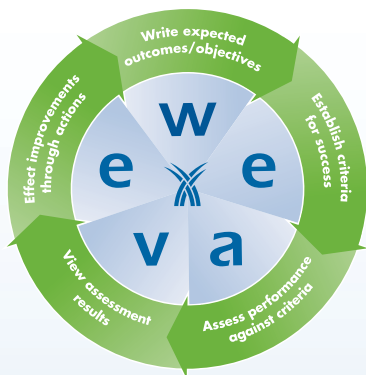


May

2012

Vol. 1 Issue 2



Weave Due Dates

<https://app.weaveonline.com/lc/login.aspx>

February 15th or before

Fall Course Assessment
Results/Findings

May 1st

Program Assessment
Results/Findings
& ICCB Program Review

June 2011 - May 2012

Institutional Assessment Data
Collection Process

September 15, 2012

Institutional Assessment
Results/Findings

September 30th or before

Spring Course Assessment
Results/Findings



Lake Land College

On Track Assessment in Student Services

By: *Emily M. Hartke, Chair of Counseling and Judicial Affairs Advisement*

Did you know that Student Services has developed a five-stage model for student learning, student development and student success/goal completion? It's called On Track and the student services division uses it as a guide for its formal assessment plan. For example, during year one, 2011-2012, all formal assessment is based on Stage One: Transition to College (see sample below). During year two, 2012-2013, all formal assessment will be based on Stage Two: Introduction to College. Stages three, four and five are: Progression Toward Goal, Goal Completion and Life Long Learning. Each stage has an identified target group and several outcomes.

On Track development began in 2006 and the model was solidified after a February

2008 Student Services Professional Development during which all members of the division participated in clarifying stages, target groups and outcomes. The On Track model seeks to answer the question "What do we want students to know and be able to do?" as a result of our interactions with them. Centering assessment activities around this model is helping student services determine if students are learning what we want them to learn as they utilize our services and programs.

On Track: Stage One: Transition to College
Who: Individuals who are preparing to enroll in college.

Outcome 1: Students identify career interests and related educational paths.

Closing the Loop on Assessment

By: *Kathy Black and Maria Boerngen, Co-Chairs of HLC Self-Study*

At this year's Higher Learning Commission conference in Chicago, several LLC staff members heard presenters stress the importance of moving beyond just doing assessment to utilizing assessment results for improving student learning. Our challenge as an institution is to advance to this next level—"closing the loop" on assessment.

As you know, the college will be undergoing a comprehensive visit in Fall 2014 and work is starting to get underway on our self-study report. Our assessment efforts will be thoroughly examined as part of the re-accreditation process. In fact, Criterion

Four (Teaching & Learning: Evaluation and Improvement), requires that "the institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning."

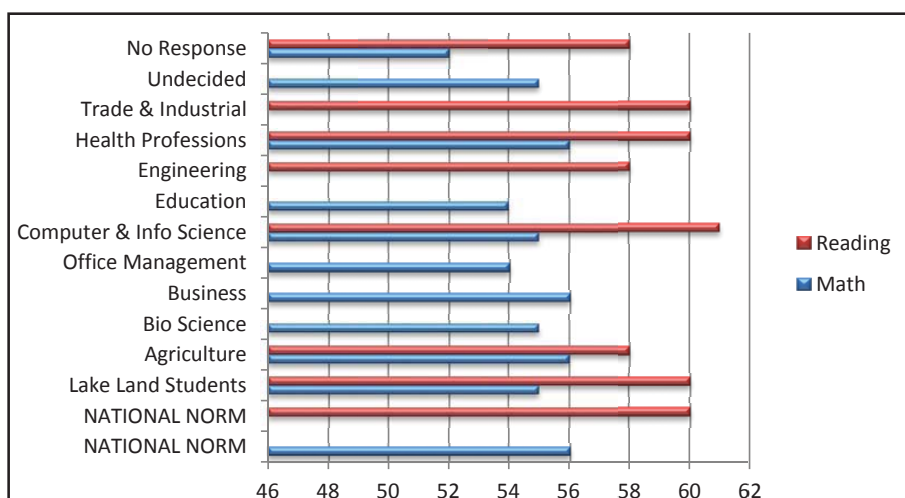
For more information on the self-study process, and to learn more about the HLC's accreditation criteria, please see our self-study website: <http://www.lakeland.cc.il.us/hlc> or contact Maria Boerngen (mboerngen@lakeland.cc.il.us) or Kathy Black. (kblack@lakeland.cc.il.us).

General Education CAAP Results

By: Nancy Caldwell, Chair of General Education Committee

During “Assessment Month” (February), students in eighteen classes took the Collegiate Assessment of Academic Proficiency (CAAP) test, which is a standardized test created by the same testing service that administers the ACT. CAAP tests are subject-specific, and this year, Lake Land students were tested over reading and mathematics. We recently received the results and the Task Force on

General Education is happy to announce that Lake Land students scored right at the mean of 60 on the reading test, and just below the mean of 56 on the math test. This means that our students are performing at the level of national user norms in these important academic areas. Congratulations to faculty, staff, and students!



Dual Credit Improves College-Level Learning Skills. But How Do We Know?

By: Brent Todd, Director of Dual Credit

We often hear that dual credit students are more likely to go to college, excel while in college, and graduate from college than their non-dual credit peers. One of the explanations for this matriculation phenomenon is that dual credit helps students build their college study skills before fully entering the realm of higher education. But how do we know?

The Dual Credit Program’s institutional goal was to determine, through an indirect measure, whether enrollment in the college’s dual credit courses helped students improve college-level learning skills. High school dual credit instructors, principals, and guidance counselors completed impact surveys to identify whether they observed improved college-learning skills in students at their high schools enrolled in Lake Land College dual credit courses. Several areas, including

rigorous learning in the senior year, development of realistic expectations of college work, understanding of academic skills, increase of in-depth knowledge of subject area, and development of time management and effective study skills were assessed. The program’s target was for a 75% positive response. Results ranged from 76.5 to 100%. Mission accomplished?

Through institutional assessment, we know more about one, small part of the dual credit story. Using surveys designed, in part, by the National Alliance of Concurrent Enrollment Partnerships (NACEP), the program will next survey high school graduates who are one and five years out of high school to identify whether they believe that dual credit improved their college-learning skills. More to come!

Upcoming Conference

The 2012 Assessment Institute

Indianapolis Marriott
Downtown
350 West Maryland
Indianapolis, Indiana
Pre-Institute Workshops:
October 28, 2012
Institute Dates:
October 29 - 30, 2012

<http://planning.iupui.edu/institute>

What is assessment?

Assessment is a term used to describe the process of measuring student learning, and using the results to improve Lake Land’s institutional non-academic areas, academic programs, courses and the general education curriculum.

Assessment assists instructors to evaluate whether students are achieving identified outcomes/objectives and provides information to improve a course, program or department.

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http://www.lakeland.cc.il.us/quick_links/assessment/index.cfm