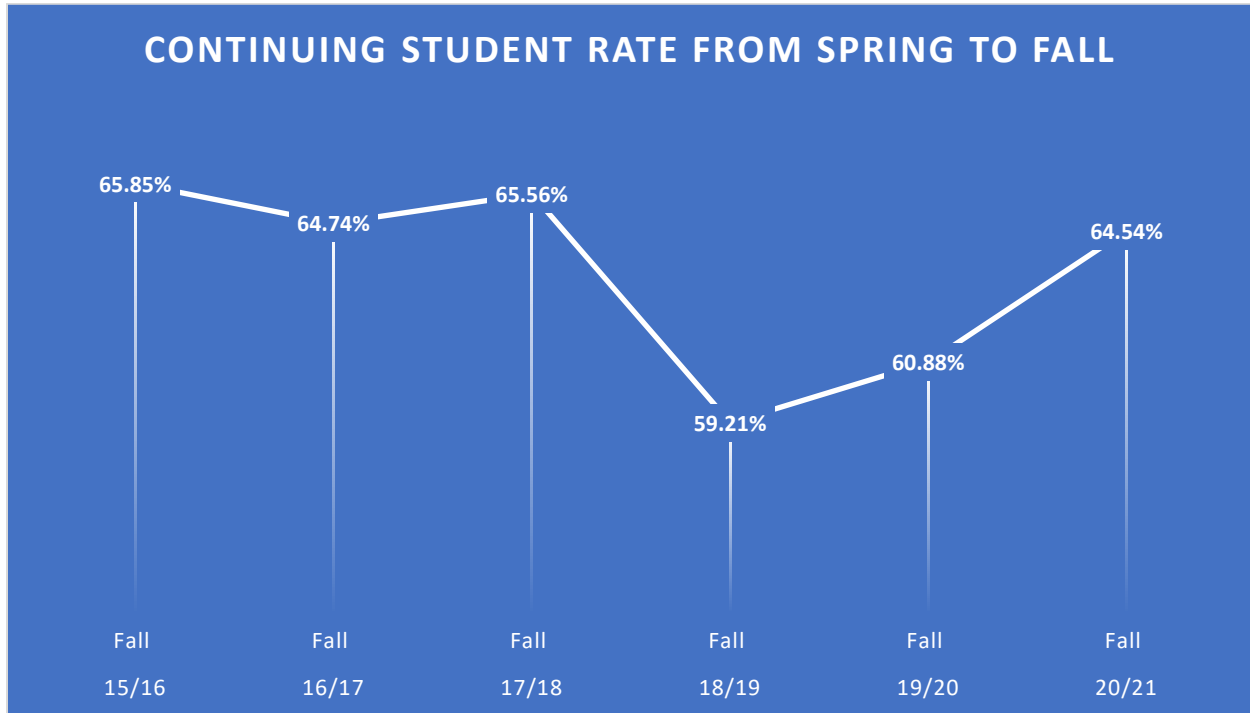
- 90% Latino
- 4-year
- Public
- City: small
- 28,644 students enrolled
- 81% of applicants are enrolled
- Younger student age
- Graduation rate: 46%



The above chart shows the 2018 IPEDS Overall Graduation Rates for each of the comparable schools. The average line (35%) does not include SAC's rate. Although the 2018 overall graduation rate at SAC was 59%, the overall graduation rate average (for the last 15 years) at SAC is 27%.

CORE COMPONENT 4C: The institution pursues educational improvement through goals that seek to increase retention, persistence and completion rates in its degrees and certificates

Criterion 4C Concerns Identified by Site Visitors



Year	Term	Continuing	Total	Continuing Student Rate
15/16	Fall	1016	1560	65.85%
16/17	Fall	1010	1446	64.74%
17/18	Fall	948	1309	65.56%
18/19	Fall	775	1112	59.21%
19/20	Fall	677	987	60.88%
20/21	Fall	637	909	64.54%

4C-1: The institution has defined goals for student retention, persistence and completion that are ambitious but attainable and appropriate to its mission, student population and educational offerings.

The college articulated goals for persistence and retention in the arguments but did not provide evidence of this in any formal document. The Assessment Committee met on December 10th, 2019 to review institutional data related to persistence, retention, and completion. A persistence and completion report [Persistence and Completion Data Summary] was developed showing current rates at the College. The persistence rate within a semester was set at a goal of

90% and the retention goal from fall to fall was set at 60%. The completion goal was reviewed and discussed in January and February of 2020. Significant completion rates showed fluctuations in the last few years and were noted and discussed at the meeting. The inconsistency was due to different calculations from different people in the previous years. Faculty felt they could not set a completion goal since there was no trend in the data. A meeting was planned between the Director of Institutional Research, the COO, the Interim Director of Assessment and Accreditation, the Data Scientists, and the Database manager to develop a formal procedure for calculating first time, first year students. However, due to COVID-19, the meeting was postponed.

Evidence:

Reports for Institutional-level data were developed and disseminated, prior to Spring 2020 by the Interim Director of Assessment and Accreditation and Data Scientist. During Spring 2020 assessment reports were shared and discussed with the General Education Committee, Assessment Committee, Faculty Council, and Student Learning Committee yielding results from Fall 2018 and leading into 2019 and 2020. During the Fall of 2018 a General Education Committee commenced its work with faculty from Math, English, Early Childhood Education, Social Sciences, and Social Work. The committee began to review the general education program. A matrix was developed to visualize general education requirements in all programs. After requirements were reviewed, the committee determined that course requirements needed to be evaluated and changed and recommendations were submitted to the Academic Council. It was during the meetings that were conducted on November 13th, 2019 and December 19th, 2019 that the Academic Council reviewed the new general education matrix and recommendations submitted by the General Education Committee. The following changes were approved by the Academic Council:

- In AAS Accounting and AAS Business Management, take out one required elective and add ENG 165 as the new requirement.
- In AAS Early Childhood, take out ADM 101 requirement, add in ENG 165.
- In AAS CIS, take out one required elective and add ENG 165 as the new requirement.
- In the AGS, add MAT 200 or 225. Note: this will not affect the total required credit hours listed in the catalog because MAT 112 would no longer be listed (it would be a developmental course).
- AAS in Culinary Arts and Administrative Assistant will both be considered terminal degrees (and as such, will not be considered when determining the common number of general education courses across programs).
- Illinois Articulation Initiative-approved courses would now be considered general education courses.
- Course Assessment for HUM 205 had been completed in December 2019. It was recommended to create a unified assignment and a scoring rubric which would align with critical thinking and global learning institutional goals. The assignment would identify general requirements but allow flexibility on the topics. The

rubrics would be collected electronically. The plan was for the course coordinator to meet with HUM 205 instructors during Spring 2020 semester, but it was postponed because of COVID-19. The copy of the assessment report can be provided.

The above changes resulted in the following actions taking place at SAC:

- All graduating students (except those with terminal degrees) must complete a minimum of 24 general education credits. The general education math requirement was corrected for the Associate of General Studies which had previously not been a college-level math course requirement. Furthermore, the majority of students are now required to take ENG 165: Speech, which is an important course in the context of the bilingual institution.

Action Items: The General Education Program Review [AALAS Program Review] was presented to the General Education Committee and Assessment Committee during a meeting that was held in Spring 2020. The General Education Committee developed a matrix aligning course objectives to the General Education outcomes [AALAS Program Review]. The committee noted that information literacy was minimally address in the General Education Course Objectives. The result of this was new information literacy course objectives for social science courses. The committee recommended Psychology course objectives be reviewed and simplified as well. The revision that was due to take place during the Summer 2020 but was put on hold due to COVID-19. Program Reviews were presented to the Academic Council and Assessment Committee. A portion of the program review dealt with persistence within the general education courses and was presented to the Faculty Council during the March 29th, 2020 meeting. Future discussion was planned through email correspondence that took place with the Academic Council on April 28th, 2020. One of the main results of the program reviews was the Social Work Self-Study Volume One, which provides many examples of changes based on the program review assessment results.

4C-2: The institution collects and analyses information on student retention, persistence, and completion of its programs.

The college does not have a formal systematic approach to collecting and analyzing data, while it is available. Data collection matrices can be found in the Institutional Assessment Plan document. The college used IPEDS data to compare success in graduation with other institutions; it will be valuable for the college to define comparison groups, as the institutions selected appeared to have been selected randomly, with a regional focus. Faculty identified a list of comparable institutions using the NCES website. Institutional characteristics considered when developing the list were, student population, private non-profit status, institution type (4-year), and size. The Assessment Committee approved the list on March 4th, 2020. The list of comparable institutions can be found in the Persistence and Completion Data Summary document.

Evidence:

St. Augustine described tactical approaches to addressing shortcomings in student success indicators (ie. New student orientation), however it is unclear that data informed the proposed changes. The Persistence and Completion Academy recommended an expansion on the existing New Student Orientation. The recommendation was from students who graduated in 2019. Data shows that students who attended the NSO were three times more likely to complete their first semester, but the Retention Task Force concluded that there was a positive bias in the data, since interest in attending the orientation signals better motivation. The New Student Orientation was able to transition successfully online, when COVID-19 hit, and was greatly enhanced with ONL 101, a free, non-credit course available to all students, in English and Spanish. The ONL 101 course deals with online resources and how to use them and aims at bolstering confidence in students who are exposed to online education for the first time.

St. Augustine recently implemented tactics to enhance student success indicators (persistence, graduation) by enforcing mandatory attendance for the first three weeks and mandatory fourth week status report on performance, as an early warning intervention. Faculty, staff, and administrators as well as students indicated the beneficial impact of this practice. However, data shared appeared to be anecdotal, and not widely known. The key is to tie it all together so that measures, metrics and benchmarks clearly assess the goal and lead to future decision-making. Attendance monitoring was based on daily submission of paper attendance rosters which were entered to Jenzabar and used to produce daily attendance reports sorted by advisors. The role of the advisor was to reach out the students who missed classes within a 24-hour time frame. Early warning (STAR4 – Students at Risk by Week 4) consisted of a modified attendance list where faculty would enter a U for unsatisfactory performance and to expand by using the Student Performance Notice. The role of the advisor was to act on the information and provide feedback to the faculty. There is no consistent data to assess the beneficial impact (if any) of these measures. Anecdotal feedback from faculty, advisors, and students confirmed that they did have a positive impact.

Action Items: Due to COVID-19 all attendance transitioned online using the college's LMS (Canvas). However, attendance data has been incomplete and inconsistent with no way of being able to implement an early risk assessment online since COVID-19 began.

4C-3: The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

The campus community at St. Augustine is generally uninformed by critical benchmarking data and has difficulty explaining why they are pursuing certain initiatives and where they currently are in the process of improving. The college will benefit from creating a plan to engage the entire college community in data analysis and informed decision-making. In the Fall 2019 and Spring of 2020, the existing committee structure was utilized to engage the campus community in data analysis and informed decision-making. The General Education Committee developed benchmarks for all institutional assessment indicators. These are documented in the Institutional Assessment Plan. The benchmarks were also discussed in the

Assessment Committee and the Student Learning Committee that took place in Spring 2019. The members of these committees represent faculty from all academic departments as well as staff representatives from student services, IT, tutoring, the library, and the COO. In addition, institutional-level, program review, and course-level assessment findings were shared and discussed in numerous faculty meetings during Spring 2020 (General Education Committee, Assessment Committee, Academic Council, and the Faculty Council). The Student Learning Committee engaged in further discussion related to Global Learning assessment findings in both February and May of 2020. Plans were made to engage the entire community, specifically staff, in further discussions about assessment findings. However, due to COVID-19, these discussions did not come to fruition.

Evidence:

During the academic years of 2018-2019 and 2019-2020 there were numerous faculty committees that dedicated time to developing a simplified approach to goal setting, data gathering, metrics development, and analysis. The result was an Institutional Assessment Plan. The committees were composed of the General Education Committee, Assessment Committee, Math Department, English Department, and the Academic Council. The committees agreed that instead of attempting to assess all student learning goals and outcomes every academic year, a schedule was developed so that each goal and outcome is assessed once every three years. These findings are in the Institutional Assessment Plan document. The new assessment plan significantly decreased the burden that was put on faculty and helped faculty and staff be more focused and effective during analysis and discussions of implications. The decision was reinforced by the experience of having assessment findings for all goals and objectives in Spring 2020 as part of a pilot. The new process helped to identify roadblocks and issues with the developed assessment plan. However, it also resulted in an overwhelming amount of data that was never shared with stakeholders due to COVID-19 which hindered any possible way of analyzing the assessment data. The future recommendation is to complete the analysis of one or two goals a year that will allow the college community to better explore results and have more focused discussions about implications.

Prior to Spring 2020, the General Education Program at SAC was never fully assessed. This was partly due to the overly burdensome assessment plan, and partly due to the expectation that the program be assessed every year. It was decided that the General Education program would be assessed as part of the college's program review process which would take place every three years. The General Education learning outcomes were aligned with the institutional learning goals, and all indicators used for the institutional learning goals were used as indicators for the General Education learning outcomes. The result of these alignments has significantly minimized the amount of data collected and analyzed. The previous General Education assessment plan included an expectation that data be collected from every General Education course. The new plan identified indicators measured in key courses, as well as utilizes institutional survey data. Faculty attempted to identify more than one indicator for each goal and outcome which ensures that assessment findings are not overly reliant on one indicator and that there are a variety of data sources to analyze. The types of tools created were diverse, including course-embedded rubrics, midterm and finals, institutional surveys, and standardized tests. Most course-embedded rubrics used as indicators were revised to better align with the goals and

outcomes of the college (ie. HIS 105 Capstone, ENG 162 Mini Ethnography). During the revision process, the AACU VALUES rubrics were referenced so that the rubrics reflected indicators recognized by faculty across the country.

In the area of data collection, the faculty sought to identify measurement tools that were already in place, or easily implemented in order to ensure that data collection would not be hindered in the future. The tools were revised to better align with outcomes and goals. An example of this is using the midterm and final exams of MAT 200 and MAT 225 as indicators. Math Department faculty reviewed the exams and identified existing exam questions that were appropriate to use as indicators for quantitative fluency goal. Furthermore, the course-embedded rubric for the ENG 162 Mini Ethnography assignment which already existed in the course and faculty had already be instructed to submit completed rubrics at the end of each semester. In Fall of 2019 the English faculty revised the rubric to align better with critical thinking and communication goals. The AACU Critical Thinking and Written Communication rubrics were referenced during the revision. The revised rubric was shared with all ENG 162 faculty for feedback.

In Spring of 2020, all initial data analysis was completed by the Interim Director of Assessment and Accreditation and the Data Scientist. Reports were developed and presented to various constituents (mostly faculty, staff, and administrators) throughout the college for review and discussions of implications. Constituent discussion and recommendations were documented in committee minutes and entered into prepared documents. However, due to COVID-19 no developments were implemented or surveyed.

Action Items: Documentation and a systematic approach to goal setting, data gathering, metrics development, and analysis may help the institution avoid initiative overload and focus on the most critical activities. It will be critical for the institution to place better resources on data management and utilization in future decision-making. Possible resources for data management and utilization were discussed with the COO and no solutions were identified. Discussions were put on hold due to COVID-19.

4C-4: The institution' processes and methodologies for collection and analyzing information on student retention, persistence and completion of program reflect good practice.

Setting of the institution's completion goal and an actionable plan with measurable objectives for persistence and completion was discussed with the COO in January 2020. The action plan focused on persistence and completion. The need for this new action plan was discussed with the president and the Faculty Council in a later meeting, in which the Dean of Students, Chair of the Ad Hoc Retention Committee, was given this project. The faculty began work on identifying the institution's completion and persistence goals. The Persistence and Completion Data Summary document demonstrated the work conducted in this area. A persistence goal was identified in Spring of 2020, but the completion goal was not.

Evidence:

Course-level assessment: Assessment findings are shared and discussed in the assessment committee meetings at the end of each semester. Any relevant recommendations were shared with Academic Council. Last meeting was conducted in December of 2019.

Program Reviews: Completed program reviews are presented to Academic Council and the Assessment Committee in the spring each year. Any relevant recommendations are discussed and shared with Academic Council. Last meetings were conducted in March and April of 2020 in the Assessment Committee.

General Education Program Review: Completed General Education program review findings are shared with the General Education Committee. Last meetings were conducted in February, March, and April 2020. The Assessment Committee. Last meeting was in March 2020. Faculty Council. Last meeting was on March 29th, 2020. In some cases, they may be shared with other groups if the findings are relevant.

Institutional Assessment Findings: Institutional assessment finding reports are shared with Assessment Committee, General Education Committee, Student Learning Committee, and Academic Council. All meetings were last conducted in March and April of 2020. Further dissemination with staff and administration were planned for Spring 2020. However, due to COVID-19 these plans were not implemented. In the future, expanded plans for disseminating the results throughout the institution are needed.

Co-curricular findings via Academics: Co-curricular report findings were shared with relevant faculty and staff. For example, the New Student Orientation assessment findings were shared with the Director of Enrollment, The Dean of Student Services, and the COO in Spring 2020 (NSO). The FERIA assessment findings were shared with the English department faculty. The Psychology events assessment findings were shared with the Psychology Department. Many co-curricular events were cancelled Spring 2020 due to COVID-19. In the future, aggregating the co-curricular findings into institutional assessment reports would strengthen this assessment.

In the Summer of 2020, the school underwent semester changes due to the challenges that COVID-19 presented to the college in going from an in-person institution to a total virtual institution. Original 16-week semesters were changed to two 8-week terms to help students decrease time to graduation. Furthermore, the first fall term saw a restructuring of the advising department. Advisors roles have begun to fit the more robust needs of the students during these challenging times. Advising has now been shifted to that of a Learning Facilitator who is well-versed in the area of academics for the success of the students. A new bookstore project went live before the first fall term began. SAC partnered with Barnes & Noble College to supply digital textbooks that link into student's Canvas accounts. Students are now able to choose if they would like to remain in the digital book program or not, being free to find an alternative way to purchase their textbook.

Co-curricular findings via Student Services: All library functions were put on hold due to COVID-2020. The staff worked over the summer to ensure that students would be able to access

all virtual resources at the start of Fall 2020. Many different functions were added to support students such as program directed library guides, scanning services, library virtual workshops, and user-friendly online database platform. The Tutoring Center continued till the end of Spring 2020 under the guidance of the Tutoring Center Committee. The committee was disbanded by Summer 2020 and new plans were put into place for student support under a new director who took the following actions in the summer (which have continued through the fall terms):

- Shifted all “in-person” tutoring to “online” tutoring.
- Created a Tutoring Services tab through our Library website with study tools, ELS tools, and “How to Study” articles.
- Established an affective “online” tutoring system with request forms for individual tutoring, group tutoring, online calendar with GoToMeeting links accessible, and student feedback forms.
- Created Tutoring Workshops in liaison with the Library Department (dealing specifically with MLA/APA/Research & Basic Writing skills).
- Created a Canvas course page dealing with all tutors. Tutors upload time sheets, writing assessments/rubrics, and supplemental material all through one portal.
- Hired new tutors with more flexible schedules and more specific tutoring backgrounds to fit the needs of the SAC students.
- Created newsletters sent out at the beginning of each term detailing Tutoring Center changes and functions. Newsletter is sent to advisors, faculty, and students.
- Walked Department Chairs and Advisors through the Tutoring Center changes and functions.
- Created an easy “Tutoring Resources” tab through Canvas that all faculty and students can click, redirecting them to the Tutoring Services website.
- Overview weekly data submitted by tutors on student assessment, hours documented, areas of concern.
- Sent weekly emails to tutors and faculty on student progress, concerns, or questions.
- Sent weekly follow-up emails to students on progress and setting up continuous appointments.
- Overlooked summer data fall term tutoring activities and how the center can continue to enhance its tutoring capabilities to provide the best quality service for SAC students

The WAC program (Writing Across Curriculum) was discontinued due to COVID-19 and was later reinstated during Fall 2020. The new Program director made the following changes for more effective measures to take place regarding student support in their writing skills:

- Reviewed previous WAC assignments conducted by faculty and how the Tutoring Center was connecting with both faculty and students on establishing writing assistance on the basis of WAC evaluations.
- Revised WAC Guidelines to reflect the new 8-week terms at SAC (2 assignments due each term).
- Revised WAC Rubrics to incorporate more grammatical detail.
- Revised WAC Rubrics to allow professor feedback on whether student is in need of extra writing assistance based on WAC assessment.

- Created an “early intervention” method for students to get the tutoring when they need it.
- Revised Tutoring Activity Sheets to reflect the WAC Rubric.
- Created a one-point online meeting hub (SharePoint) for all faculty members participating in the WAC program. Faculty can view announcements, give feedback, ask questions, and upload WAC submissions.

Action Items: Address succession planning and staffing in the institutional research area would help the college assure the future viability of their data gathering, analysis, and distribution. Due to the difficulties that COVID-19 has brought on the institution there has been no immediate solution at the time.

HLC ASSURANCE ARGUMENT HIGHLIGHTS

March 14, 2018

What is an Assurance Argument?

FIVE CRITERIA

One- Mission

Two- Ethics and Integrity

Three- Teaching and Learning

Four- Assessment

Five- Institutional Resources

CRITERION ONE: MISSION

St. Augustine College is an independent, bilingual (dual language) institution of higher education created under the auspices of the Episcopal Diocese to

1. make the American system of higher education accessible to a diverse student population with emphasis on those of Hispanic descent;
2. to strengthen ethnic identity;
3. to reinforce cultural interaction;
4. and to build a bridge to fill cultural, educational, and socio-economic gaps.

Undergraduate Student Profile – Fall 2016		
Total Headcount Enrollment	1,371	100%
Student Headcount by Ethnicity		
Nonresident Alien	36	3%
Hispanic/Latino	1,181	86%
American Indian or Alaska Native	0	0%
Asian	28	2%
Black or African American	21	2%
Native Hawaiian or Other Pacific Islander	0	0%
White	11	1%
Two or More Races	13	1%
Race and Ethnicity Unknown	81	6%
Enrollment Headcount by Gender		
Women	1,067	78%
Men	304	22%

RECOGNITIONS

The Outstanding Hispanic-Serving Institution Award

October 27, 2013, the Hispanic Association of Colleges and Universities (HACU)

Hispanic Excelencia in Education

2016, for the Social Work Program

Best Colleges for Latinos 2016 and 2017

Latino Leaders Magazine

RECOGNITIONS

SAC Ranked #1 in Illinois for likelihood students will increase income from attending.

SAC Ranked #4 in the Nation for likelihood student will increase income from attending (when comparing with other similar institutions)

2016 New York Times Article:

<https://www.nytimes.com/interactive/projects/college-mobility/saint-augustine-college>

Criterion Two: Integrity and Ethics

We have all the required Policies in Place and we Inform Students of these Policies.

We complete external Financial Audits every year.

We teach students how to use information Ethically.

The Board Delegates authority for College's Management and Academic Oversight.

The Marketing Department has spent many hours making sure that the College Catalog and Website have the same information.

Criterion Three: Teaching and Learning

Five Bachelor Degree Programs

Bachelor of Social Work

BA in Psychology

BA in Hospitality Management

BA in Business Administration

BS in Computer Information Systems

Policies and Procedures for reviewing:

Instructor Credentials

Faculty Scholarship

Quality of Instruction

Consistency Across Sections

83% of students
*Strongly Agree or
Agree with the
statement overall
quality of instruction is
good.*

Fall 2017 Student Satisfaction
Survey shows

Shout Out to Student Support Services

The following **Student Satisfaction Survey Fall 2017 (N=47)** shows the percent of current students who *Strongly Agreed* or *Agreed* with the statements about support staff:

- *Admissions staff guided me through the admissions process – 93%*
- *Advisors clearly explained my options in choosing a major – 83%*
- *Financial Aid staff are helpful and professional - 83%*
- *Registrar staff are helpful and professional -93%*
- *Bursar's (billing) office staff explain payment options clearly – 83%*
- *Information Technology staff are helpful and professional – 83%*

We now have a dedicated Information Commons area at all locations

Criterion Four: Assessment

Our Graduation Rates are Higher Than Many Comparable Institutions

Truman College: 20%

College of DuPage: 23%;

Northeastern Illinois University: 24%

National Louis University: 30%

National Average for Open Admissions Institutions: 32%

St. Augustine College: 39%

Graduation Rates Have Increased since 2011

1112	22%
1213	25%
1314	25%
1415	32%
1516	39%

Criterion Five: Institutional Resources

This is our biggest challenge.

That said, here are some highlights:

- We have a good technology structure
- We have plenty of infrastructure space (offices, classrooms, etc)
- Both of our Auxiliary Programs (CDFSS and IWE) deliver additional income to the institution (their income exceeds their expenses)
- In its first three years, the Aurora location has added 100-120 additional FTE students to the College
- In Spring 2018, there are 151 FTE Students in the 4 new Bachelor Degrees

FALL 2018	Due: March 10, 2020	Due: March 10, 2021	Due: March 10, 2022	Due: March 10, 2023	Due: March 10, 2024
AA Business Administration <i>(completed Spring 18)</i>	AAS Early Childhood Education	AAS Culinary Arts	AA Business Administration	AAS Culinary Arts	AAS Early Childhood Education
AAS Accounting <i>(completed Spring 18)</i>	BA Psychology	BA Hospitality	AAS Accounting	BA Psychology	BA Hospitality
AAS Business Management <i>(completed Spring 18)</i>	AALAS (all concentrations except Administrative Assistant and Spanish)	AAS Respiratory Therapy	AAS Business Management	AALAS (all concentrations except Administrative Assistant and Spanish)	AAS Respiratory Therapy
AA, LAS Administrative Assistant	Bachelor of Social Work (CSWE Self- study)	AAS Computer Information Systems	BA Business Administration	Bachelor of Social Work	AAS Computer Information Systems
AA, LAS Spanish		BS Computer Information Systems (Fall, 2023)	AGS		BS Computer Information Systems

Program Review Process

Each program will present a Program Review Report to the Academic Council every three years following the Program Review Schedule. All approved program reviews and budget requests are sent to the President.

Part One: External Assessment

1. Market Demand (What jobs are students trained for? U.S. Department of Labor Statistics: What is the future for the field? What changes will happen in the field?)
2. Success of Graduates (Based on collected data: For example, jobs, salaries, employer satisfaction, field instructor satisfaction, alumni satisfaction, clearinghouse data-*once available*, % of alumni working in field)
3. Advisory Board Feedback

Part Two: Student Assessment of Program

1. Student Satisfaction (*Instructor and Course Evaluations and Student Satisfaction Survey data specific to program. The Assessment Committee will request data from the Director of Institutional Research for each program to be reviewed each academic year.*)

Part Three: Internal Assessment

1. Persistence and Completion
 - a. Three years of enrollment, persistence, and graduation rates (*The Assessment Committee will request data from IT for each program to be reviewed each academic year.*)
2. Curriculum Review
 - a. Are course objectives and program outcomes simple/measurable? (rewrite as needed)
 - b. Are course objectives aligned with program outcomes? (Appendix A)
 - i. Does the curriculum support student learning of the program outcomes?
 - ii. Identify orphaned program outcomes and empty requirements, revising curriculum to support program outcome learning.
 - c. Are program outcomes aligned to institutional Goals? (Appendix B)
3. Student Learning Assessment
 - a. Program Learning Outcomes Assessment Findings (Appendix C)
 - i. In what points in the program are students struggling?
 - b. General Education Outcomes Assessment Findings (see *General Education Outcomes report*)
 - c. What are the assessment finding implications (from above) for the program? (what is going well, what improvements can be made (at course and program level), what are the current needs of the program?)
4. Faculty Assessment (*Performance Reviews and Classroom Observations*)
5. Resources: Are resources sufficient to effectively support student learning of program outcomes? (*The Provost will provide budgets for the programs under review each academic year.*)
6. Cost/Benefit Analysis of Program to College (*Not completed by program. The Assessment Committee will inform the Chief Finance Officer (CFO) of programs under review each academic year and will ask the CFO to identify what pertinent information is needed if it is decided an analysis will be completed.*)

Part Four: Plan of Action

1. Brief Summary of Parts One, Two, and Three
2. Proposed Changes to Improve Program based on Program Review Findings (proposed changes should link to assessment findings)
3. Timeline and Budget for Proposed Changes

Appendix A: Aligning Courses to Program Outcomes

[illegible]

Appendix B: Aligning Program Outcomes to Institutional Goals

Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
<ul style="list-style-type: none"> • [Program Outcome] • [Program Outcome] 	[Program Outcome]	[Program Outcome]	[Program Outcome]	[Program Outcome]

Appendix C: Assessing Program Outcomes

This worksheet will help you answer the question: *Are students attaining the program outcomes* (as stated in college catalog)?

Note: if your program uses a different form to show assessment findings for each program outcome, you can attach that as an alternative to completing this form. Please make sure to include data collected, data analysis results, and a discussion of findings for each program outcome.

Program Outcome 1:	
Data collected for Outcome 1:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 1:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 1?)

Program Outcome 2:	
Data collected for Outcome 2:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 2:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 2?)

Program Outcome 3:	
Data collected for Outcome 3:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 3:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 3?)

Program Outcome 4:	
Data collected for Outcome 4:	(Should include any completed course assessment data linked to this program outcome)

Data analysis for Outcome 4:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 4?)

Program Outcome 5:	
Data collected for Outcome 5:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 5:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 5?)

ST. AUGUSTINE COLLEGE
Syllabus
PSY 101 GENERAL PSYCHOLOGY
FALL 2020

INSTRUCTOR NAME:	Prof. Ralph Moore
OFFICE HOURS / CONTACT INFORMATION:	By appointment Email: <i>rmoore@prof.staugustine.edu</i>
USE YOUR ST. AUGUSTINE EMAIL	It is the policy of St. Augustine College that faculty and students use their assigned St. Augustine email when communicating on issues related to the College. Please know that St. Augustine cannot be held responsible for any emails and associated activities between faculty and students when personal email is used. Emergency notifications from the College will be via your SAC email.
CREDIT HOURS:	4 Semester Hours
Course Schedule INCLUDING LAB HOURS:	This course will meet on Tuesdays and Thursdays from 9:00am to 12:20 pm. The semester will begin August 18th 2020 and will end October 20, 2020..
PREREQUISITES:	None
LANGUAGE OF COURSE & LEVEL OF ENGLISH REQUIRED:	This course is taught in English. Level of English proficiency not specified in catalog and therefore not applicable.
COURSE DESCRIPTION:	A general introduction to the study of psychology as a science. Areas of study include a historical survey of psychology, the study of the sensory and perceptual processes such as learning, thinking, remembering, emotional behavior, motivation, and mechanism of adjustment.
IAI COURSE NUMBER:	IAI Course Number: S6 900 IAI Major – Course Number: SPE 912
	TEXTBOOKS AND MATERIALS
REQUIRED TEXTBOOK (S)	<ul style="list-style-type: none"> ❖ Title: Psychology ❖ Author: Myers, D. G. & Dewall, N. C. (2015). ❖ Edition: 11th ❖ Publisher: Worth Publishers, New York, NY ❖ ISBN- 13: 978-1-4641-4081-5
REQUIRED RESOURCES & SUPPLIES	<ul style="list-style-type: none"> ❖ Must have textbook not later than 24 hours of first class session.

LEARNING GOALS/ OUTCOMES FOUNDATION AND BACCALAUREATE INDICATORS:	<p>Upon completion of this course, the student should be able to meet the outcomes with respect to each appropriate goal identified in the APA Guidelines for the undergraduate Psychology Major. Approved August 2013; Page 15</p> <p>Goal 1: Knowledge Base in Psychology Students will: 1.1 Describe key concepts, principles, and overarching themes in psychology 1.2a Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, and sociocultural) 1.3C Propose and justify appropriate psychology-based interventions in applied settings (e.g., clinical, school, community, or industrial settings)</p>
	<p>Goal 2: Scientific Inquiry and Critical Thinking Students will: 2.5 Incorporate sociocultural factors in scientific inquiry 2.2e Interpret simple graphs and statistical findings 2.4A Evaluate the effectiveness of quantitative and qualitative research methods in addressing a research question</p>
	<p>Goal 3: Ethical and Social Responsibility in a Diverse World Students will: 3.2 Build and enhance interpersonal relationships 3.1b Identify obvious violations of ethical standards in psychological contexts 3.3A Exhibit respect for members of diverse groups with sensitivity to issues of power, privilege, and discrimination</p>
	<p>Goal 4: Communication Students will: 4.1 Demonstrate effective writing for different purposes 4.2b Deliver brief presentations within appropriate constraints (e.g., time limit, appropriate to audience) 4.3B Deploy psychological concepts to facilitate effective interactions with people of diverse backgrounds</p>
	<p>Goal 5: Professional Development Students will: 5.1 Apply psychological content and skills to career goals 5.2d Describe self-regulation strategies (e.g., reflection, time management) 5.5F Develop strategies to enhance resilience and maintain skills in response to rapid social change and related changes in the job market</p>
INTEGRATED GENERAL	<p>Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment/clear thought. Students learn to evaluate ideas and outcomes, solve problems, and make</p>

EDUCATION LEARNING OBJECTIVES	informed decisions based upon consideration of evidence, reason, and implications. Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively. Students develop recognition of and respect for diversity through cultural interactions in and outside the classroom.																
WRITING ACROSS THE CURRICULUM (WAC): INITIATIVE TO IMPROVE STUDENT’S WRITING AND TO WRITE TO LEARN IN THE DISCIPLINE	Students will engage a minimum of eight times each semester in a writing assignment (either individual assignment or a large assignment presented in cumulative stages) or a short answer exam response of at least 1-5 paragraphs (with a topic sentence, supporting details, and a conclusion).																
INSTRUCTIONAL METHODS:	Lecture, small group, and other methods deemed appropriate by instructor. Weekly lectures may be randomly supplemented by other topics, including current events, related to psychology.																
GRADING:	EVALUATION SYSTEM Student performance will be evaluated based upon the following criteria: (participation should be included as a percentage of the grade with T=100%) Grades are based on a standard scale and the following percentages: <table><tr><td>1. Class Participation</td><td>5% [measured by submitting one relevant critical thought/class reflection derived from the day’s lecture, and submitted electronic transmission after each class (16 max)]</td></tr><tr><td>2. Quizzes</td><td>10%</td></tr><tr><td>3. WAC Assignments</td><td>10%</td></tr><tr><td>4. Mid-term</td><td>25%</td></tr><tr><td>5. Final Exam</td><td>25%</td></tr><tr><td>6. Oral Presentation</td><td>10%</td></tr><tr><td>7. (Capstone Project) Research Paper</td><td>15%</td></tr><tr><td>Total</td><td>100%</td></tr></table> Grade Scale: 90-100 points = A 80-89 points = B 70-79 points = C 60-69 points = D Below 60 pts. = F	1. Class Participation	5% [measured by submitting one relevant critical thought/class reflection derived from the day’s lecture, and submitted electronic transmission after each class (16 max)]	2. Quizzes	10%	3. WAC Assignments	10%	4. Mid-term	25%	5. Final Exam	25%	6. Oral Presentation	10%	7. (Capstone Project) Research Paper	15%	Total	100%
1. Class Participation	5% [measured by submitting one relevant critical thought/class reflection derived from the day’s lecture, and submitted electronic transmission after each class (16 max)]																
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3. WAC Assignments	10%																
4. Mid-term	25%																
5. Final Exam	25%																
6. Oral Presentation	10%																
7. (Capstone Project) Research Paper	15%																
Total	100%																
Course Policies:	TECHNOLOGY IN THE CLASSROOM St. Augustine College recognizes that technology can enhance student learning in the classroom. However, the use of technology can also disrupt a classroom. The use of laptops and cell phones for non-academic purposes during class is not allowed. Therefore, students are expected to keep cellular phones off or in vibrator mode inside classrooms. Laptops may be used with the permission of the instructor if related to the needs of the course.																

	<p>During testing, cell phones are to be turned off.</p> <p>Excessive interruptions in class may result in a student being asked to leave class for the day. Repeated violations of this policy by a student will result in a meeting with the faculty, student, and student advisor. The purpose of that meeting will be to clarify the procedures of this policy with the student and the potential consequences of future violations of the policy.</p> <p>WAC Assignments should be turned in electronically using your St. Augustine College e-mail to your instructor. Your instructor will respond confirming that she/he received the assignment. If you do not receive an e-mail confirmation, she/he did not receive the assignment. It is the student's responsibility to make sure the instructor received the assignment.</p>
PARTICIPATION:	<p>Regular class attendance is an important part of the educational process. It is assumed that every student will attend all scheduled meetings of the course and will notify the instructor if you cannot be in attendance. The student should be aware that poor attendance may affect financial assistance, as well as the class participation grade where applicable.</p>
ACADEMIC HONESTY AND PLAGIARISM:	<p>St. Augustine College expects all students to abide by the Code of Student Conduct as published in the Catalog, including behavior related to academic honesty as described under Academic Guidelines and Expectations and Prohibited Conduct. Violations will be reported to the Vice President for Enrollment Management.</p> <p>Each of the following constitutes plagiarism:</p> <ol style="list-style-type: none"> 1. Turning in as your own work a written assignment or part of an assignment written by anyone other than you. This would include but is not limited to work taken from another student, from a published author, or from an Internet contributor. 2. Turning in a paper with unquoted and /or undocumented passages someone else wrote. 3. Including in a paper someone else's original ideas, opinions or research results without giving credits to the author or source. 4. Paraphrasing without giving credit to the author.
MAKE-UP WORK:	<p>Make-up work is not likely to be granted except under unavoidable extenuating circumstances or unusual and extreme situation, and considered on an individual basis with final decision made by the instructor.</p> <p>-YOU ARE RESPONSIBLE FOR MAINTAINING COPIES OR PROOF OF ALL WORK SUBMITTED.</p> <p>-YOU ARE RESPONSIBLE FOR REQUESTING AN INCOMPLETE GRADE IN ACCORDANCE WITH St. AUGUSTINE'S POLICY.</p>

SPECIAL NEEDS:	If you have a special, documented need for a reasonable accommodation based upon a permanent, temporary or episodic disability in order to perform to the expectations of college work, please provide that documentation to the Office of Academic Advising at any St. Augustine campus and complete a Request for Services Form.
QUIZZES/EXAMS:	Weekly quizzes as needed, mid-term exam/assignments, and a final examination. Follow syllabus.
ASSIGNMENTS:	<p>-WAC, class reflections & chapter summary formats must include an introduction/topic sentence, highlight of key concepts/details, and a conclusion.</p> <p>-Research papers must be a minimum of four pages (excluding title page, abstract page, and reference page; must be submitted in APA style, typed, double-spaced, black ink, Times New Roman 12 pt. font, 8.5" x 11" paper size with 1" margins on all sides, include a "running head," page number flush right at top of page .(APA:18:7:7.1b)</p>
MIDTERM ASSIGNMENT:	<p>An exam/assignment that measures what the student has learned up through the mid-point of the course.</p> <p>* NOTE: All exams will start promptly at 15 minutes past the regular class start time. It is critically important that everyone arrive on time, DO NOT ENTER CLASS ONCE EXAM BEGINS. YOU WILL NOT BE GIVEN THE EXAM. IF YOU CANNOT ARRIVE ON TIME, YOU MUST EMAIL THE PROFESSOR TO REQUEST AN "OUT OF SCHEDULE EXAM." This exam will be a different format.</p>
CAPSTONE PROJECT:	A final project (Research Paper or Demonstration Project) that demonstrates the competencies in some specific aspect of the course.

COURSE TOPICAL OUTLINE:

Provide a comprehensive list of the topics and/or skills to be covered in this course. Include a complete description of each topic and objective. Class objectives should link to course objectives that link to program objectives.

WAC Assignment #1 due Week 3
WAC Assignment #2 due Week 6

WEEK/DATE	CLASS TOPICS & OBJECTIVES/GOALS	READINGS & ASSIGNMENTS INCLUDING WRITING ACROSS THE CURRICULUM
1 8-18 / 8-20	Orientation: <ul style="list-style-type: none"> - Preface (xvi) - Time Management (xivi) - Prologue (pgs 1-6) Chapter 1: Thinking Critically With Psychological Science (Course Objective/Goal 2) Chapter 2: Biology of Mind	Review Code of Student Conduct and Academic Information in Catalog (pgs. 129-134 and pgs. 135-140). Review WAC Instructions Homework Read: Chapter 1 pgs. 19-46 (27 pages) Chapter 2 pgs. 51-86 (35 pages)
2 8-25 / 8-27	Chapter 3: Consciousness and the Two-Track Mind Chapter 4: Nature, Nurture, and Human Diversity (Course Objective/Goal 1)	Quiz #1 Homework Read: Chapter 3 pgs. 91-126 (35 pages) Chapter 4 pgs. 133-170 (37 pages)
3 9-1 / 9-3	Chapter 5: Developing Through the Life Span (Course Objective/Goal 1) Chapter 6: Sensation and Perception (Course Objective/Goals 1 and 4)	Quiz #2 Homework Read: Chapter 5 pgs. 177-219 (42 pages) Homework Read: Chapter 6 pgs. 229-272 (43 pages) WAC #1 DUE Prior to beginning of class
4 9-8 / 9-10	Chapter 7: Learning Chapter 8: Memory (Course Objective/Goal 1)	Homework Read: Chapter 7 pgs. 279-312 (33 pages) Homework Read: Chapter 8 pgs. 317-350 (33 pages) MIDTERM
5 9-15 / 9-17	Chapter 9: Thinking and Language Chapter 10: Intelligence	Homework Read: Chapter 9 pgs. 355-379 (24 pages) Chapter 10 pgs. 385-413 (28 pages)

	(Course Objective/Goal 1)	Quiz # 3
6 9-22 / 9-24	Chapter 11: Motivation and Work (Course Objective/Goal 1) Chapter 12: Emotions, Stress, and Health (Course Objective/Goal 1) Chapter 13: Personality (Course Objective/Goals 1 and 4)	Homework Read: Chapter 11 pgs. 419 - 448 (33 pages) Chapter 12: pgs: 459 – 507 (48 pgs) Homework: Read: Chapter 13: pgs: 517 – 562 (45 pgs) WAC #2 DUE Prior to beginning of class Quiz # 4
7 9-29 / 10-1	Chapter 14: Social Psychology (Course Objective / Goals 1 and 3) Chapter 15: Psychology Disorder (Course Objective/Goals 1 and 4) Chapter 16: Therapy (Course Objective/Goals 1, 3, 4, and 5)	Chapter 14: pgs: 571 – 598 (27 pgs) Homework Read: Chapter 15 pgs: 609 – 651 (42 pgs) Chapter 16: pgs: 657 – 689 (32 pgs) Capstone Due
8 10-6 10-8	Review Final	

St. Augustine College – Behavioral Sciences Department

PSY 101 GENERAL PSYCHOLOGY

PRESENTATION RUBRIC

Date: _____

Student's Name: _____

Title of Presentation: _____

	Evaluating Student Presentations				
	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Visuals	Student uses superfluous visuals or no visuals	Student occasionally uses visuals that rarely support text and presentation.	Student's visuals relate to text and presentation.	Student's visuals explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	

**ST. AUGUSTINE COLLEGE
BEHAVIORAL & SOCIAL SCIENCES AND HUMANITIES DEPARTMENT
SYLLABUS**

PSY 101 – General Psychology

Acknowledgement of Syllabus Content

I _____, have read and understand the Course Syllabus for PSY 101 General Psychology at St. Augustine College, which is being taught by _____. I hereby agree to the terms stated in this syllabus.

Signature

Date

Student's Phone Number

Student's e-mail address

Sign and date this acknowledgement and return to your instructor during the first classroom session.

The only bilingual institution of higher education in the Midwest

**PSY 101 General Psychology
Scoring Rubric for Research/Capstone Project Paper**

Total possible: 100 points
(NOTE: The Student is to use Textbook and One Article)

Student name: _____ Course Name: _____

Dimension	Superior	Competent	Lacking	Inadequate/Unsatisfactory/ Needs Work	TOTAL
Introduction	Position and exceptions, if any, are clearly stated. Organization of the argument is completely and clearly outlined and implemented. (9-12 pts)	Position is clearly stated. Organization of argument is clear in parts or only partially described and mostly implemented. (5-8 pts)	Student's ability to write an introduction was limited. Content in the introduction was not directly related to the main sections in the paper. (2-4 pts)	Position is vague. Organization of argument is missing, vague, or not consistently maintained. Student did not attempt to write an introduction. (0-1 pts)	
Research/ Literature Review Format	Research selected is highly relevant to the argument, is presented accurately and completely – the method, results, and implications are all presented accurately. Student demonstrated the ability to write a literature review that was one flowing summary. The identified themes appropriately reflected	Research is relevant to the argument and is mostly accurate and complete – there are some unclear components or some minor errors in the method, results or implications. Student combined several sources in one paragraph, however the organization needs some improvement and use of transition words.	Research selected is not relevant to the argument or is vague and incomplete – components are missing or inaccurate or unclear. The information described in the key findings section lacked detail/substance. More explanation is needed. Student struggled with explained in own words. Too many quotes. More work on paraphrasing the content is needed.	Theory is not relevant or only relevant for some aspects; theory is not clearly articulated and/or has incorrect or incomplete components. Relationship between theory and research is unclear or inaccurate, major errors in the logic are present. Student did not attempt to discuss key findings and/or separately summarized the sources.	

**PSY 101 General Psychology
Scoring Rubric for Research/Capstone Project Paper**

	the content from the sources. (8-10 pts)	(5-7 pts)	(2-4 pts)	(0-1 pts)	
Evaluation of Sources	Student used appropriate sources. (8-10 pts)	Student used some appropriate sources, but others were not appropriate for a college level paper. (5-7 pts)	Student did not use appropriate sources. (2-4 pts)	Student used unreliable sources (Wikipedia). (0-1 pts)	
Conclusion	Conclusion is clearly stated and connections to the research and position are clear and relevant. The underlying logic is explicit. The conclusion included a summary of what was discussed in the paper. (9-12 pts)	Conclusion is clearly stated and connections to research and position are mostly clear, some aspects may not be connected or minor errors in logic are present. (5-8 pts)	Student's ability to write a conclusion was limited. Conclusion may not be clear and the connections to the research are incorrect or unclear or just a repetition of the findings without explanation. (2-4 pts)	Student did not attempt to write a conclusion to the paper. Underlying logic has major flaws; connection to position is not clear. (0-1 pts)	
Academic Writing	Student was able to write to an academic audience using 3 rd person. Paper is coherently organized and the logic is easy to follow. Writing is clear and concise and persuasive. Student scanned the paper in PaperRater before submitting it. (9-12 pts)	Paper is generally well organized and most of the argument is easy to follow. Writing is mostly clear but may lack conciseness. Main concepts were clear in all parts. (5-8 pts)	Student struggled to write to an academic audience and/or struggled to use 3 rd person. English tutoring is needed. (2-4 pts)	Paper is poorly organized and difficult to read – does not flow logically from one part to another. The writing was very informal and used 1 st and 2 nd person. Writing lacks clarity and conciseness. Major English tutoring is needed. (0-1 pts)	

**PSY 101 General Psychology
Scoring Rubric for Research/Capstone Project Paper**

Grammar/ Spelling	There are no spelling or grammatical errors and terminology is clearly defined. (9-12 pts)	There are only a few minor spelling or grammatical errors, or terms are not clearly defined. (5-8 pts)	Major Errors found. Unable to distinguish meaning of some parts. (2-4 pts)	There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. (0-1 pts)	
APA Citing in the Paper	Excellent citing within paper. (8-10 pts)	Minor errors found. (5-7 pts)	Major errors found. (2-4 pts)	Problems with plagiarism. Student did not attempt to cite within the paper or large sections were taken word for word without quotations or citations. (0-1 pts)	
References/ Works Cited/ Bibliography	Excellent works cited. No errors found. (8-10 pts)	Minor errors found. (5-7 pts)	Major errors found. (2-4 pts)	Student did not attempt to include a works cited. (0-1 pts)	
Paper Formatting	Excellent formatting including correct font, font size, margins, indentations within paper, single spaced, and use of subheadings (as described in the syllabus). (9-12 pts)	Minor errors found. (5-8 pts)	Major errors found. (2-4 pts)	Student did not attempt to format the paper as specified in the assignment packet. (0-1 pts)	
				TOTAL	

Encourage students to use PaperRater - (<http://f9.paperrater.com>)

Comments:

Program Course Assessment Report (Form B)
Student Learning Outcome Assessment
Spring 2020 Semester
Date of Report 5/22/20
Prepared by Jin Wu, Psy.D.

1. Summary of Assessment Plan

The mid-term and final examinations were used to demonstrate values added learning in the course.

2. Course and Program Objectives

The Integrated General Educational Learning Objectives of this course:

- Using appropriate methodologies, students **demonstrate** the ability to read, listen, and communicate with understanding and critical discernment.
- Students learn to **evaluate** ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.
- Students learn to **access** information efficiently and effectively; **evaluate** it critically and competently; and **use** it accurately and creatively.
- Students develop **recognition** of and respect for diversity through cultural interactions in and outside the classroom.

Due to the difficulty to cauterize examine questions according to these educational objectives, after discussing the matter with the psychology department chair and the Interim Director of Assessment and Accreditation, for the purpose of this course assessment, this assessor grouped the exam questions in three categories:

1. **Counseling Theories and Approaches,**
2. **Multiculturalism,** and
3. **General concepts and principles in counseling.**

3. The major tool (s) used for this assessment

The major tool used for this assessment were the mid-term and final exams. Specifically, the raw numbers of questions students answered correctly are used as data, not the scores or grades students received.

Abbreviation used in this report:

- *Counseling theories and approaches = Counsl_Appr*

- *Multiculturalism = Multicultural*
- *General concepts and principles in counseling = General*

4. Tools used to assess the assignments (describe them or attach rubrics)

The mid-term and final examinations are two different exams, each contains 30 multiple-choice questions. Upon analysis of the questions it appears that each question fell into one of the three categories:

- Counseling theories and approaches,
- Multiculturalism, and
- General concepts and principles in counseling.

In the midterm exam, each question is in only one category. However, in the final exam, three of the questions are under two categories.

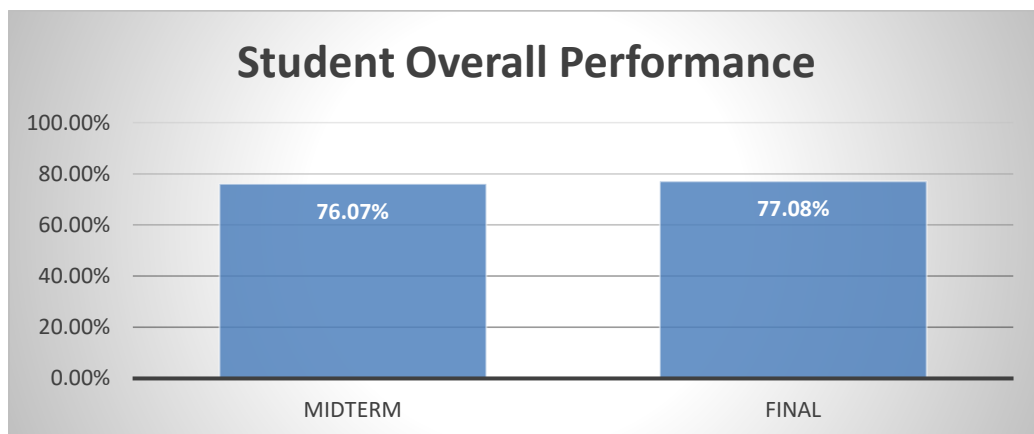
5. Results of This Assessment

Midterm N = 8

Final exam N = 8

This group of students are from two classes in two different semesters. There were 5 students in one class, and 3 in the other.

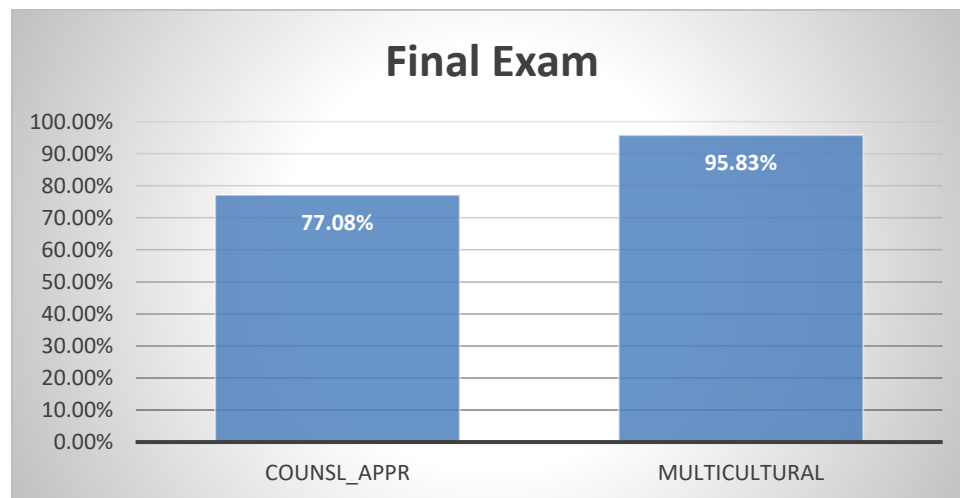
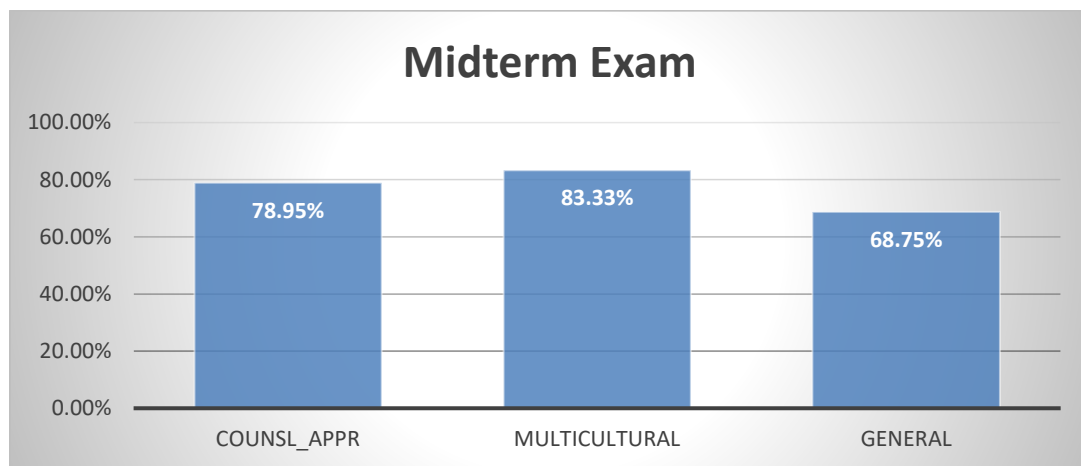
When comparing the percentages of number of questions answered correct on the midterm and final exam, students appeared to perform quite similarly on the final exam, judging by the percentages of questions answered correctly.

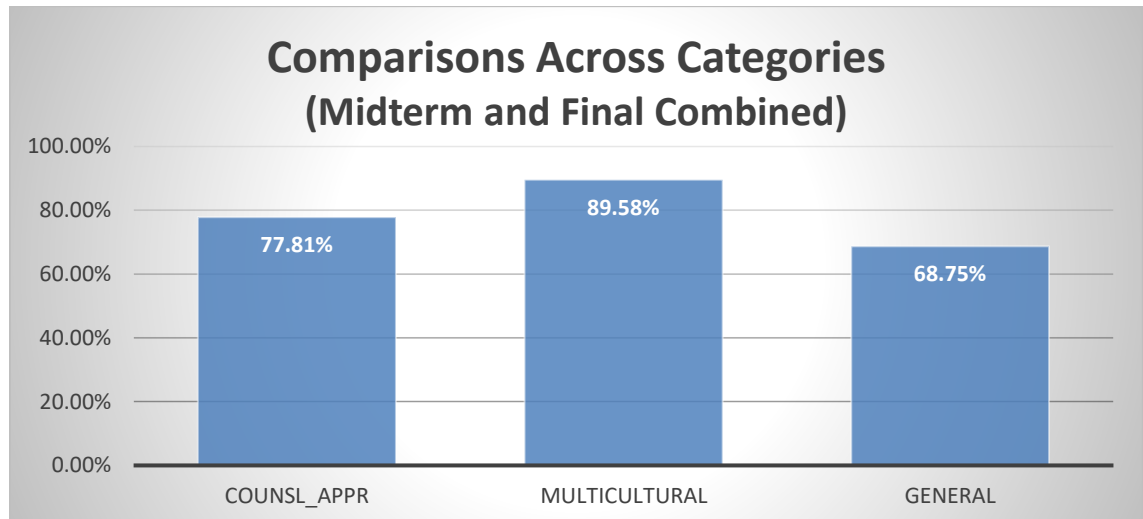


Overall, in the midterm exam, there is one question that no students answered it correctly, another question that only one student answered it correctly. In the final exam, all questions were answered correctly by at least three students.

Results by Objective

Upon reviewing all of the questions in the two exams, each question was assigned to at least one of the knowledge categories listed above, based on the question's content. Three questions in the final exam were assigned under two categories.





The knowledge categories are listed below, from the highest to the lowest on each exam:

Multiculturalism on the final exam (3 questions) – 95.83%

Multiculturalism on the midterm (3 questions) – 83.33%

Counseling theories and approaches in midterm (19 questions) – 78.95%

Counseling theories and approaches in final (30 questions) – 77.08%

General concept and principles in counseling (8 questions) – 68.75%

By knowledge area, students performed better on multiculturalism on both exams. They did least well on General Concept and Principles in the midterm. Questions under this category did not appear in the final exam. When combining all of the questions in both exam under each category, the categories are listed below, from the highest to the lowest:

Multiculturalism (6 questions total) – 89.58%

Counseling theories and approaches (49 questions total) – 77.81%

General concepts and principles in counseling (8 questions total) – 68.75%

Focusing on **the Counseling Theories and Approach category**, there is one question in the midterm that was answered correctly by only one student. The rest of the questions in both exams were answered correctly by at least three students:

#2. Which one of the following is *not* considered an experiential and relationship-oriented therapy? (Answer: Family systems therapy. The other choices are: Gestalt therapy; existential therapy; and the person-centered approach).

To answer this question, students need to have solid grasp of the types of the counseling approaches that are listed. The content of the question is appropriate for this course. However, it may take time for students to absorb such comprehensive information. As the second question of the midterm, it might have appeared too soon and thrown most of the students off.

In **General Concepts and Principles in counseling category**, there is one question that no students answered it correctly:

#5. Which of these statements about interventions is true? (Answer: During the course of an individual's therapy, different interventions may be needed at different times)

This is also a question that requires very high level of comprehension of the knowledge taught in this class. Although the content might have been covered in some early chapters in the textbook and classroom lecture, it may take students some time to absorb and comprehend it.

6. Limitations of This Assessment

Sample size is always a limitation of course assessments since course enrollment tends to be limited to 20 students or less, and the overall program is small. There were only five students in one of the class and three in another. Given the very small class sizes, it would not be meaningful to compare them.

7. Instructors Conclusions and Recommendations

- It is recommended that the course objectives are revised. They should be directly related to program outcomes. Course assessment should directly be related to the learning objectives.
- It is also recommended that course assessment be done in a fashion that can maximize the use of all forms of student evaluation, not just limited to the midterm and final exams, instead, to include resources such as rubrics, evaluation of classroom presentations, etc.

8. Departmental Review Done On Date: May 23, 2020

9. *Summary of decisions made/new course plan:*

-
- a. Course objectives will be redesigned to be simple and reduced to five objectives.**
 - b. Course objectives should be linked directly to program outcomes and related to institutional learning objectives.**
 - c. For next course assessment use pre-test and post test or other tools of measure such as capstone rubrics, etc.**

Program Course Assessment Report (Form B)
Student Learning Outcome Assessment
Fall 2019 Semester
Data of Report 5/22/2020
Prepared by Jin Wu, Psy.D.

1. Summary of Assessment Plan

The mid-term and final examinations were used to demonstrate values added learning in the course.

2. Course and Program Objectives

The learning objectives of this course:

1. Knowledge:

- 1.1. To become familiar with the values, conceptual frameworks, and research and intervention approaches of the field of community psychology.

2. Skills:

- 2.1. To apply key concepts of community psychology to analyze real-world situations and problems
- 2.2. To design and propose programs and policies that are based on theory and empirical evidence

3. Attitudes:

- 3.1. To think critically about how problems are defined and what solutions are put forward to address those problems

However, given the tool used in this assessment, namely mid-term and final examinations, this report focuses on assessment of the **Learning Objective one, Knowledge.**

3. The major tool (s) used for this assessment

The major tool used for this assessment were the mid-term and final exams. Specifically, the raw numbers of questions students answered correctly are used as data, not the scores or grades students received.

Abbreviation used in this report:

- *The number of questions answered correct = NQC, and*
- *The percentage of questions answered correct = NQC%.*

4. Tools used to assess the assignments (describe them or attach rubrics)

The mid-term and final examinations are two different exams, each contains 30 multiple-choice questions. In the syllabus of this class, under the knowledge section of the learning objective, there is only one area, namely the values, conceptual frameworks, and research and intervention approaches of the field of community psychology.

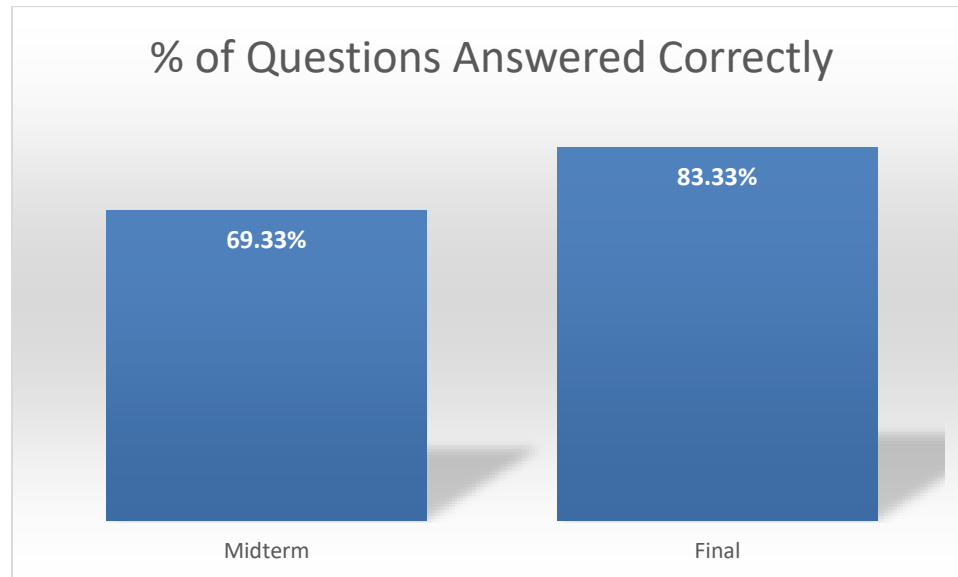
This class is only offered once a year as a summer session. Because the class size has been very small, the data used in this assessment are exams results from two classes, one was in the summer of 2018 (2 students), and the other was in the summer of 2019 (3 students).

5. Results of This Assessment

Midterm N = 5

Final exam N = 5

When comparing the percentages of number of questions answered correct on the midterm and final exam, students appeared to perform better on the final exam, judging by a higher percentage of questions answered correctly.



There are six questions in the midterm and 15 questions in the final exam were answered correctly by all students. Most of such questions are comprehensive and required application of concepts or principles taught in the class. They were not simple information such some simple statistics of definitions.

There was one question in the midterm that no student answered it correctly:

#25 in the Midterm - A mutual help group meeting and an elementary school classroom are examples of what level of community? (Answer: microsystem).

The other choices to this question are: macrosystem, organizational, and locality. All of them were selected by at least one student.

Two questions in the final exam were answered correctly by only one student respectively:

#22 – Program evaluation has become more important for community programs because it helps meet pressures from program funders and the public for: (Answer: general, ideal goals)

#29 – In response to Hurricane Katrina, the community psychology professional society... (Answer: Pooled their expertise to create a manual for long-term recovery of communities).

There seems not to be clear patterns as why most students were not able to answer these questions correctly.

6. Limitations of This Assessment

Sample size is always a limitation of course assessments since course enrollment tends to be limited to 20 students or less, and the overall program is small. In the case of Community Psychology class, it is only offered once a year in the summer session. Because the class sizes were so small (two or three students in each class), this assessment pooled the results from two classes in two years. As an elective course, it is possible that students with certain characteristics tend to take this class.

7. Instructors Conclusions and Recommendations

- There is evidence that the students who attended this class gained knowledge about the field of community psychology significantly.
 - It is recommended that more effort be made to publicize this class so more students will attend it.
-

8. Departmental Review Done On Date: May 23, 2020

9. *Summary of decisions made/new course plan:*

Program Course Assessment Report (Form B)
Student Learning Outcome Assessment
Spring 2020 Semester
Data of Report 5/22/2020
Prepared by Jin Wu, Psy.D.

1. Summary of Assessment Plan

A pre-post test was used to demonstrate values added learning in the course.

2. Course and Program Objectives

The learning objectives of this course:

1. Knowledge:

- 1.1. To introduce major topics and subspecialties including critical theory and research findings that have served to define the field of I/O psychology.
- 1.2. To increase understanding of the complicated systems of individual and group psychological processes involved in the world of work

2. Skills:

- 2.1. •To connect the basic principles of Industrial / Organizational Psychology to Personnel and Human Resources management within organizations

3. Attitudes:

- 3.1. •To allow participants to explore ways in which individual career choices and work-life success can be improved through the benefits of I/O Psychology

However, given the tool used in this assessment, namely mid-term and final examinations, this report focuses on assessment of the **Learning Objective one, Knowledge.**

3. The major tool used for this assessment

The major tool used for this assessment was a pre-post test.

that consists of 20 questions that covered the content of all of the chapters of the test book. The data used in this assessment are the percentages of questions that the students answered correctly.

4. Tools used to assess the assignments (describe them or attach rubrics)

The test contains 20 multiple-choice questions. They were selected from the test bank provided by the text book company. All of the chapters were covered in this test, and within each chapter one or two questions were randomly selected from the test bank.

All of the questions more or less cover the first area of the **Learning Objective 1, Knowledge** – major topics and subspecialties including critical theory and research findings that have served to define the field of I/O psychology. In addition, a portion of the questions also cover the second area under the same learning objective – complicated system of individual and group psychological processes involved in the world of work.

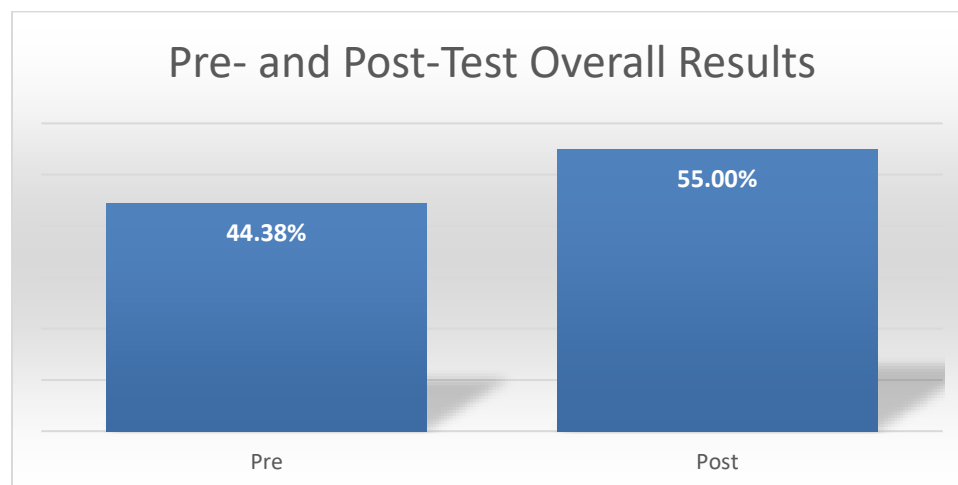
The percentages of questions that were answered correctly were used as the data in this assessment.

5. Results of This Assessment

Pre-Test N = 8

Post-Test N = 5

When comparing the percentages of number of questions answered correct at the beginning (pre-test) and the end (post-test) of the class, students appeared to perform better in the post-test, judging by a higher percentage in the post-test.



Results by Objective

Upon reviewing all of the questions in the test, each question was assigned to one knowledge area of which the question's content reflect it the best. For this class, all of the questions in the test were reasonably related to the **Knowledge Area 1**, and Question 13 to 20 also reflected the **Knowledge Area 2**. Therefore, the categorization of the questions was not exclusive.

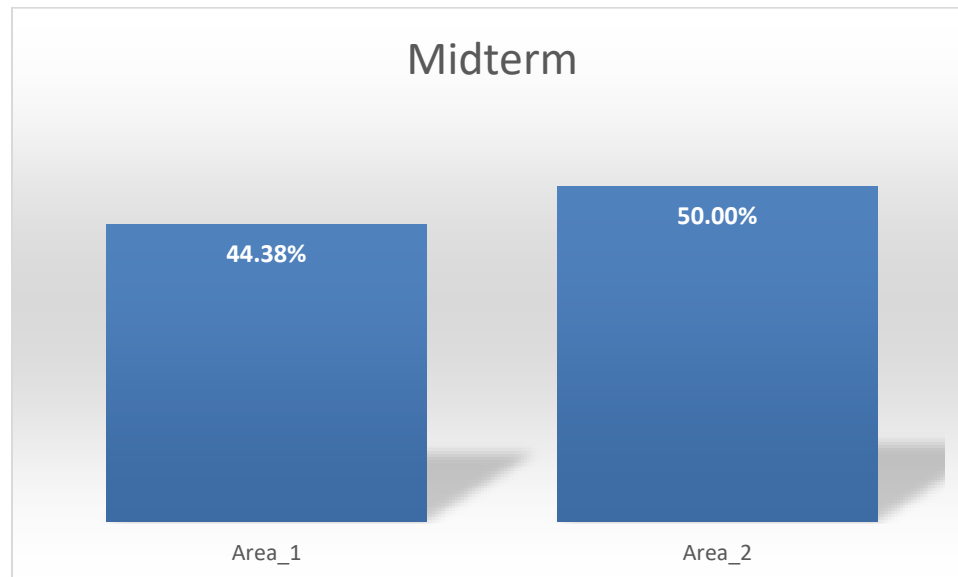
Overall, in both pre-test and post-test, students answered questions in Knowledge Area 2 slightly better than they did in Area 1. The knowledge areas are listed below, from the highest to the lowest on each exam:

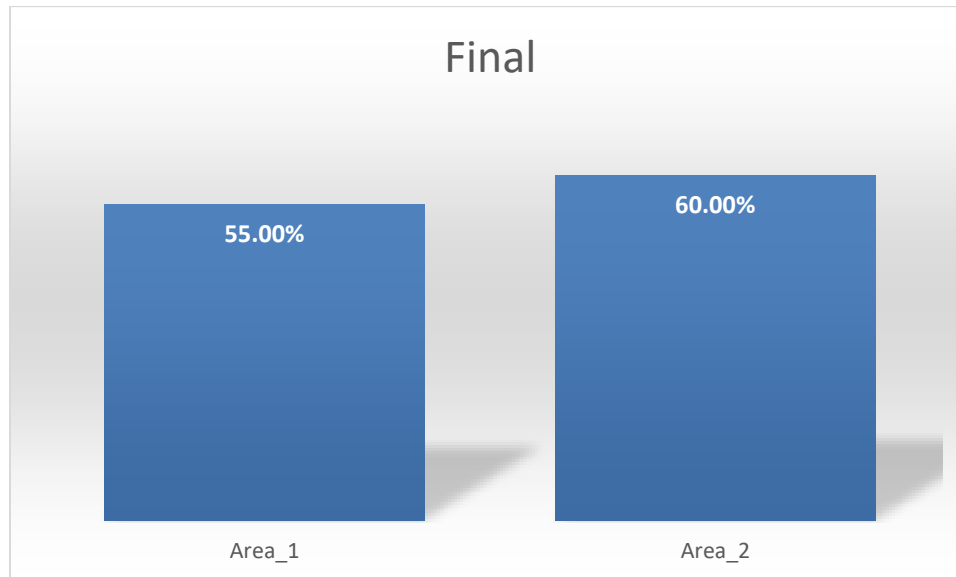
Knowledge Area 2 in Post-Test (60.00%)

Knowledge Area 1 in Post-Test (55.00%)

Knowledge Area 2 in Pre-Test (50.00%)

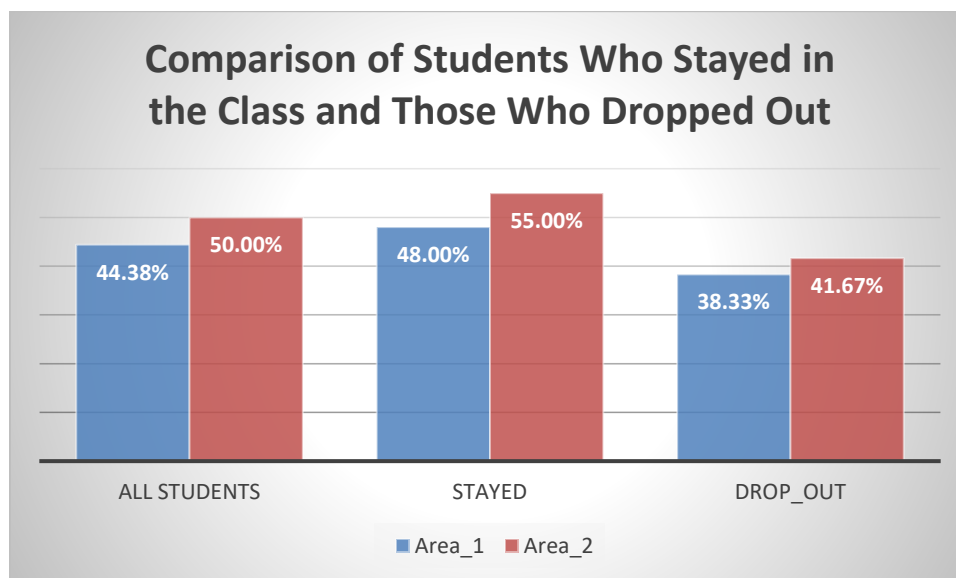
Knowledge Area 1 in Pre-Test (44.38%)





Results by Type of Students

Eight students took the pre-test, but only 5 took the post-test. Three students dropped out of the class. Students who stayed in the class did better on the pre-test than students who dropped out of the class. Both groups did better in the Knowledge Area 2 than in the **Knowledge Area 1**.



Overall, 7 questions in the midterm and one in the final exam were answered correctly by fewer than 3 students. Five of them were answered correctly by 2 students respectively, two by 1 student respectively, and 1 by none of the students. More detailed description of these questions is in the next section.

Analysis of Questions

There will be no analysis focusing on each Knowledge Area since the Knowledge Area 1 covers all of the questions in this test. There are 11 questions that at least 50% of the students answered correctly in the Pre-Test:

- #1 – Psychologists involved in _____ study leadership, job satisfaction, and employee motivation. (Answer: organizational psychology) (50.00%)
- #2 – The gathering, analyzing, and structuring of information about a job's components, characteristics, and requirements is a process called: (Answer: job analysis) (75.00%).
- #4 – The _____ is the process of determining the work activities and requirements, and the _____ is the written result. (Answer: job analysis / job description) (75.00%)
- #7 – If an employer does not check an applicant's references and the applicant molests a child after being hired, the employer could be charged with: (Answer: negligent hiring) (50.00%)
- #10 – Which of the following is an area of potential use for performance appraisals? (Answer: All of these - Validation of employment testing; Training needs assessment; and Employee training and feedback) 87.50%).
- #11 – Which of the following types of needs analysis has the purpose of determining factors that either facilitate or inhibit training effectiveness? (Answer: Organizational) (50.00%).
- #13 – _____ self-esteem focuses on an individual's feelings in a particular situation whereas _____ self-esteem focuses on how a person feels about himself based on the expectations of others. (Answer: Situational / socially influenced) (75.00%).
- #15 – Which of the following is most likely to be satisfied with their jobs? (Answer: Older workers) (75.00%).
- #16 – Which of the following methods of downward communication is often lengthy and difficult to understand?(Answer: Policy manuals) (62.50%).
- #19 – In a change made _____, employees will most likely accept the change.(Answer: by a respected leader) (62.50%).

The contents of most of these questions are close to common knowledge, or relatively easy to predict when having some idea on what to expect in this class.

There are six questions had increase of 15 percentage points or greater between the Pre-Test and the Post-Test – except Question #1, they are not in the above category:

- #1 – (see above) (50.00% to 80.00%)

#6 – Your text identifies eight factors that contribute to the poor reliability and validity of the interview process. Which of the following is NOT one of the eight factors? (Answer: Halo effect) (12.50% to 60.00%).

#8 – The process of counterbalancing test-taking order is used in which method of estimating reliability? (Answer: Alternate-forms reliability)

#12 – Which of the following is NOT an advantage of job rotation? (Answer: Expands employees' levels of responsibility) (25.00% to 40.00%).(0.00% to 20.00%).

#17 – Meta-analyses indicate that several traits differentiate excellent leaders from poor leaders. Intelligence is one of the traits and _____ is another. (Answer: extraversion) (37.50% to 60.00%).

#18 – People who join a group to be with other people have _____ needs.(Answer: affiliation) (37.50% to 60.00%).

There is one question of which the Post-Test result was significantly worse than the Pre-Test one. It is #11 (see above) (50.00% to 20.00%).

There was one question, no student answered correctly in either pre- and post-test, another question:

#3 – Even though the _____ are not law, courts have granted them "great deference." (Answer: Uniform Guidelines).

To answer this question, one has to know a very specific piece of information.

6. Limitations of This Assessment

Sample size is always a limitation of course assessments since course enrollment tends to be limited to 20 students or less, and the overall program is small. There were only eight students at the beginning of this particular class and only five of them stayed to the end. In addition, there was only one section of this class in that semester, therefore it is impossible to compare by section.

In addition, this assessor, who developed the test, is not specialized in the subject matter of this class, industrial and organization psychology.

7. Instructors Conclusions and Recommendations

- It is recommended that people who specialized in the subject matter of the class be involved in the development of the test for pre- and post-testing of student learning.
- It is also recommended that in such a test, there should be few questions of which the answers are easily guessed.
- It is further recommended that most of the questions should have content that students will be exposed during the class, with the emphasis on concepts and principles can be

applied, as well as some, but not excessive amount of specific pieces of information that requires memorization.

8. Departmental Review Done On Date: ____ May 23, 2020 ____

9. *Summary of decisions made/new course plan:*

St. Augustine College
2018-2020 PROGRAM REVIEW
Bachelor of Arts in Psychology (BAP)
Part 1: External Assessment
BAP Program

1. MARKET DEMAND

Over 100,000 students per year graduate with a bachelor level degree in psychology in the United States with over one million who received a bachelor degree level psychology degree in the last ten years (National Center for Education Statistics, 2016). About three quarters of students who obtain a bachelor level degree in psychology do not pursue a graduate degree in psychology but move into other fields. Typical roles students who obtain a bachelor level degree in psychology play in the human and social services include counselors, psychiatric technicians, rehabilitation counselors, and case managers (Career Profiles 2020). Below is some data on workers in some of these fields.

Employment Projections for Some Psychology Students Who Obtain Bachelor Level Degrees in the U.S. 2018-2028*				
Type of Worker	2018 Employment	Projected 2028 Employment	Change 2018-2028	
			%	Numeric
Substance Abuse, Behavioral Disorder, & MH Counselors+	304,500	373,000	22	68,500
Social & Community Service Managers*	168,800	190,700	13	21,900
Psychiatric Technicians & Aides^	138,200	154,500	12	16,300
Rehabilitation Counselors#	119,700	131,500	10	11,800
+ https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm • https://www.bls.gov/ooh/community-and-social-service/home.htm ^ https://www.bls.gov/ooh/healthcare/psychiatric-technicians-and-aides.htm # https://www.bls.gov/ooh/community-and-social-service/rehabilitation-counselors.htm				

To work as a psychologist, an individual generally needs a Ph.D. although some positions are available with a master level degree according to the U.S. Department of Labor Statistics (4 September 2019). Only one quarter of individuals with a bachelor degree in psychology end up working in psychology or a closely related field (Career Profiles 2020). Psychologists provide a variety of functions to help improve individual cognitive, emotional and social processes. Some of the most common types of psychologists are: clinical psychologists, counseling psychologists, developmental psychologists, forensic psychologists, industrial-organizational psychologists, rehabilitation psychologists, and school psychologists. The median annual wage for psychologists was \$79,010 in May 2018; and the employment of psychologists is projected to

grow 14 percent from 2018 to 2028, much faster than the average for all occupations. Job prospects should be best for those who have a doctoral degree in an applied specialty (U.S. Department of Labor Statistics, 4 September, 2019).

Projections for Different Types of Psychologists Jobs in the U.S. 2018-2028*				
Type of Psychologist	2018 Employment	Projected 2028 Employment	Change 2018-2028	
			%	Numeric
All Psychologists	181,700	207,800	14	26,100
Clinical, Counseling & School Psychologists	162,000	185,800	15	23,800
Industrial-Organizational Psychologists	1,400	1,600	13	200
All Other Psychologists	18,300	20,400	14	2,100
<ul style="list-style-type: none"> Retrieved from the U.S. Department of Labor Statistics at https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm#tab-6 				

2. **SUCCESS OF GRADUATES**

There is no data available on success for BAP alumni.

3. **ADVISORY BOARD FEEDBACK**

BAP Advisory Board meeting held, on 5/28/2018. Recommendations:

- Create curriculum and syllabi for PSY 440 Health Psychology (since the beginning of its instruction it has proven to be a very successful course).
- Continue facilitating study abroad programs. Pictures of activities that took place in Cuba were shown. Advisory members were impressed with activities done by students.

Part II: Student Assessment **Bachelor of Arts in Psychology (BAP)**

1. **STUDENT SATISFACTION & COURSE OBSERVATIONS**

In this section student course and instructor satisfaction evaluations and instructor course observations are presented to get a sense of faculty performance. In the first table below is a summary of psychology student course and instructor satisfaction evaluations placed in comparison to summaries for all other programs in spring and fall 2019. The second table presents a comparison of individual faculty course observations with the student satisfaction and course observations for the same instructor.

As can be observed in Table I below, student course and instructor evaluations for spring and fall classes in 2019 place student satisfaction for all indicators except one below the average success across all programs at St. Augustine College with between 70% and 85% of all students rating psychology instructors “superior,” and 16/18 indicators were ranked between 70% and 80%. The college averages ranged from 79% and 90% of all students rating instructors “superior” with only 2/18 indicators in the 70% range. The indicator that rose above the average for psychology instructors is students’ belief that the work in the class is significantly challenging at 85% s can be observed below.

Table II below displays faculty performance based on two indicators: student satisfaction and faculty observations. In the first semester of teaching at SAC and then every two years thereafter, instructor reviews include classroom observations. The table below is a short summary of twelve instructors’ classroom observations and course and instructor evaluations for comparisons.

Table 1: Student Satisfaction of Psychology Professors (column 1) and Professors from All Program Courses (column 2) Spring and Fall 2019			
% of Students Report “Superior” Faculty Performance			Indicator
BA Psychology	SAC	Difference	
70%	79%	-9%	The instructor makes the Assignment and the requirements clear
76%	83%	-7%	The instructor is well prepared
72%	81%	-9%	The instructor is organized
81%	85%	-4%	The instructor demonstrates thorough knowledge of course materials
78%	84%	-4%	The instructor begins and ends class at the scheduled times
71%	80%	-9%	The instructor provides grades on my class work in a timely manner
76%	82%	-6%	The instructor is available to explain course content I did not understand
78%	84%	-6%	The instructor encourages questions, discussion and participation
71%	78%	-7%	The instructor encourages me to work and learn in groups
73%	82%	-9%	The instructor creates interest in the subject matter
85%	90%	-5%	The instructor is respectful of all cultures and language abilities
74%	81%	-7%	The instructor makes the course objectives and expectations clear
77%	84%	-7%	The instructor follows the course syllabus or made changes in advance
77%	82%	-5%	The instructor gives weekly writing assignment in class or for homework that strengthen my writing skills
76%	80%	-4%	The instructor gives some assignments that require using electronic library resources or internet research
78%	74%	+4%	I believe the work required in this course is sufficiently challenging
77%	81%	-4%	I believe that I will use what I have learned in this class
78%	80%	-2%	I believe the textbooks and materials are appropriate for the course
*These percentages are for all students who have declared a BAP major.			

St. Augustine College Psychology Course Evaluations and Classroom Observations by Instructor (2018-2020)

Included in this assessment are 12 Classroom observations of 12 distinct psychology instructors during the evaluation period, and a comparison of both classroom observations and Instructor Course Evaluations. Many of the instructor evaluations below were captured in the first semester of teaching as is SAC Policy. Some instructors were not invited to teach the following semesters given their low scores among other factors that were also taken into consideration for not inviting them back.

ID	Class – PSY	Classroom Observation	Instructor & Course Evaluation Avg		
		Observation Avg (/4)	Evaluations	Instructor Avg (/5)	Course Avg (/4)
79299	210	None	1 (SP 17/18)	4.98	3.25
	220	None	1 (FA 18/19)	4.16	3.06
	234	None	2(SP 18/19 FA 19/20)	4.76, 4.86	3.96, 3.89
	270	5/18 3.93	5 (SP 17/18, FA 18/19, SP 18/19, FA 19/20, SP 19/20)	4.79, 4.68, 4.83, 5.00, 4.96	3.80, 3.90, 3.97, 3.87, 4.00
	325	None	1 (SP 18/19)	4.68	3.63
	450	None	1 (FA 19/20)	4.83	3.67
Instructor 79299's scores in PSY 270 have continued to improve over time according to student evaluations with overall Instructor avg scores that range from 3.64-5.00 and overall Course avg scores that range from 2.36-4.0. In addition, there is a wide variance in instructor scores across courses. All comments from students over time are positive.					
79239	101	2/18 3.75	SP (17/18)	3.34	2.83
Instructor 79239 taught only one semester.					
1827	210	2/18 4.0	2 (SP 17/18)	4.82, 4.96	3.83, 4.00
Instructor 1827 only taught 1 semester. All student comments are positive.					
78524	310	2/18 4.0	3 (SP 17/17, 2 SP 18/19)	4.99, 4.39, 4.81	3.83, 3.40, 3.48
	101	None	1(FA 19/20)	4.18	3.42
Instructor 78524 has taught 4 courses, 3 in PSY 310. Her scores in Instructor and course evaluations have wide variance with dips; this is because in one 310 course in SP 18/19, she had to take over the course of another instructor. She has a variance in overall instructor average scores that range from 3.00 and 5.00 and overall Course average scores that range from 2.80 and 4.00. In general, very good student comments.					
80987	101	5/19 3.6	1 (FA 19/20)	4.60	3.83
78565	202	None	1 (SP 17/18)	5.00	4.00
	238	4/18 4.0	1 (SP 17/18)	4.87	3.79
Instructor 78565 taught 1 semester in the evaluation period.					
80226	300	12/18 3.91	Could not locate		
Instructor 80226 taught 1 semester in the evaluation period.					
75424	201	None	2 (SP 17/18, SP 18/19)	5.00, 4.74	3.92, 3.48
	220	None	1 (SP 18/19)	4.76	3.89
	300	None	1 (FA 19/20)	5.00	4.00
	320	2/18 3.77	4 (SP 17/18, FA 18/19, FA 18/19, SP 18/19)	5.00, 4.99, 4.90, 4.58	4.00, 3.80, 3.86, 3.48
	440	None	1 (FA 19/20)	5.00	4.00
Instructor 75424 has taught a total of 9 courses, 5 unique courses, and 4 classes in 1 course (PSY 320). Scores in student evaluations tend to reflect very positive student responses; however, his classroom observation received one of the lower scores of all of the classroom observations received. There is variance in overall instructor average scores that range from 4.14 and 5.00 and overall Course average scores that range from 3.67 and 4.00. Very positive student comments.					
80988	101	2/19 3.96	1 (SP 18/19)	4.88	3.79

	238	None	1(FA 19/20)	4.98	3.50
<i>Instructor 80988 taught 1 semester in the evaluation period.</i>					
79258	234	4/18 4.0	1 (FA 18/19)	4.97	4.00
<i>Instructor 79258 taught 1 semester in the evaluation period.</i>					
80281	310	12/18 4.0	2 (FA 18/19, FA 19/20)	4.90, 5.00	4.00, 4.00
<i>Instructor 80281 taught 1 semester in the evaluation period.</i>					
79119	101	4/18 4.0	3 (SP 17/18, FA 18/19, FA 18/19)	4.13, 4.63, 3.76	3.50, 3.71, 3.36
	210	None	2 (FA 18/19, SP 18/19)	4.09, 4.67	2.73, 3.89

The Bachelor of Psychology program at SAC is a newer program that first started instruction at the 300 level in the Fall of 2016. Since that time the program has grown significantly to a program with over 90 students. This has required the introduction of a continual influx of new adjunct instructors each semester. It will be important for program leadership to develop a strategy to review this information regularly and develop a plan to provide training to current faculty and better prepare new instructors as they join the faculty. One aspect of this review will include a close review of this information by individual faculty member to better inform this effort.

Part III: Internal Assessment Bachelor of Arts in Psychology (BAP)

1. PERSISTENCE & COMPLETION

Persistence and completion data were not available for this evaluation.

2. CURRICULUM REVIEW

During the evaluation period five courses were evaluated: Psychology 300, Psychology 310, Psychology 320, Psychology 325, Psychology 330, Psychology 450. Below is a description of the analysis completed for each course.

The six courses below were assessed during this time period. One was assessed using a pre/post-test measure, four were assessed using midterm and final exams, and the remaining course associated with internships was conducted using psychology competencies. One recommendation across findings is that test questions for the four courses that use midterms and finals for assessment that pre/post-test measures; and measures for all courses become linked to course and program objectives.

i. PSY 300 Cross-Cultural Factors in Mental Health. This course is four (4) credit hours per semester. This course includes ethnic and cultural considerations in mental health, the impact of cultural differences in the integration of community, the identification of specific cultural beliefs and their impact on mental health and identity development.

The data below were generated using pre-testing and post-testing. The pre-test consisting of 20 multiple choice questions is distributed by the professor of each class chosen to participate in the assessment.

Psychology 300 Assessment Findings		
	Midterm	Final
Total Number of Students being Assessed	23	19
Total Possible Points	20	20
Standard Deviation	3.27	6.24
Highest Score	17	19
Lowest Score	6	7
Mean	8.56	12.74
Median	8	12
Reliability Coefficient (Cronbach's Alpha)	-.195	-.020

Explanation of results. For this pre/post-test exam, twenty-three (23) students took the pre-test exam during the first class of the semester and nineteen (19) took the post-test exam during the fifteen week of the spring 2019 semester. There was a total of twenty (20) possible points for both exams with a standard deviation of 3.27 for the pre-test and 6.24 for the post-test. There was a significant difference between the highest and lowest scores possible. The highest score was seventeen (17) points at pre-test and nineteen (19) points at post-test. Whereas for the pre-test the lowest score was six (6) and seven (7) at post-test. There was a difference of 4.18 points between the pre-test and post-test mean scores for this exam. The median score for pre-test was eight (8) points and twelve (12) points for the post-test with reliability coefficient scores of -.195 for the pre-test and -.020 for post-test.

Recommendations. Maintain pre/post testing, link questions to the course and program objectives. Ensure pre- and post-test questions link with course and program objectives. Consider evaluating closeness of syllabus content and assignments to course objectives to ensure consistency across sections.

PSY 300 as well as for other psychology courses the course objectives will be redone and aligned with program outcomes during Summer 2020. This will be part of the action plan for all psychology courses.

ii. PSY 310 Tests and Measurements. This course provides an overview of the principles of psychological testing, including norms and units of measurement, elementary statistical concepts, reliability and validity. In addition, some attention is devoted to the major types of available tests, such as general intellectual development, tests of separate abilities, achievement tests, measurements of personality and interest inventories.

The data below were generated using midterm and final exams, which are not cumulative assessments of knowledge. The exams for this course cover, respectively, the first half of course within the midterm and the second half of the course in the final exam.

Psychology 310 Assessment Findings		
	Midterm	Final
Total Number of Students being Assessed	11	11
Total Possible Points	30	30
Standard Deviation	2.42	3.10
Highest Score	26	26
Lowest Score	19	17
Mean	22.64	21.64
Median	23	22
Reliability Coefficient (Cronbach's Alpha)	-.083	-.208
Average Difference Between Tests 1		

Explanation of results. should be interpreted with caution due to the inability to assess student outcomes based on an accumulation of knowledge at two defined points during the semester. It should be noted that the final exam content is independent of midterm content, thus a true comparison between performances on this measure cannot be evaluated due to differences in content, unlike a pre-test/post-test evaluation, which assesses learning of identical content across two points in the semester. Thus, although mean differences reflect that students seemingly declined in learning compared with midterm results, it should be noted that the content of the final does not correlate with the midterm.

Recommendations. Replace midterms and finals with pre/post testing or, alternatively, replace current final exam with a cumulative exam to assess learning over the course of the semester, with questions linked to the course and program objectives.

PSY 310 same as for PSY 300 and all other psychology courses the course objectives will be redone and aligned with program outcomes during Summer 2020. This will be part of the action plan for PSY 300, 310 and all psychology courses.

iii. PSY 320 Behavioral Statistics. This course facilitates an appreciation and understanding of common quantitative analysis tools and techniques used in behavioral sciences. Through reading and analysis of research publications, students will review commonly accepted statistical measures and their application to research.

The data below were generated using midterm and final exams, which are not cumulative assessments of knowledge. The exams for this course cover, respectively, the first half of course within the midterm and the second half of the course in the final exam.

Psychology 320 Assessment Findings		
	Midterm	Final
Total Number of Students being Assessed	16	14
Total Possible Points	30	30
Standard Deviation	5.14	3.96
Highest Score	29	28
Lowest Score	12	13
Mean	22.29	22.43

Median	22.50	23
Reliability Coefficient (Cronbach's Alpha)	-.374	-.326

Explanation of results. should be interpreted with caution due to the inability to assess student outcomes based on an accumulation of knowledge at two defined points during the semester. It should be noted that the final exam content is independent of midterm content, thus a true comparison between performances on this measure cannot be evaluated due to differences in content, unlike a pre-test/post-test evaluation, which assesses learning of identical content across two points in the semester. Thus, although mean differences reflect that students seemingly increased their scores by only .14, this difference means little due to the lack of correlation in content between the midterm and the final exams. Scores tended to cluster closer together on the final exam, with the low score increasing by one point and the high score decreasing by one point. Overall, this is not expected to be a reflection of students' learning because content from the Midterm does not correlate with content of the Final exam.

Recommendations. Consider replacing midterm and final assessment measures with pre and post tests with either identical items or items that draw upon the similar concepts to discern whether students benefitted from instruction and course materials.

PSY 320 same as for PSY 310 and PSY 300 and all other psychology courses the course objectives will be redone and aligned with program outcomes during Summer 2020. This will be part of the action plan for PSY 300, 310, 320 and all psychology courses.

iv. PSY 325 Neuro-Cognitive Psychology. This course provides an introduction to important philosophical questions about the mind, specifically those that are intimately connected with contemporary psychology and neuroscience. Students are expected to understand complex and often highly abstract concepts involving the nature of sensory and perceptual processing. Students study how all the senses – hearing, tasting, seeing, touching, and smelling – gather information from our environment, convert it into a signal and send data to the brain via the central nervous system.

The data below were generated using midterm and final exams, which are not cumulative assessments of knowledge. The exams for this course cover, respectively, the first half of course within the midterm and the second half of the course in the final exam.

Psychology 325 Assessment Findings		
	Midterm	Final
Total Number of Students being Assessed	19	17
Total Possible Points	30	30
Standard Deviation	3.79	4.94
Highest Score	28	29
Lowest Score	15	10
Mean	21	22
Median	21	22
Reliability Coefficient (Cronbach's Alpha)	.230	-.072

Explanation of Results. Scores showed higher variability for the Final exam than the midterm exam, with means at 4.94 and 3.79, respectively. High scores increased by one point from midterm to final exams from 28 to 29, but low scores dropped from 15 on the midterm to 10 on the final exam. This result is somewhat misleading, however, because final exams are not based on cumulative learnings, which means content on the final exam may have been more difficult for the students, or students may not have been able to devote as much time to exam preparation for the final exam due to competing demands.

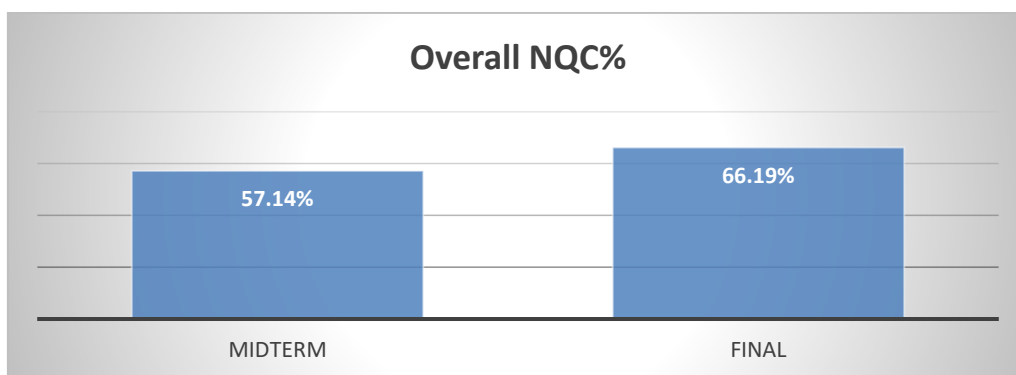
Recommendations. Replace midterm and final assessment measures with pre and post-tests with either identical items or items that draw upon the same concepts to discern whether students benefitted from instruction and course materials.

PSY 325 same as for PSY 320, 310 and PSY 300 and all other psychology courses the course objectives will be redone and aligned with program outcomes during Summer 2020. This will be part of the action plan for PSY 300, 310, 320, 325 and all psychology courses.

The major tool used for this assessment were the mid-term and final exams. Specifically, the raw numbers of questions students answered correctly are used as data, not the scores or grades students received.

v. PSY 330 Forensic Psychology. The major goal of this course is to provide a broad overview of the field of forensic psychology and the numerous ways that psychology interacts with the law. Forensic psychology addresses the application of psychological research, methods, and expertise to issues that come before the legal system. Some topics include insanity, competency, jury-selection, expert-testimony, decision making, child custody, dangerousness, and interrogations.

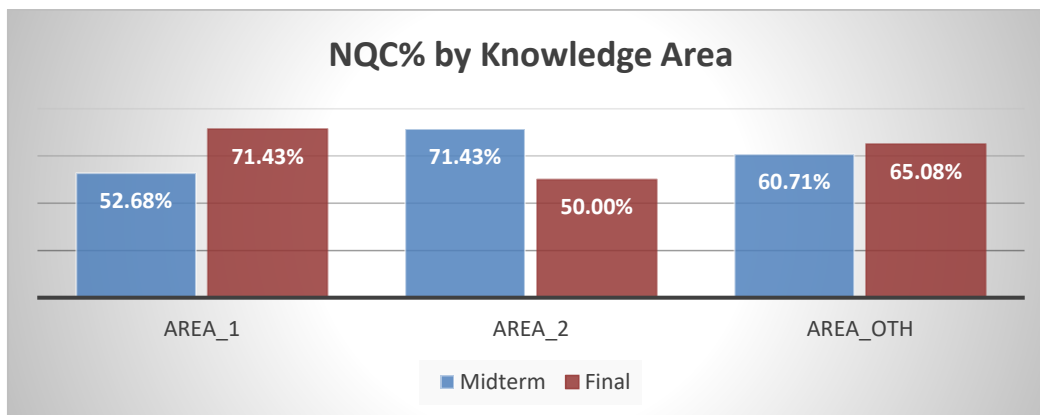
The data below were generated using midterm and final exams, which are not cumulative assessments of knowledge. The exams for this course cover, respectively, the first half of course within the midterm and the second half of the course in the final exam. The assessment was focused on Learning Objective 1: Knowledge.



NQC=Number of Questions Correct

Student grades on the exams were positively correlated with the number of questions answered correctly. However, the exact formula of the relationship between grades and NQC is not fully clear.

- Area 1 – the types of forensic evaluation conducted in criminal and civil cases
- Area 2 – landmark cases
- Area Other – information covered in the class but not directly related to the two listed knowledge areas



Recommendations.

- It is recommended that learning objectives are reviewed to reflect better what needs to be covered in this class. And the exams give sufficient coverage for each learning objectives. One suggestion is to add a knowledge area which cover the based concepts and knowledge related to forensic psychology that students would need in order to learn about the kinds of evaluations used in criminal and civil cases, or “prerequisite knowledge” for the current knowledge area 1. Obviously, such content was covered extensively in this particular course being evaluated, judging by the large number of questions in both exams. It may be beneficial to formally acknowledge that area of learning so much more exam questions would be directly related to the stated earning objectives.
- It is also recommended that when developing the exams, more weight would be placed on questions related to general principles and concepts than the specific pieces of information that requires rote memory, especially the kind of information that is very remote from the live of the communities where the majority of students come from. Course content may be viewed in several levels: knowledge, concepts, comprehension, and application.
- It is understandable that small elective classes such as forensic psychology tend to receive less contribution than required classes with multiple sections and instructors. And the pay of an adjunct faculty member for teaching such a class would not cover the time spend to participate in curriculum development. And for highly specialized subject matters, such as forensic psychology, even highly credentialed professionals without the specific specialization may be ill equipped to develop the curricular. To improve the quality of the curricular of such

classes, maybe the program management would like to consider to allocate some fund to pay truly qualified and experienced professionals to be part of the curriculum team.

- It is additionally recommended that more forms of assessment be included in the student evaluation package. For example, adding short essay questions to multiple choices questions to the midterm and final exams, so students can possibly earn partial credits. Another form may be bonus questions. In addition, to evaluate students' progress more fully, more evaluation tools/forms be included in course evaluation, such as rubric of students' writing assignment, and grading for classroom presentations.

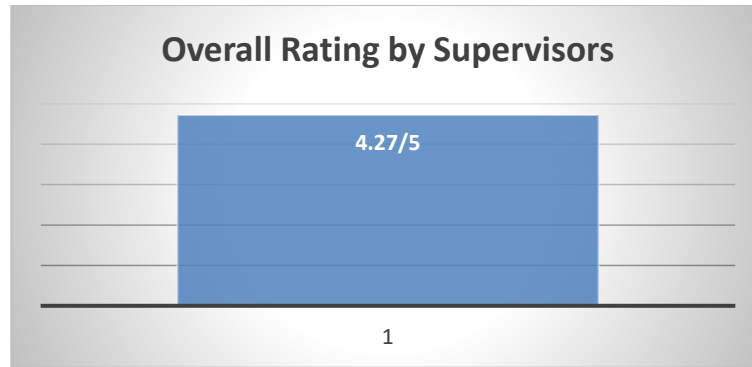
- In addition to the analysis of the data in this report, it has been communicated that the text book for this class is over 10 years old. Therefore, it is recommended that a newer text book be selected.

The items below were done as a result of the assessment:

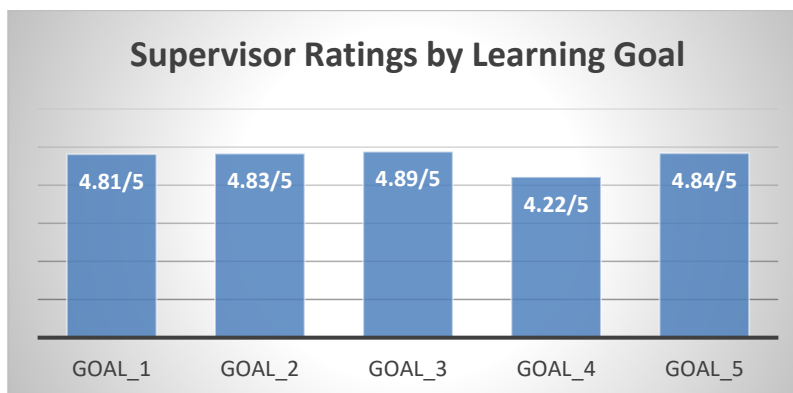
- New Text book (dated in the last 2 years)
- New custom course objectives under the college's 3 standard headings (Knowledge, Skills, Attitudes)
- Added updated objectives for each chapter
- New Midterm and Final exams anchored to the course objectives as best as possible while maintaining the college standard of 30 multiple choice questions
- New weekly quizzes to mirror the new exams
- Written assignment requiring students to combine and apply information learned in class to novel information outside of the class.
- Presentation to the class requiring students to present information to the class that adds to and enhances assigned readings.
- Online discussion questions to engage students in a dialogue outside of class time to reinforce learned material

vi. PSY 450 Senior Seminar. Capstone course that explores both contemporary issues in Psychology and events of particular historical significance in the discipline. Course content includes professional ethics, recent career trends, cross-cultural competency and other selected topics. Students integrate knowledge acquired in previous courses into critical analyses of research, theories and principles that have influences past and contemporary thought in psychological science.

The major tool used for this assessment was the Evaluation of Student Internship Competencies form (N=8). Responses were placed on a 5 point Likert scale, with 1 being low and 5 being high. Overall, supervisors gave quite high ratings to the students' performance.



All students evaluated were required to finish at least 200 hours of internship. However, they could earn up to 40 internship hours by attending qualified training. One student earned part of his or her internship by spending 40 hours in Haiti for humanitarian work. Two students did their internship at two different sites respectively. Two students conducted 300-hour internships.



Overall, supervisors rated students favorably under each learning goal. Although the range of ratings is fairly narrow, the ratings are still varied to an extent. The learning objectives are listed below in the order of highest to lowest of the rating students received:

- Goal 3 – ethical and social responsibility in a diverse world (4.89)
- Goal 5 – professional development (4.84)
- Goal 2 – scientific inquiry and critical thinking (4.83)
- Goal 1 – knowledge base in psychology (4.81)
- Goal 4 – communication (4.23)

The discrepancy between learning goal 4 and the other goals suggests that the students tend to work hard on their learning and have the good attitudes, but as young adults and undergraduate students they need to continue to develop their communication skills. Further review reveals that, under learning goal 1, 2, 3, and 5, supervisors gave either 4 or 5 ratings for all students in all questions with one exception: for one student the supervisor deemed the following question as not applicable:

#30 – Demonstrates awareness of appropriate state laws.

However, under goal 4, communication, one student received a rating of 3 for two questions:

#35. Please rate the student's verbal and written skills

B. Verbal skills in Spanish

D. Written skills in Spanish

Another student received “not applicable” for those same two questions. Therefore, the lower ratings under the learning goal of communication was determined by students’ proficiency in Spanish. For any given Latino person, how fluent and functional they are in Spanish is largely influenced and determined by life circumstances outside of their personal control, such as being raised in the US vs. being a recent immigrant from a Spanish-dominant country. It is one of the diversity areas of the Latino communities in the US. It is not relate to one’s academic ability nor effort. It is logical and sensible to collect such information about students, but it is unfairly punitive to determine students’ grade by how well they function in using the Spanish language. This information suggests that students’ life circumstances (being raised in the US vs being recent immigrants) and level of acculturation may impact the supervisor’s rating in the communication area.

Recommendations. It is recommended that all site supervisors are instructed to use the new online evaluation, and evaluation results are collected as soon as realistically possible. It is also recommended that the questions on Spanish proficiency under the learning goal of communication be moved to the demographic session, as descriptive information of the student, not as part of the student’s grade. In addition, questions evaluating students’ professional communication skills in English be added to the communication section.

- a. Are course objectives and program outcomes simple/-measureable?

Developing Table with Program Staff

Crosswalk of Psychology Program Outcomes and Course Goals

The 5 BAP Program Outcomes are:

1) Students should demonstrate fundamental knowledge and comprehension of the major concepts, theories, perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavior (Knowledge & Applicability of Psychological Principles to Behavioral Problems).

2) Students will respect and use critical thinking, skeptical inquiry, creative thinking and, when possible, a scientific approach to solve problems related to behavior and mental processes. Use reasoning to recognize, develop, defend arguments and other persuasive appeals (Knowledge and Use of Professional Reasoning Skills).

3) Students recognize, understand, and respect the complexity of sociocultural and international diversity and interact effectively and sensitively with people of diverse abilities, backgrounds, and cultural perspectives (Display Sociocultural and International Diversity Skills)

4) Students will be able to communicate effectively in a variety of formats. Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, explaining, persuading, arguing, teaching effective oral communication skills in various formats (e.g., group discussion, lecture) and for various purposes. Demonstrate effective interpersonal communication skills (Display Effective Interpersonal Communication Skills).

5) Students apply psychological content and skills to career goals, exhibit self-efficacy and self-regulation, and develop management skills; enhance teamwork capacity; and develop meaningful professional direction for life after graduation (Application of Skills for Professional Success).

The 5 Program Outcomes listed above are accomplished through the delivery of the Psychology courses. Below is a table showing how program outcomes are accomplished through course goals.

Program Outcomes	1.Knowledge & Applicability of Psychological Principles to Address Behavioral Problems	2.Knowledge and Use of Professional Reasoning Skills	3.Display Sociocultural and International Diversity Skills	4. Display Effective Communication Skills	5. Apply Psychological Principles to Career Goals
Course Goals					
PSY 101	1.1 Describe key concepts, principles, and theories of psychology	2.2e Interpret simple graphs and statistical findings	3.1b Identify obvious violations of ethical standards in research and practice	4.1 Demonstrate effective writing for different purposes	5.1a Apply psychological principles to career goals

	and overarching themes in psychology 1.2a Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, and sociocultural) 1.3C Propose and justify appropriate psychology-based interventions in applied settings (e.g., clinical, school, community, or industrial settings)	2.4A Evaluate the effectiveness of quantitative and qualitative research methods in addressing a research question 2.5 Incorporate sociocultural factors in scientific inquiry	psychological contexts 3.2 Build and enhance interpersonal relationships 3.3A Exhibit respect for members of diverse groups with sensitivity to issues of power, privilege, and discrimination	4.2b Deliver brief presentations within appropriate constraints (e.g., time limit, appropriate to audience) 4.3B Deploy psychological concepts to facilitate effective interactions with people of diverse backgrounds	5. re (e m 5. to an re ch ch m
PSY 201					
PSY 202					
PSY 220					
PSY 270					
PSY 300					
PSY 310					
PSY 320					
PSY 325					
PSY 400					
PSY 410					
PSY 420					
PSY 450					

- b. Program Outcomes are aligned to Institutional Goals.** The BAP program outcomes are aligned with the SAC Institutional Goals as depicted in the following table.

Institutional Learning Goals	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
General Education Outcomes	Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Students develop recognition of and respect for diversity through cultural interactions in and outside of the classroom	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.		Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.
B.A. in Psychology	#4 Students will be able to communicate effectively in a variety of formats. Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes. Demonstrate	#3 Students recognize, understand, and respect the complexity of sociocultural and international diversity. Interact effectively and sensitively with people of diverse abilities, backgrounds, and cultural perspectives.		#1 Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. #2 Students will respect and use critical thinking, skeptical inquiry, creative thinking and, when possible, the scientific approach to solve problems related to behavior and mental processes. Use reasoning to recognize, develop,	

	effective interpersonal communication skills.			defend, and criticize arguments and other persuasive appeals. #5 Students apply psychological content and skills to career goals, exhibit self-efficacy and self-regulation; refine project-management skills; enhance teamwork capacity; and develop meaningful professional direction for life after graduation.	
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2. STUDENT LEARNING ASSESSMENT

a. Program Learning Outcomes Assessment Findings (Appendix C)

The following are the BAP Program Outcomes:

#1 Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.

#2 Students will respect and use critical thinking, skeptical inquiry, creative thinking and, when possible, the scientific approach to solve problems related to behavior and mental processes. Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.

#3 Students recognize, understand, and respect the complexity of sociocultural and international diversity. Interact effectively and sensitively with people of diverse abilities, backgrounds, and cultural perspectives.

#4 Students will be able to communicate effectively in a variety of formats. Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes. Demonstrate effective interpersonal communication skills.

#5 Students apply psychological content and skills to career goals, exhibit self-efficacy and self-regulation; refine project-management skills; enhance teamwork capacity; and develop meaningful professional direction for life after graduation.

Below is a table depicting the program objectives met in each psychology class.

Crosswalk of Bachelor of Psychology Program Outcomes and Course Objectives					
Program Objectives	#1	#2	#3	#4	#5

Bachelor of Psychology Major Course Requirements					
PSY 101	X				
PSY 201				X	
PSY 220	X				
PSY 234	X	X			
PSY 238			X		X
PSY 270	X				X
PSY 300	X		X		
PSY 310	X				
PSY 320					
PSY 325	X	X			
PSY 450			X	X	X
Students Choose 1					
401	X	X		X	
420	X				X
440	X				X

3. FACULTY ASSESSMENT

Classroom observations of 13 psychology faculty were conducted in 2018 and 2019. Four instructors of PSY 101, one instructor of PSY 201, one instructor of PSY 210, one instructor of PSY 234, one instructor of PSY 238, one instructor of PSY 270, one instructor of PSY 300, two instructors of PSY 310, and one instructor of PSY 320.

Creating an Engaging Experience. According to observers, 12/13 instructors provided an engaging experience completely. The remaining instructor met the standard adequately.

Learning Organization and Management. According to observers, all instructors evaluated met the learning organization and management standards adequately or completely, and 11/13 met them completely.

Knowledge of Subject Matter. According to observers, all instructors evaluated met the learning organization and management standards adequately or completely, and 10/13 met them completely.

Teaching Style. According to observers, all instructors evaluated met the learning organization and management standards except for the technology indicator adequately or completely, and 11/13 met them completely. 8/13 did not use any type of technology during the courses that were observed.

Instructional Techniques. Students used computers in three courses for various purposes, all classes focused significantly on teacher lectures combined with student participation at various levels, and most had experiential learning and assessment activities during the class.

Engaging in Critical Thinking. In 7/13 classrooms the instructor engaged students in all identified cognitive processes very much and 10/13 very much or somewhat. In one classroom the students were having presentations and the instructor had the students lead the discussions.

4. RESOURCES

5. COST/BENEFIT ANALYSIS OF PROGRAM TO COLLEGE

Part IV: Plan of Action
Bachelor of Arts in Psychology (BAP)

- 1. BRIEF SUMMARY OF PARTS 1, 2, AND 3**
To be completed.
- 2. PROPOSED CHANGES TO IMPROVE PROGRAM BASED ON PROGRAM**
To be completed.
- 3. TIMELINE AND BUDGET FOR PROPOSED CHANGES**
To be completed

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Quantitative Fluency Report

The following report presents findings for the Institutional Goal, Quantitative Fluency:

Graduates will be able to solve real-life problems using logical reasoning, and General Education Goal: *Students create mathematical models and use technology to solve real life situations* (this goal is awaiting final approval).

Data for this report were collected in Spring 2019 and Fall 2019 using midterm and final scores from MAT 200 and 225. The assessment is completed by course instructors. Specific questions in each exam were identified as indicators of quantitative fluency. These were

- MAT 225 Midterm- #6(empirical rule), #8(linear correlation coefficient), #9(linear correlation), #10(basic probability), #11(basic probability table)
- MAT 225 Final- #2A and #2B(Discrete/binomial probability), #3A(binomial formula mean), #3B(binomial formula standard deviation), #7(normal distribution), #8A(sampling distribution mean), #8B(sampling distribution standard deviation), and #10(confidence interval)
- MAT 200 Midterm- #1(simple interest), #2(effective simple interest), #3(compound interest), #4(rule of 72), #5(effective annual rate), and #7(annuity)
- MAT 200 Final- #2 (multiplication rule), #3(permutations and combinations), #4(multiplication rule), #5(probability), #6(probability)

A successful student score is considered to be an overall score of 70% or above for identified indicators. The **benchmark** is 80% of students scoring 70% or higher on the identified indicators for quantitative fluency.

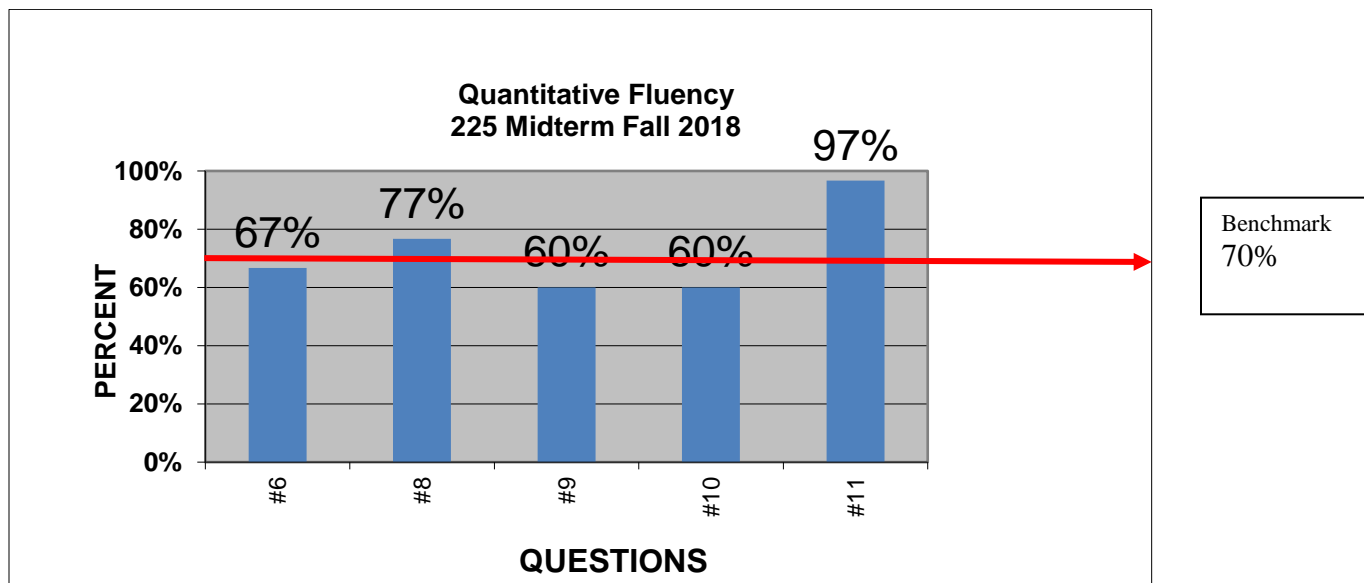
MAT 101-112 Courses are offered in Bilingual, the student can choose either English or Spanish from ALEKS while the explanation by the Professor can in either language the student prefers. MAT 200 and 225 are delivered only in English.

MAT 225: Statistics Data (Semesters: Fall 2018 and Spring 2019)

Fall 2018

N=30 students

Sections: 70, 65, and A0

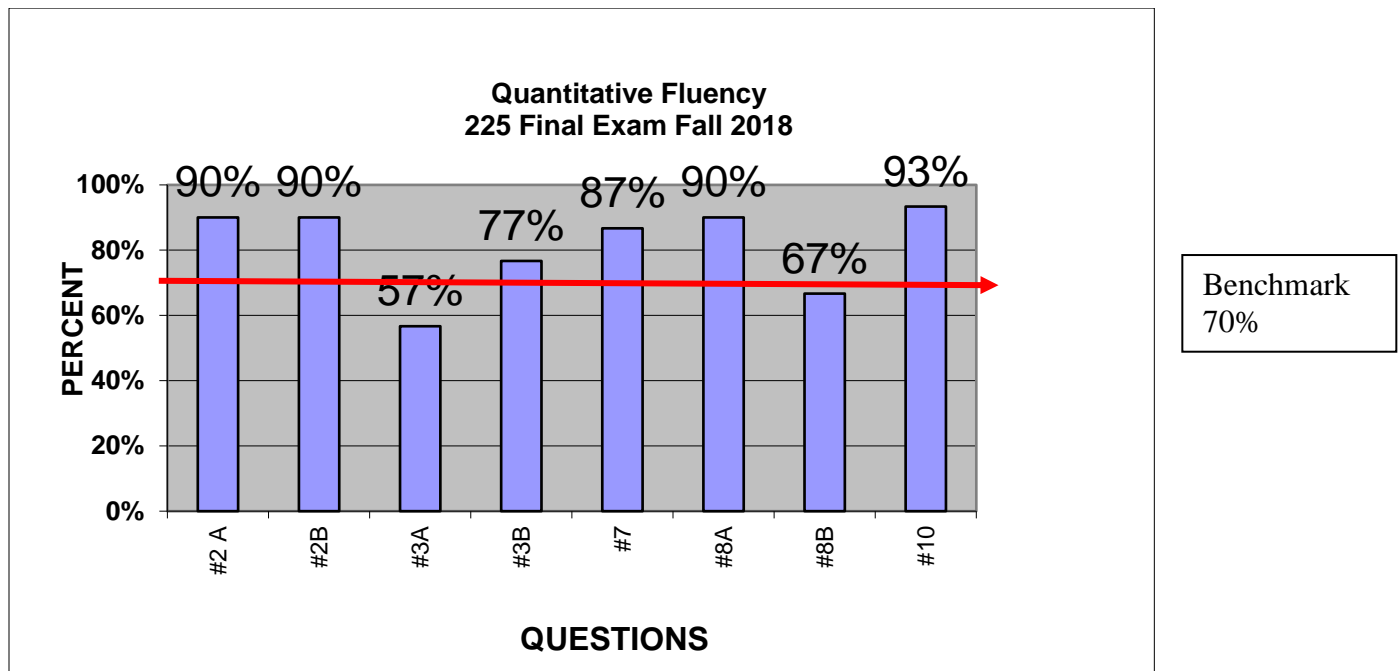


The average for the semester was 72% which is above the benchmark of 70%.

The questions that were below the benchmark were question #6(empirical rule), #9(linear correlation) and #10(basic probability). Empirical rule tends to be more difficult because it is covered in only one session and it involves recalling

the percentages that are used in the rule, as well as linear correlation which uses graphs and calculation of the correlation coefficient and basic probability using dice requires recalling a set of rules or specific numbers that are needed.

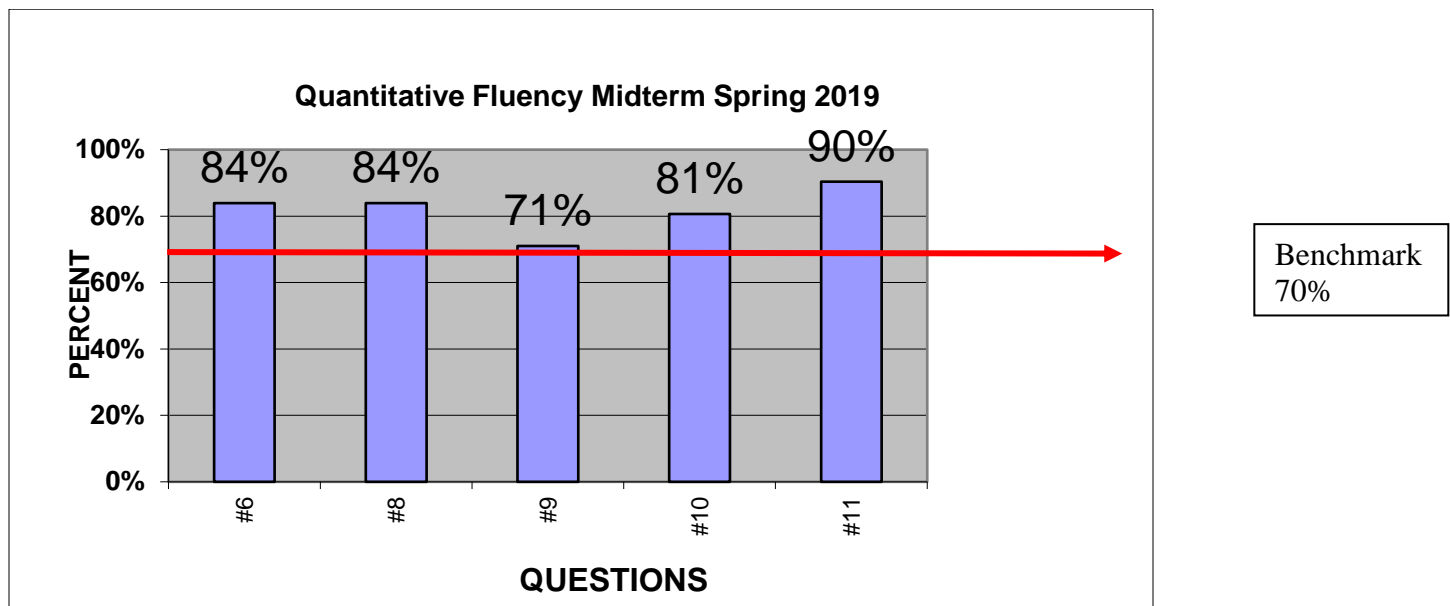
Students demonstrated #8(linear correlation coefficient) and #11(basic probability table). Finding the correlation coefficient is using the graphing calculator and basic probability using a table is covered since the beginning of the probability lesson, giving the students many examples throughout the two sessions in which probabilities are covered.



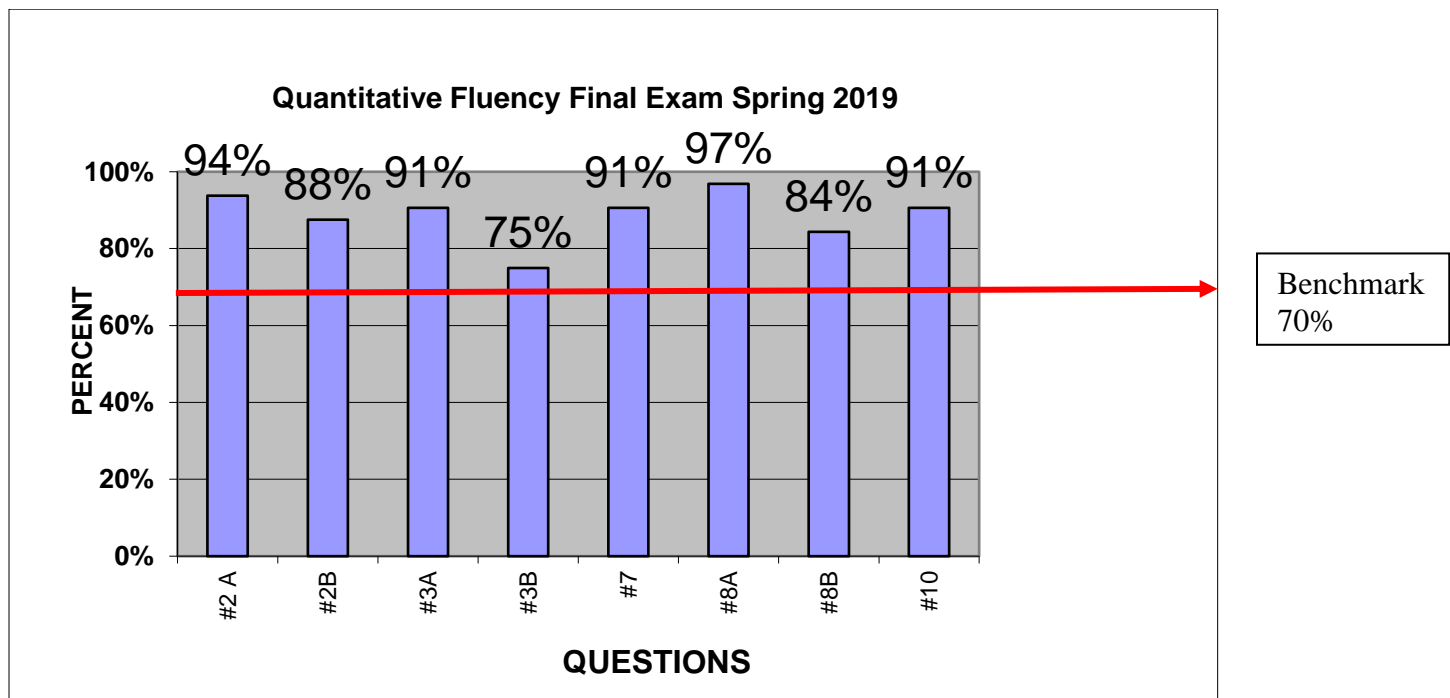
The average for the semester was 81% which is above the benchmark of 70%. The questions that were below the benchmark were question #3A(binomial formula mean) and #8B(sampling distribution standard deviation).

Question #2A,#2B(Discrete/binomial probability),#7(normal distribution), #8A(sampling distribution mean), #3B(binomial formula standard deviation) and #10(confidence interval) are covered on the final exam and the students performed above the benchmark of 70%. Student success in these areas may be due to having at least one session assigned, many practice questions and homework questions, and a quiz for each of those topics.

Spring 2019
 N=32 students
 Sections: 60, 65, 70 and 80

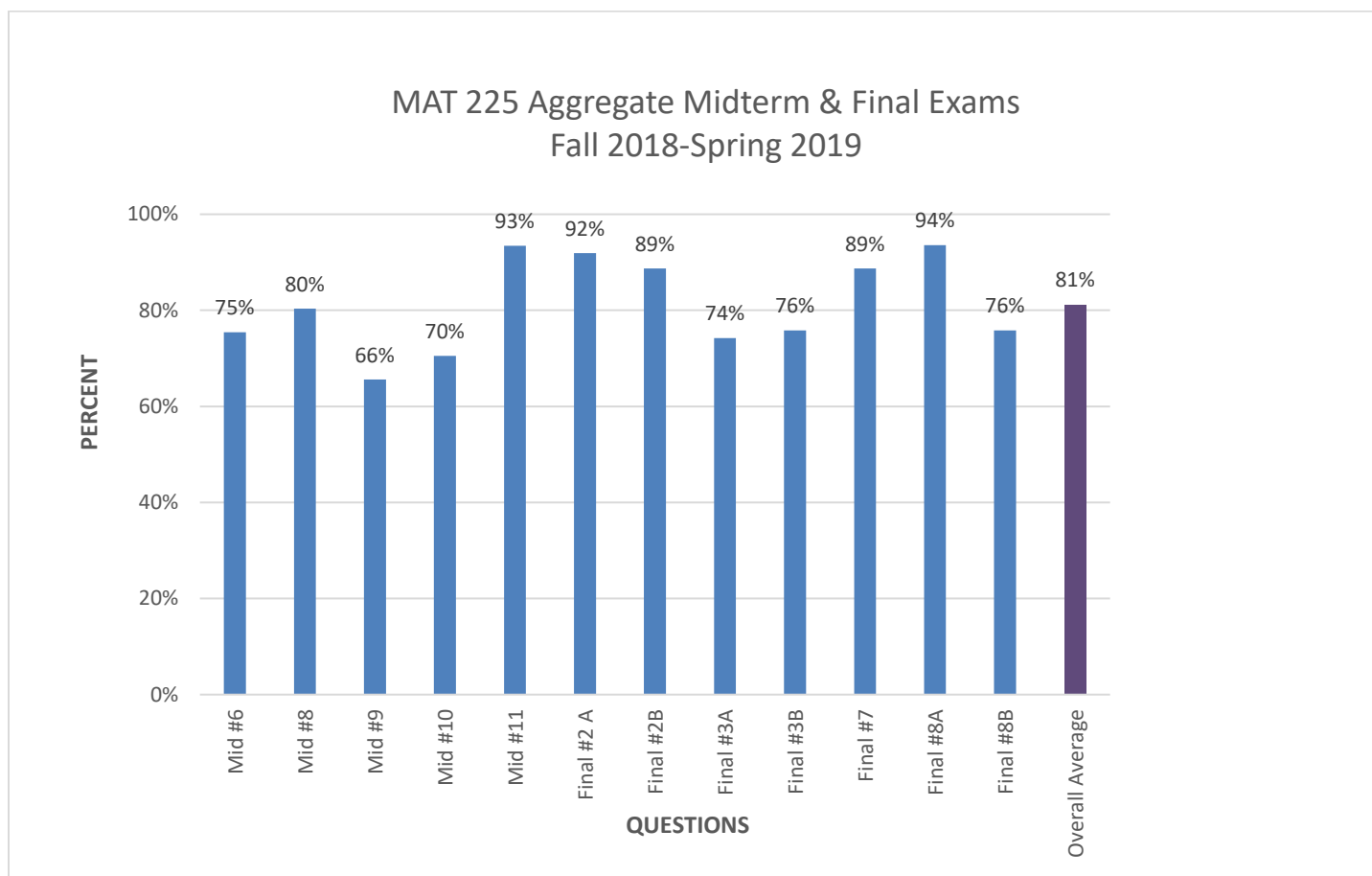


The average for the semester was 82% which is above the benchmark of 70%. All the questions were above the benchmark and the question with the lowest score, closest to the benchmark, at 71% is question #9(linear correlation) which is an application of a real-life problem.



The average for the semester was 85% which is above the benchmark of 70%. All the questions were above the benchmark and the only question which score is close to the benchmark at 75% is question #3B(binomial formula standard deviation) which is suggesting that more emphasis or more class coverage may be needed in the use of the binomial formula to calculate the standard deviation which is not covered in the homework nor included in a quiz.

Aggregate MAT 225 Midterm & Final Exam Fall 2018-Spring 2019



MAT 225 Summary

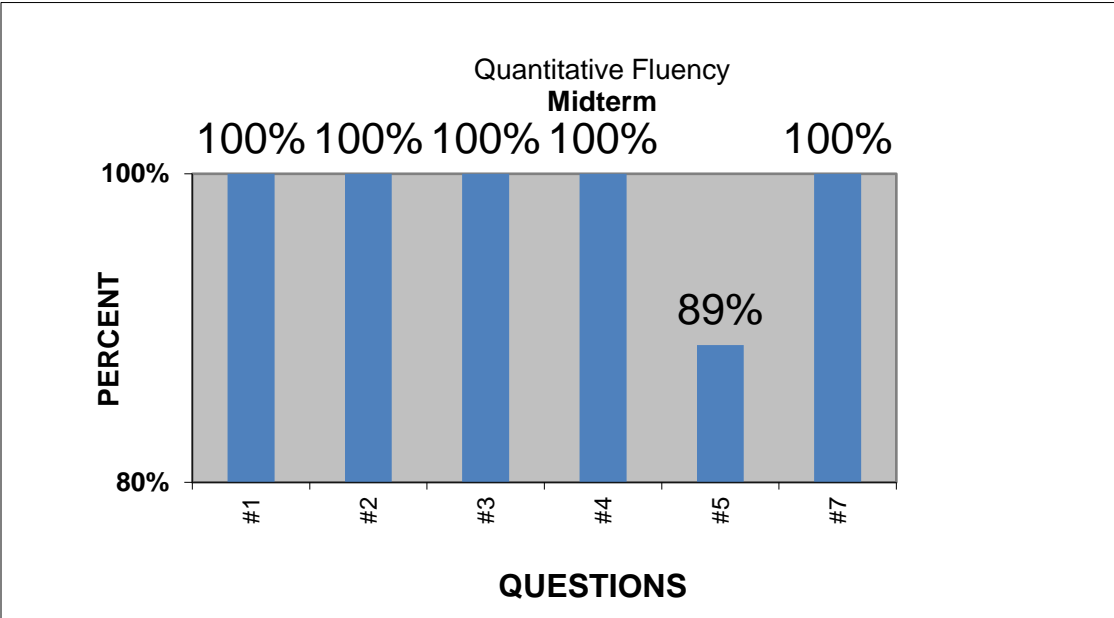
The results from Fall 2018 were lower than the Spring 2019. On Fall 2018, the average for the midterm was 72% which is above the benchmark of 70% but lower than the 82% which was scored on Spring 2019. The questions that were below the benchmark in Fall 2018 were question #6, #9 and #10 at 67%, 60% and 60%, however they were above the benchmark in the Spring 2019 with scores of 84%, 71% and 81%.

Also, during Fall 2018 the average for the semester was 81% which is above the benchmark of 70%. The questions for the final that were below the benchmark were question #3A and #8B in the Fall 2018. These increased for the Spring 2019 from 57% and 67% to 91% and 84% (respectively).

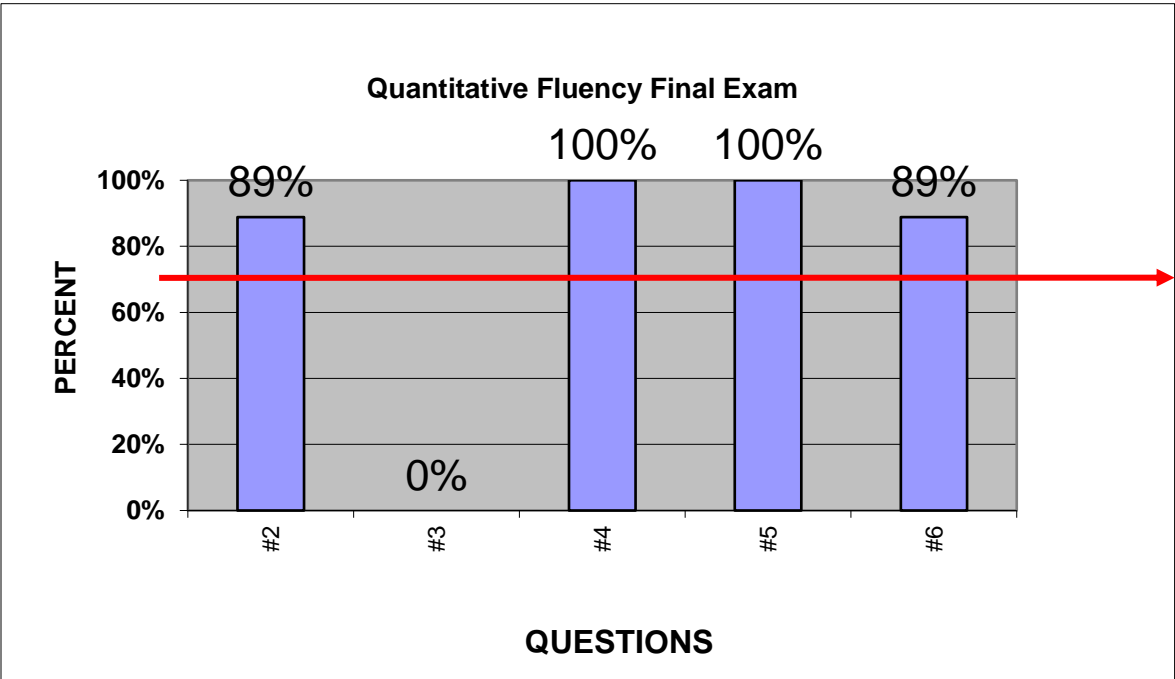
It is recommended that more time class could be spent on question #9(linear correlation) of the Midterm in order to have a more uniform result. This problem was the only indicator below the benchmark of 70% when fall and spring were aggregated (66%). This question is identifying the relationship between two variables in a real-life problem and requires graphing and calculation of the correlation coefficient to aid on the decision. It could be that the students need more practice using linear models in real life problems to be able to related it to this type of problem.

MAT 200: Finite Mathematics Data (Semesters: Fall 2018 and Spring 2019)

Fall 2018
Number of Students: 9
Sections: 60



The average for all the questions was high at 100% correct by all the students except for question #5(Effective Annual Rate of Interest) which was at 89%.

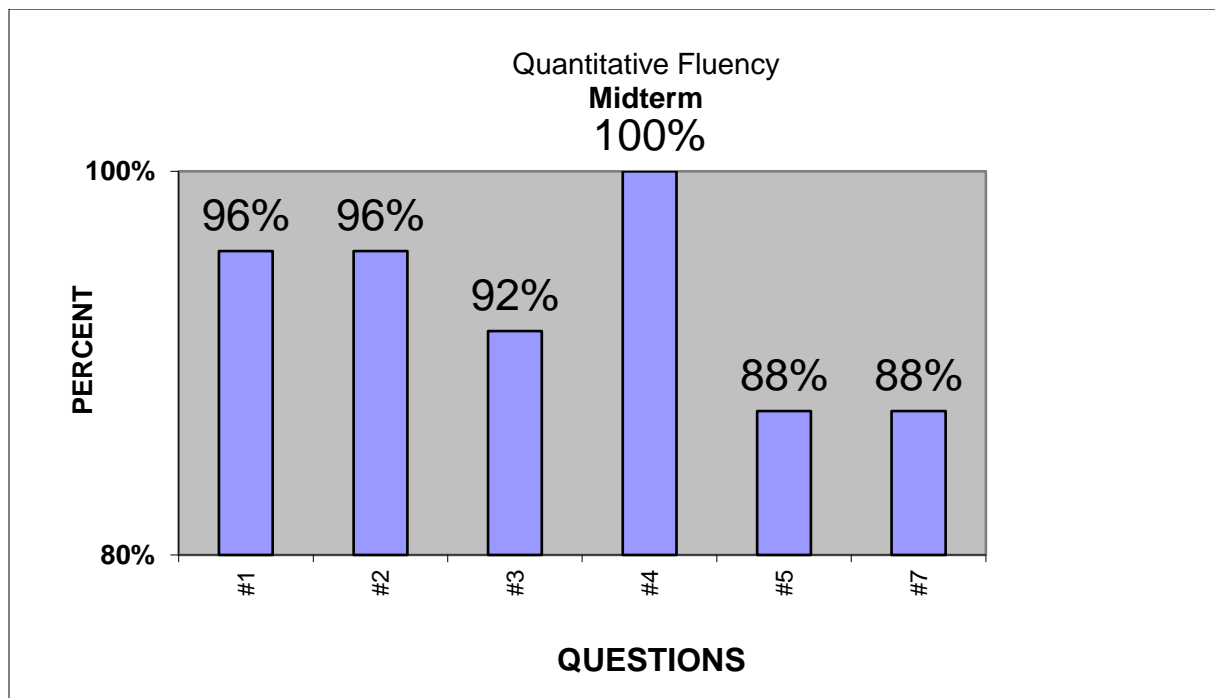


The average for all the questions was high, at 89% or more, except for

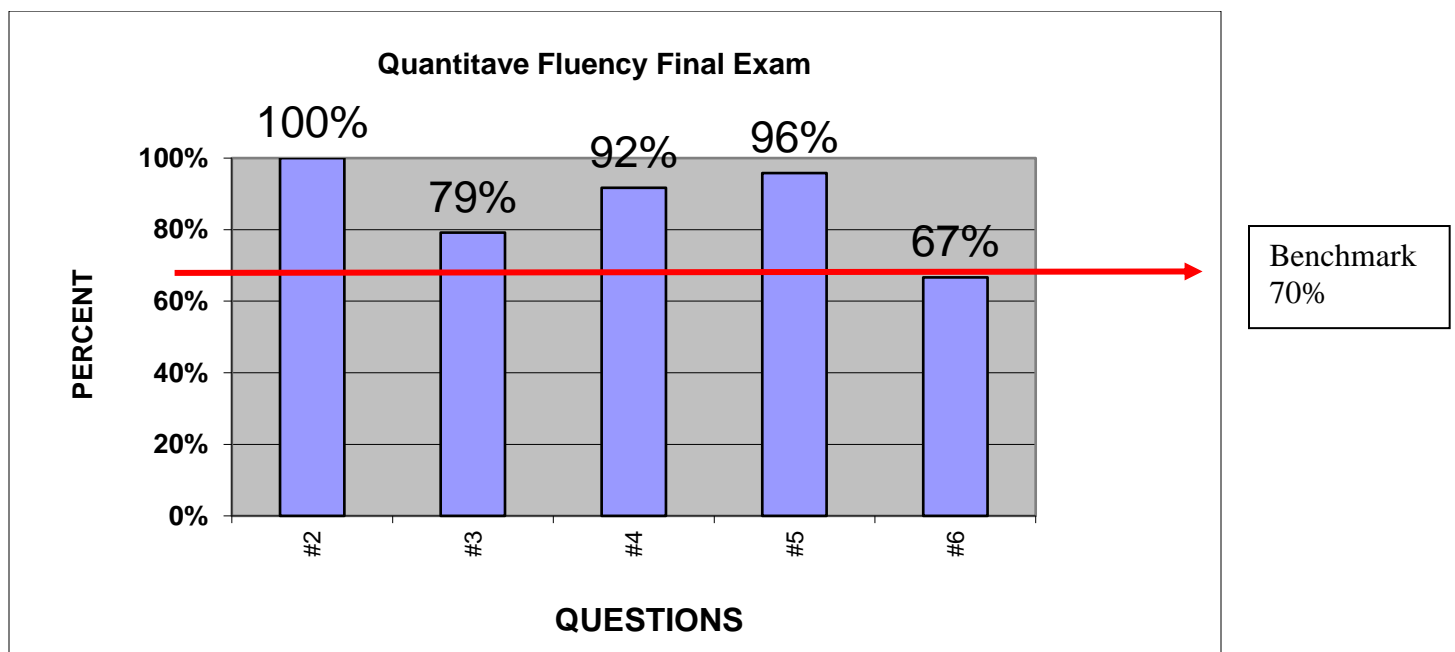
Benchmark
70%

question #3(permutations and combinations), which none of the students answered correctly. This could be due to the fact that there was only one section of this class in session which had only 9

students.

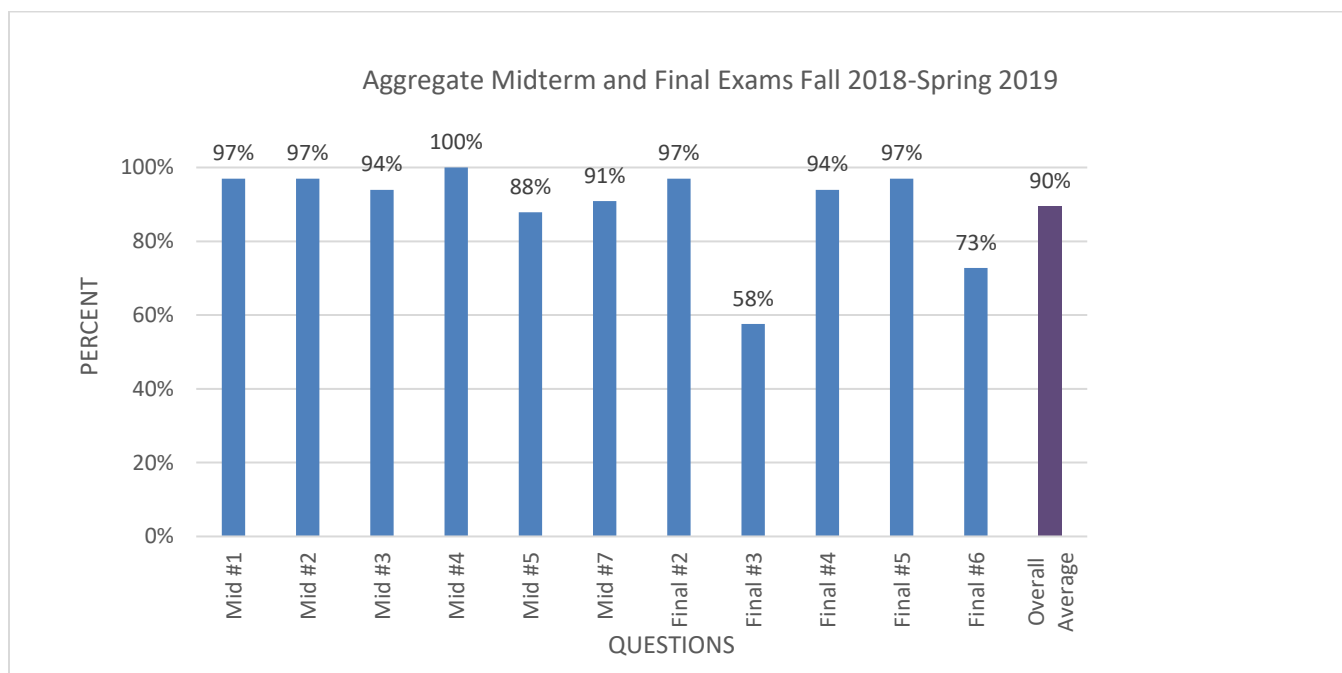


In this semester 25 students were studied from three sections which included MAT 200-90,80 and 75. All the questions had an average of at least 88%, which is well above the benchmark of 70%. The result suggests that the students gained knowledge on average 84% which is above the benchmark of 70% on the following topics #1(simple interest), #2(effective simple interest), #3(compound interest), #4(rule of 72), #5(effective annual rate), and #7(annuity).



Only question #6(probability) was below the benchmark of 70%, it was at 67%, which can indicate that more time should be spent reviewing the concept of probability using independent events, perhaps providing more real-life problems on this topic such as the deck of cards can be beneficial.

Aggregate MAT 200 Midterm & Final Exam Fall 2018-Spring 2019



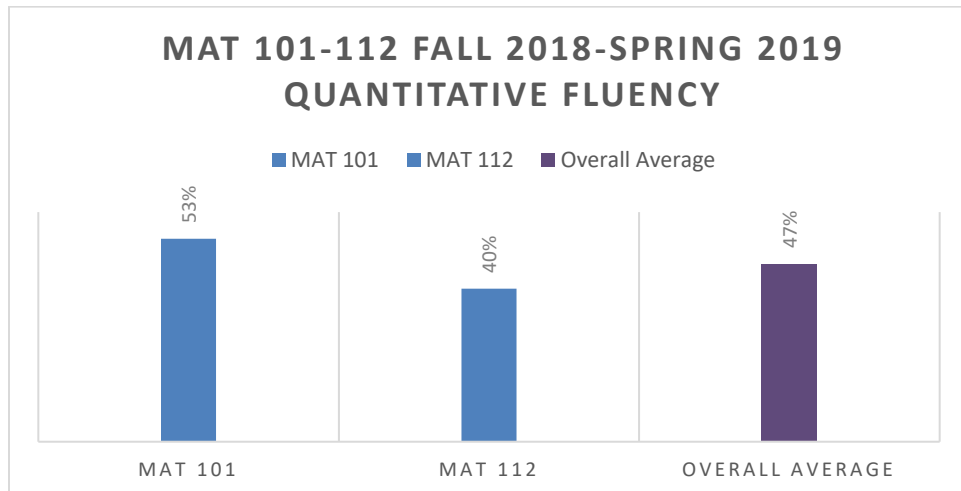
MAT 200 Summary

The results for the Midterm Exam are similarly high from Fall 2018 compared to Spring 2019. All the questions in both semesters had an average above the benchmark of 70% and in fact the lowest average was 88% for question #5(Effective Annual Rate of Interest) and #7(Annuity) both decreasing on average from Fall 2018 at 89% and 100% but still well above the benchmark of 70%.

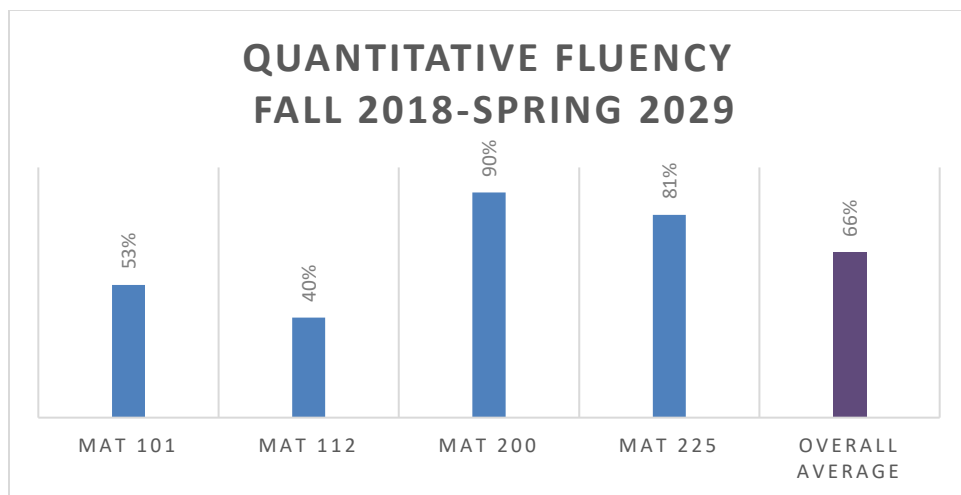
In Fall 2018 Final Exam the average for all the questions was high at 89% or more, except for question #3(permutations and combinations) which none of the students answered correctly. The question requires students to identify the problem type and recall the formula to be used. In Spring 2019, for the same question #3(permutations and combinations) the average increased to 79%. It is not clear what caused this inconsistency in results. It may be due to the fact that there was only one section of this class in session which had only 9 students which is a small sample, or it may indicate that the professors in the spring covered the topic in more depth and the students were able to master the concept (or some other variable).

Considering MAT 101 and 112

Topics in MAT 101 and 112 related to quantitative fluency were identified to compare students' ability to demonstrate quantitative fluency in developmental math courses compared to college-level courses. The following show aggregated student scores in these topics.



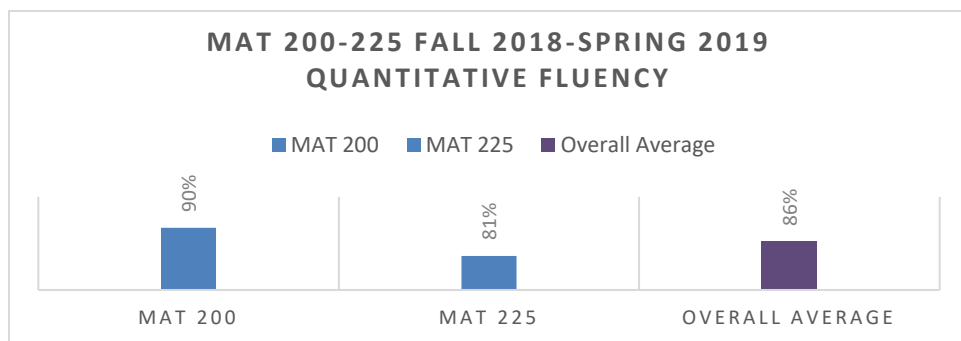
The above chart shows that on average the students in developmental mathematics (MAT 101 and MAT 112) from Fall 2018 and Spring 2019 mastered 47% of the topics related to quantitative fluency (below the 70% benchmark). It is the assertion of the author that these courses focus heavily on basic problem-solving compared to solving real-life problems (related to quantitative fluency).



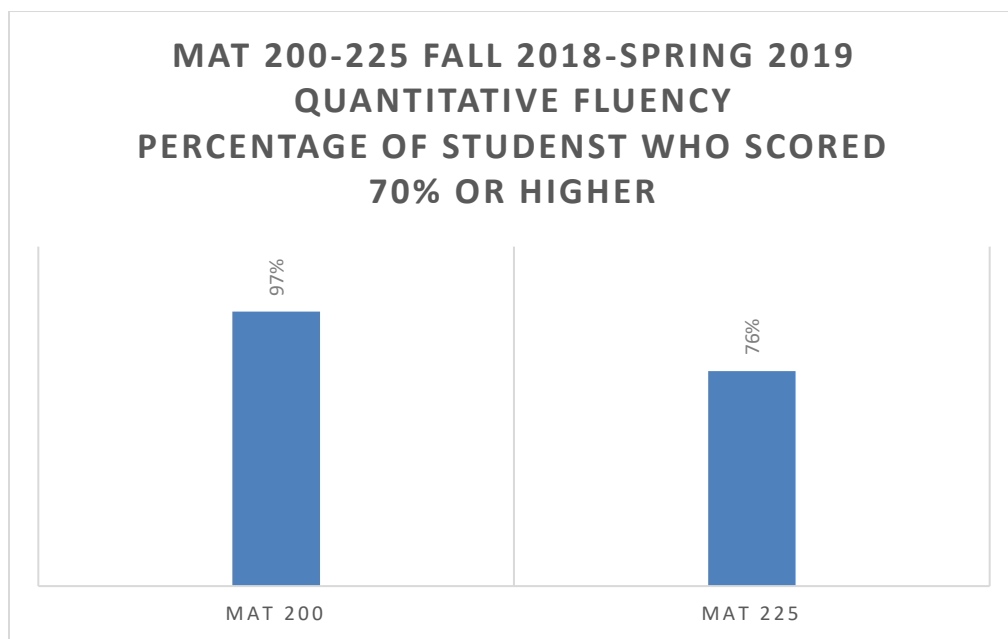
According to the above results on average the students from Fall 2018 and Spring 2019 in mathematics courses MAT 101 and 112 (developmental) and MAT 200 and 225 (college-level) mastered 66% of the topics related to Quantitative Fluency (below the 70% benchmark). There appears to be a rather large gap in ability to correctly answer quantitative fluency questions between the developmental and college-level courses. Although students in MAT 200 and 225 on average are able to demonstrate successful quantitative fluency levels (above the 70% benchmark), having students practice these questions more in the developmental courses may increase student's abilities in both the developmental courses and later in the college-level courses. It is important to work on developing a curriculum that emphasizes the mastery of these topics especially in the developmental courses MAT 101 which averaged 53% and MAT 112 which averaged 40% and both are below the benchmark of 70%.

Quantitative Fluency Summary & Recommendations

A successful student score is considered to be an overall score of 70% or above for identified indicators. Overall, students are successfully demonstrating the expected level of skills for quantitative fluency within college-level math courses.



According to the above results, on average the students in college level mathematics (MAT 200 and 225) from Fall 2018 and Spring 2019 mastered 86% of the topics related to Quantitative Fluency (above the 70% benchmark). Moving forward, it is important to both recognize the topics in which the students are weak in order to address these weaknesses as well as continue to reinforce the topics in which the student showed competency.



The above chart shows that 97% (32/33) of MAT 200 students and 76% (47/62) of MAT 225 students scored 70% or higher.

The benchmark for quantitative literacy is 80% of students scoring 70% or higher on the identified indicators. When data from MAT 200 and 225 are combined, 83% of students scored over 70%. **The benchmark for quantitative fluency was met.**

The following are recommended based on this report's findings:

- To help students transition from developmental math to college-level math, it is recommended to shift MAT 101 and MAT 112 toward more advanced problem-solving, by increasing the number of questions in each class related to Quantitative Fluency. Additionally, increasing the number of topics related to quantitative fluency that the students have to master in order to pass the class can help prepare student for more advanced real-life problem solving in later math courses.

- It is the assertion of the author that the textbooks for MAT 200 and MAT 225 do not include a sufficient number of real-life examples. It is recommended that either instructors add additional real-life examples, or identify a new textbook that can provide additional examples.
- It is recommended that Math instructors complete a comparison of MAT 200 topics and MAT 225.
 - Are there less topics in one class compared to the other?
 - Are expected learning levels appropriate for each course?
 - Are the topics assessed in each the priorities for the course?
- It is recommended that Math instructors meet with Business instructors to review MAT 200 student learning outcomes and expectations.
 - Do the MAT 200 topics reflect the topics needed for Business students?
- MAT 225 recommendations:
 - More class time can be applied to empirical rule, linear correlation, and basic probability to provide students with more practice in these areas.
 - It is recommended that more class time, practice in class, and homework be assigned on using binomial formulas to find the mean and standard deviation because it involves recognizing the topic and recalling the formula to be used in order to improve the scores of these questions. It is also recommended that math faculty discuss if binomial formula mean and standard deviation are priorities for student knowledge leaving the course. (Are these the most important concepts for students to demonstrate quantitative fluency- or are there other topics that are more important?)
- MAT 200 recommendations:
 - More time should be spent reviewing the concept of probability using independent events. Perhaps providing more real-life problems on this topic, such as the deck of cards, can be beneficial.
 - It is recommended that more time class be spent on question #3(permutations and combinations) of the Final Exam in order to have a more uniform result. This was the only aggregated average below the benchmark of 70%. The students can benefit from practicing the rules of each type and also practicing on solving using the formulas.
 - Include other topics in the final that can be linked to Quantitative Fluency, such as Inequalities and Linear Programing, because there are two questions on the concept of Multiplication rule and two questions on probabilities on the final exam.

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Quantitative Literacy Across the Disciplines

Current trends in general education reform demonstrate that faculty are recognizing the steadily growing importance of Quantitative Literacy (QL) in an increasingly quantitative and data-dense world. AAC&U's recent survey showed that concerns about QL skills are shared by employers, who recognize that many of today's students will need a wide range of high level quantitative skills to complete their work responsibilities. Virtually all of today's students, regardless of career choice, will need basic QL skills such as the ability to draw information from charts, graphs, and geometric figures, and the ability to accurately complete straightforward estimations and calculations.

Preliminary efforts to find student work products which demonstrate QL skills proved a challenge in this rubric creation process. It's possible to find pages of mathematical problems, but what those problem sets don't demonstrate is whether the student was able to think about and understand the meaning of her work. It's possible to find research papers that include quantitative information, but those papers often don't provide evidence that allows the evaluator to see how much of the thinking was done by the original source (often carefully cited in the paper) and how much was done by the student herself, or whether conclusions drawn from analysis of the source material are even accurate.

Given widespread agreement about the importance of QL, it becomes incumbent on faculty to develop new kinds of assignments which give students substantive, contextualized experience in using such skills as analyzing quantitative information, representing quantitative information in appropriate forms, completing calculations to answer meaningful questions, making judgments based on quantitative data and communicating the results of that work for various purposes and audiences. As students gain experience with those skills, faculty must develop assignments that require students to create work products which reveal their thought processes and demonstrate the range of their QL skills.

This rubric provides for faculty a definition for QL and a rubric describing four levels of QL achievement which might be observed in work products within work samples or collections of work. Members of AAC&U's rubric development team for QL hope that these materials will aid in the assessment of QL – but, equally important, we hope that they will help institutions and individuals in the effort to more thoroughly embed QL across the curriculum of colleges and universities.

Framing Language

This rubric has been designed for the evaluation of work that addresses quantitative literacy (QL) in a substantive way. QL is not just computation, not just the citing of someone else's data. QL is a habit of mind, a way of thinking about the world that relies on data and on the mathematical analysis of data to make connections and draw conclusions. Teaching QL requires us to design assignments that address authentic, data-based problems. Such assignments may call for the traditional written paper, but we can imagine other alternatives: a video of a PowerPoint presentation, perhaps, or a well designed series of web pages. In any case, a successful demonstration of QL will place the mathematical work in the context of a full and robust discussion of the underlying issues addressed by the assignment.

Finally, QL skills can be applied to a wide array of problems of varying difficulty, confounding the use of this rubric. For example, the same student might demonstrate high levels of QL achievement when working on a simplistic problem and low levels of QL achievement when working on a very complex problem. Thus, to accurately assess a student's QL achievement it may be necessary to measure QL achievement within the context of problem complexity, much as is done in diving competitions where two scores are given, one for the difficulty of the dive, and the other for the skill in accomplishing the dive. In this context, that would mean giving one score for the complexity of the problem and another score for the QL achievement in solving the problem.

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

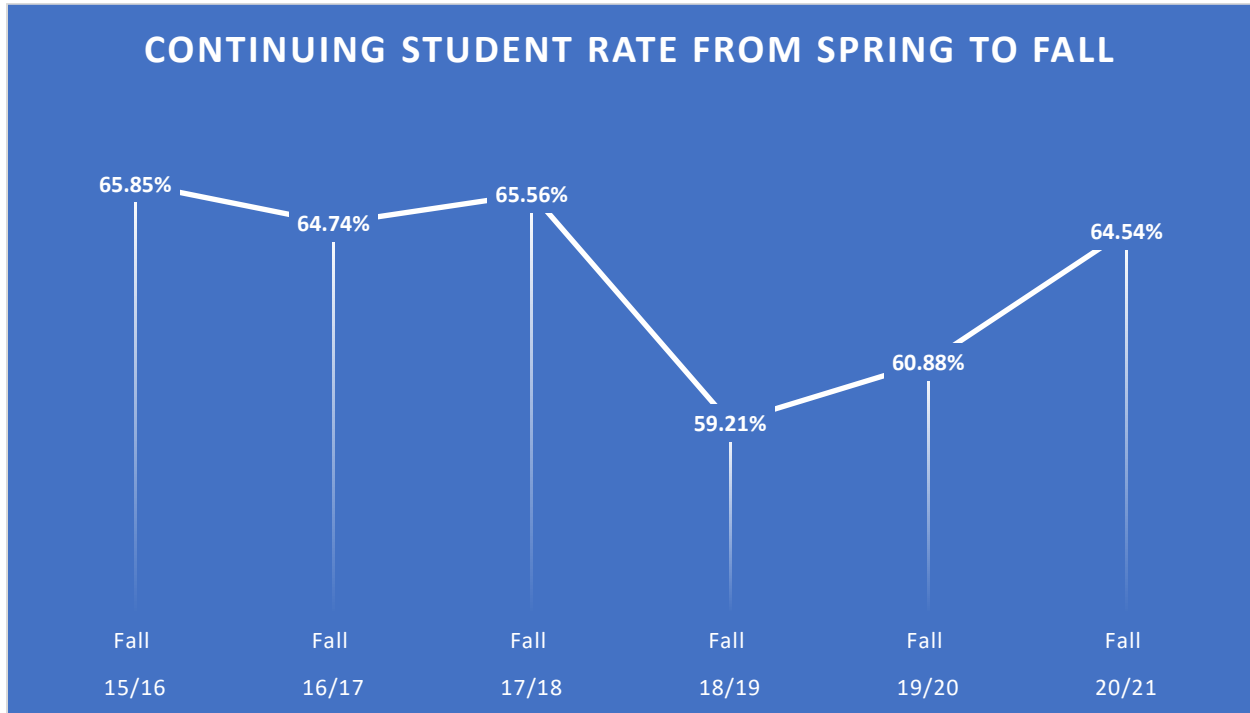
Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 32		1
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i>
Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

CORE COMPONENT 4C: The institution pursues educational improvement through goals that seek to increase retention, persistence and completion rates in its degrees and certificates

Criterion 4C Concerns Identified by Site Visitors



Year	Term	Continuing	Total	Continuing Student Rate
15/16	Fall	1016	1560	65.85%
16/17	Fall	1010	1446	64.74%
17/18	Fall	948	1309	65.56%
18/19	Fall	775	1112	59.21%
19/20	Fall	677	987	60.88%
20/21	Fall	637	909	64.54%

4C-1: The institution has defined goals for student retention, persistence and completion that are ambitious but attainable and appropriate to its mission, student population and educational offerings.

The college articulated goals for persistence and retention in the arguments but did not provide evidence of this in any formal document. The Assessment Committee met on December 10th, 2019 to review institutional data related to persistence, retention, and completion. A persistence and completion report [Persistence and Completion Data Summary] was developed showing current rates at the College. The persistence rate within a semester was set at a goal of

90% and the retention goal from fall to fall was set at 60%. The completion goal was reviewed and discussed in January and February of 2020. Significant completion rates showed fluctuations in the last few years and were noted and discussed at the meeting. The inconsistency was due to different calculations from different people in the previous years. Faculty felt they could not set a completion goal since there was no trend in the data. A meeting was planned between the Director of Institutional Research, the COO, the Interim Director of Assessment and Accreditation, the Data Scientists, and the Database manager to develop a formal procedure for calculating first time, first year students. However, due to COVID-19, the meeting was postponed.

Evidence:

Reports for Institutional-level data were developed and disseminated, prior to Spring 2020 by the Interim Director of Assessment and Accreditation and Data Scientist. During Spring 2020 assessment reports were shared and discussed with the General Education Committee, Assessment Committee, Faculty Council, and Student Learning Committee yielding results from Fall 2018 and leading into 2019 and 2020. During the Fall of 2018 a General Education Committee commenced its work with faculty from Math, English, Early Childhood Education, Social Sciences, and Social Work. The committee began to review the general education program. A matrix was developed to visualize general education requirements in all programs. After requirements were reviewed, the committee determined that course requirements needed to be evaluated and changed and recommendations were submitted to the Academic Council. It was during the meetings that were conducted on November 13th, 2019 and December 19th, 2019 that the Academic Council reviewed the new general education matrix and recommendations submitted by the General Education Committee. The following changes were approved by the Academic Council:

- In AAS Accounting and AAS Business Management, take out one required elective and add ENG 165 as the new requirement.
- In AAS Early Childhood, take out ADM 101 requirement, add in ENG 165.
- In AAS CIS, take out one required elective and add ENG 165 as the new requirement.
- In the AGS, add MAT 200 or 225. Note: this will not affect the total required credit hours listed in the catalog because MAT 112 would no longer be listed (it would be a developmental course).
- AAS in Culinary Arts and Administrative Assistant will both be considered terminal degrees (and as such, will not be considered when determining the common number of general education courses across programs).
- Illinois Articulation Initiative-approved courses would now be considered general education courses.
- Course Assessment for HUM 205 had been completed in December 2019. It was recommended to create a unified assignment and a scoring rubric which would align with critical thinking and global learning institutional goals. The assignment would identify general requirements but allow flexibility on the topics. The

rubrics would be collected electronically. The plan was for the course coordinator to meet with HUM 205 instructors during Spring 2020 semester, but it was postponed because of COVID-19. The copy of the assessment report can be provided.

The above changes resulted in the following actions taking place at SAC:

- All graduating students (except those with terminal degrees) must complete a minimum of 24 general education credits. The general education math requirement was corrected for the Associate of General Studies which had previously not been a college-level math course requirement. Furthermore, the majority of students are now required to take ENG 165: Speech, which is an important course in the context of the bilingual institution.

Action Items: The General Education Program Review [AALAS Program Review] was presented to the General Education Committee and Assessment Committee during a meeting that was held in Spring 2020. The General Education Committee developed a matrix aligning course objectives to the General Education outcomes [AALAS Program Review]. The committee noted that information literacy was minimally address in the General Education Course Objectives. The result of this was new information literacy course objectives for social science courses. The committee recommended Psychology course objectives be reviewed and simplified as well. The revision that was due to take place during the Summer 2020 but was put on hold due to COVID-19. Program Reviews were presented to the Academic Council and Assessment Committee. A portion of the program review dealt with persistence within the general education courses and was presented to the Faculty Council during the March 29th, 2020 meeting. Future discussion was planned through email correspondence that took place with the Academic Council on April 28th, 2020. One of the main results of the program reviews was the Social Work Self-Study Volume One, which provides many examples of changes based on the program review assessment results.

4C-2: The institution collects and analyses information on student retention, persistence, and completion of its programs.

The college does not have a formal systematic approach to collecting and analyzing data, while it is available. Data collection matrices can be found in the Institutional Assessment Plan document. The college used IPEDS data to compare success in graduation with other institutions; it will be valuable for the college to define comparison groups, as the institutions selected appeared to have been selected randomly, with a regional focus. Faculty identified a list of comparable institutions using the NCES website. Institutional characteristics considered when developing the list were, student population, private non-profit status, institution type (4-year), and size. The Assessment Committee approved the list on March 4th, 2020. The list of comparable institutions can be found in the Persistence and Completion Data Summary document.

Evidence:

St. Augustine described tactical approaches to addressing shortcomings in student success indicators (ie. New student orientation), however it is unclear that data informed the proposed changes. The Persistence and Completion Academy recommended an expansion on the existing New Student Orientation. The recommendation was from students who graduated in 2019. Data shows that students who attended the NSO were three times more likely to complete their first semester, but the Retention Task Force concluded that there was a positive bias in the data, since interest in attending the orientation signals better motivation. The New Student Orientation was able to transition successfully online, when COVID-19 hit, and was greatly enhanced with ONL 101, a free, non-credit course available to all students, in English and Spanish. The ONL 101 course deals with online resources and how to use them and aims at bolstering confidence in students who are exposed to online education for the first time.

St. Augustine recently implemented tactics to enhance student success indicators (persistence, graduation) by enforcing mandatory attendance for the first three weeks and mandatory fourth week status report on performance, as an early warning intervention. Faculty, staff, and administrators as well as students indicated the beneficial impact of this practice. However, data shared appeared to be anecdotal, and not widely known. The key is to tie it all together so that measures, metrics and benchmarks clearly assess the goal and lead to future decision-making. Attendance monitoring was based on daily submission of paper attendance rosters which were entered to Jenzabar and used to produce daily attendance reports sorted by advisors. The role of the advisor was to reach out the students who missed classes within a 24-hour time frame. Early warning (STAR4 – Students at Risk by Week 4) consisted of a modified attendance list where faculty would enter a U for unsatisfactory performance and to expand by using the Student Performance Notice. The role of the advisor was to act on the information and provide feedback to the faculty. There is no consistent data to assess the beneficial impact (if any) of these measures. Anecdotal feedback from faculty, advisors, and students confirmed that they did have a positive impact.

Action Items: Due to COVID-19 all attendance transitioned online using the college's LMS (Canvas). However, attendance data has been incomplete and inconsistent with no way of being able to implement an early risk assessment online since COVID-19 began.

4C-3: The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

The campus community at St. Augustine is generally uninformed by critical benchmarking data and has difficulty explaining why they are pursuing certain initiatives and where they currently are in the process of improving. The college will benefit from creating a plan to engage the entire college community in data analysis and informed decision-making. In the Fall 2019 and Spring of 2020, the existing committee structure was utilized to engage the campus community in data analysis and informed decision-making. The General Education Committee developed benchmarks for all institutional assessment indicators. These are documented in the Institutional Assessment Plan. The benchmarks were also discussed in the

Assessment Committee and the Student Learning Committee that took place in Spring 2019. The members of these committees represent faculty from all academic departments as well as staff representatives from student services, IT, tutoring, the library, and the COO. In addition, institutional-level, program review, and course-level assessment findings were shared and discussed in numerous faculty meetings during Spring 2020 (General Education Committee, Assessment Committee, Academic Council, and the Faculty Council). The Student Learning Committee engaged in further discussion related to Global Learning assessment findings in both February and May of 2020. Plans were made to engage the entire community, specifically staff, in further discussions about assessment findings. However, due to COVID-19, these discussions did not come to fruition.

Evidence:

During the academic years of 2018-2019 and 2019-2020 there were numerous faculty committees that dedicated time to developing a simplified approach to goal setting, data gathering, metrics development, and analysis. The result was an Institutional Assessment Plan. The committees were composed of the General Education Committee, Assessment Committee, Math Department, English Department, and the Academic Council. The committees agreed that instead of attempting to assess all student learning goals and outcomes every academic year, a schedule was developed so that each goal and outcome is assessed once every three years. These findings are in the Institutional Assessment Plan document. The new assessment plan significantly decreased the burden that was put on faculty and helped faculty and staff be more focused and effective during analysis and discussions of implications. The decision was reinforced by the experience of having assessment findings for all goals and objectives in Spring 2020 as part of a pilot. The new process helped to identify roadblocks and issues with the developed assessment plan. However, it also resulted in an overwhelming amount of data that was never shared with stakeholders due to COVID-19 which hindered any possible way of analyzing the assessment data. The future recommendation is to complete the analysis of one or two goals a year that will allow the college community to better explore results and have more focused discussions about implications.

Prior to Spring 2020, the General Education Program at SAC was never fully assessed. This was partly due to the overly burdensome assessment plan, and partly due to the expectation that the program be assessed every year. It was decided that the General Education program would be assessed as part of the college's program review process which would take place every three years. The General Education learning outcomes were aligned with the institutional learning goals, and all indicators used for the institutional learning goals were used as indicators for the General Education learning outcomes. The result of these alignments has significantly minimized the amount of data collected and analyzed. The previous General Education assessment plan included an expectation that data be collected from every General Education course. The new plan identified indicators measured in key courses, as well as utilizes institutional survey data. Faculty attempted to identify more than one indicator for each goal and outcome which ensures that assessment findings are not overly reliant on one indicator and that there are a variety of data sources to analyze. The types of tools created were diverse, including course-embedded rubrics, midterm and finals, institutional surveys, and standardized tests. Most course-embedded rubrics used as indicators were revised to better align with the goals and

outcomes of the college (ie. HIS 105 Capstone, ENG 162 Mini Ethnography). During the revision process, the AACU VALUES rubrics were referenced so that the rubrics reflected indicators recognized by faculty across the country.

In the area of data collection, the faculty sought to identify measurement tools that were already in place, or easily implemented in order to ensure that data collection would not be hindered in the future. The tools were revised to better align with outcomes and goals. An example of this is using the midterm and final exams of MAT 200 and MAT 225 as indicators. Math Department faculty reviewed the exams and identified existing exam questions that were appropriate to use as indicators for quantitative fluency goal. Furthermore, the course-embedded rubric for the ENG 162 Mini Ethnography assignment which already existed in the course and faculty had already be instructed to submit completed rubrics at the end of each semester. In Fall of 2019 the English faculty revised the rubric to align better with critical thinking and communication goals. The AACU Critical Thinking and Written Communication rubrics were referenced during the revision. The revised rubric was shared with all ENG 162 faculty for feedback.

In Spring of 2020, all initial data analysis was completed by the Interim Director of Assessment and Accreditation and the Data Scientist. Reports were developed and presented to various constituents (mostly faculty, staff, and administrators) throughout the college for review and discussions of implications. Constituent discussion and recommendations were documented in committee minutes and entered into prepared documents. However, due to COVID-19 no developments were implemented or surveyed.

Action Items: Documentation and a systematic approach to goal setting, data gathering, metrics development, and analysis may help the institution avoid initiative overload and focus on the most critical activities. It will be critical for the institution to place better resources on data management and utilization in future decision-making. Possible resources for data management and utilization were discussed with the COO and no solutions were identified. Discussions were put on hold due to COVID-19.

4C-4: The institution' processes and methodologies for collection and analyzing information on student retention, persistence and completion of program reflect good practice.

Setting of the institution's completion goal and an actionable plan with measurable objectives for persistence and completion was discussed with the COO in January 2020. The action plan focused on persistence and completion. The need for this new action plan was discussed with the president and the Faculty Council in a later meeting, in which the Dean of Students, Chair of the Ad Hoc Retention Committee, was given this project. The faculty began work on identifying the institution's completion and persistence goals. The Persistence and Completion Data Summary document demonstrated the work conducted in this area. A persistence goal was identified in Spring of 2020, but the completion goal was not.

Evidence:

Course-level assessment: Assessment findings are shared and discussed in the assessment committee meetings at the end of each semester. Any relevant recommendations were shared with Academic Council. Last meeting was conducted in December of 2019.

Program Reviews: Completed program reviews are presented to Academic Council and the Assessment Committee in the spring each year. Any relevant recommendations are discussed and shared with Academic Council. Last meetings were conducted in March and April of 2020 in the Assessment Committee.

General Education Program Review: Completed General Education program review findings are shared with the General Education Committee. Last meetings were conducted in February, March, and April 2020. The Assessment Committee. Last meeting was in March 2020. Faculty Council. Last meeting was on March 29th, 2020. In some cases, they may be shared with other groups if the findings are relevant.

Institutional Assessment Findings: Institutional assessment finding reports are shared with Assessment Committee, General Education Committee, Student Learning Committee, and Academic Council. All meetings were last conducted in March and April of 2020. Further dissemination with staff and administration were planned for Spring 2020. However, due to COVID-19 these plans were not implemented. In the future, expanded plans for disseminating the results throughout the institution are needed.

Co-curricular findings via Academics: Co-curricular report findings were shared with relevant faculty and staff. For example, the New Student Orientation assessment findings were shared with the Director of Enrollment, The Dean of Student Services, and the COO in Spring 2020 (NSO). The FERIA assessment findings were shared with the English department faculty. The Psychology events assessment findings were shared with the Psychology Department. Many co-curricular events were cancelled Spring 2020 due to COVID-19. In the future, aggregating the co-curricular findings into institutional assessment reports would strengthen this assessment.

In the Summer of 2020, the school underwent semester changes due to the challenges that COVID-19 presented to the college in going from an in-person institution to a total virtual institution. Original 16-week semesters were changed to two 8-week terms to help students decrease time to graduation. Furthermore, the first fall term saw a restructuring of the advising department. Advisors roles have begun to fit the more robust needs of the students during these challenging times. Advising has now been shifted to that of a Learning Facilitator who is well-versed in the area of academics for the success of the students. A new bookstore project went live before the first fall term began. SAC partnered with Barnes & Noble College to supply digital textbooks that link into student's Canvas accounts. Students are now able to choose if they would like to remain in the digital book program or not, being free to find an alternative way to purchase their textbook.

Co-curricular findings via Student Services: All library functions were put on hold due to COVID-2020. The staff worked over the summer to ensure that students would be able to access

all virtual resources at the start of Fall 2020. Many different functions were added to support students such as program directed library guides, scanning services, library virtual workshops, and user-friendly online database platform. The Tutoring Center continued till the end of Spring 2020 under the guidance of the Tutoring Center Committee. The committee was disbanded by Summer 2020 and new plans were put into place for student support under a new director who took the following actions in the summer (which have continued through the fall terms):

- Shifted all “in-person” tutoring to “online” tutoring.
- Created a Tutoring Services tab through our Library website with study tools, ELS tools, and “How to Study” articles.
- Established an affective “online” tutoring system with request forms for individual tutoring, group tutoring, online calendar with GoToMeeting links accessible, and student feedback forms.
- Created Tutoring Workshops in liaison with the Library Department (dealing specifically with MLA/APA/Research & Basic Writing skills).
- Created a Canvas course page dealing with all tutors. Tutors upload time sheets, writing assessments/rubrics, and supplemental material all through one portal.
- Hired new tutors with more flexible schedules and more specific tutoring backgrounds to fit the needs of the SAC students.
- Created newsletters sent out at the beginning of each term detailing Tutoring Center changes and functions. Newsletter is sent to advisors, faculty, and students.
- Walked Department Chairs and Advisors through the Tutoring Center changes and functions.
- Created an easy “Tutoring Resources” tab through Canvas that all faculty and students can click, redirecting them to the Tutoring Services website.
- Overview weekly data submitted by tutors on student assessment, hours documented, areas of concern.
- Sent weekly emails to tutors and faculty on student progress, concerns, or questions.
- Sent weekly follow-up emails to students on progress and setting up continuous appointments.
- Overviewed summer data fall term tutoring activities and how the center can continue to enhance its tutoring capabilities to provide the best quality service for SAC students

The WAC program (Writing Across Curriculum) was discontinued due to COVID-19 and was later reinstated during Fall 2020. The new Program director made the following changes for more effective measures to take place regarding student support in their writing skills:

- Reviewed previous WAC assignments conducted by faculty and how the Tutoring Center was connecting with both faculty and students on establishing writing assistance on the basis of WAC evaluations.
- Revised WAC Guidelines to reflect the new 8-week terms at SAC (2 assignments due each term).
- Revised WAC Rubrics to incorporate more grammatical detail.
- Revised WAC Rubrics to allow professor feedback on whether student is in need of extra writing assistance based on WAC assessment.

- Created an “early intervention” method for students to get the tutoring when they need it.
- Revised Tutoring Activity Sheets to reflect the WAC Rubric.
- Created a one-point online meeting hub (SharePoint) for all faculty members participating in the WAC program. Faculty can view announcements, give feedback, ask questions, and upload WAC submissions.

Action Items: Address succession planning and staffing in the institutional research area would help the college assure the future viability of their data gathering, analysis, and distribution. Due to the difficulties that COVID-19 has brought on the institution there has been no immediate solution at the time.

Department/Program: **RESPIRATORY THERAPY**

Projected Respiratory Therapy courses to be assessed each semester

[illegible]

Department/Program: **Social Work**

Projected Social Work Courses to be assessed each semester

Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
SWK 315 Pre/Post Tests	SWK 319 Mid/Final Exams	SWK 355 Research Paper Rubric	SWK 410 Pre/Post Tests	SWK 450 Supervisor Evaluation	SWK 335 Pre/Post Tests	SWK 315 SWK 335 Pre/Post Tests	SWK 319 Pre/Post Tests	SWK 355 Pre/Post Tests
SWK 355 Research Paper Rubric	SWK 335 Pre/Post Tests	SWK 345 Mid/Final Exams	SWK 420 Pre/Post Tests	SWK 460 SWK 470 Supervisor Evaluation	SWK345 Pre/Post Tests	SWK 355 Research Paper Rubric	SWK345 Mid/Final Exams	Pre/Post Tests
SWK 200 Pre/Post Tests		SWK 305 Pre/Post Tests Values paper		SWK 200 Pre/Post Tests		SWK 305 Pre/Post Tests Values paper		SWK 200 Pre/Post Tests

BSW Required Core Courses

SWK 200 Introduction to Social Work**

SWK 305 Values and Ethics of Social Work**

SWK 315 Human Behavior in the Social Environment: I**

SWK 319 Human Behavior in the Social Environment: II

SWK 335 Social Justice and Social Action

SWK 345 Multicultural Social Work Practice

SWK 355 Research and Practice Evaluation SWK 410 Social Work Practice I

SWK 420 Social Work Practice II

SWK 450 Field Placement I

SWK 460 Field Placement II

SWK 470 Integrative Seminar

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Appendix B- Student Satisfaction Survey Data

Appendix C- Program Learning Outcomes Linked to Course Objectives

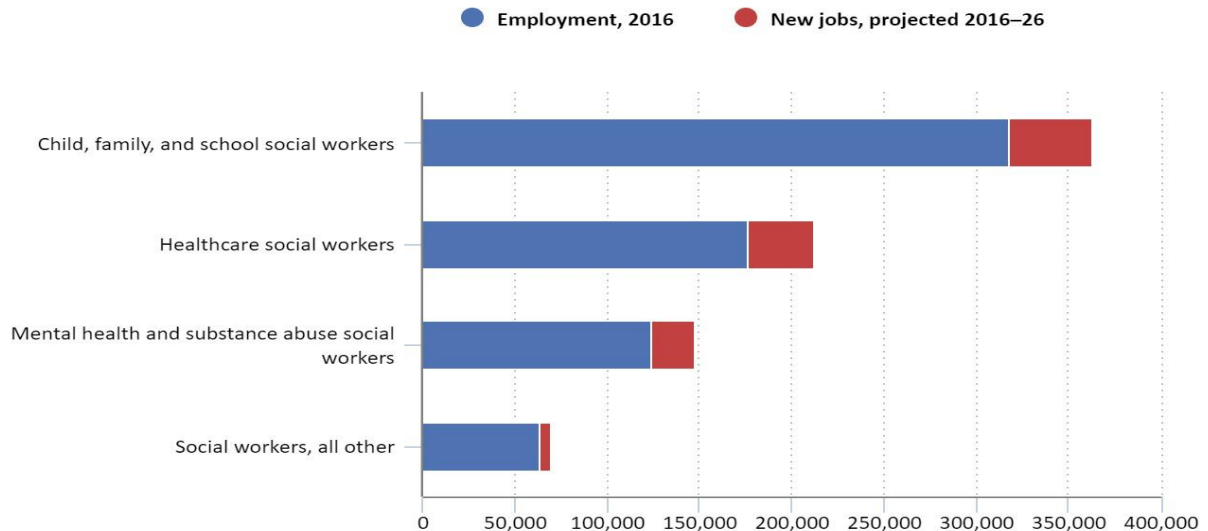
Apendix D- Student course evaluations

BSW PROGRAM DRAFT PROGRAM REVIEW FOR 2020

Part One: External Assessment

1. **Market Demand** (What jobs are students trained for? U.S. Department of Labor Statistics: What is the future for the field? What changes will happen in the field?)

Chart 1. Social worker employment, by type, 2016 and projected 2016–26



Source: U.S. Bureau of Labor Statistics, Employment Projections program.



According to the Bureau of Labor Statistics reports growth in social work occupations is conservatively expected at 11 % according to some projections but also shows growth at a 16% overall growth rate by 2026 in other projections which is more than most occupations. The growth will vary by specialty according to a recent BLS report below.

By 2026, the number of social workers is projected to increase to more than 790,000. The red portion of the bars in chart 1 shows the number of new jobs projected to arise from 2016 to 2026. Over the decade, the occupation of child, family, and school social workers is projected to add the most jobs—about 45,000 of them.

The expected addition of 109,700 jobs overall demonstrates a 16-percent growth rate—more than double the 7-percent employment growth projected for all occupations from 2016 to 2026. Rates vary by specialty, but only the “all other” occupation is projected to have average growth (8 percent); employment growth in each of the others is expected to be much faster than the average. Retrieved 2-16-20 from (https://www.bls.gov/careeroutlook/2018/article/social-workers.htm?view_full)

Some of the growth in the above areas is expected to come as social workers age and exit the profession to retire. Other growth is from the demand for new workers.

Chicago Area Salaries for MSW are listed below. BSW's earn about \$705 less than this pay in Chicago according to <https://www.salary.com/tools/salary-calculator/social-worker-msw/chicago-il?type>

Social Worker (MSW) Salary+Bonus by Percentile

PERCENTILE	SALARY	LOCATION	LAST UPDATED
10th Percentile Social Worker (MSW) Salary + Bonus	\$55,328	Chicago,IL	December 26, 2019
25th Percentile Social Worker (MSW) Salary + Bonus	\$61,362	Chicago,IL	December 26, 2019
50th Percentile Social Worker (MSW) Salary + Bonus	\$67,989	Chicago,IL	December 26, 2019
75th Percentile Social Worker (MSW) Salary + Bonus	\$75,258	Chicago,IL	December 26, 2019
90th Percentile Social Worker (MSW) Salary + Bonus	\$81,876	Chicago,IL	December 26, 2019

Social Work as a profession continues to offer a path to a broad range of work experience in both non-profit and for-profit agencies. For-profit businesses, and state and federal agencies pay at a higher rate than the non-profit sector. A [Profile of the Social Work Workforce](#) was completed in October 2017 by The George Washington University Health Workforce Institute and School of Nursing for the Council on Social Work Education and National Workforce Initiative Steering Committee. Some of the findings include the following quotes which indicate the robust growth and availability of jobs in the field:

There are an estimated 650,000 to 672,000 active social workers in the United States; significantly fewer are licensed. No single, unduplicated master file of all social workers in the United States exists. However, three sources of data can give us a picture of the social work workforce: the BLS, the ACS, and state licensure data. Each source uses a different definition for a social worker, and each collects data in a different way. The BLS data are gathered via employer surveys and reflect job titles used by employers. The ACS data are collected through household surveys and reflect how individuals describe their job and the jobs of family members. State licensure data are collected by state licensure boards that each have different requirements for who can and who must be licensed. Although clinical social workers generally have to be licensed, other social workers generally do not. (p. 1)

Where do Social Workers Work?

... It is interesting to note that bachelor's degree social workers are far more likely to work in state government, and those with master's degrees and above are more likely to work for the federal government and to be self-employed; otherwise the distribution is similar by education type. The ACS also collects data on the type of setting of employment based on the federal government's North American Industry Classification System for classifying business establishments. In terms of major groupings of individual industries, the single largest setting is social assistance agencies with

nearly 40% of all social workers; the second largest grouping is health care settings with 29% of all social workers. (p. 19-20)

. . . Bachelor's level graduates are also more likely than master's and above to be in administration of human resource programs (14.0% for non-social work bachelor's and 14.4% for BSWs vs. 8% for MSWs and above). On the other hand, social workers with master's degrees and above are far more likely than those with bachelor's degrees to be employed in hospitals (17.2% vs. 4.4% non-social work bachelor's and 6% for BSWs) and to be employed in elementary and secondary schools (9.4% of MSWs and above compared to 1.5% for non-social work bachelor's and 2.6% for BSWs). The group with bachelor's degrees not in social work are far more likely than the group with a bachelor's in social work to be in residential care facilities, except skilled nursing facilities (5.2% to 3.2%), whereas the reverse is true in skilled nursing facilities with 8.4% BSWs compared to only 1.7% for those with other bachelor's degrees. (p. 20)

Latinx Social Work markets:

Latino Social Workers- Latino Social Workers are definitely in demand because the number of new graduates is not keeping up with the growth of the Latino's in the US. Also Latino Social Workers are needed internationally according to the International Association of Schools of Social Work.

15.6% of new graduates for a BSW degree identified as Latino or Hispanic and 13.5% of new graduates for the MSW degree identified as Latino or Hispanic in 2015. (p. 18).

Above Source: October 2017, *A Report to Council on Social Work Education and National Workforce Initiative Steering Committee*. From The George Washington University Health Workforce Institute and School of Nursing; Edward Salsberg, MPA, FAAN Leo Quigley, MPH Nicholas Mehfoud, MS Kimberley Acquaviva, PhD, MSW, CSE Karen Wyche, PhD, MSW Shari Sliwa, MA

Licensure in Social Work

The path toward competitive employment and the Master of Social Work, or PhD, or Doctorate of Social Work is defined and stable in accredited BSW programs like this one. The Master's degree however is recognized as the terminal degree required for Clinical Social Work and clinical licensure so that the path for clinical practice for BSW's is shorter than for some other behavioral health and counseling degrees. This makes Social Work an appealing and less expensive choice for employers building an agency workforce for mental health practice, psychotherapy, counseling, and other direct clinical practice areas in health and school settings. Social Work and behavioral services jobs at the bachelor level typically do not require state licensure in Illinois unless the agency is a state agency, public school, or accredited hospital. Social work however has an advantage in those excepted agencies in that in Illinois graduates with a BSW from an accredited program can sit for a state license exam (LSW) because first year of the accredited bachelor of social work is designed to meet the core course requirements of the first year for a MSW program and therefore MSW programs recognize BSW students from SAC as being eligible for their advanced standing MSW programs.

One growing work area in which Latinx social workers are needed is Child Welfare and the Illinois Department of Children and Family Services. The SAC-BSW program has added two courses in Fall 2019 which should prepare students for state government employment in DCFS and Child Welfare. These courses serve as electives for both social work and psychology grads. Students can take during the courses, 4 of the

DCFS mandatory exams that make interns and students employment ready for this agency when they graduate.

2. **Success of Graduates**

No data was available for alumni success (Based on collected data: For example, jobs, salaries, employer satisfaction, field instructor satisfaction, **alumni satisfaction**, **clearinghouse data-once available**, % of alumni working in field)

However it is estimated from anecdotal data that 1/3 to 1/2 of graduates are getting into graduate programs. And for the last 2 years almost 100% of grads report they plan to go on to an MSW program although some planned to wait a year to apply.

3. **Advisory Board Feedback**

The BSW advisory board at SAC consists of an elected BSW student, two alumni, one adjunct faculty, two faculty from area MSW programs, and one community agency representative. The advisory board has met once in the Fall and Spring semesters and have assisted the BSW program by reviewing assessment data for the department, by giving feedback on policy changes for the BSW Program Manual, and by collaborating to promote the program and its conferences such as the 2019 Trauma and Immigration conference..

SAC Enrollment in BSW Major

This semester Sp. 2020, the enrollment of unduplicated upper level BSW students was 39 students. This is almost half of what the enrollment was last year despite a strong market for BSW grads and especially for Spanish speaking BSW grads. Recent review of the BSW admitted students revealed that only 4-5 of the BSW admissions came from transfers from local 2 year degree programs. In recent years the enrollment appears to be impacted in SAC's BSW program by the following factors:

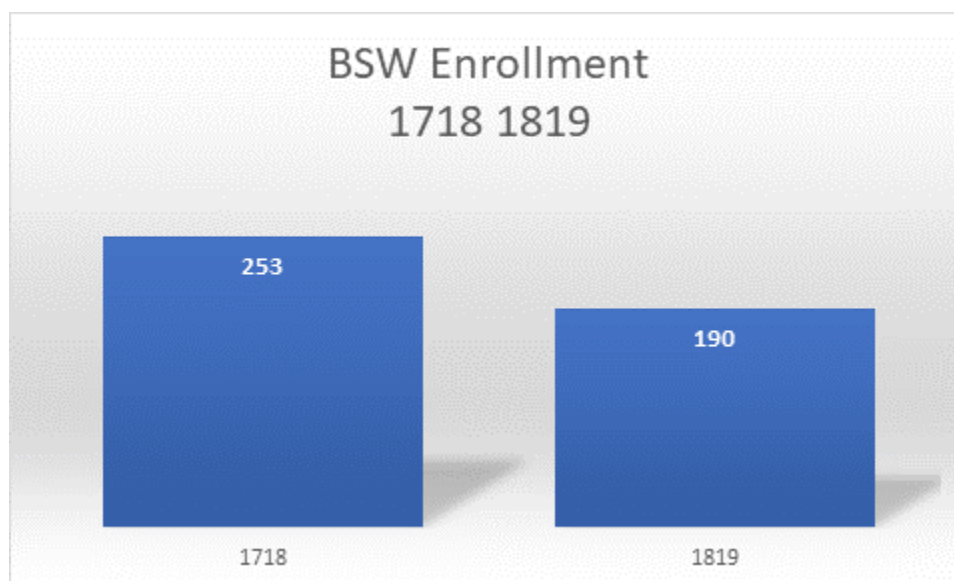
- Overall college enrollment declines which has been impacted by economy, at SAC lack of National Student Clearinghouse membership for SAC, increased competition for Hispanic students, among other things. Not sure how immigration policy has impacted SAC or student willingness to take our loans.
- Fragmentation of the opportunities at SAC for SAC's 2 year grads to advance at SAC. The addition of 4 more bachelor programs a few years ago has resulted in spreading the a smaller number of students among those added programs instead of overall more students for the BSW upper level program
- No targeted marketing for the BSW program except the website. Marketing done at Metropolitan Family Services a few years ago was dropped
- Additional competition from Northeastern and other BSW programs where students can continue for the MSW degree (NEIU now has that).
- Reduction of full time BSW faculty by one faculty member and 1-2 year focus on re-accreditation, and faculty replacements rather than time for additional marketing, conferences, etc.

Despite above the BSW program has taken the following actions to try to remove barriers to enrollment and increase enrollment

- Increasing opportunity for bilingual pre-requisites by requesting the addition of a bi-lingual sociology pre-requisite.
- Decreasing the number of pre-requisites for students to take the first SWK 200 course.
- Combined marketing and field director visits and some help from Bob Kelly at IWE in promoting the BSW program during his contacts with local social agencies.

- Certificates through collaboration with DCFS adding 2 child welfare electives.
- Collaborations had been planned with other MSW programs but Dr. Gonzalez stopped them for a time until SAC determined what direction it would take for programs and certificates. New certificates can now be explored again.
- Proposal to Dr. Arellano and administration about opportunities for interdisciplinary addiction courses and program.
- The search for a new program director includes a search for people who might bring new certificate programs that could attract students such as Gerontology and Healthcare.

Chart on duplicated students in the BSW program 2017-2019



The above chart shows the total number of students who enrolled in the required BSW courses for the BSW program. These numbers reflect duplicated numbers (if a student took three courses, the student was counted three times). Despite the data being duplicated, the above chart shows that the total enrollment in BSW courses declined by 25% between 2017/2018 and 2018/2019.

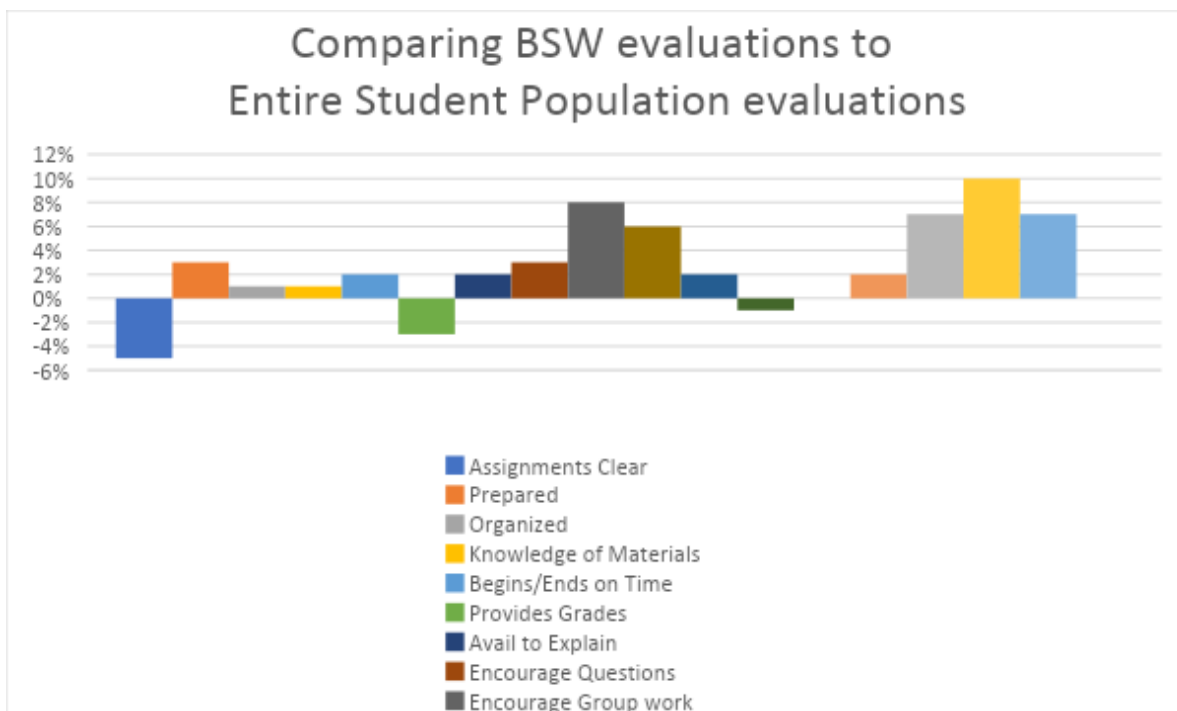
Part Two: Student Assessment of Program

1. Student Satisfaction (*Instructor and Course Evaluations* and *Student Satisfaction Survey* data specific to program).

Course Evaluations Data. One measure of student satisfaction is the course evaluation survey that students complete each semester in all courses. Findings from Spring 2019 and Fall 2019 BSW course evaluations were analyzed by the BSW assessment coordinator/director. The sample size for students answering questions ranged from 3,027 to 3,060 for each question on the survey. For BSW courses the sample size was 178-181 for each question so this was a robust sample of student opinion on their courses. There were 18 items on the survey and BSW students rated their courses the same or better on 83% of the items (15 items) than the general population of SAC students. Also 89% of the survey items showed answered were in the superior range with over 80% of the students making a superior rating on that item. An extremely low % of BSW students gave negative scores on each item (at 1% -2%).

BSW Summary (below retrieved 2/28/20 from Frost, https://staugustine1edu-my.sharepoint.com/:w:/g/personal/sfrost_staugustine_edu/Ef5XDOF4-0xJj67psii6-SEBoZRT7-DKH9NcQlj-gSuNg?e=3DQWNe)

Overall, BSW students rated courses and instructors higher compared to the entire student population. However, there were three areas where BSW student ratings were lower.



The above chart shows the highest rated areas (compared to the entire student population) were *the work required in this course is **sufficiently challenging*** (+10%), and ***Encourages** me to **work and learn in groups*** (+8%). The areas rated lower than the entire student population were *“Makes the **assignments** and requirements **clear**”* (-5%), *“**Provides grades** on my class work in a timely manner”* (-3%), and *“Makes the **course objectives** and expectations **clear**”* (-1%).

Recommendations

It is recommended for BSW instructors to review these results and identify possible strategies for improvement. Because the sample size is so large, the results are significant and should be considered. Many of the questions on the course evaluation were developed based on *NSSE Standards for Engagement*. These standards reflect nationally accepted practices (based on research) for how to best engage students (and as a result improve student success). More information about the NSSE indicators can be found here:

http://nsse.indiana.edu/pdf/EIs_and_HIPs_2015.pdf

Program Response to lower items on survey:

Makes assignments and requirements clear. The majority of instructors have clear written instructions for assignments in these courses and rubrics for grading that are shared with students in advance. However it has been noted repeatedly by tutors that the students do not read well or understand the written instructions which are in English. Most instructors also

review assignments orally in classes. Discussions will be held with instructors as to what might improve these ratings. With more courses being taught for the first time by adjunct faculty and fewer coordinators for courses the chair has had less time to make up for downsizing in the department.

Provides grades in a timely manner- The survey does not make clear what students expectations are for timely grades. Instructors using canvas are finding that this helps to get many quiz and test grades to students immediately. The program however relies on many paper and project assignments in courses that take longer for instructors to grade so students may not understand that. Again discussion can be held about what might boost those scores. If the same scores are low for other programs then the survey questions might be reviewed by committee again.

Making course objectives and assignments clear. Again since these are in the syllabus which is reviewed and discussed in every course it is puzzling that students rate this low. If this is a college pattern it might be discussed in terms of the survey but if not the department will review this with adjunct faculty for ideas as to why the rating is lower. There has been less course coordination time available since the department full time faculty was downsized in the past 2 years and there have been times when new faculty were less familiar with the course assignments before starting to teach it. This could account for a small amount of confusion.

The student satisfaction survey data is included in Appendix B of this program review. This survey data is displayed compared to the satisfaction of students as a whole at SAC. This data shows that most students are satisfied in most areas surveyed but the BSW students in some areas gave fewer neutral responses when it came to some questions. BSW students reported a stronger level of satisfaction (about 85%) compared to the entire student population but a higher percentage (8% or 1.12 students) also reported some dissatisfaction.

Quality of Instruction- While 86% agreed or strongly agreed that overall quality of instruction was good, a small % also disagreed or strongly disagreed (14%). Is it possible that the small sample size for the BSW declared majors completing the survey (13-14 students) as compared to over 250 for the entire number of SAC students participating. It is not clear whether the students completing the survey were in the pre-swk or admitted SWK program which would be helpful to know since faculty observe that pre-swk students often find the level of work expected very challenging and some do poorly in their initial SWK courses despite attempts to prepare them by completion of more general education pre-requisites before BSW courses. Tutoring is strongly encouraged but many do not use it until too late in the semester. One student in a survey question rated tutors as not knowledgeable. Teachers in introductory BSW courses generally carry a substantial responsibility to teach APA writing, reading, and information literacy to students. This is sometimes frustrating to students who prefer to learn about practicing real social work and do not yet differentiate work training from education. They do seem to enjoy class assignments where they get to interview a real social worker and observe in the field. This situation could explain the very small % who were critical of the quality of instruction but there may be other unknown reasons too.

Library Resources- Another interesting area of the survey was the more neutral responses in regard to sufficiency of online resources. There are several observations in regard to this based on this Chair's experience. Students do not come into the BSW early courses with confidence in their ability to access online materials and so that has to be covered by instructors in early courses and even in

advanced coursework. It may be that even more emphasis could be placed on this in general education level courses by having the librarians teaching practice modules in general education classes on information literacy. The expectation is that by the sophomore year and junior year students would be more familiar with how to access and read some academic journal articles, differentiate databases for their fields, and evaluate the quality. A full time librarian at SAC is needed and one who could actually teach during class time regarding online resources. SAC students are not often available to voluntarily attend workshops outside of class time. Finding a way to integrate library use into classroom seat time at all sites is one possible solution for faculty to consider due to the needs of a non-traditional working population. A larger issue noted recently by the general education committee at SAC is the need for improvement of student reading level generally at SAC. The neutral responses regarding online resources may be impacted by a student body that has lower reading skills while in college.

Part Three: Internal Assessment

1. Persistence and Completion

- a. Three years of enrollment, persistence, and graduation rates (*The Assessment Committee will request data from IT for each program to be reviewed each academic year.*)

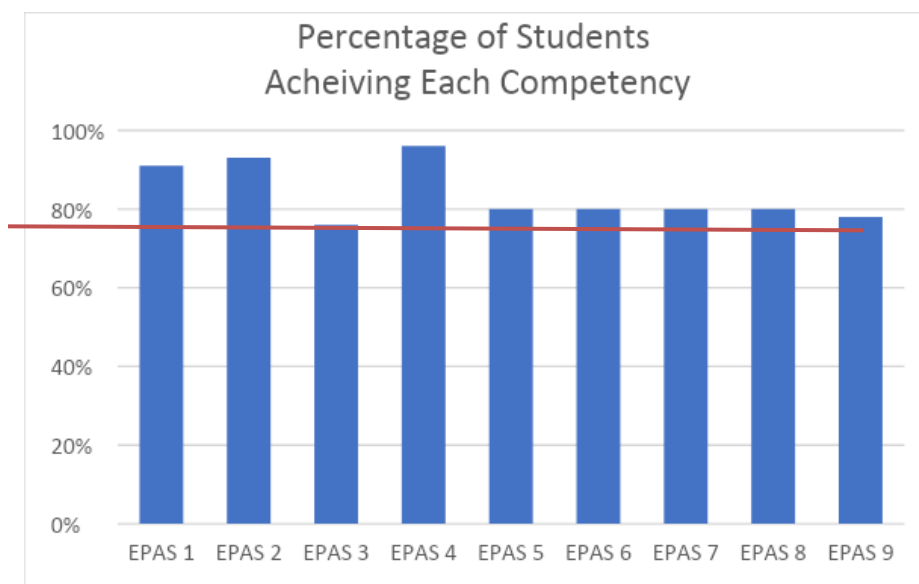
Students at Aurora appear to have more difficulties with finances and are reported to not be able to pay off the \$500 balance to take more advanced classes and therefore persistence there has been limited.

2. Curriculum Review

The BSW program conducted a self-study for the Council on Social Work Education in 2019. This was completed Dec. 1 of 2019 and is available in assessment data for the department (see Appendix C below) . Curriculum review was a large part of this study as it required demonstration of the use of assessment data to improve the curriculum and program. A site visit will follow this review in Spring of 2020 and a report of the CSWE commission will be sent to the program. Reaffirmation notification of the BSW program will be received in October 2020.

- a. **Measurement of course objectives and program outcomes.**

Program outcomes are aligned with the nine CSWE required competencies for the BSW program to maintain its accreditation. Most are simple and all are measurable and reflect the domains of learning that CSWE requires: knowledge, values, skills, cognitive-affective processes, and behaviors associated with each competency. The assessment information below was taken from the 2019 BSW Program Self Study.



The above graph visually displays the findings for each competency. The orange line is the competency benchmark (80%). Seven of the nine competencies attained the 80% benchmark, and two competencies (EPAS 3 and EPAS 9) failed to attain the 80% benchmark.

4.0.3- The program uses Form AS 4(B) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.

Form AS 4(B) can be found on St. Augustine College's website at <https://www.staugustine.edu/academics/academic-programs/bachelor-of-social-work/current-bsw-students/>. Students and the public can easily access the report by going to www.staugustine.edu, under *Academics*, click on *Academic Programs*, then *Social Work*. From this page, all AS 4(B) reports (most recent and past) can be found by clicking on *Current BSW Students* (in left margin) and scrolling down to the bottom of the page.

Form AS 4(B) has been updated and posted on the website minimally every two years since the first posting for the 2011-2012 academic year. All assessment outcomes reflect the program's one option: On campus.

Source: 2019 Self Study for BSW Program

b. Alignment of program objectives with course objectives.

Course objectives have been aligned with the program outcome for all core courses in the BSW program. (Appendix C)

Does the curriculum support student learning of the program outcomes? The self-study for Dec. 2019 verifies that the curriculum does support learning of the program outcomes

although there are some areas that can be strengthened by examining curriculum content as mentions above.

- i. Identify orphaned program outcomes and empty requirements, revising curriculum to support program outcome learning. There were no orphaned program outcomes in the current BSW program found in the 2019 self study.

c. **Alignment of program outcomes and institutional Goals. (Appendix)**

All BSW program outcomes appear to be aligned with the institutional goals.

3. Student Learning Assessment

Program Learning Outcomes Assessment Findings (Appendix C)

The findings of the explicit learning of program outcomes was described for the year 2018-19 in the 2019 Self Study assessment (Appendix C). The following quote is taken from that document and the assessment report on CSWE Standard 4 completed by Sheila Frost, part time (25%) program coordinator for BSW assessment and Associate Professor. Below is the explanation of how the table above measuring program outcomes was interpreted and used to plan improvements for the curriculum especially in some of the areas where lower scores were generated in the table above.

Low Scores from Course-embedded Rubric

The aggregated course-embedded assessment results (measure two) for competencies 3, 5, 6, 7, 8, and 9 were significantly lower than previous years. These results caused alarm for BSW faculty, but also led to the opportunity for program faculty to dedicate additional time to reviewing the 2018-2019 results, looking back at previous results and program initiatives, and discussing the implications.

Of particular concern were the low scores from the *Final Project Paper Rubric* completed by SWK 335 instructors. After reviewing the data, it was noted that there were large discrepancies between the scores for sections taught by one particular adjunct professor and other instructors in both Fall 2017 and Fall 2018. The Program Chair, the full-time professor, and adjunct professor met to discuss the discrepancies in an attempt identify possible causes for the low scores as well as recommend improvements (both pedagogical and program-level) for the future. Additionally, the Program Chair and full-time professor met on numerous occasions to discuss program-level implications. The following highlight actions and recommendations resulting from the discussions:

- A new instructor was assigned to the Social Justice and Social Action (SWK 335) course. In an attempt to encourage students to focus on the process of learning and improvement within courses, the Resident Faculty embedded capstone paper draft assignments into the courses. It was determined that the particular adjunct instructor was not providing feedback to students on their drafts, resulting in missed opportunities for student improvement on their papers (this feedback was provided to the instructor).

After some discussion, it was decided that the particular instructor was not a good fit for the social justice course.

- **Limit Social Work class enrollment to 18 students.** Class enrollment size was identified as one possible factor contributing to low scores. Historically the Program has attempted to keep courses small based on faculty observations that larger classes are more difficult to manage and student learning can be negatively affected. However, in this section the enrollment was allowed to increase to 22 students. As a result of the discussion it was recommended that social work class enrollment not be allowed to go over 18 students since larger classes appear to compromise learning of more difficult concepts.
- **Further diversify the program's assessment plan.** The Program's current assessment plan was kept simple to assure the ability to effectively implement, but further diversifying the measurement tools in the future will be beneficial. The current plan uses three course-embedded measurement tools. When the plan was initially implemented, instructors were not accustomed to submitting rubric data and it took several semesters for full buy-in. Because of this, including only three course-embedded measurement tools in the plan was reasonable and realistic. However, now that instructors have experience submitting rubric data, the program feels it is possible to add two more course-embedded measurement tools. These tools will give the program additional data points for assessment of the program. The new course-embedded measurement tools, *The Individual Assessment and Service Plan Rubric* and *Process Recording Rubric*, were developed to be piloted in the Social Work Practice I (SWK 410) course during the Fall 2019 semester. Both are included in Volume 3 as appendices.

Low scores for *Engage in Practice-informed Research and Research-informed Practice*

While the aggregated 2018-2019 assessment results were high for Competency 4, students have been regularly assessed low by field instructors in the area of research compared to other areas (as shown by BSW assessment results posted on the College's website since academic year 2011-2012). Because faculty recognized this was an area for improvement, the program has implemented multiple changes to support students in this area over the last few academic years:

- New assignments have been integrated throughout the curriculum to reinforce students' skills in the areas of engaging in practice-informed research and research-informed practice. The Curriculum Matrix (included in Standard B2.0.3) highlights the assignments students complete. Specifically, additional assignments in the pre-social work courses (Introduction to Social Work (SWK 200) Ethics and Values in Social Work (SWK 305) and Human Behavior in the Social Work Environment (SWK 315) were added that require students to engage with academic journals early in the program.
- Historically students completed one literature review in Research and Practice Evaluation (SWK 355). Based on assessment outcomes, a new literature review assignment was added to the Integrative Seminar (SWK 470). This assignment asks students to involve their field instructor in the choice of the topic, to ensure the topic is

relevant to the agency. Students are encouraged to share the results of the literature review with their field instructors and provide recommendations.

- There are initial discussions about creating online trainings for field instructors that include incorporating research into the field experience.
- The “mini” research study group assignment in Research and Practice Evaluation (SWK 355) was strengthened by requiring all proposals to go through the College’s newly formed Institutional Review Board (IRB). As part of the process, students must complete the online Protecting Human Research Participants (PHRP) training and submit an abbreviated research proposal (including an abstract, consent letter, and measurement tool) to the IRB for review.

Although the 2018-2019 Competency 3 assessment results only represent one academic year and future data is needed to see if there is a trend, faculty were encouraged to see the assessment results for the area of research. Academic year 2018-2019 marks the first year that Competency 3 did not have the lowest assessment scores compared to the other competencies.

Low scores for *Engage in Policy Practice*

The BSW faculty identified the area of policy as a weakness of the program based on the results of the 2017-2018 course-embedded assessment, a review of the previous years’ final field evaluations, and feedback the program received from one master’s degree program where some of the program’s alumni transfer to after graduation. As a result, the following occurred:

- The Program Chair facilitated a conversation on incorporating more policy discussions throughout the curriculum with BSW full-time and adjunct instructors during the Spring 2018 General Faculty Meeting. As a follow-up, an e-mail was sent out to all BSW instructors about the upcoming Chicago elections with ideas for how to incorporate a policy discussion in class.
- In Spring 2019 the Program Faculty discussed creating a new required policy course. The idea of a new required policy course was presented to the BSW Advisory Committee during the Spring 2019 meeting for feedback. Advisory Committee members overwhelmingly supported the idea. Moving forward, data will be requested to determine how adding this new course requirement will affect students (and their financial aid) and an initial proposal will need to be presented to Academic Council. If the data shows that most students do not complete all 32 elective credits prior to entering Human Behavior in the Social Environment II (SWK 319), the new requirement will not have a significant effect on students. The course would then need to be developed and then go to Academic Council for approval.
- There are initial discussions about creating online trainings for field instructors that include incorporating policy into field experience.

Low scores for *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*

In academic years 2017-2018 and 2018-2019, the Program failed to achieve the 80% benchmark for Competency 9. Program faculty recognize that this is an area for improvement in the program. As one of the last stages in the Generalist Intervention Model, the coverage of this topic may sometimes be shortened if additional time was needed to cover previous topics earlier in the semester. Additionally, fewer assignments throughout the curriculum asked students to address this stage. As a result, the following occurred:

- In Fall 2018 an Evaluation Plan was added in to the Individual Assessment Assignment in Social Work Practice I (SWK 410).
- The Evaluation of Field Mission assignment was introduced to the Integrative Seminar (SWK 470) in Spring 2019. In this assignment students are asked to describe how their internship site evaluates services.
- Modules on evaluation were added to weekly topics in Social Work Practice II (SWK 420).
- Faculty are recommending that proposed new policy course have multiple modules on evaluation. Because the content for the course has yet to be developed, this is an opportunity to have the topic evaluation significantly integrated throughout the course, or to include a major section of the course dedicated to the topic.

Low scores for Advance Human Rights and Social, Economic, and Environmental Justice

Program faculty were surprised when Competency 3 failed to meet the benchmark in the 2018-2019 academic year. When reviewing previous assessment results, this only occurred one other time since the 2011-2012 academic year (in 2014-2015). Although faculty consider this low assessment result important to recognize and discuss, faculty also are hesitant to make the result more significant than it might be (considering that there are no other trends in the assessment data that point to this area as a weakness). With this in mind, the following was decided:

- Increase student engagement with the Chicago Coalition for the Homeless (CCH) throughout the curriculum. The CCH has been a long-time partner of the Program. Faculty believe the work of the CCH is an excellent example of community organizing, empowerment, and the participatory model (a model central to the social justice course). Starting Fall 2019, the Program began the transition of offering Social Justice and Social Action (SWK 335) in the spring semester (previously it was only offered in the fall semester). This change will allow students to participate in a Springfield lobby experience as part of the course (CCH only goes to Springfield in the spring). Additionally, starting Fall 2019 CCH staff are invited to visit the Social Work Practice II (SWK 420) course to increase student interactions with the organization.
- The Program will continue to monitor future assessment results in this area. If low scores in this area persist, the program faculty will convene additional meetings to explore and discuss other possible improvements.

Assessment Finding implications (from above) for the program. (what is going well, what improvements can be made (at course and program level), what are the current needs of the program?)

What is going well is that students appear to be improving over their entire general education experience and in the social work program writing improves, critical thinking is found in graduates, and students at the end of the program have greater confidence in their ability to perform including communications and critical thinking. The BSW students perform well in their internships as a group and many are anecdotally applying to and graduating from MSW programs. (Data will be available on alumni in MSW programs from the Student Clearinghouse when SAC joins). The program hired it's first bilingual BSW alumni as an adjunct faculty member this year after she obtained her MSW and post-MSW practice experience.

There appear to be instances of students dropping the SWK 200-SWK 315 course sections after course enrollment and advisors + faculty have reported that students say they were unprepared for either the workload volume, or the level of reading and writing required. One area regarding the General Education Outcomes that might be examined is the level of English reading and writing just prior to admission to the social work upper level program. Students at the end of the AA degree program and those transferring in with an AA would be candidates for this kind of reading and writing assessment. A formal process is needed of data collection and assessment of readiness for all bachelor programs in this regard. Data should also be available soon on general education outcomes for critical thinking as new tools are being piloted by the general education committee for assessment. The recommended improvements however should not result in additional cost to the students since cost is also a factor that impacts retention.

4. **Faculty Assessment (*Performance Reviews and Classroom Observations*)** The following table indicates observations and performance reviews that have been done for the department in the last 2 years. As of Sp. 2020 there are 13 adjunct professors in the department however some teach more than one course. There are currently 2.25 full time faculty as of January 2020. This is the lowest number of full time faculty this department has had since 2001 however class sizes are small but the program continues to be conducted at 4 teaching sites. At Aurora the upper level program is offered every other semester because of the low enrollment there and the difficulty of students in paying down the minimum balance to re-enroll each semester.

Table of Dates for faculty observations and performance reviews.

Pantell, MSW, MPH, PhD	Performance evaluations completed in May of each year by VP of Academic Affairs	rehired
Frost, MSW	Performance evaluation completed in May of each year by Pantell, Chair and also VP of academic affairs for parts of position under VP.	Rehired/promoted in 2019 January
Mateus, MSW	Performance review completed in May 2018 and May 2019. Observed in Spring 18.	Rehired in 2018 Became adjunct in 2019 Fall, and unable to work Sp. 2020
B. Searcy, MSW, ABD	Observation 11-13-19/new in Sp. 2019	Eligible for rehire

M.Chavez, MSW	Observed 10-22-19	Eligible for rehire
V. Smith, MSW	Observed 11/1/19	Eligible for rehire
M.Laird, MSW	Observed 4-15-19	Eligible for rehire
V. Womack, PhD	Observed 4-16-19	Eligible for rehire
N. Mojica, PhD	Observed 10-12-17	No longer at SAC
P. Marchman, MSW	Observed 10-6-17	No longer at SAC
S. Carter, MSW	Observed 11-21-17	No longer at SAC

There were no new hires in 2018 but in 2016 there were observations done for 10 adjunct faculty many of whom continue to teach in the BSW program.

5. **Resources and Challenges:** Are resources sufficient to effectively support student learning of program outcomes?

The current faculty resources in the BSW program including adjuncts are sufficient to conduct and cover all basic core BSW courses and to perform assessment of student learning on those courses and to participate in some plans to improve the program using assessment. That is the good news.

Faculty/staff resources are very limited in that 88% of the faculty courses are taught by part time/adjunct faculty. Resources have not supported increases in salaries for some time for adjunct or resident faculty or staff at SAC. Low salary levels appear to make it more difficult to retain and replace faculty who leave the college with faculty who have higher degrees and more of the requested preferences such as bi-lingual faculty or PhDs. Following the RIF at SAC the program has lost one full time position, and 2 full time faculty members although one was temporarily replaced until May at a low salary. There is hope of replacing the Dept Chair position in June 2020 with a Program Director for less salary than a chair position would require although probably more than the current Chair. The rising % of adjunct faculty in the program creates less stability since adjuncts may not be able to teach in the required rotating locations semester to semester, and therefore may be unable to accept contracts for the college/program. Also adjunct's full time positions elsewhere have priority for their commitment and demands. This instability then makes training and mentoring of adjunct faculty in new teaching and technology skills more difficult and less likely to result in a whole faculty body building its skill level over time. The reduction in full time faculty size limits faculty availability for planning program expansions, advising frequency during registration, frequent monitoring of courses, reviewing and selecting new texts for classes, writing for publication, intensive marketing, and development of a more robust implicit curriculum focused on Social Work competencies including interdisciplinary activity. At SAC these duties are sometimes given to adjunct faculty as coordinators for courses and assessment but they are less cohesive and knowledgeable about the college as a whole system and require full time faculty to train and re-train them. This all results in constantly retooling the workers for what needs doing.

(The Provost will provide budgets for the programs under review each academic year.)

6. Cost/Benefit Analysis of Program to College *(Not completed by program. The Assessment Committee has informed the Chief Finance Officer (CFO) of programs under review each academic year and to identify what pertinent information is needed if it is decided an analysis will be completed.)*

Part Four: Plan of Action

1. Brief Summary of Parts One, Two, and Three

External Assessment

The external assessment (part one) and review indicates that social work is a viable and strong professional choice with an expected job growth of 16% by 2026 according to the BLS. Areas in which more growth is expected include child, family, and school social work, and healthcare. Also in the Chicago area social workers and especially Latinx social workers continue to command good salaries. A broad range of employment is available in non-profit and for-profit sectors, but for-profit business and state and federal agencies pay at a higher rate. Bachelor level social workers were found to be more frequently hired than other comparable bachelor level workers in some areas of the workplace such as: administration of human resource programs, hospitals, and skilled nursing facilities. In addition the eligibility for accredited program BSW grads to sit for the LSW licensure and to be eligible for the accelerated MSW degree program (the terminal degree for the field) affords BSW students with a career path to even higher paying positions and a greater range of options for work.

The demand for social workers is documented above and yet the ability of Latinx, working students to access and pay for college has become increasingly difficult. In social work the importance of face to face interactions and practice to learn some competencies is documented. However it would seem prudent to increase the number of hybrid courses and teachers skilled in distance learning pedagogy at SAC so that education can become more affordable and available through distance learning and therefore less dependent on traveling faculty and traveling students to rotating teaching sites.

Student Assessment of Program (part two)

Satisfaction Survey data compared a small number of BSW students to overall SAC students. In summary the findings show that the BSW students in some areas gave fewer neutral responses when it came to some questions. BSW students reported a stronger level of satisfaction (about 85%) compared to the entire student population but a higher percentage (8% or 1.12 students) also reported some dissatisfaction. The satisfaction survey did not actually distinguish the pre-social work students from the admitted BSW students in its results and since pre-swk students are sometimes not prepared for the level of work that could skew some of the results. Two areas though that could be considered for improvement were the library and satisfaction with quality of teaching.

The quality of teaching might be improved by faculty development on strategies to modify faculty teaching style when needed due to variance in student populations without lowering the standards for the class and program. The quality of teaching might also be improved with a more stable faculty workforce by increasing the number of full time instructors who can receive teaching development and remain teaching in the program and college to give back after their skills growth.

The library services could be improved through a larger library budget and a full time librarian, librarians co-teaching class modules on information literacy, and streaming resources for video materials for teachers and distance course planning.

Internal Assessment (part three)

Assessment of student learning (part two) shows that students are meeting the 80% competency for benchmarks in 7 of the 9 competency areas in the most recent self study. This is stated in detail above but in summary, the BSW program has proposed a variety of ways to improve its 2018-19 lowest scores in assessment student learning. These competency areas included scores for research, practice evaluation, social justice and social action, and social policy. These were summarized above. It is noted that the program has taken many actions already to improve next years scores. However the program might benefit from an added social policy course to strengthen this area as well as practice evaluation. If students were able to take more social work electives this might allow more repetition of the concepts in core courses however the program's continuing emphasis on affordability and access for low income students means that students need to be able to transfer in the credits taken from their associate level programs as electives to get through the 128 credit hour BSW degree with less expense. We recommend that the required number of elective credits be lowered in order to add on additional core courses in the future. The department has decided to wait to propose this change until the new program director is hired in 2020.

In addition to changes in courses and the curriculum, we believe that student learning would benefit and improve with a greater number of full time faculty who remain with the program after receiving faculty development training as mentioned in part 2 above. Full time faculty also have greater likelihood of using the results of program assessment reviews when they continue to teach in the program and have time to improve courses they have previously taught.

2. Proposed Changes to Improve Program based on Program Review Findings (proposed changes should link to assessment findings)

Adding at least a third full time faculty to the BSW program would take approximately \$55,000-65,000. However the ability to develop, retain, and stabilize skills within the entire faculty body , to better advise students, to engage in program planning that builds on assessment findings in the department and the institution, to assist more with marketing and program planning, and more should assist in the ability of the program to grow in excellence and to attract students. Adding two more faculty might allow for more publication and/or grant writing specifically for the BSW program.

Faculty development plan that is continuous as long as the program continues to be 60%-88% (now) adjunct faculty taught courses where inconsistent teaching plans prevent accumulated knowledge of new areas. (this is not an issue of motivation but staffing) The following areas need a schedule of ongoing teacher education: accreditation and student assessment, hybrid course pedagogy, Canvas use and technology skills for Jensevar changes for full time faculty, strategies and indicators for teaching style modifications without lowering standards for programs or inflating grades.

The library budget for a full time librarian-faculty member with a faculty rank appointment and duties is recommended. A budget for streaming rights and videos should be continually included to secure teaching resources for the classroom. Additional library materials budget is needed to update

outdated reference materials every year. Electronic books on reserve online in the library for all courses taught could assist students who are unable to purchase textbooks at all sites.

Technology improvements college wide are recommended such as:

permanent projectors in all classrooms and correct cords so that that all faculty can use to link their new SAC computers or personal computers to the projectors and speakers (would result in better use of class time and more satisfied students).

Computers, enough of them, that all students at all sites can borrow for classroom use (students often try to do their tests and assignments work on cell phones, *errors then increase*, rather than carry a computer to the college from their work or home if they own a laptop.

3. Timeline and Budget for Proposed Changes

The timeline that is recommended for all budget needs has passed and the college appears to take one step forward a two steps back regarding improving the budget for academic affairs.

A strategic plan for the college with academic affairs goals budgeted is needed first. The next need is for individual department budgets for specific department goals. The BSW program definitely would benefit from a lower % of adjunct faculty and a higher % of full time faculty to assure that goals for excellence higher education practices and student learning can realistically be made. Program growth is currently at a standstill despite the demand for social work employees and this commitment might also assist in expanded marketing for the BSW program outside of the college. It might also assist in building teacher skills and retaining people who have the training provided.

APPENDIX A

The chart below provides evidence of the alignment of course objectives and program outcomes for the program review.

BSW Curriculum Matrix: Program Learning Outcomes Linked To Course Objectives		
Program Outcome	Courses	Course Objectives
PO1: Demonstrate Ethical and Professional Behavior	SWK 200: Introduction to Social Work	1- Attend to professional roles and boundaries 2- Demonstrate professional demeanor in behavior, appearance, communication 3- Gain foundational knowledge of the social work profession, including history, general concepts, practice and theory
	SWK 305: Ethics & Values in Social Work	1- Make ethical decisions by applying the values, principles and standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and any additional facets of ethics as appropriate to context 2- Use reflection and self-regulation to manage personal and professional values when making ethical decisions, conducting ethical research or maintaining an ethical practice 3- Demonstrate tolerance for ambiguity in resolving ethical conflicts.
	SWK 410: Social Work Practice I	1- Students will understand how personal experiences and affective reactions influence professional judgment and behavior as they practice interviewing skills and do process recordings to reflect on those reactions and skills 2- Students will demonstrate understanding the roles and responsibilities of the profession in practice settings serving individuals and communities.
	SWK 420: Social Work Practice II	1- Students will understand how personal experiences and affective reactions influence professional judgment and behavior as they practice interviewing skills and complete process recordings to reflect on those reactions and skills 2- Students will demonstrate understanding the roles and responsibilities of the profession in practice settings serving individuals and communities.

	SWK 450: Field Instruction I	1- Demonstrate Ethical and Professional Behavior
	SWK 460: Field Instruction II	1- Demonstrate Ethical and Professional Behavior
	SWK 470: Integrative Seminar	1- Students will demonstrate knowledge of 9 Social Work Practice Competencies for 2015 and self-confidence in performing them at a beginning practice level 2- Students understand the frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy areas.

Program Outcome	Courses	Course Objectives
PO2: Engage Diversity and Difference in Practice	SWK 345: Multicultural Social Work Practice	2- Demonstrate self-awareness of personal biases and values and sensitivity in problem solving with diverse groups. 3- Recognize and communicate an understanding of differences in the development of lifestyle and life outcomes. 4- Demonstrate ability to engage those with whom they work and ability to learn about other's worldview.
	SWK 450: Field Instruction I	2- Engage Diversity and Difference in Practice
	SWK 460: Field Instruction II	2- Engage Diversity and Difference in Practice
	SWK 470: Integrative Seminar	1- Students will demonstrate knowledge of 9 Social Work Practice Competencies for 2015 and self-confidence in performing them at a beginning practice level

Program Outcome	Courses	Course Objectives
PO3: Advance Human Rights and Social, Economic, and Environmental Justice	SWK 335: Social Justice & Social Action	1- Understand the forms and mechanisms of oppression and discrimination 2- Demonstrate the ability to advocate for human rights, social justice, economic justice 3- Demonstrate the ability to engage in practices that advance social and economic justice
	SWK 345: Multicultural Social Work Practice	1- Recognize the extent to which a culture's structure and values may oppose, marginalize, alienate, or create and enhance privilege and power. 5- Identify and articulate the forms and mechanisms of oppression and discrimination
	SWK 450: Field Instruction I	3- Advance Human Rights and Social, Economic, and Environmental Justice

	SWK 460: Field Instruction II	3- Advance Human Rights and Social, Economic, and Environmental Justice
	SWK 470: Integrative Seminar	1- Students will demonstrate knowledge of 9 Social Work Practice Competencies for 2015 and self-confidence in performing them at a beginning practice level
Program Outcome	Courses	Course Objectives
PO4: Engage In Practice-informed Research and Research-informed Practice	SWK 315: Human Behavior in the Social Environment I	4- Apply evidenced-based knowledge of infant, child, and adolescent development to assess both person and environment.
	SWK 355: Research & Practice Evaluation	1- Use and translate research evidence to inform and improve practice, policy, and service delivery
		3- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
	SWK 410: Social Work Practice I	3- Students demonstrate that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They can translate research findings into plans for effective practice.
	SWK 420: Social Work Practice II	3- Students demonstrate that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They can translate research findings into plans for effective practice.
	SWK 450: Field Instruction I	4- Engage In Practice-informed Research and Research-informed Practice
	SWK 460: Field Instruction II	4- Engage In Practice-informed Research and Research-informed Practice
	SWK 470: Integrative Seminar	1- Students will demonstrate knowledge of 9 Social Work Practice Competencies for 2015 and self-confidence in performing them at a beginning practice level
		3- Students understand the processes for translating research findings into effective practice.

Program Outcome	Courses	Course Objectives
PO5: Engage in Policy Practice	SWK 335: Social Justice	4- Analyze, formulate, and advocate for policies that advance social well-being Collaborate with colleagues and clients for effective policy action

	& Social Action	5- Collaborate with colleagues and clients for effective policy action
	SWK 450: Field Instruction I	5- Engage in Policy Practice
	SWK 460: Field Instruction II	5- Engage in Policy Practice
	SWK 470: Integrative Seminar	1- Students will demonstrate knowledge of 9 Social Work Practice Competencies for 2015 and self-confidence in performing them at a beginning practice level

Program Outcome	Courses	Course Objectives
PO6: Engage with Individuals, Families, Groups, Organizations and Communities	SWK 319: Human Behavior in the Social Environment II	3- Understand and implement strategies for engagement
	SWK 410: Social Work Practice I	4- Students demonstrate that they use theories of human behavior and social environment and critically evaluate and apply this knowledge appropriately to facilitate engagement with clients and constituencies.
	SWK 420: Social Work Practice II	4- Students demonstrate that they use theories of human behavior and social environment and critically evaluate and apply this knowledge appropriately to facilitate engagement with clients and constituencies.
	SWK 450: Field Instruction I	6- Engage with Individuals, Families, Groups, Organizations and Communities
	SWK 460: Field Instruction II	6- Engage with Individuals, Families, Groups, Organizations and Communities
	SWK 470: Integrative Seminar	1- Students will demonstrate knowledge of 9 Social Work Practice Competencies for 2015 and self-confidence in performing them at a beginning practice level 5- Students understand how their personal experiences and affective reactions may impact their ability to effectively engage, assess, and intervene with diverse clients and constituencies.
Program Outcome	Courses	Course Objective

PO7: Assess Individuals, Families, Groups, Organizations and Communities	SWK 315: Human Behavior in the Social Environment I	1- Understand theories of human development and social systems, specifically focused on birth through adolescence. 2- Use theories of human development and social systems to guide the process of assessment and intervention. 3- Apply evidenced-based knowledge of infant, child, and adolescent development to assess both person and environment.
	SWK 319: Human Behavior in the Social Environment II	1- Utilize theories and models of human development to guide processes of assessment, prevention, and intervention 2- Critique and apply knowledge to understand person and environment
	SWK 410: Social Work Practice I	5- Students demonstrate methods of assessment with diverse clients and constituencies to advance practice effectiveness
	SWK 420: Social Work Practice II	5- Students demonstrate methods of assessment with diverse clients and constituencies to advance practice effectiveness
	SWK 450: Field Instruction I	7- Assess Individuals, Families, Groups, Organizations and Communities
	SWK 460: Field Instruction II	7- Assess Individuals, Families, Groups, Organizations and Communities
	SWK 470: Integrative Seminar	1- Students will demonstrate knowledge of 9 Social Work Practice Competencies for 2015 and self-confidence in performing them at a beginning practice level 5- Students understand how their personal experiences and affective reactions may impact their ability to effectively engage, assess, and intervene with diverse clients and constituencies.

Program Outcome	Courses	Course Objective
PO8: Intervene with Individuals, Families, Groups, Organizations and Communities	SWK 315: Human Behavior in the Social Environment	2- Use theories of human development and social systems to guide the process of assessment and intervention.
	SWK 319: Human Behavior in the Social Environment II	1- Utilize theories and models of human development to guide processes of assessment, prevention, and intervention

	SWK 410: Social Work Practice I	6- Students demonstrate that intervention is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse constituencies
	SWK 420: Social Work Practice	6- Students demonstrate that intervention is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse constituencies
	SWK 450: Field Instruction I	8- Intervene with Individuals, Families, Groups, Organizations and Communities
	SWK 460: Field Instruction II	8- Intervene with Individuals, Families, Groups, Organizations and Communities
	SWK 470: Integrative Seminar	1- Students will demonstrate knowledge of 9 Social Work Practice Competencies for 2015 and self-confidence in performing them at a beginning practice level 5- Students understand how their personal experiences and affective reactions may impact their ability to effectively engage, assess, and intervene with diverse clients and constituencies.

Program Outcome	Courses	Course Objective
PO9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities		
	SWK 355: Research & Practice Evaluation	2- Students will Comprehend and Use Single Subject Design, Group Design, and Program Evaluation to evaluate interventions at the individual, group and organizational levels.
	SWK 410: Social Work Practice I	7- Students demonstrate qualitative and/or quantitative methods for evaluating outcomes and practice effectiveness.
	SWK 420: Social Work Practice II	7- Students demonstrate qualitative and/or quantitative methods for evaluating outcomes and practice effectiveness.
	SWK 450: Field Instruction I	9- Evaluate Practice with Individuals, Families, Groups, Organizations and Communities
	SWK 460: Field Instruction II	9- Evaluate Practice with Individuals, Families, Groups, Organizations and Communities
	SWK 470: Integrative Seminar	1- Students will demonstrate knowledge of 9 Social Work Practice Competencies for 2015 and self-confidence in performing them at a beginning practice level

		4- Students recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.
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APPENDIX B

The chart below provides evidence of the alignment of the program outcomes with the Institutional Goals.

Linking Program Outcomes to Institutional Completion Goals (Example- BSW Program)

Institutional Learning Goals	By using logical reasoning students will be able to solve real-world problems.	Students will demonstrate proficiency in academic writing, communicative competence, and information literacy in order to be successful in their chosen field.	Students value their own cultural background and appreciate learning from diverse groups and perspectives. <i>And the cultural background of others</i>	Students engage, reflect, and describe diverse perspectives, and present their own perspective on a topic.
BSW Program Outcomes	<ul style="list-style-type: none"> Engage in Policy Practice Assess Individuals, Families, Groups, Organizations, and Communities Intervene with Individuals, Families, Groups, Organizations, and Communities Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities 	<ul style="list-style-type: none"> Demonstrate Ethical and Professional Behavior Engage In Practice-informed Research and Research-informed Practice 	<ul style="list-style-type: none"> Engage Diversity and Difference in Practice 	<ul style="list-style-type: none"> Advance Human Rights and Social, Economic, and Environmental Justice Engage with Individuals, Families, Groups, Organizations, and Communities

APPENDIX C

The BSW Program describes its most recent Program Learning Outcomes Assessment Findings below. These findings were prepared for the Dec. 2019 CSWE Re-Affirmation Self-Study by Sheila Frost, MSW, Coordinator of BSW Program Assessment, and Director of Assessment and Accreditation at SAC. They were reviewed with the Program Chair and Faculty to implement recommended curriculum improvements where needed. This assessment review is considered to be more complex and robust than the course assessment reviews (pre-post testing in courses for all course objectives). The course assessments are done each semester for the program and those results are added to the program assessment data described here for faculty and Chair review. Recommendations from both assessment levels and sources are used by the program to guide development of the BSW curriculum.

Accreditation Standard 4.0 – Assessment

4.0.1- The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

The Program has an ongoing assessment plan of student outcomes for all competencies. Two measures are utilized to assess each competency. Currently, the Program has one program option: On campus.

First Measure

The first measure for each competency at the generalist level is the Final Field Evaluation. The tool includes 31 questions that directly reflect the 31 behaviors. Additionally, each question is

linked to at least one of the four dimensions (Knowledge, Values, Skills, and Cognitive/Affective (C/A) processes). The tools assess for all four dimensions within each competency.

The Final Field Evaluation is completed by the student's Field Instructor as identified in the student's field learning contract. This measure is sent by e-mail directly to the Field Instructor. The field instructor completes the assessment online when the student is nearing the completion of her/his required 420 field internship hours. A copy of the Final Field Evaluation is included below.

The Final Field Evaluation provides important feedback based on the Field Instructor's observation of students during their BSW internship. As current practitioners in the field, Field Instructors are in a strong position to appropriately evaluate whether students are meeting an expected level of competence at the BSW level.

[Please note: The Final Field Evaluation is an online form. The following was re-formatted for inclusion in to the self-study. The actual tool can be viewed at

<https://forms.gle/tVRLh32cbUaKXDZU8>]

SAC Social Work Final Field Evaluation

This tool asks you, the Field Instructor, to evaluate the BSW student intern in nine competency areas identified by the Council on Social Work Education (CSWE). Students are expected to have experiences in their field placement that allow for the opportunity to demonstrate all nine competency areas. This evaluation is 50 questions long.

Thank you in advance for your feedback.

*Required

*Email address _____

*Student Intern Name _____

*Social Work Field Instructor Name _____

Credentials of Field Instructor * Mark only one oval.

BSW

MSW

PhD in Social Work

Other:

How often did you, as the Social Work Field Instructor, meet with the BSW intern for one hour of supervision? * Mark only one oval.

Every other month

Monthly

Twice per month

Weekly

Several times during the week

Competency 1: Demonstrate Ethical & Professional Behavior

Please use the following scale when answering each question.

1	2	3	4
<u>Not Adequate</u> : Student does not demonstrate expected level of competence for a BSW student.	<u>Developing Competence</u> : Student shows progress toward expected level of competence for a BSW student.	<u>Competence</u> : Student demonstrated expected level of competence for a BSW student.	<u>Mastered</u> : Student exceeds expected competence level of a BSW student.

Student makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context * Mark only one oval.

1 2 3 4

Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations * Mark only one oval.

1 2 3 4

Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication. * Mark only one oval.

1 2 3 4

Student uses technology ethically and appropriately to facilitate practice outcomes * Mark only one oval.

1 2 3 4

Student uses supervision & consultation to guide professional judgment and behavior * Mark only one oval.

1 2 3 4

Please comment on any behaviors in Competency 1 that were rated as Not Adequate

Competency 2: Engage Diversity and Difference in Practice

Please use the following scale when answering each question.

1 <u>Not Adequate:</u> Student does not demonstrate expected level of competence for a BSW student.	2 <u>Developing Competence:</u> Student shows progress toward expected level of competence for a BSW student.	3 <u>Competence:</u> Student demonstrated expected level of competence for a BSW student.	4 <u>Mastered:</u> Student exceeds expected competence level of a BSW student.
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Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels * Mark only one oval.

1 2 3 4

Student presents herself/himself as a learner and engages clients and constituencies as experts of their own experiences * Mark only one oval.

1 2 3 4

Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies * Mark only one oval.

1 2 3 4

Please comment on any behaviors in Competency 2 that were rated as Not Adequate

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Please use the following scale when answering each question.

1 <u>Not Adequate:</u> Student does not demonstrate expected level of competence for a BSW student.	2 <u>Developing Competence:</u> Student shows progress toward expected level of competence for a BSW student.	3 <u>Competence:</u> Student demonstrated expected level of competence for a BSW student.	4 <u>Mastered:</u> Student exceeds expected competence level of a BSW student.
--	--	--	---

Student applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels * Mark only one oval.

1 2 3 4

Student engages in practices that advance social, economic, and environmental justice * Mark only one oval.

1 2 3 4

Please comment on any behaviors in Competency 3 that were rated as Not Adequate

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Please use the following scale when answering each question.

1 <u>Not Adequate</u> : Student does not demonstrate expected level of competence for a BSW student.	2 <u>Developing Competence</u> : Student shows progress toward expected level of competence for a BSW student.	3 <u>Competence</u> : Student demonstrated expected level of competence for a BSW student.	4 <u>Mastered</u> : Student exceeds expected competence level of a BSW student.
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Student uses practice experience and theory to inform scientific inquiry and research * Mark only one oval.

1 2 3 4

Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings * Mark only one oval.

1 2 3 4

Student uses and translates research evidence to inform and improve practice, policy, and service delivery * Mark only one oval.

1 2 3 4

Please comment on any behaviors in Competency 4 that were rated as Not Adequate

Competency 5: Engage in Policy Practice

Please use the following scale when answering each question.

1 <u>Not Adequate</u> : Student does not demonstrate expected level of competence for a BSW student.	2 <u>Developing Competence</u> : Student shows progress toward expected level of competence for a BSW student.	3 <u>Competence</u> : Student demonstrated expected level of competence for a BSW student.	4 <u>Mastered</u> : Student exceeds expected competence level of a BSW student.
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Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services * Mark only one oval.

1 2 3 4

Student assesses how social welfare and economic policies impact the delivery of and access to social services * Mark only one oval.

1 2 3 4

Student applies critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice * Mark only one oval.

1 2 3 4

Please comment on any behaviors in Competency 5 that were rated as Not Adequate

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Please use the following scale when answering each question.

1 <u>Not Adequate</u> : Student does not demonstrate expected level of competence for a BSW student.	2 <u>Developing Competence</u> : Student shows progress toward expected level of competence for a BSW student.	3 <u>Competence</u> : Student demonstrated expected level of competence for a BSW student.	4 <u>Mastered</u> : Student exceeds expected competence level of a BSW student.
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Please note: the term clients and constituencies can refer to any of the practice levels (individuals, families, groups, organizations, and communities).

Student applies knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies * Mark only one oval.

1 2 3 4

Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies * Mark only one oval.

1 2 3 4

Please comment on any behaviors in Competency 6 that were rated as Not Adequate

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Please use the following scale when answering each question.

1	2	3	4
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<u>Not Adequate:</u> Student does not demonstrate expected level of competence for a BSW student.	<u>Developing Competence:</u> Student shows progress toward expected level of competence for a BSW student.	<u>Competence:</u> Student demonstrated expected level of competence for a BSW student.	<u>Mastered:</u> Student exceeds expected competence level of a BSW student.
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Please note: the term clients and constituencies can refer to any of the practice levels (individuals, families, groups, organizations, and communities).

Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies * Mark only one oval.

1 2 3 4

Student applies knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies * Mark only one oval.

1 2 3 4

Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies * Mark only one oval.

1 2 3 4

Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies * Mark only one oval.

1 2 3 4

Please comment on any behaviors in Competency 7 that were rated as Not Adequate

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Please use the following scale when answering each question.

1 <u>Not Adequate:</u> Student does not demonstrate expected level of competence for a BSW student.	2 <u>Developing Competence:</u> Student shows progress toward expected level of competence for a BSW student.	3 <u>Competence:</u> Student demonstrated expected level of competence for a BSW student.	4 <u>Mastered:</u> Student exceeds expected competence level of a BSW student.
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Please note: the term clients and constituencies can refer to any of the practice levels (individuals, families, groups, organizations, and communities).

Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies * Mark only one oval.

1 2 3 4

Student applies knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies * Mark only one oval.

1 2 3 4

Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes * Mark only one oval.

1 2 3 4

Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies * Mark only one oval.

1 2 3 4

Student facilitates effective transitions and endings that advance mutually agreed-on goals * Mark only one oval.

1 2 3 4

Please comment on any behaviors in Competency 8 that were rated as Not Adequate

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Please use the following scale when answering each question.

1 <u>Not Adequate</u> : Student does not demonstrate expected level of competence for a BSW student.	2 <u>Developing Competence</u> : Student shows progress toward expected level of competence for a BSW student.	3 <u>Competence</u> : Student demonstrated expected level of competence for a BSW student.	4 <u>Mastered</u> : Student exceeds expected competence level of a BSW student.
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Please note: the term clients and constituencies can refer to any of the practice levels (individuals, families, groups, organizations, and communities).

Student selects and uses appropriate methods for evaluation of outcomes * Mark only one oval.

1 2 3 4

Student applies knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes * Mark only one oval.

1 2 3 4

Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes *
Mark only one oval.

1 2 3 4

Student applies evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels * Mark only one oval.

1 2 3 4

Please comment on any behaviors in Competency 9 that were rated as Not Adequate

Communication

Because St. Augustine is a bilingual college, we look for feedback on communication skills. Please evaluate the student's skills in the following areas of communication.

* Mark only one oval per row.

	Not Adequate	Developing Competence	Competence Mastered	Not Applicable
Verbal communication in English				
Verbal communication in Spanish				
Interviewing skills in English				
Interviewing skills in Spanish				
Written skills in English				
Written skills in Spanish				

Grade Recommendation and Signature

Indicate the final grade recommendation for the BSW student intern * Mark only one oval.

ABF Incomplete

Please share any closing thoughts, reflections and feedback on the student's overall capacities and performance in their internship

Reviewing this evaluation with the student is an important part of their learning experience in field. I agree to review this completed Final Field Evaluation with the BSW Student Intern. (A copy of your responses will be sent to your e-mail after the evaluation is completed.) * Mark only one oval.

I agree I do not agree

Field Instructor Signature: By typing your name below, you are stating you personally completed this evaluation. *

A copy of your responses will be emailed to the address you provided

Second Measure

The second measure for each competency at the generalist level is course-embedded. Program faculty developed rubrics for three capstone papers that, when combined, assess for all nine competencies. The three rubrics are 1. The Ethical Dilemma Cumulative Paper Rubric, 2. The Culturally Relevant Services Final Paper Rubric, and 3. Final Project Paper Rubric. Specific portions of each rubric are utilized to assess each competency. For example, the *Five Areas* portion of the Ethical Dilemma Cumulative Paper Rubric is utilized to assess for competency two. Additionally, these specific portions of the rubric are linked to at least one of the four dimensions.

The course-embedded rubrics are completed by course instructors (BSW faculty) of Ethics and Values in Social Work (SWK 305), Social Justice and Social Action (SWK 335), and Multicultural Social Work Practice (SWK 345). Course instructors submit the completed rubrics at the end of the semester in the form of an Excel spreadsheet. Copies of the three rubrics are included after the rubric descriptions.

Each course has one of the course-embedded assignments/rubrics:

Ethical Dilemma Cumulative Paper Rubric- The Ethical Dilemma Cumulative Paper Rubric is used to assess Competency One. Ethics and Values in Social Work (SWK 305) instructors assess students' capstone paper in the course using the rubric. The Ethical Dilemma Cumulative Paper Rubric was selected to assess Competency One because it rates a student's ability to critically discuss an ethical dilemma, apply an ethical standard and model, identify a course of action, and reflect on personal values as it relates to the dilemma.

Culturally Relevant Services Final Paper Rubric- The Culturally Relevant Services Final Paper Rubric is used to assess Competencies Two and Four. Multicultural Social Work Practice (SWK 345) instructors assess students' capstone paper in the course using the rubric. The Culturally Relevant Services Final Paper Rubric was selected to assess Competency Two because it rates a student's ability to identify and describe cultural

traditions, values, examples of oppression/privilege, and norms based on academic research.

The rubric was selected to assess Competency Four because it rates a student's ability to identify, understand, integrate multiple academic sources, accurately cite sources, and reflect on and apply the content to the field of social work.

Final Project Paper Rubric- The Final Project Paper Rubric is used to assess Competencies Three, Five, Six, Seven, Eight, and Nine. Social Justice and Social Action (SWK 335) instructors assess students' capstone paper in the course using the rubric. The Final Project Paper Rubric was selected to assess Competency Three because it rates a student's ability to analyze a social justice issue using the *Just Practice Framework*, including applying a meaning of social justice, and discussing context, history, and power as it relates to the issue.

The rubric was selected to assess Competency Five because it rates a student's ability to create a detailed case study on a social justice issue. The case study should include a description of the systems influencing the issue (including relevant policies) as well as a identify a system that is a focus for change.

The rubric was selected to assess Competency Six because it rates a student's ability to apply the *Core Process of Engagement* to their case study and identify one skill of engagement (from the text) to apply to the case.

The rubric was selected to assess Competency Seven because it rates a student's ability to apply the *Core Process of Teaching and Learning* (a participatory approach to assessment) to their case study and identify one skill of teaching and learning (from the text) to apply to the case.

The rubric was selected to assess Competency Seven because it rates a student's ability to apply the *Core Process of Action and Accompaniment* (a participatory approach to intervention) to their case study and identify one skill of action and accompaniment (from the text) to apply to the case.

The rubric was selected to assess Competency Seven because it rates a student's ability to apply the *Core Processes of Evaluation and Critical Reflection* (a participatory approach to evaluation) to their case study and identify one tool of evaluation and one tool of critical reflection (from the text) to apply to the case.

Ethical Dilemma Paper Rubric

Part I: Introduction

Criteria	Not Adequate 0-.25 point	Developing Competence .5 point	Excellent 1 point
Identifies the Ethical Dilemma	Does not identify the dilemma or the decision that needs to be made.	Identifies the dilemma, including pertinent facts, but only superficially discusses what must be decided	Describes the dilemma in detail having gathered pertinent facts. Analyzes exactly what must be decided
Identifies the Relevant Actors in the Dilemma (including who is the client)	Does not determine who should be involved in the decision-making process for this case and does not identify the interested stakeholders	Determines who should be involved in the decision-making process, but does not discuss their viewpoints.	Determines who should be involved in the decision-making process and thoroughly reflects on the viewpoints of all
Identifies Alternatives & Likely Outcomes	Identifies only one solution or does not identify any solution.	Identifies at least one alternative and predicts likely consequences.	Gives at least 2 alternatives and elaborates on at least one of these and anticipates likely consequences
Application to Future Social Worker	States that the dilemma is important but does not give reasoning	Attempts, but struggles, to explain why the dilemma is important	Explains in detail why the ethical dilemma is important as a future social worker.

Part II: Review of the NASW Code of Ethics

Criteria	Not Adequate 0-1 point	Developing Competence 2-3 points	Excellent 4 points
Analyzes & Incorporates Applicable Ethical Standard	Does not refer to relevant Code Standard	Refers to the applicable standards but makes topical connections. Missing the application of some standards that are relevant.	Refers to the applicable standards and makes topical connections; and discusses outcomes from multiple perspectives. Clearly reflects on their impact on the individuals or groups involved

Part III: Model and Ethical Decision

Criteria	Not Adequate 0-.25 points	Developing Competence .5 point	Competent 1 point
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Selects and Incorporates Relevant Model from Dolgoff et al	Does not incorporate relevant model.	Incorporates relevant model but only makes topical connections	Applies relevant model and makes insightful analysis and connections
Makes a Decision & Details it Clearly	Has difficulty identifying an appropriate course of action from among alternatives. Does not make a clear decision.	Makes a decision, but struggles to provide reasoning for the decision that considers course content.	Selects viable alternatives and describes in detail how it maximizes benefits and minimizes risks for those involved
Implementation of Plan	The plan for implementation of decision is not included, or does not specifically relate to case.	The plan outlining the implementation of the decision is vague; more explanation is needed.	Describes in detail the plan for how the decision will be implemented.
Personal Values Reflection	Does not include a reflection of personal values as it relates to decision.	Struggles to identify personal values and distinguish from professional values.	Clearly describes personal values and compares them to professional values; contrasts with decision

Part IV: Conclusion

Criteria	Not Adequate 0-1 points	Developing Competence 2-3 points	Competent 4 points
Conclusion	Summarizes ethical dilemma and decision without analysis or reflection	Summarizes ethical dilemma and decision and provides basic analysis and reflection	Objectively summarizes ethical dilemma and decision and provides careful analysis and reflection. Demonstrates understanding and sensitivity for impact of the decision's execution.

Writing & Formatting

APA Format	Not Adequate	0-.25 point	Developing Competence	.5 point	Competent	1 point
Grammar	Not Adequate	0-.25 point	Developing Competence	.5 point	Competent	1 point
In-text Citations	Not Adequate	0-.25 point	Developing Competence	.5 point	Competent	1 point
Works Cited	Not Adequate	0-.25 point	Developing Competence	.5 point	Competent	1 point

Final Project Paper Rubric

Case Study⁵

Excellent	Competent	Needs Improvement	No Observation
Case study clearly described the social injustice. Student corrected case study based on instructor's feedback. Included detail that helped to explain the issue. Student was able to appropriately apply the concepts of social justice meanings to the case. Explanation was clear.	Student demonstrated the ability to write a mezzo/macro level case study. The case study provides a clear description of the case with supporting details. Case could benefit from additional explanation. Social Justice meaning from book was missing.	Student was able to demonstrate knowledge of a social justice issue. There were gaps in the details of the case. Jumps in logic were made with no explanation. Social Justice meaning was missing.	Student did not include a case study.
3	2.4	2.1	

Just Practice Framework

	Competent	Needs Improvement	Lacking
	Student was able to demonstrate the ability to appropriately apply the concept to the case. Student used instructor's previous feedback to improve application.	Student was able to demonstrate the ability to comprehend the concept. (explained concept in own words, struggled to specifically apply to case)	Student demonstrated knowledge of the concept. (explanation in <i>own words</i> was missing or unclear. Application did not demonstrate understanding of the concept)
Meaning ³	1	0.7	
Context ³	1	0.7	
Power ³	1	0.7	
History ³	1	0.7	
Possibility ⁵	1	0.7	

Core Processes

Excellent	Needs Some Improvement	Lacking
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	Student was able to demonstrate the ability to appropriately apply the process to the case and used content from the book. Included an appropriate application of a tool or skill from the book.	Student was able to demonstrate the ability to comprehend the process (explained concept in own words, struggled to specifically apply to case)	Student demonstrated knowledge of the process (explanation in own words was missing or unclear. Application did not demonstrate understanding of the process)
Engagement ⁶	1	0.8	
Teaching/Learning ⁷	1	0.8	
Action/Accompaniment ⁸	1	0.8	
Evaluation ⁹	1	0.8	
Critical Reflection ⁹	1	0.8	
Celebration	1	0.8	

Paper formatting/Introduction and Conclusion

Superior: Paper was well organized with the use of headings. Introduced all sections in the introduction and summarized sections in the conclusion	Beginning Demonstration: Student begins to demonstrate the ability to create an introduction and conclusion. (For example, some sections were covered in introduction, others were not.). Paper formatting needs some improvement.	Needs improvement: Student attempted to create an introduction and conclusion, however the information did not summarize the content of the paper. (for example, only introduced the social justice issue). Paper formatting was not consistent or paper was disorganized.	No observation: student did not appropriately organize paper (for example, did not include an introduction/conclusion or did not use headings)
2	1.6	1.2	

Citing

Superior: Student demonstrated understanding of APA formatting.	Beginning Demonstration: Student begins to demonstrate the ability to use APA formatting	Needs Improvement: Student attempted to cite/bibliography. However much improvement is needed.	Student did not cite one full section of the paper when it was needed, or bibliography was not included, or formatting for in-text citations or bibliography had major errors (did not reflect APA formatting)
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2	1.4	1	minus one letter grade per section
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Grammar

Competent: Overall, the paper had minor grammar/spelling errors	Needs Improvement: many grammatical errors/spelling errors were found within the paper.	Lacking: Many parts of the paper were difficult to comprehend because of grammar.
2	1	0

Total: _____

³ Competency 3⁵ Competency 5⁶ Competency 6⁷ Competency 7⁸ Competency 8⁹ Competency 9

Culturally Relevant Services Paper Rubric

Summary of 5 Areas: Cultural Traditions, Values, Mezzo/Macro, Norms, Specific Considerations²

	Superior: Student demonstrated superior ability to do <u>both</u> of the following: 1. identify a variety of important information connected to the category, 2. explain the information in their own words	Competent: Student appropriately identified information connected to the category. Student struggled to explain in own words.	Developing Competence: Student's began to demonstrate the ability to identify information connected to the category, however it was limited. Missed important concepts.	Not Adequate: Misunderstood the ideas connected to the culture or category and/or misrepresented cultural concepts. Inability to demonstrate knowledge or skills related to question.
Cultural Traditions	2	1.6	1	0.5
Values	2	1.6	1	0.5
Examples of Oppression/Po- wer at Mezzo & Macro levels	2	1.6	1	0.5
Norms	2	1.6	1	0.5
Specific Considerations	2	1.6	1	0.5

Reflection & Application to the Social Work Field⁴

Strong Application: Student demonstrated the ability to consider one's future social work career and identify specific uses in the field. Thoroughly explored	Competent: Student's provided basic connections between assignment and future social work career. Application had limited detail.	Developing Competence: Student demonstrated beginning ability to apply content and reflect. Was overly simplistic and lacked critical thinking and/or detail.	Not Adequate: Student's ability to envision using the information in the future was limited. Struggled to connect assignment to future social work career.
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assignment's content and connected to future social work career in detail.			
3	2.4	1.8	1

Integration of Multiple Academic Sources⁴

Superior: Student demonstrated the ability to understand and integrate multiple academic sources into one flowing summary. Commonalities were identified and conflicting information was addressed and discussed.	Competent: Student demonstrated a beginning ability to integrate multiple sources. Some sources were minimally incorporated and/or the paper was largely separated by sources.	Inadequate: The information was largely taken from one source with very minor integration of other sources. Struggled to identify four sources that provided relevant information -or- was missing a source.	No Observation: Student did not include information from multiple sources.
3	2.4	1.5	0

APA Citing⁴

Superior: Student demonstrated superior ability to cite in-text and create a reference list.	Competent: Student demonstrated a good understanding of APA citations. Minor in-text citation and reference list errors were found.	Inadequate: Students understanding of in-text citing and a reference list is limited. Major errors were found.	No Observation: student did not attempt to cite within the assignment
2	1.6	1	0 for Assignment

Spelling and Grammar

Competent: Overall, the paper had minor grammar/spelling errors	Needs Improvement: many grammatical errors/spelling errors were found within the paper.	Lacking: Many parts of the paper were difficult to comprehend because of grammar.
2	1.5	0

² Competency 2

⁴ Competency 4

Dimensions

All dimensions (knowledge, values, skills, and C/A processes) of each competency are measured in the assessment plan. The Final Field Evaluation directly measures all 31 behaviors; the observable components of the competencies. Each behavior is linked to one or more dimension(s); with all dimensions measured by the final field evaluation. Each behavior is separately measured in the final field evaluation. The second measure for each competency is also linked to one or more of the dimensions.

Benchmarks

The competency benchmark for all competencies were set at 80%. The outcome measure benchmark for the final field evaluation was set at 3 out of 4 points (or "Competence"). The outcome measure benchmark for all course-embedded rubrics was set at 80%, reflecting general competence in the assessed areas. The rationale for these levels are as follows: The BSW faculty agreed that a great majority of program graduates should be able to demonstrate generally expected competence in all competencies. Further, because of the student population served within the program (including students who enter the program with some deficits in academic and language skills) faculty agree that although significant growth and learning occurs within the program, it is unrealistic that the majority of graduating students demonstrate mastery of each competency.

For measure one (Final Field Evaluation), student performance is measured for each behavior. A student's performance meets the outcome measure benchmark if the student scores at 3 or above for the question linked to the behavior. The percentage of students achieving the benchmark for each behavior is calculated by dividing the number of students who met the benchmark by the total number of students measured. These percentages are then aggregated to determine the percentage of students achieving competency for measure one.

A student's performance meets the outcome measure benchmark for measure two (course-embedded assignment) if the student receives a mean score of 80% or higher in the areas of the rubric linked to the competency. The percentage of students achieving each benchmark is then calculated by dividing the number of students who met the benchmark for measure two by the total number of students measured.

The Program determines the percent of students that achieved the competency benchmark by aggregating the results of measures one and two. The results are aggregated by calculating the mean of the percentage of students who met the outcome measure benchmark for measure one and percentage of students who met the outcome measure benchmark for measure two.

St. Augustine College BSW Program Generalist Assessment Plan: Competency 1						
Competency	Competency Benchmark	Measures	Behavior/Description	Dimension(s)	Assessment Procedures	Outcomes
Demonstrate Ethical and Professional Behavior	80%	<u>Measure 1</u> : Final Field Evaluation	<ul style="list-style-type: none"> make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (field instrument #6) 	Knowledge	Aggregate student scores for questions 6, 7, 8, 9, 10.	Student must mini 3 out of 4 points
			<ul style="list-style-type: none"> use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (field instrument #7) 	Values; C/A Processes		
			<ul style="list-style-type: none"> demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (field instrument #8) 	Skills		
			<ul style="list-style-type: none"> use technology ethically and appropriately to 	Skills		

	facilitate practice outcomes (field instrument #9)			
	<ul style="list-style-type: none"> • use supervision and consultation to guide professional judgment and behavior (field instrument #10) 	C/A Processes		
<u>Measure 2: Ethical Dilemma Cumulative Paper Rubric (Course-embedded measure)</u>	Students describe conflicting values and ethical principles, and the steps (abstractly and concretely) for resolving a particular ethical dilemma. The ethical dilemma must be defined and analyzed with the use of a model for ethical decision making in social work.	Knowledge; Values; Skills; C/A Processes	Aggregate student scores on all sections of assignment rubric. (Rubric provided on pp. 121-123)*	Students must mini 16 o poin 80% rubr
SWK 305: Ethics and Values in Social Work	Additionally, students are asked to make an ethical decision and discuss how the decision reflects or does not reflect their own personal values.		(The entire rubric is included because writing & citing is a part of professional behavior).	

Program's Assessment Plan: Competency 2

Competency	Competency Benchmark	Measures	Behavior/Description	Dimension(s)	Assessment Procedures	Outcomes/Measures/Benchmarks
Engage Diversity and Difference in Practice	80%	<u>Measure 1:</u> Final Field Evaluation	<ul style="list-style-type: none"> • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (field instrument item #12) • present themselves as learners and engage clients and constituencies as experts of their own experiences (field instrument item #13) • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (field instrument item #14) 	Knowledge; C/A Processes	Aggregate student scores for questions 12, 13, 14.	Students must minimize 3 outcomes points
		<u>Measure 2:</u> Culturally Relevant Services Final Paper Rubric	Students identify, comprehend and discuss assigned culture in 5 areas: <ul style="list-style-type: none"> • Cultural Traditions • Cultural Values • Cultural Norms 	Knowledge; Values	Aggregate student scores on <i>Five Areas</i> (cultural traditions, cultural values,	Students must minimize 8 outcomes points 80% rubric (<i>Five</i>

(Course-embedde d measure)	<ul style="list-style-type: none"> Examples of oppression/marginalization or power/privilege at the mezzo and macro levels this culture currently faces or faced in the past Specific considerations when working with this culture (ie. Expectations of professionals, Appropriate ways of engaging clients, Specific historical or contextual knowledge needed, Things to keep in mind when working with clients in this culture, Unique concerns, etc) 	cultural norms, oppression, considerations) (Rubric provided on pp. 128-131)
SWK 345: Multi-cultural Social Work Practice		

Program's Assessment Plan: Competency 3						
Competency	Competency Benchmark	Measures	Behavior/Description	Dimension(s)	Assessment Procedures	Outcomes/Measures/Benchmarks
Advance Human Rights and Social, Economic, and Environmental Justice	80%	<u>Measure 1</u> : Final Field Evaluation	<ul style="list-style-type: none"> apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (field instrument item #16) 	Knowledge; Values	Aggregate student scores for questions 16, 17.	Student must mini 3 out of 3 points

- engage in practices that advance social, economic, and environmental justice (field instrument item #17)
- Skills; C/A Processes

Measure 2: Final Project Paper Rubric (Course-embedded measure)

Students use the Just Practice Framework concepts of Meaning, Context, Power, & History to critically explore and understand a social justice issue.

Knowledge; C/A Processes

Aggregate student scores on *Meaning, Context, Power, & History* sections. (Rubric provided on pp. 124-127)

Student must mini 3.2 c poin 80% rubric (Meaning Context Power History section)

SWK 335: Social Justice and Social Action

Program's Assessment Plan: Competency 4

Competency	Competency Benchmark	Measures	Behavior/Description	Dimension(s)	Assessment Procedures	Outcomes/Measures
Engage In Practice-informed Research and Research-	80%	<u>Measure 1</u> : Final Field Evaluation	<ul style="list-style-type: none"> use practice experience and theory to inform scientific inquiry and research (field instrument item #19) 	Knowledge	Aggregate student scores for questions 19, 20, 21.	Student must mini 3 ou poin

**informed
Practice**

- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (field instrument item #20) Skills; C/A Processes
- use and translate research evidence to inform and improve practice, policy, and service delivery (field instrument item #21) Values; C/A Processes

<u>Measure 2:</u> Culturally Relevant Services Final Paper Rubric (Course-embedded measure)	Students explore an assigned culture using academic journal articles and two books.	Knowledge; Skills; C/A Processes	Aggregate student scores on <i>Reflection & Application section, Integration of multiple sources, & APA sections</i> (Rubric provided on pp. 128-131)	Student must mini 6.4 c poin 80% rubric (Ref Appl sect Integr of m sour APA secti
SWK 345: Multi-cultural Social	Students reflect on what they learned from this assignment <u>and</u> how they, as a future social worker, can use the information when working with clients.			

Work
Practice

Program's Assessment Plan: Competency 5						
Competency	Competency Benchmark	Measures	Behavior/Description	Dimension(s)	Assessment Procedures	Outcomes/Measures
Engage in Policy Practice	80%	Measure 1: Final Field Evaluation	<ul style="list-style-type: none"> identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (field instrument item #23) 	Knowledge	Aggregate student scores for questions 23, 24, 25.	Student must mini 3 out of 10 points
			<ul style="list-style-type: none"> assess how social welfare and economic policies impact the delivery of and access to social services (field instrument item #24) 	Skills		
			<ul style="list-style-type: none"> apply critical thinking to analyze, formulate, and advocate for policies that advance human 	C/A Processes; Values		

	rights and social, economic, and environmental justice (field instrument item #25)			
<u>Measure 2</u> : Final Project Paper Rubric (Course-embedded measure)	<p>Students develop a case study of a macro level social justice issue that explores the systems involved. Students identify possible systemic changes related to their case.</p> <ul style="list-style-type: none"> ● <u>Case Study</u>- an in-depth description of a social justice issue. Students should include all applicable information (description of the issue, including why it is a social justice issue using a meaning of social justice from the textbook, demographics, individuals and groups involved, etc.). The description <u>must</u> also include what systems are involved in the issue (specific policies, agencies, communities, 	Knowledge; C/A Processes	Aggregate student scores on <i>Case Study and Possibility</i> sections. (Rubric provided on pp. 124-127)	Student must mini 3.2 c poin 80% rubric (Cas and Poss secti
SWK 335: Social Justice and Social Action				

groups, etc) and what system is the focus for change.

- Possibility-students reflect on Meaning, Context, Power and History to determine what changes are possible and why

Program's Assessment Plan: Competency 6						
Competency	Competency Benchmark	Measures	Behavior/Description	Dimension(s)	Assessment Procedures	Outcomes/Measures/Benchmarks
Engage with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1: Final Field Evaluation	<ul style="list-style-type: none"> ● apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (field instrument item #27) 	Knowledge; Skills	Aggregate student scores for questions 27, 28.	Student must mini 3 out of 3 points
			<ul style="list-style-type: none"> ● use empathy, reflection, and interpersonal skills to effectively engage 	Values; Skills; C/A Processes		

diverse clients and
constituencies (field
instrument item #28)

Measure
2: Final
Project
Paper
Rubric
(Course-
embedde
d
measure)

Students explain the
process of Engagement,
describe how they would
apply the process in their
case, and describe how
they would use one skill
of Engagement
(discussed in the Finn &
Jacobson text) that is
relevant to the case.

Knowledge;
Values; C/A
Processes

Student
score on
Engagement
section.

(Rubric
provided on
pp. 124-127)

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SWK 335:
Social
Justice
and Social
Action

Program's Assessment Plan: Competency 7

Competency	Competency Benchmark	Measures	Behavior/Description	Dimension(s)	Assessment Procedures	Out M Ben
Assess Individuals, Families, Groups, Organization s, and Communitie s	80%	<u>Measure</u> <u>1</u> : Final Field Evaluation	<ul style="list-style-type: none"> collect and organize data, and apply critical thinking to interpret information from clients and constituencies (field instrument item #30) 	Skills; C/A Processes	Aggregate student scores for questions 30, 31, 32, 33.	Stud mus mini 3 ou poin

- | | |
|--|--|
| ● apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (field instrument item #31) | Knowledge |
| ● develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (field instrument item #32) | Skills; C/A
Processes |
| ● select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (field instrument item #33) | Knowledge;
Values; C/A
Processes |

<u>Measure 2</u> : Final Project Paper Rubric (Course-embedded measure)	Students explain the process of Teaching and Learning, describe how they would apply the process in their case, and describe how they would use one skill of Teaching and Learning (discussed in the Finn & Jacobson text) that is relevant to the case.	Knowledge; C/A Processes	Student score on <i>Teaching and Learning</i> section. (Rubric provided on pp. 124-127)	Student must mini .8 out of 1.0 points (80%) rubric (Teaching and Learning section)
SWK 335: Social Justice and Social Action				

Program's Assessment Plan: Competency 8						
Competency	Competency Benchmark	Measures	Behavior/Description	Dimension(s)	Assessment Procedures	Outcomes/Measures
Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	<u>Measure 1</u> : Final Field Evaluation	<ul style="list-style-type: none"> critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (field instrument item #35) 	Knowledge; C/A Processes	Aggregate student scores for questions 35, 36, 37, 38, 39.	Student must mini 3 out of 4 points
			<ul style="list-style-type: none"> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (field instrument item #36) 	Knowledge		
			<ul style="list-style-type: none"> use inter-professional collaboration as appropriate to achieve beneficial practice outcomes 	Skills		

(field instrument
item #37)

- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (field instrument item #38) Skills; Values; C/A Processes
- facilitate effective transitions and endings that advance mutually agreed-on goals (field instrument item #39) Skills

<u>Measure 2</u> : Final Project Paper Rubric (Course-embedded measure)	Students explain the process of Action & Accompaniment, describe how they would apply the process in their case, and describe how they would use one practice of Action & Accompaniment (discussed in the Finn & Jacobson text) that is relevant to the case.	Knowledge; C/A Processes	Student score on <i>Action & Accompaniment</i> section. (Rubric provided on pp. 124-127)	Student must mini .8 out of 1 point 80% rubric (Action Accompaniment)
SWK 335: Social Justice and Social Action				

Program's Assessment Plan: Competency 9						
Competency	Competency Benchmark	Measures	Behavior/Description	Dimension(s)	Assessment Procedures	Outcomes
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	<u>Measure 1</u> : Final Field Evaluation	<ul style="list-style-type: none"> select and use appropriate methods for evaluation of outcomes (field instrument item #41) 	Knowledge; Skills	Aggregate student scores for questions 41, 42, 43, 44.	Student must mini 3 out poin
			<ul style="list-style-type: none"> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (field instrument item #42) 	Knowledge		
			<ul style="list-style-type: none"> critically analyze, monitor, and evaluate intervention and program processes and outcomes (field 	Skills; C/A Processes		

instrument item
#43)

- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (field instrument item #44)
- Values; C/A Processes

<u>Measure 2</u> : Final Project Paper Rubric (Course-embedded measure)	Students explain the processes of Evaluation and Critical Reflection, describe how they would apply the processes in their case, and describe how they would use one method of Evaluation and one skill of Critical Reflection (discussed in the Finn & Jacobson text) that is relevant to the case.	Knowledge; C/A Processes	Aggregate student scores on <i>Evaluation</i> and <i>Critical Reflection</i> sections. (Rubric provided on pp. 124-127)	Students must mini 1.6 c poin 80% rubric (Eva and Refle secti
SWK 335: Social Justice and Social Action				

4.0.2- The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

The below tables show the assessment results for each of the competencies for the Program's one program option: On campus. A narrative describing the findings competency by competency is found after the tables.

St. Augustine College BSW Program Assessment Results: Competency 1					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Demonstrate Ethical and Professional Behavior	80%	Measure 1: Students must score a minimum of 3 out of 4 points.	Measure 1:		
			Behavior 1: 100%	Measure 1: 100%	
			Behavior 2: 100%		Yes
			Behavior3: 100%		
			Behavior 4: 100%		
			Behavior 5: 100%		
			Measure 2:		
			Students must score a minimum of 16 out of 20 points (or 80%) on all rubric items.		
			Measure 2: 82%	Measure 1 & 2 Aggregated: 91%	

Assessment Results: Competency 2

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Engage Diversity and Difference in Practice	80%	Measure 1: Students must score a minimum of 3 out of 4 points.	Measure 1:		
			Behavior 1: 100%	Measure 1: 100%	
			Behavior 2: 100%		Yes
			Behavior3: 100%		
		Measure 2: Students must score a minimum of 8 out of 10 points (or 80%) on rubric items (<i>Five Areas</i>).	Measure 2: 86%	Measure 1 & 2 Aggregated: 93%	

Assessment Results: Competency 3

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
	80%		Measure 1:		

**Advance
Human Rights
and Social,
Economic, and
Environmental
Justice**

Measure 1:
Students must score
a minimum of 3 out
of 4 points.

Behavior 1:
94%

Behavior 2:
100%

Measure 1:
97%

No

Measure 2:

Students must score
a minimum of 3.2 out
of 4 points (or 80%)
on rubric items
(*Meaning, Context,
Power, & History*
sections).

Measure 2:

54%

Measure 1 & 2
Aggregated:
76%

Assessment Results: Competency 4

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Engage in Practice-informed Research and Research-informed Practice	80%	Measure 1: Students must score a minimum of 3 out of 4 points.	Measure 1: Behavior 1: 100%	Measure 1: 96%	Yes
			Behavior 2: 94%		
			Behavior3: 94%		
		Measure 2:	Measure 2:		

Students must score 95% a minimum of 6.4 out of 8 points (or 80%) on rubric items (*Reflection & Application section, Integration of multiple sources, & APA sections*).

Measure 1 & 2
Aggregated:
96%

Assessment Results: Competency 5

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Engage in Policy Practice	80%	Measure 1: Students must score a minimum of 3 out of 4 points.	Measure 1: Behavior 1: 100%	Measure 1: 100%	Yes
			Behavior 2: 100%		
			Behavior3: 100%		
		Measure 2: Aggregate student scores on <i>Case Study and Possibility</i> sections.	Measure 2: 60%	Measure 1 & 2 Aggregated: 80%	

Assessment Results: Competency 6

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Engage with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1: Students must score a minimum of 3 out of 4 points. Measure 2: Students must score a minimum of .8 out of 1 point (or 80%) on rubric item (<i>Engagement</i> section).	Measure 1: Behavior 1: 100% Behavior 2: 100% Measure 2: 60%	Measure 1: 100% Measure 1 & 2 Aggregated: 80%	Yes

Assessment Results: Competency 7

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Assess Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1: Students must score a minimum of 3 out of 4 points.	Measure 1: Behavior 1: 100% Behavior 2: 100% Behavior3: 100%	Measure 1: 100%	Yes

Behavior 4:

100%

Measure 2:

Students must score a minimum of .8 out of 1 point (or 80%) on rubric item (*Teaching and Learning* section).

Measure 2:

60%

Measure 1 & 2

Aggregated:

80%**Assessment Results: Competency 8**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1: Students must score a minimum of 3 out of 4 points.	Measure 1: Behavior 1: 94%	Measure 1: 96%	Yes
			Behavior 2: 94%		
			Behavior3: 100%		
			Behavior 4: 94%		
			Behavior 5:		

100%

Measure 2:

Students must score a minimum of .8 out of 1 point (or 80%) on rubric item (*Action & Accompaniment* section).

Measure 2:

63%

Measure 1 & 2
Aggregated:
80%

Assessment Results: Competency 9

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1: Students must score a minimum of 3 out of 4 points.	Measure 1: Behavior 1: 94%	Measure 1: 99%	No
			Behavior 2: 100%		
			Behavior3: 100%		
			Behavior 4: 100%		
			Measure 2:	Measure 2:	

Students must score	57%	
a minimum of 1.6 out		
of 2 points (or 80%)		Measure 1 & 2
on rubric items		Aggregated:
(<i>Evaluation and</i>		78%
<i>Critical Reflection</i>		
sections).		

The following describes the data sources and findings for each competency.

Demonstrate Ethical and Professional Behavior- The *Final Field Evaluation* was used as the first measurement for this competency. “Measure 1” in the above table summarizes data for all students completing their internship during the 2018-2019 academic year. Field instructors completed the Final Field Evaluation when students were close to finishing the required 420 field hours. Data analysis was completed in Fall 2019.

The *Ethical Dilemma Cumulative Paper Rubric* was used as the second measure for this competency (completed in Ethics and Values in Social Work (SWK 305)). “Measure 2” in the above table summarizes data for all students who successfully completed SWK 305 in the Fall 2018 and Spring 2019 semesters. SWK 305 course instructors assessed students enrolled in the course using the rubric during the semester. Data analysis was completed in Fall 2019.

After aggregating the results from measure 1 and 2, it was found that 91% of students successfully attained the benchmark for this competency. Department discussions on assessment finding implications occurred during the Fall 2019 semester. During the meeting, assessment results from previous academic years were also discussed to identify trends.

Engage Diversity and Difference in Practice- The *Final Field Evaluation* was used as the first measurement for this competency. “Measure 1” in the above table summarizes data for all students completing their internship during the 2018-2019 academic year. Field instructors completed the Final Field Evaluation when students were close to finishing the required 420 field hours. Data analysis was completed in Fall 2019.

Portions of the *Culturally Relevant Services Final Paper Rubric* were used as the second measure for this competency (completed in Multicultural Social Work Practice (SWK 345)). “Measure 2” in the above table summarizes data for all students who successfully completed SWK 345 in the Spring 2019 semester (the course is only offered in the Spring semester). SWK 345 course instructors assessed students enrolled in the course using the rubric during the semester. Data analysis was completed in Fall 2019.

After aggregating the results from measure 1 and 2, it was found that 93% of students successfully attained the benchmark for this competency. Department discussions on assessment finding implications occurred during the Fall 2019 semester. During the meeting, assessment results from previous academic years were also discussed to identify trends.

Advance Human Rights and Social, Economic, and Environmental Justice- The *Final Field Evaluation* was used as the first measurement for this competency. “Measure 1” in the above table summarizes data for all students completing their internship during the 2018-2019 academic year. Field instructors completed the Final Field Evaluation when students were close to finishing the required 420 field hours. Data analysis was completed in Fall 2019.

Mp/2020 draft

Portions of the *Final Project Paper Rubric* were used as the second measure for this competency (completed in Social Justice and Social Action (SWK 335)). “Measure 2” in the above table summarizes data for all students who successfully completed SWK 335 in the Fall 2018 semester (the course was only offered in the Fall semester). SWK 335 course instructors assessed students enrolled in the course using the rubric during the semester. Data analysis was completed in Spring 2019.

After aggregating the results from measure 1 and 2, it was found that 76% of students successfully attained the benchmark for this competency. Department discussions on assessment finding implications occurred during the Fall 2019 semester. During the meeting, assessment results from previous academic years were also discussed to identify trends.

Engage in Practice-informed Research and Research-informed Practice- The *Final Field Evaluation* was used as the first measurement for this competency. “Measure 1” in the above table summarizes data for all students completing their internship during the 2018-2019 academic year. Field instructors completed the Final Field Evaluation when students were close to finishing the required 420 field hours. Data analysis was completed in Fall 2019.

Portions of the *Culturally Relevant Services Final Paper Rubric* were used as the second measure for this competency (completed in Multicultural Social Work Practice (SWK 345)). “Measure 2” in the above table summarizes data for all students who successfully completed SWK 345 in the Spring 2019 semester (the course is only offered in the Spring semester). SWK 345 course instructors assessed students enrolled in the course using the rubric during the semester. Data analysis was completed in Fall 2019.

After aggregating the results from measure 1 and 2, it was found that 96% of students successfully attained the benchmark for this competency. Department discussions on assessment finding implications occurred during the Fall 2019 semester. During the meeting, assessment results from previous academic years were also discussed to identify trends.

Engage in Policy Practice- The *Final Field Evaluation* was used as the first measurement for this competency. “Measure 1” in the above table summarizes data for all students completing their internship during the 2018-2019 academic year. Field instructors completed the Final Field Evaluation when students were close to finishing the required 420 field hours. Data analysis was completed in Fall 2019.

Portions of the *Final Project Paper Rubric* were used as the second measure for this competency (completed in Social Justice and Social Action (SWK 335)). “Measure 2” in the above table summarizes data for all students who successfully completed SWK 335 in the Fall 2018 semester (the course was only offered in the Fall semester). SWK 335 course instructors assessed students enrolled in the course using the rubric during the semester. Data analysis was completed in Spring 2019.

After aggregating the results from measure 1 and 2, it was found that 80% of students successfully attained the benchmark for this competency. Department discussions on assessment finding implications occurred during the Fall 2019 semester. During the meeting, assessment results from previous academic years were also discussed to identify trends.

Engage with Individuals, Families, Groups, Organizations, and Communities- The *Final Field Evaluation* was used as the first measurement for this competency. “Measure 1” in the above table summarizes data for all students completing their internship during the 2018-2019 academic year. Field instructors completed the Final Field Evaluation when students were close to finishing the required 420 field hours. Data analysis was completed in Fall 2019.

Mp/2020 draft

Portions of the *Final Project Paper Rubric* were used as the second measure for this competency (completed in Social Justice and Social Action (SWK 335)). “Measure 2” in the above table summarizes data for all students who successfully completed SWK 335 in the Fall 2018 semester (the course was only offered in the Fall semester). SWK 335 course instructors assessed students enrolled in the course using the rubric during the semester. Data analysis was completed in Spring 2019.

After aggregating the results from measure 1 and 2, it was found that 80% of students successfully attained the benchmark for this competency. Department discussions on assessment finding implications occurred during the Fall 2019 semester. During the meeting, assessment results from previous academic years were also discussed to identify trends.

Assess Individuals, Families, Groups, Organizations, and Communities- The *Final Field Evaluation* was used as the first measurement for this competency. “Measure 1” in the above table summarizes data for all students completing their internship during the 2018-2019 academic year. Field instructors completed the Final Field Evaluation when students were close to finishing the required 420 field hours. Data analysis was completed in Fall 2019.

Portions of the *Final Project Paper Rubric* were used as the second measure for this competency (completed in Social Justice and Social Action (SWK 335)). “Measure 2” in the above table summarizes data for all students who successfully completed SWK 335 in the Fall 2018 semester (the course was only offered in the Fall semester). SWK 335 course instructors assessed students enrolled in the course using the rubric during the semester. Data analysis was completed in Spring 2019.

After aggregating the results from measure 1 and 2, it was found that 80% of students successfully attained the benchmark for this competency. Department discussions on assessment finding implications occurred during the Fall 2019 semester. During the meeting, assessment results from previous academic years were also discussed to identify trends.

Intervene with Individuals, Families, Groups, Organizations, and Communities- The *Final Field Evaluation* was used as the first measurement for this competency. “Measure 1” in the above table summarizes data for all students completing their internship during the 2018-2019 academic year. Field instructors completed the Final Field Evaluation when students were close to finishing the required 420 field hours. Data analysis was completed in Fall 2019.

Portions of the *Final Project Paper Rubric* were used as the second measure for this competency (completed in Social Justice and Social Action (SWK 335)). “Measure 2” in the above table summarizes data for all students who successfully completed SWK 335 in the Fall 2018 semester (the course was only offered in the Fall semester). SWK 335 course instructors assessed students enrolled in the course using the rubric during the semester. Data analysis was completed in Spring 2019.

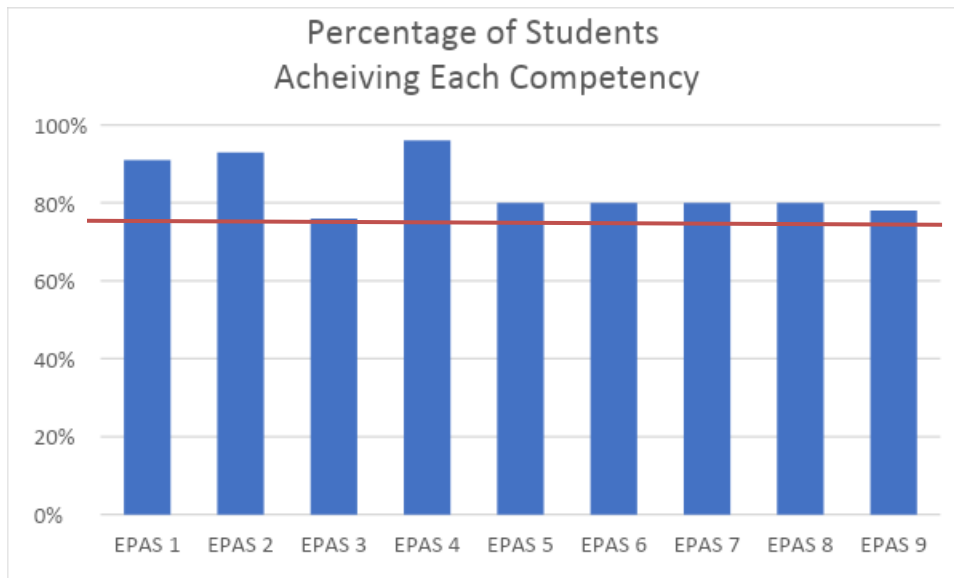
After aggregating the results from measure 1 and 2, it was found that 80% of students successfully attained the benchmark for this competency. Department discussions on assessment finding implications occurred during the Fall 2019 semester. During the meeting, assessment results from previous academic years were also discussed to identify trends.

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities- The *Final Field Evaluation* was used as the first measurement for this competency. “Measure 1” in the above table summarizes data for all students completing their internship during the 2018-2019 academic year. Field instructors completed the Final Field Evaluation when students were close to finishing the required 420 field hours. Data analysis was completed in Fall 2019.

Mp/2020 draft

Portions of the *Final Project Paper Rubric* were used as the second measure for this competency (completed in Social Justice and Social Action (SWK 335)). “Measure 2” in the above table summarizes data for all students who successfully completed SWK 335 in the Fall 2018 semester (the course was only offered in the Fall semester). Social Justice and Social Action (SWK 335) course instructors assessed students enrolled in the course using the rubric during the semester. Data analysis was completed in Spring 2019.

After aggregating the results from measure 1 and 2, it was found that 78% of students successfully attained the benchmark for this competency. Department discussions on assessment finding implications occurred during the Fall 2019 semester. During the meeting, assessment results from previous academic years were also discussed to identify trends.



The above graph visually displays the findings for each competency. The orange line is the competency benchmark (80%). Seven of the nine competencies attained the 80% benchmark, and two competencies (EPAS 3 and EPAS 9) failed to attain the 80% benchmark.

4.0.3- The program uses Form AS 4(B) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.

Form AS 4(B) can be found on St. Augustine College’s website at <https://www.staugustine.edu/academics/academic-programs/bachelor-of-social-work/current-bsw-students/>. Students and the public can easily access the report by going to www.staugustine.edu, under *Academics*, click on *Academic Programs*, then *Social Work*. From this page, all AS 4(B) reports (most recent and past) can be found by clicking on *Current BSW Students* (in left margin) and scrolling down to the bottom of the page.

Form AS 4(B) has been updated and posted on the website minimally every two years since the first posting for the 2011-2012 academic year. All assessment outcomes reflect the program’s one option: On campus.

4.0.4- The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

After data collection the Interim Director of Assessment and Accreditation completes the analysis. Assessment results are reviewed by Full-time BSW faculty during Department meetings (both the annual assessment meeting in April/May, and throughout the year as needed). In August 2017 and 2018 the BSW program also implemented a BSW retreat (1-2 days) at the beginning of August to review assessment data, create plans, and discuss other departmental issues. Additionally, time is given during the Faculty Institutes in August and January for Faculty to review department assessment data and create plans for the semester based on the results. Also, in an attempt to engage adjunct faculty in conversations about assessment results, the Program Chair has facilitated discussions on responding to assessment results with instructors during the General Faculty Meetings held the week before the fall and spring semesters. Assessment results are also shared with the College's Assessment Committee as part of the Program Review process. Lastly, assessment results were shared with BSW Advisory Committee for feedback.

During department review of outcomes, BSW faculty identify competencies that did not meet the benchmark, compare results to previous years to see if there are any trends, and identify those competencies that had high and low outcomes. Faculty compare scores from the two measures to see if the two measures are consistent in the assessment of each competency, and if there are any trends within the different measures. Additionally, faculty review the scores for each behavior to identify any that have exceptionally high or low outcomes. When a benchmark is not met, the Program Chair will call meeting(s) with faculty (both resident and relevant adjunct instructors) to discuss the results, collect and review additional data, and identify improvements to increase student learning in the particular area, as documented in meeting minutes.

2018-2019 Assessment Outcomes: Implications and Specific Changes

Low Scores from Course-embedded Rubric

The aggregated course-embedded assessment results (measure two) for competencies 3, 5, 6, 7, 8, and 9 were significantly lower than previous years. These results caused alarm for BSW faculty, but also led to the opportunity for program faculty to dedicate additional time to reviewing the 2018-2019 results, looking back at previous results and program initiatives, and discussing the implications.

Of particular concern were the low scores from the *Final Project Paper Rubric* completed by SWK 335 instructors. After reviewing the data, it was noted that there were large discrepancies between the scores for sections taught by one particular adjunct professor and other instructors in both Fall 2017 and Fall 2018. The Program Chair, the full-time professor, and adjunct professor met to discuss the discrepancies in an attempt identify possible causes for the low scores as well as recommend improvements (both pedagogical and program-level) for the future. Additionally, the Program Chair and full-time professor met on numerous occasions to discuss program-level implications. The following highlight actions and recommendations resulting from the discussions:

- A new instructor was assigned to the Social Justice and Social Action (SWK 335) course. In an attempt to encourage students to focus on the process of learning and improvement within courses, the Resident Faculty embedded capstone paper draft assignments into the courses. It was determined that the particular adjunct instructor was not providing feedback to students on their drafts, resulting in missed opportunities for student improvement on their papers (this feedback was provided to the instructor). After some discussion, it was decided that the particular instructor was not a good fit for the social justice course.
- Limit Social Work class enrollment to 18 students. Class enrollment size was identified as one possible factor contributing to low scores. Historically the Program has attempted to keep courses small based on faculty observations that larger classes are more difficult to manage and student learning can be

negatively affected. However, in this section the enrollment was allowed to increase to 22 students. As a result of the discussion it was recommended that social work class enrollment not be allowed to go over 18 students since larger classes appear to compromise learning of more difficult concepts.

- Further diversify the program's assessment plan. The Program's current assessment plan was kept simple to assure the ability to effectively implement, but further diversifying the measurement tools in the future will be beneficial. The current plan uses three course-embedded measurement tools. When the plan was initially implemented, instructors were not accustomed to submitting rubric data and it took several semesters for full buy-in. Because of this, including only three course-embedded measurement tools in the plan was reasonable and realistic. However, now that instructors have experience submitting rubric data, the program feels it is possible to two another course-embedded measurement tools. These tools will give the program additional data points for assessment of the program. The new course-embedded measurement tools, *The Individual Assessment and Service Plan Rubric* and *Process Recording Rubric*, were developed to be piloted in the Social Work Practice I (SWK 410) course during the Fall 2019 semester. Both are included in Volume 3 as appendices.

Low scores for Engage in Practice-informed Research and Research-informed Practice

While the aggregated 2018-2019 assessment results were high for Competency 4, students have been regularly assessed low by field instructors in the area of research compared to other areas (as shown by BSW assessment results posted on the College's website since academic year 2011-2012). Because faculty recognized this was an area for improvement, the program has implemented multiple changes to support students in this area over the last few academic years:

- New assignments have been integrated throughout the curriculum to reinforce students' skills in the areas of engaging in practice-informed research and research-informed practice. The Curriculum Matrix (included in Standard B2.0.3) highlights the assignments students complete. Specifically, additional assignments in the pre-social work courses (Introduction to Social Work (SWK 200) Ethics and Values in Social Work (SWK 305) and Human Behavior in the Social Work Environment (SWK 315) were added that require students to engage with academic journals early in the program.
- Historically students completed one literature review in Research and Practice Evaluation (SWK 355). Based on assessment outcomes, a new literature review assignment was added to the Integrative Seminar (SWK 470). This assignment asks students to involve their field instructor in the choice of the topic, to ensure the topic is relevant to the agency. Students are encouraged to share the results of the literature review with their field instructors and provide recommendations.
- There are initial discussions about creating online trainings for field instructors that include incorporating research into the field experience.
- The "mini" research study group assignment in Research and Practice Evaluation (SWK 355) was strengthened by requiring all proposals to go through the College's newly formed Institutional Review Board (IRB). As part of the process, students must complete the online Protecting Human Research Participants (PHRP) training and submit an abbreviated research proposal (including an abstract, consent letter, and measurement tool) to the IRB for review.

Although the 2018-2019 Competency 3 assessment results only represent one academic year and future data is needed to see if there is a trend, faculty were encouraged to see the assessment results for the area of research. Academic year 2018-2019 marks the first year that Competency 3 did not have the lowest assessment scores compared to the other competencies.

Low scores for Engage in Policy Practice

The BSW faculty identified the area of policy as a weakness of the program based on the results of the 2017-2018 course-embedded assessment, a review of the previous years' final field evaluations, and feedback the program received from one master's degree program where some of the program's alumni transfer to after graduation. As a result, the following occurred:

- The Program Chair facilitated a conversation on incorporating more policy discussions throughout the curriculum with BSW full-time and adjunct instructors during the Spring 2018 General Faculty Meeting. As a follow-up, an e-mail was sent out to all BSW instructors about the upcoming Chicago elections with ideas for how to incorporate a policy discussion in class.
- In Spring 2019 the Program Faculty discussed creating a new required policy course. The idea of a new required policy course was presented to the BSW Advisory Committee during the Spring 2019 meeting for feedback. Advisory Committee members overwhelmingly supported the idea. Moving forward, data will be requested to determine how adding this new course requirement will affect students (and their financial aid) and an initial proposal will need to be presented to Academic Council. If the data shows that most students do not complete all 32 elective credits prior to entering Human Behavior in the Social Environment II (SWK 319), the new requirement will not have a significant effect on students. The course would then need to be developed and then go to Academic Council for approval.
- There are initial discussions about creating online trainings for field instructors that include incorporating policy into field experience.

Low scores for *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*

In academic years 2017-2018 and 2018-2019, the Program failed to achieve the 80% benchmark for Competency 9. Program faculty recognize that this is an area for improvement in the program. As one of the last stages in the Generalist Intervention Model, the coverage of this topic may sometimes be shortened if additional time was needed to cover previous topics earlier in the semester. Additionally, fewer assignments throughout the curriculum asked students to address this stage. As a result, the following occurred:

- In Fall 2018 an Evaluation Plan was added in to the Individual Assessment Assignment in Social Work Practice I (SWK 410).
- The Evaluation of Field Mission assignment was introduced to the Integrative Seminar (SWK 470) in Spring 2019. In this assignment students are asked to describe how their internship site evaluates services.
- Modules on evaluation were added to weekly topics in Social Work Practice II (SWK 420).
- Faculty are recommending that proposed new policy course have multiple modules on evaluation. Because the content for the course has yet to be developed, this is an opportunity to have the topic evaluation significantly integrated throughout the course, or to include a major section of the course dedicated to the topic.

Low scores for *Advance Human Rights and Social, Economic, and Environmental Justice*

Program faculty were surprised when Competency 3 failed to meet the benchmark in the 2018-2019 academic year. When reviewing previous assessment results, this only occurred one other time since the 2011-2012 academic year (in 2014-2015). Although faculty consider this low assessment result important to recognize and discuss, faculty also are hesitant to make the result more significant than it might be (considering that there are no other trends in the assessment data that point to this area as a weakness). With this in mind, the following was decided:

- Increase student engagement with the Chicago Coalition for the Homeless (CCH) throughout the curriculum. The CCH has been a long-time partner of the Program. Faculty believe the work of the CCH

is an excellent example of community organizing, empowerment, and the participatory model (a model central to the social justice course). Starting Fall 2019, the Program began the transition of offering Social Justice and Social Action (SWK 335) in the spring semester (previously it was only offered in the fall semester). This change will allow students to participate in a Springfield lobby experience as part of the course (CCH only goes to Springfield in the spring). Additionally, starting Fall 2019 CCH staff are invited to visit the Social Work Practice II (SWK 420) course to increase student interactions with the organization.

- The Program will continue to monitor future assessment results in this area. If low scores in this area persist, the program faculty will convene additional meetings to explore and discuss other possible improvements.

4.0.5- For each program option, the program provides a plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from the program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

The program faculty assessed the aspect of Educational Policy 3.1- *student development* for the implicit assessment. The assessment was completed within regularly scheduled department meetings. For two standards in particular, 3.17 and 3.1.10, the BSW Advisory Committee (which includes adjunct faculty, community partners, alumni, and a current student) was consulted to provide guidance and feedback.

A main focus of the assessment included the review of the BSW Program Manual to identify current policies and procedures relating to Educational Policy 3.1. The Faculty evaluated whether the policies and procedures sufficiently addressed the standards and identified needed improvements. All deficiencies were addressed within the updated 2019-2021 BSW Program Manual. The College Catalog, BSW Application, and the Website were reviewed to ensure all information was consistent.

The implicit assessment process resulted in significant updates to the BSW Manual. The Implicit Assessment Summary Data chart below details the updates and changes made. The following highlight some of the improvements and the implications of these improvements:

- An updated BSW manual that is better organized and more clearly communicates policies and procedures to students and faculty. Prior to the assessment, any additions to the manual were put in as addendums, resulting in information being difficult to find. The entire manual was re-organized in order to make information easier to find for students and faculty.
- A section on Transferring courses from other institutions was added to the BSW manual. This will provide clear guidance to any students seeking to transfer in to the program from another institution (BSW Program Manual, p. 15).
- Major revisions to the Student Rights and Responsibilities section
 - All policies and procedures related to Student Rights and Responsibilities are now in one section making it easier for students and faculty to find (the Table of Contents includes all sub-sections).
 - During department implicit assessment discussions regarding student participation opportunities, the importance of having a student representative on the Program Advisory Committee was determined. Policies and procedures for the student representative were written (BSW Manual, p. 17). As a result, for the first time, a BSW student was elected in Fall 2018 to sit on the BSW Advisory Committee.
 - The Academic Performance Policy was simplified to allow for greater understanding by students and faculty. The policy previously included Academic Probation and Academic Warning, however faculty were not clear about the differences (and the policies did not clearly explain

the differences). BSW faculty agreed to eliminate Academic Probation and alter the procedures for Academic Warning (BSW Program Manual, p. 18).

- Procedures responding to concerns of professional readiness now include clear instructions for developing a written plan for remediation for the student (BSW Program Manual, p. 22). These instructions will better guide the Chair of the Social Work program through circumstances when a student is struggling to demonstrate professional readiness. Additionally, students will know what to expect from a remediation plan.
- The Appeals Committee membership was simplified and now includes a member selected by the student (BSW Manual, p. 23). This change makes the committee membership less cumbersome and also allows the student to have a voice in the membership of the committee.
- A new section, “Opportunities for Student Participation”, was added to the BSW Manual (pp. 17-18). The section details the ways students can be involved in policy modifications, propose program changes, and highlights the course student representative system within the College. By adding this section into the BSW Manual, student participation opportunities are formalized and students have clear, documented ways to participate in policy change within the program. It also recognizes and directs students to the College’s student representative system, which allows students to organize around concerns they may have within a particular class.

Implicit Assessment Summary Data

3.1- Student Development

Standard	Program Assessment (& Recommended Corrections, if needed)	To Be Completed By	Complete?	Program Manual Page #
3.1.1: The program identifies the criterion it uses for admission to the social work program	There are clear criteria used for admission to the social work program. They are listed in the BSW Manual (p. 9), the BSW Admission Application (section one), and College Catalog (p. 59-60), and website.		Yes	p. 9
	Catalog did not have consistent wording with other documents (pp. 59-60). The wording was updated when catalog updates were requested	Spring 2019	Yes	
	Changed “course requirements” (p. 14- BSW manual) to “Bachelor of			

Social Work Academic
Requirements”

Added in a new heading
“Admissions” in larger font (left-
aligned) on p. 9 (above “Admission
Requirements”)

Completed
Summer
2018

Yes

p. 14

Moved related policies in Appendix
A of the BSW Manual to either the
admissions section or field sections
of manual.

Completed
2018

Yes

p. 9

Yes

3.1.2: The program
describes the policies
and procedures for
evaluating
applications and
notifying applicants of
the decision and any
contingent conditions
associated with
admission.

New uniform wording was added
for BSW Manual, BSW Admission
Application, Catalog & Website:

“Students are notified *by e-mail* of
their admission status *and any
contingent conditions...*”

“Applications will be formally
reviewed by *BSW faculty* during
December and May of each year.”

Spring 2019

Yes

p. 9

	Catalog: (pp. 59-60) paragraph under admission requirements now includes who reviews applications and how students are informed.		Yes	
3.1.4: The program describes its policies and procedures concerning the transfer of credits	Developed a section in the BSW Manual titled "Transferring Courses from Other Institutions". Topics include General Education credits, IAI, Academic Equivalency Evaluation, and statement regarding only accepting transfer social work courses from CSWE accredited programs. Students are also referred to college's transfer policy and procedures. Wording is also found in College Catalog, p. 61.	Spring 2019	Yes	p. 15
3.1.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituencies of this policy.	The current <i>Policy on Life Experience</i> in the BSW Manual was moved to a new section under <i>Admission-Requirements</i> (p.9). Added in clearer wording about not giving credit for work or life experience.	Summer 2018	Yes	p. 9
3.1.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff or both.	Created a new "Student Advising" section in BSW Manual, p. 16. "Advising" section in Catalog (p. 60) needs to be updated to reflect the new wording in the manual. New wording for catalog (first paragraph in "advising" section):	Spring 2019	Yes Yes	p. 16

The social work faculty provides academic advising and registration completion assistance for all BSW students. Upper level students must register with their faculty advisor. Advisors are available Monday-Saturday during registration for two weeks prior to the beginning of each semester. They are also available on a more limited basis after classes begin. Any student may request an appointment by email or phone to see a Social Work advisor to discuss a career in social work or a study plan.

3.1.7: The program submits its policies and procedures for evaluating student's academic and professional performance including grievance policies and procedures. The program describes how it informs students of its criterion for evaluating their academic and professional performance and its policies and procedures for grievance.	Re-organized BSW Manual by creating a "Student Rights and Responsibilities" section (pp. 17-23). The "Academic Performance Policy" and "Professional Conduct Policy" are found within this section, pp. 18-19.	Summer 2018	Yes	pp. 17-23
	Changes included: Academic Performance Policy linked to the College's Academic Guidelines and Expectations (p. 18)			
	Reviewed and updated Academic Warning policy and procedures (p. 18)		Yes	
	New wording regarding online code of conduct (ie. cyber bullying) (p. 19)			
	Updated grievance policies and procedures (pp. 21-23) include "Reporting Conduct and Unprofessional Behavior		Yes	

Grievances”, “Student Appeals”,
and “Student Complaints”.

Spring 2019

Yes

Last sentence on p. 19 needed
updating to refer to “Reporting
Conduct and Unprofessional
Behavior Grievances” section.

Yes

Yes

3.1.8: The program
submits its policies
and procedures for
terminating a
student’s enrollment
in the social work
program for reasons
of academic and
professional
performance. The
program describes
how it informs
students of these

Updated the “Termination from the
BSW Program” section (p. 24).

Summer
2018

Yes

p. 24

Under Non-Academic Termination
from the BSW Program (p. 24), the
second sentence now says:
Students may appeal this decision
according to the *student appeals
process* above.

Mp/2020 draft
policies and
procedures.

3.1.9: The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.	"Student Rights and Responsibilities" section was updated (pp. 17-18). Includes the rights of students, a statement on privacy, and opportunities for student participation, including formulating and modifying policies. Refers to the "Student Information" section of the College Catalog (describes student freedoms, rights, and participation at the college level)	Spring 2019	Yes	pp. 17-18
3.1.10: The program describes how it provides opportunities and encourages students to organize in their interests.	Added in a new section "Opportunities for Student Participation" (pp. 17-18) that includes wording on student's ability to organize in their interests.	Summer 2018	Yes	pp. 17-18

References

- Abrams, B. (2000). Finding common ground in a conflict resolution group for boys. *Journal of Social Work with Groups*, 23(1), 55-69.
- CSWE (2015). *Educational policy and accreditation standards*. Council on Social Work Education.
- Dettlaf, A.J. (2008) Immigrant Latino children and families in child welfare: A framework for conducting a cultural assessment. *Journal of Public Child Welfare*, 2(4), 451-470.
- HumanServices.org (2012-2018). *101 most affordable BSW (bachelors of social work) programs in America*. Retrieved from <https://www.humanservicesedu.org/most-affordable-bsw-programs-in-america.html#illinois>
- Olcon, K., Pantell, M, Sund, A. (2018). Recruitment and retention of Latinos in social work education: Building on students' community cultural wealth. *Journal of Social Work Education*, 54 (1).
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Program Course Assessment Report (Form B)
Student Learning Outcomes Assessment
Fall 2018 Semester
Date of Report: December 18, 2018

Department/Program

Languages, Literature and Humanities

Introduction *(brief description of department/program and program objectives)*

Using appropriate methodologies, students **demonstrate** the ability to read, listen, and communicate with understanding and critical discernment.

Students learn to **evaluate** ideas and outcomes, solve problems and make informed decisions based upon consideration of evidence, reason, and implications.

Students learn to **access** information efficiently and effectively; **evaluate** it critically and competently; and **use** it accurately and creatively.

Students develop **recognition** of and respect for diversity through cultural interactions in and outside the classroom.

Description of Courses Being Analyzed *(include rationale for course selection and course objectives)*

SPA 222 (The Hispanic American Experience through Literature)

covers the basic aspects of culture and history of Spain and Pre-Columbian civilizations. Emphasis is given to the criticism of Hispanic American literary selections and to the discussion of relevant Latin American literary periods. Students analyze selected texts through discussion, writing, and oral presentation.

One of the pedagogical objectives of the course SPA-222 (English or Spanish), offered at St. Augustine College, is oriented towards the recognition and analysis of the cultural diversity that predominates in American society.

The pedagogical work of the instructors, as well as the selected materials, highlight the recognition, appreciation and cultural interaction in the daily life of this country. For these purposes, the class curriculum uses materials that promote learning and appreciation, not only of the history of Hispanic American Literature, but also the general aspects of European and world history.

Description of Data Collected (*describe the measure/assignment*)

During the final week of the 2018 Spring semester, we read, reviewed, and assessed the Spanish Essays that was based on the story "La noche que volvimos a ser gente" ("The Night We Became Humans Again") by Jose Luis Gonzalez. The essays were compared from the two sections: SPA 222-60 and SPA 222-85, using the improved rubric created by the Assessment Committee.

Description of Method of Analysis (*include rubrics, assignment templates, number of samples and how reviewed by each faculty*)

The essay "The Night We Became Humans Again" was selected because it provides us with the opportunity to expose our students to the recognition and analysis of cultural diversity, mainly because the story is based on the interaction among the main character, a Puerto Rican man, with the general population of New York (Jewish Americans, Irish Americans, Latin Americans, etc.)

We selected at random 50% of the essays from each class: 7 (out of 14) essays from SPA 222-85 and 5 (out of 10) essays from SPA 222-60. The rubric was used designed specifically to evaluate students' ability to recognize and respect for diversity in the works that they read, analyze, discuss, and write about.

Each essay was carefully read, analyzed, examined, and compared with the rest of the essays.

Summary of Results**Course SPA 222-85**

Perfect essay score is 20 points	7 students total: 140 points
Actual essay score	7 students total: 115 points
Perfect Cultural Diversity score – 4 points	7 students total: 28 points
Actual Cultural Diversity score	7 students total: 23 points

Course SPA 222-60

Perfect essay score is 20 points	5 students total: 100 points
Actual essay score	5 students total: 82 points

Perfect Cultural Diversity score is 4 points
Actual Cultural Diversity score

5 students total: 20 points
5 students total: 17 points

In the actual essays, we highlighted the aspects in which the students comment about the life of the main character of the story and also, their opinions about their own life in this country. They obviously felt a deep identification with many aspects of the story because, basically, it is more or less their own

The comments that the instructors wrote on the assignments indicate that the students recognize the topic of diversity, but they need to learn how to organize and express their ideas in a more detailed way, using the academic language. There is a need to improve their written language: punctuation, stresses, spelling, sentence structure.

Implication of Results

In both section, students scored pretty high although it was more significant in **Instructor 2's** section. The reason can be that students had more precise instructions, had more time to work on the assignments, or had had a better educational base in their native language.

Both instructors met most of the objectives, but **Instructor 2** focused on critical thinking and cultural diversity more than **Instructor 1**.

In both sections, students developed appreciation for the nature and context of the selection of music, learned about the origins of different music genres and how different cultures express themselves through music.

Recommendations

1. The SPA 222 syllabus should be revised and more contemporary literary works that describe the topic of cultural differences should be included in the syllabus; plus more cultural diversity activities are recommended to include in the curriculum.
2. Students should be given more writing assignments on this topic; they should be developed by the coordinator/department and incorporated in the syllabus.
3. A new rubric should be designed to assess students' learning in this area.
4. Students will need more help with grammar, punctuation and syntax in Spanish; therefore, we need to promote and place more students into HUM 202, or/and make HUM 202 pre-requisite for SPA 222.

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(SWK 200) for (Fall 2017)

Report on Course Assessment
Done By: *Sheila Frost* **Date:** 5-8-2018

1. Summary of Assessment Plan

A pre/posttest was used to demonstrate value added (learning in the course).

2. Course and Program Objectives

The learning objectives that were assessed this year were:

- 2.1.1A- advocate for client access to the services of social work;
- 2.1.1B- practice personal reflection and self-correction to assure continual professional development;
- 2.1.1C- attend to professional roles and boundaries;
- 2.1.1D- demonstrate professional demeanor in behavior, appearance, and communication;
- 2.1.1E- engage in career long learning; and
- 2.1.1F- use supervision and consultation

3. The major tool (s) used for this assessment

The major tool used for each course was a pre-posttest.

4. Tools used to assess the assignments (describe them or attach rubrics)

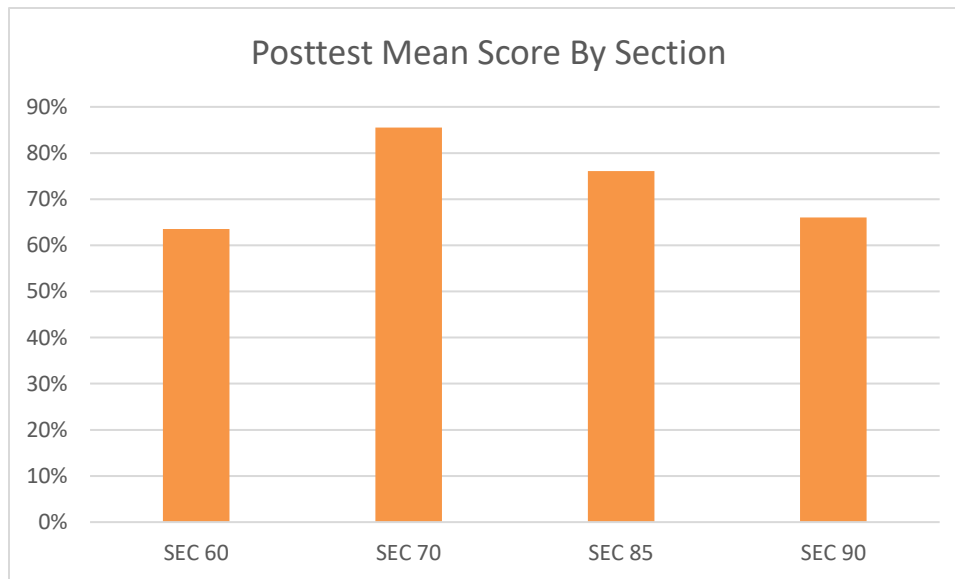
The pre-posttest is a 20 multiple choice question tool.

5. Results of This Assessment

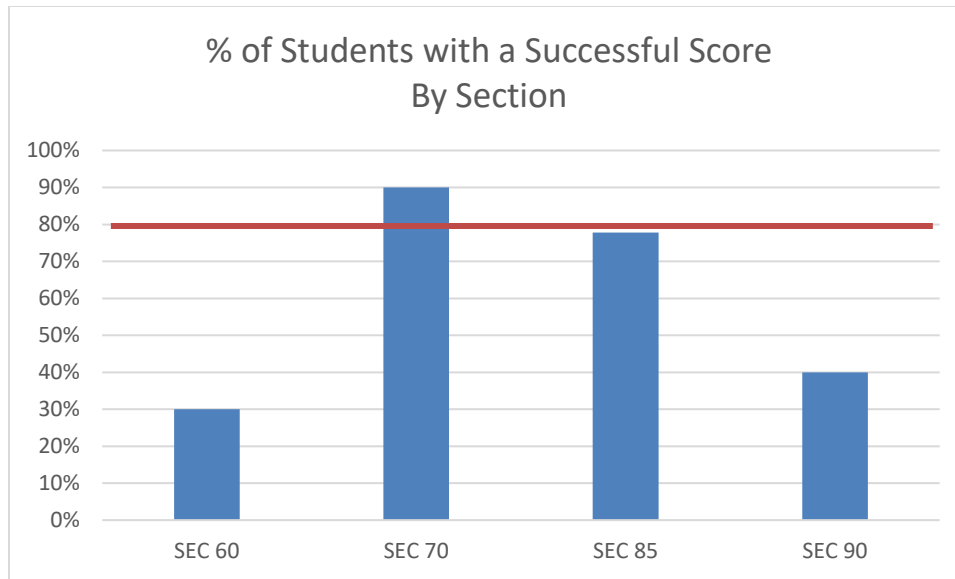
Overview of Results

Pretest – The coordinator passed out a different test for the pre and posttest. It was determined to review the results of the posttest (which happened to be using an old test). Results of the pretest were not analyzed.

Posttest (N=34)



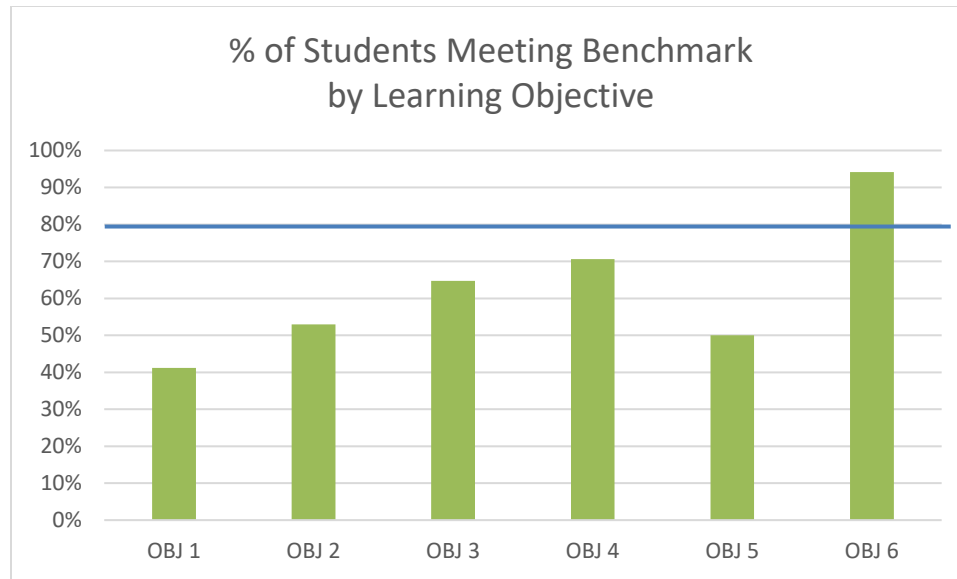
BSW Course Assessment Reporting



The benchmark was set at 80% of students having a successful score (a successful score was 70%). The benchmark is shown above as a red line. One section exceeded the benchmark (section 70) and section 85 was close to meeting the benchmark (78%). Two of the sections had 40% or less of students with a successful score. Although the sizes of the sections varied (Section 60= 10 students; Section 70 = 10 students; Section 85 = 9 students; Section 90 = 5 students), this did not seem to correlate with average scores.

Scores by Learning Objective

BSW Course Assessment Reporting



The above graph combines the 4 sections to look at overall demonstration of the 6 learning objectives. The benchmark was set at 80% of students having a successful score. Objective 6 was the only objective that met the benchmark (use supervision and consultation). However, it is important to note that there was only one question linked to objective 6.

The objectives with the lowest percent of students having a successful score were Objective 1: advocate for client access to the services of social work, and Objective 5: engage in career long learning.

6. Limitations of This Assessment

This assessment used an old posttest. The measurement tool has many weaknesses. It was because of this that the test had been reviewed and updated. For example:

The questions used to demonstrate objective 5: engage in career long learning were:

The founder of Hull House ____ addressed the National Conference of Charities and Correction on “Charity and Social Justice”.

BSW Course Assessment Reporting

The dual focus of social work refers to _____.

The public welfare movement originated in the context of the _____.

There are questions of face validity related to the learning objective. Further, the learning objective of engaging in career long learning does not seem to be appropriate at the introduction to social work level.

Even with the updated pre/posttest, the author believes that further updating is needed (see below recommendations).

7. Instructors Conclusions and Recommendations

The following recommendations are made:

1. In the future, there should be an equal number of questions that indicate each program objective (EPAS). These indicators should not overlap (each question should only be used as an indicator for one EPAS. Each course objective should have at least 4 questions.
2. Decrease the number of course objectives to 3-4. This would allow for a more focused course as well as allow for a more focused assessment of learning.
3. Create a new measurement tool based on the new course objectives.

8. Departmental Review Done On Date: 5-17-2018

9. *Summary of decisions made/new course plan:*

Develop new course objectives (decrease to 2-3 objectives) create a new pre-posttest linked to new objectives by Spring 2019.

Create a plan for the best way to distribute pre-posttests (there are too many “wrong” tests being given).

(SWK 305) for (Fall 2017)

Report on Course Assessment
Done By: *Sheila Frost* **Date:** 5-8-2018

1. Summary of Assessment Plan

A pre/posttest was used to demonstrate value added (learning in the course).

2. Course and Program Objectives

The learning objectives that were assessed this year were:

1. Make ethical decisions by applying the values, principles and standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and any additional facets of ethics as appropriate to context
2. Use reflection and self-regulation to manage personal and professional values when making ethical decisions, conducting ethical research or maintaining an ethical practice
3. Demonstrate tolerance for ambiguity in resolving ethical conflicts.

3. The major tool (s) used for this assessment

The major tool used for this assessment was a pre-posttest.

4. Tools used to assess the assignments (describe them or attach rubrics)

The pre-posttest is a 20 multiple choice question tool.

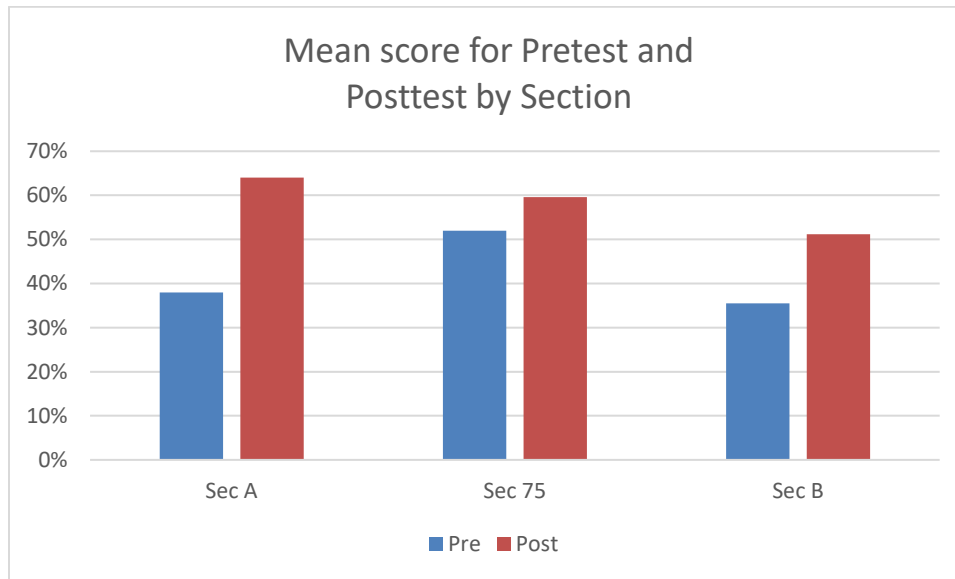
5. Results of This Assessment

BSW Course Assessment Reporting

Overview of Results

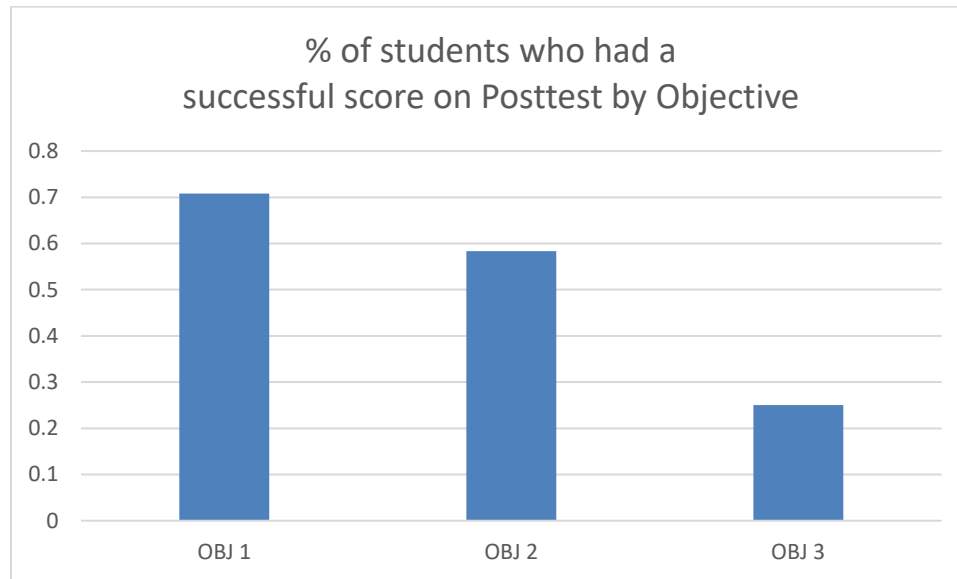
Pretest (N=22)

Posttest (N=24)



Overall, the scores improved when comparing the pre and posttest. The greatest improvement occurred in section A. Section 75 had the least improvement, however students in that class scored much higher on the pretest when comparing it to the other sections.

Results by Objectives (EPAS)



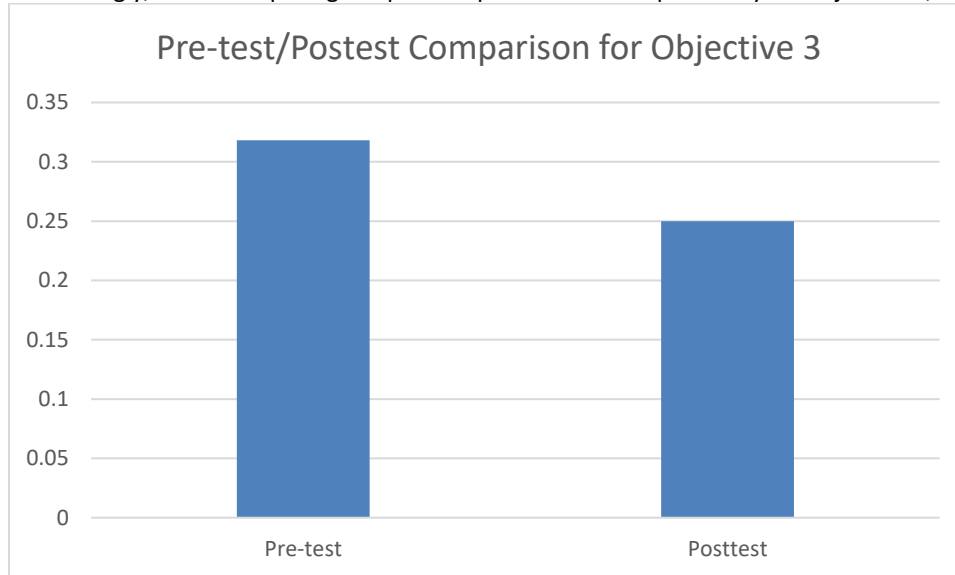
When looking at the % of students who had a successful score on the posttest, there is a noticeable difference between objectives. Over 70% of students successfully demonstrated Objective 1: *Make ethical decisions by applying the values, principles and standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and any additional facets of ethics as appropriate to context.* Contrary to this, only 25% successfully demonstrated Objective 3: *Demonstrate tolerance for ambiguity in resolving ethical conflicts.* (Fifty-eight percent of students successfully demonstrated Objective 2: *Use reflection and self-regulation to manage personal and professional values when making ethical decisions, conducting ethical research or maintaining an ethical practice.*

These results seem logical to the author when reflecting on experience teaching students. The class is focused understanding the NASW Code of Ethics and applying models for decision making. This learning seems to be a lower level of critical thinking when comparing it to demonstrating tolerance for ambiguity. Students struggle with this and will sometimes say “just tell me what the answer is” – and when the instructor says “there isn’t just one answer”, it frustrates the student.

It may be that at the SWK 305 level, it is expected that students will continue to struggle with this area. That said, it is valuable to recognize that students (at least this semester) struggle with this area. This is also true for reflection and self-regulation- these are important skills of a social worker (the C/A processes as CSWE defines them) that the program should continue to look for ways to re-inforce throughout the program.

BSW Course Assessment Reporting

Interestingly, when comparing the pre and posttest scores specifically for objective 3, the % of students who scored successfully in this area decreases:



Further, when looking at the individual student scores, only two students had a successful score in both the pre and posttest. This means that of the 7 students who had successful scores in the pre-test, 5 of them did not have successful scores in the posttest. It would be valuable to see whether this trend continues future semesters.

Assessment Tool

6. Limitations of This Assessment

The size of the sample is a limitation. This limitation is difficult to address. It is possible, if the department keeps this test the same for several semesters, to combine results from all the semesters to see larger trends.

Although the test seems to be providing some valuable feedback, if the department decides to update the test, it is recommended that the number of questions linked to objective 1 be decreased, and the number of questions for objective 2 be increased.

7. Instructors Conclusions and Recommendations

- a. Overall, even though the scores on the posttest are lower than what is generally considered the benchmark of 80% of students with a successful score, there were observed improvement when comparing the pre and posttest results. This tool may be more difficult than what is expected for students to achieve in this course. That said, the author believes that the tool is effective in giving helpful feedback to the department; as a result, it should be kept the same.
- b. When the department decides to update the measurement tool, additional questions should be added for objective 2 and a few questions for objective 1 should be taken out.
- c. The department should consider ways to further encourage tolerance for ambiguity throughout the curriculum. Discussing how this is addressed in the various courses can help the department to better understand how this area is taught throughout the curriculum and whether there are any gaps for this area.
- d. The department should consider ways to encourage reflection and self-regulation throughout the curriculum. Discussing how this is addressed in the various courses can help the department to better understand how this area is taught throughout the curriculum and whether there are any gaps for this area.

8. Departmental Review Done On Date: __5-17-2018__

9. *Summary of decisions made/new course plan:*

The department agrees with the assessment.

The department has started to look at self-reflection throughout the curriculum as it relates to C/A Processes (a dimension of the EPAS).

The department could look at the curriculum matrix to see which assignments encourage tolerance for ambiguity during the department retreat in the August.

(SWK 315) for (Fall 2018)

Report on Course Assessment

Done By: *Sheila Frost* **Date:** 4-16-2019 _____

1. Summary of Assessment Plan

A pre/posttest was used to demonstrate value added (learning in the course).

2. Course and Program Objectives

The learning objectives that were assessed in this course were:

1. Understand theories of human development and social systems, specifically focused on birth through adolescence. (PO 7)
2. Use theories of human development and social systems to guide the process of assessment and intervention. (PO 7 & 8)
3. Apply evidenced-based knowledge of infant, child, and adolescent development to assess both person and environment. (PO 4 & 7)

3. The major tool (s) used for this assessment

The major tool used for this assessment was a pre-posttest.

4. Tools used to assess the assignments (describe them or attach rubrics)

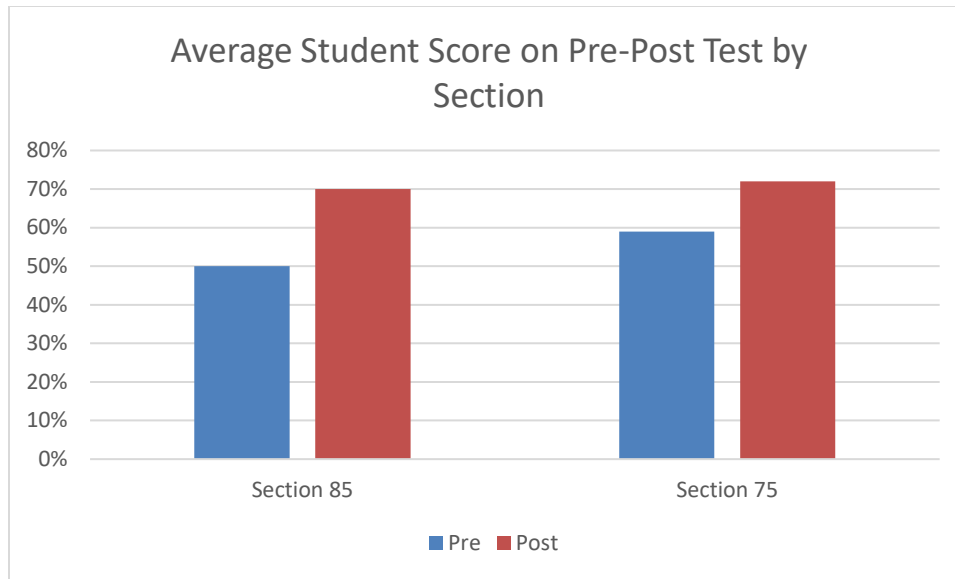
The pre-posttest is a 21 multiple choice and true/false question tool.

5. Results of This Assessment

Overview of Results

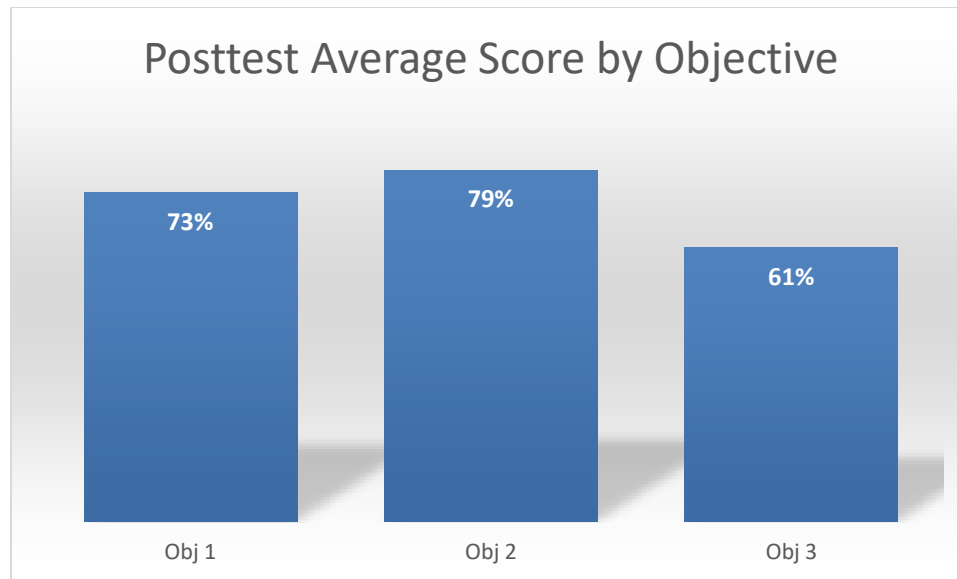
Overall, student scores improved when comparing pre and posttest results.

BSW Course Assessment Reporting



Section 85: N= 7-pre and 6 –post; Section 75: N=9 pre and 8- post)

The above graph shows increased in student average scores comparing the pre and posttests. It is interesting to note that there were a large number of students (5 out of 9; 55%) in section 75 that scored 70% or higher on the pre-test. It is unclear whether this particular class was more prepared, or if the new test is too basic. It will be important to compare these findings with future semesters to see if there are similar findings moving forward.



The above graph compares scores by objective. Students seemed to struggle more with questions linked to Objective 3: Apply evidenced-based knowledge of infant, child, and adolescent development to assess both person and environment, compared with Objective 1: Understand theories of human development and social systems, specifically focused on birth through adolescence, and Objective 2: Use theories of human development and social systems to guide the process of assessment and intervention.

It is nice to observe that students did stronger on Objective 2: Theory. The course was revamped prior to the Fall semester, with the attempt at identifying which theories presented in the text are priorities, and asking students to apply these theories in their assignments to reinforce learning of these concepts.

When looking at the specific questions student's struggled with in Objective 3, Questions 16, 17, and 20 were identified:

- 16- How an infant develops depends on (answer: pregnancy, interaction with others, and how they respond to stimuli)
- 17- Biological developmental milestones include (answer: crawling, walking, and picking up blocks)
- 20- What is true about gender (children are socialized into their gender starting at the moment they are born)

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Because this is the first semester this tool was used, a few corrections are recommended to the above questions. First, underline “biological” in #17 to help students identify the key concept being assessed. Second, the wording for #16 may be confusing. It is recommended that faculty re-look at how the question is written.

Question #20 is an important concept. However, it is the author’s guess that students are getting the question incorrect because they are not focusing on “social” construction. Although gender was a larger focus of the course, it may be important for faculty emphasize this within the course since students continue to state socially constructed gender differences are primarily based on biology.

Other Observations of Specific Questions

Only 1 out of 14 students answered #6 correctly: Rational Therapy is based on the belief that (answer: a and c- the primary cause of our emotions is our “self talk” about the event, and it is possible for people to change their unwanted, or negative emotions). It is unclear whether this question is too complicated, or if it wasn’t emphasized enough during class. Students are not asked to complete an assignment on Rational Theory. It may be valuable for instructors to review assignments to see if there is a way to further incorporate Rational theory into the course.

When looking at questions that students did very well on, over 90% of students answered the following questions correctly in the posttest:

- 1- Which best describes the concept of a system as described in systems theory (answer: a set of interacting parts that make up a whole)
- 2- Which is an example of a system (answer: a community school)
- 3- What are the steps of the problem-solving approach (answer: assessment, planning, implementation, evaluation, termination)
- 7- In the problem-solving approach (answer: it is important to identify multiple possible solutions- and then evaluate the pros and cons of each)

11- When applying the strengths perspective, a social worker would (answer: view clients as resourceful, capable and empowers motivation to pursue positive change)

21- Puberty is (answer: when adolescents research sexual maturity and become capable of reproduction)

Most of these questions ask about major social work models. It is encouraging to see that students are showing basic comprehension of these concepts/models.

6. Limitations of This Assessment

The sample size was very small. Each section had less than 10 students. This limits the identification of trends in learning.

7. Instructors Conclusions and Recommendations

- It is unclear whether section 75 students were more prepared than the other section's students, or if the new test is too basic. It will be important to compare these findings with future semesters to see if there are similar findings moving forward.
- Because this is the first semester this tool was used, a few corrections are recommended to the above questions. First, underline "biological" in #17 to help students identify the key concept being assessed. Second, the wording for #16 may be confusing. It is recommended that faculty re-look at how the question is written.
- Although gender was a larger focus of the course, it may be important for faculty emphasize this within the course since students continue to state socially constructed gender differences are primarily based on biology.
- Only 1 out of 14 students answered #6 correctly: Rational Therapy is based on the belief that (answer: a and c- the primary cause of our emotions is our "self talk" about the event, and it is possible for people to change their unwanted, or negative emotions). It is unclear whether this question is too complicated, or if it wasn't emphasized enough during class. Students are

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not asked to complete an assignment on Rational Theory. It may be valuable for instructors to review assignments to see if there is a way to further incorporate Rational theory into the course.

8. Departmental Review Done On Date:_____

9. *Summary of decisions made/new course plan:*

SWK 319 for Fall 2017 and Spring 2018

Report on Course Assessment

Done By: *Sheila Frost* **Date:** 10-11-2018

1. Summary of Assessment Plan

A pre/posttest was used to demonstrate value added (learning in the course).

2. Course and Program Objectives

The learning objectives that were assessed this year were:

- Obj 1- Utilize theories and models of human development to guide processes of assessment, prevention, and intervention (PO7)
- Obj 2- Critique and apply knowledge to understand person and environment (PO7)
- Obj 3- Understand and implement strategies for engagement (PO6)

3. The major tool (s) used for this assessment

The major tool used for this assessment was a pre-posttest.

4. Tools used to assess the assignments (describe them or attach rubrics)

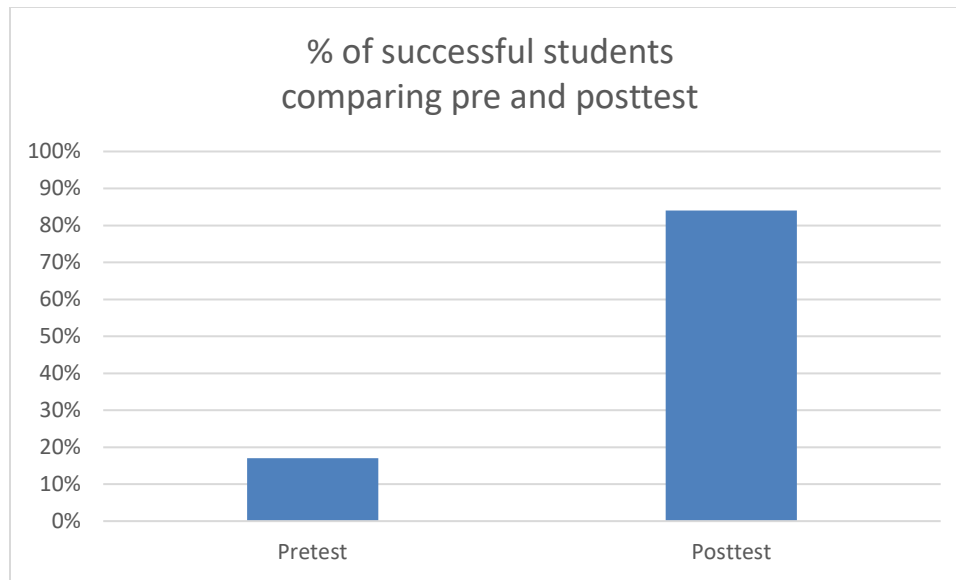
The pre-posttest is a 28 multiple choice question tool.

5. Results of This Assessment

This assessment combines the SWK 319 sections from Fall 2017 and Spring 2018. Pre-test N = 24; Posttest N= 25.

Overall, great improvement was demonstrated between the pre and posttests.

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The above chart compares student success in the pre-test vs posttest. In order to be successful, a student needed to get 70% or more of the questions on the test correct. In the pre-test 17% of students had a successful score compared to 84% in the posttest.

Itemized Scores

When looking at individual questions, less than 60% of students correctly answered the following:

#15- What are the first two steps that social workers should do to relate to someone facing death?

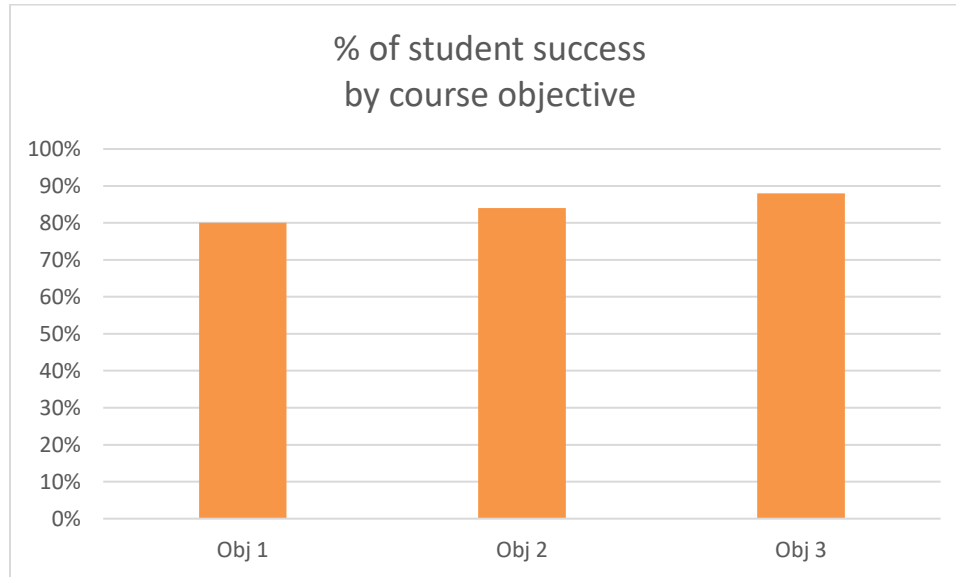
#20- _____ is “the regular or excessive use of a drug when...the consequences endanger relationships with other people, are detrimental to a person’s health, or jeopardize society itself.”

#27- Social Workers who work with older adults are said to work in the field of

After reviewing the above, there does not seem to be a theme/trend within the questions. It may be that the content related to these questions are not covered as in-depth as other content within the course, however this is a guess and not based on

any evidence. It is important to mention that the author of this report has noticed that students across many semesters tend to get #27 incorrect. Students continue to not know the term “gerontology”.

Student Success by Objective



The above chart shows that in the posttest, 80% or more of students had a successful score for each of the course objectives (Obj 1: 80%; Obj 2: 84%; Obj 3: 88%). The difference between the number of successful student scores in objective 1 vs objective 3 were two students (minimal difference).

6. Limitations of This Assessment

The limitation of this assessment is the sample size (Pre-test N = 24; Posttest N= 25). There is little that can be done about this issue since this is a reflection of enrollment. However, combining the fall section with the spring section allowed for a greater sample size, which is helpful to give stronger results.

7. Instructors Conclusions and Recommendations

Overall, students demonstrated strong learning (added value) within the course. It is recommended that future assessments continue to combine several semesters to allow for a larger sample to be assessed. The number of questions per objective seems to effectively assess each objective.

Recommendation: it might be a good exercise for the department to review the questions for each objective to determine if they each have face validity (does faculty believe that the questions for each objective are effective measurements of the objective).

Recommendation: The author recommends that instructors use the word “geriatric” and “gerontology” throughout the second half of the course. This seems like a very basic vocabulary word that is important for future social workers to know. This is something that students continue to not know when they leave the class (this is true across many academic years).

8. Departmental Review Done On Date: _____

9. *Summary of decisions made/new course plan:*

(SWK 335) for (Spring 2016)

Report on Course Assessment

Done By: *Sheila Frost* **Date:** 10-26-2018_____

1. Summary of Assessment Plan

A pre/posttest was used to demonstrate value added (learning in the course).

2. Course and Program Objectives

The learning objectives that were assessed this year were:

1. Understand the forms and mechanisms of oppression and discrimination.
2. Demonstrate the ability to advocate for human rights, social justice, economic justice
3. Demonstrate the ability to engage in practices that advance social and economic justice.
4. Analyze, formulate, and advocate for policies that advance social well-being
5. Collaborate with colleagues and clients for effective policy action

3. The major tool (s) used for this assessment

The major tool used for this assessment was a pre-posttest.

4. Tools used to assess the assignments (describe them or attach rubrics)

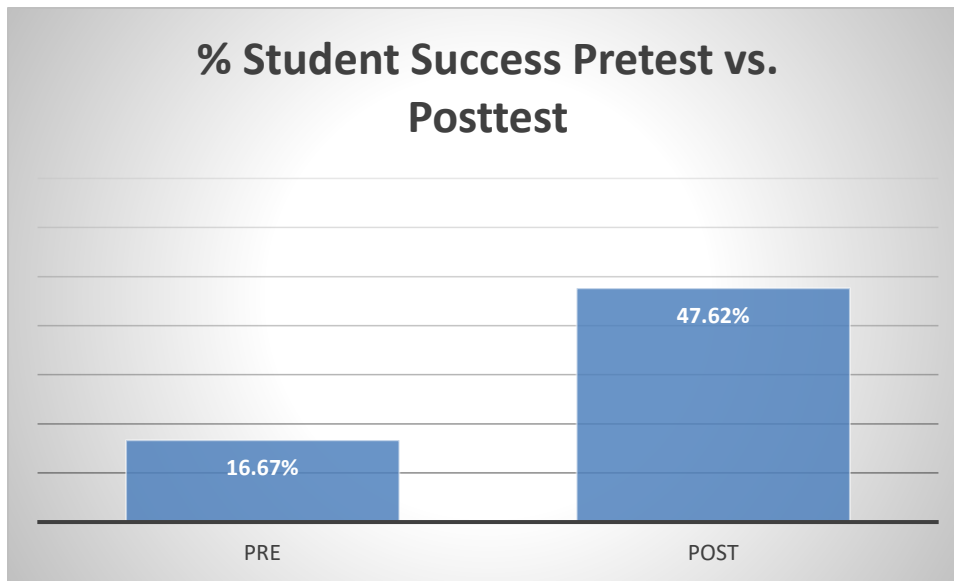
The pre-posttest is a 24 multiple choice question tool.

5. Results of This Assessment

Pretest N=24

Posttest N=21

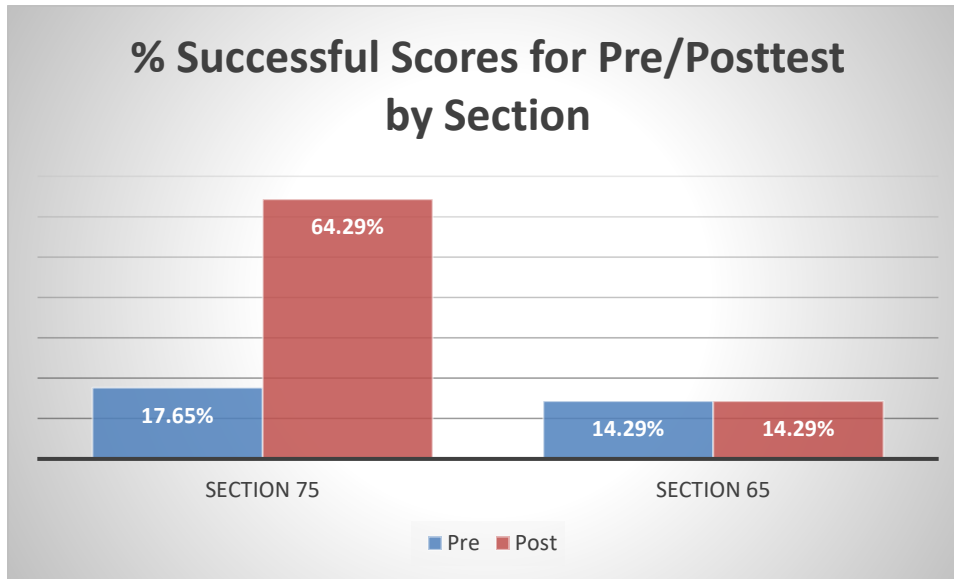
When comparing pretest and posttest scores for both sections combined, students demonstrated some improvement in the posttest.



A successful student score is 70% correct on the test. Overall, students demonstrated increased knowledge of course content in the posttest. However, the benchmark of 80% of students achieving a successful score was far from being met.

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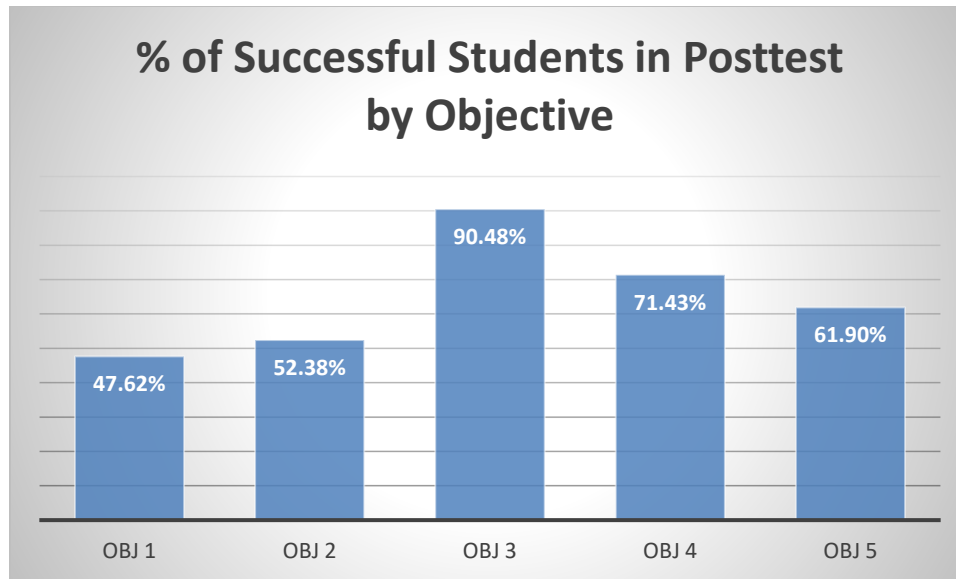
When separating out the scores by section, it can be observed that one section's students demonstrated a much greater increase in knowledge compared to the other section.



The above graph shows great differences of knowledge gained between the two sections. The percent of students demonstrating success in section 75 greatly increased. In comparison, there were no increases in the number of successful students in section 65. Because both instructors no longer teach at SAC, it is not possible to explore why these differences exist.

Results by Objective

The course objectives are operationalized by specific questions within the measurement tool. The following graph shows the level of student success in the posttest for each objective (the following are aggregated results from both sections).



There is a range of success within the objectives from 90.48% to 47.62%. The course objectives are listed below in the order of highest to lowest demonstrated success within the posttest:

Obj 3- Demonstrate the ability to engage in practices that advance social and economic justice (90.48%)

Obj 4- Analyze, formulate, and advocate for policies that advance social well-being (71.43%)

Obj 5- Collaborate with colleagues and clients for effective policy action (61.90%)

Obj 2- Demonstrate the ability to advocate for human rights, social justice, economic justice (52.38%)

Obj 1- Understand the forms and mechanisms of oppression and discrimination (47.62%)

Focusing on **Objective One**, there were two specific questions that students tended to answer incorrectly in the posttest:

#11- When leaders make decisions without the input of the group, it is an example of what model (answer: top down)

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#18- Which of the following terms infers an equal power relationship? (answer: partner)

The questions are comprehension and application level questions. For #18, it may be important to be aware of this question. The word “infer” may cause confusion for some students.

For **Objective 2**, there was one question in particular that students continued to struggle with after finishing the class (only 10% answered the question correctly):

#23- An example of a social justice issue with a macro level solution (answer: People are working full-time, but are not making a living wage. The minimum wage must be increased.)

This is an application level question and tends to confuse students because students need to consider which of the answers demonstrates a macro “cause” for the problem. For example, students may say bullying is a macro level issue even though they identify individual aggressive behavior as the cause. This is problematic when considering the intervention (providing individual treatment to the bully). Although this question gets at an important nuance within this course, it may be misleading to students that there is an answer option for “all of the above”. In the future, it may make sense to change the “all of the above” to a different option, for example: *Obesity has become a nation-wide concern. Counseling to individuals focused on emotional eating and good eating habits should be implemented.*

Between 86% and 71% of students answered the other questions linked to Objective 2 correctly.

Conversely, when looking at **Objective 3**, there were multiple questions where 90% or more students answered the question correctly at the end of the semester:

#5- The *Just Practice Framework* includes the following concepts

#6- Celebration of work

#8- The *Core Processes* include

#14- The ideal condition in which all members of society have the same basic rights, protections, opportunities, obligations, and social benefits is best known as:

Three of the four above questions are knowledge level questions, with #6 being a comprehension question.

For **Objective 4**, there was one question that the large majority of students (over 80%) incorrectly in the posttest:

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#10- Recently, gun rights have become a heated debate in congress. The following is an example of *meaning* in the gun rights debate.

This question is an application level question. It is likely that this class is the first time that students are being introduced to this concept. The concept of meaning is a key concept in the first half of class (it is also included in the final paper). However, students seem to continue to struggle with this concept.

There were two questions that 90% of students answered correctly in the posttest:

#16- Judith, a BSW student, visited several public schools in the Chicago land area. She noticed that schools in higher income neighborhoods have newer books, the school buildings are in better condition, and teachers are paid more compared to schools in lower income neighborhoods. Judith learns that the current funding structure for Illinois schools ensure that children of wealthy families have more resources in schools. This is an example of: (answer: institutional racism)

#21- Advocating for a marriage equality law is an example of: (answer: Macro level work)

Both of the above are also application. However, the concepts being assessed in these questions are likely to have been covered in previous classes. Comparing the pre-test results for questions #10, #16, and #21 seem to confirm some of this reasoning: students about 80% of students correctly answered #16 and #21 in the pre-test vs. 38% of students for #10.

When reviewing **objective 5**, over 70% of students answered 3 of the 4 questions correctly during the posttest. However, only 14% of students answered the following question correctly:

#24- An example of *participatory* evaluation is (answer: Program participants develop an evaluation for the program they participated in)

This question is an application question. The author is not sure whether students are exposed to this concept in other courses. Interestingly, #9 is a question about participatory social work, but 71% of students answer this question correctly:

#9- A *participatory* approach to social justice work includes (answer: The participant and social worker work as collaborators to decide what actions to take)

That said, #9 is a comprehension question, so that might be part of the reason why students might answer #9 correctly, but #24 incorrectly.

When reviewing the results by objective, two themes seem to emerge: First, students tend to get knowledge and comprehension questions correct vs. application questions. This makes logical sense when considering Bloom's Taxonomy: knowledge and comprehension are lower levels of learning, and application is a higher level of learning. Second, students tend to answer questions correctly if they've been exposed to the concepts in other classes. This might suggest that students are carrying knowledge over from other semesters and courses- which would be a positive finding.

6. Limitations of This Assessment

Sample size is always a limitation of course assessments since course enrollment tends to be limited to 20 students or less, and the overall program is small. Additionally, since there was such a dramatic difference in results between the two sections, it creates some curiosity about why this disparity existed. Both instructors who taught Fall 2017 no longer teach at SAC, so there is no way of exploring what may have caused these differences. Also, because the results were so different between the sections, it may not have made sense to combine both sections to look at overall results, but to keep them separate would have meant a much smaller sample size- which would have had its own limitations.

7. Instructors Conclusions and Recommendations

- It is recommended that instructors provide as many examples of the course concepts to help students to better apply the material to real-life situations.
- It is also recommended that the instructor make sure to give the class time to critically explore the different concepts of the course as they relate to the experiential learning project. This could help students to move from knowledge and comprehension to application.
- In Fall 2018, the course objectives were updated are part of the process for updating to the new CSWE 2015 EPAS. Because of this, it will be important to re-link the pre-posttest questions to the new objectives. This may also mean that new pre-posttest questions will need to be added and others will need to be taken out. Updating this pre-posttest should occur during Spring 2019 since it was not done Fall 2018.

8. Departmental Review Done On Date: _____

After reviewing the results, the chair of the department stated that both practice courses discuss the concept of *meaning*, and that *participatory research* is applied in SWK 420, but not labeled as such. 10-30-2018

9. *Summary of decisions made/new course plan:*

(SWK 345) for Spring 2018

Report on Course Assessment

Done By: *Sheila Frost* **Date:** 4-15-2019 _____

1. Summary of Assessment Plan

A pre/posttest was used to demonstrate value added (learning in the course).

2. Course and Program Objectives

The learning objectives that were assessed this year were:

- Recognize the extent to which a culture's structure and values may oppose, marginalize, alienate, or create and enhance privilege and power. (PO3)
- Demonstrate self-awareness of personal biases and values and sensitivity in problem solving with diverse groups. (PO2)
- Recognize and communicate an understanding of differences in the development of lifestyle and life outcomes. (PO2)
- Demonstrate ability to engage those with whom they work and ability to learn about other's worldview. (PO2)
- Identify and articulate the forms and mechanisms of oppression and discrimination. (PO3)

3. The major tool (s) used for this assessment

The major tool used for this assessment was a pre-posttest.

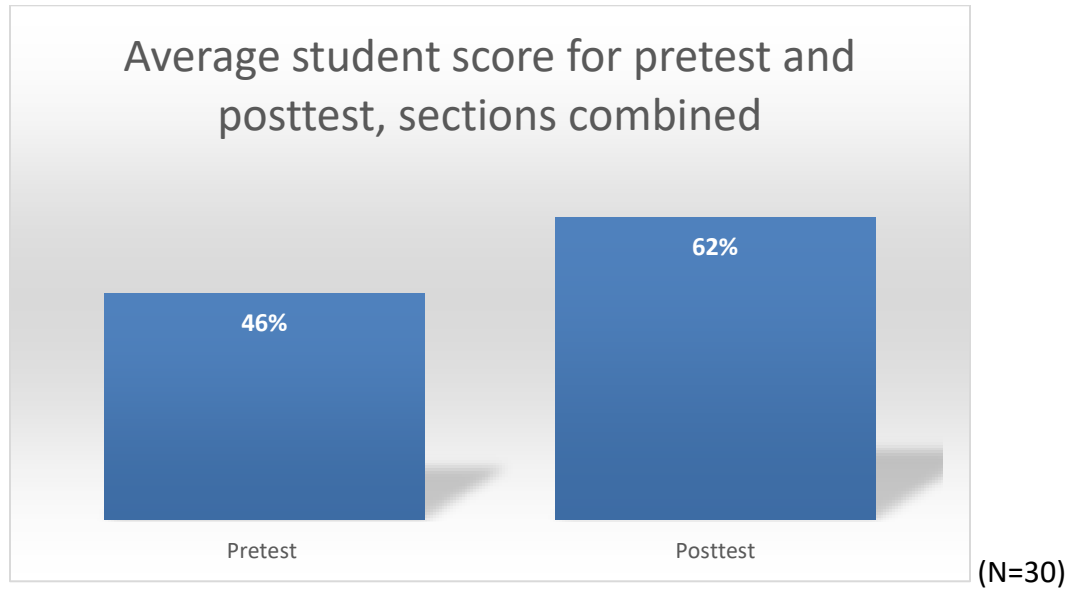
4. Tools used to assess the assignments (describe them or attach rubrics)

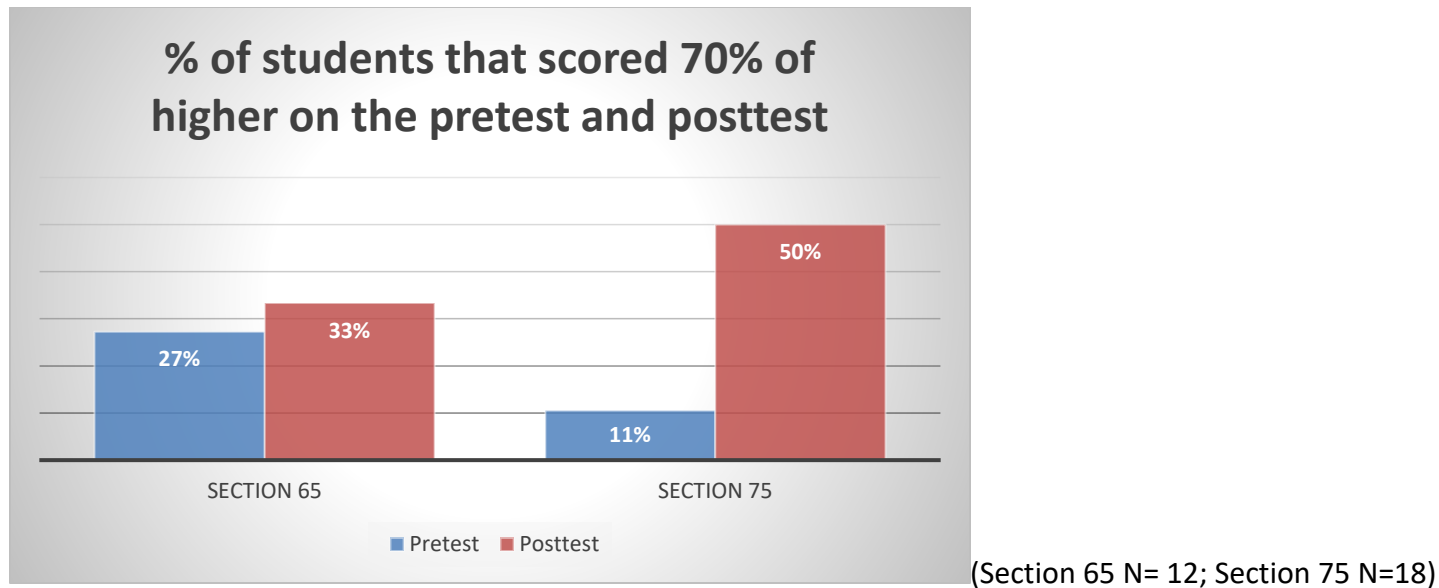
The pre-posttest is a 20 multiple choice question tool. It is attached below.

5. Results of This Assessment

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In general, there was some improvement observed between pretest and posttest scores.





Although student scores improved in both sections, the improvement in scores was much greater in one.

The above chart shows that the majority of students enrolled in SWK 345 spring 2018 semester (across both sections) were not able to score 70% or higher (a passing grade) on the test.

This can point to a few considerations: 1. The test is not assessing what the instructors are teaching (or put another way, instructors are focusing on or teaching material that is not assessed in this test), 2. Instructors are not focusing on (or teaching) the content assessed within the test.

It is recommended that instructors review the test questions (and specifically the questions that students are not answering correctly) to determine if these are important concepts to be taught in the course. If they are, a discussion should be had about how to reinforce the concepts within the course (additional readings, altering assignments, additional course discussions, etc).

Itemized Analysis

The areas that students continued to struggle with at the end of the semester were mostly different in the two courses. This may suggest that the instructors in the course focused on different content.

A great majority of students in both sections answered these questions incorrectly:

#6- Which of the below is not one of the three value orientations of the People/Nature Relationship

#18- Which of the below is an example of how cultural norms can differ (options: a. discrimination, b. acculturation and assimilation, c. personal and interpersonal space, d. ethnocentrism)

Questions students continued to struggle with in Section 65:

#8- In the late 19th century and early 20th century, European americans created indian boarding schools. In these schools, native American children were forced to talk only in English, learning European American culture, receive haircuts and wear clothing that reflected the mainstream American culture. This is an example of all the below except

#9- A high school social worker has been working with Jenny, an Asian American student. During a session, Jenny proudly stated that her last three boyfriends were White. "I prefer to date boys that are confident and outspoken. I may look Asian on the outside, but in the inside, I am white. I can't relate to Asian guys". This may be an example of

#10- The state of the minority identity development model where a person feels confident about their race/ethnicity and at the same time appreciates other minority groups and recognizes that there are some individuals in the dominant group that can be trusted and others that cannot be trusted is an example of

#14- when someone shows preference or preference in favor of one thing compared to another, this is an example of (answer: bias)

#19- Socialization refers to...

Questions students continued to struggle with in Section 75:

#7- When working with other cultures...

#11- Which white racial identity state best fits the below description: John, a white male, states that he is colorblind and sees everyone as the same. "we are all one race- the human race."

#16- Which value orientation may reflect anna's worldview (answer- collateral)

Analysis by Learning Objective- an analysis by learning objective was not able to be completed because the pre-posttest questions were not linked to objectives.

6. Limitations of This Assessment

- An analysis of learning objective attainment was not able to be completed because the test was not linked to the objectives.
- The sample size is small, making it difficult to make broad conclusions.

7. Instructors Conclusions and Recommendations

- A. It is recommended that instructors review the test questions (and specifically the questions that students are not answering correctly) to determine if these are important concepts to be taught in the course. If they are, a discussion should be had about how to reinforce the concepts within the course (additional readings, altering assignments, additional course discussions, etc).
 - a. The pre/posttest was updated Spring 2019 and the questions are linked to the program outcomes. This will hopefully provide better ability to assess the course.
 - b. **It is recommended that an additional course assessment be completed Fall 2019** to see the results of the new pre/posttest that is linked to program outcomes. Since this assessment was completed based on the old pre/posttest, we may have different results with the new test.
- B. Students seem to continue to struggle with the Identity Development Models after they leave the course. Instructors should explore what other strategies can be used to reinforce this learning.
- C. Basic vocabulary continued to be challenging to some students (definitions of bias and socialization). This has been observed in other courses also (*socialization* in particular seems to confuse students). It is recommended that instructors intentionally use these words regularly in courses to re-inforce learning of these vocabulary words.

8. Departmental Review Done On Date:_____

9. *Summary of decisions made/new course plan:*

1. The category of Race in the United States
 - a. Classifies people into distinct biological categories
 - b. Was developed to help count different groups
 - c. Was developed to give power to one group and oppress other groups
 - d. Should be ignored to best serve the client
2. Ethnocentrism is
 - a. Believing other ethnicities are better than your own
 - b. The study of ethnicities
 - c. Believing your culture is superior to others
 - d. The major religion of an ethnicity
3. Marginalization is
 - a. Making people feel like they do not belong and that they do not have power to make decisions
 - b. Filling in the edges of society
 - c. Becoming empowered as a community
 - d. Discussing racial issues with someone of a different race than yourself
4. In the case of the murder of Michael Brown in Ferguson, the African American community may have felt _____ when they heard that the White police officer was not charged in the murder.
 - a. Empowered
 - b. Socialized
 - c. Marginalized
 - d. Racialized
5. Priya immigrated to the United States from India when she was 19 years old. While she was in college, she met and married a White American. Although English is her second language, she now only speaks English. When Priya cooks, she tries to cook American dishes for her husband and children.
This is an example of

BSW Course Assessment Reporting

- a. Acculturation
 - b. Cultural Transition
 - c. Assimilation
 - d. Individualism
6. Which of the below is not one of the three value orientations of the People/Nature Relationship dimension?
- a. Subjugation to Nature
 - b. Harmony with Nature
 - c. Mastery over Nature
 - d. Evolution of Nature
7. When working with other cultures
- a. It is important to ignore our own values
 - b. Our values are not as important
 - c. It is important to understand our own values
 - d. Understanding our values is less important than understanding our client's values
8. In the late 19th century and early 20th century, European Americans created Indian Boarding Schools. In these schools, Native American children were forced to talk only in English, learn European American culture, receive haircuts and wear clothing that reflected the mainstream American culture.
- This is an example of all of the below, *except*
- a. Acculturation
 - b. Cultural Genocide
 - c. Institutional Racism
 - d. Ethnocentrism
9. A high school social worker has been working with Jenny, an Asian American student. During a session, Jenny proudly stated that her last three boyfriends were White. "I prefer to date boys that are confident and outspoken. I may look Asian on the outside, but in the inside, I am white. I can't relate to Asian guys."
- This may be an example of which state of the Minority Identity Development Model
- a. Dissonance and Appreciating
 - b. Conformity
 - c. Resistance and Immersion

- d. Introspection
- 10. The stage of the Minority Identity Development Model where a person feels confident about their race/ethnicity and at the same time appreciates other minority groups and recognizes that there are some individuals in the dominant group that can be trusted and others that cannot be trusted is an example of
 - a. Introspection
 - b. Conformity
 - c. Dissonance and Appreciating
 - d. Integrative Awareness
- 11. Which White Racial Identity State best fits the below description
John, a White male, states that he is colorblind and sees everyone as the same. "We are all one race- The human race."
 - a. The Dissonance stage
 - b. The Introspection stage
 - c. The Conformity stage
 - d. The Integrative Awareness stage
- 12. A person's culture can be based on their
 - a. Education
 - b. Race
 - c. Ability
 - d. Age
 - e. All of the above
- 13. Which is true about Cultural Competency
 - a. It is possible to be culturally competent in all cultures
 - b. It is a life-long journey that I will always have to work toward
 - c. Once I pass this course, I will be culturally competent
 - d. Cultural competency means being colorblind and treating everyone the same
- 14. When someone shows preference or prejudice in favor of one thing compared to another, this is an example of
 - a. Institutional Discrimination
 - b. Acculturation

- c. Oppression
- d. Bias

15. Jamie (a high school social worker) met with Anna (a student) about Anna's plans after graduation. Jamie was encouraging Anna to apply to college. However, Anna stated that she did not know if she would be going to college. Jamie was surprised.

Jamie: "Don't you want to go to college?" Jamie asked.

Anna: "Of course I do!" responded Anna.

Jamie: "Then why don't know you know if you are going to go?" asked Jamie

Anna: "I asked my parents. They think I should work instead."

Jamie: "Anna, I understand that your parent's opinions are important, but you need to do what is best for you."

Anna did not answer and seemed uncomfortable.

Which core dimension describes the above interaction?

- a. Time Focus
- b. Human Activity
- c. Social Relations
- d. People/Nature

16. Which Value orientation may reflect Anna's worldview?

- a. Lineal
- b. Collateral
- c. Individualistic
- d. Being

17. The study of proxemics describes

- a. Eye contact
- b. Personal and interpersonal space
- c. Facial expression
- d. Loudness of speech

18. Which of the below is an example of how cultural norms can differ

- a. Discrimination

BSW Course Assessment Reporting

- b. Acculturation and Assimilation
- c. Personal and interpersonal space
- d. Ethnocentrism

19. Socialization refers to _____

- a. The social circles in which a person interacts
- b. A person's social conditioning and learned expectations
- c. A person's ability to easily make friends
- d. A person's preferences

20. Ethnicity

- a. Has the same meaning as race
- b. Gives a person automatic membership to a particular ethnic group
- c. Requires that a person considers himself/herself part of an ethnic group and is accepted as part of that group
- d. Refers to following a particular dress code, food and music preferences and customs of a group

Student Learning Assessment: Course Assessment Report

Course: SWK 355

Prepared by: Sheila Frost

Date: 11-11-2019

Course Learning Objectives linked to Program Outcomes

1. Use and translate research evidence to inform and improve practice, policy, and service delivery (PO4)
2. Comprehend and Use Single Subject Design, Group Design, and Program Evaluation to evaluate interventions at the individual, group and organizational levels. (PO9)
3. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (PO4)

Data Collected for Course Assessment: (Completed assignment rubrics/tests/portfolios/performance assessments/etc. Is the tool aligned with course learning objectives and program outcomes?) Please attach tool(s).

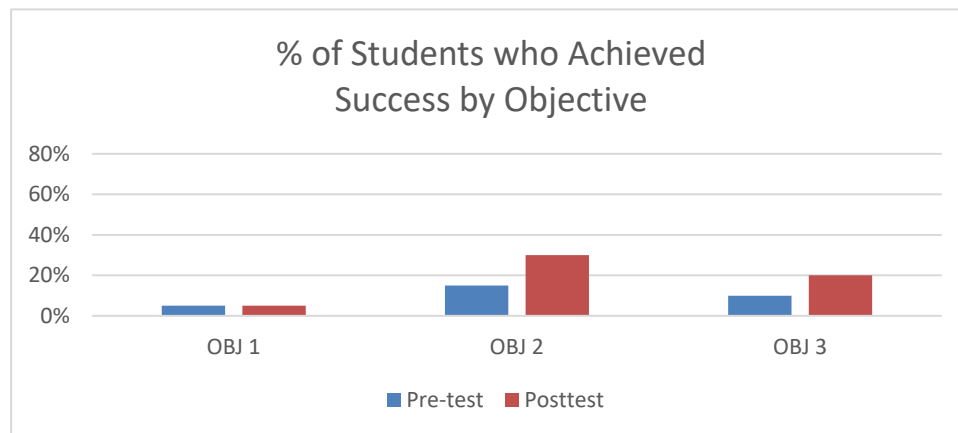
Multiple Choice, pre-posttest tool. There are 17 total questions: 5 are linked to Obj 1, 5 are linked to Obj 2, and 7 are linked to Obj 3.

Indicators (how will you know if the student achieved the learning objectives?)

Each question in the tool is linked to a course learning objective. To be successful, students need to get at least 70% correct for the learning objective. The Department identifies a benchmark of 80% for each objective (it is hoped that 80% of students are able to demonstrate each objective).

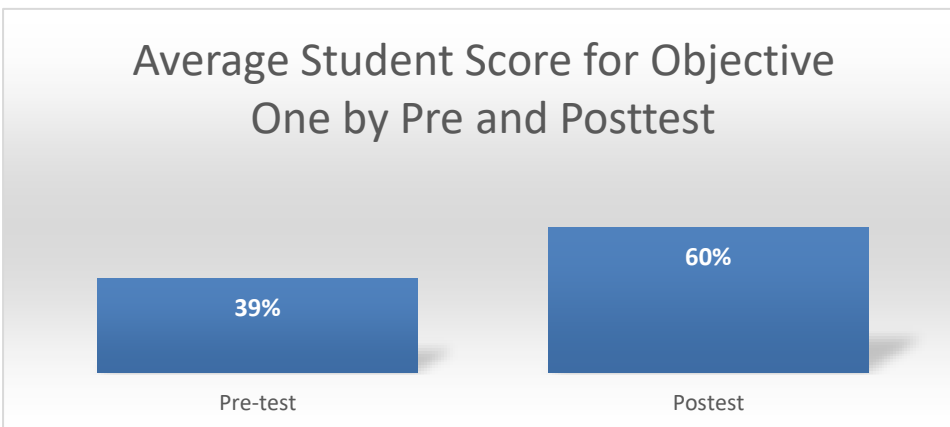
Data Analysis by Objective (questions to consider: Have our students achieved the learning objective? How much did our students learn? When should we be concerned about student learning?)

N=20



The chart above shows the results of the pre/posttest by objective. Students were considered to have achieved success if they scored 70% or higher on the questions aligned to each objective. Although there is some improvement between the pre and posttest for objectives 2 and 3, the benchmarks were not met for any objective. Further, the percent of students who achieved success was very low compared to the benchmark of 80% (Obj 1: 5%, Obj 2: 30%, Obj 3: 20%)

Learning Objective One: Use and translate research evidence to inform and improve practice, policy, and service delivery (PO4)



The above chart shows the average Objective 1 scores for the pre and posttest. There were positive gains in the scores between the pre and posttest. That said, the benchmark of 80% of students scoring a 70% or higher was not met.

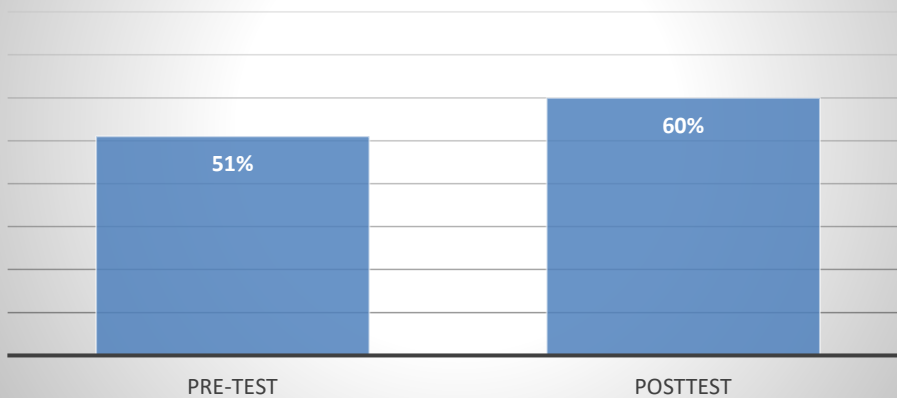
Looking further at the questions used to indicate this objective, students tended to do better on some and struggled with others.

- 70% of students were able to answer *what is the purpose of a literature review?*
- 25% of students were able to answer *what is the correct in-text citation for Grinnell, Williams, & Unrau (2013)?*
- 30% of students were able to answer *Evidence-based practice is based on...*

Objective One is looking to see if students are able to use and translate research for social work practice. Reflecting on the results above, it is probably no surprise that most students are able to answer what a literature review is because a major assignment in the class is a literature review. However, it is concerning that only 25% of students were able to identify a correct in-text citation for the textbook. In-text citations is an important step in the ability to write an effective literature review. A full week is not dedicated to the concept of evidence-based practice; however, it is an important concept that is central to the importance of the research course for social work students. Because the syllabus does not put a significant emphasis on evidence-based practice, it might easily be overlooked by instructors.

Learning Objective Two: Comprehend and Use Single Subject Design, Group Design, and Program Evaluation to evaluate interventions at the individual, group and organizational levels. (PO9)

Average Student Score for Objective Two by Pre and Posttest



The above chart shows the average Objective 2 scores for the pre and posttest. There were some positive gains in the scores between the pre and posttest. That said, the benchmark of 80% of students scoring a 70% or higher was not met.

Looking further at the questions used to indicate this objective, students tended to do better on some and struggled with others.

- 90% of students were able to answer *Why would a social worker use single-subject design?*
- 70% of students were able to answer *What is the difference between Process Evaluations and Outcome Evaluations?*
- 35% of students were able to answer *What is the A Phase of a single-subject design?*

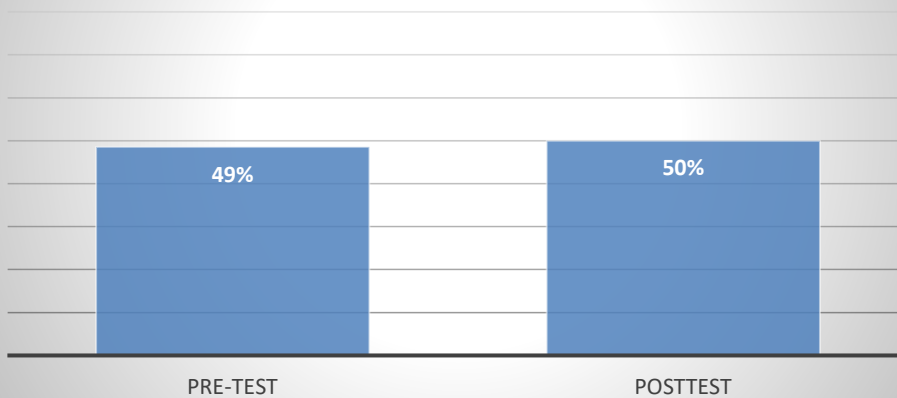
It is also important to note that in one section (taught by the new instructor with a psychology degree) 71% of students were able to answer *Which of the following are program evaluation types?* However, in this same course, only 43% of students were able to answer *What is the difference between the experimental group and control group in a group design?*

Objective 2 is focused on students understanding of ways to evaluate practice. Interestingly, students were able to correctly answer 51% of the questions at the pre-test. This may point to questions that are too easy, or students may be learning some of this content in other courses.

In the course there are two weeks dedicated to evaluation. This is minimal compared to the significant amount of time focused on the research process and completing a literature review. Because of this, instructors need to determine what concepts they are going to focus on during the two weeks. The results may reflect what instructors choose to focus on in the two weeks. Further, the above results show that students understand the overall purpose of a single-subject design, but do not know the specific details of this evaluation type. This may reflect that this topic was covered in general, but time was not dedicated to fully understanding the details of single-subject design.

Learning Objective Three: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (PO4)

Average Student Score for Objective Three by Pre and Posttest



The above chart shows the average Objective 2 scores for the pre and posttest. There were minimal positive gains in the scores between the pre and posttest. Further, the benchmark of 80% of students scoring a 70% or higher was not met.

Looking further at the questions used to indicate this objective, students tended to do better on some and struggled with others.

- 75% of students were able to answer *The U.S. Census is an example of... [data collected from a population]*
- 70% of students were able to answer *Research data collected from interviews with open-ended questions are an example of... [qualitative data]*
- 25% of students were able to answer *Gender is an example of...[a nominal variable]*
- 20% of students were able to answer *The following scale is an example of what type of variable: very unsatisfied, unsatisfied, satisfied, very satisfied*

It is important to note that 75% of students were able to answer *When a research participant provides the researcher with names of other possible participants for a research project, this is an example of...[snowball sampling]*, and 71% were able to answer *The type of research study used to prove causality* in the section taught by the new instructor with the psychology degree (both were improvements from the pre-test).

Objective three is concerned with students' knowledge and understanding of qualitative and quantitative research. When looking at the above results, it appears that students are beginning to understand population vs sample and sampling types. However, students continue to struggle with identifying variable types.

Reflection and Discussion (Is there evidence that students are attaining the course objectives? What are the areas for improvement?)

The course assessment shows that students are improving in each of the course objectives. That said, many students continue to struggle with content linked to the three objectives.

In spring 2019, two of the three instructors were first-time instructors at SAC. Further, one of the two new instructors has a degree in psychology, not social work. In the first semester teaching the course, knowing what content to focus on and what content is less of a priority is challenging. Further, for the instructor who has a psychology degree, it can be even more challenging to know what are the priorities of a different field.

Based on the results, the following are recommended:

1. Instructors for SWK 355 spend additional time explaining how to appropriately cite using APA formatting.

2. The concept of Evidence-based Practice should be a theme weaved throughout the course (the idea that we use research evidence + the client's values/preferences + the client's situation to drive decision making in practice). This approach to practice can serve as an important reason why social workers should engage in and value research (something that may not be immediately clear to students). As instructors of the research course prepare for the semester, considering ways to bring this up throughout the curriculum can strengthen student's connection of research and their future practice.
3. The two weeks of Program Evaluation can pose a challenge in determining what to focus on and at what depth. It may be valuable for the Department full-time faculty and course instructors to have a conversation about concepts are most important to focus on.
4. Spending additional time on variable types may help re-enforce this area for students.

Dissemination Plan (Who should this report be shared with? How will you share the above results and recommendations?)

This report should be shared with all instructors of the research course, the Department Chair and full-time faculty. It would be valuable to schedule a time in January with the course instructors for Spring 2019 to review the findings and discuss.

Student Learning Assessment: Course Assessment Report (Alternative)

Course:

Prepared by:

Date:

Course Learning Objectives:	
Data Collected for Course Assessment:	(Completed assignment rubrics/tests/portfolios/performance assessments/etc. Is the tool aligned with course learning objectives and program outcomes?) Please attach tool(s).
Indicators:	(How will you know if the student achieved the learning objectives?)
Data Analysis by Objective	(Did the students achieve the learning objective? How much did the students learn? When should we be concerned about student learning?)
Objective 1:	
Objective 2:	
Objective 3:	
Objective 4	
Objective 5:	
Reflection and Discussion:	(Is there evidence that students are attaining the course objectives? What are the areas for improvement?)
Dissemination Plan:	(Who should this report be shared with? How will you share the above results and recommendations?)

Student Learning Assessment: Course Assessment Report

Course: SWK 410

Prepared by: Sheila Frost

Date: 11-12-2019

Course Learning Objectives linked to Program Outcomes:

1. Engagement Objective (PO 6) Students demonstrate that they use theories of human behavior and social environment and critically evaluate and apply this knowledge appropriately to facilitate engagement with clients and constituencies.
2. Assessment Objective (PO 7) Students demonstrate methods of assessment with diverse clients and constituencies to advance practice effectiveness (with individuals and communities)
3. Intervention Objective (PO 8) Students demonstrate that intervention is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, . . . communities.
4. Evaluation of practice Objective (PO 9) Students demonstrate qualitative and/or quantitative methods for evaluating outcomes and practice effectiveness.

Data Collected for Course Assessment (Completed assignment rubrics/tests/portfolios/performance assessments/etc. Is the tool aligned with course learning objectives and program outcomes?) Please attach tool(s).

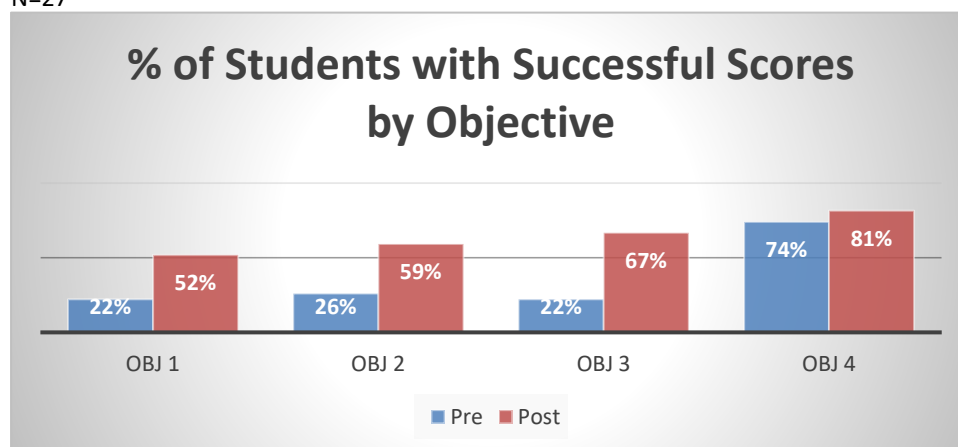
A Multiple Choice, pre-posttest tool. There are 27 total questions: 5 are linked to Obj 1, 7 are linked to Obj 2 (however one was taken out because of poor wording of the question), 11 are linked to Obj 3, and 4 are linked to Obj 4.

Indicators (how will you know if the student achieved the learning objectives?)

Each question in the tool is linked to a course learning objective. To be successful, students need to get at least 70% correct for the learning objective. The Department identifies a benchmark of 80% for each objective (it is hoped that 80% of students are able to demonstrate each objective).

Data Analysis by Objective (questions to consider: Have our students achieved the learning objective? How much did our students learn? When should we be concerned about student learning?)

N=27

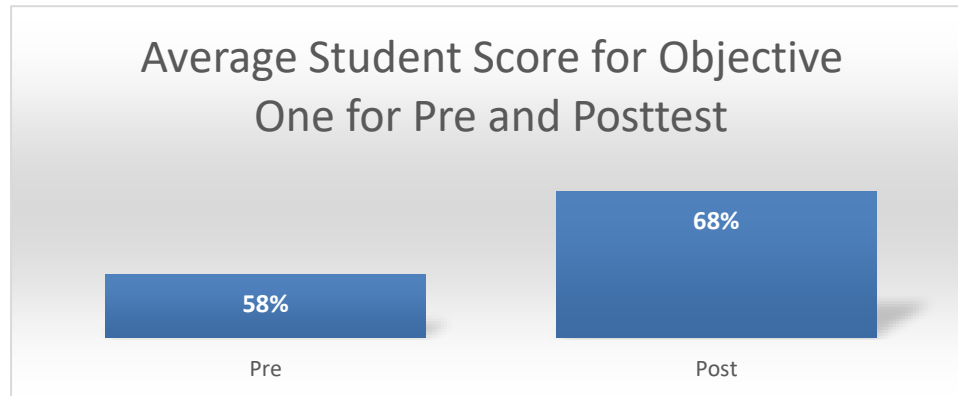


The chart above shows the results of the pre/posttest by objective. Students were considered to have achieved success if they scored 70% or higher on the questions aligned to each objective. Although there is some improvement between the pre and posttest for all objectives, only objective 4 met the benchmark. Further, the percent of students who achieved success for objectives 1, 2, and 3 were low compared to the benchmark of 80%.

Learning Objective One: Engagement Objective (PO 6) Students demonstrate that they use theories of human behavior and social environment and critically evaluate and apply this knowledge appropriately to facilitate engagement with clients and constituencies.

N= 27

52% of students had a successful score (70%) on the posttest.



The above chart shows some improvement between the pretest and posttest scores for Objective one. The average student score increased by 17% in the posttest compared to the pretest. This was the smallest increase between the pre and posttest when comparing the four objectives.

The following highlight high and low scores for individual questions used to indicate Learning Objective One:

- 93% of students answered #1 correct- Tuning in is best described as a social worker...[answer: making an effort to be aware of the potential feelings and concerns a client may bring to the session.]
- 19% of students answered # 3 correct- Contracting with clients in a first session includes all of the following, except...[answer: obtaining a signed and written agreement stating the social worker's and client's obligations to each other]

The learning objective discusses students being about to use HBSE theories to engage. All of the questions do seem to be related to engagement, but how they are connected to the use of HBSE theory may be less clear. A discussion between the course coordinator and course instructors about the face validity of these indicators may be beneficial. It might be a question of if the current learning objective best reflects what the expected learning is within the classroom.

Learning Objective Two: Assessment Objective (PO 7) Students demonstrate methods of assessment with diverse clients and constituencies to advance practice effectiveness (with individuals and communities)

N=27

59% of students had a successful score (70%) for Learning Objective Two.

Average Student Score for Objective Two for Pretest and Posttest



The above chart shows improvement of student scores for objective two when comparing the pre and posttest. The average student score increased by 28% in the posttest compared to the pretest. Although there was improvement in the posttest, the benchmark was not met.

One particular note when comparing the pre and posttests of objective two to objective one: for the questions used to indicate objective one, a much larger percent of students scored better on the pretest compared to the questions used to indicate objective two. Although this is purely assertion, it may be that students are more likely to learn discuss and learn about content related to engagement compared to assessment in previous courses.

When looking at the individual questions used to indicate objective two, 70% or more of students correctly answered 5 of the 6 questions. The questions that students appear to continue to struggle with at the end of the course is:

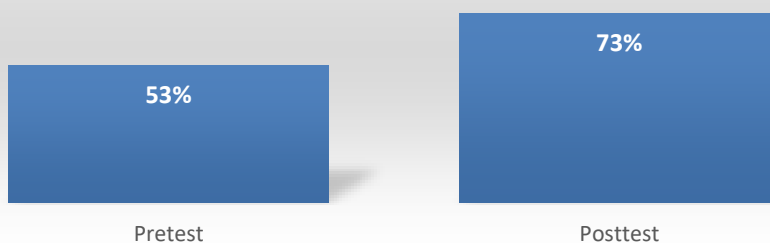
#11- Which of the following 5 skills should occur at the *very first meeting* between social worker and client?
[answer: role clarification, reach for client feedback, partialize client concerns, support the client to talk about difficult topics, deal with issues of authority and confidentiality.]

Learning Objective Three: Intervention Objective (PO 8) Students demonstrate that intervention is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, . . . communities.

N=27

67% of students had a successful score (70%) on the posttest.

Average Student Score for Objective Three for Pretest and Posttest



The above chart shows the average student score for objective three. The average student score improved by 38% in the posttest compared to the pretest. This was the largest improvement between pre and posttest when comparing the four objectives. Although scores improved on the posttest, the benchmark was not met.

In the pretest 92%, and 100% in the posttest answered the following question correctly:

#13 The following are ethical/legal issues in which the social worker must break confidentiality [answer: duty to warn to prevent harm]

This suggests that students are bringing existing knowledge of ethical/legal issues to the classroom.

There were four questions used to indicate learning objective three that a large number of students continued to struggle with in the posttest:

16 Which statement is true about *Community work*? [answer: The leadership, goals, and methods should come from the community]

17 Asking about exceptions to a problem and asking the miracle question are a part of which practice model? [answer: Solution focused practice]

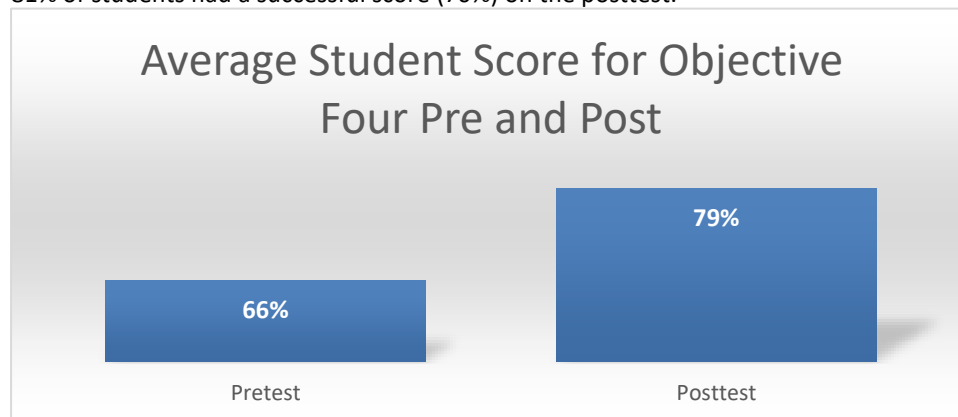
#19 According to Schulman, the “work phase of the interactional model for practice” refers to what: [answer: A time generally marked by the client(s) lack of avoidance of the difficult issues and increased responsibility for reaching goals]

#22 In *motivational interviewing* the 6 stages of change are...[answer: pre-contemplation, contemplation, determination, action, maintenance, and relapse]

Learning Objective Four: Evaluation of practice Objective (PO 9) Students demonstrate qualitative and/or quantitative methods for evaluating outcomes and practice effectiveness.

N=27

81% of students had a successful score (70%) on the posttest.



The above chart shows the average scores of the pretest and posttest for objective four. The average student score increased by 20% in the posttest compared to the pretest. The benchmark for objective four was met. It is interesting that this objective was the only objective that was met since program faculty often feel this is a weakness of the program. After discussing this finding with a course instructor, it was brought up that evaluation is the last topic of the course, so it is fresh in student’s minds when they take the posttest.

Ninety-six percent of students accurately answered #24 on both the pre and posttest:

#24 Evaluation of practice intervention for an agency client is often recorded on a part of a client’s individual service plan. The evaluation... [answer: explains how and when the client and the worker will know if the client’s intervention objectives are met]

This seems to point to a question that is either too obvious, or students have learned this information in previous courses.

There is one particular question that students continue to struggle with in the posttest:

#26 Evaluation of effective SWK practice with clients can tell an agency: [answer: whether there are common barriers for the clients that do poorly in treatment]

Reflection and Discussion (Is there evidence that students are attaining the course objectives? What are the areas for improvement?)

- A discussion between the course coordinator and course instructors about the face validity of the indicators used for Objective One is recommended. The learning objective discusses students being about to use HBSE theories to engage. All of the questions do seem to be related to engagement, but how they are connected to the use of HBSE theory seems less clear to the author.
- It is recommended that the course coordinator and course instructors determine if there is something to learn about the questions that students struggle with. For example, are these topics that are covered less than other topics? Are they topics that coincide with major assignments? Are these topics that are not focused on in course assignments? Are they priorities for the course? If yes, how can they be reinforced?

Dissemination Plan (Who should this report be shared with? How will you share the above results and recommendations?)

Student Learning Assessment: Course Assessment Report

The completed form should be saved in the Assessment drive and e-mailed to the VP of Academic Affairs, the Department Chair, and the Interim Director of Assessment and Accreditation. It is presented in the Assessment Committee for discussion.

Course: SWK 420

Prepared by: Sheila Frost

Date: 5-20-2020

Course Learning Objectives linked to Program Outcomes:

1. **Engagement** (PO6)

Students will demonstrate that they use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies in individual, group and family social work (as demonstrated in class assignments including group participation, facilitation, group analysis paper, personal family reflection paper).

2. **Assessment** (PO7)

Students will demonstrate that they understand and can identify *several ways* that their personal experiences and affective reactions may affect their assessment and decision-making as social workers (as demonstrated in family reflection paper on patterns of attachment and on the group analysis paper).

3. **Intervention** (PO8)

- a. Students will demonstrate that they can collect and organize data and apply critical thinking to interpret information from clients and constituencies and identify interventions (*in two or more assignments*, as demonstrated in a group facilitator plan and group analysis paper and final exam including group and family social work questions). (PO 8)
- b. Students will demonstrate that they have knowledge about evidence-informed, **ethical** interventions to achieve the goals of clients and constituencies in individual, family, and group practice (as demonstrated in the Group Analysis paper and Final Exam on group and family practice).

4. **Practice Evaluation** (PO 9)

Students demonstrate evaluation of processes and outcomes in practice with groups, individuals, families to improve practice, policy, and service delivery (as demonstrated in a group paper, a final exam, and embedded homework activity in the course) (PO 9)

Data Collected for Course Assessment (Completed assignment rubrics/tests/portfolios/performance assessments/etc. Is the tool aligned with course learning objectives and program outcomes?) Please attach tool(s).

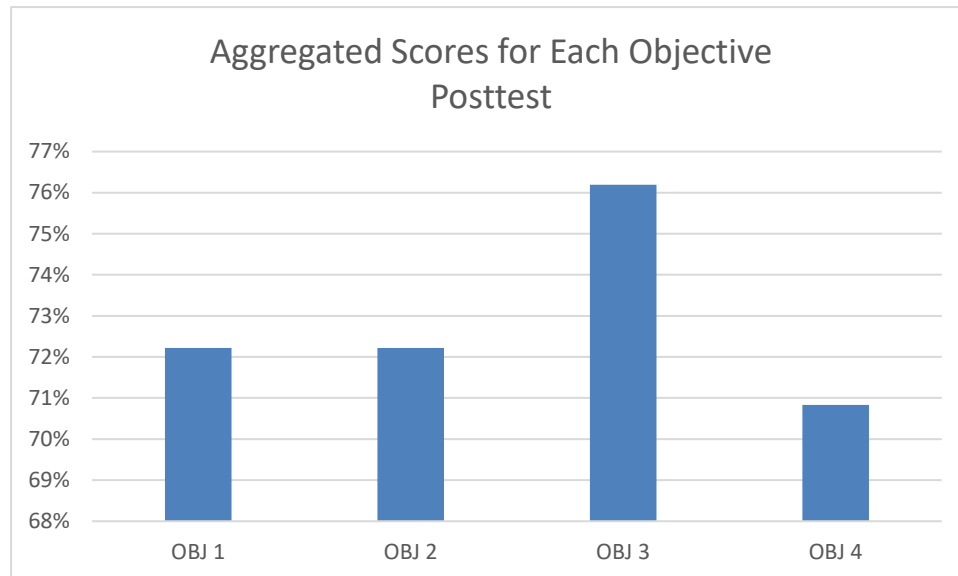
A pre/posttest was completed for this course. The tool is aligned with course learning objectives.

Benchmarks (how will you know if the student achieved the learning objectives?)

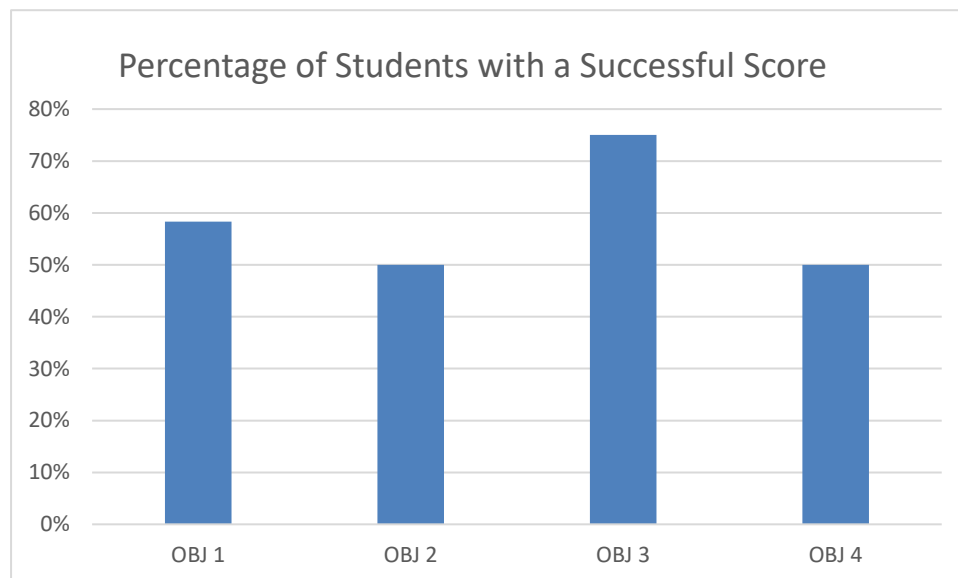
Pre/posttest questions linked to the learning objectives. Students should get an aggregated score of 70% or higher for each learning objective. At least 70% of students will get aggregated scores of 70% or higher on each learning objective.

Data Analysis by Objective (questions to consider: Have our students achieved the learning objective? How much did our students learn? When should we be concerned about student learning?)

N=12 students



The above chart shows that average % correct for each objective.



The above chart shows the percentage of students who had an aggregated score of 70% or higher on the indicators for each objective.

Learning Objective One: Engagement

58% of students (7/12) scored 70% or higher on the questions used as indicators for Objective 1.

Of the 6 questions used as indicators for this objective, 80% or more of students answered 4 of the 6 questions correctly in the posttest.

Students struggled with the following two questions in the posttest:

- A mother with 3 school age children came for a first session with a social worker for problems related to divorce. The children were avoiding school and having stomach aches since the parents separated. The children explained that they wanted their father to return home. The social worker quickly responded by telling a story of how she had been left by her father. She said she knew that they would feel better in time because their father loved them.
- When engaging with a family, "counter-transference" mistakes

Learning Objective Two: Assessment

50% of students (6/12) scored 70% or higher on the questions used as indicators for Objective 2.

Of the 6 questions used as indicators for this objective, 80% or more of students answered 3 of the 6 questions correctly in the posttest.

Students struggled with the following three questions in the posttest:

- Assessment forms and questionnaires that social workers often use for family or group assessment
- Assessment of the "authority theme" refers to what aspect(s) of work with a mutual aid group?
- Assessment of the characteristics of the "boundaries" of a family is a way to determine whether the family:

Learning Objective Three: Intervention

75% of students (9/12) scored 70% or higher on the questions used as indicators for Objective 3. The benchmark was met.

Of the 6 questions used as indicators for this objective, 75% or more of students answered 4 of the 6 questions correctly in the posttest.

Students struggled with the following two questions in the posttest:

- The social work intervention skill of sharing the worker's own feelings :
- During what phase of a group's development would a group leader use skills to help group members discuss difficult, taboo, or avoided issues

Learning Objective Four: Evaluation

50% of students (6/12) scored 70% or higher on the questions used as indicators for Objective 4.

Of the 6 questions used as indicators for this objective, 75% or more of students answered 3 of the 6 questions correctly in the posttest.

Students struggled with the following three questions in the posttest:

- What kinds of evaluation data will provide reliable information to determine whether a stress group met its objectives which included learning to apply stress management techniques?
- Practice Evaluation for families and groups is
- When the purpose of your practice evaluation is to better understand the effect of a specific intervention on the client's behavior, then the questions you ask in the research must be about

Reflection and Discussion (Is there evidence that students are attaining the course objectives? What are the areas for improvement?)

The pre/posttest tool shows some evidence that students are attaining learning objective 3 (the only objective that met benchmark).

During the spring semester, the program faculty reviewed the measurement tool and determined that it needs improvement. For many of the questions, 50% or more of the students entered the class being able to answer the question correctly. Although this may just reflect the knowledge that the particular group of students had, it may

also point to this test not effectively assessing what is being learned in the course. It may also reflect whether students took swk 410 the semester prior to swk 420 or whether they are taking 420 concurrently with swk 410.- Pantell

It is recommended that program faculty review the measurement tool and make improvements. What is the key knowledge that students should demonstrate when they leave the course? Do the questions in the existing pre/posttest reflect this? Are there ways of making the questions clearer for the students? The tool was revised for Fall 2019 but may be revised again with more difficult questions due to pre-test results.

For the questions that students continue to struggle with, it is the instructor's experience that students tend to struggle in these areas? If yes, how can the course be improved so that students have more practice in these areas? Yes it is the instructors experience that students struggle with assessment of the group as a whole and the family as a whole, with understanding that assessing dynamics is part of assessment. Students do not understand evidence based practice and intervention so need instruction in that. Ethics in practice needs review and repetition. Improvement might be to have 3 practice courses and combine ethics with those to go deeper into the subject and do an interactive or service learning assignment in each practice course. Group could have a course of its own. Mpantell

Dissemination Plan (Who should this report be shared with? How will you share the above results and recommendations?)

Program chair and course instructors

There was some concern that the pre/posttest needed improvement

More than 50% of students answered these questions correctly in Pre-test

Fall 19/Spring 20 (N=13/8)

As group members are gathering for a group meeting, a group facilitator prepares to engage with the group-as-a-whole by: (8 students/6 students)

Who are the "primary clients" when working in social work practice with families and groups? (9 students/7 students)

When planning a group for agency clients or community members it is necessary to understand and engage the organizational context and dynamics so that: (only spring: 5 students)

When assessing the midlife "stage of family life" known as a "family with older children getting married or leaving the home", research suggests that most traditional couples must begin the task of: (7 students/5 students)

Which of the following are known as family processes or family dynamics that should be assessed when working with families? (13 students/ 8 students)

Which family resources and strengths does social science research tell us will help a family to function well and build resilience (11 students/ 7 students)

Assessment of the "authority theme" refers to what aspect(s) of work with a mutual aid group? (10 students/6 students)

Assessment of the characteristics of the "boundaries" of a family is a way to determine whether the family: (13 students/7 students)

A social worker is called to intervene with a family where parents call the young children disrespectful names and typically answer children's questions by saying "you should already know that at your age". These parents are demonstrating a need and may benefit from learning healthy family communication which is considered to be: (9 students/6 students)

The social work intervention skill of sharing the worker's own feelings : (10 students/6 students)

Schulman's Interactional Model for social work practice is based on basic belief(s) that (Fall only: 8 students)

To intervene in a family when the "authority theme" is raised by the client(s) during an interview, the social worker would do what? (spring only: 5 students)

During what phase of a group's development would a group leader use skills to help group members discuss difficult, taboo, or avoided issues (Fall only: 7 students)

What is an appropriate reason to "icebreaker activity" for a mutual aid group? (9 students/5 students)

Why is evaluating the "group-as-a-whole process" just as important as evaluating whether the group members met their individual goals for a group? (7 students/6 students)

What kinds of evaluation data will provide reliable information to determine whether a stress group met its objectives which included learning to apply stress management techniques? (10 students/5 students)

Practice Evaluation for families and groups is (spring only: 6 students)

Practice evaluation methods (10 students/8 students)

One type of practice evaluation method that is not expensive to use is (11 students/7 students)

Student Learning Assessment: Course Assessment Report

The completed form should be saved in the Assessment drive and e-mailed to the VP of Academic Affairs, the Department Chair, and the Interim Director of Assessment and Accreditation. It is presented in the Assessment Committee for discussion.

Course: SWK 470

Prepared by: Sheila Frost

Date: 5-8-2020

Course Learning Objectives linked to Program Outcomes:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Data Collected for Course Assessment (Completed assignment rubrics/tests/portfolios/performance assessments/etc. Is the tool aligned with course learning objectives and program outcomes?) Please attach tool(s).

The measurement tool used is a self-efficacy tool completed by students enrolled in the SWK 470 course. The tool is aligned to the program outcomes. The students complete the survey in Google Forms.

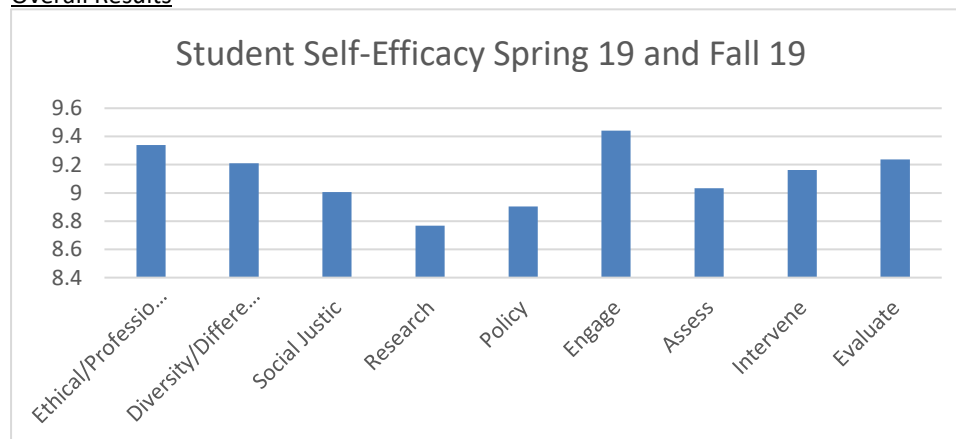
Benchmarks (how will you know if the student achieved the learning objectives?)

Seven indicators (questions) were identified for each program outcome. The 9 learning objectives are also the 9 program outcomes. Students should self-report a confidence score of 7 or above for each indicator.

Data Analysis by Objective (questions to consider: Have our students achieved the learning objective? How much did our students learn? When should we be concerned about student learning?)

The sample size is 21 students enrolled in Spring 19 and Summer 19 SWK 470 course.

Overall Results



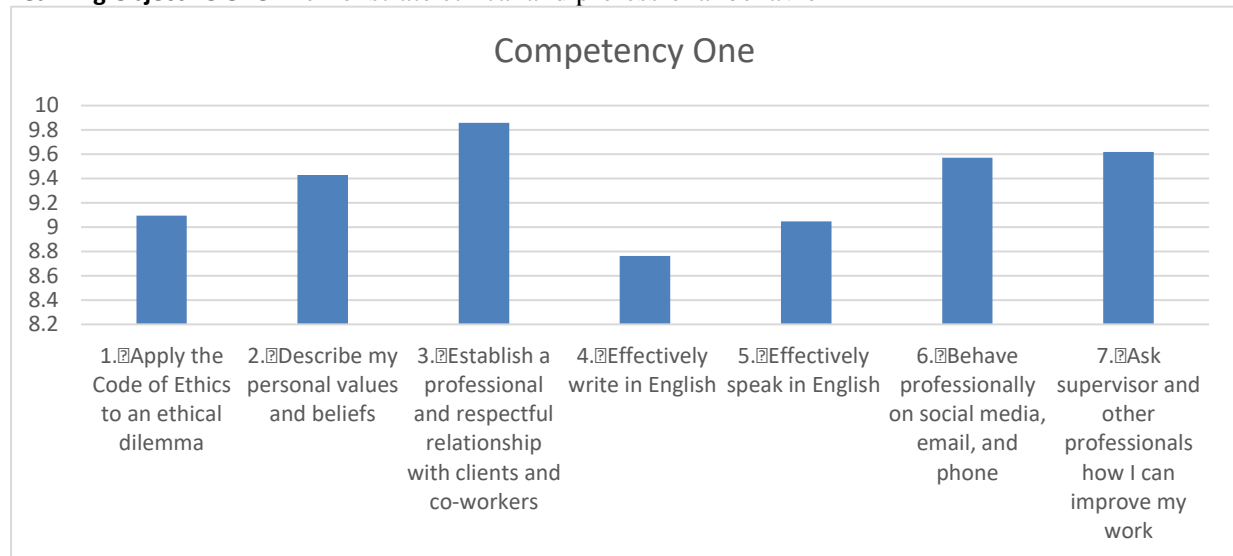
The above chart shows aggregated scores for student's perceptions of their ability to complete tasks related to each of the competencies. Students rated their ability to Engage and Demonstrate Ethical/Professional behaviors as

strongest. Students rated their ability to complete tasks related to Research and Policy practice the lowest. It is important to note that all averages were above 8 (on a scale from 0-10).

Five students included final comments (below). Each comment appear to be positive in nature and reflect on the respondent's experience in the program:

- I have to be able to master the listening and tuning skills with the client.
- I really appreciated the place in which I conduct my internship hours. I was exposed to many learning experiences, which gave me the opportunity to received knowledge in different areas, such as intake, outreach, case notes, advocating, resources, working with families, even working on surveys. When the program was going to be audit was really nice to be part of auditing files, and reaching out to the clients.
- Social work is a profession of caring and understanding. Social workers never stop working and learning. They must learned about themselves before trying to get to know anybody else. Social work will open the door for me to help other people, the community and even society. This profession has given me tools for me to make everything possible. I enjoyed every single class and its content. Every class taught me the different aspects of the profession, I feel capable to work with every type of clients and scenarios. They keys is the desire to help and to never stop working without expecting a reward.
- Th SW program has a full description, activities and practice to know what a student needs to learn and have knowledge to becoming a SW on the field. One of the most important areas is to have a professor like Dr. Dubois who take the extra time to make sure the students explore their potential and learn the program and become our best.
- I really feel very confidence to work as a social worker after graduation, hopefully I stay where am doing the internship. It's a very good agency to start, to gain the experience that I need to success even more.

Learning Objective One: Demonstrate ethical and professional behavior



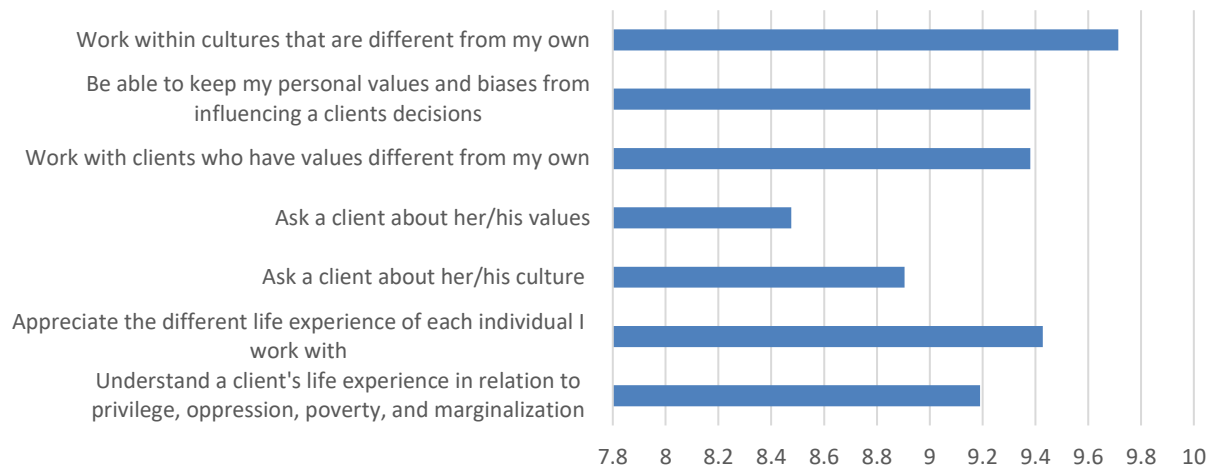
The above chart shows the average scores for each indicator used for competency one.

Students rated their ability to establish a professional and respectful relationship with clients and co-workers highest. The great majority responded to this with a score of 10. Three students responded with a score of 9.

Students rated their ability to effectively write and speak in English as lowest. Out of the 21 students that responded, one responded with a score of 5 (maybe I can do it). All others responded with a score of 7 or above.

Learning Objective Two: Engage diversity and difference in practice

Competency Two



The above chart shows the average score for each indicator for competency 2. Asking a client about her/his values was rated lowest by students. The ability to work within cultures that are different from my own was rated highest.

Learning Objective Three: Advance human rights and social, economic, and environmental justice.

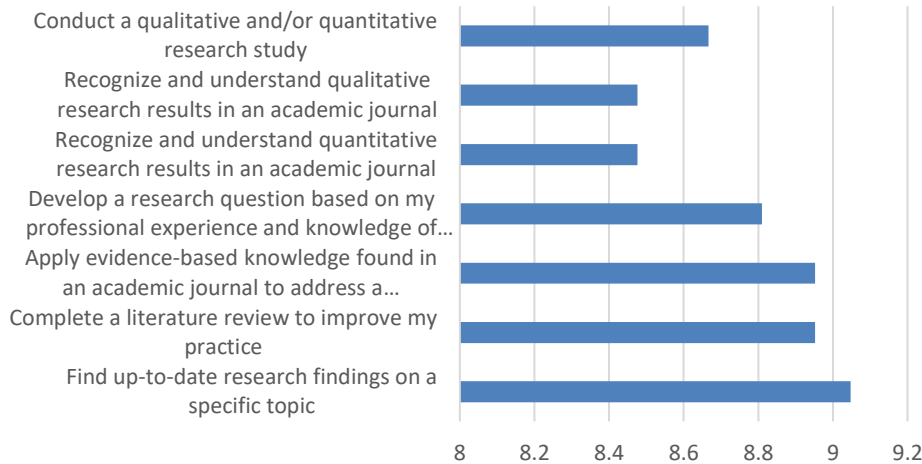
Competency Three



The above chart shows the average score for each indicator for competency Three. Students rated their ability to empower community members to be leaders in their community as lowest. In contrast, students rated their ability to accompany a client who is advocating for services as highest.

Learning Objective Four: Engage in practice-informed research and research-informed practice.

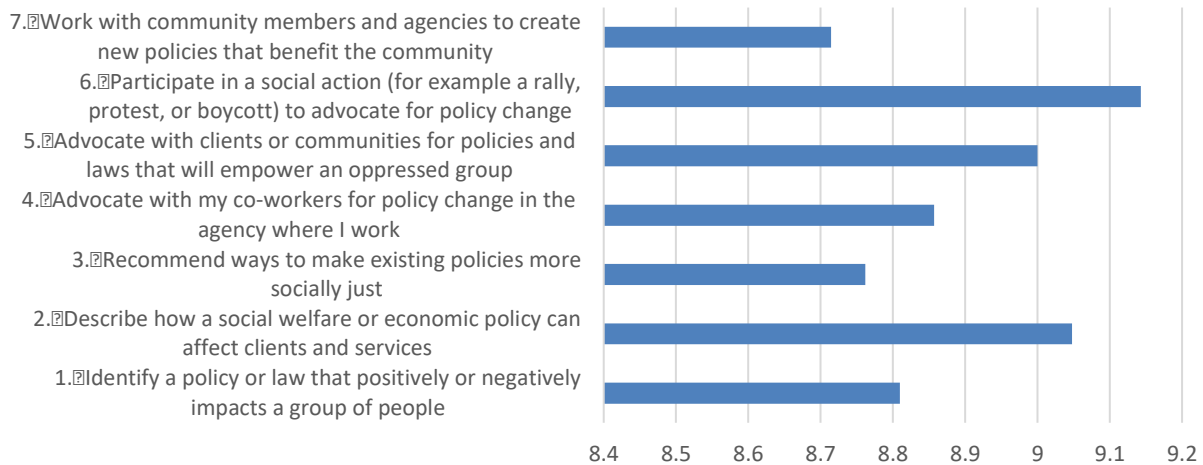
Competency Four



The above chart shows the average score for each indicator for competency Four. Students rated their ability to recognize and understand qualitative and quantitative research results in an academic journal as lowest. Students rated their ability to find up-to-date research findings on a specific topic as highest.

Learning Objective Five: Engage in policy practice.

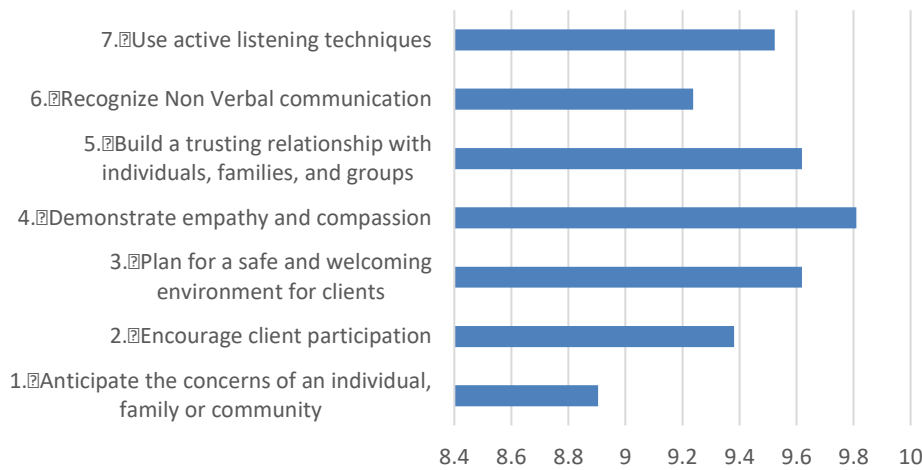
Competency Five



The above chart shows the average score for each indicator for competency Five. Students rated their ability to work with community members and agencies to create new policies that benefit the community. Students rated their ability to participate in a social action to advocate for policy change as highest.

Learning Objective Six: Engage with individuals, families, groups, organizations, and communities.

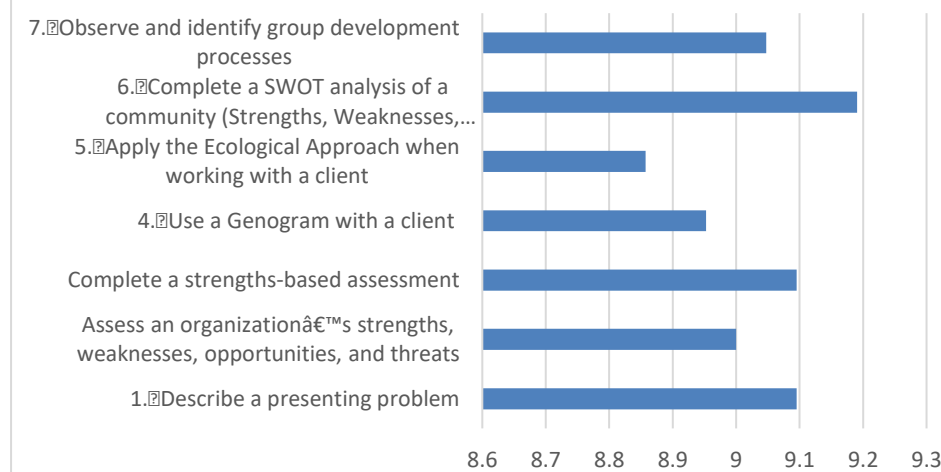
Competency Six



The above chart shows the average score for each indicator for competency Six. Students rated their ability to anticipate the concerns of an individual, family or community as lowest. Students rated their ability to demonstrate empathy and compassion as highest.

Learning Objective Seven: Assess individuals, families, groups, organizations, and communities.

Competency Seven



The above chart shows the average score for each indicator for competency Seven. Students rated their ability to apply the ecological approach when working with a family as lowest. Students rated their ability to apply a SWOT analysis of a community as highest.

Learning Objective Eight: Intervene with individuals, families, groups, organizations, and communities.

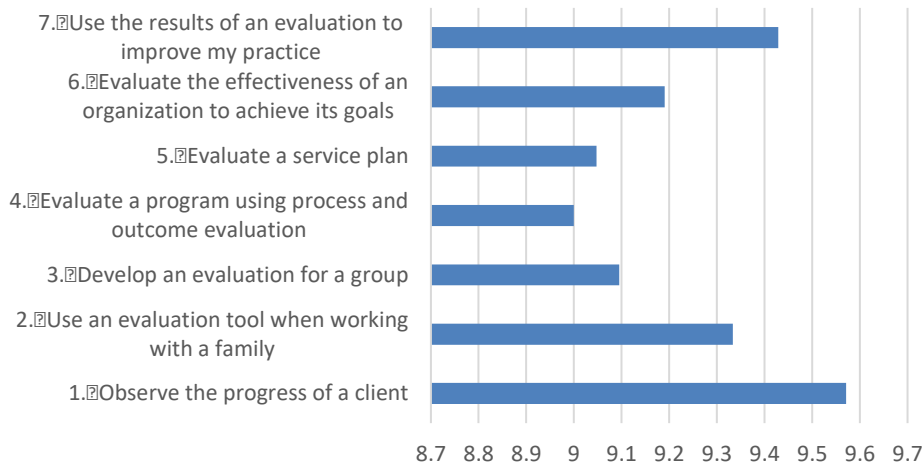
Competency Eight



The above chart shows the average score for each indicator for competency Eight. Students rated their ability to consider research findings and the client's values, preferences, and the situation when identifying an intervention as lowest. Students rated their ability to work with a family to develop goals as highest.

Learning Objective Nine: Evaluate practice with individuals, families, groups, organizations, and communities.

Competency Nine



The above chart shows the average score for each indicator for competency Nine. Students rated their ability to evaluated a program using process and outcome evaluation as lowest. Students rated their ability to observe the progress of a client as highest.

Reflection and Discussion (Is there evidence that students are attaining the course objectives? What are the areas for improvement?)

Overall, students are demonstrating strong confidence in all the competencies. A person's level of confidence has been shown to be linked to their ability to do the behavior. This seems to show that students are likely able to do the behaviors that indicate each of the competencies.

On that was surprising was the student's perception of being able to apply the Ecological approach when working with a family was low. This seems like a behavior that bachelor of social work students should leave feeling confident about (the average was 8.86 out of 10, which is still high, but low compared to other indicators).

Those results look very good to me and are in general higher than I would have expected. The ecological approach issue is I think because it may be less clear specifically what one does to intervene using that approach. There are many options. It requires system thinking but if you ask students what you actually do to implement that approach then they could be unsure because there is not one specific concrete answer for that. It is easier for them to answer how you assess needs using the ecological approach I think. Just my observation. -Marcia Pantell 5-8-2020

Dissemination Plan (Who should this report be shared with? How will you share the above results and recommendations?)

BSW department chair and faculty.

TrackTEST Preliminary Results

In Fall 2019, a sample of students enrolled in ENG 160 took the Grammar, Reading, and Listening TrackTest at the beginning of the semester. An additional sample of students enrolled in ENG 160 in Spring 2020 took the test at the beginning of that semester. The following provides preliminary results from the pre-tests.

Note: these same students will be asked to re-take the test at the end of ENG 162 to assess for growth and skill levels once students finish the two English Composition courses.

TrackTest Level Descriptions

A1 (Beginner): Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

A2 (Elementary English): Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

B1 (Intermediate English): Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

B2 (Upper-intermediate): Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C1 (Advanced English): Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing a controlled use of organisational patterns, connectors and cohesive devices.

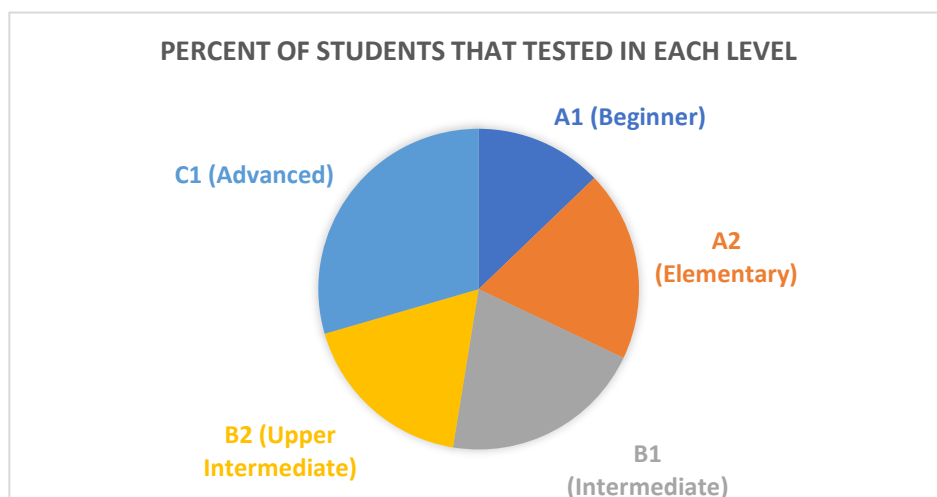
Data for Fall 19 and partial data for Spring 20 (as of 2-12-2020)

Students took the test at the beginning of 160.

N=78 students

Below are the percentages of students that tested into each level. This does not mean students passed the level in which they tested. Note: if students tested at multiple levels, the highest level passed was included. If a student did not pass any levels, the lowest level attempted, but not passed was included.

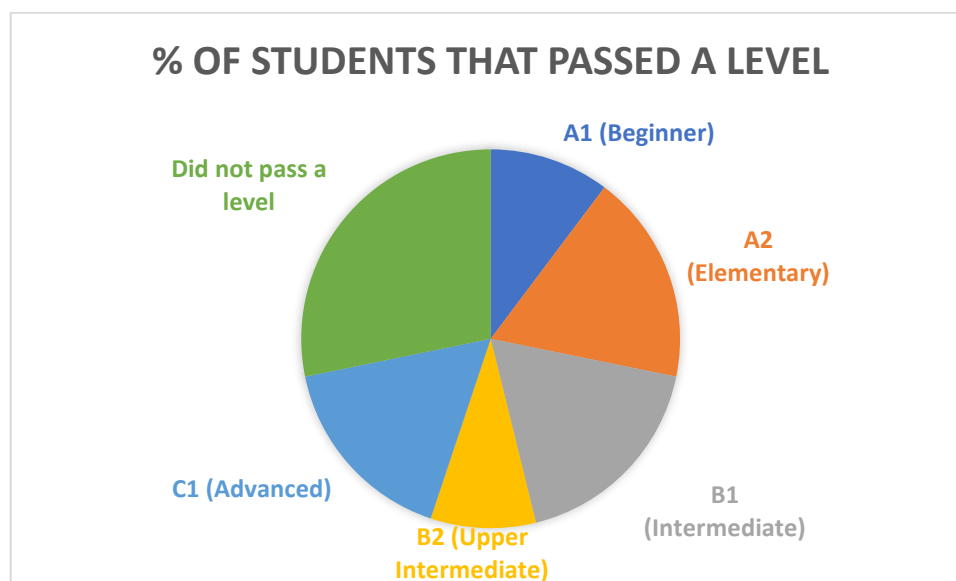
A1 (Beginner)	13%
A2 (Elementary)	19%
B1 (Intermediate)	21%
B2 (Upper Intermediate)	18%
C1 (Advanced)	29%



The above table shows the levels students tested at the beginning of ENG 160. The above chart shows that the largest percentage of students tested at the C1 level (advanced), followed by B1 (Intermediate). Thirteen percent of students tested at the A1 level (Beginner).

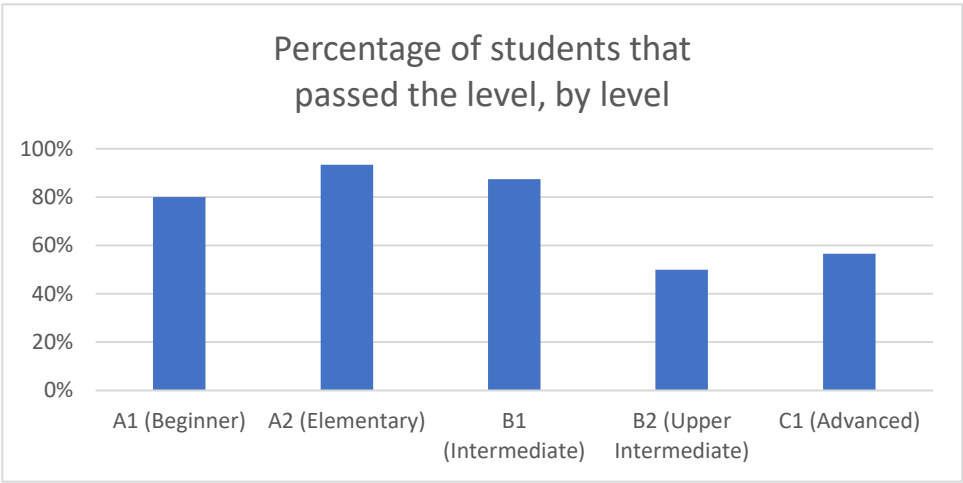
It is important to note that although students are recommended to take a particular level based on their pre-test, the student was able to take any level test. As a result, there were a few students that took a level test lower than they were estimated at. Additionally, there were three students that did not take the pretest. Of these three, two took (and passed) A1, and 1 took (and passed) A2. This does not necessarily reflect the level of the student, just what level the student chose to take. Additionally, there were two students that tested into higher levels, but took (and passed) A1 instead. Finally, of the 10 students that took the A1 level test, only 3 of the students tested into this level. **Because of these issues, and because the TrackTest representative recommended it (due to A1 being a very basic level English), the A1 test was disabled on Feb 5, 2020 so that this test is no longer be an option for students in the future.**

A1 (Beginner)	10%
A2 (Elementary)	18%
B1 (Intermediate)	18%
B2 (Upper Intermediate)	9%
C1 (Advanced)	17%
Did not pass a level	28%



The above chart shows 28% of students did not pass a level. 17% of students passed the advanced level (C1). 27% of students passed the intermediate levels (B1 and B2). 28% passed the beginner levels (A1 and A2).

A1 (Beginner)	80%
A2 (Elementary)	93%
B1 (Intermediate)	88%
B2 (Upper Intermediate)	50%
C1 (Advanced)	57%

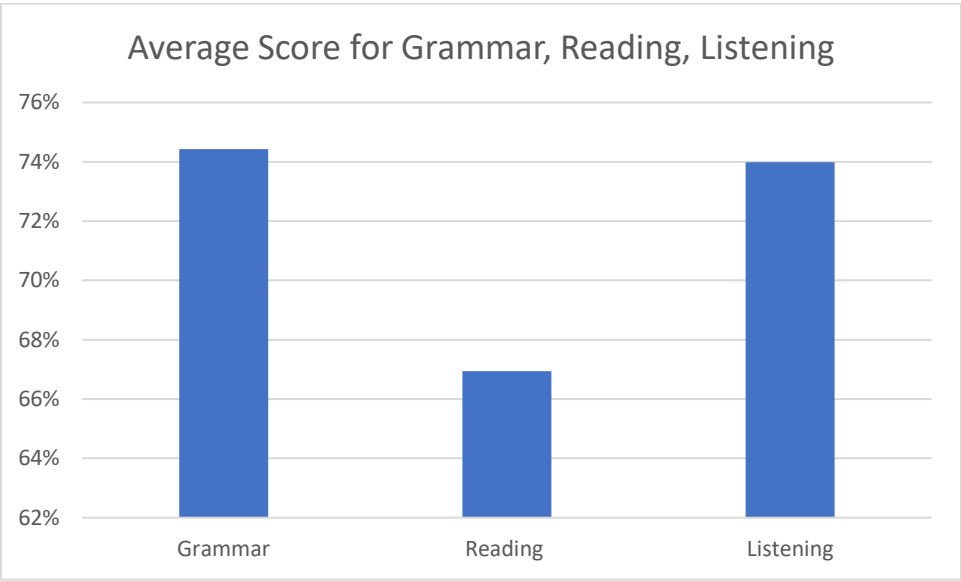


The above chart shows the percentage of students that pass an attempted level. Students were more likely to pass an attempted level if the level was a lower level (students were more successful with A1, A2, and B1 tests compared to B2 and C1).

Average student scores for Grammar, Reading, and Listening

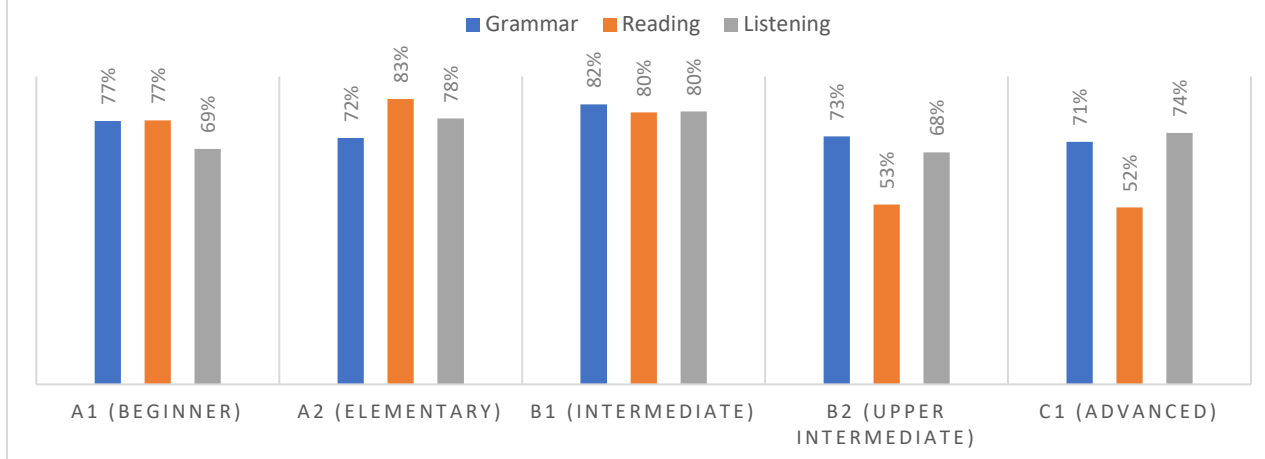
N=78

TrackTest provides student scores for grammar, reading, and listening. Scores are available for writing and speaking if the institutional decides in the future to purchase these tests.



The above chart shows that the average student score for grammar and listening were similar (74% for both). The average reading score was much lower for Reading: 67%.

AVERAGE GRAMMAR, READING, AND LISTENING SCORES BY LEVEL



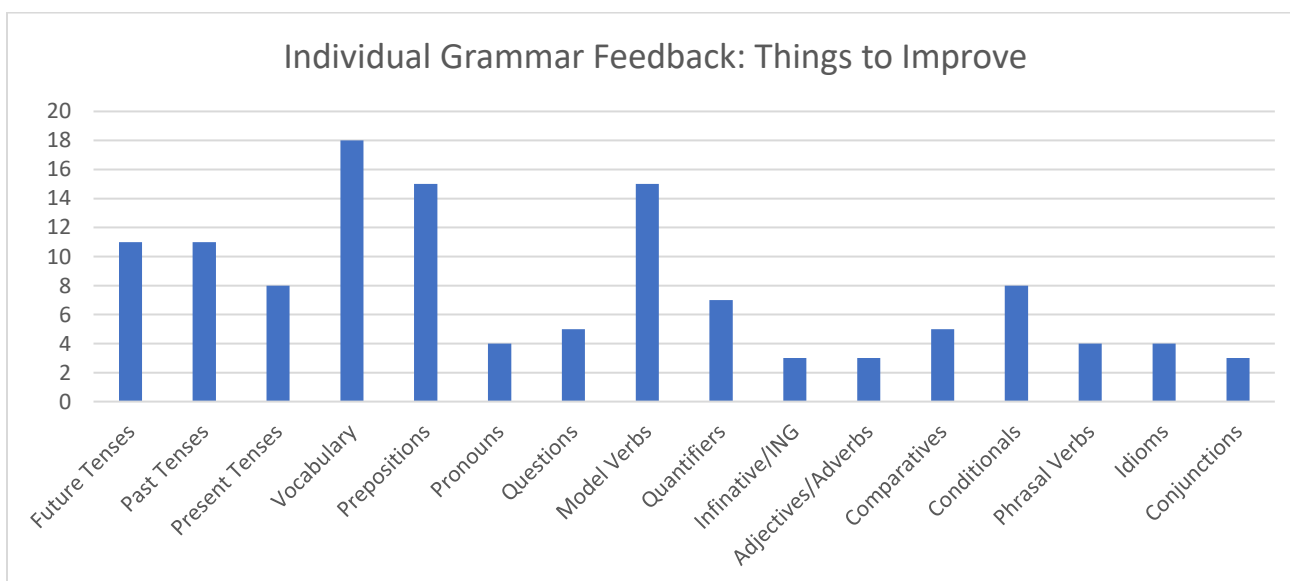
The above chart shows the average student scores for grammar, reading, and listening by test level. Grammar scores ranged between 77% and 71% (the most consistent score across levels). This seems to suggest that as students advance in their English, expected grammar levels increase at (somewhat) consistent rates.

Listening scores ranged from 80% and 68%.

Reading scores ranged from 83% and 52% (the biggest range). Reading scores dramatically decreased at B2 and C1 levels. This may suggest that student reading levels are not increasing at the same rate as grammar and listening skills. The absence of a reading course at SAC may explain this finding (it is important to note that the English department and other faculty have previously identified the need for a reading course at SAC).

Further, in the case of students testing in B2 and C1 levels, it appears that reading skills are the area that keep students from passing these levels since students must get an average score of 65% in grammar, reading, and listening in order to pass a level.

Individual Feedback



The chart shows the areas for improvement given to individual students. The areas with the highest frequency were Vocabulary (18 students), Prepositions (15 students), and Modal Verbs (15 students).

Trauma and Immigration

Spring 2019

Survey Results

N=34

Goals of the Conference

- Understand the basics of trauma and trauma response for immigrant communities in the current sociopolitical context.
- Engage art as a practice of both social justice and healing.
- Understand the impact of trauma in children of immigrant communities related to detention centers and current anti-immigrant legislation.
- Identify self-care practices and yoga modalities for trauma response in individual stress and collective crisis response.

These goals connect with the institutional learning outcome: Critical Thinking.

Conference Survey

Participants were asked to share their level of agreement on statements directly related to the goals of the conference. The following are the statements participants responded to:

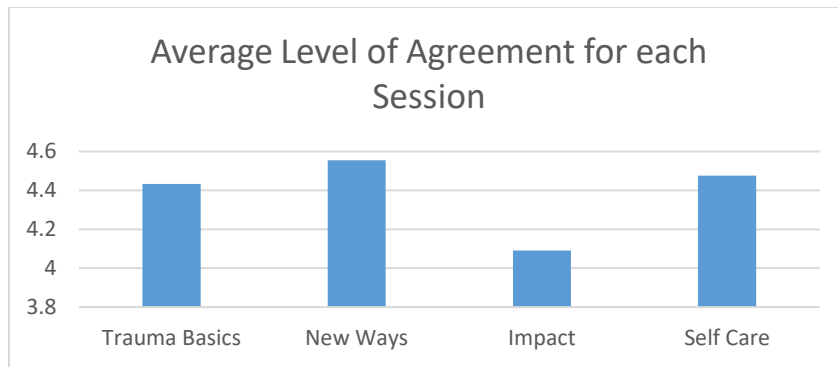
*I have a stronger understanding of the **basics of trauma** and trauma response for immigrant communities in the current sociopolitical context.*

*I was introduced to **new ways** of engaging art as a practice of both social justice and healing.*

*I have a stronger understanding of the **impact** of trauma in children of immigrant communities related to detention centers and current anti-immigrant legislation.*

*I was introduced to **self-care** practices and yoga modalities for trauma response in individual stress and collective crisis response.*

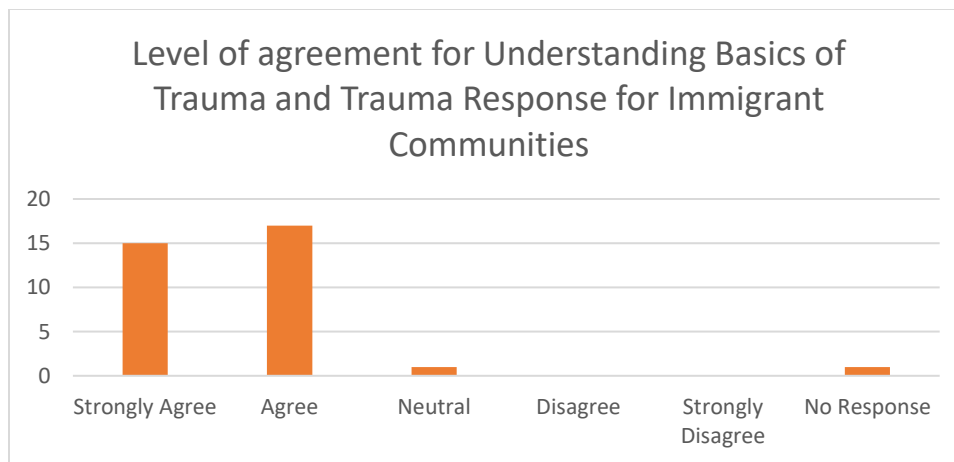
The below table shows the average responses for each statement using a scale of 1-5 (5 being *Strongly Agree*)



Participants overall agreed with the statements for each section. There was some difference between the averages of each session, with the session on new ways to engage art having the highest level of agreement and understanding the impact of trauma in children having the lowest level of agreement.

Goal One: Understand the basics of trauma and trauma response for immigrant communities in the current sociopolitical context.

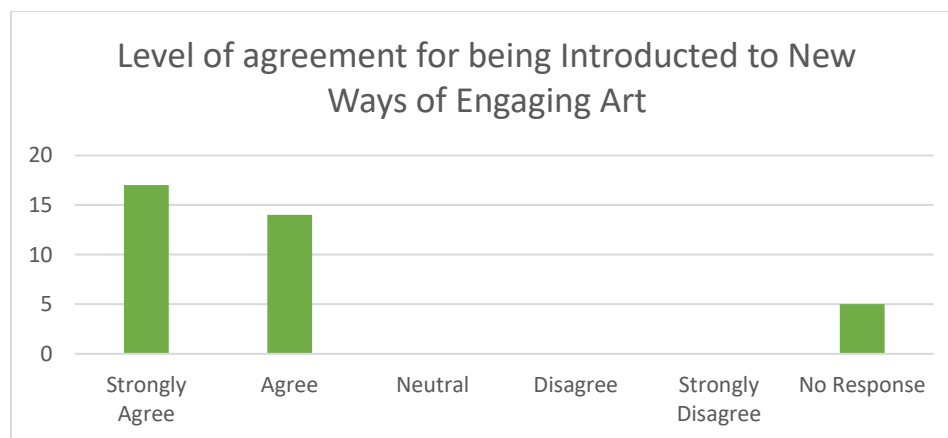
The first morning session of the conference addressed the basics of trauma and trauma response for immigrant communities. Thirty-three participants responded to the question: *I have a stronger understanding of the **basics of trauma** and trauma response for immigrant communities in the current sociopolitical context.*



The majority of respondents stated they *agree* or *strongly agree* with the statement that they have a stronger understanding of this topic. 52% of respondents chose *agree* over strongly agree, compared to 45% of respondents who chose *strongly agree*. One respondent answered with *neutral*.

Goal Two: Engage art as a practice of both social justice and healing.

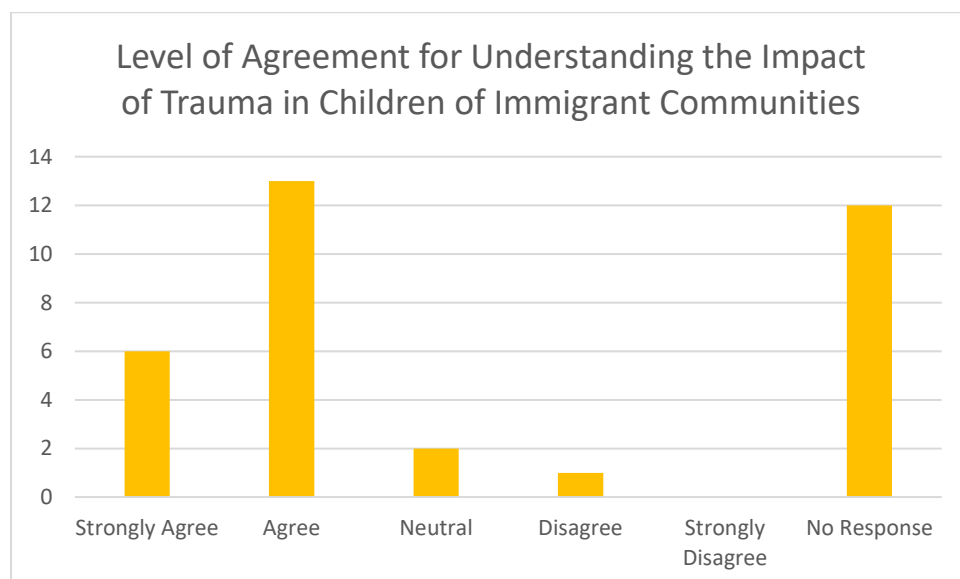
The second session of the conference asked participants to engage in an art exercise related to social justice and healing. Thirty-one participants responded to the question: *I was introduced to **new ways** of engaging art as a practice of both social justice and healing.*



The above table shows that all participants responded with *strongly agree* or *agree*. Of those who responded, 55% of respondents chose *strongly agree* compared to 45% of respondents who chose *agree*. This question received the highest level agreements compared to the other survey questions. The responses seem to suggest that of the participants who responded, most felt this session met the stated goal.

Goal Three: Understand the impact of trauma in children of immigrant communities related to detention centers and current anti-immigrant legislation.

The first afternoon session (after lunch) was a panel discussion related to the impact of trauma in children of immigrant communities. Panelists were asked to share their personal experiences. Twenty-two participants responded to the question: *I have a stronger understanding of the **impact** of trauma in children of immigrant communities related to detention centers and current anti-immigrant legislation.*

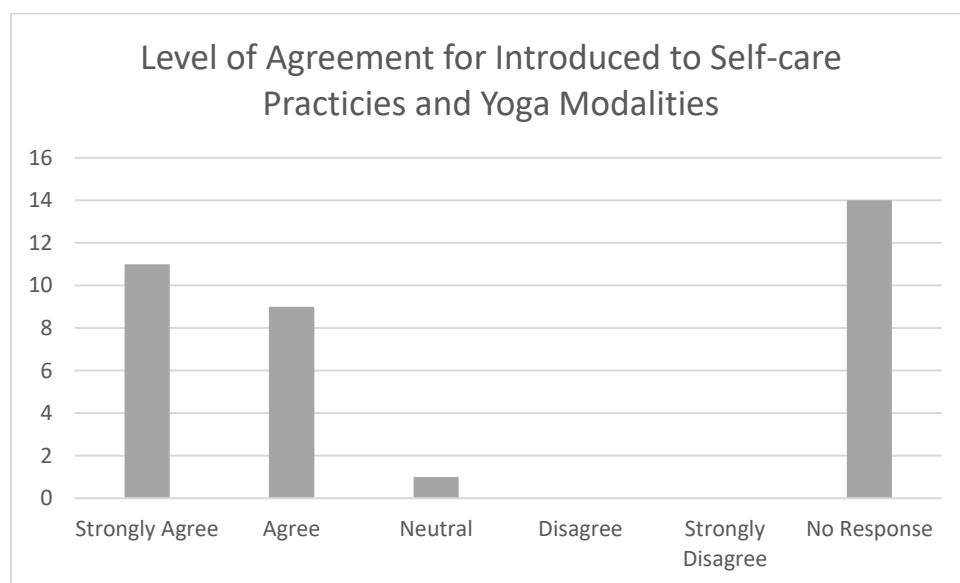


The above table shows that a large number of participants did not respond to this question. This may point to respondents leaving the conference at lunch. Of those who responded, 27% stated they *strongly agree*, 59% responded that they *agree*, 9% were *neutral*, and 5% disagreed.

During a discussion after the conference between the program chair and interim director of accreditation and assessment, the program chair felt that the actual panel discussion content may not have directly related to the goal of the session. It seemed that the panelists were asked to discuss their personal experiences with immigration as it related to their experiences in higher education. The lower participant responses to this session may reflect this disconnect.

Goal Four: Identify self-care practices and yoga modalities for trauma response in individual stress and collective crisis response.

The last session of the conference related to self-care practices for trauma response. Twenty-one participants responded to the statement: *I was introduced to **self-care** practices and yoga modalities for trauma response in individual stress and collective crisis response.*



The above table shows that a large number of participants did not respond to this question. This may point to respondents leaving the conference early (this was the last session of the day). Of those who responded, 52% stated they *strongly agree*, 43% responded that they *agree*, and 4% were *neutral*. The responses seem to suggest that of the participants who responded, most felt this session met the stated goal.

Overall Results

Overall, the responses seem to suggest that of the participants who responded, most felt the conference met the stated goals. The two sessions with the most positive responses were the more experiential sessions, where participants engaged in art and learned self-care/yoga modalities.

The number of "no response" increased as the day went on. This seems to point to attendees leaving the conference early. If this assumption is correct, about 41% of attendees left before the last session. If

a conference is planned in the future, strategies for how to encourage attendees to participate in the entire day should be considered.

Written Communication and Information Literacy Assessment

HIS 105

Capstone Rubric Pilot

During the Spring 2019 semester, the Social Sciences Coordinator worked with the Interim Director for the Center of Teaching and Learning to update the existing HIS 105 capstone rubric. Using the AAUP VALUES Rubric for Information Literacy as a guide, additional sections of the rubric were included. The updated rubric includes three sections assessing Information Literacy: *Evaluate Information and its Sources Critically*, *Use Information Effectively for the Topic*, and *References*. There are also three sections assessing Written Communication: *Content*, *Organization/Sequence of Ideas*, and *Mechanics*.

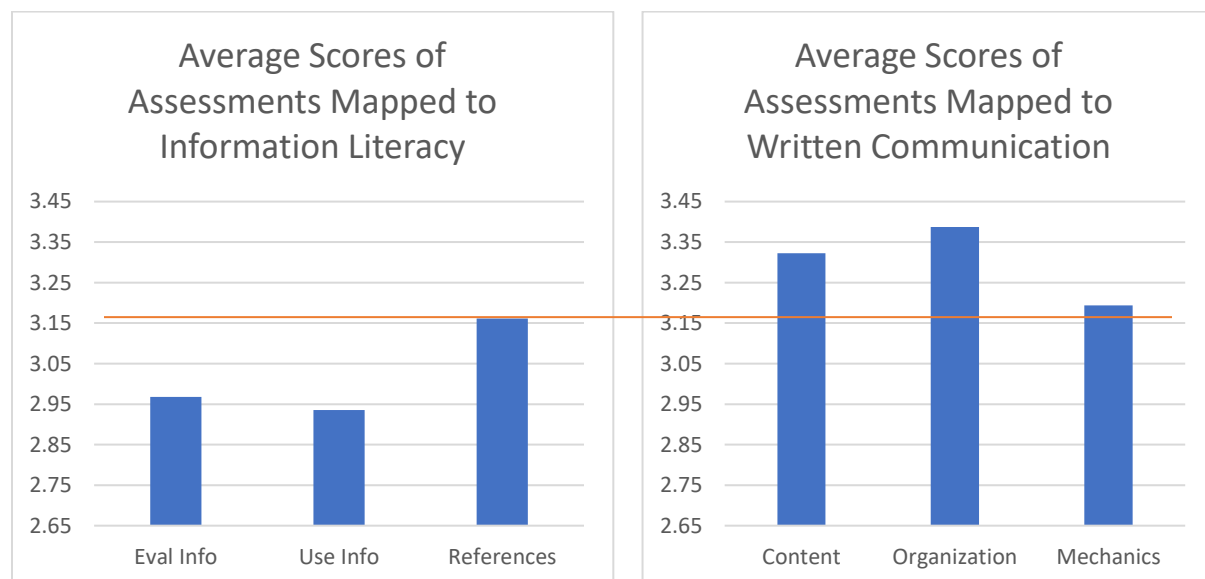
The rubric was based on a 4-point scale for each section:

Excels Standard (4)	Fulfill Standard (3)	Partial Fulfill Standard (2)	No Fulfill Standard (1)	Missing/No Evidence (0)
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The rubric was piloted in four sections of the HIS 105 course Spring 2019 (all English courses?). Course instructors completed the rubrics based on the capstone paper assignment. The following are the results of the pilot.

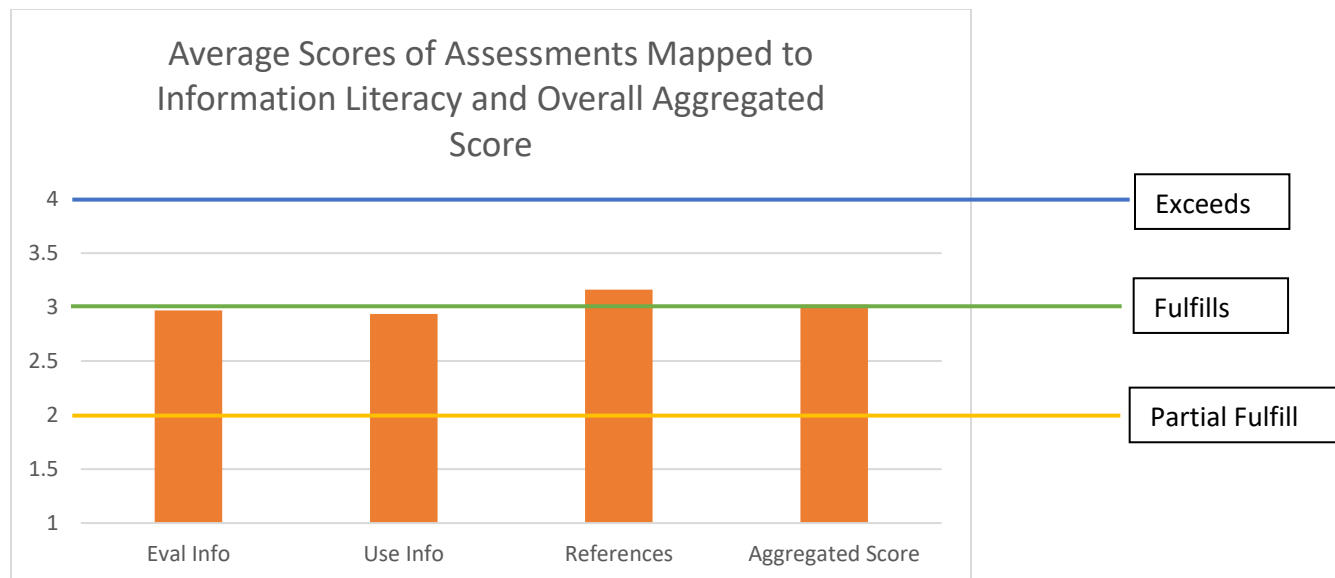
N=31

Overall Averages for Information Literacy and Written Communication



The averages for each rubric section ranged from 2.94 to 3.39. The lowest average scores were in the sections linked to information literacy. The orange line across both tables shows that all written communication section averages were higher than all information literacy section averages.

Information Literacy



The above table shows the average scores of rubric sections mapped to information literacy. It also includes the aggregated average of all sections mapped to information literacy.

The section **Use information effectively for the topic** had the lowest average (2.94) with a standard deviation of .77. This section had the following defined levels:

Excels Standard (4)	Fulfills Standard (3)	Partial Fulfill Standard (2)	No Fulfill Standard (1)	Missing/No Evidence (0)
Extensive organize and synthesize information for the topic	Much organize and synthesize information for the topic	Sufficient and synthesize information for the topic	Limited organize and synthesize information for the topic	Missing organize and synthesize information for the topic.

The average falls between *partial fulfill standard* and *fulfills standard*. Just basing results on the overall scale, it would be assumed that students are not meeting expected levels. However, the description of the scale for Partial Fulfill is *Sufficient*. This seems to give the message that a score of “2” does meet expected levels. Further clarifying the levels might be helpful for instructors and would provide improved assessment data.

When looking at the breakdown of scores for *Use Information Effectively for the Topic*:

Score	Number of Students receiving Score	Percentage
Extensive organize and synthesize information for the topic	7	23%
Much organize and synthesize information for the topic	16	52%
Sufficient and synthesize information for the topic	7	23%
Limited organize and synthesize information for the topic	1	3%

Missing organize and synthesize information for the topic.	0	0%
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The above table appears to signify that professors felt the great majority of students were able to sufficiently organize and synthesize information for the topic within the assignment. However, if instructors based their assessment on “partial fulfillment of standard”, then 26% of students did not fully meet expectations for this section.

Evaluate information and its sources critically had an average of 2.97 (SD= .87). This section had the following defined levels:

Excels Standard (4)	Fulfills Standard (3)	Partial Fulfill Standard (2)	No Fulfill Standard (1)	Missing/No Evidence (0)
Choose extensive variety of information sources appropriate for the topic	Choose much variety of information sources appropriate for the topic	Choose few variety of information sources appropriate for the topic	Choose limited variety of information sources appropriate for the topic	Missing; lack of variety of information sources appropriate for the topic

The average falls between *choose much variety* and *choose few variety*. Again, it is difficult to determine if it is expected that students choose a variety of sources and what an acceptable variety of sources would be for the course (how many sources do we expect students to use for the assignment?). Alternatively, the purpose of this section might be more focused on whether the sources are “appropriate for the topic”. If this is the case, the levels could be re-worded to assess for level of appropriateness of sources.

When looking at the breakdown of scores for *Evaluate information and its sources critically*:

Score	Number of Students receiving Score	Percentage
Choose extensive variety of information sources appropriate for the topic	9	29%
Choose much variety of information sources appropriate for the topic	14	45%
Choose few variety of information sources appropriate for the topic	6	19%
Choose limited variety of information sources appropriate for the topic	2	6%
Missing; lack of variety of information sources appropriate for the topic	0	0%

It is not clear from the above scale what is an expected variety of sources. If *much variety* is the expected level, it might be better to say “a sufficient variety” of sources and state what number is sufficient. Assuming “few variety” did not meet the expected level of work, 25% of students did not meet their instructor’s expectations. If this is the case, this may be an area for improvement.

The last information literacy section, *References*, had an average of 3.16 (SD= 1.13). This section had the following defined levels:

Excels Standard (4)	Fulfills Standard (3)	Partial Fulfill Standard (2)	No Fulfill Standard (1)	Missing/No Evidence (0)
Correct use of APA style with no error; use of minimum three references	Correct use of APA style with few errors; use minimum three references	Correct use of APA style; some errors; use of minimum two references	Use of APA style with many errors; use of minimum of one reference.	No use of APA style; absent of references.

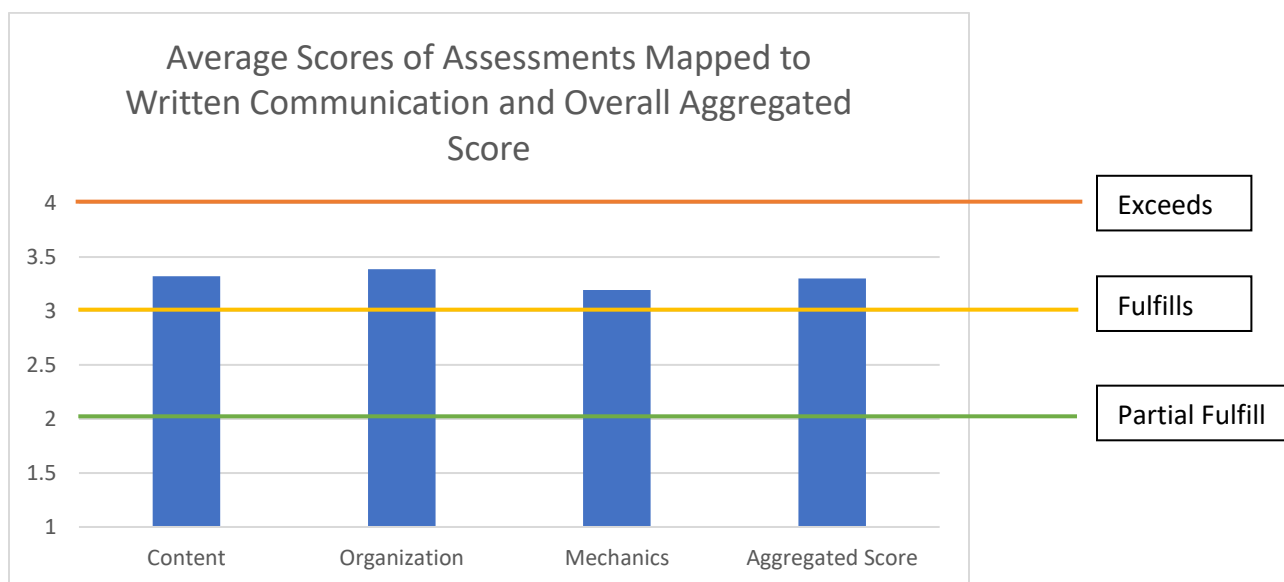
The average falls in the *fulfills standard* level.

When looking at the breakdown of scores for *References*:

Score	Number of Students receiving Score	Percentage
Correct use of APA style with no error; use of minimum three references	16	52%
Correct use of APA style with few errors; use minimum three references	9	29%
Correct use of APA style; some errors; use of minimum two references	2	6%
Use of APA style with many errors; use of minimum of one reference.	3	10%
No use of APA style; absent of references.	1	3%

Again, assuming that *fulfills standard* is the considered the expected level for student work, 81% of students met instructor's expectations. It might be valuable to clarify with instructors if they primarily assessed students' ability to correctly cite or include a particular number of references (or both).

Written Communication



The above table shows the average scores of rubric sections mapped to written communication. It also includes the aggregated average of all sections mapped to written communication. All averages are above the *fulfills standard* level.

The section ***Mechanics/Use of Language*** had the lowest average (3.19) with a standard deviation of .75.. This section had the following defined levels:

Excels Standard (4)	Fulfills Standard (3)	Partial Fulfill Standard (2)	No Fulfill Standard (1)	Missing/No Evidence (0)
No errors of punctuation, capitalization, spelling; no error of the sentence structure and wording	Few errors of punctuation, capitalization; few errors of the sentence structure and wording	Many errors of punctuation and capitalization; many errors on the sentence structure and wording	Lot of errors of punctuation and capitalization; lot of errors on the sentence structure and wording	Missing; lack of evidence of proper punctuation and capitalization and sentence structure and wording.

The average falls above the *fulfills standard* level.

When looking at the breakdown of scores for *Mechanics*:

Score	Number of Students receiving Score	Percentage
No errors of punctuation, capitalization, spelling; no error of the sentence structure and wording	12	39%
Few errors of punctuation, capitalization; few errors of the sentence structure and wording	13	42%
Many errors of punctuation and capitalization; many errors on the sentence structure and wording	6	19%
Lot of errors of punctuation and capitalization; lot of errors on the sentence structure and wording	0	0%
Missing; lack of evidence of proper punctuation and capitalization and sentence structure and wording.	0	0%

Eighty-one percent of students were assessed by instructors as turning in papers with few or no errors in punctuation, capitalization, spelling, and sentence structure. This score reflects a rating of *fulfills standard* or higher. This level of assessment is somewhat surprising considering that some students taking the course may be taking developmental English courses concurrently. It may be helpful to talk with instructors to get a better idea of how they were assessing mechanics. A discussion may give useful insights into the level of student writing submitted in the course.

The section ***Content*** had an average of 3.32 (SD=.70). This section had the following defined levels:

Excels Standard (4)	Fulfills Standard (3)	Partial Fulfill Standard (2)	No Fulfill Standard (1)	Missing/No Evidence (0)
Each paragraph with solid details, sentences that support the main ideas	Each paragraph with enough sentences to support the main ideas	Each paragraph lacks details that support the sentences.	Each paragraph lacks support to main idea.	Missing; lack of evidence; each paragraph fails to support the main idea.

The average falls above the *fulfills standard* level.

When looking at the breakdown of scores for *Content*:

Score	Number of Students receiving Score	Percentage
Each paragraph with solid details, sentences that support the main ideas	14	45%
Each paragraph with enough sentences to support the main ideas	13	42%
Each paragraph lacks details that support the sentences.	4	13%
Each paragraph lacks support to main idea.	0	0%
Missing; lack of evidence; each paragraph fails to support the main idea.	0	0%

Eighty-seven percent of students received a score of *fulfill standard* or higher. The Content section seems to focus on paragraph writing skills. This may cause confusion since the title of the section may insinuate the section is assessing course content. Similar to the *mechanics* section, it might be helpful to have a conversation with instructors about this section. If there are students taking the class who are concurrently taking developmental English courses, it is assumed that some student's paragraph writing skills would be low. Again, this may be an issue with the wording "fulfill standard". What are instructor's expected writing standards for this course? Having this discussion could be helpful for understanding expectations as well as how to best create assignments that have fair expectations based on English level. Looking at what English courses students are enrolled when taking HIS 105 would be helpful information also.

That said, the piloted rubric does not have a section focused on subject content- which seems like an oversight. Instructors may have used the *content* section to assess for this.

The final section **Organization/Sequence of Ideas** had the highest average of 3.39 (SD=.2). This section had the following defined levels:

Excels Standard (4)	Fulfills Standard (3)	Partial Fulfill Standard (2)	No Fulfill Standard (1)	Missing/No Evidence (0)
Logic sequence of ideas in paragraphs; use of transitions to enhance the organization	Evidence in development of paragraphs, lacks sequence of ideas	No evidence organization of development of total ideas	No evidence of structure and organization	Each paragraph fails the development of sequence of ideas

The average was above *fulfills standard*.

When looking at the breakdown of scores for *Organization/Sequence of Ideas*:

Score	Number of Students receiving Score	Percentage
Logic sequence of ideas in paragraphs; use of transitions to enhance the organization	15	48%
Evidence in development of paragraphs, lacks sequence of ideas	13	42%
No evidence organization of development of total ideas	3	10%

No evidence of structure and organization	0	
Each paragraph fails the development of sequence of ideas	0	

Ninety percent of students received a score of *fulfills standard* or above. This was the highest average score of sections linked to information literacy and written communication. On the surface, it may insinuate that students' ability to organize ideas in papers are strong. However, when looking at the levels, they may have skewed scoring. The level "partial fulfill standard" is described as "no evidence organization of development of total ideas". This description would probably be more appropriate for the *no fulfill standard* or *missing/no evidence* level. As a result, instructors may have given higher scores in this section. A discussion with instructors about their perceptions of the students' paragraph writing skills may give valuable insight into this section.

Instructor Feedback

One instructor provided feedback on the piloted rubric:

- [in regards to the *references* section] I use MLA. Also, what about students who have not completed ENG 160 and 162? How do we compare them and evaluate compared to students who have completed it?
- Only three categories [sections of the rubric] grade subject (content/evaluate sources/use info effectively). The rest grade writing. The writing is heavier by 5 over 3. Should it be this way for a history course?

Recommendations for Improving the Rubric

- Have content-related sections weighted heavier so that the rubric can also be used for assignment grading.
 - Is there another section that should be added to further assess subject content? Currently the "content" section is more focused on writing than content connected to the course. Maybe change this section to be focused on relevance to course content -or- understanding of content as it relates to the course -or- understanding of source content?
- Some of the sections could benefit from clearer distinctions between scale levels (for example *use information effectively...*). Consider wording from AACU information literacy VALUE rubric.
- Clarify what the "expected" level is. Is it *fulfills standard*? This would help to further identify areas instructors rated as lower than expected levels (see use information effectively section above)
 - Talk with English department about questions related to writing and references- what should be an appropriate expectation for students in HIS 105? This is a difficult question since we do not know how many students take this course prior to ENG 160/162. Should we be using HIS 105 as an assessment of written communication? It may not be the best course to do this.
- Move the sections so that the written communication sections are all together and the information literacy sections are all together.
- Should the references section state "...use of APA or MLA style..."?
- The *Use information Effectively* and *Organization* sections seem very similar (both related to organizing information). Both might not be needed.

- There are grammar edits needed for the scale and throughout the rubric.

Considerations for HIS 105 Coordinator

- Consider partnering with library staff to build in information literacy module(s) into the course, specifically focused on identifying a variety of appropriate sources for assignments and using (organizing and synthesizing) sources in assignments. It may be possible for the librarian to teach 1-hour module(s) (or create online module(s) for students to view/work through during class or at home).
- Hold a discussion with course instructors about the sections linked to *Written Communication*. What level of writing are instructors seeing in the course? What standards are they considering when assessing this area?

Questions for General Education Committee and Academic Affairs to Consider

- Should there be a recommendation that when possible, students in developmental English should take Math courses? (how are we expecting students to write a capstone paper prior to students taking English Composition?)
 - Request data from IT department- what English courses have students taken prior/concurrently with HIS 105.
 - What courses do students generally take with developmental English courses?
 - An alternative to this recommendation: work with the English department to alter the writing assignment expectations of HIS 105 if this course will be a course that students generally take while also taking developmental English. What are fair expectations?
- The institutional learning outcome talks about academic writing and communicative competence. Is there an assumption that this is in English?
 - If the assumption is English writing (since we do not teach Spanish writing/grammar), then we should not use assessment data from Spanish courses related to writing. Further, if we are only assessing English communication, HIS 105 would not be a good course to assess this since half the courses are instructed in Spanish (so half the student population would not be included in the assessment).

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collection of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

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Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.