

Educational Programs that have Developed and Implemented Student Learning Assessment Plans

	Current (developed)	Trend	Target	Rating
Career Technical (CTE)	3/36=8.3%	<i>na</i>	85%	Initial
Field of Study (FOS)	5/27=18.5%	<i>na</i>	85%	
Skill Development (SD)	1/3=33%	<i>na</i>	85%	

Mission Fulfillment Indicator (MFI) 10 measures the percentage of educational programs that have developed and implemented plans for systemic and ongoing assessment of student learning. Educational Programs are award-conferring (Career Technical), non-award-conferring (Field of Study), and foundational (Skill Development) areas where instruction takes place. Assessment plans outline a schedule for assessing course, program, and institution level outcomes attainment and analyzing data to make recommendations for continuous improvement. *Development* is determined by the submission of a plan, while *implementation* is demonstrated through the submission of an annual program assessment report. Assessment reports outline the procedure for collection of assessment data, description of the analysis of those data, and recommendations for improvement based on that analysis.

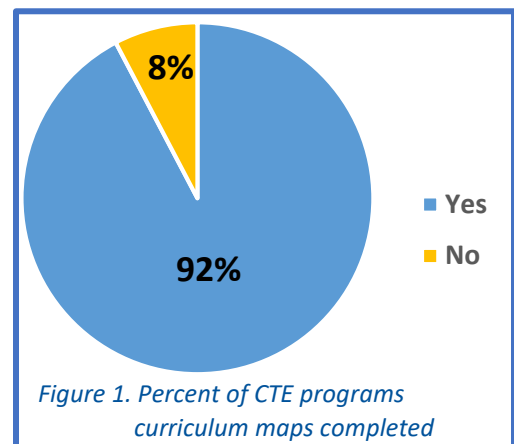
Discussion

Initial data for MFI 10 comes from programs that participated in the pilot Assessment Community of Practice (CoP) during AY2019. The CoP was composed of faculty representatives from a variety of disciplines who developed assessment plans for their respective academic programs. There are currently no data available for the second submetric for this MFI (implementation of assessment plans) because the evidence of implementation, the first assessment report, will be due for the pilot cohort in June 2021.

Deeper Data Dive

The first step in assessment plan development for CTE programs is the completion of program curriculum maps. This process entails updating program-level outcomes and showing which core courses contribute to the ultimate attainment of those outcomes.

After completion of program curriculum maps, CTE programs develop their plan according to a standard template with guidance from their assigned Assessment Liaison. All CTE program assessment plans are due June 30, 2021, while FOS and SD program assessment plans are expected by June 30, 2022. While assessment plans are not yet complete, Figure 1 demonstrates significant progress toward plan development, with 92% of CTE program curriculum maps completed.



Peer Comparisons

The accreditation process calls for evidence-informed self-reflection along with meaningful comparison against peers to provide a contextualized perspective on an institution's quality. However, while Lane has observed and learned from assessment practices and systems at other institutions, each one is so unique that a true comparison is impossible.

Lessons Learned & Next Steps

The Office of Curriculum and Assessment plans to support all CTE programs through the development of assessment plans in 2020-2021. While these groups receive support throughout the initial implementation of these plans in 2021-2022, Fields of Study and Skill Development areas will work with their assessment liaisons to develop student learning assessment plans for their areas. With a continued commitment to these processes, the College should expect at least 85% of all program types to have developed and implemented their assessment plans by the end of AY2022.