Where We Are With Assessment @ IVCC
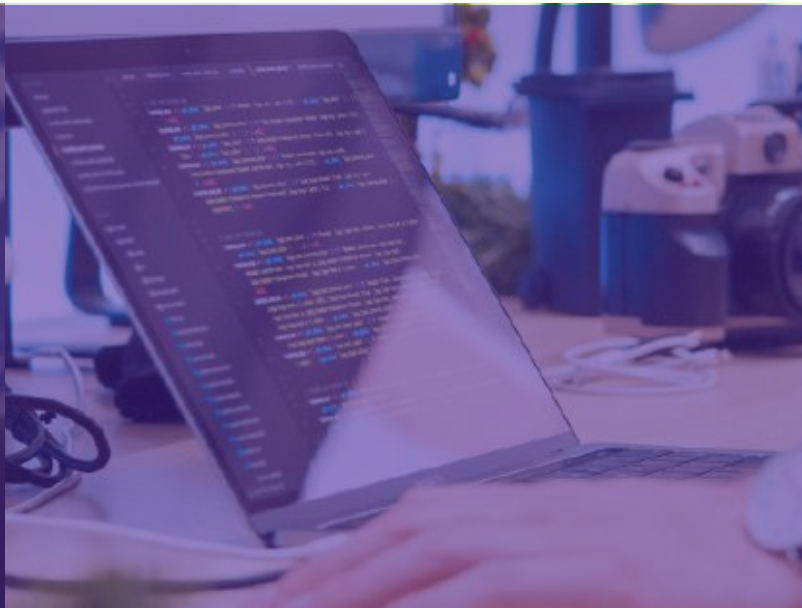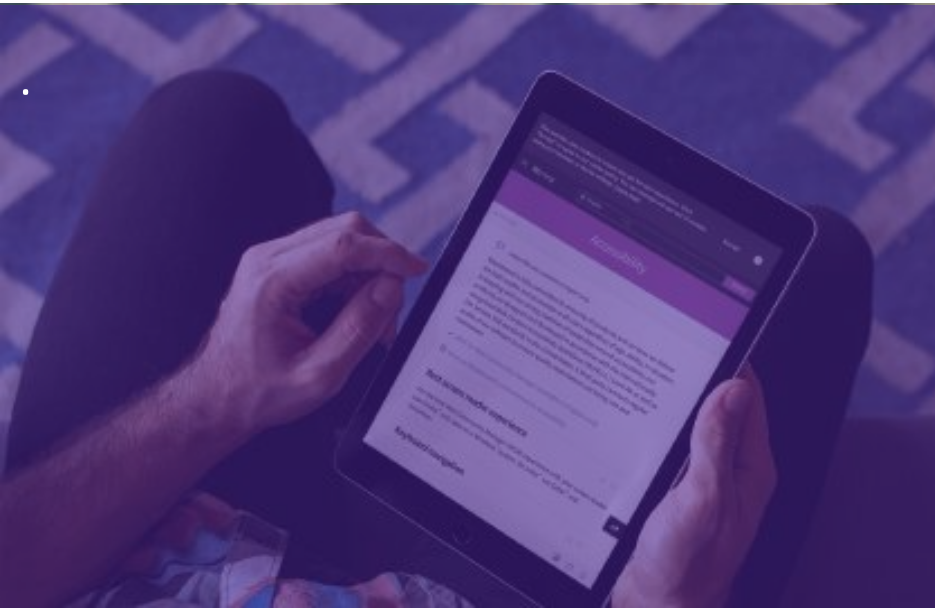
Spring 2022

ILO Statistics

Spring 2022 ILO Overview

Division	COM	INQ	SOC	RES	Total	Percentage
HFAS	110	165	78	0	353	16.6%
NSCB	0	996	5	5	1,006	47.4%
NUR	98	288	55	106	547	25.8%
WFD	1	214	0	0	215	10.1%
Total	209	1,663	138	111	2,121	
Percentage	9.9%	78.4%	6.5%	5.5%		

ILO Assessments by Division Spring 2022
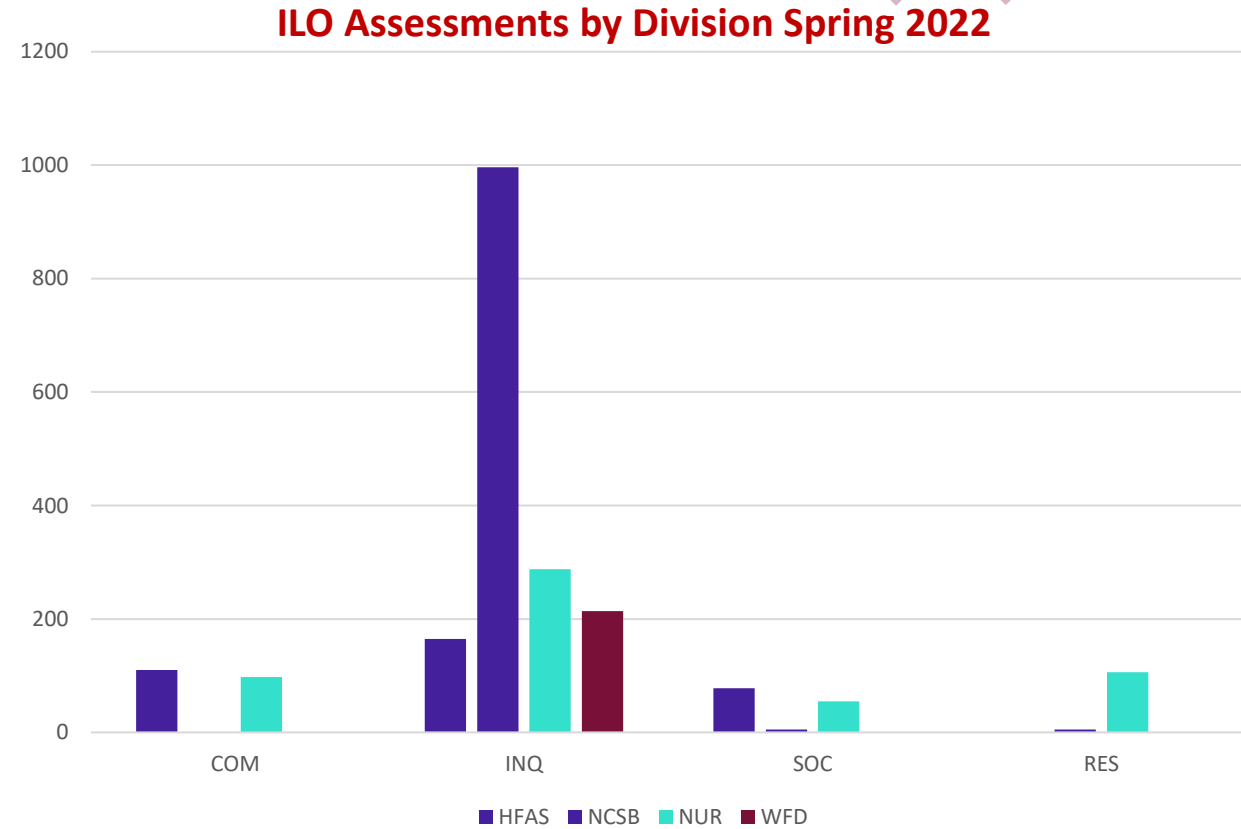
Top 5 Assessed Subjects

	COM.1.1	COM.1.2	COM.1.3	INQ.2.1	INQ.2.2	INQ.2.3	SOC.3.1	SOC.3.2	RES.4.1	RES.4.2	TOTAL
BIO	0	0	0	169	296	243	0	0	0	0	708
NUR	98	0	0	0	214	57	0	55	0	106	530
MTH	0	0	0	65	45	37	0	0	0	0	147
WLD	0	0	0	37	1	93	0	0	0	0	131
ENG	28	29	0	20	7	20	0	2	0	0	106

Percentage of Total Assessments
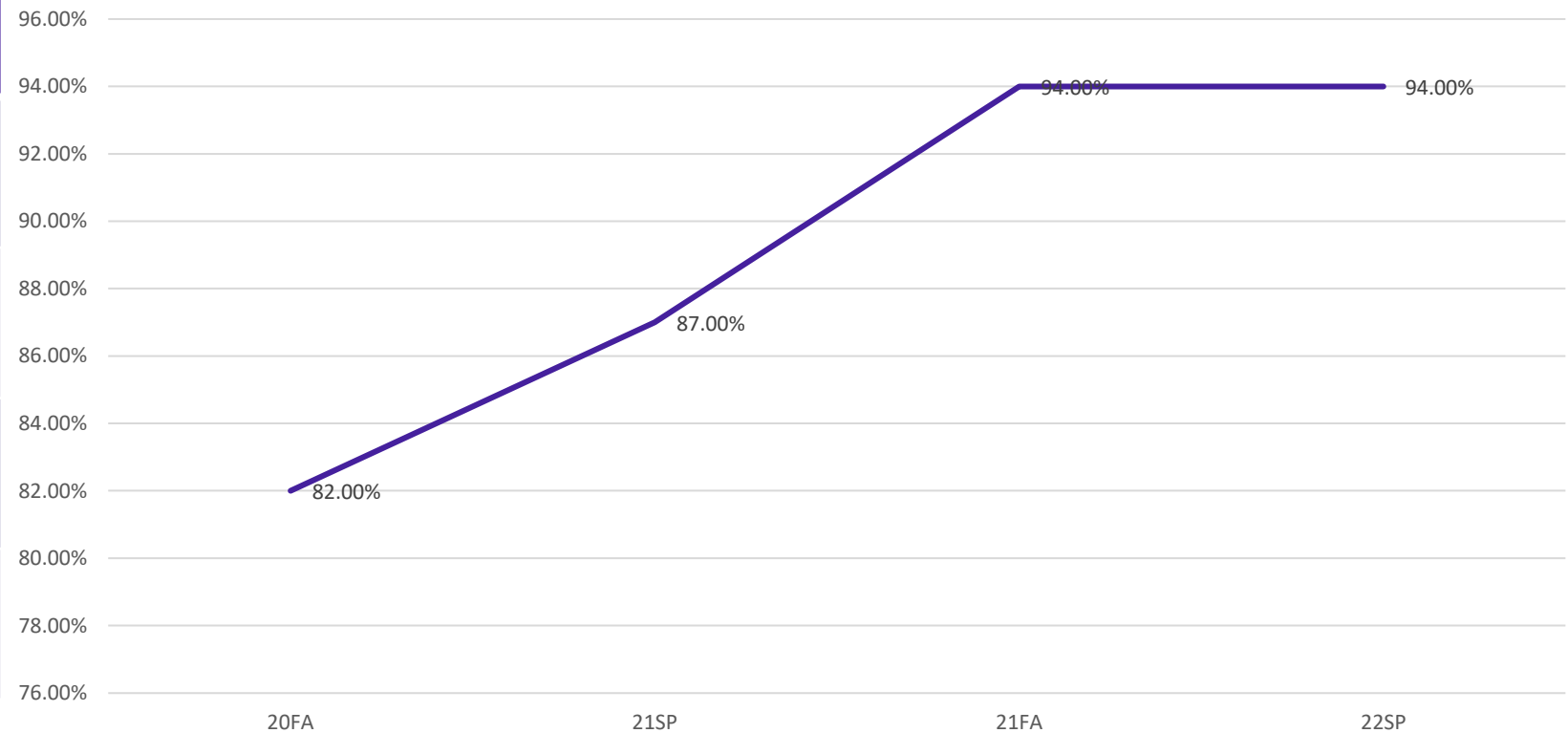

- BIO
- NUR
- MTH
- WLD
- ENG
- Other
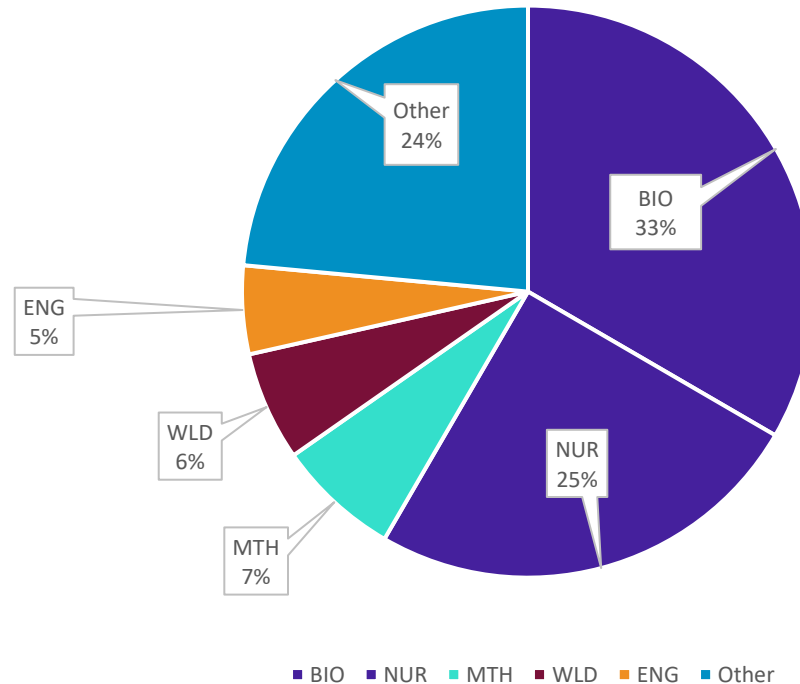
ILO #1 : Communication

ILO.COM.01.1.AUD: Is the student proficient in communicating to or with a specific audience?

Semester	Assessed	Success Rate
20FA	84	82%
21SP	53	87%
21FA	441	94%
22SP	127	94%

Percent decrease of assessments from 21 FA to 22SP: 71.2%.

Success Rate from 20FA to 22SP
ILO.COM.01.1.AUD

ILO.COM.01.1.AUD: 22SP

Division	Subject	# Assessed	Success Rate
WFD	ELE	1	100%
HFAS	ENG	28	85.7%
NUR	NUR	98	96.1%

Sample Proportion Standard Deviation: 0.02
Fails the conditions for normality.

Assessments by Subject in 22SP
ILO.COM.01.1.AUD
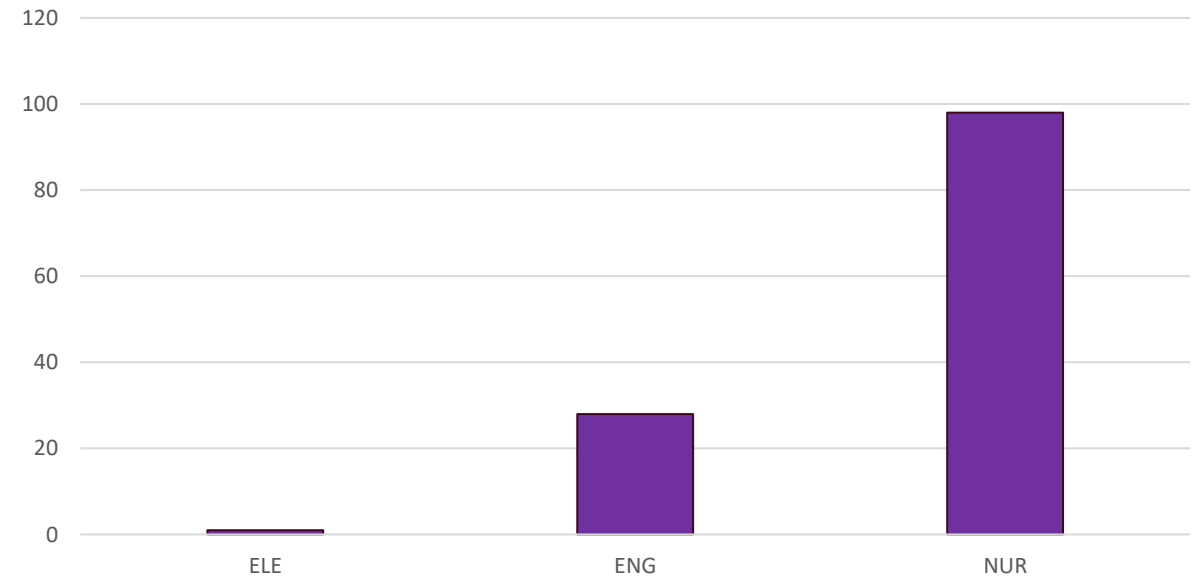
ILO.COM.01.2.ORG: Is the student proficient in demonstrating purpose and organization?

Semester	Assessed	Success Rate
20FA	56	84%
21SP	70	77%
21FA	17	94%
22SP	70	96%

Percent increase of assessments from 21 FA to 22SP: 311.76%.

Success Rate from 20FA to 22SP
ILO.COM.01.2.ORG

84.00%
77.00%
94.00%
96.00%
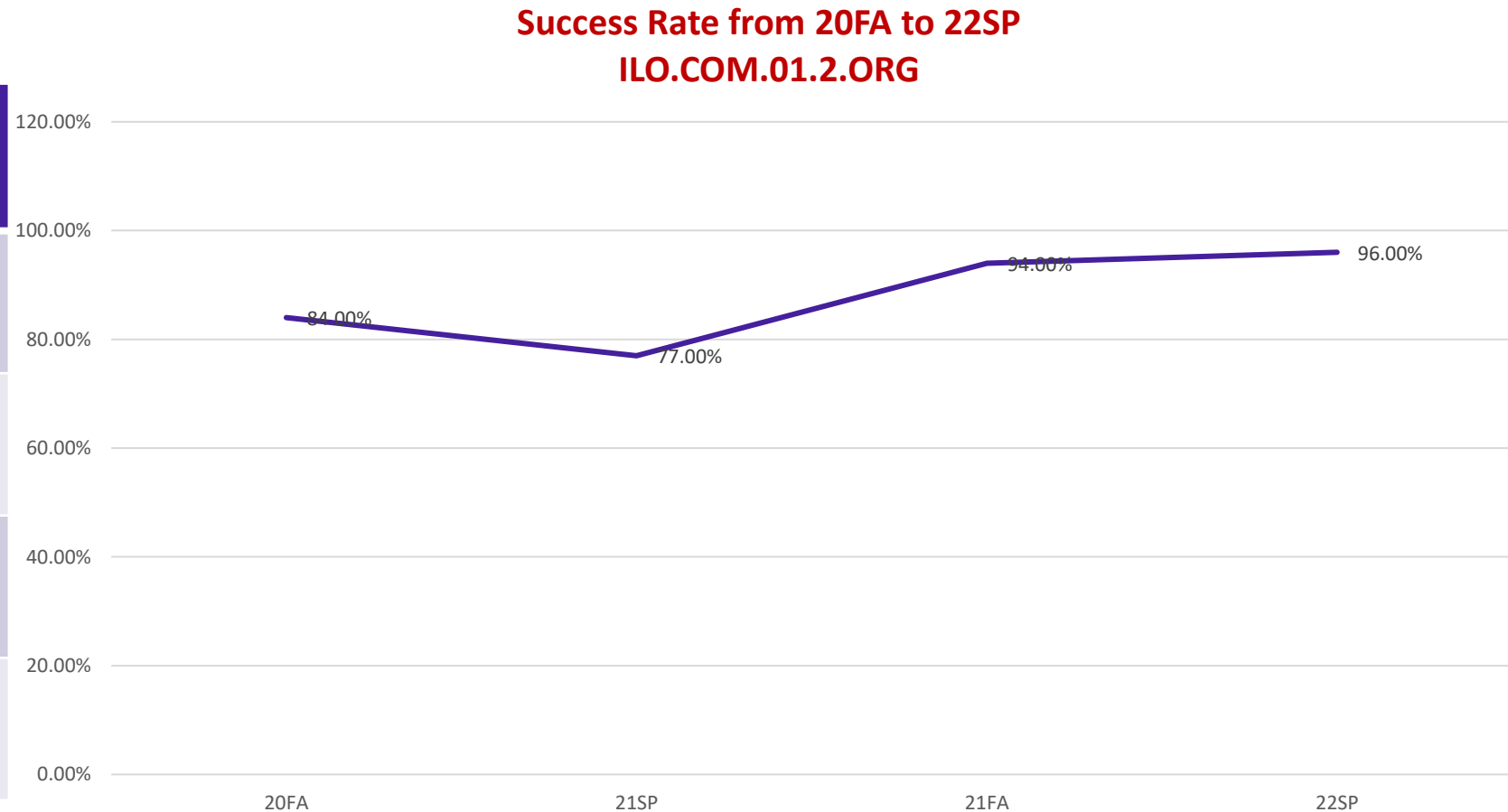
ILO.COM.01.2.ORG: 22SP

Division	Subject	# Assessed	Success Rate
HFAS	ECE	12	100%
HFAS	ENG	29	97%
HFAS	PSY	29	93%

Sample Proportion Standard Deviation: 0.02
Fails the conditions for normality.

Assessments by Subject 22SP
ILO.COM.01.2.ORG
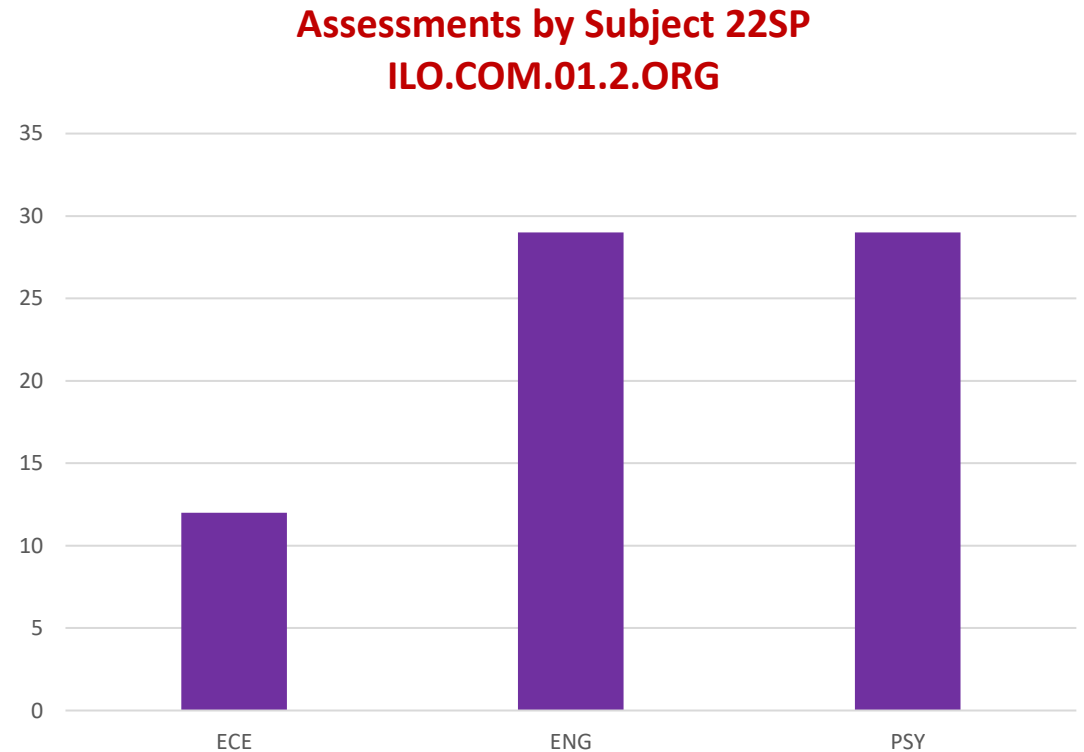
ILO.COM.01.3.SYN: Is the student proficient in synthesizing and supporting ideas?

Semester	Assessed	Success Rate
20FA	63	73%
21SP	116	73%
21FA	60	93%
22SP	12	100%

Percent decrease of assessments from 21 FA to 22SP: 80%.

Success Rate from 20FA-22SP
ILO.COM.01.3.SYN
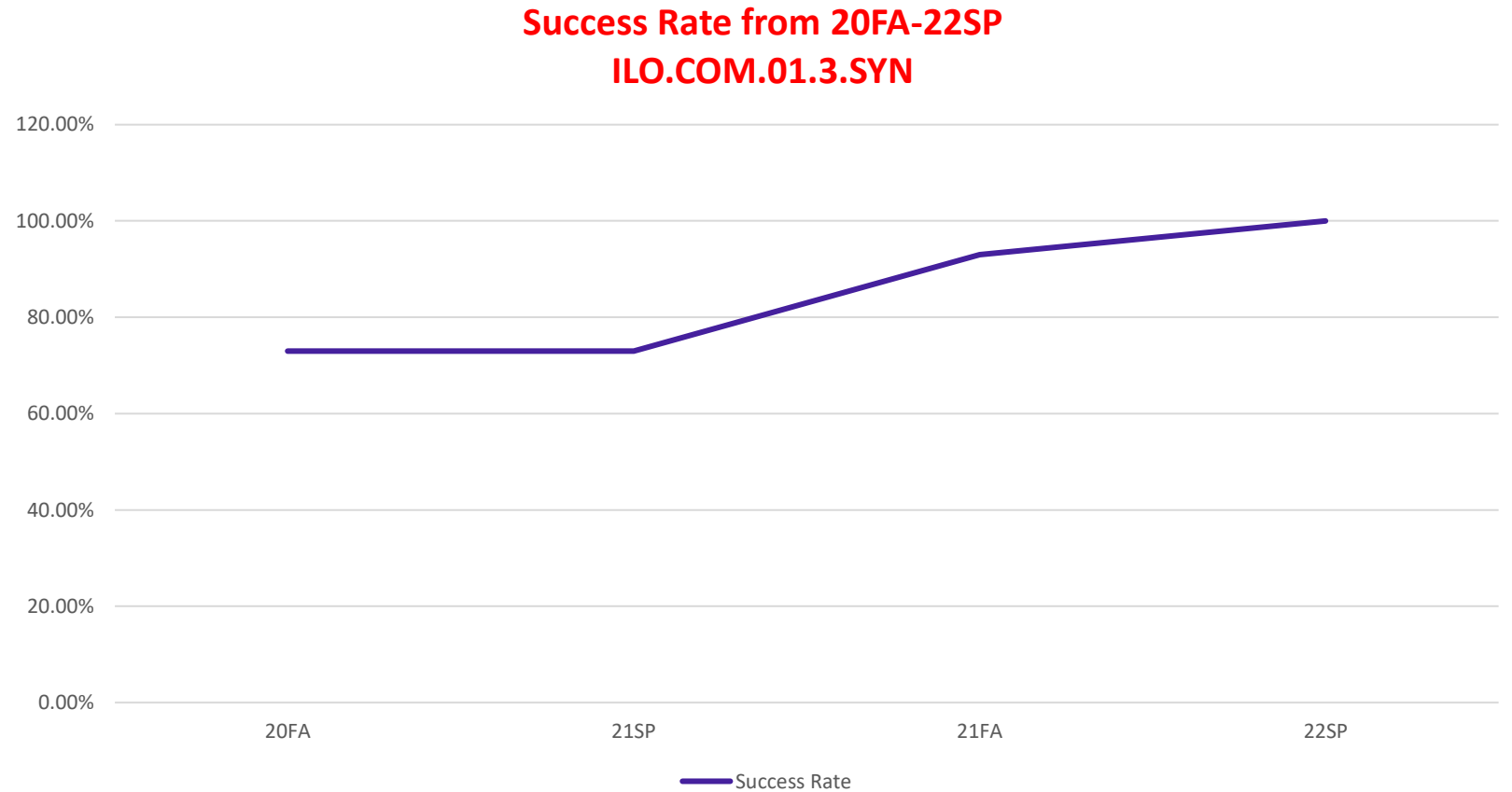
ILO.COM.01.3.SYN: 22SP

Division	Subject	# Assessed	Success Rate
HFAS	ECE	12	100%

Fails the conditions for normality.

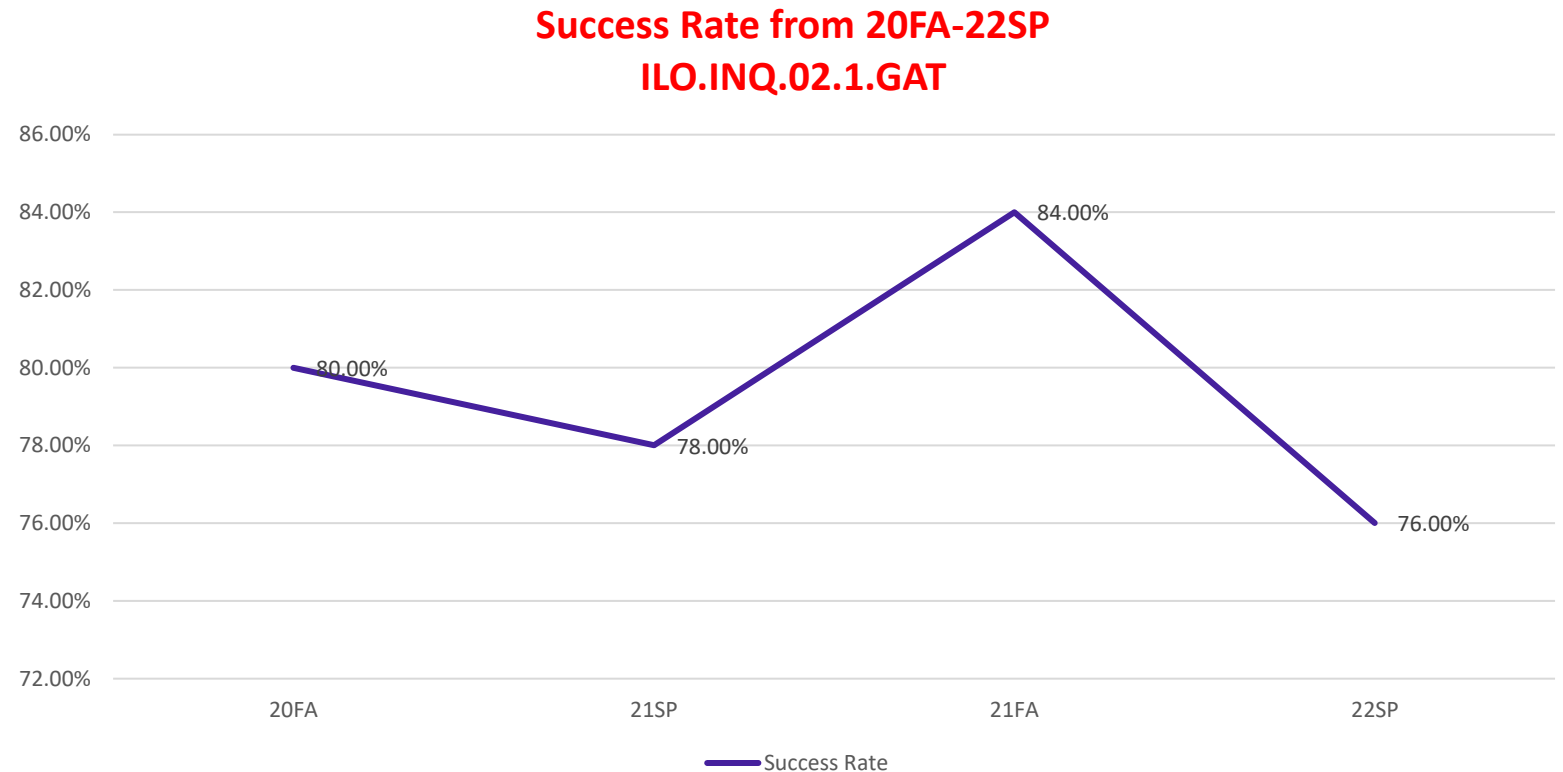# ILO #2 : Inquiry

ILO.INQ.02.1.GAT: Is the student proficient in gathering and selecting information?

| Semester	Assessed	Success Rate
20FA	75	80%
21SP	110	78%
21FA	193	84%
22SP	418	76%

Percent increase of assessments from
21 FA to 22SP: 116.58%.

Success Rate from 20FA-22SP
ILO.INQ.02.1.GAT

ILO.INQ.02.1.GAT: 22SP

Division	Subject	# Assessed	Success Rate
HFAS	ECE	6	83%
HFAS	ENG	20	90%
HFAS	FLM	2	100%
HFAS	LIT	21	86%
NCSB	BIO	169	61%
NCSB	GEG	47	98%
NCSB	MTH	65	82%
WFD	ELE	10	87%
WFD	ELT	18	89%
WFD	WLD	37	87%

**Assessments by subject 22SP**
ILO.INQ.02.1.GAT
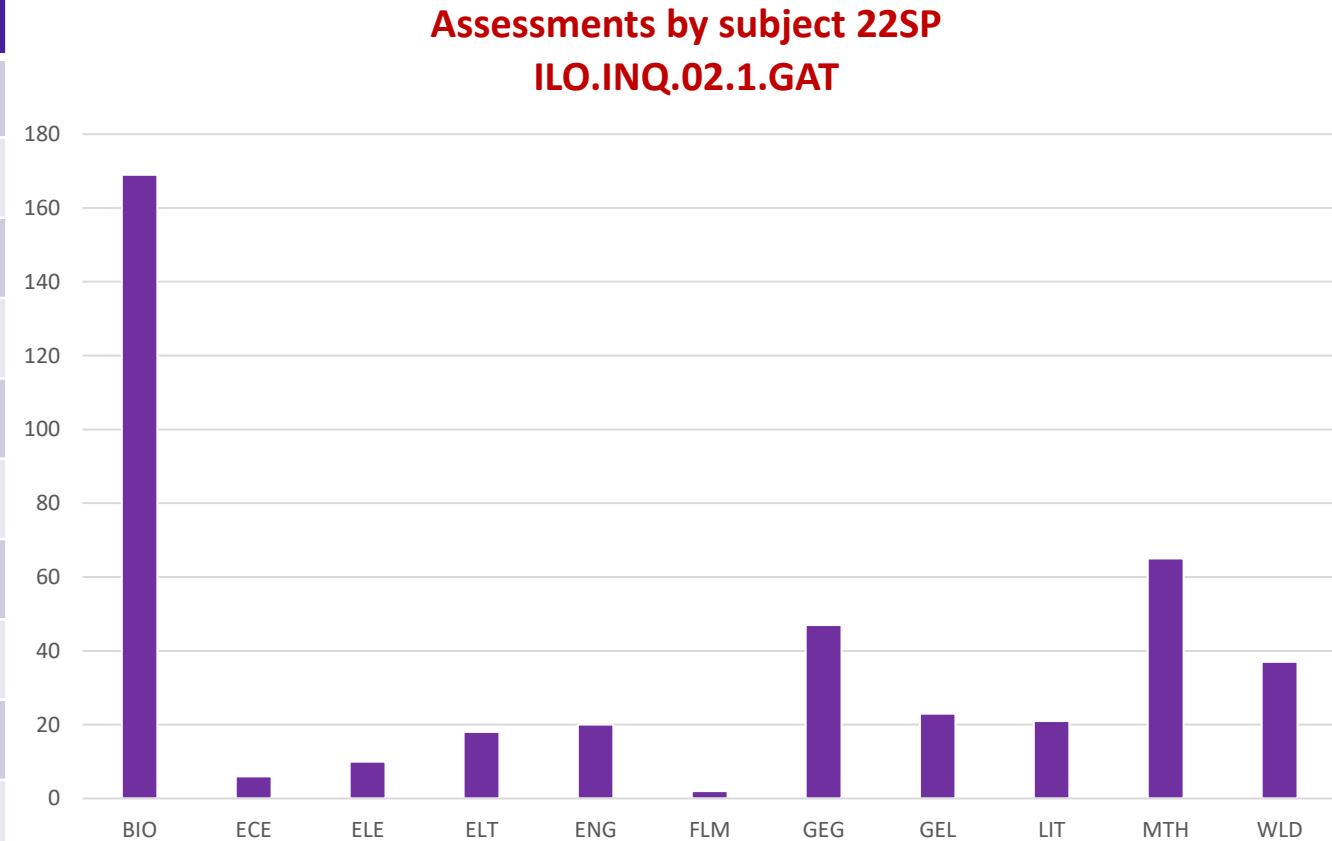
Sample Proportion Standard Deviation: 0.02

Meets the conditions for normality: 99% Confidence interval [0.7599,0.7601]. That is, if 100 sample proportions were found, 99 would fall within the 99% confidence interval and 1 would not.

ILO.INQ.02.2.ANA: Is the student proficient in analyzing or investigating data?

Semester	Assessed	Success Rate
20FA	115	74%
21SP	603	68%
21FA	762	88%
22SP	676	73%

Percent decrease of assessments from 21 FA to 22SP: 11.29%

**Success Rate from 20FA to 22SP
ILO.INQ.02.2.ANA**

20FA, 74.00%
21SP, 68.00%
21FA, 88.00%
22SP, 73.00%
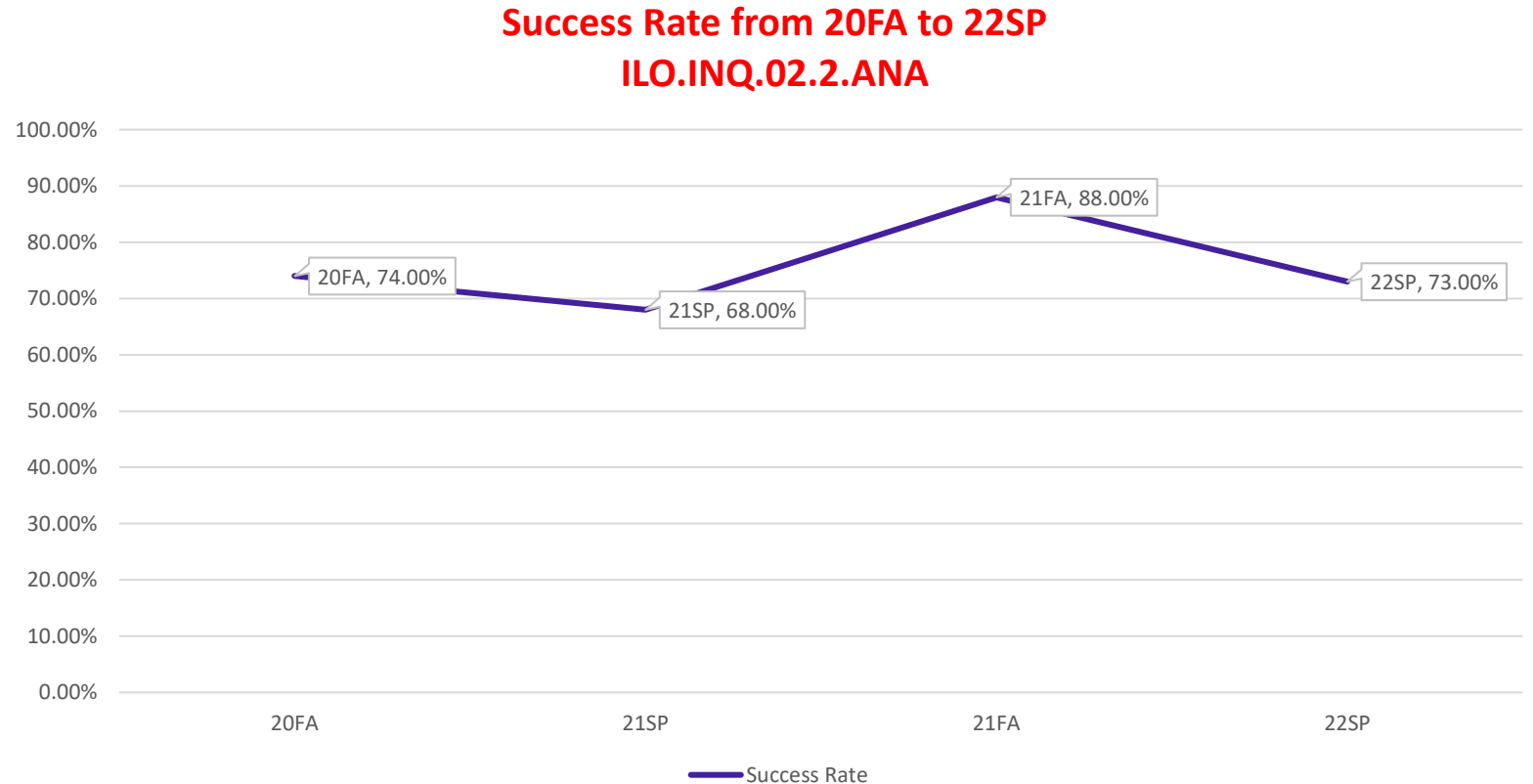
— Success Rate

ILO.INQ.02.2.ANA: 22SP

Division	Subject	# Assessed	Success Rate
HFAS	ECE	11	90%
HFAS	ENG	7	86%
HFAS	FLM	2	50%
HFAS	PHL	10	70%
NCSB	BIO	296	68%
NCSB	GEG	21	95%
NCSB	GEL	50	50%
NCSB	MTH	45	78%
NUR	NUR	214	80%
WFD	ELT	18	92%
WFD	EMS	1	100%
WFD	WLD	1	100%

Assessments by Subject
ILO.INQ.02.2.ANA

Sample Proportion Standard Deviation: 0.017
Meets the conditions for normality: 99% Confidence interval [0.7296,0.7301]. That is, if 100 sample proportions were found, 99 would fall within the 99% confidence interval and 1 would not.

ILO.INQ.02.3.ART: Is the student proficient in articulating reasons for decisions or solutions?
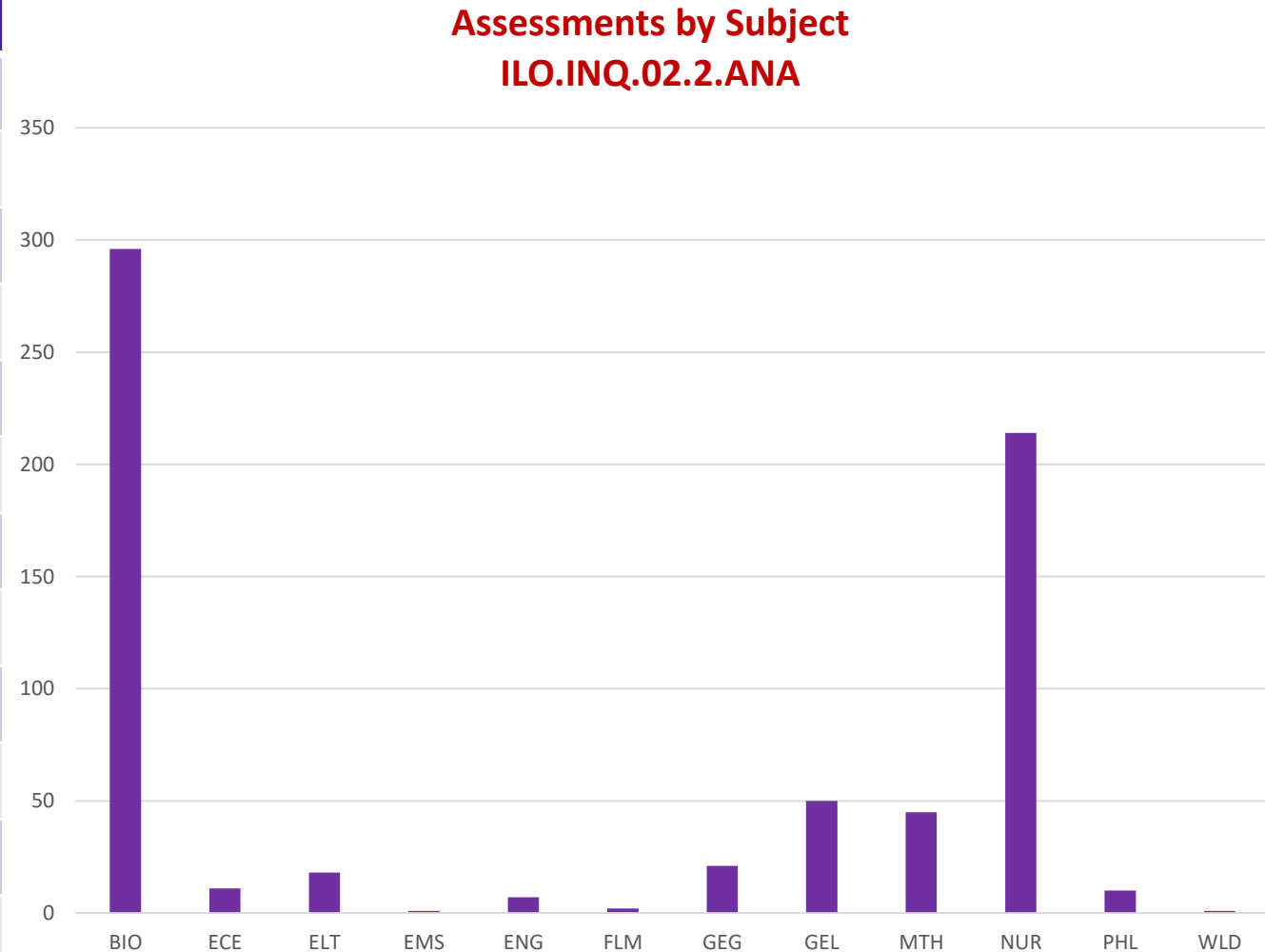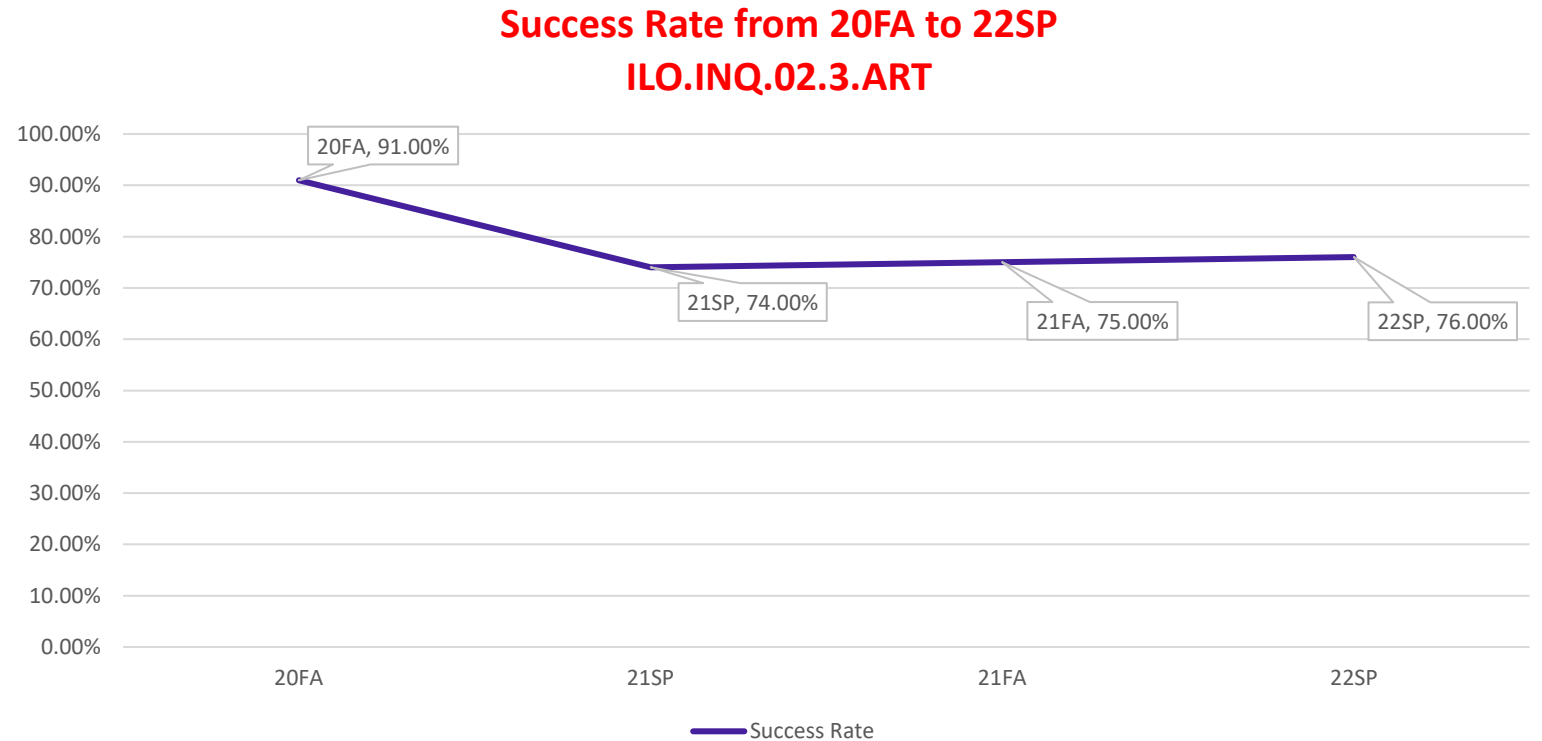
Semester	Assessed	Success Rate
20FA	117	91%
21SP	198	74%
21FA	355	75%
22SP	569	76%

Percent increase of assessments from 21 FA to 22SP: 60.28%

Success Rate from 20FA to 22SP
ILO.INQ.02.3.ART

Chart showing Success Rate: 20FA, 91.00%; 21SP, 74.00%; 21FA, 75.00%; 22SP, 76.00%

ILO.INQ.02.3.ART: 22SP

Division	Subject	# Assessed	Success Rate
HFAS	ECE	8	90%
HFAS	ENG	20	80%
HFAS	FLM	2	50%
HFAS	PHL	10	60%
HFAS	THE	44	86%
NCSB	BIO	243	66%
NCSB	MTH	37	78%
NUR	ALH	17	94%
NUR	NUR	57	88%
WFD	CAD	8	62%
WFD	ELE	10	88%
WFD	ELT	18	66%
WFD	WLD	93	89%

Assessments by Subject 22SP
ILO.INQ.02.3.ART
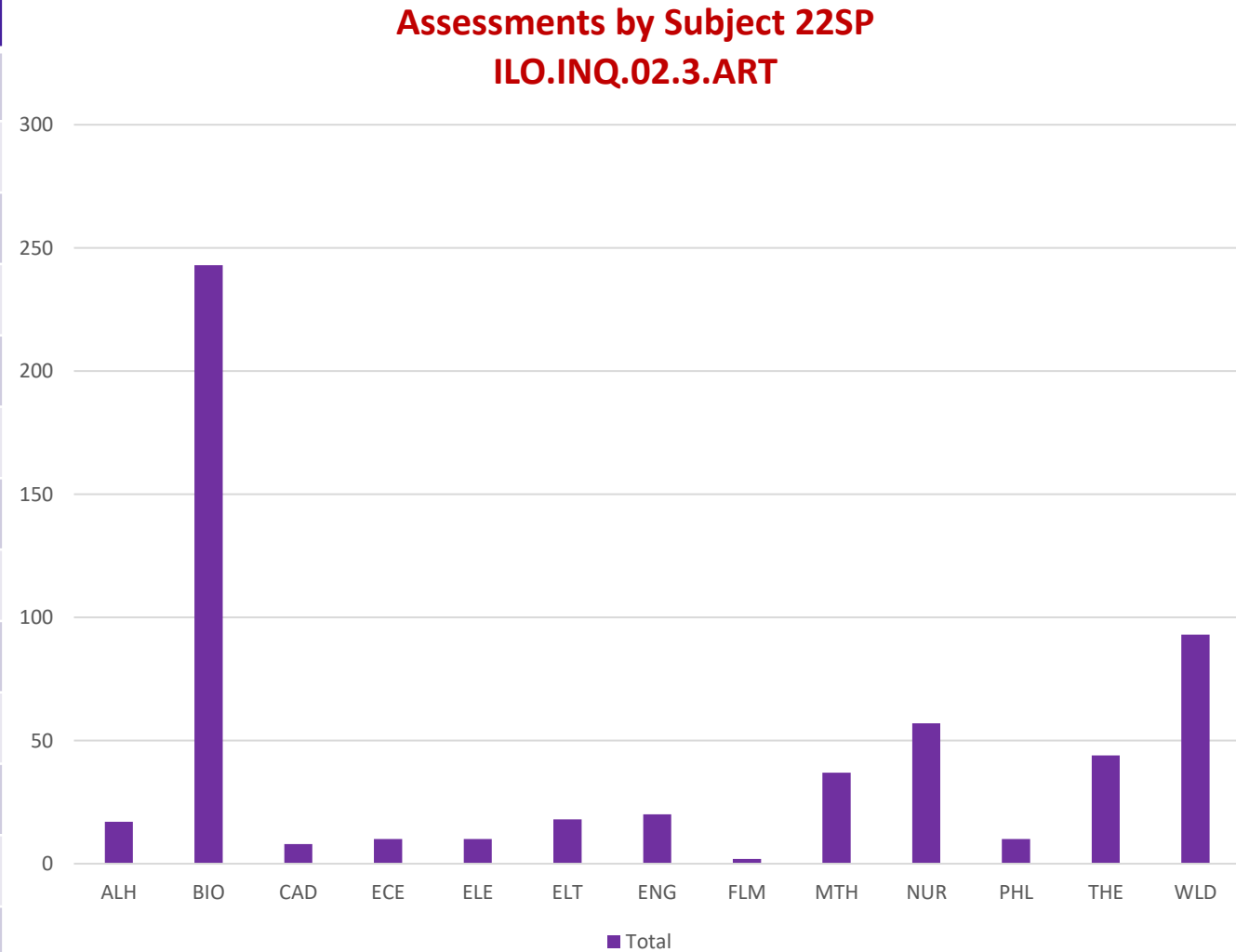
Sample Proportion Standard Deviation: 0.015
Meets the conditions for normality: 99% Confidence interval [0.7599,0.7601]. That is, if 100 sample proportions were found, 99 would fall within the 99% confidence interval and 1 would not.

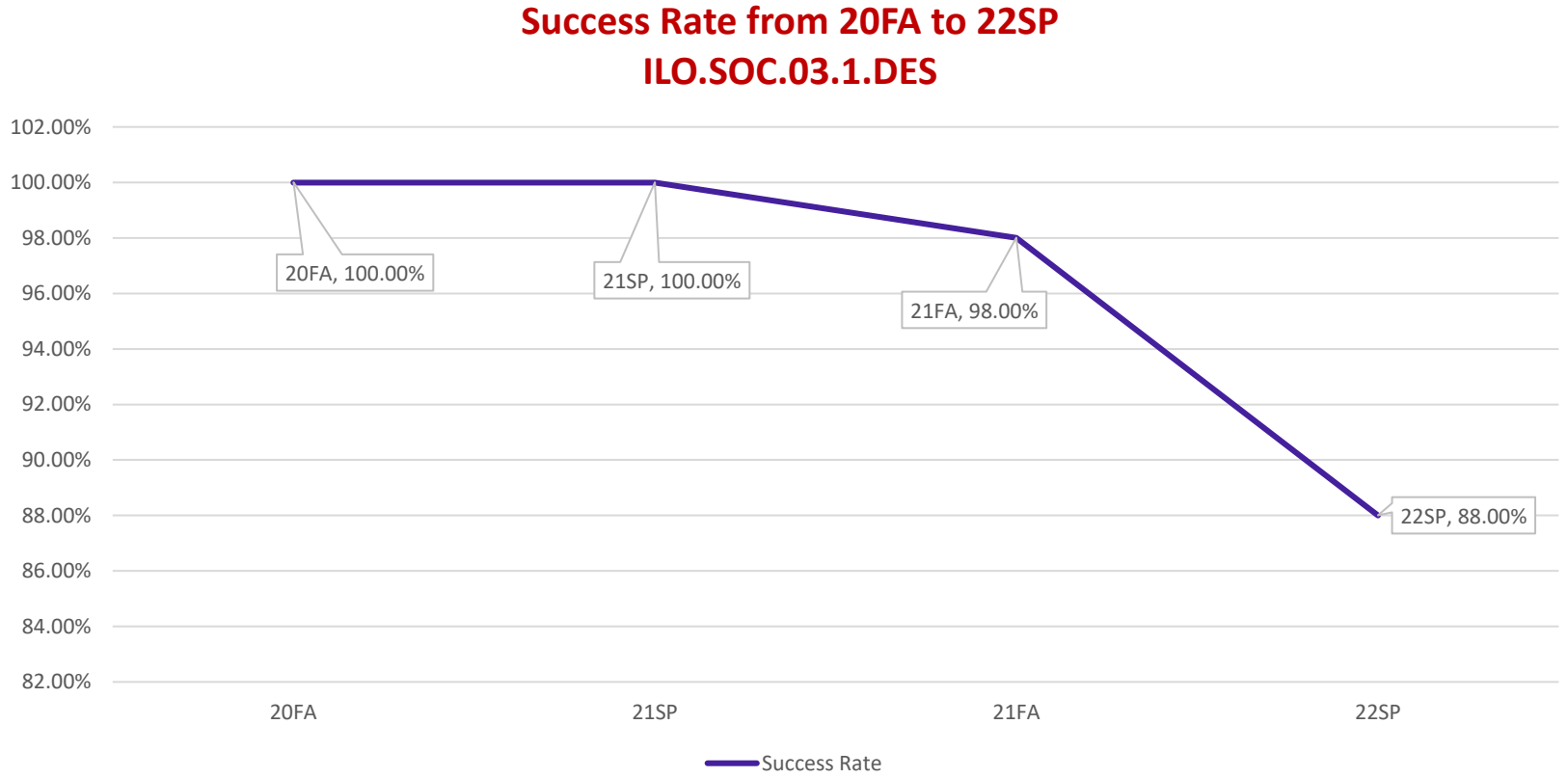# ILO #3 : Social Consciousness

Social Consciousness , Jacob Epstein
University of Pennsylvania

ILO.SOC.03.1.DES: Is the student proficient in describing a social system, theoretical framework, culture, or lifestyle?

Semester	Assessed	Success Rate
20FA	32	100%
21SP	26	100%
21FA	77	98%
22SP	25	88%

Percent decrease of assessments from 21 FA to 22SP: 67.53%

Success Rate from 20FA to 22SP
ILO.SOC.03.1.DES

20FA, 100.00%
21SP, 100.00%
21FA, 98.00%
22SP, 88.00%

Success Rate

ILO.SOC.03.1.DES: 22SP

Division	Subject	# Assessed	Success Rate
HFAS	GEN	25	88%

Fails the conditions for normality.

ILO.SOC.03.2.APP: Is the student proficient at appreciating diverse perspectives or differences within social, theoretical, or cultural systems?
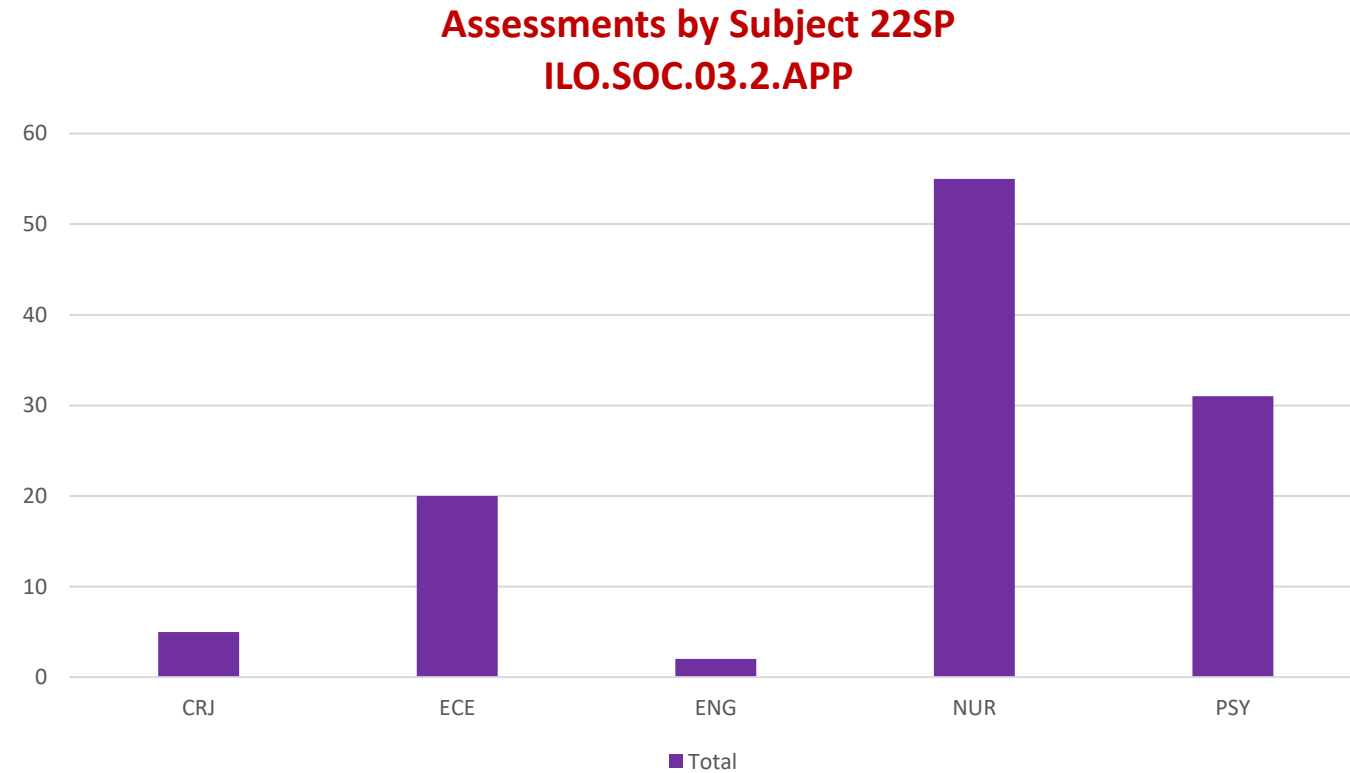
Semester	Assessed	Success Rate
20FA	29	93%
21SP	0	N/A
21FA	104	95%
22SP	113	85%

Percent increase of assessments from 21 FA to 22SP: 8.65%

Success Rate from 20FA to 22SP
ILO.SOC.03.2.APP

20FA, 93.00%
21SP, 0.00%
21FA, 95.00%
22SP, 85.00%
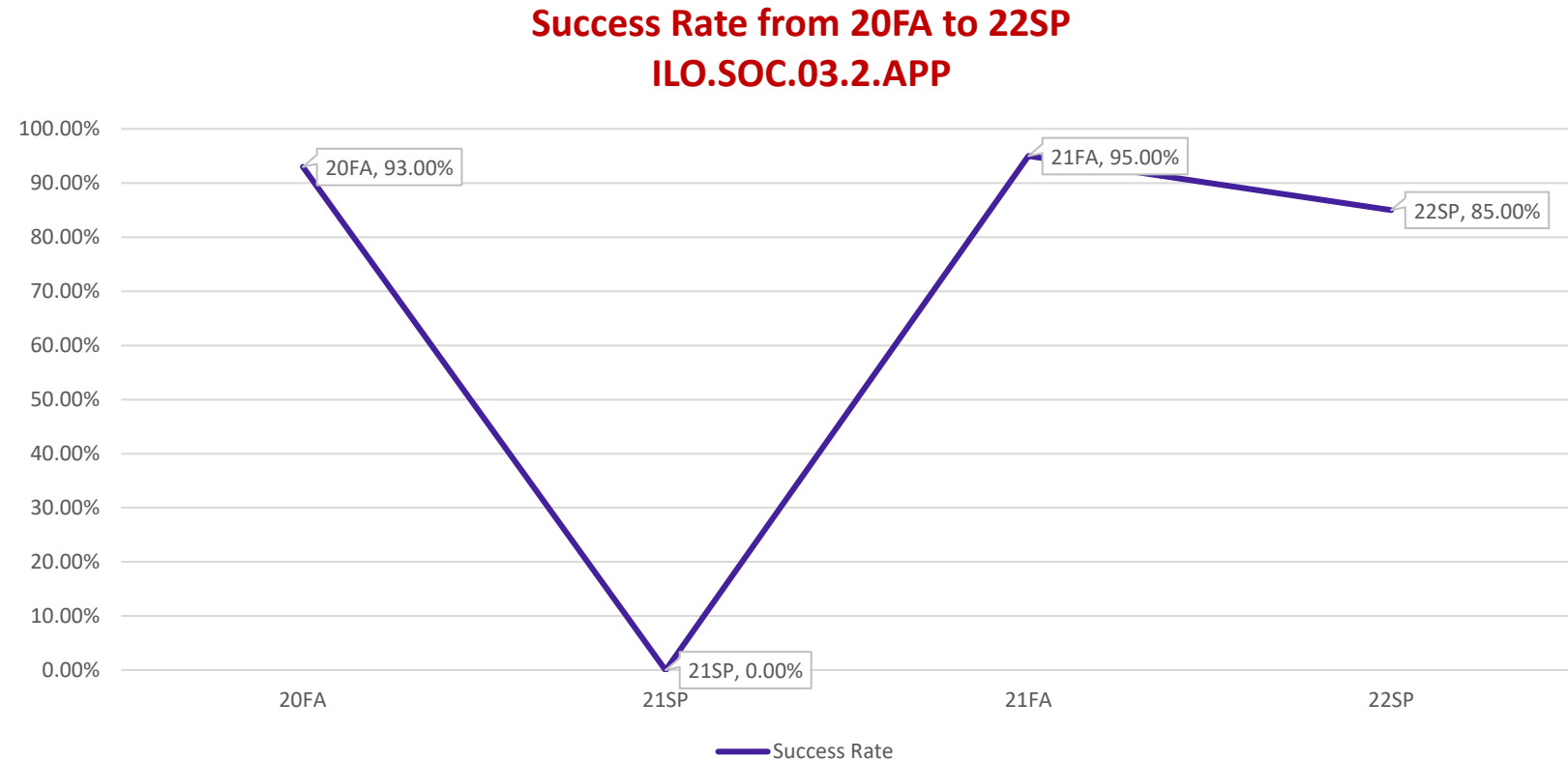
Success Rate

ILO.SOC.03.2.APP: 22SP

Division	Subject	# Assessed	Success Rate
HFAS	ECE	20	100%
HFAS	ENG	2	97%
HFAS	PSY	31	93%
NCSB	CRJ	5	100%
NUR	NUR	55	98%

Assessments by Subject 22SP ILO.SOC.03.2.APP

Sample Proportion Standard Deviation: 0.038
Fails the conditions for normality.

ILO #4 : Responsibility

ILO.RES.04.1.SEL: Is the student proficient in articulating and assessment of self in relation to others?

Semester	Assessed	Success Rate
20FA	10	100%
21SP	9	100
21FA	13	100%
22SP	5	100%

Percent decrease of assessments from 21 FA to 22SP: 61.5%

ILO.RES.04.1.SEL: 22SP

Division	Subject	# Assessed	Success Rate
NCSB	CRJ	5	100%

Fails the conditions for normality.

ILO.RES.04.2.SEL: Is the student proficient in demonstrating awareness of personal responsibility and positioning within a larger context culture, community, or system of thought?

Semester	Assessed	Success Rate
20FA	9	100%
21SP	22	100%
21FA	240	94%
22SP	106	93%

Percent decrease of assessments from
21 FA to 22SP: 55.83%

Success Rate from 20FA-22SP
ILO.RES.04.2.PER
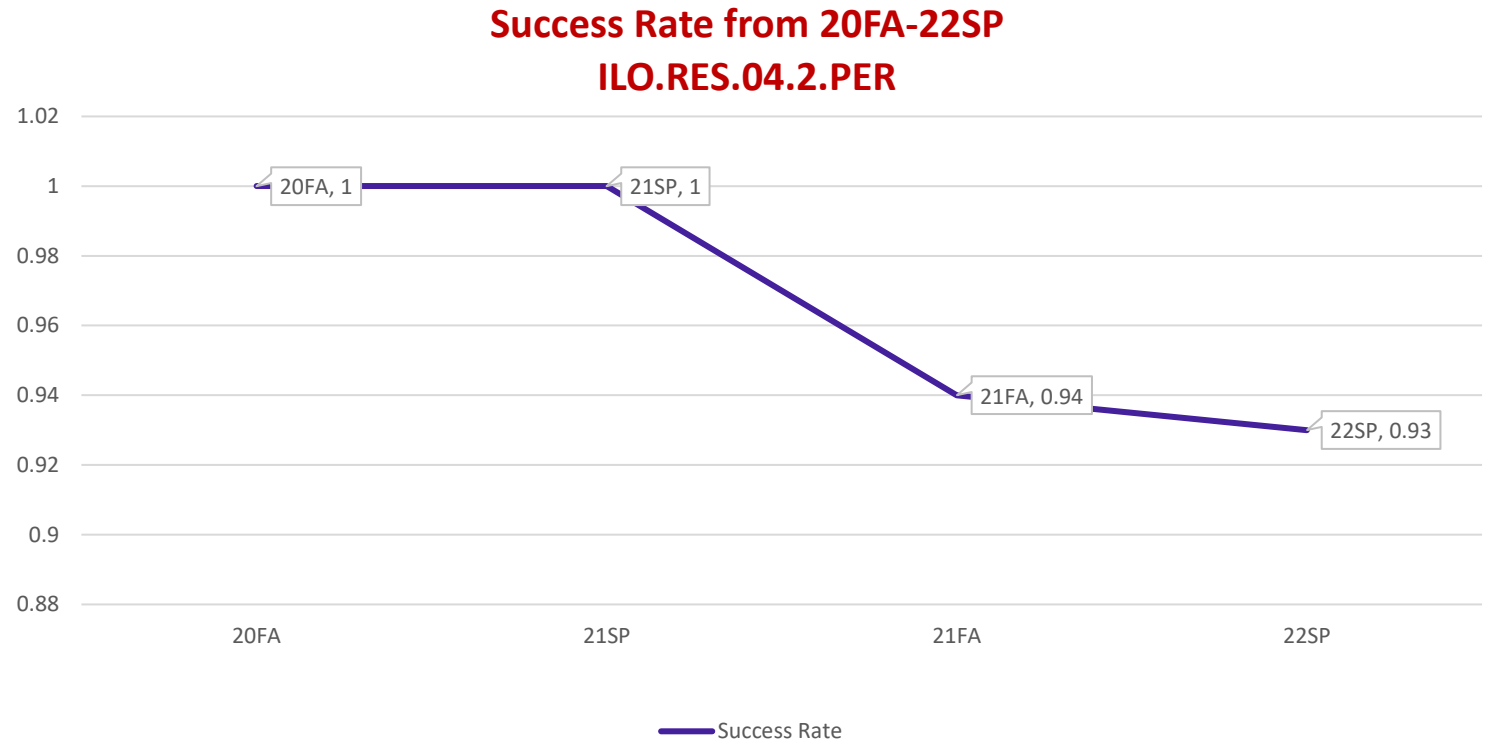
ILO.RES.04.2.SEL: 22SP

Division	Subject	# Assessed	Success Rate
NUR	NUR	106	93%

Fails the conditions for normality.

Assessment Spotlight

Spring 2022

Tracy Antle

Jason Beyer

Christine Blaydes

Christina Boughton

Jessie Bouxsein

Vince Brolley

Ann Bruch

Sue Caley-Opsal

Lauri Carey

Dawn Chambers

Lori Cinotte

Dorene Data

Lisa Dickey

Jeff Fesperman

Nick Fish

Jean Forst

Margie Francisco

David Garrison

Carmen Hartford

Jonathan Hubbell

LeeAnn Johnson

Keith King

Betsy Klopcic

Heather Knoblauch

David Kuester

Tammy

Theresa Molln

Emily Morgan

Taylor Myers

Michael Phillips

Kimberly Radek-Hall

Charles Raimondi

Amber Robertson

Delores Robinson

Michelle Story

Nora Villarreal

Totals

40 faculty (+8)
2024 assessments (-427)
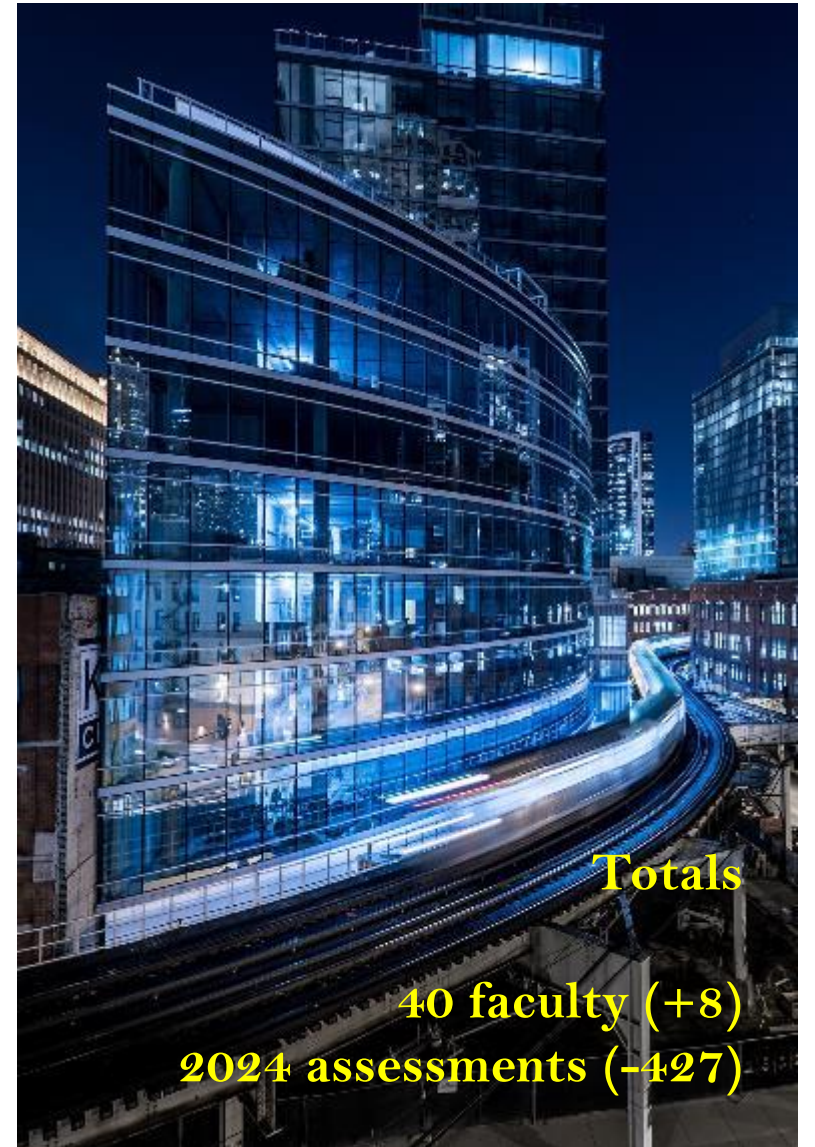
ASSESSMENT is important
because it allows us to

- improve our teaching—and thus student learning—within our own classes;
- make certain that students attain skills and knowledge required by their programs;
- chart students' learning as they traverse our institution;
- identify areas where we can improve curriculum, refine our programs, work toward greater attainments, or increase equity in and across our programs;
- demonstrate that students learn the skills and knowledge that we have deemed most important and essential across IVCC; and, finally,
- report those successes and improvements to our administration, our accreditors, and our community.

There is still much more work to do:

1. We must gather more data, so we can develop a baseline and then recognize and interpret patterns—as well as refine the process of assessment, itself.
2. We must analyze the data and then discuss it within and across departments and divisions.
3. We need to examine student performance from the perspective of program achievement and degree completion and determine whether classroom methods, course or skill sequence, or other factors can better help students succeed.
4. Co-curricular assessment

Thank You!