COMMUNITY

COLLEGE

Learning Outcomes Assessment Report 2023

We Enrich Lives Through Learning

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Unit Summary Report

Role: Course Evaluation Administrator, Lamar Community College
Term: Spring 2019

Data Version: IDEA 2016

Organization Unit: **Lamar Community College**

Teaching Methods and Styles

High Priorities

These teaching methods are correlated with student achievement of learning objectives that were selected by more than two-thirds of course sections in this group as Important or Essential. However, these teaching methods are used infrequently by more than 30% of the courses in this group compared to the IDEA database. Increasing use of these teaching methods is recommended.

Teaching Essentials	# of Sections	Average (1-5)
Introduced stimulating ideas about the subject	126	4.14
Inspired students to set and achieve goals which really challenged them	126	4.06

Reflective and Integrative Learning	# of Sections	Average (1-5)
Encouraged students to reflect on and evaluate what they have learned	132	4.25
Created opportunities for students to apply course content outside the classroom	130	3.99

Low Priorities

These teaching methods are either used frequently or are correlated with student achievement of learning objectives that were selected as relevant by less than one-third of course sections in this group.

Teaching Essentials	# of Sections	Average (1-5)
Found ways to help students answer their own questions	35	4.12
Demonstrated the importance and significance of the subject matter	85	4.32

Teaching Essentials	# of Sections	Average (1-5)
Made it clear how each topic fit into the course	107	4.26
Explained course material clearly and concisely	102	4.22
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	35	3.9

Reflective and Integrative Learning	# of Sections	Average (1-5)
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	90	4.13
Provided meaningful feedback on students' academic performance	45	4.14
Stimulated students to intellectual effort beyond that required by most courses	132	4.15
Related course material to real life situations	85	4.36

Collaborative Learning	# of Sections	Average (1-5)
Formed teams or groups to facilitate learning	22	4.08
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	39	4.09
Asked students to help each other understand ideas or concepts	42	4.1

Active Learning	# of Sections	Average (1-5)
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	45	4.26
Involved students in hands-on projects such as research, case studies, or real life activities	51	4.15

Active Learning	# of Sections	Average (1-5)
Gave projects, tests, or assignments that required original or creative thinking	67	4.24

**Information in the USR is derived from the Diagnostic Feedback and Learning Essentials Course Reports*

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Unit Summary Report

Role: Course Evaluation Administrator, Lamar Community College
Term: Spring 2019

Data Version: IDEA 2016

Organization Unit: **Lamar Community College**

Learning Objectives

Average number of Objectives selected as Important or Essential in this unit: **4.4**

Relevant Course Objectives

Faculty Selection of Objectives	**Sections Selecting Objective as Relevant**	**IDEA Courses Selecting Objective as Relevant**
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	77%	85%
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	30%	49%
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	64%	79%
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	32%	66%
Obj. 5: Acquiring skills in working with others as a member of a team	17%	50%
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	33%	42%
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	20%	44%
Obj. 8: Developing skill in expressing oneself orally or in writing	27%	59%

Faculty Selection of Objectives	Sections Selecting Objective as Relevant	IDEA Courses Selecting Objective as Relevant
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	33%	51%
Obj. 10: Developing ethical reasoning and/or ethical decision making	14%	44%
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	45%	60%
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	18%	47%
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	27%	43%

Student Ratings of Progress on Relevant Objectives

Relevant Objectives (Important or Essential)	# of Sections	Unit Average (1-5)	IDEA Average
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	101	4.2	4.2
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	39	4	3.9
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	83	4.1	4.1
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	42	4.3	4.1
Obj. 5: Acquiring skills in working with others as a member of a team	21	4.2	3.9
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	44	4	3.8

Relevant Objectives (Important or Essential)	# of Sections	Unit Average (1-5)	IDEA Average
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	26	4	3.9
Obj. 8: Developing skill in expressing oneself orally or in writing	35	4.1	3.9
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	43	4.1	4
Obj. 10: Developing ethical reasoning and/or ethical decision making	18	4	3.9
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	60	4.2	4
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	23	3.9	4
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	35	4.1	3.9

% of Classes where Raw Average was at least 3.5

Relevant Objectives	# of Sections	Unit	IDEA
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	101	86%	89%
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	39	75%	78%
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	83	85%	86%
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	42	86%	87%
Obj. 5: Acquiring skills in working with others as a member of a team	21	67%	73%

Relevant Objectives	# of Sections	Unit	IDEA
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	44	69%	70%
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	26	70%	74%
Obj. 8: Developing skill in expressing oneself orally or in writing	35	73%	78%
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	43	83%	81%
Obj. 10: Developing ethical reasoning and/or ethical decision making	18	77%	76%
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	60	86%	82%
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	23	80%	80%
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	35	77%	73%

**Information in the USR is derived from the Diagnostic Feedback and Learning Essentials Course Reports*

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Unit Summary Report

Role: Course Evaluation Administrator, Lamar Community College
Term: Spring 2021

Data Version: IDEA 2016

Organization Unit: **Lamar Community College**

Teaching Methods and Styles

High Priorities

These teaching methods are correlated with student achievement of learning objectives that were selected by more than two-thirds of course sections in this group as Important or Essential. However, these teaching methods are used infrequently by more than 30% of the courses in this group compared to the IDEA database. Increasing use of these teaching methods is recommended.

Teaching Essentials	# of Sections	Average (1-5)
Introduced stimulating ideas about the subject	107	4.14
Inspired students to set and achieve goals which really challenged them	108	4.09

Reflective and Integrative Learning	# of Sections	Average (1-5)
Encouraged students to reflect on and evaluate what they have learned	114	4.3
Stimulated students to intellectual effort beyond that required by most courses	114	3.98
Created opportunities for students to apply course content outside the classroom	112	4.01

Low Priorities

These teaching methods are either used frequently or are correlated with student achievement of learning objectives that were selected as relevant by less than one-third of course sections in this group.

Teaching Essentials	# of Sections	Average (1-5)
Found ways to help students answer their own questions	24	4.12

Teaching Essentials	# of Sections	Average (1-5)
Demonstrated the importance and significance of the subject matter	66	4.44
Made it clear how each topic fit into the course	88	4.48
Explained course material clearly and concisely	82	4.36
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	24	3.65

Reflective and Integrative Learning	# of Sections	Average (1-5)
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	80	4.03
Provided meaningful feedback on students' academic performance	39	4.06
Related course material to real life situations	66	4.51

Collaborative Learning	# of Sections	Average (1-5)
Formed teams or groups to facilitate learning	15	3.65
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	32	3.68
Asked students to help each other understand ideas or concepts	32	4.01

Active Learning	# of Sections	Average (1-5)
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	39	4.07
Involved students in hands-on projects such as research, case studies, or real life activities	40	4.25

Active Learning	# of Sections	Average (1-5)
Gave projects, tests, or assignments that required original or creative thinking	62	4.15

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Unit Summary Report

Role: Course Evaluation Administrator, Lamar Community College
Term: Spring 2021

Data Version: IDEA 2016

Organization Unit: **Lamar Community College**

Learning Objectives

Average number of Objectives selected as Important or Essential in this unit: **4.0**

Relevant Course Objectives

Faculty Selection of Objectives	**Sections Selecting Objective as Relevant**	**IDEA Courses Selecting Objective as Relevant**
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	72%	85%
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	28%	49%
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	55%	79%
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	28%	66%
Obj. 5: Acquiring skills in working with others as a member of a team	13%	50%
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	33%	42%
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	18%	44%
Obj. 8: Developing skill in expressing oneself orally or in writing	27%	59%

Faculty Selection of Objectives	**Sections Selecting Objective as Relevant**	**IDEA Courses Selecting Objective as Relevant**
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	32%	51%
Obj. 10: Developing ethical reasoning and/or ethical decision making	11%	44%
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	49%	60%
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	14%	47%
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	21%	43%

Student Ratings of Progress on Relevant Objectives

Relevant Objectives (Important or Essential)	**# of Sections**	**Unit Average (1-5)**	**IDEA Average**
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	82	4.2	4.2
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	32	3.8	3.9
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	63	4.3	4.1
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	32	4.3	4.1
Obj. 5: Acquiring skills in working with others as a member of a team	15	3.8	3.9
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	38	3.8	3.8

Relevant Objectives (Important or Essential)	# of Sections	Unit Average (1-5)	IDEA Average
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	21	3.9	3.9
Obj. 8: Developing skill in expressing oneself orally or in writing	31	3.9	3.9
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	37	3.9	4
Obj. 10: Developing ethical reasoning and/or ethical decision making	12	3.9	3.9
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	56	4.1	4
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	16	3.9	4
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	24	3.8	3.9

% of Classes where Raw Average was at least 3.5

Relevant Objectives	# of Sections	Unit	IDEA
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	82	89%	89%
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	32	70%	78%
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	63	85%	86%
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	32	88%	87%
Obj. 5: Acquiring skills in working with others as a member of a team	15	70%	73%

Relevant Objectives	# of Sections	Unit	IDEA
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	38	62%	70%
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	21	68%	74%
Obj. 8: Developing skill in expressing oneself orally or in writing	31	73%	78%
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	37	81%	81%
Obj. 10: Developing ethical reasoning and/or ethical decision making	12	74%	76%
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	56	79%	82%
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	16	75%	80%
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	24	71%	73%

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Unit Summary Report

Role: Course Evaluation Administrator, Lamar Community College
Term: Spring 2022

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Organization Unit: **Lamar Community College**

Teaching Methods and Styles

High Priorities

These teaching methods are correlated with student achievement of learning objectives that were selected by more than two-thirds of course sections in this group as Important or Essential. However, these teaching methods are used infrequently by more than 30% of the courses in this group compared to the IDEA database. Increasing use of these teaching methods is recommended.

Teaching Essentials	# of Sections	Average (1-5)
Inspired students to set and achieve goals which really challenged them	89	3.98

Reflective and Integrative Learning	# of Sections	Average (1-5)
Stimulated students to intellectual effort beyond that required by most courses	98	4.12
Created opportunities for students to apply course content outside the classroom	97	4.02

Low Priorities

These teaching methods are either used frequently or are correlated with student achievement of learning objectives that were selected as relevant by less than one-third of course sections in this group.

Teaching Essentials	# of Sections	Average (1-5)
Found ways to help students answer their own questions	25	4.12
Demonstrated the importance and significance of the subject matter	59	4.45
Made it clear how each topic fit into the course	81	4.41

Teaching Essentials	# of Sections	Average (1-5)
Explained course material clearly and concisely	75	4.3
Introduced stimulating ideas about the subject	92	4.16
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	25	3.9

Reflective and Integrative Learning	# of Sections	Average (1-5)
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	73	4.19
Encouraged students to reflect on and evaluate what they have learned	97	4.34
Provided meaningful feedback on students' academic performance	36	4.15
Related course material to real life situations	59	4.39

Collaborative Learning	# of Sections	Average (1-5)
Formed teams or groups to facilitate learning	20	3.93
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	36	3.87
Asked students to help each other understand ideas or concepts	31	4.11

Active Learning	# of Sections	Average (1-5)
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	36	4.14
Involved students in hands-on projects such as research, case studies, or real life activities	38	4.27

Active Learning	# of Sections	Average (1-5)
Gave projects, tests, or assignments that required original or creative thinking	56	4.24

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Unit Summary Report

Role: Course Evaluation Administrator, Lamar Community College
Term: Spring 2022

Data Version: IDEA 2016

Organization Unit: **Lamar Community College**

Learning Objectives

Average number of Objectives selected as Important or Essential in this unit: **4.6**

Relevant Course Objectives

Faculty Selection of Objectives	**Sections Selecting Objective as Relevant**	**IDEA Courses Selecting Objective as Relevant**
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	77%	85%
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	37%	49%
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	57%	79%
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	32%	66%
Obj. 5: Acquiring skills in working with others as a member of a team	20%	50%
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	32%	42%
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	21%	44%
Obj. 8: Developing skill in expressing oneself orally or in writing	28%	59%

Faculty Selection of Objectives	**Sections Selecting Objective as Relevant**	**IDEA Courses Selecting Objective as Relevant**
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	35%	51%
Obj. 10: Developing ethical reasoning and/or ethical decision making	17%	44%
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	52%	60%
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	20%	47%
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	26%	43%

Student Ratings of Progress on Relevant Objectives

Relevant Objectives (Important or Essential)	**# of Sections**	**Unit Average (1-5)**	**IDEA Average**
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	75	4.2	4.2
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	36	4	3.9
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	57	4.2	4.1
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	31	4.3	4.1
Obj. 5: Acquiring skills in working with others as a member of a team	20	4.1	3.9
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	31	3.6	3.8

Relevant Objectives (Important or Essential)	# of Sections	Unit Average (1-5)	IDEA Average
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	21	3.9	3.9
Obj. 8: Developing skill in expressing oneself orally or in writing	28	4	3.9
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	34	4	4
Obj. 10: Developing ethical reasoning and/or ethical decision making	17	4	3.9
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	51	3.9	4
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	20	4.2	4
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	25	3.9	3.9

% of Classes where Raw Average was at least 3.5

Relevant Objectives	# of Sections	Unit	IDEA
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	75	89%	89%
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	36	73%	78%
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	57	85%	86%
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	31	86%	87%
Obj. 5: Acquiring skills in working with others as a member of a team	20	62%	73%

Relevant Objectives	# of Sections	Unit	IDEA
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	31	65%	70%
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	21	65%	74%
Obj. 8: Developing skill in expressing oneself orally or in writing	28	72%	78%
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	34	87%	81%
Obj. 10: Developing ethical reasoning and/or ethical decision making	17	80%	76%
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	51	77%	82%
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	20	74%	80%
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	25	67%	73%

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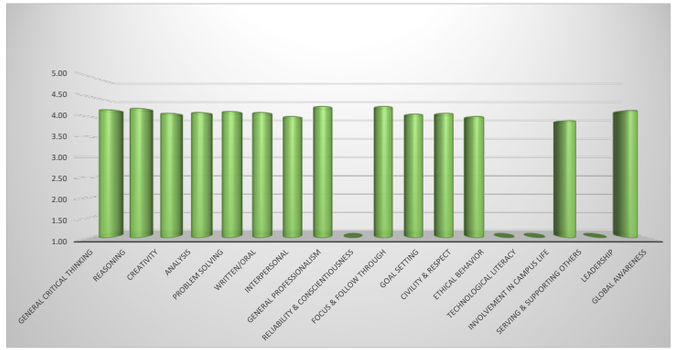
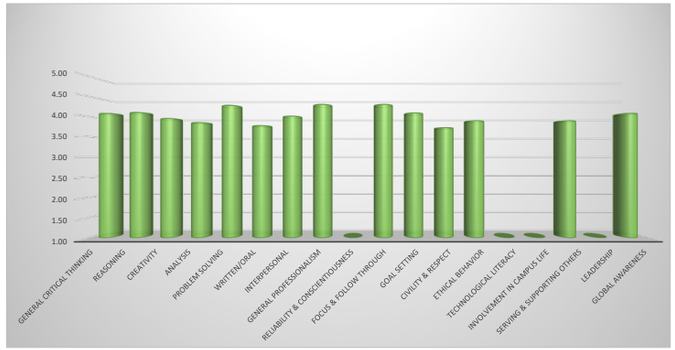
2019 IDEA Survey Aggregate Aligned to Common Learning Outcomes

IDEA #	IDEA Question	Active Thinking					Communication		Professionalism							Social Connectedness & Engaged Citizenship			
		General Critical Thinking	Reasoning	Creativity	Analysis	Problem Solving	Written/Oral	Interpersonal	General Professionalism	Reliability & Conscientiousness	Focus & Follow Through	Goal Setting	Civility & Respect	Ethical Behavior	Technological Literacy	Involvement in Campus Life	Serving & Supporting Others	Leadership	Global Awareness
	Aggregated Average	**4.17**	**4.20**	**4.08**	**4.10**	**4.13**	**4.10**	**4.00**	**4.25**	**#DIV/0!**	**4.25**	**4.06**	**4.08**	**4.00**	**#DIV/0!**	**#DIV/0!**	**3.90**	**#DIV/0!**	**4.15**
1	The instructor found ways to help students answer their own questions.	4.12																	
2	The instructor helped students to interpret subject matter from diverse perspectives																		4.13
3	The instructor encouraged students to reflect on and evaluate what they have learned										4.25								
4	The instructor demonstrated the importance and significance of the subject matter																		4.32
5	The instructor formed teams or groups to facilitate learning												4.08						
8	The instructor stimulated students to intellectual effort beyond that required by most courses	4.15																	
9	The instructor encouraged students to use multiple resources to improve understanding	4.26																	
11	The instructor related course material to real life situations																		4.36
12	The instructor created opportunities for students to apply course content outside the classroom																		3.99
13	The instructor introduced stimulating ideas about the subject	4.14																	
14	The instructor involved students in hands-on projects such as research, case studies, or real life activities					4.15													
15	The instructor inspired students to set and achieve goals which really challenged them											4.06							
16	The instructor asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own																		4.09
17	The instructor asked students to help each other understand ideas or concepts							4.10											
18	The instructor gave projects, tests, or assignments that required original or creative thinking			4.24															
19	The instructor encouraged student-faculty interaction outside of class							3.90											
22	Describe your progress on developing knowledge and understanding of diverse perspectives, global awareness, or other cultures																		4.00
23	Describe your progress on learning to apply course material (to improve thinking, problem solving, and decisions)					4.10													
24	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course								4.30										
25	Describe your progress on acquiring skills in working with others as a member of a team								4.20										
26	Describe your progress on developing creative capacities			4.00															
27	Describe your progress on gaining a broader understanding and appreciation of intellectual/cultural activity			4.00															
28	Describe your progress on developing skill in expressing myself orally or in writing						4.10												
29	Describe your progress on learning how to find, evaluate, and use resources to explore a topic in depth				4.10														
30	Describe your progress on developing ethical reasoning and/or ethical decision making													4.00					
31	Describe your progress on learning to analyze and critically evaluate ideas, arguments, and points of view		4.20																
32	Describe your progress in learning to apply knowledge and skills to benefit others or serve the public good																3.90		
33	Describe your progress on learning appropriate methods for collecting, analyzing, and interpreting numerical information				4.10														
42	Describe your progress in acquiring skills and habits of professionalism																		



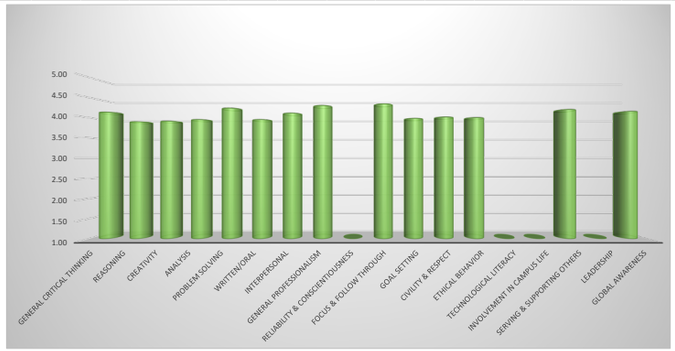
2021 IDEA Survey Aggregate Aligned to Common Learning Outcomes

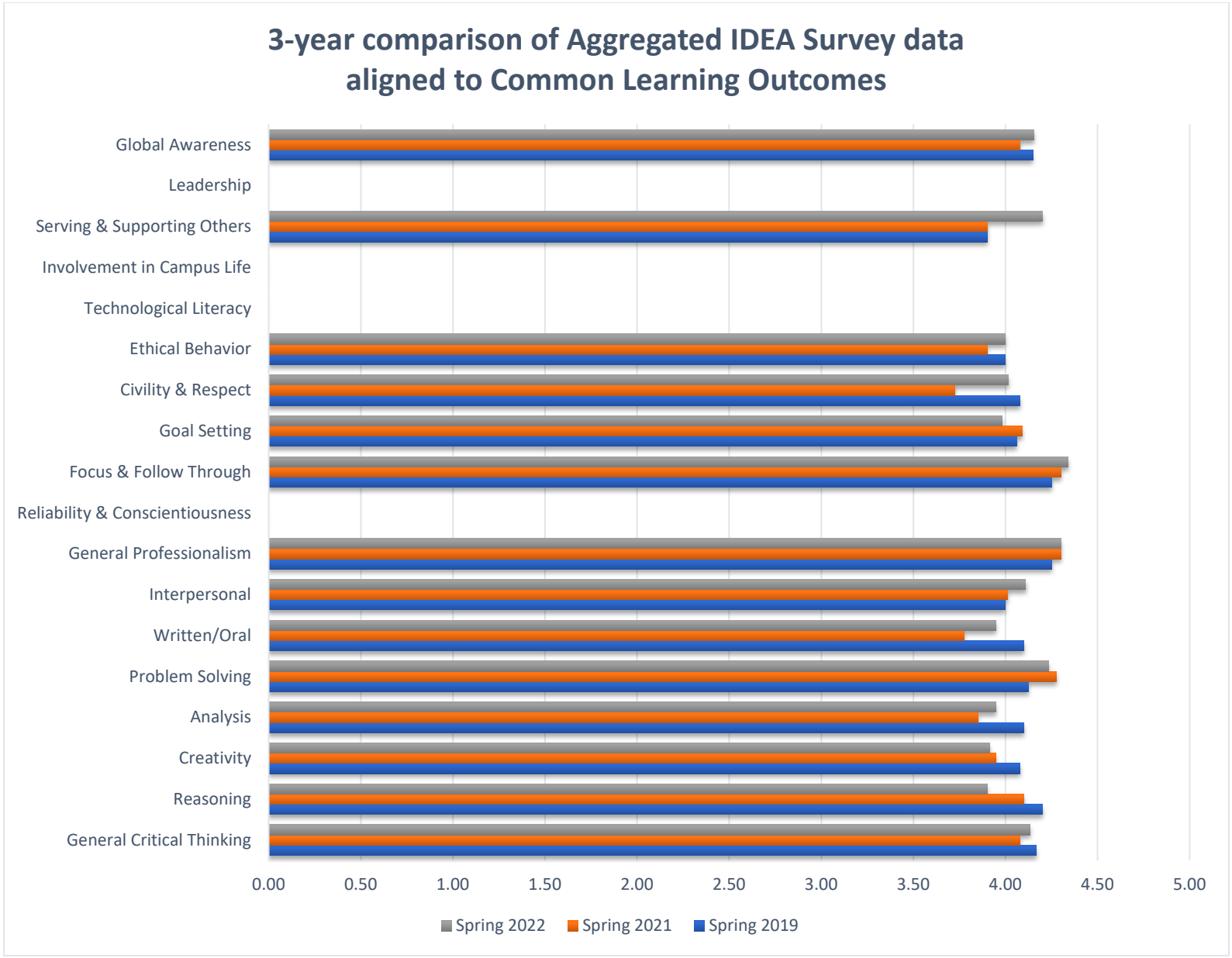
IDEA #	IDEA Question	Active Thinking					Communication		Professionalism							Social Connectedness & Engaged Citizenship			
		General Critical Thinking	Reasoning	Creativity	Analysis	Problem Solving	Written/Oral	Interpersonal	General Professionalism	Reliability & Conscientiousness	Focus & Follow Through	Goal Setting	Civility & Respect	Ethical Behavior	Technological Literacy	Involvement in Campus Life	Serving & Supporting Others	Leadership	Global Awareness
	Aggregated Average	**4.08**	**4.10**	**3.95**	**3.85**	**4.28**	**3.78**	**4.01**	**4.30**	**#DIV/0!**	**4.3**	**4.09**	**3.73**	**3.90**	**#DIV/0!**	**#DIV/0!**	**3.90**	**#DIV/0!**	**4.08**
1	The instructor found ways to help students answer their own questions.	4.12																	
2	The instructor helped students to interpret subject matter from diverse perspectives																		4.03
3	The instructor encouraged students to reflect on and evaluate what they have learned										4.30								
4	The instructor demonstrated the importance and significance of the subject matter																		4.44
5	The instructor formed teams or groups to facilitate learning												3.65						
8	The instructor stimulated students to intellectual effort beyond that required by most courses	3.98																	
9	The instructor encouraged students to use multiple resources to improve understanding	4.07																	
11	The instructor related course material to real life situations																		4.51
12	The instructor created opportunities for students to apply course content outside the classroom																		4.01
13	The instructor introduced stimulating ideas about the subject	4.14																	
14	The instructor involved students in hands-on projects such as research, case studies, or real life activities					4.25													
15	The instructor inspired students to set and achieve goals which really challenged them											4.09							
16	The instructor asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own																		3.68
17	The instructor asked students to help each other understand ideas or concepts							4.01											
18	The instructor gave projects, tests, or assignments that required original or creative thinking			4.15															
19	The instructor encouraged student-faculty interaction outside of class						3.65												
22	Describe your progress on developing knowledge and understanding of diverse perspectives, global awareness, or other cultures																		3.80
23	Describe your progress on learning to apply course material (to improve thinking, problem solving, and decisions)					4.30													
24	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course								4.30										
25	Describe your progress on acquiring skills in working with others as a member of a team												3.80						
26	Describe your progress on developing creative capacities			3.80															
27	Describe your progress on gaining a broader understanding and appreciation of intellectual/cultural activity			3.90															
28	Describe your progress on developing skill in expressing myself orally or in writing						3.90												
29	Describe your progress on learning how to find, evaluate, and use resources to explore a topic in depth				3.90														
30	Describe your progress on developing ethical reasoning and/or ethical decision making													3.90					
31	Describe your progress on learning to analyze and critically evaluate ideas, arguments, and points of view		4.10																
32	Describe your progress in learning to apply knowledge and skills to benefit others or serve the public good																3.90		
33	Describe your progress on learning appropriate methods for collecting, analyzing, and interpreting numerical information				3.80														
42	Describe your progress in acquiring skills and habits of professionalism																		



2022 IDEA Survey Aggregate Aligned to Common Learning Outcomes

IDEA #	IDEA Question	Active Thinking					Communication		Professionalism							Social Connectedness & Engaged Citizenship			
		General Critical Thinking	Reasoning	Creativity	Analysis	Problem Solving	Written/Oral	Interpersonal	General Professionalism	Reliability & Conscientiousness	Focus & Follow Through	Goal Setting	Civility & Respect	Ethical Behavior	Technological Literacy	Involvement in Campus Life	Serving & Supporting Others	Leadership	Global Awareness
	Aggregated Average	**4.14**	**3.90**	**3.91**	**3.95**	**4.24**	**3.95**	**4.11**	**4.30**	**#DIV/0!**	**4.34**	**3.98**	**4.02**	**4.00**	**#DIV/0!**	**#DIV/0!**	**4.20**	**#DIV/0!**	**4.15**
1	The instructor found ways to help students answer their own questions.	4.12																	
2	The instructor helped students to interpret subject matter from diverse perspectives																		4.19
3	The instructor encouraged students to reflect on and evaluate what they have learned										4.34								
4	The instructor demonstrated the importance and significance of the subject matter																		4.45
5	The instructor formed teams or groups to facilitate learning												3.93						
8	The instructor stimulated students to intellectual effort beyond that required by most courses	4.12																	
9	The instructor encouraged students to use multiple resources to improve understanding	4.14																	
11	The instructor related course material to real life situations																		4.39
12	The instructor created opportunities for students to apply course content outside the classroom																		4.02
13	The instructor introduced stimulating ideas about the subject	4.16																	
14	The instructor involved students in hands-on projects such as research, case studies, or real life activities					4.27													
15	The instructor inspired students to set and achieve goals which really challenged them											3.98							
16	The instructor asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own																		3.87
17	The instructor asked students to help each other understand ideas or concepts							4.11											
18	The instructor gave projects, tests, or assignments that required original or creative thinking			4.24															
19	The instructor encouraged student-faculty interaction outside of class						3.90												
22	Describe your progress on developing knowledge and understanding of diverse perspectives, global awareness, or other cultures																		4.00
23	Describe your progress on learning to apply course material (to improve thinking, problem solving, and decisions)					4.20													
24	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course								4.30										
25	Describe your progress on acquiring skills in working with others as a member of a team												4.10						
26	Describe your progress on developing creative capacities			3.60															
27	Describe your progress on gaining a broader understanding and appreciation of intellectual/cultural activity			3.90															
28	Describe your progress on developing skill in expressing myself orally or in writing						4.00												
29	Describe your progress on learning how to find, evaluate, and use resources to explore a topic in depth				4.00														
30	Describe your progress on developing ethical reasoning and/or ethical decision making													4.00					
31	Describe your progress on learning to analyze and critically evaluate ideas, arguments, and points of view		3.90																
32	Describe your progress in learning to apply knowledge and skills to benefit others or serve the public good																4.20		
33	Describe your progress on learning appropriate methods for collecting, analyzing, and interpreting numerical information				3.90														
42	Describe your progress in acquiring skills and habits of professionalism																		




3-year comparison of Aggregated IDEA Survey data aligned to Common Learning Outcomes
Global Awareness
Leadership
Serving & Supporting Others
Involvement in Campus Life
Technological Literacy
Ethical Behavior
Civility & Respect
Goal Setting
Focus & Follow Through
Reliability & Conscientiousness
General Professionalism
Interpersonal
Written/Oral
Problem Solving
Analysis
Creativity
Reasoning
General Critical Thinking
0.00
0.50
1.00
1.50
2.00
2.50
3.00
3.50
4.00
4.50
5.00
Spring 2022
Spring 2021
Spring 2019

IES Institute of Education Sciences

IPEDS DATA FEEDBACK REPORT 2022

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions that provide postsecondary education and are eligible to receive Title IV funding across the United States and other U.S. jurisdictions.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (https://nces.ed.gov/collegenavigator/), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at https://nces.ed.gov/ipeds.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2021-22 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists the pre-selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2022 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2022 report, visit this resource page https://nces.ed.gov/Ipeds/Help/View/2. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website https://nces.ed.gov/ipeds and click on Data Feedback Report.

Lamar Community College
Lamar, CO

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's indicators. If your institution did not define a custom comparison group for this report by July 15, 2022 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The customized Data Feedback Report function available at https://nces.ed.gov/ipeds/use-the-data/ can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by Lamar Community College includes the following 11 institutions:

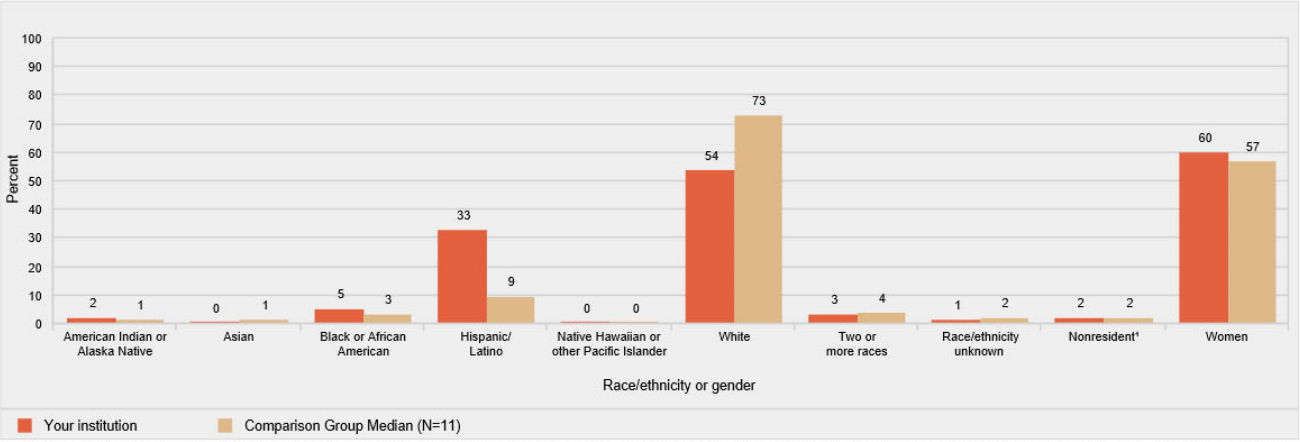
- Clarendon College (Clarendon, TX)
- Colby Community College (Colby, KS)
- Colorado Northwestern Community College (Rangely, CO)
- Eastern Wyoming College (Torrington, WY)
- Ellsworth Community College (Iowa Falls, IA)
- Frank Phillips College (Borger, TX)
- Garrett College (McHenry, MD)
- Itasca Community College (Grand Rapids, MN)
- Lake Region State College (Devils Lake, ND)
- Vermilion Community College (Ely, MN)
- Williston State College (Williston, ND)

The figures in this report have been organized and ordered into the following topic areas:

Topic Area	Figures	Pages
1) Admissions (only for non-open-admissions schools)	[Not applicable]	
2) Student Enrollment	1, 2, 3 and 4	3 and 4
3) Awards	5	4
4) Charges and Net Price	6 and 7	4
5) Student Financial Aid	8 and 9	5
6) Military Benefits*	[Not applicable]	
7) Retention and Graduation Rates	10, 11, 12, 13, 14, 15, 16, 17 and 18	5, 6, 7 and 8
8) Finance	19 and 20	9
9) Staff	21 and 22	9 and 10
10) Libraries*	23	10

*These figures only appear in customized Data Feedback Reports (DFRs), which are available through Use the Data portal on the IPEDS website.

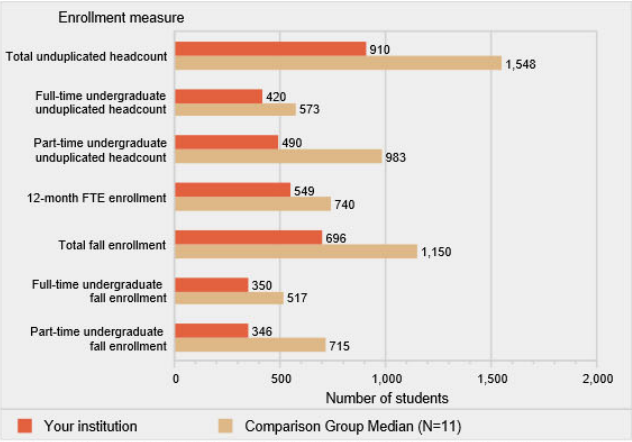
Figure 1. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2021



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.
¹The use of Nonresident is for reporting purposes only and does not reflect a change in the collection of data for this category

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Fall Enrollment survey component.

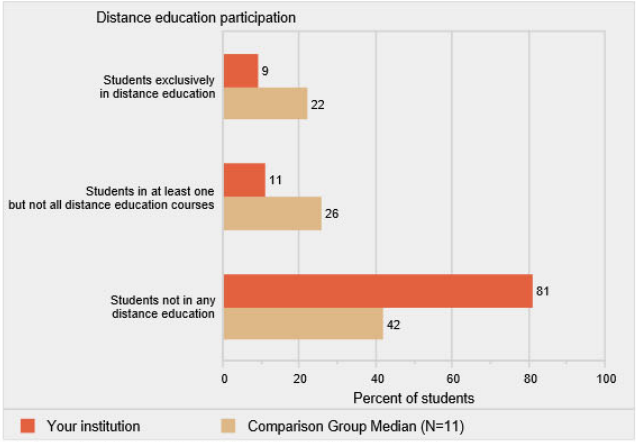
Figure 2. Total unduplicated headcount, full- and part-time undergraduate headcount, 12-month FTE enrollment (2020-21), and total fall enrollment, full-time and part-time undergraduate fall enrollment (Fall 2021)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, 12-month Enrollment survey component and Spring 2022, Fall Enrollment survey component.

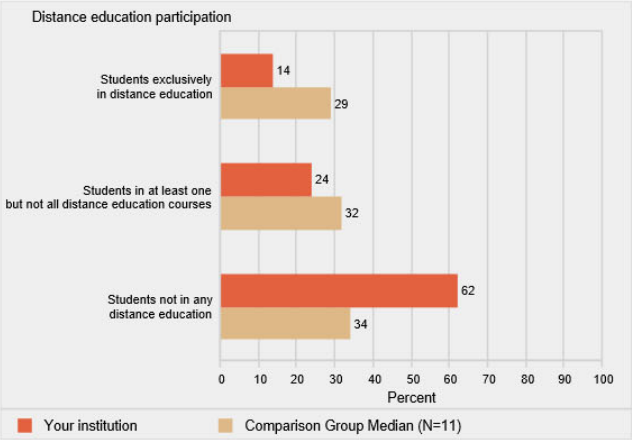
Figure 3. Percent of students enrolled in distance education courses, by amount of distance education: Fall 2021



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Fall Enrollment survey component.

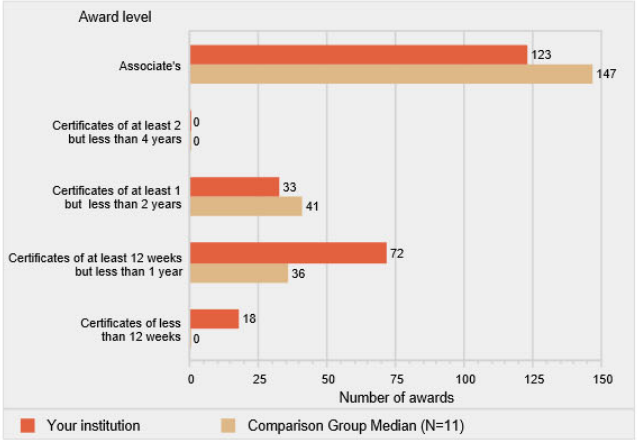
Figure 4. Percent of students enrolled in distance education courses, by amount of distance education: 2020-21



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, 12-month Enrollment survey component.

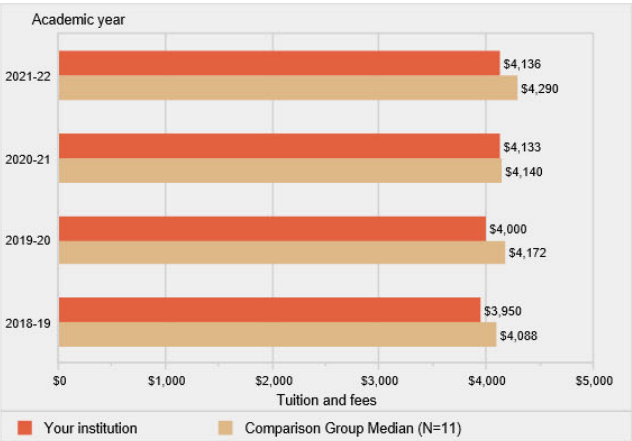
Figure 5. Number of subbaccalaureate degrees and certificates awarded, by level: 2020-21



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, Completions survey component.

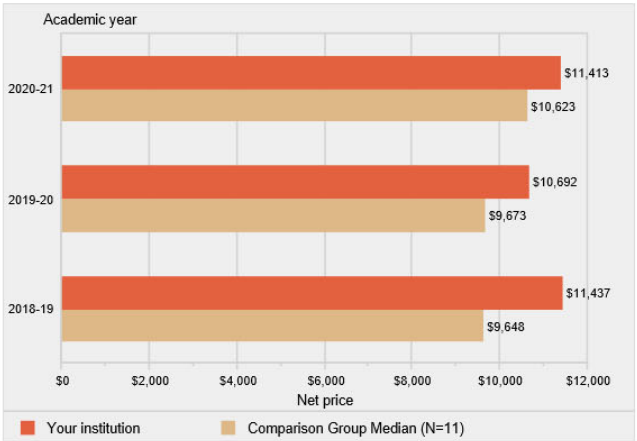
Figure 6. Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduate students: Academic years 2018-19 to 2021-22



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, Institutional Characteristics survey component.

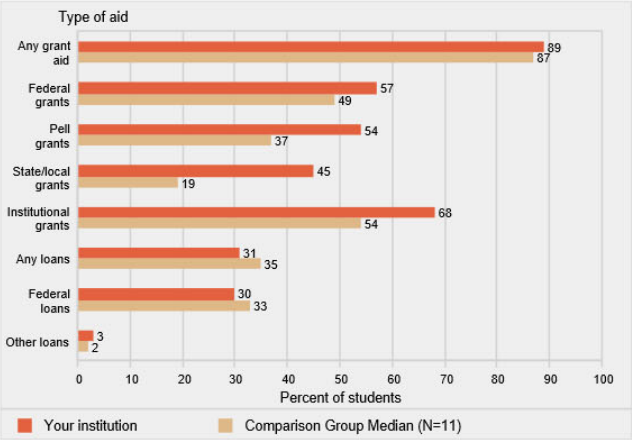
Figure 7. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2018-19 to 2020-21



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, Institutional Characteristics survey component and Winter 2021-22, Student Financial Aid survey component.

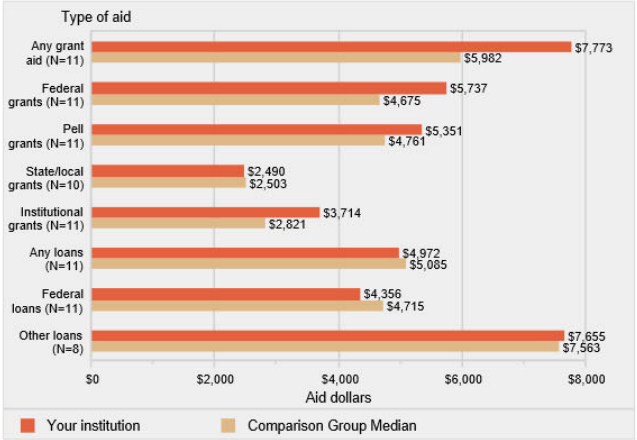
Figure 8. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: 2020-21



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Student Financial Aid survey component.

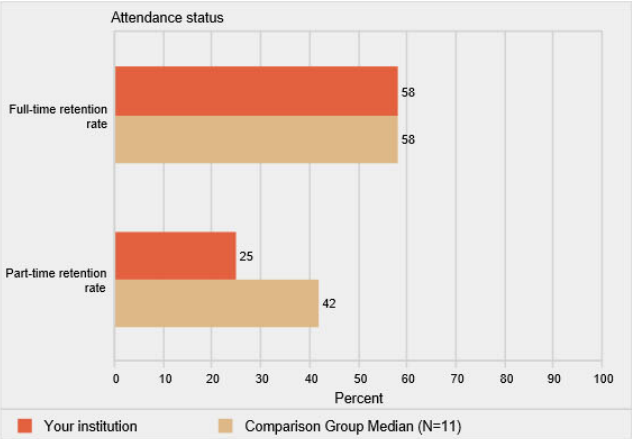
Figure 9. Average amounts of awarded grant or scholarship aid, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2020-21



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Student Financial Aid survey component.

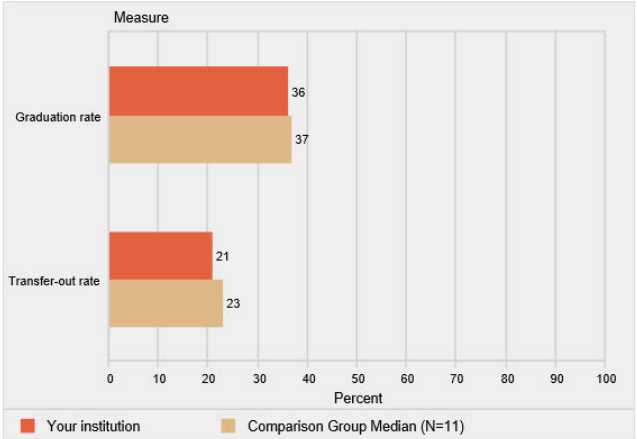
Figure 10. Retention rates of first-time degree/certificate seeking students, attendance status: Fall 2020 cohort



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data for the Fall 2019 cohort of students who are still enrolled as of the institution's official fall reporting date or as of October 15, 2021. Program reporters determine the cohort with enrollment any time between August 1 - October 31, 2020 and retention based on August 1, 2021.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Fall Enrollment survey component.

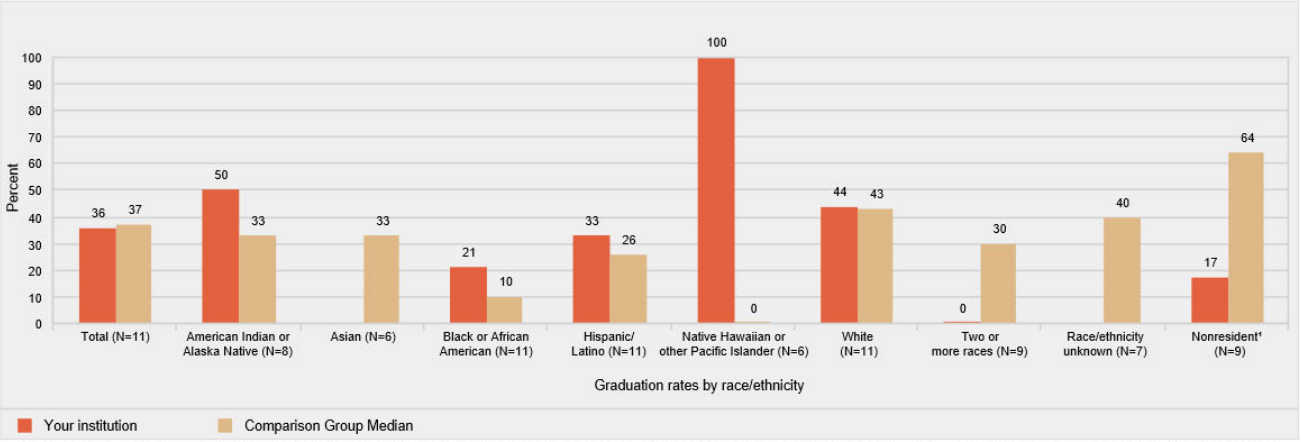
Figure 11. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion: 2018 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Graduation Rates survey component.

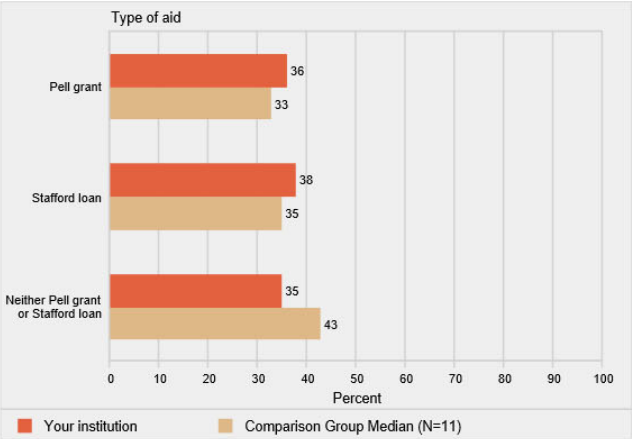
Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by race/ethnicity: 2018 cohort



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.
[1] The use of Nonresident is for reporting purposes only and does not reflect a change in the collection of data for this category

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Graduation Rates survey component.

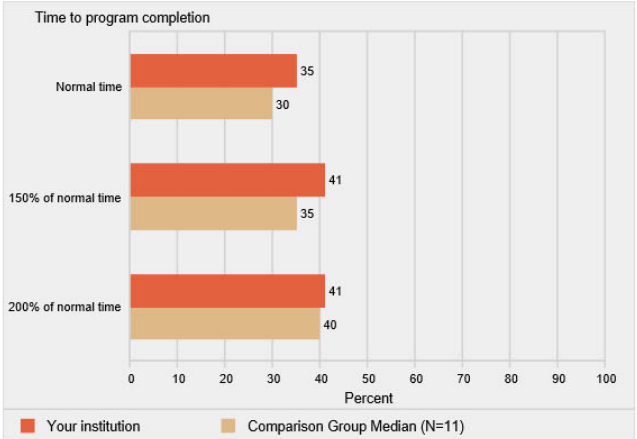
Figure 13. Graduation rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by type of aid: 2018 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Graduation Rates survey component.

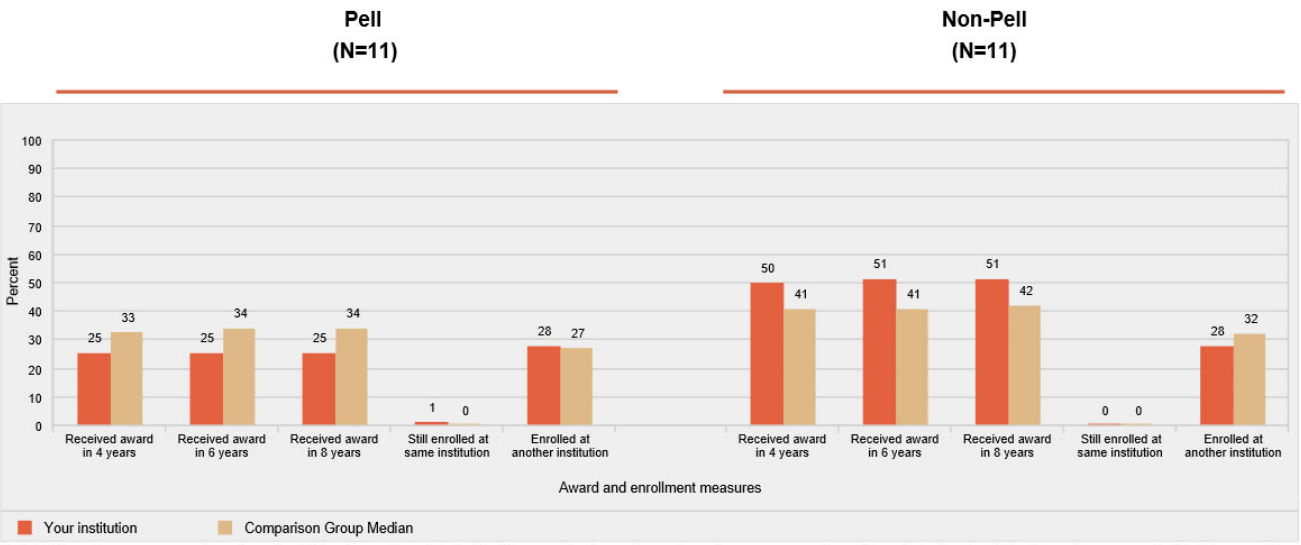
Figure 14. Graduation rates of full-time, first-time degree/certificate-seeking undergraduate students within normal time, and 150% and 200% of normal time to program completion: 2017 cohort



NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, 200% Graduation Rates survey component.

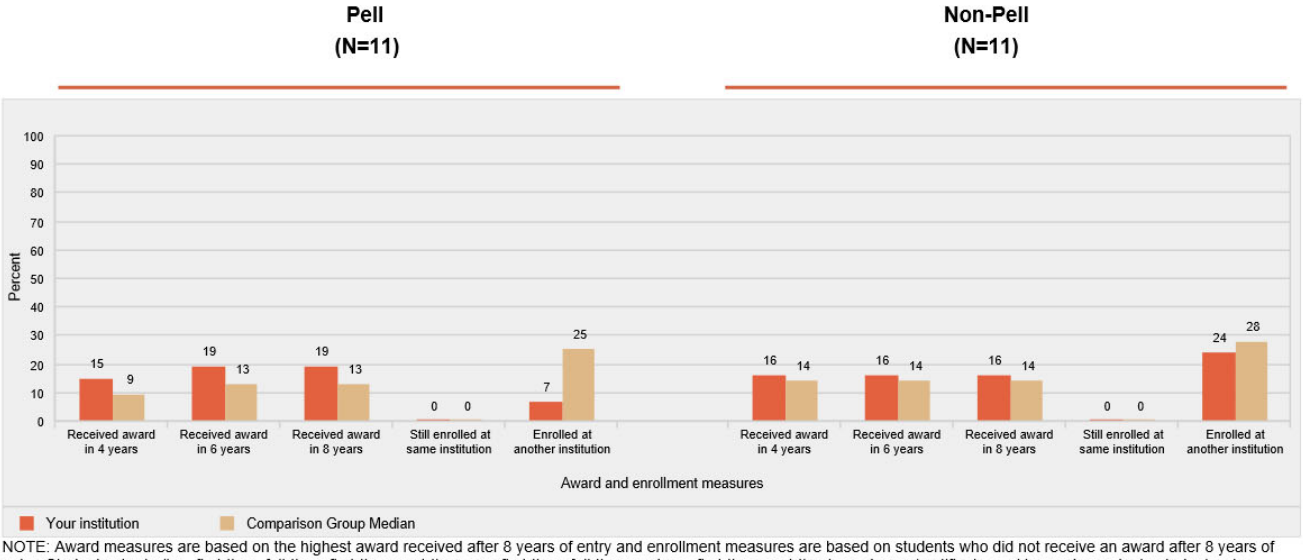
Figure 15. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2013-14 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2013-June 30, 2014. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Outcome Measures survey component.

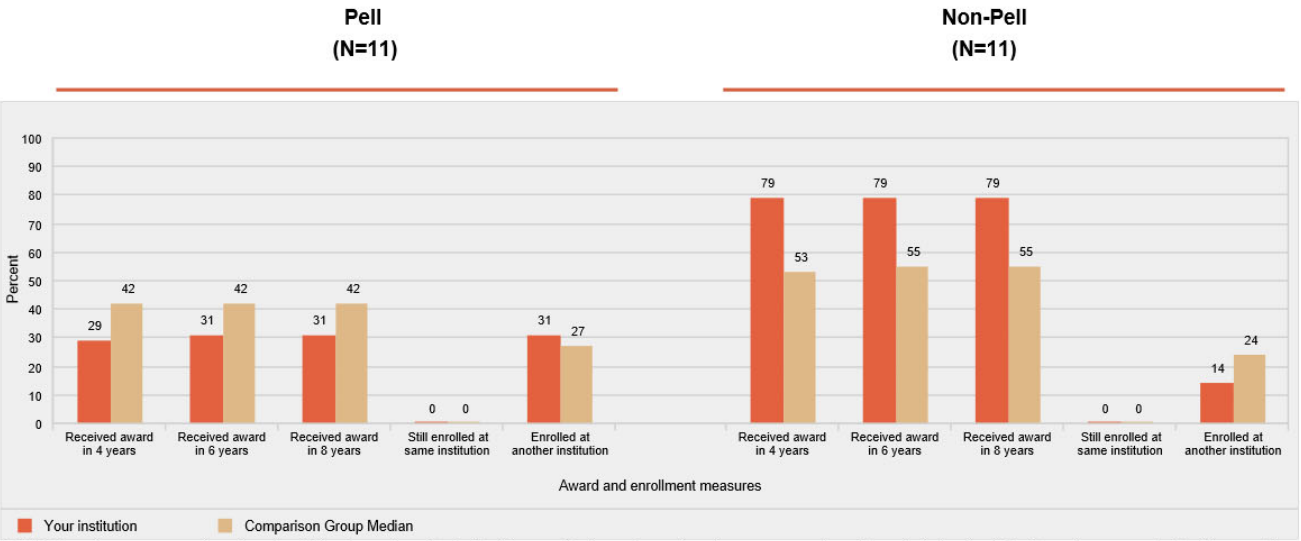
Figure 16. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2013-14 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2013-June 30, 2014. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Outcome Measures survey component.

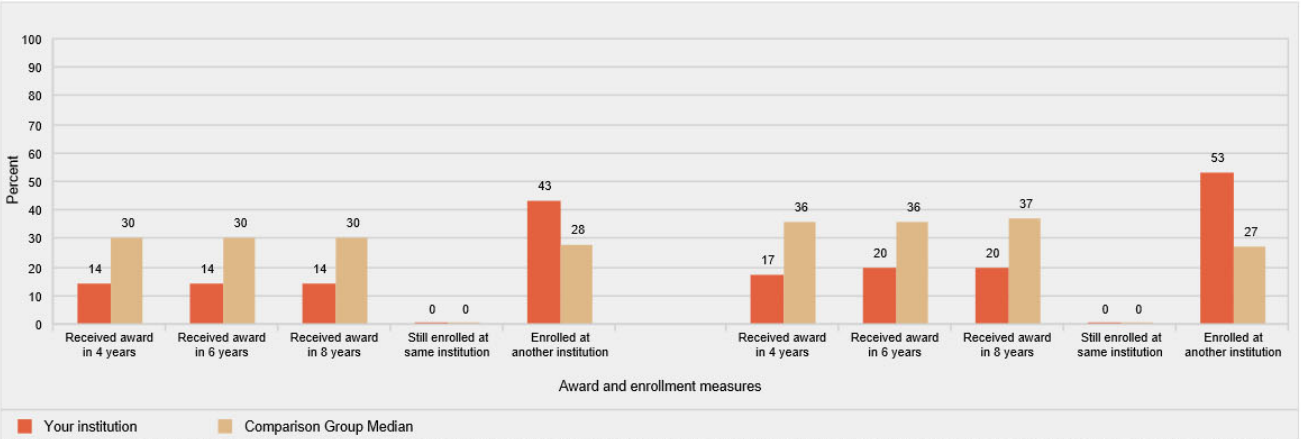
Figure 17. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2013-14 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2013-June 30, 2014. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Outcome Measures survey component.

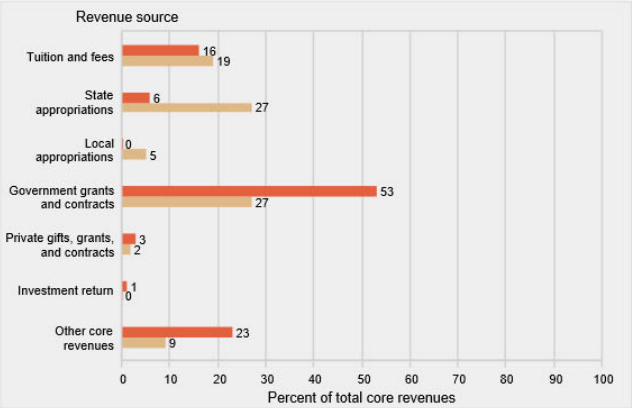
Figure 18. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2013-14 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2013-June 30, 2014. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Outcome Measures survey component.

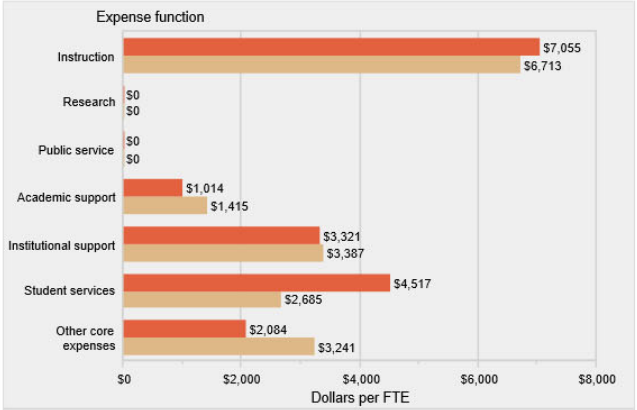
Figure 19. Percent distribution of core revenues, by source: Fiscal year 2021



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Finance survey component.

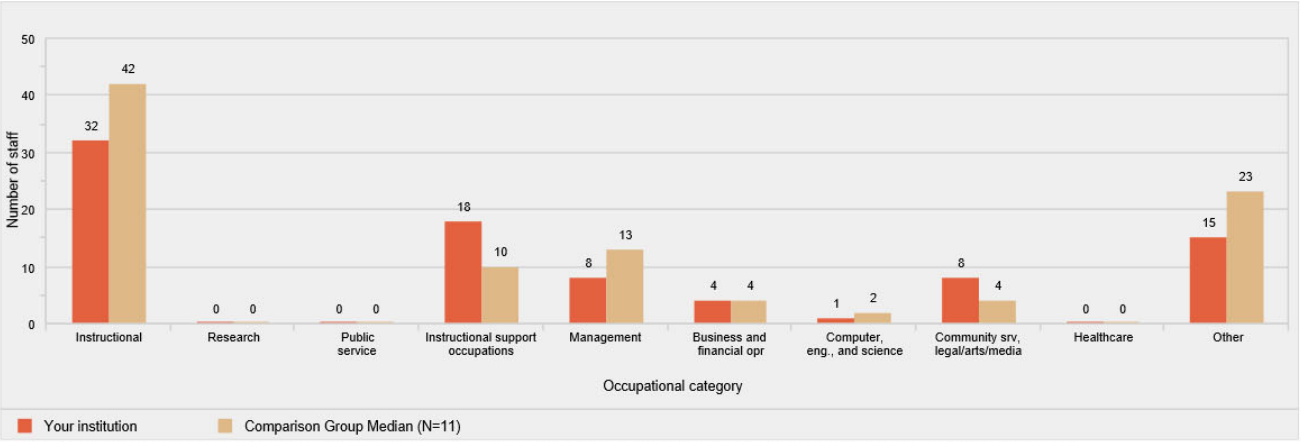
Figure 20. Core expenses per FTE enrollment, by function: Fiscal year 2021



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, 12-month Enrollment survey component and Spring 2022, Finance survey component.

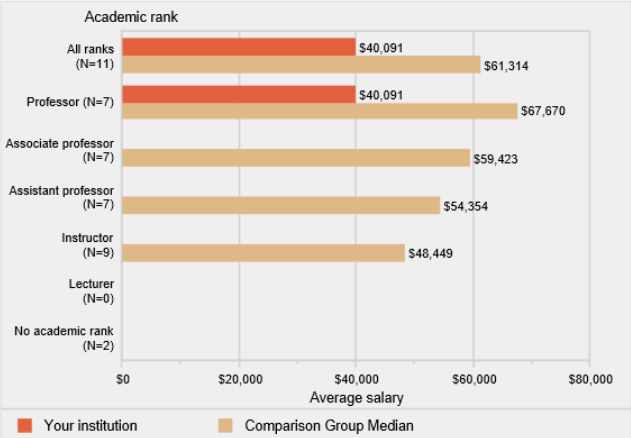
Figure 21. Full-time equivalent staff, by occupational category: Fall 2021



NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Human Resources survey component.

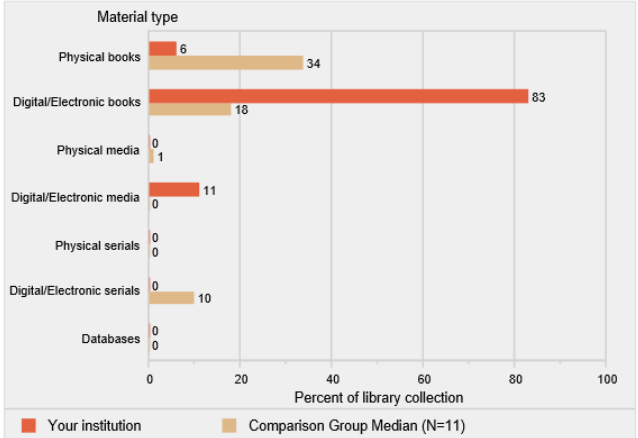
Figure 22. Average salaries of full-time non-medical instructional staff equated to 9-months worked, by academic rank: Academic year 2021-22



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Human Resources survey component.

Figure 23. Percent distribution of library collection, by material type: Fiscal year 2021



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Academic Libraries survey component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during 2021-22 data collection year. Response rates exceeded 99% for most survey components. IPEDS data release memos at https://nces.ed.gov/ipeds/use-the-data/survey-components provide an overview of the number of institutions responding to the survey components. Furthermore, data used in this report are provisional level and may be revised for a limited time through the IPEDS Prior Year Revision system.

Use of Median Values for Comparison Group

This report compares your institution's data to the median value for the comparison group for each indicator shown in the figure. If more than one indicator is present in a figure, the median values are determined separately for each indicator. Medians are not displayed for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website at this provided link (https://nces.ed.gov/ipeds).

Missing Indicators

If an indicator is not reported for your institution, the omission implies that the indicator is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some indicators are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at https://nces.ed.gov/ipeds/Section/Resources.

Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Student cohorts for reporting Outcome Measures are based on a full-year cohort from July 1-June 30 for all degree-granting institutions.

DESCRIPTION OF INDICATORS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if scores are required for admission.

Student Enrollment

Enrollment Counts

12-month Enrollment captures a cumulative unduplicated headcount of enrollment over the full 12-month period beginning July 1 and ending June 30. In contrast, Fall Enrollment captures number of students enrolled on a particular date in the fall. Fall enrollment is often referred to as a "snapshot" of an institution's enrollment at a specific time.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment survey component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or clock hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx.

Completions

Completions and Completers

Completions collects data on undergraduate and graduate completions and completers in a 12-month period. Completions are the counts of postsecondary awards granted where each award reported once but multiple awards may be reported for one recipient. Completers are the counts of students granted postsecondary awards. The count of completers is collected in two ways. The first way counts all completers, while the second way counts completers by award level (e.g., number of associate's completers, number of bachelor's completers).

Student Financial Aid

Financial Aid Recipients and Amounts

Student Financial Aid collects the counts of undergraduate students awarded different types of financial aid and the total amounts of aid awarded. The average dollar amount of aid awarded is then calculated. In addition, Student Financial Aid collects counts of full-time, first-time undergraduate students awarded aid and amounts of aid, and counts and disbursed amounts for undergraduate and graduate students receiving military education benefits.

Charges and Average Net Price

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition and that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduate students and are those used by the financial aid office to determine the financial need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Average Institutional Net Price

IPEDS collects data to calculate average net price at each institution for two groups of undergraduate students: those awarded grant and scholarship aid and those awarded Title IV federal aid.

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the academic year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of room and board, and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Retention, Graduation Rates, and Outcome Measures

Retention Rates

Retention rates are measures of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduate students from the previous fall who are still enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking undergratude students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduate students, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduate students.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduate students who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduate students minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

A further extension of the traditional Graduation Rates (GR) survey component which carries forward 100% and 150% graduation rates data previously reported in the GR survey component is the Graduation Rates 200% (GR200) survey component, which requests information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Outcome Measures Data

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: first-time, full-time entering (FTFT); first-time, part-time entering (FTPT); non-first-time, full-time entering (NFTFT); and non-first-time, part-time entering (NFTPT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised and take allowable exclusions resulting in an adjusted cohort. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 of the next year) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

Finance

Core Revenues

Core revenues for public institutions reporting under GASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance survey component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/ contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance survey component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do no report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, student services, institutional support, scholarships and fellowships (GASB) or net grant aid to students (FASB) and other expenses. Core expenses exclude expenses for auxiliary enterprises, hospitals, and independent operations. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

Endowment Assets

Endowment assets, for public institutions under GASB reporting standards, and private, not-for-profit institutions under FASB reporting standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Salaries and Wages

Salaries and wages for public institutions under GASB reporting standards and private (not-for-profit and for-profit) institutions under FASB reporting standards, include amounts paid as compensation for services to all employees regardless of the duration of service, including all regular or periodic payments to a person for the regular or periodic performance of work or a service and payment to a person for more sporadic performance of work or a services (e.g., overtime, extra compensation, summer compensation, bonuses, sick or annual leave, etc.)

Staff

FTE Staff

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Occupational categories include instructional staff, research staff, public service staff, instructional support staff, management staff, and other occupations. Instructional staff are primarily engaged in teaching and do a combination of teaching, research, and/or public service. Research staff are staff whose primary function is research while public service staff are staff whose primary function is public service. Instructional support occupations include archivists, curators, and museum technicians; librarians and media collections specialists; librarian technicians; student and academic affairs and other education services occupations. Other staff include staff in service occupations; sales and related occupations; office and administrative support occupations; natural resources, construction, and maintenance occupations; production, transportation and material moving occupations; and military specific occupations. Graduate assistants are not included.

Equated Non-Medical Instructional Staff Salaries

Institutions report the number of full-time non-medical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of non-medical instructional staff to determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

Student-to-Faculty Ratio

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey component data) divided by total FTE instructional staff (using the total primarily instruction + instruction/research/public service staff reported in Human Resources survey component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Additional Resources

Additional information on the IPEDS survey components, including survey methodology, survey forms, and frequently asked questions, can be found at https://nces.ed.gov/ipeds/use-the-data/survey-components.

Additional information on the timing of IPEDS data collection, data coverage, and data release cycle, can be found at https://nces.ed.gov/ipeds/use-the-data/timing-of-ipeds-data-collection.

Additional definitions of variables used in this report can be found in the IPEDS glossary available at https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx.

Additional resources on the IPEDS Data Feedback Report, including the instructions on creating a custom comparison report, FAQs, and video tutorials, can be found at https://nces.ed.gov/Ipeds/Help/View/2.

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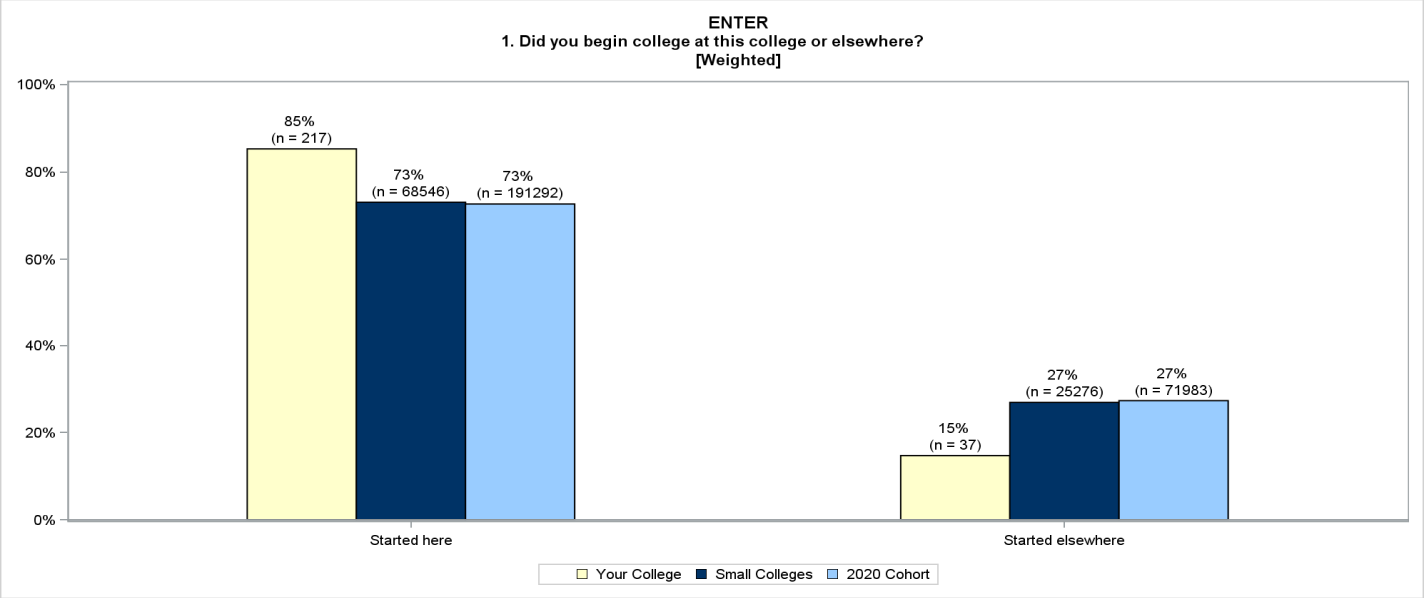

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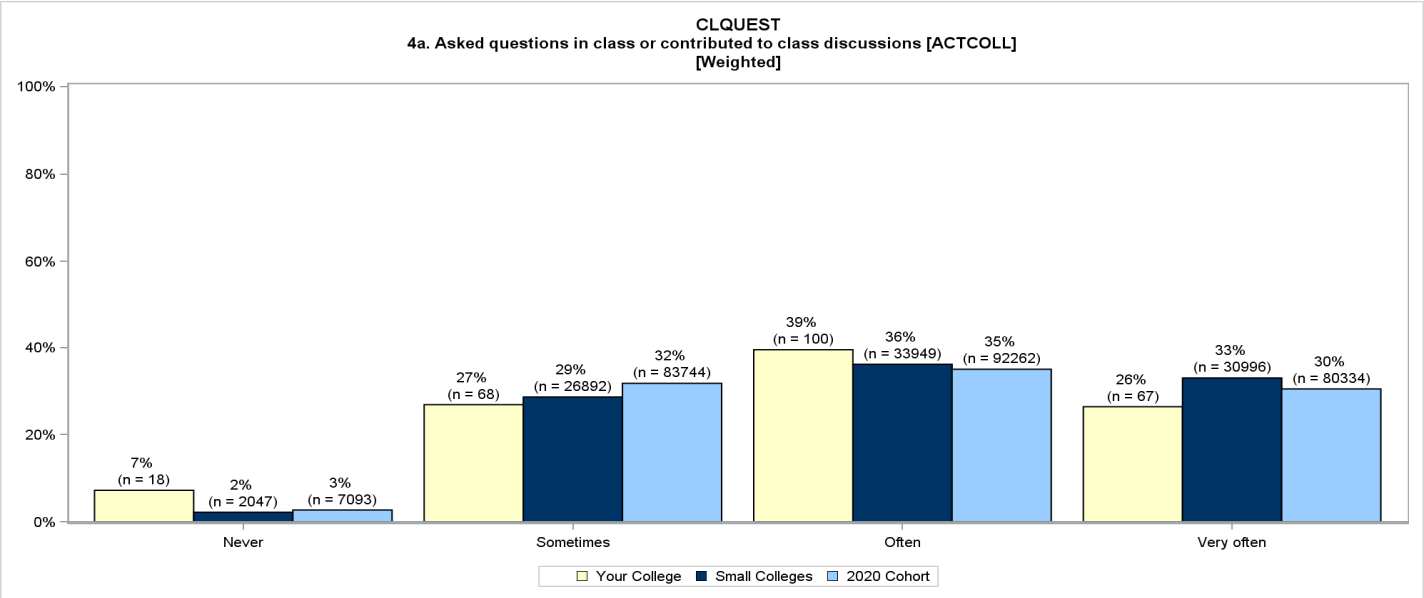

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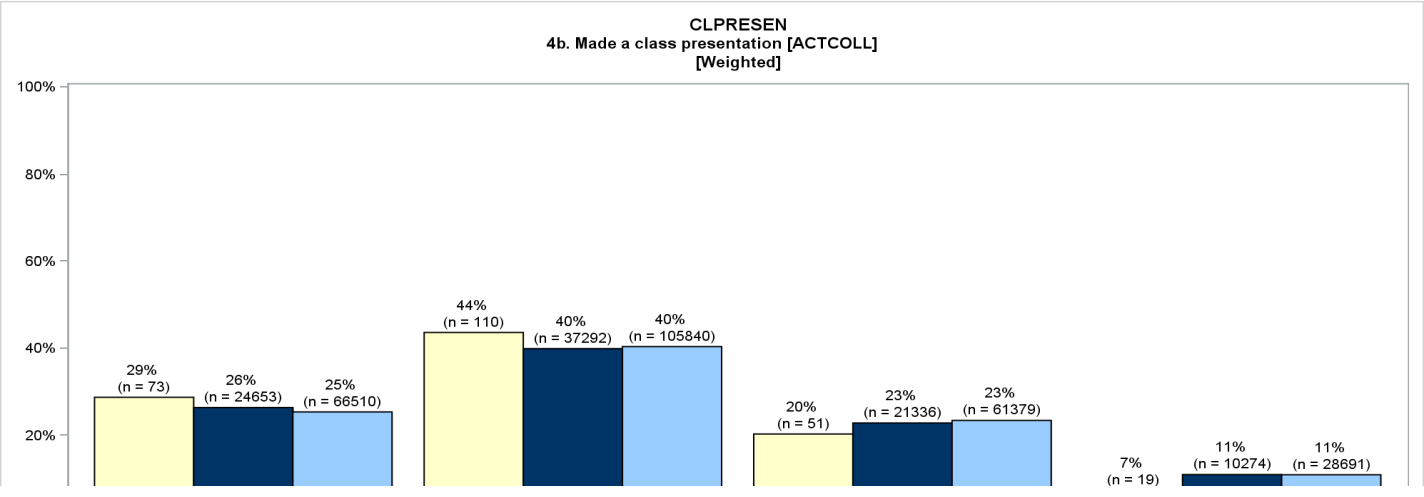

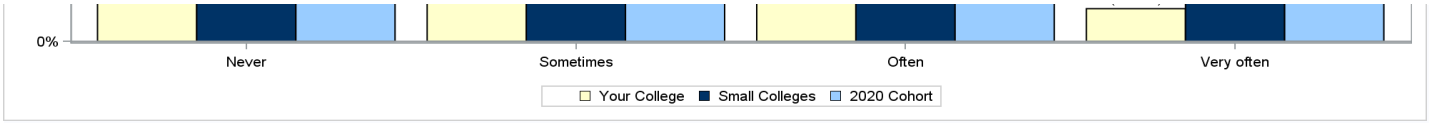

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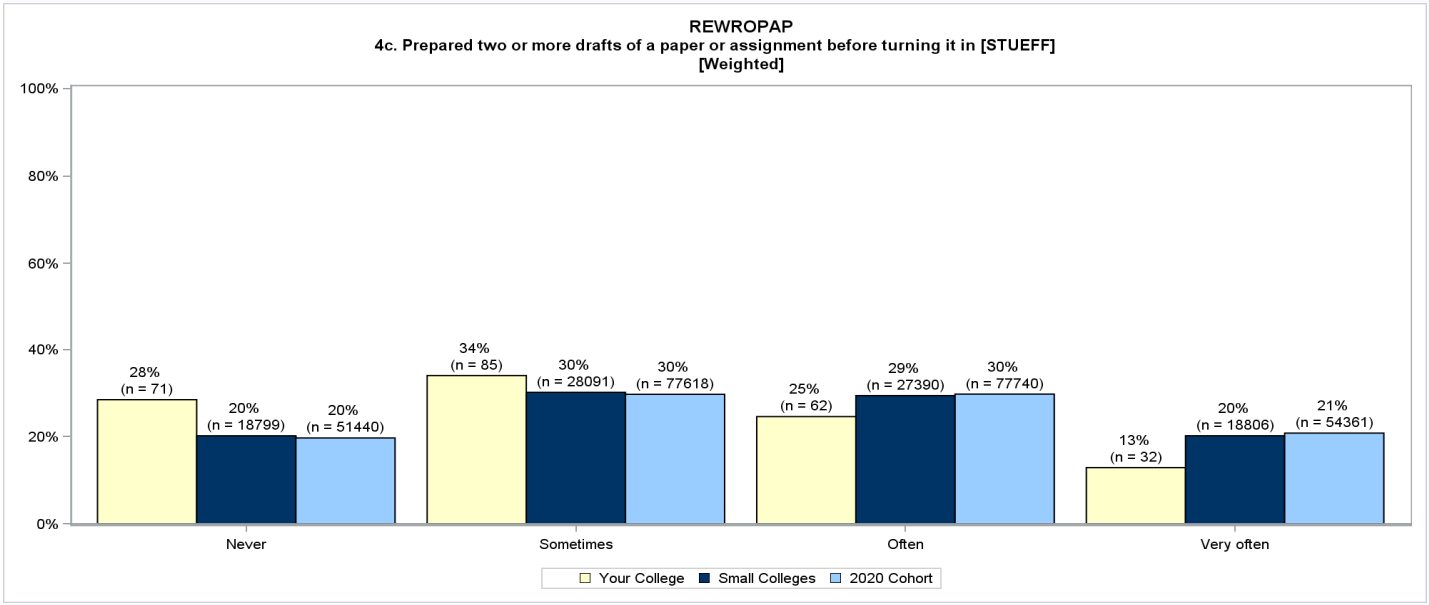

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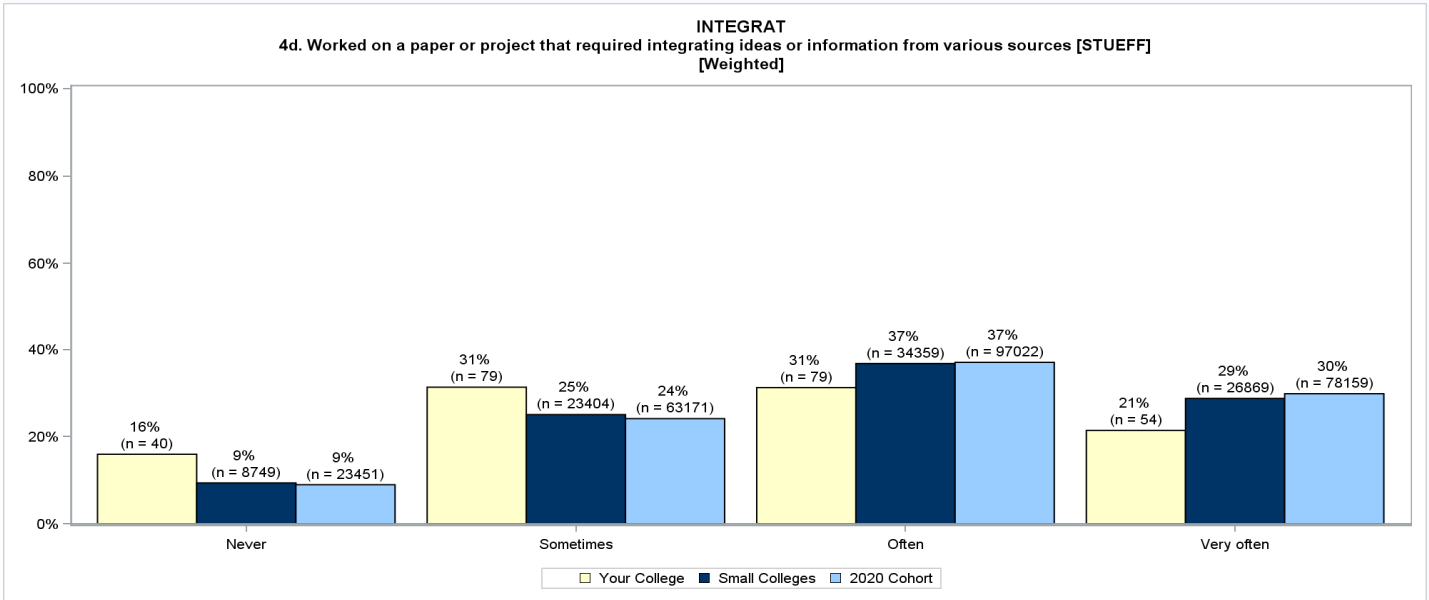

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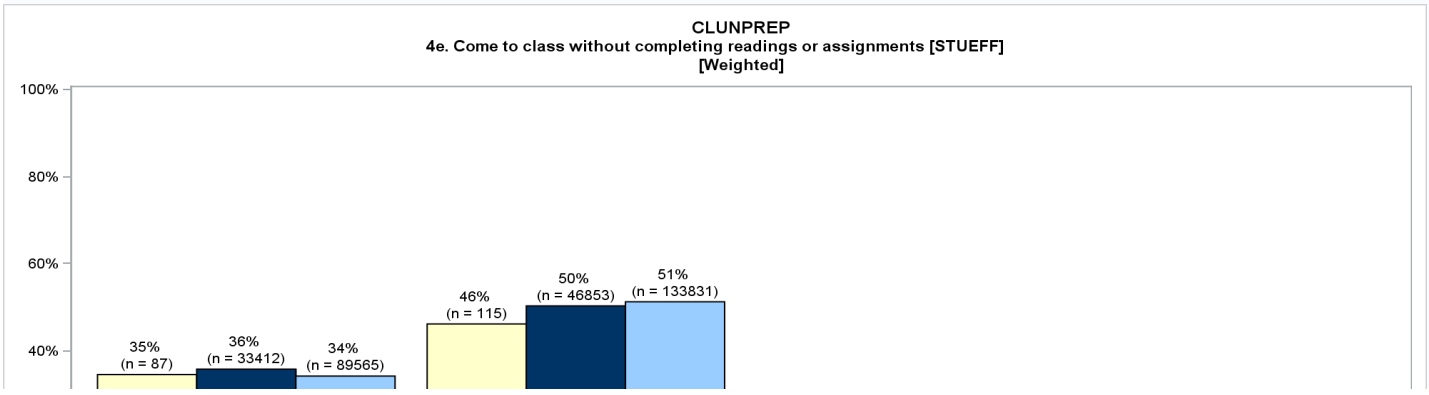

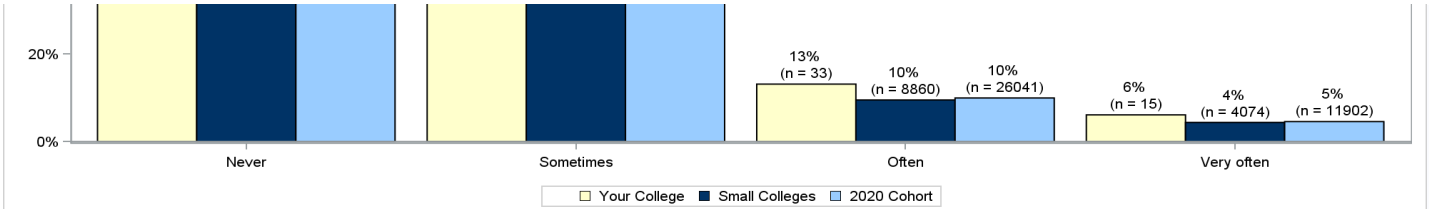

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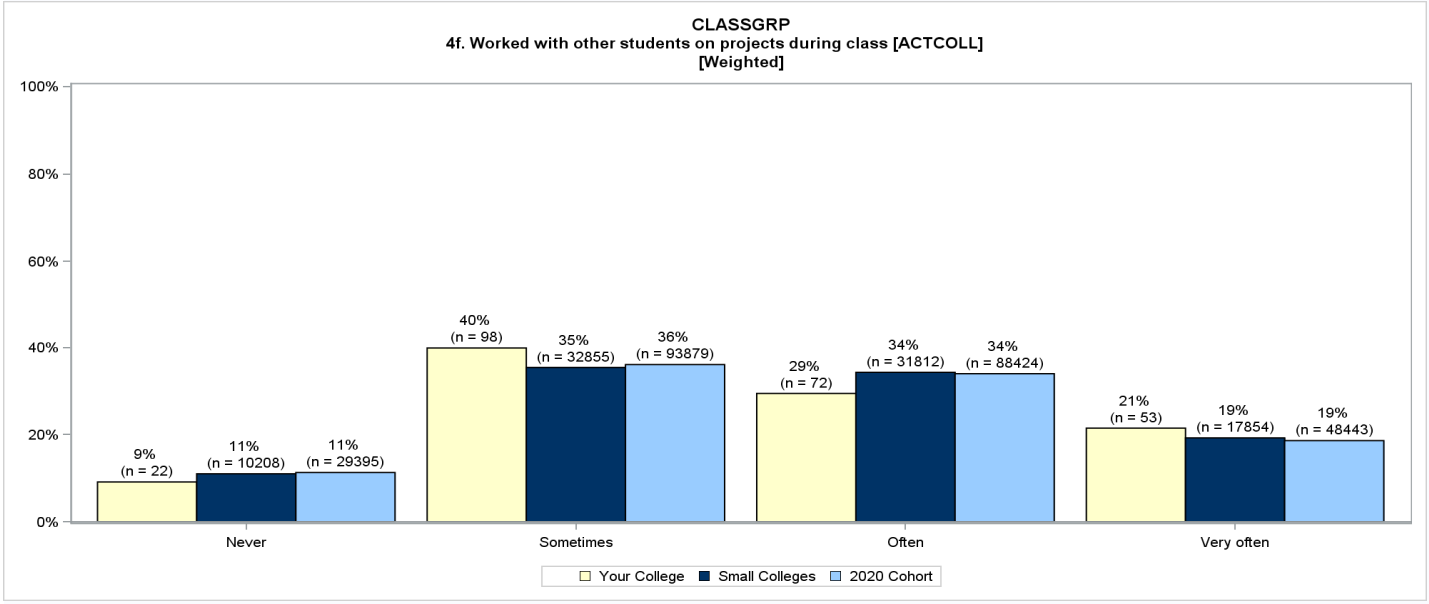

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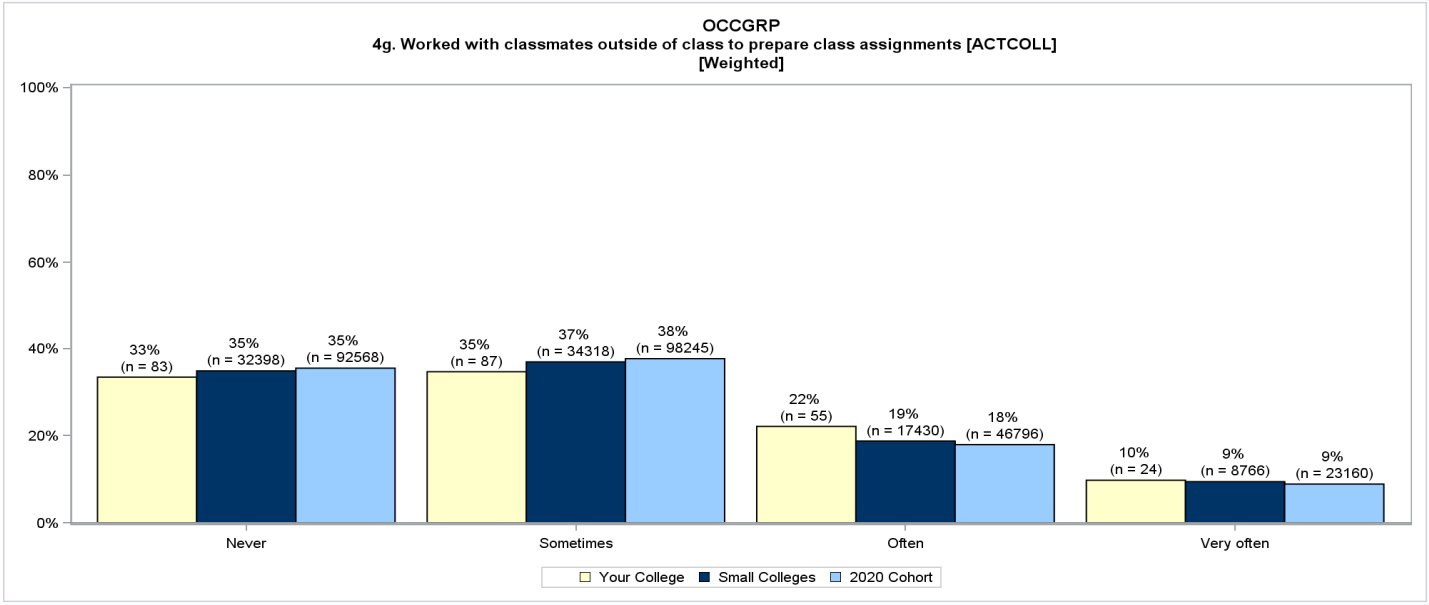

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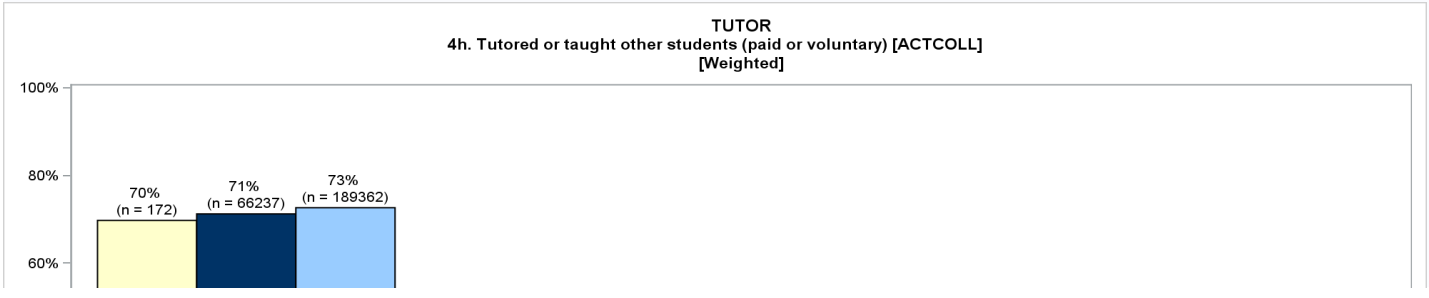

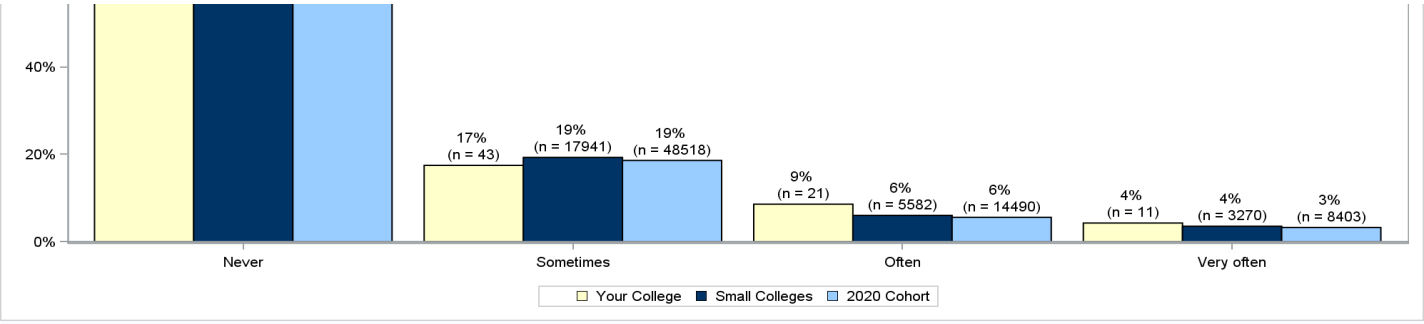

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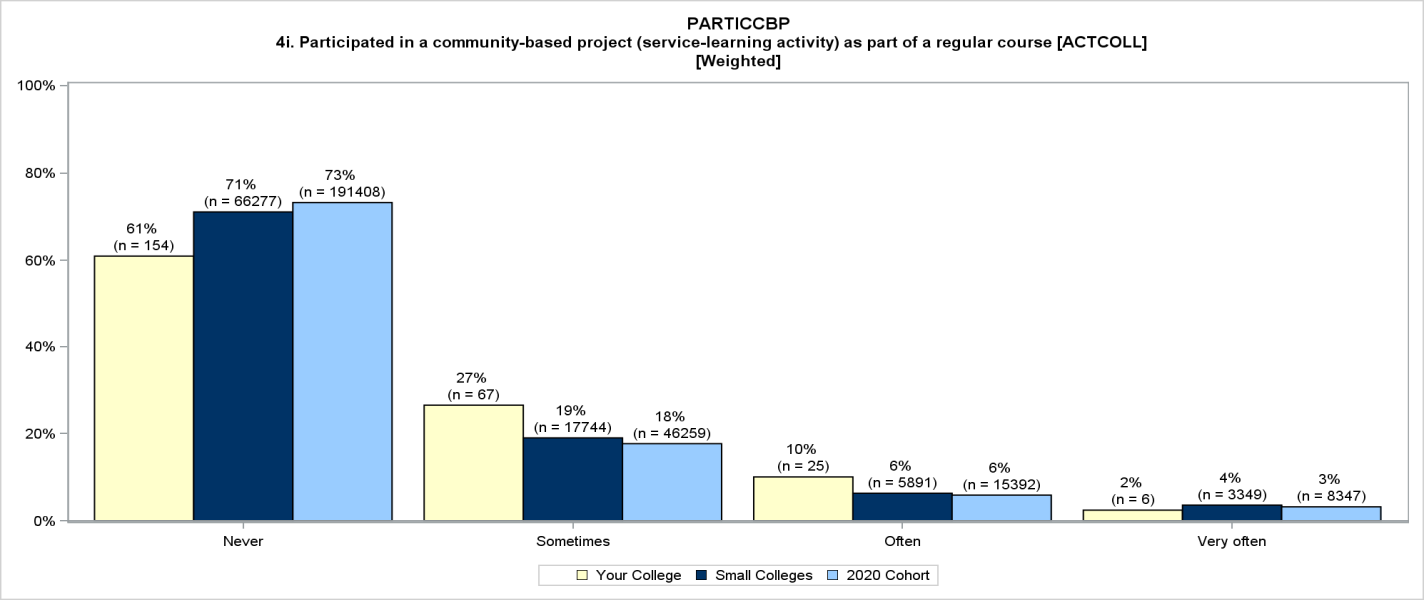

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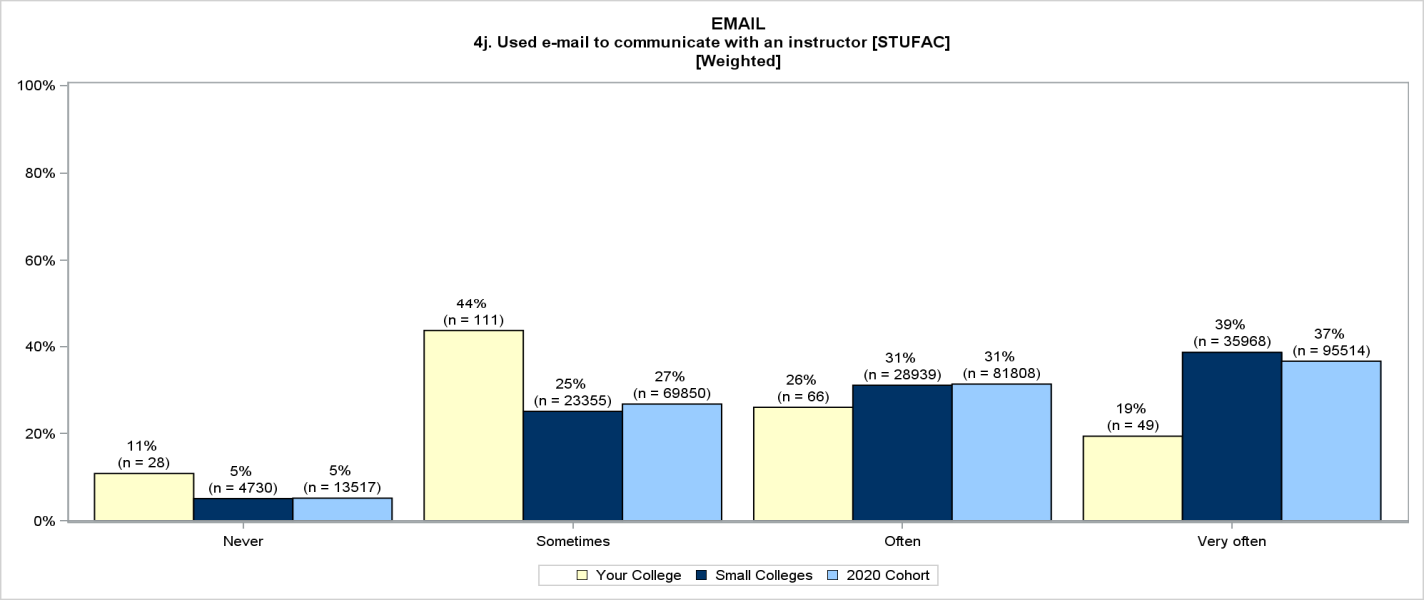

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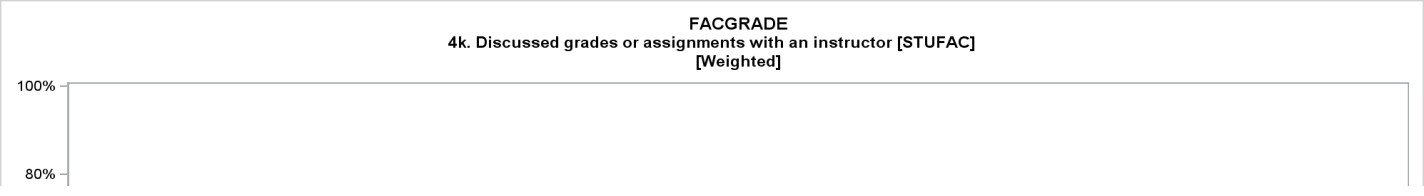

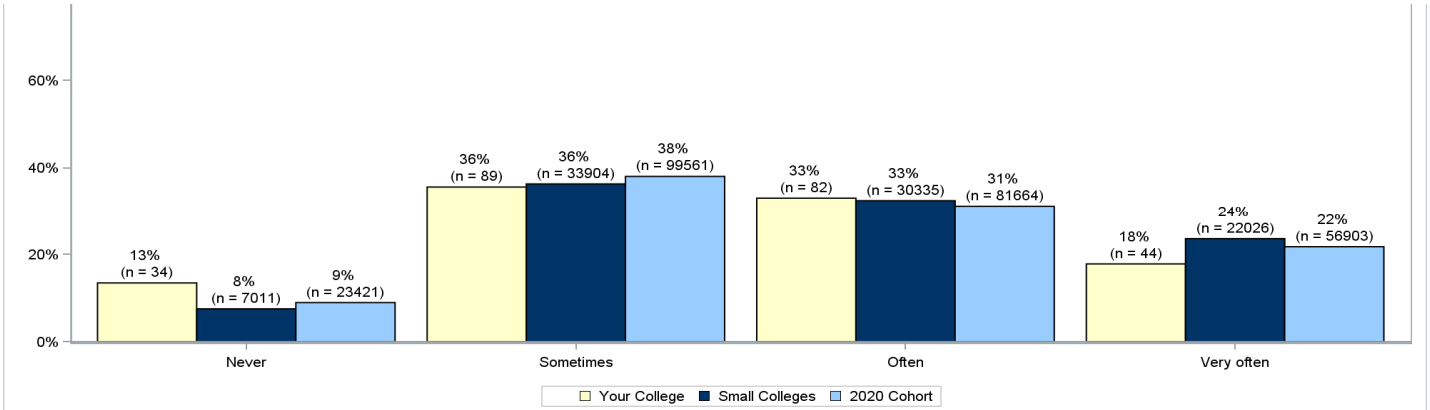

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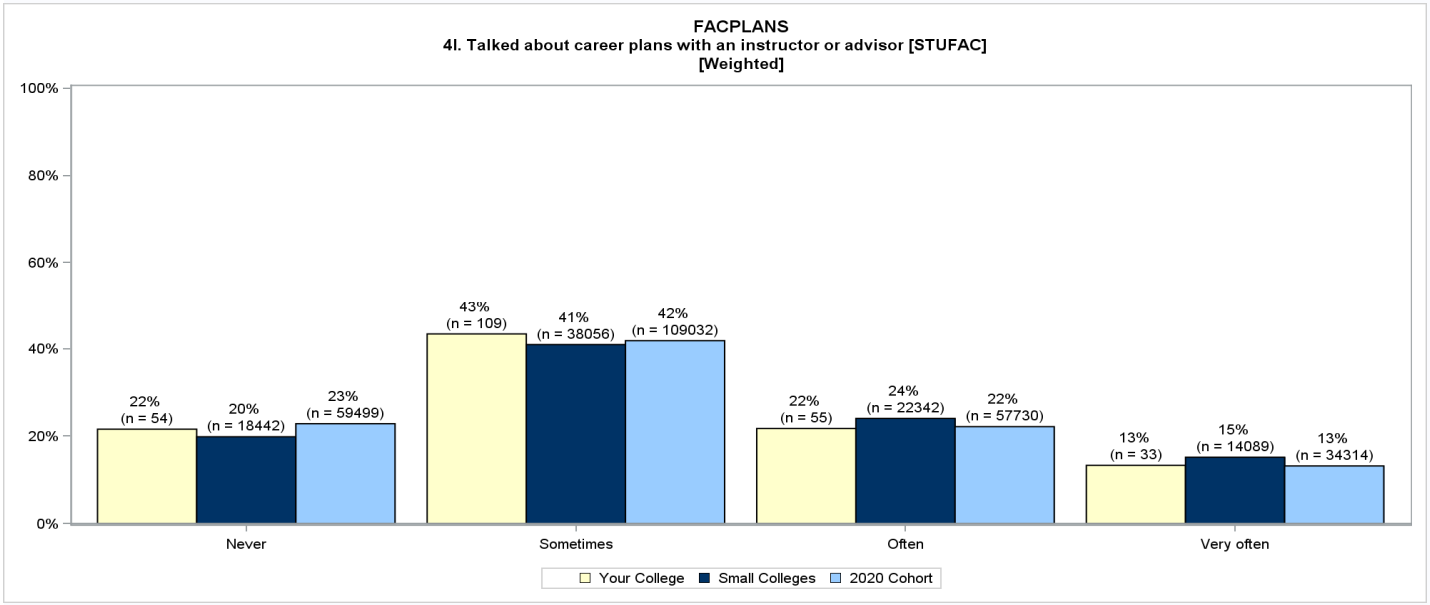

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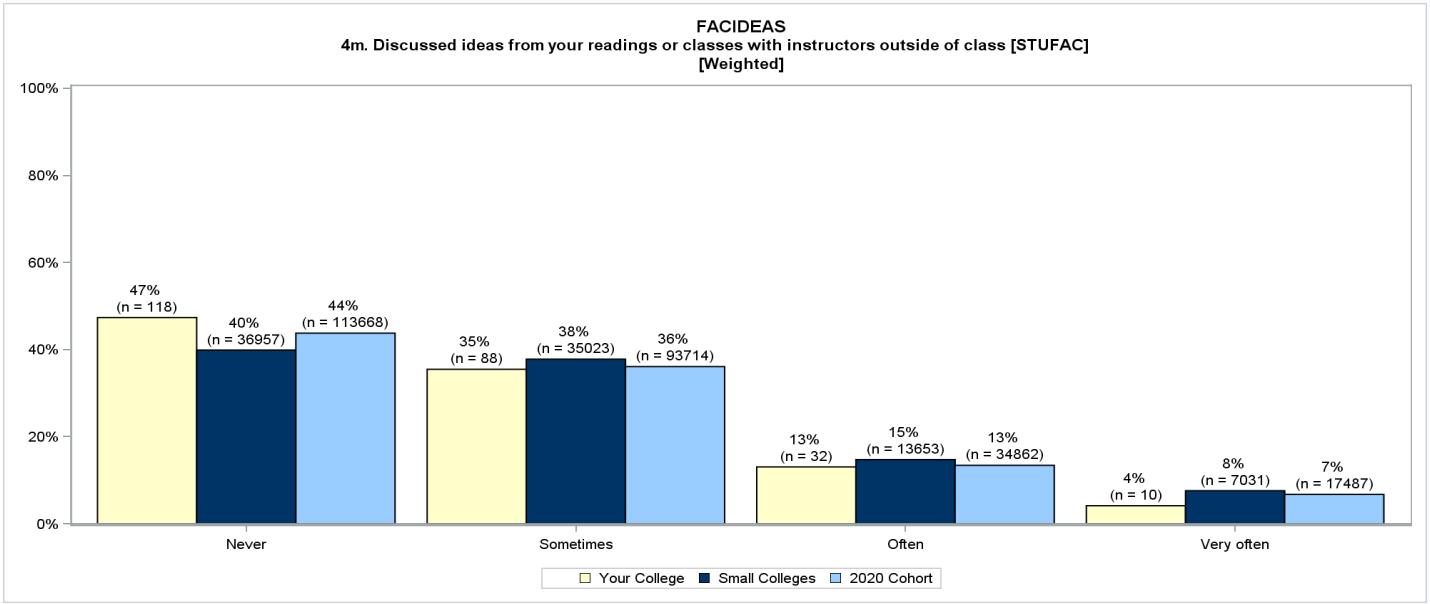

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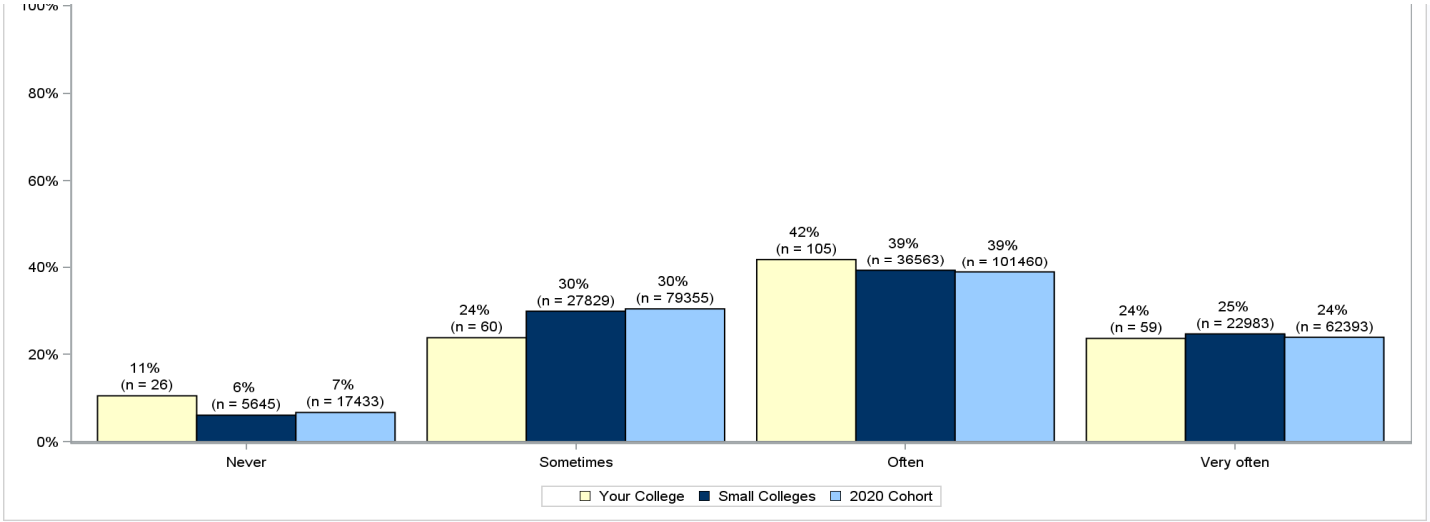

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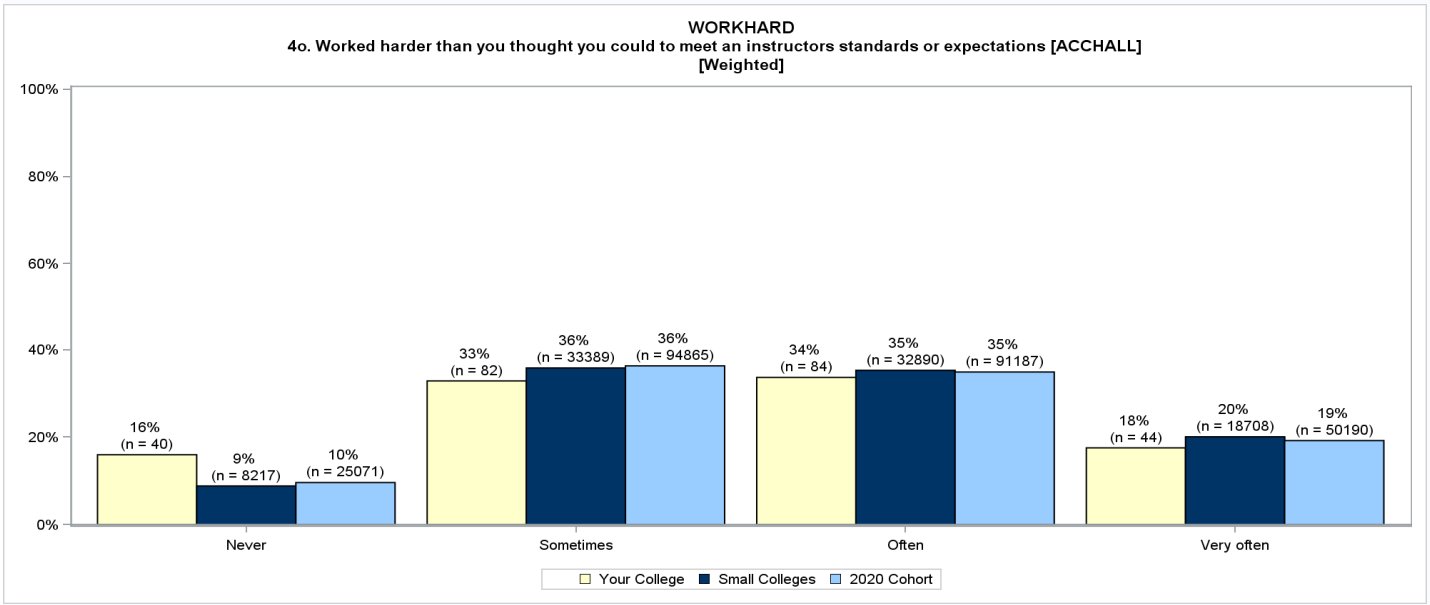

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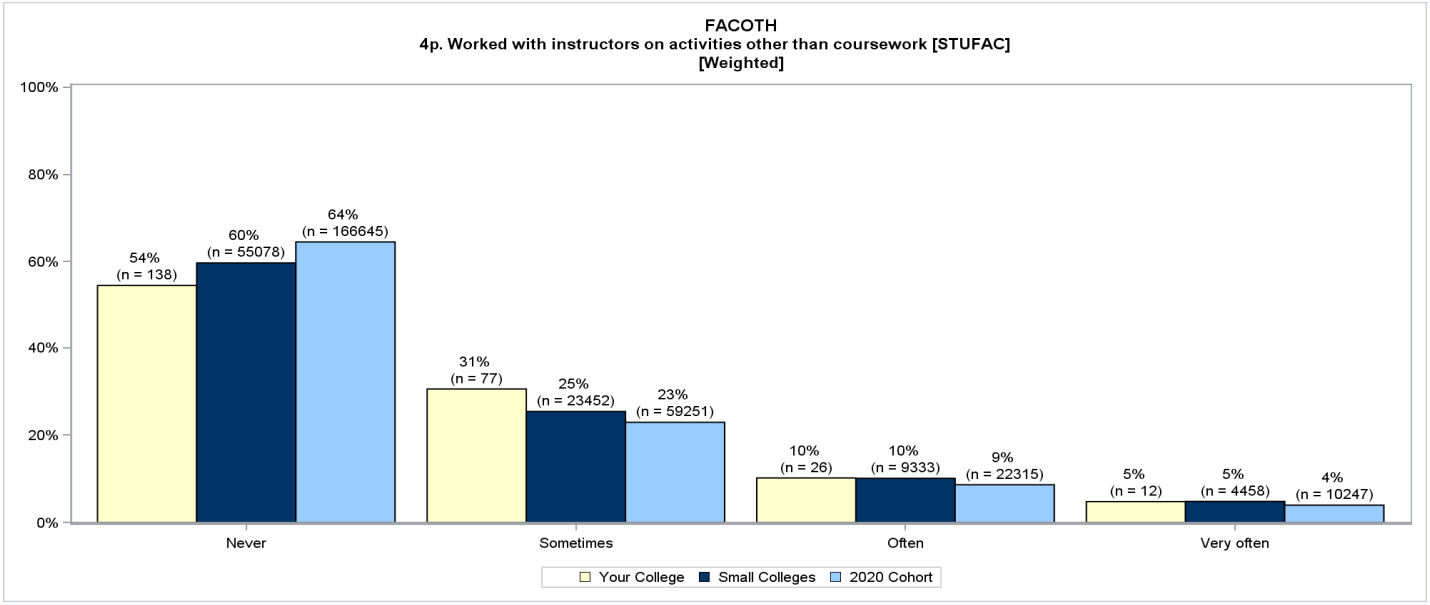

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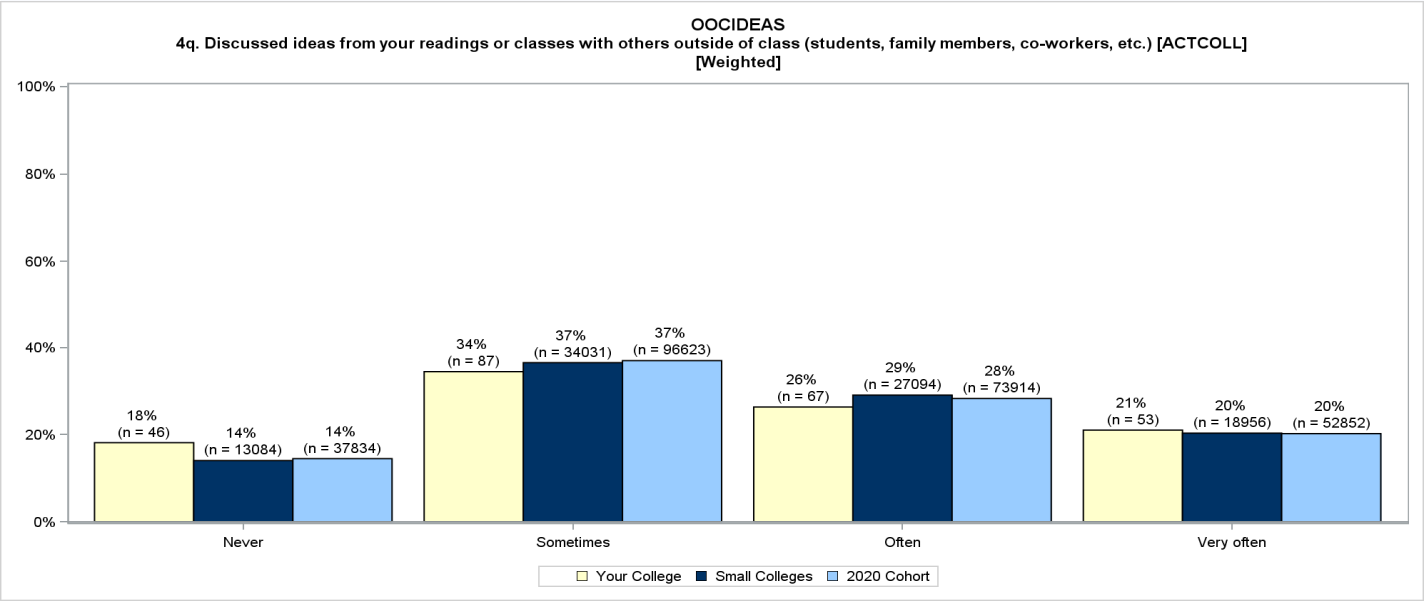

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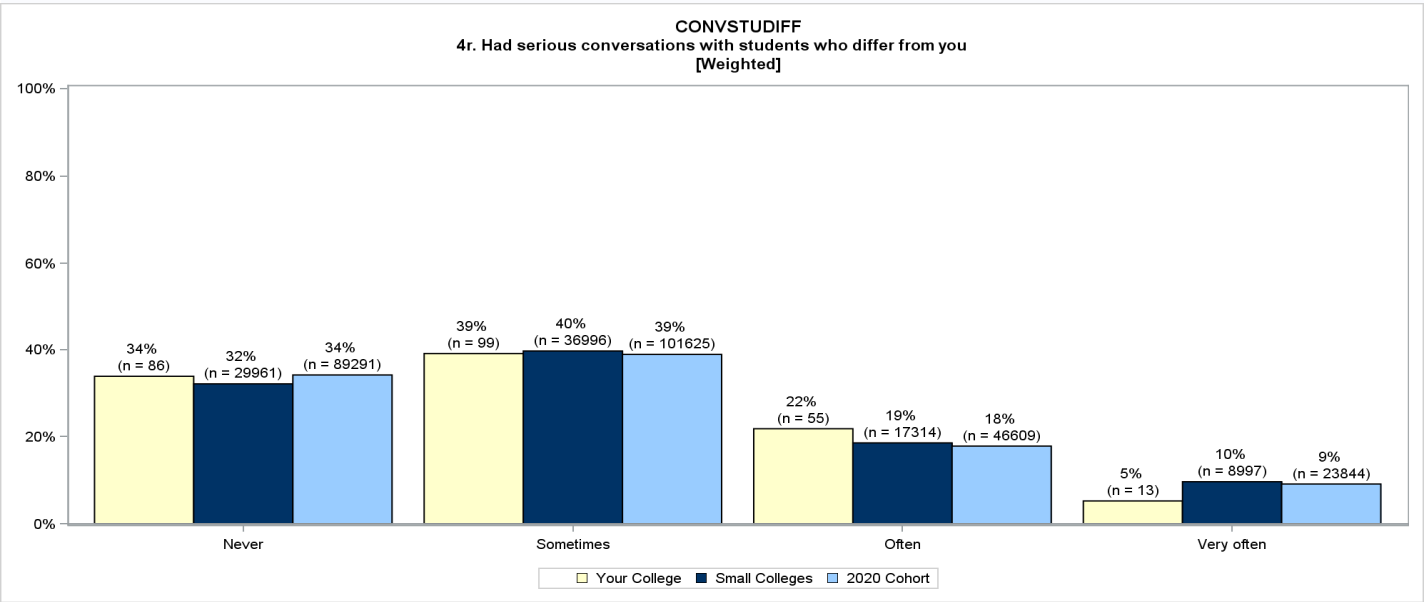

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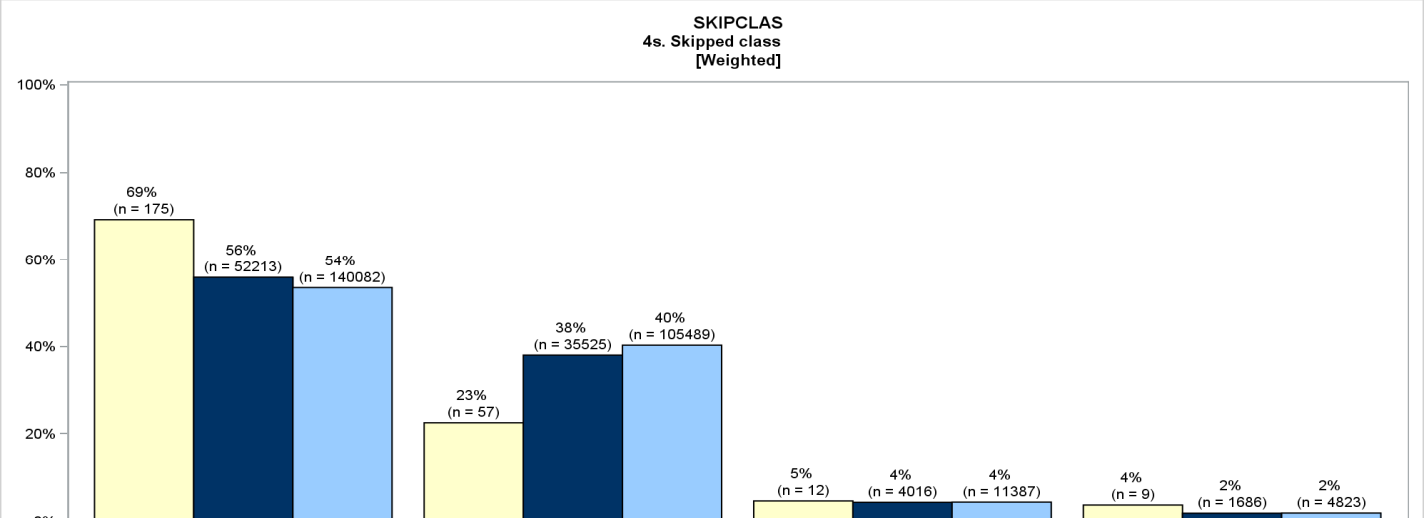

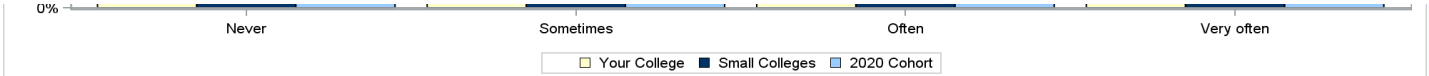

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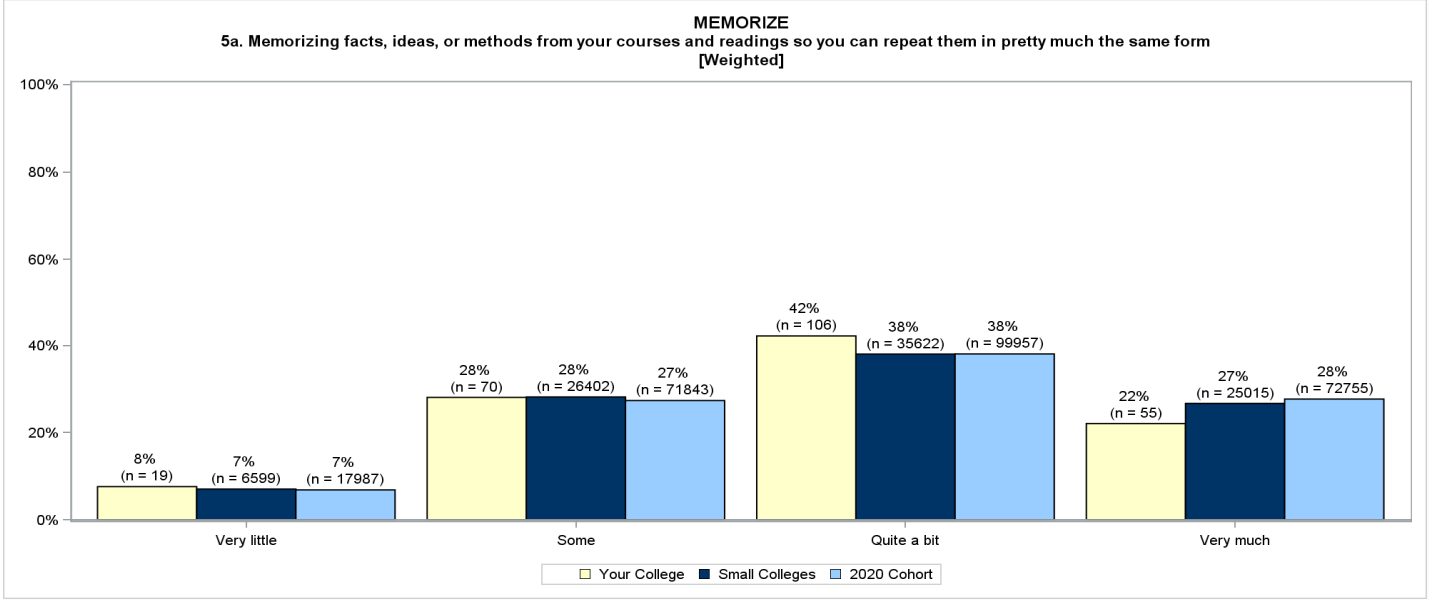

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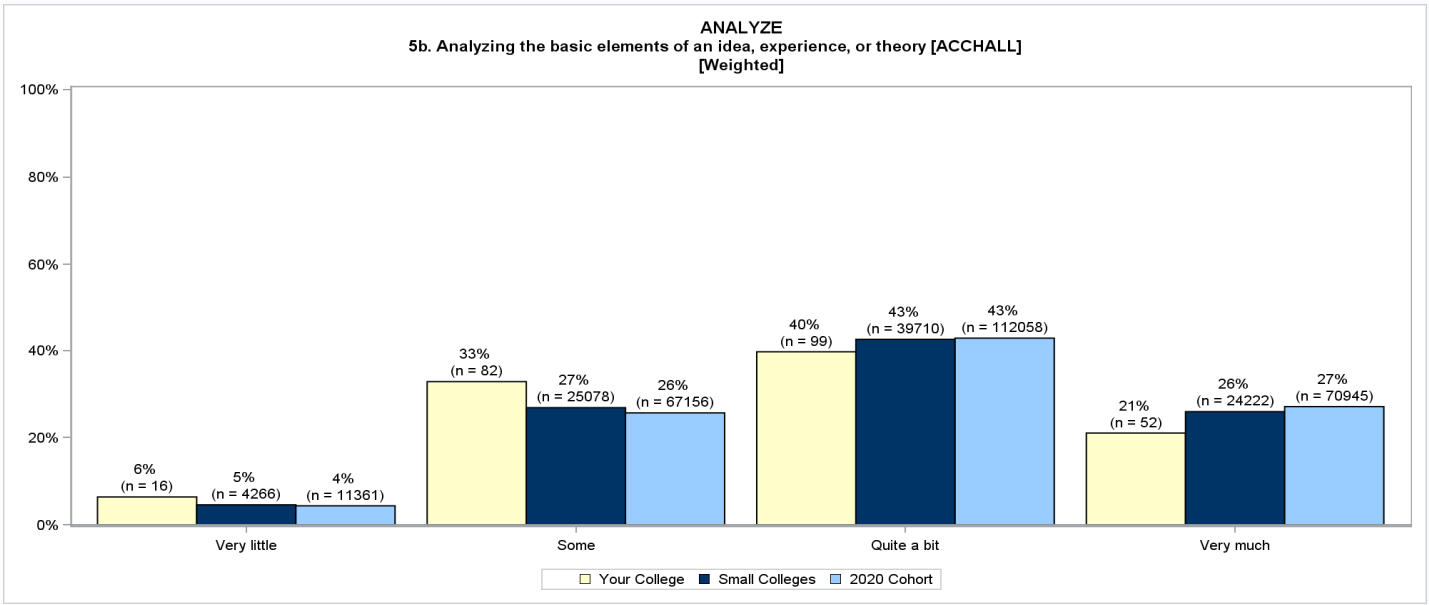

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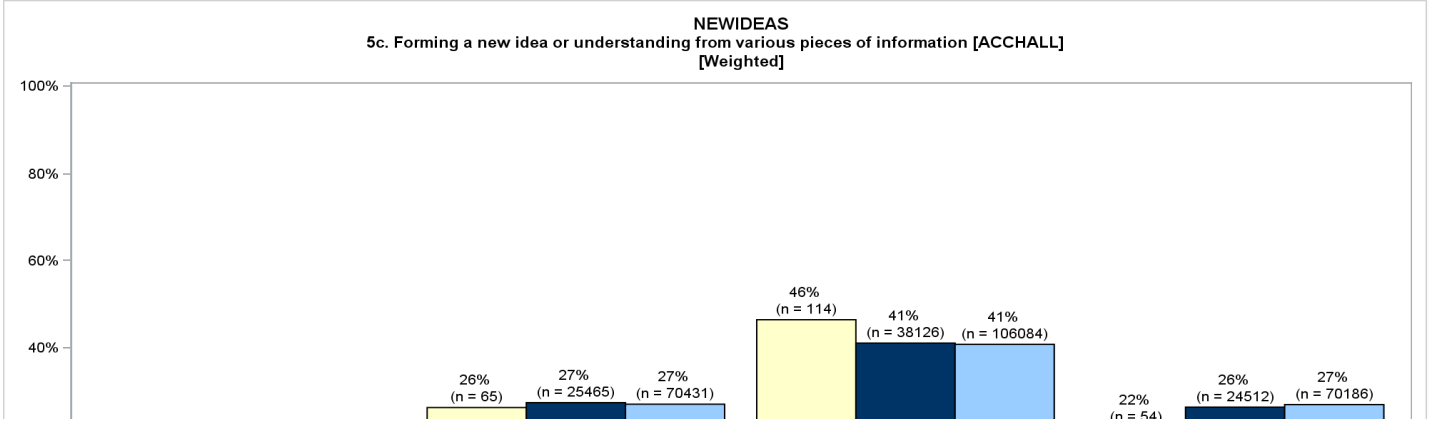

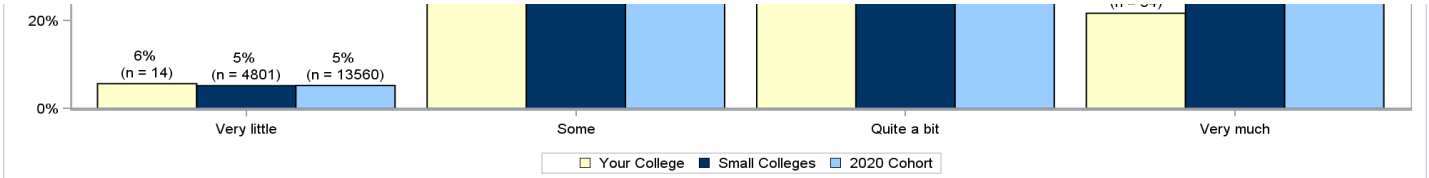

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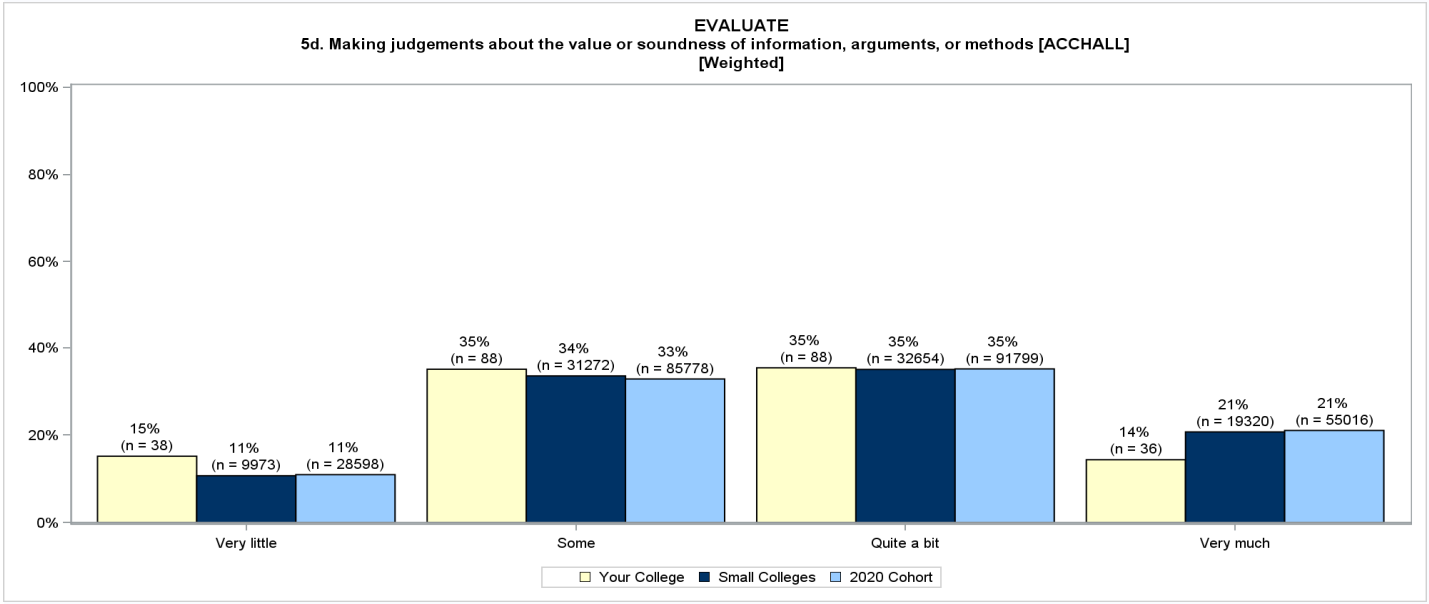

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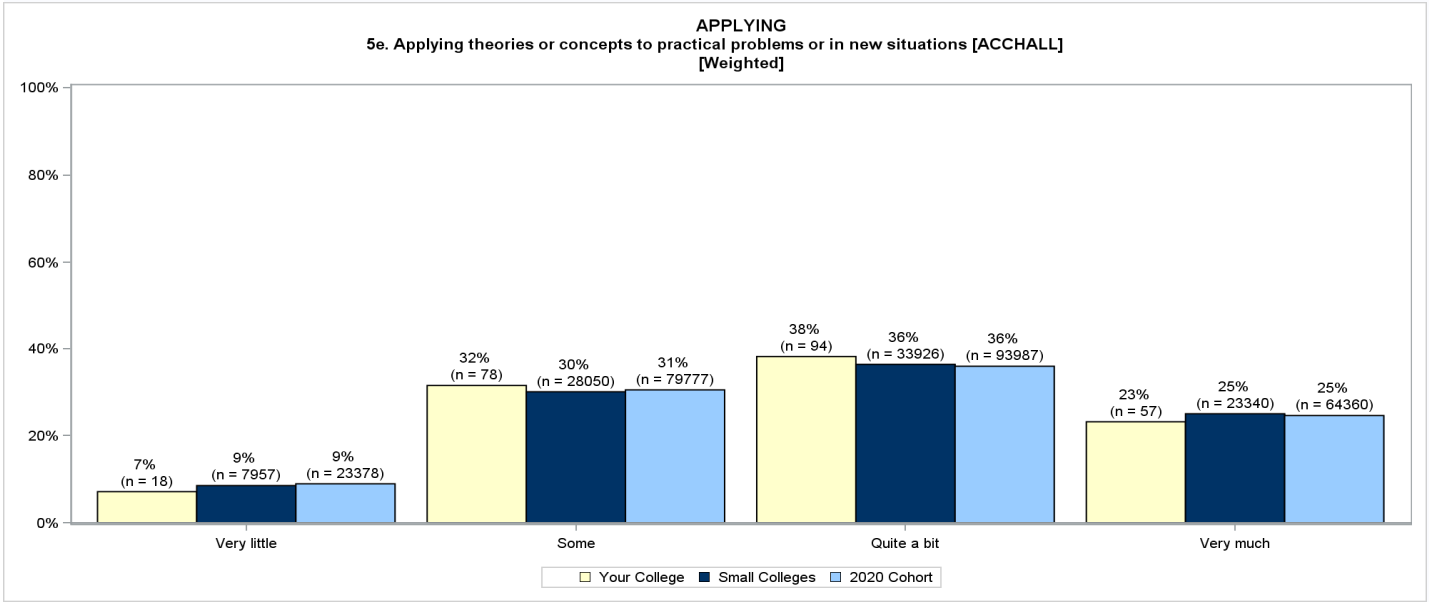

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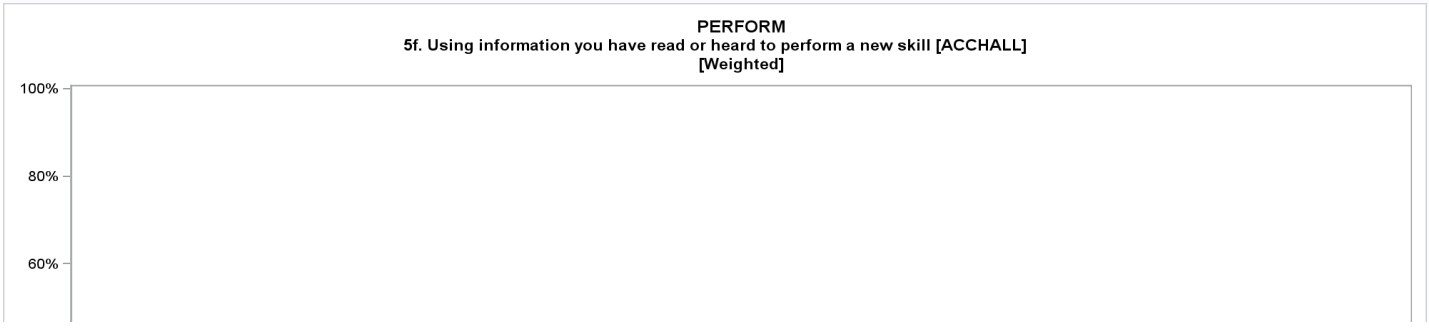

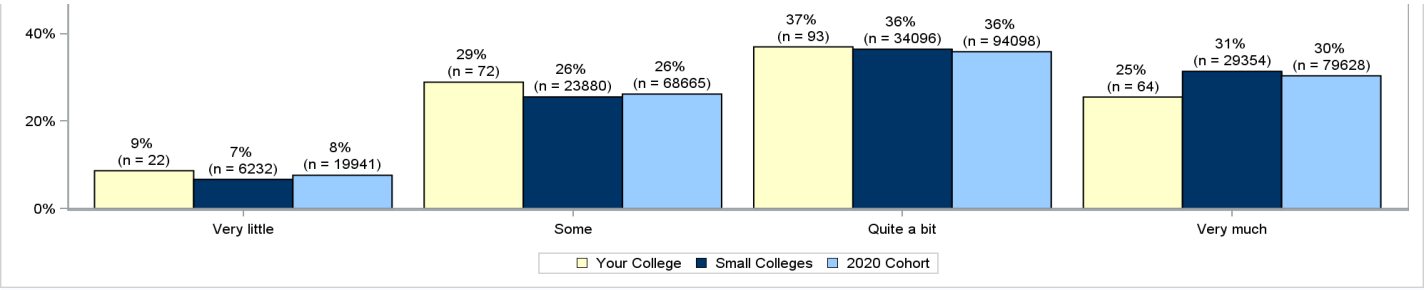

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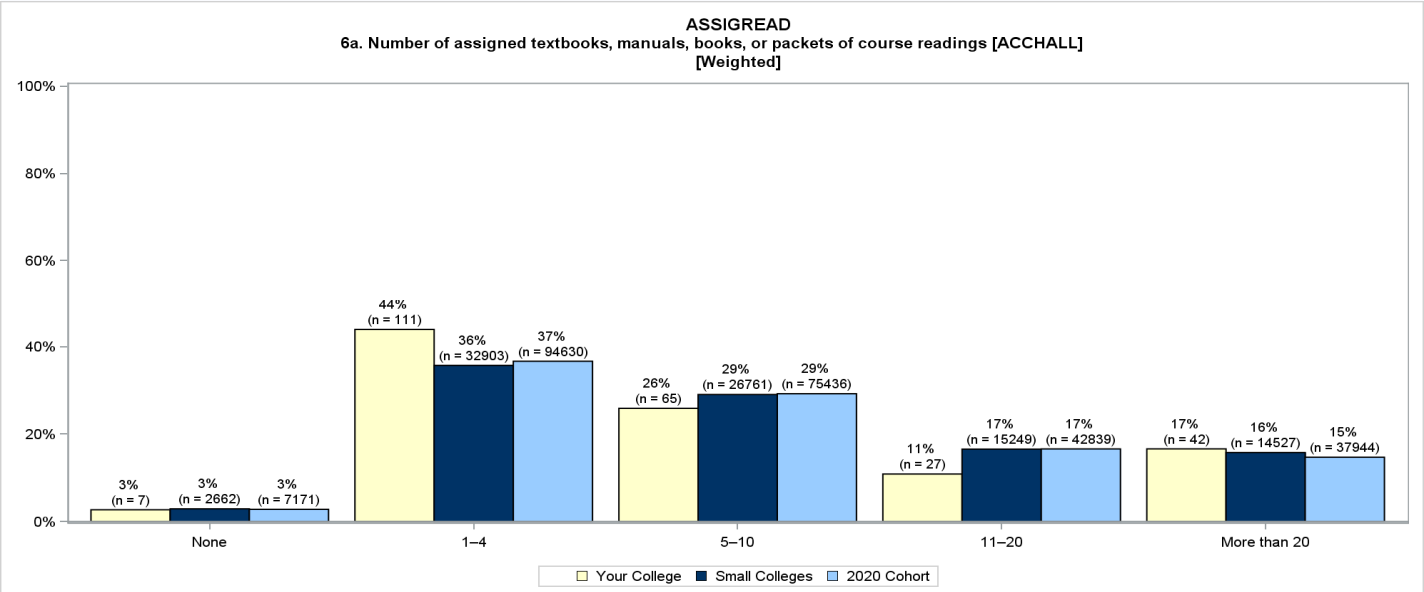

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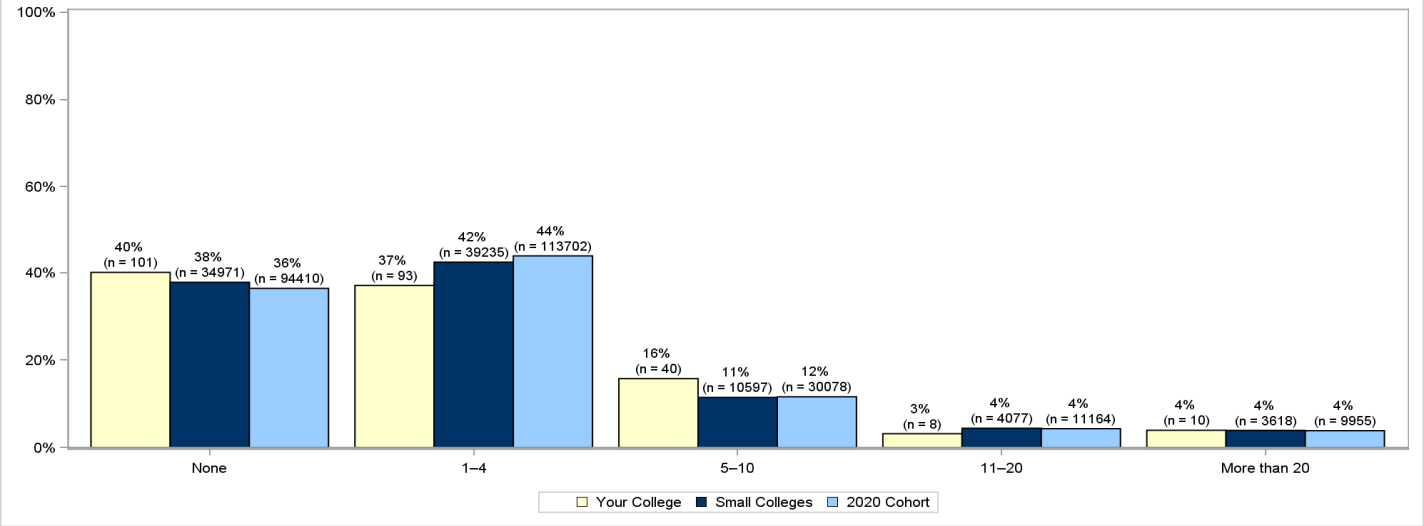

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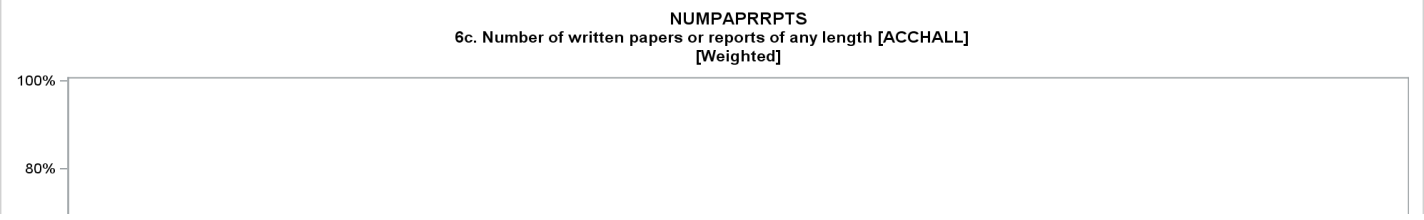

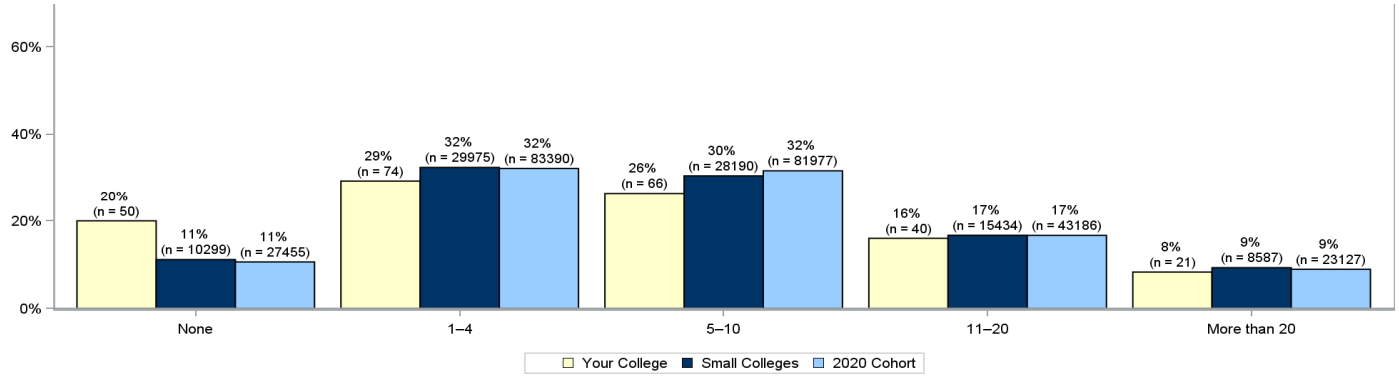

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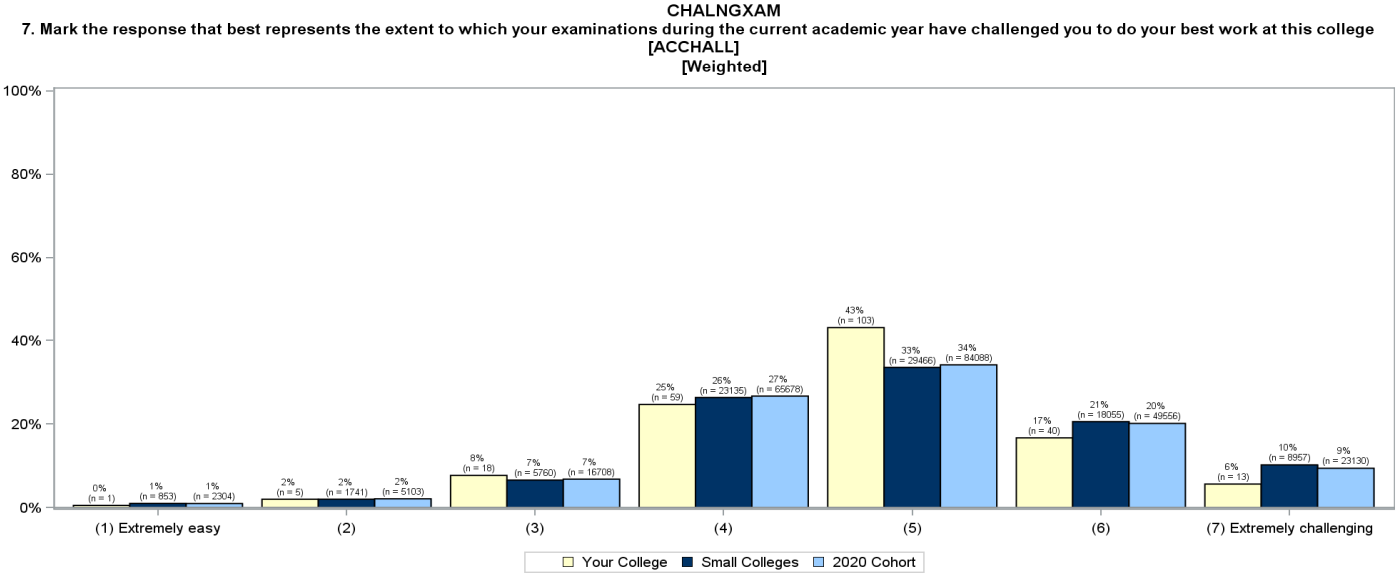

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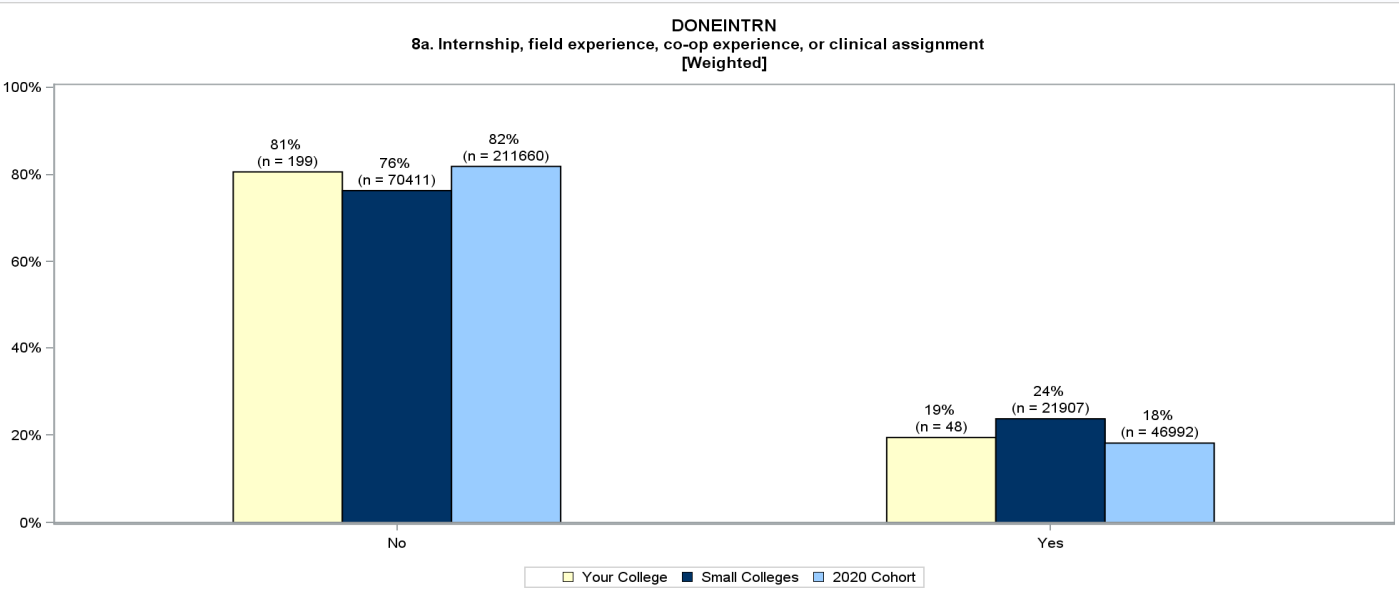

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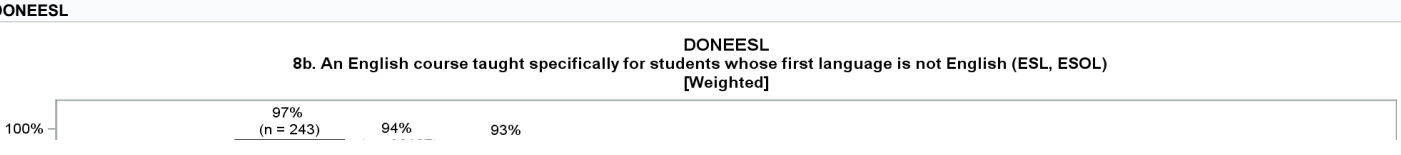

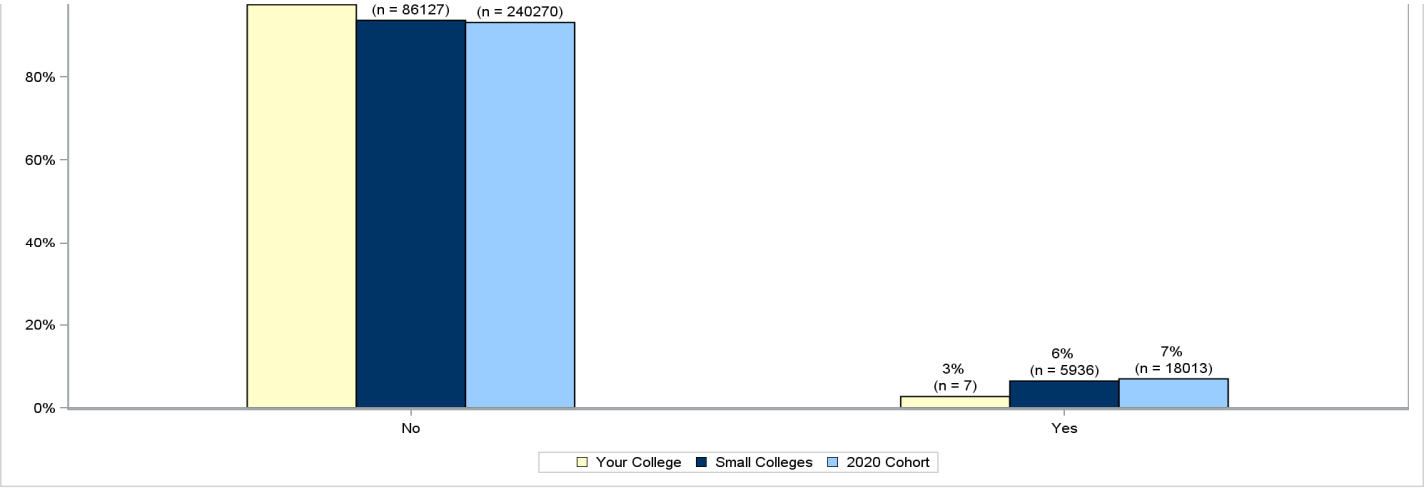

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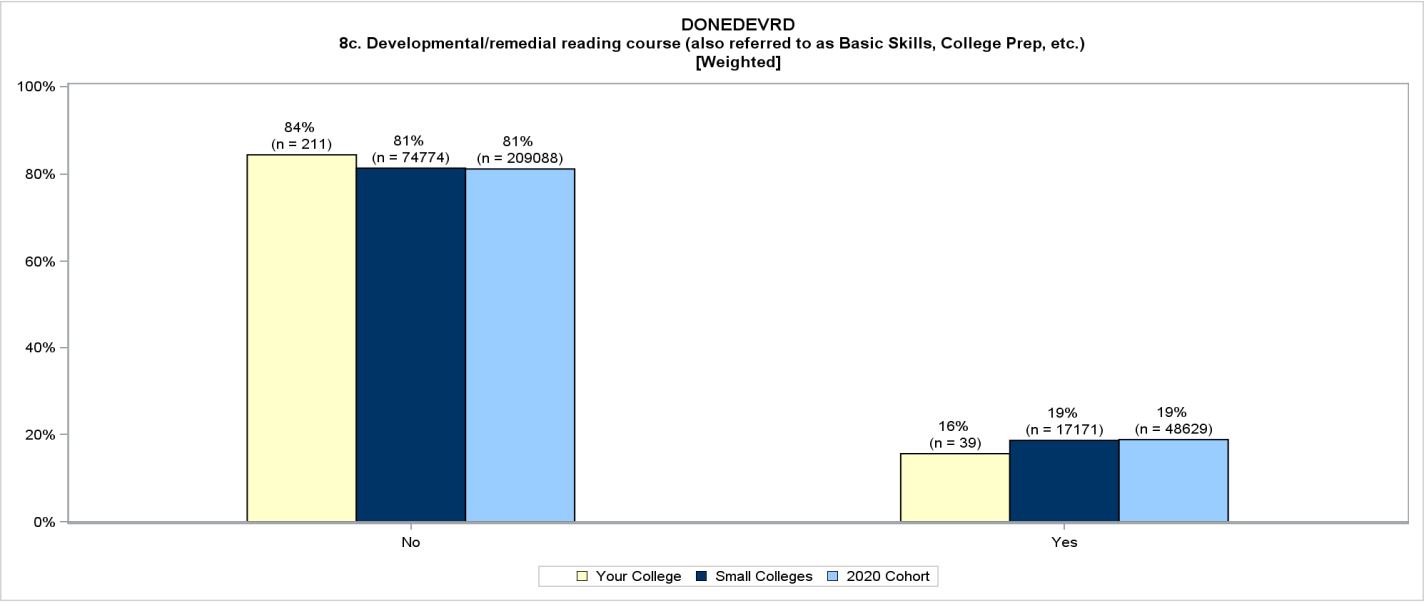

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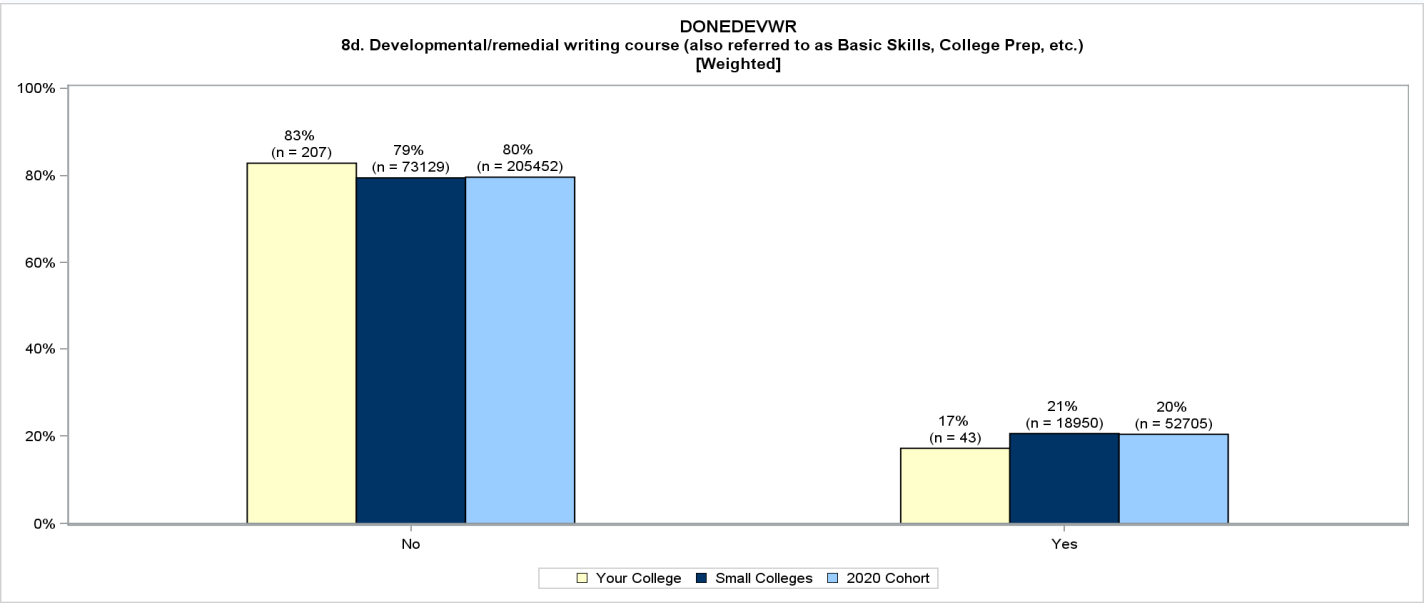

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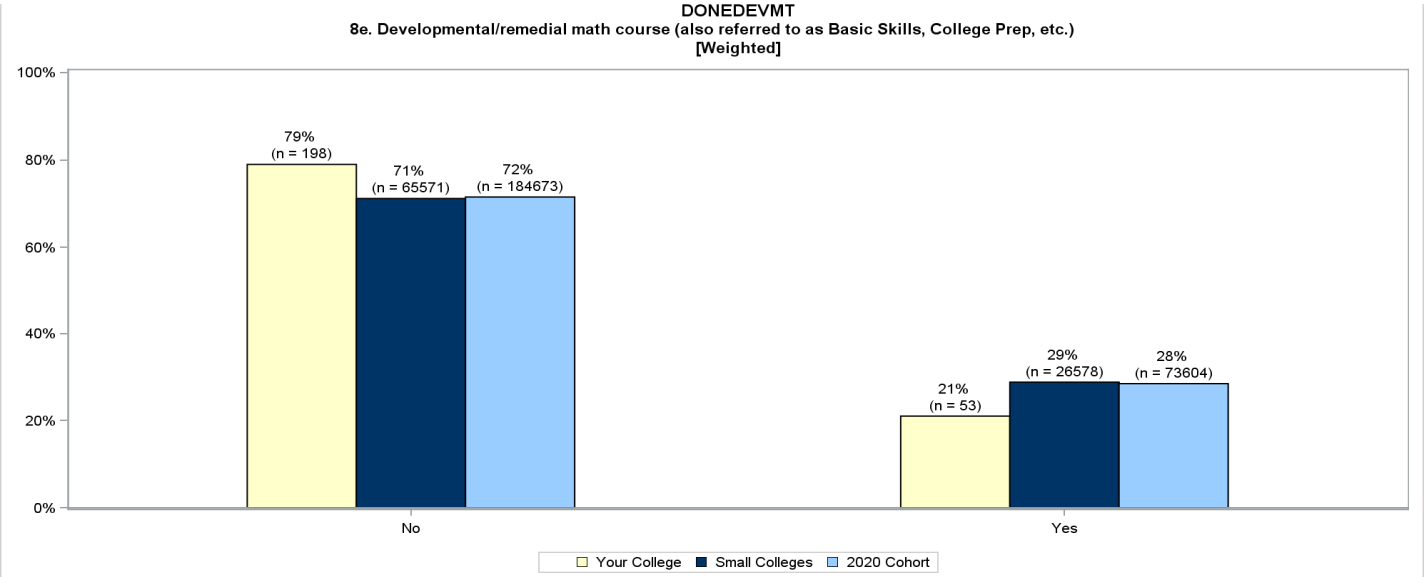

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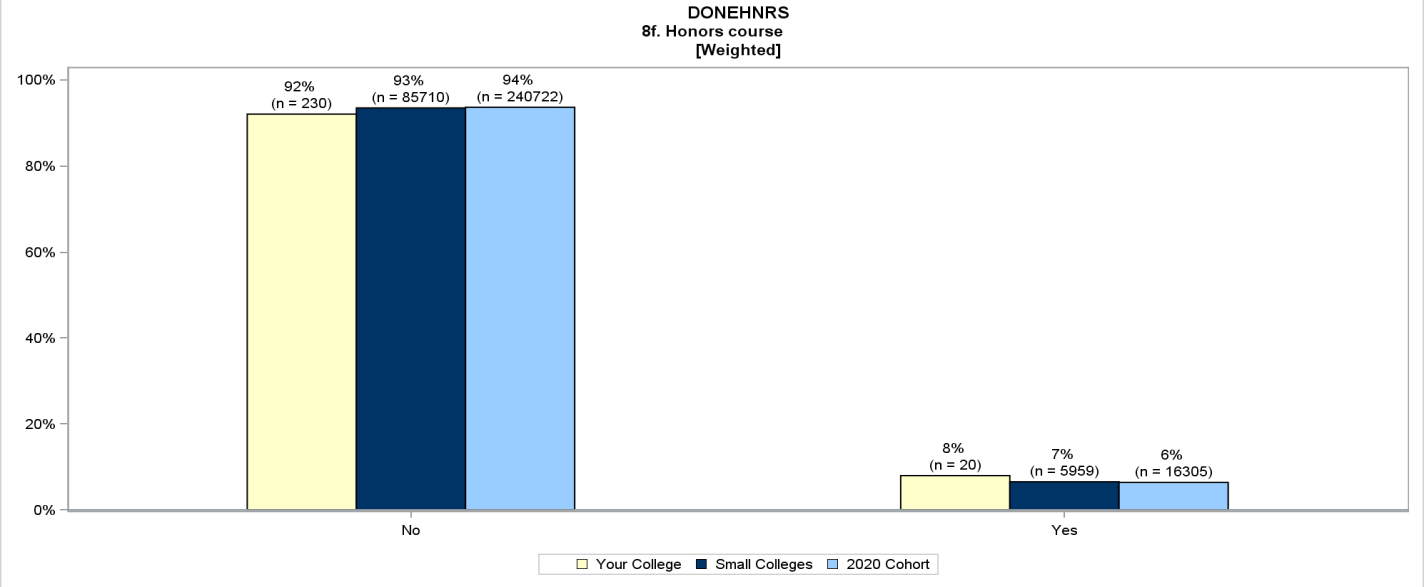

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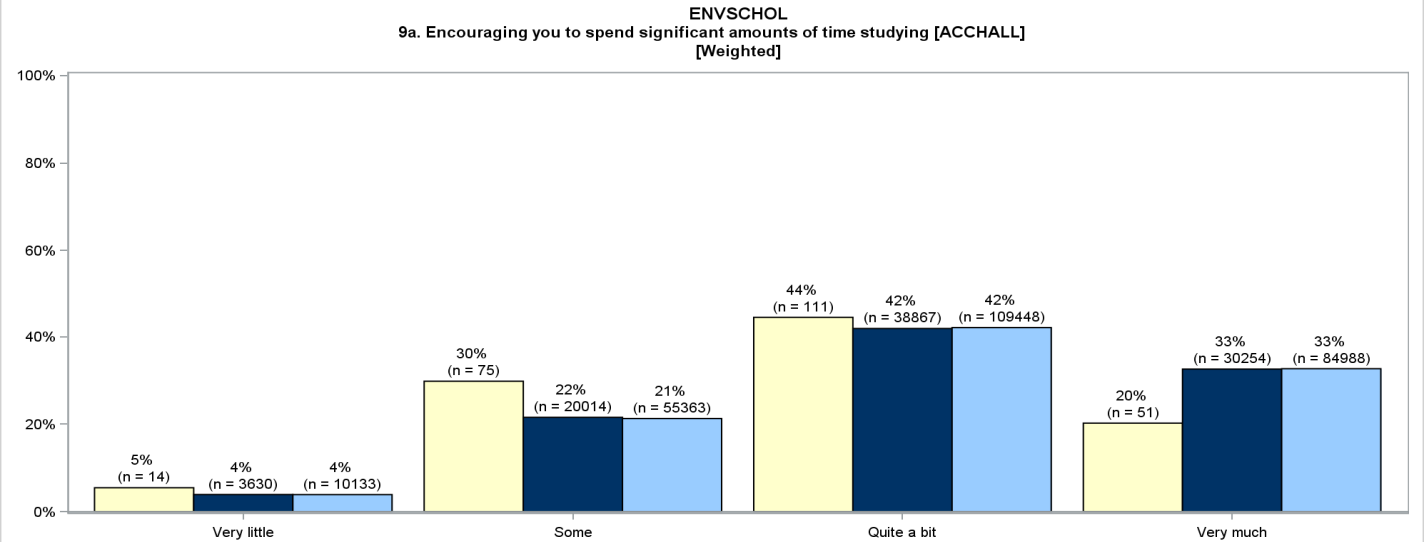

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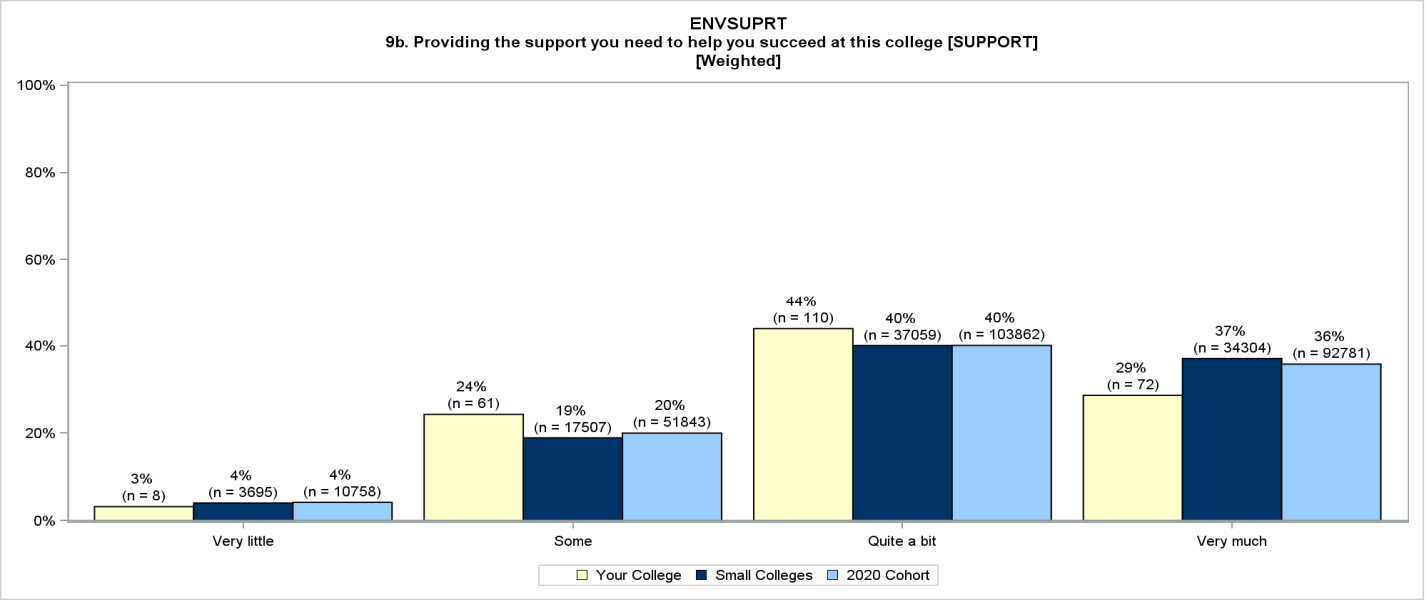

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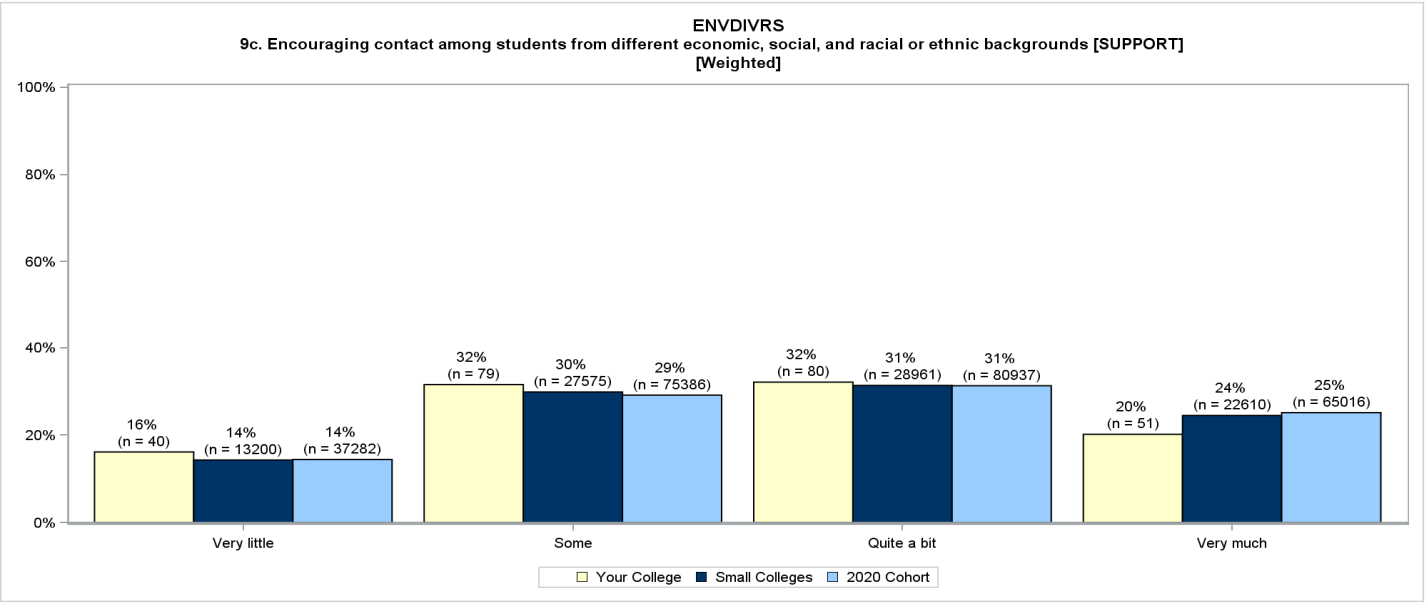

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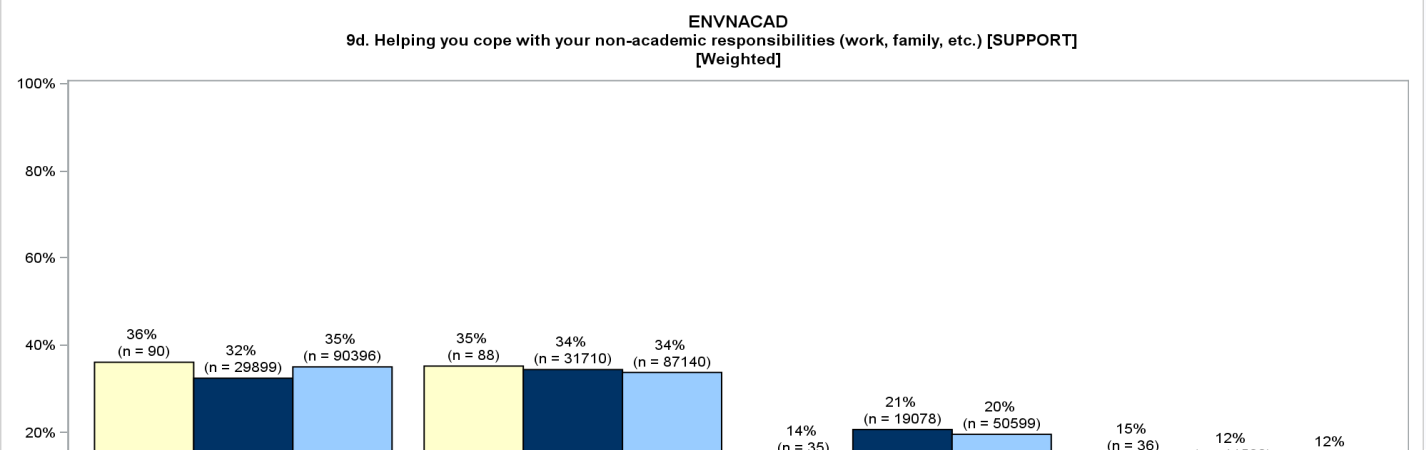

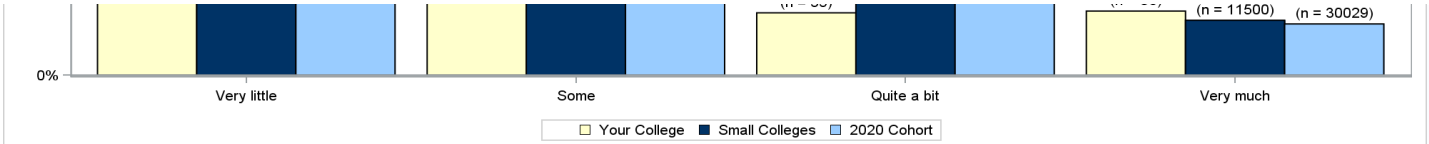

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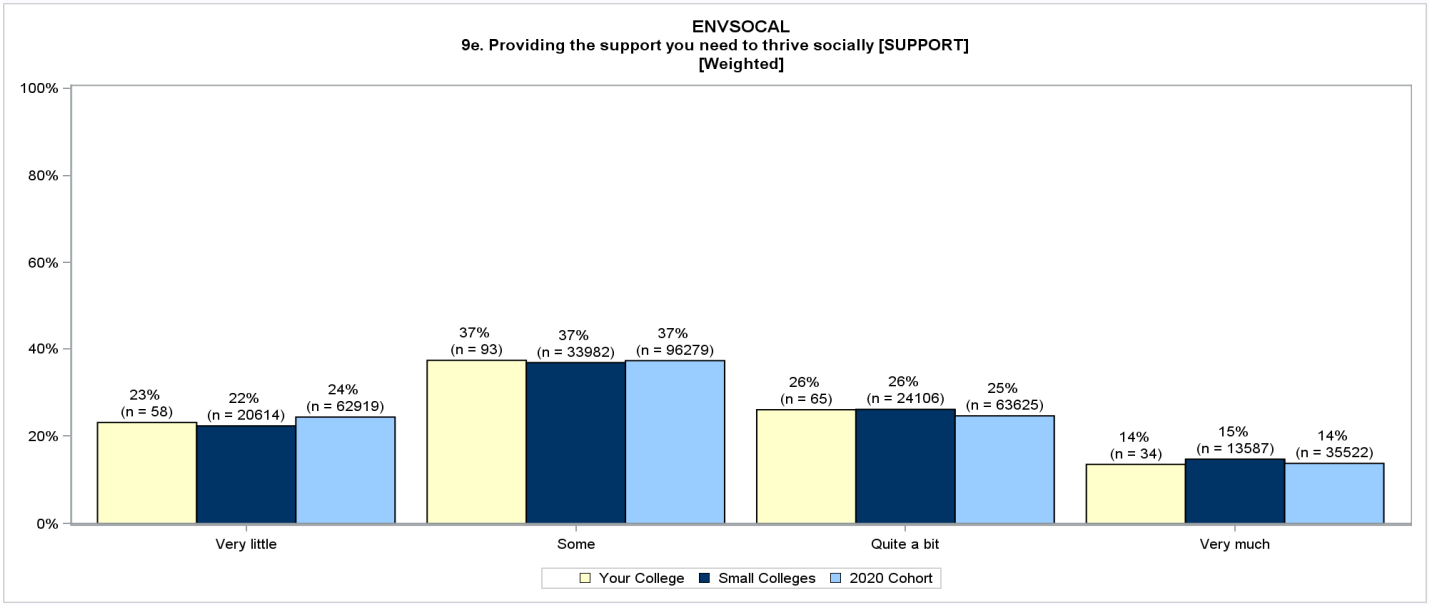

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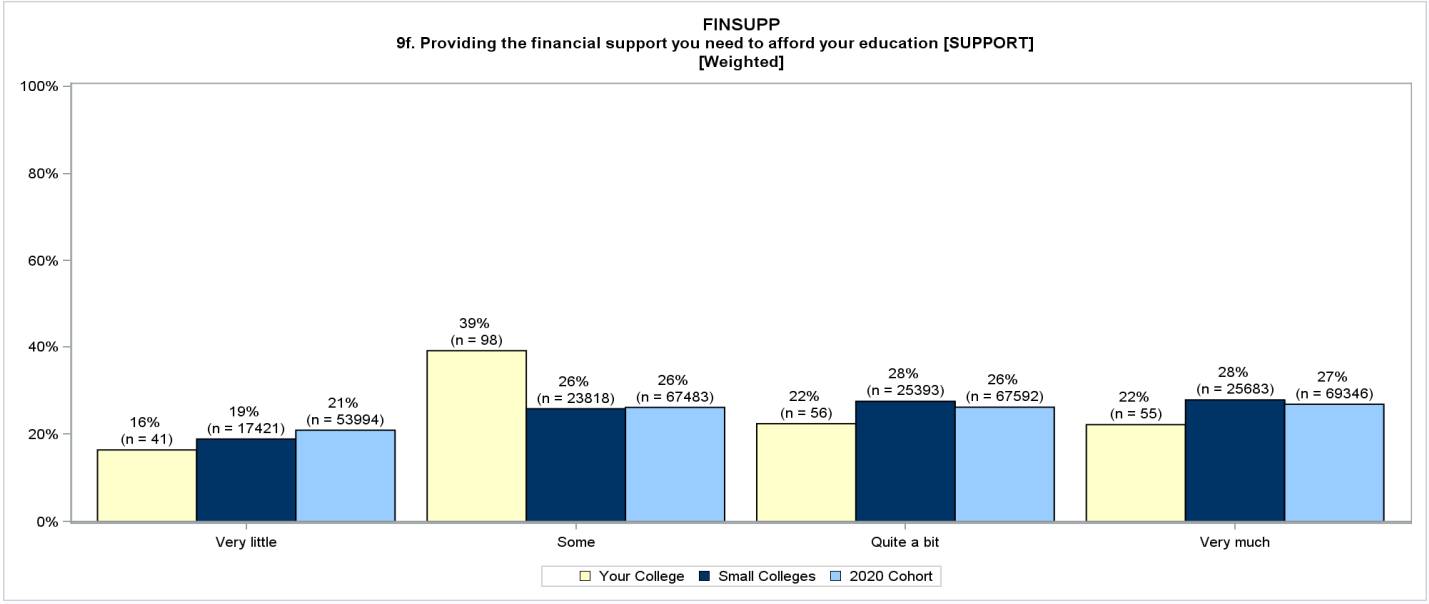

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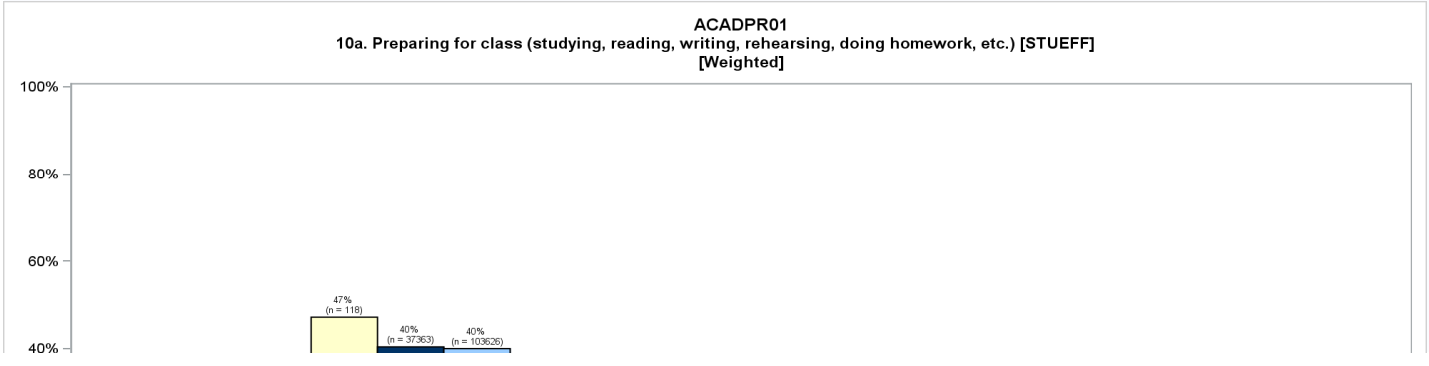

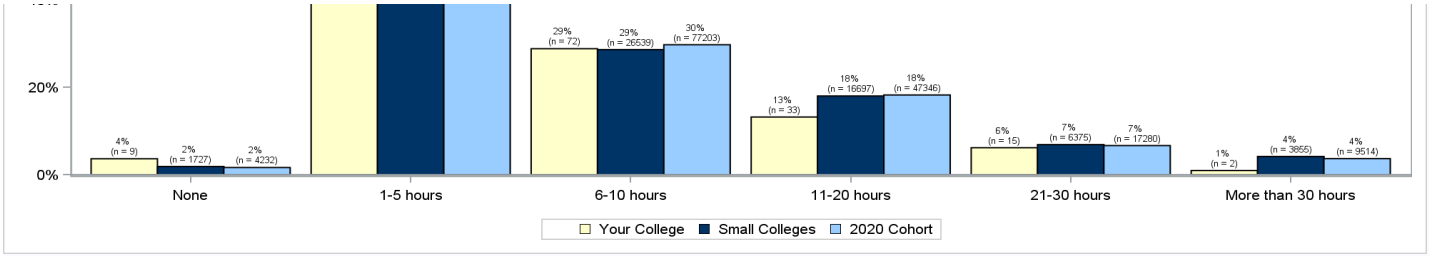

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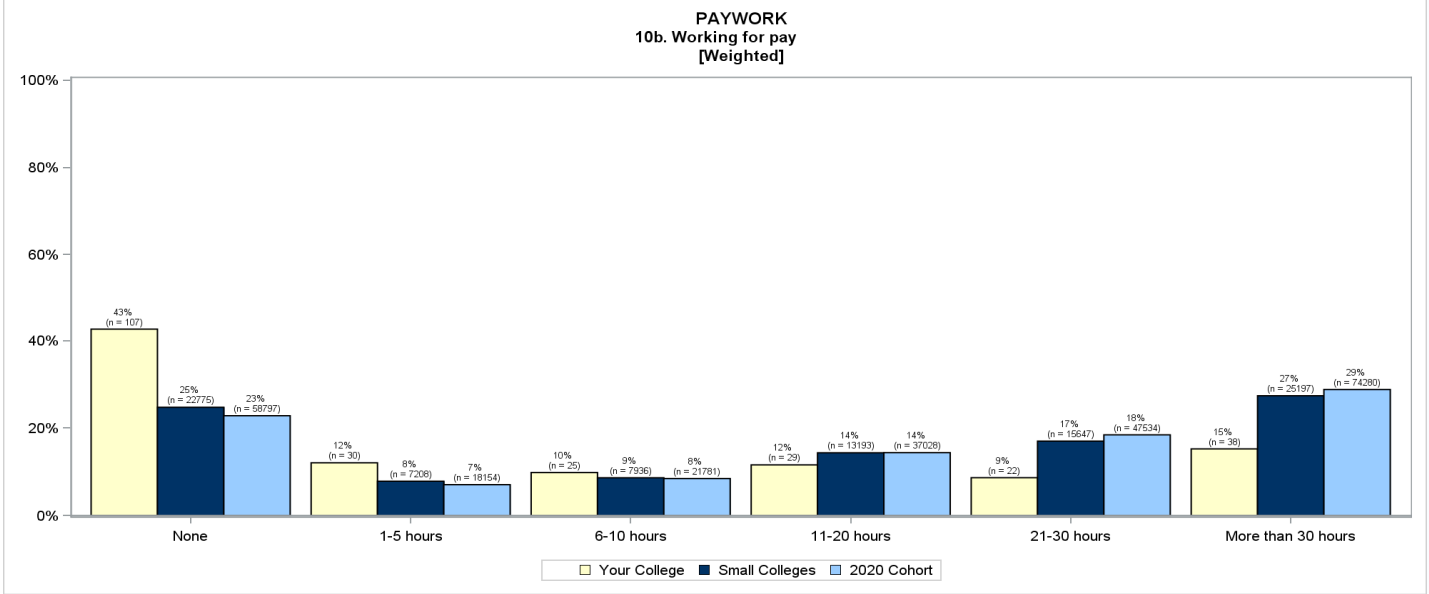

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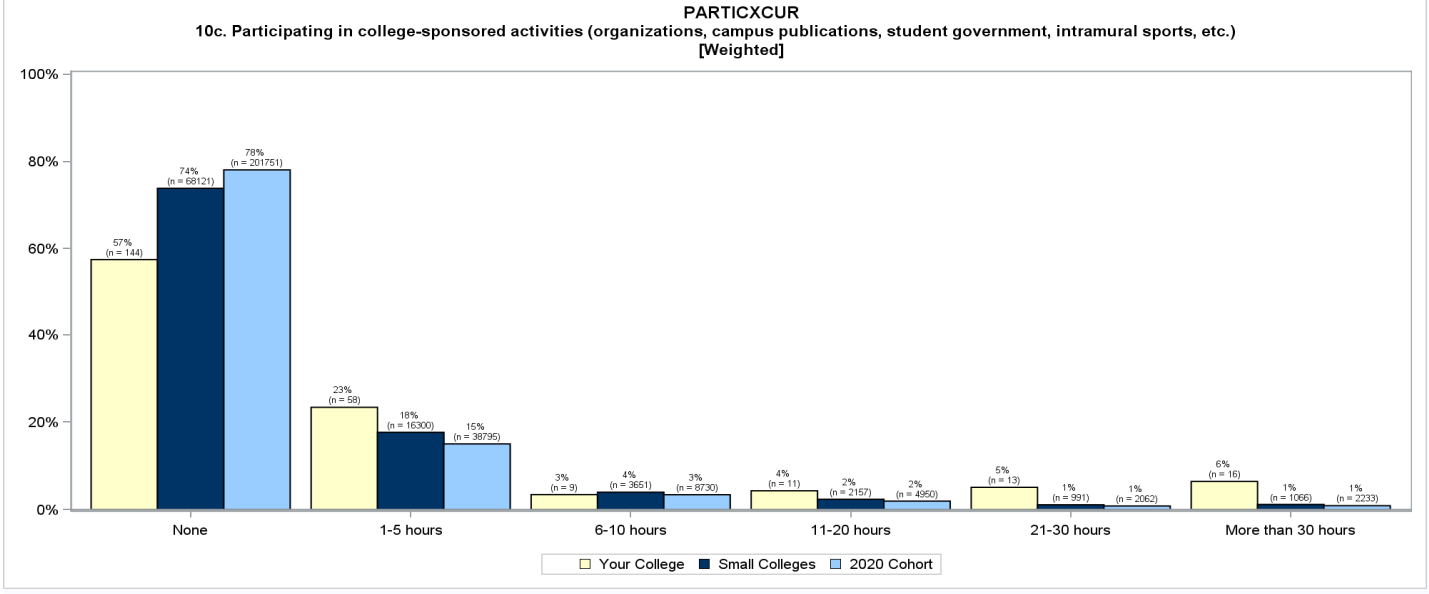

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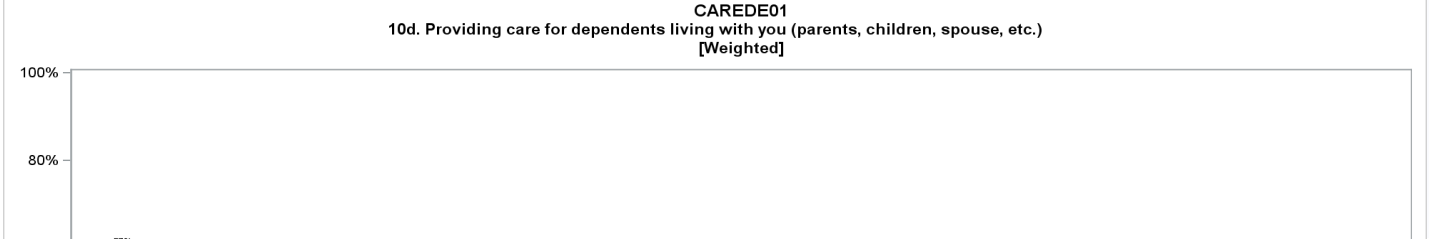

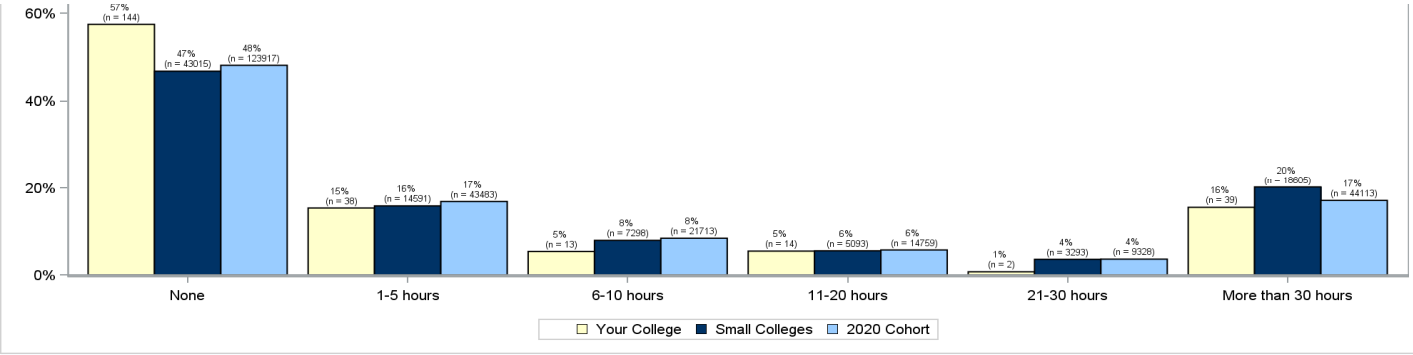

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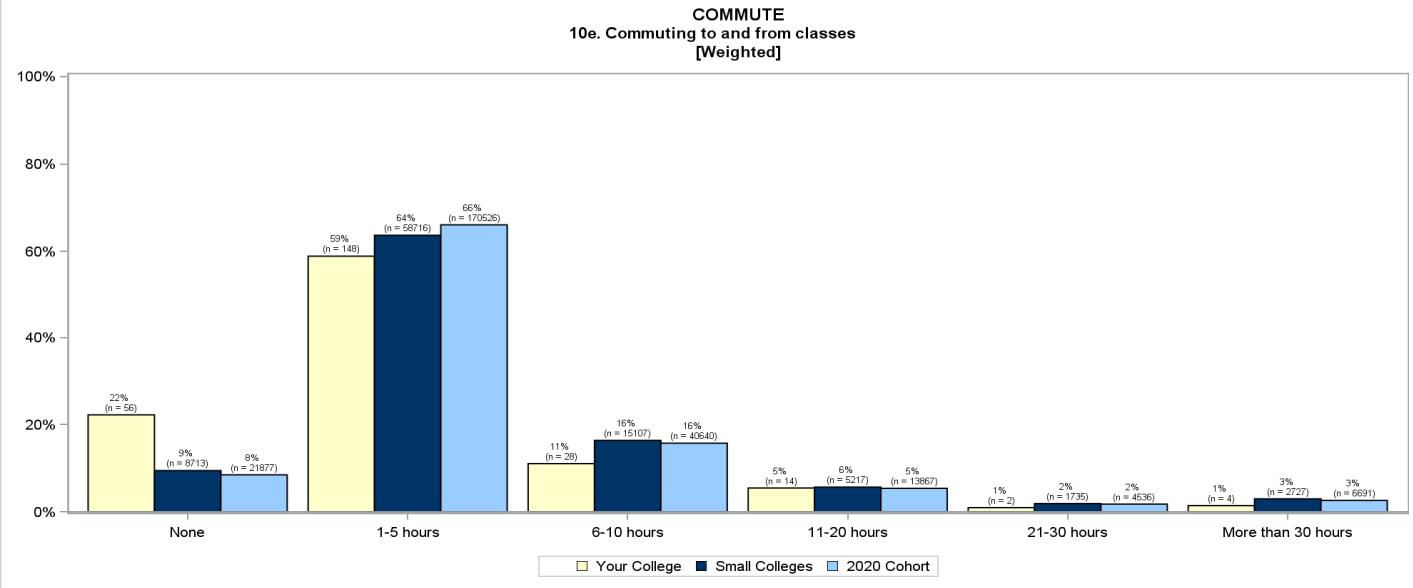

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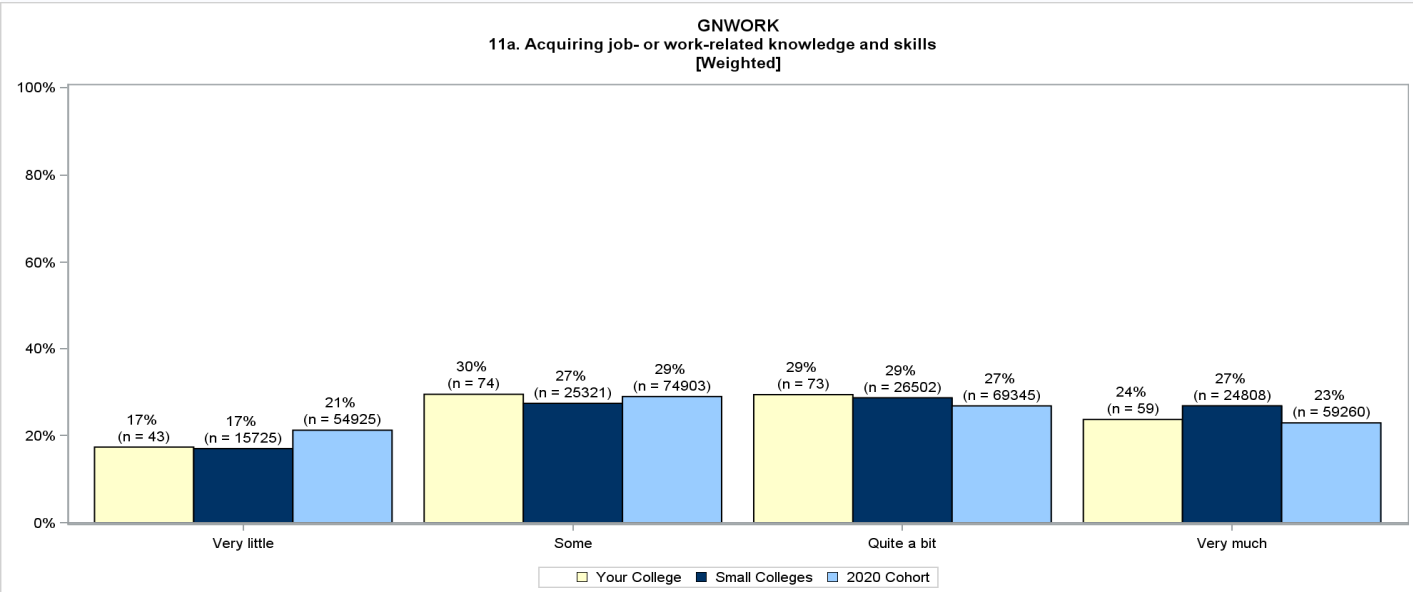

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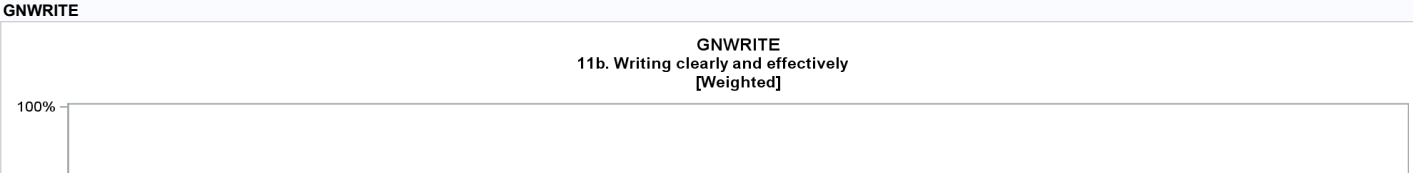

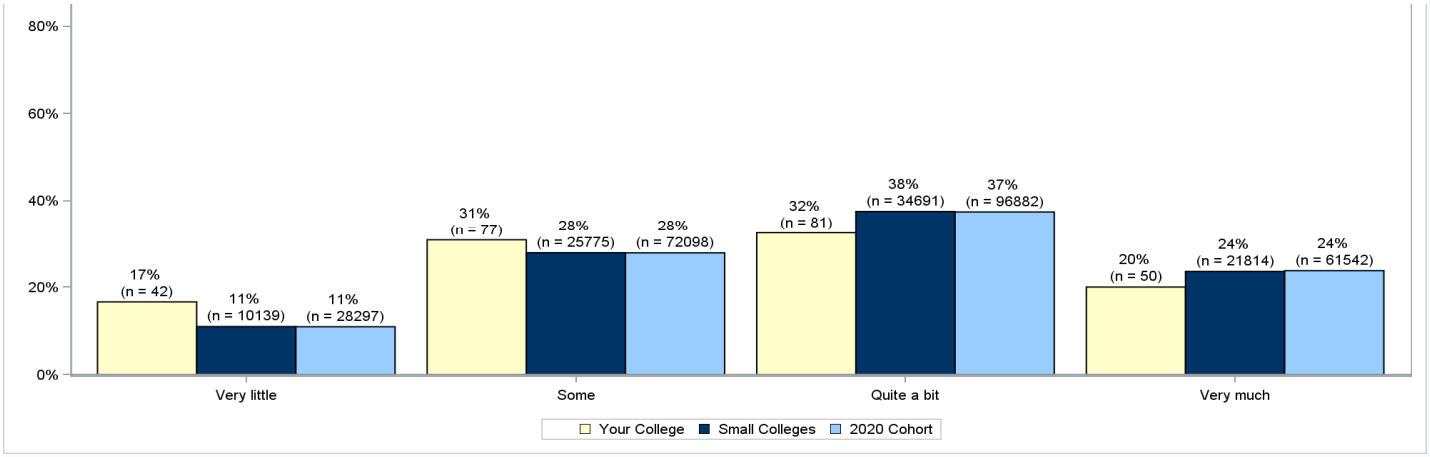

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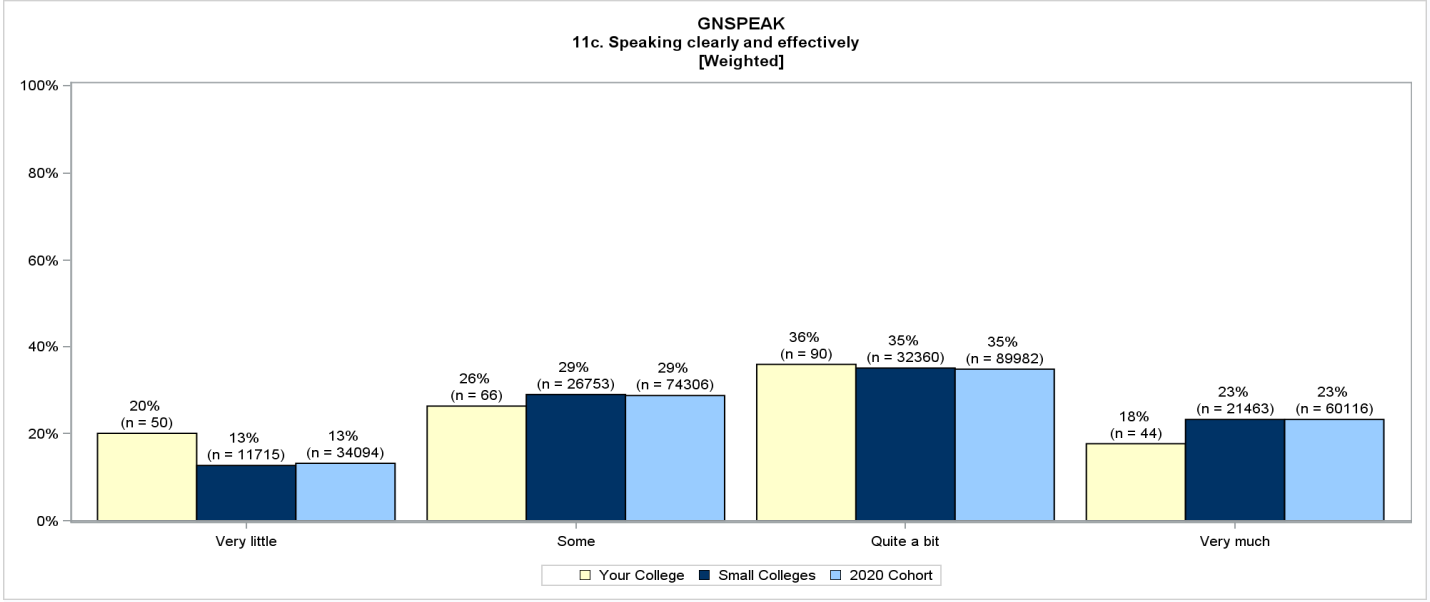

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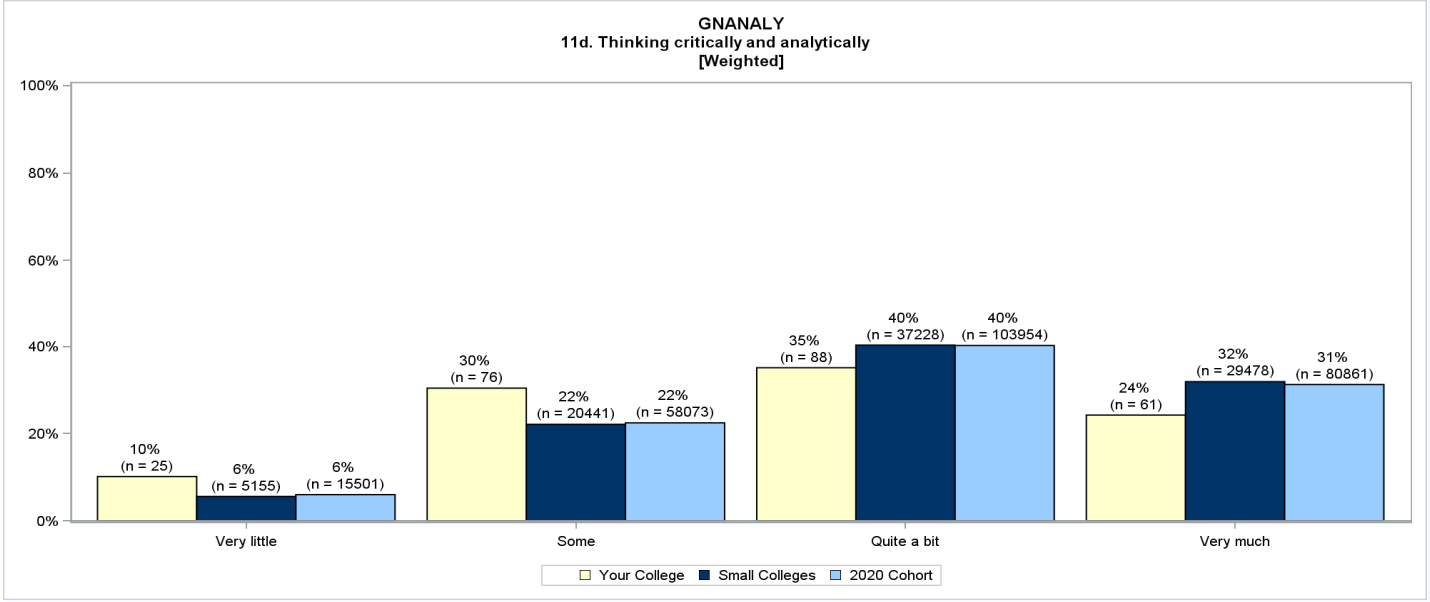

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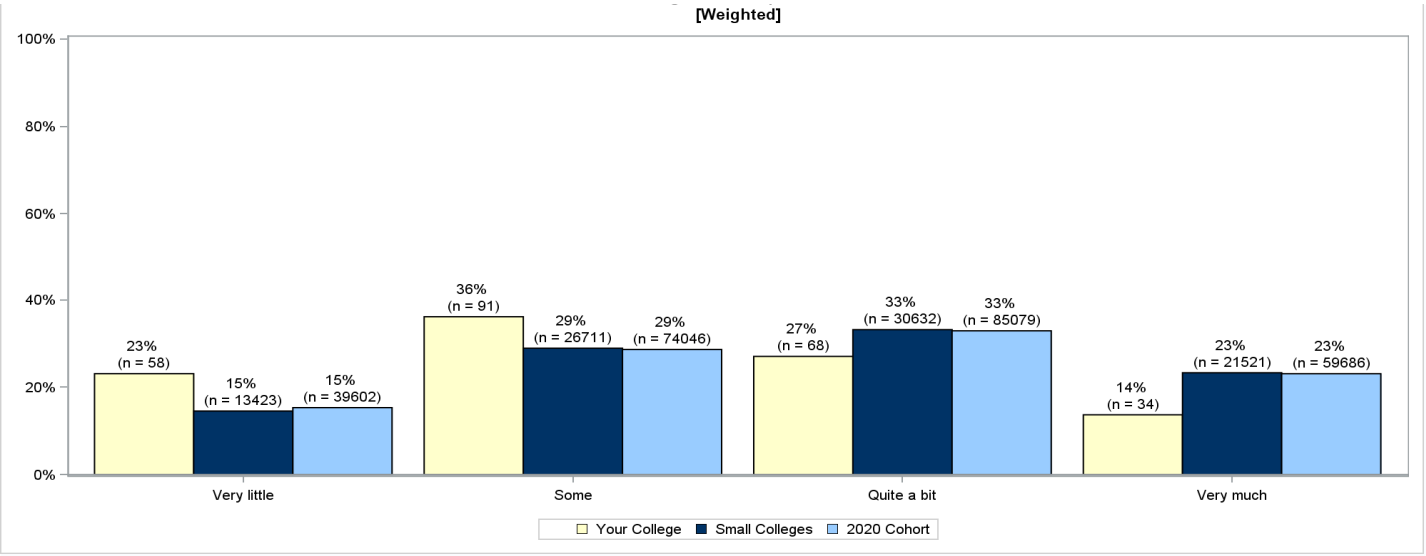

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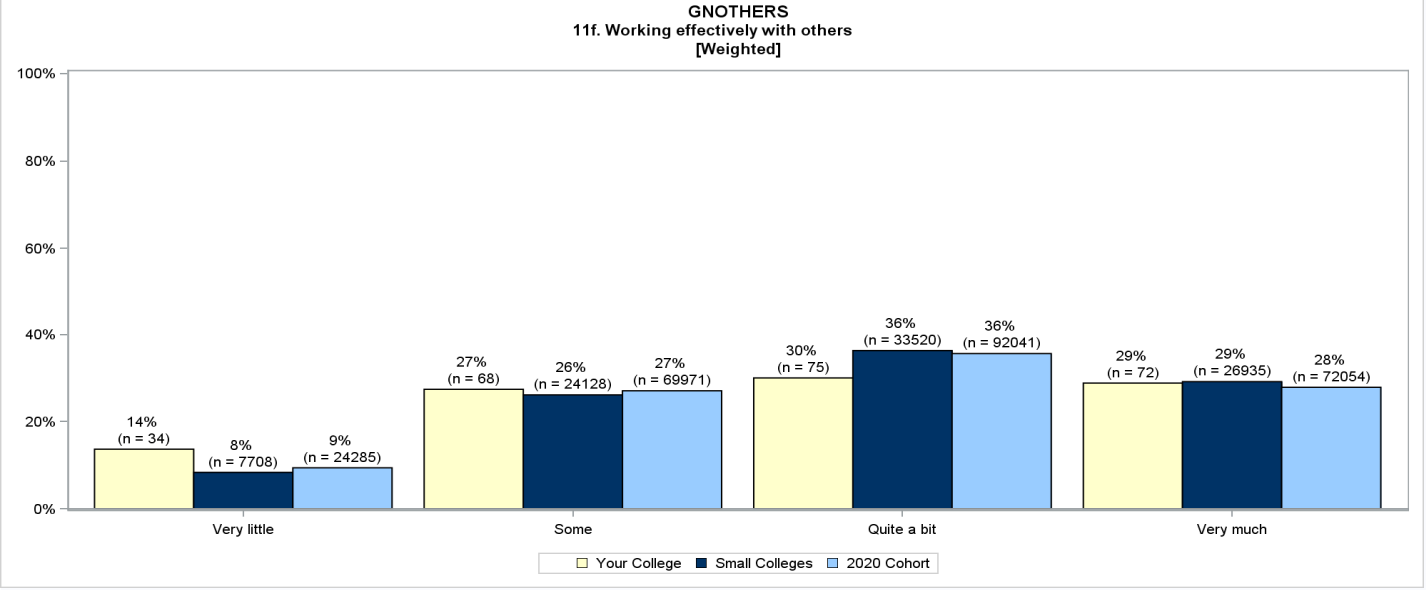

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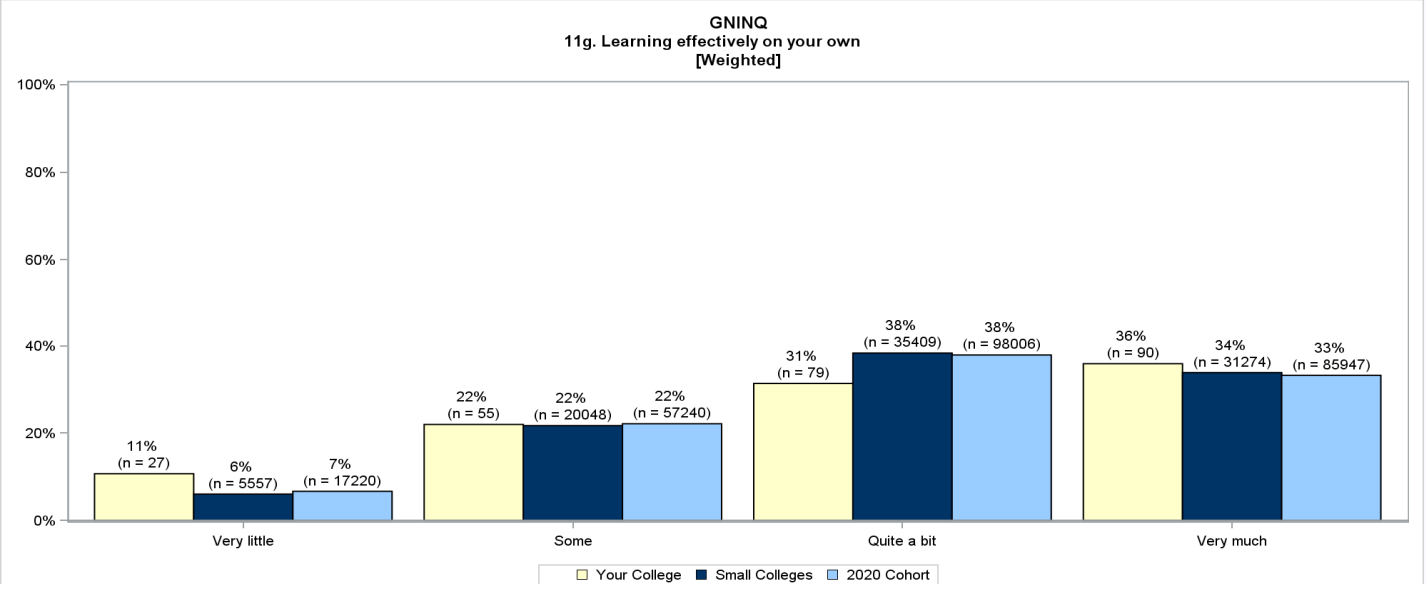

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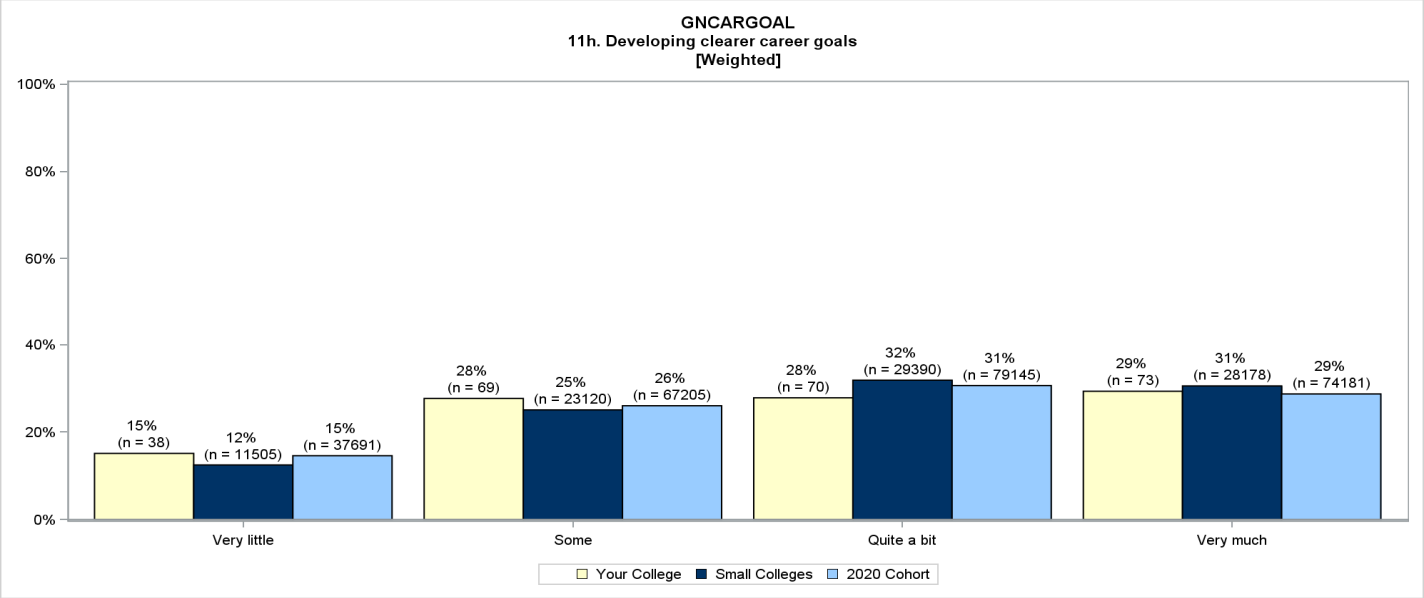

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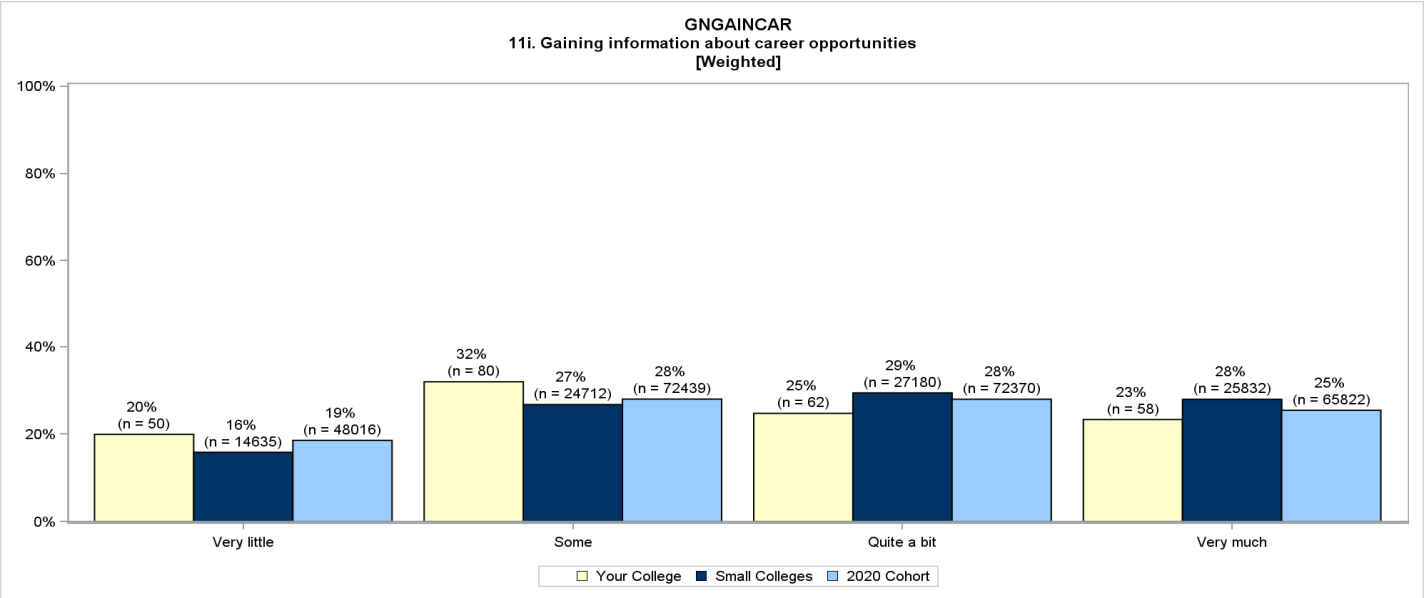

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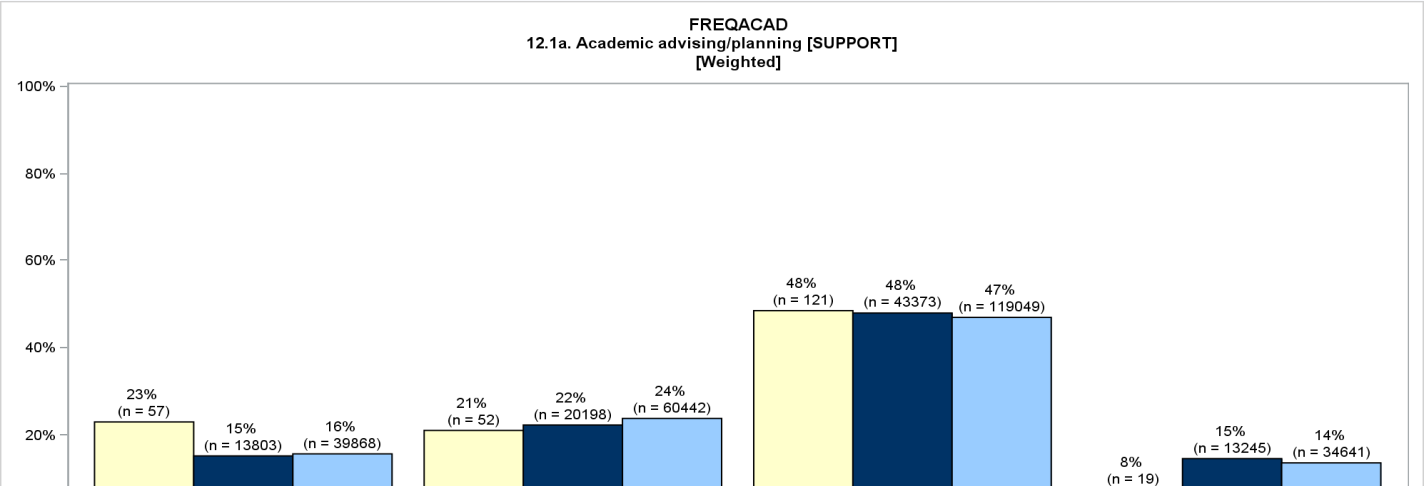

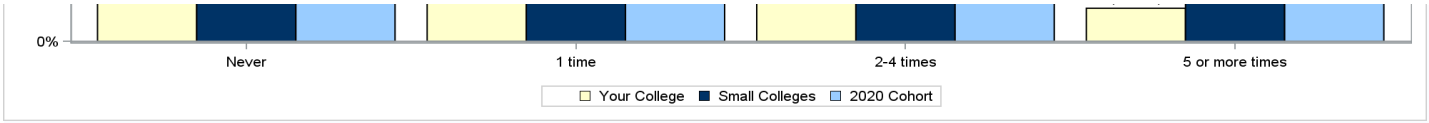

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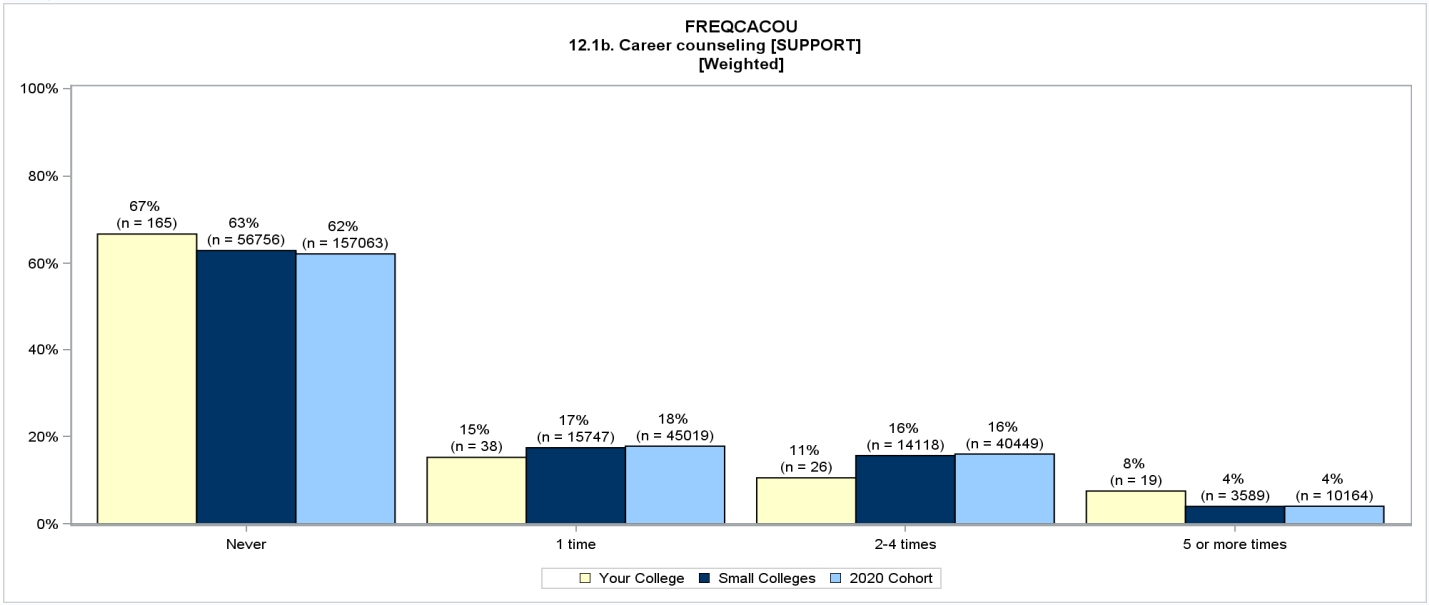

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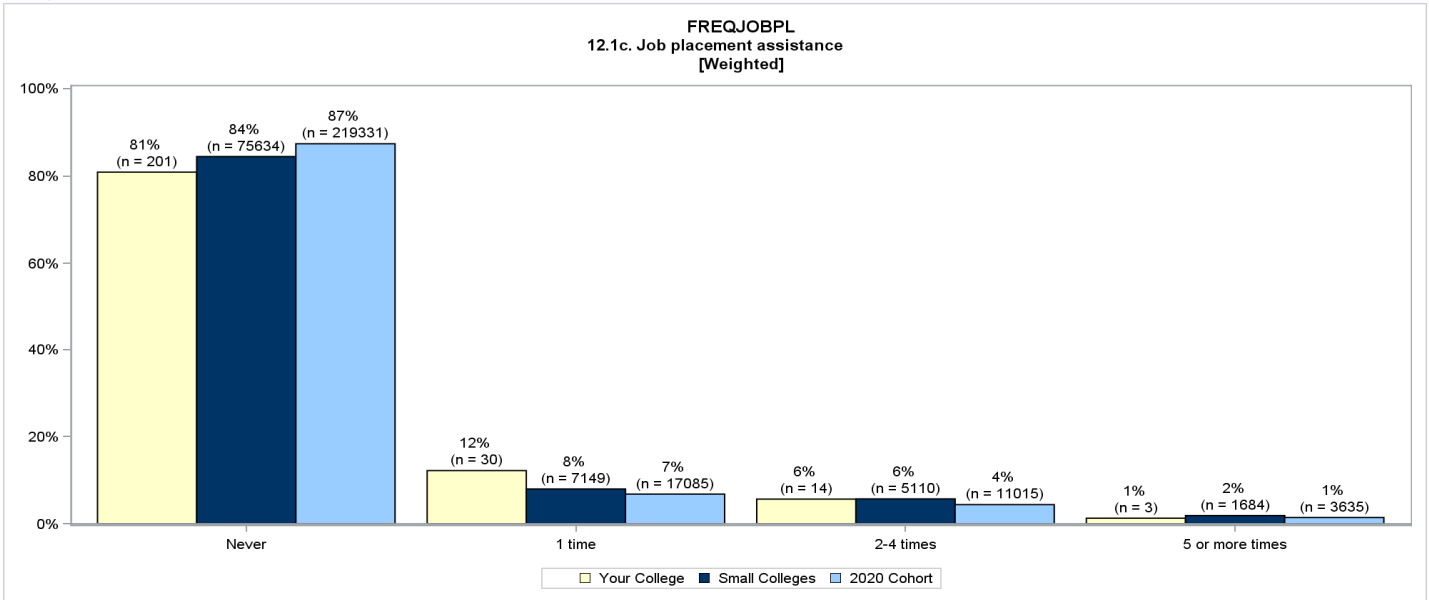

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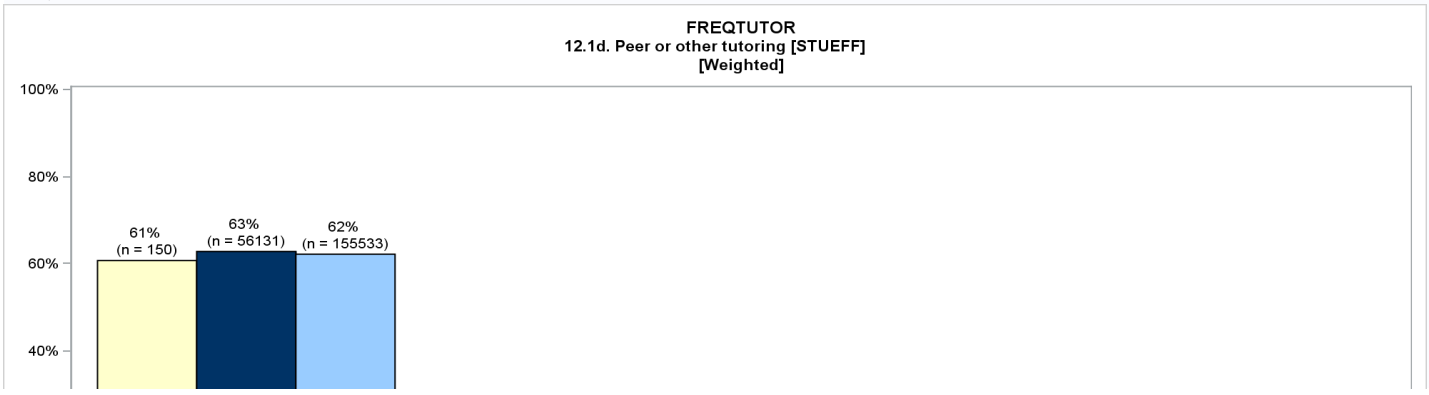

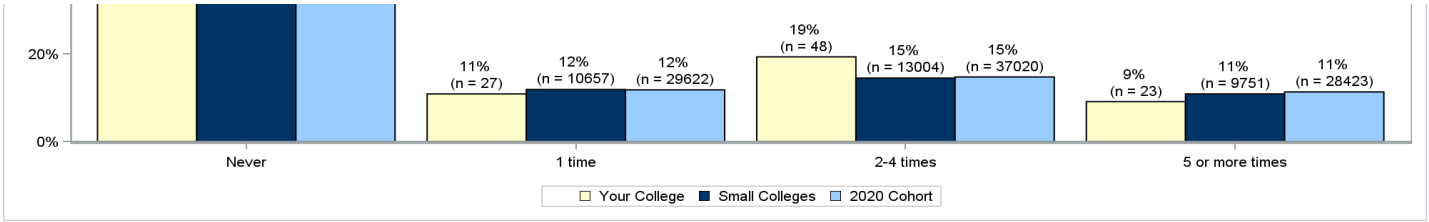

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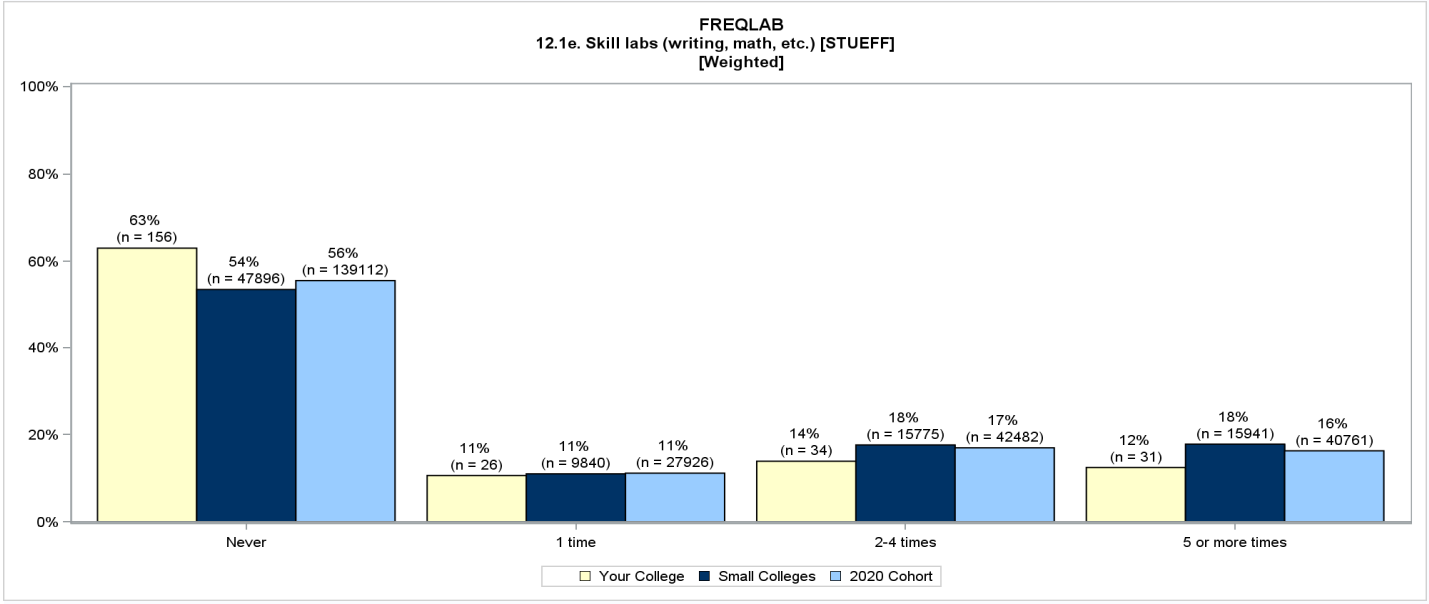

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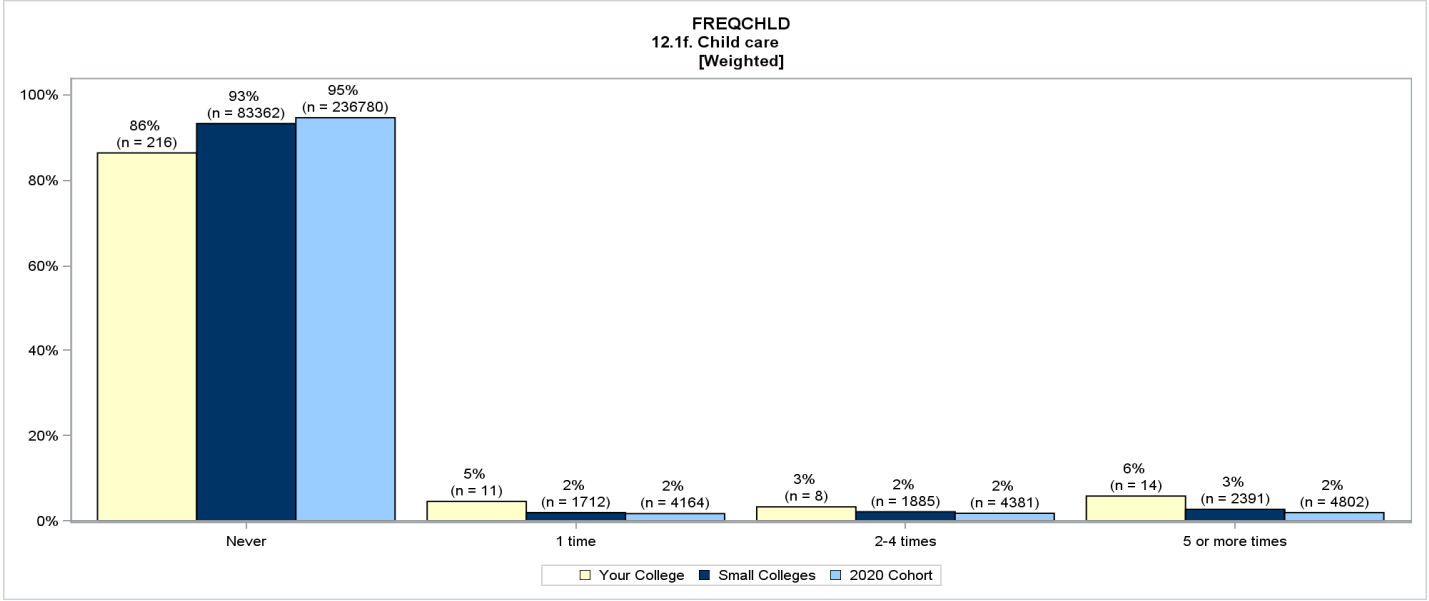

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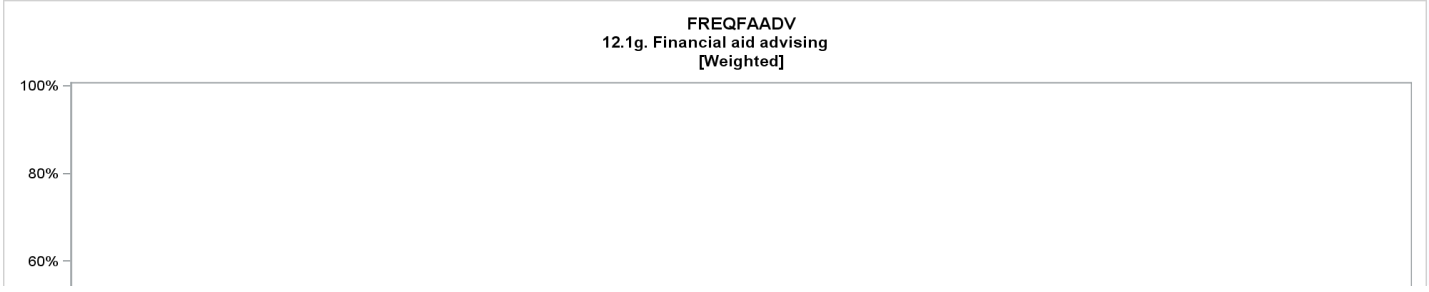

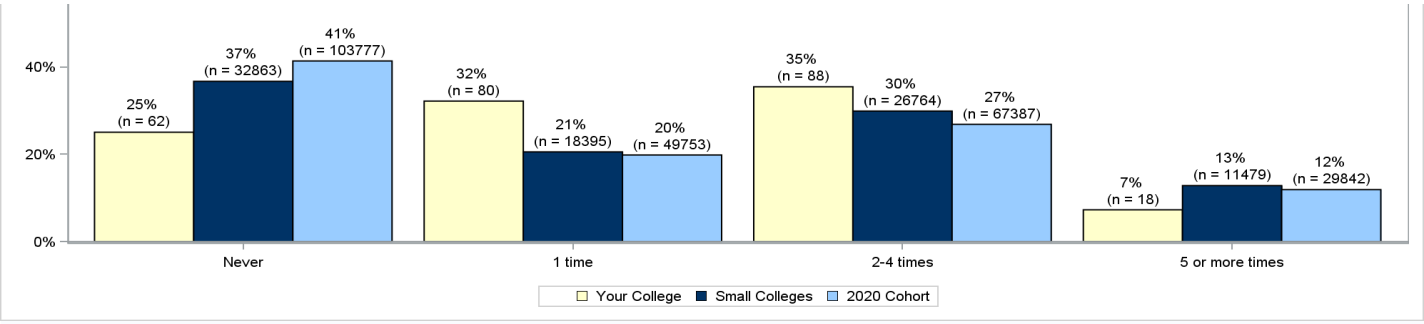

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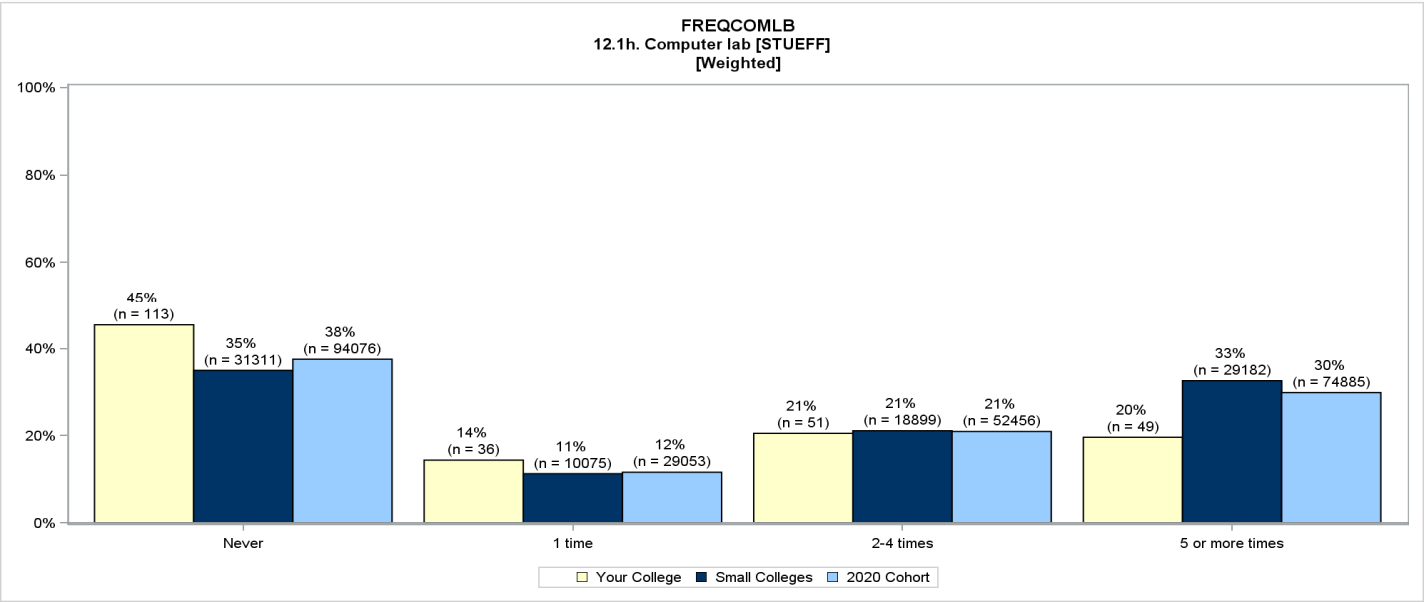

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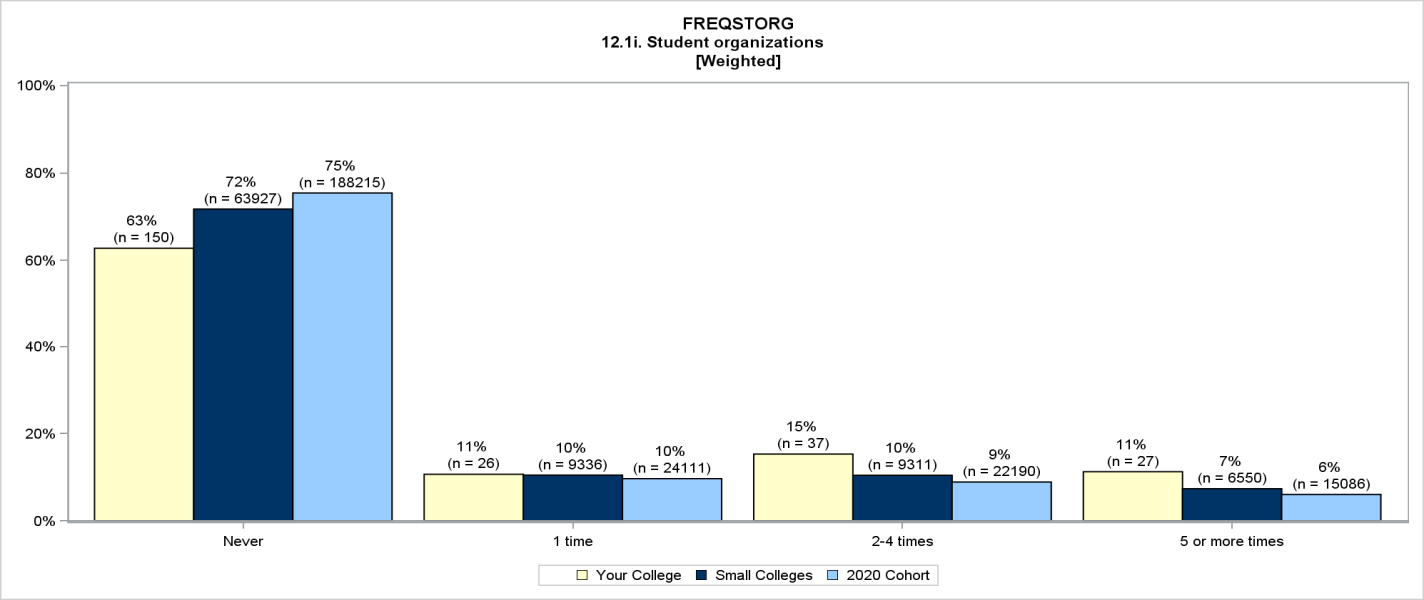

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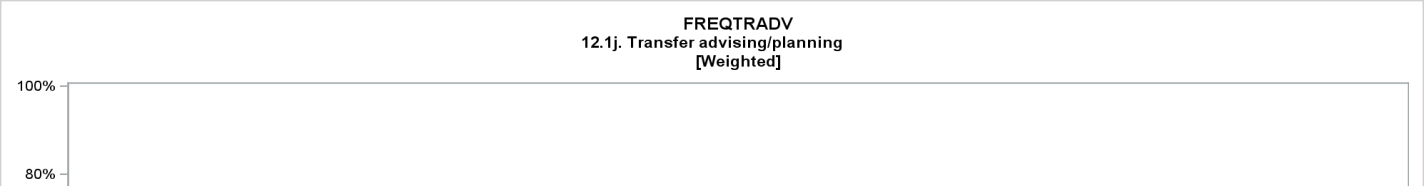

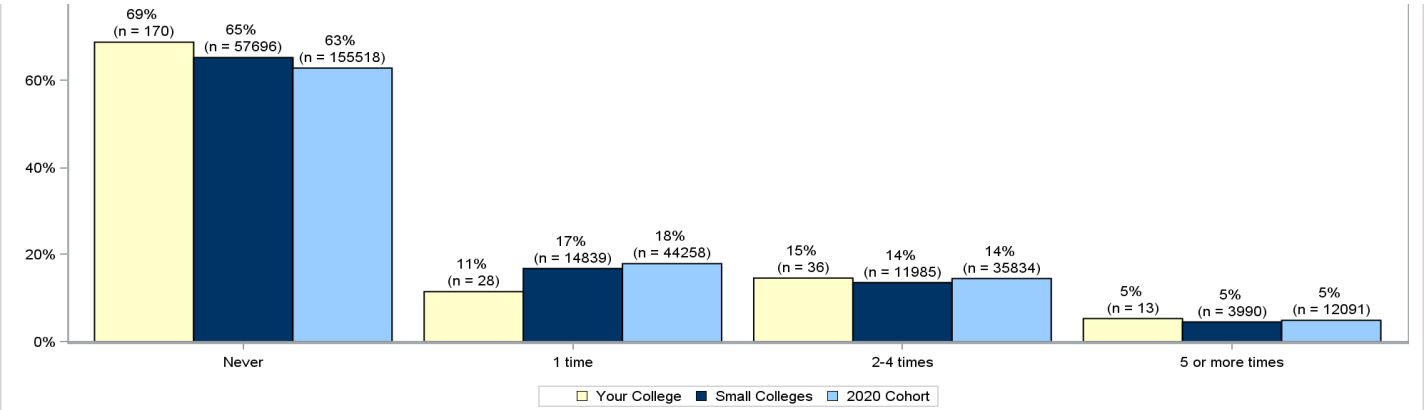

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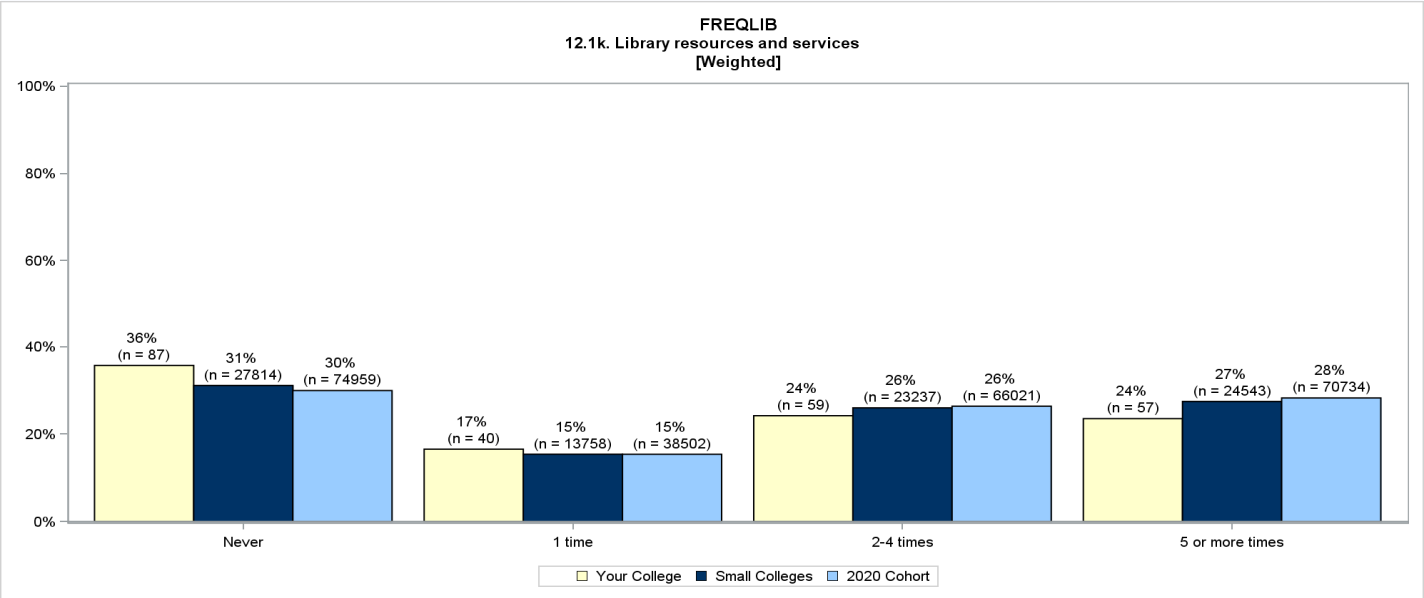

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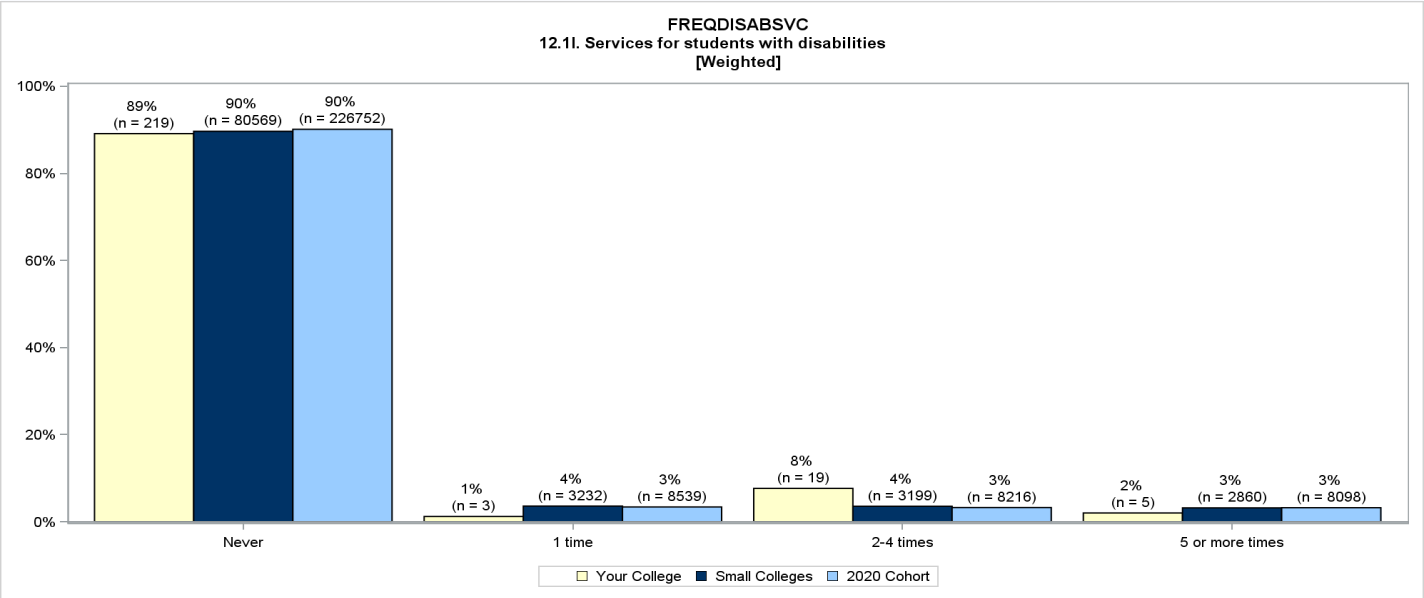

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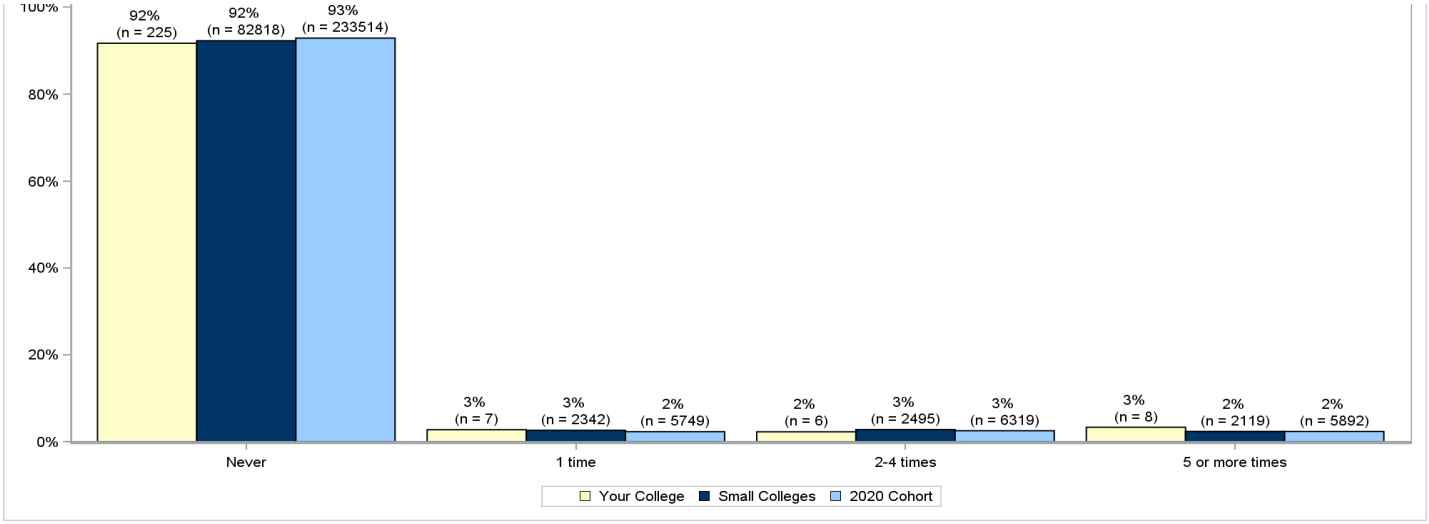

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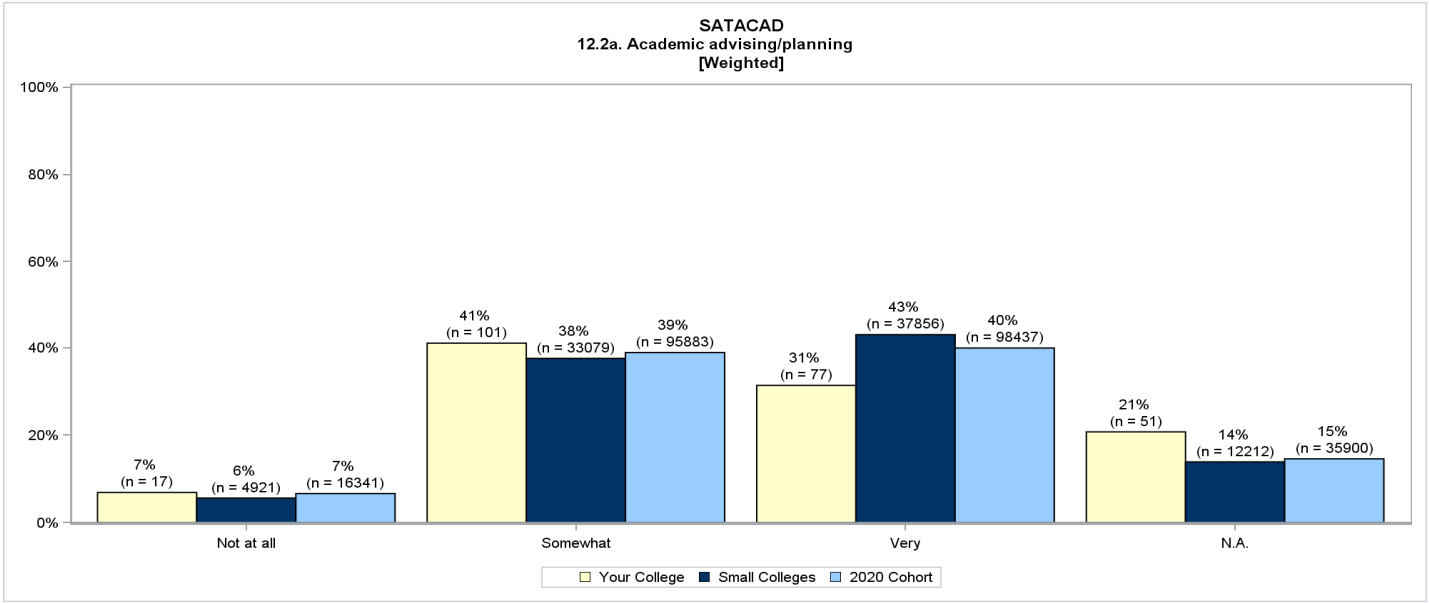

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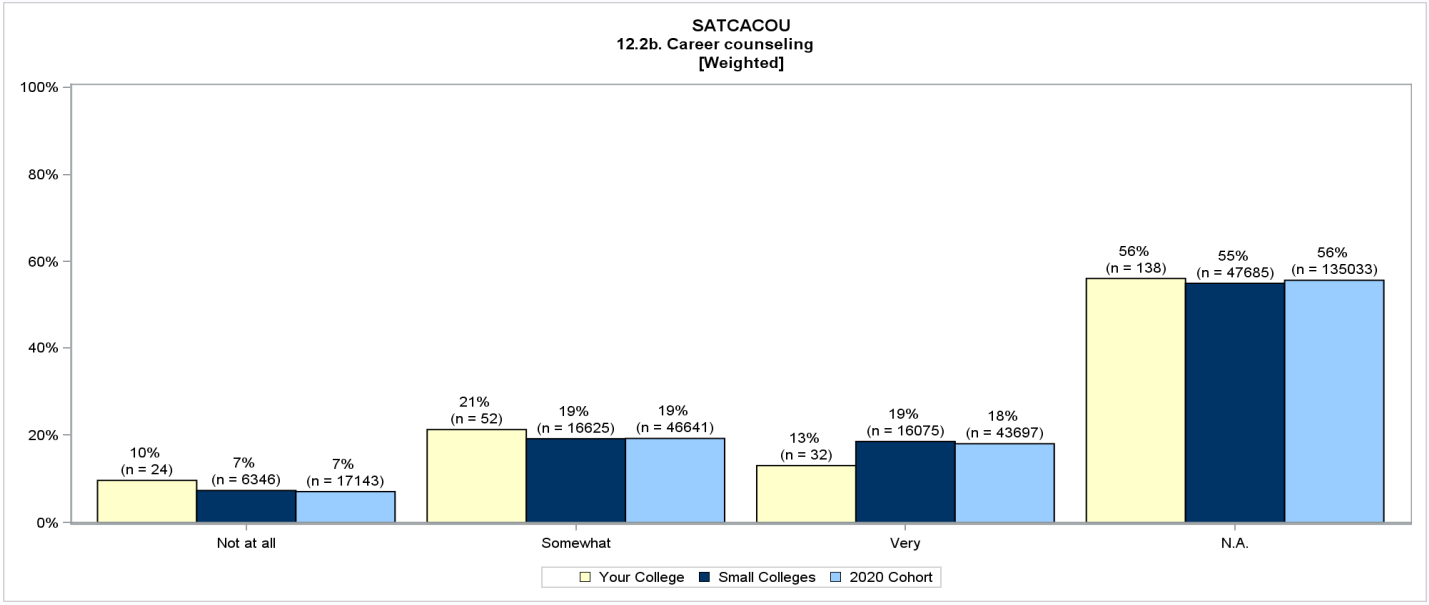

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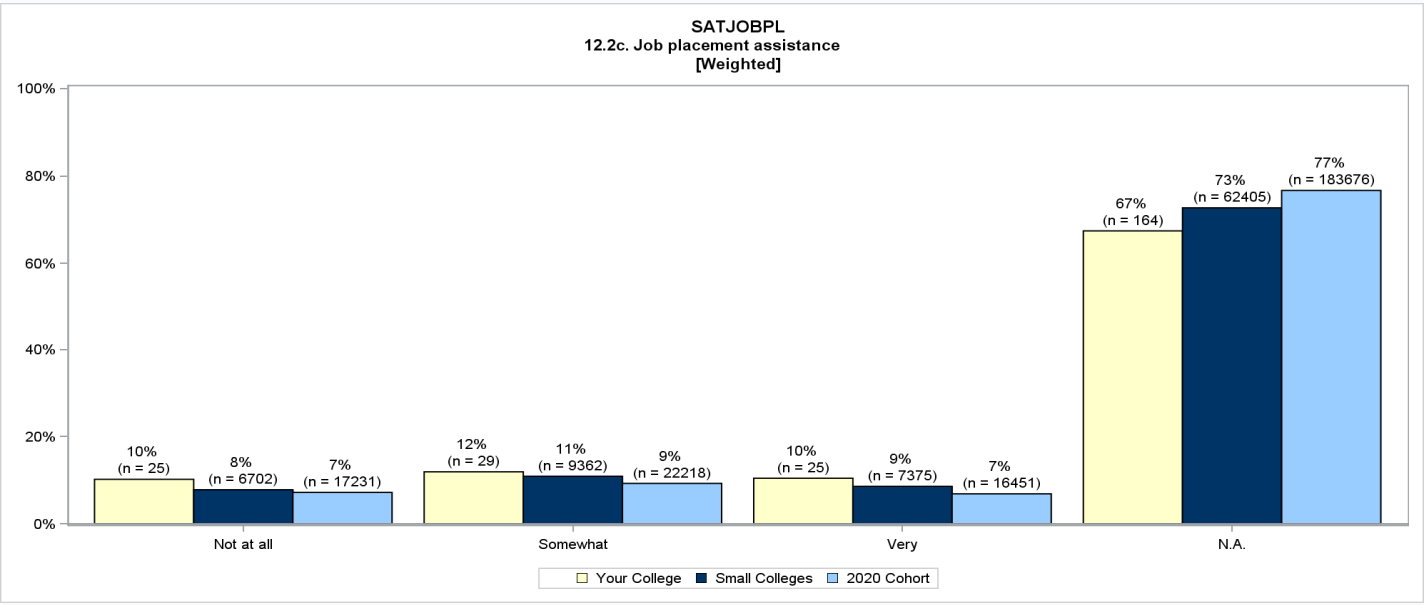

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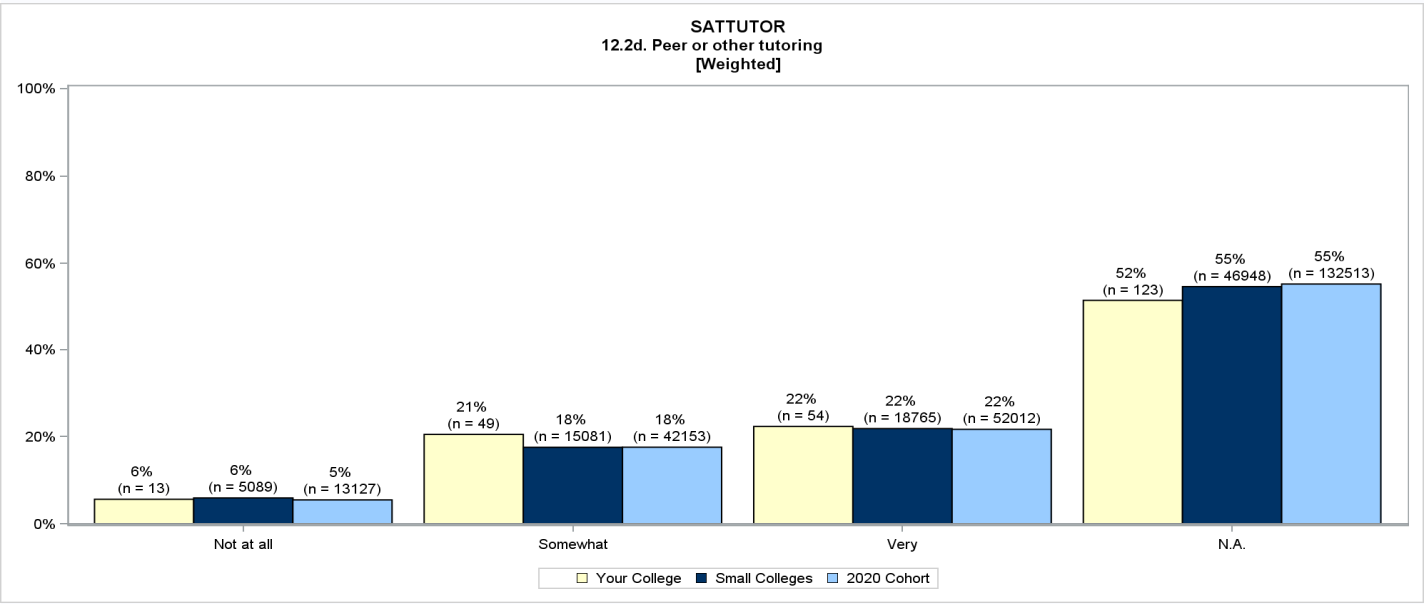

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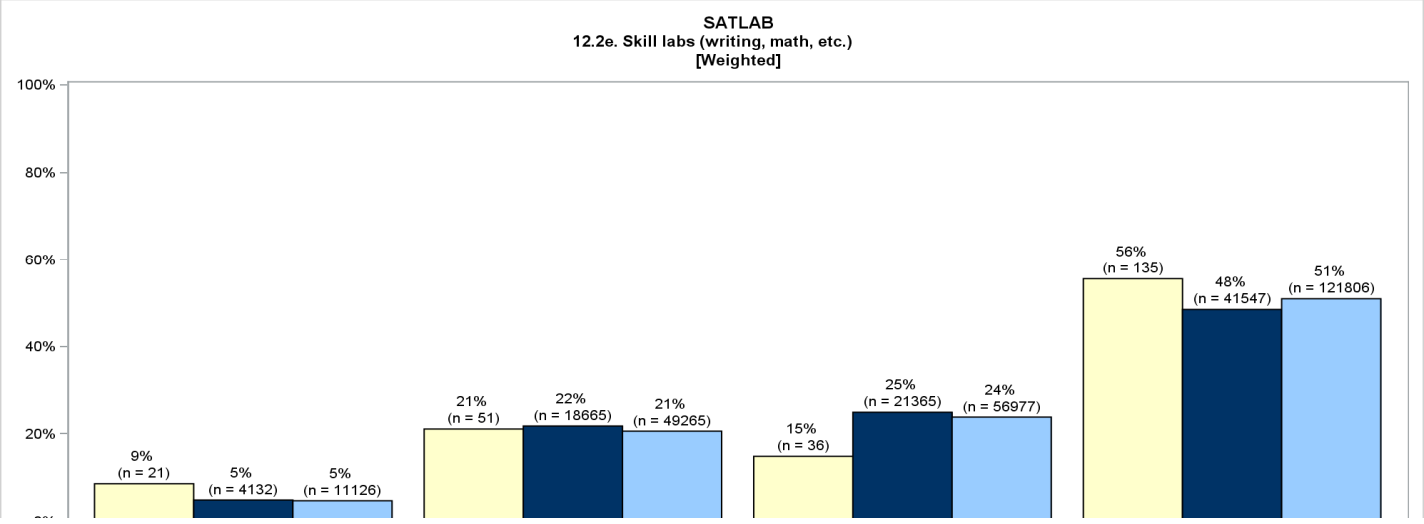

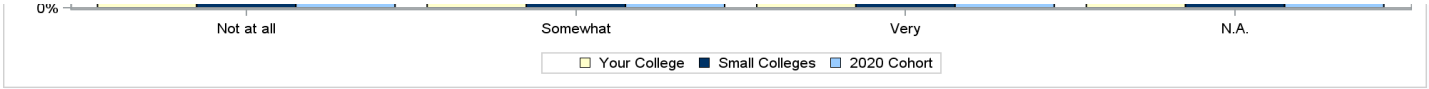

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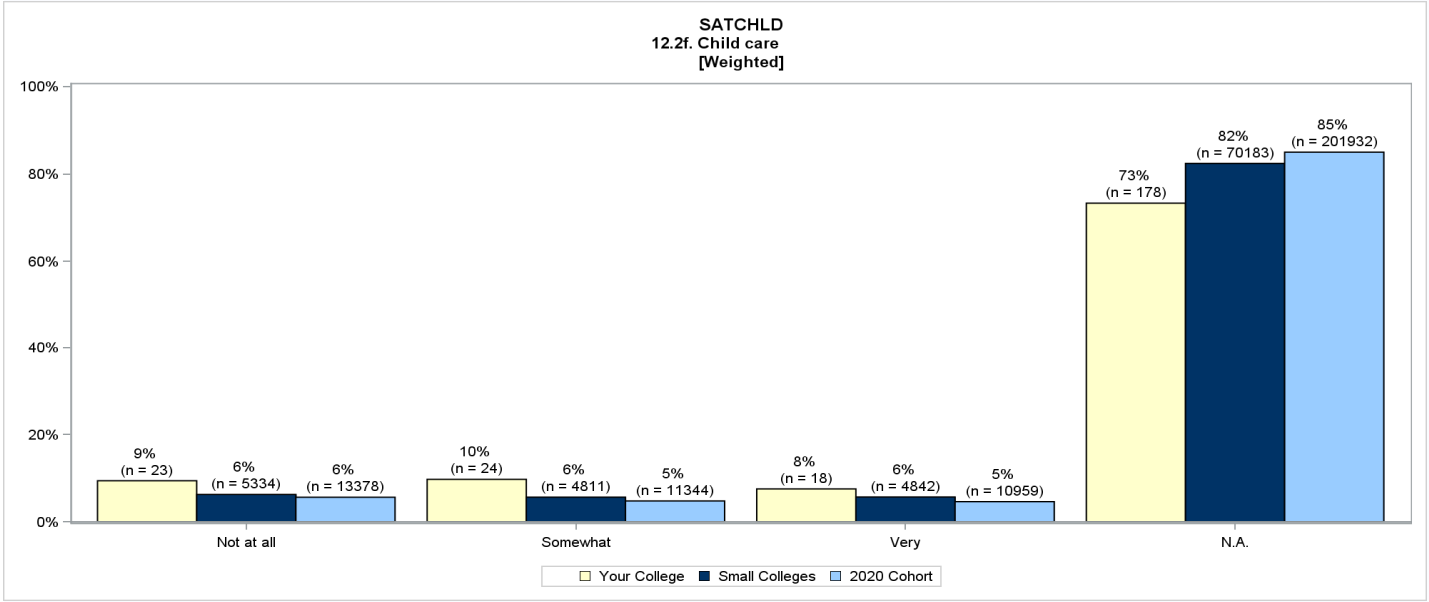

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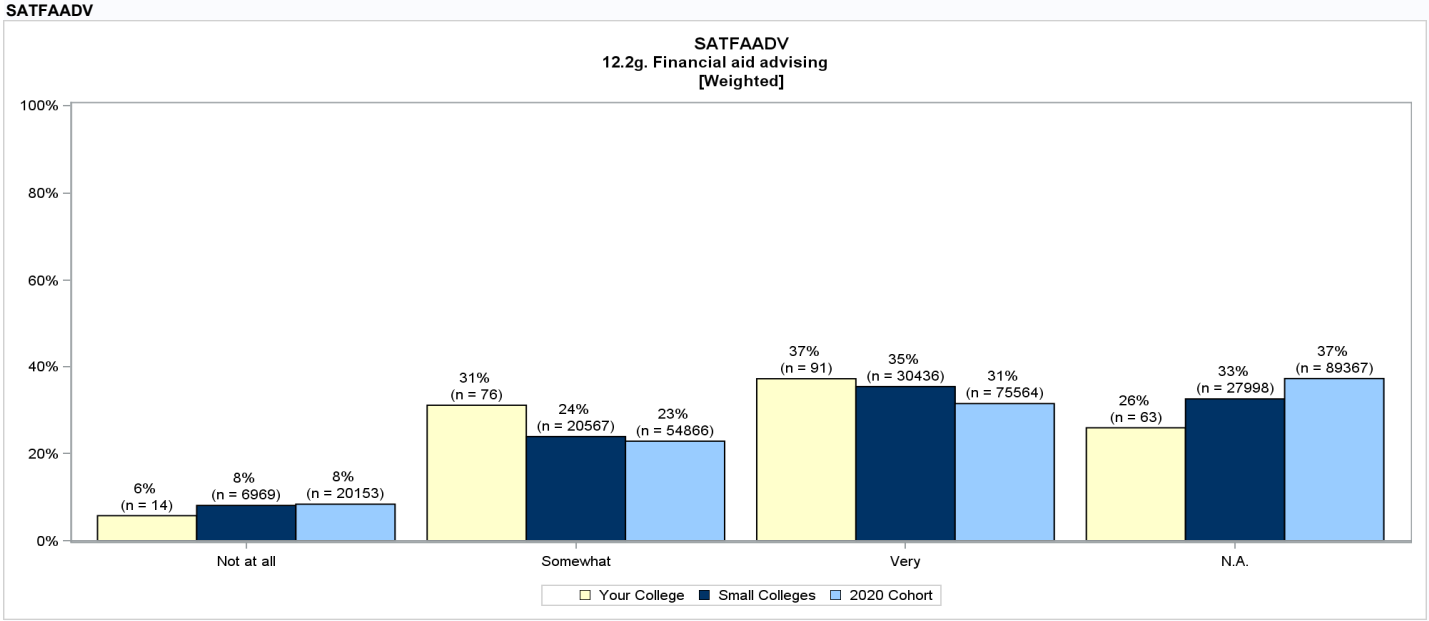

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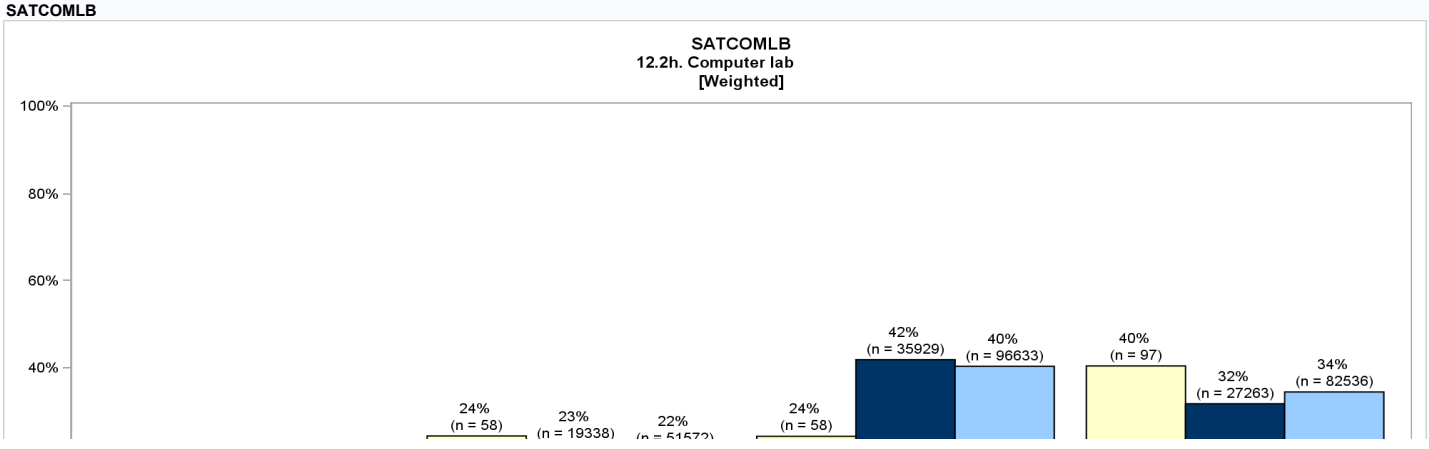

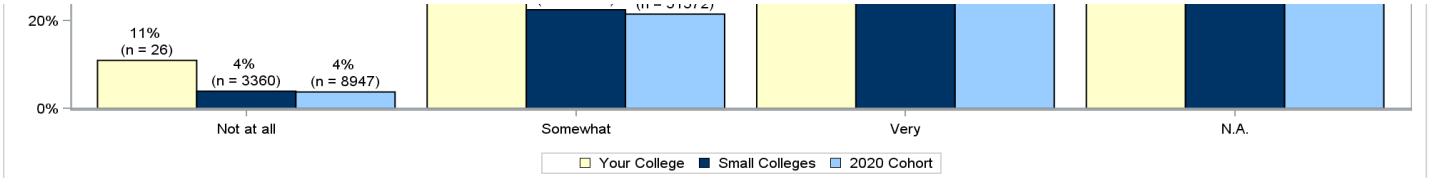

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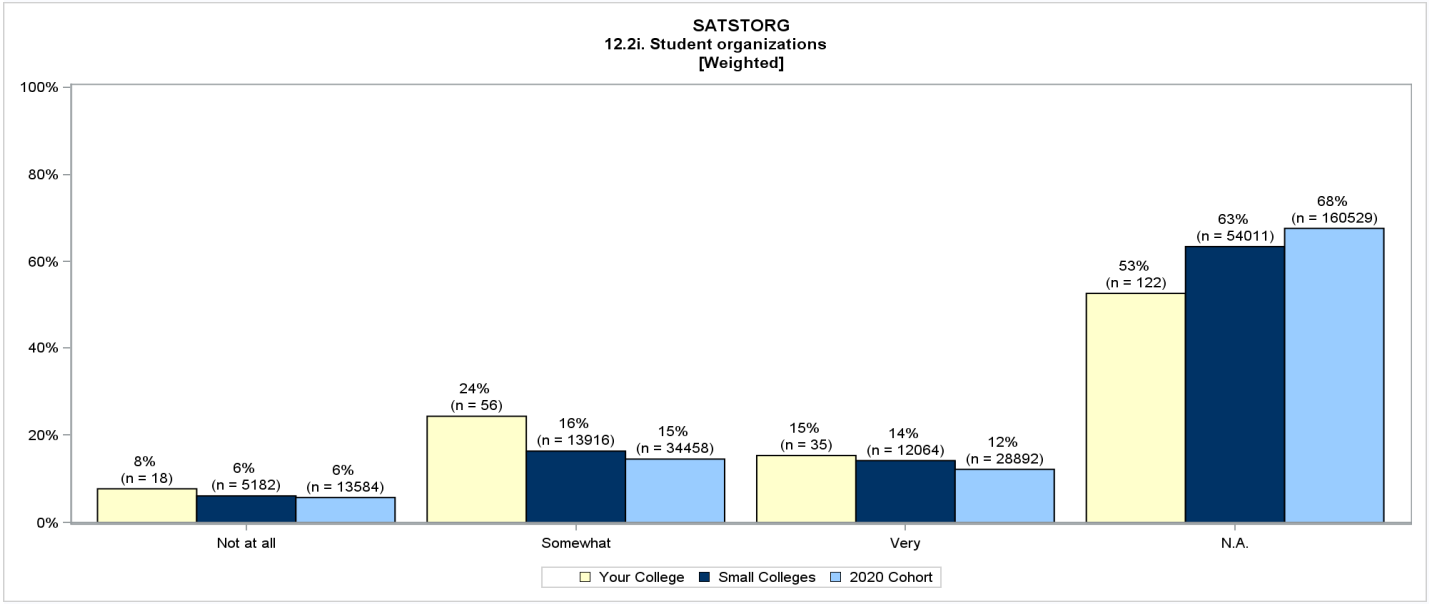

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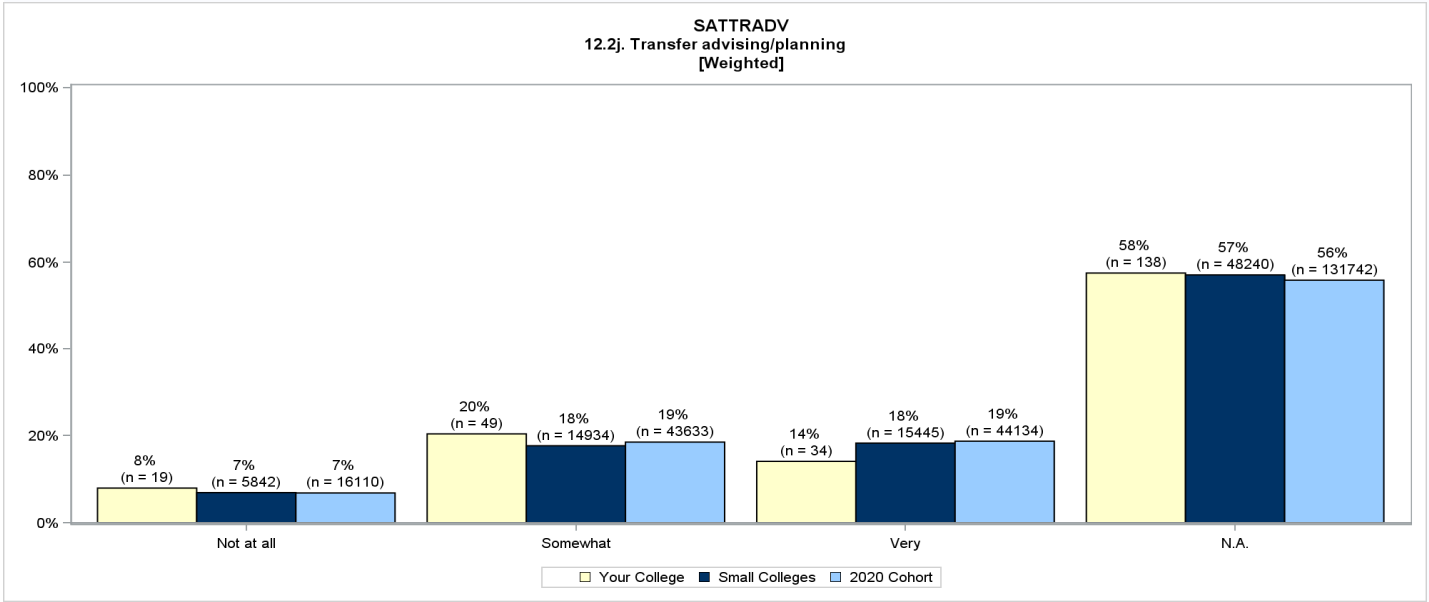

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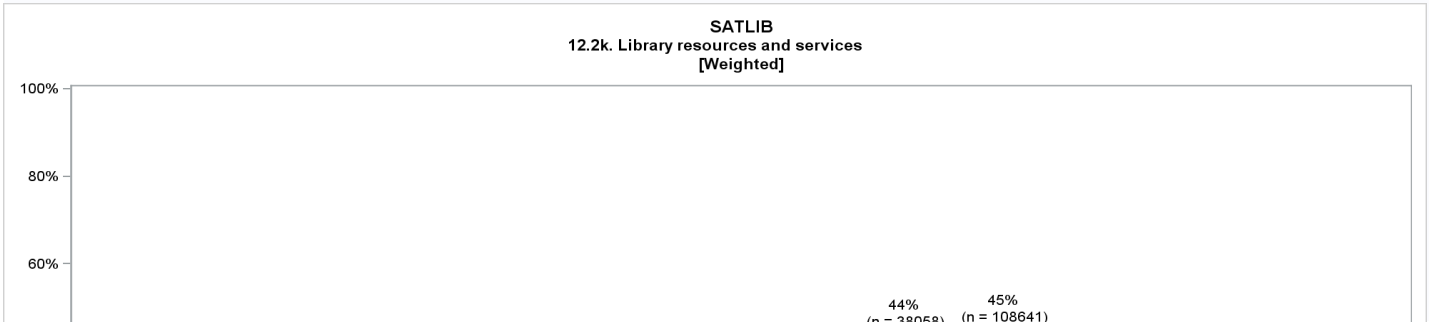

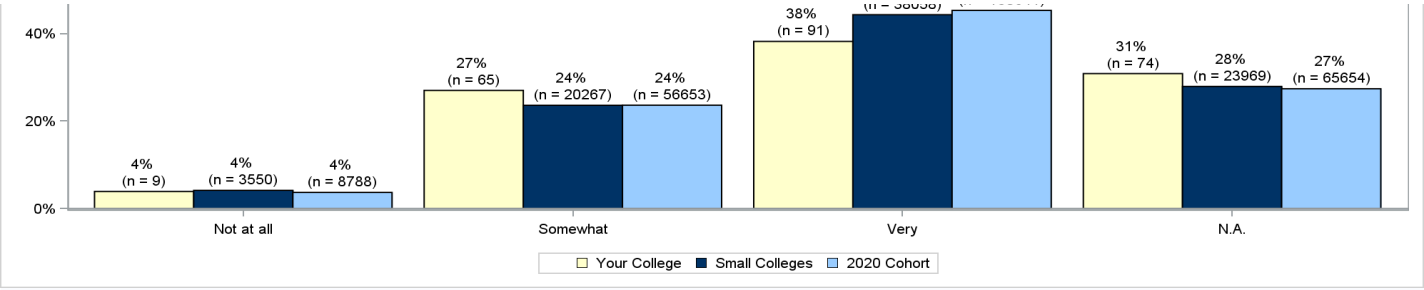

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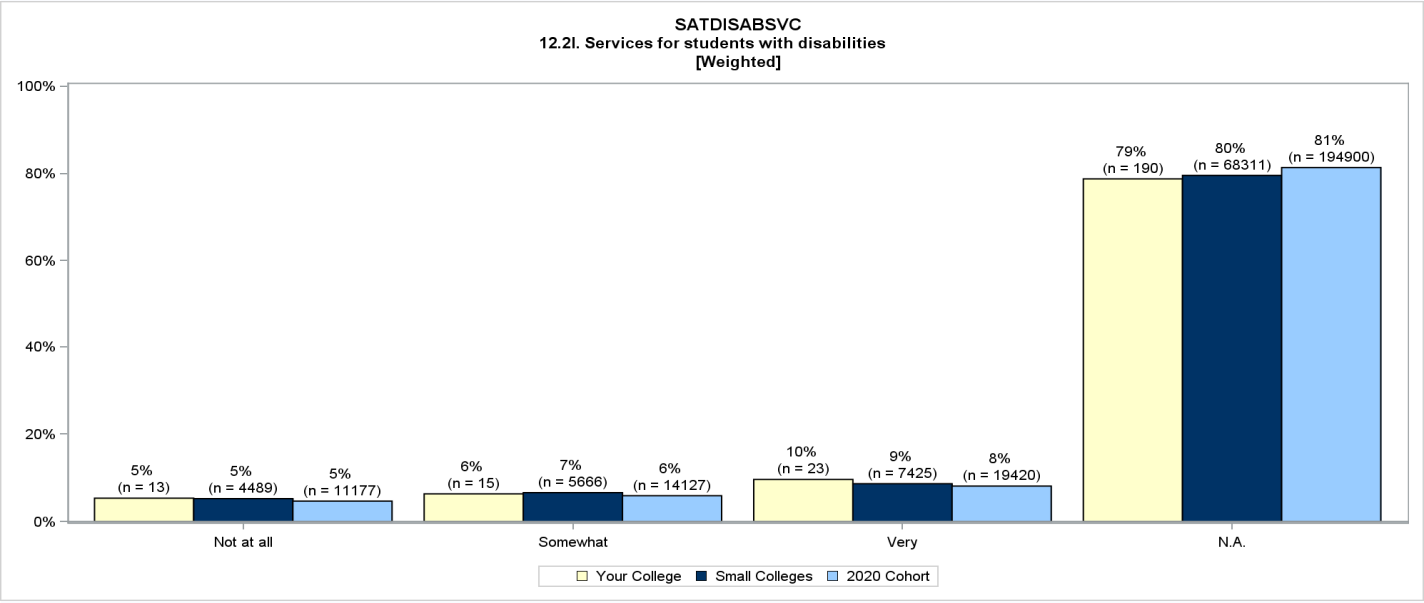

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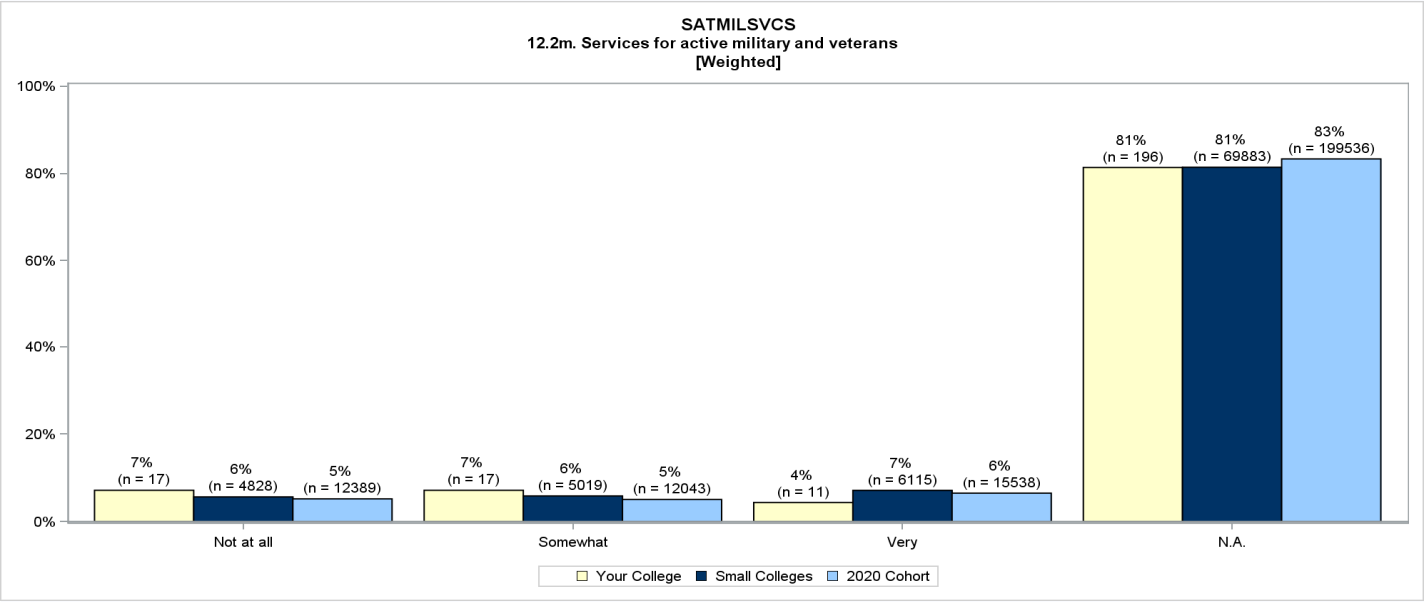

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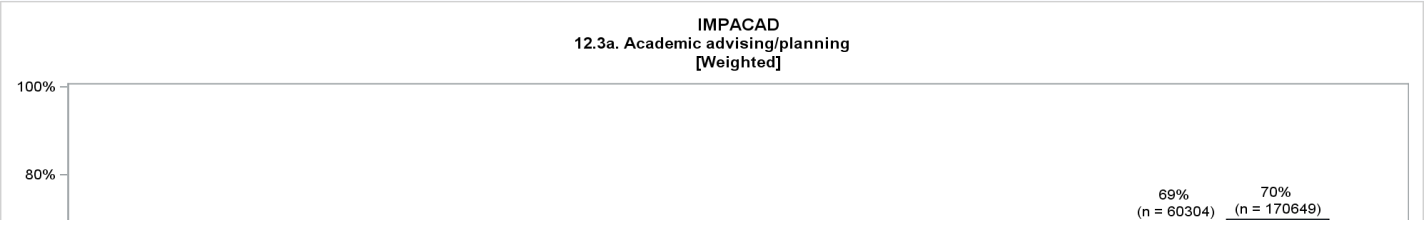

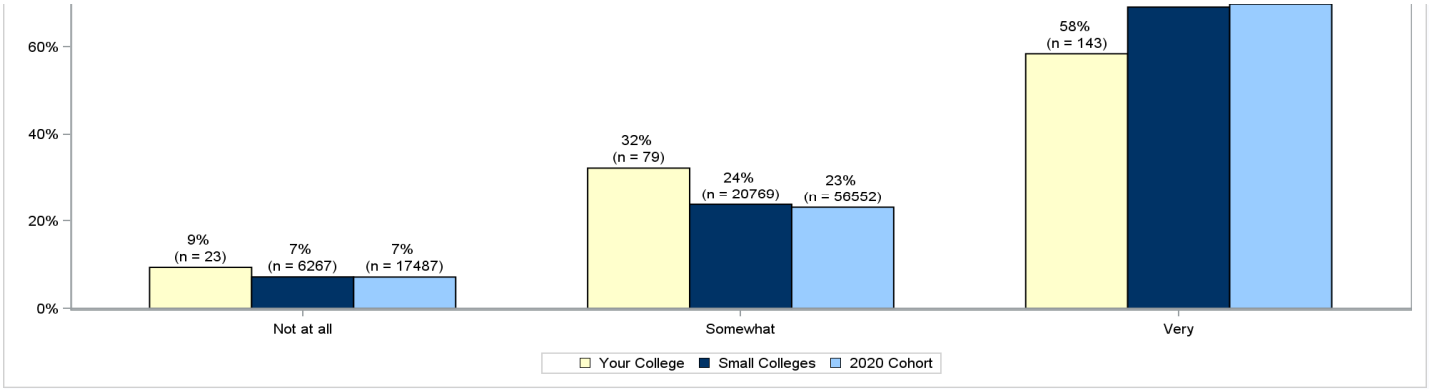

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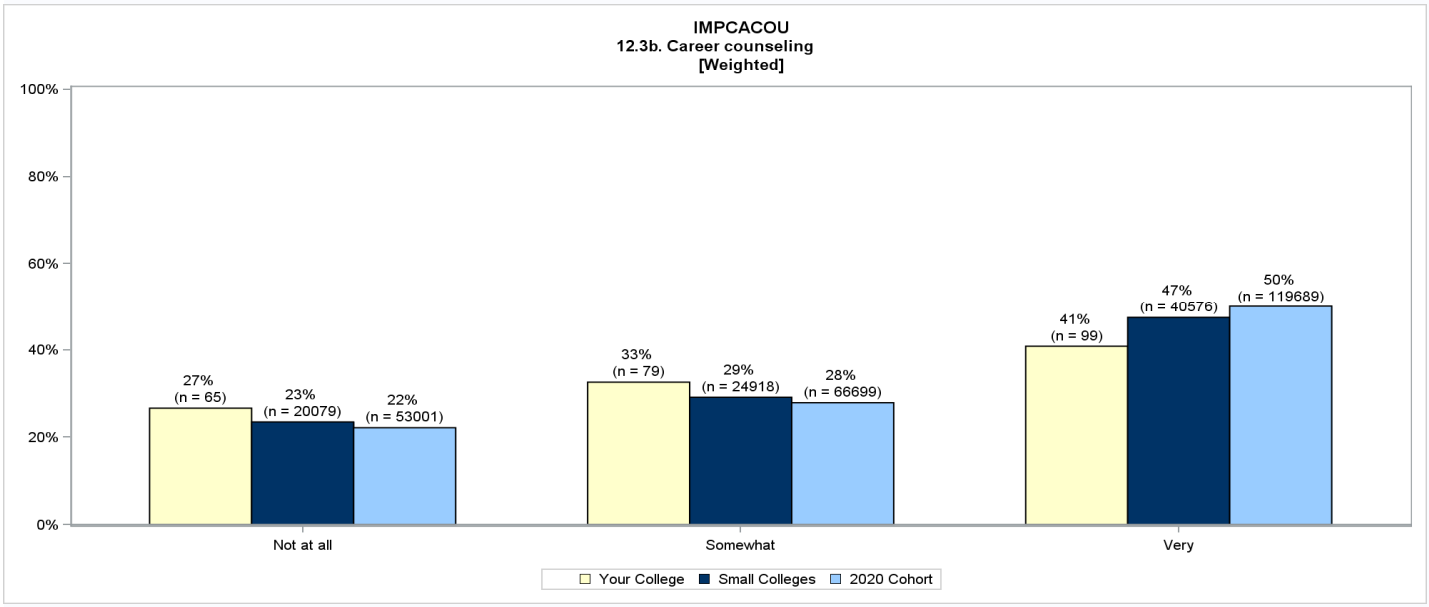

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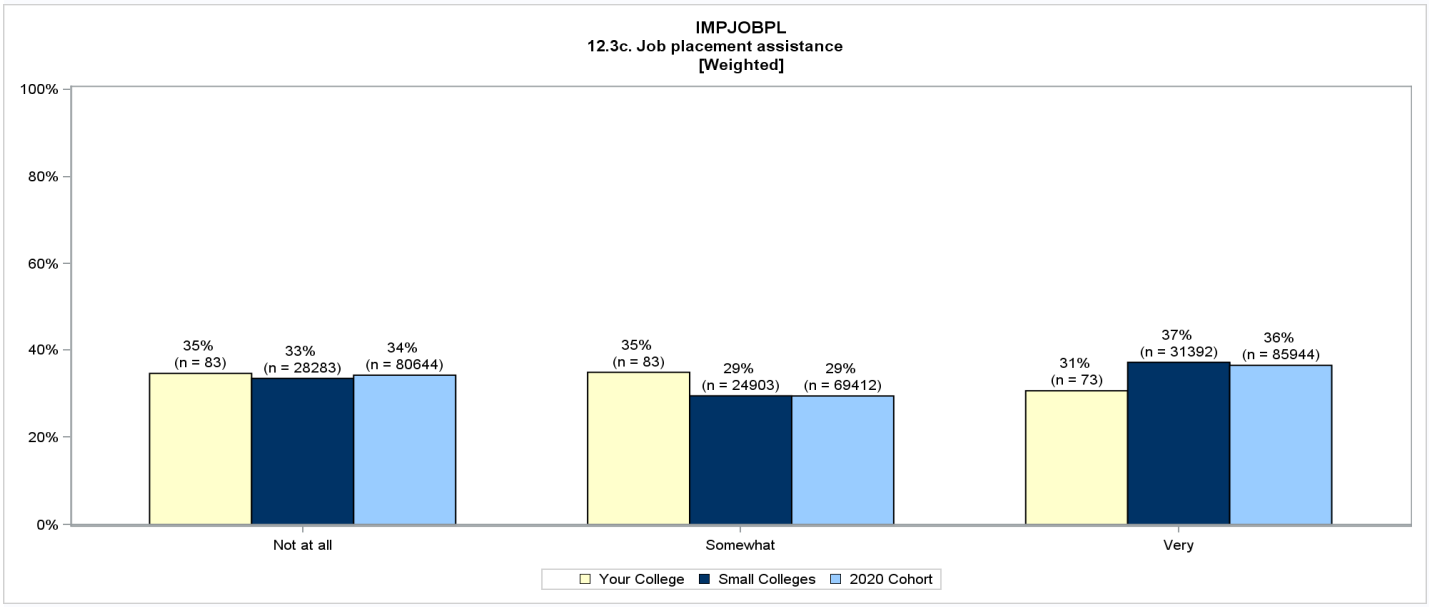

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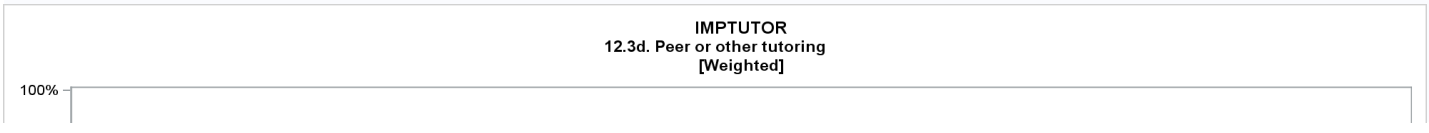

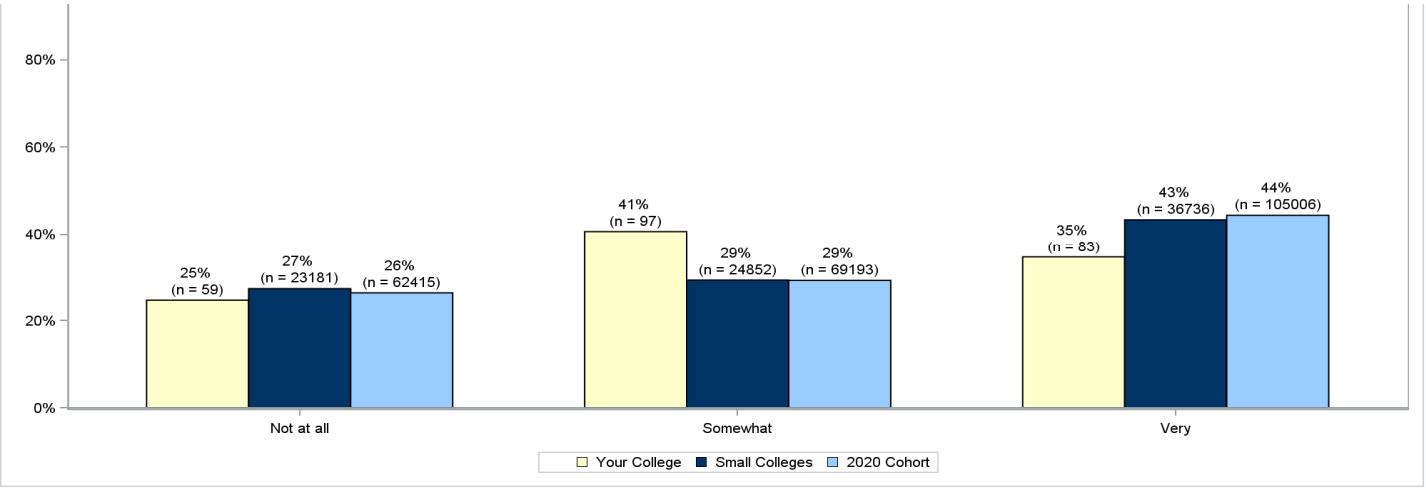

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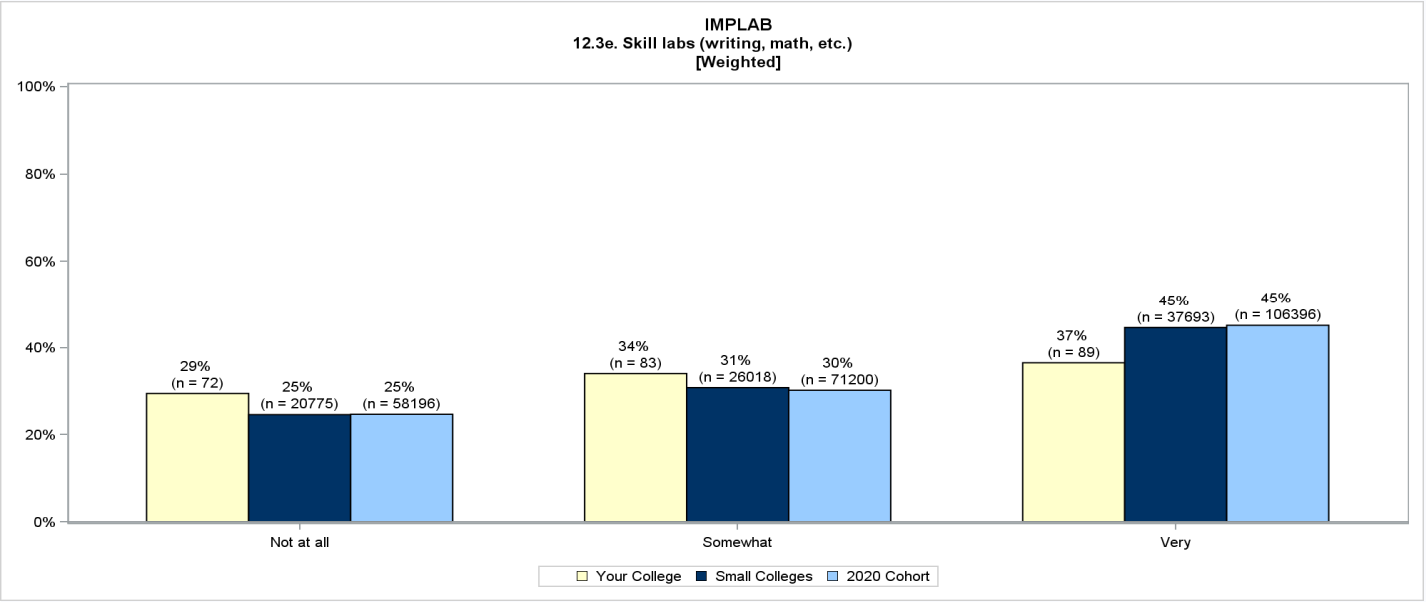

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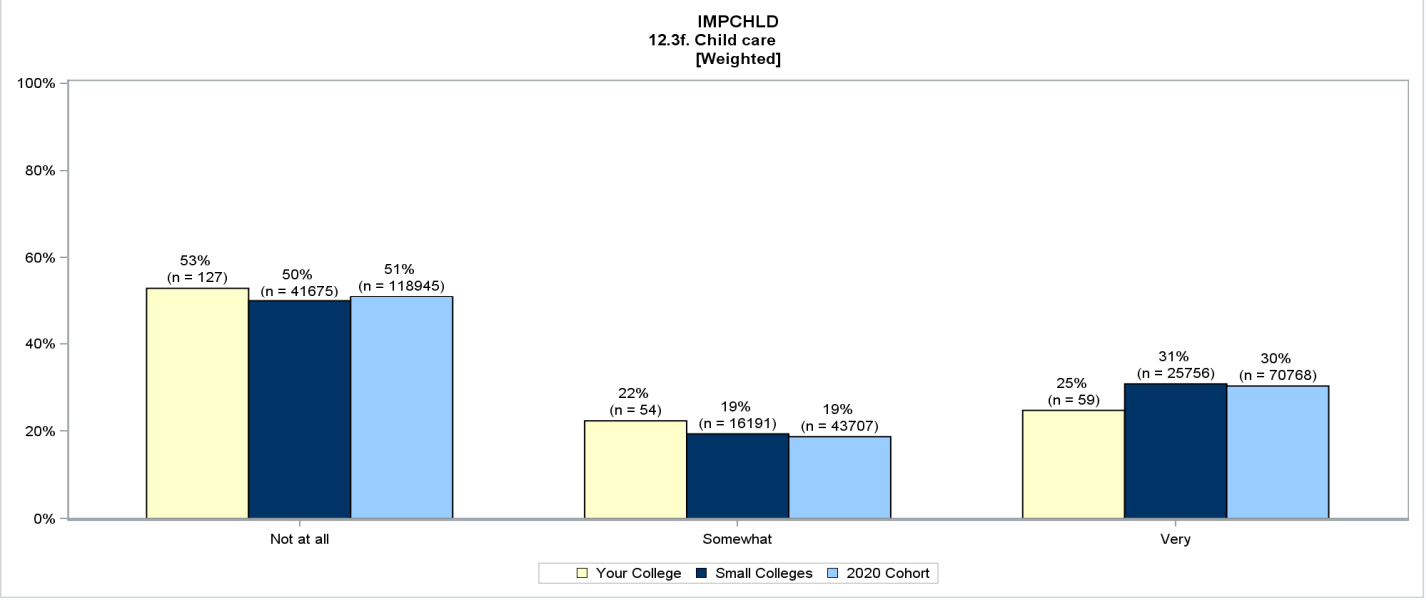

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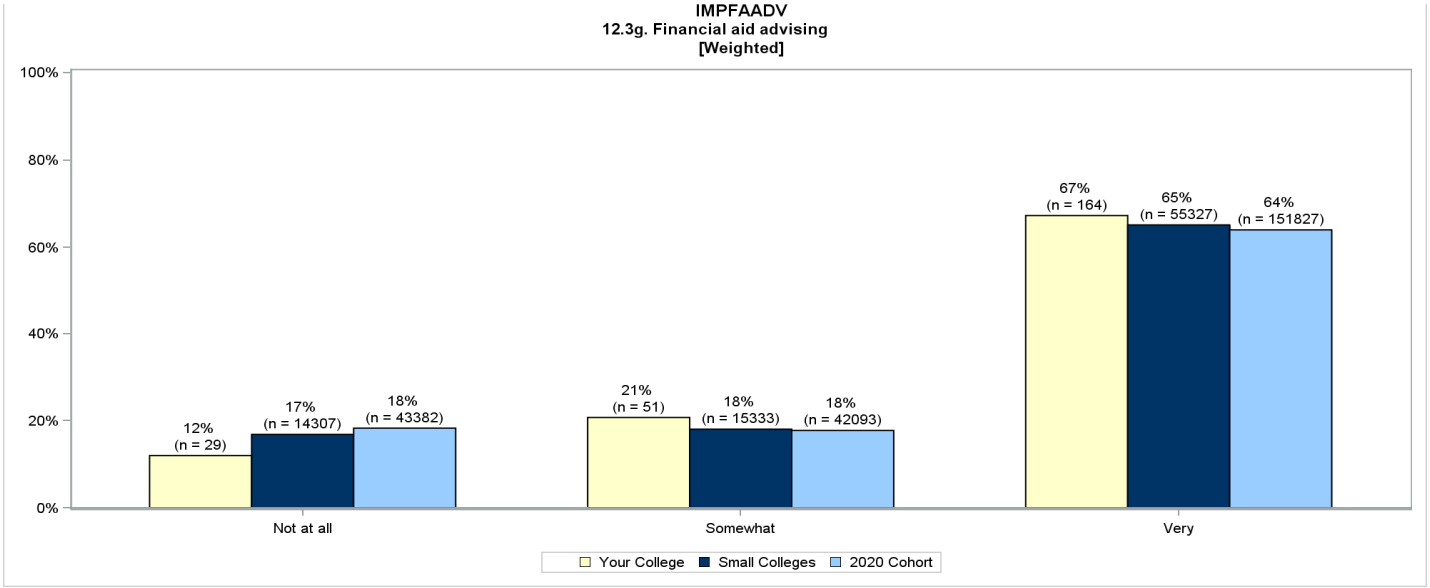

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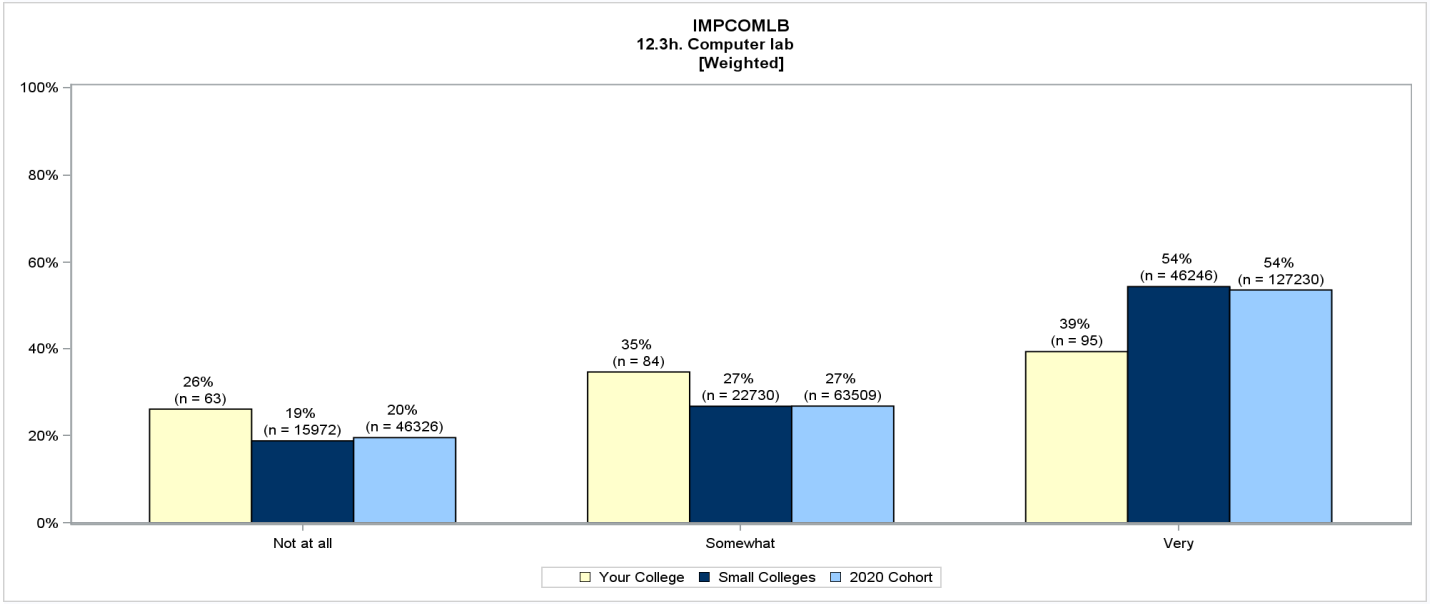

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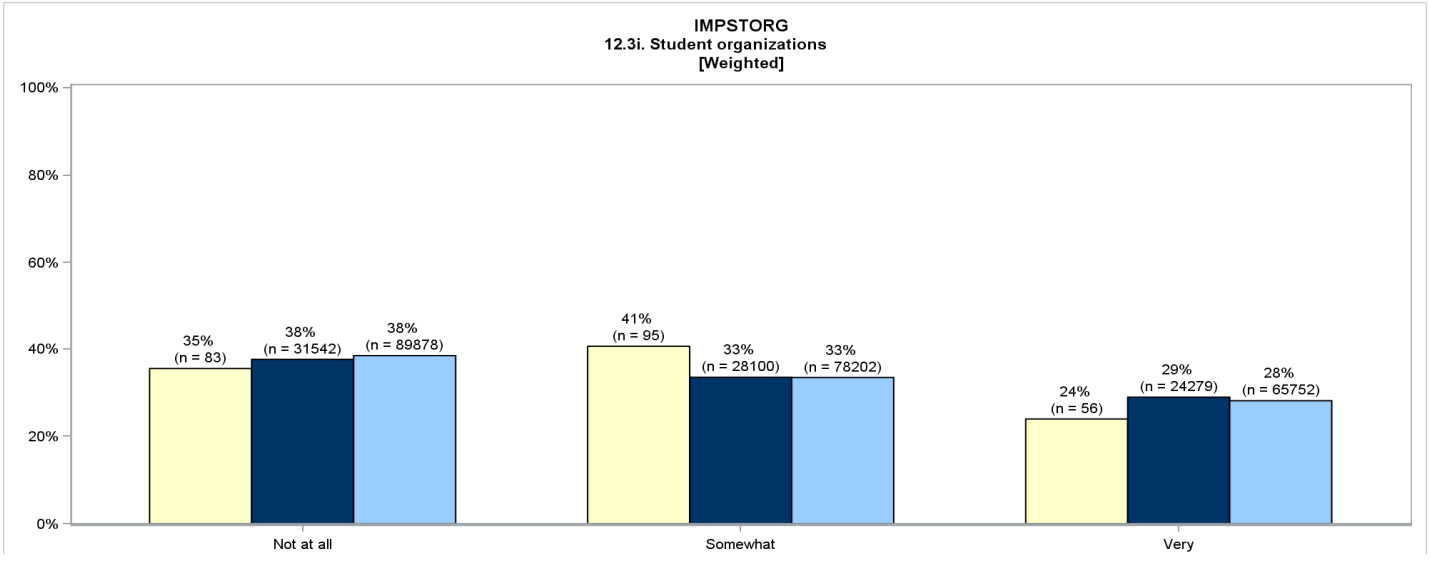

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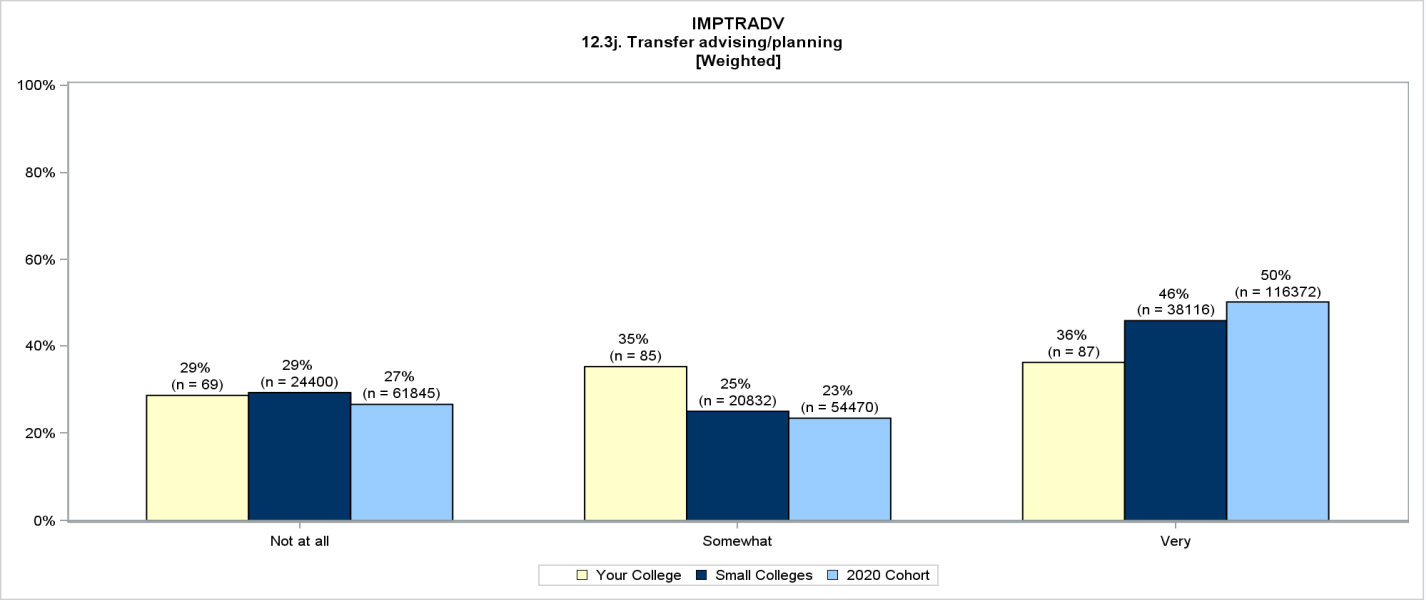

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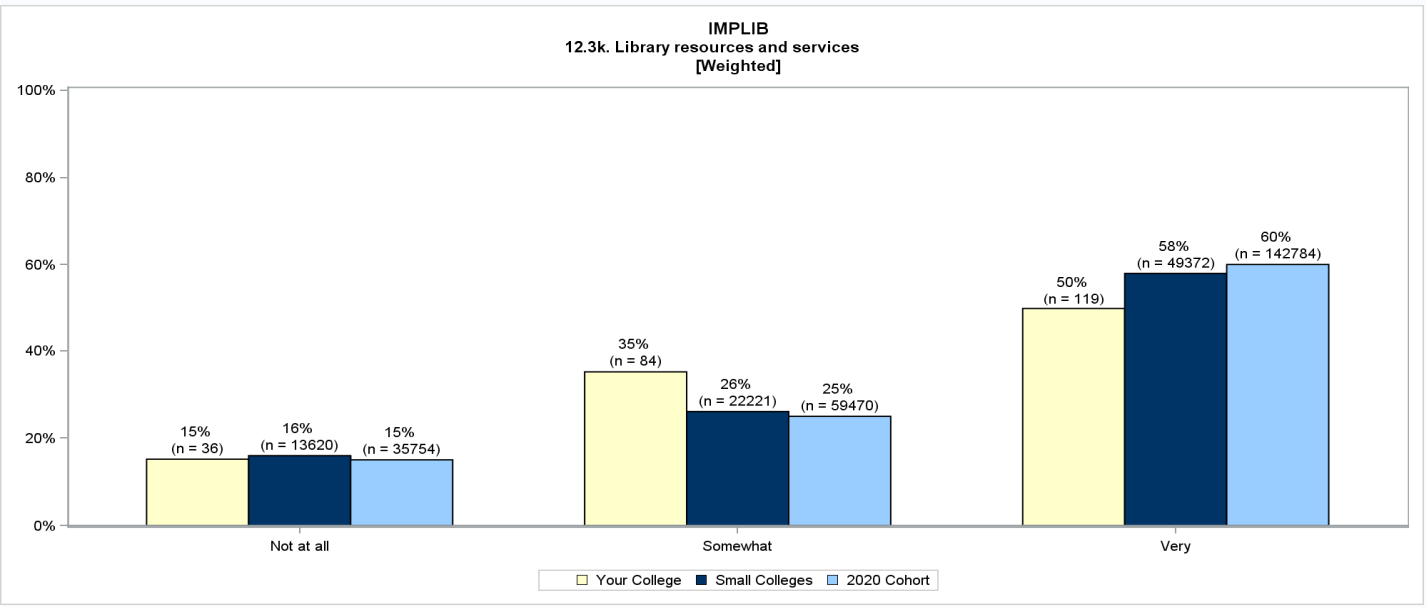

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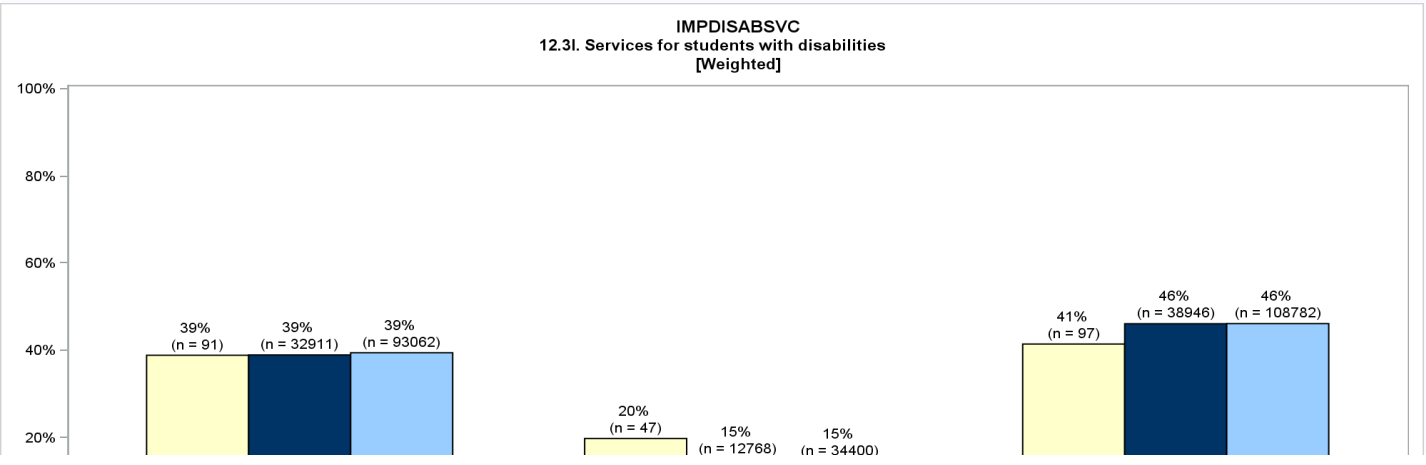

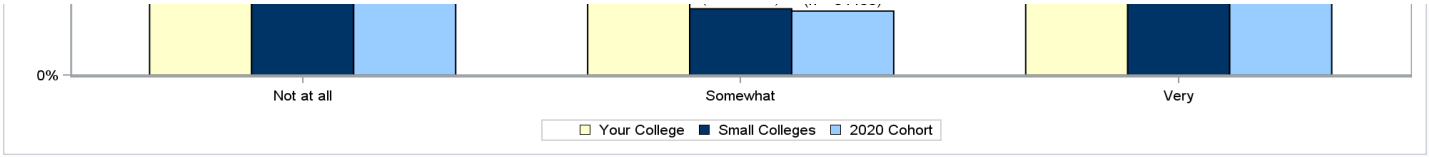

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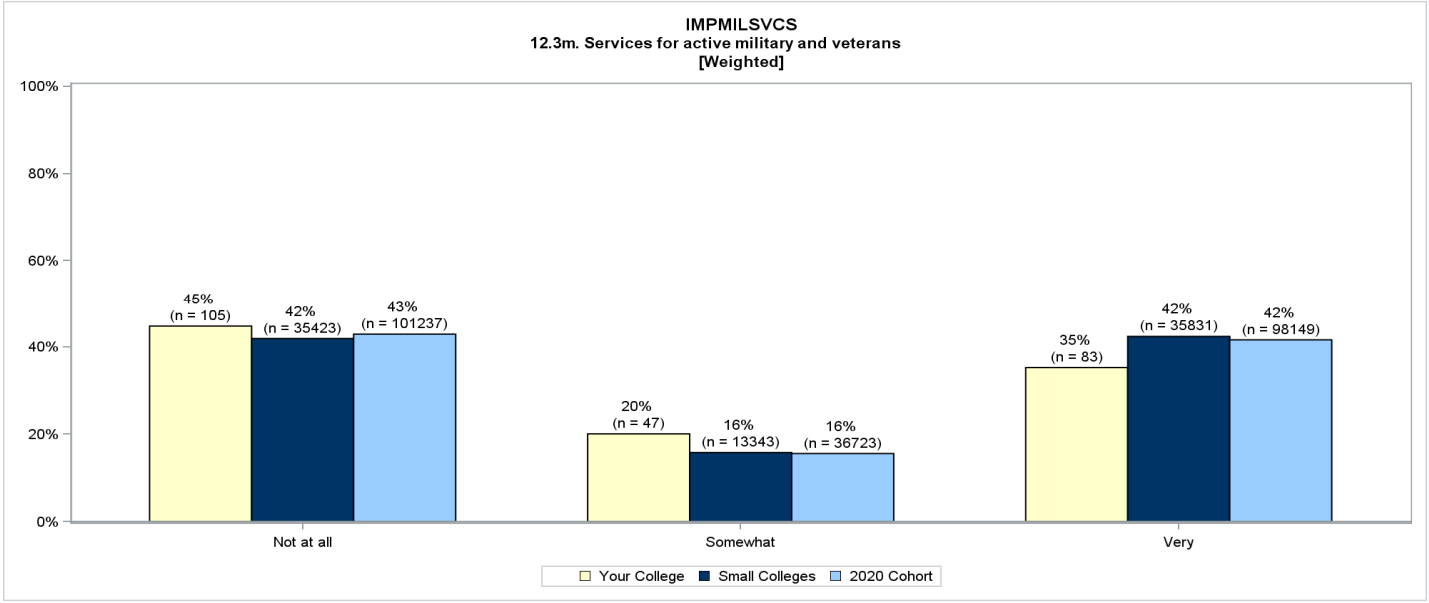

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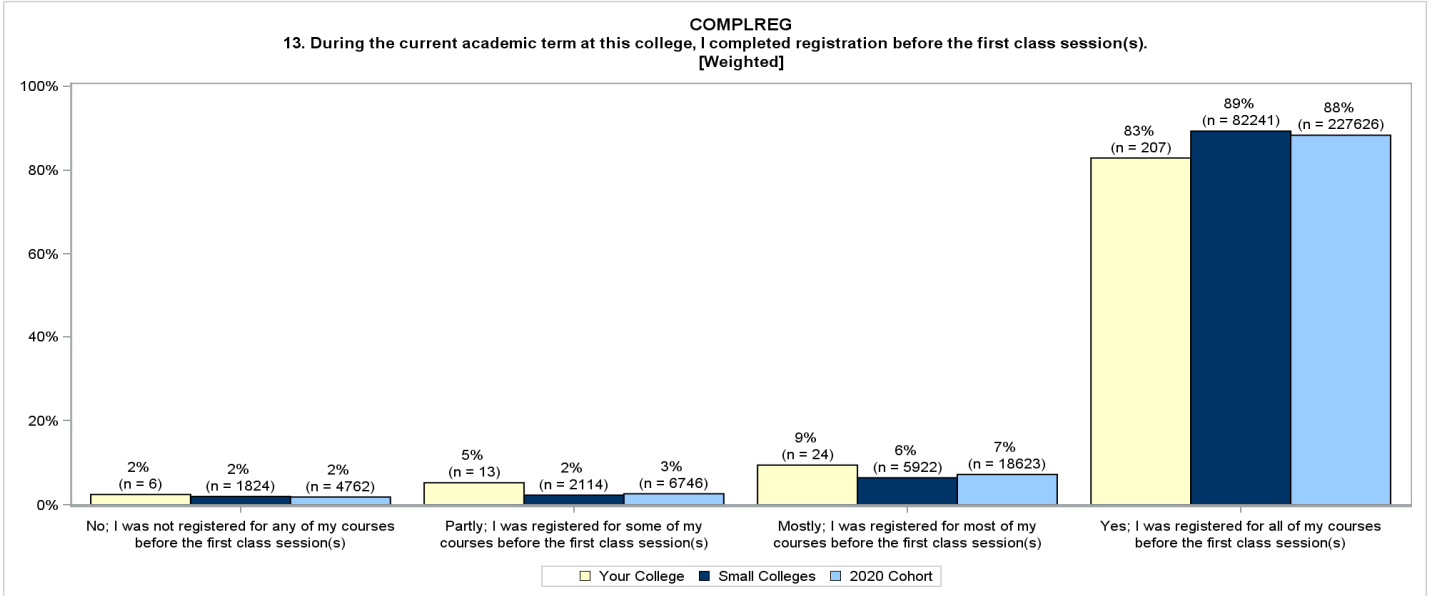

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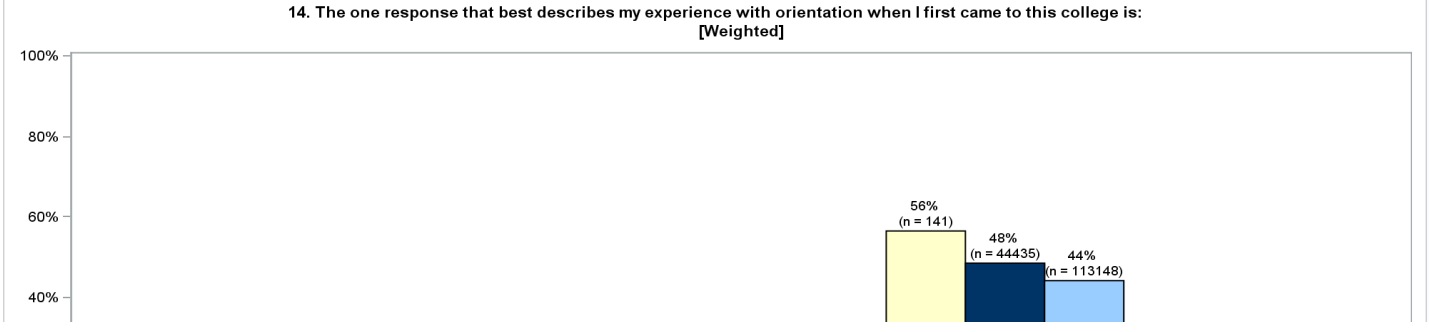
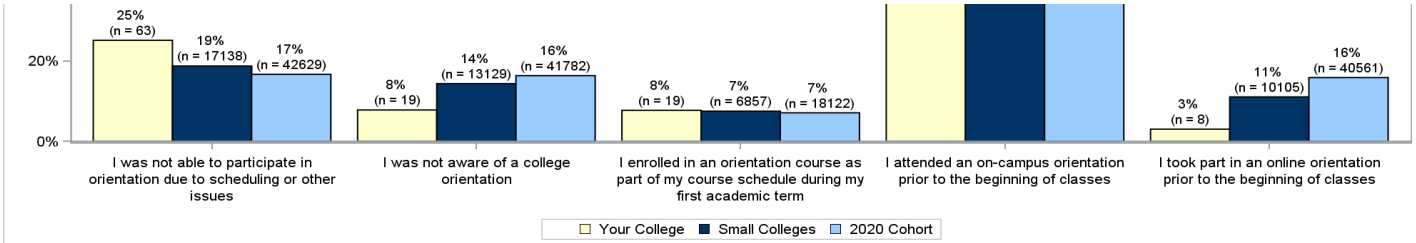
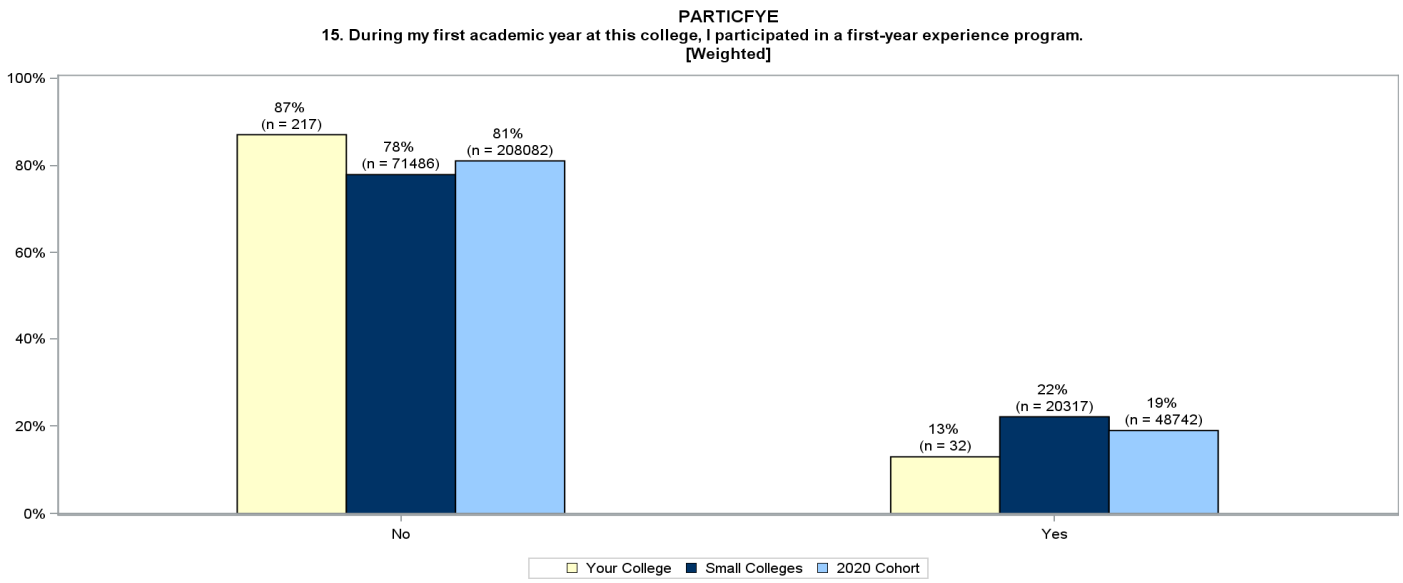




PARTICFYE



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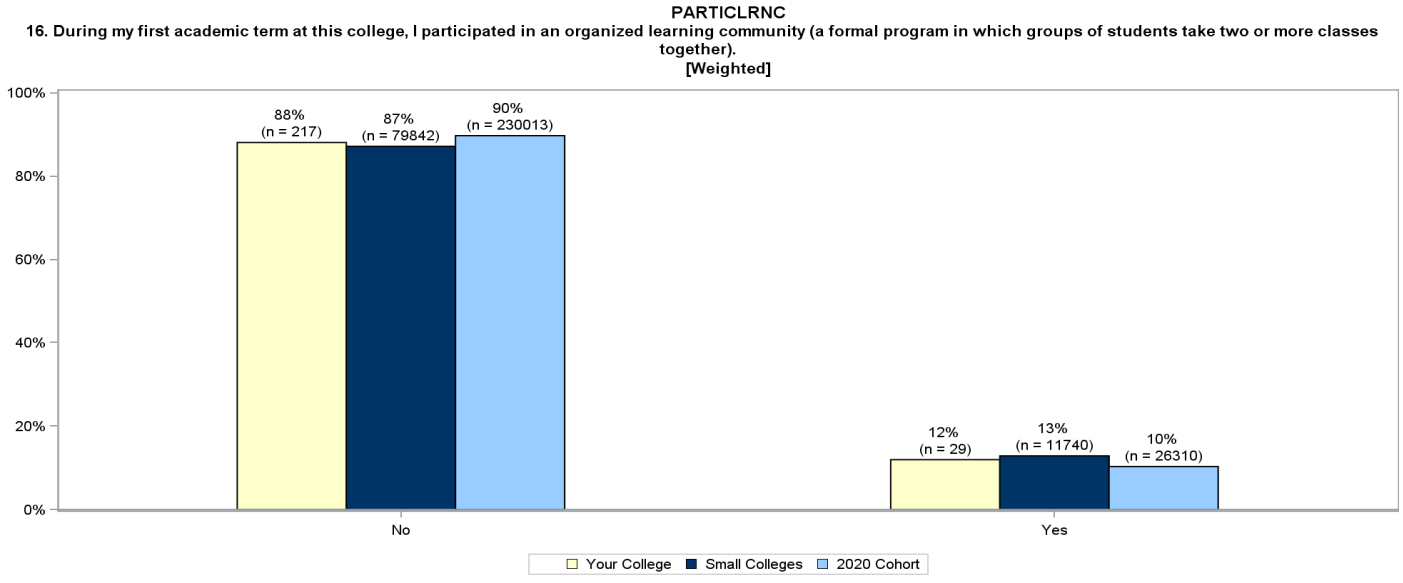

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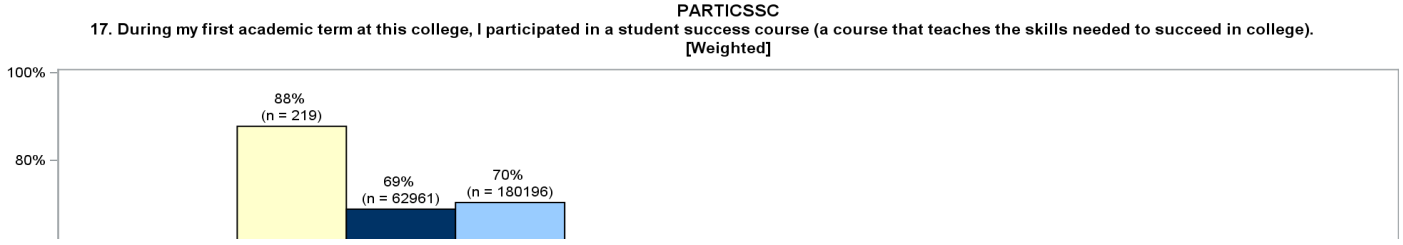
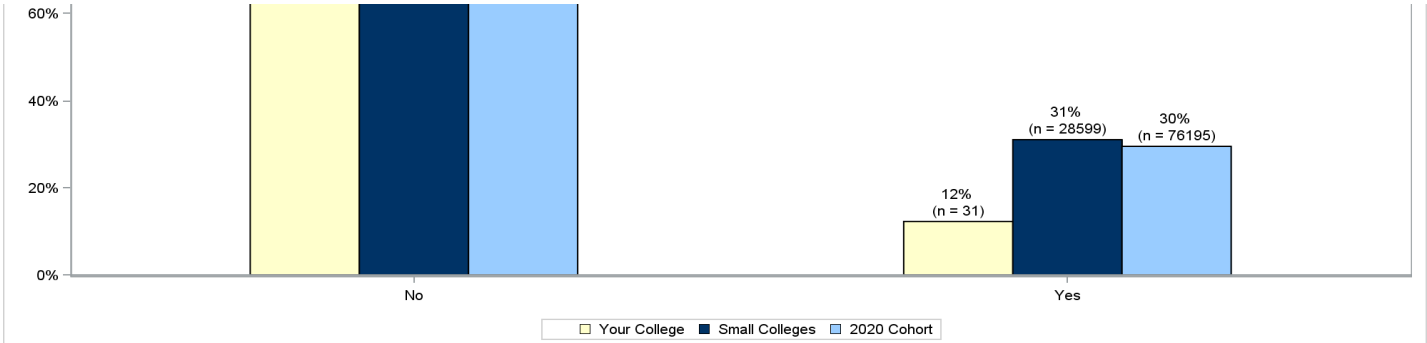
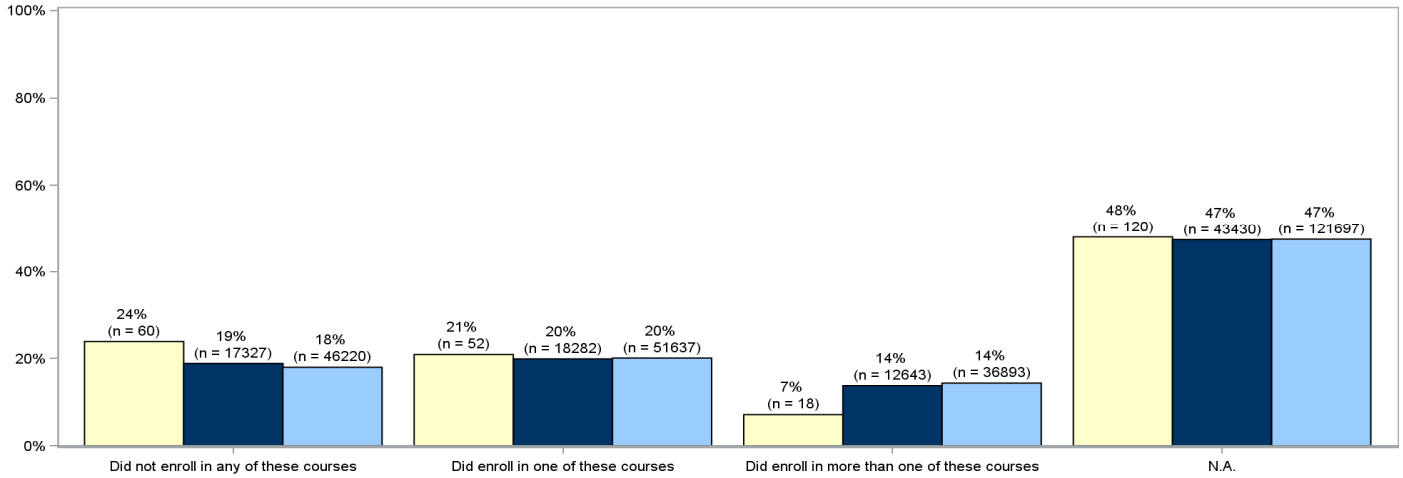




TOLDENRDEV

TOLDENRDEV

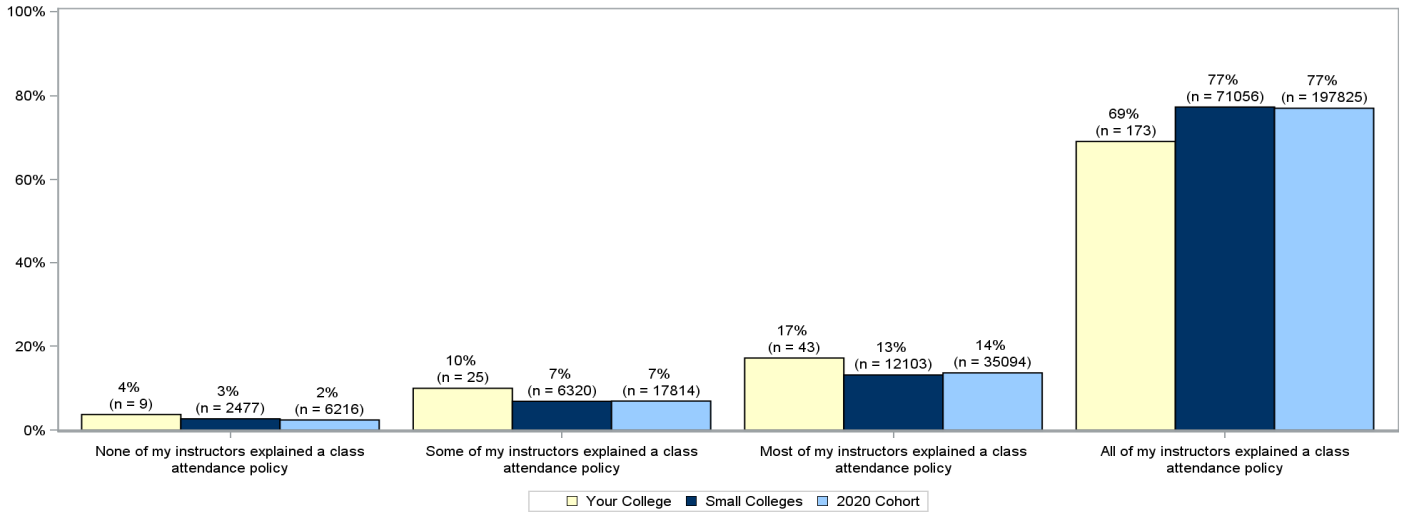
18. I was told that I should enroll in a developmental/remedial course (also referred to as Basic Skills, College Prep, etc.) in my first academic term at this college, and I... [Weighted]



ATTNDPOLICY

ATTNDPOLICY

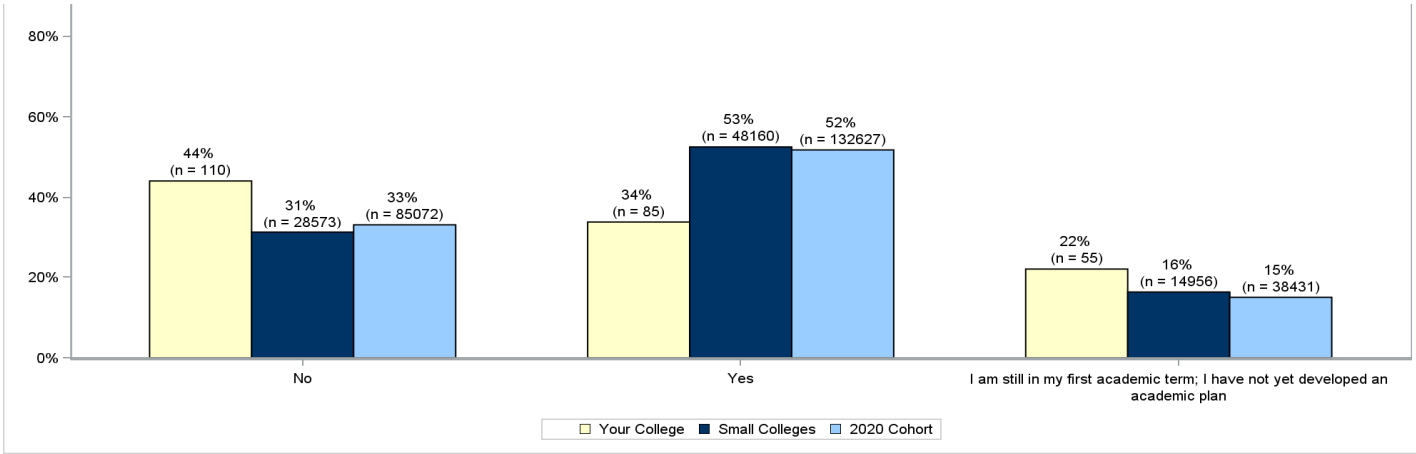
19. During the current academic term at this college, my instructors clearly explained a class attendance policy that specified how many classes I could miss without a penalty. [Weighted]



DEVACADPLN

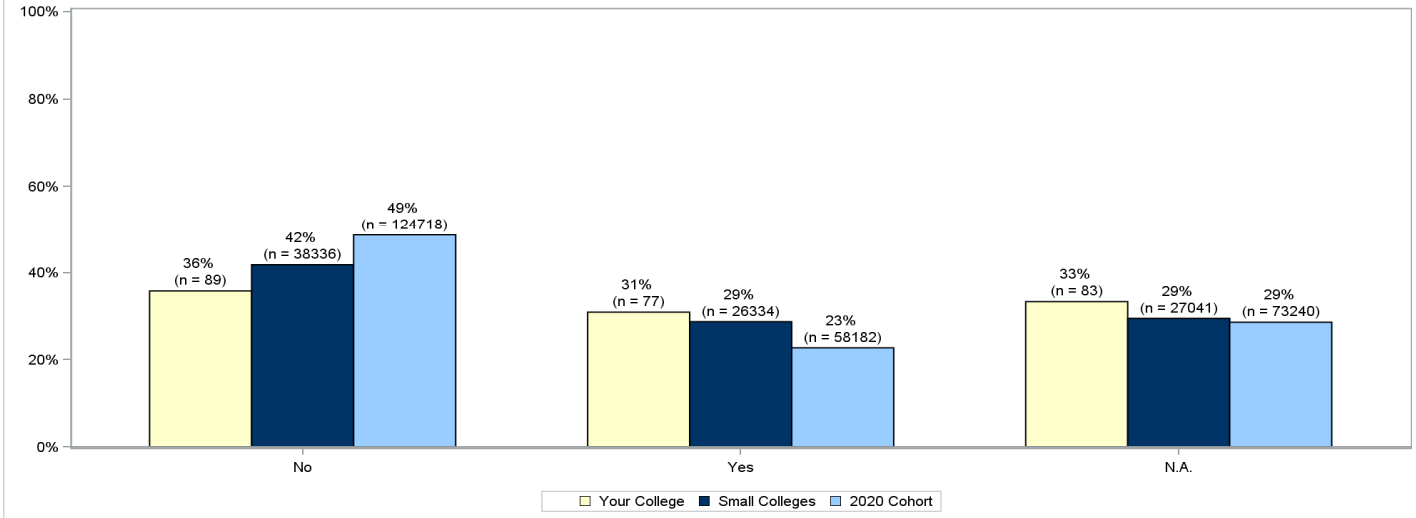
DEVACADPLN

20. Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university). [Weighted]



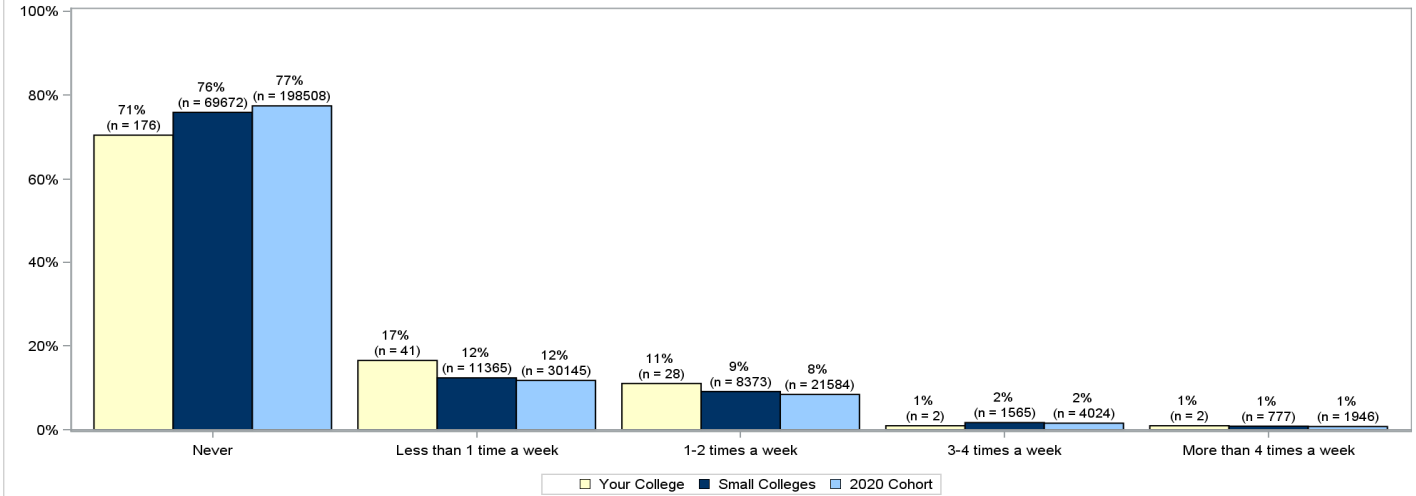
STRGLASSIST

STRGLASSIST
21. Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.
[Weighted]



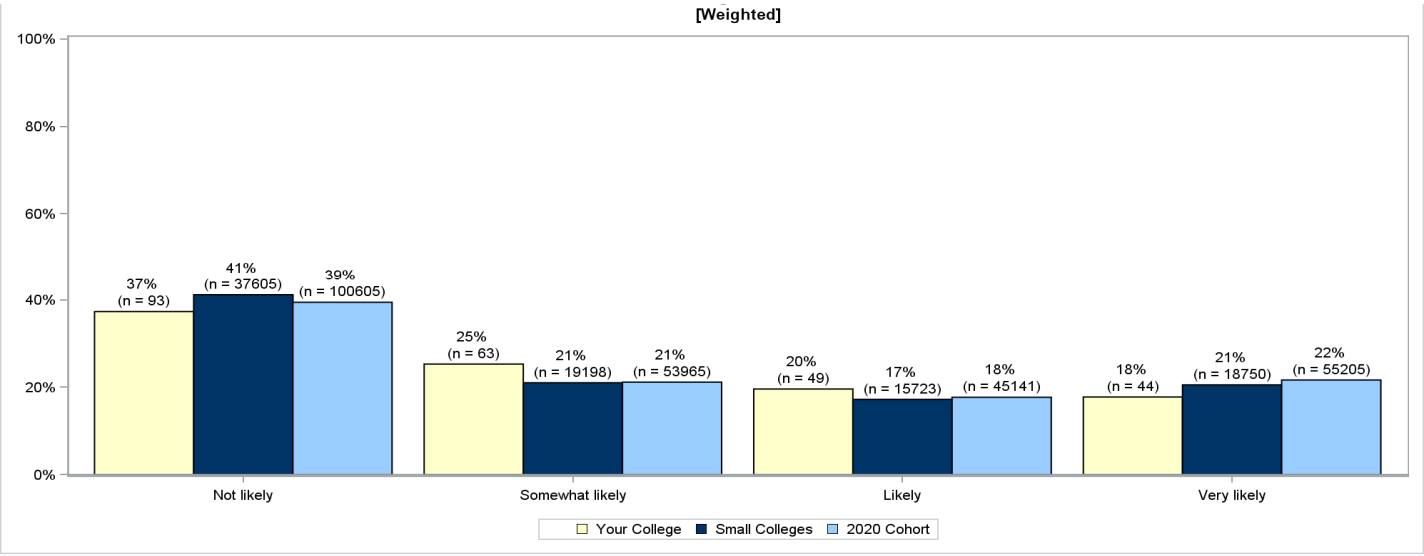
PARTICSI

PARTICSI
22. During the current academic year at this college, I have participated in supplemental instruction/supplemental learning (extra class sessions with the instructor or an experienced student).
[Weighted]



WRKFULL

WRKFULL
23a. Working full-time



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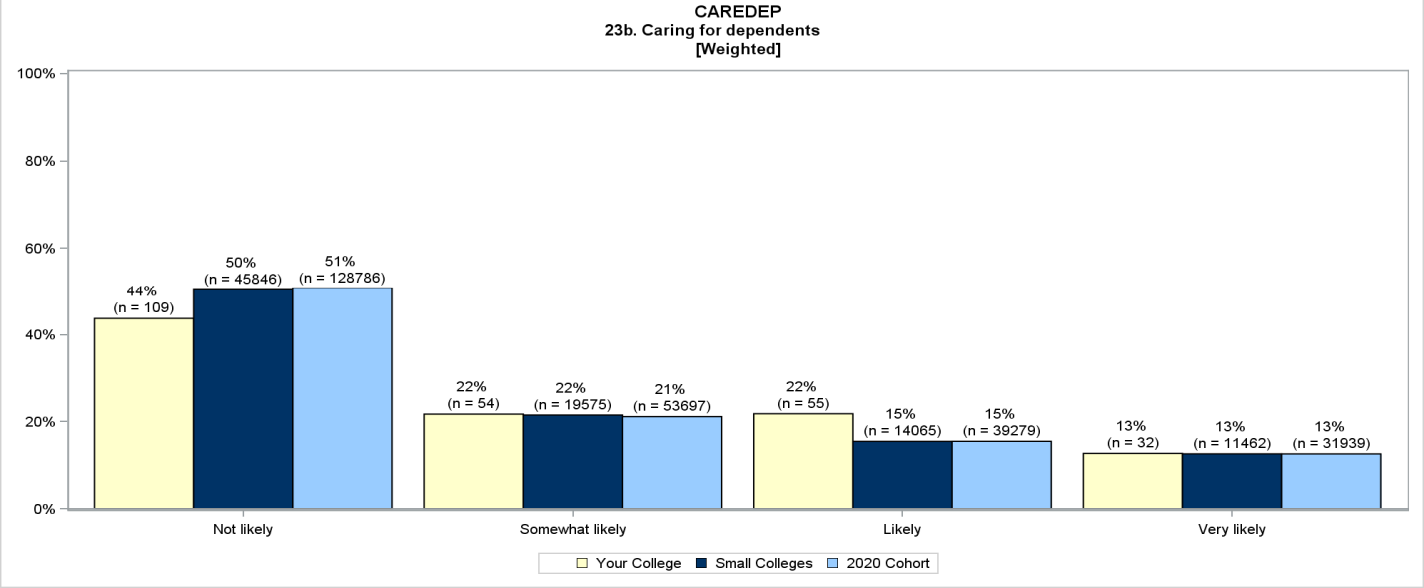

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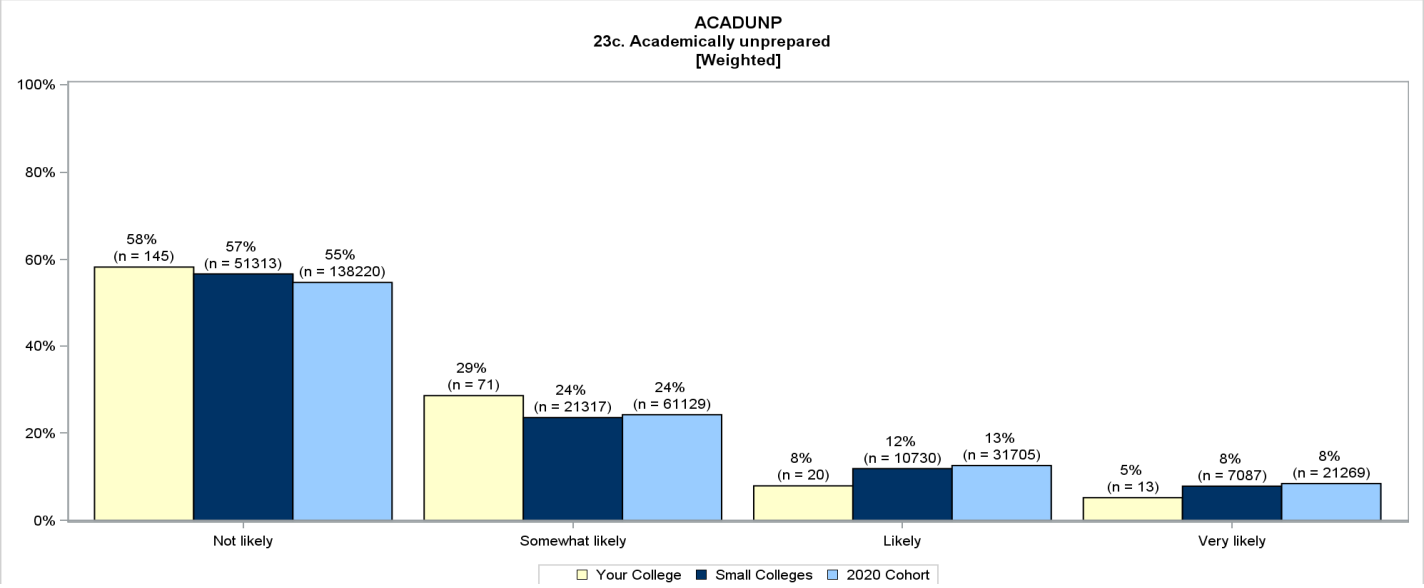

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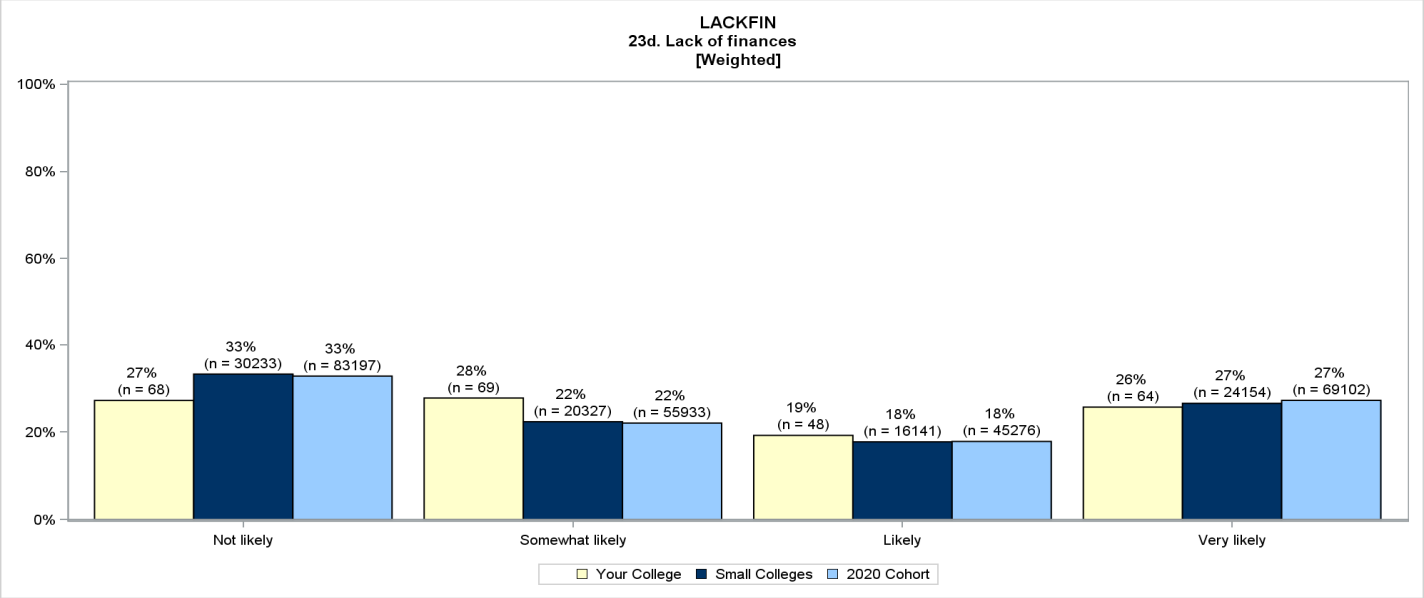

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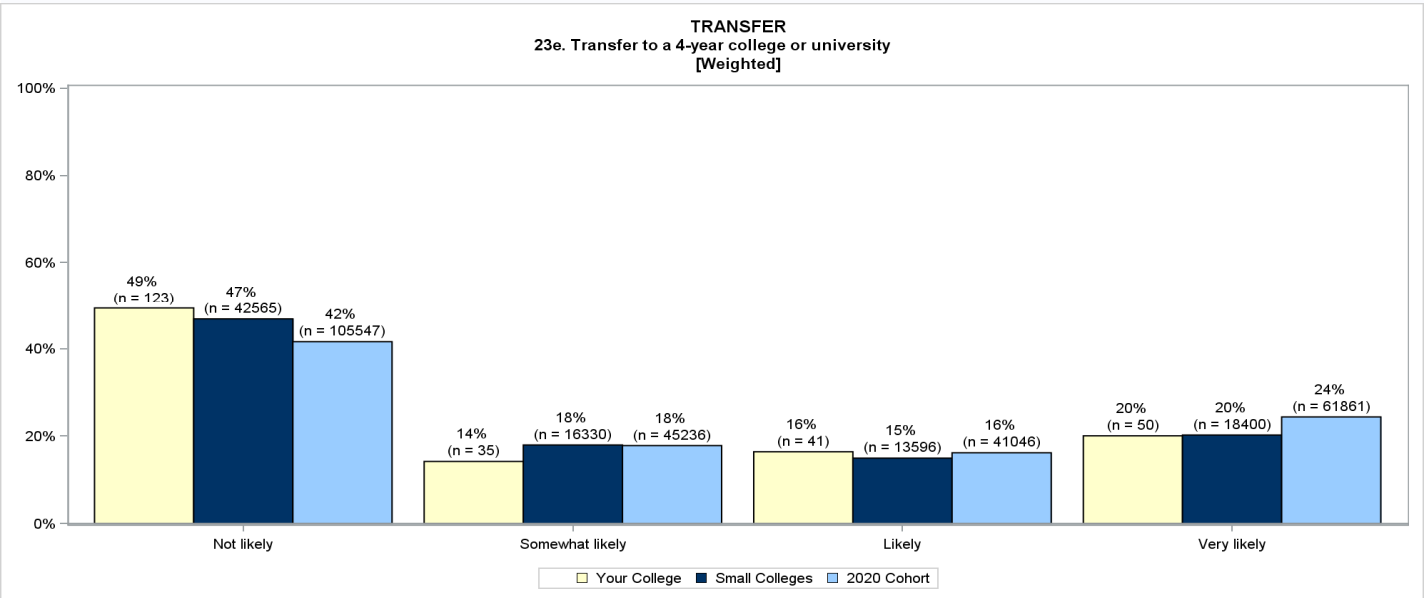

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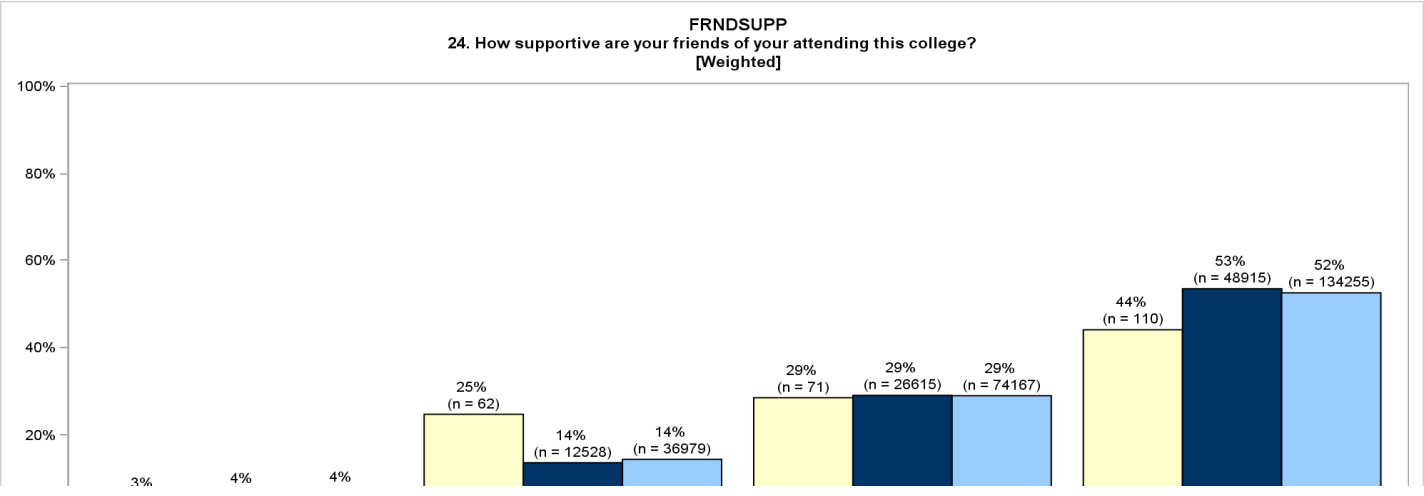

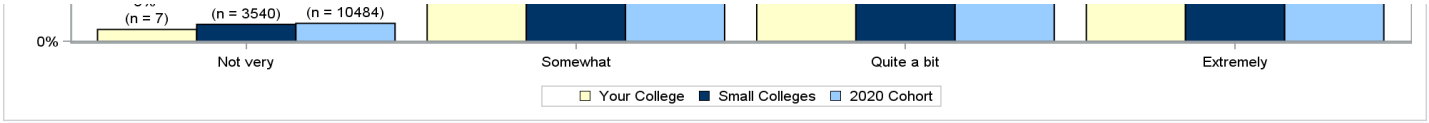

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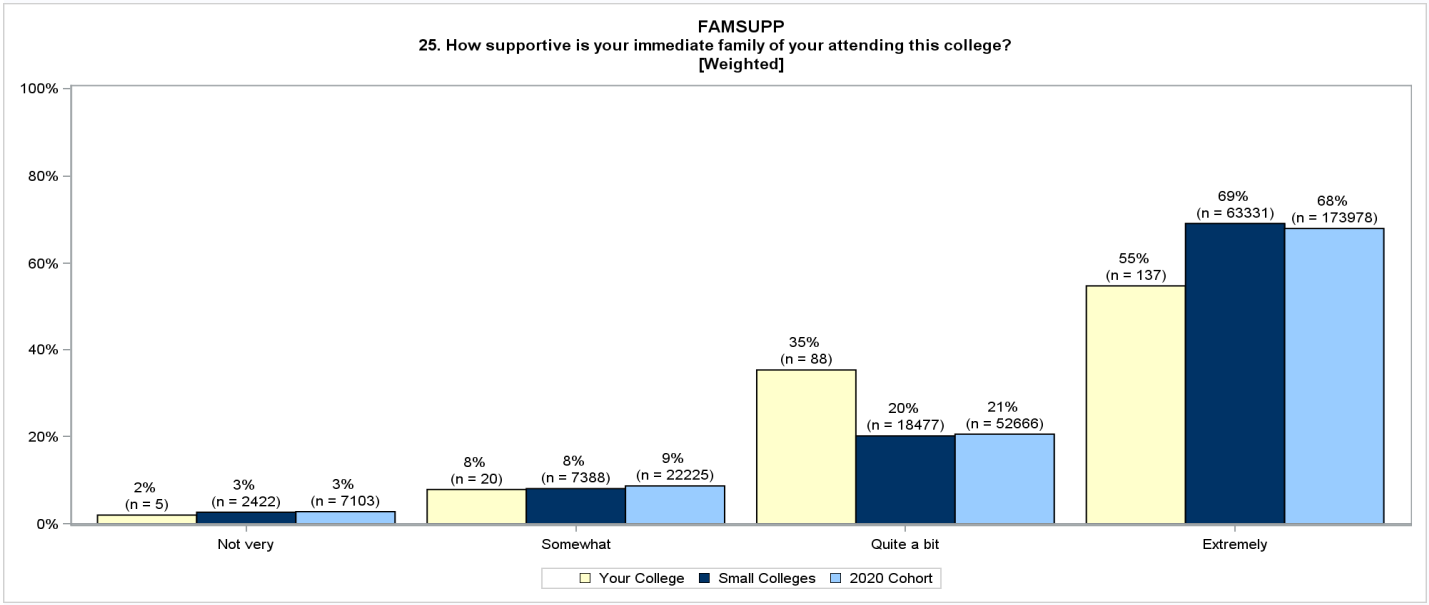

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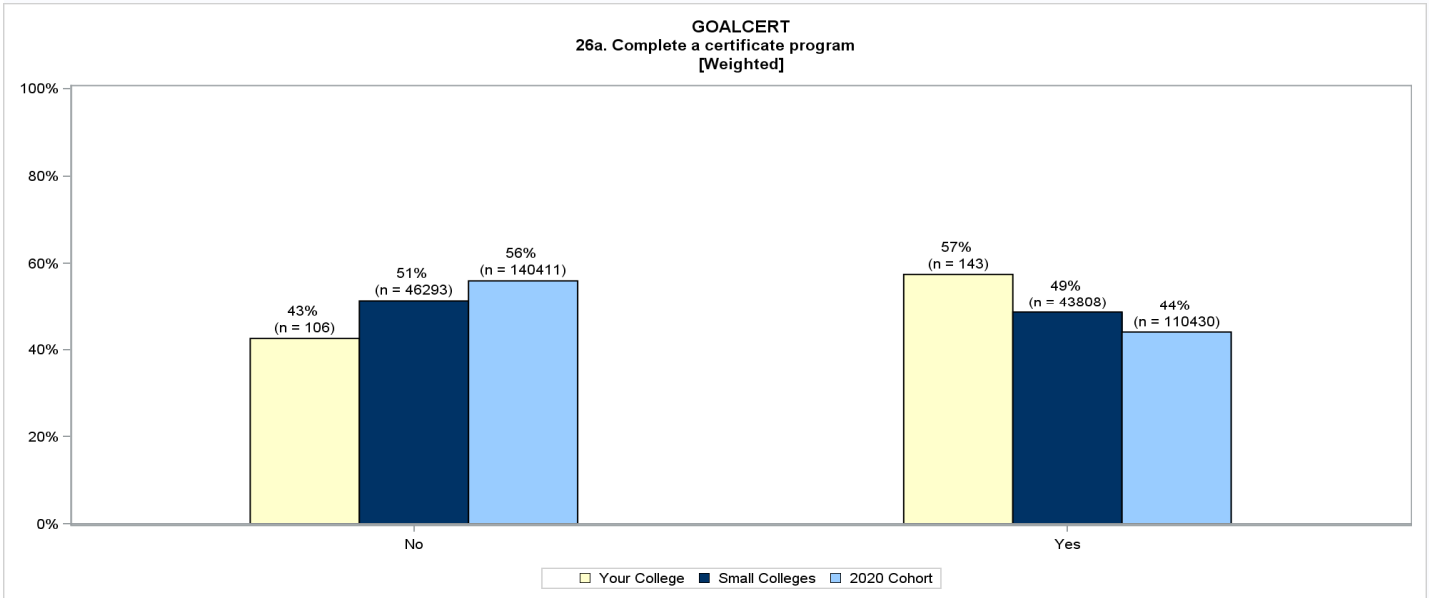

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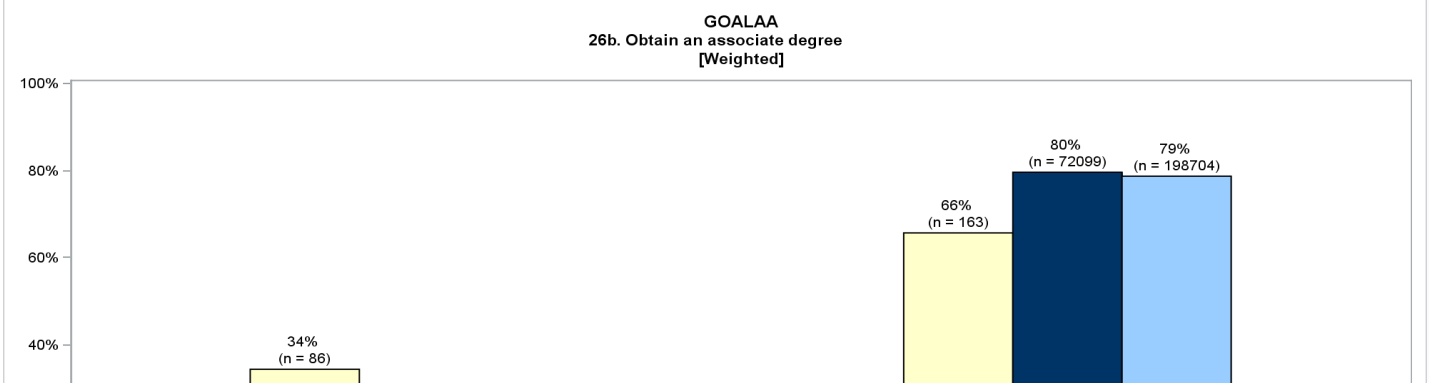

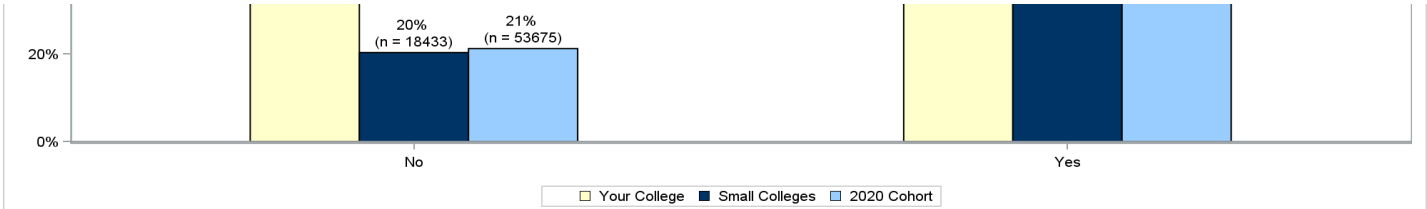

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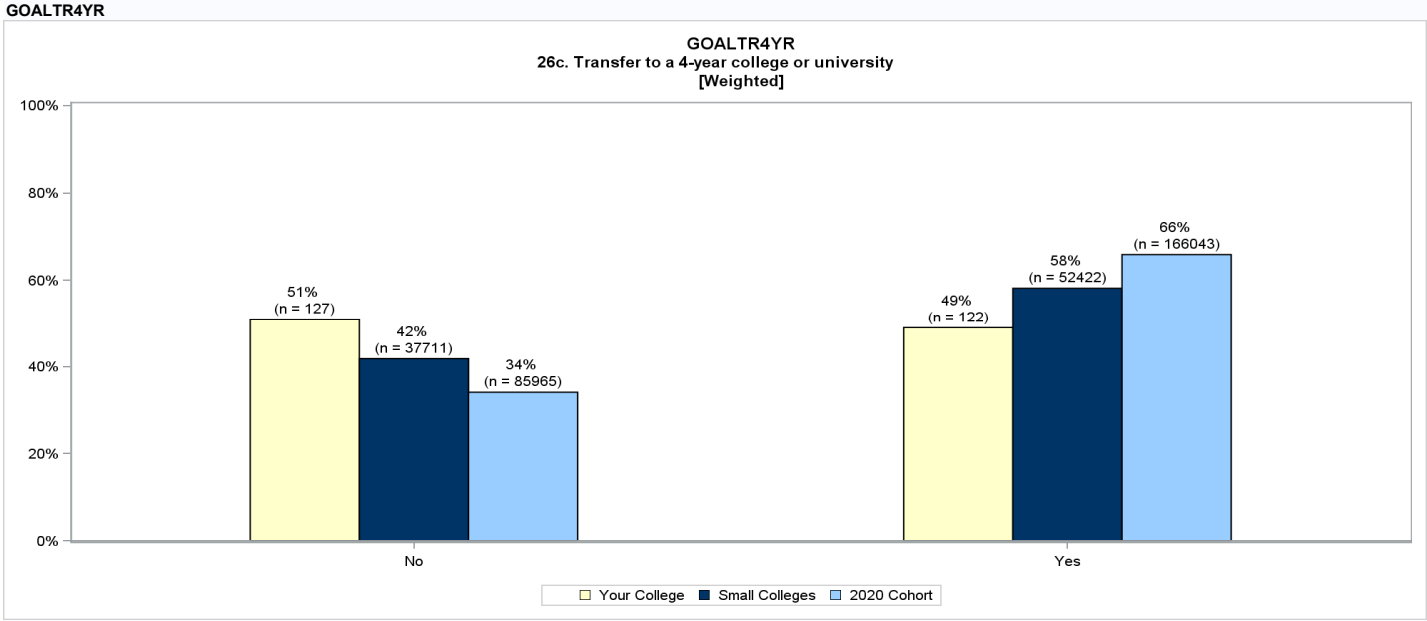

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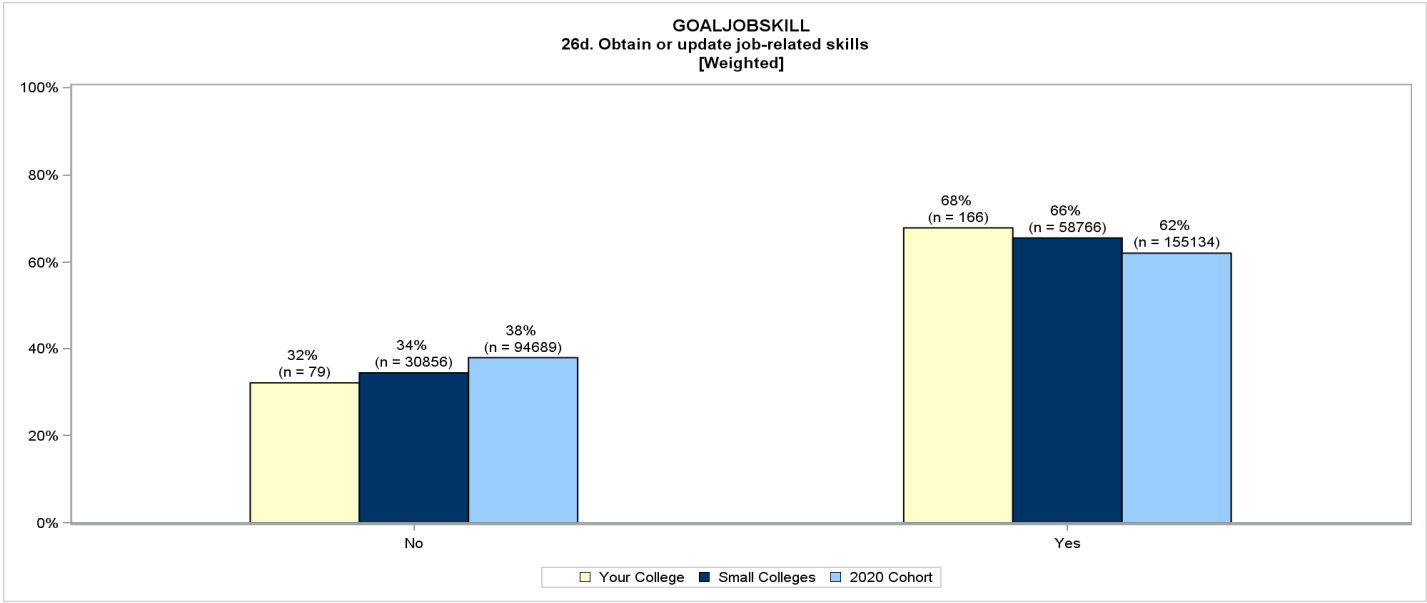

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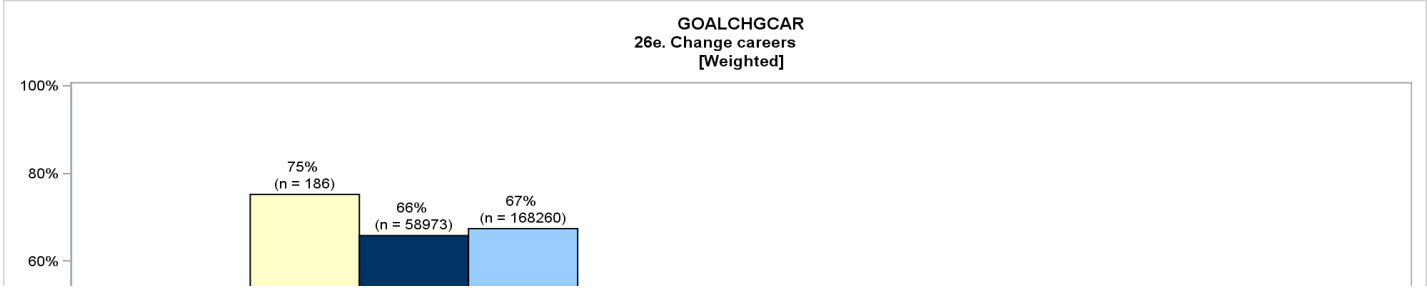

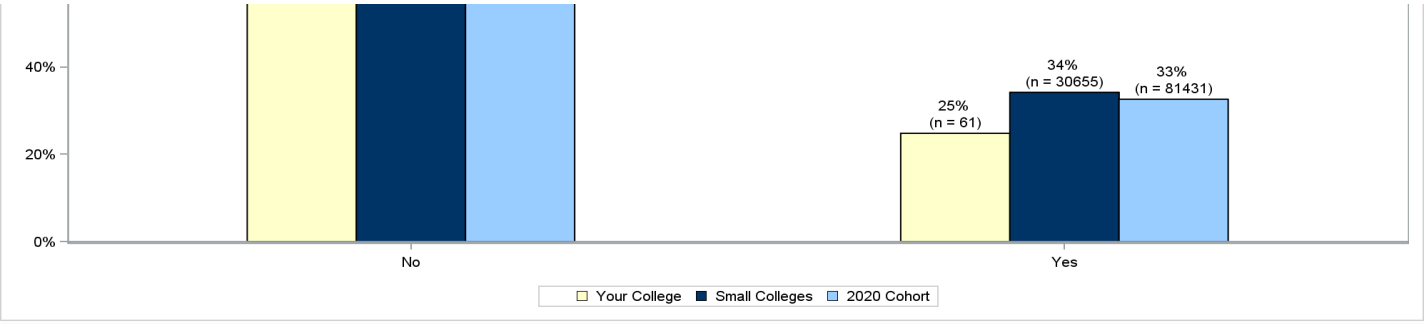

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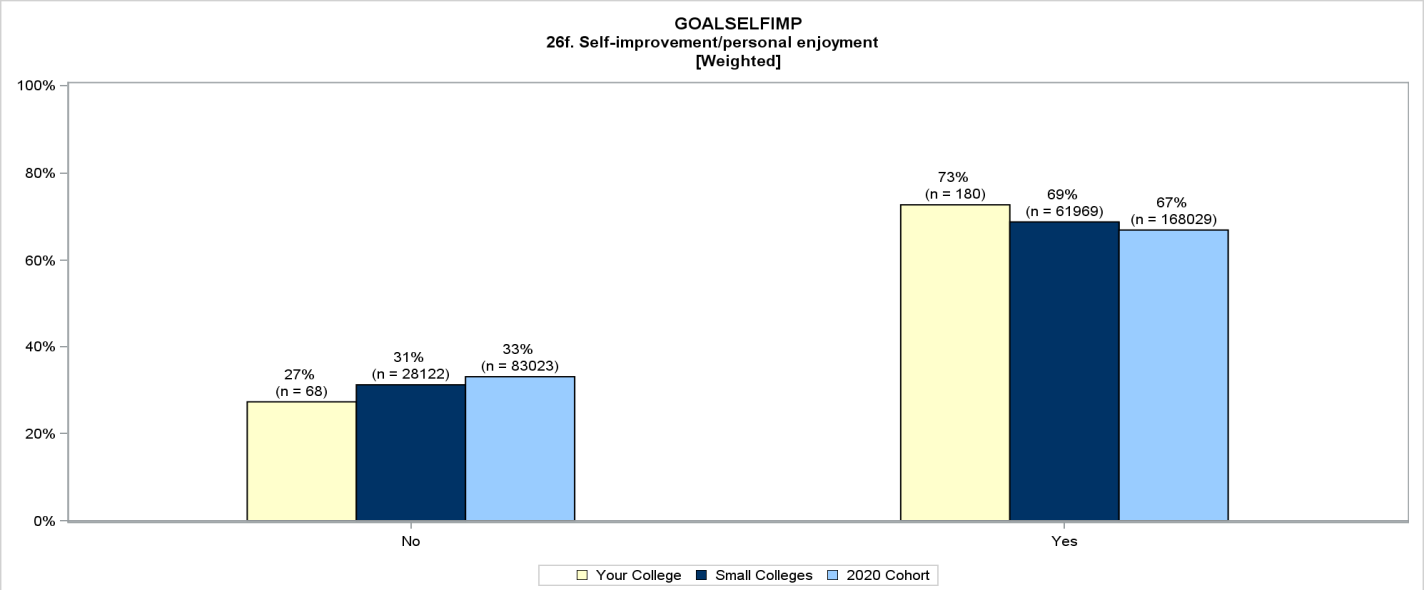

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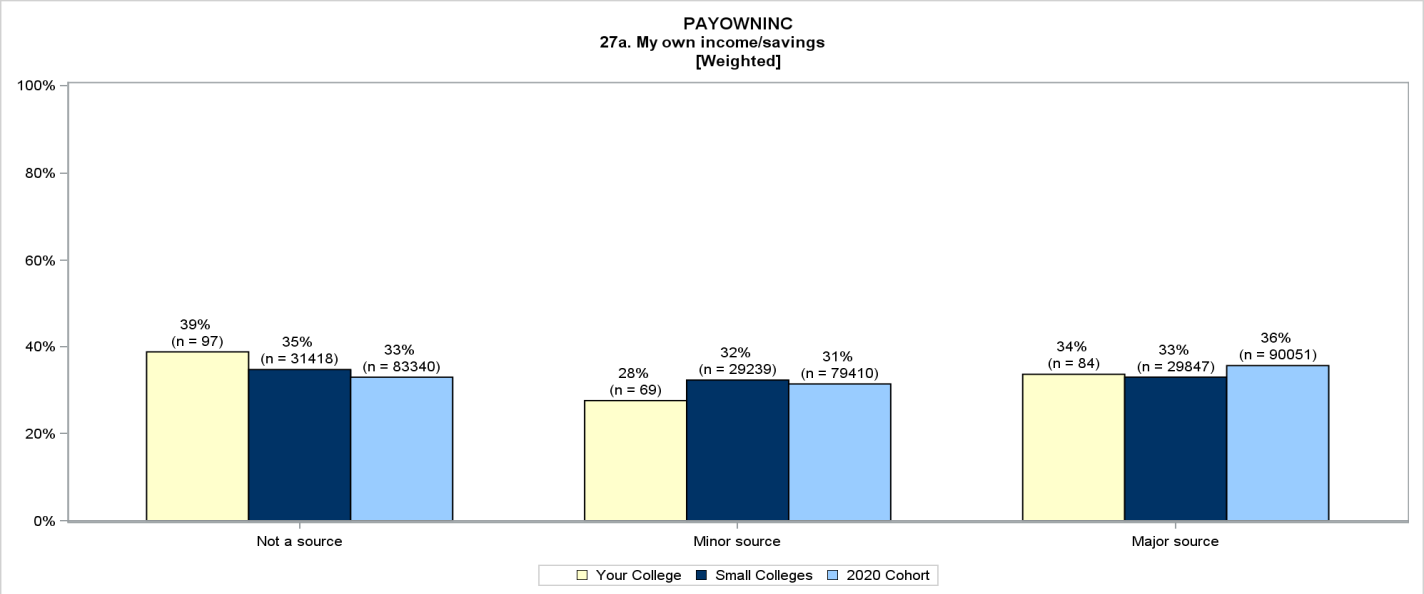

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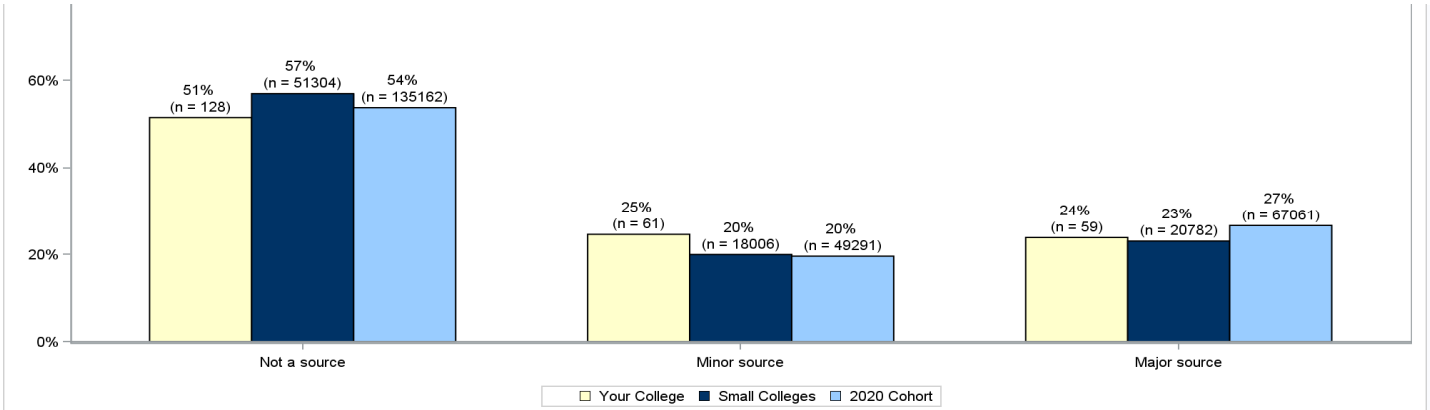

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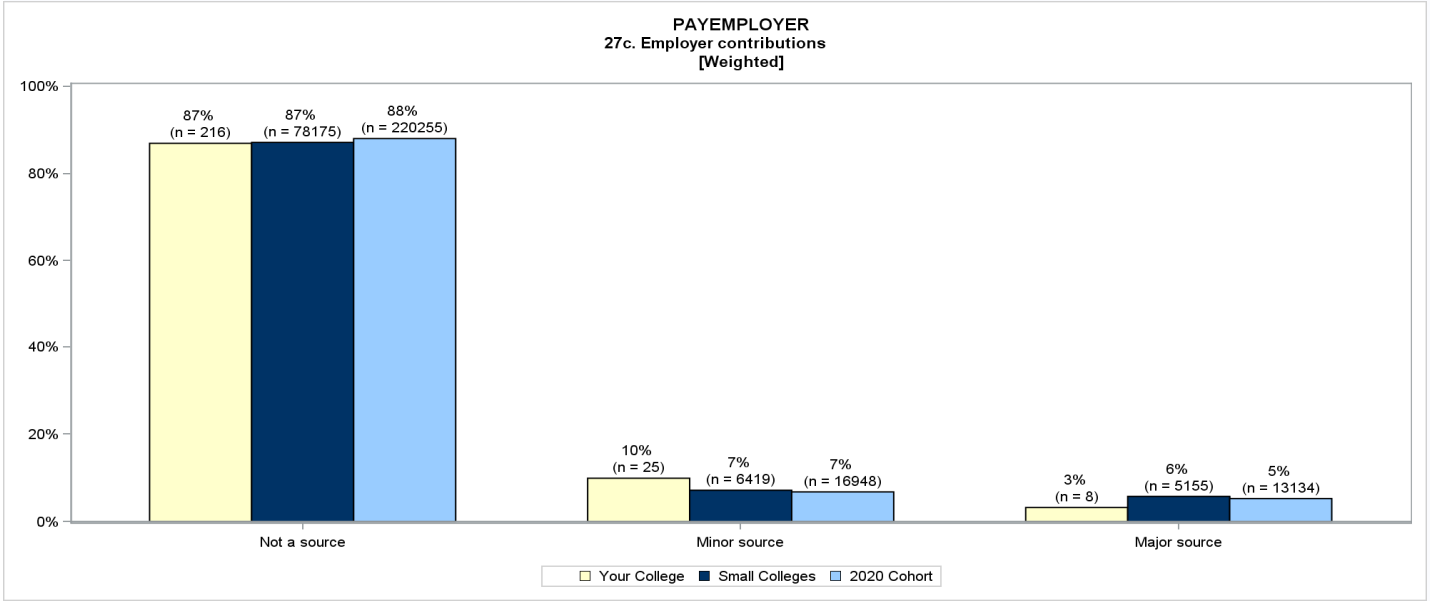

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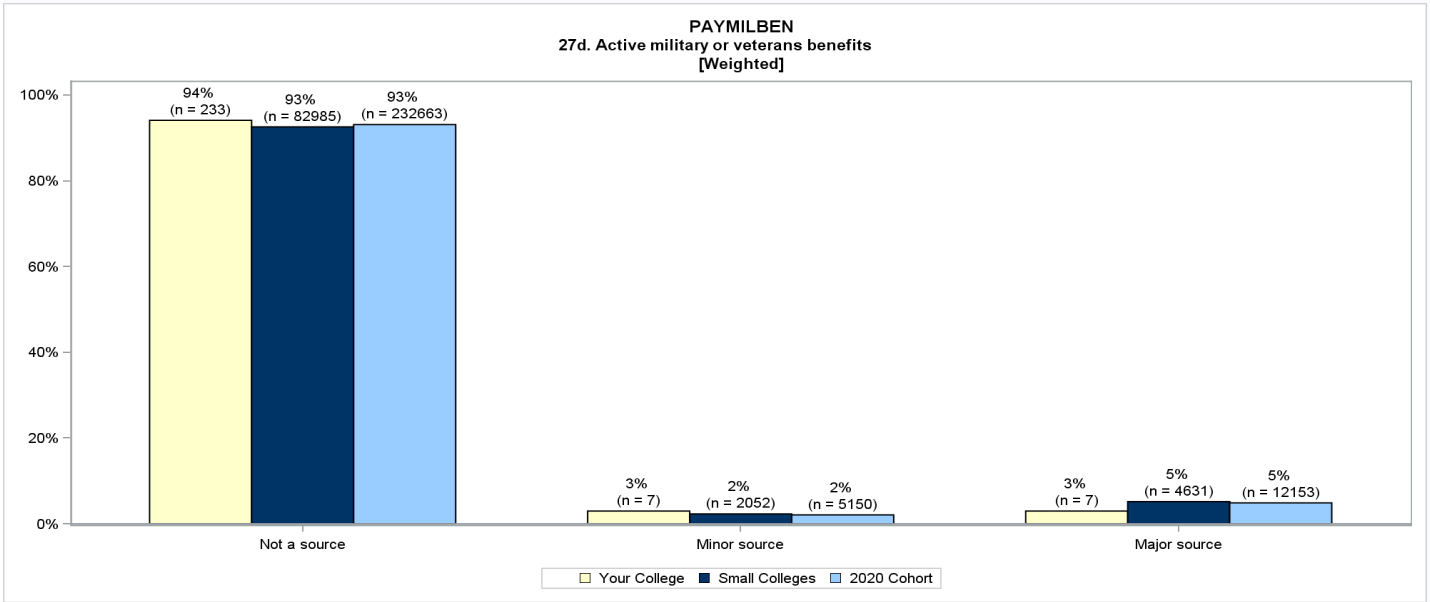

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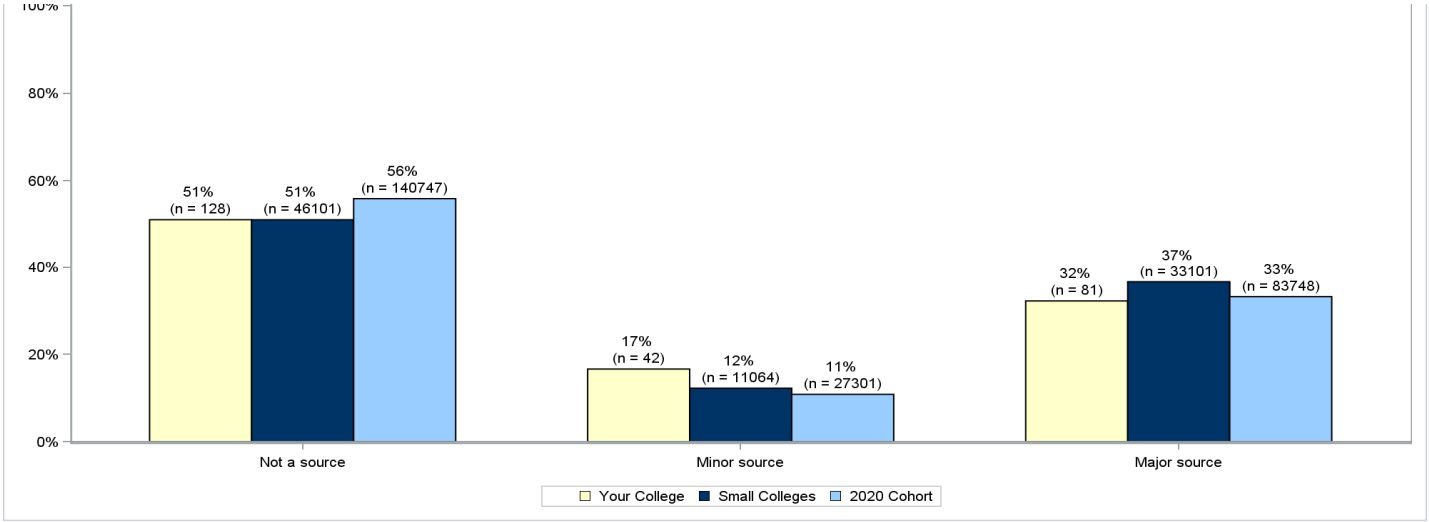

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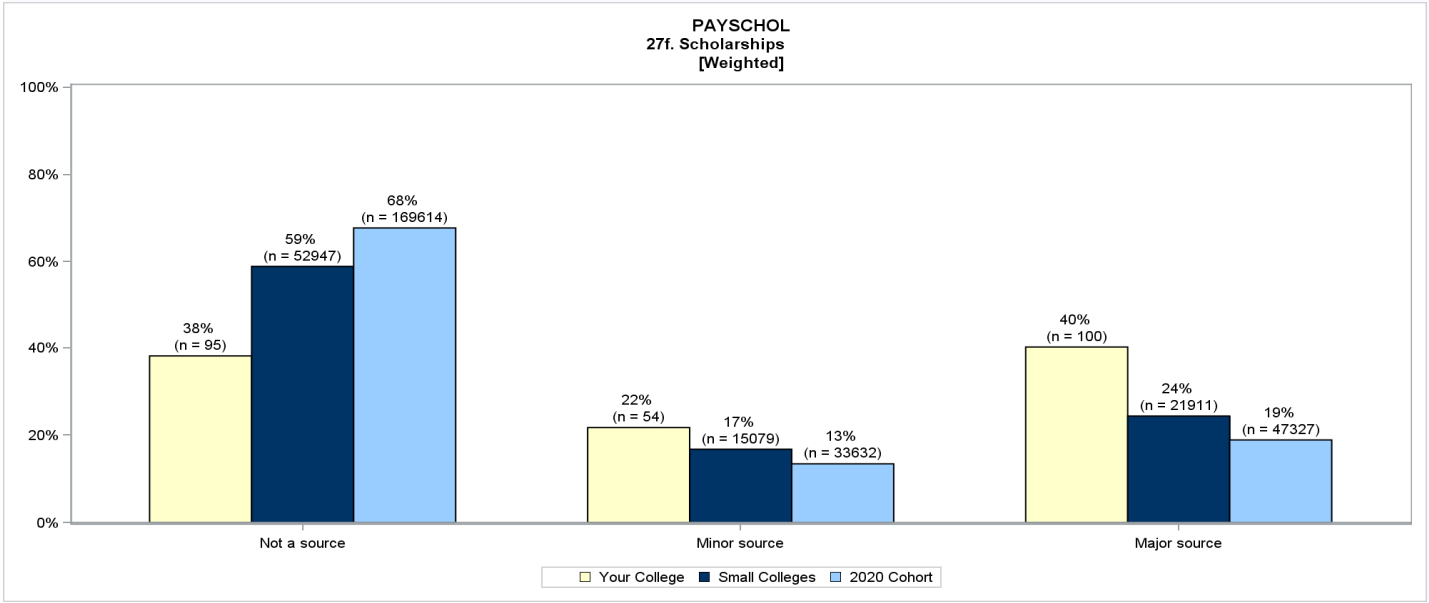

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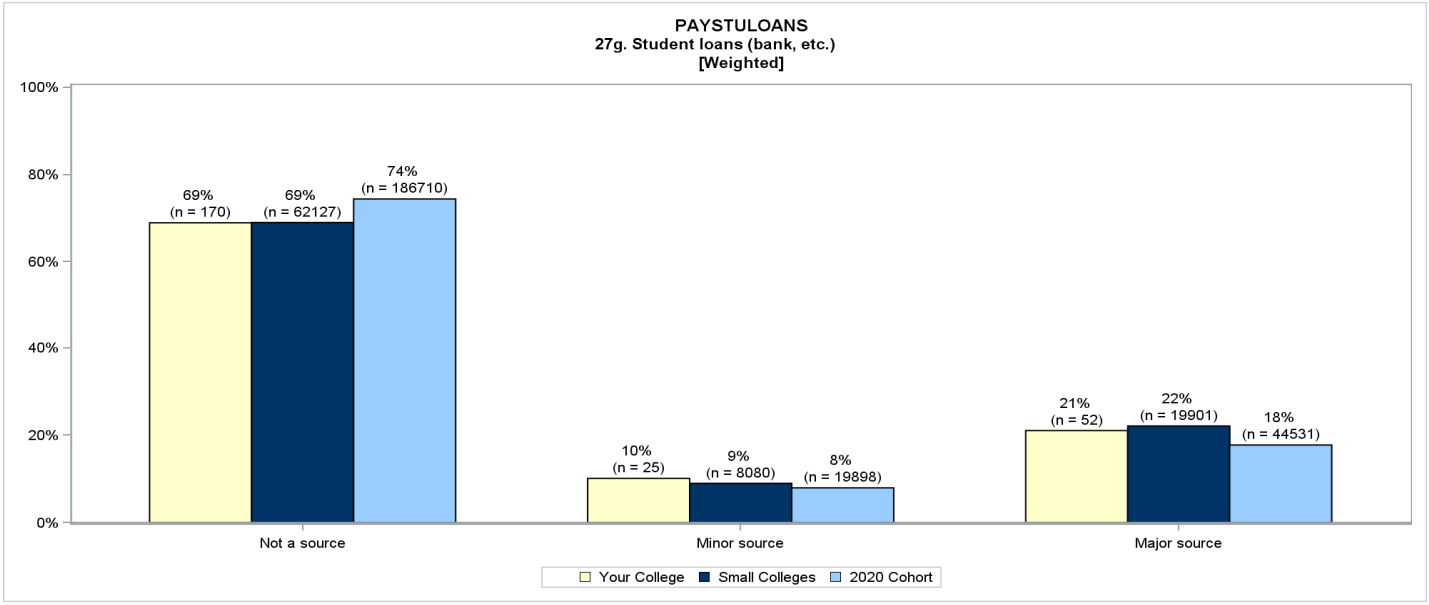

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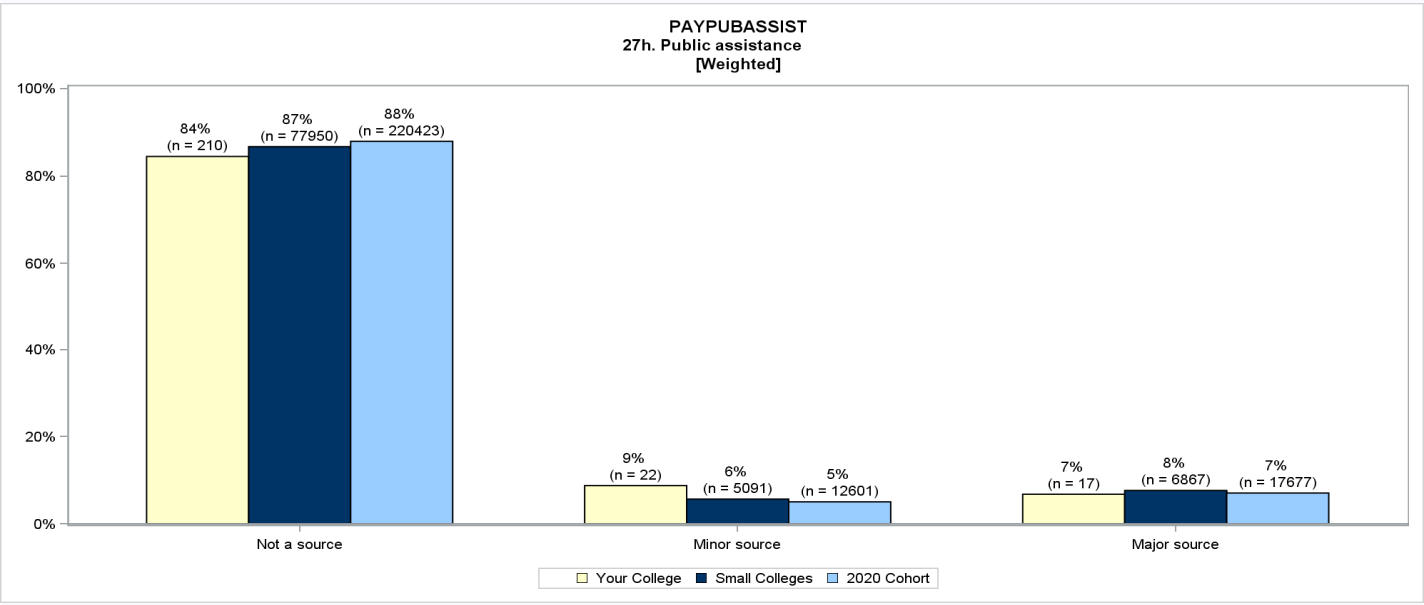

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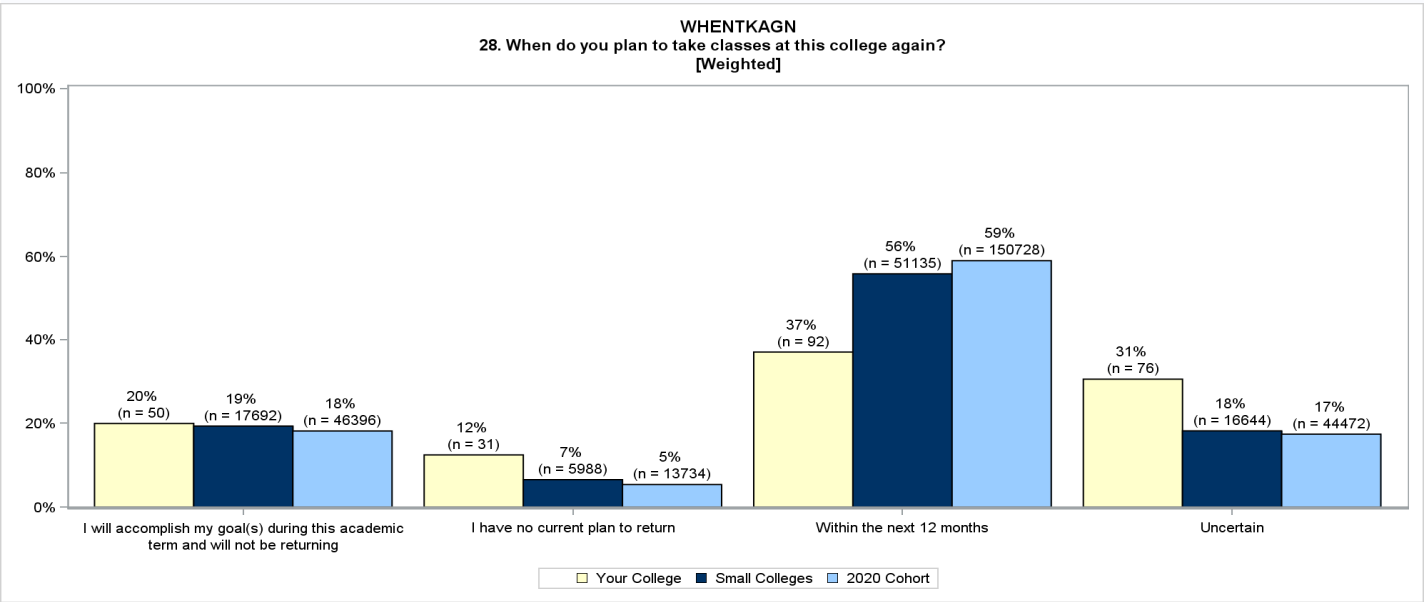

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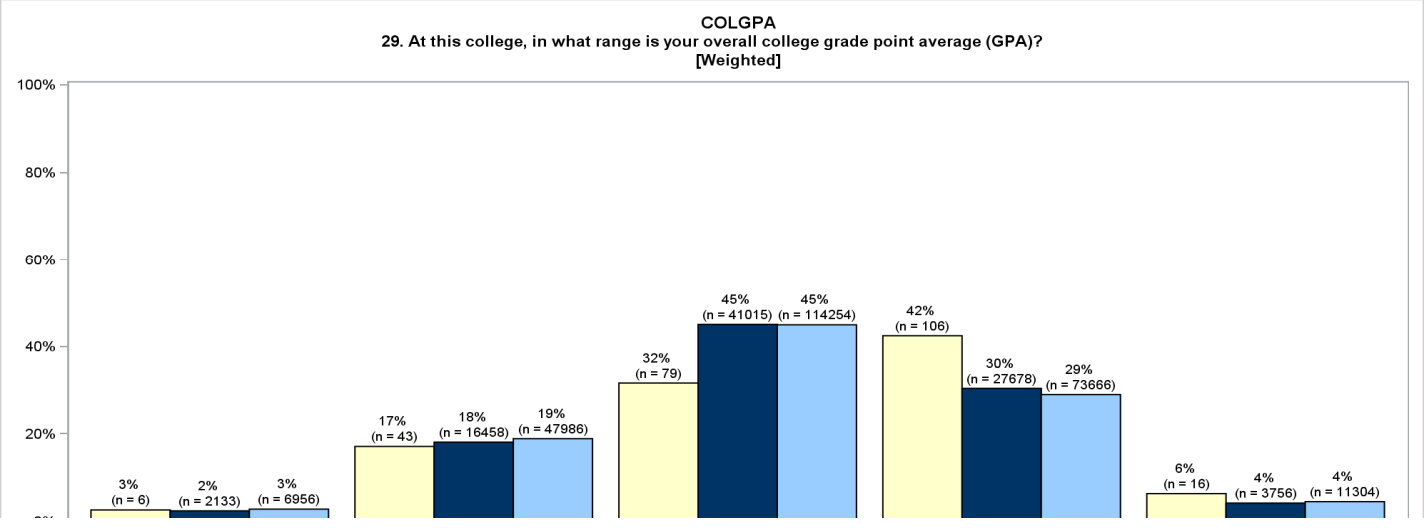

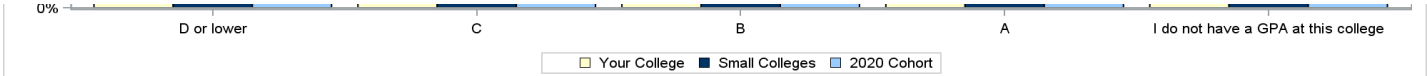

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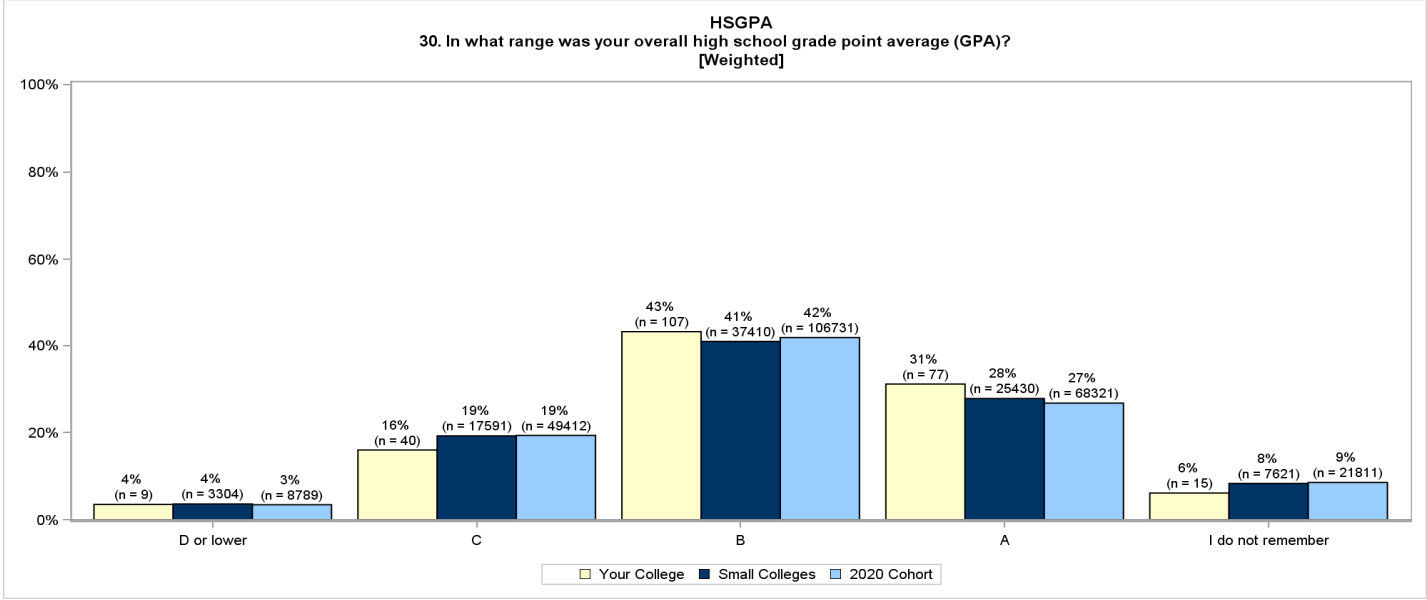

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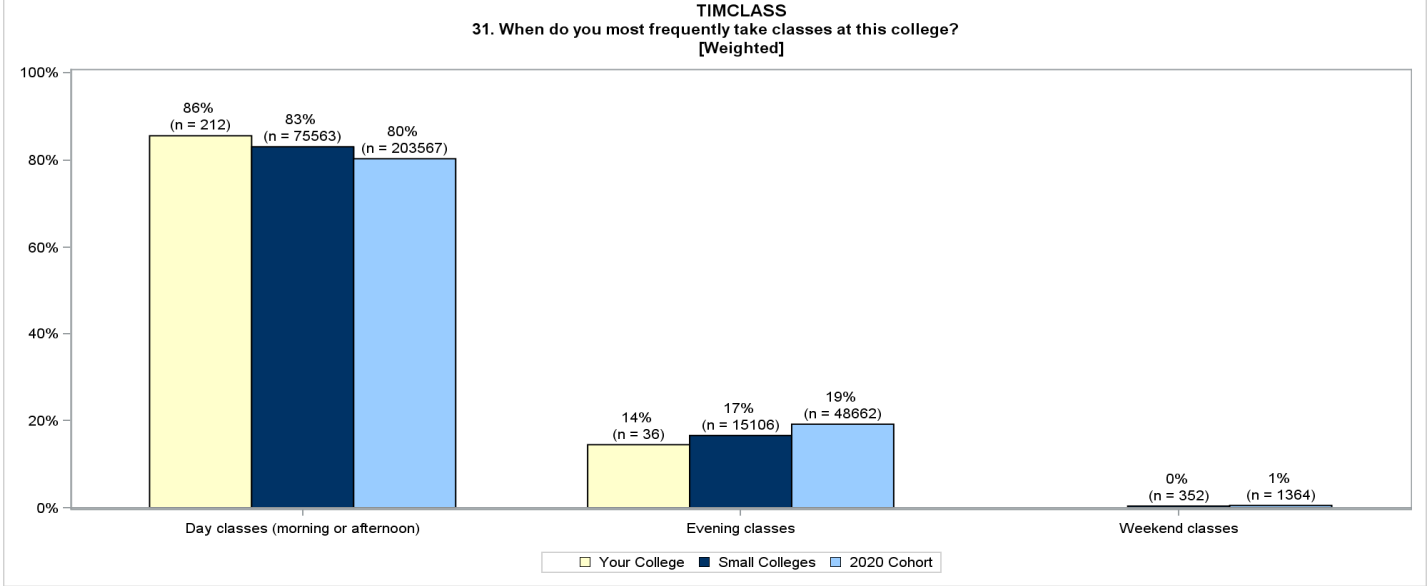

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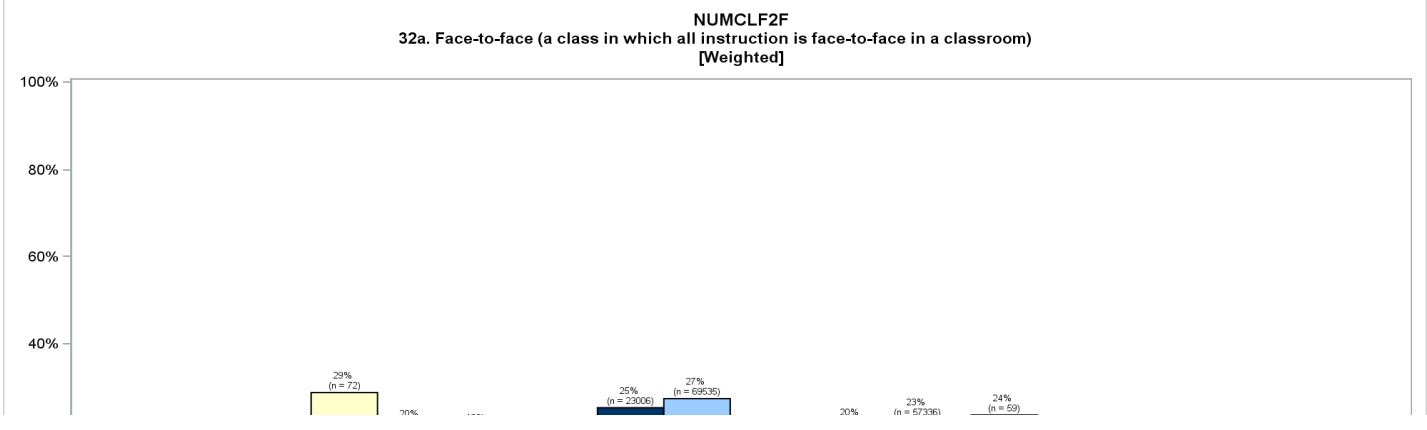

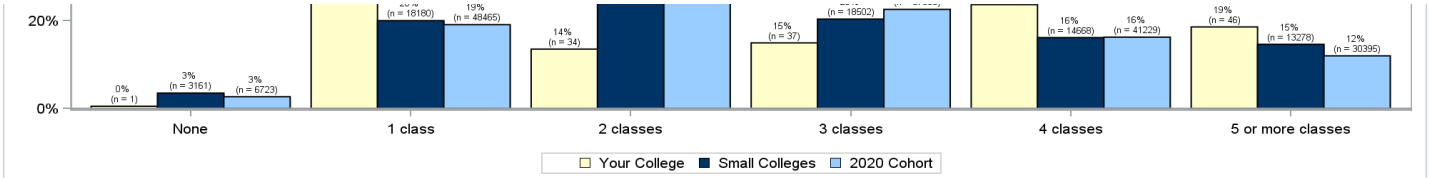

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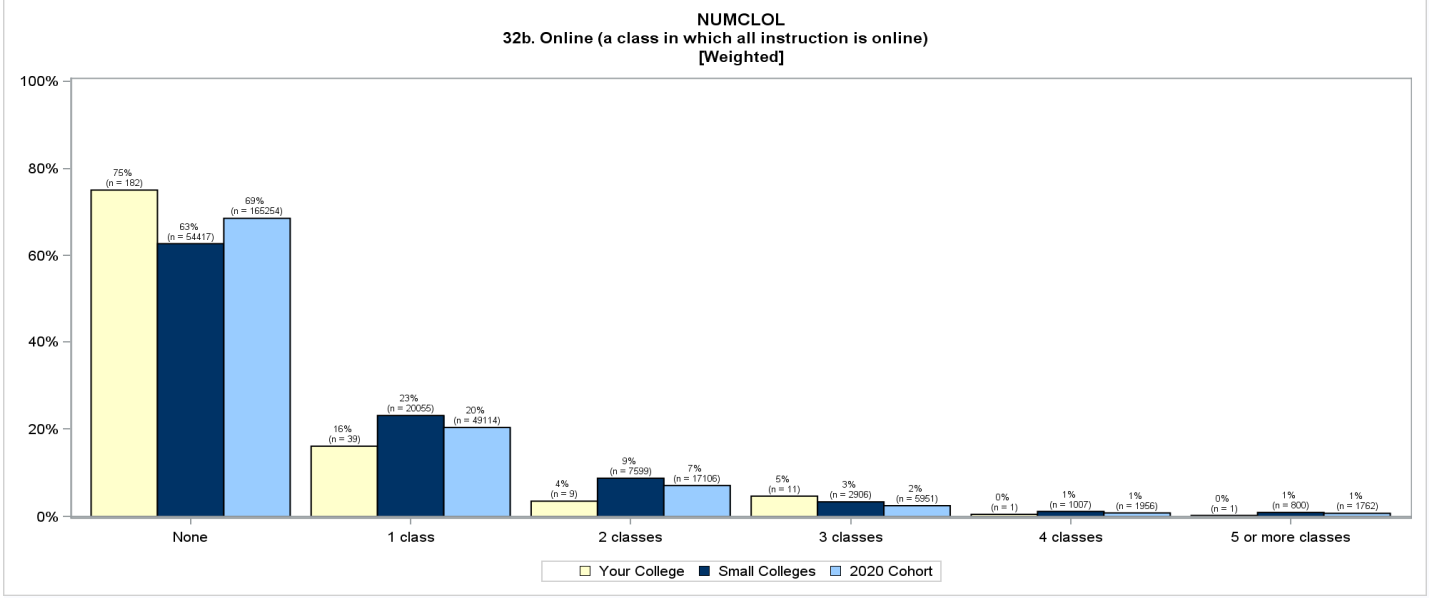

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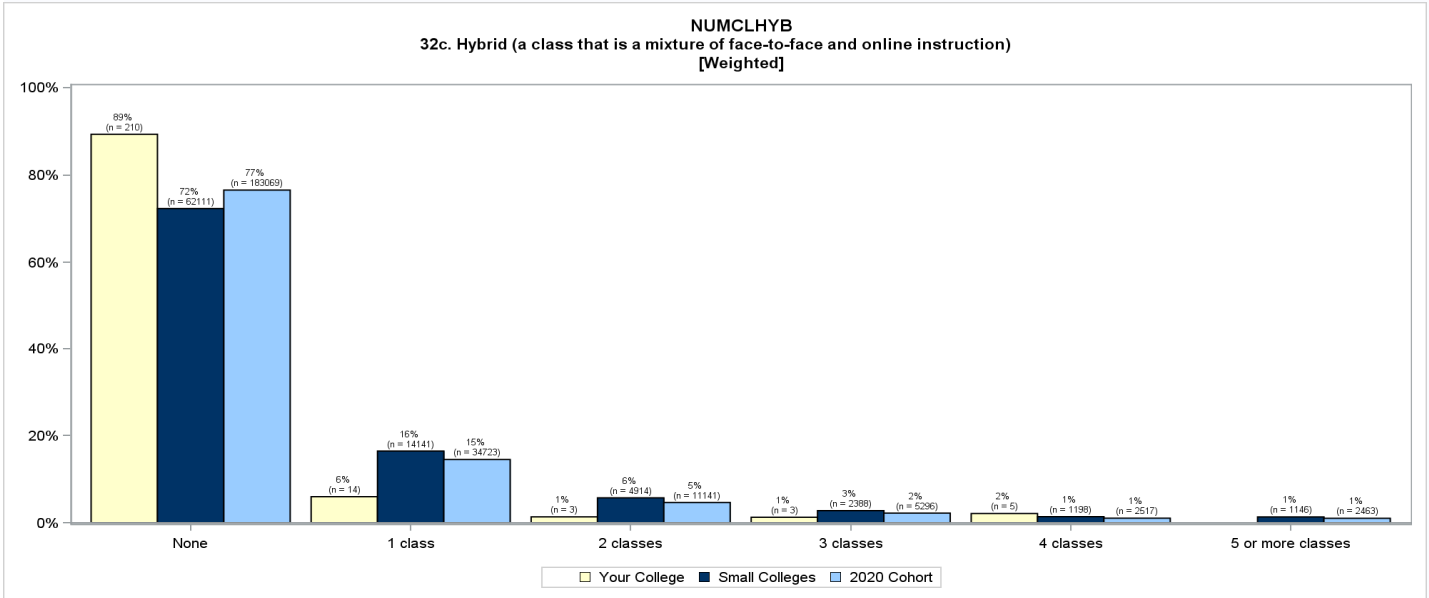

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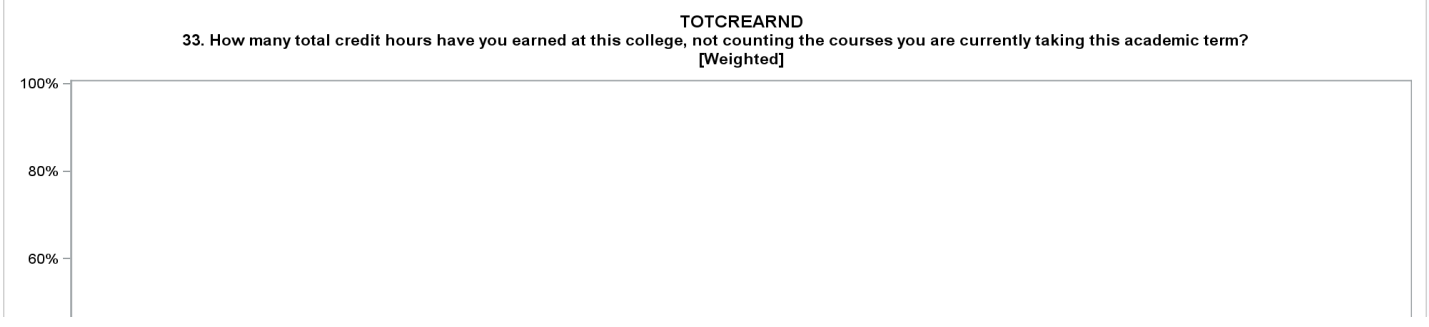

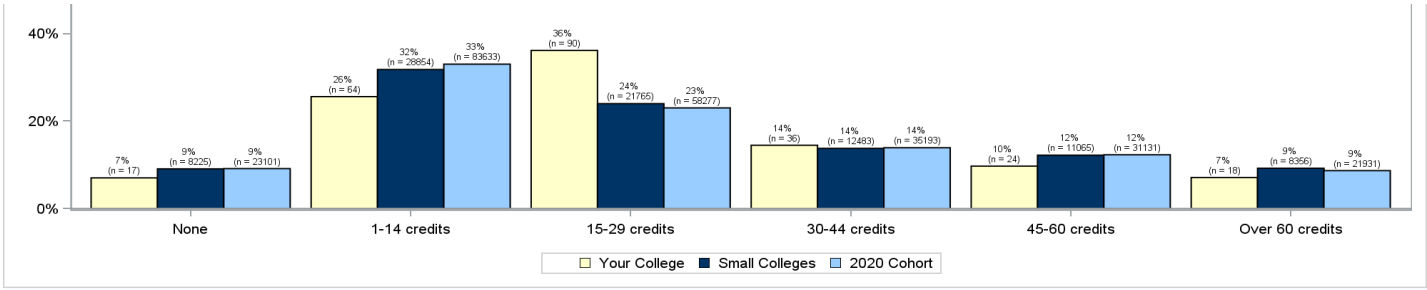

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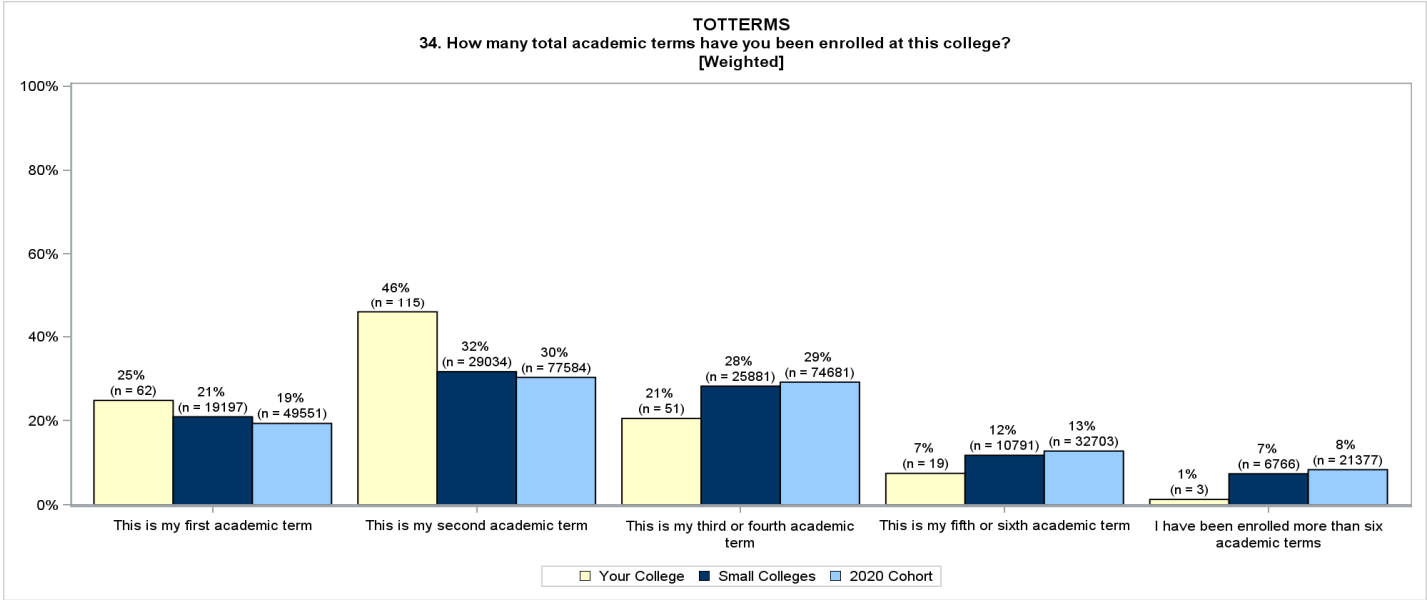

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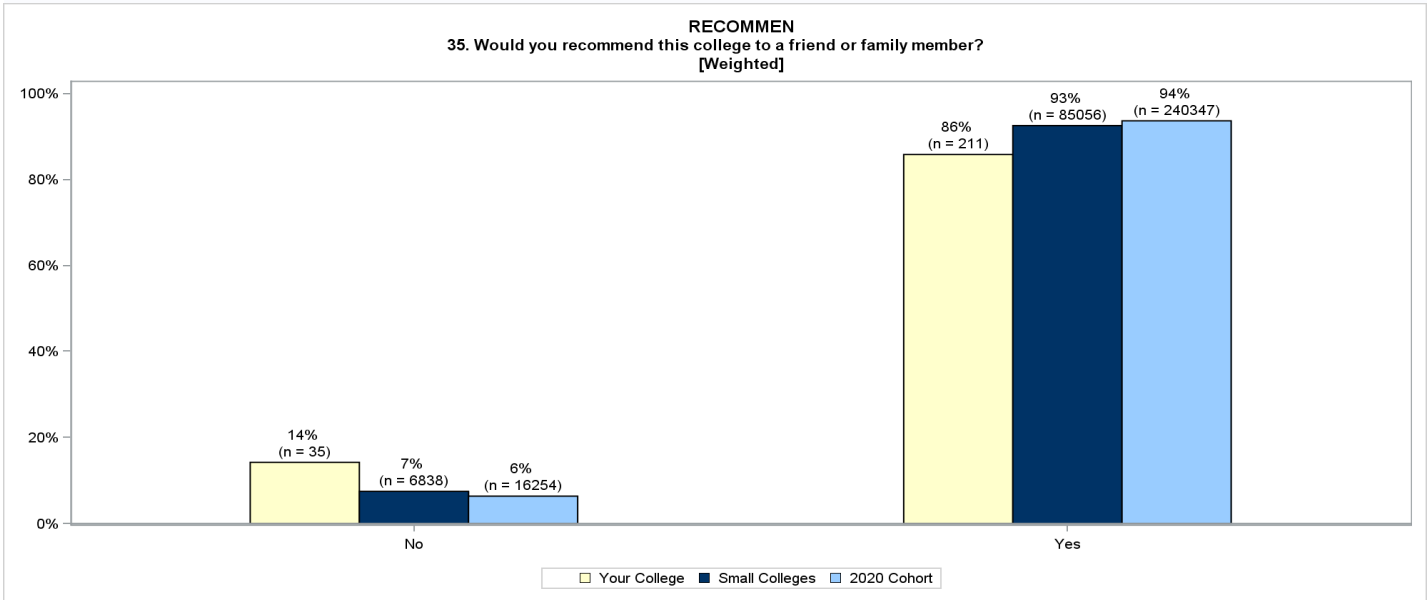

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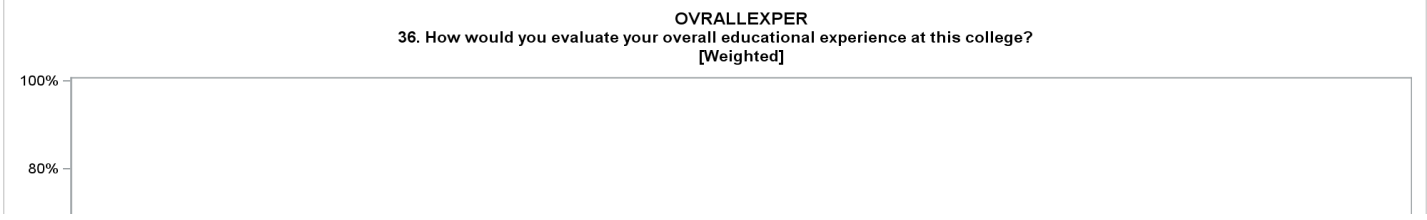

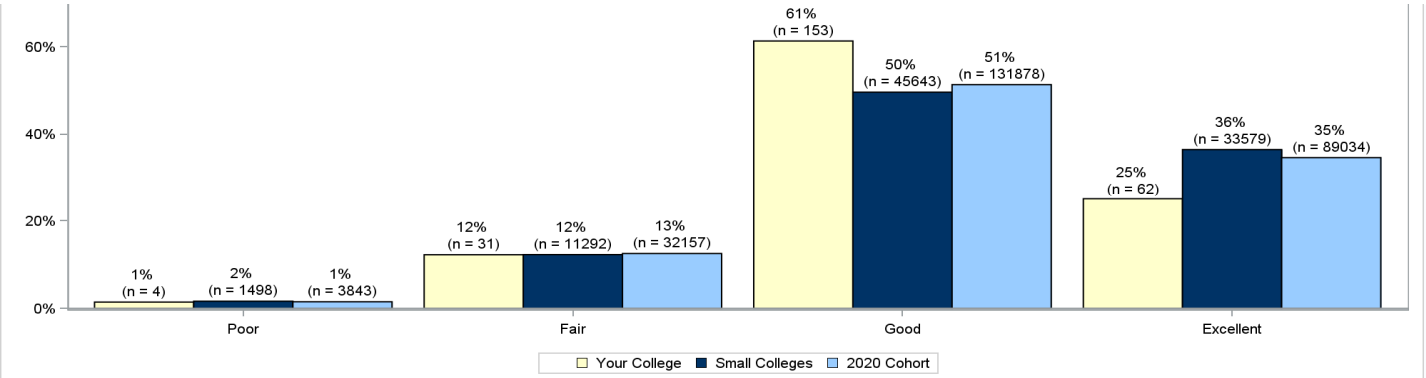

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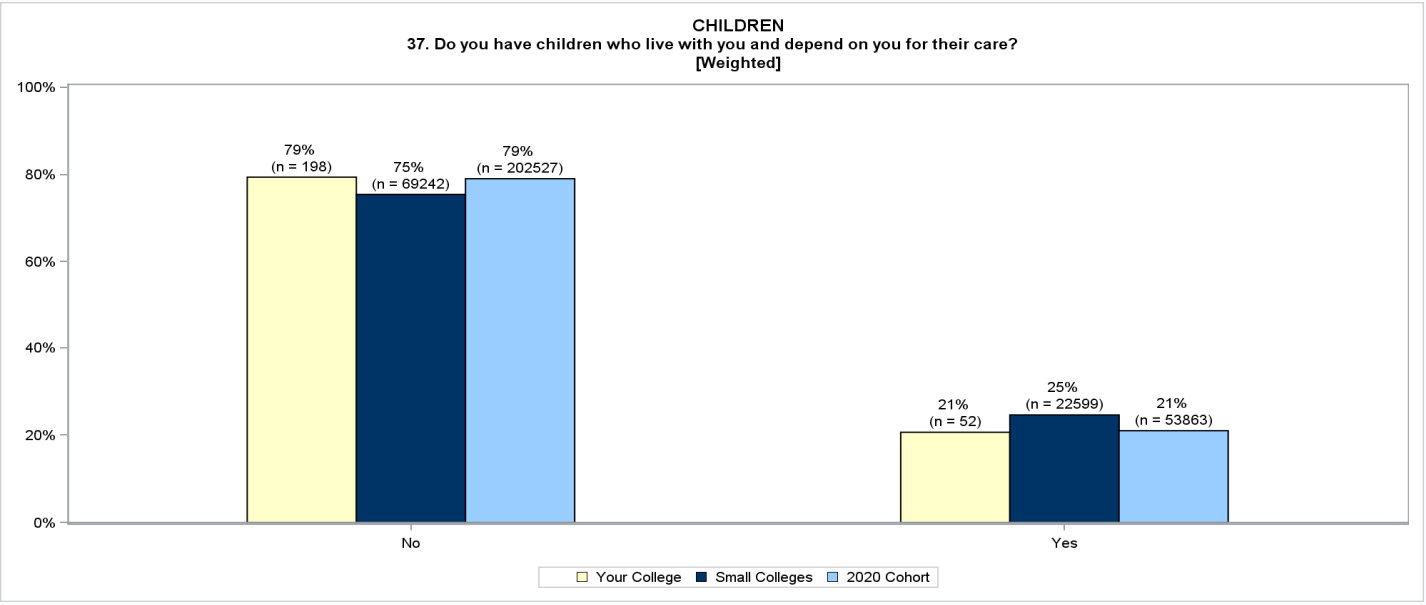

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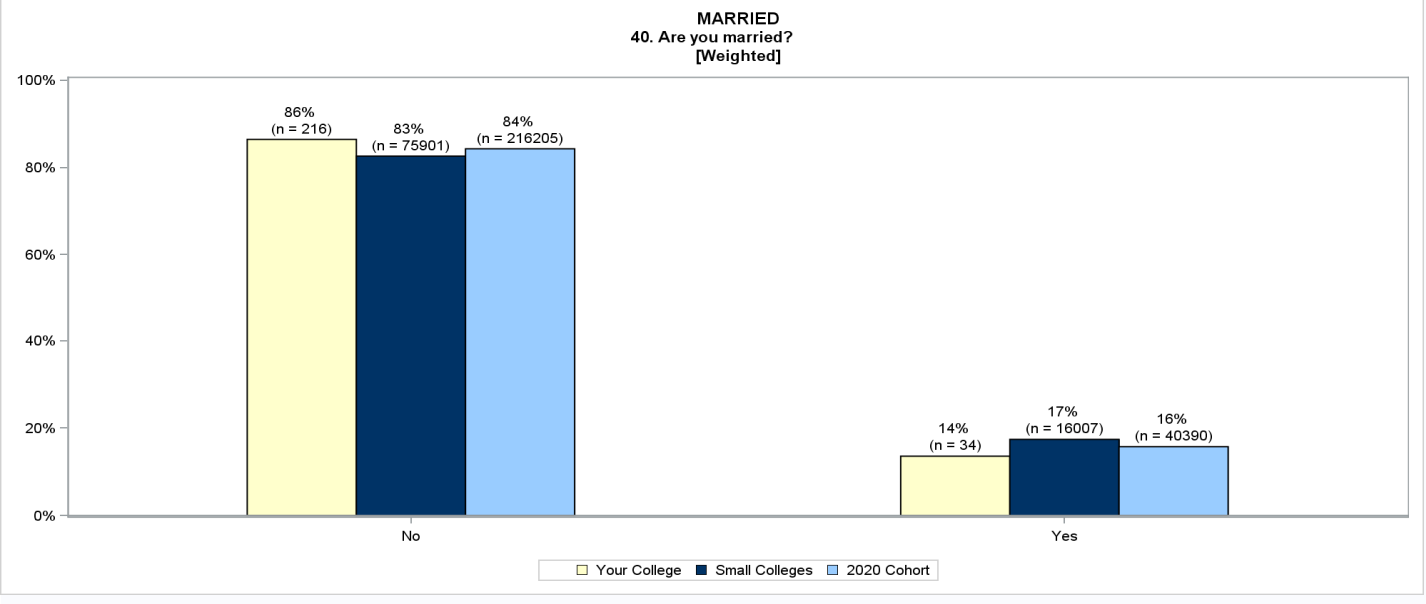

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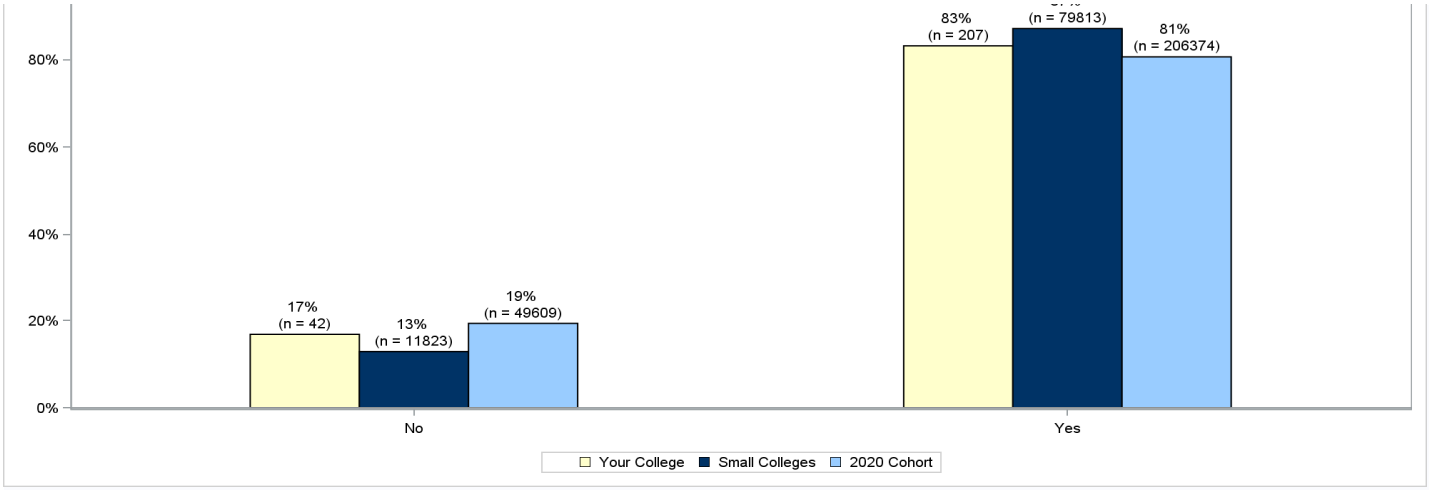

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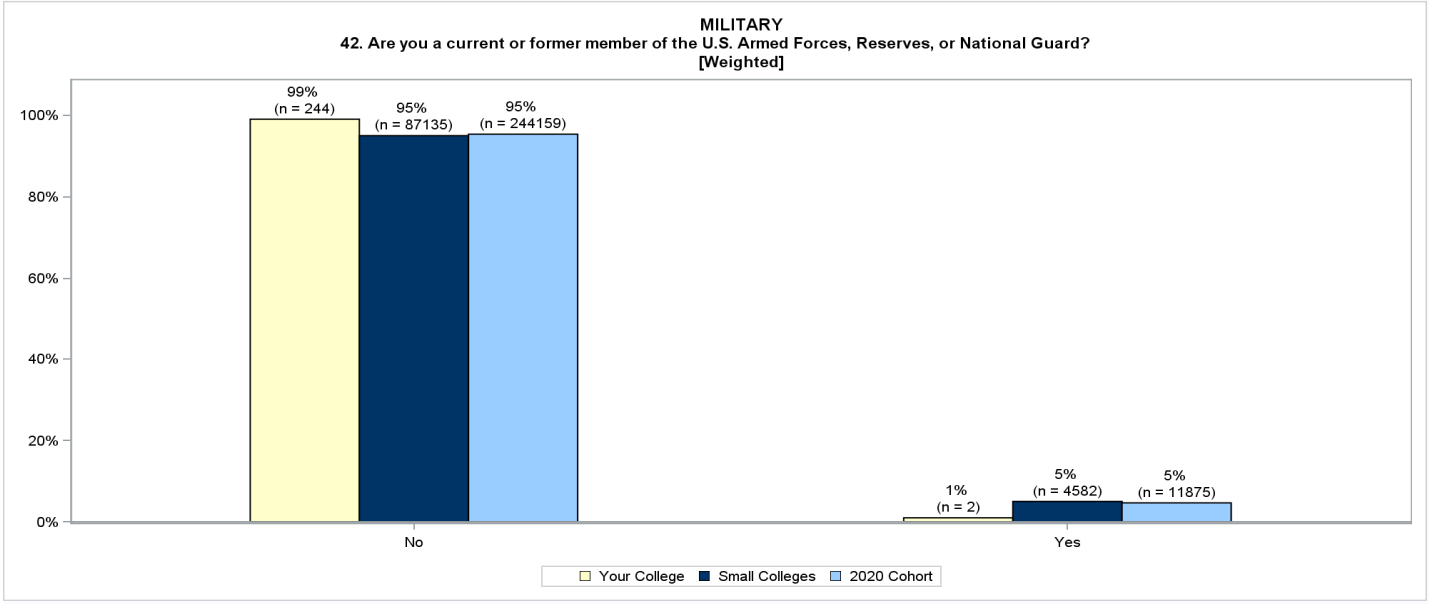

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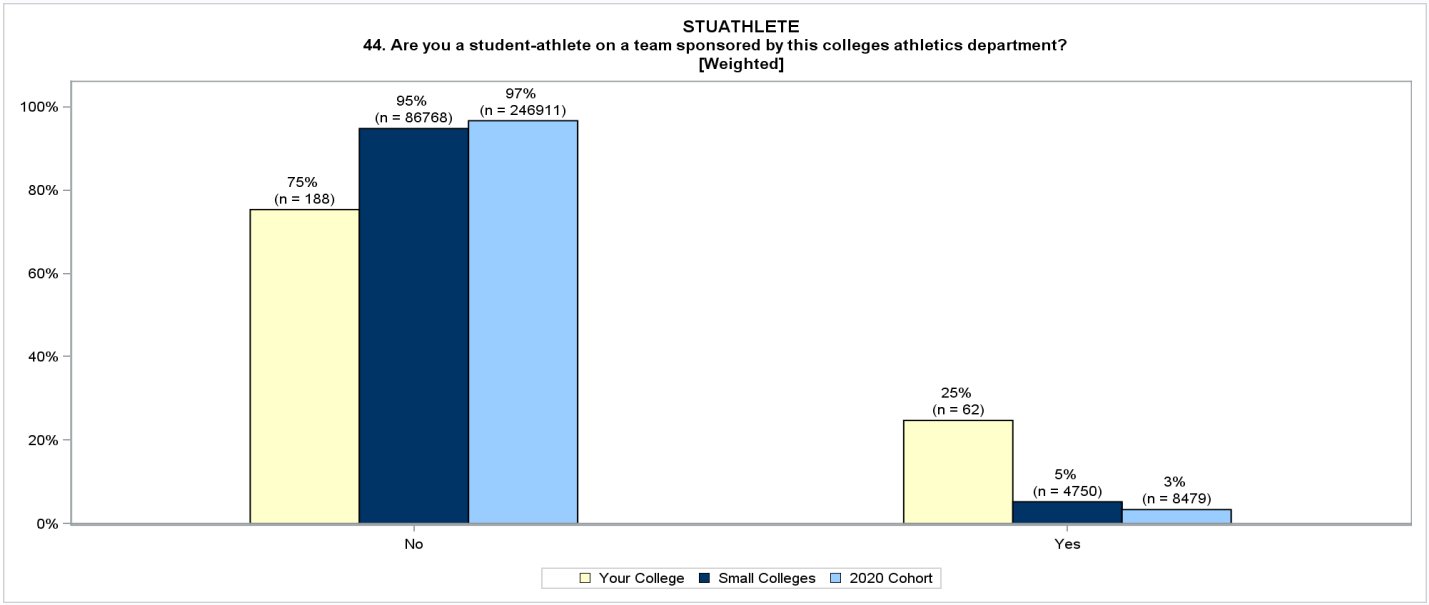

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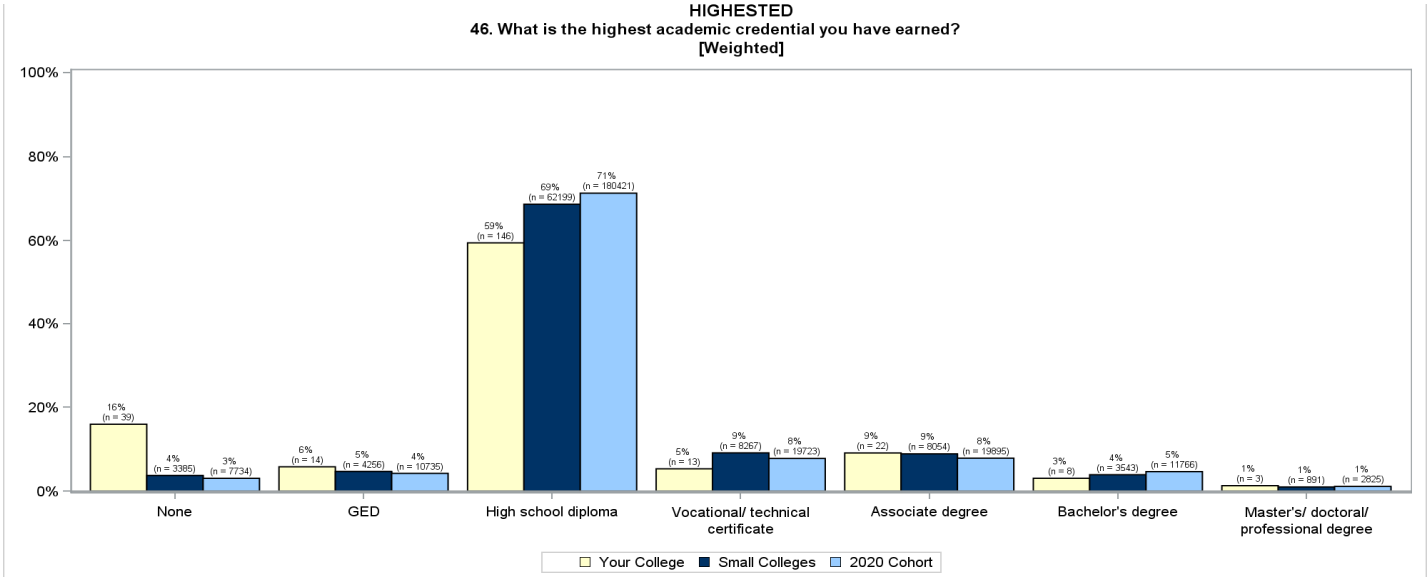

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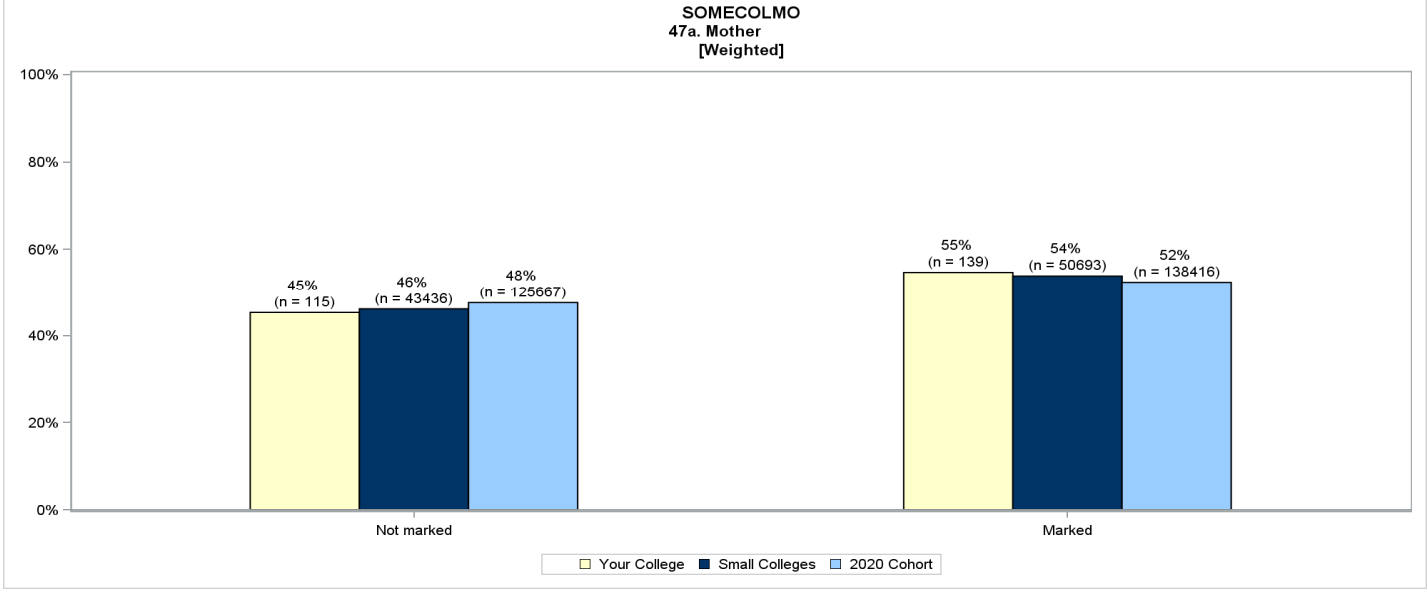

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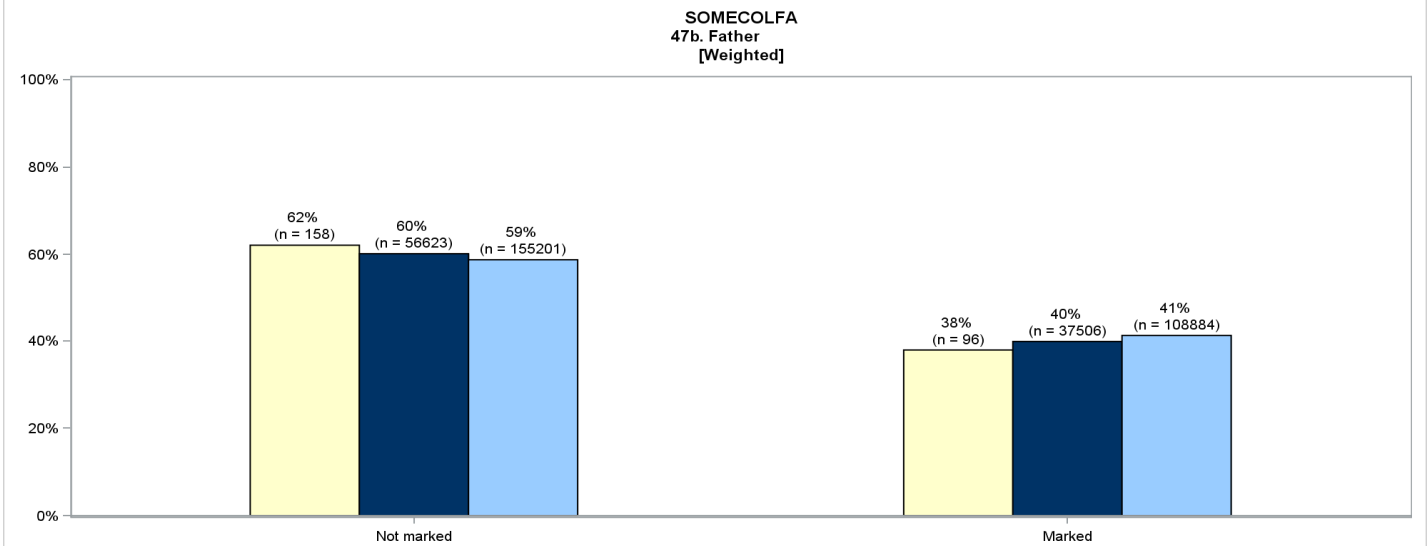

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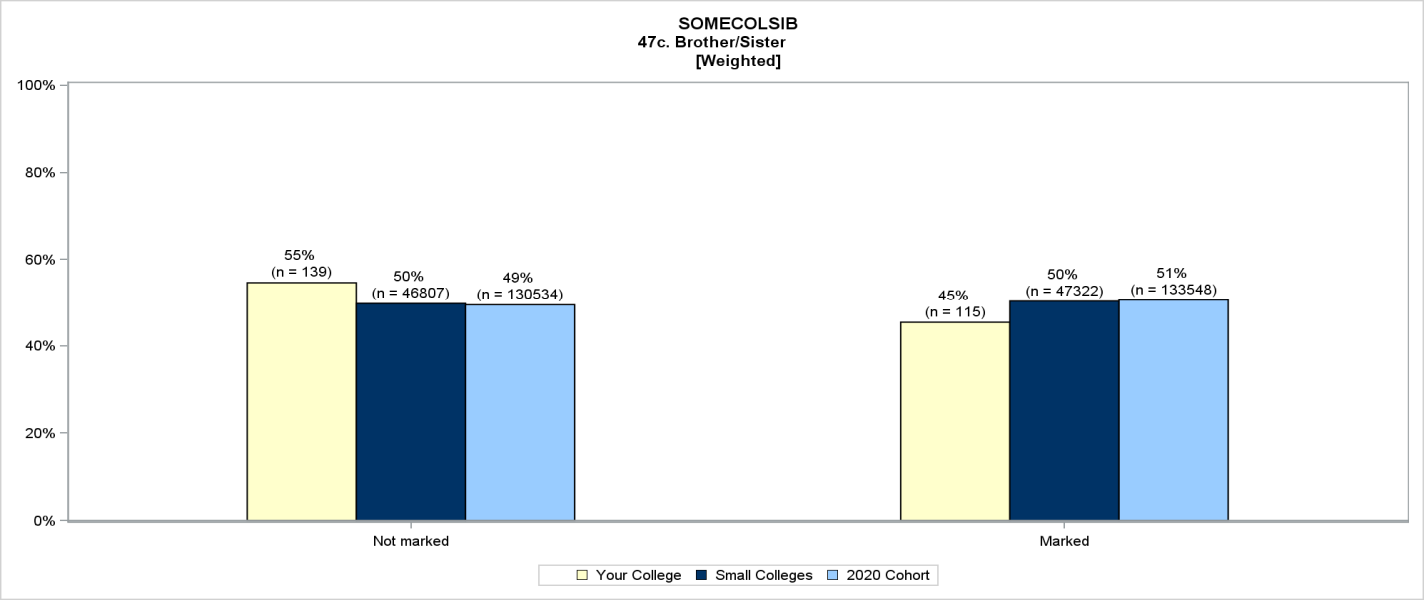

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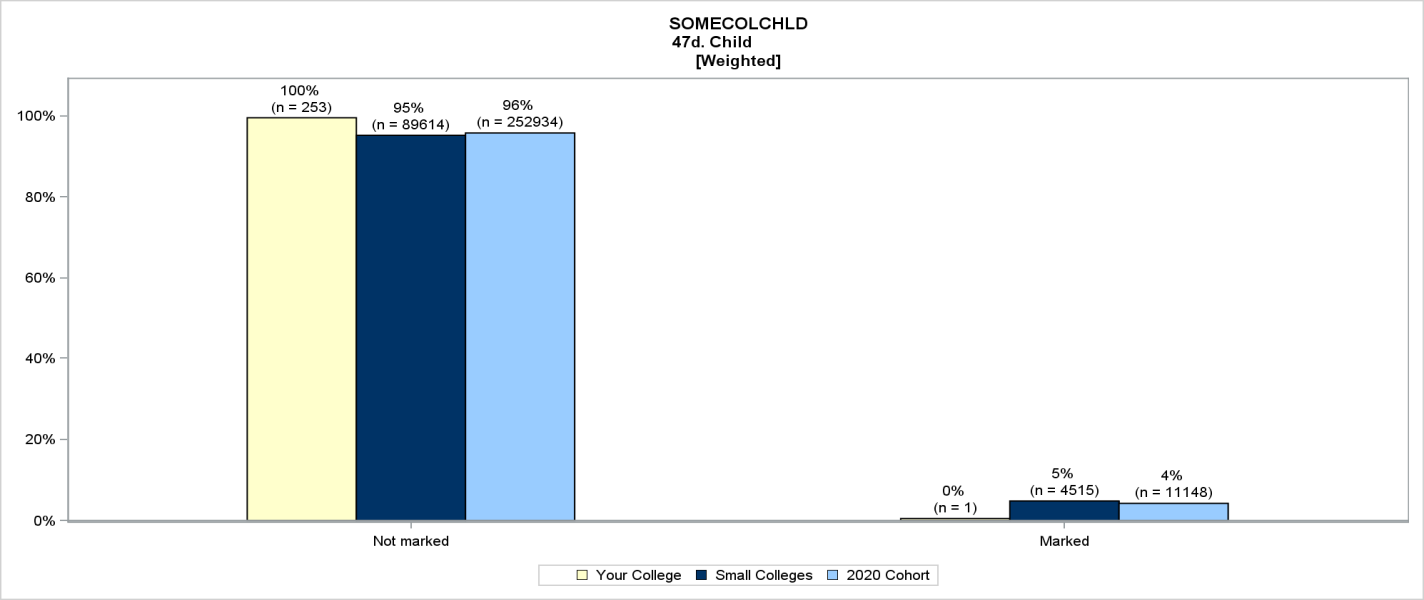

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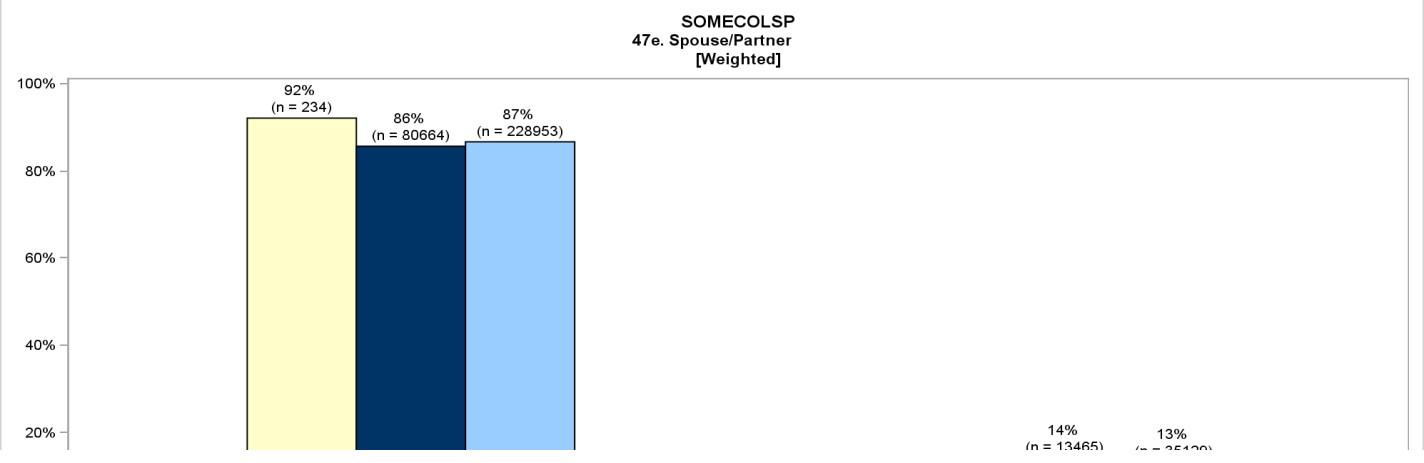

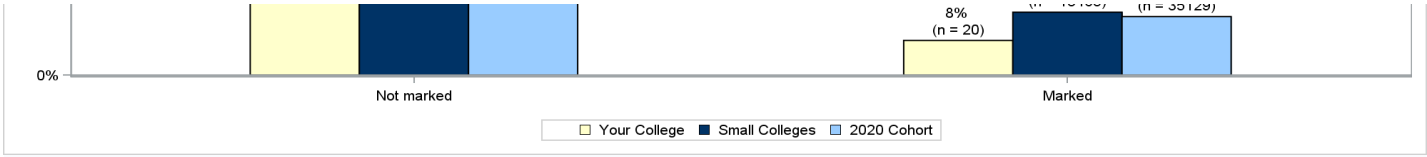

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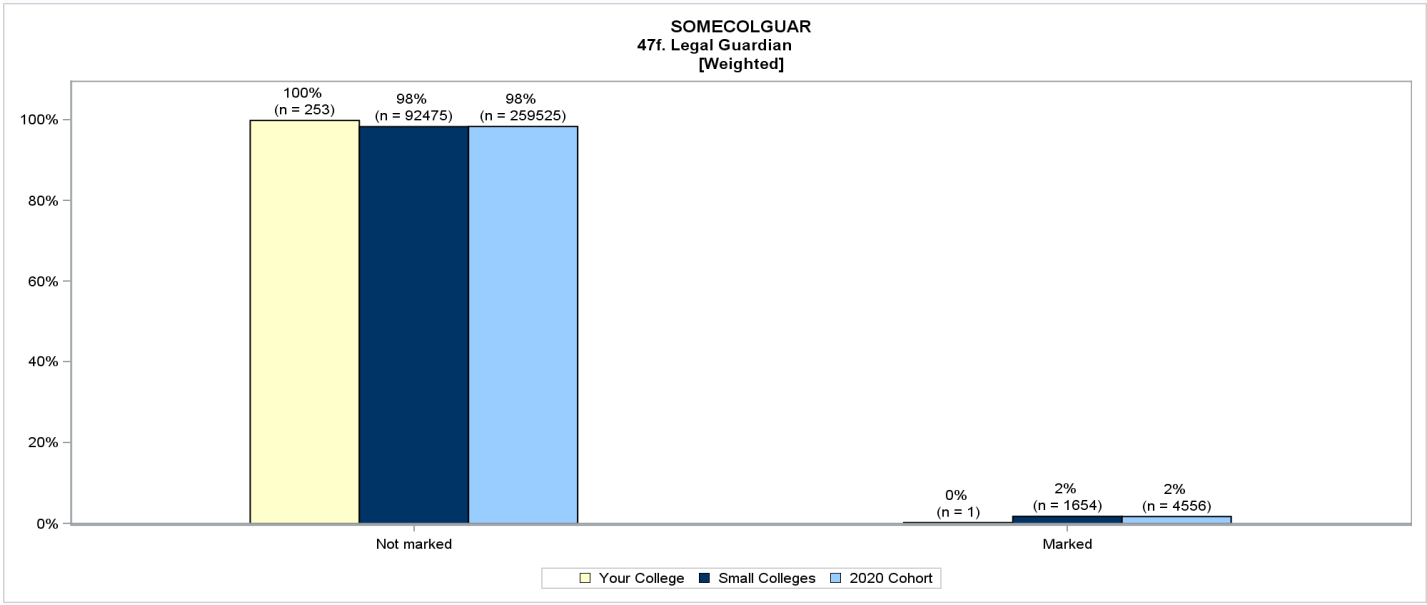

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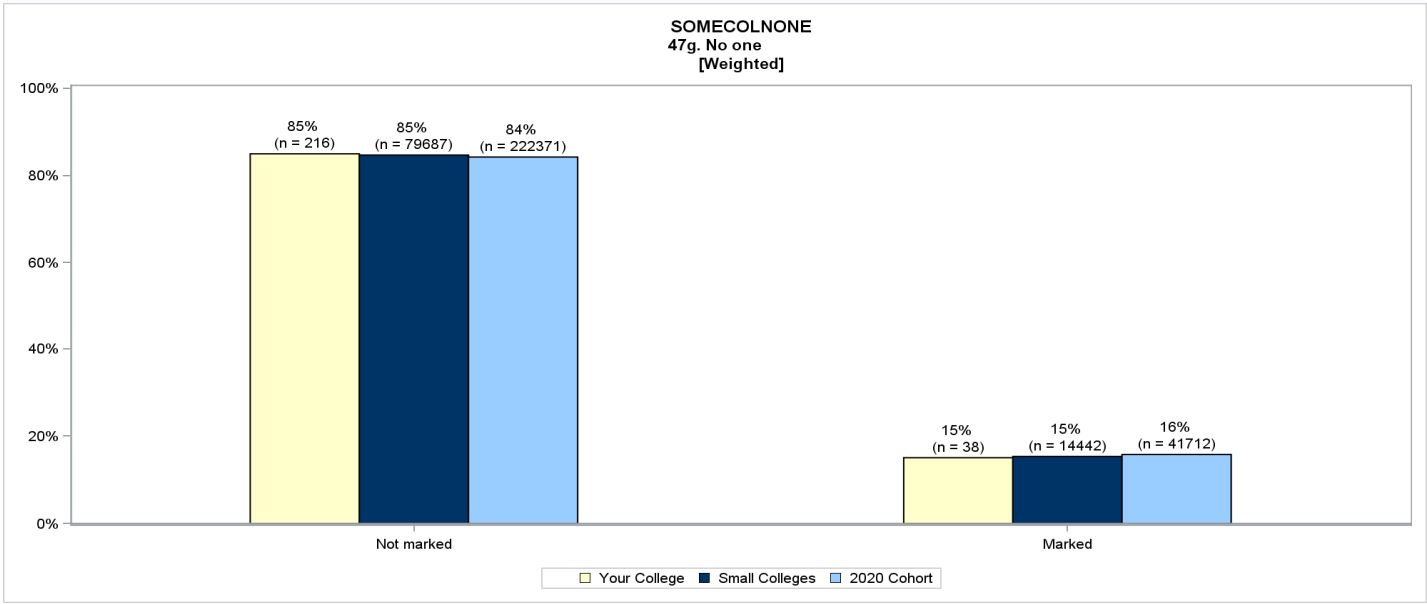

Inservice 1/11/23 CTE PLO and program review meeting.

10:00 -12:00 VP McLemore/Dean Lasley

Program Improvement Planning - CTE Faculty Betz 103

- Program Learning Outcomes
- Development and Assessment Plans for CTE facility

Program Faculty from Nursing, Welding, HTM/EBM, Ag, Business, Construction Trades

and, Kelli Gaines, Kyle Lasley, Larry McLemore

The Workshop today was interactive. Our focus was on conversations about connecting our PLOs with our program assessment planning.

The workshop overview consisted of how all our various assessments relate to and interact with all of the HLC accreditation expectations for program improvement planning.

Individual programs reported out on their current PLO assessment tools, and how they are utilized into the overall programming assessments. All the programs have PLO assessment, Programming assessment through Perkins CTE annual reviews, as well as advisory and industry engagement efforts aligned to the overall health and viability of the individual program areas that are collectively utilized for program review and planning.

The group focused on the alignment and documentation of the various assessments and how we can collectively better communicate each assessment as collective components of the process utilized to analyze and review our various programming. Currently all CTE programs review data for Perkins reporting, Advisory committee recommendations Industry evaluations of both student and program learning outcomes, completion placement and credential attainment in applicable areas.

The Theme overall is that connecting all the outcome assessments into the program review process in reportable and archival process documentation is our emerging immediate need. Many of the assessment artifacts and processes LCC CTE faculty currently utilize are the documentation used to plan. the need is in clarifying our processes.

Today after all programs reported out it became clear we are using PLO assessment and Program review assessment through Perkins and various other annual assessment work to guide our program planning for continuous improvement.

Next steps in our comprehensive program review process currently underway is to streamline and chart our collective assessments into a navigable map of our review process. All programs have intricacies in delivery and assessment of learning; however, all programs have continuity in assessment components, making mapping of the process LCC utilizes common among all areas of CTE instruction.

Draft map.

- Program CLO assessments are documented in areas such as all syllabi, and Work based learning agreements.
- Program PLO assessments are documented in the advisory minute, employer evaluations, Perkins annual success metric reporting, and in budget forecasting and requesting processes.
- Annual program review process assessments are documented in Perkins planning Advisory minutes, and the budget planning processes, success, retention, transfer, and placement data
- Five Year comprehensive reviews are all the above in a five-year trend data analysis

  Opportunities to create clarity in the five-year comprehensive review and the annual review will be to note the sources of the assessment data utilized in all review processes further communicating the connectedness of the assessment to the larger assessment and planning practices.

Nest steps

- Provide noted process handbooks and companion documents to all CTE faculty.
- Move copies of the various process data to single program improvement assessment folders for each program.

Annual Program Review:

Agriculture Production Associate of Applied Science

Five-Year Average Perkins Data Completion Rate & Employment Rate	Benchmark: State-Wide Five-Year Average for Perkins Data	Above or Below Benchmark
Completion Rate 19% Employment Rate 100%	Completion Rate 25% Employment Rate 97%	Completion Rate Below Employment Rate Above

2023-2024 Perkins Funded Project Requests								
DEPARTMENT NAME:	**Agriculture**							
	PRIORITY ITEM 1	**PRIORITY ITEM 2**	**PRIORITY ITEM 3**	**PRIORITY ITEM 4**	**PRIORITY ITEM 5**	**PRIORITY ITEM 6**	**PRIORITY ITEM 7**	PRIORITY 8
ITEM - WHAT, EXACTLY, WILL BE ON THE INVOICE? Provide a list of item(s), link, and the specific cost of each item.	The RealCareer™ Electrical Wiring Kit; SKU: 57010101 https://www.realityworks.com/product/realcareer-electrical-wiring-kit/ **($829.00)**	Klein Electrician's Tool Set 28-Piece Set; SKU: M945550 80028 https://www.midwesttechnology.com/klein-electricians-tool-set-28-piece-set/ **($519.00)**	Klein Manual-Ranging Digital Multimeter; SKU: M945014 MM325 https://www.midwesttechnology.com/klein-manual-ranging-digital-multimeter/ **($81.80)**	Briggs & Stratton OHV 725 Engine Training Entry Level Kit with 7.25 GT Vertical Shaft Engine; SKU: M203187 CE9065 https://www.midwesttechnology.com/briggs-stratton-ohv-725-engine-training-entry-level-kit-with-7-25-gt-vertical-shaft-engine/ **($2,229.00)**	Non-Metallic Romex Sheathed Electrical Cable With Ground, 14/3, 250 Ft.; TrueValue Hardware, Lamar, CO; Model #	National High School Final Rodeo, Gillette, WY; e.g., July 16-22, 2023; https://www.cam-plex.com/p/nhsfr/trade-show; (Tradeshow Space $927;	Colorado Farm Show, Greeley, CO; Jan. 23-25, 2024; (Tradeshow space, Unavailable; hotel	National FFA Convention, Indianapolis, IN; e.g., Nov. 1-4, 2023 or Oct. 23-26, 2024; Mileage

					63946872; Item # 783854 $237.85 for 250ft (phone 03/30/23) **($237.85)**	hotel $2,141.44; Per Diem $650 / person @ $65/day; Mileage $638.38 @ 0.59/mile **($4,356.82)**	$405.00; Per Diem $325 / person @ $65/day; Mileage $280.84 @ 0.59/mile **($1,010.84)**	$956.00 @ 0.59/mile; Hotel (A - 6 nights at Conventio n) $1,761.75; Hotel (B - one night each direction) $287.18; Tradeshow space, Unavailabl e; Per Diem $585 / person @ $65/day **($3,589.93)**
What Perkins V strategic plan goal(s) will this purchase address: 1. Career Advisement & Development; 2. Instructor Recruitment & Retention; 3. Partnerships; 4. Quality Programs; 5. Work-based learning	Work Based Learning. Qualityi Programs. Farm and shop safety, proper tool use, tool reconditioning, A.C. Electricity, D.C. electricity, domestic water supply and farm sanitation systems.	Work Based Learning. Quality Programs. Farm and shop safety, proper tool use, tool reconditioning, A.C. Electricity, D.C. electricity, domestic water supply and farm sanitation systems.	Work Based Learning.	Work Based Learning. Quality Programs. Farm and shop safety, proper tool use, tool reconditioning, A.C. Electricity, D.C. electricity, domestic water supply and farm sanitation systems.	Work Based Learning.	Insructor Recruitment and Retention	Insructor Recruitme nt and Retention	Insructor Recruitme nt and Retention

WHAT PERKINS PERFORMANCE METRIC IS THE FUNDED PROJECT OBJECTIVE? Select one of the following: 1. Technical Skill Attainment; 2. Certificate/Degree Completion; 3. Student Retention; 4. Placement; 5. Non-traditional Participation; 6. Non-traditional Completion.	Foundational technical skill attainment. Degree Completion.	Technical Skills Attainment.	Foundational technical skills.	Foundational technical skills. Degree Completion.	Foundational technical skills.	Student Retention	Student Retention; Placement	Student Retention
DO X - WHAT IS AN ACTION RELATED TO THE ITEM YOU WISH TO PURCHASE (think action verbs)? What will this purchase accomplish for your program/students that is not already in place. Or, what expansion/modernization will happen and how will it benefit the program/students?	Assisting students with active learning through application and real-world experience with learning and developing foudation skills. This is an important benefit to provide instruction to fit the work place environment students will experiencein production and precision agriculture.	Assisting students with active learning through application and real-world experience with learning and developing foudation skills. This is an important benefit to provide instruction to fit the work place environment students will experiencein production and precision agriculture.	Assisting students with active learning through application and real-world experience with learning and developing foudation skills. This is an important benefit to provide instruction to fit the work place environment students will experiencein production and precision agriculture.	Assisting students with active learning through application and real-world experience with learning and developing foudation skills. This is an important benefit to provide instruction to fit the work place environment students will experiencein production and precision agriculture.	Assisting students with active learning through application and real-world experience with learning and developing foudation skills. This is an important benefit to provide instruction to fit the	Fosters expansion of LCC agriculture, equine, and rodeo athletic programs (and others) enrollment through exposure to and interaction with high school students, parents, and influencers.	Fosters expansion of LCC agriculture, equine, and rodeo athletic programs (and others) enrollment through exposure to and interaction with high school students, parents, and	Fosters expansion of LCC agriculture, equine, and rodeo athletic programs (and others) enrollment through exposure to and interaction with high school students, parents, and

					work place environment students will experience in production and precision agriculture.		influencers.	influencers.
ACCOMPLISH Y - WHAT OUTCOMES DO YOU EXPECT FROM THIS PURCHASE? Program outcomes (from strategic plan), or student outcomes (from syllabi and industry standards). List AT LEAST 3 outcomes - something that you currently cannot accomplish, accomplish well, or cannot meet competencies/standards without this purchase.	Apply best practices for skills development, implement learning strategies across different technical skills and traditional practices, assess skills development; and build workfoce connectedness and engagement.	Apply best practices for skills development, implement learning strategies across different technical skills and traditional practices, assess skills development; and build workfoce connectedness and engagement.	Apply best practices for skills development, implement learning strategies across different technical skills and traditional practices, assess skills development; and build workfoce connectedness and engagement.	Apply best practices for skills development, implement learning strategies across different technical skills and traditional practices, assess skills development; and build workfoce connectedness and engagement.	Apply best practices for skills development, implement learning strategies across different technical skills and traditional practices, assess skills development; and build workfoce connectedness and engagement.	Presence in a space and location rich with candidates who may not yet be aware of opportunities and scholarships through LCC.	Presence in a space and location rich with candidates who may not yet be aware of opportunities and scholarships through LCC.	Presence in a space and location rich with candidates who may not yet be aware of opportunities and scholarships through LCC.

HOW DO THESE EXPECTED OUTCOMES SUPPORT THE PROJECT OBJECTIVE? Tell me specifically how this purchase is going to support the performance metric that you chose.	Allows students the hands on learning of collaboration, project management, communication, and customer service skills to be knowledgable and prepared when entering the workforce.	Allows students the hands on learning of collaboration, project management, communication, and customer service skills to be knowledgable and prepared when entering the workforce.	Allows students the hands on learning of collaboration, project management, communication, and customer service skills to be knowledgable and prepared when entering the workforce.	Allows students the hands on learning of collaboration, project management, communication, and customer service skills to be knowledgable and prepared when entering the workforce.	Allows students the hands on learning of collaboration, project management, communication, and customer service skills to be knowledgable and prepared when entering the workforce.	Allows instructors time for collaboration, recruitment, communication, and candidate connections to be knowledgable and prepared for applying to LCC.	Allows instructors time for collaboration, recruitment, communication, and candidate connections and workforce engagement to be knowledgable of LCC agriculture programs.	Allows instructors time for collaboration, recruitment, communication, and candidate connections to be knowledgable and prepared for applying to LCC.
SPENDING CATEGORY (Determined by Perkins Administrator)								
APPROVED YES/NO (Determined by Perkins Administrator)								

Additional Evaluation Criteria:

Course Completion Rates (LCC has utilized the Colorado Community College System (CCCS) State-Wide Course Completion Rates as the benchmark for the program).

	2018-2019	2019-2020	2020-2021	2021-2022
Agriculture Programs	86%	90%	96%	93%
LCC Total	84%	85%	85%	86%
CCCS Total	81%	81%	80%	81%

Did your department offer any co-curricular learning opportunities over the last five years?

Description of activities	Common Learning Outcomes supported by the activities
FFA Career Development Day, Prowers & surrounding county fairs, LCC Ag Learning Garden, Onsite visits with ag and finance professionals, events with LCC Foundation, Ag Olympics	Professionalism, Communication, Social Connectedness, Active Thinking

Program Learning Outcomes Assessment:

Associate of Applied Science in Agriculture Production Outcomes

1. Illustrate desirable professional abilities for employment, including self-motivation, self- awareness, teamwork, flexibility, stress management, and providing quality care for animals.
2. Accurately recognize basic business concepts and policies and how they relate to agriculture in order to provide effective service.
3. Demonstrate effective communication techniques as applied to agriculture and natural resource concepts.
4. Discuss and defend a general knowledge in the agriculture industry by discovering, analyzing, and applying current trends and industry needs toward innovative solutions.
5. Identify and apply concepts of breeding, physiology, nutrition, herd-health, economics and management into practical and profitable animal production programs.
6. Analyze, identify, and implement management decisions that impact agricultural production and finances, to include implementation of appropriate technology in common production scenarios.

Agriculture Certificate Outcomes
1. This one-year certificate excludes the general education components to allow students to focus solely on agriculture studies. It introduces students to the basics of animal science, agronomy, and ag business.
Program learning outcomes and assessment plan set to be reviewed in the Fall of 2023

Precision Agriculture Certificate Outcomes

This certificate integrates state-of-the-art technology throughout the curriculum to provide students with the knowledge and skills to address a growing industry need in the technology of precision agriculture.

1. Demonstrate the knowledge and techniques required to execute an UAS mission for precision agricultural applications.
2. Demonstrate precision guidance system planning, set-up, and field operations using industry navigation equipment.
3. Demonstrate precision operation of planting techniques, harvesting techniques, and prescription applications.

Program learning outcomes and assessment plan set to be reviewed in the Fall of 2023

Veterinary Science Certificate Outcomes

In alignment with the Program Learning Outcomes common to all students in the Department of Agriculture (see above), graduates of this program will be able to:

1. Describe common veterinary practices.
2. Demonstrate knowledge of veterinary practices and procedures, including office work and working with animals.
3. Apply knowledge of animal health to the veterinary setting, including infectious disease identification and control, sterilization, and disinfection procedures.
4. Graduates of this program will have the ability to illustrate desirable professional abilities for employment, including self-motivation, self-awareness, teamwork, flexibility, stress management, and providing quality care for animals.
5. Program graduates will be able to accurately recognize basic business concepts and policies and how they relate to agriculture in order to provide effective service.
6. A program graduate will be capable of demonstrating effective communication techniques as applied to agricultural and natural resource concepts.
7. Graduates of this program will be able to discuss and defend a general knowledge in agricultural industry by discovering, analyzing and applying current trends and industry needs toward innovative solutions.
8. Identify and apply concepts of breeding, physiology, nutrition, herd-health, economics and management into practical and profitable animal production programs.
9. Analyze, identify and implement management decisions that impact agricultural production and finances, to include implementation of appropriate technology in common production scenarios.

Program learning outcomes and assessment plan set to be reviewed in the Fall of 2023

Department of Agriculture PLO Assessment Plan

Metric **(what kind of instrument is being used to assess these outcomes?)**	**Methodology/ Frequency (How is the metric applied and when/how often?)**	**Benchmark/Target** **(What goals have you set for this metric?)**
1. Internships 2. Validation Checklist 3. Exit Interview 4. Competency Sheets 5. Portfolio 6. Capstone Project	Annually	1. 80% of students will successfully meet internship expectations 2. 80% of students will complete validation checklist 3. 80% of students will meet exit interview expectations 4. 80% of students will complete competency sheets 5. 80% of students will complete Portfolio expectations 6. 80% of students will meet Capstone Project expectations

Associate of Applied Science in Agriculture Production PLO Achievement Level					
Year	**2019**	**2020**	**2021**	**2022**	**2023**
1. *Pass rates from RFM 2081*	Yes, 86%	Yes, 100%	Yes, 100%	Yes, 100%	Yes, 100%
2. *Pass rates from RFM 2080*	Yes, 88%	Yes, 100%	Yes, 100%	Yes, 100%	Yes, 100%
3. *Pass rates from RFM 2081*	Yes, 86%	Yes, 100%	Yes, 100%	Yes, 100%	Yes, 100%
4. *Pass rates from RFM 2081*	Yes, 86%	Yes, 100%	Yes, 100%	Yes, 100%	Yes, 100%
5. *Pass rates from RFM 2081*	Yes, 86%	Yes, 100%	Yes, 100%	Yes, 100%	Yes, 100%
6. *Pass rates from RFM 2081*	Yes, 86%	Yes, 100%	Yes, 100%	Yes, 100%	Yes, 100%

Veterinary Science Certificate Outcomes

In alignment with the Program Learning Outcomes common to all students in the Department of Agriculture (see above), graduates of this program will be able to:

1. Describe common veterinary practices.
2. Demonstrate knowledge of veterinary practices and procedures, including office work and working with animals.
3. Apply knowledge of animal health to the veterinary setting, including infectious disease identification and control, sterilization, and disinfection procedures.
4. Graduates of this program will have the ability to illustrate desirable professional abilities for employment, including self-motivation, self-awareness, teamwork, flexibility, stress management, and providing quality care for animals.
5. Program graduates will be able to accurately recognize basic business concepts and policies and how they relate to agriculture in order to provide effective service.
6. A program graduate will be capable of demonstrating effective communication techniques as applied to agricultural and natural resource concepts.
7. Graduates of this program will be able to discuss and defend a general knowledge in agricultural industry by discovering, analyzing and applying current trends and industry needs toward innovative solutions.
8. Identify and apply concepts of breeding, physiology, nutrition, herd-health, economics and management into practical and profitable animal production programs.
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Program learning outcomes and assessment plan set to be reviewed in the Fall of 2023

Minutes

Agriculture Advisory Committee

Fall 2022

Wednesday, November 9, 2022 - 6:00 PM-7:00 PM

NEW CTE Building next to Bowman

I. Call to Order

   a. Brian called to order 6:15PM and Dr. Luhan seconded the motion

II. Welcome and Introduction of Member and Guests

   a. Everyone went around the room to introduce themselves

   b. Dr. Luhan mentioned the word 'new'…..new spaces, new faces, new construction, many new events

      i. Please let people in your departments know that we have scholarships available for students

      ii. New transition with President; however, Dr. Luhan is looking forward to seeing LCC continue to succeed

III. Approval of Spring 2022 Meeting Minutes

   a. Motion to approve by Lance Jagers, and seconded by Kelly and approved by all

IV. Old Business

   a. Precision Ag tractor update

      i. Stay 3 days in the classroom

      ii. AGR 2035 Precision Ag Operations – GPS and differential correction, has 2 students, has one week extension

iii. AVT 2056 – Unmanned Aircraft Systems Commercial Application – Explains the wide variety of application and operating procedures to ensure a safe outcome

iv. AGR 2036 Precision Farming – Hardware Systems – focuses on the installation operation, and troubleshooting of precision farming hardware components – 8 weeks

v. 7 other courses to include Theory

b. Block scheduling feedback

i. No comments

c. Collegiate judging teams

i. Ranch Horse Judging team – 3 students, pilot year, trying to get a coach for next year

ii. Livestock judging – see how many students register this coming Spring and partner with Wiley Processing

d. Creed Speaking and Ag Day on campus

i. Was a successful event, Ag students helped, total 65 students on campus, loved being on campus – would like to do more walking around – break into groups to visit each CTE department

V. New Business

a. Discussion on courses and degree programs

LAMAR COMMUNITY COLLEGE

Minutes

Agriculture Advisory Committee

i. One of the first questions Brian mentioned/asked is how to adapt to attract more Ag students – adjust program – are we meeting the needs of the students, meeting the needs of the community

ii. We offer several degrees and certificates – many guaranteed transfer

iii. Thomas Torres mentioned if we could get more involvement toward Ag Education (AS) – Otero offers this

iv. Is Meat Judging an option – partner with Wiley Processing – currently not offered

v. Industry need for commercial applicators – layer that in with Precision Ag – licensing through this with the state

vi. Data Analysis consulting for Ag businesses is needed – could incorporate that into classes – assess with ultrasound before they go into slaughter

b. Discussion on course review, Ag Club, & concurrent/dual enrollment

i. Concurrent enrollment – do we continue to offer? – Jagers mentioned anytime we have more classes available, that is helpful – if a student doesn't graduate with 30 credits, they didn't take advantage of it

ii. Offer Hybrid classes – Animal Science is setup that way – Ag Econ could be an option – getting college credit plus getting credit for core classes – Ag Math class

c. Vision for the program

LAMAR COMMUNITY COLLEGE

Minutes

Agriculture Advisory Committee

i. New degree/certificate programs? Ag Ed? Regenerative Agriculture?

1. Regenerative Ag is a topic we need to dive deeper into – at least need to understand – 80% of SE Colorado is already doing this – just not documented – implement into courses we already have or do offer an Intro to Regenerative Ag course? – If that course is not listed on the degree plan, the Federal Financial Aid will not pay

ii. Transition to West Texas, OPSU or K-State?

1. If a student identifies early, they want to be in Ag Ed, they start to align them with these institutions

iii. Spanish language agriculture / livestock classes?

1. Offering to folks in our local community – perhaps have people to learn Spanish and go in the Feed Lots or Hog Farms – would be more successful to use more Ag-based Spanish/English – utilize the language they are going to use at work

d. Any Questions

i. Continue to ask what the community needs, what do the students need?

ii. Dr. Luhan - Our number one goal is to serve students in SE Colorado – attract Front Range students – haven't really targeted that market – build connections

Minutes

Agriculture Advisory Committee

iii. **How is contact/relationship with Colorado State University? – Needs to be built up again**

iv. **Many colleges offer scholarships for Horse Judging/Livestock Judging – expensive**

v. **Asked if Brian could come out to the High Schools to speak with the students – to the Springfield area**

vi. **Dr. Luhan said this was the best advisory council meeting this Fall**

VI. Adjourn

a. **Adjourned 7:38PM**

Meeting Minutes

Agriculture Advisory Board Committee
Spring 2023
May 8, 2023
Cornerstone Café, Wiley, CO 81092

1. Call to order
    b. Welcome by Agriculture Instructor, Dr. Brian Gauck

2. Introduction of members and guests

3. Review/Approval of minutes (November 9, 2022)
    a. No changes.
    b. Dr. Brian Gauck moved to approve minutes; Mr. Thomas Torres seconded. Motion passed.

4. Courses and degree plan updates
    a. AGP 1046
        i. ESL offered through LCC
        ii. CO Beef speakers
        iii. Feedlot terminology
        iv. AI and Spanish class
        v. CO Beef reimbursed for class.
        vI. Time frame for advertising and register

5. FFA CDE Contest
    a. LCC Ag hosted Colorado Regional CDE contests on March 29, 2023. Over 800 high school FFA members from 42 high schools participated. This is a cooperative event with many local Ag Teachers and businesses participating in the planning and execution of CDE contests. OPSU and LCC Ag collaborated for meats judging. NRCS and a local landowner collaborated for Land Judging. LCC administration, staff, and faculty supported the event.

6. Connection to 4-year programs
    a. CSU AG students
    b. Meat processing plant experience
    c. Recruiters
    d. Contacts

7. Community connections
    a. ESL work-based learning
    b. Students to other locations

8. State FFA Land Judging
    a. October 11, 2023 – LCC will host this event.

LAMAR COMMUNITY COLLEGE

9. Adding courses and certificates
    a. AG production degree
        i. 8 programs total
            a. master teaching current courses instead of adding more.
        ii. recruiters to visit high schools.
        iii. schedule staff to speak.
        iv. Title 3 funding available
            a. workshops
        v. AA degree/dual credit course

10. Vision for the program
    a. Build on the courses currently offered.

11. Other comments
    a. Fabrication/welding class
    b. Drones?
    c. Grant money for summer
    d. AG degree instructors professional development workshops on campus
    e. FFA Career Day 2024
        i. Scavenger hunt
        ii. Prizes
        iii. Plan on different day
        iv. Title 3 Funding available
    f. Precision Ag beneficial?

12. Next Meeting
    a. November 8, 2023, back on campus

13. Adjourn

Annual Program Review:

Business Associate of Applied Science

Evaluation Year	Perkins Data 5-yr average Completion Rate & Employment Rate	Benchmark: 5-yr average State-Wide Perkins Data	Above or Below Benchmark	Discussed at Advisory Board Meeting (yes/no)	Focus Area	Action Step	Perkins or Other Funding to Support Action Step
22-23	**Completion Rate**: 20% **Employment Rate**: 100%	**Completion Rate**: 19% **Employment Rate**: 11%	**Above** **Above**	yes	Quality programs	Exit interviews with advisory board members and advisory board member recruitment	Perkins: Guest speakers and software purchases

2023-2024 Perkins Funded Project Requests				
DEPARTMENT NAME:	**Business**			
	PRIORITY ITEM 1	**PRIORITY ITEM 2**	**PRIORITY ITEM 3**	**PRIORITY ITEM 4**
ITEM - WHAT, EXACTLY, WILL BE ON THE INVOICE? Provide a list of item(s), link, and the specific cost of each item.	Information Technology (IT) furniture and learning space seating $15,000	Business and IT Tutors $10,000	Simulation software for Social Media Marketing for Business and Principles of Marketing: Stukent Mimic Social $129 per student (approx. 40 students) Total expected cost: $5,160	Accounting software for Introduction to Financial Accounting and Introduction to Managerial Accounting $158.20 per student (approx. 60 students, fall and spring semester) $9,492

What Perkins V strategic plan goal(s) will this purchase address: 1. Career Advisement & Development; 2. Instructor Recruitment & Retention; 3. Partnerships; 4. Quality Programs; 5. Work-based learning	4. Quality Programs 5. Work Based learning 1. Career Advisement and Development	4. Quaity Programs 2. Instructor Recruitment & Retention	Quality Programs; Work Based Learning	Quality Programs; Work Based Learning
WHAT PERKINS PERFORMANCE METRIC IS THE FUNDED PROJECT OBJECTIVE? Select one of the following: 1. Technical Skill Attainment; 2. Certificate/Degree Completion; 3. Student Retention; 4. Placement; 5. Non-traditional Participation; 6. Non-traditional Completion.	3. Student Retention	3. Student Retention	Technical skill attainment	Student retention, technical skill attainment
DO X - WHAT IS AN ACTION RELATED TO THE ITEM YOU WISH TO PURCHASE (think action verbs)? What will this purchase accomplish for your program/students that is not already in place. Or, what expansion/modernization will happen and how will it benefit the program/students?	The learning space and student seating will match the newly renovated IT lab that is part of the learning environment for current and new students. This will set a help with student recruitment and retention as a way to mimic the workspace in the technology fiel through furniture and seating options.	Tutors will assist the classroom learning by providing additional student support services, in addition to being a resource for instructors. Tutors will be available for students outside of instructor office hours and be an strength to the Business and IT programs to increase student retention. Dedicated tutors provide quality programs and is a direct benefit for student success.	Assisting students with active learning through application and real-world experience creating marketing and social media advertisements with quick feedback to see results. This is an important benefit to modernize the marketing process to fit the work place environment students will experience by distinguising the role social media plays in business and creating and implementing strategies of marketing best practices.	Assist students through active learning to learn the accounting process with quick feedback. This software helps students see results and errors immediately to develop stronger business accounting skills. Students are more likely to remain engaged in the accounting course through better understanding of the material and create a real-world, modernized accounting experience. Supports potential for eLearning/Hyflex learning in the future.

ACCOMPLISH Y - WHAT OUTCOMES DO YOU EXPECT FROM THIS PURCHASE? Program outcomes (from strategic plan), or student outcomes (from syllabi and industry standards). List AT LEAST 3 outcomes - something that you currently cannot accomplish, accomplish well, or cannot meet competencies/standards without this purchase.	This space will help to increase student achievement through degree completion and retention by providing workbased learning environments. The furninture and learning space seating will assist with active learning through creativity, professionalism, communication, and social connectednes and engaged citizenzhip. This will also support the strategic plan of increased headcount by 2025 and the theme of cultivating growth and sustainability. This purchase also support the Business Department Plan goal to increase enrollment in the IT program.	Support sustainability in business and IT programs; increase student enrollment and retention; supports the strategic plan of the college to increase headcount by 2025 and the department plan to increase headcount of the IT program by 2024.	Apply best practices for content development, implement strategies across different social media platforms and traditional marketing methods, assess legal and ethical ramifications, social connectedness and engagement	Apply best practices and financial statement preparation and analysis; implements business making tools with immediate feedback; asses legal and ethical ramifications of business decisions; improve active thinking and social connectedness and engagement.
HOW DO THESE EXPECTED OUTCOMES SUPPORT THE PROJECT OBJECTIVE? Tell me specifically how this purchase is going to support the performance metric that you chose.	Allows students the hands on learning of collaboration, project management, communication, and customer service skills to be knowledgable and prepared when entering the workforce.	Students and instructors will benefit through additional resources that help students outside of the classroom. Communication and social connectedness will improve by collaborating with peers. This is an essential skill in the workforce.	By purchasing the access codes, students will begin to apply the concepts and ideas taught through active learning processes: creating social media campaigns, designing marketing materials, and implementing strategic plans while understanding trends in business and addressing consumer concerns.	Purchasing software for accounting students will allow for the content to be taught through active learning processes: creating financial statements, analyzing financial data to make business decisions as financial manager or entrepreneurship, and undersatnding how economic and ethical concerns impact business budgets.
SPENDING CATEGORY (Determined by Perkins Administrator)				

APPROVED YES/NO (Determined by Perkins Administrator)				

Additional Evaluation Criteria:

Course Completion Rates (LCC has utilized the Colorado Community College System (CCCS) State-Wide Course Completion Rates as the benchmark for the program).

	2018-2019	2019-2020	2020-2021	2021-2022
Business Programs	**85%**	**75%**	**80%**	**86%**
LCC Total	**84%**	**85%**	**85%**	**86%**
CCCS Total	**81%**	**81%**	**80%**	**81%**

Program Learning Outcomes Assessment:

Accounting Certificate Outcomes

Recipients of the Accounting Certificate will gain the knowledge and skills necessary for entry- level accounting positions.

This one-year program teaches the student basic accounting and payroll skills and offers more accounting theory than the bookkeeping certificate program. It augments a student's basic writing skills as well. With electives, the student may pursue additional knowledge in income tax, business law, business report writing, and/or accounting software packages. The certificate prepares the student to be a full charge bookkeeper in an accounting department and equips the student with the skills needed to advance beyond that level. The program gives the student the necessary academic background to transfer into an associate or bachelor's degree in accounting, if one so desires.

Business Certificate Outcomes

Today's business support person performs the functions of a coordinator of various activities in many business organizations. The one-year Business Certificate provides students with basic knowledge and skills necessary for an entry-level position.

Information Technology Certificate

This certificate will teach general IT skills to students to assist with technology needs for businesses, and provide students the opportunity to find careers in IT in a remote, work-from-home setting.

Program graduates will be able to:

1. Plan, schedule, and coordinate all tasks and activities involved in technical support.
2. Apply knowledge of computing terminology in various situations.
3. Illustrate and apply professional employability skills, such as the importance of being timely and effective communication with customers, clients, and colleagues.
4. Analyze a problem and identify an appropriate solution in various situations.
5. Apply current techniques, skills, and tools necessary for computing practice.

Marketing Technology Specialist Certificate Outcomes

This certificate will provide skills to promote marketing within a small business, including an understanding of technology used in marketing with hands-on projects. Students will gain an understanding of broad marketing functions in management settings while gathering information about the business environment.

Associate of Applied Science in Business Outcomes

1. Professionally communicate both verbally and in writing, using various acceptable techniques to transfer information.
2. Demonstrate a working knowledge of effective management techniques acceptable to business standards.
3. Discuss and apply knowledge of the U.S. Constitution and the Bill of Rights and lawful business practices (including ethics and social responsibility).
4. Demonstrate the ability to construct effective marketing plans and professional business plans.
5. Design effective advertising campaigns and sales strategies as they apply to professional business standards.
6. Identify and recognize current events as they apply to modern economic trends and analyze potential business opportunities.
7. Discuss, interpret and employ various Macroeconomic and Microeconomic concepts as they apply personally, locally, and globally.
8. Employ and operate various accounting concepts effectively while maintaining standards acceptable in the modern professional business environment.
9. Transition into a variety of four-year (Bachelor's) degree programs.
10. Demonstrate mathematical skills relevant to basic business logic and professional environments.

Business Department PLO Assessment Plan		
Metric (what kind of instrument is being used to assess these outcomes?)	**Methodology/Frequency (How is the metric applied and when/how often?)**	**Benchmark/Target (What goals have you set for this metric?)**
1. Portfolios specific to Certificates: Accounting – Comprehensive portfolio in ACCT II Course Accounting – Financial Analysis Assignment (Summative Assessment)	1. Annually. Grading the financial analysis assignment for the Accounting II course.	1. 80% of students will successfully meet Portfolio expectations
2. Assignments embedded in each class related to relevant PLO	2. Every CTE course has at least one out of class project assigned that brings real-world application to the curriculum. Grade the student on professionalism (ie. posture, mannerism, etc.) Also grade student on his/her progress and if knowledge has progressed.	2. 80% of students will complete PLO-embedded assignments
3. Advisory committee member conduct mock interviews for both CLOs and PLOs	3. Mock interviews as needed based upon student graduation. The mock interviews are assessed be institutional outcomes which are: professionalism, social connectedness, active thinking, and engaged citizenship	3. 75% of students will meet exit interview expectations
4. Business Law Summative Assignments focusing on the various areas of law.	4. Offer practical applications in different areas of law such as employment law, constitutional law, and corporate law.	4. 75% of students will meet Business Law Summative Assignments that focus on the various areas of law.
5. Mock Trials – Tentative	5. Have guest judges evaluate the mock trial and give scores based on how the students perform. The judges evaluation is completed as a panel. Each student participates in the mock trial in some way or form.	5. 75% of students will meet expectations for Mock Trials

Annually	Spring 2020	Spring 2021	Spring 2022	Spring 2023
1.	100% benchmark met	100% met	100% met	100% met
2.	85% benchmark met	95% met	95% met	100% met

3.	Not met	Not met	Not met	Met
4.	Not met	Not met	Met	Met
5.	50% benchmark not met	Not met	Met	50% met

Goals:
Metric #3- Questions and process finalized Spring 2023.

Metric#4- not met. Changed metric #4 for better application for students.

Metric #5- not met. Due to COVID circumstances we could not hold another mock trial in order to meet full participation. Spring 2023 not met due to co-curriculars and athletic event scheduling conflicts.

Co-Curricular Institutional Assessment:

Evaluation Year	Assessment Activity	Benchmark	Above or Below Benchmark	Focus Area	Action Step
22-23	Collaborated with multiple departments such as Cosmetology, HTM/EBM, Agriculture, and English. Marketing class approached a market plan utilizing needs of an assisted living facility in a near-by community.	95% student participation	Above	Marketing, Professionalism, Social Connectedness and Engaged Citizenship	Schedule with other departments, schedule guest speakers
21-22	Worked with Innovate and Make Space to create products, introduce business opportunities and new skills	90% student participation	Above	Communication, Entrepreneurship, Professionalism	Collaborate and schedule time with Innovate and Make Space department
20-21	Worked with Innovate and Make Space to create products, introduce business opportunities and new skills	90% student participation	Above	Communication, Entrepreneurship, Professionalism	Collaborate and schedule time with Innovate and Make Space department

Minutes

Business & Computer Information Program Advisory Committee

Betz 229

Date: September 14, 2022 @ 12:15 PM

Attendance: P=present A=absent

LCC Staff and Students:

Anne-Marie Crampton	P		
Dr. Linda Lujan	A		
Joe Shields	P		
Mittie Helm	P		
Kyle Lasley	A		
Robert Vazquez	P		
VP Larry McLemore	P		

Community & Business partners

Cindy Anderson- Anderson & Co		Bob DeLancey- KVAY	
		Kameron Nolder – Ranchland Realty	
Tom Sanchez – City of Lamar		Rick Robbins – Colorado Mills (VP)	P
John Robinson- Robinson Printing		Shane Hawks—Stampede Services	

I. Call to Order
   a. 12:20 PM

II. Approval of Minutes
   a. Rick Robbins moved to approve minutes, Anne-Marie Crampton seconded. Motion passed unanimously.

III. President's Update
   a. Dr. Lujan was not present to be able to give an update with the college.

IV. Old Business
   a. Scholarships
      i. Anne-Marie Crampton stated that there is $425 in the scholarship fund. Anne-Marie stated that she had 3 students who technically qualified but has

1 student who definitely qualifies. Asked members if it would be okay to award the 1 student who does qualify the scholarship.

b. Exit Interview

i. Mittie Helm is going to field test the exit interview this December and will report back to the committee and fine tune it if needed. Joe Shields asked if Rick Robbins would be willing to take part in the exit interview with students. Joe Shields also asked if VP Larry McLemore would participate in the exit interviews as well. Both Rick and Larry agreed to participate.

ii. Anne-Marie Crampton asked if Mittie plans to give the students a copy of the set of questions to be able to review them before they are interviewed. Anne-Marie also asked if it would be okay if the students could bring notes in as well.

iii. Larry asked how long would the students have with the questions prior to the exit interview? Joe and Mittie agreed that they plan on giving the students the questions a day before the interview.

V. New Business

a. Enrollment Update

i. Mittie explained that class enrollment is currently very strong. All of the business courses are in double digits. Enrollment is much better then last year. Program side, the enrollment is pretty flat, but Mittie feels like it's skewed because she has a lot of students who are currently in AA degrees but doesn't want to do business emphasis.

ii. Mittie Helm also explained how the 4 year colleges are changing their guarantee transfer courses, and we will have some courses that will be changing. Such as the accounting courses and the removal of Calculus in the AA with emphasis in Business.

iii. Mittie stated that she will get with Becky Young to see what needs to happen with this change.

b. Perkins CTE Innovation Grant
    i. Mittie explained how an innovation grant through Perkins was received to help build and IT lab. The IT lab will be located in Betz Technology Center where construction trades used to be. Ordering process has began but currently everything is back ordered. Currently the business department is in the process building the IT program with a possibility of having 2 year degrees for IT.
    ii. Currently have chairs and desks for the classroom, and next step will be to purchase the technology. The LCC IT department will be helping out with instruction and being IT adjunct faculty.
    iii. Anne-Marie asked if its possible to get the recruiter information about the new state of the art IT lab which will help recruit more students. Mittie explained how Robert Vasquez and her have discussed about trying to at least get 1-2 students from our service area students to help build the program.
c. Review of current program curriculum and competencies to ensure alignment with relevant business and industry standards
    i. Mittie explained about the IT Certificate and how currently the program has core courses that all students take but then get to branch out depending on what part of the IT industry the student wants to pursue.
    ii. Mittie also discussed with the committee how remote work has become very popular and wants to make sure that something is being implemented into the program to help students work in a virtual environment.
d. Employability

i. Mittie explained how there are internships built into the certificates which helps students have resources to help them become employed after graduation.
ii. Mittie also explained that she has some students who want to be entrepreneurs and tries to set students up with resources who are entrepreneurs. The resources then help the students navigate what steps have to be taken to become an entrepreneur.
iii. Anne-Marie Crampton mentioned reaching out the Workforce Student Success Navigator who helps administer the Back to Work COSI grant which helps recruit students to pursue a new and hot career, which IT falls under.
iv. Mittie enjoys having students who want to improve their skills to get better at their job. Feels like workforce advancement is also important when it comes to employability.
v. Rick explained how he has some employees who are promoted and struggle with the new role of supervisor with employees who used to be their peers. Leadership training to understand a supervisor's role in helping employees with their jobs is important in employability and career advancement.

e. Methods for increasing participation and completion by underrepresented gender students
    i. Mittie and Joe both attended cultural diversity training in June 2022. They both learned more ways to reach students based on their culture and backgrounds to increase participation and completion. This is designed to meet students where they are academically and to incorporate different learning styles with higher levels of Bloom's Taxonomy that allow students to demonstrate their knowledge of the course content. The result is intended to encourage students to complete their degree, while fostering classroom engagement.

ii. Mittie is currently implementing a policy called ungrading. Which allows students to complete assessments but they get to go back and show how much they learned and could update their grade.

f. 5 Year Trends Report and Performance Metrics

VI. Next meeting

VII. Adjourn

a. 1:15 PM

Business & Information Technology Advisory Committee Meeting

Spring 2023
April 6, 2023
Colorado Mills & Zoom

I. Call to order
  a. Welcome by Mr. Joseph Shields

II. Introduction of members and guests

III. Review/Approval of minutes (Fall 2022, September 14, 2022)
  a. No changes.
  b. Ms. Kendra King moved to approve minutes; Ms. Mittie Helm seconded. Motion passed.

IV. Update from LCC President, Dr. Rosana Reyes
  a. Two-month benchmark as president
  b. Keeping a busy schedule
  c. Communication improvements
  d. Enrollment is good
    i. High school applicants
  e. Expansion
  f. $875,000 grant
    i. Behavior and health

V. Exit Interview by Mr. Joseph Shields
  a. Volunteers for exit interview
    i. Ms. Kendra King, Mr. Kyle Lasley, Mr. Shane Hawks, and Mr. Shawn__
  b. Scheduled for Spring 2023; April 20 at 1:30 pm.
  c. One hour time frame
  d. Gift certificates for student participation

VI. Program Updates & Changes by Ms. Mittie Helm
    a. Associates of Arts (Business)

i. New math options and electives
ii. Different accounting courses
iii. Changes take effect this summer

VII. DEI Classroom Instruction
a. Grants

VIII. IT Innovation Grant
a. Perkins
b. $250,000 grant
c. July deadline
d. Marketing

IX. CTE 5-Year Trends
a. No data

X. Workforce Employability
a. Graduates employed in area of degree
b. Deficits
c. Personal Finance Class

XI. Other Comments

XII. Next Meeting
a. September

XIII. Adjourn

Minutes taken by Alma Gallegos

Annual Program Review:

Construction Technologies

Evaluation Year	Perkins Data 5-yr average Completion Rate & Employment Rate	Benchmark: 5-yr average State-Wide Perkins Data	Above or Below Benchmark	Discussed at Advisory Board Meeting (yes/no)	Focus Area	Action Step	Perkins or Other Funding to Support Action Step
22-23	**Completion Rate**: **62%** **Employment Rate**: **99%**	**Completion Rate**: **39%** **Employment Rate**: **96%**	**Completion Rate**: **Above** **Employment Rate**: **Above**	**Yes**	**Project-Based Learning** **Employability and timeliness**	**1. Continue working toward fully integrating home building into the program in a way that is most beneficial to students.** **2. Work on expanding first certificate into area high schools to.**	**COPERR Funding to support remodel of home in Wiley, CO and expansion into High School sites (ongoing).**

2023-2024 Perkins Funded Project Requests						
DEPARTMENT NAME:	**Construction Trades**					
	PRIORITY ITEM 1					
ITEM - WHAT, EXACTLY, WILL BE ON THE INVOICE? Provide a list of item(s), link, and the specific cost of each item.	WEN 6369 Variable Speed 5 Amp Drywall Sander with 15' hose (x2) $130.94 EA. TOTAL: $261.88					

What Perkins V strategic plan goal(s) will this purchase address: 1. Career Advisement & Development; 2. Instructor Recruitment & Retention; 3. Partnerships; 4. Quality Programs; 5. Work-based learning	2. Instructor Recruitment and Retention 4. Quality Programs 5. Work-based Learning					
WHAT PERKINS PERFORMANCE METRIC IS THE FUNDED PROJECT OBJECTIVE? Select one of the following: 1. Technical Skill Attainment; 2. Certificate/Degree Completion; 3. Student Retention; 4. Placement; 5. Non-traditional Participation; 6. Non-traditional Completion.	1. Technical Skill Attainment 2. Certificate/Degree Completion 3. Student Retention					
DO X - WHAT IS AN ACTION RELATED TO THE ITEM YOU WISH TO PURCHASE (think action verbs)? What will this purchase accomplish for your program/students that is not already in place. Or, what expansion/modernization will happen and how will it benefit the program/students?	This purchase will help students to see real-world tools and work at a faster and higher quality which will in turn allow them to complete homes within the one year timeframe.					
ACCOMPLISH Y - WHAT OUTCOMES DO YOU EXPECT FROM THIS PURCHASE? Program outcomes (from strategic plan), or student outcomes (from syllabi and industry standards). List AT LEAST 3 outcomes - something that you currently cannot accomplish, accomplish well, or cannot meet competencies/standards without this purchase.	1. We are currently struggling to complete our drywall within the alloted timeframe for the COPERR house project. This will make sanding faster which will help us finish on time. 2. Students do not currently have these tools to use in the program. With these tools, students would be able to see the same tools that are used in the industry. 3. The current drywall quality is difficult to achieve without taking a great deal of time. With these tools, productivity and quality will increase.					
HOW DO THESE EXPECTED OUTCOMES SUPPORT THE PROJECT OBJECTIVE? Tell me specifically how this purchase is going to support the performance metric that you chose.	These tools will allow students to see tools that are used on jobsites every day. It will also allow them to sand drywall faster which will help achieve the goal of completing one home build per year.					
SPENDING CATEGORY (Determined by Perkins Administrator)						
APPROVED YES/NO (Determined by Perkins Administrator)						

Additional Evaluation Criteria:

Course Completion Rates (LCC has utilized the Colorado Community College System (CCCS) State-Wide Course Completion Rates as the benchmark for the program).

	2018-2019	2019-2020	2020-2021	2021-2022
Construction Technologies	**92%**	**90%**	**94%**	**78%**
LCC Total	**84%**	**85%**	**85%**	**86%**
CCCS Total	**81%**	**81%**	**80%**	**81%**

Program and Institutional Assessment:

Construction Trades: Associate of Applied Science with Stackable Certificates embedded

Evaluation Year	Assessment Category/Rates	Benchmark	Above or Below Benchmark	Focus Area	Action Step
19-20	1. Evidence of Employability including On-Time to class sessions, Attendance, Classroom and Lab projects participation. 2. Understand and demonstrate proper hand and power tool identification, safety and use 3. Semester summative projects demonstrating acquired knowledge, carpentry skill attention to detail and project completions.	1. Evidence of Employability – 75% of students will pass the metric criteria for attendance and participation. This can be an indication of employability in field 2. 100 % of Students will demonstrate proper tool identification, safety and use. 3. 75% of Students will successfully complete Construction Trades lab projects.	COVID - no data	Student/Program assessment based on tool identification, safe use and proficiency with completed projects. Familiarity with construction terms, plans and documents commonly used in the industry	Develop measurable methods for assessing student skills in the construction lab and in the understanding of the construction industry
20-21	1. PLO 1-7 Demonstrate proficiency in carpentry skills (framing, windows/doors, finish work, drywall application) 2. PLO 8 Identify materials	75% or more students will pass their carpentry courses in each pertinent semester with a 60% or above. These classes include CAR 100, 103, 123, 125, 130, 170, 171, 270, and 271.	Above	Skills centered training and Entry Level Workplace Skills	Complete lab-based work stations.

	for construction projects and estimate costs and quantities.				
21-22	1. PLO 9 Demonstrate professional employability skills – timelines, working in groups, providing quality service and finished product. 2. PLO 8 Locate, identify and interpret the 2018 Residential Building Code Book.	75% or more students will pass their carpentry courses in each pertinent semester with a 60% or above. These classes include CAR 100, 103, 123, 125, 130, 170, 171, 270, and 271. 75% of students will also pass their building codes class AEC 236 with a 70% or above.	Above	Project based learning. Employability and timeliness	Complete Lamar home remodel.
22-23	1. PLO 1-8 Apply knowledge of how to effectively manage a construction project and apply current construction materials and methods. 2. PLO 9 Demonstrate ability to problem solve, inquire, and adapt to changes on an active site.	75% or more students will pass their carpentry courses in each pertinent semester with a 60% or above. These classes include CAR 100, 103, 123, 125, 130, 170, 171, 270, and 271. Students demonstrate problem solving and group working abilities by participating in in-class work on home remodel.	Above	Project Based Learning Safety	Begin Wiley home remodel and work on high school trailer outfitting.

Co-Curricular Institutional Assessment:

Evaluation Year	Assessment Activity	Benchmark	CLO Alignment	Focus Area	Action Step
19-20	**Campus-wide projects inc. cabinet repair, shelving installation, alterations, design and build construction lab enhancements and classroom demolition/renovation**	**Increase student participation in enhanced skill training**	**Active Thinking** **Communication** **Professionalism** **Social Connectedness**	**Integrate construction lab training with select external assignments**	**Initiate external campus projects consistent with skills learned in the construction lab**
20-21					
21-22					
22-23	Southeast Developmental Services Planter Box Project: Design and build planter boxes for client use in SDS's day program.	Increase student community involvement and outreach	**Active Thinking** **Communication** **Professionalism** **Social Connectedness**	Utilize skills learned in the program for volunteering and bettering community.	Meet end users needs including accessibility and versatility (mobile planters).

Results

Program Name: Construction Trades

School: Lamar Community College

Learning that works for Colorado

Based on the results provided, here are your 11 areas of strength or opportunity.
The higher the score, the higher your program's strengths.

Standards-aligned and Integrated Curriculum	85.71	Facilities, Equipment, Technology and Materials	87.50
Sequencing and Articulation	71.88	Business and Community Partnerships	55.56
Student Assessment	75.00	Student Career Development	56.25
Prepared and Effective Program Staff	66.67	Career and Technical Student Organizations (CTSOs)	
Engaging Instruction	80.00	Work-based Learning	63.89
Access and Equity	87.50	Data and Program Improvement	62.50

Meeting Minutes

Construction Trades Advisory Committee

Date: Wed, October 19th, 2022

Time: 4:00pm

Conducted in person

I. Call to Order – Kristie
- Introduction
  i. Everyone went around the room to introduce themselves: Rod Dunn, Jake Specht, Anne-Marie Crampton, Dr. Linda Lujan, Tim Courkamp, Kendra King, Larry McLemore, Kristie Face
- Approval of minutes
  i. Motion by Jake Specht passed unanimously

II. President's report/update- Dr. Lujan
- Update CTE Building Progress/Completion - Dr. Lujan
  i. Continue working on getting CTE students
  ii. Tim Courkamp…thank you for representing the industry this evening
  iii. Quick report: Dr. Lujan said week of November 1st the finalists for President position will be here in the large lecture hall – input from staff, students is important – overall decision is up to the Chancellor
  iv. Enrollment overall is flat for Fall 2022 – Construction Trades enrollment has doubled
  v. Money for students available
  vi. Many students are opting to go straight into the workforce versus going to college
  vii. Many people leaving for personal and professional reason; however, we have filled our positions with many wonderful new employees
  viii. Larry McLemore shared about a professional development option – bring in trainer - builders in one of the Ford Motor Companies in California – instruction delivery method can be remote

III. Program Updates and Changes
- COPERR Expansion Update – Jake
  i. Original COPERR agreement allowed to renovate some homes – funding to do 7 houses - next house will be built brand new
  ii. Received new funding – allow LCC to build out 2 trailers for students to utilize tools – one south and one north to Grenada or Eads – allows students to complete their first certificate and hopefully pull from the pool to gain more enrollment

iii. Build modular homes onsite at LCC – benefit of the new funding – and then move the structure to a specific location
iv. Expansion plan to FY 2026
v. Tiny Homes discussion – will be on hold until the state steps in to specify zoning, foundation, etc. – minimum sq footage is 900 – discrepancies with all the different building codes
vi. Consider duplexes/triplexes as an option to have students build this type of construction since local contractors are not interested in building these types of structures because too costly

IV. Enrollment Update – Jake/Rod

- Number of students in Spring 2022
  i. 15 students total - 6 are in 2nd year; 9 are in 1st year
  ii. Possible Spring interest from a few students
- 1st and 2nd year students/Certificates/AAS Construction Trades
  i. Degree plan is 4 semesters; can do all 4 certificates and get an associate degree; seems to work well – Jake is not sure that the degree path fits well based on the labs, and building homes off site - not what is written on paper – as enrollment grows, you could have 3 or more projects going on at one time – communicating to the students about the academic plan may not always align with the weather or locations – the students at some point will be able to see everything in the program
- COPERR house project progress
  i. Done framing; waiting on subs for the roof; exterior plans in the works; slightly behind schedule on windows

V. Comments, Suggestions or Ideas

- Open discussion
  i. Dr. Lujan – 'When we get to 100 students' – will need to have 2 full time contractors and have some instructors solely in the classroom
  ii. Larry McLemore – how many contractors /home builders in the area? - Tim and Rod shared that most are retiring or leaving the industry
  iii. Looking at having the next meeting in the evening; serve food; possibly have several meetings at different locations

VI. Next Meeting – Need to schedule meeting for Spring ahead of time so Kristie can get it on the calendar.

- March 1st, 2023 – 5:30PM

VII. Adjournment

- At 5:03PM

Construction Trades Advisory Committee

Meeting Minutes

Spring 2023

April 19, 2023

201 Welton Street, Wiley, CO 81092

I. Call to order by Ms. Kendra King
   a. Introduction of members and guests
   b. Review/Approval of minutes (October 19, 2022)
      i. No changes.
      ii. Mr. Jake Specht moved to approve minutes. Larry McLemore seconded; Motion passed.

II. President's Report/Update by Dr. Rosana Reyes
   a. 9th week in new position, Dr. Reyes has been getting to know the people, programs, and lay of the land at LCC.
   b. Enrollment is up 16% for summer.
   c. $895,000 BH Grant – would help fund skills advance opportunities.
   d. Title 3 Grant is in the process of wrapping up, applying for a Title 5 Grant
      i. Increase student support in retention, low income, and Hispanic populations.

III. Program Updates and Changes by Mr. Jake Specht
   e. COPERR extension/COPERR Grant
      i. Colorado Attorney General's Office
      ii. Two tool trailers for high school service sites in Springfield and Granada. This expands the program and allows more area students to take the Essentials Cert.

iii. Interested students-22 total with 10 from Springfield, 12 Holly/ Granada location.

IV. Enrollment Updates by Mr. Jake Specht and Mr. Rod Dunn
- a. Spring 2023 15 students total.
- b. Fall TBD

V. COPERR House Project Progress by Mr. Jake Specht and Mr. Rod Dunn
- a. Completion in Fall semester
  - i. Challenges
    - a. class schedules
    - b. traveling
    - c. limited on-site time.
    - d. athletes
- b. Plans for next year.
    - a. New build and complete Wiley house

VI. Other Comments
- a. Advertisement sign in Wiley front yard
- b. Clinical site person to assist in afternoon for courses added.

VII. Next Meeting
- a. Evening meeting in Fall of 2023

VIII. Adjourn

Annual Program Review:

Cosmetology Associate of Applied Science

Evaluation Year	Perkins Data 5-yr average Completion Rate & Employment Rate	Benchmark: 5-yr average State-Wide Perkins Data	Above or Below Benchmark	Discussed at Advisory Board Meeting (yes/no)	Focus Area	Action Step	Perkins or Other Funding to Support Action Step
22-23	**Completion: 91%** **Employment: 89%**	**Completion: 51%** **Employment: 90%**	**Completion: above** **Employment:** **below**		Technology in Classroom for Nail Tech Course	Cameras set up for students to see what Instructor is doing in practical hands-on scenarios. Students can view this on new monitors installed in the classroom.	Mini Grant funds support the use of the technology, Perkins helps to fund the cameras and additional equipment on the instructor's end.

2023-2024 Perkins Funded Project Requests				
DEPARTMENT NAME:	**Cosmetology**			
	PRIORITY ITEM 1	**PRIORITY ITEM 2**	**PRIORITY ITEM 3**	**PRIORITY ITEM 4**
ITEM - WHAT, EXACTLY, WILL BE ON THE INVOICE? Provide a list of item(s), link, and the specific cost of each item.	New office furniture $3500.00 (2 desks, 2 storage vertical cabinets, a lateral file cabinet, and 2 office chairs)	Lanza Big Event Hair Show 2 instructors. Plane Tickets, Hotel Rooms, Show Tickets in Orlando Feb 2024 $5000	In Person Barber Education with DG Cuts and Babyliss Pro Education $10,000	Facial Chair $3000.00

What Perkins V strategic plan goal(s) will this purchase address: 1. Career Advisement & Development; 2. Instructor Recruitment & Retention; 3. Partnerships; 4. Quality Programs; 5. Work-based learning	4. Quality Programs 5. Work Based learning 1. Career Advisement and Development	1. Career Advisement . 2.Instructor Retention . 3Partnerships 5. Work based learning	1. Career Advisement 3. Partnerships 4. Quality Programs 5. Work Based learning	1. Career Advisement and Development 4. Quality Programs 5. Work Based learning
WHAT PERKINS PERFORMANCE METRIC IS THE FUNDED PROJECT OBJECTIVE? Select one of the following: 1. Technical Skill Attainment; 2. Certificate/Degree Completion; 3. Student Retention; 4. Placement; 5. Non-traditional Participation; 6. Non-traditional Completion.	2. Certificate/ Degree Completion	1. Technical Skill Attainment	1. Technical Skill Attainment 4. Placement	1. Technical Skill Attainment
DO X - WHAT IS AN ACTION RELATED TO THE ITEM YOU WISH TO PURCHASE (think action verbs)? What will this purchase accomplish for your program/students that is not already in place. Or, what expansion/modernization will happen and how will it benefit the program/students?	The office area will match the newly remodeled salon, reception area, and the image that is portrayed to current and new students in the department. The department as a whole will be trending as a fashion forward department that is current with upcoming and new trends in the industry.	The industry is ever changing with new ways to market, new skills, new artistry, and new techniques. Being on the leading edge allows us to provide the best education for our students so that they have an advanced edge over others entering the industry. We are a Lanza exclusive salon, and this gives us a chance to meet with the Lanza educators, and salesforce.	Students will learn from an industry professional about barbering techniques that are up and coming and information on Babyliss Tools and Implements. These two things are ever changing and techniques, tools and implements are rapidly changing and being produced to help the hair experience for the consumers in the industry.	Students will learn the importance of proper equipment in the esthetics part of the Cosmetology industry in providing services to clients that ergonomically support the client and cosmetologist safely.

ACCOMPLISH Y - WHAT OUTCOMES DO YOU EXPECT FROM THIS PURCHASE? Program outcomes (from strategic plan), or student outcomes (from syllabi and industry standards). List AT LEAST 3 outcomes - something that you currently cannot accomplish, accomplish well, or cannot meet competencies/standards without this purchase.	Instructors will be more efficient in completing tasks as we move to a more hybrid model of theory for the students, with attendance, booking appointments, and other clerical tasks. The current furniture is bulky and outdated, making it not as user friendly as new and current furniture would be.	#7 of Cos. PLO (7. Research, identify and integrate cutting edge and currently trending haircuts for men and women, including the following techniques: analyzation of the hair, scalp and facial shape, waving, coloring, facials, makeup selection and application, facial hair removal, manicuring, pedicuring, and artificial nail application). Along with marketing of products.	COS PLO #3. Effectively conduct client consultations that are individualized, sensitive to the scope of service the client desires, and make applicable recommendations for the client's care plan. #4. Effectively illustrate proficiency with adapting to a variety of haircuts for both men and women with the latest in cutting edge tools and implements.	Number 6 on Cos PLO (Illustrate and apply professional employability skills, such as the importance of proper equipment and the knowledge of why it is important to have).
HOW DO THESE EXPECTED OUTCOMES SUPPORT THE PROJECT OBJECTIVE? Tell me specifically how this purchase is going to support the performance metric that you chose.	Allowing instructors the ease of updated office equipment and furniture gives them more time to devote to students on the salon floor.	This allows the instructors to increase student support to help them discover new techniques and trends shared by professionals in the industry while preparing them for successful employment.	Allows students the ability to see a licensed barberologist in the industry in another state working behind the chair as a business owner. Students will also see the value of proper tools and implements and the role they play. Gives the program the ability to partner with someone else in the industry.	Allows students the hands-on experience of working with proper equipment that supports the ergonomic safety of the cosmetologist and client.
SPENDING CATEGORY (Determined by Perkins Administrator)				
APPROVED YES/NO (Determined by Perkins Administrator)				

Additional Evaluation Criteria:

Course Completion Rates (LCC has utilized the Colorado Community College System (CCCS) State-Wide Course Completion Rates as the benchmark for the program).

	2019-2020	2020-2021	2021-2022	2022-2023
LCC	**91%**	**89%**	**93%**	**92%**
LCC Total	**84%**	**85%**	**85%**	**86%**
CCCS Total	**81%**	**81%**	**80%**	**81%**

Program Learning Outcomes Assessment:

Cosmetology and Barbering Associate of Applied Science

Evaluation Year	Assessment Category/Rates	Benchmark	Above or Below Benchmark	Focus Area	Action Step
19-20	1. Verbal/Visual Skill Check sheet 2. Business Plan Project 3. Mid-term & Final – written & practical pieces 4. Rotating Receptionist – Checks business efficiency and operation via Millennial Software 5. Mock State-boards 6. Exit Interviews	1. 95% of students will successfully complete Verbal/Visual skill check sheet 2. 95% of students will meet expectations for the business plan project 3. 95% of students will successfully complete midterm/ final exam 4. 95% of students will meet expectations for rotating receptionist 5. 95% of students will successfully complete mock state boards 6. 95% of students will meet expectations for exit interviews		1. Students will work on these daily during the semester 2. Students will complete a salon project each spring with a business plan 3. Students will be assessed twice a semester on their practical and written exam skills 4. Students will be assigned reception as a chore each semester and will be required to take money, count down the cash drawer, schedule appointments and communicate over the phone and in person with clients. 5. Students will be assessed during the semester on their practical state board skills by performing mock state board scenarios 6. Sophomores will complete exit interviews to prepare for employment. Indicates interview for employment	
20-21					

21-22	New Assessment Cycle	New Benchmark Set 5	N/A	Program Level Assessment Created through Interview	Advisory Board/Instructors Develop Interview Rubric for Future Assessment; Implement First Round of Interviews
22-23	Exit Interview Assessment	80%	Above	Program Level Assessment Created through Interview	Advisory Board and Instructors develop Interview Rubric

Co-Curricular Institutional Assessment:

Evaluation Year	**Assessment Activity**	**Benchmark**	**Above or Below Benchmark**	**Focus Area**	**Action Step**
21-22	Salon project	Practical use after graduation of 2 students	Above	Business Plan and Benefit of it with self-employment	Create rubric for grading with Business Instructors
22-23	Salon project	Practical use after graduation of 2 students	Above	Business Plan and Benefit of it with self-employment	Create rubric for grading with Business Instructors

LAMAR COMMUNITY COLLEGE

Meeting Minutes

Cosmetology/Barber Advisory Committee

Fall 2022

Monday, October 24, 2022, 12:00-1:00 PM

Buchanan Events Room

I. Call to Order
   a. 12:10PM - Kendra called meeting to order

II. Introduction

III. Approval of Minutes
   a. Reygan moved to approve minutes and Shuamae seconded the motion

IV. Update from LCC President, Dr. Linda Lujan
   a. Dr. Luhan thanked everyone for being here and staying on top of things
   b. Moving to a normalcy after COVID
   c. Enrollment is down; however, Cosmo/Barber has remained steady
   d. VP McLemore is currently doing outreach to increase interest in adult learners
   e. It has been fun to welcome many new faces to LCC this Fall
   f. CTE Cluster Chair – Congrats to Kendra for taking on new role; good professional and learning development
   g. Future of the college is bright – new grants; goal is to continue to provide education and training to faculty, staff, and students

V. Old Business
   a. Lash Class- Milady
      i. Last time we did the Lash Class – it was not positive – many did not get their certifications
      ii. Milady has built a Lash Course – Implementation will be Fall of 2023 – would like to implement in Spring 2023; comes with lesson plans, support slides; not separate from our curriculum; would have to build a kit for the students; comes with brow and lash laminations and be making money in

a different way with clients (lamination is enhancing what you already have) - course in progress

VI. New Business

a. Program Updates & Changes

i. Barber endorsement program through ARK – much of it overlaps – this year Kendra submitted – if you have your Barber cert, you may complete your Cosmo cert and have both licensures

b. Enrollment Update

i. Have 5 concurrent -seems to fluctuate from year to year – likes these students because they are with Kendra for a long time and know how things are done

ii. Has 1 independent study – has a hair stylist cert - wants to get Cosmo license – Shuamae has been helping with the nail portion

c. DG Cuts (Dana Gambo)

i. Last year they brought out DG Cuts – she is a licensed Cosmetologist and Barber – Kendra met her in 2019 at a hair show in Dallas – planning to bring her back in Spring – last Spring DG was only here for 2 days but hopes she can stay longer this Spring – large presence on Instagram -works for Babyliss - does classes nationwide on cuts – very well-known stylist – great partnership

d. Barber Expo

i. May 2023 - Connecticut - thanks to Perkins, Kendra and Shuamae are going – strictly for Barbering - meet some great contacts – to build more partnerships – will hopefully try to get more students while out there

VII. Comments, Suggestions, or Ideas

a. Having a Zoom meeting option and inviting Cosmetology/Barbering contacts from Colorado Springs area will prove to be helpful

VIII. Next Meeting- Set date and time for Spring 2023 advisory meeting – April 17 (12PM)

IX. Adjourn – 12:50PM

LAMAR COMMUNITY COLLEGE

Meeting Minutes

Cosmetology/Barber Advisory Committee

Spring 2023

Monday, April 17, 2023, 12:00-1:00 PM

Betz Conference Room

I. Call to Order
   a. 12:10PM - Kendra called meeting to order.

II. Introduction

III. Approval of Minutes
   a. Reygan moved to approve minutes and Shuamae seconded the motion, motion carried.

IV. Update from LCC VP of Academic and Student Services, Larry McLemore
   a. Lots of new and transitional things happening at LCC with new administration.
   b. New faculty, staff, academics, technology, and construction.
   c. Grant money available and college is looking into applying for specific grants that align with institutional outcomes.
   d. The college is in a position of growth.
   e. Work Based Learning – engagement and partnerships with the service area, communities, and region helping fuel industry work in the service area.
   f. RCC and Colorado Online- Rural Consortium for service sites fueling enrollment form area locations.

V. Old Business

VI. New Business
   a. Program Updates & Changes
      i. Cosmo endorsement program through ARK. Kendra submitted this as an additional option for licensed barbers to complete a cosmetology certificate in one semester and could be dual licensed.
   b. Enrollment Update
      i. Nail tech is expanding to twenty students and accommodations have been made to seat this many in the program.

c. DG Cuts (Dana Gambo)
    i. DG Is returning April 25-27, 2023, to educate students.
d. Barber Expo- Kendra and Shuamae will travel to Connecticut for a Barber Expo May 19-23, 2023. There are opportunities for exposure to assist our programs and school with industry across the world.

VII. Comments, Suggestions, or Ideas
    a. Talked about students creating portfolios for a grade. This will help them market their work. Part of this having them produce mission, vision, and values for their market and how that is applicable to building clientele and soft skills.
    b. Hi Lighting student of the week on social media to get exposure for salon business.

VIII. Next Meeting for Fall 2023 advisory meeting – tentatively October 16 (12PM)

IX. Adjourn – 12:58PM

Meeting minutes recorded by Kendra King

Annual Program Review:

Equine Business Management AAS

Evaluation Year	Perkins Data 5-yr average Completion Rate & Employment Rate	Benchmark: 5-yr average State-Wide Perkins Data	Above or Below Benchmark
22-23	Completion Rate 58% Employment Rate 97%	Completion Rate 45% Employment Rate 98%	Completion Rate above Employment Rate below

2023-2024 Perkins Funded Project Requests			
DEPARTMENT NAME:	Horse Training and Management and Equine Business Management		
	PRIORITY ITEM 1	Priority Item 2	
ITEM - WHAT, EXACTLY, WILL BE ON THE INVOICE? Provide a list of item(s), link, and the specific cost of each item.	WW Manufacturing Panels, Gates, and Siding Retail is $110,000 and our cost is **$80,000**	Part time student tutor (a current HTM sophomore) **$3,000**	
What Perkins V strategic plan goal(s) will this purchase address: 1. Career Advisement & Development; 2. Instructor Recruitment & Retention; 3. Partnerships; 4. Quality Programs; 5. Work-based learning	4. Quality Programs 5. Work-based Learning	4. Quality Programs	
WHAT PERKINS PERFORMANCE METRIC IS THE FUNDED PROJECT OBJECTIVE? Select one of the following: 1. Technical Skill Attainment; 2. Certificate/Degree Completion; 3. Student Retention; 4. Placement; 5. Non-traditional Participation; 6. Non-traditional Completion.	1. Technical Skill Attainment 3. Student Retention	3. Student Retention	

DO X - WHAT IS AN ACTION RELATED TO THE ITEM YOU WISH TO PURCHASE (think action verbs)? What will this purchase accomplish for your program/students that is not already in place. Or, what expansion/modernization will happen and how will it benefit the program/students?	The horse industry is growing rapidly and now is the time to improve the experience for our Horse Training and Management students The HTM program at LCC has a long standing history of being one of the best in the nation. With this purchase, our program would become modernized to the current industry standard. Students would have a smoother colt starting experience and have have the ability properly perform the needed traning techniques in cutting and cowhorse. Students could use critical thinking skills to assess their horse and then adapt the panel set up to what is best for their horse. Additionally, students would be able to evaluate and criticize our set up and then design the layout that is best for their business in the Equine Management and Equine Business Planning courses and determine how this could create value for their training businesses.	Students will be able to better understand the colt starting process and have more individualized instruction.	
ACCOMPLISH Y - WHAT OUTCOMES DO YOU EXPECT FROM THIS PURCHASE? Program outcomes (from strategic plan), or student outcomes (from syllabi and industry standards). List AT LEAST 3 outcomes - something that you currently cannot accomplish, accomplish well, or cannot meet competencies/standards without this purchase.	**HTM 1052:** Saddle horse, Teach horse to accept rider, open and shut gates while on the horse. **HTM 2053:** Start horse in special area of student's choice such as cutting and cowhorse. **EQM 2051:** Demonstrate stable management **EQM 2060**: Understand the concept of value creation in a business	HTM 1052: I. Catch and halter horse II. Hobble horse III. Saddle horse IV. Bridle horse V. Teach horse accept rider VI. Teach horse to trot circles VII. Teach horse to lope circles VIII. Teach a horse to stop and back	
HOW DO THESE EXPECTED OUTCOMES SUPPORT THE PROJECT OBJECTIVE? Tell me specifically how this purchase is going to support the performance metric that you chose.	For the first metric: Currently, the HTM program does not offer students the industry standard area for colt starting or training cutting and cowhorses. With this purchase, we would modernize our program to the standard that is currently expected. Our instruction is top of the line, and with this equipment, our programs would become top of the line in every area. This moveable panels could also be rearranged as students determine what is best for their horse. For the second metric: student retention is directly correlated to the student experience. With this equipment, students would have the highest quality experience which would increase our retention rate.	Since the colt starting program is so hands-on, the more instructors/tutors that are available, the better experience the students will have. It will also help ensure a safe environment.	

SPENDING CATEGORY (Determined by Perkins Administrator)			
APPROVED YES/NO (Determined by Perkins Administrator)			

Additional Evaluation Criteria:

Course Completion Rates (LCC has utilized the Colorado Community College System (CCCS) State-Wide Course Completion Rates as the benchmark for the program).

	2018-2019	2019-2020	2020-2021	2021-2022
Equine Programs	**86%**	**97%**	**99%**	**93%**
LCC Total	**84%**	**85%**	**85%**	**86%**
CCCS Total	**81%**	**81%**	**80%**	**81%**

Program Learning Outcomes Assessment:

Equine business Management AAS

Associate of Applied Science in Equine Business Management Outcomes
1. Students will be able to describe and apply horse anatomy and physiology in various disciplines of the horse industry. 2. Students will understand equine business practices such as creating a business plan as well as be able to communicate fluently with financial advisors. 3. Students will be able to describe and recognize equine reproduction anatomy, techniques, practices and technologies. 4. Students will demonstrate advancing horsemanship skills including groundwork, controlling body parts, and completing various types of maneuvers and patterns with various types of horses. 5. Students will understand and be able to apply sales techniques to equine content. 6. Students will exemplify employable skills such as proper communication, timeliness, a positive attitude, initiative, and cooperation.

Certificate in Equine Business Management Outcomes- Added in 2020 Embedded/Stackable into EBM AAS degree
1. Effectively demonstrate proficiency in chores and tasks required for working safely in a barn environment. 2. Illustrate and apply professional employability skills, such as the importance of being timely and providing quality care of animals. 3. Demonstrate an applicable knowledge in general industry horsemanship by discovering, analyzing and putting to use various forms of riding equipment and current trends in horse care. 4. Examine, coordinate, and operate suppling exercises with horses. 5. Produce, perform and evaluate a showmanship pattern with their horse, demonstrating groundwork, progression, and the knowledge to assess horse progression. 6. Define and apply the knowledge required to address individual care needs and prepare their horse for competition.
Program learning outcomes and assessment plan set to be reviewed in the Fall of 2023

Previous Equine Business Management PLO Assessment Plan: 2019-2021		
1. Employment/Roll Call Sheets 2. Feed Crew Sheets 3. Internship Evaluations 4. Exit Interview 5. Owner Questionnaire 6. Horse Shows	Annually	1 & 2. Employment/Roll Call Sheets/Feed Crew Sheets. 75% of students will pass these sheets. This is an indication of employability in field 3. 80% will meet competencies on the internship evaluations 4. 100% of sophomores will do a mock interview to prepare for employment 5. 100% of students will score an 8 or above on all categories 6. 80% will pass the competencies at the April juried horse show

Equine Business Management AAS PLO Assessment Plan

Evaluated and Renewed in 2022

Metric **(What kind of instrument is being used to assess these outcomes?)**	**Methodology/Frequency** **(How often is the metric applied and how often?)**	**Benchmark/Target** **(What goals have you set for this metric?)**
1. By performance on a conditioning project in EQM 1051. 2. By performance on final business plan in EQM 2060. 3. By performance on final exam in EQM 1058. 4. By performance in EQT 2053 5. By performance on sales presentation in AGB 1020. 6. By employability grades in EQT 2053 which are defined in our barn book.	1. While the student in enrolled in EQM 1051. 2. While the student is enrolled in EQM 2060. 3. While the student in enrolled in EQM 1058. 4. While the student is enrolled in EQT 2053. 5. While the student is enrolled in AGB 1020. 6. While the student is enrolled in EQT 2053.	1. 80% of students will receive a C or better on the conditioning project in EQM 1051. 2. 80% of students will receive a C or better on the business plan in EQM 2060. 3. 80% of students will earn a C or better on the final exam in EQM 1058. 4. 90% of students will earn a C or better in EQT 2053. 5. 80% of students earn a C or better on the sales presentation in AGB 1020. 6. 90% of students will receive employability grades of a B or better EQT 2053.

Equine Business Management AAS PLO Achievement Level					
Year	**2019**	**2020**	**2021**	**2022**	**2023**
1.	Yes	Yes	Yes	Yes, 100%	Not yet assessed
2.	Yes	Yes	Yes	No, 72.2%	Not yet assessed
3.	Yes	Yes	Yes	Yes	Yes, 87.5%
4.	Yes	No, COVID	No, COVID	Yes, 100%	Not yet assessed
5.	No, students own horse in EBM	No, students own horse in EBM	No, students own horse in EBM	Yes	Yes, 94.1%
6.	Yes	Yes	Yes	Yes, 100%	Not yet assessed

Did your department offer any co-curricular learning opportunities over the last five years?

Description of activities	**Common Learning Outcomes supported by the activities**
Planning/Support of Biannual Horse Shows, Legacy Horse Sales, Rodeo, FFA Contests	**Active Thinking, Communication, Professionalism, Social Connectedness/Engaged Citizenship**

Annual Program Review:

Horse Training & Management AAS with Embedded Fundamental Horse Training Certificate

Evaluation Year	Perkins Data 5-yr average Completion Rate & Employment Rate	Benchmark: 5-yr average State-Wide Perkins Data	Above or Below Benchmark
22-23	**Completion Rate** **58%** **Employment Rate** **97%**	**Completion Rate** **45%** **Employment Rate** **98%**	**Completion Rate** **above** **Employment Rate** **below**

2023-2024 Perkins Funded Project Requests			
DEPARTMENT NAME:	**Horse Training and Management and Equine Business Management**		
	PRIORITY ITEM 1	**Priority Item 2**	
ITEM - WHAT, EXACTLY, WILL BE ON THE INVOICE? Provide a list of item(s), link, and the specific cost of each item.	WW Manufacturing Panels, Gates, and Siding Retail is $110,00 and our cost is **$80,000**	Part time student tutor (a current HTM sophomore) **$3,000**	
What Perkins V strategic plan goal(s) will this purchase address: 1. Career Advisement & Development; 2. Instructor Recruitment & Retention; 3. Partnerships; 4. Quality Programs; 5. Work-based learning	4. Quality Programs 5. Work-based Learning	4. Quality Programs	
WHAT PERKINS PERFORMANCE METRIC IS THE FUNDED PROJECT OBJECTIVE? Select one of the following: 1. Technical Skill Attainment; 2. Certificate/Degree Completion; 3. Student Retention; 4. Placement; 5. Non-traditional Participation; 6. Non-traditional Completion.	1. Technical Skill Attainment 3. Student Retention	3. Student Retention	

DO X - WHAT IS AN ACTION RELATED TO THE ITEM YOU WISH TO PURCHASE (think action verbs)? What will this purchase accomplish for your program/students that is not already in place. Or, what expansion/modernization will happen and how will it benefit the program/students?	The horse industry is growing rapidly and now is the time to improve the experience for our Horse Training and Management students The HTM program at LCC has a long standing history of being one of the best in the nation. With this purchase, our program would become modernized to the current industry standard. Students would have a smoother colt starting experience and have have the ability properly perform the needed traning techniques in cutting and cowhorse. Students could use critical thinking skills to assess their horse and then adapt the panel set up to what is best for their horse. Additionally, students would be able to evaluate and criticize our set up and then design the layout that is best for their business in the Equine Management and Equine Business Planning courses and determine how this could create value for their training businesses.	Students will be able to better understand the colt starting process and have more individualized instruction.	
ACCOMPLISH Y - WHAT OUTCOMES DO YOU EXPECT FROM THIS PURCHASE? Program outcomes (from strategic plan), or student outcomes (from syllabi and industry standards). List AT LEAST 3 outcomes - something that you currently cannot accomplish, accomplish well, or cannot meet competencies/standards without this purchase.	**HTM 1052:** Saddle horse, Teach horse to accept rider, open and shut gates while on the horse. **HTM 2053:** Start horse in special area of student's choice such as cutting and cowhorse. **EQM 2051:** Demonstrate stable management **EQM 2060**: Understand the concept of value creation in a business	HTM 1052: I. Catch and halter horse II. Hobble horse III. Saddle horse IV. Bridle horse V. Teach horse accept rider VI. Teach horse to trot circles VII. Teach horse to lope circles VIII. Teach a horse to stop and back	
HOW DO THESE EXPECTED OUTCOMES SUPPORT THE PROJECT OBJECTIVE? Tell me specifically how this purchase is going to support the performance metric that you chose.	For the first metric: Currently, the HTM program does not offer students the industry standard area for colt starting or training cutting and cowhorses. With this purchase, we would modernize our program to the standard that is currently expected. Our instruction is top of the line, and with this equipment, our programs would become top of the line in every area. This moveable panels could also be rearranged as students determine what is best for their horse. For the second metric: student retention is directly correlated to the student experience. With this equipment, students would have the highest quality experience which would increase our retention rate.	Since the colt starting program is so hands-on, the more instructors/tutors that are available, the better experience the students will have. It will also help ensure a safe environment.	
SPENDING CATEGORY (Determined by Perkins Administrator)			

APPROVED YES/NO (Determined by Perkins Administrator)			

Additional Evaluation Criteria:

Course Completion Rates (LCC has utilized the Colorado Community College System (CCCS) State-Wide Course Completion Rates as the benchmark for the program).

	2018-2019	2019-2020	2020-2021	2021-2022
Equine Programs	**86%**	**97%**	**99%**	**93%**
LCC Total	**84%**	**85%**	**85%**	**86%**
CCCS Total	**81%**	**81%**	**80%**	**81%**

<u>Program Learning Outcomes Assessment</u>:

Horse Training & Management AAS with Embedded Fundamental Horse Training Certificate

Associate of Applied Science in Horse Training & Management Outcomes
1. Effectively demonstrate proficiency in chores and tasks required for working safely in a barn environment. 2. Illustrate and apply professional employability skills, such as the importance of being timely, having a willing attitude, taking initiative, cooperating, and providing quality care for animals. 3. Describing and executing the task of saddling a colt and bridling a colt. 4. Demonstrate abilities of the basic fundamentals of performance horse training. 5. Produce evidence that they can manage a colt through the processes of walking, trotting and loping. 6. Demonstrate the ability to progress through a series of riding quizzes with increased difficulty. 7. Demonstrate a deep understanding of horse anatomy, reproduction, and management.

Fundamental Horse Training Certificate Outcomes: Stackable into HTM Associate of Applied Science Degree
1. This one-year certificate program is designed to provide students, through hands-on experience, with the skills and knowledge needed to break colts for riding.
Program learning outcomes and assessment plan set to be reviewed in the Fall of 2023

Horse Training Programs PLO Assessment Plan		
Metric **(What kind of instrument is being used to assess these outcomes?)**	**Frequency** **(How is the metric applied and when/how often?)**	**Benchmark/Target** **(What goals have you set for this metric?)**
1. Employment/ Roll Call Sheets 2. Feed Crew Sheets 3. Internship Evaluations 4. Exit Interview 5. Owner Questionnaire 6. Horse Shows	Annually	1. Employment, roll call, and feed crew sheets 2. 75% of students will pass these sheets. This is an indication of employability in field 3. 80% will meet competencies on the internship evaluations 4. 100% of sophomores will do a mock interview to prepare for employment 5. 100% of students will score an 8 or above on all categories 6. 80% will pass the competencies at the April juried horse show

Horse Training and Management AAS PLO Achievement Level					
Year	**2019**	**2020**	**2021**	**2022**	**2023**
1. *Pass rates from average of HTM 1052, HTM 1054, & HTM 2053*	Yes, 92%	Yes, 98%	Yes, 100%	Yes, 90%	Yes, 100%
2. Pass rates from average of HTM 1052, HTM 1054, & HTM 2053	Yes, 92%	Yes, 98%	Yes, 100%	Yes, 90%	Yes, 100%
3. Pass rates from HTM 2080	No, 67%	No, 73%	Yes, 100%	Yes, 100%	Yes, 100%
4.	Yes	No, COVID	No, COVID	No	Not yet assessed
5.	Yes	No, ended	No, ended	No, ended	No, ended
6. Pass rates from HTM 1054	Yes, 94%	Yes, 100%	Yes, 100%	Yes, 100%	Yes, 100%

Did your department offer any co-curricular learning opportunities over the last five years?

Description of activities	**Common Learning Outcomes supported by the activities**
Planning/Support of Biannual Horse Shows, Legacy Horse Sales, Rodeo, FFA Contests	**Active Thinking, Communication, Professionalism, Social Connectedness/Engaged Citizenship**

Meeting Minutes

HTM/EBM Advisory Committee

Fall 2022

Friday, November 18th, 2022 from 12:00 PM-1:00 PM

Equine Complex

I. Call to Order
   a. Ryan Bray welcomed everyone – Savanna made a motion to begin 11:50AM
II. Welcome and Introduction of Member and Guests
III. Approval of Minutes
   a. Lyn Ray approved minutes
IV. Old Business
   a. Professional Development Clinic
      i. Paid for by Perkins once a semester – paid a trainer to come in to help students
   b. HorseProTV and RCHTO
   c. MagnaWave Partnership with EBM
      i. Studetns 2nd semester is trained; maintain that partnership if photos are posted on social media; students get a discount on the machine
   d. Ranch Horse Team
      i. Began this Fall – 3 students – 1st show today, and Savanna said they performed well
   e. Spring Sale
      i. Working Ranch magazine reached out to Ryan to interview and will be featured in Jan issue of magazine
      ii. Sold $120, 000 of horses in the last sale – investigate online bidding as an option to get more folks involved

V. New Business
   a. Program Status
      i. HTM: 10 sophomores, 10 freshmen
         1. Interviewed 20 for prospective students
         2. Next Fall looks like number of students will increase significantly
         3. Stayed in contact with students has really helped
         4. Many are double majors – 2 freshmen are strictly HTM
      ii. EBM: 12 sophomores, 15 freshmen
      iii. Ranch Horse Team: 3 freshmen
      iv. Rodeo Team: 18 horse students, 4 additional students

1. Mitch said the Rodeo team is going well; kids are showing improvements; making 20 – 30 calls a week to prospective students

b. Program Update
    i. Clinic with Matt Koch
        1. Through Perkins grants; effective training; realistic for students
    ii. Partnerships
        1. Wants to develop more partnerships; Savanna said there is so many options out there to provide to students; working with other folks on campus for sponsorships
        2. For a program like HTM the grant writing is paramount for a program like LCC's; take a real skill to get accepted; Kelli Gaines has been instrumental in helping with grants; Ann-Marie puts on the Boots, Bling, and Blessings - $6,200 – funds are used for making more room for the horses
    iii. Perkins
        1. Trying to utilize as much as possible; been helpful to provide to students who don't have equipment
    iv. Website and Marketing Focus
        1. Revamped website: structured to be more eye-catching for students and entered information pertinent to the program
        2. Savanna invited members to review the website for suggestions or edits
        3. A good thing to add would be the tuition since the cost is affordable – savings of approximately $10,000
    v. 4H Clinic and Rodeo Bible Camp
        1. Will help with recruiting – ages 12 – 16; stayed in the dorms with meal; sessions all day; positive feedback and good for them to experience college campus; partnered with FCA; has $2,000 in account after 1st year to use for supplies for camp next year; $150 cost for 3 days – scholarships were available for students who couldn't afford
    vi. EBM program learning outcomes and degree plan
        1. Trying to change for what it actually offers

c. Recruiting
d. Any Questions

i. Going back to the sale….last year ran the show Friday, then started previews that afternoon – do we start the sale sooner, later? Do we have 2 previews? Previews should be the same day of the sale instead of the 2 day – especially for folks coming from out of town
ii. What are the qualifications to be in the sale? - Vet an application, had to provide a horse previously – don't want to have too many – no more than 50
iii. Had 3 yearlings from Jim Basher last sale
iv. Let consigners know in advance – in January is there a way to let them know? If you wanted to get a fitting class for the younger horses
v. Depending on what they choose, they transfer to EBM degree – can take higher level English class and transfer to a university
vi. Savanna asked the members what is your vision for our program – so many rural kids in Colorado that we need to tap into
vii. A challenge for the students is to get them to use the computer versus using their phones; they don't know how to use Microsoft products

e. Dr. Luhan said this is one of the strongest advisory councils and appreciate everyone's involvement, among many new faces, spaces; officially announced her retirement and introduced the new President of LCC – Dr. Reyes
f. EBM side – needs are to recruit with HS advisors more – and through FFA programs
    i. Had about 40% employee turnover

VI. Adjourn
    a. Adjourned at 12:43PM

Meeting Minutes

HTM/EBM Advisory Committee

Spring 2023

Friday April 28th, 2023 from 12:00 PM-1:00 PM

Equine Complex

I. Call to Order
   a. Ryan Bray welcomed everyone – Savanna made a motion to begin 12:15 PM
II. Welcome and Introduction of Member and Guests
III. Approval of Minutes
   a. Mark Freeman approved minutes
IV. Old Business
   a. Fall professional development with Matt Koch
      i. Nice to have an alum come back and work with students.
   b. Website changes
      i. Hoping this will help explain the programs better and attract more students.
   c. EBM changes approved through ARC
      i. Program is now more current and better preparing students for internships.

V. New Business
   a. Program Status
      i. HTM: 5 sophomores on internship, 12 freshmen
         1. They've interview 50+ students since last August
         2. Asked if numbers will be up next year, it looks like they should be.
      ii. EBM: 10 sophomores on internship, 8 freshmen

   b. Program Update
      i. Professional development clinic with Jay and Gena Hensen
         1. Judges today
      ii. Program assistant next year
         1. Sounds like this will go through. This should help in the programs overall.
      iii. Ranch horse team at NIRSHA competition
         1. Went great. Aubrie Brown was a finalist for the outstanding freshmen award. Board members are in support of this team.
      iv. Ranch horse team stallion auction: $8,500
      v. Applied for colt starting equipment with Perkins grant

1. Advisory board is in support of this. Would help make the programs safer and more current. Matt Koch helped Ryan with the idea.

vi. Vitafloor and solarium for EBM
1. Finishing the installation. Vitafloor helped heal a horse wound really well this semester.

vii. Sponsorship program launched: $8,500
1. Need to come up with a better way to stay in touch with alumni since they are likely to want to support.

viii. Lamar Legacy Sale
1. Students make videos, promotional items, catalog, etc. Great experience for students.
2. Potentially adding an open show next year to draw in more of a crowd.

c. Rodeo
i. Team is doing well.

d. Rodeo Bible Camp: June 28-30th, $125
i. Lyn asked if Savanna could email the flyer to the board members to share. Will send after this weekend.

e. Recruiting: 39 have interviewed since August
i. Is at 50+ now. The most Savanna and Ryan have interviewed in a school year.

f. Any Questions
i. Board members thanked instructors and said the programs are doing great. They are excited about the new equipment for the HTM classes.

VI. Adjourn- 12:58 PM

Lamar Community College

Systematic Plan of Evaluation

End-of-program Student Learning Outcomes and Program Outcomes

6.1 Change to 5.1 The program demonstrates evidence of student's achievement of end-of-program outcomes. (the program student learning outcomes organize the course student learning outcomes and competencies)

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PLAN			IMPLEMENTATION		
Component	Assessment Method(s)	Expected Level(s) of Achievement (ELA)	Data Collection and Assessment Frequency	Results of Data Collection Including actual level(s) of achievement	Analysis and Actions for Program Development, Maintenance, or Revision
6.1 SLO #1 Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan. **EPSLOS 1 &2 are highly important and linked to many activities. Data will be collected**	Final clinical course evaluation (NUR 2030). NUR 2030 Simulation on campus evaluation (initiated for Class of 2019) High-fidelity on-campus simulation NUR 2030 Virtual simulation (piloted product with Class of 2018 and initiated with Class of 2019) Kaplan Predictor Exam	80% of students will receive a 'pass' score. 80% of students will score a minimum of 77%. (For 2018 evaluation of students was pass/fail performance.) 80 % of students will meet desired outcomes for the simulation scenario within set time limits based upon the simulation scenario 80% of students will score a minimum of 77%	Accreditation Coordinator, faculty and Director. Evaluation done end of NUR 2030 course. Simulation faculty Data will be collected with each cohort enrolled in the course. Data will be reviewed annually at the	2023 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 5/15 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment- **MET** 100% met ELA NUR 2030 Clinical Leadership Assignment - **MET** 100% met ELA 2022 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 11/16 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment- **MET** 100% met ELA NUR 2030 Clinical Leadership Assignment - **MET** 100% met ELA 2021 Clinical Evaluation- **MET** 100% met ELA	Class of 2023 Kaplan Predictor B NGN did not have a normed benchmark. Faculty set the benchmark at 72 which reflected a 95 % chance of passing the NCLEX. We noted this was a 33%. We are expecting normed bench marks in the future. Change the ELA of the High fidelity Simulation to 80 % will meet desired outcomes for the scenario within set time limits based upon the simulation scenario for 2023-2024 Class of 2022- our NCLEX-RN pass rate was 82%. We had 14/17 that tested in that pass rate; One student from the cohort before tested in this group and one student did not test for that data. test plan change. Admission, re-entry. Class of 2021- our NCLEX-RN pass rate was 71%. We had 10/14 that

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PLAN			IMPLEMENTATION		
annually and a deep dive every	NUR 2030 Reflection Journal for documents self-assessment of critical thinking and clinical reasoning. NUR 2030 Clinical Leadership Assignment related to critical thinking and clinical reasoning (initiated spring 2021).	80% of students meet the national benchmark predicting NCLEX success. 80% of students will score a minimum of 77% 80% of students will score a minimum of 77%	end of year faculty meeting Evaluation done end of NUR 2030 course. Evaluation done end of NUR 2030 course.	On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 7/15 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment-100% met ELA NUR 2030 Clinical Leadership Assignment-100% met ELA	tested in that pass rate; one student did not test for that data. Hired two consultants, created a testing policy and blueprint to track for consistency. Accountability. We also tagged all questions. Reduced resources for students. Release time that is focused on assessment practices. Workload release to mentor new faculty members. Increasing contract time for full time faculty for the purpose of course analysis. Class of 2020 - NCLEX-RN pass rate of 100%. Strategies are working. Will continue to monitor annually in May. Initiated full use of Kaplan products with Class of 2020. Phased out HESI products. See "Evaluation of Strategies document." Class of 2019 – Continue implementation of strategies to increase NCLEX-RN pass rates. See "Evaluation Strategies" document. NCLEX- pass rate at a 58%. Identified that numerous graduates tested late from the class of 2018 therefore decreasing the pass rate for class of 2019. See "Evaluation of Strategies" document.

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PLAN			IMPLEMENTATION		
					Class of 2018 – Initiate Strategies to Increase NCLEX-RN pass rates. See associated document. NCLEX-pass rate is 75%. May 2020 Clinical Leadership Assignment – Spring 2021 changed student assignment to better reflect attainment of SLO #1. Document titled "Lamar Community College Nursing Program Evaluation of Strategies to Improve NCLEX RN Pass Rates" Evaluation of New Strategies" describes strategies implemented and evaluation for Classes of 2018, 2019 and 2020. Will continue to implement. Action Item: Nursing faculty to participate in the Nurse Educator Institute Conference in April 2021. Focus of this conference is "Faculty and Student Success in Developing Clinical Judgement" and "Next Generation NCLEX". Action Item: At the May 2021 nursing faculty meeting –will explore separating out the individual predictors from the Kaplan Predictor exam related to Provide safe, quality, evidence-based, patient-centered

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PLAN			IMPLEMENTATION		
					nursing care in a variety of healthcare settings to diverse patient populations across the lifespan**.**
SLO#2 Engage in critical thinking and clinical reasoning to make patient-centered care decisions.	Daily clinical critical thinking paper work evaluation (NUR 2016). NUR 2030 Simulation on campus evaluation (initiated for Class of 2019) NUR 2030 Virtual simulation (piloted product with Class of 2018 and initiated with Class of 2019) Kaplan Predictor Exam Reflection Journal for NUR 2030 documents self-	Determinie ELA later 80% of students will score a minimum of 77%. (For 2018 evaluation of students was pass/fail performance.) 80% of students will score a minimum of 77% 80% of students meet the national benchmark predicting NCLEX success. 80% of students will score a minimum of 77%	Accreditation Coordinator, faculty and Director. Evaluation done end of NUR 2030 course. Data will be collected with each cohort enrolled in the course. Data will be reviewed annually at the end of year faculty meeting Evaluation done end of NUR 2030 course.	2023 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 5/15 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment- **MET** 100% met ELA NUR 2030 Clinical Leadership Assignment - **MET** 100% met ELA Kaplan Critical Thinking Exam- 3 /15 met the Kaplan benchmark, 2022 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 11/16 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment- **MET** 100% met ELA NUR 2030 Clinical Leadership Assignment - **MET** 100% met ELA	2023- Action item is to change the assessment from final clinical course evaluation to assessment of daily critical thinking paperwork. See Kaplan Predictor note above. Remove Remove the Leadership hours and journal Critical Thinking Exam- Faculty feel the students do not take this exam seriously. 8/12 crtitical thinking scores improved. 2/12 stayed the same and 2/12 went down and 3 stduents did not take the initial exam upon entrance into the program. 2022 At the May 2021 faculty meeting will explore opportunities for a written critical thinking assignment such as a research paper in a didactic course. Fall 2020

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PLAN			IMPLEMENTATION		
	assessment of critical thinking and clinical reasoning. Kaplan Critical Thinking Exam.	80% of students will score a minimum of 77% 80% of students will score at the Kaplan benchmark at 4th semester.	Evaluation done end of NUR 2030 course. Evaluation is completed 1st semester and then 4th semester.	2021 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 7/15 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment-100% met ELA NUR 2030 Clinical Leadership Assignment-100% met ELA	Added the Critical Thinking Kaplan exam for the cohort that will graduate in 2022. Give Kaplan Critical Thinking Exam during 1st and 4th semesters for each student to assess improvement of critical thinking. This strategy implemented as advised by our Kaplan Nurse Consultant as a program measure of the students' progression of critical thinking skill. May 2020 Clinical Leadership Assignment – Spring 2021 changed student assignment for a more accurate evaluation of students' ability to obtain Student Learning Outcome #2. Rubric created for instructor to objectively evaluate students' attainment of SLO #2. December 2018 based upon our research we felt Kaplan Nursing was the best fit for LCC. Faculty changed admission vendors from HESI to Kaplan, continued our NCLEX-prep with Kaplan and adopted Kaplan's full-service curriculum. This was implemented in fall 2019 with admissions testing beginning February 2019 for fall 2019 admissions. This information documented in the "Strategies document" sent to CSBON and ACNE as well as nursing faculty meeting minutes for December 2018.

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PLAN			IMPLEMENTATION		
					Action Item: At the May 2021 nursing faculty meeting –will explore separating out the individual predictors from the Kaplan Predictor exam related to engage in critical thinking and clinical reasoning to make patient-centered care decisions.
SLO #3 Implement quality measures to improve patient care.	Final clinical course evaluation for NUR 2030. NUR 2030 Simulation on campus evaluation NUR 2030 Virtual simulation Kaplan Predictor Exam NUR 2030 Reflection journal documents exploration of core measures for quality improvement	80% of students will receive a 'pass' score. 80% of students will score a minimum of 77%. (For 2018 evaluation of students was pass/fail performance.) 80% of students will score a minimum of 77%. 80% of students meet the national benchmark predicting NCLEX success.	Accreditation Coordinator, faculty and Director. Evaluation done end of NUR 2030 course. Data will be collected with each cohort enrolled in the course. Data will be reviewed annually at the end of year faculty meeting	2023 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 5/15 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment- **MET** 100% met ELA NUR 2030 Clinical Leadership Assignment - **MET** 100% met ELA 2022 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 11/16 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment- **MET** 100% met ELA NUR 2030 Clinical Leadership Assignment - **MET** 100% met ELA	2023 Faculty want to check on the ability to collect scan rates form the clinical sites Develop a Simulation evaluation tool to address quality measures, such as @ Pt ids, scan rates in sim and evluatin quality meass in the virtual sims. (doc pain, sepsis, cardiac codes, surgical safety, SBAR, critical lab reports) May 2020 Clinical Leadership Assignment – Spring 2021 changed student assignment to better reflect attainment of SLO #3.

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	PLAN		IMPLEMENTATION		
	processes in the clinical setting. NUR 2030 Clinical Leadership Assignment related to trend data of quality measures being tracked in the clinical setting (initiated spring 2021).	80% of students will score a minimum of 77%. 80% of students will score a minimum of 77%.	Evaluation done end of NUR 2030 course. Evaluation done end of NUR 2030 course.	2021 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 7/15 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment-100% met ELA NUR 2030 Clinical Leadership Assignment-100% met ELA	Action Item: At the May 2021 nursing faculty meeting –will explore separating out the individual predictors from the Kaplan Predictor exam related to quality measures to improve patient care. _
SLO #4 Participate in collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support persons.	Final clinical course evaluation for NUR 2030. NUR 2030 Simulation on campus evaluation (initiated for Class of 2019) NUR 2030 Virtual simulation (piloted product with Class of 2018 and initiated with Class of 2019) Kaplan Predictor Exam	80% of students will receive a 'pass' score. 80% of students will score a minimum of 77%. (For 2018 evaluation of students was pass/fail performance.) 80% of students will score a minimum of 77%. 80% of students meet the national benchmark predicting NCLEX success.	Accreditation Coordinator, faculty and Director. Evaluation done end of NUR 2030 course. Data will be collected with each cohort enrolled in the course. Data will be reviewed annually at the end of year faculty meeting	2023 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 5/15 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment- **MET** 100% met ELA NUR 2030 Clinical Leadership Assignment - **MET** 100% met ELA 2022 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 11/16 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment- **MET** 100% met ELA	May 2023 Action Item See previous items regarding clinical paperwork or Simulation outcomes. SBAR, family interactions, and multiple Doc calls.

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PLAN			IMPLEMENTATION		
	NUR 2030 Reflective journal documents interdisciplinary collaboration and outcomes. NUR 2030 Clinical Leadership Assignment related to detailing the importance of collaborative relationships. (initiated spring 2021).	80% of students will score a minimum of 77%. 80% of students will score a minimum of 77%.	Evaluation done end of NUR 2030 course. Evaluation done end of NUR 2030 course.	NUR 2030 Clinical Leadership Assignment - **MET** 100% met ELA 2021 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 7/15 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment-100% met ELA NUR 2030 Clinical Leadership Assignment-100% met ELA	
SLO #5 **Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error,**	Final clinical course evaluation for NUR 2030. NUR 2030 Simulation on campus evaluation (initiated for Class of 2019) NUR 2030 Virtual simulation (piloted product with Class of 2018 and initiated with Class of 2019)	80% of students will receive a 'pass' score. 80% of students will score a minimum of 77%. (For 2018 evaluation of students was pass/fail performance.) 80% of students will score a minimum of 77%.	Accreditation Coordinator, faculty and Director. Evaluation done end of NUR 2030 course. Data will be collected with each cohort enrolled in the course.	2023 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 5/15 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment- **MET** 100% met ELA NUR 2030 Clinical Leadership Assignment - **MET** 100% met ELA 2022 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average.	May 2023 Action Item- Review the current Reflective Assignment Journal to assess The SLOs 1-8

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	PLAN		IMPLEMENTATION		
and support decision-making.	Kaplan Predictor Exam NUR 2030 Reflection Journal to address patient care technologies, information systems and communication devices to support safe nursing practice. (initiated spring 2021) NUR 2030 Clinical Leadership Assignment related to use of information management principles, techniques and systems, and patient care technology to communicate and manage knowledge and support decision-making (initiated spring 2021).	80% of students meet the national benchmark predicting NCLEX success. 80% of students will score a minimum of 77%. 80% of students will score a minimum of 77%.	Data will be reviewed annually at the end of year faculty meeting Evaluation done end of NUR 2030 course. Evaluation done end of NUR 2030 course.	Kaplan Predictor Exam- **NOT MET** only 11/16 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment- **MET** 100% met ELA NUR 2030 Clinical Leadership Assignment - **MET** 100% met ELA 2021 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 7/15 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment-100% met ELA NUR 2030 Clinical Leadership Assignment-100% met ELA	

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	PLAN		IMPLEMENTATION		
	NUR 2030 Theory course. Quiz related to use of information management principles, systems, how to manage knowledge, mitigate error and support decision-making. (implemented spring 2021	80% of students will score a minimum of 77%.	Evaluation done end of NUR 2030 course.		
SLO #6 Provide leadership in a variety of healthcare settings for diverse patient populations.	Final clinical course evaluation for NUR 2030. NUR 2030 Simulation on campus evaluation (initiated for Class of 2019) NUR 2030 Virtual simulation (piloted product with Class of 2018 and initiated with Class of 2019) Kaplan Predictor Exam	80% of students will receive a 'pass' score. 80% of students will score a minimum of 77%. 80% of students will score a minimum of 77%. (For 2018 evaluation of students was pass/fail performance.) 80% of students meet the national benchmark predicting NCLEX success.	Accreditation Coordinator, faculty and Director. Evaluation done end of NUR 2030 course. Data will be collected with each cohort enrolled in the course. Data will be reviewed annually at the end of year faculty meeting	2023 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 5/15 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment- **MET** 100% met ELA NUR 2030 Clinical Leadership Assignment - **MET** 100% met ELA 2022 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 11/16 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment- **MET** 100% met ELA	May 2023 Action Item Action Item- Review the current Reflective Assignment Journal to assess The SLOs 1-8. May 2020 Clinical Leadership Assignment – Spring 2021 changed student assignment to better reflect attainment of SLO #6. See above related to change in Leadership Assignment. Action Item: At the May 2021 nursing faculty meeting –will explore separating out the individual predictors from the Kaplan Predictor exam related to leadership in healthcare.

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PLAN			IMPLEMENTATION		
	NUR 2030 Reflective journal documents examination of leadership theory and practice in the clinical setting. NUR 2030 Clinical Leadership Assignment related to examining leadership in a variety of clinical settings. (implemented spring 2021)	80% of students will score a minimum of 77%. 80% of students will score a minimum of 77%.	Evaluation done end of NUR 2030 course. Evaluation done end of NUR 2030 course.	NUR 2030 Clinical Leadership Assignment - **MET** 100% met ELA 2021 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 7/15 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment-100% met ELA NUR 2030 Clinical Leadership Assignment-100% met ELA	
SLO #7 Assimilate professional, legal, and ethical guidelines in practice as a professional nurse.	Final clinical course evaluation for NUR 2030. NUR 2030 Simulation on campus evaluation (initiated evaluation tool for Class of 2020) NUR 2030 Virtual simulation (piloted product with Class of 2018 and initiated with Class of 2019)	80% of students will score a minimum of 77% 80% of students will score a minimum of 77%. (For 2018 evaluation of students was pass/fail performance.) 80% of students will score a minimum of 77%.	Accreditation Coordinator, faculty and Director. Evaluation done end of NUR 2030 course. Evaluation done end of NUR 2030 course.	2023 Clinical Evaluation- MET 100% met ELA On Campus Simulation- MET 100% met ELA Virtual Simulation- MET 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- NOT MET only 5/15 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment- MET 100% met ELA NUR 2030 Clinical Leadership Assignment - MET 100% met ELA 2022 Clinical Evaluation- MET 100% met ELA On Campus Simulation- MET 100% met ELA Virtual Simulation- MET 100% met ELA of minimum of 80% average.	May 2023 Items of Action Action Item- Review the current Reflective Assignment Journal to assess The SLOs 1-8. Brainstorm- Mock trial May 2020 Campus-based simulation – analyzed clinical simulation evaluation tool and found that legal and ethical issues were addressed but professional behaviors is

End-of-program Student Learning Outcomes and Program Outcomes

6.1 Change to 5.1 The program demonstrates evidence of student's achievement of end-of-program outcomes. (the program student learning outcomes organize the course student learning outcomes and competencies)

There is ongoing assessment of the extent to which students attain each end-of-program student-learning outcome.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student-learning outcome.

	PLAN		IMPLEMENTATION		
	Kaplan Predictor Exam NUR 2030 Reflective journal documents comprehension of correlation between legal and ethical processes impact clinical outcomes.	80% of students meet the national benchmark predicting NCLEX success. 80% of students will score a minimum of 77%. 80% of students will score a minimum of 77%.	Data will be reviewed annually at the end of year faculty meeting Evaluation done end of NUR 2030 course. Evaluation done end of NUR 2030 course.	Kaplan Predictor Exam- NOT MET only 11/16 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment- MET 100% met ELA NUR 2030 Clinical Leadership Assignment - MET 100% met ELA 2021 Clinical Evaluation- MET 100% met ELA On Campus Simulation- MET 100% met ELA Virtual Simulation- MET 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- NOT MET only 7/15 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment-100% met ELA NUR 2030 Clinical Leadership Assignment-100% met ELA	not addressed. Will develop a tool to measure professionalism after review of best practices. Will implement fall 2021. May 2020 Identified in the NUR 2030 Clinical Leadership assignment that students were not required to address SLO #7. Goal for spring 2021 is to create a new Leadership Assignment to include SLO #7. Implemented new Leadership Assignment for spring 2021. January 2021 NUR 2030 quiz related to professionalism, legal and ethical guidelines implemented spring 2021. Quiz completed 03/02/21 84.6% (11/13) achieved a 77% or greater. ELA met. Action Item: At the May 2021 nursing faculty meeting –will explore separating out the individual predictors from the Kaplan Predictor exam related to assimilation of professional, legal and ethical guidelines in practice.
SLO #8 ***Promote a culture of caring to provide***	Final clinical course evaluation for NUR 2030. NUR 2030 Simulation on	80% of students will score a minimum of 77% 80% of students will score a minimum of	Accreditation Coordinator, faculty and Director.	2023 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 5/15 met benchmark- ELA not met	May 2023 Action Item- Review the current Reflective Assignment Journal to assess The SLOs 1-8. Take a look at Patient Centerd are under QSEN competencies in Kaplan Predictor

End-of-program Student Learning Outcomes and Program Outcomes

6.1 Change to 5.1 The program demonstrates evidence of student's achievement of end-of-program outcomes. (the program student learning outcomes organize the course student learning outcomes and competencies)

There is ongoing assessment of the extent to which students attain each end-of-program student-learning outcome.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student-learning outcome.

PLAN			IMPLEMENTATION		
holistic, compassionate, culturally-competent care.	campus evaluation (initiated evaluation tool for Class of 2020) NUR replVirtual simulation Kaplan Predictor Exam NUR 2030 Reflection Journal assignment creating a culture of caring to provide holistic, compassionate, culturally-competent care. (initiated Spring 2021) NUR 2030 Clinical Leadership Assignment. Assessment of how to create a culture of caring and evaluation of this outcome in the assigned clinical	77%. (For 2018 evaluation of students was pass/fail performance.) 80% of students will score a minimum of 77%. 80% of students meet the national benchmark predicting NCLEX success. 80% of students will score a minimum of 77%. 80% of students will score a minimum of 77%.	Evaluation done end of NUR 2030 course. Data will be collected with each cohort enrolled in the course. Data will be reviewed annually at the end of year faculty meeting Evaluation done end of NUR 2030 course. Evaluation done end of NUR 2030 course.	NUR 2030 Reflective Journal Assignment- **MET** 100% met ELA NUR 2030 Clinical Leadership Assignment - **MET** 100% met ELA 2022 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 11/16 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment- **MET** 100% met ELA NUR 2030 Clinical Leadership Assignment - **MET** 100% met ELA 2021 Clinical Evaluation- **MET** 100% met ELA On Campus Simulation- **MET** 100% met ELA Virtual Simulation- **MET** 100% met ELA of minimum of 80% average. Kaplan Predictor Exam- **NOT MET** only 7/15 met benchmark- ELA not met NUR 2030 Reflective Journal Assignment-100% met ELA NUR 2030 Clinical Leadership Assignment-100% met ELA	May 2020 faculty decided to expand the Reflective Journal Assignment to include SLO #8. It was noted that this has been omitted from this assignment. This assignment will be initiated in spring 2021. 2019 created the clinical evaluation tool used for on-campus simulation starting with the class of 2020. This document links each SLO with the essential performance measures for the simulated clinical experience (SCE) Action Item: At the May 2021 nursing faculty meeting –will explore separating out the individual predictors from the Kaplan Predictor exam related to promotion of culture of caring and culturally competent care.

End-of-program Student Learning Outcomes and Program Outcomes					
6.1 Change to 5.1 The program demonstrates evidence of student's achievement of end-of-program outcomes. (the program student learning outcomes organize the course student learning outcomes and competencies) **There is ongoing assessment of the extent to which students attain each end-of-program student-learning outcome.** **There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student-learning outcome.**					
PLAN			**IMPLEMENTATION**		
	setting. (initiated spring 2021)				

LAMAR COMMUNITY COLLEGE

Meeting Minutes

Nursing and Allied Health Programs Advisory Committee

Fall 2022- October 10, 2022

1. Welcome – Morgan Clark
    a. Morgan welcomed everyone to the meeting; lunch served
2. Introductions (name, facility, role)
    a. Morgan introduced new faces/members and then advisory committee member went around the room to introduce themselves
3. Review of Meeting Minutes from April 4, 2022
    a. One correction: under 15c….it should say inpatient and ER not long term
    b. Meeting Minutes were approved
4. Update from LCC – Dr. Linda Lujan (Representing was VP McLemore)
    a. Student services team – new team members for student support and recruitment
    b. Search for LCC President (Oct 13 and 14th)
        i. Finalists will be in November; Open to community input
        ii. Dr. Lujan will be retiring in December
    c. Residence Hall and Motel
        i. All back part of motel is dorms
    d. Advisory committee is vital to what we do
    e. Enrollment growth is flat
        i. Projection is to grow, grow, grow
    f. Anne-Marie Crampton

i. Apply for scholarships – Colorado residents

1. Money may be used for travel accommodations for clinicals

2. Getting $100, 000 grant for EMT students

5. EMS Update – Heather Burkhart (representing was Morgan Clark)

a. Running a 5-student course group currently

b. Working on interest and logistics to gain more numbers

i. Will launch an advanced and basic course in Spring

c. Prowers County dollars are typically for Prowers County students

6. NUA Update – Tammie Clark

a. Completed Spring group in the summer

b. Ran a full 10 students

c. Getting them to test has been a challenge; scheduling options are very narrow

d. Fall group with 4 students

7. 2nd-level class – Mary Ann Turner and Class Officers

a. 13 enrolled

b. Smaller groups get to focus more on skills and hands on experience

c. One group going to Garden City

d. Getting great experiences on clinicals

e. Introduced Gigi – class president

i. Entering Exam 3

ii. Started clinicals

iii. Adjusting to changes (hands on training, preparing for pinning, all classes are on Monday – very beneficial)

8. 1st level Class-Jordan Mallard and Class Officers
    a. Half-way through semester
    b. Beginning clinicals – long-term care facilities
    c. Pharmacology is going well
    d. Emily (president)
        i. Overall things are going well
        ii. Helpful we have instructors who offer open door policy
9. Simulation/Classroom updates- Jordan Mallard
    a. Grant received $ ¼ million in simulation program – 3 high fidelity mannequins (goal to have everyone trained on them by Spring semester)
        i. Go through process of putting mannequins out for bid
        ii. We have 7 years to spend the amount
    b. 2 rooms to run sims on
10. NUR 1089-Jordan Mallard
    a. Started to offer this course
    b. LPNs who have had an OB and Peds background who would like to be an RN
    c. 6 students enrolled
    d. Ended up with 3 that passed – clinicals at Parkview
    e. Looking at starting this class later instead of in May
11. NCLEX Pass Rates- Morgan Clark
    a. Graduated 15 last year; only have one left to test
    b. 86% pass rate; can report 100% second time pass rate
12. ACEN Standards and Advisory Council Contributions – Morgan Clark

a. Advisory Council is incredibly important to us

b. Up for reaccreditation in Fall 2024

    i. When they visit, they will speak to advisory council, students, leadership

c. The standards 2023, that is everyone's standards, not a significant amount of standards changes; however, we now have 5 standards instead of 6

13. Updates from facilities

a. Needing for night shift nurses

b. Hiring CNA's from EMT courses

    i. Reducing it to 3 weeks

    ii. Is there a remote option?

        1. Hybrid option – possibility is there and has worked well (lab hours – few hours a week)

        2. Our program says 60 clinical hours

c. Reports of facilities closing on Kansas side

    i. Nursing homes in Colby in risk of closing

d. Emergent delivery drills – sim mannequins on site

e. FEMA is doing a disaster preparedness

f. Covid is still around as is monkey pox

g. Doing some briefings on Ebola; being prepped

h. Eads is still looking for a CEO

    i. They need CNAs

    ii. Been doing mock code trainings

    iii. Have a new training center – works well for education

i. From Southeast Colorado

i. Needing 2 night nurses – much be RN's, looking for a baby warmer

ii. Nursing home side – 2 night for nurse and 1 day positions open

iii. Desperately needing CNAs

iv. Just completed one of the biggest NA classes but having a challenge with scheduling skills testing due to location/distance challenges

j. Kara Reeder

i. Onsite liaison with Morgan College - great program for those who need a bachelor's degree

ii. Total BSN cost is $6000 – classes are 8 weeks long – 2 courses that require clinical hours (6 days total clinical)

1. Asynchronous classes

k. AVRMC

i. CEO retired and new CEO hired

ii. Seeing an increase in OB dept and surgical dept, some PRN positions

l. Joe Franta from CSU Pueblo

i. 48 credit – nurse educator program

ii. NPATCH - first Friday of December – taking about staffing numbers

14. Other Comments

15. Next Meeting – April 2023

a. Next meeting is 3 April 2023 12PM – 1PM

b. All in agreement

16. Adjourn

Meeting Minutes

Nursing and Allied Health Programs
Advisory Board Committee
Buchanan Events Center
Spring 2023
March 27, 2023

1. Welcome by Ms. Morgan Clark
    a. Meal provided

2. Introduction of members and guests

3. Review/Approval of minutes (Fall 2022, October 10, 2022)
    a. Ms. Mary Ann Turner moved to approve minutes; Ms. Kara Reeder seconded. Motion passed.
    b. No changes.

4. Update from LCC by Mr. Larry McLemore
    a. Successful transition of new president Dr. Rosana Reyes
    b. Fall funding available for students
    c. Cares Forward Colorado grants for LCC for 2023-24
    d. New staff members including Courtney Morris as Workbased Learning Program Coordinator
    e. Enrollment is flat
    f. MAP Center is an intrusive advising model to keep students engaged
    g. Finalizing budgets
        i. Cost of Living
        ii. Grant Funding
        iii. State and system support for nursing

5. EMS Update by Ms. Heather Burkhart
    a. Spring- 10 students enrolled, 9 took NREMT, 8 passed
    b. Completers done in May
    c. $100,000 grant by Prowers County Commissioners
        i. EMT costs
        ii. Updating EMT
        iii. Offer advanced class in Spring
        iiii. EMT refresher course

6. NUA Update by Ms. Tammie Clark
    a. 4 students enrolled in health courses, 3 passed for Fall 2022
        2 CNA are currently working
    c. Spring- 3 students enrolled, 3 passed, 1 working
    d. Clinical experience in Baca County and PMC

7. 2nd Level Class by Ms. Mary Ann Turner and Class Officers
    a. 15 students enrolled
    b. Preparing for finals
    c. KAPLAN attending in April
    d. 1069 course- 8 students
    e. Ms. Guliana Tucker
        i. "Light at the end of the tunnel"
        ii. Classes on Mondays
        iii. Kaplan prep work
        iiii. Finishing exam 4, preparing for finals
    f. Ms. Kirsten Summers
        i. Pinning is May 4 @ 5 @ Lamar High School
        ii. Graduation is May 6
8. 1st Level Class by Ms. Kara Reeder and Class Officers
    a. 10 students enrolled
    b. Busy with clinicals
    C. Children's Hospital next weekend
    d. Ms. Emily Jones
        i. Intense schedule
        ii. Fear to confidence
        iii. Good experience

9. NCLEX Pass Rates by Ms. Morgan Clark
    a. No 2020 data
    b. Other data
        i. 83% job placement
        ii. Attrition rates and proposed interventions in budget for FY 23-24
        iii. Perkins Requests to support retention, faculty development

10. Pinning Ceremony
    a. May 4 @ 5 @ High School
    b. May 5 is Antelope Night

11. ACEN Standards and Advisory Council Contributions by Ms. Morgan Clark
    a. 5 Standards
    b. 8 Outcomes for program
    c. Prep Handout for committee participation in fall 2024 site visist *will be attached to minutes

12. Election of 2023-24 Advisory Council Officers
    a. President - Ms. Jasmine Shea, Keefe Memorial Hospital District
    b. Vice President - Ms. Taran Muehlbauer, Kiowa County Hospital District
    c. Secretary – Ms. Tamie Clark, Lamar School District

13. Updates from facilities
    a. Kiowa County Hospital District
        i. CNA doing well
        ii. Ms. Beth Bell – CEO in October
        iii. recruiting for CNO as CNO is moving to FNP role
        iv. Mr. Russ Watson – EMS Director
        V. 4 out of 5 EMT passed from their recent class

    b. Southeast Colorado Hospital
        i. Remodeling nursing department– April deadline
        ii. CNA Classes – 9 students enrolled
        iii. 2 EMT passed in recent cohort to become paramedics
        iv. 3 Full-time EMTs in ER
    c. Bent County Healthcare
        i. 50 residents
        ii. Employed 2 CAN and 1 RN from LCC recent graduates
        iii. Employment Opportunities – nursing evening positions 2-10 pm
    d. Prowers Medical Center
        i. Scholarships available for 2nd level nursing students
        ii. Employment Opportunities - LPNs
    e. Cheyenne Manor
        i. 13 residents
        ii. Employment Opportunities – staff positions
    f. Keefe Memorial Hospital
        i. Under construction
        ii. Transitioning from portable to permanent oxygen
        iii. Permanent CEO now, was interim
        iv. Employment Opportunities – nursing openings

14. Other comments

a. KCHD voiced interest in other allied health programs, especially MLT as all critical access facilities with ERs must have MLT on call 24/7

b. Director Clark noted other facilities have requested additional allied health programs such as MA, QMAP, respiratory therapy, occupation/physical therapy assistants, etc and she will work with college leaders to identify potential collaborations for program development

15. Next Meeting
    a. October 2, 2023 at 11:30am with lunch

16. Adjourn

Annual Program Review:

Welding

Evaluation Year	Perkins Data 5-yr average Completion Rate & Employment Rate	Benchmark: 5-yr average State-Wide Perkins Data	Above or Below Benchmark
22-23	Completion Rate 62% Employment Rate 99%	Completion Rate 39% Employment Rate 96%	Completion Rate above Employment Rate above

2023-2024 Perkins Funded Project Requests				
DEPARTMENT NAME:				
	PRIORITY ITEM 1	PRIORITY ITEM 2	PRIORITY ITEM 3	PRIORITY ITEM 4
ITEM - WHAT, EXACTLY, WILL BE ON THE INVOICE? Provide a list of item(s), link, and the specific cost of each item.	8 Miller XMT 450 Welder and accessories $7000 ea., 8 Miller 22A wire feeder and accessories $2500 ea.	Upgrade to the ventilation in the shop. $10,000	Digital time clock. $322.02	Fabtech 2023. Registration $50.00 ea. Flights $386.00 ea. Hotel $925.00 ea. Uber $200.00 ea. Meals $300.00 ea.
What Perkins V strategic plan goal(s) will this purchase address: 1. Career Advisement & Development; 2. Instructor Recruitment & Retention; 3. Partnerships; 4. Quality Programs; 5. Work-based learning	Career Advisement, Quality Programs, Work Based learning	Quality Program	Career Advisement, Quality Program	Career Advisement, Instructor recruitment and retention

WHAT PERKINS PERFORMANCE METRIC IS THE FUNDED PROJECT OBJECTIVE? Select one of the following: 1. Technical Skill Attainment; 2. Certificate/Degree Completion; 3. Student Retention; 4. Placement; 5. Non-traditional Participation; 6. Non-traditional Completion.	Student Retention, Technical Skill Attainment	Student retention	Technical skill Attainment	Technical skill attainment
DO X - WHAT IS AN ACTION RELATED TO THE ITEM YOU WISH TO PURCHASE (think action verbs)? What will this purchase accomplish for your program/students that is not already in place. Or, what expansion/modernization will happen and how will it benefit the program/students?	Newest Technology to the welding field.	Healthier work environment for all. OSHA approval.	Modernization	Instructors seeing the newest technology
ACCOMPLISH Y - WHAT OUTCOMES DO YOU EXPECT FROM THIS PURCHASE? Program outcomes (from strategic plan), or student outcomes (from syllabi and industry standards). List AT LEAST 3 outcomes - something that you currently cannot accomplish, accomplish well, or cannot meet competencies/standards without this purchase.	Student success, Resource success, Employee success.	This will help with: Student success, Employee success, and Resource success.	Reduce the margin for error in attendance. Have a tardy/ excused margin.	Newest tech, Instructor knowledge, Employee success.
HOW DO THESE EXPECTED OUTCOMES SUPPORT THE PROJECT OBJECTIVE? Tell me specifically how this purchase is going to support the performance metric that you chose.	Right now we have certain machines for certain processes, This will open up all machines to all processes.	Healthier work environment for all. And help with retention.	More efficient, Get student used to technology	Learning the new technology we can adapt the tech into the program
SPENDING CATEGORY (Determined by Perkins Administrator)				
APPROVED YES/NO (Determined by Perkins Administrator)				

Additional Evaluation Criteria:

Course Completion Rates (LCC has utilized the Colorado Community College System (CCCS) State-Wide Course Completion Rates as the benchmark for the program).

	2018-2019	2019-2020	2020-2021	2021-2022
Welding Programs	**92%**	**90%**	**94%**	**78%**
LCC Total	**84%**	**85%**	**85%**	**86%**
CCCS Total	**81%**	**81%**	**80%**	**81%**

Program Learning Outcomes Assessment:

Welding: Associate of Applied Science with Stackable Certificates embedded

Evaluation Year	Assessment Category/Rates	Benchmark	Above or Below Benchmark	Focus Area	Action Step
22-23	1. Practical Exams 2. Written Exams 3. Mock Interviews 4. Sign-in Checkbook	1. 80% of students will successfully complete practical exams 2. 80% of students will successfully complete written exams 3. 80% of students will meet expectations for mock interviews 4. 80% of students will meet expectations for sign-in checkbook			

Co-Curricular Institutional Assessment:

Did your department offer any co-curricular learning opportunities over the last five years?

Description of activities	Common Learning Outcomes supported by the activities

Meeting Minutes

Welding Advisory Committee

Date: Thursday, 20 October 2022

Betz 229

I. **Call to Order**
   a. **To conduct the meeting, we must have 51% of attendees from industry. Unfortunately, we had to cancel this evening and will reschedule.**

II. **Approval of Minutes**

III. **Update**
   a. **Presidents Update**

IV. **Old Business:**

V. **New Business:**
   a. **Review of Current Program Curriculum and Competencies**
   b. **Employability**
   c. **Methods for Increasing Participation and Completion by Underrepresented Gender Students**
   d. **How Can We Recruit More Advisory Members**
   e. **Getting electrical power to the robotics arm this semester**
   f. **Next Meeting:** Need to go ahead and schedule the next meeting for Spring 2023 so Kristie can get invites sent.

VI. **Adjourn**

Welding Advisory Committee

Meeting Minutes

Spring 2023

April 26, 2023

Welding Department

I. Call to order by Mr. Doug Cash
   a. Introduction of members and guests
   b. Approval of minutes (Fall 2022)
      i. No changes.

II. President's Report/Update by Dr. Rosana Reyes
   a. Welcome

III. Curriculum and Competencies by Mr. Doug Cash and Mr. Russ Watson
   a. 51% attendees of industries
   b. Professional speakers next semester
   c. Field trips to Springfield
   d. Simulator (welding)
      i. Perkins
         a. Welding replacement
         b. Present technology

IV. Employability by Mr. Doug Cash and Mr. Russ Watson
   a. Career Day
   b. Mock interviews
   c. Career fairs by trades
   d. Class size

V. Participation and Completion Mr. Doug Cash and Mr. Russ Watson

a. Recruit in high schools
b. Recruit in middle schools
c. Job shadow
d. Schedule change (times)
e. Stainless steel
f. Welding for arts

VI. Recruit Advisory Members

VII. Next Meeting

VIII. Adjourn

Major	Alert Reasons	Course Name	Issued At	Fall 2022	Spring 2023
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Poor Attendance	3-D Design	1/24/2023 12:12		A
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Student needs to withdraw	3-D Design	3/27/2023 18:42		F
Business AAS (L_AAS_ABIZ)	Missing assignments, Poor Attendance	Accounting Principles I	4/6/2023 9:58		A
Business Certificate (L_CER_BUS7)	Poor Assignment scores	Accounting Principles I	9/12/2022 14:23	F	
Equine Business Management AAS (L_AAS_AEBM)	Student needs to withdraw	Accounting Principles I	4/6/2023 9:58		F
Equine Business Management AAS (L_AAS_AEBM)	Poor Assignment scores, Poor test/quiz scores	Accounting Principles I	3/9/2023 11:41		C
Equine Business Management AAS (L_AAS_AEBM)	Student needs to withdraw	Accounting Principles I	4/6/2023 9:58		F
Equine Business Management AAS (L_AAS_AEBM),Equine Business Management Certificate (L_CER_EQMC)	Missing assignments, Other	Accounting Principles I	9/26/2022 13:55	W	
Equine Business Management AAS (L_AAS_AEBM),Equine Business Management Certificate (L_CER_EQMC)	Missing assignments, Poor Assignment scores, Poor Attendance	Accounting Principles I	3/9/2023 11:41		F
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_AHTM)	Poor Assignment scores, Poor test/quiz scores	Accounting Principles I	3/9/2023 11:41		C
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_AHTM)	Poor Assignment scores, Poor test/quiz scores	Accounting Principles I	3/9/2023 11:41		D
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_AHTM)	Poor Assignment scores, Poor test/quiz scores	Accounting Principles I	3/9/2023 11:41		C
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_HTM1)	Poor Assignment scores	Accounting Principles I	9/12/2022 14:23	D	
Nursing AAS (L_AAS_NR1)	Poor test/quiz scores	Adv Concepts Med-Surg NSG II	2/24/2023 14:25		B
Nursing AAS (L_AAS_NR1),Practical Nursing Certificate (L_CER_NR1)	Poor test/quiz scores	Adv Concepts Med-Surg NSG II	2/24/2023 14:25		B
Nursing AAS (L_AAS_NR1),Practical Nursing Certificate (L_CER_NR1)	Poor test/quiz scores	Adv Concepts Med-Surg NSG II	2/24/2023 14:25		B
Barber Certificate (L_CER_COB)	Poor Attendance	Adv Facial Massage/Skin Care	2/6/2023 10:59		C
Barber Certificate (L_CER_COB)	Poor Attendance	Adv Facial Massage/Skin Care	2/6/2023 10:59		I
Barber Certificate (L_CER_COB)	Poor Attendance	Adv Infection Control	2/6/2023 10:59		C
Barber Certificate (L_CER_COB)	Poor Attendance	Adv Infection Control	2/6/2023 10:59		I
Barber Certificate (L_CER_COB)	Poor Attendance	Adv Perm Waves/Chem Relaxers	2/6/2023 10:59		C
Barber Certificate (L_CER_COB)	Poor Attendance	Adv Perm Waves/Chem Relaxers	2/6/2023 10:59		I
Barber Certificate (L_CER_COB)	Poor Attendance	Adv Shaving/Honing/Stropping	2/6/2023 10:59		C
Barber Certificate (L_CER_COB)	Poor Attendance	Adv Shaving/Honing/Stropping	2/6/2023 10:59		I
Barber Certificate (L_CER_COB)	Poor Attendance	Advanced Hair and Scalp	2/6/2023 10:59		C
Barber Certificate (L_CER_COB)	Poor Attendance	Advanced Hair and Scalp	2/6/2023 10:59		I
Barber Certificate (L_CER_COB)	Poor Attendance	Advanced Hair Coloring	2/6/2023 10:59		C
Barber Certificate (L_CER_COB)	Poor Attendance	Advanced Hair Coloring	2/6/2023 10:59		I
Barber Certificate (L_CER_COB)	Poor Attendance	Advanced Hair Cutting	2/6/2023 10:59		C
Barber Certificate (L_CER_COB)	Poor Attendance	Advanced Hair Cutting	2/6/2023 10:59		I
Barber Certificate (L_CER_COB)	Poor Attendance	Advanced Hair Styling	2/6/2023 10:59		C
Barber Certificate (L_CER_COB)	Poor Attendance	Advanced Hair Styling	2/6/2023 10:59		I
Fabrication Welding (L_AAS_FWEL)	Poor Attendance	Advanced Shielded Metal Arc I	9/30/2022 8:50	F	
Fabrication Welding (L_AAS_FWEL)	Poor Attendance	Advanced Shielded Metal Arc II	9/30/2022 8:50	F	
Welding Intermediate (L_CER_IWEL),Welding, Advanced (L_CER_AWEL)	Poor Attendance	Advanced Shielded Metal Arc II	9/30/2022 8:50	F	
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_AHTM)	Poor Attendance	Agricultural Salesmanship	2/24/2023 12:39		F
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_AHTM)	Poor Attendance	Allied Cutting Processes	9/30/2022 8:50	B	
Welding, Advanced (L_CER_AWEL)	Poor Attendance	Allied Cutting Processes	9/30/2022 8:50	W	
Ag Production Management AAS (L_AAS_AGP)	Missing assignments	Animal Health	9/28/2022 14:19	A	
Veterinary Science Certificate (L_CER_VTA2)	Poor Attendance	Animal Health	11/15/2022 14:49	F	
Emergency Medical Technician-Basic Certificate** (L_CER,Equine Business Management AAS (L_AAS_AEBM)	Missing assignments	Applied Horsemanship	9/6/2022 11:35	A	
Construction Trades AAS (L_AAS_COT)	Poor Attendance	Basic Shielded Metal Arc I	2/27/2023 10:04		D
Construction Trades AAS (L_AAS_COT)	Poor Attendance	Basic Shielded Metal Arc I	2/27/2023 10:04		F
Construction Trades AAS (L_AAS_COT)	Poor Attendance	Basic Shielded Metal Arc I	2/27/2023 10:04		C
Construction Trades AAS (L_AAS_COT)	Poor Attendance	Basic Shielded Metal Arc I	2/27/2023 10:04		D
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Poor Attendance	Basic Shielded Metal Arc I	2/27/2023 10:04		F
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Poor Attendance	Basic Shielded Metal Arc I	2/27/2023 10:04		D
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_AHTM)	Poor Attendance	Basic Shielded Metal Arc I	9/30/2022 8:50	C	
Fabrication Welding (L_AAS_FWEL)	Poor Assignment scores	Basic Shielded Metal Arc I	9/30/2022 8:50	C	
Welding Basic (L_CER_BWEL)	Poor Attendance	Basic Shielded Metal Arc I	2/27/2023 10:04		F
Welding, Advanced (L_CER_AWEL)	Poor Assignment scores, Poor Attendance	Basic Shielded Metal Arc I	9/30/2022 8:50	W	
Fabrication Welding (L_AAS_FWEL)	Poor Attendance	Basic Shielded Metal Arc II	2/27/2023 10:04		B
Fabrication Welding (L_AAS_FWEL),Welding Basic (L_CER_BWEL)	Poor Attendance	Basic Shielded Metal Arc II	2/27/2023 10:04		B
Fabrication Welding (L_AAS_FWEL),Welding Basic (L_CER_BWEL)	Poor Attendance	Basic Shielded Metal Arc II	2/27/2023 10:04		B
Fabrication Welding (L_AAS_FWEL),Welding Basic (L_CER_BWEL)	Poor Attendance	Blueprint Read-Welders/Fitters	2/27/2023 10:04		B
Barber Certificate (L_CER_COB)	Poor Attendance	Bus Mgmt/Per Skills/Ethics	2/6/2023 10:59		C
Barber Certificate (L_CER_COB)	Poor Attendance	Bus Mgmt/Per Skills/Ethics	2/6/2023 10:59		I
Equine Business Management AAS (L_AAS_AEBM)	Missing assignments	Career Math:	9/12/2022 16:31	D	
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_AHTM)	Missing assignments	Career Math:	10/3/2022 21:45	F	
Horse Training & Management AAS (L_AAS_AHTM)	Missing assignments	Career Math:	10/3/2022 21:45	D	
Horse Training & Management AAS (L_AAS_AHTM)	Poor test/quiz scores	Career Math:	10/3/2022 21:45	C	
Construction Trades AAS (L_AAS_COT)	Poor Attendance	Clinical:Construction Lab I	2/27/2023 13:30		C
Construction Trades AAS (L_AAS_COT)	Poor Attendance	Clinical:Construction Lab I	2/27/2023 13:30		C
Construction Trades AAS (L_AAS_COT)	Poor Attendance	Clinical:Construction Lab I	10/3/2022 14:44	D	
Construction Trades AAS (L_AAS_COT)	Poor Attendance	Clinical:Construction Lab I	3/27/2023 13:46		F
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Poor Attendance	Clinical:Construction Lab I	10/3/2022 14:44	B	
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Student needs to withdraw	Clinical:Construction Lab I	3/27/2023 13:46		F
Construction Trades Exterior Building Certificate (L_CE,Construction: Construction Trades Essentials (Cert) (L_	Poor Attendance	Clinical:Construction Lab I	9/6/2022 13:50	B	

Construction Trades Exterior Building Certificate (L_CE,Construction: Construction Trades Essentials (Cert) (L_	Student needs to withdraw	Clinical:Construction Lab I	3/27/2023 13:46		F
Accounting Certificate (L_CER_ACC6),Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	College Algebra: MA1	9/29/2022 15:46	W	
Associate of Science (L_AS_AS),Nurse Aide Certificate (L_CER_NR3)	Poor Assignment scores	College Algebra: MA1	9/12/2022 9:02	C	
Business AAS (L_AAS_ABIZ)	Poor Assignment scores	College Algebra: MA1	9/12/2022 9:02	B	
Business AAS (L_AAS_ABIZ)	Poor Attendance	Drawing I	2/28/2023 11:59		A
Equine Business Management AAS (L_AAS_AEBM)	Poor Attendance	Elementary Western Equitation	10/3/2022 13:34	F	
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_AHTM)	Missing assignments	Elementary Western Equitation	9/6/2022 11:35	B	
Ag Production Management AAS (L_AAS_AGP),Associate of Science (L_AS_AS)	Missing assignments, Poor Attendance	English Composition I:CO1	10/1/2022 8:38	F	
Agriculture Certificate (L_CER_AG1A)	Other	English Composition I:CO1	9/6/2022 8:51	B	
Business AAS (L_AAS_ABIZ)	Missing assignments	English Composition I:CO1	8/31/2022 13:44	B	
Business AAS (L_AAS_ABIZ)	Poor Attendance	English Composition I:CO1	2/6/2023 9:32		D
Hairstylist Certificate (L_CER_HST1)	Missing assignments	English Composition II:CO2	2/24/2023 21:58		B
Welding Intermediate (L_CER_IWEL)	Missing assignments	English Composition II:CO2	2/24/2023 21:58		C
Welding, Advanced (L_CER_AWEL)	Missing assignments	English Composition II:CO2	2/24/2023 21:58		C
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_AHTM)	Poor Attendance	Equine Reproduction	2/24/2023 12:39		F
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Student needs to withdraw	Exterior Finishes and Trim	3/27/2023 13:46		F
Construction Trades Exterior Building Certificate (L_CE,Construction: Construction Trades Essentials (Cert) (L_	Student needs to withdraw	Exterior Finishes and Trim	3/27/2023 13:46		F
Construction Trades AAS (L_AAS_COT)	Missing assignments	Farm and Ranch Management	4/10/2023 16:54		C
Equine Business Management AAS (L_AAS_AEBM),Equine Business Management Certificate (L_CER_EQMC)	Missing assignments	Farm and Ranch Management	4/10/2023 16:55		F
Horse Training & Management AAS (L_AAS_AHTM)	Missing assignments, Poor test/quiz scores, Student needs to withdraw	Farm Animal Anatomy&Physiology	3/28/2023 13:56		F
Associate of General Studies (L_AGS_AGS),Nursing AAS (L_AAS_NR1)	Poor test/quiz scores	Fundamentals of Nursing	9/12/2022 11:05	A	
Nursing AAS (L_AAS_NR1)	Poor test/quiz scores	Fundamentals of Nursing	9/12/2022 11:04	B	
Nursing AAS (L_AAS_NR1)	Poor test/quiz scores	Fundamentals of Nursing	9/12/2022 11:05	B	
Nursing AAS (L_AAS_NR1)	Missing supplies or book	Fundamentals of Nursing	9/12/2022 11:21	C	
Nursing AAS (L_AAS_NR1)	Poor test/quiz scores	Fundamentals of Nursing	9/12/2022 11:21	W	
Fabrication Welding (L_AAS_FWEL)	Poor Attendance	Gas Metal Arc Welding II	2/27/2023 10:04		B
Fabrication Welding (L_AAS_FWEL),Welding Basic (L_CER_BWEL)	Poor Attendance	Gas Metal Arc Welding II	2/27/2023 10:04		B
Fabrication Welding (L_AAS_FWEL),Welding Basic (L_CER_BWEL)	Poor Attendance	Gas Metal Arc Welding II	2/27/2023 10:04		B
Fabrication Welding (L_AAS_FWEL),Welding Basic (L_CER_BWEL)	Poor Attendance	Gas Tungsten Arc Welding I	2/27/2023 10:04		C
Fabrication Welding (L_AAS_FWEL)	Poor Assignment scores	Gas Tungsten Arc Welding II	9/30/2022 8:50	F	
Welding Intermediate (L_CER_IWEL)	Poor Assignment scores	Gas Tungsten Arc Welding II	9/30/2022 8:50	F	
Welding Intermediate (L_CER_IWEL),Welding, Advanced (L_CER_AWEL)	Poor Assignment scores	Gas Tungsten Arc Welding II	9/30/2022 8:50	F	
Emergency Medical Technician-Basic Certificate** (L_CER,Nail Technician Certificate (L_CER_NATC)	Missing assignments, Poor test/quiz scores	Gen College Biology I/Lab: SC1	9/26/2022 15:30	W	
Horse Training & Management AAS (L_AAS_AHTM)	Poor Attendance, Poor test/quiz scores	Horse Production	10/3/2022 13:34	C	
Associate of Science (L_AS_AS),Nurse Aide Certificate (L_CER_NR3)	Missing assignments	Human Anatomy&Phys I w/Lab:SC1	3/3/2023 8:04		C
Nurse Aide Certificate (L_CER_NR3)	Missing assignments	Human Anatomy&Phys I w/Lab:SC1	9/27/2022 20:03	B	
Associate of Arts (L_AA_AA)	Missing assignments, Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56		D
Associate of Arts (L_AA_AA)	Missing assignments, Poor Assignment scores, Poor test/quiz scores, Student needs to with	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56		W
Associate of Arts (L_AA_AA)	Missing assignments, Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	2/6/2023 14:23		C
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56		D
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56		F
Associate of Arts (L_AA_AA)	Poor Assignment scores, Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56		D
Associate of Arts (L_AA_AA),Nurse Aide Certificate (L_CER_NR3)	Missing assignments, Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	2/6/2023 14:23		B
Associate of Science (L_AS_AS),Nurse Aide Certificate (L_CER_NR3)	Missing assignments, Poor test/quiz scores, Student needs to withdraw	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56		W
Business Certificate (L_CER_BUS7),Nail Technician Certificate (L_CER_NATC)	Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	9/26/2022 15:30	D	
Emergency Medical Technician-Basic Certificate** (L_CER,Nail Technician Certificate (L_CER_NATC)	Missing supplies or book, Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	9/26/2022 15:30	W	
Business AAS (L_AAS_ABIZ)	Student needs to withdraw	Human Growth & Developmnt: SS3	3/27/2023 12:35		F
Nursing AAS (L_AAS_NR1)	Student needs to withdraw	Human Growth & Developmnt: SS3	3/27/2023 12:35		F
Barber Certificate (L_CER_COB)	Poor Attendance	Inter Facial Massage/Skn Care	2/6/2023 10:59		C
Barber Certificate (L_CER_COB)	Poor Attendance	Inter Facial Massage/Skn Care	2/6/2023 10:59		I
Cosmetology AAS (L_AAS_COC)	Other	Inter I Color	9/26/2022 9:56	F	
Barber Certificate (L_CER_COB)	Poor Attendance	Inter II: Infection Control	2/6/2023 10:59		C
Barber Certificate (L_CER_COB)	Poor Attendance	Inter II: Infection Control	2/6/2023 10:59		I
Barber Certificate (L_CER_COB)	Poor Attendance	Inter Perm Waves/Chem Relxrs	2/6/2023 10:59		C
Barber Certificate (L_CER_COB)	Poor Attendance	Inter Perm Waves/Chem Relxrs	2/6/2023 10:59		I
Barber Certificate (L_CER_COB)	Poor Attendance	Intermediate Hair Coloring	2/6/2023 10:59		C
Barber Certificate (L_CER_COB)	Poor Attendance	Intermediate Hair Coloring	2/6/2023 10:59		I
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_AHTM)	Missing assignments	Internship: Equine	2/24/2023 12:39		C
Equine Business Management AAS (L_AAS_AEBM),Not Available	Missing assignments	Internship: Equine	2/24/2023 12:39		B
Barber Certificate (L_CER_COB)	Poor Attendance	Intro Facial Massage/Skin Care	2/6/2023 10:59		C
Barber Certificate (L_CER_COB)	Poor Attendance	Intro Facial Massage/Skin Care	2/6/2023 10:59		I
Cosmetology AAS (L_AAS_COC)	Other	Intro Hair and Scalp	9/26/2022 9:56	F	
Agriculture Certificate (L_CER_AG1A)	Poor Attendance	Intro PC Applications	10/3/2022 8:54	F	
Business AAS (L_AAS_ABIZ)	Poor Attendance	Intro PC Applications	10/3/2022 8:54	F	
Equine Business Management AAS (L_AAS_AEBM),Equine Business Management Certificate (L_CER_EQMC)	Student needs to withdraw	Intro PC Applications	3/27/2023 14:11		F
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_AHTM)	Student needs to withdraw	Intro PC Applications	3/27/2023 14:11		F
Associate of Arts (L_AA_AA),Welding Basic (L_CER_BWEL)	Other	Intro to Cloud Computing	10/3/2022 8:49	A	
Business AAS (L_AAS_ABIZ)	Missing assignments, Poor Attendance	Introduction to Business	10/4/2022 9:25	F	
Business Certificate (L_CER_BUS7),Nail Technician Certificate (L_CER_NATC)	Missing assignments	Introduction to Business	9/8/2022 13:59	B	
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Poor Attendance	Introduction to Business	9/26/2022 12:19	F	
Cosmetology Certificate (L_CER_COS2)	Missing assignments	Introduction to Education	2/24/2023 21:58		B
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_AHTM)	Poor Attendance	Intro-Gas Metal Arc Welding	9/30/2022 8:50	B	

Welding, Advanced (L_CER_AWEL)	Poor Attendance	Intro-Gas Metal Arc Welding	9/30/2022 8:50	W	
Business AAS (L_AAS_ABIZ)	Poor Attendance	Leadership	9/26/2022 12:19	F	
Agriculture Certificate (L_CER_AG1A)	Other	Livestock Practicum	10/6/2022 15:15	F	
Business AAS (L_AAS_ABIZ)	Missing assignments, Poor Attendance	Math for Liberal Arts: MA1	4/4/2023 15:55		B
Business AAS (L_AAS_ABIZ)	Missing assignments, Poor test/quiz scores	Math for Liberal Arts: MA1	10/3/2022 12:41	B	
Nursing AAS (L_AAS_NR1)	Poor test/quiz scores	Med-Surg Nursing Concepts	2/3/2023 16:23		B
Nursing AAS (L_AAS_NR1)	Poor test/quiz scores	Microbiology w/Lab: SC1	9/26/2022 15:30	C	
Associate of Arts (L_AA_AA),Welding Basic (L_CER_BWEL)	Other	Networking Fundamentals	10/3/2022 8:49	A	
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_AHTM)	Poor Attendance	Oxy-fuel Joining Processes	9/30/2022 8:50	B	
Welding Basic (L_CER_BWEL)	Poor Attendance	Oxy-fuel Joining Processes	9/30/2022 8:50	C	
Welding, Advanced (L_CER_AWEL)	Poor Assignment scores	Oxy-fuel Joining Processes	9/30/2022 8:50	C	
Business Certificate (L_CER_BUS7)	Poor Attendance	Personal Finance	2/27/2023 7:11		F
Nursing AAS (L_AAS_NR1)	Poor test/quiz scores	Pharmacology II	10/3/2022 18:59	B	
Nursing AAS (L_AAS_NR1),Practical Nursing Certificate (L_CER_NR1)	Poor test/quiz scores	Pharmacology II	10/3/2022 18:59	A	
Nursing AAS (L_AAS_NR1),Practical Nursing Certificate (L_CER_NR1)	Poor test/quiz scores	Pharmacology II	10/3/2022 18:59	A	
Fabrication Welding (L_AAS_FWEL)	Poor Assignment scores, Poor Attendance	Pipe Welding I	9/30/2022 8:50	D	
Business AAS (L_AAS_ABIZ)	Poor Assignment scores	Prin of Microeconomics: SS1	3/9/2023 11:27		C
Construction Trades AAS (L_AAS_COT)	Missing assignments, Poor Attendance	Project Mgmt in Organizations	3/31/2023 18:08		F
Nursing AAS (L_AAS_NR1),Practical Nursing Certificate (L_CER_NR1)	Poor test/quiz scores	Psychiatric-Mental Health NSG	2/6/2023 5:20		B
Nursing AAS (L_AAS_NR1),Practical Nursing Certificate (L_CER_NR1)	Other	Psychiatric-Mental Health NSG	2/3/2023 16:23		A
Associate of Arts (L_AA_AA),Nurse Aide Certificate (L_CER_NR3)	Poor Attendance	Public Speaking	2/4/2023 16:39		A
Associate of Science (L_AS_AS)	Poor Attendance	Public Speaking	2/4/2023 16:39		A
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Poor Attendance	Roof Framing	1/24/2023 10:49		B
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Student needs to withdraw	Roof Framing	3/27/2023 13:46		F
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Poor Attendance	Roof Framing	1/24/2023 10:49		B
Construction Trades Exterior Building Certificate (L_CE,Construction: Construction Trades Essentials (Cert) (L_	Student needs to withdraw	Roof Framing	3/27/2023 13:46		F
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Poor Attendance	Roofing Materials & Methods	1/24/2023 10:49		B
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Student needs to withdraw	Roofing Materials & Methods	3/27/2023 13:46		F
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Poor Attendance	Roofing Materials & Methods	1/24/2023 10:49		B
Construction Trades Exterior Building Certificate (L_CE,Construction: Construction Trades Essentials (Cert) (L_	Student needs to withdraw	Roofing Materials & Methods	3/27/2023 13:46		F
Associate of Arts (L_AA_AA),Equine Business Management Certificate (L_CER_EQMC)	Missing assignments, Poor Attendance, Poor test/quiz scores	Science of Biology w/Lab: SC1	10/3/2022 12:41	W	
Business AAS (L_AAS_ABIZ)	Missing assignments	Social Media for Business	10/3/2022 8:50	B	
Agriculture Certificate (L_CER_AG1A)	Missing assignments, Poor Assignment scores, Poor Attendance	Studio 1021	10/2/2022 12:44	F/F	
Business AAS (L_AAS_ABIZ)	Missing assignments, Missing supplies or book	Studio 1021	10/2/2022 12:44	P/C	
Business AAS (L_AAS_ABIZ)	Poor Assignment scores	Studio 1021	10/2/2022 12:44	P/C	
Barber Certificate (L_CER_COB)	Other	Survey of Calculus: MA1	2/3/2023 17:18		C
Construction Trades AAS (L_AAS_COT)	Missing assignments, Poor Attendance, Student needs to withdraw	Technical English & Comm	3/28/2023 14:04		C
Construction Trades AAS (L_AAS_COT)	Missing assignments, Poor Attendance, Student needs to withdraw	Technical English & Comm	3/28/2023 14:04		D
Construction Trades AAS (L_AAS_COT)	Missing assignments, Poor Assignment scores, Student needs to withdraw	Technical English & Comm	3/28/2023 14:04		B
Equine Business Management AAS (L_AAS_AEBM)	Other	Technical English & Comm	3/27/2023 10:24		F
Equine Business Management AAS (L_AAS_AEBM)	Other	Technical English & Comm	3/27/2023 10:24		F
Equine Business Management AAS (L_AAS_AEBM),Equine Business Management Certificate (L_CER_EQMC)	Other	Technical English & Comm	3/27/2023 10:24		F
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_AHTM)	Missing assignments, Poor Attendance, Student needs to withdraw	Technical English & Comm	3/28/2023 14:04		F
Equine Business Management AAS (L_AAS_AEBM),Horse Training & Management AAS (L_AAS_AHTM)	Missing assignments	Technical English & Comm	2/8/2023 14:50		A
Construction Trades AAS (L_AAS_COT)	Poor Attendance	Technical Mathematics	1/24/2023 13:45		F
Construction Trades AAS (L_AAS_COT)	Poor test/quiz scores	Western Civ: 1650-Present: HI1	2/28/2023 14:49		D
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Poor Attendance	Windows and Exterior Doors	1/24/2023 10:49		B
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Student needs to withdraw	Windows and Exterior Doors	3/27/2023 13:46		F
Construction Trades AAS (L_AAS_COT),Construction: Construction Trades Essentials (Cert) (L_	Poor Attendance	Windows and Exterior Doors	1/24/2023 10:49		B
Construction Trades Exterior Building Certificate (L_CE,Construction: Construction Trades Essentials (Cert) (L_	Student needs to withdraw	Windows and Exterior Doors	3/27/2023 13:46		F
Associate of Science (L_AS_AS),Health and Wellness Certificate (L_CER_HLWL)	Poor Attendance, Poor test/quiz scores	World Regional Geography: SS2	9/30/2022 12:15	C	

All-Instructor Meeting Spring 2023

March 24, 2023 9:00 am

Agenda

1. Welcome & Introduction: Dean Lasley

2. Overview of Assessment for Accreditation: Kelly Emick

3. Breakout Sessions SS/AH/HIS GT:

   Nicole Piner (Wiley) & Kelly Emick (LCC Main Campus)

   a. Assessment of student work for critical thinking

      See attached tabulations

   b. Post-assessment Reflection:

      i. What are we learning from these samples?

         In general, the samples showed more consistency between the types of assignments students seemed to be writing for.

      ii. Are we meeting our goals for our students' critical thinking skill levels in our discipline?

         Can we use more explicit instructions/templates to help students avoid overusing sources at the expense of their own analysis?

      iii. What opportunities exist to improve our students' critical thinking skills in the next academic year?

         We could encourage shorter samples of work to learn better critical thinking techniques, then those skills can be applied to any length of papers.

      iv. How can we ensure our course sections are consistent with the competencies and expectations for college level work?

         Not discussed due to time constraints

   c. Decide how to share results if they are not tabulated at today's meeting

      Results will be emailed to all discipline faculty.

4. Survey Results: LCC graduates 6-year cohort (still in process, data only gathered most recently)

   This was not addressed due to time constraints

5. Conclusion
   a. Do we want to change our assessment methodology?

      We would like teachers to include an explanation of what the teacher's assignment was, to assess how well the student met those expectations and also show how the assignment is using the 3 measures of critical thinking in the scoring rubric.

   b. What can LCC do to support faculty and strengthen the connections between all our locations?
      i. Avoid Fridays because of all the High School activities on those days
      ii. Let teachers do their scoring in advance, so the meeting can be focused on feedback, discussion of results

First Semester/Last Semester Comparison Fall 2018 – Spring 2020 Students in AA/AS/AGS degrees in GT courses

Summary of Critical Thinking Assessment Fall 2021: Comparison of same student from first to last semester								
	1				2			
	1st sem	last sem	diff	%	1st sem	last sem	diff	%
Analyzes information and ideas	3.6	4.4	0.8	**16%**	3.6	3.8	0.2	**4%**
Incorporates multiple perspectives	3.8	4	0.2	**4%**	3.8	3.6	-0.2	**-4%**
Articulates an Argument, Opinion, or conclusion based on evidence	3.6	4.2	0.6	**12%**	3.4	3.4	0	**0%**

	3				4			
	1st sem	last sem	diff	%	1st sem	last sem	diff	%
Analyzes information and ideas	3.4	3.2	-0.2	**-4%**	1.6	2.6	1	**20%**
Incorporates multiple perspectives	3.4	3	-0.4	**-8%**	1.8	2.4	0.6	**12%**
Articulates an Argument, Opinion, or conclusion based on evidence	3	3.2	0.2	**4%**	1.4	2.4	1	**20%**

	5			
	1st sem	last sem	diff	%
Analyzes information and ideas	2.4	3.6	1.2	**24%**
Incorporates multiple perspectives	2.6	3.4	0.8	**16%**
Articulates an Argument, Opinion, or conclusion based on evidence	2.4	3.6	1.2	**24%**

	7				8			
	1st sem	last sem	diff	%	1st sem	last sem	diff	%
Analyzes information and ideas	3.6	3.2	-0.4	**-8%**	2.2	4	1.8	**36%**
Incorporates multiple perspectives	2.8	2.8	0	**0%**	2.4	3.8	1.4	**28%**
Articulates an Argument, Opinion, or conclusion based on evidence	3	2.8	-0.2	**-4%**	2	3.6	1.6	**32%**

Average Improvement from first to last semesters	
Analyzes information and ideas	**13%**
Incorporates multiple perspectives	**7%**
Articulates an Argument, Opinion, or conclusion based on evidence	**13%**

First Semester/Last Semester Comparison Fall 2019 – Spring 2021 Students in AA/AS/AGS degrees in GT courses

Summary of Critical Thinking Assessment Spring 2023:
Comparison of same student from first to last semester (F22)

	1				2			
	1st sem	last sem	diff	%	1st sem	last sem	diff	%
Analyzes information and ideas	4	2.5	-1.5	-30%	1	3	2	40%
Incorporates multiple perspectives	3.5	2.5	-1	-20%	0.5	3	2.5	50%
Articulates an Argument, Opinion, or conclusion based on evidence	4.5	2.5	-2	-40%	1	2.5	1.5	30%

	3				4			
	1st sem	last sem	diff	%	1st sem	last sem	diff	%
Analyzes information and ideas	1.5	2.5	1	20%	3.5	3	-0.5	-10%
Incorporates multiple perspectives	2	2.5	0.5	10%	2.5	2.5	0	0%
Articulates an Argument, Opinion, or conclusion based on evidence	2.5	2	-0.5	-10%	3.5	3.5	0	0%

	5				6			
	1st sem	last sem	diff	%	1st sem	last sem	diff	%
Analyzes information and ideas	1.5	3	1.5	30%	2	2.5	0.5	10%
Incorporates multiple perspectives	1.5	3.5	2	40%	2.5	2.5	0	0%
Articulates an Argument, Opinion, or conclusion based on evidence	2	3.5	1.5	30%	2.5	3	0.5	10%

Average Improvement from first to last semesters	
Analyzes information and ideas	**10%**
Incorporates multiple perspectives	**13%**
Articulates an Argument, Opinion, or conclusion based on evidence	**3%**

Fall 2022 Assessment Qualitative Observations

1. Shorter papers seem stronger at making a clear point, having a position
2. Longer papers seem more like just reporting information

3. Knowing the context of the assignment is important so that we know the way the critical thinking component should be seen in the students' work
4. Need more intro/conclusion to unify, show main idea

5. From Jessica: teachers need to be creating a D2L folder clearly labeled "Critical Thinking" so the Academic Services person doesn't have to go through assignments to try to find one that fits the Critical Thinking parameters. Chapter Summaries do not provide evidence of Critical Thinking. Hand-written work can be scanned and uploaded into a D2L folder.
6. Any GT course with AH, SS, or HI needs to be including at least one Critical Thinking assignment each semester that aligns with the Critical Thinking Competency for that GT Pathway Content Area

https://highered.colorado.gov/sites/highered/files/Competency_Critical_Thinking.pdf

Major	Alert Reasons	Course Name	CRN	Issued At	Fall 2022	Spring 2023
Associate of Science (L_AS_AS)	Poor Attendance	3-D Design		1/24/2023 12:12		W
Associate of Arts (L_AA_AA)	Missing assignments	Accounting Principles I	27713	9/12/2022 14:23	B	
Associate of Arts (L_AA_AA)	Missing assignments, Poor Attendance, Poor test/quiz scores	Accounting Principles I	27713	9/26/2022 13:55	F	
Associate of Arts (L_AA_AA)	Missing assignments, Poor test/quiz scores	Accounting Principles I		3/9/2023 11:41		F
Associate of General Studies (L_AGS_AGS)	Poor Assignment scores	Accounting Principles I	27713	9/12/2022 14:23	B	
Business AAS (L_AAS_ABIZ)	Missing assignments, Poor Attendance	Accounting Principles I		4/6/2023 9:58		A
Associate of Arts (L_AA_AA)	Missing assignments, Poor Assignment scores, Poor Attendance	Accounting Principles II		4/6/2023 10:04		D
Associate of Arts (L_AA_AA),Associate of Science (L_AS_AS)	Student needs to withdraw	Accounting Principles II		4/6/2023 10:04		D
Associate of General Studies (L_AGS_AGS)	Poor Assignment scores	Accounting Principles II		3/9/2023 11:41		C
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Amer Lit Aft Civil War: AH2		2/6/2023 16:20		B
Associate of Arts (L_AA_AA)	Poor test/quiz scores	American Government: SS1	27393	10/2/2022 14:03	C	
Associate of Arts (L_AA_AA)	Missing assignments	American Government: SS1	27393	8/31/2022 15:42	C	
Associate of Arts (L_AA_AA)	Missing assignments	American Government: SS1	27393	8/31/2022 15:42	B	
Associate of Arts (L_AA_AA)	Missing assignments	American Government: SS1	27393	8/31/2022 15:42	A	
Associate of Arts (L_AA_AA)	Poor Assignment scores	American Government: SS1		3/27/2023 10:46		C
Associate of Arts (L_AA_AA)	Poor test/quiz scores	American Government: SS1	27393	10/2/2022 14:03	W	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	American Government: SS1	27393	10/2/2022 14:03	F	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	American Government: SS1	27393	9/12/2022 12:50	A	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	American Government: SS1	27393	10/2/2022 14:03	C	
Associate of Arts (L_AA_AA)	Missing assignments	American Government: SS1	27393	8/31/2022 15:42	F	
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	American Government: SS1	27393	9/12/2022 12:50	B	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Art Hist Ancient/ Mediev: AH1	27004	10/2/2022 14:03	F	
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	Art Hist Ancient/ Mediev: AH1	27004	10/2/2022 14:03	F	
Associate of Science (L_AS_AS)	Poor test/quiz scores	Art Hist Ancient/ Mediev: AH1	27004	10/2/2022 14:03	F	
Associate of Science (L_AS_AS)	Poor test/quiz scores	Art Hist Ancient/ Mediev: AH1	27004	10/2/2022 14:03	W	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Athletic Training Practicum	27554	9/29/2022 5:19	A	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Athletic Training Practicum	27554	9/29/2022 5:19	A	
Associate of Science (L_AS_AS)	Poor test/quiz scores	Athletic Training Practicum	27554	9/29/2022 5:19	A	
Associate of Science (L_AS_AS)	Poor test/quiz scores	Athletic Training Practicum	27554	9/29/2022 5:19	A	
Associate of Arts (L_AA_AA)	Other	Athletic Training Practicum II		2/4/2023 9:34		A
Associate of Arts (L_AA_AA)	Poor Attendance	Business Communications	27025	9/26/2022 12:19	C	
Associate of Arts (L_AA_AA),Associate of Science (L_AS_AS)	Poor Attendance	Business Communications	27025	8/31/2022 7:29	A	
Associate of Arts (L_AA_AA)	Poor Assignment scores	Business Statistics	27028	9/12/2022 9:02	C	
Associate of Arts (L_AA_AA)	Poor Assignment scores	Business Statistics	27028	9/12/2022 9:02	C	
Associate of General Studies (L_AGS_AGS)	Poor Assignment scores	Business Statistics	27028	9/12/2022 9:02	D	
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	Business Statistics	27028	9/29/2022 15:46	D	
Associate of General Studies (L_AGS_AGS)	Poor Assignment scores	Care/Prevent Athletic Injuries		2/4/2023 9:34		B
Associate of Science (L_AS_AS)	Poor test/quiz scores	Care/Prevent Athletic Injuries		1/25/2023 17:17		B
Associate of Science (L_AS_AS)	Poor Assignment scores	Care/Prevent Athletic Injuries		2/4/2023 9:34		B
Associate of Arts (L_AA_AA)	Student needs to withdraw	Ceramics I		3/27/2023 18:42		W
Associate of Arts (L_AA_AA)	Student needs to withdraw	Ceramics I		3/27/2023 18:42		F
Associate of General Studies (L_AGS_AGS)	Poor Attendance	Ceramics I		2/28/2023 12:00		A
Associate of Arts (L_AA_AA)	Poor test/quiz scores	College Algebra: MA1		9/29/2022 15:46	D	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	College Algebra: MA1		9/29/2022 15:46	C	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	College Algebra: MA1		9/29/2022 15:46	F	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	College Algebra: MA1		9/29/2022 15:46	F	
Associate of General Studies (L_AGS_AGS)	Poor Assignment scores	College Algebra: MA1		9/12/2022 9:02	C	
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	College Algebra: MA1		9/29/2022 15:46	D	
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	College Algebra: MA1		9/29/2022 15:46	W	
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	College Algebra: MA1		9/29/2022 15:46	W	
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	College Algebra: MA1		9/29/2022 15:46	F	
Associate of Science (L_AS_AS)	Poor test/quiz scores	College Algebra: MA1		9/29/2022 15:46	C	
Associate of Science (L_AS_AS)	Poor test/quiz scores	College Algebra: MA1		9/29/2022 15:46	D	
Associate of Science (L_AS_AS)	Poor test/quiz scores	College Algebra: MA1		9/29/2022 15:46	F	
Associate of Science (L_AS_AS)	Poor test/quiz scores	College Algebra: MA1		9/29/2022 15:46	F	

Associate of Science (L_AS_AS)	Poor test/quiz scores	College Algebra: MA1	9/29/2022 15:46	D	
Associate of Science (L_AS_AS)	Poor test/quiz scores	College Algebra: MA1	9/29/2022 15:46	C	
Associate of Arts (L_AA_AA)	Poor Attendance	Correctional Process	1/25/2023 17:29		A
Associate of Arts (L_AA_AA)	Missing assignments	Criminology	3/27/2023 16:30		C
Associate of Arts (L_AA_AA)	Other	Drawing I	10/1/2022 8:38	B	
Associate of Arts (L_AA_AA)	Other	Drawing I	10/1/2022 8:38	D	
Associate of General Studies (L_AGS_AGS)	Other	Drawing I	10/1/2022 8:38	D	
Associate of General Studies (L_AGS_AGS)	Poor Attendance	Drawing I	9/12/2022 7:58	F	
Associate of General Studies (L_AGS_AGS)	Poor Attendance	Drawing I	2/28/2023 11:59		A
Associate of General Studies (L_AGS_AGS)	Other	Drawing I	10/1/2022 8:38	D	
Associate of General Studies (L_AGS_AGS)	Poor Attendance	Drawing I	2/28/2023 11:59		A
Associate of General Studies (L_AGS_AGS)	Poor Attendance	Drawing I	8/31/2022 13:44	D	
Associate of Science (L_AS_AS)	Poor Assignment scores, Poor Attendance	Drawing I	2/28/2023 11:59		A
Associate of Arts (L_AA_AA)	Missing assignments, Poor Assignment scores, Poor Attendance	Drawing II	2/28/2023 11:59		C
Associate of Arts (L_AA_AA)	Poor Attendance	Drawing II	2/28/2023 11:59		D
Associate of Arts (L_AA_AA)	Poor Attendance	English Composition I:CO1	9/12/2022 13:12	B	
Associate of Arts (L_AA_AA)	Missing assignments, Poor Attendance	English Composition I:CO1	10/1/2022 8:38	F	
Associate of Arts (L_AA_AA)	Missing assignments	English Composition I:CO1	10/1/2022 8:38	D	
Associate of Arts (L_AA_AA)	Missing assignments	English Composition I:CO1	10/1/2022 8:38	D	
Associate of Arts (L_AA_AA)	Missing assignments, Poor Attendance	English Composition I:CO1	2/27/2023 11:23		F
Associate of Arts (L_AA_AA)	Poor Attendance	English Composition I:CO1	9/12/2022 13:13	F	
Associate of Arts (L_AA_AA)	Missing assignments	English Composition I:CO1	8/31/2022 13:44	A	
Associate of Arts (L_AA_AA)	Missing assignments	English Composition I:CO1	10/1/2022 8:38	B	
Associate of Arts (L_AA_AA)	Missing assignments, Poor Attendance	English Composition I:CO1	2/27/2023 11:23		F
Associate of Arts (L_AA_AA)	Missing assignments	English Composition I:CO1	10/1/2022 8:38	F	
Associate of Arts (L_AA_AA)	Missing assignments, Poor Attendance	English Composition I:CO1	10/1/2022 8:38	F	
Associate of Arts (L_AA_AA)	Poor Attendance	English Composition I:CO1	2/27/2023 11:23		B
Associate of Arts (L_AA_AA)	Missing assignments	English Composition I:CO1	10/1/2022 8:38	F	
Associate of Arts (L_AA_AA)	Poor Attendance	English Composition I:CO1	2/27/2023 11:23		C
Associate of General Studies (L_AGS_AGS)	Missing assignments	English Composition I:CO1	10/1/2022 8:38	D	
Associate of General Studies (L_AGS_AGS)	Poor Attendance	English Composition I:CO1	2/6/2023 9:32		B
Associate of General Studies (L_AGS_AGS)	Poor Attendance	English Composition I:CO1	2/27/2023 11:23		B
Associate of General Studies (L_AGS_AGS)	Poor Attendance	English Composition I:CO1	2/27/2023 11:23		B
Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor Attendance	English Composition I:CO1	2/27/2023 11:23		B
Associate of Science (L_AS_AS)	Missing assignments	English Composition I:CO1	9/12/2022 7:58	A	
Associate of Science (L_AS_AS)	Missing assignments	English Composition I:CO1	10/1/2022 8:38	D	
Associate of Science (L_AS_AS)	Poor Attendance	English Composition I:CO1	9/12/2022 13:13	C	
Associate of Science (L_AS_AS)	Poor Attendance	English Composition I:CO1	2/27/2023 11:23		B
Associate of Science (L_AS_AS)	Missing assignments	English Composition I:CO1	8/31/2022 13:44	B	
Associate of Science (L_AS_AS)	Missing assignments	English Composition I:CO1	9/12/2022 7:58	C	
Associate of Science (L_AS_AS)	Missing assignments	English Composition I:CO1	8/31/2022 13:44	B	
Associate of Arts (L_AA_AA)	Poor Attendance	English Composition II:CO2	2/6/2023 9:32		B
Associate of Arts (L_AA_AA)	Missing assignments	English Composition II:CO2	9/12/2022 7:58	D	
Associate of Arts (L_AA_AA)	Poor Attendance	English Composition II:CO2	2/6/2023 9:32		C
Associate of Arts (L_AA_AA)	Poor Attendance	English Composition II:CO2	2/6/2023 9:32		C
Associate of Arts (L_AA_AA)	Missing assignments	English Composition II:CO2	2/6/2023 8:00		B
Associate of Arts (L_AA_AA)	Missing assignments, Missing supplies or book	English Composition II:CO2	10/1/2022 8:38	C	
Associate of Arts (L_AA_AA)	Missing supplies or book	English Composition II:CO2	10/1/2022 8:38	C	
Associate of Arts (L_AA_AA)	Missing assignments	English Composition II:CO2	2/24/2023 21:58		B
Associate of Arts (L_AA_AA)	Missing assignments	English Composition II:CO2	2/24/2023 21:58		C
Associate of Arts (L_AA_AA)	Missing assignments	English Composition II:CO2	2/24/2023 21:58		C
Associate of Arts (L_AA_AA)	Missing assignments	English Composition II:CO2	2/24/2023 21:58		C
Associate of Arts (L_AA_AA)	Missing assignments	English Composition II:CO2	2/24/2023 21:58		B
Associate of Arts (L_AA_AA)	Poor Assignment scores	English Composition II:CO2	2/28/2023 11:59		C
Associate of Arts (L_AA_AA)	Poor Assignment scores	English Composition II:CO2	2/28/2023 11:59		B
Associate of Arts (L_AA_AA)	Missing assignments, Missing supplies or book	English Composition II:CO2	10/1/2022 8:38	C	
Associate of Arts (L_AA_AA)	Student needs to withdraw	English Composition II:CO2	3/27/2023 18:42		F
Associate of Arts (L_AA_AA)	Missing assignments	English Composition II:CO2	2/6/2023 8:00		A

Associate of Arts (L_AA_AA),Associate of Science (L_AS_AS)	Student needs to withdraw	English Composition II:CO2	3/27/2023 18:42		W
Associate of General Studies (L_AGS_AGS)	Missing assignments	English Composition II:CO2	9/12/2022 7:58	B	
Associate of General Studies (L_AGS_AGS)	Missing supplies or book	English Composition II:CO2	10/1/2022 8:38	F	
Associate of General Studies (L_AGS_AGS)	Missing assignments	English Composition II:CO2	2/24/2023 21:58		F
Associate of General Studies (L_AGS_AGS)	Poor Attendance	English Composition II:CO2	2/28/2023 11:59		B
Associate of General Studies (L_AGS_AGS)	Missing assignments	English Composition II:CO2	2/27/2023 11:23		C
Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor Assignment scores, Poor Attendance	English Composition II:CO2	2/28/2023 11:59		C
Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor Attendance	English Composition II:CO2	2/17/2023 14:17		W
Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor Attendance	English Composition II:CO2	2/27/2023 11:23		B
Associate of General Studies (L_AGS_AGS)	Poor Attendance	English Composition II:CO2	2/6/2023 9:32		B
Associate of Science (L_AS_AS)	Missing assignments	English Composition II:CO2	2/24/2023 21:58		B
Associate of Science (L_AS_AS)	Missing assignments, Missing supplies or book	English Composition II:CO2	10/1/2022 8:38	F	
Associate of Science (L_AS_AS)	Poor Attendance	English Composition II:CO2	2/27/2023 11:23		C
Associate of Science (L_AS_AS)	Missing assignments	English Composition II:CO2	2/27/2023 11:23		B
Associate of Science (L_AS_AS)	Missing assignments, Other	English Composition II:CO2	2/28/2023 11:59		B
Associate of Science (L_AS_AS)	Missing assignments, Poor Assignment scores	English Composition II:CO2	2/28/2023 11:59		B
Associate of Science (L_AS_AS)	Poor Assignment scores	English Composition II:CO2	2/28/2023 11:59		C
Associate of General Studies (L_AGS_AGS)	Missing assignments	Exercise, Nutr. and Body Comp	9/6/2022 16:50	D	
Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor test/quiz scores	Exercise, Nutr. and Body Comp	9/29/2022 5:19	D	
Associate of General Studies (L_AGS_AGS)	Poor Assignment scores, Poor test/quiz scores	Exercise, Nutr. and Body Comp	9/29/2022 5:19	C	
Associate of Science (L_AS_AS)	Missing assignments	Feeds and Feeding	4/10/2023 17:00		B
Associate of Arts (L_AA_AA)	Poor Attendance	Fitness Center Activity I	2/6/2023 16:03		A
Associate of Arts (L_AA_AA)	Missing supplies or book	Gen College Biology I/Lab: SC1	9/26/2022 15:30	C	
Associate of Arts (L_AA_AA)	Missing assignments, Missing supplies or book, Poor test/quiz scores	Gen College Biology I/Lab: SC1	9/26/2022 15:30	F	
Associate of General Studies (L_AGS_AGS),Associate of Science (L_AS_AS)	Missing assignments, Poor test/quiz scores	Gen College Biology I/Lab: SC1	9/12/2022 14:48	C	
Associate of Science (L_AS_AS)	Poor Assignment scores, Poor test/quiz scores	Gen College Biology I/Lab: SC1	9/12/2022 14:48	C	
Associate of Science (L_AS_AS)	Missing supplies or book, Poor Assignment scores, Poor test/quiz scores	Gen College Biology I/Lab: SC1	9/12/2022 14:48	C	
Associate of Science (L_AS_AS)	Missing assignments, Missing supplies or book	Gen College Biology I/Lab: SC1	8/31/2022 17:10	C	
Associate of Science (L_AS_AS)	Missing assignments	Gen College Biology I/Lab: SC1	8/31/2022 17:10	C	
Associate of General Studies (L_AGS_AGS)	Other	Gen College Chem I/Lab: SC1	10/3/2022 8:50	A	
Associate of Science (L_AS_AS)	Other	Gen College Chem I/Lab: SC1	10/3/2022 8:50	W	
Associate of Science (L_AS_AS)	Missing assignments	Gen College Chem I/Lab: SC1	10/3/2022 14:49	C	
Associate of Science (L_AS_AS)	Missing assignments	Gen College Chem I/Lab: SC1	10/3/2022 8:50	C	
Associate of Science (L_AS_AS),Health and Wellness Certificate (L_CER_HLWL	Missing assignments	Gen College Chem I/Lab: SC1	10/3/2022 8:50	W	
Associate of Arts (L_AA_AA)	Missing assignments	General Psychology I: SS3	9/12/2022 15:16	A	
Associate of Arts (L_AA_AA)	Missing assignments	General Psychology I: SS3	9/12/2022 15:16	A	
Associate of Arts (L_AA_AA)	Missing assignments	General Psychology I: SS3	9/12/2022 15:16	C	
Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor Attendance	General Psychology I: SS3	10/5/2022 9:22	A	
Associate of General Studies (L_AGS_AGS)	Missing assignments	General Psychology I: SS3	9/12/2022 15:16	A	
Associate of General Studies (L_AGS_AGS)	Missing assignments	General Psychology I: SS3	9/12/2022 15:16	A	
Associate of Science (L_AS_AS)	Missing assignments	General Psychology I: SS3	9/12/2022 15:16	A	
Associate of General Studies (L_AGS_AGS)	Missing assignments	General Psychology II : SS3	3/20/2023 9:04		B
Associate of Science (L_AS_AS)	Poor test/quiz scores	History of Latin America: HI1	2/28/2023 18:28		F
Associate of Arts (L_AA_AA)	Missing assignments	Human Anatomy&Phys I w/Lab:SC1	3/3/2023 8:04		C
Associate of Arts (L_AA_AA)	Missing assignments	Human Anatomy&Phys I w/Lab:SC1	3/3/2023 8:04		B
Associate of Arts (L_AA_AA)	Missing assignments	Human Anatomy&Phys I w/Lab:SC1	9/12/2022 12:00	F	
Associate of General Studies (L_AGS_AGS)	Missing assignments	Human Anatomy&Phys I w/Lab:SC1	9/12/2022 12:00	D	
Associate of General Studies (L_AGS_AGS)	Missing assignments	Human Anatomy&Phys I w/Lab:SC1	9/27/2022 20:03	C	
Associate of General Studies (L_AGS_AGS)	Missing assignments	Human Anatomy&Phys I w/Lab:SC1	9/27/2022 20:03	B	
Associate of Science (L_AS_AS)	Missing assignments	Human Anatomy&Phys I w/Lab:SC1	9/27/2022 20:03	B	
Associate of Science (L_AS_AS)	Missing assignments	Human Anatomy&Phys I w/Lab:SC1	9/27/2022 20:03	W	
Associate of Science (L_AS_AS)	Missing assignments	Human Anatomy&Phys I w/Lab:SC1	3/3/2023 8:04		B
Associate of Science (L_AS_AS)	Missing assignments	Human Anatomy&Phys I w/Lab:SC1	3/3/2023 8:04		B
Associate of Science (L_AS_AS)	Missing assignments	Human Anatomy&Phys I w/Lab:SC1	3/3/2023 8:04		A
Associate of Arts (L_AA_AA)	Missing assignments, Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56		D
Associate of Arts (L_AA_AA)	Missing assignments, Poor Assignment scores, Poor test/quiz scores, Student	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56		W
Associate of Arts (L_AA_AA)	Missing assignments, Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	2/6/2023 14:23		C
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56		D

Associate of Arts (L_AA_AA)	Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56			F
Associate of Arts (L_AA_AA)	Poor Assignment scores, Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56			D
Associate of Arts (L_AA_AA),Associate of Science (L_AS_AS)	Poor Assignment scores, Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56			D
Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	2/6/2023 14:23			C
Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor Assignment scores, Poor test/quiz scores, Student	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56			F
Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	9/11/2022 17:05	C		
Associate of General Studies (L_AGS_AGS)	Missing assignments, Missing supplies or book, Poor test/quiz scores, Student	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56			F
Associate of Science (L_AS_AS)	Missing assignments	Human Anatomy&Phys IIw/Lab:SC1	1/24/2023 13:02			A
Associate of Science (L_AS_AS)	Poor test/quiz scores, Student needs to withdraw	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56			F
Associate of Science (L_AS_AS)	Missing assignments, Poor Assignment scores, Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56			D
Associate of Science (L_AS_AS)	Other	Human Anatomy&Phys IIw/Lab:SC1	1/24/2023 13:02			B
Associate of Science (L_AS_AS)	Missing assignments, Poor test/quiz scores	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56			D
Associate of Science (L_AS_AS)	Missing assignments, Poor test/quiz scores, Student needs to withdraw	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56			F
Associate of Science (L_AS_AS)	Missing supplies or book, Poor Assignment scores, Poor Attendance, Poor tes	Human Anatomy&Phys IIw/Lab:SC1	3/28/2023 13:56			F
Associate of Arts (L_AA_AA)	Missing assignments	Human Growth & Developmnt: SS3	9/12/2022 20:55	A		
Associate of Arts (L_AA_AA)	Missing assignments	Human Growth & Developmnt: SS3	9/1/2022 17:11	A		
Associate of General Studies (L_AGS_AGS)	Missing assignments	Human Growth & Developmnt: SS3	2/7/2023 17:27			B
Associate of Science (L_AS_AS)	Missing assignments	Human Growth & Developmnt: SS3	9/1/2022 17:11	A		
Associate of Science (L_AS_AS)	Missing assignments	Human Growth & Developmnt: SS3	9/12/2022 20:55	B		
Associate of Science (L_AS_AS)	Missing assignments, Poor Assignment scores	Human Growth & Developmnt: SS3	9/1/2022 17:11	A		
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Human Nutrition	10/4/2022 15:45	C		
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Human Nutrition	9/13/2022 9:10	B		
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Integrated Math I: MA1	9/26/2022 20:39	W		
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Integrated Math I: MA1	9/26/2022 20:39	C		
Associate of Arts (L_AA_AA)	Poor Assignment scores	Integrated Math I: MA1	8/31/2022 17:02	B		
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Integrated Math I: MA1	9/26/2022 20:39	F		
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Integrated Math II: MA1	4/6/2023 14:23			C
Associate of Arts (L_AA_AA)	Poor Attendance	Integrated Math II: MA1	1/24/2023 9:24			C
Associate of Arts (L_AA_AA)	Missing assignments	Integrated Math II: MA1	1/24/2023 9:24			C
Associate of Arts (L_AA_AA)	Poor Attendance	Intro PC Applications	10/3/2022 8:54	B		
Associate of Arts (L_AA_AA)	Poor Attendance	Intro PC Applications	10/3/2022 8:54	B		
Associate of Science (L_AS_AS)	Poor Attendance	Intro to Chemistry I/Lab: SC1	3/2/2023 13:12			W
Associate of Science (L_AS_AS)	Poor Attendance	Intro to Chemistry I/Lab: SC1	3/2/2023 13:12			F
Associate of Arts (L_AA_AA)	Missing assignments	Intro to Film Art: AH2	2/27/2023 11:23			C
Associate of Arts (L_AA_AA)	Missing assignments	Intro to Film Art: AH2	2/27/2023 11:23			F
Associate of General Studies (L_AGS_AGS)	Missing assignments	Intro to Film Art: AH2	2/27/2023 11:23			B
Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor Attendance	Intro to Film Art: AH2	2/27/2023 11:23			C
Associate of Science (L_AS_AS)	Missing assignments	Intro to Film Art: AH2	2/27/2023 11:23			C
Associate of Arts (L_AA_AA)	Poor Attendance	Intro to Literature I: AH2	2/6/2023 9:32			A
Associate of Arts (L_AA_AA)	Poor Attendance	Intro to Literature I: AH2	2/27/2023 11:23			F
Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor Attendance	Intro to Literature I: AH2	2/27/2023 11:23			C
Associate of Arts (L_AA_AA)	Missing assignments	Intro to Sociology I : SS3	9/12/2022 15:16	A		
Associate of Arts (L_AA_AA)	Missing assignments	Intro to Sociology I : SS3	9/12/2022 15:16	A		
Associate of Arts (L_AA_AA)	Missing assignments	Intro to Sociology I : SS3	9/12/2022 15:16	A		
Associate of Arts (L_AA_AA)	Missing assignments	Intro to Sociology I : SS3	9/12/2022 15:16	A		
Associate of Arts (L_AA_AA)	Missing assignments	Intro to Sociology I : SS3	9/12/2022 15:16	A		
Associate of Arts (L_AA_AA)	Missing assignments	Intro to Sociology I : SS3	9/12/2022 15:16	A		
Associate of General Studies (L_AGS_AGS)	Missing assignments	Intro to Sociology I : SS3	9/12/2022 15:16	D		
Associate of General Studies (L_AGS_AGS)	Missing assignments	Intro to Sociology I : SS3	9/12/2022 15:16	A		
Associate of Science (L_AS_AS)	Missing assignments	Intro to Sociology I : SS3	9/12/2022 15:16	B		
Associate of Science (L_AS_AS)	Missing assignments	Intro to Sociology I : SS3	9/12/2022 15:16	A		
Associate of Science (L_AS_AS)	Missing assignments	Intro to Sociology I : SS3	9/12/2022 15:16	A		
Associate of General Studies (L_AGS_AGS)	Missing assignments	Intro to Sociology II: SS3	3/20/2023 9:04			B
Associate of Arts (L_AA_AA)	Poor Assignment scores, Poor test/quiz scores	Intro to Sports Medicine	9/29/2022 5:19	C		
Associate of Arts (L_AA_AA)	Poor Assignment scores, Poor test/quiz scores	Intro to Sports Medicine	9/29/2022 5:19	B		
Associate of Arts (L_AA_AA)	Missing assignments, Other, Poor Assignment scores, Poor Attendance, Poor	Intro to Sports Medicine	10/16/2022 15:44	D		
Associate of Arts (L_AA_AA)	Poor Assignment scores, Poor test/quiz scores	Intro to Sports Medicine	9/29/2022 5:19	W		
Associate of Arts (L_AA_AA)	Poor Assignment scores, Poor test/quiz scores	Intro to Sports Medicine	9/29/2022 5:19	B		

Associate of Science (L_AS_AS)	Missing assignments, Poor Attendance	Intro to Sports Medicine	9/6/2022 16:50	A		
Associate of Science (L_AS_AS)	Other, Poor Assignment scores, Poor test/quiz scores	Intro to Sports Medicine	10/23/2022 20:29	W		
Associate of Science (L_AS_AS)	Poor Assignment scores, Poor test/quiz scores	Intro to Sports Medicine	9/29/2022 5:19	A		
Associate of Science (L_AS_AS)	Other	Intro to Sports Medicine	9/6/2022 16:50	B		
Associate of Arts (L_AA_AA)	Missing assignments, Poor test/quiz scores	Intro to Statistics: MA1	3/1/2023 9:24			W
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Intro to Statistics: MA1	4/6/2023 14:23			F
Associate of Arts (L_AA_AA)	Missing assignments	Introduction to Business	9/8/2022 13:59	B		
Associate of Arts (L_AA_AA)	Missing assignments	Introduction to Business	9/8/2022 13:59	B		
Associate of Arts (L_AA_AA)	Missing assignments	Introduction to Business	9/8/2022 13:59	D		
Associate of Arts (L_AA_AA)	Missing assignments	Introduction to Business	10/4/2022 9:33	F		
Associate of Arts (L_AA_AA)	Missing assignments	Introduction to Business	10/4/2022 9:28	C		
Associate of Arts (L_AA_AA)	Missing assignments, Poor Attendance	Introduction to Business	10/4/2022 9:33	D		
Associate of Arts (L_AA_AA)	Missing assignments	Introduction to Business	9/8/2022 13:59	F		
Associate of Arts (L_AA_AA)	Missing assignments	Introduction to Business	9/8/2022 13:59	C		
Associate of General Studies (L_AGS_AGS)	Missing assignments	Introduction to Business	9/8/2022 13:59	D		
Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor Attendance	Introduction to Business	10/4/2022 9:32	C		
Associate of Science (L_AS_AS)	Poor Attendance	Introduction to Business	9/26/2022 12:19	A		
Associate of Arts (L_AA_AA)	Missing assignments, Poor Assignment scores	Introduction to Education	6/15/2023 14:01			C
Associate of Arts (L_AA_AA)	Missing assignments	Introduction to Education	2/6/2023 13:28			F
Associate of Arts (L_AA_AA)	Poor Attendance	Introduction to Education	3/1/2023 15:45			D
Associate of Arts (L_AA_AA)	Missing assignments	Introduction to Education	2/6/2023 13:28			D
Associate of General Studies (L_AGS_AGS)	Missing assignments	Introduction to Education	2/6/2023 13:28			B
Associate of General Studies (L_AGS_AGS)	Poor Attendance	Introduction to Education	3/1/2023 15:45			C
Associate of Arts (L_AA_AA)	Poor Attendance	Legal Environment of Business	2/27/2023 7:11			A
Associate of General Studies (L_AGS_AGS)	Poor Assignment scores	Legal Environment of Business	1/24/2023 8:47			A
Associate of Arts (L_AA_AA)	Missing assignments, Poor test/quiz scores	Math for Liberal Arts: MA1	4/4/2023 15:55			C
Associate of Arts (L_AA_AA)	Missing assignments	Math for Liberal Arts: MA1	2/27/2023 14:42			A
Associate of Arts (L_AA_AA)	Missing assignments, Missing supplies or book	Math for Liberal Arts: MA1	9/12/2022 11:35	F		
Associate of Arts (L_AA_AA)	Missing assignments, Missing supplies or book, Poor test/quiz scores	Math for Liberal Arts: MA1	9/12/2022 11:35	B		
Associate of Arts (L_AA_AA)	Missing assignments	Math for Liberal Arts: MA1	2/27/2023 14:42			B
Associate of Arts (L_AA_AA)	Missing assignments, Poor test/quiz scores	Math for Liberal Arts: MA1	10/3/2022 12:41	F		
Associate of Arts (L_AA_AA)	Missing assignments, Poor Attendance, Poor test/quiz scores	Math for Liberal Arts: MA1	10/3/2022 12:41	W		
Associate of Arts (L_AA_AA)	Missing assignments, Poor test/quiz scores	Math for Liberal Arts: MA1	10/3/2022 12:41	C		
Associate of Arts (L_AA_AA)	Missing assignments, Poor test/quiz scores	Math for Liberal Arts: MA1	10/3/2022 12:41	D		
Associate of Arts (L_AA_AA),Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor Attendance	Math for Liberal Arts: MA1	2/27/2023 14:42			B
Associate of General Studies (L_AGS_AGS)	Poor Attendance	Math for Liberal Arts: MA1	10/3/2022 12:41	F		
Associate of General Studies (L_AGS_AGS)	Missing assignments	Math for Liberal Arts: MA1	2/27/2023 14:42			A
Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor Attendance, Poor test/quiz scores	Math for Liberal Arts: MA1	10/3/2022 12:41	C		
Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor Attendance	Math for Liberal Arts: MA1	2/27/2023 14:42			C
Associate of General Studies (L_AGS_AGS)	Missing assignments	Math for Liberal Arts: MA1	2/27/2023 14:42			B
Associate of Science (L_AS_AS)	Missing assignments, Poor Attendance, Poor test/quiz scores	Math for Liberal Arts: MA1	10/3/2022 12:41	F		
Associate of Arts (L_AA_AA)	Missing assignments, Poor test/quiz scores	Math Liberal Arts Support Lab	10/3/2022 12:41	P/C		
Associate of Science (L_AS_AS)	Missing assignments, Poor Attendance, Poor test/quiz scores	Math Liberal Arts Support Lab	10/3/2022 12:41	F/D		
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Microbiology w/Lab: SC1	9/26/2022 15:30	C		
Associate of Science (L_AS_AS)	Poor test/quiz scores	Microbiology w/Lab: SC1	9/26/2022 15:30	C		
Associate of Arts (L_AA_AA)	Missing assignments	Networking Fundamentals	10/4/2022 15:48	F		
Associate of Arts (L_AA_AA),Welding Basic (L_CER_BWEL)	Other	Networking Fundamentals	10/3/2022 8:49	A		
Associate of Arts (L_AA_AA)	Poor Attendance	Prin of Macroeconomics: SS1	10/3/2022 8:50	D		
Associate of Arts (L_AA_AA)	Student needs to withdraw	Prin of Macroeconomics: SS1	4/6/2023 9:58			F
Associate of Arts (L_AA_AA)	Poor Assignment scores, Poor test/quiz scores	Prin of Macroeconomics: SS1	10/3/2022 8:50	F		
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Prin of Macroeconomics: SS1	10/3/2022 8:50	A		
Associate of Arts (L_AA_AA)	Student needs to withdraw	Prin of Macroeconomics: SS1	4/6/2023 9:58			F
Associate of Arts (L_AA_AA)	Poor Assignment scores, Poor test/quiz scores	Prin of Macroeconomics: SS1	3/9/2023 11:34			D
Associate of Arts (L_AA_AA)	Poor Assignment scores, Poor test/quiz scores	Prin of Macroeconomics: SS1	3/9/2023 11:34			D
Associate of General Studies (L_AGS_AGS),Associate of Science (L_AS_AS)	Missing assignments, Poor Assignment scores	Prin of Macroeconomics: SS1	3/9/2023 11:34			C
Associate of Arts (L_AA_AA)	Student needs to withdraw	Prin of Microeconomics: SS1	4/6/2023 10:03			W
Associate of Arts (L_AA_AA)	Poor Assignment scores, Poor Attendance, Poor test/quiz scores, Student nee	Prin of Microeconomics: SS1	4/6/2023 10:03			F
Associate of Arts (L_AA_AA)	Poor Assignment scores, Poor test/quiz scores	Prin of Microeconomics: SS1	4/6/2023 10:03			F

Associate of Arts (L_AA_AA)	Missing assignments, Poor Assignment scores, Poor test/quiz scores	Prin of Microeconomics: SS1	4/6/2023 10:03		F
Associate of Arts (L_AA_AA)	Poor Assignment scores, Poor test/quiz scores	Prin of Microeconomics: SS1	4/6/2023 10:03		F
Associate of Arts (L_AA_AA)	Poor Assignment scores	Prin of Microeconomics: SS1	3/9/2023 11:27		C
Associate of Arts (L_AA_AA),Associate of Science (L_AS_AS)	Student needs to withdraw	Prin of Microeconomics: SS1	4/6/2023 10:03		F
Associate of General Studies (L_AGS_AGS)	Poor Assignment scores, Poor test/quiz scores	Prin of Microeconomics: SS1	4/6/2023 10:03		F
Associate of Science (L_AS_AS)	Student needs to withdraw	Prin of Microeconomics: SS1	4/6/2023 10:03		W
Associate of Arts (L_AA_AA)	Missing assignments	Public Speaking	2/24/2023 21:58		C
Associate of Arts (L_AA_AA),Nurse Aide Certificate (L_CER_NR3)	Poor Attendance	Public Speaking	2/4/2023 16:39		A
Associate of Science (L_AS_AS)	Poor Attendance	Public Speaking	2/4/2023 16:39		A
Associate of Arts (L_AA_AA)	Poor Attendance	Science in Society: SC2	4/5/2023 15:49		C
Associate of Arts (L_AA_AA)	Poor Attendance	Science in Society: SC2	4/5/2023 15:49		B
Associate of Arts (L_AA_AA)	Missing assignments	Science in Society: SC2	4/5/2023 15:49		C
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Science of Biology w/Lab: SC1	9/12/2022 11:26	B	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Science of Biology w/Lab: SC1	10/3/2022 12:41	C	
Associate of Arts (L_AA_AA)	Missing assignments, Poor test/quiz scores	Science of Biology w/Lab: SC1	10/3/2022 12:41	C	
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	Science of Biology w/Lab: SC1	10/3/2022 12:41	B	
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	Science of Biology w/Lab: SC1	9/12/2022 11:26	B	
Associate of General Studies (L_AGS_AGS)	Missing assignments	Science of Biology w/Lab: SC1	10/3/2022 12:41	D	
Associate of Science (L_AS_AS)	Poor test/quiz scores	Science of Biology w/Lab: SC1	9/12/2022 11:26	C	
Associate of Arts (L_AA_AA)	Poor Attendance	Social Media for Business	9/12/2022 14:23	W	
Associate of General Studies (L_AGS_AGS)	Missing assignments	Social Media for Business	10/3/2022 8:50	C	
Associate of General Studies (L_AGS_AGS)	Missing assignments	Social Media for Business	10/3/2022 8:50	C	
Associate of Science (L_AS_AS)	Other	Sport and Exercise Psychology	2/4/2023 9:34		A
Associate of Science (L_AS_AS)	Poor Assignment scores	Sport and Exercise Psychology	2/4/2023 9:34		B
Associate of Arts (L_AA_AA)	Missing assignments, Poor test/quiz scores	Studio 1021	9/9/2022 12:39	P/B	
Associate of Arts (L_AA_AA)	Missing assignments, Poor Assignment scores, Poor test/quiz scores	Studio 1021	10/2/2022 12:44	W	
Associate of Arts (L_AA_AA)	Missing assignments, Poor Assignment scores	Studio 1021	10/2/2022 12:44	P/C	
Associate of Arts (L_AA_AA)	Missing assignments, Missing supplies or book	Studio 1021	9/9/2022 12:39	P/C	
Associate of Arts (L_AA_AA)	Missing assignments, Missing supplies or book, Poor Assignment scores	Studio 1021	10/2/2022 12:44	P/C	
Associate of Arts (L_AA_AA)	Missing assignments, Poor Assignment scores	Studio 1021	10/2/2022 12:44	F/F	
Associate of Arts (L_AA_AA)	Missing supplies or book	Studio 1021	9/1/2022 7:53	P/B	
Associate of Arts (L_AA_AA)	Missing assignments, Poor Assignment scores	Studio 1021	10/2/2022 12:44	F/D	
Associate of General Studies (L_AGS_AGS)	Missing supplies or book	Studio 1021	9/1/2022 7:53	F/F	
Associate of General Studies (L_AGS_AGS)	Poor Assignment scores, Poor test/quiz scores	Studio 1021	10/2/2022 12:44	W	
Associate of General Studies (L_AGS_AGS)	Missing assignments	Studio 1021	3/1/2023 12:21		P/C
Associate of General Studies (L_AGS_AGS)	Poor Assignment scores	Studio 1021	2/7/2023 9:56		P/C
Associate of General Studies (L_AGS_AGS)	Missing assignments	Studio 1021	10/2/2022 12:44	P/C	
Associate of General Studies (L_AGS_AGS)	Missing assignments, Missing supplies or book	Studio 1021	9/9/2022 12:39	P/B	
Associate of Science (L_AS_AS)	Poor Assignment scores	Studio 1021	2/7/2023 9:56		W
Associate of Science (L_AS_AS)	Missing assignments, Missing supplies or book, Poor Attendance	Studio 1021	10/2/2022 12:44	W	
Associate of Science (L_AS_AS)	Missing assignments	Studio 1021	9/9/2022 12:36	P/B	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Survey of Calculus: MA1	3/27/2023 13:55		W
Associate of Arts (L_AA_AA)	Other	Survey of Calculus: MA1	2/3/2023 17:18		C
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	Survey of Calculus: MA1	3/27/2023 13:55		W
Associate of Science (L_AS_AS)	Other	Survey of Calculus: MA1	2/3/2023 17:18		C
Associate of Arts (L_AA_AA)	Poor Attendance	Theatre Appreciation: AH1	8/31/2022 13:20	F	
Associate of Science (L_AS_AS)	Poor Attendance	Theatre Appreciation: AH1	9/12/2022 13:13	C	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	US History since Civil War:HI1	2/28/2023 14:49		C
Associate of Arts (L_AA_AA)	Poor Attendance, Poor test/quiz scores	US History since Civil War:HI1	2/28/2023 14:49		D
Associate of Arts (L_AA_AA)	Poor test/quiz scores	US History since Civil War:HI1	2/28/2023 14:49		C
Associate of Arts (L_AA_AA)	Poor test/quiz scores	US History to Reconst: HI1	9/13/2022 11:53	C	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	US History to Reconst: HI1	9/13/2022 11:53	D	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	US History to Reconst: HI1	10/2/2022 13:40	F	
Associate of General Studies (L_AGS_AGS)	Poor Attendance	US History to Reconst: HI1	8/30/2022 16:54	A	
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	US History to Reconst: HI1	10/2/2022 13:40	C	
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	US History to Reconst: HI1	10/2/2022 13:40	F	
Associate of Science (L_AS_AS)	Poor test/quiz scores	US History to Reconst: HI1	10/2/2022 13:40	C	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Western Civ: 1650-Present: HI1	2/28/2023 14:49		F

Associate of Science (L_AS_AS)	Poor test/quiz scores	Western Civ: 1650-Present: HI1	2/28/2023 14:48		C
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Western Civ:Antiquity-1650 HI1	10/2/2022 14:03	C	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Western Civ:Antiquity-1650 HI1	10/2/2022 14:03	B	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Western Civ:Antiquity-1650 HI1	10/2/2022 14:03	C	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	Western Civ:Antiquity-1650 HI1	10/2/2022 14:03	C	
Associate of Arts (L_AA_AA),Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	Western Civ:Antiquity-1650 HI1	10/2/2022 14:03	C	
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	Western Civ:Antiquity-1650 HI1	10/2/2022 14:03	F	
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	Western Civ:Antiquity-1650 HI1	10/2/2022 14:03	B	
Associate of Science (L_AS_AS)	Poor Attendance	Western Civ:Antiquity-1650 HI1	10/2/2022 14:03	W	
Associate of Science (L_AS_AS)	Poor test/quiz scores	Western Civ:Antiquity-1650 HI1	9/7/2022 15:19	C	
Associate of Science (L_AS_AS)	Missing assignments, Poor Attendance, Poor test/quiz scores	Western Civ:Antiquity-1650 HI1	10/2/2022 14:03	W	
Associate of Arts (L_AA_AA)	Poor test/quiz scores	World Regional Geography: SS2	9/30/2022 12:15	F	
Associate of Arts (L_AA_AA),Associate of General Studies (L_AGS_AGS)	Missing assignments, Poor test/quiz scores	World Regional Geography: SS2	9/30/2022 12:15	W	
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	World Regional Geography: SS2	9/30/2022 12:15	C	
Associate of General Studies (L_AGS_AGS)	Poor test/quiz scores	World Regional Geography: SS2	9/30/2022 12:15	B	
Associate of Science (L_AS_AS),Health and Wellness Certificate (L_CER_HLWL	Poor Attendance, Poor test/quiz scores	World Regional Geography: SS2	9/30/2022 12:15	C	

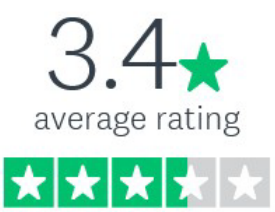
Fall 2019 Transfer Degree Student Meeting Survey Results

Q4

Customize | Save as

During your time here at Lamar Community College, how do you feel your professionalism has improved?Professionalism includes: Reliability & conscientiousnessFocus & follow throughGoal settingCivility & respectEthical behaviorTechnological literacy

Answered: 58 Skipped: 0



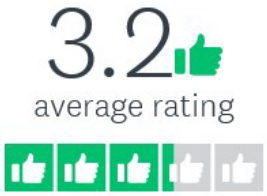
	NO IMPROVEMENT	LITTLE IMPROVEMENT	SOME IMPROVEMENT	GOOD IMPROVEMENT	GREATLY IMPROVED	TOTAL	WEIGHTED AVERAGE
☆	3.45% 2	12.07% 7	37.93% 22	31.03% 18	15.52% 9	58	3.43

Q5

Customize | Save as

During your time here at Lamar Community College, how do you feel your social connectedness and engaged citizenship has improved?Social Connectedness & Engaged Citizenship includes:Involvement in Campus LifeServing & Supporting OthersLeadershipGlobal Awareness

Answered: 58 Skipped: 0



	NO IMPROVEMENT	LITTLE IMPROVEMENT	SOME IMPROVEMENT	GOOD IMPROVEMENT	GREATLY IMPROVED	TOTAL	WEIGHTED AVERAGE
👍	10.34% 6	18.97% 11	17.24% 10	43.10% 25	10.34% 6	58	3.24

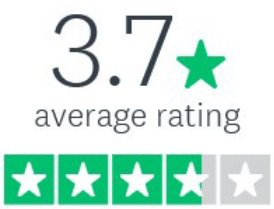
Fall 2020 Transfer Degree Student Meeting Survey Results

Q4

Customize | Save as

During your time here at Lamar Community College, how do you feel your professionalism has improved?Professionalism includes: Reliability & conscientiousnessFocus & follow throughGoal settingCivility & respectEthical behaviorTechnological literacy

Answered: 21 Skipped: 1



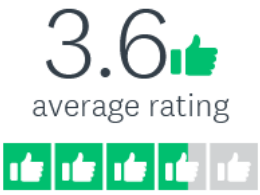
	NO IMPROVEMENT	LITTLE IMPROVEMENT	SOME IMPROVEMENT	GOOD IMPROVEMENT	GREATLY IMPROVED	TOTAL	WEIGHTED AVERAGE
☆	4.76% 1	0.00% 0	28.57% 6	52.38% 11	14.29% 3	21	3.71

Q5

Customize | Save as

During your time here at Lamar Community College, how do you feel your social connectedness and engaged citizenship has improved?Social Connectedness & Engaged Citizenship includes:Involvement in Campus LifeServing & Supporting OthersLeadershipGlobal Awareness

Answered: 21 Skipped: 1



	NO IMPROVEMENT	LITTLE IMPROVEMENT	SOME IMPROVEMENT	GOOD IMPROVEMENT	GREATLY IMPROVED	TOTAL	WEIGHTED AVERAGE
👍	4.76% 1	4.76% 1	28.57% 6	47.62% 10	14.29% 3	21	3.62

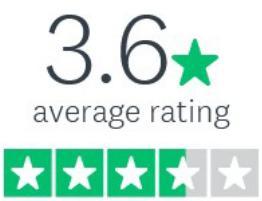
Fall 2021 Transfer Degree Student Meeting Survey Results

Q4

Customize Save as

During your time here at Lamar Community College, how do you feel your professionalism has improved?Professionalism includes: Reliability & conscientiousnessFocus & follow throughGoal settingCivility & respectEthical behaviorTechnological literacy

Answered: 88 Skipped: 0



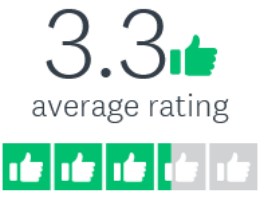
	NO IMPROVEMENT	LITTLE IMPROVEMENT	SOME IMPROVEMENT	GOOD IMPROVEMENT	GREATLY IMPROVED	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	7.95% 7	38.64% 34	43.18% 38	10.23% 9	88	3.56

Q5

Customize Save as

During your time here at Lamar Community College, how do you feel your social connectedness and engaged citizenship has improved?Social Connectedness & Engaged Citizenship includes:Involvement in Campus LifeServing & Supporting OthersLeadershipGlobal Awareness

Answered: 88 Skipped: 0



	NO IMPROVEMENT	LITTLE IMPROVEMENT	SOME IMPROVEMENT	GOOD IMPROVEMENT	GREATLY IMPROVED	TOTAL	WEIGHTED AVERAGE
👍	6.82% 6	13.64% 12	34.09% 30	35.23% 31	10.23% 9	88	3.28

Fall 2022 Transfer Degree Student Meeting Survey Results

Q4

Customize | Save as

During your time here at Lamar Community College, how do you feel your professionalism has improved?Professionalism includes: Reliability & conscientiousnessFocus & follow throughGoal settingCivility & respectEthical behaviorTechnological literacy

Answered: 46 Skipped: 0

3.6★
average rating

	NO IMPROVEMENT	LITTLE IMPROVEMENT	SOME IMPROVEMENT	GOOD IMPROVEMENT	GREATLY IMPROVED	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	4.35% 2	41.30% 19	41.30% 19	13.04% 6	46	3.63

Q6

Customize | Save as

During your time here at Lamar Community College, how do you feel your social connectedness and engaged citizenship has improved?Social Connectedness & Engaged Citizenship includes:Involvement in Campus LifeServing & Supporting OthersLeadershipGlobal Awareness

Answered: 46 Skipped: 0

3.6
average rating

	NO IMPROVEMENT	LITTLE IMPROVEMENT	SOME IMPROVEMENT	GOOD IMPROVEMENT	GREATLY IMPROVED	TOTAL	WEIGHTED AVERAGE
👍	0.00% 0	13.04% 6	30.43% 14	41.30% 19	15.22% 7	46	3.59

Lamar Community College

~ We Enrich Lives Through Learning ~

Strategic Planning

Arts & Sciences Department/Unit Planning Template 2018-2022

Departmental Goal and Activities/Tasks ***What is your primary goal? And what strategies/activities/tasks support that goal?*** • *Project* • *Initiative* • *Activity* *What do you want to have happen, where, and when? Who is the responsible Lead?*	***College Goal/Objective*** *How does this support the college 2017-2020 strategic plan? Which goal(s), objective(s), and/or measure(s) does it support? You may occasionally develop a departmental goal that does not support one of them, but most will.*	***Intended Results*** *What will be the result of this goal and activities?*	***Indicator(s)/ Measure(s)*** *What will be the evidence used to measure or determine accomplishment or success of the intended outcome? How will you measure?*	***Anticipated Budget*** *a) Amount (if applicable)* *b) Impact (need none, need more, need less, will reallocate existing)* *c) Category (one-time, start-up, on-going)*
Department/Unit Goal and Strategies/Activities/Tasks	**College Goal/Objective**	**Intended Results**	**Indicator(s)**	**Anticipated Budget**
Continue Transfer Meetings	Student Success - Retention and Graduation	Co-Hort Feel to address "Do I belong" and help students see themselves as transfer students	Attendance Numbers, Retention & Grad Numbers	a) Pizza b) Speaker c) Total: $500 for Both F & Spring
Meetings for Freshmen and Sophomores in Fall and Spring				
Add a guest speaker to Fall meetings				
Department/Unit Goal and Strategies/Activities/Tasks	**College Goal/Objective**	**Intended Results**	**Indicator(s)**	**Anticipated Budget**
Student Graduate Tracking	Student Success	Understand Successful Transfer of Students and what Transfer Programs are doing well/can improve to assist students in transfer	# of Transfer students, Qualitative Feedback from Graduates after 6 mo.	a) Staff Time b) Partnership with LSS to Call graduates
Begin by tracking Phi Theta Kappa Graduates				
May also include tracking of Student Government Graduates				

2023-2024 Department/Unit Planning Template

Departmental Goal and Activities/Tasks ***What is your primary goal? And what strategies/activities/tasks support that goal?*** • *Project* • *Initiative* • *Activity* *What do you want to have happen, where, and when? Who is the responsible Lead?*	***College Goal/Objective*** *How does this support the upcoming 2020-2025 strategic plan? How does it support enrollment growth? How does it support the annual theme? You may occasionally develop a departmental goal that does not support one of them, but most will.*	***Intended Results*** *What will be the result of this goal and activities?*	***Indicator(s)/ Measure(s)*** *What will be the evidence used to measure or determine accomplishment or success of the intended outcome? How will you measure?*	***Anticipated Budget*** *a) Amount (if applicable)* *b) Impact (need none, need more, need less, will reallocate existing)* *c) Category (one-time, start-up, on-going)*
11201 - Arts, Sciences, PT Instructor				
Department/Unit Goal and Strategies/Activities/Tasks	**College Goal/Objective**	**Intended Results**	**Indicator(s)**	**Anticipated Budget**
Student Recruitment/High School Outreach through a "Meet the Professor" Lecture Series. This coming fall I compile a series of enrichment lectures designed to enhance HS instructional units. High school faculty will then coordinate scheduling our instructors as guest presenters.	We will increase enrollment through exposure to our target demographic. We will offer a high quality consumable product to our educational partners.	Increased Enrollment from service area schools. A strengthened partnership with service area schools.	Compare on campus enrollment from area High schools to previous years.	a)Travel Expenses $1000? b) c)