

Assessment Process and Procedures Manual



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ASSESSMENT PROCESS AND PROCEDURES MANUAL

The assessment process at Southeastern Illinois College is a well-established process that has a long history of excellence. Even in the early days of the assessment initiative, Southeastern was selected to present a session at the Higher Learning Commission's annual conference describing the assessment process used at SIC. In Southeastern's 2008 re-accreditation visit, the peer review team described Southeastern's assessment process as exemplary. It is an institution-wide process that covers all academic programs, student support programs, and non-instructional units.

Assessment Website

A great deal of assessment information is available on the SIC website. This information can be found by going to the footer of the home page, selecting ACCOUNTABILITY, and then selecting ASSESSMENT (<http://www.sic.edu/accountability/assessment>). Historical information, data and annual assessment projects are stored on Intrinsic, which is not available to the general public.

Assessment Committee Structure and Membership

As members of the Assessment Committee, faculty/staff representatives from each department collect and review institutional assessment projects. The Assessment Committee is led by the Assessment Team (A-Team). This team consists of the Executive Dean of Academic Services; a Humanities faculty member/Division Chair; a Math and Science faculty member/Division Chair; the Vice President for Academic Affairs, who serves as an advisor for the group; and an Academic Advisor and Disability Coordinator, who serves as Chair for the group. The Executive Dean of Academic Services serves as the Assessment Co-Chair of instructional assessment, managing the collection, peer review, and follow up of all instructional assessment activity. The Chair of Assessment additionally serves as the Assessment Co-Chair of non-instructional assessment, managing the collection, peer review and follow up of all non-instructional assessment activity. Several members serve as permanent members of the committee, which provides foundational knowledge, experience, and consistency with process and quality. The triennial rotation schedule for remaining committee members is designed to offer opportunities for the Assessment Committee to grow and develop as new perspectives are introduced each year. Three-year terms run from July 1 of the first year to June 30 of the third year.

The Assessment Committee structure and membership can be found on the SIC Website, along with a great deal of additional assessment information. At the website footer, select ACCOUNTABILITY and then ASSESSMENT (<http://www.sic.edu/accountability/assessment>).

Roles and Responsibilities of Assessment Committee Members

The roles and responsibilities of the Assessment Committee members have been defined as:

- A. **Assessment Projects:** Assessment committee members are expected to assist the division/department faculty and staff with the assessment projects that are being conducted in the area that the committee members represent. This includes the development of an assessment plan, overseeing the assessment project, and reporting the assessment results.
- B. **Assessment Reviews:** Assessment committee members are expected to participate in the Assessment Committee review process by reviewing assigned assessment plans and assessment results. The review process will be documented using the current rubric system and submitted to the appropriate Assessment Co-Chair. The review will include a rating of compliance with the criteria established on the review document and will provide constructive feedback for assisting the program in improving the assessment process.
- C. **Assessment Committee Meetings:** Assessment committee members are expected to participate in the Assessment Committee meetings. In the event that an Assessment Committee member is unable to attend the committee meeting, the committee member should make arrangements for a designee to attend the committee meeting.

Roles and Responsibilities of the Assessment Team:

- A. Guide, organize and monitor the institution-wide assessment process.
- B. Serve as a resource for the development and assessment of institutional outcomes and student learning outcomes.
- C. Ensure the continued quality of the assessment process.

The Assessment Project Cycle

The Assessment Cycle at Southeastern Illinois College has several components.

A. Annual Cycle

At the beginning of each new academic year, the Assessment Committee is provided with a calendar that provides all due dates, meeting dates and other important information. Assessment plans from all areas are typically due in late September. Results are then reported at the conclusion of the academic year, if possible. However, it is understood that some program areas must wait until test results are received during the summer, and other circumstances exist that make it more reasonable for those results reports to be completed during the summer or late fall of the following year. The calendar of due dates for plans and results reports is available on the assessment webpage. The goal is to make a seamless transition from one year to the

next.

B. Program Review Cycle

This cycle is based on a 5-year cycle that is established by the Illinois Community College Board (ICCB). The goal for each instructional program is to assess the content area of the curriculum on a continuous five-year cycle in order to identify and implement program improvement and innovations. At the beginning of each academic year, the Dean of Academic Services provides a list of programs to be included in the program review process for that year to the division chairs/directors. The Dean coordinates the complete program review process. Program assessment is part of the overall program review cycle, and when working in tandem can build a systematic approach to insuring quality on what a program is trying to do, how well the program is doing it, and how the program can improve.

C. Accreditation Cycle

This cycle is based on the 10-year accreditation cycle that has been established by the Higher Learning Commission. Southeastern participates in the Open Pathways accreditation method. Information concerning Southeastern's accreditation history can be found on the SIC website by going to the home page footer and selecting ACCREDITATION (<http://www.sic.edu/accreditation>).

D. Assessment Calendar

The new calendar for each academic year is posted on the SIC website. It can be found by going to the footer of the homepage, selecting ACCOUNTABILITY, then selecting ASSESSMENT.

The Assessment Project Process

The Assessment Project Process can be broken down into eight distinctive stages as follows:

- Planning & Submission to Division Chair/Director/Supervisor
- Review of Plan by the Division Chair/Director/Supervisor and any revisions made, if needed
- Submission to Co-Chair for approval of plan, peer review, and posting to IntranSIC
- Project Implementation
- Data Analysis
- Reporting Use of Results
- Review and Approval of Project Results
- Publish the Assessment Project with Results Report on IntranSIC

Planning & Submission to Division Chair/Director/Supervisor

Each academic program, student support service, and non-instructional unit is required to prepare an annual Assessment Plan at the beginning of the Fall Semester using the Assessment Plan Form found on the Assessment Website and Intrinsic (see below).

1. Educational Means of Assessment and Student Learning Outcomes Report – Identification

EDUCATIONAL MEANS OF ASSESSMENT and STUDENT LEARNING OUTCOMES REPORT
PROGRAM/AREA: REPORTED BY: ACADEMIC YEAR: <u>Reminder:</u> <ul style="list-style-type: none"> • Each program/area should have at least two means of assessment for each educational outcome. • Educational Support programs/areas should have at least one educational outcome related to student learning outcome.

2. Rationale Statement For Institutional Effectiveness and Accountability

RATIONALE STATEMENTS FOR INSTITUTIONAL EFFECTIVENESS AND ACCOUNTABILITY
<ol style="list-style-type: none"> 1. This Assessment Plan has been developed in a manner consistent with the Institutional Mission Statement, Vision Statement, Institutional Goals, and Core Values in order to be an asset to the Institution and the population that this institution serves. 2. This Assessment Plan is presented to identify the procedures that will be utilized to obtain data that will be utilized for program improvement. 3. This Assessment Plan has addressed issues related to the Institutional Budget in order to remain fiscally responsible through the careful and considerate utilization of resources. 4. This Assessment Plan has addressed issues related to the Institutional Strategic Plan in order to remain consistent and harmonious with other programs of this Institution.

3. Institutional Effectiveness And Accountability – ties to the Institutional Mission and Vision Statements

INSTITUTIONAL EFFECTIVENESS and ACCOUNTABILITY
<p>MISSION: Southeastern Illinois College enhances lifelong learning by providing quality accessible educational programs, cultural enrichment opportunities, and support for economic development.</p> <p>VISION: To be a catalyst for academic excellence, community service, and economic growth in the communities we serve.</p>

4. Institutional Goals – ties to each appropriate goal

INSTITUTIONAL GOALS: (Please check all that apply)
<input type="checkbox"/> 1. Provide a general education program that creates a foundation for further study and enlightened citizenship.
<input type="checkbox"/> 2. Empower students to achieve their educational goals, enabling them to successfully live and work in a culturally diverse global society.
<input type="checkbox"/> 3. Provide students access to quality transferable courses and programs.
<input type="checkbox"/> 4. Prepare students to succeed in a highly competitive workforce through career and technical education
<input type="checkbox"/> 5. Provide opportunities in developmental and adult basic/secondary education.
<input type="checkbox"/> 6. Enhance learning by integrating educational opportunities in and out of the classroom.
<input type="checkbox"/> 7. Utilize existing and emerging technologies to equip students, enhance learning and provide services
<input type="checkbox"/> 8. Sponsor award-winning, competitive, and service-oriented activities.
<input type="checkbox"/> 9. Offer lifelong learning opportunities to explore potentials, abilities, and interests.
<input type="checkbox"/> 10. Enrich and enhance the community through cultural and general interest events.
<input type="checkbox"/> 11. Provide resources, training and leadership for economic development of business and industry.
<input type="checkbox"/> 12. Provide a wide range of student and administrative services to support achievement of student learning and personal development.
<input type="checkbox"/> 13. Create a culture where assessment of student learning outcomes and college services are valued and used across the institution.
<input type="checkbox"/> 14. Responsibly manage the resources entrusted to the college on behalf of the community college district.
<input type="checkbox"/> 15. Establish and maintain mutually beneficial educational, corporate and community partnerships.

5. Institutional Core Values

INSTITUTIONAL CORE VALUES: (Please check all that apply)	
<input type="checkbox"/>	Fairness: We are committed to behavior free from self-interest, prejudice, or favoritism.
<input type="checkbox"/>	Integrity: We embrace moral values and the courage to live up to them.
<input type="checkbox"/>	Compassion: We demonstrate a genuine interest, concern, and respect for others.
<input type="checkbox"/>	Self-Esteem: We see ourselves and others as individuals of value and capable of pursuing our dreams.
<input type="checkbox"/>	Responsibility: We hold ourselves accountable for our conduct and obligations.
<input type="checkbox"/>	Learning: We value learning as a lifetime objective and will continue to promote the attainment of knowledge.

6. General Education Goals (not applicable for non-instructional areas)

GENERAL EDUCATION GOALS: (Please check all that apply)	
<input type="checkbox"/>	Not applicable for this non-instructional program/area
COMMUNICATION:	
<input type="checkbox"/>	1. Students should demonstrate proficiency in the written and verbal use of English.
<input type="checkbox"/>	2. Students should demonstrate proficiency in organization and analysis when writing, speaking and listening.
<input type="checkbox"/>	3. Students should demonstrate proficiency and integrity regarding the basic methods and skills of contemporary academic research and reporting.
HUMANITIES AND FINE ARTS:	
<input type="checkbox"/>	1. Students will demonstrate knowledge of the major areas of the diverse, aesthetic expressions and forms of discipline such as music, literature, creative writing, cinema, theatre, and art.
<input type="checkbox"/>	2. Students should demonstrate an understanding of the value of learning about diverse aesthetic, creative and artistic activities of the humanities.
SOCIAL AND BEHAVIORAL SCIENCES:	
<input type="checkbox"/>	1. Students should develop insights into personal behavior and one's relationship with a diverse society in its past, present and future.
<input type="checkbox"/>	2. Students should develop a basic understanding of the cultural, geopolitical and socioeconomic forces and their impact on society.
MATHEMATICS:	
<input type="checkbox"/>	1. Students should use appropriate mathematical symbols, terminology, and techniques to solve practical applications
<input type="checkbox"/>	2. Students will perform complex and theoretical calculations.

PHYSICAL AND LIFE SCIENCES:	
<input type="checkbox"/>	1. Students should demonstrate knowledge about the fundamental laws governing living systems, the fundamental laws governing the composition of matter, and the fundamental laws governing nature.
<input type="checkbox"/>	2. Students should gain an understanding of laws that describe energy changes and how they influence changes in nature, living systems, and matter.
<input type="checkbox"/>	3. Students should demonstrate knowledge of the orderliness of nature as well as develop the ability to evaluate the effects of science and technology on their lives.

7. General Education Target Areas (not applicable for non-instructional areas)

GENERAL EDUCATION TARGET AREAS: (Please check all that apply)	
<input type="checkbox"/> Not applicable for this non-instructional program/area	
<input type="checkbox"/> Aesthetic Creativity	<input type="checkbox"/> Problem Solving
<input type="checkbox"/> Environmental Impact	<input type="checkbox"/> Social Awareness

8. Strategic Plan Criteria

STRATEGIC PLAN CRITERIA: (Please check all that apply)	
<input type="checkbox"/>	1. Deliver excellent academic programs and resources.
<input type="checkbox"/>	2. Practice sound financial stewardship.
<input type="checkbox"/>	3. Exercise effective enrollment management.
<input type="checkbox"/>	4. Maintain a sustainable learning environment.
<input type="checkbox"/>	5. Support economic development and community enrichment.
<input type="checkbox"/>	6. Demonstrate institutional accountability.

9. Educational Means of Assessment – Intended Outcomes 1 and 2

Regardless of department or division, all intended outcomes for assessment should be focused on student learning. Example: Students will (action verb) (objective).

Educational Assessment Plan	EDUCATIONAL MEANS OF ASSESSMENT – INTENDED OUTCOME 1	
	First Intended Outcome	
	First Means of Assessment	

	Criteria For Success	
	Second Means of Assessment	
	Criteria For Success	
	Anticipated Impact on Budget	

Educational Assessment Plan	EDUCATIONAL MEANS OF ASSESSMENT – INTENDED OUTCOME 2	
	First Intended Outcome	
	First Means of Assessment	
	Criteria For Success	
	Second Means of Assessment	
	Criteria For Success	
	Anticipated Impact on Budget	

Planning & Submission to Division Chair/Director/Supervisor

A. Review of Plan

The plan is submitted to the Division Chair/Director/Supervisor for review and discussion. Any needed revisions should be made at this point, prior to submitting the Plan to the appropriate Assessment Co-Chair.

B. Submission to Assessment Co-Chair

The Plan is then submitted to the appropriate Assessment Co-Chair.

1. One-third of all Assessment Plans will be reviewed each year. A three-year schedule has been developed and will be utilized. This schedule will ensure that over the three year cycle, every program/service area will have their Assessment Plans reviewed using the peer review process.

2. If the plan is scheduled for peer review, the Co-Chair will forward the plan to three members of the Assessment Committee who will serve as peer reviewers for the plan.
3. The three peer reviewers will review and rate the plan using the rubric below.
4. When received back from peer reviewers, if rating average is 3 or higher, the plan will be considered approved and completed, and will be posted on Intrinsic.
5. If rating average is lower than three, it will be sent back to the plan writer with comments to be revised. The plan writer should work with his/her Assessment Committee Representative and/or Division Chair/Director to make changes. It should then be re-submitted to the appropriate Assessment Committee Co-Chair. These Plans that are sent back for review and improvements will automatically be added to the schedule for review the following year to assure that all concerns/issues have been resolved. When finalized, the plan will be posted to Intrinsic.

5 Strongly Agree 4 Agree 3 Neutral 2 Disagree 1 Strongly Disagree N/A Not Applicable	ASSESSMENT COMMITTEE REVIEW: EDUCATIONAL MEANS OF ASSESSMENT	
	PROGRAM:	
	REVIEW DATE:	
Rating	<i>Suggestion(s) For Improvement: (a rating of 4.0 or higher requires no remark(s))</i>	
1. The Assessment Plan Report links the intended educational outcomes to the Institutional Mission, Vision, Goals, Core Values, General Target Areas (where appropriate), Strategic Plan, and the impact on the budget.		
	Remarks:	
2. The Assessment Plan Report states 2 – 4 outcomes that seem appropriate to assess.		
	Remarks:	
3. The outcomes seem measurable for the purpose of assessment.		
	Remarks:	
4. The outcomes are formulated in terms of what students should be able to think, know, or do.		
	Remarks:	
5. The outcomes relate to current services provided as well as how this program/unit supports, facilitates, and/or produces student learning.		
	Remarks:	

6. The means of assessment appears to measure the accomplishment of the intended outcome or objective/service.	
	Remarks:
7. The means of assessment appears to be feasible and appropriate in terms of resources available to the program / unit at the time of the assessment.	
	Remarks:
8. Multiple means of assessment are described for each outcome or objective.	
	Remarks:
9. The criteria for success have been established for each of the means of assessment.	
	Remarks:

ASSESSMENT PLAN REVISIONS BASED ON ASSESSMENT COMMITTEE REVIEW RECOMMENDATIONS

C. Project Implementation

Upon approval, the Assessment Plan is posted to Intrinsic, the project is implemented, and work begins on the activities.

D. Data Analysis

Upon completion of the project, data will be analyzed and formatted for presentation in the project results.

E. Reporting Use of Results

The Assessment Results are added to the appropriate Intended Outcome on the Assessment Plan Form (see below). Each means of assessment are summarized in order to report the findings based on the data. The reporting of the impact on the budget is given in order to assist the program in engaging in a cost analysis for the program. Finally, the program/service/unit is responsible for explaining how the data has driven change within the area for improvement. Upon completion, the Results Report is submitted to the Division Chair/Director/Supervisor, who will then review, and if approved, submit them to the appropriate Co-Chair.

Results and Conclusions	RESULTS: Please complete the following section when the assessment has been completed:	
	Summary of Results	First Means of Assessment
		Second Means of Assessment
	Impact on Budget	
	Use of Results	

F. Closing the Loop

Beginning in the 2016-17 academic year, reporters complete the assessment process by documenting results from the **current** assessment project and then commenting on results from the **previous** assessment project. This change is designed to establish assessment as an on-going process at Southeastern Illinois College by highlighting how improvements to programs have been made through previous assessment projects. It also helps verify the usefulness of assessment in daily practice and development.

For example, reporters might first collect results from the 16-17 assessment project. After collecting results, reporters would return to their 2015-16 plan and evaluate how they used those results to improve. Finally, reporters should submit both current results and evaluations of previous plans to their assessment committee representative/division chair/supervisor, who will then send it to the appropriate Assessment Co-Chair for final review and posting.

CLOSING THE LOOP: Provide a description of how you used your <u>(previous year)</u> Assessment results to improve student success.

G. Review of Results

If the Results Report was found acceptable and the Closing the Loop section was completed by the appropriate Assessment Co-Chair, the process is complete for that year's assessment project.

H. Publish the Assessment Project on Intrinsic

Upon completion, the finalized Assessment Project is published on Intrinsic in the Assessment section.