Category One: Helping Students Learn

Introduction

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

To emphasize this focus, the first goal of the 2013-2020 LCCC Strategic Plan centers on helping students succeed. The goal, titled "A Completion Agenda for the 21st Century," is to increase the number of students earning high-value credentials by reinventing the College's programs and services to be designed for the 21st century learners and aligned to drive the economic and social futures of Southeastern Wyoming. Within this goal numerous strategies are being implemented to address areas for improvement identified in the aforementioned institutional assessment processes. These include planned improvements to critical aspects of how instructional programs are designed, delivered, and assessed, as well as the support services and systems used to ensure students achieve their educational goals. From building a

competencies are embedded across the curriculum to provide a rich and diverse educational experience to all students to prepare them for a productive life (3.B.2, 3.E.2).

The institutional competencies shape the development the general education core curriculum which has been incorporated into all degrees and credit-bearing certificates at the College (3.B.1). The process for incorporating the competencies across the curriculum involves the Master Course Outline of Record (MCOR), which serves as the foundational document for any course. Through the development of the MCOR, an originating faculty member identifies the institutional competency a course addresses and the tool through which the competency will be assessed. All MCORs undergo a robust peer review before adoption by the Academic Standards Committee. The institutional competencies are also identified in the curriculum mapping element of the program review process and the program review also articulates the institutional competencies addressed within a program thereby assuring that the competencies are embedded.

Determining common outcomes (3.B.2, 4.B.4)
LCCC's institutional competencies were originally developed several years ago in relative isolation. Though they were shared across campus at that time, there was not a concerted effort to align program or course competencies with the newly established outcomes for the Institution. Under this model, there was little or no connection between achievement within a program and achievement or progress when measured at the institutional level.

The institutional competencies in place today are a product of a faculty-wide process. The College recognizes that the development and assessment of learning outcomes is an iterative process, which requires an ongoing commitment to process. This process is led by the Student Learning Assessment (SLA) subcommittee of Academic Standards, per Administrative Procedure No. 2.12P. The subcommittee consists of representation from all schools as well as a librarian, an instructional designer, a dean, and the Associate Vice President of Institutional Effectiveness. The most-recent revision of the competencies began in the spring 2012 semester when faculty engaged in a workshop to identify the skills they felt were most important to the success of graduates from the College. From this workshop emerged a draft of several competencies for faculty consideration in fall 2012. Following several open forums to discuss the competencies and their relationship to the curriculum across the College, a faculty vote identified the competencies that are in place today (4.B.4). The institutional competencies, determined and adopted, guide the College's evaluation of its general education core curriculum and shape its coursework to impart the broad knowledge and intellectual concepts to students and to develop skills and attitudes that the institution believes every LCCC graduates should possess (3.B.2).

Articulating the purposes, content, and level of achievement of the outcomes (3.B.2, 4.B.1)
The College's general education program primarily uses its student learning assessment process to articulate purposes, content, and level of achievement of the outcomes (3.B.2). The SLA subcommittee

using the tools to design and administer assessments. The institutional competencies and the rubrics for scoring them are available on the LCCC website.

▮▮▮▮▮g into the curriculum opportunities for all students to achieve the outcomes

▮▮▮▮▮▮al Education Policy 2.2 and Procedure 2.2P, general education is defined as a purposeful program of students' educational activities that builds a mature understanding and appreciation of diverse cultures and the human condition, the mastering of multiple modes of inquiry, the ability to effectively analyze and communicate information, and the recognition of the importance of creativity fundamental to lifelong intellectual growth (3.B.3). Thus, general education at the College is based on LCCC's institutional competencies. As part of this general education, students have the opportunity to develop these competencies either through specific courses designed to fulfill general education requirements, or educational activities integrated into coursework across the curriculum (3.B.5).

To strengthen the relationship between the institutional competencies and the curriculum, the MCOR requires all faculty to articulate the connection between course-level and program-level competencies and the institutional competencies. The institutional competencies are communicated across the College via all syllabi in credit-bearing courses. In addition, the rubrics for assessing achievement of the competencies are built into the learning management system (LMS), allowing their incorporation into every course across the College (3.B.3). Finally, the institutional competencies have been used to establish the general education core. Faculty who petition to have a course included in the core must demonstrate purposeful instruction in, and assessment of, the competencies in order for any course to be an approved element of the general education core.

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

LCCC utilizes three primary processes for ensuring that institutional compete1(ap)5r.3(o)teaaeee(e)3.4v1(ap58(a)3.4(151(

to a diverse student population. Co-curricular offerings are intended to stimulate and sustain a healthy society and economy.

The College has a co-curricular activity approval process that requires all co-curricular activities at LCCC to define learning outcomes for the activity that bear a clearly-articulated connection to the institutional competencies. This process also specifies that the institutional rubrics be used in conjunction with other assessment methods (surveys, card swipes, anecdotal comments) to evaluate the activity (4.B.2). Additionally, the process for funding student organizations and activities requires learning outcomes and assessment in all applications for operational monies from the student fees.

Examples of co-curricular activities that meet this purpose include the student newspaper, *Wingspan*, the Society of Professional Helpers, the Student Alliance for Equality, Student Government Association, Phi Theta Kappa, and Rotaract, among others (3.E.1).

Selecting tools/methods/instruments used to assess attainment of common learning outcomes (4.B.2)
One of the functions of the MCOR is to ensure a process by which all faculty within a discipline collaborate on assessment by identifying common assessments aligned with specified learning outcomes. This common assessment is peer-reviewed and approved by Academic Standards to become the method for assessing all students in all sections of a single course. The MCOR specifies such assessment parameters as the testing conditions, the test type, the timing of the assessment in relation to the semester, and the institutional competency that the assessment is measuring (4.B.2).

Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)
Assessment of the institutional competencies occurs in all credit-bearing courses across the College. Faculty develop a common course assessment to be administered in all sections of a given course, and that assessment tool is reviewed and approved by Academic Standards. Upon approval, the assessment tool becomes the instrument through which progress on the competencies is reported. Faculty are expected to report student achievement on the assessment via the institutional scoring rubrics. At the end of each semester the Institution receives the assessment data as reported in the LMS. This data reveals a student's performance level on all criteria for any institutional rubric with which he/she was scored. It also reveals course-level information about a particular outcome and enables the Institution to develop a College-wide indication of success on all of the institutional competencies. This process was developed in fall 2013 and piloted in spring 2014. The College intends to stay the course with this data collection and with the institutional rubrics as written until fall 2015. At that time the collected data will be examined in full to better understand student progress towards the defined outcomes as well as institutional trends. This conversation may result in a process of outcomes revision and rubric refinement (4.B.1, 4.B.2, 4.B.4).

1R1 What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Outcomes/measures tracked and tools utilized
The College introduced systematic reporting of progress on the institutional outcomes in the spring 2014 semester. At that time faculty were trained on how to access and utilize the rubrics for assessment reporting. Incorporation of the institutional scoring rubrics into the LMS allowed all faculty to access and report on student achievement of the rubrics in a central location and with a standard process. The process allows for achievement reporting on all criteria for all outcomes, and faculty and academic leaders consider the subsequent data extraction and compilation. Additionally, the College has used the Education Testing Service (ETS) *Proficiency Profile* to assess student learning at the time of graduation for many years.

Summary results of measures (include tables and figures when possible)

The institutional outcomes assessment data that was captured in spring 2014 is shown in Figure 1R1-1. The aggregated data shows the percentage of students assessed and the level of their performance.

	Exceptional		Proficient		Developing		Insufficient		No Evidence		TOTAL	
Figure 1R1-1: Institutional Competencies Assessment, spring 2014												
Performance Level												
Competency	#	%	#	%	#	%	#	%	#	%	#	%

performance, the College will be able to establish internal targets for achievement of these same outcomes

Figure 1P2-1: LCCC Program Level Assessment Plan
Planning Context
Guidelines (each component includes a mouse-over help resource displayed as an "i" icon)
Context of Planning (Summary of plan's relationships)
LCCC Mission and Program's Relationships
LCCC Strategic Plan and Program's Relationships
School Strategic Plan Relationships, if applicable
LCCC Program Review Goals and Plan Relationships
Professional Standards or Accreditation Criteria
General Information for Unit or Program Planning
Program Values
Unit's Unique Purpose and Role
Administration of Continuous Improvement Process
Curriculum Context & Design

Procedure 10.2P (Continuous Improvement) and Academic Standards Procedure 2.12P (Academic Affairs) require that approximately thirty-six faculty members per year participate in program review self-study development or review of self-studies. One-third of faculty is exposed to the Institution's assumed practices guidelines annually. The guidelines represent the quality expectations of the Institution; see Figure 1P2-3.

Figure 1P2-

Sharing continuous improvement information reinforces the organizational learning procedure. The assessment plans can be shared across campus and program reviews shared among faculty in their schools. Faculty from Albany County and Cheyenne campuses can collaborate in the online plans and program reviews. The best practices identified by annual assessment review teams and program review teams will be shared campus-wide. The reports generated to show assessment and program review output are to be shared among the Board of Trustees and campus employees. The reporting tools in Aquila software provide analytic capacity for programs, schools, and the Institution to learn about themselves more systematically. The option of using online methods for sharing the planning sections of learning assessment plans with students is being explored with Campus Labs staff.

Integration of planning, and project management (systems thinking) comprise the third clustering of activity. The Campus Labs software enables the College to make online relationships among its planning levels and to develop reports showirn abiprniand .(11i)-4(pr)-3.94-1.6(l)-4wal2nmlttie7d 94-1.6(l)-4w277manmploy-1.6(7

strategic planning strategies they support. In addition, all program assessment outcomes (learning competencies and organizational effectiveness outcomes) display in the appropriate program review self-studies, giving them broader, high-stakes exposure to reviewers. This means that annual operational planning is considered alongside five-year action goals to encourage incremental annual planning for attaining long-term action goals. In addition, two separate sets of review groups scrutinize annual learning assessment planning: the annual review teams and the program review team. The reviewing supports the organizational learning procedure.

The Institution is also moving toward the comprehensive use of project management principles and is completing its first project management manual that will guide campus projects such as AQIP action projects and the College's annual Innovation Funds Award projects. These are to be integrated into LCCC's Aquila continuous improvement technology infrastructure for linking to associated assessment

LCCC's comprehensive continuous improvement process is designed to strengthen program resiliency and add to the Institution's sustainability o

descriptions are peer-reviewed based on these quality expectations. This enables the Institution to assure the quality of all program outcomes descriptions (4.B.1, 4.B.2).

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

LCCC uses its process for academic program review to ensure program outcomes are aligned with student, workplace, and societal needs. The online program review template includes a section for faculty to discuss student and stakeholder needs.

Program self-evaluations include examining program outcomes based on current research, input from advisory boards, clinical facilities, state boards, LCCC Board of Trustees, national competencies, program reports, text plans, and other partnering criteria.

The Institution's program review guidelines ask programs to provide specific instances of curriculum changes made based on this stakeholder feedback. Some examples of stakeholders include: students, employers, clinical supervisors, advisory groups, program accreditation teams, state agencies, and secondary teachers in dual enrollment experiences (3.B.4).

Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

The College also uses its program review process to evaluate programs' alignment of co-curricular activities. For example, LCCC's assumed practices for program review include: "*Programs explicitly align co-curricular experiences with specified learning competencies.*" LCCC's online annual assessment planning template includes a quality expectation for programs to describe how their co-curricular activities support the student learning preparation strategies. Programs are expected to perform up to these institutional standards (3.E.1). Some programs involve their students in clubs that are supported by their respective professional organizations or societies. Membership in these clubs enhances student learning by involving students in professional groups they will be a part of in their future careers.

The College has a co-curricular activity approval process that requires all co-curricular activities at LCCC to define learning outcomes for the activity that bear a clearly-articulated connection to the institutional competencies. This process also specifies that the institutional rubrics be used in conjunction1cTD3-.3(s)t(o)(2)(Ty)f(TD)e sa

Currently, faculty in the Health Sciences School primarily provides regular reports on assessment results

Based on external feedback from AQIP (the 2011 Appraisal Feedback Report and the 2012 Quality Check-Up Report), LCCC has made several improvements in its continuous improvement capacity. These include:

- Hired an AVP of Institutional Effectiveness and created the Office of Institutional Effectiveness, in part, to oversee the annual learning assessment process, the program review process, and AQIP continuous improvement activity.
- Purchased and operationalized new Campus Labs software to manage online student learning assessment and program review process.
- Solicited the Student Learning Assessment subcommittee to oversee and complete faculty formation of student learning rubrics used for faculty scoring of student performance on the Institutional Learning Competencies.
- Developed the first LCCC data report (pilot) on each of its four institutional competencies (using nine rubrics).
- Developed and approved a new program review policy and procedure.
- Operationalized the annual student learning assessment planning process for all certificate and degree programs with a scheduled completion date for planning in mid-January 2015.
- Operationalized a campus-wide program review process for ten programs for 2014-2015. Student learning assessment is a primary feature of the self-study organization.

Academic Program Design

1P3 Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

LCCC recognizes it has three distinct groups of student stakeholders. These include prospective students, current students, and students who have recently left the institution (e.g., alumni). The College also recognizes that within these groups exist other sub-groups of students (e.g., different high schools, differing educational goals, LCCC student clubs and organizations, disabled students, non-traditional students, transfer students to particular program at a partner university, etc.). The process through which the College identifies and engages with these sub-groups of students varies widely, but many center on engaged communications (partnerships and meetings), information gathering (surveys and evaluations), data analysis and outreach. Figure 1P3-1 illustrates the primary student stakeholder groups, their expectations, and the processes the College utilizes to determine their educational needs.

As the community's college, LCCC also aspires to have its student body representative of the community's demographic makeup, and therefor seeks to use processes and deploy activities ensuring the diversity of the community is reflected at the institution. For example, the College has recently increased its efforts towards engaging the growing Hispanic population in its service area. It has done this by seeking Spanish-speaking candidates for its admission's personnel, through purposeful outreach into Hispanic neighborhoods, schools, and employers (1.C.2).

In addition to seeking diversity within its student body, the College also believes it helps develop students to succeed in a growingly diverse, global, multicultural society. Referenced previously, the institution addresses this through the design of its institutional competencies and general education program, specifically within the domain of human culture (1.C.1).

Figure 1P3-2: LCCC External Key Stakeholders		
Educational Entities	**Stakeholder Expectations**	**Methods to Determine Stakeholder Needs**
Transfer Institutions (Four-Year Colleges and Universities)	Transfer students will demonstrate the abilities and competencies appropriate for the coursework and/or programs they are transferring in, as well as performing in their studies at the same level as native university students.	Annual articulation meetings with community colleges and the University of Wyoming; formal articulation agreements with partner transfer institutions; ongoing evaluation of transfer student success (KPIs); and bi-annual articulation meetings and most recently program specific curriculum crosswalks.
K-12 Secondary Institutions	Curricula will be appropriately aligned to ensure seamless transition for high school graduates who enroll at the College, as well as opportunities for high school students to engage in early college activities (dual enrollment). LCCC faculty and staff will be active partners to accomplish this.	Faculty collaboration (LCCC and local school

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needs and expectations. This process also requires the adherence to the Wyoming Community College Commission (WCCC) program criteria. The WCCC has statutory responsibility for approving all programs at Wyoming community colleges. The WCCC ensures that new programs are aligned with the interests of the state of Wyoming and their criteria include the expectation for identifying evidence that the proposed program will meet key stakeholder needs as well as ensuring accessibility and opportunity for involvement by a diversity of the community's repetitive populations (1.C.2).

Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

LCCC is building assessment capacity in several ways. First, the College's Academic Program Review process (see Academic Program Review procedure discussed above and in 1P2) is modeled after the AQIP framework of process, improvements and results, while using a continuous improvement cycle that includes assessment, planning, improvements, and evaluation. LCCC operates an annual program review process that evaluates one-fifth of total academic programs each year (4.A.1). The process utilizes both qualitative analysis of the program's design (competencies, curriculum, etc.) but also includes metrics that are part of the program analysis system (which includes more than 20 measures of effectiveness and efficiency) to determine viability of program outputs.

The review process includes an institutional quality assurance rubric that reviewers use to rate programs' performance levels on over forty characteristics including KPIs directly related to program demand and viability. For example, course enrollment, completion rates, persistence, credentials earned, transfer, job placement, and more are analyzed, and program curriculum course mapping is an expectation. Program faculty are required to submit follow-up reports for those program review sections that reviewers rate as below the Institution's assumed practices level. In addition, the program review process includes capacity for internal program reviewers and program faculty to form online dialogue about program and course quality/viability. These data and this process contribute to decision making for program and course sustainability.

In addition, program level student learning competencies and organizational effectiveness outcomes are peer-reviewed annually for effectiveness and to guide improvement initiatives as part of the LCCC continuous improvement process. This ensures that more micro-level analysis of course relevancy occurs more frequently in addition to the comprehensive five-year review cycle.

In the event of the need to discontinue a program, the College has followed a consistent, yet undocumented process. LCCC is currently developing a procedure for course and program termination to help rectify this (see Improvement section below).

> **1R3** What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Outcomes/measures tracked and tools utilized

LCCC has developed an annual program analysis and ranking syst

Figure 1R3-3: Complete Program Analysis				
Sample Program			**Result**	**Score**
Participation	A.1 Annual FTE (KPI A.1.b)	2013-14	351	4
		3yr average	345.22	3
	A.2 Number of "participants" enrolled (KPI A.1.a)	2013-14	920	3
		3yr average	914.33	4
	A.3 Number of "concentrators" enrolled	2013-14	21	3
		3yr average	19.67	4

Figure 1R3-4: Pass Rates, LCCC Nursing		
Licensure Exams	Practical Nurse	Registered Nurse
LCCC	97%	89%
National	84%	84%

Figure 1R3-4

Interpretation of results and insights gained

Two things became evident to the College during the first rollout of the program analysis system. The
first is that the system still has room for improvement. For example, missing measures (because of lack
of historical data collection or pending methodology) or data sources with limitations have left some gaps
in the model   i3(l)-4omal2.9(st)8.39.2(t)-4.6(i)6.3(o)10.c74-0.1(e)-(s)-2.3(w)4.6(i)6.2(t)- (e)-(s6(ps)-2.3(l)-4.6(og)10.9(y

Academic Program Quality

1P4 Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (4.A.4)

LCCC determines preparatory requirements for students at three levels within its educational offerings. These include the requirements for entry into college-level coursework (dual credit), the requirements for enrolling in courses that depend upon prerequisite skill, and the requirements for entry into select-admission programs. The College retains authority over establishing all of these requirements regardless of program offerings, modalities and locations of delivery (4.A.4).

Requirements for determining college readiness, or if a student is prepared to enroll in college-level coursework is determined collaboratively amongst the seven community colleges in Wyoming through a committee of the chief academic officers and convenings of faculty from several disciplines. Wyoming has committed that all high school graduates will have taken the ACT therefore, these groups have chosen to use the ACT college readiness benchmarks to determine cut scores for college readiness in disciplines such as English, Math, Reading, and Science. The ACT college readiness benchmarks also are translated into COMPASS score thresholds for students who choose not to provide ACT scores.

Competencies or prior courses required before entry into other coursework dependent on those are determined by faculty at the College. The process they use stems from the broader curriculum mapping, development of program and course competencies (as described above) and articulation with educational partners (as described in 1P3 above). This is done in order to ensure that the prerequisites required for any course do develop the skills needed for success in the relevant courses.

Specific requirements for entry into select-admission programs are determined by program faculty in consultation with external accrediting agencies, advisory boards, employers, and/or other subject matter experts. This process ensures that course-based and discipline-based competencies are identified to inform both preparatory activities prior to application and to determine the likelihood of students' readiness for the program.

LCCC communicates to students requirements for specific curricula, programs, and courses through a variety of mechanisms. The primary mechanism is its catalog, available online, which includes program entrance requirements, course prerequisites and placement policies. Additionally, faculty incorporate course requirements into the course syllabi. Faculty also assist with the advising of declared majors in their area; this process allows faculty to inform students of the curriculum and program requirements. Mandatory advising and orientations assist with communicating program-specific information as well. Finally, limited admission programs have additional mandatory student orientations during which students are provided with information specific to their program of study, program outcomes, requirements, and academic maps that outline curriculum and program outcomes and expectations.

LCCC also uses a comprehensive program review process to ensure the quality, stability and overall condition of all academic programs. Quality expectations and evaluation standards are alike for face-to-face, hybrid, and online delivery. The program review process is a five-year cycle, which has been revised to better meet the needs of the Institution. During the review process, programs must provide evidence of continuous improvement in assessment of student learning, program operations, performance of all faculty (full-time and part-time), enrollment, accomplishment or progress to the accomplishment of programmatic goals, program demand based on enrollment trends, availability of jobs, and incorporation of student and stakeholder feedback (3.A.1).

Additionally, LCCC maintains very close relations with community, business, and university partners. These relations allow the College to receive formative and frequent feedback from business community and university partners, as it relates to its graduates. The College also uses the expertise of university partners and the business community in the form of advisory committees. The feedback received from the advisory committees is used to improve the quality of programs (3.A.1). The Center for Secondary Students is pursuing National Alliance of Concurrent Enrollment Partnership (NACEP) accreditation and is closely matching program activity to its standards (4.A.4). Several recent upgrades in data management ensure that consistent content and rigor exists between LCCC on-campus courses and those offered at high schools (3.A.3).

Awarding prior learning and transfer credits (4.A.2, 4.A.3)
Administrative Procedure 3.18P outlines the process for the transfer of credits to LCCC. The College accepts credit from regionally accredited post-secondary institutions in the United States and reviews on a case-by-case basis those credits earned at international institutions. Procedure 3.18P details the academic performance required for credit considerations, the process through which a student applies for such considerations, and the conversion factor for credits coming from institutions using credits other than semester-based. The procedure further outlines the vehicle through which credits from international institutions can be evaluated and the consultative process the Registrar will employ to assist in credit considerations. Finally, Procedure 3.18P details military and "other experience" requirements for credit consideration at LCCC as well as the Credit by Examination options accepted as credit at the College. LCCC uses the recommendation of the American Council of Education to evaluate military students' transcripts. Credit by examination at LCCC can be attained by Advance Placement (AP) testing, the College Level Examination Program (CLEP), and Defense Activity Educational Support (DNATES). All transfer credits accepted by the College are indicated as transfer credits on all student records (4.A.2, 4.A.3).

Selecting, implementing, and maintaining specialized accreditation(s) (4.A.5)
The College believes in the value of specialized program accreditation. The pursuit of accreditation is informed through engagement with external stakeholders (as described in 1P3). Implementing and maintaining specialized accreditation is a priority for the College. It supports this priority through the allocation of resources as part of the budgeting process and its alignment with program review. Accredited programs have Directors whose job responsibilities include maintaining knowledge of specialized accreditation processes and ensuring compliance (4.A.5).

Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
The College's policy and procedure on degrees and certificates recognizes it has varying purposes and learning expectations for the credentials it awards through its programs of study. For example, the College recognizes transfer-oriented Associates degrees and applied certificates with lesser levels of technical knowledge than the Associate of Applied Science credential. LCCC articulates and differentiates learning goals appropriate for these programs (3.A.2).

example, one of the course competencies in SPAN 1010 (First Year Spanish I) expects students to *"employ accurate grammar & vocabulary in oral and written formats."* The faculty team has developed a presentational speech, which is assigned in all sections of the course and scored with an identical scoring rubric. The results of the assessment from the spring 2014 semester are indicated in table 1R4-1.

Figure 1R4-1: SPAN 1010, Presentational Speech				
	Excellent	**Good**		**Not even close**
Content	46%	40%	0%	14%

All services are voluntary, however, and are not specifically embedded as integral or required elements of developmental or other levels of courses at the College (3.D.2).

Holistic Advisors meet with their advisees and work with students and support services to ensure solid connections. Advisors are also connected to each athletic team to ensure the specific challenges student athletes face (specifically, access to resources with their schedules) can be navigated successfully. Students are made aware of the advising process prior to enrolling in the College through the enrollment process, on the website and in print materials, and at orientation.

Ensuring faculty are available for student inquiry (3.C.5)
LCCC Academic Affairs ensures faculty are available for student inquiries by standardizing several practices within faculty job descriptions. For instance, faculty are required to post and maintain office hours and share that information, at a minimum, through a regulated course syllabus provided to all students (3.C.5). Also in the job description, faculty are required to return inquiries and grades in a timely fashion including mid-course grade reporting. Regular communication and feedback are also systemic through the college's learning management platform. Faculty also support student inquiries by expanding availability and offering courses days, evenings, weekends, and on-line when needed.

While the aforementioned are campus-wide practices, each faculty member may also provide additional opportunities for building student support through involvement in student organizations, community and college event participation, and other venues as related to his or her respective program.

required to have expertise in the subject area they tutor in, measured through success in courses and college transcripts. Writing Center tutors are generally English faculty (adjunct or full-time) and have master's degrees in English (3.C.6).

In all cases, the processes for ensuring all hires are qualified follow established Human Resources hiring policies and procedures. Once hired, all employees in these areas are evaluated annually. Currently evaluations specifically for quality of tutorial service and success of students receiving tutoring is not a consistent element of employee evaluation, but these elements will be included in new processes being established by a new Director of Learning Commons.

Communicating the availability of academic support services (3.D.2)
Communication of the availability of services and resources involves a multi-pronged system. Each support service-1.(o)2(f)-1.9( )10.T ob0 -1.152 3.3(i)1.981.152 3.3(i)12(l)-4.6(up(D)c 0 ge D)c 9(iw)-6(e)-1-6(if)-2(6(if)

Figure 1R5-1: KPI B Academic Preparation 2013-14 Results				
Measure	**Result**	**Target**	**Benchmark**	**Grade**
Success in Developmental Coursework - Math	60.27%	55.15%	56.67%	B
Success in Developmental Coursework - Writing	59.77%	65.71%	64.37%	C
Subsequent Success of Developmental Students - College-level Math	50.00%	57.14%	65.65%	D
Subsequent Success of Developmental Students -				

Academic Integrity

1P6 Academic Integrity focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

The institution communicates its commitment to academic freedom for both students, faculty, and the campus through the College Catalog (Academic Freedom Statement), handbooks, the strategic plan's vision (Freedom to Innovate) and other methods. For example, the Institution's Student Handbook, 2014-15 communicates its protection of freedom of inquiry and expression. The college recognizes the rights of

Figure 1R6-1: 2013 CCSSE Results				
Item	**Responses**	**LCCC**	**Medium-Sized Colleges**	**National CCSSE Cohort**

ITEM 9: H

1I6 Based on 1R6, what improvements have been implemented or will be implemented in the next one to three years?

The College has traditionally offered quality academic support programs, although it recognizes from its assessment that there is room for improvement. LCCC's current strategic plan places emphasis on strategies associated with strengthening or implementing proven high impact practices for academic support. Some of the improvements that have been implemented or are planned for implementation over the next few years at LCCC include:

- **New Student Orientation**. LCCC redesigned its new student orientation program to match recommendations from the literature on best practices. New student orientation is now mandatory for all incoming students at the College.
- **Student Success Course**. In fall 2014 the College launched COLS 1000: Intro to College Success. All incoming students will be required to enroll in this student success course, which includes institutional services to help students succeed academically and socially. The course was required for all new students who had not chosen a program of study fall 2014 and this served as a pilot offering of the course. It will be rolled out to all incoming students in
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- **nljfewrtfd**e CSSta, nher848p(e)9.2(r)30.9(c)-171(e)-1.6(n)10.8(t)-492( )]TJ 0.002 Tc -0.002 Tw [(r)8.9a(r)8.9((l)-2.6(y)1
  - (s)-4.4(L)11.3a
    wó28(r)-1.9( )1