LCC Assessment Outcomes

2021-2022

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Summer, 2022

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## Executive Summary

Annual student learning evidence is gathered using assessment processes to monitor and respond to how well students are meeting institutional-level student learning goals. The following provides a summary of student learning outcomes for 2021-2022.

**Essential Learning Outcomes (ELOs)**

All LCC students receive instruction in 21st century skills and competencies, represented as ELOs, that prepare them for successful transfer to a 4-year higher education institutional or employment. LCC target is 70% or more of our students achieve a minimum of 70% assessment score for each ELO. The percentage of students that achieve ≥70% assessment score is identified in the ELO summary by color to identify assessment score range.

| **Meets**  ≥70% | **Does Not Meet**  <70% |
| --- | --- |

| **ELO Summary Table** | **OVERALL**  (*n*=20.367) | Modality | Gender | Ethnicity |
| --- | --- | --- | --- | --- |
| 1 Knowledge of Human Cultures and the Physical and Natural World | **80%** |  |  |  |
| 2 Intellectual and Practical Skills | **95%** |  |  |  |
| 3 Personal and Social Responsibility | **88%** |  |  |  |
| 4 Integrative and Applied Learning | **95%** |  |  |  |

**General Education Outcomes**

LCC’s general education program is six categories of general education courses. LCC target is 70% or more of our students achieve a minimum of 70% assessment score for each general education category. The percentage of students that achieve ≥70% assessment score is identified in the ELO summary by color to identify assessment score range.

| **General Education Summary Table** | **OVERALL**  (*n*=18,030) | Modality | Gender | Ethnicity |
| --- | --- | --- | --- | --- |
| Social Sciences | **89%** |  |  |  |
| Natural Sciences | **81%** |  |  |  |
| Mathematics | **72%** |  |  |  |
| Humanities & Fine Arts | **93%** |  |  |  |
| English Composition (second course)/Communications | **97%** |  |  |  |
| English Composition | **94%** |  |  |  |

**Key Observations & Action Items**

Overall, ELO exceed minimum thresholds for meeting expectations, with most well above the minimum target of 70%. ELO 1 shows the lowest overall average and some populations not meeting the minimum target. Of the general education outcomes, four of the six categories exceed the minimum target overall and for each grouping. Natural Sciences meet the minimum target, however, some populations averaging between 70%-75%, warranting monitoring to ensure consistency in meeting target. Mathematics shows disparity in outcomes in modality, gender, and ethnicity, requiring action.

**Introduction**

This report provides institutional-level student learning outcomes for 2021-2022 (n=20,367). Student learning evidence is gathered from every LCC program of study and general education course using an assessment method designed and scored by faculty. The following provides summary and disaggregated views.

## Essential Learning Outcomes

The ELO summary table below shows the percentage of students that successfully achieved competency by earning a minimum score of 70% on the assignment that assessed the ELO and includes a description of what students must successfully demonstrate to meet each learning outcome.

*ELO Summary Table (n=20,367)*

| **80%** | **Knowledge of Human Cultures and the Physical and Natural World**  Students demonstrate competency by engaging with complex, contemporary, and enduring questions of human cultures and the physical and natural world. |
| --- | --- |
| **95%** | **Intellectual and Practical Skills**  Students demonstrate competency of inquiry and analysis; critical and creative thinking; written and oral communication; quantitative literacy; information literacy; and teamwork and problem solving through extensive and progressively challenging projects, problems, and standards of performance. |
| **88%** | **Personal and Social Responsibility**  Students demonstrate competency of local and global civic knowledge and engagement; intercultural knowledge and competence; ethical reasoning and action; and acquiring foundations and skills for lifelong learning through active involvement with diverse communities and real-world challenges. |
| **95%** | **Integrative and Applied Learning**  Students demonstrate competency of integrating and applying their accumulated learning by applying their knowledge, skills, and responsibilities to new settings and complex problems. |

*Summary Table ELO 1 Knowledge of Human Cultures & the Physical and Natural World.*

| **ELO 1** | **Meet Competency Overall** |
| --- | --- |
| **Knowledge of Human Cultures and the Physical and Natural World**  LCC students demonstrate their competency in this ELO by engaging with complex, contemporary, and enduring questions of human cultures and the physical and natural world. | We collected scores from 7,941 student assignments that prompted students to demonstrate their competency in this ELO. Of those 7,941 assignments, 6,353 (80%) scored at least 70%.    **80%** |
| Meets Competency by **Gender** | |
| Analysis by gender shows all gender groupings exceed ≥70% target. | |
| Meets Competency by **Ethnicity** | |
| Analysis by ethnicity shows 1 group not meeting minimum 70% . | |

| **Meets**  ≥70% | **Does Not Meet**  <70% |
| --- | --- |

*Summary Table ELO 2 Intellectual and Practical Skills*

| **ELO 2** | **Meet Competency Overall** |
| --- | --- |
| **Intellectual and Practical Skills**  Students demonstrate competency of inquiry and analysis; critical and creative thinking; written and oral communication; quantitative literacy; information literacy; and teamwork and problem solving through extensive and progressively challenging projects, problems, and standards of performance. | We collected scores from 5,991 student assignments that prompted students to demonstrate their competency in this ELO. Of those 5,991 assignments, 5,691 (95%) scored at least 70%.  **95%** |
| Meets Competency by **Gender** | |
| Analysis by gender shows all gender groupings exceed ≥70% target. | |
| Meets Competency by **Ethnicity** | |
| Analysis by gender shows all ethnicity groupings exceed ≥70% target. | |

| **Meets**  ≥70% | **Does Not Meet**  <70% |
| --- | --- |

*Summary Table ELO 3 Personal and Social Responsibility*

| **ELO 3** | **Meet Competency Overall** |
| --- | --- |
| **Personal and Social Responsibility**  Students demonstrate competency of local and global civic knowledge and engagement; intercultural knowledge and competence; ethical reasoning and action; and acquiring foundations and skills for lifelong learning through active involvement with diverse communities and real-world challenges. | We collected scores from 5,256 student assignments that prompted students to demonstrate their competency in this ELO. Of those 5,256 assignments, 4,625 (88%) scored at least 70%.  **88%** |
| Meets Competency by **Gender** | |
| Analysis by gender shows all gender groupings exceed ≥70% target. | |
| Meets Competency by **Ethnicity** | |
| Analysis by gender shows all ethnicity groupings exceed ≥70% target. | |

| **Meets**  ≥70% | **Does Not Meet**  <70% |
| --- | --- |

*Summary Table ELO 4 Integrative and Applied Learning*

| **ELO 4** | **Meet Competency Overall** |
| --- | --- |
| **Integrative and Applied Learning**  Students demonstrate competency of integrating and applying their accumulated learning by applying their knowledge, skills, and responsibilities to new settings and complex problems. | We collected scores from 5,256 student assignments that prompted students to demonstrate their competency in this ELO. Of those 1,179 assignments, 1,120 (95%) scored at least 70%.  **95%** |
| Meets Competency by **Gender** | |
| Analysis by gender shows all gender groupings exceed ≥70% target. | |
| Meets Competency by **Ethnicity** | |
| Analysis by gender shows all ethnicity groupings exceed ≥70% target. | |

| **Meets**  ≥70% | **Does Not Meet**  <70% |
| --- | --- |

## General Education Outcomes Summary

LCC’s general education program is organized into six categories. This page reflects a summary of the overall outcomes for the six categories combined for the 2021-2022 academic year (n=18,030). The following pages show a detailed view of each general education category.

**All General Education Categories**

*ELO Summary Table (n=18,030)*

*Summary Table Social Sciences*

| **Overall** | Meets Competency by **Modality** | Meets Competency by **Assessment Method** |
| --- | --- | --- |
| **89%** |  |  |
| Meets Competency by **Gender** | | |
| Analysis by gender shows all gender groupings exceed ≥70% target. | | |
| Meets Competency by **Ethnicity** | | |
| Analysis by gender shows all ethnicity groupings exceed ≥70% target. | | |

| **Meets**  ≥70% | **Does Not Meet**  <70% |
| --- | --- |

*Summary Table Natural Sciences*

| **Overall** | Meets Competency by **Modality** | Meets Competency by **Assessment Method** |
| --- | --- | --- |
| **81%** |  |  |
| Meets Competency by **Gender** | | |
| Analysis by gender shows all gender groupings exceed ≥70% target. | | |
| Meets Competency by **Ethnicity** | | |
| Analysis by gender shows all ethnicity groupings exceed ≥70% target. | | |

| **Meets**  ≥70% | **Does Not Meet**  <70% |
| --- | --- |

*Summary Table Mathematics*

| **Overall** | Meets Competency by **Modality** | Meets Competency by **Assessment Method** |
| --- | --- | --- |
| **72%** |  |  |
| Meets Competency by **Gender** | | |
| Analysis by gender shows two gender groupings exceed ≥70% target and two do not meet minimum target. | | |
| Meets Competency by **Ethnicity** | | |
| Analysis by gender shows three ethnicity groupings do not meet 70% target. | | |

| **Meets**  ≥70% | **Does Not Meet**  <70% |
| --- | --- |

*Summary Table Humanities & Fine Arts*

| **Overall** | Meets Competency by **Modality** | Meets Competency by **Assessment Method** |
| --- | --- | --- |
| **93%** |  |  |
| Meets Competency by **Gender** | | |
| Analysis by gender shows all gender groupings exceed ≥70% target. | | |
| Meets Competency by **Ethnicity** | | |
| Analysis by gender shows all ethnicity groupings meet 70% target. | | |

| **Meets**  ≥70% | **Does Not Meet**  <70% |
| --- | --- |

*Summary Table English Composition (second course)/Communications*

| **Overall** | Meets Competency by **Modality** | Meets Competency by **Assessment Method** |
| --- | --- | --- |
| **97%** |  |  |
| Meets Competency by **Gender** | | |
| Analysis by gender shows all gender groupings exceed ≥70% target. | | |
| Meets Competency by **Ethnicity** | | |
| Analysis by gender shows all ethnicity groupings meet 70% target. | | |

| **Meets**  ≥70% | **Does Not Meet**  <70% |
| --- | --- |

*Summary Table English Composition*

| **Overall** | Meets Competency by **Modality** | Meets Competency by **Assessment Method** |
| --- | --- | --- |
| **94%** |  |  |
| Meets Competency by **Gender** | | |
| Analysis by gender shows all gender groupings exceed ≥70% target. | | |
| Meets Competency by **Ethnicity** | | |
| Analysis by gender shows all ethnicity groupings, except one (with a low n) meet 70% target. | | |

| **Meets**  ≥70% | **Does Not Meet**  <70% |
| --- | --- |

## HLC Quality Initiative

LCC selected a college-wide co-curricular assessment plan as its HLC quality initiative project (due 2023-2024). The initiative includes the design, development, and implementation of co-curricular program assessment. The project work is aimed at three objectives, noted below with associated sub-objectives:

| Project Objective | Status |
| --- | --- |
| 1. Design Co-Curricular Assessment Plan |  |
| * 1. Meet with each co-curricular area to learn how they do assessment (e.g. methods they currently use, what they learn from them, where they could use support with assessment work) | Completed |
| * 1. Facilitate sessions with faculty to gather input into how they view co-curricular learning and its alignment to institutional- and course-level student learning outcomes and chosen methods of gathering student learning evidence | Completed |
| * 1. Solicit tiered participation levels and roles (e.g. 3-year CASL co-chair position, short-term reviewer, one-time questionnaire or discussion group participant) | Completed |
| 1. Develop co-curricular assessment tools and processes |  |
| * 1. Develop co-curricular assessment tools for collecting student learning evidence (e.g. co-curricular handbook, co-curricular assessment plan) | In Progress |
| * 1. Collaboratively develop processes for collecting, collating, and analyzing student learning evidence from co-curricular programming | Completed |
| 1. Implement co-curricular assessment plan |  |
| * 1. Expand ELOs into learning outcome statements | Completed |
| * 1. Integrate co-curricular assessment data into the overall institutional-level outcomes | In Progress |

Project Summary

* Each of the co-curricular programs have well-established, collaborative **relationships to academic programs and courses**.
* All co-curricular programs are well **aligned to the institution’s student learning goals** (ELOs).
* Co-curricular programs apply a variety of **performance-based and authentic methods** to assess student learning.
* Most co-curricular programs in our initial sample used **D2L for data collection** (except library that uses another data collection system)
* **Tools are needed** to support co-curricular assessment design, analysis, and ongoing tracking and use.
* Assessment tools (i.e. ELO value rubrics) may be useful for co-curricular assessment practice and calibration to academic ratings
* It is necessary to **expand upon ELO outcomes into objective statements** to clarify terms, definitions, and perspectives of ELOs. This will allow a college-wide discussion and calibration of how learning of institutional level student learning is demonstrated. Adjustments to rubric may still be necessary to accommodate program-specific learning goals

### Co-Curricular Data Collection

**Co-Curricular Outcomes: Library + ENGL121 Fall 2021 and Spring 2022 combined**

| ELO | Course Learning Outcome | Pass Rate  Library Visit  (n=83) | Pass Rate  No Library Visit (n=204) |
| --- | --- | --- | --- |
| 2 | Create college level writing in print and/or multimedia formats for various purposes and audiences | 84% | 84% |
| 2 | Support written claims with valid reasoning and relevant, sufficient, properly documented textual evidence | 80% | 84% |
| 4 | Integrate information presented in diverse media and formats, including visually, orally, and quantitatively | 70% | 81% |
| 2 | Analyze complex ideas and convey meaning and information clearly and accurately in written texts | 81% | 85% |
| 2 | Adhere to the conventions of writing for academic audiences. | 87% | 93% |
| 4 | Gather research from digital and print sources using a variety of methods. Holistically evaluate the relevance and utility of source material. | 80% | 83% |
| 2 | Demonstrate an understanding of citation principles and practices. | 73% | 75% |

**Co-Curricular Findings: Cardio Exercise and Student Success + All Disciplines**

Cardio exercise and student success may be applied to any discipline. Findings for changes in student perceptions of grades and satisfaction are provided below.

Fall 2021 (n=4,337)

| ELO | Pass Rate | Satisfaction Rate |
| --- | --- | --- |
| 4 | 95% after cardio  91% before cardio  +4% change | 80% |

Spring 2022 (n=702)

| ELO | Pass Rate | Satisfaction Rate |
| --- | --- | --- |
| 4 | 95% after cardio  93% before cardio  +2% change | 80% |

**Co-Curricular Outcomes: Leadership Academy**

(TBD)

## Student Learning Assessment Methodologies

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

| **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 | * Percentage of outcomes to criteria |
| Essential Learning Outcomes (ELOs) | College-wide student learning outcomes | Student assessment scores | * Grades are pulled from gradebooks during summer for previous spring and fall semesters * Curriculum maps (stored in SharePoint and updated every 4 years during Program Review) identify methods * Inclusion determined by ELO rotation | * Percentage of student scores ≥70% * HS results excluded * Zeros excluded |
| General Education | Students assessed in General Education and General Education- applied courses | Student assessment scores | * Grades are pulled from gradebooks during summer for previous spring and fall semesters * Curriculum maps (stored in SharePoint and updated every 4 years during Program Review) identify methods * Inclusion determined by [general education course list](https://www.lcc.edu/academics/catalog/general-education/) | * Percentage of student scores ≥70% * Top 10 by # of assessments * HS results excluded * Zeros excluded |
| Co-Curricular | Students assessed in Co-curricular programs and courses | Student assessment scores | * Leadership Academy: gradebooks * Library: ENGL121 assessment process in D2L * Cardio: student questionnaire | * Pass rate= percentage of student scores ≥70% * Satisfaction= percentage liked activity |

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