

# **SVCC Assessment System**

## ***A Report to OPIC by the Assessment Committee***

***November 29, 2006***

### ***Findings:***

Attached are copies of the reports of the Area Facilitators, drawn from discipline/program-level assessment projects, as to Plans of Action which have impact on the budget.<sup>1</sup>

### ***Conclusion:***

**Assessment is helping to instigate and empower institutional change at Sauk Valley Community College, but this particular report has not yet consistently documented the nature and extent of that impact.**

### ***Rationale:***

The Assessment Committee, upon examination of the reports, agreed with the conclusion of the Assessment Core Team that this reporting system does not clearly reflect the actual impact that assessment discussions are having at the institutional planning level, either budgetary (or curricular). The first such report, which like this one, was drawn from individual classroom assessment projects, was more accurate because the fledgling state of the assessment system was still focused primarily on the individual classroom and at the discipline level. In addition, the 18-month timeline cycle had not occurred yet, so the impact of assessment data connections to Operational Planning and Program Review were not yet known.

What the report appears to show is that very little impact is coming from individual classroom assessment beyond the instructional practice level; few changes that might impact budget (or curriculum) are apparent by scanning individual and discipline/program-level plans of action. However, anecdotal evidence shows that the institutional impact of assessment is very much in evidence. For example:

- ☞ English is responding to Gen Ed discussion concerns in both the areas of providing uniform standards and resources to courses that require writing and of developing a class to meet the needs of A.A.S. students and the expectations of employers.
- ☞ Technology is responding to Gen Ed discussion concerns regarding placement for computer skills in computer-taught courses.
- ☞ Mathematics is responding to area-level discussion concerns regarding specific applications of math skills taught in 106 to nursing and other employment applications.

These are only some of the assessment-driven changes that are appearing on Operational Plans and within Program Reviews across the campus.

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<sup>1</sup> Curricular proposals are also reported, but not the primary concern of OPIC.

***Recommendation:***

Based on our conclusions, the Assessment Committee recommends the following:

1. That OPIC accept the conclusion of the committee that the assessment system is working effectively to provide data for the institution.
2. That this report be replaced. We continue to believe that a systematic documentation of the effectiveness of the assessment system is necessary to prevent stagnation. The Core Team has scheduled a meeting with the Area Facilitators and Tom Gospodarczyk in Spring 2007 to discuss possible alternatives to the current reporting format and process. Among the alternatives to be discussed:
  - a. Incorporating some data collection into the minutes of meetings, because much of the institutional impact seems to be coming out of collaborative discussion of data rather than single individual plans of action.
  - b. Gleaning the data from Operational Plans and/or Program reviews instead of assessment data forms, because it appears that both these forms call for a tie to assessment projects.
  - c. Creating a generalized OPIC action form that would subsume the existing report.
3. That the college actively encourage participation of a Sauk team of two or three people in HLC evaluator training, which would allow us to act more effectively on our accreditation documentation requirements.

Report ratified by the Assessment Committee: November 30, 2006