Assessment Plan

Introduction

The Sauk Valley Community College Assessment Plan is the culmination of work in research and implementation between faculty and administration. It is the foundational and practical guidebook which illustrates the system designed by the assessment core team to measure student success in academic content areas as well as in general education across the curriculum. It incorporates the six general-education competencies generated and agreed upon by faculty, as well as the transfer and career areas measures most valued by faculty in their areas. The system was designed to allow instructors freedom to choose their own assessment events, while still providing data which can be aggregated in order to show progression of student learning across several distribution areas. The adoption of this plan by faculty, staff, and administration illustrates the commitment of the Sauk Valley Community to the ongoing process of collecting student academic achievement data and using the data to improve the quality learning experiences of our students. The plan outlines our theoretical basis for adopting the current assessment system and describes the committee and administrative structures which perpetuate the system. It delineates individuals' responsibilities and establishes timelines for completion of each cycle, including connecting strategic planning and assessment. It gives a breakdown of the data threads, where each is collected, and what their intended purposes are. Finally, the plan outlines how the system will be evaluated, and how changes to the data collection cycle can be implemented via the yearly review process.

Rationale

Sauk Valley Community College has determined that the systematic collection and analysis of student learning data is the best means of improving instructional practices and quality learning opportunities for students. As the result of an earlier assessment plan (1995-1996), faculty members had established outcomes, objectives, and measurements for individual courses and were involved in the use of formative assessment measures to improve classroom practice. While appropriate to instructional purposes, assessment in isolation does little to inform the planning cycle of the college on either a philosophical or practical level.

The restructuring of the college to center on the theme of quality learning refocused our attention on the importance of incorporating the mission, goals, philosophy, and shared values of the institution into the classroom. The Student Academic Assessment Plan is the means by which we confirm the appropriateness of our instruction to the fulfillment of those goals.

The Assessment Plan integrates two major functions: improving instruction and supporting the strategic directions of the college. This means that the system requires
adequate flexibility to incorporate those measures of student performance already identified and considered most valuable by individual faculty members in their classrooms, but also requires broad applicability for the purposes of lateral and formative analysis; longitudinal and value-added studies; and budgetary prioritizing.

**Philosophy**

The Sauk Valley Community College Assessment Plan exists to measure the degree to which our instructional practices work in support of the organizing principles of the college, including the mission, vision, and shared values.

This mission is carried out by the fulfillment of five college-wide goals, the first of which deals directly with the process of instruction and learning:

**Goal #1: The College will expand and improve the quality of programs and services.**

This goal encompasses a series of strategic objectives, which are updated annually as part of the strategic planning cycle. Sauk Valley College faculty, staff, and administration carry out these objectives by identification and evaluation of four overarching academic goals:

**Transfer**
- Students will demonstrate skills and knowledge necessary to complete further work in their chosen field.

**General Education**
- Students will develop habits of mind consistent with our six chosen general education competencies, and be able to transfer those skills to novel situations.

**Career**
- Students will demonstrate skills required to obtain and advance in employment in their chosen field.

**Developmental**
- Students will demonstrate skills and understanding of concepts necessary to succeed in college-level studies.

**Overview of Assessment of Student Academic Achievement**

Sauk Valley Community College is focused on becoming a quality learning institution. That means that we have placed student learning at the center of our organization, and have begun to look at each element of the college from a philosophical lens which focuses on student outcomes—in a sense, how is each member and organization of the college community contributing to our mission and its expanded goals? Are we fulfilling those goals in ways which reflect our shared values? In order to ensure that this process is taking place, we have created a system of institutional improvement by which strategic planning and operational planning are the result of collaborative interpretation
of data gathered at various contact points among faculty, students, and community stakeholders.

One of those contact points is the assessment of student academic achievement. The assessment plan was developed and is maintained by faculty, because faculty has the most direct effect on student academic success, as well as the best vantage point from which to determine critical measures of student success. The assessment plan is just one of the many data streams that ultimately feed into and guide the decision-making process at Sauk.

There are three distinct data threads that create the academic assessment plan. The first is the key data source of career and transfer objectives and measures that are identified by areas and measured in individual classrooms. It is the continuum of objectives that is reported, aggregated, discussed and acted upon by areas each assessment cycle. The second is the general education thread, which is data that is collected by faculty, but aggregated and reviewed digitally by the Core Team to give a broad picture of general education at Sauk. The third thread is the external and indirect data that many of us collect for both discipline and area use, including such information as licensure and certification exam results, employer satisfaction surveys, and transfer data.

These three threads are collected, reported, and analyzed by faculty with the help of the area facilitators and the assessment team. Area facilitators report findings to the assessment system, and findings which support curricular or budgetary changes are reported during the yearly operational planning cycle. This system helps to prioritize the needs of students and faculty in the administrative decision-making of the college, and creates an environment where the success of students and the perpetuation of quality learning is the focus.

The following diagram summarizes the flow of data through the assessment system.
Transfer and Career Objectives

Areas

The college is divided into academic units called areas. Each area is comprised of several related disciplines, and areas have been broadly categorized as being transfer-oriented or career-oriented.

Transfer-oriented areas are consistent with the General Education Core Curriculum (GECC) distributions in our college catalogue, which derive from the IAI general education core. In our transfer degrees, we have identified graduation distribution
requirements that ensure our graduates’ exposure to skill sets which are consistent across several disciplines, and have thus allowed students to choose from a set of courses to fulfill each requirement. The areas are: **Communications; Humanities and Fine Arts; Math; Social and Behavioral Sciences; and Physical and Life Sciences.** Each area has several disciplines which contribute to its course offerings. Areas have met and identified those skill sets which are unique to its area—that is, they answered the question: what is it that our disciplines have in common? In other words, what is it that a student learns when fulfilling this requirement, regardless of which course he chooses to take? From these discussions evolved the area-level list of objectives, from which areas select one objective each year to measure as an area project. Transfer areas objectives address knowledge, skills, and habits of mind.

**Career areas**, by contrast, have no distribution requirements in the GECC. Many offer a blend of transfer and terminal degrees, and A.A.S. degree candidates take the GECC courses, but to a lesser extent. This reduced exposure to the GECC may be assumed to build habits of mind that enhance employability. In addition, the career programs’ objectives show that goals for these degrees are differentiated from the transfer degrees in valuing employment readiness. The career areas are **Criminal Justice, Business, Education, Nursing, and Technology**. Career area objectives address knowledge, skills, and professional behaviors.

Each instructor in an area is responsible for collecting data in support of the area objective. When reported, data is submitted with a required ‘number of students who adequately met the criteria’ and ‘number of students in sample’. This allows electronic aggregation of results in the form of successful completion for an area on their objective. Areas then are able to discuss those results in more qualitative terms, and make decisions about implementing changes and retesting.

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<td>August</td>
<td>Area faculty with facilitator</td>
<td>Analyze previous year’s aggregated data.</td>
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<td>December</td>
<td>Individual Instructors</td>
<td>Report Any Fall Assessment Event Data</td>
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<tr>
<td>May</td>
<td>Individual Instructors</td>
<td>Report Spring Assessment Event Data</td>
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sciences, the humanities and fine arts, and personal health and development provide students with knowledge, competencies, and habits of mind conducive to living responsible, productive, and joyful lives. Within this curricular framework, students will develop the following competencies:

1. **Ethics**
   Students will be able to:
   a. Identify ethical issues in a variety of contexts and academic disciplines and explain their significance.
   b. Reason about ethical principles and consequences.

2. **Mathematics and Quantitative Reasoning:**
   Students will be able to:
   a. Interpret and apply appropriate mathematical formulas and relationships in the appropriate context.
   b. Perform mathematical computations.
   c. Demonstrate the ability to analyze and interpret the mathematical results of computations.

3. **Problem Solving**
   Students will be able to:
   a. Identify problems and the desired outcomes.
   b. Recognize and evaluate available resources.
   c. Adapt, organize, and implement solutions or plans of action.

4. **Communications**
   Students will be able to:
   a. Create and revise formal and informal writing assignments that are clear, coherent, and exhibit a command of Standard English.
   b. Develop, organize, rehearse, and deliver formal and informal oral presentations that are audience appropriate and either informative or persuasive.
   c. Demonstrate collaboration in completion of projects and assignments.
   d. Demonstrate the ability to read college-level texts by providing appropriate and critical responses in discussions, tests, presentations, critiques, and reviews.
   e. Demonstrate their ability to listen by providing appropriate and critical response after a listening experience.

5. **Technology**
   Students will be able to:
   a. Demonstrate general computer literacy.
   b. Demonstrate the selection and use of appropriate technologies for the specific discipline.

6. **Research**
   Students will be able to:
   a. Apply appropriate research processes and tools to a given task
   b. Evaluate the value of research results
   c. Synthesize findings from multiple sources into a single conclusion
   d. Document the research in accordance with applicable conventions
Note: changes to general education competencies and language are not effective until the following catalog cycle.

It is with this data stream that a more standardized collection process was developed in order to assure that enough data was generated to provide significant results. Each academic year, every instructor is responsible for staging an assessment event and collecting data for two general education competencies of his or her choice. While our transfer and career objectives serve a largely formative function in terms of assessment, the general education data we collect in the classroom is largely confirmatory and informs broad areas of instructional concern.

Although each instructor may choose which two competencies to assess, each year the Assessment Committee focuses on two competencies at an institutional level in order to offer professional development and to stage special assessment events and college-wide projects. The cycle pairs research and ethics, communications and problem-solving, and technology and mathematics on a three-year rotation.

This data stream also serves a calibrating function, as faculty established the specific definitions of what skills should be exhibited for each competency. Each set of skills was used to develop checklists which each faculty member uses in evaluating his general education assessment event. The use of these checklists allows for more meaningful aggregation and discussion of results, as faculty use common criteria to test and refine definitions. The checklists were the basis for creating the general education database, which streamlines data collections and allows users to see data laterally and longitudinally. This allows individual areas to use the data to make decisions for improvement which are either operational or instructional. Instructional improvements are directed into the area assessment objectives and become part of the assessment process; operational improvements are recorded on operational plans and become part of the yearly strategic planning cycle.

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<td>May</td>
<td>Individual Instructors</td>
<td>Report all general education data</td>
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<td>June</td>
<td>Core Team</td>
<td>Report Gen Ed aggregation results to full faculty</td>
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<tr>
<td>October</td>
<td>Areas with Facilitators</td>
<td>Develop recommendations based on gen ed data for either operational or instructional plans of action.</td>
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**Developmental Education**

As an open enrollment institution and as a service-provider to a diverse community, we are committed to serve the many students who seek higher education lacking one or more of the vital skills that will allow them to succeed: For some, the need is reading, writing, or mathematics; others struggle with barriers of time or money management, family situations, or self-perception. In order to respond effectively to this important part of our mission, one of the four overarching goals of assessment addresses the study skills needs of learners:
**Students will demonstrate skills and understanding of concepts necessary to succeed in college-level studies.**

This developmental goal is distinct from the academic goals in that it depends more on indirect and external data—except for specific skill readiness testing in the areas of reading, composition, and math. Because of its institution-wide value, the developmental goal draws data annually from a wide array of academic sources:

- The developmental level classes in reading, composition, and math contribute exit testing data, which is expected annually and forms the regular base of assessment efforts;
- Psych 100, the required orientation course designed to help all students engage more consciously in their learning contributes data annually. For examples, the instructors have engaged in a collaborative project to look at attitudes.
- An “area level” set of objectives is in place for use by the developmental-level classroom teachers within or across disciplines and by college-level classroom teachers who voluntarily establish an assessment event related to the goal.

**External Data**

One of the ways we confirm the validity of our findings is by comparing what we are doing to what others in similar circumstances are doing, and to the results they are getting. We do this very often at the institutional level, but many of us also include external data at the course, discipline, program, or area levels. For example, many of our career areas culminate in specific licensing exams or occupational internships, and others frequently conduct employer satisfaction surveys to assure that our graduates from Sauk are meeting employer expectations when they enter the workforce. This provides us with a lot of critical data, but that data needs to be examined in relationship to our instructional practices. Thus the third thread of our Assessment of Student Academic Achievement plan is external normative data.

External data is collected in many different places as part of Sauk’s institutional improvement plan, but the main concern for faculty is the data collected by our disciplines and areas for the express purpose of ‘double checking’ the effectiveness of our instruction. We have included a section on our operational plans for the reporting of external data so that it can be used as a part of the decision-making process when we meet with our areas to discuss our assessment findings and plan for the future.

The final piece of external data is the CAAP test that we administer. The CAAP exam allows us to compare how students at Sauk are doing with regard to general skills as compared to other students in our peer group and students nationally. CAAP testing results have been collected by Sauk since 2000. The Assessment Committee has established a testing cycle which administers the CAAP exam to prospective graduates every three years.
### Responsibility and Accountability

One of the key features of a sustainable system at any institution is that the responsibility for the system rests with identified positions within the organization. Responsibilities should be overtly detailed in the job descriptions associated with those key positions. This ensures that interruptions will not occur as personnel transition.

The first important feature of the current assessment philosophy of the college is that the system is faculty designed, driven, and maintained. A task force to revamp the committee structure of the college established an Assessment Committee, composed largely of faculty, in which the Vice President serves as a facilitator of needs and resources. The Committee structure documented below sets forth the key responsibilities of individuals in the system, as well as the procedural operations to be followed.

1. **Assessment of Academic Achievement Committee (AAAC)**
   a. Charges:
      - Oversee/direct/support the ongoing Learning Outcomes Assessment process and act as a catalyst for continual improvement
      - Encourage, collect, evaluate, and provide suggestions regarding on-going General Education Assessment of the Core Competencies
      - Assist with the design of assessment outcomes of new courses/programs
      - Communicate assessment results to the faculty and personnel
      - Make recommendations for institutional improvements based on assessment results
      - Write the Annual Assessment Report
      - Orient new faculty to Learning Outcomes and Assessment, terminology, and measurable/observable objectives
      - Oversee CAAP process
   b. Membership:
      - Co-Chair – Academic Vice President
      - Co-Chair – Faculty Member
      - Dean of Health Professions
      - Dean of Information Services

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<tr>
<td>September</td>
<td>Core Team</td>
<td>Report previous year’s CAAP data to faculty</td>
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<td>April</td>
<td>Core Team</td>
<td>Administer CAAP to prospective graduates</td>
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<tr>
<td>March</td>
<td>All Instructors</td>
<td>Examine any available external data provided from fall semester.</td>
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<td></td>
<td>Dean of Institutional Research</td>
<td>Summarize and direct external data to appropriate area as available.</td>
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• Dean of Institutional Research and Planning
• Instructional Dean
• Director of Academic Development
• 4 Area Facilitators
• 1 Faculty Member at Large
• Representative from Instructional Technology

c. Procedures:
• Meetings will be scheduled in advance, usually once during the Fall and Spring semesters. The first meeting is to be held during the first month of the school year or as soon thereafter as possible.
• The Co-Chairs of the Committee may call additional meetings as needed.
• Review Reports

2. Assessment Core Team
The Assessment Committee also houses a core team of faculty that is responsible for design, oversight, and maintenance of the assessment system.

a. Membership
In order to assure continuity in the assessment process, the team should strive to retain at least three members from the previous year. A chair or co-chairs and a secretary shall be elected from within the team each year.
• 4 Area facilitators
• a faculty member at large
• the faculty co-chair
• Representative from Instructional Technology
• Director of Academic Development
• Vice President (ex-officio)

b. Charges
Initially the task of the Core Team was to design the assessment system and process and to guide the faculty through the first cycle of assessment. The Core Team continues to provide leadership in ongoing assessment activities in the following ways:
• Nurture a college-wide culture of assessment.
• Act as a catalyst for positive change.
• Maintain and update the data collection system including reporting forms and the aggregation of data.
• Evaluate the assessment process annually.
• Serve as a resource for current assessment theory and practice.

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<tr>
<td>March</td>
<td>Assessment Core Team</td>
<td>Review Assessment Plan and Follow System Evaluation Procedure</td>
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<tr>
<td>April</td>
<td>Assessment Core Team</td>
<td>Submit Assessment Plan revisions to</td>
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<td>Assessment Committee for approval</td>
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<td>May</td>
<td>Assessment Committee</td>
<td>Make recommendations for budget</td>
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<td>requests for activities and professional</td>
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<td></td>
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<td>development for the subsequent year</td>
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<td>Approve Assessment Revisions</td>
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### Area Facilitators and Faculty Discussion Hours

We understand that the quality of the assessment process is only as effective as the engagement of faculty with each other and their students, and that much of continuous improvement rests on the ability of faculty to have conversations about evolving instructional methods. Sauk Valley College has two initiatives which bring faculty together in an organized and effective way. First, we have faculty discussion hours which occur on two Wednesdays of each month. The discussion hours are held during a time when no classes are scheduled on campus, giving the full faculty opportunity to meet regularly. This greatly enhances the ability of areas to meet as well, creating opportunities for aggregating and discussing data, as well as pursuing workshops and professional development activities. Secondly, we have an intermediary faculty leadership position to help bring area faculty together at regular intervals. These positions are known as area facilitators.

Area Facilitator Job Descriptions (link to come)

### Student Engagement

One of the measures of an effective system of teaching and learning is that the process is overt—communicated to students in such a way that students may benefit from both the process and their understanding of the process. The Sauk Valley learning community has always valued the direct exposure of students to their own roles in the achievement of learning goals; the college requires students to take PSY 100, an orientation-style course which introduces students to strategies for more effective learning, and helps them critically examine their own place in the college. The assessment process is communicated to students in two ways: indirectly and directly. Indirectly, students are exposed to the cycle of learning through course outlines which specify those outcomes which are drawn from the course content and linked to the thread of learning goals from discipline to area, to the iteration of the four main goals of the academic units, and to the mission statement of the college. These outcomes tell students what they are expected to be able to do as a result of being involved in the course, and give students a basic understanding of how well they are performing against a benchmark of desirable outcomes.

Directly, students are exposed to the process of outcomes assessment in several distinct ways. All syllabi at Sauk Valley include the following statement which informs students of our goals and their participation:
Sauk Valley Community College is an institution dedicated to continuous instructional improvement. As part of our assessment efforts, it is necessary for us to collect and analyze course-level data. Data drawn from students’ work for the purposes of institutional assessment will be collected and posted in aggregate, and will not identify individual students. Your continued support in our on-going effort to provide quality instructional services at SVCC is appreciated.

Students are also introduced to the assessment system through the PSY 100 orientation course. The course relates the goals of the system to their own concerns, and helps them understand ways that they can control their own learning. Students are given the message that these tools can help them learn to learn by identifying their strengths and helping them find ways to complete tasks to their strengths. Our feedback helps in three ways: it shows them what to learn, how they are doing, and how it connects with other courses.

In addition to an in-depth study of learning and assessment in orientation, the students have also received a brochure which briefly outlines the learning and assessment processes. The brochure is also housed on the web to allow easy access by prospective students, interested parents, and other community stakeholders.

**Data Collection and Storage**

In an effort to minimize the paper load brought about by assessment efforts, the core team determined that the Sauk Assessment System will exist officially in a digital environment. An on-going, updating system is in keeping with the philosophy of assessment as an iterative process, rather than embracing a fixed report which subtly suggests completion in each published cycle. In other words, the current copy is always available; and because everything is digitally accessible—even from home—faculty will not need to print and maintain an extensive paper system. Artifacts are stored in the digital system, linked by reporting year to each identified objective. This greatly enhances the faculty’s ability to conduct longitudinal analysis of particular objectives, as previous years’ data is efficiently organized and always available.

The electronic system, which is maintained by members of the core team, was internally designed and is housed on the campus intranet. This allows everyone at the college read-only access to the assessment folder. The open nature of the system, which allows faculty to look at a variety of assessment measures and reports fosters discussion and enhances the culture of assessment. Faculty members access the folder to review their selected objectives for the year and access archived data from prior years. The folder houses informational resources for faculty to use in forming, conducting, and interpreting various types of assessment events. The folder also contains data report forms, which are available in standardized and customized spreadsheets. Formulas embedded in these forms allow customized aggregation based on the needs of the discipline or area.
Data Collection Forms

Each instructor who completes an assessment event for which data is to be reported into the Sauk Assessment System records the findings into a spreadsheet. The following information is standard to all variations of the data collection forms:

- Objective Code
- Course(s) from which data has been collected
- Semester in which the assessment event occurred
- Number of students enrolled at the time of the event
- Number of students sampled
- Number of students achieving a “satisfactory” rating (Note that some variations separate satisfactory into two levels in order to capture exemplary performance)
- Number of students achieving a “non-satisfactory” rating
- Description of the tool and the event
- Standard against which the assessment is to be evaluated (Note that in multi-instructor disciplines and in areas, these standards are set by the group and not the individual instructor).
- Analysis of the individual instructor in examining the findings
- Plan of Action of the individual instructor

These form commonalities allow for expansion of discussion, since faculty members bring differing standards and differing expectations to the classroom. As a small college, we intuitively understand that our greatest resource is our ability to allow protracted discussions of our goals, our methods, our processes, and our successes and failures. We feel that the value of our system is not in manipulating rubrics, measurements, and numbers until our students “hit” a standard or benchmark, but that faculty find value for themselves in examining their own practices with others, and the institution identifies areas for cross-curricular discussion which may have been otherwise overlooked.

Completed data forms are emailed to SVCC’s assessment mailing address (assessment.svcc.edu). The instructor may also choose to save a copy in a private location or to file a paper copy; however, once the submitted form is linked into the assessment system, it is the only formally recognized copy of the data.

Although it has served as an excellent starting point for a digital assessment system, the intranet approach has limitations which have shifted the Core Team’s focus to moving our assessment system to a database system. Currently, the general education forms are housed in a database, which allows much greater user flexibility in reviewing and reporting data. The area assessments will follow, and ultimately we hope to have each instructor able to enter assessment data in the main system, add notes and discussion information, and be able to review data across the college and over time.
Evaluating the System

Another key feature of the system is that the core team is responsible for on-going evaluation of the system itself. This ‘meta-assessment’ is necessary to determine if the assessment system is fulfilling its objectives in a desirable manner. Inherent in the design process was the core team’s vision that the system would be organic, that it would safeguard academic freedom, and that it would be simple to access, use, and perpetuate.

Each year the core team administers and processes several measures of system health to determine the plan’s continued viability. The first is a faculty survey designed to explore faculty attitudes and experiences using the system. The survey first allows faculty to respond to the assessment culture at the college—what is working, what is understood about the process, and which areas remain murky. Many of these questions remain consistent from cycle to cycle in order to measure the changes in assessment culture over time. The second portion allows faculty to comment on their experience using the electronic data collection system and provide suggestions for streamlining the collection process.

Another measure of system viability is an annual analysis of the data collection system. This “informal audit” looks at the objectives of each area to determine if all objectives are being measured systematically, and if data is being properly stored and sorted. Such analyses also help determine database needs and reporting form needs for the system.

A third component of the evaluation system is a periodic administrator survey which asks administrators to measure the assessment system against the HLC matrix of implementation to determine how our college is maturing as an assessment-based institution.

Finally, the core team annually reviews this assessment plan and its supporting documentation against the practices in place and the strategic goals and objectives of the college. These documents are then revised as needed to reflect the most current practices.

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<tr>
<td>February</td>
<td>Core Team</td>
<td>Administer faculty survey/ administrator matrix survey</td>
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<tr>
<td>March</td>
<td>Core Team</td>
<td>Gap Analysis/ Electronic system audit/ review documentation</td>
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<tr>
<td>April</td>
<td>Core Team</td>
<td>Analyze and present results of faculty surveys to full assessment committee; Make recommendations for system improvement to full assessment committee</td>
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Statement of Implementation

This document is the institutional policy manual describing Sauk Valley Community College’s Student Academic Achievement Assessment Plan. This document sets forth
the assessment cycle, and the responsibility of individuals in completing the cycle. It is the full delineation of expectations which are summarized in the college's job descriptions, as noted below:

**President (Revised 1/22/02):**
Develop, maintain, and evaluate the academic programs and student services of the College and create a climate which enhances student learning, stimulates creative approaches to teaching and learning, and motivates both staff and students to optimum achievement.

**Academic Vice President (Revised 7/7/10):**
“Provide leadership to the division in developing strategies to advance student learning and staff development”
“Ensure that curriculum coordination, evaluation, and revision are carried out by each of the academic divisions.”

**Dean of Health Professions (Revised 5/24/07)**
“Provide leadership to the division in developing strategies to advance student learning and staff development.”
“Facilitate the planning and execution of defining target learning outcomes at the course and program level and the assessment of student learning outcomes.”

**Director of Academic Development (Revised 4/30/07)**
“Coordinate academic developmental program planning, training, recruitment, marketing, assessment and evaluation efforts.”

**Instructional Staff (Revised 12/17/04)**
“Support and promote the philosophy and mission of this learning college, using them as guidelines in decision making.”
“Assume responsibility, as a staff member of Sauk Valley Community College, for accomplishing the goals and objectives of the College.”
“Participate in the established college-wide process for assessing student learning, which includes generating and sharing classroom assessment data.”
“Regularly assess student learning in the classroom and adapt instruction accordingly.”
“In accordance with the College-wide strategic planning process, regularly review the need for courses, programs and other curriculum changes.”

Recommendations for changes to this plan should be forwarded to the Academic Vice President for review by the assessment committee.

Plan adopted: January 1, 2005
Revised: August 2010