

## 1.2 - Program Learning Outcomes

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Program Learning Outcomes (L) of the program, including the following:

Describe the processes for determining, communicating and ensuring the stated program learning

**1P2a. Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)**

The Institution's process for aligning program learning outcomes (called competencies at LCCC) to the mission, educational offerings and degree levels is embedded in its quality assurance processes for assessment planning, program review, and course management. [Annual assessment planning](#) (pg. 2) requires academic programs to describe the program's alignment, including learning competencies, to the LCCC mission (student preparation, workforce development, transfer, and community engagement). Moreover, programs going through the program review process list [program-level learning competencies](#) (pg. 4) and demonstrate alignment with the programs' mission-centered values in the self-study. Best practices for both [academic assessment](#) and [program review](#) are accessible in the campus portal (myLCCC), providing faculty with resources for developing effective mission alignments. Finally, the [Master Course of Record](#) (MCOR) (pg. 3) procedure requires programs to align their course learning competencies to applicable program-level competencies to ensure their alignment with educational offerings (3.E.2).



*Community.* The program review process includes internal, faculty peer review to ensure these opportunities satisfy the requirements (4.B.2).

#### **1P2f. Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)**

The College uses a collaborative process, involving broad faculty and staff representation to select tools used to assess attainment of program learning outcomes/competencies. In fall 2013, an ad hoc faculty and staff committee selected [Campus Labs](#) Compliance Assist and Planning modules for its assessment management system. Two Campus Labs survey tools (Baseline and Course Evaluation) were also purchased to support learning assessment. Simultaneously, the College's Student Learning Assessment (SLA) subcommittee, made up of faculty and staff, developed nine learning rubrics for assessing the Institutional Learning Competencies in 2013-14; these are also used to measure related program-level competencies (4.B.2). Both the Canvas and Tableau tools were recently selected, in part, because the state's community college system provides funding support and server resources.

Using commonly-held best practices in learning assessment, the Institutional Effectiveness Department developed templates and quality standards that populate the Campus Labs management system. The internal review engages faculty members in review of assessment plans outside their school to encourage cross-departmental collaboration and identify best practices that are shared with the campus (4.B.2). Based on stakeholder feedback, the College selected [myLCCC](#), a campus portal that provides single sign-on access to assessment planning and to the IE Department's "[virtual office](#)" for best practices resources and example assessment plans. The College won a Champion User award from Campus Labs in 2018 (4.B.4).

#### **1P2g. Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)**

The College uses its [continuous improvement process](#), consisting of two mutually reinforcing evaluation platforms, to assess program learning competencies. The [Academic Program Review Procedure](#) (pg. 2) establishes this integration of self-evaluation processes. An annual, online, assessment management platform provides structure for academic programs to evaluate two or more program-level student learning competencies and two or more program operational outcomes that support learning. This platform is closely integrated with the College's five-year program review online evaluation platform, which reinforces the annual assessment of student

Both platforms use internal peer review as feedback systems for programs to improve their student learning assessment planning. Therefore, programs annually receive faculty feedback from within and from outside their schools, and every fifth year receive an additional set of faculty feedback comments. Faculty peer review involves about 40 faculty per year in either learning assessment planning or program review of learning assessment. The templates and embedded quality standards used in annual learning assessment relate to best practices found in learning assessment literature (see 1P2b) (4.B.4).

**1R2a. Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)**

The deployment of program assessment is extensive across campus with 96% of programs having complete assessment plans including a planning context description with mission alignments, two student learning competencies, and two operational outcomes. However, there is variation in the frequency that programs respond to peer-review comments and report evaluation data that verify student achievement of competencies/outcomes. The Institutional Effectiveness Department (IH-14 (es)-(a)4 (-)2-2 (s)-9w:-4 .-4 (i)2 ( e)4 (vae-2 (pe)4 (t) (em)-6 (p)-m25 ( ), )-10 (a)4 (s)-1 (s).

Assessment plan standards require programs to report data demonstrating student achievement of planning targets. In 2018, 64% of programs reported data (see report referenced in 1R2a).

The College's program review process uses a peer-review rating rubric to determine patterns of strengths and weakness for the institution. It establishes an average of 3.0 on a four-point scale for program performance on each section of program review quality standards as an internal target (see [Agriculture rubric 2018](#)). In recent years, programs on average have performed above 3.0 on all self-study sections except continuous improvement of student learning (see [table 1R2b](#)).

#### **1R2d. Interpretation of assessment results and insights gained**

The deployment of the College's assessment planning process is broad, including all academic programs. However, there remains significant variance among programs in responding to internal review comments and in reporting of data summaries and accounts of improvements. Continuous improvement of student learning remains one of the lowest performing sections in program review and performs below the college target for success (see [peer-review rubric ratings](#)).

The continuous improvement process for program competencies/outcomes is now better aligned through integration of MCOR, annual assessment, Baseline survey tool, and program review that yield institutional rankings for 50 plus College standards. Integration includes robust data resources such as KPIs and Tableau dashboards (see [Criminal Justice Pre-Law](#)) that appear in program review self-studies and faculty use for analyzing student learning performance.

#### **1I2. Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)**

The College's continuous improvement processes have generated multiple improvements to programs' annual assessment of learning competencies/outcomes through peer review of program reviews and assessment planning and its program review procedure. Based on faculty feedback after the first year of the current program review process (2014-2015), the College organized a faculty ad-hoc committee to revise the self-study template, vastly reducing jargon,

