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| LCC Logo |
| LCC Assessment Results2019-2020 Academic Year |
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# LCC’s Key Assessment Metrics

LCC collects college-wide assessment metrics annually to monitor institutionalizing assessment practices. These metrics track what methods are used in courses to conduct assessment and the plans and actions of analyzing and using student learning evidence to inform improvements in instructional design and delivery of courses.

**Methods of Assessment**

Methods of assessment are the tools faculty use to assess student learning. Faculty design curriculum maps, revisited every four years during program review, to map methods of assessment to learning outcomes. The following chart shows what methods are used in each learning environment.

**Plans for Ongoing Assessment**

From 2016-2018, plans for ongoing assessment was calculated by number of programs with a plan for collecting, analyzing, and using student learning evidence with a Yes or No. In 2019, a 3-point scale was applied to 15 programs of study to assess the degree to which a program had this plan. The 2019-2020 academic year shows an increase from the two previous academic years with 60% of programs with plans for ongoing assessment.

| **Key Assessment Metric**: Programs have plans for collecting, analyzing, and using student learning outcomes evidence  |
| --- |
| % Programs Scoring 3 | Program provides evidence of a plan of ongoing student learning assessment and use | 60%  |
| % Programs Scoring 2 | A plan for ongoing student learning assessment is developing or in progress  | 20%  |
| % Programs Scoring 1 | A plan for ongoing student learning assessment is not evident  | 20%  |

The goal for this metric is 100%, with objectives of 40% by 2018-2019, 60% by 2019-2020, 80% by 2020-2021 and 100% by 2021-2022. To continuously increase this score, programs scoring 3 serve as models for other programs on designing, administering, and using student learning assessment data. Programs scoring 2 will receive periodic monitoring to follow-up on recommendations made during program review meetings. Programs scoring 1 will receive priority assistance from division assessment coordinators. Programs currently undergoing program review are encouraged and invited to attend assessment workshops, office hours, and consultations.

# Essential Learning Outcomes (ELOs)

Essential learning outcomes, or ELOs, are LCC’s institutional-level student learning outcomes. Every program of study curriculum addresses each of the four learning outcomes. The following table provides an overview of average assessment scores for each ELO.

**Average Assessment Score by ELO for Academic Year 2019-2020.**

| **ELO** | **Spring 2020** | **Fall 2019** |
| --- | --- | --- |
| Knowledge of Human Cultures & the Physical and Natural World |  **83%***(n=2,973)* | **78.4%***(n=3,086)* |
| **Online** | **F2F** | **Hybrid** | **Online** | **F2F** | **Hybrid** |
| 85.8% (n=441) | 82.8% (n=2,517) | 75.5% (n=15) | 73.7% (n=347) | 79.3% (n=2,266) | 77.3% (n=473) |
| Intellectual & Practical Skills | **83%***(n=4,893)* | **78.7%***(n=5,634)* |
| **Online** | **F2F** | **Hybrid** | **Online** | **F2F** | **Hybrid** |
| 84.5% (n=1,522) | 82.5% (n=3,260) | 83.1% (n=111) | 77.3% (n=1,531) | 79% (n=3,815) | 82% (n=288) |
| Personal & Social Responsibility  | **87%***(n=2,051)* | **83.8%***(n=1,993)* |
| **Online** | **F2F** | **Hybrid** | **Online** | **F2F** | **Hybrid** |
| 87.6% (n=958) | 86.6% (n=1,018) | 90% (n=75) | 82.7% (n=769) | 84% (n=1,026) | 87% (n=198) |
| Integrative & Applied Learning | **85%***(n=1,949)* | **75.7%***(n=2,405)* |
| **Online** | **F2F** | **Hybrid** | **Online** | **F2F** | **Hybrid** |
| 86% (n=861) | 85.5% (n=1,028) | 75.7% (n=60) | 74.1% (n=864) | 78% (n=1,343) | 68% (n=198) |

The following tables show a detailed view of student assessment for each ELO including minimum assessment scores and averages by academic initiative.

| **ELO 1**: **Knowledge of Human Cultures and the Physical and Natural World** | **Spring 2020** | **Fall 2019** |
| --- | --- | --- |
| **Average Assessment Score**  |
| All Students  | 83% (n=2,973) | 78.4% (n=3,086) |
| Online Students  | 85.8% (n=441) | 73.7% (n=347) |
| Face-to-Face Students  | 82.8% (n=2,517) | 79.2% (n=2,2266) |
| Hybrid Students  | 75.5% (n=15) | 77.3% (n=473) |
| **Minimum Assessment Score** |
| ≥70% Assessment Score  | 89.4% | 85.8% |
| ≥75% Assessment Score | 79.3% | 65.4% |
| ≥80% Assessment Score | 62.3% | 42% |
| **Average Assessment Score, Program** |
| General Education  | 80.9% (n=2,701) | 77.4% (n=2,924) |
| G2C  | 81.2% (n=2,014) | 77.1% (n=2,238) |
| OER  | 82.5% (n=744) | 77.7% (n=908) |
| G2C + OER  | 80.9% (n=669) | 77.8% (n=816) |

| **ELO 2**: **Intellectual and Practical Skills**   | **Spring 2020** | **Fall 2019** |
| --- | --- | --- |
| **Average Assessment Score**  |
| All Students  | 82.8% (n=4,893) | 78.6% (n=5,634) |
| Online Students  | 84% (n=1,522) | 77.2% (n=1,531) |
| Face-to-Face Students  | 82.6% (n=3,260) | 78.9% (n=3,815) |
| Hybrid Students  | 83.1% (n=111) | 82.2% (n=288) |
| **Minimum Assessment Score** |
| ≥70% Assessment Score  | 91% | 78.8%  |
| ≥75% Assessment Score | 79% | 62.8% |
| ≥80% Assessment Score | 61.5% | 39.7% |
| **Average Assessment Score, Program** |
| General Education  | 83.2% (n=4,691) | 78.8% (n=5,061) |
| G2C  | 84% (n=2,586) | 81.6% (2,592) |
| OER  | 83.1% (n=1,323) | 79% (n=1,734) |
| G2C + OER  | 86.3% (n=318) | 87.5% (n=522) |

| **ELO 3**: **Personal and Social Responsibility** | **Spring 2020** | **Fall 2019** |
| --- | --- | --- |
| **Average Assessment Score**  |
| All Students  | 87.3% (n=2,051) | 83.8% (n=1,993) |
| Online Students  | 87.8% (n=958) | 82.7% (n=769) |
| Face-to-Face Students  | 86.9% (n=1,018) | 84.1% (n=1,026) |
| Hybrid Students  | 90.5% (n=75) | 88.5% (n=198) |
| **Minimum Assessment Score** |
| ≥70% Assessment Score  | 96.7% | 91.3% |
| ≥75% Assessment Score | 92.6% | 82.2% |
| ≥80% Assessment Score | 87% | 74.4% |
| **Average Assessment Score, Program** |
| General Education  | 87.2% (n=1,914) | 83.9% (n=1,708) |
| G2C  | 87.8% (n=1,125) | 84.4% (n=928) |
| OER  | 86.8% (n=686) | 83.4% (n=785) |
| G2C + OER  | 87.9% (n=441) | 86.1% (n=316) |

| **ELO 4**: **Integrative and Applied Learning**   | **Spring 2020** | **Fall 2019** |
| --- | --- | --- |
| **Average Assessment Score**  |
| All Students  | 85.2% (n=1,949) | 75.6% (n=2,405) |
| Online Students  | 86.1% (n=861) | 73.7% (n=864) |
| Face-to-Face Students  | 85.8% (n=1,028) | 78.1% (n=1,343) |
| Hybrid Students  | 75.7% (n=60) | 68.2% (n=198) |
| **Minimum Assessment Score** |
| ≥70% Assessment Score  | 83.7% | 65.2% |
| ≥75% Assessment Score | 69.3% | 42.3% |
| ≥80% Assessment Score | 38.8% | 30% |
| **Average Assessment Score, Program** |
| General Education  | 85.3% (n=1,922) | 73.5% (n=2,023) |
| G2C  | 83% (n=964) | 71.3% (n=1,098) |
| OER  | 84.5% (n=1,551) | 73.7% (n=1,797) |
| G2C + OER  | 81.5% (n=728) | 70% (n=808) |

# Board Ends

1. **Literacy – Reading, Writing, Speaking, and Computational.**

**Overall Literacy**

| **Spring 2020** | **Fall 2019** |
| --- | --- |
| **83.5%** *(n=3,748)* | **81%** *(n=4,293)* |
| Online | F2F | Hybrid | Online | F2F | Hybrid |
| **86.4%** *(n=1,021)* | **82.4%** *(n=2,498)* | **85.8%** *(n=178)* | **83%** *(n=1,100)* | **79%** *(n=2,793)* | **83%** *(n=400)* |

**Reading, Writing, and Speaking Literacy**

| **Spring 2020** | **Fall 2019** |
| --- | --- |
| **87%** *(n=2,123)* | **86%** *(n=2,015)* |
| Online | F2F | Hybrid | Online | F2F | Hybrid |
| **90%** *(n=681)* | **86%** *(n=1,215)* | **86%** *(n=178)* | **86%** *(n=605)* | **87%** *(n=1,174)* | **85%** *(n=236)* |

**Information Literacy**

| **Spring 2020** | **Fall 2019** |
| --- | --- |
| **85%** *(n=605)* | **85%** *(n=573)* |
| Online | F2F | Hybrid | Online | F2F | Hybrid |
| **90%** *(n=167)* | **85%** *(n=406)* | **79%** *(n=20)* | **86%** *(n=207)* | **85%** *(n=256)* | **82%** *(n=110)* |

**Computational Literacy**

| **Spring 2020** | **Fall 2019** |
| --- | --- |
| **77%** *(n=1,625)* | **72%** *(n=1,705)* |
| Online | F2F | Hybrid | Online | F2F | Hybrid |
| **77%** *(n=340)* | **77%** *(n=1,283)* | - | **74%** *(n=288)* | **72%** *(n=1,363)* | **74%** *(n=54)* |

1. Understanding governance, political institutions, and government policy.

| **Spring 2020** | **Fall 2019** |
| --- | --- |
| **83%** *(n=1,907)* | **74%** *(n=1,992)* |
| Online | F2F | Hybrid | Online | F2F | Hybrid |
| **84%** *(n=765)* | **82%** *(n=995)* | **91%** *(n=8)* | **71%** *(n=633)* | **75%** *(n=1,162)* | **73%** *(n=197)* |

1. Technological/Computer Literacy

| **Spring 2020** | **Fall 2019** |
| --- | --- |
| **84%** *(n=157)* | **82%** *(n=191)* |
| Online | F2F | Hybrid | Online | F2F | Hybrid |
| **88%** *(n=55)* | **82%** *(n=102)* | - | **76%** *(n=79)* | **86%** *(n=104)* | **80%** *(n=8)* |

1. Critical/Analytical Reasoning Skills

| **Spring 2020** | **Fall 2019** |
| --- | --- |
| **84%** *(n=4,750)* | **78%** *(n=5,289)* |
| Online | F2F | Hybrid | Online | F2F | Hybrid |
| **87%** *(n=1,095)* | **84%** *(n=3,410)* | **76%** *(n=573)* | **74%** *(n=1,060)* | **79%** *(n=3,656)* | **76%** *(n=573)* |

1. Cooperative Problem Solving and Team Skills

| **Spring 2020** | **Fall 2019** |
| --- | --- |
| **89%** *(n=990)* | **86%** *(n=1,094)* |
| Online | F2F | Hybrid | Online | F2F | Hybrid |
| **88%** *(n=516)* | **90%** *(n=465)* | - | **86%** *(n=482)* | **86%** *(n=553)* | **92%** *(n=59)* |

1. Financial Literacy

| **Spring 2020** | **Fall 2019** |
| --- | --- |
| **79.6%** *(n=777)* | **74%** *(n=785)* |
| Online | F2F | Hybrid | Online | F2F | Hybrid |
| **77.5%** *(n=374)* | **81.8%** *(n=403)* | - | **71%** *(n=340)* | **85%** *(n=415)* | **73%** *(n=30)* |

# General Education

Summary of student assessment averages in each general education category.

| Semester | Minimum assessment average **≥70%** | **Average of Assessment Scores** |
| --- | --- | --- |
| **TOTAL** | **Online** | **F2F** | **Hybrid** |
| **English Composition**  |
| Spring 2020  | 92.4% (n=644) | 85% (n=644) | 89.3% (n=198) | 83.3% (n=426) | 79.2% (n=20) |
| Fall 2019  | 100% (n=702) | 87% (n=702) | 86.7% (n=252) | 88.1% (n=340) | 82.4% (n=110) |
| **English Composition (second course)/ Communications**  |
| Spring 2020  | 99% (n=1,098) | 88% (n=1,098) | 90% (n=267) | 87.1% (n=683) | 87.5% (n=148) |
| Fall 2019  | 98% (n=941) | 87.7% (n=941) | 84.3% (n=189) | 88.8% (n=634) | 87% (n=118) |
| **Humanities and Fine Arts**  |
| Spring 2020  | 97.2%(n=1,721) | 85.5% (n=1,721) | 87.3% (n=701) | 84.2% (n=1,020) | **-** |
| Fall 2019  | 71% (n=2,040) | 78.7% (n=2,040) | 78.62% (n=670) | 78.5% (n=1,283) | 82.5% (n=87) |
| **Mathematics**  |
| Spring 2020  | 90.8% (n=1,623) | 77% (n=1,623) | 76.8% (n=340) | 77% (n=1,283) | - |
| Fall 2019  | 70% (n=1,705) | 72% (n=1,705) | 74.7% (n=288) | 71.1% (n=1,363) | 75.2% (n=54) |
| **Natural Sciences**  |
| Spring 2020  | 89.2% (n=2,805) | 81.8% (n=2,805) | 86.6% (n=431) | 81% (n=2,359) | 75.5% (n=15) |
| Fall 2019  | 86.4% (n=3,093) | 78.7% (n=3,093) | 76.7% (n=387) | 79% (n=2,252) | 78.7% (n=454) |
| **Social Sciences**  |
| Spring 2020  | 93.6% (n=3,037) | 85.6% (n=3,037) | 84.8% (n=1,387) | 86.6% (n=1,582) | 77.5% (n=68) |
| Fall 2019  | 68.7% (n=3,285) | 75.4% (n=3,285) | 74.7% (n=1,299) | 76.4% (n=1,705) | 73.1% (n=281) |

# Student Learning Assessment Methodologies

The table below describes the methodology applied for each assessment group in this report.

General Notes:

* High School student assessment data is not included in the results
* Spring 2020 student assessment data for assessments conducted after spring break were used in the analysis.
* Assessment results for students that registered in Spring 2020 for F2F instruction and moved to online due to COVID are identified as Face-to-Face or F2F.

| **Assessment Group** | **Description**  | **What Data is Collected** | **How the Data is Collected** | **How the Data is Analyzed** |
| --- | --- | --- | --- | --- |
| LCC Key Assessment Metrics  | A set of college-wide metrics used to assess the health and progress of LCC’s system of student learning assessment | * Program of study student learning outcome statements
* Assessment methods used to assess student learning
* Plans for ongoing student learning assessment within curriculums
 | * Program Review process
* Requests for changes to courses or curriculums
 |  |
| Essential Learning Outcomes (ELOs) | College-wide student learning outcomes  | Student assessment scores  | * Grades are pulled from gradebooks at the end of each spring semester
* Which grades to pull are identified by faculty on curriculum maps (stored in SharePoint and updated every 4 years during Program Review)
* Inclusion determined by ELO assessment rotation
 | * Average student assessment score by section;
* Aggregated by delivery mode and academic program initiative
* HS results excluded
 |
| Board Ends  | Board of Trustees student learning outcomes  | Student assessment scores  | * Grades are pulled from gradebooks at the end of each spring semester
* Highest form of assessment delivered at latest date of course (i.e. cumulative exam at end of semester) applied
* Inclusion determined by Board End category
 | * Average student assessment score by section;
* Aggregated by delivery mode
 |
| General Education  | Students assessed in General Education and General Education- applied courses  | Student assessment scores  | * Grades are pulled from gradebooks at the end of each spring semester
* Which grades to pull are identified by faculty on curriculum maps (stored in SharePoint and updated every 4 years during Program Review)
* Inclusion determined by [general education course list](https://www.lcc.edu/academics/catalog/general-education/)
 | * Average student assessment score by section;
* Aggregated by delivery mode and general education category
* Section level results are non-weighted
* General education category total results are weighted
 |
| G2C  | Students assessed in G2C identified courses  | Student assessment scores  | * Grades are pulled from gradebooks at the end of each spring semester
* Highest form of assessment delivered at latest date of course (i.e. cumulative exam at end of semester) applied
* Inclusion determined by G2C course list
 | * Average student assessment score by section;
* Aggregated by delivery mode
* Section level results are non-weighted
* Total results are weighted
 |
| OER  | Students assessed in OER identified courses  | Student assessment scores  | * Grades are pulled from gradebooks at the end of each spring semester
* Highest form of assessment delivered at latest date of course (i.e. cumulative exam at end of semester) applied
* Inclusion determined by OER course list
 | * Average student assessment score by section;
* Aggregated by delivery mode
* Section level results are non-weighted
* Total results are weighted
* Note: Not all sections of a course use OER
 |
| G2C + OER  | Students assessed in courses identified as both G2C and OER  | Student assessment scores  | * Grades are pulled from gradebooks at the end of each spring semester
* Highest form of assessment delivered at latest date of course (i.e. cumulative exam at end of semester) applied
* Inclusion determined by G2C and OER course lists
 | * Average student assessment score by section;
* Aggregated by delivery mode
* Section level results are non-weighted
* Total results are weighted
 |