



Labette
Community College

**Report of Student
LEARNING At LCC
Fall 2017**

For Academic Year 2016-2017

Report of Student Learning Academic Year 2017

Executive Summary

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

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

Student Learning Outcomes recommendations for 2016-2017 are in process of implementation.

Recommendations for Academic Year 2018 include:

1. In conjunction with HLC recommendations for the mid-cycle review (two years hence), LCC will identify curricular areas of weakness,– and establish new benchmarks, which will be re-evaluated at the end of the 2017-2018 Academic Year as part of our institutional effectiveness model.
2. Labette Community College will look into starting two new programs. These programs will include a Welding and Human Services Program.

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Purpose of This Document

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

Strategic Assessment

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

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

Vision Statement

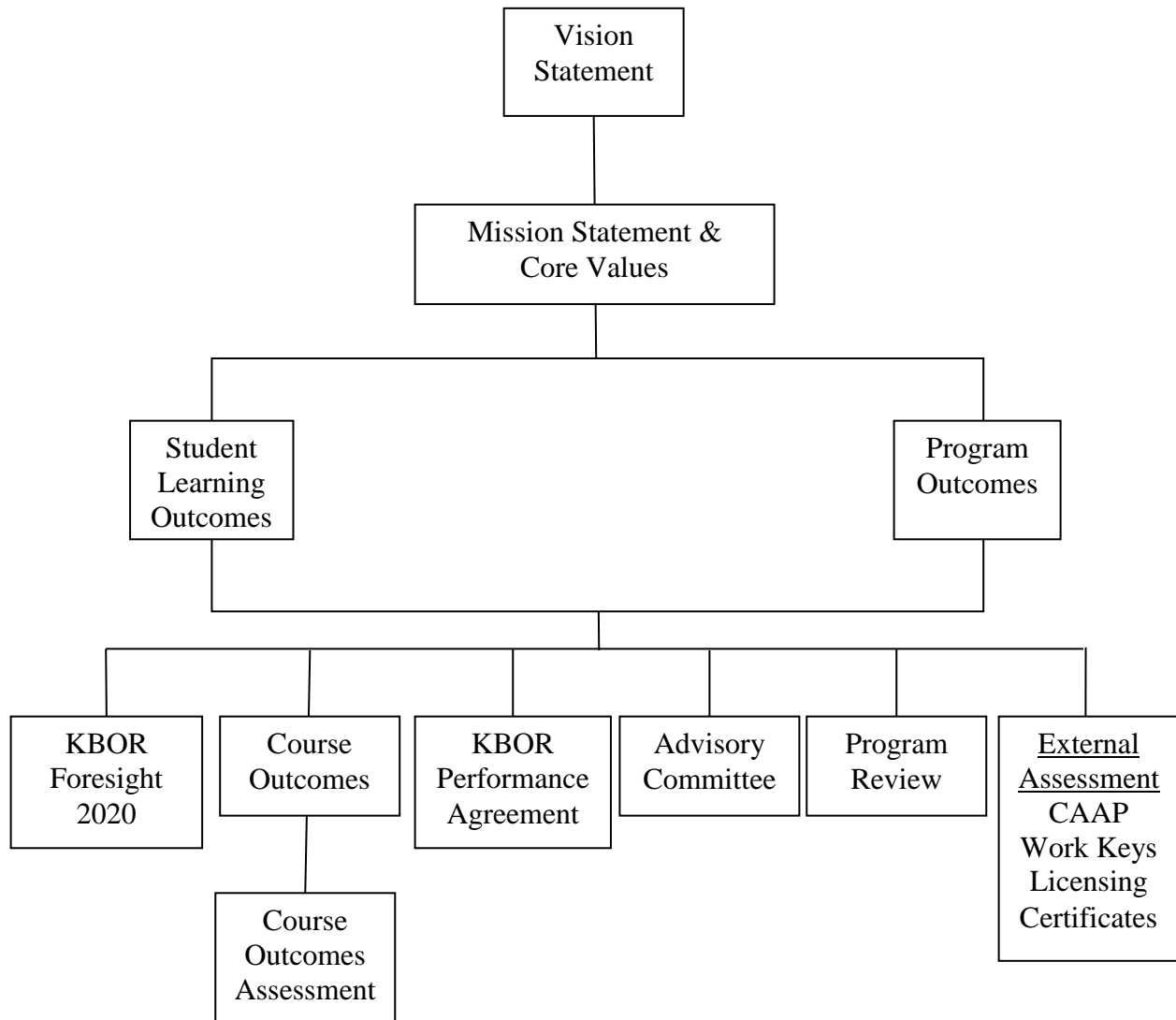
Labette Community College will continue to enhance its standing as an exceptional College by striving for excellence in all its programs, services, and activities.

Mission Statement

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

Figure 1

Labette Community College
Report of Student Learning
2017
(This will change for 2018)



Systemic Assessment

An effective assessment system includes two types of analyses: trend analysis and comparison analysis. Curricular assessments are coordinated within programs and articulated across Student Learning Outcomes, Program Outcomes, and most specifically, Course Outcomes. This systemic approach helps assure a robust curriculum assessment and when utilized from year to year, these assessments allow us to look for trends. While these internal assessments are important, there are external assessments our students take which are nationally normed.

National assessments enable us to compare the performance of LCC students with other students across the country. Many of our students must take such exams to earn additional credentials outside of our degrees and certificates. Preparing our students to successfully pass such credentials is an essential goal of our program emphasis. For example, students who complete our Nursing curriculum must successfully pass the NCLEX exam in order to practice nursing in the US.

Internal Assessments

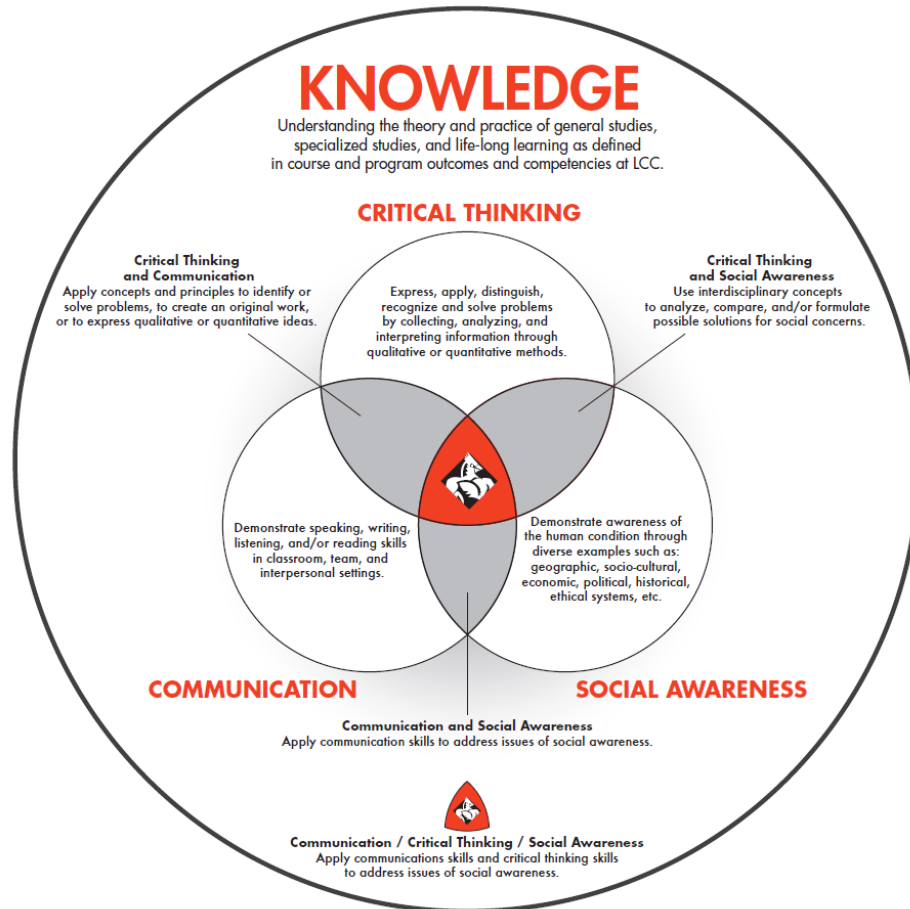
The foundation of LCC's assessment of student learning occurs at the level of Course Outcomes. Assessment results derived from selected course outcomes are used to measure the success of Program Outcomes which are associated with student learning at the program level. Course Outcomes are also linked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

Student Learning Outcomes

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

Figure 2

Student Learning Outcomes Conceptual Model



LCC defines SLOs as:

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

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

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

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

Furthermore, the SLO conceptual model in Figure 2 includes intersections between Communication, Critical Thinking, and Social Awareness. These intersections, or unions, are preferred learning targets. The Critical Thinking and Communication union represents the application of concepts and principles used to identify or solve problems, to create an original work, or to express qualitative or quantitative ideas. This could be accomplished, for instance, through the successful completion of a group project. The Critical Thinking and Social Awareness union represents the use of interdisciplinary concepts to analyze, compare, and/or formulate possible solutions for social concerns. This can be accomplished through the successful completion of an

assignment wherein a student identifies and resolves a social issue. The Communication and Social Awareness union represents the application of Communication skills to address issues of Social Awareness. A class discussion spurred on by the realization of a social issue could illustrate targeted learning. Finally, the epitome of student learning here at LCC is represented by union of all three SLOs: Communication, Critical Thinking, and Social Awareness. This could occur by the application, analysis, evaluation, or creation of a resolution of a recognized social issue through Communication and Critical Thinking.

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

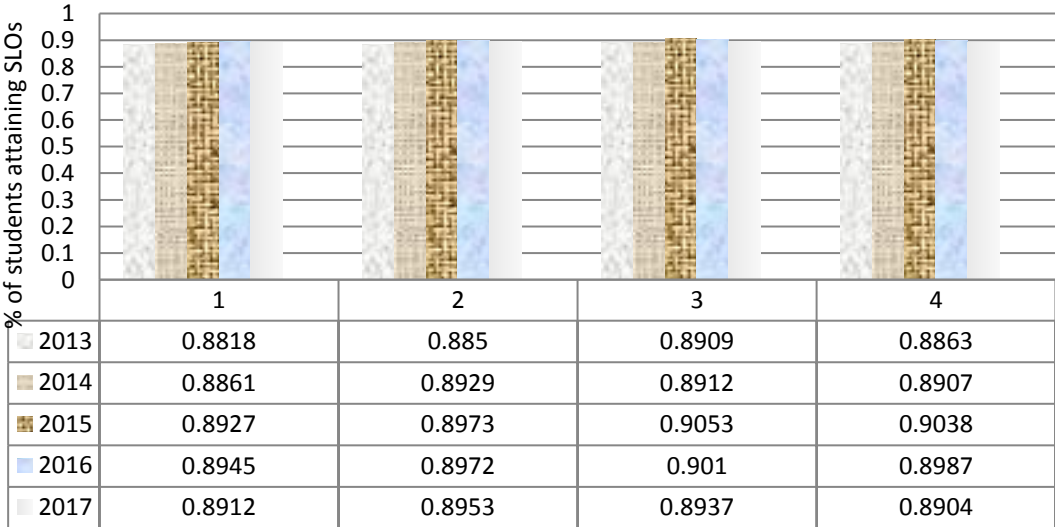
To ensure LCC fulfills its stated academic mission and core values, Course Outcome assessments' goals are to:

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

Figure 3 depicts Student Learning Outcomes' five year trend. The figures represent the percent of students who have demonstrated competence for Knowledge, Critical Thinking, Communication, and Social Awareness which are directly linked to our mission statement, "provide quality learning opportunities." One could say LCC satisfies our mission at a rate of 89% in terms of Knowledge, 90% in Critical Thinking, 89% in Communication, and 89% in Social Awareness.

Figure 3

LCC Mission Satisfaction by SLOs 2013-2017



Course Outcomes

Course Outcomes Assessment: Assessing and Documenting Student Learning

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

Following a semester, each faculty member analyzes and evaluates whether or not students demonstrated competence of each Course Outcome. These data are reported through a web-based Course Outcomes Assessment form. The Dean of Instruction may follow up with the faculty member to discuss the analysis.

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

Identifying Course Outcomes in Courses

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

Course Assessment Components

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

1. Course Outcomes and Course Competencies

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

2. Methods of Evaluation

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

3. Analysis

- Upon completion of the course, the instructor completes a **Course Outcomes Assessment Report** through a web-based form.
- The instructor analyzes the compiled data and develops a course improvement plan, which is part of the Course Outcomes Assessment Report. Minimum components of the plan include responses to the following questions.
 - Please reflect on the changes described in your previous course improvement plan (mark N/A if none exists).
 - What do you plan to change the next time you teach this course? Why?
 - How will you determine if the proposed changes were effective?
- Course Outcomes Assessment Reports are collected by the office of the Dean of Instruction.

4. Feedback

- Academic departments review the Course Outcomes Assessment Reports for the courses in that department annually.
- The results of the findings and recommended changes are sent to the Dean of Instruction.
- Any improvements requiring institutional change or additional resources will be incorporated into the department's Operational Plans.

Program Outcomes

Program Outcomes reflect desired indicators designed to articulate student competence in some area of interest, or concentration, such as English or Nursing. The number of Program Outcomes varies from roughly 5-15. Whenever possible, Program Outcomes should include recognized credentials in the industry or an accrediting agency such as the Accreditation Commission for Education in Nursing (ACEN) in the case of the Nursing program. However, there may not be a recognized credential for an area of concentration such as Math as it is designed as a transfer degree. In this case, appropriate Program Outcomes are selected by Math department faculty. These can be used to recruit students into a program and, in the case of a terminal degree such as Nursing, can be used to place graduates into jobs.

Program Outcomes' metrics are based upon selected Course Outcomes. Multiple Course Outcomes are used as multiple indicators which express some demonstration of student competence. Therefore, Program Outcomes are evaluated through the students' demonstration of competence based on the Course Outcome assessments. In addition, Programs are evaluated by program reviews which occur every five years. Terminal programs such as Nursing are also monitored and evaluated by advisory committees.

Program Level Assessment

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

Program Reviews

Program Reviews are implemented to assess and evaluate strengths, weaknesses, opportunities, and challenges for each program. The Program Review committee sends program recommendations to the Board of Trustees for approval. Recommendations are then included in the Operational Plans. All programs are reviewed on a five-year cycle.

Program Reviews for Radiography, Exercise Science, Physical Education, Athletic Training, and Social Science were completed and presented to the Board of Trustees during Academic Year 2017. Below are the percentages of students who demonstrated competency (70%) for each Program Outcome (PO) in each Program of Study during the Academic Year 2017. These data represent internal, imbedded assessments.

Table 1

	Program Review	PO1	PO2	PO3	PO4	PO5	PO6	PO7
1	Radiography	0.94	0.86	0.88	1	1	0.91	
2	Athletic Training	0.87	0.98	0.94	0.96	0.92	0.96	
3	Exercise Science	0.94	0.94	0.98	0.92	0.96	0.96	0.93
4	Physical Education	0.97	0.97	0.99	0.92	0.99	1	
5	Social Science	0.82	0.70	0.93	0.88			

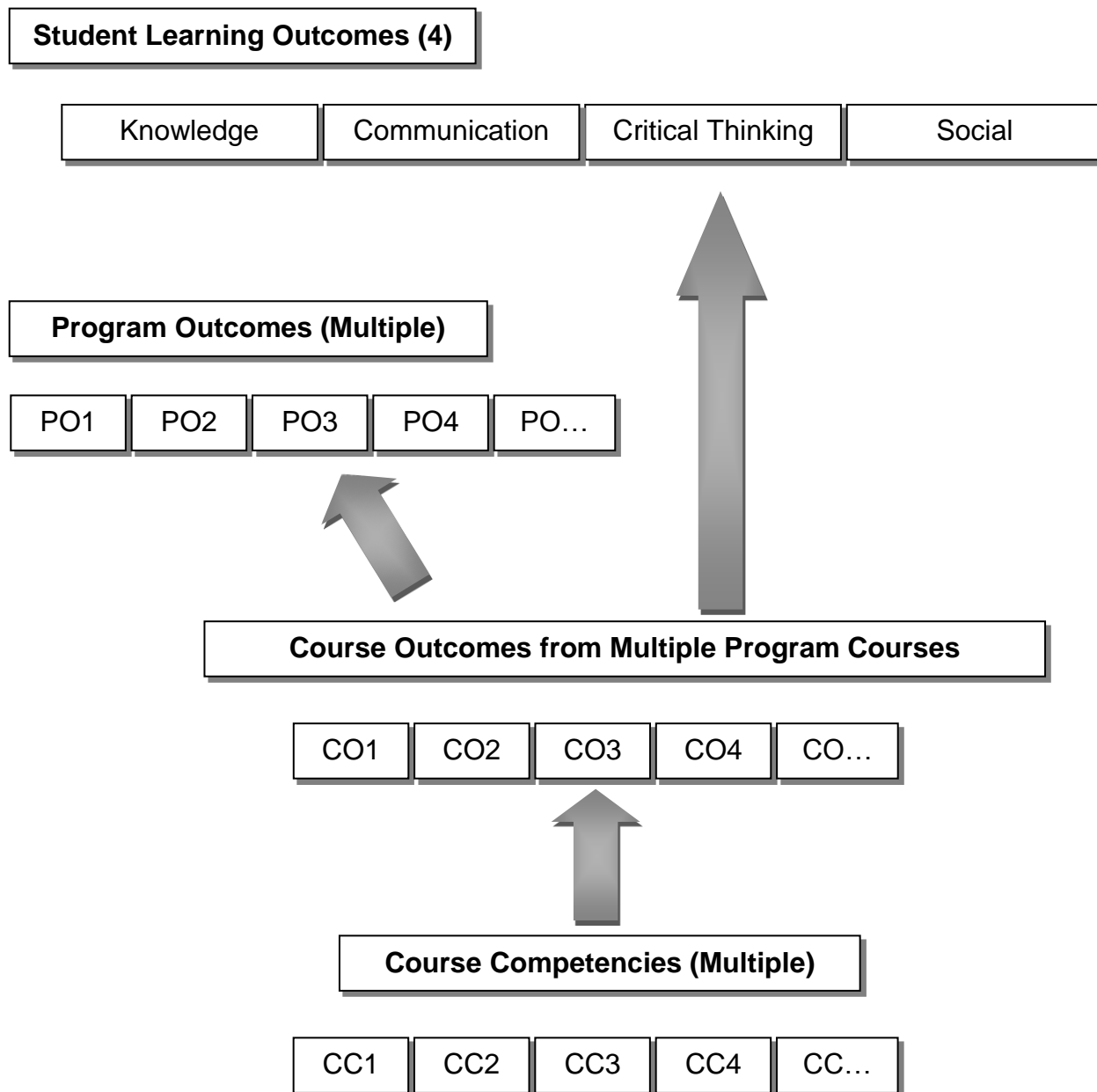
LCC Educational Strategic Process

Figure 4 depicts LCC's Educational Strategic Process which is a piece of the greater Strategic Process previously described.

This is based upon a student's demonstrated competence at the level of the Course Outcome (CO) which is supported by Course Competencies (CC). Course Outcomes are a synthesis of course competencies. Selected Course Outcomes from various program courses are used as multiple indicators for each Program Outcome (PO). In addition, Course Outcomes are linked to the overarching Student Learning Outcomes. Program Outcome results will be reported to the Dean of Instruction for review as well as respective advisory committees.

Figure 4

Educational Strategic Process Conceptual Model



External Assessment

External assessments provide comparison analyses which enable program directors and staff to evaluate the success of their students with students from other programs across the country.

Program results from outside certification and licensing examinations will be reported to the Instructional Office. (Tables 2-7)

Table 2

Radiography

American Registry of Radiologic Technologists National Comparison Report

Year	Group	Number	Mean	% Pass*
2013	LCC	19	84.9	94.7
2013	National	11684	84.1	89.6
2014	LCC	15	85.9	100
2014	National	11831	83.8	88.9
2015	LCC	17	81.8	88.9**
2015	National	11485	83.7	88.4
2016	LCC	14	86.9	100
2016	National	11740	83.3	87.2
2017	LCC	17	85.75	100
2017	National***			

*Results for first time student tests for national exam.

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

*** National mean results will be released after January, 2018 and will be included in the 2018 Report of Student Learning.

Table 3

Nursing

NCLEX Pass Rates—1st Attempt

Year	# of Testers	PN	# of Testers	RN
2012-2013	32	100%	39	82%
2013-2014	18	100%	28	92%
2014-2015	22	100%	29	100%
2015-2016	20	100%	17	82%
2016-2017	10	100%	23	92%

ACEN accreditation requires 80% first time pass rate.

Table 4

Respiratory Therapy

	Program Graduates	CRT*	RRT**
2013	10	10	3
2014	7	6	1
2015	11	6	3
2016	4	4	2
2017	10	8	4

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

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

***COARC accreditation requires 80% ultimate pass rate for the CRT

Table 5

Diagnostic Medical Sonography

Academic Year/Cohort	# of Testers/ Abdomen	Passed / Abdomen	# of Testers/ OB/Gyn	Passed / OB/Gyn	# of Testers/ Vascular	Passed / Vascular	# of Testers/ Physics	Passed/ Physics
2013 (Co 1, 5 students)	5	4	3	2	2	2	5	5
2014 (Co 2, 6 students)	4	4	3	3	4	3	6	6
2015 (Co 4, 5 students)	3	3	2	2	4	4	4	4
2016 (Co 4, 7 students)	3	2	2	2	4	3	7	7
2017	5	5	0	0	5	3	4	4

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

Table 6

Physical Therapist Assistant

	# of Testers	Passed	%
2013 (Cohort 2)	20	18	90.0%
2014 (Cohort 3)	19	13	68.4%
2015 (Cohort 4)	21	19	90.5%
2016	No Cohort		
2017 (Cohort 5)	16	13	81.3%
Two Year Sum (15&17)	37	32	86.5%*

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

Table 7

Dental Assisting

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

	# of Graduates	# of Students Who Attempted DANB	# of Students Who Passed DANB	%
2013 (Cohort 1)	7	5	4	80%
2014 (Cohort 2)	8	7	3	42%
2015 (Cohort 3)	6	5	5	100%
2016 (Cohort 4)	10	10	7	70%
2017 (Cohort 5)				

**Cohort 4 graduated in July 27, 2017 and students have not taken licensure exam yet. Results will be included in the 2018 Report of Student Learning*

Institutional Level Assessment

In 2010, KBOR approved a 10-year strategic agenda for the state’s public higher education system called Foresight 2020. This plan includes long-range achievement goals that are measurable. The Collegiate Assessment of Academic Proficiency (CAAP) is the instrument we utilize to meet KBOR’s expectations.

Students enrolled in English Composition I courses will take the CAAP (Table 8) writing test as a requirement of the course.

Students enrolled in their first non-developmental math course, including College Algebra or Math for Education courses will take the CAAP (Table 9) Mathematics test as a requirement of the course.

Students enrolled in their first LCC science course will take the CAAP (Table 10) Science Reasoning test as a requirement of the course.

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

Table 8

Academic Year 2016 Assessment Results: CAAP

CAAP – Writing

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal - 0.5 SD of Ntl Mean
2013	268	60.7	5.0	61.5	4.9	Met
2014	204	59.7	4.5	62.3	5.0	Met
2015	249	59.7	4.5	61.3	4.9	Met
2016	274	61.1	4.6	61.0	4.9	Met
2017	296	60.7	5.3	60.8	4.8	Met

*Writing Assessment: 171 students scored at or above the national mean out of 296 tests.

Table 9

CAAP – Math

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal - 0.5 SD of Ntl Mean
2013	163	57.9	2.5	56.1	3.5	Met
2014	119	59.6	3.6	57.3	3.9	Met
2015	102	57.5	2.6	56.0	3.6	Met
2016	145	58.4	3.1	56.1	3.5	Met
2017	123	58.9	2.6	56.1	3.5	Met

*Math Assessment: 115 students scored at or above the national mean out of 123 tests .

Table 10

CAAP – Science Reasoning

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal -0.5 SD of Ntl Mean
2013	259	58.9	4.4	59.2	4.1	Met
2014	199	58.4	3.4	60.2	4.7	Met
2015	62	59.9	4.2	59.2	4.2	Met
2016	108	58.5	3.8	59.1	4.2	Met
2017	92	59.4	4.0	59.1	4.1	Met

*Science Reasoning Assessment: 43 students scored at or above the national mean out of 92 tests.

CAAP Total 2017

Writing Assessment: The LCC mean for the 296 students who took the CAAP writing assessment and scored within the .5 standard deviation of the national mean which met the set goal.

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

Science Reasoning: The LCC mean for the 92 students who took the CAAP science reasoning assessment and scored within the .5 standard deviation of the national mean which met the set goal.

Instructional Committees That Impact Instructional Outcomes and Assessment

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 C&I committee focused on student learning and academic success by reviewing catalog changes, revising course outcomes and competencies and aligning program processes. The following courses were added to the General Educations Electives: Network+ Exam Review, Security+ Exam Review, Operating Systems, CompTIA A+ Exam Review, Server+ Exam Review, Intro to Graphic Design, Human Services Orientation, Human Services Ethics, Case Management in Human Services I, Community Resources & Issues in Human Services, and Social and Cultural Diversity and Inequality. These courses were revised: Organic Chemistry I and II course content, description, and course outcomes, the concentration requirements for Graphic Design Technology,

Distance Ed Committee Support of the Strategic Plan FY2017

In the 2016-2017 academic year the Distance Education Committee approved the offering of the following online/hybrid courses: OTEC 140: Business English, CHEM 124: College Chemistry I, and ENGL 219: Film Appreciation. The Distance Education Committee reviewed and when necessary made revisions to the Online Handbook, the Online Course Evaluation Rubric, and the Online Teaching Course. It promoted internal communication by releasing immediately after each meeting a summary of what happened at that meeting. These summaries are emailed to all faculty and staff. Once approved, the minutes are also emailed to all faculty and staff. The committee spent considerable time discussing some of the features and problems with the Jenzabar LMS. Features discussed included things such as: Course Calendars feature in RedZone, changes to rules for making assignments available in RedZone, ongoing updates of the RedZone LMS, the impact of new HLC guidelines for online and hybrid courses, effective communication of tech support contact information to students, the use of Synchronous discussion software in online courses and the Online Meetings feature in RedZone, meaningful ways of communicating in the course schedule whether or not students enrolled in online courses will have to come on campus, the new updated eLearning Faculty Guide, The Test Analysis feature in RedZone, providing continued training to online instructors and students, and the pros and cons of OER resources. In the 2016-2017 academic year the Distance Education Committee investigated LCC's compliance with the C-RAC Interregional Guidelines for the Evaluation of Distance Education as a part of LCC's entrance into a SARA agreement with the State of Kansas. It offered advice to the Library on the logistics of a Distance Ed survey they wanted to conduct with online students. It discussed different possible means of improving retention. It continued to explore the best use of the College's resources in providing online education by continuously evaluating online platforms and seeking to find a way to utilize human, physical, technological, and fiscal resources effectively.

Instructional Outcomes Assessment Committee

The Outcomes and Assessment Committee completed the Report of Student Learning for Academic Year 2016 – 2017. It will be presented for approval by the board at their October meeting.

Library Committee: The Labette Community College Library Committee met most months last year. The goal of the committee is to act as a liaison between the library and the academic departments on campus. It is a conduit to provide information to the departments and to get the needs of the departments communicated back to the library. The Committee is also in charge of judging the annual Paper of the Year contest papers.

This past year, the Committee communicated the updates of the moving process, contacted state and federal legislatures about the possible cutting of LSTA funds, which provide most of the databases the library uses, and made suggestions for the library. Next year, the Committee plans to do the more of the same but also wants to apply for grants from the Walmart Corporation and from the Parsons Community Foundation to supplement the library funding that has been cut to meet campus wide budget cuts for many years.

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.

Follow-Up on Academic Year 2017 Recommendations

Recommendations	Follow-Up Report
1. In conjunction with HLC recommendations for the mid-cycle review (two years hence), LCC will utilize a coordinated software package to help us transition to an institutional effectiveness model that allows for regular dissemination, examination, and communication of data to the entire campus.	LCC has adapted current software to identify curricular areas of weakness. These areas will be targeted for improvement.
2. Utilize program outcomes' results to satisfy Kansas Board of Regent's Foresight 2020 Student Learning Assessment.	KBOR informed us this report will no longer be required.

Recommendations for Academic Year 2018 include:

1. In conjunction with HLC recommendations for the mid-cycle review (two years before), LCC will identify curricular areas of weakness, establish new benchmarks, and re-evaluate at the end of the 2017-2018 Academic Year as part of our institutional effectiveness model.
2. Labette Community College will look into starting two new programs. These programs will include a Welding and Human Service Program.

Appendices: Brief Recent History of Instructional Assessment at LCC

In 2012, the faculty implemented an assessment process, whereby Course Outcomes were used as metrics for student learning. The state of Kansas began the Core Indicator process for higher education intended to support the idea of “seamless” transfer for students who planned to transfer to any Kansas Board of Regent’s institution. Student Learning Outcomes (SLOs) were established in 2012. LCC students were assessed to determine how well LCC was satisfying the SLOs. In 2014, Program Outcomes were established. In 2016, a few programs began measuring student success based upon these Program Outcomes.

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

Academic Year 2012

- CAAP assessment for Writing, Math, and Science Reasoning Fall and Spring: 819 CAAP assessments administered.
- Work Keys 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 in-services.
- 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 in-service 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.
- Work Keys assessment for Math; 59 assessments administered.
- Faculty members linked Course Outcomes to Student Learning Outcomes.
- Completed the second of three years in the Higher Learning Commission Academy for Assessment of Student Learning project.
- Gathered data from all faculty through College-Level Writing Matrix for fall and spring.
- Several faculty representing various disciplines attended Core Outcomes meetings at K-State.

Academic Year 2014

- CAAP assessment for Writing, Math, and Science Reasoning Fall and Spring; 522 CAAP assessments administered.
- Work Keys assessment for Math; 22 assessments administered.
- Faculty members linked Course Outcomes to Program Outcomes. Electronic links incomplete.
- Completed the third of three years in the Higher Learning Commission Academy for Assessment of Student Learning project.
- Gathered data from all faculty through College-Level Writing Matrix for fall and spring.
- Several faculty representing various disciplines attended Core Outcomes meetings at K-State.

Academic Year 2015

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

Academic Year 2016

- CAAP assessment for Writing, Math, and Science Reasoning Fall and Spring; 527 CAAP assessments administered.
- Several faculty representing various disciplines attended Core Outcomes meetings at Johnson County Community College.
- Collected and reviewed Written and Oral Communication's data.
- Full time, part time, and concurrent faculty met and discussed curriculum in Breakout Sessions during the Fall 2015 and Spring 2016 In-services.
- Full time faculty members have created and currently maintain an electronic Resource Room which aids in the communication between full time and adjunct instructors within each discipline.

Academic Year 2017

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