# Annual Assessment Report 2025



Assessment is an ongoing method focused on improving and enhancing student learning in courses and programs. In assessment, we systematically define and modify outcomes, identify measuring tools, teach/assess, analyze/report, and act/plan, taking action to measure how well student learning aligns with our intended outcomes.

## Assessment Due Dates

- **May 15:** Program Assessment Results & Analysis and ICCB Program Review
- **October 1:** Course Assessment Results & Analysis

# Executive Summary – Annual Assessment Report 2025

Prepared for: Board of Trustees
Institution: Lake Land College
Date: January 12, 2026

## Overview

The 2025 Assessment Report reflects a transformative year for Lake Land College, emphasizing continuous improvement in learning assessment, accreditation readiness, faculty development, and institutional integration. The college is intentionally shifting from compliance-driven assessment to a data-informed culture of academic excellence, supported by HelioCampus and the creation of the Learning Excellence Committee (LEC).The report also provides documentation for areas directly tied to the Higher Learning Commission (HLC) reaffirmation visit (April 2025), including continuous improvement in assessment practices, faculty development, and integrated planning systems.

## Key Achievements

- HLC Reaffirmation: Accreditation reaffirmed in April 2025. A monitoring report due in May 2027 will address full HelioCampus implementation, faculty evaluation consistency, and cross-campus planning integration.
- Leadership Expansion: New leadership roles were added—Faculty Assessment Liaison (Sarah Wright), Associate Dean of Curriculum and Assessment (Shannon McGregor), and Dean of Instruction (Dr. Michael Downton)—to strengthen academic and assessment infrastructure.
- New Committee Structure: The Learning Excellence Committee replaced legacy committees to unify general education and assessment efforts under a single continuous improvement model.
- Technology Advancement: Transition from Weave to HelioCampus assessment software to centralize outcomes mapping, reporting, and analytics. Full adoption is expected by Spring 2026.
- Curriculum Renewal: All course information forms are being updated (Nov 2024– Spring 2026) to align with Bloom's Taxonomy, IAI standards, and measurable outcomes.
- Laker Learning Competencies (LLCs): Eight competencies now anchor both general education and career-technical programs. These are integrated into course outcomes, student portfolios, and registration systems.
- Professional Development: Available faculty training and conference opportunities in 2025 strengthened institutional assessment literacy and instructional innovation.

## Institutional Learning & Assessment Framework

The new Assessment Cycle now drives instructional planning and accountability:

1. Define/Modify Outcomes: Curriculum revision across all divisions.
2. Identify Measuring Tools: Use of HelioCampus mapping and Excel tools for program-level assessment.
3. Teach/Assess: Integration with Canvas for real-time data capture on student performance.
4. Analyze/Report: Faculty and coordinators use automated reports to identify gaps (below 80% success) and initiate improvement discussions.
5. Act/Plan: Faculty adjust instruction, interventions, and curricula based on analyzed data.

When fully implemented, HelioCampus will enable data visualization, rubric integration, and evidence-based decision-making, reinforcing alignment between learning outcomes, program effectiveness, and institutional strategy.

## Learning Excellence Committee (LEC)

The LEC now serves as the primary governance body for assessment and instructional improvement.
Three operational teams support its function:

- Assessment Response Team: Provides cross-divisional narrative feedback.
- Data Team: Trains faculty in HelioCampus data interpretation and analytics.
- Laker Learning Competency Team: Oversees rubric norming and alignment.

The committee ensures faculty collaboration, innovation in teaching, and consistency in assessment across all modalities.

## Spotlight on Faculty Innovation

- TikTok Teaching Project (ADN-075): A creative pharmacology teaching method improved engagement and digital literacy.
- Applied Math Projects (MAT-115/116): Real-life budgeting exercises improved quantitative reasoning and financial literacy.
- Environmental Science (BIO-160): Targeted review improved student mastery in scientific application.
- Applied Engineering Technology (AET): Transitioned to a competency-based education (CBE) model, aligning with industry certification standards and workforce needs.

These examples reflect the institution's shift toward authentic, data-driven learning experiences that enhance both student engagement and employability.

## Professional Development & Partnerships

In 2025, Lake Land College enhanced training through workshops and conferences.

- Innovation Camp (June 2025) and HelioCampus workshops helped 13 pilot faculty refine data usage and course linkage.
- Dual Credit Collaborative (August–October 2025) was designed to improve alignment between on-campus and dual-credit faculty.
- Ongoing professional development focuses on assessment literacy, rubric calibration, and data-informed pedagogy.

## Looking Ahead (2026–2027 Priorities)

1. Full HelioCampus Implementation: Complete mapping of all programs and courses by Spring 2026.
2. Norming and Rubric Calibration: Conduct faculty norming sessions for Laker Learning Competencies.
3. Integrated Planning: Connect assessment data to finance, technology, and academic planning for the 2027 HLC report.
4. Student Portfolios: Launch student-facing HelioCampus portfolios linking learning evidence to employability skills.
5. Faculty Evaluation Alignment: Standardize professional development and performance evaluation across modalities.
6. CBE Expansion: Extend competency-based programs to other applied fields.

## Conclusion

Lake Land College's 2025 assessment strategy represents a decisive institutional transformation toward learning excellence. The transition to HelioCampus, establishment of the Learning Excellence Committee, and alignment with Laker Learning Competencies moves the college towards collectively embedding assessment within daily academic practice.

The college's continuous improvement culture, faculty leadership, and data-informed planning will position Lake Land College strongly for the upcoming 2027 HLC monitoring review and ensure enduring quality in teaching and learning outcomes.

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# Welcome

## What's New with Assessment?

### *Higher Learning Commission Visit April 2025*

On April 28-29, 2025, the Higher Learning Commission (HLC) conducted a comprehensive visit that reaffirmed LLC's accreditation. However, the college will also have a secondary visit with an interim monitoring report that is due on May 1, 2027. Areas linked to assessment that will be included in that report relate to:

- **Ensuring Comprehensive Assessment Implementation for Enhanced Learning (3.A)**: a movement away from compliance toward continuous improvement through assessment and full implementation of HelioCampus, evaluating instructional quality, academic rigor, and achievement of student learning outcomes across academic programs, including distance education and dual enrollment.
- **Developing Consistent Faculty Evaluation and Mandatory Professional Development Across All Modalities (3.C)**: a continuous improvement plan for professional development that integrates assessment, online learning, and best practices
- **Developing a Fully Integrated Planning System (5.C)**: an integrated planning system to incorporate existing planning efforts (including assessment, finance, technology, and more)

Specifically, this annual report documents the changes in assessment as well as many details that will be necessary for the monitoring report in the areas above.

### *Employee Changes*

In 2025, the college strengthened its commitment to academic quality and continuous improvement by creating the position of Faculty Assessment Liaison. Sarah Wright, Business and Technology Instructor, started in this position in January of 2025. This role was established to provide dedicated support and guidance to faculty in implementing effective assessment practices.

Assessment Coordinator Nermine Tawdros continues to support our HelioCampus platform. Her position moved to Academic Services on July 1, 2025. Additionally, on July 1, we welcomed a new Associate Dean of Curriculum and Assessment, Shannon McGregor, further enhancing our leadership in curriculum development, assessment, and instruction/online support. During Fall 2025, the college appointed Dr. Michael Downton as Dean of Instruction, who will support assessment initiatives and ensure alignment with institutional goals. He will begin working for Lake Land College on January 5, 2026.

To support the assessment cycle, the Learning Excellence Committee was created this year. It replaced the General Education Committee and the Assessment Committee, which had been in place for more than 20 years. Academic Services and Student Services faculty serve as members, and the committee also has dedicated support staff as guests. More about the Learning Excellence Committee dynamics will be described in the Revamping Assessment section below.

*Software Changes*



The adoption of HelioCampus represents a significant step toward enhancing institutional assessment and data-driven decision-making. During Summer 2025, Sarah and Nermine tested the system extensively to ensure functionality and reliability, while best practices were developed to guide faculty and staff in its effective use. A pilot program was launched in August, providing an opportunity to evaluate system performance in a controlled environment and gather feedback from early adopters. These efforts will provide the foundation for a smooth transition and informed strategies for broader implementation.

Faculty engagement has been central to the success of this initiative. Since Fall 2024, Shannon has collaborated with faculty to integrate course and program outcome revisions throughout the curriculum process, and Nermine has worked with faculty to update programs that are not undergoing curriculum revisions. In March 2025, faculty finished updating course information forms to align with HelioCampus requirements, ensuring accurate and comprehensive data entry. From Summer 2025 through Spring 2026, Nermine has been loading outcome maps into HelioCampus, enabling clear connections between course and program outcomes. These milestones reflect a collaborative approach to integrating HelioCampus into academic processes, positioning the institution to leverage analytics for continuous improvement in teaching, learning, and program assessment.

## Completion Rate

Because we have been in a year of transition, we are not focusing on compliance at this time. Although we will monitor completion rates, we will mainly focus on building quality artifacts, assessments, and narratives over compliance.

## General Education Assessment/Institutional Learning Outcomes (ILOs)

From 2012-2015, General Education Assessment was comprised of a Collegiate Assessment of Academic Proficiency test (CAAP) and a Lake Land College test from 2016-2022) that was administered in strategically selected courses comprised mostly of sophomore-level students. These tests were collected and summarized, and the results

were shared with the campus community. As the committee discovered they were capturing more career and technical students than transfer students, they also observed that they were capturing students who had not completed all topic-related courses to effectively answer the questions. The committee reviewed different options and decided to rework the general education assessment.

In reviewing the purpose behind the general education assessment, the committee determined that the competencies transfer students needed to possess were also qualities that employers sought in career and technical graduates. The committee transitioned the general education assessment to institution-wide assessment. HelioCampus provides a student portfolio product that enables students to document their Laker Learning Competencies and integrate them into their employment resources as they seek employment, which also aids in student awareness of the competencies they learn. The student portfolio will be activated in the upcoming year.

*Laker Learning Competencies*
During AY2022, the committee worked to establish the Laker Learning Competencies. In AY2023, time was devoted to creating rubrics, using the Association of American Colleges and Universities VALUE Rubrics as guidelines for each of the competencies. In AY2024, the following Laker Learning Competencies that all students should have as they leave Lake Land College were adopted by the faculty and Board of Trustees. We revised them once more for directness and conciseness in Spring 2025 as a result of attending an HLC workshop, and the competencies below are the most recent version.

- Communication: Students communicate through the exchange of information.
- Creative Thinking & Problem Solving: Students think creatively to solve problems.
- Critical Thinking: Students connect knowledge from various disciplines to formulate logical conclusions.
- Global & Cultural Literacy: Students distinguish that society is a culturally diverse and global environment with differing opinions, practices, and ideas.
- Information & Technology Literacy: Students evaluate information effectively using the appropriate technological tools.
- Professional Skills & Ethics: Students demonstrate professional skills and ethical accountability.
- Quantitative Literacy: Students analyze data and mathematical patterns in real-life situations.
- Scientific Literacy: Students apply the scientific process to real-life situations.

In AY2026, Nermine has been using the updated course information forms to map Laker Learning Competencies in HelioCampus to the courses and programs, ensuring that all programs at the College contain these competencies. Laker Learning

Competencies are identified on each course information form published on our website and connected to the course description in the student information software. In AY2026, the Assessment Office and Learning Excellence Committee will offer norming sessions to ensure that the rubric is all-inclusive and easy for the faculty to relate to and evaluate in their courses. (See the Laker Learning Competencies Rubrics at the end of this document.)

## Revamping Assessment: The Assessment Cycle at Work!



How has the Assessment Office been thinking through changes? In this section, we describe how we have used the assessment cycle to implement changes systematically across the college during the last couple of years.

### 1. Define/Modify Outcomes: Curriculum Revisions

The first step in the assessment cycle ensures the courses cover the necessary content. Knowing that we needed to transition our assessment from compliance to actionable assessment, we identified that we first needed to ensure that our course information forms were up-to-date and outcomes were measurable. A college-wide initiative was launched in November 2024 and is wrapping up in Spring 2026, where the lead instructors revised their course information forms to correspond with Bloom's taxonomy levels as well as Illinois Articulation Initiative (IAI) guidelines or industry standards. Nermine and Shannon worked with instructors to ensure their program and course outcomes reflected their curricular needs. Course information form issues were revised and reapproved, as necessary, through the Curriculum Committee and ICCB.

### 2. Identify Measuring Tools

The next step in the assessment cycle is to identify measuring tools to assess learning. Faculty have performed assessments for years, therefore, we did not focus on assignments/artifacts and assessment methods in our revision process. We are confident not only that the faculty will revise their assessments as a result of departmental discussions and with professional development support. Additionally, we want them to keep doing what they are doing so that they have a less stressful transition to HelioCampus.

Therefore, to explain this step of the assessment cycle, our measuring tools focus on the Assessment Office's tools, including curriculum maps, HelioCampus, and Excel.

*Curriculum Mapping with Excel and HelioCampus*

Thanks to Director of Data Analytics Lisa Cole's initial transition from Weave to HelioCampus in AY2024 as well as the course and program curriculum revisions during the last year, Lake Land's Assessment Office has been building HelioCampus assessment maps and piloting them with faculty to ensure the system works easily to document levels of student success in courses and programs. The pilot faculty includes:

*Table 1: HelioCampus Pilot Faculty*

| Lead Instructor/ Program Coordinator | Course | Program |
|---|---|---|
| Sarah Wright, Faculty Assessment Liaison | MCS | Medical Coding |
| Cassie Porter | ADN | Nursing |
| Dave Chambers | CJS and CSS | Criminal Justice/Law Enforcement |
| James Crowder | | Welding (traditional and CBE) |
| Michael Beavers | AET, APT, EET, TEC, and others | Applied Engineering Technology (traditional and CBE) |
| Kurt Hoene | BCT | Building Construction |
| Ryan Wildman | AGR-040, AGR-207, and AGR-122 | |
| Christian Kessler | AGR-205 | |
| Hayden Wilder | AGR-043, AGR-046, AGR-060, AGR-061, AGR-062, and AGR-206 | |
| Brenda Hunzinger | BIO-100 | |
| Casey Reynolds | FLG-140 | |
| Eva Ritchey | COM-111 | |
| Andrew Gaines | PSY-274 | |

| Lead Instructor/ Program Coordinator | Course | Program |
|---|---|---|
| Jonathan Lebold | BUS-089, BUS-142, BUS-142, and CIS-160 | |
| Kim Hunter | | HESI Testing |

As faculty have been updating programs with Shannon for the Curriculum Committee and as Nermine has worked with faculty to onboard their programs to HelioCampus, they have been prepping their revisions in an Excel file to map program outcomes and Laker Learning Competencies. The assessment map below for the Medical Coding programs demonstrates the levels of learning for each course along with each program goal. Additionally, the Laker Learning Competencies for the program are captured in Figure 1 below.

*Figure 1: Medical Coding Program Goals*

## Assessment Mapping

| Medical Coding | | | Sarah Wright | |
|---|---|---|---|---|
| Course Number | Course Name | Reimbursement: Validate the healthcare reimbursement method for scenarios. | Medical Records: Demonstrate the accuracy and completeness of medical records. | Quality Improvement: Summarize quality improvement initiatives for health information systems. |
| AHE-044 | Pathophysiology | | I - Introducing | |
| AHE-057 | Pharmacology for Coders | | I - Introducing | |
| MCS-040 | Health Information for Professionals | I - Introducing | I - Introducing | |
| MCS-041 | Medical Office Terminology | | I - Introducing | |
| MCS-042 | HIT Applications I | P - Practicing | P - Practicing | I - Introducing |
| MCS-043 | HIT Applications II | R - Reinforcing | M - Mastering | P - Practicing |
| MCS-050 | Principles of CPT coding | R - Reinforcing | R - Reinforcing | |
| MCS-051 | Math for Medical Coders | P - Practicing | R - Reinforcing | |
| MCS-055 | Principles of ICD-10-CM Coding | R - Reinforcing | R - Reinforcing | |
| MCS-057 | Quality Improvement in Healthcare | | | R - Reinforcing |
| MCS-060 | Medical Ins Reimbursement | R - Reinforcing | P - Practicing | P - Practicing |
| MCS-070 | Principles ICD10PCS Coding | R - Reinforcing | R - Reinforcing | |
| MCS-071 | Inpatient Coding | R - Reinforcing | P - Practicing | I - Introducing |
| MCS-090 | Clinic Coding Certification Prep | | | |
| MCS-092 | Health Information and the Law | P - Practicing | P - Practicing | I - Introducing |
| MCS-093 | Medical Record Documentation | I - Introducing | M - Mastering | I - Introducing |
| MCS-098 | Medical Coding Capstone | M - Mastering | M - Mastering | M - Mastering |
| **Program Laker Learning Competencies** | | | | |
| Primary | Critical Thinking: Students connect knowledge from various disciplines to formulate logical conclusions. | | | |
| Secondary | Information & Technology Literacy: Students evaluate information effectively using the appropriate technological tools. | | | |

In the same spreadsheet, the Laker Learning Competencies document the learning levels (introducing, practicing, reinforcing, and mastering). The maps reveal which Laker Learning Competencies are used the most as well as what general education gaps each program has in the curriculum, which faculty address with revised or new curricula or by integrating a variety of general education courses that are also mapped for AAS programs. Figure 2 below illustrates the Laker Learning Competencies throughout the program.

*Figure 2: Medical Coding Laker Learning Competencies*

| Communication | Creative Thinking & Problem Solving | Critical Thinking | Global & Cultural Literacy | Information Technology Literacy | Professional Skills & Ethics | Quantitative Literacy | Scientific Literacy | Lead |
|---|---|---|---|---|---|---|---|---|
| | | I - Introducing | | I - Introducing | | | | Cassandra Porter |
| | | I - Introducing | | I - Introducing | | | | Cassandra Porter |
| | I - Introducing | | | | P - Practicing | | | Sarah Wright |
| P - Practicing | P - Practicing | | | | | | | Sarah Wright |
| | | P - Practicing | | P - Practicing | | | | Sarah Wright |
| | | M - Mastering | | M - Mastering | | | | Sarah Wright |
| | R - Reinforcing | | | R - Reinforcing | | | | Sarah Wright |
| | | R - Reinforcing | | | | R - Reinforcing | | Sarah Wright |
| | | R - Reinforcing | | R - Reinforcing | | | | Sarah Wright |
| | M - Mastering | P - Practicing | | | | | | Sarah Wright |
| | | P - Practicing | | I - Introducing | | | | Sarah Wright |
| | | R - Reinforcing | | R - Reinforcing | | | | Sarah Wright |
| | | P - Practicing | | P - Practicing | | | | Sarah Wright |
| | | | | | | | | Sarah Wright |
| | P - Practicing | | | I - Introducing | | | | Sarah Wright |
| | | I - Introducing | | | R - Reinforcing | | | Sarah Wright |
| | | M - Mastering | | M - Mastering | | | | Sarah Wright |

Figures 3-6 below demonstrate Kurt Hoene's quality revision of the Building Construction Trades stackable certificates and AAS program that he completed from 2024 through 2025. The revisions passed the Curriculum Committee in October and are working their way through the Illinois Community College Board (ICCB) processes right now.

*Figure 3: Building Construction Trades (BCT) Program Goals Core Courses*

**Assessment Mapping**

| Building Construction | | Kurt Hoene | | | | |
|---|---|---|---|---|---|---|
| | | **Math Skills:** Perform appropriate level math in order to perform duties in the construction industry. | **Construction Materials:** Demonstrate basic knowledge of materials used in building construction and their method of application. | **Estimating:** Demonstrate a working knowledge of building construction cost estimating. | **Working Drawings for Residential Construction:** Draw full sets of working drawings for residential construction. | **Employment:** The majority of the students will have gainful employment or employment opportunities. |
| **Course Number** | **Course Name** | | | | | |
| BCT-045 | Plans and Specifications | | I - Introducing | | I - Introducing | |
| BCT-047 | Groundwork: Tools to Concrete | I - Introducing | I - Introducing | | | |
| BCT-054 | Basic Carpentry I | I - Introducing | I - Introducing | | | |
| BCT-055 | Basic Carpentry II | P - Practicing | P - Practicing | | | |
| BCT-057 | Framework: Walls to Rafters | | P - Practicing | I - Introducing | | |
| BCT-062 | Architectural Drafting II | | | | P - Practicing | |
| BCT-063 | Architectural Drafting | | | | P - Practicing | |
| BCT-067 | Ext. Finish: Doors to Shingles | | R - Reinforcing | | | |
| BCT-070 | Construction Management | | | | | P - Practicing |
| BCT-073 | Architectural Design & Layout | | | | R - Reinforcing | |
| BCT-075 | Carpentry SOE | | | | | I - Introducing |
| BCT-076 | Architectural Design | | | | R - Reinforcing | |
| BCT-077 | Outbuildings: Decks to Sheds | | M - Mastering | | | |
| BCT-078 | Architectural SOE | | | | | R - Reinforcing |
| BCT-079 | Construction Mgmt Internship | | | R - Reinforcing | | M - Mastering |
| BCT-087 | Int. Finish: Drywall to Flooring | | P - Practicing | | | |
| BCT-089 | Construction Estimating | R - Reinforcing | | P - Practicing | | |
| BCT-097 | Woodwork: Trim to Cabinets | | P - Practicing | | | |
| BCT-099 | Basics of Plumbing | | P - Practicing | | | |
| **General Education Courses and Electives** | | | | | | |
| APT-041 | Applied Mathematics I | | | | | |
| APT-042 | Applied Mathematics II | | | | | |
| APT-043 | Applied Mathematics III | | | | | |

## Figure 4: BCT Program Goals Map General Education Courses

| General Education Courses and Electives | | | | | | |
|---|---|---|---|---|---|---|
| APT-041 | Applied Mathematics I | P - Practicing | | P - Practicing | | |
| APT-042 | Applied Mathematics II | R - Reinforcing | | R - Reinforcing | | |
| APT-043 | Applied Mathematics III | M - Mastering | | M - Mastering | | |
| APT-050 | Electrical Principles | | | | | P - Practicing |
| BUS-089 | Small Business Management | | | | | P - Practicing |
| BUS-221 | Financial Accounting | P - Practicing | | P - Practicing | | |
| BUS-251 | Principles of Management | | | | | R - Reinforcing |
| CAD-056 | CAD I | | | | P - Practicing | R - Reinforcing |
| CAD-057 | CAD II | | | | R - Reinforcing | R - Reinforcing |
| CAD-059 | Special Applications of CAD | | | | M - Mastering | M - Mastering |
| CET-054 | Soils + Aggregates | | P - Practicing | | P - Practicing | P - Practicing |
| CET-056 | PCC Theory and Design | P - Practicing | P - Practicing | | P - Practicing | P - Practicing |
| CET-060 | Surveying I | | | | P - Practicing | P - Practicing |
| CIS-068 | Computer Appl-Special Topics | | | | | R - Reinforcing |
| ECO-231 | Principles of Economics I (Macro) | P - Practicing | | | | R - Reinforcing |
| EET-088 | Residential Wiring | | | | | R - Reinforcing |
| EET-098 | Residential & Commercial Appl | | | | | R - Reinforcing |
| EET-099 | Electric Code Fundamentals | | | | | M - Mastering |
| ENG-050 | Writing for Industry | | | | | P - Practicing |
| ENG-119 | Composition I Pathway | | | | | P - Practicing |
| ENG-120 | Composition I | | | | | P - Practicing |
| SFS-150 | Money Management Strategies | P - Practicing | | P - Practicing | | P - Practicing |
| SOS-052 | Workplace Communication/Safety | | | | | P - Practicing |
| TEC-043 | Industrial Safety | | | | | I - Introducing |
| WLD-040 | Welding Fundamentals | | | | | P - Practicing |
| **Program Laker Learning Competencies** | | | | | | |
| Primary | Creative Thinking & Problem Solving: Students think creatively to solve problems. | | | | | |
| Secondary | Professional Skills & Ethics: Students demonstrate professional skills and ethical accountability. | | | | | |
| Teriary | Information & Technology Literacy: Students evaluate information effectively using the appropriate technological tools. | | | | | |
| Quaternary | Communication: Students communicate through the exchange of information. | | | | | |

## Figure 5: BCT Laker Learning Competencies Course Map

| Communication | Creative Thinking & Problem Solving | Critical Thinking | Global & Cultural Literacy | Information Technology Literacy | Professional Skills & Ethics | Quantitative Literacy | Scientific Literacy | Lead Instructor |
|---|---|---|---|---|---|---|---|---|
| | | I - Introducing | | | | | I - Introducing | Kurt Hoene |
| | I - Introducing | | | I - Introducing | | | | Kurt Hoene |
| I - Introducing | | | | I - Introducing | | | | Kurt Hoene |
| | P - Practicing | | | | P - Practicing | | | Kurt Hoene |
| | | P - Practicing | | P - Practicing | | | | Kurt Hoene |
| | | | | P - Practicing | | I - Introducing | | Kurt Hoene |
| | R - Reinforcing | | | P - Practicing | | | | Kurt Hoene |
| | P - Practicing | | | P - Practicing | | | | Kurt Hoene |
| | | R - Reinforcing | | | | M - Mastering | | Kurt Hoene |
| | | R - Reinforcing | | | R - Reinforcing | | | Kurt Hoene |
| P - Practicing | | | | | P - Practicing | | | Kurt Hoene |
| | | R - Reinforcing | | | | R - Reinforcing | | Kurt Hoene |
| | P - Practicing | | | | | | P - Practicing | Kurt Hoene |
| | R - Reinforcing | | | | R - Reinforcing | | | Kurt Hoene |
| | | M - Mastering | | | M - Mastering | | | Kurt Hoene |
| | | | | R - Reinforcing | | | P - Practicing | Kurt Hoene |
| | | R - Reinforcing | | | | P - Practicing | | Kurt Hoene |
| | | R - Reinforcing | | R - Reinforcing | | | | Kurt Hoene |
| | P - Practicing | | | P - Practicing | | | | Kurt Hoene |
| | | | | | | P - Practicing | P - Practicing | Michael Beavers |
| | | | | | | R - Reinforcing | R - Reinforcing | Michael Beavers |
| | | | | | | M - Mastering | M - Mastering | Michael Beavers |

## Figure 6: BCT Laker Learning Competencies General Education Course Map

| Communication | Creative Thinking & Problem Solving | Critical Thinking | Global & Cultural Literacy | Information Technology Literacy | Professional Skills & Ethics | Quantitative Literacy | Scientific Literacy | Lead Instructor |
|---|---|---|---|---|---|---|---|---|
| | | P - Practicing | | | | P - Practicing | | Kris Kersey |
| | P - Practicing | P - Practicing | | | | | | TBD |
| | | P - Practicing | | | | P - Practicing | | Rachel Young |
| | R - Reinforcing | R - Reinforcing | | | | | | TBD |
| | P - Practicing | | | P - Practicing | | | | TBD |
| | R - Reinforcing | | | R - Reinforcing | | | | TBD |
| | M - Mastering | | | M - Mastering | | | | TBD |
| | P - Practicing | | | | P - Practicing | | | Josh Fulk |
| | P - Practicing | | | | P - Practicing | | | Josh Fulk |
| | P - Practicing | | | | P - Practicing | | | Josh Fulk |
| | | R - Reinforcing | | P - Practicing | | | | Lisa Earp |
| | R - Reinforcing | R - Reinforcing | P - Practicing | | | | | Katie Lotz |
| | R - Reinforcing | | | | R - Reinforcing | | | Kris Kersey |
| | | R - Reinforcing | | | | R - Reinforcing | | Kris Kersey |
| | | M - Mastering | | | | | M - Mastering | Kris Kersey |
| P - Practicing | P - Practicing | P - Practicing | | | | | | Judy Bennett |
| P - Practicing | P - Practicing | P - Practicing | | | | | | Tara Watson |
| P - Practicing | P - Practicing | P - Practicing | | | | | | Tara Watson |
| | | P - Practicing | | P - Practicing | | | | Andrea Bright |
| P - Practicing | | | | | P - Practicing | | | Madison Dailey |
| P - Practicing | | | | | I - Introducing | | | Kris Kersey |
| | | | | | P - Practicing | | P - Practicing | James Crowder |

Nermine has been using Excel files to map in HelioCampus the pilot courses, programs, and divisions across campus. All programs and courses across campus will be completely mapped in HelioCampus at the conclusion of Spring 2025.

In addition to mapping for the academic side of the college, Nermine has been working with Student Services to determine the best way to capture assessment data for cocurricular outcomes.

HelioCampus keeps a record of the maps as well. Figure 7 below is a HelioCampus map for Medical Coding by Course, and Figure 8 maps by outcome.

*Figure 7: HelioCampus Map by Course for Medical Coding*
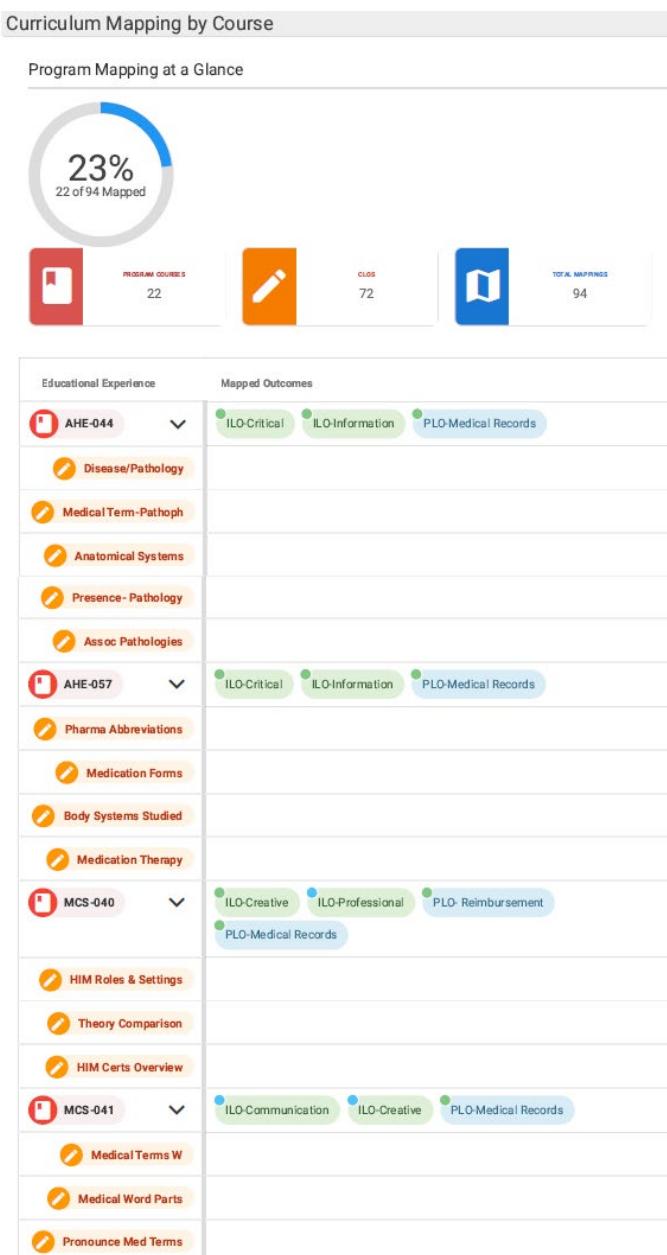
*Figure 8: HelioCampus Map by Outcome for Medical Coding*



**Lake Land College**
Mapping By Outcome

**Medical Coding** Published 🔒

Program-200
College: Lake Land College | Department: Business

| Outcomes | Mapped Educational Experience |
|---|---|
| 👥 ILO-Communication | MCS-041  MCS-056 |
| 👥 ILO-Creative | MCS-040  MCS-041  MCS-050  MCS-057  MCS-065  MCS-092  MCS-092 |
| 👥 ILO-Critical | AHE-044  AHE-057  MCS-042  MCS-043  MCS-051  MCS-055  MCS-056  MCS-057  MCS-060  MCS-070  MCS-070  MCS-071  MCS-085  MCS-090  MCS-093  MCS-098 |
| 👥 ILO-Global | |
| 👥 ILO-Information | AHE-044  AHE-057  MCS-042  MCS-043  MCS-050  MCS-055  MCS-060  MCS-065  MCS-070  MCS-070  MCS-071  MCS-085  MCS-090  MCS-092  MCS-092  MCS-098 |
| 👥 ILO-Professional | MCS-040  MCS-093 |
| 👥 ILO-Quantitative | MCS-051 |
| 👥 ILO-Scientific | |
| 👥 PLO- Reimbursement | MCS-040  MCS-042  MCS-043  MCS-050  MCS-051  MCS-055  MCS-056  MCS-060  MCS-065  MCS-070  MCS-070  MCS-071  MCS-085  MCS-090  MCS-092  MCS-092  MCS-093  MCS-098 |
| 👥 PLO-Medical Records | AHE-044  AHE-057  MCS-040  MCS-041  MCS-042  MCS-043  MCS-050  MCS-051  MCS-055  MCS-060  MCS-065  MCS-070  MCS-070  MCS-071  MCS-085  MCS-090  MCS-092  MCS-092  MCS-093  MCS-098 |
| 👥 PLO-Quality Imp | MCS-042  MCS-043  MCS-056  MCS-057  MCS-060  MCS-071  MCS-085  MCS-090  MCS-092  MCS-092  MCS-093  MCS-098 |

## 3. Teach/Assess

The next step in the assessment cycle is to teach and assess, which happens with the faculty building or revising their courses and linking to HelioCampus. Through Canvas, the college's learning management system, faculty can complete a task called Assignment Linking, which sends the grade or assessment scores directly to HelioCampus. Faculty can use quiz questions, test scores, paper scores, rubrics, or pass/fail options to capture the assessment data in their courses.

*Figure 9: Rubric in Canvas Used to Assess an Assignment*



The instructor can see how their students performed in the course, and the Lead Instructor can share how all sections performed on the assessment as part of the Analyze/Report and Act/Plan portions of the assessment cycle. The course outcomes are visualized so that faculty can see what data and instruction to watch or adjust to improve performance in the course. For example, Figure 10 below demonstrates that students met the first course outcome but did not meet the second course outcome. The second outcome would be a clear place for the faculty to discuss instruction revisions.

*Figure 10: HelioCampus Course Outcomes for Medical Coding*
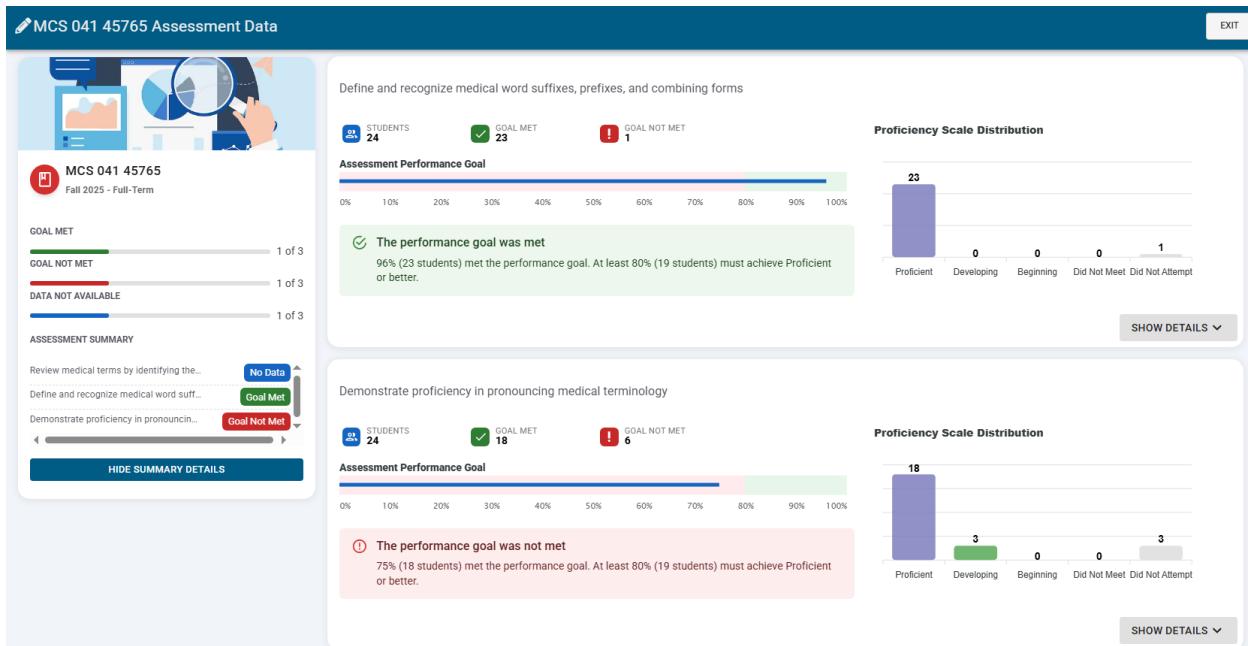


Additionally, faculty can see how their students performed on the Laker Learning Competencies to address college-wide assessment goals, which is seen in Figure 11.

*Figure 11: HelioCampus Laker Learning Competencies for Medical Coding*
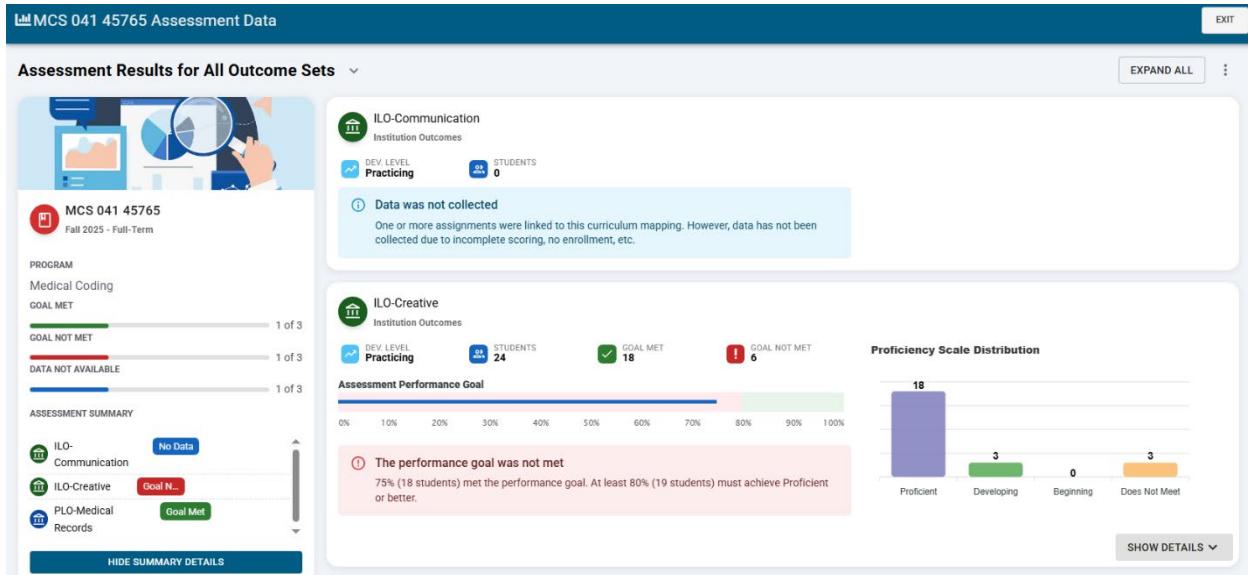


Finally, at a program level, a program coordinator can see how students are performing. Figure 12 demonstrates how students in the program performed on a basic skill in an introductory course that will be practiced throughout the program. The 21/24 students are already proficient in the outcome, and ideally, all will be proficient in the outcome by the end of the program.

*Figure 12: Program Outcomes in Relation to Laker Learning Competencies*
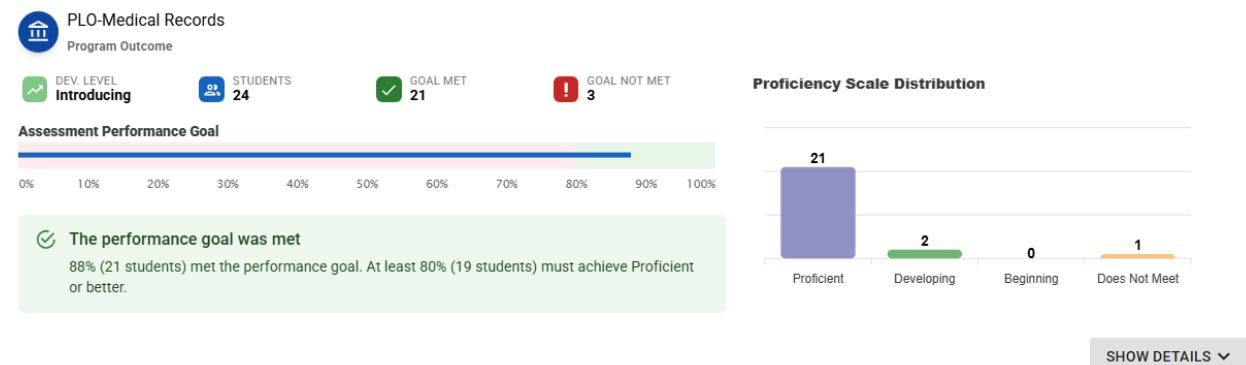


Such success might indicate to the faculty member that the program is/is not supporting that outcome well. The program coordinator might:
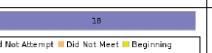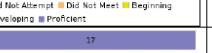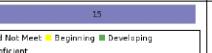
- keep the outcome and continue to measure it, ensuring consistent success for multiple terms
- keep the outcome because it is an industry standard
- remove the outcome when it is known it is supported well
- measure a new outcome that does not meet the performance goal

It is up to the faculty to make that decision based on the needs of their students, the program advisory council, and training needs.

## 4. Analyze/Report

Finally, the value in the continuous improvement and assessment cycle is realized through the reporting process and discussions among faculty. Through the HelioCampus Report Library, the Assessment Office, Program Coordinators, and Division Chairs will be able to save the courses in their programs into a report that is automatically regenerated each year. See Figure 9 for the Report.

# Figure 13: HelioCampus Report for Medical Coding



Figure 13: HelioCampus Report for Medical Coding

| Program/Course Assessment Analysis | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|

**Selected Parameters**

Assessment Type: Both
Term(s): Fall 2025 - Full-Term, Spring 2025, Summer 2025
College: Lake Land College
Course(s): Advanced ICD-10-CM Coding, Adv CPT Coding and Modifiers, Clinic Coding Certification Prep, Clinic-Med Coding Internship, Credentialing/Emerging Coding, Healthcare Statistics, Health Information and the Law, Health Information for Professionals, Hospital Coding Certification Prep, Hospital-Med Coding Internship, Math for Medical Coders, Medical Ins Reimbursement, Medical Management and Ethics, Medical Office Terminology, Medical Records and the Law, Principles of CPT Coding, Principles of ICD-10-CM Coding, Principles of Icd-10-Pcs

| Term | College / Administrative Unit | Department / Administrative Unit | Program | Course | Outcome | Linked CLO | # Enrolled | # Assessed | Proficiency Scale Distribution | Success | Perf. Goal |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Spring 2025 | Lake Land College | BUS Business | | MCS-041 Medical Office Terminology | C10 Define and recognize medical word suffixes, prefixes, and combining forms | | 19 | 19 | 18 | 94.7% | 80.0% |
| Spring 2025 | Lake Land College | BUS Business | | MCS-041 Medical Office Terminology | C11 Review and analyze medical terms by identifying the word components | | 19 | 19 | 1 1 17 | 89.5% | 80.0% |
| Spring 2025 | Lake Land College | BUS Business | | MCS-041 Medical Office Terminology | C12 Demonstrate proficiency in pronouncing medical terminology | | 19 | 19 | 3 1 15 | 78.9% | 80.0% |
| Summer 2025 | Lake Land College | BUS Business | | MCS-041 Medical Office Terminology | Medical Word Parts Define and recognize medical word suffixes, prefixes, and combining forms | | 17 | 17 | 17 | 100.0% | 80.0% |
| Summer 2025 | Lake Land College | BUS Business | | MCS-041 Medical Office Terminology | Pronounce Med Terms Demonstrate proficiency in pronouncing medical terminology | | 17 | 17 | 2 2 13 | 76.5% | 80.0% |
| Summer 2025 | Lake Land College | BUS Business | | MCS-056 Credentialing/Emerging Coding | Credent Phys Appr Explain the background of credentialing and physician approval | | 16 | 16 | 16 | 100.0% | 80.0% |
| Summer 2025 | Lake Land College | BUS Business | | MCS-056 Credentialing/Emerging Coding | Medicare Reimburs Determine the appropriate reimbursement by Medicare for physicians by geographical area | | 16 | 16 | 3 2 11 | 68.8% | 80.0% |
| Summer 2025 | Lake Land College | BUS Business | | MCS-056 Credentialing/Emerging Coding | Phys Credent Packet Complete an IL physician credentialing packet | | 16 | 16 | 1 15 | 93.8% | 80.0% |
| Summer 2025 | Lake Land College | BUS Business | | MCS-065 Adv CPT Coding and Modifiers | CPT code & modifiers Demonstrate CPT coding with modifier usage | | 23 | 23 | 1 1 3 18 | 78.3% | 80.0% |
| Summer 2025 | Lake Land College | BUS Business | | MCS-065 Adv CPT Coding and Modifiers | Outpatient modifiers Demonstrate the accurate use of ambulatory surgeries and hospital outpatient modifiers | | 23 | 23 | 1 1 3 18 | 78.3% | 80.0% |
| Summer 2025 | Lake Land College | BUS Business | | MCS-085 Hospital Coding Certification Prep | Exam Registration Describe steps necessary to register for credentialing exam | | 2 | 2 | 2 | 100.0% | 80.0% |
| Summer 2025 | Lake Land College | BUS Business | | MCS-085 Hospital Coding Certification Prep | Integument Review Execute case studies on integumentary procedures | | 2 | 2 | 2 | 100.0% | 80.0% |

The report is sent to Division Chairs, Program Coordinators, and Lead Instructors, and they are guided to read and review the data for their program or classes with the faculty who teach those courses. Anything with a success rate lower than 80% would, of course, be the target for discussion. Through those discussions, faculty can identify the areas where students succeed and struggle, including:

- what assignments they have in place,
- how they teach that content,
- how they support, or scaffold, areas of struggle,
- which best practices need to be adopted or researched, and
- what interventions they can revise to support students.

The discussions will be documented in the course or program narratives that are submitted to the Assessment Office by October 1. The changes can be studied for as long as needed to see substantial improvements in scores.

## 5. Act/Plan

The final stage in the assessment cycle is for the faculty to use the discussions to help them revise instruction and plan their classes and interventions for the next term. We

believe a more intentional process will assist faculty in helping their students reach 80% or higher proficiency and enable them to work together on best practices in their fields. The faculty are the experts in their disciplines, and they will be able to listen to one another and share resources to strive toward learning excellence. Lake Land College is engaging in continuous improvement within the Assessment Cycle, and the intention moving forward is to prioritize quality assessment at all times.

## Learning Excellence Committee Dynamics

The Learning Excellence Committee supports all stages of the assessment cycle. The purpose of the committee is to "foster a culture of learning excellence driven by innovation and continuous improvement through the integration of promising practices in instruction and assessment across the curriculum." The goals for the committee include:

> **Goal 1:** Provide faculty with support and guidance to encourage innovative classroom practices
> - Foster the research and implementation of practices that support adult learners (andragogy)
> - Develop effective learning resources for the diverse communities we serve
> - Support the evolving instructional needs for our degree- and credential-seeking students (curriculum)
>
> **Goal 2:** Document teaching and learning improvements through assessment
> - Prepare students for success through skill development
> - Integrate assessment software to enhance teaching and learning
> - Promote student success in an inclusive learning setting (data for curricular and co-curricular activities)
> - Demonstrate the college's economic and community impact
> - Establish continuity of student success through the Laker Learning Competencies (General Education)
> - Connect assessment changes back to data and student voice

Sarah chairs the committee. Faculty members represent all academic divisions, including at least four transfer faculty, four career-technical faculty, and two academic support faculty. The committee will include a student selected by the Student Government Association and an industry partner in the future.

The Learning Excellence Committee is a working committee made up of three teams:

- Assessment Response Team: train and respond cross-divisionally to narratives with quality feedback

- Data Team: train their division members how to use HelioCampus data to inform decision-making, as well as interpret and report to Cabinet with data-driven assessment recommendations
- Laker Learning Competency Team: norming, rubrics, and artifact alignment training, and reviewing the mapping and outcome viability annually

The teams meet between committee meetings and report back to the committee. As the committee builds, the teams will support faculty in seeking best practices in assessing, monitoring data, and transforming how evidence informs instruction at the college.

In August 2025, Lake Land College officially sunsetted Weave as its assessment platform. While HelioCampus was not fully ready for implementation in Fall 2025, faculty demonstrated remarkable flexibility and a commitment to continuous improvement by completing course narratives during this transition period. These narratives served as a valuable qualitative solution while the pilot and testing phases of HelioCampus progressed, ensuring that assessment remained meaningful and reflective.

The narrative template included three reflective questions, allowing faculty to analyze course changes, identify areas where students excelled, and consider opportunities for improvement. This process encouraged thoughtful reflection and reinforced a culture of growth and innovation across the college. Further, it allowed us to test the questions and plan for resource support (budget, instruction, design, assessment, Perkins, and others) in the HelioCampus narrative forms faculty will submit, too. Many faculty submitted exceptional narratives that highlighted not only the strengths of their courses but also the value of a Lake Land College education and the dedication of faculty to continually innovate and enhance student learning.

As the HelioCampus pilot continues, Lake Land College remains committed to developing a comprehensive assessment system that supports data-driven decision-making and ongoing improvement. The transition period has demonstrated the resilience and adaptability of faculty, who embraced reflection as a tool for growth and qualitative research. Looking ahead, the integration of HelioCampus will provide deeper insights into student learning and program effectiveness, ensuring that Lake Land College remains responsive to the evolving needs of students and employers.

## Professional Development

The Assessment Office is also refocusing on professional development opportunities for staff and faculty to ensure best practices are being sought and applied. From attending Higher Learning Commission workshops to HelioCampus trainings to guiding faculty through best practices, we are working carefully to share best practices and opportunities with staff, faculty, and the Learning Excellence Committee.

We continue to invite committee members to various professional development activities:

- Assessment Group of Illinois Community Colleges (February)
- Association for the Assessment of Learning in Higher Education (AAHLE, June, in-person and virtual)
- Indiana University Assessment Institute
- HelioCampus Confidence in Practice Webinar Series
- HLC Training (webinars and in-person, ongoing)
- HLC Annual Conference (March/April, March 21–24, 2026)
- American Association for Community Colleges Annual Conference (Events)

## Assessment Activity Timeline

The timelines in the tables below document the assessment activities throughout the past year.

Spring 2025-Summer 2025

| Task | Time Frame |
|---|---|
| Learning outcomes and course outcomes revised in course information forms | November 6, 2024 through December 2025 |
| Laker Learning Competencies revised one last time | April-May 2025 |
| Course outcomes entered into HelioCampus | Spring 2025 through Fall 2025 |
| Began faculty and admin HelioCampus training guides | February 2025-September 2025 |
| Responded to Word document narratives, providing positive feedback | May-August 2025 |
| Collected Course and Program Narratives using the new Word document | May-September 10, 2025 |
| Course Outcomes Narratives Form added into HelioCampus – process refined and revised | May 2025-September 24, 2025 |
| Innovation Camp for faculty that focused on assessment | June 4, 2025 |

| Task | Time Frame |
|---|---|
| Loaded and tested medical coding data collection and reporting | June-August 2025 |
| Entered CTE programs, General Education programs (Agriculture, Allied Health, Business, Humanities, Math and Science, Social Science and Education, Technology, etc.) | Summer 2025 |
| Assessment Mapping with CTE and General Education programs and entered into HelioCampus | May 2025 through December 2025 |
| Loaded Laker Learning Competencies into Canvas Rubrics and to Hide/Reveal columns to students | Summer 2025 |
| Developed the teams, dynamics, and structure of the Learning Excellence Committee to replace the Assessment and General Education Committees and recruited members | July-August 2025 |
| Finalized Lead Instructor and Program Coordinator Assessment duties | July 2025 |
| Developed Cocurricular Definitions and Guidelines | August 2025 |

Fall 2025

| Task | Time Frame |
|---|---|
| Introduced cocurricular definitions and guidelines as well as HelioCampus to Student Services Leadership Team and Enrollment, Admission, and Student Support Services Teams | September 16 and 22, 2025 |
| Updated Laker Learning Outcomes on assessment and general education pages on the Lake Land College website | August-September 2025 |
| Learning Excellence Committee inaugural meeting | September 24, 2025 |
| Cocreated the Dual Credit Collaborative to support Assessment and Dual Credit communication efforts (Dual Credit Program's ICCB FY2025 Access and Equity in Dual Credit grant): connecting full-time with dual credit faculty to share syllabi, assessments, best practices in teaching and learning, Library Services, and Student Services/technology (7 sessions, 11 faculty) | August-October 2025 |
| Assessment Response Team of the Learning Excellence Committee responded to Course Narratives from Spring 2025 | September 24, 2025 and beyond |
| HelioCampus Canvas Course and Program Linking Workshops with pilot faculty (7 workshops, 13 faculty) <br> 1. October 6 = 1 faculty individual meeting <br> 2. October 7 = 5 faculty session <br> 3. October 8 = 1 faculty individual meeting <br> 4. October 9 = 2 faculty 10 a.m. and 2 faculty 1 p.m. session <br> 5. October 14 = 1 faculty individual meeting <br> October 16 = 1 faculty individual meeting | October 6-16, 2025 |

| | |
|---|---|
| Learning Excellence Committee meeting: Teams established, HelioCampus links shown/discussed | October 22, 2025 |
| Revised faculty and admin HelioCampus training guides | October 2025 and beyond |
| HelioCampus Test and Canvas Test Servers connected | October 14, 2025 |
| Nermine Tawdros and Sarah Wright attended the Assessment Institute in Indianapolis, hosted by the Center for Leading Improvements in Higher Education at Indiana University-Indianapolis | October 26-28, 2025 |
| HelioCampus Presentation (computer labs): Humanities (NW 109) and Math/Science (NE 111) Division Meetings | November 5, 2025 |
| Staff Development Sessions:<br>   1.  Link. Grade. Assess. Laugh. Repeat. Thanks, HelioCampus. – Nermine Tawdros<br>Rubrics: Make Them, Add Them to Canvas, and Use Them – Shannon McGregor | November 26, 2025 |
| HelioCampus Presentation (computer labs): Social Science and Education Division (NE 116) | December 3, 2025 |
| HelioCampus Presentation (computer labs): Business and Technology Divisions (Webb Hall 102) | December 5, 2025 |

Spring 2026

| Task | Time Frame |
|---|---|
| HelioCampus Presentation (computer labs): Allied Health (NH 101) and Agriculture (West 135) Division Meetings | January or February |

# Assessment Spotlight



A fair question after seeing all of this is, "What does assessment look like in the courses and programs at Lake Land College?" Below, we share several phenomenal faculty assessment practices in our Assessment Spotlight.

## Innovative Teaching Practice

One outstanding example of innovation came from Tara Haskenherm, Jessica Byers, and Karla Hardiek in their Pharmacology III (ADN-075) course, which introduced the "TikTok Teaching Project." Students completed three teaching projects on different medication groups, using creative formats such as PowerPoint and TikTok presentations to educate their peers. Students expressed enthusiasm for the varied formats and appreciated the creative freedom for client education. While most students enjoyed the collaborative approach, a few noted challenges with group work due to differing schedules and work styles. This feedback provides valuable insight for future adjustments while showcasing the instructor's willingness to embrace new, engaging teaching strategies.

## Authentic Learning Practice

In General Education Pathway (MAT-115) and General Education Mathematics (MAT-116), Sarah Harley designed Project 2 to connect classroom concepts to real-world applications. Students were assigned a random annual salary and tasked with creating a comprehensive budget, simulating major life decisions such as purchasing a home, buying a car, saving for retirement, and paying for insurance—all while applying formulas learned in class. Students excelled in budgeting and decision-making but struggled with creating amortization schedules. In response, the instructor incorporated additional examples during lectures, which clarified the process. Looking ahead, access to a computer lab during project workdays is identified as a key improvement to support student success.

## Reflective Teaching Practice

In Environmental Science (BIO-160), Jeff White demonstrated how targeted review can lead to measurable improvement. After students struggled with questions on matter and energy laws in Unit 2, the instructor revisited these concepts before Unit 3. When assessed again in an application-based question related to ecosystems, students performed significantly better. This improvement indicates that students not only mastered previously challenging content but were able to apply it in a new context. For future semesters, the instructor plans to provide additional examples during Unit 2 lectures to strengthen understanding early on.

## Transformative Teaching Practice: Applied Engineering Technology, LLC's First CBE Program

Michael Beavers is leading a significant transformation of the Applied Engineering Technology program by converting it into a competency-based education (CBE) model. This shift involves updating assessment practices to better align with industry standards and workforce needs.

To ensure relevance and rigor, Michael is aligning courses and assessments with Smart Automation Certification Alliance (SACA) standards. This alignment provides students with recognized credentials and badges that employers value, positioning graduates for success in a competitive job market.

Michael had several reasons for updating the program. The program experienced a decline in enrollment despite high demand for skilled professionals in the technology field. Local employers began bypassing Lake Land College and training their own employees due to a shortage of graduates. Employers were also seeking candidates with industry-recognized badges and certifications from other sources, which Lake Land was not providing. Additionally, approximately 50% of our in-district high school students did not realize Lake Land were a career-technical training institution, highlighting the need for increased visibility and marketing.

To reverse these trends and attract students back to the program, Michael strategically responded through the Developing a Curriculum (DACUM) process to improve alignment of courses and assessments with industry needs. He applied for and secured a three-year grant to support the transition to CBE and is currently in Year 2 of the grant, making significant progress. The curriculum and assessments have been aligned to SACA standards, ensuring students earn credentials that meet industry expectations. Michael has also increased transparency in training so employers understand the value of a Lake Land College education. By transitioning to a CBE model, the program now offers flexible, skills-based learning that meets employer needs and strengthens partnerships to improve graduate placement.

Michael is continuing to build momentum with several initiatives. He is working to set up apprenticeship opportunities for students to gain hands-on experience and strengthen employer partnerships. He will continue to meet regularly with employers to ensure the program evolves in line with industry changes and workforce demands. Additionally, he is conducting a task analysis of course outcomes in collaboration with the advisory board to ensure alignment with real-world job requirements.

## Assessment, Curriculum, and Instruction Team
- Jessica Wohlschlaeger, Instructional Design Coordinator, ext. 5273, Webb Hall 015
- Sue Nugent, Online Support and Instruction Specialist, ext. 5571, Webb Hall 013
- Nermine Tawdros, Assessment Coordinator, ext. 5088, Webb Hall 025
- Sarah Wright, Faculty Assessment Liaison, ext. 5355, Webb Hall 007
- Shannon McGregor, Associate Dean of Curriculum and Assessment, ext. 5334, Webb Hall 027

# Appendix: Laker Learning Competencies

# Laker Learning Competencies

Laker Competency Assessment Rubric

General Education Committee – 2024

Updated 5/16/2025

Lake Land College creates and continuously improves an affordable, accessible and effective learning environment for the lifelong educational needs of the diverse communities we serve.

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## Introduction

In 2022-2023, the General Education Committee created eight Laker Learning Competencies that replaced the General Education Goals. To accomplish this, the committee adapted the Association of American Colleges and Universities VALUE Rubrics to fit Lake Land College's assessment needs. The next step was to create the rubrics for the goals to provide a consistent cross-college measure of foundational knowledge and skills that are considered hallmarks of postsecondary education. By Spring 2024, the rubrics were ready for faculty feedback. During Summer 2024, the Cabinet approved the new Laker Learning Competencies and rubrics.

During this process, the college selected a new assessment software that met its data tracking and reporting needs. The college has used Weave from Fall 2010 through August 2025, which is when the Weave contract ends. In Fall 2023, demonstrations of three software options were offered to faculty and staff to attend. HelioCampus was selected as the software that best met the college's needs. The one-year overlap of Weave and HelioCampus allows the college to continue current assessment efforts while piloting and training faculty and staff on the new software.

Data preparation and training occurred with staff and faculty upon purchase in Spring 2024 through early Fall 2024. Faculty volunteered to pilot HelioCampus. The college is providing ongoing training on Bloom's Taxonomy, Laker Learning Competencies and HelioCampus. Since Summer 2024, faculty have been adopting primary and secondary Laker Learning Competencies and updating learning outcomes on their course outlines to reflect appropriate Bloom's Taxonomy levels. This process continues as faculty revise curricula through the Curriculum Committee.

In Fall 2024 through Spring 2025, the courses, Laker Learning Competencies and rubrics are being connected to HelioCampus and Canvas to ease assessment data collection, analysis and reporting. From Spring 2025 and beyond, training and norming sessions for the Laker Learning Competencies will prepare faculty to use the rubrics with course assessment artifacts. Lake Land College anticipates a full transition from Weave to HelioCampus in Fall 2025.

### *Guidance for Divisions in Using the Rubrics*

The rubrics on the following pages help faculty measure the course and program outcomes related to their areas of study. They are intended to be used with a course or program outcome that the faculty needs to measure and improve. Each department will determine which artifacts (papers, projects, labs, etc.) the rubrics will measure, ideally selecting an important concept the students have practiced and are demonstrating their competency. The assignment proficiency scale thresholds include:

1 - Does Not Meet (0-39%)

2 - Beginning (40-59%)

3 - Developing (60-79%)

4 - Proficient (80-100%)
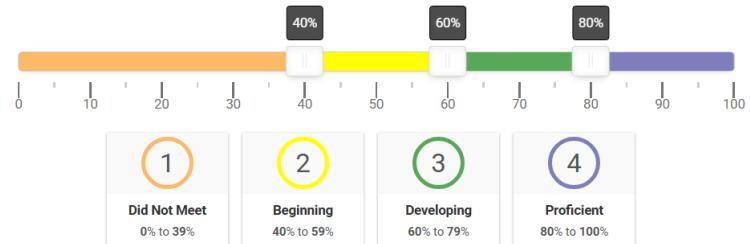
# Terminology

Competency: broad or general statement of student learning (communication, scientific literacy, etc.)

Learning Outcome: skills or knowledge students learn, practice and demonstrate as a result of learning

"At the successful completion of this course, students will be able to [verb] + [skills/knowledge]"

What will the learner do?   What skill or concept will the learner gain or understand?

Performance Indicator: criteria of student performance used to prove learning outcome achievement

# Clarifiers for the Competencies and Performance Indicators

Communication

- Organization: specific introduction and conclusion, sequenced material within the body and transitions
- Supporting Material: explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities
- Mechanics: Each discipline might have different parameters for allowable errors; use the error numbers in the rubric as a guide to determine your acceptable amount.

Creative Thinking and Problem Solving

- Problem Statement: background, history, challenges, symptoms, or knowledge gaps
- Evaluation: logical, ethical, psychological or cultural concerns

Global and Cultural Literacy

- Perspective Taking: global, civic, cultural, ethical, social, and/or environmental

Professional Skills and Ethics

- Teamwork: Actions may include verbal and non-verbal communication, motivation and encouraging others

# Communication: Students communicate through the exchange of information.

| Performance Indicator | 1<br>Does Not Meet | 2<br>Beginning | 3<br>Developing | 4<br>Proficient |
|---|---|---|---|---|
| Organization | Information is presented in a disorganized and confusing manner. | States information with some structure but lacks transition or logical flow. | Integrates information with logical flow and transitions. | Revises information with logical flow and clear transitions. |
| Presentation | Reports information with no audience awareness. | Examines information without audience awareness. | Synthesizes information with audience awareness. | Presents information in an engaging, audience-oriented tone. |
| Supporting Material | No supporting materials used or materials are irrelevant | Lists supporting materials without integration. | Summarizes supporting materials to clarify key points. | Synthesizes a variety of high-quality supporting materials. |
| Central Message | Central message is unclear or nonexistent | Describes a central message that is vague or difficult to understand. | Produces a central message that is clear and well-defined but lacks originality. | Develops a central message that is clear, consistent, and original. |
| Mechanics* | 8 or more grammatical, spelling, or punctuation errors. | 5 - 7 grammatical, spelling, or punctuation errors. | 3 - 4 grammatical, spelling, and punctuation errors. | 0 - 2 grammatical, spelling, or punctuation errors. |

* Each discipline might have different parameters for allowable errors; use the above as a guide to determine your acceptable number of errors.

# Creative Thinking and Problem Solving: Students think creatively to solve problems.

| Performance Indicator | 1 Does Not Meet | 2 Beginning | 3 Developing | 4 Proficient |
|---|---|---|---|---|
| Problem Statement | Does not identify or define a clear problem. | Identifies a basic problem but lacks specificity or depth. | Summarizes a clear problem with some level of detail. | Constructs a significant problem with supporting details. |
| Innovation | Lacks innovation. | Relates a concept but relies on existing ideas. | Demonstrates an innovative concept, exploring different perspectives. | Produces an innovative concept, exploring multiple perspectives. |
| Solving Problems | Does **not** offer solutions or ideas that are practical. | Lists a basic solution, but it is not effective. | Employs a viable solution to the problem with potential outcomes. | Generates a solution to the problem and discusses its impact on society. |
| Evaluation | Does not evaluate the effectiveness of the solution. | Reports evidence with a single solution but limited evaluation of the effectiveness. | Assesses evidence with a single solution, including risks, benefits, and limitations. | Evaluates the effectiveness of multiple solutions, including risks, benefits, limitations, and impact on society. |
| Framework | Does not have a framework for addressing the problem. | Describes a basic framework but lacks clarity or consistency. | Proposes a well-defined framework to address the problem but lacks originality. | Develops a robust framework for addressing the problem using original ideas. |

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# Critical Thinking: Students connect knowledge from various disciplines to formulate logical conclusions.

| Performance Indicator | 1<br>Does Not Meet | 2<br>Beginning | 3<br>Developing | 4<br>Proficient |
|---|---|---|---|---|
| Issue Statement | Does not identify a clear issue. | Identifies an issue statement but lacks clarity. | Outlines a clear issue statement with detail. | Writes complex issue statements with clear and compelling implications. |
| Assumptions | Does not identify underlying assumptions. | Identifies a basic assumption without evaluation of validity. | Determines key assumptions and reports their impact on the issue. | Examines the validity and questions the implications of underlying assumptions. |
| Evidence | Does not present evidence to support claim. | Uses irrelevant evidence to support claims. | Uses relevant evidence to support but lacks analysis. | Synthesizes a variety of credible and relevant evidence with strong analytical skills. |
| Student's Position | Does not state a clear position on the issue. | Identifies a basic position but lacks support or justification. | Executes a clear and well-supported position. | Presents a well-supported position including the complexities involved in the decision. |
| Conclusions | Does not state a clear conclusion. | Identifies a basic conclusion but lacks depth or significance. | Presents a clear and well-supported conclusion that summarizes the main points and addresses the initial issue. | Presents an insightful and well-supported conclusion that addresses the implications of the analysis and offers solutions or recommendations. |

# Global and Cultural Literacy: Students distinguish that society is a culturally diverse and global environment with differing opinions, practices and ideas.

| Performance Indicator | 1 Does Not Meet | 2 Beginning | 3 Developing | 4 Proficient |
|---|---|---|---|---|
| Cultural Diversity | Does not make connections between cultural differences and diversity. | Describes limited connections and awareness of cultural diversity. | Generalizes basic cultural differences. | Detects cultural diversity and its impact on individuals and societies. |
| Perspective Taking | Does not consider perspectives different from their own. | Explains one perspective different from their own. | Distinguishes multiple perspectives but struggles to articulate them. | Synthesizes multiple perspectives. |
| Personal and Social Responsibility | Does not identify their own cultural biases. | Identifies their own biases but not the impact on others. | Describes their own biases, actions, and impact on others. | Demonstrates a strong sense of personal and social responsibility, considering the ethical implications of their actions within a global context. |
| Global Systems | Does not identify basic connections to global systems and interconnectedness. | Describes the connections of global systems and their impact on local issues. | Generalizes the connections of global systems and their impact on local and global issues. | Assesses the connections of global systems and their impact on local and global issues. |

# Information and Technology Literacy: Students evaluate information effectively using the appropriate technological tools.

| Performance Indicator | 1<br>Does Not Meet | 2<br>Beginning | 3<br>Developing | 4<br>Proficient |
|---|---|---|---|---|
| Selection | Does not select relevant information from appropriate sources. | Associates relevant information but does not choose credible sources; relies on easily accessible information. | Relates a range of relevant and credible information from diverse sources. | Integrates diverse, credible, and relevant information while summarizing the sources. |
| Access | Does not match information to technology. | Uses basic skills to access information but does not use appropriate technology. | Demonstrates appropriate skills to access information using the appropriate technology. | Performs advanced skills when accessing information and using appropriate technology. |
| Critical Evaluation | Does not evaluate the credibility, accuracy, or bias of information. | Explains information, accepts it at face value, does not explore. | Determines the credibility, accuracy, and bias of information and identifies limitations. | Examines information with sophistication, identifying, analyzing, and distinguishing biases, perspectives, and implications. |
| Ethical Use | Does not demonstrate the ethical use of information and technology. | Discusses ethical use but engages in misuse of information. | Demonstrates ethical use by citing sources appropriately and respecting copyrights. | Demonstrates ethical use of sources using citations, respecting copyright, and advocating ethical use. |

# Professional Skills and Ethics: Students demonstrate professional skills and ethical accountability.

| Performance Indicator | 1<br>Does Not Meet | 2<br>Beginning | 3<br>Developing | 4<br>Proficient |
|---|---|---|---|---|
| Ethical Self-awareness | Unable to identify or list basic ethical principles. | Describes ethical principles. | Relates basic ethical principles to simple scenarios. | Differentiates between ethical and unethical actions while analyzing dilemmas. |
| Ethical Interactions | Demonstrates unethical behavior without awareness. | Describes ethical interaction concepts but does not apply them. | Demonstrates ethical principles in interactions. | Examines the impact of interactions on others and differentiates between ethical and unethical behavior. |
| Civic Engagement | Fails to identify the impact of professional actions on society. | Describes the relationship between profession and society. | Employs civic engagement with participation in community activities. | Assesses the societal impact of positive and negative contributions. |
| Teamwork | Does not recognize the components of a constructive team climate. | Explains actions that contribute to a constructive team climate when instructed or guided. | Demonstrates actions that contribute to a constructive team climate. | Coordinates team dynamics and contributions, providing leadership in achieving the team objective(s). |
| Reflection | Does not list or identify personal strengths and weaknesses. | Describes the process of reflection but cannot put it into one's own words. | Generalizes basic reflection techniques to simple experiences. | Measures personal experiences for learning, utilizing effective and ineffective strategies. |

# Quantitative Literacy: Students analyze data and mathematical patterns in real-life situations.

| Performance Indicator | 1 Does Not Meet | 2 Beginning | 3 Developing | 4 Proficient |
|---|---|---|---|---|
| Representation of Data and Visuals | Does not identify or list appropriate data representations. | Describes basic data representations. | Generalizes simple data representations using basic rules. | Examines data to select and create appropriate representations. |
| Analysis | Does not analyze results. | Explains data using qualitative rather than quantitative analysis. | Analyzes data with reasonable conclusions using quantitative analyses. | Develops reasonable and correct conclusions using quantitative analyses. |
| Assumptions | Does not discuss assumptions or develop experiment outcomes. | Discusses assumptions but does not develop experiment outcomes. | Examines assumptions but does not relate them to experiment outcomes. | Assesses assumptions on experiment outcomes. |
| Real-life Application | Does not apply experiment to a real-life situation. | Explains an experiment without connection to a real-life situation. | Organizes steps for an experiment as related to a real-life situation. | Tests experiment in a real-life situation. |

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# Scientific Literacy: Students apply the scientific process to real-life situations.

| Performance Indicator | 1<br>Does Not Meet | 2<br>Beginning | 3<br>Developing | 4<br>Proficient |
|---|---|---|---|---|
| Topic Selection | No topic or question is provided. | Lists an unfocused topic or question. | States a focused topic or question. | States a focused and achievable topic or question. |
| Core Scientific Process | No overview of knowledge is given. | Implements core scientific process with incorrect terminology. | Demonstrates core scientific process using terminology. | Performs core scientific process using correct terminology. |
| Design Process | No understanding of the experiment or argument. | Implements an unrealistic experiment or argument. | Outlines an experiment or argument. | Designs an executable experiment or logical argument. |
| Analysis | No analysis completed. | Reports data without using a scientific process. | Interprets data or arguments using a scientific process. | Evaluates data or arguments using a scientific process. |
| Conclusions | No conclusions provided from evidence. | Draws conclusions but not based on evidence or real-life situations. | Draws conclusions based on evidence and real-life situations but lacks connecting details. | Draws conclusions based on evidence and real-life situations with connecting details. |

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