



# Lake Erie College

## Co-Curricular Assessment Plan

[Revised Spring 2018]

Deadline for submission to the Vice President of each area: May 1 of each year

|                                       |   |
|---------------------------------------|---|
| <b>Program:</b> Learning Communities  | <b>Division:</b> Academic Affairs               |
| <b>Academic Year:</b> 2018-19         | <b>Department:</b> Learning Communities         |
| <b>Contact Person:</b> Brent Robinson | <b>Contact email address:</b> brobinson@lec.edu |

### PROGRAM MISSION

The mission of the Lake Erie College Learning Communities program is to challenge students to broaden their intellectual and personal horizons in ways that prepare them to flourish as aspiring professionals and responsible citizens. Through enriching experiences inside and outside of the classroom, students will cultivate a stronger sense of purpose, engage in academic pursuits from an interdisciplinary perspective, and enhance career readiness skills all while developing meaningful relationships with peers and faculty.

### CURRENT CO-CURRICULUM PROGRAM LEARNING OBJECTIVES

(These should match the program curriculum maps, i.e., where the learning objective is embedded)

### PROGRAM LEARNING OBJECTIVES

**PLO 1 – Broadening Horizons:** Through cultural, academic, and social activities students will be challenged to broaden their intellectual horizons, increase self-awareness, and embrace a more inclusive sense of identity.

**PLO 2 – Self-Advocacy:** Students will gain an understanding of expectations within the post-collegiate working world while developing the necessary skills and experiences to successfully navigate a career search.

**PLO 3 – Integrative Thinking:** Students will develop competencies in making connections between ideas and experiences that will enable them to synthesize concepts to new and more complex learning environments after graduation.

**PLO 4 – Balancing Personal Goals with the Needs of Others:** Students will engage in activities that broaden their sense of meaning to include the needs of others as fundamental to their own personal definition of success.

**PLO 5**

**PLO 6**

**PLO 7**

**PLO 8**

**PLO 9**

**PLO 10**

### PROGRAM LEVEL ASSESSMENT #1

**Direct Method of Assessment (e.g., standardized testing service, pre/post-test, portfolio evaluation, exam, etc.):** Portfolio reviews each year in concert with Learning Community faculty and staff. Students must satisfy four categories within their portfolios: Curriculum Vitae/Resume; On-Campus Learning and Development Activities with Reflection Summaries; Off-Campus Learning and Development Activities with Reflection Summaries; List of Activities that Positively Impact Others with Reflection Summaries.

**Indirect Method of Assessment (e.g., student surveys, survey of graduates, graduate and retention rates, etc.):**

**To which PLO is this assessment aligned? #1-4**

**Achievement Target:** Students add or update elements from each category every year up through graduation. Students demonstrate a Growth Mindset disposition and integrate National Association of Colleges and Employers (NACE) competencies as they develop progressively more refined career-readiness skills.

Portfolios will be scored in each category on an annual basis using a 5-point Likert Scale (1=Approaches Expectations, 2=Meets Some Expectations, 3=Meets Expectations, 4=Exceeds Some Expectations, 5=Exceeds Expectations). The goal for 2018-19 will be an overall

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| composite average $\geq 3/5$ , with at least 80% of first-year Learning Community students submitting a portfolio for review.  |
| <b><u>Number of Students in Assessed Population:</u></b> All students participating in one of the four Learning Communities beginning with first-year students in Fall 2018. |
| <b><u>Summary of Results:</u></b>  |
| <b><u>Strengths of the Program as Per Assessments :</u></b>  |
| <b><u>Needs for Improvement and challenges presented:</u></b>  |
| <b><u>Action Plan for Adding Quality Improvements (please see rubric for Action Plans):</u></b>  |

**PROGRAM LEVEL ASSESSMENT #2**

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| <b><u>Direct Method of Assessment (e.g., standardized testing service, pre/post-test, portfolio evaluation, capstone course evaluation, etc.):</u></b>   |
| <b><u>Indirect Method of Assessment (e.g., student surveys, survey of graduates, graduate and retention rates, etc.)</u></b> Student program evaluations: Each year students will complete surveys assessing the extent in which they were engaged to develop in accordance within each of the four PLO categories. It will serve as both a student satisfaction survey while also informing the direction of programming in subsequent years. |
| <b><u>To which PLO is this assessment aligned? #1-4</u></b>  |
| <b><u>Achievement Target:</u></b> Likert scores of $\geq 4/5$ on all questions for the majority of respondents, with higher scores anticipated for more recent incoming classes.   |
| <b><u>Number of Students in Sample:</u></b> All active Learning Community students.  |
| <b><u>Summary of Results:</u></b>  |
| <b><u>Strengths of the Program as Per Assessments :</u></b>  |
| <b><u>Needs for Improvement and challenges presented:</u></b>  |
| <b><u>Action Plan for Adding Quality Improvements (please see rubric for Action Plans):</u></b>  |

**[IF MORE PROGRAM LEVEL ASSESSMENTS EXCEED WHAT IS ON THIS FORM, SIMPLY CUT AND PASTE THE FIELDS AND RENUMBER AS NECESSARY]**

**SPECIFY LEARNING OUTCOMES YOU ANTICIPATE WILL BE ASSESSED NEXT YEAR  
(If different than current action plan listed above for each assessment)**

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|--|-----------------------------------|
| <b><u>Outcome:</u></b>                       |                                   |
| <b><u>Method:</u></b>                        | <b><u>Achievement Target:</u></b> |
| <b><u>Second Method (if applicable):</u></b> | <b><u>Achievement Target:</u></b> |

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Staff Member(s) Signature Representing the Program

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Vice President's Signature and Date Indicating Review and Approval of Assessments