



**LABETTE**  
**COMMUNITY**  
**COLLEGE**

# **Report of Student Learning at LCC Fall 2021**

**For Academic Year 2020-2021 (AY21)**

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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.

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 are used to assess the overall effectiveness of our curriculum at the course, program, and institutional levels. LCC incorporates outcomes assessment as part of the program review process.

## Vision Statement

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

## Mission Statement

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

## Core Values

- **Student Learning:** Labette Community College makes every effort to provide collegial programs and services by providing a caring and qualified faculty/staff to assist all students and community members in attaining the foundational skills and knowledge essential for success in work and in life, in a supportive and accountable environment.
- **Education for a Globally Connected World:** Labette Community College promotes the diversity in our communities and our world by valuing the dignity, worth, and potential of all persons; by using diverse delivery methods and evolving technology; and by improving the communities we serve through civic engagement opportunities.
- **Continuous Improvement:** Labette Community College strives for continual institutional improvement through strategic planning, program and department reviews, outcome assessments, professional development, performance agreements, policy and procedure updates, and campus environment enhancement.
- **Integrity and Transparency:** Labette Community College operates in an environment of integrity and transparency through honest ethical practices, open communication, and accountability, for transactions with all constituencies.
- **Sustainability of the Institution:** Labette Community College encourages innovation and personal growth, maintains financial accountability, supports student retention and success, and plans strategically for the future, while adhering to state, federal, and governing agency guidelines.

## Student Learning Outcomes

Student Learning Outcomes (SLOs) are defined by LCC faculty as Knowledge, Critical Thinking, Communication, and Social Awareness. 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 at 80% or above, 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.

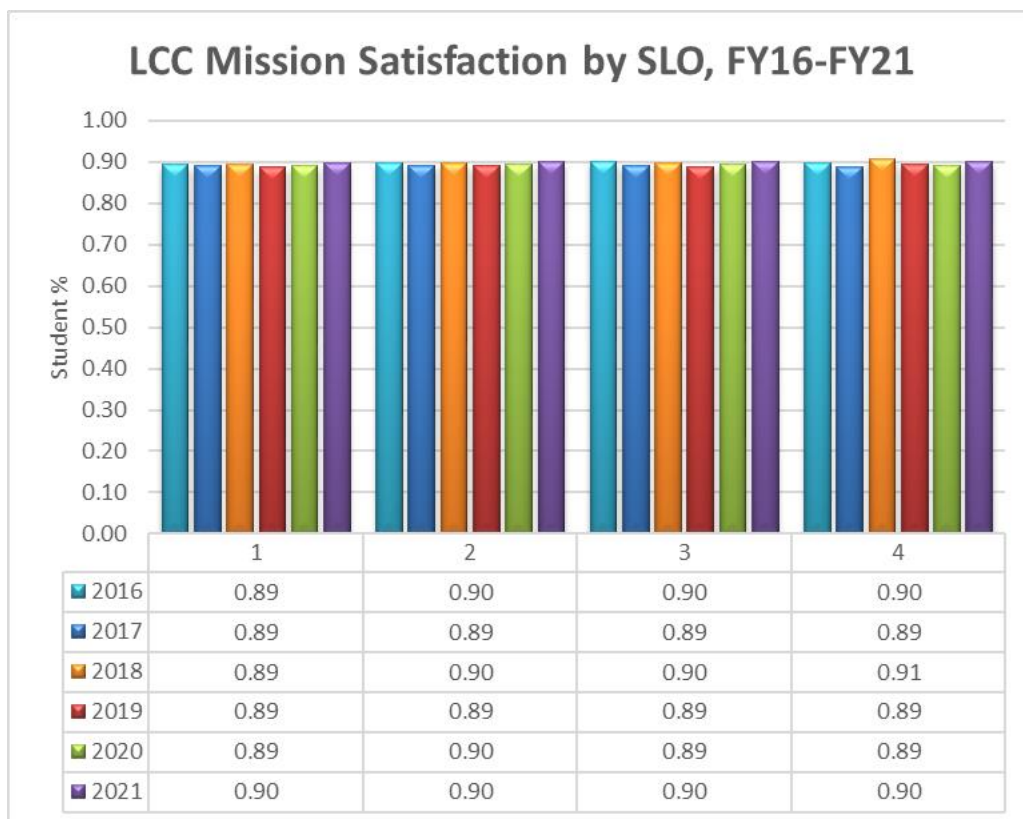
LCC has established 4 Student Learning Outcomes (SLO):

**SLO #1--Knowledge:** Apply knowledge through study and life-long learning in areas such as the arts, language, natural science, physical science, and the social and behavioral sciences.

**SLO #2--Communication:** Demonstrate speaking, writing, listening, and/or reading skills in classroom, team, and interpersonal settings.

**SLO #3--Critical Thinking:** Express, apply, distinguish, recognize, and solve problems by collecting, analyzing, and interpreting information through qualitative and quantitative methods.

**SLO #4--Social Awareness:** Demonstrate awareness of the human condition through diverse examples, such as geographic, socio-cultural, economic, political, historical, ethical systems, etc.



The graph above depicts Student Learning Outcomes' five-year trend of students who have demonstrated competence in Knowledge, Critical Thinking, Communication, and Social Awareness. LCC met its goal of 80% competence for each SLO, with each individual area

showing a 90% rate of competence for the 2020-2021 year. This was an increase of 1% for the areas of Knowledge, Critical Thinking, and Social Awareness.

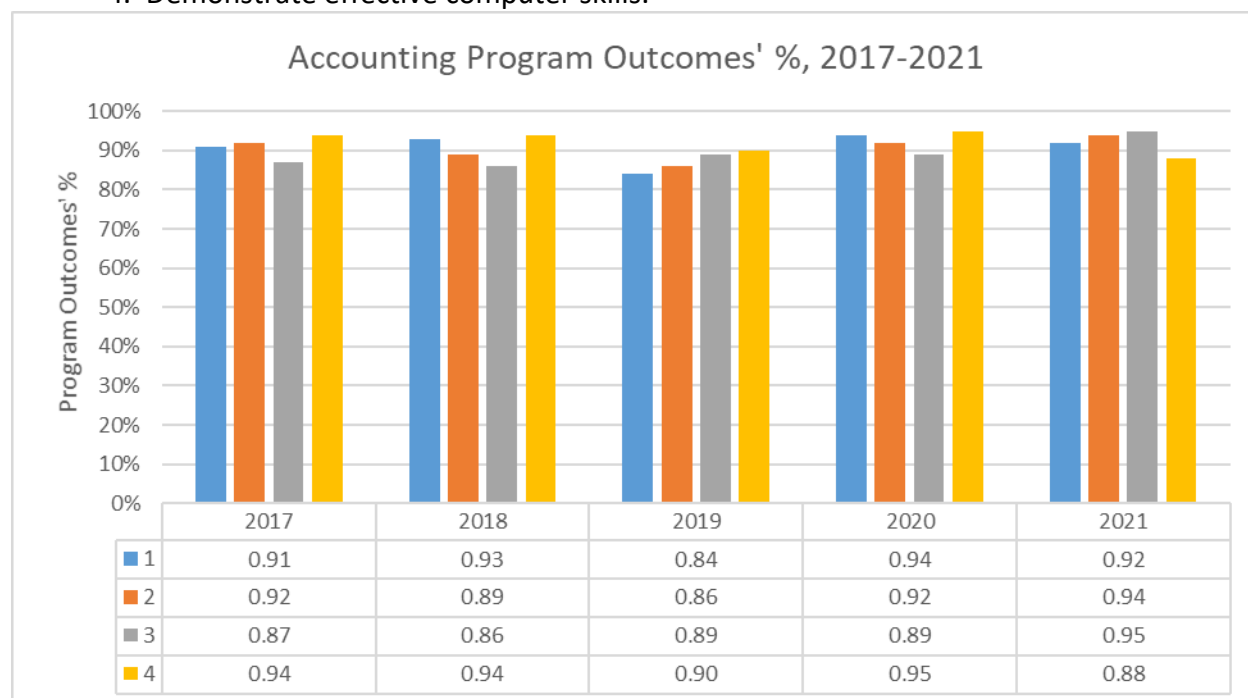
## Program Outcomes

Program Outcomes reflect desired indicators designed to articulate student competence in each of our programs as listed in the Academic Catalog, such as English or Nursing. The number of Program Outcomes varies from roughly 5-15. 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.

Below are the results of Program Outcomes for the 2020-21 academic year:

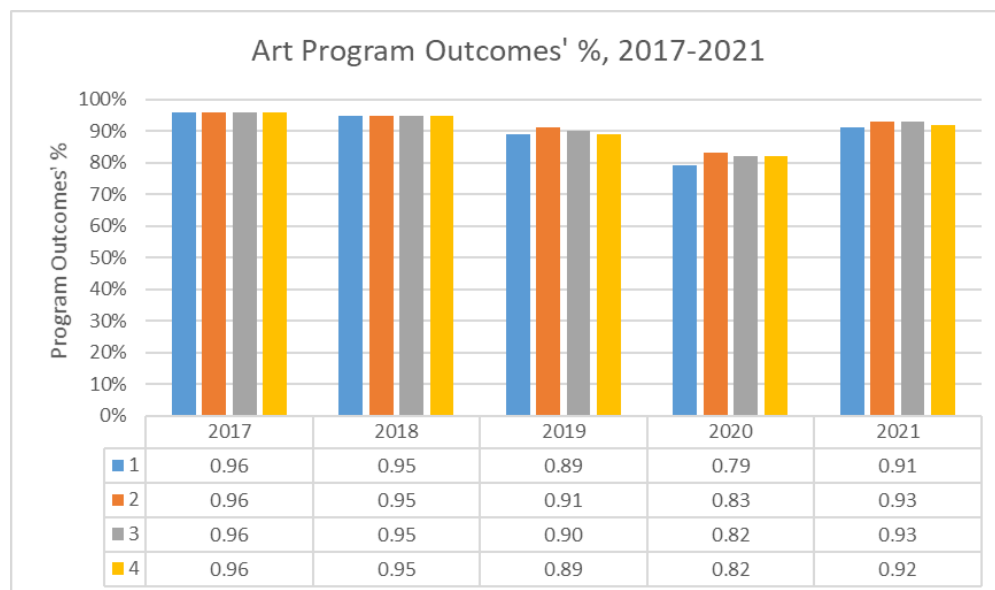
### Accounting:

1. Apply Financial Accounting concepts.
2. Understand legal & ethical concepts related to operating a business.
3. Evaluate information to make effective business decisions.
4. Demonstrate effective computer skills.



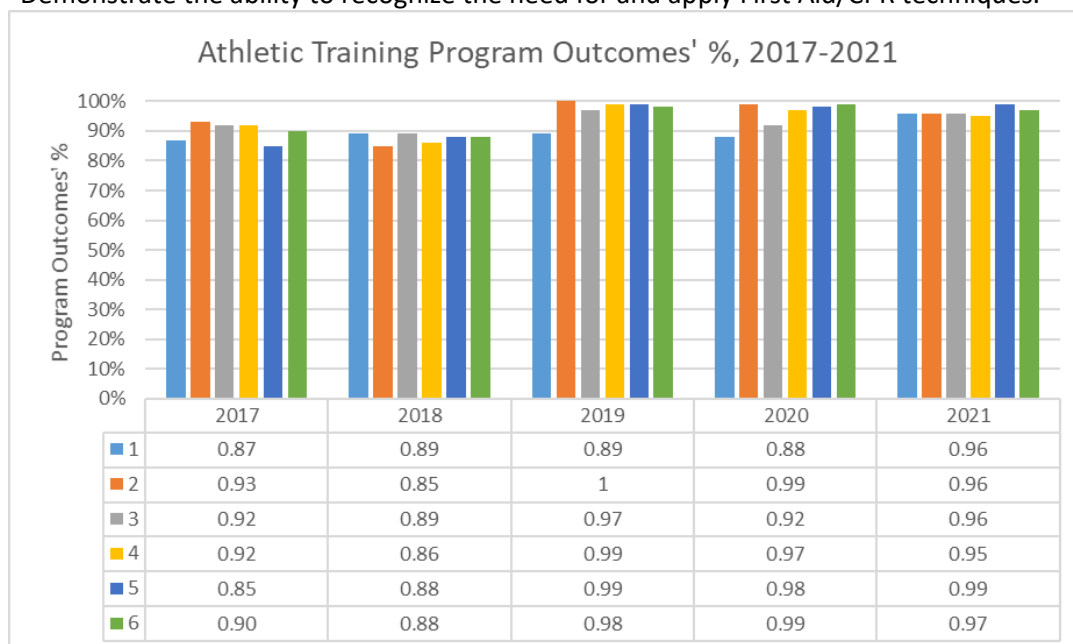
## Art:

1. Demonstrate an understanding of the terminology and conventions of visual expression.
2. Critically interpret and analyze works of art in terms of form and content.
3. Demonstrate an understanding of art practices, meaning, values, and methods within historical and cultural contexts.
4. Participate in the discourse of current visual arts culture.



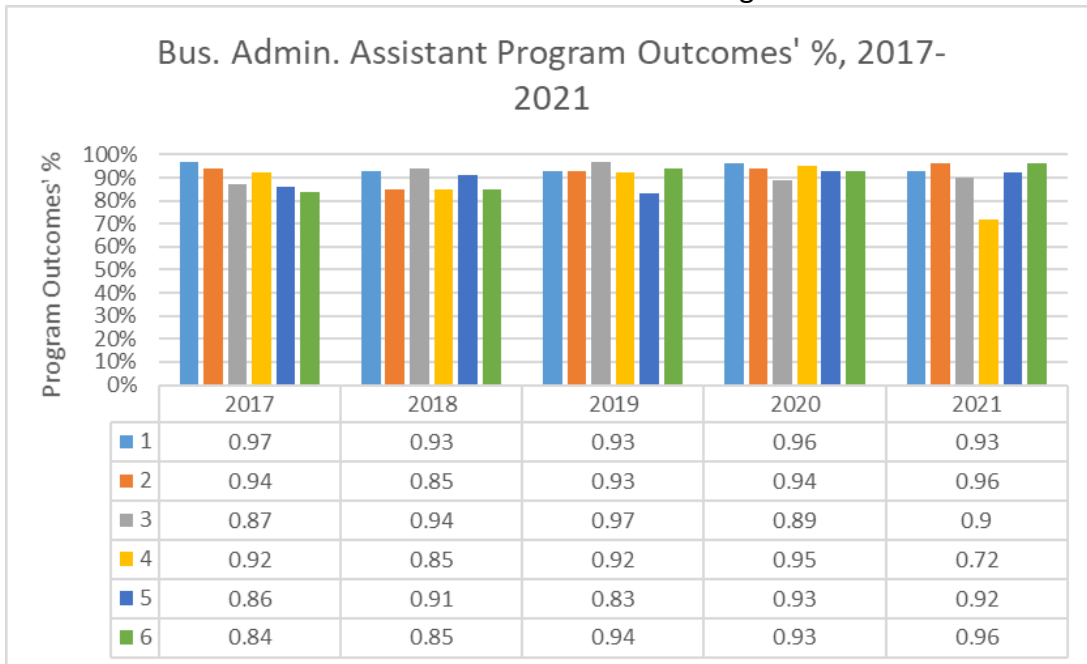
## Athletic Training:

1. Explain introductory concepts, common terminology, and history Athletic Training.
2. Describe and detail the outline of an athletic training facility.
3. Apply concepts of harboring a safe playing environment through risk management, proper training, and diet.
4. Recognize the significance of teaching a healthy lifestyle and basic medical concepts, terms, and treatments for health related disorders and fitness related injuries.
5. Apply basic prophylactic taping, bandaging, and wrapping techniques.
6. Demonstrate the ability to recognize the need for and apply First Aid/CPR techniques.



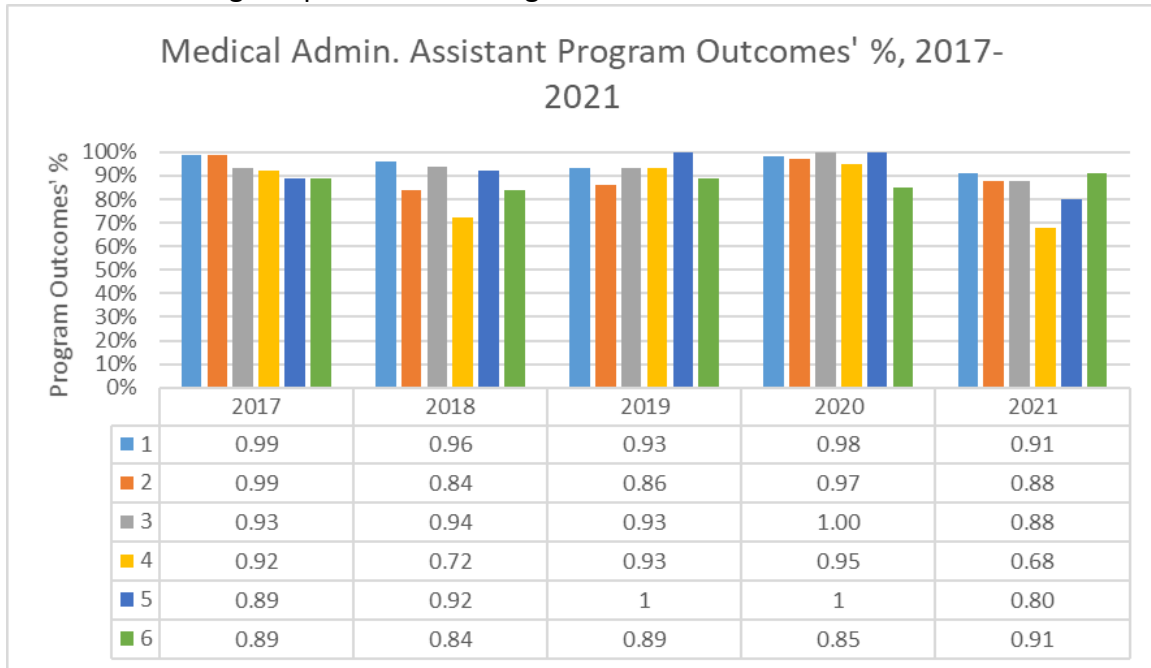
## Business Administrative Technology—Administrative Assistant

1. Students will be able to communicate effectively in a written or oral manner in the business environment.
2. Students will develop and demonstrate workplace skills and knowledge of job expectations: effective job hunting skills, teamwork, ability to meet deadlines, and ethical behavior.
3. Students will analyze, interpret and evaluate data necessary to solve problems using a variety of appropriate tools.
4. Students will demonstrate the ability to use technical skills and technology.
5. Students will perform computation skills and financial analysis appropriate to the business environment.
6. Students will gain specialized training in advanced software and business knowledge needed to work as an administrative assistant or in a legal office.



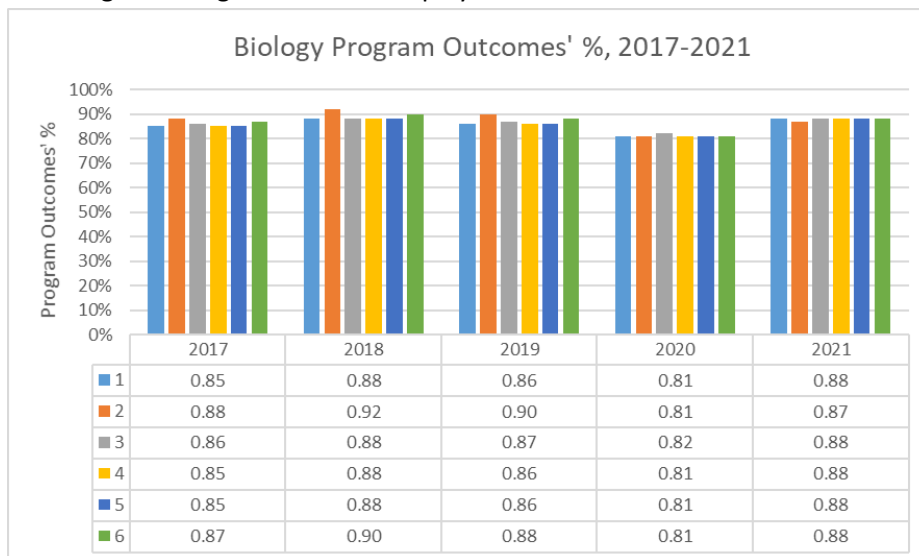
## Business Administrative Technology—Medical Administrative Assistant

1. Students will be able to communicate effectively in a written or oral manner in the business environment.
2. Students will develop and demonstrate workplace skills and knowledge of job expectations: effective job hunting skills, teamwork, ability to meet deadlines, and ethical behavior.
3. Students will analyze, interpret and evaluate data necessary to solve problems using a variety of appropriate tools.
4. Students will demonstrate the ability to use technical skills and technology.
5. Students will perform computation skills and financial analysis appropriate to the business environment.
6. Students will gain specialized training needed to work in a medical office environment.



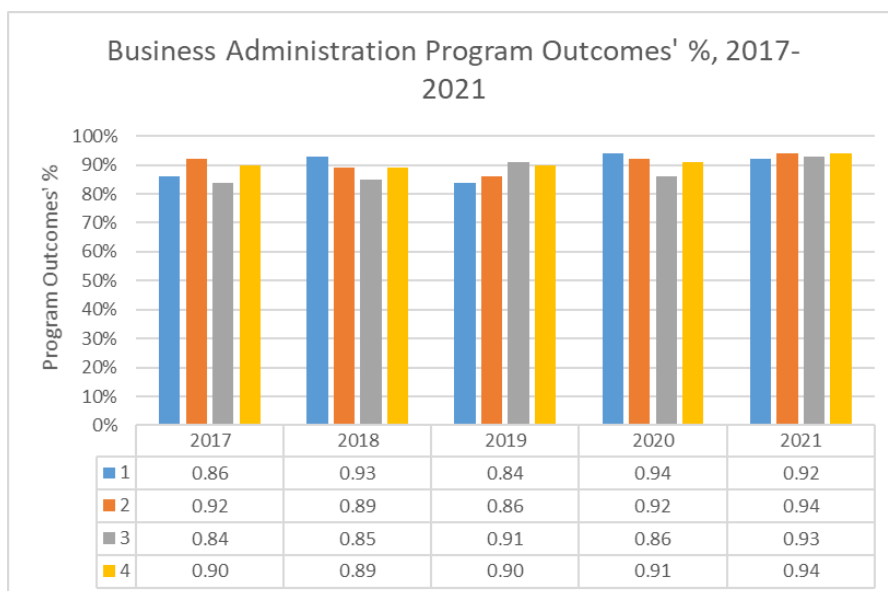
## Biology

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



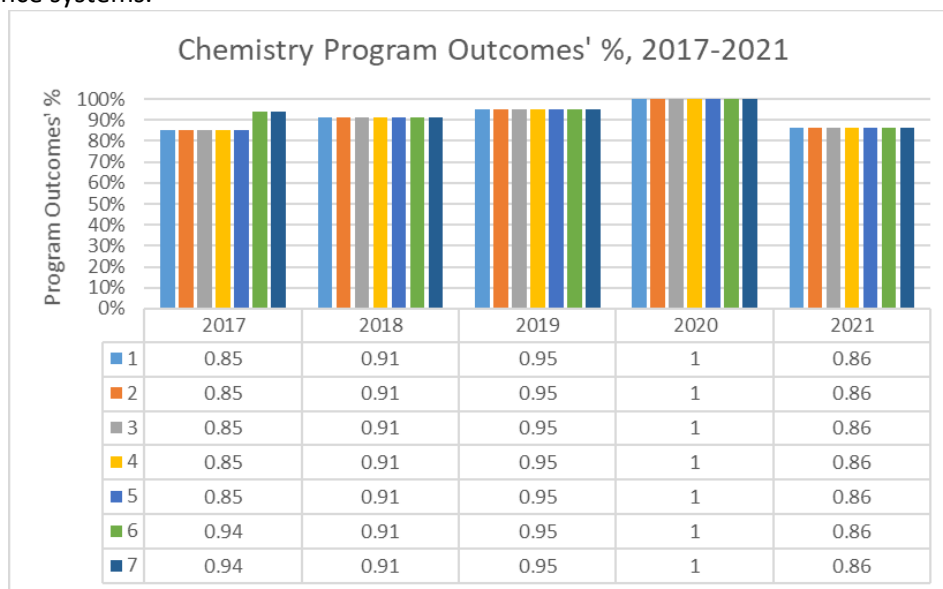
## Business Administration

1. Apply Financial Accounting concepts.
2. Understand legal & ethical concepts related to operating a business.
3. Evaluate information to make effective business decisions.
4. Demonstrate effective business communication skills.



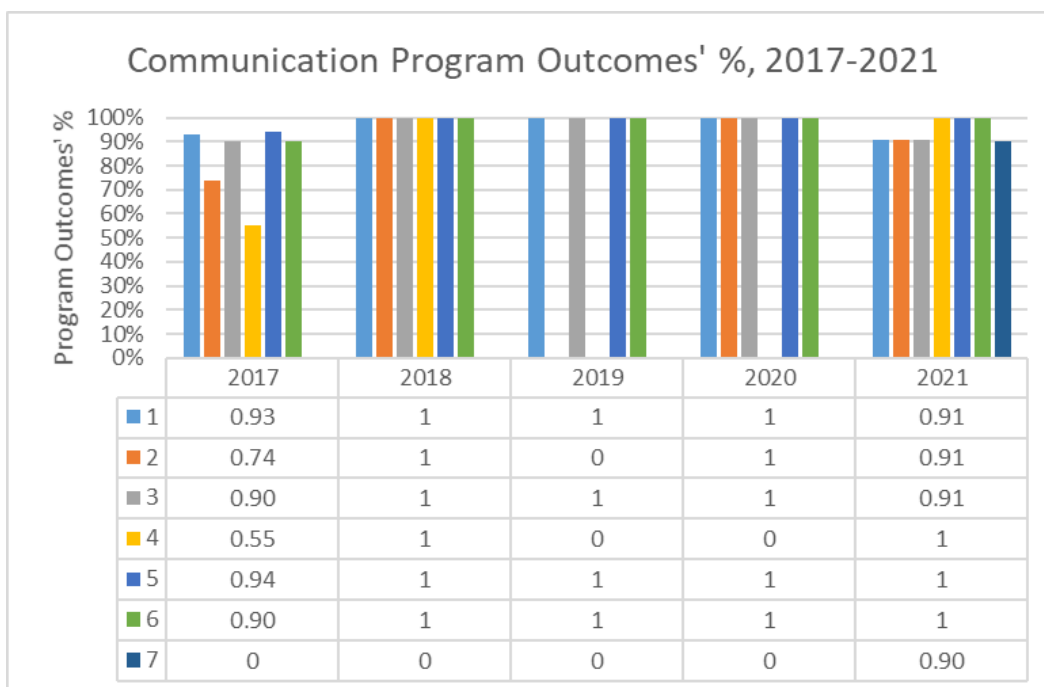
## Chemistry

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



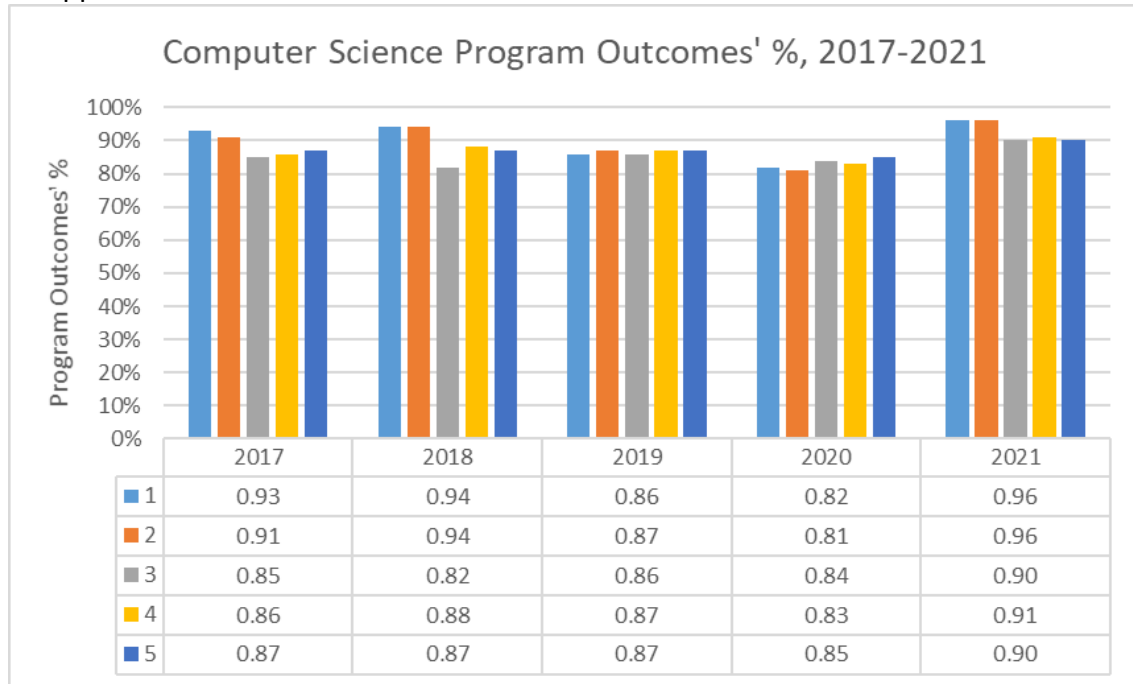
## Communication

1. Students will demonstrate competencies in reading, writing, speaking, and listening so as to effectively acquire, develop, and convey information.
2. Students will be able to structure their ideas and state their positions on issues quickly, clearly, and concisely.
3. Students will demonstrate, understand, and apply key terms, concepts, models, and theories from Communication literature.
4. Students will be able to critically evaluate various elements of critical thinking, including evidence, reasoning, and fallacies, define argumentation and understand its structure, demonstrate competencies in the art of persuasion, argument analysis and reasoning.
5. Students will demonstrate competencies in professional writing and advertising and public relations program planning.
6. Students will demonstrate an understanding of ethical codes and standards of practice typically promoted within the field of Communication and its profession.
7. Students will demonstrate sensitivity to human diversity and the impact of culture on communication.



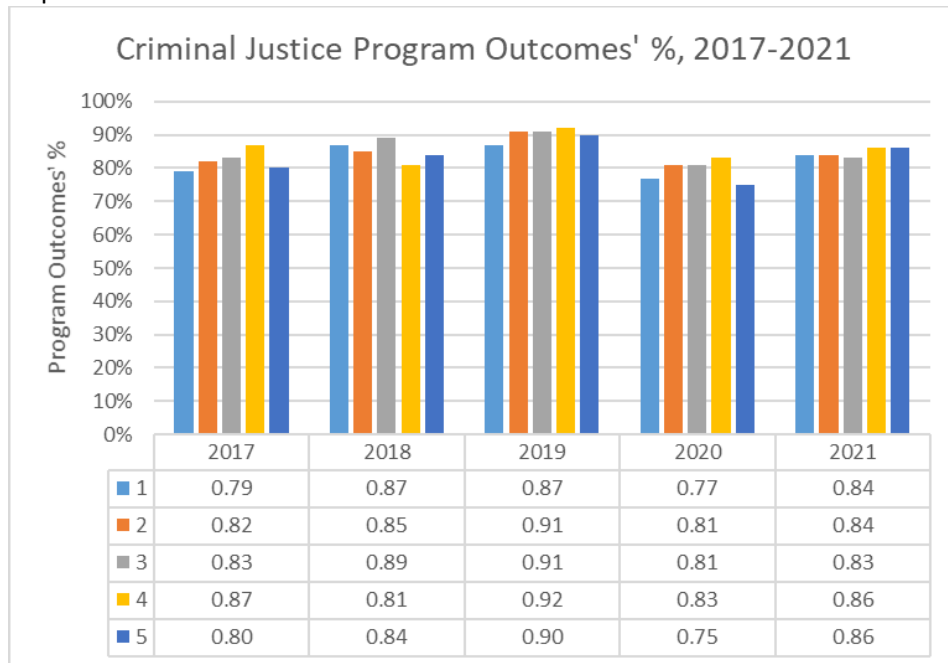
## Computer Science

1. Demonstrate the skill in developing and maintaining software
2. Demonstrate an understanding for the correct techniques in designing software
3. Apply critical thinking skills to explore and understand the layers of developing software.
4. Demonstrate clear oral and written instructions
5. Demonstrate and develop organization skills for co-workers in designing software applications.



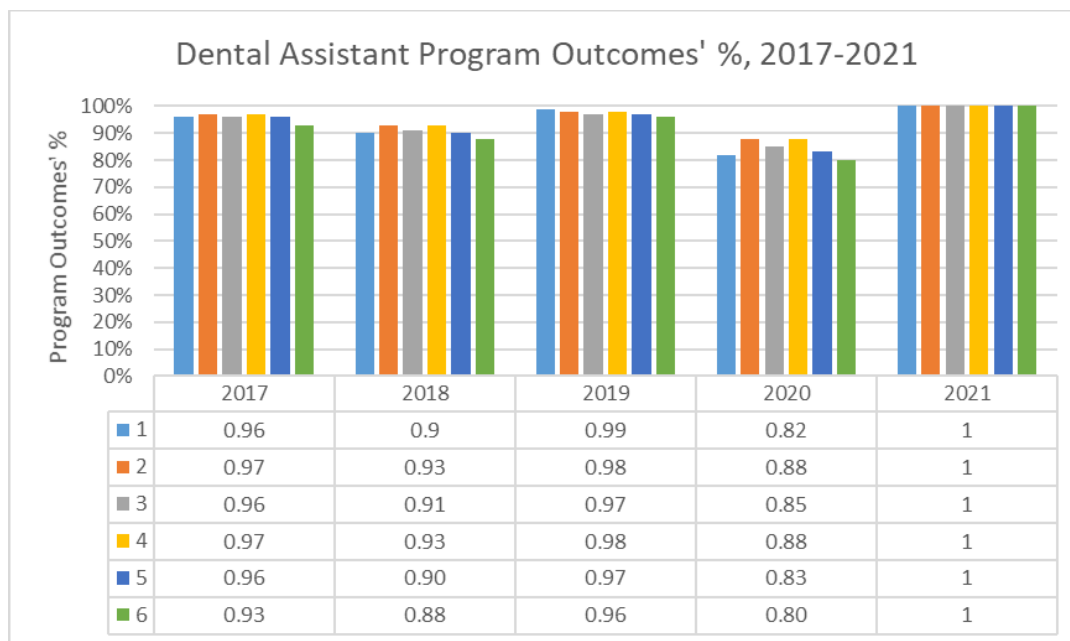
## Criminal Justice

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



## Dental Assisting

1. Work under the supervision of a dentist in an ethical, legal and professional manner.
2. Assist with and implement a comprehensive treatment plan developed by the dentist.
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 the prerequisite course work, basic sciences and DA programming into the practice of dental assistant.
6. Demonstrate a commitment to life-long learning, evidence based practice and ongoing professional growth in dental practice.



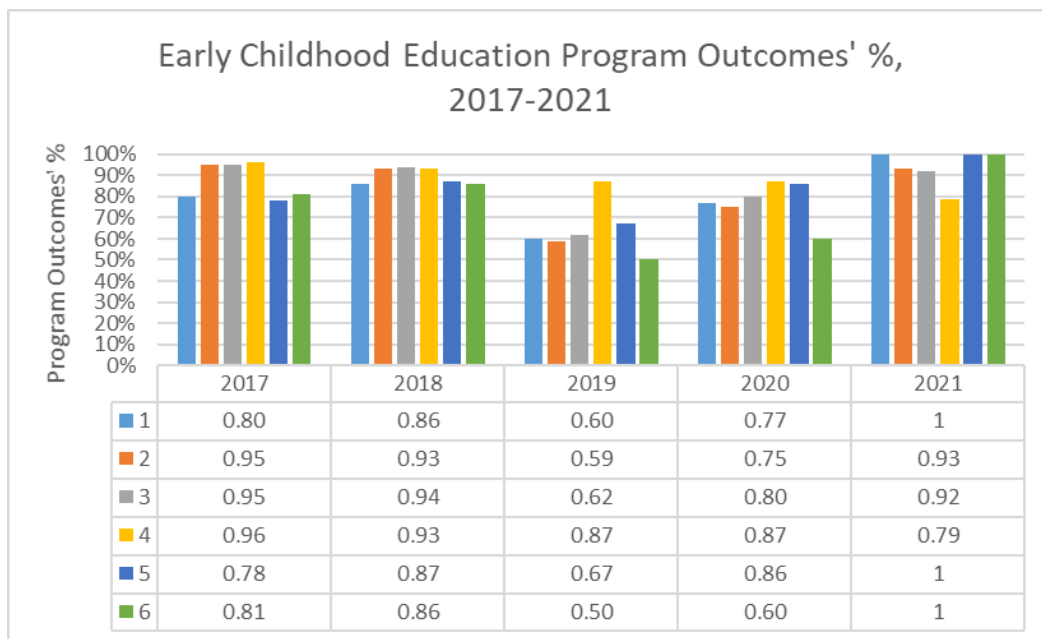
| Year      | # of Graduates | # of Students Who Attempted DANB* | # of Students Who Passed DANB* | %    |
|-----------|----------------|-----------------------------------|--------------------------------|------|
| 2016-2017 | 11             | 8                                 | 7                              | 87%  |
| 2017-2018 | 7              | 7                                 | 7                              | 100% |
| 2018-2019 | 9              | 9                                 | 8                              | 89%  |
| 2019-2020 | 6              | 5                                 | 5                              | 100% |
| 2020-2021 | 2              | 2                                 | 1**                            | 50%  |

\*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 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.

\*\*2<sup>nd</sup> student has passed 2/3 sections. Waiting to retake missed section.

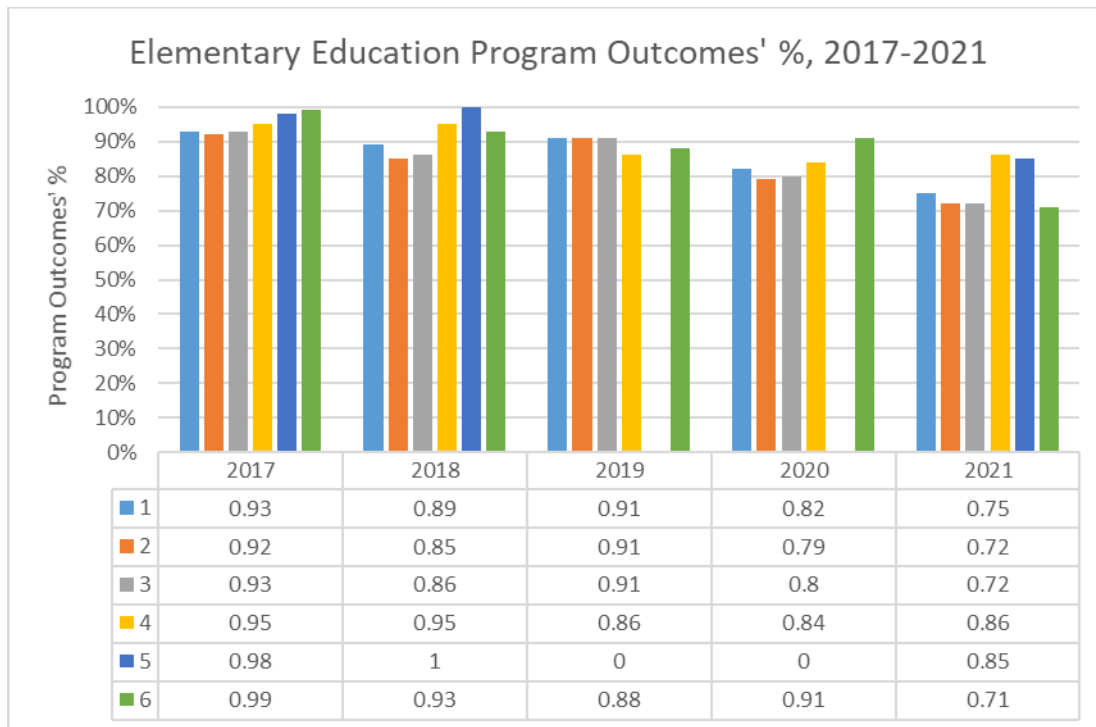
## Early Childhood Education

1. Organize and blend knowledge of developmental stages, processes and theories of growth, development and learning into developmentally appropriate practice.
2. Recognize the diversity of family units and cultures and the importance of building positive reciprocal relationships with families and communities.
3. Perceive developmentally appropriate content and the methods used to create/develop appropriate teaching and learning experiences for children.
4. Design and manage safe, inclusive environments that stimulate children's development and learning.
5. Evaluate and compare assessment techniques, interpretation of data, and the application of assessment results to maximize curriculum development and intervention planning
6. Distinguish the early childhood profession's multiple philosophical and social foundations, and the early childhood professional codes of ethical conduct.



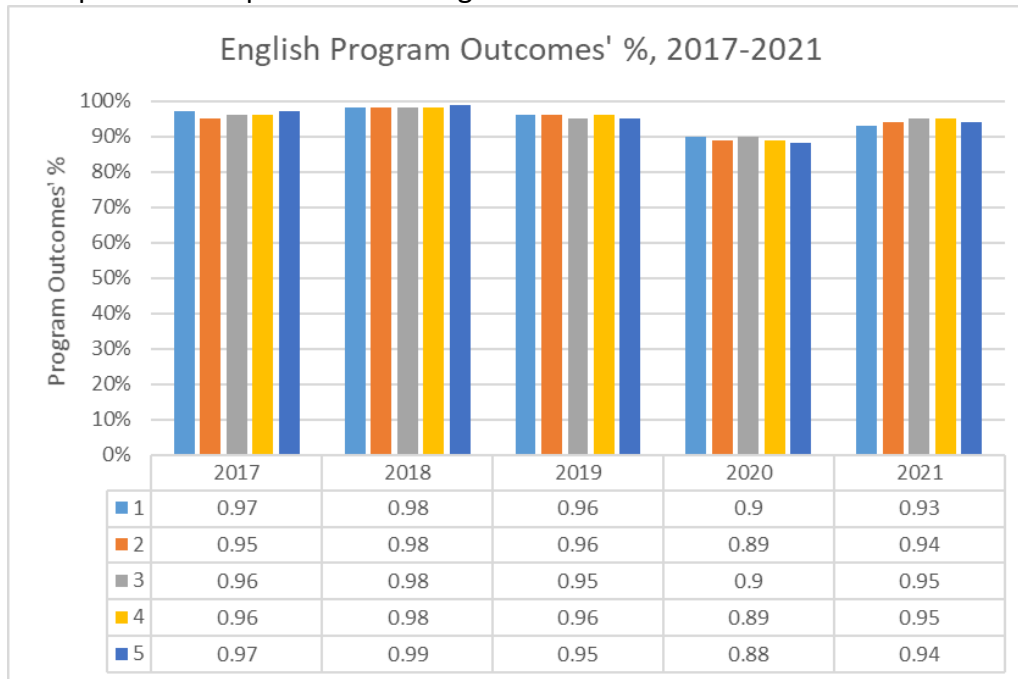
## Elementary Education

1. Demonstrate effective oral, written and non-verbal communication skills.
2. Evaluate the roles of education as it relates to teachers and the teaching profession.
3. Analyze the characteristics of an effective school and teacher in the classroom.
4. Demonstrate effective skills in evaluating and selecting children's literature.
5. Analyze fundamentals in music related to elementary education.
6. Demonstrate on understanding of art theories and fundamentals related to elementary education.



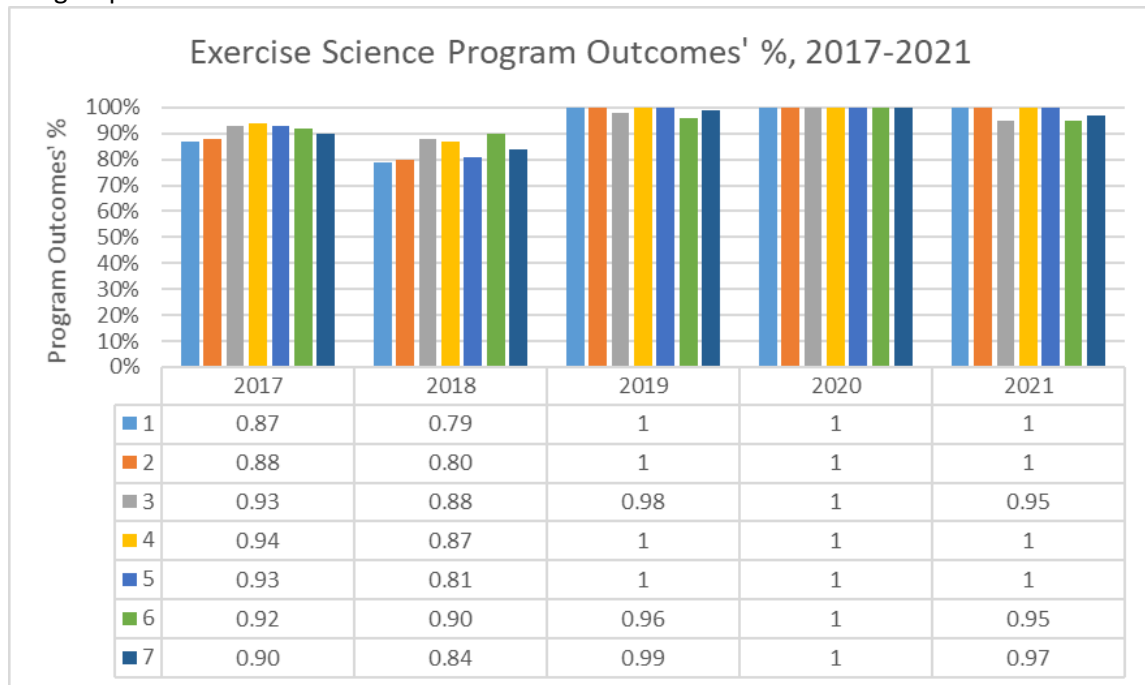
## English

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



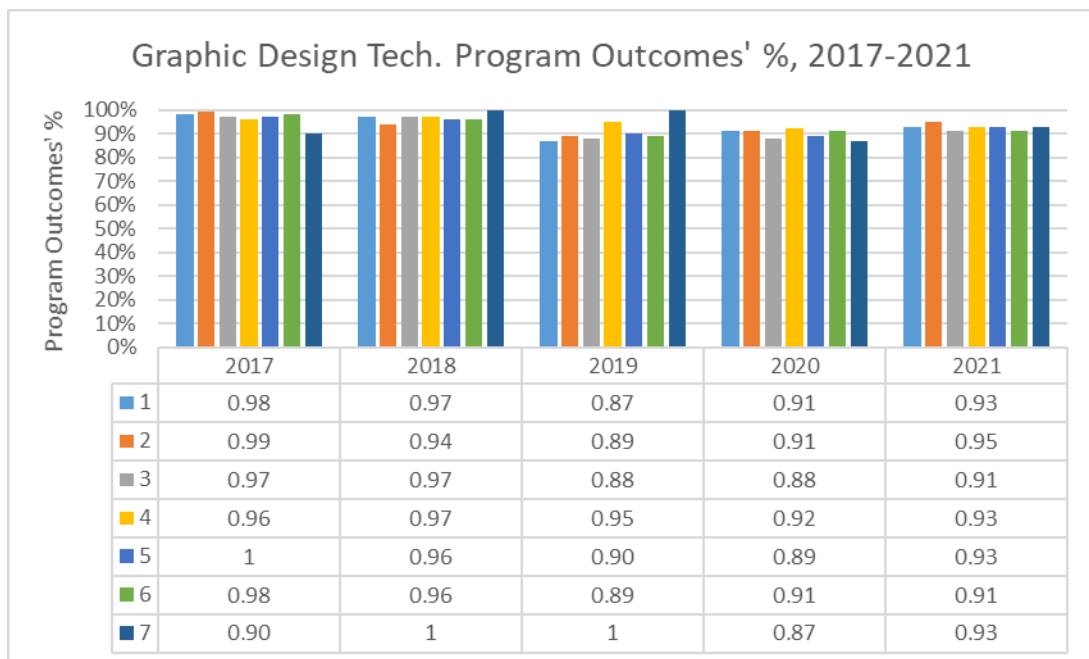
## Exercise Science

1. Recognize the introductory concepts, common terminology, and history of Exercise Science.
2. Demonstrate concepts fitness testing, examination, and prescription of fitness programs.
3. Recognize general medical conditions, injuries, and health concerns in exercise planning.
4. Demonstrate various methods of strength training, group exercise, and fitness training.
5. Analyze and define biomechanical movements and principles.
6. Analyze dietary concerns and demonstrate knowledge of dietary planning for health conditions.
7. Demonstrate the ability to prepare, instruct, and analyze a fitness program for individual and group work.



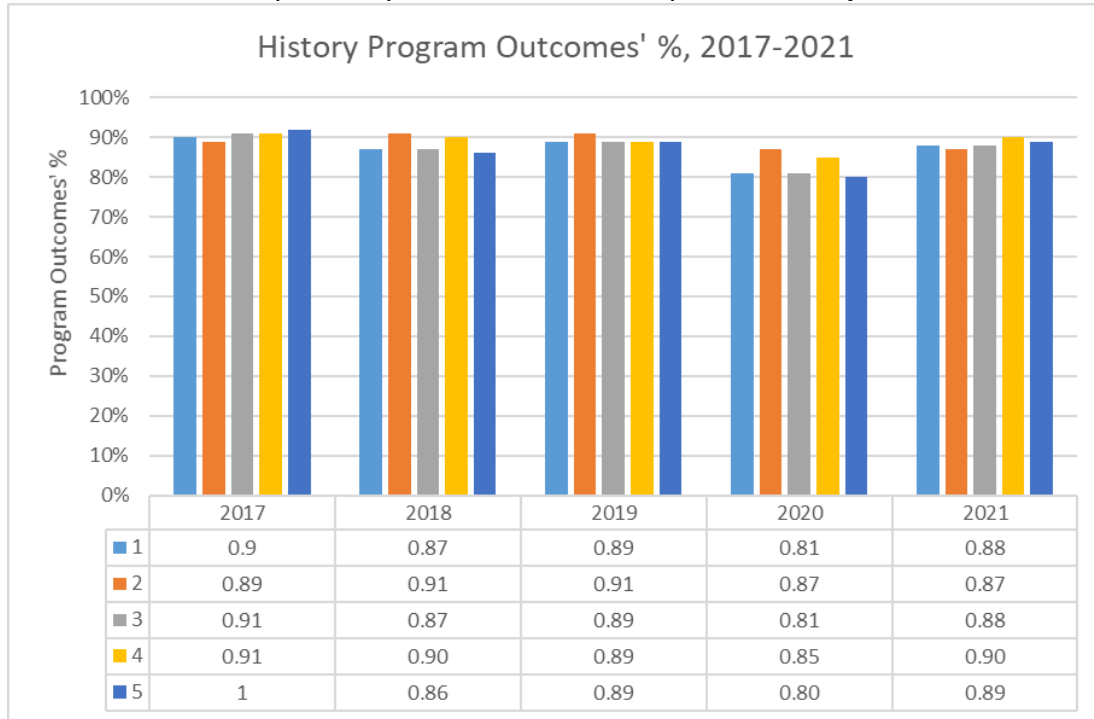
## Graphic Design Technology

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



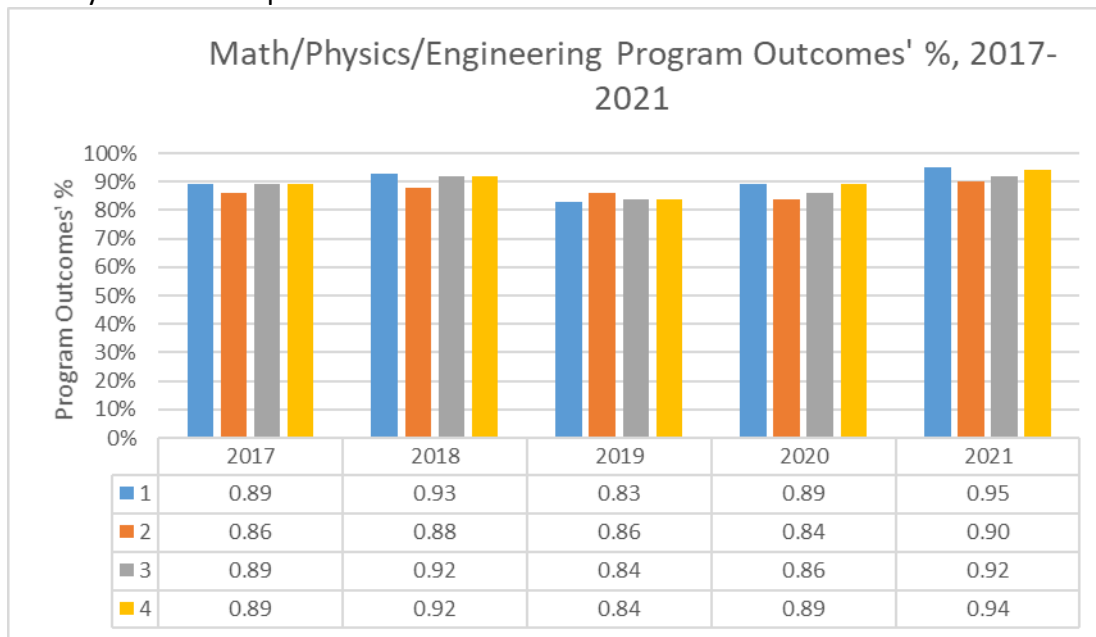
## History

1. Demonstrate ability to analyze events from different groups' points of view
2. Demonstrate ability to evaluate sources, data, and technical concepts
3. Demonstrate ability to analyze and evaluate change over time
4. Demonstrate effective written communication skills
5. Demonstrate ability to analyze causes and consequences of major events



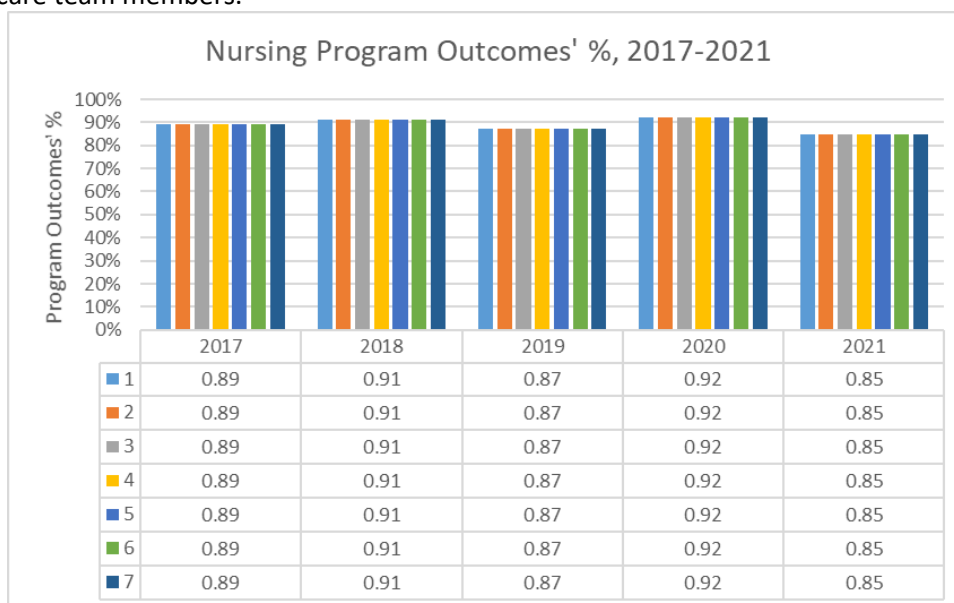
## Math, Engineering, Physics

1. Upon completion of these programs the graduating student will demonstrate
2. Apply the calculation rules and concepts of mathematics to solve problems.
3. Use of the scientific method to perform experiments, create reports and collect and analyze numerical data to solve problems in a variety of contexts.
4. The ability to collect and analyze data to test hypotheses and theories.
5. Use of critical thinking skills, problem solving skills, and a knowledge and use of logic to analyze and solve problems.



## Nursing

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



### *NCLEX Pass Rates—1<sup>st</sup> Attempt*

| Year   | # of Testers | PN*    | # of Testers | RN     |
|--------|--------------|--------|--------------|--------|
| 2017   | 10           | 100%   | 23           | 92.59% |
| 2018   | 12           | 100%   | 25           | 100%   |
| 2019   | 17           | 100%   | 20           | 100%   |
| 2020   | 19           | 78.95% | 29           | 89.66% |
| 2021** | 10           | 100%** | 20           | 90%**  |

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

\*\*2021 results are not official until December 2021, when the Kansas State Board of Nursing will publish official 2021 first time pass rates. Report date: 9/1/2021.

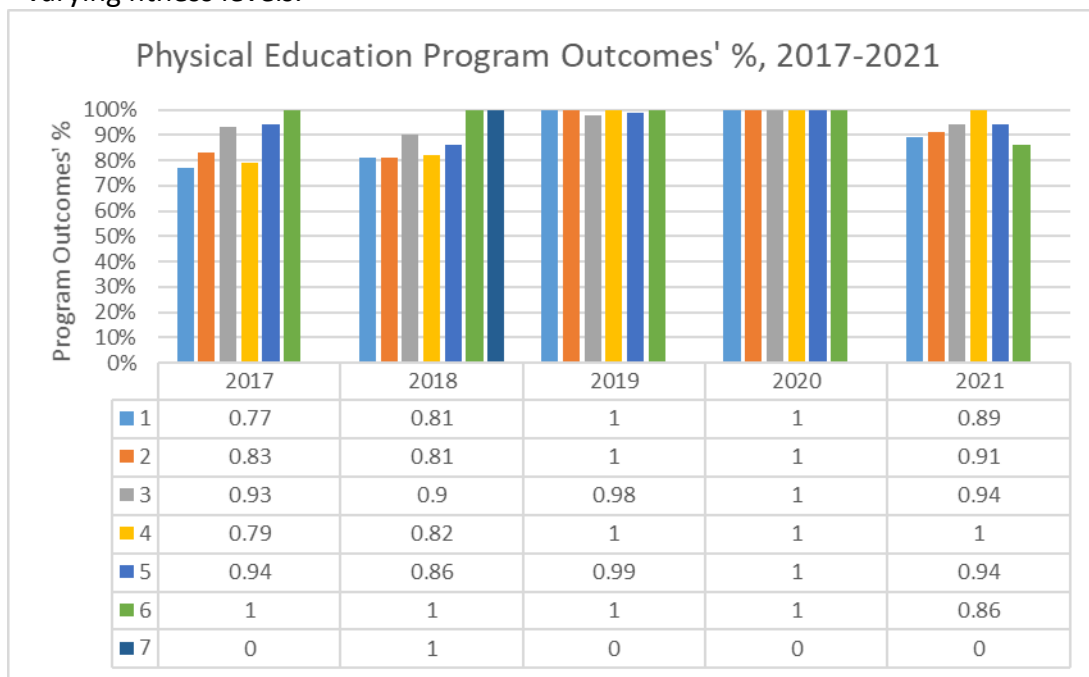
The Associate Degree Nursing Program at Labette Community College located in Parsons, Kansas is accredited by the:

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

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Degree Nursing Program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.com/accreditedprograms/programsearch.htm>

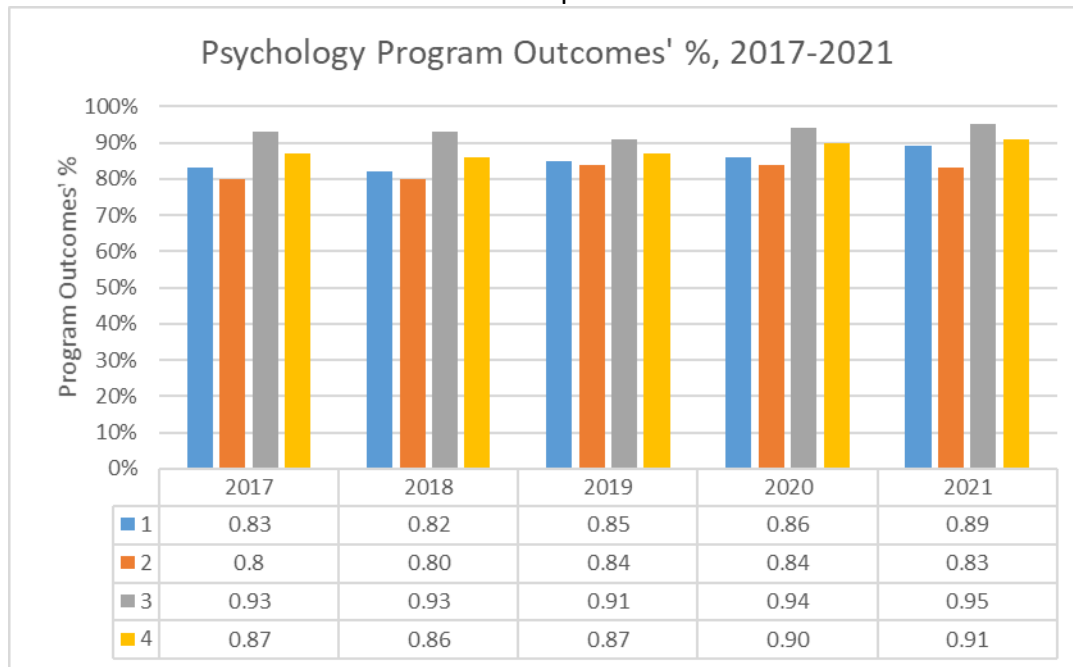
## Physical Education

1. Identify introductory concepts, common terminology, and history of Physical Education, Recreation, and Athletic Training.
2. Compare and contrast concepts of fitness testing, examination, and prescription of physical education programs.
3. Utilize concepts of harboring a safe playing environment through risk management, through proper training, diet, and preparation, and through administration of First Aid/CPR techniques.
4. Illustrate basic design and administration of athletic facilities and various purchasing systems to acquire equipment and supplies for facilities.
5. Outline the significance of teaching a healthy lifestyle and basic medical concepts, terms, and treatments for health related disorders and fitness related injuries.
6. Demonstrate basic rules, officiating signals, and sportsmanship for various sports, fitness activities, and recreational activities.
7. Create, design, and implement recreational programs for various age groups and of varying fitness levels.



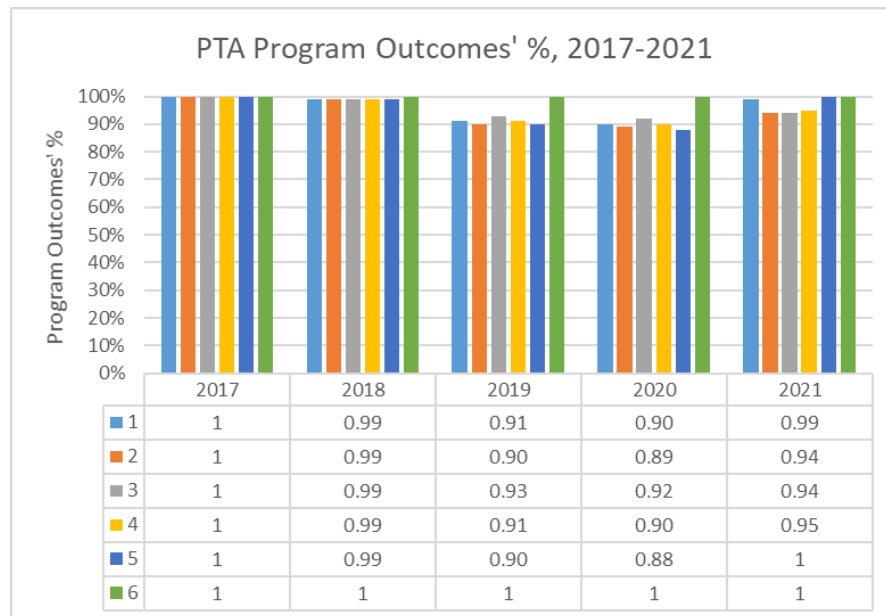
## Psychology

1. Evaluate the different theories in the field of sociology by applying basic theoretical concepts and other sociological concepts to understand society better.
2. Evaluate and critique markets, economic systems and contemporary social issues by utilizing economic concepts, theories and terms.
3. Evaluate the major perspectives in the field of psychology, as well as understanding the biological bases of behavior and the psychology of consciousness and cognition.
4. Demonstrate critical thinking skills and apply the scientific method to problems and theories related to the social science disciplines.



## Physical Therapy Assistant

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.



| Year                | # of Testers** | Passed | %     |
|---------------------|----------------|--------|-------|
| 2016-2017           | 16             | 14     | 87.5% |
| 2017-2018           | 16             | 13     | 81.3% |
| 2018-2019           | 17             | 15**   | 88.2% |
| 2019-2020**         | 13             | 9      | 69.2% |
| <b>2020-2021***</b> | 6              | 6      | 100%  |

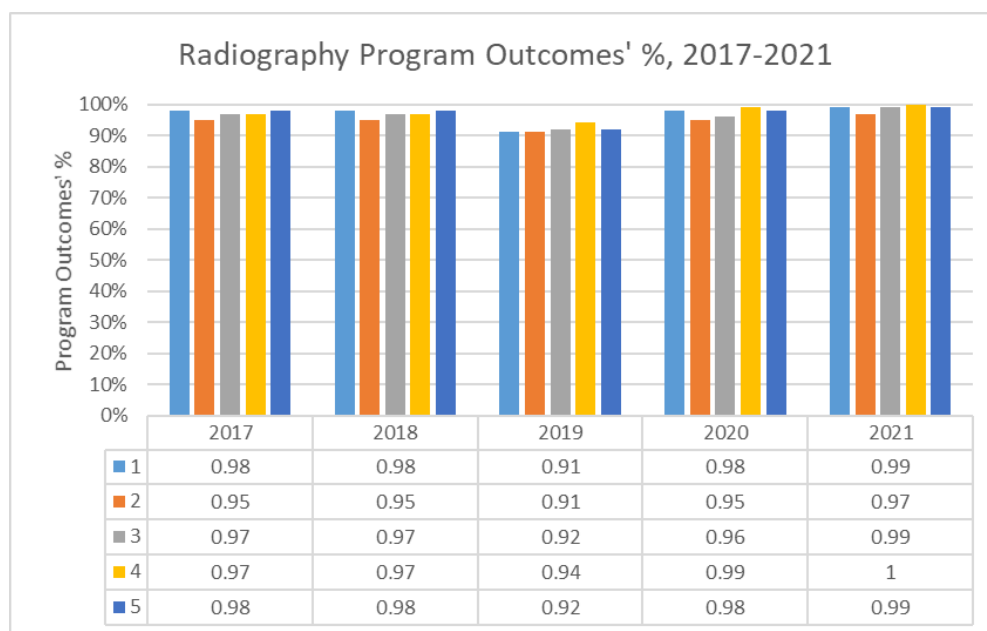
\*CAPTE accreditation requires 85% ultimate pass rate over 2 years. The program is currently on probation due to two-year sum being below the required 85% requirement.

\*\*2 more students are preparing to test, 1 in October and 1 in January. If both pass, the program will be off probation.

\*\*\*4 more students are preparing to test, 3 in October and unsure about 4<sup>th</sup>. All will be 1<sup>st</sup> time test takers.

## Radiography

1. The student will be clinically competent.
2. Students will communicate effectively.
3. Students will use critical thinking and problem solving skills.
4. Students will evaluate the importance of professional growth and development.
5. The program will graduate entry-level radiologic technologists.



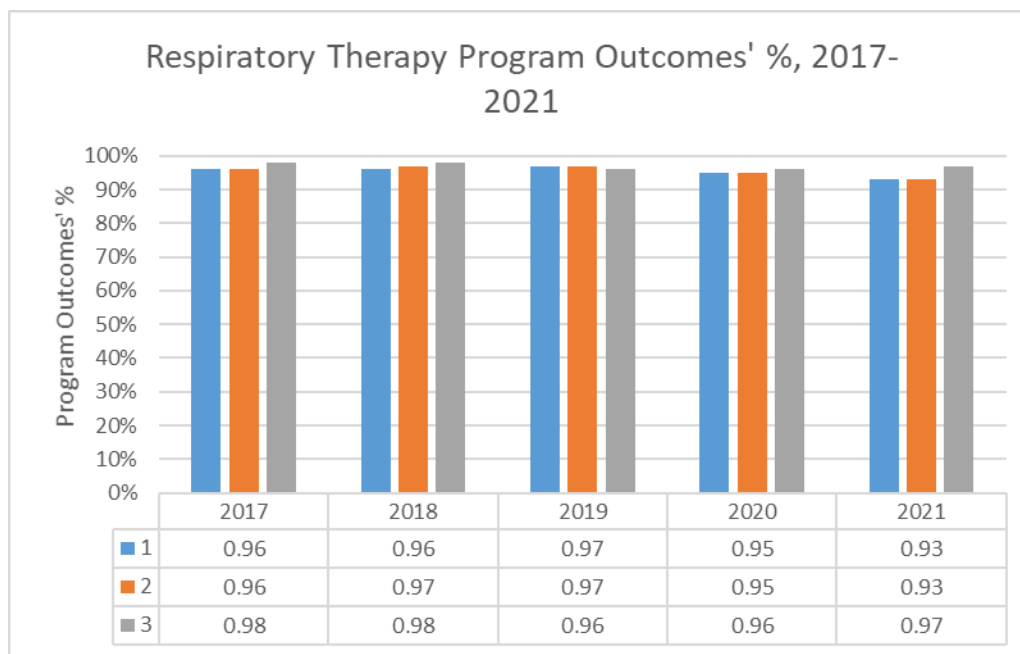
### ***American Registry of Radiologic Technologists National Comparison Report***

| Year             | Group    | Number of students who tested | Mean  | %Pass* |
|------------------|----------|-------------------------------|-------|--------|
| <b>2016-2017</b> | LCC      | 17                            | 85.8% | 100%   |
| 2017             | National | 11,166                        | 83.6% | 89.3%  |
| <b>2017-2018</b> | LCC      | 12                            | 90.3% | 100%   |
| 2018             | National | 11,571                        | 83.6% | 89.4%  |
| <b>2018-2019</b> | LCC      | 9                             | 86.8% | 100%   |
| 2019             | National | 11,769                        | 83.4% | 89%    |
| <b>2019-2020</b> | LCC      | 12                            | 87.8% | 100%   |
| 2020             | National | 10,849                        | 83.3% | 88.2%  |
| <b>2020-2021</b> | LCC      | 10                            | 85%   | 100%   |
| 2021             | National | *                             | *     | *      |

\*The ARRT National Comparison Report for 2021 will not be available until January and will be included in the 2022 report.

## Respiratory Therapy

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



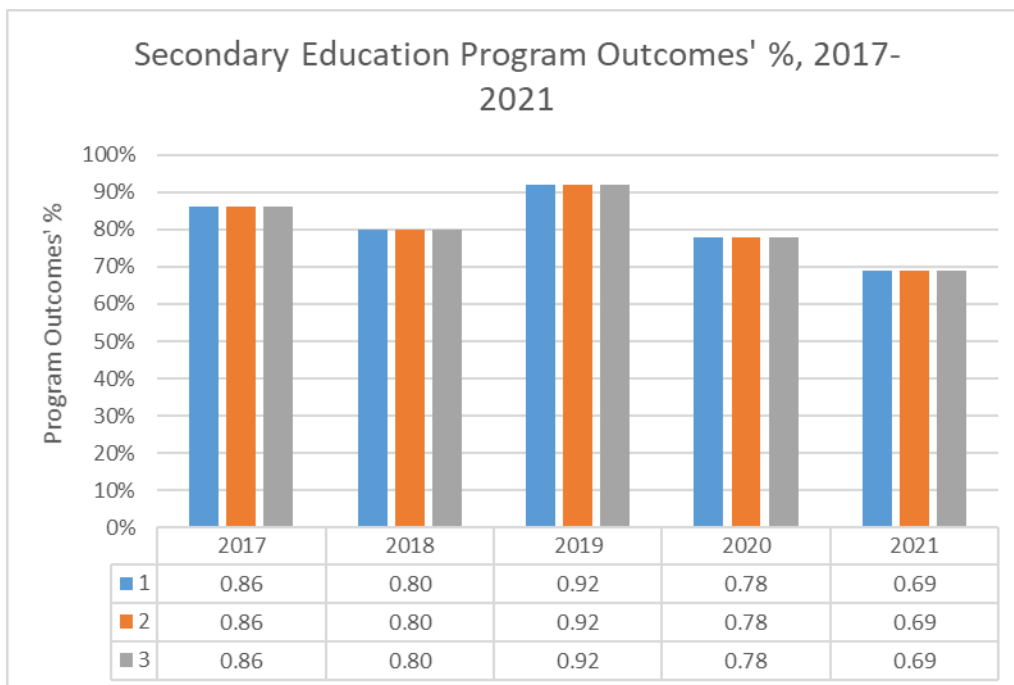
| Year      | Program Graduates | CRT* | RRT** |
|-----------|-------------------|------|-------|
| 2016-2017 | 10                | 10   | 6     |
| 2017-2018 | 5                 | 5    | 2     |
| 2018-2019 | 6                 | 6    | 2     |
| 2019-2020 | 6                 | 3    | 1     |
| 2020-2021 | 4                 | 1    | 2     |

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

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

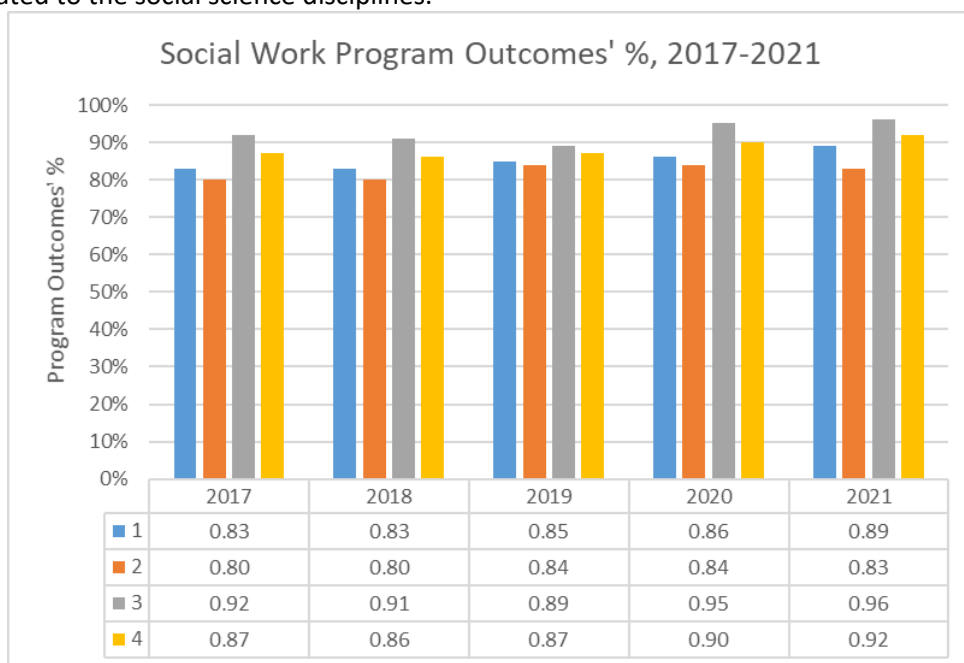
## Secondary Education

1. Demonstrate effective oral, written and non-verbal communication skills.
2. Evaluate the roles of education as it relates to teachers and the teaching profession.
3. Analyze the characteristics of an effective school and teacher in the classroom.



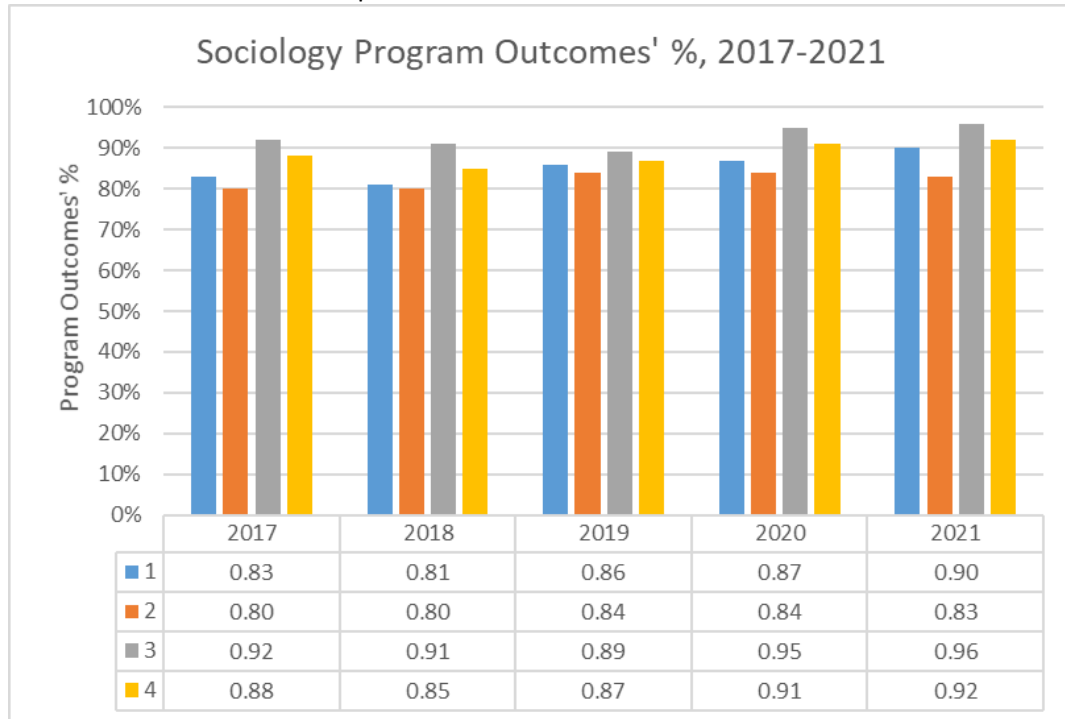
## Social Work

1. Evaluate the different theories in the field of sociology by applying basic theoretical concepts and other sociological concepts to understand society better.
2. Evaluate and critique markets, economic systems and contemporary social issues by utilizing economic concepts, theories and terms.
3. Evaluate the major perspectives in the field of psychology, as well as understanding the biological bases of behavior and the psychology of consciousness and cognition.
4. Demonstrate critical thinking skills and apply the scientific method to problems and theories related to the social science disciplines.



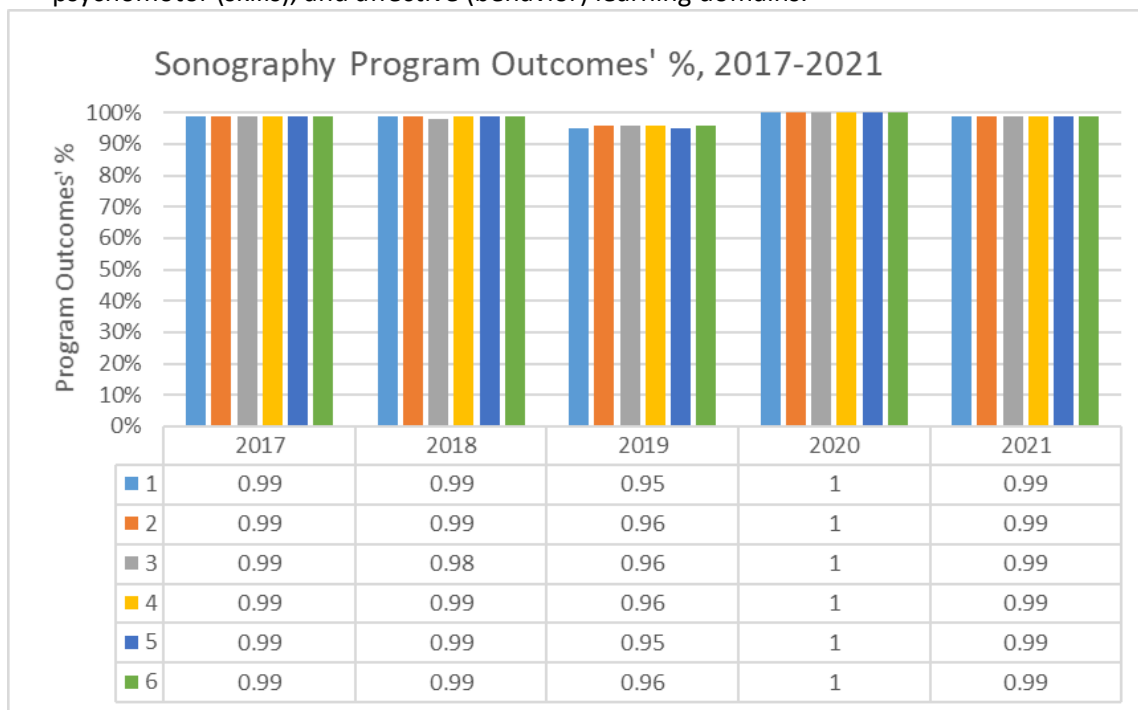
## Sociology

1. Evaluate the different theories in the field of sociology by applying basic theoretical concepts and other sociological concepts to understand society better.
2. Evaluate and critique markets, economic systems and contemporary social issues by utilizing economic concepts, theories and terms.
3. Evaluate the major perspectives in the field of psychology, as well as understanding the biological bases of behavior and the psychology of consciousness and cognition.
4. Demonstrate critical thinking skills and apply the scientific method to problems and theories related to the social science disciplines.



## Sonography

1. Student will be clinically competent.
2. Students will communicate effectively.
3. Students will use critical thinking and problem solving skills.
4. Students will evaluate the importance of professional growth and development.
5. To prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
6. To prepare competent entry-level vascular sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.



| Year | Physics Exam                       | Abdomen Exam                       | Ob/GYN Exam                        | Vascular Exam                      | Employment rates       | Program Completion rate                |
|------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------|--|
| 2017 | 5/6 tested<br>5/6 passed<br>(86%)  | 1/6 tested<br>1/1 passed<br>(100%) | 0/6 tested                         | 5/6 tested<br>4/5 passed<br>(80%)  | 5/6 employed<br>(83%)  | 8 started/<br>6 graduated<br>(75%)     |
| 2018 | 4/4 tested<br>4/4 passed<br>(100%) | 3/4 tested<br>3/3 passed<br>(100%) | 3/4 tested<br>2/3 passed<br>(67%)  | 4/4 tested<br>4/4 passed<br>(100%) | 4/4 employed<br>(100%) | 4 started/<br>4 graduated<br>(100%)    |
| 2019 | 4/4 tested<br>4/4 passed<br>(100%) | 3/4 tested<br>1/3 passed<br>(33%)  | 1/4 tested<br>1/1 passed<br>(100%) | 4/4 tested<br>3/4 passed<br>(75%)  | 4/4 employed<br>(100%) | 4 started/<br>4 graduated<br>(100%)    |
| 2020 | 5/5 tested<br>2/5 passed<br>(40%)  | 1/5 tested<br>1/1 passed<br>(100%) | 1/5 tested<br>1/1 passed<br>(100%) | 1/5 tested<br>1/1 passed<br>(100%) | 3/5 employed<br>(60%)  | 5 started/<br>5 graduated<br>(100%)    |
| 2021 | 8/8 tested<br>8/8 passed<br>(100%) | 5/5 tested<br>4/5 passed<br>(80%)  | 1/1 tested<br>1/1 passed<br>(100%) | 6/6 tested<br>4/6 passed<br>(67%)  | 5/6 employed<br>(83%)  | 8 started/<br>6 will graduate<br>(75%) |

## 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 five outcomes.

At the end of the 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.

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

| Course Assessment Results |                                   |                         |            |
|---------------------------|-----------------------------------|-------------------------|------------|
| Term/Year                 | # of Submitted Course Assessments | Total Number of Courses | Percentage |
| Fall 2020                 | 411                               | 427                     | 96%        |
| Spring 2021               | 348                               | 388                     | 90%        |
| Summer 2021               | 79                                | 86                      | 92%        |

### Recommendations for Academic Year 2022:

1. A review of all outcomes (Student, Program, and Course) needs to occur to ensure appropriate data is gathered to measure student success. A full review has not occurred in several years.
2. New software has been purchased to alleviate the reporting burden of course and program outcomes to the DOI office, as well as to allow faculty to have open access to data without having to seek it from the DOI office (HLC recommendation). Implementation of that software will need to occur with the assistance of faculty and academic staff.