

2017

# ASSESSMENT ANNUAL REPORT

LAKE LAND COLLEGE

**PREPARED BY:**

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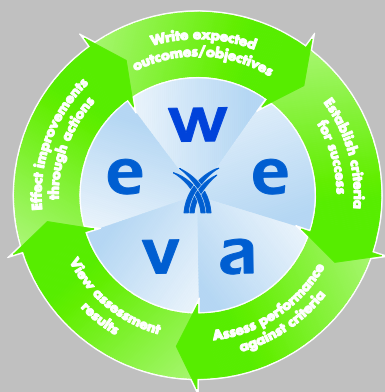
**Director of Academic Support & Assessment**

**LAKE LAND**  
COLLEGE



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## 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 six major components that are described in detail within this report. Currently, the following six components of assessment are in place and completed each year:

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

The Department of Corrections course assessment is new this year. This process was implemented to ensure that DOC courses are equivalent to the course assessment activities on the main campus. A pilot of 14 courses began during the spring semester.

In addition to using advisory councils as a tool for assessing academic programs, DACUM (Developing a Curriculum) is a method of analyzing jobs and occupations. For Lake Land College, offering regular DACUM job analysis updates ensures that the content of its programs is current and relevant to the industry being served. Three DACUMs workshops were provided in 2017.

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.

# ICCB PROGRAM REVIEW

The Illinois Community College Board (ICCB) coordinates a state-wide system for the review of instructional programs to be reviewed once every five years.

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;
2. Support program improvement;
3. Support the delivery of locally responsive, cost-effective, high quality programs and services across Illinois' community college system.  
([www.ICCB.org](http://www.ICCB.org)).

100% of Lake Land College programs were in compliance with the Illinois Community College Board. For the 2017 fiscal year, Figure 1.0 provides the Lake Land College A.A.S. programs (14), Certificate Programs (27), Department of Corrections (3), and Academic Discipline and Student and Academic Support Services (3) reviewed in 2017.

ICCB implemented a new format with significant changes for completing program review for 2017 reporting. By using the new format, ICCB, hopes that colleges will use it to plan, implement and otherwise change programs throughout the system. Because the new format is much more complex and data driven, Lake Land College faculty have recognized the completed reports as a resource for the newly developed Program Improvement and Enrichment (PIE) Model. For example, the IT-Web Technology Program was able to identify that the demand for web developers within the State of Illinois remains very strong with a projected increase during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while web developer positions are projected to grow 32.42%, an overwhelming 446.71% greater increase than the projection for all occupations.



# ICCB PROGRAM REVIEW

## Programs Reviewed

Figure 1.0

Associate in Applied Science – Radio TV Broadcasting  
Associate in Applied Science – Desktop Publishing Graphic Design  
Associate in Applied Science – IT Network Administration  
Associate in Applied Science – Electronics Engineering Technology  
Associate in Applied Science – Electronics Systems Specialist  
Associate in Applied Science – Computer Integrated Manufacturing Technology  
Associate in Applied Science – Office Assistant Legal  
Associate in Applied Science – Law Enforcement  
Associate in Applied Science – Automotive Technology  
Associate in Applied Science – Office Assistant Medical  
Associate in Applied Science – IT Programming  
Associate in Applied Science – IT Computer Applications  
Associate in Applied Science – IT Web Technology  
Associate in Applied Science – Medical Coding & Health Information  
Certificate – Medical Coding & Health Information  
Certificate – Programmable Logic Controllers  
Certificate – Medical Transcriptionist  
Certificate – Medical Coding Specialist  
Certificate – Massage Therapy  
Certificate – Office Support Specialist  
Certificate – Office Support Specialist Medical  
Certificate – Computer Application Specialist  
Certificate – Office Receptionist  
Certificate – Radio Broadcasting  
Certificate – TV Field/Studio Production  
Certificate – Broadcast Announcing  
Certificate – Desktop Publishing Graphic Design  
Certificate – IT Programming  
Certificate – IT Network Administration  
Certificate – IT Computer Applications  
Certificate – IT Digital Media Specialist  
Certificate – IT Web Technology  
Certificate – Advanced Automation & Control  
Certificate – Computer Technician  
Certificate – Electronic Control Technician  
Certificate – Computer Troubleshooting  
Certificate – Criminal Justice Leadership  
Certificate – Law Enforcement Operations  
Certificate – Public Safety Telecommunicator  
Certificate – Residential Wiring  
Certificate – Geospatial Technology  
DOC Certificate – Print Management  
DOC Certificate – Computer Technology – Advanced Certificate  
DOC Certificate – Warehousing & Distribution Specialist  
Academic Discipline Review – Communications  
Student and Academic Support Services – Admissions  
Student and Academic Support Services – Recruiting  
Student and Academic Support Services – Registration & Records

# PROGRAM ASSESSMENT

Program assessment ensures 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 five years:

## PROGRAM ASSESSMENT RESULTS

- 2017—100% completion by the due date
- 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

In an effort to increase the percentage of completion for program assessment, several action plans were developed for 2016-2017. For example, the Director of Academic Support & Assessment met with division chairs to brainstorm ideas that included:

- Contact division chairs the day before the due date to identify faculty who had not yet completed their assessment;
- Increase the number of reminders to division chairs and faculty; and
- Provide weekly reminders at the Academic Services Leadership Meetings.

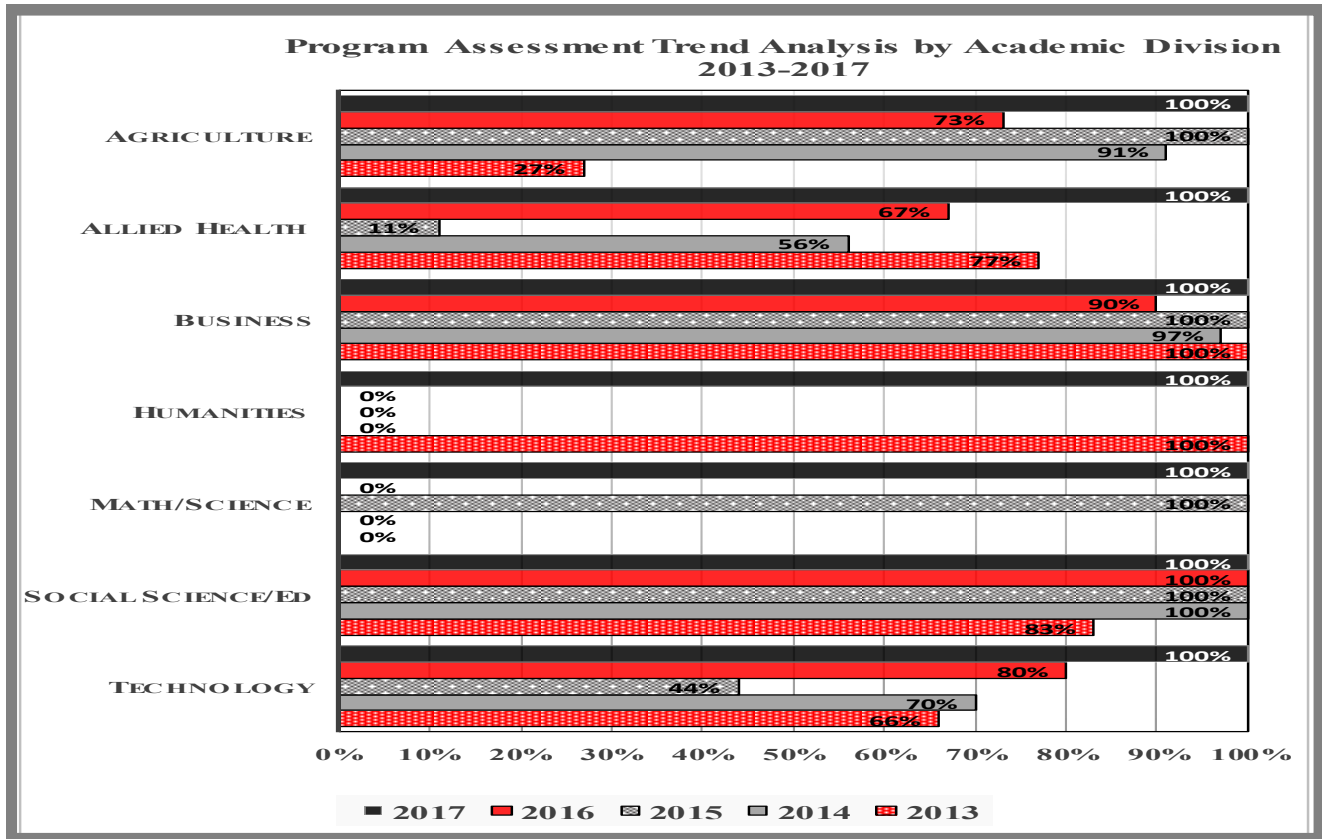
Additionally, the Assessment Committee made it one of its goals to set the bar for 100% assessment participation by the designated due dates for all areas of the College. Specifically, for the 2016-2017 academic year, the objective was to focus on program assessment.



Finally, it should be noted that a milestone was reached during the 2016-2017 academic year for program assessment as the College reached 100% completion by the due date!

# PROGRAM ASSESSMENT

Figure 2.0



# 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 Director of Academic Support & Assessment 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 "participate in assessment." Consequently, the overall participation, for the seven academic divisions, in course assessment increased.

Also equally important, was 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 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 RESULTS FOR 2016-2017

**Fall:** Agriculture - 95%; Allied Health - 94%; Business - 97%; Humanities - 99%; Math/Science - 83%; Social Science/Education - 99%; and Technology - 90%

**Spring:** Agriculture - 96%; Allied Health - 89%; Business - 98%; Humanities - 96%; Math/Science - 100%; Social Science/Education - 96%; and Technology - 82%.

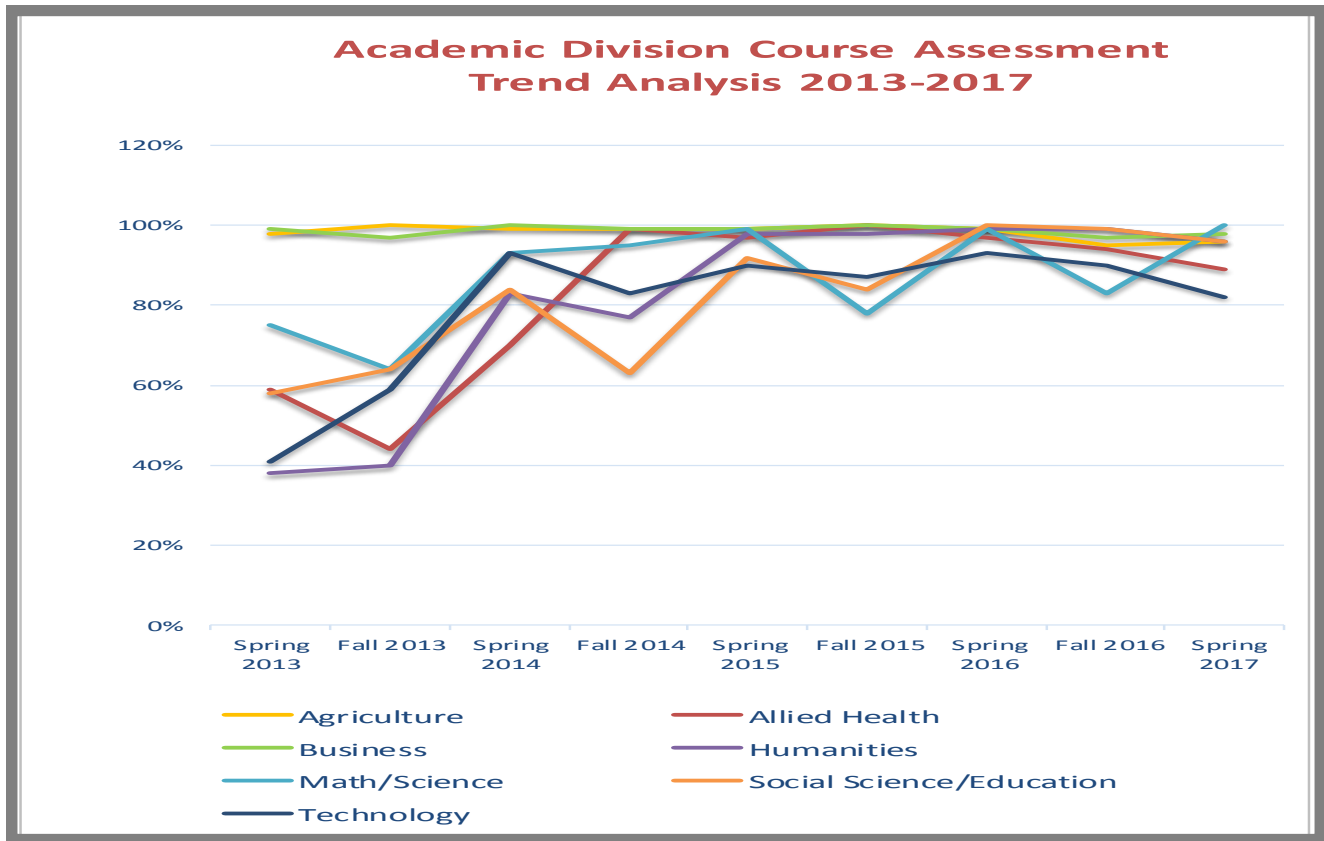
Figure 3.0 depicts course assessment results from spring of 2013 through spring 2017. As you can see from the line graph, all divisions have made significant progress throughout the past four academic years.

In its March 2015 site visit, The Higher Learning Commission noted that Lake Land College had made significant progress, especially at the course level. The reviewers noted they were optimistic about future achievements in the use of assessment results to improve student learning. As a result, the Director of Academic Support & Assessment provided guidance and professional development to ensure this process. In fact, 100% of faculty provided valuable documentation (in the Weaveonline assessment software system), as evidence to improve the process to advance student learning.



# COURSE ASSESSMENT

Figure 3.0



## DEPARTMENT OF CORRECTION COURSE ASSESSMENT

Lake Land College's Assessment Committee initiated a process to ensure that the assessment activities at the Department of Correction locations were equivalent to the assessment activities on the main campus. In an effort to support continuous improvement by leading college-wide participation and integration of assessment activities and results, the Assessment Committee put forth the following outcome statement: *Lake Land College will ensure that the Department of Correction participates in the College's course assessment process.* Meaning, all courses at the Department of Correction facilities should be assessed to improve student learning using the same methods as those taught on campus. The Assessment Committee met with the Deans of the Correctional facilities to review and implement the following steps:

- Review campus course assessment process;
- Address barriers and challenges;
- Identify pilot courses (14 courses were chosen for the pilot);
- Identify pilot instructors;
- Create pilot timeline;
- Create WEAVE assessment plans for pilot; and,
- Create faculty course assessment professional development timeline.

The above process was implemented during the spring 2017 semester and assessment results were entered into the Weaveonline assessment software by the due date at 100% completion. This is an ongoing process and will be reported again in next year's Annual Assessment Report.

# 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 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 report data for their prospective areas. Figure 4.0 provides completion percentages for the 2016-2017 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 100%, by the due date, which was yet another milestone for the College.



# INSTITUTIONAL ASSESSMENT

Department	By 9-15-17 (due date)
Figure 4.0	
<b>ACADEMIC SERVICES</b>	
Assessment	100%
Dual Credit	100%
Grants	100%
Learning Resource Center	100%
Perkins—Coordinator for this department resigned, therefore no data is available for this fiscal year.	
<b>BUSINESS SERVICES</b>	
Accounting	100%
Bookstore	100%
Human Resources	100%
Information Systems & Services	100%
Physical Plant	100%
Print Shop	100%
<b>PRESIDENT’S OFFICE</b>	
Alumni	100%
College Advancement	100%
Foundation	100%
Institutional Research	100%
Police Department	100%
<b>STUDENT SERVICES</b>	
Student Services	100%
Placement Testing	100%
Tutoring	100%
<b>WORKFORCE SOLUTIONS AND COMMUNITY EDUCATION</b>	
Adult Education	100%
Alternative Education	100%
Center for Business & Industry	100%
Department of Corrections	100%
Kluthe Center	100%
<b>AVERAGE COMPLETION FOR ALL DEPARTMENTS</b>	<b>100%</b>

# 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.

## General Education Goals

### 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 context

### 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.

# GENERAL EDUCATION ASSESSMENT

## GENERAL EDUCATION ASSESSMENT RESULTS – FEBRUARY 2017

**Goal:** Diversity—Multiple Choice Test

**Outcome:** Students will recognize the unique characteristics of others through:  
a. Understanding diverse cultural contributions

**Measuring tool:** Multiple choice test

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

**Results:** Students scored 75% (141 total sophomores)

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**Goal:** Critical Thinking

**Outcome:** 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

**Measuring tool:** Collegiate Assessment of Academic Proficiency (CAAP) Test

**Achievement target:** Students will score at or above the national norm (met)

**Results:** Lake Land College students scored 59.8

National norm—60.2

175 (total sophomores)

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**Goal:** Problem Solving

**Outcome:** Students will demonstrate scientific and quantitative problem-solving skills through interpreting tables and graphs.

**Measuring tool:** Collegiate Assessment of Academic Proficiency (CAAP) Test

**Achievement target:** Students will score at or above the national norm (met)

**Results:** Lake Land College students scored 59.0

National norm—59.1

173 (total sophomores)

# DACUM (Developing a Curriculum) & ASSESSMENT

In January 2017, the Director of Academic Support & Assessment completed 40 hours of instruction at The Ohio State University in the skills required to coordinate and facilitate the DACUM occupational analysis process. Regular DACUM job analysis updates ensure that the content of programs are current and relevant to the industry being served. Valuable information is obtained from the DACUM process that validates career-technical education curriculum. The DACUM process draws upon the expertise of a panel of expert workers who explain exactly what they do that allows them to be successful in their specific roles within a particular organization. These workers are often referred to as the “content experts” or “subject matter experts” (SME’s). Once a panel of expert workers is assembled, a DACUM facilitator begins the process of brainstorming a directed discussion to reach consensus about the duties and tasks that must be performed in order to be a star performer in a specific role. A DACUM chart is then assembled and used as the foundation for curriculum development. See Appendix A—Precision Ag DACUM Chart. There has been significant progress in curriculum development for a Precision Ag Certificate. A needs assessment was conducted following the DACUM and curriculum is under development. In fact, the goal is to take the rough draft Precision Ag Certificate to the AG Advisory Council next spring for review and offer this new certificate fall 2018.

Three DACUM Workshops were provided in 2017:

- Precision Agriculture;
- Okaw Valley Career Pathway Enhancement Grant; and,
- Court Reporting.





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