

# 2021 ANNUAL ASSESSMENT REPORT



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**LAKE LAND**  
**COLLEGE**





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## ASSESSMENT DUE DATES IN WEAVE

### February (Second Wednesday)

Fall Course Assessment  
Results & Analysis

### May 15

Program Assessment  
Results & Analysis

ICCB Program Review

### September 15

Institutional Assessment  
Results & Analysis

### September

(Second Wednesday)  
Spring Course Assessment  
Results & Analysis

# 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 process of assessment in each of the six major components that are described in detail within this report. 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 in its fourth year. This process was implemented to ensure that DOC courses are equivalent to the course assessment activities on the main campus. A pilot assessment of 14 courses began during the 2018 spring semester, and in 2020, an additional 95 courses were added to the College's assessment software.

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. Recently, Weave moved to a new 4.0 platform-based version. Weave completed the content migration process (moving existing data from the old version to the new 4.0 version). As a result, training for faculty and staff was completed in early 2020.

New to this report are examples of best practices for course, program and institutional assessment. Best practices in assessment are crucial to the improvement of student learning because they provide a wide range of individual activities and programmatic approaches to achieve positive changes in student attitudes or academic behaviors.

# 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; and,
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)).

Of the programs that were reviewed, 100% of Lake Land College programs were in compliance with the Illinois Community College Board. For the 2021 fiscal year, Figure 1.0 provides the Lake Land College A.A.S. programs (7), Certificate Programs (5), Department of Corrections (3), Academic Discipline, Cross-Disciplinary Instruction and Student and Academic Support Services that were reviewed.

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 recently developed Program Improvement and Enrichment (PIE) Model.





# ICCB PROGRAM REVIEW

Figure 1.0

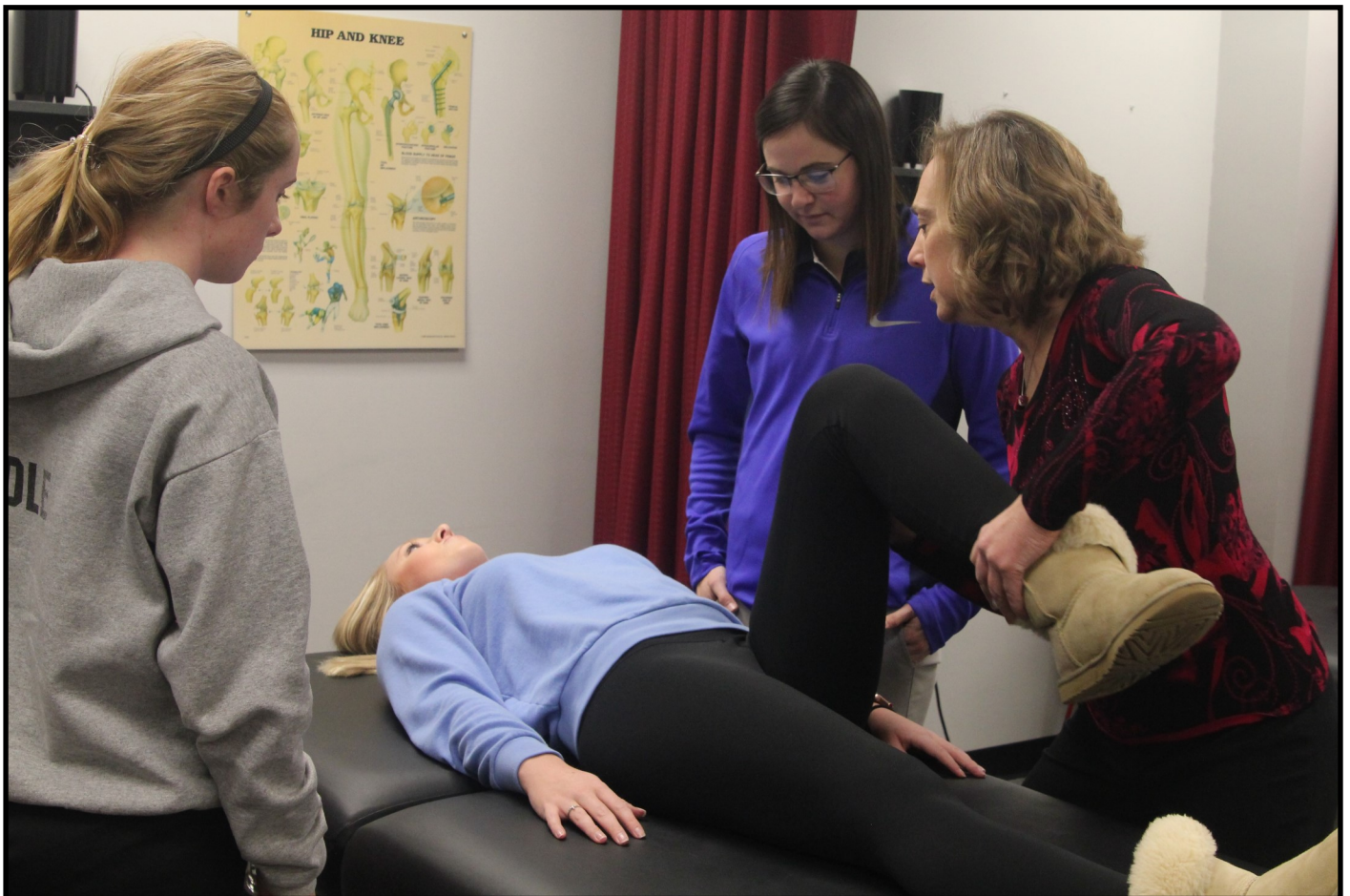
Degree	Program
Associate in Applied Science	Diesel & Ag Power Technology
Associate in Applied Science	John Deere Ag Technology
Associate in Applied Science	Child & Family Services
Associate in Applied Science	Early Childhood Care & Education
Associate in Applied Science	Paraprofessional Educator
Associate in Applied Science	Human Services
Associate in Applied Science	Automotive Technology
Certificate	Diesel & Ag Power Technology
Certificate	Nanny Child Care Provider
Certificate	Paraprofessional Educator
Certificate	Automotive Mechanic
NDP	Commercial Truck Driving
DOC Certificate	Basic Automotive Certificate I
DOC NDP	Basic Automotive Certificate II
DOC Certificate	Automotive Body Repair
Academic Discipline Review	Social and Behavioral Sciences
Cross-Disciplinary Instruction	Vocational Skills
Student and Academic Support Services	Business Services, Athletics & Student Activities

# PROGRAM ASSESSMENT

Program assessment ensures every degree, diploma, and certificate 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

- 2021—100% completion by the due date
- 2020—100% completion by the due date
- 2019—100% completion by the due date
- 2018—100% completion by the due date
- 2017—100% completion by the due date





# BEST PRACTICE IN PROGRAM ASSESSMENT

PHYSICAL THERAPY ASSISTANT PROGRAM, Martha Mioux, Instructor & Program Coordinator

**Goal:** Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

**Outcome Statement:** Graduates of the Physical Therapist Assistant Program administer and provide complex and comprehensive care under the direction and supervision of a licensed Physical Therapist in a variety of settings.

## **Measuring Tools:**

1. National Board Exam passing rate will be at or above the state passing rate. The Director is responsible for collecting statistics after state notification of individual program pass rates. Faculty will review and discuss results each Spring Semester or when the class results are received.
2. Advisory Committee Members provide input regarding graduate performances discussed at annual Fall meeting.
3. Job Placement in 6 months

## **Targets:**

1. National Board Exam passing rate will be at or above the state passing rate. (target met)
2. Monitoring for continuous improvement. (target met)
3. 90% of the students who are licensed as a PTA and wish to obtain a job will be employed. (target met)

## **Results:**

1. Class of 2020: 14/16 = 87.5% pass rate of initial attempt. The 2 students who failed have not retaken the test. National average on 1st attempt is 88.7%. Two year average 93%.
2. Advisory Meeting was held 4-19-21. Discussion of the 2020 Curriculum Model, Update of Covid, Board Results, Enrollment, and Program Strengths and Weakness.
3. 100% of the Spring 2020 students who are seeking employment are employed.

## **Analysis (How are you using your results to improve student learning? Identify the implications for the outcome. Identify recommendations for next steps.)**

1. This data is given to the PTA advisory committee to discuss ways to improve the program. Additional courses were added to the curriculum and the curriculum model has now been updated. Students now are receiving additional information.
2. The new Curriculum model will continue to strengthen the program with the added neurology course, adding more credit hours to Pathology, and changing the hours around in Clinical Practicum III. Post Covid - Returning back to Clinical Practicum III for the summer of 2021 and the recommendation to return back to the observation hours for the fall of 2022 would be beneficial.
3. The results are used to maintain accreditation with the Commission on Accreditation in Physical Therapy Education (CAPTE). All job postings are sent to the Placement Center to help new alumni and past alumni to remain employed.

# 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 Weave 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

### Fall 2020:

- AG 100%
- AH 100%
- BUS 100%
- HUM 100%
- M/S 99%
- SS/ED 97%
- TECH 91%

Average for the 7 divisions: 98%

### Spring 2021:

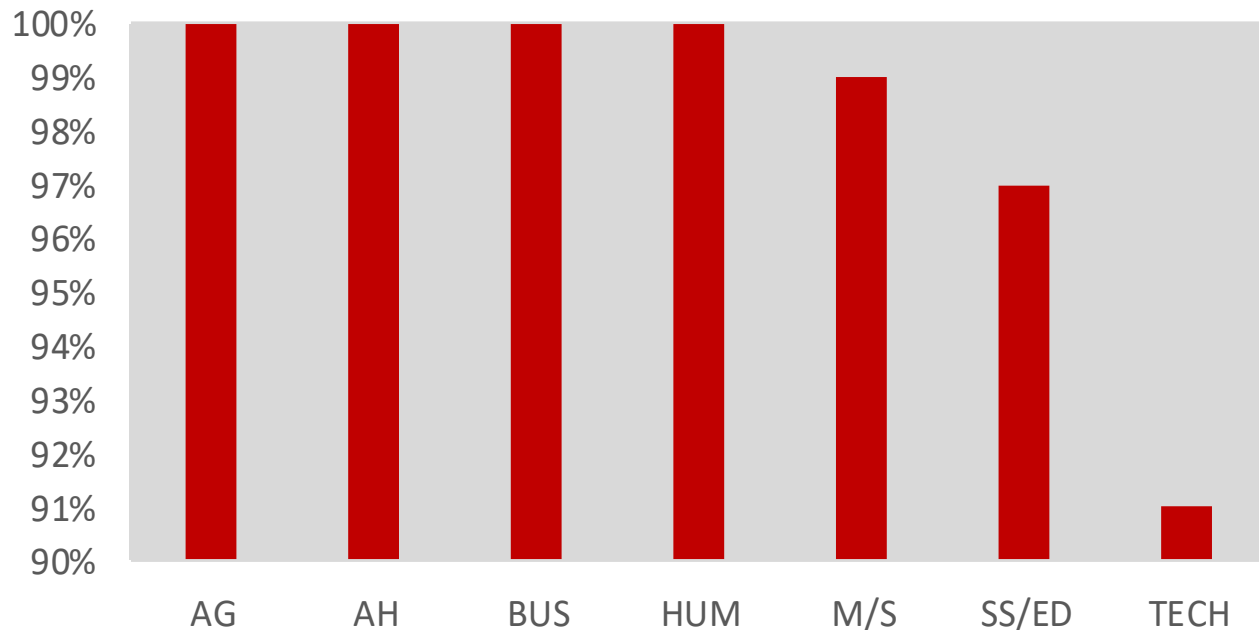
- AG 100%
- AH 100%
- BUS 100%
- HUM 100%
- M/S 99%
- SS/ED 99%
- TECH 96%

Average for the 7 divisions: 99%

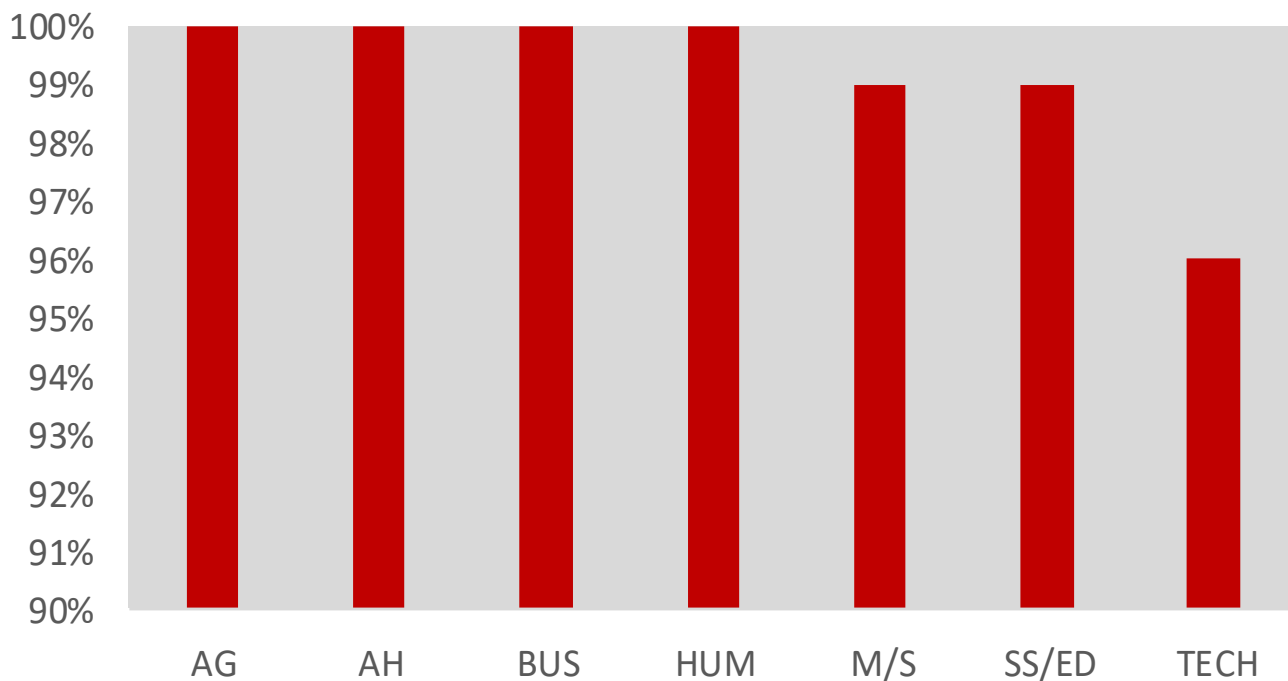


# COURSE ASSESSMENT

## Fall 2020 Course Completion Percent



## Spring 2021 Course Completion Percent



# BEST PRACTICE IN COURSE ASSESSMENT

## PHI 290 INTRODUCTION TO LOGIC (Tara Blaser, Instructor)

Outcome Statement: Students will make an effective application of course material to a selected personal, social, or educational topic.

Measuring Tool: Student work will be evaluated using a common, four-point rubric for all objectives. The assignment used to assess this objective will be determined by the individual instructor.

Target: 5 year average of 3.0 or higher out of 4.0 for all students. Target Status: Exceeded

### Results:

Fall 2020 – Three online sections with 69 students averaged a score of 3.28/4.0. No in-class sections were taught.

Spring 2021 - Four online sections with 95 students averaged a score of 3.33/4.0. No in-class sections were taught.

### Analysis (How are you using your results to improve student learning? Identify the implications for the outcome. Identify recommendations for next steps.)

Fall 2020 – Many of the students in logic are nursing students and they are highly motivated to work hard, which contributes to the success rate. Their feedback indicates they have been working more and are stressed from Covid-19 at the workplace and in general. Based on the results from spring 2019, I provided students with a video that I created on combating stress for students to watch, and I received very positive feedback regarding it. The students continue to indicate that having the ability to work ahead is appreciated, and I watched as many took advantage of that benefit. The flexibility has proven to be a clear advantage, and, as a result of this success, students will continue to have the ability to work ahead in the online sections. Based on feedback, I will continue to utilize the video on stress and allow students the option to work ahead. Although no action is necessary to remedy insufficient results, I am considering new content, assignments, and methods of teaching with the expectation that similar (or better) successful results will be found.

Spring 2021 - The majority of the students in logic continue to be nursing students and they tend to stay focused and work hard. Based on previous feedback, the video on combating stress remained part of the class and, once again, it had positive feedback. Additionally, the ability for students to work ahead remained part of the class and most students took advantage of it. That flexibility remains a clear positive direction for this class to have incorporated and students take advantage of it and perform better as a result. I was given feedback that they have demanding and hectic schedules, so when they have a block of time free, they like to focus on schoolwork. Students reported that knowing they had busy schedules the following week, they were grateful to work ahead so they were not stressed and/or trying to fit in work for this class after being exhausted from other classes, work, or family demands. Based on feedback, I will continue to utilize the video on stress and allow students the option to work ahead. Although no action is necessary to remedy insufficient results, I am considering new content, assignments, and methods of teaching with the expectation that similar (or better) successful results will be found.



# BEST PRACTICE IN COURSE ASSESSMENT

## AGR 087 DIESEL FUEL SYSTEMS, (Woody Reinhart, Instructor)

**Outcome Statement:** Students will be able to diagnose the different types of systems with the aid of the proper service manual, and will be able to repair problems encountered in the fuel system.

**Measuring Tool:** Projects

**Target:** 85% of the students will be able to perform lab assignments on a timely basis with the proper tools and material. **Target Status:** Met

**Results:** 100% of the students were able to complete their designated lab assignments using multiple resources for diagnostics and repair. 25% of the students scored 100% on his lab assignments and the remainder were at the 84% or better.

**Analysis (How are you using your results to improve student learning? Identify the implications for the outcome. Identify recommendations for next steps.)**

Scores on Lab assignments were again very good this fall with a small class size allowing more time to devote to each student. Again, this year's lab projects created a challenge to find new props. Will strive to find new and hopefully more current fuel system demonstration props. The cost of current emissions system props is a major constraint. I have requested a grant this fall for a unit that could bring the lab to current emissions. This unit could also be used for another class as well.





# 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. General Education Assessment is administered to students in February by faculty.

Prior to 2010, the College's general education goals targeted transfer students. After an extensive review process by the General Education Committee, 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 2012, the General Education Committee piloted an initiative titled, "A Path to Improvement" with the goal of using the information gathered through assessment activities to improve student learning. In December of 2020, the Committee met and unanimously chose Diversity as the new path to improvement. Details and results from the diversity survey initiative are being disseminated to the seven academic divisions as a resource to incorporate diversity in the classroom.

**Due to the COVID-19 Pandemic, the General Education Committee collaboratively agreed to delay the assessment for Spring 2020 to the 2021-2022 Academic Year. Therefore, there are no results to report.**





# 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. This process was implemented during the spring 2018 semester. Ongoing progress has been made with the remaining 100 plus courses.

For the 2020-2021 reporting period, 100% of DOC courses were completed by the due date.





# 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, the committee developed institutional goals for many 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

Figure 2.0, on page 15, provides the results for each department that participates in institutional assessment. The overall average completion rate for 2021 institutional assessment was 100%.



# INSTITUTIONAL ASSESSMENT

Figure 2.0

Department	By 9-15-21 (due date)
<b>ACADEMIC SERVICES (100%)</b>	
Academic Scheduling	100%
Assessment	100%
Dual Credit	100%
Grants	100%
Learning Resource Center	100%
Perkins	100%
<b>BUSINESS SERVICES (100%)</b>	
Accounting	100%
Bookstore	100%
Human Resources	100%
Information Systems & Services	100%
Physical Plant	100%
Print Shop	100%
<b>PRESIDENT'S OFFICE (100%)</b>	
College Advancement	100%
Institutional Research	100%
Police Department	100%
<b>STUDENT SERVICES (100%)</b>	
Admissions	100%
Athletics	100%
Career Services	100%
Counseling Services	100%
Financial Aid	100%
Health Services	100%
Marketing & Public Relations	100%
Student Life	100%
TRIO Destination	100%
TRIO Student Support Services	100%
Tutoring & Placement Services	100%
<b>WORKFORCE SOLUTIONS AND COMMUNITY EDUCATION (100%)</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>

# BEST PRACTICE IN INSTITUTIONAL ASSESSMENT

## INSTITUTIONAL ASSESSMENT – DUAL CREDIT PROGRAM

**Goal:** Dual Credit activities and processes will add to and enhance the student learning experience.

**Outcome Statement:** The dual credit program department staff will communicate the updated system for the Dual Credit Course Reviews (in 2019-2020 and 2020-2021 these have the goal of Dual Credit Faculty utilization of the course syllabus). The program staff will determine the success rate of dual credit instructors meeting expectations and increase the number of submission meeting expectations.

**Measuring Tool:** The new submission process for dual credit instructors to submit portfolios was implemented last fall and was highly successful for the fall. The dual credit program will determine the number of submissions that did not meet expectations, met expectations, and exceeded expectations. Through better communication between dual credit instructors and Lake Land College faculty who evaluate these submissions, the dual credit program will increase the number of submissions that exceed expectations by 25%.

**Target:** The dual credit program will increase the number of submissions that exceed expectations by 25%. **Target Status:** Met

**Results:** The total number of College courses/instructors offered through the DCP was seventy-one (71). Of this, half were to do in fall and half in spring. 29 instructors completed the course review. 12 instructors completed the course review in spring or yearlong.

**Analysis (How are you using your results to improve student learning and/or the student experience with your department? Identify the implications for the outcome. Identify recommendations for next steps):**

The 2019-2020 year rolled out the new plan for course reviews. The goal of the new system is to align dual credit courses with all regular courses via a focus on the syllabus. Course reviewers (divisional faculty as before) would review to ensure that the syllabus includes required content as is published by the college. The process provides recommendations and suggestions for best practices. For this, instructors are not submitting assignments and assessments although they would still have to complete their course assessment and student evaluations. After a successful Fall 2019, but interrupted 2020, it was decided the 2020-21 year needed to continue focus on the new efforts (which was the plan overall). Renewed communications were sent and there was continued focus on the syllabi. This worked wonderfully. It spurred much needed conversation in regards to the College's policies. It was especially critical that we remained focused due to the Spring 2020 COVID pandemic shut down, which interrupted the cycle and cancelled the collection of reviews in Spring of 2020. The 2020-21 review plan helped ensure that instructors are in compliance with the recommendations put forth by HLC in regards to maintaining greater consistency in College syllabi. Due to the COVID shut down in 2020, the plan over the course of the next year will be to still review the syllabus for the instructors in the AY22 cycle to catch up any instructors that might have missed the opportunity to submit.



# BEST PRACTICE IN INSTITUTIONAL ASSESSMENT

## INSTITUTIONAL ASSESSMENT – INSTITUTIONAL RESEARCH AND REPORTING

Goal: Program Improvement and Enhancement (PIE) process involves developing the rubric and data elements for assessment. In addition, the PIE reports are an integral part of the process.

2018-2019 Outcome Statement: Reports will be developed for each CTE program. These reports will encompass the key variables used to assess each program.

Measuring Tool: Rubric

Target: 1. Finalized pilot rubric will be used to identify the program score. 2. Finalized report structure and identified key variables. Target Status: Met

Results: Piloted the report using the rubric with Ag, Business and Tech. Updated the rubric and report based on feedback received.

Analysis (How are you using your results to improve student learning and/or the student experience with your department? Identify the implications for the outcome. Identify recommendations for next steps).

Based on feedback from the President, VP of Academic services, program coordinators and division chairs during the report review meetings, the pilot rubric was re-evaluated and updated. The reports were changed to reflect the metrics used in the updated rubric. This process is still evolving and additional changes are expected to be made as we move forward.

2019 through 2021 Outcome Statement: The IR Department will continue to update the PIE rubric and program reports based on feedback from all parties involved.

Measuring Tool: Rubric

Target: Meet with program coordinators and division chairs Target Status: Met

Results: During FY2019 and FY2020, the Director of IR and Director of Academic Support and Assessment met with all CTE program coordinators and division chairs to review their program specific PIE reports.

Analysis (How are you using your results to improve student learning and/or the student experience with your department? Identify the implications for the outcome. Identify recommendations for next steps)

2019 - 2020 We have taken meticulous notes during each meeting with program coordinators and have used the feedback from all program coordinators and division chairs to make modifications to the PIE reporting requirements and rubric, which will ultimately help improve the programs.

2020– 2021 We made changes to the rubric and the reports based on feedback from all parties. We added fall enrollment numbers as well as retention for first time students. We also modified the scoring process to include the 2 additional variables. The Vice President of Academic Services gave direction that he would meet with all program coordinators that fell under PIE advisory status to develop actions plans.

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