

2020

ANNUAL ASSESSMENT REPORT

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LAKE LAND
COLLEGE

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ASSESSMENT DUE DATES IN WEAVE

February (Second Wednesday)

Fall Course Assessment
Results & Analysis

May 15

Program Assessment
Results & Analysis

ICCB Program Review

September 15

Institutional Assessment
Results & Analysis

September

(Second Wednesday)
Spring Course Assessment
Results & Analysis

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 third 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 2018 semester.

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 was completed in early 2020.

Finally, new to this report, is Assessment Month content on pages 12-15. Assessment Month takes place in February of every year in an effort to promote the importance of assessment as an educational activity, and as a requirement for faculty and staff at the college. Consequently, several assessment activities and promotions are offered to students, staff and faculty.

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, 100% of Lake Land College programs were in compliance with the Illinois Community College Board. For the 2020 fiscal year, Figure 1.0 provides the Lake Land College A.A.S. programs (6), Certificate Programs (13), Department of Corrections (2), Academic Discipline, Cross-Disciplinary Instruction 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

Degree	Program
Associate in Applied Science	Agriculture Business and Supply
Associate in Applied Science	Agriculture Production and Management
Associate in Applied Science	Horticulture
Associate in Applied Science	Associate Degree Nursing
Associate in Applied Science	Marketing
Associate in Applied Science	Renewable Energy
Certificate	Agriculture Business
Certificate	Horticulture
Certificate	Livestock Production
Certificate	Crop Production
Certificate	Practical Nursing
NDP	Basic Nurse Assistant
Certificate	Entrepreneurship
Certificate	Marketing
Certificate	Professional Sales
Certificate	Renewable Energy Management
Certificate	Renewable Energy Technology
Certificate	Industrial Maintenance
NDP	Sustainable Renewable Energy
DOC Certificate	Horticulture Production
DOC NDP	Fundamentals of Horticulture
Academic Discipline Review	Humanities & Fine Arts
Cross-Disciplinary Instruction	Adult Education and ESL
Student and Academic Support Services	Counseling/Advising, Student Accommodations and Library Services

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:

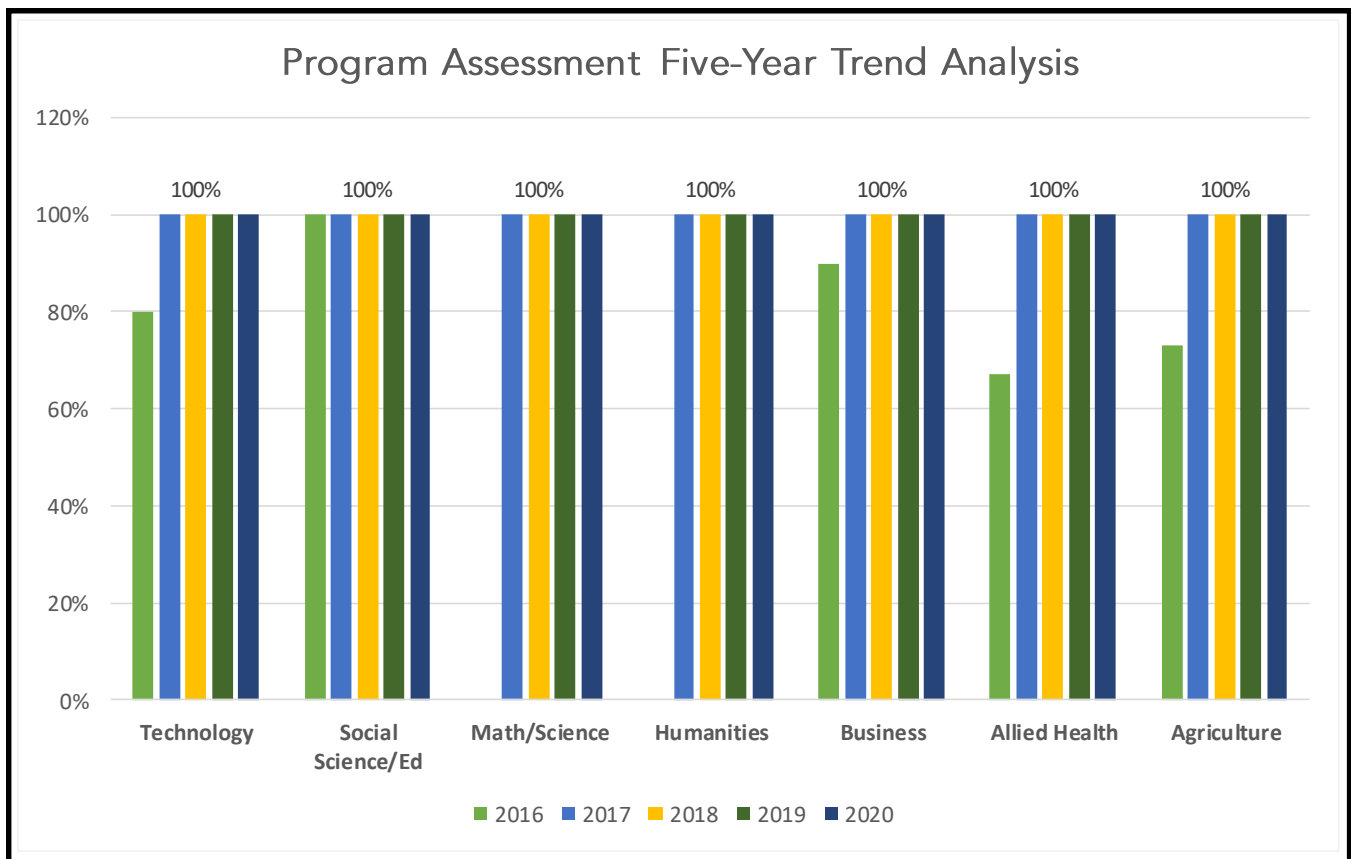
PROGRAM ASSESSMENT RESULTS

- 2020—100% completion by the due date
- 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

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 four years, each division has achieved 100% completion.

(Please note that for 2016, two divisions were at 0% as indicated on the bar chart. below)

Figure 2.0



PROGRAM ASSESSMENT

During March of 2020, the COVID 19 Pandemic shut down Lake Land College. Consequently, faculty were asked to move all of their face-to-face courses to remote learning in a 1-2 week time period. Through all of this, each and every program coordinator still managed to complete their program assessment which resulted in a 100% completion rate for the College! What follows is an exemplary example of what one instructor did with her assessment to ensure excellence in student learning.

Lisa Earp, Business Instructor, has graciously agreed to share her assessment for Office Manager (AAS.OFMGT) program.

Student outcome: Improve and use professional oral and written communication.

Measuring tool: Students will participate in a mock interview to improve their oral and written communication skills.

Achievement target: Students who participated in the activity will receive a rating of 70% or higher based upon a mock telephone interview rubric.

Results: 83% of students (n=12) received a 70% or higher on the mock interview. The results were taken from BUS079 Professional Development. Two students did not complete the activity at all and were not counted. (If they were counted the average would have been 71%.)

Analysis (how are you using your assessment results to improve student learning?) Not only was this the first time BUS079 was offered online, but the mock interviews were held just a week after the college was turned into an online only environment from the COVID-19 pandemic. Although this class was already offered online, I think the COVID-19 situation, placed extra strain on everyone. Under the circumstances, I'm not sure that students were as thoroughly prepared as I would have liked. I do think this is why two students did not participate at all. One was given an opportunity to reschedule, and still did not participate. The mock interviews provide an excellent snapshot of the student's communication skills. First, the students prepare employment documents (cover letter, resume, and references) which they email to the Director of Career Services in advance of the mock interview. The email and employment documents demonstrate the students' written communication skills. Students pick a scheduled day and time and are expected to call on time. Obviously, the mock interview demonstrates the student's oral communication skills as well as their level of preparation for an interview. Since this is a learning activity, the expectation is not for the students to ace the interview but to have an opportunity to practice, receive immediate feedback, receive a rating from the employer's perspective (Director of Career Services), and reflect on what to improve for the next interview. At the conclusion of each mock interview, the Director will spend a few minutes discussing strengths and weaknesses of the interview with the student. Later, the student receives a more formal evaluation. As part of the continual evaluation of the activity, the Director and I always debrief. Comments from the Director of Career Services indicated that the interviews overall went well and students called when they were supposed to and were generally receptive to feedback. I did ask when completing the evaluations, that the Director of Career Services take into consideration of the less than ideal circumstances. A bonus this year was the Director also was able to offer oral feedback to many students regarding their employment documents which has not been done before. This is something I will consider asking her to incorporate for all students if she has the time to do so. So, I am pleased with the current results, especially with the all of the changes this semester, and will continue to debrief with the Director to make necessary updates.

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 Weave 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 2019-2020

Fall 2019:

- Agriculture 98%
- Allied Health 98%
- Business 98%
- Humanities 100%
- Math/Science 93%
- Social Science/Education 92%
- Technology 100%

Average completion rate for the seven academic divisions: 97%.

Spring 2020:

Due to the COVID 19 Pandemic, an MOU was signed stating that faculty did not have to complete course assessment for the spring 2020 semester, therefore, results are not available.

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 Weave 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.

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. General Education Assessment is administered to students in February by faculty.

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. In December of 2020, the Committee met and unanimously chose Diversity as the new path to improvement. Details and results from the diversity initiative will follow in the 2021 Annual Assessment Report.

The following general education goals were assessed in 2020:

Diversity

Students will recognize the unique characteristics of others through:

Understanding diverse cultural contributions

Prompt: Multiple choice test with 25 questions – two of which were short answer

Result: 70%

Diversity

Students will recognize the unique characteristics of others through:

Understanding multiple economic, geographical, or historical perspectives

Prompt: Essay – global Mount Rushmore where students are asked to nominate four individuals that represent at least two continents

Result: 77%

Citizenship

Students will demonstrate civic responsibility by:

Understanding the impact of human actions on society

Understanding their role in a global society

Prompt: Essay based on a Henry Ford quote

Result: 75%

GENERAL EDUCATION ASSESSMENT

The fourth general education goal was not assessed due to COVID-19:

Problem Solving

Students will demonstrate scientific and quantitative problem-solving skills through:

Applying the scientific method

Lab prompts from chemistry and physics courses are used for this goal. Instructors score the lab prompts using a rubric developed by the General Education Committee with the assistance of chemistry and physics instructors.

A memorandum of understanding (MOU) was signed in March of 2020 stating that faculty did not have to participate in assessment during the COVID-19 Pandemic, therefore, no results are available for this goal.

Overall, compared to three years ago, students scored lower on Citizenship, higher on Diversity B, and lower on Diversity A .



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 many 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

Figure 3.0 on page 13 provides the results for each department that participates in institutional assessment. The overall average completion rate for institutional assessment was 93%.



INSTITUTIONAL ASSESSMENT

Figure 3.0

Department	By 9-15-20 (due date)
ACADEMIC SERVICES (100%)	
Assessment	100%
Dual Credit	100%
Grants	100%
Learning Resource Center	100%
Perkins	100%
BUSINESS SERVICES (67%)	
Accounting	0%
Bookstore	100%
Human Resources	100%
Information Systems & Services	100%
Physical Plant	0%
Print Shop	100%
PRESIDENT'S OFFICE (100%)	
Alumni	100%
College Advancement	100%
Foundation	100%
Institutional Research	100%
Police Department	100%
STUDENT SERVICES (100%)	
Student Services	100%
Placement Testing	100%
Tutoring	100%
WORKFORCE SOLUTIONS AND COMMUNITY EDUCATION (100%)	
Adult Education	100%
Alternative Education	100%
Center for Business & Industry	100%
Department of Corrections	100%
Kluthe Center	100%
AVERAGE COMPLETION FOR ALL DEPARTMENTS	93%

ASSESSMENT MONTH SUMMARY

In December 2011, the Lake Land College Board of Trustees *approved a resolution to declare February of each year to be recognized as Assessment Month* in an effort to promote the importance of assessment as an educational activity and as a requirement for every employee at the college. Consequently, several promotions were created for students, staff, faculty, and community by the Director of Academic Support & Assessment.

Prior to Assessment Month, promotions were put in place that included: Assessment poster boards and flyers that were strategically placed in all campus buildings; press releases to area newspapers; Facebook messages; and e-mails.

The first full week of each February was deemed as "Assessment Week." This event included activities that targeted students. An assessment booth was on display in the Luther Student Center on the main campus and at the Kluthe Center in Effingham. In addition, the Director of Academic Support & Assessment provided educational materials to educate students about what assessment is and the different components of assessment. In addition, students were given the opportunity to answer up to five assessment questions (see pages 15-17) for a chance to win Subway and gas gift cards. All students who participated in the drawing were also provided a free phone charger.

General Education Assessment also occurs during the month of February. This year approximately 500 students were assessed for one of the following general education goals: Citizenship, Diversity A, and Diversity B. Twenty-nine faculty participated in the general education assessment effort. Results of the general education assessment are located on pages 10 and 11 in this report.

As the years progress with Assessment Month, Lake Land College's awareness of the importance of assessment in relation to student learning seems to be increasing.

Because the Higher Learning Commission has placed great importance on the assessment of student academic achievement, this promotional event is crucial in the assessment education for our students, staff, faculty, and community.



ASSESSMENT MONTH SUMMARY

STUDENT ASSESSMENT WEEK QUESTION ANALYSES

Students were given the opportunity to answer up to five assessment questions for a chance to win Subway and gas gift cards. All students who participated in the drawing were also provided a free phone charger. What follows on this page, and pages 16 & 17, are the analyses for the Q & A.

- Question 1: What is assessment?
 - 36 out of 36 responses @100% correct
- Question 2: What is the overall goal of assessment?
 - 30 out of 30 responses @ 100% correct
- Question 3: Name two components of assessment
 - 41 out of 41 responses @ 90% correct
- Question 4: Who would you contact if you had a question about assessment?
 - 33 out of 33 responses @ 100% correct



ASSESSMENT MONTH SUMMARY

STUDENT ASSESSMENT WEEK QUESTION ANALYSES

(continued)

Question 5: Name one thing you like about Lake Land College.

- 44 responses with the following compiled comments:
 - I love the location and helpful staff
 - The affordability (6)
 - How friendly every staff member has been
 - I like the welcoming atmosphere and the clubs
 - I really like the availability and concern for all students by the faculty and staff
 - I like the accessibility of Lake Land's later enrollment options and diversity in age perspectives of its student body
 - I like my teachers the most
 - All the nice and friendly people and helpful resources
 - I love the atmosphere as a whole: the smaller class sizes, beautiful campus, excellent assistance for whatever I need, and fun activities.
 - The student and teacher ratio and how every course has learning outcomes
 - The facilities are pristine and the staff is very helpful
 - It is a smaller college so I get one-on-one experience with my teachers
 - The affordability. I pay tuition out-of-pocket and via a grant, so it helps a ton that the numbers aren't out of my league.
 - The affordability—coming from a low income family, cost is very important
 - The Luther Student Center
 - Being able to take courses at Kluthe where it is a smaller campus
 - How small it is

ASSESSMENT MONTH SUMMARY

STUDENT ASSESSMENT WEEK QUESTION ANALYSES

(continued)

Question 5: Name one thing you like about Lake Land College (continued).

- The use of Canvas
- Ike Nwosu
- The number of ways to connect with classmates and get involved on campus.
- My particular area of study, engineering, has been surprisingly instructive for a community college
- The people and the system are very kind and helpful to international students
- I like the environment, how everything is updated, how my professors are helpful, and how I have support at Lake Land.
- The teachers are always there to answer my questions
- I love the workout facility (2)
- I like the instructors and their excitement for the subjects they teach
- I like the activities that are available
- Affordable tuition and close to home
- I like the support I get from all of the different aspects of faculty. If you are ready and willing to learn, there will be someone to help me succeed.
- Helpful staff
- The flexibility and the environment
- The people!
- Easy to work with instructors
- Lake Land College has so many resources. Every staff member is always willing to help students with anything.
- Class times make it manageable for an adult to further their education
- Small class sizes and teacher accessibility
- I like the availability of classes at different times and locations

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