

2012

Annual Report



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assessment

Revolving around the student © Lake Land College

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Weave Due Dates

<https://app.weaveonline.com/llc/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

Introduction

Outcomes 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 the teaching and learning. Outcomes are defined by the College as, “clear statements of what students will know, value, or be able to do after the completion of a given course and/or program.”

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

Program Assessment

Since 1996, LLC has assessed all active certificate and associate degree programs. Division chairs and program directors create assessment plans as the programs are developed and implemented.

The results for Program Assessment (July 2012) are as follows:

- 130 programs in seven academic divisions were reviewed;
- A total of 11 programs do not have assessment data present in the Weave system;
- 52 programs need minor editing (this is in part due to content migration process); and,
- 10 programs need actions plans added.

The Professional Development & Assessment Facilitator put forth an action plan to continue to improve the overall results of Program Assessment. This plan includes meeting with each division chair to discuss the next step to complete assessment for all programs in their area, perform minor editing for instructors with the permission of the division chair and

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.

lead instructor, and finally retrain lead instructors at both division monthly meetings and one-on-one sessions.

In addition to the typical program assessment process, it should be noted that the College has a long history of using the DACUM process. Developing a Curriculum (DACUM) is a quick, effective, relatively low cost method of analyzing jobs and occupations that has been used for more than 40 years by business, education and the military. It results in the production of a DACUM chart listing the duties, tasks and related information about a job. The chart provides a solid and relevant foundation for developing a curriculum and instructional materials to keep programs up to date. The following programs underwent a DACUM process this past year:

- Building Construction Technology 11/30/2011
- Over the Road Truck Technician 10/7/2011
- Energy Sales Specialist on 9/25/2012

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 reviews 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).

- 2012 Findings - 100% of all LLC Programs were in compliance with Illinois Community College Board requirements.
- 2011 Findings – 100% of all LLC Programs were in compliance with Illinois Community College Board requirements.

Of note – LLC used the WEAVEonline assessment software to house relevant data and to create appropriate reports 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.

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.

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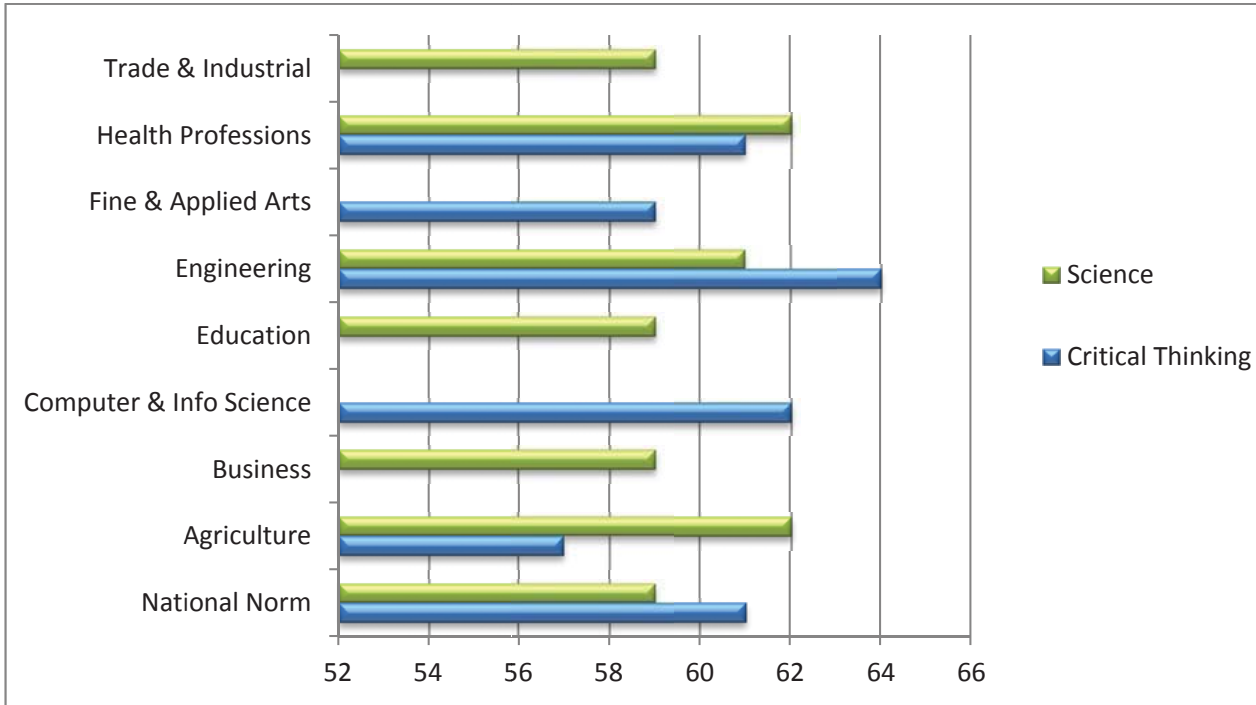
LLC uses multiple means to measure student progress towards general education goals: One way is through the Collegiate Assessment of Academic Proficiency (CAAP) which is a standardized, nationally normed assessment program that enables colleges to assess, evaluate, and enhance student learning outcomes.

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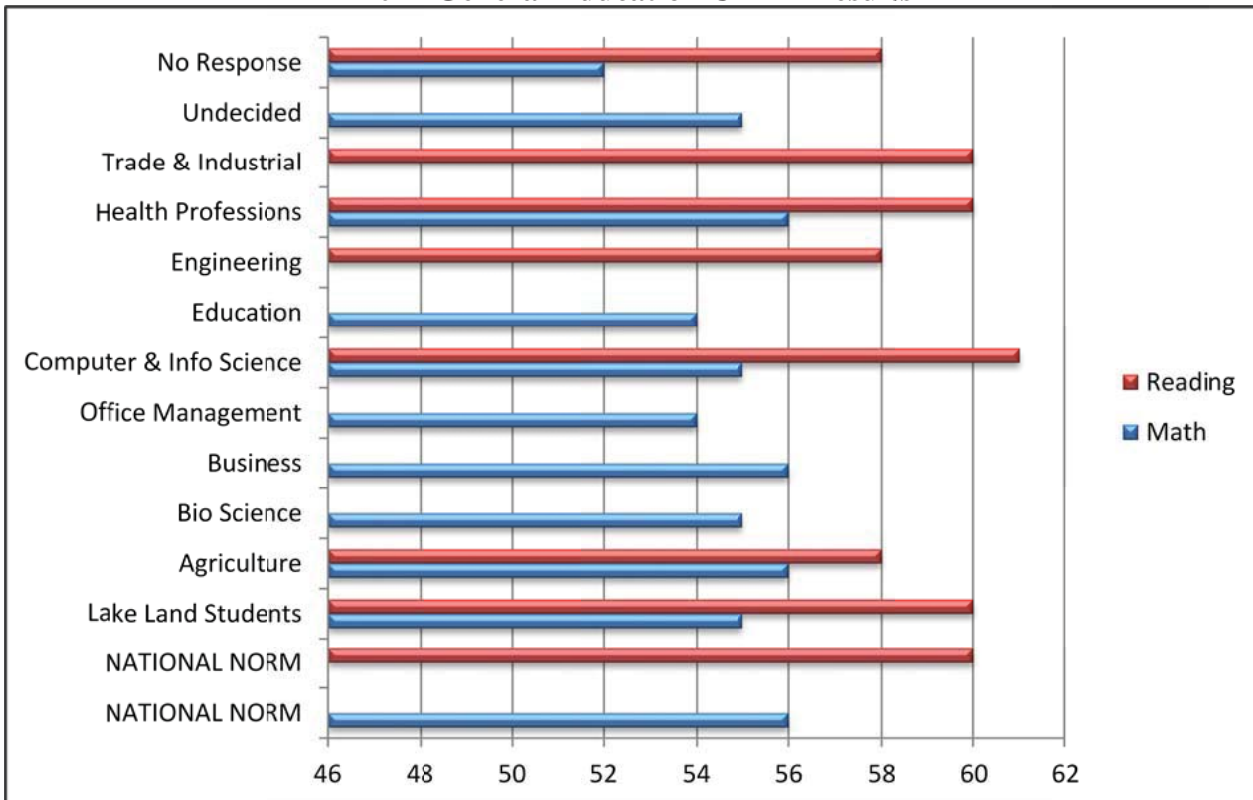
The college administers CAAP tests in February of each year.

- In 2011, students were assessed on critical thinking and science, and LLC students scored at the national norm for critical thinking and above the national norm for science.
- In 2012, students were assessed on reading and math, and LLC students scored at the national norm for reading and slightly below the national norm for math.

2011 General Education CAAP Results



2012 General Education CAAP Results



Other general education learning outcomes are assessed using essay prompts developed by Lake Land College faculty members. These essays are scored both for their success in addressing the subject of the prompt and for the quality, organization, and structure of the written work that are submitted. A prompt addressing the goal on citizenship was administered in February 2012 and was scored over the summer. Results indicated a discrepancy in the scoring process, therefore prompts will be rescored and results will follow at a later date.

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. The pilot began in fall semester 2010, so there are no results to report at this time.

Another pilot involves the development of a test mea-

suring 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.

Course Assessment

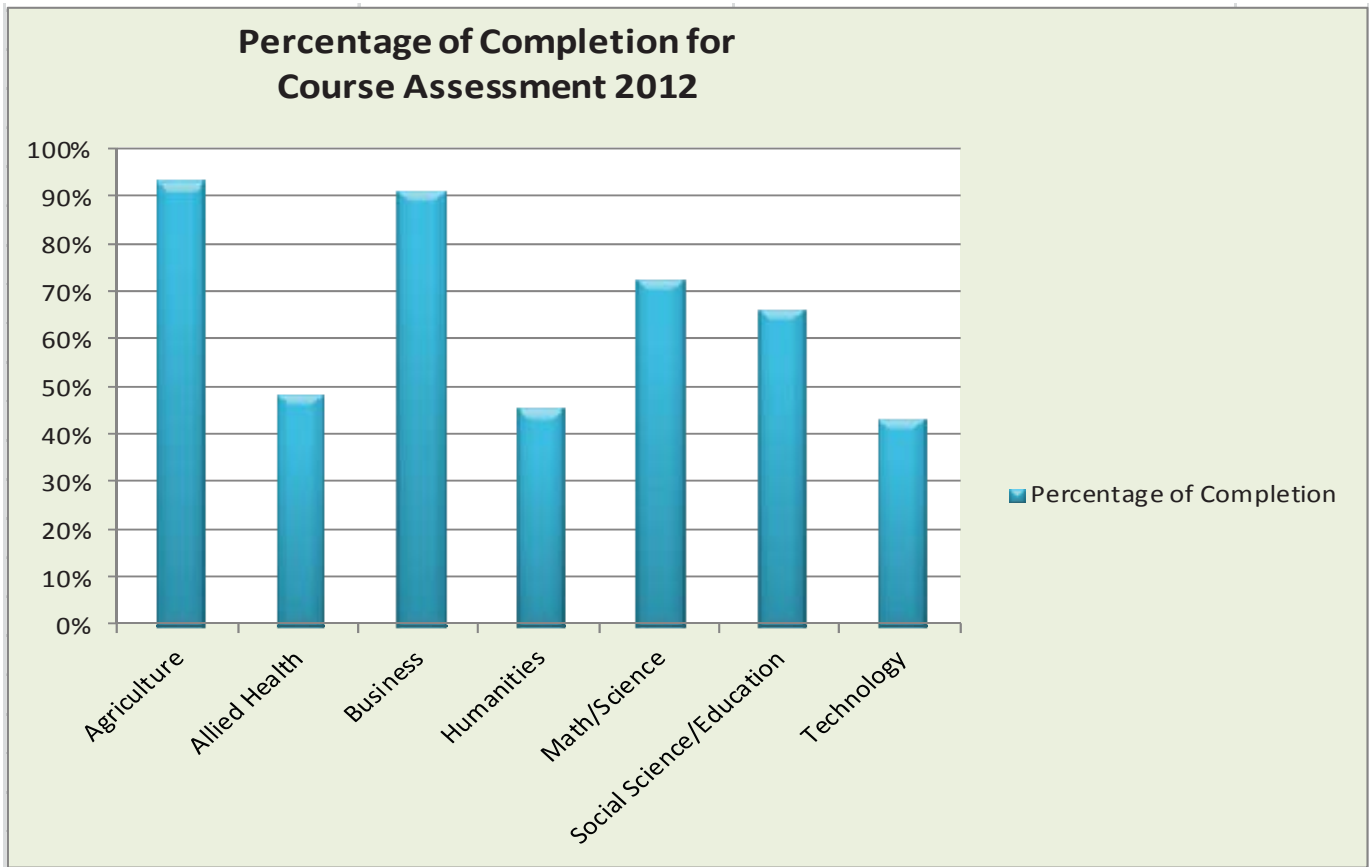
In January of 2010, the College implemented course assessment. Faculty began this process by developing 3-5 outcomes for each course along with measuring tools and achievement targets. The data collection process

for course assessment began during the fall 2010 semester and today is an ongoing process. What follows are the overall percentages of completion for course assessment effective October 26, 2012:

Completion Rate of Course Assessment Results

Division	Total Number of Courses	Percentage of Completion
Agriculture	90	94%
Allied Health	92	49%
Business	137	92%
Humanities	80	46%
Math/Science	56	73%
Social Science/Education	102	67%
Technology	173	44%
Total Courses	730	
Completed Results	471	64.5%
Incomplete Results	253	35.5%

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Institutional Assessment

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 Standing 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.

Institutional Assessment was fully implemented during the 2011-2012 fiscal year. Four departments participated in the assessment process including Business Services, Development, Student Services and Academic Services. Overall, 73% of all departments and sub-departments were compliant by the September 15, 2012 deadline date.

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.

Although course assessment has only been implemented since 2010, it too is progressing well. A new plan of action has been implemented by the Professional Development and Assessment Facilitator to meet the achievement target for completion of course assessment at the College. This entails working closely with division chairs to request their assistance in contacting faculty that are non-compliant in the course assessment process. In addition, the action plan consists of providing a support

process for data entry of outcomes, measures, and achievement targets. As a final point, the Professional Development & Assessment Facilitator will work with division chairs to implement "lead instructors" to courses to expedite the assessment process.

Institutional Assessment has developed well at the College. Although only 73% of departments were compliant the first year of implementation, it should be noted that assessment plans were delayed due to retirements and new hires. The action plan for increasing compliancy for Institutional Assessment includes increasing the amount of reminders sent to VP's and Directors and also offer additional Weaveonline training sessions.

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 know across all campuses.



