



Cocurricular Student Learning Assessment Handbook

Contacts:
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Introduction to LCC Cocurricular Student Learning

Shared contributions to learning

Assessment is a process for gathering evidence of student learning. It aims to create a shared knowledge base of student learning at our college. LCC uses the feedback we receive about student learning to inform how we go about teaching and learning in our cocurricular courses, programs, and 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 Committee for Student Learning (CASL) and 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 connect students to the college and community.*

Inclusion criteria to meet the cocurricular definition include the following:

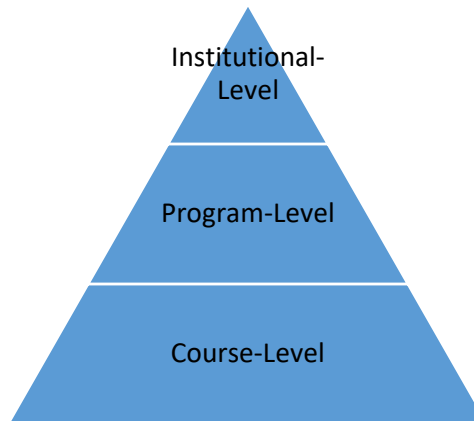
- ✓ *Must be aligned to one or more institutional-level learning outcomes, Essential Learning Outcomes (ELOs)*
- ✓ *May be on or off campus*
- ✓ *Learning experience is not mandatory to student*
- ✓ *May not be explicitly tied to a program of study or course*
- ✓ *Augments the college learning experience*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

Introduction to Cocurricular Student Learning Assessment

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.

Cocurricular Assessment Plans

Assessment plans document the ways cocurricular programs and activities will go about gathering and using evidence of student learning. Cocurricular assessment plans document:

- **Gathering Evidence of Student Learning**
 - What data will serve as evidence of student learning of an ELO?
 - What activity or program will the evidence come from?
 - What method is used to capture student learning evidence of an ELO?
 - How will the data be analyzed and calculated?
- **Using Evidence of Student Learning**
 - The reporting and use plan
 - How reporting will be performed
 - What will you do with what you learned?

The following steps offer guidance for creating a cocurricular assessment plan. Use links to skip to step, as preferred.

1. [Identify learning outcome](#)
2. [Select method for gathering learning evidence](#)
3. [Administer assessment method and assess student learning](#)
4. [Collect assessment scores](#)
5. [Review student learning outcomes](#)
6. [Create and apply a plan to use what you learned about student learning](#)

Step 1: Identify student learning outcome

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 American Association of 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 cocurricular programs and activities 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

- 2a. Inquiry and analysis
- 2b. Critical and creative thinking
- 2c. Written and oral communication
- 2d. Quantitative literacy
- 2e. Information literacy
- 2f. 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

- 3a. Civic knowledge and engagement—local and global
- 3b. Intercultural knowledge and competence
- 3c. Ethical reasoning and action
- 3d. 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

The ELOs as presented are learning categories written and shared by AAC&U members. Colleges and universities use the learning categories to contextualize student learning and increase outcome relevancy and alignment to the ELOs. LCC’s Committee for Assessing Student Learning (CASL), a standing committee of the Academic Senate, contextualized AAC&U’s ELOs to LCC student learning by developing learning outcome statements for each ELO. The tables below show the outcome statements that facilitate ease in connecting learning in cocurricular programs and activities to ELO categories.

ELO Learning Outcome Statements

Use links below to access the ELO learning outcome statements for each essential learning outcome category.

[1. Knowledge of Human Cultures and the Physical and Natural World](#)

[2a. Inquiry and analysis](#)

[2b. Critical and creative thinking](#)

[2c. Written and oral communication](#)

[2d. Quantitative literacy](#)

[2e. Information literacy](#)

[2f. Teamwork and problem solving](#)

[3a. Civic knowledge and engagement—local and global](#)

[3b. Intercultural knowledge and competence](#)

[3c. Ethical reasoning and action](#)

[3d. Foundations and skills for lifelong learning](#)

[4. Integrative and Applied Learning](#)

Step 1 To Do Checklist

Done	Step
	A. Identify intentional learning activities facilitated in the cocurricular program or activity
	B. (as needed) Map the learning activities to each learning outcome
	C. Review the list of ELOs and determine which one or ones most closely represent the learning that is facilitated in the cocurricular program or activity
	D. Record the ELO(s) name and corresponding code under “ELO” on the cocurricular assessment template

Example:

Complete the “ELO” and “Learning Activity” columns on the cocurricular assessment template

(highlighted in yellow below)

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

Step 2: Select method for gathering learning evidence

Assessment methods are the tools or instruments used to gather evidence of student learning in cocurricular programs and activities. The assessment method matrix below provides characteristics and resources for making selections about what type of assessment is best suited to gather learning evidence in each cocurricular program and activity. Cocurricular faculty make choices about what type of assessment method to use and when throughout the course or program. For gathering evidence of learning of the ELOs, the assessment type must be a summative or cumulative method.

Assessment Method Matrix

Assessment Type	Assessment Type Defined	Example Methods	What you learn using this method	D2L Grade Item Steps	Resources
Classroom Assessment Techniques (CATs)	Easy and immediate ways to gather real time students' reaction to teaching, materials, activities, assignments, and content	<ul style="list-style-type: none"> • Minute Paper • Muddiest Point • Paraphrasing • Polls • Quiz show • Jeopardy • Memory Matrix • Admit/ Exit Tickets 	Allow faculty to gather immediate feedback to address misunderstandings or lack of understanding in real time	Non-scoring	50 CATs by Angelo & Cross CATs Handbook for Faculty by Angelo
Formative Assessment	Similar to CATs, easy and immediate ways to gather real time student learning feedback; Assessment <i>for</i> learning	<ul style="list-style-type: none"> • Think, Pair, Share • Admit/ Exit Tickets • Proposal • Parts of a larger whole • Quiz • Discussion 	Allow faculty to gauge en-route progress toward learning outcomes	Low stakes; Low or no grading Grade item labeling scheme	Formative Assessment Techniques to Support Student Motivation & Achievement Literature review of formative assessment in online higher education
Summative Assessment	Assessment of learning outcomes	<ul style="list-style-type: none"> • Exam • Project • Paper • Performance • Observation • Case Study 	Learning in reference to course learning outcomes	Mid to high stakes grading Grade item labeling scheme	Problem Based Learning Authentic Assessment quick overview
Cumulative Assessment	Regular Revisit covers previous content Reinforce	<ul style="list-style-type: none"> • Capstones • Field work • Internships • Clinicals • Project • Case Study 	The progression of learning across a program, program of study, and across college learning experiences	High stakes grading Grade item labeling scheme	Authentic Assessment deep dive

Assessment Method Equitability

Assessment is a process for gathering evidence of student learning. Its goal is to produce a realistic view of who is learning, what they are learning, and what conditions or circumstances facilitate learning for our students. Gaining a realistic view is contingent upon the quality of the instruments and tools used to gather evidence of student learning, the ways those tools and instruments are administered to students, and how the evidence is interpreted and used by faculty. The foundation of each of these assessment process stages is equitability. Is the design of the method equitable? Is the distribution of the method equitable? Is our interpretation and use of learning evidence equitable?

Assessment Method Resources

The following are just a few of the many resources available to learn more about equitability in assessment design, use, and interpretation.

[The Rights of the Learner](#)

[Position Statements for Equity and Agency](#)

[Embedding Equity into Assessment](#) NILOA

[AAC&U Value rubrics](#)

Step 2 To Do Checklist

Done	Step
	A. (as needed) Map the assessment methods used to each learning activity
	B. Select or identify the method used to gather student learning evidence of the ELO selected in step 1
	C. Record the assessment method name and under "Assessment Method" on the cocurricular assessment template. This name should be written exactly as it is entered into D2L: the grade item name.

Example:

Complete the "Assessment Method" column on the cocurricular assessment template (highlighted in yellow below)

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

Step 3: Administer assessment method and assess student learning

The design of the assessment method shapes the feedback about student learning. Faculty consider what they want to learn about student learning and then design the assessment method to capture that feedback.

There are many, many ways to go about gathering evidence of student learning. Options can be categorized by type of assessment: traditional methods and performance-based and authentic methods.

Types	Traditional Assessment	Performance-Based and Authentic Assessment
Examples	Traditional knowledge exams such as quizzes, multiple choice exam, matching, drag and drop	Papers and Essays Projects Case Studies Labs Clinical Evaluation Presentations Podcasts Skills Demonstrations ...
Defined	Choices are presented to students	Prompts original thought, work, or artifact
Administration of Method	May use question banks D2L section or course site D2L assessment tools	May use with D2L rubrics that define performance criteria
Data Output	Total average per method	Total average per method, and Average by criteria, outcome, or objective

The administration, how the assessment method is given to students, may be through D2L or other means as applicable to the method selection and the cocurricular program or activity. As, for example, multiple choice exams are suitable for D2L administration while performance-based and authentic methods may use D2L when rubrics are applied to the assessment. In another example, a cocurricular program may use a third-party system or other means for gathering and tracking student data.

Step 3 To Do Checklist

Done	Step
	A. (as needed) Design assessment method
	B. (as needed) Define performance criteria
	C. (as needed) Develop process for administering the assessment method through D2L
	D. Record the assessment method name and under "Source of student learning data" on the cocurricular assessment template. This name should be written exactly as it is entered into D2L: the grade item name.

Example:

Complete the “Source of Student Learning Data” column on the cocurricular assessment template (highlighted in yellow below)

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

Step 4: Collect assessment scores

Student learning data in cocurricular programs and activities is collected by:

- A. When D2L is used – the Center for Data Science, or,
- B. When D2L is not used – the cocurricular program or activity

D2L Assessment Score Collection Process

Each year, the Center for Data Science accesses D2L gradebooks for cocurricular programs and activities enrolled in LCC’s cocurricular assessment plan. This ensures a collaborative data collection plan has been negotiated with the cocurricular program faculty, staff, students, with cocurricular reporting requirements. The collaborative design of the data collection plan also identifies how the data will be presented and shared. As, for examples, total average scores by method and/or average score by learning criteria and student and course demographics that offer multiple perspectives of the learning evidence.

Non-D2L Assessment Score Collection Process

Cocurricular programs and activities that do not use D2L to collect assessment scores will make tailored arrangements with the Director of Assessment to develop and apply an ongoing data collection process, as, for example, sharing third-party data through college networks and systems.

Tips for Collecting Assessment Scores

- Apply consistent naming conventions to assessment methods
- Apply consistent scoring conventions (e.g. 100% or 4.0?)
- Apply consistent value of assessment methods when applied in multiple sections
- Apply consistent decision rules of when to include and exclude zeros from assessment scoring

Step 4 To Do Checklist

Done	Step
	A. (as needed) Establish grading scheme for D2L gradebook entry (naming conventions, scoring scheme)
	B. (as needed) Establish target scores to be used as benchmarks when reviewing student learning outcomes
	C. Input assessment scores into D2L by end of semester
	D. Report CRNs to Director of Assessment to include data for early fall review
	E. Record the assessment method name and under “Assessment Method” on the cocurricular assessment template. This name should be written exactly as it is entered into D2L: the grade item name.

Example: Complete “Your Process for Data Collection” table on the cocurricular assessment template
Your Process for Data Collection Example

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). 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 $\geq 70\%$, disaggregated by student demographics. Aggregated outcomes will be incorporated into institutional level results for ELO 2a: Intellectual and Practical Skills: Inquiry & Analysis.

Step 5: Review student learning outcomes

Cocurricular programs and activities receive student learning data reports from the Center for Data Science early each fall semester. Student learning data is collected from D2L, analyzed according to the cocurricular grading scheme, and returned with the dataset and a visualization to view intersections.

When interpreting student learning outcomes, it is looking at data, direct, quantitative evidence gathered about student learning. Data just is, until we assign meaning to it. Data can be viewed as a reading on a speedometer; a gauge we can use to guide action. The following areas offer guidance when making interpretations and meaning making of student learning outcomes:

Methods of assessment

The method of assessment is the data collection instrument of student learning. It is the means by which we collect student learning data. The design of the assessment is critical to determining what student learning data we receive back. As examples, if the method of assessment is a multiple-choice exam administered through D2L, the data gained will be the total average of the exam per student and per section. If a performance-based assessment is used, nuanced student learning data is available, such as, average by module or by criteria in addition to total average score by student and section.

Common Method or Different Methods of Assessment?

Multi-section courses are encouraged to use a common method of assessment for ease of administration of the method and its data collection efforts. Some examples may include:

- All sections of a course use the same instruction sheet and exam questions
- All sections of a course use a common rubric, with different instruction sheets and different exam questions (applicable to performance-based methods only)

Different methods of assessment may be used when there is a common instrument being used by all faculty in each section (e.g. rubric). This allows faculty to have flexibility in the assessment method design, while sharing and assessing common learning.

What aligns the methods of assessment is that each section assesses the same learning outcomes and applying the same assessment techniques (i.e. faculty assessments are calibrated). Further, the selected methods of assessment are similar in level of cognition. As example, a paper, an essay, and a presentation are similar. Each is performance-based, prompting the student to demonstrate their learning by performing. It is not appropriate to mix a multiple-choice exam with a performance-based exam as multiple-choice exams are passive and do not elicit student performance.

When different methods of assessment are applied, faculty are highly encouraged to give feedback to each other on assignments (does this assignment provide students with opportunity to demonstrate the learning outcome?) to ensure all assignments prompt common learning across the sections of a course.

Patterns of outcomes over time

Student learning assessment reports are generated annually. The annual results show fall and spring semesters. These are snapshots in time. They may, or may not, be representative of student learning outcomes over the long term. As such, student learning data is interpreted by viewing the data over time to look for consistencies (and anomalies) in outcomes. The reliability of the outcomes increases as the data is viewed as trends over time.

Size of the population (*n*)

The *n* tells us the number of student assessments included in the analysis. The higher the *n*, the higher the reliability of the outcomes. As an example, if one population included 25 assessments and another included 300 assessments, it may not be appropriate to compare them as the number of assessments (the amount of data generated for each) varies. To increase the reliability of outcomes for *n* that are consistently small, apply viewing the outcomes as patterns over time.

Comparing populations v. comparing outcomes to targets

When looking at the student outcomes, we may be prone to compare populations. Instead, you are encouraged to look at the student outcomes in relationship to the learning goal. How close, or far, is each population from our institutional level student learning goals? A learning goal should be established for each general education category. Be mindful of the potential causes for student outcomes. Most commonly, the cause is within structures, design, or systems, rather than with individual students.

A note about student demographic labels:

The gender and race/ethnicity breakdowns and language come from federally mandated reporting requirements and match what is seen in IPEDs/Perkins reporting. The category is identified by the student on their application.

Contextual factors and External environment

Student learning does not happen in isolation.

Timing/ When the assessment is administered

When the assessment is conducted it makes a difference to how we interpret the learning results. This “when” can mean within the course and within the curriculum.

Decoding language/Code switching

Applying caution in our use of language when interpreting student learning outcomes

Step 5 To Do Checklist

Done	Step
	A. Access student learning outcomes report from (SharePoint? Director of Assessment/ CDS?)
	B. Collaboratively review report with faculty

Done	Step
	C. Make interpretations, consider the why, and negotiate instructional strategies, methods, and materials.
	D. Record the assessment method name and under “Assessment Method” on the cocurricular assessment template. This name should be written exactly as it is entered into D2L: the grade item name.

Example:

Complete the “Review Process” table on the cocurricular assessment template (example below)

Your Plan for Continuous Use of Student Learning Evidence Example

Cocurricular Program	Review Process
Leadership Academy	Leadership Academy faculty meet 1x semester to review student learning outcomes and adjust assessment methods or/and instructional strategies and materials

[Step 6: Create and apply a plan to use what you learned about student learning](#)

Student learning evidence can be used to aid faculty decisions about how to best facilitate learning for LCC students. Cocurricular programs and activities review student learning

Cocurricular Student Learning Outcomes Plan

Learning Outcome	Year	Semester	Outcome Overall	Outcome Demo 1	Outcome Demo 2	Outcome Demo 3

Interpretations
Plans for Improving Student Learning Outcomes

Cocurricular Assessment Plan 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

Your Plan for Continuous Use of Student Learning Evidence

Cocurricular Program	Review Process

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).

Cocurricular assessment targets a cocurricular program's student learning goals. An intentional and active connection between the cocurricular program or activity and specific learning. A learning activity is already designed and being used.

The AAC&U Value Rubrics are available using this [link](#).

ELO Learning 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	Evaluate and apply 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
<i>Creative Thinking</i>	
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.
<i>Critical Thinking</i>	
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 Draw conclusions using information presented in mathematical forms. 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. 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. Determine key concepts. 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. 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 Use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; Ability to distinguish between common knowledge and ideas requiring attribution

ELO 2f. Teamwork and Problem Solving

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: Treating fellow team members respectfully. Conveying a positive attitude, including vocal/written tone, facial expressions, and/or body language. Motivating fellow team members. 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: Considering the history and context of problem. Reviewing logic and reasoning. Examining the feasibility of the solution. 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 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 Apply knowledge from one’s own academic study/field/discipline to civic engagement
Civic Identity & Commitment	Provide evidence of experience in civic-engagement activities Describe what one has learned through involvement in civic-engagement activities
Civic Communication	Express, listen, and adapt ideas based on others’ perspectives Adapt communication strategies to different audiences to further civic action
Civic Action & Reflection	Participate in civically focused actions that benefit individuals and communities 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 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 Negotiate a shared understanding of those differences
Curiosity	Ask questions about other cultures Articulate answers to questions about other cultures that reflect multiple cultural perspectives.
Openness	Receptive to interacting with culturally different others. 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 identify 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.