

ANNUAL SUMMARY REPORT: 2019-2020

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



Submitted by Kylie Price, Assistant Dean
of Assessment , 9.18.20

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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 2019-2020 academic year. This report is shared with the faculty at the first regularly-scheduled Faculty Assembly in September and with the Board of Trustees at the November Board meeting. Additionally, it is electronically shared both internally and externally for all stakeholders.

Assessment Update

The Outcomes Assessment Committee (OAC) comprises representatives from each academic department. The 2019-2020 OAC representatives are as follows: Kylie Price (chair), Stacy Kosier (HLP), Mary Guenseth (HLP), Michael Neill (MNS), Gary Douglas (SBS), Sharon Trotter-Martin (HFA), Bart Slye (CTE), Jacob Runge (Co-Cur), Elizabeth Quinones (Student), Michelle Johnson (IE), Misty Lyon (Assoc. VP), 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 of focus for the OAC. 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, 2018-2019, and 2019-2020 academic years. Results for the 2019-2020 academic year are included herein. In addition, during Summer 2020, the Assistant Dean of Assessment generated a *Cocurricular Assessment Handbook* to assist Sandburg employees in their understanding of the cocurricular assessment reporting process.

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 working with IE to further investigate transfer student success rates.

The Assistant Dean of Assessment currently publishes the *Assessment Newsletter* at least once an academic year 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 itself, the *Curricular Assessment Handbook*, formerly the *CAR Manual*, and the 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 cocurricular assessment. The OAC continues to enhance the latter process with the cocurricular assessment pilot and cocurricular 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 2019-2020 academic year and were established by OAC members:

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.

Unfortunately, none of the outlined KPIs were met during the 2019-2020 academic year.

Since the OAC streamlined the CAR collection and analysis processes in 2014-2015, Sandburg has maintained a full-time completion rate of 100%, and the trend demonstrated that the adjunct completion rate was ascending—with the 2018-2019 data reporting 83%, a significant increase from the 53.5% reported in 2014-2015. Thus, the OAC's first two goals, maintaining the 100% full-time completion rate and increasing the adjunct completion rate to 90%, were not overly ambitious. Spring 2020 marked an unprecedented semester, however, requiring all faculty to transition to online instruction after Spring Break.

While the pandemic during the latter half of the Spring 2020 semester certainly contributed to these lower numbers, the pandemic itself is not a vindication for them: completion rates for fulltime faculty are reported at 95% while the completion rates for adjuncts are reported at a staggering 52%—with both percentages lower than the 2014-2015 reported data.

In an effort to understand why these numbers are significantly lower, the Assistant Dean of Assessment is currently working on a CAR Completion Gap Analysis. This document will be filed as a supplemental record to this report and will identify all the gaps in completion during the 2019-2020 academic year. With this information, the OAC will be better able to fulfill its mission.

The last KPI for the 2019-2020 academic year was met in part: the OAC had student representation, but management of that representation on the committee was not finalized.

Looking Ahead: Assessing Our Assessment

Since the last academic year's KPIs were not met, the OAC will move forward with the 2019-2020 KPIs to measure assessment efforts during the 2020-2021 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

Objectives for this assessment plan are organized into annual objectives that are repeated and enhancement objectives that are fulfilled that year.

Year 1: 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 were repeated: the Assistant Dean of Assessment created, reviewed, and presented the *Annual Report* to Faculty Assembly and the Board of Trustees, and the OAC analyzed data from that report and established measureable KPIs to streamline assessment activities.

In addition, the Assistant Dean of Assessment and the OAC cocurricular representative finalized cocurricular programs to be assessed. The Assistant Dean of Assessment also created a *Cocurricular Assessment Handbook* to assist Sandburg employees in their understanding of the cocurricular assessment reporting process.

Establishing and implementing co-curricular representation rotation and student representation rotation were not completed and will be a focus for the 2020-2021 academic year.

Year 3: The annual objectives will be repeated. The Assistant Dean of Assessment had been scheduled to present on cocurricular assessment at the HLC Annual Conference during the 20192020 academic year, but the pandemic caused the conference to be canceled. The Assistant Dean of Assessment will work to present on cocurricular assessment this academic year.

The Assistant Dean of Assessment will work with IE to streamline program review data and transfer success data.



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

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.

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.

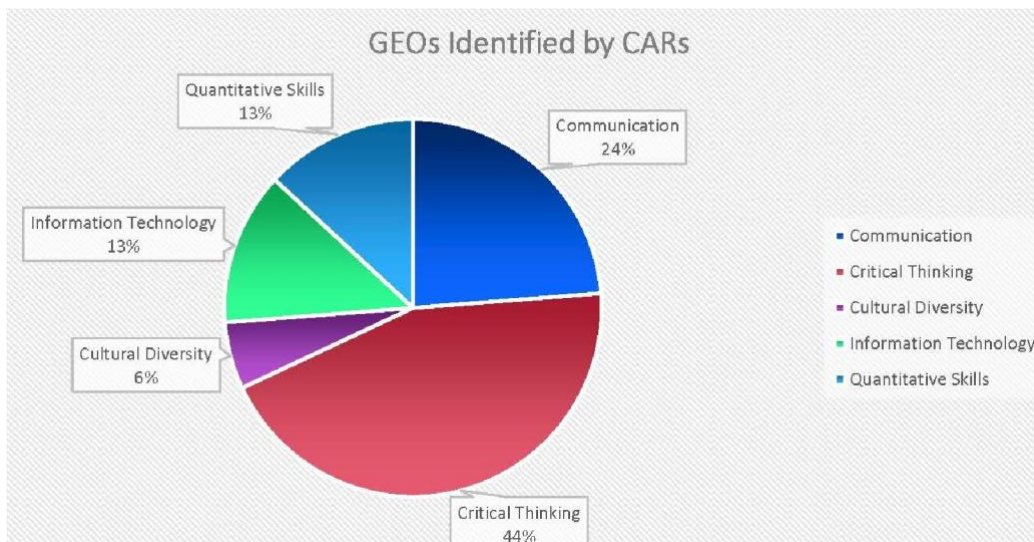
During Summer 2018, the Assistant Dean of Assessment updated the rubrics again. This update was a minor change that switched the word "assignment" with "student" so that faculty were not confused about what they were assessing, which is in fact student progress (or lack thereof) rather than the assignment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

During the 2019-2020 academic year, the OAC led faculty discussions in updating the third GEO, but the OAC voted to not update the GEO.

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

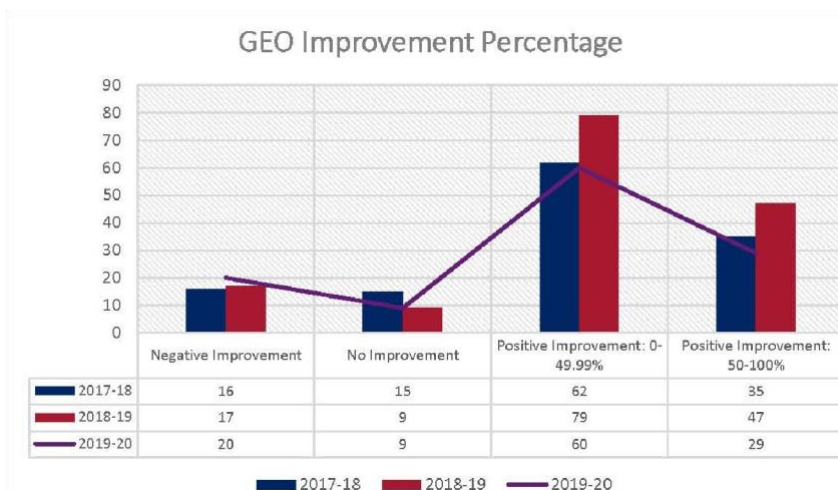
GEO Assessment Findings

This data was collected by OAC representatives Stacy Kosier, Mary Guenseth, Michael Neill, Gary Douglas, Sharon Trotter-Martin, and Bart Slye, and it was compiled by Kylie Price.



The data illustrates which GEOs faculty assessed during the 2019-2020 academic year. Communication and Critical Thinking are still in the lead as the most common GEOs assessed, but compared with the 2018-2019 data, Cultural Diversity increased by 2%, and both Information Technology and Quantitative Skills increased by 5%.

This data illustrates the percentage of improvement faculty assessors saw as related to the GEO identified that academic year compared to the last two academic years. Faculty are still reporting “no improvement,” but the number is decreasing.



Nonetheless, the OAC will focus on encouraging faculty to only include assessments where they saw a change, whether negative or positive.

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 20152016 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 was 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.

Currently, the OAC and IE are working collaboratively on enhancing a structured reporting system to streamline data.

Program Review Findings

This data reflects reports from the 2019-2020 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.

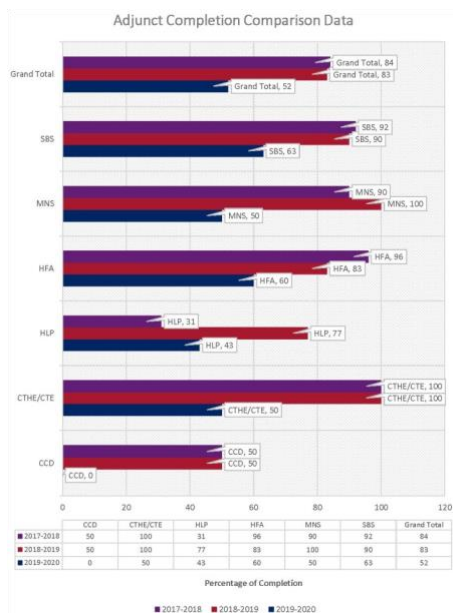
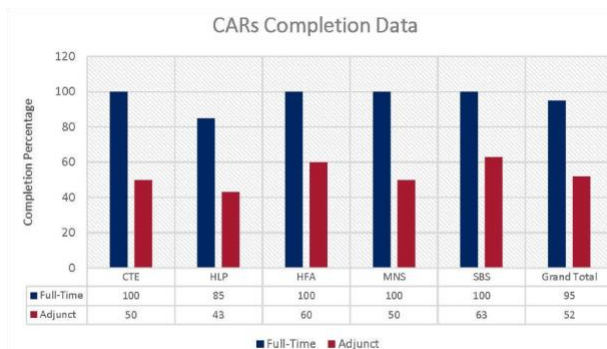
Faculty members can access the updated CAR form and GEO rubrics on the OAC Moodle page.

CARs Findings

This data was collected by OAC representatives Stacy Kosier, Mary Guenseth, Michael Neill, Gary Douglas, Sharon Trotter-Martin, and Bart Slye, and it was compiled by Kylie Price.

This data articulates that 95% of full-time faculty completed a CAR (that is, 37/39), and 52% of adjunct faculty completed a CAR (that is, 78/149). Both numbers show a drastic decrease in participation as compared to the last five *Annual Summary Reports*.

The Assistant Dean of Assessment will identify all gaps in completion in the CAR Completion Gap Analysis. This document will be filed as a supplemental record to this report.

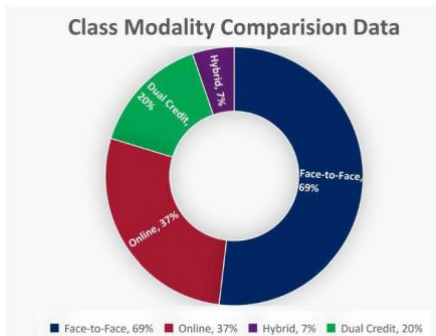


Overall, adjunct participation plummeted during the 2019-2020 academic year. It's down 31% since 2018-2019, 32% since 2017-2018, 25% since 2016-2017, 12% since 2015-2016, and 1.5% since 2014-2015.

Every department decreased in adjunct participation significantly—some departments reporting half of what they had last year.

In effort to increase adjunct participation, workshops will continue to be offered. As a result of the current pandemic, these workshops may be offered virtually.

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



New to this academic year is a data comparison of class modality. These percentages identify exactly which classes faculty assessed.

COCURRICULAR ASSESSMENT

Explanation

Cocurricular 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 designed a Cocurricular Assessment Form that was piloted during the 2017-2018, 2018-2019, 2019-2020 academic years. This form utilizes this definition of cocurricular assessment: a cocurricular experience occurs when students apply a Sandburg GEO outside of the classroom.

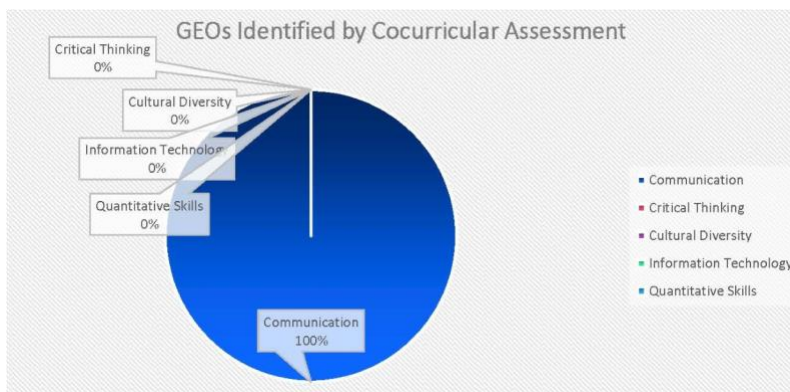
The pilot participants for 2019-2020 included the Criminal Justice Club, the Employability Skills Academy, the Men of Distinction, the Quills Creative Writing Club, and the Student Nursing Association of Illinois.

After this three-year 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.

Cocurricular Assessment Findings

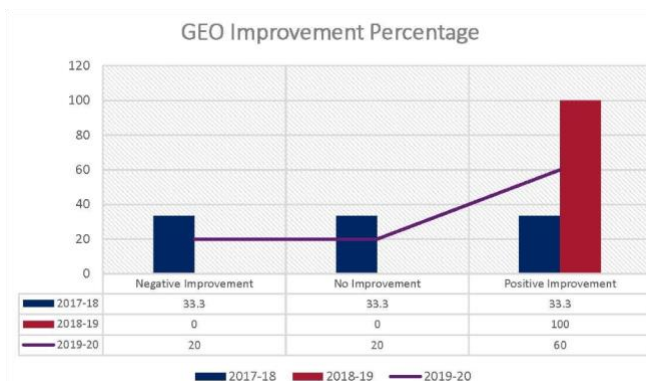
This data was collected by Jake Runge and compiled by Kylie Price.



The data illustrates which GEOs faculty and staff assessed during the 20192020 academic year. The overwhelming preference for GEO 1 may be due to the nature of cocurricular activities themselves, which emphasize the social and interpersonal aspects of

the educational experience. It is likely, in future assessments, that this preference will persist. It is also likely that many of these cocurricular activities position themselves as an answer to a common concern raised by instructors: that students lack soft skills. Many of the activities reported in the cocurricular assessment do indeed seem designed to teach networking and communication skills.

This data illustrates the percentage of improvement faculty and staff saw as related to the GEO identified that academic year compared to the last two academic years. As with CARs, assessors are reporting “no improvement,” so the OAC will focus on encouraging faculty and staff to only include assessments where they saw a change, whether negative or positive.



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.

Placement Testing Findings

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

Reading Skills	Score Range	Number of Students	Percentage
NA: Retake Reading	20-40	89	8.25%
English 095	41-56	141	13.07%
English 097	57-60	65	6.02%
Cocurricular Option	61-69	166	15.38%
English 101	70-120	618	57.28%

Mathematics Skills	Score Range	Number of Students	Percentage
Math 080	200-225	76	13.94%
Math 083/085	226-239	122	22.39%
Math 098/099	240-255	166	30.46%
Math 109/110/130	256-300*	181	33.21%

* OR score range 231+

This Placement Summary Report represents test sessions from January 15, 2019 through January 14, 2020. 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.

Overall, students who complete the Accuplacer demonstrate a lack of preparedness for college-level courses—with less than half testing into college-level math classes and just over half testing into college-level English classes.

TRANSFER STUDENT SUCCESS RATE

Explanation

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

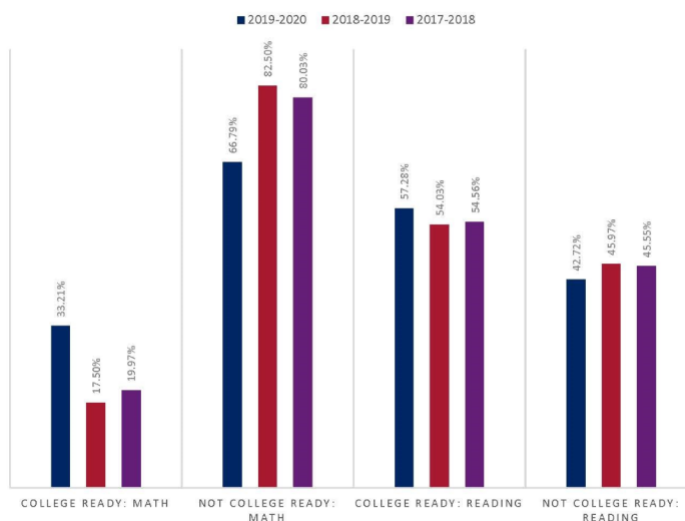
These reports are pertinent to Sandburg because they indicate where our students are when they complete/graduate, and then we, as an institution, can further evaluate student progress and assess our instructional efforts.

Transfer success rate findings

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

During Fall 2017, 257 students qualified as full-time, first-time, degree seeking students. Out of that cohort, 107 (42%) transferred to a college that reports to the National Student

ACCUPLACER COMPARISON DATA



Clearinghouse. Out of those 107 students, 89 (83%) were graduates of Sandburg. Also from that group of 107 students, 1 (1%) graduated from another college as of August 2020.

Illinois State University Abbreviated Student Progress Report, Spring 2020

Institution	Transfer Count	Academic Warnings	Cumulative GPA
Carl Sandburg College	36	1	3.36
Other Community Colleges	3,912	84	2.95
Native Students	11,408	252	3.06

Transfer Institution Student Success Rate Report

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

This data displays that Sandburg students who transfer to ISU do better than native ISU students and students transferring from 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 Stacy Kosier, Mary Guenseth, Michael Neill, Gary Douglas, Sharon Trotter-Martin, Bart Slye, Jake Runge, Michelle Johnson, Mitch Ray, Sara Cree, and Rick Eddy, for their assistance and collaboration in the data collection that is presented in this document.