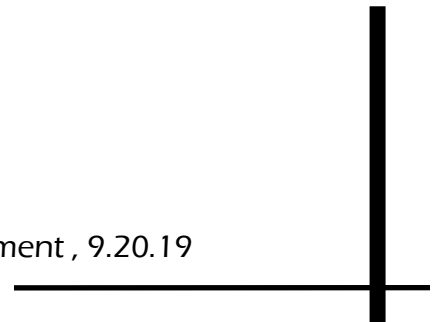# ANNUAL SUMMARY REPORT: 2018-2019

A report of the activities and changes in institution-wide assessment efforts

Submitted by Kylie Price, Assistant Dean of Assessment , 9.20.19

CONTENTS

OVERVIEW

EXPLANATION

This *Annual Summary Report* highlights significant assessment changes and trends, as well as current/ongoing assessment activities, during the 2018-2019 academic year. This report is shared with the faculty at the first regularly-scheduled Faculty Assembly and the Board of Trustees at the November Board meeting. Additionally, it is electronically shared internally and externally for all stakeholders.

ASSESSMENT UPDATE

The Outcomes Assessment Committee (OAC) is constructed with representatives from each academic department. The 2018-2019 OAC representatives are as follows: Kylie Price (chair), Stacy Kosier (CTHE), Mary Guenseth (HLP), Marge Smolensky (MNS), Jill Johnson (SBS), Lisa Walker (HFA), Chris Banker (CCD), Anthony Law (Co-Cur), Shelby Clary (Student) Michelle Johnson (IE), Sara Cree (IE), and Carrie Hawkinson (VP). The OAC meets monthly to review assessment processes, discuss assessment findings, and facilitate assessment support and training.

The OAC Moodle page serves to house most assessment documents—with the exception of Program Review, which is housed with Institutional Effectiveness (IE): the OAC Moodle page houses assessment reports for both curricular and co-curricular assessment. The page was renamed from "Assessments-Faculty Resource" to "Assessment Resources" to reflect this change. This page is organized topically, identifying members and archiving reports on the home page and organizing subsequent tabs by curricular and co-curricular assessment. There is an additional tab for OAC members only that aids them in writing annual department reports.

Co-curricular assessment remains an area for improvement. During 2011-2012, the OAC implemented a non-instructional assessment initiative and thus developed three forms to assess the Business and Support Services at Sandburg. These forms were similar to the instructional CAR counterparts but focused on areas outside of the classroom. In Fall 2013, those non-instructional areas completed one of these assessment documents a year. Meanwhile, each of these departments was also completing a Program Review. The Quality Initiative (QI), established by IE, revised the Program Review process, and the OAC timelines for these non-instructional areas became superfluous. Nonetheless, co-curricular assessment is still a necessity, so during Summer 2017, the Assistant Dean of Assessment generated a Co-curricular Assessment Form that was piloted during the 2017-2018 and 2018-2019 academic years. Results for the 2018-2019 academic year are included herein.

Also included in this document are the placement testing summary reports. Accuplacer replaced Compass testing September 1, 2016, and departments are still reviewing data to ensure students are placed in appropriate courses.

Carl Sandburg College is in receipt of transfer student success reports, but those reports are collected sporadically and do not demonstrate consistent data trends. The OAC is recommending that the College organize a taskforce or committee to further investigate transfer student success rates.

The Assistant Dean of Assessment is currently repurposing the *Assessment Newsletter* to share best practices, and she continues to present on assessment topics. In addition, the OAC continues to host annual workshops to help both full-time and adjunct faculty members complete their CARs. Furthermore, the *CAR Manual* and video tutorial have been updated to help all faculty complete their annual CARs.

Additionally, the OAC is including assessment updates into Champ the Charger emails to educate students about assessment practices and how those practices affect them in the classroom.

All OAC members are collaborating with IE for accreditation purposes. Criterion 4, Teaching and Learning: Evaluation and Improvement, centers around assessment. Thus, OAC members have specifically looked at Criterion 4B since it focuses on Sandburg's commitment to educational achievement and improvement through the ongoing assessment of student learning. In that process, the OAC has reviewed GEOs and the corresponding rubrics, curricular assessment, and co-curricular assessment. The OAC continues to enhance the latter process with the co-curricular assessment pilot and co-curricular representation on the committee itself.

The College implemented Key Performance Indicators (KPIs) as a measurement tool for institution-wide assessment in 2011, and both instructional and non-instructional departments have implemented KPIs to guide their assessment efforts. The following KPIs measured assessment efforts during the 2018-2019 academic year and were established by OAC members:

1. Maintain 100% full-time faculty CAR participation as reported in the *2018-2019 Annual Report.*
   A. Facilitate one workshop during the spring to support faculty in their assessment process.
2. Increase adjunct faculty CAR participation to 85% as reported in the *2018-2019 Annual Report*.
   A. Assist coordinators to facilitate workshops to support adjunct faculty in their assessment process.
3. Increase student participation in the assessment process.
   A. Facilitate student representation on the OAC.
   B. Explain the role of assessment as it pertains to students in Champ the Charger emails.

The only KPI that was not met during the 2018-2019 academic year was the second one, for adjunct participation was at 83%, just 2% shy of the goal.

LOOKING AHEAD: ASSESSING OUR ASSESSMENT

The following KPIs will measure assessment efforts during the 2019-2020 academic year:

1. Maintain 100% full-time faculty CAR participation as reported in the *2019-2020 Annual Report.*
   A. Facilitate one workshop during the spring to support faculty in their assessment process.
   B. Administer survey to check in with faculty's assessment needs.
2. Increase adjunct faculty CAR participation to 90% as reported in the *2019-2020 Annual Report*.
   A. Assist coordinators to facilitate workshops to support adjunct faculty in their assessment process.
   B. Implement standardized assessments for faculty to utilize to complete their CARs.
3. Increase student participation in the assessment process.
   A. Manage student representation on the OAC.
   B. Explain the role of assessment as it pertains to students in Champ the Charger emails.

ASSESSMENT PLAN

EXPLANATION

Since 2015, the OAC has utilized an Assessment Plan to stay on track with assessment efforts. That plan has morphed from a topical plan to the specific objective-based plan outlined here.

ASSESSMENT PLAN INCEPTION AND UPDATE

Year 1: Objectives for this assessment plan are organized into annual objectives that are repeated and enhancement objectives that are fulfilled that year. During the 2018-2019 academic year, the Assistant Dean of Assessment created, reviewed, and presented the *Annual Report* to Faculty Assembly and the Board of Trustees. The OAC analyzed data from that report and established measureable KPIs to streamline assessment activities.

Furthermore, the OAC also established a new assessment plan, implemented student representation on the committee, and hosted an assessment workshop for adjuncts.

Year 2: The annual objectives will be repeated. Furthermore, the OAC will establish co-curricular programs to be assessed, establish and implement co-curricular representation rotation, and establish and implement student representation rotation. The Assistant Dean of Assessment has begun work on all three of these areas.

Year 3: The annual objectives will be repeated. The Assistant Dean of Assessment will present on co-curricular assessment and streamline program review data and transfer success data.

Sandburg Document

The OAC established this assessment plan in October 2018 to direct assessment activities and to maintain an embedded opportunity to assess the College's assessment efforts.

Carl Sandburg College's Assessment Plan
Established by the OAC, October 2018

Year 1 Objectives, Fall 2018 – Spring 2019

Annual Objectives

- Create, review, and present *Annual Report* to Faculty Assembly
- Present *Annual Report* to Board
- Analyze *Annual Report* data
- Establish measureable KPIs to streamline assessment activities
- Distribute survey asking faculty to provide feedback about assessment efforts, understanding, and expectations
- Ensure assessment efforts are guided by the College's Strategic Plan
- Participate in professional development conference opportunities to stay current with assessment trends and practices
- Reassess the Assessment Plan

Enhancement Objectives

- Create and utilize a new assessment plan
- Implement student representation on committee
- Create and enhance adjunct participation with in-service days

Year 2 Objectives, Fall 2019 – Spring 2020

Annual Objectives

- Create, review, and present *Annual Report* to Faculty Assembly
- Present *Annual Report* to Board
- Analyze *Annual Report* data
- Establish measureable KPIs to focus assessment activities
- Distribute survey asking faculty to provide feedback about assessment efforts, understanding, and expectations
- Ensure assessment efforts are guided by the College's Strategic Plan
- Participate in professional development conference opportunities to stay current with assessment trends and practices
- Reassess the Assessment Plan

Enhancement Objectives

- Establish co-curricular programs to be assessed (i.e., those programs that do not submit program review)
- Establish and implement co-curricular representation rotation
- Establish and implement student representation rotation

Year 3 Objectives, Fall 2020 – Spring 2021

Annual Objectives

- Create, review, and present *Annual Report* to Faculty Assembly
- Present *Annual Report* to Board
- Analyze *Annual Report* data
- Establish measureable KPIs to focus assessment activities
- Distribute survey asking faculty to provide feedback about assessment efforts, understanding, and expectations
- Ensure assessment efforts are guided by the College's Strategic Plan
- Participate in professional development conference opportunities to stay current with assessment trends and practices
- Reassess the Assessment Plan

Enhancement Objectives

- Present on co-curricular assessment for professional development conference opportunities
- Streamline program review data to ensure assessments "close the loop"
- Streamline transfer success rate data

GENERAL EDUCATION OUTCOMES ASSESSMENT

EXPLANATION

General Education Outcomes (GEOs) are the institution's educational outcomes: once students complete Sandburg (i.e., with a degree, certificate, or transfer), they will be articulate in communication, critical thinking, cultural diversity, information technology, and quantitative skills.

GEO assessment is embedded into the Classroom Assessment Report (CAR). The OAC designed rubrics for faculty to utilize when completing their CARs. These rubrics were first established in Spring 2012 and have been continually updated to enhance the assessment process.

During Spring 2016, the OAC sent out a link to all faculty members for a CAR Satisfaction survey. In this survey and through other modes of communication, faculty conveyed some concerns about GEO assessment, and during Summer 2016, the five GEO rubrics were updated with these concerns in mind to make the process easier and more effective for the faculty using them.

The five GEO rubrics have been modified to be more holistic than in the past. Faculty struggled with making their assignments fit into the boxed-in categories of the analytic rubrics, but holistic rubrics will provide more of a snapshot of student performance so as to not box faculty into certain criteria they did not establish. Additionally, the analytic rubrics did not help faculty to assess their initial prompt, but holistic rubrics are designed with a larger scope in mind and can fit more types of assignments.

Faculty also struggled with weighing the assignment, and the holistic rubric might also be the solution to that issue. It is important to note, however, that the OAC never wanted to dictate to faculty how to grade or weigh assignments. Even the analytic rubrics were designed with that philosophy in mind. It is the faculty's, or the assessor's, responsibility to weigh the assignment. The GEO rubric is only supplied to be a tool for the faculty/assessor: it specifies what Sandburg is looking for in terms of academic performance when it comes to GEO assessment, but it does not dictate how a student is graded in the faculty's classes.

During Summer 2018, the Assistant Dean of Assessment updated the forms again. This update was a minor change that switched the word "assignment" with "student" so that faculty were not confused about what they were assessing, which is in fact student progress (or lack thereof) rather than the assignment itself.

More departments are beginning to utilize the GEO data to streamline CARs and tie their assessments back to departmental KPIs.
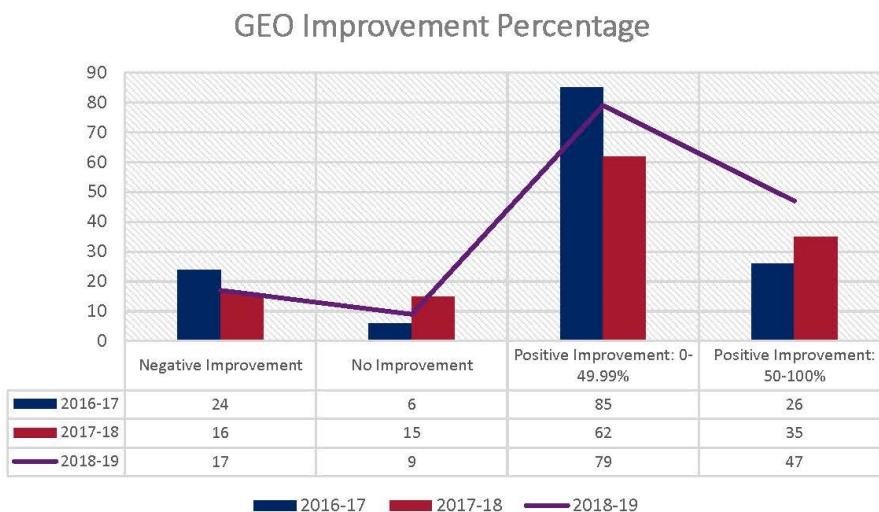
GEO Assessment Findings

This data was collected by OAC representatives Stacy Kosier, Mary Guenseth, Marge Smolensky, Jill Johnson, Lisa Walker, and Carrie Hawkinson, and it was compiled by Kylie Price.

GEOs Identified by CARs

GEO	Percentage
Communication	29%
Critical Thinking	51%
Cultural Diversity	4%
Information Technology	8%
Quantitative Skills	8%
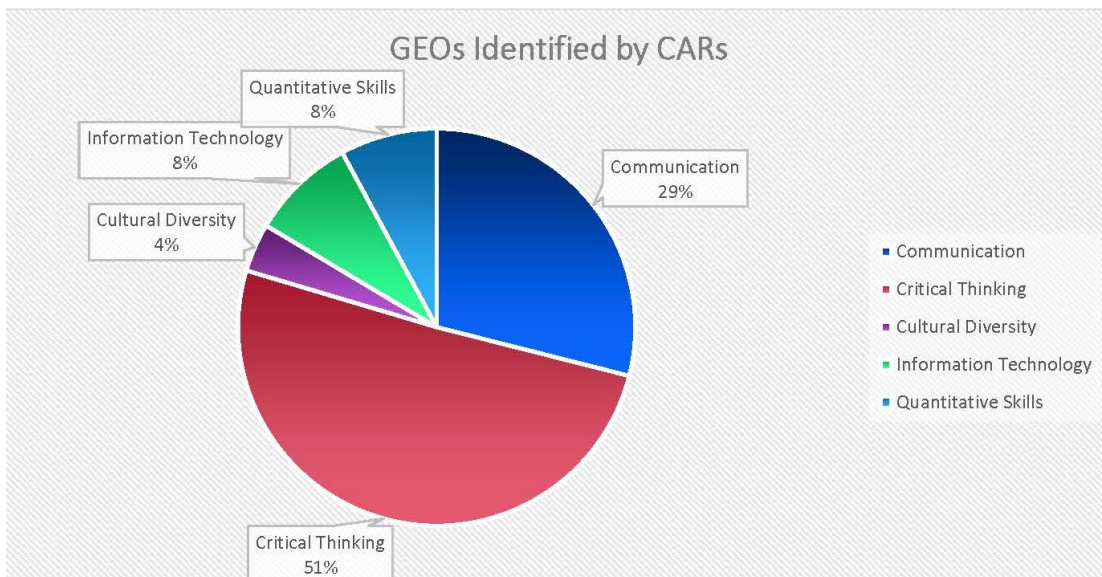
This data illustrates which GEOs faculty assessed during the 2018-2019 academic year.

This data illustrates the percentage of improvement they saw as related to the GEO identified that academic year compared to the last two academic years.

GEO Improvement Percentage

	Negative Improvement	No Improvement	Positive Improvement: 0-49.99%	Positive Improvement: 50-100%
2016-17	24	6	85	26
2017-18	16	15	62	35
2018-19	17	9	79	47

PROGRAM ASSESSMENT

EXPLANATION

Program assessment is required of all programs as outlined by the Illinois Community College Board (ICCB). Programs at Sandburg complete multiple reports each year that contribute to an official ICCB report that is on a rotational five-year cycle. As mentioned earlier, it is this level of assessment the College will focus on improving prior to HLC's visit in 2020.

The first step the ad hoc Program Review Committee advocated for was to revise the horizontal, internal form that was created in 2003 by the Assessment Committee. Ideally, the horizontal form was supposed to help complete the ICCB template, but many felt that rather than helping, it hindered the process. Utilizing the same technology to update CARs, a new program review form was created. The OAC designed this new Program Assessment Report, or PAR, and in the 2015-2016 academic year, a pilot of programs utilized the new PAR.

The next step was to assess the gaps discovered with the PAR process. Those who are assessing for the 2015-2016 academic year have noted revisions, like removing the GEO component from the PAR.

The ICCB *Program Review Manual: **2017-2021*** was published after the pilot group and the ad hoc Program Review Committee met to discuss revisions of the PAR. This manual notes significant changes in the program review process, so the next step is to transition with ICCB's program review recommendations in mind.

IE established rubrics for program assessment, and ICCB is implementing the use of those rubrics into their process.

PROGRAM REVIEW FINDINGS

This data reflects reports from the 2018-2019 academic year and was collected and compiled by Michelle Johnson, Dean of Institutional Planning.

1. 1. 100% submission compliance.
2. 2. 100% of active disciplines articulated KPIs aligned with the Strategic Plan and were assessed based on this metric.

IE is currently working on establishing outcomes at all program levels per ICCB requirements.

CLASSROOM ASSESSMENT

EXPLANATION

Classroom assessment is required of all faculty, both full-time and adjunct: Sandburg faculty members are responsible for completing one CAR per academic year due on the Monday after Spring Break. The CAR form is submitted to the respective Dean or Associate Dean and Assistant Dean of Assessment via a SurveyMonkey link found in Moodle.

Since 1999, Sandburg has been in receipt of assessment reports from faculty. Since then, the CAR form has been continually updated and revised to encourage more data collection. Starting in Fall 2012, the OAC has examined both the CARs and the CARs Summaries, annual reports documenting faculty participation and noting findings that resulted in course modification, for trends and problems at the course, departmental/programmatic, and institutional/GEO levels.

The OAC developed an updated CAR during Fall 2014 in an effort to make classroom assessment more user-friendly and to generate more streamlined and accurate data. After the pilot in Spring 2015, the OAC made additional improvements.

In Fall 2015, the updated CAR process was implemented institution-wide. The biggest changes with this form are twofold: one, the form is now electronic, and two, GEO assessment is embedded into the process. In Summer 2016, the corresponding GEO rubrics were updated. The Assistant Dean of Assessment gave a brief tutorial on completing the updated CAR at the Fall 2015 Faculty Workshop. Additionally, the Assistant Dean of Assessment created a tutorial video and a *CAR Manual* to help faculty complete their annual CAR.

During Spring 2017, the Assistant Dean of Assessment updated the CAR Narrative form into the CAR Department Summary form to reflect the updated CAR form and to pull more specialized data. These CAR Department Summaries are now shared with faculty at department meetings to further embed the assessment process and in an effort to close the loop more effectively.

Also in the Spring 2017 semester, the OAC members finalized dates for the CAR reporting process:

1. CARs due the Monday after Spring Break.
2. CAR Department Summaries first draft due at April department meeting to share findings.
3. CAR Department Summaries reviewed at May OAC meeting.
4. CAR Department Summaries final draft due the second Friday in May.

During the Spring 2019 semester, the Assistant Dean of Assessment and other OAC members presented to adjuncts on how to complete a CAR. The Assistant Dean of Assessment also updated the CAR form itself during Summer 2019 to reflect restructured departments and modalities.
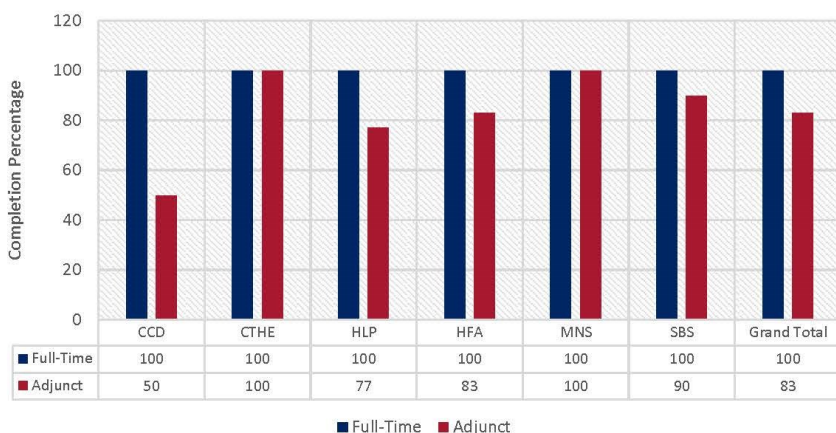
Faculty members can access the updated CAR form and GEO rubrics on the OAC Moodle page.

CARs Findings

This data was collected by OAC representatives Stacy Kosier, Mary Guenseth, Marge Smolensky, Jill Johnson, Lisa Walker, and Carrie Hawkinson, and it was compiled by Kylie Price.

CARs Completion Data

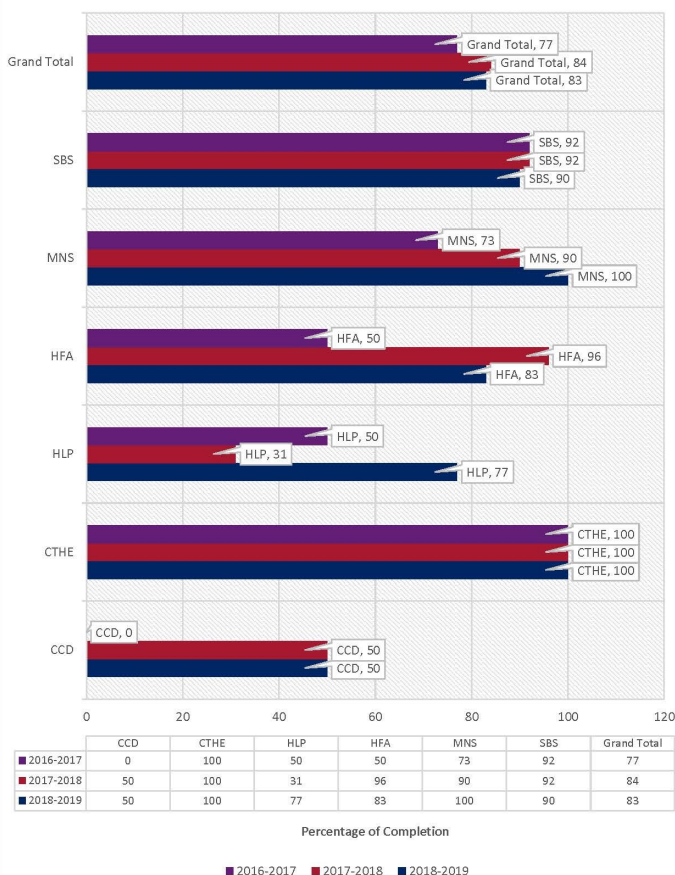|	CCD	CTHE	HLP	HFA	MNS	SBS	Grand Total
Full-Time	100	100	100	100	100	100	100
Adjunct	50	100	77	83	100	90	83

■ Full-Time   ■ Adjunct

This data articulates that 100% of full-time faculty completed a CAR (that is, 39/39 completed), and 83% of adjunct faculty completed a CAR (that is, 101/122 completed).

Overall, adjunct participation is down 1% since the 2017-2018 academic year but up 6% since the 2016-2017 academic year.

In effort to increase adjunct participation, workshops will continue to be offered during both semesters.

Furthermore, the Assistant Dean of Assessment will work with coordinators to identify strategies to ensure higher completion rates.

Adjunct Completion Comparison Data

	CCD	CTHE	HLP	HFA	MNS	SBS	Grand Total
2016-2017	0	100	50	50	73	92	77
2017-2018	50	100	31	96	90	92	84
2018-2019	50	100	77	83	100	90	83

Percentage of Completion

■ 2016-2017   ■ 2017-2018   ■ 2018-2019

11

CO-CURRICULAR ASSESSMENT

EXPLANATION

Co-curricular assessment has occurred at the college in one way or another since the initial assessment initiative decades ago. With the guidance of the OAC, though, that process is becoming more streamlined.

During 2011-2012, the OAC implemented a Non-instructional Assessment initiative and thus developed three forms to assess the Business and Support Services at Sandburg. These forms were similar to the instructional CAR counterparts but focused on areas outside of the classroom.

In Fall 2013, those non-instructional areas completed one of these assessment documents a year while also completing a Program Review. Since IE revised the program review process, the OAC timelines for these non-instructional areas became superfluous.

During Summer 2017, the Assistant Dean of Assessment generated a Co-curricular Assessment Form that was piloted during the 2017-2018 and 2018-2019 academic years. This form utilizes this definition of co-curricular assessment: a co-curricular experience occurs when students apply a Sandburg GEO outside of the classroom.

The pilot participants included Career Academy, Library Services, Faculty Teaching and Learning Center, Men of Distinction/Women of Character, and Study Abroad during the 2017-2018 academic year and the Criminal Justice Club during the 2018-2019 academic year.

After the pilot, the OAC determined co-curricular experiences will be assessed in one of two ways:

1. Services that are regulated by ICCB submit annual program reviews, or
2. Clubs, organizations, and other services that do not complete program reviews will complete an annual co-curricular assessment form.

Currently, the OAC is working to develop a rotation process for the latter groups to assess on a cycle. Once that is in place, more data will be able to be presented.

Co-Curricular Assessment Findings

This data was collected and compiled by Kylie Price.

During the 2017-2018 academic year pilot:

1. 60% submission compliance.
2. 100% of submitted co-curricular assessments focused on GEO 1, Communication.

During the 2018-2019 academic year pilot:

1. 100% submission compliance.
2. 100% of submitted co-curricular assessments focused on GEO 1, Communication.

ACCUPLACER PLACEMENT SUMMARY

EXPLANATION

The OAC receives data from placement testing regarding the previous calendar year. This report illustrates where our students are at admittance, and the College is working to evaluate student progress and assess instructional efforts.

Since August 31, 2016, Compass was no longer Sandburg's placement test because the company discontinued that product. The College organized a Task Force to find a new placement test, and since September 1, 2016, Sandburg began utilizing Accuplacer to place students into courses.

PLACEMENT TESTING FINDINGS

This data was collected and compiled by Mitch Ray, Testing Center Coordinator.

ACCUPLACER SUMMARY REPORT

Reading Skills	Score Range	Number of Students	Percentage
NA: Retake Reading	20-40	90	8.44%
English 095	41-56	156	14.63%
English 097	57-60	66	6.19%
Charge Forward/English 099	61-69	178	16.70%
English 101	70-120	576	54.03%

Mathematics Skills	Score Range	Number of Students	Percentage
Math 080	20-32	171	27.71%
Math 083/085	33-60	271	43.92%
Math 098/099	61-80	67	10.86%
Math 109/110130	81-120*	108	17.50%

* OR score range 31+

This Placement Summary Report represents test sessions from January 15, 2018 through January 14, 2019. It is important to note that these Accuplacer scores reflect not only incoming Sandburg students but also everyone who has taken the Accuplacer test when Sandburg administered it. Furthermore, these numbers reflect all tests completed, including those who have taken the Accuplacer more than once.

TRANSFER STUDENT SUCCESS RATE

EXPLANATION

When available, Transfer Institution Student Success Rate Reports show the GPA of Sandburg transfer students compared to native students.

These reports are pertinent to Sandburg because they indicate where our students are when they complete/graduate, and then we, as an institution, can further evaluate student progress and assess our instructional efforts.

TRANSFER SUCCESS RATE FINDINGS

This data was collected and compiled by Sara Cree, Coordinator of Institutional Research.

During Fall 2016, 322 students qualified as full-time, first-time, degree seeking students. Out of that cohort, 108 (34%) transferred to a college that reports to the National Student Clearinghouse. Out of those 108 students, 56 (52%) were graduates of Sandburg. Also from that group of 108 students, 2 (2%) graduated from another college as of August 2019.

TRANSFER INSTITUTION STUDENT SUCCESS RATE REPORTS

Eastern Illinois University Abbreviated Student Progress Report, Fall 2017

Institution	Transfer Count	Term GPA	Cumulative GPA
Carl Sandburg College	4	3.85	3.61
Other Community Colleges	1573	3.00	3.11
Native Students	3034	2.95	3.08

Western Illinois University Abbreviated Student Progress Report, Fall 2017

Institution	Transfer Count	Term GPA	Cumulative GPA
Carl Sandburg College	97	NA	3.074
Other Community Colleges	NA	NA	NA
Native Students	NA	NA	NA

This data was collected by Rick Eddy, Director of Admissions and Records, and compiled by Kylie Price.

Since institutions release this data after this report is published, the last academic year is reflected here. The last academic year's transfer institution reports display that our transfer students do better than native four-year students and other community colleges.

ACKNOWLEDGEMENTS

The OAC would like to thank the faculty, staff, and administration at Carl Sandburg College for their assessment efforts and ideas.

Additionally, the Assistant Dean of Assessment would like to specifically thank Carrie Hawkinson, Stacy Kosier, Mary Guenseth, Marge Smolensky, Jill Johnson, Lisa Walker, Dr. Connie Thurman, Michelle Johnson, Mitch Ray, Sara Cree, Rick Eddy, and Stacy Bainter for their assistance and collaboration in the data collection that is presented in this document.