# Cocurricular Assessment Design and Planning

# Contents

## Introduction to LCC Cocurricular Student Learning

**Shared contributions to learning**

Assessment processes put us into the same research design. It is a way to gather evidence of student learning, track and monitor it using a shared knowledge base of student learning at our college and draw upon its feedback to inform how we go about teaching and learning in our courses, programs, and cocurricular activities.

**Defining cocurricular at LCC**

LCC's development of a cocurricular assessment plan began with creating a shared definition of cocurricular with the members of the Academic Senate. Senators collaboratively derived the definition (Defining cocurricular worksheet, Appendix A) and then identified the criteria necessary to meet the definition of a cocurricular program or activity (Defining cocurricular at LCC survey responses, Appendix X).

**Cocurricular Definition and Inclusion Criteria**

LCC defines cocurricular as *Cocurricular refers to activities and events that enhance and complement the educational experience at LCC, relate to the essential learning outcomes, and connects students to the college and community.*

Inclusion criteria to meet the cocurricular definition includes the following:

- ✓ *Must be aligned to one or more institutional-level learning outcomes (ELOs)*
- ✓ *May be on or off campus*
- ✓ *Learning experience is not mandatory to student*
- ✓ *May not be explicitly tied to a program of study or course*
- ✓ *Augments the college learning experience*
- ✓ *Is capable of eliciting and providing direct evidence of student learning*

## Levels of Student Learning Outcomes

LCC creates and assesses student learning outcomes across three levels of the college: in the classroom (course-level), in the program of study curriculum (program-level), and across general education courses, programs of study, and cocurricular programs and activities (institutional-level).

- **Course-level student learning assessment** – assesses course-level student learning outcomes.
- **Program-level student learning assessment** – assesses program-level student learning outcomes.
- **Institutional-level student learning assessment** – assesses institutional-level student learning outcomes.

**Levels of student learning outcomes**
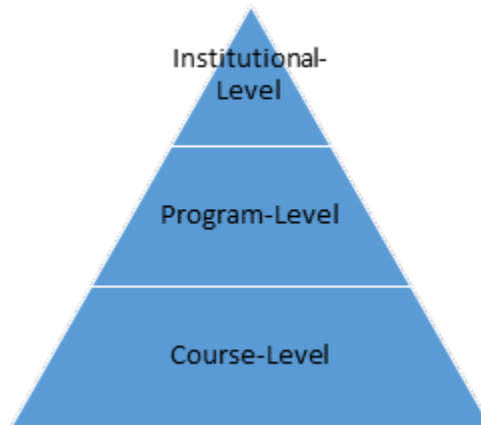


Cocurricular programs provide students with learning opportunities that extend and complement discipline specific knowledge and align to the learning goals of the institution. Assessment of cocurricular learning seeks to continuously learn about student learning experiences in these programs.

## Essential Learning Outcomes (ELOs)

Student learning in cocurricular programs aligns to the college's institutional-level student learning outcomes, referred to as essential learning outcomes, or ELOs. LCC adopted the Association of American Colleges & Universities (AAC&U) four essential learning outcomes (ELOs) as institutional outcomes. ELOs describe LCC's shared outcomes of student learning and create opportunities for programs of study to identify how they uniquely contribute to preparing students for twenty-first-century challenges.

**ELO 1: Knowledge of Human Cultures and the Physical and Natural World**
Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.

*Focused* by engagement with big questions, both contemporary and enduring

**ELO 2: Intellectual and Practical Skills, Including**
Inquiry and analysis
Critical and creative thinking
Written and oral communication
Quantitative literacy
Information literacy
Teamwork and problem solving

*Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

**ELO 3: Personal and Social Responsibility, Including**
Civic knowledge and engagement—local and global
Intercultural knowledge and competence
Ethical reasoning and action
Foundations and skills for lifelong learning

*Anchored* through active involvement with diverse communities and real-world challenges

**ELO 4: Integrative and Applied Learning, Including**
Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems

## Committee for Assessing Student Learning (CASL)

College-wide student learning assessment is guided by the faculty-led committee for assessing student learning (CASL), a standing committee of the Academic Senate. Membership is a combination of faculty, staff, and administrators. Ex-officio members offer content knowledge and expertise and are non-voting members ineligible for leadership positions.

## Membership List

**Timothy Deines, Chair (Academic Senate - Faculty)**
English, Arts and Sciences, LCC-CASL-Admin@star.lcc.edu

**Dana Cogswell (Ex officio)**
Director of Institutional Research, Center for Data Science

**Matthew Fall (Ex officio)**
Executive Director, Center for Data Science

**Melinda Hernandez (Academic Senate – Faculty)**
English, Arts and Sciences

**Karen Hicks (Ex officio)**
Director of Assessment, Center for Data Science

**Heidi Jordan (Academic Senate - Faculty)**
Child Development and Early Education, Heath and Human Services

**Mark Kelland (Academic Senate - Faculty)**
Psychology, Arts and Sciences

**Mark Khol (CEWD - cocurricular)**
Coordinator of LCC East, Community Education & Extension Centers

**Zachary Macomber (Faculty)**
Economics, Arts and Sciences

**Rafeeq McGiveron (Administrative)**
Project Manager, Academic Affairs

**Rob McLoone (Faculty)**
English, Arts and Sciences

**Tracy Nothnagel (Faculty)**
Legal Studies, Technical Careers Division

**Chuck Page (Library - cocurricular)**
Online Learning Librarian, Academic Affairs

**Danielle Savory (Academic Senate - Faculty)**
Child Development and Early Education, Health and Human Services

**Jon Ten Brink (Ex officio)**
President, Academic Senate

**Kara Wiedman (Administrative)**
CMS Instructional Design Specialist, eLearning

## CASL Charter

The Charter was approved by the Academic Senate September 4, 2015.

## Charge to the Committee

1. Support a learning centered, data-driven culture that uses student learning outcomes to inform continuous improvement of the teaching-learning process.

2. Assist, review, and provide feedback on the mapping of assessment methods and learning outcomes across course, program, and institutional levels to ensure alignment.

3. Review evidence of outcomes and how those outcomes are measured for all Academic Programs of Study and Cocurricular Programs on a 4-year staggered cycle in conjunction with the Program Review calendar.

4. Review, provide tools, and recommend criteria for writing, measuring, and reporting student learning outcomes.

5. Provide feedback related to documents and processes used in the administration of Program Review, as well as participating in cross-functional meetings to encourage ongoing program area improvements.

6. Collaborate with the Center for Data Science to ensure the integrity and efficiency of the assessment system.

7. Collaborate with Academic Senate Standing Committees on issues related to assessment.

8. Provide updates, as needed, about innovation and accreditation criteria related to assessment.

9. Regularly report CASL's progress to the Academic Senate, retain committee approved meeting minutes, and maintain a representative membership.

- The Chair must be an Academic Senator who is also a member of the faculty. A Vice-Chair, if needed, will be appointed by the Academic Senate President from amongst the membership of the committee.

- 70% faculty (fulltime and part-time continuing contract status)

- A minimum of 4 Academic Senators. No Senator may serve on more than one standing committee per bylaws.

- Members from each of the following Divisions

  - Arts and Sciences

  - Health and Human Services

  - Technical Careers

  - Community Education and Workforce Development

  - Academic Affairs

  - Student Affairs

  - Finance, Administration & Advanced Placement

- Ex-officio Members

  - Academic Senate President per Senate Bylaws

  - Director of Assessment

  - Director of Institutional Research

  - Executive Director of the Center for Data Science

- A member should not miss more than 2 meetings a semester

## Cocurricular Assessment Design Process

The design process is guided by the cocurricular leadership team in collaboration with five cocurricular programs, the college-wide assessment committee (CASL), the Academic Senate (including student representatives), and administration.

**Cocurricular leadership team:**
Karen Hicks, Director of Assessment
Mark Kelland, Professor, Accreditation Liaison Officer
Tim Deines, Professor, Chair of CASL

**Cocurricular programs:**
Library
Student Leadership Academy
Cardio Exercise & Student Success
TRIO
LUCERO

**Other Collaborators:**
CASL
Academic Senate
Administration

## Cocurricular Assessment Design Project Objectives

I. Develop cocurricular assessment plan
   a. Discovery meetings and collaborations to shape assessment plan design
   b. Identify data collection processes
   c. Invitation to participate in CASL membership and/or leadership
II. Develop cocurricular assessment tools
   a. Cocurricular assessment template
   b. Cocurricular assessment handbook
III. Integrate cocurricular assessment data
   a. Expand ELOs into learning outcome statements
   b. Incorporate cocurricular assessment data to the college overall ELO outcomes

## Develop Cocurricular Assessment Plan

Developing the LCC cocurricular assessment plan is a collaborative process that includes all college input into the definition and criteria of how we view cocurricular programs. With the shared understanding, discovery meetings were held with cocurricular programs and invitations to those programs for membership and/or leadership position on the committee for assessing student learning (CASL).

### Discovery Meetings

Members of the cocurricular leadership team met with each cocurricular program to learn about their current student learning assessment designs, how they operationalize student learning assessment, and alignment to college learning goals. A summary of what was learned about how each of the cocurricular programs facilitated their learning about student learning is displayed in the cocurricular assessment design summary table below.

Cocurricular Assessment Plan Design Summary.

| Cocurricular Program | ELO | Learning Activity | Assessment Method | Source of Student Learning Data |
|---|---|---|---|---|
| Leadership Academy | 2a: Intellectual and Practical Skills: Inquiry & Analysis | Leadership module | Servant leadership analytical paper | Leadership Academy instructor(s) input grades into D2L course site |
| Library | 2e: Intellectual and Practical Skills: Information Literacy | Library faculty review of ENGL121 student artifacts | Information literacy rubric of student papers | Learning assistance |
| TRIO | 3: Personal and Social Responsibility | Financial literacy workshop | Budget exercises | TRIO director inputs grades into D2L course site |
| LUCERO | 3: Personal and Social Responsibility | Skills building workshop | LUCERO director to design a direct assessment method (considering pre/ post method) | Goal: D2L gradebook in course site |
| Cardio Exercise and Student Success | 4. Integrative and Applied Learning | Cardio exercise before exam, test, or presentation in any academic course/discipline | Test, exam, or presentation | D2L gradebook |

## Data Collection Process

Data collection processes for each cocurricular area is described in the summary table below:

| Cocurricular Program | Data Collection Process |
|---|---|
| Leadership Academy | CDS will pull student scores for the Servant leadership analytical paper grade item in D2L beginning spring 2022 semester in the LEAD111 course (CRN: 81094).<br><br>Scores are collected in early summer (following close of spring 22 gradebooks) from D2L and analyzed by average score and % students that achieve a minimum passing score ≥70%, disaggregated by student demographics.<br><br>Aggregated outcomes will be incorporated into institutional level results for ELO 2a: Intellectual and Practical Skills: Inquiry & Analysis. |
| Library | Librarians regularly conduct student learning assessment with review of ENGL121 student essays. Outcomes are analyzed and assembled into a semester report and shared in the college SharePoint system.<br><br>CDS aggregates Library student learning assessment data with institutional level results for ELO 2e: Intellectual and Practical Skills: Information Literacy. |
| TRIO | Prior assessment design negotiations occurred with a prior director of the TRIO program that included collecting student scores from budget exercise assessment methods administered during financial literacy workshops. Plans included collecting student scores from a TRIO D2L course site gradebook each semester and analyzing outcomes by average score and % students that achieve a minimum passing score ≥70%, disaggregated by student demographics.<br><br>The TRIO program has been redesigned and the assessment design will be reimagined in alignment with new program goals. |
| LUCERO | Once the assessment method is designed and administered, CDS will collect student scores from the course site D2L gradebook each semester and analyzed by average score and % students that achieve a minimum passing score ≥70%, disaggregated by student demographics.<br><br>Aggregated outcomes will be incorporated into institutional level results for ELO 3: Personal and Social responsibility. |
| Cardio Exercise and Student Success | Students complete the Cardio Exercise and Student Success questionnaire for self-assessment of change in learning outcomes. Phase II (start: Fall 2022) assessment methods are identified in select courses and grades pulled from D2L gradebook. |

In summary, the discovery meetings helped us to understand:

- Each of the cocurricular programs have well-established, collaborative **relationships to academic programs and courses**.
- All cocurricular programs are well **aligned to the institution's student learning goals** (ELOs).
- Cocurricular programs apply a variety of **performance-based and authentic methods** to assess student learning.
- Most cocurricular programs in our initial sample used **D2L for data collection** (except library that uses another data collection system)
- **Tools are needed** to support cocurricular assessment design, analysis, and ongoing tracking and use.
- Assessment tools (i.e. ELO value rubrics) may be useful for cocurricular assessment practice and calibration to academic ratings
- It is necessary to **expand upon ELO outcomes into objective statements** to clarify terms, definitions, and perspectives of ELOs. This will allow a college-wide discussion and calibration of how learning of institutional level student learning is demonstrated. Adjustments to rubric may still be necessary to accommodate program-specific learning goals.

*Invitation to Participate*

To integrate cocurricular assessment into the larger, college-wide assessment processes, cocurriculars were invited to join the college-wide assessment committee (CASL), encouraging participation in a leadership role to help shape the direction of the cocurricular assessment plan design (letter to Recruit Cocurricular CASL Co-Chair, Appendix C).

## Develop Cocurricular Assessment Tools

Creating shared tools promotes a unified and integrated approach to student learning assessment. The following cocurricular assessment tools will be shared with cocurricular assessment partners:

- ✓ Cocurricular assessment handbook
- ✓ Cocurricular assessment template
- ✓ AAC&U value rubrics

### *Cocurricular assessment handbook*

The cocurricular assessment handbook is a guidebook that offers definitions and description of the cocurricular assessment values, process, and tools. The guidebook will be posted to the Center for Teaching Excellence (CTE) webpages for easy faculty access. Components of the handbook include:

I.   Introduction to cocurricular assessment
II.  Assessment values and principles
III. Assessment process (follows cocurricular assessment template)
    a. Student learning outcomes (ELOs)
    b. Methods of assessment
    c. Analyzing and Using assessment evidence

### *Cocurricular assessment template*

The cocurricular assessment template serves as a form cocurricular programs can use to conduct and report on student learning assessment. The initial test of the cocurricular assessment plan produced template version 1 (Appendix xx). This template was introduced to cocurricular areas to identify objectives, outcomes, and activities, align to institutional level student learning outcomes and the college strategic plan, and document the assessment plan. Using the form showed challenge to the cocurricular areas, specifically, the identification and alignment of objectives, outcomes, activities and the alignment to the strategic plan (Appendix D). This template will be updated to reflect lessons learned from the discovery meetings and the use of version 1 cocurricular strategy template.

### *AAC&U Value Rubrics*

Student learning in cocurricular areas is aligned to the institutional-level student learning outcomes, AAC&U's essential learning outcomes (ELO). Value rubrics associated with each ELO were downloaded from the AAC&U website and made available to all college faculty and staff in the SharePoint system.

CASL members reviewed each Value rubric to ensure alignment of the AAC&U value rubric by contextualizing the outcome statements for each ELO competency (Appendix E).  This practice also created opportunity to align cocurricular student learning assessment results with other college assessment data (i.e. general education).

## Integrate Cocurricular Assessment Data

### *Expand ELOs into learning outcome statements*

Contextualizing the outcome statements of the Value rubrics clarified the terms, definitions, and perspectives of ELOs. This allows a college-wide discussion and calibration of how learning at the institutional level is demonstrated. Adjustments to rubric may still be necessary to accommodate program-specific learning goals. Expanded value rubrics may be found in Appendix xx.

### *Incorporate cocurricular assessment data to the college overall ELO outcomes*

Cocurricular learning is aligned to LCC's institutional-level student learning outcomes, also referred to as essential learning outcomes, or ELOs. Data collected and reported for all institutional-level student learning outcomes is aggregated by ELO, this includes alignment of cocurricular data to the corresponding ELO. Integration of cocurricular assessment data in ELO analysis and reporting uses the schedule: data collection spring 2022, analysis summer 2022, integration and reporting fall 2022.

**Data Structure**

Cocurricular learning is a leading indicator of student success at LCC. To assess additional, aligned indicators of student success of cocurricular students, institutional metrics are added to the cocurricular data structure shown in the figure below.

Learning --> Course Grades --> Persistence --> Retention --> Awards

**DEFINING COCURRICULAR AT LANSING COMMUNITY COLLEGE**
**Academic Senate Meeting**
**January 18, 2019**

*Working definition:*
*Cocurricular refers to activities and events that enhance and complement the educational experience at LCC, relate to the institutional student learning outcomes, and connects students to the college and community.*

**Adjustments to the definition**:

_____
_____
_____

**Cocurricular Areas**
Identify the cocurricular and extra-curricular areas below.

| Area | Cocurricular | Extra-Curricular | Comments |
|------|:---:|:---:|------|
| Service Learning | ✓ | | |
| Library | | | |
| Student Organizations | | | |
| Leadership Academy | | | |
| Community Education and Workforce Development (CEWD) | | | |
| Tutoring | | | |
| Student Government | | | |
| Student Clubs & Activities | | | |
| Center for Teaching Excellence (CTE) | | | |
| Career Services | | | |
| TRIO | | | |
| Lucero | | | |
| Athletics | | | |
| Advising | | | |
| Student Compliance | | | |
| | | | |
| | | | |
| | | | |

**Assessment Plan for Cocurricular Student Learning Outcomes**

| Assessment Plan Component | Pending Decision | Comments |
|---|---|---|
| What student learning data will we use in our assessment? | Essential learning outcomes | |
| Who are the sources of this student learning data? | Faculty, Program Directors, Coordinators, Students | |
| What methods will we use to collect student learning data? | Aligned to the learning activity (e.g. project, reflection paper, presentation, observation) | |
| What methods of analysis will we use with our student learning data? | % students achieve x%; aggregated; analyzed by area and ELO<br>*Example: "90% of students that participate in One Book One LCC achieve an average of 80% in information literacy."* | OR, Pass/Fail? |
| What reporting will be provided to review results? | Annual written report | |

**Process Questions for Assessing Cocurricular Student Learning Outcomes**

- How often are students assessed?
- Who will conduct the assessment?
- How will assessment results be shared with CDS?
- What tools or resources will be needed to support cocurricular assessment?
- Are learning maps required of cocurricular areas? (i.e. connecting area goals with ELOs and methods of assessment)
- How will these learning maps be evaluated?
- How will cocurricular groups collaborate with each other and faculty regarding the results, items for improvement, and action steps?

**Adjustments to the definition**:

- Good (5)
- Like that it is broad
- Instead of saying "institutional student learning outcomes" say "essential learning outcomes, or ELOs"
- May consider providing criteria that aligns to the definition (e.g. program has an educational focus; may be provided on or off campus; can be directly connected to one or more ELOs, aimed at students, etc.)
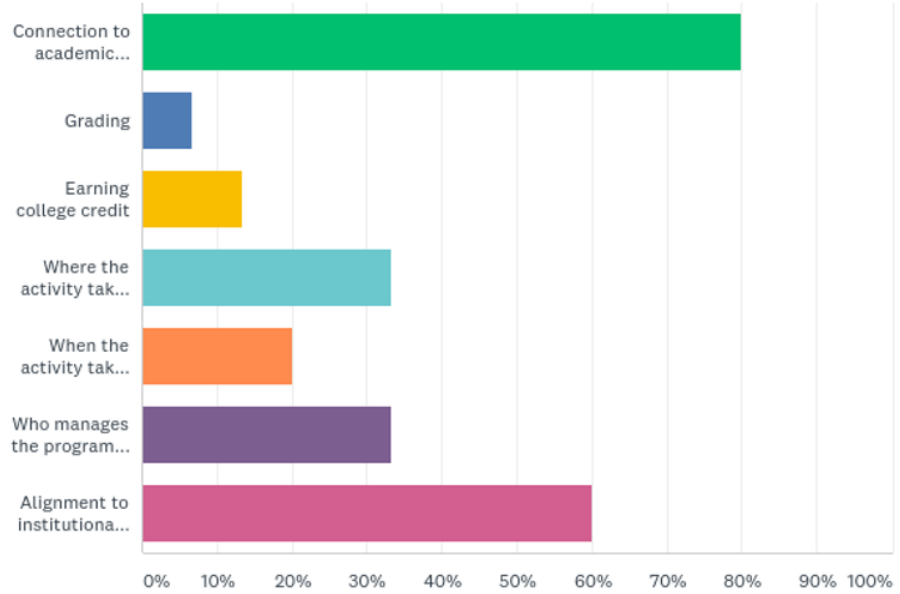
**Cocurricular Areas**

Identify the cocurricular and extra-curricular areas below. (One table did not check each area, so the total possible agreement below is 4). I marked yes if the area achieved 3 or more, undecided if 1 or 2, and no if none).

| Area | | Cocurricular | Extra-Curricular | Comments |
|---|---|---|---|---|
| **Service Learning** | YES | 4/4 | | |
| **Library** | YES | 4/4 | | If research required in studies |
| **Student Organizations** | YES | 3/4 | 1/4 | Need better definition of diff between orgs and clubs. Registered organizations – professional organizations, Student Advising Committee? |
| **Leadership Academy** | YES | 3/4 | | 1 undecided |
| **Community Education and Workforce Development (CEWD)** | YES | 3/4 | | 1 undecided; Encompasses a broad range of activities |
| ~~**Tutoring**~~ **Learning Commons** | YES | 4/4 | | Learning Commons – encompasses various disciplines |
| **Student Government** | | | 3/4 | 1 undecided |
| **Student Clubs & Activities** | UNDECIDED; More discussion needed | 2/4 | 3/4 | Combine this with student organizations (Student Organizations, Student Clubs & Activities); Depends on charter of club; 2 sheets marked both yes and no; 1 sheet marked no |
| **Center for Teaching Excellence (CTE)** | UNDECIDED | 2/4 | 2/4 | For faculty |

| Area | | Cocurricular | Extra-Curricular | Comments |
|---|---|---|---|---|
| **Career Services** | YES | 3/4 | 1/4 | |
| **TRIO** | YES | 3/4 | 1/4 | |
| **Lucero** | YES | 3/4 | 1/4 | |
| **Athletics** | NO | 1/4 | 3/4 | |
| **Advising** | YES | 3/4 | 1/4 | What gets measured is the success of the advisor |
| **Student Compliance** | UNDECIDED | 2/4 | 2/4 | Does this belong on the list? |
| **ADDED TO THE LIST:** | | | | |
| **Student Support Services (Counseling Access services)** | UNDECIDED | 1 | | |
| **Men About Progress/ Diversity** | UNDECIDED | 1 | | |
| **Student Advisory Group** | UNDECIDED | 1 | | Include under student orgs & clubs |
| **Skills USA** | UNDECIDED | 1 | 1 | |

## Q2: What criteria should be used to define co-curricular at LCC?
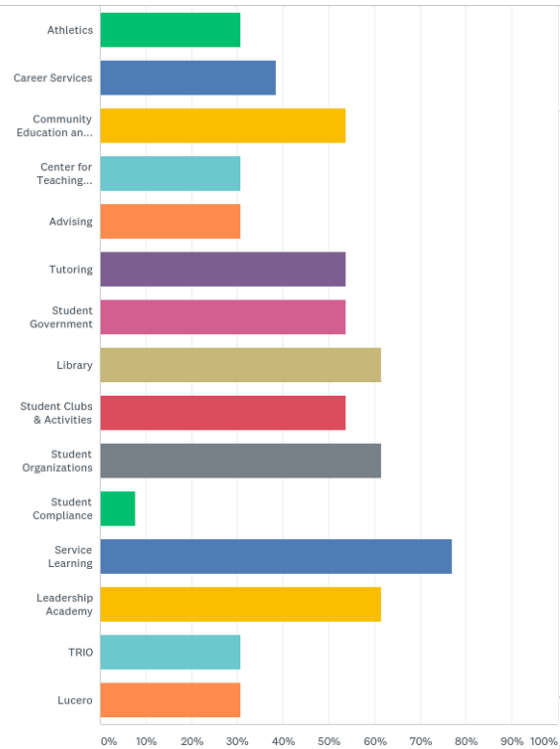
Answered: 15    Skipped: 0



Powered by **SurveyMonkey**

## Q2: What criteria should be used to define co-curricular at LCC?

Answered: 15    Skipped: 0

| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Connection to academic learning | 80.00% | 12 |
| Grading | 6.67% | 1 |
| Earning college credit | 13.33% | 2 |
| Where the activity takes place (inside or outside college locations) | 33.33% | 5 |
| When the activity takes place (during or after school hours) | 20.00% | 3 |
| Who manages the program (LCC or outside organizations) | 33.33% | 5 |
| Alignment to institutional level learning outcomes (i.e. ELOs) | 60.00% | 9 |
| Total Respondents: 15 | | |

**Q4: Which areas should be considered co-curricular?**
**Please note this list is not exhaustive, please feel free to add areas to the list.**

## Q4: Which areas should be considered co-curricular? Please note this list is not exhaustive, please feel free to add areas to the list.

Answered: 13    Skipped: 2

| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Athletics | 30.77% | 4 |
| Career Services | 38.46% | 5 |
| Community Education and Workforce Development (CEWD) | 53.85% | 7 |
| Center for Teaching Excellence (CTE) | 30.77% | 4 |
| Advising | 30.77% | 4 |
| Tutoring | 53.85% | 7 |
| Student Government | 53.85% | 7 |
| Library | 61.54% | 8 |
| Student Clubs & Activities | 53.85% | 7 |
| Student Organizations | 61.54% | 8 |
| Student Compliance | 7.69% | 1 |
| Service Learning | 76.92% | 10 |
| Leadership Academy | 61.54% | 8 |
| TRIO | 30.77% | 4 |
| Lucero | 30.77% | 4 |
| Total Respondents: 13 | | |

Good morning/afternoon,

The literature is clear – cocurricular programs have significant impact to student learning and success! To learn more about student learning and success in our cocurricular programs at LCC, the Committee for Assessing Student Learning (CASL) will be designing and implementing an assessment strategy for our cocurricular programs this year. The aim is to demonstrate, on a regular basis, how cocurricular programs impact student learning and success. **We invite you to join us to help steer the direction of the assessment strategy and offer your expertise about the best way to go about developing this process**.

Some of the items we will be working through when designing the assessment strategy include:

- What are the learning goals in cocurricular programs?
- How are these learning goals aligned to LCC's ELOs?
- What assessment methods should be used to measure student learning in cocurricular programs?
- How often should we look at cocurricular learning data?
- Who should manage the data?
- How should the results be reported? To whom? How often?

There are a few ways you can participate in this design of our cocurricular assessment strategy:

- **A leadership position as CASL co-chair** – with CASL's emphasis on the cocurricular programs this year, we strongly encourage a cocurricular co-chair to serve in a leadership role to help champion and steer the design and implementation of an assessment strategy that will be useful and meaningful to your programs; or,
- **A member of CASL**; or,
- **Ad hoc feedback provided to the committee** (e.g. surveys)

CASL meets about 6-7 times per semester on payday Fridays following Academic Senate.

For more information about CASL, please visit our web pages.

Our first committee meeting this semester is September 13th. We look forward to hearing from you.


**Michelle Curtin** MSN, RN
Associate Professor of Nursing
Academic Senate President
Co-Chair Committee for Assessing Student Learning (CASL)

**Karen Hicks**, PhD
Director of Assessment
Center for Data Science

## *Appendix D*: Cocurricular assessment template

**Introduction**

Use this template to document the plan of a cocurricular program or activity to gather and use evidence of student learning.

**Your Plan for Gathering Evidence of Student Learning**

| Cocurricular Program | ELO | Learning Activity | Assessment Method | Source of Student Learning Data |
|---|---|---|---|---|
|  |  |  |  |  |

**Your Process for Data Collection**

| Cocurricular Program | Data Collection Process |
|---|---|
|  |  |

*Cocurricular Student Learning Outcomes Plan*

**Introduction.** Use this template to record your interpretations of student learning outcomes and your plans for using the data for improvements to student learning outcomes.

| Learning Outcome | Year | Semester | Outcome Overall | *Outcome Demo 1* | *Outcome Demo 2* | *Outcome Demo 3* |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

| **Interpretations** |
|---|
| |
| **Plans for Improving Student Learning Outcomes** |
| |

*Appendix E*: ELO outcome statements

## ELO 1: Knowledge of Human Cultures and the Physical and Natural World

Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. *Focused* by engagement with big questions, both contemporary and enduring

| AAC&U Performance Criteria | LCC Outcome Statement |
|---|---|
| **Global self-awareness** | Analyze the global impact of one's own and others' specific local actions on the natural and human world. |
| **Perspective taking** | Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.) |
| **Cultural diversity** | Analyze connections between worldviews, power structures, and experiences of multiple cultures. |
| **Personal and social responsibility** | Analyze ethical, social and environmental consequences of global systems Identify consequences of individual interventions and ethical responsibility |
| **Understanding global systems** | Recognize the opportunities and the obligations created by domestic and global diversity Analyze major elements of contemporary global systems including their historical developments and contexts |
| **Applying knowledge to contemporary global contexts** | Plan and evaluate solutions to global challenges that are appropriate to the contexts using multiple disciplines (such as cultural, historical, and scientific) |

## ELO 2: Intellectual and Practical Skills, Including

### ELO 2a. Inquiry and Analysis

| AAC&U Performance Criteria | LCC Outcome Statement |
|---|---|
| **Topic selection** | Identify a topic that is creative, focused, and manageable. Address significant aspects of the topic. |
| **Existing knowledge, research, and views** | Integrate in-depth information from relevant sources representing various points of view. |
| **Design process** | Apply appropriate methodology or theoretical frameworks. |
| **Analysis** | Organize evidence to reveal important patterns, differences, or similarities related to focus. |
| **Conclusions** | Conclude with logical extrapolations from the inquiry findings. |
| **Limitations and Implications** | Discuss relevant limitations and implications. |

ELO 2b. Critical and creative thinking

| AAC&U Performance Criteria | LCC Outcome Statement |
|---|---|
| *Creative Thinking* | |
| Acquiring Competencies | Evaluate creative processes using appropriate criteria. |
| Taking Risks | Incorporate new directions or approaches in solving a problem. |
| Solving Problems | Develop a logical, consistent plan to solve a problem. |
| Embracing Contradictions | Incorporate alternate, divergent, or contradictory perspectives or ideas in a solution to a problem. |
| Innovative Thinking | Create novel or unique ideas, questions, formats, or products for solving a problem. |
| Connecting, Synthesizing, Transforming | Synthesize ideas or solutions into a coherent whole. |
| *Critical Thinking* | |
| Explanation of Issues | Clearly state and describe an issue. |
| Evidence | Analyze information from multiple relevant sources. Synthesize responses based on analysis. |
| Influence of Context & Assumptions | Identify own and others' assumptions Identify relevant contexts when presenting a position. |
| Student's Position | Assimilate the complexity of issues, acknowledging other points of view within your position. |
| Conclusions and related outcomes | Draw conclusions from analyzed information. Identify consequences and implications of conclusions. |

ELO 2c. Written communication

| AAC&U Performance Criteria | LCC Outcome Statement |
|---|---|
| Context of and Purpose for Writing | Write with appropriate consideration of audience, purpose, and context. |
| Content Development | Develop written ideas, relevant to the subject area, with appropriate, relevant, and compelling content. |
| Genre and Disciplinary Conventions | Abide formal and informal conventions inherent in particular genres, academic fields, and career paths. |
| Sources and Evidence | Select and use sources appropriately, according to their quality, credibility, and relevance. |
| Control of Syntax and Mechanics | Generate and refine language that communicates clearly, effectively, and meaningfully. |

## ELO 2d. Quantitative Literacy

| AAC&U Performance Criteria | LCC Outcome Statement |
|---|---|
| Interpretation | Provide explanations presented in mathematical forms<br>Draw conclusions using information presented in mathematical forms.<br>Make inferences using information presented in mathematical forms. |
| Representation | Convert/visualize information into a mathematical portrayal/form (such as an equation, graph, diagram, table, words). |
| Calculation | Perform mathematical calculations. |
| Application/Analysis | Conduct quantitative analysis of data. |
| Assumptions | Identify and describe assumptions, including the rationale and appropriateness of assumptions applied. |
| Communication | Use quantitative information to support arguments<br>Present quantitative results and findings |

## ELO 2e. Information Literacy

| AAC&U Performance Criteria | LCC Outcome Statement |
|---|---|
| Determine the Extent of Information Needed | Define the scope of the information needed.<br>Determine key concepts.<br>Select types of information (sources) directly related to the information needed. |
| Access the Needed Information | Access information using effective, well-designed search strategies, and appropriate information sources. |
| Evaluate Information and its Sources Critically | Select different types of information sources.<br>Evaluate the relevancy and credibility of the information. |
| Use Information Effectively to Accomplish a Specific Purpose | Communicate, organize and synthesize information from sources to achieve a specific purpose. |
| Access & Use Information Ethically and Legally | Use information appropriately, ethically, and strategically<br>Use of citations and references;  choice of paraphrasing, summary, or quoting; using information in ways that are true to original context;<br>Ability to distinguish between common knowledge and ideas requiring attribution |

Teamwork

| AAC&U Performance Criteria | LCC Outcome Statement |
|---|---|
| Contributes to team meetings | Participate in team/group meetings by actively providing ideas and insights that aim to move the team forward. |
| Facilitates the contributions of team members | Engage fellow team members by encouraging ideas and welcoming insights from all members. |
| Individual contributions outside of team meetings | Prepare for future meetings by completing all assigned tasks by set deadlines and assist fellow team members when needed. |
| Fosters constructive team climate | Create a productive team climate by:<br>Treating fellow team members respectfully.<br>Conveying a positive attitude, including vocal/written tone, facial expressions, and/or body language.<br>Motivating fellow team members.<br>Provide assistance and/or encouragement to fellow team members. |
| Responds to conflict | Manage issues, disagreements, and roadblocks directly and constructively to strengthen overall team effectiveness. |

Problem Solving

| AAC&U Performance Criteria | LCC Outcome Statement |
|---|---|
| Define problem | Construct a clear and insightful problem statement. |
| Identify Strategies | Identify strategies and methods for solving the problem. |
| Propose Solutions/Hypotheses | Recommend one or more solutions/hypotheses, considering the ethical, logical and cultural dimensions of the problem. |
| Evaluate Potential Solutions | Evaluate potential solutions by:<br>Considering the history and context of problem.<br>Reviewing logic and reasoning.<br>Examining the feasibility of the solution.<br>Weighing the impact of the solution. |
| Implement Solution | Implement solution(s) that address the contextual factors of the problem. |
| Evaluate Outcomes | Evaluate results to gain insight into the success(es), failure(s), and unintended side effects of the solution. |

## ELO 3: Personal and Social Responsibility, including

### 3a. Civic knowledge and engagement – local and global

| AAC&U Performance Criteria | LCC Outcome Statement |
|---|---|
| Diversity of Communities & Cultures | Compare and contrast own attitudes and beliefs with those of different cultures and communities<br>Demonstrate evidence of adjustment in own attitude and belief as a result of interacting with those of different cultures and communities |
| Analysis of Knowledge | Connect knowledge from one's own academic study/field/discipline to civic engagement<br>Apply knowledge from one's own academic study/field/discipline to civic engagement |
| Civic Identity & Commitment | Provide evidence of experience in civic-engagement activities<br>Describe what one has learned through involvement in civic-engagement activities |
| Civic Communication | Express, listen, and adapt ideas based on others' perspectives<br>Adapt communication strategies to different audiences to further civic action |
| Civic Action & Reflection | Participate in civically focused actions that benefit individuals and communities<br>Reflect on how one's own participation in civic action can benefit individuals and communities |
| Civic Contexts/Structures | Identify ways to participate in civic contexts and structures<br>Demonstrate skills to work within community contexts and structures to achieve a civic aim |

### 3b. Intercultural knowledge and competence

| AAC&U Performance Criteria | LCC Outcome Statement |
|---|---|
| Cultural Self-Awareness | Recognize new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.) |
| Knowledge of Cultural Worldview Frameworks | Demonstrate understanding of the complexity of elements important to members of another culture. |
| Empathy | Recognize intellectual and emotional dimensions of more than one worldview and use more than one world view in interactions. |
| Verbal and Nonverbal Communication | Identify cultural differences in verbal and nonverbal communication<br>Negotiate a shared understanding of those differences |
| Curiosity | Asks questions about other cultures<br>Articulates answers to questions about other cultures that reflect multiple cultural perspectives. |
| Openness | Receptive to interacting with culturally different others.<br>Express openness to interactions with culturally different others, while suspending judgment |

## 3c. Ethical reasoning and action

| AAC&U Performance Criteria | LCC Outcome Statement |
|---|---|
| **Ethical Self-Awareness** | Discuss core beliefs and their origins. |
| **Understanding Different Ethical Perspectives/Concepts** | Explain ethical concepts. |
| **Ethical Issue Recognition** | Analyze ethical issues presented in different contexts. |
| **Application of Ethical Perspectives/Concepts** | Apply ethical concepts to questions. |
| **Evaluation of Different Ethical Perspectives/Concepts** | Examine ethical positions, objections, assumptions and implications. |

## 3d. Foundations and skills for lifelong learning

| AAC&U Performance Criteria | LCC Outcome Statement |
|---|---|
| **Curiosity** | Explore a topic of interest for purposes of gaining greater awareness of the topic. |
| **Initiative** | Explore relevant factors influencing this topic and identifies opportunities to expand knowledge, skills, and abilities related to this topic. |
| **Independence** | Establish a means by which to measure influencing factors related to this topic and how such matters may be evolving. Pursues additional knowledge and/or shows interest in pursuing independent educational experiences. |
| **Transfer** | Synthesize new constructs to address previous knowledge-gained for purposes of predicting future impacts relative to this topic. Reference previous learning and apply knowledge to demonstrate comprehension in new situations. |
| **Reflection** | Evaluate information gained and applied to educational or life events impacting a possible change in perspective. |

## ELO 4: Integrative and Applied Learning

| AAC&U Criteria | Outcome Statement |
|---|---|
| **Connections to experience** | Connect experiences to relevant concepts/theories from multiple disciplines |
| **Connections to discipline** | Connect examples, facts, or theories from multiple disciplines and apply them to other disciplines and new, complex situations |
| **Transfer** | Apply knowledge in new contexts and explore issues in original ways |
| **Integrated communication** | Choose a format, language, or graph (or other visual representation) that clearly communicates content. |
| **Reflection and self-assessment** | Articulate changes in one's own personal learning over time Articulate personal strengths and challenges to increase effectiveness in different contexts |