

ASSESSMENT OF STUDENT LEARNING

Illinois Central College is committed to providing quality education. The institution realizes that excellence in education can only be accomplished by assessment of student academic achievement that serves to improve learning, teaching, strategic planning and institutional effectiveness. The assessment of student learning at the ICC North is a part of the college-wide assessment activities built into the assessment plan approved by the Higher Learning Commission in 2002. As a result, assessment at ICC North will involve the same degree of activities and performance measures as all of the College's classes.

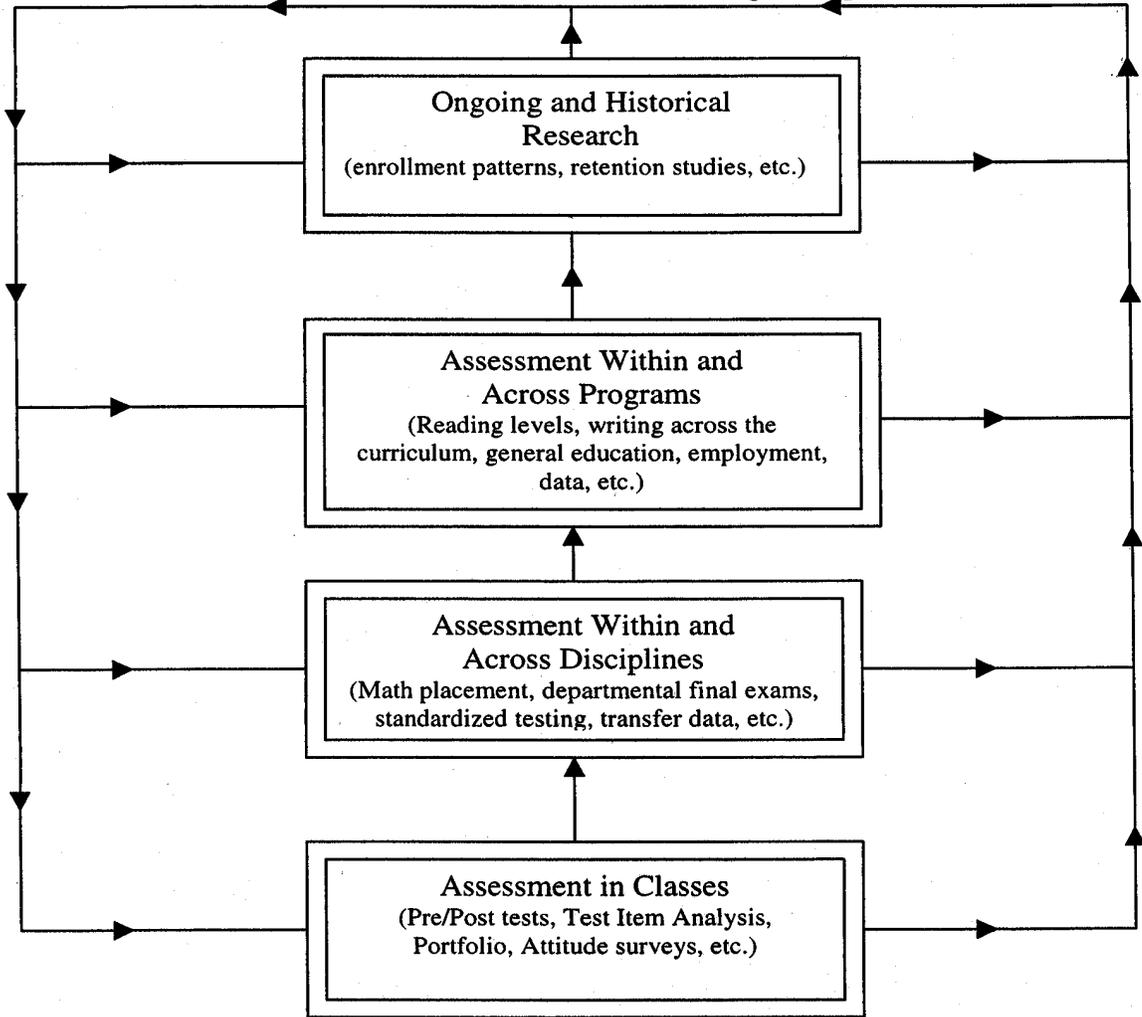
The Board of Trustees, administration, and faculty of Illinois Central College are committed to excellence in learning and teaching and to professional enhancement through a comprehensive assessment plan. The College's assessment plan is focused, practical, and integral to the fabric of the college. The assessment plan provides:

- Enhancement of learning.
- Enhancement of teaching.
- Improvement of strategic planning.
- Demonstration of institutional effectiveness.
- Promotion of effective/efficient resource allocation.

Assessment at the College occurs at every level of the structure and on each campus. Assessment will also occur at every stage of a student's learning experience. Student Academic Outcomes Assessment is a faculty initiative to review, evaluate, and change techniques, processes, communication, presentation, and delivery used throughout the institution to provide quality education to students. It is the intent of the College that student academic outcomes assessment occurs at all levels so that students are provided with an education of the best possible quality. The assessment process is cyclical in nature with each cycle including data collection, review of data, analysis of results, conclusions, and implemented changes. The diagram of Student Academic Assessment Overview shows progression. All assessment activity for a given year will be compiled into report form and distributed college-wide so that the institution as a whole will have the opportunity to benefit from the assessment process.

Student Academic Assessment Overview

Conclusion/Reflection Change Loop



Assessment During Classes

Individual faculty in courses in all disciplines will conduct assessment of student learning. Faculty may conduct assessment activities either individually or in teams. Assessment at the classroom level will include, but not limited to, activities such as pre/post testing, test item analysis, portfolio collection, attitude surveys, “critical incident” evaluation, performance, evaluation of skills, minute papers, and other CATS. Each participating faculty member will develop an assessment activity plan, conduct the activity, collect data, analyze the results and draw conclusions. They will then either have current techniques and methods affirmed or identify changes that may be of benefit to both teaching and student learning. The faculty may also recognize classroom needs and incorporate them into the next budget requests. Reports from assessment activities conducted will be submitted to the assessment coordinator at the end of the semester.

Participants will complete a follow-up survey during the semester following their assessment activity. Follow-up surveys will indicate what changes the faculty member made and the results. All reports and follow-up surveys will be compiled into a report after the end of each school year.

The compiled report from each year will be combined with reports from other assessment levels and distributed to faculty members, Associate Deans, Vice Presidents, and student services offices. The report will also be available in each department office and in the College library. The following table better details the framework of classroom assessment activities.

| ASSESSMENT IN CLASSES | | | |
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| Outcome Measure | Methodology | Responsibility | Results |
| Pre/Post Tests | Tests with identical questions administered to students at the beginning and end of a learning unit (chapter, semester, etc.) | Individual faculty with help from the Outcomes Assessment Committee | Evaluation of student knowledge before and after concept presentation. Results may be used to help determine course content, course delivery, and course focus. |
| Evaluation of Skills | Objectives tests of skills or observation of performance of skills set during classes | Individual faculty with help from the Outcomes Assessment Committee | Quantified results may be used to disclose strengths and weaknesses in student preparation and help to determine course content, course delivery and course focus. |
| Test-Item Analysis | A detailed analysis of a test (number of test items missed, what percent of students missed each question, time for students to take test, etc.) | Individual faculty, the Outcomes Assessment Committee, and the computer center | Results may be used to evaluate testing instruments, disclose strengths and weaknesses in student preparation, and help to determine course content, course delivery and course focus. |
| Portfolio | A collection of works obtained from students during the course of a semester. Students are allowed to learn from each successive assignment, make revisions, and apply to past and future works | Individual faculty (Outcomes Assessment Committee as needed) Department Assessment Advocates | Evaluation of student knowledge, ability to apply learned skills, and ability to take responsibility for learning. Results may be used to help determine course content, course delivery, and course focus. |
| Self Assessment Surveys | Obtained via surveys administered during classes | Individual faculty, Outcomes Assessment Committee, and Institutional Research Office | Quantified survey results are used to disclose changes in attitude over the course of a semester or unit. Results may then be used to help determine course content, course delivery, and course focus. |
| Minute Papers and Other CATS | Collected at the conclusion of classes, or other specified timeframes. | Individual faculty | Evaluation of student knowledge gained during class. Allows for refinement of concept review, next class lesson, and teaching technique. |

Assessment Within and Across Disciplines

Assessment within disciplines refers to assessment that occurs within subject areas (math, English, biology, art literature, etc.). Assessment across disciplines refers to circumstances in which measures from one discipline are applied to another discipline. Participants in assessment at this level may include faculty members, Associate Deans, counselors, staff, etc. Assessment within and across disciplines may occur in various ways.

| ASSESSMENT WITHIN DISCIPLINES | | | |
|---|---|--|--|
| Outcome Measure | Methodology | Responsibility | Results |
| English, Math, and Reading Placement Exams COMPASS | Administered in testing office to all students enrolling in English, math and/or reading. | Testing Office Staff | Cut-off scores will be evaluated periodically, students will be placed to maximize success, and trends in mathematical skills may be identified. |
| Departmental Final Examinations | Administered by all faculty teaching one particular course | Faculty and Associate Deans | Results will be used to determine student knowledge and to maintain uniformity in coverage of class material and evaluate the exam. |
| Standardized Testing | Administered by faculty teaching the same courses or by cooperating faculty teaching different courses. | Faculty, Associate Deans, and Testing Office | Evaluation of student knowledge and skills against a state, national, and/or international standard. Results will be used to help determine course content, course delivery, and course focus. |
| Institutional Transfer Data | Obtained via survey from transfer institutions Community College Feedback Report | Transfer Center, Institutional Research Office | Responses will be used to evaluate course material in disciplines. Information will also be used to encourage completion of Associates Degrees in respective disciplines. |
| Workforce Preparedness | Obtained via Occupational Follow-up survey results | Institutional Research Office, State Reporting Office, and Associate Deans | Quantified survey results are analyzed to disclose strengths and weaknesses of particular disciplines as they relate to student preparation for the workplace. |
| Transfer Student Survey Responses | All students who graduate from a transfer program are surveyed as to their level of satisfaction with elements of their education, including their major and non-major disciplines. | Associate Deans, Transfer Center | Quantified survey results are analyzed to disclose strengths and weaknesses of particular disciplines as they relate to student preparation for continuation of educational pursuits. |

| ASSESSMENT ACROSS DISCIPLINES | | | |
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| Outcome Measure | Methodology | Responsibility | Results |
| COMPASS | Administered to all students enrolling in Psychology 110 or Sociology 110 | Testing Office and Counselors | Results will be used to identify students at risk of failure due to ineffective reading skills. Recommendations for mandatory reading classes as a prerequisite to (or, in some cases, concurrent with) the psychology or sociology courses may follow. |
| Institutional Transfer Data | Obtained via survey from transfer institutions. | Institutional Research Office and State Reporting Office | Results indicate the level of student preparedness for continuing educational pursuits at a higher level and will precipitate and perpetuate articulation initiatives across disciplines. |
| Workforce Preparedness | Obtained via Occupational Follow-up survey results. | Institutional Research Office and State Reporting Office | Quantified survey results are analyzed to disclose strengths and weaknesses of the educational content and process across disciplines. |
| Transfer Student Survey Responses | All students who graduate from a transfer program are surveyed as to their level of satisfaction with elements of their education, including their major and non-major disciplines. | Transfer Center and Institutional Research Office | Quantified survey results are analyzed to disclose strengths and weaknesses of overall student preparation for continuation of educational pursuits at the next level, thereby facilitating changes where needed. |

Assessment Within and Across Programs

Assessment within programs refers to assessment that occurs within programs outlined in the College catalog (including student satisfaction, employer satisfaction, ongoing and historical research, etc.). Assessment across programs refers to circumstances in which measures from one program are applied to another program. Participants in assessment at this level may include faculty members, Associate Deans, counselors, staff, etc. Assessment within and across programs may occur in various ways as detailed below.

| ASSESSMENT WITHIN PROGRAMS | | | |
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| Outcome Measure | Methodology | Responsibility | Results |
| Program Specific Student Satisfaction Questionnaire | Questionnaire sent to graduates of individual ICC programs. | Institutional Research Office and Program Coordinators | Program specific strengths and weaknesses will be identified. Curricula changes and programmatic modifications may then be implemented, and student services and faculty development may be recommended, as deemed necessary. |
| Workforce Preparedness | Obtained via Occupational Program Graduate Survey | Institutional Research Office | Quantified survey results are analyzed to disclose strengths and weaknesses of particular programs as they relate to student preparation for the workplace. Results may lead to programmatic modifications and other changes. |
| Transfer Student Survey Responses | All students who graduate from a transfer program are surveyed as to their level of satisfaction with elements of their education, including their major and non-major disciplines | Transfer Center and Institutional Research Office | Quantified survey results are analyzed to disclose strengths and weaknesses of particular programs as they relate to student preparation for continuation of educational pursuits. Any weaknesses may then be explored and changes in curriculum, program advisement, and faculty development made. |
| Employer Satisfaction Questionnaire | Questionnaires sent to employers of graduates of ICC programs | Program Coordinators | Employers will assist ICC by identifying those areas in which graduates demonstrate job preparedness or the lack thereof. This data will enable faculty and staff to explore any apparent discrepancies, develop strengths, and expedite needed changes. |
| Certification Test Results | Obtained via student follow-up questionnaire and/or certification agencies and boards. | Associate Deans, Program Coordinators, and Institutional Research Office | Results indicate the level of student preparedness for continuing educational pursuits at a higher level and will precipitate and perpetuate articulation initiatives, faculty development, strategic planning, and student services modifications across programs. |
| Persistence and Retention Studies | Archival research and continual data collection. | Office of Testing, Program Coordinators, Counseling Office, and Institutional Research Office | Results of historical and current retention data are compared by program allowing for the identification of at risk and special needs students in each program. These results may be utilized in advising, counseling, tutoring programs, faculty development, and curriculum preparation. |

| ASSESSMENT ACROSS PROGRAMS | | | |
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| Outcome Measure | Methodology | Responsibility | Results |
| Persistence and Retention Studies | Archival research and continual data collection. | Institutional Research Office, Program Coordinators, Counseling Office, and Testing Office | Comparison of retention and persistence data across semesters and over years assists staff and faculty in making informed decisions in areas such as articulation, planning, student services, special needs programs, curricula, counseling, faculty development, and advising. |
| Institutional Transfer Data | Obtained via survey from transfer institutions. | Institutional Research Office | Results indicate the level of student preparedness for continuing educational pursuits at a higher level and will precipitate and perpetuate articulation initiatives, faculty development, strategic planning, and student services modifications across programs. |
| Market Research | Analysis of trends in the areas of employment and measures of employability, and current and projected education needs to meet job market demand. | Institutional Research Office and Director of Marketing | Market analysis assists decision makers at all levels in better providing for the needs of all ICC students. Examples of implemented changes include technological advances, corporate partnerships, construction of new facilities, addition of programs and courses, and faculty development. |

Assessment Measures and Student Progress

Not only will assessment occur at every level of the structure of the College and at each College campus, it will also occur at every stage of a student's learning experience.

Prior to Registration

- The Office of Testing oversees the administration of placement testing of the COMPASS. The College requires placement testing of all new full-time students.
- Students lacking a high school diploma or GED are required to take the Test of Adult Basic Education administered by the Basic Studies Department.

Assessment During Classes

- Individual instructors utilize a variety of assessment activities in their classes

Assessment at Graduation/Completion of Program

- Certification tests

Assessment After Graduation

- Graduate Follow-up surveys, Satisfaction surveys