

2022-23
LBHC's General Education Learning Outcomes
and Program Learning Outcomes
Assessment Plan and Report

Data Office
July 24, 2023



General education learning outcome assessment plan and progress

General education learning outcomes (GELOs) are overarching skills that are emphasized in the general education requirements at LBHC. LBHC’s general education requirements include Crow language (3-6 credits), Crow studies (3 credits), quantitative reasoning (3-4 credits), college writing (3 credits), college seminar (3 credits), skills for success (1 credit), natural science (7-8 credits), diversity and social science (3 credits), and arts and humanities (3 credits).

GELOs define the skills LBHC expects its students to develop by the time they graduate. The GELO definitions and their indicators in the blank and completed reports can be found on the [GELO webpage](#). The table below outlines goals and tasks involved in assessing the general education learning outcomes and using the assessment data for making decisions and reports on LBHC’s progress in 2022-23.

2022-23 goal	Baseline (July 2022)	2022-23 progress
(1) Developing GELOs: LBHC will...		
a. educate faculty about the general education learning outcomes assessment process.	NA	From July 10-13, 2023, 12 faculty actively participated in all day workshops, including on GELO assessment.
b. create a meaningful and simple general education assessment process.	NA	In 2022-23, a GELO assessment process was formally implemented.
c. create measurable GELO definitions and indicators.	GELO definitions existed in the catalog (college learning outcomes, p. 49).	Measurable definitions for all GELOs were created and some standard indicators were identified.
(2) Assessing general education learning outcomes: LBHC faculty will...		
a. ensure each faculty member annually completes the formal assessment of at least 1 GELO in a GELO assessment report (see blank GELO assessment reports on the GELO webpage).	NA	Each faculty member who attended the workshops formally assessed one GELO in a GELO assessment report. 15 GELO assessment reports were submitted by 12 faculty.
b. post all GELO reports on the website.	NA	All completed GELO reports are posted on the GELO webpage .
c. consult together and adjust teaching and learning practices as a result of GELO assessment to improve student learning.	NA	Faculty consulted together about how to adjust teaching and learning practices to improve student learning. See the summary of faculty reflections following GELO assessment .

Program learning outcomes assessment plan and progress

Program learning outcomes (PLOs) are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define the skills LBHC expects its students to develop – over and above the general education learning outcomes – by the end of a specific degree or certificate at LBHC. The steps of developing the PLOs, assessing the PLOs, and using the assessment data for decisions are outlined in the table and timeline below. For PLO assessment results, see individual PLO reports on the [program learning outcomes webpage](#).

2022-23 goal	Baseline (July 2022)	2022-23 progress
(1) Refining PLOs: LBHC will...		
a. educate faculty about the PLO assessment process.	NA	From July 10-13, 2023, 12 faculty actively participated in all day workshops, including on PLO assessment.
b. create a meaningful and simple PLO assessment process.	NA	In 2022-23, a PLO assessment process was formally implemented.
c. revise the PLOs so they are measurable.	PLOs existed.	6 degrees (or degree options) updated their PLOs.
d. create PLO curriculum maps and plans.	Curriculum maps and plans did not exist.	6 curriculum maps and plans were created for degrees (or degree options).
(2) Assessing PLOs: LBHC faculty will...		
a. submit a program outcome report formally assessing one program outcome (based on the curriculum maps; see blank PLO assessment reports on the PLO webpage).	NA	6 degrees (or degree options) assessed a PLO in a PLO assessment report.
b. post all curriculum maps and PLO assessment reports on the PLO webpage.	NA	The 6 curriculum maps and PLO assessment reports are posted on LBHC's PLO webpage .
c. use PLO assessment data to improve programs and student learning.	NA	Faculty consulted together about how to adjust teaching and learning practices to improve student learning. See the summary of faculty reflections following PLO assessment .