Student Learning Outcomes Assessment Report

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Cycle One Summary

Academic Years: 2009-2010 through 2013-2014

Outcomes Assessed: Communications, Critical Thinking, Math Literacy, Scientific Reasoning, World Awareness, Interpersonal Skills

Methodology:

- 10% random sample of all students enrolled in courses with outcomes identified in the syllabus.
- Assessment measures existing student work for each course to demonstrate each outcome being met.
- No subgroups analyzed.

Interpretation of results & insights gained from Cycle One process review:

- We did not have an understanding of the students whose work we were assessing
- The existing outcomes criteria were difficult to assess across all programs, as they were primarily academic in nature; this made the assessment less meaningful for vocational programs
- Seven common learning outcomes made the cycle of assessment more than three years, which did not contribute to timely analysis, actions and measurements.

Goals for revision of assessment process:

- Creation of student sub-groups to benchmark
- Outcomes which are more universal and truly apply to all degrees and certificate programs at the community college level
- Fewer outcomes that can be measured with less turnaround time between cycles
- Outcomes that incorporate co-curricular learning and critical life skills in addition to academic competencies

Cycle One Data

Critical Thinking
Scoring Scale 1-5 (1=poor, 2=below average, 3=average, 4=above average, 5=outstanding)

1. Formulate and identify questions and problems.
   - Average including null scores: 3.55
   - Average excluding null scores: 3.77
2. Identify and analyze arguments.
   - Average including null scores: 3.30
   - Average excluding null scores: 4.07
3. Construct and criticize arguments.
   - Average including null scores: 3.10
   - Average excluding null scores: 3.51
4. Identify and assess stated and unstated assumptions.
   - Average including null scores: 3.55
   - Average excluding null scores: 3.69
5. Evaluate the quality of evidence and reasoning, and evaluate the appropriateness of various methods of reasoning and verification.
   - Average including null scores: 2.77
   - Average excluding null scores: 3.37
6. Apply appropriate technological skills.
   - Average including null scores: 1.18
   - Average excluding null scores: 3.33

Math Thinking
Scoring Scale 1-5 (1=poor, 2=below average, 3=average, 4=above average, 5=outstanding)

1. Manipulate fractions, decimals, percentages, and ratios/proportions.
   - Average: 4.0
2. Solve Equations.
   - Average: 4.14
3. Translate word problems into mathematical language.
   - Average: 3.12
4. Interpret graphical data
   - Average: 3.43
5. Apply appropriate technological skills.
   - Average: 4.33

Scientific Reasoning
Scoring Scale 1-5 (1=poor, 2=below average, 3=average, 4=above average, 5=outstanding)

1. Observe & record data in a systematic manner.
   - Average: 3.0
2. Analyze, interpret, and relate data to scientific theory.
   - Average: 3.6
3. Display results and report conclusions.
   - Average: 3.66
4. Solve word problems using scientific principles and theories.
   - Average: 3.0
5. Apply appropriate technological skills.
   - Average: 4.0

World Awareness
Scoring Scale 1-5 (1=poor, 2=below average, 3=average, 4=above average, 5=outstanding)

1. Assess own knowledge and skills in thinking.
   - Average: 2.22
2. Articulate connections between individual and world issues.
   - Average: 2.14
3. Analyze world issues from multiple perspectives.
   - Average: 1.83
4. Apply appropriate technological skills.
   - Average: 1.28

Interpersonal Communication
Scoring Scale 1-5 (1=poor, 2=below average, 3=average, 4=above average, 5=outstanding)

1. Create a direction/vision for others or self to follow.
   - Average: 2.6
2. Demonstrate the ability to communicate and work cooperatively within a group.
   - Average: 1.89
3. Demonstrate ability to receive, attend to, and respond to verbal and nonverbal cues.
   - Average: 1.49
4. Demonstrate knowledge of behavior patterns of self and others in work or social situations.
   - Average: 1.89
5. Apply appropriate technological skills.
   - Average: 1.69

Cycle Two Summary

Academic Years: 2014-2015 through 2016-2017

Outcomes Assessed: Communications, Critical Thinking, Math Literacy, Scientific Reasoning

Methodology:

- Two subgroups identified for comparison:
  - First time/first semester students
  - Graduating students in their final semester

Interpretation of results & insights gained from Cycle Two process review:

- The use of two student cohorts defined by their status as first or last semester students made the assessment results much more meaningful to faculty
- Outcomes still remained difficult to assess for all programs, and did not articulate the Faculty's greatest priorities for all LCC students regardless of program
- The cycle was completed at a much faster rate (three years rather than five years)
- Not all outcomes stated in the catalog were assessed; this exposed our uncertainty as to the best measurements for World Awareness and Interpersonal Skills
- Transfer Program implements class meetings to improve cohort identification, graduation & transfer rates, and capture indirect measures of CLOs

Goals for revision of assessment process (AY 17):

- Differentiate processes for assessing CLOs and PLOs; allow programs to assess CLOs using more meaningful measures rather than all programs assessed as one
- Transfer Program implements class meetings to improve cohort identification, graduation & transfer rates, and capture indirect measures of CLOs
- Create broader, more universal statements of the academic outcomes that can be used in vocational as well as transfer courses
- Add outcomes that define critical skills of success in life outside of a classroom, and which can be incorporated into co-curricular learning
- Assess with new measures (rates of availability for students to achieve outcomes, rates of participation in the entire LCC student environment, qualitative feedback)
- New CLOs included in measures for LCC's 2017-2020 Strategic Plan

Cycle Two Data

Communications *Scoring Scale 1-5 (1=poor, 2=below average, 3=average, 4=above average, 5=outstanding)*	FA16 Aggregated Average First Semester Students N=46	SP16 Aggregated Average Graduating Students	% improvement
Convey a sense of audience as well as purpose and point	2.70	3.02	+ 6.4%
Articulate content in written and oral communications	2.68	2.87	+ 3.8%
Demonstrate the ability to develop content through details, examples, and/or outside sources of information	2.42	2.81	+ 7.8%
Demonstrate organization through unity, coherence, and transitions	2.45	2.67	+ 4.4%
Demonstrate expression through effective diction, clarity, economy and variety	2.48	2.71	+ 4.6%
Demonstrate correct grammar, mechanics, and spelling	2.54	2.90	+ 7.2%

Critical Thinking *Scoring Scale 1-5 (1=poor, 2=below average, 3=average, 4=above average, 5=outstanding)*	FA16 Aggregated Average First Semester Students N=61	SP16 Aggregated Average Graduating Students	% improvement
Formulate and identify questions and problems.	2.82	3.16	+ 6.8%
Identify and analyze arguments.	2.57	3.0	+ 8.6%
Construct and criticize arguments.	2.42	2.91	+ 7.2%
Identify and assess stated and unstated assumptions.	2.55	2.91	+ 7.2%
Evaluate the quality of evidence and reasoning, and evaluate the appropriateness of various methods of reasoning and verification.	2.45	2.90	+ 9%

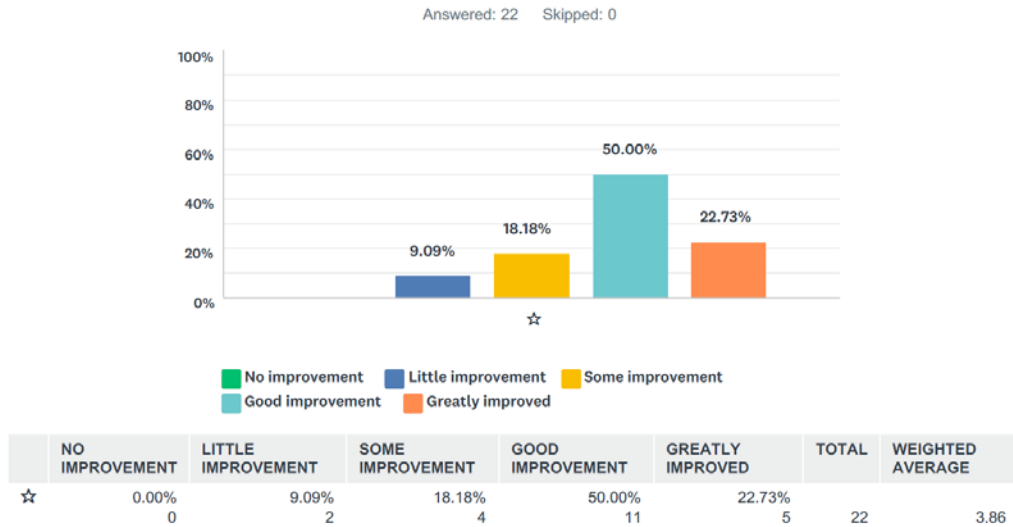| Math Literacy *Scoring Scale 1-5 (1=poor, 2=below average, 3=average, 4=above average, 5=outstanding)*	FA16 Aggregated Average First Semester Students N=61	SP16 Aggregated Average Graduating Students	% improvement
Manipulate fractions, decimals, percentages, and ratios/proportions	3.34	3.38	+ .8%
Solve Equations	3.33	3.38	+ .1%
Translate word problems into mathematical language	3.33	3.36	+ .6%
Interpret Graphical Data	3.24	3.37	+ 2.6%
Apply Appropriate Technological Skills	3.03	3.55	+ 10.4%

Scientific Reasoning *Scoring Scale 1-5 (1=poor, 2=below average, 3=average, 4=above average, 5=outstanding)*	FA16 Aggregated Average First Semester Students N=61	SP16 Aggregated Average Graduating Students	% improvement
Observe & record data in a systematic manner	3.48	3.44	- .4%
Analyze, interpret, & relate data to scientific theory	3.33	3.91	+ 11.6%
Display results & report conclusions	3.36	3.52	+ 3.2%
Solve word problems using scientific principles & theories	3.28	3.31	+ .6%
Apply Appropriate Technological Skills	2.93	2.94	+ .2%

Spring 2017 Transfer Program CLO Survey

Responses to the Sophomore Transfer Survey, Question 2:

During your time here at Lamar Community College, how do you feel your professionalism has improved?
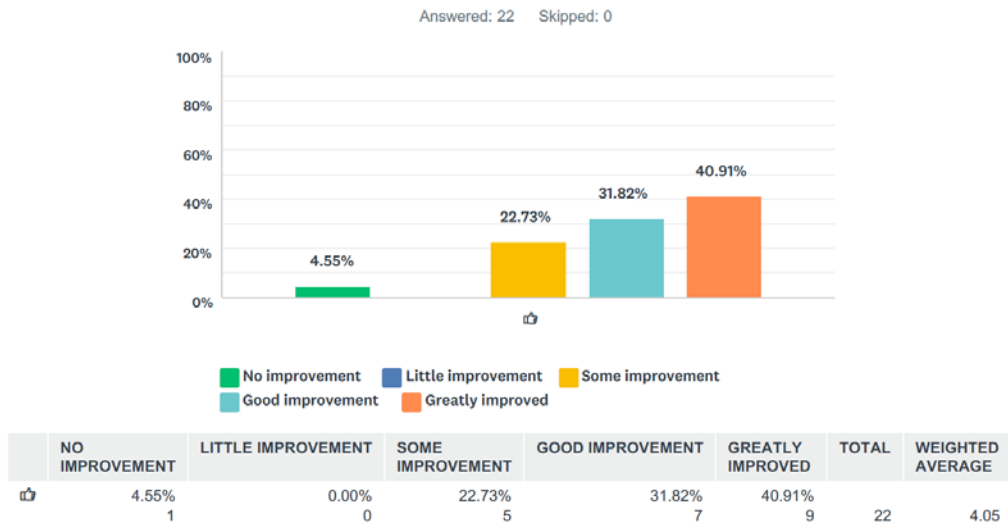*Professionalism includes: Reliability & Conscientiousness, Focus & Follow-through, Goal Setting, Civility & Respect, Ethical Behavior, and Technological Literacy.*

Answered: 22   Skipped: 0

	NO IMPROVEMENT	LITTLE IMPROVEMENT	SOME IMPROVEMENT	GOOD IMPROVEMENT	GREATLY IMPROVED	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	9.09% 2	18.18% 4	50.00% 11	22.73% 5	22	3.86

Responses to the Sophomore Transfer Survey, Question 3:

During your time here at Lamar Community College, how do you feel your social connectedness and engaged citizenship has improved?
Social Connectedness & Engaged Citizenship includes: Involvement in Campus Life, Serving & Supporting Others, Leadership, and Global Awareness.

Answered: 22   Skipped: 0

	NO IMPROVEMENT	LITTLE IMPROVEMENT	SOME IMPROVEMENT	GOOD IMPROVEMENT	GREATLY IMPROVED	TOTAL	WEIGHTED AVERAGE
👍	4.55% 1	0.00% 0	22.73% 5	31.82% 7	40.91% 9	22	4.05

Cycle Three Summary

Academic Years: 2017-2018 through 2018-2019

Outcomes Assessed: Communications, Active Thinking, Professionalism, Engaged Citizenship & Social Connectedness

Methodology:

- Create baseline for availability of new CLOs: map CLOs across non-instructional departments
- Program-specific assessment of CLOs as part of Program Learning Outcomes, Program Review
- Transfer Program CLO assessment aligned with new GT Competencies assigned to all GT courses in Colorado
- Align Co-Curricular Learning outcomes with new CLOs, link to allocation of Student Fees to Student Organizations

Non-Instructional Department CLO Map: Athletics

Common Learning Outcomes	Subcomponents	Athletics
Active Thinking	Reasoning	We find solutions on the court or field in a better way.
	Creativity	We work individually or with a team to solve problems in a new way.
	Analysis	We use data and information available to improve our skill.
	Problem Solving	The difference between success and failure could be finding solutions for a better way.
Communication	Written	Very little written communication is used unless it involves motivational articles.
	Oral	Encourage individuals and teams on a daily basis to communicate with coaches and teammates.
	Interpersonal	The team concept promotes interpersonal communication daily.
Professionalism	Reliability & Conscientiousness	Team rules and structures are in place to require daily demands.
	Focus & Follow Through	The team demands will be followed or individuals may face consequences.
	Goal Setting	In athletics the team goal setting is established at the beginning of each season.
	Civility & Respect	The team code of conduct is followed.
	Ethical Behavior	Ethics are discussed in the code of conduct each season.
	Technological Literacy	We incorporate this mainly through video analysis.
Social Connectedness & Engaged Citizenship	Involvement in Campus Life	Many athletes are involved in student government as well as attend many campus life events throughout the semester.
	Serving & Supporting Others	Indoor sports are required to clean the gym after each home game. Outdoor sports maintain their own facilities. Attendance at each other games is high.
	Leadership	Each sport is instructing and modeling leadership daily.
	Global Awareness	We focus on the big picture, from LCC to region to state to country. Recruiting international students brings this to light.

Non-Instructional Department CLO Map: Learning Support Services

Common Learning Outcomes	Sub-components	Learning Support Service Working Groups			
		Tutoring	Testing	Counseling/ Navigation	Library
Active Thinking	Reasoning	Tutor lab offers extended hours and various tutors. Student is encouraged to select the best time and tutor to achieve results		Ask probing questions of students in order to assist them in identifying perceived issues and logical steps to take to overcome those issues	Discerning the appropriateness of materials for the topic student has chosen or been assigned
	Creativity	Tutors offer unconventional ideas to help students connect and achieve in their classes		Work with students to help them identify solutions to issues they may be facing	
	Analysis	Engage students in discussion to determine how student is struggling and identify the cause(s). A plan of tutoring is then developed accordingly.		Assist students with exploration of self, situations, and perceived problems. Help with determining possible causes of challenges and successes	Provide an environment conducive to research and the navigation of resources. Instruct students on methods of finding materials appropriate to a respective task or project
	Problem Solving	Strive to empower students to seek answers and not to rely on others, for example using internet searches to find information before asking for help.		Empower students by giving them the resources and information they need to solve their own problems	Assist students with pinpointing issues related to research, technology, and other relevant areas, and instruct them on determining strategies to overcome these issues
Communication	Written	Assist students with writing papers and developing writing style and grammatical skills			
	Oral	Assist students with formulating appropriate questions and encourage and advise on communication with instructors		Encourage active discussion by asking open-ended questions of students during interactions. Coach students on talking with instructors, potential employers, and others	Discussion during Reference Interview as student seeks needed materials for assignments
	Interpersonal	Observe interpersonal communication and recommend more effective strategies for specific situations, when needed	Model effective interaction in the course of meeting the students' testing needs	Prepare students for effective interpersonal communication by providing honest, constructive feedback on communication styles	
Professionalism	Reliability & Conscientiousness	Encourage regular class attendance, respectful behavior, and conscientiousness in schoolwork. Maintain	Maintain expectation of timeliness and bringing required items to scheduled testing appointments		Maintain expectation of conscientiousness by requiring library-appropriate behavior that creates an

Common Learning Outcomes	Sub-components	Learning Support Service Working Groups			
		Tutoring	Testing	Counseling/ Navigation	Library
		expectation of professionalism from all students using tutoring services			environment conducive to quiet learning, studying, and researching
	Focus & Follow Through	Review current strategies used by the student and refine them based on how effective they are. This is repeated at each meeting, so student is held accountable for making the previously discussed changes			Recognizing library terms of use and restrictions of use for library materials, including returning materials on time
	Goal Setting	Set goals with students and explain the "why" behind the goals to promote buy-in		Work with students to create graduation plans and explain minimum requirements of chosen program. Discuss long-term goals and steps needed to reach goals	Help students to identify and prioritize projects and plan for needed materials, such as items that may need to be borrowed through the interlibrary loan
	Civility & Respect	Expectation of respectful behaviors from all students utilizing tutoring services		Model professional behavior and convey the importance of professionalism in education, career, and beyond	
	Ethical Behavior	Educate students on plagiarism and other forms of academic dishonesty	Strictly enforce ethical behavior regarding assessments		Encourage students to return materials to reserve shelf so that they will be available for the rest of the class
	Technological Literacy	Assist with word processing programs, internet navigation, Desire2Learn, and various other software programs	Promote technological literacy by administering computer-based testing	Provide guidance to students on use of electronic catalog, student portal, Desire2Learn, student email, and other available technology	Help students overcome general technology issues as related to library resources
Social Connectedness & Engaged Citizenship	Involvement in Campus Life	Host events in the lab 2-3 times per semester, in coordination with the Resident Life Coordinator		Facilitate special projects that allow for student involvement and interaction with staff and peers	
	Serving & Supporting Others	Provide opportunities for peer mentoring and work study positions in the tutoring lab		Provide opportunities for students to participate in Career days, Knowledge Bowl, and other events where they are serving and/or supporting others	
	Leadership	Offer work study positions that give students the chance to hold leadership roles			Provide the opportunity to gain leadership skills

Common Learning Outcomes	Sub-components	Learning Support Service Working Groups			
		Tutoring	Testing	Counseling/ Navigation	Library
					through work-study positions
	Global Awareness	Participate in impromptu conversations with students of different backgrounds to create awareness and understanding, especially with international students		Discuss labor market information, educational opportunities, and other relevant information that often expands beyond our local area	Provide the opportunity for exposure to various societal and cultural events and issues via resources and exhibits, as well as access to global resources via books and electronic means

Non-Instructional Department CLO Map: Campus Life

Common Learning Outcomes	Subcomponents	Campus Life
Active Thinking	Reasoning	
	Creativity	Requiring RAs to create door decorations and educational bulletin boards
	Analysis	
	Problem Solving	Working with students to resolve roommates issues
Communication	Written	
	Oral	
	Interpersonal	Having Customer Service Training during RA Training in the Fall
Professionalism	Reliability & Conscientiousness	
	Focus & Follow Through	
	Goal Setting	
	Civility & Respect	By allowing open conversations and having a Safe Space in my offices so students feel safe to start conversations
	Ethical Behavior	Having mandatory Hall meetings for all on campus students
	Technological Literacy	
Social Connectedness & Engaged Citizenship	Involvement in Campus Life	Working with on and off campus students and student leaders, while bring fun and educational programs to the campus
	Serving & Supporting Others	Themed monthly programing based on several Social Justice Programs
	Leadership	Training of SGA Officers and RAs to get them ready for their positions and also students network by bringing them to System wide meetings
	Global Awareness	Monthly programming based on different cultures

Non-Instructional Department CLO Map: Student Services

Common Learning Outcomes	Sub-components	Student Services				
		Recruiting	Admissions	Financial Aid/ Cashier	Scholarships	Registrar
Active Thinking	Reasoning	Demonstrate the ability to express career goals	Require students to demonstrate comprehension when completing admission and registration functions.	Student will identify finance aid resources they qualify for. Students use reasoning when determining how they will pay for college.	Students determine what scholarships they qualify for based on eligibility requirements.	Students develop degree plans to reflect requirements degree certificate.
	Creativity	Effectively locate and access information from a variety of search tools		Enhance career planning	Creative personal statements stand out in scholarship review.	
	Analysis	Selection of program of study	Determine cost of education and develop plan for payment. Determine degree/certificate; organize academic course schedule.	Selection of FA assistance; PELL, Loans, Work Study. Comprehend FA information. Students analyze their individual aid coverage to determine next steps in paying for college.		
	Problem Solving	Create a successful career plan	Selection of resources needed to complete admissions.	The financial aid application process inherently has road blocks that students must navigate through. Gain understanding of requirements, rights and responsibilities to apply to repayment, SAP, MAP Manage budget		
Communication	Written	Complete interest card	Satisfactorily complete on-line application.	Submit FAFSA…meet deadlines Oftentimes students must write explanations of their extenuating circumstances to validate their FAFSA and their academic plan.	Scholarship applications typically require original personal statements from applicants, encouraging good writing skills.	Intent to Graduate
	Oral		Articulate needs and where to access services.	Students who receive financial aid will demonstrate knowledge of financial literacy. Conversations in person and by phone help navigate the student through financial aid processes more quickly.		
	Interpersonal	Campus Tours		Students typically must cooperate with others to successfully receive financial aid and adequately cover their bill.		

Common Learning Outcomes	Sub-components	Student Services				
		Recruiting	Admissions	Financial Aid/ Cashier	Scholarships	Registrar
Professionalism	Reliability & Conscientiousness			Students must meet many deadlines to become and remain eligible for financial aid and continued enrollment.	Scholarship deadlines are strictly adhered to and so students must meet them.	
	Focus & Follow Through			Most financial aid awards require students to follow through to completion and focus on accuracy when providing information.	Many scholarships require a thank you note from the student prior to payment.	Diploma
	Goal Setting				Many scholarship applications ask for students' future goals.	Complete degree/ certificate
	Civility & Respect			Dealings with finances can be tense; students learn that civility and respect in these dealings yields the best results.		
	Ethical Behavior			While some answers on the FAFSA are confirmed through federal agencies, many are only self-reported. Students can be fined or imprisoned for falsifying information to receive federal financial aid.		
	Technological Literacy			Very few forms in the financial aid process are paper; most require at least some level of technological literacy.	LCC's scholarship application is web-based.	
Social Connectedness & Engaged Citizenship	Involvement in Campus Life				Some scholarships require recipients to represent LCC at various functions.	
	Serving & Supporting Others				Community service is highly regarded in scholarship applications.	
	Leadership			Because aid is ultimately tied to students and FERPA prevents dealings with others, students must lead their financial aid and bill paying initiatives.		
	Global Awareness					

Cycle Three Data: CLO Assessment by Program: CTE

Evaluation Year	Assessment Category/Rates	Benchmark	Above or Below Benchmark	Focus Area	Action Step
17-18	New Assessment Cycle	New Benchmark Set	On a scale of 1-10, greater than or equal to 5 out of 10	Program Level Assessment Created through Interview	Advisory Board/Instructors Develop Interview Rubric for Future Assessment; Implement First Round of Interviews

[Date]

Dear [Advisory Board Member],

Thank you so much for taking the time to provide a mock interview for our students. Please use the form below as a template to guide both your oral interview and your review of the student's resume. Your feedback will help current students as well as help us improve our program for future students.

Thank you!

Please rate each student below:

	1 low	2	3	4	5	6	7	8	9	10 high
Resume:										
Written Communication Ability										
Technological Literacy (style)										
Evidence of Involvement in Campus Life										
Evidence of Community Service										
Evidence of Leadership										
Evidence of Global Awareness										
Interview:										
Evidence of Reasoning Ability										
Evidence of Creativity										
Evidence of Analytical Ability										
Evidence of Problem Solving Ability										
Oral Communication										
Interpersonal Communication (greeting/handshake/body language/attire)										
Evidence of Reliability and Conscientiousness										
Evidence of Focus and Follow Through										
Evidence of Goal Setting										
Evidence of Civility & Respect										
Evidence of Ethical Behavior										

Additional Comments. What did the student do well? How can he/she improve?

Cycle Three Data: CLO Assessment by Program

Transfer Program Critical Thinking Assessment

Critical Thinking: Science *Scoring Scale 1-5 (1=poor, 2=below average, 3=average, 4=above average, 5=outstanding)*	FA17 Aggregated Average First Semester Students	SA18 Aggregated Average Graduating Students	% improvement
1. Analyzes information & ideas	3.3	3.4	+ 2%
2. Incorporates multiple perspectives	2.0	2.7	+ 14%
3. Articulates an argument, opinion, or conclusion based on evidence	3.0	3.1	+ 2%

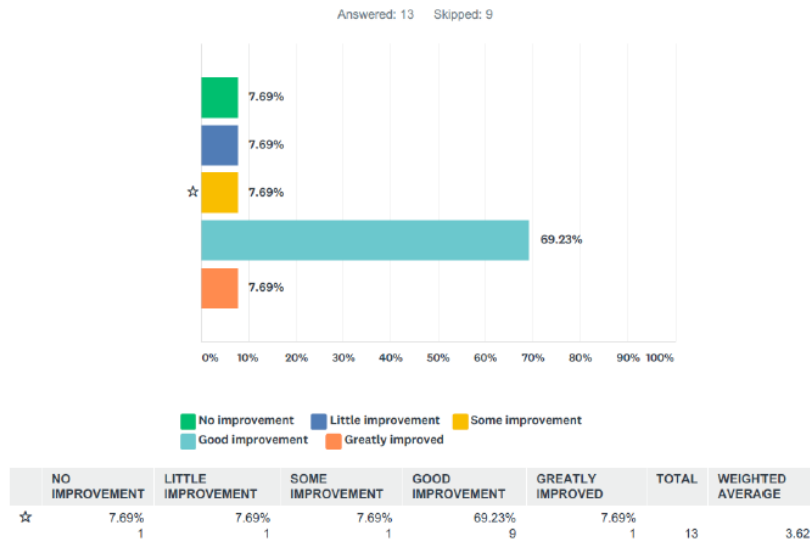| Critical Thinking: Math *Scoring Scale 1-5 (1=poor, 2=below average, 3=average, 4=above average, 5=outstanding)*	FA17 Aggregated Average First Semester Students	SA18 Aggregated Average Graduating Students	% improvement
1. Analyzes information & ideas	2.9		
2. Incorporates multiple perspectives	3.2		
3. Articulates an argument, opinion, or conclusion based on evidence	3.2		
Social Sciences			
1. Analyzes information & ideas	3.1	2.8	- 6%
2. Incorporates multiple perspectives	2.9	2.5	- 8%
3. Articulates an argument, opinion, or conclusion based on evidence	2.7	2.3	- 8%

Critical Thinking: Social Sciences *Scoring Scale 1-5 (1=poor, 2=below average, 3=average, 4=above average, 5=outstanding)*	FA17 Aggregated Average First Semester Students	SA18 Aggregated Average Graduating Students	% improvement
1. Analyzes information & ideas	3.1	2.8	- 6%
2. Incorporates multiple perspectives	2.9	2.5	- 8%
3. Articulates an argument, opinion, or conclusion based on evidence	2.7	2.3	- 8%

Transfer Program Professionalism

Responses to the Sophomore Transfer Survey Spring 2018, Question 2:

Do you feel your professionalism has improved during your time at LCC?
Professionalism includes: Reliability & Conscientiousness, Focus & Follow-through, Goal Setting, Civility & Respect, Ethical Behavior, and Technological Literacy.

Answered: 13   Skipped: 9

7.69%
7.69%
7.69%
69.23%
7.69%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ No improvement ■ Little improvement ■ Some improvement
■ Good improvement ■ Greatly improved

	NO IMPROVEMENT	LITTLE IMPROVEMENT	SOME IMPROVEMENT	GOOD IMPROVEMENT	GREATLY IMPROVED	TOTAL	WEIGHTED AVERAGE
☆	7.69% 1	7.69% 1	7.69% 1	69.23% 9	7.69% 1	13	3.62

Responses to the Sophomore Transfer Survey Fall 2018, Question 4:

During your time here at Lamar Community College, how do you feel your professionalism has?
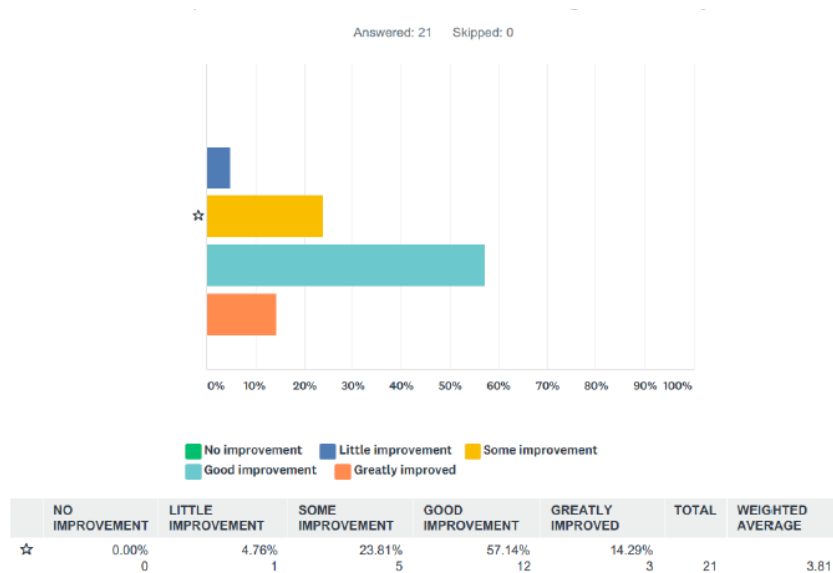*Professionalism includes: Reliability & Conscientiousness, Focus & Follow-through, Goal Setting, Civility & Respect, Ethical Behavior, and Technological Literacy.*

Answered: 21   Skipped: 0

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ No improvement ■ Little improvement ■ Some improvement
■ Good improvement ■ Greatly improved

	NO IMPROVEMENT	LITTLE IMPROVEMENT	SOME IMPROVEMENT	GOOD IMPROVEMENT	GREATLY IMPROVED	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	4.76% 1	23.81% 5	57.14% 12	14.29% 3	21	3.81

Transfer Program Professionalism

Responses to the Sophomore Transfer Survey Spring 2018, Question 8:

As you reflect on your experiences at LCC, what had the greatest impact on your growth outside of the classroom in professionalism, social connectedness, and engaged citizenship?
*Answers included exactly as entered into the survey by student respondents.*

- Working at Student Services
- Meeting with representatives of other schools during transfer fair and being able to communicate with my teachers as adults and friends.
- instructors
- Phi Theta Kappa
- living in the dorms and having to share with others
- PROFESSORS
- talking to faculty and staff members
- I think volunteering at the Hope Center with my team helped me grow a lot ang give back to the kids in the community. Also all of the relationships I've made with my fellow students and some faculty made me realize how important it is to build new relationships.
- The greatest impact that LCC has had on my growth as a person, is volunteering at One Step Up. Coach Dante set up for the volleyball team to volunteer every Friday at One Step. This is a youth organization, that is working to make the community of Lamar a better place. Working with the students has been amazing, helping them grow as young kids and seeing where they want to take the community is definitely eye-opening, and makes me realize that as a student at LCC we should be wanting to make this campus a better place for every and every person that steps foot here.
- Nothing
- Professionalism

Transfer Program Social Connectedness & Engaged Citizenship

Responses to the Sophomore Transfer Survey Spring 2018, Question 6:

Mark the activities, events, or groups you have participated in while attending LCC. Check all that apply.
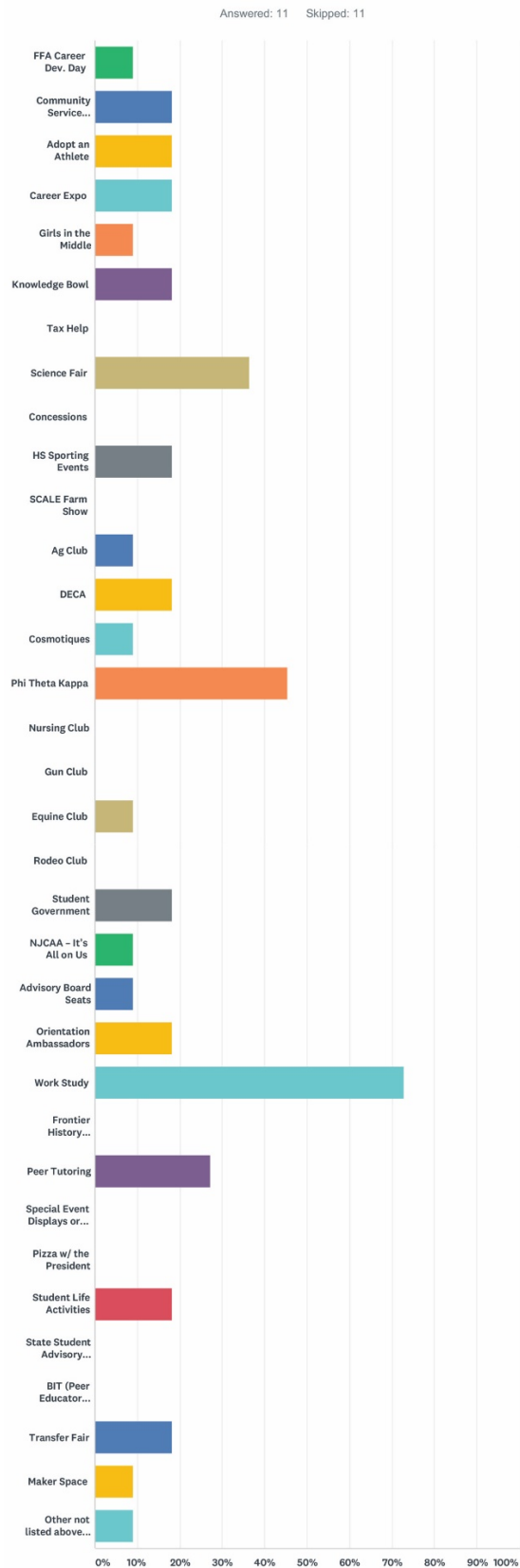

Answered: 11   Skipped: 11

Transfer Program Social Connectedness & Engaged Citizenship

Responses to the Sophomore Transfer Survey Spring 2018, Question 3:

During your time here at LCC, how do you feel your social connectedness and engaged citizenship has improved?
Social Connectedness & Engaged Citizenship includes: Involvement in Campus Life, Serving & Supporting Others, Leadership, and Global Awareness.

Answered: 13   Skipped: 9
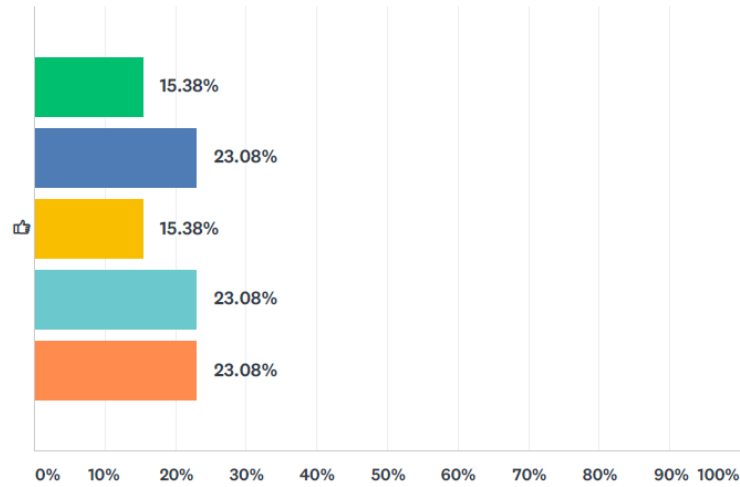
- No improvement
- Little improvement
- Some improvement
- Good improvement
- Greatly improved

	NO IMPROVEMENT	LITTLE IMPROVEMENT	SOME IMPROVEMENT	GOOD IMPROVEMENT	GREATLY IMPROVED	TOTAL	WEIGHTED AVERAGE
	15.38% 2	23.08% 3	15.38% 2	23.08% 3	23.08% 3	13	3.15

Cycle Three Data: Co-Curricular Learning Outcomes Alignment with CLOs

RSO Name?	Total Request	Line Item #1	Line Item #2	Line Item #3	Line Item #4	Line Item #5	How does your request help the Common Learning Outcomes of LCC?
Cosmotiques		Hair Show Tickets	25 students		Food Allowance		Active Thinking, Communication, Professionalism, Social Connectedness & Engaged Citizenship
LCC Gun Club		Liability Insurance	Club Affiliation Fees	Entry Registration Fees	Club Equipment and Supplies	Meeting Expenses	Active Thinking, Communication, Professionalism, Social Connectedness & Engaged Citizenship
Frontier History Encampment		Payments to living historians					Active Thinking, Communication, Social Connectedness & Engaged Citizenship
Nursing Student Organization		Pay for ADN Nurse Pins	Supplies such as table cloths, tape, cookies, water, napkins, ribbon, tape	Printing of Programs for Nurse Pinning Ceremony	Pay for different nurse pinning lamps		Professionalism, Social Connectedness & Engaged Citizenship
Beta Eta Gamma Chapter of Phi Theta Kappa		Graduation Regalia for 4 officers	Antelope Night certificates postage copies	Food for 4 Orientation meetings for prospective members	Refreshments for Fall/Spring Induction ceremonies	Travel to PTK Regional & National Conference	Active Thinking, Communication, Professionalism, Social Connectedness & Engaged Citizenship
DECA		Operational Supplies	Operational Equipment	Labor Costs	Food at meetings		Active Thinking, Communication, Professionalism, Social Connectedness & Engaged Citizenship
Equine Club		Marketing for equine events: clinics, barrel races, shows, other events	Club Gear: jackets, shirts, vest to market club and college at events	Supplies for campus volunteer projects and community projects	Start up costs for events: awards, judges, materials	Other funding to help with advertising and promoting the Equine Programs.	Active Thinking, Communication, Professionalism, Social Connectedness & Engaged Citizenship
Rodeo Club		Travel money for non points team members					Active Thinking, Communication, Professionalism, Social Connectedness & Engaged Citizenship
Aggie Club		Bi-Weekly meetings	Ag. Olympics	Guest Speak Presentations	Back to School BBQ	Ag.Banquet	Active Thinking, Communication, Professionalism, Social Connectedness & Engaged Citizenship

Cycle Three Data: Co-Curricular Alignment with Common Learning Outcomes

AY 18 Co-Curricular Learning Evidence for Student Groups receiving SGA Funds

Phi Theta Kappa

Common Learning Outcomes	Sub-Components	Evidence
Active Thinking	Reasoning:	Phi Theta Kappa's Honors in Action requires students to design a research-based project to benefit the entire campus. Students brainstorm ideas, conduct research, complete the project and present the results of their project when it is complete.
	Creativity	
	Analysis	
	Problem Solving	
Communication	Written	All Phi Theta Kappa scholarships require written essays
	Oral	Events such as the new member induction ceremony help members improve their speaking ability and stage presence
	Interpersonal	Chapter meetings and activities require students to engage with each other to accomplish the yearly activities and objectives
Professionalism	Reliability & Conscientiousness	Attendance at regular chapter meetings
	Focus & Follow Through	Honors in Action requires members to set objectives and meet deadlines
	Goal Setting	
	Civility & Respect	Chapter projects require students to work together
	Ethical Behavior	PTK membership eligibility includes a student's demonstrated good character at LCC. Students who have an academic dishonesty record are not eligible to join the Chapter
	Technological Literacy	All PTK Chapter activities require members to work with the PTK website as well as similar platforms for scholarship applications
Social Connectedness & Engaged Citizenship	Involvement in Campus Life	Members achieve these outcomes through Chapter activities such as serving as LCC Ambassadors for prospective students, greeting students at the beginning of the fall semester, Honors in Action, membership campaigns, and participation in off-campus activities with other PTK chapters.
	Serving & Supporting Others	
	Leadership	
	Global Awareness	

Aggie Club

Common Learning Out Comes	Sub-Components	Evidence
Active Thinking	Reasoning:	Leadership Training Committee Development
	Creativity	
	Analysis	
	Problem Solving	
Communication	Written	Students work together to develop programs and activities, group work
	Oral	
	Interpersonal	
Professionalism	Reliability & Conscientiousness	Professional run meetings, set goals for year, act professional, follow through with committee assignments
	Focus & Follow Through	
	Goal Setting	
	Civility & Respect	
	Ethical Behavior	
	Technological Literacy	
Social Connectedness & Engaged Citizenship	Involvement in Campus Life	Create activities for all Ag./HTM/Rodeo students as well as any other students that wanted to participate
	Serving & Supporting Others	
	Leadership	
	Global Awareness	

Nursing Student Organization

Common Learning Out Comes	Sub-Components	Evidence
Active Thinking	Reasoning:	Creativity (programs, power point, set up, decorations)
	Creativity	
	Analysis	
	Problem Solving	
Communication	Written	Nightingale Pledge and student speaker
	Oral	Thank you notes
	Interpersonal	
Professionalism	Reliability & Conscientiousness	
	Focus & Follow Through	
	Goal Setting	
	Civility & Respect	
	Ethical Behavior	
	Technological Literacy	
Social Connectedness & Engaged Citizenship	Involvement in Campus Life	Involvement in Campus Life: Ceremony
	Serving & Supporting Others	Community Engagement: Invited other RNs to the ceremony in the area, state and nationwide.
	Leadership	
	Global Awareness	

Frontier History Encampment

Common Learning Out Comes	Sub-Components	Evidence
Active Thinking	Reasoning:	Living Historians demonstrate 19th century material culture and sensibilities through first person portrayals; students observe and interact with each camp
	Creativity	
	Analysis	
	Problem Solving	
Communication	Written	As student visit the living historian camps, their conversations invite open-ended questions, and discussion with someone from another century
	Oral	
	Interpersonal	
Professionalism	Reliability & Conscientiousness	Colorado History class students participate in the event planning and management, including deadlines, projects and customer service with living historians and the public
	Focus & Follow Through	
	Goal Setting	
	Civility & Respect	
	Ethical Behavior	
	Technological Literacy	
Social Connectedness & Engaged Citizenship	Involvement in Campus Life	The Frontier History Encampment portrays a variety of historical groups and cultures from the 19th century; this enhances global awareness and enriches campus life for all students
	Serving & Supporting Others	
	Leadership	
	Global Awareness	

IDEA Survey Crosswalk to LCC Institutional Learning Outcomes
Spring 18, All Programs Combined

Progress Questions: 1=no apparent progress, 2=slight progress, 3=moderate progress, 4=substantial progress, 5=exceptional progress
Teaching Questions: 1=hardly ever, 2=occasionally, 3=sometimes, 4=frequently, 5=almost always

Common Learning Outcomes	IDEA Survey Question	Mean
Active Thinking	The instructor found ways to help students answer their own questions.	4.01
	The instructor encouraged students to use multiple resources to improve understanding	3.86
	The instructor introduced stimulating ideas about the subject	3.96
Reasoning	Describe your progress on learning to analyze and critically evaluate ideas, arguments, and points of view	3.73
Creativity	The instructor gave projects, tests, or assignments that required original or creative thinking	4.0
	Describe your progress on developing creative capacities	3.49
	Describe your progress on gaining a broader understanding and appreciation of intellectual/cultural activity	3.57
Analysis	Describe your progress on learning how to find, evaluate, and use resources to explore a topic in depth	3.76
	Describe your progress on learning appropriate methods for collecting, analyzing, and interpreting numerical information	3.7
Problem Solving	Describe your progress on learning to apply course material (to improve thinking, problem solving, and decisions)	3.89
Communication	Describe your progress on developing skill in expressing myself orally or in writing	3.6
Interpersonal	The instructor encouraged student-faculty interaction outside of class	3.73
	The instructor asked students to help each other understand ideas or concepts	3.83
Professionalism	Describe your progress in acquiring skills and habits of professionalism	3.75
	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	3.83
Focus & Follow Through	The instructor encouraged students to reflect on and evaluate what they have learned	4.04
Goal Setting	The instructor inspired students to set and achieve goals which really challenged them	3.86
Civility & Respect	The instructor formed teams or groups to facilitate learning	3.55
	Describe your progress on acquiring skills in working with others as a member of a team	3.62
Ethical Behavior	Describe your progress on developing ethical reasoning and/or ethical decision making	3.66
Social Connectedness & Engaged Citizenship	Describe your progress in learning to apply knowledge and skills to benefit others or serve the public good (serving Others)	3.74
Global Awareness	The instructor helped students to interpret subject matter from diverse perspectives	3.88
	The instructor related course material to real life situations	4.06
	The instructor created opportunities for students to apply course content outside the classroom	3.8
	The instructor asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	3.71
	Describe your progress on developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	3.69
	The instructor demonstrated the importance and significance of the subject matter	4.09
	The instructor involved students in hands-on projects such as research, case studies, or real life activities	3.8