

2019

ASSESSMENT ANNUAL REPORT

LAKE LAND COLLEGE

PREPARED BY:

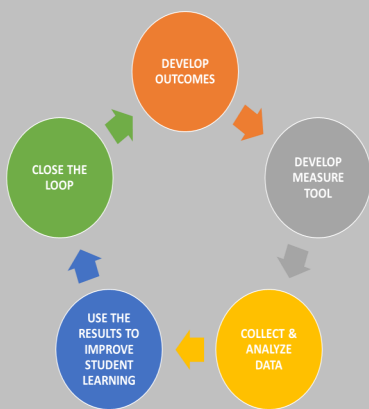
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LAKE LAND
COLLEGE

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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 2018.

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, thirteen 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. Recently, Weave moved to a new 4.0 platform-based version. Weave completed the content migration process (moving existing data from the old version to the new 4.0 version). As a result, training for faculty and staff will begin soon and continue into the spring 2020 semester; however, because of the migrations process, results for a few of the areas of assessment are not available for this report.

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; and,
3. Support the delivery of locally responsive, cost-effective, high quality programs and services across Illinois' community college system. (www.ICCB.org).

Of the programs that were reviewed, 99% of Lake Land College programs were in compliance with the Illinois Community College Board. For the 2019 fiscal year, Figure 1.0 provides the Lake Land College A.A.S. programs (4), Certificate Programs (7), Department of Corrections (5), 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 – Mechatronics
Associate in Applied Science – Mechanical Electrical Technology
Associate in Applied Science – Welding
Associate in Applied Science – Accounting
Certificate – HVAC
Certificate – Welding
Certificate – Management
Certificate – E-Commerce
Certificate – Accounting
Certificate – Computer Numerical Control Operation
Certificate – Computer Numerical Control Programmer
DOC Certificate – Custodial Maintenance
DOC Certificate – Construction Occupations I
DOC Certificate – Construction Occupations II
DOC Certificate – Welding Technology
DOC Certificate – Basic Welding
Academic Discipline Review – Physical and Life Sciences
Cross-Disciplinary Instruction – Remedial/Developmental English Language Arts
Student and Academic Support Services – Financial Aid

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

- 2019—100% completion by the due date
- 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

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

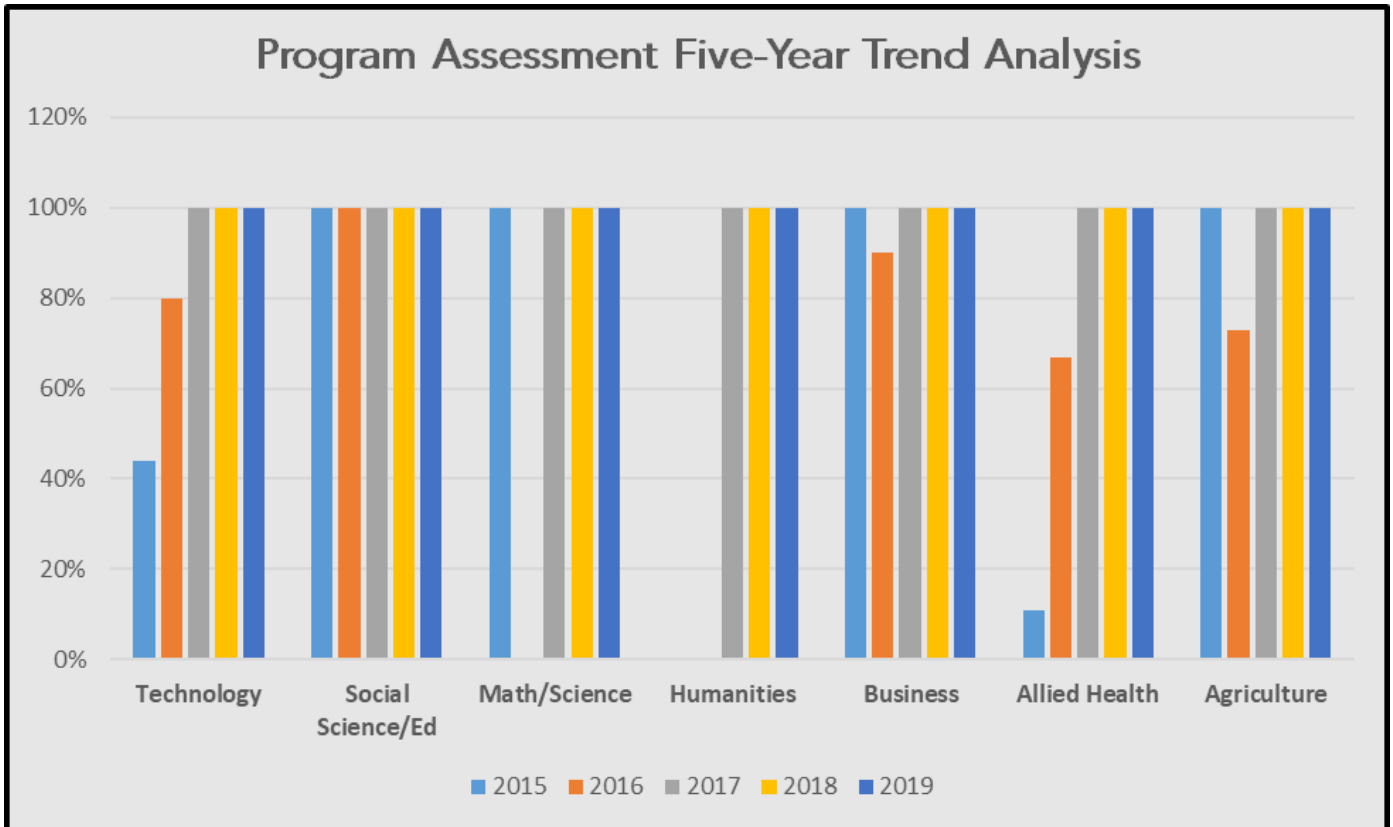
- Contact division chairs one week before the due date to identify faculty who had not yet completed their assessment;
- Increase the number of reminders to division chairs and faculty; and
- Provide weekly reminders at the Academic Services Leadership Meetings.



PROGRAM ASSESSMENT

The following Program Assessment Five-Year Trend Analysis bar chart (figure 2.0) shows significant progress in completion by the due date for all seven academic divisions. In fact, for the last three years, each division has achieved 100% completion.

Figure 2.0



PROGRAM ASSESSMENT & GUIDED PATHWAYS

How Does Program Assessment Align With Guided Pathways?

Guided Pathways to Student Success is a new initiative that will help guide students through their academic career. Program maps that include specific course sequences, progress milestones and program learning outcomes assist students to explore academic career options, choose a program of study, and develop a plan based on the program maps.

In Guided Pathways, programs are designed around a coherent set of learning outcomes, rather than as a collection of courses. These program learning outcomes align with requirements for success in further education and employment in a related field. Faculty develop student learning outcomes, gather the data, develop an achievement target, and finally, report the information into Weave, the College's assessment software. Faculty work together to use the student assessment findings to improve teaching that essentially improves student learning.

PROGRAM IMPROVEMENT ENHANCEMENT

In the fall of 2017, Lake Land College began the development of the Program Improvement and Enhancement (PIE) process. The overall goal and purpose of PIE is to continuously examine the value, ensure the evolution, and avoid complacency of programs. The PIE process is all about utilizing program improvements to spark innovation. The development of the PIE process began with generating a rubric to “score” each program across a number of essential metrics relevant to their continued success. Some of the key metrics identified included enrollment, completion, retention, persistence, cost recovery with and without reimbursement, FTE, number of full and part time faculty, course fill, and employment projections. Once the draft of the rubric was finalized, the Director of Institutional Research developed a report template that included all of these metrics and generated the reports for all of the programs in the Agriculture Division to begin the pilot.

In the spring of 2019, the Director of Institutional Research (DIR), along with the Director of Academic Support and Assessment (DASA), met individually with each of the Agriculture program coordinators and the Division Chair to review the PIEs. During the meetings, the DIR facilitated a discussion explaining the data, addressed questions, and noted questions and/or concerns needing additional consideration. Based on feedback and meetings with the Agriculture Division, minor changes were made to the rubric and the PIE reports. Using the updated report templates and rubric, the DIR generated the PIE reports for the Technology and Business Divisions and held meetings to discuss the reports. During all of the meetings, the DIR and DASA took meticulous notes, and after completing the meetings with all three divisions, summarized the notes into discussion points and identified a number of themes that evolved through the meetings. They shared this information with the college President and Vice President of Academic Services and discussed potential changes to the report, rubric, and process based on these initial meetings. It was decided that the rubric would be re-evaluated. Once changes to the rubric and PIE are made, the DIR will generate PIE reports for the Allied Health, Social Science and Education, Math and Science, and Humanities Divisions. Meetings with the program coordinators and division chairs of these divisions will be held in the spring of 2020.

The Steps Involved in The PIE Process Include:

1. Generation of PIE reports for each CTE program across all divisions which will be updated annually with the most recent year’s data.
2. Based on the most recent data available score/grade the program using the rubric.
3. Facilitate meetings to review and discuss the PIE data and scores with program coordinators and division chairs.
4. Identify and address questions from program coordinators and division chairs as well as DIR and DASA.
5. Identify and note program idiosyncrasies and potential explanations for large fluctuations in the data.
6. Collect the action plans generated by the program coordinators by the last contract day of the fall or spring term (i.e., depending on when PIE meetings are held). After year 1, collect the annual progress reports for the action plans.
7. On an annual basis, review the updated PIE reports and collect the progress reports for the action plans developed the previous year.

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

Due to the new Weave 4.0 version implementation process, results are not available at this time.



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

COURSE ASSESSMENT RESULTS FOR 2017-2018

Fall 2018:

- Agriculture 100%
- Allied Health 100%
- Business 99%
- Humanities 99%
- Math/Science 98%
- Social Science/Education 98%
- Technology 96%

Average completion rate for the seven academic divisions: 98.6%.

Spring 2019:

Due to the new Weave 4.0 version implementation process, results are not available for spring 2019 course assessment.

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. Ongoing progress has been made with the remaining 80 plus courses. Assessment plans are in place and collection of data is going well. Once the new Weave 4.0 version is available, DOC course assessment results will be entered and tracked accordingly to ensure student success.

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 Committee, 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. In 2012, the General Education Committee piloted an initiative titled "A Path to Improvement" with the goal of using the information gathered through assessment activities to improve student learning.

This academic year, the Path to Improvement focus is on Math. The General Education Committee developed a "Everyday Math" quiz in Survey Monkey which was downloaded in Canvas for easier access for students to complete. The quiz was pushed out to faculty for input and recently provided students the opportunity to take the quiz this fall 2019 semester, and will continue during the spring 2020 semester. Results from the "Path to Improvement" will be provided in the 2020 Annual Assessment Report.

Goal: Diversity—Multiple Choice Test

Outcome: Students will recognize the unique characteristics of others through:

- c. Understanding the values and actions of diverse populations

Measuring tool: Multiple choice test (used Scantron)

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

Results: 66% (130 total sophomores)

Goal: Foundational Knowledge—Test with Word Bank

Outcome: Students will demonstrate foundational knowledge in the liberal arts and sciences.

Measuring tool: Word bank test

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

Results: (144 sophomores) – 39/60 average score = 65%

Discipline	Score	Total Possible Points	Percentage
Earth and Life Sciences and Geography	12	15	78%
Humanities and Communication	10	15	64%
Mathematics and Physical Sciences	8	15	55%
Social Sciences	9	15	59%

GENERAL EDUCATION ASSESSMENT

Figure 3.0

Lake Land College 2019 ETS General Education Results				
Total number of students: 259		Lake Land College	National Norm (318 Nation-wide academic institutions)	Results
GE Goal	Possible Range	Mean Score	Mean Score	Achievement Target for Lake Land
Critical Thinking	100-130	108.6	110.7	Students will score one standard deviation above the national norm.
Writing	100-130	111.7	113.7	Students will score one standard deviation above the national norm.
<p>Goal: Critical Thinking - Outcome: Students will apply critical thinking skills through locating information, evaluating sources, analysing data & arguments, interpreting initial results, and transferring insights to new contexts</p> <p>Goal: Communication (writing) - Outcome: Students will communicate professionally and effectively through writing</p>				
ETS Proficiency Profile (to show the ability of the group taking the test)				
Skill Dimension	Proficiency Classification			
	Proficient	Marginal	Not Proficient	
Critical Thinking	1%	5%	95%	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.
Writing Level 1	45%	29%	27%	
Writing Level 2	7%	30%	63%	
Writing Level 3	2%	17%	82%	

DACUM (Developing a Curriculum)

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.

Completed DACUM Workshops for Academic Year 2018-2019:

HVAC, Diesel Technology, Fire Science Technology and Radio & TV Broadcasting

Fire Science DACUM Panel



Pictured left to right - Chris Wright, Steve Bennett, James Calvert, Fred Reynolds, and Mike Schwenke. Bill Clossen not pictured.

DACUM (Developing a Curriculum)

DACUM WORKSHOP	PROGRESS REPORT PROVIDED BY PROGRAM COORDINATORS
Diesel Technology	<p>Prior to the DACUM, there had been an attempt to develop a heavy duty diesel truck program that would overlap the Ag Power Program with additional classes added. The Automotive Program had also expressed an interest in working with the Ag Power Program many years ago as well. The idea of adding a few classes with more diversity in some existing related classes appeared to be a viable option to get the Diesel Truck Program going. The DACUM panel consisted of seven dedicated heavy truck individuals with connections to the repair sector. The DACUM duties and tasks, created from the panel, appeared to confirm the needs for roughly three additional classes to be developed as both the auto instructor and I had suspected. The task would lead into the class objectives as well. At this time, the panel has shown great enthusiasm and some support, even a scholarship. (Woody Reinhart)</p>
Fire Science Management	<p>Lake Land is currently in the process of revamping the Fire Science Program by creating a management program to meet the needs of the current working fire fighter. The information gathered by the DACUM was extremely beneficial in helping to identify what courses to build. I am working on building the courses and hope to have the program up by the fall of 2020. (Jasmine Ballard)</p>
Office Professionals	<p>Based upon feedback from the DACUM workshop, we eliminated some courses including a course called Notetaking. Notetaking was an intense four-credit hour course that had a specific skill similar to shorthand. Although notetaking is a skill, that although may still be used by those who have the knowledge, that specific skill set has become obsolete in many offices. DACUM participants indicated that they can successfully perform necessary office tasks without the specific "notetaking" course.</p> <p>DACUM participants also helped us to realign our typing speeds. In three courses, students have speed requirements which have not changed in over 15 years. Based upon the DACUM results, we modified (actually lowered) our speed and error guidelines. In fact, the college's HR department uses our guidelines to establish their guidelines when testing candidates for office positions. (Lisa Earp)</p>
Programmable Logic Controller (PLC)	<p>It appeared that the PLC certificate aligned well with the suggestions. Some of the information mentioned would require additional classes and were outside the scope of the current certificate. The PLC cert. is only 6 hrs. and needs to stay at that. (Michael Beavers)</p>

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