

ANNUAL SUMMARY REPORT: 2016-2017

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

Submitted by Kylie Price, Assistant Dean of Assessment and Composition, 9.15.17

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OVERVIEW

EXPLANATION

This *Annual Summary Report* highlights significant assessment changes and trends, as well as current/ongoing assessment activities, during the 2016-2017 academic year. In the past, this document was presented to faculty at the November Faculty Assembly, but in Spring 2017, it was decided to share this data with all stakeholders at the beginning of an academic year.

ASSESSMENT UPDATE

The Outcomes Assessment Committee (OAC) is constructed with representatives from each academic department. The 2016-2017 OAC representatives are as follows: Kylie Price (chair), Carrie Hawkinson (CTHE), Stacy Kosier (CTHE), Jennie Archer (LIB), Mary Pence (HLP), Jennifer Wright (HFA), Marj Smolensky (MNS), Jill Johnson (SBS), and Sara Cree (IE). Currently, the OAC is working to gain student representation. The OAC meets monthly to review assessment processes, discuss assessment findings, and facilitate assessment support and training.

The OAC Moodle page serves to house assessment documents, including the Classroom Assessment Report (CAR). This form utilizes General Education Outcome (GEO) rubrics that were designed by the OAC in order to gather GEO assessment data as well as classroom assessment data. During Summer 2017, the Assistant Dean of Assessment and Composition generated an additional CAR form for courses, like private music lessons, that have difficulty quantifying data.

The OAC also works to support the Institutional Effectiveness (IE) team with their assessment efforts, particularly with the Quality Initiative (QI) for the Higher Learning Commission (HLC) accreditation process.

While non-instructional assessment as done via OAC timelines is superfluous with the QI in place, co-curricular assessment is still a necessity. During Summer 2017, the Assistant Dean of Assessment and Composition generated a Co-Curricular Assessment Form to be piloted during the 2017-2018 academic year.

Included in this document are the placement testing summary reports. Since Accuplacer replaced Compass testing September 1, 2016, both a Compass and an Accuplacer Summary Report is included here. Henceforth, only Accuplacer data will be provided.

Transfer institution student success rates indicate Sandburg transfer students perform the same as native four-year Illinois State University students.

The Assistant Dean of Assessment and Composition is currently repurposing the *Assessment Newsletter* to share best practices, and she continues to present on assessment topics at fall and spring semester In-Services. In addition, the OAC continues to host semiannual 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 full-time and adjunct faculty complete their annual CARs.

The College implemented Key Performance Indicators (KPIs) as a measurement tool for campus-wide assessment in 2011, and both instructional and non-instructional departments have implemented KPIs to guide their assessment efforts. The following KPIs were established by the OAC members on October 7, 2016 to measure assessment efforts during the 2016-2017 academic year, and all but one of the KPIs were met:

1. Facilitate full-time faculty CAR participation to 100% as reported in the *2016-2017 Annual Report*: MET.
2. Increase adjunct faculty CAR participation to 75% as reported in the *2016-2017 Annual Report*: MET.
3. Facilitate two workshops that support both full-time and adjunct faculty in their assessment process for the 2016-2017 academic year: MET.
4. Administer surveys to check in with faculty's assessment needs: MET.
5. Increase readership for newsletter: NOT MET.

LOOKING AHEAD: ASSESSING OUR ASSESSMENT

The following KPIs will measure assessment efforts during the 2017-2018 academic year and were established by OAC members on September 1, 2017:

1. Maintain 100% full-time faculty CAR participation as reported in the *2017-2018 Annual Report*.
 - A. Facilitate one workshop during the spring to support faculty in their assessment process.
2. Increase adjunct faculty CAR participation to 80% as reported in the *2017-2018 Annual Report*.
 - A. Assist coordinators to facilitate workshops to support adjunct faculty in their assessment process.
 - B. Create an additional CAR form for classes that struggle with quantifying data (i.e., dental hygiene clinicals, private music lessons, etc.)

ASSESSMENT PLAN

EXPLANATION

In Spring 2015, the OAC outlined the Three-Phase Assessment Plan to ensure the OAC and the College stay on target with assessment efforts.

THREE-PHASE ASSESSMENT PLAN INCEPTION AND UPDATE

Phase 1: First, the Assistant Dean of Assessment and Composition created a plan that was approved by the OAC members on April 1, 2016. Second, the OAC established the following mission that was approved in committee on November 4, 2016: The mission of the Outcomes Assessment Committee is to facilitate Carl Sandburg College's mission by providing structure and training for assessment, a support system for analyzing and interpreting data, and a means of communicating assessment results to the College's stakeholders. Third, since October 2015, the OAC has utilized measurable KPIs to focus assessment activities and efforts. Fourth, the OAC has gained faculty feedback about assessment via surveys and meetings. And finally, in order to ensure assessment efforts are guided by the College's *Strategic Plan*, the Assistant Dean of Assessment and Composition serves on the IE team, and an IE team representative attends OAC meetings.

Phase 2: The first step of this phase is still under construction. During the Spring 2017 semester, OAC members decided to repurpose the Assessment Newsletter to highlight best practices outlined in the CAR Summary Reports that were completed in May 2017. The Assistant Dean of Assessment and Composition is working on constructing the Newsletter to share with all stakeholders during the Fall 2017 semester.

The second step is to provide education at Fall and Spring In-Service days. The OAC has branched out of the traditional "This-Is-How-You-Assess" seminar to more engaging, interactive presentations.

The third step required the creation of an assessment handbook for all faculty that the Assistant Dean of Assessment and Composition completed and distributed Fall 2016. This document is housed on the Assessment webpage and OAC Moodle page and will be updated annually.

The fourth step is also under construction. This step is to create and maintain a forum on Moodle where faculty can share ideas and ask questions about assessment. And while this venue exists, faculty do not utilize it the way the OAC members had originally envisioned. In Fall 2017, another survey will be sent to faculty to assess how their needs can best be met.

The final step of this phase is to provide educational opportunities specifically targeted toward adjunct and branch campus faculty. Both groups are invited to both the Fall and Spring In-Services, but the OAC has implemented a CAR Workshop opportunity once a semester.

Furthermore, the Assistant Dean of Assessment and Composition presents at the Branch In-Service on assessment practices as well.

Phase 3: This phase is scheduled to occur between Fall 2017 and Spring 2018, but the OAC began working on two of the five goals: two OAC members have worked with IE to revise the program review process, and assessment data is being shared at Faculty Assembly.

SANDBURG DOCUMENT

The OAC established this assessment plan in October 2015 to direct future assessment activities and to maintain an embedded opportunity to assess the College's assessment efforts.

Carl Sandburg College's Three-Phase Assessment Plan October 2015

Phase 1: ASSESSING ASSESSMENT EFFORTS, Fall 2015 – Spring 2016

- Create and utilize a new assessment plan
- Establish an OAC mission/purpose to provide overarching guidance
- 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

Phase 2: ENHANCING ASSESSMENT UNDERSTANDING AND PARTICIPATION, Fall 2016 – Spring 2017

- Ensure Assessment Newsletter is published twice a semester
- Provide education at faculty in-service days
- Create and distribute an assessment handbook for all faculty
- Create and maintain a forum on Moodle where faculty can share ideas and ask questions about assessment
- Provide educational opportunities specifically targeted toward adjunct and branch campus faculty

Phase 3: UTILIZING ASSESSMENT DATA, Fall 2017 – Spring 2018

- Utilize PAR pilot data to revise PARs
- Collect and share assessment data from CAR, PAR, and GEO assessment at Faculty Assembly and department meetings
- Utilize shared data to focus and streamline CAR, PAR, and GEO assessment
- Reevaluate avenues for educational assessment opportunities (e.g., presentations, assessment newsletter, Moodle forum, etc.) to determine if all stakeholders' needs are being met
- Develop next two phases

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.

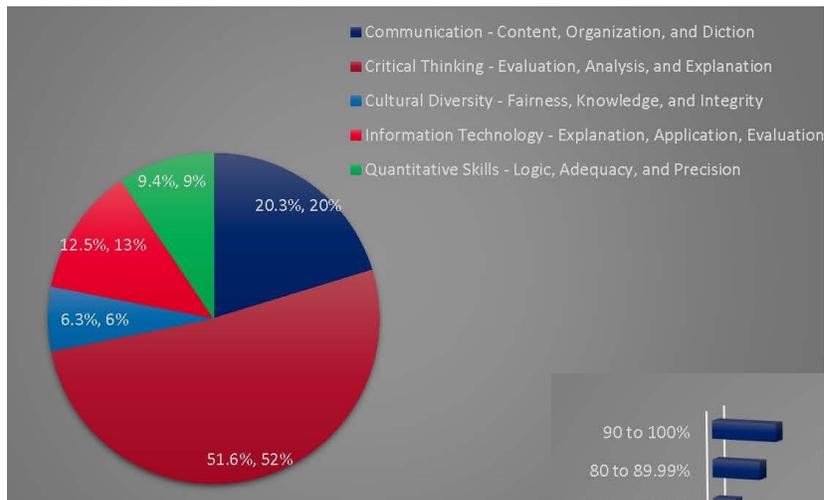
More departments are beginning to utilize the GEO data to streamline CARs and tie their assessments back to departmental KPIs.



GEO ASSESSMENT FINDINGS

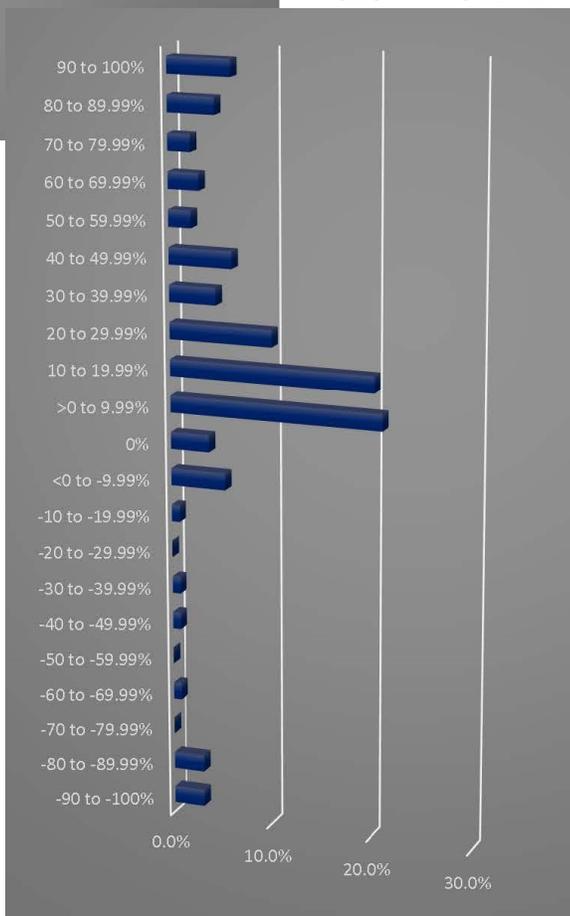
This data was collected by OAC representatives Carrie Hawkinson, Stacy Kosier, Mary Pence, Jennifer Wright, Marj Smolensky, and Jill Johnson, and compiled by Kylie Price.

GEOS IDENTIFIED BY CARS



This data illustrates the GEOS faculty assessed during the 2016-2017 academic year and the percentage of improvement they saw as related to the GEO identified.

GEO IMPROVEMENT



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 will be to transition with ICCB's program review recommendations in mind.

PROGRAM REVIEW FINDINGS

This data reflects reports from the 2016-2017 academic year and was collected and compiled by Dr. Connie Thurman, Dean of IE.

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

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 and Composition via a SurveyMonkey link found in Moodle.

Since 1999, Sandburg has been in receipt of classroom 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 campus-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 and Composition gave a brief tutorial on completing the updated CAR at the Fall 2015 Faculty Workshop. Additionally, the Assistant Dean of Assessment and Composition created a tutorial video and a *CAR Manual* to help faculty complete their annual CAR.

During Spring 2017, the Assistant Dean of Assessment and Composition 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.

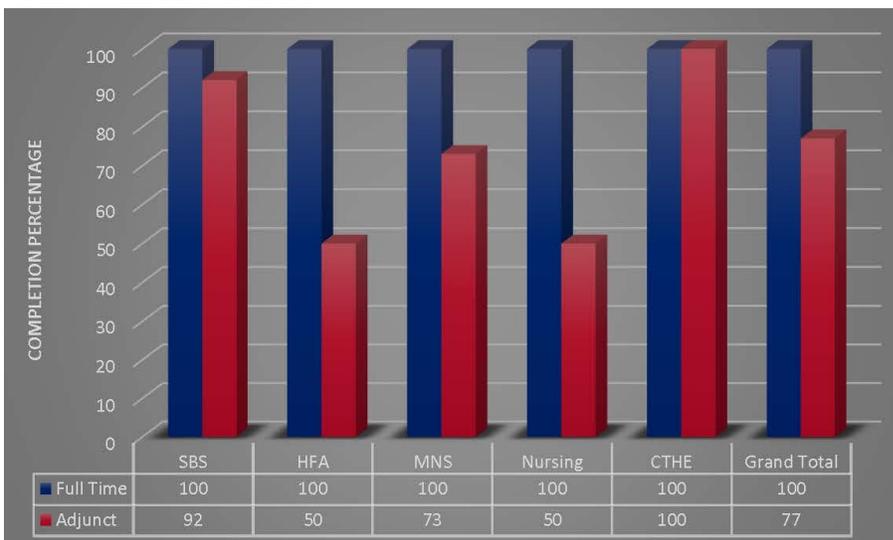
Faculty members can access the updated CAR form and GEO rubrics on the OAC Moodle page.



CARS FINDINGS

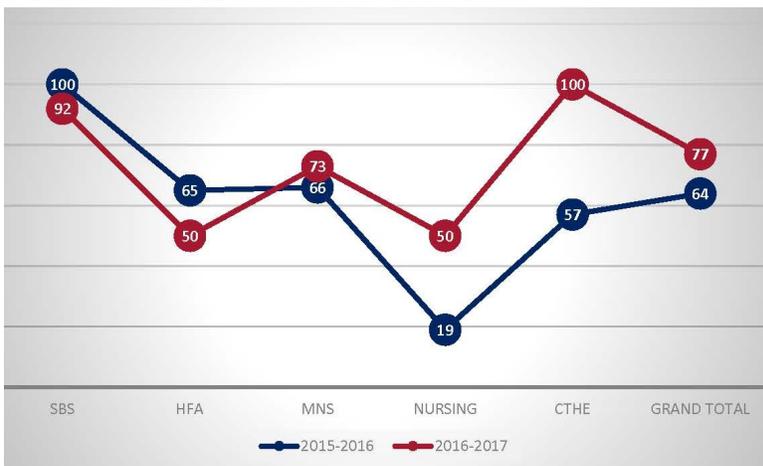
This data was collected by OAC representatives Carrie Hawkinson, Stacy Kosier, Mary Pence, Jennifer Wright, Marj Smolensky, and Jill Johnson, and compiled by Kylie Price.

CARS COMPLETION DATA



This data articulates that 100% of full-time faculty completed a CAR (that is, 43/43 completed), and 77% of adjunct faculty completed a CAR (that is, 77/100 completed).

ADJUNCT COMPLETION COMPARISON DATA



Overall, adjunct participation is up 13% since the 2015-2016 academic year. The following departments saw significant increase: MNS increased 7%; Nursing increased 31%; and CTHE increased 43%. SBS and HFA, however, saw a decrease of participation: 8% in SBS and 15% in HFA.

In effort to increase adjunct participation, the Assistant Dean of Assessment and Composition has developed a CAR 2 form for classes, like private music lessons, that have difficulty quantifying data. Furthermore, workshops will continue to be offered during both semesters.

COMPASS/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.

COMPASS SUMMARY REPORT

Reading Skills (868 students)

Course Recommendations	Students	Percent
Refer to Adult Literacy	8	.9%
Second Level Reading Test (SLRT)	32	3.7%
SLRT/RDG 092	94	10.8%
RDG 096	366	42.2%
College Ready	368	42.4%

Writing Skills (711 students)

Course Recommendations	Students	Percent
ENG 094	77	10.8%
ENG 098	169	23.8%
E-Write Zone	118	16.6%
College Ready/ENG 101	347	48.8%

Mathematics Skills (554 students)

Course Recommendations	Students	Percent
MAT 080/MAT 090	235	42.4%
MAT 083/MAT 093	257	46.4%
MAT 086/MAT 098/MAT 099	42	7.6%
College Ready, MAT 109, 110, 130	6	1.1%
College Ready, MAT 240	14	2.5%

This Placement Summary Report represents 1217 test sessions from January 16, 2016 through August 31, 2016. It is important to note that these Compass scores reflect not only incoming Sandburg students but also everyone who has taken the Compass test when Sandburg administered it.

This Placement Summary Report represents test sessions from September 1, 2016 through January 13, 2017. The developmental English curriculum was updated 2016-2017, and this placement summary reflects that change.

ACCUPLACER SUMMARY REPORT

Reading Skills (239 students)

Course Recommendations	Students	Percent
N/A Retake Reading	37	15.48%
ENG 095	36	15.06%
ENG 097	43	17.99%
College Ready, ENG 101	123	51.46%

Mathematics Skills (168 students)

Course Recommendations	Students	Percent
MAT 080	46	27.38%
MAT 083/MAT 086	84	50%
MAT 098/MAT 099	7	4.16%
College Ready, MAT 109, 110, 130	31	18.45%

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 2014, 237 students qualified as full-time, first-time, degree seeking students. Out of that cohort, 86 (36%) transferred to a college that reports to the National Student Clearinghouse. Out of those 86 students, 26 (30%) were graduates of Sandburg. Also from that group of 86 students, 6 (7%) graduated from another college.

TRANSFER INSTITUTION STUDENT SUCCESS RATE REPORTS

Western Illinois University

<i>Institution</i>	<i>Total Count</i>	<i>Cumulative GPA</i>
Carl Sandburg College Transfer	n=87	3.107
WIU Native Students*	Not Reported	Not Reported
Other Community Colleges	Not Reported	Not Reported

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

Eastern Illinois University

<i>Institution</i>	<i>Total Count</i>	<i>Cumulative GPA</i>
Carl Sandburg College Transfer	n=14	3.49
EIU Native Students*	n= 2031	2.69
Other Community Colleges	n= 4922	3.06

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.

Northern Illinois University

<i>Institution</i>	<i>Total Count</i>	<i>Cumulative GPA</i>
Carl Sandburg College Transfer	n=4	3.61
NIU Native Students*	n= 6,474	3.27
Other Community Colleges	n= 772	3.43

*Native students are students who have not attended any other institution of higher education.

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 and Composition would like to specifically thank Carrie Hawkinson, Stacy Kosier, Mary Pence, Jennifer Wright, Marj Smolensky, Jill Johnson, Dr. Connie Thurman, Mitch Ray, Sara Cree and Rick Eddy for their assistance and collaboration in the data collection that is presented in this document.