




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 Assess-
ment Results/Findings

Contact:

Lisa Madlem

Phone: 234-5088

lmadlem@lakeland.cc.il.us

Office: Webb Hall - 019
Professional Development
& Assessment Facilitator
Communication Instructor

[http://www.lakeland.cc.il.us/
quick_links/assessment/
index.cfm](http://www.lakeland.cc.il.us/quick_links/assessment/index.cfm)



Lake Land College

Improving Student Performance through Program Assessment

By: John W. Carpenter, Instructor and Marketing/Management Coordinator

As the coordinator of Management and Marketing programs at Lake Land College, I have found the program assessment process to be an effective tool for improving student performance. During a past meeting with our Management and Marketing Advisory panel, one of our advisors mentioned that many newly hired employees lack the ability to effectively use spreadsheet software. All of the members of the panel agreed that spreadsheet knowledge is very important for employees working in today's business environment. Based on this feedback I began assessing our students' spreadsheet skills as part of an assignment in the Management and Marketing Capstone course.

After grading the first spreadsheet assignment in this course I was both surprised, and disappointed. The results showed that our Management and

Marketing students did not meet expectations in this area. As a result of this finding, I began incorporating more spreadsheet assignments in other Management and Marketing courses to increase our students' expertise and comfort-level using this important tool. Since initiating this effort, the scores on the spreadsheet assignment have improved to the point where Capstone students are meeting the prescribed expectations in this area.

The above example highlighted the role program assessment played in helping to identify student performance levels and developing strategies to address areas that do not meet expectations. It also illustrated the synergy created by incorporating external feedback from an advisory panel with an internal process such as program assessment. In the end, these processes have helped Lake Land College to better prepare its students for their careers.

Institutional Assessment: Accounting Department

By: Madge Shoot, Comptroller

One of the outcomes we have focused on in the Business Services Division is helping students to understand how to pay their student bill on time and also to provide incentives for them to do so. One of the first steps we took was to add a due date on the bill when it is mailed. Previously we all knew the bill had to be paid by midterm or the student would be blocked from registering for the upcoming semester. However, we did not communicate this well through the accounting office to the students so we began adding a due date. This seems like a simple

item but we immediately saw results. The first term that we added the due date on to the bill our outstanding student amounts dropped by 40% compared to the previous semester at midterm. We also began adding a 1.5% interest fee to all bills that were not paid by the due date. The first semester that we did this was Summer 2010. At midterm of summer 2010 we had 53.34% of the total tuition and fees still outstanding. At mid term the following year in summer 2011 the outstanding amount had dropped to 44.81% of the total.

DACUM (Developing a Curriculum) Assessment Tool

By: Diana Glosser, Director of Perkins Program

This fall the Perkins staff facilitated a DACUM process for Agriculture Sales, Over the Road Truck Technician and Building Construction Technician. DACUM (Developing a Curriculum) is a quick, effective, relatively low cost method of analyzing jobs and occupations that has been used worldwide 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 the job. The chart provides a solid and relevant foundation for developing a curriculum and instructional materials. This information becomes one component to assist LLC staff to maintain a state of the industry curriculum for students who become well trained, valued employees. In addition, the DACUM activity has helped recruit new advisory council members, open

up new business partnerships for guest speakers and internship sites, as well as recruit highly qualified adjunct faculty.

The DACUM process also supports the development of programs of study (POS) in the region. POS is a process where partners examine the knowledge and skills required to succeed in a career from entry level to post-doctorate trained. The partners may include: business and industry, PK-12 educators, community college educators and university educators. The DACUM also opens opportunities for advanced placement/dual credit discussions, as well as seamless transfer for students to universities. This also helps identify where critical thinking and assessment are imbedded into programs that will help insure student success as they progress through a program.

Course Assessment Data Collection Process

By: Kathy Ford, English Instructor

In the beginning of the assessment process, the Humanities division identified a number of challenges. The division offers multiple sections of Eng 120/121, Art, Speech, and Humanities through the Arts all taught by a number of different faculty members in a number of different locations. In 2010 Shannon Phillips and Brian Kai of the CTPD developed a software application that allows each instructor to input their data into a data base. The pro-

cess is simple – the instructor logs in – chooses their class from a drop down menu – enters their section number and then the data and clicks “done.” The lead instructor can then download the data into an Excel sheet and tabulate the total for each course. The lead instructor then enters the compiled data into the WEAVE system. See example below.

Current Data for ENG121								Export
Course	Section	Beginning (1)	Developing (2)	Proficient (3)	Exemplary (4)	Average	Action	
ENG121	72	1.0	1.0	3.0	3.0	2	x [?]	
	1105	5.0	6.0	4.0	2.0	4.25	x [?]	
	4117	1.0	5.0	7.0	6.0	4.75	x [?]	
	4129	0.0	1.0	8.0	7.0	4	x [?]	
	4133	1.0	3.0	8.0	9.0	5.25	x [?]	
	4134	3.0	7.0	4.0	8.0	5.5	x [?]	
	14178	1.0	1.0	8.0	8.0	3.25	x [?]	
	17622	1.0	2.0	11.0	6.0	5	x [?]	
	18050	1.0	1.0	5.0	7.0	3.5	x [?]	
	19332	4.0	3.0	6.0	4.0	4.25	x [?]	
	19333	3.0	5.0	4.0	3.0	3.75	x [?]	
Totals	11	1.91	3.18	5.73	5.73	4.14		

February is

“Assessment Month”

Activities

- Booth in LSC
- Trivia Quiz
- Educational Items
- Assessment Week (6th—10th)
- Giveaway items
- Prizes
- General Education CAAP Testing
- Education CD's (Magna 20 Minute Mentor)

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.