



Open Pathway Quality Initiative Report

Institutional Template

The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the quality improvement requirements of the Open Pathway.

XXXXXXXXXX
Signature of Institution's President or Chancellor

8/15/23
Date

Dr. Steve Robinson, President

Printed/Typed Name and Title

Lansing Community College

Name of Institution

Lansing, MI

City and State

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words.

The report must be submitted by June 1 of Year 9.

Submit the report as a PDF file at hlcommission.org/upload. Select "Pathways/Quality Initiatives" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. The file name of the report should follow this format: QIReport[InstitutionName] [State].pdf (e.g., QIProposalNoNameUniversityMN.pdf). The file name must include the institution's name (or an identifiable portion thereof) and state.

Date: August 3, 2023

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Report Categories

Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished and explains any changes made to the initiative over the time period.

Our Quality Initiative focused on completing a culture of assessment at Lansing Community College (LCC) by adding a formal cocurricular assessment process to our existing assessment plans. The plan was to develop a cocurricular assessment tool/template, perform assessment on five programs as a pilot project, prepare a Cocurricular Assessment Handbook, prepare a Cocurricular Student Catalog, establish a schedule for cocurricular assessment, and utilize a non-credit transcript for recording cocurricular accomplishments for students.

Although we were able to complete four out of eight objectives (cocurricular assessment plan, cocurricular assessment template, handbook, and establish a review cycle) and modified two others (data collection and student catalog), we were not able to complete two of the objectives (review of the tools and development of a non-credit transcript) due to a series of unexpected challenges. One of those challenges was the COVID-19 pandemic; our College was primarily remote from March 2020 until January 2022. In addition, there was substantial turnover in our Office of Diversity & Inclusion (ODI), which housed several of the proposed programs for cocurricular assessment – student activity in those programs dropped significantly during the pandemic. One of those programs was TRIO, and our federally-funded TRIO grant was not renewed. However, we created a program called ACCESS (Access to College and Careers with Excellence through Student Services) to serve students who were involved in TRIO as well as others within the College. Finally, due to limited availability of technology resources and prioritization, developing a non-credit transcript remains a long-term goal.

A subcommittee of the Committee for Assessing Student Learning (CASL – a standing committee of the Academic Senate), working with the Director of Assessment and the Accreditation Liaison Officer (ALO; also, a member of CASL), initiated this project by developing a cocurricular template and strategizing with the five original programs: the Leadership Academy, library-based information literacy training, TRIO (now ACCESS), Lucero, and the DEI Digital Badge. Two of these programs, the Leadership Academy and library-based information literacy training in support of our writing program, as well as an additional cocurricular program not included in the proposal – the Cardio Exercise program, were successful in developing their assessment plans and providing data on student learning outcomes. In addition, a Cocurricular Student Learning Assessment Handbook was created and posted on the CASL website, along with a Cocurricular Assessment Design and Planning document. As for a cocurricular assessment schedule, the determination was made to conduct all of these assessments annually. Rather than a Cocurricular Student Catalog, a webpage highlighting cocurricular programs/opportunities is being developed, as well as an informational page for faculty as a mechanism to keep information up to date.

Student success data were collected for the Leadership Academy, the library program supporting sections of Composition I, and the Cardio Exercise program. Given the challenges encountered with the cocurricular programs housed within ODI, a Special Services Contractor (one of our faculty) has been reviewing demographic data to better identify and understand the learning needs of the students ODI serves, and this individual has been working with the Director of Assessment and the ALO to develop cocurricular assessment plans utilizing the assessment template. Data collection will begin in fall 2023.

As a result of this project, we have in place effective processes for assessing cocurricular student learning, as well as information which will guide faculty and staff in the development of their assessment plan(s). Indeed, the Director of Assessment and Accreditation Liaison Officer have already begun working with the Athletic Director on a cocurricular assessment plan for both their internal activities and their connection with the Kinesiology program. Upon completion of this initiative, we will present an

update report to the Academic Senate and all potential cocurricular programs, and begin developing assessment plans as needed for additional cocurricular programs. In addition, a communications plan is being developed to inform various College constituencies of our progress and plans.

Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

In March 2019 the Academic Senate at LCC approved the following definition of "cocurricular" to guide our assessment efforts:

"Cocurricular refers to activities and events that enhance and complement the educational experience at LCC, relate to the Essential Learning Outcomes, and connect students to the college and community."

Upon approval of our Quality Initiative Proposal in June 2020, the Cocurricular Team, a subcommittee of CASL, began working with five cocurricular programs on developing their assessment tool(s). Primarily, this involved the Director of Assessment working with leaders of the individual programs to determine assessment procedures that best fit each program and aligned with their student learning outcomes. Our cocurricular programs are of two general types: those that are academic in nature, and those which focus more on student support. Academic cocurricular programs which are academic in nature lend themselves to traditional assessment of academic assignments, whereas student support cocurricular programs, though they may have learning elements (e.g., financial literacy), often measure outcomes such as GPA, persistence, retention, and completion.

The development of cocurricular assessment plans for the academic cocurricular programs, library support for sections of Composition I and the Leadership Academy, were relatively straightforward as these were ongoing programs. However, we were unable to create cocurricular assessment plans nor collect consistent and useable data for student support programs. The primary reason for this was the lack student interest and participation during the years College activities were remote. In order to provide additional data, we decided to include the Cardio Exercise program. This program has been in existence since 2017 and was defined using the above Academic Senate definition as a cocurricular program in 2019. As with the Leadership Academy and library programs, the development of an assessment plan for the Cardio Exercise program was relatively straightforward.

As these cocurricular assessment plans were developed, the Director of Assessment, CASL, and the ALO, developed two documents to guide further cocurricular program development: a *Cocurricular Student Learning Assessment Handbook* and a somewhat more thorough *Cocurricular Assessment Design and Planning* guide. These documents were reviewed by the ALO, CASL, and the Academic Senate, and then made available to the College through the CASL webpage. As we move toward completion of this initiative, the ALO recently met with the Internal Communications Coordinator to create a communications plan to advertise both the completion of this initiative and our next steps moving forward. In addition to a formal communications plan, as a standing committee of the Academic Senate, CASL's work on this initiative (past and present) will be reported to the Academic Senate. Following senate meetings, the Secretary of the Academic Senate sends out an email covering "Hot Topics," and individual Senators are expected to communicate relevant information to their constituents around the College. Note: We have an Academic Senate comprised of 75% faculty and academic professionals and 25% staff and administration, so senate communication covers most units within the college.

Moving into the data collection phase of this quality initiative, we encountered two major challenges which are described below in Question 5. One of those challenges was the COVID-19 pandemic, the other being turnover in the leadership of several of the cocurricular programs.

Despite these two challenges, the library support for sections of Composition I, the Leadership Academy, and the Cardio Exercise program continued their work, and data were collected (see Question

4). With regard to the student support cocurricular programs within ODI (LUCERO, TRIO, and the Diversity, Equity, & Inclusion [DEI] Digital Badge initiative), the combination of low student numbers while College functions were primarily remote due to the pandemic, the loss of our federally funded TRIO grant, and substantial turnover in ODI leadership, we were unable to collect consistent and useable data for these programs. However, ODI now has a Special Services Contractor who began compiling demographic data on students in ODI programs in order to better identify the students they are serving. She is also working with the Director of Assessment and the ALO on the creation of cocurricular assessment plans for each student support cocurricular area. These plans will be developed in the fall of 2023 and data collection will follow their development.

Following discussions in CASL, we decided it made more sense to provide students with a webpage, as opposed to a handbook, to help them identify and become familiar with their cocurricular opportunities. This decision was based on the fact that students are even more likely after the pandemic to desire information in digital formats. Likewise, we are planning to provide information for faculty across the College regarding cocurricular programs and assessment via the website. These webpages are currently under development by a subcommittee of CASL, and will be established in fall 2023.

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

The primary impact of this initiative has been to advance our culture of assessment by providing a formal process for assessing student learning that occurs in cocurricular programs. As we began the initiative, it became apparent that we needed a consistent approach to cocurricular assessment, not only to ensure quality programs in terms of supporting student success, but also to have some basis for comparing programs to one another, as we do with our program review process for academic programs. Although there will always be a need for continuous quality improvement with regard to assessment, we now have formal processes in place for assessing both general education and cocurricular programs. Adding assessment to additional cocurricular programs will blend naturally with our continued efforts to align course learning outcomes with program and institutional learning outcomes.

This initiative will also allow us to recognize, and hopefully enhance, ways in which cocurricular programs promote academic success in corresponding curricula. By intentionally correlating cocurricular assessment with other measures of student success, whether they be course learning outcomes, program learning outcomes, collegewide Essential Learning Outcomes, or measures of persistence, retention, and completion, having a standardized procedure enhances our ability to ensure that cocurricular programs support curricula across the College.

Looking forward, we are now better prepared to address the impact of cocurricular programs on student success in academic programs. Additionally, we are becoming more focused on ensuring that cocurricular programs support student learning outcomes, whether they be outcomes within the cocurricular program (for example, teaching financial literacy in a student support focused program) or course, program, or institutional learning outcomes. CASL will play a key role in utilizing the assessment template to ensure comparable, though not necessarily identical, data for the various cocurricular programs. This will enable us to have meaningful conversations about the contributions of such programs. For example, we have seen programs like ACCESS and Men About Progress (see Question 4) help students to succeed. However, in the absence of a coordinated assessment plan, we cannot really be sure why the programs have been helpful. Knowing the “why” would help us to maximize the benefits of such programs and replicate the model throughout the campus. To facilitate all of this work, a full-time support position has been created to provide the Director of Assessment (and indirectly CASL) with the help they need to ensure this work is done thoroughly.

4. Explain any tools, data or other information that resulted from the work of the initiative.

We developed a *Cocurricular Student Learning Assessment Handbook* and a *Cocurricular Assessment Design and Planning* guide, both of which are available on our CASL website. Contained within each guide is a key document: the Cocurricular Assessment Plan Template. These documents provide guidance to faculty and staff through all stages of an assessment plan, including recognizing/defining the learning outcomes for their cocurricular program, tying the outcomes to the collegewide Essential Learning Outcomes, and maintaining continuous quality improvement.

The Library Instruction Program has defined “Learning Standards and Outcomes” based on specific course assignments in the Composition I course, and procedures for both evaluating student perspectives on the support they’ve received and for providing feedback to program faculty regarding the results of library instructional support. Based on the most recent data set, students who were required to attend at least one library session performed better than those who were not required on two program learning outcomes: 1) supporting their written claims with valid reasoning and documented evidence, 84% vs. 79% pass rate; and 2) adhering to the conventions of writing for academic audiences, 92% vs. 89% pass rate. Unfortunately, there were three program learning outcomes where requiring a library visit seems to have had a negative effect: 1) analyzing complex ideas, 77% vs. 84% pass rate; 2) gathering research from digital and print sources, 72% vs. 76% pass rate; and 3) demonstrating an understanding of citation principles and practices, 72% vs. 76% pass rate. Based on these conflicting results, both librarians and program faculty can evaluate the library’s program, as well as student perspectives on the library’s program, and engage in continuous quality improvement. Indeed, based on their results, the librarians and the faculty share “instruction recommendations” for improving outcomes. Recommendations include items such as providing students with more concrete examples, outlining the research process better, emphasizing the need for multiple sources to support arguments, and teaching students time management skills.

The Leadership Academy was developed in 1993 to help students grow in the areas of leadership and service. It provides students who have a passion for community service with opportunities to learn about leadership styles and skills and participate in community service while following the students’ academic programs. Although the program is small (currently 12 students), all students met the learning outcomes expected for this cocurricular program, as measured by a paper on leadership. The average scores for various demographics (gender or race/ethnicity) ranged from 92-98% on the leadership paper.

Cardio Exercise is an initiative developed by our Fitness and Wellness program, which has been active for over 10 years. Students engage in some cardiovascular activity prior to an exam, or exams, in order to stimulate brain activity and reduce anxiety. Most students simply walk, but others may run, bike, use an elliptical machine, or climb stairs. They typically engage in light to somewhat hard activity, for 20-30 minutes, within a half hour to an hour before their exam. In addition to Health & Wellness/Kinesiology and Nursing students, the programs participating in the project have included key general education courses in science, math, psychology, sociology, and communication. Most students study the usual amount of time – in other words, this program does not require additional or special academic activity. As a result of this program, the number of students who are not successful in their courses (defined as a grade of less than 2.0) was cut in half. In addition, students who were successful tend to raise their course grade after participating in cardiovascular activity. Participants shared favorable views of the program and their participation in it.

Despite the challenges that occurred with regard to the three student-support focused programs housed within ODI (see Question 5), some preliminary data were obtained, and plans have been set to routinely collect data moving forward.

In our proposal, we intended to establish assessment plans for three cocurricular programs: TRIO, LUCERO, and the DEI Digital Badge. The DEI Digital Badge was a special project championed by our former Chief Diversity Officer. Since her departure, there are no plans to continue this project at the present time. Due to the primarily remote nature of the College’s programs during the pandemic, the LUCERO program student participation dropped to zero and, therefore, there was no cocurricular data to collect. Finally, we no longer have the federally-funded TRIO grant, but we have created a new in-house program called ACCESS to replace TRIO and serve a broader group of students.

In order to ensure assessment of cocurricular programs in ODI, the Interim Chief Diversity Officer has recruited an experienced, full-time faculty member to serve as a Special Services Contractor focused on assessment of the programs within ODI. This professor has met with the Director of Assessment, and also with the ALO, to discuss both this project and the need for cocurricular assessment moving forward, and is in full support of ensuring that these programs are linked to our collegewide Essential Learning Outcomes. These meetings included covering the cocurricular handbook and being made aware of the cocurricular assessment template. The Special Services Contractor and Interim Chief Diversity Officer are aware of and support putting these plans in place this fall (2023), allowing us time to have an academic year's worth of data before our Assurance Argument is due in August 2024.

In order to more clearly identify the students they serve, ODI has been collecting demographic data, as well as information on their students' goals. Two programs in particular have these data, one is the ACCESS program and the other is called Men About Progress (MAP). MAP is an academic and social support program aimed at Black males (but open to all), with a declared major, and pursuing an Associate Degree. The ACCESS students are mostly female (67%), students of color (28% Black, 21% Hispanic, 13% Asian, 4% Native American), working (57%) or looking for work on campus (30%), of varied ages (34% are 18-24; 31% are 25-34; 24% are 35-44), and some are first generation college students (13%). The Access students' top five self-reported needs are help with educational/career goals, improving college grades, help with academic preparedness, help with technology resources, and help transitioning to college. Each of these needs aligns with the Essential Learning Outcome of Personal and Social Responsibility. So far, these students have focused on general education courses, including their basic writing and math classes, as well as the popular introductory courses in sociology and psychology. The percentage of these students who are successful in their courses (defined as a grade of 2.0 or better) exceeds the collegewide performance of all students in the writing, sociology, and psychology courses. Unfortunately, due to the lack of an intentional assessment plan tied to student learning outcomes, the factor(s) underlying this student success remain unclear. Tying this student support program to identifiable student learning outcomes is one of the tasks the Special Services Contractor has been retained to address and, as noted above, they are focused on working within the guidelines of our new cocurricular assessment plan and utilizing the cocurricular assessment template.

Students in the Men About Progress program are mostly male (91%), students of color (73%), and approximately half are first generation college students (1 student was not sure). The most commonly cited reason for joining Men About Progress was help graduating, most are pursuing an Associate Degree (82%), and the most popular majors are Psychology, Criminal Justice, and Business. This program has had significantly fewer students than the ACCESS program (due, in part, to the college being remote during the pandemic and due, in part, to turnover in ODI). Again, there is clearly room for improvement and a focus on intentionality, and the Special Services Contractor will be addressing these issues moving forward.

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

We experienced two major challenges during the implementation of this initiative, neither of which could reasonably have been anticipated.

The COVID-19 pandemic interfered with this project in two primary ways. First, other essential functions, such as switching nearly all courses to online formats, took priority. Second, due in large part to students not being on campus, TRIO (now ACCESS) and Lucero had very few students participating in the programs during this period. Thus, establishing new processes for collecting data was quite difficult. Indeed, there were periods where there was no data to collect, due to the lack of participation by a meaningful number of students.

The other major challenge pertained to our decision to include three pilot groups which were affiliated with ODI. Although our college has a strong commitment to diversity, equity, and inclusion, we experienced an unanticipated period of ongoing turnover in ODI. We are still working to stabilize these programs, as our Board of Trustees has made DEI efforts a significant focus of LCC's commitment to serving our community, and it is included in our strategic plan. It is also important to note that although

one of our chosen pilot programs was TRIO, we no longer receive a federally-funded TRIO grant. We have, however, established a similar program, which we call ACCESS. Regarding the DEI Digital Badge (the third ODI program), as noted above, this was a special project of the former Chief Diversity Officer, and the project lapsed with their departure.

A lesser challenge pertains to our intention to begin utilizing a non-credit transcript to keep track of cocurricular accomplishments for our students. Currently, there are technical challenges to following through with this plan. Given all that has happened with regard to technology in recent years, and the challenges of hiring personnel, particularly personnel with skills in technology, we simply do not foresee this task rising sufficiently up the list of priorities any time soon.

The primary opportunity resulting from the success we have achieved during this initiative is that we now have a process in place to guide programs who want to be considered as cocurricular, as opposed to extracurricular. One program which has already expressed interest is our LCC Stars Athletics program. The new Athletic Director has a background in kinesiology, so he is interested in connecting the athletic programs with our Kinesiology/Professional Fitness Leader program. This is one opportunity that would allow LCC Stars Athletics to identify specific aspects of athletics which are related to an active curriculum and/or the collegewide Essential Learning Outcomes. As such, there can be actual assessment of student learning, which we consider essential to our definition of a cocurricular program and such a program's formal assessment process.

Another opportunity pertains to the status of two of the programs which were affected by both the pandemic and turnover in ODI: ACCESS and LUCERO. Both of these programs provide a range of support services for students at LCC. The Senior Vice President for Business Operations, serving also as interim Chief Diversity Officer, has assigned a Special Services Contractor as an assessment coordinator to plan for ongoing assessment of these programs. That individual has met with the Director of Assessment and the ALO to review the intent of this initiative going forward, and is putting assessment plans in place to ensure cocurricular assessment beginning with fall semester, 2023.

Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

The individuals most directly involved in this initiative, and those who have continued since the proposal was accepted, are the Director of Assessment – Karen Hicks, the Chair of CASL – Timothy Deines, the ALO – Mark Kelland, the Ombudsperson/Director of the Leadership Academy – Patti Ayers, the Online Learning Librarian who coordinated with the English faculty – Chuck Page, and one of our eLearning Course Management System Instructional Design Specialists – Kara Wiedman. At the beginning of this quality initiative, we also had the Director of the Cesar Chavez Learning Center as a representative from ODI – Alejandro Gradilla, but he left the College. During the initiative we added the Cardio Exercise program to this project, as it is a cocurricular program that has been collecting data for approximately 10 years. The Cardio Exercise program was led by a team within the Health & Human Services Division – Mari Croze, Amy Stoakes, and Tiller Landick. Finally, ODI has brought on a Special Services Contractor to identify appropriate cocurricular learning outcomes for all of the student support programs in this important area of the College.

Given the diversity of the programs involved, there were a variety of perspectives on the worth and impact of the programs. The Leadership Academy provides students with a unique leadership development experience, combining leadership theory from a humanities perspective with practice both on campus and in community service settings. The library partners with faculty teaching specific courses in support of student success as it pertains to course learning outcomes. Cocurricular programs within ODI, which serve a more holistic role in supporting students, seek to increase persistence, retention, and completion. As part of this approach, ODI will always be interested in demographic data, in order to ensure they know who they are serving, and what those students are looking for in terms of support.

Regarding the Cardio Exercise program, the team emphasized that their data demonstrate the intervention improves student learning. Further, their data aligns with previous research which has shown significant improvement in success rates for students who have participated in cardio exercise before a quiz, exam, or presentation. As for its impact, having students perform cardio exercise before an assessment is a simple pedagogical tool that can be added to all faculty tool boxes, as demonstrated by the fact that it has been applied in health & wellness, kinesiology, nursing, science, math, psychology, sociology, and communications courses.

The Chair of CASL views the cocurricular assessment process as valuable because it connects different stakeholders at the college interested in making cocurricular activities more meaningful for students. Likewise, the Director of Assessment emphasized the potential for extending connections between cocurricular programs and specific academic programs. To wit, the library is already working directly with the Composition I course. The Cardio Exercise program has worked with individual instructors, but efforts are being made to work more directly with programs and departments to ensure intentional integration into the curriculum in science and math courses. The Director of Assessment also plans to help the Leadership Academy integrate intentionally into Management courses in the coming academic year.

The ALO viewed the worth and impact as being the same – cocurricular assessment is expected within HLC's Criteria for Accreditation, and formalizing the process provides clarity for writing our Assurance Argument. We now have a formalized process, and it can be applied to other cocurricular programs in anticipation of our comprehensive evaluation and for the benefit of the students involved in cocurricular programs. In addition, as proposed, this helps the College toward completion of a culture of assessment.

7. Describe the most important points learned by those involved in the initiative.

Certainly, the most important point we learned is that there were inconsistent processes regarding our cocurricular programs and data collection mechanisms. In addition, there was not good alignment in all of the programs between student learning outcomes of the cocurricular programs and our Essential Learning Outcomes. We lacked the 'why' students were or were not successful in their academics based on their participation in cocurricular programming. We also discovered that there was no intentional focus on the two fundamental types of cocurricular programming – those that were themselves academic in nature, as opposed to those that serve primarily a student support role. Although assessment differs between these two types of programming, it is still possible to focus on student success and student learning outcomes when developing and implementing cocurricular assessment plans.

Cocurricular assessment requires significant planning up front because most programs do not yet have alignment or processes in place to guide the assessment process. Without planning the assessment process first, how can a program know what should even be assessed? If the program does not have intentional program goals and objectives which align with the College's Essential Learning Outcomes, how would a program be able to conduct a valid assessment? Also, would members of the program even understand the task at hand? It does not benefit either the students or the College to simply collect data for its own sake. It has to be meaningful, and that means someone (or a group within the program) needs to be guiding program planning before assessment can be addressed. Without intentionality, assessment serves no purpose. It has remained a challenge to convey this concept across the College, though the cocurricular areas have demonstrated both a desire and a commitment to demonstrating their value in support of collegewide student success.

Somewhat related to the above concern, we learned (or rather, experienced) that consistency of personnel (and, at times, services) can be highly variable in cocurricular areas. This makes program planning, and assessment in general, very challenging. Some of the programs in this initiative are still experiencing these challenges. We are considering ways in which this concern can be addressed, and it likely requires a dedicated position to oversee our ongoing cocurricular assessment processes in order to ensure consistency.

As a result of this initiative, the Director of Assessment will be recording the learning outcomes alignment between cocurricular program learning outcomes and particular course/program learning outcomes. This effort will facilitate our intentions to pair certain cocurricular programs with logically chosen academic partners. In other words, we have seen that cocurricular programs work best when their intended outcomes align with the learning outcomes of a particular course or courses within an academic program. For example, the library and Composition I, the Leadership Academy and Management, or Athletics and Kinesiology. These more natural pairings may provide helpful insights into how more student support oriented cocurricular programs, such as those in ODI, can align generally with our collegewide Essential Learning Outcomes and, perhaps, in some instances more specifically with certain academic offerings. As noted above, this effort would certainly benefit from dedicated support in terms of personnel.

From a higher-level perspective, we have discussed the need to approach cocurricular assessment in the same manner that we now approach program review: set a regular schedule, utilize the template for consistency and comparability, and support program leadership in fulfilling the task. In this manner, we can guide a consistent process that will provide the reported data that the College needs to measure student success following participation in cocurricular programs, while also ensuring that each program is providing valuable and intended services in support of our students.

Resource Provision

8. Explain the human, financial, physical and technological resources that supported the initiative.

Since this project built on existing assessment processes, and the personnel involved were already in charge of the programs that participated, no additional resources were necessary, nor will any be necessary to continue moving forward. The Director of Assessment, members of CASL, the ALO, and the individuals leading each of the cocurricular programs supported this initiative in the due course of fulfilling their regular responsibilities at LCC. Accordingly, they will continue to do so, as will the leaders of any additional cocurricular programs identified moving forward. Nonetheless, in response to concerns noted above (in Questions 3 and 7), a new full-time support position has been created to assist the Director of Assessment with expanding our assessment of cocurricular programs and ensuring the quality, consistency, and comparability of cocurricular assessment data.

Plans for the Future (or Future Milestones of a Continuing Initiative)

9. Describe plans for ongoing work related to or as a result of the initiative.

Given that ongoing assessment of student learning is an essential requirement of HLC Core Component 4B (and cocurricular assessment is identified in Subcomponent 4B1), it was our intention from the beginning of this initiative to incorporate the processes and results of this project into our culture of assessment at LCC. The programs which participated in this initiative will continue to monitor student learning data on an annual basis.

A minor challenge that we faced during this initiative was getting programs used to the idea of using the cocurricular assessment template that had been developed. The programs that had been collecting data over time were used to doing things a certain way, and that's how the data were collected for this initiative. The programs which would have been new, which would have naturally begun with the template, were the programs affected by our major challenges. Moving forward, we plan to begin using the template in the same manner as the template we use for Program Review with each of the academic programs. This should facilitate consistency across cocurricular programs, while also allowing programs to collect all the data they see fit, and then focusing on an annual cocurricular report that specifically addresses how their cocurricular program supports student learning outcomes at the course/program level and how those student learning outcomes align with the collegewide Essential Learning Outcomes.

In addition, we are already beginning to focus on programs across the College that are clearly cocurricular, but which haven't yet established an assessment process. Some of this work has begun,

particularly with the ODI programs that were included in our proposal, but which, due to the challenges noted above, haven't yet begun a formal assessment process. As also noted above, ODI has tasked an individual with leading their efforts, and the ALO and Provost, with input from the Academic Deans, will work to identify all cocurricular programs which need to begin a formal assessment process.

As described above, we have also begun talking with additional programs that are not clearly cocurricular (as opposed to extracurricular), such as the LCC Stars Athletics program, to fully incorporate them into the realm of cocurricular programs with assessment of student learning outcomes, if that is appropriate. As additional, or potential, cocurricular programs are identified, they will be supported by the Director of Assessment and CASL in developing their assessment plan and then routinely collecting data on student learning.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

Two significant artifacts that were developed are the Cocurricular Assessment Design and Planning document and a Cocurricular Student Learning Assessment Handbook. The first document is an overview of cocurricular assessment at LCC, as well as a review of the processes leading us to this initiative and setting the stage for our continuing work. The handbook is a more practical guide to help faculty and staff in determining whether a given program is cocurricular, and if so, how to begin developing the cocurricular assessment plan and then following through with data collection. Both include the template which we developed for establishing assessment of any cocurricular program, which can be used to provide consistency in the reporting of cocurricular assessment.

LCC would be willing to share these documents with other institutions, and the Director of Assessment and the ALO are considering preparing a conference presentation on the experiences we encountered during the conduct of this initiative.