

## PROGRAM LEARNING OUTCOMES (PLOs) Review

June 2012

After piloting our Program Learning Outcomes in 2009-2010, Imperial Valley College began in earnest to write outcomes for our degree, certificate, and general education programs. One may review the "List of PLOs June 2012" for a more specific representation of outcomes written by faculty and staff at IVC. We used our Certificates and Associate Degree list to ensure we design and assess outcomes for all of our instructional programs.

On August 19, 2011, we held an in-service day to instruct faculty on development of PLOs and completion of degree/certificate Grids which align our five Institutional Learning Outcomes to our programs. (See sign in sheets) This work continued through the school year and produced PLOs for 74% of our instructional programs (56/76). We decided to finish identifying outcomes and improving their quality during 2012-2013. Then, we will be ready to include updated descriptions and outcomes in the instructional program sections of our catalogue and website. This will provide interested parties, such as students, with improved access to information on program descriptions and outcomes.

After reviewing the programs that do not yet have identified outcomes, we realize we can do a better job at offering workshops and department meeting trainings to target those specific departments (e.g. Career Tech, Math/Engineering). In 2012-2013, we will also develop a plan to design and assess outcomes for Liberal and University Studies and to continue to assess our GE degree through a student-oriented assessment.

This year we assessed outcomes for 27 of our instructional programs. Faculty either worked within their departments to complete PLOs by school year's end or attended our Flex Day on June 22, 2012 to complete their outcomes. (See sign in sheets) Even more faculty are working on finishing their first complete cycle of PLOs, but had not yet submitted them at the time this report was written. We have progressed to having a sustainable PLO process that includes designing and assessing outcomes to improve programs. To ensure this work continues, we have identified four strategies to further this work during 2012-2013: 1) train faculty in using data to complete PLO assessments, 2) offer designated opportunities for faculty to complete PLO assessments, 3) provide reminders to keep faculty on track, and 4) set a grounded date and identify faculty who are responsible for submitting PLO forms by date.

Reviewing completed PLOs, it is evident that faculty have used the process to have robust dialogues that define degree descriptions, many of which had never been written or needed to be updated (e.g. Behavioral Science, Social Science, and Physical Education degrees). The PLO process has forced other departments to examine completion rates and question if the degree should continue to be offered (e.g. Journalism degree). One exemplary example of outcomes work is going on within our Vocational Nursing program which previously piloted PLOs; faculty members are now reviewing each course and all state licensing exam (NCLEX) scores. To assess acquisition of the PLOs, they implemented several new measures over the last 18 months. Faculty members changed one of the main textbooks, implemented a pre-test with a standardized "predictor" exam, and began to strongly encourage all students to enroll in a virtual preparation course prior to taking the NCLEX exam. The results have been positive with 90-

100% pass rates. Other faculty have commented to the SLO Coordinator that they appreciated the opportunity to hold robust conversations - such as the ones held in nursing - with others about their degree programs as this had not happened in recent times. Overall, the SLO and PLO processes have increased faculty dialogue, curriculum training, overall education on degree and certificate programs, and knowledge about the relationship of classes taught to the general education program.