

2015

ASSESSMENT ANNUAL REPORT



PREPARED BY:

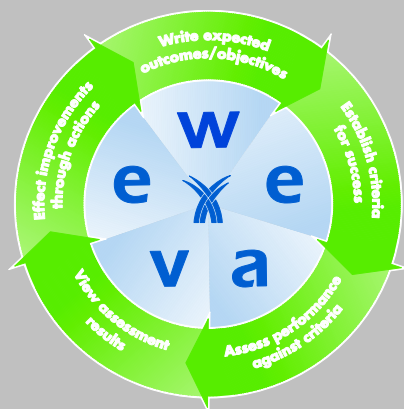
Lisa Madlem

Professional Development & Assessment Facilitator

LAKE LAND
COLLEGE

IN THIS REPORT

Introduction	3
ICCB Program Review	4
Program Assessment	5
General Education Assessment	6
Course Assessment	10
Institutional Assessment	12
Professional Development	14
Strategic Plan Strategy	15
Conclusion	16



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, its educational programs, and its 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 five major components that are described in detail within this report:

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

Assessment at Lake Land College has evolved throughout its history. It started with ICCB Program Review and was followed by Program Assessment, General Education Assessment, Course Assessment, and finally, Institutional Assessment. Currently, all five components of assessment are in place and are completed each year.

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.

Because faculty and staff development is an essential part of the College's effectiveness, professional development opportunities regarding assessment are offered several times a year. Examples of these are provided on page 14 of this report.

INTRODUCTION (cont.)

The last section of this report focuses on the College's new strategic plan. In an effort to commit to quality, access, and affordability, and to innovate for advancement, the assessment strategy will use assessment data to boost donations. This strategy is two-fold: 1) making assessment data results transparent for the purpose of boosting donations to the Foundation; and 2) obtaining data that will contribute to the Dove Preparedness Index (DPI) in order to prepare the College for a capital campaign.

The College has developed substantially in the area of assessment and is best said by the Higher Learning Commission reviewers' March 2015 site visit:

"Lake Land College has created and implemented an assessment program which has engaged virtually all faculty in the process of assessing student learning, particularly at the course level. With strong faculty leadership and widespread institutional commitment, the college regularly assesses student learning. By evaluating the impact on student learning of both academic and support (co-curricular) components, the college benefits from a comprehensive understanding of the dynamic interplay of these important components of student success."

ICCB PROGRAM REVIEW

The Illinois Community College Board coordinates a state-wide system for the review of instructional programs. 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; and 2) demonstrate accountability of the community college system in maintaining locally responsive, cost-effective programs, high-quality programs and services (www.ICCB.org).

Results from 2015 showed that 100% of programs were in compliance with the Illinois Community College Board. The WEAVEonline assessment software was utilized to create the Board of Trustee approved report that was submitted to the Illinois Community College Board in July regarding program review.

An example of a 2015 program review was the Agriculture Business and Supply Associate in Applied Science program. Upon recommendation of the Ag Advisory Council, faculty members focused on integrating more Precision Agriculture information into the curriculum. This recommendation was based upon the evolving training needs of agri-business within our College district. The integration of Precision Ag topics has been emphasized in all agronomic and software courses within the curriculum. Furthermore, the Agriculture Division is currently developing a 2 + 2 agreement with Southern Illinois University-Carbondale. This agreement should provide the Ag Business and Supply graduates a seamless transfer to SIU, should they decide to continue their education.

Previous ICCB Program Review Results:

- 2013—100% completion
- 2012—100% completion
- 2011—100% completion

PROGRAM ASSESSMENT

Every degree, diploma, and certificate program has learning outcomes. Each learning outcome is measured by the faculty in the program through a variety of assignments, tests, projects, licensing examinations, etc. Since 1996, Lake Land College has assessed all active certificate and associate degree programs yearly. Division chairs and program directors create assessment plans as the programs are developed and implemented.

The Professional Development & Assessment Facilitator put forth an action plan in 2013 to continue to improve the overall results of Program Assessment. This plan included: 1) meeting with each division chair to discuss the next step for completing all program assessments in each division; 2) perform minor editing for instructors with the permission of the division chair and lead instructor; and 3) retrain lead instructors at both monthly division meetings and at one-on-one sessions. For example, the Technology Division offered an “assessment blitz” for full-time faculty which consisted of set-aside time to work on assessment with the assistance of the Professional Development & Assessment Facilitator.

Additionally, in 2013, the Assessment in Participation Task Force (more on page 10) was developed in order to define “assessment in participation” within the faculty contract. The task force was charged with documenting a written process for division chairs and full-time faculty. As a result, there has been an overall increase in the percentage of completion for the seven academic divisions. Consequently, from 2014-2015 there was a 12% increase.



2015 Program Assessment Results indicated an average completion rate of 71%:

- Four divisions were at 100% completion by the due date
 - Agriculture; Business; Math/Science; and Social Science
- Two divisions reached 100% completion within one week of the due date
 - Allied Health and Humanities
- One division reached 100% by July 13
 - Technology

Previous Results:

- 2014—59% completion by the due date
- 2013—65% completion by the due date
- 2012—88% completion by the due date

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. Via the general education curriculum, students develop essential skills of problem solving, critical thinking, and communication. 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 now included in the random samples selected to participate in assessment activities.

General Education Goals

Communication

Students will communicate professionally and effectively through

- a. Reading
- b. Listening/Observing
- c. Speaking
- d. Writing

Critical Thinking

Students will apply critical thinking skills through

- a. Locating information
- b. Evaluating sources
- c. Analyzing data and arguments
- d. Interpreting initial results
- e. Transferring insights to new context

Problem Solving

Students will demonstrate scientific and quantitative problem-solving skills through

- a. Applying the scientific method
- b. Performing mathematical operations
- c. Interpreting tables and graphs
- d. Applying percentages, ratios, and averages

Diversity

Students will recognize the unique characteristics of others through

- a. Understanding diverse cultural contributions
- b. Understanding multiple economic, geographical, or historical perspectives
- c. Understanding the values and actions of diverse populations

Citizenship

Students will demonstrate civic responsibility by

- a. Understanding the impact of human actions on society
- b. Understanding their role in a global society

Foundational Knowledge

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

GENERAL EDUCATION ASSESSMENT (cont.)

Five General Education goals were assessed in 2015. Reading and math were assessed using Collegiate Assessment of Academic Proficiency (CAAP), which is a national, standardized assessment. A total of 240 students were randomly selected for this assessment tool. Results for the reading and math assessment follow on page 9 in Figure 4.0.

A prompt question and essay was used to assess both Citizenship outcomes A and B and the Writing goal. A total of 103 students were assessed for these two goals, and the results are located on page 8 in Figures 1.0 and 2.0.

Diversity was assessed using a written prompt with a total of 125 students scored. Results for this goal can be found on page 9 in Figure 3.0.

In 2012, the Task Force on General Education piloted an initiative titled, "A Path to Improvement," with the goal of using the information gathered through assessment activities. Today, the process is still used and has evolved to include a fall staff development session that involves: brainstorming among instructors in each academic division for collecting 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 a menu of the Top 5 Teaching Strategies for a particular goal. Although it does not actually close the loop in assessment, it does perhaps encourage faculty members to include these strategies in their classrooms.



GENERAL EDUCATION ASSESSMENT (cont.)

CITIZENSHIP ESSAY PROMPT:

At the turn of the last century, a famous man said the following:

“The economic and technological triumphs of the past few years have not solved as many problems as we thought they would, and, in fact, have brought us new problems we did not foresee.”

1. Read the quote above.
2. Write an essay in which you discuss
 - A. A problem that may have been the result of an advance in technology, and
 - B. How your actions impact that problem (positively or negatively)

Figure 1.0

Citizenship: Students will demonstrate civic responsibility by

- A. Understanding the impacts of human actions on society
- B. Understanding their role in a global society

Achievement target (AT): 85% of students will score a 3 or better

4 = superior; 3 = good; 2 = satisfactory; and 1—poor/unsatisfactory

Results: 57% of students scored a 3 or better (AT not met)

WRITTEN PROMPT: Citizenship essay

Figure 2.0

Communication: Students will communicate professional and effectively through

- D. Writing

Achievement target (AT): 85% of students will score a 5 or better

7-8 = superior; 5-6 = good; 3-4 = satisfactory; and 1-2 = poor/unsatisfactory

Results: 85% of students score a 5 or better (AT met)

GENERAL EDUCATION ASSESSMENT (cont.)

DIVERSITY PROMPT: A "GLOBAL" MOUNT RUSHMORE

A committee from the United Nations has decided to create a global version of Mt. Rushmore to honor four individuals who have made positive historic/noteworthy contributions to culture or have improved society economically or through advancing human rights. You have been asked to contribute four nominations for consideration by the committee. Your choices should represent at least two of the seven continents (Africa, Europe, Asia, etc.).

Figure 3.0

Diversity: Students will recognize the unique characteristics of others through

- A. Understanding diverse cultural contributions
- B. Understanding multiple economic, geographic, or historical perspectives

Achievement target (AT): 85% of students will score a 16 or better

26-30 = superior; 16-25 = good; 6-15 = satisfactory; and 1-5 = poor/unsatisfactory

Results: 87% of students scored a 16 or better (AT met)

CAAP Results

Collegiate Assessment of Academic Proficiency (CAAP) is a national, standardized assessment tool. For the General Education Goals of math and reading, CAAP was administered. The following results reflect a sample size of 240 sophomore students.

Figure 4.0

CAAP Results			
Reading		Math	
Lake Land College	59.0	Lake Land College	55.6
National Norm	60.1	National Norm	56.0
Achievement target (AT): Students will score at or above the national norm (AT not met)			
111 certificates were mailed to students who scored at or above the national norm.			

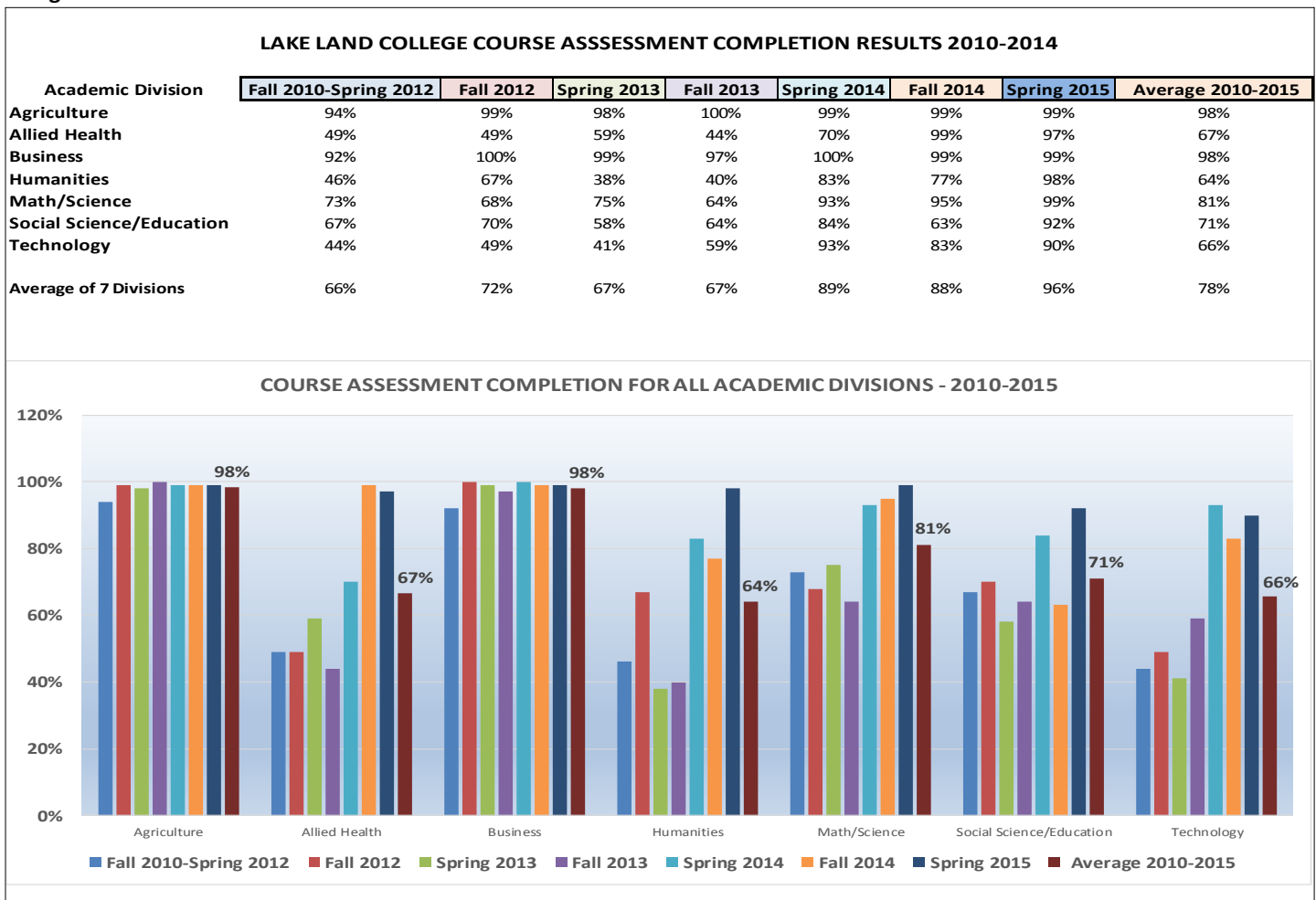
COURSE ASSESSMENT

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 is an ongoing process today. There has been a significant increase in the overall completion since fall 2013. Much of this success was driven by a 2013 action plan, implemented by the Professional Development & Assessment Facilitator, 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 who were non-compliant in the course assessment process. In addition, an Assessment Participation Task Force (APTF) was developed during the fall 2013 semester. The charge of this committee 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. The document provided clear guidelines in defining participation in assessment.

Consequently, the overall participation, for the seven academic divisions, in course assessment increased by the spring 2014 deadline due date of September 10 to 89%, a 22% gain from fall 2013. (See Figure 5.0). One month later, there was a significant movement in completion of course assessment with three divisions at 100%; two in the 90% range; and two in the mid 80% range.

For 2014-2015 academic year we made substantial improvement. In fact, by March, before the Higher Learning Commission Accreditation visit, all seven divisions were at 100% completion, a first for the College! Another first in assessment derived from spring 2015 results; all divisions were in the 90% range by the due date. As of October 20, all but one division was at 100% completion. See figure 5.0.

Figure 5.0

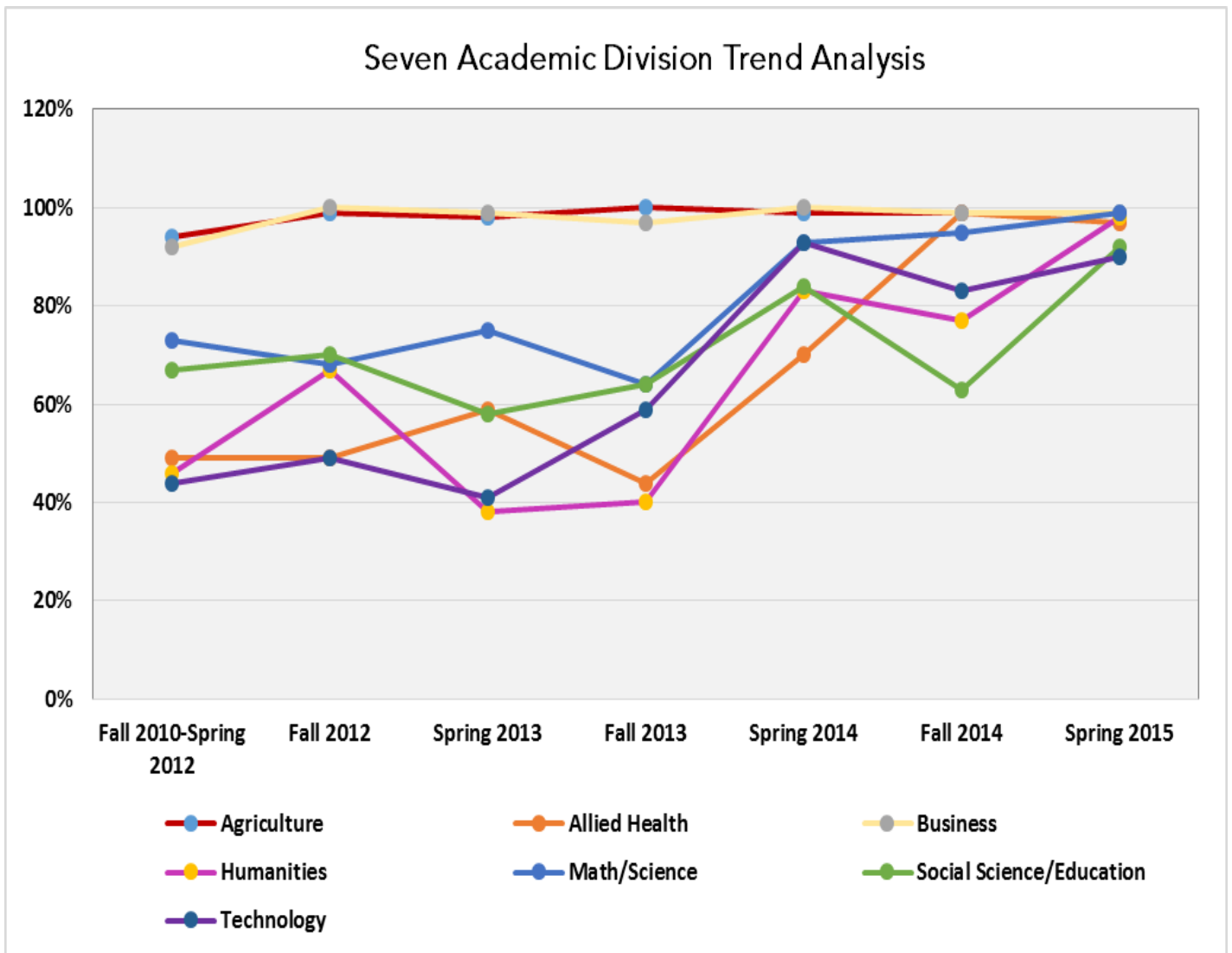


COURSE ASSESSMENT (cont.)

Figure 6.0 below depicts changes among variables for each academic divisions' completion over time. From fall 2013 through spring 2015, a significant upward trend in completion is evident for five divisions. This upward trend is likely due to the creation of the Assessment and Participation Task Force (APTF) and the dissemination of its documentation.

Also equally important, is 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 typically 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."

Figure 6.0



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 and Quality Assurance Committee was charged with leading a plan for College-wide assessment and quality goals. As a result, this 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
- 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 result data for their prospective areas. Figure 7.0 on page 13 provides completion percentages for the past four years which are representative of the due date of September 15 for Institutional Assessment. As you can see from the chart, the overall completion rate for 2014-2015 was 99%, yet another first-time milestone for the College!



INSTITUTIONAL ASSESSMENT (cont.)

Figure 7.0

Institutional Assessment Report 2011-2015

Completion rate results are representative of the September 15th due date for Institutional Assessment.	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year
	2014-2015	2013-2014	2012-2013	2011-2012
Department	Completion Rate	Completion Rate	Completion Rate	Completion Rate
Business Services				
Accounting	100%	100%	0%	100%
Bookstore	100%	100%	0%	0%
Human Resources	100%	100%	0%	0%
Information System Services	0%	0%	100%	100%
Police Department - new to this division	To follow in 2015-2016			
Center for Business & Industry	100%	0%	0%	0%
College Advancement	100%			
Alumni	100%			
Grants	100%	100%	100%	100%
Foundation	100%	100%	0%	0%
Department of Corrections	100%	100%	0%	100%
Educational Services	100%	100%	100%	100%
Adjunct (department dissolved in 2014-2015)	N/A	100%	0%	0%
Assessment	100%	100%	100%	100%
Center for Technology and Professional Development	100%	100%	100%	100%
Dual Credit	100%	100%	0%	100%
Kluthe	100%	100%	0%	100%
Library Resource Center	100%	100%	100%	100%
Student Services	100%	80%	80%	80%
Communication and Creative Services (MPR)	100%	100%	0%	100%
Placement Testing	100%	100%	100%	100%
Tutoring	100%			
Workforce Development				
Adult Education	100%	100%	0%	0%
Alternative Education	100%	100%	0%	0%
Perkins	100%	100%	0%	0%
Total Average Completion Rate	99%	90%	37%	61%

PROFESSIONAL DEVELOPMENT

The Center for Technology and Professional Development, as well as the Assessment Department, offer opportunities for continuing education in the area of assessment. New this year, and in alignment with the College's new strategic plan, is the development of the Lake Land College Faculty Academy Task Force. Faculty development is an essential part of the College's effectiveness in providing higher education; consequently, the Faculty Academy's focus allows the College to take an active part in increasing the student experience through quality faculty development in areas deemed essential by the College. One of the areas the Faculty Academy Task Force is looking at is assessment. This strategy will primarily impact not only College faculty, but students as well. (G2: 2.2.S.1).

Other assessment professional development opportunities over the years have included:

- "Best Practices in Assessment" - roundtable discussions where faculty share their success stories for course and program assessment.
- One-on-one sessions with faculty and staff for assessment and Weaveonline software training.
- A segment of 20-minute assessment webinars.

During the past four years, more than 30 full-time faculty and staff have attended the Higher Learning Commission Workshop/Conference in Chicago, Illinois. Over the past four to five years, faculty and staff have attended the Indiana University-Purdue University Indianapolis (IUPUI) Assessment Institute in Indianapolis, Indiana and the Weaveonline Connections Conference at Virginia Tech University in Blacksburg.



STRATEGIC PLAN ASSESSMENT STRATEGY

In an effort to commit to quality, access, and affordability, and to innovate for advancement, the assessment strategy will use assessment data to boost donations to the Foundation. This assessment strategic plan strategy is two-fold: 1) making assessment data results transparent for the purpose of boosting donations (G3, 3.1 A.1); and 2) obtaining data that will contribute to the Dove Preparedness Index (DPI) in order to prepare the college for a capital campaign (G 3, 3.1, P.1.)

The Professional Development & Assessment Facilitator (PDAF) is working with the College Advancement and Marketing and Public Relations (MPR) Departments using assessment data to boost donations for Lake Land College. Fundraising is the process of developing relationships with current and potential donors, getting to know their interests, and trying to match those interests with institutional needs. Assessment data can help donors decide which initiatives to support by making assessment data transparent, showing what the College is doing with the results, and demonstrating the differences being made for our students. According to the National Institute for Learning Outcomes Assessment (NILOA), "transparency is making meaningful, understandable information about student learning and institutional performance readily available to internal and external audiences. Information is meaningful and understandable when it is contextualized and tied to institutional goals for student learning. Meaningful information may include disaggregated results, by major field..." Quantitative and/or qualitative data will be used for the assessment strategy. The PDAF has begun the process of collecting success stories from each of the seven academic departments (as suggested by NILOA). The success stories will be developed into a marketing piece by MPR that will ultimately be used by the Executive Director of College Advancement to obtain gifts for the College.

The above strategy will also assist in the readiness for a capital campaign for Lake Land College. The fourth measure in the DPI is a written document that makes a compelling case for supporting the campaign. Making assessment data transparent will provide evidence that students at Lake Land College are learning, thus strengthening the overall DPI score.

EXAMPLES OF ASSESSMENT SUCCESS STORIES:

According to communication in October of this year with Joe Tillman, Technology Division Chair, the Wind classes in Renewable Energy have goals and learning outcomes that include students being able to demonstrate successful climbs. Lake Land College is the only college in Illinois that allows students to climb all the way to the top in the College-owned turbines. Due of the successful completion of these goals, a recent graduate in the RENEW.CRT Program secured a job in Champaign working at one of the new wind farms. He acquired the position over candidates with a with a 4-year degree because of the climbing experience provided at Lake Land College. (See photo on page 5).

Debbie Kirts Thomason, Director of Dental Hygiene, reported that as a result of a Dental Hygiene Advisory Council Meeting, several dental offices in the area have converted to electronic charting and digital imaging. At that point in time, Lake Land College had not yet converted to those techniques. As a result of the assessment from the advisory council, the department sought out grant money in order to update radiology equipment. According to Debbie, "Many of our students have commented that they would have been passed over for their position had they not been trained on this type of advanced equipment."

CONCLUSION

Overall, assessment at Lake Land College is progressing well in all five areas (1) Program Assessment; (2) ICCB Program Review; (3) General Education Assessment; (4) Course Assessment; and, (5) Institutional Assessment.

Because Program Assessment, ICCB Program Review, and General Education Assessment are mature assessment practices, these areas strongly enrich the College's learning experiences, thereby providing students with the skills and knowledge needed to succeed professionally and personally.

Course assessment has made great strides the past two fiscal years with the implementation of the Assessment in Participation documentation process. The new action plan, coupled with the work of the Assessment in Participation Task Force, clearly has propelled the completion percentage for all academic areas in course assessment. The College met a long-time achievement target of 100% completion, and the future for this type of assessment accomplishment is bright.

Institutional Assessment has developed well at the College. The 2014 action plan for increasing completion for Institutional Assessment included increasing the amount of reminders sent to VP's, directors and those responsible for assessment in their areas. As a result, there was a 14% increase in completion (2014—85% to 2015—99%). This improvement was noted by the Higher Learning Commission reviewers:

"Since its last comprehensive visit, the college has made significant progress in the assessment of student learning, particularly at the course level. Indeed, during the past year the participation rate has reached 100% of faculty. By continuing these efforts and expanding the focus to embrace both programs and college-wide general education assessment, Lake Land College will realize even more opportunities to improve the learning experiences and achievement of its students. The team was impressed by the dedication of the faculty leadership in this critical enterprise, and shares their optimism about future achievements in the use of the assessment results." (Higher Learning Commission Reviewers, March 2015)

Professional Development continues to grow for staff and faculty in the area of assessment. New Faculty Orientation for assessment is ongoing and offers new instructors tools to use in their classrooms to enhance the student learning experience. The development of The Faculty Academy Task Force has the potential to produce even more progress in the area of assessment and its alignment to the College's new strategic plan.

The assessment strategic plan strategy is in the works and should debut by the end of this calendar year. It is the hope of the Assessment Department that this strategy will make assessment success stories transparent, resulting in increased gifts to the College.

To conclude, assessment at Lake Land College, in general, has made great strides. From the implementation of course and institutional assessment, to the branding of assessment, to the Board of Trustees approving a resolution to deem every February as "Assessment Month," awareness of the assessment process is well-known across the College. As we begin to show how assessment results are being used, one can clearly see how this process revolves around the student at Lake Land College.

CONTACT:

Lisa Madlem

Professional Development &
Assessment Facilitator,
Communication Instructor

Phone: 234-5088

Email: lmadlem@lakeland.cc.il.us

Office: Webb Hall, Room 020

lakeland.cc.il.us/quick_links/assessment