Instructions for Student Learning Competency

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Student Learning Competency

Provide a one- or two-sentence PROGRAM-LEVEL learning competency description. The outcome should be crafted with enough detail so that it 1) informs students on what competency characteristics they are trying to develop, and 2) guides faculty members to the competency characteristics they are to measure. AVOID making general statements such as "student will be able to write effectively. Instead, list the characteristics of writing. For example, writing effectively might include: 1) conventions and grammar, 2) thesis/argument development, 3) organization, 4) critical thinking (analysis and synthesis), 5) information-gathering skills, 6) source documentation.

A competency description also uses active, clear and unambiguous language that students can understand. Use active verbs that require concise student action, such as "demonstrate a skill" or "describe knowledge concepts" or "display artistic concepts" rather than to "understand" ideas. ---Outcome avoids language such as "will be able to."

SLA Best Practice for Psychology, 2016
Students apply problem solving skills in the context of psychology, including 1. analysis of the problem, 2. application and execution of problem solving strategies, 3. reflection and evaluation of the problem, and finally 4. consideration of implications and future tasks.

SLA Best Practice for Nursing, 2016
Students will apply problem solving skills in the context of nursing by utilizing the nursing process to 1. assess, 2. diagnose, 3. plan, 4. implement and 5. evaluate the care to promote patients' optimal health considering cultural/diversity needs and growth and developmental tasks.

Program Processes: Strategies to Develop Students' Learning

Program describes the instructional process or strategies it uses to develop students' learning so that they can demonstrate the related learning competency.
---Strategies might include: configuration of course work, strategic alignment of learning experiences, positioning of applied or experiential learning to deepen learning retention (labs, internships, field work, service learning, others), alignment to co-curricular experiences, on-line time-on-task exercises,

teamwork projects, capstone courses and others. Description of the progression of strategies that add layers of complexity to the competency development over time is most effective.
---Note: Programs often adjust strategies when their learning research reveals weaknesses in student learning performance. Therefore, careful definition of this section is critical.

SLA Best Practice for Nursing, 2015: Written Communication in Nursing
---NRST 1710---Clinical: Evidence Based Research Component: A 2-3 page written article review from a nursing journal, written by a nurse and approved by the student's clinical instructor utilizing the current APA format.
---NRST 1720---Clinical II: Evidence Based Research Component: : A 3-5 page written literature review, utilizing at least 2 nursing journal articles, on a relevant clinical topic selected by the student and approved by the instructor must be submitted utilizing current APA format.
---NRST 2730---Clinical III: Evidence Based Research Component: A 3-5 page written paper, utilizing at least 2 nursing journal articles, on a relevant evidence-based practice topic selected by the student and approved by the instructor must be submitted utilizing current APA format.
---NRST 2740---Clinical IV: Evidence Based Research Component: A written paper in current APA format of 5-8 pages describing the evidenced based nursing care of the topic chosen by the group as assigned. Plagiarism will be grounds for dismissal.

SLA Best Practice for Psychology, 2016: Problem solving skills.
---The undergraduate major will begin problem solving at the beginning of their program and continue throughout. Psychology courses that address problem solving include PSYC 2000, PSYC 2210, PSYC 2300, and PSYC 2340. As students' progress through the program they will build upon their problem solving skills.
Beginning with general psychology, students apply formative problem solving through application of basic psychological principles to real life career and personal goals or situations. Students in the major continue to develop problem solving skills through real life observations and evaluation; analysis of case studies; analysis of social issues; evaluation of research as it applies to neuroscience; and analysis of drugs and behavior. This culminates with students applying complex problem solving skills by identifying an issue, operationally defining variables, study design, data collection, hypothesis testing, and reporting and presenting results.

Methods of Evaluating Student Performance

The program describes the self-evaluation method it will use to measure students' learning performance on the competency. The assessment or measuring method should be placed near the end of a program so the student can demonstrate a mature level of skills or knowledge development.
---The program uses DIRECT ASSESSMENT as the primary measuring method (a student demonstration of learning evaluated or graded by faculty or persons, ideally more than just the course instructor). Examples include research paper, essays, exams, juried performance, lab journals, project, portfolio submission, internship, simulations, field test or others. The program describes how faculty will conduct the direct assessment of learning—how, when, where, by whom. It explains how faculty will gather the data (e.g., sample size is 20% of a 100 student essays).
---Indirect assessment methods (surveys, interview, and focus groups) can be used to support the primary direct assessment method.
---If the program uses a single course as the learning demonstrating platform, it should provide a culminating experience for students to demonstrate the full measure of the program level competency.
---The assessment method measures each learning characteristic listed in the competency (e.g., for writing, it might include measures for 1) writing convention and grammar, 2) organization, 3) thesis or

argument development, 4) documentation, 5) critical thinking synthesis) to achieve multiple sub-score measures that can reveal strengths and weaknesses.

---If program uses multiple delivery modalities, the plan describes how evaluation will develop data findings <u>for each distinct modality</u> that shows evenness of rigor and learning outcomes attainment.

---Plan describes who is responsible for collecting data and reporting the evaluation findings to the program and its stakeholders (advisory board if applicable).

---Program uploads appropriate evaluation instruments, e.g., rubrics, internship forms, juried scoring sheets, surveys and others but not exams and never includes information that identifies individual students.

SLA Best Practice for Paralegal: Legal Document Drafting
The program uses the Evidence and Civil Procedure courses as its student performance platforms. Students demonstrate proficiency in the majority of documents related to civil practice of law using scenario exercises that replicate legal processes. The program organizes the data findings of learning by using the institutional problem solving rubric. The program faculty analyze the data findings in formal meetings where strengths and weaknesses of student performance inform identification of program improvements. Students are provided with clear instructions and expectations of the final document product. Results are shared with the advisory committee to gain feedback on the analysis of any improvements that need to be made. The Dean of Math and Science is a member of the advisory committee and will participate in the analysis of the information.

SLA Best Practice for Nursing, 2016: Apply Problem-Solving Skills
Students will demonstrate their problem solving skills in their NRST 2740 course, taken the final semester of the program. The NRST 2740 course will evaluate the students' clinical competency by evaluating their performance for the eight core program components of: assessment, clinical decision making, professional behaviors, communication, caring interventions, teaching and learning, collaboration, and managing care. Students will be assessed using the LCCC institutional Problem Solving Rubric and the Clinical Evaluation Tool. Results will be shared with department faculty. Department faculty will use the results to identify strengths and/or limitations to direct curriculum changes which may include simulation or clinical experiences.

Expected Level of Learning Performance

The program describes its expected levels of student performance that will be revealed by the assessment measures/findings. An expected performance description will be displayed **FOR EACH** of the student learning competency characteristics (e.g., for writing outcome, 1. grammar/mechanics, 2. organization, 3. transitions, 4. thesis/argument development, 5. source documentation, etc.).

---Usually, the defined performance level shows the percent of students expected to score at or above an established threshold on a student demonstration (e.g., 80 % of students will score at or above a 3.5 on a 5-point scale.

---Often the goal is to achieve a range of expected quality rather than a single numerical level, and expectations for improvement should be averaged over a three- or four-year period to account for anomalies.

SLA Best Practice for Nursing, 2016: Problem Solving
The ultimate measure of program success and demonstration of proficiency for Problem Solving is the NCLEX-RN Licensure Exam First -time pass rate. Analysis of data is ongoing and the threshold score is based on previous cohort performance on the national licensure exam (NCLEX-RN). The ACEN Standard (6.4.1) and the LCCC Nursing Program's Goal is " NCLEX-RN will be at or above the national mean. See data below:

NCLEX-RN
2013: Goal Met: 88.9% (Nat'l 83.04% for all US students 81.43% for ADN))
      • May 2013: 91.2% with 1 student remaining to test.
      • Dec 2013: 84.09%
2013-14: Goal Met: 85% for 2014— (Nat'l 81.78 all US grads, 79.26% ADN)
      • Dec 2013: 84%
      • May 2014: 86%
2014-15: Goal not met: 82.1% for 2015—(Nat'l 85 all US grads. 82.43% all ADN grads)
      • Dec. 2014: 87.18%
      • May 2015: 76.92%
2015-16: Goal not met:
      • Dec. 2015: 66.7%

SLA Best Practice for Spanish, 2016: Cultural Awareness
The Spanish faculty expectation is that students will create with the language, ask and answer simple questions on familiar topics, and handle a simple situations or transactions as stated by the National Standards for Languages. Furthermore, while demonstrating their linguistic abilities students will score 80 percent or above in the following competencies: 1) Knowledge: student recognizes interconnections of Hispanic elements that influence the culture; 2) Self Awareness: student articulates how the Hispanic cultural values affect his or her behaviors; 3) Adaptability: student adapts to situations where Hispanic cultural differences affect interactions (body language, formality, proximity, etc.) and 4) Interaction: student empathetically adjusts communication and behavior to others' cues.

Data Display with Analysis & Summary of What Program Learned

Program describes the student learning performance data it collected as a result of implementing its assessment measures for the competency. It provides a summary of the findings, including contextual information explaining how the data was gathered, how and when the faculty analyzed it and what strengths and weaknesses of student performance were discovered. For example, the summary may display total number of assessment pieces collected and the total number possible (20 out of 100 student projects) or offer the survey response rate (33% of X surveys sent were returned completed).
---The program should provide a breakdown of scores for each learning characteristic or rubric trait (e.g., for effective writing: 1. writing mechanics, 2. organization, 3. transitions, 4. audience, 5. argument development, 6. documentation—six scores) OR (surveyed usefulness of courses with sections A,B,C,D, and E—five scores) OR (internship experiences of 1. teamwork, 2. professional attitude, 3. problem solving, 4. Initiative—four scores) OR results for each institution in a benchmarking peer comparison research description.
---**Program will provide a separate display of findings for each distinct delivery modality used (e.g., distance and F-to-F)**.
---Program will provide separate sets of data findings for each assessment used If multiple evaluation methods are used (e.g., a writing project with rubric and student survey).
---For diagnostic capacity, the program identifies strengths and weaknesses, e.g., data findings reveal that rubric trait 2 and 5 are lower performing than areas 1, 3, 4, and 6.
--Program will describe the meaning of the findings, offering a brief analysis and evaluation of the results, commenting on what the faculty (and advisory committee if applicable) believe the results mean for the program, e.g., if students are performing better or worse than their predecessors and possible reasons why.

SLA Best Practice for Paralegal, 2015: Legal Writing

This is the first semester of data collection for the problem solving rubric in the Paralegal program. With this data, the program developed a baseline measurement. The baseline set for the program is that students will achieve 90% or above on all traits in the problem solving rubric. The program has met that level on three of the four traits of the problem solving rubric and will monitor the reflection measurement in future semesters to determine if this is consistent. The paralegal program scored higher in all four traits of the problem solving rubric than the college average.

Data Summary and Analysis:
Spring 2015:
Subject LEGL
Rubric Trait Average of Criteria Score
Application 11students --3.09
Execution 11students --3.00
Reflection 11students --2.91
Task analysis 11students --3.36

SLA Best Practice for English-2017: Conducting college-level research to apply in written texts that adhere to standard ethical practices

Artifact	Finding Research	Attribution and Credibility	Citation
1	2.64	2.86	3.07
2	1.5	1.43	1.71
3	1.71	1.71	1.57
4	2.93	2.93	3.36
5	2.86	2	2.43
Average	2.33	2.19	2.43

The area of "attribution and credibility" was the lowest scoring area for our students, so we decided to focus on this particular area for improvement. Students typically either dropped quoted material into their work with no attribution or referenced the source without addressing the sources credibility to the audience. Students tended to use quotation more frequently than paraphrase or summary which, in some cases, interfered with the fluidity of the overall writing.

Process Changes, Program Improvements, or Adjustments to this Plan

Program describes the program changes or improvements that the faculty will implement as a result of the evaluation findings and analysis. If no improvements/changes can be identified, the program uses this section to explain why.
---AVOID listing improvements that are in no way related to the plan's evaluation process or related program review.
---Plan indicates if additional funding is needed for improvement implementation, defines the amount and funding strategies e.g., one-time funds request, Perkins and others.

---If an improvement/change is identified, the plan describes the improvement implementation time line and status 1) has been implemented, 2. is awaiting specified funding, or 3) is partly implemented and carried over into the next planning cycle.

---Definition of Process Improvements: Improvements can include 1) modification of the competency description, 2) changes to program processes that strengthen students' learning, such as curriculum operation or instructional methods, 3) alteration of the evaluation method, e.g., rubric upgrades, 4) adding or changing an advisory board, 5) changes in the program administration of self-evaluation, 6) better ways to collect, evaluate data, 7) faculty professional development, and 8) others.

SLA Best Practice for English-2017: Conducting college-level research to apply in written texts that adhere to standard ethical practices.

The department presented this finding at our annual advisory committee meeting in October 2017 and during a regular department meeting where we solicited suggestions for how to improve student writing in these areas.

The first strategy we're implementing to improve learning in this area is to provide more specific and direct instruction about how to effectively incorporate outside work into students' writing in ENGL 2020: Introduction to Literature, which is the pre-requisite course for the rest of the literature courses. Some strategies that instructors may use when teaching ENGL 2020 would be

- Source integration worksheets (see attached) and practice activities
- Modeling writing as a process and show student work at different stages in the process with specific examples of how source integration evolves as the draft evolves
- Close reading of example student essays with opportunities for students to work together to practice integrating source material
- More general discussion about why attribution is important and what different purposes attribution, quotation, paraphrase, and summary serve and when to use them.

SLA Best Practice for Radiography: Problem Solving and Critical Thinking
Radiography
Learning Outcome: Problem-solving and Critical Thinking
In order to achieve a more consistent assessment of this assignment, the expectations were changed from a written explanation of the examination being performed to a compilation of photographs of an actual set-up of each examinations. The examination scenarios remained the same.
For the future, faculty will monitor success of the new expectations and revise instructions to give more clear definition of said expectations (hopefully decreasing the amount of misinterpretations of the instructions).

SLA Best Practice for Education, 2016: Communication Skills
The Education Program is undergoing its program review. As a result of working on the program review, we have developed new program competencies based on the InTASC standards. In addition, we worked with our stakeholders (mentor teachers in the schools), and based on their feedback, we have expanded the rubric to focus more on problem solving skills in developing lessons and meeting the diverse needs of students. Therefore, going forward, our common course assessment will be based on the problem solving rubric (rather than the verbal communication rubric) in order to be more encompassing of our program competencies.

Reviewer Feedback

The Reviewer should begin each feedback comment/observation/question with the related Section's topic (bold). If some planning change is needed, state what you want the program to do (some action) and provide an example of the expected improvement or clarification to planning. If the comment is an observation begin with the word "Consider." Consider including an advisory board in the administration of your assessment plan process.

EXAMPLES
Student Learning Preparation Strategies
In addition to a listing of courses, are there other activities that contribute to student learning development for this competency? If so, please describe them in this section. For example, the program may provide applied experiences to deepen learning, such a labs, field work, online exercises, research papers, clinical work or internships. For more student interaction with the subject, the program may have partly flipped the classroom in many of its courses, offering more lecture material online and using class time for interactive group learning experiences.

Methods of Evaluating Student Performance
The program mentions the use of a rubric in this section for collecting data on this student learning competency. Please describe how the rubric is used. For example, show that the program uses the rubric in the spring capstone course (or other culminating experience) and applies it to an assigned project. The program shares the rubric with students at the beginning of the course and uses some parts of it for students to use in their peer-review experiences. Faculty score the projects using the rubric in May. An assigned faculty member aggregates and organizes the rubric scoring totals in a report that informs faculty on the strengths and weaknesses of student learning that inform improvements. Please upload the rubric to this plan.

Program Response
The program is to respond to all peer-review comment(s) appearing in the Reviewer Feedback section above.
The program will usually answer a reviewer's question or make the requested change in the plan and notify the reviewer that the change was made and where to find the changes. The program may agree that a change is needed and offer its own version of a planning change. A program can reject or delay making changes, but it must explain why the program cannot make the change or explain to the reviewer why the change is inappropriate for the program. Reviewer comments are highly valued as evidence for faculty engagement in the College's continuous improvement process.

The Program Faculty Member should begin a response statement by listing the Related Section Topic. See examples below.

EXAMPLES
Student Learning Preparation Strategies:
The program made the suggested changes. Please see this section for an updated definition that includes our use of labs and structured in class group assignments.

Methods of Evaluating Student Performance:
The program made the suggested changes. Please see this section for an expanded description of our evaluation method that includes sharing the rubric with students and identifying who is responsible for collecting and organizing the rubric data for reporting. The rubric has been uploaded.