

ACADEMIC ANNUAL ASSESSMENT PLANNING BEST PRACTICES LOCATER (updated December 2016)

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I. BACKGROUND AND CONTEXT

A. Program's Unique Purpose/Role

Engineering Technology

The Engineering Technology Program is to provide technical training and skills certification to students who plan on technical careers in the engineering industry. The program has the following goals:

- To offer a nine-month certificate or an Associate of Applied Science degree to students in the Engineering Technology program.
- To provide training to technicians who need to enhance their skills and to community members who want to achieve their own personal objectives.
- To prepare the program's graduates for immediate employment in technician-level occupations in engineering, manufacturing, construction, government, management, estimating, and related occupations.
- To cooperate and collaborate with the engineering community in order to improve the program curricula.

The program goals and objectives are updated by the program advisory committee prior to the program review.

Natural Sciences

Unique qualities of Natural Sciences program:

- Diversity of faculty expertise and experiences.
- Flexibility in program (many tracks) which feed into this broad field and the many different specialties, transfer programs, and careers.
- Emphasizes the importance of the scientific process, evidence, open discussion, and the ongoing nature of science.
- Explore science through hands-on experimentation and other experiences.
- Access to resources such as: specialized instrumentation and equipment, diversity of ecosystems, and collaborations with surrounding universities and agencies.

Programs roles:

- We offer a diversity of STEM and scientific reasoning courses for completion of the General Education requirements.
- Provide a range of flexible pathways for students in Natural Sciences and Professional (e.g. Medical, Veterinary, etc.) fields articulated with transfer universities.
- Academic and career mentoring.
- Be an advocate for student success and relevant training in natural sciences fields.
- Providing opportunities (e.g. clubs, internships, events, research) for Natural Science students to gain experience and open doors to employment.
- Engage with the community to build connections and strengthen the natural sciences through research, education and appreciation in Wyoming.

EMS Paramedics

The Paramedic and EMT program (EMS) at Laramie County Community College is part of the Health Science and Wellness School.

This program was created in 2004 with the help of the City of Cheyenne (Cheyenne Fire and Rescue). The city had a desire to add paramedics to their fleet of fire engines to provide a higher level of care to the citizens of Cheyenne. In collaboration with Mary Ellen Tast and the Workforce and Community Development Division, a program was born. After the initial offering and supplementation of the city's needs, the program was able to

continue the Paramedic Program on a yearly basis to meet community needs and student interest. Cheyenne Fire and Rescue and American Medical Response continue to support personnel attending the paramedic program to meet future demands of their agencies. The success of the initial program spawned several other ancillary courses. EMT-Basic, EMT-Intermediate and CPR courses are now available at LCCC. CPR is now offered on a weekly basis and the Emergency Services Program is also an American Heart Secure Training Site. In 2008, Patrick Currie, Program Manager, created Wyoming's first degree for Emergency Medical Service Providers. EMS students now have the option to obtain an Associate of Applied Science degree in Emergency Medical Services in addition to their certifications.

B. LCCC Mission Statement Relationship

Nursing

Laramie County Community College's (LCCC's) nursing program's mission is in alignment with the college's mission statement: The mission of Laramie County Community College is to transform our students' lives through the power of inspired learning. The Nursing Program's Mission demonstrates this alignment.

The LCCC Nursing Program recognizes the values, worth and uniqueness of students and accepts the challenge of providing a pathway for educational and career mobility. The goal of the Program is to develop professional life-long learners through a scientific and holistic approach in a learner-centered environment. Students will be prepared to enter the dynamic field of nursing with knowledge and skills for current and future success at the practical or associate degree nurse level. The following values promote and enhance high standards of nursing practice:

To see a complete comparison of the Nursing Program Mission to the LCCC Mission please see the uploaded document.

C. Program Values Statements

Nursing

We promote academic excellence by:

- Offering a variety of clinical experiences and community service opportunities
- Providing instructional and technological innovation
- Facilitating growth and development of the healthcare professional

Physical Therapist Assistant

The Physical Therapist Assistant (PTA) program philosophy is committed to a high standard of educational excellence while promoting learner responsibility, effective communication, critical thinking, and collaboration. We educate entry level PTA practitioner generalists that adhere to professional, ethical, and legal guidelines of the profession to serve our communities. Our students are focused on safe and effective care. We strive for excellence in all aspects of student education. Student learning is focused on the theory, knowledge and application of clinical skills essential to the entry level PTA. The curriculum is designed for the optimal use of technical innovation, hands on learning, and thorough practical clinical education. This structure drives our emphasis on technology and communication to facilitate learning in the classroom and the clinic. Graduates will meet the diverse needs of employers and the community while providing high quality patient care under the direction and supervision of a physical therapist.

Psychology

Excellence in teaching within high quality, student-centered undergraduate education involving active learning.

Collaborative relationships with baccalaureate institutions, ensuring high level academic preparation and low impact student transfer.

Transferability of curriculum through strategic curriculum mapping, ensuring student transferability and completion of higher level degrees.

Pathways to success enables students to navigate the next four years of their education and ultimately completing a baccalaureate degree.

Growth and development of students and faculty through active participation in classroom, professional, and collegiate development.

Respect for the diversity of people, including their varied perspectives, experiences and worldviews.

Active involvement in shared governance, consensus-building, teamwork, open and effective communication, and respectful, ethical behavior.

Engagement of students in the curriculum and college experience, creating a community of learning.

English

Innovation

- Recruiting new English majors by offering scholarship incentives for taking English courses that count as part of general education;
- Facilities that support current pedagogy and a dynamic learning environment; and
- Professional development opportunities for faculty to deepen their knowledge and expertise in current best practices in our field; and
- Faculty who are committed to helping students learn in the 21st century.

Collaboration

- Partnering with the foundation, High Plains Register, the Writing Center, career services, and many other groups to offer students a variety of educational experiences; and
- Forming relationships and partnerships with campus support areas (advising, admissions) and with outside stakeholders (UW, etc.) to ensure that our students have clear guidance and pathways towards transfer or careers.

Rigor

- Developing student expertise in written communication, research skills, and literary analysis; and
- Developing student knowledge of various genres, movements, and periods in the history of literature.

Spanish

- Effective articulation processes that support successful student transfer to baccalaureate programs.
- Expanded participation of program students within the broadening pluralism of American society and its growing engagement with global cultures.
- Excellence in implementation of best practices for the acquisition of foreign languages and the understanding of other cultures.
- Continuous improvement of delivery of instructions by implementing emergent technologies and students yearly course evaluation.
- Collaboration with other departments within our institution to promote social and racial understanding.
- Promoting the need for cultural diversity and pluralism both locally and globally.

- Effective partnership with other institutions for the development of pathways as well as extra-curricular activities.

D. Program Relation to LCCC Strategic Planning

Nursing

LCCC's Strategic Goal #1B: "Implement research-based, high-impact practices for early and ongoing student engagement in the educational process" is met through the rigorous and current curriculum which is reviewed and revised annually to focus on current professional standards, guidelines and competencies. The variety of learning activities, resources and evaluation methods demonstrate the program's dedication to student success.

LCCC's Strategic Goal #2: "Strengthen relationships and connections with key community partners, such as K12, UW, other 4-year institutions, and business and industry to improve student transitions between educational entities and into the workforce" is being met through collaboration with UW on ReNEW, concurrent enrollment for HS students enrolled in CNA courses, and 60+ community and regional clinical partners. In addition, faculty are engaged in numerous advisory boards and committees throughout the community and state. Examples of those committees are: ReNEW, Wyoming Center for Nursing and Healthcare Partnerships, Peak Wellness, Association of Wyoming Psychiatric and Mental Health Nurses, WNA, ANA.

LCCC's Strategic Goal #3: "Build the organizational capacity to thrive in the future by focusing on establishing a climate of trust, an effective, efficient and entrepreneurial workforce, and a culture of continuous improvement" is met by the nursing department through sharing with the advisory board and communities of interest as identified above. LCCC is meeting the nursing needs of the community and in return the community is meeting the needs of LCCC by providing clinical sites, identifying community health needs, precepting, providing scholarships and working collaboratively with each other to better meet the health needs of the community, surrounding region and the state of WY. The program is continually involved in quality improvement activities and full time faculty have actively and purposefully mentored new faculty within the program, HSW school and college to foster trust and strive for continual improvement campus wide.

Psychology

1Biii - Implement a system to ensure all students have an academic plan on file by the end of their first term and reviewed frequently that maps their coursework and milestones from start of their education journey to completion. **RESPONSE:** The Psychology Department collaborates with Advising to do a PSYC academic planning luncheon on Advising Day each semester to develop or review (as appropriate) each student's Academic Plan. In addition, Advising and departmental program faculty mentors will collaborate through Starfish to ensure each student not attending the advising day luncheon will have their academic plan been reviewed each semester.

1Diii - Completely redesign our academic programs so that college ready, full-time students would be able to complete certificate programs in one year, and associate degrees in two years. **RESPONSE:** Completed through articulation agreement with UW. The four semester plan has been published in the College Catalog.

1Div - Publish all program curricula in ways to illustrate the progression for full-time and part-time students to complete their chosen program of study. **RESPONSE:** Program progression has been published in the College Catalog and is reviewed with students during Advising Day or individual meetings each semester.

1Fi - Establish well-defined, assessable, and common learning outcomes across all sections, locations, and delivery modalities for the same course. Pair these common outcomes with the development of accompanying rubrics and common assessments. **RESPONSE:** Well defined and assessable learning objectives for each class in all sections and delivery modalities with clearly defined common course assessments and rubrics have been developed for all PSYC classes and have been published in approved MCORs on the college shared drive. These objectives are aligned with the American Psychological Association Undergraduate Learning Objectives (APA, 2013).

1Fii - Establish program learning outcomes for all programs leading to a degree or certificate from LCCC, and establish rubrics and assessments to ascertain achievement of program outcomes. **RESPONSE:** Well defined and assessable program learning objectives with clearly defined common course assessments and rubrics have been developed and have been published in approved MCORs on the college shared drive. These objectives are aligned with the American Psychological Association Undergraduate Learning Objectives (APA, 2013).

1Fiii - Build upon the foundational work the College has done in establishing institutional learning outcomes, and integrate educational activities and assessments that yield evidence of student learning in these competence areas. **RESPONSE:** All Course and Program Learning objectives are aligned with and assessed through institutionally developed learning objectives and associated rubrics.

2bi - Establish program articulation agreements with four-year institutions that map the entire degree program sequence that illustrates a coherent pathway to a bachelor's degree and guarantees seamless transfer if students adhere to the pathways. **RESPONSE:** THE LCCC Psychology program and courses are seamlessly articulated with the University of Wyoming Psychology Bachelors of Science degree.

E. Annual Plan's Relationship to Program Objectives

History

The following are the learning outcomes that we would like to see each History student graduate with. We are continuously and actively assessing our program to ensure that these learning outcomes are being met.

1. Students shall be able to demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources.
2. Students will develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.
3. Students will produce well researched written work that engages with both primary sources and the secondary literature.
4. Students will develop an informed familiarity with multiple cultures.
5. Students will employ a full range of techniques and methods used to gain historical knowledge.
6. Students will develop an ability to convey verbally their historical knowledge.
7. Students will demonstrate their understanding of cause and effect along with their knowledge of the general chronology of human experience.

Physical Therapy Assistant

Operational Outcomes

1. Develop and deliver an integrated academic program leading to the successful completion of the guidelines developed by the Higher Learning Commission of the North-Central Association of Colleges and Schools, and The Commission on Accreditation in Physical Therapy Education (CAPTE).
2. Promote the importance of continued personal and professional development through life-long learning and membership in professional organizations, and advance the recognition of the field of physical therapy and the role of the PTA within that field.

Student Learning Competencies

1. Work under the direction and supervision of a physical therapist in a safe, ethical, legal, and professional manner.
2. Implement a comprehensive treatment plan under the direction and supervision of a physical therapist (PT).
3. Recognize and implement the use of interventions based on outcomes for patients in a variety of settings.

4. Demonstrate effective oral, written, and non-verbal communications skills with the patient, Physical Therapist, health care personnel and others in a competent manner.
5. Successfully integrate concepts from the pre-requisite course work, basic sciences and PTA programming into physical therapy practice.
6. Demonstrate a commitment to life-long learning, evidence based practice, and ongoing professional growth and quality improvement in physical therapy practice.

F. Administration of the Assessment Planning/Reporting Process

English

Timeline of Program Assessment Plan and Program Outcomes Plan

Fall 2016

Task	Assigned To	Due Date	Completed
Complete rubrics for program competencies	Melanie	14 October	
Make changes to English program to improve efficiency, flexibility, and transferability to other institutions	Melanie	14 October	
Determine a method of random sampling of English majors in current ENGL 2000 courses	Melanie and Daniel	14 October	
Form a small committee (3-5 members) with one non-English department member to apply two of the six rubrics to the written artifacts	Need volunteers here	28 October	
Collect information from UW about success of LCCC graduates at UW (graduation rates, GPA, etc.)	Mark Perkins	28 October	
Based on feedback from assessment rubrics, develop a program improvement plan	Program Review Committee	4 November	
Collect interest cards from admissions on students interested in English program	Laura H.	4 November	
Develop a letter to go out to students interested in the English program with detailed information about our program and how being an English major can help students be successful in many degree programs and careers.	Laura H.	16 December	

Spring 2017

Task	Assigned To	Due Date	Completed
Assemble advisory committee to review assessment data, program review goals, competencies, values, program outcomes, efficiency data, etc.	Department Chair	Scheduled by 20 January	
Send emails and letters to students interested in English program	Admissions and department liaison	24 February	

Publicize English 2020/2040 scholarships to encourage enrollment in those courses	PR and department liaison	14 April	
Collect student artifacts from all English program classes	Everyone teaching a 2000+ ENGL course	15 May	
English department meets at the end of the semester to evaluate feedback from stakeholders and make any changes to that feedback and to apply 2 more program competency rubrics to student artifacts	English department	20 May	

Spanish

The Spanish Department meets once a year to report on overall students' performance and achievements. Students' performance data is obtained using the Common Course Assessment -CCA- and also final exams -oral and final scores- of the capstone course -Spanish 2040- additional data from previous courses is also analyzed and discussed to find areas of improvement. Data is compiled by faculty and brought to the meeting where it is analyzed and discussed. Changes or revisions for courses and programs (curriculum, sequencing & creating of new courses) happen as a result of the department's findings.

Students are involved in the assessment process in several ways. First, rubrics are provided to them before midterm and final oral exams to be able to be fully prepared to take the exams but also to give their feedback/input regarding the wording used in the rubrics. Clarification and improvements are very seriously taking into consideration. The Spanish department used the collected student's input gathered via surveys to make changes when/if necessary to facilitate students understanding. Second, students are given study guides for written and computerized tests to make sure students understand the different sections; listening comprehension, reading, vocabulary, grammar and writing so they fully understand what is expected of them. Students are able to provide formal and informal feedback regarding the study guides. The Spanish department meets once a year to make adjustments if these are needed to facilitate students learning. Third, students are encouraged to provide feedback regarding the actual test and exams which are first discussed in class -right after the test has been taken- and then by formal documentation.

Business and Finance/Accounting

Continuous Improvement of Student learning

At the beginning of each academic year data is compiled from the common course assessment of MGT 2100 and IMGT 2400. Full time departmental faculty will review the data and develop a Findings and Summary Report. That report will be the basis for the following years Research Findings & Summary of Program Learning portion of the annual assessment plan. The full time departmental faculty will use the Findings and Summary Report to develop a Program Changes and Improvements Report, also to be used in the following year's annual assessment plan. Adjunct faculty will be expected to collect data and will be consulted in the review of findings as well as the consideration of improvements. Program changes and improvements could include some or all of the following:

1. Curriculum changes would include program level changes to course requirements as well as course level changes to teaching strategies.
2. Program assessment changes would be changes to Program Level Student Learning Competencies.

Continuous Improvement of Organizational Effectiveness

At the beginning of each academic year data is compiled from the Performance Indicators. Full time departmental faculty will review the data and develop a Findings and Summary Report. That report will be the

basis for the following years Evaluation Research Findings & Summary of What Was Learned portion of the annual assessment plan. The full time departmental faculty will use the Findings and Summary Report to develop a Program Changes and Improvements Report, also to be used in the following year's annual assessment plan. Adjunct faculty will be expected to collect data and will be consulted in the review of findings as well as the consideration of improvements. Program changes and improvements could include some or all of the following:

1. Process changes would include changes to our process of recruiting and retaining students, as well as scheduling courses.
2. Non-curriculum changes would include changes to how we engage students and keep them engaged through non-curricular activities.
3. Communication and collaboration with student support services.
4. Professional development of program faculty.

Paralegal

The LCCC Paralegal program will begin gathering data from common course assessments and using the Written or Verbal Communication rubrics will develop a report based on the courses taught in the Spring 2015 semester. The report generated will include data from multiple courses. The report will be posted in the online Aquila format in the Fall 2015 semester. A similar report will be generated each spring semester and will include data from all courses taught in the Paralegal program for the preceding academic year (both Fall and Spring semesters). The report will be shared and analyzed by both the Paralegal advisory committee and the Paralegal adjunct instructors annually to address any improvements needed. The institution provides annual peer review of planning quality, including feedback on improvements.

G. Curriculum Context and Design

Nursing

The curriculum is designed in order for students to achieve expected learning outcomes and program outcomes which are consistent with safe practice in the current healthcare environments. This is achieved by annual review of the following:

- Curriculum is reviewed and revised to focus on current professional standards, guidelines and competencies.
- Student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities and evaluate student progress.
- The curriculum is faculty developed and regularly reviewed for rigor and currency and includes general education courses to enhance knowledge and practice.
- The curriculum contains cultural, ethnic and socially diverse learning activities.
- The nursing curriculum is based on sound educational theory and includes interdisciplinary collaboration, research and best practice standards; and, allows for innovation, flexibility and informatics.
- The nursing program provides didactic instruction regarding patient safety and evaluates student knowledge and performance of adhering to patient safety.
- All students are evaluated in each nursing course using a variety of evaluation methodologies that reflect professional and practice competencies and evidence based practice guidelines.
- Practice learning environments support the achievement of student learning outcomes and program outcomes.
- Students participate in clinical experiences that are evidence based and reflect contemporary practice and nationally established patient health and safety goals.

See the uploaded curriculum plan which indicated the ADN Nursing Curriculum and also how it articulates to UW.

H. Process for Transition of Program Evaluation Findings into Improvements

Nursing

The nursing program has an extensive Systematic Plan for Evaluation (SPE) that covers the 6 Standards required by ACEN and incorporates the requirements of the Wyoming State Board of Nursing. The plan is reviewed annually on a monthly rotating schedule. Findings are translated into action plans as needed based on results. The 6 Standards are:

- Mission and Administrative Capacity
- Faculty and Staff
- Students
- Curriculum
- Resources
- Outcomes

In addition, both formative and summative assessment is completed in each nursing course. An example of such assessment is in NRST 2640 (Nursing IV) where students take a nationally normed and standardized exam which is both reliable and predictive of student success on the national licensure exam. The student outcomes may or may not indicate an area of concern which is then incorporated into the course throughout the semester. At the end of the semester, another version of the nationally normed and standardized exam is given and students receive individualized study guides to prepare for the licensure exam. The program reviews the results of both exams and adjusts curriculum as needed.

Business and Finance/Accounting

Evaluation and improvement is the responsibility of the Business Department Faculty Team. The team meets weekly to discuss continuous improvement initiatives. During these meetings the team will 1) evaluate findings, 2) define improvements, 3) specify implementation, 4) continuously evaluate effectiveness of improvements, and 5) share with stakeholders.

II. STUDENT LEARNING COMPETENCIES

A. Student Learning Competency

Nursing

Students will apply problem solving skills in the context of nursing by utilizing the nursing process to 1. Assess, 2. Diagnose, 3. Plan, 4. Implement and 5. Evaluate the care to promote patients' optimal health considering cultural/diversity needs and growth and developmental tasks.

Psychology

Students apply problem solving skills in the context of psychology, including 1. Analysis of the problem, 2. Application and execution of problem solving strategies, 3. Reflection and evaluation of the problem, and finally 4. Consideration of implications and future tasks.

B. Program Processes: Strategies to Develop Students' Learning

Psychology

Learning Competency: Students apply problem solving skills in the context of psychology

The undergraduate major will begin problem solving at the beginning of their program and continue throughout. Psychology courses that address problem solving include PSYC 2000, PSYC 2210, PSYC 2300, and PSYC 2340. As students' progress through the program they will build upon their problem solving skills.

Beginning with general psychology, students apply formative problem solving through application of basic psychological principles to real life career and personal goals or situations. Students in the major continue to develop problem solving skills through real life observations and evaluation; analysis of case studies; analysis of social issues; evaluation of research as it applies to neuroscience; and analysis of drugs and behavior. This

culminates with students applying complex problem solving skills by identifying an issue, operationally defining variables, study design, data collection, hypothesis testing, and reporting and presenting results.

Education

Learning Competency: Communication Skills

Experimental learning activities in the classroom provide scaffolding which are assessed using the "effective communication - verbal communication" rubric. In the 1000 level courses, students make short presentations to garner verbal presentation skills such as voice projection, eye-contact, grammar, etc. In the 2000 level courses, students develop these skills by recording a lesson that the students prepare and analyze their presentation skills such as pacing, clarity, intonation, etc. Finally, as a capstone project, the mentor teacher will evaluate the students' overall presentation skills as they teach a lesson in an authentic classroom setting.

Art

Learning Competency: Apply visual techniques and vocabulary

Students are provided time during typical studio setting to gather and assess, analyze, and evaluate assigned work of their peers as well as have their work evaluated. As assignments and projects are based on concepts of critical thinking and objective analysis, peer critiques focus on the student's ability to apply these notions in the real time classroom situation.

Post evaluation, students verbally disseminate and write reflectively regarding the information shared about their own work and their peer's work based on critical criteria assigned to classroom projects. This period of student evaluation fosters real world concepts of working artist scenarios regarding business place critique and answer sessions.

In "real" world situations, working artists and designers may be called upon to explain or amend their work for customers or consumers. Within the classroom setting, these collaborative skills are developed and promoted during peer critique.

Nursing

Learning Outcome: Written Communication in Nursing

The nursing program has leveled written assignments in each clinical course as demonstrated on the following document found in the Nursing Student Handbook.

Clinical Assignments for Semesters I-IV Demonstrating Progression

NRST 1710 Clinical I	Evidence Based Research Component: A 2-3 page written article review from a nursing journal, written by a nurse and approved by the student's clinical instructor utilizing the current APA format.
NRST 1720 Clinical II	Evidence Based Research Component: : A 3-5 page written literature review, utilizing at least 2 nursing journal articles, on a relevant clinical topic selected by the student and approved by the instructor must be submitted utilizing current APA format.
NRST 2730 Clinical III	Evidence Based Research Component: A 3-5 page written paper, utilizing at least 2 nursing journal articles, on a relevant evidence-based practice topic selected by the student and approved by the instructor must be submitted utilizing current APA format.
NRST 2740 Clinical IV	Evidence Based Research Component: A written paper in current APA format of 5-8 pages describing the evidenced based nursing care of the topic chosen by the group as assigned. Plagiarism will be grounds for dismissal.

All written assignments with a research component will have specific criteria outlined in the clinical syllabi. If criteria for written assignments are not met, the written assignment will not be read and will be

returned to the student with an explanation. The written paper, regardless of the paper's grade, is required for a passing course grade.

C. Methods of Evaluating Student Performance

Mathematics

Learning Competency: Problem Solving

Students will demonstrate their problem solving skills in their MATH 2800 course, taken the final semester of the program. The MATH 2800 course will assess students' knowledge of mathematical language, the development of their skills to construct and evaluate mathematical conjectures and arguments, explain mathematical reasoning through the writing of formal proofs, and apply results to develop further mathematical concepts.

Students will be assessed using the LCCC institutional problem solving rubric. Students will demonstrate their learning in the capstone project which is a formal presentation with emphasis on their problem solving skills in the context of abstract or applied mathematical concepts. These presentations will be open to all students and faculty. A student's MATH 2800 peers will use a rubric to peer-review as a presenter feedback resource.

Attending mathematics faculty will also use the problem solving rubric to score the quality of the student's competence and work. Results will be shared with department faculty. Department faculty will use results to identify strengths and/or limitations to direct curriculum changes relating to course outcomes.

Paralegal

Learning Competency: Legal Document Drafting

The program uses the Evidence and Civil Procedure courses as its student performance platforms. Students demonstrate proficiency in the majority of documents related to civil practice of law using scenario exercises that replicate legal processes. The program organizes the data findings of learning by using the institutional problem solving rubric. The program faculty analyze the data findings in formal meetings where strengths and weaknesses of student performance inform identification of program improvements. Students are provided with clear instructions and expectations of the final document product. Results are shared with the advisory committee to gain feedback on the analysis of any improvements that need to be made. The Dean of Math and Science is a member of the advisory committee and will participate in the analysis of the information.

Nursing

Learning Competency: Apply Problem-Solving Skills

Students will demonstrate their problem solving skills in their NRST 2740 course, taken the final semester of the program. The NRST 2740 course will evaluate the students' clinical competency by evaluating their performance for the eight core program components of: assessment, clinical decision making, professional behaviors, communication, caring interventions, teaching and learning, collaboration, and managing care. Students will be assessed using the LCCC institutional Problem Solving Rubric and the Clinical Evaluation Tool. Results will be shared with department faculty. Department faculty will use the results to identify strengths and/or limitations to direct curriculum changes which may include simulation or clinical experiences.

Accounting AAS

Learning outcome: Problem Solving

Students will demonstrate their problem solving skills in their IMGT 2400 course, taken the final semester of the program. The IMGT 2400 course will ask students to complete a capstone project. Students will be assessed using the LCCC institutional Problem Solving Rubric. Results will be shared with department faculty. Department faculty will use the results to identify weaknesses and strengthen problem solving skills through curriculum development.

D. Expected Level of Learning Performance

Nursing

Learning Competency: Problem Solving

The ultimate measure of program success and demonstration of proficiency for Problem Solving is the NCLEX-RN Licensure Exam First -time pass rate. Analysis of data is ongoing and the threshold score is based on previous cohort performance on the national licensure exam (NCLEX-RN). The ACEN Standard (6.4.1) and the LCCC Nursing Program's Goal is " NCLEX-RN will be at or above the national mean. See data below:

NCLEX-RN

2012: Goal Met: 92.69% (Nat'l 90.34%)

- May 2012: 94.59%
- Dec. 2012: 91.15%

2013: Goal Met: 88.9% (Nat'l 83.04% for all US students 81.43% for ADN))

- May 2013: 91.2% with 1 student remaining to test.
- Dec 2013: 84.09%

2013-14: Goal Met: 85% for 2014— (Nat'l 81.78 all US grads, 79.26% ADN)

- Dec 2013: 84%
- May 2014: 86%

2014-15: Goal not met: 82.1% for 2015— (Nat'l 85 all US grads. 82.43% all ADN grads)

- Dec. 2014: 87.18%
- May 2015: 76.92%

2015-16: Goal not met:

- Dec. 2015: 66.7%

Spanish

Learning Competency: Demonstrate Cultural Awareness

The Spanish faculty expectation is that students will be able to create with the language, ask and answer simple questions on familiar topics and handle simple situations or transactions as stated by the National Standards for Languages. Furthermore, while demonstrating their linguistic abilities students will be able to score 80 percent, e.g., 14.4/16 or above in the following competencies: 1) Knowledge: student recognizes interconnections of Hispanic elements that influence the culture; 2) Self Awareness: student articulates how the Hispanic cultural values affect his or her behaviors; 3) Adaptability: student adapts to situations where Hispanic cultural differences affect interactions (body language, formality, proximity, etc.) and 4) Interaction: student empathetically adjusts communication and behavior to others' cues (Use of tú vs. usted, eye contact, showing affection during communication, etc.).

E. Data Display with Analysis & Summary of What Program Learned

Spanish

Learning Competency: Demonstrate Cultural Awareness

The information in the following tables indicate the students' performance as it relates to their ability to demonstrate cultural awareness. The findings give us a better understanding our students' adaptability, interaction, knowledge and perception. While there are some substantial differences from one semester to the other, it is important to have in mind that the number of students assessed went from 37 in the fall 2014 semester to 89 for the spring 2015. This represents more than double the number of students. This difference is due to a lack of reporting due to an improvement of the adjunct faculty training. In 2014 only the two full time faculty at LCCC completed their common course assessment. This issue is currently being addressed to make sure all adjunct faculty complete their common course assessment. That said, some clear conclusions that we arrived at are the following:

- a. Between 20.63% to 21.43% of our students did exceptional work at demonstrating cultural awareness in all four modalities; Adaptability, Interaction, knowledge and self-awareness and perception.
- b. Most students are in the developing and/or proficient stages.
- c. The number of students not demonstrating any evidence of their ability to demonstrate cultural awareness has been pretty consistent 7.94%.

Spanish program 14 Fall – 15 Spring

Count of Org Defined Id	Column Labels				
Row Labels	no evidence	insufficient	developing	proficient	exceptional
Adaptability	7.94%	4.76%	25.40%	41.27%	20.63%
Interaction	7.94%	3.97%	11.11%	51.59%	25.40%
Knowledge	7.94%	3.97%	20.63%	44.44%	23.02%
Self-awareness & perceptions	7.94%	2.38%	40.48%	27.78%	21.43%

Average of Criteria Score	Column Labels	
Row Labels	14/FA	15/SP
Adaptability	2.78	2.55
Interaction	2.86	2.81
Knowledge	2.95	2.61
Self-awareness & perceptions	2.84	2.39

Rubric Name	Human Culture: Cultural Awareness	
# of students	Column Labels	
Row Labels	14/FA	15/SP
Adaptability	37	89
Interaction	37	89
Knowledge	37	89
Self-awareness & perceptions	37	89

Paralegal

Learning Competency: Legal Writing

This is the first semester of data collection for the problem solving rubric in the Paralegal program. With this data, the program developed a baseline measurement. The baseline set for the program is that students will achieve 90% or above on all traits in the problem solving rubric. The program has met that level on three of the four traits of the problem solving rubric and will monitor the reflection measurement in future semesters to determine if this is consistent. The paralegal program scored higher in all four traits of the problem solving rubric than the college average.

Data Summary and Analysis:

Spring 2015: No Data for Legal

Fall 2015

Course Code	(All)		
Subject	LEGL		
Rubric Trait	Count of Student ID	Average Criteria Score	
Application	11	3.09	
Execution	11	3.00	
Reflection	11	2.91	
Task analysis	11	3.36	

F. Process Changes and Improvements

Education

Learning Outcome: Effective Communication Skills

The Education Program is undergoing its program review. As a result of working on the program review, we have developed new program competencies based on the InTASC standards. In addition, we worked with our stakeholders (mentor teachers in the schools), and based on their feedback, we have expanded the rubric to focus more on problem solving skills in developing lessons and meeting the diverse needs of students. Therefore, going forward, our common course assessment will be based on the problem solving rubric (rather than the verbal communication rubric) in order to be more encompassing of our program competencies.

Radiography

Learning Outcome: Problem-solving and Critical Thinking

In order to achieve a more consistent assessment of this assignment, the expectations were changed from a written explanation of the examination being performed to a compilation of photographs of an actual set-up of each examination. The examination scenarios remained the same.

For the future, faculty will monitor success of the new expectations and revise instructions to give more clear definition of said expectations (hopefully decreasing the amount of misinterpretations of the instructions).

This change is evident in the Strategies column of the program's completed 2014-15 assessment plan (see page 4, Goal 2.B.3)

III. OPERATIONAL EFFECTIVENESS OUTCOMES

A. Operational Effectiveness Outcome

Nursing

Establish clear academic pathways based on curriculum designed to help students achieve important learning outcomes and to help them progress through academic milestones and ultimately completion of the LCCC ADN program and show increased articulation to UW's ReNEW BSN program.

Natural Sciences

The program will develop an external advisory committee to provide consultation and feedback for the Natural Science program. This committee will provide a variety of perspectives, connections, and input from stakeholders invested in our student's future education and employment. This committee will help us keep the education appropriate and current for our students which will transform their lives by getting them to their goals in the shortest and most efficient path.

Business and Finance/Accounting

The program will strengthen its process(s) to increase the first semester GPA of students in baccalaureate programs at UW.

B. Program Processes: Strategies to Attain Outcome

Business and Finance/Accounting

Program Outcome: Increase Graduation Rates

1. Common course scheduling – Will ensure students can take the required workload to graduate on time by ensuring courses are offered in time blocks that doesn't overlap other required courses.
2. Strategic course offerings – Course offerings and enrollment data will be utilized to determine what time slots courses should be offered to maximize capacity utilization.
3. Flexible scheduling- We will explore flexible offerings such as short courses, online, etc. to increase enrollment opportunities for our students.

4. Program pathways – Will give students a roadmap to completion. Allowing students to see exactly what they need to graduate.
5. Student cohorts – A student cohort will be implemented starting fall 2015 designed to create a learning community with business faculty and students. The learning community will allow disadvantaged students to lean on the stronger students and faculty in order to achieve success. The department will utilize the learning community to engage students in the discipline, increasing their commitment.
6. Holistic advising – The department will work closely with the assigned advisor to ensure the holistic advising model has all the pieces to ensure success with the students.

Radiography

Operational Outcome: Graduate Placement and Employment

The program employs several strategies to attain this outcome. These include:

- 1) A clinical internship rotation model that assures that all students receive equitable clinical experiences and competencies, and are fully prepared to enter the field. Often, several of the program's graduates are hired by the clinical sites they have rotated through;
- 2) A monthly clinical evaluation system that is able to catch any problems in a student's clinical progress early, so that program faculty can intervene and assist the student in remedying the deficiencies. This system has allowed the program to develop and maintain a strong and respected reputation throughout the region;
- 3) The development of a special short-term 80-hour CT rotation and learning portfolio within the program. This supplemental education provided additional marketability for LCCC graduates, and provided some with a more competitive edge over other candidates.
- 4) Resume and interview preparation assistance from LCCC's Career Center. In addition, the program's graduating students participate in "speed-dating" mock interviews with radiography employers, receiving immediate feedback for them to improve in these skills.

C. Methods of Evaluating Performance

Radiography

Operational Outcome: National Certification Passage Rates

To ascertain the achievement of this goal, the Radiography Program Director is able to access each class' results on the American Registry of Radiologic Technologists (ARRT's) website. These are measured annually 6 months post-program completion. This data will be calculated and reported annually for each cohort and for the past five years using the formula: # of students passing the ARRT first attempt/total # of students taking the ARRT.

Spanish

Operational Outcome: Increasing Transfer Rates

The department will utilize reports from the Office of Institutional Effectiveness in regards to student degree completion as well as transfer for 4-year degrees. Also, performance will be evaluated via student-engagement reports from the Office of Institutional Effectiveness. Additionally, the program will embed periodic departmental surveys for specific language-acquisition initiatives that will be analyzed to recognize and document information dealing with trends and desired pathways from students.

Institutional reports in regards to degree completion, student engagement and transfers will be acquired. The Spanish program will monitor KPIs such as C3 (University Matriculation Rate), C4a (Success after transfer-First Fall GPA for students transferring to UW) and C4b (students earning degrees within four years).

Education

Operational Outcome: Increase Graduation Rates

The program uses the below KPI indicators.

1. KPI B1- Course success rate
2. KPI B2- Graduation rate
3. KPI D2- Time to completion

We track data from student records office

We utilize CCSSE benchmark data

We utilize early intervention strategies such as Starfish, mid-term grades, etc.

The Education Program faculty reviews the data as a team. The Education Program faculty base decisions on review at different points in the program review process: semester review, end-of-year review, 5-year review, and 10-year review.

D. Expected Level of Performance

Nursing

Operational Outcome: Nursing Program Curricula Quality Assurance

1. 85% of students will score > 60% overall correct on the Kaplan PN and RN Readiness Exams
2. NCLEX-PN pass rates at or above the national mean
3. 60% will graduate in four consecutive semesters.
4. NCLEX-RN pass rates at or above the national mean

Education

Operational Outcome: Increase Graduation Rates

80% of students completing the capstone course (EDUC 2100) will graduate with an AA degree in Education.

Radiography

Operational Outcome: Pass Rates for the American Registry of Radiologic Technologists

87% of graduates will pass the American Registry of Radiologic Technologists on the first attempt each year, and when averaged over a five-year period. It should also be noted here that the JRCERT requires a minimum 75% pass rate of graduates for each institution it accredits.

E. Data Display with Analysis & Summary of What Program Learned

Spanish

Operational Outcome: Increase Retention and Degree Completion

The following tables demonstrate the success rates for the Spanish courses from Fall 2013 to 2014. The Spanish program started to teach online classes in the fall of 2014 (one pilot course) and has increased the number of online offerings since then. We currently offer an average of 3-4 online courses per semester following the following rotation: Fall 1010 and 2030, Spring 1020 & 2040 and Summer 1010. Face-to-face courses follow the same rotation, but the number of sections are greater due to student demand.

Enrollee Success Rates 2013-14

Note: Spanish 2041 was replaced by Spanish 2040

Subject	course	# sections	Headcount	% Successful	% Unsuccessful	% Drop /Withdrawal
SPAN		23	359	80.8%	12.53%	6.69%
	SPAN*1010	13	218	75.2%	16.51%	8.26%
	SPAN*1020	6	111	89.2%	6.31%	4.50%
	SPAN*2030	2	19	89.5%	5.26%	5.26%
	SPAN*2041	1	10	90.0%	10.00%	0.00%
	SPAN*2490A	1	1	100.0%	0.00%	0.00%

Enrollee Success Rates 2014-15

Note: Spanish 2041 was replaced by Spanish 2040

Subject	course	# sections	Headcount	% Successful	% Unsuccessful	% Drop /Withdrawal
SPAN		25	351	84.3%	10.54%	5.13%
	SPAN*1010	13	217	83.4%	12.44%	4.15%
	SPAN*1020	6	93	87.1%	8.60%	4.30%
	SPAN*1071	1	4	75.0%	0.00%	25.00%
	SPAN*2030	2	20	80.0%	10.00%	10.00%
	SPAN*2040	1	4	100.0%	0.00%	0.00%
	SPAN*2070	1	10	80.0%	0.00%	20.00%
	SPAN*2490A	1	3	100.0%	0.00%	0.00%

Fall 2015 Student Outcomes

Subject & Course	# Students	% Successful	% Unsuccessful	% Drop/Withdrawal
SPAN	138	84.06%	5.07%	10.87%
SPAN*1010	100	81.00%	7.00%	12.00%
SPAN*1020	24	87.50%	0.00%	12.50%
SPAN*2030	14	100.00%	0.00%	0.00%
Grand Total	138	84.06%	5.07%	10.87%

Fall 2015 Student Success by Modality

	Modality					
	Face-to-face		Online		Total # Students	Total % Successful
Subject & Course	# Students	% Successful	# Students	% Successful		
SPAN	117	88.03%	21	61.90%	138	84.06%
SPAN*1010	79	86.08%	21	61.90%	100	81.00%
SPAN*1020	24	87.50%	0		24	87.50%
SPAN*2030	14	100.00%	0		14	100.00%
Overall	117	88.03%	21	61.90%	138	84.06%

Summary of Findings:

As the above documentation provided from IR indicates, the program has experienced an overall decrease of students dropping or withdrawing from the program between the academic years 2013 through 2014 (6.69%) and 2014 through 2015 (5.13%). There may be a correlation between these findings and the new best practices related to pedagogy, new standards from ACTFL (American Council for Teachers of Foreign Languages) and the addition of a new full-time instructor to our department (Ian Caldon). This also facilitated new offerings in the online modality. Our findings also show that a higher number of students who successfully completed the courses from the year 2013 through 2014 (80.8%) to the year 2014 through 2015 (84.3%). In regards to our graduating majors please refer to uploaded documents titled 10-years Table of Certificates and Degrees provided by IR, this shows we have on average over the past decade 3 majors per year. However, this reporting may be due to lack of tracking double-majoring students, who tend to make up the majority of our second-year students.

In regards to Fall 2015 our most recent data indicates that we have a success rate of 84.06% with only a 5.07% unsuccessful rate and a 10.87% drop/withdrawal rate from all of our courses. The trends indicate that we have a 4.98% increase for Successful students within just one year. This may be a consequence of diversifying our teaching modalities. For example, we also found that from 117 students in Face-to-Face, successful student-rates are at 88.03%. Conversely, online successful rates are at 61.90%, which indicates opportunities to improve upon our online-delivery modality.

Education

Operational Outcome: In-field Job Placement Rate in the Education Program

The Wyoming Professional Teaching Standards Board reported the following data for the 2015-2016 academic year:

Out of 44 students who completed EDUC 2100 (Public School Practicum), 15 students applied for and received a Wyoming substitute teaching license. An additional student has recently applied and is in the approval process.

The Education Faculty recognize that this is baseline data. One challenge will be to identify which students transferred out of state or decided not to transfer to a 4-year institution.

Psychology

Operational Outcome: Increase Graduation Rates

Data for this analysis drawn from the Program Analysis Matrix, 2014-2015. The results are as follows:

KPI A7 - Enrollee Course success rate = 67.63, Rank 1 on Tab B.1.

KPI A4 - Graduation Rates = 25.54, Rank 3 on Tab B.2.

KPI F3.a - Sections taught by full time faculty = 69.19, Rank 4 on Tab C.1.

KPI F2 - Faculty to Student Ratio = 25.18, Rank 4 on Tab C.2.

KPI F1.b - Time to Completion = 4.84, Rank 3 on Tab D.2.

Summary: The results suggest that the program is in moderately good shape in all areas examined with the exception of Course Success Rate. This is also the area the program has elected to work on in the targeted work being completed across campus during the current Academic Year. Efforts will continue to be focused on this area.

F. Program Process Changes and Improvements

Spanish

Operational Outcome: Retention and Degree Completion

In response to the data findings above, the program is focusing on the college's new early-alert system, Starfish, in order to identify and assist at-risk students in a timely manner within all modalities and with the assistance of the Advising Office. In addition, we are working with advising and the registrar to have a more accurate head count of students who are double majoring in Spanish. Also, we are in the process of revising our handling of financial aid in the way of scholarships, which will incentivize students to complete a degree. Plans are being discussed departmentally to implement a college-seminar (COLS 1000) with emphasis on foreign languages in order to better prepare students to succeed with their language goals. Department faculty has fully joined the Wyoming Foreign Language Teacher Association (WFLTA), which is comprised of primary, secondary, 2-year institutions and universities from all over Wyoming. This helps to have better transitions and articulations, which will transfer students with a higher retention rate. The program plans on establishing a baseline survey at the end of the academic school year 2016.

Business and Finance/Accounting

Operational Outcome: Increase Graduation Rates

The department has started mapping our courses in an attempt to improve our course success rates. The online offerings are really pulling down the success rates as well. We started to redesign our online courses, making them easier to navigate and more focused on student engagement.

Our graduation rates are low partially based on our department philosophy. In the past we had enough coursework articulated that a student could stay at the college and get several extra courses completed towards their Baccalaureate degree. In fact, they could transfer to the University of Wyoming with only 36 credits to complete. Most students would wait to apply for graduation at the end, so they could continue receiving financial aid. As a department we would encourage this. However, the KPI indicators are calculated as success only if the student completes in 3 years. We are changing our approach, and encouraging students to follow our articulation agreement and graduate after two years without additional coursework.

Prior to redesign, our programs required 72 credits to complete. That along with faculty encouraging students to take more has caused our students to stay at LCCC longer. However, we have redesigned the programs to be only 64 credits and are strategically offering them so students can complete in two years.