Sauk Valley Community College

Academic Assessment System Evaluation

Annual Report

2016-2017

Prepared by:

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Reviewed by the Assessment Committee on 4/21/2017

Approved by the Assessment Committee on 4/21/2017

Preamble

This report follows the structure as dictated in Appendix A:

1. System Participation
2. Documentation
3. Communication of the System
4. Accomplishments
5. Recommendations

With the addition of:

- Appendix A: System Evaluation Checklist.
- Appendix B: General Education Assessment Data

1. System Participation

100% of full-time faculty have met the expected minimum level for contribution to the Assessment Program, both for General Education and Area Assessments. Documentation pertaining to faculty discussions is presented in Section 2. Adjunct faculty participation is discussed in Sections 4 and 5 below.

2. Documentation

The following documents are available on FAST → Committee and Meeting Information → Assessment Committee → FY 17

- Academic Assessment System Evaluation Annual Report (2015-2016)
- All Assessment Committee Minutes
  - August 29, 2016
  - September 28, 2016
  - October 17, 2016
  - October 28, 2016 (Four Hour Meeting)
  - November 21, 2016
  - January 27, 2017
  - February 22, 2017
  - March 17, 2017
  - April 21, 2017

Faculty discussed Assessment at the following Area Faculty Meetings, and minutes are available on FAST → Committee and Meeting Information → Faculty Discussions → Area-Level Discussions

- → Social Sciences → FY 17: October 10, 2016
- → Natural Sciences/Math → FY 17: October 12, 2016
- → Humanities → FY 17: October 12, 2016
- → Health Careers → FY 17: November 9, 2016

3. Communication of the System

The Faculty Assessment Leader (Jim Chisholm) presented the Academic Assessment System Evaluation Annual Report (2015-2016) to the Board of Trustees on Monday, August 22, 2016.

All Assessment Data and Reports are available to faculty and staff on FAST.

The Assessment Committee has set a goal for the next academic year to develop a public website (See Section 5 below).

4. Accomplishments

Due to budgetary concerns, only the Faculty Assessment Leader (Jim Chisholm) represented SVCC at the following Assessment related events:

- The Assessment Group (TAG) Meeting, Joliet Junior College, October 7, 2016
- Illinois Community College Assessment Fair, Prairie State College, February 24, 2017

The two recommendations from the previous year were:

- Goal 1: Increase Adjunct Faculty Participation in the Assessment System
- Goal 2: Investigate and implement a "closing the loop" mechanism

Progress on Goal 1: Increase Adjunct Faculty Participation in the Assessment System

The Assessment Committee made presentations to Adjunct/Dual Credit faculty on Workshops nights in the Fall (November 15, 2016) and the Spring (February 28, 2017) semesters. The majority of faculty in attendance at those workshops were positively inclined towards performing assessments, provided they had enough support from other faculty and from the Assessment Committee. At the Spring workshop night, faculty were presented with pilot versions of the standardized assessments in Quantitative Reasoning and Writing that were developed in pursuit of Goal 2 (described below).

In the future, adjunct/dual credit faculty will be "assigned" to a member of the Assessment Committee or to another willing faculty member to serve as a contact to assist with assessment related tasks (see Recommendations below).

Progress on Goal 2: Investigate and implement a "closing the loop" mechanism

The Assessment Committee held a dedicated, four hour meeting on this topic in October 2016 (minutes posted in FAST), where the committee decided that the first step to a valid mechanism to implement possible curricular changes is having a standardized set of assessment tools that will generate data from which those decision can be made. Over the course of the academic year, subcommittees developed "pilot" versions of standardized assessments in the following areas:

- **Quantitative Reasoning**: Amy Jakobsen, Kevin Megill, Jim Chisholm, with input from the Math faculty
- **Writing**: Kris Murray, Cathy Akker, Jim Chisholm, with input from the English faculty

The plan is to develop standardized assessments for all of the General Education areas, the next two areas the committee chose are **Reading** and **Research**.

5. Recommendations

The Assessment Committee has set as Goals for the 2017-2018 Academic year:

Goal 1: Increase Adjunct Faculty Participation in the Assessment System

The Committee will continue to bring Adjunct/Dual Credit faculty into the Assessment System. Now that there are some sample standardized assessments we can simply provide to faculty, we believe this will make it easier to facilitate participation in the assessment system. In order to provide guidance throughout the process, the Committee will ensure that every faculty member (adjunct, dual-credit, or full-time) has a contact person either in their Academic Area or on the Assessment Committee.

Goal 2: Develop Standardized General Education Assessments

This goal has been renamed from last year's "Investigate and implement a closing the loop mechanism", as we have focused first on developing standardized assessments. As of Spring 2017, pilot versions have been developed of two GE Assessments (Quantitative Reasoning and Writing), and the committee has determined to work on Reading and Research next. An approximate schedule for this is:

Fall 2017:

- Make Quantitative Reasoning and Writing Assessments available to all faculty for use.
- Develop Reading and Research Assessments.
- Choose next two GE Assessments to develop.

Spring 2018

- Make Reading and Research Assessments available to all faculty for use.
- Develop next two GE Assessments.
- Collect data from faculty for new GE Assessments (Quantitative Reasoning, Writing, Reading, Research).

Goal 3: Create Public Assessment Website

While Assessment data, Committee minutes, and other Assessment documents are available to faculty and staff internally on FAST, they are scattered across a range of locations (both under Committees and Assessment, for example). In order to make certain documents more easily accessible to not only employees but also the public, the Assessment Committee will work with FaCIT to create a public Assessment website. It would include, at minimum:

- One Sheet Assessment Summary
- Assessment Plan
- Assessment Reports
- Membership of the Assessment Committee

Goal 4: Implement Assessment in Canvas

In tandem with Goal 2 (developing standardized assessments), the Committee will work with FaCIT to implement the standardized GE assessments within the Canvas system. Then, any faculty member can simply pick an assessment and include it in their course on Canvas. Scoring rubrics will be automatically

included with the Assessment, and this data can be collected directly from faculty through Canvas, making it unnecessary to enter the data separately in the Assessment Database.

Appendix A - System Evaluation Checklist

<u>Checklist</u>: Annual Assessment Committee Evaluation of the Assessment System (approved for FY 2016)

1) System participation benchmarks:
- 100% of areas and programs have documented projects for the prior year
- 100% of full-time faculty have documented participation at the expected minimum level for the prior year (2 gen eds and 1 area/discipline project)
- Determine % of adjunct faculty who have documented participation for the prior year and set benchmark for next year

2) Documentation Benchmarks:
- 100% of areas have minutes in place in FAST (based on sampling dates determined by schedule calling for assessment tasks)
- 100% of Full-faculty assessment-related discussions have minutes in place in the Assessment Folder/FAST
- Previous Year's annual report is in place in the Assessment Folder.
- ETS Proficiency Profile report in public place on website

3) Communication of the system (public webpage, news releases, etc)
- Pertinent data is presented on the SVCC website
- Annual Academic Assessment Report is given to the Board of Trustees

4) Accomplishments
- Progress on prior year recommendations
- Professional Development
  - o Assessment Fair Attendance (Spring)
  - o Other conferences attended (including presentation)
  - o In-house development activities
- Curriculum/Budgetary proposals arising from assessment data

5) Recommendations
- System changes (if needed)
- Tasks for next year (via suggested meeting schedule)
- Professional development recommendations
- General Education Assessment Project

Appendix B – General Education Assessment Data (2017)

Data for the 2016-2017 Year is shown in the upper left, along with two previous years and 5 year aggregated data.

	2016-2017 Year					2015-2016 Year				
Compentency	Total	a	b	c	d	Total	a	b	c	d
GE 1 Problem Solving	18	84	75	81	67	17	99	79	81	66
GE 2A Writing	10	82	85	82	81	12	86	79	82	82
GE 2B Oral Presentation	9	93	94	80	67	11	89	77	76	63
GE 2C Collaboration	5	96	94	100	93	4	100	90	91	100
GE 2D Reading	8	50	58	35	44	9	79	83	75	72
GE 2E Listening	2	92	100	81	89	2		63		76
GE 3 Technology	9	95	83			8	96	75		
GE 4 Quantitative Reasoning	11	87	75	86		14	96	77	78	
GE 5A Research	14	80	74	84	62	6	69	55	66	52
GE 6 Ethical Reasoning	2	87	79	68		3	89	91	92	

	2014-2015 Year					2012-2017 (5 year) Aggregated Data				
Compentency	Total	a	b	c	d	Total	a	b	c	d
GE 1 Problem Solving	12	77	74	71	65	66	85	77	78	68
GE 2A Writing	8	88	88	91	83	40	86	82	83	82
GE 2B Oral Presentation	8	93	87	86	88	44	93	88	83	84
GE 2C Collaboration	6	93	84	92	90	21	93	87	88	90
GE 2D Reading	6	80	90	60	74	36	69	71	58	65
GE 2E Listening	2	87	84	84	81	13	84	88	76	78
GE 3 Technology	7	97	96			36	96	85		
GE 4 Quantitative Reasoning	11	78	65	26		50	88	77	67	
GE 5A Research	6	83	79	75	68	45	79	71	72	64
GE 6 Ethical Reasoning	8	96	91	92		26	87	75	75	

Aggregate percentages for each sub-competency (a – d) are listed for each Gen. Ed. Competency in addition with the total number of courses for which assessment data were collected. Not every sub-competency was sampled equally within a particular Gen. Ed. Competency. Cells marked red have an aggregate percentage less than 60%, while those marked yellow fall between 60% and 70%.