

## PROCEDURE LIT.1.15.02 ASSESSMENT OF STUDENT LEARNING FOR EACH EDUCATIONAL PROGRAM

**Scope:** Faculty and Staff

The Assessment of Student Learning is a key component of Lamar Institute of Technology's (LIT) commitment to academic excellence and continuous improvement, as outlined in Policy LIT.1.15. This procedure provides a systematic framework for assessing student learning outcomes (SLOs) and program learning outcomes (PLOs) to:

- Maintain alignment with LIT's mission and goals
- Encourage meaningful engagement with assessment results to identify strengths and gaps, enhancing learning experiences; and
- Promote a culture of continuous improvement by using assessment data to inform decision-making at all levels of the institution.

### **Definitions:**

Program Learning Outcome: (PLO) Program-wide learning achievements. Outcomes are stated in terms of what students are expected to know or be able to do upon program completion. They reflect cumulative knowledge, skills, and competencies. Outcomes are observable, measurable, and tied to higher-order knowledge, skills, and values. PLOs are aligned with program goals and measured through capstones, licensure exams, or portfolio evaluations.

Student Learning Outcome: (SLO) Course-specific learning goals. SLOs are course specific outcomes articulating what the students will know, do, or value after completing a course or learning activity. SLOs are aligned with course objectives and assessed through direct measures like assignments, exams, and projects. Results from SLO assessments roll up to inform the achievement of PLOs

Assessment Maps: provide a visual representation of the alignment of SLOs with PLOs across the curriculum. Assessment maps serve to illustrate how course-level SLOs contribute to broader program goals and institutional priorities.

### **Assessment Basics:**

- Each academic program should assess 3-5 PLOs and 2-3 SLOs per PLO each year.
- Results of SLO assessments are aggregated and analyzed to evaluate broader PLOs.
- Not every outcome needs to be assessed every year; rotate outcomes over a 3-year cycle or when achievement targets are met.

### **Office of Institutional Effectiveness and Assessment:**

The Office of Institutional Effectiveness and Assessment (IEA) provides coordination and support to faculty in the assessment process.

The Office of Institutional Effectiveness and Assessment will conduct annual training sessions for faculty and staff. These sessions will encompass:

- Fundamental principles of SLO and PLO assessment;

- How to utilize assessment maps for curriculum alignment; and
- Best practices for analyzing results and implementing improvements.

The training will support a consistent approach to assessment, ensuring compliance with institutional requirements and promoting continuous improvement.

The Office of Institutional Effectiveness and Assessment maintains detailed and supportive student learning assessment information, including form and report templates, in the Institutional Effectiveness Manual.

### **Faculty:**

Faculty, in collaboration with program leadership and IEA, will:

- Annually review and update Assessment Maps as part of the assessment cycle;
- Use Assessment Maps during mid-year and end-of-year reviews to ensure ongoing alignment with program goals; and
- Incorporate feedback from the Academic Quality Committee (AQC) to refine and enhance assessment maps.

### **Academic Quality Committee:**

The Academic Quality Committee will use standardized instruments developed by IEA for mid-year and end-of-year reviews. These tools are designed to:

- Assist faculty in refining their assessments to enhance student achievement and support continuous improvement;
- Identify systemic trends, gaps, and areas for improvement across academic programs; and
- Facilitate dialogue between faculty and program leaders regarding effective assessment practices.

The Academic Quality Committee will work with IEA to provide faculty with guidance on interpreting feedback and implementing recommendations.

### **Assessment Cycle:**

Start of Assessment Cycle: September Program faculty and leadership confirm PLOs and SLOs for assessment in the cycle. Program Learning Outcomes and their related SLOs can be found in the program's Assessment Map.

#### Mid-Year Assessment Data Submission: January

Program faculty should submit mid-year outcomes and evidence of assessments conducted.

#### Mid-Year Review: January - April

Program leadership, members of the AQC, and IEA review assessment maps, address gaps, and make any necessary adjustments for the subsequent assessment cycle.

#### End-of-Year Assessment Data Submission: May - August

Program faculty should submit end-of-year SLO assessment data. Program leadership will

evaluate performance results for PLOs and draft recommendations for improvement.

End-of-Year AQC Review: August

Members of the AQC and IEA will review results.

Annual Unit Planning and Assessment Report: October

After each cycle, IEA will compile an Annual Assessment Report for distribution to the President and Executive Team.

**Related Policies:** LIT.1.15

**Relevant Forms/Documents:** Institutional Effectiveness Manual; Assessment Map Template; SLO Template; PLO Template; Annual Unit Assessment Form; AQC Charge; IE SLO Review Form; AQC Mid-Year Review Form; AQC End-of-Year Review Form, Annual Unit Plan

**Relevant TSUS Forms/Documents:**

**Relevant Statutes:** Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter E, Learning Outcomes for Undergraduate Courses; Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.30, Institutional Assessment and Reporting

**Relevant SACSOC Standards:** 8.2.a

**Document History:**

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