

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core u9Rpdw0O21727(t)-Tt62 (2172)-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

1I 1: 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

1P1a. Aligning common outcomes

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

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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

1P1d. Incorporating into the the core

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,

1P1e the core

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

