Lansing community college

general education assessment PLAN

By the Committee for Assessing Student Learning (CASL)

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# THE PURPOSE OF LCC GENERAL EDUCATION ASSESSMENT

*Lansing Community College provides high-quality education ensuring that all students successfully complete their educational goals while developing life skills necessary for them to enrich and support themselves, their families, and their community as engaged global citizens.*

Lansing Community College’s mission statement, noted above, describes our primary focus on the success of our students. Lansing Community College provides equal education for all persons. Our policies and practices, inside and outside the classroom, assure that all students enjoy the same rights and opportunities across the College and are empowered to participate in an equitable world.

Lansing Community College prepares students to participate equitably in the local community and in the world by providing learning opportunities that build broad skills that are applicable across all disciplines and necessary for gainful employment. These skills are identified as our *institutional learning outcomes*, meaning, regardless of the chosen program of study, all LCC students are provided learning opportunities to build these skills. Lansing Community College adopted the Association of American Colleges & University’s (AAC&U) learning outcomes, called *essential learning outcomes*, or ELOs, as the institutional student learning outcomes we will use to support and assess student success. .

To ensure all students are achieving these institutional-level student learning outcomes, LCC conducts regular assessment within its general education program. The general education program represents a set of foundational courses designed to develop skills, knowledge, competencies, and values that prepare all LCC students for success in their personal and professional lives.

**General Education Assessment Summary Table**.

|  |  |
| --- | --- |
| General Education Assessment is … | General Education Assessment is not … |
| Focus on student learning  | Focus on faculty performance  |
| Assessment of institutional level student learning outcomes  | Assessment of course-level or program-level student learning outcomes  |
| A process to uncover strengths and weakness in the expectations and alignment of student learning outcomes  | A process to uncover strengths and weaknesses in faculty teaching |

## General Education Assessment Calendar

Each general education course begins their general education assessment process on year one and continues assessment work throughout a cycle that, where possible, is aligned to the program review calendar. General education assessment work begins before a program of study’s program review so that student learning data is collected and used prior to the program review meeting. While some general education courses may not fit within a program of study, their schedule will align with that of the program of study or discipline. This cycle will produce the assessment of approximately 180 courses and 750 course sections. The table below shows the 2018-2023 general education schedule and includes the design and testing of the general education assessment process with our largest general education course: English 121, Composition I. This course reaches the most students each semester and has the largest number of faculty. Please note this calendar is dynamic and flexible.

|  |  |
| --- | --- |
| YEAR 1 | PROGRAM AREA OR DIVISION |
| 2016-2018 | English 121 |
| 2018-2019 | Social Science & Humanities  |
| 2019-2020 | English; Business, Communication, & the Arts, Health & Human Services, and Technical Careers |
| 2020-2021 | Science  |
| 2021-2022 | Mathematics  |

# GENERAL EDUCATION, CORE, AND MTA DEFINED

LCC’s general education program is comprised of both general education Core classes and MTA classes. Both Core and MTA classes represent all general education courses, each with specific purposes. MTA (or, Michigan Transfer Agreement) courses are “designed to facilitate transfer from one institution to another” (LCC.edu). Core courses describe general education classes within one of LCC’s five Core areas (i.e. communication, global perspectives and diversity, mathematics, science, and writing) and are applicable to general education within LCC associate degree programs of study (e.g. courses may meet general education for a technical degree program but may not satisfy transfer requirements). For the purposes of the general education program, any course that is designated as Core and/or MTA is included in general education assessment.

# GENERAL EDUCATION ASSESSMENT PLAN ROLES AND RESPONSIBILITIES

LCC’s General Education assessment process is a collaborative, campus-wide effort that involves active participation with all members of the LCC community (faculty, students, administrators, committees, and community). The Higher Learning Commission (HLC) offers minimum guidelines in its Revised Assumed Practices (effective September 2017) stating “the institution maintains a minimum requirement for general education for all of its undergraduate programs.”

LCC applies these guidelines using a participatory approach to general education assessment with active representation of multiple voices within the College community: Committee for Assessing Student Learning (CASL), Academic Senate, faculty, students, the Center for Data Science, assessment teams, Student Support Services, and administration.

These roles carry out general education assessment responsibilities throughout the general education cycle (i.e., they are ongoing). A detailed list of specific tasks and timelines for each role are identified in each year’s general education assessment plan activities table to follow. A brief overview of each of these general education roles and responsibilities is listed below.

*Committee for Assessing Student Learning (CASL) –*

* Develop and implement campus-wide General Education assessment plan
* Serve as a mentor to General Education faculty throughout the general education assessment cycle
* Communicate campus-wide General Education assessment plan
* Collaboratively develop tools and processes to facilitate the implementation of the campus-wide General Education assessment plan with the Center for Data Science (CDS).
* Provide ongoing feedback and recommendations for improvements to the campus-wide General Education assessment plan to CASL

*Academic Senate –*

* Review, provide feedback, and approve the campus-wide General Education assessment plan
* Drive, support, and facilitate the design and implementation of the campus-wide General Education assessment plan
* Provide ongoing feedback and recommendations for improvements to the campus-wide General Education assessment plan to CASL

*Faculty –*

* Ensure the student learning outcomes stated on the course syllabi are current and reflective of the course content
* Provide students with an opportunity to demonstrate skills, knowledge, and competency of one or more institutional student learning outcomes (also called essential learning outcomes, or ELOs).
* Share student learning outcome results with the Center for Data Science according to the assessment schedule.
* Participate in a review of the assessment results and provide recommendations for improving course assessment.
* Provide ongoing feedback and recommendations for improvements to the campus-wide General Education assessment plan to CASL

*Students –*

* Participate in assessment activities as relevant to the course requirements.
* Provide ongoing feedback and recommendations for improvements to the campus-wide General Education assessment plan to faculty, administrators, staff, CASL, Curriculum Committee, and other work groups and committees of the College.

*Center for Data Science (CDS) –*

* Support the design and implementation of the campus-wide General Education assessment plan
* Aggregate the results of institutional student learning outcomes
* Communicate and report the results of institutional student learning outcomes (i.e. ELOs)
* Provide ongoing feedback and recommendations for improvements to the campus-wide General Education assessment plan to CASL

*Administration –*

* Review, provide feedback, and approve the campus-wide General Education assessment plan
* Drive, support, and facilitate the design and implementation of the campus-wide General Education assessment plan
* Provide financial and non-financial resources to support the successful implementation and sustainability of assessment
* Remove barriers, where possible, to the successful implementation of the campus-wide General Education assessment plan
* Provide ongoing feedback and recommendations for improvements to the campus-wide General Education assessment plan to CASL

*Assessment Teams –*

Assessment teams are faculty members within each general education area that assemble periodically to discuss general education student learning assessment results and strategies. Members of these assessment teams serve as key-point persons of assessment within their respective general education area.

* Support the design and implementation of the campus-wide General Education assessment plan
* Serve as mentor and support to faculty within General Education discipline (i.e. Communication, Mathematics, Science, Global Perspectives & Diversity, and Writing)
* Meet with other General Education discipline-specific faculty throughout the assessment cycle to discuss course outcomes and negotiate continuous improvement recommendations.
* Collaboratively design, implement, and monitor instructional design and delivery improvements
* Provide ongoing feedback and recommendations for improvements to the campus-wide General Education assessment plan to CASL

*Student Support Services –*

All LCC employees serve LCC’s mission of student success. Employees within Student Support Service roles offer specific, discipline-specific guidance and feedback to promote student success through the design and implementation general education assessment. Some examples include, but are not limited to:

* Library
* Academic Success Coaches
* Advising
* Counseling Services
* LUCERO
* TRIO
* Women’s Resource Center
* Center for Student Access
* Learning Commons
* Writing Center

# LCC’S GENERAL EDUCATION OUTCOMES: ELOs

All areas of LCC, academic and non-academic, work together to helps students achieve institutional learning outcomes. For general education, LCC uses these institutional learning outcomes, also called essential learning outcomes, or ELOs, as the learning expectations of every LCC student, regardless of chosen program of study. Each general education course must link to one or more of these general education outcomes.

In May, 2015, Lansing Community College adopted the Association of American Colleges & Universities (AAC&U) four essential learning outcomes (ELOs). These essential learning outcomes “represent a consensus among educators and employers about the kinds of learning students need as preparation for successful participation in civic life and the global economy” (Rhodes & Finley, 2013). The four Essential Learning Outcomes includes the following, with descriptions:

|  |  |
| --- | --- |
| **Essential Learning Outcome (ELO)** | **Essential Learning Outcome Defined** |
| **ELO 1:***Knowledge of Human Cultures and the Physical and Natural World* | Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, both contemporary and enduring. |
| **ELO 2:***Intellectual and Practical Skills* | Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards of performance. Includes: * Inquiry and Analysis
* Critical and Creative Thinking
* Written & Oral Communication
* Quantitative Literacy
* Information Literacy
* Teamwork & Problem Solving
 |
| **ELO 3:***Personal and Social Responsibility* | Advanced through active involvement with diverse communities and real-world challenges. Includes:* Civic knowledge & engagement – local & global
* Intercultural knowledge & competence
* Ethical reasoning & action
* Foundations & skills for lifelong learning
 |
| **ELO 4:***Integrative and Applied Learning* | Synthesis and advanced accomplishment across general and specialized studies.Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.  |

LCC general education assessment requires each general education course links course outcomes to one or more of these ELOs. The ELOs are detailed into specific skills, competencies, and behaviors. These specific skills, competencies, and behaviors describe what an LCC graduate will know, do, or demonstrate upon successful completion of coursework. Faculty assess LCC students’ level of proficiency of these specific skills, competencies, and behaviors to determine general education assessment student learning results.

While there are four essential learning outcomes, general education faculty are only required to select ONE essential learning outcome as the focus of their inquiry during each general education assessment cycle. As an example , English faculty may select to assess ELO 2: “Intellectual and Practical Skills” and align the ENGL 121 course learning outcome “Support written claims with valid reasoning and relevant, sufficient, properly documented textual evidence” as the course learning outcome that is directly assessed in the classroom.

# LCC’S GENERAL EDUCATION ASSESSMENT PROCESS

There are three main parts to LCC’s general education assessment process:

I: Planning for general education assessment

II: Assessing student learning

III: Using assessment results to continuously improve student learning outcomes

An overview of the general education assessment activities and year those activities occur is noted in the calendar that follows.

### General Education Assessment Plan Calendar of Activities

|  |  |  |
| --- | --- | --- |
| Assessment Parts | Fall Semester | Spring Semester |
| **Year 1**Conduct Assessment | * Actively participate in General Education assessment meetings and trainings
* Collaboratively review course student learning outcomes.
* Update outcomes and assessment methods, as necessary
* Submit any outcomes changes to the Curriculum Committee, as necessary
* Prepare to conduct course-embedded assessment next semester
 | * Complete and upload general education assessment survey re: outcomes & methods. **Due the week before the end of the semester**.
* Conduct course-embedded assessment
 |
| **Year 2**Review & Plan to Use Assessment Results  | * Review General Education Assessment Results report
* Collaboratively reflect upon and discuss student learning results with colleagues (FT & PT faculty)
* Contribute recommendations for improvements to student learning outcomes
* Complete and submit General Education Action Planner survey. **Due the week before the end of the semester**.
 | * Plan & design strategies identified in your General Education Action Planner
* Add/Link the strategies to the Program of Study, Program area, and/or Department annual improvement plan and/or strategic plan.
 |
| **Years 3 & 4**Use Assessment Results | * Implement learning strategies
* Monitor changes to student learning outcomes
* Collaboratively review findings and results of learning strategies
* Make adjustments, as necessary
* Make recommendations for improvement to the General Education assessment plan
 |

### Year I: Conducting general education assessment

In year I, you will plan for and conduct general education assessment. During year one, general education faculty actively participate in general education assessment meetings and trainings to become familiar with general education expectations, processes, and tools and to conduct general education assessment. General education faculty also make decisions about the student learning outcome that will become the focus of the assessment study and the method that will be used to conduct assessment.

 The table below provides an overview of year I:

* The timeline for assessment activities
* Those responsible for those activities
* Assessment activities
* Applicable tools and resources

**Overview of Year I General Education Assessment Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Timeline | Responsible  | Assessment Activity | Tool/Resource |
| **Fall Semester** |
| Early in the semester | CDS, CASL | Contact general education area program faculty chair, Dean, Associate Dean, coordinators to confirm the courses that are scheduled for assessment the following spring semester. | See assessment schedule  |
| Early in the semester  | CASL, Dean, Associate Dean, coordinators  | Assemble assessment team and provide instruction, resources, and support |  |
| Early in the semester  | CASL  | Assign a CASL mentor to the general education area to assist with the general education assessment process throughout the assessment cycle  | [CASL membership list](http://www.lcc.edu/provost/assess/casl/members/)  |
| Throughout the semester  | CDS, CASL, General Education faculty  | Actively participate in general education assessment informational activities and trainings to familiarize yourself with general education expectations and processes. All general education documents, tools, and training information is available on the CASL and CTE (Center for Teaching Excellence) web pages  | [CASL webpages](https://internal.lcc.edu/provost/senate/standing-committees/casl.aspx) General Education Resources |
| Throughout the semester | General Education faculty  | Collaboratively review course outcomes to ensure they are current and measurable. Update course outcomes and related assessment methods, as necessary.  | Writing Course Objectives job aid (eLearning)[Student learning outcomes rubric](https://internal.lcc.edu/provost/senate/standing-committees/casl.aspx)   |
| Throughout the semester | General Education faculty  | Identify outcomes and assessment methods.  |  |
| Throughout the semester  | CASL; Assessment team | Collaboratively review assessment methods and outcomes |  |
| **Spring Semester** |
| As appropriate during the semester  | General Education faculty  | Conduct course-embedded assessment as you normally do. This includes assessing student learning of course outcomes that are aligned to General Education learning outcomes and scoring student work. |  |
| **Due the week before the end of the semester**  | General Education faculty  | Complete a general education assessment survey before the end of the semester. Record your assessment results in the Desire to Learn (D2L) gradebook. ***Each section of the course will submit a survey response. If you teach more than one section of the course, please submit a survey response for each section.*** | [General Education assessment worksheet & scenario](https://internal.lcc.edu/provost/senate/standing-committees/casl.aspx) If you have not received or misplaced your survey link, please [contact CDS](https://internal.lcc.edu/cds/contact/) to have it resent to you. |
| Weeks 15-16 of the Spring semester  | CDS, CASL  | Track completed results templates. Follow-up with course coordinators, faculty leads, department chair, and/or division leadership for incomplete or missing results surveys.  |  |
| **Summer Semester** |
| Early summer  | CDS  | Pull assessment scores from D2L gradebook; Analyze & report results  |  |

**General Education Assessment Informational Meetings and Trainings**

CASL provides general education assessment informational meetings at the start of each fall semester. In these meetings, CASL members provide an overview of the general education assessment process and showcase the tools that are available to conduct assessment. Please visit the [CASL website](http://www.lcc.edu/provost/assess/casl/projects/) for a current general education information session schedule and to access general education assessment tools.

*Sample General Education Assessment Kick-Off Meeting Agenda:*

* Overview of the general education assessment plan and expectations
* Overview of the general education assessment calendar
* Introduction to the general education assessment tools and processes
* Introduction of CASL members and general education assessment mentors

General education training is also available to faculty to receive detailed instruction for conducting general education assessment, as examples:

* How to conduct general education assessment
* How to map general education courses to the essential learning outcomes (ELOs)
* How to submit results of your general education assessment

In addition to this CASL-led general education assessment training, you may also visit the [Center for Teaching Excellence (CTE) calendar](https://www.lcc.edu/cte/workshops/calendar.aspx) to register for face-to-face general education assessment workshop or [eLearning’s Instructor Resource Site](https://elearning.openlcc.net/) to access an online tutorial anytime.

**General Education Assessment Mentor**

Each general education area is matched with a current CASL member at the start of year one of the assessment cycle. The CASL member serves as a general education assessment mentor to the area by offering support and guidance, as needed, to faculty and administration throughout the assessment cycle. Please [contact CASL](https://www.lcc.edu/provost/assess/casl/members/) if you have not received information about your General Education assessment mentor.

**Collaborative Review of Course Learning Outcomes**

The learning outcomes of each general education course define what LCC students are expected to know, do, or demonstrate upon successful completion of the course and are aligned to one or more of LCC's essential learning outcomes. General education faculty are expected to perform ongoing, collaborative review of these course learning outcomes at a minimum of once every five years. A cyclical and collaborative review of the general education course outcomes aims to ensure outcome statements are current and measurable. CASL recommends that this step is carried out collaboratively with all faculty that teach the General Education course. All faculty (FT & PT) offer input and feedback about the alignment, completeness, and quality of the course learning outcomes and arrive at a consensus about course learning outcomes.

Collaborative discussion may include questions such as:

* What do we expect our students to know, do, or demonstrate after successful completion of this course?
* Are our outcomes current?
* Are our outcomes measurable?
* Are our outcomes aligned to institutional-level student learning outcomes? (i.e. ELOs)
* If learning outcomes are modified, what other areas may be affected? (e.g. instructional design, learning materials, curriculum map, curriculum committee review, transferability, etc.)

To aid in this collaborative review of course outcomes, CASL provides a [Learning Outcomes Rubric](https://www.lcc.edu/provost/assess/minutes/minutes/Learning%20Outcomes%20Rubric_2-24-16%20pdf%20fillable.pdf) that may be used to assess the alignment, completeness, and quality of the learning outcome statements.

*If changes are made to course learning outcomes, please note the following necessary actions:*

1. *Consultation of learning outcome changes with relevant groups, such as: your course and department colleagues, your divisional curriculum committee (such as the A&S Academic Review Board), the academic advisory committee, transfer institutions, Dean and Associate Dean.*
2. *Development of a Course Proposal form*
3. *Approval of the learning outcomes by the Director of Assessment*
4. *Review of the Course Proposal form by the College-Wide Curriculum Committee*
5. *Approval of the learning outcomes by the Academic Senate*
6. *Changes to the course master syllabi in Concourse (all sections must share and apply the learning outcomes identified in the course master syllabi)*
7. *Update your course instructional design to align with changes in learning outcomes.*

**Note:** *Changes to learning outcomes may affect the transferability of your course! Be sure to discuss any changes to learning outcomes with transfer institutions. Please contact the Assistant Dean of Academic Affairs for assistance with transferability questions and support.*

Changes to learning outcomes may also impact your instructional design and delivery methods, such as: your sequencing, learning activities, assessment methods, etc. Contact eLearning for assistance with instructional design changes at this address: <http://elearning.openlcc.net/> or the [Center for Teaching Excellence (CTE) for training and support](https://www.lcc.edu/cte/workshops/calendar.aspx) with instructional design changes.

Please refer to the Curriculum and Course Development and Revision Process document provided by the Curriculum Committee. This document describes LCC’s current procedures for making curriculum and course changes. **[LINK]**

#### Conducting General Education Assessment

General Education courses conduct assessment during the spring semester. Exceptions to this are made on a case-by-case basis (e.g. course only offered in the fall). Changes to the assessment schedule should be discussed with the Director of Assessment and/or Chair of the Committee for Assessing Student Learning (CASL) early on in the assessment cycle.

During implementation of general education assessment, faculty collect evidence of student learning (i.e. conduct assessment). Student learning evidence is collected for every section of a course and for all students within each section.

**Completing the General Education Assessment Survey**

General education faculty will complete an assessment survey during the spring semester of the first year of the general education assessment cycle. All general education courses and sections are required to conduct general education assessment. This survey will prompt faculty to:

* Identify the ELO that will be assessed
* Identify the expected level of student performance
* Identify the method of assessment used to assess the ELO

Faculty receive a survey link from the Center for Data Science in the spring semester and complete the survey by the end of the semester.

Please note some courses and departments may have reached an agreement about using a common assessment method for assessing the ELOs (e.g. common final exam). Please check with your Associate Dean and Program Faculty Chair or Lead to see if this applies to your general education course.

**Analyzing and Reporting Student Learning Results**

The Center for Data Science retrieves general education assessment survey responses from Survey Monkey to aggregate and report student learning data during the summer semester each year. Results are communicated in General Education assessment reports and disseminated to the LCC community (CASL, Academic Senate, CC, Administration, General Education faculty, LCC faculty, etc.). General Education faculty use these results to make recommendations for improvements in student learning outcomes and the general education assessment process.

**Assessment Methods**

LCC supports a course-embedded approach to student learning assessment of General Education courses. Course-embedded assessment methods are assignments or other learning activities that are *already embedded within the course*. Each section of a course may have a different course-embedded assessment method. What connects varying course assessment methods are their similar connections to the learning outcomes.

While course outcomes are shared and common among sections of a course, assessment methods may differ across sections. The key is to have each assessment method aligned to the course outcome (i.e. the chosen assessment method is appropriate to the expected level of cognition).

**Direct and Indirect Assessment Methods**

Students are the primary source of direct and indirect course-level evidence. LCC faculty are encouraged to use multiple forms of assessment and to rely more heavily on direct assessment rather than indirect assessment in the classroom. For the purposes of general education assessment, we use direct measures of assessment.

Direct assessment provides more tangible evidence of student learning and offers the instructor more immediate and compelling evidence of student performance. Indirect evidence, such as perceptions of one’s learning, serve as proxy signs of student performance evidence.

|  |  |
| --- | --- |
| **Sample Direct Measures of Student Learning**  | **Sample Indirect Measures of Student Learning** |
| Project Exam/Test Capstone PortfolioLabPerformance Critique Paper/Essay Clinical Experiences  | Course gradeSurvey/Questionnaire |

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**AAC&U Value Rubrics**

The AAC&U provides rubrics, called Value Rubrics that LCC general education faculty may use to assess student learning of the essential learning outcomes. These rubrics were developed by teams of faculty from over 100 higher education institutions and validated using student work at 100 college campuses.

LCC general education faculty apply any direct assessment method (e.g. test, presentation, project, etc.) and use the appropriate AAC&U Value rubric to assess student learning of the essential learning outcomes. The following AAC&U Value rubrics are available from CASL at any time by general education faculty:

|  |  |
| --- | --- |
| Essential Learning Outcome  | AAC&U Value Rubrics  |
| ELO 1: Knowledge of Human Cultures and the Natural and Physical World  | Global learning |
| ELO 2: Intellectual and Practical Skills  | Inquiry and Analysis Critical thinking Creative thinking Written communication Oral communication Reading Quantitative literacy Information literacy Teamwork Problem solving  |
| ELO 3: Personal and Social Responsibility  | Civic engagement – local and global Intercultural knowledge and competence Ethical reasoning Foundations and skills for lifelong learning  |
| ELO 4: Integrative and Applied Learning  | Integrative learning  |

### Year 2: Review and Plan to Use General Education Assessment Results

In the second year, faculty will reflect upon and plan to use student learning results from general education assessment. The table below provides:

* The timeline for assessment activities
* Those responsible for those activities
* Assessment activities
* Applicable tools and resources

#### **Overview of Year 2 General Education Assessment Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Timeline | Responsible | Assessment Activity | Tool/Resource |
| **Fall semester** |
| Early Fall  | CDS | Disseminate General Education assessment result reports as appropriate. CASL 🡪 Administration 🡪 Deans 🡪 Committees 🡪 Gen Ed faculty | See [CASL web page](https://internal.lcc.edu/provost/senate/standing-committees/casl.aspx) for published assessment reports |
| Early to Mid-Fall  | General Education faculty and General Education assessment teams | Review general education assessment results report. Collaboratively reflect upon the assessment results. Note major findings along with any challenges and successes identified in the process.  |  |
| Mid to Late Fall  | General Education faculty and General Education assessment teams | Make collaborative recommendations and plans for improvements to student learning outcomes. |  |
| Throughout the semester  | General Education faculty Program area leadership | Record and submit your plans to use the assessment results using your General Education Action Planner survey link. ***Each course will submit a survey response. Submit one survey per course.***  | If you have not received or misplaced your survey link, [contact CDS](https://internal.lcc.edu/cds/contact/) to have it resent to you. |
| Weeks 15-16 of the Spring semester  | CDS, CASL  | Track completed action planner surveys. Follow-up with course coordinators, faculty leads, department chair, and/or division leadership for incomplete or missing action planner surveys.  |  |

**Reviewing Student Learning Results**

Use the results from the student learning assessment to identify areas of strength and areas for improvements. As examples:

1. If you’d like to make improvements to the outcome you chose to investigate, design a learning improvement for that outcome (e.g. adjust the learning activity, adjust the presentation of the learning content, etc.).
2. If you’d like to leverage the strength of the outcome, stretch the outcome a bit more and reassess in the future.
3. If you are happy with the results, move to another outcome in the next round of assessment.

**Completing the General Education Action Planner Survey**

After reviewing student learning results, faculty from the General Education course and assessment teams complete the General Education action planner survey to document results and plans for improving student learning outcomes. As assessment is ongoing, action planners include a description of how student learning outcomes are monitored throughout the general education assessment cycle.

CASL recommends a collaborative approach to completing the General Education Action Planner survey. As examples:

1. Review the general education assessment report
2. Collaboratively reflect upon the results, any major findings, challenges, and successes
3. Share ideas about what strategies are most suited to these results (i.e. gap in results)
4. Discuss factors that may influence successful implementation of these ideas (e.g. practicalities, feasibility, work load, etc.)
5. Negotiate plans for implementing student learning strategies
6. Document those plans on the General Education Action Planner
7. Derive a measurement plan to conduct ongoing monitoring of student learning outcomes (e.g. what do student learning outcomes look like before, during, and after the implementation of your learning strategies Contact CDS or the Director of Assessment for assistance in developing your monitoring plan, as needed.
8. Submit your completed General Education Action Planner survey in Survey Monkey by the last week of the semester.

**Continuous Improvement of General Education Assessment**

LCC welcomes opportunity to continuously improve its General Education assessment process. Participants of general education assessment are encouraged to share feedback about challenges and successes with members of CASL and the Director of Assessment through formal (e.g. survey) or information communications. Feedback is then aggregated and used to make ongoing improvements to general education assessment processes where possible.

### Years 3 & 4: Use General Education Assessment Results

In the third and fourth years of the general education assessment cycle, faculty will use student learning results from general education assessment. The table below provides:

* The timeline for assessment activities
* Those responsible for those activities
* Assessment activities
* Applicable tools and resources

#### **Overview of Years 3 & 4 General Education Assessment Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Timeline | Responsible | Assessment Activity | Tool/Resource |
| Throughout AYs  | General Education faculty Program area leadership | Implement your instructional strategies to improve student learning outcomes; Conduct ongoing monitoring of results  | eLearning CTECDSCASL |
| Near end of fourth year  | General Education faculty Program area leadership | Plan for next cycle of general education assessment  |  |

# References

Rhodes, T. L. & Finley, A. (2013). Using the VALUE rubrics for improvement of learning and authentic assessment. *Association of American Colleges and Universities.*

Lansing Community College (2017). Michigan Transfer Agreement (MTA). Retrieved from <https://www.lcc.edu/transfer/mta.aspx>.