Institutional Level of Outcomes Assessment Process  
Instructional Programs

**MISSION STATEMENT**
LBCC mission states that this community college provides access to “quality associate degree and certificate programs, workforce preparation, and opportunities for personal development and enrichment”. The College is committed to excellence and its “college programs foster and support the intellectual, cultural, economic and civic development of our diverse community”. As representative of the educational values of LBCC, the College allows all students, regardless of their course of study, the opportunity to share in a collective academic culture.

**ASSUMPTIONS AND PURPOSE**
The General Education Outcomes arise from the most general and universal educational goals of the institution, as noted in the mission statement; therefore, they are an indication of the college’s collective educational values as reflected from not only that mission statement, but its vision and functions denoted in the catalog. They incorporate the integration of knowledge through the study of facts, issues and ideas, the development of corresponding skills, and the academic values faculty and staff wish students to possess at the end of a defined educational experience at LBCC. Students who participate and complete a program of study, as part of this dynamic educational environment, will be exposed to the breadth and depth of experience and proficiency, dependent upon the student, his/her program or course of study, and his/her length of college attendance. Regardless of major, all students who complete an instructional program’s requirements should share common educational experiences, as they attain those attributes found in an educated person. Therefore, the General Education Outcomes and their assessment will document the College’s commitment to and is overall reflective of an effective and relevant instructional institution.

**INSTITUTIONAL OUTCOMES ASSESSMENT PROCESS**
The Institutional Outcomes Assessment Process should apply to all students, regardless of their course of study. But a defined course of study is the basic minimum necessary for this institution to be reasonably confident in analysis and resulting plans for improvement. In assessing the General Education Outcomes for the institutional level, consideration of the level of student engagement with the LBCC curriculum (e.g. total units completed, number of semesters enrolled, degrees/certificates conferred) will be necessary as it is the institution’s collective responsibility to derive evidence of a reasonable quality. This is a progressive, iterative process, but keep in mind that a statistically significant difference might not be large enough to have a practical significance. Professional judgments about the evidence are as important as the evidence itself. The intended result of this ongoing, organized, and systematic endeavor is always improvement to
student learning. Therefore, the Institutional Outcomes Assessment Process of the college’s instructional program, as reflected by the General Education Outcomes, will provide evidence of what we can do in the college environment to assist students to reach higher levels of achievement and success.

Complementary to the assessment of General Education Outcomes, LBCC is committed to systematically collecting, analyzing and communicating institutional-level data on the overall achievement results for students engaged in its programs of study. Whereas measures of General Education student learning will be captured and monitored over time by the Office of Institutional Effectiveness, the ultimate results in terms of the official awards conferred to students by the institution will also be tracked longitudinally and analyzed in relation to those General Education Outcomes. It is assumed that even when students demonstrate learning at the level of standards set by faculty, the institution is committed to supporting students to effectively engage in the institutional processes that yield the attainment of certificates and degrees and successful progression through course sequences, especially from precollegiate to successful collegiate-level work.

**INSTITUTIONAL ASSESSMENT GOALS**
The goals of the instructional program outcomes assessment process at LBCC are to:

- Support the improvement and recognition of teaching and student learning through timely and useful assessment efforts.
- Provide, in conjunction with the Faculty Professional Development Center, development opportunities for faculty, staff and students in topics and skills related to assessment.
- Further program planning efforts by encouraging an ongoing and systematic collection and analysis of information about educational effectiveness across the college.
- Disseminate, in conjunction with the Office of Institutional Effectiveness, statistical evidence about instructional program outcomes assessment efforts on campus.
- Ensure that all instructional outcomes assessment efforts are in line with Academic Senate policy and follow good practice for assessing student learning.
- Create a system of resources and reference materials to assist assessment activities on campus.
- Coordinate with the Office of Institutional Effectiveness the dissemination of information about LBCC’s successes in meeting the needs of its various communities.