

2016

ASSESSMENT ANNUAL REPORT

LAKE LAND COLLEGE

PREPARED BY:

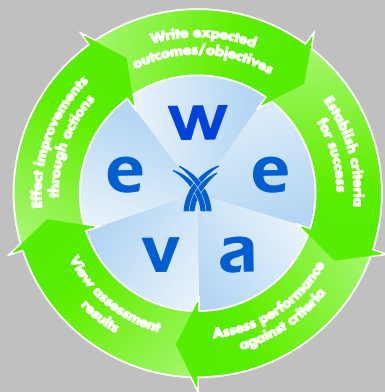
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LAKE LAND
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IN THIS REPORT

Introduction	3
ICCB Program Review	5
Program Assessment	6
General Education Assessment	8
Course Assessment	10
Institutional Assessment	12
Professional Development	14
Strategic Plan Strategy	15
Success Stories	16
Conclusion	23



WEAVE DUE DATES

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

INTRODUCTION

Assessment is the systematic measurement of student performance for the purpose of improving the quality of the institution, and its educational programs and courses. It affords Lake Land College the opportunity to make informed decisions that ultimately improve teaching and learning. Essentially, assessment is looking at what students should know, value or be able to do upon the completion of a unit of study, course, program or interaction with a department. Assessment asks the questions, "Are students learning?" and "How do we know?"

The College provides a learning environment of the highest quality through the systematic process of assessment in each of the five major components that are described in detail within this report:

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

Assessment at the College 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 and act as a central housing location, Lake Land College purchased WEAVEonline Assessment Software in 2010. This software holds and maintains assessment data for all 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>). Extensive Weave training was provided to staff and faculty throughout the implementation process.

Because faculty and staff development is an essential part of the College's effectiveness, assessment professional development opportunities are offered several times a year. Examples of these are provided on page 14 of this report.

INTRODUCTION (cont.)

The last section of this report focuses on the College's new assessment strategic plan initiative. In an effort to commit to quality, access and affordability, and innovate for advancement, the assessment strategy will use assessment data to solicit donors. This strategy is two-fold: 1) making assessment data results transparent for the purpose of increasing donations; and 2) obtaining data that will contribute to the Dove Preparedness Index (DPI) in order to prepare the College for a capital campaign. Pages 16-22 provide examples of assessment success stories for each academic division.

As you can see, the College has developed substantially in the area of assessment and is best said by the Higher Learning Commission reviewers:

"Lake Land College has created and implemented an assessment program which has engaged virtually all faculty in the process of assessing student learning, particularly at the course level. With strong faculty leadership and widespread institutional commitment, the college regularly assesses student learning. By evaluating the impact on student learning of both academic and support (co-curricular) components, the college benefits from a comprehensive understanding of the dynamic interplay of these important components of student success."



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).

2016 results showed that 100% of Lake Land College programs were in compliance with the Illinois Community College Board. WEAVEonline assessment software was utilized to create the Board of Trustee-approved report that was submitted to the Illinois Community College Board regarding program review. Figure 1.0 provides the A.A.S and Certificate Programs reviewed in 2016.

An example of a 2016 program review was the Center for Business and Industry Commercial Truck Driver Training. This certificate program implemented several improvements to include: program expansion to Marshall, IL, to better serve the communities to the south and east of Mattoon; became a Certified Provider for the National Safety Council Professional Truck Driver Course that included certification of instructors; partnered with the campus radio program to provide voice-over for the PowerPoint presentations for audio learners; partnered with eight new companies to expand and broaden the choices of the program in finding employment after graduation from the course; moved the training yard from the off-campus location to an on-campus location in response to new state testing guidelines; and implemented new mid-term and final exams to ensure students have retained knowledge learned during the course.

Figure 1.0

Programs Reviewed in 2016
Associate in Applied Science – Paraprofessional Educator
Associate in Applied Science – Child & Family Services
Associate in Applied Science – Early Childhood Care & Education
Associate in Applied Science – Human Services
Associate in Applied Science – Automotive Technology
Associate in Applied Science – Physical Therapy Assistant
Certificate – Auto Body Repair – Department of Corrections
Certificate – Basic Auto Body I – Department of Corrections
Certificate – Basic Auto Body II – Department of Corrections
Certificate – Auto Mechanic
Certificate – Small Engine Repair – Department of Corrections
Certificate – Commercial Truck Driving – Center for Business and Industry
Certificate – Professional Educator
Certificate – Nanny Child Care Provider
Certificate – Entrepreneurship
Academic Discipline Review – Social & Behavioral Sciences
Cross-Disciplinary Review – Transfer Functions and Programs including the AA, AS, AES, AFA, AAT and AGS degree programs
Student and Academic Support Services – Disability Services
Student and Academic Support Services – Learning Resource Center
Student and Academic Support Services – Counseling/Advising

PROGRAM ASSESSMENT

Program assessment consists of every degree, diploma, and certificate program has learning outcomes. Each learning outcome is measured by the faculty in the program through a variety of assignments, tests, projects, licensing examinations, etc. Division chairs and program directors create assessment plans as the programs are developed and implemented. Since 1996, the College has annually assessed all active certificate and associate degree programs. What follows below are results for the past four years:

Program Assessment Results

- 2016—59% completion by the due date
- 2015—71% completion by the due date
- 2014—59% completion by the due date
- 2013—65% completion by the due date

Program assessment is less than stellar in terms of completion by the due date. For example, Figure 2.0 on page 7 shows the 2016 percentage completion for all of the seven academic divisions. As you can see, only one division (Social Science) reached 100% completion by the due date. Each of the columns in Figure 2.0 depicts progression of completion over time. More than one month after the due date of May 16th, all divisions reached 100% completion.

There has been, for the most part, a downward trend for program assessment completion over the past four years. Figure 3.0 provides a trend analysis for program assessment from 2013-2016 for each of the seven academic divisions.

In an effort to increase the percentage of completion for program assessment, several action plans are being developed. For example, the Professional Development & Assessment Facilitator met with division chairs to brainstorm ideas that included:

- The Professional Development & Assessment Facilitator will contact division chairs the day before the due date to identify faculty who have not yet completed their assessment;
- Perhaps utilize administrative assistants
 - Maintain a checklist of programs that are completed and report this information to the division chair;
- Change the due date; and,
- Look closely at the faculty "Additional Duty Compensation Worksheet."

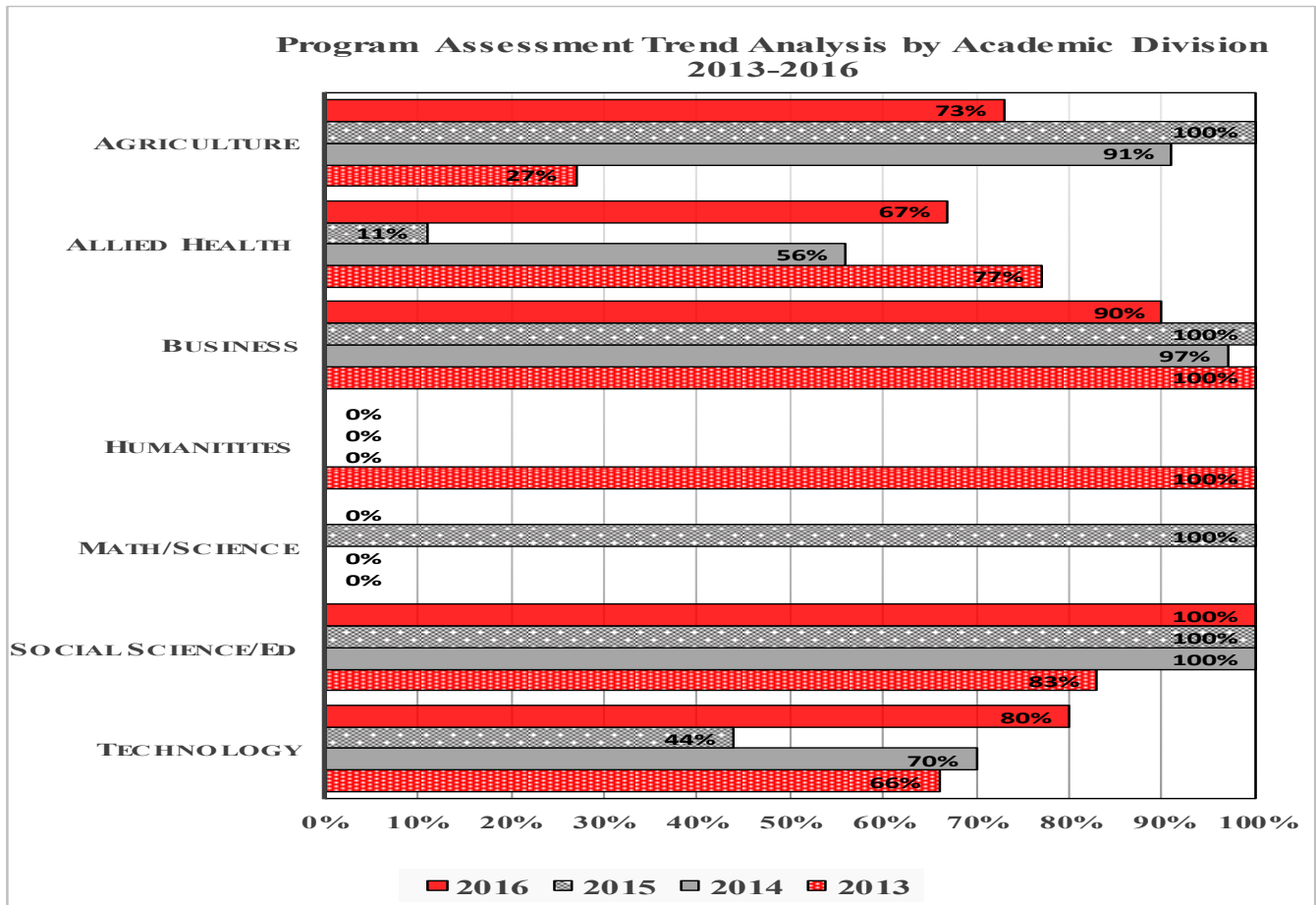
Additionally, the Assessment Committee is working on program assessment completion and made it one of the Committee's new goals for 2016-2017. The objective of this particular goal is to have the Professional Development & Assessment Facilitator directly send reminder e-mails to program coordinators. Follow-up on these action plans will be reported in the 2017 Annual Assessment Report.

PROGRAM ASSESSMENT

Figure 2.0

Division	Program Assessment— 2016 Results					
	By Due Date (5-16-16)	By 5-17-16	By 5-19-16	By 6-7-16	By 6-17-16	By 6-21-16
AG (11)	73%	100%	100%	100%	100%	100%
AH (9)	67%	100%	100%	100%	100%	100%
BUS (40)	90%	90%	100%	100%	100%	100%
HUM (4)	0%	0%	0%	100%	100%	100%
M/S (1)	0%	0%	0%	100%	100%	100%
SS/ED (10)	100%	100%	100%	100%	100%	100%
TECH (30)	80%	80%	90%	97%	97%	100%
Average	59%	67%	70%	99.6%	99.6%	100%

Figure 3.0



GENERAL EDUCATION ASSESSMENT

The purpose of general education at Lake Land College is to provide students with learning experiences that are necessary to enable them to maintain responsible and satisfying relationships to society and the environment. 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.

In February 2016, one of the General Education assessments was a test created by the members of the Gen Ed Committee to measure students' mastery of foundational knowledge, or basic factual information representing a range of disciplines. Lake Land College sophomores (30+ hours) scored 70% on this test. The same test was administered to sophomores in spring 2013, when students scored 69%. Unfortunately, both results fall short of our goal of 85% or better.

Consequently, the Gen Ed committee is sponsoring a **challenge** during academic year 2016-2017 to encourage instructors to increase their consideration in the classroom of some basic ideas, concepts, and topics spanning the liberal arts and sciences. Each week, an email presenting two names, terms, facts, or concepts will be sent to instructors. Their **challenge** is to work some discussion of these terms into interactions with students. Participants will be spotlighted at college gatherings such as Town Hall meetings, Faculty/Admin meetings, and L3T meetings.

Example of the General Education Challenge: This week: **continental drift** and **Michelangelo**

Continental drift is a now discredited theory explaining how the continents have moved throughout geologic time. Although this idea has been replaced by plate tectonics (the understanding that the earth's crust consists of large, moving plates) parts of the **continental drift** theory that were once rejected have more recently been verified.

For example, Alfred Wegener, who first discussed **continental drift** in 1912, posited that all seven continents were once connected in a single landmass. Scientists today agree, and refer to that "supercontinent," dating back some 300 million years, as Pangaea. Wegener also noted the way that the South America's eastern shoreline seems to fit into Africa's western shoreline like a puzzle piece, and the fact that the Appalachian Mountains in the U.S. are geologically similar to the Caledonian Mountains in Scotland.

So while plate tectonics is a more sophisticated way to understand the geology of the earth's land masses, **continental drift** started the ball rolling . . . or drifting . . .

Michelangelo was an Italian painter who lived and worked during the Renaissance (15th century). At 14 he was already working as a paid apprentice in painting and sculpture. Many wealthy families and government officials served as his patrons, hiring him to create sculptures on topics ranging from Hercules to John the Baptist.

Michelangelo is probably most famous, however, for his painting on the ceiling of the Sistine Chapel, a smaller building not far from St. Peter's. It took him four years to paint scenes from the Old Testament in the Bible, beginning with the creation of the world and ending with the flood and Noah's ark. It was surprising that the Pope asked **Michelangelo** to undertake this huge project, because the artist's reputation was based on his work as a sculptor, but the result is astoundingly detailed and beautiful, as if he was "painting sculpture on his surfaces" ("Michelangelo's Painting of the Sistine Chapel Ceiling").

GENERAL EDUCATION ASSESSMENT (cont.)

General Education Assessment Results – February 2016

Due to budget cuts, the Collegiate Assessment of Academic Proficiency (CAAP) was not administered for the 2015-2016 year. However, three other goals/subgoals were assessed as seen below.

Goal: Diversity—Multiple Choice Test

Outcome: Students will recognize the unique characteristics of others through:
c. Understanding the values and actions of diverse populations

Measuring tool: Multiple choice test (used Scantron)

Achievement target: Students will score 85% or better (not met)

Results: (156 total sophomores)

Online (31 sophomores – two classes) – 84%

F2F (125 sophomores) – 69%

Average of online and F2F - 72%

Goal: Communication—Innovative Staff Solutions Video and Test

Outcome: Students will communicate professionally and effectively through:
b. Listening/observing

Measuring tool: Video from Innovative Staff Solutions and a 10 question test

Achievement target: Students will score 85% or better (not met)

Results: (118 sophomores) – 82%

Goal: Foundational Knowledge—Test with Word Bank

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

Measuring tool: Word bank test

Achievement target: Students will score 85% or better (not met)

Results: (142 sophomores) – 42/60 average score = 70%

Earth and Life Sciences and Geography:	12/15 average score = 80%
Humanities and Communication:	11/15 average score = 73%
Mathematics and Physical Sciences:	10/15 average score = 67%
Social Sciences:	9/15 average score = 60%

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. By fall 2013, there was 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 task force 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. One month later, there was a significant movement in completion of course assessment with three divisions at the 100%; two in the 90% range; and two in the mid 80%.

For 2014-2015 academic year, we made substantial improvement. In fact, by March, before the Higher Learning Commission Accreditation visit, all seven divisions were at 100% completion, a first for the College! Another first in assessment derived from spring 2015 results; all divisions were in the 90 percent range by the due date. As of October 12, all but one division was at 100% completion.

2015-2016 Academic Year

Fall 2015 Course Assessment Results by the due date: Agriculture - 100%; Allied Health - 100%; Business - 100%; Humanities - 98%; Math/Science - 78%; Social Science/Education - 84%; and Technology - 87%. The average completion percentage for all seven academic divisions was 92%.

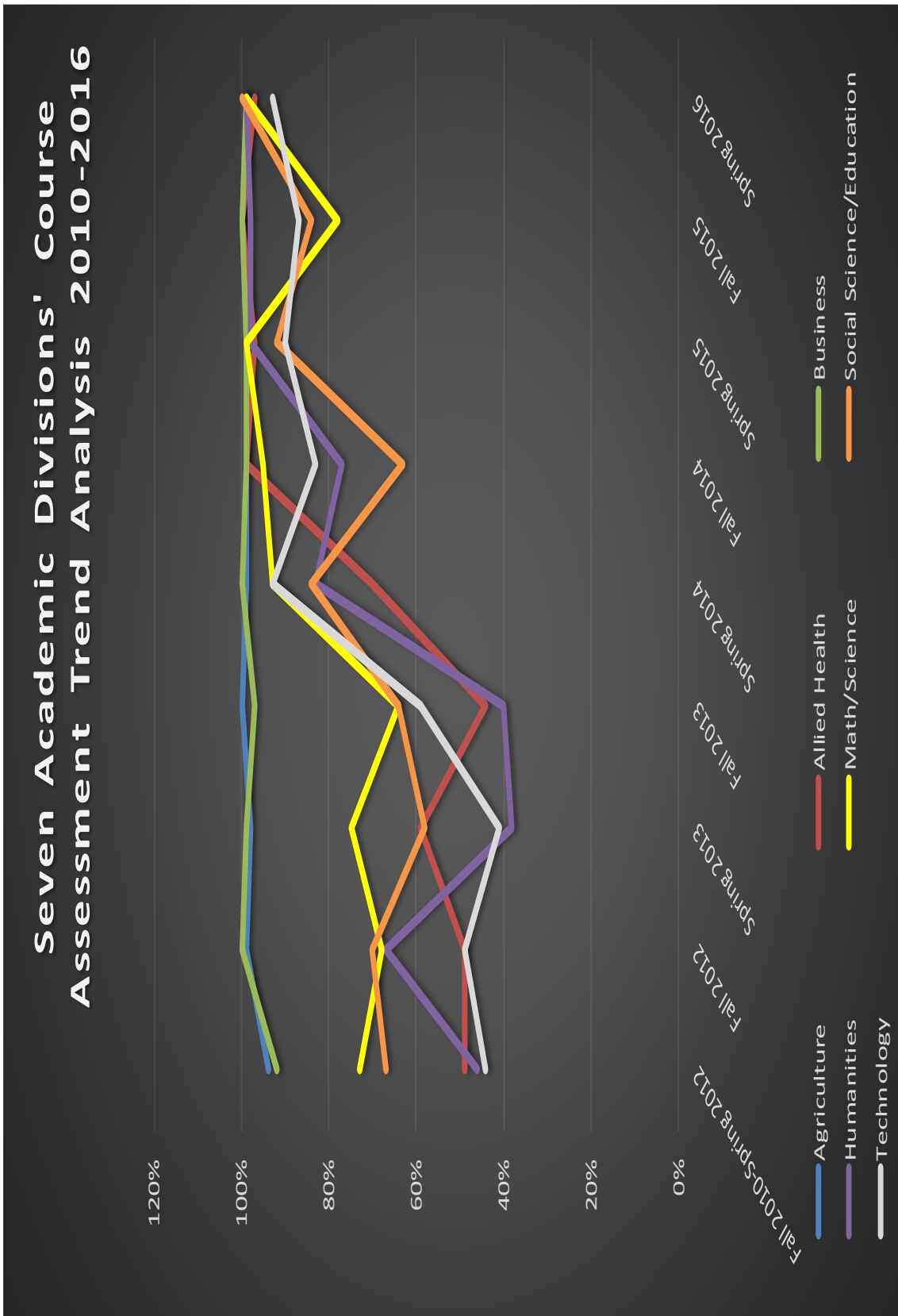
Spring 2016 Course Assessment Results: Agriculture—99%; Allied Health - 97%; Business—99%; Humanities—99%; Math/Science- 99%; Social Science/Ed—100%; and Technology—93%. The average completion percentage for all seven academics divisions was 98%. This is a 6% increase from fall 2015.

Figure 4.0 brings all of the seven academic divisions together to show a trend analysis from the onset of course assessment implementation in 2010 through spring 2016.

Also equally important is the inclusion of assessment for all course sections. Adjunct and high school dual credit instructors are required to collect assessment data for each class/section they teach. The results are submitted to lead instructors who are typically full time faculty. The lead instructor analyzes the data and enters the results into the Weaveonline assessment software. To take this process a step further, lead instructors provide results to the adjunct and dual credit instructors. This type of collaboration has grown throughout the College and indirectly created a culture of assessment.

COURSE ASSESSMENT continued

Figure 4.0



INSTITUTIONAL ASSESSMENT

Institutional Assessment was 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 and Quality Assurance 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. See below:

- Communication;
- Critical Thinking;
- Problem Solving;
- Diversity;
- Citizenship; and,
- Foundational Knowledge

As a Higher Learning Commission reviewer stated in March 2015: *“In recognition of the importance of co-curricular activities to the success of students, Lake Land College assesses the impact of support services and student life elements on student success. By interview and examination of documents, the team was favorably assured by the comprehensive scope of this assessment effort. Using both direct and indirect measures, the college carefully evaluates the contribution of non-academic elements and seeks to improve their impact on student success.”*

As an indicator of success, nonacademic areas develop an assessment plan and continuously collect and result data for their prospective areas. Figure 5.0 on page13, provides completion percentages for the 2015-2016 fiscal year and are representative of the due date of September 15 for Institutional Assessment. As you can see from the chart, the overall completion rate was 99%, by the due date and 100% one day later.



INSTITUTIONAL ASSESSMENT

Figure 5.0

Department	By 9-15-16 (due date)	By 9-16-16
Academic Services		
Educational Services	100%	100%
Assessment	100%	100%
Center for Professional Development & Tech	100%	100%
Dual Credit	100%	100%
Learning Resource Center	100%	100%
Perkins—Associate VP of Instruction position eliminated - data is unavailable.		
Business Services		
Accounting	100%	100%
Bookstore	0%	100%
Human Resources	100%	100%
Information Systems & Services	100%	100%
Physical Plant	100%	100%
Print Shop	100%	100%
President's Office		
Alumni	100%	100%
College Advancement	100%	100%
Foundation	100%	100%
Grants	100%	100%
Institutional Research	100%	100%
Police Department	100%	100%
Student Services		
Student Services	100%	100%
Placement Testing	100%	100%
Tutoring	100%	100%
Workforce Solutions and Community Ed		
Adult Education	100%	100%
Alternative Education	100%	100%
Center for Business & Industry	100%	100%
Department of Corrections	100%	100%
Kluthe Center	100%	100%
Average Completion of all Departments	99%	100%

PROFESSIONAL DEVELOPMENT

Opportunities for continuing education in the area of assessment are offered during the three staff development days in the fall and spring semesters. Additionally, professional development is provided during new faculty orientations and at academic division meetings.

Examples of assessment professional development opportunities:

- The Professional Development and Assessment Facilitator provides one-on-one sessions with faculty and staff for assessment training needs;
- Weaveonline assessment software training is provided to new faculty as well as at staff development sessions; and
- “Assessment Best Practices” These sessions encourage faculty and staff to show how they are using assessment results to improve student learning. For example, in the SPE-111 Introduction to Speech Communication course, faculty at Lake Land College use assessment result data to determine:
 1. Is the basic speech course preparing students for the workforce and/or preparing students to transfer on to a four-year university?
 2. Is the curriculum adhering to the demographics in the classroom?

One development the department created in the fall of 2015 was a speech lab to allow students the opportunity to meet one-on-one with a faculty member to gain additional help with outlining, American Psychological Association (APA) documentation and physical delivery assistance.



STRATEGIC PLAN ASSESSMENT STRATEGY

In an effort to commit to quality, access and affordability, and to innovate for advancement, this assessment strategy uses assessment data to increase donations. This strategy is two-fold: 1) making assessment data results transparent for the purpose of boosting donations (G3, 3.1 A.1); and 2) obtaining data that will contribute to the Dove Preparedness Index (DPI) in order to prepare the College for a capital campaign (G 3, 3.1, P.1.)

Assessment data can help donors decide which initiatives to gift by making assessment data transparent, showing what the College is doing with the results, and the differences being made for our students. According to the National Institute for Learning Outcomes Assessment (NILOA), "transparency is making meaningful, understandable information about student learning and institutional performance readily available to internal and external audiences. Information is meaningful and understandable when it is contextualized and tied to institutional goals for student learning."

The Professional Development & Assessment Facilitator collaborated with the College Advancement and Marketing and Public Relations (MPR) Departments on this strategic plan initiative. Assessment success stories were collected from each of the seven academic divisions. As a result, seven assessment success story flyers were developed and can be found on pages 16-22 in this report.

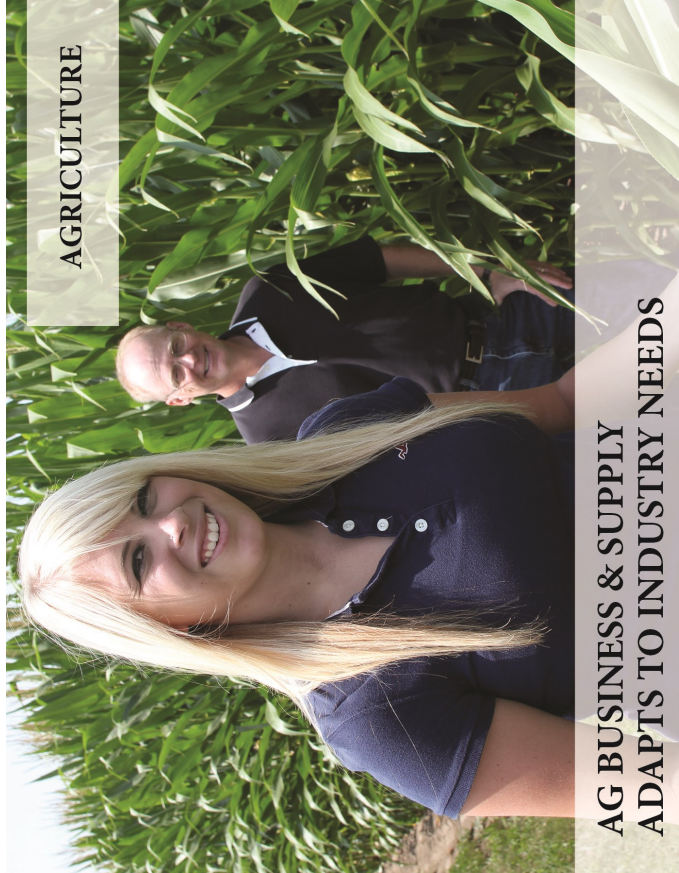
Assessment Success Story Flyer Dissemination

- The Assessment Department will use the success story flyers during new faculty orientation, February Assessment Week & Month, and other opportunities as deemed necessary to promote the transparency of assessment results. All seven flyers are currently located on the Assessment webpage.
- The Admission Recruiters are distributing the assessment success stories to counselors at high schools in the Lake Land College district, at Laker Visit & Career Days, and at other opportunities as they arise.
- Division Chairs will distribute the flyers as they deem necessary to promote their courses and programs.
- The College Advancement Office will include an assessment success story flyer for specific divisions with every gift acknowledgement for the gifts received. Currently, each assessment success story is located on the Foundation webpage.
- MPR is using content from the success stories in the View Book publication that is exclusive for high school seniors, which acts a recruiting tool that promotes Lake Land College.

All in all, the strategy will benefit 12 different departments/divisions at the College. In the future, the assessment success flyers will be updated with new stories from each academic division, and this project will expand to Institutional Assessment.

In terms of the progress of the strategy with increasing donations, the College Advancement Office hasn't been able to make an organized effort to distribute the assessment success story flyers. Therefore, progress will take place during fall 2016 and tracking will take place in the Spring 2017 mailing.

Agriculture Assessment Success Stories



AG BUSINESS & SUPPLY ADAPTS TO INDUSTRY NEEDS

Upon a recommendation from the Lake Land College Agriculture Advisory Council, faculty members have focused on integrating more precision agriculture information into the Ag Business & Supply curriculum. With this addition, students are now exposed to precision agriculture topics in all agronomic and software courses, leading to well trained professionals entering the industry.

Professional advisory councils are utilized as an important part of the assessment process at Lake Land College. This professional group is comprised of district and regional experts in specific fields or industries who provide valuable input into the college's programs of study.

The Lake Land College Agriculture program is ranked second in the state of Illinois and 12th in the nation in terms of degrees confirmed!

LAKE LAND
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WHAT IS ASSESSMENT?

Assessment is essentially what students should know, value, or be able to do upon the completion of a unit of study, course, program, and/or interaction with an institutional department at a particular point and time. In other words, "Are students learning? How do we know?"

ASSESSMENT LEADS TO WELL PREPARED AGRICULTURE GRADUATES

Students from across the nation seek out the Lake Land College Agriculture Division because it is revered as an industry leader throughout the Midwest and beyond.

Lake Land College demonstrates a commitment to educational

achievement and improvement through ongoing assessment of student learning through the Higher Learning Commission Accreditation and assessment processes.

As we assess the student learning experience through

each component of the process, we continuously make necessary changes and alter plans of action to ensure that every student at Lake Land College is Workforce Ready or Transfer Ready upon graduation.

LAKE LAND
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Allied Health Assessment Success Stories



DENTAL HYGIENE EQUIPMENT PREPARES GRADUATES FOR THE WORKFORCE

Based on feedback from the Dental Hygiene Professional Advisory Board, faculty learned there was a gap between the technology students were learning with and the industry standard. Therefore, Lake Land College faculty sought grant funding to update the radiology equipment in the dental hygiene lab. Dental hygiene students are now trained on digital x-ray sensors and panoramic units. With this hands-on experiences, Lake Land College graduates are ahead of their peers when applying for jobs.

Allied Health Professional Advisory Councils are utilized as an important part of the assessment process at Lake Land College. This professional group is comprised of district and regional experts in specific fields or industries who provide valuable input into the college's programs of study.

LAKE LAND COLLEGE GRADUATES EXCEL ON NATIONAL BOARD EXAMS



WELL PREPARED GRADUATES!

4.86

5.0

2014 Practical Nursing graduates rated their preparedness to enter the workforce measures 4.86 on a 5 point scale.

WHAT IS ASSESSMENT?

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ASSESSMENT LEADS TO WELL PREPARED ALLIED HEALTH GRADUATES

Employers seek to hire Lake Land College Allied Health graduates because of their relevant industry skillset and hands-on training. This seamless transfer to the workforce contributes to the health and vibrancy of the local economy.

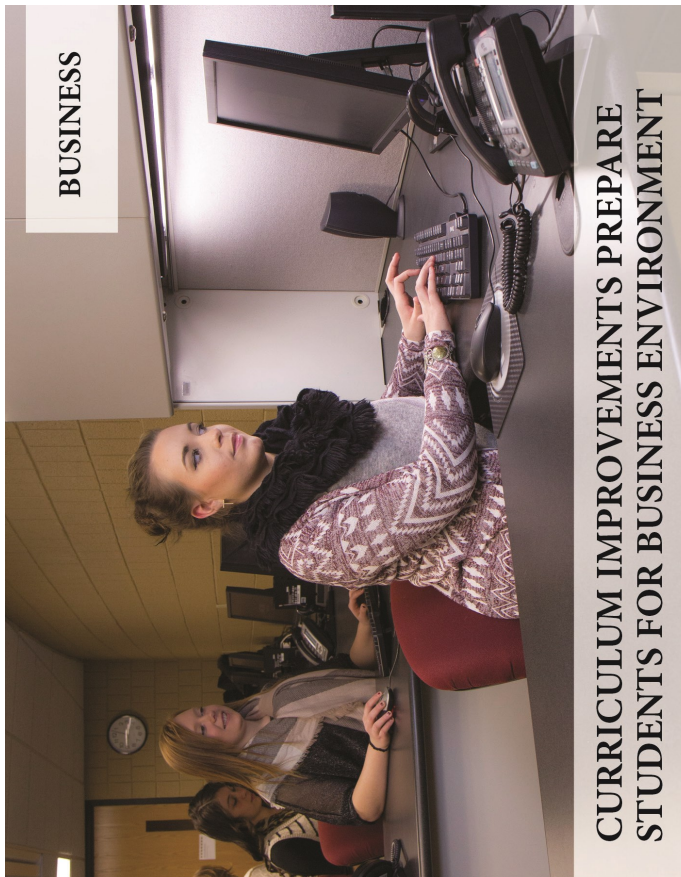
Lake Land College demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning through the Higher Learning Commission Accreditation and assessment processes.

As we assess the student learning experience through each component of the process, we continuously make necessary changes and alter plans of action to ensure that every student at Lake Land College is workforce-ready or transfer-ready upon graduation.

LAKE LAND COLLEGE

LAKE LAND COLLEGE

Business Assessment Success Stories



BUSINESS

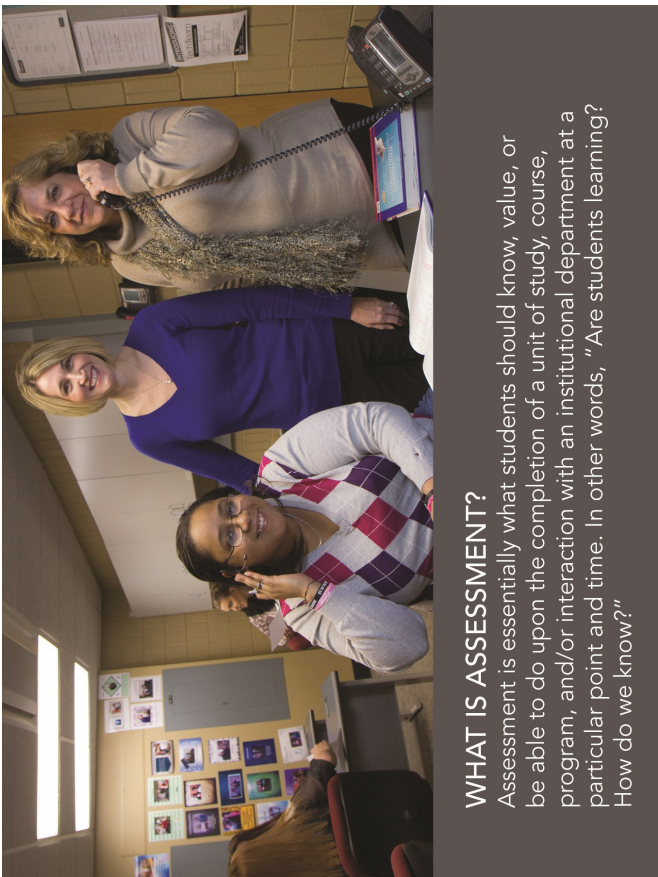
CURRICULUM IMPROVEMENTS PREPARE STUDENTS FOR BUSINESS ENVIRONMENT

Through feedback from the Management and Marketing Professional Advisory Board, the coordinator learned there was a need to focus on preparing students to use spreadsheet software in the workplace. Spreadsheet assignments were integrated into several program courses to increase students' expertise and comfort-level using this software. As a result, students are meeting employers' expectations in this area and are well prepared when they graduate. Lake Land College was ranked 28th in the nation, and second in Illinois, for production of Sales (General), Merchandising and Related Marketing Operations Associate Degrees.

Professional Advisory Councils are utilized as an important part of the assessment process at Lake Land College. This professional group is comprised of district and regional experts in specific fields or industries who provide valuable input into the college's programs of study.

#2 in Illinois & #28 in the U.S. of associate degrees in
TOP PRODUCER SALES, MERCHANDISING & RELATED MARKETING OPERATIONS

LAKE LAND COLLEGE



WHAT IS ASSESSMENT?

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ASSESSMENT LEADS TO WELL PREPARED GRADUATES

Graduates of the Lake Land College Business Division are professional and prepared whether they are entering the workforce upon graduation or transferring to a four-year college.

With a host of hands-on experiences and critical thinking course assignments, graduates seamlessly transition to the next level and stand out when applying and interviewing for jobs.

Lake Land College demonstrates a commitment to educational

achievement and improvement through ongoing assessment of student learning through the Higher Learning Commission Accreditation and assessment processes. As we assess the student learning experience through each component of the process, we continuously make necessary changes and alter plans of action to ensure that every student at Lake Land College is Workforce Ready or Transfer Ready upon graduation.

TOP 10 IN THE NATION Health Information & Medical Coding was placed in the top 10 programs in the nation! - BestColleges.com

LAKE LAND COLLEGE

Humanities Assessment Success Stories



HUMANITIES & COMMUNICATION

RADIO-TV GRADUATES WELL PREPARED FOR WORKFORCE

The Lake Land College Humanities and Communications Division prepares students with a strong general education core as well as hands-on workforce skills. For example, during the past 10 years, students have had a 100% pass rate on the Radio Advertising Bureau's Radio Marketing Professional Exam. This is a certification test given in the Broadcast Sales course. Students who graduate in these programs often transfer to four-year colleges or are hired by employers based on their unique skillset and academic aptitude.

100%

pass rate on the **RADIO MARKETING PROFESSIONAL EXAM**
given by the Radio Advertising Bureau

LAKE LAND COLLEGE



WHAT IS ASSESSMENT?

Assessment is essentially what students should know, value, or be able to do upon the completion of a unit of study, course, program, and/or interaction with an institutional department at a particular point and time. In other words, "Are students learning? How do we know?"

ART STUDIO CHANGES IMPROVE LEARNING ENVIRONMENT

The Art Department at Lake Land College continuously increases student access to artistic techniques using a wide range of materials, information and demonstrations that help students succeed. Changing the studio environments in the three art rooms by eliminating desks and creating easel-based work stations created a more conducive

environment for productive learning. In fact, the top art students are so strong when they transfer from Lake Land College, that they are acquiring scholarships at their four-year institutions. Lake Land College demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning through the Higher Learning Commission Accreditation and assessment processes. As we assess the student learning experience through each component of the process, we continuously make necessary changes and alter plans of action to ensure that every student at Lake Land College is Workforce Ready or Transfer Ready upon graduation.

LAKE LAND COLLEGE

Math/Science Assessment Success Stories



MATH & SCIENCE

STUDENTS GAIN ADDITIONAL SKILLS FROM COURSE IMPROVEMENTS

In the Math Department, faculty evaluated fall final exam results in a general math course and determined there was a need to spend more time on the use of truth tables to validate logistic arguments – or being able to tell if something is always true regardless of the circumstances. By increasing lecture time and integrating additional practice of these skills, students demonstrated significant increases in the understanding of this concept on spring final exams.

The number of degrees & certificates awarded **INCREASED BY**

37% in **MATH & SCIENCE** during the past two years!

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COLLEGE



WHAT IS ASSESSMENT?

Assessment is essentially what students should know, value, or be able to do upon the completion of a unit of study, course, program, and/or interaction with an institutional department at a particular point and time. In other words, "Are students learning? How do we know?"

ASSESSMENT LEADS TO WELL PREPARED GRADUATES

The Lake Land College Math & Science Division adapts teaching methods and styles to provide students with a rigorous curriculum that prepares them to excel when they transfer to a four-year college. In fact, over that last two academic years, 224 certificates and degrees were awarded; a 37 percent increase in two years. In addition,

almost 10 percent of all certificates and degrees awarded at the college are in Math & Science.

Lake Land College demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning through the Higher Learning Commission

Accreditation and assessment processes. As we assess the student learning experience through each component of the process, we continuously make necessary changes and alter plans of action to ensure that every student at Lake Land College is Workforce Ready or Transfer Ready upon graduation.

LAKE LAND
COLLEGE

Social Science/Education Assessment Success Stories



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ASSESSMENT LEADS TO WELL PREPARED GRADUATES

The Child & Family Service Program has aligned coursework with Gateways to Opportunity, a statewide professional development system recognized by the state of Illinois, whereby through completion of courses a Family Service Specialist Levels 2-4 Credential is attained.

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NEW CRIMINAL JUSTICE PROGRAMS MEET WORKFORCE DEMAND

Lake Land College rolled out three new Criminal Justice programs for the fall 2015 semester. The need for these programs emerged after working with local law enforcement professionals who identified an unmet need for Workforce Ready students.

Through work with the professional advisory board, Dustin Heuerman, criminal justice instructor determined there was a need for criminal justice professionals to have strong communication and report writing skills along with professionalism and critical thinking skills.

Professional Advisory Councils are utilized as an important part of the assessment process at Lake Land College. This professional group is comprised of district and regional experts in specific fields or industries who provide valuable input into the college's programs of study.

CRIMINAL JUSTICE OPTIONS
ASSOCIATE IN ARTS (AA)
CRIMINAL JUSTICE

ASSOCIATE IN APPLIED SCIENCE (AAS)
LAW ENFORCEMENT

CERTIFICATES

- LAW ENFORCEMENT OPERATIONS
- CRIMINAL JUSTICE LEADERSHIP

LAKE LAND
COLLEGE

Technology Assessment Success Stories



WHAT IS ASSESSMENT?

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ASSESSMENT LEADS TO WELL PREPARED TECHNOLOGY GRADUATES

The Lake Land College Technology Division adapts to current industry standards to ensure a well-trained workforce for local and regional industries, contributing to the economic vitality of our communities.

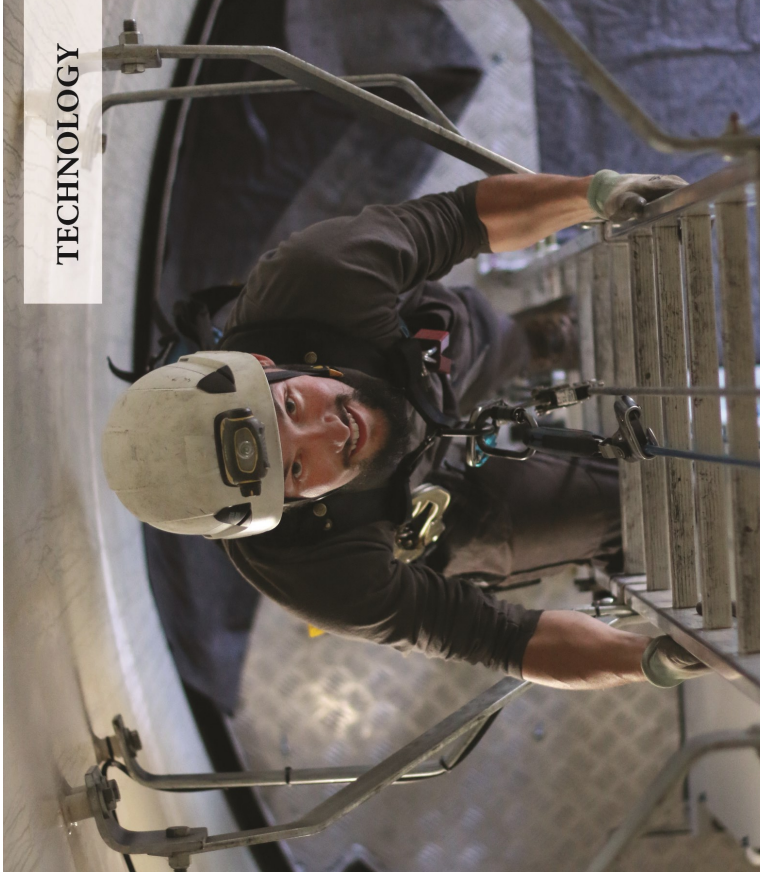
Lake Land College demonstrates a commitment to educational

achievement and improvement through ongoing assessment of student learning through the Higher Learning Commission Accreditation and assessment processes.

As we assess the student learning experience through each component of the process, we continuously make necessary changes

and alter plans of action to ensure that every student at Lake Land College is Workforce Ready or Transfer Ready upon graduation.

100% OF HVAC Heating, Ventilation & Air Conditioning graduates are employed in their field.



TECHNOLOGY

CLIMBING EXPERIENCES LEAD TO RENEWABLE ENERGY CAREERS

Students in the Renewable Energy program at Lake Land College have goals and learning outcomes of being able to demonstrate successful climbs. Lake Land is the only college in Illinois that allows its students to climb all the way to the top of the college owned turbines. Due to this experience, Lake Land College renewable energy graduates are being hired in the wind industry ahead of their peers.

94.1%
of employed graduates reported they held a job related to their field of study!
2015 Occupational Education Survey for Workforce Ready graduates

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

Course assessment has made great strides the past three academic years 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. The College met a long-time achievement target of 100% completion, and the future for this type of assessment accomplishment is bright.

Institutional Assessment has developed well at the College. The 2015 action plan for increasing completion for Institutional Assessment included increasing the amount of reminders sent to VP's, directors and those responsible for assessment in their areas. As a result, there was a 14% increase in completion from 2014 at 85% to 2015 at 99%. 2016 results at 99% remains the same at the prior year.

Professional Development continues to grow for staff and faculty in the area of assessment. New faculty orientation for assessment is ongoing and offers new instructors tools to use in their classrooms to enhance the student learning experience.

The assessment strategic plan strategy has progressed well during the past year. With the inclusion of the seven academic division success stories, coupled with the overall use of the flyers, this strategy is looking forward to seeing an increase in gifts to the College.

Finally, assessment at Lake Land College, in general, 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. As we begin to show how assessment results are being used, as shown in the success stories on pages 16-22, we can clearly see how this process revolves around the student at Lake Land College.

"Since its last comprehensive visit, the college has made significant progress in the assessment of student learning, particularly at the course level. Indeed, during the past year the participation rate has reached 100% of faculty. By continuing these efforts and expanding the focus to embrace both programs and college-wide general education assessment, Lake Land College will realize even more opportunities to improve the learning experiences and achievement of its students. The team was impressed by the dedication of the faculty leadership in this critical enterprise, and shares their optimism about future achievements in the use of the assessment results." (Higher Learning Commission Reviewers, March 2015)

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