



ANNUAL SUMMARY REPORT: 2017-2018

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

Submitted by Kylie Price, Assistant Dean of Assessment and Composition, 9.21.18



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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 2017-2018 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 2017-2018 OAC representatives are as follows: Kylie Price (chair), Stacy Kosier (CTHE), Mary Guenseth (HLP), Marge Smolensky (MNS), Jill Johnson (SBS), Lisa Walker (HFA), Michelle Johnson (IE), and Sara Cree (IE). Chris Banker and Anthony Law were added during Spring 2018 to represent the Career/Corporate Development and Co-curricular areas. 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. The Assistant Dean of Assessment and Composition updated the language in the GEO rubrics during Summer 2018 and generated an additional CAR form for courses, like private music lessons, that have difficulty quantifying data during Summer 2017.

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 Institutional Effectiveness (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 and Composition generated a Co-curricular Assessment Form that was piloted during the 2017-2018 academic year. Results 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.

Transfer institution student success rates indicate Sandburg transfer students perform better than 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 annual workshops to help both 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.

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

All of the OAC members are also working collaboratively with IE for accreditation purposes. Criterion 4, Teaching and Learning: Evaluation and Improvement, centers around assessment, specifically associated with Sandburg's responsibility for the quality of its educational programs, learning environments, and support services. Furthermore, this criterion focuses on the evaluation of Sandburg's effectiveness for student learning through processes to promote continuous improvement. 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 works to fill the holes in 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 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.)

All of the above KPIs were met during the 2017-2018 academic year.

LOOKING AHEAD: ASSESSING OUR ASSESSMENT

The following KPIs will measure assessment efforts during the 2018-2019 academic year:

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.

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, and the OAC will implement a new plan during Fall 2018 for the 2018-2019 academic year and beyond.

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. The Assistant Dean of Assessment and Composition is working on reconstructing the Newsletter to share with all stakeholders during the Fall 2018 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 2018, 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: The OAC began work on the third phase prior to 2017-2018 and completed two of the five goals prior to that academic year: two OAC members worked with IE to revise the Program Review process, and assessment data is being shared at Faculty Assembly. As for the following stages, the OAC is currently reviewing data from this *Annual Summary Report* along with previous reports to streamline the CAR, PAR, and GEO assessment processes; the OAC is currently reevaluating avenues for educational assessment opportunities, including but not limited to Champ the Charger emails; and the OAC is currently developing the next assessment plan.

SANDBURG DOCUMENT

The OAC established this assessment plan in October 2015 to direct 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.

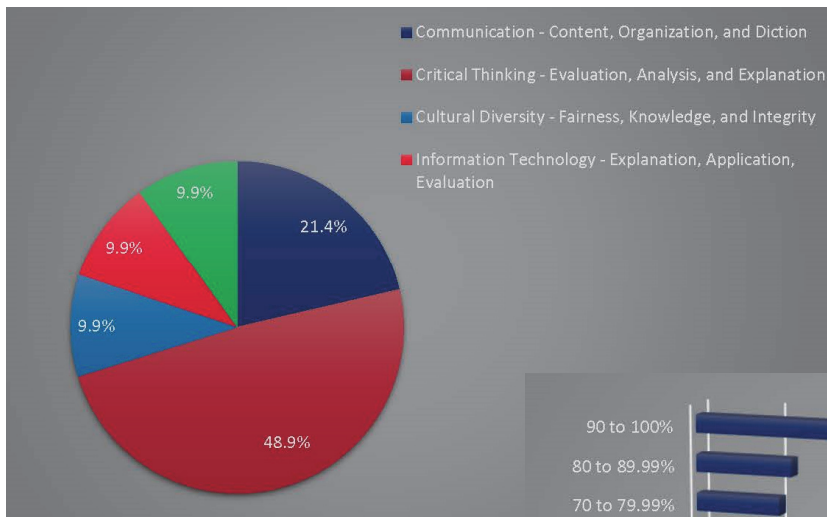
During Summer 2018, the Assistant Dean of Assessment and Composition updated the forms again. This update was a minor change that switched the word "assignment" with "student" so that faculty were not confused about what they were assessing, which is in fact student progress (or lack thereof) rather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

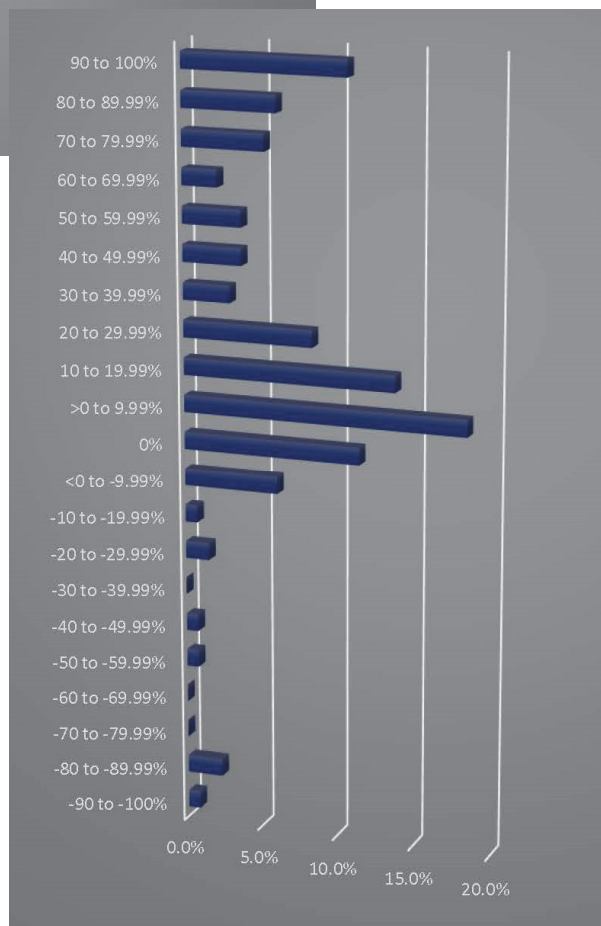
This data was collected by OAC representatives Stacy Kosier, Mary Guenseth, Marge Smolensky, Jill Johnson, and Lisa Walker, and it was compiled by Kylie Price.

GEOS IDENTIFIED BY CARS



This data illustrates the GEOs faculty assessed during the 2017-2018 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 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 2017-2018 academic year and was collected and compiled by Michelle Johnson, Director of IE and Compliance.

1. 100% submission compliance.
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. CTHE is in full compliance already; however, IE is facilitating discussions about program-level outcomes institution-wide.

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 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 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:

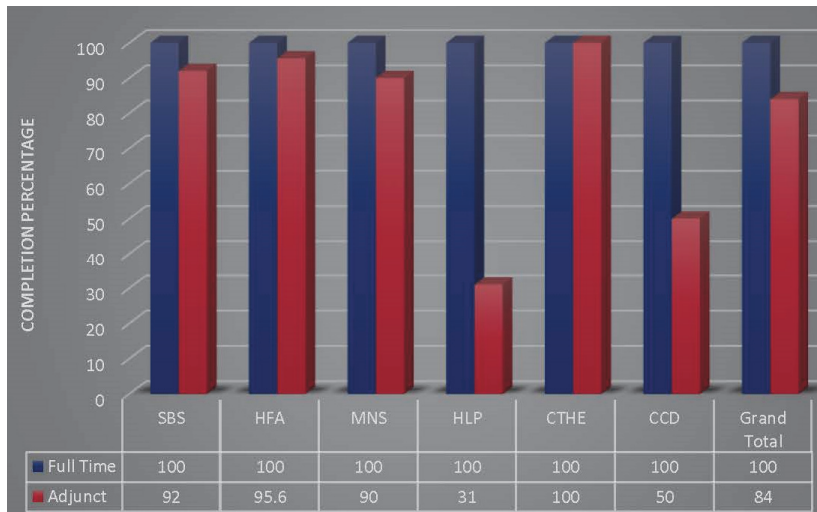
1. CARs due the Monday after Spring Break.
2. CAR Department Summaries first draft due at April department meeting to share findings.
3. CAR Department Summaries reviewed at May OAC meeting.
4. CAR Department Summaries final draft due the second Friday in May.

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

CARS FINDINGS

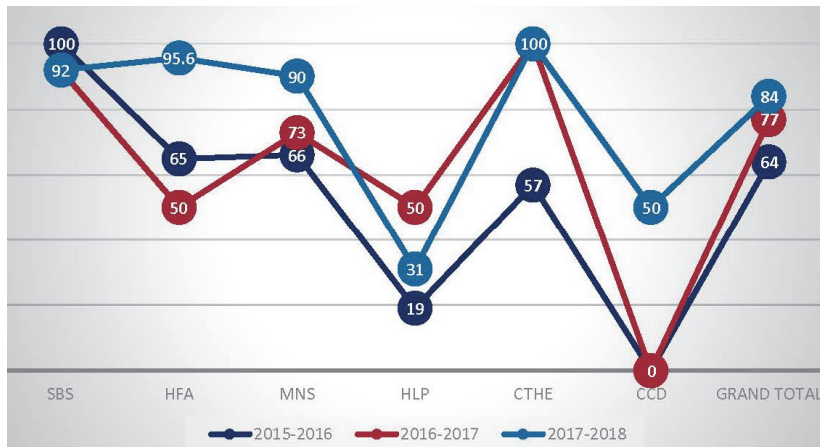
This data was collected by OAC representatives Stacy Kosier, Mary Guenseth, Marge Smolensky, Jill Johnson, and Lisa Walker, and it was compiled by Kylie Price.

CARS COMPLETION DATA



This data articulates that 100% of full-time faculty completed a CAR (that is, 39/39 completed), and 84% of adjunct faculty completed a CAR (that is, 89/106 completed).

ADJUNCT COMPLETION COMPARISON DATA



Overall, adjunct participation is up 7% since the 2016-2017 academic year and 20% since the 2015-2016 academic year.

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

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 has become 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 and Composition generated a Co-Curricular Assessment Form that was piloted during the 2017-2018 academic year. 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. The latter two did not complete the pilot, and thus the data reflects the first three co-curricular areas.

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.

This way, co-curricular areas are not assessing the same activities more than once.

CO-CURRICULAR ASSESSMENT FINDINGS

This data was collected and compiled by Kylie Price.

1. 60% 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 (1283 students)

Course Recommendations	Students	Percent
N/A Retake Reading	112	8.73%
ENG 095	212	16.52%
ENG 097	74	5.77%
Decision Zone (Charge Forward or ENG 099)	185	14.42%
College Ready: ENG 101	700	54.56%

Mathematics Skills (686 students)

Course Recommendations	Students	Percent
MAT 080	176	25.66%
MAT 083/MAT 086	298	43.44%
MAT 098/MAT 099	75	10.93%
College Ready: MAT 109, 110, 130	137	19.97%

This Placement Summary Report represents test sessions from January 16, 2017 through January 13, 2018. 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.

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 2015, 239 students qualified as full-time, first-time, degree seeking students. Out of that cohort, 83 (35%) transferred to a college that reports to the National Student Clearinghouse. Out of those 83 students, 37 (45%) were graduates of Sandburg. Also from that group of 83 students, 6 (7%) graduated from another college as of August 2018.

TRANSFER INSTITUTION STUDENT SUCCESS RATE REPORTS

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

Illinois State University

<i>Institution</i>	<i>Total Count</i>	<i>Cumulative GPA</i>
Carl Sandburg College Transfer	22	3.18
ISU Native Students*	8,961	3.16
Other Community Colleges	4,077	3.03

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

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 and Composition 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 and Rick Eddy for their assistance and collaboration in the data collection that is presented in this document.