Category One Introduction: Helping Students Learn

LCCC communicates its passion to help students learn and be successful through its mission statement, "to transform our students' lives through the power of inspired learning." The College embraces this mission through campus-wide, faculty-driven processes focused on continuously improving all aspects of teaching and learning.

The July 2012 Quality Checkup report challenged the College to create a comprehensive assessment framework that articulated assessable student learning outcomes (competencies) at the course, program, and institutional levels. Since then, LCCC has developed and strengthened systems to assist faculty in developing measurable outcomes that are formalized via the Master Course Outline of Record (MCOR) process. The MCOR alsoaligns course-level student learning competencies with those established at the program and institution levels.

The College has also responded to the strategic challenges articulated in the 2015 Appraisal Feedback Report. Since 2014, LCCC has demonstrated a commitment to its evaluative processes and applied discipline in its practices with a sustained annual academic assessment process and five cycles of program review (eight programs per year). Additionally, specific targets were set and monitored for all program assessment plans, and every academic program review self-study section requires average peer-review ratings of at least 3.0. Learning assessment data for common outcomes and annual program analysis data (externally benchmarked) are shared using online Tableau dashboards with filtering available for course, program, and institutional levels.

The integration of the MCOR, annual assessment planning, and program review processes are explicit, repeatable and periodically evaluated for improvement; all use internal peer-review methods to share processes college-wide. Annually, LCCC best practices for assessment and program review are identified for common access. These evaluative quality processes produce regular activity outputs (e.g., improvements and action plans) and align to College strategic planning. Category One processes are at the aligned level of the quality maturity matrix with results moving from the reacting level, experienced four years ago, to the systematic level (archived, analyzed with trend data, and shared).

From four years of assessment activity, the College faculty have learned that the current institutional rubric process requires substantial refinements. Even though it works well for discipline areas where the course and program competencies match the rubric definitions, most programs experience imprecise matches with questionable data validity. As a result, some programs (e.g., Education, English, and History) are beginning to implement program-specific rubrics with better-aligned assignments for specified learning competencies, resulting in higher quality data. These gains need replication through the added training and design resources that are being developed by the current Guided Pathways 2.0 quality initiative.

Through its Guided Pathways 2.0 efforts, the College continues to make major strides in improving teaching and learning. LCCC has established nine major "must-have" teams to develop and improve systems that help students select career/educational paths and successfully complete them in a timely manner. Five must-have teams (General Education v2.0, Program Maps, Co-requisite Developmental Math and English, Course and Program Competencies, and Excellence in Instruction) are focused on strengthening LCCC's processes for Helping Students Learn.