

2018

ASSESSMENT ANNUAL REPORT

LAKE LAND COLLEGE

PREPARED BY:

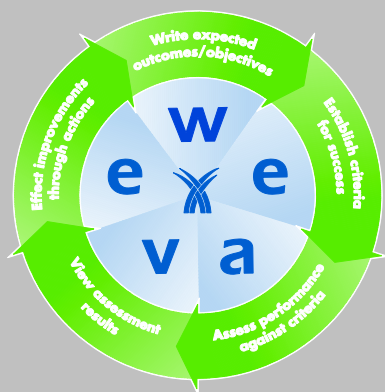
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LAKE LAND
COLLEGE

IN THIS REPORT

Introduction	3
ICCB Program Review	4
Program Assessment	6
Course Assessment	8
Institutional Assessment	10
General Education Assessment	12
DACUM	14



WEAVE DUE DATES

February (Second Wednesday)

Fall Course Assessment
Results/Findings

May 15

Program Assessment
Results/Findings
& ICCB Program Review

September 15

Institutional Assessment
Results/Findings

September (Second Wednesday)

Spring Course Assessment
Results/Findings

INTRODUCTION

Assessment is the systematic measurement of student performance for the purpose of improving the quality of the institution, and its educational programs and courses. It affords Lake Land College the opportunity to make informed decisions that ultimately improve teaching and learning. Essentially, assessment is looking at what students should know, value, or be able to do upon the completion of a unit of study, course, program, or interaction with a department. Assessment asks the questions, "Are students learning?" and "How do we know?"

The College provides a learning environment of the highest quality through the systematic process of assessment in each of the six major components that are described in detail within this report. Currently, the following six components of assessment are in place and completed each year:

- (1) Illinois Community College Board (ICCB) Program Review;
- (2) Program Assessment;
- (3) General Education Assessment;
- (4) Course Assessment;
- (5) Institutional Assessment; and,
- (6) Department of Corrections (DOC) Course Assessment.

The Department of Corrections course assessment is in its second pilot year. This process was implemented to ensure that DOC courses are equivalent to the course assessment activities on the main campus. A pilot of 14 courses began during the spring semester of 2017.

In addition to using advisory councils as a tool for assessing academic programs, DACUM (Developing a Curriculum) is a method of analyzing jobs and occupations. For Lake Land College, offering regular DACUM job analysis updates ensures that the content of its programs is current and relevant to the industry being served. Since January of 2017, eleven DACUM workshops have been provided.

In order to bring the data from all of these components together, and act as a central housing location, Lake Land College purchased WEAVEonline Assessment Software in 2010. This software holds and maintains assessment data for all academic and administrative structures - WEAVEonline guides and provides for the alignment of multiple processes including: assessment, planning, accreditation, budgeting, and institutional priorities (see <http://www.weaveonline.com>). Extensive Weave training was provided to staff and faculty throughout the implementation process.

ICCB PROGRAM REVIEW

The Illinois Community College Board (ICCB) coordinates a state-wide system for the review of instructional programs to be reviewed once every five years.

The purpose of the statewide program review is to:

1. Support strategic campus-level planning and decision-making related to instructional programming and academic support services;
2. Support program improvement;
3. Support the delivery of locally responsive, cost-effective, high quality programs and services across Illinois' community college system.
(www.ICCB.org).

100% of Lake Land College programs were in compliance with the Illinois Community College Board. For the 2018 fiscal year, Figure 1.0 provides the Lake Land College A.A.S. programs (10), Certificate Programs (6), Department of Corrections (4), and Academic Discipline and Student and Academic Support Services that were reviewed.

ICCB implemented a new format with significant changes for completing program review for 2017 reporting. By using the new format, ICCB hopes that colleges will use it to plan, implement, and otherwise change programs throughout the system. Because the new format is much more complex and data driven, Lake Land College faculty have recognized the completed reports as a resource for the newly developed Program Improvement and Enrichment (PIE) Model.



ICCB PROGRAM REVIEW

Figure 1.0

Programs Reviewed

Associate in Applied Science – Civil Engineering Technology

Associate in Applied Science – Civil Engineering Technology/Advanced Technical Studies

Associate in Applied Science – Civil Engineering Technology Coop

Associate in Applied Science – Computer-Aided Design Technology

Associate in Applied Science – Building Construction Technology

Associate in Applied Science – Fire Science Technology

Associate in Applied Science – Dental Hygiene

Associate in Applied Science – Paramedical Services

Associate in Applied Science – Office Management

Associate in Applied Science – Office Assistant Executive

Certificate – Emergency Medical Services

Certificate – Paramedical Services

Certificate – Esthetics

Certificate – Cosmetology

Certificate – Computer-Aided Drafting

Certificate – Building Construction Technology

DOC Certificate – Culinary Arts I

DOC Certificate – Culinary Arts II

DOC Certificate – Restaurant Management I

DOC Certificate – Restaurant Management II

Academic Discipline Review – Mathematics

Cross-Disciplinary Instruction – Remedial Developmental Mathematics

Student and Academic Support Services – Career Services

Student and Academic Support Services – Tutoring and Testing Center

PROGRAM ASSESSMENT

Program assessment ensures every degree, diploma, and certificate has learning outcomes. Each learning outcome is measured by the faculty in the program through a variety of assignments, tests, projects, licensing examinations, etc. Division chairs and program directors create assessment plans as the programs are developed and implemented. Since 1996, the College has annually assessed all active certificate and associate degree programs. What follows below are results for the past five years:

PROGRAM ASSESSMENT RESULTS

- 2018—100% completion by the due date
- 2017—100% completion by the due date
- 2016—59% completion by the due date
- 2015—71% completion by the due date
- 2014—59% completion by the due date

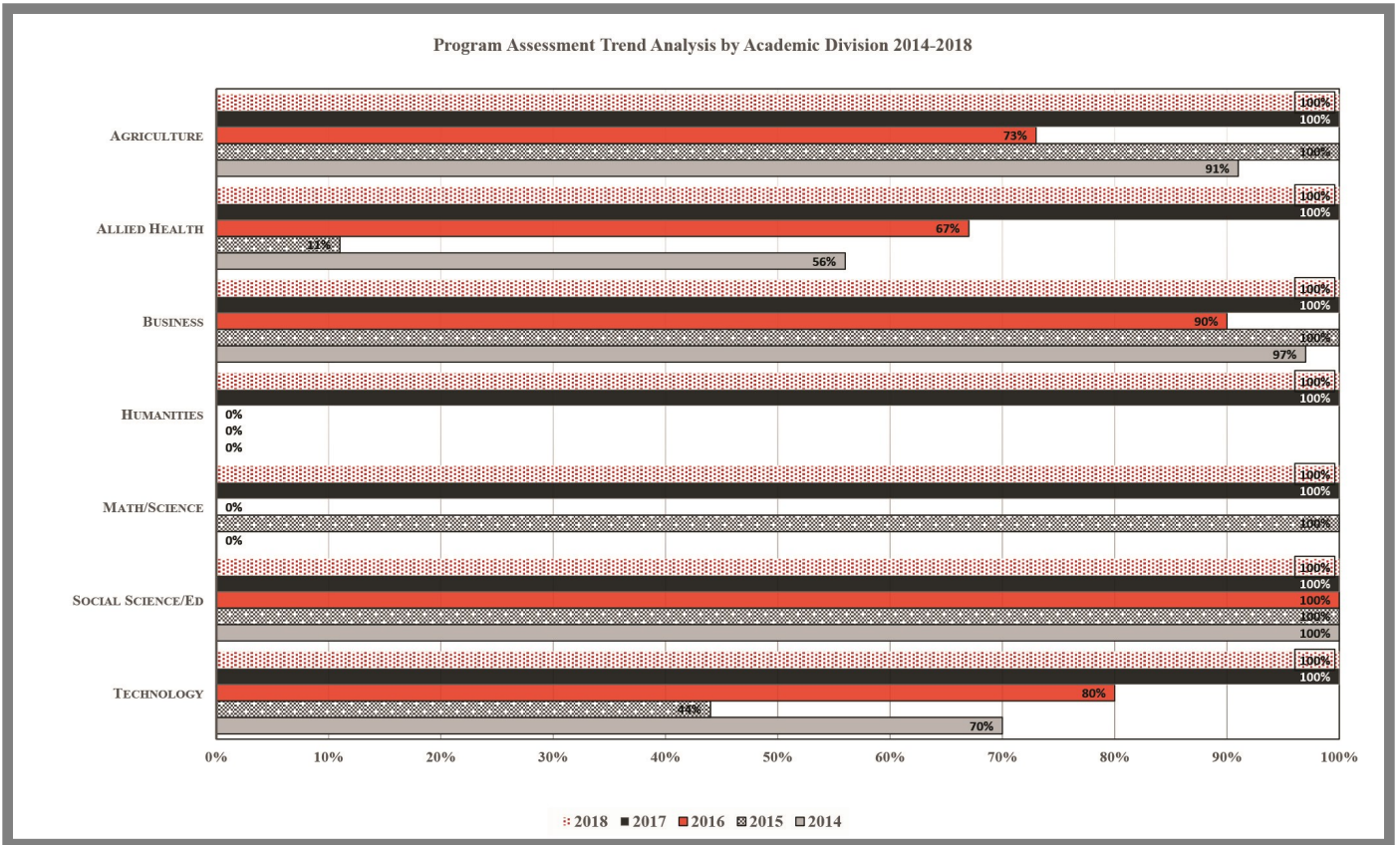
In an effort to increase the percentage of completion for program assessment, several action plans were developed for 2016-2018. For example, the Director of Academic Support & Assessment met with division chairs to brainstorm ideas that included:

- Contact division chairs one week before the due date to identify faculty who had not yet completed their assessment;
- Increase the number of reminders to division chairs and faculty; and
- Provide weekly reminders at the Academic Services Leadership Meetings.



PROGRAM ASSESSMENT

Figure 2.0



COURSE ASSESSMENT

In January of 2010, the College implemented course assessment. Faculty began this process by developing 3-5 outcomes for each course along with measuring tools and achievement targets. The data collection process for course assessment began during the fall 2010 semester and, today, is an ongoing process. By fall 2013, there was a significant increase in the overall completion. Much of this success was driven by a 2013 action plan implemented by the Director of Academic Support & Assessment to meet the achievement target for completion of course assessment at the College. The plan entailed working closely with division chairs and requesting their assistance in working with faculty that were non-compliant in the course assessment process.

In addition, an Assessment Participation Task Force was developed during the fall 2013 semester. The charge of this task force was to define what "participate in assessment" meant for the new faculty contract. During the spring 2014 semester, an Assessment in Participation document was disseminated to division chairs and full-time faculty. This document provided clear guidelines in defining "participate in assessment." Consequently, the overall participation, for the seven academic divisions, in course assessment increased.

Also equally important, was the inclusion of assessment for all course sections. Adjunct and high school dual credit instructors are required to collect assessment data for each class/section they teach. The results are submitted to lead instructors who are full time faculty. The lead instructor analyzes the data and enters the results into the Weaveonline assessment software. To take this process a step further, lead instructors provide results to the adjunct and dual credit instructors. This type of collaboration has grown throughout the College and indirectly created a culture of assessment.

COURSE ASSESSMENT RESULTS FOR 2017-2018

Fall 2017: Agriculture - 100%; Allied Health - 99%; Business - 97%; Humanities - 99%; Math/Science - 97%; Social Science/Education - 98%; and Technology - 87%

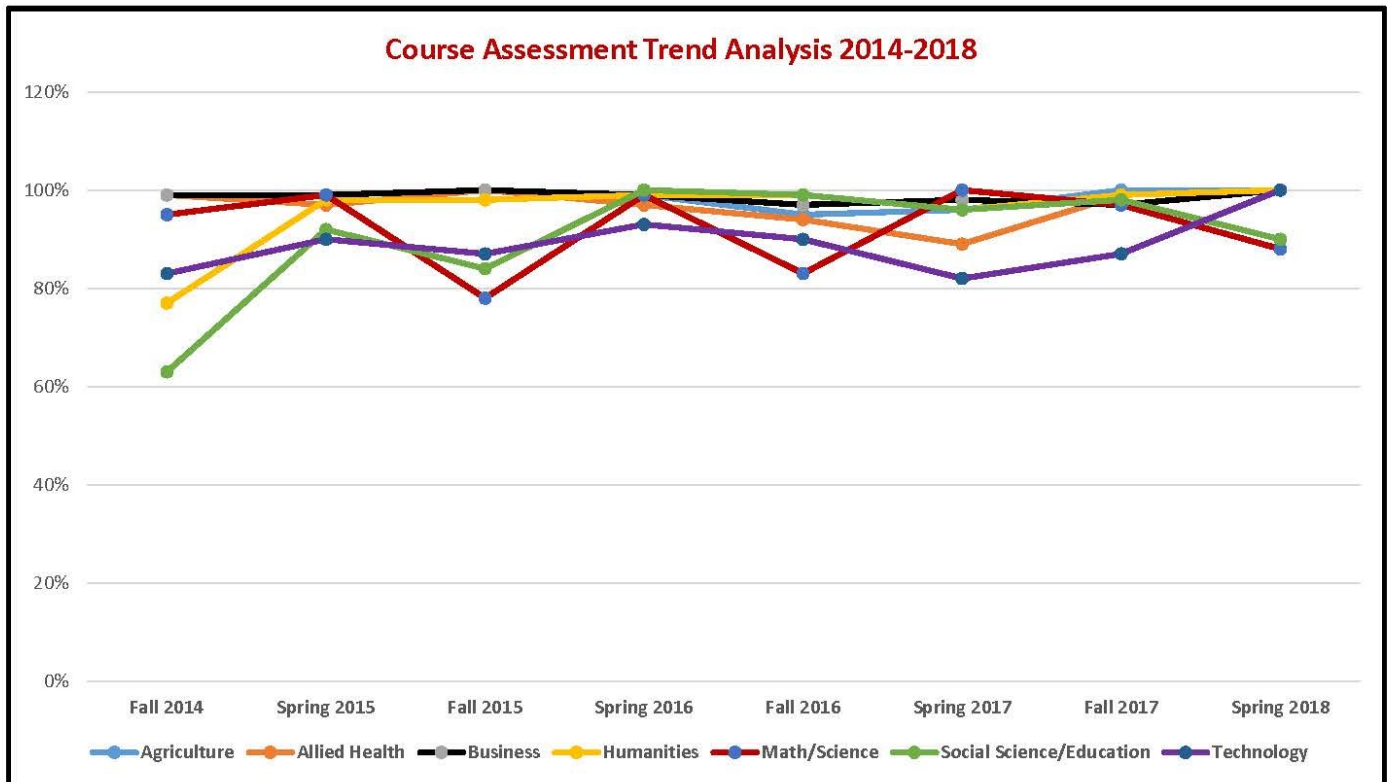
Spring 2018: Agriculture - 100%; Allied Health - 100%; Business - 100%; Humanities - 100%; Math/Science - 88%; Social Science/Education - 90%; and Technology - 100%. As you can see, five of the seven academic divisions reached 100% completion by the due date.

Figure 3.0 depicts course assessment results from fall 2014 through spring 2018. As you can see from the line graph, all divisions have made significant progress throughout the past five academic years.

In its March 2015 site visit, The Higher Learning Commission noted that Lake Land College had made significant progress, especially at the course level. The reviewers noted they were optimistic about future achievements in the use of assessment results to improve student learning. As a result, the Director of Academic Support & Assessment provided guidance and professional development to ensure this process. In fact, 100% of faculty provided valuable documentation (in the Weaveonline assessment software system), as evidence to improve the process to advance student learning.

COURSE ASSESSMENT

Figure 3.0



DEPARTMENT OF CORRECTION COURSE ASSESSMENT

Lake Land College's Assessment Committee initiated a process to ensure that the assessment activities at the Department of Correction locations were equivalent to the assessment activities on the main campus. In an effort to support continuous improvement by leading college-wide participation and integration of assessment activities and results, the Assessment Committee put forth the following outcome statement: *Lake Land College will ensure that the Department of Correction participates in the College's course assessment process.* Meaning, all courses at the Department of Correction facilities should be assessed to improve student learning using the same methods as those taught on campus. The Assessment Committee met with the Deans of the Correctional facilities to review and implement the following steps:

- Review campus course assessment process;
- Address barriers and challenges;
- Identify pilot courses (14 courses were chosen for the pilot);
- Identify pilot instructors;
- Create pilot timeline;
- Create WEAVE assessment plans for pilot; and,
- Create faculty course assessment professional development timeline.

The above process was implemented during the spring 2018 semester and assessment results were entered into the Weaveonline assessment software by the due date at 100% completion. The pilot is an ongoing process and will be reported again in next year's Annual Assessment Report.

INSTITUTIONAL ASSESSMENT

Institutional Assessment was implemented during the 2011-2012 fiscal year. The goal of Institutional Assessment is to address the following two questions: (1) How does my department contribute to the student learning experience at Lake Land College; and, (2) How do we know?

The Assessment Committee was charged with leading a plan for college-wide assessment and quality goals. As a result, the committee developed institutional goals for all areas of the College, which are assessed in order to gauge how each department contributes to the student learning experience. See below:

- Communication;
- Critical Thinking;
- Problem Solving;
- Diversity;
- Citizenship; and,
- Foundational Knowledge

As a Higher Learning Commission reviewer stated in March 2015: *“In recognition of the importance of co-curricular activities to the success of students, Lake Land College assesses the impact of support services and student life elements on student success. By interview and examination of documents, the team was favorably assured by the comprehensive scope of this assessment effort. Using both direct and indirect measures, the college carefully evaluates the contribution of non-academic elements and seeks to improve their impact on student success.”*

As an indicator of success, nonacademic areas develop an assessment plan and continuously collect and report data for their prospective areas. Figure 4.0 provides completion percentages for the 2017-2018 fiscal year and are representative of the due date of September 15 for Institutional Assessment. As you can see from the chart, the overall completion rate was 100%, by the due date, which was yet another milestone for the College for two consecutive years.



INSTITUTIONAL ASSESSMENT

Figure 4.0

Department	By 9-15-18 (due date)
ACADEMIC SERVICES	
Assessment	100%
Dual Credit	100%
Grants	100%
Learning Resource Center	100%
Perkins—Coordinator for this department resigned, therefore no data is available for this fiscal year.	
BUSINESS SERVICES	
Accounting	100%
Bookstore	100%
Human Resources	100%
Information Systems & Services	100%
Physical Plant	100%
Print Shop	100%
PRESIDENT'S OFFICE	
Alumni	100%
College Advancement	100%
Foundation	100%
Institutional Research	100%
STUDENT SERVICES	
Student Services	100%
Placement Testing	100%
Tutoring	100%
WORKFORCE SOLUTIONS AND COMMUNITY EDUCATION	
Adult Education	100%
Alternative Education	100%
Center for Business & Industry	100%
Department of Corrections	100%
Kluthe Center	100%
AVERAGE COMPLETION FOR ALL DEPARTMENTS	100%

GENERAL EDUCATION ASSESSMENT

The purpose of general education at Lake Land College is to provide students with learning experiences that are necessary to enable them to maintain responsible and satisfying relationships to society and the environment. Prior to 2010, the College's general education goals targeted transfer students. After an extensive review process by the General Education Task Force, new goals were developed targeting students in all programs, both transfer and career/technical. This decision significantly impacted assessment, as both transfer and career/technical students are included in the random samples selected to participate in assessment activities.

GENERAL EDUCATION ASSESSMENT RESULTS – FEBRUARY 2018

Goal: Diversity

Outcome: Students will recognize the unique characteristics of others through:
b. Understanding multiple economic, geographical, or historical perspectives

Measuring tool: Global Mount Rushmore short essay answer

Achievement target: Students will score 85% or better (not met)

Results: Students scored 63% (75 total sophomores)

Goal: Citizenship

Outcome: Students will demonstrate civic responsibility by:
a. Understanding the impact of human actions on society
b. Understanding their role in a global society

Measuring tool: Essay prompt

Achievement target: Students will score 85% or better (not met)

Results: Students scored 63% (78 total sophomores)

The reading and math general education goals were assessed this year by Educational Testing Services (ETS). As you can see in figure 5.0, the national mean score for reading was 116.9. Lake Land College's mean score for reading was 113.9. The national norm mean score for math was 113.0, whereas Lake Land College scored 111.1. These results indicate that Lake Land College students did not meet the set achievement target.

The General Education Committee's "A Path to Improvement" will focus on Math for the 2018-2019 academic year. This project involves brainstorming among instructors in each academic division to collect teaching strategies and techniques that have proven successful; compiling and disseminating the list of strategies, encouraging instructors to adopt new approaches in the classroom; and surveying instructors one year later about the results they achieved. This ongoing process results in determining the Top 5 Teaching Strategies. Although it does not actually close the loop in assessment, it does perhaps encourage faculty members to include these strategies in their classroom.

GENERAL EDUCATION ASSESSMENT

Figure 5.0

Lake Land College 2018 ETS General Education Results				
Total number of students: 259	Lake Land College	National Norm (318 Nation-wide academic institutions from July 2013-June 2018)		
GE Goal	Possible Range	Mean Score	Achievement Target for Lake Land	Results
Reading	100-130	113.9	Students will score one standard deviation above the national norm.	Not met
Math	100-130	111.1	Students will score one standard deviation above the national norm.	Not met
Goal: Communication (reading) Outcome: Students will communicate professionally and effectively through a. Reading				
Goal: Problem Solving (math) Outcome: Students will demonstrate scientific and quantitative problem-solving skills through b. Performing mathematical operations.				
ETS Proficiency Profile (to show the ability of the group taking the test)				
Skill Dimension	Proficiency Classification			
	Proficient	Marginal	Not Proficient	
Reading Level 1	41%	28%	31%	The skills measured by the ETS Proficiency Profile test are grouped into proficiency levels. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient.
Reading Level 2	13%	17%	70%	
Mathematics Level 1	42%	22%	36%	
Mathematics Level 2	15%	25%	60%	
Mathematics Level 3	2%	10%	88%	

DACUM (Developing a Curriculum) & ASSESSMENT

In January 2017, the Director of Academic Support & Assessment completed 40 hours of instruction at The Ohio State University in the skills required to coordinate and facilitate the DACUM occupational analysis process. More recently, in May of 2018, the Director of Institutional Research became certified to facilitate DACUM workshops.

Regular DACUM job analysis updates ensure that the content of programs are current and relevant to the industry being served. Valuable information is obtained from the DACUM process that validates career-technical education curriculum. The DACUM process draws upon the expertise of a panel of expert workers who explain exactly what they do that allows them to be successful in their specific roles within a particular organization. These workers are often referred to as the "content experts" or "subject matter experts" (SME's). Once a panel of expert workers is assembled, a DACUM facilitator begins the process of brainstorming a directed discussion to reach consensus about the duties and tasks that must be performed in order to be a star performer in a specific role. A DACUM chart is then assembled and used as the foundation for curriculum development, and in some cases, the development of a new program.

A Court Reporting DACUM Workshop took place at Lake Land College in October of 2017. Court Reporters from Chicago, St. Louis, Southern and East Central Illinois comprised the nine person panel. The panel estimated a need to be able to replace approximately 50-75% of their staff over the next 10 years; 300-400 court reporters. The average age of an Official Court Reporter is 51 years old. In 2016 alone, there were more than 50 retirements/resignations with 49 vacancies statewide for fall 2017. As you can see on page 15, work on creating a new Court Reporting Program for Lake Land College is currently in place.

Since December 2017, a total of five DACUM workshops have been provided:

- LSC Communications - Bindery Operator 3
- Stevens Industries—Lamination Press Operator
- Stevens Industries—Edge Banding Operator
- Programmable Logic Controller (PLC)
- Office Professionals

Scheduled DACUM Workshops for academic year 2018-2019:

- HVAC
- Diesel Technology
- Fire Science Technology
- Radio and TV

DACUM (Developing a Curriculum) & ASSESSMENT

Court Reporting Program Timeline of Activities

Spring 2018

Review existing and defunct court reporting programs to develop a model for Lake Land College's Plan advisory council meeting for summer

Summer 2018

Conduct advisory council meeting(s)
Hire consultant

Fall 2018

Work with consultant to write curriculum
Take curriculum proposal to October curriculum meeting
Work with consultant to write special admissions application
Meet with Academic standards committee to approve special admissions application
Late fall: market new program with MPR
Late fall: market new program with court reporting community

Spring 2019

Early spring: market new program with MPR
Early spring: market new program with court reporting community
Receive applications for special admissions

Summer 2019

Approve/accept students from special admissions

Fall 2019

Program begins
Plan for future—Fall 2020: f2f, online, hybrid
Accept special admissions applications

Spring 2020

Begin preparations for online offerings
Publicize online program
Choose students to enter the program

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www.lakelandcollege.edu/assessment