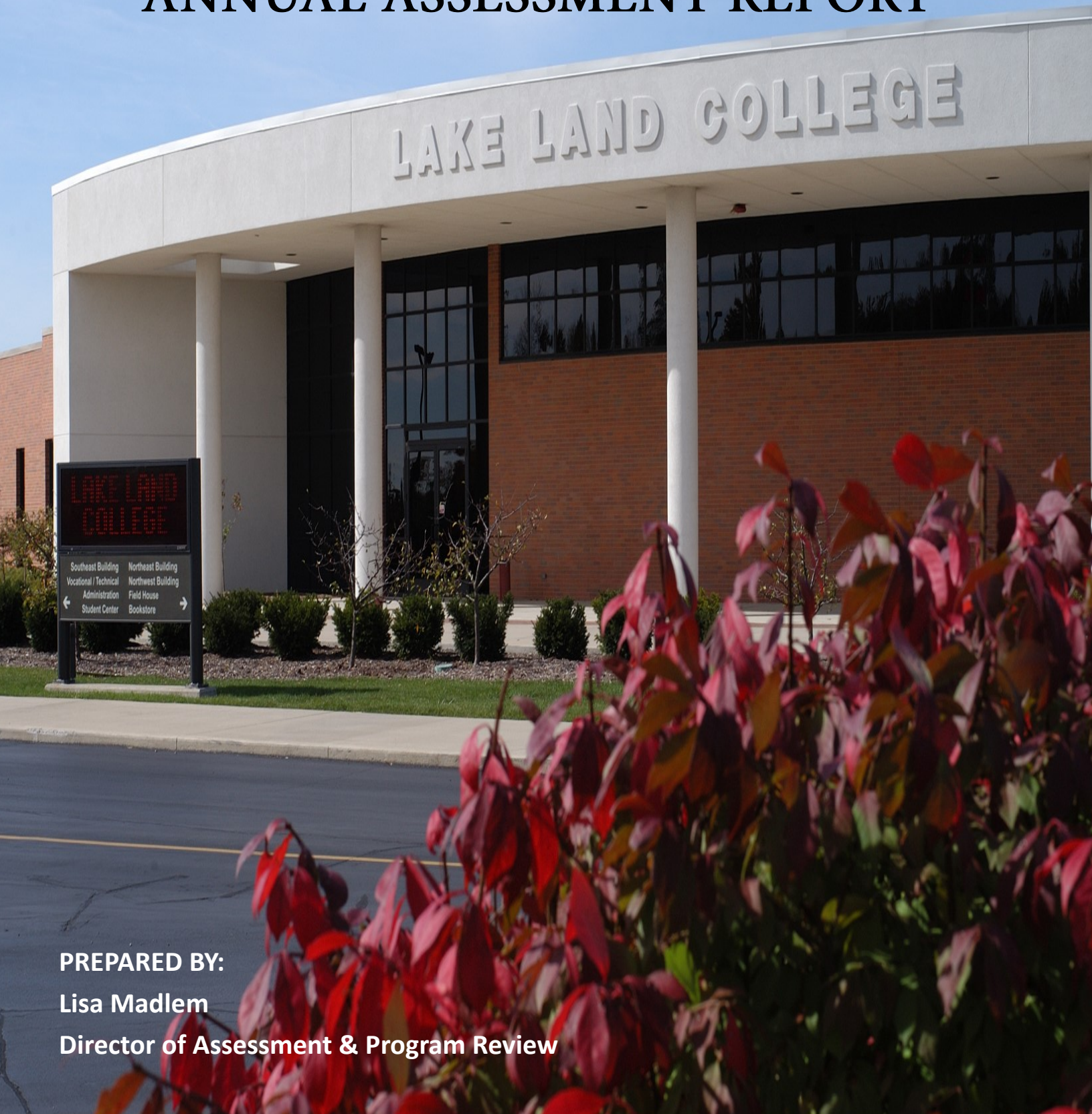


# 2022 ANNUAL ASSESSMENT REPORT



**PREPARED BY:**  
**Lisa Madlem**  
**Director of Assessment & Program Review**

**LAKE LAND**  
**COLLEGE**





## IN THIS REPORT

Introduction	3
ICCB Program Review	4
Program Assessment	6
DOC Course	7
Course Assessment	8
Institutional Assessment	10
CDL	12
Next Level of Assessment	13



## 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 fifth year. This process was implemented to ensure that DOC courses are equivalent to the course assessment activities on the main campus. This past year a total of 87 DOC courses were assessed.

Keeping with the process to ensure that all courses are assessed at Lake Land College, this year the Commercial Truck Driving (CDL) Program joined course assessment. The courses were assessed and entered in the College's software. See page 12 for more information on the CDL Program.

In order to bring the data of 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.

Finally, a section devoted to Moving Assessment To The Next Level can be viewed on page 13 in this report. Faculty and staff have worked diligently for the past several years on the implementation of several new components of assessment and are now ready to take their work to the next level.

# 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 Review that included the following:

- A.A.S. programs (13)
- Certificate Programs (14)
- NDP (7)
- Academic Discipline: Communications
- Cross-Disciplinary Instruction: English Language Acquisition
- Student & Academic Support Services: Admissions, Registration & Records

For the 2022 fiscal year, Figure 1.0 provides the specific Lake Land College programs that were reviewed.



# ICCB PROGRAM REVIEW

Figure 1.0

## PROGRAMS REVIEWED

Degree	Program
Associate in Applied Science	Physical Therapy Assistant
Associate in Applied Science	Medical Assistant
Associate in Applied Science	IT Graphic Design
Associate in Applied Science	Medical Coding & Health Information
Associate in Applied Science	IT Computer Applications
Associate in Applied Science	IT Network Administration
Associate in Applied Science	IT Programming
Associate in Applied Science	IT Web Design
Associate in Applied Science	Broadcast Communication
Associate in Applied Science	Law Enforcement
Associate in Applied Science	Computer Integrated Manufacturing Technology
Associate in Applied Science	Electronics Engineering Technology
Associate in Applied Science	Electronics Systems Specialist
Certificate	Medical Assistant
Certificate	Massage Therapy
Certificate	Desktop Publishing
Certificate	Medical Coding Specialist
Certificate	IT Computer Applications
Certificate	IT Network Administration
Certificate	IT Programming
Certificate	IT Web Design
Certificate	IT Digital Media Specialist
Certificate	Medical Transcriptionist
Certificate	Radio Broadcasting
Certificate	Broadcast Communication
Certificate	Computer Technician
Certificate	Electronic Control Technician
NDP	Computer Application Specialist
NDP	TV Field/Studio Production
NDP	Geospatial Technology
NDP	Criminal Justice Leadership
NDP	Law Enforcement Operations
NDP	Computer System
NDP	Programmable Logic Controller
Academic Discipline Review	Communications
Cross-Disciplinary Instruction	English Language Acquisition (including IELCE)
Student & Academic Support Services	Admissions, Registration & Records, Recruiting



# 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 the program assessment results for the past five years:

## PROGRAM ASSESSMENT RESULTS

- 2022—100% completion by the due date
- 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



# DEPARTMENT OF CORRECTIONS COURSE ASSESSMENT



The Lake Land College Assessment Committee initiated a process to ensure that the assessment activities at the Department of Corrections 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 Corrections participates in the College's course assessment process.*

Meaning, all courses at the Department of Corrections facilities should be assessed to improve student learning using the same methods as those taught on campus.

For the 2021-2022 reporting period, 100% of DOC courses were completed by the due date.

- Fall 34/34 courses were completed
- Spring 53/53 courses were completed

**Total: 87/87 courses were completed by the due date**



# 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 Assessment & Program Review 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, The 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.

For fall 2021 results, 740/775 courses were completed by the due date for an average of 96% completion. The Director of Assessment and Program Review, along with the Director of Data Analytics met with the division chairs of the academic divisions that did not meet 100% completion of course assessment by the due date. Together they devised an action plan with a deadline of two weeks for these academic divisions to reach 100% completion. Divisions reached 100% completion by the new March 15th due date.

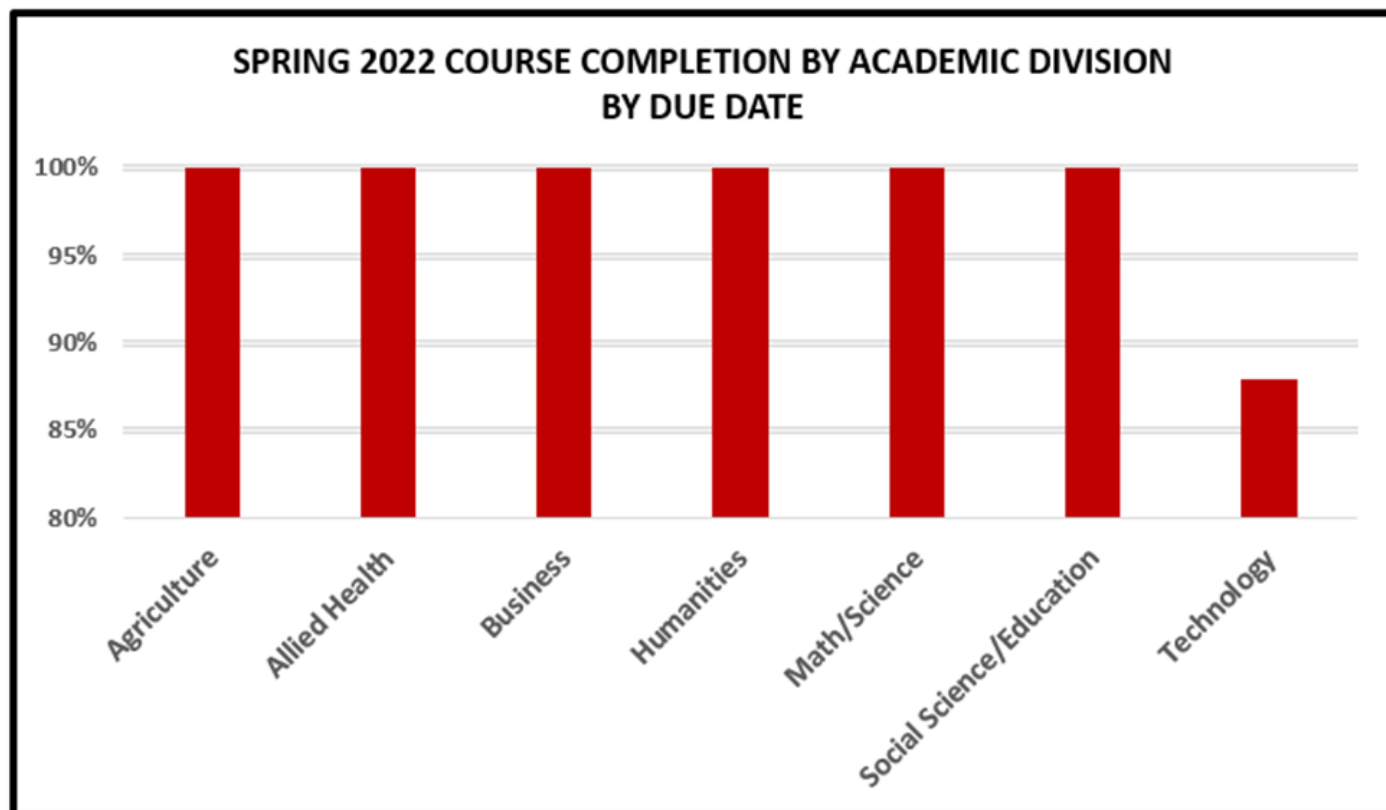
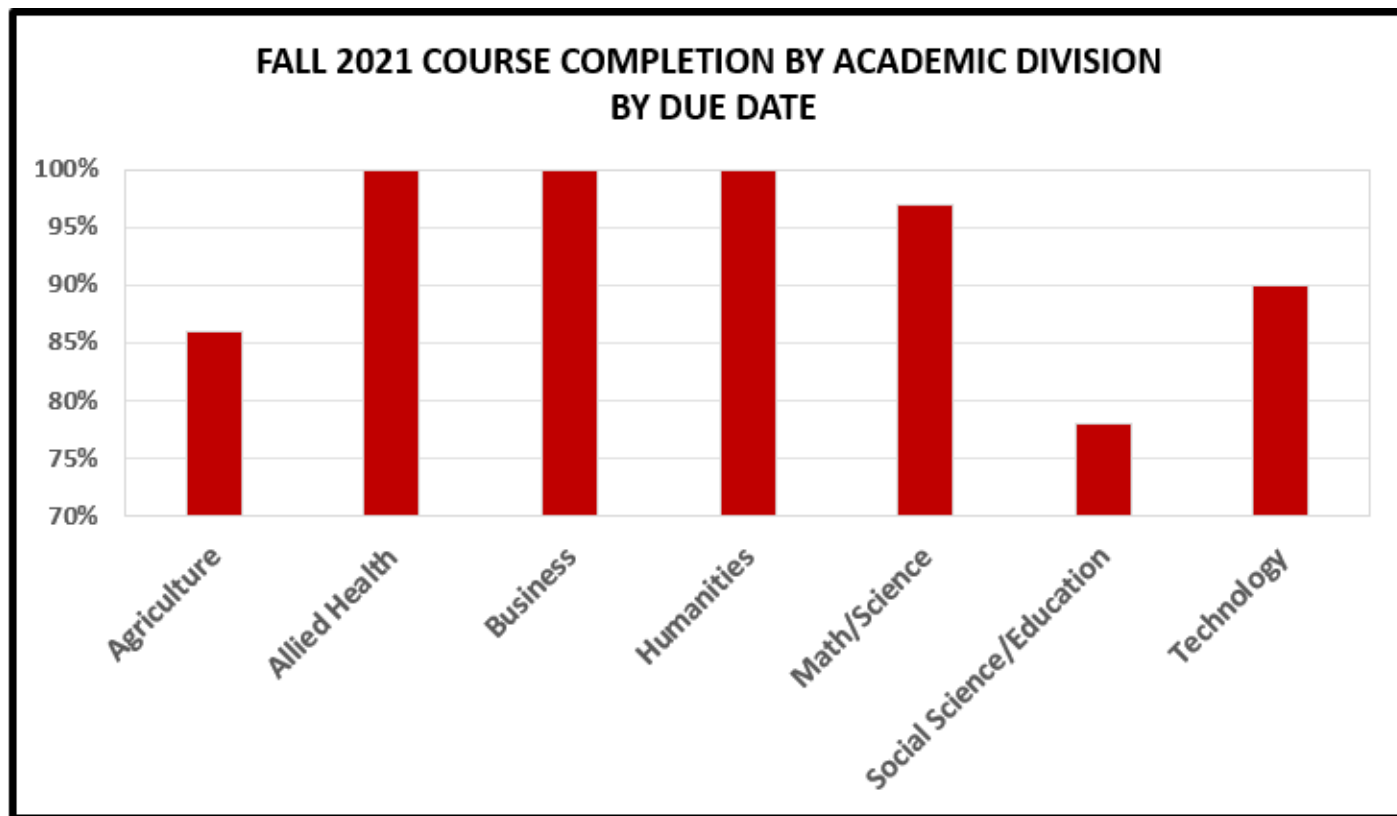
## COURSE ASSESSMENT RESULTS

<u>Fall 2021:</u>		
• AG	86%	30/35 courses
• AH	100%	44/44 courses
• BUS	100%	84/84 courses
• HUM	100%	54/54 courses
• M/S	97%	35/36 courses
• SS/ED	78%	49/63 courses
• TECH	90%	45/50 courses
341/367 total courses		
Average for the 7 divisions: 93%		

<u>Spring 2022:</u>		
• AG	100%	40/40 courses
• AH	100%	43/43 courses
• BUS	100%	94/94 courses
• HUM	100%	44/44 courses
• M/S	100%	42/42 courses
• SS/ED	100%	72/72 courses
• TECH	88%	64/73 courses
399/408 total courses		
Average for the 7 divisions: 98%		



# COURSE ASSESSMENT



# 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 11, provides the results for each department that participates in institutional assessment. The overall average completion rate for 2022 institutional assessment was 93% with 31 of 34 departments completed by the due date of 9-19-22 @ 5 p.m. The remaining three departments completed their assessment on 9-20-22 and 9-21-22. It should be noted that this is the first year Student Services assessment has been divided into departments. In the past, Student Services was assessed as a whole.



# INSTITUTIONAL ASSESSMENT

Figure 2.0		Due Date:	Completion
Department		9-19-22 @ 5 p.m.	Date
<b>ACADEMIC SERVICES 6 of 6 completed (100%)</b>			
Academic Operations	100%		
Academic Scheduling	100%		
Dual Credit	100%		
Instructional Support & Technology	100%		
Learning Resource Center	100%		
Perkins	100%		
<b>BUSINESS SERVICES 5 of 6 completed (83%)</b>			
Accounting	100%		
Bookstore	100%		
Human Resources	100%		
Information Systems & Services	100%		
Physical Plant	0%		100% 9-20-22
Print Shop	100%		
<b>PRESIDENT'S OFFICE 9 of 10 completed (90%)</b>			
Adult Education	100%		
Alternative Education	100%		
Assessment	100%		
Center for Business & Industry	100%		
College Advancement	100%		
Grants	100%		
Department of Corrections	100%		
Institutional Research	100%		
Kluthe Center	100%		
Police Department	0%		100% 9-21-22
<b>STUDENT SERVICE 11 of 12 completed (92%)</b>			
Admissions	100%		
Athletics	0%		100% 9-20-22.
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 (2 projects)	100%		
<b>AVERAGE COMPLETION FOR 31 OF 34 TOTAL DEPTS.</b>		<b>93%</b>	



# ASSESSMENT SPOTLIGHT

## COMMERCIAL TRUCK DRIVING (CDL)



The Commercial Truck Driving (CDL) curriculum has been entirely reworked to comply with the new Entry-Level Driver Training Rule (ELDT). The course length has been extended by two weeks and is now a six week class. In addition, CDL also offers different course options like developing a classroom only course, a behind-the-wheel only course and an online Hazardous Materials course, which has been wildly successful.

The curriculum is now required to upload documentation for each student into a federal database that tracks their competencies and, in some cases, how long it took the student to master the competency. The program has seen an increase in enrollment due to the law changes and are seeing a larger number of Class B students as well. In addition to the simulator, two Class A trucks, and a Class B truck purchase, the program is also awaiting an air brake trainer that will help support student learning.

Although the CDL program has been assessed through Institutional Assessment as part of the Center for Business and Industry, Spring 2022 was the first semester that CDL courses were assessed. All six course that were offered completed their assessment in Weave for a 100% compliancy.

# TAKING ASSESSMENT TO THE NEXT LEVEL

Faculty and staff have made great strides over for the past several years in assessment efforts. In 2010, the College acquired Weave assessment software, program assessment was moved from a Microsoft Access database to Weave, and course assessment was implemented. Institutional assessment was next to follow in 2011. The Department of Correction course assessment was piloted in 2014 and now assesses close to 100 courses. Once these areas were implemented, the hard work began to increase completion percentages for assessment by the designated due dates. Through the tenacity of faculty and staff, these areas began reaching 90-100% completion rates. New to 2022 was the assessment of Commercial Truck Driving (CDL) and the development of Co-Curricular assessment. The Assessment Committee has been instrumental in leading the charge for a number of these successes.

Since the College is successfully meeting deadlines and reaching exemplary completion percentages, now is the time to *Take Assessment to the Next Level*. So what does this mean? It means looking at the quality of assessment, aligning outcomes to the strategic plan and the Higher Learning Commission standards, analyzing results and using action plans to close the assessment loop to improve student learning and/or experience at Lake Land College. Using best practices as examples to assist faculty and staff in the quality of their assessment and incorporating the Program Improvement Enhancement (PIE) model for ICCB Program Review completion.

In order to *Take Assessment to the Next Level* several changes will occur. For example, the ICCB Program Review process will be improved. One area of improvement for ICCB Program Review is the introduction of a template worksheet for program coordinators to complete each year in order to prepare for their 5 year review. Additionally, a Faculty Peer Review will be implemented this year.

The General Education Assessment Committee is taking on an enormous adventure in completely revamping the process. This 4-5 year plan will include identifying new general education goals, assessing these goals as well as career technical education competencies. The new process will eliminate the "General Education Prompt Packets" which means instructors will no longer lose a class session to administrator the assessment.

Co-Curricular Assessment is being implemented for the 2022-2023 academic year. Co-Curricular activities are learning activities, programs and experiences that *reinforce* the institution's mission and values and complement the formal curriculum. Every interaction a student has on campus can potentially be a learning experience related to institutional, general education, or co-curricular outcomes. Often, co-curricular learning is hands-on, and offers opportunities to hone skills, put ideas into practice, and showcase achievements. In some cases, Institutional Assessment mirrors Co-curricular Assessment.

The next 3-5 years will be a busy time for the Assessment Department but the hard work will ultimately benefit the students. An E-Portfolio addition will allow students to provide a link on their resume that will take potential employers to their skills learned at Lake Land College in the form of an electronic portfolio.

Stay tuned for the next several years of exciting changes coming to assessment!

## **CONTACT:**

Lisa Madlem

Director of Assessment & Program Review

Phone: 234-5088

Email: [lmadlem@lakelandcollege.edu](mailto:lmadlem@lakelandcollege.edu)

Office: WH 055

[www.lakelandcollege.edu/assessment](http://www.lakelandcollege.edu/assessment)