



**Labette**  
*Community College*

**Report of Student  
LEARNING At  
LCC  
Fall 2015**

**For Fiscal Year 2015**

## **Report of Student Learning Fiscal Year 2015**

### **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 2015 are in process of implementation. Faculty members linked Course Outcomes with Program Outcomes, however, additional software is needed to manage the increased volume of data. Once the new software is selected and implemented, current Course Outcomes' links with Program Outcomes will migrate into the new software. Reports will then be generated which will include Program Outcomes' results. These data will be needed for Kansas Board of Regent's and Higher Learning Commission's reports. The human and IT infrastructure developed during the previous Quality Initiative project provides the foundation for the ability to monitor, evaluate, and adjust academic progress. This infrastructure development was approved in lieu of a new writing project by the HLC Academy during the Fall semester conference. In addition to the work developing the Student Learning Outcomes' infrastructure, LCC can now demonstrate student competence by Student Learning Outcomes and Program Outcomes.

Recommendations for FY 2016 include:

1. Identify academic program outcomes strengths and weaknesses and
2. Utilize program outcomes' results to satisfy Kansas Board of Regent's Student Learning Assessment for Written and Oral Communication.

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## **Purpose of This Document**

Academic 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 tool used to inform academic change. Assessment 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**

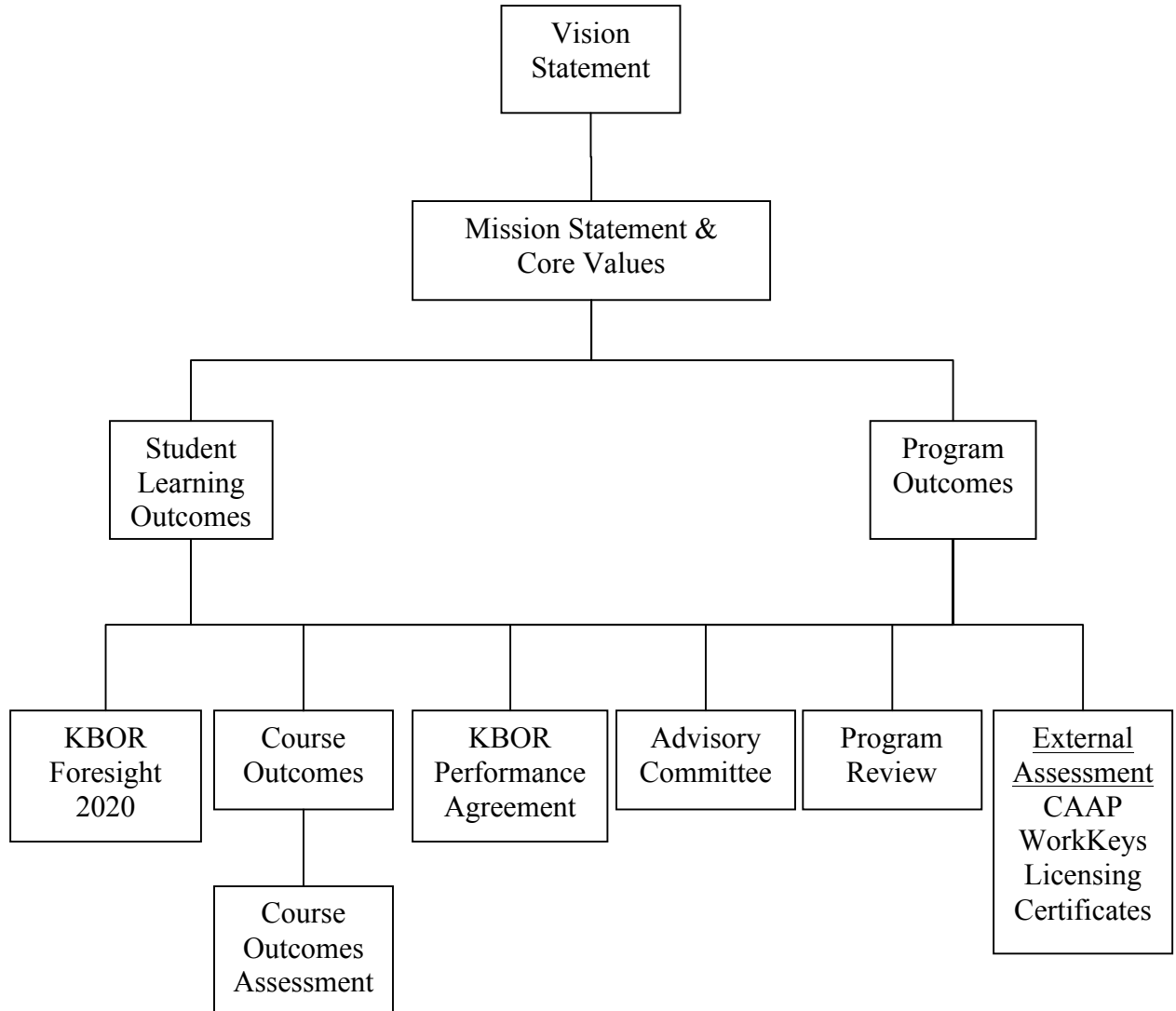
Labette Community College will continue to enhance its standing as an exceptional College by striving for excellence in all its programs, services, and activities.

## **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  
2015



## **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 assessment 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 enable us 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 program emphasis. For example, students who complete our Nursing curriculum must successfully pass the NCLEX exam in order to practice nursing in the US.

## **Internal Assessments**

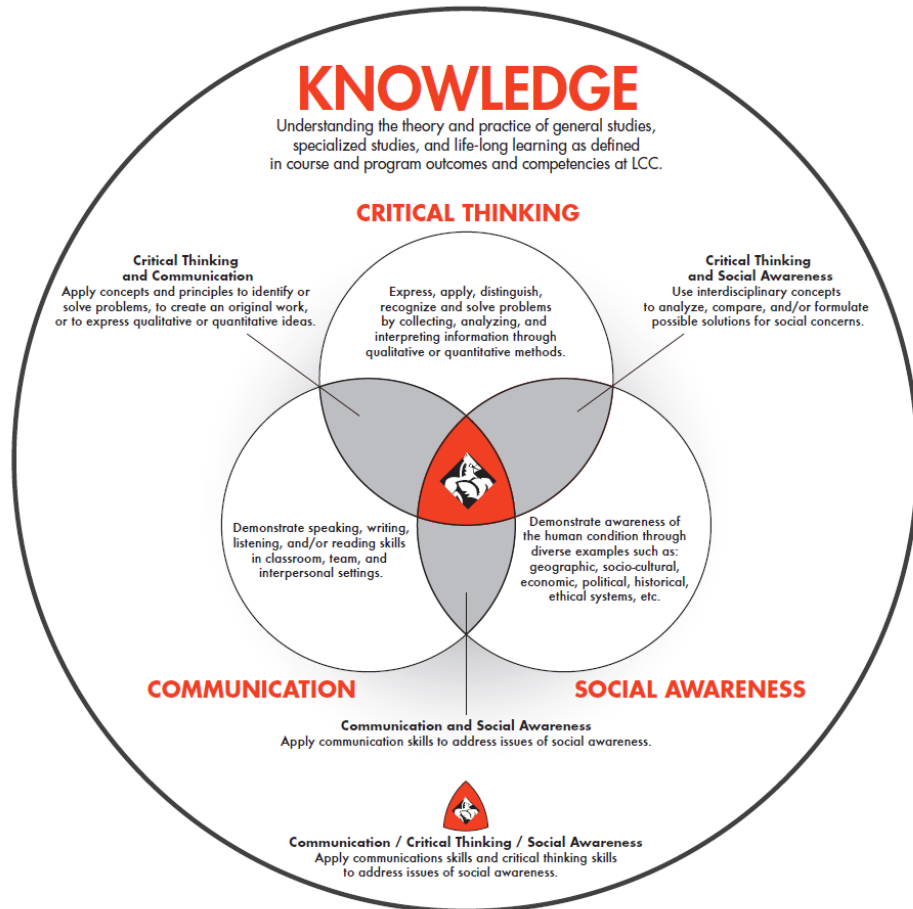
The foundation of LCC's assessment of student learning occurs at the level of Course Outcomes. Assessment results derived from selected course outcomes are used to measure the success of Program Outcomes which are associated with student learning at the program level. Course Outcomes are also linked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

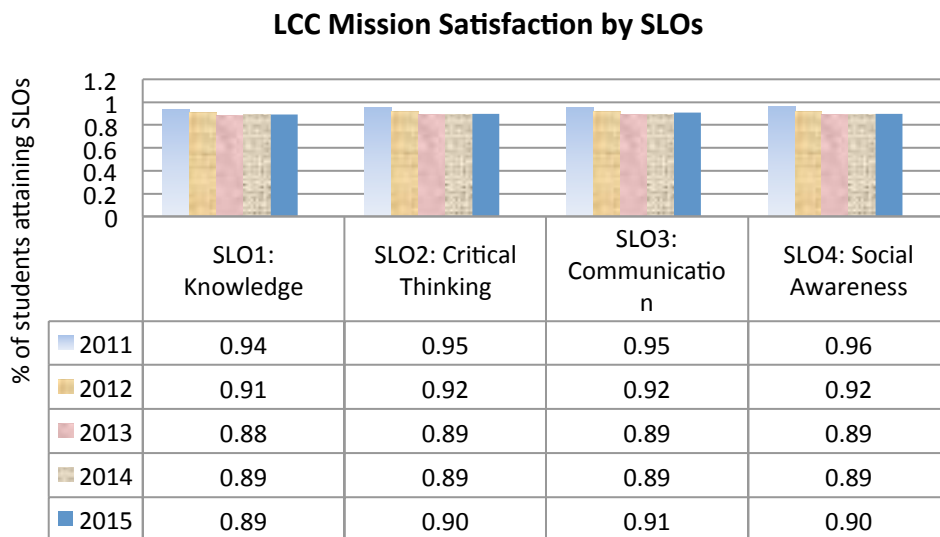
Course Outcomes and accompanying competencies are also utilized to assess the overall effectiveness of our instructional mission at the course and program levels. LCC incorporates Course Outcome assessments as part of the educational strategic planning process. Course Outcome assessments are part of 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 Student Learning Outcomes’ five year trend. Year one was a pilot year. 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 declining trend previously appears to have stopped. One could say LCC satisfies our mission at a rate of 89% in terms of Knowledge, 90% in Critical Thinking, 91% in Communication, and 90% in Social Awareness.

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 typically includes three to five 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 Nursing. 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 the Accreditation Commission for Education in Nursing (ACEN) in the case of the Nursing program. However, there may not be a recognized credential for an area of concentration such as Math as it is designed as a transfer degree. In this case, appropriate Program Outcomes are selected by Math department faculty. These can be used to recruit students into a program and, in the case of a terminal degree such as Nursing, 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 Nursing 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. 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 Elementary/Secondary Education and Early Childhood Education, Biology, and History/Geography were completed and presented to the Board of Trustees during FY 2015.*

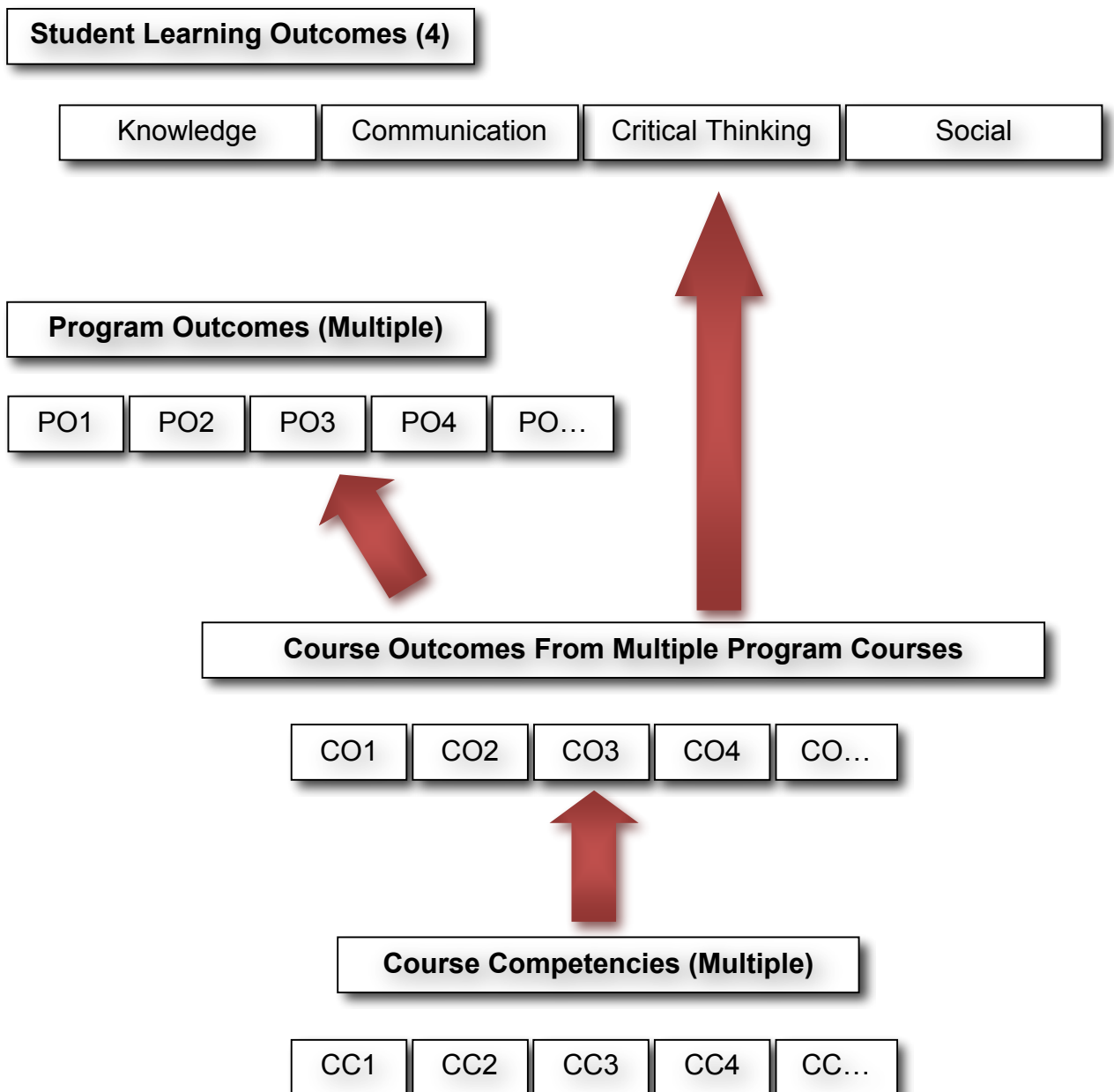
### **LCC Educational Strategic Process**

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



## **KBOR Foresight 2020**

In September 2010, the Kansas Board of Regents approved a 10-year strategic agenda for the state's public higher education system. Entitled *Foresight 2020*, the plan sets long-range achievement goals that are measurable, reportable, and ensures the state's higher education system meets Kansans' expectations. [http://kansasregents.org/foresight\\_2020](http://kansasregents.org/foresight_2020)

Based on feedback from business and industry leaders, the Board directed each of the public higher education institutions to assess student learning in one of three areas annually:

1. Written and Oral Communication,
2. Mathematics/Quantitative/Analytical Reasoning, and
3. Critical Thinking/Problem Solving.

For the academic year 2015, LCC submitted the following results for Mathematics and Analytical Reasoning required by KBOR.

Math: .82, n=3,759

Analytical Reasoning: .85, n=10,142

The assessment results are based on a few assumptions.

- All data are taken from the LCC "Knowledge" Student Learning Outcome
- Math data are taken from all Math courses
- Analytical Reasoning data are taken from Biology, Physics, Physical Science, and Chemistry courses.

The Math sample, n=3,759, represented course outcomes assessed in all Math classes. The Analytical Reasoning sample, n= 10,142, represented course outcomes assessed in Biology, Physics, Physical Science, and Chemistry. A student may have been assessed on multiple course outcomes.

Math and Analytical Reasoning data reflect a level of student competency based on 70% cut scores. Of the 3,759 Math course outcomes assessed in the Fall of 2014 and Spring 2015, 3,082 or 82% of the students scored at or above the 70% cut score. Similarly, 8,621 or 85% of the students scored at or above the 70% cut score for Science Reasoning course outcomes.

For academic year 2016, KBOR will expect Written and Oral Communication results. For academic year 2017, KBOR will expect Critical Thinking/Problem Solving results.

## 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. (Tables 1-6)

Table 1

*Radiography*

*American Registry of Radiologic Technologists National Comparison Report*

Year	Group	Number	Mean	% Pass*
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
2015	LCC	17	82.8	**94.1
2015	***National			

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

\*\* JRCERT accreditation requires 90% first time pass rate.

\*\*\* National mean results will be released after January, 2016 and will be included in the 2016 Report of Student Learning.

Table 2

*Nursing*

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

Year	# of Testers	PN	# of Testers	RN
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%
2014-2015	22	100%	29	100%

Table 3

*Respiratory Therapy*

	Program Graduates	CRT*	RRT**
May/August 2011	3	2	0
May 2012	14	12	9
2013	10	10	3
2014	7	6	1
2015	11	6	3

\*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

Table 4

*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)	3	3	2	2	4	4	4	4

\*Cohort 1 = 5 students

\*\*Cohort 2 = 6 students

\*\*\*Cohort 3 = 4 students

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

Table 5

*Physical Therapist Assistant*

	# of Testers	Passed	%
2012 (Cohort 1)	22	17	77.27%
2013 (Cohort 2)	20	18	90.00%
2014 (Cohort 3)	18	12	66.7%
2015 (Cohort 4)	*11	9	81.8%
<b>Total</b>	<b>**60</b>	<b>47</b>	<b>78.3%</b>

\*Only 11 of 21 students from Cohort 4 have taken the exam

\*\*CAPTE accreditation requires 80% ultimate pass rate over 3 years. The three year sum reflects Cohorts' 1, 2, & 3.

Table 6

*Dental Assisting*

The Dental Assisting National Board (DANB) consists of three sections: Radiation, Infection Control, and Chairside Assisting. All three sections of the exam must be passed to become a certified dental assistant. If a tester fails a section, only the failed section is retaken. Graduates of the Dental Assistant program are not required to pass the Dental Assisting National Board (DANB) to practice as a dental assistant; therefore not all graduates take the exam even though the testing fee is included in the student fees paid to LCC for the Dental Assistant program.

	# of Graduates	# of Students Who Attempted DANB	# of Students Who Passed DANB	%
2013 (Cohort 1)	7	5	4	80%
2014 (Cohort 2)	8	7	3	42%
2015 (Cohort 3)	6	*	*	*

\*Cohort 3 graduated on July 28, 2015 and students have not taken licensure exam yet. Results will be included in the 2016 Report of Student Learning

### **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 7) 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 (Table 8) Mathematics test as a requirement of the course.

Students enrolled in their first LCC science course will take the CAAP (Table 9) Science Reasoning test as a requirement of the course.

The Instructional Outcomes and Assessment Committee will review the CAAP 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 7

#### **FY2015 Assessment Results: CAAP**

##### **CAAP – Writing**

<b>Year</b>	<b># of Test Takers</b>	<b>Local Mean</b>	<b>Local SD</b>	<b>National Mean</b>	<b>National SD</b>	<b>Goal - 0.5 SD of Ntl Mean</b>
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
2015	249	59.7	4.5	61.3	4.9	Met

\*Writing Assessment: 109 students scored at or above the national mean out of 249 tests (44%).

Table 8

##### **CAAP – Math**

<b>Year</b>	<b># of Test Takers</b>	<b>Local Mean</b>	<b>Local SD</b>	<b>National Mean</b>	<b>National SD</b>	<b>Goal - 0.5 SD of Ntl Mean</b>
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
2015	102	57.5	2.6	56.0	3.6	Met

\*Math Assessment: 83 students scored at or above the national mean out of 102 tests (81%).



Table 9

**CAAP – Science Reasoning**

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal -0.5 SD of Ntl Mean
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
2015	62	59.9	4.2	59.2	4.2	Met

\*Science Reasoning Assessment: 38 students scored at or above the national mean out of 62 tests (61%).

**CAAP Total 2015**

Writing Assessment: 249 students took the CAAP writing assessment and scored within the .5 standard deviation of the national mean which met the set goal.

Math Assessment: 102 students took the CAAP math assessment and scored within the .5 standard deviation of the national mean which met the set goal.

Science Reasoning: 62 students took the CAAP science reasoning assessment and scored within the .5 standard deviation of the national mean which met the set goal.

## **Instructional Committees That Impact Instructional Outcomes and Assessment** (taken from the FY 2015 Annual Report)

### **Curriculum and Instruction Committee**

The C&I committee approved many proposals to update courses and programs.

### **Distance Education Committee**

The Distance Education Committee reviewed all new online courses developed by new instructors and offers recommendations to experienced instructors who seek the committee's input on new online courses. It began a comprehensive review and revision of the Online Handbook and the Online Teaching Course. The Distance Education Committee discussed different ways instructional material could be presented to an on-ground class within the "flipping the classroom" model and discussed different possible training formats for new instructors to include possible online orientation courses and "Jing How To" videos. The Distance Education Committee discussed different possible means of improving retention.

### **Instructional Outcomes Assessment Committee**

Course Outcomes' are now linked to Student Learning Outcomes creating an infrastructure which enables us to link what is done in the classroom with our Mission Statement. IT is creating a report which links Course Outcomes to Program Outcomes. This report will enable future changes to the Course Outcomes and Program Outcomes. Use the Student Learning Outcomes' and Program Outcomes' results to satisfy KBOR Foresight 2020 data requests for Math and Analytical Reasoning.

### **Library Committee**

The committee awards prizes in the Paper of the Year. The committee members read and judge each submission. The committee also evaluates the award criteria, seeking to improve it. The Library Committee continues to advise and monitor updates to the library's web pages and electronic resources.

### **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.

## Noel Levitz Student Satisfaction Survey—Spring 2015

The Student Satisfaction Inventory (Table 10) assessed Labette Community College students' feelings of importance and satisfaction with a variety of scales. The results of the LCC Spring 2015 survey are then compared to LCC's Spring 2014 result, the National Spring 2015 results, and the Spring 2015 results of seven community colleges of similar size and location. The following is an institutional summary comparing the scales.

Table 10

Scale	LCC Spring 2015			LCC Spring 2014			National Spring 2015			Selected Community Colleges		
	Important	Satisfied	Gap	Important	Satisfied	Gap	Important	Satisfied	Gap	Important	Satisfied	Gap
Student Centeredness	6.54	5.98	0.50	6.55	6.07	0.48	6.36	5.59	0.77	6.37	5.71	0.66
Instructional Effectiveness	6.50	5.94	0.56	6.61	6.08	0.53	6.42	5.72	0.70	6.41	5.72	0.63
Safety and Security	6.39	5.79	0.60	6.45	5.86	0.59	6.29	5.45	0.85	6.22	5.45	0.77
Academic Advising Effectiveness	6.51	6.03	0.48	6.54	6.12	0.42	6.35	5.43	0.92	6.39	5.56	0.83
Admissions and Financial Aid Effectiveness	6.38	5.74	0.64	6.39	5.72	0.67	6.24	5.33	0.86	6.26	5.51	0.75
Campus Services	6.33	5.99	0.33	6.34	6.09	0.25	6.25	5.75	0.50	6.24	5.78	0.46
Registration Effectiveness	6.53	6.00	0.53	6.58	6.11	0.47	6.48	5.70	0.78	6.47	5.79	0.68
Campus Climate	6.56	6.10	0.46	6.56	6.16	0.40	6.41	5.75	0.66	6.42	5.84	0.58

n=253 (Number of survey responses)

- 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 2015 students rated all areas with the same or lower importance than the LCC students in Spring 2014. All of the areas show a higher level of importance for LCC Students than the National average and the Selected Community Colleges Average.
- LCC's Spring 2015 students have a higher satisfaction rate on the Admissions and Financial Aid Effectiveness Scale than the Spring 2014 students. All other areas have a lower satisfaction rate comparing Spring 2015 students with Spring 2014 students. The students have a higher satisfaction rate than the Spring 2015 National average and the Selected Community Colleges Average in all areas.
- The gap between importance and satisfaction has decreased for the Admissions and Financial Aid Effectiveness Scale between Spring 2014 and Spring 2015 at LCC. The gap increased for all other areas.
- The mean difference between LCC's Spring 2015 Performance Gap and the Selected Community College's Performance Gap is statistically significant at the .01 level on all

scales so we are meeting the students' needs as compared to these colleges. Some scales are statistically significant at the .001 level.

- The mean difference between LCC's Spring 2015 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.

LCC Spring 2015 Higher Satisfaction vs. Selected and National Groups for 2015

- 36. Tuition paid is a worthwhile investment.
- 14. My academic advisor is knowledgeable about my program requirements.
- 9. I am able to register for the classes I need with few conflicts.
- 13. The campus is safe and secure for all students.
- 40. There are sufficient courses within my program of study available each term.
- 34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
- 25. Faculty provide timely feedback about my academic progress.
- 37. I seldom get the "run-around" when seeking information on this campus.
- 3. My academic advisor is available when I need help.
- 16. My advisor helps me apply my program of study to career goals.
- 22. My academic advisor is knowledgeable about transfer requirements of other schools.

LCC Spring 2015 Higher Satisfaction vs. National Group for 2015

- 20. Students are made to feel welcome here.
- 2. Classes are scheduled at times that are convenient for me.
- 1. The campus staff are caring and helpful.
- 23. This institution helps me identify resources to finance my education.
- 32. I am able to take care of college-related business at times that are convenient for me.

LCC Spring 2015 Higher Importance vs. Selected and National Groups for 2015

- 20. Students are made to feel welcome here.
- 34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
- 23. This institution helps me identify resources to finance my education.
- 37. I seldom get the "run-around" when seeking information on this campus
- 3. My academic advisor is available when I need help.

LCC Spring 2015 Higher Importance vs. National Groups for 2015

- 16. My advisor helps me apply my program of study to career goals.
- 22. My academic advisor is knowledgeable about transfer requirements of other schools.

### Follow-Up on FY 2015 Recommendations

Recommendations	Follow-Up Report
1. Program Outcomes results	Completed summer 2015
2. Develop new writing project encouraged by HLC's recommendation	HLC approved the new academic infrastructure to supplant a new writing project enabling us to identify strengths and weaknesses in program outcomes.

### Recommendations for FY 2016 include:

1. Identify academic program outcomes' strengths and weaknesses
2. Utilize program outcomes' results to satisfy Kansas Board of Regent's Foresight 2020 Student Learning Assessment. Written and oral communication results will be reported for FY2016.

## **Appendices: 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

### **Academic Year 2015**

- CAAP assessment for Writing, Math, and Science Reasoning Fall and Spring; 413 CAAP assessments administered.
- Several faculty representing various disciplines attended Core Outcomes meetings at K-State
- Completed first year of revised Course Outcomes' Assessment report
- Collected and submitted data to KBOR for the Foresight 2020 report.
- Full time, part time, and concurrent faculty met and discussed curriculum in Breakout Sessions during the Fall 2014 and Spring 2015 Inservices