

Instructions for Planning Background and Context

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Program's Unique Purpose/Role

Provide a description of the program's unique purpose and characteristics.

SLA Best Practice for Natural Sciences, 2016

---Unique qualities of Natural Sciences program:

- Diversity of faculty expertise and experiences.
- Flexibility in program (many tracks) which feed into this broad field and the many different specialties, transfer programs, and careers.
- Emphasizes the importance of the scientific process, evidence, open discussion, and the ongoing nature of science.
- Explore science through hands-on experimentation and other experiences.
- Access to resources such as: specialized instrumentation and equipment, diversity of ecosystems, and collaborations with surrounding universities and agencies.

---Programs roles:

- We offer a diversity of STEM and scientific reasoning courses for completion of the General Education requirements.
- Provide a range of flexible pathways for students in Natural Sciences and Professional (e.g. Medical, Veterinary, etc.) fields articulated with transfer universities.
- Academic and career mentoring.
- Be an advocate for student success and relevant training in natural sciences fields.
- Providing opportunities (e.g. clubs, internships, events, research) for Natural Science students to gain experience and open doors to employment.
- Engage with the community to build connections and strengthen the natural sciences through research, education and appreciation in Wyoming.

SLA Best Practices for EMS Paramedics, 2015

This program was created in 2004 with the help of the City of Cheyenne (Cheyenne Fire and Rescue). The city had a desire to add paramedics to their fleet of fire engines to provide a higher level of care to the citizens of Cheyenne. In collaboration with Mary Ellen Tast and the Workforce and Community Development Division, a program was born. After the initial offering and supplementation of the city's needs, the program was able to continue the Paramedic Program on a yearly basis to meet community needs and student interest. Cheyenne Fire and Rescue and American Medical Response continue to support personnel attending the paramedic program to meet future demands of their agencies. The success of the initial program spawned several other ancillary courses. EMT-Basic, EMT-Intermediate and CPR courses are now available at LCCC. CPR is now offered on a weekly basis and the Emergency Services Program is also an American Heart Secure Training Site. In 2008, Patrick Currie, Program Manager, created Wyoming's first degree for Emergency Medical Service Providers. EMS students now have the option to obtain an Associate of Applied Science degree in Emergency Medical Services in addition to their certifications.

Mission Statement Relationship

How does your program plan relate to the institutional mission (1. student preparation, 2. transfer--A.A. or A.S., 3. workforce--A.A.S. or certificate, or 4. community engagement)?

A central theme of the mission is "to transform our students' lives through the power of inspired learning."

SLA Best Practice from Nursing, 2016 follows. --Laramie County Community College's (LCCC's) nursing program's mission is in alignment with the college's mission statement: The mission of Laramie County Community College is to transform our students' lives through the power of inspired learning. The Nursing Program's Mission demonstrates this alignment.

The LCCC Nursing Program recognizes the values, worth and uniqueness of students and accepts the challenge of providing a pathway for educational and career mobility. The goal of the Program is to develop professional life-long learners through a scientific and holistic approach in a learner-centered environment. Students will be prepared to enter the dynamic field of nursing with knowledge and skills for current and future success at the practical or associate degree nurse level.

Program Values Statements

The program provides a listing of its values that are shared by its faculty members. These indicate the philosophical framework of the program.

SLA Best Practice for Psychology, 2016

Psychology

---Excellence in teaching within high quality, student-centered undergraduate education involving active learning.

---Collaborative relationships with baccalaureate institutions, ensuring high level academic preparation and low impact student transfer.

---Transferability of curriculum through strategic curriculum mapping, ensuring student transferability and completion of higher level degrees.

---Pathways to success enables students to navigate the next four years of their education and ultimately completing a baccalaureate degree.

---Growth and development of students and faculty through active participation in classroom, professional, and collegiate development.

---Respect for the diversity of people, including their varied perspectives, experiences and worldviews.

---Active involvement in shared governance, consensus-building, teamwork, open and effective communication, and respectful, ethical behavior.
---Engagement of students in the curriculum and college experience, creating a community of learning.

SLA Best Practice for English, 2016

Innovation

- Recruiting new English majors by offering scholarship incentives for taking English courses that count as part of general education;
- Facilities that support current pedagogy and a dynamic learning environment; and
- Professional development opportunities for faculty to deepen their knowledge and expertise in current best practices in our field; and
- Faculty who are committed to helping students learn in the 21st century.

Collaboration

- Partnering with the foundation, High Plains Register, the Writing Center, career services, and many other groups to offer students a variety of educational experiences; and
- Forming relationships and partnerships with campus support areas (advising, admissions) and with outside stakeholders (UW, etc.) to ensure that our students have clear guidance and pathways towards transfer or careers.

Rigor

- Developing student expertise in written communication, research skills, and literary analysis; and
- Developing student knowledge of various genres, movements, and periods in the history of literature.

Program Relation to LCCC Strategic Planning

Guideline: Describe how the program uses this planning with its competencies and outcomes to support and advance the priorities listed in the LCCC Strategic Plan. Provide the number referencing the strategic planning strategy.

SLA Best Practices for Psychology, 2016

Biii - Implement a system to ensure all students have an academic plan on file by the end of their first term and reviewed frequently that maps their coursework and milestones from start of their education journey to completion. RESPONSE: The Psychology Department collaborates with Advising to do a PSYC academic planning luncheon on Advising Day each semester to develop or review (as appropriate) each student's Academic Plan. In addition, Advising and departmental program faculty mentors will collaborate through Starfish to ensure each student not attending the advising day luncheon will have their academic plan been reviewed each semester.

1Diii - Completely redesign our academic programs so that college ready, full-time students would be able to complete certificate programs in one year, and associate degrees in two years. RESPONSE: Completed through articulation agreement with UW. The four semester plan has been published in the College Catalog.

Div - Publish all program curricula in ways to illustrate the progression for full-time and part-time students to complete their chosen program of study. RESPONSE: Program progression has been published in the College Catalog and is reviewed with students during Advising Day or individual meetings each semester.

1Fi - Establish well-defined, assessable, and common learning outcomes across all sections, locations, and delivery modalities for the same course. Pair these common outcomes with the development of accompanying rubrics and common assessments. RESPONSE: Well defined and assessable learning

objectives for each class in all sections and delivery modalities with clearly defined common course assessments and rubrics have been developed for all PSYC classes and have been published in approved MCORs on the college shared drive. These objectives are aligned with the American Psychological Association Undergraduate Learning Objectives (APA, 2013).

1Fii - Establish program learning outcomes for all programs leading to a degree or certificate from LCCC, and establish rubrics and assessments to ascertain achievement of program outcomes. RESPONSE: Well defined and assessable program learning objectives with clearly defined common course assessments and rubrics have been developed and have been published in approved MCORs on the college shared drive. These objectives are aligned with the American Psychological Association Undergraduate Learning Objectives (APA, 2013).

1Fiii - Build upon the foundational work the College has done in establishing institutional learning outcomes, and integrate educational activities and assessments that yield evidence of student learning in these competence areas. RESPONSE: All Course and Program Learning objectives are aligned with and assessed through institutionally developed learning objectives and associated rubrics.

2bi - Establish program articulation agreements with four-year institutions that map the entire degree program sequence that illustrates a coherent pathway to a bachelor's degree and guarantees seamless transfer if students adhere to the pathways. RESPONSE: THE LCCC Psychology program and courses are seamlessly articulated with the University of Wyoming Psychology Bachelors of Science degree.

SLA Best Practice for Nursing, 2016

---LCCC's Strategic Goal #1B: "Implement research-based, high-impact practices for early and ongoing student engagement in the educational process" is met through the rigorous and current curriculum which is reviewed and revised annually to focus on current professional standards, guidelines and competencies. The variety of learning activities, resources and evaluation methods demonstrate the program's dedication to student success.

---LCCC's Strategic Goal #2: "Strengthen relationships and connections with key community partners, such as K12, UW, other 4-year institutions, and business and industry to improve student transitions between educational entities and into the workforce" is being met through collaboration with UW on ReNEW, concurrent enrollment for HS students enrolled in CNA courses, and 60+ community and regional clinical partners. In addition, faculty are engaged in numerous advisory boards and committees throughout the community and state. Examples of those committees are: ReNEW, Wyoming Center for Nursing and Healthcare Partnerships, Peak Wellness, Association of Wyoming Psychiatric and Mental Health Nurses, WNA, ANA.

---LCCC'S Strategic Goal #3: "Build the organizational capacity to thrive in the future by focusing on establishing a climate of trust, an effective, efficient and entrepreneurial workforce, and a culture of continuous improvement" is met by the nursing department through sharing with the advisory board and communities of interest as identified above. LCCC is meeting the nursing needs of the community and in return the community is meeting the needs of LCCC by providing clinical sites, identifying community health needs, precepting, providing scholarships and working collaboratively with each other to better meet the health needs of the community, surrounding region and the state of WY. The program is continually involved in quality improvement activities and full time faculty have actively and purposefully mentored new faculty within the program, HSW school and college to foster trust and strive for continual improvement campus wide.

Complete Listing of Program's Learning Competencies and Operational Outcomes

SLA Best Practice for Physical Therapy Assistant, 2016

Operational Outcomes

1. Develop and deliver an integrated academic program leading to the successful completion of the guidelines developed by the Higher Learning Commission of the North-Central Association of Colleges and Schools, and The Commission on Accreditation in Physical Therapy Education (CAPTE).
2. Promote the importance of continued personal and professional development through life-long learning and membership in professional organizations, and advance the recognition of the field of physical therapy and the role of the PTA within that field.

Student Learning Competencies

1. Work under the direction and supervision of a physical therapist in a safe, ethical, legal, and professional manner.
2. Implement a comprehensive treatment plan under the direction and supervision of a physical therapist (PT)
3. Recognize and implement the use of interventions based on outcomes for patients in a variety of settings.
4. Demonstrate effective oral, written, and non-verbal communications skills with the patient, Physical Therapist, health care personnel and others in a competent manner.
5. Successfully integrate concepts from the pre-requisite course work, basic sciences and PTA programming into physical therapy practice.
6. Demonstrate a commitment to life-long learning, evidence based practice, and ongoing professional growth and quality improvement in physical therapy practice.

SLA Best Practices for History, 2016

The following are the learning outcomes that we would like to see each History student graduate with. We are continuously and actively assessing our program to ensure that these learning outcomes are being met.

1. Students shall be able to demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources.
2. Students will develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.
3. Students will produce well researched written work that engages with both primary sources and the secondary literature.
4. Students will develop an informed familiarity with multiple cultures.
5. Students will employ a full range of techniques and methods used to gain historical knowledge.
6. Students will develop an ability to convey verbally their historical knowledge.
7. Students will demonstrate their understanding of cause and effect along with their knowledge of the general chronology of human experience.

Relationship to Professional Standards or Accreditation Criteria

If the program has no formal relationship to accreditation or certification approval, indicate by writing not applicable for this program.

Administration of the Assessment Planning/Reporting Process

Describe the process that the program uses to manage its annual assessment planning activity.

SLA Best Practice for Business and Financing/Accountability

---Continuous Improvement of Student Learning

At the beginning of each academic year data is compiled from the common course assessment of MGT 2100 and IMGT 2400. Full time departmental faculty will review the data and develop a Findings and Summary Report. That report will be the basis for the following years Research Findings & Summary of Program Learning portion of the annual assessment plan. The full time departmental faculty will use the Findings and Summary Report to develop a Program Changes and Improvements Report, also to be used in the following year's annual assessment plan. Adjunct faculty will be expected to collect data and will be consulted in the review of findings as well as the consideration of improvements. Program changes and improvements could include some or all of the following:

1. Curriculum changes would include program level changes to course requirements as well as course level changes to teaching strategies.
2. Program assessment changes would be changes to Program Level Student Learning Competencies.

---Continuous Improvement of Organizational Effectiveness

At the beginning of each academic year data is compiled from the Performance Indicators. Full time departmental faculty will review the data and develop a Findings and Summary Report. That report will be the basis for the following years Evaluation Research Findings & Summary of What Was Learned portion of the annual assessment plan. The full time departmental faculty will use the Findings and Summary Report to develop a Program Changes and Improvements Report, also to be used in the following year's annual assessment plan. Adjunct faculty will be expected to collect data and will be consulted in the review of findings as well as the consideration of improvements. Program changes and improvements could include some or all of the following:

1. Process changes would include changes to our process of recruiting and retaining students, as well as scheduling courses.
2. Non-curriculum changes would include changes to how we engage students and keep them engaged through non-curricular activities.
3. Communication and collaboration with student support services.
4. Professional development of program faculty.

Curriculum Context & Design

Describe the program's curriculum design, (may offer a curriculum map), delivery mode usage, and related student co-curricular experiences. Upload resources if applicable.

SLA Best Practice for Nursing, 2016

The curriculum is designed in order for students to achieve expected learning outcomes and program outcomes which are consistent with safe practice in the current healthcare environments. This is achieved by annual review of the following:

- Curriculum is reviewed and revised to focus on current professional standards, guidelines and competencies.
- Student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities and evaluate student progress.
- The curriculum is faculty developed and regularly reviewed for rigor and currency and includes general education courses to enhance knowledge and practice.
- The curriculum contains cultural, ethnic and socially diverse learning activities.
- The nursing curriculum is based on sound educational theory and includes interdisciplinary collaboration, research and best practice standards; and, allows for innovation, flexibility and informatics.
- The nursing program provides didactic instruction regarding patient safety and evaluates student knowledge and performance of adhering to patient safety.

- All students are evaluated in each nursing course using a variety of evaluation methodologies that reflect professional and practice competencies and evidence based practice guidelines.
- Practice learning environments support the achievement of student learning outcomes and program outcomes.
- Students participate in clinical experiences that are evidence based and reflect contemporary practice and nationally established patient health and safety goals.

--See the uploaded curriculum plan which indicated the ADN Nursing Curriculum and also how it articulates to UW.

Process for Transition of Program Evaluation Findings into Improvements

The program describes how it takes its evaluation findings to form implemented improvements. It identifies individuals or groups that are responsible for analyzing the performance data and deciding what improvements are to be implemented to strengthen areas of concern. A typical transitioning process might include steps such as 1) studies plan evidence, 2) shares findings with stakeholders, 3) defines improvements 4) specifies their implementation (may include planning), and 5. develops an evaluation of their effectiveness.

SLA Best Practices for Nursing

The nursing program has an extensive Systematic Plan for Evaluation (SPE) that covers the 6 Standards required by ACEN and incorporates the requirements of the Wyoming State Board of Nursing. The plan is reviewed annually on a monthly rotating schedule. Findings are translated into action plans as needed based on results. The 6 Standards are:

- Mission and Administrative Capacity
- Faculty and Staff
- Students
- Curriculum
- Resources
- Outcomes

In addition, both formative and summative assessment is completed in each nursing course. An example of such assessment is in NRST 2640 (Nursing IV) where students take a nationally normed and standardized exam which is both reliable and predictive of student success on the national licensure exam. The student outcomes may or may not indicate an area of concern which is then incorporated into the course throughout the semester. At the end of the semester, another version of the nationally normed and standardized exam is given and students receive individualized study guides to prepare for the licensure exam. The program reviews the results of both exams and adjusts curriculum as needed.

SLA Best Practice for Business and Finance/Accounting

Evaluation and improvement is the responsibility of the Business Department Faculty Team. The team meets weekly to discuss continuous improvement initiatives. During these meetings the team will 1) evaluate findings, 2) define improvements, 3) specify implementation, 4) continuously evaluate effectiveness of improvements, and 5) share with stakeholders.

Reviewer Feedback

The Reviewer should begin each feedback comment/observation/question with the related Section's topic heading (bold). If some planning change is needed, state what you want the program to do (some action)

and provide an example of the expected improvement or clarification to planning. If the comment is an observation begin with the word "Consider." Consider including an advisory board in the administration of your assessment plan process.

EXAMPLES:

LCCC Strategic Plan Section:

Please add explanation for how this assessment plan supports the selected strategic plan strategy G-1, D ii (Redesign developmental coursework and activities for facilitate an accelerated progress to college-readiness for our students). For example, show how one of the learning competencies relates directly to the program's student learning performance in developmental coursework or show how one of the Organizational Effectiveness Outcomes directs the program to redesign its developmental coursework over a specified period of time. Please remove the LCCC strategy if the plan does not support it.

Curriculum Context Section:

Please add content to this section that describes the overall design or structure of the program's curriculum. For example, explain how the total number of courses are related, along with prerequisites, to prepare students for achieving the program's learning competencies. Show why courses are taken in a specified sequence. The program might upload descriptive documents, such as the degree plan, a listing of active courses, MCORS, copies of articulation agreements, or others.

Program Response

The program is to respond to all peer-review comment(s) appearing in the Reviewer Feedback section above.

The program will usually answer a reviewer's question or make the requested change in the plan and notify the reviewer that the change was made and where to find the changes. The program may agree that a change is needed and offer its own version of a planning change. A program can reject or delay making changes, but it must explain why the program cannot make the change or explain to the reviewer why the change is inappropriate for the program. Reviewer comments are highly valued as evidence for faculty engagement in the College's continuous improvement process.

The Program Faculty Member should begin a response statement by listing the Related Section Topic. See examples below.

EXAMPLES:

LCCC Strategic Plan:

The program added the requested additional explanation to the LCCC Strategic Plan section. The Program's second organizational effectiveness outcome supports the developmental education strategy.

Curriculum Context and Design:

The program made the requested changes. Please see the Curriculum Context section for additional description and view the uploaded program degree plan named "XY Program Degree Plan" for added definition of the program's learning pathway.