

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

1. The institution maintains a practice of regular program reviews.

Program reviews are completed in the fall after prior year data has been collected. The program reviews include completion rates from gainful employment, job placement rate from the state follow up survey, credential testing pass rates, assessment results, financial performance (including enrollment data), and student satisfaction data. The data is tracked over time. Each program has a tab on a spreadsheet. The data is summarized on the first tab to evaluate and grade all programs.

[Program reviews](#) are examined by the administration and the Board of Trustees in the fall. Goals on completion, graduation, and retention rates are set based on the prior years' data. Additional actions taken as a result of FY14 program reviews:

- In some programs, student satisfaction was lower than expected. Goals were set with individual faculty members to improve these scores.
- A specialized retention strategy is in process for any program that does not meet the College's retention goal two years in a row (one program).
- There was an unexpected decline in Allied Health enrollment, especially CNA. The VPI and Allied Health Coordinator determined the College's tuition for CNA was significantly higher than area competitors. The price will be lowered for FY16.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

The College adheres to policies and procedures outlined by the Kansas Board of Regents and Kansas statutes affecting admissions, registration, tuition and fees, and transfers of credit. Kansas statute [72-4454](#) requires the Kansas Board of Regents to adopt a policy requiring articulation agreements between technical colleges, community colleges, and state universities, providing for the transferability of substantially equivalent courses of study and programs. The purpose, conditions, criteria, and guidelines for establishing articulation agreements are outlined in KSA [72-4453](#).

The College's Registrar evaluates transcripts based on the program to which the College has admitted the student. The College awards transfer credit for courses that apply to a student's program of study. Furthermore, only courses with a grade of "C" or higher will be considered for transfer. Students who change their program may request the Registrar reevaluate their transcripts based on the new program of study. The College reserves the right to evaluate any potential transfer courses based upon the syllabi and competencies of similar courses at the College. If incoming courses do not have the same course outcomes as the College's course, equivalency will not be established.

Students who disagree with the transfer credit decisions by the College may appeal those decisions. Students are asked to provide evidence, such as course descriptions and syllabi, that the courses in question are either the equivalent of or comparable to courses offered by the College. Students must appeal the transfer credit decision in writing to the Registrar within 10 business days of the decision. If the disagreement is not resolved with the Registrar, students may appeal in writing to the Vice President of Student Services within 10 days of the first appeal to the Registrar. The decision of the Vice President of Student Services shall be final and not subject to appeal.

The College does not award credit for experiential learning or credit for prior learning.

3. The institution has policies that assure the quality of the credit it accepts in transfer.

The College grants credit for courses transferred from accredited institutions. The Higher Education Directory is used to verify accreditation. The College does not accept credits for

courses from non-accredited institutions that do not have an American Council on Education's (ACE) published recommendation. If the institution is in the accreditation process, the College will re-evaluate a transcript if the student provides the College with information on the institution's accreditation status and the year-specific syllabus for each course.

The College will only evaluate international transcripts that have been evaluated by either World Education Service, Inc. or Educational Credential Evaluators. The evaluated transcript must come directly to the College from one of those agencies.

Only official transcripts are evaluated. For posting of credit, an official copy issued from institution to institution must be received. Courses received are evaluated for equivalency and posted to the College's transcript with a T grade and will not be included in the cumulative GPA.

Faculty are consulted when transfer course content varies substantially from the College's established course description.

The [College Transfer Credit Policy](#) summarizes much of this information and more. The [College Catalog](#) provides transfer information for students on pages 21-22.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

The College is a public institution governed by a local Board of Trustees. The College's administration and faculty members have complete authority over determining prerequisites, setting expectations for student learning, ensuring that students have access to student services and learning resources, and faculty qualifications. For example:

- The [Academic Affairs Committee](#) approves COMPASS placement scores, adopted a mandatory placement policy, and approves course pre-requisites. The Committee approves course syllabus which include expectations for student learning.
- Faculty members create their own grading scale, give assignments, evaluate student work, assign grades, establish pre-requisites, and plan for assessment. Faculty members use Canvas as their learning management system. Additional faculty expectations are included in their respective [departmental handbooks](#). The [Noel Levitz Student Survey](#), questions 8, 12, 25, and 38 evaluate the quality of faculty oversight. Each of these scored higher than the national average.
- As a small, single campus institution, students have easy access to Learning Resources. The hours in learning resources are 8:00 – 5:00, Monday – Friday. The Noel Levitz Student Survey questions 5, 24, 26, 27, 28 evaluate the quality and accessibility of services in Learning Resources. Each of these scored higher than the national average. Question 6 (library services) was one of two that ranked below the national average. After a yearlong evaluation of library services, the College made several changes:

1. The partnership with Kansas State University-Salina was updated to include all of its electronic databases.
 2. Students are able to access multiple research databases directly from the State Library's Explore Our Resources page.
 3. The College added an online research database called Opposing View.
- Faculty qualifications are set by the Board of Trustees with input from administration and faculty members. At the September 24, 2012, regular Board meeting, the College's policy on faculty credentials was first adopted.
 - The College follows KBOR hiring guidelines for dual credit (which emulate HLC). The College offered four dual credit courses in FY15 and one dual credit course in FY14. The College requires transcripts to validate that they meet [KBOR policy guidelines](#) for dual credit for community and technical colleges. The College aligned outcomes with the high schools, meets yearly to evaluate the course outcomes and validate equivalency, usage of the same syllabi and final exam. A [Dual Credit Student Guide](#) was created in FY15 and handed out to all students who enrolled in a dual credit course. A [checklist](#) was created to evaluate the agreement each year and make sure courses are equivalent.
 - The College utilizes ACT COMPASS placement tests to evaluate incoming students' skill levels and place students in the appropriate courses. Placement scores were adopted from analyzing other community college placement scores and ACT recommendations. The College's Learning Resources Specialist attended the ACT COMPASS conference in 2011, 2012, and 2014 to keep current on placement recommendations.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Four of the College's programs have specialized accreditation: [The Dental Assisting program is accredited by The Council on Dental Accreditation of the American Dental Association \(CODA\). Auto Collision Repair, Automotive Technology, and Diesel Technology are all accredited by National Automotive Technicians Education Foundation \(NATEF\),](#) a division of the National Institute of Automotive Service Excellence (ASE). Each plays a significant role in ensuring that the curriculums prepare students for career advancement.

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

The College evaluates the success of its graduates using multiple indicators to verify the mission is being fulfilled and the graduate is employable. The College evaluates multiple student success, student learning, and student satisfaction indicators.

Student Success:

- The College’s [program completion rates](#) are tracked over time. Completion rates have risen gradually since FY10. In FY14, the College’s program completion rate averaged 70%. The Board of Trustees goal for completion rate rose from 65% to 70% based on this data. Program completion rates recently calculated for FY15 averaged 75%. Board will analyze these rates in fall 2015 and update completion goals based on this new data.
- Graduation and retention rates are compared to state and national averages. In 2013, the College had the fourth highest graduation rate in Kansas:

1	Northwest Kansas TC	75%	14	Dodge CCC	35%
2	North Central KS TC	69%	15	Hutchinson CC	30%
3	Flint Hills TC	68%	16	Barton CCC	30%
4	Salina Area TC	61%*	17	Cowley CCC	29%
5	Colby CC	51%	18	Neosho CCC	29%
6	Seward County CC	47%	19	Allen CCC	28%
7	Wichita Area TC	46%		<i>National Ave: 20%</i>	
8	Manhattan Area TC	42%	20	Butler CC	24%
9	Garden CC	38%	21	Highland CC	24%
10	Pratt CC	37%	22	KCKCC	23%
11	Ft Scott CC	33%	23	Cloud CCC	20%
12	Coffeyville CC	33%	24	JCCC	17%
13	Independence CC	21%	25	Labette CC	14%

Source: IPEDS (*FY14 IPEDS data showed SATC graduation rate rose to 65%)

The Board sets expectations for graduation and retention rates annually. In FY15 the goal for both is 65%.

- Each year the College conducts a [graduate and job placement survey](#). The survey follows state mandated Kansas Board of Regents guidelines and provides information in multiple categories:

1. Job Placement Percentages – for the graduating class of May 2013, the percent of graduates employed, in the military, or pursuing their education was 95 percent.
2. Wage Report – for the graduating class of May 2013, the average wage was \$13.98 per hour. The survey breaks wages down by program.
3. Employment by Region – the survey breaks employment down by city, state, and out-of-state.
4. Graduate comments by program.
5. Two-year program comparison data.
6. Employer satisfaction with graduates – employers recommend training and make additional comments.

As indicated by the College's high placement rate of 95% and related employer comments, the College is fulfilling its intended mission. The College Board of Trustees reviews this information annually. The Board job placement rate goal is 90%.

Student Learning:

- Graduates are required to take the [WorkKeys test](#). The College tracks the percent of students who earn the ACT recommended credentials. The percent of students earning the recommended credential since 2009 has risen gradually. In FY14, 94% of all students earned the recommended credential.
- For many years, graduates took the end of program [NOCTI test](#) which measures performance and written skills. Results are compared to previous year scores and state/national averages. The majority of programs scored higher than the national or state average on either the performance or written test.

Most programs have been phasing these tests out in favor of an industry recognized credential exam. In FY14, three programs took the NOCTI test. All three scored higher than the state and national average in performance and written scores.

- In FY14, graduates started to test for an industry recognized credential. In FY14, 83% of graduates earned a [third party industry recognized credential](#). The Board sets student pass rate goals based on results, currently at 85%.
- Faculty assess program goals using [Assessment and Action Plans](#). Plans are available on the College's website under the Faculty/Staff menu. Faculty create rubrics for evaluation, collect and analyze results, and make action plans for the following year. The Board reviews assessment data annually.

Student Satisfaction:

- In the spring of 2013, the students completed the [Noel Levitz Student Survey](#). The survey was given previously in 2001 and 2005 while the "school" was under the direction of USD 305. The survey measured student satisfaction in a variety of areas. The College scored higher than the national average on 40 of 42 questions. The College scored significantly higher than the [same questions asked in 2000 and 2005](#).

- Students evaluate instructors at least once annually using the [Student Evaluation of Instruction](#). The results are reviewed and discussed by the College's administration to establish individual goals for improvement where needed.
- The [FY13 Graduate and Job Placement Survey](#), pages 6-10, includes graduate follow-up comments. These are reviewed annually by faculty, administration, and the Board.
- [Advisory Committee Survey](#) and the [Faculty and Staff Survey](#) each provide insight on satisfaction of College's programs and services.

Student success, student learning, and student satisfaction data is summarized in the Annual Program Review, which is used to evaluate programs. Program averages are used to create an [institutional dashboard](#) to monitor institutional effectiveness.

Sources

- 2000 2005 2013 Noel Levitz Comparison
- 2013 Grad and Job Placement Report
- 2013 Noel Levitz Student Survey
- 72-4453
- 72-4454
- ACR - Assessment and Action Plan Final Door Skin Refinish 2013-2014
- Advisory Committee Survey FY10 FY11 FY14
- Allied Health Map 2013-2014
- Assessment Meeting Minutes Examples
- AUT Assessment and Action Plan 2014-2015
- BAT AY14-15 Departmental Handbook
- Both Fall 14 Student Evaluations PDF Files
- CAA Assessment and Action Plan 2nd Year 2013-2014
- CEP Student Guide AY15-16
- Certification Pass Rates
- CNA -ADL Performed at Clinicals 2013-2014
- Concurrent Enrollment Partnership Checklist (2)
- Concurrent Enrollment Qualifications
- Dashboard - Institutional
- Dashboard - Program
- DEN - Assessment and Action Plan 2013-2014
- DEN 134 Chairside NE 2014-2015
- DEN Final on Amalgam Placement and Instrumentation
- DEN Mapping 2013-2014
- Examples of Academic Affairs Minutes
- Faculty and Staff Survey FY10-FY15
- Intro to Comp Apps - Assessment and Action Plan Report - Spring 2014
- Learning Resources Comparison 2010 - 2015
- Map Examples 2014-2015 - WEL
- MTT Assessment and Action Plan 2013-2014
- NOCTI 7 Year Comparison FY08 - FY14

- Program Accreditations - CODA and NATEF
- Program Completion Rates
- SATC 14-15 College Catalog - FINAL
- SATC 14-15 College Catalog - FINAL (page number 21)
- Student Services - Transfer Credit Evaluation
- WEL - GMAW Project 2013-2014
- WorkKeys FY09-FY15

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Clearly Stated Goals

Every program assesses four institutional or core learning outcomes and additional program learning outcomes. Programs "map" learning outcomes to identify where they are addressed in the curriculum. The course syllabus identifies the specific core and program learning outcomes covered in the course. The course syllabus includes course learning outcomes. To summarize:

- Program Map - identifies core and program learning outcomes in curriculum.
 - Syllabus identifies:
 - Core Learning Outcomes*
 - Program Learning Outcomes*
 - Course Learning Outcomes

*the College bolds outcomes included in the map (which the course is intended to address).

Maps are used to evaluate new course proposals. Examples of learning outcome connectivity between **maps and course syllabus** (more available on request):

Technical Education:

- [Business Administrative Technology map, BAT 120 syllabus](#)
- [Commercial and Advertising Art map, CAA 101 syllabus](#)
- [Computer Aided Drafting map, CAD 102 syllabus](#)

- [Diesel Technology map, DST 105 syllabus](#)
- [Heating, Ventilation, Air Conditioning map, HVA 104 syllabus](#)
- [Machine Tool Technology map, MTT 105 syllabus](#)
- [Medical Assistant map, MED 101 syllabus](#)
- [Welding Technology map, WEL 101 syllabus](#)

General Education:

- [General education map](#); Syllabi: [COM 105](#), [ENG 100](#), [HUM 101](#), [MAT 101](#), [PSY 101](#).

The core and program learning outcomes are included in the program section of the College website and in the [FY16 College Catalog](#) in the degrees and certificates section.

Assessment Processes

Program instructors determine which core and program goals will be assessed. Assessment and action plans are created in early fall and data is turned in throughout the year. The assessment committee oversees the process; the assessment chair provides training and assistance for individual plans where needed. Rubrics are used to improve consistency in grading assessment learning outcomes.

Assessment and Action Plan progress is monitored by the Assessment Chair. The Chair and committee make certain faculty create assessment strategies, rubrics, collect data, and create the action plan. The Chair adds graphs so results can be easily communicated to various constituents.

Program learning outcomes are mapped in the curriculum and are used to evaluate learning. ACT WorkKeys and end of program certificate tests are mapped so instructors may evaluate student achievement of specific learning outcomes on these instruments.

The maps, assessment plans, and most rubrics are available on the College's website.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

The candidacy team indicated former Core Components 3A and 4B were NOT met. The team made the following recommendations in the final [candidacy report](#):

- Page 39: Hire full-time general education faculty (3.C.1)
- Page 39: Improve general education learning outcomes (3.B.2)
- Pages [39](#) & [43](#): **Improve assessment of general education (4.B.2)**
- Page 39: Create more articulation agreements (1.D.1)
- Page 43: Improve developmental education (3.D.2)

The biennial visiting team made two additional recommendations:

- Pages 8 & 16: change the general education AAS requirements (3.B.1).
- Page 19: Add a developmental reading course (3.D.2).

Subcomponents 1-3 addresses the information in bold.

The College assessment chair and a faculty member attended the 2012 annual HLC meeting and learned the mapping and rubric strategy common in many institutions. The College replaced the competency based assessment strategy in technical programs with new assessment plans in FY13.

A team of faculty and the assessment chair attended the February 2014 HLC assessment workshop where general education strategies matured. General education faculty attended the HLC annual meeting in 2014 and 2015 to attend assessment related workshops. The College has made significant strides in general education assessment since 2011. General education adopted the mapping and rubric strategy and created new assessment and action plans.

Instructors assess achievement of learning outcomes using the Assessment and Action Plan. Rubrics help instructors evaluate learning outcomes consistently. Examples of **Assessment and Action Plans and Rubrics** (more available on request):

Technical Education:

- [Business Administrative Technology Assessment and Action Plan; BAT rubric.](#)
- [CNA Assessment and Action Plan; CNA rubric.](#)
- [Construction Technology Assessment and Action Plan; CON rubric.](#)
- [Dental Assistant Assessment and Action Plan; DEN rubric.](#)
- [Diesel Technology Assessment and Action Plan; DST rubric.](#)
- [Electrical Technology Assessment and Action Plan; ELT rubric.](#)
- [HVAC Assessment and Action Plan; HVAC rubric.](#)
- [Machine Tool Technology Assessment and Action Plan; MTT rubric.](#)

General Education:

- [COM 105 Assessment and Action Plan; COM 105 rubric.](#)
- [ENG 100 Assessment and Action Plan; ENG 100 rubric.](#)
- [ENG 090 Assessment and Action Plan; ENG 090 rubric.](#)
- [MAT 101 Assessment and Action Plan; MAT 101 rubric.](#)
- [PSY 101 Assessment and Action Plan; PSY 101 rubric.](#)

WorkKeys and end of program third party credentialing are included in the mapping analysis of achievement of student outcomes. The three-hour WorkKeys test evaluates student performance in three areas: Reading for Information, Math, and Locating Information. Based on WorkKeys' scores, students receive a platinum, gold, silver, or bronze Kansas WORKReady certificate. ACT recommends a certificate level for each program. The student's certificate award is

determined by lowest score in the three areas (if a student tests platinum in two areas and silver in the third, the student receives a silver certificate). This end of program test provides an excellent tool to evaluate a student's communication and math/critical thinking skills.

Page 33 of the candidacy report indicated:

In meeting with students, it became apparent that greater efforts at communicating the purposes and benefits of the WorkKeys assessment needs to occur; the negative perceptions on the part of some students may affect student performance in unanticipated ways. Locating Information was one of the areas of lowest performance in the WorkKeys assessment; the college indicates attention will be given to improve scores in this area.

Since 2011, College faculty and learning resources have made efforts to convince students of the value of a WorkKeys certificate. As a result, [test scores](#) have improved over 11% since 2011.

The Kansas Board of Regents, in collaboration with community and technical colleges, embedded third party credential tests in state curriculum alignment. This gives graduates the opportunity to earn a transportable credential at the end of their program. As a result, Medical Assistant students take the Registered Medical Assistant exam, Dental Assistant students take the Certified Dental Assistants exam, Welding Students test to become AWS certified, etc. Like WorkKeys, these tests are mapped as part of the College's Program Assessment Strategy.

3. The institution uses the information gained from assessment to improve student learning.

Assessment Planning

Faculty analyze data to determine if learning outcomes have been met or if corrective action needs to be taken. The College's Assessment Plans have a thorough data analysis section followed by a section titled "Action Plan Based on Results and Analysis." The assessment plan template asks faculty to address two questions:

1. Based on the analysis of the results, what steps will be taken to improve student learning?
2. What goals will be set as result of the above changes in instruction?

Examples of "Action Plan Based on Results and Analysis." See the last page of assessment and action plan.

Technical Education:

- [Business Administrative Technology: Action Plan Based on Results and Analysis.](#)
- [Certified Nursing Assistant: Action Plan Based on Results and Analysis.](#)
- [Construction Technology: Action Plan Based on Results and Analysis.](#)
- [Dental Assistant: Action Plan Based on Results and Analysis.](#)

- [Diesel Technology: Action Plan Based on Results and Analysis.](#)
- [Electrical Technology: Action Plan Based on Results and Analysis.](#)
- [HVAC: Action Plan Based on Results and Analysis](#)
- [Machine Tool Technology: Action Plan Based on Results and Analysis](#)

General Education:

- [COM 105: Action Plan Based on Results and Analysis.](#)
- [ENG 100: Action Plan Based on Results and Analysis.](#)
- [ENG 090: Action Plan Based on Results and Analysis.](#)
- [MAT 101: Action Plan Based on Results and Analysis.](#)
- [PSY 101: Action Plan Based on Results and Analysis.](#)

Other pertinent actions based on assessment data from FY15:

- CAD-- a review of lesson plan and task analysis led the instructor to create a specific software demonstration in which copies of the finished work will be handed out; the instructor will guide the students through the demonstration to achieve at the desired result.
- Basic math--the instructor decided to teach Metric and US conversion back to back rather than split up.
- Technical Math: on exp/logs focused more on concepts and applications than problem solving. Cut out polynomial long division. Concentrated on finding areas/volumes more in depth.
- Commercial and Advertising Art-- This fall semester (fall 15) the instructor has assigned 2 more book lessons that cover the target area and has 4 more classroom demonstration lessons incorporated into the section. Another assessment will take place after two-thirds of the semester has passed.
- Business Administrative Technology—More “live work” or critical thinking projects implemented throughout the semester will be added instead of just for the final project. Give the students more opportunities to brainstorm, make decisions to plan out projects.

Assessment results are included in annual program reviews. In the fall of each year, the administration and Board of Trustees analyze assessment results and Advisory Committees review and discuss assessment results.

Third Party Credentialing Exams

In early FY14, the Vice President of Instruction visited with faculty in Technical programs that had low credential pass rate scores in FY13. Strategies were discussed to improve the pass rates/student learning. The programs included:

Pass Rate Pass Rate

	<u>FY13</u>	<u>FY14</u>
Auto Collision Repair	62%	100%
Electrical Technology	50%	77%
Electronics Engineering Tech.	50%	55%

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Assessment Committee

The College's [Assessment Committee](#) oversees and monitors the Assessment Plans. The College's faculty driven assessment process creates annual assessment plans, sets criteria measures, evaluates student learning, monitors results, and creates strategies for improvement. Faculty members create rubrics necessary for consistent evaluation of program learning outcomes. The Assessment Committee edits the faculty Assessment Plan and provides training and assistance to faculty. The Chair ensures that plans, rubrics, and maps are updated and on the College's website and that timelines are adhered to. The Assessment Committee meets twice a semester, or more often as needed.

Membership of the Assessment Committee includes four faculty members, an administrator, a professional/technical employee and a representative from the Student Government Association.

Collecting Evidence of Student Learning

Assessment plan data is collected utilizing several approaches. Faculty assesses student learning in the classroom through written work, shop or laboratory work, written tests, group work, skill tests, student projects, research assignments, clinical experience, creative work, oral presentations, proficiency exams, audits, presentations, internships, community engagement and/or service learning experience, qualifying exams, verbal questioning, role playing, spot performance testing, and hands on assessments.

The Learning Resources Specialist proctors the NOCTI written test. The performance portion of the test is administered by a member of business and industry, often a member of the program's advisory committee. The business and industry proctor grades performance results. The written and performance portions of the test are collected by the Learning Resources Specialist, mailed to NOCTI, where they are scored and posted to the NOCTI website. The Learning Resources Specialist provides a copy of the results from the NOCTI website to the instructor and the student.

Third-party credentialing exams, depending on varying protocols, are either proctored by the College's Learning Resources Specialist, the instructor, or by the credentialing agency.

WorkKeys® tests are administered by the Learning Resources Specialist. The WorkKeys® answer sheets and booklets are mailed to ACT, where the answer sheets are scored. Test results are mailed back to the College. Each student receives his/her score in each of the three areas (Reading for Information, Math, and Locating Information) and an explanation of what the score means. Kansas Works prints a platinum, gold, silver, or bronze certificate for the students. The Learning Resource Specialist enters the data into a spreadsheet for analysis and historical tracking.

The distribution and tabulation of indirect assessment surveys are the responsibility of a variety of employees. The College President distributes the Faculty and Staff Survey via Survey Monkey, and disseminates the results to employees and the Board of Trustees. The Graduate and Job Placement Surveys are distributed by the academic advisor who collects and tabulates the data and prepares the Graduate and Job Placement Report. The Vice President of Instruction collects and distributes Advisory Committee Survey data. The Vice President of Student Services coordinates the Noel Levitz survey.

Administration supports assessment of student learning through its actions, philosophy, and support of people and processes. Employees have attended HLC assessment workshops in February of 2014 and HLC annual meetings. Assessment is part of faculty's job description and is included as a priority in both strategic plans.

Sources

- ACR - Assessment and Action Plan Final Door Skin Refinish 2013-2014
- Allied Health Assessment and Action Plan 2013-2014
- Allied Health Map 2013-2014
- Assessment Meeting Minutes Examples
- AUT Assessment and Action Plan 2014-2015
- BAT 120 Administrative Procedures Fall 2014
- BAT Map 2014-2015 Descriptions
- BAT Program_Assessment_and_Action_Plan_ 2014-2015
- BAT Rubric Word Processing Final 2014-2015
- CAA 101 - Graphic Design Computer Applications
- CAA Assessment and Action Plan 2nd Year 2013-2014
- CAA Map 2014-2015 Descriptions
- CAD 102 - SolidWorks Part Modeling
- CAD Map 2014-2015 Descriptions
- Certification Pass Rates
- CNA - ADL Performed at Clinicals Rubric 2014-2015
- CNA - Assessment and Action Plan - 2014-2015
- CNA -ADL Performed at Clinicals 2013-2014
- CON Installing Cabinets Rubric - 2014-2015

- CON Program Assessment and Action Plan 2014-2015
- DEN - Assessment and Action Plan 2013-2014
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- DEN 134 Chairside NE 2014-2015
- DEN Final on Amalgam Placement and Instrumentation
- DEN Full Mouth Series of Digital Images Rubric 2014-2015
- DEN Mapping 2013-2014
- DST - Mac - Program Assessment and Action Plan 2014-2015
- DST - Mac -Valve Identification and Operation Rubric 2014-2015
- DST 105 - Basic Engines
- DST Map 2014-2015 Descriptions
- ELT - Habitat House Project Rubric 1st Year Justin- 2014-2015
- ELT - Program Assessment and Action Plan 1st Year Justin - 2014-2015
- FINAL 15-16 College Catalog
- FINAL 15-16 College Catalog (page number 39)
- GE - Tech Writing - Research Paper Rubric 2014-2015
- GE - Tech Writing Assessment and Action Plan - Fall 2014
- GE Basic Writing Assessment and Action Plan - Fall 2014
- GE Basic Writing Research Paper Rubric - Fall 2014
- GE Gen Psy - Abnormal Psychology Research Paper Rubric - Fall 2014
- GE Gen Psy - Assessment and Action Plan - Fall 2014
- GE Public Speaking Assessment and Action Plan - Fall 2014
- GE Public Speaking Rubric for Final Speech 2014-2015
- GE Tech Math Final Rubric - Fall 2014
- GE Tech Math Program Assessment and Action Plan - Fall 2014
- Gen Ed Dev Ed Learning Outcomes Map - 2014-2015
- Gen Ed COM 105 - Public Speaking Syllabus
- Gen Ed ENG 100 Technical Writing syllabus
- Gen Ed HUM 101 - Ethics in the Workplace Syllabus
- Gen Ed MAT 101 - Technical Math Syllabus
- Gen Ed PSY 101 - General Psychology Syllabus
- HVA 104 Electrical Fundamentals
- HVA Map 2014-2015 - Descriptions
- HVAC Furnace Final Rubric 2014-2015
- HVAC Program Assessment and Action Plan 2014-2014
- Intro to Comp Apps - Assessment and Action Plan Report - Spring 2014
- Map Examples 2014-2015 - WEL
- MED 101 - Medical Professional Issues
- MED Map 2014-2015 - Descriptions
- MTT 105 - Machine Tool Math
- MTT CNC Milling - NIMS Project Rubric 2014-2015
- MTT Map 2014-2015 - Descriptions
- MTT Program Assessment and Action Plan 2014-2015
- Salina Candidacy Comprehensive Report
- Salina Candidacy Comprehensive Report (page number 39)
- Salina Candidacy Comprehensive Report (page number 43)

- WEL - GMAW Project 2013-2014
- WEL 101 - Welding Math
- WEL Assessment and Action Plan 2013-2014
- WEL Map 2014-2015 - Descriptions
- WorkKeys FY09-FY15

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Graduation Rates

The College maintains excellent federal graduation and retention rates. According to the [IPEDS Data Feedback Report 2013](#), the graduation rate for the College's students was 61%. The graduation rate of the IPEDS comparison group was 40%. According to ACT, the average graduation rate of two year colleges is 20%. The College publishes graduation rate information in the College Catalog, on its website, and in a pamphlet designed for legislators. [The IPEDS graduation rate calculated for the upcoming [Data Feedback Report 2014 is 65%](#).]

In the IPEDS data feedback report, 2013, the College's full-time retention rate was 60%, compared to the comparison group rate of 61%. The part-time retention rate was 79%, compared to the comparison group rate of 29%. [The IPEDS retention rate calculated for the upcoming [Data Feedback Report 2014 is 75% for full-time students and 63% for part-time students.](#)]

The [Institutional dashboard](#) includes IPEDS graduation and retention data. After reviewing historical data, at the [December 22, 2014](#) Board meeting, the Board continued using the following goals: graduation rate - 65% and retention rate - 65%.

Program Completion Rates

The College tracks gainful employment [program completion rates](#). In AY15, the average program completion rate for all programs was 75%, the highest since this data was collected.

At the December 22, 2014 Board meeting, the Board increased the program completion rate goal from 65% to 70%. The Board will update the goal again in the fall of 2015 based on new FY15 data.

Credential Pass Rates

Starting AY13, students tested to earn a nationally recognized industry recognized credential. The [credential pass rate](#) average for all programs in FY14 was 83%. At the [December 22, 2014](#) Board meeting, the Board determined to continue with the ambitious pass rate of 85%.

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

As stated in 4.C.1., the College collects retention and graduation data from IPEDS, and program completion data from federal gainful employment. The College also uses other sources to collect retention, persistence and completion data:

- The College was selected by the Aspen Institute as **one of the top 10% of the institutions in the nation**. The Aspen Institute uses IPEDS outcome data to determine the top 10%, including: graduation rate, retention rate, and minority graduation rate. Of the 153 colleges identified in the top 10%:
 - The College’s graduation rate of 75.4% was ranked [seventh of 153 colleges](#).
 - The College’s retention rate of 68.9% was ranked [eleventh of 153 colleges](#).
 - The College’s minority graduation rate of 65.2% was ranked [eleventh of 153 colleges](#).
- In AY14 the Kansas Board of Regents released new student success data. It tracked completion and retention rates at the home institution and transfer institutions. Using new student success metrics, the College ranked [first of 26 community and technical colleges](#) in Kansas for “all” students.
- The most recent Perkins report based on 2012-2013 data, the retention rate of 76% exceeded the Perkins Target of 61%. The historical Perkins retention data since separation July 1, 2009:

Perkins		AY10	AY11	AY12	AY13
3P1 - Student Retention	Perkins Target	53.00%	60.00%	60.50%	61.00%
	SATC Actual:	64.74%	57.70%	52.00%	76.00%

Perkins is analyzed annually. Perkins data is sent to KBOR who forwards data to the College. Administrators meet with KBOR to set goals for the upcoming year relative to technical skill

attainment; credential, certificate, or degree attainment; student retention and transfer; student placement; nontraditional participation; and nontraditional completion.

Administration summarizes multiple data sources into the [annual program review](#) and institutional dashboard. This data includes IPEDS graduation and retention, and gainful employment program completion rates. The Board analyzed this data during their [September 22, October 27](#), and [December 22, 2014](#) Board meetings. The Board set goals based on analysis of historical data at the December 22, 2014 meeting.

3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

While the College's retention rate for part-time students, 76%, is excellent, the retention rate for full-time students has dropped from 65% to 61% during the FY13 Data Feedback Report (but rose to 65% for fall 2013). The graduation rate declined from 65% to 61% in the FY13 Data Feedback Report (but rose to 65% for fall 2013); the College's administration has made several decisions to improve retention/graduation rates:

1. The College added an orientation to better prepare students for college in fall 2014. Orientation introduces students and parents to the College's mission, the admissions team, campus resources, and their rights and responsibilities. It also provides an overview of what to expect when courses begin. Additionally, the program allows new students to connect with each other.
2. The College started a [retention plan](#) in FY15. The plan includes development of a committee and intrusive advising strategies.
3. Student feedback indicated the College needed to improve the scheduling of general education courses. In FY15, the College expanded and changed the general education offerings dramatically to better fit student schedules. The College is hopeful this will have a positive impact on retention.
4. In FY14, the College adopted a mandatory placement strategy for developmental education courses, making certain students are placed in the right class.
5. In FY15, following trends at other colleges in Kansas, the College created developmental education courses with a review component. The goal is to help students move through the developmental curriculum more quickly. For example, a 5-credit hour Technical Writing course includes 2-credit hours of developmental instruction.

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

The College uses generally accepted practices for tracking graduation, retention, and program completion rates. Completion rates are calculated using federal gainful employment guidelines. The College uses IPEDS data for graduation and retention rates; the College collects KBOR student success data which incorporates transfer student graduation rates into home institution graduation rates. The College compares graduation and retention rates with other two-year colleges in Kansas.

The College's institutional research follows IPEDS and KBOR protocol when counting students. The College sends 3-5 employees to the annual KBOR Data Conference every June. The conference trains employees on multiple data protocols. Additionally, each year the College sends 2-3 employees to the Federal Student Aid conference where they attend sessions on calculating and disclosing completion rates for gainful employment reporting and disclosure requirements.

The data is collected annually, usually in the summer/fall and analyzed by the Board, administration, and Program Advisory Committees. The data is summarized into the annual program review to evaluate program performance and an institutional dashboard to examine institutional performance.

Sources

- 10 27 14 BOT Agenda Summary
- 12 22 14 BOT Agenda Summary
- 9 22 14 BOT Agenda Summary
- Aspen Prize Top 150 Data - Graduation
- Aspen Prize Top 150 Data - Graduation Minority
- Aspen Prize Top 150 Data - Retention
- Certification Pass Rates
- Dashboard - Institutional
- Dashboard - Program
- IPEDS Fall 2014 Enrollment Survey Data and Fall 2013 Retention Data
- IPEDS Fall 2014 Enrollment Survey Data and Fall 2013 Retention Data (page number 17)
- IPEDS Graduation Rates Fall 2011 Cohort Grad Rates 150
- IPEDS Graduation Rates Fall 2011 Cohort Grad Rates 150 (page number 9)
- IPEDS Retention Rates
- KBOR Student Success Rates
- Perkins Performance Indicators FY15
- Program Completion Rates
- Retention Plan 15.16

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

The College takes pride in:

1. The Annual Program Review allows an efficient and effective evaluation of program success.
2. The Annual Program Review data is analyzed by the Board, Advisory Committees, and the administration.
3. The success of students as evidenced by graduation rates, job placement rates, internship participation, and third party skills testing.
4. The College shows its commitment to student learning by continually assessing programs and courses.
5. The College is responsive to community/industry needs, wants, and changes.
6. The IT expansion and support. Students have access to current technologies throughout the campus.
7. The Outreach Program focuses on serving the needs of educationally and academically disadvantaged.
8. The partnerships with USDs, colleges and universities that enhance the secondary and post-secondary pipeline of work-ready employees in our community and lifelong-learning opportunities, per our College Mission.
9. The partnerships with government agencies, community groups, and business/industry to enhance the success of our students.

The College challenges itself to:

1. Continue to make improvements in assessment of general education.
2. Continue to grow the developmental and general education program.
3. Make sure actions taken based on data are documented in the annual program review or elsewhere.
4. Expand the retention plan to programs that do not meet College goals.
5. Expand course offerings to include more evening technical courses.
6. Expand Assessment into CMA, HHA, EMT and other Allied Health courses.
7. Increase cross departmental faculty conversations of learning goals and outcomes. The College needs to expand its analysis and discussion of results.
8. Expand its scholarship opportunities for students taking certifications or required pre-requisites ineligible for federal financial aid (Allied Health, CDL, Con Ed, Dev Eds).

9. Focus on financial literacy, not only to decrease College default rates, but to create fiscally minded graduates.
10. Strengthen partnerships with USDs, colleges and universities to enhance the secondary and post-secondary pipeline of work-ready employees in our community and lifelong-learning opportunities, per our College Mission.
11. Be responsive to the changing economy and industry demands.

Sources

There are no sources.