



Labette
Community College

Report of Student
LEARNING At
LCC
Fall 2013

For Fiscal Year 2013

Report of Student Learning Fiscal Year 2013

Executive Summary

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

Assessment of student learning occurred systemically at the level of the course, program, and institution. This robust assessment process continues to evolve internally through research, professional development, and experience. Much of the success is confirmed by external agencies through assessment, licensing, and certifications.

Recommendations for FY 2013 were implemented. Faculty members linked Course Outcomes with Student Learning Outcomes in January, 2013. These will allow us to review and evaluate how classroom success is reflected in our SLOs which are directly linked to our mission. We completed the second year of our three year project, Writing Across the Curriculum. Student writing scores increased slightly which could have been positively affected through intervention efforts. Results have been reported to both the Higher Learning Commission and the Kansas Board of Regents.

The next project for the KBOR will be measuring student success in English Composition 1 courses utilizing the nationally normed Collegiate Assessment of Academic Proficiency (CAAP) test. Finally, the faculty will link Course Outcomes to Program Outcomes. This may mean developing Program Outcomes or in some cases, review Program Outcomes for relevancy.

Recommendations for FY 2014 include:

1. review and evaluate Student Learning Outcomes results,
2. provide additional Professional Development in the use of interventions for students' writing style assessments, and
3. continue to measure and analyze students' writing style for Writing Across the Curriculum, and
4. link or review Course Outcomes to Program Outcomes.

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Purpose of This Document

Instructional assessment is a college wide responsibility and has many components. This document is an attempt to bring all components together and includes a historical review of the assessment process at Labette Community College (LCC). This document was created and is maintained by the Instructional Outcomes and Assessment Committee. It is reviewed by the President's Council and presented to the Labette Community College Board of Trustees at the October board meeting. The report will also be presented to the Strategic Planning Committee at the fall meeting.

Commitment to Academic Assessment Demonstrated Through Systemic Assessments

Here at LCC, assessment is a means of measuring and evaluating student learning. It leads to improvement in teaching and learning and is used to improve curriculum for our institution. Course outcomes and competencies are used to assess the overall effectiveness of our curriculum at the course, program, and institutional levels. LCC incorporates outcomes assessment as part of the strategic planning process.

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

Vision Statement

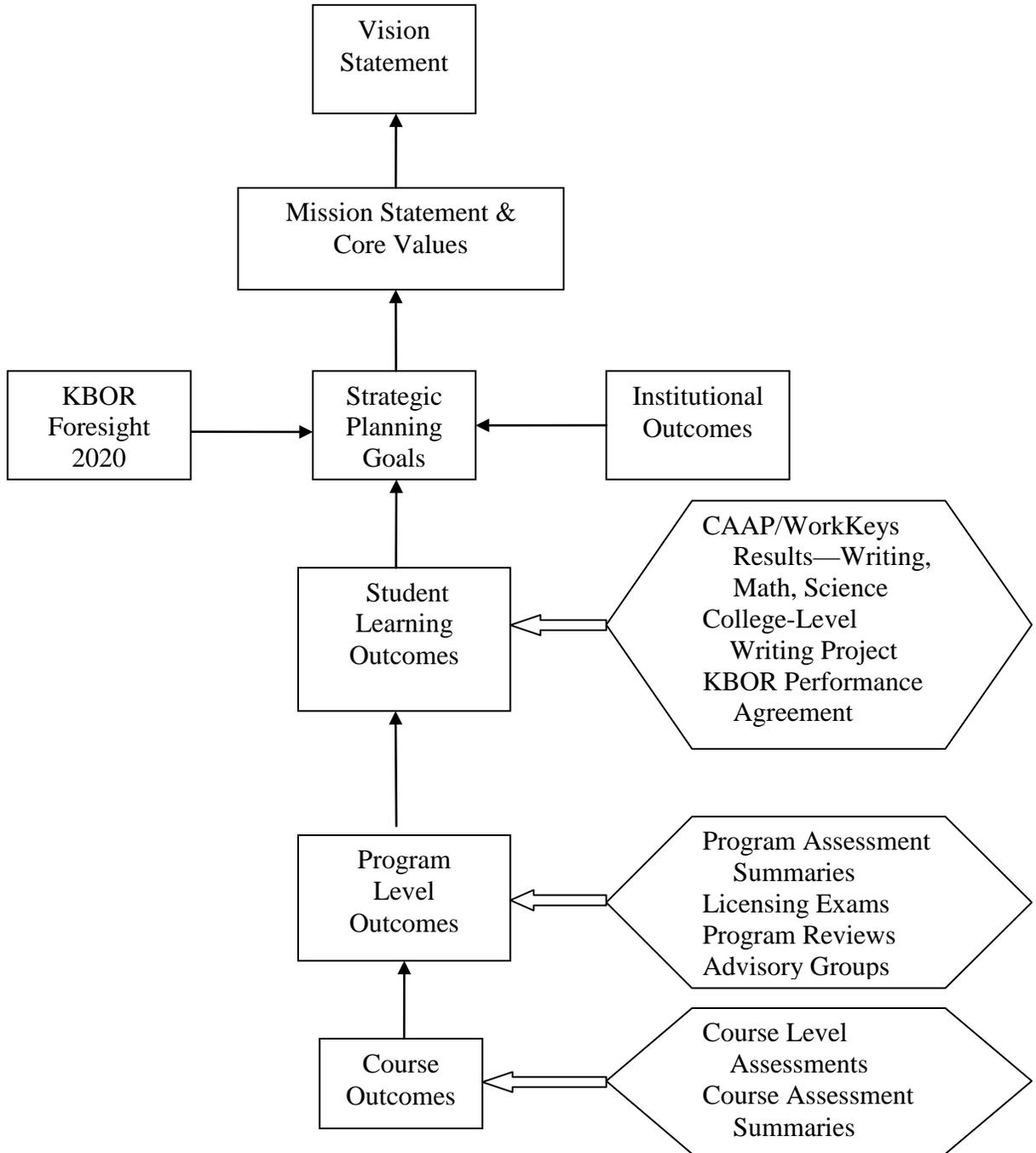
Labette Community College will continue to enhance its standing as an exceptional College by striving for excellence in all its programs, services, and activities.

Mission Statement

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

Figure 1

Labette Community College
Report of Student Learning
2013



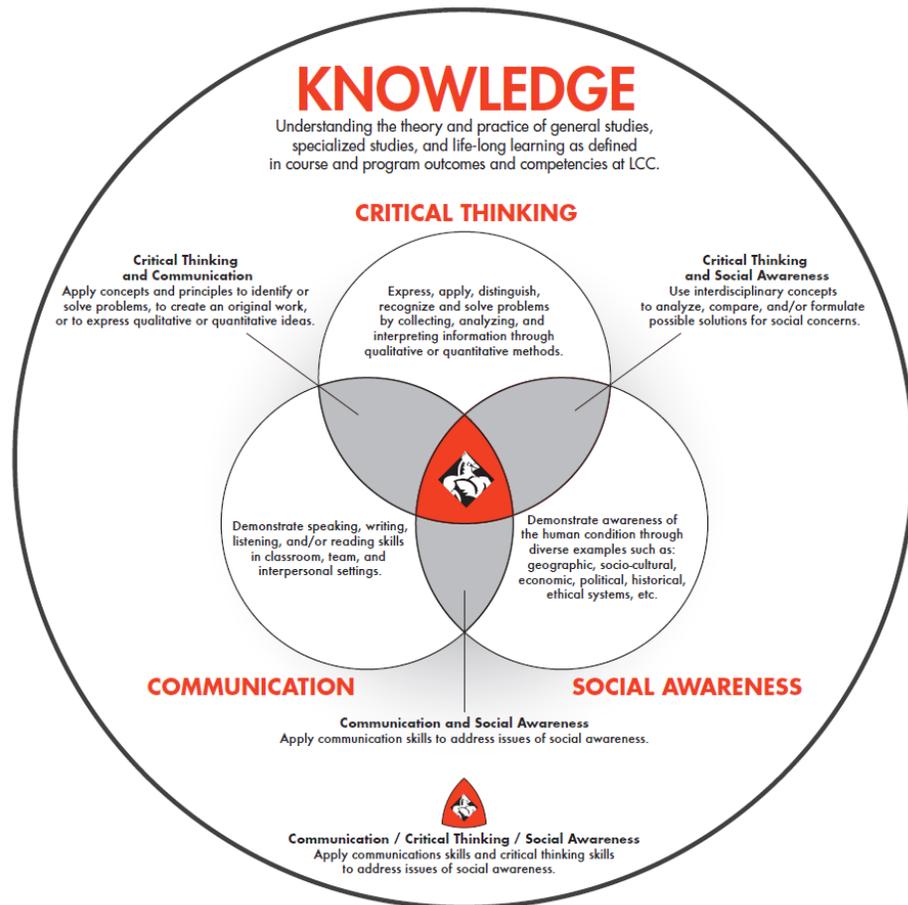
The foundation of LCC’s assessment of student learning occurs at the level of Course Outcomes. Assessment results derived from selected course outcomes are used to measure the success of student learning at the program level. In addition, course outcomes are linked to more global LCC Student Learning Outcomes (SLOs).

Student Learning Outcomes

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

Figure 2

Student Learning Outcomes Conceptual Model



LCC defines SLOs as:

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

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

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

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

Furthermore, the SLO conceptual model in Figure 2 includes intersections between Communication, Critical Thinking, and Social Awareness. These intersections or unions are preferred learning targets. The Critical Thinking and Communication union represents the application of concepts and principles used to identify or solve problems, to create an original work, or to express qualitative or quantitative ideas. This could be accomplished, for instance, through the successful completion of a group project. The Critical Thinking and Social Awareness union represents the use of interdisciplinary concepts to analyze, compare, and/or formulate possible solutions for social concerns. This can be accomplished through the successful completion of an assignment wherein a student identifies and resolves a social issue. The Communication and Social Awareness union represents the application of communication skills to address issues of social awareness. A class discussion spurred on by the realization of a social issue could illustrate targeted learning. Finally, the epitome of student learning here at LCC is represented by union of all three SLOs: Communication, Critical Thinking, and Social Awareness. This could occur by the application, analysis, evaluation, or creation of a resolution of a recognized social issue through communication and critical thinking.

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

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

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

Course Outcomes Assessment: Assessing and Documenting Student Learning

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

Following a semester, each faculty member will analyze his or her student attainment of the Course Outcomes. This analysis is reported through a web-based Course Outcomes Assessment form. The Dean of Instruction may follow up with the faculty member to discuss the analysis.

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

Identifying Course Outcomes in Courses

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

Course Level Assessment

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

1. Course Outcomes and Course Competencies

- Each course will have Course Outcomes and Course Competencies defined by academic departments and incorporated into the Master Syllabus.

2. Methods of Evaluation

- Established by the instructor, the methods of evaluation used in the course should reflect student performance and address outcomes and competencies.
- An ideal assessment plan includes multiple indicators to measure student performance such as rubrics, portfolios, practical exams, recitals, tests and assignments.
- Once the methods of evaluation are established, the instructor needs to identify a minimum performance level that indicates student success. Performance levels must be at 70% or greater; this should correspond to the percentage of the lowest C grade.

3. Analysis

- Upon completion of the course, the instructor completes a **Course Outcomes Assessment Report** through a web-based form.

- The instructor analyzes the compiled data and develops a course improvement plan, which is part of the Course Outcomes Assessment Report. Minimum components of the plan include responses to the following questions.
 - Please reflect on the changes described in your previous course improvement plan (mark N/A if none exists).
 - What do you plan to change the next time you teach this course?
 - Why is the change needed?
 - Please explain how you think the change will improve the instruction, curriculum or learning process.
 - How will you assess if this change is doing what you intended for it to do?
- Course Outcomes Assessment Reports are collected by the office of the Dean of Instruction.

4. Feedback

- Academic departments review the Course Outcomes Assessment Reports for the courses in that department annually.
- A **Course and Program Assessment Summary** of findings and recommended changes is returned to the Dean of Instruction for the files.
- Any improvements requiring institutional change or additional resources will be incorporated into the department's Operational Plans.

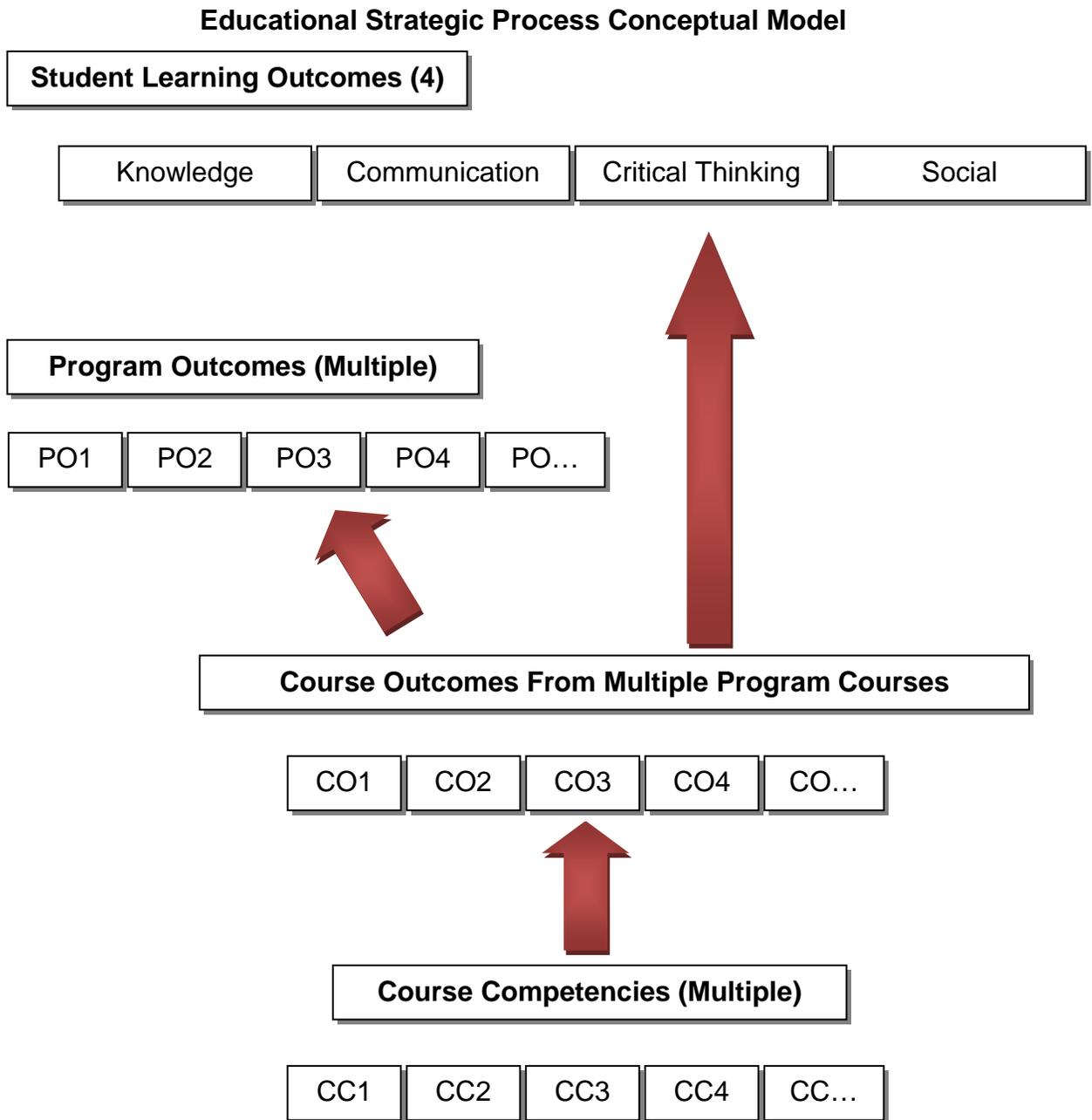
Program Outcomes

Program Outcomes reflect desired indicators designed to articulate student competence in some area of interest, or concentration, such as English or Physical Therapist Assistant (PTA). The number of Program Outcomes varies from roughly 5-15. Whenever possible, Program Outcomes should include recognized credentials in the industry or an accrediting agency such as CAPTE in the case of the PTA program. However, there may not be a recognized credential for an area of concentration such as English as it is designed as a transfer degree. In this case, appropriate Program Outcomes are selected by English department faculty. These can be used to recruit students into a program and, in the case of a terminal degree such as PTA, can be used to place graduates into jobs. Program Outcomes' metrics are based upon selected Course Outcomes. Multiple Course Outcomes are used as multiple indicators which express some demonstration of student competence. Therefore, Program Outcomes are evaluated through the students' demonstration of competence based on the Course Outcome assessments. In addition, Programs are evaluated by program reviews which occur every five years. Terminal programs such as PTA are also monitored and evaluated by advisory committees.

LCC Educational Strategic Process

Figure 3 depicts LCC's Educational Strategic Process. This is a systemic assessment process based upon a student's demonstrated competence at the level of the Course Outcome (CO) which is supported by Course Competencies (CC). Course Outcomes are a synthesis of course competencies. Selected Course Outcomes from various program courses are used as multiple indicators for each Program Outcome (PO). In addition, Course Outcomes are linked to the overarching Student Learning Outcomes. Note, Program Outcomes are being developed this year and should be completed by the end of Spring 2014.

Figure 3



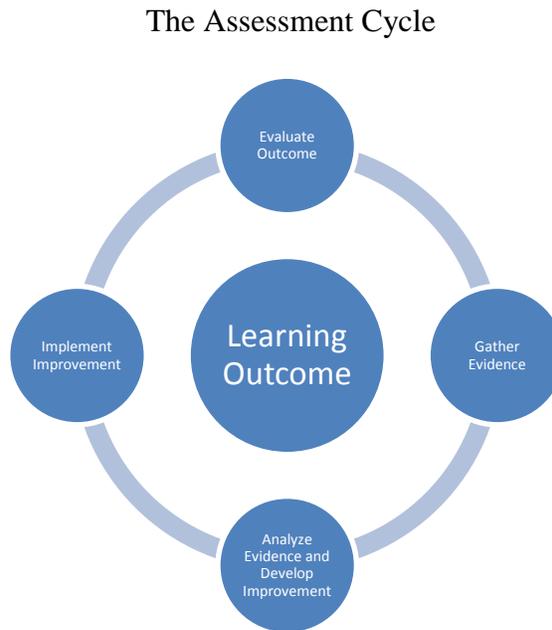
Student Learning Outcomes Assessment Plan Writing Across the Curriculum: College Level Writing

As part of our accreditation with the Higher Learning Commission, LCC has undertaken a three year project intended to improve students' ability to communicate, one of the four elements of the Student Learning Outcomes. The process used to identify the project is listed below in Figure 4. Specifically, faculty utilize a writing rubric to measure students' writing style. This project also fulfills our Kansas Board of Regent's Performance Agreement.

Steps in the Assessment Cycle (Figure 4):

1. Determine appropriate Student Learning Outcome: Communication
2. Determine if students are achieving stated outcomes by gathering evidence
3. Analyze evidence to determine areas for improvement
4. Identify and implement improvements
5. Evaluate evidence to see if improvements helped

Figure 4



Writing Across the Curriculum: College Level Writing Project

The current Writing Across the Curriculum (WAC) project focuses on student writing style which is defined in the Writing Assessment Rubric, Appendix A. The project process is as follows:

- Gather data from all instructors
 - If an instructor teaches 5 different courses, data will be collected from all 5
 - If you teach 2 sections of the same course, you may choose data from 1 section
- Instructor identifies assignment for data collection
 - It does not have to be an additional assignment; an instructor may select any assignment that requires students to write at least 1 paragraph

- You do not have to change the way you grade the assignment
- You **MUST** send to the Dean of Instruction the course(s) you will assess, the assignment you will use, and students' results by the end of each Fall and Spring semesters using the Writing Matrix Reporting web form, Appendix B.
- When the assignment is completed, assess students' writing based on the Writing Assessment Rubric.

Instructional Assessment

The academic assessment process at LCC uses the following direct and indirect performance indicators for each goal.

Improving the teaching and learning process in each course, program, and across the institution (Figure 1)

Course Level Assessment

Course syllabi specify Course Outcomes for each course offered by LCC. Faculty submit Course Outcomes reports and improvement plans upon the conclusion of each course (Appendix D).

Instructional Office produces the **Course Outcomes' reports** each semester. The **Course Outcomes' reports** are reviewed by departments on an annual basis. A **Course Outcomes' Summary** documenting findings and recommended changes to the course curriculum is returned to the Instructional Office.

Reviews occurred at the conclusion of both the Fall 2012 and Spring 2013 semesters.

Program Level Assessment

Instructional programs will link the program outcomes to specific course outcomes in core program courses through the **Program Matrix** (Appendix C). A **Program Assessment Summary** documenting findings and recommended changes to the program will be submitted to the Instructional Office.

Review took place May 2013; Instructional office will present summary of reviews to Instructional Outcomes and Assessment Committee for evaluation and possible action.

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

Table 1

Radiography

American Registry of Radiologic Technologists National Comparison Report

Year	Group	Number	Mean	% Pass*
2009	LCC	19	83.5	95
2009	National	13762	84.8	91.4
2010	LCC	19	84.9	94.7
2010	National	13550	84.9	92.4
2011	LCC	21	85.5	100
2011	National	12542	85.1	92.7
2012	LCC	19	85.3	94.7
2012	National	12338	85.3	93.0
2013	LCC	16	86.1	94.7
2013	**National			

*Results for first time student tests for national exam.

**National mean results will be released after January, 2014 and will be included in the 2014 Report of Student Learning.

Nursing

NCLEX Pass Rates—1st Attempt

Year	# of Testers	PN	# of Testers	RN
2008-2009	50	100%	51	88.2%
2009-2010	55	100%	48	85.4%
2010-2011	38	96.9%	50	85.4%
2011-2012	26	96.9%	44	93.2%
2012-2013	32	100%	39	82.65%

Respiratory Therapy

	Program Graduates	CRT*	RRT**
2008	11	8	4
May 2009	14	13	8
Dec. 2009	15	12	1
Dec. 2010	13	8	2
May/August 2011	3	1	0
May 2012	14	12	9
2013	10	8	2

*Certified Respiratory Therapist is entry-level requirement for employment

**Registered Respiratory Therapist required within three years

Program Reviews

All programs are reviewed on a five-year cycle.

Program Reviews for Accounting/Business Administration, Art, Chemistry, and Respiratory Therapy were completed and presented to the Board of Trustees during FY 2013.

Generate summary reports with an analysis of strengths, weaknesses, opportunities, and challenges, recommendations, and improvement plans.

Incorporate program review Action Plans into the Operational Plans.

Action Plan items will be incorporated into 2015-2017 Operational Plans.

Institutional Level Assessment

Students enrolled in English Composition I courses will take the Collegiate Assessment of Academic Proficiency (CAAP) (Table 2) writing test as a requirement of the course.

Students enrolled in their first non-developmental math course, including College Algebra or Math for Education courses will take the CAAP (Collegiate Assessment of Academic Proficiency) Mathematics test as a requirement of the course.

Students enrolled in their first LCC science course will take the CAAP (Collegiate Assessment of Academic Proficiency) Science Reasoning test as a requirement of the course.

Students enrolled in Applied Math will take the WorkKeys Applied Mathematics section test as a requirement of the course.

The Instructional Outcomes and Assessment Committee will review the CAAP and WorkKeys test results and compare to national norms. The results will be used in a comparison analysis between LCC student scores and the national mean.

Table 2

FY2013 Assessment Results: CAAP and WorkKeys

CAAP - Writing

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal - 0.5 SD of Ntl Mean
2009	31	62.7	5.3	62.0	4.8	Met
2010	327	61.3	4.9	62.0	4.8	Met
2011	292	62.4	4.3	61.8	4.9	Met
2012	316	61.8	4.9	61.6	4.8	Met
2013	268	60.7	5.0	61.5	4.9	Met

CAAP - Math

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal - 0.5 SD of Ntl Mean
2009	30	55.7	2.9	56.2	3.6	Met
2010	242	57.5	3.6	56.1	3.5	Met
2011	222	58.2	2.8	56.1	3.6	Met
2012	218	57.6	4.6	56.2	3.5	Met
2013	163	57.9	2.5	56.1	3.5	Met

CAAP – Science Reasoning

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal -0.5 SD of Ntl Mean
2009	31	60.5	4.9	59.2	4.1	Met
2010	281	59.0	3.8	59.2	4.1	Met
2011	167	57.9	3.7	59.1	4.1	Met
2012	285	58.3	4.4	59.2	4.1	Met
2013	259	58.9	4.4	59.2	4.1	Met

CAAP Total 2013 (Table 3)

Writing Assessment: 154 students scored at or above national mean out of 268 tests (57%)

Math Assessment: 150 students scored at or above national mean out of 163 tests (92%)

Science Reasoning Assessment: 126 students scored at or above national mean out of 259 tests (49%)

Table 3

WorkKeys – Applied Math

Year	# of Test Takers	Scale	Local Mean	Local SD	% of Takers Meeting Target Goal Based On Occupational Profile	Goal 70% of Takers Meet Target
2009	91	3 to 7	5.5	.89	97%	Met
2010	65	3 to 7	4.55	.95	83%	Met
2011	61	3 to 7	4.71	.92	89%	Met
2012	81	3 to 7	4.81	1.0	70%	Met
2013	59	3 to 7	4.98	1.1	83%	Met

WorkKeys Total 2013

There were 59 students who completed the WorkKeys assessment, 83% of the students met the target score. More Health Science programs require students to successfully complete College Algebra rather than Applied Math thus reducing the number of WorkKeys examinations.

Instructional programs will create a curriculum map through a web-based form which links the courses in their program to the Student Learning Outcomes.

On file electronically.

An **Instructional Curriculum Map** will be prepared that shows the linkage between all course outcomes to the Student Learning Outcomes, which will be reviewed by the Instructional Outcomes and Assessment Committee each fall. The committee may make recommendations to Academic Affairs, the Curriculum and Instruction Committee, or other institutional departments based on the findings of the **Program Assessment Summaries**.

Data is being evaluated by the Outcomes and Assessment Committee.

The Instructional Outcomes and Assessment Committee will determine one or more Student Learning Outcomes for evaluation. Using the SLO assessment model developed as part of the HLC Quality Initiative Project, the committee will implement a plan to assess the outcome at the institutional level.

The project Writing Across the Curriculum continued for the second of three years. Participating faculty included interventions and received additional training from English Professors from nearby universities. Results were gathered from all instructors who evaluated student writing in their courses through the College-Level Writing Matrix.

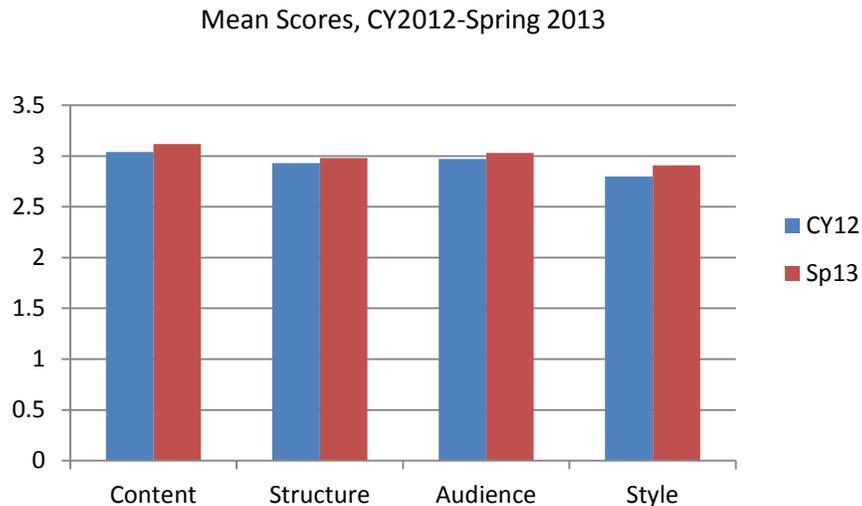
The College-Level Writing Matrix Results are below in Table 4. There are slight increases in every category. Faculty members selected interventions. While the results cannot be statistically correlated, some of the increased scores could have occurred as a result of the faculty's

endeavors. Figure 5 reflects the increase in students' writing scores comparing the most recent Spring 2013 semester to the prior academic year.

Table 4

	Content	Structure	Audience	Style
Fall 2011 (234 courses, 2637 students)	2.96	2.87	2.93	2.77
Spring 2012 (257 courses, 2666 students)	3.07	2.98	3.02	2.84
Fall 2012 (244 courses, 2690 students)	3.02	2.89	2.93	2.76
Spring 2013 (239 courses, 2481 students)	3.12	2.98	3.03	2.91

Figure 5



Instructional Committees That Impact Instructional Outcomes and Assessment (taken from the FY 2013 Annual Report)

Curriculum and Instruction Committee

The C&I committee reviewed curriculum to ensure appropriate learning strategies were being applied in academic courses, and aligned academic content with academic standards. The committee also evaluated course and/or program level outcomes and competencies and ensured CTE programs were meeting KBOR Perkins eligibility requirements and credentialing agency requirements.

Distance Education Committee

The Distance Education Committee continued to have as a major component of each committee meeting a "Great Ideas For Teaching" presentation suitable for online instruction. This included test proctoring strategies, the Attendance Warning features in RedZone, utilizing a Launch Page as described in the Best Practices section of the LCC Online Handbook, saving word documents as .rtf and .pdf files, Web 2.0 Tools and Other Helpful Apps

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

Enrollment Management Committee

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

Retention Committee

The Retention Committee analyzed LCC's efforts to retain students to meet their educational goals. The committee continued to review the College Success Skills course to support student retention.

Instructional Outcomes Assessment Committee

Student Learning Outcomes are linked to the institutional vision, mission, and core values. In addition, the Pioneer Pathway Project completed the collection of data the second year of a three year assessment. The purpose of the project is to help students improve their writing style.

Library Committee

The members of the Library Advisory Committee advised and suggested ways to improve the existing library services and offered suggestions for new ones.

Advisory Committees: Internal and External

All CTE programs have advisory committees which meet two times each year to evaluate the program and suggest curricular improvements based on the needs of business and industry.

Strategic Planning Committee

The Strategic Planning Committee approves the Outcomes and Assessment and various department operational plans and sets funding priorities based on institutional strategic plan needs.

Strategic Planning

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

The Strategic Plan is implemented through our Operational Planning for the upcoming three years, FY 2014, 2015, and 2016.

Increasing accountability to those whose interests are served by Labette Community College, students

Student Satisfaction Inventory

- Noel-Levitz survey data pertaining to student satisfaction with faculty and instruction (odd years)
- Community College Survey of Student Engagement (CCSSE) report on student engagement (even years)

Noel Levitz Student Satisfaction Survey—Spring 2013

The Student Satisfaction Inventory assessed Labette Community College students' feelings of importance and satisfaction with a variety of scales. The results of the LCC Spring 2013 survey are then compared to the last administration of the Noel Levitz survey which occurred in Spring 2008 and also the National survey in 2013. The following is an institutional summary comparing the scales. More details are available in Appendix E.

Scale	LCC Spring 2013			LCC Spring 2008			National Spring 2013		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
Student Centeredness	6.54	5.93	0.61	6.60	5.92	0.68	6.33	5.51	0.82
Instructional Effectiveness	6.52	5.98	0.54	6.56	5.95	0.61	6.40	5.66	0.74
Safety and Security	6.29	5.29	1.00	6.44	4.84	1.60	6.26	5.25	1.01
Academic Advising Effectiveness	6.58	6.03	0.55	6.53	5.86	0.67	6.32	5.34	0.98
Admissions and Financial Aid Effectiveness	6.40	5.34	1.06	6.49	5.59	0.90	6.22	5.29	0.93
Campus Services	6.30	5.98	0.32	6.40	5.91	0.49	6.23	5.66	0.57
Registration Effectiveness	6.55	6.04	0.51	6.63	6.01	0.62	6.46	5.63	0.83
Campus Climate	6.54	6.01	0.88	6.61	5.99	0.62	6.38	5.67	0.71

- Noel Levitz staff stresses that the importance scale is the scale to consider when making decisions as these are the items students feel are important.
- The scale asks students to rank items between 1 (not important/satisfied) to 7 (very important/satisfied).

- The “gap” indicates the difference between the students importance of an item and their satisfaction with an item. The smaller the gap, the more we are meeting the students’ needs in this area.
- LCC’s Spring 2013 students rated Academic Advising Effectiveness as more important than the group in 2008. All of the areas show a higher level of importance for students for LCC Students than the National average.
- LCC’s Spring 2013 students have a higher satisfaction rate on all of the scales than they did in Spring 2008 except for Admissions and Financial Aid Effectiveness. The students have a higher satisfaction rate than the Spring 2013 National average in all areas.
- The gap between importance and satisfaction has decreased for all of the scales between Spring 2008 and Spring 2013 at Labette Community College except for Admissions and Financial Aid Effectiveness and Campus Climate. LCC gap is also higher on these two scales as compared to the National average.

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

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

14. My academic advisor is knowledgeable about my program requirements.
41. Campus item – My advisor provides me with accurate information about courses, programs, and requirements.
9. I am able to register for the classes I need with few conflicts.
20. Students are made to feel welcome here.
22. My academic advisor is knowledgeable about transfer requirements of other schools.
28. This campus provides the online access to the services I need.
34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
3. My academic advisor is available when I need help.

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

50. Campus Item - The financial aid office makes it easy for students to apply for financial aid. *
49. Campus Item - The financial aid staff is available and accessible to students. *
46. Campus Item - The financial aid staff is informed and knowledgeable about policies, procedures, and regulations. *
47. Campus Item - The institution's financial aid policies and procedures are student-centered. *
48. Campus Item - The financial aid staff is caring and concerned about students. *
25. Faculty provide timely feedback about my academic progress.
23. This institution helps me identify resources to finance my education.
37. I seldom get the “run-around” when seeking information on this campus.
5. Financial aid awards are announced in time to be helpful in college planning.

* These items were part of 10 questions developed by the Enrollment Management Committee to gain more specific information about the college. The questions were grouped together which may have led the students to believe we were looking for a specific result from these questions.

Graduate Surveys

Career and Technical Education Reporting System (CaTERS) reports are completed for each program.

Comparison Analysis: LCC Students and Other Kansas Community College Students

Transfer student data at 4 year Institutions

Compare results of LCC transfer students to in-house Regent university students through the annual KBOR Transfer Report

KBOR Transfer Feedback Report 2009-2011 Selected Data*

		2009	2009	2010	2010	2011	2011
		# of students	Mean Term GPA--New	# of students	Mean Term GPA--New	# of students	Mean Term GPA --New
ESU	LCC	3	N/A	4	N/A	2	N/A
	Other KS CC Students		2.74		2.82		2.71
FHSU	LCC	8	3.09	4	N/A	7	2.86
	Other KS CC Students		2.53		2.49		2.51
KSU	LCC	5	2.98	4	N/A	5	3.11
	Other KS CC Students		2.55		2.53		2.58
PSU	LCC	48	2.72	52	2.90	35	2.90
	Other KS CC Students		2.80		2.82		2.84
KU	LCC	9	2.45	13	2.45	9	2.82
	Other KS CC Students		2.63		2.59		2.70
WU	LCC	2	N/A	4	N/A	5	3.58
	Other KS CC Students		2.68		2.68		2.85
WSU	LCC	10	2.64	1	N/A	5	2.50
	Other KS CC Students		2.67		2.67		2.79

*Based on KSPSD data submitted to KBOR, Fall semesters, <http://data.kansasregents.org/reports/Transfer/>

of students: Students who have more than 9 credit hours from LCC

New: Students in their first semester at the transfer institution

N/A: Data not available in the KBOR Transfer Feedback Report

Linking instructional outcomes and competencies with the College educational support services

Grant Writing

Student support grants
Faculty development grants
Technology grants

Resource Management

Budget process
Faculty development
Instructional technology procurement and maintenance

Instructional Technology Resources

Computer support
Technology plans
Computer labs
Classroom instructional technology

Student Success Center

Testing services
Tutorial services
Computing services
Services for students with disabilities
GED and ABE
Operation Excel

Instructional Media Center

Faculty and staff technology training
Faculty support services
Software evaluation
Innovative concept dissemination
Audio-visual support

LCC Library

Printed materials
Video media
Computer/Web databases
Research Assistance

A Brief Review of Instructional Assessment at LCC, 2013

(History of Instructional Assessment at LCC, Appendix F)

Academic Year 2013

- CAAP assessment for Writing, Math, and Science Reasoning Fall and Spring; 690 CAAP assessments administered.
- WorkKeys assessment for Math; 59 assessments administered.
- Faculty members linked Course Outcomes to Student Learning Outcomes.
- Completed the second of three years in the Higher Learning Commission Academy for Assessment of Student Learning project.
- Gathered data from all faculty through College-Level Writing Matrix for fall and spring
- Several faculty representing various disciplines attended Core Outcomes meetings at K-State

Recommendations/Follow-Up Report for Outcomes Assessment Program for FY 2013

Recommendations	Follow-Up Report
1. Link Course Outcomes to Student Learning Outcomes.	1. Completed January, 2013
2. Provide additional Professional Development in the use of interventions for students' writing style assessments.	2. This has occurred through speaker presentations during the Fall and Spring Inservices as well as colleague presentations in faculty meetings.
3. Continue to measure and analyze students' writing style for Writing Across the Curriculum.	3. This occurs at the end of each semester. Results are included in this Report of Student Learning
4. Begin discussions for the next Student Learning Outcome analysis.	4. This has occurred. The Outcomes and Assessment committee recommended to continue assessing the Communication Student Learning Outcome. English Composition 1 students will take the nationally normed reference CAAP exams

Recommendations for FY 2014 include:

1. review and evaluate Student Learning Outcomes results,
2. provide additional Professional Development in the use of interventions for students' writing style assessments, and
3. continue to measure and analyze students' writing style for Writing Across the Curriculum, and
4. link or review Course Outcomes to Program Outcomes.

Appendix A: Writing Assessment Rubric

Writing Elements	Exemplary	Good	Satisfactory	Insufficient
Content: <ul style="list-style-type: none"> • Development of Ideas • Factual Accuracy • Analysis • Logical Accuracy 	Student provides extensive explanations and illustrations of key ideas; Thorough incorporation of primary concepts of the discipline; Sophisticated ability to analyze and weigh differing facts and ideas and synthesize all material	Student provides detailed explanation and illustration of key ideas; Incorporation of several primary concepts of the discipline; Accurate analysis of differing facts and ideas and a clear synthesis of all material	Student provides explanation and illustration of most key ideas; Incorporation of some primary concepts of the discipline; Some inconsistency in analysis of differing facts and ideas and an effort to synthesize all materials.	Student provides vague explanation and illustration of key ideas; Inconsistent incorporation of primary concepts of the discipline; Weak or no effort to analyze and weigh differing facts and ideas; Incomplete synthesis of material
Structure/Organization: <ul style="list-style-type: none"> • Logical order of evidence • Format 	The student provides highly logical and clear arrangement of ideas; This may include, but is not limited to, efficient use of transitions or headings and creation of comprehensive unity and coherence of paragraphs	The student provides mostly logical and clear arrangement of ideas; This may include, but is not limited to, appropriate use of transitions or heading and creation of adequate unity and coherence of paragraphs	The student provides fairly logical and clear arrangement of ideas; This may include, but is not limited to, use of some transitions or headings and creation of some unity and coherence of paragraphs	The student provides inconsistent and sometimes unclear logic and arrangement of ideas; This may include, but is not limited to, lack of transitions or headings, and creation of no unity and coherence of paragraphs
Audience Awareness: <ul style="list-style-type: none"> • Fits assigned topic • Tone/Voice • Appropriate Word Choice 	Student demonstrates perceptive awareness of purpose and audience; Word choice and tone reflect subject area knowledge	Student demonstrates accurate awareness of purpose and audience; Word choice and tone are appropriate for the assignment.	Student demonstrates passable awareness of purpose and audience; Word choice and tone are not always appropriate for the assignment.	Student demonstrates minimal or no awareness of purpose and audience; Word choice and tone are not appropriate for the assignment.
Style/Syntax: <ul style="list-style-type: none"> • Standard Usage • Sentence Variety 	Student writes grammatically correct and sophisticated sentences with an absence of usage errors (fragments, verb tense, spelling, etc.)	Student writes mostly grammatically correct and sophisticated sentences, with 1-2 usage errors per page (fragments, verb tense, spelling, etc.)	Student writes some grammatically incorrect sentences with little sophisticated or varied structure and 3-4 usage errors per page (fragments, verb tense, spelling, etc.)	Student writes with many patterns of errors in grammar and shows no variety in sentence patterns; More than 5 usage errors per page (fragments, verb tense, spelling, etc.)

Appendix B: Writing Matrix and Assignment Reporting

http://www.labette.edu/Outcomes/pathways/pathways.htm

College Writing Matrix Rep...

File Edit View Favorites Tools Help

Quotes mcse SQL Data Platform ...

Writing Matrix and Assignment Reporting

Employee ID:

Instructor First Name:

Instructor Last Name:

Course Information: Use the following fields to choose the course being reported:

Course Prefix	Course Number	Section Number	Course Identifier	Term	Number of Students
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	FA13	<input type="text"/>

If Applicable

Assignment:

Student ID		Exemplary	Satisfactory	Needs Improvement	Insufficient
0 <input type="text"/>	Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0 <input type="text"/>	Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0 <input type="text"/>	Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0 <input type="text"/>	Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

100%

Intervention: (to chose more than one intervention hold the "CTRL" key and click)

Previous Expectations Discussion

Peer Review

Instructor Feedback

If "other" is chosen please explain here.

- **Previous Expectations Discussion:** Discuss with the class prior to assignment expectations which could include writing style, the Writing Matrix, PAVESOF Instructions for Writing Assignments or other point.
- **Peer Review:** Students critique another students writing sample.
- **Instructor Feedback:** Instructor comments on student's writing sample prior to final draft or instructor meets w3th student to discuss the writing sample.
- **Whole Group Editing:** Instructor presents an anonymous student writing sample to the group in the classroom or online who then critiques the anonymous sample.
- **Instructor/Student One on One Discussion:** Critique student's paper one on one.
- **Video Lectures:** Utilize a short series of video lectures for students to watch prior to writing sample submission.
- **Provide Additional Resources:** Instructor provides additional writing style pertinent resources.
- **Tutor:** Students meet with English tutor prior to student writing sample submission.
- **Other:** Include concise intervention description.

100%

Appendix C: Sample Program Assessment Matrix

Program Assessment Matrix: Physical Therapist Assistant

Program Outcomes

Graduates will be able to:

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

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

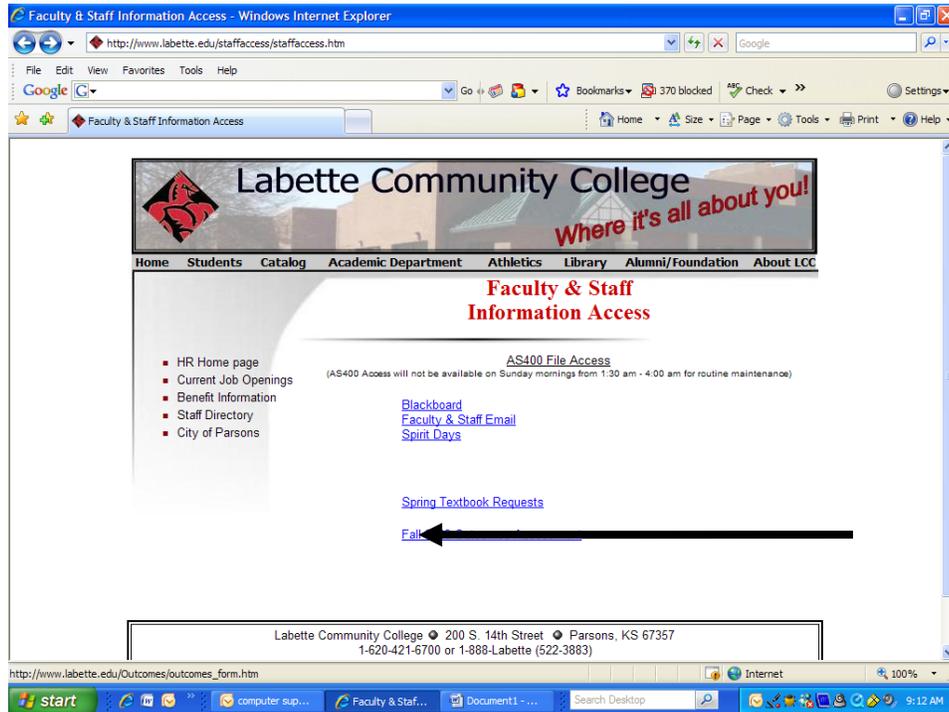
PTA 101 Introduction to PTA

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

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

Appendix D: Course Outcomes Assessment Report *Outcomes Assessment Web Submission*

Go to <http://www.labette.edu/staffaccess/staffaccess.htm> and then click on the **Fall 2013 Outcomes Assessment** link.



Fill in the fields and drop-down boxes with the appropriate information.

The screenshot shows a Windows Internet Explorer browser window displaying the "Outcomes Assessment Reporting" form. The form title is "Outcomes Assessment Reporting". It is divided into two main sections: "Instructor Information" and "Course Information".

Instructor Information:

Employee ID: Note: This number can be found on your ID Card or Pay Stub
First Name: Last Name:

Course Information:

Examples:
Course Prefix: ACCT (required)
Course Number: 112 (required)
Section Number: 00001 (required)
Course Identifier: ON (if applicable)

Use the following fields to enter the section number for each of the course assessments being reported:

Course Prefix:
Course Number:
Section Number:
Course Identifier:

Course Name:

Term:

When you come to the the “Course Identifier” area, fill in the field area with one of the options listed below:

Leave blank if it’s an onground class

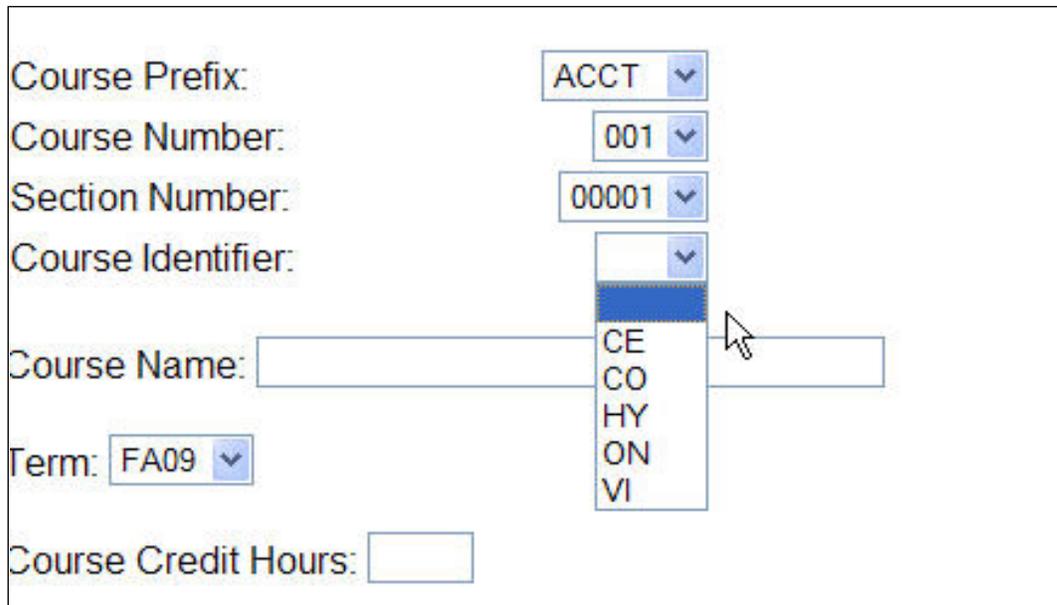
CE is for Continuing Education

CO is for Concurrent

HY is for Hybrid

On is for Online

VI is for Video



The screenshot shows a web form for course registration. The fields are as follows:

- Course Prefix:
- Course Number:
- Section Number:
- Course Identifier: (dropdown menu is open showing options: CE, CO, HY, ON, VI)
- Course Name:
- Term:
- Course Credit Hours:

Continue filling out the form with the appropriate information.

When finished, click the **Submit** button at the bottom of the page.

After you click submit, a text page will show on screen with the information you just submitted.

Print this webpage so you will have it for your records.

Close your browser when finished.

Appendix E: Noel Levitz Student Satisfaction Inventory

Summary	LCC Spring 2013	LCC Spring 2008	National Spring 2013
So far, how has your college experience met your expectations	4.81	5.18	4.87
1=Much worse than expected	0%	1%	1%
2=Quite a bit worse than I expected	1%	0%	1%
3=Worse than I expected	5%	4%	6%
4=About what I expected	40%	28%	35%
5=Better than I expected	26%	23%	25%
6=Quite a bit better than I expected	13%	21%	13%
7=Much better than expected	12%	20%	16%
Rate your overall satisfaction with your experience here so far.	5.63	5.92	5.54
1=Not satisfied at all	0%	0%	1%
2=Not very satisfied	1%	1%	2%
3=Somewhat dissatisfied	5%	3%	5%
4=Neutral	10%	3%	10%
5=Somewhat satisfied	14%	11%	16%
6=Satisfied	47%	48%	42%
7=Very Satisfied	21%	30%	21%
All in all, if you had to do it over again, would you enroll here again?	5.96	6.20	5.81
1=Definitely not	0%	1%	2%
2=Probably not	3%	4%	3%
3=Maybe not	2%	0%	3%
4=I don't know	7%	4%	7%
5=Maybe yes	6%	4%	9%
6=Probably yes	34%	26%	31%
7=Definitely yes	44%	58%	41%

Institution was my:

Choice	LCC Spring 2013		LCC Spring 2008	
	Number	Percentage	Number	Percentage
1st choice	245	78.27%	174	80.18%
2nd choice	59	18.85%	36	16.59%
3rd choice or lower	9	2.88%	7	3.23%

Demographic Summary

Demographics	LCC Spring 2013	LCC Spring 2008
Total Respondents	316	222
Gender		
Female	233 (74.44%)	167 (75.91%)
Male	80 (25.56%)	53 (24.09%)
Age		
18 and under	17 (5.43%)	24 (11.06%)
19 to 24	113 (36.10%)	88 (40.55%)
25 to 34	84 (26.84%)	52 (23.96%)
35 to 44	53 (16.93%)	36 (16.59%)
45 and over	46 (14.70%)	17 (7.83%)
Enrollment Status		
Day	227 (74.18%)	143 (65.30%)
Evening	74 (24.18%)	74 (33.79%)
Weekend	5 (1.63%)	2 (0.91%)
Current Class Load		
Full-time	140 (64.81%)	140 (64.81%)
Part-time	76 (35.19%)	76 (35.19%)
Employment		
Full-time	111 (35.81%)	95 (44.19%)
Part-time	98 (31.61%)	72 (33.49%)
Not Employed	101 (32.58%)	48 (22.33%)

More data was collected. This is just a brief synopsis of the information.

LCC Specific Questions

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

Response	Spring 2013	Spring 2008
During the day on the main campus	163 (52.08%)	121 (55.25%)
In the evening on the main campus	22 (7.03%)	32 (14.61%)
In the evening at an extension campus		17 (7.76%)
During the day at the Cherokee Center	27 (8.63%)	
In the evening at the Cherokee Center	11 (3.51%)	
Online	89 (28.43%)	44 (20.09%)
During the day at my high school	1 (0.32%)	5 (2.28%)

Tuition Source:

Source	LCC Spring 2013		LCC Spring 2008	
	Number	Percentage	Number	Percentage
Scholarships	32	10.22%	53	24.20%
Financial Aid	167	53.35%	80	36.53%
Family Contributions	20	6.39%	15	6.85%
Self Support	47	15.02%	43	19.63%
Other tuition source	47	15.02%	28	12.79%

Spring 2013 Results comparing LCC with similar Community Colleges

The Student Satisfaction Inventory assessed Labette Community College students' feelings of importance and satisfaction with a variety of scales. The results of the LCC Spring 2013 survey are compared with seven community colleges with similar enrollment.

Scale	LCC Spring 2013			Selected Community Colleges			National Spring 2013		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
Student Centeredness	6.54	5.93	0.61	6.29	5.56	0.73	6.33	5.51	0.82
Instructional Effectiveness	6.52	5.98	0.54	6.33	5.62	0.71	6.40	5.66	0.74
Safety and Security	6.29	5.29	1.00	6.14	5.19	0.95	6.26	5.25	1.01
Academic Advising Effectiveness	6.58	6.03	0.55	6.31	5.48	1.25	6.32	5.34	0.98
Admissions and Financial Aid Effectiveness	6.40	5.34	1.06	6.15	5.36	1.20	6.22	5.29	0.93
Campus Services	6.30	5.98	0.32	6.16	5.62	1.02	6.23	5.66	0.57
Registration Effectiveness	6.55	6.04	0.51	6.37	5.66	1.06	6.46	5.63	0.83
Campus Climate	6.54	6.01	0.88	6.32	5.68	1.08	6.38	5.67	0.71

- Labette Community College students rate all items as more important than their counterparts at the selected community colleges.
- Labette Community College students are more satisfied with all of the items except Admissions and Financial Aid Effectiveness (only a difference of 0.02) as compared to the selected community college students.

Summary	LCC Spring 2013	Selected CC 2013	National 2013
So far, how has your college experience met your expectations	4.81	4.71	4.87
1=Much worse than expected	0%	1%	1%
2=Quite a bit worse than I expected	1%	1%	1%
3=Worse than I expected	5%	8%	6%
4=About what I expected	40%	39%	35%
5=Better than I expected	26%	24%	25%
6=Quite a bit better than I expected	13%	10%	13%
7=Much better than expected	12%	13%	16%
Rate your overall satisfaction with your experience here so far.	5.63	5.39	5.54
1=Not satisfied at all	0%	1%	1%
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3=Somewhat dissatisfied	5%	5%	5%
4=Neutral	10%	13%	10%
5=Somewhat satisfied	14%	17%	16%
6=Satisfied	47%	42%	42%
7=Very Satisfied	21%	17%	21%
All in all, if you had to do it over again, would you enroll here again?	5.96	5.57	5.81
1=Definitely not	0%	2%	2%
2=Probably not	3%	5%	3%
3=Maybe not	2%	4%	3%
4=I don't know	7%	9%	7%
5=Maybe yes	6%	10%	9%
6=Probably yes	34%	33%	31%
7=Definitely yes	44%	34%	41%

- This chart shows that students are more satisfied with their experience at Labette Community College as compared to the selected community colleges.

Institution was my:

Choice	LCC Spring 2013		Selected Community Colleges	
	Number	Number	Number	Percentage
1st choice	245	78.27%	4312	67.87%
2nd choice	59	18.85%	1485	23.37%
3rd choice or lower	9	2.88%	556	8.75%

- Compared to the selected community colleges, more students who were enrolled at LCC in Spring 2013 who completed the survey selected LCC as their 1st institution of choice when enrolling in college.

Additional Comparisons of specific scale items

LCC Spring 2013 Higher Satisfaction vs. Selected and National Groups for 2013

- 14. My academic advisor is knowledgeable about my program requirements.
- 8. The quality of instruction I receive in most of my classes is excellent
- 36. Tuition paid is a worthwhile investment.
- 9. I am able to register for the classes I need with few conflicts.
- 40. There are sufficient courses within my program of study available each term.
- 2. Classes are scheduled at times that are convenient for me.
- 1. The campus staff are caring and helpful.
- 16. My advisor helps me apply my program of study to career goals.
- 20. Students are made to feel welcome here.
- 22. My academic advisor is knowledgeable about transfer requirements of other schools.
- 25. Faculty provide timely feedback about my academic progress. (listed as one our weaknesses)
- 28. This campus provides the online access to the services I need.
- 13. The campus is safe and secure for all students.
- 32. I am able to take care of college-related business at times that are convenient for me.
- 34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
- 12. Faculty are fair and unbiased in their treatment of individual students.
- 19. Registration processes and procedures are convenient.
- 37. I seldom get the “run-around” when seeking information on this campus. (listed as one our weaknesses)

LCC Spring 2013 Higher Satisfaction vs. LCC Spring 2008

- 22. My academic advisor is knowledgeable about transfer requirements of other schools.

LCC Spring 2013 Lower Satisfaction vs. LCC Spring 2008

- 50. Campus Item - The financial aid office makes it easy for students to apply for financial aid.
- 49. Campus Item - The financial aid staff is available and accessible to students.
- 46. Campus Item - The financial aid staff is informed and knowledgeable about policies, procedures, and regulations.
- 47. Campus Item - The institution's financial aid policies and procedures are student-centered.
- 48. Campus Item - The financial aid staff is caring and concerned about students.

LCC Spring 2013 Higher Importance vs. Selected and National Groups for 2013

- 14. My academic advisor is knowledgeable about my program requirements.
- 1. The campus staff are caring and helpful.
- 16. My advisor helps me apply my program of study to career goals.
- 20. Students are made to feel welcome here.
- 22. My academic advisor is knowledgeable about transfer requirements of other schools.
- 23. This institution helps me identify resources to finance my education. (listed as one our weaknesses)
- 28. This campus provides the online access to the services I need.
- 32. I am able to take care of college-related business at times that are convenient for me.
- 37. I seldom get the “run-around” when seeking information on this campus. (listed as one our weaknesses)

LCC Spring 2013 Higher Importance vs. Selected Group for 2013

- 8. The quality of instruction I receive in most of my classes is excellent
- 36. Tuition paid is a worthwhile investment.
- 9. I am able to register for the classes I need with few conflicts.
- 40. There are sufficient courses within my program of study available each term.
- 25. Faculty provide timely feedback about my academic progress. (listed as one our weaknesses)
- 34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
- 12. Faculty are fair and unbiased in their treatment of individual students.
- 19. Registration processes and procedures are convenient.

Appendix F: Brief History of Instructional Assessment at LCC

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

Below is a brief history of LCC's assessment evolution. This includes the most recent 10 years.

Academic Year - 2004

- Work continues on drafting forms and procedures to clarify assessment of general education courses.
- The document "Course Level Assessment at LCC" is prepared for presentation at the Fall 2003 in-service.
- Outcomes assessment reporting and participation in the Core Competencies meetings continue.
- Documents are available on BlackBoard for resource for the LCC / NCA Self Study.
- Work begins on means of assessing student learning in the Social Sciences and Humanities.
- Social science instructors recommend the use of College BASE to test Social Science outcomes.
- Development of LCC designed Humanities and Computer Skills test begun.
- Need for a general humanities course that would address all LCC humanities outcomes discussed.
- Work continues on documents that explain and outline instructional assessment at LCC.
- Work continues on LCC authored exit exams. Exams will be given via Blackboard.
- Members of the assessment committee attended an assessment conference at Ft. Hays State in April. Computer Science and Humanities faculty give a presentation on the exit testing they have designed.
- CAAP and WorkKeys exit assessment tests are given in the Spring 2004 semester.
- College BASE is used for the first time for academic graduates. Students tested in Social Studies, Social Science, and History.
- Humanities assessment test, designed by LCC Humanities faculty, given for the first time.
- Computer Skills exit exam, designed by Computer Science faculty, given for the first time.
- Outcomes assessment report form modified to include number of students completing the outcome, number of non-completers, and percentage of completers who achieved the performance target on the outcome.
- Work begins on Introduction to Humanities course.
- Work continues on identifying components of instructional assessment at LCC. Goal is a single document that will be included in the faculty handbook.

Academic Year - 2005

- All full-time faculty complete course level assessment with improvement plans electronically using Access database.
- Spring 2004 exit testing data is compiled and analyzed by the Instructional Outcomes and Assessment Committee. A report is derived with a list of recommendations that is distributed to the Dean of Instruction and the President.
- Instructional Outcomes and Assessment Committee recommends: collecting three years of data for the LCC Humanities and Computer Skills exams to set a baseline, improvements in the exit exam notification process to students, exit assessment testing for fall and spring graduates, and the inclusion of exit exam scores on student transcripts.

- Exit testing process is discussed and modifications made to improve in line with recommendations except posting of exam results on transcripts.
- CAAP, College BASE, Humanities and Computer Skills exit exams are given to academic degree graduates in Spring 2005.
- WorkKeys exit assessment tests are given to vocational degree graduates in Spring 2005.
- Exit examination procedure for online degrees reviewed and approved.
- Instructional Outcomes and Assessment Committee are asked to review KBOR Performance Agreement – Institutional Goal #2, which deals with assessment, for comments and suggestions.
- Full-time faculty continue to complete course level assessment with improvement plans electronically using Access database. Adjunct faculty who wish to use this method can. Others can turn in paper and pencil reports which will be entered into the Access database by the office of the Dean of Instruction.
- Work continues on Report of Student Assessment at LCC.
- Discussion on items such as early notification post cards, transcript issues, degree check deadlines occurred with LCC registrar.
- It was decided that fall graduates will take exit exams the spring prior to graduation except for fall nursing graduates who will be tested during the fall semester of graduation.
- If necessary, individual exit exam for fall graduates will be given.
- Guidelines to Instructional Assessment was reviewed and updated for inclusion in the Faculty Handbook and placed under General Classroom Information.

Academic Year - 2006

- Assessment documents including revised flow chart and master course syllabus included in LCC Faculty handbooks.
- KBOR stretch goals were reviewed, including moving exit assessment performance goal to ½ standard deviation of the national mean scores.
- College BASE exam sample population was reviewed, and since it includes 4-year university students with more hours in social sciences and history than community college students, the performance goal on this exam was not changed.
- Social science department begins evaluation of methods other than College BASE for testing.
- Exit exam data and recommendations for the Annual Report of Exit Assessment of General Education Outcomes for Students Completing An Associate's Degree were reviewed and revised by the Instructional Outcomes and Assessment committee.
- General Education syllabus chart forms were updated and results compiled by the office of the Dean of Instruction.
- Compilation Report of Outcome Assessment handed out to departments for first time. These were reviewed and an analysis added, then returned to the Dean of Instruction.
- Review of degree requirements for Associate of Arts, Associate of Science, and Associate of General Studies showed that all required general education courses met competencies for all outcomes for general education courses.
- Adoption of Institutional Goals and Program Purpose Statements for Academic and Vocational Programs.
- Changes made to Outcome 7: Social Science to allow Psychology courses to meet all Outcomes and Competencies.
- General Education Outcomes Assessment documents reviewed and revised.
- Outreach Director works with IT Director to simplify process to put students into Blackboard for testing purposes.
- NCA Site visit in April. Labette Community College received 10 year accreditation.

Academic Year - 2007

- Exit Assessment Procedure finalized and became part of the Annual Report of Student Learning at LCC. The document was reviewed and approved by all areas impacted.
- Social science department begins evaluation of methods other than College BASE for testing.
- Exit exam data and recommendations for the Annual Report of Exit Assessment of General Education Outcomes for Students Completing An Associates Degree were reviewed and revised by the Instructional Outcomes and Assessment committee.
- First group of student nurses graduating in December were tested by WorkKeys.
- College BASE used for the final time for assessment of Social Studies to meet what was written for Kansas State Board of Regents Performance Agreement.
- LCC generated exit exams given for the third year.

Academic Year - 2008

- Baseline level set for LCC generated exit exams.
- Social science instructors begin work on computerized-based exit exams.
- History instructor begins work on computerized-based exit exam to be added to humanities subset.
- Testing procedures changed by Instructional Outcomes: Computer skills testing only on odd years, all students to take the general humanities test and 2 subsets, all students to take no more than 3 social science tests.
- Outcomes Assessment report structure changed to provide consistency in the reports.
- Exit exam data and recommendations for the Annual Report of Exit Assessment of General Education Outcomes for Students Completing An Associates Degree were reviewed and revised by the Instructional Outcomes and Assessment committee.
- Changes made to compilation reports to bring consistency within the reports and also give faculty members more direction. The committee decided that the report should be called the Department Summary of Outcomes Compilation with the notebook going out to all departments from the Instructional office being called the DOI Outcome Assessment Compilation Summaries.
- Instructional Outcomes Assessment Committee submitted applications to the Council for Higher Education Accreditation (CHEA) Award and Exemplary Initiatives Competition through the National Council of Instructional Administrators.
- LCC generated Social Science and History exit exams given for the first time.
- LCC is awarded an Honorable Mention from NCIA (National Council of Instructional Administrators).

Academic Year - 2009

- Exit exam data and recommendations for the annual Report of Student Learning was reviewed and revised by the Instructional Outcomes and Assessment committee.
- Annual Report of Student Learning, 2007-2008 was presented to the LCC Board of Trustees.
- Examined the data gathering system for the Outcomes process and investigated other ways to gather data.
- Evaluated the use of the WorkKeys writing test as a means of outcomes assessment.
- Examined the outcomes assessment process to close the loop.
- Create new data collection system to gather course assessment data.
- Discontinue use of LCC generated Assessment tests next year; replace with General Education data collected through course assessments.
- Change Writing CAAP test from graduation test to end-of-course test next year.
- Change Math CAAP test from graduation test to end-of-course test next year.
- Change Science CAAP test from graduation test to end-of-course test next year.
- Change WorkKeys Applied Math test from graduation test to end-of-course test next year.
- Discontinue use of WorkKeys Reading, Writing, and Listening tests next year.
- Discontinue use of CAAP Critical Thinking and Reading tests next year.

Academic Year 2010

- Exit exam data and recommendations for annual Report of Student Learning was reviewed and revised by the committee.
- Annual Report of Student Learning 2008-2009 was presented to the LCC Board of Trustees.
- CAAP assessment for Writing, Math, and Science Reasoning embedded into Comp I, College Algebra, and Science courses. 229 CAAP assessments administered.
- WorkKeys assessment for Math embedded into Applied Math courses. 37 assessments administered.
- Discussed expanding General Education Goals to include all areas of instruction.
- Implemented revised course outcome reporting to gather for Program and Institutional Reporting.
- CAAP assessment for Writing, Math, and Science Reasoning; 180 CAAP assessments administered.
- WorkKeys assessment for Math; 28 assessments administered.
- Discussed adding additional goal for Career/Life Skills.
- Discussed additional training during Inservice on completing Outcomes Assessment Reports.

Academic Year 2011

- CAAP assessment for Writing, Math, and Science Reasoning Fall and Spring; 681 CAAP assessments administered.

- WorkKeys assessment for Math; 61 assessments administered.
- Edited Educational Outcomes; added Career/Life Skills Outcome.
- Held two Assessment Days at end of Spring Semester; completed Course Assessment Summaries and Program Assessment Summaries.
- Participated in Higher Learning Commission Academy for Assessment of Student Learning; designed three-year Assessment Project.
- Designed norm-reference training for full-time and adjunct faculty for College-Level Writing Assessment Project during Fall Inservice.

Academic Year 2012

- CAAP assessment for Writing, Math, and Science Reasoning Fall and Spring; 819 CAAP assessments administered.
- WorkKeys assessment for Applied Math: 81 assessments administered.
- Developed new Student Learning Outcomes.
- Implemented first-year of College-Level Writing Assessment Project; provided training for full-time and adjunct faculty at fall and spring inservices.
- Continued participation in the Higher Learning Commission Academy for Assessment of Student Learning project.
- Gathered data from all faculty through College-Level Writing Matrix for fall and spring
- Identified target competency for College-Level Writing Project as Style.
- Designed fall faculty inservice session to address Style in College-Level Writing.
- Held two Assessment Days at end of Spring Semester; completed Course and Program Assessment Summaries.
- Revised Course Assessment questions to give better information to program faculty.
- Several faculty representing various disciplines attended Core Outcomes meetings at K-State

Academic Year 2013

- CAAP assessment for Writing, Math, and Science Reasoning Fall and Spring; 690 CAAP assessments administered.
- WorkKeys assessment for Math; 59 assessments administered.
- Faculty members linked Course Outcomes to Student Learning Outcomes.
- Completed the second of three years in the Higher Learning Commission Academy for Assessment of Student Learning project.
- Gathered data from all faculty through College-Level Writing Matrix for fall and spring
- Several faculty representing various disciplines attended Core Outcomes meetings at K-State