Weave Due Dates

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

Assessment, Evaluation, and Research: What's the difference?
By: Lynn Breer, Director Institutional Research

Assessment, evaluation, and research are three terms that many people recognize but often confuse and use interchangeably. The easiest term to distinguish among these three is research. The goals of research are to contribute to general knowledge by generalizing results to the larger population. This is done through the development and testing of hypotheses, examining the relationships among variables, and creating generalizable results. An example of an educational hypothesis is: Students placing into college level courses will be more successful than students placing into one or more remedial courses. While many people understand the difference between research and assessment and evaluation, the distinction between assessment and evaluation is much fuzzier.

According to Best & Kahn (1998), assessment involves identifying facts at a certain point in time. Educational assessment involves students' success in relation to educational goals. When conducting assessment, one does not need to worry about identifying hypotheses,

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relationships among variables, or solutions to problems.

The focus of assessment is to identify the degree to which learning goals have or have not been met. In order to do so, one must simply answer the questions: Are students learning? How do we know they are learning?

Evaluation, on the other hand, concentrates on utilizing its findings to examine the effectiveness, usefulness, or appeal of a product, process or program (Best & Kahn, 1998). In addition, evaluation often involves identifying strategies or recommendations for improving and/or enhancing these products, processes, or programs. Evaluation does not contribute to knowledge that is generalizable to other products, process, or programs. Instead, it focuses on effectiveness. Evaluation in educational settings would address questions like: Should the college switch to electronic textbooks? Should the college drop program A? Should the college add another technology program?

Best, J.W., & Kahn, J.V. (1998). Research in education. Boston, MA: Allyn and Bacon:

> *"Assessment involves identifying facts at a certain point in time."*

General Education Pilots Two New Initiatives

By: Nancy Caldwell, Chair of General Education Task Force and
Lisa Madlem, Professional Development and Assessment Facilitator

The Task Force on General Education is piloting an initiative titled "A Path to Improvement" with the goal of using the information gathered through assessment activities. 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.

Another pilot involves the development of a test measuring foundational knowledge. A rigorous search indicated that no nationally-normed instrument of this type was available. Therefore, the Task Force decided to develop its own "homegrown" tool. Test questions will be divided into four categories:

(1) Mathematics, including physical sciences
(2) Science, including life and earth sciences and geography
(3) Humanities, including communications and fine arts
(4) Social Sciences, including behavioral sciences, civics, and political science

Members of the Task Force convened Lake Land instructors seeking their input in January 2012, and are presently at work writing questions for the test, which will be administered in February 2013. This is both an innovative and cost-effective project, taking advantage of the talent and initiative of Lake Land College faculty members.

Members of the General Education Task Force hard at work include: Deb Hutti, Nancy Caldwell (Chair), Aaron Lineberry, Walter McHenry, Terri Fields, Katie Lotz, Debbie Kirts, Jon Althaus and Lisa Madlem.

Activities

Coming in February! Assessment Month

- Booth in LSC
- Educational items
- Assessment Week (7th – 11th)
- Trivia Quiz
- Prizes
- General Education Assessment

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