

Category One: Helping Students Learn

Introduction

The mission of LCCC is to transform our students' lives through the power of inspired learning. Thus, helping students learn is at the foundation of the Institution's work and within the very belief structure of the College. However, over the past few years the College's transformation to a quality culture has revealed considerable room for improvement in the actual results of ensuring students achieve their educational goals. Guided by the 2011 Systems Appraisal Feedback Report, supported by the 2012 Quality Checkup, and reaffirmed through strategic planning, the College is well underway to significant improvements in student learning.

To emphasize this focus, the first goal of the 2013-2020 LCCC Strategic Plan centers on helping students succeed. The goal, titled "A Completion Agenda for the 21st Century," is to increase the number of students earning high-value credentials by reinventing the College's programs and services to be designed for the 21st century learners and aligned to drive the economic and social futures of Southeastern Wyoming. Within this goal numerous strategies are being implemented to address areas for improvement identified in the aforementioned institutional assessment processes. These include planned improvements to critical aspects of how instructional programs are designed, delivered, and assessed, as well as the support services and systems used to ensure students achieve their educational goals. From building a quality assurance system focused on the rigorous assessment of learning outcomes, curriculum reinvention, and policies and procedures, to high-impact practices for academic student support, the College is already benefitting from both completed and active quality initiatives to better help students learn.

Adding to strategic prioritization, LCCC recently integrated multiple resource improvements to better coordinate the advancement of student learning. These include a budget request process that tightly aligns to instructional priorities, a re-organization of positions that supports educational programming with a decline in administrative positions and significant growth in faculty, a Key Performance Indicator (KPI) system that tracks student learning preparation and achievement, and a scholarship process that systematically supports educational purposes. What remains for the College to accomplish is further development of its direct student learning assessment so that data regularly informs improvements.

Common Learning Outcomes

1P1 Common Learning Outcomes focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating, and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Aligning common outcomes to the mission, educational offerings, and degree levels of the institution (3.B.1, 3.E.2)

The College has an established blueprint for ensuring graduates have the knowledge, skills, and abilities to be successful in their lives and professions, regardless of the chosen program of study. This blueprint is based on four common learning outcomes, or what LCCC calls institutional competencies, that are incorporated throughout the curriculum. These outcomes include ***Reasoning, Effective Communication, Collaboration, and Human Culture***. With the belief that to transform students' lives, the College must ensure that students possess a core set of abilities, regardless of their aspirations. Thus, LCCC arrived at these competencies through an understanding that they should reflect those abilities individuals must possess to thrive in today's world. As such, the competencies are aligned with the mission of the College.

It is the goal of the College that upon completion of an identified program of study, students will have developed a level of proficiency in each of the stated competencies. Per the mission of the College, the