

OUTCOMES ASSESSMENT

Disciplines/Departments	What are the results of your SLO Assessment?	What improvements have you made based on SLO Assessment?	Which ILO are you addressing?	What are the results of your ILO Assessment?	What improvements have you made based on the ILO Assessment?
<p align="center">Accounting</p>	<p>AAS-Accounting students all take the NOCTI Accounting Skills TSA in their last term as part of their course requirements for ACCT 220. All students have passed the exam with greater than 75% proficiency and the SFCC average remains much higher than the national average on the exam.</p>	<p>I am in the process of determining how to best market the AAS-Accounting program and the vocational competencies of SFCC graduates of the program to prospective employers. There is a recent trend in the accounting industry to aggressively market high school students to replace retiring CPAs. The CPA credential, while undeniably the industry gold standard, requires essentially a 5-year degree. It is still my belief that an AAS-Accounting graduate with professional certifications is more readily employable in this geographic location than a 4 year Accounting graduate with no certifications. Employers who interview both SFCC students and UCM students for their internship positions continue to prefer the vocational preparedness of our SFCC accounting student. New computer programs are being designed to perform many entry-level, clerical duties currently performed by the non-CPA accounting employee. I need to investigate what courses we should add, if any, to encourage employers to continue to choose to hire our AAS-Accounting graduates, instead of relying on other sources to meet their entry-level needs.</p>	<p align="center">Decision Making</p>	<p>Specifically, the expectation is for ACCT 101 students to be able to identify key information for decision making within various financial statements and accounts presented within a testable data set. Exam questions regarding management decisions to be made and how to find the data to support the decision are repeated on the exams throughout the term. The students' progress is tracked and outcomes are analyzed by the program coordinator. Over 80% of the students are able to successfully identify the correct answer to at least 80% of these questions by the end of the term. By the completion of ACCT 102, students are expected to be able to demonstrate ability to adapt available technology to workplace or personal life. A distinct difference in students' familiarity and comfort level with technology is noted between ACCT 101 and ACCT 102 students, with respect to use of technology (specifically with use of MyAccountingLab in course delivery, homework completion, and exam administration). While I have yet to find a way to objectively measure this increase in comfort level with technology, students exhibit less stress and ask fewer questions about the functionality of the technology.</p>	<p>All ACCT 101 and ACCT 102 instructors use a MyAccountingLab course linked directly to the Program Coordinator's course shell. Communication throughout the term insures that individual sections are paced with each other and exams are similar in content and timing. All ACCT 101 students, regardless of section, are exposed to approximately 10 questions selected by the Program Coordinator to measure the students' understanding of the use of financial statement data in making managerial decisions. By deliberately increasing the coordination throughout the sections offered at all campuses, we are achieving better continuity and improved outcomes for our students.</p>

<p>Agriculture</p>	<p>We are continuing to use the state approved portfolio for our TSA and our Student Learning Outcomes Assessment. 100% of our 2016 AAS graduates, 14 students total, completed the TSA with an 86% pass rate. This was down from a 100% pass rate in 2015. The portfolios are assessed by an outside party in the agriculture industry.</p>	<p>While we are happy with the results of the SLO we still believe there is room for improvement. Based upon feedback from our TSA grading we are continuing to focus on implementing the newest technologies in our programs.</p>	<p>Behave Responsibly</p>	<p>We are addressing this ILO throughout our Leadership sequence of courses, (AGRI 101, 102, 103, 104). In that sequence, students are required to complete a specific number of community service hours, which directly address this ILO by understanding the importance and benefits of service as well as exhibiting responsible citizenship. During the spring 2017 semester 58 students completed 2,046 hours of community service. Our goal for the spring semester is for each student to complete 40 hours, which would have equated to 2,320 hours of service. As a result, students completed 88.2% of the required community service hours, which is how we would quantify this specific ILO.</p>	<p>We, and our advisory committee, believe that community service is a very important part of agriculture education. We will continue to help students find service projects and make hours available so that students have every opportunity to complete this requirement and become productive citizens in our community.</p>
<p>Art</p>	<p>Our recent survey of our Pre and Post – Test showed that we are maintaining our growth of understanding of these questions. However the test do show that there is a significant difference between individual instructor results. Example, one instructor was near 100% yet another was at 50%. Obviously that instructor didn't get the message.</p>	<p>Our strategy to continue to address this issue in our yearly adjunct in-service. At this point if we see no further improvement from those individuals we will address it one on one. We changed to a new Text book and did a webinar during this fall in-service to better inform the adjunct on how best to utilize that text book and online support.</p>	<p>Think Critically & Investigating World Processes</p>	<p>The following was put in last year's program review and still find that this is a major issue. Our ILO assessment indicate that the student's portfolio result show that most images are generated through borrowing images found on the internet. This is effecting both critical thinking and investigating world processes.</p>	<p>The relationship between a student and their mobile devices has completely altered how they think. Currently we recognize that technology is lacking in our classroom and it has become evident that most work environments are moving towards computer generated images. The answer lies in putting technology directly into the student's hand. In order to do this we need to provide the opportunity for students to work with current tools such as computerized drawing pads. These devices should be introduced in Drawing I, Design I, and utilized to help in designing 3-D objects. Money is in place to purchase these drawing pads we're just waiting for approval to move forward.</p>
<p>Athletics - Baseball</p>	<p>N/A</p>	<p>We have minimized the number of student athletes as well as put a greater focus this year on study hall. Our new method is as follows: 1 If a student athlete drops below a C in any class he will have a minimum of 2 hours and maximum of 4 hours of study hall Monday-Friday during practice hours. 2 A student attending study hall is asked to get help in the tutoring services area during his study hall hours as well. 3 Once a student athlete pulls his grades back up to C's or above, he can return to normal practice with the team.</p>	<p>Behave Responsibly & Develop Life Skills</p>	<p>We will not know the outcome of this until after the spring semester has finished. We will then be able to compare both retention and GPA to see if our student athletes have made progress in a positive direction.</p>	<p>N/A</p>

<p>Athletics - Men's Basketball</p>	<p>Next year at this time, I will be able to have more data and be able to give a full evaluation of the program.</p>	<p>Next year at this time, I will be able to have more data and be able to give a full evaluation of the program.</p>	<p>Develop Life Skills</p>	<p>N/A</p>	<p>I was hired on May 1, 2017, so Coach Short and I hit the ground running to bring in 13 new student athletes. This fall we did participate in the Alzheimer's Walk here in Sedalia, the homecoming parade for Sacred Heart School, as well as the upcoming Celebrity Dessert Auction. Our team will also be partnering with the coaches vs. cancer this February to bring more awareness to the severity of cancer in this country. I plan on being more involved with community service here this spring and having our team out more as well.</p>
<p>Athletics - Women's Basketball</p>	<p>N/A</p>	<p>N/A</p>	<p>Value Others</p>	<p>N/A</p>	<p>N/A</p>
<p>Athletics - Men's & Women's Soccer</p>	<p>N/A</p>	<p>N/A</p>	<p>Behave Responsibly & Value Others</p>	<p>N/A</p>	<p>1. Behave Responsibly: Our players are held to high standards that help them demonstrate their professionalism and integrity while exhibiting responsible citizenship. We participate in service projects and are involved in the school and overall community. 2. Value Others Our players work within a team as an integral part of their participation – both on and off the field. Our team composition creates great opportunities for cultural learning to develop an appreciation for diversity and its benefits, while learning tolerance and respect.</p>

<p style="text-align: center;">Athletics - Softball</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">Behave Responsibly</p>	<p>I am a huge advocate that my team be respectful to everyone they encounter, and the girls know my expectations are high. My goal is that each of my girls leave SFCC a more caring, responsible, respectful and overall better person. Through 1 ½ years of the program, it is very evident that they have implemented the standards in their lives. The following examples of on and off-the-field standards are extremely important to me and are followed up with consequences if they are followed by a team member.</p> <ul style="list-style-type: none"> • We leave a restaurant cleaner than what we found it; picking up all trash around us, wiping tables and removing trays that may be left. I am the last to leave a restaurant to assure that this is done. • Picking up every piece of equipment and trash after practice. There is punishment for every item left. The team has only had to run one time, they pick each other up and stay behind to make sure all is picked up and clean. • Show respect to all bus drivers, restaurant staff, school personnel, opposing teams and umpires. • Not reacting negatively to questionable calls during games and always respecting umpires. • Participating in community service projects – know the importance of putting others, especially those in need, before yourself. (Rowdie for Kids, Child Safe, Angel Tree, etc.) • Golden Rule: Treat others well, you have no idea what they are going through or have gone through. 	<p>I continue, and will always, to harp on the small details of professionalism and respectfulness. I want my expectations for behavior and respect set high and passed down from team to team.</p>
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<p>Athletics - Spirit Squad</p>	<p>Based on the ILO (#3 Behave responsibly) I reported on last year, the following results have occurred.</p> <ul style="list-style-type: none"> • Practice attendance was at about 90% - very few injuries last year. • Attendance at games and events was at 95% • All squad members participated in all fundraising efforts. • We had about 80% participation in community events and campus activities that involve the spirit squad. Work hours play a huge part in that. • About 75% are registered voters and not many are blood donors. Something I encourage every year to be involved in. • I only had one disciplinary issue and she was released from the squad in October, before season even started 	<p>N/A</p>	<p>Behave Responsibly</p>	<p>N/A</p>	<p>N/A</p>
<p>Automotive Technology</p>	<p>Program level SLO assessments have been implemented into every course in the program allowing instructors to track individual student progress as they advance through the courses. We have seen a definite improvement in students learning abilities to retain information and advance their skill level on a program level of SLO assessment. This assessment is based more towards their student skills and is used to help build student confidence and ability to comprehend the curriculum and is not used to assess a student for a grade. When students are advised of areas they are weak in and need to improve it assists them in becoming a better student. On a course level of SLO assessment students are achieving higher overall course grades due to intermediate assessments being performed during the entire course to ensure that no one is falling behind. We are able to detect problematic learning concerns for a student and address them before a student fails the course. In doing so fewer students struggle with the curriculum and the class runs smoother for everyone.</p>	<p>The courses run smoother with fewer students struggling with the curriculum. We are better equipped to track a student's progress in skill level for part time job placement. With these assessments in place at intervals between midterms and finals we hope to never have another failing student in the program.</p>	<p>Develop Life Skills</p>	<p>I feel that my students have benefited greatly by focusing on the development of life skills. I have seen varied improvement from student to student but an overall success in doing so. It better prepares my students to join the workforce with a more serious and confident attitude that employers have commented on when interviewing my students after graduation and for part time employment while they continue their education. I am very pleased to watch my students grow in character as well as achieving a skill level that surpasses their expectations. Knowing what is expected from them in this area gives them a standard to achieve and most are willing to put forth the effort to excel in this area.</p>	<p>The program has become a source for local and out of town businesses for employees in the automotive technology field. Students from this program have a reputation of being solid citizens and knowledgeable automotive technicians on an entry level. I have been tracking all of the 2016 graduates and all are now employed in the automotive industry with full time employment both locally and out of state. We now have employers waiting for SFCC technicians to be ready to work part time and continue their education. As students rotate through the courses and become prepared for job placement I am not finding it difficult to place them. This community participation is a result of students who exhibit life skills as well as technical skills.</p>
<p>Biology</p>	<p>Page 2 Biology Outcomes Assessment</p>	<p>Page 4 Biology Outcomes Assessment</p>	<p>Develop Life Skills</p>	<p>Page 6 Biology Outcomes Assessment</p>	<p>Page 6 Biology Outcomes Assessment</p>

<p>Boonville Campus</p>	<p>N/A</p>	<p>N/A</p>	<p>Value Others</p>	<ul style="list-style-type: none"> • No results yet (new ILO for 2018) • Results will be measured by percentage of students, staff and faculty that participate in community service projects, as well as reflective writings done by students and faculty at the end of the semesters. 	<ul style="list-style-type: none"> • No improvements are being implemented until after the first semester of measured outcomes.
<p>Brain Café</p>	<p>Page 6 Pre-Post Assessment</p>	<p>The training courses are meeting their intended training goals.</p>	<p>Utilize Technology</p>	<p>The purpose of the online training courses is to introduce new educational technology to potential hybrid and online faculty. The courses are interested in measuring the following ILO: Utilize technology: Demonstrate ability to adapt available technology to workplace or personal life. Please see page 7 for additional details.</p>	<p>No improvements are suggested at this time.</p>
<p>Business (AA)</p>	<p>Page 1 Business AA Outcomes Assessment</p>	<ul style="list-style-type: none"> • Increased usage of in-class graded practice. • Increased usage of in-class activities. • Included additional course time to L.O. 11 on Exchange Rates, Imports, Exports and Balance of Payments. • I will be implementing more guided review throughout the course to help students retain skills and knowledge through and beyond the course final exam. 	<p>Think Critically</p>	<p>Page 3 Business AA Outcomes Assessment</p>	<ul style="list-style-type: none"> • Students appear to do very well when assessing and interpreting the measures for inflation, unemployment, economic growth, fiscal and monetary policy as they apply to their chosen countries. • Rubrics have been added to standardize grading to ensure consistency in evaluation.
<p>Business (AAS)</p>	<p>Page 1 Business AAS Outcomes Assessment</p>	<p>Page 2 Business AAS Outcomes Assessment</p>	<p>Think Critically</p>	<p>Page 3 Business AAS Outcomes Assessment</p>	<p>I continue to incorporate case study, group work, and research in all my classes. In addition to the simulation used in the capstone course. We have selected a new text for our BSMT108 Principles of Management course, "Supervision – Concepts and Skill-Building" the text utilizes McGraw Hill's Connect technology and provides a robust set of critical thinking problems. I will develop the course spring 2018 and officially adopt it Fall 2018. My Personal Finance class utilizes an online stock portfolio semester long exercise where all students (online and on ground) are given \$100,000 and over the course of the semester make sound investment decisions. The Personal Finance class utilizes MyFinanceLab for student homework. The homework consists of word problems that require students to hone their critical thinking skills by analyzing data and formulating an informed response. We also incorporated more group work into the BADM107 courses</p>

<p style="text-align: center;">Chemistry</p>	<p style="text-align: center;">Page 1 Chemistry Outcomes Assessment</p>	<p>I. We have generated a new course assessment to better evaluate the specific course outcomes across the course. The new tool will use a comprehensive evaluation each week to track student growth across the semester.</p> <p>II. The course structures have been modified to focus on specific course content outcomes. The content portion of the course has been transitioned from a boxed program over to the individual construction of memory books for each content topic. Rather than using prepared practice problems, students are using their memory books in class for group assessments.</p>	<p style="text-align: center;">Time Management & Content Knowledge</p>	<p style="text-align: center;">Page 2 Chemistry Outcomes Assessment</p>	<p>I. We have generated a new course assessment to better evaluate the specific course outcomes across the course. The new tool will use a comprehensive evaluation each week to track student growth across the semester.</p> <p>II. The course structures have been modified to focus on specific course content outcomes. The content portion of the course has been transitioned from a boxed program over to the individual construction of memory books for each content topic. Rather than using prepared practice problems, students are using their memory books in class for group assessments.</p>
<p style="text-align: center;">CIS - WEB</p>	<p>100% of the students passed the TSA requirement in the Spring Of 2017. Students wishing to find employment are successful. One student in particular was hired based on his performance of his internship with the company. Another student recently gave a presentation on SQL programming at Rockhurst University in KC. Plans are also for her to conduct this presentation next year in Denver, CO. Promoting the A.A.S. CIS and Web degrees would improve the outcomes assessment. Over the past several years the college has placed a greater focus on the promotion of the A.A. degree programs. For those students wishing to find employment, success was achieved in their respective fields. The issue remains in getting students to actually apply with companies. The college also seems to have switched its focus to promoting the A.A. degree programs. As a result, a number of students now transfer to four-year schools and the number of students in the A.A.S. degree has lessened.</p>	<p>Adobe Animate and Android Studio have been added to the Introduction to CIS class. Students in this class create interactive web pages and apps that may be run on Android devices. The Web Development class has been updated so that the Web site created by the students are responsive to the type of device (computer, tablet or smart phone). The Visual Basic and C# classes have been updated to the latest release of the software. This has resulted in the program coordinator spending an extensive amount of time updating the video tutorials for each module in Blackboard. A Programming in Python class has been added as an elective to the degree program. The students in this class have experienced increased critical thinking through the use of "what if" scenarios.</p>	<p style="text-align: center;">Think Critically & Utilizing Technology & Develop Life Skills</p>	<p>For the Introduction to Web Development class, students are given the task to M.I.B. (Make It Better) their projects. As a result the students are given the freedom to think creatively, expand their horizons and utilize the technology of the software. Pre and Post tests were given to the students. For the Cis 145 class, the pretest score averaged 49.5% and the average post-test score was 88.4%. For the Web development class, the pretest score average was 81.9% and the post-test score average was 98%.</p>	<p>Utilizing Technology with projects that will benefit them and be applicable to the real-world environment are continually updated for the classes. Example:</p> <ul style="list-style-type: none"> • Responsive Web sites (87% success rate) • SQL programs that apply technologies such as updated databases, generating reports, adding/editing/deleting records and data error checking (95% success) • Creating apps that could be uploaded to the Google Play store. (currently in progress, (99% success at this point)
<p style="text-align: center;">Clinton Campus</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">Utilize Technology</p>	<p style="text-align: center;">Clinton Campus ILO Assessment</p>	<p style="text-align: center;">Clinton Campus ILO Assessment</p>

<p align="center">Communication</p>	<p align="center">Page 1 Communications Outcomes Assessment</p>	<p>A skills-based assessment is an improvement that is needed. We need to execute a skills-based assessment in order to fully evaluate the course learning outcome of “develop effective delivery skills including the use of appropriate language, tone, volume, eye contact, and other nonverbal behaviors.” Sections instructors will work together to identify ways to improve audience analysis and source evaluation. This has been a project in the works for some time, but execution is difficult due to limited full-time faculty.</p>	<p align="center">Communicate Effectively</p>	<p>The improvements identified through examination of the course outcomes correspond directly to improvements in the ILO.</p>	<p align="center">N/A</p>
<p align="center">Construction Management Technology</p>	<p align="center">CNST Assessment Report & Quality Improvement Plan</p>	<p align="center">CNST Assessment Report & Quality Improvement Plan</p>	<p align="center">Behave Responsibly & Utilize Technology</p>	<p>One issue in the past was a problem with late work. Talks with students and student survey showed most had Family, Work, and School all pulling for time. Due to the large number of working and non-traditional students, assignment due dates are now given 10 days ahead. This has greatly reduced the amount of “Late Work”. Along this same ILO, we are having a classroom attendance problem this semester and starting to assess how it is hurting student’s learning and how to address it. ISO 6 Utilize technology Most of classes require the student work to turn in to blackboard for access. Many of our classes use programs used in industry.</p>	<p>All class Syllabi have the Institution Learning Outcomes listed and most of the students have been successful in achieving the goals set forth.</p>
<p align="center">CPR</p>	<p align="center">N/A</p>	<p align="center">N/A</p>	<p align="center">N/A</p>	<p align="center">N/A</p>	<p align="center">N/A</p>

<p style="text-align: center;">Criminal Justice</p>	<p>The criminal justice program currently uses the NOCTI exam for individual course assessments to focus on the topic of outcomes assessment. The report has been divided into different components, the Program Assessment and the Course Assessment.</p>	<p>Beginning with the 2008-2010 catalog, students seeking the AAS degree in Criminal Justice are required to complete the NOCTI testing as a condition of their graduation. Since beginning the NOCTI exam, we have given the exam to a 101 AAS degree-seeking students. The pass rate has changed overtime, but currently the pass rate is 74%. Of all the students completing the exam out students have an average of 72%,. This is slightly lower than the national average of 74%. There have been changes to the core curriculum that may take time to improve overall scores. However, there are several categories where our students tested higher than the national average. Those areas included Criminal Law, Health Issues, Police Concepts and Skills, Corrections, Court Systems and Special Populations. The areas that we were below national average include Crime Scene Handling, Communications, and Security. I believe offering the Crime Scene Investigations class on ground (not online) and the use of hands-on practicals will improve the overall scores of the students. Communications classes will include more writing assignments and presentations in class to aid the students in the importance of communications in any field within criminal justice they may want to enter. We currently do not offer a "Security" class – we may have to consider building and offering this to students who have a desire to become involved in security (private).</p>	<p style="text-align: center;">Think Critically & Communicate Effectively</p>	<p>There was a small pool of pre/post-tests that were given in the fall and spring of the 2016-2017 year. There was not enough data collected to determine if and what changes needed to be made for the new year. Therefore, in the current year (2017-2018) the pre-test have been administered to eight different classes, both on-ground and online. After the post-test are given the data will be evaluated to determine if changes should be made, taking into account that there are new textbooks and material this semester. I believe that we have improved in "Communicating Effectively" by the work being done in the classrooms. The students have had numerous opportunities to hear practitioners from a number of criminal justice agencies. They have also been able to participate in field trips that is broadening their minds to new careers and the need for educational learning and the degree.</p>	<p>I have met with Brandon Henderson and we are beginning to review each course and the current Institutional Learning Outcomes Assessment assigned. We are also looking at the course outcomes per each class and will be updating the information. We are determining if the ILO still applies or if it needs to be changed, updated, or deleted. We are starting with the Introduction to Corrections course. Once that is completed, I will review all other courses to determine if there are changes that should be made. Our next meeting is schedules for November 28, 2017 at 9:00 am.</p>
<p style="text-align: center;">Dental Hygiene</p>	<p style="text-align: center;">Page 1 Dental Hygiene Outcomes Assessment Report</p>	<p style="text-align: center;">Page 3 Dental Hygiene Outcomes Assessment Report</p>	<p style="text-align: center;">Think Critically</p>	<p style="text-align: center;">ILO Info 2017</p>	<p style="text-align: center;">Page 5 Dental Hygiene Outcomes Assessment Report</p>
<p>Developmental English</p>					

<p style="text-align: center;">Developmental Math</p>	<p style="text-align: center;">Page 1 of Developmental Math Outcomes Assessment</p>	<p>Lead instructors in developmental math courses continue to use communities in Blackboard to share best practices, PowerPoints, quizzes, sample tests, etc. with section instructors. Furthermore, all developmental math courses are using a software product that ensures consistency between sections and provides students with immediate feedback, online videos, and step-by-step tutoring. Students are required to obtain 80% mastery on all objectives (homework) in order to access an assessment (quiz/webtest). One improvement that has affected outcomes is the addition of graphing to Math061. Students moving forward in the algebra sequence are better prepared with the knowledge of basic graphing. Another major improvement is the implementation of Math110, which has been designed specifically to help students persevere and attain their necessary math credits quicker and more efficiently. This 5 credit hour Intermediate Algebra with Review course combined the previous Elementary Algebra with Intermediate Algebra, which is intended to increase retention and completion. It also includes student success items that specifically address student commitment and encourage perseverance.</p>	<p>Institutional Learning Outcomes are not applicable in developmental math courses.</p>	<p>Institutional Learning Outcomes are not applicable in developmental math courses.</p>	<p>Institutional Learning Outcomes are not applicable in developmental math courses.</p>
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<p>Early Childhood Development</p>	<p style="text-align: center;">Page 2 Early Childhood Development Outcomes Assessment</p>	<p>In the past any AAS degree seeking students in the field of Early Childhood Development were primarily evaluated through the NOCTI exam to make sure the ECD curriculum is meeting the requirements set forth from the state. Realizing that changes needed to be implemented in tracking new ECD students throughout my program from beginning to the end, a new Pre-test was established and placed into the ECD 101 Introduction to Early Childhood course, in the Spring 2016 semester. Pre and Post Test are being created and added to all 12 of the ECD courses. These pre-test and posttest will allow us to track weaknesses, strengths, and areas of growth within the program, through these test improvements we will make enhancements to the ECD program, resources (e.g., textbooks), and curriculum to meet the needs of state set standards.</p>	<p style="text-align: center;">Think Critically & Value Others & Develop Life Skills</p>	<p>Aside from the alignment of the ILO's with the NOCTI exam, I have aligned some the ILO's to be addressed through each of my ECD courses. We are teaching content as well as a skillset. This skill set includes many if not all of the ILO's Some of these assignments are:</p> <ol style="list-style-type: none"> 1. Writing and teaching lesson plans with alignment with the state standards 2. Observations and interactions in classroom settings 3. Incorporating technology into the classroom 4. Being informed about the changes in the education system in Missouri, United States and the World 5. Understanding the importance of educating a classroom of students and valuing diversity and education levels 6. Interacting with professionals, families and students 	<ol style="list-style-type: none"> 1. We continue to review new textbook options, adopt updated textbooks, and added new textbooks to address items where our students are scoring low on the NOCTI exam. 2. Revision and updates are being made to each ECD course shell, to make our class uniform and user friendly. (We (Brandon Henderson and I) have completed the revision and design for several of the ECD courses shells. We have had some very successful feedback from the ECD students on their ability to enjoy the user friendly course shells, with success. 3. I have taken back the lead instructor role on all of the ECD courses, so I have ability to monitor the course shells, course work, and course content. 4. Revision and updates of assignments, allows students the ability to be working on the latest and newest ECD concepts, rules, regulations, data, and information.
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<p style="text-align: center;">Earth Science</p>	<p>Our outcomes assessment is the comprehensive final exam for Geology and Earth Science. Data is included in this portfolio. There is a wide range of scores on the final exams for all of our Earth Science classes. That is what I want to see as the Lead Instructor. The wide range of scores (As, Bs, Cs, Ds, and Fs) indicate that my instructors are giving rigorous final exams to assess how much material the students actually learned specific to the course they teach. I am pleased to see that the numbers were not skewed to A grades or F grades. There appears to be a bell curve and a good range of grades for the final exam scores which is more in line with the actual grades earned overall for our courses at the end of each semester. Our outcome assessment meets institutional learning outcomes and indicates student learning is taking place to a respectable degree.</p>	<p>Previously, we had used a pre-test and a post-test however, I noticed that students did not take those seriously and so either the pre-test scores were bad due to they rushed through it or just randomly marked answers or students were absent and didn't do the pre-test. With the post-test, I also had absences and students did not take it seriously if it was not for a grade. Finals time is a busy time and the post-test took another day away from labs and teaching and was before final exams so the timing was poor. We lost 2 days to the pre-test and post-test that were valuable teaching days so I felt they were not meeting our needs. Now we do the comprehensive final exam to see what material they learned specifically from the course material for our outcomes assessment. I want to see what material they have actually learned and retained from the course itself. I am satisfied with the numbers for the final exam scores as I think they indicate a good range of scores and are more reflective of what students are actually learning in the class. They also line up with overall grades earned in the course. The scores do not appear to be skewed toward too many A grades or too many F grades. Our improvements better reflect institutional learning outcomes and show the link between student grades and course outcomes.</p>	<p style="text-align: center;">Communicate Effectively</p>	<p>There is a range of scores. Please see data attached in portfolio. Our scores indicate that students are learning the elements required to communicate effectively based on the range of rubric scores.</p>	<p>I have not made any changes to the ILO or the assignment used to measure it. We measure it with a small research paper over a Geosciences topic. The range of scores shows what our gradebooks show. Some people are better writers than others are. Some people cannot write well. Some people don't take the assignment seriously. Some people need to practice writing more or take English composition classes. Other students write well and turn in a quality paper. Earth students only have to take ENG 70 to take our classes therefore; we get a wide range of writing abilities. The scores reflect this wide range of writing abilities and studiousness.</p>
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<p style="text-align: center;">Education (AAT)</p>	<p style="text-align: center;">https://www.sfccmo.edu/files/about/consumer-information/outcomes-assessment-summary/education-AAT-outcomes-assessment-2018.pdf</p>	<p>I continue to encourage my students to use the ACT study guide to refresh their math skills for the MoGEA. I also have shared with my students that MU has a workshop specifically designed to prepare students for the MoGEA, which is open to anyone.</p> <p>We continue to keep our curriculum aligned with the questions and the content of this assessment. I attend state meetings and webinars led by the Director of Education of DESE (Department of Elementary & Secondary Education). The group continues to discuss frustration with this change and the delay of scores to our students.</p>	<p style="text-align: center;">Think Critically & Communicate Effectively (All ILOs are addressed)</p>	<p>The results of my Institutional Learning Outcomes Assessment are the course content learning objectives. Our assessment continues to be on a course by course basis since I don't teach the general education courses that are assessed in the MoGEA.</p> <p>The assessments I collect are as follows: Foundations of Education- students create and write their Teaching Philosophy. Teaching Profession with Field Experience- students create a portfolio that contains information and data from their 30 hours of observation. Technology for Teachers- students create an e-Portfolio and website that are used to demonstrate knowledge obtained from their semester assignments. Educational Psychology- students research and participate in a case study. Children's Literature- students complete a 40 Children's book review project. Education of the Exceptional Learner- an observation in a special education setting along with a written summary.</p>	<p>I will be updating and changing some textbooks for several courses. I am working closely with the Community College Group to work on a new State-wide AAT Articulation Agreement. This has taken several years to move forward and we are still working to gain signatories. We are also going to follow the state's requirement to use the GPA for EDUC majors to a 2.75 and 3.0 in their content area. I have changed the GPA back to the 90/80/70/60/50 grading scale in response to the higher GPA requirements for transferring to a 4 year institution. I am collaborating with my colleagues on the alignment with curriculum and MoSPE standards as well as the newly proposed AAT.</p>
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<p style="text-align: center;">Engineering</p>	<p>Students in General Physics continue to perform at roughly expected levels. Each class is of course different, and as such, the average test scores for the 2016-2017 group were 7.6% below the 2015-2016 group. It's worth mentioning that after two tests in General Physics I, the 2017-2018 group is average test scores are 12.4% higher than the 2016-2017 group, so I attribute last year's slightly lower scores to a less prepared than normal group of students.</p> <p>Due to an inherently high level of information sharing between students and information available on the internet (i.e. the ability of students to look up solutions online), I can only use test scores to judge student performance. Homework and lab scores are always extremely high even in low-performing students. Students in my other courses follow similar trends – test scores represent the best window into actual student ability while any assignments that students can take home or do in groups always show abnormally high grades.</p>	<p>Since tests are my only way to accurately gauge student performance, I have increased their weight in student grades while reducing the weights of other categories so that student grades more accurately reflect the student's abilities. I have also begun to database my test questions so that I may improve upon them over time (I came to the realization that I am not always going to be able to come up with new questions over the same material forever).</p> <p>In terms of student interaction, I have also expended much more effort in trying to convince students that it isn't in their best interests to use websites like chegg.com and that instead, I encourage them to come to me when they get stuck. This has had mixed success – people inherently tend to focus on the short term and gravitate towards the immediate solution rather than worry about the long-term effects, so students still prefer to cheat their way through homework even while acknowledging that I'm right in that it's not helping them when it comes to exams.</p> <p>Finally, to encourage more in-class participation in Astronomy (that course has traditionally had the quietest students), I have adopted a system of asking in-class participation questions scored by different colored poker chips. So far, students seem okay with it, but as I haven't even used it for a full semester yet, it's far too soon to gauge its effectiveness.</p>	<p style="text-align: center;">Think Critically & Communicate Effectively</p>	<p>Without a standard definition of "critical thinking", it remains incredibly difficult to track critical thinking. I currently gauge this via a pretest/post-test, and the results of that tend to be the same: any given class will show a 2-12% increase in score on post-test compared to pretest.</p> <p>Communicate effectively is more easily tracked via written assignments, which I track either via lab reports for physics classes or a paper in Astronomy. Here, General Physics continues to outperform the other classes, both in terms of overall score (avg. 92%/88% for 118 to 105), and in terms of how quickly they learn to correct their mistakes.</p>	<p>Currently, I am not satisfied with the manner in which I measure critical thinking. The pretest and post-test I have used for the last several years was designed as best I could, given that there is no agreed upon definition of critical thinking, and thus making a test that is both fair and accurate while being easy to grade might be impossible. All too often, these tests end up being focused more on knowledge than reasoning ability. So, I am currently working on designing a new test that is aimed entirely at judging reasoning ability rather than knowledge using things like ranking and sorting. This is actually a monumental task in that I have to write each question from scratch and then determine whether or not those questions can be imported to Blackboard (which I currently hesitate to do considering the possible upcoming changes in that area).</p>
<p style="text-align: center;">Engineering Design Technology</p>	<p style="text-align: center;">Outcomes Assessment Report</p>	<p style="text-align: center;">Outcomes Assessment Report</p>	<p style="text-align: center;">Think Critically & Communicate Effectively & Utilize Technology</p>	<p style="text-align: center;">Outcomes Assessment Report</p>	<p style="text-align: center;">Outcomes Assessment Report</p>

<p align="center">English</p>	<p>See attached assessment data and diagrams for Composition I fall 2016, Composition I spring 2017, Composition 2, Fall 2016, and Composition 2 Spring 2017.</p>	<p>Our instructors have continued to work with information management and logic in the Composition I and Composition 2 classrooms. Those are the lowest areas in the report, but those areas are still at satisfactory levels. MLA and APA citations are an additional area of emphasis. Many instructors have started having more debates in the Composition 2 classrooms and more guided journal writings in the Composition I classrooms. Reputable sources are identified and discussed with the students as well as paths to take to find those reputable and current source materials for their essays and debates.</p>	<p align="center">Think Critically & Communicate Effectively</p>	<p>In the areas of “Communicating Effectively” and “Thinking Critically” with a drill down on “logic” in our grading rubrics, our assessment tells us that in Composition I in the fall of 2016, 32.69 students scored at an excellent area, 43.03 scored at a satisfactory level, 17.25 scored at a marginal level, and 7.06 were poor in the area of logic. In Comp 2 in the fall of 2016 of those that completed the course in the area of logic on the grading rubrics, 53.83 scored at an excellent level, 35.25 scored at a satisfactory level, 6.92 were marginal, and 3.92 were poor.</p>	<p>More debates are now being focused on in the Composition 2 classroom and additional journal writing is being assigned in the Composition I classroom.</p>
<p align="center">Health Occupations / Health Care Specialist</p>	<p>I have not been able to obtain any real data from the instructors. The SLO’s are mapped to the certification exam outline. Phlebotomy, CNA, and CMT are one class and all SLO’s are met. Pharm Tech: I am still struggling to receive SLO’s from the instructors. They feel like they cannot take on any additional assignments at this time.</p>	<p>At this time, I do not have data to work with or to base changes. Going on the assumption the credential exam is our SLO basis, I would strive to have a 100% pass rate. As I look more closely at the exam domains, I may be able to identify areas of improvement. Had a need from the community to change the job shadowing to offer a clinical hands on for Pharm Tech. We implemented that into the curriculum as PHRM 175. Needed hands on for phlebotomy so we added a Mandatory Hands-on day prior to giving clinical assignments to the students. I will be working this year to implement SLOs for Pharm tech, phlebotomy, CNA, and CMT.</p>	<p align="center">Communicate Effectively</p>	<p align="center">Med Terms Institutional Learning Outcomes The data is attached as an Excel sheet. Some instructors are meeting the 80% pass on the final exam others are not.</p>	<p>The textbook for 2017-2018 academic year has been changed. The textbook and lab makes the class feel as if they are not doing “busy work.” The lab is intuitive and helps the student learn. The book approaches medical terminology as if the student is learning a foreign language. I will be working this year to implement ILOs for Pharm tech, phlebotomy, CNA, and CMT.</p>

<p align="center">Health Information Technology / Medical Coding</p>	<p align="center">HIT SLO Workbook 2016-17</p>	<p>HIT 100 (Intro to HIT)- Many of the highlighted SLOs not meeting 80% were addressed and improved. Summer class was a small class with one student who did not participate regularly, thus decreasing SLOs to <80%. We plan to implement video lectures into the classes. This will address the audio learners' needs.</p> <p>HIT 105 (Technologies)- EHR Security Policy & Procedures Project and Project planning exercise fell below 80%. Students missed points due to not following the directions of the assignment. Implementing a video to explain directions and learning points should rectify this issue.</p> <p>HIT 115 (Law)- A new textbook has been released. The entire class will be revamped and assignments changed for 2017-18 year. Videos will also be added to this class.</p> <p>HIT 220 (Management)- This was the first time the class was offered. Assignments are being reviewed for relevancy and to see if there are more interactive assignments available.</p>			<p>HIT 115 (Law)- Not making the ILO of Think Critically. This is something we struggle with in all classes. The class is being revamped due to a new textbook. Assignments will be geared towards improving this ILO along with SLOs.</p> <p>HIT 200 (Statistics)- Think Critically. An improvement was seen during the spring semester.</p> <p>HIT 220 (Management)- Utilize Technology. The issue in the class was some students did not do the lab assignments. With a small class, this skewed the data. Students are meeting this ILO in other classes so I am not worried.</p>
<p align="center">History</p>	<p align="center">Page 1 History Outcomes Assessment Report</p>	<p>Our rate of change increased again this year. We have no targeted changes at this time, but I am attempting small changes in instruction and assessment. Our outcomes/ILO assessment covers our four units in a broad way.</p>	<p align="center">Think Critically</p>	<p align="center">Page 5 History Outcomes Assessment Report</p>	<p>Our rate of change increased again this year. We have no targeted changes at this time, but I am attempting small changes in instruction and assessment. Our outcomes/ILO assessment covers our four units in a broad way.</p>

<p>Industrial Electronics Maintenance</p>	<p>Overall for IEM students Post testing results for our site is 53.2 State testing results was 52.5 National test results was 55.1 Although we see a decline at our site scoring, I believe that several indicators have affected this. We focus more on kinesthetic learning and therefore will see some downward adjustment in our scores that would reflect less on evaluative questions versus hands on demonstration of skills. The other impact to this score would be a reflection of the number of students who were captured in this testing group, as several of them were finishing up on their TPM certificate and had taken a slower timetable to complete their coursework before taking their TSA. This longer route of completing coursework, would dilute their fresh knowledge level and current exposure to the testing material.</p>	<p>We continue to evaluate the Students Learning Outcomes with more hands-on activities introduced. This is a continual review and monitoring assessment in our Dynamic Assessment environment. Our continued effort focuses on Critical Thinking skills and Cognitive improvements as those were the weaknesses we get a report out from industry professionals. 1. More hands on activities 2. Less lecture with increased group component evaluations 3. Students report out on their assessments of outcomes learned with various exercises. 4. Continued efforts to replicate industry environment and experience in an instructional setting.</p>	<p>Think Critically</p>	<p>We continue to evaluate the Students Learning Outcomes with more hands-on activities introduced. This is a continual review and monitoring assessment in our Dynamic Assessment environment. Our continued effort focuses on Critical Thinking skills and Cognitive improvements as those were the weaknesses we get a report out from industry professionals. 1. More hands on activities 2. Less lecture with increased group component evaluations 3. Students report out on their assessments of outcomes learned with various exercises. 4. Continued efforts to replicate industry environment and experience in an instructional setting.</p>	<p>Critical thinking is our most important ILO that we focus on, primarily as it is at the core of their skill set that we are trying to develop and refine. We continue to improve in curriculum structure to increase kinesthetic learning techniques and utilizing current facility equipment and space to expand on curriculum content. Our TPM courses (15 primary courses) continue to undergo modification in delivery of content, weight scoring, more hands on exercises and learning events. We have begun to change formats in our classroom, from week to week, so as to elevate their awareness, and to challenge their associative learning abilities. By changing the format, from one of expectation to an environment that they must be more alert, aware and responsive to an interactive assignment and classroom structure, has proven to be a more ingrained learning event.</p>
<p>Library</p>	<p>N/A</p>	<p>N/A</p>	<p>Think Critically</p>	<p>Working with Jessica Hoskin's of Ellucian (Information Technology) to embed all library resources within Blackboard (will transition to Canvas). This will eliminate the need for students to log into mySTAR to access the library databases. Another plan is to increase the number of classes we provide information literacy training to. We started to increase, then that dipped. I am hoping it was merely due to staffing issues, and those will be corrected. It looks as though we are on target increasing Fall 17 sessions. That is yet to be determined. • 12 Information Literacy Training Sessions Fall 2014 • 9 Information Literacy Training Sessions Spring 2015 • 20 Information Literacy Training Sessions Fall 2015 • 10 Information Literacy Training Sessions Spring 2016 • 15 Information Literacy Training Sessions Fall 2016 • 10 Information Literacy Training Sessions Spring 2017</p>	<p>We've included demonstrations of using the catalog, handouts and added information that students requested in surveys. We are still working on finding a good balance on what data to collect. We will continue to try various methods until we feel satisfied we are on the right track. We collect feedback from each session both from students and faculty.</p>

<p style="text-align: center;">Literature</p>	<p style="text-align: center;">Page 1 of Literature Outcomes Assessment</p>	<p>More instructors are working with students to help build effective thesis statements in their literature essays. Different options for the essays are discussed in classes. Instructors are also asking students to look at online databases for reputable source materials.</p>	<p style="text-align: center;">Think Critically & Communicate Effectively</p>	<p>In the areas of “Communicating Effectively” and “Thinking Critically” with a drill down on “depth” in our grading rubrics, our assessment tells us that in Literature courses in the fall of 2016, 45.60 students scored at an excellent area, 31.56 scored at a satisfactory level, 19.42 scored at a marginal level, and 3.42 were poor in the area of depth and logic.</p>	<p>Analytical skills are being developed using small journal writings and discussion board posts throughout the semester. These help prepare for the larger essays in the literature courses.</p>
<p style="text-align: center;">Mathematics</p>	<p>Outcomes Assessment Report for Contemporary Mathematics – Data Not Available Outcomes Assessment Report for Intermediate Algebra Percentage of students mastering each outcome (based on final exam only) Fall/Spring Combined Outcome 1: 46% Outcome 2: 73% Outcome 3: 82% Outcome 4: 71% Outcome 5: 73% Outcome 6: 63% Outcome 7: 84% Outcome 8: 62% Retention: 74%, Success: 59% Outcomes Assessment Report for College Algebra Outcome 1: 70% Outcome 2: 67% Outcome 3: 65% Outcome 4: 70% Outcome 5: 51%</p>	<p>Ashlee McQueen became the lead instructor for Intern. Algebra, Math 112, in FY16. No major changes were made to the course content. However, the Bb shells and materials have been updated. For College Algebra, students continue to struggle on many of the outcomes. Current literature in the field states that students struggle with algebra due to its lack of applicability to their degree programs. Student success increases when students feel they are learning material that can be put to use in the future. The outcomes assessment data for our algebra classes show that our students struggle to complete all of the course objectives. In order to help with this, the mathematics department has been actively involved in the MDHE Missouri Mathematics Pathways Project. Non-STEM majors will have an option of taking a statistical reasoning or a mathematical reasoning course in the Fall of 2018, as opposed to college algebra. The mathematics department believes the implementation of these courses will help</p>	<p style="text-align: center;">Think Critically</p>	<p>The data collection does not begin until fall 2017. After we receive data from the MSC, we will meaningful data for this ILO.</p>	<p>We feel that the VALUE rubrics will give us a good way to commonly assess all of the college algebra courses that we have in order to determine if we successfully address the outcome of critical thinking. The comparison to other local schools as well as schools from other states will give us valuable information regarding what role this course may have to improve critical thinking skills of students.</p>

	Outcome 6: 42%	address the student success and retention rate in the mathematics department. Also, college algebra was redesigned for fall 2017, removing the use of publisher web-related content. This makes the course free of course fees for students. The course also has projects that can be used for the VALUE rubrics in the multi-state collaborative project so that SFCC can compare our course-level data with other institutions from Missouri and other states from the project. This will increase the validity and meaning of our outcomes assessment data for this course.			
Medical Assistant Technology					
Microbiology	The assessment outcome are attached, for the fall through summer 2016-17. The goal is a 2.75 score, for each scheduled section on a comparison from the unit exam answers for that ILO related question to course objectives to the same information given on the final related to the same ILO and objective. This comparison provides data for the improvement of the student on comprehending the ILO and course objective. The ILO used is #7 in regards to comprehension of how the information fits into worldly knowledge in regards to the course, one was below mark. I highlighted areas that may need more attention. 4 SLO's out of the 110 SLO sections were below the goal of 2.75, an improvement by 6 from last year. Upon looking at this I found the majority 3 of the 10 were fall classes. With 1 below goal in spring. So with 10 SLO questions geared toward the objective outcomes based on course material the goal of 2.75 which is based off of the unit exam and the exact same information on the final for points, the program review shows 92.3% of the students in the sections are achieving goal or surpassing goal.	Based upon collected data, students seem to perform worse on knowledge data, based off physical science, genetics, and chemistry in the program course, as those are not requirements for taking the course. Students perform well according to data on application inquiry questions. I am working on tying in application process understanding assignments with lab practices and test questions, and have streamlined labs to help enhance the understanding from comprehension to application. I have also included two lab exams to help in understanding the application process.	Investigating World Processes	I have included all ILO's on a chart, which are attached. The one specific one we concentrate on is ILO #7 Investigating World Processes. In particular, the appreciation of natural and physical processes and how they are related to Microbiology in a day-to-day setting. All sections met the benchmark of 2.75 this past year.	I have changed labs to coincide with the lecture to the material, and have integrated some in class activities for better comprehension and application. This has not changed from last year.

<p style="text-align: center;">Music Arts</p>	<p>We continue to see similar results from semester to semester in our Music Appreciation Class identified outcomes reinforcing that our curriculum and assessment does result in an increase in acquired music outcomes. For the second year the information has brought to light that the percentage of increase is lower in online sections of Music Appreciation compared to on-ground sections. This is further verified by our program review of percentage of F's and A's. We see more F's than from on-ground sections and fewer A's than on-ground. This has caused us to question if the online delivery method is the cause of this difference. Do music concepts require live interaction for students (via lecture or group work) to firmly grasp their meaning? Is on-ground delivery then the best delivery method for this course? We have seen an increase in our on-line offerings but it has been difficult to increase on-ground sections due to facilities, scheduling and instructor availability. Two years ago we began looking at learning outcomes in our Applied Music students. This has not worked out for us and after two years it is evident that assessing outcomes in this area may not be feasible. The two primary reasons for this are the number of students who do not continue from semester to semester (drop-in's and drop-out's) preventing us from tracking any long-term gains and the subjectivity of the assessment benchmarks. Live performance is inherently subjective, that is a given, but we have not been able to create an assessment protocol that diminishes that subjectivity.</p>	<p>For our Music Appreciation Outcomes Assessment we continue to monitor semester results to identify any one outcome that seems to be lagging in results. In the past we have identified a specific concept or term that was highlighted by the results and each instructor then made sure to put more emphasis on this concept the following semester. This gives us a good indicator of not only the concept that students have more difficulty with but also serves as a good reminder for instructors to stress all concepts equally in their instruction. This information is now part of the yearly summer training for Music Appreciation faculty (online, on ground and dual credit) and we discuss at length interventions we can incorporate into our classroom teaching. We are also tracking student performance on Music Appreciation course tests and projects of one instructor who teaches both on ground and on line to allow comparison of scores between sections of Currently we are using data gathered from this to inform our training and look for ways to offer a more comprehensive on line experience for students enrolled in those sections.</p>	<p style="text-align: center;">Think Critically</p>	<p>Based on the data from our Learner Outcomes report we see an increase in critical thinking in students as each semester progresses. We do see less of an increase in critical thinking involving more spatial concepts involving value judgment and appreciation. Example: what is music's value to man.</p>	<p>We have focused more on ideas of what music is and is not in the framework of individual opinion. We have made an effort to stress that opinions should be justified and that justification should be based on sound critical thinking based on factual knowledge. This means that students must understand the concepts, facts, history and terminology of music in order to build justifiable opinions that result from critical thinking.</p>
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<p>Networking</p>	<p>NET 126 - SLO – Windows Installation and Configuration - Of the students in the past 12 Months who have taken their Client Pro Certification exam, the overall average on this topic is 78%</p> <p>NET 140/142 - SLO – Basic Hardware Components - Of the students who have taken PC Pro exam, 81% is the overall average on this subject.</p>	<p>Engagement is the key. Of the students who don't do well at retaining the knowledge, the largest percentage of them have not attended class regularly or been engaged in discussions when in class.</p>	<p>Think Critically & Utilize Technology</p>	<p>We had 100% pass rate on our more recent TSA cycle.</p>	<p>Our biggest issue with TSA results has always been getting all students to complete a qualifying test. That will not be an issue going forward, as we have incorporated at least 2 exams into core classes of the program which will ensure any student completing the degree will have taken a TSA.</p>
<p>Nursing - Year One (Sedalia & Eldon)</p>	<p>Page 1 Year 1 Nursing Outcomes Assessment</p>	<p>Page 1 Year 1 Nursing Outcomes Assessment</p>	<p>Think Critically</p>	<p>Page 3 Year 1 Nursing Outcomes Assessment</p>	<p>Page 4 Year 1 Nursing Outcomes Assessment</p>
<p>Nursing - Year Two (Sedalia & Eldon)</p>	<p>Page 1 Year Two Nursing Outcomes Assessment</p>	<p>Page 1 Year Two Nursing Outcomes Assessment</p>	<p>Think Critically</p>	<p>Page 3 Year Two Nursing Outcomes Assessment</p>	<p>Page 3 Year Two Nursing Outcomes Assessment</p>
<p>Occupational Therapy Assistant</p>					
<p>Office Management</p>	<p>Page 9 Office Management Outcomes Assessment</p>	<p>In Fall 2017, I have done some restructuring of assignments and activities completed in class. Since this is my first semester teaching the course, I needed a semester to learn more about how the content is presented and areas students seem to struggle in. Next fall, I will be making several adjustments, including working on improving the objectives and having more measures to ascertain if students are mastering the material.</p>	<p>Think Critically & Develop Life Skills & Utilize Technology</p>	<p>Students seem to have a variety of success in developing life skills.</p>	<p>In Fall 2018, I will work on restructuring the objectives, measurements, and activities of the course.</p>
<p>Philosophy</p>	<p>Page 1 Philosophy Discipline Review</p>	<p>Page 2 Philosophy Discipline Review</p>	<p>Think Critically & Communicate Effectively & Value Others</p>	<p>Page 2 Philosophy Discipline Review</p>	<p>Page 3 Philosophy Discipline Review</p>

<p>Political Science/Geography</p>	<p>In the academic year 2015-2016 I began collecting data on the ILOs in the Philosophy discipline. The philosophy adjuncts and I developed, with the help of two colleagues in the English department, a rubric and piloted it using the rubric and collecting scores on an end of the year essay evaluating ILOs Think critically and communicate effectively. I had collected one year of data and passed it on to the new philosophy instructor. That rubric is attached. In 2016-17 I piloted on the Sedalia campus that same rubric for the American National Government Course. I created a universal assignment and got buy-in from my adjuncts this fall. We will use an on line rubric (attached) based on the one piloted and will collect data in all of the POLS 101 courses this year, both semesters. Students will write a directed multi-paragraph essay on a topic of their choosing with permission of their instructor that fits certain criteria. Students will submit their essays on line and they will be assessed based on the rubric. With the help of Brandon Henderson this rubric was placed in the assignments for all of the government classes. These essays will be graded using the rubric, and thus useful data assessing the student's ability to critically evaluate an issue related to the subject matter of the course, as well as the ability to describe in writing that evaluation.</p>	<p>In piloting the rubric, several adjuncts and I struggled with trying to assess both subject matter learning and well as the institutional learning objectives. We concluded that the grades on their tests were a good way to show mastery of the subject matter of the course, and that applying this knowledge to problems they would face as citizens could be best assessed in a critical thinking essay. The multi-paragraph critical thinking essay will allow us to assess how well they understand an issue (indicated by a clearly stated thesis), and could gather information to explain the issue and their stand on it. The rubric includes assessment on the students' ability to follow the structure of the writing assignment, their use of language mechanics, their ability to give credit to their text book authors and others for the information and examples they used, and the information and examples that support their position.</p>	<p>Think Critically & Communicate Effectively</p>	<p>Since this continues to be a work in progress, and because of the shift from philosophy back to Political Science, I have no current data. However, I do have the support of my colleagues in the discipline, to measure critical thinking and effective communication in addition to using the course grades for identifying meeting of subject matter material. When we updated textbooks year before last, I did a major rewrite of the student learning objectives to meet the goals of the text and the material presented in the classroom. We continue to focus on providing a basis for educating individuals to increase their understanding of the actions of their government and their roles as knowledgeable, thinking and responsible citizens.</p>	<p>The discipline instructors has participated in the creation of a rubric to measure the college's ILOs number 1# critical thinking and #2 effective communication.</p>
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<p>Precision Machining Technology</p>	<p>All MACH courses require the following ILO's. A brief explanation follows each one.</p> <ol style="list-style-type: none"> 1. Think critically; Student must be able read, understand, and apply instructions via print or verbal in order to complete lab projects. 2. Communicate effectively; Students often work in groups in order to complete projects or when sharing equipment. One example is a "Measurement lab" where students are required to be able to, as a group and individually understand input and articulate outcomes based on given results. 3. Behave responsibly; All shop "lab" activity is an exercise in "behaving responsibly" all students are required to conform to shop rules and guideline and follow instructions when given. 5. Develop life skills; Students learn how to manage time given to complete projects, how to work around others and even share equipment when needed. 6. Utilize Technology; Students uses computers, complex measuring equipment, and automated machines daily, technology is a large part of machining. 	<p>In regards to think critically, changes to allow students to use one or more method in order to achieve the required result. In communication, students now meet one on one with instructor to review each project during the grading session.</p>	<p>Think Critically & Communicate Effectively</p>	<p>The ILO's mix together in daily classroom/Lab activities. There is no specific assessments given for each but each project rubric has a component where we address most if not all of the five above-mentioned outcomes.</p>	<p>In regards to communicate effectively, previously students were given all tools required to complete tasks on the CNC machines. Now, we "tear down" all tools at the end of each class, this gives students the opportunity to use the correct terminology and operation descriptions.</p>
<p>Psychology</p>	<p>We have a common final assessment for all PSY101 classes. We were able to collect data from 32 classes over two semesters collecting scores on 455 students and calculated descriptive statistics. The mean score was 42.25 (out of 50 possible points) resulting in 84.5% proficiency ranking overall. The median was 42 and the mode 44. The range was from 27 to 50. This data falls in a normal distribution, which is expected with a large n=455.</p> <p>When combining data from 19 sections of Gen Psy Fall 2016, the class average score on the entire paper was 43.43, n=234. Spring 2017 we had data from 13 sections of Gen Psy and the class average score on the entire paper was 41.07, n=210.</p>	<p>I continue to work on assignment grading rubrics to facilitate better understanding of expectations for both instructors and students. Grading papers on Bb throughout semester helps by providing more feedback to students that they can refer back to when writing the next paper.</p> <p>Although I have no quantitative data analyzed related to other assignments or courses at this time, anecdotal evidence suggests that students certainly do better on the final paper than they do on the previous papers. Overall, psychology instructors see improvements in student writing and thinking over the semester.</p>	<p>Thinking Critically & Communicate Effectively & Value Others</p>	<p>The Critical Thinking and Valuing Others ILO's link to the content and citation sections of the final essay rubric. This data showed 85.2% of students ranked in the Above Avg or Excellent category in Fall 2016 and 78.5% in the Spring 2017 semester.</p> <p>The Communicating Effectively ILO was linked to the Spelling, Grammar and Mechanics section of the rubric resulting in a 79% of students ranking in the Excellent category in Fall 2016 and 73.6% in the Spring 2017 semester.</p> <p>All Gen Psy 101 classes also participated in the national values rubric gen ed assessment initiative but I have not yet heard any feedback from that initiative.</p>	<p>We increased our data set by collected data from both Fall 2016 and Spring 2017 for this report. However, we have an ongoing problem of adjuncts not using the rubric in Bb. Knowing this based on data from last year, I addressed this problem explicitly with my adjuncts at the Fall Convocation and addressed it specifically with the one dual credit instructor who attended the summer dual credit trainings.</p> <p>Mostly they claimed to have misunderstood that using the rubric in Bb was required. We shall see if it makes a difference this year. I teach a unit and lead a class activity specifically about critical thinking. I continue to ponder the validity of the data we are collecting to support ILO assessment</p>

Radiologic Technology	Page 1 Plan of Assessment	Page 1 Radiologic Technology Outcomes Assessment	Develop Life Skills & Utilize Technology & Think Critically & Communicate Effectively	Institutional Learning Outcomes	Page 2 Radiologic Technology Outcomes Assessment
Renewable Energy	We did not have all of the tools the students to install solar arrays; we were missing an MC4 sized crimping tool. This MC4 crimping tool is for solar companies to connect to the electrical leads back to the hardware. This is an important part of the installation equation.	I ordered one MC4 crimping tool and some lugs for it to apply to wiring. The students had the opportunity to use the tool so they understood how it worked.	Utilize Technology	The solar lab did not have any MC4 crimping tool. This tool is used to make connections to the solar panels so that electrical current could be routed to the internal hardware. The MC4 connectors strip wire correctly so that students can crimp on electrical connector to tie in to solar modules and run the electricity down to the electrical instruments panel.	SFCC has purchased one MC4 crimping tool. We have had students use this tool to connect wiring from solar panels that are weather proof and of the specific nature that solar installers utilize.
Safety and Security	N/A	N/A	Behave Responsibly	N/A	N/A
Sociology	Page 2 Sociology Program Review	Page 3 Sociology Program Review	Think Critically & Communicate Effectively & Value Others & Utilize Technology.	Unified rubrics for papers in both SOC 100 and 120 are used. Although the presentation of such indicates consistency, I find the way myself and the other SOC instructors grade varies. Therefore, I cannot speak collectively, but rather only on my classes. The topic for these papers change every semester but the premise never changes. Students must demonstrate application to theory in SOC 100 and critically address a social issue affecting our racial/ethnic minorities in 120. Both of these papers meet the thinking critically ILO. Further, the rubrics address the mechanics of the paper such as grammar, formatting, and organization. While SOC 120 topics tend to offer a subjective tone, SOC 100 has clear shortcomings. That said students either do very well or very poor on their application of theory. The misgivings tend to focus on not applying one of the three theoretical perspectives correctly and this is not always indicative of failure to learn. Lastly, SOC 102 and 120 have tremendous amounts of class engagement and activity, meeting all four ILOs above.	I feel a little redundancy in this question. As mentioned in my response to improvements made to SLOs, consistently working to improve course instruction (pedagogy) to meet the needs of all students while effectively teaching remains the goal.

<p style="text-align: center;">Sonography (DMS)</p>	<p style="text-align: center;">Page 1 Sonography Outcomes Assessment</p>	<p>SFCC DMS SPI courses have been completely rebuilt and are now being taught by Alice Townsend. In addition, an SPI student tutor is also available. A robust registry review component has also been added to the second SPI course. The first cohort of students to take these new courses will take the ARDMS SPI exam in the summer of 2018. Once our program earns accreditation student will be eligible for ARDMS exams immediately upon graduation and will be required to register for a specialty exam before graduation. It is our hope that decreasing the time from graduation to exam date will improve specialty pass rates. Improvements have also been made to specialty didactic courses, and we believe this will also increase pass rates.</p>	<p style="text-align: center;">Think Critically</p>	<p>With the implementation of discussion board rubrics, discussion board grades have become lower under some instructors and higher under others. This was the anticipated and desired result as the Rubric equalized grading criteria and expectations among all instructors. At the beginning of the semester students struggled with the requirement to include outside research and additional insight into their discussion boards, but most have shown marked improvement over the past 10 weeks.</p>	<p>The DMS program instituted programmatic discussion board rubrics that require students to apply research skills and utilize critical thinking. Maintaining a high standard for critical thinking across all DMS courses will help our students apply critical thinking skills to varied problems and improve their success in the clinical setting.</p>
<p style="text-align: center;">Student Life, Residence Hall</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">Communicate Effectively</p>	<p>We received positive survey responses about our staff and living area; however, we have found negative responses about our food service. The meal selection and food quality displayed very low results.</p>	<p>Our improvements are coming to us on a weekly basis. We are communicating effectively with our students about what we can do about the food service to meet their needs along with monthly programs and activities the students would be interested in. We are also communicating with Great Western on how we can work together to improve the quality and choices of food.</p>

<p style="text-align: center;">Theatre</p>	<p style="text-align: center;">Page 3 Theatre Program Review</p>	<ol style="list-style-type: none"> 1. Offered Theatre History to better prepare our students for advanced theatre literature and history courses 2. Using GOTE Goals Objectives Tactics and Expectations worksheet in Acting class 3. Lighting Design project changed from a step to step process to a more creative thought process and problem solving project 4. Costume Design project has been added to increase appreciation and knowledge in more areas than directing, lighting, acting and set design 	<p style="text-align: center;">Value Others</p>	<p style="text-align: center;">Page 3 Theatre Program Review</p>	<ol style="list-style-type: none"> 1. Added Theatre History class 2. Started AFA in Theatre degree Fall 2016 3. More meetings with individual students - still working on this - difficult to do with faculty and staff working over 60 and sometimes 70 hours per week to teach and run the theatre program 4. Weekly program meeting discussions about each theatre scholarship student to gauge their progress artistically, personally, and academically 5. Researching 4 year programs 6. Making campus visits and attending other college productions with SFCC students including UCM, Missouri Western, NWMSU, among others planned. Also, KCACTF gives our students to opportunity to meet with faculty and staff from colleges and universities in Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. 7. We will be submitting a new survey Spring 2018 8. Encourage more auditions in the Transfer Showcase at Johnson County Community College.
<p style="text-align: center;">Welding</p>	<p>NOCTI TEST RESULTS- Gas Metal Arc Welding (GMAW) and Flux Cored Arc Welding -57% SFCC average- State 61.6-Nation 64.2 For the past four years and longer, SFCC scores in this area have been below average.</p>	<p>I have been trying to add more test questions in more classes to this area for improvement.</p>	<p style="text-align: center;">Thinking Critically</p>	<p style="text-align: center;">We are receiving better scores in this area.</p>	<p style="text-align: center;">No answer given.</p>