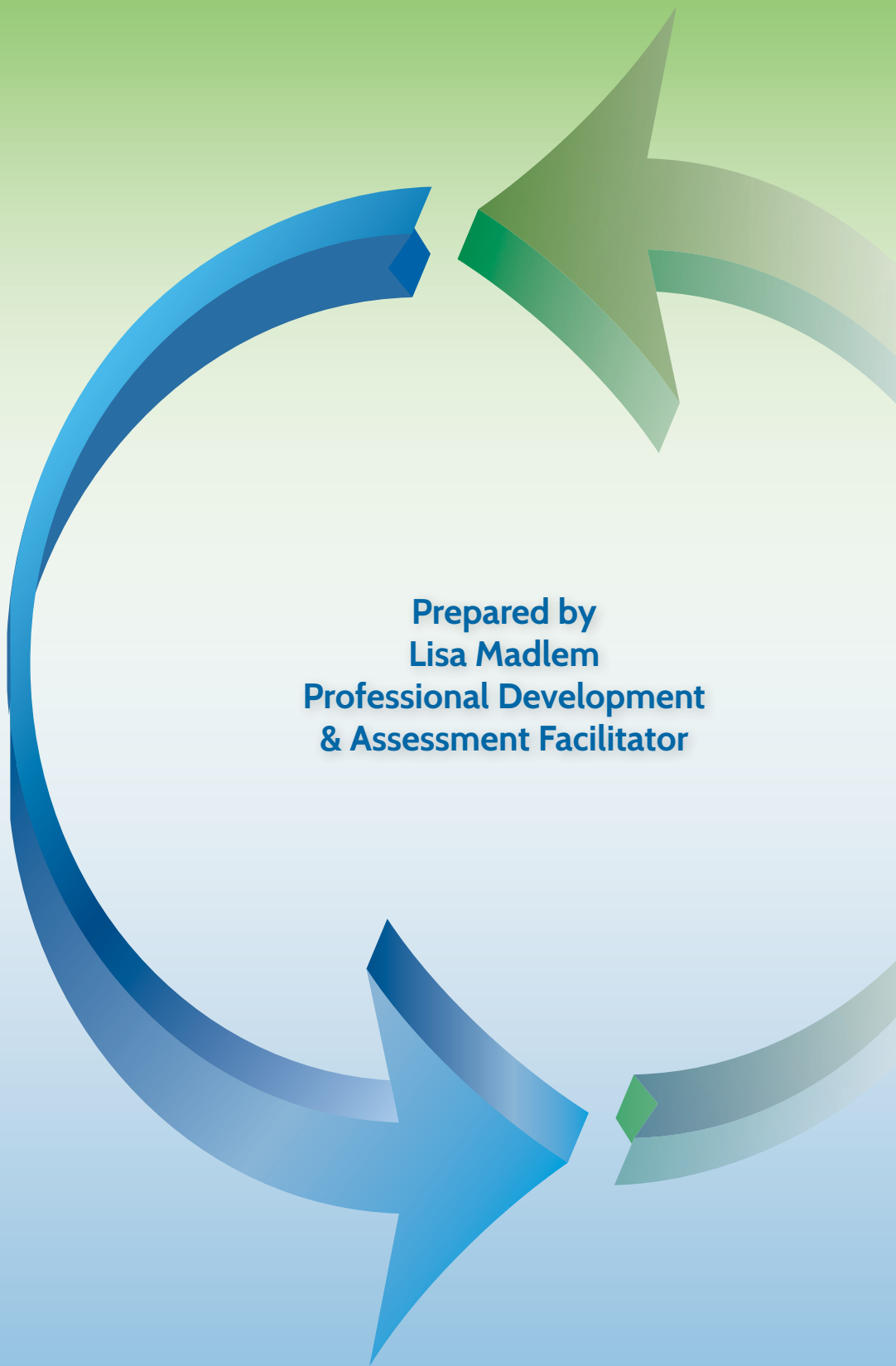


2014

Annual Report



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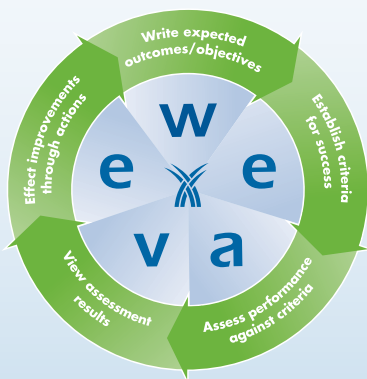


assessment

Revolving around the student © Lake Land College

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Introduction

Assessment is the systematic measurement of student performance for the purpose of improving the quality of the institution, its educational programs and courses. It affords Lake Land College (LLC) the opportunity to make informed decisions that ultimately improve teaching and learning. The College provides a learning environment of the highest quality through the systematic process of assessment in each component.

Assessment consists of five major components at Lake Land College including:

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

Assessment at LLC 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, Lake Land College purchased WEAVEonline Assessment Software in 2010. This software houses and maintains assessment data for all LLC 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>). WEAVEonline acts as a central housing location for all of the components of assessment at the College. An upgrade to the WeaveOnline assessment software is scheduled for fall 2015.

Program Assessment

Since 1996, LLC 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.

2014 Program Assessment Results:

- 59% of programs completed their assessment by the due date of May 15.

The Professional Development & Assessment Facilitator put forth an action plan to continue to improve the overall results of Program Assessment. This plan includes: 1) meeting with each

division chair to discuss the next step to complete assessment for all programs in their area; 2) perform minor editing for instructors with the permission of the division chair and lead instructor; 3) and retrain lead instructors at both division monthly meetings and one-on-one sessions. For example, the Technology Division provided an “assessment blitz” for full time faculty. This event consisted of set aside time to work on assessment with the assistance of the Professional Development & Assessment Facilitator. The blitz was received well by faculty, and in fact, the division agreed to provide these sessions annually.

Weave Due Dates

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

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

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).

- 2014 Findings - 100% of LLC Programs were in compliance with the Illinois Community College Board.

The LLC WEAVEonline assessment software is utilized to house relevant data and to create appropriate reports that are submitted to the Illinois Community College Board regarding program review.

General Education Assessment

The purpose of general education at LLC 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 LLC's 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 included in the random samples selected to participate in assessment activities. A schedule for the assessment of general education goals can be seen on page 5 in figure 1.0.

The General Education goals are:

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 contexts

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.

Schedule of Assessment for General Education Goals

*All assessments are conducted during the SPRING semester

During February Assessment Month, four general education areas were assessed: Critical Thinking, Science, Diversity, and Problem-Solving. A total of 504 students were administered assessments, 429 of those being the target group of sophomores.

Critical thinking and science was assessed using the Collegiate Assessment of Academic Assessment (CAAP). CAAP is a national, standardized assessment that provides top-quality assessments. 151 sophomore students were assessed on critical thinking and 162 on science for a total of 269. Results indicated that Lake Land College students scored at or above the national norm in both critical thinking and science meeting the achievement target set by the General Education Task Force.

The diversity general education goal, “students will recognize the unique characteristics of others through understanding

multiple economic, geographical, or historical perspectives” was assessed using an essay prompt. Students were asked to nominate four individuals for a global Mount Rushmore who have made positive cultural and/or economic contributions in the last 200 years. Student choices were to be of historical importance and represent different parts of the world. A total of 132 students were assessed: 49 from face to face and 52 online. A score of 4.5 out of 8.0 possible points was achieved by students for a 56% final result. See figure 2.0. The achievement target for this assessment was that students will score 85% or better. The General Education Task Force is in the process of developing an action plan to meet the 85% achievement target.

Lab prompts, from chemistry and physics courses, were used to assess the problem-solving general education goal. Students were asked to demonstrate scientific and quantitative problem-solving skills by applying the scientific method. Rubric scoring criteria was developed by four instructors from the Math/Science Division at Lake Land College that included: formulate a hypothesis based on sound scientific principles; plan an experiment to test the stated hypothesis; conduct an experiment to test the stated hypothesis; interpret and analyze data collected; draw conclusions based on data collected; and communicate results in a coherent and logical manner. 59 students were assessed with a score of 13.2 out of 18 possible points which equates to 73%. See figure 3.0. The achievement target for this goal was that students will score 85% or better. The General Education Task Force is in the process of developing an action plan to meet the 85% achievement target.

	Spring 2012	Spring 2013	Spring 2014	Spring 2015
CAAP Tests				
Critical Thinking			X	
Science			X	
Reading	X			X
Math	X			X
Writing Skills		X		
Test on Foundational Knowledge		X		
Other Assessments				
Lab Reports			X	
Speaking	X			X
Listening/Observing		X		
Citizenship Outcomes A and B and Writing	X			X
Diversity Outcome A and Writing		X		
Diversity Outcome B and Writing			X	
Diversity Outcome C and Writing			X	

Figure 1.0

2014 General Education Assessment Results

Diversity Goal b.: Students will recognize the unique characteristic of others through understanding multiple economic, geographical, or historical perspectives.

Achievement Target: Students will score 85% or better.

Scorer 1 Result	Scorer 2 Result	Scorer 3 Result	Scorer 4 Result	Average of four scorers	Total Possible Points:	
4.7	4.3	4.3	4.5	4.5	8	56%

Problem Solving Goal a.: Students will demonstrate scientific and quantitative problem solving skills through applying the scientific method.

Achievement Target: Students will score 85% or better.

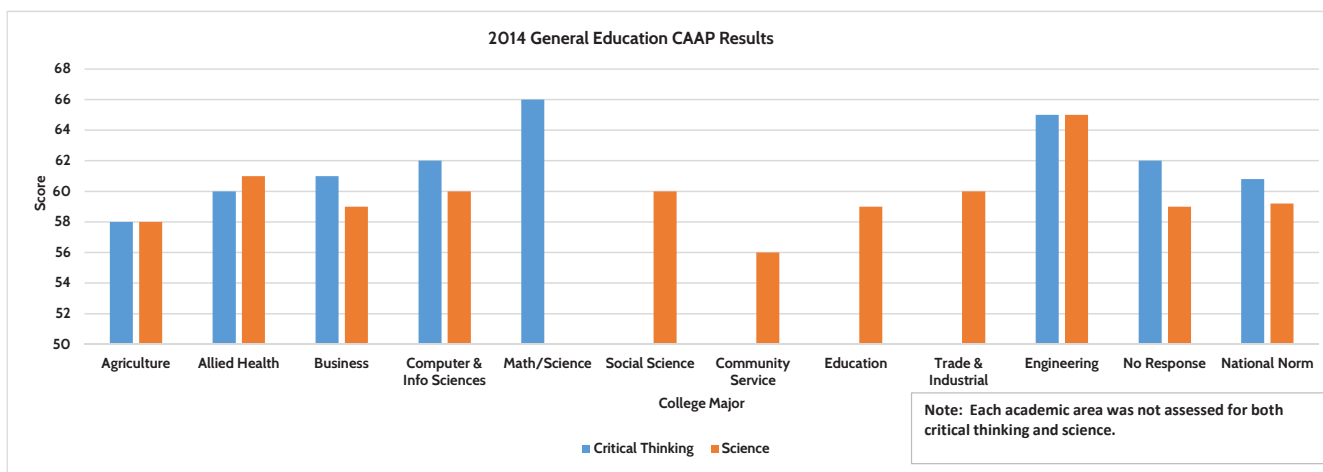
	Criterion A	Criterion B	Criterion C	Criterion D	Criterion E	Criterion F	Total Score	Total Possible Points
Scorer 1	2.20	2.18	2.73	2.11	2.00	2.18	13.4	18
Scorer 2	2.39	2.11	2.45	2.50	2.09	2.16	13.7	18
Scorer 3	2.21	2.23	2.12	2.12	1.70	2.23	12.7	18
Scorer 4	2.30	2.43	2.61	1.84	1.75	2.16	13.1	18
Criteria Average	2.28	2.24	2.48	2.14	1.89	2.18	13.2	73% 18
Criteria A-F possible points - 3.0								

2014 GENERAL EDUCATION COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY (CAAP)

	Critical Thinking	Science
Agriculture	58	58
Allied Health	60	61
Business	61	59
Computer & Info Sciences	62	60
Math/Science	66	
Social Science		60
Community Service		56
Education		59
Trade & Industrial		60
Engineering	65	65
No Response	62	59
National Norm	60.8	59.2

Cumulative Results		
	Critical Thinking	Science
LLC	61.8	60.1
National Norm	60.8	59.2

Achievement Target: Students will score at or above the national norm.



Course Assessment

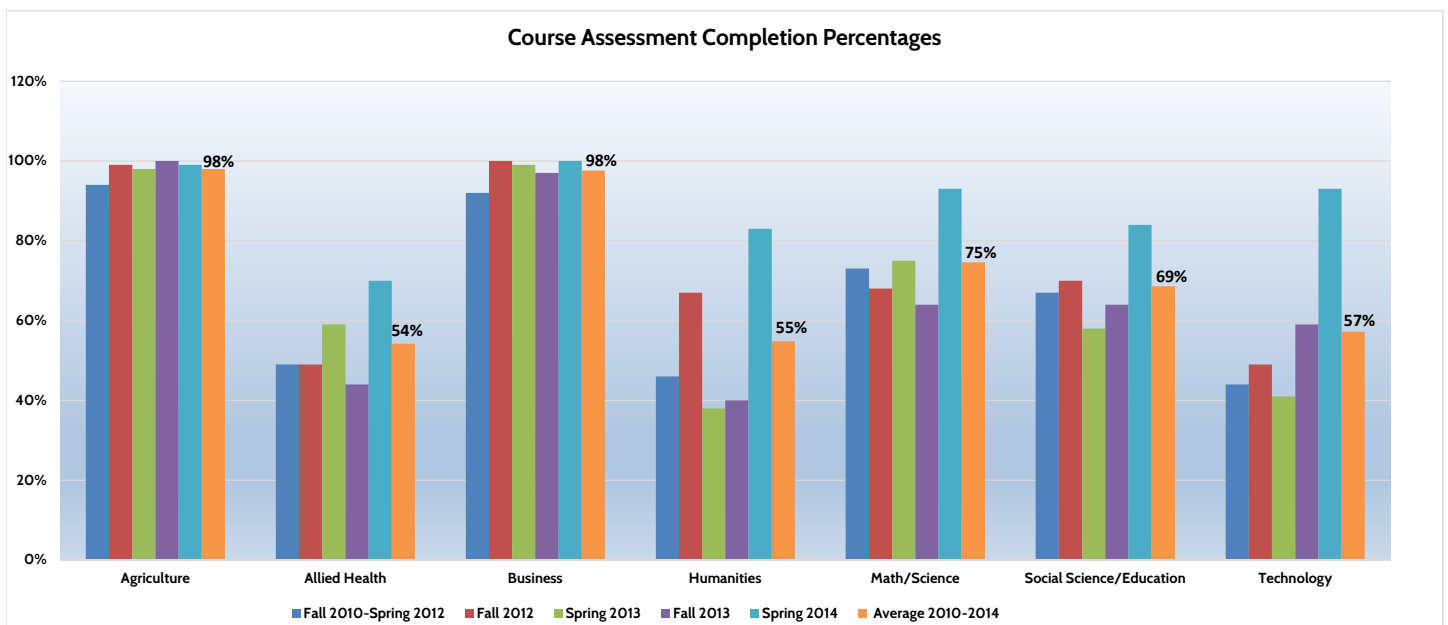
In January of 2010, the College implemented course assessment. Faculty began this process by developing 3-5 outcomes for each course along with measuring tools and achievement targets. The data collection process for course assessment began during the fall 2010 semester and today is an ongoing process. During the fall 2013 and spring 2014 semesters, there has been a significant increase in the overall completion. Much of this success was driven by a 2013 action plan implemented by the Professional Development and 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 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 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. This document provided clear guidelines in defining what “participate in assessment” means.

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 4.0. One month later, there has been significant movement in completion of course assessment with three divisions at 100%; two in the 90% range; and two in the mid 80%.

Figure 4.0

LAKE LAND COLLEGE COURSE ASSESSMENT COMPLETION RESULTS 2010-2014

Academic Division	Fall 2010-Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Average 2010-2014
Agriculture	94%	99%	98%	100%	99%	98%
Allied Health	49%	49%	59%	44%	70%	54%
Business	92%	100%	99%	97%	100%	98%
Humanities	46%	67%	38%	40%	83%	55%
Math/Science	73%	68%	75%	64%	93%	75%
Social Science/Education	67%	70%	58%	64%	84%	69%
Technology	44%	49%	41%	59%	93%	57%
Average of 7 Divisions	66%	72%	67%	67%	89%	72%



Figures 5.0 through 11.0 depicts changes among variables for each academic divisions' completion over time. During fall 2013 and spring 2014, a significant upward trend in completion is evident. This upward trend is likely due to the creation of the Assessment and Participation Task Force (APTF) and the dissemination of its documentation. The Assessment in Participation Task Force document provides a clear procedure for division chairs and full-time faculty in the program and course assessment process.

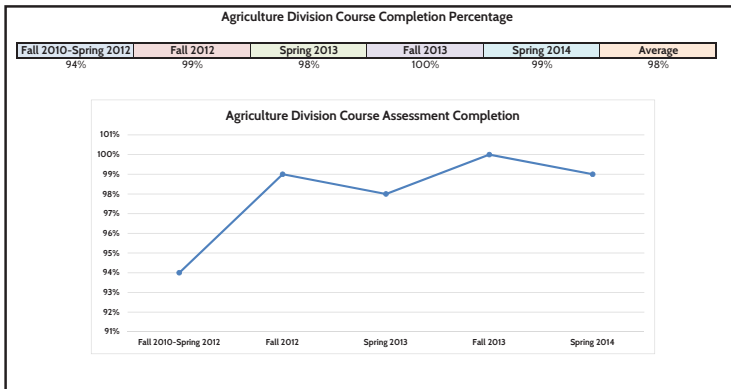


Figure 5.0

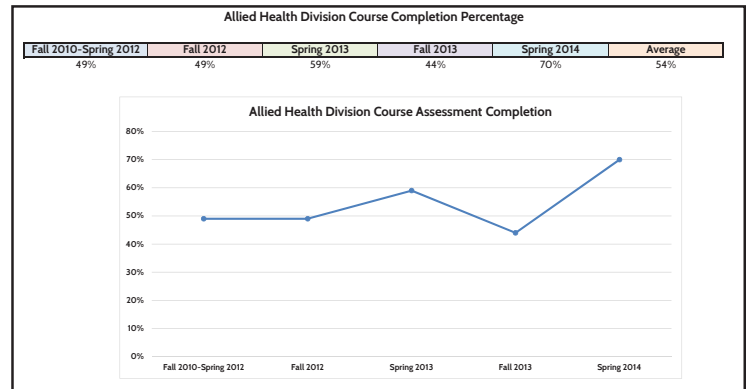


Figure 6.0

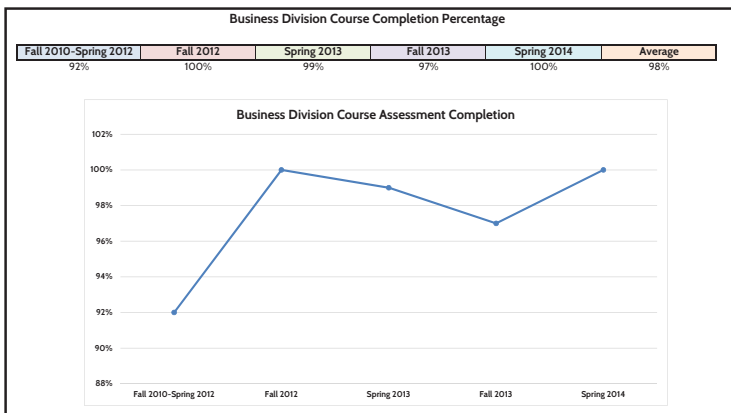


Figure 7.0

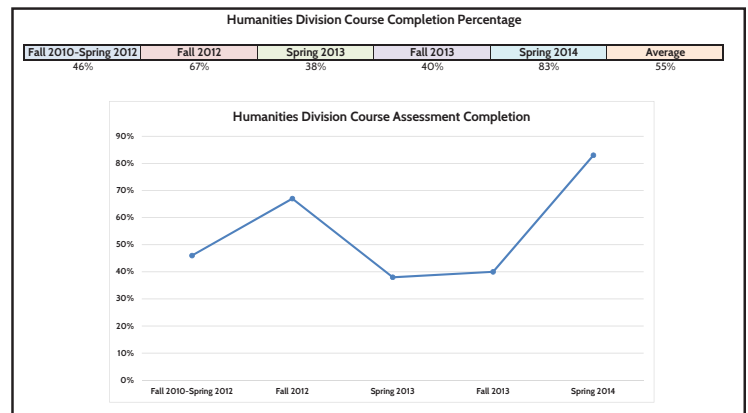


Figure 8.0

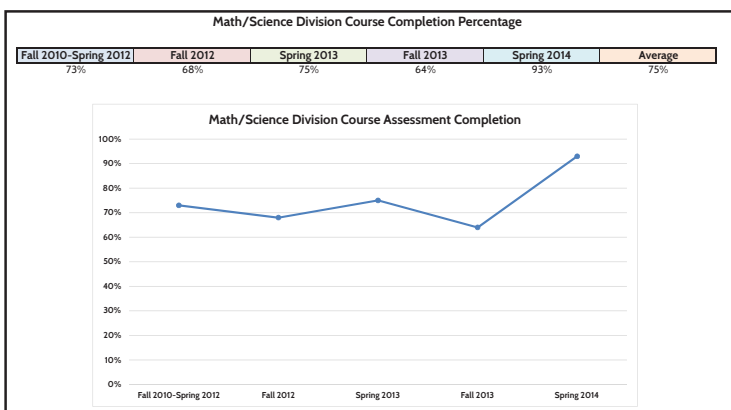


Figure 9.0

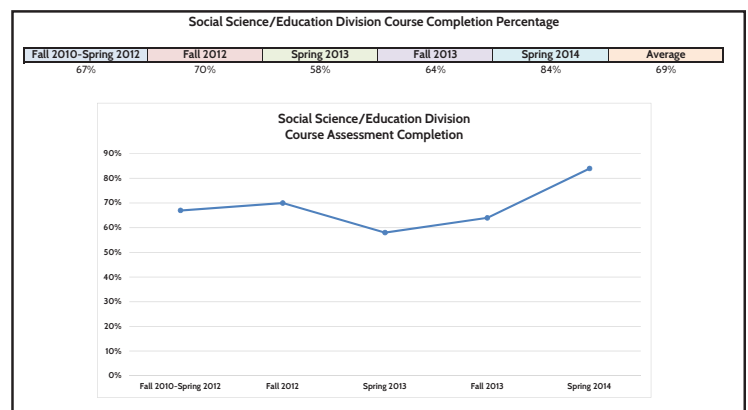


Figure 10.0

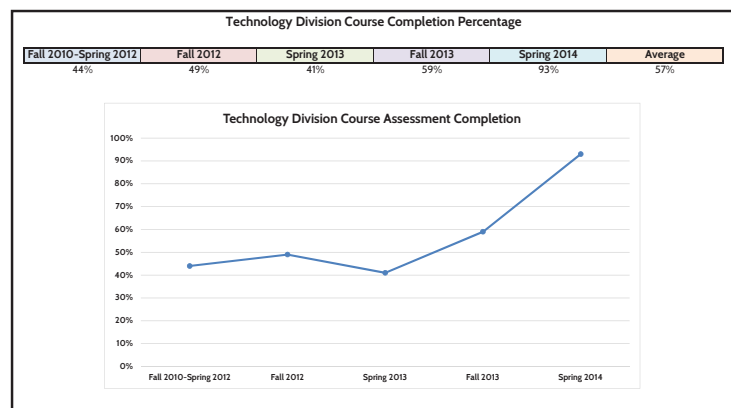


Figure 11.0

Institutional Assessment

Institutional Assessment was fully 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 & Quality Assurance Committee was charged with leading a plan for college-wide assessment and quality goals. As a result, this committee developed institutional goals (Communication, Critical Thinking, Problem Solving, Diversity, Citizenship and Foundational Knowledge) for all areas of the college, which are assessed in order to gauge how each department contributes to the student learning experience. The committee's goal is to enhance the student learning and overall experience at the college. As an indicator of success, nonacademic areas have identified outcomes, measures and achievement targets and are in the continuous process of data collection and result process for their prospective areas.

The following chart, Figure 12.0, provides completion percentages for the past three years and are representative of the due date, September 15 for Institutional Assessment. As you can see from the chart, the overall completion rate for 2013-2014 was 85% however, by September 30 this increased to 100%.

Figure 12.0

Institutional Assessment Report 2011-2014			
Lake Land College			
Completion rate results are representative of the September 15th due date for Institutional Assessment.	Fiscal Year	Fiscal Year	Fiscal Year
	2013-2014	2012-2013	2011-2012
Department	Completion Rate	Completion Rate	Completion Rate
Business Services			
Accounting	100%	0%	100%
Bookstore	100%	0%	0%
Human Resources	100%	0%	0%
Information System Services	0%	100%	100%
Center for Business & Industry	0%	0%	0%
Community & Professional Programs	0%	0%	0%
College Advancement			
Grants	100%	100%	100%
Foundation	100%	0%	0%
Department of Corrections	100%	0%	100%
Educational Services			
Adjunct	100%	0%	0%
Assessment	100%	100%	100%
Center for Technology and Professional Development	100%	100%	100%
Dual Credit	100%	0%	100%
Kluthe	100%	0%	100%
Library Resource Center	100%	100%	100%
Student Services			
CCS	100%	0%	100%
Placement Testing	100%	100%	100%
Workforce Development			
Adult Education	100%	0%	0%
Alternative Education	100%	0%	0%
Perkins	100%	0%	0%
Total Average Completion Rate	85%	35%	58%

Professional Development for Assessment

The Center for Technology and Professional Development, as well as the Assessment Department offer opportunities for continuing education in the area of assessment. Examples include, “Best Practices in Assessment” - roundtable discussions where faculty share their success stories for course and program assessment; a segment of 20-minute assessment webinars; during the past three years, more than 25 full

time faculty members attended the Higher Learning Commission Workshop/Conference in Chicago, Illinois; the past four to five years, faculty attended IUPUI’s Assessment Institute in Indianapolis, Indiana; and the Weaveonline Connections Conference at Virginia Tech University. In addition, Weaveonline assessment software training is provided for faculty, as well as staff.

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 at LLC, these areas strongly enrich the College’s learning experiences providing students with the skills and knowledge needed to succeed professionally and personally.



Course assessment has made great strides this fiscal year 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.

Institutional Assessment has developed well at the College. Although only 85% of departments were compliant by the September 15 due date, 100% were completed by September 30. The action plan for increasing compliancy for Institutional Assessment includes increasing the amount of reminders sent to VP’s, directors and those responsible for assessment in their areas.

To conclude, assessment at Lake Land College has made great strides. With 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 all campuses.

