ANNUAL SUMMARY REPORT: 2015-2016

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

Submitted by Kylie Price, Outcomes Assessment Committee Chair, 11.4.16

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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 2015-2016 academic year. In the past, the *Annual Summary Report* documented said changes per calendar year, but in Fall **2016**, the Outcomes Assessment Committee (OAC) voted to track assessment through the academic year to encompass a more accurate representation of campus-wide assessment.

ASSESSMENT UPDATE

The committee is constructed with representatives from each academic department. The 2015-2016 OAC representatives are as follows: Kylie Price (chair), Carrie Hawkinson (CTHE), Stacy Kosier (CTHE), Jennie Archer (LIB), Mary Pence (HLP), Jennifer Wright (HFA), Michael Crandell (MNS), and David Kellogg (SBS). 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 updated, more user-friendly 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. These GEO rubrics were updated during Summer 2016 in response to faculty's feedback.

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. The College's QI seeks to improve the program review process, and during the 2015-2016 academic year, the College completed a pilot utilizing a new program review form. Kylie Price and Carrie Hawkinson serve on the IE team.

The OAC voted in Fall 2016 to terminate the non-instructional assessment as done via OAC timelines. With the QI in place, the updated program review process makes the non-instructional assessment process that was facilitated by the OAC superfluous.

Documentation is collected for placement into the College. Included in this document is a Compass Testing Summary Report, but henceforth, the College will begin utilizing Accuplacer to place students into courses.

Transfer institution student success rates continue to indicate Sandburg transfer students perform better than native four-year institution students.

The OAC Chair continues to publish the *Assessment Newsletter* to communicate both inter-campus and national assessment activities and trends, and she continues to present on

assessment topics at semester In-Services. In addition, the OAC has begun to host semiannual workshops to help both full-time and adjunct faculty members complete their CARs. Furthermore, the OAC Chair published the *CAR Manual* in Summer 2016 not only to help full-time and adjunct faculty complete their annual CARs but to also communicate assessment philosophies.

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 2, 2015 to measure assessment efforts during the 2015-2016 academic year, and all KPIs were met:

1. Increase full-time faculty CAR participation to 100% as reported in the *Fall **2016** Annual Report*: MET.
2. Increase adjunct faculty CAR participation to 60% as reported in the *Fall **2016** Annual Report*: MET.
3. Support the Quality Initiative proposal: Assist in the completion of the PARs pilot by Spring 2016: MET.
4. Support the Quality Initiative proposal: Assist with campus-wide implementation of PARs for all programs by Spring 2017: MET.
5. Create and utilize a new assessment plan by Spring 2016: MET.

Looking Ahead: Assessing Our Assessment

The following KPIs will measure the assessment efforts during the 2016-2017 academic year and were established in OAC meetings during Spring 2016 and approved November 4, 2016:

1. Facilitate full-time faculty CAR participation to 100% as reported in the *2016-2017 Annual Report.*
2. Increase adjunct faculty CAR participation to 75% as reported in the *2016-2017 Annual Report*
3. Facilitate two workshops that support both full-time and adjunct faculty in their assessment processes for the 2016-2017 academic year
4. Administer surveys to check in with faculty's assessment needs
5. **Increase readership for newsletter**

ASSESSMENT PLAN

EXPLANATION

The Four-Phase Assessment Plan was established October 2010 and guided the OAC's assessment efforts up to the last academic year, 2014-2015. 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: The OAC's first step was to create and institute a new assessment plan. That plan was created by the OAC chair and approved by the OAC members on April 1, 2016.

The second step, establishing a mission/purpose, was discussed at length, both formally and informally. On November 4, 2016, the OAC approved the following mission/purpose: 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.

The third step, establishing measureable KPIs to focus assessment activities, was implemented during the last academic year. The OAC discussed new KPIs for the 2016-2017 academic year during Spring 2016 and voted on those KPIs November 4, 2016.

The fourth step is to administer surveys and is in accordance with one of the 2016-2017 KPIs. One survey has already been distributed in Spring 2016 to gather feedback about the updated CAR process. With that feedback, the GEO rubrics were updated, and the *CAR Manual* illustrates how specific feedback was utilized. Furthermore, an additional survey will be administered at the end of Fall 2016 to gather more feedback about the OAC's assessment efforts.

The fifth and final step of this phase is to ensure assessment efforts are guided by the College's *Strategic Plan*. Two OAC representatives serve on the College's Institutional Effectiveness (IE) team to fulfill that goal.

Phase 2: The OAC has already completed two of the five goals in this phase: first, the OAC provides education for faculty at In-Service days, but the OAC has also implemented CAR Workshop days to provide faculty with hands-on instruction about the required annual assessment reports; second, the OAC Chair published, distributed, and presented an assessment handbook, the *CAR Manual*, for faculty with instruction about outcomes assessment.

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 to direct future assessment activities and to maintain an embedded opportunity to assess the College's assessment efforts. This plan utilizes the current KPIs established by the OAC. The OAC Chair presented it to the OAC in November 2015 and revised it per committee suggestions.

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.

GEO ASSESSMENT FINDINGS

This data illustrates the GEOs faculty assessed during the 2014-2015 academic year and the percentage of improvement they saw as related to the GEO identified.

This data was collected and compiled by Carrie Hawkinson.

GEOs Identified by CARs
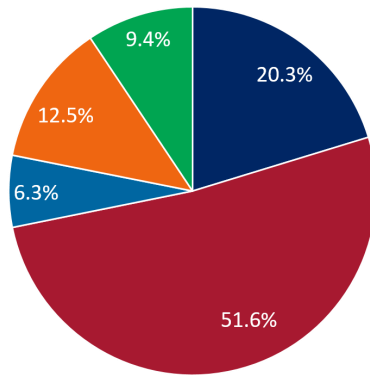
- Communication - Content, Organization, and Diction
- Critical Thinking - Evaluation, Analysis, and Explanation
- Cultural Diversity - Fairness, Knowledge, and Integrity
- Information Technology - Explanation, Application, Evaluation
- Quantitative Skills - Logic, Adequacy, and Precision

GEO Improvement
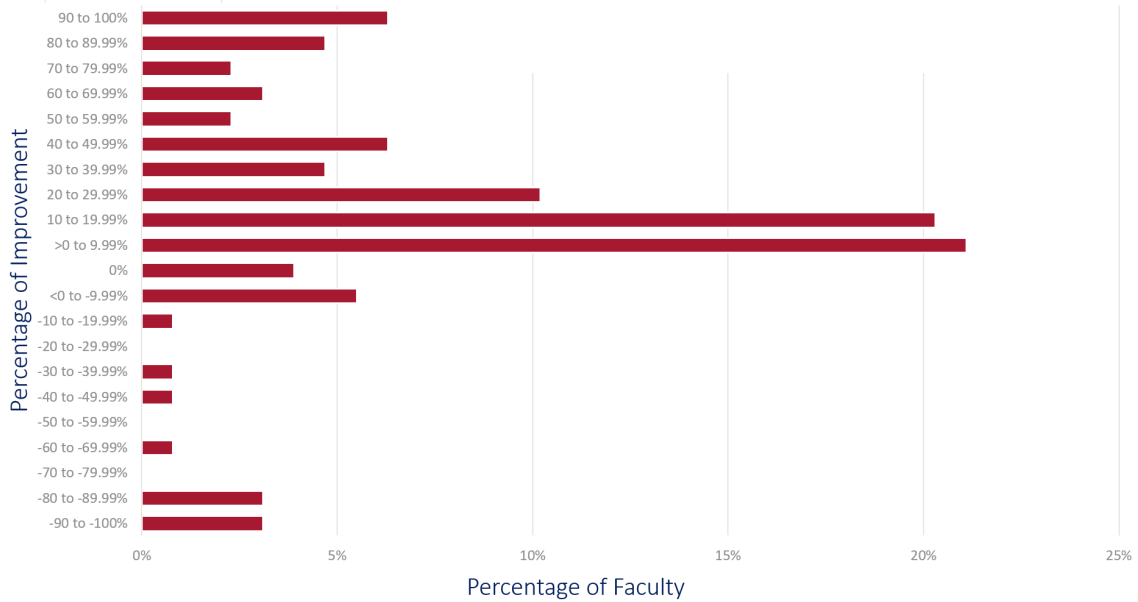
PROGRAM ASSESSMENT

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 2015-2016 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

3. >80% of the programs documented additional metrics correlated to measures of student success

Additionally, the IE team administered a rubric to evaluate the pilot to measure the effectiveness and efficiency of the new process. The pre-test data illustrates what program reviewers thought before the review process, and the post-test data illustrates what program reviewers thought after the new process. This data was collected and compiled by John Elder, Data Manager/ Coordinator of Statistical Research.
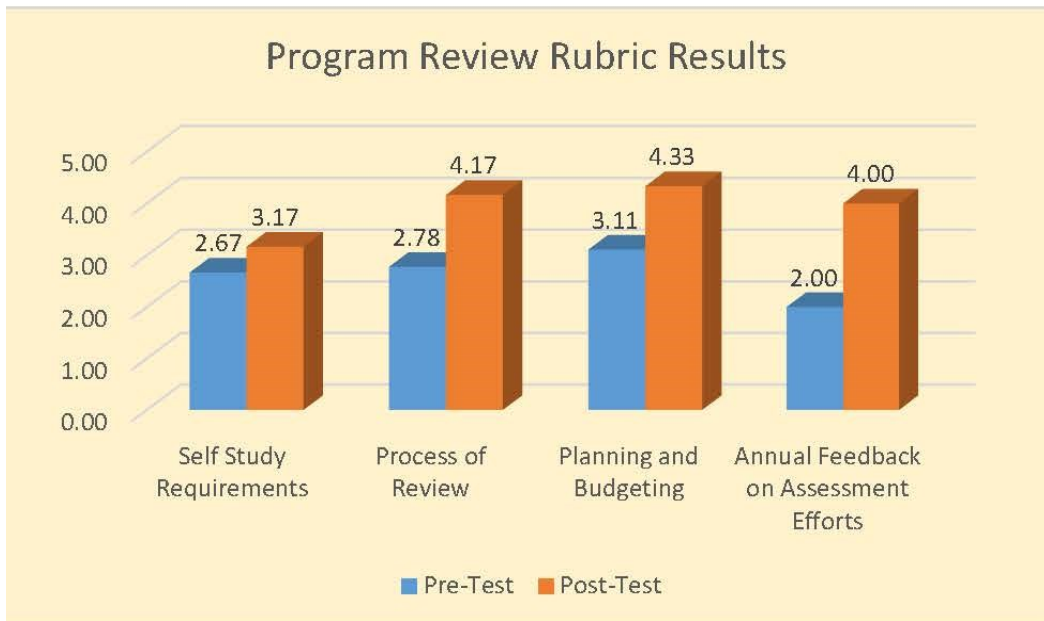
CLASSROOM ASSESSMENT

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 OAC Chair 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 OAC Chair gave a brief tutorial on completing the updated CAR at the Fall 2015 Faculty Workshop. Additionally, the OAC Chair created a tutorial video and a *CAR Manual* to help faculty complete their annual CAR.
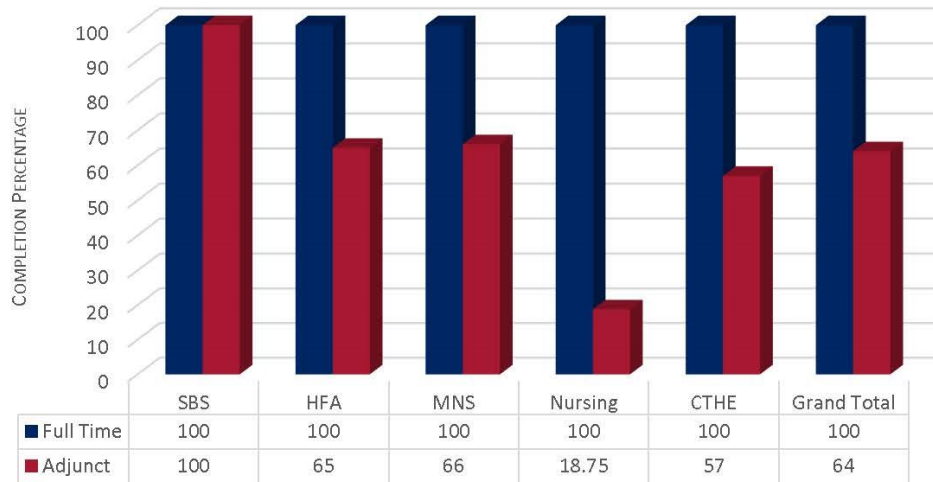
Faculty members can access the updated CAR form and GEO rubrics on the OAC Moodle page.

CARs Findings

This data articulates that 100% of full-time faculty completed a CAR (that is, 46/46 completed), and 64% of adjunct faculty completed a CAR (that is, 80/125 completed). There was significant improvement in adjunct participation from last year: HFA had a 5% increase, MNS a 12.7% increase, HLP a 18.75% increase, and CTHE a 20.6% increase—with an overall 10.5% increase of adjunct participation.

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

	SBS	HFA	MNS	Nursing	CTHE	Grand Total
Full Time	100	100	100	100	100	100
Adjunct	100	65	66	18.75	57	64

Additionally, the feedback from faculty who responded to the CAR Satisfaction Survey in Spring 2016 was overall quite positive: 87.27% say submitting the CAR via SurveyMonkey is easier; 92.59% say the CAR instructions are clear; 90.91% say adequate training was available; and 74.08% say they understand how to use the GEO rubrics.

COMPASS PLACEMENT SUMMARY

EXPLANATION

The OAC receives data from Compass 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.

Starting Spring 2017, however, Compass will no longer be Sandburg's placement test because the company discontinued that product. The College organized a Task Force to find a new placement test, and in Spring 2017, Sandburg will begin utilizing Accuplacer to place students into courses.

COMPASS PLACEMENT FINDINGS

This Placement Summary Report represents 1450 test sessions during 2015. 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 data was collected and compiled by Mitch Ray, Testing Center Coordinator.

Reading Skills (1107 students)

Course Recommendations	Students	Percent
Refer to Adult Literacy	6	.5%
Second Level Reading Test (SLRT)	45	4.1%
SLRT/RDG 092	119	10.8%
RDG 096	480	43.4%
College Ready	457	41.3%

Writing Skills (872 students)

Course Recommendations	Students	Percent
ENG 094	121	13.9%
ENG 098	233	26.7%
E-Write Zone	137	15.7%
College Ready/ENG 101	381	43.7%

Mathematics Skills (768 students)

Course Recommendations	Students	Percent
MAT 080/MAT 090	215	35.89%
MAT 083/MAT 093	285	47.58%
MAT 086/MAT 098/MAT 099	62	10.35%
College Ready, MAT 109, 110, 130	8	1.34%
College Ready, MAT 240	29	4.84%

TRANSFER STUDENT SUCCESS RATE

EXPLANATION

When available, Transfer Institution Student Success Rate Reports show the GPA of Sandburg transfer students compared to native students (i.e., students who began their studies at state four-year public institutions).

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 INSTITUTION STUDENT SUCCESS RATE FINDINGS

This information is published at an institution's discretion, but the most current data is reflected here. This year's transfer institution reports display that our transfer students do better than native four-year students.

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

Western Illinois University

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

Eastern Illinois University

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

Northern Illinois University

Institution	Total Count	Cumulative GPA
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 OAC Chair would like to specifically thank Carrie Hawkinson, Stacy Kosier, Mary Pence, Jennifer Wright, Marj Smolensky, Jill Johnson, Dr. Connie Thurman, John Elder, Mitch Ray, and Rick Eddy for their assistance and collaboration in the data collection that is presented in this document.