



**Report of Student Learning
Academic Year 2025-2026 (AY26)**

Table of Contents

Report of Student Learning	1
Academic Year 2024-2025 (AY25).....	1
Purpose of This Document	3
Vision Statement	3
Mission Statement	3
Core Values.....	3
Institutional Student Learning Outcomes.....	4
Program Outcomes	8
Accounting.....	9
Art	10
Biology	10
Business Administration	11
Chemistry	13
Communication.....	13
Criminal Justice	15
Diagnostic Medical Sonography—General	16
Diagnostic Medical Sonography--Vascular	18
Early Childhood Education	20
Elementary Education	22
Secondary Education	23
Electronics Technology.....	25
English.....	28
Exercise Science	29
Graphic Design Technology	31
Health Science	33
History	35
Nursing	36
NCLEX 1st Attempt Pass Rates	38
Pre-Pharmacy.....	39
Psychology	40
Radiography	41
Respiratory Care	43
CRT & RRT Pass Rates:	44
Social Work	45
Sociology.....	46
Welding.....	47
Course Outcomes	48
Course Outcomes Assessment: Assessing and Documenting Student Learning.....	48
Identifying Course Outcomes in Courses	48
Recommendations for Academic Year 2026:	49

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 and it was decided that data will be collected for three years to help identify trends. The chart below reflects the entire academic year for the past three years.

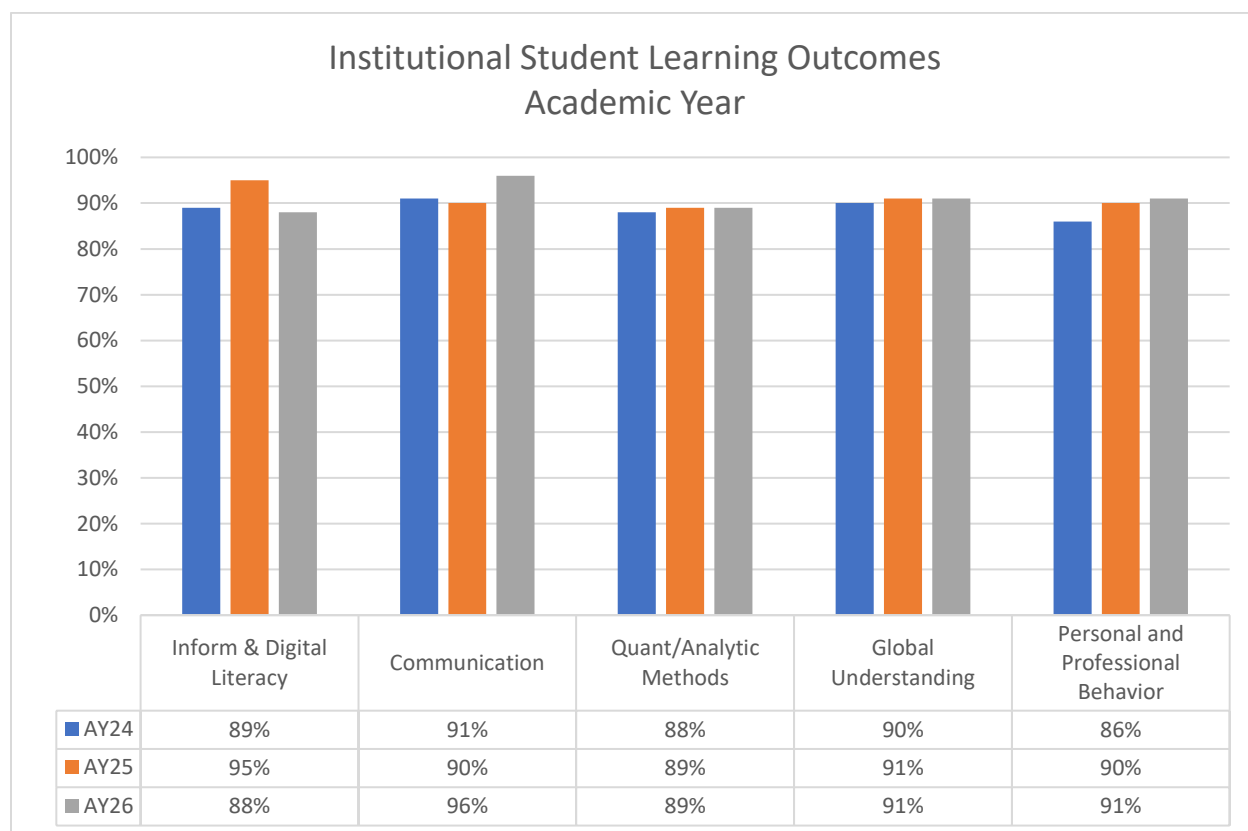


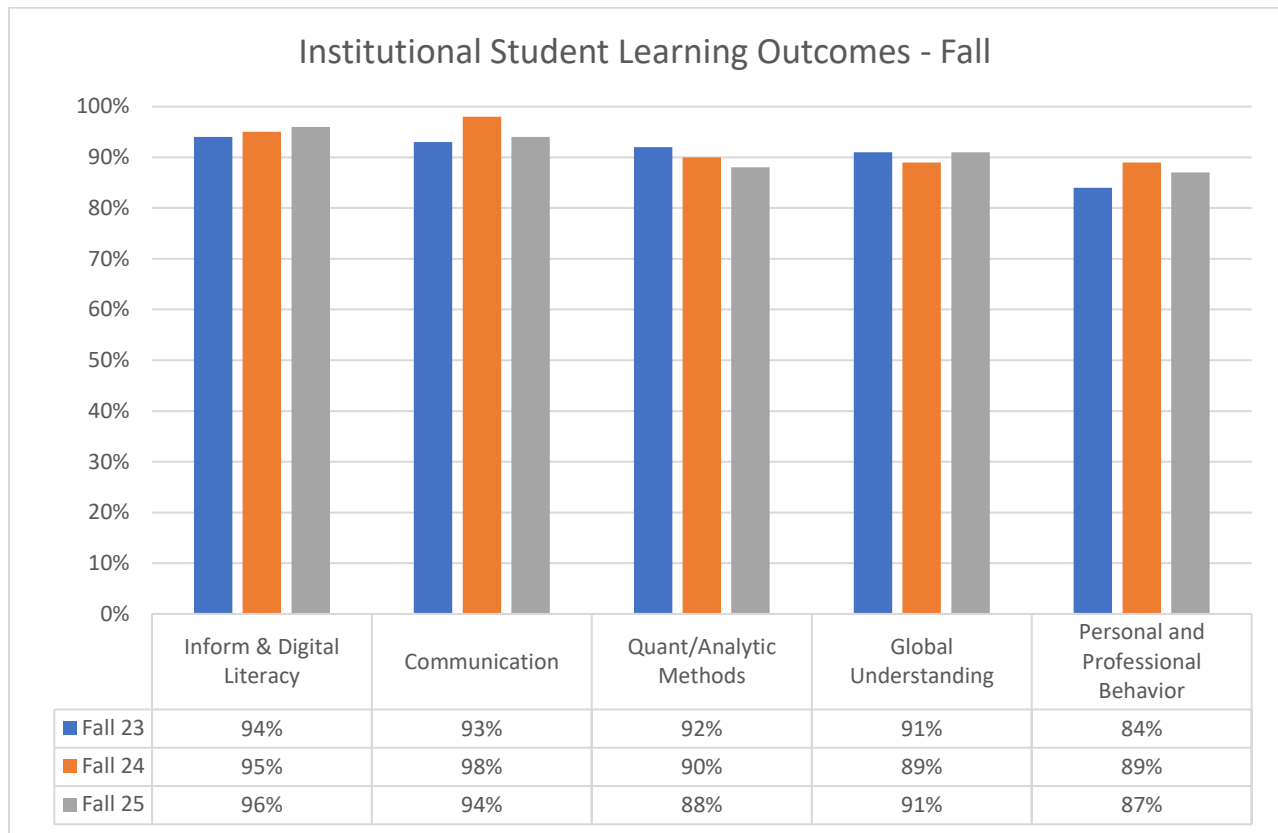
EXHIBIT 4

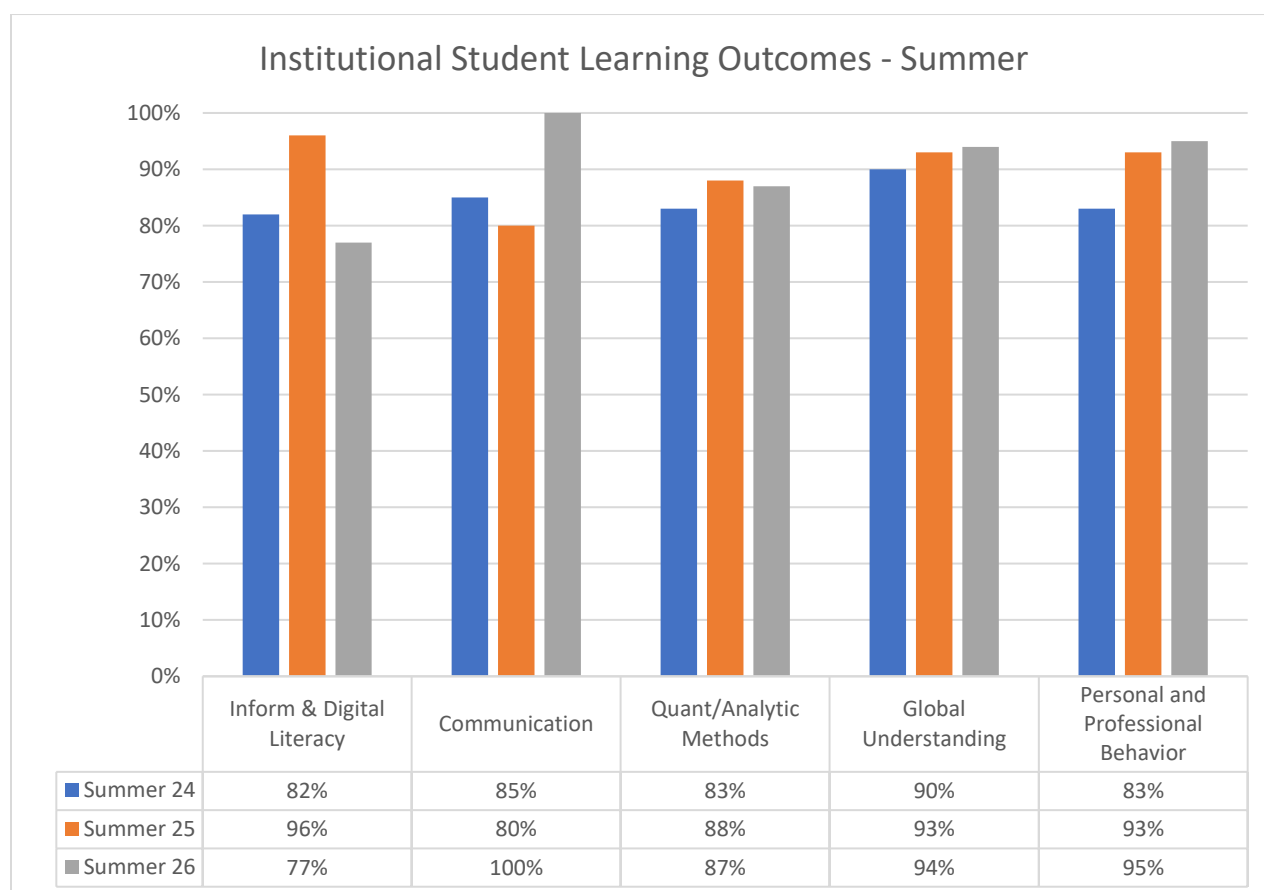
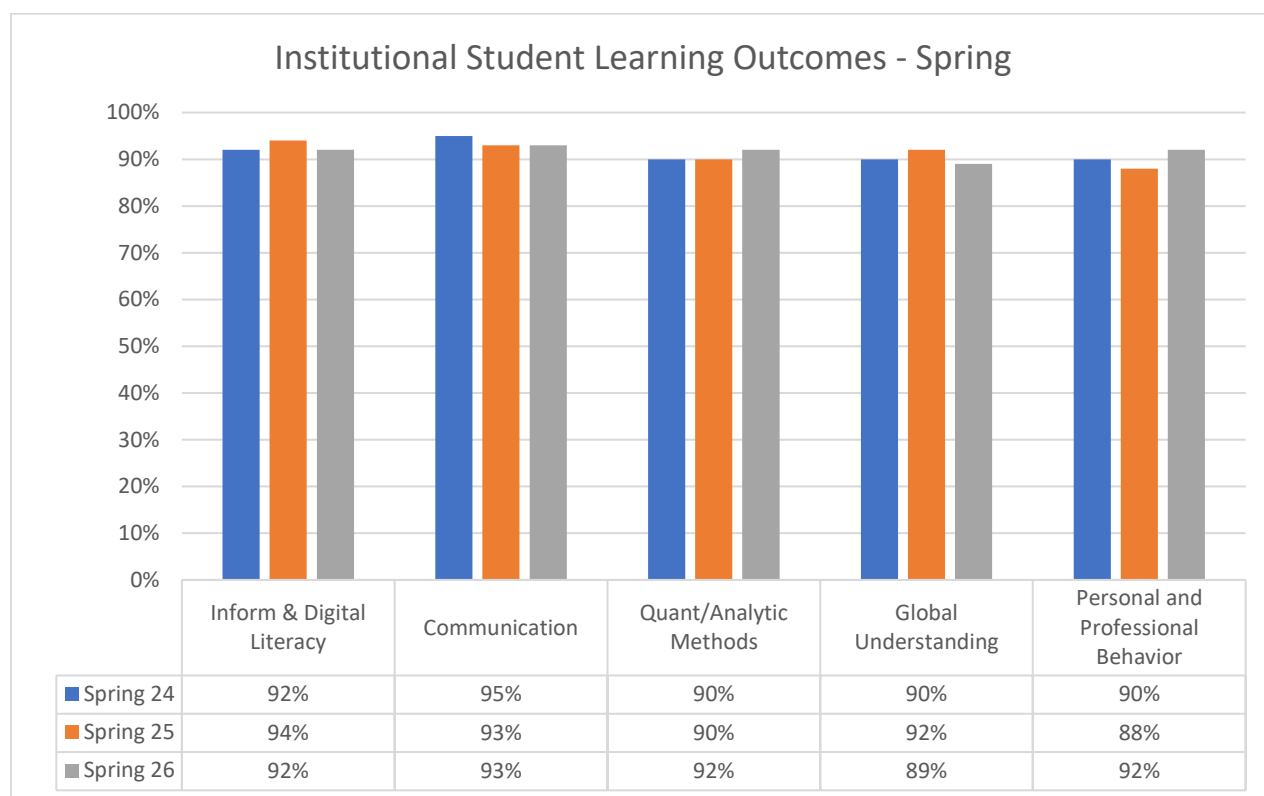
The institutional student learning outcomes data demonstrate strong student achievement across all five outcome areas, mostly ranging from upper 80% to mid 90% over the past three years. Communication and Global Understanding show strong and consistent performance, while Personal and Professional Behavior demonstrates overall improvement.

Quantitative/Analytic methods remained mostly stable over the last three years. Information & Digital Literacy increased from 89% to 95% in AY 25 before declining back to 88% in AY 26.

Although our students are doing well on all the five institutional outcomes, it is important to examine the data by semester over the last three years to identify gaps, trends, and opportunities for improvement.

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





Review of the DATA:

Looking at the longitudinal data for each semester, it shows that students are consistently doing well during fall and spring semesters. While students continue to meet the outcomes during the summer semester, the results show significant year-to-year variability. For example, Information & Digital Literacy increased from 82% to 96% and before declining sharply to 77% in Summer 26. Communication also showed considerable change going from 85% to 80% and then to 100%. Quantitative/Analytical Reasoning remained relatively stable for the three consecutive spring semesters, but having a decline in fall 25 and summer 26. As part of the general education core, starting AY 27, with review math courses will be aligned and Trigonometry will be removed from Quantitative and Analytic Reasoning outcome to provide a more comprehensive and accurate assessment of student achievement across the institution.

The committee discussed the AY 24 results with the faculty and identified a possible factor leading to the lower summer performance: students may not be fully aware of the student support services available during the summer semester. As a result, faculty agreed to proactively inform students about the availability of educational resources like library, student success center, tutoring during summer. This initiative may have resulted in improving majority of the student learning outcomes in summer 25 and 26. The faculty will continue to educate and encourage students to utilize student support services available through the institution.

Overall, the data suggests that the college is maintaining strong student achievement across all learning outcomes, with several areas showing consistent performance at 90% or above. The fluctuations in Information & Digital Literacy and Communication may require further investigation to determine if they represent isolated changes or broader patterns requiring targeted changes.

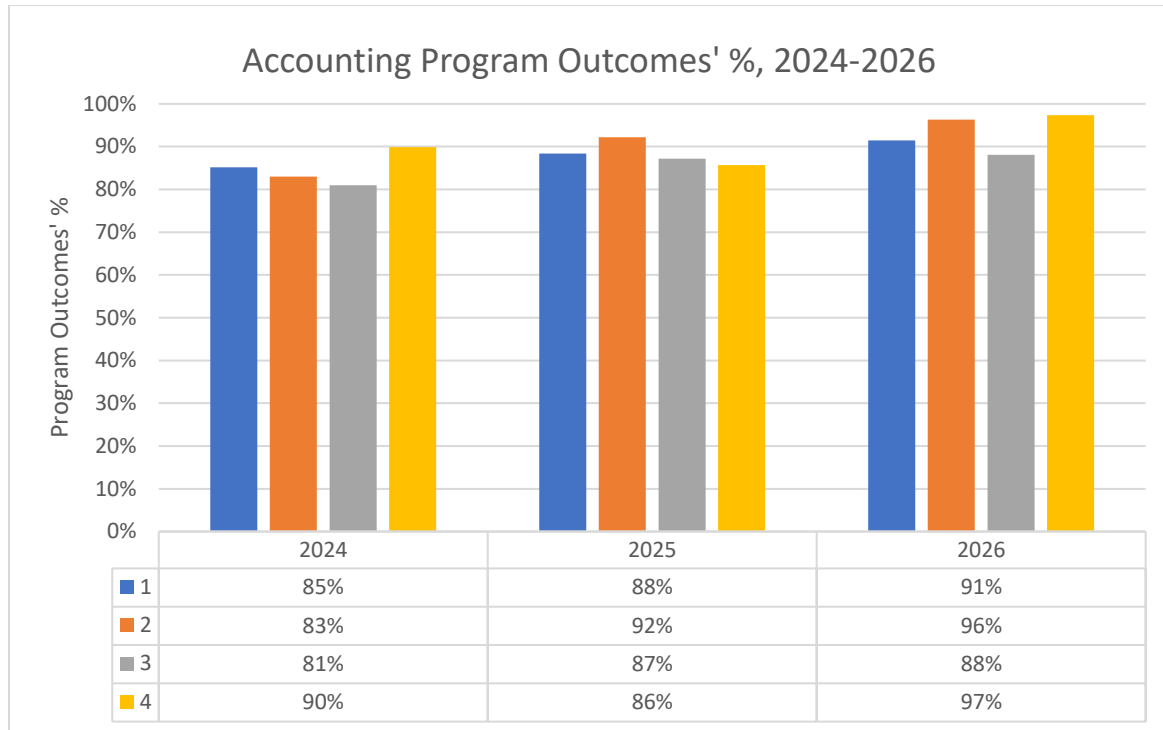
Program Outcomes

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:**

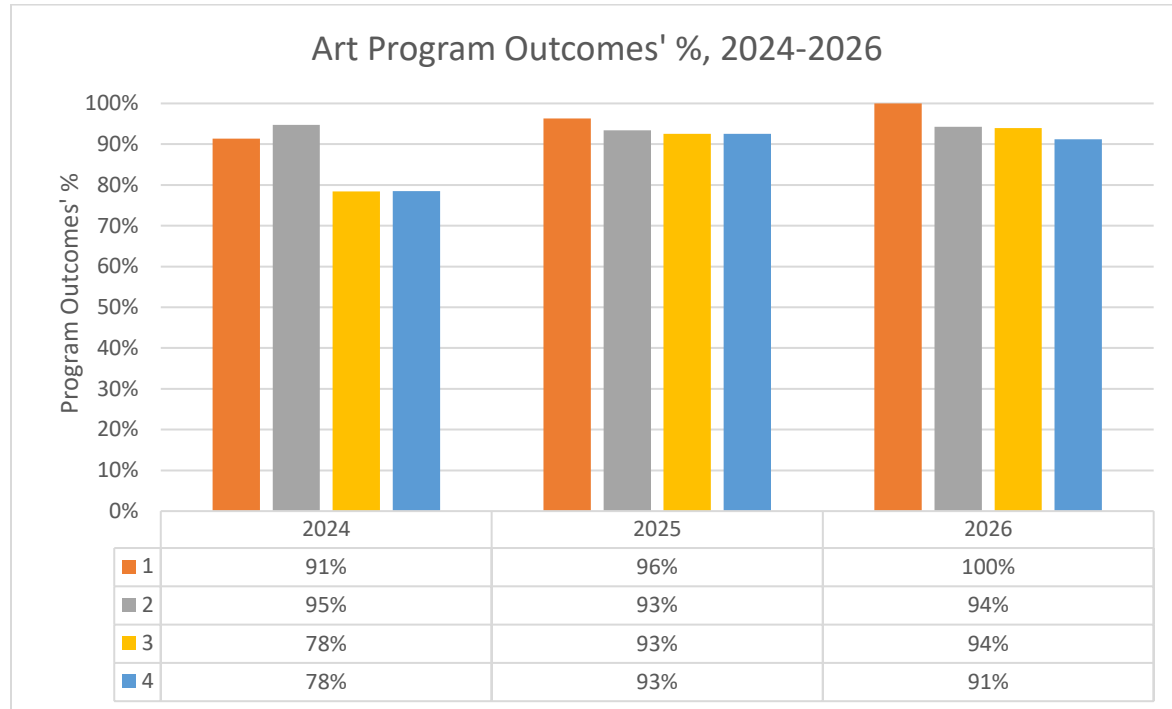
1. Apply financial accounting concepts.
2. Understand legal and ethical concepts related to operating a business.
3. Evaluate information to make effective business decisions.
4. Demonstrate effective computer skills.



- What did you learn from the data?
Outcome 1, 2 & 3 have shown improvement every year during the examined time frame (2024-2026). Outcome 4 dropped by 4% (2025) and increased by 11% (2026). Overall, the findings are very encouraging, demonstrating strong outcomes and providing evidence of a positive impact of instruction in the Business department.
- What did you not learn from the data?
The data does not tell us how accounting majors are performing in their concentration classes because majors and non-majors are assessed together.
The success rate is 70% - the data does not tell us how far above or below this cutoff that students are performing.
- What do you hope to learn and do differently this academic year?
We hope to learn how utilizing the early warning grade system will continue to impact the success rates in the concentration courses.

Art**Program Outcomes:**

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.

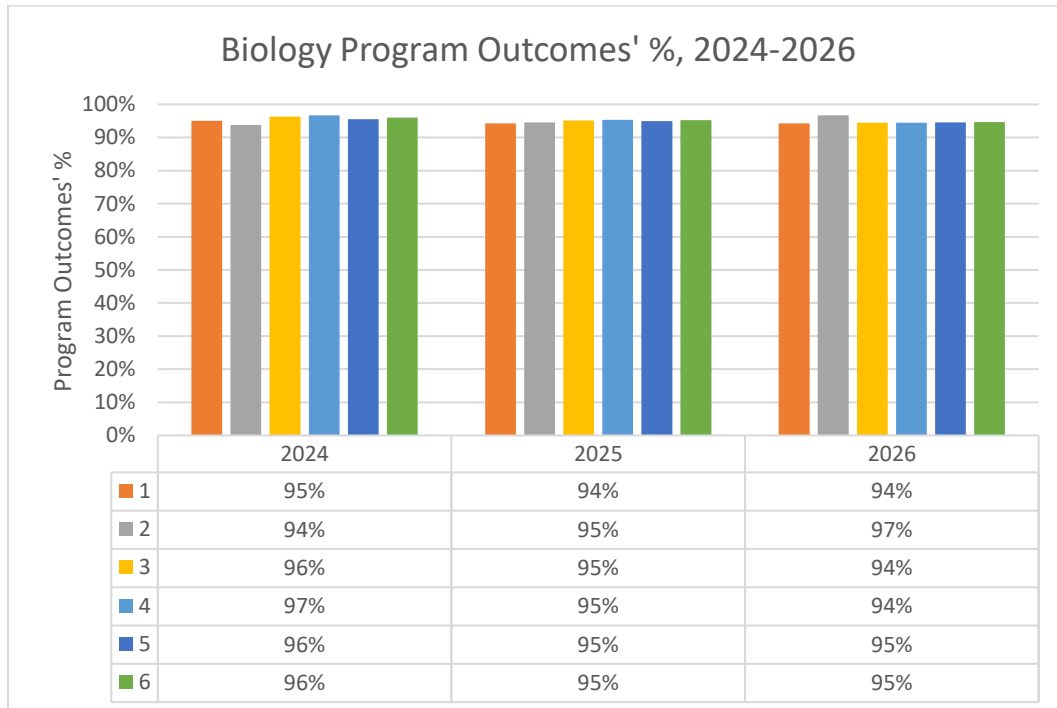


- What did you learn from the data?
The data suggests a significant increase in the percentage of students who are performing well in these areas. 2024 was my first year at LCC and there was a small sample size of students, which could also be skewing the data. Student enrollment in all Art Classes has grown each year and semester I have been here, so larger pools could be distorting the Data. Conversely the data could also suggest students adjusting to and understanding my goals, expectations and system.
- What did you not learn from the data?
I did not learn anything about incoming freshmen and their preparedness for the content/curriculum. Over a longer period of time, I hope to see Pre and Post data that could help me better understand the student before and after their interactions with myself as an instructor and with the courses offered within the art department.
- What do you hope to learn and do differently this academic year?
I am adjusting to community college course times (which is half as much as that of a university equivalent) and delivering demonstrations, lectures, and technical help in a compressed time schedule. I have implemented some new approaches with time management and delivery that I am curious to see the outcomes of.

Biology

Program Outcomes:

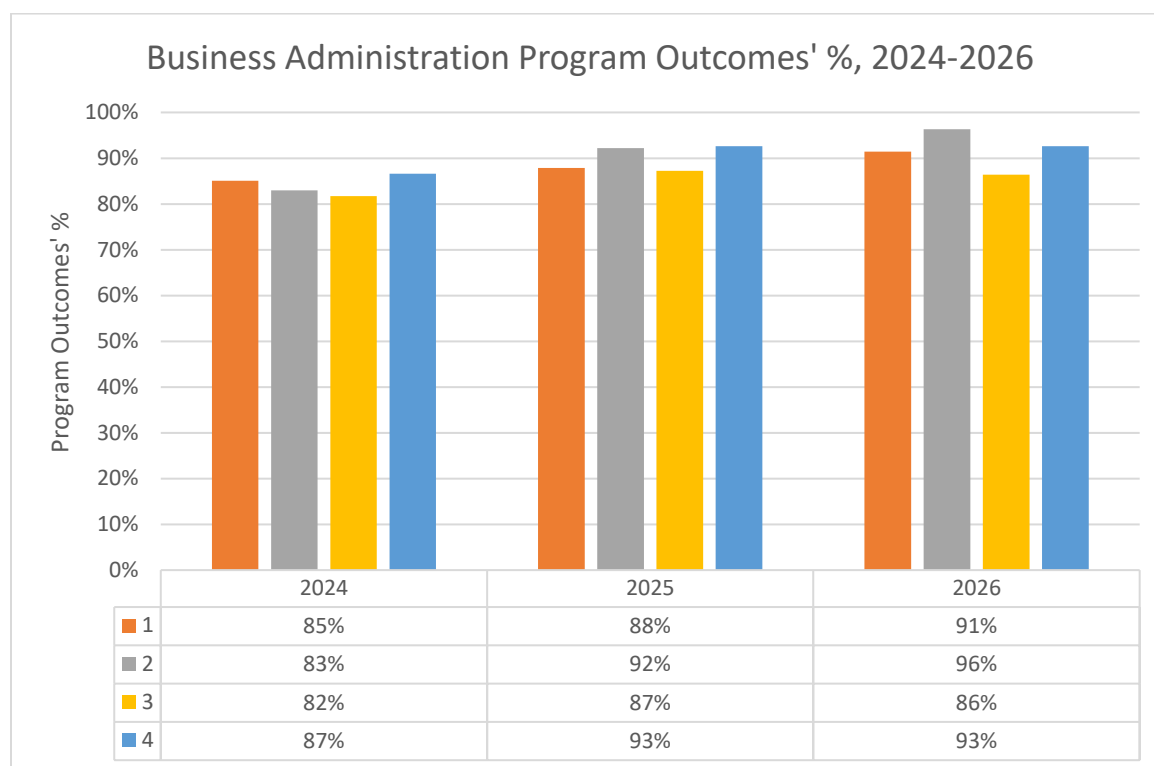
1. Students will demonstrate knowledge of the concepts that comprise the biological sciences.
2. Students will demonstrate the ability to read, understand, and critically review scientific papers and prepare oral and written reports in a standard scientific format.
3. Students will be able to think critically 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?
Most Students are consistently meeting the Biology Outcomes
- What did you not learn from the data?
Can't think of anything
- What do you hope to learn and do differently this academic year?
Our objective is always to aim for 100% of the students to meet the Outcomes, and we have been at over 90% for the last three years, which suggests we are doing something right. So, we will continue to focus on student success to achieve that aim.

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.

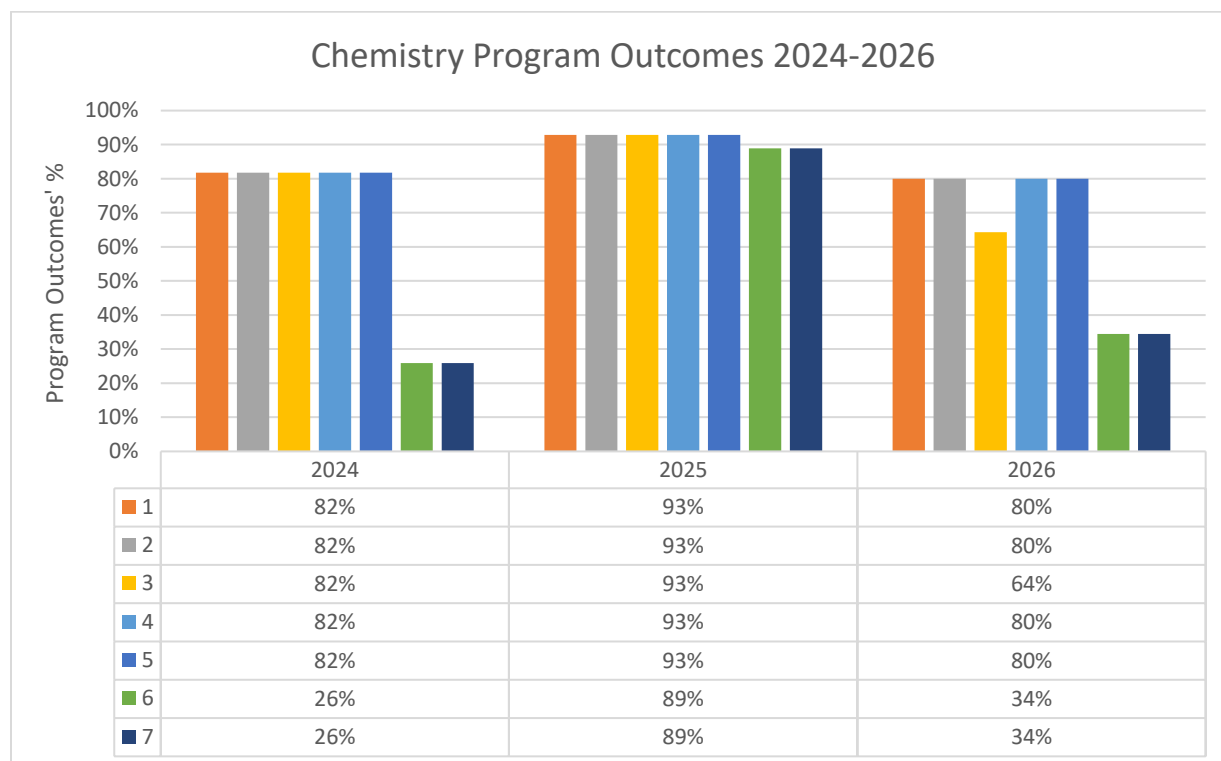


- What did you learn from the data?
Outcome 1 & 2 have shown improvement every year during the examined time frame (2024-2026). Outcome 3 dropped by 1% and Outcome 4 is unchanged from the previous year. Overall, the findings are very encouraging, demonstrating strong outcomes and providing evidence of a positive impact of instruction in the Business department.
- 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 the degree to which students are performing above or below 70%.
- What do you hope to learn and do differently this academic year?
The new Business program alignment is now in effect for the current academic year and has required several significant curriculum changes. Principles of Management and Business Law are recent additions to the program, and Business faculty will closely monitor the impact of these courses and their contribution to student outcomes.

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.

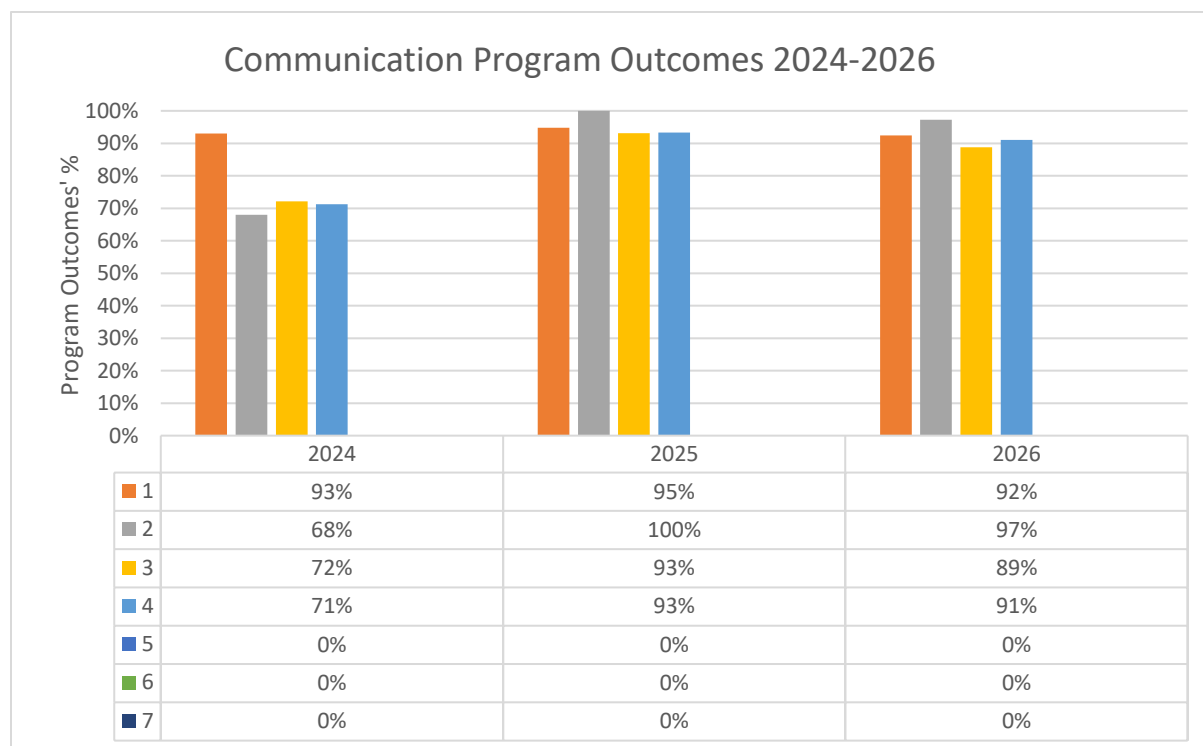


- What did you learn from the data?
There has been a drop in outcome success to 80%. May be due to decreased student enrollment in chemistry courses. Will need to focus on on-ground lab experience and outcomes for the students in the chemistry courses.
- What did you not learn from the data?
How to increase enrollment to increase outcome success.
- What do you hope to learn and do differently this academic year?
Currently delivering chemistry courses by hybrid instruction to see if this process may be more successful for student outcomes. Focusing on-ground instruction upon laboratory instruction for the chemistry courses.

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 Communication Department continues performing well in Outcome #1, with student achievement remaining above 90% across all three years. Outcomes #2, #3, and #4 also showed improvement from 2024, but each outcome declined slightly from 2025 to 2026. The course-level data shows that all four Program Outcomes are being addressed across the required courses in the Communication major. However, COMM 101 (Public Speaking) has a significant impact on the overall results because of its much larger enrollment. For example, COMM 101 accounts for most of the students assessed for Outcomes #1, #3, and #4, while the other required courses have much smaller numbers of students. This means changes in COMM 101 assessment results have a much greater effect on the overall Program Outcome percentages.
- What did you not learn from the data?
The data does not point to the specific changes as to why student achievement changed from year to year. We cannot determine whether changes were related to teaching methods, course content, student preparedness, assignments, or assessment practices. The data also does not tell us how consistently full-time and adjunct faculty are assessing the course outcomes. While the curriculum map connects course outcomes to Program Outcomes, it does not show whether faculty are using comparable assignments or assessments.

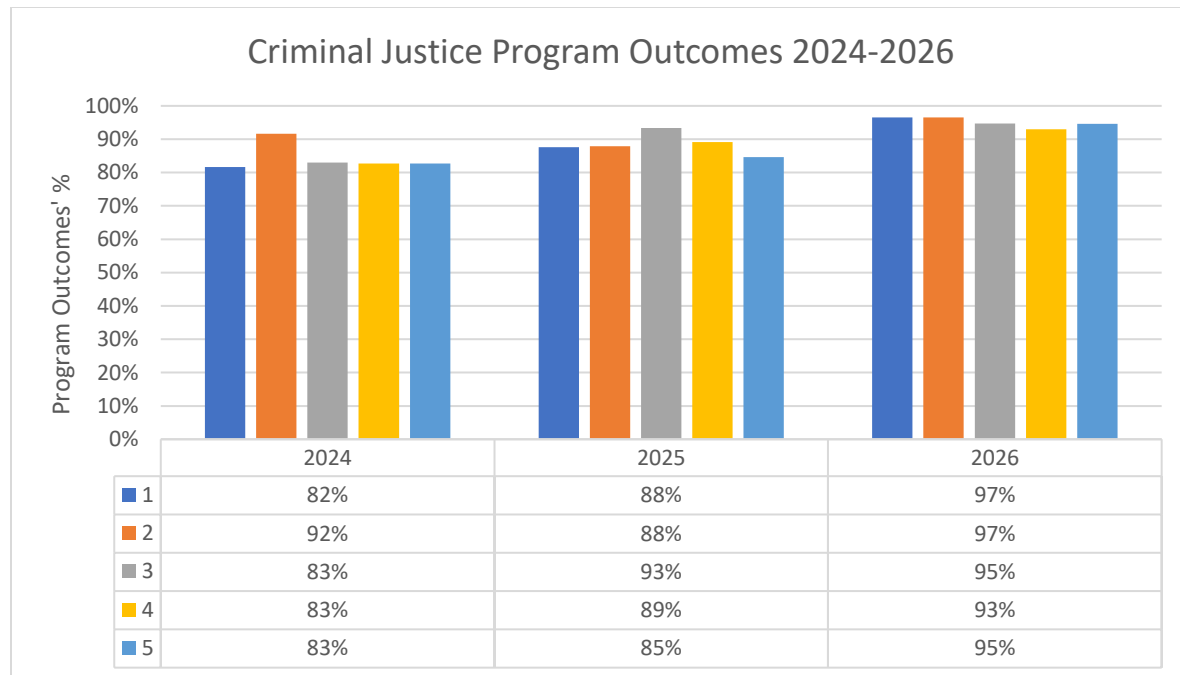
EXHIBIT 4

- What do you hope to learn and do differently this academic year?
As mentioned in previous reports, my hope is that the college continues to streamline how faculty and adjuncts complete assessments. I would like to look more closely at the specific assignments being used to measure each Program Outcome and determine whether we are collecting consistent data across courses.

Criminal Justice

Program Outcomes:

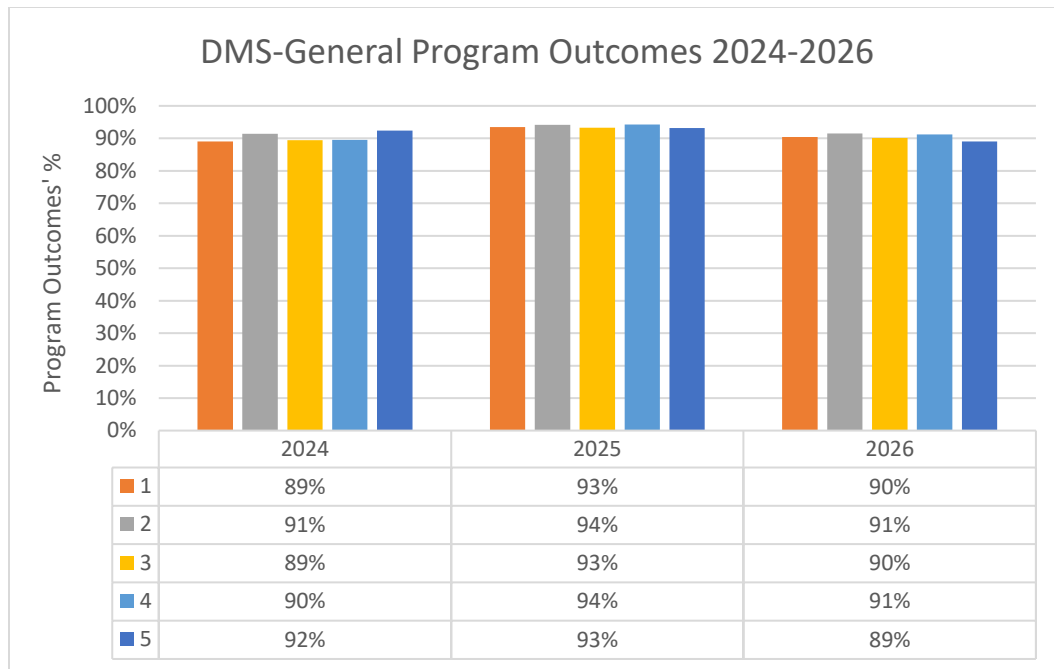
1. Demonstrate an understanding of the history of the criminal justice system and the importance of the development and application of criminal law through the legislative and judicial process.
2. Understand and demonstrate how criminal justice professionals investigate and document incidents and prepare 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?
The Criminal Justice Department has continued to improve student success year-to-year as seen in the data above. Instructors focused on a few different areas such as textbook options, student engagement and interaction, and supplemental efforts of using real case scenarios.
- What did you not learn from the data?
Since the different instructors used different techniques, we could not pinpoint if one or another provided more student success (example, the transition to OER in some classes, the addition of case scenario or more student engagements.) However, given the overall year-to-year increases narrowing down isn't necessary as we will continue these activities.
- What do you hope to learn and do differently this academic year?
This upcoming year there will need to be a curricular change needed as the Interview and Report Writing course was separated at the state level under the Police Science workforce alignment. This was noted in the spring outcome reporting as having an impact on our course offerings. The need to readjust the curriculum to align with state but also meet transfer and student needs will be assessed.

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

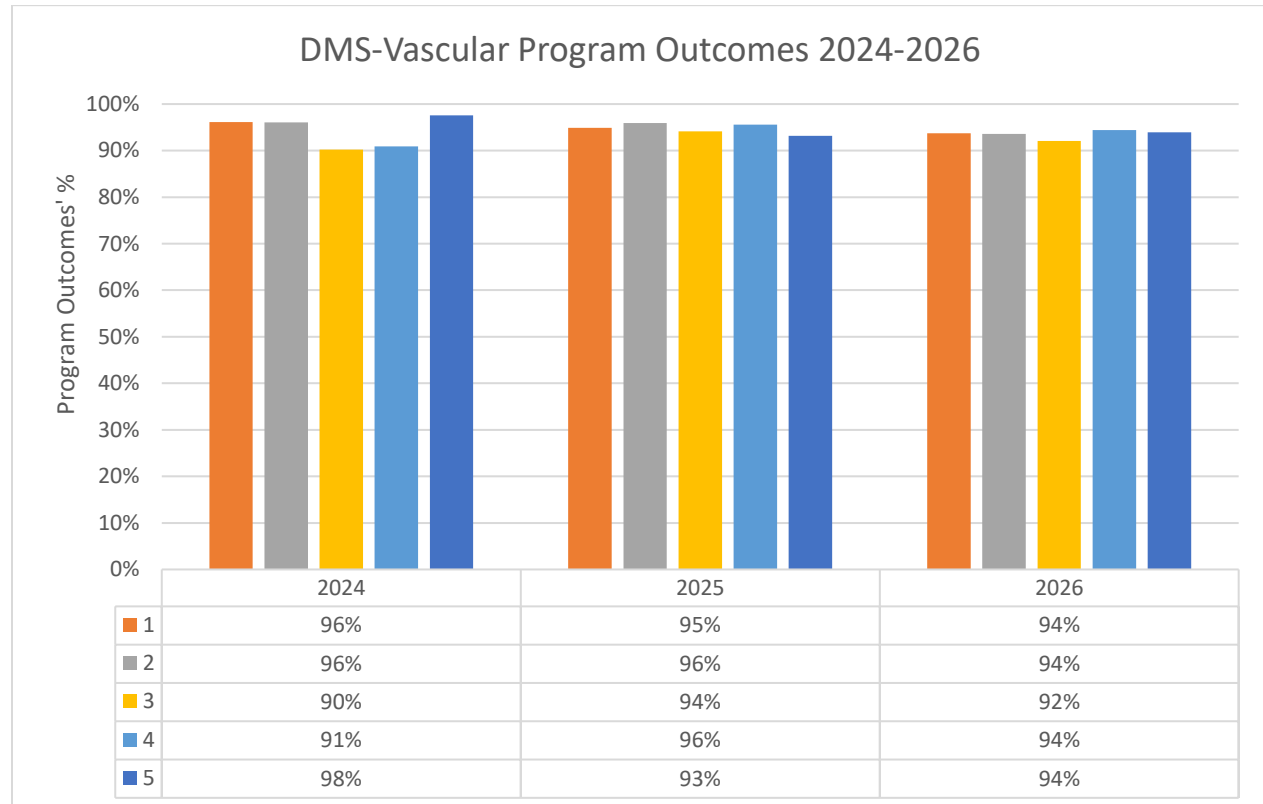
1. Be clinically competent.
2. Communicate effectively.
3. Use critical thinking and problem solving skills.
4. Evaluate the importance of professional growth and development.
5. Prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior)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



- What did you learn from the data?
I learned the data is holding on an average over the years. We are switching books to the new edition and will be updating some material moving forward.
- What did you not learn from the data?
Nothing really. I feel more data and information is the best for the program. Good or bad I like it.
- What do you hope to learn and do differently this academic year?
The sonography program is constantly evolving each year with changes to better the comprehension of our students. We take all suggestions from our students and advisors serious.

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 data shows we are moving along steadily and help to show issues in the program each year to allow us time to adjust as needed.
- What did you not learn from the data?
You can never have enough data. More is better and will show if change is needed.
- What do you hope to learn and do differently this academic year?
This is an accreditation self-study year moving through the site visit in 2028. We will be doing a deep dive into all our courses and program as a whole. We will be aligning all courses with our accreditation requirements.

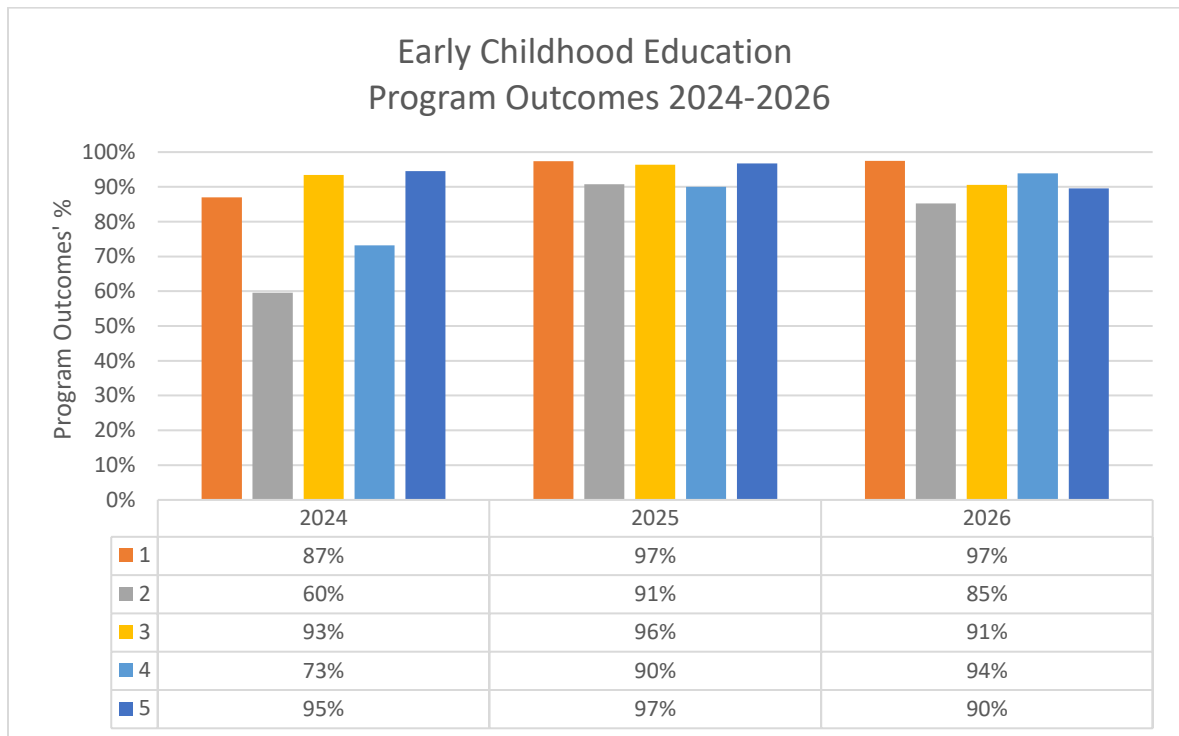
DMS Program Effectiveness Data

Year	Abdomen Exam	Ob/GYN Exam	Vascular Exam	Employment rates	Program Completion rate
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
2026	6 of 11 Tested 6/6 or 100% passed	4 of 11 Tested 4/4 or 100% passed	5 of 6 Tested 5/5 or 100% passed	12 of 17 (both concentration) Employed 74% placement	23 started/ 17 graduated 70% 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?
Scores have been consistently increasing on outcome 1 suggesting strong understanding of developmentally appropriate practices. Outcome 2 showed significant improvement from 2024-2025 and decreased a little in 2026 indicating it needs continued attention. Previous year report documented that the drop in the outcome was due to a faculty retiring. Outcomes 3 and 4 show consistent growth. This suggests students are generally well prepared to develop appropriate learning experiences and are becoming more confident in evaluating assessments, and using results to support curriculum and intervention planning. This was a result of an action plan created by the faculty of adding more hands-on activities in the class. Performance on Outcome 6 remains strong, but the decrease suggests a need to reinforce professional ethics and standards. Outcome data for previous years showed that students needed more hands-on activities.

EXHIBIT 4

- What did you not learn from the data?
The data shows the scores for each outcome, but does not tell the story of why the scores changed. It does not identify the specific strengths or challenges students experienced and why some outcomes declined.
- What do you hope to learn and do differently this academic year?
I plan to work with the adjunct faculty teaching courses in the program and have a better understanding of the program as a whole and how each course contributes to the program outcomes. Since we have collected three years of data, I would also like to review the alignments between course assignments and program outcomes to identify any gaps or areas that may need strengthening. This would help with developing an assessment plan that provides meaningful evidence of student learning and support continuous improvement.

I looked at the outcomes and noticed I have 3 that need addressed. I have been brainstorming some ideas of ways I could make the class better and more hands-on and meaningful.

Outcome #2: Interview a family from a different culture/religion/background, then create a video presentation to share with the class. By doing this, it should give information on a variety of cultures. It should also include what venues/resources that are available in the community that support the culture. For example, a market that sells a particular kind of food.

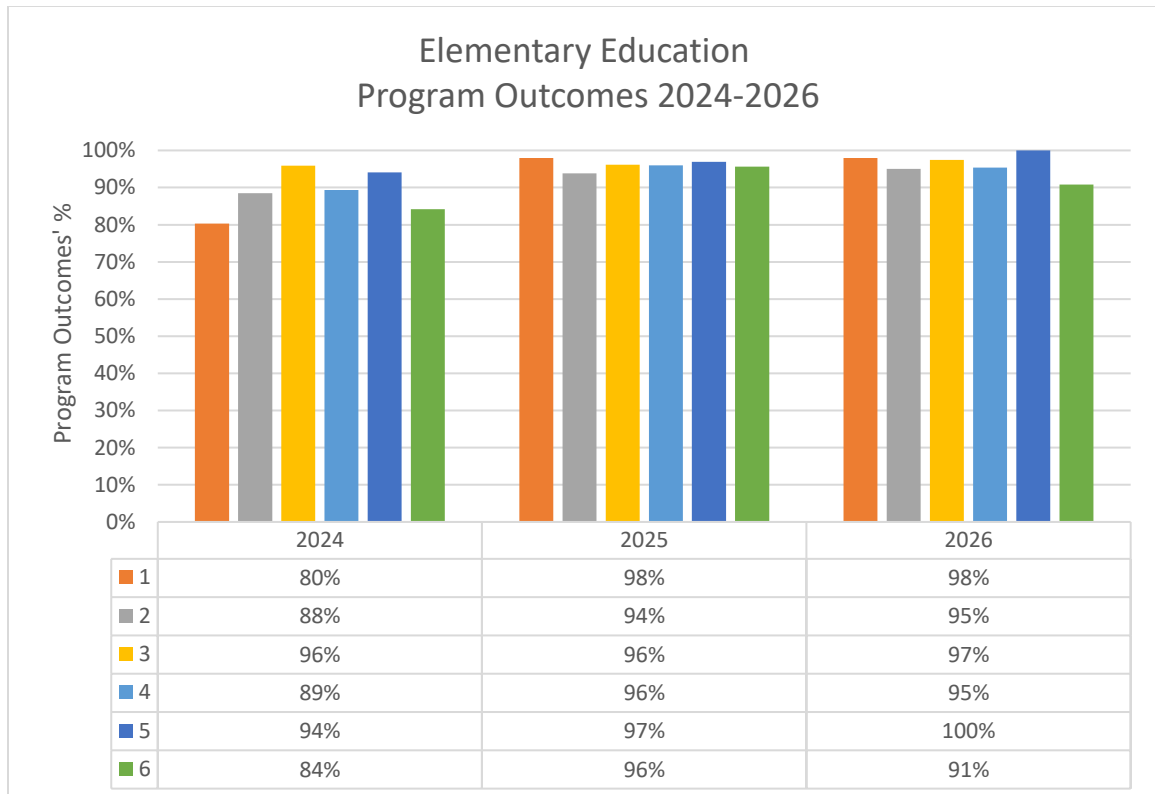
Outcome #3: It was disappointing to me to see the decline in this outcome because I feel like this one is addressed multiple times throughout the semester. One resource I did add was lesson plan templates to help students think through the different parts of a lesson. The main issue I had with students last semester was the lessons they created were not for the appropriate age range. This is what I will focus on more this semester.

Outcome #5: This outcome is touched on but not fully addressed in this course. My thought is to provide some scenarios/role playing of different situations. I will provide guidelines on ethics and professional conduct, then give situations they could possibly be put in and how would they handle it. I feel like this could be a really good discussion piece.

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?

The data shows that students are doing exceptionally well on all program learning outcomes. Overall, student achievement increased from 2024 to 2025 and remained strong in 2026. The strongest growth was seen in Outcome 1, Outcome 5 also showed consistent growth, ultimately reaching 100% in 2026. Outcome 6 increased substantially

EXHIBIT 4

from 84% to 96% in 2025, but then dropped to 91% in 2026. This suggests that students demonstrate understanding of professional, ethical, and legal responsibilities and we will continue to monitor that it remains consistent. The data also demonstrates the importance of using student feedback to improve instruction. After reviewing the data for 2024, the faculty created a classroom discussion board to give students an opportunity to share what students liked about the course and identify challenges they were facing. The instructor received great feedback and it resulted in changes to the course design in Canvas. The instructor reorganized the course to make it more student friendly, provided detailed directions within each module, and clarified how assignments need to be completed. The teacher contract was updated to create clear expectations.

- What did you not learn from the data?
Although the data shows that students are achieving at high levels, it does not explain which specific instructional practices had the greatest impact on their success. The data also does not show whether all groups of students experienced the same level of success.
- What do you hope to learn and do differently this academic year?
I plan to work with the adjunct faculty teaching courses in the program and have a better understanding of the program as a whole and how each course contributes to the program outcomes. Since we have collected three years of data, I would also like to review the alignments between course assignments and program outcomes to identify any gaps or areas that may need strengthening. This would help with developing an assessment plan that provides meaningful evidence of student learning and support continuous improvement.

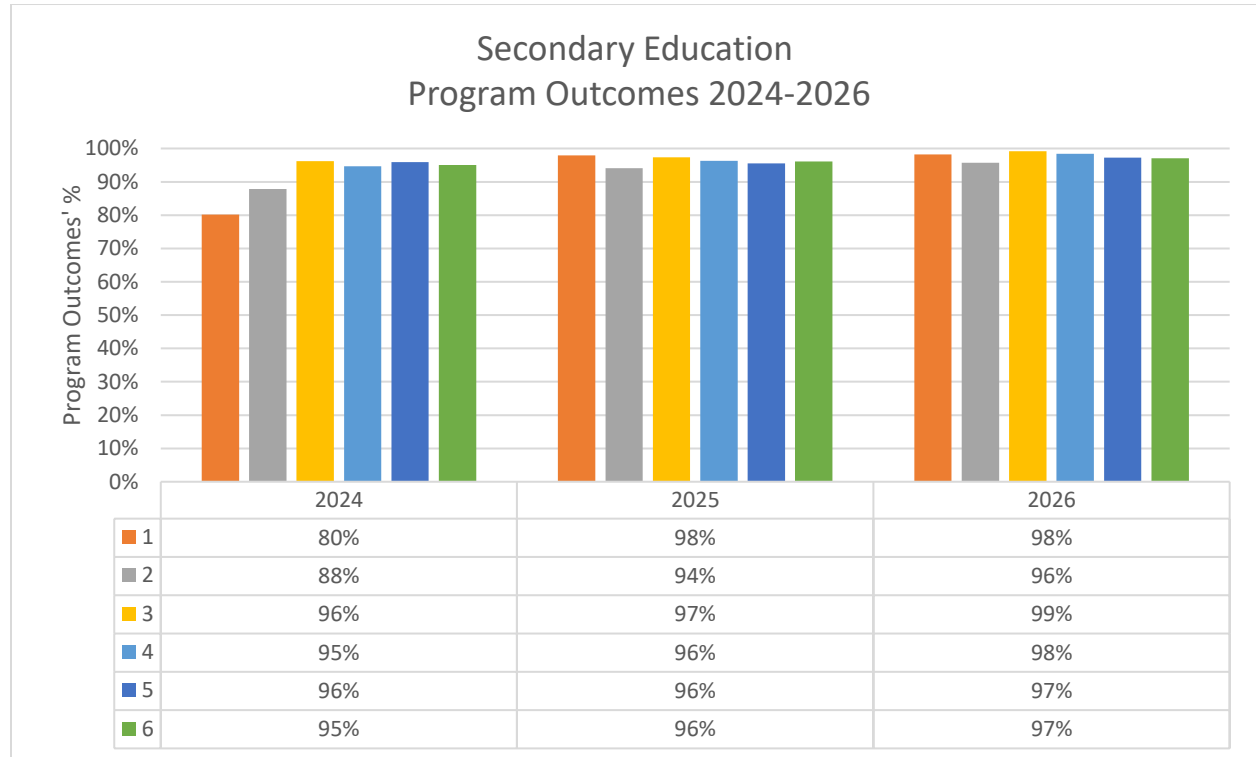
The classroom contract for Explorations of Education was changed this year to add a principal's signature which resulted in school district providing feedback on our students. This has been a very positive change as it gives us instructors a chance to assist a student for understanding professional obligations in a caring way. Another change was going from 33 hours to 30 hours.

I believe implementing an assignment that addresses professional ethics and standards that students can utilize specifically in their field experience in Explorations of Education course. That will be a change that I can make this semester. This would help the last outcome at all 3 levels remain consistent or become greater.

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?
The data shows that students in the Secondary Education program are performing exceptionally well across all six outcomes. Overall, achievement improved from 2024-2026, with most outcomes reaching scores between 96%-99%. The greatest improving occurred in Outcome 1 suggesting students have made significant progress in analyzing educational philosophies and approaches and developing their own learning and teaching philosophies. The data suggests that the program is effectively preparing future secondary teachers to use instructional strategies, technology, collaboration, and professional and ethical decision making. The consistently high scores indicate that

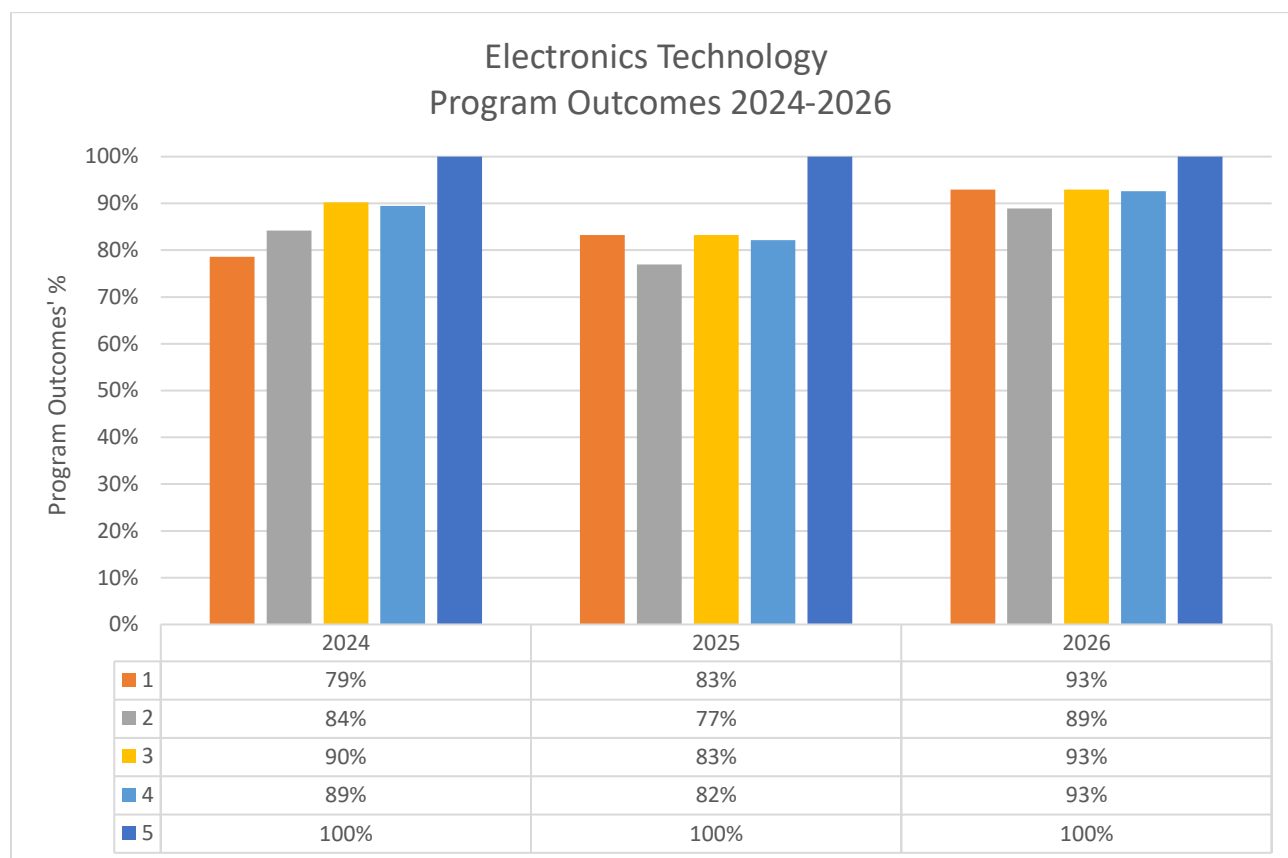
students are demonstrating a strong understanding of the knowledge and skills expected of beginning educators.

- What did you not learn from the data?
Although the data shows strong student achievement, they do not tell us why students were successful or which specific teaching strategies, assignments, activities, or learning experiences contributed most to their achievement. This also does not tell us how the students are utilizing these skills into their student teaching experiences or classrooms, information from field experiences, teacher evaluations could provide a better understanding.
- What do you hope to learn and do differently this academic year?
I plan to work with the adjunct faculty teaching courses in the program and have a better understanding of the program as a whole and how each course contributes to the program outcomes. Since we have collected three years of data, I would also like to review the alignments between course assignments and program outcomes to identify any gaps or areas that may need strengthening. This would help with developing an assessment plan that provides meaningful evidence of student learning and support continuous improvement.

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 provides an opportunity to evaluate student achievement across the major competencies of the Electronics Technology program. The program outcomes address both technical skills, such as circuit analysis, electronics design, testing, and maintenance, as well as broader skills including communication, problem solving, and career preparation. Reviewing performance across these outcomes helps identify areas where students are demonstrating proficiency and areas that may require additional instructional emphasis.
- What did you not learn from the data?
The data does not provide enough detail to determine why students performed differently across specific program outcomes. It also does not identify whether performance differences are related to individual courses, instructional methods, student preparation, equipment or laboratory experiences, or other factors. Additional course-

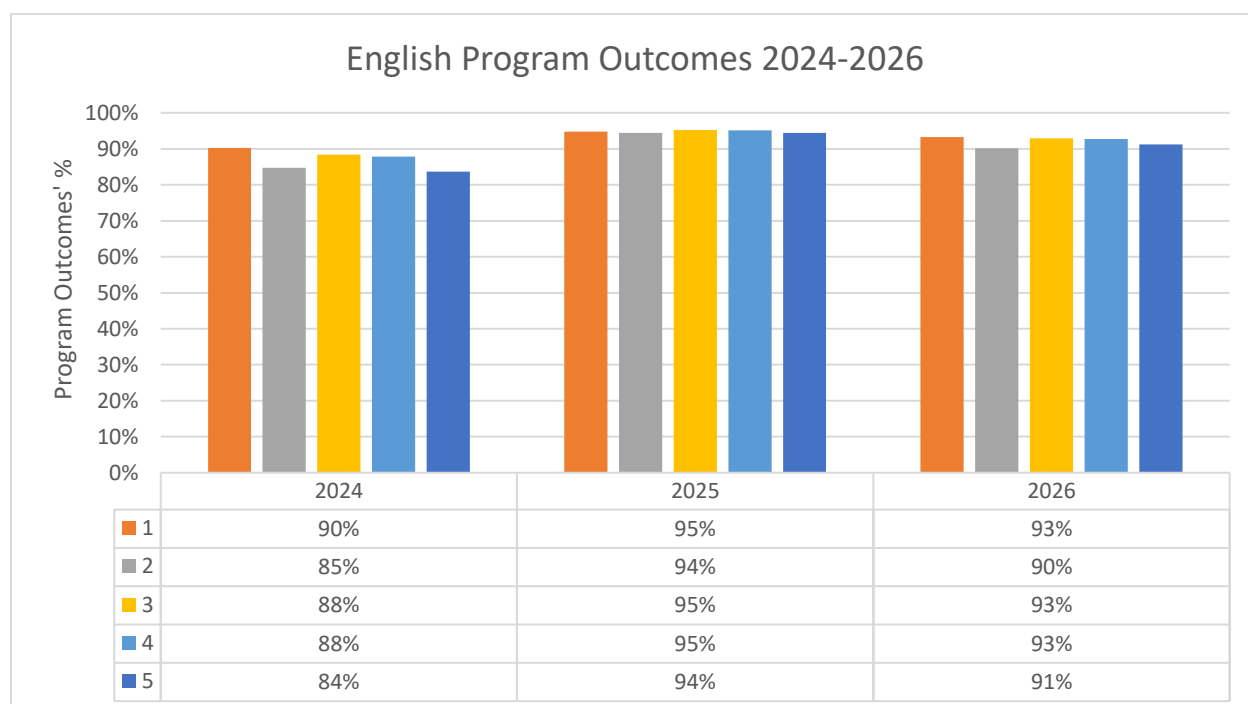
level assessment information would be helpful in determining the specific causes of any areas of lower performance.

- What do you hope to learn and do differently this academic year?
This academic year, the program will continue to review student performance at both the program and course level to better identify areas where additional support or instructional adjustments may be needed. Faculty can use assessment results to strengthen connections between classroom instruction and hands-on laboratory experiences, reinforce areas where students demonstrate lower proficiency, and ensure students are adequately prepared for employment and the CET exam. Continued review of the assessment process will also help determine whether the current measures are providing meaningful information for program improvement.

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?
The English Department learned that it enjoys consistently high outcomes scores.
- What did you not learn from the data?
We did not learn from this data why this is the case.
- What do you hope to learn and do differently this academic year?
The English Department is deploying the curricula rewritten for ENGL 101/103 and ENGL 102 to bring it up to date with current best practices in English composition instruction. This change in instruction may result in a slight temporary dip in outcomes scores as we refine the courses.

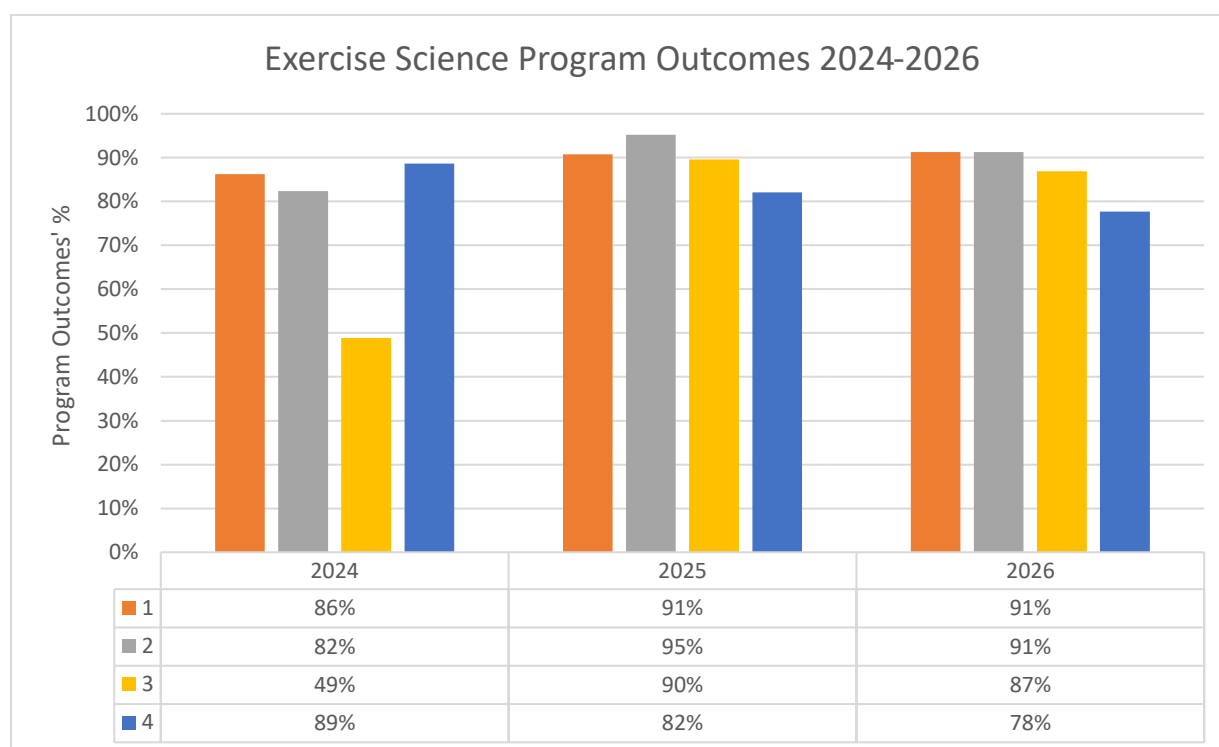
In ENGL 101/103, we are moving away from strict academic writing and having a novel to read and write about; we are moving to a more rhetorically based course that emphasizes a variety of writing situations for a variety of audiences.

In ENGL 102, we are moving away from a semesterly theme that students must research to write on, and we are moving to a literature-based course with a literary analysis research paper at the end.

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?

We are relatively holding steady but did drop down some in outcomes 3 and 4. Based solely on the graph, I don't have information on why. Pulling my courses, I can see that most of the issues causing students not to pass this outcome seem to arise more from missing and incomplete work rather than low grades on the work.

As for outcome 4, pulling course information, this seems to stem from the main assignment having a major change this year. One website that students have previously evaluated changed completely with the change in political administration. The assignment is to actually go to the website they want to evaluate, spend time, and then submit information. AI still supplied information as if this site was the same and had not changed. I cannot prove that students used AI, but many lost credits on this assignment as they could not have actually completed the assignment themselves and used the previous website. This assignment was a major assignment for this outcome.

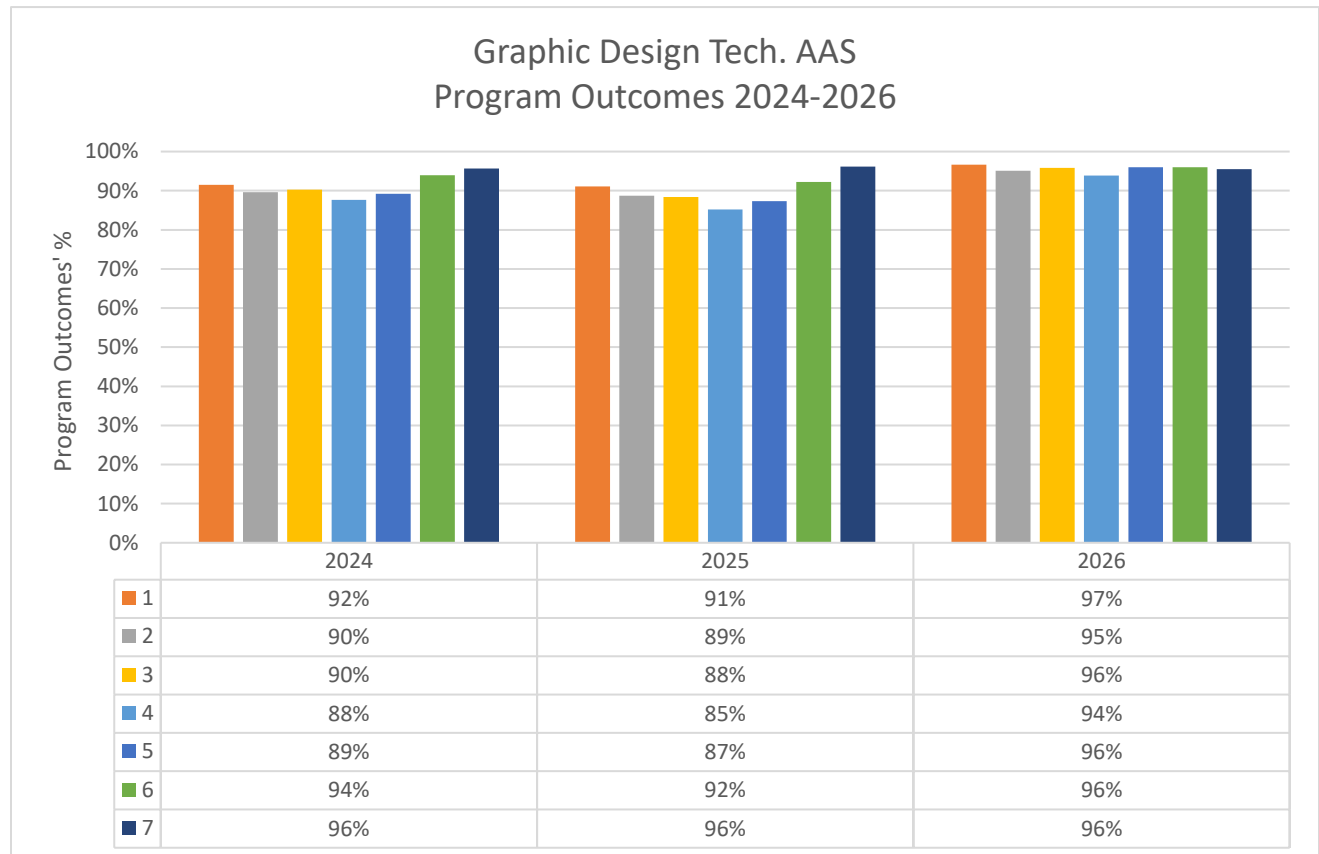
EXHIBIT 4

- What did you not learn from the data?
Simply from the sheet provided, I did not learn any part of why the outcomes increased or decreased; that required me to look at semester course outcome information and raw data.
- What do you hope to learn and do differently this academic year?
I have adjusted a few assignments for this year to hopefully help in completion or accurate completion. I have added direction to a couple of assignments in these outcomes. I also would like to look into the program outcomes themselves and possibly do some adjustments. These are the outcomes that were here when I came, and I believe when they were created or adjusted last, there were a couple of additional courses being taught at LCC with the program. It is my understanding that those are no longer taught, which could lead to adjusting some of the program outcomes.

Graphic Design Technology

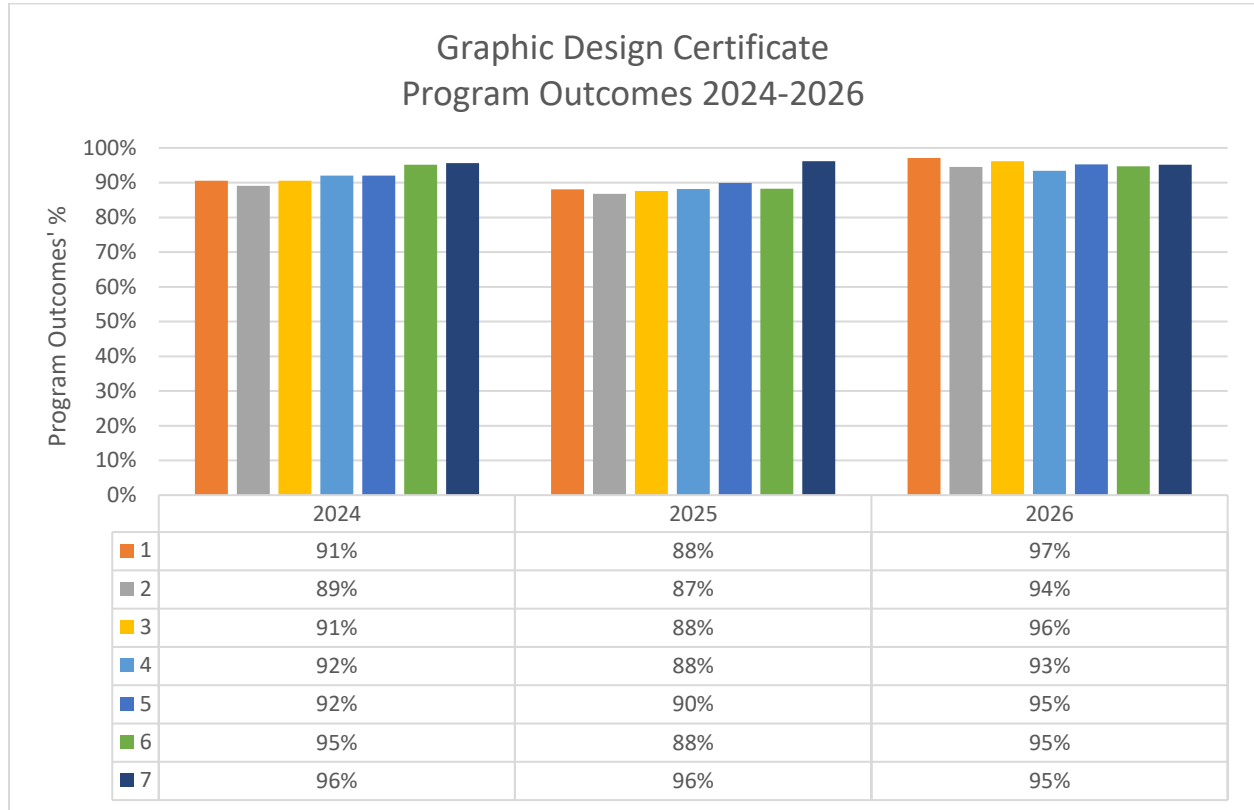
Program Outcomes:

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?
The increase in 2026 results suggest that students are performing strongly across all areas, especially in professional preparation, design tools, visual communication, and the design process.
- What did you not learn from the data?
Why Outcome 4 consistently tends to be lower than the other outcomes.
Whether improvements were caused by changes in curriculum, teaching strategies, student preparation, assignments, or other factors.

- What do you hope to learn and do differently this academic year?
Assist students in time management and file organization early in the project lifecycle to avoid last-minute rushes before portfolio submission deadlines.
Connect projects more closely to real-world design situations, including professional deadlines, client expectations, and industry-standard workflows.

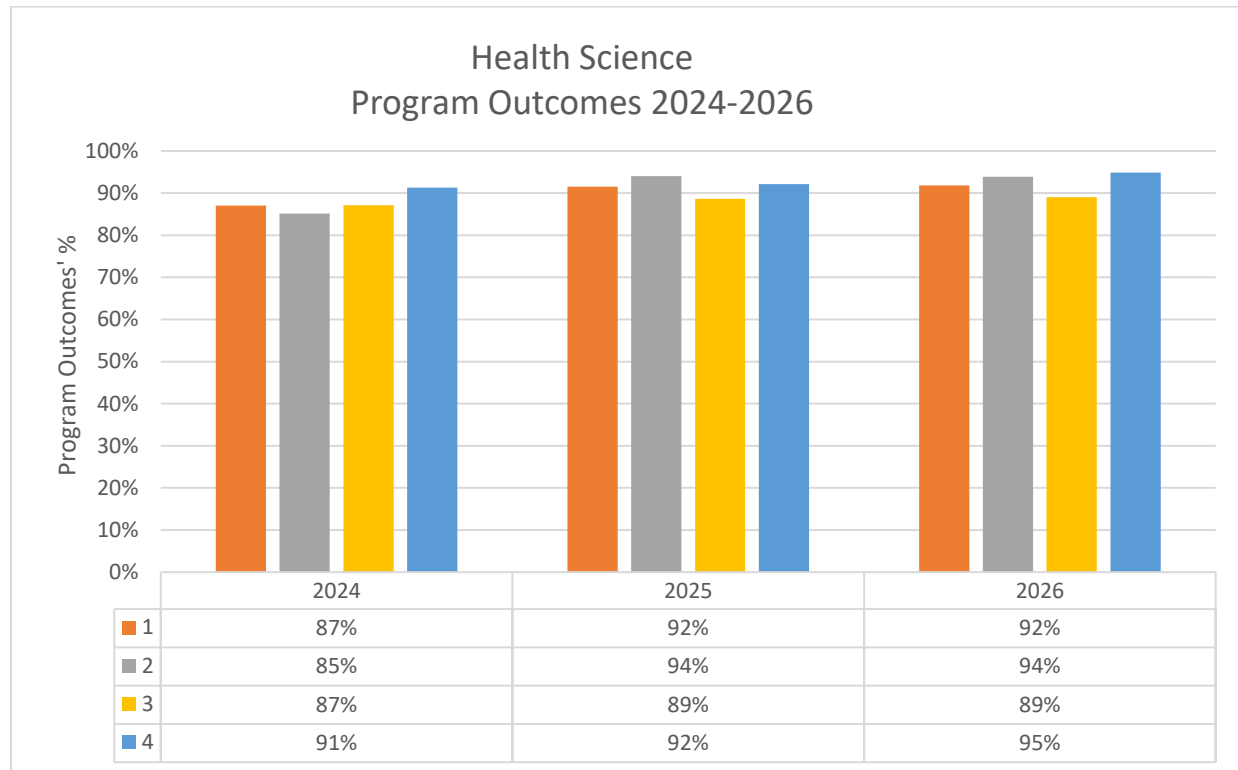


- What did you learn from the data?
The Graphic Design Technology (CERT) improved significantly in 2026. This is likely be attributed to the increase in number of certificates awarded to those also completing the AAS program.
- What did you not learn from the data?
The data does not indicate whether improvements were caused by changes in curriculum, teaching strategies, student preparation, assignments, or other factors.
- What do you hope to learn and do differently this academic year?
Assist students in time management and file organization early in the project lifecycle to avoid last-minute rushes before portfolio submission deadlines.
Connect projects more closely to real-world design situations, including professional deadlines, client expectations, and industry-standard workflows.

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 provides an opportunity to evaluate how well students are meeting the major learning outcomes within the Health Science program. These outcomes emphasize understanding the causes of health and illness, prevention and health promotion, mental health, and the broader role that policy, ethics, and available resources play in healthcare. Reviewing student performance across these areas can help identify strengths as well as areas where additional instructional emphasis may be beneficial.
- What did you not learn from the data?
The data does not provide enough detail to determine why students may have performed differently across the individual program outcomes. It also does not indicate whether differences are related to specific courses, assignments, instructional approaches, student preparation, or other factors. More detailed course-level assessment information would help identify the reasons behind areas of stronger or weaker performance.

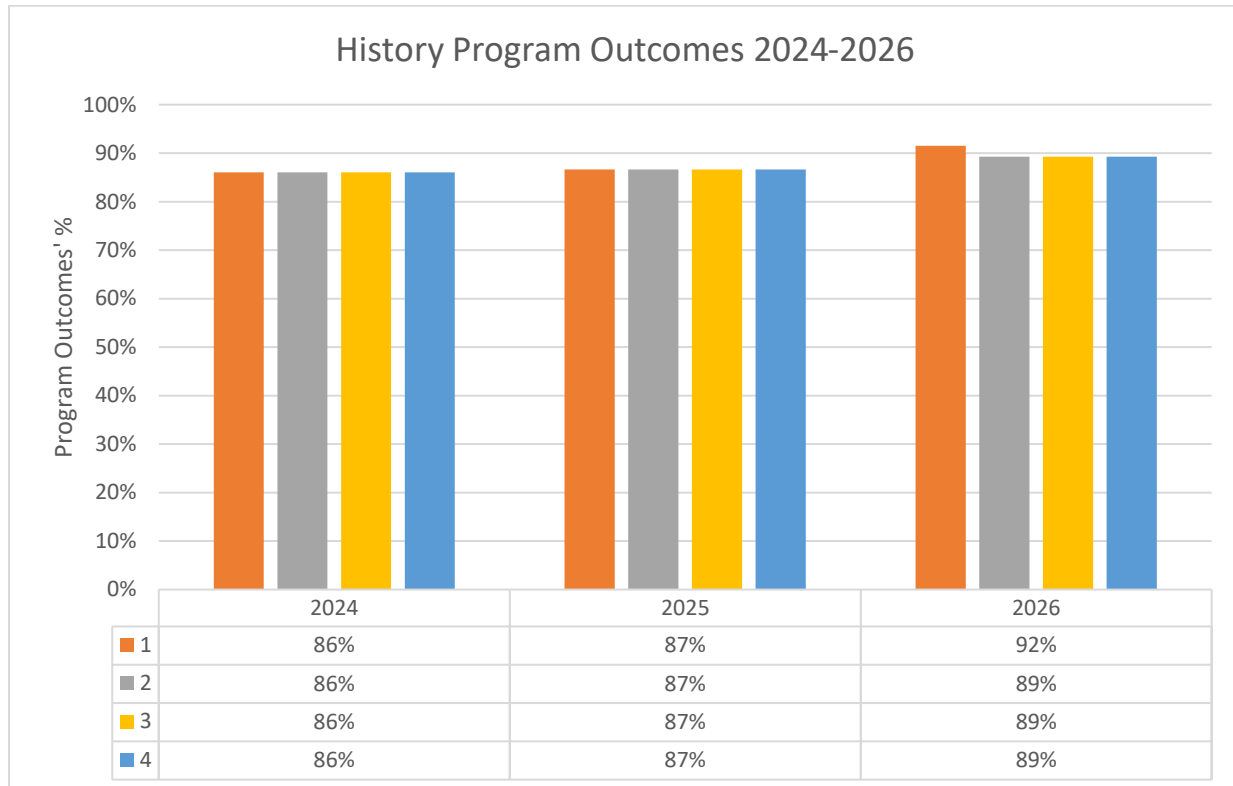
EXHIBIT 4

- What do you hope to learn and do differently this academic year?
This academic year, the program will continue to review student performance at both the course and program level to better identify areas where students may need additional support. Faculty can use assessment results to strengthen connections between course content and real-world health science applications, reinforce areas where students demonstrate lower proficiency, and ensure that students develop a well-rounded understanding of health promotion, prevention, mental health, ethics, and healthcare delivery.

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

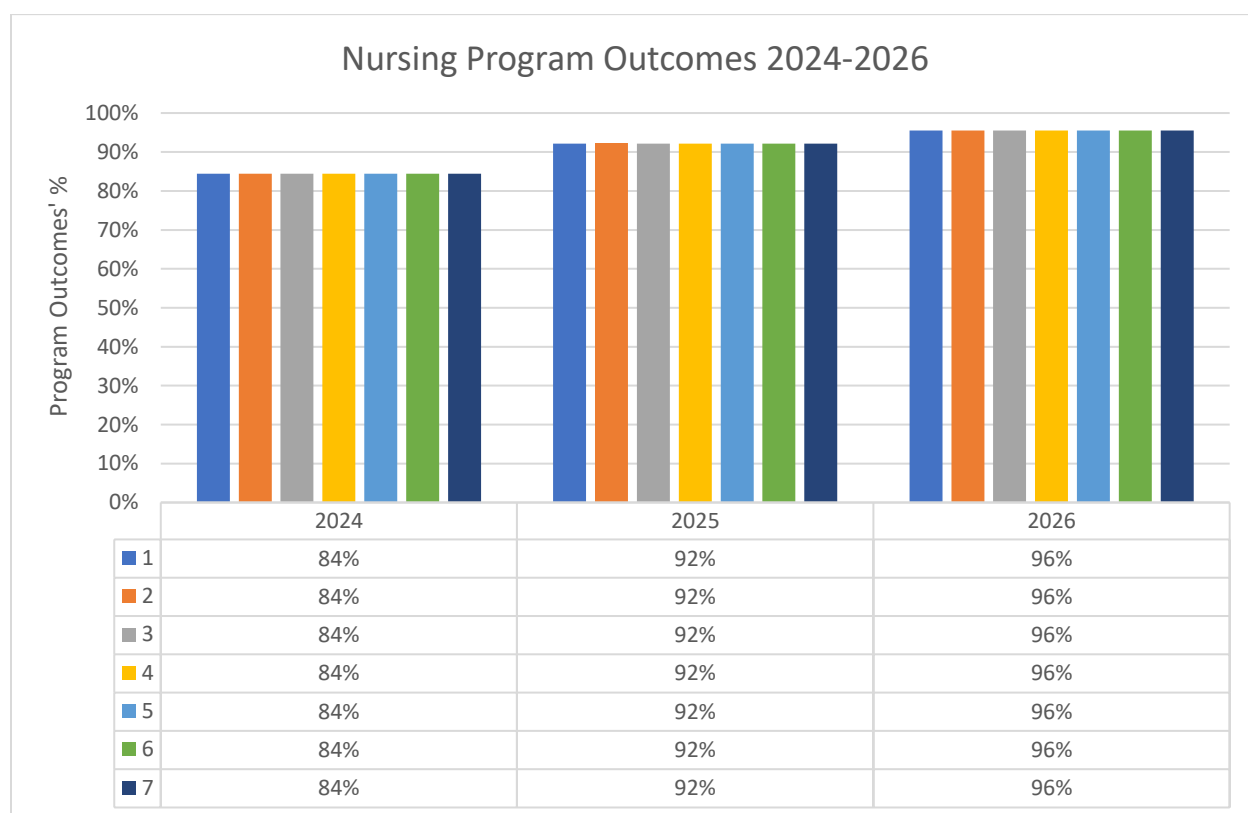


- What did you learn from the data?
It appears to show an increase across all program outcomes for the latest year.
- What did you not learn from the data?
It's hard to say exactly why the increase occurred, or precisely what changed in the classes or student mix.
- What do you hope to learn and do differently this academic year?
I would like to work on connecting program outcomes to specific assignments that are tailored for measuring the outcomes.

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 indicate the percentage of students who successfully met the Student Learning Outcomes (SLOs) in each nursing course based on an 80% benchmark, which represents a grade of A or B. Students must achieve a minimum of 80% in each nursing course before progressing to the next course in the program, consistent with the program's Progression Policy. Because each course and program outcome are considered essential to successful course completion, a student who earns less than 80% in the course is not considered to have successfully achieved the course or program outcomes. The variation in student success across the reporting years may reflect changes in the academic preparation of students entering the nursing program. An increasing number of students are entering the program without completing all general education requirements prior to admission. Consequently, these students must

complete general education coursework while simultaneously managing nursing theory and clinical requirements. This combination creates a significant academic and time commitment that may influence student performance and achievement of the nursing program outcomes.

- What did you not learn from the data?
The data have limitations that make it difficult to draw conclusions about individual student cohorts or trends in student progression. Specifically, the reporting period combines Level I and Level II students rather than following a single cohort throughout the nursing program. Therefore, the data do not provide a clear picture of how a specific cohort progresses over time or identify when students may experience challenges in achieving the Student Learning Outcomes. More comprehensive program evaluation is conducted through the annual Systematic Evaluation Plan (SEP). The SEP provides an opportunity for faculty to examine Program Student Learning Outcomes, course outcomes, assessment results, and student achievement data in greater detail. This process allows the program to identify trends, evaluate areas of concern, and make data-informed decisions regarding curriculum and student success.
- What do you hope to learn and do differently this academic year?
During the upcoming academic year, the program will continue to conduct an extensive evaluation of each Program Student Learning Outcome through the Systematic Evaluation Plan (SEP). Faculty will review course outcomes and end-of-program Student Learning Outcomes to determine whether the outcomes remain effective, measurable, and aligned with the goals of the nursing program. Faculty will examine the data for patterns or areas in which students may not be consistently meeting established benchmarks. Particular attention will be given to identifying potential factors affecting student success, including academic preparation, the concurrent completion of general education requirements, and the demands of nursing theory and clinical coursework. The program plans to use this year's evaluation process to identify opportunities for improvement and determine whether changes in curriculum, assessment strategies, student support, or faculty practices are necessary. Program decisions will continue to be data-driven and faculty-led, with consideration given to the standards and expectations established by the Accreditation Commission for Education in Nursing (ACEN). This ongoing evaluation process will support continuous quality improvement and help ensure that students are adequately prepared to meet course and program outcomes and successfully progress through the nursing program.

NCLEX 1st Attempt Pass Rates:

<i>Year</i>	<i># of Testers</i>	<i>PN*</i>	<i># of Testers</i>	<i>RN</i>
2024	19	94.44%	20	100%
2025**	19	100%	30	96.66%
2026	25	96%	25	88.46%

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

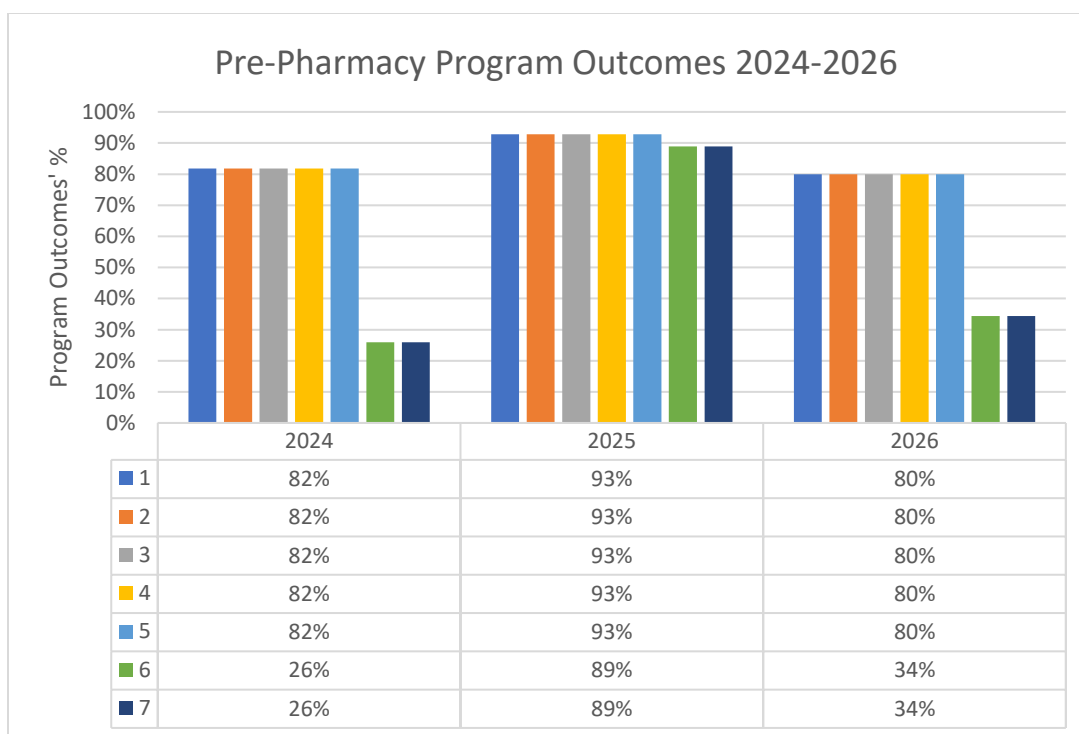
***2026 results are not official until December 2026, when the Kansas State Board of Nursing will publish official 2026 first time pass rates. Report date: 8/26/2026.*

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:**

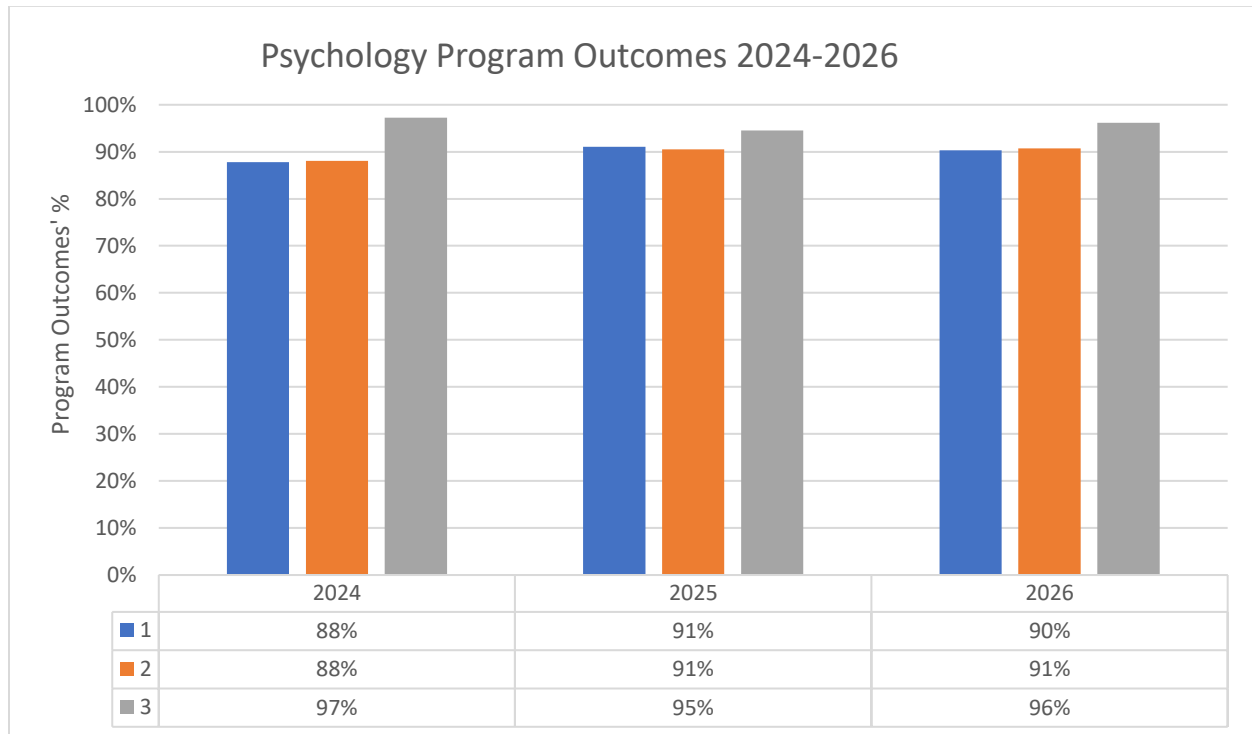
1. Understand and explain the composition and properties of materials and the interaction of energy with materials.
2. Understand and explain how materials are transformed to other materials.
3. Explain the role of Chemistry and its sister sciences in the understanding of Nature, our environment, and 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?
There has been a drop in outcome success to 80%. May be due to decreased student enrollment in pre-pharmacy program. Will need to focus on on-ground lab experience and outcomes for the students in the chemistry portion of the pre-pharmacy courses.
- What did you not learn from the data?
How to increase enrollment to increase outcome success.
- What do you hope to learn and do differently this academic year?
Currently delivering chemistry courses by hybrid instruction to see if this process may be more successful for student outcomes. Focusing on-ground instruction upon laboratory instruction for the chemistry courses.

Psychology**Program Outcomes:**

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.

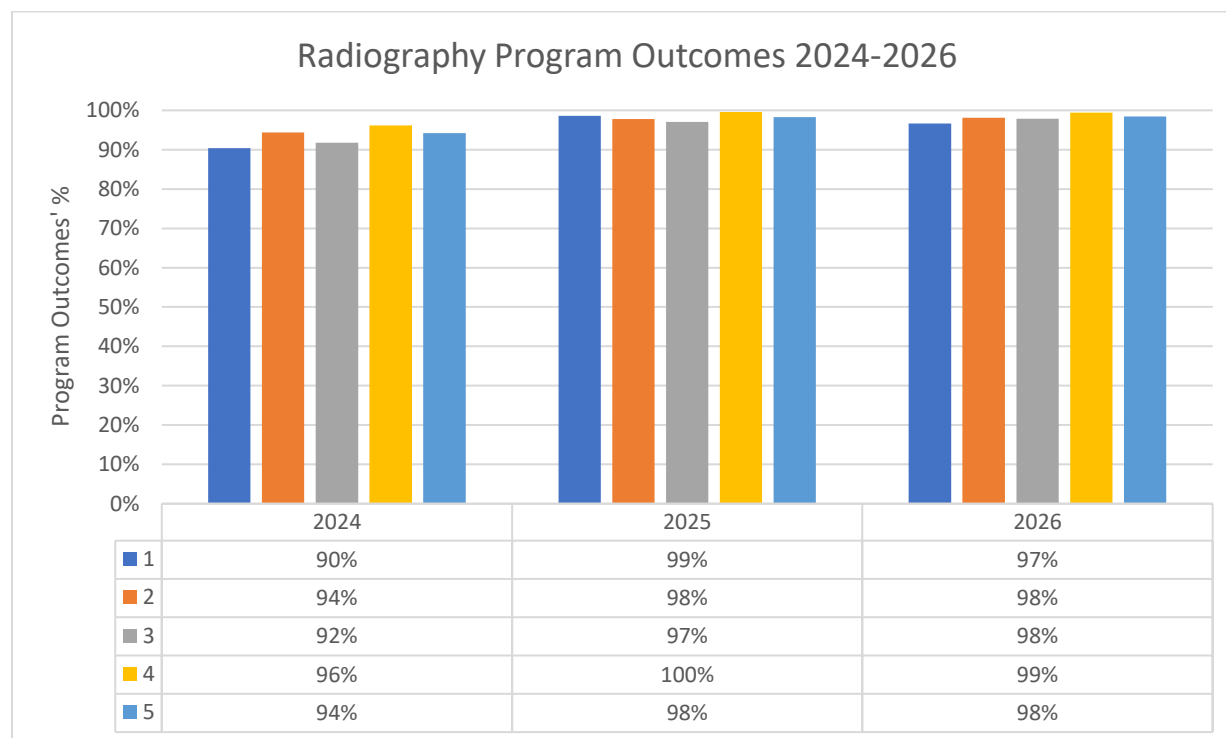


- What did you learn from the data?
Outcome 1 and 2 grew by .2% in 2025 and remained consistent in 2026.
Outcome 3 remained consistent at 97% in 2024-2026.
- What did you not learn from the data?
I do not know how the outcomes are being measured specifically.
- What do you hope to learn and do differently this academic year?
I hope to see an increase in outcomes 1 and 2.

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?
 Outcome #1: When comparing the FY2024 and FY2026 outcome data, a 7% increase was observed in the number of students demonstrating clinical competency. However, a slight 2% decline occurred when comparing FY2025 to FY2026. This decline may be attributed to several factors. In Fall 2025, three students from the 2027 Student Cohort voluntarily withdrew from the program to pursue different career paths, and one student was dismissed following academic failure on the second attempt of the end-of-semester Comprehensive Examination. In Spring 2026, three students from the 2026 Student Cohort were dismissed from the program for falsification of clinical records.
 Outcome #3: A 6% increase was observed in the number of students demonstrating critical thinking and problem-solving skills when comparing the FY2024 outcome data with FY2026. Additionally, a slight 1% increase was observed when comparing the FY2025 outcome data with FY2026.
 Outcome #4: A 3% increase was observed in the number of students demonstrating an understanding of the importance of professional growth and development when comparing FY2024 to FY2026. However, a slight 1% decline was noted when comparing FY2025 to FY2026. The majority of this outcome data (67%) is derived from second-year student curriculum coursework. It is important to note that three students from the FY2026 cohort were dismissed from the program in Spring 2026 for falsification of clinical records, which may have impacted the FY2026 outcome data.

EXHIBIT 4

Outcome #2 & #5: Program data demonstrates that students develop effective communication skills and graduate prepared entry-level radiologic technologists.

- What did you not learn from the data?
This data does not demonstrate a consistent year-to-year differences in student cohort size. This fluctuation is influenced by the limited availability of clinical training facilities, as well as student withdrawals for reasons beyond the program's control, including medical or personal circumstances and changes in career plans.
- What do you hope to learn and do differently this academic year?
The program plans to strengthen its early identification and intervention processes for at-risk students in both the classroom and clinical settings. During the Fall 2026 Advisory Committee meeting, the program will review its existing early-alert system with clinical staff and discuss strategies for implementing this process within affiliated clinical facilities. The goal is to promote earlier identification and intervention for students demonstrating academic, clinical, or professional concerns, allowing appropriate support and remediation to be provided before concerns escalate to dismissal or withdrawal.

American Registry of Radiologic Technologists National Comparison Report

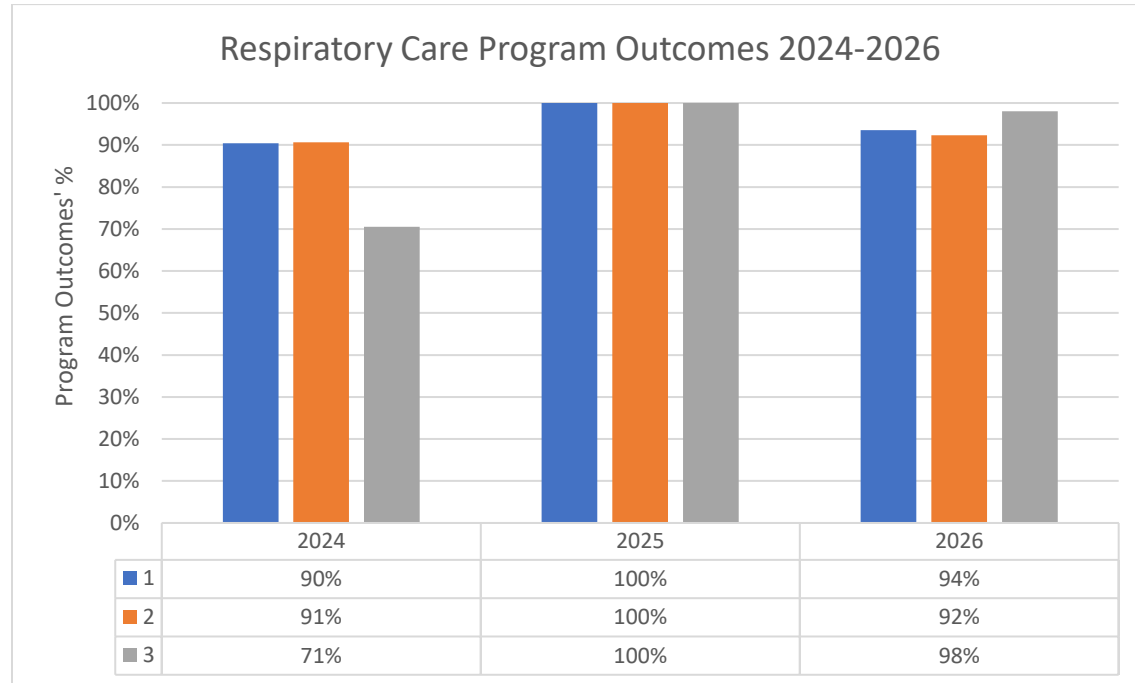
Year	Group	Number	Mean	% Pass*	% Job Placement	Program Completion Rate (PCR)
2023-2024	LCC	17	85.4%	100%	100%	94% (17/18 students)
2024	National	12665	82.9%	85.2%		
2024-2025	LCC	15	87.2%	100%	100%	100% (15/15 students)
2025	National	12670	82.9%	85.2%		
2025-2026	LCC	13	88%	100%	100%	100% (13/13 students)
2026	National		%	%		

**The national comparison data is not available to programs until Feb – March of the following year since data is compiled at the end of the year (January 1 through December 31). **

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?
I learned that our students continue to demonstrate strong performance across all program outcomes. Although the 2026 results were slightly lower than the 100% achievement rates seen in 2025, all outcomes remained above 90% and exceeded the results achieved in 2024. This tells me that our students are consistently meeting the knowledge, clinical competency, and interpersonal skill expectations of an advanced-level respiratory therapist. The data also reinforces that our current curriculum, clinical experiences, and instructional practices are effectively supporting student learning and success
- What did you not learn from the data?
While the data shows that students are performing well overall, it does not tell me why the outcomes changed or which specific educational experiences had the greatest impact on student success. The data does not identify individual strengths and weaknesses, nor does it indicate whether classroom instruction, laboratory experiences, simulations, or clinical rotations contributed most significantly to student achievement. Additionally, the data does not reveal specific areas where students may benefit from additional practice or support before entering the workforce.
- What do you hope to learn and do differently this academic year?
This academic year, I hope to learn how to better identify and strengthen the connections that contribute to continued student success and positive program outcomes. While achieving 100% on assessment measures is certainly something to

celebrate, it also leaves little room for growth and can lead to stagnation over time. I hope to identify areas where we may be lagging or where opportunities for improvement exist and implement meaningful changes as needed.

Two immediate areas I see for growth are increasing student exposure to respiratory care equipment and technology and expanding opportunities for specialized certification training. To support these efforts, I plan to incorporate additional equipment-focused in-service sessions with outside vendors. This will provide students with greater exposure to equipment and technology commonly used in respiratory care practice. In support of these goals, the program has also added an AI manikin that will enhance simulation-based learning experiences. Ventilator management training is always an area for improvement, and the new manikin will provide students with realistic, hands-on experience in not only patient assessment but also ventilator management, troubleshooting, and clinical decision-making before entering clinical practice. Access to real-time ventilator management scenarios has been a long-standing challenge within the program, and this technology will allow our students this valuable tool.

To address the second area for growth, expanding opportunities for specialized certification training, I am working toward offering Neonatal Resuscitation Program (NRP) training for all students and exploring the possibility of Pediatric Advanced Life Support (PALS) training opportunities. These changes are intended to strengthen student confidence, clinical competency, and workforce readiness and also enhance graduate marketability. The opportunity to earn specialized certifications will help distinguish our graduates in a competitive job market and increase their value to potential employers.

CRT & RRT Pass Rates:

Year	Program Graduates	CRT*	RRT**
2023-2024	11	11	4
2024-2025	5	5	5
2025-2026	4	1	3

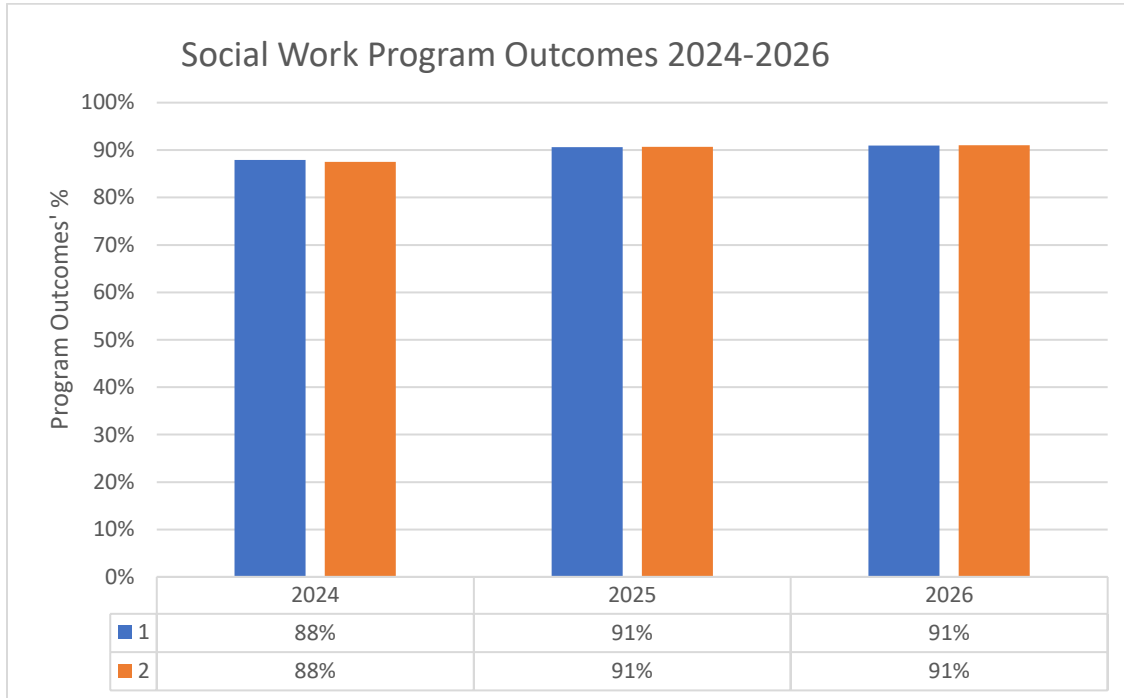
* *Certified Respiratory Therapist is entry-level for employment.*

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

Social Work

Program Outcomes:

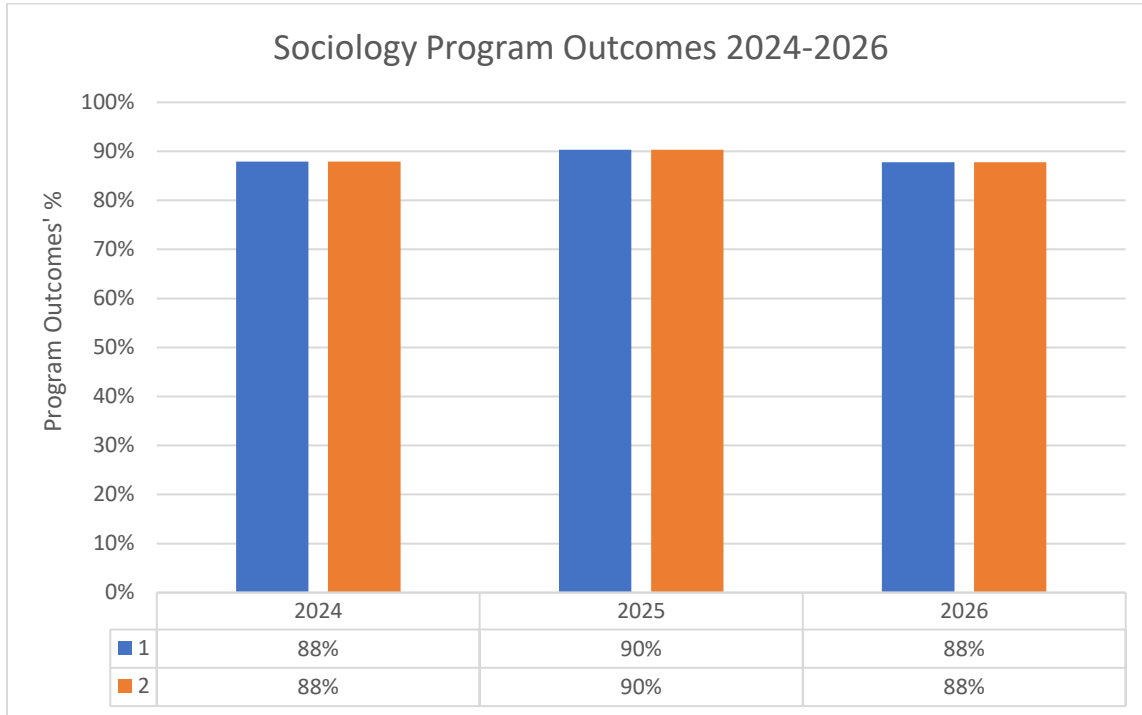
1. Evaluate the different theories in the field of sociology by applying basic theoretical concepts and other sociological concepts to understand society better.
2. Demonstrate critical thinking skills and apply the scientific method to problems and theories related to the social science disciplines.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



- What did you learn from the data?
The data improved from 88% to 91% after the first year and was unchanged in the next year.
- What did you not learn from the data?
Why the improvement occurred and then held steady
- What do you hope to learn and do differently this academic year?
Nothing.

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)

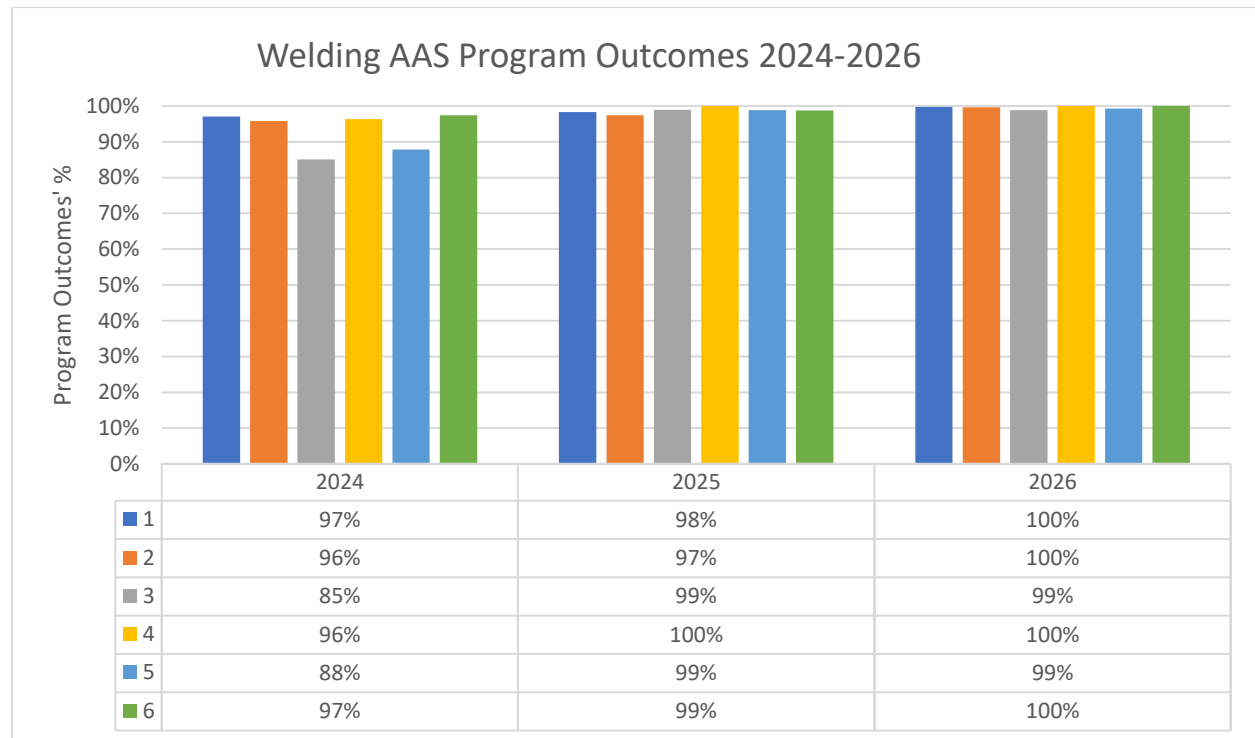


- What did you learn from the data?
The percentage of students meeting or exceeding the program assessment benchmark across selected sociology courses reflects a fluctuation of 2% in student understanding and application of sociological theories between 88% and 90% from 2024 to 2026.
- What did you not learn from the data?
The data, as presented in aggregate form, does not identify the specific courses or specific factors that affect understanding of sociological theory and its application to real-world issues using critical thinking skills.
- What do you hope to learn and do differently this academic year?
While the results indicate satisfactory student performance, it is difficult to assess approximately how many students, and in which course, did not meet the benchmark. I will continue to monitor the outcome and evaluate my instructional strategies and practices designed to strengthen students' ability to apply sociological concepts and critical-thinking skills.

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 continue to evaluate our testing methods. I will also say that we try to make sure every student is successful in learning how to weld in each position in the 4 different processes. I believe the addition to Tyler has helped us with making sure our students learn the needed skills.
- What did you not learn from the data?
Our graphs show that the majority of our students pass, and they do, but some of them have struggles. Most of our struggles are related to blueprints and TIG (GTAW) Welding.
- What do you hope to learn and do differently this academic year?
We are working on our Blueprint class to help our students better understand weld symbols. We also have implemented a station dedicated to TIG welding.

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 2025	290	296	98%
Spring 2026	264	269	98%
Summer 2026	51	55	93%

Results from Academic Year 2026 (AY26)

1. All comprehensive academic program reviews for AY26 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.
3. Plan AY 2026:
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.

Recommendations for Academic Year 2027 (AY27):

1. All programs undergoing comprehensive review in AY27 will also review their Program Assessment alignment documents on file in the Academic Affairs office. Programs undergoing comprehensive review in AY27:
 - AA Art
 - AS Biology
 - AS Criminal Justice
 - C Electronics
 - AA English
 - AGS General Studies
 - AS Health Science
 - AS History
 - Workforce (EMT, CNA, CMA, Phlebotomy)
2. Plan AY 2027:
 - a. Improve consistency in assessment data across sections and instructors.
 - i. Create clear guidelines for full-time and adjunct faculty on how to assess course and program outcomes
 - ii. Identify the specific assignment(s) or assessment(s) to measure each outcome.
 - iii. Establish consistent expectations for evaluating student work across courses and sections.
 - b. Identify changes and trends in assessment data.
 - i. Identify which courses contributed most significantly to the change.
 - ii. Review both aggregated and disaggregated data to identify trends and gaps
 - iii. Identify specific action when an outcome demonstrates lower or declining performance.
 - c. Provide faculty training
 - i. Provide assessment and program review training to full-time and adjunct faculty
 - ii. Offer training during inservice and via zoom
 - d. Build assessment process in Canvas
 - i. Build the assessment process and hierarchy in Canvas

EXHIBIT 4

- ii. Pilot the process with Assessment Committee members
 - iii. Revise the process based on feedback and then implement it with full-time and adjunct faculty.
 - iv. Create shells in Canvas for each department/program to store assessment and program review data. Move resource rooms from Red Zone to Canvas
- e. Provide guidance on comprehensive program review presentation
 - i. Develop clear guidelines and expectations for faculty presenting program review to the Assessment Committee
 - ii. May be provide a simple template or checklist