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# **Southeastern Illinois College**

## **ASSESSMENT PLAN**



**Adopted  
March 31. 2006**

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## I. INTRODUCTION

In the 1960s, the slang term “happening” was used to describe a spontaneous, highly energized, short-lived, single, artistic experience. Currently, however, Probert Encyclopedia defines “happening” as an American term used in conjunction with processes that are ongoing, evolving, exciting, and stimulating. At Southeastern Illinois College it is “happening” in the Probert sense, particularly in its processes of assessment.

Assessment at Southeastern Illinois College is not a new phenomenon; the history of assessment is full of accomplishments and challenges (Appendix 1.A). The College has “learned by doing.” Assessment at Southeastern is ongoing. It is honest, and it serves as a catalyst for change and improvement.

Southeastern Illinois College is proud of its efforts in assessment. It is continuous and focal. The initial Assessment Committee began its work in 1992, with the Institutional Plan for the Assessment of Student Academic Achievement approved in 1994 and revised in 1996 and the Plan for the Assessment of Institutional Effectiveness approved in 1997. Despite the detailed nature of the approved plans, the new assessment effort floundered at the start. While assessment was accomplished in some functional areas, the institution did not fully engage in the processes identified in these two documents. Several functional areas indicated confusion about implementation of the plans. Other areas, particularly outside academic programs, did not implement the plans at all. The institution seemed comfortable with an effort that can best be described as uneven. Through the institutional review process, the gaps in the assessment process became apparent and steps were taken to improve the institutional commitment to assessment. Today the plans have been revised and integrated to reflect a more meaningful assessment process.

Administrative staff changes also effected the College’s implementation of the assessment plans. In 2000 the College’s third president retired, and the Vice President for Instruction was employed as the new President. The new Vice President employed in July 2000 brought to the College a knowledge and understanding of assessment. The Vice President determined that beyond the Program Review process, assessment activities with an annual focus were not occurring within all instructional programs. Action was taken to address this situation. Committed to a faculty-staff driven process, the Assessment Committee was re-organized in 2003-04 to align with administrative initiatives concerning an institution-wide assessment process. At this point assessment activities throughout the College were made the responsibility of the Vice President for Instruction. The Committee

was restructured to include representatives from all functional areas of the College. In 2004 the fourth President of the College retired and a new President was employed. Confirming the need for an emphasis on institutional assessment and effectiveness, the current President renewed the institutional commitment in this area. An Assessment Team was formed in the spring of 2005 to provide peer leadership and support for the Assessment Committee and the institutional assessment process in general. A further refinement of the process and a more active, dynamic committee structure which subdivided the Assessment Committee into instructional, general education and non-instructional subcommittees came in 2005-06.

Today, the Assessment Committee drives the process. Assessment is more personalized for each functional area of the College. Peer feedback is provided with a focus on development of outcomes and subsequent reporting and use of results which lead to successful achievement of assessment goals and objectives. Thus, the evolution and maturation of the process has become a significantly refined continuous cycle of improvement--one that makes Southeastern Illinois College a “happening” experience.

The following plan considers the Higher Learning Commission’s criteria for accreditation: mission and integrity, preparation for the future, student learning and effective teaching, acquisition, discovery, and application of knowledge, and engagement and service. This plan includes a description of assessment procedures, assessment links to the institutional budgeting process, roles in implementation, human resource and budget allocation, timeline for submission of assessment documents, assessment evaluation, and appendix.

The current plan serves to build on the longstanding history, accomplishments, and experiences in the assessment arena. In all aspects, the College capitalizes on a rich resource: a matured and future-focused total institutional commitment. All assessment activities, whether they focus on student learning, program outcomes, or institutional effectiveness, are embedded in the daily activities of Southeastern Illinois College.

## II. DESCRIPTION OF ASSESSMENT OBJECTIVES

All means of assessment at Southeastern Illinois College relate to its mission: *Southeastern Illinois College enhances lifelong learning by providing quality accessible educational programs, cultural enrichment opportunities, and support for economic development.*

More specifically, assessment stems from the goals of that mission statement:

1. Provide a general education program that creates a foundation for further study and enlightened citizenship.
2. Empower students to achieve their educational goals, enabling them to successfully live and work in a culturally diverse global society.
3. Provide students access to quality transferable courses.
4. Prepare students to succeed in a highly competitive workforce through career and technical education.
5. Provide opportunities in developmental and adult basic/secondary education.
6. Enhance learning by integrating educational opportunities in and out of the classroom.
7. Utilize existing and emerging technologies to equip students, enhance learning and provide services.
8. Sponsor award winning, competitive, and service oriented activities.
9. Offer lifelong learning opportunities to explore potentials, abilities, and interests.
10. Enrich and enhance the community through cultural and general interest events.
11. Lead, train, serve, and provide resources for economic development of business and industry in the region.
12. Provide a wide range of student and administrative services to support achievement of student learning and personal development.
13. Create a culture where assessment of student learning outcomes and college services are valued and used across the institution.
14. Responsibly manage the resources entrusted to the college on behalf of the community

Areas listed in these goals are subdivided into specific programs or units for specific assessment. In terms of instruction and learning, general education is aggressively assessed at multiple levels, most notably course-specific assessment (Appendices 1.B and 1.C), CAAP exam (Appendix 1.D), survey research, including climate and student satisfaction surveys (Appendix 1.E), graduate testimonials (Appendix 1.F), senior institution transfer data (Appendix 1.G), and annual program educational outcomes reports (Appendix 1.H). Vocational education includes content areas such as Practical Nursing, Diesel Technology, etc. A variety of assessment means are employed including industry-specific standards and employer surveys. Baccalaureate/transfer education parallels general education but also includes specific measures at many levels including annual program educational outcomes reports. All instructional areas are assessed annually and independently in a five-year program review cycle. Program review is a comprehensive process that analyzes course outlines, level of community engagement, instructional support, teaching strategies, assessment practices, human resources, enrollment patterns, and program outreach. Follow-up analysis is conducted the following year. Program review provides crucial data to determine program vitality and areas for improvement. In terms of non-academic areas, assessment is conducted via varied and multiple measures, such as student surveys and testimonials, internal audits, employer surveys, and participation in the institutional program review process.

Means of assessment include both course-level and programmatic approaches. These means initially were formed using a five-column model. Currently, the College utilizes educational and administrative educational and support services (AES) intended outcomes and results reports, which is a more user friendly format. As the assessment program matured, reporting forms were modified to reflect a stronger focus on outcomes and their uses.

The cycles for assessment occur at different stages but remain ongoing. Some instructional and non-instructional areas are assessed annually, while others follow a semester-by-semester cycle.

Assessment results have important implications for academic programs. Southeastern Illinois College's assessment process is an ongoing, dynamic, and multi-leveled approach. Results are analyzed; action plans are designed and implemented; the cycle is repeated. For example, nursing faculty have successfully utilized assessment results to enhance achievement of student learning outcomes. When NCLEX results plummeted in 2000, faculty implemented assessment activities to determine specific areas in which students were deficient. Assessment results revealed that students lacked critical thinking abilities. After analyzing results from course-based assessment, a remediation-tutoring program was created to assist students in achieving

higher academic goals. A CAP testing program was also initiated, requiring students to demonstrate proficiency of all course material through the process of answering questions requiring critical thinking abilities (Appendix 1.C) NCLEX scores increased from 71% in 2000 to 94 % in 2004. NCLEX results for 2005 demonstrated a 100% composite score. Successful achievement of student learning outcomes is quite evident in the nursing program based upon use of results of course-based assessment.

As for non-academic areas, assessment and subsequent changes and improvement of the Learning Lab have occurred on an ongoing basis. For example, a 173% rate of increase in tutoring and other services from FY03 to FY04 and a 500%+ increase from FY 05 to FY06 attest to this. See Learning Lab Five-Column Model Form 2A (Appendix 1.C) and FY05 Outcome Report 1A and 1C (Appendix 1.B). Specifically, the assessment of the effectiveness of tutoring showed a 50% average gain of one test grade (from Test A to Test B) after tutoring intervention with further test grade improvement proportionately related to the number of tutoring sessions reported. See Learning Lab Five Column Model Form 3B (Appendix 1.C). As a result, an online tutor certification course has been developed and fine-tuned, additional space has been requested and put in the Strategic Plan, and a refined electronic reporting program has been requested.

To learn more about intricate changes as a result of assessment, visit the assessment website for a full inventory of outcomes-based assessment reports and analyses.

### III. LINKS TO THE INSTITUTIONAL BUDGETING PROCESS

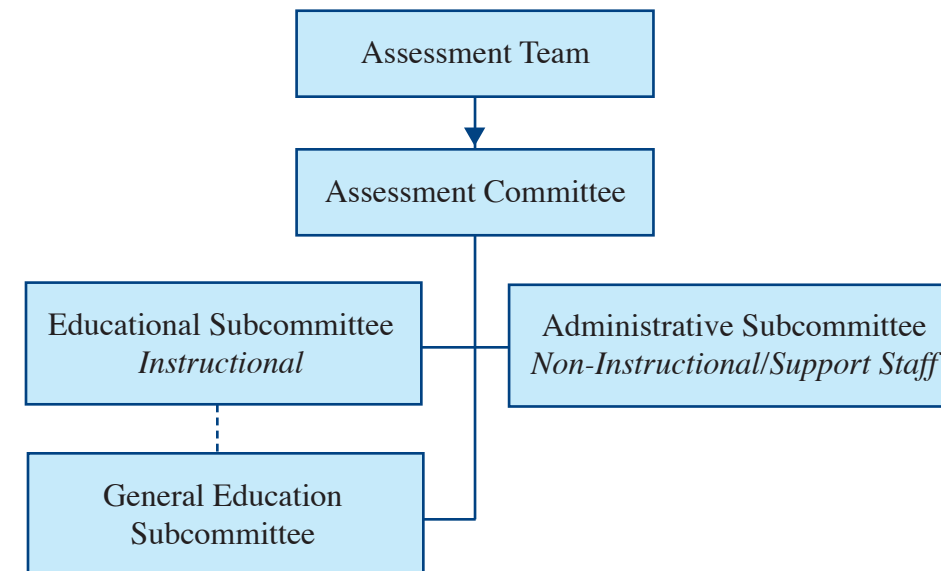
Assessment at Southeastern is linked to both strategic planning and the budget process. This link is a dynamic process as strategic planning and assessment are intertwined which, in turn, affects the budgeting process. All instructional and non-instructional units at Southeastern utilize assessment results to formulate and modify plans that may be used to assist in the annual budgeting process.

### IV. ROLES IN IMPLEMENTATION

Assessment at Southeastern is college-wide and occurs in instructional as well as administrative and educational support areas. The Board of Trustees, administration, faculty, and staff participate in an ongoing process of evaluation and improvement.

A campus Assessment Team exists as an advisory group to college leadership, faculty, and staff. The team includes five individuals, including the CAO (team leader), two administrative representatives, and two faculty members from baccalaureate and vocational educational areas. Duties of the team include improvement in assessment structure and implementation, assessment education for all areas of the College, and the establishment of timetables and goals.

The Assessment Committee consists of 25 individuals from all areas of the College. Duties of this committee include planning assessment activities, master scheduling for division/department outcomes and results reports, reviewing and critiquing assessment plans, and establishing goals in conjunction with the Assessment Team recommendations. This committee is subdivided into two major working subcommittees: Educational and Administrative. The Educational Subcommittee is further subdivided into a General Education Subcommittee.



**Administrative** responsibilities include providing resources and support for campus-wide assessment activities as well as practicing assessment within assigned areas, and reviewing and critiquing assessment plans.

Since the Assessment Committee consists of representatives from all major areas and levels of organization within Southeastern Illinois College, assessment at the College is seen as the shared responsibility of instructional and non-instructional personnel. Assessment of student learning, however, is a faculty-driven process which draws upon data from a variety of internal and external sources. Faculty, seen as content area specialists, create measures for their own areas within basic parameters set by the Assessment Team and Assessment Committee faculty. It is conducted and analyzed at multiple levels and results in action steps for ongoing improvement.

## V. HUMAN RESOURCE AND BUDGET ALLOCATION

All departments and units are involved in assessment activities. Representatives from each department and unit serve on a college-wide Assessment Committee. This working committee meets monthly to provide input regarding assessment-related issues. Other responsibilities include:

- o Document institutional effectiveness
- o Present assessment information from specific departments/divisions
- o Publish assessment newsletter
- o Maintain website information
- o Provide assessment resources to faculty/staff
- o Ensure compliance with state, regional and national assessment standards

The Assessment Team, comprised of faculty and administrators, oversees assessment activities for the College and provides guidance to all departments and units concerning assessment policies, procedures, and issues. The team members also act as liaisons for faculty and staff to the administration and Board of Trustees. The team is also involved in the following activities:

- o Make recommendations to Administrative Cabinet regarding assessment issues
- o Identify assessment needs/deficiencies
- o Prepare assessment research and documents
- o Deliver staff development assessment activities

Limited funding and resources are allocated for faculty and staff development with assessment activities, including attendance at state and national assessment meetings.

## VI. TIMELINE FOR SUBMITTING ASSESSMENT DOCUMENTS

Assessment on the Southeastern Illinois College campus follows a schedule that permits the use of assessment information in the allocation of college resources. A summary of deadlines for the campus assessment process during the academic year is listed below:

- Every year, the Assessment Team, in conjunction with the General Education Subcommittee, identifies three educational outcomes across the curriculum. Members from this subcommittee collaborate with the educational subcommittee to communicate General Education goals for the upcoming assessment cycle. Division representatives report assessment activities related to the General Education outcomes during the regular reporting cycle (Appendix 1.J).
- All campus departments and units submit *Outcomes/Meanings of Assessment Report* during the fall semester of each academic year. Outcomes are linked to the institution's mission statement and goals, as well as provide information regarding areas identified for improvement within each department or unit. Subcommittee members provide feedback for each report. Representatives then report back to each department and/or unit with suggestions made by the respective subcommittee. Assessment activities are conducted throughout the academic year.
- All campus departments and units submit *Outcome Results/Use of Results Report* during the spring semester of each academic year. Results from the previous year describe the extent to which outcomes were accomplished and/or identify needs for improvement in each functional area. They also describe changes that took place as a result of the assessment activity with regard to curricular changes, instructional changes, policy and/or procedural changes, and resources reallocation. This allows for assessment loop completion.
- The completed reports are placed on the Assessment Website to allow faculty and staff an opportunity to review all assessment activities taking place at the institution. Copies of completed reports are also filed in the Assessment Office.

Other assessment activities are ongoing throughout the year and include strategies such as, but not limited to, course-specific assessment, CAAP testing, compilation of senior transfer data, student and employer surveys, and pre- and post-testing. These activities are reported at the division/department level within the annual reporting cycle.

## VII. ASSESSMENT EVALUATION

A system is in place for Assessment Committee members to provide feedback to departments and units regarding assessment plans. A Comment Sheet for Committee Review of Assessment Plans and Reports is used by committee members to rate the effectiveness of each department/unit assessment plan (Appendix 1.K). These comments are then forwarded to the respective department/unit for review to assist in the implementation of changes, if required. Evaluation of General Education content is multifaceted and includes strategies such as:

- o Program Review
- o Course Specific Assessment Data
- o IAI (Illinois Articulation Initiative) Guidelines
- o CAAP Results
- o Senior Institution Transfer Data
- o Survey and Testimonial Evidence

Multiple measures are in place to evaluate overall institutional effectiveness that include:

- o Program Review
- o Course Review
- o Transfer Data from Senior Institutions
- o State Mandated Reporting
- o Employee Self-Evaluation
- o Student Surveys
- o Placement Testing
- o Comparative Enrollment Reports
- o Focus and Advisory Group Input
- o Grant Performance Report
- o Multiple Unit-Specific Surveys

## VIII. CONCLUSION

A former student Assessment Committee member sums up Southeastern Illinois College's commitment and current beliefs about assessment in a simple, but eloquent manner. She says that often in the home of a growing child, a yardstick is attached to a wall or doorway. From time to time, the child will run to that special spot with a parent following behind, marker in hand. Certain that he or she has grown, the child is excited to be measured. Likewise, the faculty, staff, and administration at Southeastern are confident that our institution is growing because of the assessment and evaluation tools that are in place. Assessment measures the success of students, programs, and other aspects of the College. This takes many shapes: tests, questionnaires, surveys, discussions, reports, or portfolios. Southeastern's students, instructors, staff, and administrators use the results of these instruments to make informed, educational decisions.

In conclusion, Southeastern Illinois College has invested significant time, energy, and human resources to develop and implement an assessment plan that serves as a catalyst for change and improvement. The College is committed to maintaining an assessment culture that is continually strengthened by its experiences, integrity, sincerity, and forward thinking. The current assessment plan is the road map for success driving processes that are ongoing, evolving, exciting, and stimulating.

### III. LINKS TO THE INSTITUTIONAL BUDGETING PROCESS

- 1.A Committee Meeting Minutes  
[http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Assessment\\_Minutes&Sub3=Assessment\\_Committee\\_Meeting\\_Minutes](http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Assessment_Minutes&Sub3=Assessment_Committee_Meeting_Minutes)
- 1.B Outcomes/Means of Assessment Results Reports (*Educational and Administrative*)
  - Link to Assessment Grid under Reports to find the following information. <http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment>
  - Nursing  
[http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=Link\\_for\\_Reports](http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=Link_for_Reports)
  - Social Sciences - Government  
[http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=Link\\_for\\_Reports](http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=Link_for_Reports)
  - Learning Lab  
[http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=2nd\\_link\\_for\\_reports](http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=2nd_link_for_reports)
- 1.C Traditional Five-column Model Sample Reports (Pre 2005 Reports)
  - Nursing  
[http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=2nd\\_link\\_for\\_reports](http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=2nd_link_for_reports) or <https://intranet.sic.edu/assessment/nursing/PN5Column.doc>
  - Social Science  
[http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=2nd\\_link\\_for\\_reports](http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=2nd_link_for_reports) or <https://intranet.sic.edu/assessment/socialScience/govt5column.rtf>
  - Learning Lab  
[http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=2nd\\_link\\_for\\_reports](http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=2nd_link_for_reports) or <https://intranet.sic.edu/assessment/learningLab/learninglab5column.doc>
- 1.D Sample CAAP Report
  - <http://www.sic.edu/upfiles/CAAPReport2005.pdf>

- 1.E Sample Survey Research
  - Climate  
[http://www.sic.edu/upfiles/Student\\_Climate\\_Survey\\_Spring2005.xls](http://www.sic.edu/upfiles/Student_Climate_Survey_Spring2005.xls)
  - Student Satisfaction  
Link to Student Satisfaction Survey  
[http://www.sic.edu/upfiles/Student\\_Satisfaction\\_Survey\\_Spring2005.xls](http://www.sic.edu/upfiles/Student_Satisfaction_Survey_Spring2005.xls)
  - Link to Student View Point on Assessment Page  
[http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Student\\_View\\_Point](http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Student_View_Point)
  - Vocational  
[http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=General\\_Education&Sub3=CTE\\_Advisory\\_Council\\_Survey\\_Results\\_Fall\\_2005](http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=General_Education&Sub3=CTE_Advisory_Council_Survey_Results_Fall_2005)
- 1.F Testimonials
  - <http://www.sic.edu/futurestudents.php?Page=futurestudents&Sub1=success>
- 1.G Sample Senior Institution Transfer Data Report
  - <http://www.sic.edu/upfiles/TSFS.rtf>
- 1.H Sample Program Review
  - Psychology  
[http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=Sample\\_Program\\_Reviews](http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=Sample_Program_Reviews) or <https://intranet.sic.edu/assessment/programReview/psychologyProgramReview.pdf>
  - Enrollment Services  
[http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=Sample\\_Program\\_Reviews](http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=Reports&Sub3=Sample_Program_Reviews) or <https://intranet.sic.edu/assessment/programReview/enrollmentServicesProgramReview.pdf>
- 1.J General Education Bi-Annual Targeted Outcomes
  - General Education Outcomes and Target Areas  
[http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=General\\_Education](http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=General_Education) or [http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=General\\_Education&Sub3=General\\_Education\\_Target\\_Areas](http://www.sic.edu/faculty.php?Page=faculty&Sub1=assessment&Sub2=General_Education&Sub3=General_Education_Target_Areas)
- 1.K Review of Assessment Plans and Reports Form  
○ <http://www.sic.edu/upfiles/CommentSheet%20Checklist.rtf>

## PYRAMID CALENDAR Assuring Quality Improvement And Educational Effectiveness

MISSION: “Southeastern Illinois College enhances lifelong learning by providing quality accessible educational programs, cultural enrichment opportunities, and support for economic development.”

	PLANNING	BUDGET	ASSESSMENT Program Review, Evaluation
<b>AUG</b>	Strategic planning committee meets on staff dev. day to review, revise, and determine priorities. Reps engage ISL and cabinet areas for feedback and direction.		
<b>SEPT</b>	Departments and divisions engage planning.*		Group I assessment plans due.
<b>OCT</b>			Group II assessment due. Begin program review.
<b>NOV</b>			Group III assessment due.
<b>DEC</b>			Meta-assessment I (Assessment Committee). Distribute student evaluation results.
<b>JAN</b>	Strategic planning committee meets to assess progress/ status and adjust as needed.	Distribute budgets.	F-T faculty self-assessment. Adjunct evaluation I. N-T/F-T faculty evaluation.
<b>FEB</b>	Departments and divisions engage any planning issues as identified in strategic planning committee meeting.	Plan and submit budgets to supervisor for discussion.	Group I assessment results due.** E-T tenure evaluation. Classified and administration evaluation.
<b>MAR</b>		Enter budget	Group II assessment results due***
<b>APRIL</b>		Hold budget hearings	Group III assessment results due. Program review ends.
<b>MAY</b>		Post for public hearing	Meta-assessment II (Assessment Committee). ICCB performance & program review reports. Adjunct evaluation II. Distribute student evaluation results.
<b>JUNE</b>		Board approves budget	
<b>JULY</b>			

\*In the future, a planning and assessment review day could be scheduled on the college calendar. This day will be on the Friday before Labor Day. This day will be used for assessment planning, review of general education assessment results/suggestions compiled during the summer, needs analysis for strategic planning, implementation of strategic initiatives, etc.

\*\*Assessment results are from the previous year but may not directly influence the present budget due to 1) longitudinal analysis needs, 2) program review 5-year cycle, 3) comparative analysis needs, etc.

\*\*\*In the future and prior to spring break, an assessment day may be scheduled with students present. Recommendations are pending.

