



**Labette**  
*Community College*

**Report of Student  
LEARNING At  
LCC  
Fall 2012**

**For Fiscal Year 2012**

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Labette Community College  
Report of Student Learning  
2012

**Executive Summary**

The mission for Labette Community College is to provide quality learning opportunities in a supportive environment for student success in a changing world. This is supported through a systemic process which originates at the course level and culminates at the institution's mission. Fiscal year 2012 was an academically successful year for LCC. Assessment of student learning occurred systemically at the level of the course, program, and institution. This robust assessment process continues to evolve internally through research, professional development, and experience. Much of the success is confirmed by external agencies through assessment, licensing, and certifications.

Recommendations for FY 2012 were implemented or re-evaluated. These include the implementation of an online form for instructors to input their data. Instructors reviewed this data at the end of last year and created their Course Outcome Assessment summaries. Course Outcomes were aligned with Program Outcomes following professional development. Educational Outcomes were replaced with Institutional Student Learning Outcomes. Student Writing Style was targeted for improvement based on the lowest scores identified from data collected during the first year of the Writing Across the Curriculum assessment. Faculty will implement interventions during FY 2013 to increase scores.

Recommendations for FY 2013 include:

1. link Course Outcomes to Institutional Student Learning Outcomes,
2. provide additional Professional Development in the use of interventions for students' writing style assessments,
3. continue to measure and analyze students' writing style for Writing Across the Curriculum, and
4. begin discussions for the next Institutional Student Learning Outcome analysis.

### **Purpose of This Document**

Instructional assessment is a college wide responsibility and has many components. This document is an attempt to bring all components together and includes a historical review of the assessment process at Labette Community College (LCC). This document was created and is maintained by the Instructional Outcomes and Assessment Committee. It is reviewed by the President's Council and presented to the Labette Community College Board of Trustees at the October board meeting.

### **Commitment to Academic Assessment**

At LCC, assessment is a means of measuring and evaluating student learning. It leads to improvement in teaching and learning and is used to improve curriculum for our institution. Labette Community College has clearly stated educational goals. Course outcomes and competencies are used to assess the overall effectiveness of our curriculum at both the course and the program level. Labette Community College incorporates outcomes assessment as part of the strategic planning process. Outcomes assessment is not used for teacher evaluation but is part of program review.

To ensure Labette Community College is fulfilling its stated academic mission and core values, the goals of the assessment program are:

1. Improving the teaching and learning process in each course and program.
2. Increasing accountability to those whose interests are served by Labette Community College.
3. Linking instructional outcomes and competencies with the College educational support services.

Labette Community College  
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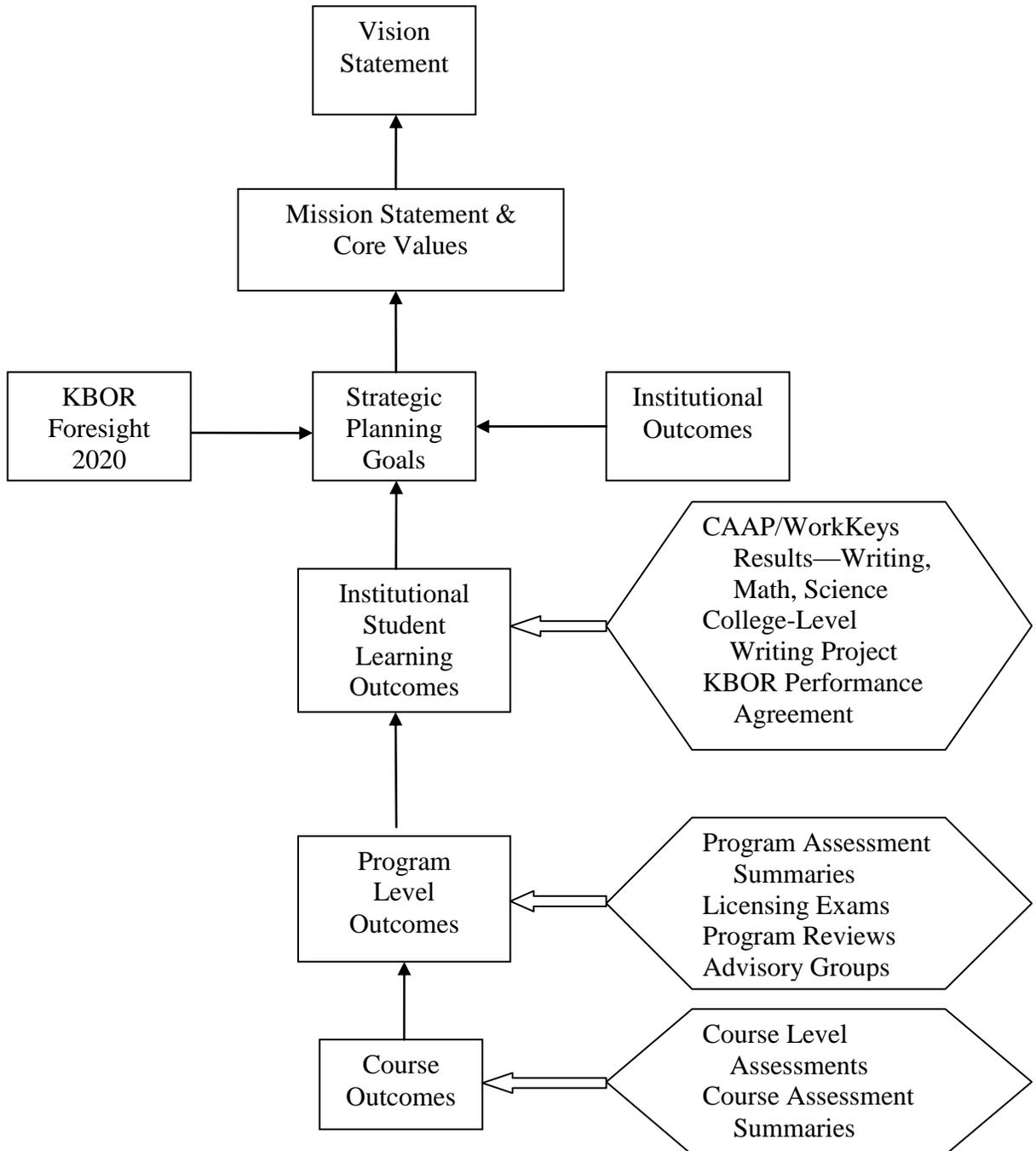


Figure 1. LCC Instructional Assessment Process Conceptual Model.

## Instructional Assessment

The academic assessment process at LCC uses the following direct and indirect performance indicators for each goal:

1. **Improving the teaching and learning process in each course, program, and across the institution (Figure 1)**
  - 1A. **Course Level Assessment**
    - 1A-1 **Course syllabi specify common course outcomes for each course offered by LCC.** Faculty submit Outcomes Assessment Reports and improvement plans each semester.  
*(see Appendix 1 for form)*
    - 1A-2. Instructional Office produces the **Course Assessment Chart** each semester.
    - 1A-3 The **Course Assessment Charts** are reviewed by departments on an annual basis. A **Course Assessment Summary** documenting findings and recommended changes to the course curriculum is returned to the Instructional Office.  
*Annual review took place May 2012.*
  - 1B. **Program Level Assessment**
    - 1B-1 Instructional programs will link the program outcomes to specific course outcomes in core program courses through the **Program Matrix**.  
*On file electronically. (see Appendix 2 for form)*
    - 1B-2 A **Program Assessment Summary** documenting findings and recommended changes to the program will be submitted to the Instructional Office.  
*Review took place May 2012; Instructional office will present summary of reviews to Instructional Outcomes and Assessment Committee for evaluation and possible action.*
    - 1B-3 Program results from outside certification and licensing examinations will be reported to the Instructional Office.

### *Radiography*

#### *American Registry of Radiologic Technologists National Comparison Report*

Year	Group	Number	Mean	% Pass*
2007	LCC	21	86.0	100
2007	National	14142	84.7	90.8
2008	LCC	26	83.9	97
2008	National	14210	84.6	91
2009	LCC	19	83.5	95
2009	National	13762	84.8	91.4
2010	LCC	19	84.9	94.7
2010	National	13550	84.9	92.4
2011	LCC	21	85.5	100
2011	National	12542	85.1	92.7
2012	LCC	19	85.3	94.7
2012	National	Not Available		

*\*Results for first time student tests for national exam.*

*Nursing*  
*NCLEX Pass Rates—1<sup>st</sup> Attempt*

Year	# of Testers	PN	# of Testers	RN
2007-2008	48	100%	57	85.9%
2008-2009	50	100%	51	88.2%
2009-2010	55	100%	48	85.4%
2010-2011	38	96.9%	50	85.4%
2011-2012	26	96.9%	44	93.2%

*Respiratory Care*

	Program Graduates	CRT*	RRT**
2007	17	17	12
2008	11	8	4
May 2009	14	13	8
Dec. 2009	15	12	1
Dec. 2010	13	8	2
May/August 2011	3	1	0
May 2012	13	10	6

*\*Certified Respiratory Therapist is entry-level requirement for employment*

*\*\*Registered Respiratory Therapist required within three years*

**1C. Program Reviews**

1C-1 Review all programs on a five-year cycle

*Program Reviews for Financial Services, Physical Education, and Radiography were completed and presented to the Board of Trustees during FY 2012.*

1C-2 Generate summary reports with a SWOT analysis, recommendations, and improvement plans

1C-3 Incorporate program review Action Plans into the Operational Plans.

*Action Plan items will be incorporated into 2013-2017 Operational Plans.*

**1D. Institutional Level Assessment**

1D-1 Students enrolled in English Composition I courses will take the CAAP (Collegiate Assessment of Academic Proficiency) Writing test as a requirement of the course.

Students enrolled in their first non-developmental math course, including College Algebra or Math for Education courses will take the CAAP (Collegiate Assessment of Academic Proficiency) Mathematics test as a requirement of the course.

Students enrolled in their first LCC science course will take the CAAP (Collegiate Assessment of Academic Proficiency) Science Reasoning test as a requirement of the course.

Students enrolled in Applied Math will take the WorkKeys Applied Mathematics section test as a requirement of the course.

The Instructional Outcomes and Assessment Committee will review the CAAP and WorkKeys test results and compare to national norms. The results will be used to evaluate the LCC General Education Outcomes for Communication, Mathematics, and Science Reasoning.

### FY2012 Assessment Results CAAP and WorkKeys

#### CAAP - Writing

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal - 0.5 SD of National Mean
2008	46	62.7	5.2	62.1	4.8	Met
2009	31	62.7	5.3	62.0	4.8	Met
2010	327	61.3	4.9	62.0	4.8	Met
2011	292	62.4	4.3	61.8	4.9	Met
2012	316	61.8	4.9	61.6	4.8	Met

#### CAAP - Math

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal - 0.5 SD of National Mean
2008	44	54.8	3.9	56.2	3.5	Met
2009	30	55.7	2.9	56.2	3.6	Met
2010	242	57.5	3.6	56.1	3.5	Met
2011	222	58.2	2.8	56.1	3.6	Met
2012	218	57.6	4.6	56.2	3.5	Met

#### CAAP – Science Reasoning

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal - 0.5 SD of National Mean
2008	44	58.0	3.6	59.2	4.1	Met
2009	31	60.5	4.9	59.2	4.1	Met
2010	281	59.0	3.8	59.2	4.1	Met
2011	167	57.9	3.7	59.1	4.1	Met
2012	285	58.3	4.4	59.2	4.1	Met

#### CAAP Total 2012

Writing Assessment: 172 students scored at or above national mean out of 316 tests (54%)

Math Assessment: 152 students scored at or above national mean out of 218 tests (70%)

Science Reasoning Assessment: 102 students scored at or above national mean out of 285 tests (36%)

**WorkKeys – Applied Math**

Year	# of Test Takers	Scale	Local Mean	Local SD	% of Takers Meeting Target Goal Based On Occupational Profile	Goal 70% of Takers Meet Target
2008	112	3 to 7	5.3	1.2	88%	Met
2009	91	3 to 7	5.5	.89	97%	Met
2010	65	3 to 7	4.55	.95	83%	Met
2011	61	3 to 7	4.71	.92	89%	Met
2012	81	3 to 7	4.81	1.0	70%	Met

**WorkKeys Total 2012**

There were 81 students who completed the WorkKeys assessment, 70% of the students met the target score.

- 1D-2 Instructional programs will create a curriculum map through a web-based form which links the courses in their program to the Institutional Student Learning Outcomes.  
*On file electronically.*
- 1D-3 An **Instructional Curriculum Map** will be prepared that shows the linkage between all course outcomes to the Institutional Student Learning Outcomes, which will be reviewed by the Instructional Outcomes and Assessment Committee each fall. The committee may make recommendations to Academic Affairs, the Curriculum and Instruction Committee, or other institutional departments based on the findings of the **Course Assessment Chart** review. The committee will also review the **Program Assessment Summaries** and other program assessment results.  
*After further review, this project was redesigned to comply with the newly designed Institutional Student Learning Outcomes.*
- 1D-4 The Instructional Outcomes and Assessment Committee will determine one or more Institutional Student Learning Outcomes for Institutional evaluation each year. Using the SLO assessment model developed as part of the HLC Quality Initiative Project, the committee will implement a plan to assess the outcome at the institutional level.  
*During FY 2012, a sample model for assessing SLO's was developed and tested in written communication. Results were gathered from all instructors who evaluated student writing in their courses through the College-Level Writing Matrix. Appendix 4. Results for the first year of the three year project are:*

**College-Level Writing Matrix Results**

	Content	Structure	Audience	Style
Fall 2011 (234 courses, 2617 students)	3.25	2.89	2.95	2.76
Spring 2012 (221 courses, 2626 students)	3.10	3.01	3.05	2.90

- 1D-5 The Instructional Outcomes and Assessment Committee will prepare a **Report of Student Learning**. The report will summarize committee findings and recommendations based on their review of the **Course Assessment Chart**, the **Course and Program Assessment Summaries** and other program assessment results. It will also summarize committee findings and recommendations based on their review of the CAAP and WorkKeys test results, SLO Institutional evaluation, and other institutional data.

- 1E. Instructional Committees That Impact Instructional Outcomes and Assessment** (taken from the FY 2012 Annual Report)
- 1E-1 Curriculum and Instruction Committee  
*The C&I committee reviewed curriculum to ensure appropriate learning strategies were being applied in academic courses, and aligned academic content with academic standards. The committee also evaluated course and/or program level outcomes and competencies and ensured CTE programs were meeting KBOR Perkins eligibility requirements and credentialing agency requirements.*
- 1E-2 Distance Education Committee  
*The Distance Education Committee continued to have as a major component of each committee meeting a “Great Ideas For Teaching” presentation suitable for online instruction. This included demonstrations on the use of online videos to orient students to the policies and procedures they will need to know to be successful in the course, the use of Survey Monkey, saving YouTube videos to your computer for use in online classes, and using Audacity to save and record audio files for use in online classes.*
- 1E-3 Enrollment Management Committee  
*The Enrollment Management Committee worked with the various offices on campus to make raw data and various reports available/accessible thru the Jenzabar system.*
- 1E-4 Retention Committee  
*The Retention Committee analyzed LCC’s efforts to retain students to meet their educational goals. The committee continued to review the College Success Skills course to support student retention.*
- 1E-5 Instructional Outcomes Assessment Committee  
*The Instructional Outcomes and Assessment Committee synthesized eight Educational Outcomes into four Institutional Student Learning Outcomes (Appendix 3) designed to articulate across the curriculum. The Institutional Student Learning Outcomes are linked to the institutional vision, mission, and core values. In addition, the Pioneer Pathway Project completed the collection of data the first year of a three year assessment. As a result of data analysis, students’ Writing Style was targeted for improvement.*
- 1E-6 Library Committee  
*The members of the Library Advisory Committee advised and suggested ways to improve the existing library services and offered suggestions for new ones.*
- 1E-7 Advisory Committees: Internal and External  
*All CTE programs have advisory committees which meet two times each year to evaluate the program and suggest curricular improvements based on the needs of business and industry.*
- 1E-8 Strategic Planning Committee  
*The Strategic Planning Committee approves the Outcomes and Assessment and various department operational plans and sets funding priorities based on institutional strategic plan needs.*

**1F. Strategic Planning**

1F-1 5 year Visions: President, Academic Affairs, Finance and Operations, Student Affairs, Foundation, and Public Relations

1F-2 Departmental Operational Plans for FY 2013, 2014, and 2015

**2. Increasing accountability to those whose interests are served by Labette Community College**

**2A. Student Satisfaction Inventory**

2A-1 Noel-Levitz survey data pertaining to student satisfaction with faculty and instruction (odd years)

2A-2 Community College Survey of Student Engagement (CCSSE) report on student engagement (even years)

*Due to budgetary concerns, Community College Survey of Student Engagement (CCSSE) was not administered during the spring of 2012, neither was the Noel-Levitz Survey during the spring of 2011. Instead, students from the Statistics course created an electronic survey used to gather information about student satisfaction. Selected questions were based on the highest and lowest rated scores in 2011 which allows for annual comparison. The results are not normed and are based on a 5 point scale. Results will be reviewed by President’s Council, the Instructional Outcomes and Assessment Committee, and the Enrollment Management Committee during FY 2013.*

**LCC Student Satisfaction Survey—Spring 2012 & 2011**

**Highest Rated Questions**

Mean Rating		Survey Questions
2012 n=182	2011 n=124	
4.14	4.07	Grades are easily accessible to check at anytime.
4.04	4.03	I would enroll at Labette Community College again.
4.09	3.99	The campus is kept clean and well maintained.
3.95	3.91	The faculty are available to help students excel in their courses.

**Lowest Rated Questions**

Mean Rating		Survey Questions
2012 n=182	2011 n=124	
2.88	2.67	There is enough parking space available to students on or near campus.
N/A	3.20	Security staff provide exceptional safety for students and faculty on campus.
N/A	3.20	Security staff are quick to respond to calls.
3.37	3.37	Adequate parking is available for students with disabilities.
3.43	3.50	I feel like I'm at a home away from home when with students and faculty.
3.48	3.31	Parking lots are secure with adequate lighting.

**2B. External Advisory Committees**

2B-1 Advisory Committee surveys and recommendations

**2C. Graduate Surveys**

2C-1 Career and Technical Education Reporting System (CaTERS) reports

**2D. Transfer student data at 4 year Institutions**

2D-1 Compare results of LCC transfer students to in-house Regent university students through the annual KBOR Transfer Report

**KBOR Transfer Feedback Report  
2008-2010 Excerpts\***

	2008	2008	2008	2009	2009	2009	2010	2010	2010
	# of students	Avg Term GPA – New	Avg Term GPA – Cont.	# of students	Avg. Term GPA-- New	Avg. Term GPA – Cont.	# of students	Avg Term GPA-- New	Avg Term GPA – Cont.
LCC to ESU	6	3.22	2.82	8		3.21	10	N/A	N/A
ESU Students		2.77	2.91		2.68	2.86		2.67	2.87
LCC to FHSU			3.39	5	3.09	3.41	15	N/A	2.89
FHSU Students		2.46	2.82		2.49	2.81		2.33	2.83
LCC to KSU	9	2.02	2.69	20	2.98	2.81	23	N/A	2.90
KSU Students		2.54	2.80		2.76	2.95		2.80	2.95
LCC to PSU	41	3.12	3.12	95	2.72	3.08	154	2.90	2.99
PSU Students		2.88	3.01		2.90	3.00		2.97	3.02
LCC to KU	9	2.39	3.00	13	2.45	3.1	25	2.45	2.79
KU Students		2.72	3.04		2.77	3.04		2.81	3.03
LCC to WSU	7	2.23	3.23	8	2.64	2.49	9	N/A	N/A
WSU Students		2.63	2.95		2.52	2.90		2.70	2.94

*\*Based on KSPSD data submitted to KBOR, Fall semesters*

*Terminology:*

*# of students: Students who have more than 9 credit hours from LCC*

*New: Students in their first semester at the transfer institution*

*Cont: All undergraduate students enrolled at the institution*

*N/A: Data not available for less than 10 students to preserve individual privacy*

### **3. Linking instructional outcomes and competencies with the College educational support services**

#### **3A. Grant Writing**

- 3A-1 Student support grants
- 3A-2 Faculty development grants
- 3A-3 Technology grants

#### **3B. Resource Management**

- 3B-1 Budget process
- 3B-2 Faculty development
- 3B-3 Instructional technology procurement and maintenance

#### **3C. Instructional Technology Resources**

- 3C-1 Computer support
- 3C-2 Technology plans
- 3C-3 Computer labs
- 3C-4 Classroom instructional technology

#### **3D. Student Success Center**

- 3D-1 Testing services
- 3D-2 Tutorial services
- 3D-3 Computing services
- 3D-4 Services for students with disabilities
- 3D-5 GED and ABE
- 3D-6 Operation Excel

#### **3E. Instructional Media Center**

- 3E-1 Faculty and staff technology training
- 3E-2 Faculty support services
- 3E-3 Software evaluation
- 3E-4 Innovative concept dissemination
- 3E-5 Audio-visual support

#### **3F. LCC Library**

- 3F-1 Printed materials
- 3F-2 Video media
- 3F-3 Computer/Web databases
- 3F-4 Research Assistance

## Course Level Assessment

There are four key components of course level assessment: Outcomes and Competencies, Methods of Evaluation, Analysis, and Feedback.

### 1. Outcomes and Competencies

- An outcome is a general learning goal to be achieved by the end of the course. A typical course will have three to five outcomes.
- A competency is a specific and measurable task, project, or skill that supports a given outcome. Successful completion of the competency should provide evidence that the outcome has been achieved. Competencies should emphasize the highest learning level whenever possible using Bloom's Taxonomy.
- Each course will have outcomes and competencies defined by academic departments and incorporated into the Master Syllabus.

### 2. Methods of Evaluation

- Established by the instructor, the methods of evaluation used in the course should reflect student performance and address outcomes and competencies.
- An ideal assessment plan has multiple ways of measuring student performance such as rubrics, portfolios, practical exams, recitals, tests, and assignments.
- Once the methods of evaluation are established, the instructor needs to identify a minimum performance level that indicates student success. Minimum performance levels that can be quantified must be at 70% or greater.

### 3. Analysis

- Upon completion of the course, the instructor completes an Outcomes Assessment Report. Directions can be found in the Faculty Handbook.
- The instructor analyzes the compiled data and develops a course improvement plan, which is part of the Outcomes Assessment Report. Minimum components of the plan addressed the following questions:
  - **What** did you plan to change?
  - **Why** is the change needed?
  - **How** will the change improve the instruction, curriculum, and/or learning process?
  - **How** do you plan to assess if this change is doing what you intended for it to do?
- Outcomes Assessment Reports are submitted to the Instructional Office through the web based form.

### 4. Feedback

- The academic departments review the Course Assessment Charts for the courses in that department annually. The Course Assessment Charts will include data for the past three semesters when available.
- A **Course Assessment Summary** of findings and recommended changes is returned to the Instructional Office for their files.
- Any improvements requiring institutional change or additional resources will be incorporated into the department's Operational Plans.

## **Program Level Assessment**

The program faculty have established Program Level Outcomes for each program listed in the catalog. The faculty developed a **Program Matrix**, linking the outcomes for the program to the course outcomes identified for core program courses, which are collected and stored by the Instructional Office. A **Program Assessment Summary** of findings and recommended changes is submitted to the Instructional Office for their files and is reviewed by the Instructional Outcomes and Assessment Committee during the following fall semester.

## **Institutional Student Learning Outcomes Assessment**

The Instructional Outcomes and Assessment Committee, with input from the Labette Community College faculty, has established **Institutional Student Learning Outcomes** for all students. These outcomes focus on the areas of: Knowledge, Communication, Critical Thinking, and Social Awareness.

The Labette Community College faculty created a curriculum map that links the courses in the various programs to the Institutional Student Learning Outcomes. This information is used to create an **Instructional Curriculum Map** which shows the linkage between all course outcomes to the Institutional Student Learning Outcomes. Forms and instructions are updated and distributed annually to all faculty via the RedZone Faculty Handout page and the Faculty Handbook. Forms and instructions can also be found in the LCC Public Folders.

Each year the Instructional Outcomes and Assessment Committee determine one or more Institutional SLOs for institutional evaluation. Using the Institutional SLO assessment model, the committee implements a plan to assess the selected outcome(s) at the institutional level. The current Institutional SLO being assessed is Written Communication.

## **A Brief Review of Instructional Assessment at LCC, 2012** (History of Instructional Assessment at LCC, Appendix 5)

### **Academic Year 2012**

- CAAP assessment for Writing, Math, and Science Reasoning Fall and Spring: 819 CAAP assessments administered.
- WorkKeys assessment for Applied Math: 81 assessments administered.
- Developed new Institutional Student Learning Outcomes.
- Implemented first-year of College-Level Writing Assessment Project; provided training for full-time and adjunct faculty at fall and spring inservices.
- Continued participation in the Higher Learning Commission Academy for Assessment of Student Learning project.
- Gathered data from all faculty through College-Level Writing Matrix for fall and spring
- Identified target competency for College-Level Writing Project as Style.
- Designed fall faculty inservice session to address Style in College-Level Writing.
- Held two Assessment Days at end of Spring Semester; completed Course and Program Assessment Summaries.
- Revised Course Assessment questions to give better information to program faculty.

### **Discussion of 2012 FY Data**

#### **Program Results**

Outside certification and licensing examinations show consistently high pass rates for our programs. (Radiography national mean scores were not available for this report.) The RN (Registered Nursing) scores increased. The PTA (Physical Therapy Assistant), Sonography, and Dental Assistant programs have been visited by accreditation agencies and we are working towards accreditation.

#### **CAAP Assessment Results**

CAAP assessments in Writing, Math, and Science Reasoning show that our students met the institutional goal of scoring within 0.5 SD of the National Mean.

#### **WorkKeys Applied Math Results**

The WorkKeys assessment in Applied Math depict 70% of the students taking the assessment met the target score for their occupation.

#### **Outcomes Assessment Data Collection**

The course outcome data were used to produce Course Assessment Summaries in May. The Course Assessment data were used to analyze outcomes at the Program Level and produce Program Assessment Summaries.

#### **Student Satisfaction Survey**

The Student Satisfaction Survey reflected the highest ratings in grade accessibility, clean/well maintained campus, faculty helpfulness, and would enroll at LCC again. The Student Satisfaction Survey reflected the lowest ratings in parking availability and security and home like setting.

#### **KBOR Transfer Feedback Report**

Data concerning LCC student GPA's when they transfer to a Kansas Board of Regent's university is now available for three years. Results show that LCC students earn GPA's that are comparable to other students attending those institutions.

## Recommendations/Follow-Up Report For Outcomes Assessment Program for FY 2012

Recommendations	Follow-Up Report
1. Revise Course Level Outcome Assessment form and process to improve information available for Course Assessment Summaries and Program Assessment Summaries	1. Implemented the online form for instructors to input their information. Instructors reviewed this information at the end of last year and created their Course Outcome Assessment summaries. Course Outcomes were aligned with Program Outcomes.
2. Provide additional training for full-time and adjunct faculty on Course Level Outcomes Assessment process.	2. Training was provided to link Course Outcomes with Program Outcome.
3. Examine best practices in Institutional Student Learning Outcomes and recommend revisions of Educational Outcomes to faculty.	3. Educational Outcomes were replaced with Institutional Student Learning Outcomes.
4. Provide additional normed-reference training for College-Level Writing Assessment Project during Spring Inservice.	4. Normed-reference training was replaced by professional development on the utilization of intervention strategies to improve students' writing style.
5. Evaluate data collected during first year of the College-Level Writing Assessment Project and determine target competency.	5. Student Writing Style was targeted for improvement based on the lowest scores identified from data collected during the first year of the Writing Across the Curriculum assessment. Faculty will implement interventions during FY 2013 to increase scores.

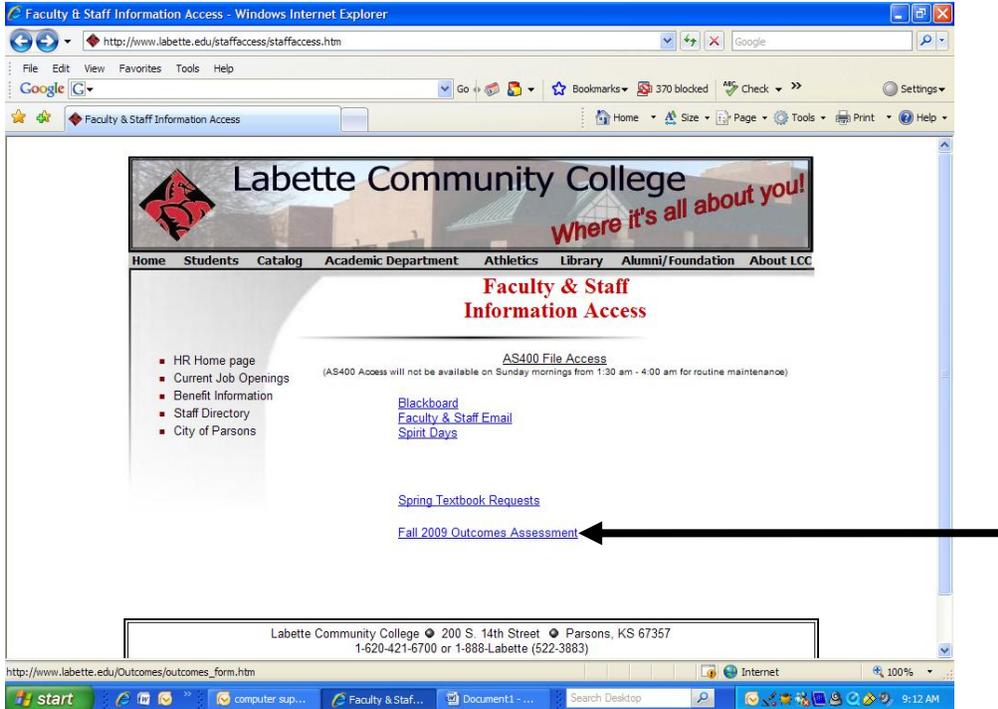
### Recommendations for FY 2013

1. Link Course Outcomes to Institutional Student Learning Outcomes.
2. Provide additional Professional Development in the use of interventions for students' writing style assessments.
3. Continue to measure and analyze students' writing style for Writing Across the Curriculum.
4. Begin discussions for the next Institutional Student Learning Outcome analysis.

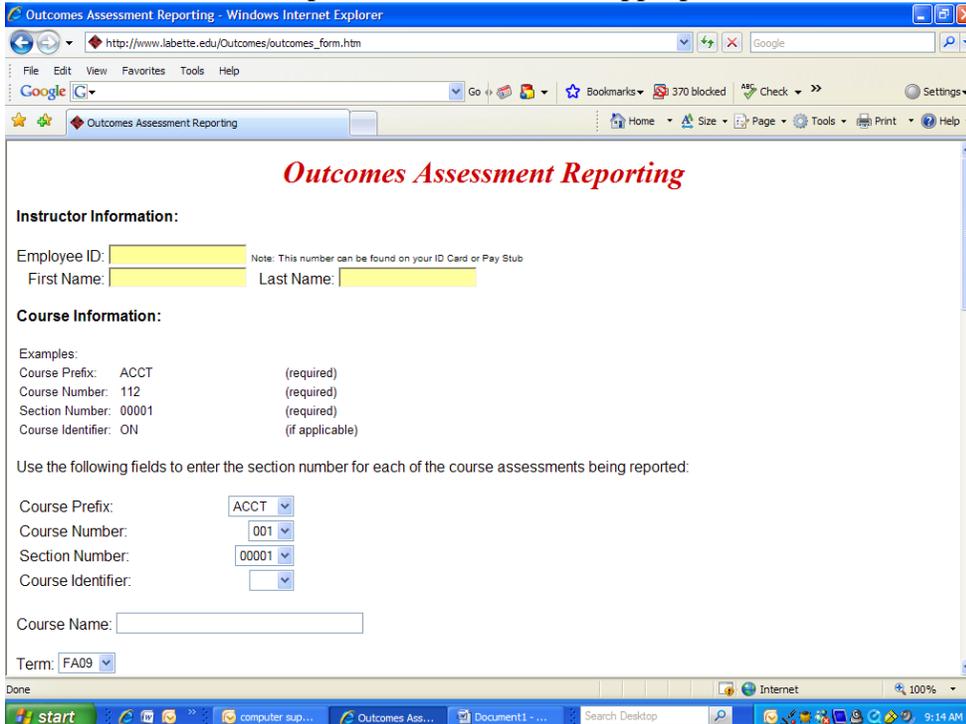
## Appendix 1

### Outcomes Assessment Web Submission

Go to <http://www.labette.edu/staffaccess/staffaccess.htm> and then click on the **Fall 2012 Outcomes Assessment** link.

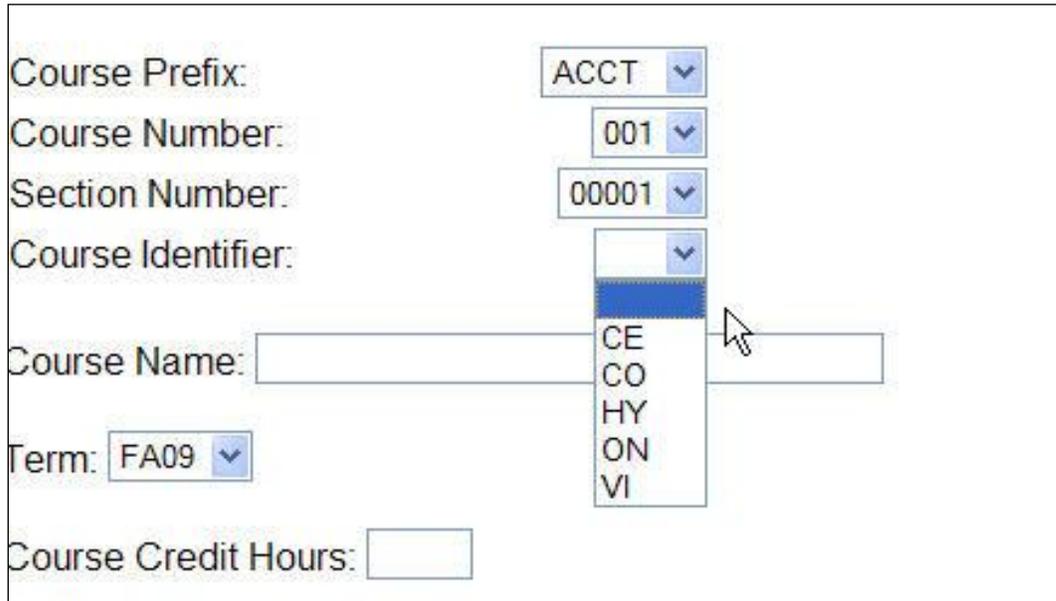


Fill in the fields and drop-down boxes with the appropriate information.



When you come to the the “Course Identifier” area, fill in the field area with one of the options listed below:

Leave blank if it's an onground class  
**CE** is for Continuing Education  
**CO** is for Concurrent  
**HY** is for Hybrid  
**On** is for Online  
**VI** is for Video



The image shows a web form for course registration. The fields are as follows:

- Course Prefix: ACCT (dropdown)
- Course Number: 001 (dropdown)
- Section Number: 00001 (dropdown)
- Course Identifier: (dropdown menu is open, showing options: CE, CO, HY, ON, VI)
- Course Name: (text input field)
- Term: FA09 (dropdown)
- Course Credit Hours: (text input field)

Continue filling out the form with the appropriate information.  
When finished, click the **Submit** button at the bottom of the page.  
After you click submit, a text page will show on screen with the information you just submitted.  
**Print** this webpage so you will have it for your records.  
Close your browser when finished.

**Appendix 2**  
Sample Program Assessment Matrix

**Education Program Assessment Matrix**

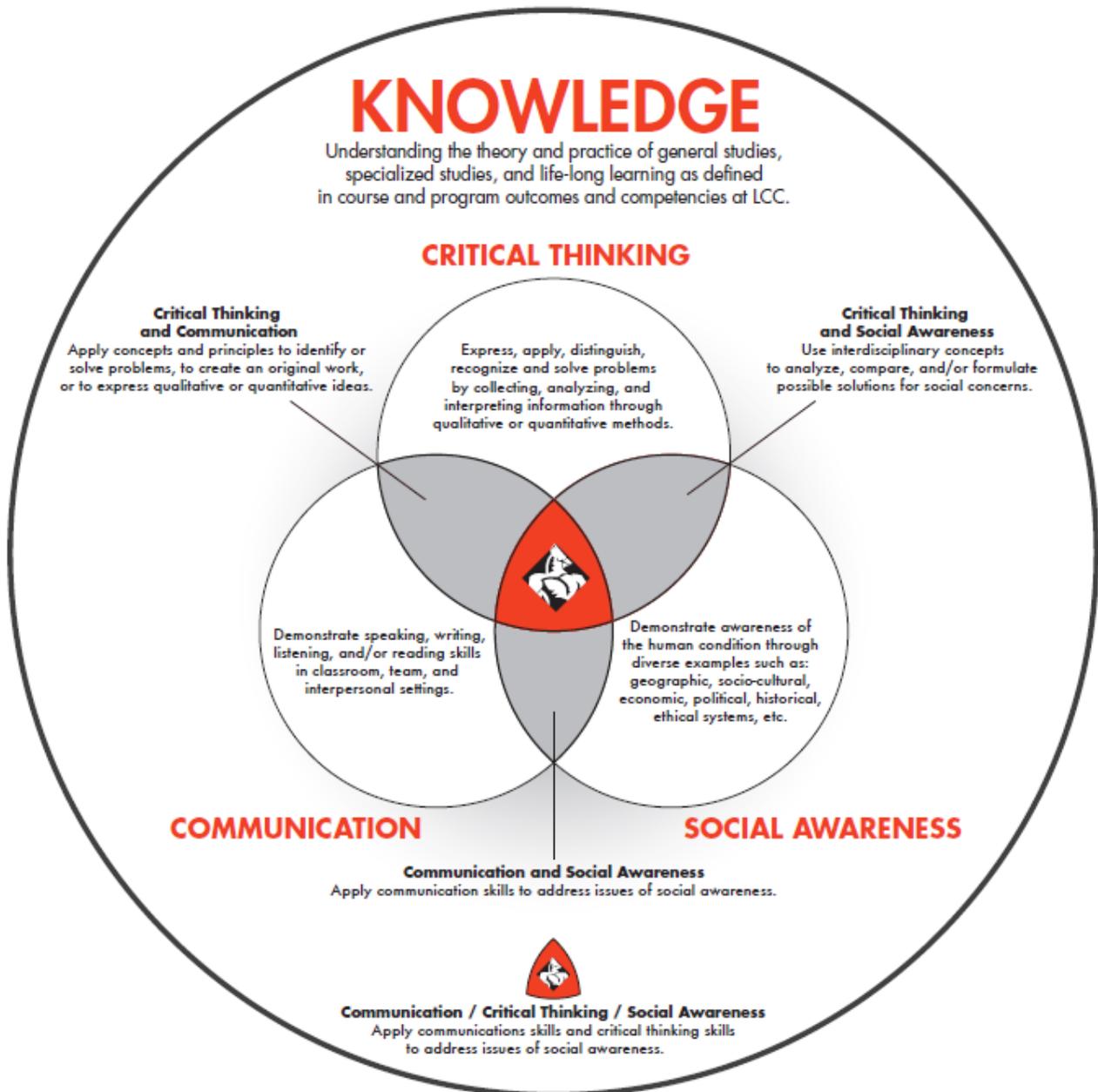
**Outcomes**

1. Describe the role of teachers in K-12 education.
2. Describe the role of students in K-12 education.
3. Identify current issues in education.

Course Number	Course Name	Program Outcome I	Program Outcome 2	Program Outcome 3	Program Outcome 4
EDUC 104	Intro to Teach	CO1		CO3	CO2
EDUC 151	Child Lit	CO1		CO2	
EDUC 152	Child Music		CO3		CO1
EDUC 154	Art Ed	CO2	CO3		
GEOG 101	World Geog				CO1, CO3



# Institutional Student Learning Outcomes



**Appendix 4**  
College-Level Writing Matrix

<b>Writing Assessment Rubric</b>				
<b>Writing Elements</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Insufficient</b>
<b>Content:</b> <ul style="list-style-type: none"> <li>• <b>Development of Ideas</b></li> <li>• <b>Factual Accuracy</b></li> <li>• <b>Analysis</b></li> <li>• <b>Logical Accuracy</b></li> </ul>	Student provides extensive explanations and illustrations of key ideas; Thorough incorporation of primary concepts of the discipline; Sophisticated ability to analyze and weigh differing facts and ideas and synthesize all material	Student provides detailed explanation and illustration of key ideas; Incorporation of several primary concepts of the discipline; Accurate analysis of differing facts and ideas and a clear synthesis of all material	Student provides explanation and illustration of most key ideas; Incorporation of some primary concepts of the discipline; Some inconsistency in analysis of differing facts and ideas and an effort to synthesize all materials.	Student provides vague explanation and illustration of key ideas; Inconsistent incorporation of primary concepts of the discipline; Weak or no effort to analyze and weigh differing facts and ideas; Incomplete synthesis of material
<b>Structure/Organization:</b> <ul style="list-style-type: none"> <li>• <b>Logical order of evidence</b></li> <li>• <b>Format</b></li> </ul>	The student provides highly logical and clear arrangement of ideas; This may include, but is not limited to, efficient use of transitions or headings and creation of comprehensive unity and coherence of paragraphs	The student provides mostly logical and clear arrangement of ideas; This may include, but is not limited to, appropriate use of transitions or heading and creation of adequate unity and coherence of paragraphs	The student provides fairly logical and clear arrangement of ideas; This may include, but is not limited to, use of some transitions or headings and creation of some unity and coherence of paragraphs	The student provides inconsistent and sometimes unclear logic and arrangement of ideas; This may include, but is not limited to, lack of transitions or headings, and creation of no unity and coherence of paragraphs
<b>Audience Awareness:</b> <ul style="list-style-type: none"> <li>• <b>Fits assigned topic</b></li> <li>• <b>Tone/Voice</b></li> <li>• <b>Appropriate Word Choice</b></li> </ul>	Student demonstrates perceptive awareness of purpose and audience; Word choice and tone reflect subject area knowledge	Student demonstrates accurate awareness of purpose and audience; Word choice and tone are appropriate for the assignment.	Student demonstrates passable awareness of purpose and audience; Word choice and tone are not always appropriate for the assignment.	Student demonstrates minimal or no awareness of purpose and audience; Word choice and tone are not appropriate for the assignment.
<b>Style/Syntax:</b> <ul style="list-style-type: none"> <li>• <b>Standard Usage</b></li> <li>• <b>Sentence Variety</b></li> </ul>	Student writes grammatically correct and sophisticated sentences with an absence of usage errors (fragments, verb tense, spelling, etc.)	Student writes mostly grammatically correct and sophisticated sentences, with 1-2 usage errors per page (fragments, verb tense, spelling, etc.)	Student writes some grammatically incorrect sentences with little sophisticated or varied structure and 3-4 usage errors per page (fragments, verb tense, spelling, etc.)	Student writes with many patterns of errors in grammar and shows no variety in sentence patterns; More than 5 usage errors per page (fragments, verb tense, spelling, etc.)

## Appendix 5

### History of Instructional Assessment at LCC

#### Academic Year - 1992-1993

- Outcomes assessment becomes part of LCC Mission Statement.
- Outcomes and Assessment Committee established to formulate an instructional assessment plan.

#### Academic Year - 1993-1994

- Faculty introduced to outcomes assessment at Fall Inservice.
- Work begins on Outcomes Assessment including presentations by experts and collaboration with other colleges.
- Information from many sources including NCA are gathered and distributed first with Outcomes Assessment Committee then LCC faculty.
- Members of Committee, in conjunction with division chairs work on developing a process for writing course outcomes.
- Plans made to explain process and request a first draft of outcomes for courses/programs with full time faculty during division meetings in the fall.

#### Academic Year - 1994-1995

- Student outcomes assessment is major topic at fall inservice.
- Faculty told about the process during division meeting.
- In September, Faculty completes first draft on course outcomes, measures, evaluation of measures, and plans to improve teaching and learning and pass on to Outcomes Assessment Committee.
- Draft of Plan For Assessment completed and ready for review by Dean's Council. Later the draft is circulated to faculty for comment.
- Assessment continues to be important topic at spring inservice.
- Work continues on Plan to Assess Student Learning using faculty input.
- The Plan to Assess Student Learning is submitted to NCA and is approved.

#### Academic Year - 1995-1996

- Full-time faculty continues to work on drafting outcomes for each course.

#### Academic Year - 1996-1997

- Time provided during fall and spring inservice to allow work on outcomes assessment.
- All course syllabi contain section titled "Institutional Student Learning Outcomes" to reflect change in paradigm.
- Outcome reports for Fall 1996 for courses taught by full-time faculty are due at the end of the outcomes work day for Spring Inservice.
- Faculty are asked to use outcomes assessment as part of planning for budget requests.

#### Academic Year - 1997-1998

- Outcomes Assessment Committee has been dormant so the Outcomes/Institutional Effectiveness Committee is formed to work on instructional assessment.
- Outcomes assessment reporting continues for full-time faculty.

#### Academic Year - 1998-1999

- Outcome assessment procedure is added to Adjunct Faculty Handbook and presented at the adjunct faculty inservice meeting. Adjunct faculty now required to complete outcome assessment forms.
- The Outcomes/Institutional Effectiveness Committee becomes the Institutional Outcomes Assessment committee and begins work on reviewing the timeline outlined in the Plan to Assess Student Learning.
- The Institutional Outcomes Assessment Committee and Curriculum and Instruction Committee develop the Master Course Syllabus. The purpose of the Master Course Syllabus is to provide uniform structure for all syllabi, including outcomes and competencies,
- A monitoring report is filed with NCA on March 1, 1999. It includes updates on outcomes assessment.

### **Academic Year - 1999-2000**

- The state of Kansas begins the Core Indicator process for higher education. The Institutional Outcomes Assessment Committee is assigned to help with this task.
- LCC Faculty Departments (Math, English, Biology, Psychology, History, Sociology) participate in Common Course Core Outcomes and Competencies meetings in Wichita to establish statewide outcomes and competencies in common general education and developmental level courses.
- All faculty continue to submit outcomes assessment reports to appropriate associate deans that includes feedback plans to improve teaching and learning in their courses.
- Outcome assessment workday during inservice week continues.
- Outcomes assessment continues to play part in budget planning.

### **Academic Year - 2000-2001**

- All faculty continue to submit outcomes assessment reports to appropriate associate deans. Reports include feedback plans to improve teaching and learning in their courses.
- Outcome assessment workday during inservice week continues.
- Outcomes assessment continues to play part in budget planning.
- Math, English, Biology, Psychology, History, Sociology faculty attend Common Course Core Outcomes and Competencies meetings in Wichita (one meeting each semester).
- The Institutional Outcomes and Assessment Committee begins work on the General Education component of LCC's assessment process.
- The Institutional Outcomes and Assessment Committee, in conjunction with other members of the LCC staff, the Dean of Instruction, and the College President begins work on the Institutional Improvement Plan to support the State Core Indicators (2000-1) as part of Kansas Senate Bill 345.
- The Institutional Improvement Plan to support the State Core Indicators submitted to the LCC Board of Trustees and then to the Kansas Board of Regents.

### **Academic Year - 2001-2002**

- All faculty continue to submit outcomes assessment reports to appropriate associate deans. Reports include feedback plans to improve teaching and learning in their courses.
- Outcome assessment workday during inservice week continues.
- Outcomes assessment continues to play part in budget planning.
- General education faculty attend Common Course Core Outcomes and Competencies meetings in Wichita (one meeting each semester).
- The Institutional Outcomes and Assessment Committee begins review of assessment tests and models for general education courses.
- Students in vocational programs take WorkKeys assessment tests for the first time to gather baseline information about reading, listening, and applied math.

### **Academic Year - 2002-2003**

#### **Fall 2002**

- Outcomes assessment reporting, the outcomes assessment workday, and participation in the Core Competencies meetings continue.
- The Institutional Outcomes and Assessment Committee recommends adoption of CAAP and broader use of COMPASS tests for assessment purposes beginning in Spring 2003.
- The Institutional Outcomes and Assessment Committee revises the general education criterion from the LCC Catalog and *The Plan to Assess Student Learning* and drafts a set of initial outcomes and competencies. These are reported to faculty at the Fall 2002 in-service.
- The Institutional Outcomes and Assessment Committee produces a draft syllabus summary form to begin tracking support courses for the new general education criterion, outcomes, and competencies.
- The general education criteria and outcomes and the syllabus summary form are reviewed and used in a trial run during the CARD Day in-service.

### **Spring 2003**

- During Spring Inservice final versions of Syllabus Chart Forms are circulated to full-time general education faculty.
- General education faculty are asked to complete a Syllabus Form Chart for all courses being taught in Spring 2003 and for any new courses to be taught in 2004-2005.
- CAAP exit assessment tests taken for the first time by students anticipated to graduate in Spring 2003 with any non-vocational degree. Science Reasoning, Critical Thinking, Reading, Math, and Writing are the 5 sections tested.
- Students in vocational programs graduating in 2003 take WorkKeys assessment tests for reading, listening, and applied math.
- Institutional Outcomes and Assessment Committee continues work on instructional assessment, specifically General Education Outcomes.
- Institutional Outcomes and Assessment Committee drafts a purpose statement that includes a change of name to Instructional Outcomes and Assessment Committee to better describe work done by the committee.

### **Academic Year - 2003-2004**

#### **Summer 2003**

- Work continues on drafting forms and procedures to clarify assessment of general education courses.
- The document "Course Level Assessment at LCC" is prepared for presentation at the Fall 2003 in-service.

#### **Fall 2003**

- Outcomes assessment reporting and participation in the Core Competencies meetings continue.
- Documents are available on BlackBoard for resource for the LCC / NCA Self Study.
- Work begins on means of assessing student learning in the Social Sciences and Humanities.
- Social science instructors recommend the use of College BASE to test Social Science outcomes.
- Development of LCC designed Humanities and Computer Skills test begun.
- Need for a general humanities course that would address all LCC humanities outcomes discussed.
- Work continues on documents that explain and outline instructional assessment at LCC.

#### **Spring 2004**

- Work continues on LCC authored exit exams. Exams will be given via Blackboard.
- Members of the assessment committee attended an assessment conference at Ft. Hays State in April. Computer Science and Humanities faculty give a presentation on the exit testing they have designed.
- CAAP and WorkKeys exit assessment tests are given in the Spring 2004 semester.
- College BASE is used for the first time for academic graduates. Students tested in Social Studies, Social Science, and History.
- Humanities assessment test, designed by LCC Humanities faculty, given for the first time.
- Computer Skills exit exam, designed by Computer Science faculty, given for the first time.
- Outcomes assessment report form modified to include number of students completing the outcome, number of non-completers, and percentage of completers who achieved the performance target on the outcome.
- Work begins on Introduction to Humanities course.
- Work continues on identifying components of instructional assessment at LCC. Goal is a single document that will be included in the faculty handbook.

### **Academic Year - 2004-2005**

#### **Fall 2004**

- All full-time faculty complete course level assessment with improvement plans electronically using Access database.
- Spring 2004 exit testing data is compiled and analyzed by the Instructional Outcomes and Assessment Committee. A report is derived with a list of recommendations that is distributed to the Dean of Instruction and the President.
- Instructional Outcomes and Assessment Committee recommends: collecting three years of data for the LCC Humanities and Computer Skills exams to set a baseline, improvements in the exit exam notification process to students, exit assessment testing for fall and spring graduates, and the inclusion of exit exam scores on student transcripts.

- Exit testing process is discussed and modifications made to improve in line with recommendations except posting of exam results on transcripts.

### **Spring 2005**

- CAAP, College BASE, Humanities and Computer Skills exit exams are given to academic degree graduates in Spring 2005.
- WorkKeys exit assessment tests are given to vocational degree graduates in Spring 2005.
- Exit examination procedure for online degrees reviewed and approved.
- Instructional Outcomes and Assessment Committee are asked to review KBOR Performance Agreement – Institutional Goal #2, which deals with assessment, for comments and suggestions.
- Full-time faculty continue to complete course level assessment with improvement plans electronically using Access database. Adjunct faculty who wish to use this method can. Others can turn in paper and pencil reports which will be entered into the Access database by the office of the Dean of Instruction.
- Work continues on Report of Student Assessment at LCC.

### **Summer 2005**

- Discussion on items such as early notification post cards, transcript issues, degree check deadlines occurred with LCC registrar.
- It was decided that fall graduates will take exit exams the spring prior to graduation except for fall nursing graduates who will be tested during the fall semester of graduation.
- If necessary, individual exit exam for fall graduates will be given.
- Guidelines to Instructional Assessment was reviewed and updated for inclusion in the Faculty Handbook and placed under General Classroom Information.

## **Academic Year 2005-2006**

### **Fall 2005**

- Assessment documents including revised flow chart and master course syllabus included in LCC Faculty handbooks.
- KBOR stretch goals were reviewed, including moving exit assessment performance goal to ½ standard deviation of the national mean scores.
- College BASE exam sample population was reviewed, and since it includes 4-year university students with more hours in social sciences and history than community college students, the performance goal on this exam was not changed.
- Social science department begins evaluation of methods other than College BASE for testing.
- Exit exam data and recommendations for the Annual Report of Exit Assessment of General Education Outcomes for Students Completing An Associates Degree were reviewed and revised by the Instructional Outcomes and Assessment committee.
- General Education syllabus chart forms were updated and results compiled by the office of the Dean of Instruction.
- Compilation Report of Outcome Assessment handed out to departments for first time. These were reviewed and an analysis added, then returned to the Dean of Instruction.
- Review of degree requirements for Associate of Arts, Associate of Science, and Associate of General Studies showed that all required general education courses met competencies for all outcomes for general education courses.

### **Spring 2006**

- Adoption of Institutional Goals and Program Purpose Statements for Academic and Vocational Programs.
- Changes made to Outcome 7: Social Science to allow Psychology courses to meet all Outcomes and Competencies.
- General Education Outcomes Assessment documents reviewed and revised.
- Outreach Director works with IT Director to simplify process to put students into Blackboard for testing purposes.
- NCA Site visit in April. Labette Community College received 10 year accreditation.

## **Academic Year 2006-2007**

### **Fall 2006**

- Exit Assessment Procedure finalized and became part of the Annual Report of Student Learning at LCC. The document was reviewed and approved by all areas impacted.
- Social science department begins evaluation of methods other than College BASE for testing.

- Exit exam data and recommendations for the Annual Report of Exit Assessment of General Education Outcomes for Students Completing An Associates Degree were reviewed and revised by the Instructional Outcomes and Assessment committee.
- First group of student nurses graduating in December were tested by WorkKeys.

### **Spring 2007**

- College BASE used for the final time for assessment of Social Studies to meet what was written for Kansas State Board of Regents Performance Agreement.
- LCC generated exit exams given for the third year.

## **Academic Year 2007-2008**

### **Fall 2007**

- Baseline level set for LCC generated exit exams.
- Social science instructors begin work on computerized-based exit exams.
- History instructor begins work on computerized-based exit exam to be added to humanities subset.
- Testing procedures changed by Instructional Outcomes: Computer skills testing only on odd years, all students to take the general humanities test and 2 subsets, all students to take no more than 3 social science tests.
- Outcomes Assessment report structure changed to provide consistency in the reports.
- Exit exam data and recommendations for the Annual Report of Exit Assessment of General Education Outcomes for Students Completing An Associates Degree were reviewed and revised by the Instructional Outcomes and Assessment committee.
- Changes made to compilation reports to bring consistency within the reports and also give faculty members more direction. The committee decided that the report should be called the Department Summary of Outcomes Compilation with the notebook going out to all departments from the Instructional office being called the DOI Outcome Assessment Compilation Summaries.
- Instructional Outcomes Assessment Committee submitted applications to the Council for Higher Education Accreditation (CHEA) Award and Exemplary Initiatives Competition through the National Council of Instructional Administrators.

### **Spring 2008**

- LCC generated Social Science and History exit exams given for the first time.
- LCC is awarded an Honorable Mention from NCIA (National Council of Instructional Administrators).

## **Academic Year 2008-2009**

### **Fall 2008**

- Exit exam data and recommendations for the annual Report of Student Learning was reviewed and revised by the Instructional Outcomes and Assessment committee.
- Annual Report of Student Learning, 2007-2008 was presented to the LCC Board of Trustees.
- Examined the data gathering system for the Outcomes process and investigated other ways to gather data.
- Evaluated the use of the WorkKeys writing test as a means of outcomes assessment.
- Examined the outcomes assessment process to close the loop.

### **Spring 2009**

- Create new data collection system to gather course assessment data.
- Discontinue use of LCC generated Assessment tests next year; replace with General Education data collected through course assessments.
- Change Writing CAAP test from graduation test to end-of-course test next year.
- Change Math CAAP test from graduation test to end-of-course test next year.
- Change Science CAAP test from graduation test to end-of-course test next year.
- Change WorkKeys Applied Math test from graduation test to end-of-course test next year.
- Discontinue use of WorkKeys Reading, Writing, and Listening tests next year.
- Discontinue use of CAAP Critical Thinking and Reading tests next year.

## **Academic Year 2010**

### **Fall 2009**

- Exit exam data and recommendations for annual Report of Student Learning was reviewed and revised by the committee.
- Annual Report of Student Learning 2008-2009 was presented to the LCC Board of Trustees.
- CAAP assessment for Writing, Math, and Science Reasoning embedded into Comp I, College Algebra, and Science courses. 229 CAAP assessments administered.
- WorkKeys assessment for Math embedded into Applied Math courses. 37 assessments administered.
- Discussed expanding General Education Goals to include all areas of instruction.
- Implemented revised course outcome reporting to gather for Program and Institutional Reporting.

### **Spring 2010**

- CAAP assessment for Writing, Math, and Science Reasoning; 180 CAAP assessments administered.
- WorkKeys assessment for Math; 28 assessments administered.
- Discussed adding additional goal for Career/Life Skills.
- Discussed additional training during Inservice on completing Outcomes Assessment Reports.

## **Academic Year 2011**

- CAAP assessment for Writing, Math, and Science Reasoning Fall and Spring; 681 CAAP assessments administered.
- WorkKeys assessment for Math; 61 assessments administered.
- Edited Educational Outcomes; added Career/Life Skills Outcome.
- Held two Assessment Days at end of Spring Semester; completed Course Assessment Summaries and Program Assessment Summaries.
- Participated in Higher Learning Commission Academy for Assessment of Student Learning; designed three-year Assessment Project.
- Designed norm-reference training for full-time and adjunct faculty for College-Level Writing Assessment Project during Fall Inservice.