



**Labette**  
*Community College*

**Report of Student  
LEARNING At  
LCC  
Fall 2014**

**For Fiscal Year 2014**

# **Report of Student Learning Fiscal Year 2014**

## **Executive Summary**

The mission for Labette Community College is to provide quality learning opportunities in a supportive environment for success in a changing world. This is supported through strategic and systemic processes which originates at the course level and culminates at the institution's mission.

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 2014 were implemented. Faculty members linked Course Outcomes with Program Outcomes in May, 2014. These will allow us to review and evaluate how classroom success is reflected in our Program Outcomes. We completed the third and final year of our three year project, Writing Across the Curriculum. Professional development continued through last year with WAC speakers during both the Fall and Spring Inservices. Student writing scores increased slightly in all student writing elements except Content which decreased slightly. Results have been reported to both the Higher Learning Commission and the Kansas Board of Regents. Discussions have begun to continue with writing projects utilizing different purposes and levels of expectations. This was recommended by HLC.

Recommendations for FY 2015 include:

1. review and evaluate Program Outcomes results,
2. develop new writing project encouraged by HLC's recommendation.

## Table of Contents

Executive Summary .....	2
Purpose of This Document.....	4
Strategic Assessment.....	4
Systemic Assessment .....	6
Internal Assessments.....	6
Student Learning Outcomes .....	6
Course Outcomes .....	9
Program Outcomes.....	10
LCC Educational Strategic Process .....	11
External Assessment .....	13
Other Assessments .....	16
Writing Across the Curriculum.....	16
Instructional Committees That Impact Instructional Outcomes and Assessment.....	17
Noel Levitz Student Satisfaction Survey—Spring 2014.....	19
Follow-Up on FY 2014 Recommendations .....	21
Recommendations for FY 2015 include: .....	21
Appendix A: Sample Program Assessment Matrix .....	22
Appendix B: Noel Levitz Student Satisfaction Inventory .....	23
Appendix C: Brief History of Instructional Assessment at LCC.....	26

## **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. The report will also be presented to the Strategic Planning Committee at the fall meeting.

## **Strategic Assessment**

Here 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. Course outcomes and competencies are used to assess the overall effectiveness of our curriculum at the course, program, and institutional levels. LCC incorporates outcomes assessment as part of the strategic planning process.

The academic assessment process is strategic (Figure 1) beginning with Course Outcomes which are associated in a hierarchical manner to educational and administrative levels culminating in the institutional Vision Statement.

## **Vision Statement**

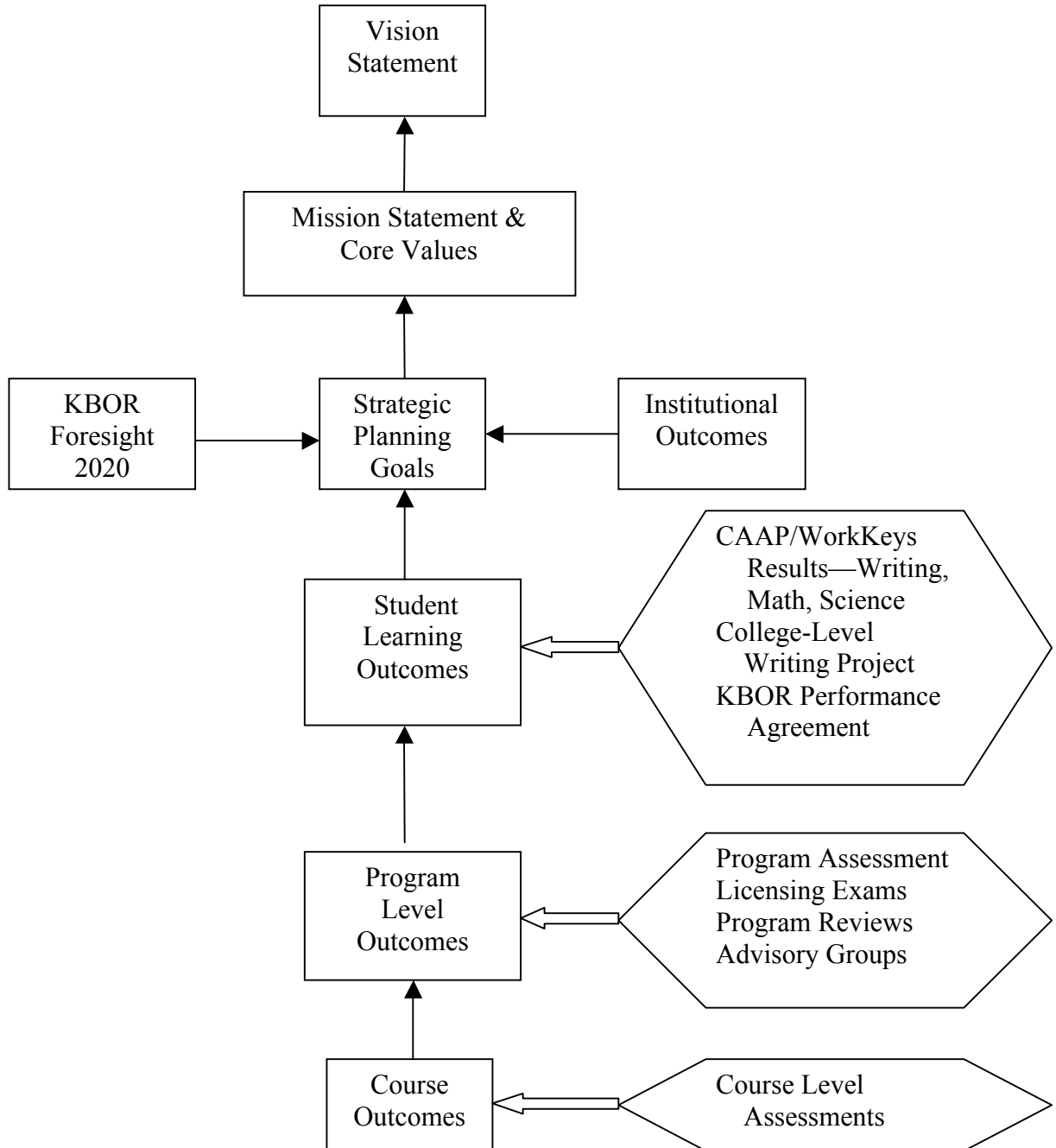
Labette Community College will continue to enhance its standing as an exceptional College by striving for excellence in all its programs, services, and activities.

## **Mission Statement**

Labette Community College provides quality learning opportunities in a supportive environment for success in a changing world.

Figure 1

Labette Community College  
Report of Student Learning  
2014



## **Systemic Assessment**

An effective assessment system includes two types of analyses: trend analysis and comparison analysis. Curricular assessments are coordinated within programs and articulated across Student Learning Outcomes, Program Outcomes, and most specifically, Course Outcomes. This systemic approach helps assure a robust curriculum and when utilized from year to year, these assessments allow us to look for trends. While these internal assessments are important, there are external assessments our students take which are nationally normed.

National assessments afford us the opportunity to compare the performance of LCC students with other students across the country. Many of our students must take such exams to earn additional credentials outside of our degrees and certificates. Preparing our students to successfully pass such credentials is an essential goal of our programming. For example, students who complete our Nursing curriculum must successfully pass the NCLEX exam in order to practice nursing in the US.

## **Internal Assessments**

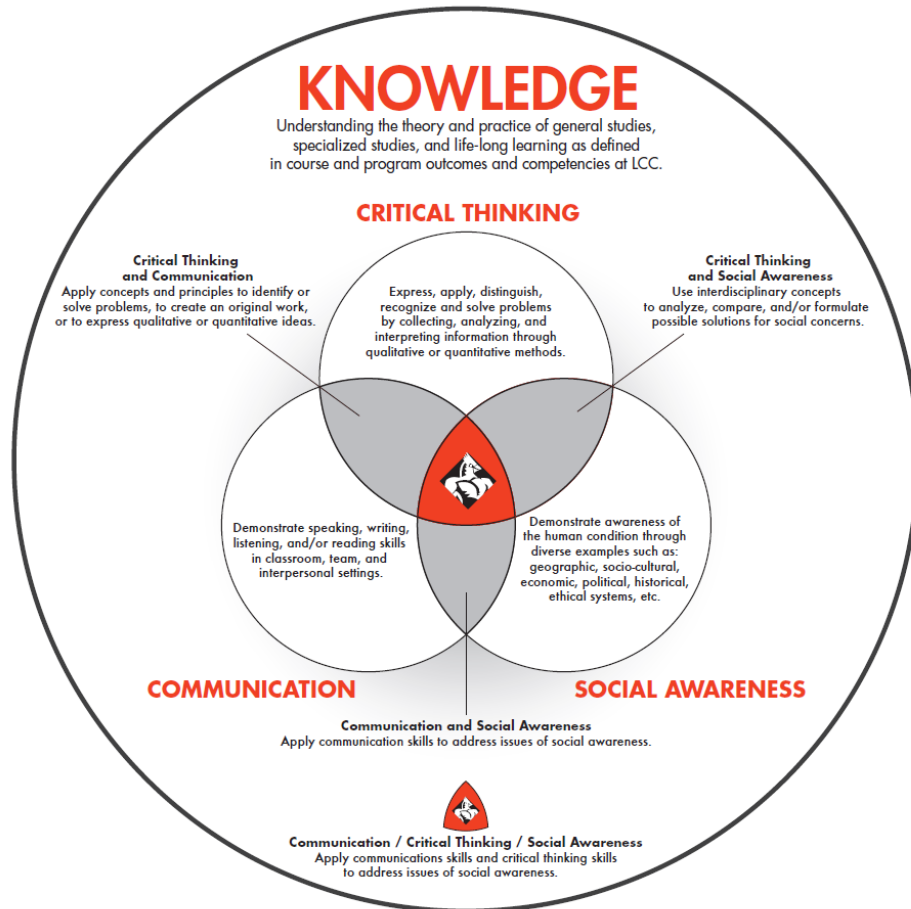
The foundation of LCC's assessment of student learning occurs at the level of Course Outcomes. Assessment results derived from selected course outcomes are used to measure the success of Program Outcomes which are associated with student learning at the program level. Course Outcomes are also linked to more global LCC Student Learning Outcomes (SLOs).

## **Student Learning Outcomes**

Student Learning Outcomes are defined by LCC faculty as critical thinking, communication, and social awareness; all of which are a function of knowledge. A conceptual model of LCC's SLOs is below in Figure 2. These are reflected in every element of LCC's curriculum and are an integral part of LCC's mission. LCC defines quality learning as students who demonstrate competence in each of these four elements which are the synthesis of Course Outcomes. When students successfully demonstrate competence in LCC's SLOs and leave to begin making their contributions to society, our mission is fulfilled.

Figure 2

## Student Learning Outcomes Conceptual Model



LCC defines SLOs as:

**Knowledge:** Understanding the theory and practice of general studies, specialized studies, and life-long learning as defined in course and program outcomes and competencies at LCC.

**Communication:** Demonstrate speaking, writing, listening, and/or reading skills in classroom, team, and interpersonal settings.

**Critical Thinking:** Express, apply, distinguish, recognize, and solve problems by collecting, analyzing, and interpreting information through qualitative and quantitative methods.

**Social Awareness:** Demonstrate awareness of the human condition through diverse examples, such as: geographic, socio-cultural, economic, political, historical, ethical systems, etc.

Furthermore, the SLO conceptual model in Figure 2 includes intersections between Communication, Critical Thinking, and Social Awareness. These intersections or unions are preferred learning targets. The Critical Thinking and Communication union represents the application of concepts and principles used to identify or solve problems, to create an original work, or to express qualitative or quantitative ideas. This could be accomplished, for instance, through the successful completion of a group project. The Critical Thinking and Social Awareness union represents the use of interdisciplinary concepts to analyze, compare, and/or

formulate possible solutions for social concerns. This can be accomplished through the successful completion of an assignment wherein a student identifies and resolves a social issue. The Communication and Social Awareness union represents the application of communication skills to address issues of social awareness. A class discussion spurred on by the realization of a social issue could illustrate targeted learning. Finally, the epitome of student learning here at LCC is represented by union of all three SLOs: Communication, Critical Thinking, and Social Awareness. This could occur by the application, analysis, evaluation, or creation of a resolution of a recognized social issue through communication and critical thinking.

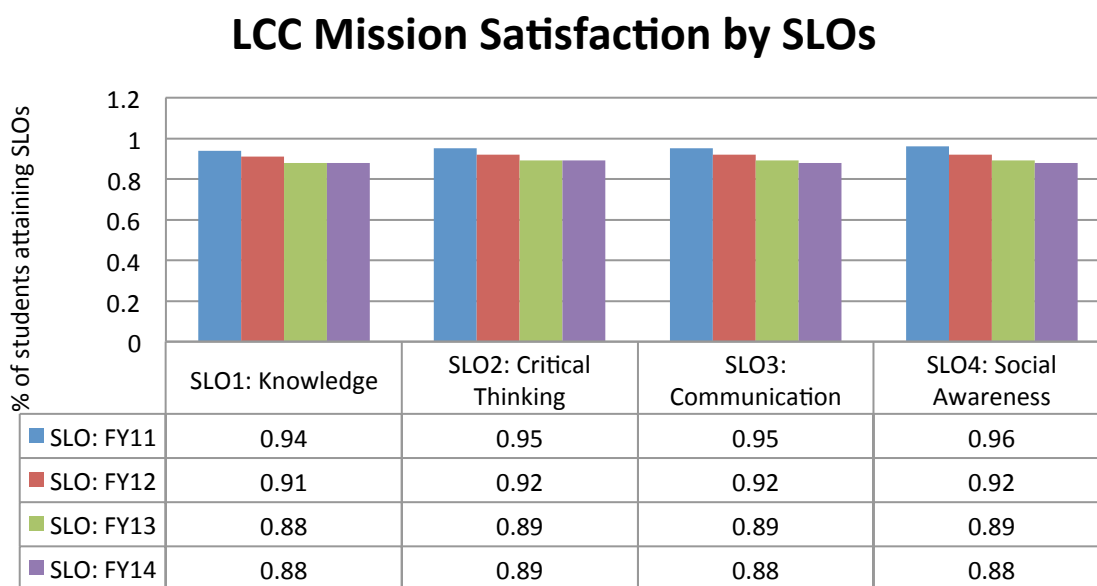
Course Outcomes and accompanying competencies are also utilized to assess the overall effectiveness of our instructional mission at the course and program levels. LCC incorporates Course Outcome assessments as part of the educational strategic planning process. Course Outcome assessments are part of course, program, and institutional evaluations.

To ensure LCC fulfills its stated academic mission and core values, Course Outcome assessments’ goals are to:

1. Improve the teaching and learning process in each course and program.
2. Increase accountability to those whose interests are served by LCC.
3. Utilize LCC educational support services to help students be successful.

Figure 3 depicts the Student Learning Outcomes for the last four academic years. The figures represent the percent of students who have demonstrated competence for knowledge, critical thinking, communication, and social awareness which are directly linked to our mission statement, “provide quality learning opportunities.” The decline in percentages probably reflects better targeted data.

Figure 3





## **Course Outcomes**

### **Course Outcomes Assessment: Assessing and Documenting Student Learning**

A “Course Outcome” is a unit of information a student is responsible to learn – the performances, behaviors, or attitudes educators attempt to elicit through their course and programs; a specific course generally includes one to three course outcomes per credit hour. An associated term to a Course Outcome is “Course Competency.” These portray smaller units of information which, when combined, result in a Course Outcome. These, too, are more specific performances, behaviors, or attitudes supporting the attainment of the Course Outcome. Each Course Outcome could have three to five or more supporting Course Competencies. Both Course Outcomes and Course Competencies are located in the syllabus.

Following a semester, each faculty member analyzes and evaluates whether or not students demonstrated competence of each Course Outcome. These data are reported through a web-based Course Outcomes Assessment form. The Dean of Instruction may follow up with the faculty member to discuss the analysis.

One note, Kansas Board of Regents’ community colleges and universities are on a path toward seamless transfer. This endeavor requires common Course Outcomes, therefore, selected courses will include the common Course Outcomes.

### **Identifying Course Outcomes in Courses**

LCC faculty develop Course Outcomes through consultations with colleagues from other two-year and four-year colleges for transfer programs and advisory committees for terminal programs. Lead faculty and departments annually review the Master Syllabus for each course and make changes as appropriate. The Course Outcomes Assessment reports for all courses in the program are used to evaluate each course and program annually by the Dean of Instruction and Instructional Outcomes and Assessment Committee, and are reported to the Board of Trustees each October in the Report of Student Learning.

### **Course Assessment Components**

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

#### **1. Course Outcomes and Course Competencies**

- Each course will have Course Outcomes and Course 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 includes multiple indicators to measure 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. Performance levels must be at 70% or greater; this should correspond to the percentage of the lowest C grade.

### 3. Analysis

- Upon completion of the course, the instructor completes a **Course Outcomes Assessment Report** through a web-based form.
- The instructor analyzes the compiled data and develops a course improvement plan, which is part of the Course Outcomes Assessment Report. Minimum components of the plan include responses to the following questions.
  - Please reflect on the changes described in your previous course improvement plan (mark N/A if none exists).
  - What do you plan to change the next time you teach this course? Why?
  - How will you determine if the proposed changes were effective?
- Course Outcomes Assessment Reports are collected by the office of the Dean of Instruction.

### 4. Feedback

- Academic departments review the Course Outcomes Assessment Reports for the courses in that department annually.
- The results of the findings and recommended changes are sent to the Dean of Instruction.
- Any improvements requiring institutional change or additional resources will be incorporated into the department's Operational Plans.

## Program Outcomes

Program Outcomes reflect desired indicators designed to articulate student competence in some area of interest, or concentration, such as English or Physical Therapist Assistant (PTA). The number of Program Outcomes varies from roughly 5-15. Whenever possible, Program Outcomes should include recognized credentials in the industry or an accrediting agency such as CAPTE in the case of the PTA program. However, there may not be a recognized credential for an area of concentration such as English as it is designed as a transfer degree. In this case, appropriate Program Outcomes are selected by English department faculty. These can be used to recruit students into a program and, in the case of a terminal degree such as PTA, can be used to place graduates into jobs.

Program Outcomes' metrics are based upon selected Course Outcomes. Multiple Course Outcomes are used as multiple indicators which express some demonstration of student competence. Therefore, Program Outcomes are evaluated through the students' demonstration of competence based on the Course Outcome assessments. In addition, Programs are evaluated by program reviews which occur every five years. Terminal programs such as PTA are also monitored and evaluated by advisory committees.

## **Program Level Assessment**

Instructional programs will link Program Outcomes to specific Course Outcomes in core program courses through the Program Matrix (Appendix A). A Program Assessment with documented findings and recommended changes by personnel from each program will be submitted to the Instructional Office.

*The Program Matrices have been developed and will be linked electronically to Course Outcome results which will enable program personnel the opportunity for evaluation. Program directors will provide assessment data to the Dean of Instruction for evaluation and possible action.*

## **Program Reviews**

Program Reviews are implemented to assess and evaluate strengths, weaknesses, opportunities, and challenges for each program. The Program Review committee sends program recommendations to the Board of Trustees for approval. Recommendations are then included in the Operational Plans. All programs are reviewed on a five-year cycle.

*Program Reviews for Computer Science, English, Math, and Physical Therapist Assistant were completed and presented to the Board of Trustees during FY 2014.*

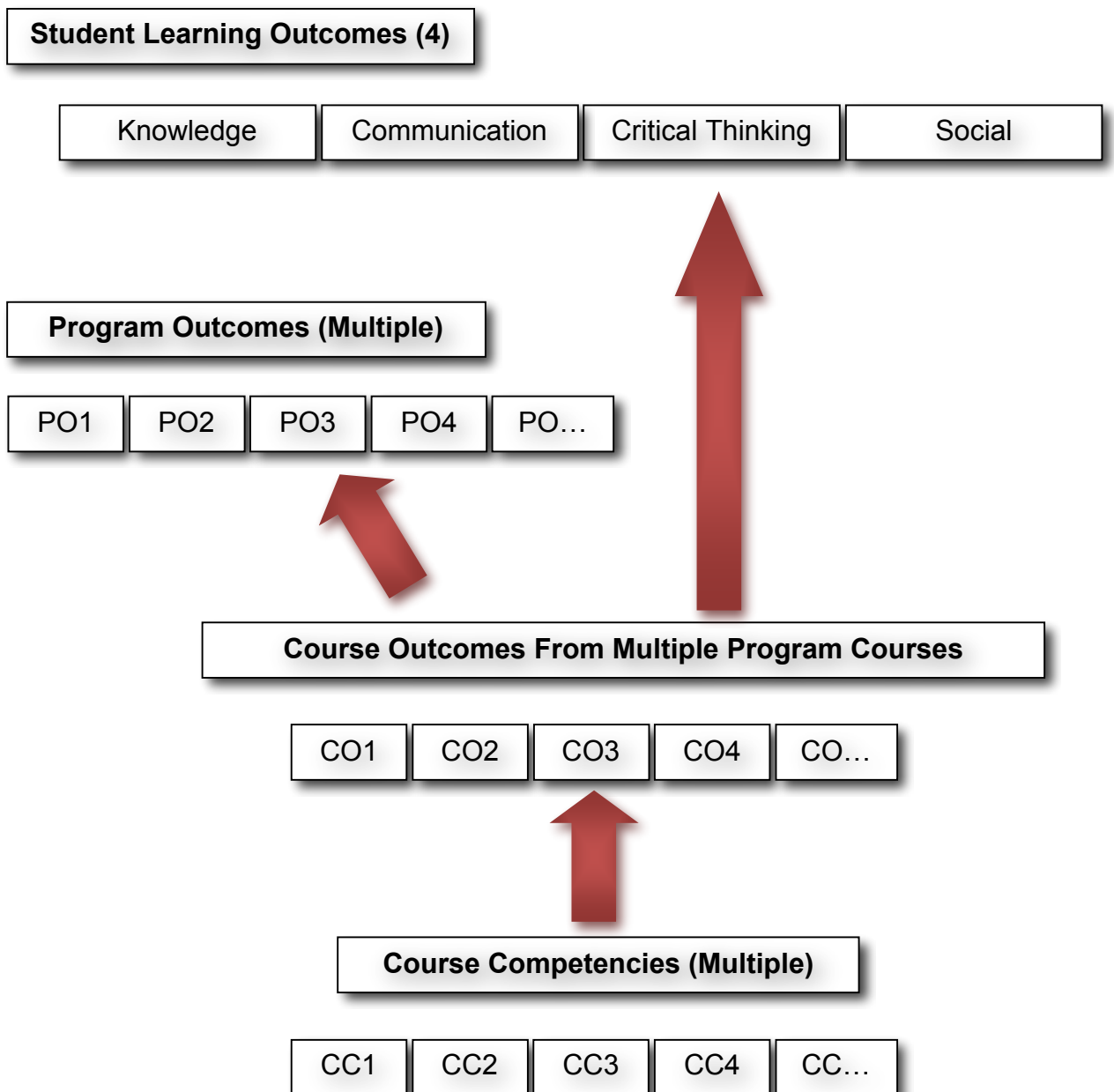
## **LCC Educational Strategic Process**

Figure 4 depicts LCC's Educational Strategic Process which is a piece of the greater Strategic Process previously described.

This is based upon a student's demonstrated competence at the level of the Course Outcome (CO) which is supported by Course Competencies (CC). Course Outcomes are a synthesis of course competencies. Selected Course Outcomes from various program courses are used as multiple indicators for each Program Outcome (PO). In addition, Course Outcomes are linked to the overarching Student Learning Outcomes. Program Outcome results are reported to the Dean of Instruction for review as well as respective advisory committees. Note, Program Outcomes have been developed this year and appropriate electronic links should be completed by the end of Spring 2015.

Figure 4

### Educational Strategic Process Conceptual Model



## External Assessment

External assessments provide comparison analyses which enable program directors and staff to evaluate the success of their students with students from other programs across the country.

Program results from outside certification and licensing examinations will be reported to the Instructional Office. (Table 1)

Table 1

### *Radiography*

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

<b>Year</b>	<b>Group</b>	<b>Number</b>	<b>Mean</b>	<b>% Pass*</b>
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	12338	85.3	93.0
2013	LCC	19	84.9	94.7
2013	National	11684	84.1	89.6
2014	LCC	15	85.9	100
2014	National	11831	83.8	88.9

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

### *Nursing*

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

<b>Year</b>	<b># of Testers</b>	<b>PN</b>	<b># of Testers</b>	<b>RN</b>
2009-2010	55	100%	48	85.4%
2010-2011	38	96.9%	50	85.4%
2011-2012	26	96.9%	44	93.2%
2012-2013	32	100%	39	82.65%
2013-2014	18	100%	28	92.86%

### *Respiratory Therapy*

	<b>Program Graduates</b>	<b>CRT*</b>	<b>RRT**</b>
May 2009	14	13	8
Dec. 2009	15	12	1
Dec. 2010	13	8	2
May/August 2011	3	1	0
May 2012	14	12	9
2013	10	8	2
2014	7	6	1

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

*\*\*Registered Respiratory Therapist is not required but allows for higher wages*

*\*\*\*COARC accreditation requires 80% ultimate pass rate for the CRT*

*Diagnostic Medical Sonography*

FY	# of Testers/ Abdomen	Passed / Abdomen	# of Testers/ OB/Gyn	Passed / OB/Gyn	# of Testers/ Vascular	Passed / Vascular	# of Testers/ Physics	Passed / Physics
2013 *(Cohort 1)	5	4	3	2	2	2	5	5
2014 **(Cohort 2)	4	4	3	3	4	3	6	6
2015 *** (Cohort 3)								

\*Cohort 1 = 5 students

\*\*Cohort 2 = 6 students

\*\*\*Cohort 3 exams are not taken until 2015

\*\*\*\*Students are not required to pass boards to practice, consequently, there is no minimum pass rate required

*Physical Therapist Assistant*

	# of Testers	Passed	%
2012 (Cohort 1)	22	17	77.27%
2013 (Cohort 2)	19	17	89.47%
*2014 (Cohort 3)	11	6	54.54%
<b>Total</b>	<b>49</b>	<b>40</b>	<b>81.6%</b>

\*Some members of Cohort 3 have yet to take the exam

\*CAPTE accreditation requires 80% ultimate pass rate over 3 years

**Institutional Level Assessment**

In 2010, KBOR approved a 10-year strategic agenda for the state’s public higher education system called Foresight 2020. This plan includes long-range achievement goals that are measurable. The Collegiate Assessment of Academic Proficiency (CAAP) is the instrument we utilize to meet KBOR’s expectations.

Students enrolled in English Composition I courses will take the CAAP (Table 2) 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 in a comparison analysis between LCC student scores and the national mean.

Table 2

**FY2014 Assessment Results: CAAP and WorkKeys**

**CAAP – Writing**

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal - 0.5 SD of Ntl Mean
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
2013	268	60.7	5.0	61.5	4.9	Met
2014	204	59.7	4.5	62.3	5.0	Met

**CAAP – Math**

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal - 0.5 SD of Ntl Mean
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
2013	163	57.9	2.5	56.1	3.5	Met
2014	119	59.6	3.6	57.3	3.9	Met

**CAAP – Science Reasoning**

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal -0.5 SD of Ntl Mean
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
2013	259	58.9	4.4	59.2	4.1	Met
2014	199	58.4	3.4	60.2	4.7	Met

**CAAP Total 2014**

Writing Assessment: 204 students took the CAAP writing assessment and scored within the .5 standard deviation of the national mean which met the set goal.

Math Assessment: 119 students took the CAAP math assessment and scored within the .5 standard deviation of the national mean which met the set goal.

Science Reasoning: 199 students took the CAAP science reasoning assessment and scored within the .5 standard deviation of the national mean which met the set goal.

Table 3

**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
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
2013	59	3 to 7	4.98	1.1	83%	Met
2014	22	3 to 7	4.8	.81	68%	Not Met

**WorkKeys Total 2014**

There were 22 students who completed the WorkKeys assessment during this last year, 68% of the students met the target score. This was below the goal of 70% of WorkKeys scores. The decline in the number of students taking the WorkKeys assessment is due to the change in program requirements. Previously, many of the health science programs required the pre-requisite Applied Math course, however, students are now required to successfully complete College Algebra which reduces the number of students taking the WorkKeys exam. Unless the number of students taking WorkKeys is increases, this information will not be included in future reports.

**Other Assessments**

Other assessments have been implemented to evaluate additional projects and perspectives. One such project was the Writing Across the Curriculum (WAC) project.

**Writing Across the Curriculum**

Using the SLO assessment model developed as part of the HLC Quality Initiative Project, LCC designed, implemented, and completed a three year project intended to improve students’ ability to communicate, one of the four elements of the Student Learning Outcomes. Specifically, faculty implemented an institution designed writing rubric to measure students’ writing style. This project also satisfied our Kansas Board of Regent’s (KBOR) Performance Agreement. Results of the WAC project are included later in this report.

Writing Across the Curriculum results are below in Table 4 and Figure 5. These data reflect increase scores for each of the students’ writing elements except Content.

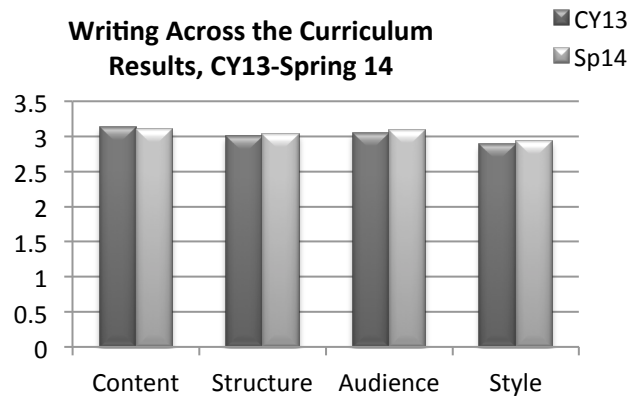


Table 4

Writing Across the Curriculum Results, CY13-Spring 14

	Content	Structure	Audience	Style
Fall 2011 (234 courses, 2637 students)	2.96	2.87	2.93	2.77
Spring 2012 (257 courses, 2666 students)	3.07	2.98	3.02	2.84
Fall 2012 (244 courses, 2690 students)	3.02	2.89	2.93	2.76
Spring 2013 (239 courses, 2481 students)	3.12	2.98	3.03	2.91
Fall 2013 (184 courses, 1978 students)	3.14	3.02	3.08	2.87
Spring 2014 (199 courses, 1963 students)	3.1	3.03	3.09	2.94

Figure 5



### Instructional Committees That Impact Instructional Outcomes and Assessment

(taken from the FY 2014 Annual Report)

#### 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.*

#### 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 test proctoring strategies, the Attendance Warning features in RedZone, utilizing a Launch Page as described in the Best Practices section of the LCC Online Handbook, saving word documents as .rtf and .pdf files, Web 2.0 Tools and Other Helpful Apps*

*The Distance Education Committee promoted the use of the STARLINK videos as professional development by beginning each meeting with a video. Videos viewed this semester by the committee included: Online Teaching Strategies: Keeping Them Motivated, Online Teaching Strategies: Establishing a Good Online Teaching Presence, Utilizing Web 2.0 Apps to Enhance*

*Teaching and Learning, Online Teaching Strategies: Balancing Interaction Online, Redesigning Online Courses: Online Course Retain Students.*

#### Enrollment Management Committee

*The Enrollment Management Committee worked to identify areas of the college that have a large impact in retaining students through administering the national Noel Levitz Student Satisfaction Inventory.*

#### 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.*

#### Instructional Outcomes Assessment Committee

*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 second year of a three year assessment. The purpose of the project is to help students improve their writing style.*

#### 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.*

#### 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.*

#### 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.*

### **Strategic Planning**

Visions (5 years): President, Academic Affairs, Finance and Operations, Student Affairs, Foundation, and Public Relations

The Strategic Plan is implemented through our Operational Planning for the upcoming three years, FY 2015, 2016, and 2017.

## Noel Levitz Student Satisfaction Survey—Spring 2014

The Student Satisfaction Inventory (Table 5) assessed Labette Community College students' feelings of importance and satisfaction with a variety of scales. The results of the LCC Spring 2014 survey are then compared to LCC's Spring 2013 result, the National Spring 2014 results, and the Spring 2014 results of seven community colleges of similar size and location. The following is an institutional summary comparing the scales. Additional Noel Levitz data is located in Appendix B.

Table 5

Scale	LCC Spring 2014			LCC Spring 2013			National Spring 2014			Selected Community Colleges		
	Important	Satisfied	Gap	Important	Satisfied	Gap	Important	Satisfied	Gap	Important	Satisfied	Gap
Student Centeredness	6.55	6.07	0.48	6.54	5.93	0.61	6.34	5.55	0.79	6.29	5.56	0.73
Instructional Effectiveness	6.61	6.08	0.53	6.52	5.98	0.54	6.41	5.69	0.72	6.33	5.62	0.71
Safety and Security	6.45	5.86	0.59	6.29	5.29	1.00	6.27	5.36	0.91	6.14	5.19	0.95
Academic Advising Effectiveness	6.54	6.12	0.42	6.58	6.03	0.55	6.33	5.38	0.95	6.31	5.48	0.83
Admissions and Financial Aid Effectiveness	6.39	5.72	0.67	6.40	5.34	1.06	6.23	5.32	0.91	6.15	5.36	0.79
Campus Services	6.34	6.09	0.25	6.30	5.98	0.32	6.24	5.70	0.54	6.16	5.62	0.54
Registration Effectiveness	6.58	6.11	0.47	6.55	6.04	0.51	6.47	5.66	0.81	6.37	5.66	0.71
Campus Climate	6.56	6.16	0.40	6.54	6.01	0.88	6.40	5.72	0.68	6.32	5.68	0.64

- Noel Levitz staff stresses that the importance scale is the scale to consider when making decisions as these are the items students feel are important.
- The scale asks students to rank items between 1 (not important/satisfied) to 7 (very important/satisfied).
- The “gap” indicates the difference between the students importance of an item and their satisfaction with an item. The smaller the gap, the more we are meeting the students’ needs in this area.
- LCC’s Spring 2014 students rated all areas except Academic Advising Effectiveness and Admissions and Financial Aid Effectiveness as more important than the group in 2013. All of the areas show a higher level of importance for students for LCC Students than the National average and the Selected Community Colleges Average.
- LCC’s Spring 2014 students have a higher satisfaction rate on all of the scales than they did in Spring 2013. The students have a higher satisfaction rate than the Spring 2014 National average and the Selected Community Colleges Average in all areas.
- The gap between importance and satisfaction has decreased for all of the scales between Spring 2013 and Spring 2014 at Labette Community College.
- The mean difference between LCC’s Spring 2014 Performance Gap and the Selected Community College’s Performance Gap is statistically significant at the .001 level on all scales so we are meeting the students’ needs as compared to these colleges.

- The mean difference between LCC's Spring 2014 Performance Gap and the National Performance Gap is statistically significant at the .001 level on all scales so we are meeting the students' needs as compared to the National Averages.

In looking at specific items, the following were identified as strengths and weaknesses:

Strengths (Items in the top 50% of importance and top 25% of satisfaction)

- 9. I am able to register for the classes I need with few conflicts.
- 14. My academic advisor is knowledgeable about my program requirements.
- 41. Campus item – My advisor provides me with accurate information about courses, programs, and requirements.
- 34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
- 13. The campus is safe and secure for all students.
- 20. Students are made to feel welcome here.
- 28. This campus provides the online access to the services I need.
- 42. Campus item – Tutoring is available for students needing it.
- 3. My academic advisor is available when I need help.
- 39. On the whole, the campus is well-maintained.

Weaknesses (Items in the top 50% of importance and bottom 25% of satisfaction OR had a large performance gap between importance and satisfaction)

- 8. The quality of instruction I receive in most of my classes is excellent.
- 12. Faculty are fair and unbiased in their treatment of individual students.
- 49. Campus Item - The financial aid staff is available and accessible to students.
- 50. Campus Item - The financial aid office makes it easy for students to apply for financial aid.
- 25. Faculty provide timely feedback about my academic progress.
- 35. I receive ongoing feedback about progress toward my academic goals.

- Key point to make is last year, we nine weaknesses listed instead of six. Of those nine, seven were related to financial aid so a large improvement has been made in this area.

### Follow-Up on FY 2014 Recommendations

Recommendations	Follow-Up Report
1. Link Course Outcomes to Program Outcomes.	1. Completed May, 2014
2. Provide additional Professional Development in the use of interventions for students' writing style assessments.	2. This has occurred through speaker presentations during the Fall and Spring Inservices as well as colleague presentations in faculty meetings.
3. Continue to measure and analyze students' writing style for Writing Across the Curriculum.	3. This occurs at the end of each semester. Results are included in this Report of Student Learning
4. Begin discussions for the next Student Learning Outcome analysis.	4. A new project design is being developed during the Fall 2014 semester.

### Recommendations for FY 2015 include:

1. link and review Program Outcomes results,
2. develop new writing project encouraged by HLC's recommendation.

## Appendix A: Sample Program Assessment Matrix

### Program Assessment Matrix: Physical Therapist Assistant

#### Program Outcomes

Graduates will be able to:

1. Work under the supervision of a physical therapist in a competent, ethical, legal and professional manner.
2. Implement a comprehensive treatment plan developed by the supervising physical therapist.
3. Recognize and implement the use of outcomes for patients in a variety of settings.
4. Demonstrate effective oral, written and non-verbal communication skills.
5. Successfully integrate concepts from coursework into the practice of physical therapy.
6. Demonstrate a commitment to life-long learning, evidence based practice and professional growth.

**Program Core Courses:** PTA 101, 102, 103, 104, 105

#### PTA 101 Introduction to PTA

1. Displays an understanding of the roles and responsibilities of the PTA. Describe the role of the physical therapist assistant in the health care delivery system.
2. Communicates with the patient, the physical therapist, healthcare delivery personnel and others in an effective, appropriate and capable manner.
3. Review the plan of care established by the physical therapist prior to initiating patient/client interventions.

Course Number	Course Name	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6
PTA 101	Introduction to PTA	CO: 1,2,3,9,10	CO: 2,3,4,9,10	CO: 2,3,6,7,8,9,10	CO: 2,3,5,9,10	CO: 2,3,4,5,6,7,8,9,10	CO: 1,10
PTA 102	PTA Kinesiology	CO: 1	CO: 1	CO: 1	CO: 1,2,3,4,5,6,7	CO: 1,2,3,4,5,6,7,8,9,10	----
PTA 103	Physical Agents & Therapeutic Interventions	CO: 1,2,3,4,5,6,7,8,9	CO: 1,2,3,4,5,6,7,8,9	CO: 1,2,3,4,5,6,7,8,9	CO: 2,3,4,5,6,7,8,9	CO: 1,2,3,4,5,6,7,8,9	----
PTA 104	Therapeutic Exercise	CO: 1,2,4	CO: 1,2,3,4,5	CO: 1,2,3,4,5	CO: 1,2,3,4,5	CO: 1,2,3,4,5	----
PTA 105	Clinical Education I	CO: 1,3	CO: 1,3	CO: 1,2,3,4	CO: 2,3	CO: 1, 3	CO: 4

**Appendix B: Noel Levitz Student Satisfaction Inventory**

LCC Specific Questions

How are you completing the majority of your courses from Labette Community College?

<b>Response</b>	<b>Spring 2014</b>	<b>Spring 2013</b>
During the day on the main campus	75 (43.35%)	163 (52.08%)
In the evening on the main campus	20 (11.56%)	22 (7.03%)
During the day at the Cherokee Center	14 (8.09%)	27 (8.63%)
In the evening at the Cherokee Center	7 (4.05%)	11 (3.51%)
Online	54 (31.21%)	89 (28.43%)
During the day at my high school	3 (1.73%)	1 (0.32%)

Tuition Source:

<b>Source</b>	<b>LCC Spring 2014</b>		<b>LCC Spring 2013</b>	
	Number	Percentage	Number	Percentage
Scholarships	14	8.09%	32	10.22%
Financial Aid	91	52.60%	167	53.35%
Family Contributions	12	6.94%	20	6.39%
Self Support	40	23.12%	47	15.02%
Other tuition source	16	9.25%	47	15.02%

**Demographic Summary**

<b>Demographics</b>	<b>LCC Spring 2014</b>	<b>LCC Spring 2013</b>
Total Respondents	177	316
Gender		
Female	142 (82.56%)	233 (74.44%)
Male	30 (17.44%)	80 (25.56%)
Age		
18 and under	10 (5.78%)	17 (5.43%)
19 to 24	52 (30.06%)	113 (36.10%)
25 to 34	55 (31.79%)	84 (26.84%)
35 to 44	28 (16.18%)	53 (16.93%)
45 and over	28 (16.18%)	46 (14.70%)
Enrollment Status		
Day	116 (68.24%)	227 (74.18%)
Evening	47 (27.65%)	74 (24.18%)
Weekend	7 (4.12%)	5 (1.63%)
Current Class Load		
Full-time	111 (64.91%)	140 (64.81%)
Part-time	60 (35.09%)	76 (35.19%)
Employment		
Full-time	64 (37.65%)	111 (35.81%)
Part-time	50 (29.41%)	98 (31.61%)
Not Employed	56 (32.94%)	101 (32.58%)

More data was collected. This is just a brief synopsis of the information. Not all students answered each question.

Institution was my:

Choice	LCC Spring 2014		LCC Spring 2013	
	Number	Percentage	Number	Percentage
1st choice	139	81.29%	245	78.27%
2nd choice	26	15.20%	59	18.85%
3rd choice or lower	6	3.51%	9	2.88%

Summary	LCC Spring 2014	LCC Spring 2013	National Spring 2014	Selected CC 2014
So far, how has your college experience met your expectations	5.18	4.81	4.87	4.71
1=Much worse than expected	0%	0%	1%	1%
2=Quite a bit worse than I expected	0%	1%	1%	1%
3=Worse than I expected	3%	5%	6%	8%
4=About what I expected	30%	40%	35%	39%
5=Better than I expected	28%	26%	25%	24%
6=Quite a bit better than I expected	18%	13%	13%	10%
7=Much better than expected	18%	12%	16%	13%
Rate your overall satisfaction with your experience here so far.	5.94	5.63	5.55	5.39
1=Not satisfied at all	0%	0%	1%	1%
2=Not very satisfied	1%	1%	2%	2%
3=Somewhat dissatisfied	3%	5%	5%	5%
4=Neutral	6%	10%	10%	13%
5=Somewhat satisfied	10%	14%	16%	17%
6=Satisfied	43%	47%	42%	42%
7=Very Satisfied	34%	21%	21%	17%
All in all, if you had to do it over again, would you enroll here again?	6.30	5.96	5.80	5.57
1=Definitely not	0%	0%	2%	2%
2=Probably not	1%	3%	4%	5%
3=Maybe not	1%	2%	3%	4%
4=I don't know	5%	7%	7%	9%
5=Maybe yes	5%	6%	10%	10%
6=Probably yes	26%	34%	31%	33%
7=Definitely yes	59%	44%	41%	34%

- This chart shows that students are more satisfied with their experience at Labette Community College as compared to all three areas.



## **Additional Comparisons of specific scale items**

### LCC Spring 2014 Higher Satisfaction vs. Selected and National Groups for 2014

- 9. I am able to register for the classes I need with few conflicts.
- 14. My academic advisor is knowledgeable about my program requirements.
- 12. Faculty are fair and unbiased in their treatment of individual students.
- 36. Tuition paid is a worthwhile investment.
- 1. The campus staff are caring and helpful.
- 40. There are sufficient courses within my program of study available each term.
- 2. Classes are scheduled at times that are convenient for me.
- 34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
- 38. Most classes deal with practical experiences and applications.
- 20. Students are made to feel welcome here.
- 25. Faculty provide timely feedback about my academic progress.
- 29. There are convenient ways of paying my bill.
- 28. This campus provides the online access to the services I need.
- 32. I am able to take care of college-related business at times that are convenient for me.
- 37. I seldom get the “run-around” when seeking information on this campus.
- 16. My advisor helps me apply my program of study to career goals.

### LCC Spring 2014 Higher Satisfaction vs. Selected Group for 2014

- 8. The quality of instruction I receive in most of my classes is excellent.

### LCC Spring 2014 Higher Importance vs. Selected and National Groups for 2014

- 8. The quality of instruction I receive in most of my classes is excellent
- 9. I am able to register for the classes I need with few conflicts.
- 14. My academic advisor is knowledgeable about my program requirements.
- 12. Faculty are fair and unbiased in their treatment of individual students.
- 1. The campus staff are caring and helpful.
- 34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
- 38. Most classes deal with practical experiences and applications.
- 29. There are convenient ways of paying my bill.

### LCC Spring 2014 Higher Importance vs. National Groups for 2014

- 16. My advisor helps me apply my program of study to career goals.
- 37. I seldom get the “run-around” when seeking information on this campus

### LCC Spring 2014 Higher Importance vs. Selected Group for 2014

- 36. Tuition paid is a worthwhile investment.
- 40. There are sufficient courses within my program of study available each term.
- 13. The campus is safe and secure for all students.
- 20. Students are made to feel welcome here.
- 25. Faculty provide timely feedback about my academic progress.
- 28. This campus provides the online access to the services I need.
- 32. I am able to take care of college-related business at times that are convenient for me.

## Appendix C: Brief History of Instructional Assessment at LCC

Although assessment has always been an important element of LCC's evaluation process, it became formalized in 1992 when it became part of the LCC Mission Statement. A few benchmarks are worth noting. In 1994, the faculty developed Course Outcomes for each course and implemented an assessment process utilizing Course Outcomes as metrics for student learning. In 1999, the Master Course Syllabus was devised to provide uniform structure for all syllabi, including outcomes and competencies. The state of Kansas began the Core Indicator process for higher education intended to support the idea of "seamless" transfer for students who planned to transfer to any Kansas Board of Regent's institution. The Institutional Outcomes Assessment Committee is assigned to help with this task.

Below is a brief history of LCC's assessment evolution. This includes the most recent five years.

### Academic Year 2010

- 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.
- 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.

### 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 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.
- Several faculty representing various disciplines attended Core Outcomes meetings at K-State

### **Academic Year 2013**

- CAAP assessment for Writing, Math, and Science Reasoning Fall and Spring; 690 CAAP assessments administered.
- WorkKeys assessment for Math; 59 assessments administered.
- Faculty members linked Course Outcomes to Student Learning Outcomes.
- Completed the second of three years 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
- Several faculty representing various disciplines attended Core Outcomes meetings at K-State

### **Academic Year 2014**

- CAAP assessment for Writing, Math, and Science Reasoning Fall and Spring; 522 CAAP assessments administered.
- WorkKeys assessment for Math; 22 assessments administered.
- Faculty members linked Course Outcomes to Program Outcomes. Electronic links incomplete.
- Completed the third of three years 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
- Several faculty representing various disciplines attended Core Outcomes meetings at K-State