



## EL PASO COMMUNITY COLLEGE PROCEDURE

For information, contact Institutional  
Effectiveness: (915) 831-6740

### **EFA-3      Learning Outcomes Assessment**

**APPROVED:** January 5, 2012      **REVISED:** November 8, 2023  
Year of last review: 2024  
**AUTHORIZING BOARD POLICY:** EFA

Classification: Administrative

Responsible Vice President or Associate Vice President: Vice President of Research, Accreditation & Planning

Designated contact: Director of Student Learning Outcomes

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**OBJECTIVE:** To outline the process for gathering, reporting, and seeking improvement regarding student learning outcomes data in different curriculum contexts. As a best practice in higher education, and to assure both student learning and program excellence is pursued, ongoing outcome assessment will occur. Data collected in these processes will be analyzed and utilized to seek ongoing improvement in student learning.

#### **PROCEDURE:**

##### **I.      General Provisions**

##### **A.      Definitions**

1.      Student Learning Outcomes (SLOs) – An “umbrella term” that includes learning outcomes in a variety of contexts. Student learning outcomes are contextualized into different courses and programs of study. These contexts include Developmental learning, Credit Programs/Courses, and Continuing Education. Different learning contexts assess different forms of SLOs.
2.      Program Learning Outcomes – (PLOs) are utilized by credit programs, determined by program faculty, and describe the learning students should obtain as a result of their educational experiences within their completed program of study. Student learning outcomes are programmatic, including learning that is developed over multiple courses as the student completes a designated program map. Occupational Skills Awards are included in the PLO classification (regardless of whether they are stackable or offered for credit or not).
3.      Course Learning Outcomes (CLOs) – CLOs are utilized by disciplines who instruct courses, or course sequences, but do not have program maps. These include both credit and developmental courses. CLOs are identified in the official course syllabus (Syllabus Part II) and describe the essential learning within the course, or course sequence.
4.      Quality Indicators (QIs) – QIs are utilized by Non-credit/Continuing Education Programs; applying to multiple contexts including (but not limited to) certificates that have been recognized by the Texas Higher Education Coordinating Board. Quality Indicators identify the essential Knowledge, Skills, and/or Abilities that students will develop within the course/program of study and are usually identified as required outcomes by external agencies (State agencies, Certification agencies, Federal agencies, etc.).
5.      General Education Outcomes (GEOs) – GEOs are determined by the Texas Higher Education Coordinating Board and identified by EPCC as learning outcomes students should obtain as a result of their general education/core curriculum experiences. These outcomes describe the foundational and transferrable learning a student acquires as completing the General Education/Core Curriculum course work.
6.      Assessment – The measurement and evaluation of expected outcomes of student learning through data collection. The information obtained from assessment is analyzed to generate cycle findings and used to seek improvements.

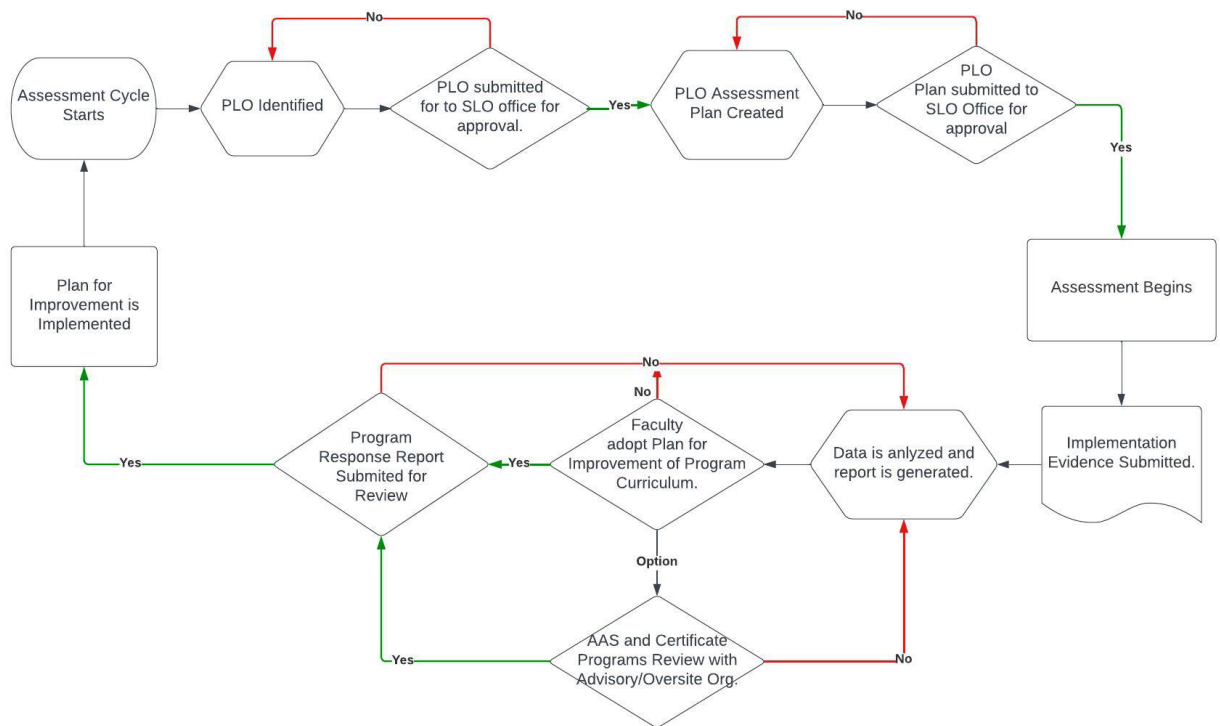
7. Assessment Plan – This document identifies what is to be assessed, the curriculum content that will be instructed, the measurement of learning to be utilized, the learning artifact to be examined, and timelines for assessment. Assessment plans are utilized for PLO and GEO assessment.
8. Response Report – Documentation of completion of Assessment Plan (PLO, CLO, and GEOs), analysis of data collected, and reflection upon data. Reflection should include identification of strengths/weaknesses of student learning, the assessment process, preliminary plan to improve based on data cycle findings.
9. Quality Indicator Form – Documentation of Quality Indicator to be assessed. This document identifies what is to be assessed, the measurement of learning to be utilized, the learning artifact to be examined, the analysis of results, and the response to the analyses.
10. Best Practice – Commercial or professional procedures that are accepted or prescribed as being correct or most effective.
11. SLO Director – Employee responsible assuring implementation of outcomes assessment and compliance with EFA-3.
12. Sampling – A process to select a limited number of participants selected from a population on a systematic or random basis.
13. Implementation Evidence – Documentation/Evidence of the implementation of the assessment and the plan for improvement (e.g., Training materials, minutes of meetings, receipts for purchases, curriculum enhancements, etc.).
14. Wellness Check – General Education/Core Curriculum is the overall analysis and plan to seek improvement in both General Education/Core Curriculum course inclusions and curriculum. This is overseen by the EPCC Curriculum Committee. Process detailed below.

B. Assessment Purpose

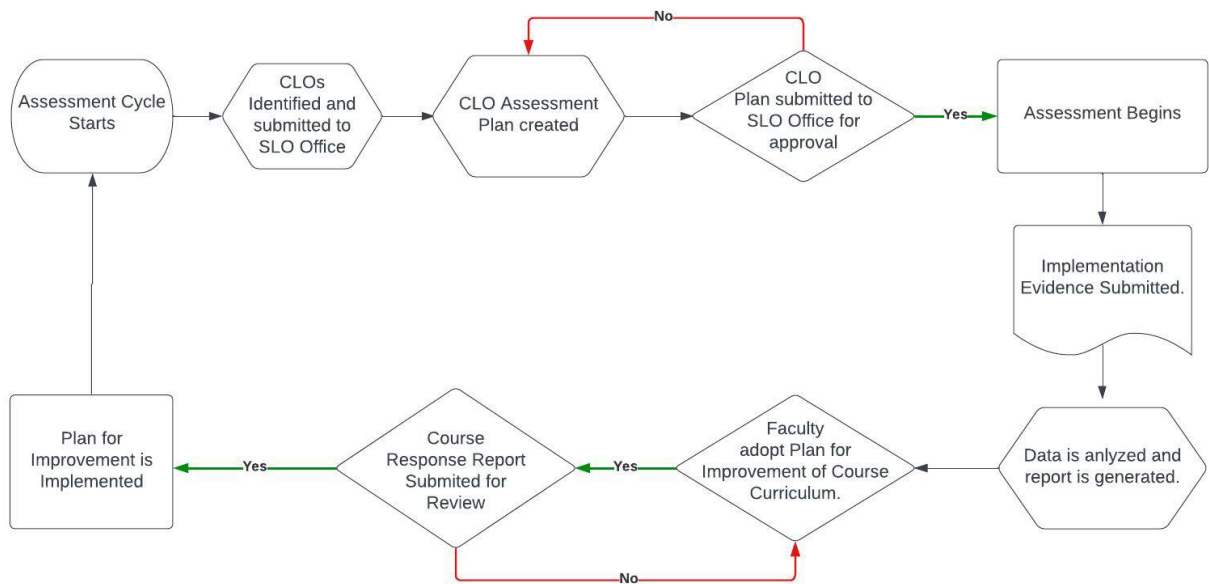
1. Program Response Reports, Quality Indicator Forms, and Course Reports will be used by faculty and/or program Directors (or Administrators) to inform curriculum decisions as a best practice in higher education to assure program excellence.
2. General Education Outcomes assessment data will be used to inform decisions related to the General Education/Core Curriculum as a best practice in higher education and to assure a well-rounded educational experience.
3. Assessment reports and forms will be used for compliance purposes related to applicable accreditation, professional, and governmental reporting agencies.
4. Assessment data will be made available upon request for other instructional or institutional purposes (e.g., Program Review, Curriculum Committee, Wellness Check).

C. Overview of Process

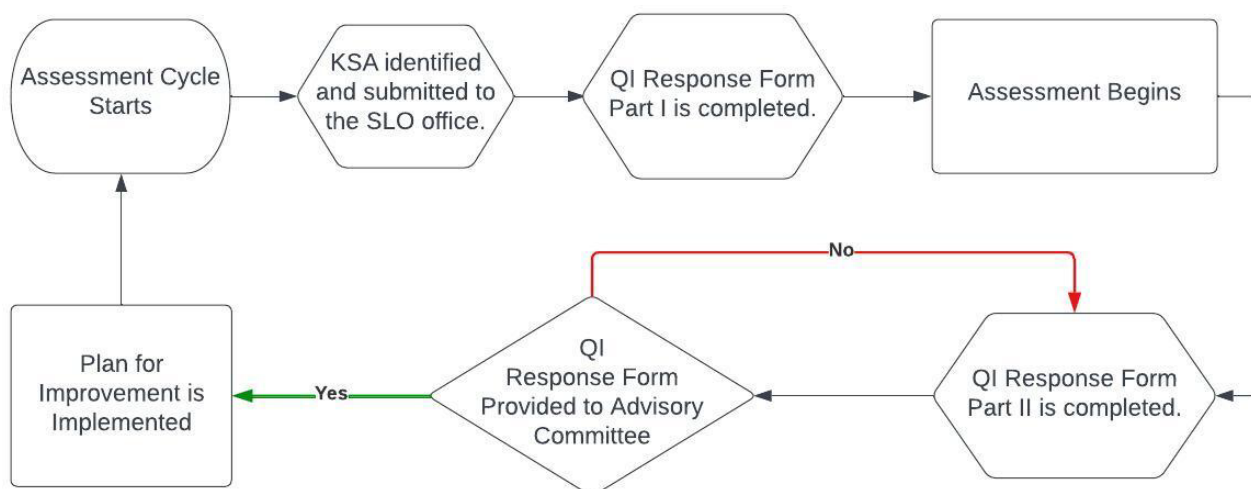
1. Program Learning Outcomes: Are assessed in three-year cycles that follow the academic calendar. The progress of PLO assessment is intended to occur in the order shown below:



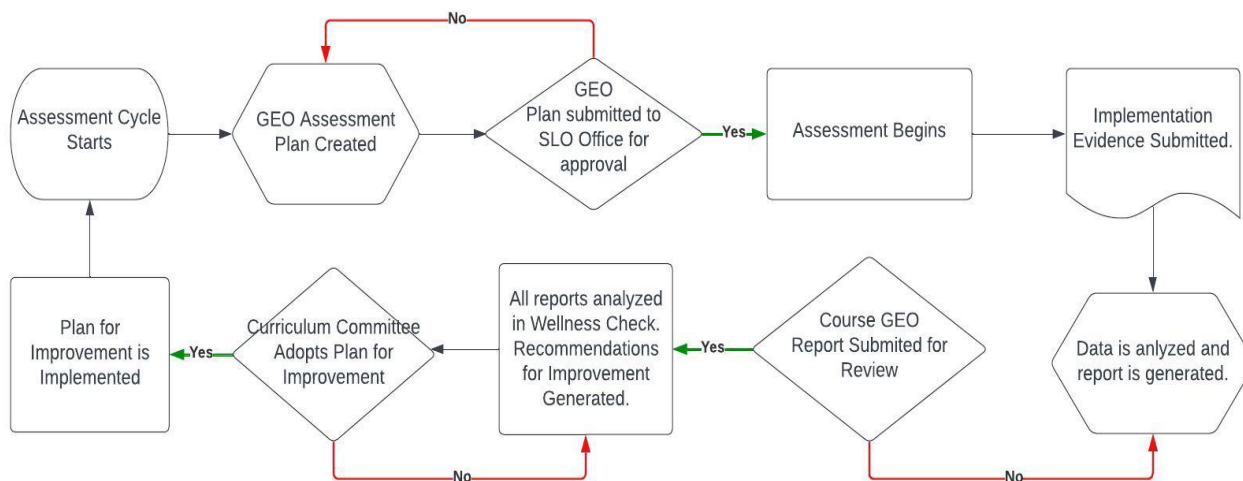
2. Course Learning Outcomes: Are assessed in three-year cycles that follow the academic calendar. The progress of PLO assessment is intended to occur in the order shown below:



3. Quality Indicators: Are assessed in three-year cycles that follow the academic calendar and/or at the completion of a designated cohort (the cycle cannot exceed three years). The progress of QI assessment is intended to occur in the order shown below:



4. General Education Outcomes: Are assessed in three-year cycles that follow the academic calendar. The progress of GEO assessment is intended to occur in the order shown below:



5. Due to dynamic reporting needs, detailed assessment directions and deadlines will be published by the SLO Director's Office.
6. All planning and reporting documents will be submitted to the SLO Director's office. Approval of submitted documentation is required. All assessment records will be maintained by the discipline or director until the completion of the reporting period (approximately 10 years). All records will be maintained in a secure but accessible location.
7. This list is not exhaustive, and as assessment requirements and practices change, additional information may be requested by the SLO Director.

#### D. Assessment Populations

1. When samples of student populations are generated, assessment sampling efforts will adhere to best practices for learning assessment.

2. Assessment of all learning outcomes should be conducted in a manner that is representative of all student populations and include all modalities.
3. Convenient samples or exclusions of instructor populations will not be utilized (e.g., Data collected from full time faculty only).

To seek improvement in student academic achievement, when possible assessment data will be disaggregated for analysis. This disaggregation should focus on supporting access to learning for student demographics/populations enrolled in the program.

E. Wellness Check

1. General Education Assessment results will be analyzed programmatically, for each learning outcome and presented to the Curriculum Committee for review and adoption of a Plan for Improvement. This process is identified as “The Wellness Check”.
2. Institutional data appropriate to adopted research questions will be utilized to examine trends in student success, program support, and student accessibility.
3. The Wellness Check will occur at the end of each General Education assessment cycle, and facilitated by the SLO Director. The EPCC Curriculum Committee oversees this process.