

LCC Assessment Results

2020-2021 Academic Year

**Prepared By:** Karen Hicks, Director of Assessment

Committee for Assessing Student Learning (CASL)

*Last updated Fall 2021*

Contents

[Student Learning Assessment Results 3](#_Toc112680592)

[Institutional Level Assessment 4](#_Toc112680593)

[Essential Learning Outcomes 4](#_Toc112680594)

[General Education 5](#_Toc112680595)

[Program Level Assessment 9](#_Toc112680596)

[Arts & Sciences 10](#_Toc112680597)

[Health & Human Services 11](#_Toc112680598)

[Technical Careers 11](#_Toc112680599)

[Assessment Scorecard and Projects 2021-2024 12](#_Toc112680600)

[Student Learning Assessment Methodologies 14](#_Toc112680601)

# Student Learning Assessment Results

*E-102,1.*

Essential learning outcomes, or ELOs, are LCC’s institutional-level student learning outcomes. These student learning outcomes identify the 21st century skills and competencies that prepare students for successful employment and transfer to other higher education institutions.

All four learning outcomes are incorporated into every program of study. Faculty assess student learning of each ELO by using a test, exam, paper, project, or one of many other learning assessment methods that allow students to demonstrate their learning of the ELO.

The grades from these student assessments are collected from every program of study each year. The average score of all student assessments for each ELO is noted in the table below. As an example of how to interpret the table below, looking at the second ELO, Intellectual and Practical Skills, we can see that the average score of the student assessments related to this outcome have gradually increased during the past three years and 83%.

**ELO Summary Table with 3-year trend.**

| **ELO** | **Example Student Learning Topics** | **2018-2019** | **2019-2020** | **2020-2021** |
| --- | --- | --- | --- | --- |
| **Knowledge of Human Cultures and the Physical & Natural World** | Global self-awareness  Perspective taking  Cultural diversity  Ethical responsibility  Global systems and contexts | 79.4%  (n=3,174) | 80.7%  (n=6,074) | 82%  (n=5,422) |
| **Intellectual and Practical Skills** | Inquiry and analysis  Critical and creative thinking  Written and oral communication  Quantitative literacy  Information literacy  Teamwork and problem solving | 79.2%  (n=12,921) | 80.7%  (n=10,670) | 83%  (n=8,556) |
| **Personal and Social Responsibility** | Civic knowledge and engagement – local and global  Intercultural knowledge and competence  Ethical reasoning and action  Foundations and skills for lifelong learning  Empathy | 79.4%  (n=286) | 85.4%  (n=4,104) | 89%  (n=2,366) |
| **Integrative and Applied Learning** | Connections to experience  Connections to discipline  Transfer of knowledge across contexts  Integrated communication  Reflection and self-assessment | 86.1%  (n=4,670) | 80.1%  (n=4,530) | 84%  (n=2,413) |

## Institutional Level Assessment

### Essential Learning Outcomes

Beginning 2020-2021, student learning assessment data is disaggregated by student population for each ELO. Student learning outcomes for the 2020-2021 by student population noted in the tables below.

**ELO 1: Knowledge of Human Cultures & the Physical and Natural World**

| Total Average | Gender | **Female**  81.6%  (*n*=3,595) |  | **Male**  82.9%  (*n*=1,767) |  | **Non-Disclosed**  85.9%  (*n*=60) | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **82%** (*n*=5,422) | Ethnicity | **American Indian or Alaskan Native** 78.5%  (*n*=30) | **Asian**  81.6%  (*n*=309) | **Black**  77.4%  (*n*=343) | **Hispanic** 79.1%  (*n*=391) | **Other** 84.6%  (*n*=207) | **2+** 81.3%  (*n*=255) | **White** 82.7%  (*n*=3,887) |

**ELO 2: Intellectual and Practical Skills**

| Total Average | **Gender** | **Female**  82.6%  (*n*=4,858) |  | **Male** 82.9%  (*n*=3,568) |  | **Non-Disclosed**  83.8%  (*n*=130) | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **82.7%** (*n*=8,556) | **Ethnicity** | **American Indian or Alaskan Native**  80.3%  (*n*=40) | **Asian**  84.2% (n=398) | **Black**  78.4% (n=541) | **Hispanic** 81.3% (n=674) | **Other** 84.9% (n=306) | **2+**  82.6% (n=369) | **White** 83.2% (n=6,228) |

**ELO 3: Personal and Social Responsibility**

| Total Average | **Gender** | **Female**  89.6%  (*n*=1,434) |  | **Male** 87.9%  (*n*=902) |  | **Non-Disclosed**  87.5%  (*n*=30) | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **88.8%** (*n*=2,366) | **Ethnicity** | **American Indian or Alaskan Native** 95.7% (n=5) | **Asian**  88.2% (n=88) | **Black**  86.7% (n=196) | **Hispanic** 86.7% (n=186) | **Other** 87.8% (n=83) | **2+**  90.1% (n=106) | **White** 89.4% (n=1,702) |

**ELO 4: Integrative and Applied Learning**

| Total Average | **Gender** | **Female**  84.1%  (*n*=1,511) |  | **Male** 84.1%  (*n*=876) |  | **Non-Disclosed**  88.3%  (*n*=26) | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **84.1%** (*n*=2,413) | **Ethnicity** | **American Indian or Alaskan Native** 85% (n=10) | **Asian**  86.1% (n=100) | **Black**  79.5% (n=199) | **Hispanic** 84.1% (n=230) | **Other** 85.3% (n=93) | **2+**  85.6% (n=131) | **White** 84.4% (n=1,650) |

### General Education

The general education program at Lansing Community College represents the common, institutional-level student learning outcomes we want all LCC students to learn by graduation. These student learning outcomes align to the mission of the College, providing students with education in 21st century skills and competencies, thus preparing students for transfer, employment, and other student success indicators.

LCC organizes its [general education program in six categories](https://www.lcc.edu/academics/catalog/general-education/): English composition, English composition (second course)/Communication, Humanities and Fine Arts, Mathematics, Natural Sciences, and Social Sciences. The general education courses within each category are noted with student learning outcomes below.

**How General Education Student Learning Data is Collected**

Student learning is assessed in each course using a test, exam, paper, presentation, or one of many other possible methods. Scores from these learning assessments are collected from each general education course each fall and spring semester.

**How General Education Student Learning Data is Calculated**

Scores from learning assessments are averaged by course. Each course average is then weighted to calculate the general education category results. Each student population average is calculated using the same procedure of averaging the score by course for each population and then weighting the averages for each general education category. Weighting course averages ensures each score receives appropriate weight to the overall average, as course and population sizes vary. The top ten general education assessed courses show the student learning outcomes for the ten general education courses with the highest number of student assessments conducted.

*A note about student demographic labels*:

The gender and race/ethnicity breakdowns and language come from federally-mandated reporting requirements and match what is seen in IPEDs/Perkins reporting.

**Considerations for Interpreting Student Learning Outcomes**

The reliability of student learning assessment outcomes increases when multiple sources of data collection are used and when data is collected over time. Patterns over time are more reliable than snapshots in time. Be mindful of the total n for the outcomes. The larger the n, the steadier we may consider the outcomes.

When looking at the student outcomes, we may be prone to compare populations. Instead, you are encouraged to look at the student outcomes in relationship to the learning goal. How close, or far, is each population from our institutional level student learning goals? A learning goal should be established for each general education category. Be mindful of the potential causes for student outcomes. Most commonly, the cause is within structures, design, or systems, rather than with individual students.

**Student Learning Assessment Resources and Support**

Resources and support for student learning assessment include: assessment coordinators, [committee for assessing student learning,](https://internal.lcc.edu/provost/senate/standing-committees/casl.aspx) [eLearning](https://www.lcc.edu/elearning/), and the [center for data science](https://internal.lcc.edu/cds/assessment/). Contact any of these groups or individuals for assistance with student learning and assessment.

**English Composition**

The English Composition general education category student learning outcomes include student learning assessment data from fall and/or spring semesters for these courses: ENGL121; ENGL131; ENGL124; ENGL127.

| Total Average | **Gender** | **Female**  86.2%  (*n*=250) |  | **Male** 87.8%  (*n*=148) |  | **Non-Disclosed**  91.7%  (*n*=3) | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **86.8%** (*n*=401) | **Ethnicity** | **American Indian or Alaskan Native** 90.5%  (*n*=2) | **Asian**  89.8%  (*n*=19) | **Black**  82.4%  (*n*=24) | **Hispanic** 84.5%  (*n*=32) | **Other** 91.6%  (*n*=9) | **2+** 90.4%  (*n*=17) | **White** 87.1%  (*n*=298) |

**English Composition (second course)/Communication**

The English Composition (second course)/Communication general education category student learning outcomes include student learning assessment data from fall and/or spring semesters for these courses:CITS110; COMM110; COMM120; COMM130; ENGL122; ENGL124; ENGL127; ENGL132; SIGN160.

| Total Average | **Gender** | **Female**  91%  (*n*=1,001) |  | **Male** 88.7%  (*n*=522) |  | **Non-Disclosed**  92.7%  (*n*=15) | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **90.3%** (*n*=1,538) | **Ethnicity** | **American Indian or Alaskan Native** 95.5%  (*n*=9) | **Asian**  90.1% (n=67) | **Black**  87.5% (n=104) | **Hispanic** 87.3% (n=133) | **Other** 90.3% (n=44) | **2+** 92.1% (n=77) | **White** 90.8% (n=1,104) |

**Humanities and Fine Arts**

The Humanities and Fine Arts general education category student learning outcomes include student learning assessment data from fall and/or spring semesters for these courses:ARTS102; DMAC260;ENGL200; ENGL208; ENGL211; ENGL220; ENGL260; FREN121; FREN122; FREN202; GRMN121; GRMN122; HIST150; HIST220; HIST250; HUMS120; HUMS130; HUMS160; HUMS211; HUMS212; HUMS213; HUMS214; HUMS215; JAPN121; JAPN122; JAPN202; LING230; MUSC199; MUSC241; PHIL101; PHIL151; PHIL152; PHIL211; PHIL212; RELG150; SPAN121; SPAN122; SPAN201; SPAN202; THEA110;THEA210.

| Total Average | **Gender** | **Female**  87.1%  (*n*=1,189) |  | **Male** 86.2%  (*n*=677) |  | **Non-Disclosed**  90.5%  (*n*=35) | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **86.5%** (*n*=1,901) | **Ethnicity** | **American Indian or Alaskan Native** 92.5%  (n=8) | **Asian**  86% (n=83) | **Black**  83.2% (n=133) | **Hispanic** 85.1% (n=161) | **Other** 89.6% (n=72) | **2+**  87.3% (n=82) | **White** 87.3% (n=1,362) |

**Mathematics**

The Mathematics general education category student learning outcomes include student learning assessment data from fall and/or spring semesters for these courses: ELTE121; MATH115; MATH117; MATH118; MATH119; MATH120; MATH121; MATH122; MATH126; MATH141; MATH151; MATH152; MATH201; MATH202; MATH253; MATH254; MATH260; STAT170; STAT215.

| Total Average | **Gender** | **Female**  77%  (*n*=1,596) |  | **Male** 80.5%  (*n*=1,238) |  | **Non-Disclosed**  81.4%  (*n*=53) | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **78.6%** (*n*=2,887) | **Ethnicity** | **American Indian or Alaskan Native**  75.8%  (n=16) | **Asian**  81.7% (n=159) | **Black**  71.6% (n=184) | **Hispanic** 76.3% (n=235) | **Other** 82.1% (n=116) | **2+**  77.9% (n=123) | **White** 79.2% (n=2,054) |

**Natural Sciences**

The Natural Sciences general education category student learning outcomes include student learning assessment data from fall and/or spring semesters for these courses: ASTR201; BIOL120; BIOL121; BIOL125; BIOL127; BIOL128; BIOL145; BIOL201; BIOL202; BIOL203; BIOL204; BIOL265; BIOL270; CHEM125; CHEM135; CHEM151; CHEM152; CHEM161; CHEM162; CHEM182; CHEM192; CHEM251; CHEM252; CHEM272; GEOG221; GEOL221; GEOL222; ISCI121; ISCI122; ISCI131; PFHW123; PHYS120; PHYS200; PHYS222; PHYS251; PHYS252.

| Total Average | **Gender** | **Female**  80.4%  (*n*=3,816) |  | **Male** 81.4%  (*n*=1,775) |  | **Non-Disclosed**  83.6%  (*n*=58) | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **80.7%** (*n*=5,649) | **Ethnicity** | **American Indian or Alaskan Native**  77.9%  (n=27) | **Asian**  80.9% (n=312) | **Black**  76.4% (n=383) | **Hispanic** 78.8% (n=441) | **Other** 82.8% (n=224) | **2+**  80.6% (n=262) | **White** 81.3% (n=4,000) |

**Social Sciences**

The Social Sciences general education category student learning outcomes include student learning assessment data from fall and/or spring semesters for these courses: ANTH270; ANTH271; ANTH272; ANTH275; CHDV101; CJUS101; CJUS102; CJUS106; COMM280; ECON120; ECON201; ECON202; ECON260; EDUC204; EDUC220; EDUC230; GEOG200; GEOG202; GERO100; MGMT234; POLS120; POLS121; POLS201; POLS240; POLS260; PSYC200; PSYC202; PSYC203; PSYC205; PSYC221; PSYC222; PSYC250; SOCL120; SOCL254; SOCL255; SOCL260; SOWK101.

| Total Average | **Gender** | **Female**  85.6%  (*n*=2,411) |  | **Male** 84.4%  (*n*=1,418) |  | **Non-Disclosed**  86.6%  (*n*=53) | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **85.2%** (*n*=3,882) | **Ethnicity** | **American Indian or Alaskan Native**  78.5%  (n=19) | **Asian**  86% (n=147) | **Black**  81.9% (n=297) | **Hispanic** 84.9% (n=317) | **Other** 85.6% (n=135) | **2+**  86.1% (n=200) | **White** 85.4% (n=2,767) |

#### Top 10 General Education Assessed Courses

**Summary Table of General Education Top 10.**

| Total Average | **Gender** | **Female**  80.6%  (*n*=3,970) |  | **Male**  81.7%  (*n*=1,932) |  | **Non-Disclosed**  84.3%  (*n*=76) | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **80.1%** (*n*=5,978) | **Ethnicity** | **American Indian or Alaskan Native** 78.2%  (n=28) | **Asian**  82.2%  (n=259) | **Black**  75.4%  (n=453) | **Hispanic**  79%  (n=490) | **Other**  83.5% (n=208) | **2+**  81.8%  (n=306) | **White** 81.5% (n=4,234) |

**Detailed View of General Education Top 10 by Number of Students Assessed.**

| **# Students Assessed** | **Course** | **Total Average** | **Female** | **Male** | **Non-Disclosed** | **American Indian or Alaskan Native** | **Asian** | **Black** | **Hispanic** | **Other** | **2+** | **White** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 835 | MATH 119 | 73.2% | 72.2% (n=596) | 75.7% (n=229) | 73.1% (n=10) | 56.9% (n=4) | 66.9% (n=30) | 63% (n=66) | 66.2% (n=73) | 73% (n=32) | 74.4% (n=37) | 76% (n=593) |
| 828 | BIOL 203 | 79% | 76% (n=688) | 76.3% (n=134) | 77%  (n=6) | 61.5% (n=4) | 83% (n=37) | 70.2% (n=66) | 69% (n=50) | 79.5% (n=29) | 73% (n=45) | 76.8% (n=597) |
| 762 | BIOL 120 | 83.8% | 83% (n=391) | 85% (n=362) | 89%  (n=9) | 77.3% (n=2) | 84% (n=29) | 77.6% (n=48) | 83% (n=76) | 85.7% (n=31) | 84% (n=37) | 84.5% (n=539) |
| 647 | SOCL 120 | 80.7% | 81% (n=419) | 79.6% (n=218) | 86% (n=10) | 77.2% (n=3) | 83% (n=27) | 77.7% (n=63) | 82% (n=54) | 90.3% (n=14) | 84% (n=40) | 80.5% (n=446) |
| 553 | ECON 201 | 77.3% | 77% (n=253) | 77.2% (n=228) | 81% (n=12) | 67.6% (n=3) | 79% (n=29) | 73.7% (n=22) | 74% (n=29) | 81.7% (n=22) | 75% (n=24) | 76.9% (n=424) |
| 525 | PSYC 200 | 86% | 86% (n=325) | 85.9% (n=190) | 91% (n=10) | 85%  (n=2) | 89% (n=24) | 83.4% (n=45) | 86% (n=57) | 88.2% (n=22) | 84% (n=31) | 86.6% (n=344) |
| 514 | MATH 120 | 83.2% | 83% (n=307) | 83.9% (n=201) | 85%  (n=6) | 89%  (n=2) | 89% (n=23) | 78.5% (n=31) | 83% (n=41) | 85.9% (n=22) | 81% (n=27) | 83% (n=368) |
| 472 | BIOL 202 | 80.8% | 81% (n=384) | 80.6% (n=84) | 93%  (n=4) | 72%  (n=3) | 82% (n=27) | 80.6% (n=42) | 82% (n=32) | 83.5% (n=14) | 84% (n=17) | 80.4% (n=337) |
| 444 | COMM 110 | 93% | 94% (n=278) | 91.7% (n=160) | 92%  (n=6) | 98%  (n=3) | 98% (n=19) | 90.1% (n=36) | 90% (n=45) | 97.7% (n=14) | 95% (n=26) | 93% (n=301) |
| 398 | BIOL 201 | 85.6% | 85% (n=329) | 86.6% (n=66) | 88%  (n=3) | 89%  (n=2) | 89% (n=14) | 80.7% (n=34) | 84% (n=33) | 90.2% (n=8) | 85% (n=22) | 86.1% (n=285) |

## Program Level Assessment

Program level assessment is the collection of student learning assessment scores from introduction, gateway, or milestone courses in each program of study. Student learning outcomes are organized by program area or division. Monitoring program level student learning outcomes gives some insight into the learning in high stakes courses, such as courses critical to students’ progress toward completion.

**How Program Level Student Learning Data is Collected**

Student learning is assessed in each course using a test, exam, paper, presentation, or one of many other possible methods. Scores from these learning assessments are collected from one gateway, milestone, or introduction course from each program of study each fall and spring semester, as applicable.

**How Program Level Student Learning Data is Calculated**

Scores from learning assessments are averaged by course. Each course average is then weighted to calculate the program area or division results. Each student population average is calculated using the same procedure of averaging the score by course for each population and then weighting the averages for each program area or division. Weighting course averages ensures each score receives appropriate weight to the overall average, as course and population sizes vary.

*A note about student demographic labels*:

The gender and race/ethnicity breakdowns and language come from federally-mandated reporting requirements and match what is seen in IPEDs/Perkins reporting.

**Considerations for Interpreting Student Learning Outcomes**

The reliability of student learning assessment outcomes increases when multiple sources of data collection are used and when data is collected over time. Patterns over time are more reliable than snapshots in time. Be mindful of the total n for the outcomes. The larger the n, the steadier we may consider the outcomes.

When looking at the student outcomes, we may be prone to compare populations. Instead, you are encouraged to look at the student outcomes in relationship to the learning goal. How close, or far, is each population from our program level student learning goals? A learning goal should be established for each program level student learning outcome. Be mindful of the potential causes for student outcomes. Most commonly, the cause is within structures, design, or systems, rather than with individual students.

**Student Learning Assessment Resources and Support**

Resources and support for student learning assessment include: assessment coordinators, [committee for assessing student learning,](https://internal.lcc.edu/provost/senate/standing-committees/casl.aspx) [eLearning](https://www.lcc.edu/elearning/), and the [center for data science](https://internal.lcc.edu/cds/assessment/). Contact any of these groups or individuals for assistance with student learning and assessment.

### Arts & Sciences

**Communication, Media, & the Arts**

The Communication, Media, & the Arts student learning outcomes include student learning assessment data from fall and/or spring semesters for these courses: ART102; COMM110; DMAC120; DMAC260; FREN121; GRMN121; JAPN121; LING230; MUSC199; SING160; SPAN121; THEA110.

| Total Average | **Gender** | **Female**  90.7%  (*n*=610) |  | **Male** 88.4%  (*n*=380) |  | **Non-Disclosed**  88.8%  (*n*=21) | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **89.7%** (*n*=1,011) | **Ethnicity** | **American Indian or Alaskan Native**  97.8%  (n=5) | **Asian**  90.7% (n=48) | **Black**  85.6% (n=81) | **Hispanic** 87.3% (n=99) | **Other** 91.4% (n=36) | **2+**  91.3% (n=57) | **White** 90.2% (n=685) |

**Communication, Media, & the Arts**

The Business & Economics student learning outcomes include student learning assessment data from fall and/or spring semesters for these courses: ACCG210; BUSN118; ECON201; INSU105; MGMT225; MGMT234.

| Total Average | **Gender** | **Female**  91.1%  (*n*=854) |  | **Male** 83.1%  (*n*=900) |  | **Non-Disclosed**  86.3%  (*n*=21) | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **82.8%** (*n*=1,775) | **Ethnicity** | **American Indian or Alaskan Native**  81.5%  (n=8) | **Asian**  86.1% (n=72) | **Black**  82% (n=105) | **Hispanic** 81.5% (n=110) | **Other** 83.3% (n=61) | **2+**  82.7% (n=73) | **White** 82.7% (n=1,346) |

**Science & Mathematics**

The Science & Mathematics student learning outcomes include student learning assessment data from fall and/or spring semesters for these courses: ASTR201; BIOL120; CHEM125; CHEM135; CPSC230; GEOG120; GEOL211; GERO100; ISCI121; MATH119; PHYS120; STAT170.

| Total Average | **Gender** | **Female**  79.1%  (*n*=1,001) |  | **Male** 81.2%  (*n*=637) |  | **Non-Disclosed**  79.2%  (*n*=25) | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **79.7%** (*n*=1,663) | **Ethnicity** | **American Indian or Alaskan Native**  66.5%  (n=8) | **Asian**  81.1% (n=64) | **Black**  72.7% (n=117) | **Hispanic** 76.6% (n=129) | **Other** 77.5% (n=64) | **2+**  80.7% (n=76) | **White** 81% (n=1,205) |

**Social Science & Humanities**

The Social Science & Humanities student learning outcomes include student learning assessment data from fall and/or spring semesters for these courses: ANTH270; EDUC204; HIST211; HUMS120; PHIL151; POLS120; PSYC200; RELG150; SOCL120.

| Total Average | **Gender** | **Female**  83%  (*n*=996) |  | **Male** 82.7%  (*n*=575) |  | **Non-Disclosed**  86.8%  (*n*=32) | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **82.7%** (*n*=1,603) | **Ethnicity** | **American Indian or Alaskan Native**  82.5%  (n=6) | **Asian**  83.5% (n=64) | **Black**  76.5% (n=135) | **Hispanic** 82.3% (n=143) | **Other** 85.4% (n=50) | **2+**  84.6% (n=87) | **White** 83.6% (n=1,118) |

### Health & Human Services

**Health & Human Services**

The Health & Human Services student learning outcomes include student learning assessment data from fall and/or spring semesters for these courses: CHDV101; DENT152; EMTA101; FIRE100; HUSE100; NURS211; SOWK101.

| Total Average | **Gender** | **Female**  94.6%  (*n*=406) |  | **Male** 92.8%  (*n*=74) |  | **Non-Disclosed**  95%  (*n*=5) | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **94.3%** (*n*=485) | **Ethnicity** | **American Indian or Alaskan Native**  (n=0) | **Asian**  96.7% (n=24) | **Black**  91.8% (n=41) | **Hispanic** 92% (n=38) | **Other** 97.6% (n=18) | **2+**  93.9% (n=25) | **White** 94.5% (n=339) |

*(CHDV101;DENT152;EMTA101;FIRE100;HUSE100;NURS211;SOWK101)*

### Technical Careers

**Technical Careers**

The Technical Careers student learning outcomes include student learning assessment data from fall and/or spring semesters for these courses: ARCH110; AUTM102; AVAF125; BLDT120; CITF110; CITS110; CIVL101; CJUS101; DCTM100; ELTE102; ELTE108; ELTE121; GSCI100; HVAC100; LEGL115; METD110; WELD102.

| Total Average | **Gender** | **Female**  88.6%  (*n*=225) |  | **Male** 88.6%  (*n*=564) |  | **Non-Disclosed**  85.1%  (*n*=6) | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **88.6%** (*n*=795) | **Ethnicity** | **American Indian or Alaskan Native**  86.7%  (n=3) | **Asian**  90.4% (n=26) | **Black**  84.8% (n=40) | **Hispanic** 86.6% (n=64) | **Other** 91.9% (n=31) | **2+**  85.1% (n=32) | **White** 89% (n=599) |

# Assessment Scorecard and Projects 2021-2024

The assessment scorecard shows the alignment and measurement of LCC’s assessment progress. Assessment work is aligned to the HLC assessment criteria and LCC’s strategic plan. This ensures assessment objectives and activities are intentional and focused toward shared goals. Assessment objectives are defined to track ongoing progress, or deviation, toward these shared goals. Assessment projects identify the assessment activities for the 2021-2024 time period.

| **HLC Criteria & LCC Strategic Plan** | **LCC Assessment**  **Goals & Objectives** | **Indicator (Data)** | **Target** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **Projects** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals | Goal: *Continuous, multi-level, college-wide student learning outcome mapping* | | | | | | | | | |
| 1. ≥85% programs of study have documented student learning outcomes | Learning outcomes documented | **≥85%** | 78% | 92% | 93% | 93% | - | - | Program Review  Course Proposal Review |
| 1. ≥87% programs of study have documented outcome alignment | Outcome alignment: ELO --> PLO --> CLO | **≥87%** | 86% | 98% | 97% | 97% | - | - |
| 1. ≥50% student learning outcome statements achieve Bloom’s cognitive level ≥3 | Cognitive level of learning outcome | **≥50%** | 53% | 59% | 59% | 59% | - | - |
| 4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. | Goal: *Continuously improve the methods and processes we use to learn about student learning.* | | | | | | | | | |
| 1. ≥85% programs of study have documented methods of student learning assessment | Methods of assessment identified | **≥85%** | 88% | 90% | 90% | 90% | - | - | Program Review  Co-curricular assessment  Cardio exercise & student success  Educational resources  CTE workshops/ videos  CASL instructor materials |
| 2. ≥80% assessment methods are aligned to student learning outcome Bloom’s level | Outcome to method alignment | **≥80%** | 76% | 95% | 95% | 9% | - | - |
| 3. Increase use of performance-based/authentic methods | % PBA methods | **≥50%** | - | - | - | - | - | new |

| **HLC Criteria & LCC Strategic Plan** | **LCC Assessment**  **Goals & Objectives** | **Indicator (Data)** | **Target** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | | **2020-21** | **Projects** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4.B.3. The institution uses the information gained from assessment to improve student learning  Engaged Learning & Student Success: Identify and reduce equity gaps in general education courses and between educational delivery modes. | Goal: *Continuously progress from holistic to analytic data collection methods, analyses, and use.* | | | | | | | | | | |
| 1. Analyze general education student learning assessment by demographics. | Equity gaps identified annually | 100% | - | - | - | - | | - | 🗹 | General Education Student Learning Assessment Reporting |
| 1. Continuously advance use of student learning data to inform teaching and learning decisions. | Assessment plans: Collection to Use | 100% | New | 40% | 41% | 50% | | - | \*update methodology | Assessment Coordinators  CASL  Curriculum Map Update |
| 4.B.4. The institution’s processes and methodologies to assess student learning reflect good practice including substantial participation of faculty and relevant staff.  Competitiveness & Innovation:  Increase alignment between college programs and employer needs for fulfillment of high paying and in demand jobs | Goal: *Continuously advance assessment systemic design and thinking.* | | | | | | | | | | |
| 1. Emphasize collaboration and teamwork with faculty through design experimentation and data agreements. | # active designs | - | - | - | - | - | | 22 courses | 27 courses | CASL Learning Lab  CASL + CC Workgroup |
| Office hours held | - | - | - | - | 🗹 | | 🗹 | 🗹 | Weekly office hours |
| 1. Research alignment of learning outcomes to market need in occupational programs of study | TBD (% of programs) | - | - | - | - | - | | - | TBD | Strategic data project |

# 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 assessment rotation | * Weighted average student assessment score by course; by student demographic for each ELO * HS results 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/) | * Weighted average student assessment score by course; by student demographic for each general education category * Top 10 by # of assessments * HS results excluded |
| Gateway/ Milestone | The intro, gateway, or milestone course of a program of study. | Student assessment scores | * Grades are pulled from gradebooks during summer for previous spring and fall semesters * Highest form of assessment delivered at latest date of course (i.e. cumulative exam at end of semester) applied * Inclusion determined by program pathway | * Weighted average student assessment score by course;   by student demographic   * Results by program area or division |

LCC Nondiscrimination Statement

Lansing Community College is committed to providing equal employment opportunities and equal education for all persons regardless of race, color, sex, age, religion, national origin, creed, ancestry, height, weight, sexual orientation, gender identity, gender expression, disability, familial status, marital status, military status, veteran’s status, or other status as protected by law, or genetic information that is unrelated to the person’s ability to perform the duties of a particular job or position or that is unrelated to the person’s ability to participate in educational programs, courses services or activities offered by the college.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies: Equal Opportunity Officer, Washington Court Place, 309 N. Washington Square Lansing, MI 48933, 517-483-1730; Employee Coordinator 504/ADA, Administration Building, 610 N. Capitol Ave. Lansing, MI 48933, 517-483-1875; Student Coordinator 504/ADA, Gannon Building, 411 N. Grand Ave. Lansing, MI 48933, 517-483-1885; Lori Willett, Human Resource Manager/Title IX Coordinator, Administration Building, 610 N. Capitol Ave. Lansing, MI 48933, 517-483-1870; Christine Thompson, Student Title IX Coordinator, Gannon Building, 411 N. Grand Ave. Lansing, MI 48933, 517-483-1261.

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.