



Labette
Community College

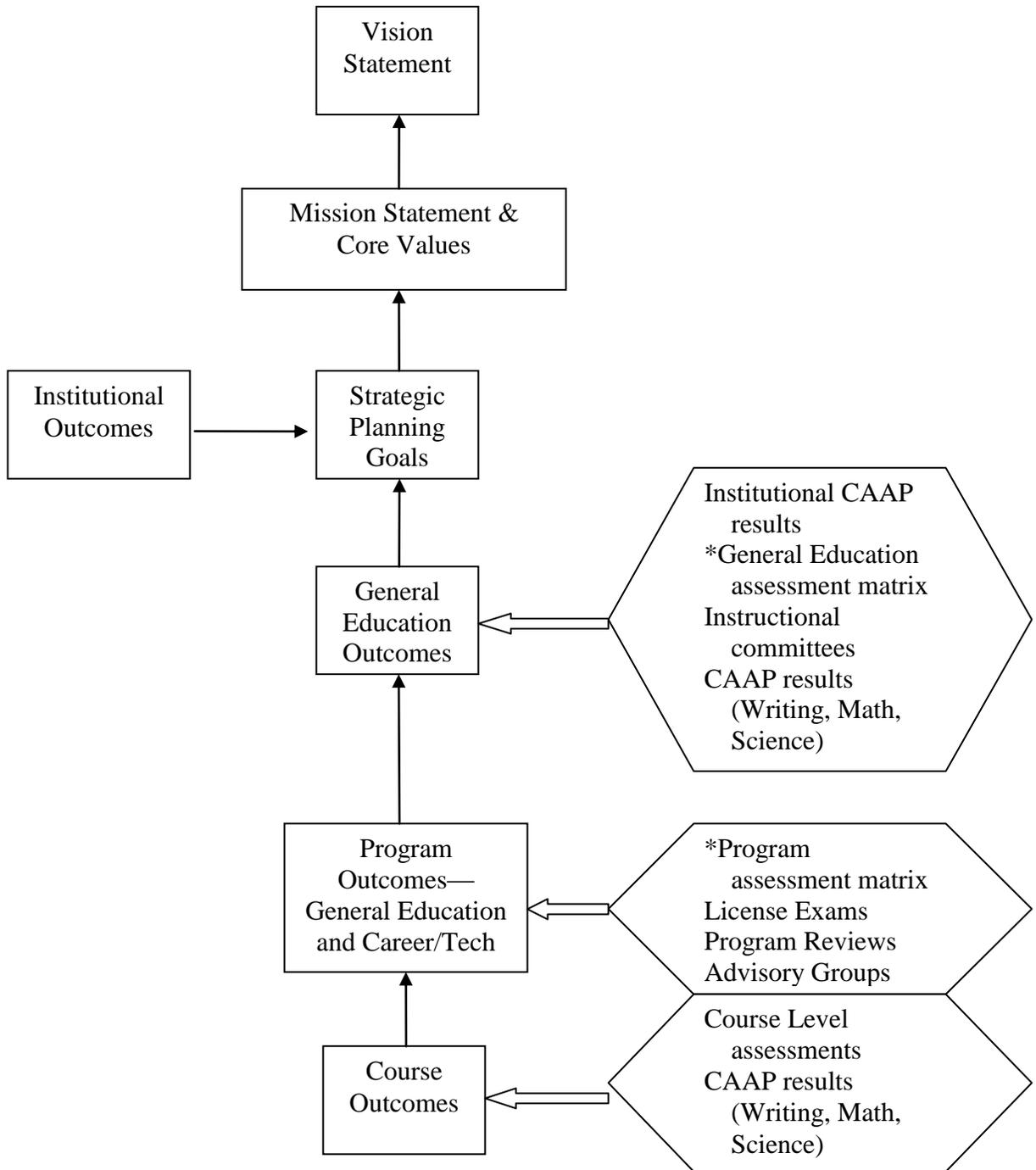
**Report of Student
LEARNING At
LCC
Fall 2010**

For Fiscal Year 2010

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Labette Community College
 Instructional Assessment Process
 2010-2011



* Under development

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

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. Labette Community College has clearly stated general education outcomes. Course level outcomes and competencies are used to assess the overall effectiveness of our instructional mission. Labette Community College incorporates outcomes assessment as part of the strategic planning process. Outcomes assessment is not used for teacher evaluation but is part of program review.

To ensure that Labette Community College is fulfilling its stated academic mission and core values, the goals of the assessment program are:

1. Improving the teaching and learning process in each course and program.
2. Increasing accountability to those whose interests are served by Labette Community College.
3. Linking instructional outcomes and competencies with the College educational support services.

Instructional Assessment

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

1. Improving the teaching and learning process in each course and program

1A. Course Level Assessment

1A-1 **Course syllabi specify common course outcomes for each course offered by LCC.** Faculty submit Outcomes Assessment Reports and improvement plans each semester.

(see Appendix 1 for form)

1A-2. Instructional Office produces the **Course Assessment Chart** each semester.

1A-3 The **Course Assessment Charts** are reviewed by departments on an annual basis. A summary of findings and recommended changes is returned to the Instructional Office for their files.

Review will take place January 2011.

1B. Program Level Assessment

1B-1 Instructional programs will link the program outcomes to specific course outcomes in core program courses through the **Program Matrix**.

On file electronically. (see Appendix 2 for form)

1B-2 A **Program Level Chart** will be compiled each year by the Instructional Office from the **Course Assessment Charts** and be reviewed by program faculty each spring. A **Program Assessment Summary** will be submitted to the Instructional Office with a summary of findings and recommended changes.

Under development. First review will take place May 2011.

1B-3 Program results from outside certification and licensing examinations will be reported by the directors to the Instructional Office.

Radiography

American Registry of Radiologic Technologists National Comparison Report

Year	Group	Number	Mean	% Pass*
2005	LCC	26	86.9	100
2005	National	13200	84.8	89.4
2006	LCC	23	87.0	100
2006	National	14061	84.8	90.5
2007	LCC	21	86.0	100
2007	National	14142	84.7	90.8
2008	LCC	26	83.9	97
2008	National	14210	84.6	91
2009	LCC	19	83.5	95
2009	National	13762	84.8	91.4

**Results for first time student tests for national exam.*

Nursing

NCLEX Percent Pass Rates—1st Attempt

	Practical Nurse	Registered Nurse
May 2007	100	88
December 2007	100	92
May 2008	100	80
December 2008	100	75
May 2009	100	96
December 2009	100	82
May 2010	100	92

Respiratory Care

	Program Graduates	CRT*	RRT**
2004	13	12	10
2005	14	9	3
2006	19	14	6
2007	17	14	6
2008	10	9	4
May 2009	15	22	6
Dec. 2009	18	7	0

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

***Registered Respiratory Therapist required within three years*

1C. Program Reviews

- 1C-1 Review all programs on a five-year cycle
Program Reviews for Biology, Communication, Education, History/Geography/Political Science, and Office Technology were completed and presented to the Board of Trustees during FY 2010.
- 1C-2 Generate summary reports with strengths, weaknesses, recommendations, and improvement plans
- 1C-3 Incorporate program review Action Plans into the Operational Plans.
Action Plan items will be incorporated into 2012-2015 Operational Plans.

1D. Institutional Level Assessment

- 1D-1 Students enrolled in English Composition I courses will take the CAAP (Collegiate Assessment of Academic Proficiency) 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 to evaluate the LCC General Education Outcomes for Communication, Mathematics, and Science Reasoning.

***FY2010 Assessment Results
CAAP and WorkKeys***

CAAP - Writing

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal - 1 SD of National Mean
2005	40	64.0	3.8	62.3	4.7	Met
Goal changed - 0.5 SD of National Mean						
2006	39	61.7	4.5	62.3	4.7	Met
2007	32	62.6	5.3	62.2	4.8	Met
2008	46	62.7	5.2	62.1	4.8	Met
2009	31	62.7	5.3	62.0	4.8	Met
2010	327	61.3	4.9	62.0	4.8	Met

CAAP - Math

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal - 1 SD of National Mean
2005	39	56.1	3.3	56.1	3.6	Met
Goal changed - 0.5 SD of National Mean						
2006	38	56.1	3.7	56.1	3.6	Met
2007	36	55.9	2.9	56.1	3.6	Met
2008	44	54.8	3.9	56.2	3.5	Met
2009	30	55.7	2.9	56.2	3.6	Met
2010	242	57.5	3.6	56.1	3.5	Met

CAAP – Science Reasoning

Year	# of Test Takers	Local Mean	Local SD	National Mean	National SD	Goal - 1 SD of National Mean
2005	37	60.3	4.0	59.0	4.1	Met
Goal changed - 0.5 SD of National Mean						
2006	38	58.3	4.2	59.1	4.1	Met
2007	33	59.0	3.2	59.1	4.1	Met
2008	44	58.0	3.6	59.2	4.1	Met
2009	31	60.5	4.9	59.2	4.1	Met
2010	281	59.0	3.8	59.2	4.1	Met

Total 2010

Writing Assessment: 158 students scored at or above national mean out of 329 tests (48%)

Math Assessment: 151 students scored at or above national mean out of 240 tests (63%)

Science Reasoning Assessment: 127 students scored at or above national mean out of 285 tests (63%)

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
2005	92	3 to 7	5.5	.93	92%	Met
2006	86	3 to 7	5.4	1.0	92%	Met
2007	104	3 to 7	5.5	.90	86%	Met
2008	112	3 to 7	5.3	1.2	88%	Met
2009	91	3 to 7	5.5	.89	97%	Met
2010	65	3 to 7	4.55	.95	83%	Met

1D-2 Instructional programs will link the seven institutional general education outcomes (Communication, Mathematics, Critical Thinking and Problem Solving, Science Reasoning, Computing, Humanities, and Social Science) to specific course outcomes in general education courses on the **Course Outcome to General Education Outcome Chart**.

On file electronically. (see Appendix 3 for form)

1D-3 A **General Education Matrix** will be prepared that shows the linkage between all course outcomes to the general education outcomes. The Instructional Office will create a **Course Assessment Chart** 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 **Course Assessment Chart** review. The committee will also review the **Program Assessment Summaries** and other program assessment results.

Under development. Will be available for review Fall 2011.

1D-4 The Instructional Outcomes and Assessment Committee will prepare a **Report of Student Learning**. The report will summarize committee findings and recommendations based on their review of the **Course Assessment Chart**, the **Program Assessment Summaries** and other program assessment results. It will also summarize committee findings and recommendations based on their review of the CAAP and WorkKeys test results and other institutional data.

1E. Instructional Committees That Impact Instructional Outcomes and Assessment (taken from the FY 2010 Annual Report)

1E-1 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.

1E-2 Distance Education Committee

The Distance Education Committee reviewed all new online courses to ensure academic integrity so that student learning is enhanced.

1E-3 Enrollment Management Committee

The Enrollment Management Committee worked with the various offices on campus to make raw data and various reports available/accessible thru the Jenzabar system. The committee encouraged faculty and staff participation on

various committees that focused on student learning and outcomes, such as program reviews.

1E-4 Retention Committee

The Retention Committee analyzed LCC's efforts to retain students to meet their educational goals. The committee implemented the Community College Survey of Student Engagement (CCSSE) to gather data from students about attitudes towards issues that affect retention.

1E-5 Instructional Outcomes Assessment Committee

The Instructional Outcomes and Assessment Committee evaluated the results of last year's exit testing results. The committee analyzed the existing assessment system as it applies to CTE programs and is considering ways to better incorporate those programs into the institutional assessment plan. The committee implemented a revised institutional assessment plan that will improve the use of currently collected data to provide course-level, program-level, and institutional-level assessments. The committee began the use of the writing, math, and science CAAP assessments to provide nationally-normed data as part of the LCC assessment plan.

1E-6 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.

1E-7 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.

1E-8 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.

1F. Strategic Planning

1F-1 President's 5 year Vision

1F-2 Academic Affairs 5 year Divisional Support Vision

1F-3 Student Affairs 5 year Support Vision

1F-4 Finance and Operations 5 year Support Vision

1F-5 Departmental Operational Goals for FY 2011, 2012, and 2013

2. Increasing accountability to those whose interests are served by Labette Community College

2A. Student Satisfaction Inventory

2A-1 Noel-Levitz survey data pertaining to student satisfaction with faculty and instruction (odd years)

2A-2 Community College Survey of Student Engagement (CCSSE) report on student engagement (even years)

CCSSE was administered for the first time during spring 2010. Results will be evaluated by the Outcomes and Assessment Committee, the Retention Committee, and other departments throughout FY 2011.

CCSSE Results for LCC (Spring 2010)

		Your College	Small Colleges		2010 Cohort	
	Benchmark	Score	Score	Difference	Score	Difference
All Students	Active and Collaborative Learning	50.0	51.2	-1.2	50.0	-0.0
All Students	Student Effort	45.8	50.8	-5.0	50.0	-4.2
All Students	Academic Challenge	49.2	50.2	-1.1	50.0	-0.8
All Students	Student-Faculty Interaction	48.2	51.6	-3.3	50.0	-1.8
All Students	Support for Learners	47.0	51.3	-4.3	50.0	-3.0

Areas of Highest Student Engagement:

Active and Collaborative Learning:

Asked questions in class or contributed to class discussions.

Made a class presentation.

Participated in a community-based project as a part of a regular course.

Student Effort

Prepared two or more drafts of a paper or assignment before turning it in.

Academic Challenge

Synthesizing and organizing ideas, information, or experiences in new ways.

Number of written papers or reports of any length.

Higher number of students who responded that examinations have challenged them to do their best work.

Student-Faculty Interaction

Used email to communicate with an instructor.

Support for Learners

Providing financial support needed to afford an education.

Areas of Lowest Student Engagement:

Student Effort

Number of books read for personal enjoyment or academic enrichment (not assigned).

Frequency of peer or other tutoring.

Frequency of skills labs (writing, math, etc.)

Frequency of computer lab

Student-Faculty Interaction

Talked about career plans with an instructor or advisor.

Support for Learners

Frequency of academic advising/planning.

Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

Providing the support needed to thrive socially.

Frequency of career counseling.

2B. External Advisory Committees

2B-1 Advisory Committee surveys and recommendations

2C. Graduate Surveys

2C-1 Student satisfaction survey of general education program

2C-2 Vocational Graduate surveys

2C-3 Graduate employer surveys

2C-4 Career and Technical Education Reporting System (CaTERS) reports

2D. Transfer student data at 4 year Institutions

2D-1 Compare results of LCC transfer students to in-house Regent university students through the annual KBOR Transfer Report

***KBOR Transfer Feedback Report
2006-2008 Excerpts****

	2006	2006	2006	2007	2007	2007	2008	2008	2008
	#	Avg Term GPA-- New	Avg Term GPA— Cont.	#	Avg Term GPA— New	Avg. Term GPA— Cont.	#	Avg Term GPA — New	Avg Term GPA— Cont.
LCC to ESU						2.36	6	3.22	2.82
ESU Students		2.77	2.89		2.78	2.94		2.77	2.91
LCC to FHSU			3.10			3.25			3.39
FHSU Students		2.41	2.83		2.50	2.80		2.46	2.82
LCC to KSU	10	2.35	2.75	6	2.79	2.78	9	2.02	2.69
KSU Students		2.70	2.78		2.64	2.75		2.54	2.80
LCC to PSU	39	3.20	3.27	41	2.88	3.21	41	3.12	3.12
PSU Students		3.02	3.01		2.91	3.03		2.88	3.01
LCC to KU Students	7	2.78	3.03	13	3.36	3.06	9	2.39	3.00
KU Students		2.74	2.99		2.72	3.02		2.72	3.04
LCC to WSU				8	2.79		7	2.23	3.23
WSU Students					2.68	2.92		2.63	2.95

**Based on KSPSD data submitted to KBOR*

3. Linking instructional outcomes and competencies with the College educational support services

3A. Grant Writing

- 3A-1 Student support grants
- 3A-2 Faculty development grants
- 3A-3 Technology grants

3B. Resource Management

- 3B-1 Budget process
- 3B-2 Faculty development
- 3B-3 Instructional technology procurement and maintenance

3C. Instructional Technology Resources

- 3C-1 Computer support
- 3C-2 Technology plans
- 3C-3 Computer labs
- 3C-4 Classroom instructional technology

3D. Student Success Center

- 3D-1 Testing services
- 3D-2 Tutorial services
- 3D-3 Computing services
- 3D-4 Services for students with disabilities
- 3D-5 GED and ABE
- 3D-6 Operation Excel

3E. Instructional Media Center

- 3E-1 Faculty and staff technology training
- 3E-2 Faculty support services
- 3E-3 Software evaluation
- 3E-4 Innovative concept dissemination
- 3E-5 Audio-visual support

3F. LCC Library

- 3F-1 Printed materials
- 3F-2 Video media
- 3F-3 Computer/Web databases
- 3F-4 Research Assistance

Course Level Assessment

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

1. Outcomes and Competencies

- An outcome is a general learning goal to be achieved by the end of the course. A typical course will have three to five outcomes.
- A competency is a specific and measurable task, project, or skill that supports a given outcome. Successful completion of the competency should provide evidence that the outcome has been achieved. Competencies should emphasize the highest learning level whenever possible using Bloom's Taxonomy.
- Each course will have outcomes and 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 has multiple ways of measuring 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. Minimum performance levels that can be quantified must be at 70% or greater.

3. Analysis

- Upon completion of the course, the instructor completes an Outcomes Assessment Report. Directions can be found in the Faculty Handbook.
- The instructor analyzes the compiled data and develops a course improvement plan, which is part of the Outcomes Assessment Report. Minimum components of the plan include:
 - **What** you plan to change.
 - **Why** the change is needed.
 - **How** you think this change will improve the instruction, curriculum, and/or learning process.
 - **How** you plan to assess if this change is doing what you intended for it to do.
- Outcomes Assessment Reports are submitted to the Instructional Office through the web based form.

4. Feedback

- The academic departments review the Course Assessment Charts for the courses in that department annually. The Course Assessment Charts will include data for the past five years when available.
- A **Course Assessment Summary** of findings and recommended changes is returned to the Instructional Office for their files.
- Any improvements requiring institutional change or additional resources will be incorporated into the department's Operational Plans.

Program Level Assessment

The program faculty will establish Program Level Outcomes for each program listed in the catalog. The faculty will develop a **Program Matrix**, linking the outcomes for the program to the course outcomes identified for core program courses, which will be collected and stored by the Instructional Office. A **Program Level Chart** will be compiled each year by the Instructional Office from the **Course Assessment Charts** and will be reviewed by program faculty each spring. A **Program Assessment Summary** of findings and recommended changes will be submitted to the Instructional Office for their files and will be reviewed by the Instructional Outcomes and Assessment Committee.

General Education Assessment

The Instructional Outcomes and Assessment Committee, with input from the Labette Community College faculty, established the general education outcomes for all students. These outcomes focus on the areas of: Communication, Mathematics, Critical Thinking and Problem Solving, Science Reasoning, Computing, Humanities, and Social Science.

The Labette Community College general education faculty identifies courses that address the General Education Outcomes. Lead faculty/departments annually review the Master Syllabus for each general education course and make changes as appropriate. Referring to the outcomes from the syllabus, competencies that are substantially significant to the course content are indicated using the Labette Community College **Course Outcome to General Education Outcome Chart**. Further, lead faculty/departments list major student activities and assessment tools that lead to each identified outcome/competency. Forms and instructions are updated and distributed annually to all faculty via the Faculty Handbook. Forms and instructions can also be found in the LCC Public Folders.

History of Instructional Assessment at LCC

Fiscal Year 1993

- Outcomes assessment becomes part of LCC Mission Statement.
- Outcomes and Assessment Committee established to formulate an instructional assessment plan.

Fiscal Year 1994

- Faculty introduced to outcomes assessment at Fall Inservice.
- Work begins on Outcomes Assessment including presentations by experts and collaboration with other colleges.
- Information from many sources including NCA are gathered and distributed first with Outcomes Assessment Committee then LCC faculty.
- Members of Committee, in conjunction with division chairs work on developing a process for writing course outcomes.
- Plans made to explain process and request a first draft of outcomes for courses/programs with full time faculty during division meetings in the fall.

Fiscal Year 1995

- Student outcomes assessment is major topic at fall inservice.
- Faculty told about the process during division meeting.
- In September, Faculty completes first draft on course outcomes, measures, evaluation of measures, and plans to improve teaching and learning and pass on to Outcomes Assessment Committee.
- Draft of *Plan For Assessment* completed and ready for review by Dean's Council. Later the draft is circulated to faculty for comment.
- Assessment continues to be important topic at spring inservice.
- Work continues on *Plan to Assess Student Learning* using faculty input.
- The *Plan to Assess Student Learning* is submitted to NCA and is approved.

Fiscal Year 1996

- Full-time faculty continues to work on drafting outcomes for each course.

Fiscal Year 1997

- Time provided during fall and spring inservice to allow work on outcomes assessment.
- All course syllabi contain section titled "Student Learning Outcomes" to reflect change in paradigm.
- Outcome reports for Fall 1996 for courses taught by full-time faculty are due at the end of the outcomes work day for Spring Inservice.
- Faculty are asked to use outcomes assessment as part of planning for budget requests.

Fiscal Year 1998

- Outcomes Assessment Committee has been dormant so the Outcomes/Institutional Effectiveness Committee is formed to work on instructional assessment.
- Outcomes assessment reporting continues for full-time faculty.

Fiscal Year 1999

- Outcome assessment procedure is added to *Adjunct Faculty Handbook* and presented at the adjunct faculty inservice meeting. Adjunct faculty now required to complete outcome assessment forms.
- The Outcomes/Institutional Effectiveness Committee becomes the Institutional Outcomes Assessment committee and begins work on reviewing the timeline outlined in the *Plan to Assess Student Learning*.
- The Institutional Outcomes Assessment Committee and Curriculum and Instruction Committee develop the Master Course Syllabus. The purpose of the Master Course Syllabus is to provide uniform structure for all syllabi, including outcomes and competencies.
- A monitoring report is filed with NCA on March 1, 1999. It includes updates on outcomes assessment.

Fiscal Year 2000

- The state of Kansas begins the Core Indicator process for higher education. The Institutional Outcomes Assessment Committee is assigned to help with this task.
- LCC Faculty Departments (Math, English, Biology, Psychology, History, Sociology) participate in Common Course Core Outcomes and Competencies meetings in Wichita to establish statewide outcomes and competencies in common general education and developmental level courses.
- All faculty continue to submit outcomes assessment reports to appropriate associate deans that includes feedback plans to improve teaching and learning in their courses.
- Outcome assessment workday during inservice week continues.
- Outcomes assessment continues to play part in budget planning.

Fiscal Year 2001

- All faculty continue to submit outcomes assessment reports to appropriate associate deans. Reports include feedback plans to improve teaching and learning in their courses.
- Outcome assessment workday during inservice week continues.
- Outcomes assessment continues to play part in budget planning.
- Math, English, Biology, Psychology, History, Sociology faculty attend Common Course Core Outcomes and Competencies meetings in Wichita (one meeting each semester).
- The Institutional Outcomes and Assessment Committee begins work on the General Education component of LCC's assessment process.
- The Institutional Outcomes and Assessment Committee, in conjunction with other members of the LCC staff, the Dean of Instruction, and the College President begins work on the Institutional Improvement Plan to support the State Core Indicators (2000-1) as part of Kansas Senate Bill 345.
- The Institutional Improvement Plan to support the State Core Indicators submitted to the LCC Board of Trustees and then to the Kansas Board of Regents.

Fiscal Year 2002

- All faculty continue to submit outcomes assessment reports to appropriate associate deans. Reports include feedback plans to improve teaching and learning in their courses.
- Outcome assessment workday during inservice week continues.
- Outcomes assessment continues to play part in budget planning.
- General education faculty attend Common Course Core Outcomes and Competencies meetings in Wichita (one meeting each semester).
- The Institutional Outcomes and Assessment Committee begins review of assessment tests and models for general education courses.
- Students in vocational programs take WorkKeys assessment tests for the first time to gather baseline information about reading, listening, and applied math.

Fiscal Year 2003

- Outcomes assessment reporting, the outcomes assessment workday, and participation in the Core Competencies meetings continue.
- The Institutional Outcomes and Assessment Committee recommends adoption of CAAP and broader use of COMPASS tests for assessment purposes beginning in Spring 2003.
- The Institutional Outcomes and Assessment Committee revises the general education criterion from the LCC Catalog and *The Plan to Assess Student Learning* and drafts a set of initial outcomes and competencies. These are reported to faculty at the Fall 2002 in-service.
- The Institutional Outcomes and Assessment Committee produces a draft syllabus summary form to begin tracking support courses for the new general education criterion, outcomes, and competencies.
- The general education criteria and outcomes and the syllabus summary form are reviewed and used in a trial run during the CARD Day in-service.
- During Spring Inservice final versions of Syllabus Chart Forms are circulated to full-time general education faculty.
- General education faculty are asked to complete a Syllabus Form Chart for all courses being taught in Spring 2003 and for any new courses to be taught in 2004-2005.
- CAAP exit assessment tests taken for the first time by students anticipated to graduate in Spring 2003 with any non-vocational degree. Science Reasoning, Critical Thinking, Reading, Math, and Writing are the 5 sections tested.

- Students in vocational programs graduating in 2003 take WorkKeys assessment tests for reading, listening, and applied math.
- Institutional Outcomes and Assessment Committee continues work on instructional assessment, specifically General Education Outcomes.
- Institutional Outcomes and Assessment Committee drafts a purpose statement that includes a change of name to Instructional Outcomes and Assessment Committee to better describe work done by the committee.

Fiscal 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.

Fiscal 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.

Fiscal 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 Associates 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.

Fiscal 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.

Fiscal Year 2008

Fall 2007

- 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.

Spring 2008

- 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).

Fiscal Year 2009

Fall 2008

- 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.

Spring 2009

- 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.

Fiscal Year 2010

Fall 2009

- 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.

Spring 2010

- 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.

Discussion of 2010 FY Data

CAAP Assessment Results

CAAP assessments in Writing, Math, and Science Reasoning were administered to many more students than in previous years, allowing our results to have more validity than in previous years. Results in Writing, Math, and Science Reasoning show that our students met the institutional goal of scoring within 0.5 SD of the National Mean.

WorkKeys Applied Math Results

WorkKeys assessment in Applied Math was administered to a slightly smaller group of students than in previous years. Results show that 83% of students taking the assessment scored at or above the target goal for their occupation. This percentage meets the institutional goal but is a 14% drop from the previous year. The committee will investigate possible reasons for this drop.

Outcomes Assessment Data Collection

The course-level outcomes assessment process seems to be working well as a web-based form. However, the use of that system to gather data concerning Program level and General Education assessment has not been implemented yet. A trial of the General Education assessment process is planned for January 2011 Inservice in hopes of having the system fully operational at the end of FY 2011. Better training of adjunct and full-time faculty is still needed to assure validity of the data.

CCSSE Results

Since this is the first time that LCC has utilized the Community College Survey of Student Engagement, there are no previous results to compare. However, when comparing LCC results to the national results, the area of most concern is in "Student Effort," which shows LCC 4.2% below the national mean and 5.0% below the mean for small community colleges. The Institutional Outcomes Assessment committee, Retention committee and other institutional groups will be examining the results to address areas of concern.

KBOR Transfer Feedback Report

Data concerning LCC student GPA's when they transfer to a Kansas Board of Regent's university is now available for three years. Results show that LCC students earn GPA's that are comparable to other students attending those institutions.

Recommendations for FY 2011

1. Evaluate effectiveness of new testing procedures for CAAP exams.
2. Examine the WorkKeys test results to identify possible reasons for 2010 scores.
3. Discuss placing CAAP and WorkKeys scores on student transcripts.
4. Analyze CCSSE result and make recommendations for possible institutional actions to address areas of concern.
5. Implement new data collecting system for Program and General Education outcomes.
6. Examine options, such as extended workshops or online training, for improved training of course outcomes for full-time and adjunct faculty.
7. Continue discussion of adding Institutional, Instructional, and/or Career/Technical goals.

Recommendations/Follow-Up Report For Outcomes Assessment Program for FY 2010

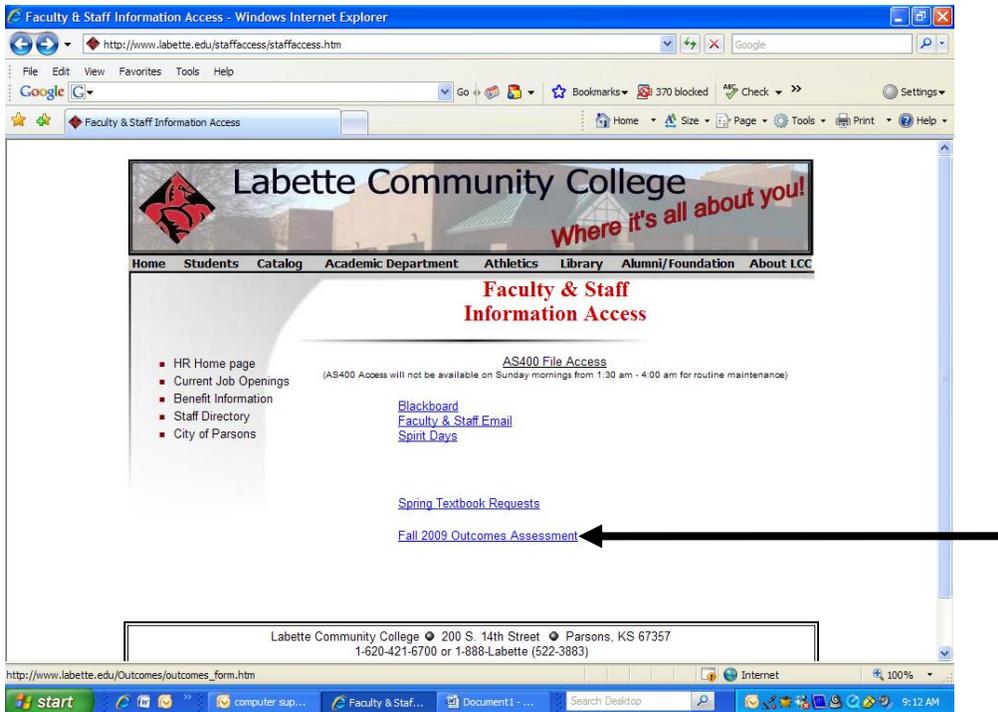
Recommendations	Follow-Up Report
1. Implement new testing procedures for CAAP exams by administering exam at the end of the relevant course.	1. Administered Fall and Spring semesters.
2. Implement new data collecting system so that course outcomes can be used to examine Program and General Education outcomes.	2. Revised course outcome system implemented. Will be used for Program and General Education outcomes in FY2011.
3. Improve training in the outcomes assessment process for full-time and adjunct faculty.	3. Discussed use of outcomes assessment reports at Fall 2010 inservice. Still need better training.
4. Discuss adding Institutional Goals and Career/Technical Goals to existing General Education Goals.	4. No decision made. Will continue discussion during FY 2011.

Recommendations/Follow-Up Report For Exit Assessment Testing in Fy2009

Recommendations	Follow-Up Report
1. Evaluate the use of the SAM (Simulated Applications Module) Training and Assessment Procedure as a pre-test and post-test in Computer Concepts and Application courses to assess computer skills of LCC graduates to replace the LCC Computer Skills test. SAM will be first used in Spring 2009.	1. Discontinued the use of SAM as recommended by the Computer Concepts and Application faculty.
2. Look at a way of placing CAAP and WorkKeys results on transcripts to promote a more serious approach to taking the tests.	2. Continue to examine.
3. Explore advantages/disadvantages of continuing to identify humanities/social science courses graduates have completed to “select” subtests graduates will take for the LCC exit exams.	3. Due to other changes made to the assessment system, this is no longer necessary.
4. Consider combining LCC exit exam subtests into a single exam.	4. Due to other changes made to the assessment system, this is no longer necessary.
5. Establish baseline scores for LCC generated exams by using first 3-years of data (Year 2).	5. Due to other changes made to the assessment system, this is no longer necessary.
6. Explore embedding exit exam questions into final exams for Humanities and Social Science courses.	6. Due to other changes made to the assessment system, this is no longer necessary.
7. Evaluate WorkKeys writing test for appropriateness. There are 3 writing exams: Business writing, writing, and technical writing. We are currently using business writing.	7. Due to other changes made to the assessment system, this is no longer necessary.

Appendix 1 *Outcomes Assessment Web Submission*

Go to <http://www.labette.edu/staffaccess/staffaccess.htm> and then click on the **Fall 2009 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 page title is "Outcomes Assessment Reporting". The form is divided into sections for "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 it blank if it’s a normal class

CE is for Continuing Education

CO is for Concurrent

On is for Online

VI is for Video

The image shows a screenshot of a course registration form with several fields and a dropdown menu. The fields are: Course Prefix (dropdown with 'ACCT'), Course Number (dropdown with '001'), Section Number (dropdown with '00001'), Course Identifier (dropdown menu), Course Name (text input), Term (dropdown with 'FA09'), and Course Credit Hours (text input). The Course Identifier dropdown menu is open, showing options: CE, CO, HY, ON, and VI. A mouse cursor is pointing at the CE option. Annotations with arrows point to the Course Number, Section Number, Course Identifier, and Course Name fields, and to the CE, CO, and HY options in the dropdown menu. The annotations are: 'Leave blank for a regular class' pointing to the Course Number field; 'ON- Online' and 'VI- Video' pointing to the ON and VI options; 'CE - Continuing Education' and 'CO- Concurrent' pointing to the CE and CO options; and 'CO- Hybrid' pointing to the HY option.

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 2
Sample Program Assessment Matrix

Education Program Assessment Matrix

Outcomes

1. Describe the role of teachers in K-12 education.
2. Describe the role of students in K-12 education.
3. Identify current issues in education.

Course Number	Course Name	Program Outcome I	Program Outcome 2	Program Outcome 3	Program Outcome 4
EDUC 104	Intro to Teach	CO1		CO3	CO2
EDUC 151	Child Lit	CO1		CO2	
EDUC 152	Child Music		CO3		CO1
EDUC 154	Art Ed	CO2	CO3		
GEOG 101	World Geog				CO1, CO3

Appendix 3

COURSE OUTCOME TO GENERAL EDUCATION OUTCOME CHART

Course Name and Number: _____

Please write the Course Outcome number that addresses the general education outcome. This document is designed to evaluate course content, not methods of instruction. To complete, determine if a competency is substantially significant to the content being taught. If the answer is "yes", the competency should be marked with CO#.

OUTCOME 1: Communication	
A. Demonstrate effective speaking skills.	
B. Demonstrate effective writing skills.	
C. Demonstrate effective listening and reading skills.	
D. Demonstrate effective group communication skills.	
OUTCOME 2: Mathematics	
A. Express quantitative ideas using the language and notation of mathematics.	
B. Collect, organize, or interpret numeric data through formulas, graphs, charts, or statistics in solving problems.	
C. Use appropriate technology to solve mathematical problems.	
OUTCOME 3: Critical Thinking And Problem Solving	
A. Apply research skills to gather, analyze, interpret, or evaluate information.	
B. Distinguish between fact and opinion.	
C. Distinguish between relevant and extraneous information.	
D. Recognize biases and fallacies in reasoning.	
E. Apply learned concepts and principles to identify or solve problems, or to create an original work.	
OUTCOME 4: Science Reasoning	
A. Understand and apply the scientific method.	
B. Perform experiments using the empirical methods of scientific inquiry.	
C. Understand the interrelationship between science and society.	
D. Demonstrate an understanding of nature and its interrelationships.	
OUTCOME 5: Computing	
A. Use computers to create, modify, retrieve, store or output files.	
B. Use the Internet to send or receive information.	
OUTCOME 6: Humanities	
A. Understand the influences affecting the human experience.	
B. Understand the role the humanities play in personal and cultural enrichment or in the growth or communication of ideas.	
C. Understand the relationships between the different fields, historical eras or movements within the humanities.	
OUTCOME 7: Social Science	
A. Understand the methodology and techniques of the social sciences in explaining individual or group behavior.	
B. Understand the history, structure, or function of various social, political, or economic systems.	
C. Understand implications of cultural diversity.	
D. Demonstrate awareness of the global community through examples of geographic, socio-cultural, economic, political, or historical components.	

Appendix 4
General Education Matrix
General Education Outcomes and Competencies
For Associate In Arts, Science, & General Studies Degrees

OUTCOME 1: Communication	Required General Education Courses Meeting the Competency	# of Gen Ed Courses Meeting the Competency
A. Demonstrate effective speaking skills.	Fundamentals of Speech	16
B. Demonstrate effective writing skills.	English Composition 1&2, Fundamentals of Speech	40
C. Demonstrate effective listening or reading skills.	English Composition 1&2, Fundamentals of Speech	34
D. Demonstrate effective group communication skills.	English Composition 1&2, Fundamentals of Speech	26
OUTCOME 2: Mathematics	Required General Education Courses Meeting the Competency	# of Gen Ed Courses Meeting the Competency
A. Express quantitative ideas using the language and notation of mathematics.	College Algebra	13
B. Collect, organize, or interpret numeric data through formulas, graphs, charts, or statistics in solving problems.	College Algebra	19
C. Use appropriate technology to solve mathematical problems.	College Algebra	15
OUTCOME 3: Critical Thinking And Problem Solving	Required General Education Courses Meeting the Competency	# of Gen Ed Courses Meeting the Competency
A. Apply research skills to gather, analyze, interpret, or evaluate information.	English Composition 2, Fundamentals of Speech	42
B. Distinguish between fact and opinion.	English Composition 1&2, Fundamentals of Speech	33
C. Distinguish between relevant and extraneous information.	English Composition 1&2, Fundamentals of Speech, College Algebra	28
D. Recognize biases and fallacies in reasoning.	English Composition 1&2, Fundamentals of Speech, Lifetime Fitness	28
E. Apply learned concepts and principles to identify or solve problems, or to create an original work.	English Composition 1&2, College Algebra	43

OUTCOME 4: Science Reasoning	Required General Education Courses Meeting the Competency	# of Gen Ed Courses Meeting the Competency
A. Understand and apply the scientific method.	All Natural & Physical Science elective courses include all of these competencies.	14
B. Perform experiments using the empirical methods of scientific inquiry.		12
C. Understand the interrelationship between science and society.		17
D. Demonstrate an understanding of nature and its interrelationships.		13
OUTCOME 5: Computing	Required General Education Courses Meeting the Competency	# of Gen Ed Courses Meeting the Competency
A. Use computers to create, modify, retrieve, store or output files.	English Composition 1&2,	32
B. Use the Internet to send or receive information.	English Composition 2, Fundamentals of Speech	21
OUTCOME 6: Humanities	Required General Education Courses Meeting the Competency	# of Gen Ed Courses Meeting the Competency
A. Understand the influences affecting the human experience.	All Humanities elective courses include all of these competencies.	38
B. Understand the role the humanities play in personal and cultural enrichment or in the growth or communication of ideas.		36
C. Understand the relationships between the different fields, historical eras or movements within the humanities.		32
OUTCOME 7: Social Science	Required General Education Courses Meeting the Competency	# of Gen Ed Courses Meeting the Competency
A. Understand the methodology and techniques of the social sciences in explaining individual or group behavior.	All Social and Behavioral Science elective courses include all of these competencies.	9
B. Understand the history, structure, or function of various social and behavioral sciences, and various political and economic systems.		20
C. Understand implications of cultural diversity.		27
D. Demonstrate awareness of the global community through examples of geographic, socio-cultural, psychological, economic, political, or historical components.		19