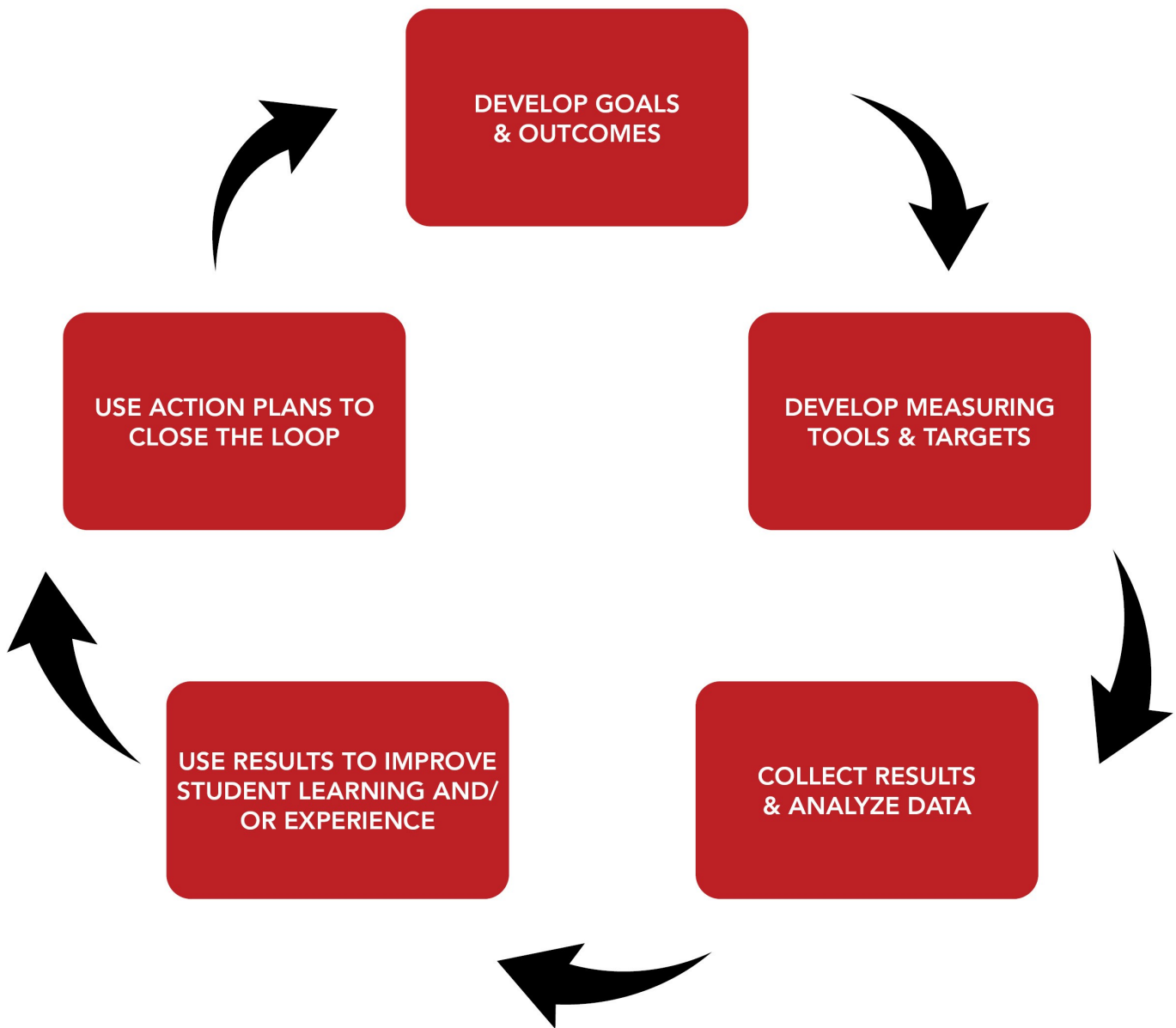


ANNUAL ASSESSMENT REPORT

2023





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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;
- (6) Department of Corrections (DOC) Course Assessment, and
- (7) Cocurricular Assessment

The Department of Corrections course assessment is in its sixth 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 136 DOC courses were assessed. Keeping with the process to ensure that all courses are assessed at Lake Land College, Commercial Truck Driving (CDL) Program joined course assessment two years ago.

Co-Curricular assessment was implemented in 2023 which consists of 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.

Finally, a section devoted to Moving Assessment To The Next Level can be viewed on pages 4 and 5 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.

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 100 plus 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 2023 is 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 are currently in place. For example, the ICCB Program Review process is being 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 by ICCB asking for volunteer faculty from our College to participate in this process.

The General Education Assessment Committee is taking on an enormous adventure in completely re-vamping 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 was 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 following four areas are being piloted this year for Co-curricular Assessment:

- ◆ Student Government Association
- ◆ Student Activity Board
- ◆ Navigator News
- ◆ National Society of Leadership & Success

The Director of Assessment & Program Review developed a resource book for faculty and staff to use for the new initiative, *Taking Assessment to The Next Level*. The resource book includes definitions and examples of goals, outcomes, supported initiatives, measuring tools, targets, results, analyses of results and action plans. The assessment resource book is also used for new faculty orientation training.

What follows on page 5 are the communication activities that were completed by the Director of Assessment & Program Review for the new initiative. It should be noted that in early spring 2023 feedback from a few faculty caused the VPAS to request a pause in the additional plans pending further discussion.

TAKING ASSESSMENT TO THE NEXT LEVEL

COMMUNICATION TO THE COLLEGE

October 12, 2021: The Director of Assessment and Program Review's position was reorganized from Academic Services to the President's Unit. The reason for the move was so that the director could focus on a new initiative, Taking Assessment to the Next Level, as directed by the Vice President of Academic Services. The definition of Taking Assessment to the Next Level, according to the VPAS and the Director of Data Analytics, was to guide faculty on the quality of assessment in the following ways:

- Align outcome statements to the strategic plan, HLC and other accrediting bodies;
- Assess 2 outcomes instead of one;
- Ensure all faculty are providing an analysis (how are they using their assessment results to improve student learning?) for all outcomes that are assessed;
- Ensure all faculty are adding action plans when necessary to use as a tool to close the loop in assessment;
- Provide Best Practice examples to all who do assessment; and,
- Meet the assigned due dates for assessment results.

December 13, 2021: The Director of Assessment and Program Review presented the 2021 Annual Assessment Report that included the new initiative as mentioned above to the Board of Trustees.

Spring Opening Day January 7, 2022: Communicated the new initiative to the Allied Health Division faculty. Provided a presentation and handouts (best practices in course assessment analysis and action plans, supported initiative and action plan process maps).

Spring semester 2022 (February – April): Communicated the new initiative to the Agriculture, Technology, Business, Humanities, Math/Science and Social Science/Education divisions.

Spring Staff Development Days 2022 – March 31 and April 1: Provided workshop sessions for faculty on the assessment initiative as aforementioned. Two sessions offered for a total of 17 attendees.

Summer 2022: Provided updates to the following departments for institutional assessment in the new initiative: Academic Services, Business Services, President's Unit, Student Services and Workforce Solutions and Community Education.

Fall 2022 Opening Day: Provided all of the division chairs with an electronic assessment update to share with their faculty.

Fall Staff Development, November 2022: Provided workshop sessions to faculty on the new assessment initiative. Two sessions offered for a total of 8 total attendees.

Spring Opening Day, January 6, 2023: Communicated in-person an update to the Allied Health Division on the new assessment initiative. Provided the remaining six academic divisions an update in electronic email.

Spring Semester 2023 Staff Development Opportunities: Provided several workshop opportunities to faculty on the assessment initiative. These sessions were also provided for the upcoming fall 2022 course assessment due date of 2-8-23. Nine sessions were offered for a total of 21 attendees which equates to 21% faculty attendance for spring 2023 staff development. In addition, a number of resources were provided to faculty and staff (handouts in staff development sessions as well as documents sent via email to include several process maps, presentations, best practice examples and more.

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).

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 (7)
- Certificate Programs (7)
- NDP (4)
- Academic Discipline: Mathematics
- Cross-Disciplinary Instruction: Developmental Mathematics
- Student & Academic Support Services: Tutoring and Career Services

For the 2022 fiscal year, Figure 1.0 on page 7 provides the specific Lake Land College programs that were reviewed.



ICCB PROGRAM REVIEW

PROGRAMS REVIEWED

Figure 1.0

Degree	Program
Associate in Applied Science	Paramedical Services
Associate in Applied Science	Dental Hygiene
Associate in Applied Science	Computer Aided Design Technology
Associate in Applied Science	Civil Engineering Technology
Associate in Applied Science	CET/Advanced Technical Studies
Associate in Applied Science	Civil Engineering Technology Coop
Associate in Applied Science	Building Construction Technology
Certificate	Paramedical Services
Certificate	Esthetics
Certificate	Cosmetology
Certificate	Cosmetology Teacher
Certificate	Computer Aided Drafting
Certificate	Building Construction Technology
Certificate	Department of Corrections Cosmetology
NDP	Emergency Medical Services
NDP	Department of Corrections Culinary Arts I
NDP	Department of Corrections Warehousing & Distribution Specialist
Academic Discipline Review	Mathematics
Cross-Disciplinary Instruction	Developmental Mathematics
Student & Academic Support Services	Career Services and Tutoring

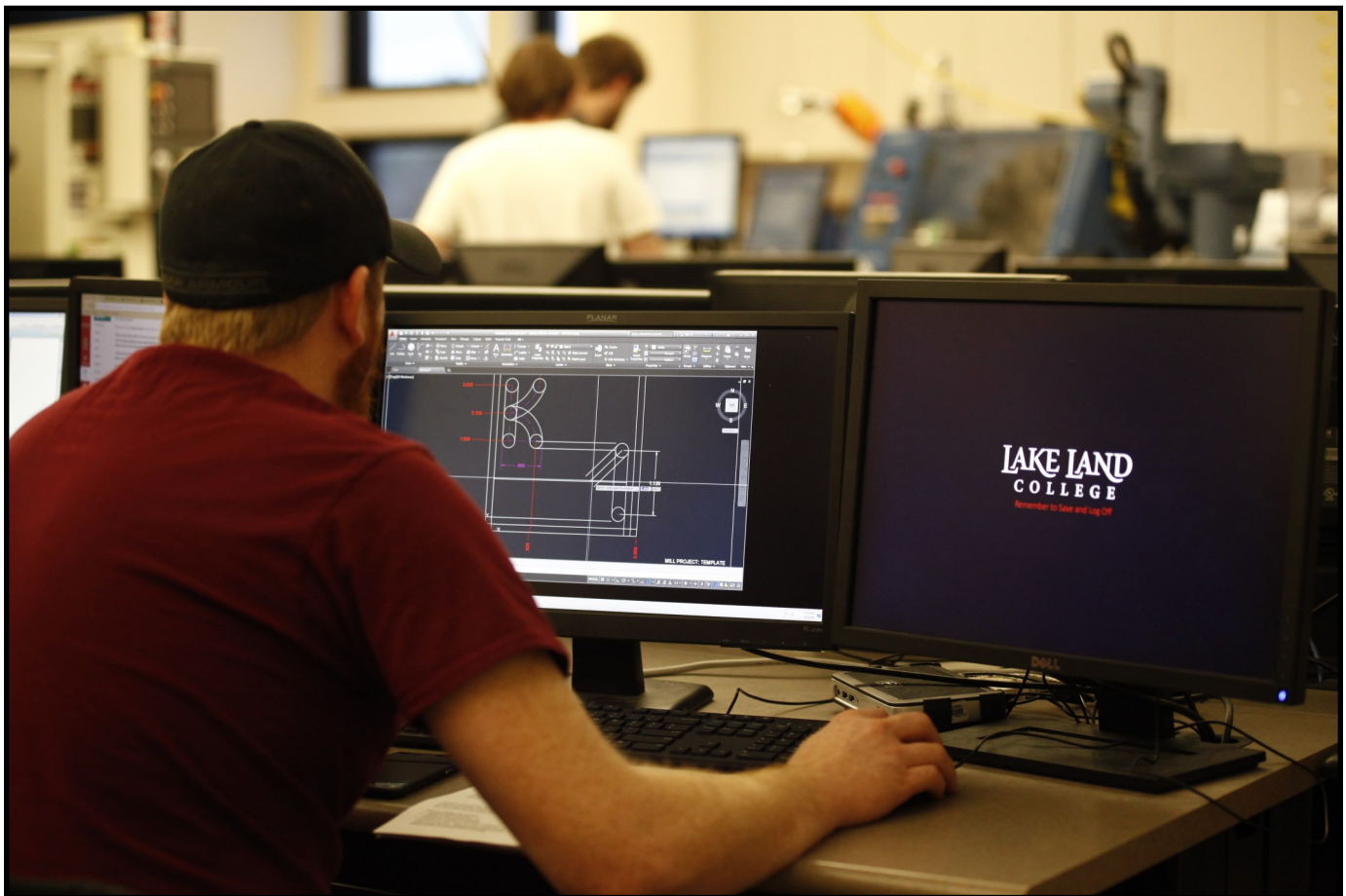
PROGRAM ASSESSMENT

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 two years:

PROGRAM ASSESSMENT RESULTS

- 2022—100% completion by the due date
105/105 programs completed
- 2023—100% completion by the due date
97/97 programs completed



PROGRAM ASSESSMENT



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.

For AY 2022-2023, 752/782 courses were completed by the due date for a 96% average completion.

The Social Science/Education Division met 100% completion by September 14th, the day after the due date. The Technology Division was at 89% completion by September 14th. The remaining courses for the Technology Divisions were welding and data was not collected because a full time welding instructor had not been hired prior to the due date; the courses were only taught by adjuncts.

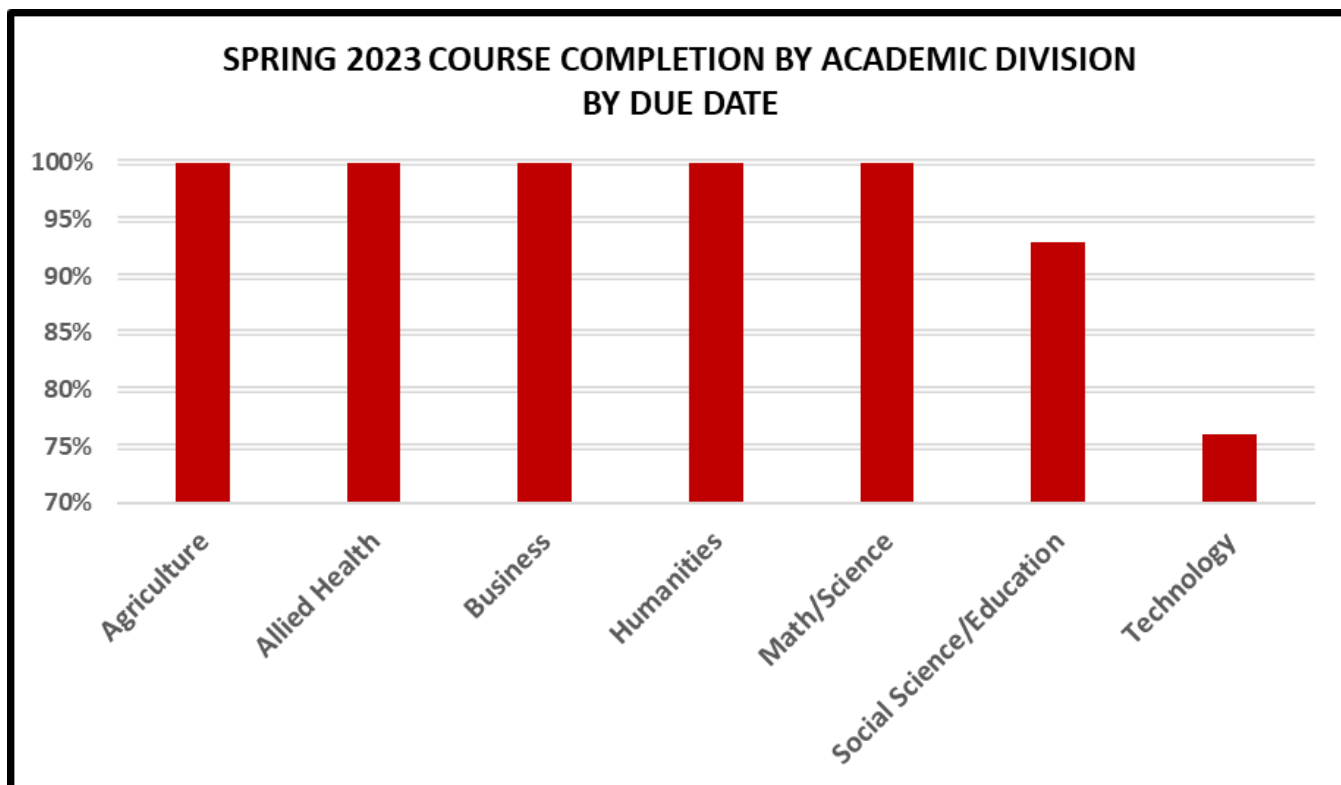
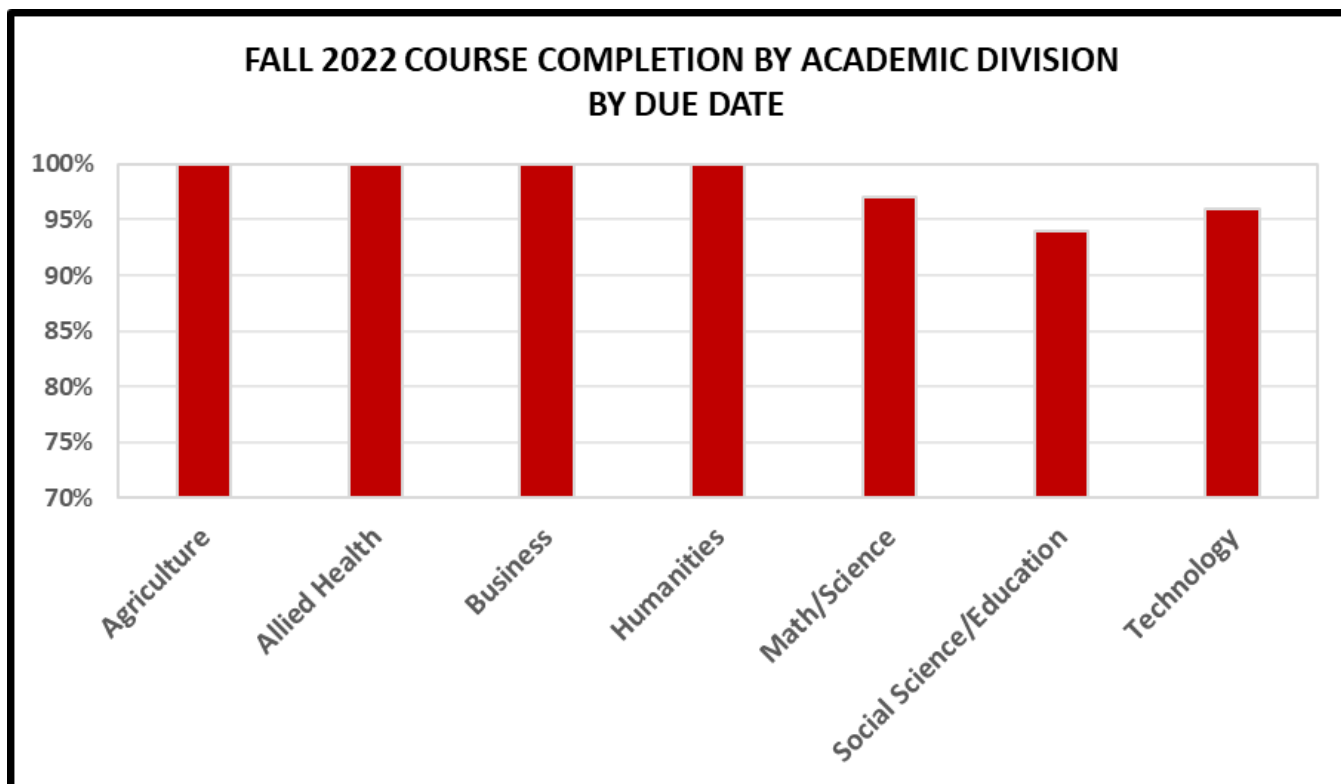
CDL COURSE ASSESSMENT RESULTS

There were a total of nine CDL courses taught during the spring 2023 semester. All nine courses were resulted in the Weave assessment software by the due date for a 100% completion rate.

COURSE ASSESSMENT RESULTS

<u>Fall 2022:</u>			<u>Spring 2023:</u>		
• AG	100%	36/36 courses	• AG	100%	39/39 courses
• AH	100%	54/54 courses	• AH	100%	50/50 courses
• BUS	100%	85/85 courses	• BUS	100%	91/91 courses
• HUM	100%	50/50 courses	• HUM	100%	46/46 courses
• M/S	97%	32/33 courses	• M/S	100%	41/41 courses
• SS/ED	94%	60/64 courses	• SS/ED	93%	70/75 courses
• TECH	96%	42/44 courses	• TECH	76%	56/74 courses
359/366 total courses			393/416 total courses		
Average for the 7 divisions: 98%			Average for the 7 divisions: 94%		

COURSE ASSESSMENT



DEPARTMENT OF CORRECTIONS COURSE ASSESSMENT



DEPARTMENT OF CORRECTIONS



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.

DOC 2022-2023 COURSE ASSESSMENT RESULTS:

- Fall 50/51 courses were completed for a 98% completion rate
- Spring 85/85 courses were completed for a 100% completion rate

Total: 135/136 courses were completed by the due date for a 99% completion.

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 2023 institutional assessment was 91% with 32 of 35 departments completed by the due date.



INSTITUTIONAL ASSESSMENT

Figure 2.0	Department	Due Date: 9-15-23	Completion Date
ACADEMIC SERVICES 5 of 5 completed (100%)			
	Academic Operations	100%	
	Academic Scheduling	100%	
	Dual Credit	100%	
	Instructional Support & Technology	100%	
	Learning Resource Center	100%	
BUSINESS SERVICES 6 of 6 completed (100%)			
	Accounting	100%	
	Bookstore	100%	
	Human Resources	100%	
	Information Systems & Services	100%	
	Physical Plant	100%	
	Print Shop		
PRESIDENT'S OFFICE 11 of 11 completed (100%)			
	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%	
	Perkins	100%	
	Police Department	100%	
STUDENT SERVICE 9 of 13 completed (69%)			
	Admissions	0%	100% by 9-22-23
	Athletics	100%	
	Career Services	0%	100% by 9-25-23
	Counseling Services	100%	
	Financial Aid	100%	
	Health Services	100%	
	Marketing & Public Relations	100%	
	Student Life & Co-Curricular (2 projects)	100%	
	TRIO Destination	100%	
	TRIO Student Support Services	100%	
	Tutoring & Placement Services (2 projects)	0%	100% by 9-22-23
AVERAGE COMPLETION FOR 32 OF 35 TOTAL DEPTS.		91%	

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