



ISSUE

05

NOVEMBER  
2019



A MONTHLY  
NEWSLETTER  
FROM THE OFFICE  
OF ASSESSMENT &  
INSTITUTIONAL  
RESEARCH

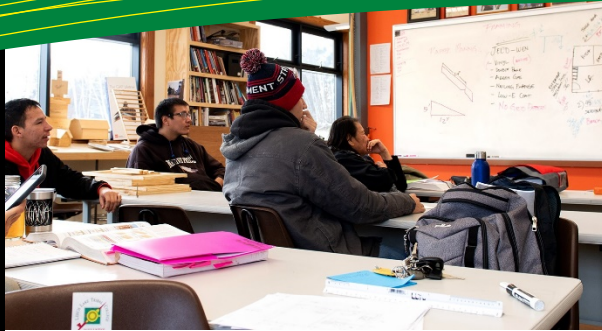
# LLTC ASSESSMENT NEWSLETTER

## COURSE EVALUATIONS | Faculty EOCS | Student Services EOSS

This Fall 2019 semester, we are beginning an experimental undertaking, aimed at understanding and increasing our response rates to student course evaluations. To do this, we have randomly assigned 31 courses (half of the courses that are taught on-ground and hybrid format) to receive in-person paper-and-pencil student evaluations. The remaining courses (those taught on-ground, hybrid, and all courses taught online) will receive electronic course evaluations.

PLEASE SHARE YOUR FEEDBACK  
ABOUT THE ASSESSMENT  
NEWSLETTER

Helen Montgomery  
[helen.montgomery@lltc.edu](mailto:helen.montgomery@lltc.edu)



## this issue

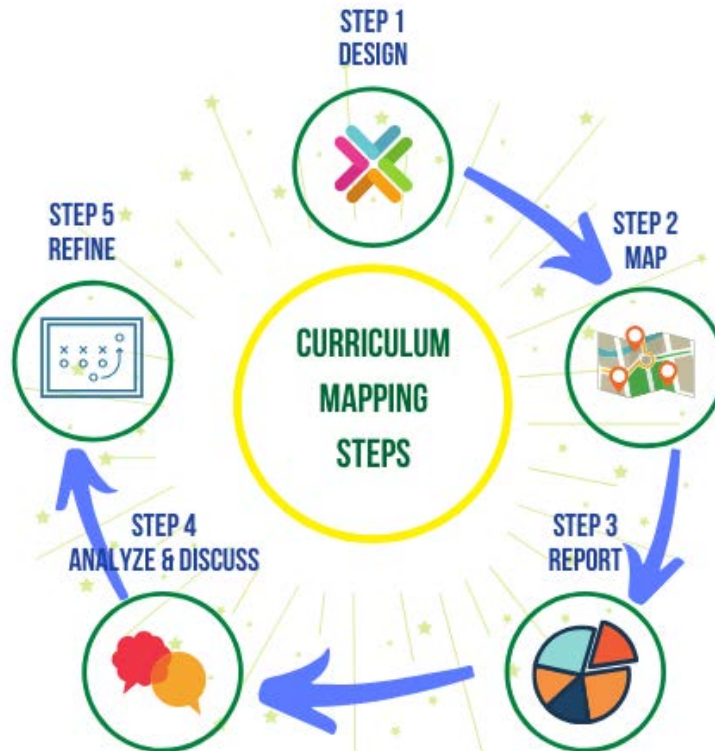
Curriculum Mapping 2019-2020 **P.1**

Course Evaluations | EOCS | EOSS **P.1&2**

Current Assessment Activities **P.2**

HLC Action Letter Breakdown **P.2**

## Curriculum Mapping 2019-2020



At the Academic Affairs Committee meeting on November 8<sup>th</sup>, we began the curriculum mapping process. Although we have attempted curriculum mapping in the past, the process was not completed. Moreover, as an institution, we have grown; specifically in changing our Institutional Learning Outcomes (ILOs) and Program Learning Outcomes (PLOs) to better reflect our current direction and goals. Therefore, a comprehensive curriculum mapping or re-mapping is necessary at this time.

After the curriculum mapping process is completed (estimated completion time is the end of Spring 2020 semester), we should have ten comprehensive curriculum maps; one for each of the nine programs and one for our General Education (Essential Knowledge) courses. These maps will tell us whether the ILOs (for Gen Ed courses) and PLOs (for program-specific courses) are being delivered implicitly or explicitly across the curriculum in a balanced manner, the level at which ILOs and PLOs are being taught (Introductory, Developing, or Advanced [for a 2-year program]), and how much and in what ways the students' knowledge is being assessed. Because the type of course-level assessment has been built into the curriculum mapping process (i.e., faculty are going to indicate whether they assess each learning outcome in their course and the type of assessment they use to do so), we will also be able to develop program-level assessment maps, which will include the type and saturation of assessment of each ILO and PLO. Having these assessment maps will allow us to see how saturated our assessment is across each program.

## COURSE EVALUATIONS | Faculty EOCS | Student Services EOSS

Next semester, Spring 2020, we will repeat this process with student evaluations, except, the electronic evaluations will be delivered via Canvas. Historically, one of the issues around student course evaluations at LLTC, has been a low response rate. At the end of the year, having deployed student course evaluations using three different modalities (i.e., Jenzabar student email, Canvas LMS, and in-person paper-and-pencil) will allow us to compare the response rates from these modalities and make a decision regarding the best way to administer course evaluations at LLTC.

In addition to student course evaluations, two new end-of-semester evaluations are scheduled to launch during the week of December 2, 2019. One will be an End of Course Survey (EOCS) for faculty and the other will be an End of Semester Survey (EOSS) for Student Services. Having these two additional sources of data should help us paint a more comprehensive assessment picture with regard to the areas of success and areas of improvement in the following semesters and academic years.

**FACULTY & STUDENT SERVICES, PLEASE BE ON THE LOOKOUT FOR THE EOCS & EOSS IN YOUR INBOX!!!**



## Current Assessment @ LLTC

- Students Course Evaluations / EOCS / EOSS [November 25, 2019- December 10, 2019]
- Curriculum Mapping [first faculty meeting on Nov. 8; faculty are working on CM forms]

### HLC ACTION LETTER & LLTC DIRECTIONS

This month, we received the HLC Action letter notifying LLTC that our probation status was extended. LLTC meets all accreditation criteria except the ones specified in the table below. Note that only criteria specific to the college are included in this table. Also included are ways that LLTC is addressing the issues specified in the action letter.

Criterion	Met with Concerns or Not Met	What LLTC is doing
<b>3C:</b> the institution has the faculty and staff needed for effective, high-quality programs and student services	Met with Concerns	A new cycle of evaluation was adopted in the Spring of 2019. Course evaluations with attempt to increase the response rate. EOCS. EOSS. Faculty credentials have been updated.
<b>4A:</b> the institution demonstrates responsibility for the quality of its educational programs	Met with Concerns	Program reviews have been completed. New additions that include program data are planned for each program on a yearly basis to supplement program review. Program workplans have been created.
<b>4B:</b> the institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning	Not Met	Curriculum mapping has been started. ILOs and PLOs have been revised. The Integrated Residential Builder program initiated significant changes to their Plan of Study based on the findings from their program review.
<b>4C:</b> the institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates	Met with Concerns	At Assessment Days meeting, strategies for student retention were discussed based on the Community Needs Survey and OARES survey results. Questions are included in the current course evaluations and will be included in EOCS and EOSS specifically aimed at collecting data that will help increase retention and persistence.
<b>5C:</b> the institution engages in systematic and integrated planning	Not Met	Strategic Planning Committee has been meeting weekly since May of 2019. The Committee has held several community and college-wide listening and idea sessions. Staff and Faculty will have an active participatory role in final assemblage of objectives and specific benchmarks
<b>5D:</b> the institution works systematically to improve its performance	Not Met	Curriculum mapping. Course evaluations. Community Needs Survey. ILOs and PLOs revised. OARES survey. New DAIR.

