



ANNUAL SUMMARY REPORT: 2023-2024

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

Submitted by Kylie Price, Assistant Dean of Assessment , 11.15.24



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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 2023-2024 academic year. This report will be shared with the faculty at the November Faculty Assembly and with the Board of Trustees at the December Board meeting. Additionally, it is electronically shared both internally and externally for all stakeholders.

ASSESSMENT UPDATE

The Outcomes Assessment Committee (OAC) comprises representatives from most academic departments. The 2023-2024 OAC representatives are as follows: Kylie Price (Chair), Lisa Walker (HFA), Jill Johnson (SBS), Tammi Lewis (NUR), Krista Winters (MNS), Tim Krause (HLP), Suvineetha Herath (CTE), Stacy Kosier (GEOPAC), Michael Patilla (Transfer), Michelle Johnson (IE), Autumn Scott (SD), and Carrie Hawkinson (AS). The OAC meets monthly during the fall and spring semesters to review assessment processes, discuss assessment findings, and facilitate assessment support and training.

Carl Sandburg College is accredited by the Higher Learning Commission (HLC). During Sandburg's last Comprehensive Visit (April 19-20, 2021), HLC accredited Sandburg through the next visit in 2030-2031, with an additional report about assessment for the Assurance Review process.

This additional report is required to ensure Sandburg enhances the assessment process. The Institutional Actions Council (IAC) of the HLC made the following recommendation: Action with Interim Monitoring and Embedded Monitoring Report. Essentially, the IAC would like to see Sandburg strengthen the all levels of assessment, particularly program and General Education Outcomes (GEO) assessment. In the letter from the IAC on Nov. 19, 2021, Barbara Gellman-Danley states, "Many programs are lacking program goals and the assessment of student occurs at the classroom level, but the current process does not allow for programmatic or institutional level data to be gathered, analyzed, and used to improve student learning." In response to the IAC feedback, Sandburg organized a group of faculty, staff, and administrative leaders to participate in the HLC Academy.

The Academy is a network of 300+ institutions who pair up with HLC mentors and scholars, and those involved commit to improve the assessment of student learning. As stated in the *Assessment Academy Welcome Packet*, "The Academy offers each institution personalized guidance in developing, documenting and implementing a systematic approach to institutional assessment."

Updates of Academy progress will be included in this report.

Also in response to this IAC feedback, and as part of the Academy initiative, Sandburg developed an additional committee during the 2022-2023 academic year: the General Education Outcome

Program Assessment Committee (GEOPAC), which is comprised of faculty, staff, and administrators. Moving forward, this the GEOPAC will be responsible for GEO, program, and cocurricular assessment. This committee is co-chaired by Stacy Kosier and Michelle Johnson.

With this additional assessment committee, OAC members can focus on classroom assessment, and GEOPAC members can focus on the more programmatic levels of assessment. Thus, OAC members can focus on what Sandburg students learn and how to assess that learning *in* the classroom, while GEOPAC members can focus on how that data aligns to both general education and program objectives.

By focusing on their respective strengths, the OAC and GEOPAC members can work together to develop a more comprehensive and effective assessment process that benefits Sandburg students.

The OAC Moodle page continues 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 cocurricular 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 cocurricular assessment. There is an additional tab for OAC members only that aids them in writing annual department reports.

Currently, curricular assessment at Sandburg includes GEO assessment, for it is embedded directly 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 were continually updated to enhance the assessment process. In Fall 2015, the CAR was updated to embed GEO assessment and implement an electronic process. CARs are submitted annually, and the OAC representative compiles CAR data from their respective department. This process has been updated, though, with a CAR Pilot during the 2023-2024 academic year. Moving forward, faculty can expect to see that GEO assessment and curricular assessment will be assessed independently.

Cocurricular assessment remains an area of focus for Sandburg, but like GEO assessment, it will be housed with the GEOPAC. 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, cocurricular assessment is still a necessity, so during Summer 2017, the Assistant Dean of Assessment generated a Cocurricular Assessment Form that was piloted during the 2017-2018, 2018-2019, and 2019-2020 academic years. During the Academy Roundtable, cocurricular assessment was redefined and will move forward with a pilot in the 2023-2024 academic year.

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.

The College implemented Key Performance Indicators (KPIs) as a measurement tool for institution-wide assessment in 2011, and both instructional and non-instructional departments implemented KPIs to guide their assessment efforts. The OAC utilized KPIs to guide assessment efforts until Fall 2021. After Fall 2021, KPIs transitioned into goals in effort to establish a more shared language amongst the Sandburg community.

The OAC plans to utilize the following goals for the upcoming academic years:

1. Facilitate one workshop during the fall and spring semesters to support faculty in their assessment process.
2. Administer survey to check in with faculty's assessment needs.
3. Assist coordinators to facilitate workshops to support adjunct faculty in their assessment process.
4. Manage student representation on the OAC.
5. Explain the role of assessment as it pertains to students in Champ the Charger emails.

If additional goals need to be set, the OAC will share those as needed.

LOOKING AHEAD: ASSESSING OUR ASSESSMENT

Since the OAC streamlined the CAR collection and analysis processes in 2014-2015, Sandburg has maintained a full-time completion rate of 100%—until 2019-2020. After that academic year, full-time completion did not reach a completion rate of 100% until 2022-2023. Furthermore, the trend demonstrated by adjunct completion demonstrated a plummet during the 2019-2020 academic year but has started to level out again. That being said, the adjunct completion rate is still below the OAC's goal, and we will continue to develop and implement new strategies to increase it.

The OAC has primarily focused efforts on completion numbers. During the HLC Comprehensive Visit in Spring 2021, however, the Peer Review team shared that the completion numbers should not be the primary interest but instead the number of courses assessed. Thus, this report shares them both, and the OAC is currently working to make the CAR process conducive to this type of reporting.

Upon reviewing the number of courses assessed, the OAC, GEOPAC, and Academy members have discussed various methods for implementing a rotation to ensure that all courses are assessed.

HLC ASSESSMENT ACADEMY UPDATE

EXPLANATION

In response to the feedback from HLC's last Comprehensive Visit, Sandburg organized a group of faculty, staff, and administrative leaders to participate in the HLC Academy.

The Academy is a network of 300+ institutions who pair up with HLC mentors and scholars, and those involved commit to improve the assessment of student learning. As stated in the *Assessment Academy Welcome Packet*, "The Academy offers each institution personalized guidance in developing, documenting and implementing a systematic approach to institutional assessment."

On June 22-24, 2022, Michelle Johnson, Kylie Price, Autumn Scott, Stacy Kosier, Marla Turgeon, and Mandee Allen participated in the first Academy event, the Academy Roundtable. During this multi-day event, the six aforementioned attendees laid the groundwork for Sandburg's long-term improvement efforts in assessment.

The Academy members agreed to the following Academy Project: "Carl Sandburg College needs to improve assessment practices, including documentation of results and continuous improvement actions, at the course, program, and institutional levels. This need extends beyond academics and weaves into all areas of the college."

The Academy members will continue to work on this project for the next four years. Ideally, this experience will enhance Sandburg's processes in assessing, and ultimately improving student learning.

ACADEMY PLAN

The Assessment Academy is designed to help institutions foster and enhance assessment growth in four years.

Year 1: Launch Academy Project

Years 2-3: Pilot, Evaluate, Refine

Year 4 and Beyond: Expand, Assess, and Sustain Improvement Efforts

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, like the last plan, are organized into annual objectives that are repeated and enhancement objectives that are fulfilled that year.

Year 1: During the 2021-2022 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 measurable goals to streamline assessment activities.

Furthermore, the OAC also established a new assessment plan and offered virtual CAR workshops. During Summer 2022, Sandburg began Year 2's Enhancement Objectives by joining the HLC Academy. The OAC members are continuing to establish a cocurricular and student representation rotation, and the work of the Academy should be able to foster that process.

Year 2: During the 2022-2023 academic year, 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 to establish measurable goals to streamline assessment activities.

In addition, after joining the HLC Academy, the OAC members have begun to ensure assessments "close the loop." In addition, the OAC will work to streamline transfer success rate data.

Year 3: During the 2023-2024 academic year, 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 to establish measurable goals to streamline assessment activities.

As for the Enhancement Objectives, the Assistant Dean of Assessment is working with the GEOPAC and Academy members to establish a CAR rotational process to ensure all COs are assessed, a link from the assessment of student learning to program review, and a method for identifying cocurricular activities.

SANDBURG DOCUMENT

The OAC established this assessment plan in November 2021 to direct assessment activities and to maintain an embedded opportunity to assess the College's assessment efforts.

Carl Sandburg College's Assessment Plan **Established by the OAC, November 2021**

Year 1 Objectives, Fall 2021 – Spring 2022

Annual Objectives

- Create, review, and present *Annual Report* to Faculty Assembly
- Present *Annual Report* to Board
- Analyze *Annual Report* data
- Establish measurable 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
- Establish and implement co-curricular representation rotation
- Establish and implement student representation rotation

Year 2 Objectives, Fall 2022 – Spring 2023

Annual Objectives

- Create, review, and present *Annual Report* to Faculty Assembly
- Present *Annual Report* to Board
- Analyze *Annual Report* data
- Establish measurable 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

- Streamline program review data to ensure assessments "close the loop"
- Streamline transfer success rate data
- Participate in the HLC Assessment Academy

Year 3 Objectives, Fall 2023 – Spring 2024

Annual Objectives

- Create, review, and present *Annual Report* to Faculty Assembly
- Present *Annual Report* to Board
- Analyze *Annual Report* data
- Establish measurable 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

- Establish CAR rotational process to ensure all COs are assessed
- Partner with IE to link the assessment of student learning to program review
- Establish and implement a "method for identifying cocurricular activities" with "a mechanism to proactively identify needs for improvement"

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 educated in communication, critical thinking, cultural diversity, information technology, and quantitative skills.

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

The most recent update, occurring during Fall 2019, pertains to the third GEO. The OAC proposed updating that GEO from Cultural Diversity to Liberal Arts and Cultural Literacy. After much discussion led by faculty, the OAC voted to NOT update GEO 3, primarily because of the extensive curriculum revisions that would need to occur. The OAC did, however, vote to update the GEO Criteria to reflect similar intentions to the philosophy behind "Liberal Arts and Cultural Literacy."

During Summer 2020, the Assistant Dean of Assessment updated the criteria and is stated thus:

Acknowledge differences among people and stereotypes and prejudices they hold regarding people who are different.

Build knowledge of diverse ideas, perspectives, and experience and how they are expressed in the liberal arts.

Engage others with civility, empathy, honesty, and responsibility, and work well in an environment with a diverse population.

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

During the 2022-2023 academic year, the OAC continued to work with the General Education Outcome Program Assessment Committee (GEOPAC). The focus this academic year was to streamline the GEO assessment process and to adhere to the Assessment Academy timeline.

During the 2023-2024 academic year, the OAC established a CAR Pilot to update the process, removing the GEO assessment from the report.

In addition, the GEOPAC established an additional GEO Pilot that collected GEO assessment separately from the CAR process. The GEO Pilot had nine participants who assessed GEOs 3, 4, and 5.

The process itself utilizes the GEO rubrics and criterion established by the OAC in 2012.

Moving forward, the Vice President of Institutional Resources and Director of Accreditation would like to see GEOs 1 and 2 assessed during the fall semesters and GEOs 3, 4, and 5 assessed during the spring semesters. The Course Objectives tie to GEOs will determine what faculty assess which GEOs. For example, a faculty member who teaches a course that does not have GEO 3 linked to its Course Objectives will never have to assess GEO 3.

This type of assessment will serve as the program-level assessment for all programs at Sandburg. For transfer programs, GEOs are the only program-level outcomes. For technical programs, GEOs serve as program-level outcomes alongside technical program-level outcomes.

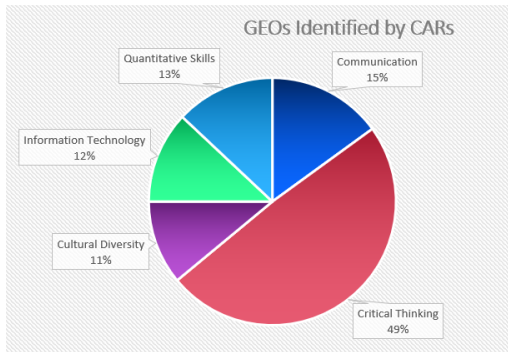
Assessing GEO attainment at the program level serves a different purpose than classroom assessment. That is, GEO assessment does not follow the class or the faculty—it follows the individual student. This type of assessment helps Sandburg ensure that all students are attaining all GEOs upon completion.

The goal is to then assess every section, every course, every semester.

Institutional Effectiveness (IE) will manage the GEO rotation. Since most courses do not include all five GEOs, there will be some faculty who have to repeat GEO assessments in the fall and spring semesters. Some GEO assessments will rotate each academic year. Programs that do not integrate any GEOs to their Course Objectives in the Course Brief will be asked to develop them.

GEO ASSESSMENT FINDINGS

This data was collected by OAC representatives Jill Johnson, Krista Winters, Tammi Lewis, Suvineetha Herath, Lisa Walker, and Stacy Kosier, and it was compiled by Kylie Price.

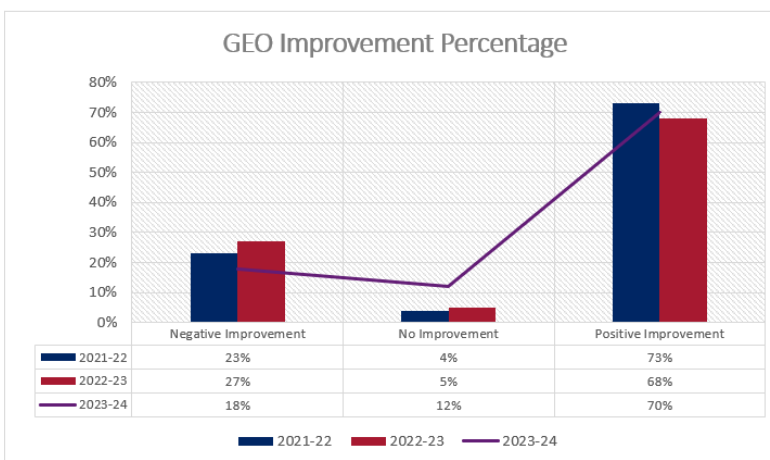
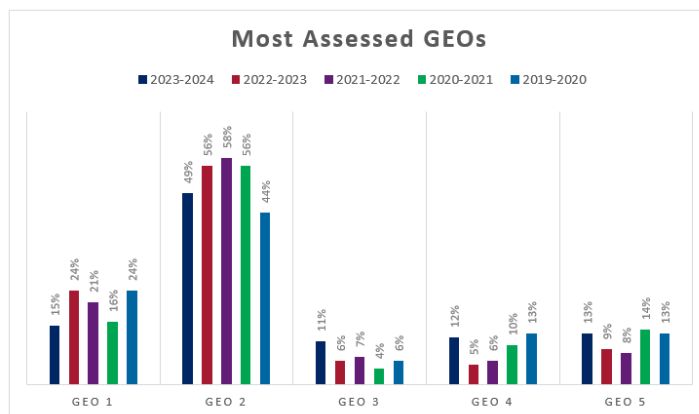


The data illustrates which GEOs faculty assessed during the 2023-2024 academic year—minus the CAR Pilot participants. Communication and Critical Thinking are still in the lead as the most common GEOs assessed. Cultural Diversity, Information Technology, and Quantitative Skills continue to be Sandburg’s least assessed GEOs.

Moving forward, the General Education Outcome Program Assessment Committee (GEOPAC) will work to streamline how GEOs are assessed to ensure all GEOs are assessed on a regular basis.

When looking at the last five academic years, for example, Critical Thinking has dominated the faculty’s CARs. While the OAC and GEOPAC want to ensure that CARs remain authentic and rooted in student success, it is also important that all GEOs are assessed.

As pointed out during the HLC Comprehensive Visit, Sandburg needs to establish a cycle to ensure that all five GEOs are assessed consistently.



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 change,” but the number is decreasing from the past academic years.

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.

An ad hoc Program Review Committee advocated for ways 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.

Then, Sandburg analyzed 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 Academy, OAC, IE, and the General Education Outcome Program Assessment Committee (GEOPAC) are working collaboratively on enhancing a structured reporting system to streamline data.

PROGRAM REVIEW FINDINGS

This data reflects reports from the 2023-2024 academic year and was collected and compiled by Taylor Finch-Mcvay, Director of Accreditation.

1. GEOs were determined as program level outcomes for transfer degrees.
2. The Assessment Academy team began a four-year plan to generate GEO assessment and fill the gaps in program-level assessment institution-wide.
3. Sandburg will detail the results of its assessment project in an interim report for HLC at the College's four-year visit set for 2026.

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. From that point on, 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 revised the 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, that revised CAR was implemented institution-wide. The biggest changes with that form were twofold: one, the form was electronic via SurveyMonkey, and two, GEO assessment was 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.

The Assistant Dean of Assessment updated the CAR form itself during Summer 2019 to reflect restructured departments and modalities. During the Fall 2020 and Spring 2021 semesters, the Assistant Dean of Assessment presented to all faculty via Teams about CAR best practices.

As part of the HLC Academy project, the OAC launched an initiative during the 2022-2023 academic year to streamline the CAR process.

During the 2021-2022 and 2022-2023 academic years, the OAC committee collected information from faculty about the CAR process: overall, faculty agreed that the former process was not very efficient and was rather onerous. Thus, the 2023-2024 pilot group worked to alleviate those issues. They reviewed and updated the CAR process during the 2023-2024 academic year to help faculty assess student learning more effectively and efficiently.

This pilot utilized CATs (Classroom Assessment Techniques) from Thomas A. Angelo and K. Patricia Cross and Microsoft Forms. Fourteen faculty participated in the CAR Pilot.

Sandburg faculty actually utilized CATs for the CAR process prior to 2011—but when utilizing CATs then, the CAR was not electronic. The rationale for going back to the CAT process for CARs has five key components:

1. CATs are wide-ranging—there are 50 CATs to choose from that can be implemented into any lesson.
2. CATs are user-friendly—faculty can utilize them to understand student comprehension.
3. CATs are timely—these assessment techniques provide immediate feedback for the instructor and for the students.
4. CATs provide ownership of learning—students become involved in the assessment process.
5. CATs are adaptable—these techniques are primarily used to assess a course but can also be tailored to assess programs

In addition, the OAC revised the CAR process to include CATs and remove the GEO assessment process because faculty stated the most confusing parts about the former process was the statistics, the GEOs, and the adaptability. Thus, going back to the CAT process for CARs will allow faculty a deeper insight into their students' success and can even foster more engagement with the students.

Another critique many faculty shared about the former process was the way in which CARs were collected. While SurveyMonkey had many benefits, many faculty were frustrated that they had to print a form, fill it out on paper, and then submit their answers electronically. Since SurveyMonkey did not save answers, faculty had to submit everything in one sitting. The 2023-2024 pilot utilized Microsoft Forms in lieu of SurveyMonkey.

The pilot participants all agreed that the process itself—in terms of content and collection—is much easier.

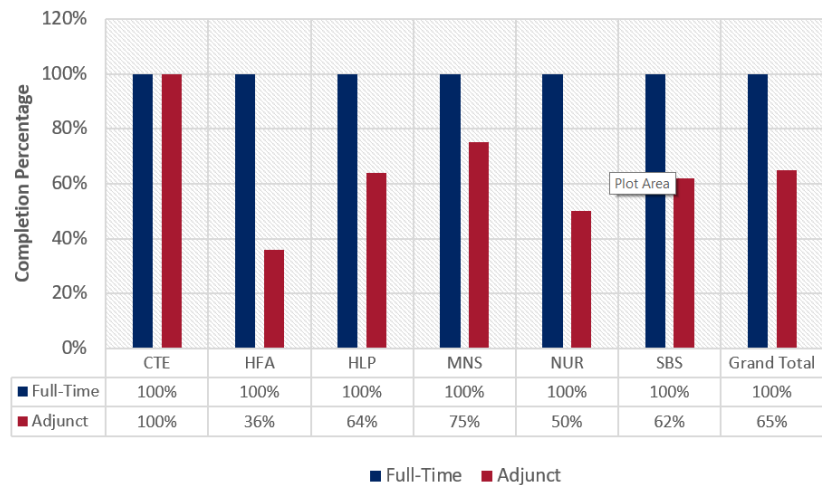
The new CAR process will be implemented institution-wide for the 2024-2025 academic year. Faculty members can access the updated CAR form on the OAC Moodle page.

CARS FINDINGS

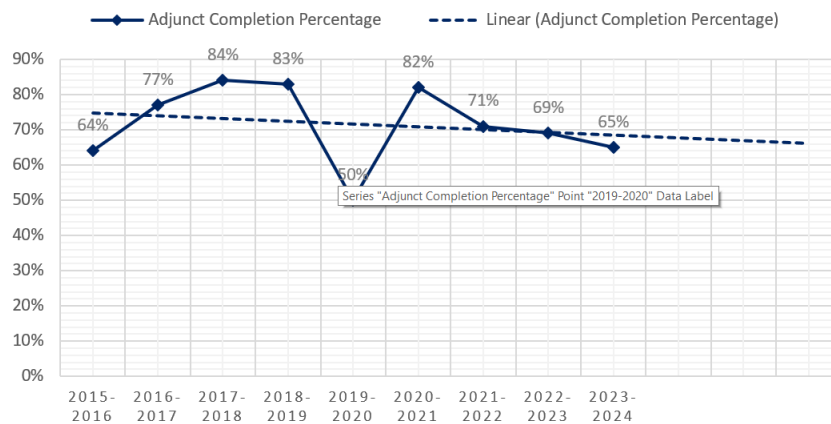
This data was collected by OAC representatives Jill Johnson, Krista Winters, Tammi Lewis, Suvineetha Herath, Lisa Walker, and Stacy Kosier, and it was compiled by Kylie Price.

This data articulates that 100% of full-time faculty completed a CAR (that is, 41/44), and 65% of adjunct faculty completed a CAR (that is, 55/84). While full-time participation remained 100%, adjunct participation decreased from last academic year by 4% and 6% since 2021-2022.

CARs Completion Data



Adjunct Completion Percentage



Increasing adjunct participation has always been a challenge at Sandburg; nonetheless, the OAC is committed to finding ways to make the assessment process easier for both full-time and adjunct faculty to complete.

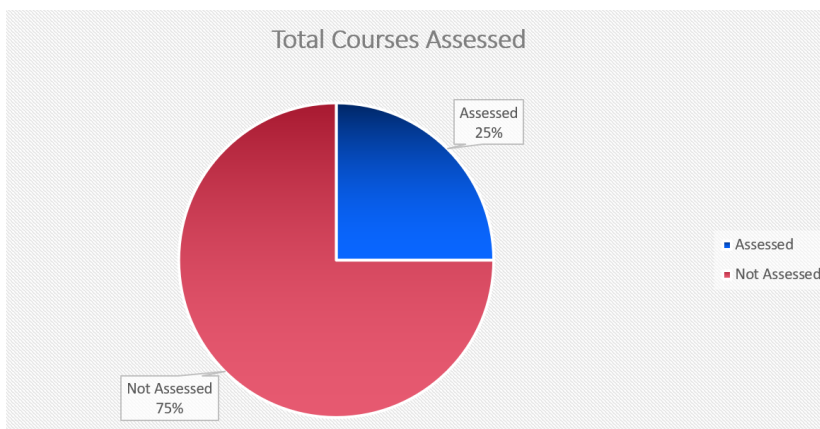
Ideally, the new CAR will help to make the process, itself, simpler—and will contribute to higher completion numbers.

Adjunct participation plummeted during the 2019-2020 academic year, but overall participation has always been below the OAC's goals.

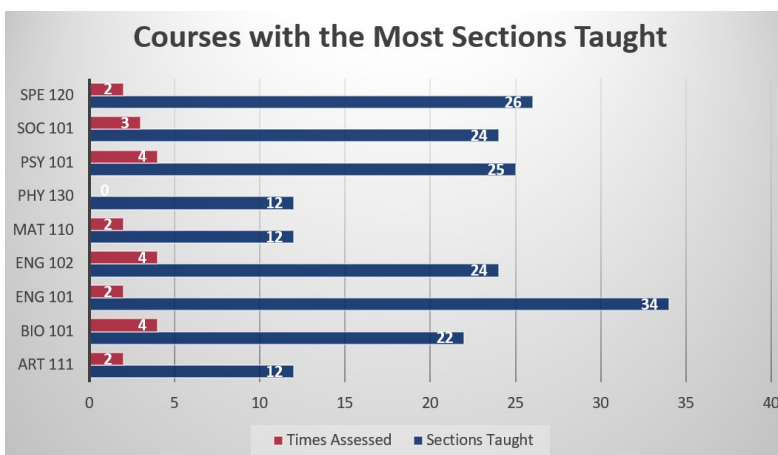
This data was collected by Angel Rohrig and Christy Perkins, and it was compiled by Kylie Price.

During the HLC Comprehensive Visit, peer reviewers noted that while completion data can be useful for an institution, it doesn't include the most important element: courses assessed.

This data shows that of the 318 courses taught during the 2023-2024 academic year, only 25% (that is, 78/318) were assessed.



The OAC, along with members of the Academy, are reviewing these results and discussing how to move forward with providing the most effective and useful information in future semesters.



Additionally, the courses with the most sections taught from the 2023-2024 academic year and how many times those courses were assessed are shown here for comparison purposes.

The courses included here are primary sections.

Obviously, courses with such significant amounts of sections have a significant impact on student learning, so the OAC wanted to insure that these courses were being assessed. Eight of the nine courses were assessed—in some cases, more than once.

Nonetheless, moving forward, the OAC will ensure that courses with the most sections taught are put on an CAR rotation annually.

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, and now GEOPAC, 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 utilized this definition of cocurricular assessment: a cocurricular experience occurs when students apply a Sandburg GEO outside of the classroom.

After this three-year pilot, the OAC determined cocurricular 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 cocurricular assessment form.

The 2020-2021 academic year fully implemented cocurricular assessment, identifying 18 areas that needed to complete the annual cocurricular assessment form.

At the HLC Assessment Academy Roundtable in June 2022, however, the definition of what constitutes a cocurricular activity was refined, yet again, to fit Sandburg's assessment of student learning better and to exclude extracurricular activities.

As mentioned prior, the Academy members determined cocurricular assessment to be a better fit with the GEOPAC members rather than the OAC members.

Assessing the cocurricular experience will be tied to GEO assessment since the cocurricular experience is mapped directly to those outcomes. By linking cocurricular assessment to GEO assessment, Sandburg can gain a more complete picture of student learning. Furthermore, that connection will allow us to identify areas where students are exceling and where they need additional support.

Similarly to the CAR process, the cocurricular process will be undergoing substantial modifications, too.

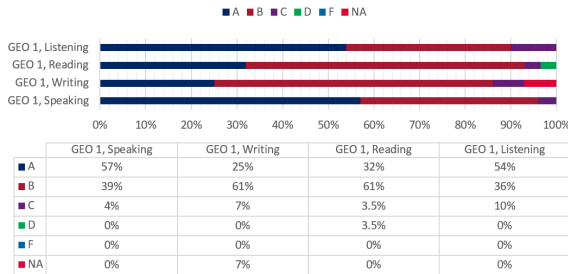
During the 2023-2024 academic year, the GEOPAC members ran a pilot. This pilot had one faculty participant. Following the GEO assessment model, she assessed GEO's 1, 2, 3, and 4. For Communication, the faculty assessed 28 students; for Cultural Diversity, the faculty assessed 13 students; for Cultural Diversity, the faculty assessed 10 students; and for Information Technology, the faculty assessed 28 students. The information she collected is included in this report.

Moving forward, the GEOPAC and Academy members will work to redefine the Cocurricular Assessment process.

CoCURRICULAR FINDINGS

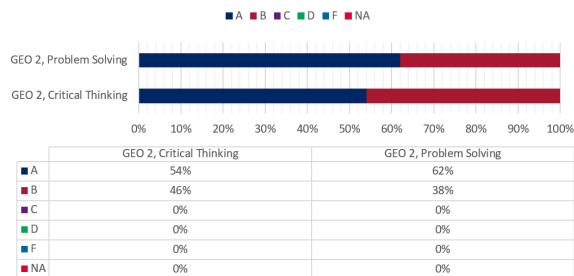
This data was collected by Marla Turgeon, and it was compiled by Kylie Price.

GEO 1: Communication



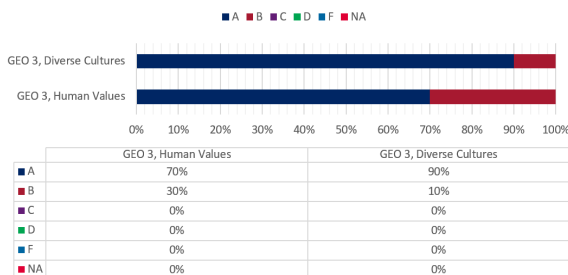
For GEO 1, 28 students were assessed. Here, there are four criterion are used for the assessment: speaking, writing, reading, and listening.

GEO 2: Critical Thinking



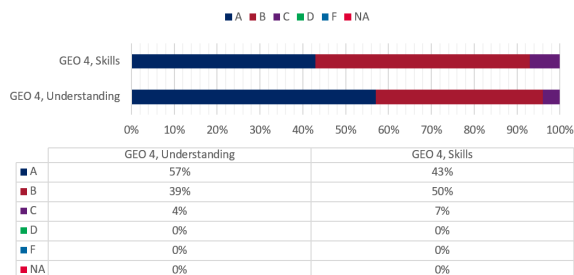
For GEO 2, 13 students were assessed. Here, two criterion are used for the assessment: critical thinking and problem solving.

GEO 3: Cultural Diversity



For GEO 3, 10 students were assessed. Here, two criterion are used for the assessment: awareness of human values and awareness of diverse cultures

GEO 4: Information Technology



For GEO 4, 28 students were assessed. Here, two criterion are used for the assessment: understanding to function in a technological society and skills to function in a technological society.

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 Sandburg is working to evaluate student progress and assess instructional efforts.

PLACEMENT TESTING FINDINGS

This data was collected by Kirk Watson, Lisa Hanson, and Christy Perkins, and it was compiled by Kylie Price.

Reading Skills	Score Range	Number of Students	Percentage
NA: Retake Reading	200-226	79	7%
English 095	227-237	152	13%
English 097	238-240	82	8%
Cocurricular Option	241-246	172	15%
English 101	247-300	648	57%

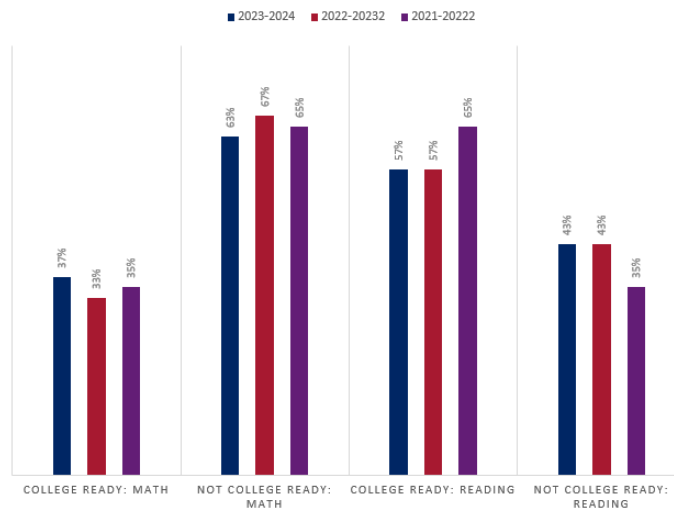
Mathematics Skills	Score Range	Number of Students	Percentage
Math 080	200-225	172	16%
Math 083/085	226-239	229	21%
Math 098/099	240-255	284	26%
Math 109/110/130	256-300	159	15%
	231+	234	22%

* OR score range 231+ // Mathematics Skill Score ranges are based upon Quantitative Reasoning, Algebra, and Statistics (QAS) course recommendations, and an * represents score range for Advanced Algebra Functions (AAF).

This Placement Summary Report represents test sessions from January 17, 2023 through January 16, 2024. 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.

ACCUPLACER COMPARISON DATA



TRANSFER STUDENT SUCCESS RATE

EXPLANATION

When available, Transfer Institution Student Success Rate Reports show transfer progress information 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 INSTITUTION STUDENT SUCCESS RATE REPORT

This data was collected by Rebecca Yarita, and it was compiled by Kylie Price.

Transfer Student Success Rate: EIU, Spring 2024

College		Total
Sandburg	Cumulative GPA	3.55
All Community Colleges	Cumulative GPA	3.25
Four-year Institutions	Cumulative GPA	3.12
EIU Native Undergraduates	Cumulative GPA	3.28
All EIU Undergraduates	Cumulative GPA	3.13

This data shows that Sandburg students who transfer to both Eastern Illinois University and Western Illinois University have a higher GPA than native EIU/WIU undergraduates, respectively.

In addition, Sandburg students who have transferred to EIU and WIU have a higher GPA than students transferring into those institutions from community colleges and other four-year institutions.

Transfer Student Success Rate: WIU, Spring 2024

College		Total
Sandburg	Cumulative GPA	3.25
All Community Colleges	Cumulative GPA	3.15
Four-year Institutions	Cumulative GPA	2.97
WIU Native Undergraduates	Cumulative GPA	2.95
All WIU Undergraduates	Cumulative GPA	3.00

The Sandburg transfers during this semester had a higher GPA than all EIU/WIU undergraduates.

TRANSFER SUCCESS RATE FINDINGS

This data was collected and compiled by Sara Cree, Institutional Data Manager.

During Fall 2021, 226 students qualified as full-time, first-time, degree seeking students. Out of that cohort, 23 (10%) transferred to a college that reports to the National Student Clearinghouse. Out of those 23 students, 15 (65%) were graduates of Sandburg. Also from that group of students, 0 (0%) graduated from another college as of August 2024.

ACKNOWLEDGEMENTS

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