

**DEPARTMENT REPORT
OF
PROGRAM LEARNING OUTCOMES ASSESSMENT**

Department: Experience Based Education

Program (Degree): Associate of Technical Study (ATS) & Associate of Individualized Study (AIS)

Type of Degree: ___ AAS ___ AA ___ AS X ATS X AIS

Chairperson: Linda Pastore (Coordinator) Date: 3/9/06

Person(s) Interviewed: Linda Pastore

- I. **Program Curriculum:** A description of the basis for the program curriculum (i.e., how it is derived and validated). Include accreditation organizations, advisory committees or external groups that influence curriculum. Describe curriculum review activities including the review of course master syllabi.*

The Ohio Board of Regents (OBOR) approved the ATS and AIS Degree Programs as a statewide initiative in 1987 and 1989 respectively. All two-year campuses were given approval to offer these two non-traditional degrees as long as curriculum guidelines developed at the State level were followed. The initial AIS/ATS degree requirements were developed based on the general curriculum guidelines mandated by the OBOR. While the statewide guidelines direct the program generally, there are actually three sets of learning outcomes used by students and faculty in the EBE area. The broadest set includes outcomes indentified by EBE faculty who participated in the ATS/AIS 1991 self-study. The second set includes a set of General Education outcomes required for an associate degree. Finally, student developed learning outcomes, prepared in collaboration with their degree committee, help to direct student learning and program evaluation. These three learning outcomes components culminate in the development of an individualized degree plan.

Minor changes have been made to the original curriculum based on Sinclair's experience with the evolution of the program as well as input from students enrolled in the program. Some students must complete requirements for Developmental courses prior to taking EBE 130; those who combine Fire Science and EMS in a degree plan (ATS) are exempt from this course.

Members of an EBE advisory committee meet twice a year. The advisory committee has been reformulated to ensure members who have expertise in the degree program.

The master syllabi will be reviewed spring 2006.

- 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 were revised during the 2001/2002 academic 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. learning outcomes to be determined by student and degree planning committee.	Course selected from the primary, secondary areas of study

Learning Outcomes	Related Courses
<p>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.</p>	<p>EBE 278 – Capstone course or a Capstone course from another department that is applicable</p>

Minimum General Education Requirement
Effective September, 1991

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

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, a CIS course or a BIS 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 one-credit-hour class is required of most every ATS/AIS major, effective fall 2006. Students must document the need for their specific career plan or education 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 consult with appropriate faculty 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 four areas of assessment: illustration of mastery/learning reflection, learning

outcomes matrix, future goals, and a learning portfolio. Three of the following four components may be addressed by the capstone as determined by the student and the student's degree committee:

1. Learning Reflection: an extensive document listing and reflecting upon each course in the student's degree plan including evidence of learning
OR
2. Application Project: a project illustrating the multidisciplinary nature of the student's degree plan. Students apply what they have learned to a new situation while including new learning and research as a part of the project.
3. Learning Outcomes Matrix and Summary: student self-assessment of the learning outcomes included in the degree plan. Utilizes a formal matrix which includes each learning outcome, the courses contributing to the learning of that outcome, and specific evidence of learning. As a summary the student then writes an essay about the learning experience of completing the requirements for their degree.
4. Professional Goal Statement: a short essay about the student's goals for the next five to ten years.

In preparation for graduation, ATS/AIS degree candidates are required 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 a few cases 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 might 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.

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.

Efforts to improve reliability continue. All faculty involved with ATS/AIS degree plans meet to discuss changes in program requirements and to seek input into the processes of planning and assessing the degrees. Rubrics have been developed for the capstone course which have been shared with students and are being used by all faculty in the assessment process.

The ATS/AIS Degree Program advisory committee was reformatted to represent all components of the degree program.

Student and employer surveys developed by the Office of Institutional Planning and Research are used to track satisfaction and graduate attitudes toward the program.

Department faculty continue to utilize a variety of techniques to assist student understanding the capstone experience early in their program. In EBE 130, students begin to explore and discuss as a group the interdisciplinary nature of their degree programs.

Departments continue to improve and update their curriculum. As ATS/AIS students work through the system, their plans are updated to reflect changes in courses and new offerings that fit their goals. A balance of flexibility to student needs and the development of a credible degree remains paramount to the success of the program.

- 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. Students in the EBE classes are regularly given constructive feedback on their writing. The writing checklist provided by the General Education Committee is used by the major advisor to assess and provide students' writing skills feedback. Given the wide variety of backgrounds in students, there are fractions of students with strong writing skill and some who need to further develop these skills..

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

Department is currently reviewing/revising this activity and will update at a later date.

- 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 in several ways throughout the curriculum. In the Degree Planning course, students are asked to begin to think about the interdisciplinary connections between the primary areas included in their degree plans and how they might illustrate this in a project with a research component. In the Capstone course, students carry out a final Illustration of Mastery Project that requires them to think critically about a topic and illustrate how each area of their plan contributes to the conclusion of the project. Final projects are evaluated by the core instructor for the capstone as well as by the faculty representatives for each area of the student's degree plan. Most projects are creative, thorough, and quite impressive.

- 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.

In the Degree Planning Course and in the Capstone Course, students are asked to write several reflective essays. Through formally exploring their prior learning experiences students begin to see connections between their life interests, values, and learning. As students learn more about themselves, they are introduced to the many ways to enhance their experience at Sinclair, including through Service Learning opportunities.

- * 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.