



LABETTE
COMMUNITY
COLLEGE

Report of Student Learning
Academic Year 2024-2025 (AY25)

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Purpose of This Document

Academic assessment is a college-wide responsibility comprising many constituencies. This document, created and maintained by the Institutional Assessment Committee, is an attempt to bring all components together and includes a historical review of the assessment process at Labette Community College (LCC). The committee prepares the report for review by the President's Council and presentation to the LCC Board of Trustees at their October board meeting and to the Strategic Planning Committee at their fall meeting.

Faculty at LCC use assessment as a tool to inform academic change. Assessment leads to improvement in teaching and learning and is used to improve curriculum for our institution. Course outcomes 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 program review process.

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

Student Learning: Labette Community College makes every effort to provide collegial programs and services by providing a caring and qualified faculty/staff to assist all students and community members in attaining the foundational skills and knowledge essential for success in work and in life, in a supportive and accountable environment.

Education for a Globally Connected World: Labette Community College promotes the diversity in our communities and our world by valuing the dignity, worth, and potential of all persons; by using diverse delivery methods and evolving technology; and by improving the communities we serve through civic engagement opportunities.

Continuous Improvement: Labette Community College strives for continual institutional improvement through strategic planning, program and department reviews, outcome assessments, professional development, performance agreements, policy and procedure updates, and campus environment enhancement.

Integrity and Transparency: Labette Community College operates in an environment of integrity and transparency through honest ethical practices, open communication, and accountability, for transactions with all constituencies.

Sustainability of the Institution: Labette Community College encourages innovation and personal growth, maintains financial accountability, supports student retention and success, and plans strategically for the future, while adhering to state, federal, and governing agency guidelines.

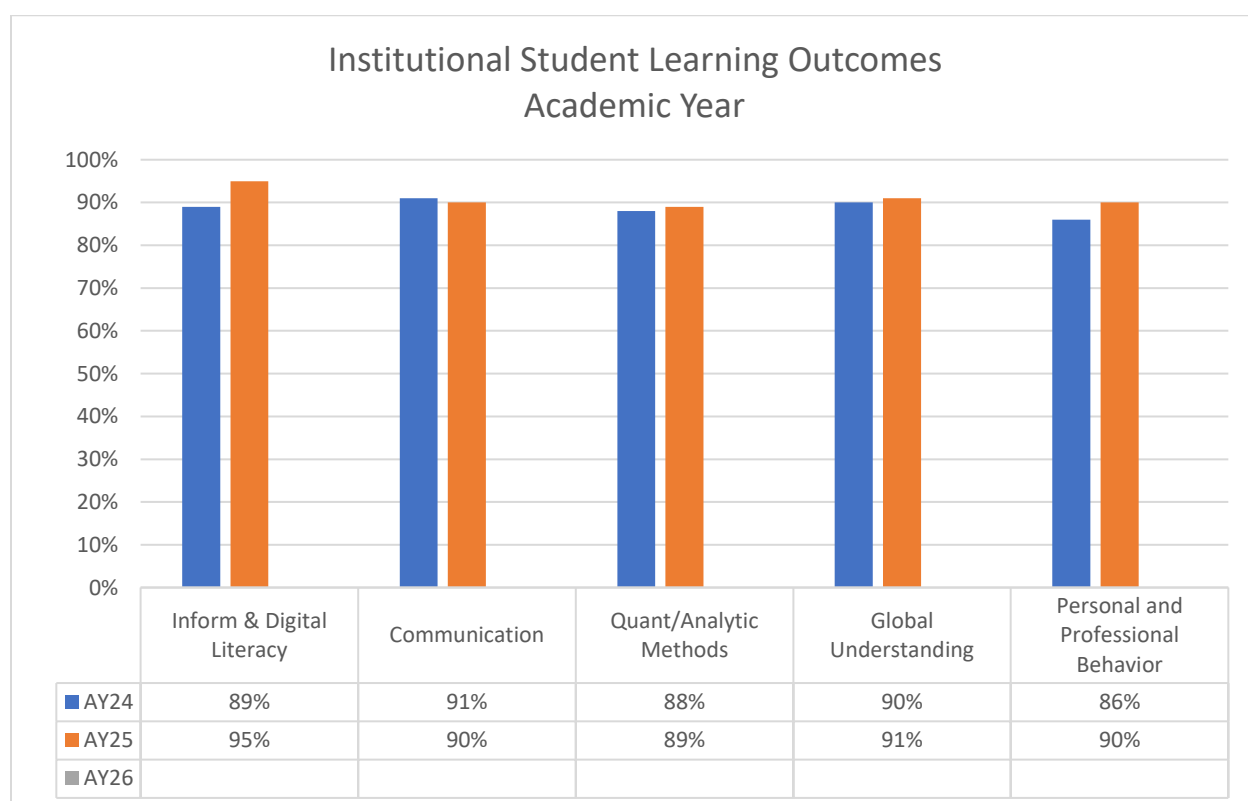
Institutional Student Learning Outcomes

Kansas Board of Regent's initiative of creating a statewide general education core has transformed higher education across the state (approved in June 2022).

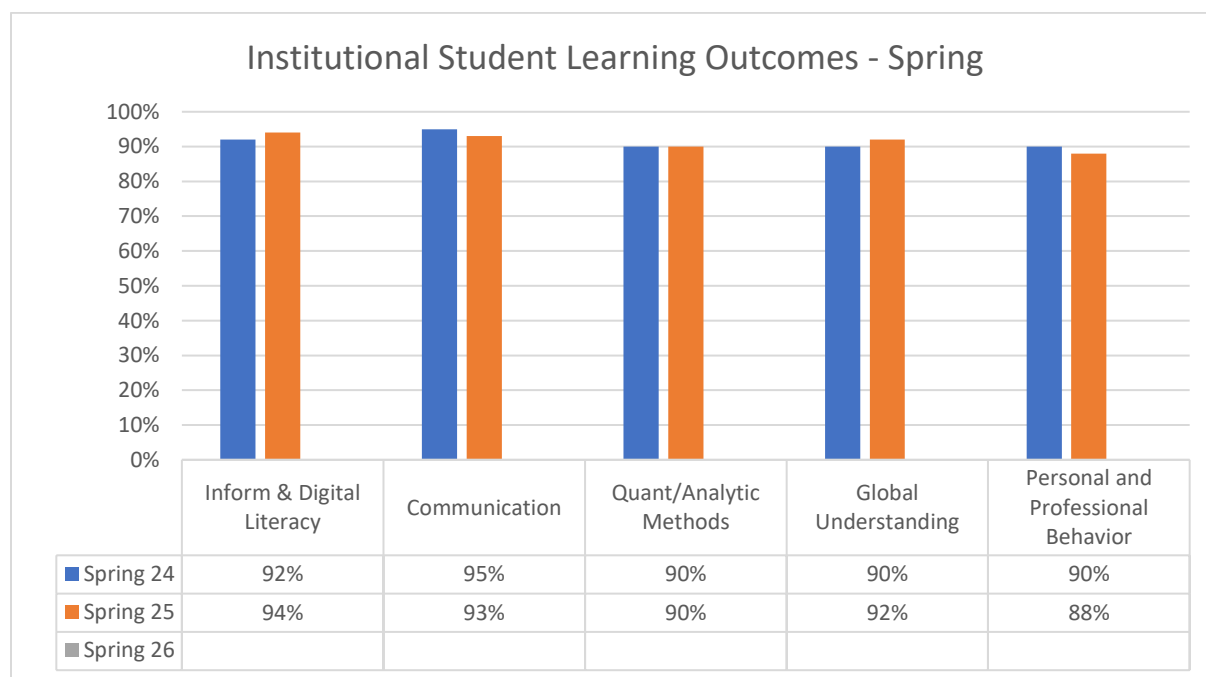
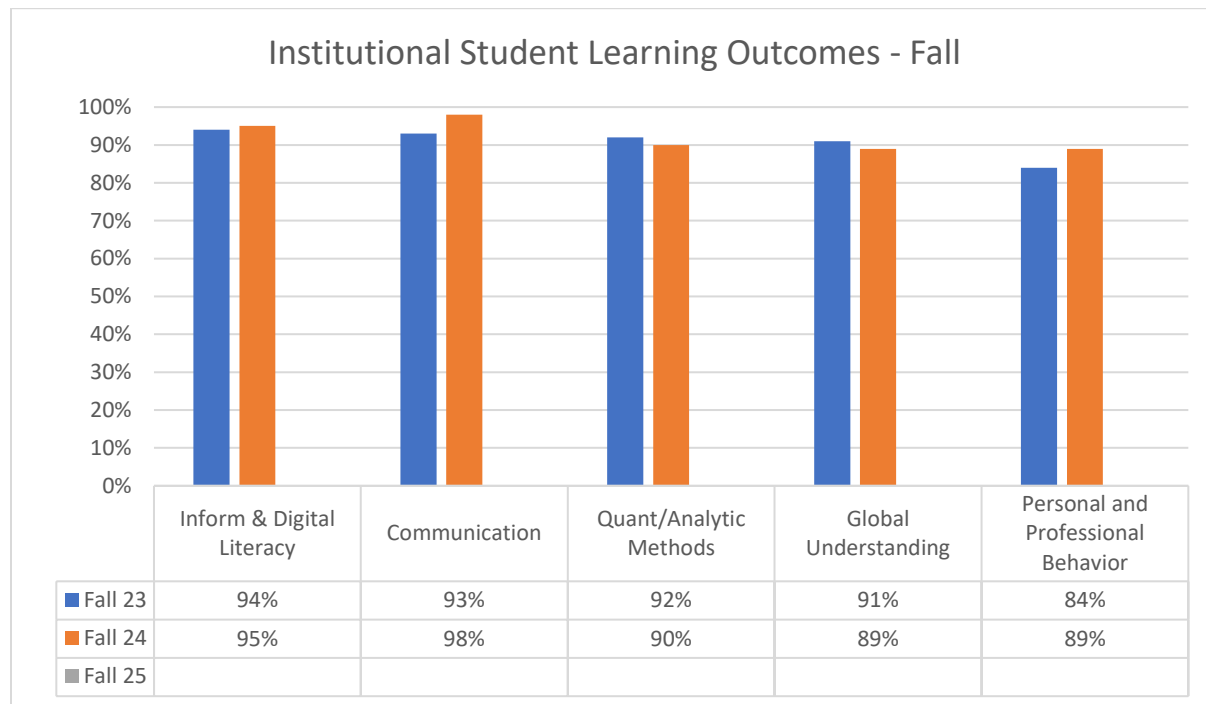
Institutional Student Learning Outcomes (ISLOs) that address a general education core are broad goals set by an educational institution to ensure that all students, regardless of their specific major, develop essential skills and knowledge. These outcomes can include a variety of things such as critical thinking, communication, quantitative reasoning, ethical reasoning, and cultural awareness. By aligning ISLOs with the general education core, institutions ensure that every student acquires a well-rounded education, preparing them for diverse challenges in their personal and professional lives, and promoting lifelong learning.

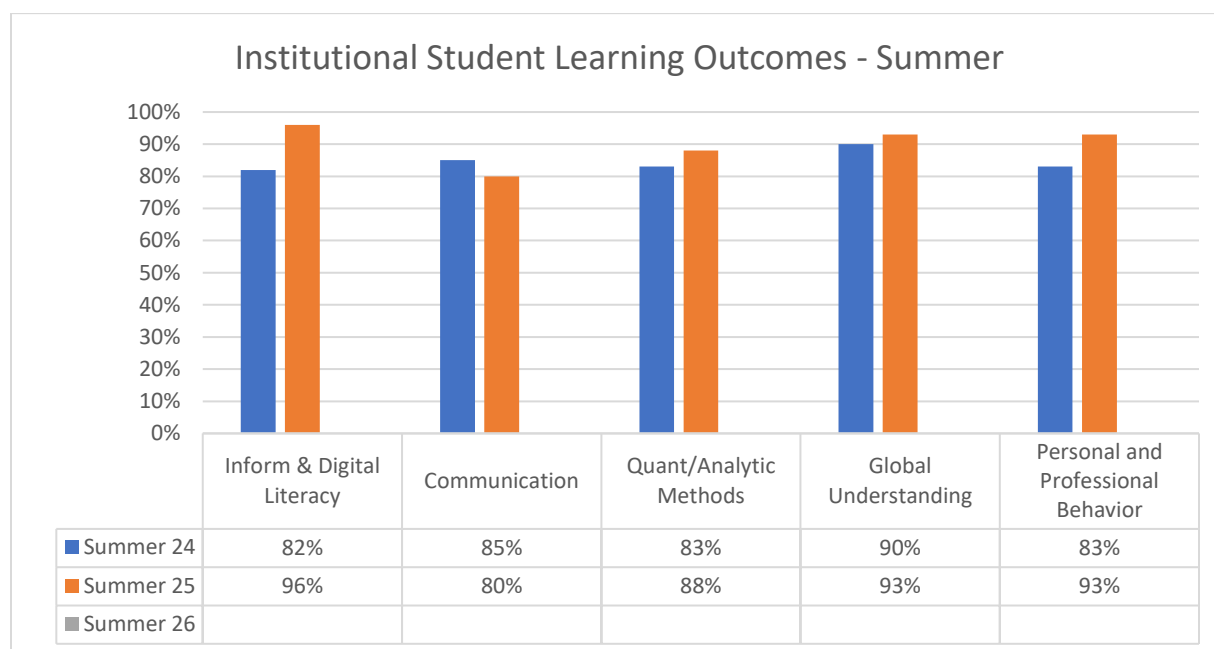
Labette Community College's mission is "providing quality learning opportunities in a supportive environment for success in a changing world". LCC accomplishes their mission and provides well-rounded education through assessing the college's ISLOs of: **Information & Digital Literacy, Communication, Quantitative/Analytic Methods of Scientific Literacy, Global Understanding & Civic Engagement, and Personal & Professional Behavior.**

The general education core was implemented in Academic Year 2023-2024 (AY24) at Labette Community College. Data collection is in its second year, and the college is excited to collect additional years of data. The chart below reflects the entire academic year.



The following graphs below are the collection of ISLO data by academic term:





Review of the DATA:

Comparing the ISLO second-year with the first-year data, the data remains consistent year to year in the overall, fall and spring terms. The summer term shows the most fluctuation in the data especially in Information and Digital Literacy and Personal and Professional Behavior.

Internal discussion with faculty about the previous summer term's outcome's results may have led to the increase in these areas. As the focus for the college was to ensure summer enrolled students knew where to find appropriate educational resources such as the library, student success center, tutoring, etc.

Program Outcomes

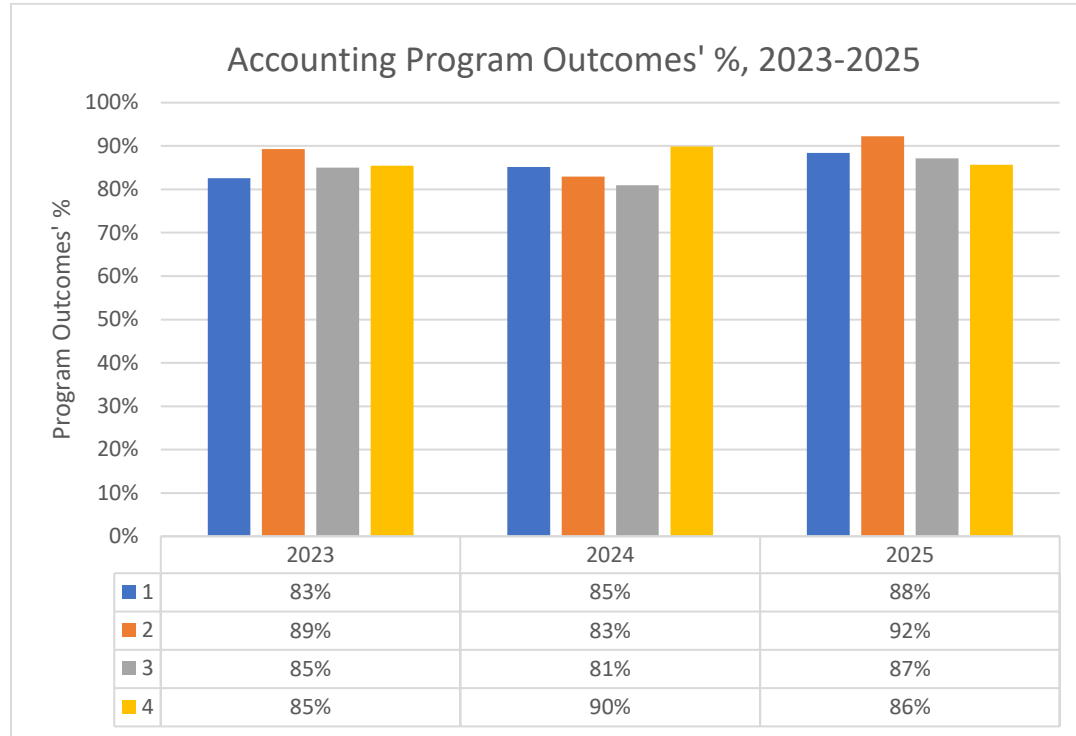
Program Outcomes serve as specific benchmarks designed to delineate student proficiency within each of our academic programs, as enumerated in the Academic Catalog, such as those in English or Nursing. The quantity of Program Outcomes typically ranges from four to ten per program. These Program Outcomes are derived from carefully selected Course Outcomes, with several Course Outcomes used as multiple indicators to express various facets of student competence. Consequently, the evaluation of Program Outcomes hinges on students demonstrating their competence: a determination made through assessments of Course Outcomes.

The following results, graphs, and reflections are summarized per program.

Accounting

Program Outcomes:

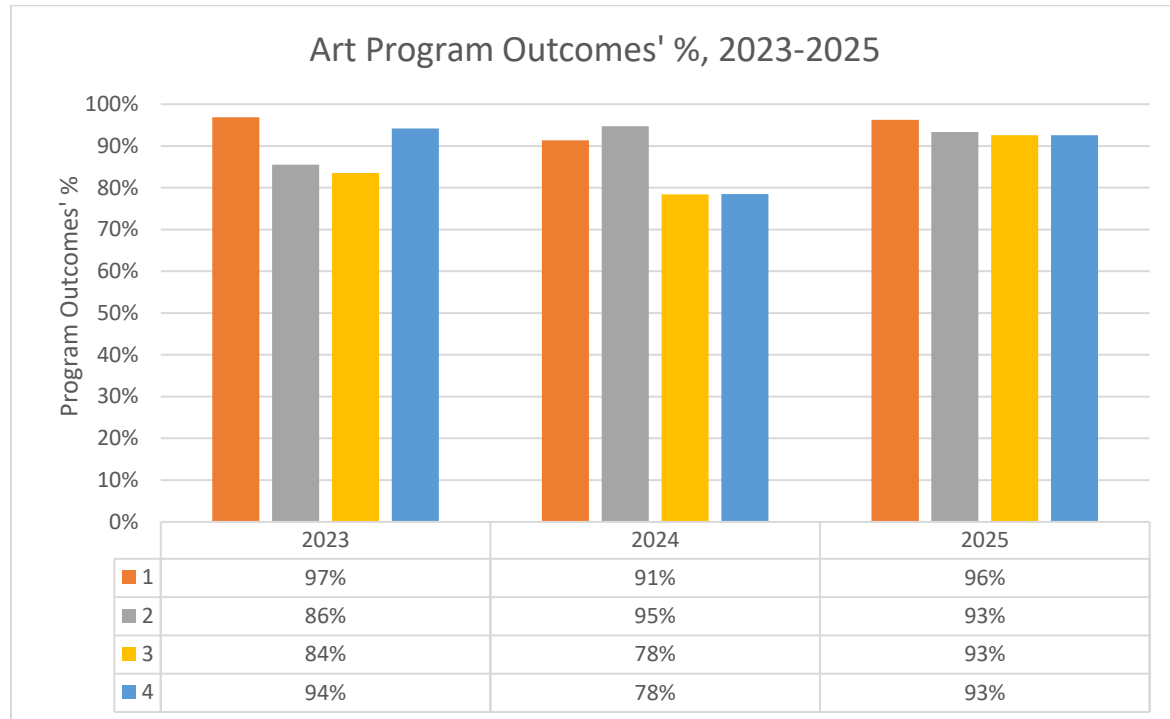
1. Apply financial accounting concepts.
2. Understand legal and ethical concepts related to operating a business.
3. Evaluate information to make effective business decisions.
4. Demonstrate effective computer skills.



- What did you learn from the data?
The first three outcomes for 2025 were improved over 2024. Outcome 1 has shown improvement every year of this analysis.
- What did you not learn from the data?
The data does not tell us about the success rate of Business Administration majors specifically. Students of other majors frequently take BUAD classes as part of their general education requirements. The success rate in our program is 70%. The data does not tell us how the degree to which students are performing above or below 70%. The fourth outcome was not able to be measured in the same manner during the 2025 AY due to the main course used to evaluate the outcome was not taught. It is no longer a required course, only a recommended elective for the program as it is not an aligned course.
- What do you hope to learn and do differently this academic year?
The Business program alignment goes into effect this academic year. Although the Accounting program is not included in this, many Accounting majors follow it also for transferability. The alignment required many changes to the curriculum. We will examine the data over the current and future years and evaluate to see if there is a need to change the fourth program outcome to facilitate continued transferability.

Art**Program Outcomes, 2023-24:**

1. Execute a variety of media, techniques and processes used for creating both two-dimensional and three-dimensional visual art.
2. Demonstrate the ability to use visual art terms and conventions displaying visual literacy.
3. Critically evaluate the merits of artwork including their own, peers, and practicing artists.
4. Analyze and draw connections between subject matter, symbols, ideas and historic / current visual art cultures.

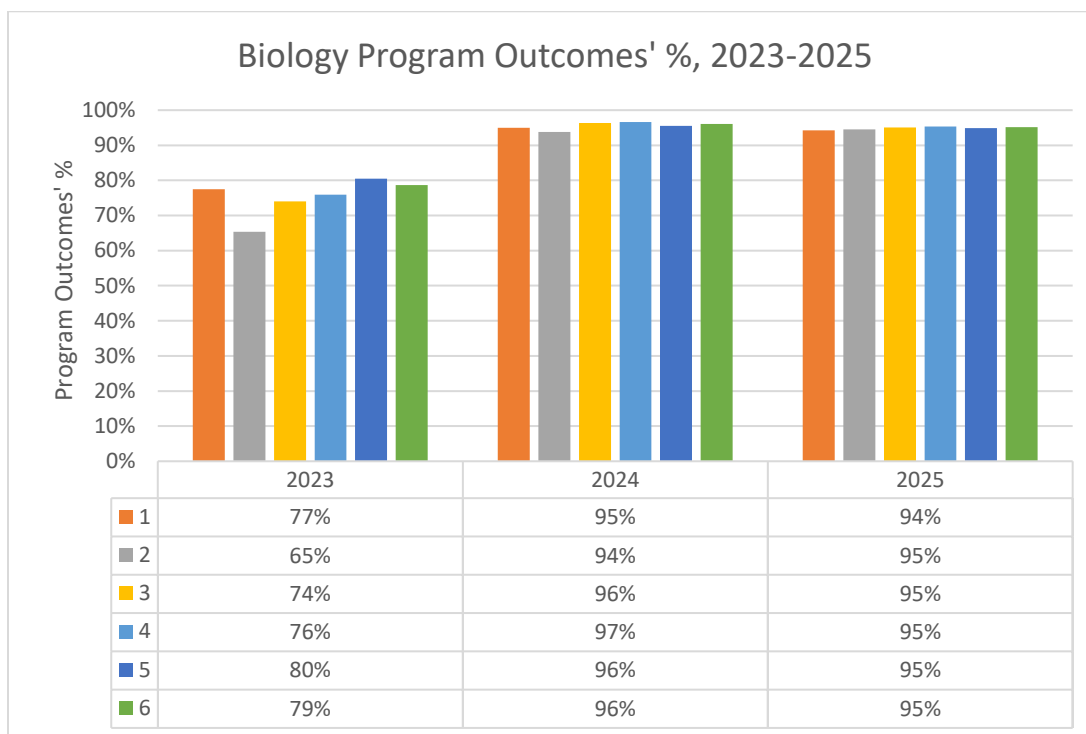


- What did you learn from the data?
Over the three-year sample we see a downturn in objective 1 which then rebounds in 2025. This is relatively the same with objectives 2, 3 and 4. Minor shifts in data, especially when going down and then back up are not an indication of a major concerning trend. As of 2025 the trend in all of the objectives are trending in the right direction. Students seem to be learning and developing a personal and expressive connection to their own art and the art of their peers. They are also learning to apply the in-class concepts and theories to real-life experiences in art museums historical knowledge.
- What did you not learn from the data?
Other than objectives 3 and 4, the data is not an indication of positive or negative trends.
- What do you hope to learn and do differently this academic year?
Overall, the data is positive and encouraging. I would be interested in learning about the impact of the studio equipment, technology and classroom organization on student learning outcomes and objectives. I also hope to see if the data continues to trend positively in AY2026 and then I will be able to formulate a plan to correct or continue with my educational goals and objectives.

Biology

Program Outcomes:

1. Students will demonstrate knowledge of the concepts that comprise the biological sciences.
2. Students will demonstrate the ability to read, understand, and critically review scientific papers and prepare oral and written reports in a standard scientific format.
3. Students will be able to think critically and reason analytically.
4. Apply the scientific process, including designing and conducting experiments and testing hypotheses.
5. Students will effectively communicate underlying principles of biology.
6. Express an awareness of the careers and professions available in the biological sciences and an understanding of the significance ethics plays in the field.

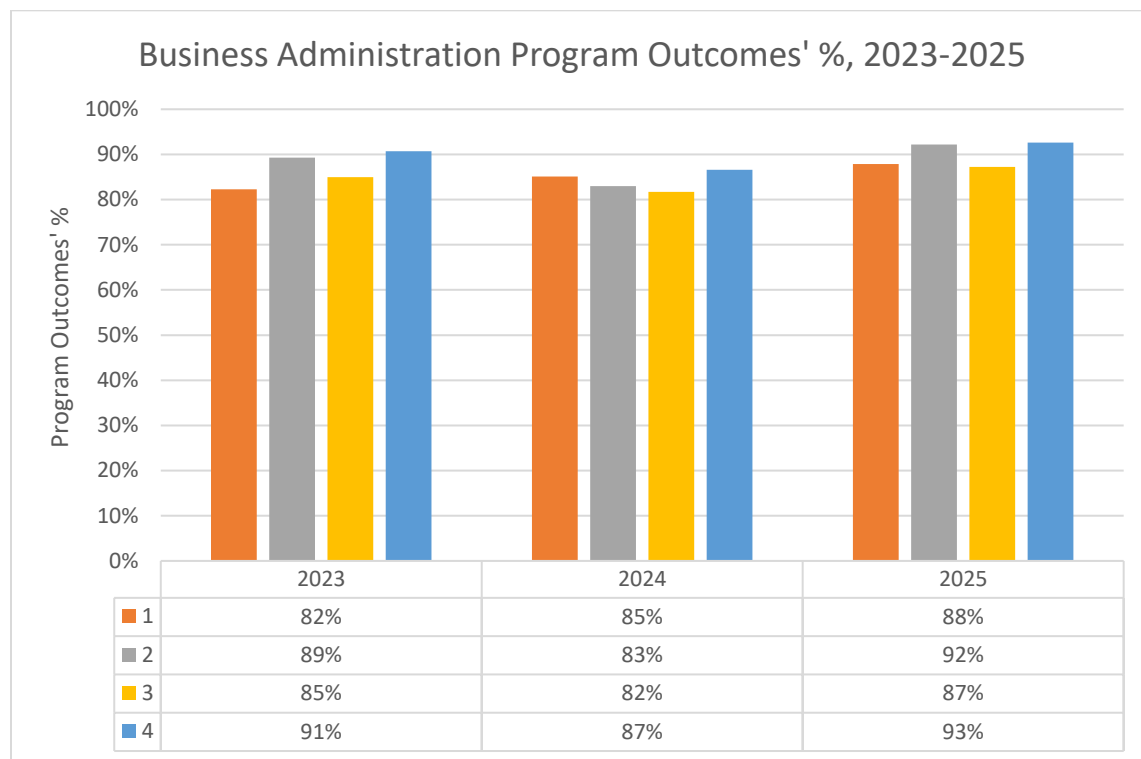


- What did you learn from the data?
Students have been consistently meeting the Program Outcomes (our cutoff is 70%, and for the three years reviewed. Other than the year 2023 where many students did not do well (highest 80%, with outcome No. 2 at 65%), the performance of the other two years was excellent with 100% of the students meeting all the six Outcomes.
- What did you not learn from the data?
I did not find anything to be able to answer this question. Focusing on 2023 Outcomes, I cannot think of an explanation for the overall lower performance in that year. The data does not provide any information as to the reasons why. That is all I can think of.
- What do you hope to learn and do differently this academic year?
We will continue to work to improve on the numbers attaining the Outcomes for this Program (ideally, we want 100% attaining the Outcomes of course as we did in AY2024 and 2025).

Business Administration

Program Outcomes:

1. Apply financial accounting concepts.
2. Understand legal and ethical concepts related to operating a business.
3. Evaluate information to make effective business decisions.
4. Demonstrate effective business communication skills.

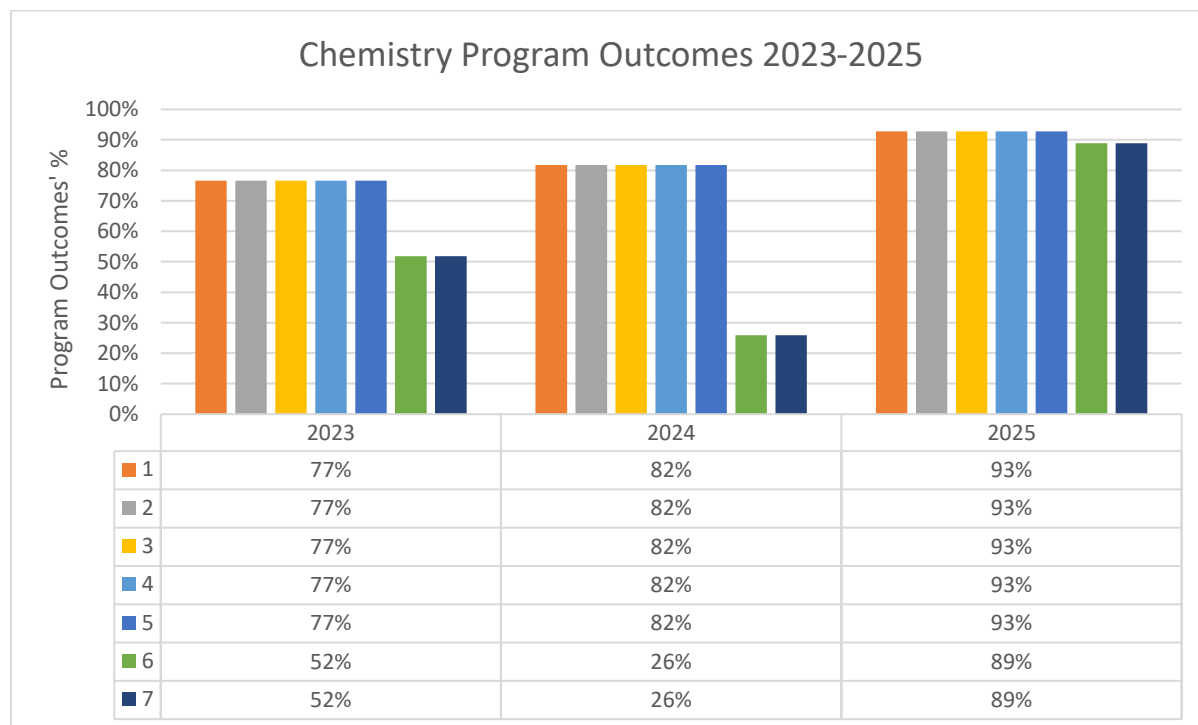


- What did you learn from the data?
All four outcomes for 2025 were improved over 2024. Outcome 1 has shown improvement every year of this analysis.
- What did you not learn from the data?
The data does not tell us about the success rate of Business Administration majors specifically. Students of other majors frequently take BUAD classes as part of their general education requirements. The success rate in our program is 70%. The data does not tell us how the degree to which students are performing above or below 70%.
- What do you hope to learn and do differently this academic year?
The Business program alignment goes into effect this academic year. The alignment required many changes to the curriculum. We will examine the data over the current and future years to see if there is any impact.

Chemistry

Program Outcomes:

1. Understand and explain the composition and properties of materials and the interaction of energy with materials.
2. Understand and explain how materials are transformed to other materials.
3. Explain the role of physical science in the understanding of nature, our environment, and ourselves.
4. Understand and explain how physical science is applied to better the lives of humankind.
5. Demonstrate the ability to solve problems involving the physical sciences.
6. Analyze and synthesize materials in a laboratory setting.
7. Use laboratory techniques including the use of modern instruments to analyze science systems.

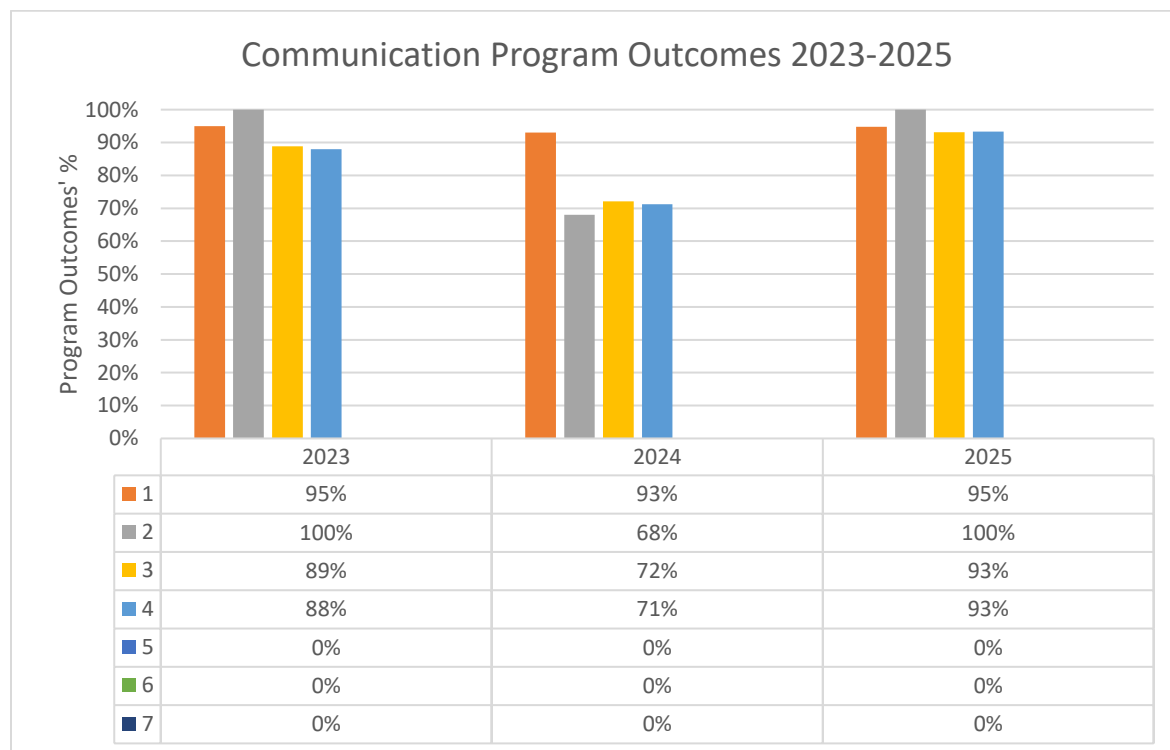


- What did you learn from the data?
Overall, from 2023 to 2025, students are improving in the outcomes and are doing better in the Chemistry courses. Outcome data results are very similar to the Pre-Pharmacy outcome data results.
- What did you not learn from the data?
Nothing or not available.
- What do you hope to learn and do differently this academic year?
Continue to instruct College Chemistry 1, College Chemistry 2, and Introduction to Chemistry as on-ground courses for science majors. Also, possibly offer Introduction to Chemistry as an online or hybrid course again as a second option for non-science majors or for those students who are preparing to take on-ground College Chemistry 1 and other upper level on-ground Chemistry courses. Use both options to see if improvement in enrollment in Chemistry and other science programs may occur.

Communication

Program Outcomes:

1. Compose, deliver, and analyze messages for diverse target audiences.
2. Apply appropriate tools and technologies for integrated fields of communication.
3. Demonstrate effective listening skills while receiving and delivering messages.
4. Understand the value of ethical communication and sensitivity to human diversity.

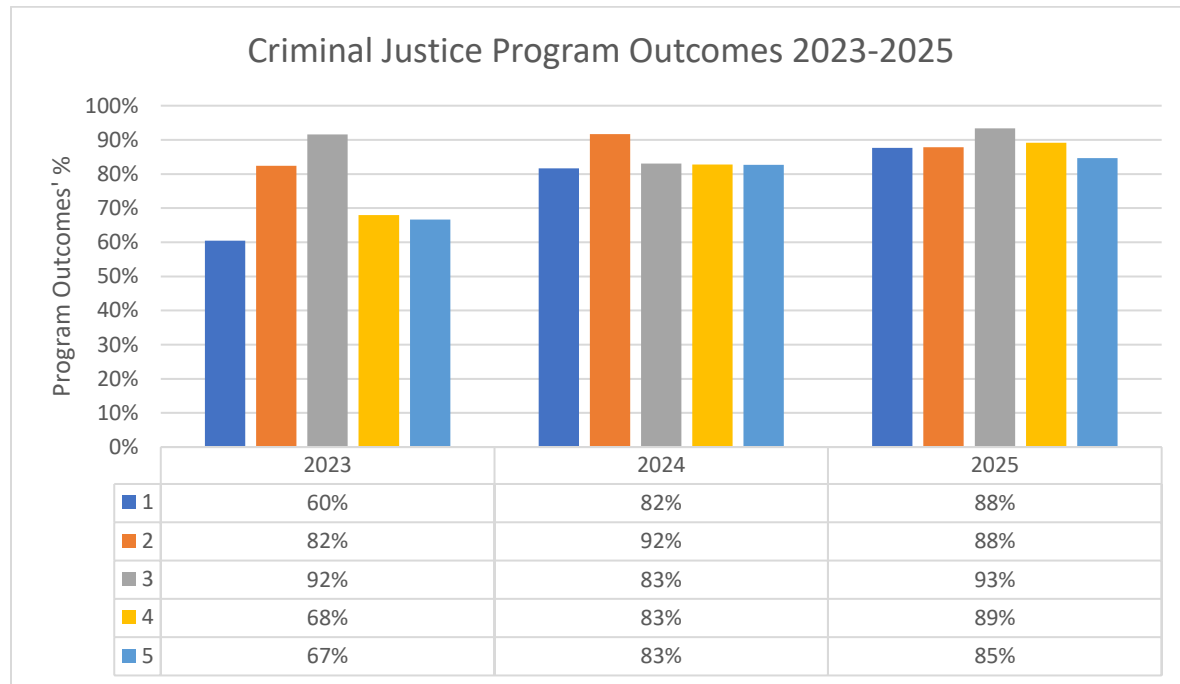


- What did you learn from the data?
The program is consistently performing well in outcome #1, indicating a strength in our curriculum. While outcome #2 showed a dip in 2024, it returned to 100% in 2025, possibly suggesting changes in course delivery or students' engagement with technology. Outcomes #3 and #4 both showed notable decline, followed by significant improvement in 2025.
- What did you not learn from the data?
The data doesn't tell us how adjuncts assess outcomes for each of their classes and therefore how accurate the overall department data actually are. I am unsure if the drops in success in 2024 was due to changes in teaching method, course content, student preparedness, etc.
- What do you hope to learn and do differently this academic year?
As mentioned in previous reports, my hope is that the college streamlines how faculty and adjuncts complete assessments. Every assignment should be tied to an outcome within a course and those should be tied to the department outcomes. When every full time and adjunct faculty determine if they are only going to use a particular assignment to assess an entire outcome or if they are only going to use one test to assess an entire outcome, the data is not consistent.

Criminal Justice

Program Outcomes:

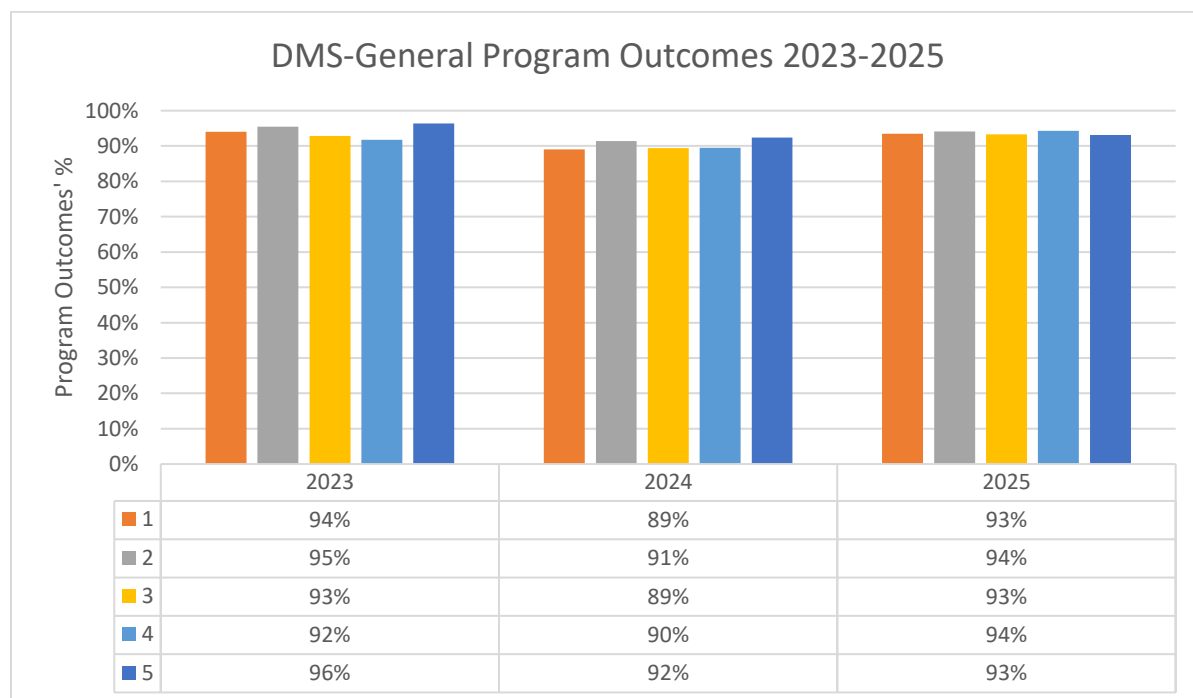
1. Demonstrate an understanding of the history of the criminal justice system and the importance of the development and application of criminal law through the legislative and judicial process.
2. Understand and demonstrate how criminal justice professionals investigate and document incidents and prepare information and evidence to be presented in court.
3. Understand how the various disciplines within the criminal justice system function and confront the complexities application of criminal justice in modern society.
4. Demonstrate an understanding of the sociological and internal agency dilemmas that effect the implementation of community policing.
5. Demonstrate an understanding of the moral, legal and ethical responsibilities of the criminal justice professional.



- What did you learn from the data?
Adjustments were made in AY23 that focused on appropriate level textbooks and engagement strategies for students. The last two years held higher program outcome percentages that one could deduct the changes in AY23 improved the student learning process in AY24 and AY25. There was only a slight decrease in outcome #2 which heavily involves CRIM 137 Criminal Law. This information will be shared with the instructor of this course to see if any areas could be improved or enhanced.
- What did you not learn from the data?
N/A
- What do you hope to learn and do differently this academic year?
We hope to learn this year that our numbers remain consistent and we can have a 3-year benchmark for the changes previously made. We also hope to continue to push for student to student engagement to help the learning process. We are also working with a local police department to provide more service learning opportunities so we can tie theory into application.

Diagnostic Medical Sonography—General**Program Outcomes:**

1. Be clinically competent.
2. Communicate effectively.
3. Use critical thinking and problem solving skills.
4. Evaluate the importance of professional growth and development.
5. Prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

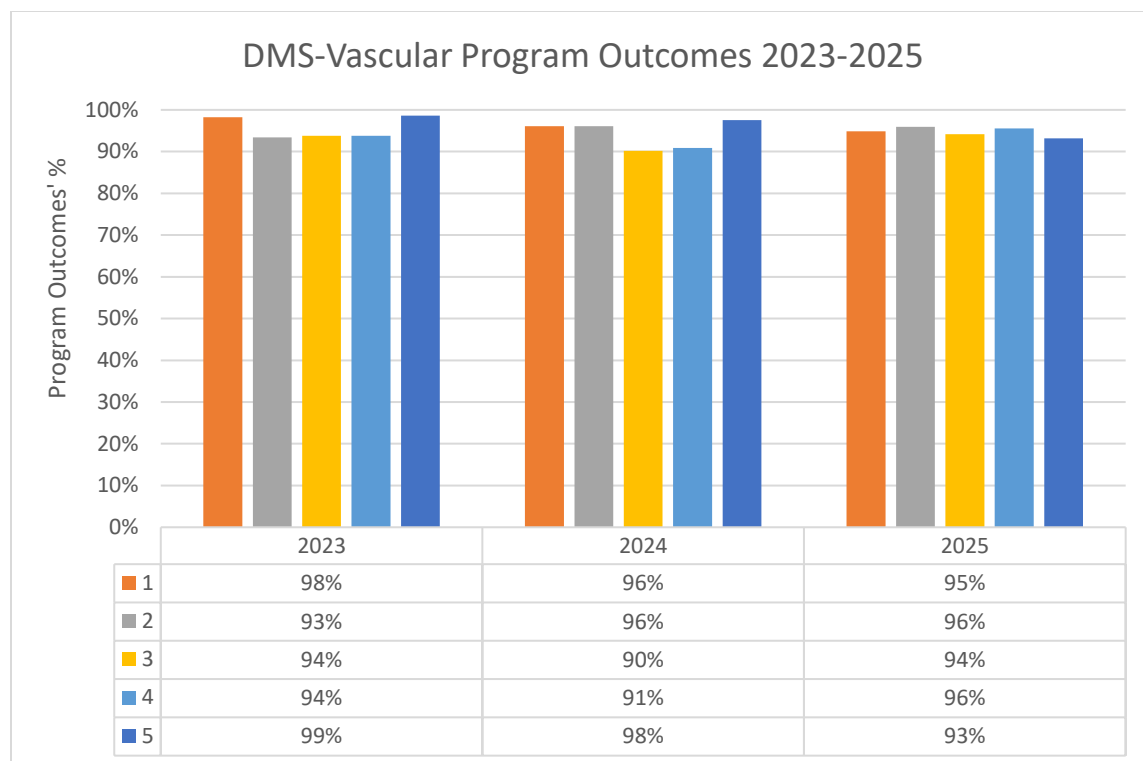


- What did you learn from the data?
I've learned that the data is staying consistent and that all are above our benchmark. The lower percent was raised the following year with additional changes applied to the program.
- What did you not learn from the data?
The data will help to set a solid baseline for our newer hybrid program. As for not learning. All data helps in some way.
- What do you hope to learn and do differently this academic year?
We are looking at 4 and 5 outcomes. These are the clinical based ones. We added an incredible virtual simulator to each student prior to their first clinical rotation. This should help each student become a little more comfortable and confident on day one of their clinical rotation.

Diagnostic Medical Sonography--Vascular

Program Outcomes:

1. Be clinically competent.
2. Communicate effectively.
3. Use critical thinking and problem solving skills.
4. Evaluate the importance of professional growth and development.
5. Prepare competent entry-level vascular sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.



- What did you learn from the data?
The outcomes show us a lot. Sets the bench for us to maintain or improve. Overall, the data on this concentration is going well.
- What did you not learn from the data?
We always have room for improvement but overall going well.
- What do you hope to learn and do differently this academic year?
We are looking at 4 and 5 outcomes. These are the clinical based ones. We added an incredible virtual simulator to each student prior to their first clinical rotation. This should help each student become a little more comfortable and confident on day one of their clinical rotation.

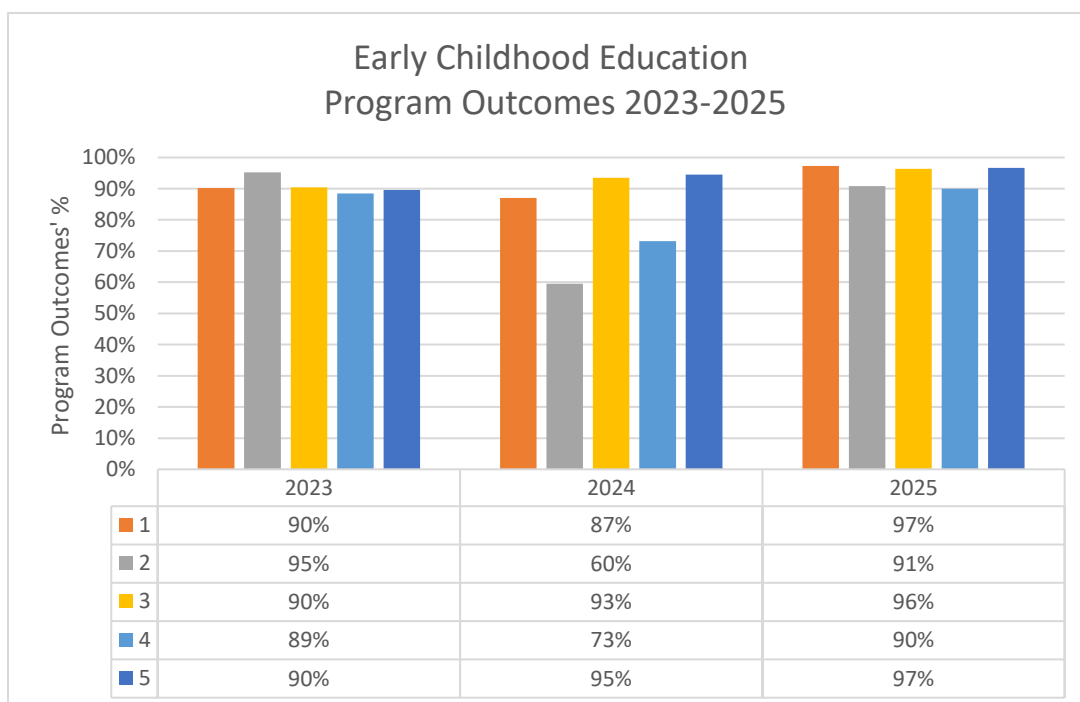
DMS Program Effectiveness Data

Year	Abdomen Exam	Ob/GYN Exam	Vascular Exam	Employment rates	Program Completion rate
2023	3 of 12 Tested 2/3 or 66% passed	3 of 12 Tested 3/3 or 100% passed	2 of 4 Tested 6/6 or 100% passed	13 of 16 (both concentrations) Employed 81% placement 1 of the 16-continuing education. Students complete program end of July each year.	16 started/ 16 graduated 100%
2024	2 of 13 Tested 2/2 or 100% passed	3 of 13 Tested 3/3 or 100% passed	0 of 2 Tested	5 of 15 (both concentration) Employed 33% placement.	17 started/ 15 graduated 88% completion rate
2025 New Grads this July continuing to take exams	1 of 11 Tested 1/1 or 100% passed	1 of 11 Tested 1/1 or 100% passed	1 of 6 Tested 1/1 or 100% passed	8 of 17 (both concentration) Employed 47% placement	24 started/ 17 graduated 71% completion rate

Early Childhood Education

Program Outcomes:

1. Organize and blend knowledge of developmental stages, processes and theories of growth, development and learning into developmentally appropriate practice.
2. Recognize the diversity of family units and cultures and the importance of building positive reciprocal relationships with families and communities.
3. Develop developmentally appropriate teaching and learning experiences for children.
4. Evaluate and compare assessment techniques, interpretation of data, and the application of assessment results to maximize curriculum development and intervention planning.
5. Articulate ethical guidelines and standards of professional conduct.

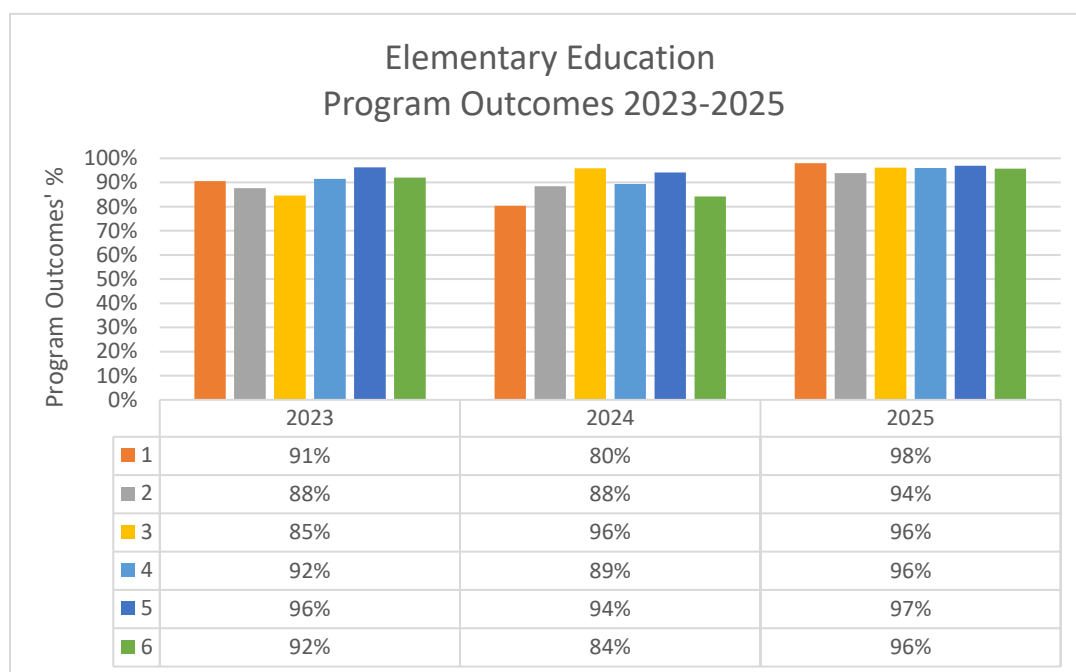


- What did you learn from the data?
Outcomes 2 and 4 show a lot of improvement between '24 and '25, indicating that the program did stabilize after the loss of the adjunct.
- What did you not learn from the data?
Why those particular outcomes and not others took such a deep dive in AY24.
- What do you hope to learn and do differently this academic year?
I hope to learn more about the particulars of the program.

Elementary Education

Program Outcomes:

1. Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning styles and an individual teaching philosophy.
2. Compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical thinking and creative problem solving in a variety of student populations.
3. Employ effective interpersonal, instructional and cultural techniques in order to foster active learning, dialogue, collaboration, and positive interaction with peers, school officials, parents, and learners.
4. Demonstrate the understanding and knowledge needed to promote cross-cultural understanding and educational equity in the classroom, through the adaptation of curriculum, coupled with instructional strategies, to meet the diverse needs of students.
5. Design inquiry-based learning experiences that integrate technologies to engage students in individual and collaborative learning.
6. Describe what it means to be a competent, ethical, and professional teacher in a democratic, diverse, and technological society in order to develop commitment to professional growth and to the legal and ethical responsibilities of public school teachers.

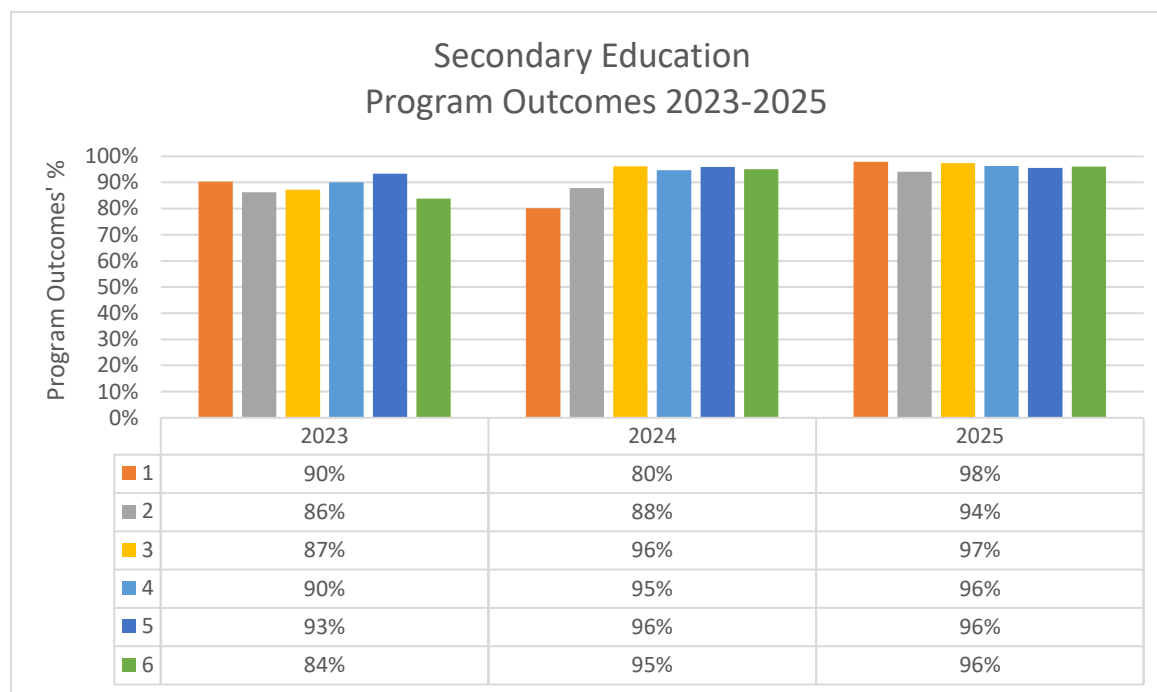


- What did you learn from the data?
As with early childhood education, the numbers in AY24 indicate instability in the program after losing an adjunct who taught the foundational Explorations in Education, that was later stabilized in AY25.
- What did you not learn from the data?
The extent to which success in Explorations in Education translates into success in the program as a whole.
- What do you hope to learn and do differently this academic year?
Learn more about the program itself.

Secondary Education

Program Outcomes:

1. Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning styles and an individual teaching philosophy.
2. Compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical thinking and creative problem solving in a variety of student populations.
3. Employ effective interpersonal, instructional and cultural techniques in order to foster active learning, dialogue, collaboration, and positive interaction with peers, school officials, parents, and learners.
4. Demonstrate the understanding and knowledge needed to promote cross-cultural understanding and educational equity in the classroom, through the adaptation of curriculum, coupled with instructional strategies, to meet the diverse needs of students.
5. Design inquiry-based learning experiences that integrate technologies to engage students in individual and collaborative learning.
6. Describe what it means to be a competent, ethical, and professional teacher in a democratic, diverse, and technological society in order to develop commitment to professional growth and to the legal and ethical responsibilities of public-school teachers.

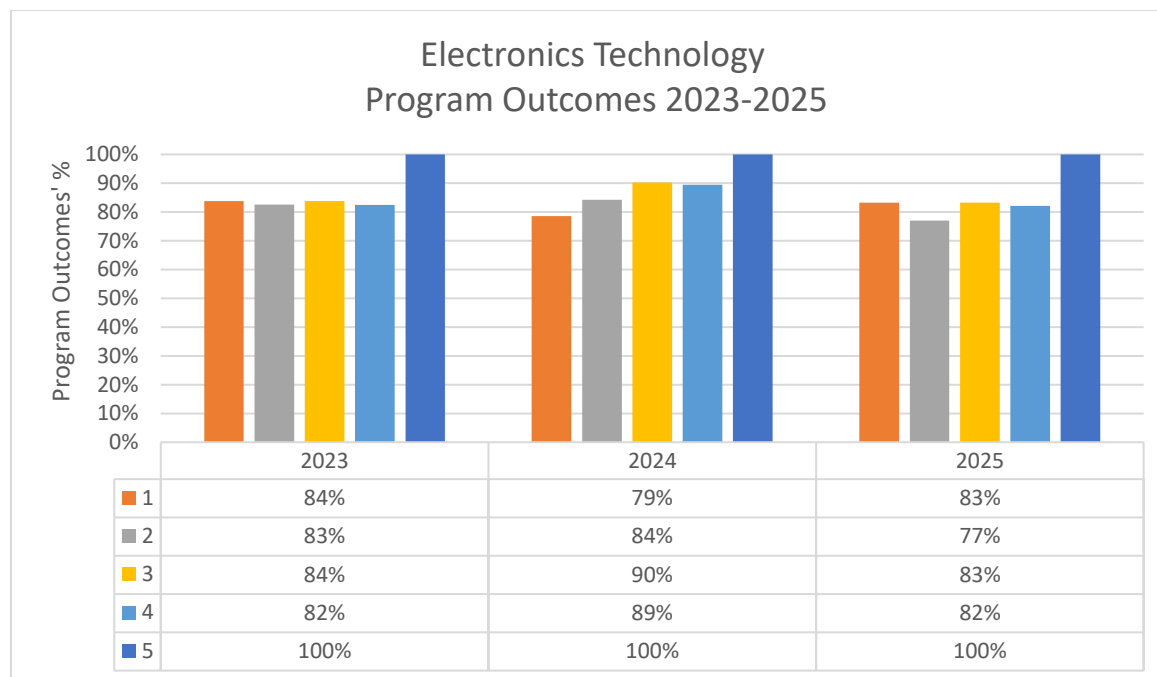


- What did you learn from the data?
As with secondary education, the numbers in AY24 indicate instability in the program after losing an adjunct who taught the foundational Explorations in Education, that was later stabilized in AY25.
- What did you not learn from the data?
The extent to which success in Explorations in Education translates into success in the program as a whole.
- What do you hope to learn and do differently this academic year?
The extent to which success in Explorations in Education translates into success in the program as a whole.

Electronics Technology

Program Outcomes:

1. Apply knowledge, techniques, skills, and modern tools of math, science, and technology to solve broadly-defined electronics technology activities.
2. Design systems, components, and processes meeting specified needs for electronics technology problems.
3. Apply written, oral, and graphical communication in technical and non-technical environments, and the ability to identify and use appropriate technical literature.
4. Apply circuit analysis and design, analog and digital electronics, and engineering standards to the building, testing, operation, and maintenance of electrical/electronic systems.
5. Successfully complete job searches and application processes and sit for the CET exam.

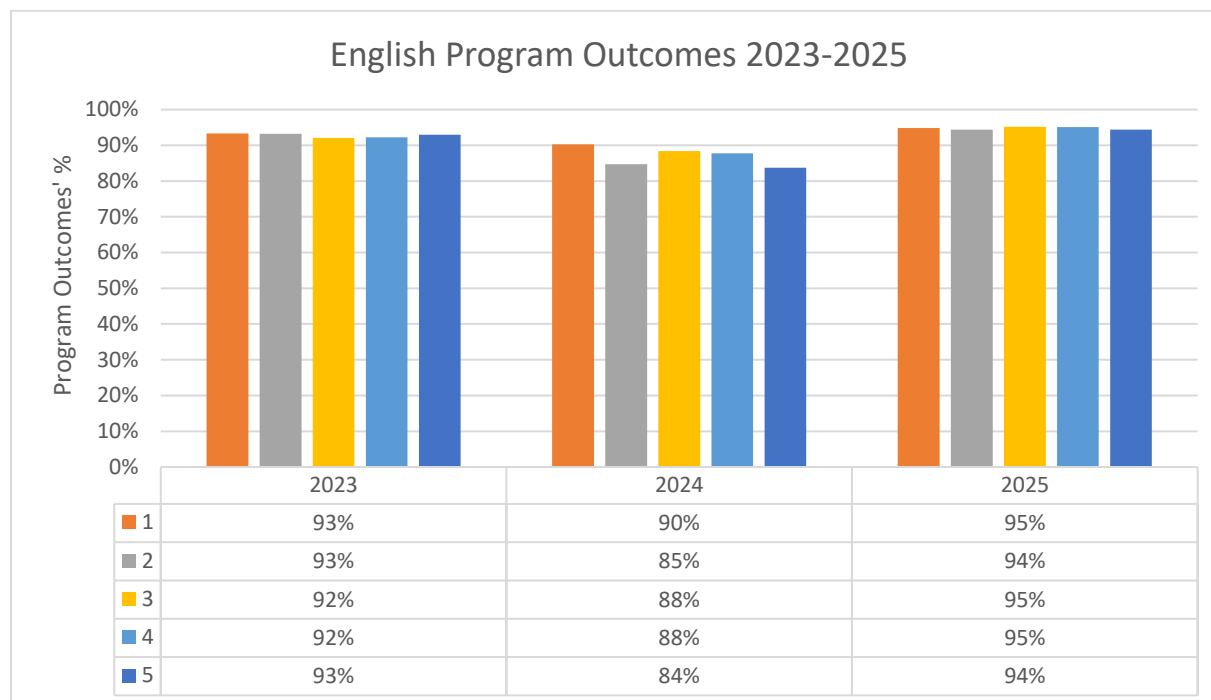


- What did you learn from the data?
The data shows that students are being introduced to and assessed on fundamental skills in circuit analysis, design, analog/digital systems, and the application of engineering standards. It also reflects program goals tied to communication skills, job readiness, and CET exam preparation, which align with industry expectations.
- What did you not learn from the data?
The data does not provide clear evidence of how well students are mastering these outcomes, such as CET exam pass rates, job placement data, or measurable indicators of student performance in applied settings. It also does not capture whether students are able to transfer classroom learning effectively into hands-on or workplace environments.
- What do you hope to learn and do differently this academic year?
This year, the goal is to collect more outcome-based evidence, including direct assessment of hands-on projects, CET exam success rates, and employer feedback. The program also hopes to refine how communication skills and applied problem-solving are measured so continuous improvement strategies can be better informed.

English

Program Outcomes:

1. Demonstrate effective writing skills.
2. Understand and apply the specific vocabulary of literature.
3. Apply critical thinking skills to explore and understand the layers and ambiguity of meaning in written texts.
4. Demonstrate effective critical reading skills.
5. Incorporate the world of the author, the world of the text, and the student's own world and experiences to produce meaning.

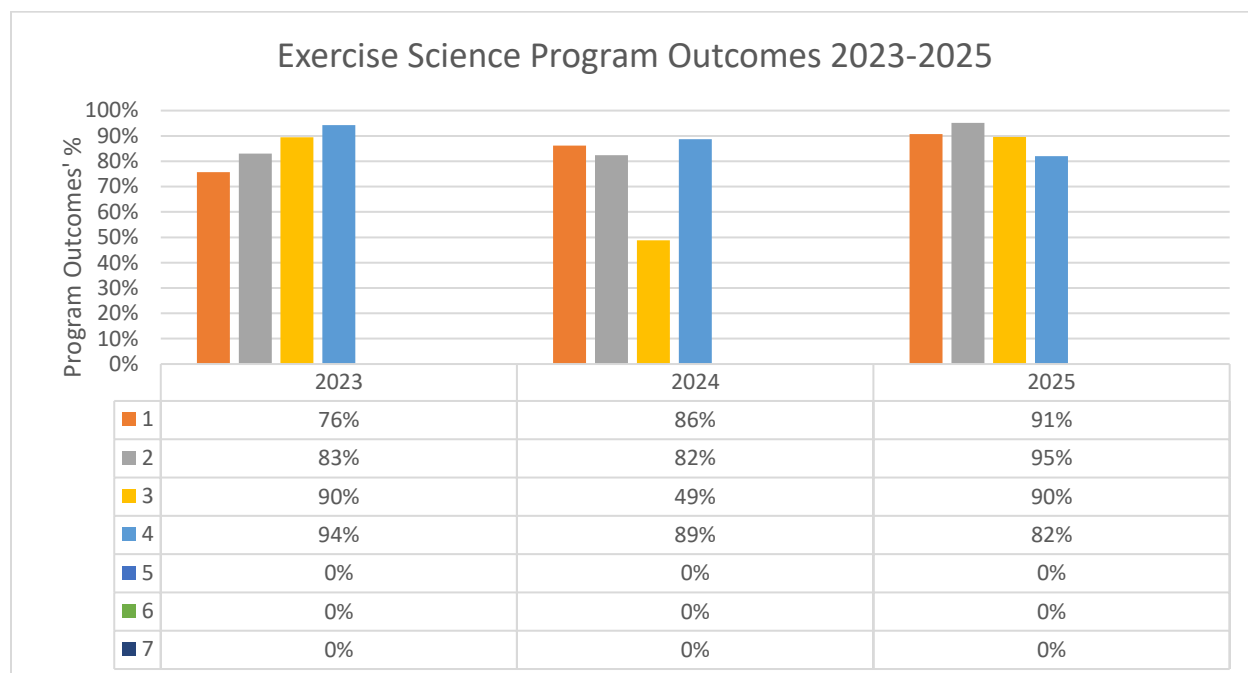


- What did you learn from the data?
This shows that the changes we have implemented have helped.
- What did you not learn from the data?
We have not seen where our weak spots are.
- What do you hope to learn and do differently this academic year?
We will continue to work toward excellence, and to identify things that can be improved.

Exercise Science

Program Outcomes:

1. Describe, understand, and apply basic scientific knowledge, concepts and theories of nutrition, anatomy, physiology, biomechanics, metabolism and other supplementary topics as they relate to human movement and exercise.
2. Perform individualized and/or group physical fitness/health assessments. Demonstrate the ability to select, perform and analyze various clinical tests and exams associated with determining current status or improvement of health and fitness in accordance with accepted guidelines.
3. Develop exercise and fitness programs for healthy and special populations, providing modifications in response to health and performance goals.
4. Demonstrate the ability to effectively communicate (verbal, written, etc.) as a means to educate and manage the safe and proper instruction for fitness testing and/or exercise.

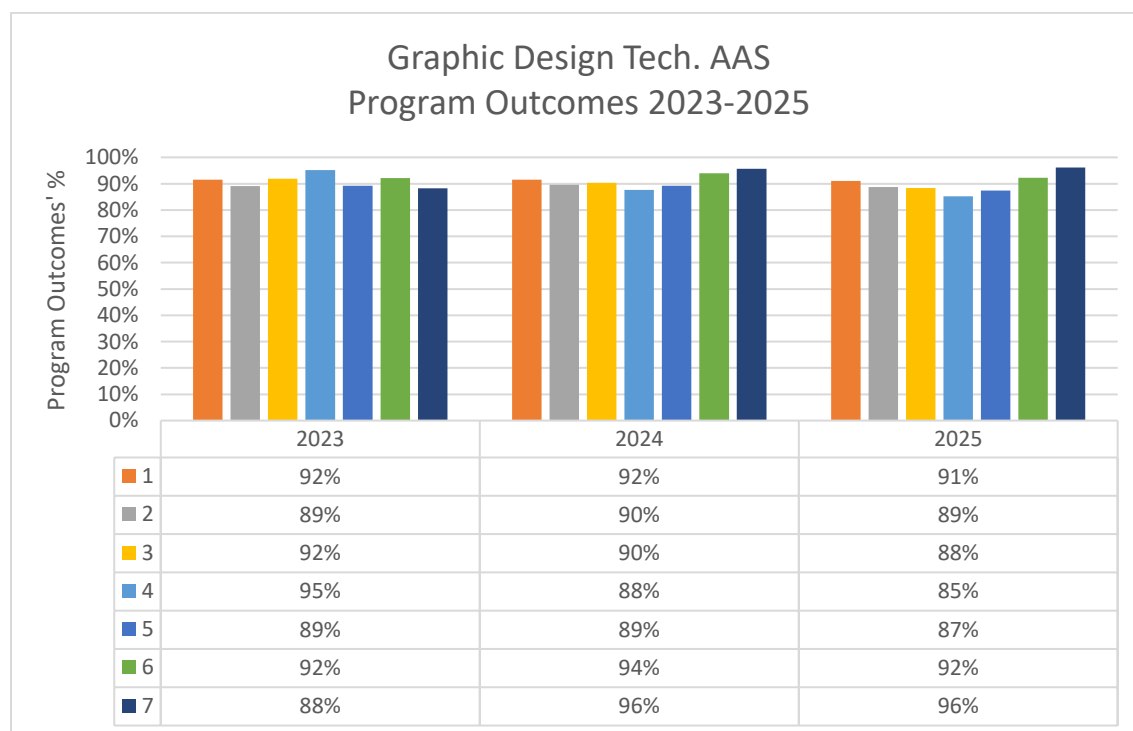


- What did you learn from the data?
 - Overall, we met our outcomes better in 2025.
- What did you not learn from the data?
 - Based on the graphs I am not sure the number of students in each class driving the percentages. Larger classes could mean more students didn't hit goals and still have a larger percentage successful.
- What do you hope to learn and do differently this academic year?
 - Each year I am trying to build more into the class using as many learning styles as I can to help students no matter their style. I am also giving short bits of information on learning styles and ways students can add study tools in their own style to help them. I am also working on more in-class work and discussions to help the students better understand the material to be able to complete work and tests with more overall understanding.

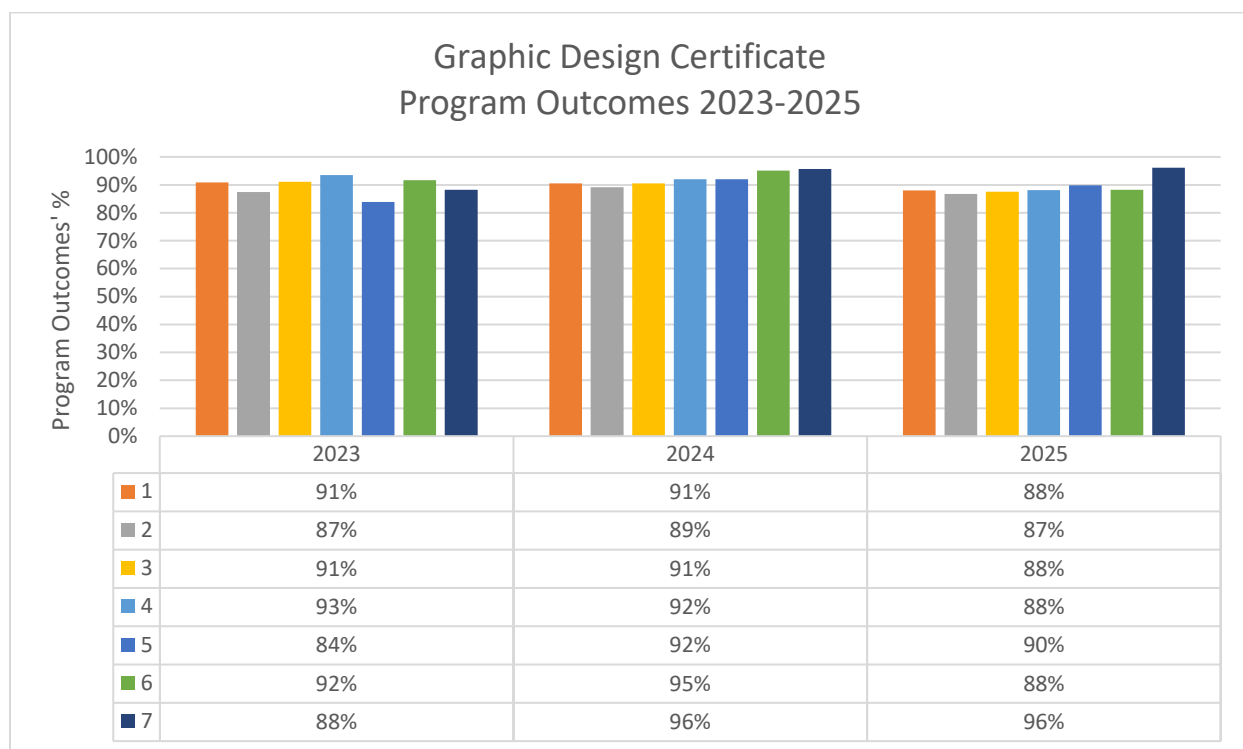
Graphic Design Technology

Program Outcomes:

1. Demonstrate a working knowledge of the design process through conceptualization, thumbnail sketching, storyboarding, roughs, and final comprehensives.
2. Create effective visual communication based on a solid understanding of the history, theories, and fundamentals of design.
3. Apply the critical thinking process to visual communication problem solving through identification, research, analysis, and generation of design solutions.
4. Employ effective file and time management skills in the production and organization of multiple project deadlines.
5. Understand and utilize appropriate tools and technologies to efficiently create, capture, and manipulate design elements in the preparation of a final product.
6. Develop the ability to evaluate, critique, defend, and support design concepts and solutions of self and others, both verbally and in writing.
7. Assemble and present a professional design portfolio, demonstrating craftsmanship in both traditional and digital formats, for the purpose of entering the job market



- What did you learn from the data?
Students are gaining a strong foundational understanding of the design process, but continue to struggle with managing deadlines and file organization.
- What did you not learn from the data?
The data does not reflect why there is an increase/decline in outcomes, whether it be from instructional methods or student effort.
- What do you hope to learn and do differently this academic year?
Introduce time tracking tools and reinforce project planning.

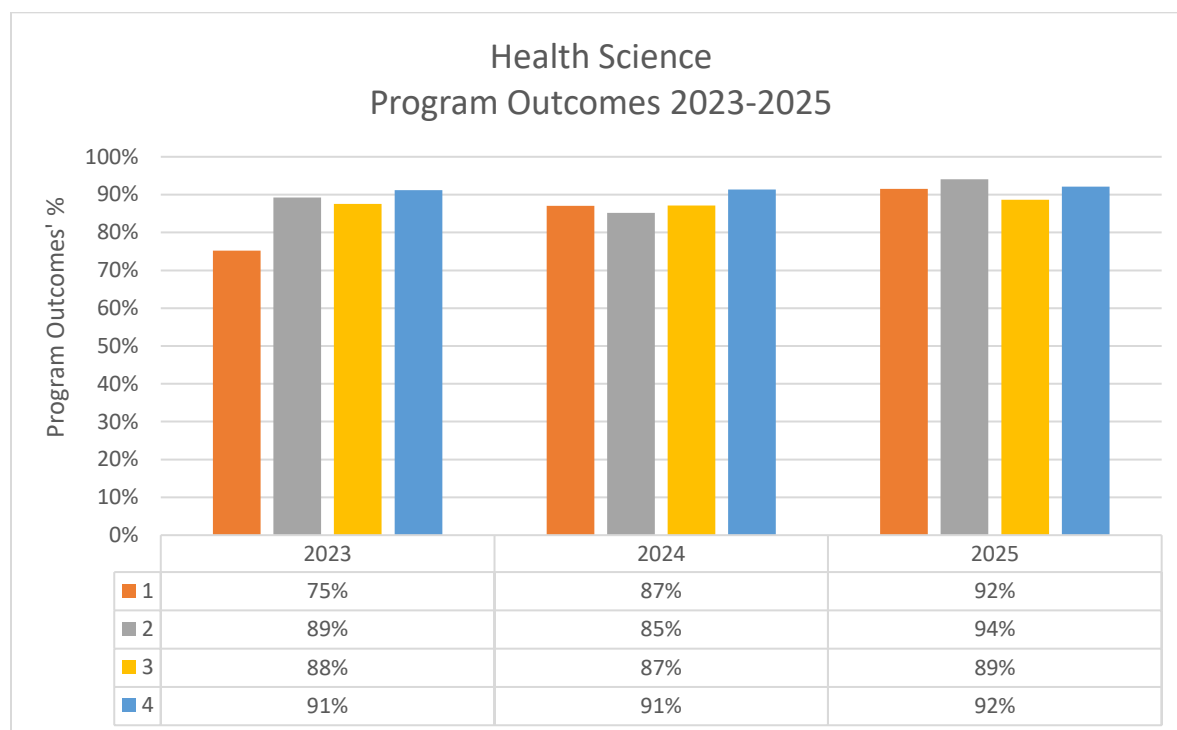


- What did you learn from the data?
Dips in outcomes 1-6 suggest the need for continued emphasis on technical fluency and reinforcing foundational design processes.
- What did you not learn from the data?
The data does not reflect why there is an increase/decline in outcomes, whether it be from instructional methods or student effort.
- What do you hope to learn and do differently this academic year?
Provide supplemental tutorials to help students develop technical proficiency.

Health Science

Program Outcomes:

1. Explain the social and biological causes of health and illness.
2. Explain the knowledge and skills needed to perform effectively within the context of disease prevention and the promotion of health.
3. Articulate a holistic view of the determinants of mental health and psychopathology.
4. Develop an understanding of the role of policy, ethics, and resources in the management of prevention programming and health science delivery.

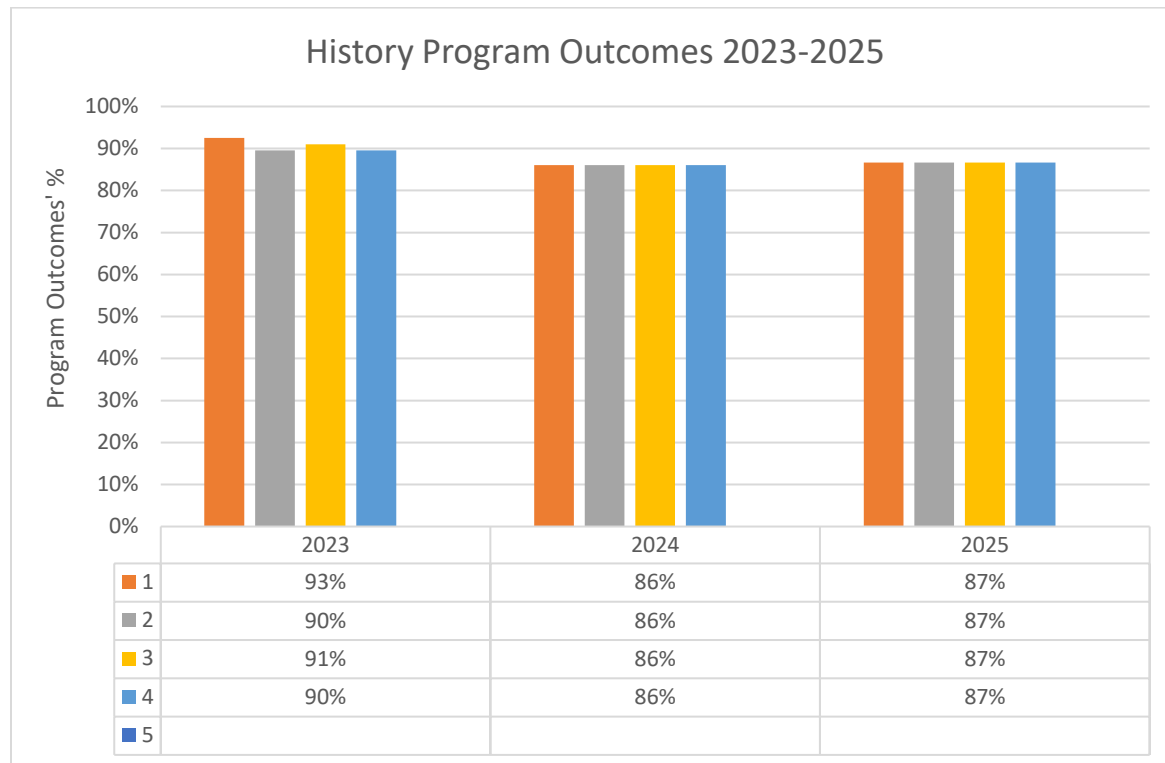


- What did you learn from the data?
The data demonstrates that the program is focused on building student knowledge in the social and biological causes of illness, disease prevention, health promotion, mental health determinants, and the influence of policy, ethics, and resources on healthcare delivery. These outcomes align well with the expectations of the health science field.
- What did you not learn from the data?
The data does not provide information on how effectively students are meeting these outcomes in measurable terms. There is little evidence of student competency levels, performance in practical or applied scenarios, or how well students can integrate these concepts into real-world health science contexts.
- What do you hope to learn and do differently this academic year?
The program hopes to gather more direct evidence of student learning through applied assessments, case studies, and feedback from clinical or field experiences. Additionally, there is a goal to better measure how students integrate ethical and policy considerations into their understanding of health science practice, which will strengthen program evaluation and improvement efforts.

History

Program Outcomes:

1. Demonstrate ability to evaluate sources
2. Demonstrate ability to analyze and evaluate change over time
3. Demonstrate effective written communication skills
4. Demonstrate ability to analyze causes and consequences of major events

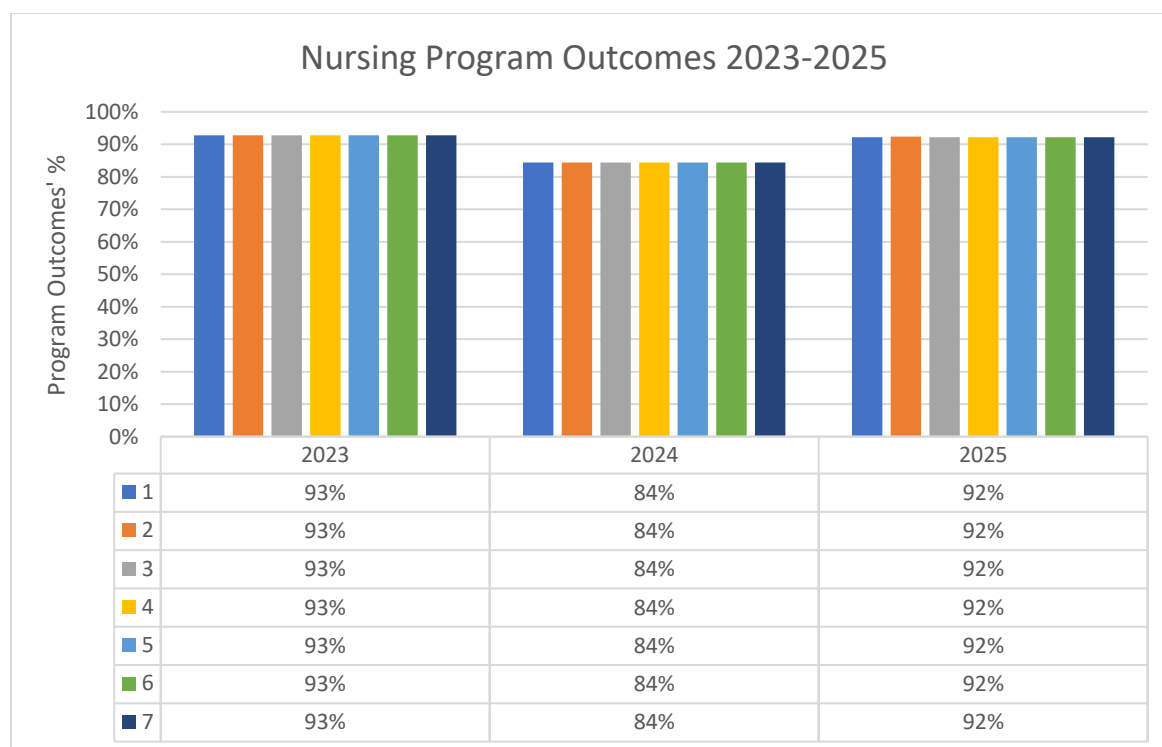


- What did you learn from the data?
There was a drop from 23 to 24, but the numbers moved up slightly again in 2025.
- What did you not learn from the data?
I'm not sure why there was such a large drop, or why the numbers moved up slightly.
- What do you hope to learn and do differently this academic year?
I would like to connect more with students, to see if making a direct connection with them can help their overall grades.

Nursing

Program Outcomes:

1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population.
2. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.
3. Collaborate with clients and members of the interdisciplinary health care team to optimize client outcomes.
4. Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence-based practice.
5. Manage care and provide leadership to meet client needs using available resources and current technology.
6. Generate teaching and learning processes to promote and maintain health and to reduce risks for a variety of clients.
7. Demonstrate effective communication methods to manage client needs and to interact with other health care team members.



- What did you learn from the data?

The data illustrate that each of the Nursing Program Student Learning outcomes is viewed as equally important for the program's progression. The program outcomes are embedded into each core nursing course to monitor the program's progression policy of achieving the 80% benchmark in each course. The data results have improved from 2024 to 2025, possibly reflecting the increased attention to remediation and referrals to the student success center, which promotes overall student success in the program.

- What did you not learn from the data?

The program conducts an ongoing end-of-program evaluation of each outcome annually. During this evaluation, each program outcome is assigned a measurable expected level of achievement, and strategies are implemented to support students in achieving these outcomes. What this particular data does

not reveal is data from each level in the program. At the same time, the program strives to evaluate each level and the student's progression through the program.

- What do you hope to learn and do differently this academic year?
This data suggests that the individual student remediation plan has been effective in promoting student success in the program. Therefore, the program will continue efforts to maintain and improve the remediation plan, targeting each student who falls below the 80% benchmark on each exam. In addition, the program will strive to create opportunities in the Simulation Center for students to apply their theoretical knowledge in a simulated, real-life environment.

NCLEX 1st Attempt Pass Rates:

Year	# of Testers	PN*	# of Testers	RN
2023	11	100%	27	100%
2024	19	94.44%	20	100%
2025**	19	100%	30	96.66%

**Bi-level RN Program with the option to take the PN exam. Not all students take the PN exam.*

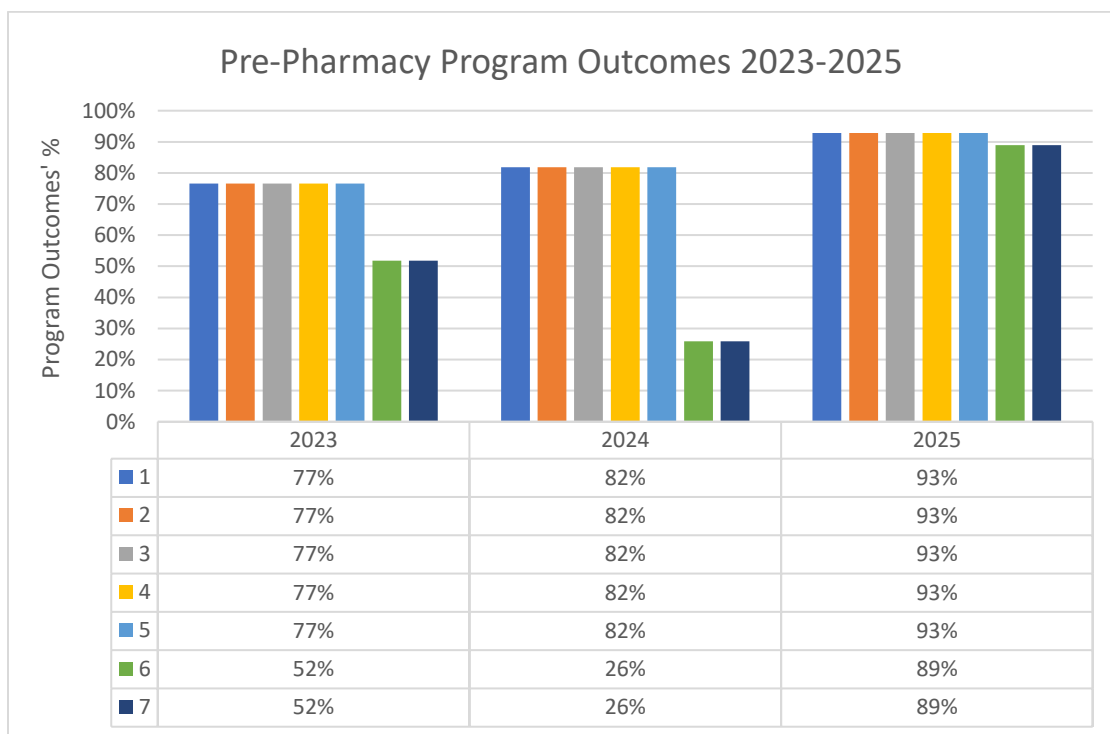
***2025 results are not official until December 2025, when the Kansas State Board of Nursing will publish official 2024 first time pass rates. Report date: 9/29/2025.*

The Associate Degree Nursing Program at Labette Community College located in Parsons, Kansas is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000
www.acenursing.org

Pre-Pharmacy**Program Outcomes:**

1. Understand and explain the composition and properties of materials and the interaction of energy with materials.
2. Understand and explain how materials are transformed to other materials.
3. Explain the role of Chemistry and its sister sciences in the understanding of Nature, our environment, and ourselves.
4. Understand and explain how Chemistry is applied to better the lives of humankind.
5. Demonstrate the ability to solve problems involving chemical systems.
6. Analyze and synthesize materials in a laboratory setting.
7. Use laboratory techniques including the use of modern instruments to analyze chemical systems.

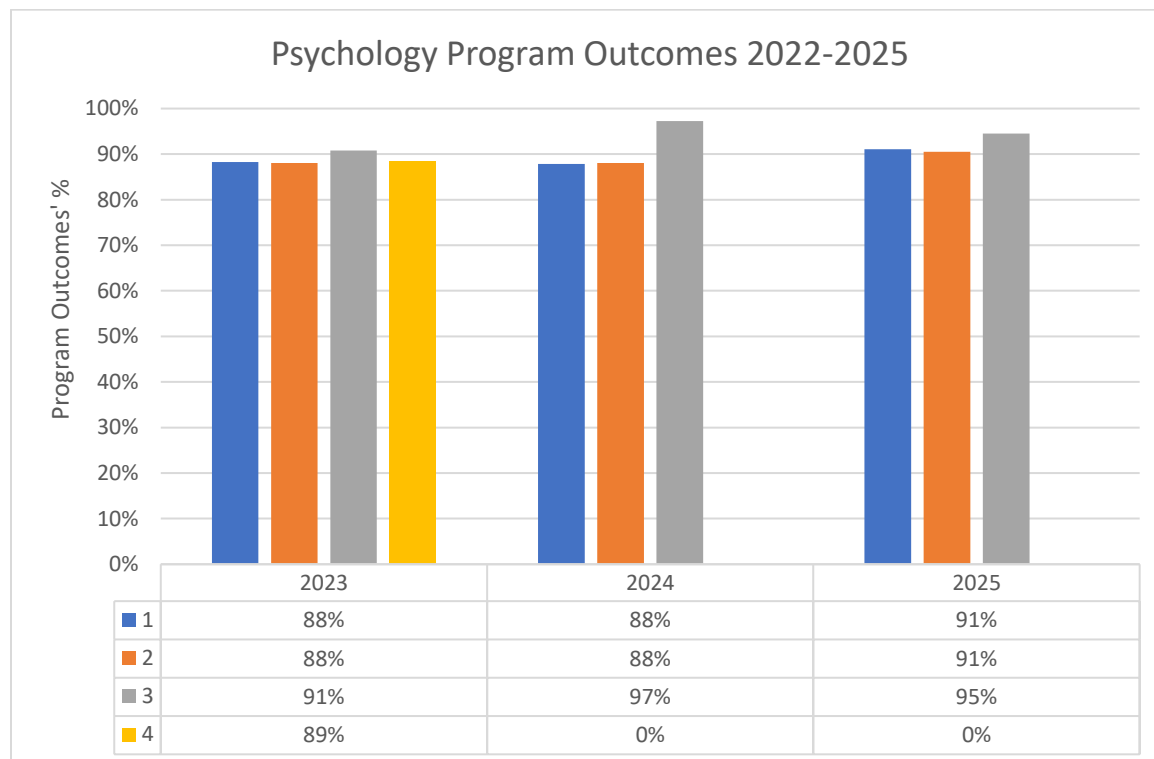


- What did you learn from the data?
Overall, from 2023 to 2025, students are improving in the outcomes and are doing better in the Chemistry courses. Outcome data results are very similar to the Chemistry outcome data results.
- What did you not learn from the data?
Nothing or not available.
- What do you hope to learn and do differently this academic year?
Continue to instruct College Chemistry 1, College Chemistry 2, and Introduction to Chemistry as on-ground courses for science and Pre-Pharmacy majors. Also, possibly offer Introduction to Chemistry as an online or hybrid course again as a second option for non-science majors or for those students who are preparing to take on-ground College Chemistry 1 and other upper level on-ground Chemistry courses. Use both options to see if improvement in enrollment in Pre-Pharmacy and other science programs may occur.

Psychology

Program Outcomes, 2024:

1. Evaluate the different theories in the field of psychology by applying basic theoretical concepts to understand the mind and behavior.
2. Evaluate the major perspectives in the field of psychology, as well as understanding the biological basis of behavior and the psychology of consciousness and cognition.
3. Demonstrate critical thinking skills and apply the scientific method to problems and theories related to the field of psychology.

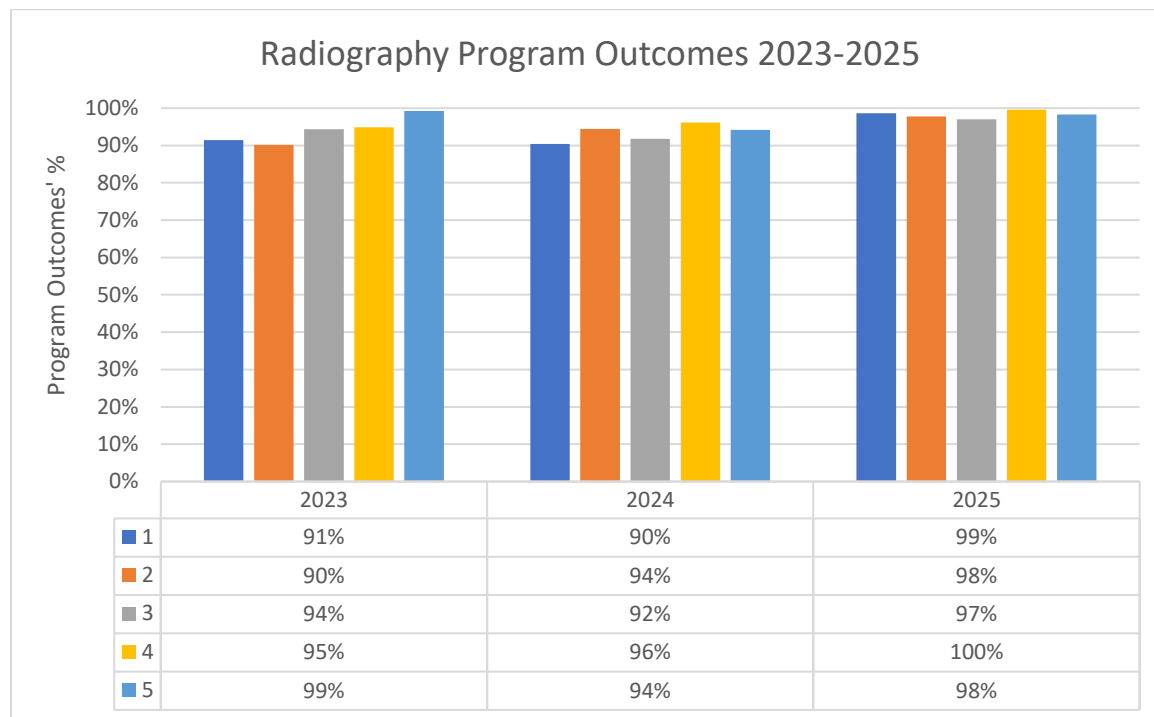


- What did you learn from the data?
The number of students who successfully obtained outcomes 1 and 2 remained the same at 88% in 2023 and 2024, then showed a slight rise in 2025 to 91%. Outcome 3 rose from 91% of students to 97% with successful completion, and then a slight decline to 95% in 2025. The fourth outcome was omitted in 2024.
- What did you not learn from the data?
I did not know the total number of students being assessed each year.
- What do you hope to learn and do differently this academic year?
I hope to continue the 90% or higher completion rate in all 3 program outcomes by creating new assignments to help students master the course material taught.

Radiography

Program Outcomes:

1. Be clinically competent.
2. Communicate effectively.
3. Use critical thinking and problem solving skills.
4. Evaluate the importance of professional growth and development.
5. The program will graduate entry-level radiologic technologists.



- What did you learn from the data?
The program data demonstrates an increase percentage growth in student success in all five student learning outcomes categories when comparing data in FY2023 through 2025; a 6.67% increase in the critical thinking category, a 6% increase in their ability to communicate effectively, a 5.67% increase in their use of critical thinking and problem solving skills, a 3% increase in the number of students being able to evaluate the importance of professional growth and development, and a 3% increase in the program graduating students as entry-level radiologic technologists.
- What did you not learn from the data?
The data does not demonstrate the radiography program utilizes a different grading scale to determine student success. The program requires their students to maintain a minimum grade benchmark percentage of 82% for earning a "C" letter grade as compared to the College's 70% minimum grade benchmark for general education coursework. Program officials feel the academic change does take incoming students some time to adjust to their inflated grading scale for their academic coursework during their first year in the program where they struggle the most.
- What do you hope to learn and do differently this academic year?

In summer 2023, the program officials decreased their inflated grading scale to reflect a minimum passing grade of 82% rather than an 86%. Grading Scale: 100% - 95% A, 94% - 88% B, 87% - 82% C, 81% - 75% D, & 74% - Below F (failing) and the program continues to collect data regarding how the grading scale change to the 82% minimum benchmark has impacted how well students perform in their program coursework, the end of the semester Comprehensive Examinations (administered First Year- fall and spring semesters & Second Year –fall semester) and on their national certification examinations. Current program data trends are demonstrating more students are completing their semester coursework with lower grading scale percentages and many more students are earning a letter grade of a “C” in more than one semester course. 2024 Graduate cohort earned a grade average of 93.35% on all program coursework and a first-time pass rate on the end of the semester comprehensive examinations with an average of 82%. 2025 Graduate cohort earned a grade average of 92.89% on all program coursework and a first-time pass rate on the end of the semester comprehensive examinations with an average of 83.33%. Current students in the 2026 cohort have an overall grade average of 92.63% and a first-time pass rate on their first-year end of the semester comprehensive examinations (Fall 2024 & Spring 2025) with an 67.88%. All graduates in the 2024 and 2025 cohorts passed their national certification examinations.

American Registry of Radiologic Technologists National Comparison Report

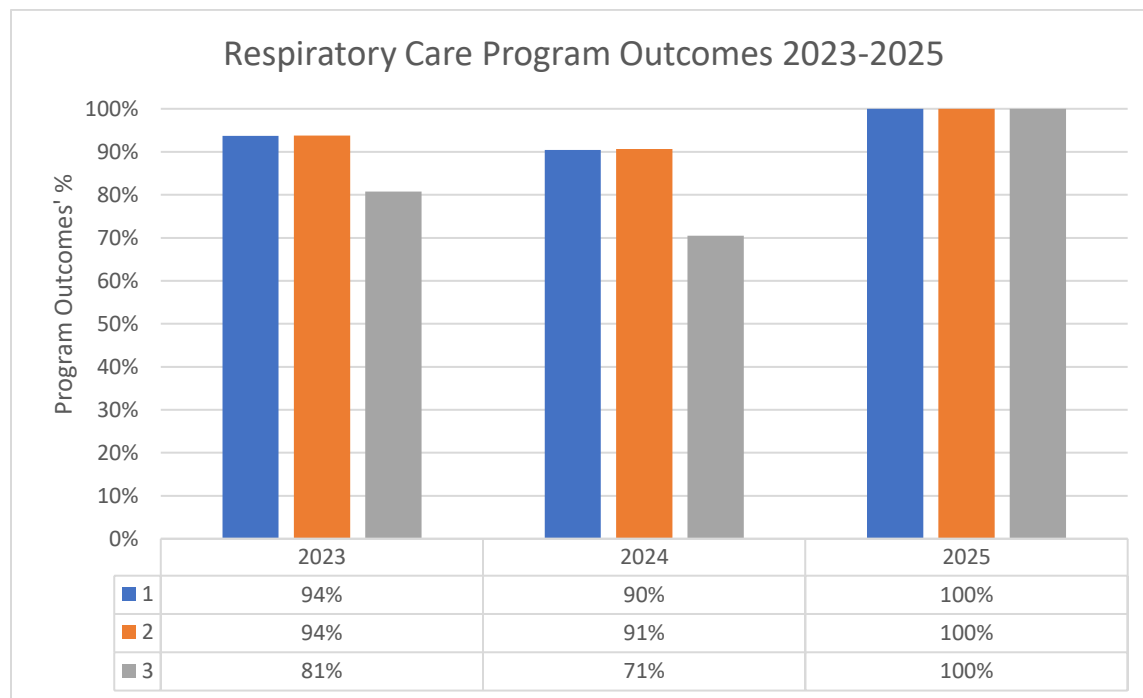
Year	Group	Number of students who tested	Mean	%Pass*
2022-2023	LCC	8	85%	100%
2023	National	11470	82%	84.4%
2023-2024	LCC	17	85%	100%
2024	National	12665	82.9%	85.2%
2024-2025	LCC	15	87%	100%
2025	National	*	*	*

*The ARRT National Comparison Report for 2025 available February TBD 2026.

Respiratory Care

Program Outcomes:

1. Demonstrate knowledge competencies and decision-making skills expected of an advanced –level respiratory therapist.
2. Demonstrate clinical proficiency/psychomotor skills required of an advanced level respiratory therapist.
3. Demonstrate interpersonal skills required of an advanced-level respiratory therapist.



- What did you learn from the data?
The data show that students consistently perform well in demonstrating knowledge (Outcome 1) and clinical/psychomotor skills (Outcome 2), with scores staying above 90% across all years. However, the most notable trend is the growth in interpersonal skills (Outcome 3): from 81% in 2023, dipping to 71% in 2024, and then rising dramatically to 100% in 2025. This suggests that intentional changes or interventions between 2024–2025 successfully addressed weaknesses in communication, professionalism, and teamwork.
- What did you not learn from the data?
The data do not show *how* students developed these outcomes—only the percentage of achievement. It doesn't explain which teaching strategies or clinical experiences most influenced growth, nor does it reveal specific areas where students may still need targeted support. For example, while Outcome 3 improved greatly, the data alone doesn't clarify whether that was due to simulation, clinical exposure, or curriculum redesign.
- What do you hope to learn and do differently this academic year?
This academic year, I hope to better connect outcomes data with instructional practices. Specifically, I want to track which learning activities (simulations, skills lab, clinical rotations) most impact students' interpersonal and decision-making skills. I also want to implement more formative assessments and reflective exercises to capture growth earlier, rather than only at the end of the program.

By doing so, we can intervene sooner and provide additional support where needed, ensuring that all three outcomes remain consistently strong.

CRT & RRT Pass Rates:

Year	Program Graduates	CRT*	RRT**
2022-2023	4	4	1
2023-2024	11	11	4
2024-2025	5	5	5

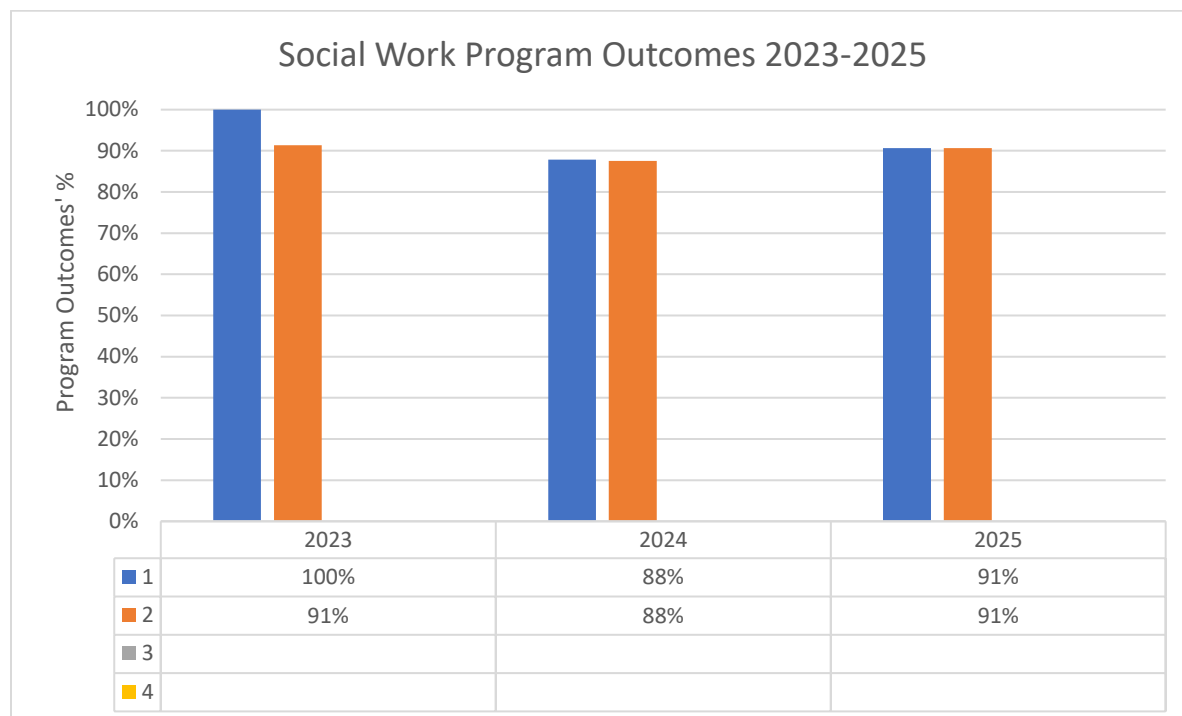
** Certified Respiratory Therapist is entry-level for employment.*

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

Social Work

Program Outcomes:

1. Evaluate the different theories in the field of sociology by applying basic theoretical concepts and other sociological concepts to understand society better.
2. Demonstrate critical thinking skills and apply the scientific method to problems and theories related to the social science disciplines. (Compare to Outcome 4 in previous AYs)

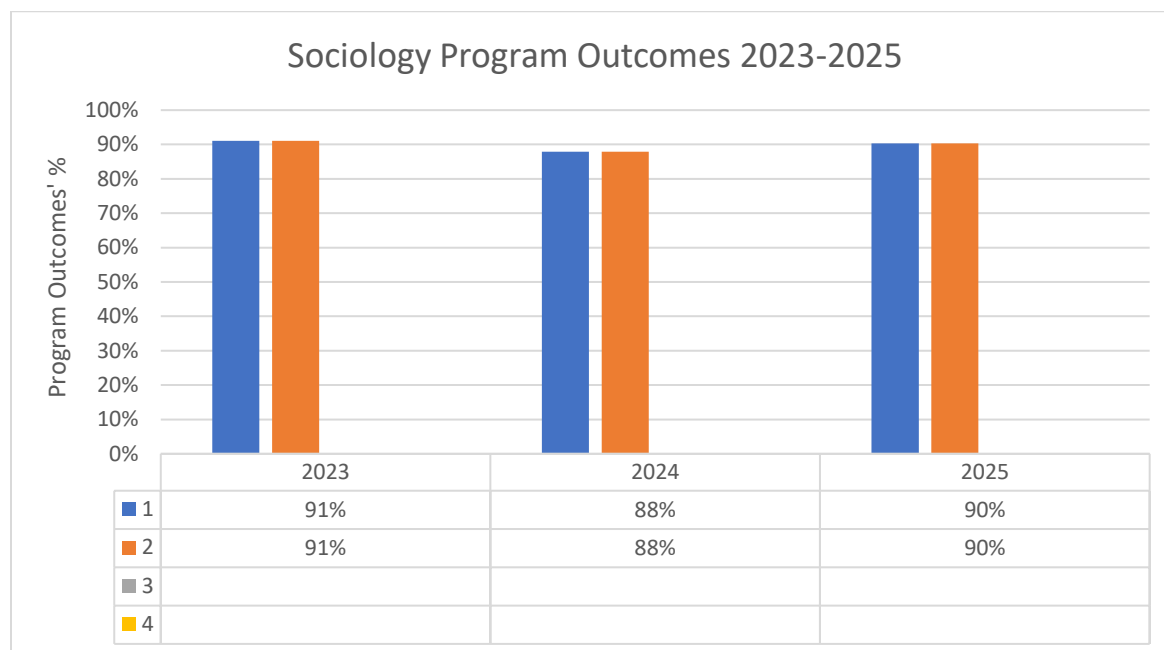


- What did you learn from the data?
This report includes changes in student outcomes following a change in instructor assignment between AY 2023 and AY 2024. As the current Social Work course instructor, my assigned duties began in Spring 2024. From the above bar graph for the AY 2024 period through the AY 2025 period, the data reflect a significant increase in the percentage levels for #1 student application of social work theoretical perspectives, and #2, a significant increase in student critical thinking skills.
- What did you not learn from the data?
What might improve is the evaluation of theories and critical thinking skills related to the social science disciplines.
- What do you hope to learn and do differently this academic year?
Increase the options of Practicum Affiliated Agencies offered for experience. Have guest speakers- social workers from the Practicum Affiliated Agencies and other social service agencies present about their own use of theories of practice and how they have developed their critical thinking skills in their profession.

Sociology

Program Outcomes:

1. Evaluate the different theories in the field of sociology by applying basic theoretical concepts and other sociological concepts to understand society better.
2. Demonstrate critical thinking skills and apply the scientific method to problems and theories related to the social science disciplines. (Compare to Outcome 4 in previous AYs)

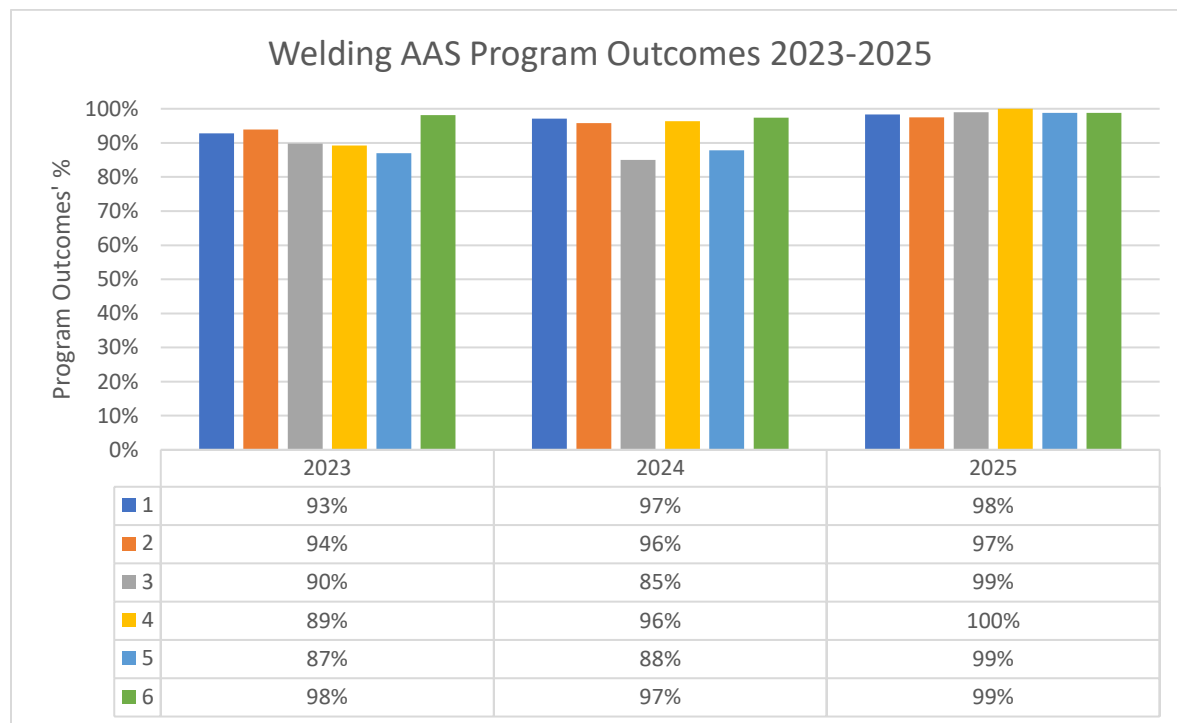


- What did you learn from the data?
While the bar graph reflects a slight decrease of 3% in student application of sociology theoretical concepts between AY 2024 and AY 2023, there was a 2% increase in the student application of sociology theoretical concepts in AY 2025 compared to AY 2024. The bar graph reflects a similar pattern of student critical thinking skills and application of sociology theoretical skills from AY 2023 to AY 2025. Overall, the Sociology Program Outcomes have demonstrated an approximate 90% comprehension in understanding theoretical concepts and critical thinking.
- What did you not learn from the data?
The bar graph as presented makes it difficult to assess levels of improvement specific to outcome goals regarding the cognitive understanding of theoretical concepts and critical thinking, as defined in each of the Marriage and Family and Social Problem courses.
- What do you hope to learn and do differently this academic year?
In an effort to increase comprehension and cognitive understanding of abstract theoretical concepts, I will increase the use of real-world social issues that are currently presented on various media platforms, as well as include intersectional perspectives as part of the class lecture. I will also continue to include asynchronous online discussion assignments for all of my assigned courses that focus on the role of culture, power, and inequality.

Welding

Program Outcomes:

1. Identify and apply safety procedures needed for the workplace.
2. Demonstrate ability to set-up and operate welding equipment.
3. Read and implement blue prints for the workplace.
4. Demonstrate set-up and operate cutting equipment using Plasma and Acetylene cutting processes.
5. Demonstrate entry level welding ability in all positions and tests using different joint figurations with GMAW, SMAW, FCAW, and GTAW processes.
6. Apply the skills needed for employment: good attendance, good work habits, and good personal relation skills.



- What did you learn from the data?
We have a high learning success rate, we continue to improve our instruction so that we are meeting the needs of our students and local industry.
- What did you not learn from the data?
I believe the data will continue to help us improve our instruction.
- What do you hope to learn and do differently this academic year?
I want to know how adding a second instructor helps us with fulfilling the needs of our students.

Course Outcomes

Course Outcomes Assessment: Assessing and Documenting Student Learning

A "Course Outcome" represents a discrete piece of knowledge or skill that students are expected to acquire during their course of study. These outcomes encompass the performances, behaviors, or attitudes that educators aim to cultivate through their courses and programs. Typically, a specific course is designed to encompass one to five of these outcomes.

At the conclusion of each semester, faculty members undertake an analysis and evaluation of whether students have demonstrated proficiency in each Course Outcome. These assessments are documented and reported through a web-based Course Outcomes Assessment form.

Kansas Board of Regents' community colleges and universities are actively pursuing a path that facilitates seamless transfer of credits between institutions. To achieve this goal, the development of common Course Outcomes becomes imperative. As a result, select courses will incorporate these shared Course Outcomes to ensure alignment and consistency across the board.

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 following table shows the percentage of faculty who completed their course assessments at the end of each term:

Course Assessment Results			
Term/Year	# of Submitted Course Assessments	Total Number of Courses	Percentage
Fall 2024	287	291	98%
Spring 2025	263	270	97%
Summer 2025	50	51	98%

Results from Academic Year 2025 (AY25)

1. All comprehensive academic program reviews for AY25 were completed.
2. The college focused on accurate reporting of data by having in-depth discussions with instructors and reviewing the course outcome reporting documents. The transitions in academic deans have stabilized this last year with both being in their positions for at least a year.

Recommendations for Academic Year 2026 (AY26):

1. All programs undergoing comprehensive review in AY26 will also review their Program Assessment alignment documents on file in the Academic Affairs office. Programs undergoing comprehensive review in AY26:
 - AS Accounting
 - AS Business Administration
 - AS Chemistry
 - AS Exercise Science
 - AAS Nursing
 - AS Pre-Pharmacy
 - AS Psychology
 - AAS Radiography
 - AS Social Work
 - AS Sociology
2. At the end of AY26, the college will have collected three years of data for the Institutional Student Learning Outcomes (ISLO), which will provide benchmarking information for future assessments.