


2013

Annual Report



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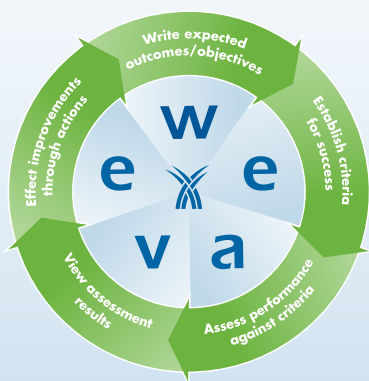


assessment

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 15th

Program Assessment
Results/Findings
& ICCB Program Review

September 15

Institutional Assessment
Results/Findings

September 30th or before

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 courses. It affords Lake Land College (LLC) the opportunity to make informed decisions that ultimately improve 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.

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. The 2013 results for Program Assessment follow:

- 75% (79/105) programs completed their program 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 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.

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. In addition, the Technology Division recently held an “assessment blitz” for full time faculty. This event consisted of set aside time to work on assessment with the assistance the Professional Development & Assessment Facilitator. The blitz was received well by faculty and in fact, the division agreed to hold these types of sessions at the first division meeting for fall and spring semesters.

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).

- 2013 Findings - 100% of LLC Programs were in compliance with the Illinois Community College Board.

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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During February Assessment Month, four general education areas were assessed: Listening/Observing; Foundational Knowledge; Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills; and Diversity. A total of 737 students were administered assessments (508 of those being the target group of sophomores). Students were assessed on their ability to communicate professionally and effectively through Listening and Observing by viewing a DVD which was provided by Innovative Staff Solutions of Mattoon, IL.

The test on Foundational Knowledge was developed by the General Education Task Force and faculty. Students were assessed in four academic areas: Earth and Life Sciences, and Geography; Humanities and Communication; Social Sciences; and Mathematics and Physical Sciences. Each section of the Foundational Knowledge test contained a word bank of 30 words accompanied by a 15-question test.

The Diversity assessment involved two prompts administered to students:

“We Real Cool” poem by Gwendolyn Brooks; and pictures of famous mosques. Students were asked to write essays for each prompt and were assessed on recognizing the unique characteristics of others through understanding diverse culture contributions. These prompts were scored over the summer by faculty. Students were assessed on Writing (students will communicate professionally and effectively through writing) in two areas: 1) 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 (writing skills 72 standardized test questions); and 2) essays written in the diversity prompts. These essays were scored both for their success in addressing the subject of the prompt and for the quality, organization, and structure of the written work submitted.

What follows are the results of the four areas assessed in general education for 2013 (percentages indicate the overall student scores):

LISTENING/OBSERVING RESULTS (116 students):

General Education Goal - Communication

Students will communicate professionally and effectively through

b. Listening/Observing

LLC Student	Average Score	Possible Points	Percentage
	7.27	9.0	80.7%

Schedule of Assessment for General Education Goals

*All assessments are conducted during the SPRING semester

	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	

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FOUNDATIONAL KNOWLEDGE RESULTS (141 students):

General Education Goal - Foundational Knowledge

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

LLC Student	Average Score	Possible Points	Percentage
	41.6	60	69.3%

DIVERSITY RESULTS (147 students):

General Education Goal - Diversity

Students will recognize the unique characteristics of others through

c. Understanding diverse cultural contributions

LLC Student	Average Score	Possible Points	Percentage
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Diversity Prompt Essay

1.93	4.0	48%
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Writing Prompt

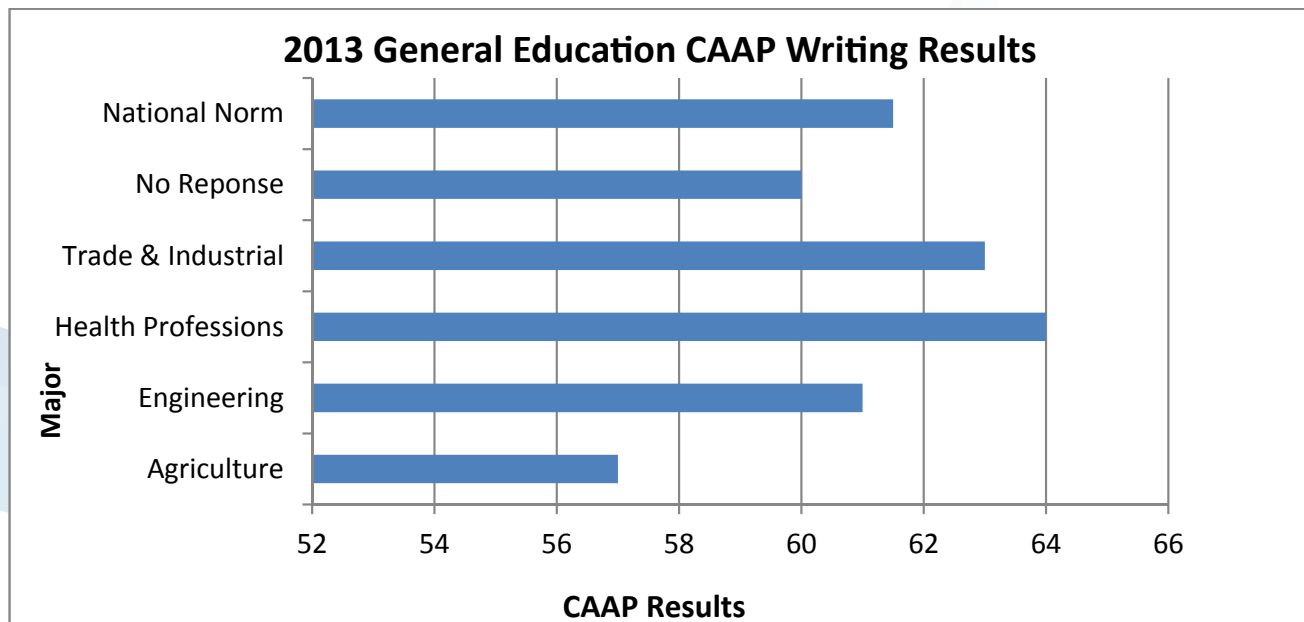
6.40	12.0	53%
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CAAP WRITING RESULTS (104 students):

General Education Goal - Communication

Students will communicate professionally and effectively through

d. Writing



CAAP Writing Results:

	Lake Land College	National Norm
Overall score	62.2	61.5
Usage/mechanics	16.2	15.9
Rhetorical	16.2	15.8

Last year, 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. This project involved 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. This ongoing process resulted in determining the Top 5 teaching strategies. Although it does not actually close the loop in assessment, it does perhaps encourage faculty members to include these strategies in their classroom.

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 from the implementation date of fall 2010 through spring 2013.

Course Assessment (Fall due date February 15 and Spring due date September 30)

FALL 2010 - SPRING 2012 DATA

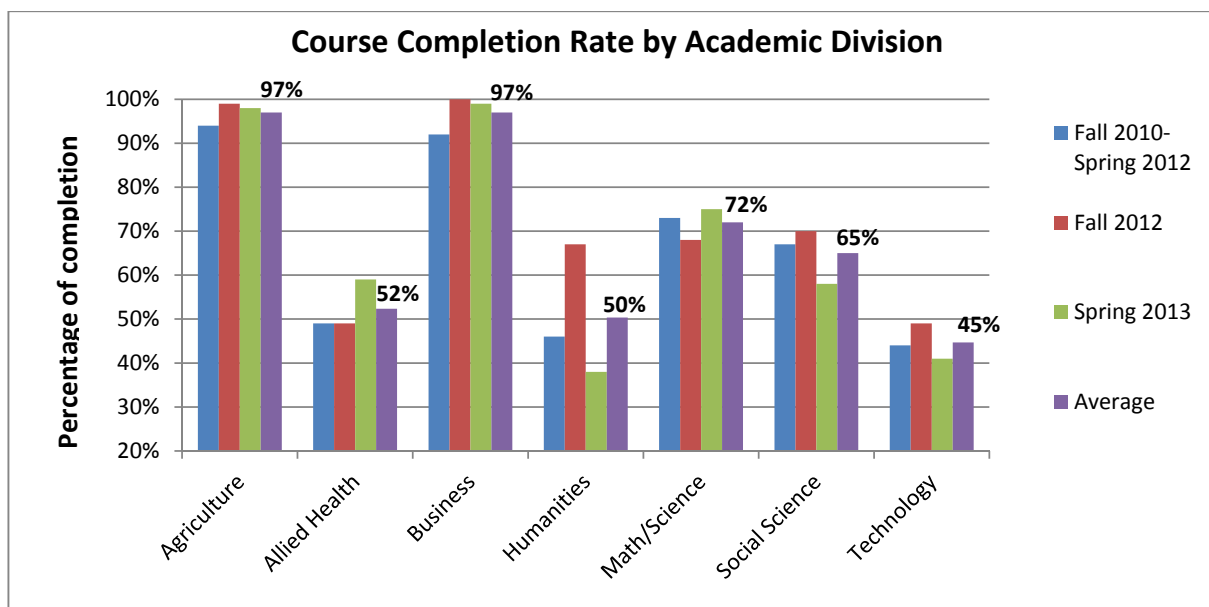
<i>Agriculture</i>	94%
<i>Allied Health</i>	49%
<i>Business</i>	92%
<i>Humanities</i>	46%
<i>Math/Science</i>	73%
<i>Social Science/Education</i>	67%
<i>Technology</i>	44%

FALL 2012 DATA

<i>Agriculture</i>	99%
<i>Allied Health</i>	49%
<i>Business</i>	100%
<i>Humanities</i>	67%
<i>Math/Science</i>	68%
<i>Social Science/Education</i>	70%
<i>Technology</i>	49%

SPRING 2013 DATA

<i>Agriculture</i>	98%
<i>Allied Health</i>	59%
<i>Business</i>	99%
<i>Humanities</i>	38%
<i>Math/Science</i>	75%
<i>Social Science/Education</i>	58%
<i>Technology</i>	41%



Institutional Assessment

Institutional Assessment was fully implemented during the 2011-2012 fiscal year. Four departments participate in the assessment process including Business Services, Development, Student Services and Academic Services.

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 (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, all 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.

Institutional Assessment Results:

- 2013 - 42% completion rate by due date of September 15 (97% by October 24)
- 2012 - 73% completion rate by due date of September 15

Professional Development for Assessment

The Center for Technology and Professional Development, as well as the Assessment Department offers opportunities for continuing education in the area of assessment. The professional development and assessment facilitator recently provided a “Best Practices in Assessment” roundtable discussion where faculty shared their success stories for course and program assessment. In addition, a segment of twelve 20-minute assessment webinars

were offered. During the past three years, more than 25 full time faculty members attended the Higher Learning Commission Workshop/Conference in Chicago, Illinois. Over the past four to five years, faculty attended IUPUI’s Assessment Institute in Indianapolis, Indiana, and the Weaveonline Connections Conference at Virginia Tech University.

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. As a final point, a new Assessment Participation Task Force has been developed at LLC. The charge for this committee is to define what “participation in assessment” means for the new faculty contract. With this in mind, I believe overall participation in course and program assessment will increase for the next academic year.

Institutional Assessment has developed well at the College. Although only 42% of departments were compliant this, it should be noted that a month after the due date, 97% of departments were compliant. 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 know across all campuses.



