

# 1.1 - Common Learning Outcomes

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Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

## **1P1: PROCESSES**

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

## **1R1: RESULTS**

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

## **1I1: IMPROVEMENT**

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

## **Responses**

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**1P1a. Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)**

The College's process to align common outcomes to the [mission](#), educational offerings, and degree levels is through its institutional competencies and general education core. LCCC developed the core and competencies based on the belief that students' education should prepare students academically, professionally, and personally for the lives they will lead beyond college. The institutional competencies are outlined on page three of the [General Education Procedure 2.2P](#), which governs the development of the general education core at the College and articulates how general education requirements vary based on degree level. Additionally, the varying general education alignment between degrees and certificates aligns to the College's mission to prepare students for their chosen path beyond the College (3.B.1, 3.E.2).

Institutional competencies shape the development of the general education core curriculum, incorporated into all degree and credit-bearing certificates at the College. The formal process of aligning courses to institutional competencies is via the [Master Course Outline of Record](#) (MCOR) (pg. 3). The MCOR establishes a connection between the course, the institutional competency the course addresses, and how the competency will be assessed. All courses are required to have an approved MCOR that is reviewed by the Academic Standards Committee (ASC). Additionally, faculty proposing the addition of a course to the general education core complete the [general education checklist](#), reviewed and approved by the ASC, to demonstrate the course's connection to the institutional competencies.

**1P1b. Determining common outcomes (3.B.2, 4.B.4)**

LCCC uses a campus-wide, faculty-driven process, implemented in 2012, for determining common outcomes through the identification of skills necessary for successful graduates from the College. The College has implemented several additional processes to strengthen the College's common outcomes process. Referenced above, General Education Procedure 2.2P outlines a competency-based general education core and the skills each student will have attained at graduation. Also referenced above, the general education checklist process ensures that all general education courses directly align with the institutional competencies. The ASC, comprised of campus-wide representation of faculty, staff, and administration, oversees this process. Institutional competencies, and the MCOR procedure requires all courses to include a common course assessment that faculty use as a standard measurement of the institutional competencies. (3.B.2, 4.B.4)

To further strengthen systems and processes college-wide, LCCC applied for and was accepted as one of the 13 colleges in the AACC Guided Pathways 2.0 project. As part of this project, the College identified nine "must have" systems, including [general education](#) and [course and program competencies](#), for extensive review and revision. The planned goals and outcomes are listed in the charter documents. The nine "must haves" teams will develop more robust processes, which will be in place by Fall 2020.

**1P1c. Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)**

LCCC's process for articulating the purposes, content, and level of achievement of outcomes centers on communication, operation, and evaluation. The College primarily uses the General Education Procedure to communicate the purposes and content of the outcomes to College employees (3.B.2); outcomes are also communicated through the [Catalog](#) (pg. 32-33), which disseminates the information to students and other College stakeholders (3.B.2). The procedure also indirectly communicates levels of achievement of the outcomes through [core competency rubrics](#) (Appendix B, pg. 12). The process is operationalized through use of MCORs, which serve as process maps for the ASC, faculty, and other stakeholders to instruct and assess the outcomes (3.B.2, 4.B.1).

#### **1P1d. Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)**

LCCC incorporates opportunities for all students to achieve the outcomes through the College's [general education core](#); all degree-seeking students must complete these requirements, which vary by degree sought. Other opportunities are through a student's program-specific courses, selected in consultation with an academic advisor, that reinforce knowledge and skills gained through the general education core. The College strategically schedules courses in a variety of modalities (e.g. online, hybrid, face-to-face), lengths (e.g. 16-weeks, 8-weeks), and times (morning, afternoon, evening) to ensure students have learning opportunities that meet their scheduling needs (3.B.3, 3.B.5).

#### **1P1e. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)**

LCCC has established a blueprint for academic success based on four general education outcomes and accompanying competencies that are incorporated throughout the curriculum. All students are expected to attain proficiency in each of these areas as part of their academic program at the College. One of these outcomes is Human Culture, and includes the competency of Cultural Awareness which contains the largest collection of courses on campus with approximately forty-nine (3.B.4).

The College's process to ensure that outcomes remain relevant and aligned with student, workplace, and societal needs has four primary components. The first is an annual [alumni survey](#), which asks recent graduates to evaluate the importance of the institutional competencies to their current employment and/or academic program. The second component is the mandatory inclusion of advisory committees in all academic programs. Advisory committees, governed by the [Advisory Committee Handbook](#), are comprised of a mixture of College faculty, K-12 partners, and community and industry leaders: advisory committees are required to meet annually to collect committee member feedback on outcome relevance and develop program modifications as needed to align with stakeholder needs. The third component, to meet the needs of students intending to transfer to another college or university, is through articulation with partner institutions, particularly the University of Wyoming. This includes the general education transfer block, designed to meet requirements of these partners, and participation in the [Interstate Passport program](#) (LCCC's 2018-19 Catalog, pg. 31), as well as numerous academic program-specific [articulations](#) ensuring students' needs are met via transfer opportunities. The fourth

component, part of program review, evaluates how well [programs align](#) to workplace, societal, student, and other stakeholder needs.

LCCC also utilizes secondary components to ensure that outcomes remain relevant and aligned with student, workplace, and societal needs, including student focus groups, student questionnaires/surveys, statewide articulation summits, and service on local business advisory boards.

#### **1P1f. Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)**

LCCC's process for designing, aligning, and delivering co-curricular activities to support learning is governed through the Office of Student Life. Co-curricular activities include student organizations as well as events; the co-curricular student organization process is outlined in the [Student Organization Procedure \(3.E.1\)](#). All co-curricular organizations and activities follow an approval process. Currently, this process is through conversation between the Coordinator for Student Engagement and Diversity and the student organization/activity sponsor. The conversation ensures that student organizations/activities establish learning outcomes that align with institutional competencies and an assessment plan to measure student achievement of these outcomes (e.g. surveys, comment cards, relevant competency rubrics, etc.). Furthermore, the [Student Activity Fee Allocation Procedure](#) (section 5.C.2) requires student organizations to articulate learning outcomes and an assessment plan in order to receive operational monies from student fees (4.B.2). Some examples of co-curricular activities include Rotaract, Phi Theta Kappa, Student Alliance for Equality, *Wingspan*, and the Radiography Club.

#### **1P1g. Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)**

The College's process for selecting the tools, methods, and instruments used to assess attainment of common learning is collaborative and ongoing. Institutional rubrics and MCORs were developed and implemented in 2014 through campus-wide conversations led by the Student Learning Assessment (SLA) Subcommittee of ASC. As part of that implementation, College faculty identified and began using common course assessments (CCA) to evaluate student learning of institutional competencies. These CCAs were also approved by faculty serving on the Academic Standards Committee. Since 2014, several technologies have been employed to streamline assessment; technologies are selected using an RFP process that involves broad representation to ensure appropriate tools are employed. CurriQunet, for example, has been implemented to provide an online MCOR and course review/approval process, rather than an e-mail system used previously; CCA data are collected through the learning management system (LMS). The college is implementing a [Tableau dashboard](#) to enhance LCCC's capacity to analyze assessment data (e.g. by course, by semester, comparative data). A Campus Labs module is used to systematically conduct [program review](#), which also serves as an assessment mechanism in that faculty must demonstrate the use of student learning assessment data in planning and evaluating the curriculum (4.B.2).

#### **1P1h. Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)**

The College's process for assessing learning outcomes is built on the use of institutional competency rubrics and CCAs, referenced above. Student performance on the CCA, a course-specific assignment or activity, is evaluated using the relevant institutional rubrics and data are collected each semester in the LMS. Institutional Research (IR) staff analyze the data and update the CCA Tableau dashboard, which is shared with faculty and administrators. These data provide LCCC with course-level evidence on student performance. Results are aggregated at the institutional level and included in the College's annual [KPI Report Card 2017-18](#) (A.5a to A.5j) referenced throughout this portfolio and discussed in detail in section 5P1.

Indirect student learning assessment is conducted through the annual alumni survey, referenced above, which asks recent graduates to rate their confidence about their abilities in the institutional competencies. The [Graduation Exit Survey](#) is administered to students near the end of the fall and spring semesters and includes items where students rate their confidence levels for each of the institutional learning competencies (see 1R1a). Additionally, each program at the College completes an [annual assessment plan](#) (pg. 6) focusing on ways the program will address student learning. Many programs offer general education courses and focus on ways to strengthen learning outcomes as part of their annual assessment (**4.B.1, 4.B.2, 4.B.4**).

#### **1R1a. Summary results of measures (include tables and figures when possible)**

A review of 2017-18 [student learning assessment results](#) shows that at least 70 percent of students assessed demonstrated proficient skills in eight of ten areas, as established by the corresponding institutional rubrics. Quantitative reasoning and scientific reasoning performed under 70 percent over the last four years. Additionally, although results have fluctuated from year to year, two competencies show positive trends (e.g. cultural awareness and problem solving). [Alumni survey results](#) from 2015-16 and 2016-17 graduates show that most respondents enrolled at other higher education institutions felt at least somewhat prepared to continue their education in all nine competencies. The percentage indicating that they were very prepared ranged from 33% (aesthetic analysis) to 65% (written communication); the majority responded "very prepared" on four of the nine competencies. The LCCC [Graduation Exit Survey](#), 2017-18 (items Q71-78, pg. 17) shows that student confidence levels (somewhat to very confident) ranged from 85 to 93 percent for all institutional competencies except collaboration (teamwork), which they rated at 81 percent.

#### **1R1b. Comparison of results with internal targets and external benchmarks**

As shown in the data above (student learning assessment results in 1R1a) internal improvement targets were met for five of the ten institutional competencies. While the target was unmet for Effective Interpersonal Communication, the 2017-18 results showed improvement from the previous year. Alumni survey results met the target of 50% responding "very prepared" for four of the nine competencies.

Because internally developed rubrics are used to assess student learning, no external benchmarks are available for these measures.

#### **1R1c. Interpretation of results and insights gained**

The data for five of the institutional competencies show positive trends in student achievement with students performing at a Proficient or Exceptional level. However, a great deal of fluctuation is also apparent. Through faculty forums, inconsistencies in how common course assessments are administered, assessed, and reported have been identified, which has resulted in inconsistent data collection. Two reasons for this exist: program modifications and a large new faculty population in the last several years. The movement to align course, program, and institutional competencies has meant many programs and the associated CCAs have been revised in the last two years, making comparing data from year-to-year difficult. Changes in new faculty orientation have led to inconsistent communication about student learning assessment; process improvements have not always been communicated to continuing faculty in the same way as to new faculty. As a result, not all faculty were completing the common course assessment each semester for each course they taught.

### **III. Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)**

Recent improvements have been focused on employing technologies to improve data collection and to make assessment data more accessible and useful to faculty and administrators (e.g., the Tableau dashboard referenced above).

Based on the College's current processes and data, the following are planned improvements in the coming academic years:

- LCCC was accepted as one of thirteen colleges into the AACC Guided Pathways 2.0 project. As a result, the College is in the process of reviewing and revising its [general education core](#) as well as [course and program competencies](#). The goal is to have both revised and implemented by fall 2020. This will include reviewing and revising institutional competencies and rubrics.
- The College will implement increased faculty training using the institutional rubrics, designing common course assessments, and grade norming to ensure cogency among faculty as well as consistency in collecting data on general education.
- The Office of Student Life is working to strengthen the design, assessment, and implementation of co-curricular activities at the College. Part of this process will include the formalization of a co-curricular process that correlates co-curricular activities to institutional competencies, and, where applicable, course and program-level competencies.