**FOCUS ON STUDENT LEARNING**

**LEARNING GOALS**Learning goals are broad statements about the types of learning students in your program (Instructional OUs) or students utilizing your services (Student Success and Administrative OUs) will achieve. They are broad in nature and may not be directly assessable. Each learning goal would have multiple learning objectives to support it, and this is where the assessment would occur.

Here are some questions to ask to get you thinking about what the learning goals might be for your OU.

|  |  |
| --- | --- |
| Student Learning Goals | |
| Academic Units | * Looking at your mission, what should students who take 1 or 2 of your classes learn? * Looking at your mission, what should students who are seeking a certification or degree in your program/OU learn? |
| Administrative Units | N/A - (Since administrative units are focused on supporting the other areas of  the college, you may not have any student learning goals);   * However, if you employ students in your OU, you may want to consider what students will learn through their experience working in your area. |
| Student Services Units | * Looking at your mission, what should students know or be able to do after participating in your programs and/or utilizing your services? * What are students learning by their interactions with our OU? |

Now write two or three broad learning goals for students engaging with your area?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LEARNING OUTCOMES**

**Student Learning Outcomes** are the specific and measurable competencies that students will have after engaging in an educational activity. For academic OUs, these are already established at the course level. For administrative and student success units, these may already exist, or may need to be written. If you do not have stated student learning outcomes developed, see the attached Appendix A to this homework.

**Common Learning Outcomes** (CLOs) are student learning outcomes that we expect all RRCC graduates to exhibit. Our CLOs have been developed internally and aligned with the AAC&U Essential Learning Outcomes (if you’ve heard about LEAP, that is what these are referring to). The alignment of the RRCC outcomes with the LEAP outcomes is included in Appendix B.

As part of our GT pathways education, specific CLOs are **assigned to be assessed** in specific courses. See Appendix C to determine which CLOs need to be assessed by your OU.

Student Success OUs and Administrative OUs are also responsible for the RRCC Common Learning Outcomes. These units should also reference Appendix B to see which CLOs they are addressing through their interactions with students.

Write which of the RRCC Common Learning Outcomes you will be assessing in your OU:

|  |  |
| --- | --- |
| CLO | Class (Instructional OUs) or Program/Activity (Student Success/Admin OUs) where it will be assessed |
|  |  |
|  |  |
|  |  |

Now you are ready to complete for 2017 – 2018 Assessment Plan!

**APPENDIX A**

**Student Learning Outcomes**

A **goal** is an end result written in broad terms (Ex. Students will become acquainted with topographic maps and their usage.)

A **learning outcome** examines cognitive skills that students (or other stakeholders) develop through department interactions; measurable, transferable skill development

* Statements indicating what a participant (usually students) will know, think, or be able to do as a result of an event, activity, program, etc.
* Needs to be specific and measurable
* Translate intentions into actions (use action verbs)
* Example: Students should be able to locate and identify features on topographic maps by latitude and longitude.

To begin thinking about your OUs learning outcomes, consider the ABCD approach.

**Examples**

* After attending a financial aid session, students will be able to accurately fill out the FAFSA form.
* As a result of three meetings with an academic coach, students will be able to compare study strategies that are appropriate for their learning style.

**Remember**: Learning outcomes should always be **meaningful** (How dies the outcome support the departmental mission or goal?), **manageable** (What is needed to foster the achievement of the outcome? Is the outcome realistic?), and **measurable** (How will you know if the outcome is achieved? What will be the assessment method?).

**APPENDIX B: RRCC Common Learning Outcomes Aligned with LEAP Competencies**

|  |  |  |
| --- | --- | --- |
| RRCC Common Learning Competencies | LEAP Competencies | GT Categories |
| An RRCC graduate is a Critical Thinker (including information literacy). Students explore and evaluate texts, instruction, research, media, experience and other relevant sources of information from multiple perspectives; they determine the extent of information required to accomplish a particular purpose; they access the required information effectively and efficiently; they evaluate the information and its sources critically, determining credibility and bias; they understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally; they synthesize the information to effectively and creatively define problems or issues; they identify strategies and propose, evaluate and implement solutions; they evaluate outcomes based upon their own insights and original analysis. They draw reasonable conclusions by recognizing assumptions and differentiating factual information from opinion and emotion-based arguments, interpreting data, evaluating evidence, reasoning and arguments, and examining implications and consequences. Students make relevant connections between classroom and out-of-classroom learning. | **Critical Thinking**  Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis. | AH1, AH2, AH3, H1, SS1, SS2, SS3 |
| **Information Literacy**  Information literacy refers to the set of skills needed to find, retrieve, analyze, and use information. Competency in information literacy represents a student’s ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use that information for the task or problem at hand. | H1 |
| **Inquiry & Analysis**  Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that results in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them. | SC1, SC2 |
| **Problem Solving**  Competency in problem solving represents a student’s ability to design, evaluate, and implement a strategy to answer a question or achieve a goal. | MA1 (future) |
| An RRCC graduate is Technologically Literate. Students exhibit technological literacy and the skills to effectively and ethically use technology; they demonstrate the responsible application of intellectual property and privacy; they use technology ethically and effectively to communicate, solve problems and complete tasks; they remain current with technological innovations. |  |  |
| An RRCC graduate is an Effective Communicator. Students demonstrate the ability to utilize oral, written and listening skills to effectively interact with others; they construct effective written communication that conveys accurate, concise and complete information to a target audience while observing the conventions of grammar, sentence structure, punctuation and spelling; they construct and deliver clear, well-organized, verbal presentations. Students utilize writing, speaking, or artistic expression that is appropriate for the context and audience. Students understand and apply conventions of effective writing and oral communication in academic, public, personal and professional discourse. | **Oral/Presentational Communication**  Competency in oral communication represents a student’s ability to deliver a well-prepared and purposeful presentation grounded in credible information and organized effectively. | AH4, COM |
| **Written Communication**  Competency in written communication is a student’s ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum. | CO1, CO2, AH1, AH2 |
| An RRCC graduate is Globally Aware and understands and respects Diversity. Students consider the interconnectedness of our community and world; they demonstrate how cultural differences, both locally and globally, including diverse beliefs, traditions, customs, religions, ethnicity, sexuality and gender, impact personal and community participation; they can identify and compare diverse social practices and civic structures; they are aware of the social, environmental and economic impacts of their actions, both on an individual level and globally; they consider multiple perspectives in decision making. | **Civic Engagement**  Competency in civic engagement refers to actions wherein students participate in activities of personal and public concern that are both meaningful to the student and socially beneficial to the community. Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi) | SS1 |
| **Diversity & Global Learning**  Competency in diversity and global learning refers to a student’s ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to various concepts toward building their awareness of diversity and the importance of inclusivity. Through diversity and global learning, students should seek to understand how their actions affect both local and global communities. | SS2, SS3 |
| An RRCC graduate is Ethical and Professional. Students incorporate ethical reasoning into action; they explore and articulate the values of professionalism in decision-making. They understand the importance of dependability, perseverance, integrity and accountability for their choices and actions; they exhibit self-reliant behaviors by demonstrating the ability to plan, organize, manage, and successfully complete projects within defined time lines; they collaborate effectively with others toward the accomplishment of common goals; they accept supervision and direction as needed. |  |  |
| An RRCC graduate uses Quantitative Reasoning. Students retrieve, interpret and evaluate information and numerical concepts to determine trends, make predictions, and develop informed opinions; they demonstrate mathematical reasoning skills; they use quantitative analytical skills to evaluate and process numerical data. | **Quantitative Literacy**  Competency in quantitative literacy represents a student’s ability to use quantifiable information and mathematical analysis to make connections and draw conclusions. Students with strong quantitative literacy skills understand and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc.). | MA1, SC1, SC2 |
|  | **Creative Thinking**  Competency in creative thinking represents both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. | AH1 |

**APPENDIX C**

**GT Pathways Matrix of Required Content Criteria and Competencies with Student Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **GT Pathways Content Area** | **Required Content Criteria** | **Required Competency(ies) & Student Learning Outcomes** |
| GT-CO1, 2 & 3: Written Communication | [Written](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_WRIT%20COMM_2016-06-02_CCHE_approved.pdf) [Communication](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_WRIT%20COMM_2016-06-02_CCHE_approved.pdf) | * [Written Communication: 1a, 2a, 3a, 4a-b, 5a](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Written_Communication.pdf) |
| GT-MA1: Mathematics | [Mathematics](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_MATH_2016_06_02_CCHE_approved.pdf) | * [Quantitative Literacy: 1a, 2a, 3a-c, 4a-c, 5a (and 6a for Statistics courses)](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Quantitative_Literacy.pdf) * [Problem Solving (for future adoption)](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Problem_Solving_CCHE_approved.pdf) |
| GT-AH1: Arts & Expression | [Arts & Humanities](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_Arts%20_Humanities_2016_06_02_CCHE_approved.pdf) | * [Creative Thinking: 4a](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Creative_Thinking.pdf) * [Critical Thinking: 2a-c, 5a-b](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Critical_Thinking.pdf) * [Written Communication: 2a, 4a-b](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Written_Communication.pdf) |
| GT-AH2: Literature & Humanities | [Arts & Humanities](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_Arts%20_Humanities_2016_06_02_CCHE_approved.pdf) | * [Critical Thinking: 2a-c, 5a-b](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Critical_Thinking.pdf) * [Written Communication: 2a, 4a-b](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Written_Communication.pdf) |
| GT-AH3: Ways of Thinking | [Arts & Humanities](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_Arts%20_Humanities_2016_06_02_CCHE_approved.pdf) | * [Critical Thinking: 1a, 2a-c, 5a-b](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Critical_Thinking.pdf) |
| GT-AH4: World Languages | [Arts & Humanities](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_Arts%20_Humanities_2016_06_02_CCHE_approved.pdf) | * [Oral/Presentational Communication: 2a, 3a-b, 4a](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Oral_Presentational_Comm.pdf) |
| GT-HI1: History | [History](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_History_2016_06_02_CCHE_approved.pdf) | * [Critical Thinking: 3a-c, 4a, 5a-b](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Critical_Thinking.pdf) * [Information Literacy: 3a-b, 4a, 5a](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Information_Literacy.pdf) |
| GT-SS1: Economic or Political Systems | [Social & Behavioral](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_Social%20%20Behavioral%20Sciences_2016_06_02_CCHE_approved_revised_2016_09_16.pdf) [Sciences](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_Social%20%20Behavioral%20Sciences_2016_06_02_CCHE_approved_revised_2016_09_16.pdf) | * [Civic Engagement: 2a](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Civic_Engagement_CCHE_approved.pdf) * [Critical Thinking: 1a, 2a-c, 5a-b](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Critical_Thinking.pdf) |
| GT-SS2: Geography | [Social & Behavioral](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_Social%20%20Behavioral%20Sciences_2016_06_02_CCHE_approved_revised_2016_09_16.pdf) [Sciences](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_Social%20%20Behavioral%20Sciences_2016_06_02_CCHE_approved_revised_2016_09_16.pdf) | * [Critical Thinking: 1a, 2a-c, 5a-b](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Critical_Thinking.pdf) * [Diversity & Global Learning: 1a, 2a, 3a](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Diversity_Global_Learning.pdf) |
| GT-SS3: Human Behavior, Culture or Social Frameworks | [Social & Behavioral](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_Social%20%20Behavioral%20Sciences_2016_06_02_CCHE_approved_revised_2016_09_16.pdf) [Sciences](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_Social%20%20Behavioral%20Sciences_2016_06_02_CCHE_approved_revised_2016_09_16.pdf) | * [Critical Thinking: 1a, 2a-c, 5a-b](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Critical_Thinking.pdf) * [Diversity & Global Learning: 1a, 2a, 3a](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Diversity_Global_Learning.pdf) |
| GT-SC1 & 2: Natural & Physical Sciences | [Natural & Physical](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_Natural_Physical%20Sciences_2016_06_02_CCHE_approved.pdf) [Sciences](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/Content_Natural_Physical%20Sciences_2016_06_02_CCHE_approved.pdf) | * [Inquiry & Analysis: 4a, 5a-b, 6a](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Inquiry_and_Analysis.pdf) * [Quantitative Literacy: 1a, 2a](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/Competency_Quantitative_Literacy.pdf) |