

**JOHN A. LOGAN COLLEGE**

**ASSESSMENT INITIATIVE**

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# JOHN A. LOGAN COLLEGE

## Assessment Initiative

### Background/History

#### Purpose

What are we about?  
How good are we?  
How do we know how good we are?  
How do we improve?

Assessment of academic achievement began at John A. Logan College as part of the College's self-study for NCA, North Central Accreditation, in 1994. Assessment was a new requirement for Criterion III, "The Institution is Accomplishing its Educational and Other Purposes." The Committee for the Assessment of Student Learning Outcomes and Institutional Effectiveness was formed by the President Ray Hancock and Vice-President for Administration, Dr. Don Middleton, with the following charges:

- Evaluate the current status of assessment activities at the College.
- Develop practices and strategies related to outcomes assessment and for the use of the information generated by the assessment process.
- Serve as the College resource on assessment and sponsor faculty development opportunities on assessment concerns.
- Report and make recommendations regarding assessment activities to the College Council and the college president.

#### Assessment Plan.

Between 1994 and 1996, the Committee wrote the Assessment Plan and accomplished the following:

- The Office of Institutional Research, established in 1993, became fully operational in 1995. (This office compiles and receives data and develops or continues research with information useful for assessment.)
- A coordinator of assessment for academic achievement was appointed in from the faculty ranks.
- A philosophy of assessment was written by the Committee. **(Figure 1)**.
- The faculty and staff together wrote and approved eight general education goals reflective of the then mission statements. **(Figures 2 & 3)**.

**Philosophy of Assessment**

John A. Logan College is committed to the development of a comprehensive program to assess student academic achievement and improve institutional effectiveness. As articulated in our philosophy, mission and goals, the College provides open access and equal opportunity to higher education for all students by offering a comprehensive community college program. Assessment provides information on how the institution is affecting the development of its students and faculty both intellectually and socially.

The College supports the use of multiple measures to assess student learning and development by employing valid and appropriate assessment procedures. To insure the relevance of these procedures, ongoing evaluation of assessment measures is conducted. Integral to the full realization of the assessment program at John A. Logan College is the faculty’s critical role and responsibility in the design and implementation of the process, and an institution-wide commitment to this program which includes strong administrative support and adequate resource allocation. The assessment process provides feedback to the institution which is used to improve educational programs and practices, student and community services and the planning process to ensure academic excellence.

**Figure 1. Philosophy of Assessment**

**JOHN A. LOGAN COLLEGE  
STATEMENT OF MISSION  
INTRODUCTION**

John A. Logan College is an open-admission, comprehensive public community college designed to provide inexpensive, quality educational opportunities and services of many types to its citizens. The College serves most of Jackson and Williamson Counties and portions of Franklin, Perry, and Randolph Counties. The College is controlled by the citizens of the district.

**THE MISSION**

<p>I. To provide a comprehensive community college program as mandated by Illinois law. This program includes liberal arts and sciences and general education, adult education, and career (semi-technical or technical) education leading directly to employment</p> <p>II. To provide open access and equal opportunity within the limitations of our resources, to all citizens in the district.</p> <p>III. To secure and manage human and material resources in a responsible manner.</p>	<p>IV. To provide programs and services that contributes to the economic development of the district and its citizens and enhances the quality of life.</p> <p>V. To provide an accessible environment that is conducive to learning and self-improvement.</p> <p>VI. To serve with honesty and dignity striving to become a symbol of unity and identify within the district, and to foster appreciation and pride among the citizens because of their unique heritage.</p>	<p>VII. To provide community-oriented public service activities, cultural activities, workshops and seminars, and exhibitions that foster awareness of the talents of individuals and create appreciation for the historical and cultural heritage and beauty of southern Illinois.</p> <p>VIII. To provide educational leaderships in the College district and cooperate with other institutions in that endeavor.</p>
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**GOALS**

**MISSION I/ comprehensive system**

1. To provide a high-quality liberal arts and sciences and general education program that fulfills the first two years of a baccalaureate degree.
2. To ensure articulation of baccalaureate courses and programs with degree-granting universities and colleges, particularly those to which John A. Logan College students most frequently transfer.
3. To provide occupational programs that provide student with adequate job-entry, job-maintenance and retraining skills, and job placement congruent with the needs of employers in the district.
4. To provide comprehensive adult education courses, programs, and services that meet the needs and desires of adults by offering skills and concepts, enhancing personal pursuits, and increasing their awareness and appreciation in a variety of areas.
5. To provide a program of student development that is fully integrated with the educational program and provides all students with the opportunity to experience personal, social, and economic growth.

6. To strive to prepare all constituent groups to live and work in a globally interdependent and multi-cultural society.

**MISSION II / open access and equal opportunity**

7. To maintain an open-door admission policy that allows residents reasonable access to College programs and services.

8. To provide entry-level counseling and advisement services and to assist student enrollment in programs appropriate to their interests, abilities, and needs.

9. To provide assistance in obtaining financial aid, career planning, and personal counseling that assists students and other citizens in gaining equal access to education and opportunity for success.

**MISSION III / human and material resources**

10. To provide the programs and physical facilities that are conducive to a positive learning environment.

11. To provide and manage financial resources to insure the quality, quantity, and stability of staff, programs, and facilities.

12. To provide an ongoing planning effort that reassures staff, students, and citizens that the College will continue to provide facilities and staff to serve the district's needs.

**MISSION IV / economic development and quality of life**

13. To be a stable employer and purchaser of good and services.

14. To provide programs and services that enhances the opportunities of citizens to obtain marketable skills.

15. To provide programs and services that support employers and employees, enhancing employment opportunities in the district through retraining programs, workshops, and other lifeline learning opportunities.

**MISSION V / accessible, conducive learning environment**

16. To provide accessible facilities and programs to all citizens, including those with special needs.

17. To provide an esthetically pleasing and practically convenient physical environment that meets the diverse needs of the district and houses the College's programs efficiently.

**MISSION VI / identify and unity**

18. To provide athletic programs, national and international cultural programs, recreational and leisure-time activities, and public service activities that assist citizens and students to identify with the College and to develop worthwhile leisure life-styles.

19. To serve with honesty and integrity at all times, vigilantly protecting the dignity of the institution and serving as a public example to be emulated.

**MISSION VII / community-oriented cultural activities**

20. To foster creativity and pride among the citizens of the district by providing cultural and historical programs, displays, and activities that examine, personify, and exhibit the unique heritage of southern Illinois.

21. To serve as a showcase and marketplace for the abundant talents and crafts that exist within the district.

**MISSION VIII / educational leadership**

22. To serve as a resource to other educational institutions in the area, sharing facilities, professional expertise, and educational aids and services, which are available through the Learning Resources Center.

23. To serve as an example of educational excellence to be a model educational leader, providing a wide range of exemplary programs, from developmental skills to accelerated and experimental opportunities.

24. To cooperate with district high schools by enrolling seniors in College courses at the high schools' request and to recruit adults, new and re-entry promoting opportunities for midlife career changes.

25. To provide low-cost workshops to public school teachers and to make College facilities available for regional educational meetings and conferences.

26. To attempt to maintain existing cooperative agreements, and expand these agreements as necessary, with other educational institutions, government agencies, and consortia in an effort to provide quality programs to John A. Logan College students and area citizens at a low cost.

**Figure 2. Mission and Goals**

### General Education Goals

1. **Critical Thinking:** To cultivate the process of critical thinking by analyzing, synthesizing and evaluating objectives, concepts, theories and hypotheses when solving problems, making decisions and applying scientific inquiry methods.
2. **Communication:** To participate in the entire communication process of listening, speaking, reading and writing.
3. **Mathematical Reasoning:** To develop mathematical reasoning and an ability to apply quantitative methods.
4. **Wellness:** To achieve physical and psychological wellness by learning responsibility, interpersonal skills and a sense of personal worth.
5. **Ethical Awareness:** To develop an ethical awareness which focuses on the values of integrity, honesty and personal responsibility.
6. **Community Responsibility:** To become a responsible member of local, national and global communities by recognizing the values of diverse histories, economies and cultures.
7. **Aesthetic Response:** To develop an aesthetic appreciation of life through creative, artistic, and cultural experiences.
8. **Workplace Readiness:** To accomplish workplace readiness by acquiring competencies and technological application skills related to chosen careers.

**Figure 3. General Education Goals**

### **Previous NCA Visit**

In 1995, North Central Accreditation (NCA), approved the assessment plan for academic achievement; and the College continued its self-study for reaccreditation. In 1996, the College received a full ten-year reaccreditation with the following recommendations for assessment:

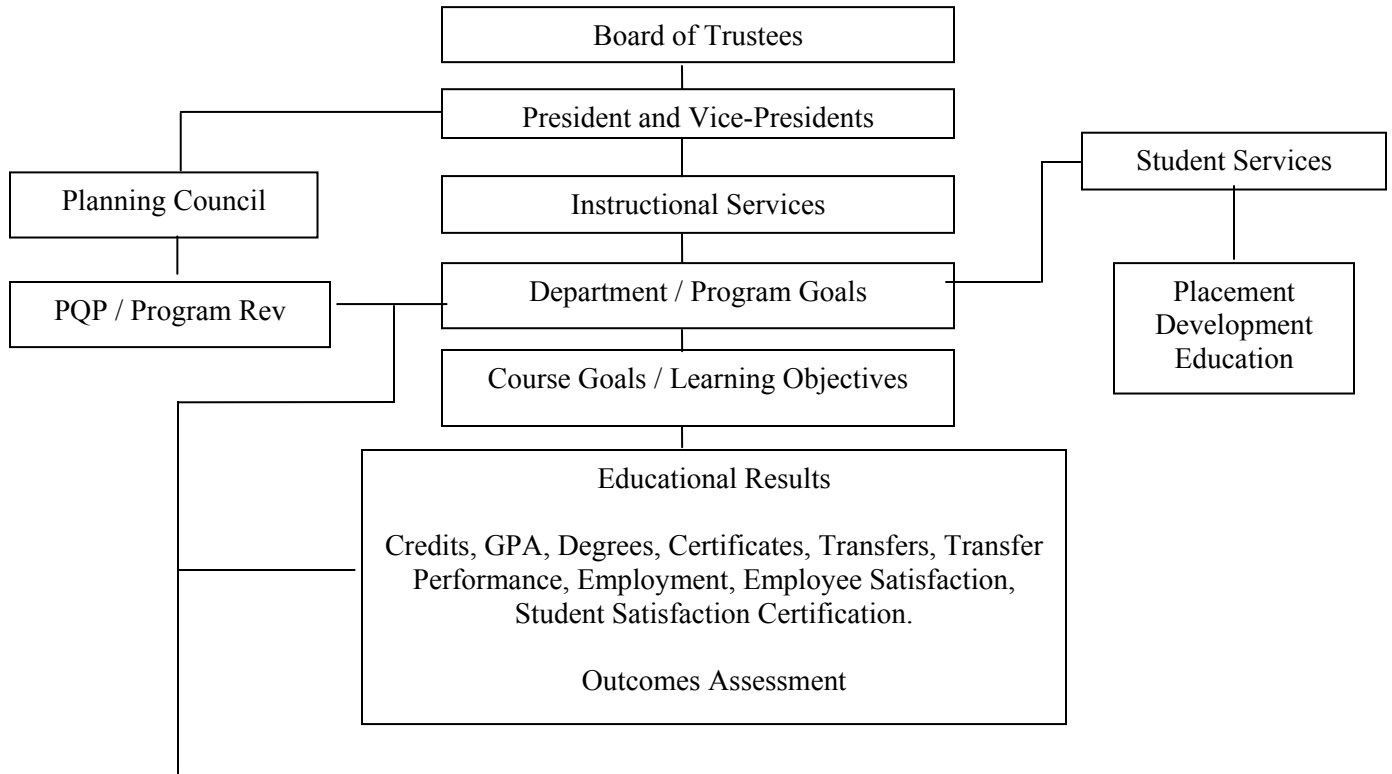
- Develop an implementation plan for using the general education goals and preparing learning outcomes.
- The outcomes assessment should become operational with adequate funding, a centralized implementation committee and executive-level oversight.

As a result of the visit and the suggested changes, four additions to the original plan were prepared: 1) An Assessment Implementation Committee was organized. 2) A five-year implementation plan was developed. 3) An overview of the Assessment Initiative and its relationship to the organization was prepared (**Figure 4**) and 4) A means for developing outcomes measurement was approved.

Minutes of the early meetings are included in **Attachment A**.

## Eight Educational Goals

- Critical Thinking •Communication •Mathematical Reasoning •Wellness •Ethical Awareness
- Community Responsibility •Aesthetic Response •Workplace Readiness



Career Education			Transfer Education					
Applied Technology	Business Education	Health Careers	English	Humanities	Life Science	Math	Physical Science	Social Science
ACT	ACC	ADN EMT	ENG 101	In progress	In progress	AA/AS	In progress	In progress
AST	SEC	COS IPP	ENG 102			Math majors		
CMG	CIS	CRJ NA				Bus. Adm.		
DRT	ECO	DNA TRT				Eng/Sci		
ELT	MKT/MGT	ECE				MAT 052		
HAC								
MAC								
WEL								

**Figure 4. Organization of Assessment Initiative**

**Attachment A**

# **MINUTES**

**1995**

## **OUTCOMES ASSESSMENT COMMITTEE MINUTES**

**April 25, 1995, 11:00 a.m.  
Room C215**

Members Present: Don Boehne (Co-Chair), Barb Randolph (Co-Chair), Katie Carl, Mike Kowalewski, Tom Cardwell, Karl Maple, Brenda Erickson, Jo Nast, Julia Faro-Schroeder, Don Middleton, Paul McInturff

Members Absent: Gary Kent, Jerry DeSoto, Tom Carroll, Edgar Montaña

The meeting was called to order at 11:00 a.m. by Don Boehne. Don stated that the purpose of the meeting was to go through the draft plan for May 1. To clarify questions about the minutes from the previous meeting, Barb Randolph asked for a summary of previous assessment work.

### **HISTORY OF ASSESSMENT AT JALC**

Don Middleton gave a capsule history of assessment at John A. Logan College. He explained the committee's work is related to a 1989 initiative from the NCA requiring that all colleges and universities get plans in place to measure learning outcomes. Some assessment work was begun early under Sue Teegarden's direction. In 1991, some Logan staff and faculty attended an NCA seminar about assessment on our campus. After Sue's illness, nobody picked up on the task.

In August 1994, Jo Nast and Don Middleton were names Co-Chairs of the NCA study. In January 1995, Ray Hancock directed Don Middleton to handle assessment. At that point the college was behind on the task and facing a May 1, 1995 deadline. A comprehensive document should have been long in progress. To get an idea of what direction to take with this committee, Don then canvassed our own college and called off-campus around the country. By February it was clear to him that there was no clear expertise from anywhere. The NCA, meanwhile, had made it clear that the college has to have an assessment plan in order not to jeopardize the self-study due in 1997.

Don explained that by not including the faculty more up to this point, we have in effect "put the cart before the horse." We now have the committee in place and the focus of the committee is transfer education. We will use what has been drafted by the committee as a guide. This committee's focus will be on learning outcomes in specific departments. We must all examine what we are doing. The committee is to provide the resources and assistance needed for the examination.

### **MAY 1<sup>ST</sup> DRAFT PROPOSAL**

Don Boehne asked how the May 1 proposal was put together so fast. Jo Nast explained that institutional effectiveness data from Eric Pulley was very helpful in showing the college's success with transfer and with competencies for employment. The 1994 fall committee that worked together before the formation of this committee included Paul McInturff, Don Middleton, Jo Nast, Larry Chapman, Julia Faro-Schroeder, Steve Falcone and Sandy Monahan. Jo explained more about the document going out by May 1, saying some of it is verbiage that NCA wants according to information she gathered at the NCA meeting this March. Chapter

4C is the most important part for this committee. She emphasized again that the document is “A Plan to Plan” for outcomes assessment, not a contract.

According to Jo, we have two things going on our calendar for assessment: the Pilot Assessment using Compass or CAPP through the Assessment Center and the locally developed outcomes assessment measures based on classroom work. These two approaches are to tell us three things:

- 1) Are we doing what we say we are?
- 2) What changes do we need to make?
- 3) What do we need to add?

To answer these questions, we need to involve the entire faculty. Transfer education is seen by some as the “problem area” as it doesn’t think about outcomes in the same ways that career education does.

Don Boehne asked if the progress on the Pilot Assessment is on schedule for this spring. Tom Cardwell says we don’t have the population we need to do it this spring, but that we will for summer.

Jo Nast said when we look at Chapter 4C, we will find we have been doing some assessment. The problem for us has been that in response to state mandates, we focused on incoming assessment and lost our focus on outcomes assessment. Barb Randolph said an additional problem is that incoming assessment was not taken seriously either because no required placement was based on it, as it has been in all other community colleges in our consortium.

## **COMMITTEE’S ROLE/TOOLS OF ASSESSMENT**

Don Boehne asked if the committee’s role is to set policy, recommend and/or study. Paul McInturff said we need to look at assessment tests we find and/or make. He stressed that test would be a part of assessment. Jo Nast also pointed out that we need to meet the NCA’s time schedule. Barb Randolph asked if test have to be the method of assessment. Paul said we need a multi-faceted approach. Tom Cardwell gave an example of a graduate student at SIU who was assessed with both Asset and department tests. Barb described the checklists developed by the English Department for ENG 052 and ENG 101, by asking if they are assessment tools. The consensus was they could be.

## **POSSIBLE FACULTY RELUCTANCE**

Don Boehne raised the issue of the faculty possibly feeling evaluated and being reluctant to get involved with outcomes assessment work. Paul McInturff suggested grades already do some of that and that we can’t control that perception. Jo Nast said the NCA specifies that the outcomes assessment tools are not to be a faculty evaluation tool. She urged that we read the literature available about that. Karl Maple suggested faculty may feel pressed to teach to the test. Paul said an answer to that problem might be not to use a department test but a test like the Asset Test instead.

Mike Kowalewski asked if in-come and out-come tests would be necessary in a discipline in which students have no high school background, such as philosophy. Paul McInturff said we need some overall evaluation; we can’t rely on one method. Don Middleton explained there is much latitude. We can study all means to measure outcomes assessment.

## **USE OF ASSESSMENT INFORMATION**

Don Boehne asked what we are to do with the information we get. Brenda Erickson said we are to determine what areas have what needs and add them. Tom Cardwell described work the English Department is doing already in an effort to evaluate student essays to determine if they are prepared for subsequent courses in the writing sequence (ENG 052/ENG101). Departments will also be asked to determine if cut-off scores are right for placement. He suggested that the advantage of a standardized test is that it makes it possible to get a big picture, comparing us to other schools.

## **COMMITTEE DIRECTION FOR SUMMER AND FALL '95**

Don Middleton stressed the NCA wants to know what we are doing for assessment and what we have accomplished. Don Boehne said time is running out for the work and asked for direction for the committee. Jo Nast suggested that in the fall we survey our departments, asking faculty for over-all learning objectives. Then as a follow-up, we ask what individual instructors are doing to measure those over-all learning objectives. That way we can see what outcomes assessment measure we already have in place. There is no pressing need to work during the summer. Don Middleton said he is ordering thirty copies of Classroom Assessment Techniques to be distributed to the committee members and interested faculty members. Brenda Erickson asked when data will be available from the Pilot Testing done in the summer. Tom Cardwell said it can be mailed out to committee members in August. The data will show the entry levels for writing, reading and math and will contrast our results to other schools. Compass can give us entry and exit scores. Brenda asked if demographic information will come with the data. Tom said it could with the exit scores. The Assessment Center will determine score levels for Compass with instructors.

Paul McInturff asked the committee to remember that the work we are trying to do is being done nationwide. Some committee members will attend a national convention on assessment in Boston in June. The meeting was adjourned at 11:45 a.m.

Barbara Randolph

## OUTCOMES ASSESSMENT COMMITTEE MINUTES

**April 18, 1995**

Members Present: Barbara Randolph (Co-Chair), Tom Carroll, Katie Carl, Edgar Montaño, Mike Kowalewski, and Tom Cardwell

Members Absent: Karl Maple, Don Boehne, Gary Kent, Jerry DeSoto

Others Present: Brenda Erickson, Jo Nast, Julia Faro-Schroeder, Don Middleton

Don Middleton oriented the committee to its task, explaining that we have to come up with a college-wide plan to measure learning outcomes. He also explained the urgency of the task. The NCA usually gives three years to get a plan in place to measure learning outcomes. We are quite behind, as the task came to Don's office just this December, but an over-all general plan must be submitted by the committee to the NCA by May 1, 2005. Don stressed subsequent particular planning for an assessment program must be faculty driven. This final, working program, must be in place by May 1997.

Tom Cardwell explained that outcomes assessment may be accomplished in several different ways, including tests, exit exams, portfolios, etc. He commented on the use being made of COMPASS and CAPP tests on our campus and at Southeastern. The John A. Logan College math and science departments see problems with the tests and the tests are costly. Outcomes assessment does not mean we have to use standardized exit exams.

Mike Kowalewski asked if each area would do some testing and how part-time instructors would be included. Jo Nast, Tom Cardwell and Don Middleton all suggested that several different approaches might be used to measure learning outcomes. Don Middleton said part-time teachers would also be expected to abide by the plan and need to be informed.

Tom Cardwell said that getting students to take standardized tests has been a problem for other schools. Southeastern paid student workers to take it at first. Now they are going to require placement tests for registration.

Don Middleton passed out information about assessment, saying very few people know how to do this, and we may wish to have outsiders come to discuss with us how they are doing it. Julia Faro-Schroeder suggested one source book she had with her explains about fifty techniques that can be used. Don stressed that Baccalaureate and Career Education may have very different approaches to assessment. Any plan must show ways other than just final grades for assessing learning.

Brenda Erickson suggested we need to take a broader look at the whole issue of assessment and see it in light of our mission statements. She emphasized that we need to examine learning and that the NCA will be interested in whether or not we are doing what we say we are.

Don Middleton restated that the assessment plan needs to be ready by May 1, but the committee's work will be on-going. In response to Katie Carl's questions about the three years we should have had to get ready for this, Don explained that Sue Teegarden had done some prior work on assessment. When Mike Kowalewski

asked if we can change the plan later, Jo Nast stressed that the May 1 plan is really “a plan to plan.” We are not saying we have a finished plan. Instead we are saying the May 1 plan is how we are going to figure out the best means to assess outcomes. Brenda Erickson asked if this approach will be ok with NCA; Jo Nast said we will find out.

Barb Randolph said that since we are the only college in the consortium which does not even use testing to require placement, the NCA may criticize that, too, since placement and outcomes assessment are linked. Don Middleton said we have to get started and that faculty involvement has everything to do with it.

Several members had questions about whether the plan would be done by areas or more individually. Jo Nast said it would be a department’s decision whether or not to go area by area or as a whole.

Barbara Randolph suggested the next step is to do some reading, talking to departments and looking at what is already being done on campus. We may want to gather material in a particular location. Don Middleton said we need to keep talking and meeting as a group. Co-chairs Barbara Randolph and Don Boehne will contact members about the next meeting.

## Years 1997-2001

A coordinator of assessment for academic achievement was appointed in 1996 from the faculty ranks. Brenda Erickson, Ed.D, Professor in Business, assumed that position and remains there in 2006. An Assessment Implementation Committee was organized. Members of the committee represented Administration, faculty, student services and learning resources. (**Figure 5**).

<b>Assessment Implementation Committee</b>	
Transfer	Jerry Bechtel, Chair, Life Science; Gary Caldwell, Chair, Social Science; Barbara Randolph James, Chair, English; Dr. Gary Kent, Chair, Humanities; Dr. Mike Morgan, Chair, Physical Science; John Profilet, Chair, Mathematics.
Applied Technology	Keith Kendrick, Chair
Business Education	Mike Bitting, Chair
Allied Health and Public Service	Mary Ellen Abell, Associate Dean
Student Services	Dr. Larry Chapman, Tom Cardwell
Learning Resources	Judy Vineyard
Administration	Dr. Robert Mees
Instructional Services	Dr. Julia Schroeder
Coordinator	Dr. Brenda Erickson

**Figure 5. Assessment Implementation Committee**

Meetings were conducted fall and spring semesters, and minutes of these meetings are available in **Attachment B**.

Training occurred campus wide about assessment in education, including total quality management and the systematic approach to improvement. (**Attachments C and D**).

The following year, an Assessment Advisory Committee was formed. (**Figure 6**).

<b>Assessment Advisory Committee</b>	
Transfer	Jerry Bechtel, Gary Caldwell, Barbara Randolph James, Dr. Mike Morgan, John Profilet, Mike Seagle
Applied Technology	Keith Kendrick
Business Education	Mike Bitting
Allied Health and Public Service	Mary Ellen Abell
Student Services	Dr. Larry Chapman, Tom Cardwell
Learning Resources	Dr. Linda Barrette, Judy Vineyard
Administration	Dr. Robert Mees
Instructional Services	Dr. Julia Schroeder, Dr. Deborah Payne, Scott Hamilton, Mark Henson
Community	Andy Marcec
Faculty-at-Large	Sheryl Bleyer
Developmental Education	Denise Crews
Chair	Dr. Brenda Erickson

**Figure 6. Assessment Advisory Committee**

Advisory committee meetings were conducted annually, and minutes of these meetings are available in **Attachment E**.

**Assessment Models.**

The first attempt to determine if curriculum was aligned with the Educational Goals occurred in 1997. Departments used a tool called the Assessment Model and identified course objectives that related to the goals. They also identified what measures were used to evaluate learning. (**Figure 7**).

Educational Goal	ASSESSMENT MEASURES		
	Course(s)	Course Objectives	Measures Used
Critical Thinking	CRJ 105 Criminal Behavior	Identify and interpret and positive schools of criminology.	Exams consisting of short answer, essay and objective questions.

**Figure 7. Assessment Models**

**Nominal Groups.**

Through a nominal group process, all the General Educational Goals, Communication, Critical Thinking, Mathematical Reasoning, Workplace Readiness, Ethical Awareness, Community Responsibility, Wellness and Aesthetic Response, were reviewed. Stakeholders from a variety of areas within the College community reviewed each of the educational goals. A list of stakeholders who have participated is listed as **Attachment F**.

**Outcomes Matrix.**

An outcomes matrix was designed to document entry placement, remedial efforts and learning outcomes. (**Attachment G**).

**Learning Objectives.**

Learning objectives for core courses were examined and written in measurable form. New course proposals to the Curriculum and Instruction Committee require learning objectives be written in measurable form and relate to at least one of the general educational goals. (**Attachment H**).

**Five-Year Plan.** A five-year assessment plan was developed. **Figure 8**.

GOALS
Year 1: 1997-98
Goal 1: Implement Educational Goal 1, Communication Skills
Goal 2: Implement Educational Goal 2, Critical Thinking Skills

Goal 3: Define Outcomes Assessment
Goal 4: Refinement of Course Objectives
Goal 5: Five-Year Departmental Assessment Plans
Goal 6: Initiate Assessment Advisory Committee
Goal 7: Continue to Institutionalize Results of Assessment
Goal 8: Department/Program Goals
Goal 9: Continued Communication About Assessment to Faculty
<b>Year 2: 1998-99</b>
Goal 1: Implement Educational Goal 3, Mathematical Reasoning
Goal 2: Implement Educational Goal 4, Workplace Readiness
<b>Year 3: 1999-2000</b>
Goal 1: Implement Educational Goal 5, Ethical Awareness
Goal 2: Implement Educational Goal 6, Community Responsibility
<b>Years 4 and 5: 2000-2002</b>
Goal 1: Implement Educational Goal 7, Wellness
Goal 2: Implement Educational Goal 8, Aesthetic Responsiveness
Ongoing goals: Systematic use of outcomes assessment results, evaluation in terms of continual improvement and effect on institutional effectiveness and address assessment in the secondary instructional areas of Developmental Education, Adult and Continuing Education and Business and Industry training.

**Figure 8. Five Year Plan**

**Department Goals.**

All academic departments developed program goal statements and were published in the College Catalog. (**Attachment I**).

**Program Evaluation.**

The Assessment Initiative was evaluated by faculty (**Figures 9 & 10**), select members of Administration, and by the AAIC, asking the effects of assessment on the institution and programs and the involvement of faculty.

**Faculty Perception of the Assessment Initiative  
1998-1999**

<b>Statements</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Assessment data are integrated into the planning/budgeting process at JALC.			2.93		
Assessment data are communicated to this Campus community.			3.47		
Assessment activities are handled by administrative staff, with little or no faculty involvement.			2.63		
Assessment data are used in periodic program reviews.			3.23		
Assessment activities have received little attention on our Campus.		2.23			
Faculty members decide which instruments the College uses to assess student learning.				3.53	
Faculty members support the assessment effort.			3.23		
Assessment efforts have resulted in more emphasis on student learning.			3.17		
Assessment efforts have resulted in restructuring Campus curricula.			3.17		
The Campus culture supports assessment activities.			3.27		

**Figure 9. Program Evaluation 1998-1999**

**Assessment Initiative  
Evaluation 1999-2000**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I have been involved with assessment, e.g., participated in a nominal group or the Assessment Committee, wrote measurable objectives for a course, attended an assessment session at Faculty/Staff Development day and/or discussed assessment at a department meeting, this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Assessment Initiative has had an impact on my program area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Assessment Initiative has had an impact on Instructional Services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Assessment Initiative has had an impact on John A. Logan College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been kept informed about assessment at John A. Logan College this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Suggestions for improving assessment at my program level:
Suggestions for improving assessment at the Instructional Services level:
Suggestions for improving assessment at the institutional level:

**Figure 10. Program Evaluation 1999-2000**

As a result of an internal evaluation conducted by Mike Bitting, Larry Chapman, Julia Schroeder, and Bob Mees, the assessment committee name was changed from Assessment Implementation Committee to Academic Assessment Implementation Committee to better reflect the outcomes of the project.

**Reports**

The results, accomplishments, and status of the Assessment Initiative were presented regularly at department meetings, the Advisory Committee, Faculty/Staff Development days, faculty meetings, and to the Board of Trustees.

**Attachment B**

# **AIC MINUTES**

**1997 – 2001**

**ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**October 23, 2001**

Members Present: G. Caldwell, T. Cardwell, L. Chapman, M. Henson, B. James,  
K. Kendrick, J. Profilet, J. Schroeder, M. Seagle, J. Vineyard

**DEPARTMENT MEETINGS UPDATES**

A brief overview of department meetings dates and results was provided. Departments not yet scheduled were asked to do so.

**LINCOLN/BALDRIGE PROCESS**

Brenda mentioned she was asked to sit on the Lincoln/Baldrige Committee, specifically the Strategic Planning Subcommittee. She asked the group permission to use the models developed as part of the Assessment Initiative for the Lincoln group; all approved.

Meeting adjourned at 11:50 a.

Respectfully submitted,

Brenda Erickson

**ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**September 11, 2001**

Members Present: J. Bechtel, G. Caldwell, T. Cardwell, B. Fester (for L. Chapman),  
D. Crews, M. Henson, K. Kendrick, D. Payne, J. Profilet, J. Schroeder,  
M. Seagle, J. Vineyard.

Minutes from the Advisory Committee meeting held on June 18, 2001 were approved.

**DEPARTMENT MEETINGS**

Department meeting dates were listed. Departments not on the calendar were asked to make appointments.

**LINCOLN/BALDRIGE AWARD**

The following names were offered to the group as possible members of a nominal group to be used for the Lincoln/Baldrige Award process: Barbara James, Elizabeth Bailey-Smith, Gayle Pesavento, Mike Eberhart, William Huff, Bryce Cramer, Jessie Trinkle, Marion Carroll, Bob Zellman, Harry Mosley, Jim Cook, Bob Nielsen, Jim Holloway, Hugh Muldoon, Judy Vineyard, Carole Jorgensen, Robert Koehn, Gerald Jenkins, Elizabeth Lewin, Tom Redmond, Elbert Simon, Maggie Flannagan, Robert Butler, Cindy Huckabee, Meriam Link-Mullison, Dr. Paul Sarvela, Kathi Kibler, Pam Karns, Tom Hamlin, Bill Hamer, Nancy Stemper, Roy Weshinskey, Cameron Smith.

Committee members were asked to response with comments about any of the above individuals who many not be appropriate for the Lincoln process. Keith Kendrick indicated interest in participating in the process.

**EDUCATIONAL GOALS: COMMUNICATION AND COMMUNITY  
RESPONSIBILITY**

Literacy competencies provided by J. Vineyard were mentioned. Resource materials developed and distributed by the PN program were provided for review.

**OUTCOMES**

End-of-Program test to be used for certification-readiness purposed by AST was mentioned.

**AESTHETIC RESPONSE**

The revised aesthetic response education goal, statements and rating were provided.

**SYLLABI**

An article in the NEA Higher Education ADVOCATE was mentioned.

## **FACULTY/STAFF DEVELOPMENT DAY**

The description for the assessment session that will be part of the Faculty/Staff Development Day was reviewed.

## **DEVELOPMENTAL EDUCATION**

Denise Crews presence on this committee was mentioned.

## **PROFESSIONAL DEVELOPMENT**

Brenda asked for training to be updated in the assessment area. Julia suggested using mini-stipend funds for this purpose; the group agreed.

Meeting adjourned at 11:50 a.

Respectfully submitted,

Brenda Erickson

**ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**March 6, 2001**

Present: M. E. Abell, J. Bechtel, M. Bitting, G. Caldwell, T. Cardwell, L. Chapman,  
K. Kendrick, G. Kent, M. Morgan, J. Profilet.

Guests: J. Gibbs, Cietta Gower

**DEPARTMENTS UPDATES**

Brenda gave examples of activities in the Nursing and Dental Hygiene programs that work toward Community Responsibility and said a letter stating such would go the nominal and focus groups that work on that educational goal.

**DEPARTMENT MEETINGS: ENGLISH**

For entry testing, the English department will be requiring a "C" or better in ENG 052; has added ENG 050 to remedial listing; organized the team of James, Hale, Braun, Mosley and E. Pulley to address criteria for ENG 101; and B. James will report results of assessment in ENG 052 this summer. Will meet with CRJ, IPP, ECE, COS, EMS, Nursing in March and April. Need meeting dates with Social Science and Life Science.

**EDUCATIONAL GOALS: WELLNESS AND AESTHETIC RESPONSE**

The listing of statements from the Wellness nominal group process was shared. Dates, facilitator and nominees for the Aesthetic Response nominal group were discussed. The date of April 25 was accepted. J. Washburn as facilitator was approved.

**OPERATIONAL PLAN 2001-02**

Ideas for the Assessment Initiative for 2001-02, as submitted by Brenda, were provided. These were submitted by L. Chapman as part of the Operational Plan process.

**CURRICULAR INVENTORIES**

Brenda said a survey to identify measurable objectives, appropriate evaluation, workplace skills and core values had been prepared and distributed with a March 9 return date requested. June Gibbs, an intern from Workforce Education and Development from SIUC assigned to the Assessment Initiative, will be entering the data and preparing some initial analysis.

**NEXT NCA VISIT**

**OTHER**

Brenda asked to formally invite Dr. Payne to sit on the Academic Assessment Initiative Committee and invite her to the next meeting. Mike Seagle is the new chair of the Humanities; he will be invited to the next AAIC meeting. Brenda said there is a relationship between our

Assessment Initiative and the Lincoln/Baldrige Award and that Dr. Pyle has mentioned the possibility of working toward that award. The Assessment Initiative Advisory Committee dinner meeting was set for June 19.

Meeting adjourned 11:55 a.

Respectfully submitted

Brenda Erickson

**ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**Tuesday, November 28, 2000**

Members Present: J. Bechtel, M. Bitting, G. Caldwell, T. Cardwell, L. Chapman, B. James, K. Kendrick, G. Kent, R. Mees, M. Morgan, J. Profilet, J. Schroeder, J. Vineyard.

**DEPARTMENT MEETINGS**

Reminder that Brenda needs to meet with Allied Health and Public Service (except DMS and DH), Life Science and Social Science.

**COMMITTEE NAME CHANGE**

All approved changing the name of this committee to Academic Assessment Implementation Committee as suggested by the internal evaluation committee.

**WELLNESS NOMINAL GROUP**

Members were apprised of the Wellness group meeting that was to occur on Wednesday, November 29. All members of this committee should have received copies of the results.

**CURRICULUM INVENTORY**

All approved the survey and process for the inventory of core courses as suggested by B. Erickson, L. Chapman and K. Kendrick. Inventory should occur in spring, 2001.

Meeting adjourned.

Respectfully submitted

Brenda Erickson, Coordinator  
Academic Assessment Implementation

# ASSESSMENT IMPLEMENTATION COMMITTEE MINUTES

September 12, 2000

Present: M. E. Abell, J. Bechtel, M. Bitting, G. Caldwell, T. Cardwell, L. Chapman, B. James, K. Kendrick, G. Kent, B. Mees, M. Morgan, J. Profilet, J. Schroeder and J. Vineyard.

## ADVISORY COMMITTEE MEETING

Committee members reviewed minutes from the June 28, 2000, Assessment Initiative Advisory Committee meeting.

## EVALUATIONS, INTERNAL

Members reviewed report of an internal evaluation conducted by M. Bitting, L. Chapman, B. Mees and J. Schroeder. **NCA.** Members reviewed the College's Record of Status and Scope with reference to assessment that came from NCA.

## IMPLEMENTATION PLAN, YEAR 4

**Educational Goals Wellness and Aesthetic Awareness.** The nominal group addressing wellness will be in November. Brenda asked for approval to gather information to add representatives from the operational, maintenance and grounds staffs to this group; the group agreed to pursue this idea. Brenda asked for names of potential group members by October 3, 2000. **Systematic Use of Assessment.** The Assessment Initiative will once again join the Assessment Center in preparing the Operational Plan. **Evaluation.** There will once again be an advisory committee meeting and a faculty evaluation. Another internal evaluation will be considered, and there will be ongoing recordkeeping for NCA's next visit.

**Recognize Excellence.** A group or individual should be recognized for excellence in terms of assessment this year. **Developmental Education.** As suggested by the internal evaluation, the Assessment Initiative should be involved in the learning community ideology that is now present on this Campus. **Outcomes Measurement.** The Outcomes Measurement Matrix was reviewed by the group with a few changes noted.

## DEPARTMENT PLANS

**Outcomes and Meetings.** Brenda asked to visit department meetings again this year to discuss assessment and outcomes measurement. **Inventories.** Brenda suggested inventorying core courses for all programs to determine measurable objectives, appropriate testing and workplace skills. L. Chapman and K. Kendrick will work with her to organize these inventories.

## BOARD MEETING

Julia Schroeder will report on the Assessment Initiative at the September, 2000, Board meeting.

## **OTHER**

Results of BIO 100/101 completers may be obtained from E. Pulley. Eric may also have information about CPS graduates and Patsy Burdell should have information about graduates of CRJ. Brenda mentioned the Community Responsibility focus group. The vice president for administration has agreed to continue funding copying charges for the Assessment Initiative. Brenda asked the chairs to encourage their faculty to attend the assessment-related session at Faculty/Staff Development Day, October 9.

Meeting adjourned at 11:50 a.

**ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**March 7, 2000**

Members Present: M.E. Abell, J. Bechtel, G. Caldwell, L. Chapman, B. James,  
G. Kent, B. Mees, M. Morgan, J. Profilet, J. Rivers,  
J. Schroeder, J. Vineyard.

**DEPARTMENT MEETINGS**

Brenda gave status reports for the department meetings she had attended on behalf of the Assessment Initiative. Schedules for upcoming department meetings were provided.

**COMMUNITY RESPONSIBILITY NOMINAL GROUP**

This nominal group was scheduled to meet on Wednesday, April 12. Members of the group were identified and a tentative agenda was announced.

**ETHICAL AWARENESS EDUCATIONAL GOAL**

The sessions related to ethical awareness at the spring Faculty/Staff Development day were announced.

**WORKPLACE READINESS EDUCATIONAL GOAL**

Another meeting of the Workplace Skills Committee was announced to be on March 10 to address the need for a new or revamped course or the discontinuation of support for the Workplace Readiness goal.

**OTHER**

A question concerning assessment for the perspective presidential candidates was presented to G. Caldwell on behalf of the Assessment Initiative. A cycle for department outcomes measurement was discussed; all agreed to follow a schedule for assessment similar to the cycles departments use for program review or PQP. The annual Assessment Advisory Committee dinner meeting was mentioned.

Meeting adjourned at 11:50 a.

Respectfully submitted,

Brenda Erickson

**ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**Tuesday, February 22, 2000**

Present: M. Bitting, G. Caldwell, T. Cardwell, L. Chapman, B. James, G. Kent, B. Mees,  
M. Morgan, J. Profilet, J. Rivers, J. Schroeder, J. Vineyard

Minutes from the November 20, 1999, meeting were approved.

**DEPARTMENT MEETINGS AND FOLLOW-UP**

An attachment indicating the results of assessment-related presentations at departmental meetings was provided for the committee's review. Changes and/or items of interest were mentioned.

**COMMUNITY RESPONSIBILITY NOMINAL GROUP**

Specifics concerning the next nominal group process were provided. Names of those already nominated were provided. Additional nominees were requested by March 1, 2000. M. Bitting suggested that Operational Staff be represented; no one disagreed. Brenda agreed to ask the LOSA representative for a nominee. Brenda mentioned she thought Jo Nast would be a valuable member to this nominal group because of some of her work experiences; B. Mees agreed she could represent Administration. The names Hugh Muldoon and the Honorable Jim Holloway were mentioned as possible members representing the community; all agreed.

**ETHICAL AWARENESS EDUCATIONAL GOAL**

Brenda mentioned the activities at the Spring Faculty/Staff Development Day related to Ethical Awareness; namely, the general session devoted to Ethics, followed by a panel presentation about Core Values and finally the results of the nominal group that addressed the educational goal concerned with Ethical Awareness.

**WORKPLACE READINESS EDUCATIONAL GOAL**

Brenda presented a position paper that suggested implementing Educational Goal #8, Workplace Readiness, through introduction of a new course. Considerable discussion followed. Concerns were raised about the need for such a course, the possibility of it being a required course versus an elective and its suitability for IAI. G. Kent moved that Brenda prepare a new course proposal based on the finding presented in the paper and bring it before the AIC at its March meeting; J. Rivers seconded. Motion carried; M. Bitting and M. Morgan did not approve.

**OTHER**

Brenda presented the following assessment-related question that could be used during the upcoming College presidential search: What is the candidate's perspective concerning assessment; specifically, placement and outcomes measurement? What is his or her knowledge of research in this area? Do they have any practical experience in this area? How does it fit with his or her philosophy of education or pedagogy?

Brenda reminded the group that at the November meeting it was suggested that areas adopt a cycle for outcomes measurement, perhaps using the same cycle used for department reviews. J. Schroeder said she would call for the schedule for reviews.

Meeting adjourned at 12:10 p.

Respectfully submitted,

Brenda Erickson

**ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**Tuesday, November 30, 1999**

Members Present: M.E. Abell, J. Bechtel, G. Caldwell, T. Cardwell, L. Chapman,  
B. James, G. Kent, J. Profilet, J. Rivers, J. Vineyard.

**DEPARTMENT MEETINGS**

Brenda gave status reports for the department meetings she had attended on behalf of the Assessment Initiative: English, ECE, COS, DNA, IPP, App Tech, Business, Physical Science, Life Science and Mathematics. Schedules for upcoming department meetings were provided.

**ETHICAL AWARENESS NOMINAL GROUP**

The results of the nominal group process for Ethical Awareness, including categories and concepts, were mentioned.

**OPERATIONAL PLAN, 1999-00**

A draft of the Operational Plan representing the Assessment Initiative was shared, and Brenda mentioned that excerpts from the draft would be shared with T. Cardwell, who would in turn prepare a similar plan for L. Chapman.

**OTHER**

Brenda suggested proposing a question concerning assessment and outcomes measurement for the battery of questions that may be used in the College's presidential recruiting process; all agreed. Brenda suggested the group consider cycles for department outcomes measurement – perhaps a schedule in line with program review. J. Profilet asked for time to discuss Mathematics Department-related issues.

Meeting adjourned at 11:50 a.

Respectfully submitted,

Brenda Erickson

**ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**Tuesday, October 19, 1999  
11 a.m., ACR**

Members Present: M.E. Abell, J. Bechtel, G. Caldwell, T. Cardwell, L. Chapman, B. James, G. Kent, B. Mees, M. Morgan, J. Profilet, J. Rivers, and J. Vineyard.

**DEPARTMENT STUDY: BIO 100/101**

The results of the study comparing BIO 100/101 completers for fall, 98 (n=120) to their ASSET/COMPASS scores were reported. The study found no significant relationship between their grades and scores for reading, writing, and math. However, the study did suggest an unusually large number of INC's, AB's and withdrawals. Life Science has requested further study comparing this group's scores to a similar study conducted for ENG 101 and follow-up to discover why students are withdrawing, getting AB's or INC's.

**OUTCOMES MEASUREMENT**

There has been some discussion/movement concerning outcomes measurement from the following areas: CIS, CRJ, COS, MAT PSY (131), AND ENG 101.

**DEPARTMENT MEETINGS**

The following department had held department meetings that included discussion of Assessment: Life Science, Mathematics, Applied Tech and Business.

(At this point, there was discussion about relating departments' Assessment cycles to PQP or Program Review or some similar routine. There was also discussion about additional training in critical thinking.)

**NOMINAL GROUP: ETHICAL AWARENESS**

Brenda had met with John Washburn concerning the upcoming Ethical Awareness Nominal Group. She indicated that they had discussed how this particular educational goal could best be managed – perhaps at the institutional level rather than the classroom level. The group session was scheduled for Tuesday, November 2, 1999.

**MATHEMATICAL REASONING**

Brenda reported the follow-up evaluation of the Mathematical Reasoning session at Faculty/Staff Development Day. Attendance was mediocre but better than expected. There was a great effort from Roberta Brown, Eric Ebersohl, Scott Elliott and K. Giritharan. Comments from attendees

in general indicated the session was interested and helpful but that arguments could have been controlled and comments kept positive.

### **ASSESSMENT MODELS**

Brenda asked for department representatives to assist her with checking the assessment models spring semester, 2000.

Meeting adjourned at 12 noon.

Respectfully submitted,

Brenda Erickson

**ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**Tuesday, September 14, 1999  
11:00 a.m., ACR**

Members Present: M. E. Abell, J. Bechtel, M. Bitting, G. Caldwell, T. Cardwell, B. James, B. Mees, J. Rivers and J. Vineyard.

**EDUCATIONAL GOALS YEAR 3**

The two educational goals to be addressed for Year 3 were introduced, ethical awareness and community responsibility. A possible meeting date and place for Nominal Group 5, Ethical Awareness, were discussed. Brenda asked for representatives for the group process by September 21.

**EDUCATIONAL GOALS YEAR 2**

The final stage for the implementation of Educational Goal 3, Mathematical Reasoning, will be the training session that will be part of Faculty/Staff Development Day; Monday, October 11, 1999. Eric Ebersohl, Roberta Brown, Scott Elliott, Giri and Brenda Erickson will be presenting this session. Brenda reported that the subcommittee discussing Educational Goal 8, Workplace Readiness, has met three times, reviewed a list of workplace skills and discussed issues related to curriculum development. A final report is due to the Assessment Implementation Committee by January 1, 2000.

**SYSTEMATIC USE OF ASSESSMENT**

It is planned to systematically use the results of assessment by preparing an annual Operational Plan for the Planning Council, presenting results of the Assessment Initiative to the Board of Trustees each year and requiring writers of new course proposals to link their course objectives to any of the Eight Educational Goals.

**DEPARTMENT STUDIES**

The study for BIO 100/101 is complete and has been reviewed by Denise Crews and Tom Cardwell. Results will be shown to the Life Science faculty at their Assessment-related department meeting. Other studies are being considered for ELT, ECE and BUS.

**OUTCOMES MEASUREMENT**

The matrix identifying the status of outcomes measurement by department/program was reviewed. The same information was provided to the Board and the Assessment Advisory Committee.

**ASSESSMENT MODELS**

Brenda will review the Assessment Models again this year and work with the various departments/programs to ensure that objectives that were written in measurement form have been changed in the affected syllabi.

**SCHEDULE FOR 1999/2000.**

Brenda shared the suggested time schedule for Year 3 of the Five-Year Assessment Implementation Plan.

Department/Program	Assessment Meeting	Assessment Models
Applied Technology Humanities: English: Life Science: Mathematics: October 13 Physical Science: Social Science: November 17		
Business	September 13 OPAC BUS 110 CIS	
Health/Public Service: COS CRJ DNA ECE EMS IPP NUR TRT		

**ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**Wednesday, March 4, 1998  
Administrative Conference Room**

Members Present: Tom Cardwell, Larry Chapman, Brenda Erickson, Bob Mees and John Profilet.

Chair John Profilet deferred the meeting to Brenda Erickson.

**ASSESSMENT AND PROGRAM REVIEWS**

Brenda shared a chart indicating information about the various program reviews for ICCB and the College provided by Jo Nast. All agreed that the various review entities will be requiring assessment-related information in the near future, if they aren't already; and the College should be prepared to provide reports on an as-needed basis.

**REVIEW OF NEXT EDUCATIONAL GOAL, CRITICAL THINKING**

Brenda updated the Committee on the nominal group process for Educational Goal 2, Critical Thinking: 1) The nominal group has been organized, 2) those that were unable to attend Faculty/Staff Development day have been briefed and 3) additional reading materials and a survey have been distributed to the group members. All agreed that the process appears reasonable.

**UPDATE ON ASSESSMENT/FACULTY MEETINGS**

The Committee reviewed the follow-up memo that was sent to Humanities faculty following their Assessment/Faculty meeting on Thursday, February 19, 1998. Discussion followed concerning for adding prerequisites to SPE 115 and SPN 101. Larry Chapman voiced concern about this, and Tom Cardwell that he thought these concerns may have implications for Developmental Education rather than limiting placement. The Assessment/Faculty meeting for English was announced for Wednesday, March 18, 1998. The results of the follow-up study for PNE 161 were shared and briefly discussed.

**SICCM PRESENTATION**

Brenda mentioned she had presented the College's Assessment Plan at a February staff development session for SICCM and planned to go to Southeastern Illinois College in May or June and learn more about their assessment endeavors.

**OPERATIONAL PLAN FOR ASSESSMENT**

Brenda provided copies of pages of the Operational Plan where points were made about the Assessment Initiative. Bob Mees indicated that the Operational Plan for the Assessment Initiative had been initially approved as presented.

Meeting adjourned at 2:15 p. Next meeting scheduled for Monday, April 20, 1998, at 1 p. in the Administrative Conference Room.

Respectfully submitted, Brenda Erickson

**ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**Monday, December 8, 1997  
Administrative Conference Room**

Members Present: Tom Cardwell, Larry Chapman, Brenda Erickson, Bob Mees and John Profilet.

Chair John Profilet deferred the meeting to Brenda Erickson.

Minutes of the October 14, 1997, meeting were read and accepted.

**PLANNING**

A plan for the Assessment Initiative for 1998-99 was presented to the Committee. Larry Chapman expressed concern about paying stipends to instructors for curriculum development. Discussion followed. All agreed to accept the plan and present it to the Planning Council.

**REVIEW OF NEXT EDUCATIONAL GOAL, CRITICAL THINKING**

(This agenda item was delayed due to anticipated lack of time.)

**SCHEDULE FOR ASSESSMENT/FACULTY MEETINGS**

The schedule for the Assessment/Faculty meetings was reviewed.

**RESULTS OF ASSESSMENT/FACULTY MEETINGS**

Issues, concerns and plans that have resulted from the Assessment/Faculty meetings were reviewed. Brenda indicated she had met with Julia Schroeder and Denise Dixon to discuss a plan and model for the departments to study and compare ASSET/COMPASS entry scores with the performance of completers in certain major courses to determine validity of the scores. An update will follow at the next meeting.

**INFORMATION ABOUT ASSESSMENT INITIATIVE FOR BULLETIN**

Brenda said it had come to her attention that there was limited publication about the Assessment Initiative in the Bulletin. She asked for an opinion about adding a section that includes an introduction to the Assessment Initiative, the philosophy of Assessment, the General Education Goals and the Organizational Overview. After some discussion, it was decided to add only the introduction, philosophy and educational goals. Brenda agreed to follow through with Beck Borgsmiller with this.

Meeting adjourned at 9 a.m.

Brenda Erickson

**ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**Tuesday, October 14, 1997**

**Administrative Conference Room**

Members Present: Tom Cardwell, Larry Chapman, Brenda Erickson, Bob Mees and John Profilet.

Chair John Profilet deferred the meeting to Brenda Erickson.

The minutes of the September 16 meeting and September 24 advisory committee meeting were reviewed; Bob moved to accept, Tom seconded and all approved.

**STRATEGIC PLANNING AND OUTCOMES ASSESSMENT SEMINAR**

Brenda Erickson, Tom Cardwell, Larry Chapman and Bob Mees discussed the benefits of the recent seminar they attended on strategic planning and outcomes assessment. Tom, Larry and Bob agreed the seminar supported their thoughts that our Assessment plan was beyond some of the other institutions that were represented at the seminar. Brenda indicated she thought the action plan idea and how it could be used for prioritizing and budgeting purposes was helpful. Brenda suggested presenting such a plan to the Planning Council and asked about presenting the Five-Year Assessment Implementation Plan together with budget projections for next year (1998-99) at the next meeting of the Planning Council. Larry suggested that Brenda work with Tom Cardwell to incorporate budget projections for entry assessment and placement and present both as one entity. All approved. Tom and Brenda agreed to work together to prepare the document. Brenda asked Bob for details about the Planning Council, specifically current and new members and a proposed schedule. Bob referred Brenda to Don Middleton, who will be co-chairing the committee with Jo Nast. Brenda said she would follow-up and report back at the next meeting.

**PROVIDING ASSESSMENT RESULTS TO VARIOUS GROUPS**

Brenda reminded the committee that one of the goals for this year was to continue the systematic use of assessment results. She requested information from Jo Nast in Institutional Research about the various groups to which the College reports. Jo responded with the following:

PQP/Program Review, Student Services: July 1, 1998 (for 1997-98)  
Under-represented Groups: September 1, 1998  
PQP/Program Review, Baccalaureate-Transfer: July 1, 1999 (for 1998-99)  
PQP/Program Review, Career: July 1, 2000 (for 1999-2000)

**EDUCATIONAL GOAL 1 NOMINAL GROUP PROCESS**

At the Faculty/Staff Development session on outcomes assessment Julia Schroeder asked how the communications skills that the nominal group deems important will be integrated into existing syllabi. Brenda mentioned that this is a good point and needs to be considered as part of the process for each of the educational goals; she indicated she would follow-up with this.

## **SCHEDULE FOR ASSESSMENT/FACULTY MEETINGS**

Brenda mentioned the following schedule for addressing assessment at faculty meetings:

Physical Science: October 9  
Practical Nursing: October 24  
Math: November 12  
Business Education: November 13  
Life Science: November 14  
Applied Technology: November 20

She also mentioned that the following outline will be used for each presentation:

Assessment Initiative Overview  
Department/Program Goals  
Departmental Five-Year Plans

## **ASSESSMENT MODEL INVENTORIES**

Brenda said that Sheryl Bleyer had mentioned two points after the Physical Science/Assessment meeting: 1) Reordering the numbering of the Eight Educational Goals to match their listing in the Five-Year Implementation Plan and 2) Inventory additional courses that have not been identified as those fitting in the Assessment Models. Discussion follows, and it was decided to inventory additional courses as a goal for Year 2 or 3 of the Implementation Plan and to reorder the Eight Educational Goals to match the Implementation Plan. All agreed.

Meeting adjourned at 12:10 p.

Respectfully submitted

Brenda Erickson

## **ASSESSMENT IMPLEMENTATION COMMITTEE MINUTES**

**Tuesday, September 16, 1997**

Members Present: Tom Cardwell, Larry Chapman, Brenda Erickson, Bob Mees and John Profilet.

Minutes of the August 13, 1997, meeting were approved.

Discussion for a chair of this committee occurred. John Profilet agreed to chair. All agreed.

### **ADDITIONAL GOALS FOR 1997-98**

There was discussion concerning adding two additional goals to the implementation plan for 1997-98: 1) requiring departments to have goal statements in place by May, 1998, and 2) continued communication about assessment to faculty. Brenda suggested satisfying this goal by attending faculty meetings this year and assisting staff with writing the goals statements and their five-year plans and updating groups on the Assessment Initiative. There was also discussion of how what Brenda is doing with assessment seems to be somewhat disconnected from the Assessment office (Tom Cardwell's responsibilities). Brenda also mentioned that Denise Crews, the director of Developmental Education, should be more involved with the Assessment process. It was decided that Brenda would approach the department chairs and ask that they devote an upcoming faculty meeting to assessment and that the meetings be coordinated with Tom Cardwell and Denise Crews so they could attend to learn better of the departments' assessment needs and answer any questions about placement, entry requirements, prerequisites, etc. Brenda will arrange for these meetings.

### **EDUCATIONAL GOAL 1 NOMINAL GROUP PROCESS**

Members of the Educational Goal 1 nominal group process were identified. They are:

English: Anita Braun, Harris Mosley, Katie Carl, Barbara Randolph James  
Student Services: Elizabeth Bailey-Smith  
Career: Leslie Bertolini, Nursing  
Student: Cecilia Dunbar, Student Trustee  
Community: Roxanne Brewer, Penn Aluminum  
Administration: Tom Bell, Media Services and Telecommunications  
Math: Roberta Brown  
Physical Science: Virgil Stubblefield  
Social Science: Tom Carroll  
Life Science: Dr. Larry Spears  
Humanities: Gayle Pesavento, Mike Seagle

The timeline for this process was identified: The group would receive an introductory letter and survey on September 29. Surveys will go directly to Dr. John Washburn, the facilitator for the in-service. Approximately two weeks before the in-service the group would receive a listing of communications skills to consider. At the in-service on October 28, the group will be lead

through a process whereby a list of communications skills that reflect the district's need will be prepared. This list will go to the English faculty in the spring for validation.

A draft of the survey was provided to the group. There were no reservations.

John Profilet suggested that chairs and associate deans be kept apprised of the process by receiving copies of the communications the group will be receiving. All agreed. Larry Chapman suggested that Speech instructors be involved with English faculty in the validation process. All agreed this was a valid point. Brenda agreed to meet with Barbara Randolph James and Gary Kent and discuss.

## **ASSESSMENT ADVISORY COMMITTEE MEETING**

Members of the Assessment Advisory Committee were identified. They are:

Mary Ellen Abell, Associate Dean for Health and Public Service  
Jerry Bechtel, Chair, Life Science  
Mike Bitting, Chair, Business Education  
Sheryl Bleyer, faculty member-at-large  
Don Boehne, Chair, Social Science  
Tom Cardwell, Coordinator for Assessment  
Dr. Larry Chapman, Dean for Student Services  
Denise Crews, Director of Developmental Education  
Cecilia Dunbar, Student Trustee  
Scott Hamilton, Associate Dean for Business and Applied Technology  
Barbara Randolph James, Chair, English  
Dr. Gary Kent, Chair, Humanities  
Andy Marcec, Physician Recruiter, Southern Illinois HealthCare  
Dr. Paul McInturff, Dean for Instruction  
Dr. Bob Mees, Vice-President for Instructional Services  
Dr. Don Middleton, Vice-President for Administration  
Dr. Mike Morgan, Chair, Physical Science  
John Profilet, Chair, Math  
Jon Rivers, Chair, Applied Technology  
Dr. Julia Schroeder, Associate Dean for Instruction

The following tentative agenda for the advisory committee meeting was presented to the group. All agreed it was appropriate.

- Agenda
  - Background of Assessment and Institutional Effectiveness
  - Accreditation (NCA)
  - Assessment Plan
    - Mission Statements, Philosophy and Educational Goals
    - Organizational Overview
    - Matrix
    - Assessment Models Samples
  - Five-Year Implementation Plan

## **STRATEGIC PLANNING SEMINAR**

Tom Cardwell, Larry Chapman, Brenda Erickson and Bob Mees will be attending a seminar on outcomes assessment linked with strategic planning and budgeting presented by Strategic Planning/Management Associates, Inc., in St. Louis on Tuesday, September 30, 1997. Brenda Erickson said she hopes information will be gained at this seminar to help satisfy this year's implementation Goal 7: Continue to Institutionalize Results of Assessment.

## **OTHER**

Brenda Erickson mentioned that Julia Schroeder suggested that Developmental Education should be displayed in a different manner on the Assessment Overview chart. The group agreed, and Bob Mees suggested this was something the Implementation Committee could address in its meetings.

Meeting adjourned at 12:15 p.

Brenda Erickson, Coordinator  
Assessment of Academic Achievement

c P. McInturff

**ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**Wednesday, August 13, 1997**

Members Present: Tom Cardwell, Bob Mees, John Profflet and Brenda Erickson.

Members Absent: Larry Chapman.

Minutes of the May 7, 1997, meeting were read and accepted.

**SUMMER ACCOMPLISHMENTS**

**Thank-you letters.** Thank-you letters were sent to all committee members who participated in the Assessment endeavor relative to the Self-Study and NCA's visit.

**Implementation Plan.** Brenda met with Paul McInturff and drafted a five-year implementation plan. It is attached.

**John Washburn.** Brenda met with John Washburn, the chair of Workforce Education and Development at SIU, to discuss possibilities for defining the College's eight educational goals. John agreed to assist the College by leading a nominal group through an in-service whereby communications skills will be identified and then turned into outcomes.

**Meetings with Department Chairs and Associate Deans.** Brenda met with all department chairs and associate deans and discussed their Assessment status. Strengths and weaknesses listed on the yearly Operational Plan, assessment models, ideas for reporting outcomes assessment and preparing a five-year plan were all discussed.

**Institutional Effectiveness Conference.** Brenda mentioned she attended an institutional effectiveness conference with assessment as its focus in Nashville, Tennessee, in July. The conference was well done and provided resources for our own local staff development in-services relative to assessment.

**Faculty/Staff Development Day.** One of the afternoon sessions for fall, 1997, Faculty/Staff Development day will be devoted to Outcomes Assessment.

**IMPLEMENTATION PLAN**

**Five-Year Plan.** Brenda shared the draft of the implementation five-year plan (attached). All agreed to proceed with the plan.

Meeting adjourned at 12:10 p.

Brenda Erickson

c P. McInturff

# ASSESSMENT INITIATIVE AD HOC COMMITTEE MINUTES

Wednesday, May 7, 1997

Members Present: Bob Mees, John Profilet, Larry Chapman, Tom Cardwell and Brenda Erickson.

Guests: Paul McInturff and Don Middleton.

New member Tom Cardwell was welcomed. Chair Larry Chapman deferred the meeting to Brenda Erickson.

Minutes of the April 5, 1997, meeting were read and accepted.

## ACCOMPLISHMENTS

**Assessment Plan.** Brenda mentioned that our Assessment Plan had been accepted by NCA with the condition that an implementation plan be developed and followed.

**Accomplishments with Departments.** Most departments (through departmental meetings) have been informed about the Assessment Plan. Their presentations included background and overview information, limited theory on measurable learning objectives, outcomes assessment and the strengths and weaknesses in terms of Assessment for their department.

Tom Cardwell mentioned that, to date, 173 math students had completed the spring, 1997, outcomes test; 14 MAT 052 students had completed the COMPASS for diagnostics purposes. He also mentioned that 13 English instructors had completed the COMPASS test, and 50 students from English classes had completed it.

It was mentioned that the objective of completing pilot testing according to our original timeline really was not defined in our Assessment materials that were presented to NCA. Note was made to add this accomplishment to implementation documents.

**What's Next.** Brenda said that she plans to conduct follow-ups by department this summer discussing the strengths and weaknesses offered as part of the Operational Plans, the Assessment models that were changed, plans for assessment/outcomes assessment per department and discuss possibilities for their participation in the Implementation Plan. Brenda also mentioned she would like to meet with the individual responsible for Assessment at SIU and discuss their approach since what they have learned about their students' English writing skills appears to have relevance to Outcomes Assessment. The group agreed she could begin with Dr. John Jackson to discover what they have learned.

Brenda told the group that the Assessment Implementation Plan reflect suggestions from the final report from NCA and directions from the College. The implementation goals should include defining our educational goals, defining outcomes assessment and preparing an

Assessment implementation plan for each department/program. Paul McInturff offered to work with Brenda to write appropriate and timely goals for implementation, perhaps working with a

five-year plan with Year 1, Year 2 goals, etc. (Note: Since this meeting, an appointment has been scheduled for Wednesday, May 28, 1997, to begin discussion of this.)

Brenda mentioned that she met with Paul McInturff and Bob Mees and suggested that the individual responsible for coordinating this implementation have release time for meetings with departments and their chairs and to facilitate focus groups, participate or arrange for internal staff development, design a records system and have access to an operating budget and some Assessment-related travel. In addition, the coordinator should have a stipend and secretarial and technical assistance. (At the time of the writing of these minutes, Dr. Hancock has approved the above with Brenda Erickson as the coordinator of assessment for academic achievement.)

**Advisory Committee.** It was agreed to collapse the existing Assessment committees that have been actively involved in preparing for the NCA visit into an advisory committee. The following individuals will be asked to participate in the committee: B. Mees, T. Cardwell, L. Chapman, P. McInturff, M. Bitting, M. Abell, J. Rivers, G. Kent, M. Morgan, J. Bechtel, D. Boehne, J. Profilet, the new English chair, J. Nast, the student representative to the Board and S. Bleyer (as faculty member at large). An early fall meeting to learn of the upcoming school year's Assessment activities and a spring meeting to learn of the year's accomplishments seems to be a reasonable commitment for this group. Brenda agreed to write thank-you letters to the existing committee members and invitations to the new advisory committee members.

**Ad Hoc Committee Name.** It was agreed to change the name of the ad hoc committee to Assessment Implementation Committee since the need for this committee will become more than that of a contingency basis, and the members will be heavily involved in implementation.

Meeting adjourned at 12 o'clock noon.

Brenda Erickson

c P. McInturff  
D. Middleton  
J. Nast

**AD HOC COMMITTEE TO ADDRESS REPORTING  
OF OUTCOMES ASSESSMENT RESULTS  
MINUTES**

**Wednesday, April 9, 1997**

Members Present: Bob Mees, John Profilet, Larry Chapman and Brenda Erickson.

Chair Larry Chapman deferred the meeting to Brenda Erickson

Minutes of the March 5 meeting were read. John asked that in Item 4, MAT 121 be corrected to MAT 221 for addition to MAT 202 and 205 for Math's outcomes assessment pilot testing this spring. All approved the minutes.

**UPDATE: NCA VISIT**

Brenda discussed the recent NCA visit and its investigation of our Assessment Plan and, specifically, her appointment with Don Halog. She identified two concerns that came from Mr. Halog: the plan for implementation and the approach to outcomes assessment. Concerning the implementation, Mr. Halog suggested that a commitment from the institution was not evident in the Plan. Concerning outcomes assessment, Mr. Halog suggested an approach whereby the outcomes are directly related to the eight educational goals with primary and secondary providers (in terms of instruction). Larry mentioned this approach sounds much like writing across the curriculum whereby a primary group identifies and defines written communication and all other instructional areas support that concept in their assignments/requirements. Bob Mees said we can expect the follow-up written report in a few weeks, and it would provide details for implementation. It was decided that formal planning for implementation would begin after the report is received.

**PLANS FOR NEXT YEAR**

Based on her tenure with the Assessment project, Brenda offered some suggestions for implementation:

**Change in approach.** Mr. Halog's suggestions concerning connecting our outcomes assessment to the eight educational goals makes sense. Full consideration should be given to this suggestion and the points that will be provided in the upcoming NCA report.

**Relationship with the Assessment Office.** There should be more involvement between the Assessment Office (Tom Cardwell) and the coordinator for assessment of academic achievement. (After discussion, this group decided that the coordinator for assessment should be included in each of this committee's meetings.)

**Budget.** Budgetary support that provides for reimbursement (e.g., stipends, salaries, etc.), materials, equipment and staff development is necessary and timely.

**Upper Administration's Support.** Commitment to and responsibility for Assessment needs to be at the upper administration level. This will aid in the effectiveness of the project overall and in particular to institutionalize the outcomes, e.g., use with the Operational Plans, PQP, Planning Council and Development.

**Staff Development.** There should be internal staff development for faculty. The concept of Excellence in Teaching and Learning (an academy within a school idea) focusing on Assessment and using the Faculty/Staff Development days as a delivery system is suggested. This could be an ongoing process much like Larry Chapman uses Faculty/Staff Development days for advisement training. This way, an existing system could be used to further develop and implement Assessment. In addition, Larry Chapman suggested considering the system International Education has used to develop curriculum whereby faculty are offered a stipend to develop materials. This development could focus on an awareness (or more than an awareness) of the eight educational goals.

The individual who is the coordinator for assessment should be encouraged to access external staff development opportunities concerning Assessment. These opportunities are increasing with providers including NCA, ACT, ICCB and others. It is time for this institution to look at other models and ideas and have ours compared.

Brenda mentioned she has a meeting to discuss plans for Assessment for next year with Paul McInturff on Wednesday, April 16, 1997.

It was agreed to defer agenda Items 3 and 4, Advisory Committee and Ad Hoc Committee Name, until the next meeting, scheduled for Wednesday, May 7, 1997, at 11 a.

Meeting adjourned at 12 o'clock noon.

Brenda Erickson

c P. McInturff  
D. Middleton  
J. Nast

**Attachment C**

**Background, 1993-96**

**Assessment in Education**

Department of Labor (1990)	Educational Reform <ul style="list-style-type: none"><li>• Prepared for work</li><li>• Meaningful curriculum</li><li>• Quality issues</li></ul>
▼ SCANS Skills	



Nationwide:                      Standards      Assessment      Outcomes



NCA Criterion III, Academic Achievement Assessment Plan



Assessment Initiative

## Attachment D

### Systems Model and Curriculum Development

Input → Processing → Output

- High School
- GED
- Military
- Other



Entrance → Instruction → Results



Placement ➤ Course Goals ➤ Grades

ASSET/COMPASS  
HOAE  
TABE  
ACT/SAT

Course Objectives  
Learning Activities

Developmental Education

MAT 051, 052, 062

ENG 050, 052, 053

Career Assistance

Tutoring

Mentoring

Help Labs

Outcomes

- Knowledge
- Skills
- Affects

# **ADVISORY COMMITTEE**

## **MINUTES**

**1997 – 2001**

## **ASSESSMENT INITIATIVE ADVISORY COMMITTEE**

5:30 p.m., Batteau Room  
Wednesday, May 10, 2006

### **MINUTES**

- Present:** Mary Ellen Abell, J. P. Barrington, Shayne Crawshaw, Dr. Denise Crews, Dr. Morteza Daneshdoost, Mark Henson, Dr. Keith Kendrick, Kathi Kibler, Dr. Robert Mees, Edgar J. Montaño, Dr. Deborah Payne, Anita Petersen, Dr. Larry Peterson, John Profilet, Jake Rendleman, Dr. Julia Schroeder, Matthew Todd, Judy Vineyard, Dr. John Washburn, Russ Williams
- Absent:** Becky Ashton, Jerry Bechtel, Sheryl Bleyer, Tom Cardwell, Sheila Colombo, Terry Crain, Andy Marcec, Dr. Mike Morgan, Dr. Paul Sarvela, Atty. John Sanders

### **WELCOME**

B. Erickson opened the meeting with introductions and a brief overview of the assessment cycle. Dr. Mees greeted the committee and spoke of the upcoming 40<sup>th</sup> anniversary of the College and the strategic planning process. Dr. Petersen commented on strategic planning for the student services and J. P. Barrington referred to the progress being made in the facilities and infrastructure planning.

### **MINUTES OF SEPTEMBER 1, 2004 MEETING**

Minutes of the last advisory committee meeting were reviewed. No objections were noted.

### **IMPLEMENTATION**

The three phases of the implementation process were discussed. One aspect of this process will be defined in the near future to close the gap between Phase III and program improvement.

### **NOMINAL GROUPS**

The nominal group process has been completed for the following educational goals: Community Responsibility (SP06), Ethical Awareness (SP05), Critical Thinking (FL04), Mathematical Reasoning (SP04), and Communication (FL03). Departments are making headway with the implementation process is progressing for these goals. M. Daneshdoost questioned the ability to measure Critical Thinking. Brenda replied that the results of this nominal group reflect Blooms Taxonomy of Learning in the Cognitive Domain. Most new textbooks now include learning objectives written to critical thinking.

The nominal group for Community Responsibility was held on April 20, 2006. The results of this focus group highlighted the need to offer a culture of civic engagement at the college. The group also recognized the need for appropriate resources to actualize this, opportunities for faculty and staff development for pedagogical changes, a variety of learning experiences related to community responsibility, and the consideration of service as a component for employment at John A. Logan College.

The group also discussed the need to revise the Community Responsibility goal statement to make it more active. Our accrediting body will be considering what John A. Logan College does for civic engagement (Criterion IV) and what effect this concept has on our students when they graduate.

## **BUDGET**

The expense of the Assessment Initiative project for 2005-2006 was \$7,496.83, which included only one nominal group meeting for the year.

## **NCA – HIGHER LEARNING COMMISSION**

D. Payne noted that 130 people were involved in the accreditation review process. All five Criterion groups have submitted reports and the NCA visitation date has been set for February 5 – 7, 2007. This will occur during the College's 40<sup>th</sup> year anniversary celebration. Brenda and Dr. Schroeder spoke to Criterion 3 which is based on teaching and learning. Strengths noted in the Criterion 3 report included technology, staffing, faculty development, curriculum and development, and the assessment process in the instructional area. Opportunities for improvement included creativity constraints, facility needs (cosmetology, automotive, community health building, additional classrooms), balance (for faculty) between time for training and time in the classroom, an environmental scan, technology at extension centers, and the expansion of assessment college-wide.

## **2006-2007 GOALS**

Goals for the Assessment Initiative plan were distributed. Brenda announced that she will be leaving the assessment coordinator position. The timeline for placement of the new coordinator is spring 07 with Brenda serving in an advisory capacity for one year. A new self-study survey will be going out to faculty and staff during fall 06 which will be utilized for the assessment program evaluation. Educational goals to be reviewed include Workplace Readiness (FL06) and Wellness (SP07).

## **FEEDBACK**

S. Crawshaw felt that the diversity of the Community Responsibility focus group was a contributing factor to its success. M. Daneshdoost recommended including follow-up studies of JALC graduates as part of the Assessment Initiative. There was discussion about the changing nature of student's needs which may result in reconsidering the College's delivery system for coursework, i.e., satellite campus, on-line courses, scheduling, etc. D. Payne noted the traditional educational institution may move to a quality-of-life institution. Dr. Mees thanked J. Washburn for his service as the Assessment Initiative consultant over that past 10 years.

The meeting was adjourned at 7:05 p.m.

Respectfully submitted,

*Susan May*

## ASSESSMENT INITIATIVE ADVISORY COMMITTEE

5:30 p.m., Batteau Room  
Wednesday, May 18, 2005

### MINUTES

Present: J. P. Barrington, Sheryl Bleyer, Sheila Colombo, Shayne Crawshaw, Terry Crain, Dr. Denise Crews, Dr. Morteza Daneshdoost, Mark Henson, Dr. Keith Kendrick, Kathi Kibler, Dr. Robert Mees, Edgar Montaño, Dr. Deborah Payne, Anita Petersen, Dr. Larry Peterson, Michelle Parker-Clark, John Profilet, Jake Rendleman, Dr. Julia Schroeder

Absent: Mary Ellen Abell, Becky Ashton, Jerry Bechtel, Colin Campbell, Tom Cardwell, Andy Marcec, Dr. Mike Morgan, Dr. Glen Poshard, Atty. John Sanders, Dr. Paul Sarvela, Judy Vineyard, Dr. John Washburn, Russ Williams

### WELCOME

Dr. Mees welcomed the Advisory Committee. B. Erickson gave a brief overview of the assessment cycle which involves identifying outcomes, gathering evidence, interpreting evidence, and implementing change. This cycle encompasses the mission and goals of the College.

### MINUTES OF SEPTEMBER 1, 2004 MEETING

Minutes of the last advisory committee meeting were reviewed. J. Schroeder moved to accept, J. P. Barrington seconded, motion carried.

### DEPARTMENT UPDATES

An updated Outcomes Assessment matrix was presented to the group. J. Schroeder expressed the need for department chairs to notify term faculty members if common final exams are to be given. It was recommended that it be announced at the term faculty orientation in the Fall. J. Vineyard and A. Petersen are working on a grant partnering with area community colleges and high schools in gathering information on literacy with at-risk students. J. Vineyard will provide pre- and post-test results when they become available. It was noted that the Early Childhood Education area was targeted for improvement in pre- and post-testing.

### NOMINAL GROUPS

The following educational goals are involved in the nominal group process as follows:

- Communication (*F03, Phase II*)
- Mathematical Reasoning (*SP04, Phase I*)
- Critical Thinking (*F04, F/S Development Day F05*)
- Ethical Awareness (*SP05, F/S Development Day F05*)

**Phase I** involves an inventory of core courses; **Phase II** includes a judgment of each course to determine if there is teaching to the educational goal; and **Phase III** reveals how this information is used for improvement.

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Brenda stated that Critical Thinking and Ethical Awareness are goals that are more abstract in nature and require more discussion. Both nominal groups suggested that faculty training would be helpful in completing the implementation processes for these goals. Training will be given at the Faculty and Staff Development Day on Tuesday, October 11, 2005.

### **IBHE/ICCB**

Brenda received reports from each department chair and will compile their information in her Assessment reports to ICCB and IBHE. This is due to E. Pulley in June, 2005.

### **COST**

The expense of the Assessment Initiative project for 2004-2005 was estimated at \$8,436.55, which included two Advisory Committee meetings. An increase in printing is expected over the next fiscal year. Brenda proposed a budget of \$8,150 for the 2005-2006 academic year.

### **PLANS FOR 2005-2006**

The implementation process for the educational goals will continue. Brenda requested assistance during the summer in working with Implementation Phase III. The nominal group for Community Responsibility has been scheduled for Tuesday, October 25, 2005. The nominal group for Workplace Readiness will be scheduled for spring semester 2006.

### **HLC, HIGHER LEARNING COMMISSION**

A faculty survey has been sent to all full-time faculty. Questions in the survey regarding assessment were included as an attachment.

### **CRITIQUE**

The Assessment Initiative has been successful in increasing faculty/staff/and stakeholder involvement over the past year. Improvements to the Catalog and course syllabi were also noted. However, more student involvement is needed in the Assessment Initiative. M. Daneshdoost commented that the Assessment Initiative needs to continue to look for depth, not just “satisfying criteria.” The question of how assessment helps students was also mentioned. The following written suggestions were submitted at the meeting:

- Consider student workers for input and participation during their scheduled work hours. This will help ensure their representation.
- Are we reporting that the evidence reported on the matrix is proof of eight educational goals or program outcomes? Not sure.
- Under “Applied Technology” the program on the overhead – curricula majors do not match the Outcomes Matrix, i.e. Graphic Design.
- On the Outcomes Matrix (page 2) is the acronym mosmosmos correct or should it be Mos? If correct what is the difference?
- Outcomes Matrix, where common exams and finals are used it is important that both full and term faculty give input and are aware of the process.
- All nominal groups and the Advisory group should have an additional term faculty member – the groups need two term faculty members rather than just one.

- Under the re-accreditation process we must assess both credit and non-credit classes – we need to report on the non-credit area of the college – how are they assessing.
- Social Sciences: Political Science – not government. Add Social Work. No common exams.
- Administrative support for: 1) common syllabi; 2) common exams; 3) tracking of students/completers
- I hope we can present the sessions for Faculty and Staff development day (dealing with Critical Thinking and Ethical Awareness) in a manner that encourages all faculty to attend.  
I know there are some who feel that these areas are covered in “other” classes . . . they don’t have a direct responsibility to include these.
- Transfer areas continue to question how to assess the success of students after transferring to universities. More surveys? Data (area specific) from university departments.
- Why was the attrition rate so high (67%) for the Diagnostic Medical Sonography Program in 2002?
- Need more than one student on Advisory Committee.
- Are final exams the same for each class, i.e., ENG 101, MAT 051, etc. (Department Exam)
- Is the pool of qualified students large enough to expand any of our Nursing Programs?
- How is Faculty Survey evaluated?
- I question stakeholder participation!
- Learning Community: add MAT 051, ENG 052, and ENG 053 – these are the included courses.
- Assessment tools – COMPASS/Asset, high school grades (recent), and Learning Community intake.
- Possible area for improvement – this idea is most specific to developmental English. I would like to see the developmental English courses go through the NADE certification process – this certification includes a self-study that could fit well with the HLC process.

The meeting was adjourned at 7:25 p.m.

Respectfully submitted,

*Susan May*

## ASSESSMENT INITIATIVE ADVISORY COMMITTEE

Wednesday, September 1, 2004

### MINUTES

Present: Becky Ashton, Tom Cardwell, Shayne Crawshaw, Terry Crain,  
Dr. Denise Crews, Dr. Mortezar Daneshoost, Mark Henson,  
Dr. Keith Kendrick, Kathi Kibler, Andy Marcec, Dr. Robert Mees,  
Edgar Montaña, Dr. Deborah Payne, Anita Petersen, Dr. Larry Peterson,  
Dr. Glen Poshard, John Profilet, Jake Rendleman, Atty. John Sanders,  
Dr. Paul Sarvela, Dr. Julia Schroeder, Judy Vineyard

Absent: Mary Ellen Abell, Jerry Bechtel, Sheryl Bleyer, Dr. Mike Morgan,  
Cheryl Thomas, Dr. John Washburn

Guests: Kyle Erickson, Susan May

### MINUTES OF JUNE 24, 2003, MEETING

Minutes of the last advisory committee meeting were reviewed. A. Marcec moved to accept, M. Daneshoost seconded, motion carried.

### DEPARTMENT UPDATES

Brenda gave a brief overview of the updated Outcomes Assessment matrix. Dr. Sarvela complimented the College on the pass percentages listed for the Allied Health programs. New results will be updated in the near future. Questions were raised concerning the College's measurement of success, pre- and post-testing, and retention rates. Brenda commented that this information is required for program improvement and would be forthcoming.

### IBHE/ICCB

Brenda announced that there are new requirements from IBHE and ICCB. In addition to having the required goals, assessment, and external stakeholders, the College must report results and document improvements from year to year. This information will be documented in a written statement submitted with the Outcomes Matrix each year.

### NOMINAL GROUPS

An implementation document is being used to determine what course objectives are meeting the Educational Goal 1: Communication. S. Crawshaw noted that courses chosen to be aligned with this goal included core courses in each department which have the highest level of enrollment. In response to a question, Brenda commented that Communication is one of the eight educational goals that are institutionally supported.

### CURRICULUM REVIEW

Brenda reported on the recent curriculum review. The *John A. Logan College Catalog* was updated and all course descriptions in the *Catalog* were checked against course descriptions listed in each syllabus. All syllabi must now be typed in Word Processing which uses a template containing the requirements from

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ICCB. Julia added that assessment components must now be added to any new programs that are submitted for review. Brenda also noted that ICCB has asked the College to set benchmarks in each program and monitor the achievements of the benchmarks as they are met.

## **COST**

The expense of the Assessment Initiative project for 2003-2004 was \$7,052. Brenda noted that some other costs were absorbed by the Vice-President for Instruction office.

## **AAIC PLANS FOR 2004-2005**

Plans for continuous improvement are set for assessment as well as for the implementation of the results of the Communication and Mathematical Reasoning nominal groups. The Critical Thinking nominal group has been scheduled for Tuesday, October 5, 2004. The assessment program is due for evaluation this year. The NCA self-study for Criterion Three will now include credit and non-credit courses. Jake commented on the budget restraints we may be facing from the state and commented that the success of programs will be a large factor.

## **CRITIQUE**

The following written comments were submitted:

- In reference to Outcomes Matrix – anytime ENG 101 is included in the curriculum (ex. Applied Tech) – Developmental Education and Remedial Plan will include at least ENG 052 – may want to reflect development courses (both ENG and MAT) in that column for programs which include ENG 101 and college level math courses. I would leave the Career Assistant Lab and Tutoring – just add developmental courses.
- Applied Technology: Correct: Computer-Aided Machining. Add: Manufacturing, Graphic Design, Industrial Maintenance and Tooling Manufacturing.
- Maintain positive relationship with faculty to keep the assessment initiative moving forward.
- Must get support from Board of Trustees and Administration.
- Definitely have made tremendous strides during the past eight years.
- Need at least one term faculty member and maybe two (preferably one from career and one from transfer).
- Need a student on the Advisory Committee—choose student trustee each year – would always designate who that would be (just a suggestion for choosing).
- Change use of NCA to the Higher Learning Commission (as now called).
- Suggest numbered pages – not everyone can discern colors.
- NCA - ? Higher Learning Commission name change?
- Discuss how institutional educational goals correlate with program goals and individual course goals. (Addressed under critique).
- Do we look at student drop out and placement at universities?

The meeting was adjourned at 7:25 p.m.

Respectfully submitted,  
Susan May

## ASSESSMENT INITIATIVE ADVISORY COMMITTEE

Tuesday, June 24, 2003

### Minutes

Present: J. Bechtel, G. Caldwell, D. Crews, S. Hamilton, M. Henson, B. James,  
A. Marcec, R. Mees, J. Profilet, J. Schroeder, M. Seagle, J. Vineyard

Absent: M. E. Abell, T. Cardwell, S. Crawshaw, C. Dunbar, K. Kendrick,  
M. Morgan, C. Thomas, J. Washburn

Guests: D. Gilbert, S. May

### MINUTES OF JUNE 17, 2002, MEETING

Minutes of the last advisory committee meeting were reviewed. Julia moved to accept, Judy seconded, all approved.

### DEPARTMENT UPDATES

Members reviewed the updated Outcomes Assessment matrix and made the following notes: Scott felt the accreditation visit for CMG went very well and is expecting to receive the outcome by the end of July. Barbara and John noted that the PNE 099 courses will be offered in January during intercession only. Julia commented on the need for a collaborative effort among English, Math, and Social Science concerning the Basic Skills Testing (for education majors.) Consideration should be given to offer prep courses for this test. John stated that MAT 208 and 209 topics are included on the Basic Skills test. Brenda agreed to bring this matter before the departments this fall. Denise commented that the Learning Community should include MAT 051, reading and English. Brenda will meet with Denise to discuss this further. John requested looking into changing the final exam schedule to allow common finals to be given at the same time.

### PLANNING FOR 2003-2004

A plan was presented to the committee for 2003-2004. Julia stated that grant money used in the past was no longer available and that funding would need to come from the College.

### CURRICULUM REVIEW PROCESS

Brenda gave an overview of the material presented at the fall 2002 faculty meetings. She also presented a matrix that was designed as a tool for departments to use when reviewing their syllabi. This matrix compares the course description on syllabi to the Bulletin and IAI descriptions. A nominal group will be assembled this summer. They will begin reviewing syllabi within the Communications Educational Goal this fall. Brenda requested suggestions from the committee for individuals to be used in this process.

### COLLABORATION WITH LINCOLN/BALDRIGE PROCESS

Julia reported that our assessment process was working well with the Lincoln/Baldrige process. She also noted that the Lincoln/Baldrige process is now being referred to as the Logan Excellence Initiative. Self-studies are being conducted to prepare for the ICCB recognized visit and also the NCA visit in 2007. Julia

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distributed a handout entitled *Assessing Educational Capital* and stated that we have been chosen to participate in Measuring Up 2004 which will show how we compare with other institutions.

## **COORDINATOR'S REMARKS**

Brenda gave her evaluation of the project for the 2002-03 year. Strengths include the fact that assessment has successfully been embedded in our organization. Also, the assessment initiative is maturing appropriately. Areas for improvement include the need to increase the outside evaluation involved with assessment and also increase our focus on our ability to match what is actually done in the classroom to what we are as an institution.

## **OTHER COMMENTS**

D. Crews commented on the quality of input of student feedback. B. James agreed. The following written comments were provided as well:

- Change in final exam schedule (particularly fall and spring semesters) to allow common finals to be given at same time.
- Concerning “syllabi format,” are not faculty office hours to be included?
- There needs to be 2-3 students on this committee.
- Delete SPE 122.
- Check with Barb James on LIT courses. I think we may have deleted one of these.
- We need another article for the *General News* about Assessment.
- Japanese 101 should be added under languages.
- I don't think SPE 113 should be under Communications, possibly Aesthetic Response.
- SPE 122 deleted, became SPE 200.
- Eric Pulley may need to be a member of the advisory committee – due to his statistical input and impact.
- Term-Faculty – added to advisory committee? Has this happened? (2002 minutes)
- Regarding the matrix, is PNE 099 really an Outcomes Assessment tool? It seems more a plan to me (column 3).
- Please add the following items to the matrix for Applied Technology, 2002-2003:
  - Welding – applying for AWS certification
  - MAC – currently doing NIMS self-study (no NAIT)
  - CMGT – student feedback – satisfaction survey
  - Business & Applied Technology – annual graduate follow-up survey

Meeting adjourned at 6:30 p.m.

Respectfully submitted,

Brenda Erickson

## **ASSESSMENT INITIATIVE ADVISORY COMMITTEE**

Monday, June 17, 2002

### **MINUTES**

Present: M. E. Abell, S. Bleyer, J. Bechtel, S. Crawshaw, G. Caldwell, D. Crews  
S. Hamilton, M. Henson, B. James, K. Kendrick, R. Mees, D. Payne,  
J. Profilet, M. Pyle, J. Schroeder, M. Seagle, J. Vineyard, J. Washburn

Absent: T. Cardwell, L. Chapman, C. Dunbar, A. Marcec, M. Morgan

Guests: S. May

### **MINUTES OF JUNE 18, 2001, MEETING**

Minutes of the last advisory committee meeting were reviewed. Mary Ellen moved to accept, Maxine seconded, all approved.

### **DEPARTMENT UPDATES**

Members reviewed the updated Outcomes Assessment matrix and made the following notes: John Profilet asked Keith Kendrick to review the requirement of MAT 106 for some Applied Technology programs; Keith agreed to do so in fall, 2002. Barbara asked for a follow-up study for ENG 052 completers; Brenda agreed to add to the list of follow-up studies. Concerning Allied Health and Public Service, Mary Ellen agreed to meet with Brenda this summer to make updates/changes to those programs. Mary Ellen also noted that the first results of the Total Testing™ for AND students should be available in August or September. Brenda noted that the results of the latest BIO 100/101 study were still pending. Gary said there will be discussion concerning the effect of the “S” sections in the social sciences.

### **STRATEGIC PLANNING**

Brenda presented the suggestions of the Assessment Strategic Planning subcommittee that are about expanding the focus of the Assessment Initiative beyond evaluation by revisiting the eight Educational Goals through the nominal group process and evaluating all course syllabi, in that order. John Washburn suggested evaluating current syllabi first, then presenting them to the nominal group for their study. There was discussion about the logistics among the Instructional Services members; namely, the vice-president, dean, assistant to the dean, associate deans and chairs. All agreed that communications should be the first goal to be addressed with either mathematical reasoning or critical thinking next. Brenda agreed to devise a plan to evaluate the syllabi and conduct a follow-up nominal group for all eight Education Goals to begin as early as fall, 2002, and to start with communications. (The plan should be presented to the faculty at the Fall Faculty meeting on August 14, 2002.)

### **COLLABORATION WITH LINCOLN/BALDRIGE PROCESS**

Brenda mentioned the collaborative effort between the Assessment Initiative and the Lincoln/Baldrige process, including the two nominal group meetings on April 30 and May 14.

## **TRAINING**

On behalf of John A. Logan College and Assessment, Brenda will be attending a workshop on assessing student learning provided by the Illinois Board of Higher Education on July 24 at Heartland Community College in Normal. This should help the College prepare for Illinois' Commitment Goal 5 that relates to student learning and program improvement. Judy brought forward that the College will host the Information Literacy Summit 2002, July 23. One of the topics is Assessment. Brenda called this to Barbara's attention.

## **CRITIQUE**

Brenda gave her evaluation of the project for the 2001-2002 year. Strengths include documentation of outcomes for all programs, the relationships that have been developed related to Assessment with Instructional Services and direction the program is taking with strategic planning. Areas for improvement include the need to complete the follow-up studies for CPS, IPP, CRJ, BIO 100/101 and Accounting; evaluation of the project by faculty; and strengthening the make-up of the Advisory Committee by adding student, term faculty and external representation. (John Profilet suggested asking faculty to evaluate the program immediately after their annual department-assessment meeting rather than waiting until the end of the school year; all agreed.)

## **OTHER COMMENTS**

The following written comments were provided as well:

- How do we incorporate results back into education goals and program improvement?  
Do poor results indicate [the need for] better entry assessment?
- Problems with transfer issues.
- Training needed to know how to critique syllabi.
- I think weaving syllabi evaluation into faculty evaluation is a way to validate this assessment process.

Meeting adjourned at 7 p.m.

Respectfully submitted,

Brenda Erickson

## Attachment F NOMINAL GROUP PARTICIPANTS

<b>COMMUNITY RESPONSIBILITY, SPRING 2006</b>	
<p><b>Administration:</b> Lisa Hudgens, Phil Minnis  <b>Applied Technology:</b> Debbie Grisham  <b>Business:</b> Melanie Pecord, Shayne Crawshaw  <b>English:</b> Jeneece Bishop  <b>External:</b> Lana Bardo, Community Activist, C'dale;            Karen Freitag, SIRSS; Robert Koehn, Regional Superintendent; Richard Kuehl, Professor Emeritus, SIUC; Imam Moustafa Morsy, Director, Islamic Center of C'dale; Patrick Scates, representing Senator Barack Obama; Susan Metcalf, Director, Good Samaritan House; Kathy West, City Council Member, DuQuoin; Darrell Wimberly, Dean of Students, Marion; Larry Woolard, Southern Regional Manager, Illinois DCEO</p>	<p><b>Health/Public Service:</b> Rick Ellett, Pam Hays, Julie Horecker  <b>Humanities:</b> Edgar J. Montaño  <b>Learning Community:</b> Dr. Denise Crews  <b>Learning Resources:</b> Steve McLaughlin  <b>Life Science:</b> Fae Ragan  <b>LOSA:</b> Debbie Richison  <b>Maintenance:</b> Dale Marrs  <b>Mathematics:</b> Kathirave Giritharan  <b>Physical Science:</b> Dr. James Gundlach  <b>Social Science:</b> Dr. Mary O'Hara  <b>Student Body:</b> Roy Edwards  <b>Student Services:</b> Nita Lowery, Lauralyn Cima  <b>Term Faculty:</b> Russ Williams</p>
<b>ETHICAL AWARENESS, SPRING 2005</b>	
<p><b>Administration:</b> Dr. Larry Peterson  <b>Applied Technology:</b> Lee Rawson  <b>Business:</b> Melanie Pecord  <b>Business &amp; Industry:</b> Sheila Colombo  <b>English:</b> Cheryl Barrall  <b>External:</b> Brad Cole, Mayor of Carbondale            Dr. Sam Goldman, SIU-C            Richard Habiger, Attorney, Elder Care            Meta Minton, <u>Southern Illinoisan</u>            Ron Lantrip, SIU Credit Union            Dr. Elizabeth Montgomery, Consultant            Robert Morrell, Veteran's Medical Center            Dr. Andrea Brown, State Board of Education</p>	<p><b>Health/Public Service:</b> Della Hines, Paul Menkis  <b>Humanities:</b> Stephanie Chaney-Hartford, Maudie Graham  <b>Learning Community:</b> Mabel Hayes  <b>Learning Resources:</b> Adam Rubin  <b>Life Science:</b> Dr. Sue Trammell  <b>LOSA:</b> Bryceson Page  <b>Maintenance:</b> Larry Page  <b>Mathematics:</b> Dr. Virgil Stubblefield  <b>Physical Science:</b> Dr. Mik Sawicki  <b>Social Science:</b> Jane Bryant  <b>Student Services:</b> Nita Lowry  <b>Student Body:</b> Shana Woodworth  <b>Term Faculty:</b> Dominic Gomes</p>
<b>CRITICAL THINKING, FALL 2004</b>	
<p><b>Administration:</b> Mabel Hayes  <b>Applied Technology:</b> Greg Walker  <b>Business:</b> Mike Bitting  <b>English:</b> Anita Petersen  <b>External:</b> Dr. James Allen, University Core Curriculum, SIUC; Najjar Abdul-Musawwir, Art &amp; Design, SIU-C; Dr. Samir Aouadi, Department of Physics, SIU-C; Susan Barnes, Susan Barnes Dance; The Honorable Mike Bost, The Honorable John Bradley; Jon Davey, Architecture &amp; Interior Design, SIU-C; Lance Jack, Muncipal Government; George Maroney, Carbondale Memorial Hospital;</p>	<p>Dr. James Osberg, International Education;            Frank Sears, Southern Illinois Healthcare  <b>Health/Public Service:</b> Kathy Gibson, Dr. Barb Patchett  <b>Humanities:</b> Edgar Montaño  <b>Learning Community:</b> Robyn Stevens  <b>Learning Resources:</b> Judy Vineyard  <b>Life Science:</b> Jodi Hart  <b>Mathematics:</b> Scott Elliott  <b>Physical Science:</b> Michiko Eberle  <b>Social Science:</b> Kathi Kibler  <b>Student Body:</b> Mallory Chiders  <b>Student Services:</b> Kristin Gregory  <b>Term Faculty:</b> Monte Franklin</p>
<b>COMMUNICATION, FALL 2003</b>	
<p><b>Administration:</b>  <b>Applied Technology:</b> Lee Rawson  <b>Business:</b> Carol Mitchell  <b>English:</b> Cheryl Barrall, Katie Carl, Barbara James  <b>External:</b> Father Joseph Brown, Black American Studies, SIU; Dr. Norma Ewing, College of Education, SIU;</p>	<p><b>Humanities:</b> Stephanie Chaney-Hartford, Maudie Graham  <b>Learning Community:</b> Dr. Denise Crews  <b>Learning Resources:</b> Tom Bell  <b>Life Science:</b> Nelda Hinckley  <b>LOSA:</b> Robin Egelston  <b>Mathematics:</b> Roberta Brown</p>

<p>Sandy Maxwell, Carbondale High School;  Char Reed, Brehm Preparatory School;  Dr. Gary Thomas, Wm. County Special Education;  Bonnie Wheeler, WSIL-TV  <b>Health/Public Service:</b> Rick Ellet, Paula Willig</p>	<p><b>Physical Science:</b> Dr. Jim Gundlach  <b>Social Science:</b> Dr. Richard Deutsch  <b>Student Body:</b> Sarah Meadows  <b>Student Services:</b> Elizabeth Bailey-Smith  <b>Term Faculty:</b> Robyn Stevens</p>
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**AESTHETIC RESPONSE, SPRING 2001**

<p><b>Administration:</b> Jo Nast  <b>Applied Technology:</b> Mike DeMattei  <b>Business:</b> Lora Hines  <b>English:</b> Steve Falcone  <b>Health/Public Service:</b> Pam Karns  <b>Humanities:</b> Renee Mavigliano, Mike Seagle,  Darby Ortolano, Karen Bryant-Sala  <b>Learning Resources:</b> Steve McLaughlin  <b>Life Science:</b> Donna Ford</p>	<p><b>Mathematics:</b> Jeff McCreight  <b>Physical Science:</b> Michiko Eberle  <b>Private Sector:</b> Mike Bennett, Lori Fink, Bill Hamer,  Cameron Smith, Nancy Stemper,  Roy Weshinsky  <b>Social Science:</b> Al Stadler  <b>Student Body:</b> Angie DeNosky  <b>Student Services:</b> Adrienne Barkley  <b>Grounds, Security, Maintenance:</b> Tom Hamlin  <b>Operational:</b> Patty Morrison</p>
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**WELLNESS, FALL 2000**

<p><b>Administration:</b> Cheryl Thomas  <b>Applied Technology:</b> Jerry Parker  <b>Business:</b> Dr. Joyce Hayes  <b>English:</b> Dave Packard  <b>Health/Public Service:</b> Della Hoffman, Marilyn Murphy,  Sandy Monahan, Patty Smith,  Valerie Newberry  <b>Humanities:</b> Darby Ortolano  <b>Learning Resources:</b> Steve McLaughlin  <b>Life Science:</b> Fae Ragan, Jody Hart</p>	<p><b>Mathematics:</b> Eric Ebersohl  <b>Physical Science:</b> Mik Sawicki  <b>Private Sector:</b> Dr. Paul Sarvela, Jan Waller,  Miriam Link-Mullinson  <b>Social Science:</b> Kathi Kibler  <b>Student Body:</b>  <b>Student Services:</b> Mike Middleton  <b>Grounds, Security, Maintenance:</b> Dwight Hoffard  <b>Operational:</b> Carol Studie</p>
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**COMMUNITY RESPONSIBILITY, SPRING 2000**

<p><b>Administration:</b> Cheryl Diedrick, Jo Nast  <b>Applied Technology:</b> Bill Gayer  <b>Business:</b> Mike Bitting  <b>English:</b> Steve Falcone  <b>Health/Public Service:</b> Marilyn Murphy  <b>Humanities:</b> Karen Sala  <b>Learning Resources:</b> Tom Bell  <b>Life Science:</b> Fae Ragan</p>	<p><b>Mathematics:</b> Jeff McCreight  <b>Physical Science:</b> Don Rich  <b>Private Sector:</b> Hugh Muldoon; The Honorable  Jim Holloway  <b>Social Science:</b> Gary Caldwell, Mary O'Hara  <b>Student Body:</b> Cindy Huckabee  <b>Student Services:</b> Elizabeth Bailey-Smith  <b>Operational:</b> Carol Studie</p>
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**COMMUNITY RESPONSIBILITY FOCUS GROUP, SUMMER, 2000**

<p>Community Elementary District  Hugh Muldoon, Director, Interfaith Center, SIUC  Tom Redmond, Development Services Director,  City of Carbondale  Elbert Simon, Postmaster, Marion  Maggie Flannagan, City Council, Carbondale  Bob Butler, Mayor, Marion  Carole Jorgensen, Elkville City Council and Cross</p>	<p>Walk Community Action Board  Dr. Linda Barrette, Rotary Club, Carbondale  Gary Jenkins, Manager, Farm Bureau of Williamson County  Robert Koehn, lifetime resident of Ava  Roxanne Brewer, Orpack-Stone Corporation, Herrin  Cindy Huckabee Criminal Justice student,  John A. Logan College</p>
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**WORKPLACE READINESS, SPRING 1999**

<p><b>Administration:</b> Lisa Hudgens  <b>Applied Technology:</b> Jon Rivers  <b>Business:</b> Phyllis Jackson, Carol Mitchell  <b>English:</b> Harry Mosley  <b>Health/Public Service:</b> Mary Ellen Abell, Kathy Gibson  <b>Humanities:</b> Edgar Montañó  <b>Learning Resources:</b> Debbie Greathouse  <b>Life Science:</b> Keith Krapf</p>	<p><b>Mathematics:</b> Scott Elliott  <b>Physical Science:</b> Virgil Stubblefield  <b>Private Sector:</b> Jim Cook, Maytag;  Bill Nielsen, Flanders Electric  <b>Social Science:</b> Tom Carroll  <b>Student Body:</b> Mike Griesbaum  <b>Student Services:</b> Jane Minton</p>
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### ETHICAL AWARENESS, FALL 1999

<b>Administration:</b> Denise Crews	<b>Mathematics:</b> Dr. Virgil Stubblefield
<b>Applied Technology:</b> Keith Kendrick	<b>Physical Science:</b> Bob English
<b>Business:</b> Mike Bitting	<b>Private Sector:</b> Hugh Muldoon; The Honorable Jim Holloway
<b>English:</b> Stan Hale	<b>Social Science:</b> Gary Caldwell
<b>Health/Public Service:</b> Paula Willig	<b>Student Body:</b> Michael Rickenberg
<b>Humanities:</b> Gayle Pesavento, Stan Davis	<b>Student Services:</b> Christy Martin
<b>Learning Resources:</b> Judy Vineyard	
<b>Life Science:</b> Mickey McCowan	

### MATHEMATICAL REASONING, FALL 1998

<b>Career/Applied Technology:</b> Tim Baker	<b>Life Science:</b> Jo Princ (Forer)
<b>Private Sector:</b> Bryce Cramer, Egyptian Electric	<b>Physical Science:</b> Mik Sawicki
<b>Student Body:</b> Jessi Trinkle	<b>Social Science:</b> Perry Knop
<b>Mathematics:</b> Jim Harris, Shelle Patterson, Norm Rees, John Profflet	<b>Career/Allied Health, Public Service:</b> Paul Menkis
<b>Career/Business:</b> Dr. Joyce Hayes	<b>Student Services:</b> Ngozi Okasili
<b>English:</b> Marion Carroll	<b>Administration:</b> Dr. Julia Schroeder
	<b>Career/Nursing:</b> Dr. Susan Winters
	<b>Humanities:</b> Dr. Bob Zellman

### COMMUNICATION, FALL 1997

<b>English:</b> Anita Braun, Harris Mosley, Katie Carl, Barbara James	<b>Administration:</b> Tom Bell
<b>Student Services:</b> Elizabeth Bailey-Smith	<b>Mathematics:</b> Roberta Brown
<b>Student Body:</b> Cecilia Dunbar	<b>Physical Science:</b> Virgil Stubblefield
<b>Private Sector:</b> Roxanne Brewer, Penn Aluminum	<b>Social Science:</b> Tom Carroll
	<b>Life Science:</b> Larry Spears
	<b>Humanities:</b> Gayle Pesavento, Mike Seagle

**Attachment G  
Academic Assessment Initiative  
Outcomes Matrix**

Assessment Tool(s) Entry Level	Developmental Education and Remedial Plans	Outcomes Assessment Tool(s)		Possible Area for Improvement
<b>Applied Technology</b>				
ASSET and/or COMPASS for programs requiring MAT 106 and/or ENG 101	Career Assistance Lab	ACT, Auto Collision Technology AST, Auto Services Technician  CMG, Construction Management DRT, Drafting ELT, Electronics GRD, Graphic Design HAC, Heating & Air Conditioning IDM, Industrial Maintenance MAC, Computer Aided Machining  MFT, Manufacturing TDM, Tooling Manufacturing WEL, Welding	NATEF Certification NATEF ASE End-of-Program tests Piloted spring 2003, and incorporated into AST 279 ACCE Accreditation ADDA Certification A+, CET Exam, CISCO  PAHRA Certification  NAIT, NIMS (pending self study) <sup>1</sup>  AWS Certification	Determine effect of ASE End-of- Program tests.
<b>Business Education</b>				
ASSET and/or COMPASS for programs requiring MAT 116 and/or ENG 101	Career Assistance Lab Tutoring	CIS, Computer Information System: 110, Introduction to Word Processing 210, Presentation Graphics 220, Advanced Spreadsheet Design 230, Operating Systems Use MOS-prep materials, teach to expert level of MOS and/or use MOS based exam. OT, Office Technology Use OPAC, Office Proficiency Assessment and Certification, to measure office technology related standards for students completing BUS 127, Electronic Calculating; BUS 237, Office Procedures; BUS 236, Records Management; and		Relate OPAC standards to course objectives.

		<p>others. OPAC testing for CMT students, MT students and LOS students. Two instructors recertified as CPS.</p> <p>CIS 230, Operating Systems: MOS based exam, 17 students tested with an 80% success rate (based on MOS standards).</p> <p>CIS 220, Advanced Spreadsheet Design: SP05 Results Of the 12 students enrolled in CIS 220, who were tested on 17 advanced skills included in the MOS exam, the following scores were achieved by the students:</p> <ul style="list-style-type: none"> <li>• 3 scored 100%</li> <li>• 6 scored between 90% - 99%</li> <li>• 2 scored between 80% - 89%</li> <li>• 1 scored between 70% - 79%</li> </ul> <p>Common final exam for ECO, Economics</p> <p><b>Faculty assigned to core courses for Implementation Phase III</b></p>																					
<b>English</b>																							
<p>ASSET and/or COMPASS scores <b>Diagnostic Essays</b> ENG 052 grade of "C" or better</p>	<p>ENG 050, 052, 053 <b>and ENG 099</b> Career Assistance Lab Tutoring</p>	<p>Prep for PN, Practical Nursing, students PNE 099, Intercession Group Grading Activity: Developed standard matrix to use to evaluate final compositions. Rubric for grading final papers in ENG 101, subjective on objective level. Developmental Education.</p>																					
<b>Health Careers, Associate Degree Nursing</b>																							
<p>ACT/PEP, ASSET and/or COMPASS scores for MAT 062 and ENG 101 RNNEE</p>	<p>Career Assistance Lab Self-assisted computer program Tutoring Total Testing™ that prepares nursing students for the NCLEX</p>	<p>ADN Pass Percentage:</p> <table border="1"> <thead> <tr> <th></th> <th>JALC</th> <th>STATE</th> <th>NATIONAL</th> </tr> </thead> <tbody> <tr> <td>1999</td> <td>83%</td> <td>83%</td> <td>85%</td> </tr> <tr> <td>2000</td> <td>72%</td> <td>81%</td> <td>84%</td> </tr> <tr> <td>2001</td> <td>76%</td> <td>84%</td> <td>86%</td> </tr> <tr> <td>2002</td> <td>89%</td> <td>88%</td> <td>87%</td> </tr> </tbody> </table> <p><b>December 2004</b></p>		JALC	STATE	NATIONAL	1999	83%	83%	85%	2000	72%	81%	84%	2001	76%	84%	86%	2002	89%	88%	87%	<p>As a result of assessment-related procedures, nursing faculty selected different nursing textbooks for better readability. The nursing pass rates have improved.</p>
	JALC	STATE	NATIONAL																				
1999	83%	83%	85%																				
2000	72%	81%	84%																				
2001	76%	84%	86%																				
2002	89%	88%	87%																				
<b>Health Careers, Cosmetology</b>																							
<p>ASSET and/or COMPASS for ENG 101</p>		<p>Cosmetology: Local test to determine readiness for state licensure exam Cosmetology Student Teaching Enrollment Report:</p>																					

Career Assistance  
Lab for  
probationary entry  
Tutoring

Sem	Start	Dropped	Finished	Pass Course	Pass State Boards	Failed Boards
S2002	2		2	2	2	
F2002	2		2	2	2	
S2003	2		2	2	2	
F2003	2		2	2	2	
S2004	1		1	1	1	
F2004	3		3	3		
S2005	3		3			

**Cosmetology State Board Test Scores:**

Sem	Start	Dropped	Completed	Incomplete	Pass State Board	Fail State Board
F1998	18	5	13		12	
S1999	20	4	11	5	10	1
F1999	21	9	10	2	8	1
S2000	20	6	12	2	10	
F2000	22	6	12	2	14	
S2001	22	7	14	1	8	1
F2001	23	7	16	2	3	1
S2002	25	8	14	1	13	1
F2002	19	0	18	1	17	1
S2003	25	1	22	1	22	0
F2003	24	5	18	0	18	0
S2004	23	6	16		13	0
F2004**	48	17	28		16	0
S2005	24	6	18			

**\*\*Two sections**

**Nail Technology Enrollment Report:**

Sem	Start	Dropped	Completed	In-complete	Pass State Board	Fail State Board	Re-tested/Passed	Absent
S1997	10	2	8		7	1	1	
F1997	10				7	1		
S1998	9			1	7			1
F1998	9				9			
S1999	10	1	no info			1		
F1999	9	no info						
S2000	11	no info	11			1		
F2000	10		10		6			4
S2001	none							
S2002	11		9	2	8			1

F2002	12	2	10	1	7	1	1
S2003	10	no info			1		
F2003	10			1	9		
S2004	7				9		
F2004	12		10	2	9		
S2005	8						
F2005							
S2006							

**Nail Technology Enrollment Report – High School (incomplete)**

Sem	Start	Finished	Inc.	Failed	Pass State Board	Fail State Board
F2003	11	10		1	5	0
F2004	9					

**Health Careers, Criminal Justice**

ASSET and/or COMPASS for ENG 101	Tutoring	Follow-up data for transfer students and those placed in employment. Pre and end-of-program tests. Service learning.  <b>Canine unit class project as community service (noted on NOV 05 agenda)</b>
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**Health Careers, Dental Assisting**

ASSET and/or COMPASS, HOAE, Health Occupations Aptitude Exam	Tutoring Career Assistance Lab	DANB, Dental Assisting National Board ADA, American Dental Association August, 2000, 18 student graduates, 12 passed DANB, 6 failed, 3 of 6 retook exam and passed. 2001-2002 17 grads, 5 sat, 3 passed, 2 failed 1 part (will retake) 2002-2003 26 grads, 17 sat, 14 passed, 3 failed 1 part (will retake) 2003-2004 23 grads, 12 sat, 10 passed, 2 not known 2004-2005 20 grads, 16 sat, 13 passed, 3 failed 1 part (will retake), 4 did not take exam  <b>2005 Dental Assisting Graduating Class results – 20 graduates:</b> <ul style="list-style-type: none"> <li>• 13 took DANB and passed all 3 parts</li> <li>• 3 failed 1 part and have not retaken that part of the exam to date</li> <li>• 4 graduates did not take exam</li> </ul> <b>DANB has raised their testing fees from \$225 to \$300 as of January 1, 2006.</b>
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### Health Careers, Dental Hygiene

<p>HOAE, Health Occupations Aptitude Exam Certificate from accredited Dental Assisting program</p>	<p>Additional clinic time</p>	<p>Outcomes: Employer surveys, graduate exit interview and survey, national board exam and regional exam.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">2001 North East Regional Board (16 scheduled, 15 attended)</th> </tr> <tr> <td style="text-align: center;">Clinical First Attempt</td> <td style="text-align: center;">Clinical Second Attempt</td> <td style="text-align: center;">CSCE First Attempt</td> <td style="text-align: center;">CSCE Second Attempt</td> </tr> <tr> <td style="text-align: center;">14 passed</td> <td style="text-align: center;">1 passed</td> <td style="text-align: center;">6 passed</td> <td style="text-align: center;">4 passed</td> </tr> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="3" style="text-align: center;">2001 National Board</th> </tr> <tr> <td style="text-align: center;">First Attempt</td> <td style="text-align: center;">Second Attempt</td> <td style="text-align: center;">Third Attempt</td> </tr> <tr> <td style="text-align: center;">6 passed</td> <td style="text-align: center;">4 passed</td> <td style="text-align: center;">5 sat, NR</td> </tr> </table> <p>Licensed Dental Hygienists: 9 / 15 (12-17-02)</p> <p><b>Dental Hygiene Board Results (as of Nov. 7, 2005)</b>  <b>Program Pass Rate = 85%</b></p> <ul style="list-style-type: none"> <li>• 2001: 87%</li> <li>• 2002: 88%</li> <li>• 2003: 83%</li> <li>• 2004: 91%</li> </ul>	2001 North East Regional Board (16 scheduled, 15 attended)				Clinical First Attempt	Clinical Second Attempt	CSCE First Attempt	CSCE Second Attempt	14 passed	1 passed	6 passed	4 passed	2001 National Board			First Attempt	Second Attempt	Third Attempt	6 passed	4 passed	5 sat, NR
2001 North East Regional Board (16 scheduled, 15 attended)																							
Clinical First Attempt	Clinical Second Attempt	CSCE First Attempt	CSCE Second Attempt																				
14 passed	1 passed	6 passed	4 passed																				
2001 National Board																							
First Attempt	Second Attempt	Third Attempt																					
6 passed	4 passed	5 sat, NR																					

### Health Careers – Diagnostic Medical Sonography

<p>HOAE, Health Occupations Aptitude Exam ENG 101, BIO 101, BIO 206, PHY 105 or 121, MAT 108</p>	<p>Tutoring Career Assistance Lab Additional time in Imaging Lab available on an individual basis.</p>	<p>Registration: ARDMS, American Registry for Diagnostic Medical Sonography RDSCS, Registered Diagnostic Cardiac Sonographer</p> <p>Outcomes: DMS 230 Final Exam (300 questions to determine readiness for Registry Exams) DMS 224 Final Proficiency Lab Testing (Imaging demonstration on videotape to determine readiness for employment) Employment in a DMS field Outcomes reported in GPA, employment, grades in DMS 224 and 230, pass ARDMS CVT or ARDMS AE. Included HOAE, degree (MLT, OT, RRT and RT), ASSET and ENG 101, MAT 108, PHY 121 and BIO 101 and 206 grades. No attrition in 01 class; all students completed.</p>
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		DMS Outcomes					
		Year	Percent Pass Rate Registered	JALC Exam Pass Rate	Percent Employed	Average GPA	Attrition
		Standard	85	90	100		
		2001	100	100	83	4.875	0
		2002	100	75	100	4.08	67%
		2003	100	90	100	4.68	17%
		2004					

**Health Careers – Early Childhood Education**

ASSET and/or COMPASS for ENG 101 or 113 or BUS 235	Tutoring Career Assistance Lab	Final review of principles and concepts as related to course purpose and objectives. Offer ECE Advanced Certificate in Early Childhood Leadership. Illinois Director credentialed. Pre test for CCT 160 (and maybe 150 and 155) Fall 2005.  <b>Course objective ideas from advisory committee for program improvement.</b>	<b>X</b>
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**Health Careers – Emergency Medical Services**

		Licensures in EMT 111, EMT-B; EMT 250, EMT-1; and EMT 252, EMT-P. <b>August 10; Completion Rates:</b> <b>FY00 – 95.8%'</b> <b>FY01 – 90.0%</b> <b>FY02 – 82.3%</b>	
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**Health Careers – Interpreter Preparation Program**

ASSET and/or COMPASS for ENG 101 and for math elective	Tutoring Career Assistance Lab Self-paced materials on IPP labs		Employment placement rates to be provided.
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**Health Careers – Nursing Assistant**

	Career Assistance Lab	<b>Nurse Assistant Competency Pass Rate:</b>					
	Student Support Services for counseling	<b>Time Frame</b>	<b># taking exam</b>	<b>Pass</b>	<b>Fail</b>	<b>Pass %</b>	
		7/1/00 – 6/30-01	65	65	0	100%	
		7/1/01 – 6/30/02	53	49	4	92.45%	
		7/1/02 – 6/30-03	50	49	1*	98%	
		<b>*Note: also failed previous year</b>					

### Health Careers – Practical Nursing

ASSET and/or COMPASS for ENG 101 Nursing Prep	Tutoring Also see ADN Remediation SI-MAN Computer	Licensure: NCLEX-PN CAP PN Pass Percentage: JALC    STATE    NATIONAL 1999:    88%    84%    86% 2000:    80%    84%    85% 2001:    95%    88%    86% 2002:    82%    89%    87% Resource manual that related to Community Responsibility.	
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### Humanities

Considering ASSET and/or COMPASS for ENG 101 and SPE 115	Tutoring	Common model for SPE 115 Common final exam for SPN 101 <b>Assigned faculty for five program areas: Music, Speech, Humanities, Spanish, Art.</b> <b>R. Mavigliano's sabbatical: Surveyed transfer students for program improvement.</b>	
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### Learning Community

		Three cohort groups in ENG 052 to determine success in ENG 101. Reaction survey for faculty and students involved in the Learning Community.	
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### Life Science

Studying BIO 100/101	Tutoring	Study for BIO 100/101, incomplete. <b>Accepted common final exam for BIO 100/101. Coordinators for BIO 100 (Keith Krapf) and HTH 110 (Jodi Hart). Common course objectives and common finals.</b>	
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### Mathematics

ASSET and/or COMPASS for placement in MAT 051, 052, 062, 105, 106, 108, 109, 111, 113, 116, 117, 120, 125, 131, 208, 282.	MAT 051, 052, 052H, 061, 062, 062H Tutoring	<b>MAT 113, Contemporary Mathematics, common final exam, Fall 2005.</b> <b>Forty final exam questions correlated with 33 course objectives.</b> <b>J. Dethrow and E. Ebersohl are working toward a common final exam in MAT 120 for Spring 06 semester. Term faculty have been notified.</b>	
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### Physical Science

Math	Tutoring	CHEM, General Chemistry: Outcomes test CPS follow-up survey results:	<b>Interpretation of results for PHY 205 FCI assessment.</b>
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- CPS is designed for transfer to a 4-year program.
- Results support recent language changes (to Java and C++)
- Students should be encouraged to select application software courses as electives, where possible.
- Study feasibility of Maple, MATLab as collaboration between Math and Physical Science departments.
- Further study alternative course times.

Pilot entrance and exit exams in PHY 155 and 205 Fall 2003.

The *Force Concept Inventory (FCI)* assessment pre-test was given on August 24 and 26, 2004 to all students beginning my University Physics (PHY 205) class. The FCI post-test was administered on December 7, 2004. The scores are tabulated below.

Class	# of students Pre-Test N <sub>1</sub>	Pre-test Score (%)	# of students Post-Test N <sub>2</sub>	Pre-test score (%) N <sub>2</sub> only	Post-test score (%)	g (st. gain) N <sub>2</sub> only
PHY 205 (Fall '04)	30	34	16	37	52	0.24

### Social Science

PSY 132

Tutoring  
"S" sections

**Pre and post tests for PSC 131, Spring 2005. Second phase for PSY 132.  
Common final exams. Mentoring Process.**

**X**

## Attachment H

### LEARNING OBJECTIVES AS THEY RELATE TO EDUCATIONAL GOALS

- Critical Thinking

Objective: \_\_\_\_\_  
Objective: \_\_\_\_\_

- Mathematical Reasoning

Objective: \_\_\_\_\_  
Objective: \_\_\_\_\_

- Ethical Awareness

Objective: \_\_\_\_\_  
Objective: \_\_\_\_\_

- Aesthetic Response

Objective: \_\_\_\_\_  
Objective: \_\_\_\_\_

- Communications

Objective: \_\_\_\_\_  
Objective: \_\_\_\_\_

- Wellness

Objective: \_\_\_\_\_  
Objective: \_\_\_\_\_

- Community Responsibility

Objective: \_\_\_\_\_  
Objective: \_\_\_\_\_

- Workplace Readiness

Objective: \_\_\_\_\_  
Objective: \_\_\_\_\_

## **Attachment I**

### **BACCALAUREATE TRANSFER PROGRAM**

#### Departments and Goals:

All departments prepare students for transfer to four year institutions. In addition, the departments have the following program goals:

#### English

The English Department prepares students to think clearly and critically so they can make informed decisions in their private and professional lives. It also teaches them to participate effectively in the entire communication process (reading, writing, speaking listening). The study of literature prepares students to clarify their own values while developing an understanding of others' beliefs and an aesthetic awareness of life.

#### Humanities

The Humanities Department strives to expand students' awareness of, and sensitivity to, the human condition. By examining human needs, values, and achievements through the study of art, communications, languages, music, theater and philosophy, students develop insights, critical thinking skills, and practical applications necessary for private and professional goals. The humanities help students define who they are and who they may become.

#### Life Science

The Life Science Department provides students opportunities to acquire the knowledge and skills in biology, health education, and physical education to continue further studies and to function using related principles in a working environment.

#### Mathematics

The Mathematics Department emphasizes the mathematical reasoning skills necessary to function in the technologically oriented society and workplace. Students can become quantitatively literate and capable of applying quantitative methods to real-life situations.

#### Physical Science

The Physical Science Department provides students with opportunities to acquire the knowledge and skills in chemistry, computer science, earth science, and physics to continue further studies and to function using related principles in a working environment.

#### Social Science

The Social Science Department prepares students to understand the relationships between the individual and society, the process of human social evolution, and the institutions of complex societies. Students who major in the social sciences read primary and secondary sources in the social sciences, demonstrate knowledge of the basic concepts, models, and theories of the social sciences, and use the basic analytical methods and techniques of the social sciences. Students will develop a critical analysis of the strengths and weaknesses of social science and an appreciation and understanding of human social and cultural diversity.

## **CAREER EDUCATION PROGRAM**

### Departments, Programs, and Goals:

In Career Education, the curricula prepare students for employments in occupations industry, office technology, or public service. The programs of study are developed with the assistance of advisory committees representing business and industry and on the basis of survey information identifying area manpower needs. Both certificate and degree programs are offered. Most certificate programs require one year of study; degree programs require two. Note: Due to their specialized technical nature, some courses are offered each semester and some are not; students beginning in the spring semester may not be able to carry a full load of courses.

### Applied Technology

#### Auto Collision Programs

The Auto Collision Repair Program provides students with instruction on the procedures and practices used in automotive body repair and refinishing and instruction on body shop management.

#### Auto Services Technology

The Automotive Services Technology Program prepares students for employment as line mechanics, diagnostic technicians, and industrial maintenance personnel, as well as shop managers, company technicians, factory representatives, or teachers. The Auto Services Technology Program is ASE-certified, indicating that it meets stringent industry standards.

#### Computer-Aided Design (CAD) and Drafting

The Computer-Aided Design and Drafting Programs provide a thorough understanding of standard mechanical drafting practices, design, and an understanding of manufacturing processes. The student will become proficient in standard projections, sectioning, auxiliary work, assembly drawings, and tolerancing. Student specialties include: product design, advanced tolerancing, tool design, detail and assembly, and 3D drawings. Upon completion, students are prepared for a job as a CAD operator, or may transfer to a university to complete a bachelor's degree.

#### Manufacturing Technology (MFT)

The MFT Program provides a thorough understanding of manufacturing, CAD, and programming. Students may choose one of the following four concentration areas: Computer-Aided Design and Drafting; Computer-Aided Machining; Electronics; or Computer Information Systems. Student specialties include: blueprint reading, advanced manufacturing, industrial electricity, machine tool operation, industrial robots, and programmable logic controllers. Upon completion, students are prepared for a job in one of the concentration areas for work, or may transfer to a university to complete a bachelor's degree.

#### Computer-Aided Machining

The machinist program provides the student with a thorough understanding of the basic skills, operations, procedures, and machine tools used in industry. Graduates will find employment as a tool room machinist, computer numerical control (CNC), machine programmer, CNC machine tool operator, model maker, or maintenance machining.

## Construction Management Technology

The Construction Management Technology Program prepares students for employment in the construction industry as a project manager, project coordinator, superintendent, cost engineer, field engineer, estimator, scheduler, office engineer, or a safety inspector. Upon graduation, students may continue their education at SIUC to earn a bachelor's degree with an emphasis in construction management.

## Electronics

The Electronics Program provides a thorough understanding of DC/AC fundamentals, solid state electronics, digital electronics, microprocessor operations, and industrial electronics. Completers of the program will be able to assume an entry-level position in the electronics industry. JALC is a CISCO certified training academy and offers courses that prepare students for the CISCO Certified Network Technician Exam. Students who wish to continue their education will be eligible for articulated programs with the SIUC College of Engineering and Technology, the College of Applied Science and Arts, and the College of Education, and with some programs at Southeast Missouri State University and Murray State University.

## Heating and Air Conditioning

The Heating and Air Conditioning Program assists students to develop entry-level workplace readiness skills as applied in the area of heating and air conditioning services. Students can expect to learn how to meet industry standards for technicians, including sheet metal layout skills, and become proficient in refrigeration cycles and systems, heating theory and systems, and electricity and its uses in industry.

## Industrial Maintenance

The Industrial Maintenance Program provides students with an understanding of DC/AC fundamentals, solid state electronics, and industrial electronics applications. Graduates of this program will be qualified for an entry-level position in any industrial setting as an industrial electronics maintenance specialist.

## Welding

Manual welders, especially those with a wide variety of skills, will increasingly be needed for sophisticated fabrication tasks and repair work that do not lend themselves to automation. Many of the job openings for welders will result from the need to replace experienced workers. The aging of the nation's infrastructure, which means more products needing repair or replacement, will also provide opportunities. Welders, cutters and welding machine operators held about 453,000 jobs in 1996. Of those, nearly two out of five welders were employed in six states: Texas, California, Ohio, Pennsylvania, Michigan and Illinois. All are states heavily dominated by automobile and fabricated metals products manufacturing or by the petroleum and chemical industry.

## Business

The Business Department provides students with knowledge and skills to compete for entry-level jobs in the business world. The program also prepares business students for job promotions, career advancements, and lifelong learning experiences in the business working environment and prepares students in business for transfer to four-year institutions.

## Health

### Associate Degree Nursing

The Associate Degree Nursing Program at John A. Logan College will enable the student to demonstrate safe nursing care, effective communication skills, appropriate utilization of the nursing process, and application of sound scientific principles for clients throughout the life span within the limits set forth by the Illinois Nurse Practice Act.

### Dental Assisting

The dental assisting student who successfully completes one year of education at John A. Logan College will meet the professional standards required in the program, be clinically proficient, recognize his/her role as an invaluable member of the dental health team, and be sensitive to the dental needs of various communities. Completion of the program allows the student to sit for the Dental Assistant National Board exam and seek certification.

### Emergency Medical Services

Emergency Medical Services courses are designed to prepare students to assess trauma patients, administer management techniques competently, and safely transport victims.

### Nursing Assistant

This course is designed to train students to be competent in skills necessary for the nursing assistant to function successfully in a hospital, long-term care facility, or health department. The nursing assistant will provide services related to the comfort and welfare of the resident under direct supervision of the licensed nurse or physician. Some topics to be covered include body mechanics, transfer techniques, basic anatomy and physiology, personal care, vital signs, rehabilitation, special procedures, care of the Alzheimer's patient, death, dying, and post-mortem care.

### Practical Nursing

The Associate Degree Nursing Program at John A. Logan College will enable the student to demonstrate safe nursing care, effective communication skills, appropriate utilization of the nursing process, and application of sound scientific principles for clients throughout the life span within the limits set forth by the Illinois Nurse Practice Act at the Practical Nursing level.

## Public Service

### Cosmetology

The purpose of this program is to give students thorough training in the arts, skills, and sciences that pertain to the care and treatment of the hair, skin, and nails, and to prepare the students with the necessary skills to be creative, employ critical thinking, and to treat clients tactfully and judiciously. The students should know the Barber, Cosmetology, Esthetics, and Nail Technology Act of 1985 that governs the cosmetology profession to enable them to practice cosmetology safely and lawfully.

### Criminal Justice

Students will demonstrate and understand the structure, administration, and role of the criminal justice system in American society.

### Early Childhood Education

Graduates of this two-year Early Childhood Education Program will be trained to provide education and care for children in public and private child care settings. Specifically, graduates will be trained to do the following: provide a safe and healthy environment; provide experiences to promote

physical, intellectual, social/emotional, and language/literacy development; use positive guidance/discipline strategies; establish positive and productive relationships with families; and operate a program for children that adheres to legal requirements and a professional code of ethics.

#### Interpreter Preparation

The goal is to have graduates who are competent entry level interpreters who have the capability to analyze their own performances and recognize their own abilities and limitations. These graduates will be capable of interpreting between English and ASL, making appropriate cultural adjustments. They will have an understanding of the interpreting process, the dynamics that occur between minority/majority cultures, professional ethics and protocol, the dynamics of human interaction, and the professional team work.

## Years 2001 – Present

### Goals.

Examples of planning for the Assessment Initiative can be found in Figures 11 and 12. Figure 11 indicates goals for 2001-02, with an emphasis on informing and reporting about assessment to the John A. Logan College Community.

### John A. Logan College Assessment Initiative 2001-2002 Operational Plan

No.	Goal	Responsible	Timeline
1	Report to full-time faculty at Fall Faculty Meeting.		August 15, 2001
2	Inform term faculty at Fall Faculty meetings.	B. Erickson	August 14, 2001
3	Attend one faculty meeting for all departments fall, 2001, and update their assessment plans.	B. Erickson	December 31, 2001
4	Prepare a report that includes history, goals, and accomplishments, and a summary to be presented at the Fall Faculty Meeting and published in the <u>General News</u> .	B. Erickson J. Gibbs (intern)	August 15, 2001
5	Add representation from Developmental Education to AAIC.	B. Erickson D. Payne	September, 2001
6	Report to the Board of Trustees.		July, 2001
7	Align Excellence in Teaching and Learning Award with the Lincoln/Baldrige Award.	D. Payne B. Erickson M. Pyle	July, 2002
8	Prepare goals, activities, and tasks for the next five years.	J. Washburn B. Erickson D. Payne	October, 2001

**Figure 11 Goals 2001-2002**

Academic assessment is about measuring learning and ultimately determining institutional effectiveness. To do this, an assessment endeavor should be systematic and operational, move from teaching to learning, and provide results that can be interpreted and used for program improvement. To accomplish this, John A. Logan College has developed an implementation plan that moves all academic departments through a process and compares their core courses with each of the general education goals.

Figure 12 indicates goals for 2002-2003 that begin the implementation of the educational goals.

**John A. Logan College Assessment Initiative  
2002-2003 Operational Plan**

<b>Goal</b>	<b>Objective</b>	<b>Responsible</b>	<b>Cost</b>
Evaluate Educational Goal Communication	Through the nominal group process, evaluate the concepts and/or skills that have been used to teach communication-related topics.	B. Erickson	\$1,000
Evaluate Educational Goal Critical Thinking	Through the nominal group process, evaluate the concepts and/or skills that can be used to teach critical thinking.	B. Erickson	\$1,000
Use an advisory committee to maintain an evaluation element of the project.	Conduct an advisory committee meeting at the end of each school year.	B. Erickson	\$500
Systematically use results of Assessment	<ol style="list-style-type: none"> <li>1. Prepare an operational plan as part of the College's planning process.</li> <li>2. Allow the faculty at the College to evaluate the Assessment Initiative annually.</li> <li>3. Consider expanding the scope of the Assessment Initiative to include areas other than Instructional Services.</li> <li>4. Collaborate with the Assessment Center to determine appropriate placement of students in courses.</li> </ol>	B. Erickson	
Involve the Center for Excellence	Determine annually if individuals, programs and/or departments should be recognized on behalf of their assessment efforts.	B. Erickson	
Involve the Assessment Center and Development Education	Continue with studies for various programs/departments/courses addressing entry-level requirements, necessary skills, remedial education, etc. on an as-needed basis.	B. Erickson T. Cardwell D. Crews	
Focus on Outcomes Measurement.	<ol style="list-style-type: none"> <li>1. Continue current efforts identifying appropriate outcomes testing for all programs on Campus.</li> <li>2. Begin meta-evaluation level whereby programs/departments begin evaluating their measurement techniques.</li> <li>3. Continue to report outcomes testing conducted by the Assessment Center, e.g., beginning courses in Math, NAD, and FCC</li> </ol>	B. Erickson Department Chairs	
Operationalize Educational Goal Wellness	At Faculty/Staff Development Day, offer the results of the Wellness Nominal Group process to be used for curriculum development.	B. Erickson	
Operationalize Educational Goal Aesthetic Awareness.	At Faculty/Staff Development Day, offer the results of the Aesthetic Awareness Nominal Group process to be used for curriculum development.	B. Erickson	
Project administration.	<ol style="list-style-type: none"> <li>1. Continue to maintain a coordinator for the Assessment Initiative.</li> <li>2. Continue to offer office support for the Assessment Initiative (approximately two hours per week)</li> <li>3. Printing/postage</li> </ol>		<ol style="list-style-type: none"> <li>1. \$4,500</li> <li>2 ?</li> <li>3. \$500</li> </ol>

**Figure 12 Goals 2002-2003**

The Academic Assessment Implementation Committee was expanded to include representatives from Business & Industry, Instructional Services, the Learning Community and two faculty-at-large.

<b>Academic Assessment Implementation Committee</b>	
Administration	Dr. Robert Mees, President
Allied Health and Public Service	Mary Ellen Abell, Associate Dean
Applied Technology	Keith Kendrick, Chair
Business Education	Shayne Crawshaw, Chair
Business & Industry	Sheila Colombo, Director of Literacy
Coordinator	Dr. Brenda Erickson
English	Cheri Barrall
Instructional Services	Dr. Julia Schroeder, Vice-President for Instruction Dr. Deborah Payne, Dean for Instruction Mark Henson, Associate Dean for Baccalaureate Transfer
Learning Community	Dr. Denise Crews, Associate Dean for Educational Programming
Learning Resources	Judy Vineyard, Associate Dean for Library Services
Student Services	Tom Cardwell, Director of Assessment
Transfer	Jerry Bechtel, Chair, Life Science; Kathi Kibler, Chair, Social Science; Edgar Montaña, Chair, Humanities; Dr. Mike Morgan, Chair, Physical Science; Anita Petersen, Chair, English; John Profilet, Chair, Mathematics.

**Figure 13. Academic Assessment Implementation Committee**

Minutes were conducted fall and spring semesters, and minutes of these meetings are available in **Attachment J**.

### **Nominal Groups**

Through a nominal group process, all the General Educational Goals will again be reviewed. Communication was reviewed Fall, 2003; Mathematical Reasoning, Spring, 2004; Critical Thinking, Fall, 2004; Ethical Awareness, Spring, 2005; and Community Responsibility, Spring 2006. Workplace Readiness will be reviewed Fall, 2006. The nominal groups have been increased to include representation from Logan Operational Staff Association (LOSA), Maintenance, Grounds and Campus Safety; and the student body. In addition there has been an attempt to increase the number of stakeholders serving from outside the college.

### **Revised Mission Statement**

- To foster an environment where **diverse** individuals, groups and views are valued.
- To provide programs and services for **lifelong learning** that create and enhance opportunities for achieving career and personal goals in a changing society.
- To serve with **integrity** and **accountability** as a model of institutional excellence.
- To offer **affordable** programs and services enhanced by technology in an **accessible** and **safe** learning and working environment.
- To be a center for intellectual, economic, cultural, and recreational **resources** for individuals and communities.

## Curriculum Review

As part of revisions of the John A. Logan College 2004-2005 Catalog and to maintain that all syllabi met standards for the Illinois Community College Board (ICCB), all course syllabi were formatted using a standard template and content was checked for accuracy of course descriptions, learning objectives, title, credit hours, et. al.

## IBHE/ICCB Reports

As part of the Illinois Board of Higher Education (IBHE), Illinois Commitment, Goal 5 gives definition to assessment. Specifically, the goal requires the following:

- Program goals, learning outcomes.
- Systematic assessment aligned with curricula.
- Feedback from stakeholders.
- Assessment and improvement results reported to IBHE.

In 2004, the Community College Accountability/Program Review 2003-2004 for ICCB and the Performance Report Guidelines for 2004 for Illinois Community Colleges for IBHE required answers to the following:

1. Describe the process(es) . . . in place to ensure that [students] demonstrate mastery of the learning objectives for the discipline and/or general education goal(s).
2. Describe how . . . uses the results for continuous quality improvement of the curriculum and student learning.

Reports submitted to IBHE/ICCB are included as **Attachment K**.

## Implementation of general education goals

If quality improvement is the goal of assessment, then implementation is the process. This process begins with a subgroup who organizes a list of concepts and skills that relate to the goal. The nominal group of stakeholders discusses the list and suggests which ones may be important for the College to include in course instruction. After presenting the results of the nominal groups at Faculty/Staff Development days, the information goes to the department to move through three phases. As **Attachment L** indicates:

- Phase I:** Departments complete an inventory by comparing course objectives from core courses to the list suggested by the stakeholders.
- Phase II:** Departments question if they teach to the general education goal by identifying specific learning objectives, writing new objectives, editing an existing objective, changing the method of evaluation, or determining if another course would be appropriate.
- Phase III:** This phase is about educational results and moves from teaching to learning. Departments use information that was gathered in Phase II and apply it to three steps: Step 1 is to determine expectations, step 2 is to identify cohort(s), timing, and who is responsible; and step 3 is to interpret and share results for institutional effectiveness.

**Attachment J**

**AAIC MINUTES**

**2002 - 2006**

## ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE MINUTES

**Tuesday, April 11, 2006  
11 a.m., Batteau Room**

Present: M. E. Abell, C. Barrall, J. Bechtel, B. Borgsmiller (for J. Schroeder), T. Cardwell, S. Colombo, S. Crawshaw, D. Crews, M. Henson, K. Kendrick, K. Kibler, E. Montaña, M. Morgan, D. Payne, A. Petersen, J. Profilet, J. Vineyard

Absent: R. Mees

Guest: Lisa Hollhuir, Office Supervision and Management student in MGT 240

### **MINUTES, FEBRUARY 2006**

Minutes of the February AAIC Committee meeting were reviewed. K. Kendrick motioned to approve, J. Vineyard seconded, all approved.

### **DEPARTMENT UPDATES**

Meeting with **Applied Technology** on Thursday, April 20. The **English** department would like to add ASSET, Compass scores, and diagnostic essays to the Outcomes Matrix, as well as ENG 099. ENG 113 will be used to implement the Mathematical Reasoning educational goal. Brenda requested an update from the **Humanities** department on Renee Mavigliano's recent sabbatical and how this information will help in program improvement. **IPP** is receiving course objective ideas from an advisory committee for program improvement; follow-up meeting spring semester, 2006. **Physical Science** discussed Math prerequisites and changed their core courses to PHY 205, CPS 102, and CHM 151.

### **COMMUNITY RESPONSIBILITY NOMINAL GROUP**

A list of the nominal group stakeholders was provided. S. Crawshaw commented that the group appeared to be more diverse than the past nominal groups. Brenda noted an article in the April 2006 *Advocate* on Service Learning was directly related to Community Responsibility. D. Payne stated that Service Learning is becoming a core mission of any institution of learning.

### **PLAN FOR 2006-2007**

The assessment plan including seven goals, projected timeline and cost for 2006-2007 was included on the agenda.

- Brenda noted that a connection between implementation Phase III and program improvement was needed.
- Discussion to determine the order in which to review the final three educational goals resulted in the following: **Workplace Readiness (November 7, 2006); Wellness (Spring 2007); Aesthetic Response (Fall 2007).**

- The evaluation of the assessment program will align with the self-study surveys. It was noted that a new survey would go out in fall 2006.
- Brenda noted the need to add a student representative and a term faculty member to the AAIC committee for 2006-2007.
- The timeline for the placement of the new Assessment Coordinator is set spring 2007.

### **IBHE/ICCB REPORTS**

Deadline for the 2005-2006 reports is May 11, 2006. ABE/GED and Developmental Education should be added to the report this year.

### **HLC-CRITERION III**

The first of three sections of the Assessment Initiative Internet Report is now posted on the JALC website. Brenda demonstrated to the committee how to locate this report on the website.

### **FALL 2006 MEETING**

There were no conflicts with the tentative dates listed for the fall 2006 AAIC meeting. The meeting is scheduled for **Tuesday, October 3 from 11 – 1 p.m. in the Batteau Room.**

### **ADVISORY COMMITTEE**

The Advisory Committee is scheduled for Wednesday, May 10, at 5:30 p.m. in the Batteau Room. A current list of committee members was provided. The new student trustee, Matthew Todd, will be asked to serve on this committee.

### **DEPARTMENT REPORTS: GENERAL EDUCATION GOALS**

**Allied Health/Public Service:** M.E. Abell reported that she has designed a summary sheet per goal to track the assessment progress in her department.

**Applied Technologies:** K. Kendrick reported that his department is looking at assessment from a program point of view. They currently conduct end of program tests and will consider adding a beginning of program test. Their department will identify the portion of the tests that measure the educational goals and compare the end of program results. These results will be reported to the AAIC committee and then changes will be made as necessary.

**Business:** S. Crawshaw noted that MGT 112 needed to be added to the listing of core courses. His department is also considering adding end of program assessment. Phases I, II, and III for Communication have been completed for all core courses. They will continue to work on Phase III for Mathematical Reasoning during SP06 and Phases I and II for Critical Thinking and Ethical Awareness for FL06.

**English:** A. Petersen reported on the rubric that is being used to measure the accuracy of the works cited page of the research paper for SP06. J. Bishop will use ENG 113 for the implementation of the Mathematical Reasoning educational goal. A. Petersen assigned teams within her department for the completion of the implementation phases for Communication, Critical Thinking, and Ethical Awareness.

**Humanities:** Assignments were given at the April department meeting for completion of Phases I and II for Critical Thinking and Ethical Awareness by FL06. Phase III for Mathematical Reasoning will also be completed by FL06.

**Life Science:** Phase III for Mathematical Reasoning has been assigned to J. Hart and K. Krapf for completion by FL06. J. Hart will review the objectives listed for HTH 110.

**Mathematics:** Common final for MAT 120 will be used for SP06. MAT 113 completed their common final in FL06. J. Dethrow and E. Ebersohl have been assigned to complete MAT 120 implementation. J. Harris and J. Profilet will complete implementation for MAT 113.

**Physical Science:** Core courses have been changed to CHM 151, PHY 205, and CPS 111. M. Eberle, M. Sawicki, and S. Bleyer will work on implementation for these courses.

**Social Science:** Phase III for Communication has been completed for the core courses. L. Burtch and K. Kibler are testing changes for pre and post testing in PSY 132. P. Knop and J. Bryant are revamping pre and post testing in PSC 131.

The meeting adjourned at 11:55 a.m. The next AAIC meeting is scheduled for **Tuesday, October 3, from 11 – 1 p.m., in the Batteau Room.**

Respectfully submitted,

*Susan May*

**ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**Tuesday, February 14, 2006  
11 a.m, Batteau Room**

Present: M. E. Abell, C. Barrall, J. Bechtel, T. Cardwell, S. Colombo, S. Crawshaw, M. Henson, K. Kibler, R. Mees, E. Montaña, M. Morgan, D. Payne, J. Profflet, J. Schroeder

Absent: D. Crews, K. Kendrick, J. Vineyard

Guest: Michelle Parker-Clark

**ANNOUNCEMENTS**

Brenda announced her plan retire as assessment coordinator. She has served as coordinator for 10 years, since the inception of the Assessment Initiative at John A. Logan College. A three-year timeline was presented beginning Fall 2006. Dr. Mees commented that the exit plan could be easily implemented and that the Assessment Initiative has enhanced the success of the College and will continue to do so in the future.

**MINUTES, NOVEMBER 2005**

Minutes of the November AAIC Committee meeting were reviewed. M. E. Abell motioned to approve, M. Henson seconded, all approved.

**DEPARTMENT UPDATES**

Brenda needs to meet with the following departments during spring semester: **IPP, Physical Science, and Applied Technology**. Nail tech program statistics and corrected cosmetology data were provided in the Outcomes Matrix for **COS**. The **Humanities** department will provide information from R. Mavigliano's recent sabbatical leave in the near future. Humanities and Service Learning workshop information offered through the American Association of Community Colleges was included as Attachment C. A. Petersen reported that the **English** department is focusing on the works cited page of the research paper as Phase III implementation for Communication. A rubric to present a tangible score was discussed at their December department meeting.

**GENERAL EDUCATIONAL GOALS**

- **Communication:** All departments were asked to review their department's status for Phase III Implementation. Two examples from the Math Department showing how Communication was being used in MAT 205 and MAT 208 were included as attachments.

- **Mathematical Reasoning:** It is time to begin Phase III work for Mathematical Reasoning. Brenda recommended reviewing a handout prepared by M. Parker-Clark showing assessment measures related to mathematical reasoning used by Johnson County Community College and Spokane Community College.
- **Critical Thinking/Ethical Awareness:** Phase I and Phase II work is combined for these two goals. Brenda asked that department chairs report the person in their department who will be responsible for the implementation of these goals. A timeline for completion has been set for Fall 2006.
- **Community Responsibility:** The nominal group meeting is scheduled for Thursday, April 20. The goal states: (students should) become responsible members of local, national, and global communities by recognizing the values of diverse histories, economies, and cultures. The members of the subgroup for this goal include M. O'Hara, B. Erickson, D. Payne, and J. Washburn.

### **ICCB/IBHE**

Reports from department chairs will again be due in **May, 2006**. Information on what your department is doing and how it is improving your program should be included in this report.

### **HLC – CRITERION III**

Brenda reported that she is currently working on an assessment report to be posted on the Intranet. This report will be helpful in 1) future training of new hires and employee orientation, 2) resource for the self-study with some items archived in the resource room, and 3) preparing the Assessment project for the new coordinator.

### **ADVISORY COMMITTEE**

The committee agreed on **Wednesday, May 10, 2006**, as the date for the Advisory Committee meeting. This meeting is scheduled for 5:30 p.m. in the Batteau/Ivey rooms.

The meeting adjourned at 11:50 a.m. The next AAIC meeting will be **Tuesday, April 11, at 11 a.m. in the Batteau Room**.

Respectfully submitted,

Susan May

**ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE  
ELECTRONIC MEETING MINUTES**

**Tuesday, November 16, 2005**

**MINUTES, SEPTEMBER 2005**

Minutes of the September meeting were reviewed and approved.

**DEPARTMENT UPDATES**

Faculty members have been assigned to **Business** core courses for Implementation Phase III for Communication. **Cosmetology** will add nail tech program statistics and correct other data. **CRJ** participated in a canine unit class project as community service. **Dental Hygiene** board results as of November 7, 2005 were provided. The program pass rate goal is 85%. **ECE** department provided course objective ideas from advisory committee for program improvement.

**Humanities** assigned faculty for five program areas: Music, Speech, Humanities, Spanish, and Art. R. Mavigliano's sabbatical includes surveying transfer students for program improvement. Updates for **IPP** and **ENG** will be available on the next agenda. The **Math** department is working to relate MAT 120 to Communication Goal. J. Profilet commented that a MAT 113 common final analysis will be done this semester (FL05).

**GENERAL EDUCATIONAL GOALS**

- **Communication:** The department chairs and associate dean met on November 10 and presented their plan for Implementation Phase III for Communication. This plan was included in the agenda.
- **Critical Thinking/Ethical Awareness:** B. Erickson suggested that the chairs and associate dean assign responsibility for Implementation Phase II for Critical Thinking and Ethical Awareness to someone from their area who attended the Fall Faculty/Staff Development Day assessment presentation. Brenda also asked to be notified of the person responsible for Critical Thinking/Ethical Awareness, Phase II.
- **Community Responsibility:** The following nominations were received for the Community Responsibility nominal group scheduled for **Thursday, April 20, 2006:**
  - Russ Williams – Term Faculty
  - Melanie Pecord – Business
  - Jim Gundlach – Physical Science
  - Nita Lowry – Student Services
  - Jerry Parker, Debbie Grisham – Applied Technology
  - Leslie Jackson – LOSA

Brenda will be contacting external stakeholders in the near future.

**AAIC MEETING DATES**

The AAIC meetings for spring semester have been scheduled in the Batteau Room from 11 – 12 on **Tuesday, February 14 and Tuesday, April 11.**

Respectfully submitted, Susan May

## ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE MINUTES

**Tuesday, September 27, 2005**

Present: M. E. Abell, C. Barrall, J. Bechtel, T. Cardwell, S. Colombo, D. Crews,  
M. Henson, K. Kendrick, K. Kibler, E. Montaña, J. Profilet, J. Schroeder,  
J. Vineyard

Absent: S. Crawshaw, R. Mees, M. Morgan, D. Payne, A. Petersen

### **MINUTES, NOVEMBER 2004**

Minutes of the April AAIC Committee meeting were reviewed.  
J. Bechtel motioned to approve, E. Montaña seconded, all approved.

### **DEPARTMENT UPDATES**

B. Erickson reported updates on three departments she has visited thus far. She also noted that it may be necessary for her to go before each department in both fall and spring. **Life Science** department approved common course objectives and common final exams for HTH 110 effective spring 2006. They anticipate approving the same for BIO 100 at their next department meeting. **Mathematics** has approved common final exams that align with course objectives for MAT 113. They are currently working on MAT 120 for spring semester. **Social Science** conducted pre- and post-test in PSC 131 during spring 2005. Brenda has scheduled dates to go before the following departments this fall: BUS, COS, CRJ, DHY, DNA, DMS, Nursing, ECE, ENG, IPP, and HUM.

### **GENERAL EDUCATIONAL GOALS**

- **Communication:** Implementation, Phase III. A planning committee consisting of department chairs, M. E. Abell, Cheryl Barrall, and Sue Trammell met on September 22 to assist in the development of Phase III. The next meeting is scheduled for **Thursday, October 13 at 11 a. in G202**. Brenda has asked the members to present a plan and timeline at this meeting which will then be reported at the November 15 AAIC meeting. An implementation chart developed for Phase III was included as Attachment A.
- **Mathematical Reasoning:** Mathematical Reasoning is ready to move into Phase II. B. Erickson will continue to bring Phase II information before each department as scheduled. Brenda recommended incorporating statistics about health and lifestyle changes in HTH 110 to fulfill the Mathematical Reasoning Educational Goal. Statistics about unemployment, inflation, and presidential approval ratings could be used in PSC 131. K. Kibler commented that they conduct personality assessment and research methodology tests in PSY 132 which involves statistical data to satisfy mathematical reasoning. J. Profilet noted that many disciplines currently may use logic in their courses, which would also satisfy some skills listed for mathematical reasoning.
- **Critical Thinking/Ethical Awareness:** Implementation charts for Critical Thinking and Ethical Awareness were presented to the group. S. Colombo, who served on the Ethical Awareness nominal group, commented that the charts captured the results of the nominal

group. C. Barrall agreed with this as well. These results will be reported at the F/S Development Day on October 10. The following members participated in planning for F/S Development Day: C. Barrall, B. English, D. Fulk, K. Krapf, D. Payne, G. Pesavento. Facilitators for that day include: C. Barrall, G. Pesavento, and P. Willig. The tentative agenda for October 10 includes: Workgroups, JALC and sample syllabi, report from stakeholders, Phase II implementation.

- **Community Responsibility:** Members who served on the Community Responsibility nominal group in 2000 as well as the focus group participants were listed in the agenda. Brenda stated that she is in need of two more people to help with the subgroup, as well as nominations to represent some departments. A list of possible external stakeholders was presented to the committee. B. Erickson asked for comments and recommendations. K. Kibler stated that she will provide a name from Marion High School. S. Colombo will also provide a name from the Franklin/Williamson Human Services and the Southern Illinois Regional Social Services group.
- **Wellness:** Tentative dates for a nominal group in spring 2006 include: **April 11, 13, or April 20, 2006.** Please inform B. Erickson of any conflicts that may exist with the above dates.

### **ICCB/IBHE**

Reports from department chairs will again be due in **May, 2006.** A copy of the report submitted in 2005 is included in the AAIC binder.

### **HLC – CRITERION III**

A statement from Johnson County Community College included in the agenda noted the significance for community colleges to demonstrate assessment in career training, occupational retraining, remedial/developmental coursework, community/continuing education programs as well as the traditional freshman/sophomore level coursework. Brenda commented that she felt our institution has a deficiency in demonstrating assessment practices in areas other than instruction. S. Colombo stated that she will follow-up with Dr. Larry Peterson to work on presenting written documentation on assessment in Workforce Education and Development which includes the Center for Business & Industry, Adult Basic Education/Secondary Education, and Continuing Education.

### **ADVISORY COMMITTEE**

Comments and critique from the May 2005 Advisory committee meeting were noted in the agenda. One item questioned how the Faculty Survey would be evaluated. J. Schroeder stated that the results of the surveys will be presented at F/S Development Day. Brenda would like the AAIC committee to address these issues in the upcoming year, so that answers could be reported at the next Advisory committee meeting.

The meeting adjourned at 11:50 a.m. The next meeting is scheduled for **Tuesday, November 15 at 11 a.m. in the Batteau Room.**

Respectfully submitted, Susan May

## ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE MINUTES

**Tuesday, April 26, 2005**

Present: J. Bechtel, T. Cardwell, S. Colombo, S. Crawshaw, D. Crews, M. Henson,  
K. Kendrick, K. Kibler, E. Montano, D. Payne, A. Petersen, J. Profilet

Absent: M. E. Abell, T. Crain, R. Mees, J. Schroeder, J. Vineyard

### **MINUTES, NOVEMBER 2004**

Minutes of the April AAIC Committee meeting were reviewed.

Brenda noted that the date for distribution of the faculty questionnaire has been changed to May 9<sup>th</sup> with a due date of May 19<sup>th</sup>. K. Kendrick motioned to approve the minutes and it was seconded by K. Kibler.

### **DEPARTMENT UPDATES**

Updates were reported for four departments. The **CRJ** department is continuing with pre and end-of-program tests and service learning. **ECE** developed a pre-test for CCTY 160 and anticipate offering a pre-test for CCT 150 and 155 for Fall 2005. **Life Science** coordinators for BIO 100 (Keith Krapf) and HTH 110 (Jody Hart) are working on common course objectives and common finals. An enrollment report for the Nail Tech program has been submitted. Brenda will check with M. E. Abell to confirm if these results included the high school nail tech program.

### **EDUCATIONAL GOALS**

- **Communication:** Implementation, Phase 2 is due by May 2, 2005. A chart describing educational goals implementation process was distributed. If anyone has questions regarding this phase, please feel free to contact Brenda.
- **Mathematical Reasoning:** Implementation, **Phase 1** is also due by May 2.
- **Critical Thinking:** The results of this nominal group were reported at the Faculty/Staff Development Day on February 21, 2005.
- **Ethical Awareness:** The Nominal Group meeting was held on Tuesday, April 19. The evaluation results offered some criticism that the meeting needed to be more focused. Brenda has scheduled a follow up meeting for Tuesday, May 3 with the following participants: Cheri Barrall, Sheila Colombo, Della Fulk, Maudie Graham, Barbara James, Gayle Pesavento, and Sue Trammell.
- **Phase 3:** Brenda spoke about the need to move forward to Implementation Phase 3, Educational Results. This will involve closing the loop between making judgments (Phase 2) and assessing if we are doing what we say we need to be doing. D. Payne questioned how the current Educational Goals translate into satisfying our general educational assessment?

## **ICCB/IBHE**

Reports from department chairs are due to Brenda by May 2, 2005. Brenda noted that each department's goals are listed in the Catalog on pages 40 and 49. There was some discussion about reviewing department goals as well as the educational goals to see if they are stated properly for measurement.

## **NCA - THE HIGHER LEARNING COMMISSION UPDATE**

A copy of the faculty questionnaire was included. Brenda asked the members to review this document. This will be sent out to the faculty on Monday, May 9<sup>th</sup> with a deadline Thursday, May 19.

## **ADVISORY COMMITTEE**

The committee will meet on Wednesday, May 18, 2005, 5:30 p.m. An invitation letter will be going out very soon.

## **CLOSING THE GAP**

All department chairs were present at the held Closing the Gap conference.

## **PLANNING – SUMMER 2005**

Brenda requested help in planning for summer 2005 to provide fresh ideas for Assessment. She will be working on a 1 year plan for course assessment and a 5 year plan for program assessment. She would like to have a representative from each department commit to meet with her over the summer.

## **FALL MEETINGS**

Brenda presented the following dates for Fall AAIC meetings: Tuesdays, **September 20 or 27** and **Tuesdays, November 1 or 15**. The next nominal group meeting has been scheduled for **Tuesday, October 25**. Please alert Brenda to any conflicts with the above mentioned dates. Brenda proposed reviewing Educational Goal 6, Community Responsibility this fall. The committee did not have any objections to this goal. Brenda will seek nominations in August for participants for this meeting.

## **BUDGET**

K. Kibler asked what department would be responsible for the increased printing costs, etc. due to the implementation process. D. Payne will contact J. Schroeder about concerning a separate budget for the Assessment Implementation Initiative.

The meeting adjourned at 11:55 a.m.

Respectfully submitted,  
Susan May

# ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE MINUTES

**Tuesday, February 15, 2005**

Present: M. E. Abell, J. Bechtel, T. Cardwell, S. Colombo, T. Crain, S. Crawshaw, D. Crews, M. Henson, K. Kendrick, K. Kibler, E. Montañó, D. Payne, A. Petersen, J. Profflet, J. Schroeder, J. Vineyard

Absent: R. Mees, M. Morgan

## **MINUTES, NOVEMBER 2004**

Minutes of the November AAIC Committee meeting were reviewed. J. Schroeder motioned to approve the minutes, K. Kendrick seconded, motion carried.

## **DEPARTMENT UPDATES**

Brenda welcomed Sheila Colombo, Assistant Coordinator for the Center for Business and Industry. She has been appointed by Dr. Larry Petersen to sit on the committee to represent Business and Industry. **Business** instructors Brenda Erickson and Cindy Minor have been recertified as CPS. The **English** department is continuing discussion regarding a rubric for grading final papers in ENG 101. M. Murphy will submit a report for **Nursing** as soon as all the results are in. **Cosmetology** results for Fall, 1998 – Fall, 2004 were included as Attachment A. Brenda mentioned that she is still in need of information from the Nail Program. M.E. Abell stated that the nail program has had one graduating class from the High School program. **DMS** results for 2001, 2002, and 2003 were included as Attachment B. Brenda was very pleased with this report and stated that it was very close what NCA would be looking for. Brenda will follow-up with **ECE**. **IPP** reported that graduate Terry Bullock signed for several famous musicians and graduate Terri Stearns interpreted for President Bush. Attachment C contained an assessment update report for **SPE 115**. A narrative of program improvement and survey for **Learning Community** faculty was attached. **Life Science** is still discussing a common final exam for BIO 101. Brenda received pre and post-test results for **PHY 205** from M. Sawicki. These results will need to be interpreted by M. Morgan and M. Sawicki.

## **EDUCATIONAL GOALS**

- **Communication:** Implementation, Phase 2 is due by May, 2005. Michelle Parker-Clark will send a copy of the example for MGT 112 to all department chairs and M. E. Abell.
- **Mathematical Reasoning:** S. May and M. Parker-Clark are accepting implementation matrices for the core courses. This deadline is also May, 2005.
- **Critical Thinking:** The results of this nominal group will be reported at Faculty Staff Development Day on Monday, February 21. Brenda encouraged faculty to attend the Assessment session.
- **Ethical Awareness:** The Nominal Group will be held on **Tuesday, April 19**. Subgroup members include Mary O'Hara, Mike Protsman, Cindy Russell (B. Erickson, M. Parker-Clark, D. Payne). A list of current participants was provided.

## **ICCB/IBHE**

Reports from department chairs are due to Brenda by May 2, 2005. Two questions to consider when writing this report include 1) describe the process(es) in place to ensure that [students] demonstrate mastery of the learning objectives and 2) describe how you will use the results for continuous quality improvement of the curriculum and student learning. D. Payne also mentioned that this report needs to talk about measuring assessment in the departments, i.e., beginning of the process, middle, etc. Brenda will submit a complete report to E. Pulley by June, 2005.

## **NCA - THE HIGHER LEARNING COMMISSION UPDATE**

Possible dates set for the NCA visit are 1) February, 2007, 2) March 2007, or 3) November, 2006. A Criterion Three update was included as an attachment. A faculty questionnaire should come out on April 18.

## **THE PLAN**

An overview of AAIC goal(s), objectives, activities, and cost for 2005-2006 was presented to the committee.

## **OTHER**

Brenda reported that the AAIC Program Evaluation document is still in progress. She also plans to work with Harry Mosley to update the AAIC philosophy statement printed in the Catalog. The deadline for the next issue of the Catalog is December, 2005.

J. Schroeder stated that information published in an audit report submitted by the Workforce Investment Board titled 21<sup>st</sup> Century Workforce: Southern Illinois included valuable information for all disciplines. You may view this report on the following URL:

<http://www.siwib.org/comaudit.asp>

The March 22 meeting noted in the Schedule of Meetings has been cancelled. The next AAIC Committee will meet on **Tuesday, April 26 at 11 a.m. in the Batteau Room**. The meeting adjourned at 11:55 a.m.

Respectfully submitted,  
Susan May

## ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE MINUTES

**Tuesday, November 2, 2004**

Present: M. E. Abell, J. Bechtel, T. Cardwell, S. Crawshaw, M. Henson,  
K. Kibler, R. Mees, E. Montaña, M. Morgan, D. Payne,  
J. Profilet, J. Schroeder, J. Vineyard

Absent: T. Crain, D. Crews, K. Kendrick, A. Petersen

### MINUTES, SEPTEMBER 2004

Minutes of the September AAIC Committee meeting were reviewed. K. Kibler noted a small change to the minutes and then motioned to approve. E. Montaña seconded, motion carried.

### DEPARTMENT UPDATES

An update on licensures for ADN, PN and CNA will be forthcoming from the **Nursing Department** in December, 2004. **Life Science** is considering testing a common final exam for BIO 100 for Spring, 2005. A tutoring or developmental course for BIO 100/101 is also being considered. **Mathematics** has aligned exam questions with course objectives for MAT 113 and is looking for information for program improvement. M. Eberle has submitted outcomes from CHM 151/152 to Brenda. **Physical Science** reported that an articulation agreement has been reached with SEMO for CPS. Pilot entrance, exit exams in PHY 205, Fall, 2003. **Social Science** has pre and post-tests for Fall 2004 in some sections of PSC 131 and PSY 132. They have discussed using for all sections.

### EDUCATIONAL GOALS

- **Communication:** Brenda displayed a chart reviewing the process of implementation for Educational Goal Communication. The core courses have been aligned with the implementation document and course objectives are currently being keyed in. This information will go before the departments again by May, 2005.
- **Mathematical Reasoning:** Results of the nominal group were discussed at the Faculty Staff Development Day on Monday, October 11. Implementation will begin in Spring, 2005. Brenda asked the departments to review the list of core courses that were used in aligning educational goal communication. These courses should represent those that serve the most students. D. Payne noted that it is reasonable that not all courses will align equally with each educational goal.
- **Critical Thinking:** John Washburn's review was included as an attachment. Brenda noted that a focus group may be needed to further discuss the educational goal critical thinking.
- **Ethical Awareness:** Tentative dates for this nominal group have been set aside as follows: **Tuesday, March 1, Tuesday, March 8, and Tuesday, April 5.**

Please notify Brenda of conflicts or preferences **by December 1**. Also, nominations for the nominal group committee are requested by **December 15, 2004**.

## **ASSESSMENT: OTHER DIVISIONS**

It has been proposed that Assessment include all divisions such as Instructional Services, ABE, Business and Industry and Continuing Education. J. Schroeder noted that the new divisions are under the Vice-President for Administration. Dr. Mees suggested the possibility of the current assessment committee serving as a model for a separate committee to work with administration. He does not encourage modifying the current AAIC committee. D. Payne suggested this committee reside within the Criterion Three group for the next few years. Brenda would like continued input from the committee in the upcoming months.

## **ICCB/IBHE**

Reports from chairs are due to Brenda by May 2, 2005. Brenda will submit complete report to E. Pulley by June 30, 2005.

## **THE HIGHER LEARNING COMMISSION (NCA) – CRITERION THREE**

Brenda has recovered Assessment Committee minutes from 1995 to present. She will work with Michelle Parker-Clark and Susan May to create a booklet of minutes for Criterion Three.

## **ADVISORY COMMITTEE**

The following people will be invited to serve on the Advisory Committee: J. P. Barrington (accountability), Russ Williams (term faculty), and Colin Campbell (student representative).

## **PROGRAM EVALUATION**

The May 2000 document used for program evaluation is being updated. A draft of this evaluation document will be presented before the committee at their first spring 2005 meeting for review.

## **JOHN A. LOGAN COLLEGE CATALOG**

Brenda commented on the need to update the assessment information that is included on page 6 of the current Catalog. She requested a few volunteers, especially someone from the English department, to help revise the statement of philosophy and educational goals.

## **OTHER**

Two dates for Spring 2005 AAIC meetings need to be confirmed from the following:

- **Tuesdays in February: 8, 15, 22**
- **Tuesday, March 22**
- **Tuesday, April 26**

Please notify Brenda of conflicts or preferences by **December 1**. Brenda would also like to receive the committee's comments on scheduling the Advisory Committee in May or June, 2005.

Respectfully submitted,  
Susan May

## ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE MINUTES

**Tuesday, September 21, 2004**

Present: M. E. Abell, J. Bechtel, B. Borgsmiller (for J. Schroeder), D. Crews,  
M. Henson, K. Kendrick, K. Kibler, E. Montaña, M. Morgan, D. Payne,  
J. Profilet, J. Vineyard

Absent: T. Cardwell, T. Crain, S. Crawshaw, R. Mees, J. Schroeder

### **MINUTES, FEBRUARY 17, 2004**

Minutes of the April AAIC Committee meeting were reviewed. M. E. Abell motioned to accept, J. Vineyard seconded, motion carried.

Brenda introduced Michelle Parker-Clark who will be serving as an intern this year. Brenda also thanked Cheryl Thomas for her interim service on the committee for the Dean for Student Services. Terry Crain recently appointed Dean for Student Services will now serve on the committee.

### **DEPARTMENT UPDATES**

Brenda commented on the new format of the Outcomes Matrix. A column for program improvement has been added. Brenda will again be going before each department to discuss assessment issues and asked department chairs to notify her of possible meeting dates. Brenda noted that the **Business Education** is now offering OPAC. The **English Department** is working on a rubric for grading final papers in ENG 101. New statistics were reported for **DNA** and **EMS** which will be imported into the Outcomes Matrix. Brenda went before the **Humanities Department** on September 16. The new AFA program has been through many revisions in order to meet the new ICCB requirements. Specific assessment questions that were addressed in the AFA proposal will be included in the Humanities section of the matrix under program improvement. A common final exam is being prepared for SPN 101. G. Pesavento is working with E. Pulley on a common model for pre and post study for SPE 115. Brenda is scheduled to go before the **Math Department** on September 22. The **Physical Science** department is working on an articulation agreement with SEMO. **Social Science** is working on a common instrument to be used in PSC 131.

### **EDUCATIONAL GOALS**

Implementation of the **Communication** nominal group results is underway. Most departments have turned in matrices for their core courses to S. May. M. Parker-Clark will also assist with the management of this project. Results of the **Mathematical Reasoning** nominal group will be presented at Faculty/Staff Development Day on Monday October 11. Implementation will begin during Spring 2005. The committee discussed using the same matrix format that was used for Communication implementation. Many agreed that this document will be sufficient. Brenda asked that individual departments review the list of core courses to be used in implementation and let her know of any changes. The nominal group for **Critical Thinking** is scheduled for Tuesday, October 5. In response to previous recommendations, the number of external shareholders has increased and includes representation from the arts as well as math and

sciences. Leslie Bertolini, Maudie Graham, and John Washburn will serve as co-facilitators for this group. Shayne Bishop and Debbie Grisham served on a subgroup that reviewed resources to present before the nominal group.

## **ICCB/IBHE**

Brenda addressed changes that will be required in the assessment report submitted to ICCB/IBHE next year. The written report must speak specifically to program improvement. Dr. Payne commented that the wording of the Criterion makes an important shift from emphasizing process to emphasizing evaluation of evidence. Moreover, the evidence needs to show that the results of the learning and teaching are directly related to the educational mission stated by the organization. By June, 2005 Brenda will be looking to each department chair to provide information specifically addressing program improvement within their department such as: (1) a description of the process(es) in place to ensure that [students] demonstrate mastery of the learning objectives for the discipline and/or general education goal(s) and (2) a description of **how** we are using the results for continuous quality improvement of the curriculum and student learning.

## **NCA VISIT**

NCA is now referred to as the **Higher Learning Commission**. Their next visit will be in 2006-2007. Brenda is chair of the Criterion Three committee which relates well to assessment. Brenda reported that John A. Logan College is in good shape in meeting most of the organization's goals listed. However, ICCB is requesting that non-credit courses as well as credit courses be included in assessment. This is an area that will need to be addressed in the near future.

## **OTHER**

Brenda requested approval from the committee to invite a representative from Term Faculty, the Student Body, and J. P. Barrington, Vice-President for Business Services to sit on the Assessment Initiative Advisory Committee. D. Payne confirmed that representation from Business Services was supported by the Criterion Two statement that the organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities. Also, the organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Brenda informed the committee that she had reviewed the assessment information currently in the *Catalog* and feels that it is dated and incomplete. Changes to be made will be brought before the committee. The deadline for submission to the *Catalog* committee is December 1.

A review of the Assessment Initiative project will be conducted this year. This was last done in May, 1999.

The next AAIC meeting is scheduled for **Tuesday, November 2<sup>nd</sup> at 11 a.m.** in the Batteau Room. The meeting was adjourned at 11:55 a.m.

Respectfully submitted,  
Susan May

## ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE MINUTES

**Tuesday, April 20, 2004**

Present: M. E. Abell, J. Bechtel, B. Borgsmiller (for J. Schroeder), T. Cardwell,  
S. Crawshaw, D. Crews, M. Henson, K. Kendrick, J. Profilet,  
C. Thomas,

Absent: B. James, G. Caldwell, R. Mees, M. Morgan, D. Payne, M. Seagle,  
J. Vineyard

### **MINUTES, FEBRUARY 17, 2004**

Minutes of the last AAIC Committee meeting were reviewed. Brenda motioned to accept and all members approved.

### **DEPARTMENT UPDATES**

NATEF End of Program tests are being utilized this semester in the **Applied Technologies** department. Keith offered to share the results of this testing at the September AAIC meeting. A report on the **Learning Community** distribution of outcomes was included as an attachment. Denise announced that one of their Learning Community students had been accepted by Disney for the college work program. She commented that Learning Community students often switch to Automotive and Cosmetology programs. The need to provide a strong alliance with advisors in these areas was discussed. The results of the BIO 100 survey were reported to the **Life Science Department**. A question was raised as to whether the students in this survey had taken developmental English courses. Brenda replied only COMPASS and ASSET reading scores were used. The Life Science Department will discuss further.

### **EDUCATIONAL GOAL 1: COMMUNICATIONS, IMPLEMENTATION**

The implementation document listing courses to be aligned with Educational Goal 1 was distributed. A due date of September 21, 2004, is required.

### **EDUCATIONAL GOAL 3, MATHEMATICAL REASONING, NOMINAL REVIEW**

Brenda reported on the recent Nominal Group meeting that was held on April 6. A list of the participants, the suggested standards document listing the Mathematical Reasoning subgroup members, and evaluation results were distributed. Also included were the top five concepts and themes that John Washburn and Brenda extracted from the notes transcribed at the meeting. John Profilet noted that the top five concepts were not voted on by the group, but were suggested by Ed Paulich. John commented on one of the common themes, use of technology. The Math Department at John A. Logan College view technology as a tool to enhance the student's knowledge of math. There was also discussion concerning the amount of math that is integrated into career programs. This will be evaluated during the implementation stage of Educational Goal 3.

## **EDUCATIONAL GOAL 2, CRITICAL THINKING**

The nominal group meeting for Critical Thinking will be scheduled in October, 2004. Conflicting dates are requested by the end of April. Nominations are needed for participants in this group, and also for a subgroup that will begin preparing this summer. A list of past participants will be forwarded to the committee.

## **ADVISORY COMMITTEE**

The committee approved Brenda's request to hold the annual Assessment Initiative dinner meeting in August or September. The following dates have been tentatively scheduled:

**Tuesday, August 24, Tuesday, August 31, or Wednesday, September 1.** Conflicts with any of the above dates were requested.

## **PROGRAM EVALUATION**

Brenda asked for approval to evaluate the Assessment Initiative program in the fall. All approved. An evaluation document will be presented for approval at the September AAIC meeting.

## **BUDGET**

A budget of \$8,000 for the Assessment Initiative for the 2004-2005 fiscal year was mentioned.

## **OTHER**

Brenda will be reporting before the Board in July, 2004. In addition, a results report (Year 3) will be sent to Eric Pulley who will compile it with others and submit to IBHE in August. A copy of this report will be forwarded to committee members when prepared.

## **AAIC MEETING DATES**

Please mark your calendars for the following AAIC meeting dates:

- Tuesday, September 21, 11 a, Batteau Room
- Tuesday, November 2, 11 a, Batteau Room

The meeting was adjourned at 11:55.

Respectfully submitted,

Susan May

**ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES  
Tuesday, February 17, 2004**

Present: M. E. Abell, J. Bechtel, S. Crawshaw, D. Crews, M. Henson, B. James, K. Kendrick, D. Payne, J. Profilet, J. Schroeder, M. Seagle, C. Thomas, J. Vineyard

Absent: G. Caldwell, T. Cardwell, R. Mees, M. Morgan

**MINUTES, NOVEMBER 18, 2003**

Minutes of the last AAIC Committee meeting were reviewed. J. Schroeder moved to accept, J. Vineyard seconded, all approved.

**DEPARTMENT UPDATES**

Brenda reported that she and Eric Pulley were unable to meet with the **Life Science** department last fall and would like to meet with the department this spring. Brenda will contact Gary Caldwell about setting up a time to go before the **Social Science** department this semester. The **ADN** and **PN** pass percentages were included in the agenda. Brenda is scheduled to go before the **English** department on February 19<sup>th</sup> and will contact Denise Crews to schedule a time to go before the **Learning Community** department this semester.

**EDUCATIONAL GOAL 1: COMMUNICATION**

Results of the Nominal Group Committee and evaluation results were included as a handout. Brenda asked for volunteers to form a subgroup to determine an approach that would attempt to align the objectives that resulted from this study with our existing curricula. It was recommended that this subgroup include each department chair or a representative from the department. Susan will work on setting a meeting up for April.

**EDUCATION GOAL 3: MATHEMATICAL REASONING**

The 1998 Team was included in the agenda and recommendations for the April 6 Team were made as follows:

<i>Administration</i>	Dr. Deborah Payne	<i>Humanities</i>	Karen Sala
<i>Applied Technologies</i>		<i>Learning Community</i>	Bob Arnold
<i>Business</i>		<i>Learning Resources</i>	Judy Vineyard
<i>English</i>	Beverly McCabe	<i>Life Science</i>	Jo Forer
<i>External</i>	Kim Curley, Plaza Records; Howard Thomas, IDOT Ed Paulich, Maytag Julie Weithorn, Trico HS Ron McGroskey, Trico HS Fred or Ben Calcaterra Mortezar Daneshdoost Caryl Cox, Carbondale Carl Goodwin, Bank of Herrin	<i>LOSA</i>	
		<i>Physical Science</i>	
		<i>Maintenance, Teamsters or Grounds</i>	Art Walters
		<i>Mathematics</i>	J. McCreight, J. Harris, E. Usher, J. Profilet
<i>Health/Public Service</i>	Pam Hays Janice Pelase	<i>Physical Science</i>	
		<i>Social Science</i>	
		<i>Student Body</i>	New Trustee
		<i>Student Services</i>	Tom Cardwell
		<i>Term Faculty</i>	David Roberts

Please forward all nominations to Brenda by **Tuesday, February 24**. The above nominees will not be contacted until that date.

### **NCA VISIT**

It was announced that the next NCA visit will be in 2006-2007.

### **ANNOUNCEMENT**

Shayne Crawshaw encouraged department chairs to check with Cindy in Word Processing to confirm that only current copies of syllabi are on file. Word Processing will not delete old syllabi unless requested by the instructor or department chair.

The meeting was adjourned at 11:45.

Respectfully submitted,

Susan May

# ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE MINUTES

**Tuesday, November 18, 2003**

Present: J. Bechtel, T. Cardwell, D. Crews, M. Henson, K. Kendrick,  
M. Morgan, D. Payne, J. Profflet, J. Schroeder, M. Seagle,  
C. Thomas

Absent: M. E. Abell, G. Caldwell, S. Crawshaw, B. James, B. Mees,  
J. Vineyard

## **MINUTES, SEPTEMBER 30, 2003**

Minutes of the last AAIC Committee meeting were reviewed. Keith moved to accept, Jerry seconded, all approved.

## **DEPARTMENT UPDATES**

Keith commented on the new brochure for **Applied Technology** prepared by Sondra Walker. He plans on including the AWS Certification in Welding in the new brochure. ASE will be conducting end-of-program testing. The **Business Education** department will purchase National Standards for Business Education. PN and ADN pass percentages were included in the agenda. M. Seagle commented on the **Humanities Department's** approval of Brenda's idea shared from the Shawnee Workshop concerning Aesthetic Response. Further discussion will be forthcoming within their department. Brenda and Eric Pulley are scheduled to go before the Life Science Department meeting on December 3<sup>rd</sup> to discuss the BIO 100/101 study. Brenda plans to go before the **Social Science Department** soon.

## **NOMINAL GROUP – COMMUNICATIONS**

Brenda stated that the Nominal Group meeting on October 28 went well. She will meet with John Washburn and Barbara on Thursday for a follow-up meeting. The evaluation results commented on the need for even more outside representation. This will be addressed when soliciting nominations for the Nominal Group – Mathematical Reasoning meeting in the spring.

## **ASSESSMENT WORKSHOP AT SHAWNEE**

Remarks from those who attended the workshop were included as a handout.

## **CURRICULUM REVIEW**

Brenda announced the second deadline of November 21 for curriculum review matrices. Changes submitted by this deadline will be included in the next edition of the Catalog.

## **NOMINAL GROUP – MATHEMATICAL REASONING**

John requested scheduling the Nominal Group meeting on a Tuesday or Thursday late in March 2004. Brenda asked for nominations for a subgroup to help organize data beginning in January. The following suggestions were received: John Profilet, Jim Harris, Jeff McCreight, Eddie Usher, Nathan Arnett, and Deborah Payne. Brenda read the list of participants in the last nominal group – mathematical reasoning and reminded members to include areas such as Ava, Campbell Hill, and DuQuoin when making their nominations. J. Bechtel nominated Jo Forer to represent Life Sciences. Other nominations received were Karen Sala, Term Faculty; Ed Paulich, Maytag; Mr. Kim Curley, Plaza Records, Carbondale; and Howard Thomas, IDOT.

## **ADVISORY COMMITTEE**

Brenda requested nominations for new Advisory Committee members. Brenda offered the following suggestions: Glen Poshard, John Sanders, and Mortezar Daneshdoost. Julia suggested Becky Ashton and Donna Manering.

## **AAIC MEETINGS – SPRING 2004**

Two AAIC meetings have been scheduled for spring 2004: **Tuesday, February 17**, and **Tuesday, April 20**. The meetings will be from 11 a.m. – 12 noon in F103. Brenda noted that she would like to see Assessment take precedence and encouraged everyone to be sure and mark these dates on their calendars.

The meeting was adjourned at 11:45 a.m.

# ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE MINUTES

**Tuesday, September 30, 2003**

Present: M. E. Abell, J. Bechtel, T. Cardwell, S. Crawshaw, D. Crews, B. James,  
M. Henson, K. Kendrick, M. Morgan, D. Payne, J. Profilet, J. Schroeder,  
M. Seagle, C. Thomas

Absent: G. Caldwell, B. Mees, J. Vineyard

## WELCOME

Brenda opened the meeting welcoming new member Cheryl Thomas. She will be replacing Dr. Chapman who has recently retired.

## MINUTES, APRIL 22, 2003 AND JUNE 24, 2003

Minutes of the last Advisory Committee meeting and also the last AAIC Committee meeting were reviewed. It was noted that the request for common final exams mentioned in the June minutes will be added to the November agenda. Mary Ellen moved to accept, Keith seconded, all approved.

## DEPARTMENT UPDATES

**CRJ** and **IPP Departments** will be conducting follow-up studies in 2003-04. An attachment documenting the **Learning Community** Fall 2002 Course Analysis was included. Brenda will work with Denise to summarize this data. The **Physical Science Department** provided results of the *Force Concept Inventory* assessment test given in August 2003. The **Math Department** curriculum review matrix was included as an attachment. Brenda noted that she had met with the **Nursing Department** and would include the results on the November agenda.

## ADVISORY COMMITTEE

A listing of current members was provided on the agenda. Brenda asked for members to review and make suggestions for changes in the committee. A representative from outside the College is needed, along with a new member to represent the Board. John Sanders was nominated by Mike Seagle, Tom McGinnis was recommended and Mark Henson commented on the need to include term faculty. The decisions will be finalized at a later date since the committee will not be meeting again until June 2004.

## SICCM WORKSHOP

Several members commented on the SICCM workshop at Shawnee College. Brenda noted affirmation with what John A. Logan College is doing with assessment. Brenda would like to query all those who attended the conference to provide one thing that they learned that day.

## **CURRICULUM REVIEW UPDATE**

Brenda stated the need to set up a timeline to tie curriculum review in with the new John A. Logan College Catalog that is currently being revised. It was also noted that it would be helpful to add course titles to the matrix for review. John Profilet stated that he found many course titles on syllabi that did not match the ICCB Course Master list.

## **NOMINAL GROUP UPDATE**

Brenda announced that she had been working with a subgroup consisting of M. E. Abell, B. James, D. Payne, M. Seagle, and J. Vineyard to prepare for the Nominal Group meeting on Tuesday, October 28. The format has been changed from an all-day format to the formation of two focus groups. One group will meet from 10-12 p.m. and the second from 1-3 p.m. with a common lunch from 12-1 p.m. B. James has agreed to co-facilitate this meeting with John Washburn. Barb and John will work on a gap analysis of the Illinois Standards, Stage J Language Arts, as compared to our 1997 list. Nominations for this committee are still being accepted for term faculty and LOSA representation.

## **ANNOUNCEMENTS**

Julia distributed copies of a Developmental Recommendations Survey. Julia asked Denise to complete the survey and also mentioned that using the same method (a distribution list to various other institutions) would be a good way for us to gain information from others.

The next AAIC meeting will be held on **Tuesday, November 18 at 11 a.m.** The meeting was adjourned at 11:50 a.m.

Respectfully submitted,

Susan May

## ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE MINUTES

**Tuesday, April 22, 2003**

Present: J. Bechtel, T. Cardwell, S. Crawshaw, M. Henson, K. Kendrick,  
M. Morgan, J. Profilet, J. Schroeder, M. Seagle, J. Vineyard.

Absent: M. E. Abell, G. Caldwell, L. Chapman, D. Crews, B. James, B. Mees,  
D. Payne

Guest: Dr. Stephanie Chaney-Hartford

### **MINUTES, FEBRUARY 11, 2003**

Julia moved to approve the minutes from the February meeting, Judy seconded; all approved.

### **DEPARTMENT UPDATES**

The **CPS** survey results have been tallied. Sheryl Bleyer will prepare an executive summary to go before the Physical Science department and then the AAIC committee. Brenda reported that she has met with Tom Cardwell, John Profilet, and Barb James concerning **PNE** Prep courses for **MAT** and **ENG**. A 100% success rate was reported in both **ENG** and **MAT**. Attachment A was included showing the results of the **MAT** prep class. The **ENG** department plans to offer **PNE 099** for FL03, along with an intersession course after the New Year. John stated that he would like to offer a **MAT** prep class again as an intersession course but stated that the course would need to go through C & I. He suggested the need to notify students earlier about these courses. Julia recommended putting these courses in the schedule book which would make them more visible. John will talk with Mary Ellen Abell to see about getting it in the SP04 schedule. Brenda is to speak to Barb about getting this in her SP04 schedule also. Denise Crews (**Developmental Education**) distributed Attachment B showing the results of three cohort groups. Brenda was unable to speak on this in Denise's absence. It was suggested that Denise report on this at the Advisory Committee in June. The **Humanities** department completed a Matrix reviewing IAI course descriptions, the College Bulletin, and their syllabi. The results were then tallied and sent to Deborah Payne. Mike reported that he felt the Matrix was a useful tool to bring the Curriculum Review process to light for his faculty. Brenda announced that Susan May would be available to work with each department chair to complete this Matrix for their department. **Life Science** has not received results on **BIO 100** study. Brenda has since received an e-mail from Eric Pulley stating that he is currently working on the **BIO 100** study and plans to have it completed next week.

### **2003 ADVISORY COMMITTEE**

Brenda reported the date for the committee as Tuesday, June 24, 2003. Julia mentioned that there was also a Board of Trustees meeting scheduled for that evening. Brenda will look into moving the meeting time up to 5 p.m.

## **IBHE WORKSHOPS**

Julia reported on the IBHE workshop that she attended in Chicago. She stated that Assessment is now an IBHE mandate. Julia passed out an IBHE handout. Referring to page 4 of her handout, she stated that according to IBHE guidelines, Assessment must be faculty driven and needs to include involvement with students. She questioned the need to include students on the Advisory Committee and also the possibility of including an "Assessment Statement" in the syllabi. Julia stated that Assessment is a continuing, self-regulating, process which goes along with the Lincoln Baldrige process.

Stephanie Chaney-Hartford reported on the IBHE workshop she attended with Deb Payne in Bloomington. As a faculty member, she felt this workshop helped her gain the "big picture" of assessment. She also learned how faculty can use existing tools to assess their students.

Julia commented on the three levels of Assessment as required by North Central. They include: (1) course level, (2) program wide, and (3) college-wide. Brenda stated that she felt we were working towards the third level in our Assessment program here at the College.

## **ASSESSMENT CONFERENCE – SICCM**

Julia announced that Shawnee College was offering Assessment Training on September 24, 2003. All department chairs are required to attend. She would like each department chair to bring at least one faculty member from their department.

## **STUDENT SERVICES REPRESENTATIVE**

Brenda announced that there will be a need to fill the vacancy which will be created when Larry Chapman retires. Mark Henson recommended Terry Crain. All members supported Brenda inviting Terry to serve on the Academic Achievement Committee.

## **NOMINAL GROUP**

Brenda asked for nominees for the Nominal Group which she will be forming this summer. They are scheduled to begin reviewing Communications syllabi in Fall 2003. Brenda reported that syllabi reviewed should include English, Speech, Languages, BUS 135 and 235, IPP, CRJ, and any technical and information literacy courses such as CIS 101, 207, and CPS 102. Julia suggested inviting the committee to attend the Assessment training on September 24.

The meeting was adjourned at 11:50 a.m.

Respectfully submitted,

Susan May

**ACADEMIC ASSESSMENT INITIATIVE COMMITTEE  
ADDENDUM**

**Tuesday, April 22, 2003**

**Members:** M.E. Abell, J. Bechtel, G. Caldwell, T. Cardwell, L. Chapman, S. Crawshaw, D. Crews, B. James, M. Henson, K. Kendrick, B. Mees, M. Morgan, D. Payne, J. Profilet, J. Schroeder, M. Seagle, J. Vineyard.

**Guest:** Dr. Stephanie Chaney-Hartford

**Department Update**

<b>Department/Program</b>	<b>Notes</b>
Physical Science	<ol style="list-style-type: none"><li data-bbox="605 720 1323 1192">1. CPS, Computer Science, Study (results)<ul style="list-style-type: none"><li data-bbox="751 758 1300 827">• CPS is designed for transfer to a 4-year program</li><li data-bbox="751 831 1308 900">• Results support recent language changes (to Java and C++)</li><li data-bbox="751 905 1317 1010">• Students should be encouraged to select application software courses as electives, where possible</li><li data-bbox="751 1014 1317 1119">• Study feasibility of Maple, MATLab as collaboration between Math and Physical Science departments</li><li data-bbox="751 1123 1273 1192">• Further study alternative course times (Executive Summary is attached.)</li></ul></li><li data-bbox="605 1234 1295 1304">2. Pilot entrance and exit exams in PHY 155 and 205 this fall 2003.</li></ol>

## **ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE MINUTES**

**February 11, 2003**

Present: M.E. Abell, J. Bechtel, G. Caldwell, T. Cardwell, L. Chapman,  
S. Crawshaw, B. James, M. Henson, K. Kendrick, B. Mees, M. Morgan,  
D. Payne, J. Profilet, J. Schroeder, M. Seagle.

Absent: D. Crews, J. Vineyard

### **MINUTES, OCTOBER 8, 2002**

Minutes reviewed. Mary Ellen moved to approve, Tom seconded; all approved.

### **DEPARTMENT UPDATES**

IPP (Paula Willig) submitted a letter to Angela Calcaterra indicating a decrease in wages for interpreters used at John A. Logan College as an update for the IPP outcomes. This caused discussion, especially among Bob Mees, Julia Schroeder, Mark Henson and Larry Chapman. Mary Ellen Abell will follow-up. DHY reported its first licensure information, both regional and national, with nine licensed dental hygienists as of December 17, 2002. Mary Ellen said there are more now and will provide an update. DNA reported its program is ADA accredited and that 12 of 18 students passed DANB in August, 2000. Denise Crews (Developmental Education) will report on three cohort groups in ENG 052 and how successful there were in ENG 101, compare their hours attempted to hours earned and report their GPA. Barbara James said she was invited to the Humanities department meeting to offer guidelines for the faculty (Humanities) to assess writing assignments. In addition, the Humanities faculty offered comments concerning writing assignments to the English department. Eric Pulley will present the results of the BIO 100/101 follow-up study to the AAIC group on March 4. (Jerry Bechtel asked that Eric report the results to him before the AAIC.) There was discussion about collaborative work done by ENG and MAT to help prepare students for the nursing entrance exam. Barbara James, John Profilet and Tom Cardwell agreed to provide information about this collaboration and will consider offering it again. Brenda reported that the CPS survey was being tallied by Institutional Research staff. Brenda will go before Physical Science on February 11. Mary O'Hara said that so many are responsible for John A. Logan College's Earth Week that credit should be to the Social Science department rather than to her alone. Gary Caldwell reported that results of the pilot tests for PSY 132 and PSC 131 will be available summer 2003.

### **CURRICULUM REVIEW**

Brenda gave an overview of the Curriculum Review Process that will be presented at Faculty/Staff Development Day, February 20, 2003. The process will include a timeline and a process for reviewing the College Bulletin and the master syllabi file. She encouraged all chairs to attend and asked that they encourage their faculty to do so. Brenda was reminded that the Educational Goal committed to Communications should include English, IPP, the Humanities (Speech, languages) and CRJ.

## **FUNDING**

Brenda mentioned (and Mary Ellen supported) that ETS funds that support the Assessment Initiative will likely not be available next year. Julia asked that Brenda put forward the plan for the Initiative to her for next year.

## **2003 ADVISORY COMMITTEE MEETING**

Brenda suggested hosting the 2003 Assessment Advisory Committee dinner meeting in June 2003 and asked if anyone knew of conflicts. No comments. She will bring plans for the committee dinner meeting to the March 4 meeting.

The next meeting is scheduled for Tuesday, March 4, 2003, in F105.

Meeting adjourned at 11:50 a.m.

Respectfully submitted,

Brenda Erickson

**ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**Tuesday, October 8, 2002**

Present: M.E. Abell, J. Bechtel, G. Caldwell, T. Cardwell, L. Chapman, S. Crawshaw, D. Crews, B. James, M. Henson, K. Kendrick, M. Morgan, D. Payne, J. Profflet, J. Schroeder, J. Vineyard.

Absent: M. Mees, M. Seagle

**DEPARTMENT UPDATES**

Brenda mentioned the following department updates: The Business Department announced that Cindy Minor is a new Master Specialist and Master Instructor in Microsoft Office User and there is a common final exam in ECO 201, 202; Jeff McCreight of the Math Department will be forwarding outcomes for MAT 120, and the department is considering outcomes for MAT 108. Meetings had been scheduled for Applied Technology, Humanities and Life Science.

**CPS SURVEY**

The follow-up study for the CPS program consisted of sending 302 students of CPS 203, 206 or 215, fall, 1997 through fall, 2001, a questionnaire on September 9 with a September 27 return date. As of October 7, 18 had been returned. After discussion, the committee agreed to have a random sample of the group telephoned and asked the questions to increase the response rate. The cost of the survey at this time is \$123.41 and will be supported by Instructional Services.

**OPERATIONAL PLAN 03/04**

The Assessment Initiative participates in the Operational Plan through the Perkins Grant (Mary Ellen Abell) and through the Assessment Office (Tom Cardwell). Information regarding funding for the Initiative for 2003/04 will be provided to Mary Ellen by the end of October.

**CURRICULUM REVIEW SUBCOMMITTEE**

Brenda mentioned that Deb Payne, Mark Henson and Barbara James will meet with her tomorrow, October 9. Ideas for the curriculum review include: A check of the Bulletin for goals, course descriptions and standards; syllabi for format; and a review of the process at F/S Development Day, February 20, 2003. It was agreed to delay the communications nominal group until June, 2003.

**NOVEMBER MEETING**

Brenda said that the Tuesday, November 19, AAIC meeting may not be necessary—an electronic meeting may suffice; to be decided later.

Meeting adjourned at 11:50 a.  
Respectfully submitted, Brenda Erickson

**ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**Tuesday, September 10, 2002**

Members Present: M.E. Abell, J. Bechtel, G. Caldwell, T. Cardwell, L. Chapman,  
S. Crawshaw, D. Crews, B. James, K. Kendrick, M. Morgan,  
J. Profflet, J. Schroeder, M. Seagle, J. Vineyard.

Members Absent: M. Henson, B. Mees, D. Payne

**DEPARTMENT MEETINGS**

Brenda provided a chart indicating department meeting dates and a listing of notes that relate to assessment for each department. Shayne Crawshaw mentioned that there is a common final for the Economics courses. Gary Caldwell said the Social Science department is initiating a pre-test in PSY 132 that addresses common misconceptions about psychology; the department wants to teach to correcting this misconception. Brenda asked that Developmental Education be considered as a department/program with outcomes assessed.

**STRATEGIC PLANNING**

Brenda mentioned that the Advisory Committee had approved the AAIC's recommendation that part of the strategic planning for the Assessment Initiative should include a review of all syllabi for learning objectives, evaluation and format. Since Goal 5 of the Illinois Commitment is about assessment of student learning and will require that systematic assessment is aligned with curricula, that the College take a comprehensive approach to the syllabi review and also address program goals and course content. These studies could then be taken before a related nominal group. There was discussion among the chairpersons about what this process would entail. Brenda gave a few, brief answers and said that she would organize a process that should allow the project to be manageable. She also asked to delay the start of the review until spring, 2003, and begin with communications. Mark Henson, Barbara James, and Deborah Payne will be asked to help with the model. After more discussion, this suggestion was agreed upon.

The next AAIC meeting is scheduled for Tuesday, October 8 at 11 a. in F106.

Meeting adjourned at 11:50 a.

Respectfully submitted,

Brenda Erickson

**ACADEMIC ASSESSMENT IMPLEMENTATION COMMITTEE  
MINUTES**

**Tuesday, January 22, 2002**

**11 a.m., F106 Crisp**

Members Present: J. Bechtel, M. Bitting, G. Caldwell, T. Cardwell, L. Chapman,  
M. Henson, B. James, K. Kendrick, M. Morgan, D. Payne,  
J. Profilet, J. Schroeder, M. Seagle

Members Absent: M. Henson, B. Mees, D. Payne

Guests: J. Gibbs and S. May

Minutes from the October 23, 2001, meeting were reviewed and approved.

**DEPARTMENT UPDATES**

The committee reviewed the updated Outcomes Assessment Matrix. B. James asked for changes for English and that PNE 099 be added to the Practical Nursing program. J. Gibbs noted statistics for Cosmetology need to be checked, T. Cardwell asked that NET Testing be added to the Practical Nursing program, J. Schroeder said the "H" sections in Social Science should be "S" sections, and J. Bechtel asked that B. Erickson return to the next Life Science meeting on Monday, March 4.

**ASSESSMENT INITIATIVE STRATEGIC PLANNING**

Notes from November 6 meeting with J. Gibbs, D. Payne, J. Nast and J. Vineyard were shared with the group. Brenda admitted needing advice concerning how the nominal group might best be used. After some discussion, it was felt that the upcoming training for the Lincoln/Baldrige effort may prove helpful and that the nominal group should be involved in the discovery, planning process to an extent. Brenda agreed to take that into account when preparing a guided preparation for the nominal group meeting.

**LINCOLN/EXCELLENCE**

Brenda updated the group about the Strategic Planning subcommittee's work, including mention of the spring 2002 Faculty/Staff Development Day, an upcoming article for the General News and names of those who will be asked to participate in the nominal group.

**PROFESSIONAL DEVELOPMENT**

Brenda mentioned that even though the Assessment Initiative Planning group and the Academic Achievement Implementation Committee had suggested that she continue professional development with assessment, she would not do so this spring.

Meeting adjourned at 11:50 a.

Respectfully submitted, Brenda Erickson

## Attachment K

### Academic Assessment Initiative IBHE/ICCB Report 2005-2006

The Assessment Initiative at John A. Logan College is a systematic approach to measuring academic achievement for the purpose of program improvement. It is based on the following eight general education goals that reflect the mission of the College:

1. Communication
2. Critical Thinking
3. Mathematical Reasoning
4. Ethical Awareness
5. Community Responsibility
6. Wellness
7. Workplace Readiness
8. Aesthetic Response

It is through a planned implementation process for each of the general education goals that the College seeks to continuously strive toward quality, and the process includes:

Phase I: Inventory core courses and compare to general education goals

Phase II: Judgment to determine relationship between core course and goals

Phase III: Ideas for program improvement and implementation

Phase IV: Measure results

Not only should assessment of student learning be systematic, it must also be comprehensive. This year, all the major areas where instruction and training occur have reported on their efforts to use assessment for the improvement of learning. These include: Adult Education and Family Literacy, Adult Secondary Education, the Literacy Program, Allied Health and Public Service, Applied Technologies, Business Education, Developmental Education, English, Humanities, Life Science, Mathematics, Physical Science, and Social Science. Their individual reports show multiple qualitative and quantitative measures of student learning that will then be used to improve the quality of curriculum, teaching and learning.

**Adult Education and Family Literacy:** Students in adult education classes are pre-tested upon enrollment. The Test of Adult Basic Education (TABE) is mandated by the Illinois Community College Board. After approximately 30 hours of attendance, post-testing is conducted. Survey TABE Forms 7 and 8 are administered for pre- and post-testing. Forms are alternated for pre- and post-testing. The appropriate level of TABE test to be given to each student is determined by administering the TABE Locator. The post-test rate at the end of FY05 for Adult Education and Family Literacy was 54%. Efforts are in place to increase the post-test rate to 65% in FY06. In addition to required pre- and post-testing, students assess their progress by utilizing the Success Portfolio. The Success Portfolio is an instrument designed to assist students with setting personal, academic, and career goals. Instructors and students work together to set goals, identify obstacles, and record a plan of action in the portfolio. Upon successful completion of a goal, students mark the goal as completed and set subsequent goals for the duration of enrollment in the program. If deemed appropriate, AEFL counselors and instructors also utilize the Payne Learning Needs Inventory, "10-minute interview," and learning styles checklists to identify learning strengths and weaknesses. The Official GED Practice Test is administered to students

ready to take the GED test. Results of the practice test provide an indication as to how the student will score on the actual GED test plus or minus ten points.

**Adult Secondary Education:** Students are initially tested with the TABE to determine functioning levels in the areas of English and mathematics. Not only does this give the students information about their functioning levels, it gives instructors insights into problem and remediation areas for each student. Upon completion of each semester of instruction, students are re-tested to determine if gains have been made. Survey TABE Forms 7 and 8 are administered and alternated for pre- and post-testing. Because students are working toward high school diplomas and generating credits that are transferred back to the sending high school transcript, grades are given at the end of each 90 hours of instruction. Instructors evaluate student's academic performance of subject material and mastery to calculate grades. The Career component of the program is administered through the Early School Leavers Program. Interest inventories and career interest tests are administered to students to identify vocational aptitude and interests. Used to gain this information are COPS Interest Inventory, Countdown, O\*NET, and the Personal Value Skills Survey.

**Literacy Program:** Adult learners in the literacy program are pre-tested upon intake. Learners must be reading below 9.0 grade level to qualify for services. Learners are pre-tested and post-tested using the Test of Adult Basic Education (TABE), the Slosson Oral Reading Test (SORT), or the Basic English Standards Test (BEST). In addition to the required pre- and post-testing, learners participate in setting goals for themselves with the aid of tutor, ABE instructor, or assistant literacy coordinator. The Literacy staff also utilizes the Payne Learning Needs Inventory, "10-minute interview," and learning styles checklists to identify learning strengths and weaknesses. The accomplishment of self-set goals and test level gains are monitored on a weekly/monthly basis by staff and learners.

The **Allied Health and Public Service** area includes many diverse programs utilizing a variety of assessment methods. All of the programs are currently striving to improve the assessment plans and have reviewed objectives and assessment methods as well as outcomes. Also, the programs have advisory committees which review program objectives, outcomes, assessments and evaluations from employers. This is used in revising curricula for higher quality graduates. Licensure or registry exam pass rates are closely analyzed for dental hygiene, dental assisting, cosmetology, nursing, cardiac diagnostic medical sonography, emergency medical services, interpreter preparation, and massage therapy. Criminal justice, early childhood education and travel tourism assess the employer evaluations closely as well as success in transferring to four year institutions. All of the above assessment data is evaluated for curricular revision needs and additions or deletions of course objectives. The Allied Health and Public Service area updates very often due to the changing needs in the health care and service programs in order to maintain leading edge education for our students.

**Applied Technologies** has been involved in program accreditations through a number of agencies. These agencies require student placement and success to be monitored. Improvements are made to the programs as an on-going process based on feedback from end-of-program tests, employers, students and advisory committees. These include: National Automotive Technicians Education Foundation (NATEF) for Automotive Services and Auto Collision Technology; American Design and Drafting Association (ADDA) for the Computer Aided Drafting program; American Council for Construction Education (ACCE) for Construction Management; Partnership for Air Conditioning Heating and Refrigeration (PAHRA) for the Heating and Air program; American Welding Society (AWS) for the Welding program; and A+, CET Exam and

CISCO for the Electronics program. Advisory committees are comprised of representatives from the related industry and are usually in a position to hire our graduates. Input from these committees is constantly used to change our programs to keep up with new technologies. All program areas are developing tests to measure how well we are teaching to the educational goals that we claim we are teaching to within our curriculum. These will be given to incoming freshmen and again to those same students just before the end of the program. Certain groups of questions will be identified with a specific educational goal and the results will be reviewed with the advisory committee in that area. The faculty and advisory committee members will then make recommendations and adjustments to the course objectives or curriculum.

**Business Education** supports Microsoft Office Systems (MOS) certification and Office Proficiency and Assessment Certification (OPAC). Certain Computer Information Systems (CIS) courses use MOS-related materials or tests and relate the standards to course objectives. Some Office Technology courses use the OPAC software for final exams and certification testing and relate the standards to course objectives. The micro and macro Economics courses have a common final exam. The Business Department uses the following to ensure the students demonstrate mastery of the learning objectives for the disciplines and/or general education goals: Exams, quizzes, research assignments, computer lab projects, portfolios, team projects, in-class and outside learning activities, and final class projects. Faculty are able to evaluate student performance based on specific measurable learning objectives, reinforce the effectiveness of the learning process and make modifications when necessary. End-of-the-year assessment is conducted in selected classes. The results impact specific topics, levels of emphasis and method of course delivery. The Business Department has been working on a policy of using a common syllabus with common learning objectives in all courses. This has been accomplished in virtually all courses. Three new programs have been developed: an AAS in Judicial Reporting and Business Management along with a Scopist certificate. We are currently awaiting approval of these three new programs by the ICCB and IBHE.

**Developmental Education** is mainstreamed into the academic departments of English and mathematics. The courses supported by developmental instruction are ENG 050, Basic Reading and Writing; ENG 052, Developmental Writing Skills; ENG 053, Developmental Reading Skills; ENG 099, English Skills/Education; MAT 051, Pre-Algebra; MAT 052, Basic Algebra; MAT 061, Basic Euclidean Algebra; MAT 062, Intermediate Algebra; and MAT 099, Math Skills/Education. The developmental courses are designed for students on the career and/or transfer degree pathway. A group of students who are currently not being served by the structure of developmental education are those students who have moderate to severe developmental disabilities. The students are placed into our beginning level math and English courses. This vastly expands the role of the courses and making the environment – in many ways – a replica of the cross categorical special education classroom of the K-12 system. Compounding the concern is the fact that many of the community college instructors are not trained in the methods/characteristics of those with developmental disabilities.

The higher education arena has traditionally not been the next educational step for students with developmental disabilities. However, many students and parents are now looking for opportunities after high school. Currently, many of these students leave high school only to be faced with unemployment and limited opportunities to leave their residence because higher education opportunities do not exist. We believe this population is in need of those courses and services which are geared toward life skills, pre-employment skills, and curricula which reflect the populations' interest and skill level. It is recognized that there is a gap in services/programming and that these unique individuals fall into this gap. Recently our K-12

district special education coordinator approached the College on behalf of parents and students with developmental disabilities. The College wants to meet this community need yet funding is an issue.

In March 2006, the Associate Dean of Education Programming was invited to serve as a member of the Statewide Essential Skills Work Group for the Illinois Community College Board. The ICCB Work Group is currently investigating three specific areas of educational opportunities for developmentally disabled students. The research areas include the rules and regulations along with curriculum issues, identification of the population that falls into the educational gap, and the eligibility of financial aid and other funding sources. After thorough discussion of the issues, current practices and the potential of providing educational opportunities for this population, the ICCB Statewide Essential Skills Work Group will formulate recommendations. Once the recommendations are made, the College will take action in meeting the unique needs of this wonderfully different population.

The **English Department** curriculum involves the processes of writing. The objectives for these writing classes involve the elements of focus, organization, support of ideas and mechanization correctness. These four areas are in close alignment with State writing goals. All of the composition courses, English 052, 101, 102 and 113, involve an on-going development of skills which requires assessment after every major writing situation. After each writing situation, teachers assess which of the four areas need further development and set up subsequent writing situations to re-emphasize the skill that is shown to be needed. Assessment begins with a placement test that places students into the appropriate class. As a follow-up, in the English 101 classes, all students write a diagnostic essay on the first day of class to ensure proper placement. Those who do not meet the minimum requirements of a holistic rubric will be re-assigned to the developmental writing classes. Exit scores for all of the composition classes are determined by the successful completion of four to six essays that address any/all components of stated objectives. The Department has recently discussed and revised the objectives for English 101 in order to make all the class objectives uniform. While the objectives are common to each class, no one wants to stifle creativity in the methods used to reach the objectives. The English 052 classes have come into alignment by giving a common entrance and exit exam and strive to teach those skills that are required for English 101. Effective fall 06, all English 101 classes will be asked to use a common rubric to grade the “works cited” portion of the research paper. This will enable the department to have a quantitative basis to determine strengths and weaknesses in teaching this very technical, yet universal, requirement of a research paper.

The **Humanities Department** is working consciously in order to give a comprehensive understanding of the educational process to all the students that are taking classes in this department. Instructors in the different disciplines pertaining to the Humanities Department—Speech, Logic, Philosophy, Art, Music, Theatre, and Foreign Languages—are working meticulously to reach the objectives and general educational goals being proposed. In order to obtain this task, we are: evaluating the learning process through conventional oral or written testing, engaging in extra-curricular activities such as field trips, and encouraging students to use all the tools and resources available to further their knowledge and comprehension. Based on the results obtained, we will continue working in the process of improving these results, using whatever new resources and techniques are available, which will ultimately be in benefit of students and the curriculum used. The Humanities Department is working toward common model for speech (SPE 115), Public Speaking, and a common final exam for SPN 101, Spanish I, which exemplifies that we are working toward continuous quality improvement. During the spring semester 2006, two proposals were presented before the Curriculum and Instruction

Committee for approval: a new Art Preparation and Portfolio course and the newly proposed Speech Communication Curriculum Guide. Both proposals were approved. Some instructors have been assigned to new committees in order to be part of and cooperate with the overall improvement of our institution.

The **Life Science Department**, beginning in the spring semester 2006, has instituted both a common syllabus and a common final exam in Biology 101 and 102. Common syllabi and final exams are currently required in Biology 100 and Health 110. The intent is to increase the overall quality of these courses. On an analysis of current, national ACT tests, the science area shows 26% of these test takers were not prepared to succeed in college level science courses. The department intends to investigate the feasibility of offering remedial biological science courses. Although a recent study, conducted by the John A. Logan College Life Science Department, showed no correlation between Compass test scores on reading ability and biology grades for those students who completed the course, there is consideration of a new study on ACT science scores versus biology completion grades.

The **Mathematics Department** offers two general education courses: MAT 113, Contemporary Mathematics, and MAT 120, Introduction to Statistics. One or both of these courses are taken by a large majority of students. The sections of both of these courses are taught by both full-time faculty and term faculty. To ensure that the students demonstrate mastery of the learning objectives, a common final is given in both MAT 113 and MAT 120. Questions on the final exams are aligned with objectives listed on the departmental syllabi which all instructors are required to use. A bi-yearly review of the results of these finals is performed by the faculty at the direction of the course coordinator. Results are distributed to all faculty teaching the course and discussed in departmental meetings. In both courses, objectives and questions on the final exam have sometimes been amended to better reflect the goals of the course. The department also has completed Phase I, Phase II, and Phase III of two educational goals: Communication and Mathematical Reasoning. The completion date for implementation is fall 2006 for both MAT 113 and MAT 120 and the completion date for implementation for these courses is fall 2007. The department is also working on a third educational goal – Critical Thinking – and has completed Phase I and Phase II in both MAT 113 and MAT 120. The Mathematics Department believes that it is too early in the process of make conclusions concerning continuous quality improvement of the curriculum and student learning, as pertaining to these courses.

The **Physical Science Department** is actively working to assess the effectiveness of our courses. Entrance and exit exams have recently been given in PHY 155 and PHY 205 to provide initial data to assess the overall achievements of students in these courses. A survey was done for CPS classes, and that information is being used to assess the effectiveness of those courses. Course syllabi for CHM 151, 152, 201 and PHY 121, 153 and 155 have been revised with more emphasis on course objectives and student outcomes. Department members have discussed the need for more uniform assessment tools for Physical Science classes, but no consensus has been reached at this time. However, the three core courses being used have been changed after much discussion. The new courses are CPS 111, CHM 151, and PHY 205. Each of these course assessments will be handled by an assigned department member. These three individuals will keep the department informed about the ongoing process. All five of our PHS courses have been approved to be taught online beginning in spring 2007.

The two courses that are evaluated in the **Social Sciences** are General Psychology and American Government. Assessment continues for the third consecutive year in the General Psychology course with a slight improvement in overall student scores. Full-time faculty have split with

their approach, with one continuing the traditional pre and post-test and another incorporating questions into regular class exams. The assessment has moved into Phase III for both communication and mathematical reasoning. Political Science faculty originally thought that they would move to a more process-oriented assessment in American Government that incorporated a variety of grade-related quizzes, exams, and writing assignments. That proved to be too cumbersome, and they are now developing a new pre and post-test instrument. The process has brought changes as both full-time faculty members have altered their course content as a result of working on the assessment tool. This course has also moved into Phase III for communication and mathematical reasoning.

## **Academic Assessment Initiative IBHE/ICCB Report 2004-2005**

The Assessment Initiative at John A. Logan College is a systematic approach to measuring academic achievement for the purpose of program improvement. Thus far, the project has accomplished the following:

1. Developed eight general educational goals that satisfy the College's mission statements.
2. Prepared program or discipline goals.
3. Identified entry-level assessment tools for general education course placement.
4. Outlined developmental and remediation methods and courses.
5. Established measurable outcomes by department or program.

The next phase of the project is to determine how the outcomes reflect academic achievement and use those results for program improvement—ultimately the purpose of our Assessment Initiative.

The following text briefly describes the assessment tools or areas for improvement and is followed by the Outcomes Matrix.

**Applied Technology.** Applied Technology has been involved in program accreditations through a number of agencies. These agencies require student placement and success to be monitored. Improvement are made to the programs as an on-going process based on feedback from end-of-program tests, employers, students and advisory committees. These include: NATEF, National Automotive Technicians Education Foundation, for Automotive Services and Auto Collision Technology; ADDA, American Design and Drafting Association, for the Computer Aided Drafting program; ACCE, American Council for Construction Education, for Construction Management; PAHRA, Partnership for Air Conditioning, Heating and Refrigeration, for the Heating and Air program; AWS, American Welding Society, for the Welding program; and A+, CET Exam and CISCO, for the Electronics program. Advisory committees are comprised of representatives from the related industry and are usually in a position to hire our graduates. Input from these committees is constantly used to change our programs to keep up with new technologies. The use of end-of-program tests will expand to more programs and results from these tests will be used in program curriculum adjustments.

**Business Education** supports MOS, Microsoft Office Systems, certification and OPAC, Office Proficiency and Assessment Certification. Certain CIS, Computer Information Systems, courses use MOS-related materials or tests and relate the standards to course objectives. Some Office Technology courses use the OPAC software for final exams and certification testing and relate the standards to course objectives. The micro and macro Economics courses have a common final exam. The Business Department uses the following to ensure that students demonstrate mastery of the learning objectives for the disciplines and/or general education goals: Exams, quizzes, research assignments, computer lab projects, portfolios, team project, in-class and outside learning activities, and final class projects. Faculty are able to evaluate student performance based on specific measurable learning objectives, reinforce the effectiveness of the learning process and make modifications when necessary. End-of-the-year assessment is conducted in selected classes. The results impact specific topics, levels of emphasis and method of course delivery.

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correctness. These four areas are in close alignment with State writing goals. All of the composition courses, English 052, 101, 102 and 113, involve an on-going development of skills which requires assessment after every major writing situation. After each writing situation, teachers assess which of the four areas need further development and set up the next writing situation to re-emphasize the skill that is shown to be needed. Assessment begins with a placement test that places students into the appropriate class. As a follow-up, in the English 101 classes, all students write a diagnostic essay on the first day of class to ensure proper placement. Those who do not meet the minimum requirements of a holistic rubric will be re-assigned to the developmental writing classes. Exit scores for all of the composition classes are determined by the successful completion of four to six essays that address any/all components of stated objectives. The Department has recently discussed and revised the objectives for English 101 in order to make all the class objectives uniform. While the objectives are common to each class, no one wants to stifle creativity in the methods used to reach the objectives. The English 052 classes have come into alignment by giving a common entrance and exit exam and strives to teach those skills that are required for English 101.

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The **Life Science Department**, beginning in the spring semester 2005, has instituted both a common syllabus and a common final exam in Biology 100. In fall 2005, Health 110 will require a common syllabus and a common final exam. The intent is to increase the overall quality of these courses. On an analysis of current, national ACT tests, the science area shows 26% of these test takers were not prepared to succeed in college level science courses. The department intends to investigate the feasibility of offering remedial biological science courses. Although a recent study, conducted by the John A. Logan College Life Science Department showed no correlation between Compass test scores on reading ability and biology grades for those students who completed the course, there is consideration of a new study on ACT science scores versus biology completion grades.

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The **Social Science Department** chose two courses for assessment, PSC 131, American Government, and PSY 132, General Psychology. In terms of student numbers, diversity, and course content, these courses are the most pertinent of our courses to the Assessment Initiative. In Fall of 2004, students in PSC 131 sections were assessed with a set of essay questions at the end of the semester. Another faculty member developed an objective, multiple-choice test that was used in a pre and post-test design in sections in Spring 2005; results will be evaluated by Fall 2005. An objective-multiple choice, pre and post-test measure was developed for the General Psychology and was first used in one section during fall 2004 with mixed results. The use of that test has expanded to include a larger sample of general education psychology sections during the Spring 2005 semester; results will be analyzed. The general psychology assessment measure will be revised based on the results and faculty input; evaluation will continue for the fall 2005.

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**Business Education** has chosen to focus on MOUS certification and OPAC, Office Proficiency and Assessment Certification. Certain CIS, Computer Information Systems, courses use MOUS-related materials or tests. Some Office Technology courses use the OPAC software for final exams and certification. The micro and macro Economics courses have a common final exam.

The **English** Department has been responsible for two major assessment-related projects. A language arts prep class is offered intercession for those waiting to be admitted into the Practical Nursing program. And an evaluation rubric approved by the English faculty will be used to evaluate final writing projects in English 101, English Composition.

John A. Logan College offering **Nursing** programs at three levels: ADN, Associate Degree Nursing; PN, Practical Nursing; and NA, Nursing Assistant. While all three programs report outcomes for assessment purposes, the ADN program determined that the readability levels of the textbooks were not adequately preparing their students. After new textbooks were selected and implemented, the ADN licensure pass rate exceeded both the state and national levels.

The **Health Careers** area has a variety of other programs with different assessment outcomes. **Cosmetology** uses a local test to determine board readiness. **Criminal Justice** is concerned about its completers gaining a certain body of knowledge and about placement or transfer of its graduates. **Dental Assisting** uses its ADA, American Dental Association, certification to manage course objectives. **Dental Hygiene** uses employer surveys, graduate interviews and board exams to monitor program success. **Diagnostic Medical Sonography** will use registry with the

American Registry for Diagnostic Medical Sonography and Registered Diagnostic Cardiac Sonographer together with employment placement to determine program success and areas for improvement. **Early Childhood Education** and **Emergency Medical Services** will identify areas for improvement in the 2004-05 year. **Interpreter Preparation Program** manages its course objectives and then areas for program improvement through its licensure exam results.

The **Humanities** department is considering common models for speeches for SPE 115, Public Speaking, and a common final exam for SPN 101, Spanish I.

The **Learning Community** will have followed three cohort groups into English 101 and 102 to determine areas for improvement in the developmental English courses.

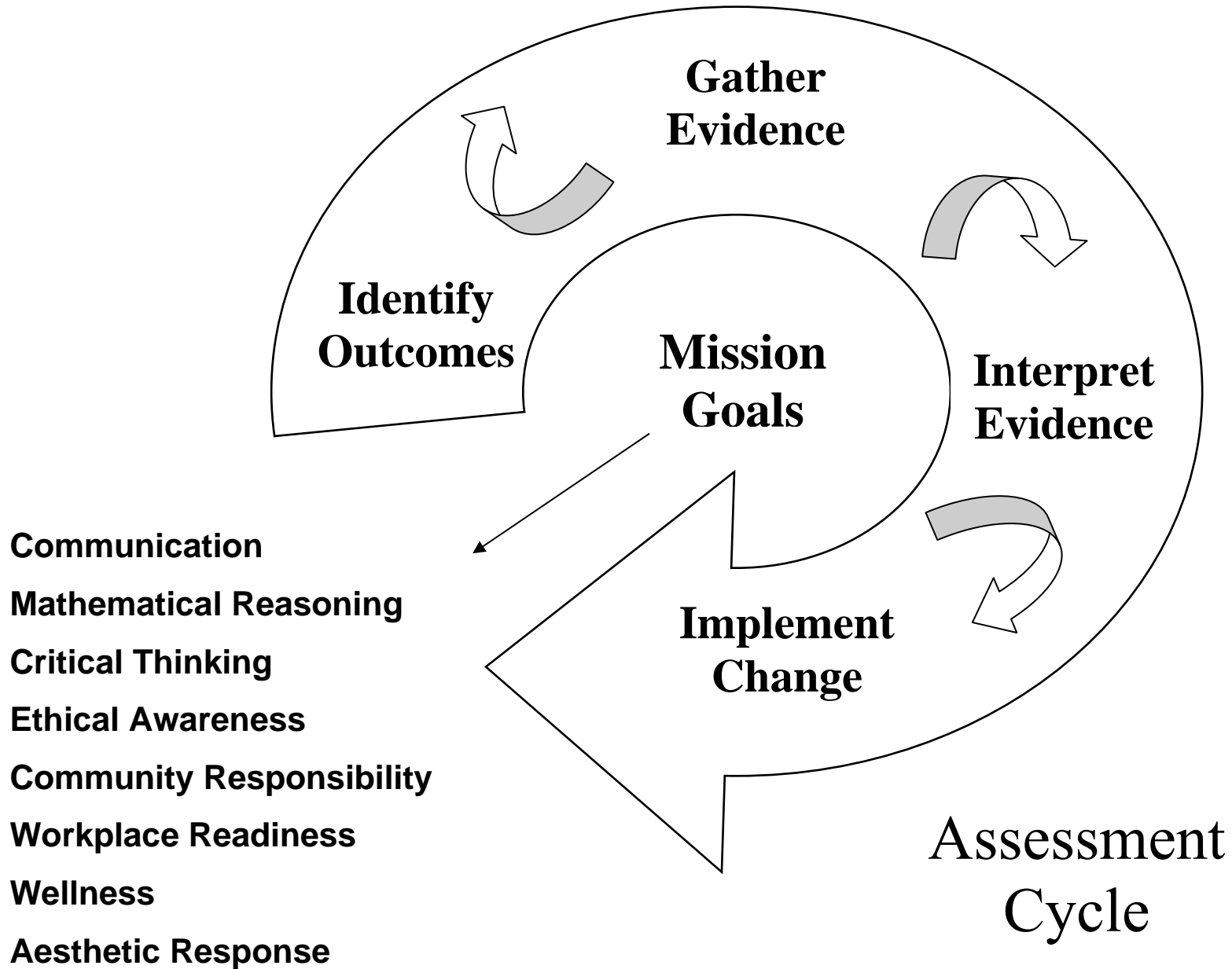
**Life Science** continues to study its BIO 100 and 101, Biology, courses to determine preparedness for advanced life science courses, e.g., microbiology, anatomy and physiology, etc.

The **Mathematics** Department has correlated a common final exam with course objectives for MAT 113, Contemporary Mathematics.

The **Physical Science** department pilot tested entrance and exit exams in two of its physics courses, PHY 155, College Physics I, and PHY 205, University Physics I, and will study the results in 2004-05.

**Social Science** will study if the course objectives in General Psychology and Government are being taught by instructors of all sections for course articulation purposes.

Attachment L

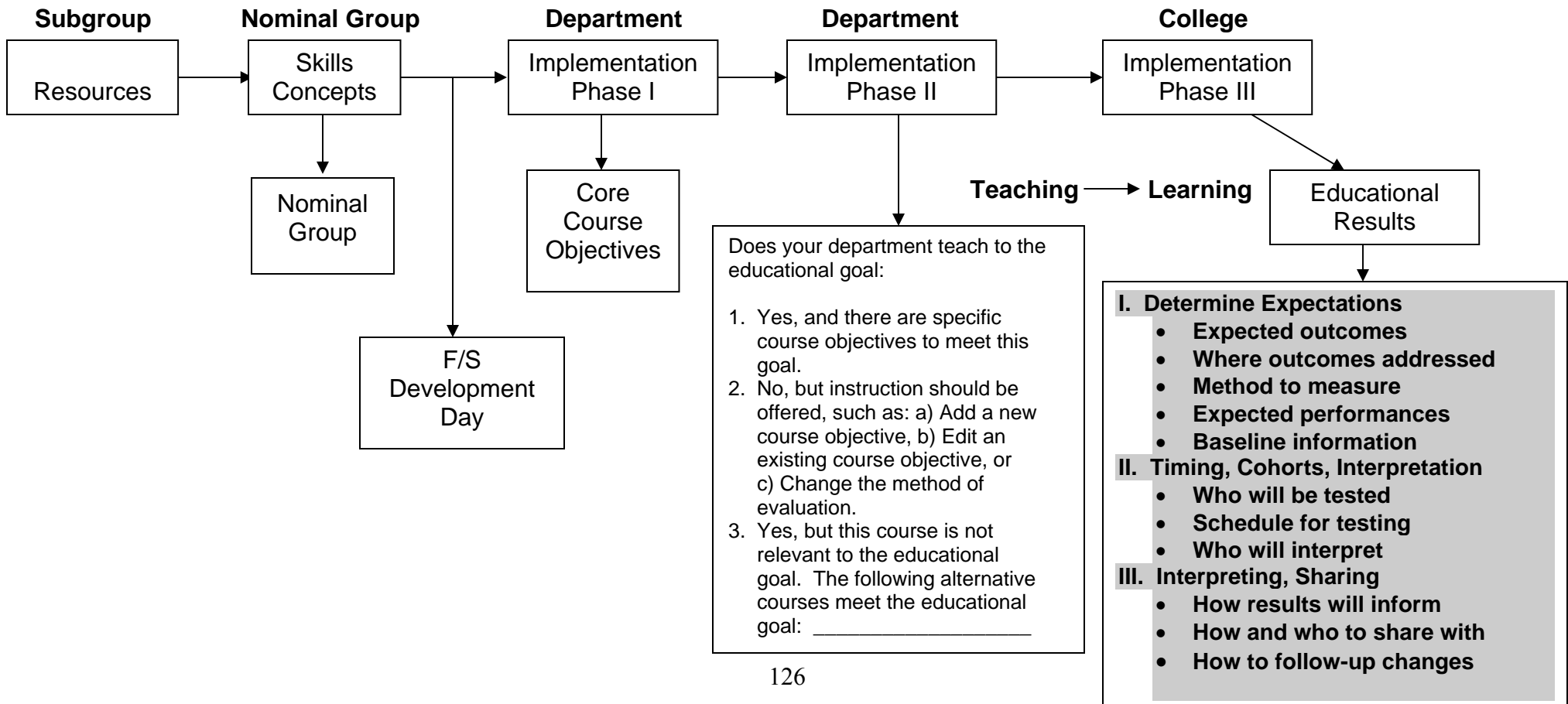


# John A. Logan College Educational Goals Implementation Process – Phases I - III

...finding out how well students achieve educational objectives...primary means which institutions demonstrate  
...institutional effectiveness

## Educational Goals

- Communication
- Mathematical Reasoning
- Critical Thinking
- Ethical Awareness
- Community Responsibility
- Wellness
- Workplace Readiness
- Aesthetic Response



## Education Goals Implementation Phase III

Course Prefix/Title   PSC 131 / American Government  

Educational Goal   Communication  

<b>Step 1: Determine Expectations</b>				
Expected Outcome(s)	Where Addressed	Method(s), Criteria to Assess	Expected Performance	Baseline Information
Read about and then discuss the role and importance of elections in a democratic society	PSC 131	In-class discussion after introducing students to methods to improve reading skills: <ul style="list-style-type: none"> <li>• Skimming, pre-reading</li> <li>• Outlining</li> <li>• Annotating</li> <li>• Summarizing</li> </ul>	Holistic score used for measuring discussion skills	Locally designed score sheet for measuring discussion skills  <b>Timeline: Spring 2006</b>
<b>Step 2: Identify Cohort(s), Timing, and Who is Responsible</b>				
Who to Assess	Schedule for Assessment	Who Will Interpret Results		
All PSC 131 students	Every semester	Social Science Assessment Committee: Full and term	<b>Timeline: Fall 2006</b>	
<b>Step 3: Interpret, Share Results (for Institutional Effectiveness)</b>				
How Results Will Effect Teaching/Learning	How to Share Interpretations	Follow-up on Implemented Changes		
Revise pedagogy	Annual report to AAIC, ICCB, IBHE	Repeat with changes	<b>Timeline: Spring 2007</b>	

