



**LABETTE**  
**COMMUNITY**  
**COLLEGE**

**Report of Student  
LEARNING At LCC  
Fall 2018**

**For Academic Year 2017-2018 (AY18)**

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# Report of Student Learning AY18

## Executive Summary

Academic Year 2018 was a successful year for Labette Community College. 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. A new hierarchy of strategic intent is being implemented in Academic Year 2019 to allow Labette Community College to collect more quantified data. The quantified data will measure objective relevance to outcomes and satisfactory levels of completion to further measure institutional effectiveness. The Higher Learning Commission has now focused on co-curricular program assessments, and Labette Community College has recommendations for Academic Year 2019 regarding this.

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 Academic Year 2019 include:

1. In conjunction with HLC Criterion 4.B.2., LCC will assess learning outcomes for co-curricular programs and link them to institutional core values and effectiveness.
2. Labette Community College is developing indicators for further assessments in measuring institutional effectiveness.

# LABETTE COMMUNITY COLLEGE

## 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.

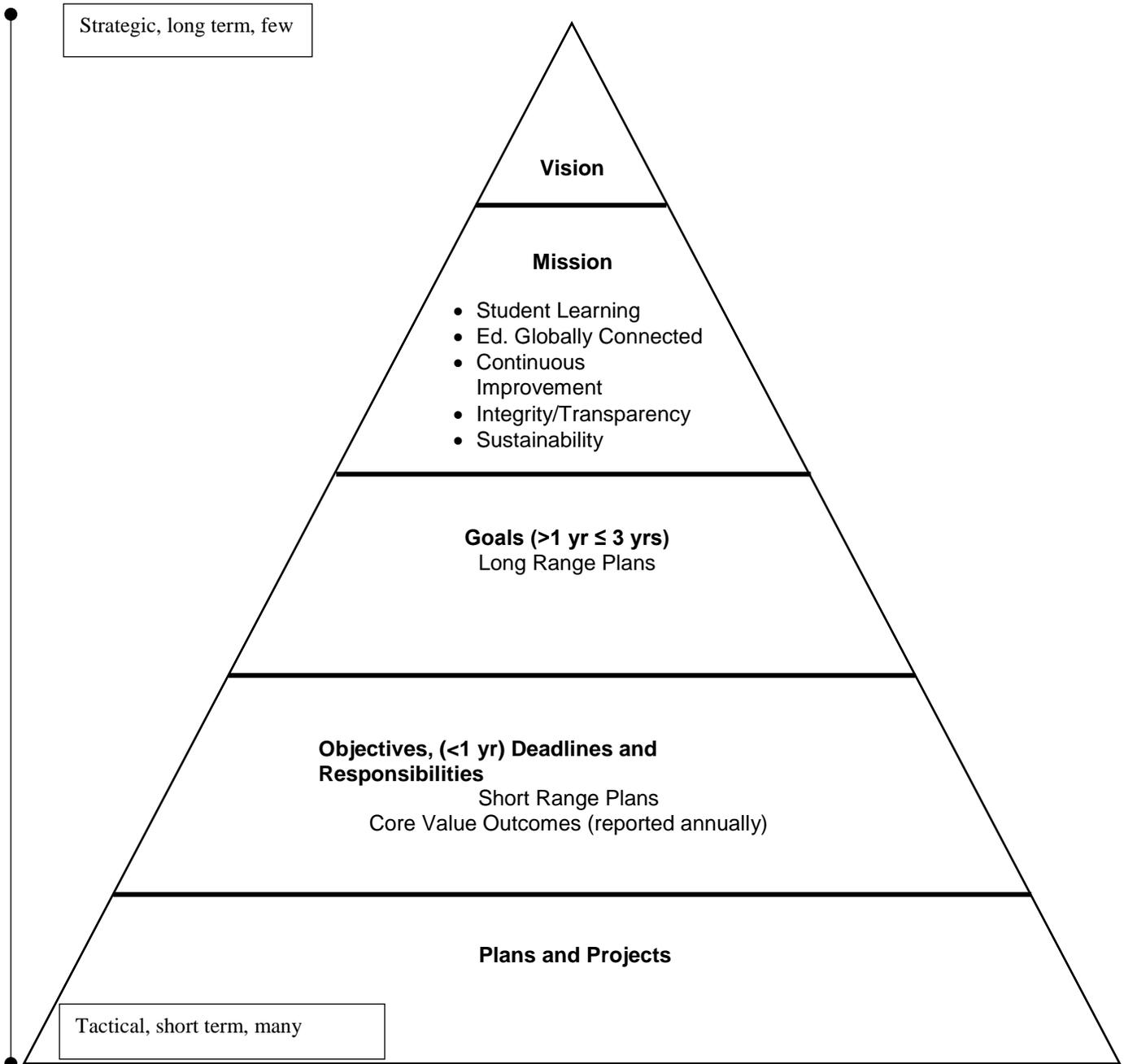


## Core Values

The vision and mission of Labette Community College reflect a set of core values shared by students, faculty, staff, administration, and Board of Trustees. These core values serve as the guiding principles of the college community as we plan for the future.

*Student Learning, Education for a Globally Connected World, Continuous Improvement, Integrity and Transparency, Sustainability of the Institution.*

## Labette Community College Hierarchy of Strategic Intent



## **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.

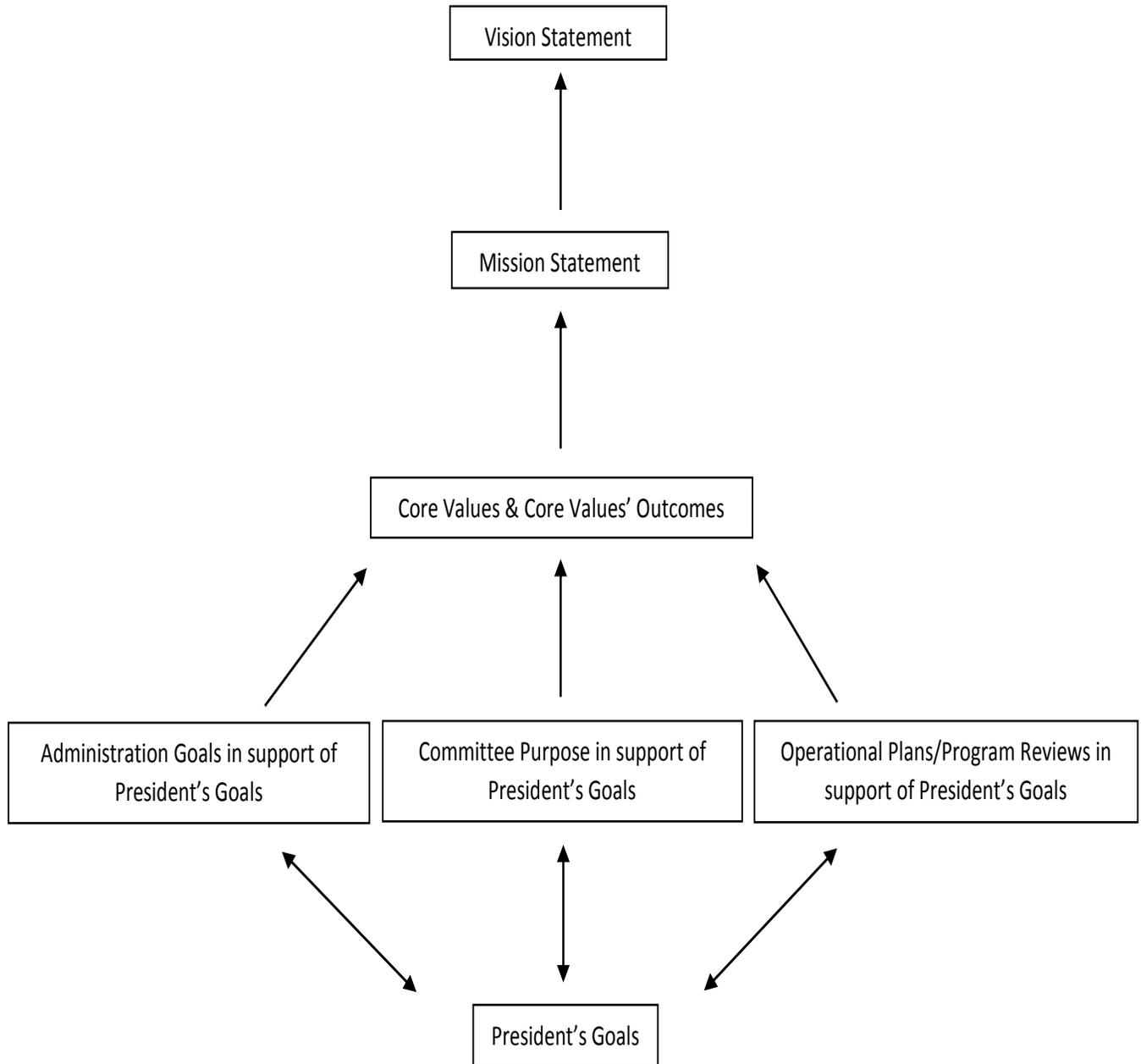
## **Strategic Assessment**

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.

Our strategic planning process is depicted below (Figure 1). The conceptual model provides a guide as to how LCC's five major areas (Academic Affairs, Financial Affairs, Student Affairs, Public Relations, and Foundation) satisfy our mission. LCC's Core Values more clearly define our mission in terms of student learning, global connections, continuous improvement, integrity and transparency, and institutional sustainability. Core Values include more specific outcomes which are supported in the Operational Plans.

Figure 1

Labette Community College  
Report of Student Learning  
Satisfying LCC Mission



## **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**

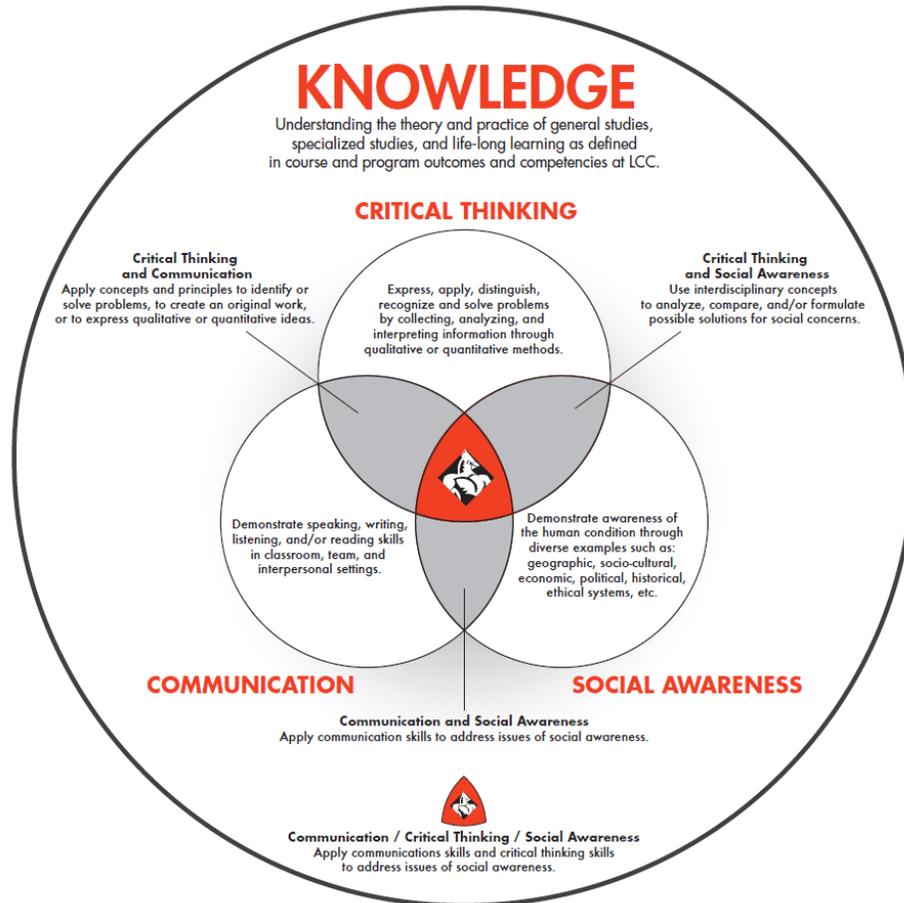
The foundation of LCC's assessment of student learning occurs at the level of Course Outcomes. Assessment results derived from selected course outcomes are used to measure the success of Program Outcomes which are associated with student learning at the program level. Course Outcomes are also linked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

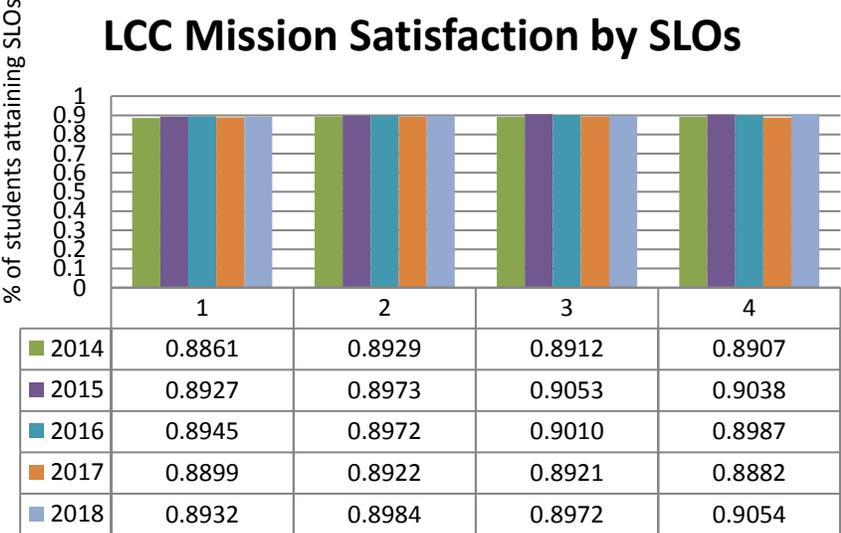
Course Outcomes and accompanying competencies are also utilized to assess the overall effectiveness of our instructional mission at the course and program levels. LCC incorporates Course Outcome assessments as part of the educational strategic planning process. Course Outcome assessments are part of 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. 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." One could say LCC satisfies our mission at a rate of 89% in terms of Knowledge (1), 90% in Critical Thinking (2), 90% in Communication (3), and 91% in Social Awareness (4).

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 (CO) 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.

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.

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

## 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 Workforce/Career Training/Personal Enrichment/Electronics, Accounting/Business administration, Art, Respiratory Therapy, and Chemistry/Physical Science (Pre-Pharmacy) were completed and presented to the Board of Trustees during Academic Year 2018.

Below are the percentages of students who demonstrated competency (70%) for each Program Outcome (PO) in each Program of Study during the Academic Year 2018. These data represents internal, imbedded assessments.

Table 1

	Program Review	PO1	PO2	PO3	PO4	PO5	PO6	PO7
1	WF/CT/PE/Elect.	**	**	**				
2	Accounting/Business	94/93%	88/88%	84/84%	85/90%			
3	Art	100%	100%	100%	100%			
4	Respiratory Therapy	95%	96%	99%				
5	Chem./Phys. Science	96%	96%	96%	96%	96%	99%	99%

*\*\* Workforce did not have any program outcomes, but a program review was conducted.*

**Art**



**Workforce**



**Account/Business**



**Respiratory**



**Chemistry**



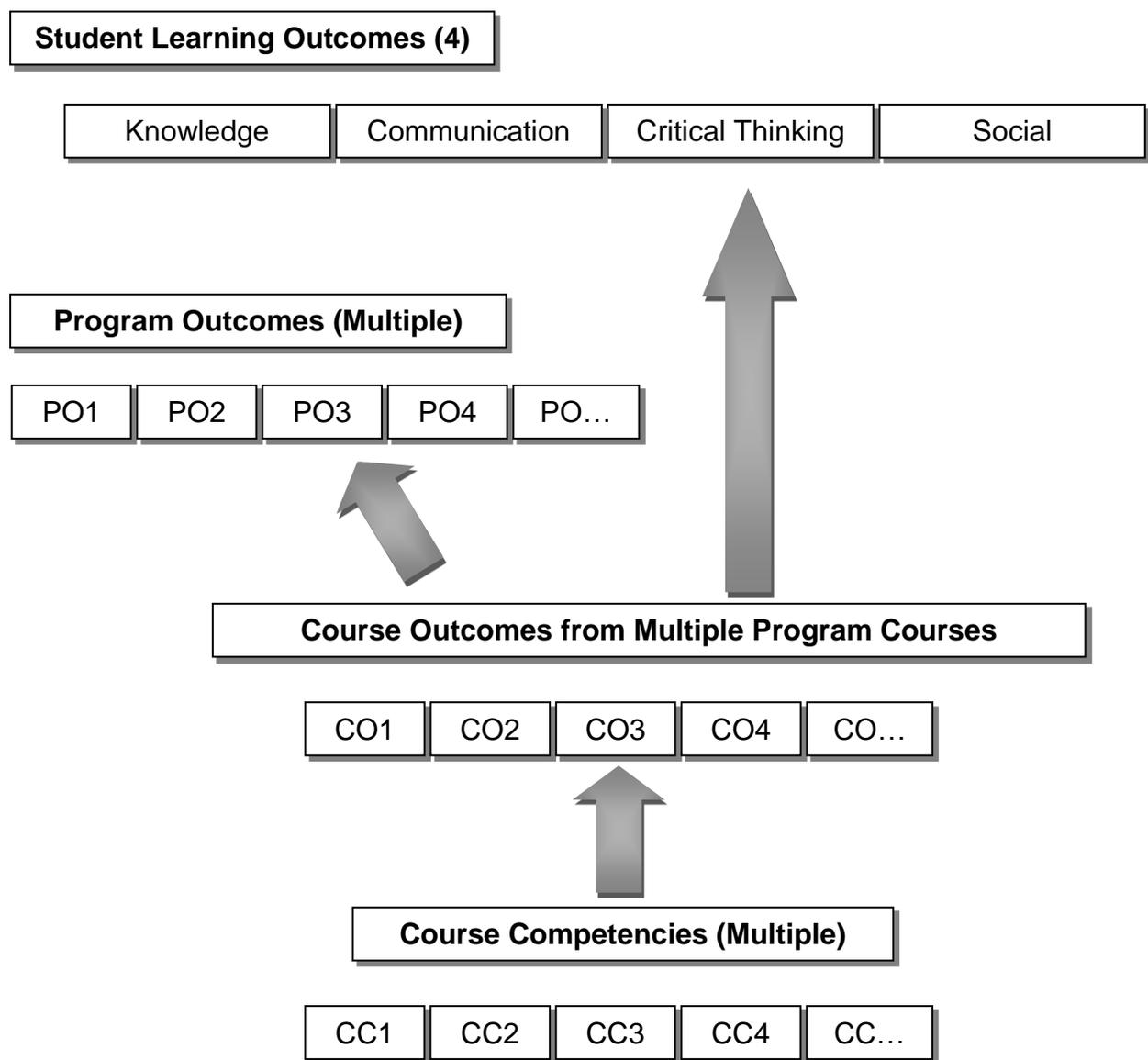
## LCC Educational Strategic Process

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 will be reported to the Dean of Instruction for review as well as respective advisory committees.

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. (Tables 2-7)

Table 2

*Radiography*

*American Registry of Radiologic Technologists National Comparison Report*

<b>Year</b>	<b>Group</b>	<b>Number</b>	<b>Mean</b>	<b>% Pass*</b>
2013-2014	LCC	15	85.9	100%
2014	National	11,831	83.8	88.9%
2014-2015	LCC	17	81.8	88.9%**
2015	National	11,485	83.7	88.4%
2015-2016	LCC	14	86.9	100%
2016	National	11,740	83.3	87.2%
2016-2017	LCC	17	85.8	100%
2017	National	11,166	83.6	89.3%
2017-2018	LCC	17	85.6	100%
2018	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, 2019 and will be included in the 2019 Report of Student Learning.

Table 3

*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>
2013-2014	18	100%	28	92%
2014-2015	22	100%	29	100%
2015-2016	20	100%	17	82%
2016-2017	10	100%	23	92%
2017-2018	12	100%	25	100%

\*ACEN accreditation requires 80% first time pass rate.

\*\*RN program with the "option" to take the PN exam. Not all students plan to work as a PN.

Table 4

*Respiratory Therapy*

	<b>Program Graduates</b>	<b>CRT*,***</b>	<b>RRT**</b>
2013-2014	7	6	1
2014-2015	11	6	3
2015-2016	4	4	2
2016-2017	10	8	4
2017-2018	5****	4	2

*\*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*

*\*\*\*\* One graduate is going into Sonography, and will not take the Board exam. As the ultimate goal for this student is a DMS certificate.*

Table 5

*Physical Therapist Assistant*

	<b># of Testers ++</b>	<b>Passed</b>	<b>%</b>
2013-2014 (Cohort 3)	19	13	68.4%
2014-2015 (Cohort 4)	21	<del>19</del> 20**	<del>90.5%</del> 95.2%**
2015-2016	No Cohort	N/A	N/A
2016-2017 (Cohort 5)	16	13	81.3%
2017-2018 (Cohort 6)	15	09	60.0%
<b>Two Year Sum (17&amp;18)*</b>	<b>31</b>	<b>22</b>	<b>70.9%</b>

*\*CAPTE accreditation requires 85% ultimate pass rate over 2 years.*

*\*\* 2015 percentage changed after one student took the test in July 2018 and passed.*

*++Next test date for students is in October 2018.*

Table 6

*Diagnostic Medical Sonography*

Year	Physics Exam	Abdomen Exam	Ob/GYN Exam	Vascular Exam	Employment rates	Program Completion rate
<b>2013 First cohort</b>	5 of 5 tested 5/5 or 100% passed	5 of 5 tested 5/5 or 100% passed	3 of 5 tested 3/3 or 100% passed	4 of 5 tested 4/4 or 100% passed	5 of 5 employed 100% placement	8 started/ 5 graduated 62.5%
<b>2014</b>	6 of 6 tested 5/6 or 83% passed	5 of 6 tested 5/5 or 100% passed	3 of 6 tested 3/3 or 100% passed	5 of 6 tested 5/5 or 80% passed	5 of 6 employed 83% placement	7 started/ 6 graduated 85%
<b>2015</b>	4 of 4 tested 4/4 or 100% passed	4 of 4 tested 4/4 or 100% passed	2 of 4 tested 2/2 or 100% passed	4 of 4 tested 4/4 or 100% passed	4 of 4 employed 100% placement	4 started/ 4 graduated 100%
<b>2016</b>	7 of 7 tested 7/7 or 100% passed	3 of 7 tested 3/3 or 100% passed	2 of 7 tested 2/2 or 100% passed	6 of 7 tested 4/6 or 66% passed	6 of 7 employed 85% placement	8 started/ 7 graduated 87.5%
<b>2017</b>	5 of 6 tested 5/6 or 83% passed	1 of 6 tested 1/1 or 100% passed	0 of 6 tested 0/0 or 100% passed	5 of 6 tested 4/5 or 80% passed	5 of 6 employed 83% placement	8 started/ 6 graduated 75%
<b>2018*</b>	4 of 4 tested 4/4 or 100% passed	3 of 4 tested 3/3 or 100% passed	2 of 4 tested 2/2 or 100% passed	4 of 4 tested 4/4 or 100% passed	4 of 4 employed 100% placement post-graduation	4 started/ 4 graduated %100

\*Students reported in AY18 just graduated in May, and some have not had time to complete all of the registry exams.

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

Table 7

*Dental Assistant Program*

	<b># of Graduates</b>	<b># of Students Who Attempted DANB*</b>	<b># of Students Who Passed DANB*</b>	<b>%</b>
2013-2014 (Cohort 2)	8	7	3	42%
2014-2015 (Cohort 3)	6	5	5	100%
2015-2016 (Cohort 4)	10	10	7	70%
2016-2017 (Cohort 5)	11	8	7	87%
2017-2018 (Cohort 6)	7	7	7	100%

*\* 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.*

**Follow-Up on Academic Year 2018 Recommendations**

<b>Recommendations</b>	<b>Follow-Up Report</b>
<p>1. In conjunction with HLC recommendations for the mid-cycle review (two years before), LCC will identify curricular areas of weakness, establish new benchmarks, and re-evaluate at the end of the 2017-2018 Academic Year as part of our institutional effectiveness model.</p>	<p>LCC conducted research on how to identify curricular areas of weakness. Some LCC programs complete annual department reports measuring successful pass rates, job placement, etc.; however, LCC changed their strategic assessment to allow more quantified data to be collected. The quantified data will measure objective relevance to outcomes and satisfactory levels of completion. The assessment is reflected in LCC’s Operational Plan FY19 and will offer core value outcomes that reflect institutional effectiveness.</p>
<p>2. Labette Community College will look into starting two new programs. These programs will include a Welding and Human Service Program.</p>	<p>LCC implemented both the Welding and Human Service Programs. The Welding Program has maintained large enrollment, and the new, Workforce Training Center facility will allow LCC to expand class availability and enrollment. The Human Service Program was developed in Fall of 2017 and finalized in Spring of 2018. Students could declare this as their major for Fall 2018. An assessment was conducted to determine to offer the program after change in staffing and no declared majors for the program. LCC will propose to the Board of Trustees to discontinue this program.</p>

**Recommendations for Academic Year 2019 include:**

1. In conjunction with HLC Criterion 4.B.2., LCC will assess learning outcomes for co-curricular programs and link them to institutional core values and effectiveness.
2. Labette Community College is developing indicators for further assessments in measuring institutional effectiveness.

## **Appendix**

### **Brief Recent History of Instructional Assessment at LCC**

In 2012, the faculty implemented an assessment process, whereby Course Outcomes were used as metrics for student learning. 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. Student Learning Outcomes (SLOs) were established in 2012. LCC students were assessed to determine how well LCC was satisfying the SLOs. In 2014, Program Outcomes were established. In 2016, a few programs began measuring student success based upon these Program Outcomes.

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

#### **Academic Year 2014**

- CAAP assessment for Writing, Math, and Science Reasoning Fall and Spring; 522 CAAP assessments administered.
- Work Keys 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 In-services.

#### **Academic Year 2016**

- CAAP assessment for Writing, Math, and Science Reasoning Fall and Spring; 527 CAAP assessments administered.
- Several faculty representing various disciplines attended Core Outcomes meetings at Johnson County Community College.
- Collected and reviewed Written and Oral Communication’s data.

- Full time, part time, and concurrent faculty met and discussed curriculum in Breakout Sessions during the Fall 2015 and Spring 2016 In-services.
- Full time faculty members have created and currently maintain an electronic Resource Room which aids in the communication between full time and adjunct instructors within each discipline.

### **Academic Year 2017**

- CAAP assessment for Writing, Math, and Science Reasoning Fall and Spring; 511 CAAP assessments administered.
- Several faculty representing various disciplines attended Core Outcomes meetings at Washburn University.
- Full time, part time, and concurrent faculty met and discussed curriculum in breakout Sessions during the Fall 2016 and Spring 2017 In-services.
- Program Review reports were completed for Radiography, Exercise Science, Physical Education, Athletic Training, and Social Science.
- Program Outcomes were measured and included in Program Review reports for Radiography, Exercise Science, Physical Education, Athletic Training, and Social Science.

### **Academic Year 2018**

- Several faculty representing various disciplines attended Core Outcomes meetings at Washburn University.
- Full time, part time, and concurrent faculty met and discussed curriculum in Breakout Sessions during the Fall 2017 and Spring 2018 In-services.
- Program Review reports were completed for Workforce/Career Training/Personal Enrichment/Electronics, Accounting/Business administration, Art, Respiratory Therapy, and Chemistry/Physical Science (Pre-Pharmacy).
- Program Outcomes were measured and included in Program Review reports for Workforce/Career Training/Personal Enrichment/Electronics, Accounting/Business administration, Art, Respiratory Therapy, and Chemistry/Physical Science (Pre-Pharmacy).
- Some full time faculty members have created and currently maintain an electronic Resource Room which aids in the communication between full time and adjunct instructors within each discipline.