

2023-24
LBHC's General Education Learning Outcomes
and Program Learning Outcomes
Assessment Plan and Report

Data Office
July 25, 2023 (plan) and June 30, 2024 (report)



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 2023-24.

2023-24 goal	Baseline (July 2023)	2023-24 progress
(1) Developing GELOs: LBHC will...		
a. continue to educate faculty about the general education learning outcomes assessment process.	From July 10-13, 2023, 12 faculty actively participated in all day workshops, including on GELO assessment.	May 8-9, 2024, 10 faculty participated in GELO workshops.
b. sustain a meaningful and simple general education assessment process.	In 2022-23, a GELO assessment process was formally implemented.	In 2023-24, faculty continued GELO assessments.
c. refine GELO definitions and create and refine indicators.	Measurable definitions for all GELOs were created and some standard indicators were identified.	Some GELO definitions were modified.
(2) Assessing general education learning outcomes		
a. Each GELO is formally assessed at least once in a GELO report and posted on LBHC’s GELO webpage .	Each faculty member who attended the workshops formally assessed one GELO in a GELO report. 15 GELO reports were submitted by 12 faculty and posted on the GELO webpage .	Each GELO had at least one formal assessment completed. 10 GELO reports were submitted by 10 faculty and posted on the GELO webpage .
b. Consult together and adjust teaching and learning practices as a result of GELO assessment to improve student learning.	In July 2023, faculty consulted together about how to adjust teaching and learning practices to improve student learning. See the summary of faculty reflections following GELO assessment .	In May 2024, faculty consulted about how to improve teaching and learning and reported on which next steps from last year they followed through with and how it went. See the summary of 2022-23 and 2023-24 faculty reflections on general education learning outcomes 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 degree or certificate at LBHC. The steps of refining the PLOs, assessing the PLOs, and using the assessment data to improve student learning are outlined in the table below. The program curriculum maps and PLO reports are posted on the [program learning outcomes webpage](#).

2023-24 goal	Baseline (July 2023)	2023-24 progress
(1) Refining PLOs: LBHC will...		
a. educate faculty about the PLO assessment process.	From July 10-13, 2023, 12 faculty actively participated in all day workshops, including on PLO assessment.	May 8-9, 2024, 10 faculty participated in PLO workshops.
b. sustain a meaningful and simple PLO assessment process.	In 2022-23, a PLO assessment process was formally implemented.	In 2023-24, faculty continued PLO assessments.
c. continue to refine the PLOs so they are measurable.	6 degrees (or degree options) updated their PLOs.	14 degrees (or degree options) updated or created their PLOs.
d. create or revise PLO curriculum maps and plans.	6 curriculum maps and plans were created for degrees (or degree options).	14 curriculum maps and plans were updated or created for degrees or certificates.
(2) Assessing PLOs: LBHC faculty will...		
a. submit a PLO report formally assessing one PLO.	6 degrees (or degree options) assessed a PLO in a PLO report.	9 degrees (or degree options) or certificates assessed a PLO.
b. complete the “results of ‘next steps’ implementation on student learning” – from the previous year’s PLO reports.	NA	All 6 faculty who completed a PLO report in 2022-23, reflected on the results of next steps (closing the loop) and submitted updated reports (see PLO webpage).
c. post all curriculum maps and PLO reports on the PLO webpage.	6 curriculum maps and PLO reports are posted on LBHC’s PLO webpage .	14 updated or created curriculum maps and PLO reports are posted on LBHC’s PLO webpage .
d. use PLO assessment data to improve programs and student learning.	Faculty consulted together about how to adjust teaching and learning practices to improve student learning. See the summary of faculty reflections following PLO assessment .	In May 2024, faculty consulted about how to improve teaching and learning and reported on which next steps from last year they followed through with and how it went. See the summary of 2022-23 and 2023-24 faculty reflections on PLO assessment .