Report of Student Learning at LCC Fall 2022

For Academic Year 2021-2022 (AY22)

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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

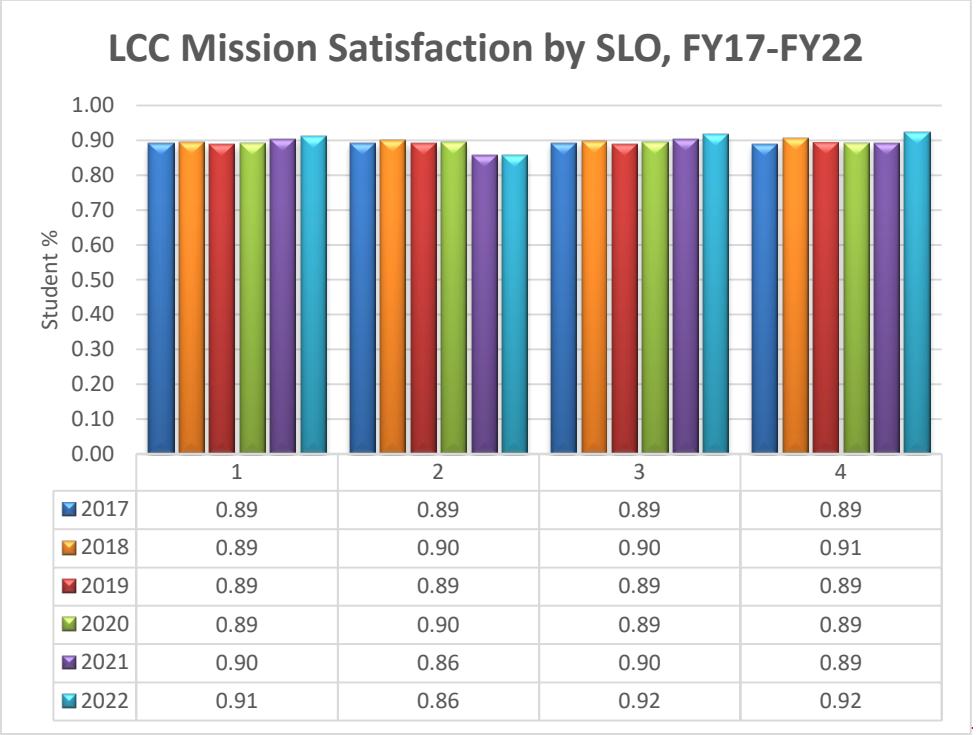
- **Student Learning**: Labette Community College makes every effort to provide collegial programs and services by providing a caring and qualified faculty/staff to assist all students and community members in attaining the foundational skills and knowledge essential for success in work and in life, 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.



	1	2	3	4
2017	0.89	0.89	0.89	0.89
2018	0.89	0.90	0.90	0.91
2019	0.89	0.89	0.89	0.89
2020	0.89	0.90	0.89	0.89
2021	0.90	0.86	0.90	0.89
2022	0.91	0.86	0.92	0.92

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 an average of 90.25% rate of competence for the 2021-2022 year. This was an increase of 1.5% average over the four areas from the previous academic year.

This will be the final report for these SLO's as the new outcomes were approved in 21-22 to be implemented in the 2022-2023 academic school year.

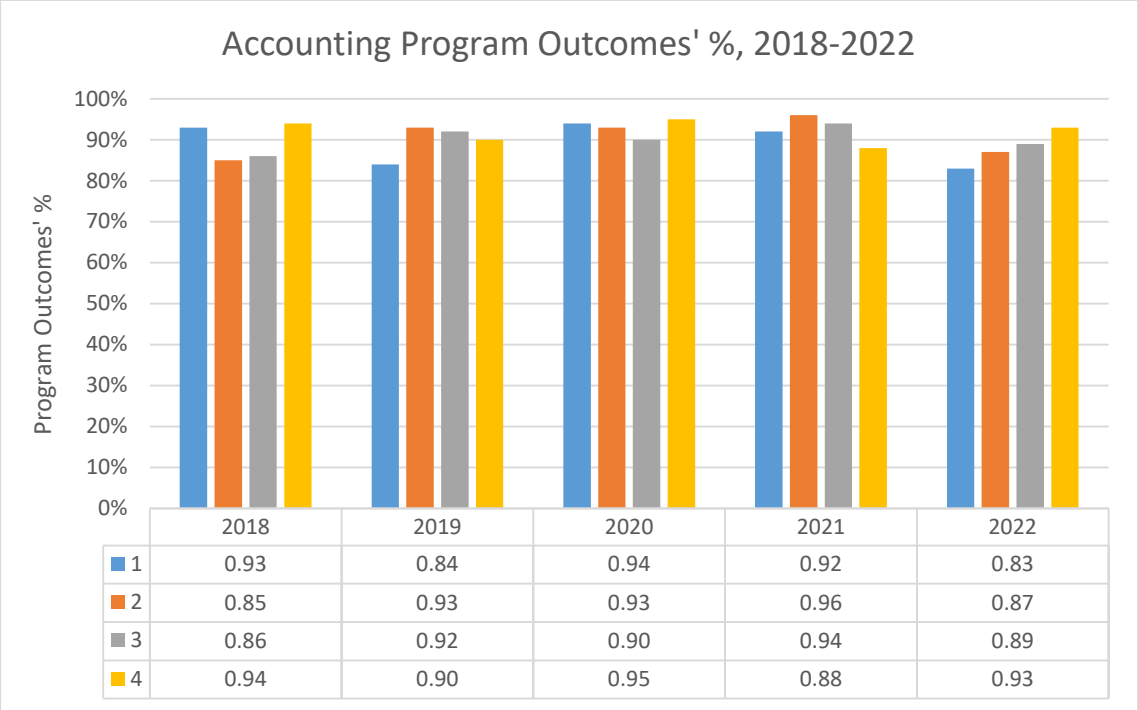
Program Outcomes

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 4-10. 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.

The following results, graphs, and reflections are summarized per program.

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.



	2018	2019	2020	2021	2022
1	0.93	0.84	0.94	0.92	0.83
2	0.85	0.93	0.93	0.96	0.87
3	0.86	0.92	0.90	0.94	0.89
4	0.94	0.90	0.95	0.88	0.93

1. What did you learn from this past year's program data?
   - All program outcome success scores were down in 2022 compared to 2021.
   - The 2022 success rate associated with outcome 1 was the lowest in the five years of data examined.

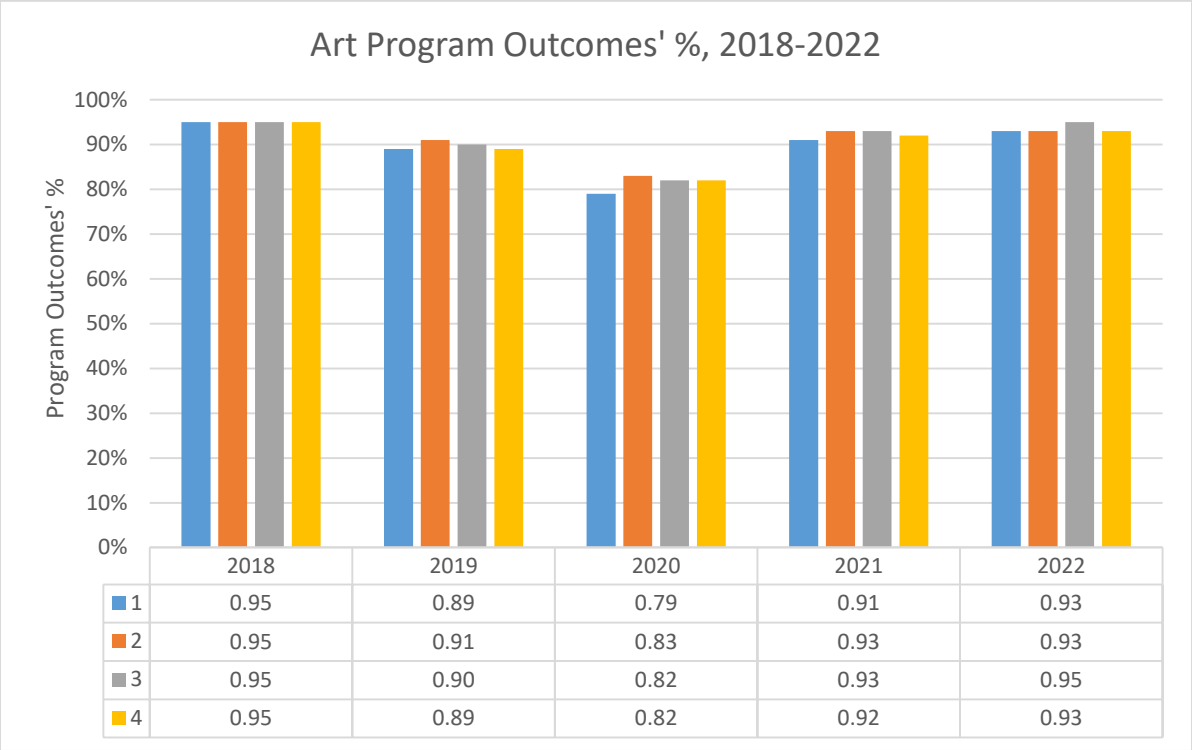
2. What did you not learn from the data?
   - This data does not tell us the success rate of just Accounting majors.

   - Four required classes that are part of the Accounting program (BUAD 101, BUAD 205, ECON 203, ECON 204) are pathways classes and can be taken by any student in any program.

3. What to you hope to learn and/or do for this upcoming school year?
   - We wish to see the impact of implementing the early warning grade system. This should help to motivate some students to seek help, which we hope will improve success rates.

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.



	2018	2019	2020	2021	2022
1	0.95	0.89	0.79	0.91	0.93
2	0.95	0.91	0.83	0.93	0.93
3	0.95	0.90	0.82	0.93	0.95
4	0.95	0.89	0.82	0.92	0.93

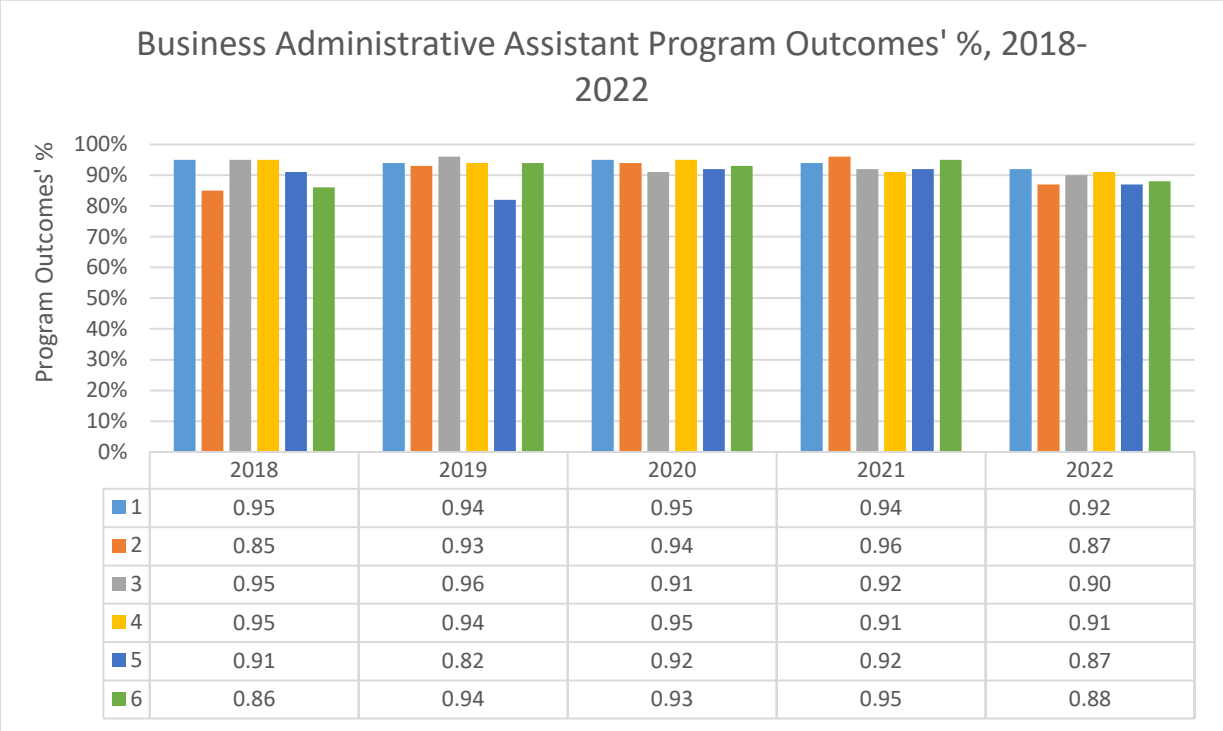
1. What did you learn from this past year's program data?
   - What we are using to assess students in the art department is not rigorous enough.

2. What did you not learn from the data?
   - It is hard to get a true understanding of students' outcomes because the assessment is not rigorous enough to get good data.

3. What do you hope to learn and/or do for this upcoming school year?
   - I would like to standardize the way I assess student outcomes.

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.



	2018	2019	2020	2021	2022
1	0.95	0.94	0.95	0.94	0.92
2	0.85	0.93	0.94	0.96	0.87
3	0.95	0.96	0.91	0.92	0.90
4	0.95	0.94	0.95	0.91	0.91
5	0.91	0.82	0.92	0.92	0.87
6	0.86	0.94	0.93	0.95	0.88

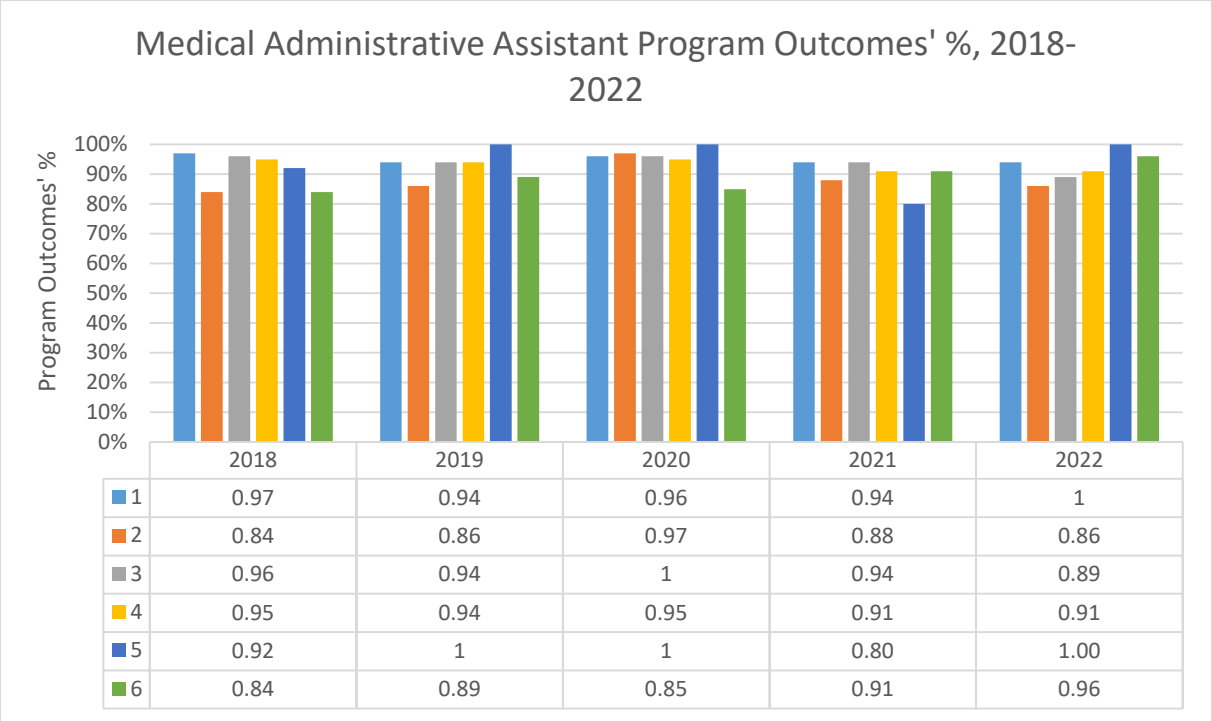
1. What did you learn from this past year's program data?
   - All the program outcomes were in the 80-90% range which seemed about right.
   - The outcome for math and financial analysis was probably the lowest program outcome overall.

2. What did you not learn from the data?
   - I didn't really have any issues on this one.

3. What do you hope to learn and/or do for this upcoming school year?
   - I need to look at each course outcome and see if it still fits. With some courses being changed or eliminated in the program, there will be a lot to look at.

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.



	2018	2019	2020	2021	2022
1	0.97	0.94	0.96	0.94	1
2	0.84	0.86	0.97	0.88	0.86
3	0.96	0.94	1	0.94	0.89
4	0.95	0.94	0.95	0.91	0.91
5	0.92	1	1	0.80	1.00
6	0.84	0.89	0.85	0.91	0.96

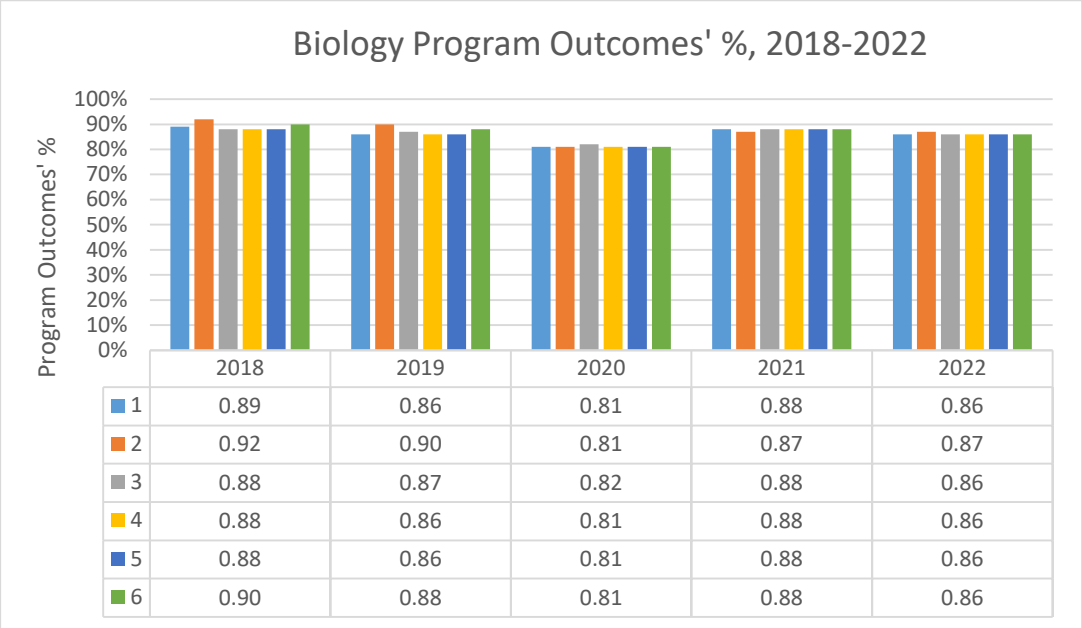
1. What did you learn from this past year's program data?
   - I noticed 100% for program outcome #1 which I know can't be correct. I am wondering if it is because the year is still ongoing and which students were counted.
   - I also saw that there were 100% attainments for different outcomes in other years.
   - If that means 100% of the students/completers attained 70% proficiency, then I guess it could be correct.

2. What did you not learn from the data?
   - I found it hard to believe there was 100% attainment of any of the program outcomes considering the number of course outcomes that related to each program outcome.

3. What do you hope to learn and/or do for this upcoming school year?
   - I need to look at each course outcome and see if it still fits. With some courses being changed or eliminated in the program, there will be a lot to look at.

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.



	2018	2019	2020	2021	2022
1	0.89	0.86	0.81	0.88	0.86
2	0.92	0.90	0.81	0.87	0.87
3	0.88	0.87	0.82	0.88	0.86
4	0.88	0.86	0.81	0.88	0.86
5	0.88	0.86	0.81	0.88	0.86
6	0.90	0.88	0.81	0.88	0.86

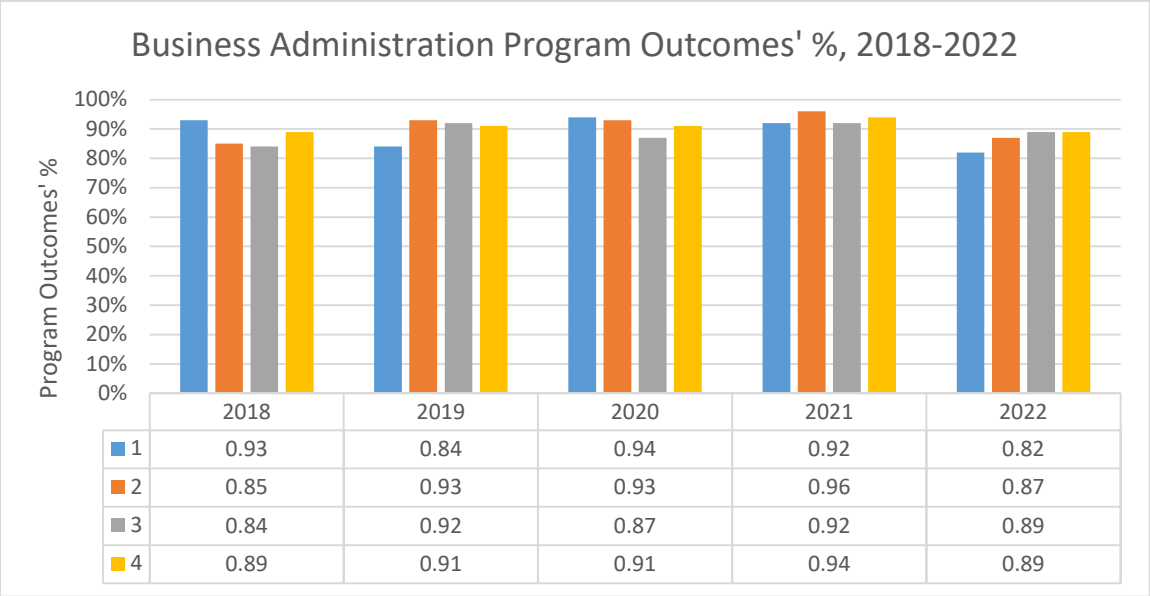
1. What did you learn from this past year's program data?
   - Last year's program outcome data shows us that more than 86% of the students in biology courses met all the six program outcomes. As explained in the answer to question 2 below, the data has been consistent in the last five years except for a slight dip during the year 2020.

2. What did you not learn from the data?
   - Students have been consistently meeting the Program Outcomes (our cutoff is 70%, and for the five years reviewed, the average range is 80 – 88% of the students meeting the Outcomes). The year 2020 is when we had the highest percentage of students not meeting the Outcomes (about 20%); the rest of the years, only about 12% of the students fail to meet these Outcomes. Just a reminder that the year 2020 was when course modality was changed to complete online instruction in the middle of Spring semester due to COVID-19.
   - We made changes to the program in the last two years though, so I am not sure if that made a difference in the data. We no longer offer General Botany (BIOL 124) and General Zoology (BIOL 126). Both were replaced with BIOL 128 Principles of Biology I and BIOL 129 Principles of Biology II.

3. What do you hope to learn and/or do for this upcoming school year?
    - We will work to improve on the numbers attaining the outcomes in our program. Ideally, we want 100% of the students to attain all the program outcomes. To maintain rigor in our courses, despite our best efforts it becomes impossible to get the absolute results (100%).

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.



	2018	2019	2020	2021	2022
1	0.93	0.84	0.94	0.92	0.82
2	0.85	0.93	0.93	0.96	0.87
3	0.84	0.92	0.87	0.92	0.89
4	0.89	0.91	0.91	0.94	0.89

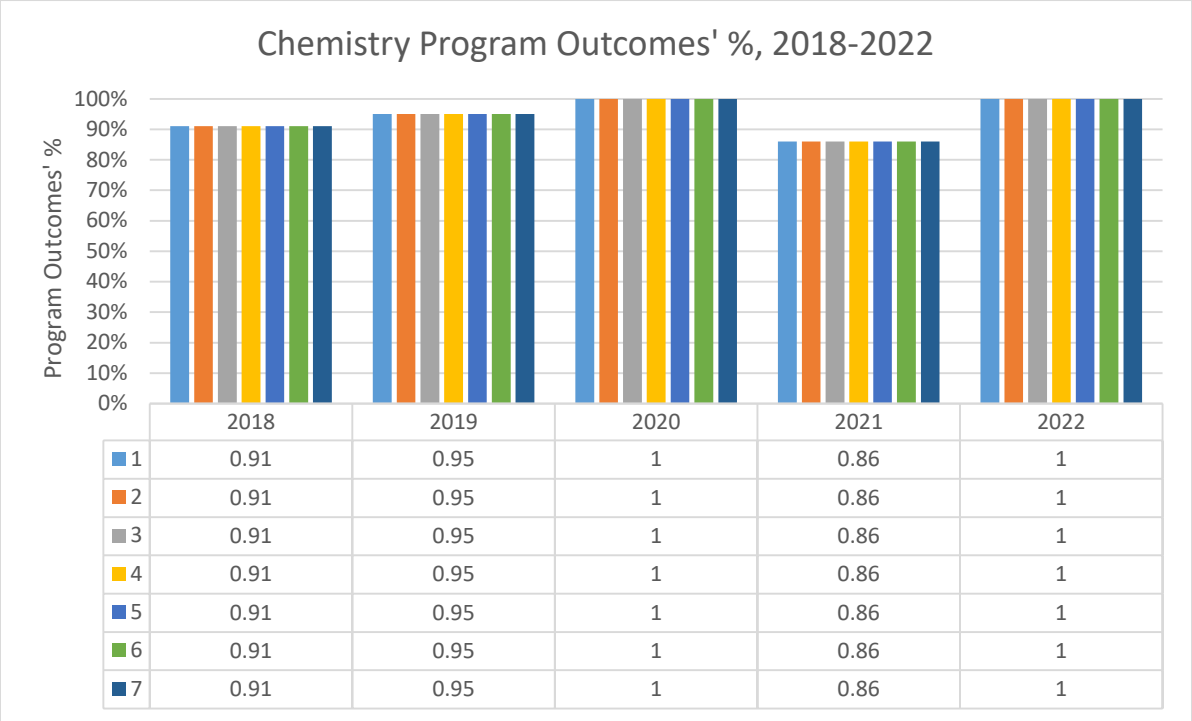
1. What did you learn from this past year's program data?
   - All program outcome success scores were down in 2022 compared to 2021.
   - The 2022 success rate associated with outcome 1 was the lowest in the five years of data examined.
   - The 2022 success rate associated with outcome 4 was tied for lowest in the five years of data examined.

2. What did you not learn from the data?
   - This data does not tell us the success rate of Business Administration majors.
   - Four classes that are part of the Business Administration core (BUAD 101, BUAD 205, ECON 203, ECON 204) are pathways classes and can be taken by any students in any program.

3. What do you hope to learn and/or do for this upcoming school year?
   - We wish to see the impact of implementing the early warning grade system. This should help to motivate some students to seek help, which we hope will improve success rates.

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.

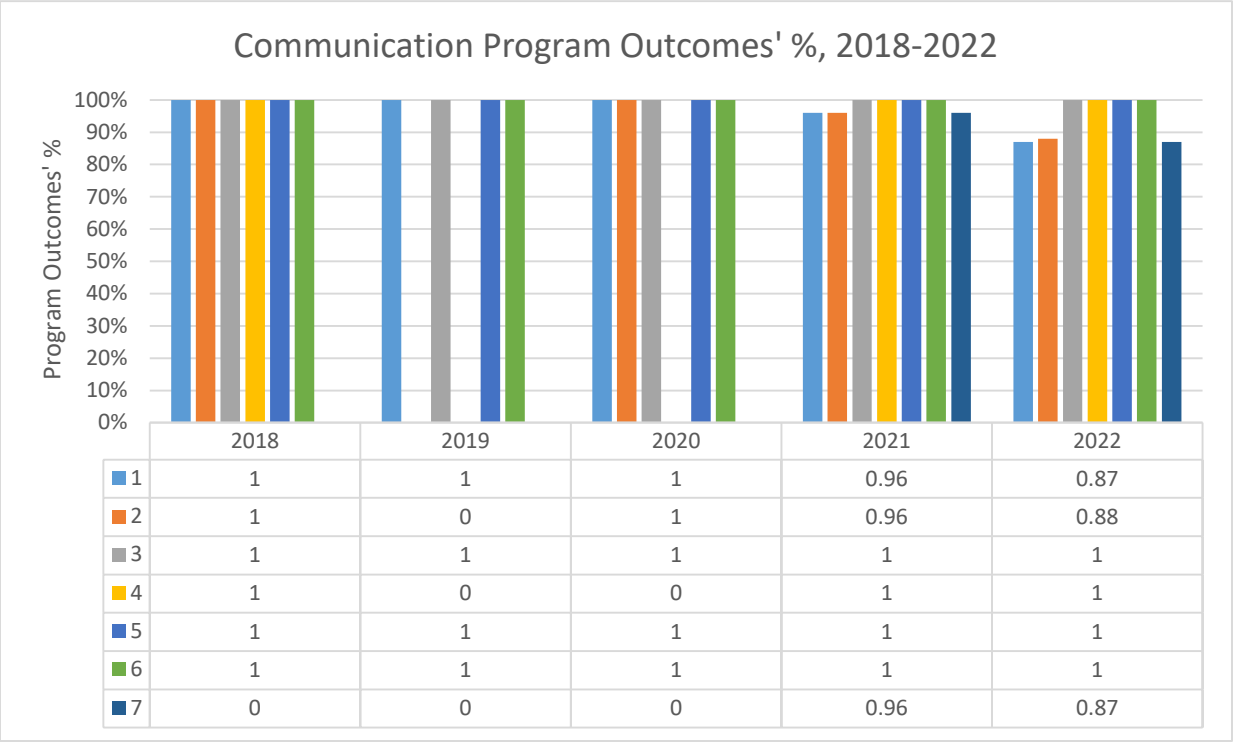


	2018	2019	2020	2021	2022
1	0.91	0.95	1	0.86	1
2	0.91	0.95	1	0.86	1
3	0.91	0.95	1	0.86	1
4	0.91	0.95	1	0.86	1
5	0.91	0.95	1	0.86	1
6	0.91	0.95	1	0.86	1
7	0.91	0.95	1	0.86	1

1. What did you learn from this past year's program data?
   - There was a marked drop in 2021. I would attribute this to the pandemic and shift to on-line learning.
2. What did you not learn from the data?
   - Details about the needs or problems associated with each individual course.
3. What do you hope to learn and/or do for this upcoming school year?
   - Perhaps to determine more ways on-line can be used, but without detrimental loss of student learning.

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.



	2018	2019	2020	2021	2022
1	1	1	1	0.96	0.87
2	1	0	1	0.96	0.88
3	1	1	1	1	1
4	1	0	0	1	1
5	1	1	1	1	1
6	1	1	1	1	1
7	0	0	0	0.96	0.87

1. What did you learn from this past year's program data?

- I learned everything needs updated. I have two core courses listed that should no longer be (Introduction to Business and Critical Thinking and Argumentation) and I have two core courses that should be listed that are not (Interpersonal Communication and Public Speaking). I also think there is an issue with assessment reporting since there are many outcomes showing they were achieved at 100%.

2. What did you not learn from the data?

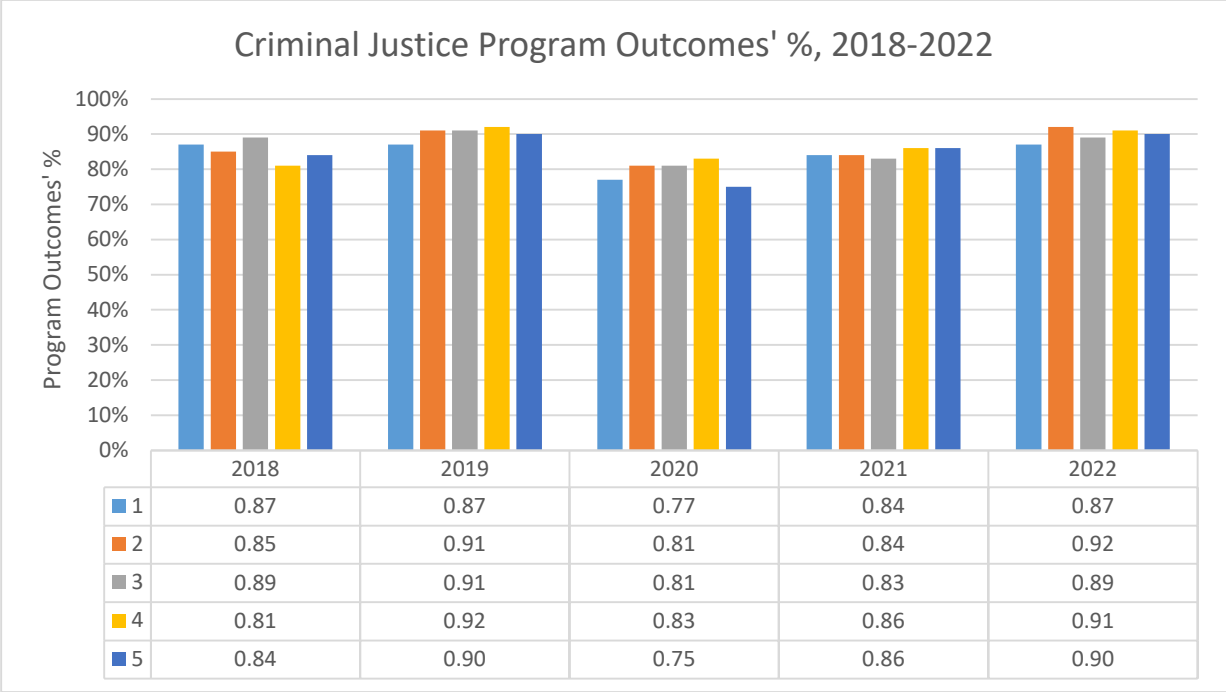
- I didn't learn anything about how my students are performing in the classes not listed as part of the programs core---IPC and Public Speaking. I don't feel confident that the data is accurate since so many are at 100%.

3. What do you hope to learn and/or do for this upcoming school year?

- I plan to rework the communication program's combined program outcomes (if needed) and rework the program core courses (remove Intro to Business and Critical Thinking and add IPC and Public Speaking). I will continue to discuss assessments with adjuncts.

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.

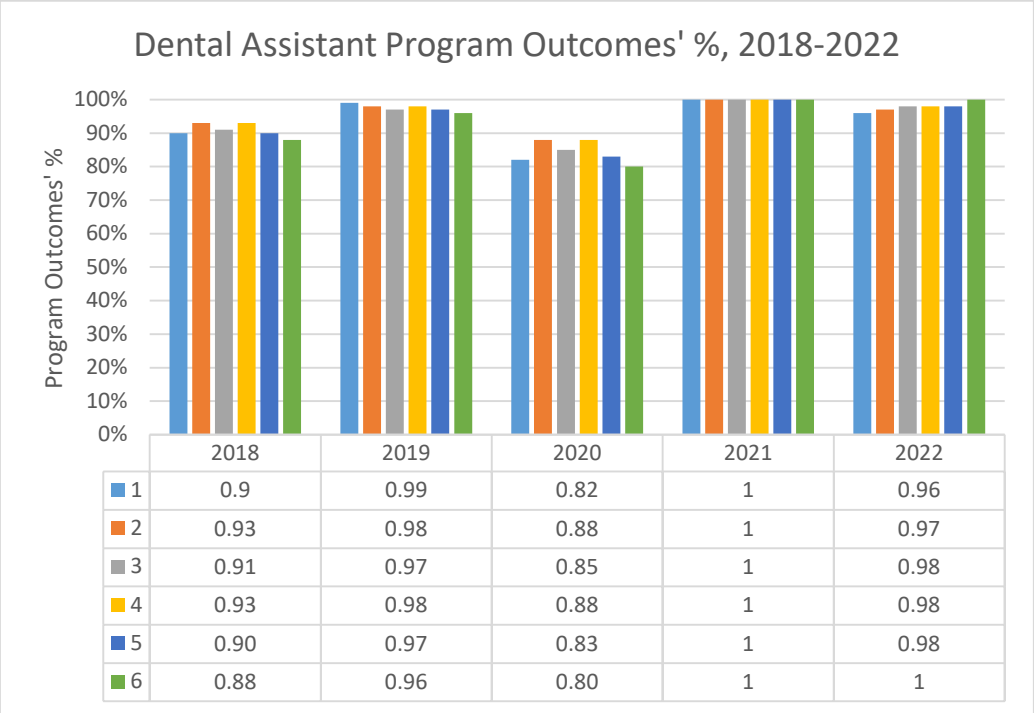


	2018	2019	2020	2021	2022
1	0.87	0.87	0.77	0.84	0.87
2	0.85	0.91	0.81	0.84	0.92
3	0.89	0.91	0.81	0.83	0.89
4	0.81	0.92	0.83	0.86	0.91
5	0.84	0.90	0.75	0.86	0.90

1. What did you learn from this past year's program data?
   - The program is taught 100% by adjuncts professionals working in the field and are able to provide students with a strong knowledge base leading to the student's success in the classes. A couple of things were identified in assessing the data.
   - The level of the textbooks or workbooks being used in some of the courses seemed to be higher level books than for a 100-level class,
   - Juveniles in the Justice System seems to be the most challenging course, and
   - Students rebounded after the COVID Pandemic as the program outcomes increased steadily from year to year with PO5 (Demonstrate an understanding of the morale, legal, and ethical responsibilities of the criminal justice professional) seeing the most significant increase. Which mirrors the current climate of the criminal justice profession.
2. What did you not learn from the data?
   - Not applicable
3. What do you hope to learn and/or do for this upcoming school year?
   - Research OER options to accommodate student's financial burdens and find adequate textbook for course level.
   - Research the value of adding an internship course as part of the curriculum to allow students an opportunity to have work base learning options.

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.



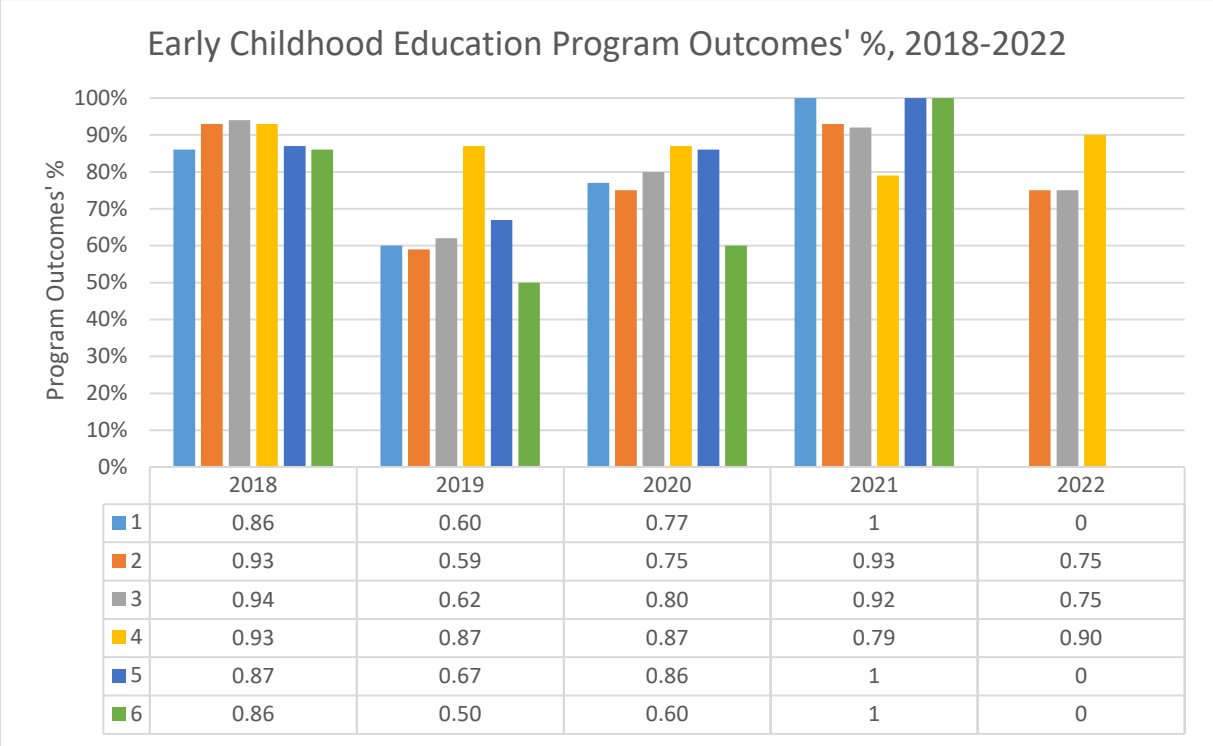
	2018	2019	2020	2021	2022
1	0.9	0.99	0.82	1	0.96
2	0.93	0.98	0.88	1	0.97
3	0.91	0.97	0.85	1	0.98
4	0.93	0.98	0.88	1	0.98
5	0.90	0.97	0.83	1	0.98
6	0.88	0.96	0.80	1	1

Year	# of Graduates	# of Students Who Attempted DANB*	# of Students Who Passed DANB*	%
2017-2018	7	7	7	100%
2018-2019	9	9	8	89%
2019-2020	6	5	5	100%
2020-2021	2	2	2	100%
2021-2022	4	4	3	75%

**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.*

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.



	2018	2019	2020	2021	2022
1	0.86	0.60	0.77	1	0
2	0.93	0.59	0.75	0.93	0.75
3	0.94	0.62	0.80	0.92	0.75
4	0.93	0.87	0.87	0.79	0.90
5	0.87	0.67	0.86	1	0
6	0.86	0.50	0.60	1	0

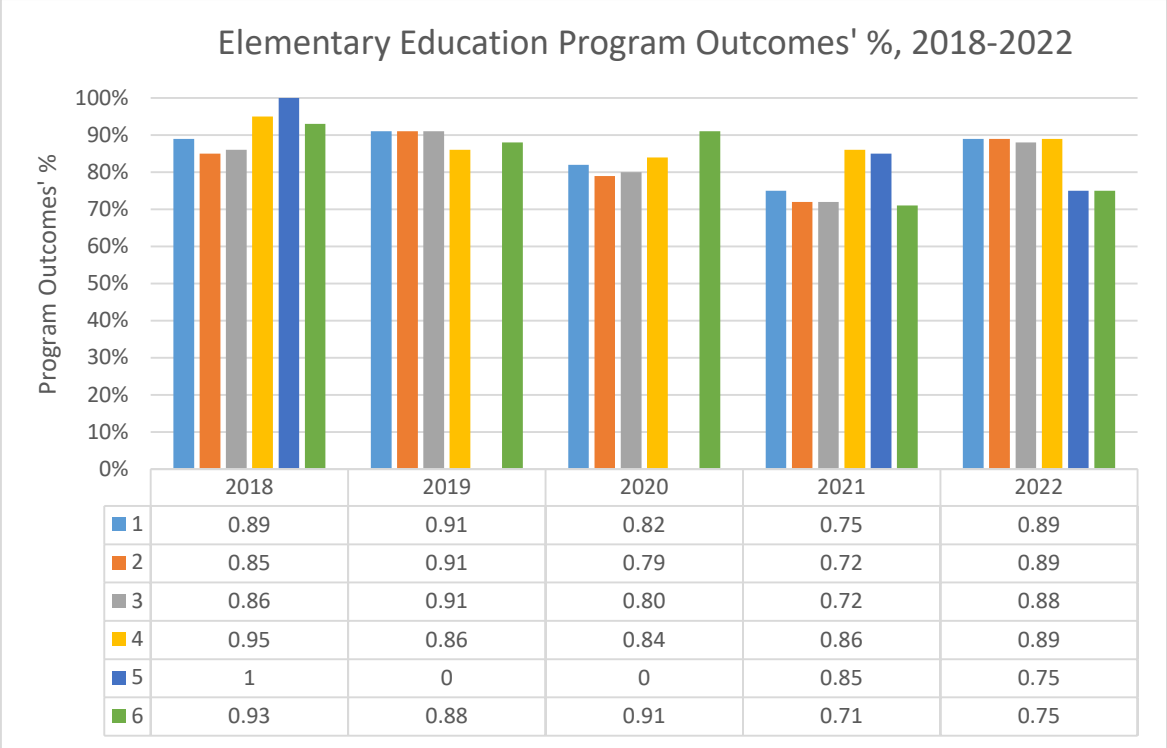
1. What did you learn from this past year's program data?
   - The program alignment map is out of date and needs to be updated. Some course changes made it look like data was not gathered, but it was. For example, Intro to Education/Pre Lab became Explorations in Education, so the data is there, but we have not updated the matrices to show this.

2. What did you not learn from the data?
   - We do not have a true reflection of how students did in this program since the alignment map was not updated. We also see a drop in Outcomes 2, 3, and 4 but without much data to understand the phenomena.

3. What do you hope to learn and/or do for this upcoming school year?
   - The program alignment map will be updated to reflect true program results.

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.



	2018	2019	2020	2021	2022
1	0.89	0.91	0.82	0.75	0.89
2	0.85	0.91	0.79	0.72	0.89
3	0.86	0.91	0.80	0.72	0.88
4	0.95	0.86	0.84	0.86	0.89
5	1	0	0	0.85	0.75
6	0.93	0.88	0.91	0.71	0.75

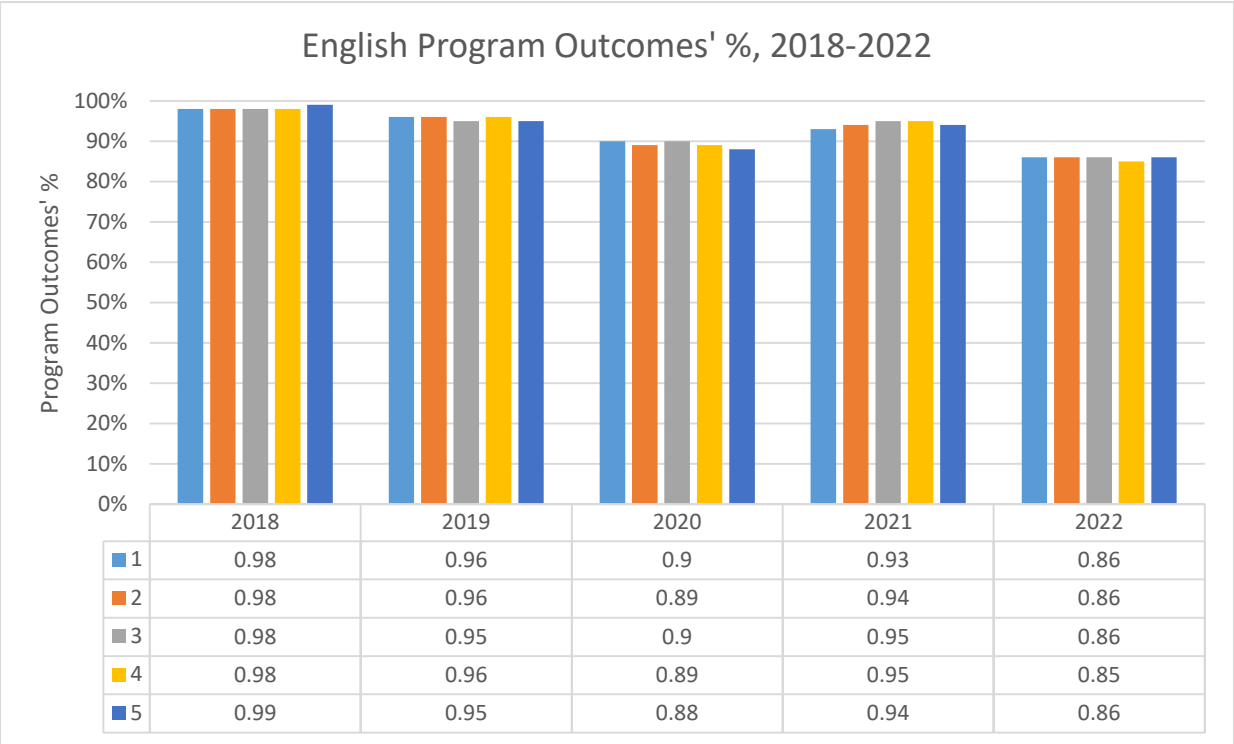
1. What did you learn from this past year's program data?
   - Students' success on outcomes 1, 2, 3, and 4 have rebounded to levels prior to the pandemic, which is good to see. It was difficult for students to get into elementary schools for observations and experience so it is good to see this rebound.

2. What did you not learn from the data?
   - A new alignment map was used for 2022 data, so it would not be accurate to compare 1 to 1 with the data from the previous 4 years since the courses used to assess potentially changed. It will not be until this upcoming year that we see more measurable comparison, and that will only continue to grow.

3. What do you hope to learn and/or do for this upcoming school year?
   - We will work on defining what assessments are used at the course level to determine if mastery has occurred at the program level.

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.

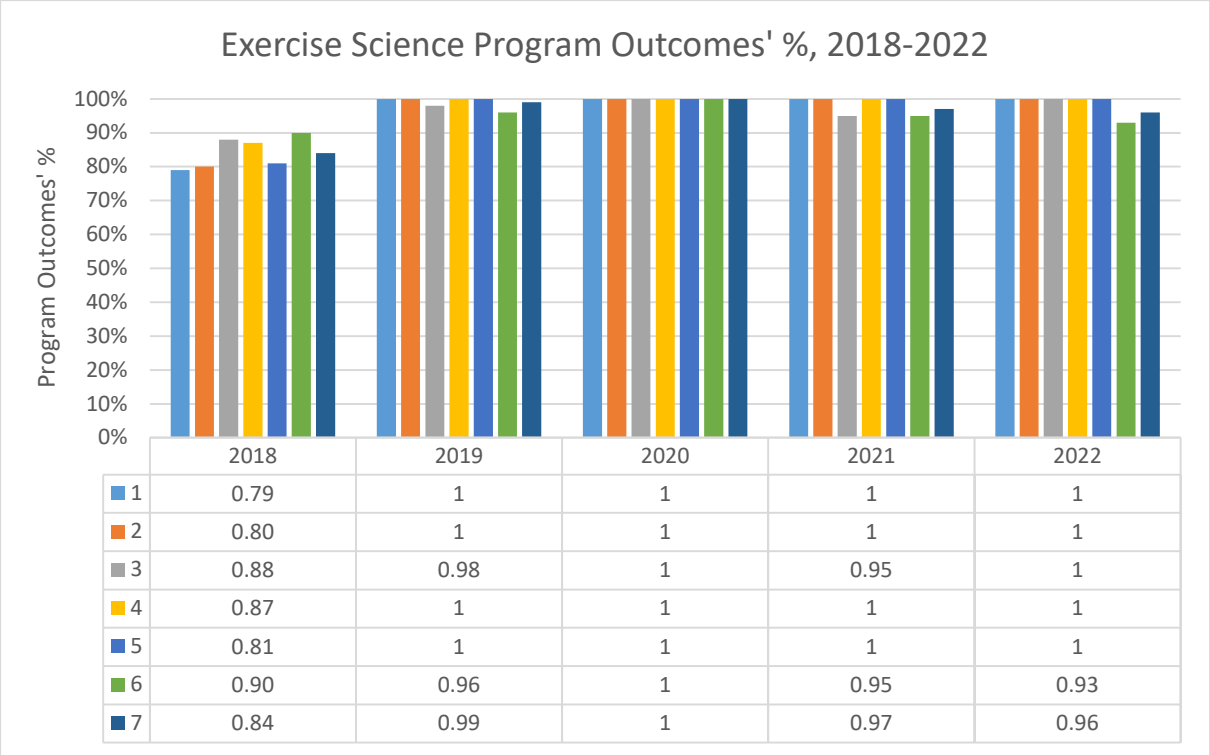


	2018	2019	2020	2021	2022
1	0.98	0.96	0.9	0.93	0.86
2	0.98	0.96	0.89	0.94	0.86
3	0.98	0.95	0.9	0.95	0.86
4	0.98	0.96	0.89	0.95	0.85
5	0.99	0.95	0.88	0.94	0.86

1. What did you learn from this past year's program data?
   - We learned that earlier data was probably inaccurate or incomplete.
2. What did you not learn from this data?
   - We did not really have an accurate picture—we did not learn how well we are actually doing.
3. What do you hope to learn and/or do for this upcoming school year?
   - Hopefully future data will be more reliable after having serious discussions with adjuncts during in-service.

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.



	2018	2019	2020	2021	2022
1	0.79	1	1	1	1
2	0.80	1	1	1	1
3	0.88	0.98	1	0.95	1
4	0.87	1	1	1	1
5	0.81	1	1	1	1
6	0.90	0.96	1	0.95	0.93
7	0.84	0.99	1	0.97	0.96

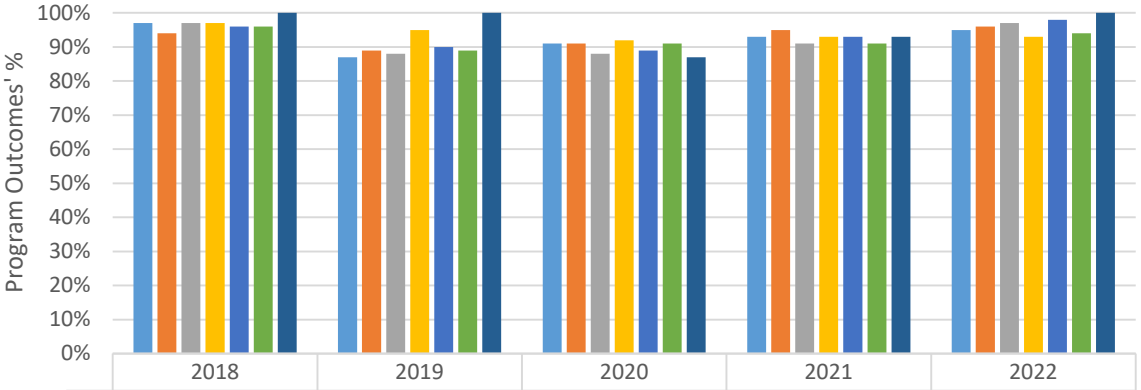
1. What did you learn from this past year's program data?
   - Although the program received data for all 7 program outcomes, the program alignment map is out of date and needs to be updated. The program underwent significant changes that need to be reflected in the program alignment.

2. What did you not learn from the data?
   - We do not have a true reflection of how students did in this program since the alignment map was not updated. It is hard to believe that 100% of students met 5 out of the 7 outcomes, but without digging into the alignment map and what was used to pull the table, we cannot get an accurate picture of student mastery.

3. What do you hope to learn and/or do for this upcoming school year?
   - The program alignment map will be updated to reflect true program results.

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



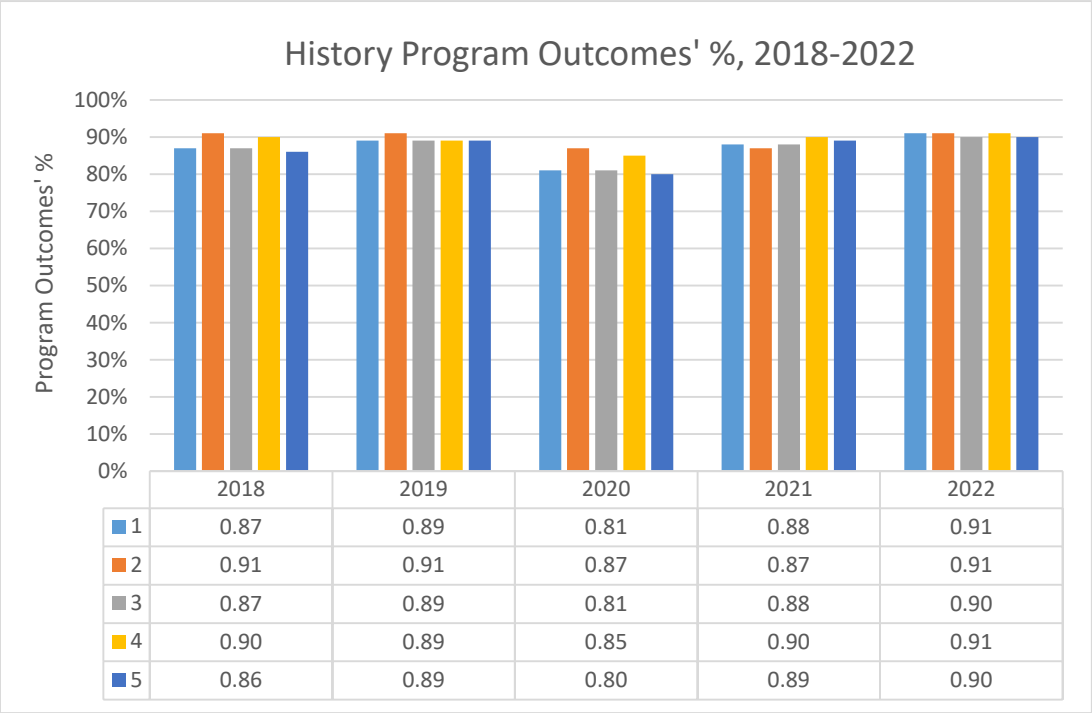
	2018	2019	2020	2021	2022
1	0.97	0.87	0.91	0.93	0.95
2	0.94	0.89	0.91	0.95	0.96
3	0.97	0.88	0.88	0.91	0.97
4	0.97	0.95	0.92	0.93	0.93
5	0.96	0.90	0.89	0.93	0.98
6	0.96	0.89	0.91	0.91	0.94
7	1	1	0.87	0.93	1

1. What did you learn from this past year's program data?
   - Improvement is needed in the areas of file and time management with multiple project deadlines.
2. What did you not learn from the data?
   - The reason why improvement is needed.

3. What do you hope to learn and/or do for this upcoming school year?
   - Provide additional tools to students on file and time management.

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



	2018	2019	2020	2021	2022
1	0.87	0.89	0.81	0.88	0.91
2	0.91	0.91	0.87	0.87	0.91
3	0.87	0.89	0.81	0.88	0.90
4	0.90	0.89	0.85	0.90	0.91
5	0.86	0.89	0.80	0.89	0.90

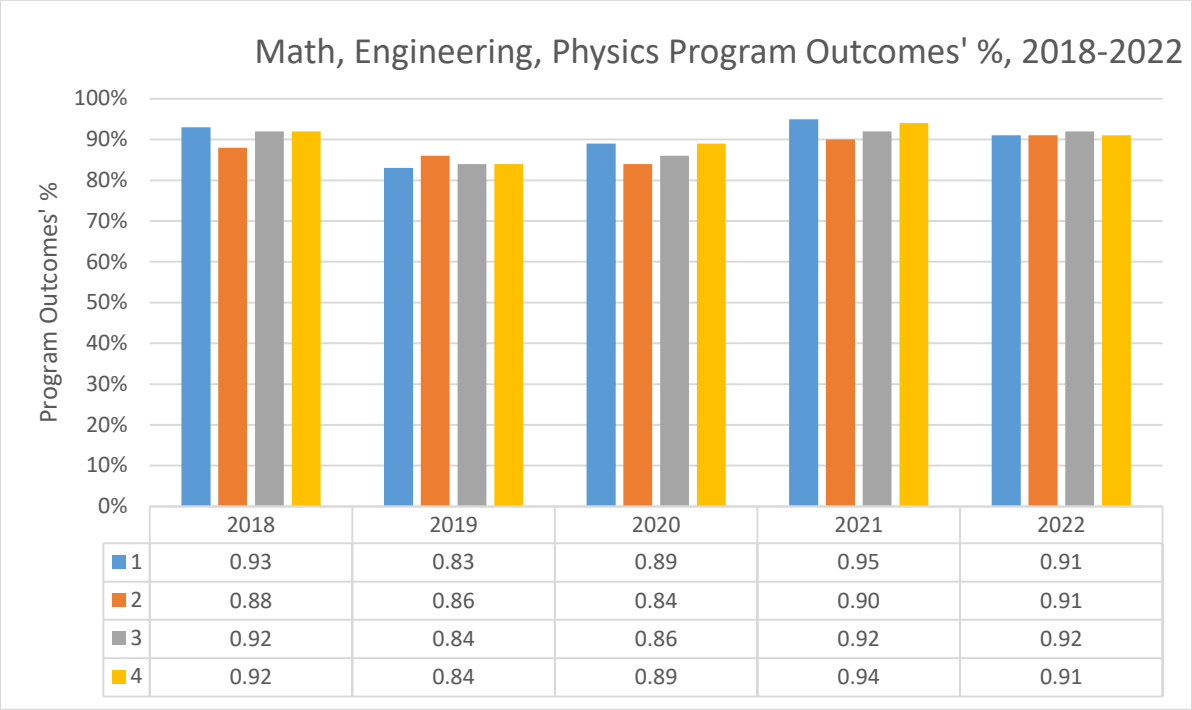
1. What did you learn from this past year's program data?
   - It's a bit difficult to learn much from it. Most students achieved the course objectives, but the measurement for each student is essentially a yes/no question: they either achieved each objective or they didn't. There's not much there regarding how well they mastered the course material, or how poorly they might have done, or why they did poorly.

2. What did you not learn from the data?
   - As I wrote above, there's not a lot of qualitative data there, nor is there much on what could be done, semester to semester, to help more students master the course objectives.

3. What to you hope to learn and/or do for this upcoming school year?
   - Keep working to make classes better, by refining areas of it to help more students.

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.



	2018	2019	2020	2021	2022
1	0.93	0.83	0.89	0.95	0.91
2	0.88	0.86	0.84	0.90	0.91
3	0.92	0.84	0.86	0.92	0.92
4	0.92	0.84	0.89	0.94	0.91

1. What did you learn from this past year's program data?

- Instructors appear to be doing better in providing more accurate data. In previous years we have had issues with instructors not always reporting on the correct number of outcomes for a course or reporting that every student in every section they taught met every outcome. We did not see as much of that this year. Every instructor reported on the correct number of outcomes. We do still believe there is room for improvement with respect to linking outcomes assessment reporting to measurable formative assessments. There is also evidence to suggest that not all instructors are providing thoughtful reflections/self-assessments in their outcomes reporting. This is better than it used to be, but there is still room for improvement.
- With that having been said, it is not the position of the Math/Physics Departments that instructors should always change something in every course every semester just to prove that they are trying to improve. This is especially true if they are undertaking major projects in another class. It is the position of the departments that instructors should carefully reflect upon what worked and did not work in a class each semester. Just because something did not work in one class one semester does not mean it should be changed, but it should be reflected upon. Something similar could be said about things that did work.

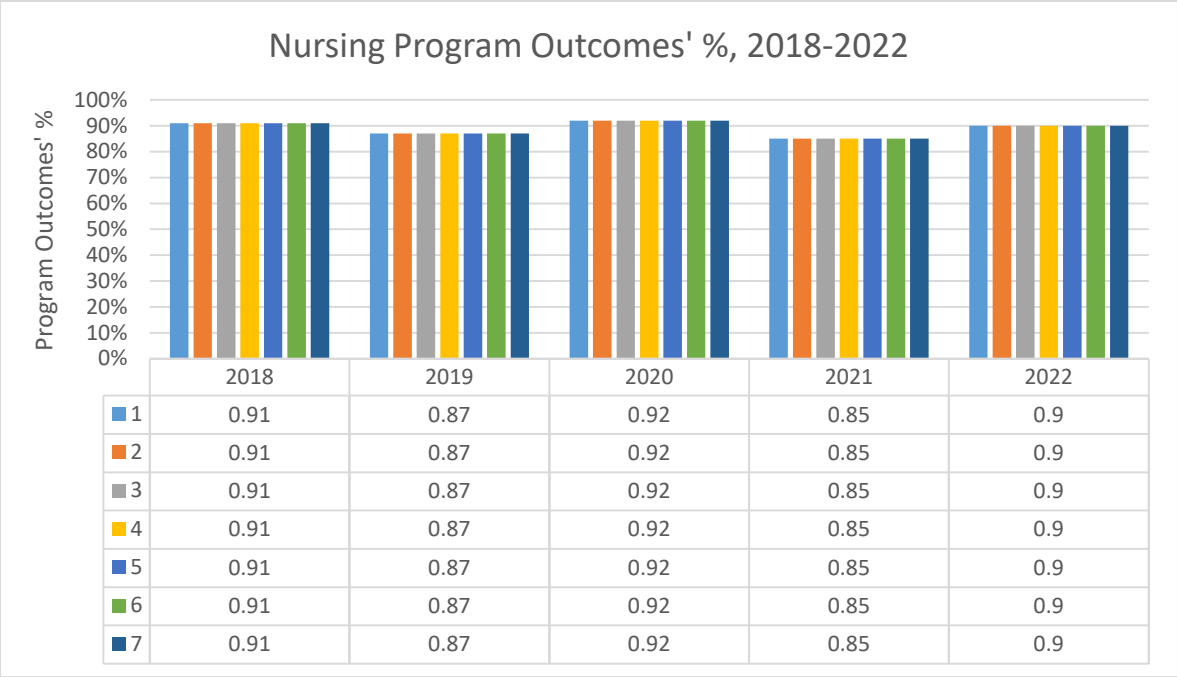
2. What did you not learn from the data?

- We did not learn much about what particular instructional/assessment strategies worked or did not work in various classes. We are not convinced that Outcomes Assessment reporting is very useful for such analysis. It is an excellent resource for instructors to use in documenting what has worked in their classes over the years, but that does not always translate to other instructors. It would be foolish to believe that changes to instructional/assessment strategies in an online college algebra course would necessarily translate to on-ground sections or that changes made to concurrent sections of college algebra would translate to night time sections. I teach both on-ground and online college algebra and elem stats courses. It has never been my experience that the reflections I make with respect to an online section is necessarily relevant to the what is happening in an on-ground section. It might be, but often times it simply is not. In fact, more often than not, reflections made with respect to an online college algebra section are often times more relevant to an online elem stats section than another on-ground college algebra section. This is only compounded the more instructors we have reporting. We do not believe that the aggregate data collection we are looking at here is very useful for that sort of micro analysis.

3. What to you hope to learn and/or do for this upcoming school year?
    - We hope to better coordinate with the administration and between departmental faculty members regarding reflection expectations and data collection best practices. For instance, we would like to better establish the measurements instructors will use in reporting outcomes assessment data. Additionally, the department does not believe that students have been adequately assessed unless they have completed all the measures for a particular outcome.

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.



	2018	2019	2020	2021	2022
1	0.91	0.87	0.92	0.85	0.9
2	0.91	0.87	0.92	0.85	0.9
3	0.91	0.87	0.92	0.85	0.9
4	0.91	0.87	0.92	0.85	0.9
5	0.91	0.87	0.92	0.85	0.9
6	0.91	0.87	0.92	0.85	0.9
7	0.91	0.87	0.92	0.85	0.9

1. What did you learn from this past year's program data?

- Program Outcomes are derived from the student learning outcomes in each nursing program course. This data is reflective of the number of students who successfully meet the student learning outcomes in each course with an 80% (grade A or B) benchmark. Students must achieve an 80% in each nursing course before proceeding onto the next course in the program according to the Progression Policy set forth by the program.
- Each of the course and program outcomes are viewed as equally important to passing the course, thus if a student earns less than 80% in the course, they would not achieve any of the course/program outcomes.
- The fluctuation of student success over the past five years may be a reflection of using non-proctored testing during the COVID-19 off campus time period. Additionally, faculty noted that during COVID-19, there was less face-to-face time to help students with application and learning of hands-on skills development. Lastly, students experienced an increased level of stress and anxiety during the COVID-19 time period, reflecting a decreased number of students and completion rate variables.

2. What did you not learn from the data?

- The data is difficult to interpret as it reflects Level I and Level II students combined in the same reporting period, not a single cohort of students in the program. Program evaluation and decisions for student cohorts are made based upon the analysis and achievement of Program Student Learning Outcomes in the Systematic Evaluation Plan completed annually. (A copy will be provided upon request.)

3. What to you hope to learn and/or do for this upcoming school year?

- Each year the program completes an extensive evaluation on each of the Program Student Learning Outcomes as part of the Systematic Evaluation Plan. (A copy will be provided upon request.) This document utilizes an expected level of achievement for each Program Student Learning Outcome using measureable assessment methods. Program decisions are determined and driven by the faculty according to the standards set forth by ACEN.

NCLEX Pass Rates—1st Attempt

Year	# of Testers	PN*	# of Testers	RN
2018	12	100%	25	100%
2019	17	100%	20	100%
2020	19	78.95%	29	89.66%
2021	10	100%	20	90%
2022**	14	100%**	12	91.66%**

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

***2022 results are not official until December 2022, when the Kansas State Board of Nursing will publish official 2022 first time pass rates. Report date: 9/23/2022.*

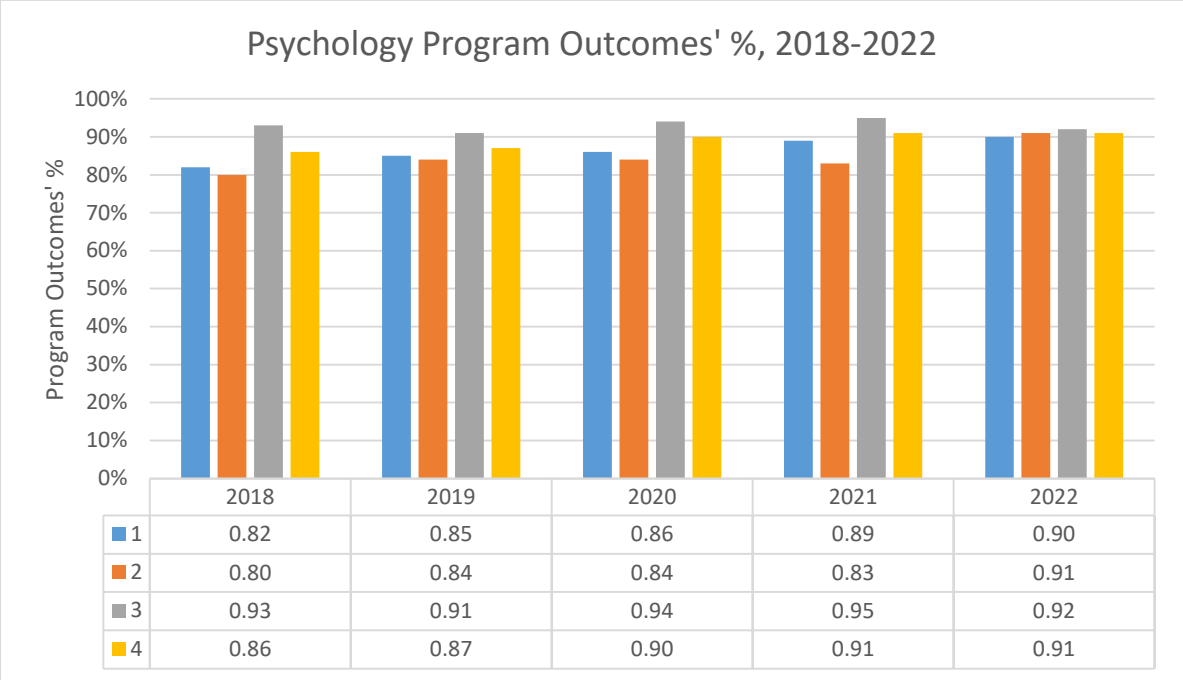
The Associate Degree Nursing Program at Labette Community College located in Parsons, Kansas is accredited by the:

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

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

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.



	2018	2019	2020	2021	2022
1	0.82	0.85	0.86	0.89	0.90
2	0.80	0.84	0.84	0.83	0.91
3	0.93	0.91	0.94	0.95	0.92
4	0.86	0.87	0.90	0.91	0.91

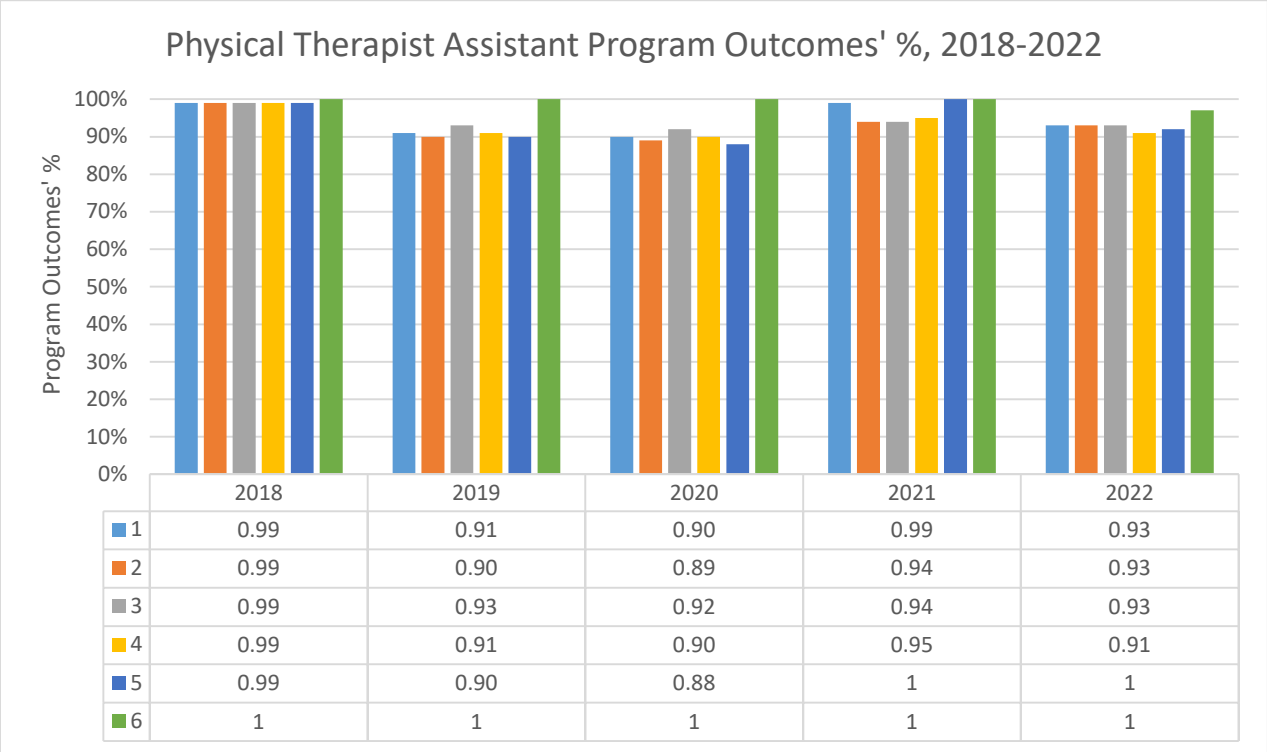
1. What did you learn from this past year's program data?
   - I learned that the Psychology Program Outcomes' ranked on average 91 percent in all 4 outcomes. I also learned that the percentage of students who met the program outcomes had increased from the previous 4 years.

2. What did you not learn from the data?
   - I did not learn the number of students that were assessed within the Department of Psychology to meet the program outcomes.

3. What to you hope to learn and/or do for this upcoming school year?
   - I hope to be very specific in my monitoring for the number of students who achieve each outcome to increase accuracy in the data being collected.

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.



	2018	2019	2020	2021	2022
1	0.99	0.91	0.90	0.99	0.93
2	0.99	0.90	0.89	0.94	0.93
3	0.99	0.93	0.92	0.94	0.93
4	0.99	0.91	0.90	0.95	0.91
5	0.99	0.90	0.88	1	1
6	1	1	1	1	1

1. What did you learn from this past year's program data?

- The data from 2021 compared to 2022 demonstrated that the 2022 class did not demonstrate mastery of the material to the level of the 2021 class. This data and other test scores demonstrated decreased achievement by not only individuals but the class as a whole. Faculty discussed and identified the likely causes of this as being: less interaction in the classroom from each student, less interaction from each student with each instructor- this class did not ask questions in the classroom, one on one, or via email.

2. What did you not learn from the data?

- We did not learn how to improve student interaction in the classroom. Attempts were made to use more videos, learning games, Candy as reward for interaction, and learning competitions in real world and virtual world. We could not find any method that was successful in significantly improving the students' interactions. All of this affected all outcomes, but more specifically outcomes: 1,2,3,4.

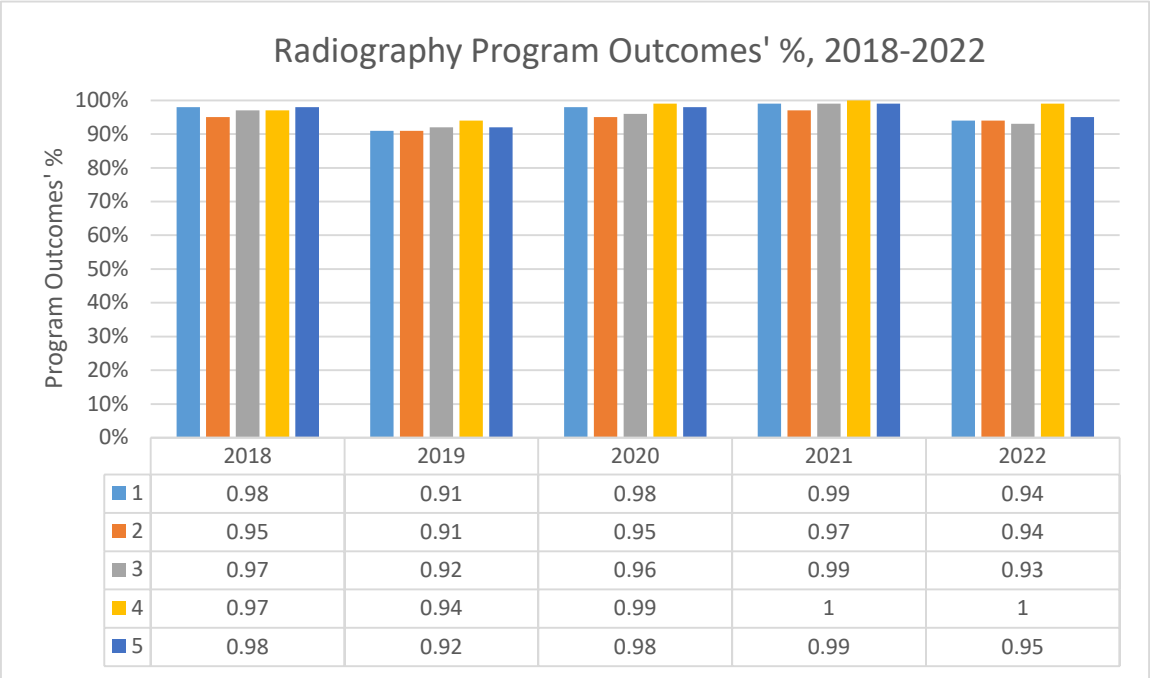
Year	# of Testers**	Passed	%
2017-2018	16	13	81.3%
2018-2019	17	15	88.2%
2019-2020	13	10	76.9%
2020-2021	10	9	90%
2021-2022**	4	4	100%

*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.

**The rest of the 2022 class (6 students) will test the first week in October.

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.



	2018	2019	2020	2021	2022
1	0.98	0.91	0.98	0.99	0.94
2	0.95	0.91	0.95	0.97	0.94
3	0.97	0.92	0.96	0.99	0.93
4	0.97	0.94	0.99	1	1
5	0.98	0.92	0.98	0.99	0.95

1. What did you learn from this past year's program data?

- Our program's retention rate has impacted our outcome data results this past year. The negative impact that COVID had on our student's performance this last fiscal year is apparent. Students were dealing with their own COVID illness, being quarantined or even dealing with a family member's health issues relating to COVID. We encouraged students to attend our classroom lecture (synchronous schedule) over ZOOM if their quarantined and unable to come to campus. More students appeared to struggle more and were falling behind in their didactic and clinical courses due to being absent. The program faculty did numerous tutoring sessions with their struggling students throughout the last year. As a result of their emotional and physical conditions beyond the program's control, numerous students continued to struggle academically and they were dismissed.

2. What did you not learn from the data?

- The student dynamic per cohort changes annually and this requires the program officials to teach their courses differently to accommodate as many students learning styles as possible, however the program has a lot of material that has to be covered per class period. In the past few years, our program has a noticed an influx of students that have completed a majority of their general education courses either online or as a high-school concurrent class and state they never had to study. The difference between secondary and post-secondary CTE program expectations appears to be more challenging for students entering into our program.

3. What do you hope to learn and/or do for this upcoming school year?

- Block scheduling is allowing the Program faculty to be more available on Fridays for students to get assistance/tutoring. Students are now completing two 10-hour clinical days so if they need to use a Fridays as make-up clinical day it is easier for them to do so.
- The program's tutoring paperwork has included our Case Manager's contact information to ensure students are aware of the resources available to them.

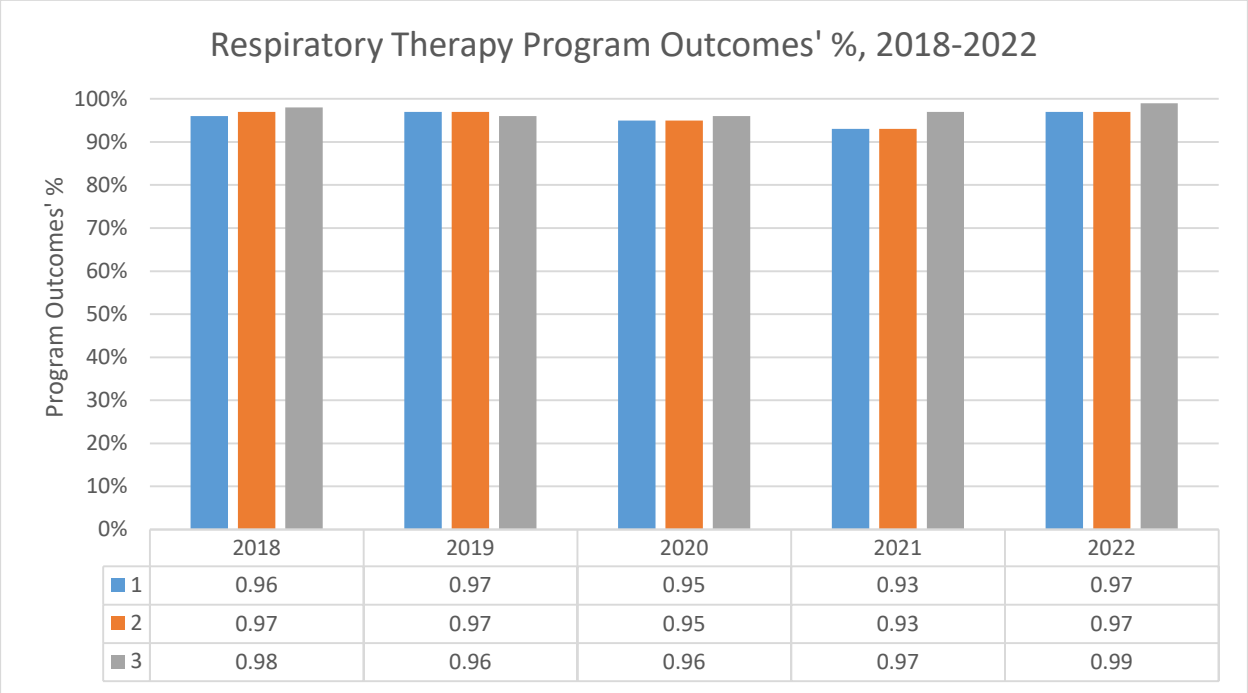
American Registry of Radiologic Technologists National Comparison Report

Year	Group	Number of students who tested	Mean	%Pass*
2017-2018	LCC	12	90.3%	100%
2018	National	11,571	83.6%	89.4%
2018-2019	LCC	9	86.8%	100%
2019	National	11,769	83.4%	89%
2019-2020	LCC	12	87.8%	100%
2020	National	10,849	83.3%	88.2%
2020-2021	LCC	10	85%	100%
2021	National	12,252	82.3%	83.8%
2021-2022	LCC	12	87%	100%
2022	National	*	*	*

**The ARRT National Comparison Report for 2022 will not be available until January and will be included in the 2023 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.



1. What did you learn from this past year's program data?
   - That we have success with students passing their boards

2. What did you not learn from the data?
   - Where our weak spots are is in teaching the NBRC matrix

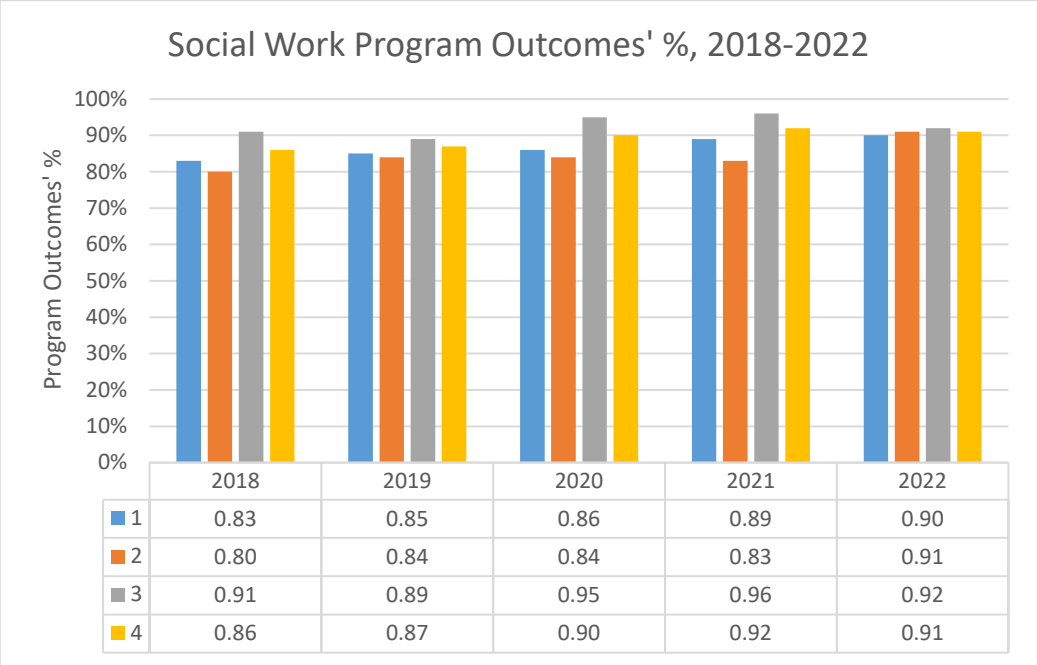
3. What to you hope to learn and/or do for this upcoming school year?
   - Continue to increase the number of students, continue to refine curriculum to line up with NBRC matrix. I would like to take a deep dive with this but I want to wait for the site visit to be over so I can focus on it.

Year	Program Graduates	CRT*	RRT**
2017-2018	5	5	2
2018-2019	6	6	2
2019-2020	6	3	1
2020-2021	4	1	2
2021-2022	3	1	2

** Certified Respiratory Therapist is entry-level for employment.*
*** Registered Respiratory Therapist is not required but allows for higher wages*

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.



	2018	2019	2020	2021	2022
1	0.83	0.85	0.86	0.89	0.90
2	0.80	0.84	0.84	0.83	0.91
3	0.91	0.89	0.95	0.96	0.92
4	0.86	0.87	0.90	0.92	0.91

1. What did you learn from this past year's program data?

- An improvement was shown in the data, I think at least partially based off of changes in my grading strategies, which do not allow for students to successfully complete the course (they receive a W or F) if they do not complete all major exams. This ensures that I am able to evaluate my outcomes more accurately. This semester I have also added a final project which is also required, and will focus on some of the areas of information that I have received feedback from students on which they would like to learn in more depth.

  Additionally, I took the class time for the Basic Helping Skills from 1 hour a month (as it was previously taught) to meeting for two hours every other week. This allows student more learning time, as well as an opportunity to process what they are experiencing at their volunteer sites. Feedback I have gotten from my students has been positive, and I have noticed that their papers tend to be more in-depth and substantial when we discuss more in class.

2. What did you not learn from the data?

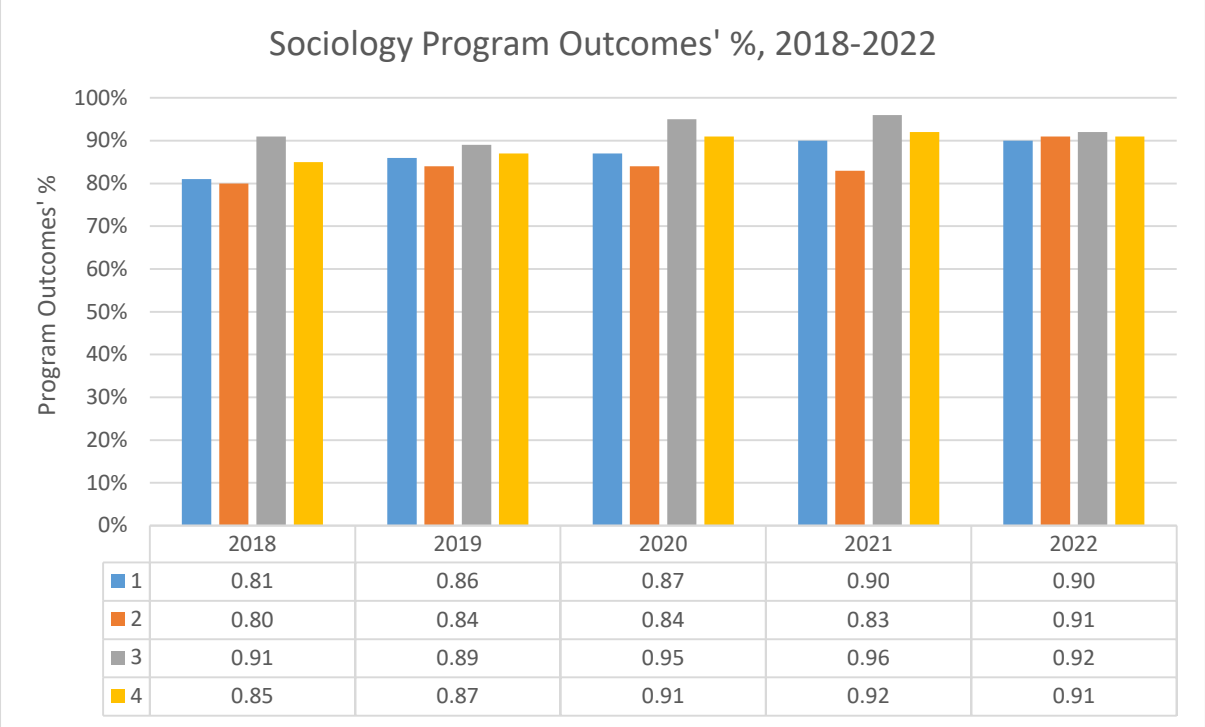
- Though looking at how well students learn the concepts and theories of social work is essential and gives data that can then be studied, the personal growth and ability to apply those concepts to their own lives is absolutely valuable as well. Many students

have very little experience in the professional world, or have not had any experience with social services, and then are able to leave the social work program with a wide range view of what social workers do, the professional values that we are required to hold, and often a new outlook on their own lives, as well. I find all of these aspect to be important in the development of prospective social workers.

3. What to you hope to learn and/or do for this upcoming school year?
    - I am excited to give my students an opportunity to create a more "creative" assignment in their final project that will address some of the areas that students have mentioned wanting to learn more. I am looking forward to seeing the kinds of projects they create in various presentation mediums.

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.

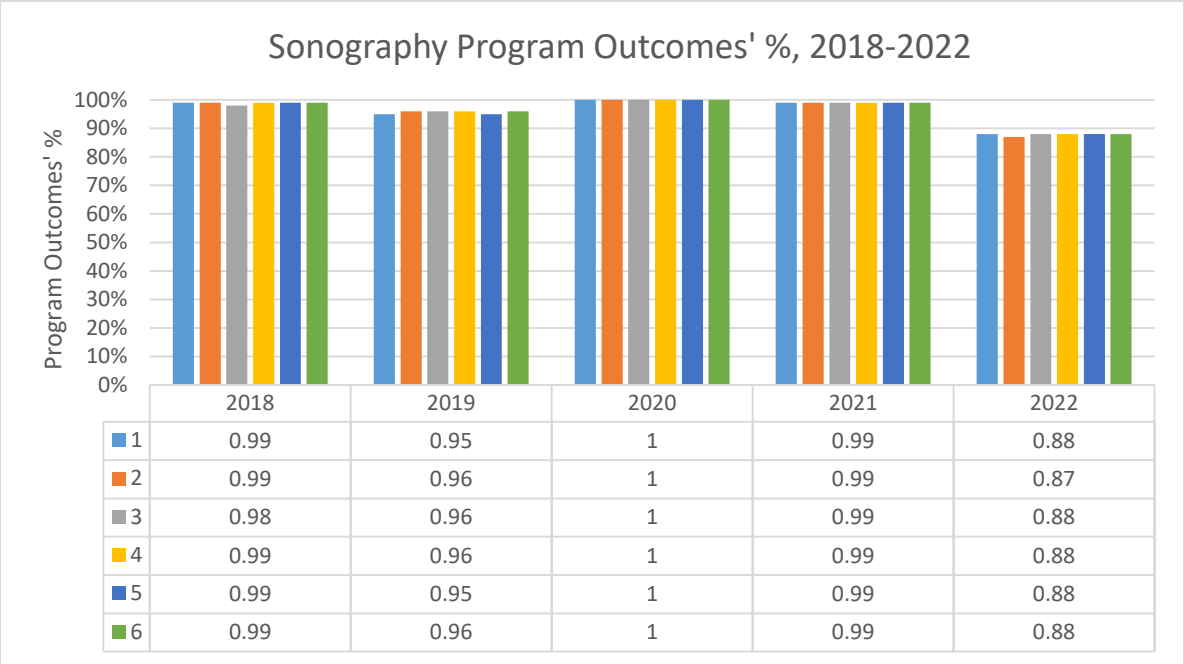


	2018	2019	2020	2021	2022
1	0.81	0.86	0.87	0.90	0.90
2	0.80	0.84	0.84	0.83	0.91
3	0.91	0.89	0.95	0.96	0.92
4	0.85	0.87	0.91	0.92	0.91

1. What did you learn from this past year's program data?
    - The results of the Sociology combined program data reflect the % of successful program learning outcomes of 81% (Theoretical concepts) and 85% (critical thinking) skills in 2018 improved to a level of understanding of 90% (Theoretical concepts) and 91% (critical thinking) skills in 2022.
    - The Sociology program's combined program outcomes assessment summary reflects consistent improvement in student understanding of basic theoretical concepts and improved application of critical thinking skills.
2. What did you not learn from the data?
    - The data presented in aggregate form makes it is difficult to determine levels of improvement specific to outcome goals regarding cognitive understanding, and critical thinking as defined in each of the Sociology, Marriage and Family, and Social Problem courses.
3. What to you hope to learn and/or do for this upcoming school year?
    - While the data indicates that the pedagogical approach that I have employed in teaching the combined sociology program courses are affective. I will continue to pursue instructional (didactic, traditional, innovative) methods not only as an instructor but also as a facilitator, that will challenge students to understand the field of Sociology and our society from a sociological perspective.

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.



	2018	2019	2020	2021	2022
1	0.99	0.95	1	0.99	0.88
2	0.99	0.96	1	0.99	0.87
3	0.98	0.96	1	0.99	0.88
4	0.99	0.96	1	0.99	0.88
5	0.99	0.95	1	0.99	0.88
6	0.99	0.96	1	0.99	0.88

1. What did you learn from this past year's program data?
    - The main thing I learn is the importance of this data. We have been educated on why this is important in the last couple of years. Before that, it was just another document to fill out. We will be able to gauge each cohort from year to year to find the weak outcomes.
2. What did you not learn from the data?
    - Personally, I would like to see the outcome page reworked to make it easier to understand. It's outdated and not well constructed.
3. What do you hope to learn and/or do for this upcoming school year?
    - The sonography department is starting the second year of distance learning. We have made several changes to the program, but have limited data at this time for guidance in the future. Changes will be made as the data starts to reflect change is needed.

Year	Physics Exam	Abdomen Exam	Ob/GYN Exam	Vascular Exam	Employment rates	Program Completion rate
2018	4/4 tested 4/4 passed (100%)	3/4 tested 3/3 passed (100%)	3/4 tested 2/3 passed (67%)	4/4 tested 4/4 passed (100%)	4/4 employed (100%)	4 started/ 4 graduated (100%)
2019	4/4 tested 4/4 passed (100%)	3/4 tested 1/3 passed (33%)	1/4 tested 1/1passed (100%)	4/4 tested 3/4 passed (75%)	4/4 employed (100%)	4 started/ 4 graduated (100%)
2020	5/5 tested 2/5 passed (40%)	1/5 tested 1/1 passed (100%)	1/5 tested 1/1 passed (100%)	1/5 tested 1/1 passed (100%)	3/5 employed (60%)	5 started/ 5 graduated (100%)
2021	8/8 tested 8/8 passed (100%)	5/5 tested 4/5 passed (80%)	1/1 tested 1/1 passed (100%)	6/6 tested 4/6 passed (67%)	5/6 employed (83%)	8 started/ 6 graduated (75%)
2022	10 of 13 Tested 8/10 or 80% passed	3 of 13 Tested 2/3 or 66% passed	2 of 13 Tested 2/2 or 100% passed	7 of 13 Tested 7/7 or 100% passed	10 of 13 Employed 76% placement 3 of 13 continuing education	14 started/ 13 graduated 92%

Welding

Welding created its first program outcomes which are listed below. They will create their alignment map and collect data starting this year.

1. Identify and apply safety procedures needed for the workplace.
2. Demonstrate ability to set-up and operate welding equipment.
3. Read and implement blue prints for the workplace.
4. Demonstrate set-up and operate cutting equipment using Plasma and Acetylene cutting processes.
5. Demonstrate entry level welding ability in all positions and tests using different joint figurations with GMAW, SMAW, FCAW, and GTAW processes.
6. Apply the skills needed for employment: good attendance, good work habits, and good personal relation skills.

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 2021	372	389	96%
Spring 2022	324	332	98%
Summer 2022	69	69	100%

Recommendations for Academic Year 2022:

1. All programs will be updating their Program Assessment alignments with a template provided by administration. These will go on file and be updated at each comprehensive program review moving forward.

2. The new Institutional Learning Outcomes will be implemented and will replace the old student learning outcomes. The Instructional Outcomes and Assessment Committee will be expanded to include staff who will be integral to building the Co-Curricular Assessment that will be tied to the ILO's as well.