

Members of the EBE department are currently involved with a North Central Accreditation task force for adult degree programs. This group is refining a set of guiding principles and, when complete, the department will adopt and follow them.

The master syllabi were reviewed in 1999.

- II. Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities.*

The ATS/AIS learning outcomes have not been revised during the past year.

Learning Outcomes	Related Courses
1. ATS/AIS students will be able to plan an individual course of study, including a timetable and appropriate learning methodology for achieving the course of study, and will present that course of study for faculty approval.	EBE 130 – Degree Planning Seminar
2. ATS/AIS students will be able to demonstrate an evaluation of either a current job situation or a new career field, and will provide an analysis of occupational trends in that chosen field in order to develop a career goal.	EBE 130 – Degree Planning Seminar
3. ATS/AIS graduates will be able to use knowledge, methods, techniques, and equipment necessary for the performance of specific tasks acquired from experience, education, and training, at a level appropriate for the student's career/academic goals, including:	
a. an ability to understand the role and applications of computers in today's society.	CIS XXX or appropriate alternative
b. learning outcomes to be determined by student and degree planning committee.	Course selected from the primary, secondary areas of study

Learning Outcomes	Related Courses
4. ATS/AIS graduates will be able to evaluate the education plan completed at Sinclair Community College, particularly as it applies to the goals that they established at the beginning of the course of study, utilizing processes deemed appropriate by the Experience Based Education Department and focusing upon lifelong learning skills.	EBE 278 – Capstone course
5. ATS/AIS graduates will be able to demonstrate through the development of a mastery project, and at a level rated “proficient” by the student’s degree committee, the interdisciplinary/multi-disciplinary aspects of their chosen career fields.	EBE 278 – Capstone course

Minimum General Education Requirement
Effective September, 1991

Learning Outcomes	Related Courses
1. An ability to express themselves clearly and logically in standard English both in written and oral form.	At least two courses of written communications selected from one of the following sequences: ENG 111, 112, 113; ENG 131, 132; ENG 121, 122
	<u>and</u>
	One course of oral communications selected from the Communication Arts courses
2. The ability to think rationally, systematically and logically and to solve quantitative problems through proper means of analysis/synthesis.	One course of MAT at the 100 level or above or demonstrated proficiency via examination
3. An ability to understand our complex modern world and the social interactions which take place therein.	One course of humanities selected from the previously approved list
	<u>and</u>
	One course of social science met by courses in PSY, SOC, PLS, HIS, GEO, ECO, HUM 115, SWK

Learning Outcomes	Related Courses
4. An ability to understand the role and applications of computers in today's society.	A computer theory/application course in a particular discipline, a component/module within a course, or a CIS course

III. Assessment Method(s): A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

EBE 130, Degree Planning Seminar, a three-credit-hour class is required of every ATS/AIS major. Students must document the need for their specific career plan, develop an individual course of study, incorporate prior learning if appropriate, and work closely with the faculty adviser throughout the class in designing their specific degree plan. A Degree Planning Committee is formed to guide each student's program of study. It is composed of faculty who represent the primary subject matter areas as well as the ATS/AIS faculty coordinator. The major outcome of the Degree Planning Seminar is a customized degree plan which meets the career and educational needs of each ATS/AIS student. Thus EBE 130 is a formative assessment tool for students to develop their own degree plan through self, peer and faculty assessment.

Additional formative assessment of progress is dependent on the individualized courses included in a student's degree plan and the faculty members directing those courses. Upon completion students are required to meet with their faculty committee and review their written goals and outcomes through an oral presentation. Students are encouraged to use the available counseling during the degree planning stage and throughout their program.

Throughout a student's progress in pursuing the ATS/AIS Degree a specific process is in place which allows for changes/modifications to be made to the original degree plan. Any change/modification must be approved by the Degree Planning Committee and is documented in the student's degree folder.

- b. **Summative Assessment Method(s) and Description:** a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

EBE 278, ATS/AIS Capstone, a three-credit-hour class is required of all ATS/AIS majors. The class is designed to span two quarters and addresses three areas of assessment: illustration of mastery, general education, and reflective learning. Three components are addressed by the capstone: (1) a

project designed with the program coordinator demonstrating their interdisciplinary knowledge; (2) an essay addressing the impact of general education on their education; and 3) an essay reflecting upon their learning processes and an evaluation of goal completion. The Capstone is the primary summative methodology for program assessment. Faculty of the disciplines represented assesses the project.

- **Illustration of Mastery:** The illustration of a mastery project, an interdisciplinary project which may take a variety of forms, will require integration of the disciplines used in the degree and a demonstration of student proficiency in major areas of study. The same degree committee who approved the plan of study when the student enrolled in EBE 130 will play a part in the final evaluation of this mastery project.
- **General Education:** The assessment of student writing skills with other general education assessments in oral communication and critical thinking. Values, community, and citizenship assessment is under development.
- **Reflective Learning:** Students must review their learning process, evaluate educational goals set forth in EBE 130 and begin to re-establish learning goals.

In preparation for graduation, ATS/AIS degree candidates are encouraged to keep a portfolio of materials which are representative of the academic and/or experiential learning which the student has completed. The portfolio might include major papers, classroom presentation outlines, reports of cooperative education or service learning experiences, learning journals, a collection of original art work or graphically designed materials, copies of certification examinations or other accreditation's earned through Sinclair.

In some instances students do not complete a ATS/AIS Capstone; rather, they complete established capstones in an area representing one of their major areas of interest and integrate the other areas within the parameters of the departments capstone requirements (i.e. ATS/AIS students involved with the Civil engineering program participate in the Civil capstone project.)

IV. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Employability for ATS/AIS students is extremely high; however, many students are already employed. In addition, many ATS/AIS students transfer to four-year institutions. Career Planning and Placement data about ATS graduates indicate 90% or more are working in a related field or direct career field.

Since 1989, **251** students have graduated with ATS/AIS Degrees. The high graduation rate continues to be between **55-58** percent compared to an average college rate of 14 percent. Many students start here and move on

to finish Bachelors and Masters degrees. A transfer fair is established to have students move into 4-year programs. A large percentage of ATS/AIS students complete the degree once enrolled.

Graduate feedback is good. Most graduates indicate they need a degree to either upgrade in their job, receive a promotion, or use the degree to assist in transfer needs.

Attrition from EBE 130 is very low. Ninety percent or more of the students enrolled are retained.

V. Analysis/Actions: From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The department recognizes concerns about inter rater reliability across faculty involved with assessment of ATS/AIS students. Efforts to improve reliability are being sought. Within the department a common evaluation tool is being used by all faculty.

The formation of an advisory committee specifically for the ATS/AIS Degree Program is under consideration.

Student and employer surveys developed by the Office of Institutional Planning and Research will be used to track satisfaction and graduate attitudes toward the program. Additionally, one EBE faculty member is conducting on-going research related to retention in the ATS/AIS program. The project should be completed during the 2000-2001 academic year.

Curriculum improvements have been made on an on-going basis to meet specific student needs in their career. For instance, the capstone project was improved by extending it over 2 quarters addressing the need for more time to develop writing and thinking skills as evidenced in the project. The first quarter is used to develop the project conceptually in written form; the second term requires students to complete the project.

Departments sometime change basic course requirements and these are reflected in the ATS/AIS Degree as this occurs. Flexibility to student needs remains paramount to the success of the program. Capstone experiences while standardized are occasionally altered to follow established capstones in specific degree areas as planned and deemed appropriate by the student with the input of the faculty committee.

Students continue to struggle with writing and critical thinking skills. Efforts to improve these skill areas are of major concern for program success.

Two other concerns persist. First, no structured method exists for capturing students when they struggle once they have started taking courses toward their degree plan. Second, student integration of knowledge content and skills integration does not occur until the capstone experience. It would be

preferable to have students integrating knowledge and skills while taking courses in diverse domains.

It continues to be a struggle at times for faculty outside the EBE department to understand assessment from an individualized study perspective.

Department members are considering an earlier meeting with student and committee members to maximize expectations and integration of learning.

VI. General Education: Are you using any tool(s) to assess any of the three primary general education outcomes * (communication, thinking, values/citizenship)? If so, describe.

a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

ATS/AIS students are required to write numerous essays and degree plan drafts in addition to traditional course work. Furthermore, an essay regarding their views on General Education is a required portion of the capstone experience. The writing checklist provided by the General Education Committee is used by the major advisor to assess and provide students' writing skills feedback. Generally students struggle with writing and research skills.

b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Beginning with the Degree Planning Seminar (EBE 130) and continuing in the Capstone (EBE 278) communication skills are assessed using the oral checklist in mock interviews and oral presentations. Students are generally successful in these endeavors.

c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking skills are assessed by a variety of methods. The General Education Thinking guidelines have been adapted as a self-assessment for students. Thinking skills are also assessed as part of the interview process with students.

d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values and citizenship are addressed through a forum experience led by the program coordinator. This experience follows a nationally recognized discussion model involving questions and dialog on an issue of social significance for our time.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.