Assessment Report for Academic Year 2021

FLINT HILLS TECHNICAL COLLEGE

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ESTABLISHED ASSESSMENT PRACTICES

Where We Are

The 2016-2020 four-year assessment plan articulated goals for every level of assessment at FHTC. This major undertaking required levels of change throughout the institution. However, the impact of COVID in the spring of 2020 delayed the development of the next four-year, 2021-2025, assessment plan. To prepare for the next plan, it is important to articulate the status of assessment initiatives. The summary below updates the goals and shares the status of accomplishment at each level: Institutional, Program, Service Department, and Course. Throughout the document, goals are identified with this indicator:

- AY 2022 Benchmark Goal/ Goal

• Institutional Level

1.) Academic Master Plan Drafted AY 2021 Goal

The V.P. of Instruction and Instructional Leaders have been working on the first draft of the Academic Master Plan. Research on best practices in Higher Education was collected and reviewed related to this process. The draft will be reviewed by Instructional Leaders and administrative staff in the fall of 2021.Once a final draft is complete, the plan will be shared with all faculty before final adoption.

2.) Finalized 5-Year Facilities Master Plan AY 2021 Goal

Core facilities staff and administrators have collaborated to capture the history of facilities projects into one comprehensive document. After the collection, administrative team members have identified priority areas across the college for updates or work. This will allow the administration to develop funding initiatives based on the core needs of the college while allowing for flexibility to meet changes in programs and enrollment.

3.) Draft and Finalized New 5-YR Strategic Plan AY 2021 Goal

Representatives from stakeholder groups began meeting in the fall of 2019 to develop the new strategic plan. Though delayed because of COVID the new strategic plan was finalized and adopted by the Board of Trustees on November 9, 2020.

4.) ISLOs #1-3 Finalized and Adopted AY 2021 Goal

ISLO #1 & #2 have been fully adopted and targeted courses have been collecting data. ISLO #3 adoption was delayed because of COVID but full adoption is anticipated in the fall 2021, at which point targeted courses will be selected by program faculty.

"If practice makes perfect, then change builds resilience."
-Dr. Sanjay Gupta HLC Keynote Presentation

5.) Employee Satisfaction Survey Adopted and Launched AY 2021 Goal

Several complications have arisen that delayed the adoption and launch of an Employee Satisfaction Survey. To protect employees in the process of collecting feedback, a third-party provider was being sought but has not yet been decided upon. The Employee Satisfaction Survey committee met and identified the core areas that would ideally be included in the survey. Additional research was conducted on options and restrictions for seeking a third-party provider or administering the survey in-house. This information was provided to the chair of the Institutional Effectiveness Committee and Director of Human Resources in February 2021 for feasibility and a follow-up plan. This was added as an administrative department goal to implement by FY 2023.

6.) Student Satisfaction Survey- Closing the Loop and National Norming AY 2021Goal

Student Satisfaction Survey data has been collected for eight semesters. Throughout that time, several elements have been identified from the data that drove effective decisions in facilities, services, and programs. Reporting and data comparison information is becoming more targeted to answer faculty/staff questions. Plans for administering a National Survey to get norms against findings were delayed because of COVID and will be revisited in 2021-2022.

• Service Department Level

1.) Cycle A Departments- Second Year of Data Collection AY 2021*

Only two departments of the intended five have found the Department Review Forms useful in the current form (Library & Marketing). The data collection is now demonstrating trends for which actionable goals can be determined for these two departments.

2.) Cycle B Departments- First Year of Targeted Data Collection AY 2021*

3.) Cycle C Departments- Identify Targeted Data Collection Points AY 2021*

**It was recognized that the Service Department Review forms and process in the current iteration are not effective for the service departments. A Service Department Assessment Day was scheduled for June 16, 2021, to refine the process and collection methods to better meet the needs of the departments.*

• Program Level

1.) Cycle I Programs- Complete Final Year of Data Collection AY 2021

Cycle I Programs (5) are positioned well to finalize the data collection and create the first Program Review Action Report during the January 2022 Assessment Day. During this process, programs will be discussing refining the data collection form to better suit the needs of the program, identifying benchmarks based on trend data illustrated, and reaffirming outcomes/outcome alignment.

2.) Cycle II Programs- Continued Data Collection AY 2021

Cycle II Programs (6) have finalized and affirmed curriculum maps of outcomes. Programs have reviewed collected data to date as part of the Assessment Day Process. The data collection will continue during the next year.

3.) Cycle III Programs- Finalized Curriculum Map and Data Collection Points AY 2021

Cycle III Programs (5) have worked on curriculum maps and affirmed outcome alignments. Data collection is taking shape and the Cycle III programs will begin to see trends upon review during Assessment Day 2022.

4.) Align 3rd Party Accreditation Requirements to Program Review AY 2021 Goal

The Director of Assessment worked with 3rd Party Accredited programs to review data requirement areas and align them with the existing program review data collection form. This alignment is noted on specific program forms and will be fine-tuned to reduce redundancy as the program review process continues.

• Course Level

➢ Course Outcomes Mapped/Aligned with Program/Institutional Outcomes AY 2021

This has been achieved by all programs through the program review cycles. Continued refinement of outcome word choice may be needed in a few programs to allow for more specific assessment of skill levels.

➢ Common Assessment Data- Continued Collection & Expansion AY 2021 Goal

The impact of COVID has been noticeable in the collection of existing common assessment data. Changes in format, delivery, and timelines have led to some confusion in assessment data collection. Additionally, the expansion of common assessments for identified courses was paused. The goal is to increase development and data collection on this initiative in AY 2022.

➢ Consistent Reporting Process for Student Certifications/Licensure AY 2021 Goal

The Dean of Enrollment and Director of Assessment have been working to better understand the opportunities available to students through specific industry recognized certifications/licenses outside of degree completion. Information has been collected from programs to better identify reporting/collection points for data. Efforts are ongoing.

Looking Ahead

Based on the 2016-2020 assessment four-year plan, great progress has been made in the overhaul of assessment practices at FHTC to improve student learning. Now that many of the foundational elements have been established, piloted, and adopted, the next steps can better inform the decision-making process. Utilizing the data and benchmarks included in this report will help faculty and staff improve student learning. The foundational assessment elements developed over the past five years have been compiled to create the new “Assessment Handbook” which was issued in the spring of 2021. The handbook is a living document to be reviewed by the assessment committee annually for updates.

Access to this handbook will be through digital placement within the my.fhtc.edu under employee resources, Google Shared Drives, Libguides, and it will be housed in the institutional P-Drive for faculty and staff convenience.

The next 4-year assessment plan should focus on the process of tying the various levels and processes together, directly linking them to the strategic plan points identified for 2021-2025:

1. Student Success
2. Employee Development & Support
3. Optimized Programs & Facilities
4. Dynamic Partnerships

By working to link assessment data directly to planning, budgeting, and development across the institution, FHTC will be better positioned to meet the needs of students and achieve the strategic goals set forth. Additional focus on course-level assessment elements and training will also be needed in the next plan. Although several initiatives are underway related to courses by faculty request, efforts to report data in an informative way illuminates areas of struggle and highlights successful practices that will help us better meet student success goals as an institution.

The institution's preparation for the HLC site visit in September 2021 has also illuminated some gaps in transparency about key metrics for external stakeholders. Based on that discovery, as programs reach the endpoints of the program review cycle, part of the action plan will be setting benchmark goals for enrollment, outcomes, and resources as appropriate. Additionally, Perkins and KBOR key metrics will now be included as part of the annual assessment report to help highlight awareness of current success/problem areas identified by key oversight groups. This has led to a shift in the order of materials presented within the annual assessment report. Reference the table of contents for any clarification needed.

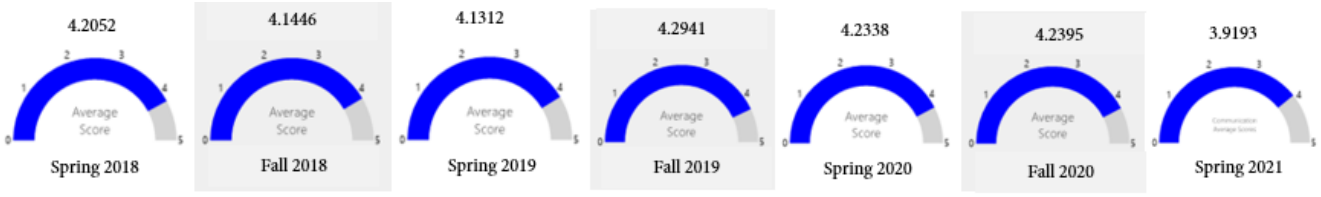
INSTITUTIONAL LEVEL ASSESSMENT

Institutional level assessment entails practices of collecting data across the whole of the institution. These practices help illuminate how well the institution is collectively doing to meet the stated mission, enhancing student learning, and promoting student success. Utilizing a variety of metrics to form a cohesive picture of the institution's successes as well as areas for targeted improvement helps ensure continued success overall.

Institutional Student Learning Outcomes (ISLOs)

The Institutional Student Learning Outcomes (ISLOs) are the result of diligent work by the Assessment Academy Team from 2016-2020. The team carefully analyzed the Mission, Vision, Value, and Purpose Statements of the institution, identifying three core outcomes. That list was discussed and refined before being presented to all faculty and staff. Targeted data collection points were chosen by faculty for the instructional side. Staff is asked to collect data in a targeted week each semester.

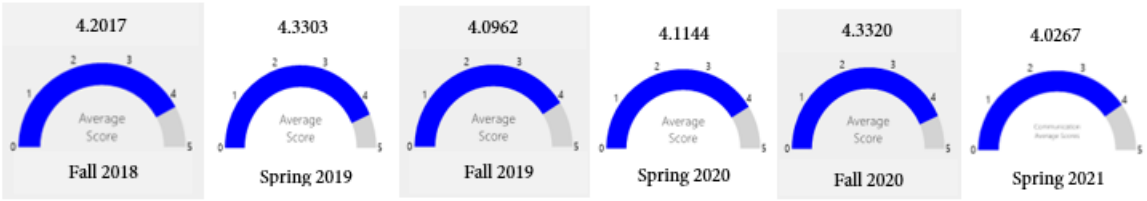
- **ISLO #1 Students will be able to effectively communicate with a diverse group of learners.**



The graphic above illustrates overall results from data collection on student performance based on the skill level as defined by the rubric measurement tool. FHTC had consistently scored just above the 4-point margin on a 5-point scale up until the most recent semester. The standard deviation was historically below 0.07 but rose to 0.1228 this spring. This change in overall average may be reflective of the challenges faced in the last calendar year impacting levels of communication or maybe a result of a below-average data collection return in Spring 2021.

- AY 2022 Benchmark Goal: ISLO #1 raise in average to above 4.0 by spring 2022.

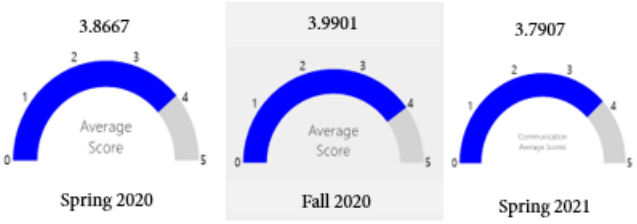
- **ISLO #2 Students will demonstrate professionalism.**



The graphic above illustrates overall results from data collection on student performance based on the skill level as defined by the rubric measurement tool. FHTC scores fluctuate between 4.0 and 4.3 margin of the 5-point scale. The standard deviation comes in at 0.1272 over the six semesters of data. Factors that may contribute to this may include inconsistent application of rubric, the time frame of data collection, or the need for emphasis of defining elements in curriculum.

- ➢ **AY 2022 Benchmark Goal: ISLO #2 to have fall and spring semesters be within 0.2> overall average.**

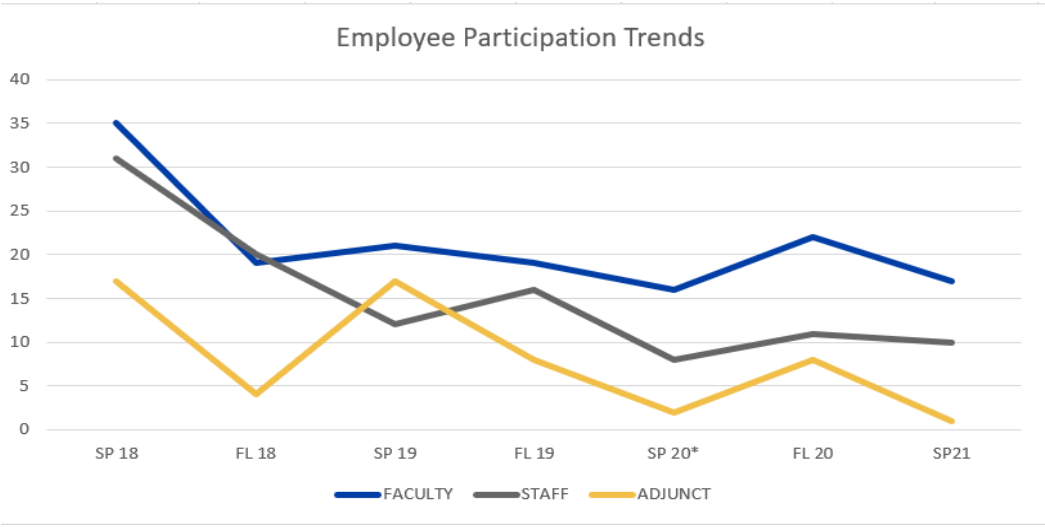
- **ISLO #3 Students will apply problem-solving skills.**



The three data points are representative of the piloting semesters for the rubric measurement tool for ISLO #3. Due to the impact of COVID in spring 2020, robust testing of the usefulness and application of the rubric did not meet a minimum threshold. The testing phase was therefore extended. Based on the early data returns, this ISLO may need more prescriptive curriculum development to improve student learning. ISLO #3 will be presented for full adoption and target course selection in the fall of 2021.

- ➢ **AY 2022 Goal: Full implementation and Targeted Course Selection**

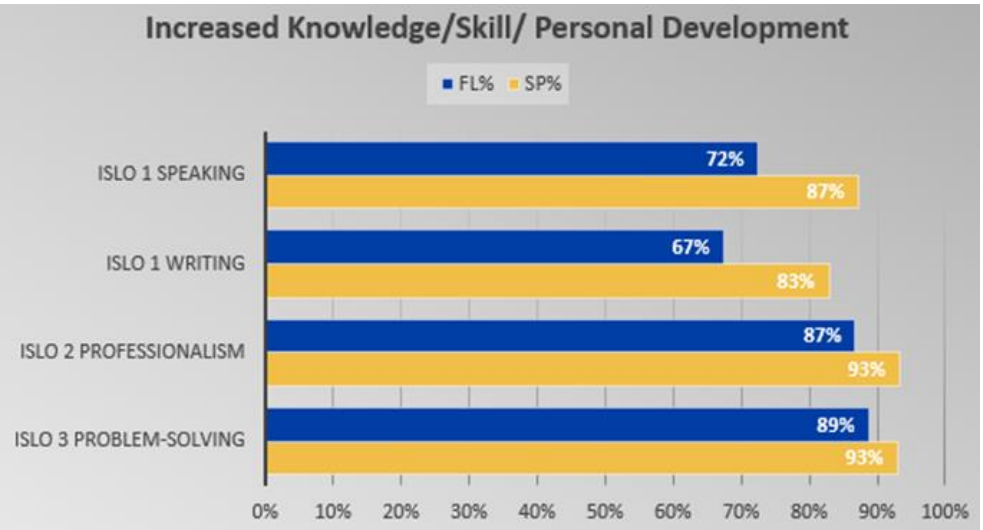
- **Faculty, Staff, and Adjunct Participation**



Data collected illustrates a noticeable decline in participation during both the Spring 2020 and Spring 2021 semesters. This may likely be a direct impact of the challenges faced during COVID. As things return to normal, emphasis on participation from all stakeholders to better increase student learning in these areas will be a priority. Utilizing a calculation of the average participation rates plus the standard deviation the following participation levels will be targeted in AY 2022.

- AY 2022 Benchmark Goal: Per Semester Faculty- 27; Staff- 23; and Adjunct-15

- **Student Feedback on ISLO Emphasis**



Embedded in the Student Satisfaction Survey (see next section for more details) are specific questions that relate to the established ISLOs. Students are asked to indicate if "FHTC increased your knowledge, skill, or personal development" in the specified area. Based on the data collected over seven semesters there are some clear areas for improvement. It is interesting to note that the ISLO that has been historically more consistent in student achievement, communication, is the area students report a lower area of development or growth.

- AY 2022 Benchmark Goal: To raise spring average to above 90% for all areas.

Further breakdown of the ISLO data is available in Appendix A- Institutional Level Data. These charts break down the ISLO results to offer a closer look at measures of center and spread. These include the frequency of evaluations per student, by performance indicator, and by the level of skills per indicator over the historical collection period.

Student Satisfaction Survey (S3)

FHTC implemented an in-house student satisfaction survey in Spring 2018. The optional survey was opened to all students the first semester to achieve a baseline for the questions included. In the subsequent semesters, first-year students (including high school partnership courses) are targeted during the fall collection period and second-year students (post-high school) are targeted in the spring collection period. This is done so that comparative analysis can be reviewed regarding initial impressions versus outgoing impressions. Students access the survey through my.fhtc.edu at their convenience. The targeted survey collection time period is promoted through email, campus calendars, and social media.

Submitted Spring 2018	158 Surveys	(Pilot Semester- All Students)
Submitted Fall 2018	90 Surveys	(First Year & High School)
Submitted Spring 2019	71 Surveys	(Second Year)
Submitted Fall 2019	89 Surveys	(First Year & High School)
Submitted Spring 2020^	25 Surveys	(Second Year)
Submitted Fall 2020	79 Surveys	(First Year & High School)
Submitted Spring 2021	*43 Surveys**	*(Second Year)*

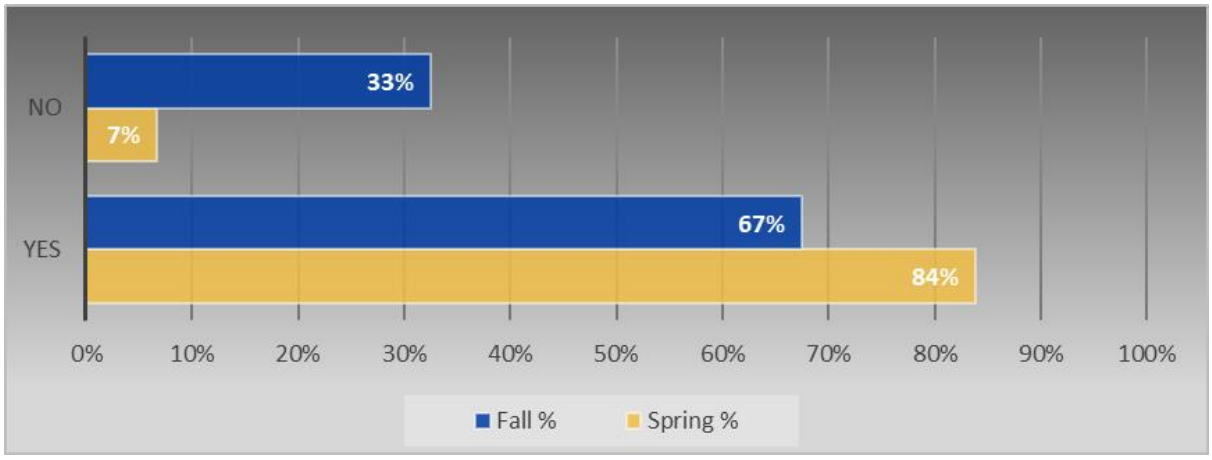
**NOTE: Spring data is not finalized until June 30- these are preliminary numbers*

The participation totals appear to be approaching pre-pandemic levels. It is still a goal to increase participation and completion. On average the survey is being completed by a yearly average of 24% unduplicated full-time equivalent (FTE) and 7% unduplicated headcount (HC). The participation levels have been trending lower which is of concern. Being sure to publicize strategic changes based on S3 data could be a way to demonstrate the value and use of the survey to garner increased participation in the future.

- **AY 2022 Benchmark Goal: To exceed total year participation of 24% FTE and 7% HC**

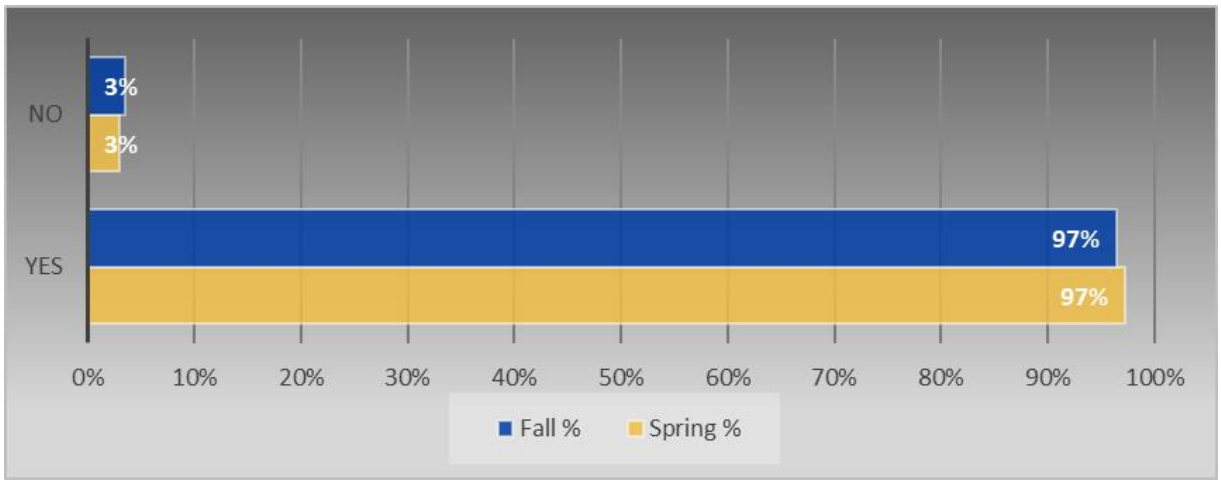
When looking at S3 question data, several targeted elements are shared with program faculty as well as service departments in specialized reports. The questions that are most sensible to get an overall picture of student impressions of FHTC are the following:

- As a student, I generally know what is happening on campus in regards to activities, academic deadlines, meetings, ceremonies, etc.



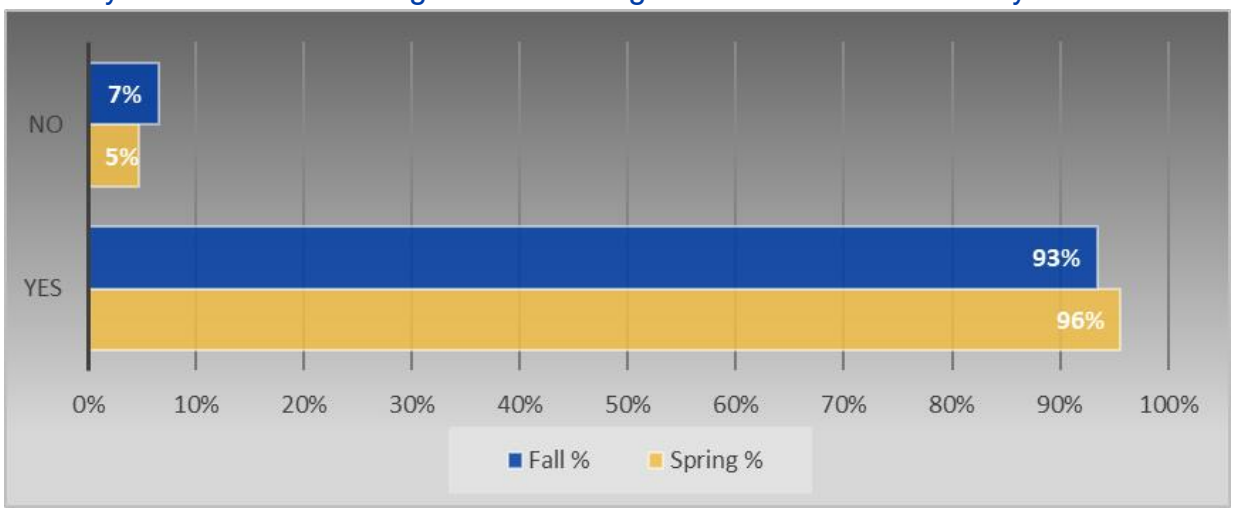
Data indicates that first-year students completing the survey in the fall indicate more frequently that they are not as aware of events on campus. Making sure students are made aware of how to keep apprised of campus events could be emphasized in First Year Experience, and the general first day of course discussions.

- As a student, I feel that FHTC successfully focuses on student improvement and achievement.



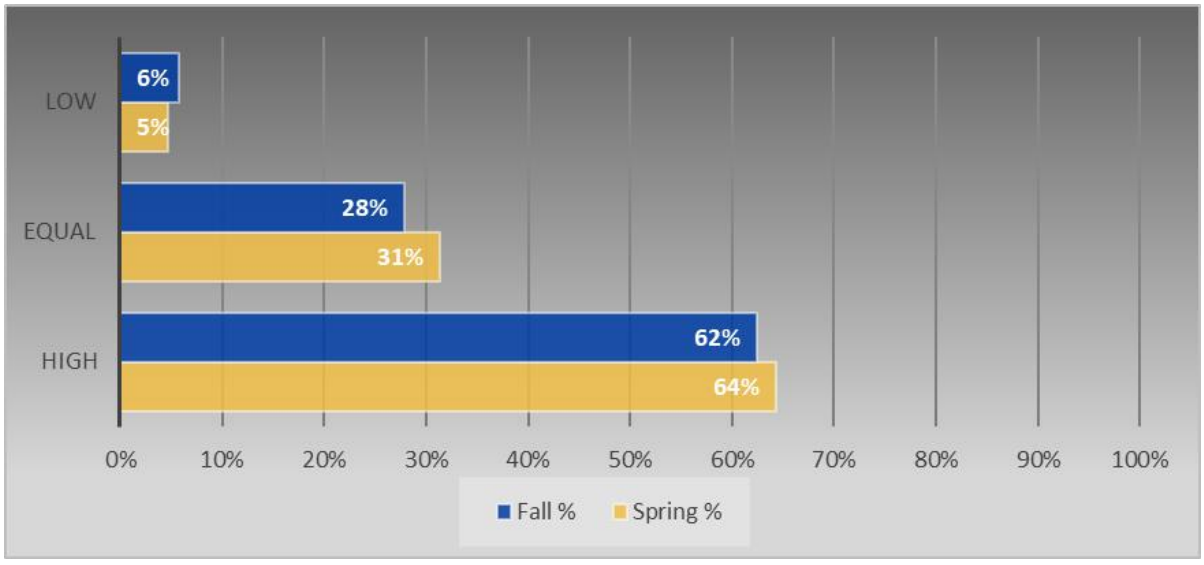
The data indicates that both first-year and second-year students believe a successful emphasis is placed on student improvement and achievement. The goal should be to continue this successful trend as an institution.

- Would you recommend taking courses through FHTC to friends or family members?



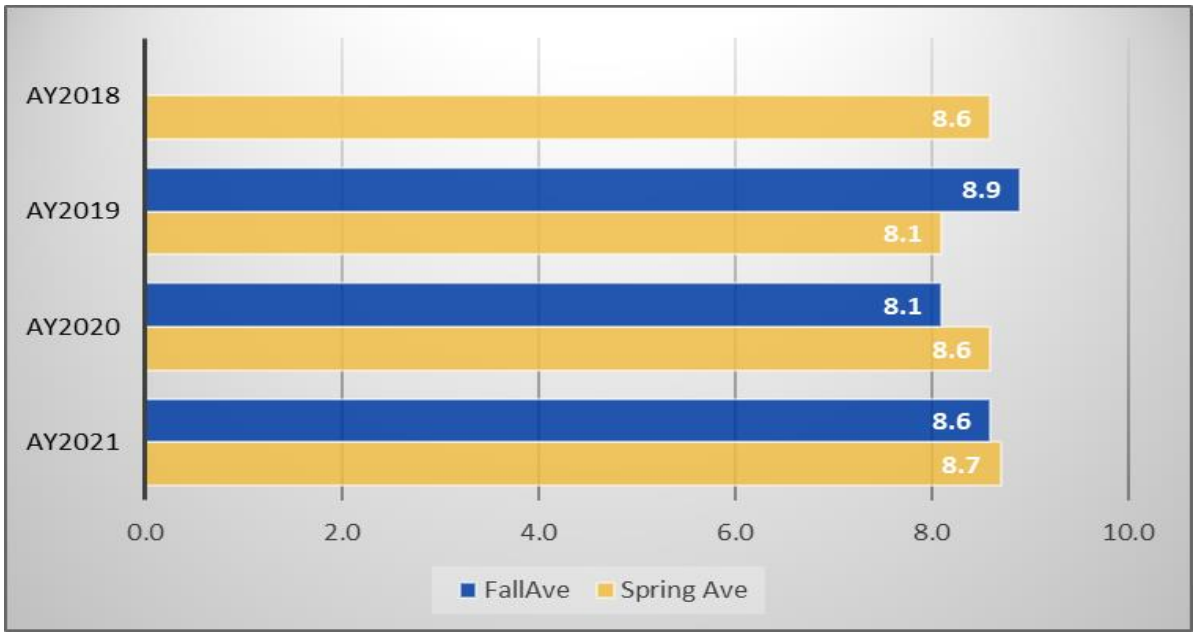
Again, the data indicates that students, both first year and second year, would recommend FHTC to others. This is an important success point that can be used in promotion and marketing initiatives. Word of mouth is still an important element of promotion and advertisement for institutions of higher education. Finding new avenues to utilize our students' voices to promote enrollment, especially non-traditional and diverse enrollment, through emerging technologies could be beneficial. The admissions office might be able to also utilize student ambassadors to help with campus visits and college fairs, possibly through a work-study partnership.

- Please select the level of value you feel you are getting for your investment at FHTC.



This data does indicate a level of acceptable success as over 90% of students, both first year and second year, indicate that they feel they are getting equal or greater value for the level of investment. Finding ways to promote that view of high return and build on those successful elements from the student perspective will continue to be important in moving the institution forward.

- On a scale of 0-10 (10 being the highest), what is your overall rating of satisfaction at FHTC to date?



The average overall rating from students has been consistently between 8.1 and 8.9 with an overall lifetime average of 8.5. The consistency of the results from both first year/high school & second year students over the seven semesters of data collection illustrates the stability of programs and support within the institution.

Perkins Core Indicators

The Carl D. Perkins Technical Education legislation and related funding mechanisms are directly focused on workforce development and technical education programs. As part of the Kansas Perkins programs, three core indicators are identified:

- **1P1 Postsecondary Placement**: Percentage of CTE concentrators that continue education, advanced training, military service, or retained employment in the second quarter post-graduation.

This retention and placement goal is focused on Career and Technical Education Concentrators as identified by state requirements. This data is collected for CIP Codes. FHTC currently has 15 eligible programs that qualify for Perkins V funding.

- ➢ **Continued Goal: CTE retention average at or above 95% of the identified student population.**

- **2P1 Earned Recognized Postsecondary Credential:** Percentage of CTE concentrators who receive a recognized post-secondary credential during participation in or within 1 year of program completion

These data points are focused only on eligible programs and CTE concentrators. The data illustrates that over the period spanning 2016-2019 data collections, the institution had an overall average of 77% completion for CTE students. Six programs, when factored separately, average above 85% of identified students achieving a recognized credential. These 6 of the 15 eligible programs represent 48% of identified students.

- ➢ **Continued Goal: CTE completion average at or above 77% of the identified student population.**

- **3P1 Non-Traditional Program Concentration:** Percentage of CTE concentrators in programs of study that lead to non-traditional fields (based on gender).

Eight programs qualify for non-traditional enrollment based on gender. Over the course of four reporting periods, those eight programs averaged 9% on non-traditional enrollment. This represented an average of 26 students per year entering fields outside of typical gender norms.

- ➢ **Continued Goal: CTE non-traditional concentrators average at or above 9% within the identified programs.**

KBOR Performance Agreements

The Kansas Board of Regents (KBOR) has established Performance Agreements with universities, community colleges, and technical colleges in Kansas. KBOR determines three of the six agreement points, FHTC determines the other three points. These benchmarks are set based on three years of data, though that three-year period is over eight years old. KBOR is currently working on the next established benchmarks, but the following data points represent what is currently being tracked.

1. Increase first to second year retention rates of college ready cohort (KBOR Determined)
   - **BASELINE GOAL: 71.0%** *Based on average from 2012-2014 data*
     - AY2017 79.1% Met Goal
     - AY2018 72.0% Met Goal
     - AY2019 84.1 % Met Goal
     - AY2020 71.1% Met Goal

FHTC student retention has fluctuated and it is expected that the AY2021 percentage will decline due to impacts from the pandemic. However, program faculty will now be looking at retention and persistence numbers as part of the program review process.

2. Increase the number of certificates and degrees awarded (KBOR Determined)
   - **BASELINE GOAL: 488** *Based on average from 2013-2015 data*
     - AY2017 435 Goal Unmet
     - AY2018 376 Goal Unmet
     - AY2019 403 Goal Unmet
     - AY2020 403 Goal Unmet*

This has continued to be a challenging goal for FHTC. The original target was set based on the three-year data from a period in which several manufacturing plants closed. During that period, one year had a much higher than normal graduation rate. However, even if the baseline had been set using data from the three years before that high point, it would come in at 437. Thus, the degrees and certificates awarded are not keeping pace with expanding enrollment. This is an area in which faculty and staff are going to have to work collectively to pinpoint ways in which we can support students through to completion.

3. Increase the wages of students hired (KBOR Determined)
   - **BASELINE GOAL: $26,835** *Based on average from 2012-2014 data*
     - AY2017 $29,362 Met Goal
     - AY2018 $29,693 Met Goal
     - AY2019 $34,386 Met Goal
     - AY2020 $39,070 Met Goal*

FHTC students have continually found success post-graduation through continued education and employment opportunities. The rising average wage earnings reported from graduates is a direct reflection of the needs of business and industry. Although the impacts from the pandemic are not yet known, it is expected that wage earnings may see a slight dip, but still average above $30,000.

4. Of the students who matriculate to FHTC with a GED, increase the percentage who complete a certificate, technical certificate, or AAS degree (*This is a new goal for the next performance agreement*- FHTC Determined)
   - **BASELINE GOAL: 57.7%** *Based on average from 2016-2018 data*
     - AY2016 60.5%
     - AY2017 55.6%
     - AY2018 57.5%
     - AY2019 54.5% Goal Not Met
     - AY2020 68.0% Met Goal

This goal was readopted from previous performance agreements by FHTC. The performance agreement that just concluded the fourth goal was centered around 100+ level math course completion. The new goal has been targeted to help not only all GED graduates but build bridges for the Adult Education Center students to continue educational pursuits with FHTC.

5. Increase the number of high school students completing a course with a grade of C or better (FHTC Determined)
   - **BASELINE GOAL: 280** *Based on average from 2013-2015 data*
     - AY2017 777 Met Goal
     - AY2018 922 Met Goal
     - AY2019 1142 Met Goal
     - AY2020 1313 Met Goal

Between 2017 and 2019 FHTC doubled the number of unique high school students taking courses with the college either on campus or through cooperative partnerships with secondary schools. Though the target has easily been exceeded due to this bump it is important to note enrollment and passing percentages are not rising equally. For example, in 2019 there was a 56% increase in high school enrollment, but only a 24% increase in those earning a "C" or better.

6. Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree (FHTC Determined)
   - **BASELINE GOAL: 64.7%** *Based on average from 2013-2015 data*
     - AY2017 72.0% Met Goal
     - AY2018 68.0% Met Goal
     - AY2019 67.6% Met Goal
     - AY2020 71.6% Met Goal

The Emporia, KS community has a 27.2% average Hispanic population according to 2020 census data. This is an important part of the Emporia community as a whole and essential to business and industry. Ensuring the inclusion of all segments of the population and helping students achieve success is the mission of FHTC.

A visual representation of these Performance Agreement points over ten years is presented in Appendix A- Institutional Level Data.

**AY2020 has not yet been finalized by KBOR. Numbers reflected are based on internal FHTC reporting.*

SERVICE DEPARTMENTS

At FHTC co-curricular assessment is linked to the service departments. As a small college without on-campus housing, dining, or athletics, most activities that support student learning are linked to staff departments. For this reason, co-curricular assessment is inextricably linked to staff and service departments. These areas are essential elements that support the overall student experience and fundamentally impact student learning at FHTC.

Service Department Review

In the spring of 2018, the Service Department Review process and procedure was approved by the institution. Though this was based on best practices research, it was not long before clear challenges and barriers to implementation were discovered. As a small institution, many staff roles overlap traditional department divisions. After discussion on the challenges that developed it was determined that FHTC staff needed dedicated training that was separate from FHTC faculty training. This training will allow staff to determine how to adapt best practices in assessment to the specific needs of FHTC.

On June 16, 2021, a Service Departments Assessment Training event was held to focus on co-curricular assessment development. Staff members defined the department divisions that make the most sense for current practice, developed mission statements, and identified outcomes/goals that specifically link to strategic goals. Below are other co-curricular areas in which targeted goals and data might serve to help the institution identify ways in which student learning is advanced beyond the classroom.

- **FY 2022 Goal: Identify at least three measurable goals/outcomes linked to strategic plan points in each Service Department as defined by FHTC.**

Career Services Events

As part of a career-focused educational institution, Career Services ensures that students are aware of services, and that employer needs are being met. These goals are essential for this co-curricular area. Possible assessment elements that could be looked at:

- How many events held?
- Student Participation Levels?
- Evaluating student resumes using a preset rubric?
- Having Industry partners utilize ISLO rubrics to provide feedback?
- Employer participation or engagement levels?

Student Senate Events

These have been a struggling area for co-curricular engagement. What elements could be utilized from a co-curricular assessment element to improve this? Possible assessment elements that could be looked at:

- How many events/meetings held?
- Student Participation Levels?
- Evaluating student leadership using a preset rubric?
- Creating a specific leadership/service badge that students could earn as part of degree distinction?

Admissions Events

The biggest element here is what are we tracking and collecting data on now? Is it sufficient to provide insight into the best use of time/ investment? Possible assessment elements that could be looked at:

- How many recruiting events held/attended?
- White Card returns and enrollment from data?
- Partnership events with faculty?
- Different types of recruiting initiatives and resulting enrollments?

Foundation Events

There are several events hosted by the Foundation Office that have student participation. Two prime examples are the Gala and Scholarship Luncheon. However, the foundation also focuses on several financial elements to support student learning. Possible assessment elements that could be looked at:

- Number of students participating in events?
- Number of students financially supported or number of scholarships available?
- Average financial impact per student?
- Investment amount in student learning resources?

PROGRAM LEVEL ASSESSMENT

Program level assessment is primarily focused on determining if students have acquired the skills, knowledge, and training inherently promised for the field of study. This assessment encompasses both metrics on student achievement for program outcomes, degree attainment, and employment; and analyzing, satisfactory resources that support the student learning process effectively.

Cycle I Programs

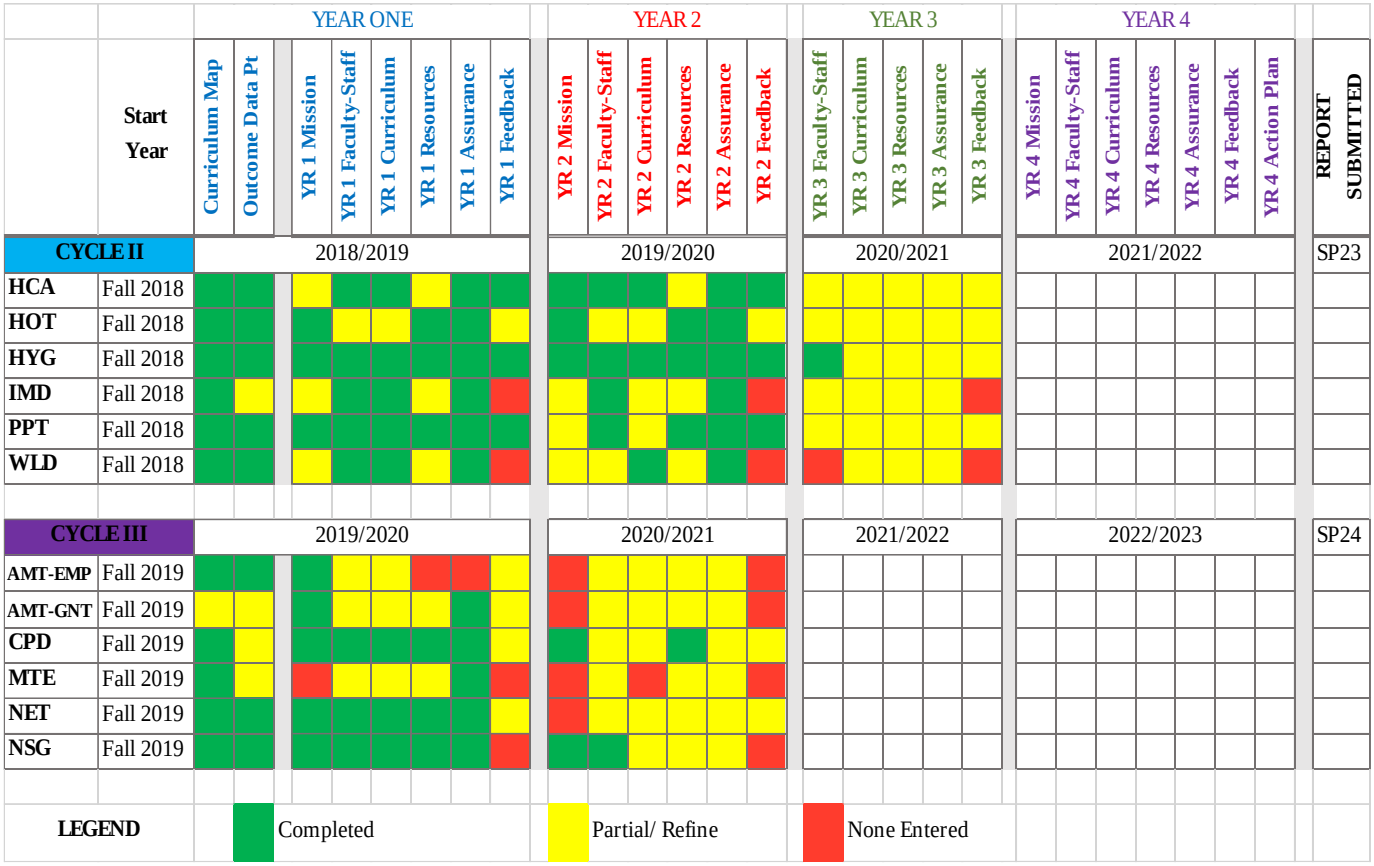
The five programs that were the piloting group for the newly developed Program Review process will be finalizing the first four-year collection of data in the fall of 2021. Originally the report was intended to be completed in the fall, but based on the finalization of institutional data deadlines and the addition of dedicated time to work on assessment, the final report turn-in was moved to spring. At the January Assessment Day for faculty in 2022, the Program Review and Action report will be crafted for institutional review by the Assessment Committee and Administration.

		YEAR ONE								YEAR 2						YEAR 3					YEAR 4							
	Start Year	Curriculum Map	Outcome Data Pt	YR 1 Mission	YR 1 Faculty-Staff	YR 1 Curriculum	YR 1 Resources	YR 1 Assurance	YR 1 Feedback	YR 2 Mission	YR 2 Faculty-Staff	YR 2 Curriculum	YR 2 Resources	YR 2 Assurance	YR 2 Feedback	YR 3 Faculty-Staff	YR 3 Curriculum	YR 3 Resources	YR 3 Assurance	YR 3 Feedback	YR 4 Mission	YR 4 Faculty-Staff	YR 4 Curriculum	YR 4 Resources	YR 4 Assurance	YR 4 Feedback	YR 4 Action Plan	REPORT SUBMITTED
CYCLE I		2017/2018								2018/2019						2019/2020					2020/2021							SP22
BUS	Fall 2017																											
DNA	Fall 2017																											
EST	Fall 2017																											
GAT	Fall 2017																											
IET	Fall 2017																											
LEGEND			Completed								Partial/ Refine						None Entered											

As part of the final program review report process, each program will determine benchmarks for the program related to enrollment, persistence, retention, and completion built on the baseline data collected over the past four years. Programs will also determine any additional data points that should be added to the collection and review process, like high school enrollment data points separate from post-secondary enrollment which was not in the original collection design. Current completion levels indicate that programs are generally in a good position to look at trends and determine action plans for the next cycle of review.

Cycle II & III Programs

Cycle II & III programs are making good progress on data collection for the review process. Having a dedicated assessment day has greatly benefited the process of completing assessment tasks related to this process.



Looking at the progress of Cycle II and III programs reflects a clear benefit of dedicated assessment time in the Academic Calendar. Though there is still a lot of progress to be made in some elements of the data/information collection, the virtual element of the 2021 Assessment day might have been a big factor in completion levels. During the virtual meetings with faculty on program review elements, it was difficult to provide the support needed to each program as they worked on completion. Hopefully, during the 2022 Assessment Day, more progress and completion can be achieved.

- **AY 2022 Goal: Cycle I five programs complete and submit Program Review Action Plans with strategically linked measurable goals for the next cycle.**
- **AY 2022 Goal: Cycle II six programs move all tracking boxes for years 1-3 to green.**
- **AY 2022 Goal: Cycle III five programs move all tracking boxes for years 1-2 to green.**

What do you see? *Why are you seeing it?* *What does it mean?"*

-Dr. Sarah Lewis

Degrees & Certificates

Completion is one of the key metrics utilized as evidence of success. From 2016-2020, there have been distinct changes in overall completion totals based on "KBOR Basic Count" reports. Factors in these changes include, but are not limited to, program/curriculum changes and enrollment fluctuations. The most noticeable fluctuation occurs in CERTA (technical program of 16-29 credit hours) completions where there has been a decline over the data period, predominately in the Power Plant program. However, there has been an equivalent increase in the CERTB (technical program of 30-44 credit hours) completion rates, with the largest overall increase in the Industrial Engineering program.

DEGREE TYPE	2016	2017	2018	2019	2020	Change
TOTALS AAS	98	108	110	98	106	**8**
TOTALS CERTA	48	39	35	27	18	**-30**
TOTALS CERTB	103	108	95	114	134	**31**
TOTALS CERTC	49	43	31	56	38	**-11**
TOTALS SAPP	130	136	107	109	134	**4**

Based on the "KBOR Basic Count" data, FHTC has an average of 54% of degree declared student enrollment that reaches degree completion each year. Looking at the percentage points over the five years of data presented below, there is great fluctuation from year to year. Most surprisingly the lowest completion year was 2019. The completion data for the year ending with the pandemic transition was one of the higher average completion years. It will be important to look at this data next year to get a better understanding of the full impacts of the pandemic on completion data.

	2016	2017	2018	2019	2020
Average of Degree Enrolled Students Graduated per Year	51%	61%	56%	43%	61%

- **AY 2021 and 2022 Goal: Degree enrolled students completion total at or above 54%**

The institution has consistently collected skill certification data at the program level which often reflects specific success at the course level in several programs. These data points collected at the end of AY2021 indicate that the comprehensive reporting of certification tests, as well as certification test options provided to students, increases each year. While a

consistent method of collection is still in process, it is clear that FHTC students continue to succeed on certification testing across the institution at a consistent rate.

	AY 2018		AY 2019		AY 2020		AY 2021	
	Total Tested	Pass	Total Tested	Pass	Total Tested	Pass	Total Tested	Pass
Students	660	629	1434	1326	2492	2442	2424	2369
% of Success	95%		92%		98%		98%	

***Note that in the table below, total tests represent a collection provided by the assessment reporting deadline each year and does not represent a finalized collection of certifications testing numbers.*
FHTC continues to excel in certification pass rates overall. Continued streamlining of the verification and reporting process will aid in the collection of this data point both at the institutional level and program level. The four-year average of collected data puts the average number of attempts at 1750, and an average success rate of 96%.

- **AY 2022 Goal: Skill Certifications attempts above 1750 and success rate at or above 96%**

More specific details by program degree/certificate completion data and 2020-2021 third party certifications data can be found in Appendix B- Degree Completion.

COURSE LEVEL ASSESSMENT

Course level assessment is the most traditional assessment level and has been practiced by faculty members since the foundation of the school. There are targeted areas of course assessment data that help create a more well-rounded picture of the students learning experience and provide powerful insights into how FHTC can best help students within the field of study find success.

Common Course Assessment

To ensure that students are receiving the same level of education across these courses, the college has been systematically adopting "common assessments (CA)" in targeted courses. This initiative began in the fall of 2017 with several courses implementing CA in spring 2018. The process and qualifiers were formally adopted in AY 2020. Courses are targeted based on the following qualifiers:

- Part of the Concurrent Enrollment Program (CEP) as a General Education (GenEd) or Career and Technical Education (CTE) course at area high schools.
- Part of the KBOR Systemwide Transfer Portal with Kansas Core Outcome Group (KCOG) articulated outcomes.
- Multiple sections offered which are assessed by more than a single faculty member.

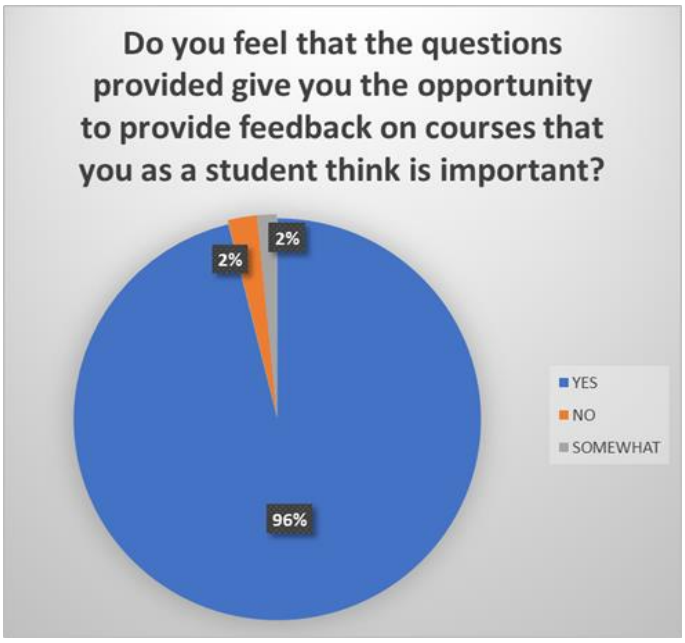
Many targeted courses fall into all three categories listed above but the CEP program courses are the majority.

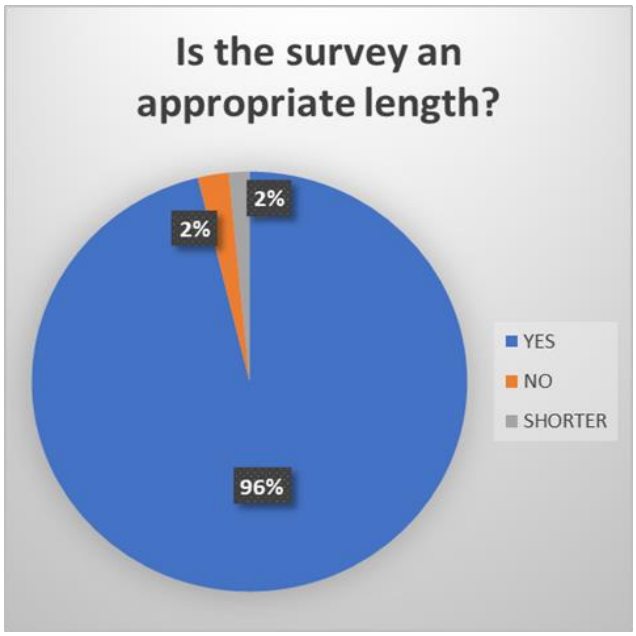
- ✓ Total Courses Offered Through CEP: 28
  54% have Implemented CA; 11% have 3rd party certification; *36% Undeveloped*
- ✓ Total Courses from Secondary Qualifiers (KCOG, Multi-Sections only): 12
  42% have implemented CA; 8% 3rd party certification; *50% Undeveloped*

➢ **AY2022 Goal: Six more targeted courses implement a Common Assessment; Moving total undeveloped to 25% or under.**

Course Evaluations

By faculty request, the Assessment Committee began looking at redesigning the Student Course Evaluation form. The committee reviewed best practices, sample questions, polled faculty on core areas of interest for student feedback. A new survey was developed and piloted in eighteen different courses at the end of the 2021 spring semester. The test form included questions on the survey design to get feedback if the questions, areas of focus, and overall design meets student expectations.





There were 18 courses selected to pilot the new survey which leads to 129 students testing the new question selections. The results indicate the survey was acceptable to the majority of students. There were also a few targeted responses indicating a preference for the new survey versus the older version.

Faculty will have the opportunity to review results and the feedback from both students and faculty members from the targeted pilot courses. The assessment committee will then determine the next course of action relating to course evaluations.

Withdrawal/ Failure Rates

The following charts utilize overall course enrollment data (duplicated students) to evaluate trends in the withdrawal and failure rates for the institution. Reports were also created in the Spring of 2021 in which the data was broken out by a program to help identify any areas of concern. Those reports were provided to faculty and administration.

Withdrawal/ Fail/ Passing Trends

	ENR	W	W%	F	F%	P	P%
FL2016	3502	108	3.1%	174	5.0%	3220	91.9%
SP2017	2402	92	3.8%	100	4.2%	2210	92.0%
SU2017	612	22	3.6%	30	4.9%	560	91.5%
FL2017	3869	119	3.1%	196	5.1%	3554	91.9%
SP2018	2455	85	3.5%	146	5.9%	2224	90.6%
SU2018	610	7	1.1%	44	7.2%	559	91.6%
FL2018	4248	151	3.6%	277	6.5%	4040	95.1%
SP2019	2693	72	2.7%	223	8.3%	2398	89.0%
SU2019	580	10	1.7%	38	6.6%	532	91.7%
FL2019	4663	132	2.8%	367	7.9%	4164	89.3%
SP2020	2780	197	7.1%	272	9.8%	2311	83.1%
SU2020	533	33	6.2%	51	9.6%	449	84.2%
FL2020	3757	204	5.4%	289	7.7%	3264	86.9%

Looking at the trends over the thirteen semesters of data included in the chart, it is clear that FHTC had a fairly consistent pass rate (over 90%) that has only recently begun to decline. While it was expected that the impacts of the pandemic transition in the spring of 2020 would be reflected in this data (see high Fail and Withdrawal), lower percentages in spring and fall 2019 indicate student struggle beginning before and leading to high withdrawal rates in those semesters.

- **AY2022 Goal: Continued monitoring of Withdraw, Fail, and Pass rates for post-pandemic impact trends. Revisit intervention strategies if decline does not trend back to the 92.1% average established before spring 2019.**

ACTION PLAN SUMMARY

Institutional Level

ISLO's

- AY 2022 Benchmark Goal: ISLO #1 raise in average to above 4.0 by spring 2022.
- AY 2022 Benchmark Goal: ISLO #2 to have fall and spring semesters be within 0.1> overall average.
- AY 2022 Goal: ISLO #3 Full implementation and Targeted Course Selection

Student Satisfaction Survey

- AY 2022 Benchmark Goal: Per Semester Faculty- 27; Staff- 23; and Adjunct-15
- AY 2022 Benchmark Goal: To raise spring average to above 90% for all areas.
- AY 2022 Benchmark Goal: To exceed total year participation of 24% FTE and 7% HC

Perkins Core Indicators

- Continued Goal: CTE retention average at or above 95% of the identified student population.
- Continued Goal: CTE completion average at or above 77% of the identified student population.
- Continued Goal: CTE non-traditional concentrators average at or above 9% within the identified programs.

KBOR Performance Agreements

- BASELINE GOAL: First-year to second-year retention above 71.0%
- BASELINE GOAL: Total certifications and degrees awarded above 488
- BASELINE GOAL: FHTC graduates average earnings above $26,835
- BASELINE GOAL: GED student completion rates above 57.7%
- BASELINE GOAL: High School students earning "C" or better above 280
- BASELINE GOAL: Hispanic student completion rates above 64.7%

Service Departments

- FY 2022 Goal: Identify at least three measurable goals/outcomes linked to strategic plan points in each Service Department as defined by FHTC.

Program Level Assessment

Program Review

- AY 2022 Goal: Cycle I five programs complete and submit Program Review Action Plans with strategically linked measurable goals for the next cycle.
- AY 2022 Goal: Cycle II six programs move all tracking boxes for years 1-3 to green.
- AY 2022 Goal: Cycle III five programs move all tracking boxes for years 1-2 to green.

Degrees & Certifications

- AY 2021 and 2022 Goal: Degree enrolled students completion total at or above 54%
- AY 2022 Goal: Skill Certifications attempts above 1750 and success rate at or above 96%

Course Level Assessment

Common Course Assessment

- AY2022 Goal: Six more targeted courses implement a Common Assessment; Moving total undeveloped to 25% or under.
- AY2022 Goal: Four identified general education courses complete the "Closing the Loop" process and form.
- AY2022 Goal: Get full participation in the six CTE courses with implemented common assessments.

Withdrawal/Fail/ Pass Rate

- AY2022 Goal: Continued monitoring of Withdraw, Fail, and Pass rates for post-pandemic impact trends. Revisit intervention strategies if decline does not trend back to the 92.1% average established before spring 2019.

APPENDIX A- INSTITUTIONAL LEVEL DATA

ISLO Data

General Breakdown of Evaluations

General Breakdown for AY2021 (Fall and Spring data Combined)						
ISLO	**INDICATOR**	**AVE**	**# Students**	**# Faculty**	**# Staff**	**# Adjunct**
COMMUNICATION	Contextual Language	4.23	223	13	13	7
COMMUNICATION	Listening	3.96	149	12	8	0
COMMUNICATION	Nonverbal	3.93	89	6	7	0
TOTAL COMMUNICATION EVALUATIONS		**4.04**	**461**			
PROFESSIONALISM	Ethical Behavior	4.5059	85	23	7	1
PROFESSIONALISM	Initiative	3.9712	104	6	4	0
PROFESSIONALISM	Personal Responsibility	4.1673	295	8	7	1
TOTAL PROFESSIONALISM EVALUATIONS		**4.21**	**484**			
PROBLEM-SOLVING	PROCESS	3.93	288	20	11	7
TOTAL PROBLEM-SOLVING EVALUATIONS		**3.93**	**288**			
	GRAND TOTAL EVALS	**4.06**	**1233**			
	Unique Individuals		**420**	**29**	**15**	**9**
	Difference from AY2020		*(+3)*	*(+3)*	*(-1)*	*(-1)*
	Difference from AY2019		*(-135)*	*(-1)*	*(-5)*	*(-12)*

Frequency of Evaluations

	AY 2021 Evaluation Frequency Spread														
NUMBER OF UNIQUE EVALUATORS	**9**														
	8														
	7														
	6														
	5														
	4				2	1	2								
	3			4	5	2	4	6	1		4				3	1
	2		38	25	16	10	7	1	2	4				1		
	1	124	71	55	8	1	3	16		1						
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**
		TOTAL NUMBER OF EVALUATIONS ON A SINGLE UNIQUE STUDENT														

ISLO #1 Performance Indicator Breakdown- 4 Years

	ISLO #1: Students will be able to effectively communicate with a diverse group of people as evidenced by:					
	808 Evaluations AY18 *643 Evaluations AY19* *452 Evaluations AY20* *461 Evaluations AY21*	5	4	3	2	1
	Demonstrates the use of proper contextual language					
AY2018	TOTAL= 363 (44%) 4.2259 Average	173 (48%)	122 (34%)	49 (13%)	15 (4%)	4 (1%)
AY2019	TOTAL= 332 (51%) 4.2259 Average	148 (45%)	124 (37%)	47 (14%)	13 (4%)	0 (0%)
AY2020	TOTAL= 234 (52%) 4.1880 Average	110 (47%)	68 (29%)	47 (20%)	8 (3%)	1 (0.4%)
AY2021	TOTAL= 223 (48%) 4.2287 Average	102 (45%)	78 (35%)	37 (17%)	4 (2%)	2 (0.9%)
	Effective use of active listening traits					
AY2018	TOTAL= 268 (33%) 4.3060 Average	129 (48%)	97 (36%)	38 (14%)	3 (1%)	1 (0.3%)
AY2019	TOTAL= 200 (31%) 4.2950 Average	103 (51%)	59 (30%)	32 (16%)	6 (3%)	0 (0%)
AY2020	TOTAL= 123 (27%) 4.3792 Average	56 (56%)	33 (27%)	15 (12%)	5 (4%)	1 (0.8%)
AY2021	TOTAL= 149 (32%) 3.9597 Average	54 (36%)	48 (32%)	36 (24%)	9 (6%)	2 (1%)
	Awareness and proper use of nonverbal language					
AY2018	TOTAL= 177 (22%) 4.0807 Average	63 (36%)	72 (41%)	36 (20%)	6 (3%)	0 (0%)
AY2019	TOTAL= 111 (17%) 3.8918 Average	38 (34%)	36 (32%)	24 (22%)	13 (12%)	0 (0%)
AY2020	TOTAL= 95 (21%) 4.4000 Average	51 (54%)	33 (35%)	9 (9%)	2 (2%)	0 (0%)
AY2021	TOTAL= 89 (19%) 3.9326 Average	26 (29%)	37 (42%)	22 (25%)	2 (2%)	2 (2%)

ISLO #2 Performance Indicator Breakdown- 3 Years

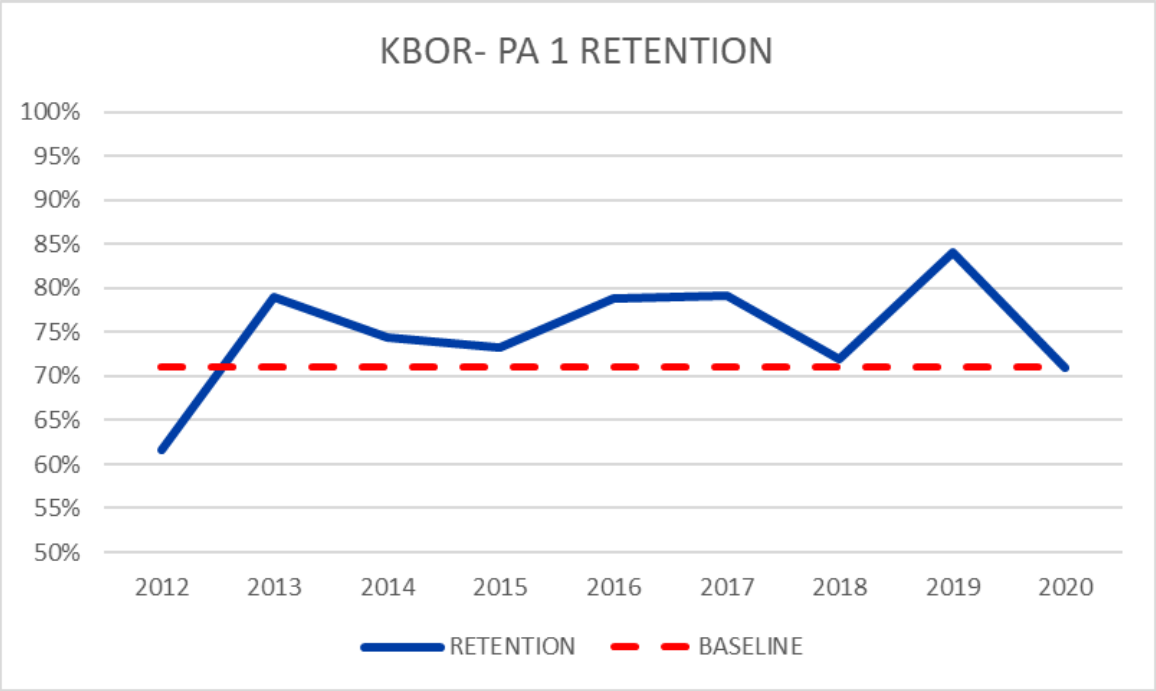
	ISLO#2: Students will demonstrate professionalism as evidenced by the practice of:					
	616 Evaluations AY19 *460 Evaluations AY20* *484 Evaluations AY21*	5	4	3	2	1
	Ethical Behavior					
AY2019	TOTAL= 81 (13%) 4.4815 Average	47 (58%)	29 (36%)	2 (2%)	3 (4%)	0 (0%)
AY2020	TOTAL= 74 (16%) 4.7703 Average	61 (82%)	10 (14%)	2 (3%)	1 (1%)	0 (0%)
AY2021	TOTAL= 85 (18%) 4.5059 Average	50 (59%)	31 (36%)	2 (2%)	1 (1%)	1 (1%)
	Taking Initiative					
AY2019	TOTAL= 189 (31%) 4.2222 Average	87 (46%)	66 (35%)	28 (15%)	7 (4%)	1 (0.005%)
AY2020	TOTAL= 141 (31%) 3.7943 Average	42 (30%)	54 (38%)	27 (19%)	10 (7%)	8 (6%)
AY2021	TOTAL= 104 (21%) 3.9712 Average	42 (40%)	28 (27%)	26 (25%)	5 (5%)	3 (3%)
	Personal Responsibility					
AY2019	TOTAL= 346 (56%) 4.3150 Average	186 (54%)	100 (29%)	46 (13%)	11 (3%)	3 (0.008%)
AY2020	TOTAL= 245 (53%) 4.0734 Average	105 (43%)	78 (32%)	43 (18%)	13 (5%)	6 (2%)
AY2021	TOTAL= 295 (61%) 4.1763 Average	136 (46%)	102 (35%)	35 (12%)	17 (5%)	5 (2%)

ISLO #3 Performance Indicator Breakdown- 2 Years

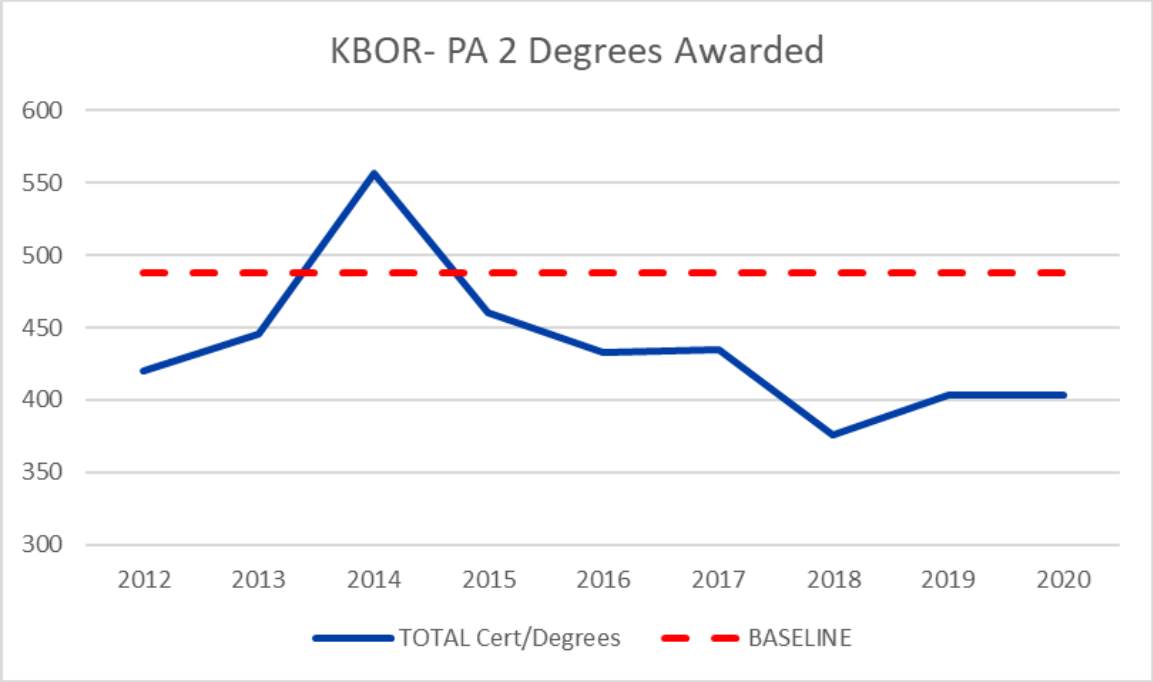
	ISLO #3: Student will apply problem-solving skills.					
	111 Evaluations AY20 288 Evaluations AY21	5	4	3	2	1
	Effectively applies problem-solving steps					
AY2020	TOTAL= 111 3.9099 Average	35 (32%)	39 (35%)	29 (26%)	8 (7%)	0 (0%)
AY2021	TOTAL= 288 3.9306 Average	94 (32%)	109 (38%)	62 (22%)	17 (6%)	6 (2%)

KBOR Performance Agreements (KPA)

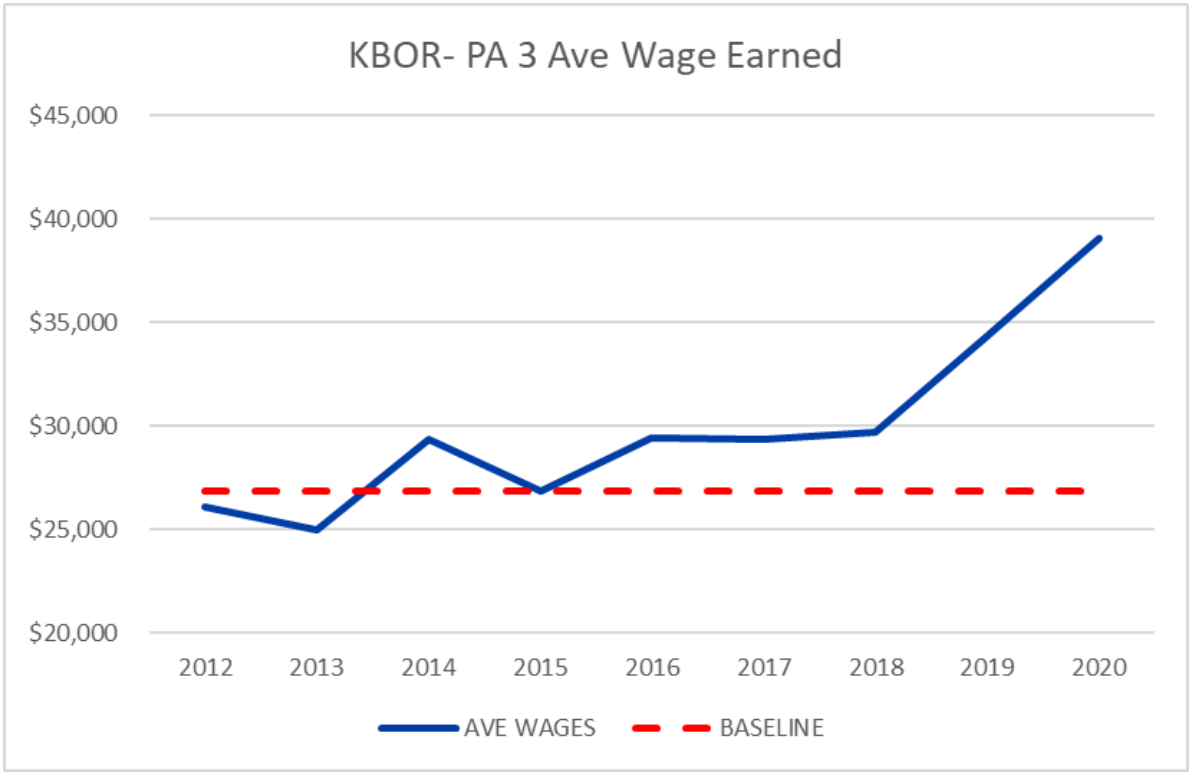
KPA 1- Retention



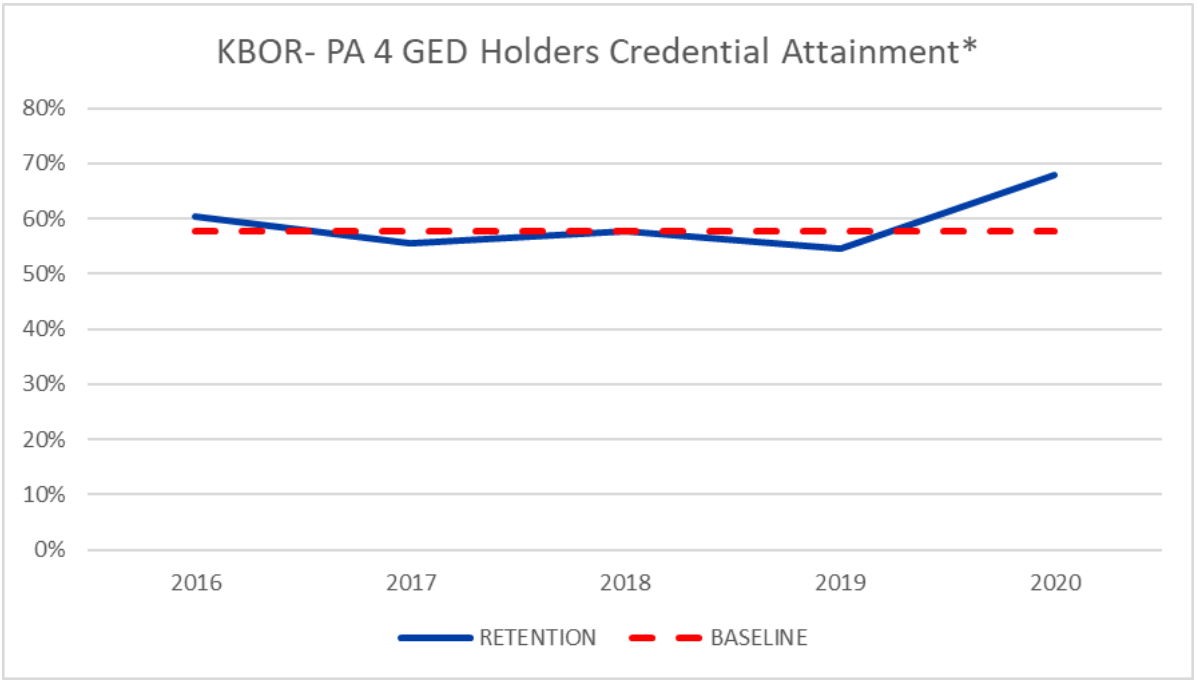
KPA 2- Degrees Awarded



KPA 3- Avg Starting Wage Earnings

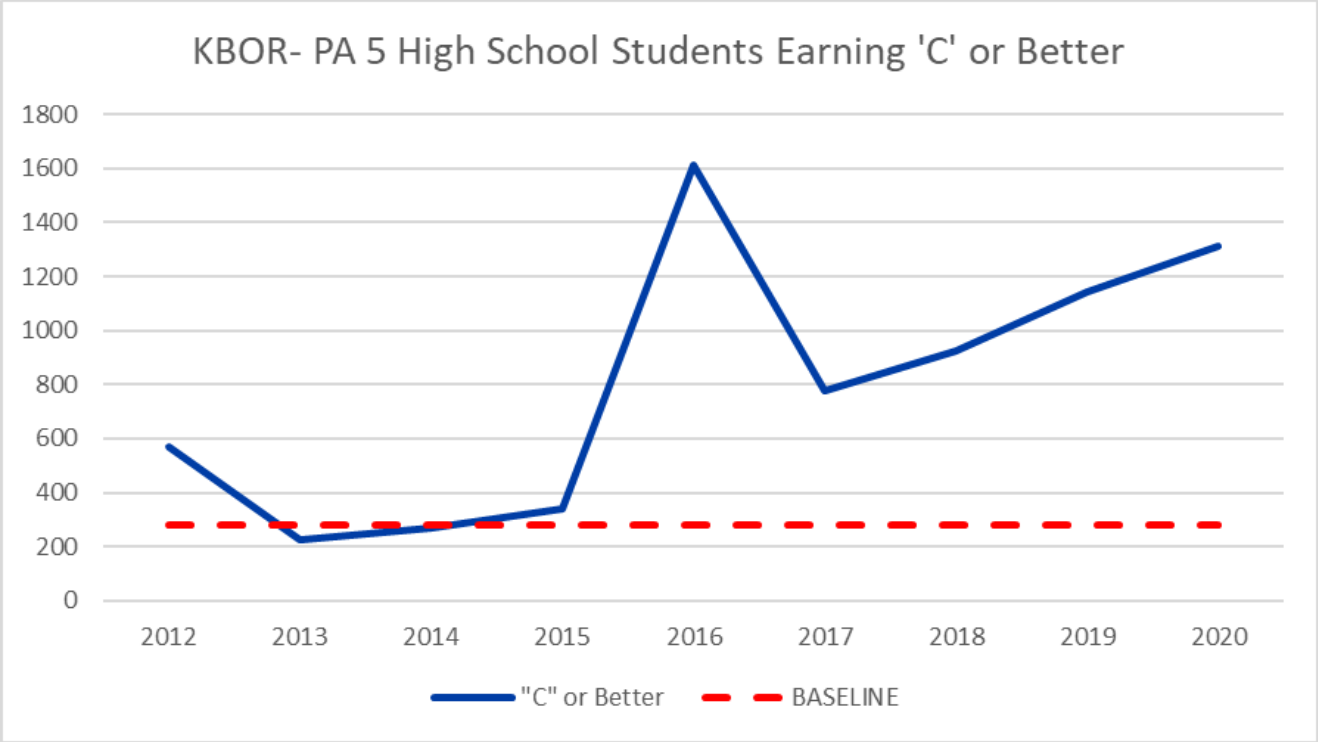


KPA 4- GED Population Credential Attainment

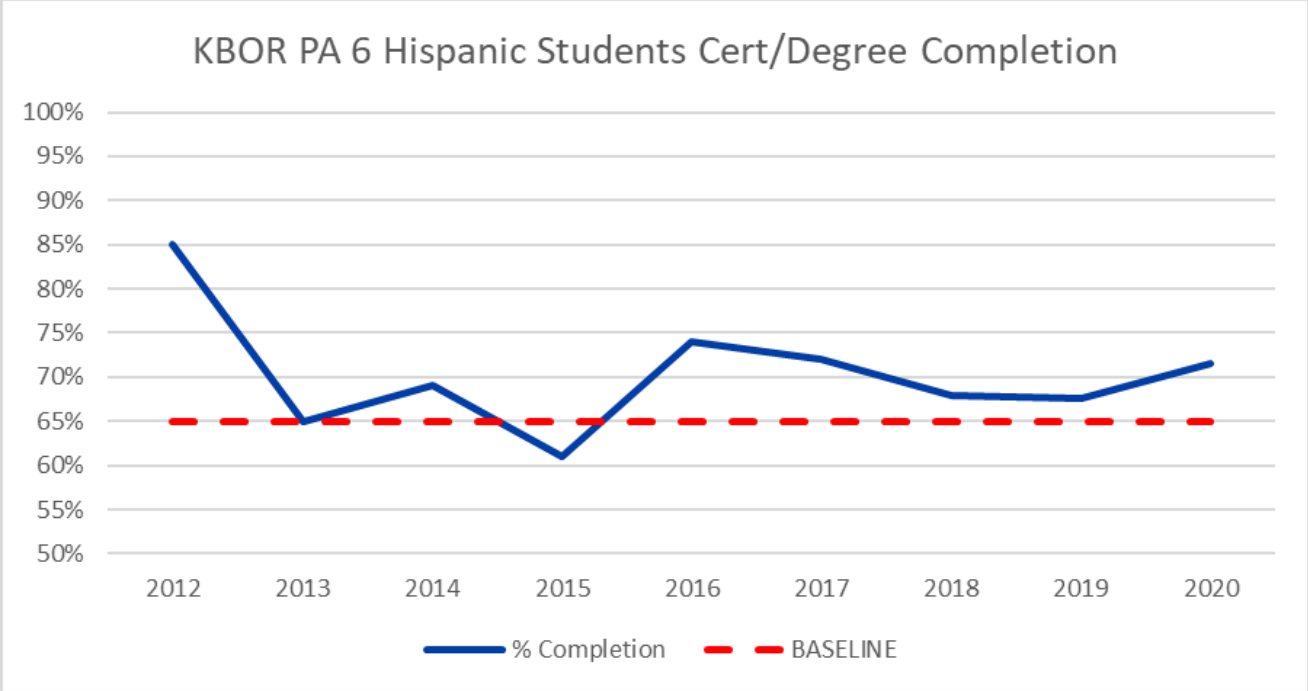


**New goal data collection represented is from 2016 forward as compared to 2012 for other goals*

KPA 5- High School Students Earning “C” or Better



KPA 6- Hispanic Population Credential Attainment



APPENDIX B- PROGRAM LEVEL DATA

Degree Completion

PRGM	DEGREE AREA	AAS	2016	2017	2018	2019	2020	(+/-)
AMT	AUTOMOTIVE TECHNOLOGY	AAS	6	4	2	2	4	-2
BUS	BUSINESS TECHNOLOGY	AAS	9	9	12	5	9	0
CPD	COMPUTER PROGRAM DESIGN	AAS	6	4	7	3	5	-1
DNA	DENTAL ASSISSTING	AAS	1	1	2	0	0	-1
EST	EMERGENCY SERVICES TECHNOLOGY	AAS	1	0	2	0	6	5
GAT	GRAPHIC ARTS TECHNOLOGY	AAS	3	5	5	9	9	6
HCA	HOSPITALITY/ CULINARY ARTS	AAS	7	8	2	2	8	1
HYG	DENTAL HYGIENE	AAS	NA	16	16	15	15	-1
IET	INDUSTRIAL ENGINEERING TECHNOLOGY	AAS	15	14	13	18	13	-2
MMD	(INTERACTIVE) MULTIMEDIA DESIGN	AAS	1	1	2	0	0	-1
MTE	COMPUTERIZED MACHINTE TOOL ENGINEERING	AAS	5	4	2	0	0	-5
NET	NETWORK TECHNOLOGY	AAS	5	7	13	9	8	3
NSG	HEALTHCARE AMINISTRATION MANAGEMENT	AAS	18	14	10	16	16	-2
PPT	POWER PLANT TECHNOLOGY	AAS	18	16	16	17	7	-11
WLD	WELDING TECHNOLOGY	AAS	2	3	4	0	5	3
TCS	TECHNICAL STUDIES	AAS	1	2	2	2	1	0
	TOTALS AAS		98	108	110	98	106	8

PRGM	DEGREE AREA	CERT A	2016	2017	2018	2019	2020	(+/-)
HOT	HEALTH OCCUPATIONS TECHNOLOGY	CERTA	13	16	7	10	9	-4
PPT	POWER PLANT TECHNOLOGY	CERTA	35	23	28	17	9	-26
	TOTALS CERTA		48	39	35	27	18	-30

PRGM	DEGREE AREA	CERT B	2016	2017	2018	2019	2020	(+/-)
AMT	AUTOMOTIVE TECHNOLOGY	CERTB	13	14	7	15	18	5
BUS	BUSINESS TECHNOLOGY	CERTB	18	14	5	11	15	-3
CPD	COMPUTER PROGRAM DESIGN	CERTB	9	7	4	NA	NA	-5
DNA	DENTAL ASSISSTING	CERTB	16	11	16	24	15	-1
GAT	GRAPHIC ARTS TECHNOLOGY	CERTB	6	9	11	10	12	6
HCA	HOSPITALITY/ CULINARY ARTS	CERTB	4	6	7	4	6	2
IET	INDUSTRIAL ENGINEERING TECHNOLOGY	CERTB	17	27	29	17	35	18
MMD	(INTERACTIVE) MULTIMEDIA DESIGN	CERTB	2	1	3	3	6	4
MTE	COMPUTERIZED MACHINTE TOOL ENGINEERING	CERTB	6	10	3	8	7	1
WLD	WELDING TECHNOLOGY	CERTB	12	9	10	22	20	8
	TOTALS CERTB		103	108	95	114	134	31

PRGM	DEGREE AREA	CERT C	2016	2017	2018	2019	2020	(+/-)
NSG	PRACTICAL NURSING	CERTC	49	43	31	56	38	-11
	TOTALS CERTC		49	43	31	56	38	-11

PRGM	DEGREE AREA	SAPP	2016	2017	2018	2019	2020	(+/-)
EST	ADVANCED EMT	SAPP	2	7	7	0	5	3
EST	EMERGENCY MEDICAL RESPONDER	SAPP	0	0	0	5	31	31
EST	EMT: BASIC	SAPP	5	7	3	0	14	9
HHS	HOME HEALTH AIDE	SAPP	20	24	14	12	17	-3
HHS	MEDICATION AIDE	SAPP	16	10	9	11	10	-6
HHS	CERTIFIED NURSING AIDE	SAPP	73	71	74	81	48	-25
HHS	RESTORATIVE AIDE	SAPP	14	17	0	0	9	-5
	TOTALS SAPP		130	136	107	109	134	4

Skills Certification

AY 2021 Data Only

PROGRAM	Total Attempts	Passing	% Success
Automotive	528	501	95%
Business	41	39	95%
Dental Assisting	79	71	90%
Emergency Services	8	8	100%
HHS Certification*	171	164	96%
Health Occupations	34	32	94%
Hospitality/Culinary	23	20	87%
Dental Hygiene	64	64	100%
Industrial Engineering	32	32	100%
Machine Tool Engineering	8	8	100%
TECH Certifications^	729	729	100%
Nursing	47	41	87%
Power Plant	24	24	100%
Welding	636	636	100%
TOTAL	**2424**	**2369**	**98%**

*HHS Certifications include: CNA, CMA, HHA, IV Therapy, FA/CPR not included in declared degree program

^TECH Certifications include: OSHA, OSHA-10 General Industry not included in declared degree program

APPENDIX C- COURSE LEVEL DATA

Common Assessments

Targeted Course Implementation

Partnership High School Identified Courses

Qualification	Course Code	Course Title	CLO Assessment Completed
CEP/GenEd	BI 205	Microbiology	Began Collecting SP2018
CEP/KCOG	BI 100	General Biology	Began Collecting SP2018
CEP/KCOG	BI 202	Anatomy & Physiology	Began Collecting SP2018
CEP/KCOG	CH 125	Chemistry I	Began Collecting SP2018
CEP/KCOG	EG 103	English Composition I	Began Collecting SP2018
CEP/KCOG	EG 104	English Composition II	Began Collecting SP2018
CEP/KCOG	MA 110	College Algebra	Began Collecting SP2018
CEP/KCOG	PS 101	Physical Science	Began Collecting SP2018
CEP/KCOG	PY 100	Intro to Psychology	Began Collecting SP2018
CEP/KCOG	SP 100	Public Speaking	Began Collecting SP2018
CTE	BUS 113	Business Accounting	*CLO Assessment Not Launched*
CTE	BUS 137	Marketing	Began Collecting FA2019
CTE	BUS 212	Business Communications	Began Collecting FA2019
CTE	CPD 124	Leading Edge Web Desing	*CLO Assessment Not Launched*
CTE	GAT 127	Layout Software	*CLO Assessment Not Launched*
CTE	GAT 247	Photo Software	*CLO Assessment Not Launched*
CTE	HCA 104	Culinary Techniques	Began Collecting FA2020
CTE	HCA 106	Introduction to Baking & Pastries	*CLOAssessment to Launch* ***Fall2021***
CTE	HCA 128	Food Sanitation	***3rd Party Cert Data***
CTE	HHS 270	Certified Nurse Aide	***3rd Party Cert Data***
CTE	IET 233	Industrial Mechanical Principles	*CLO Assessment Not Launched*
CTE	MMD 120	Principles of Computer Graphics	*CLO Assessment Not Launched*
CTE	MTE 126	Indtroduction to Mastercam	*CLO Assessment Not Launched*
CTE	TCH 231	Introduction to Welding	*CLO Assessment Not Launched*
CTE	TCH 243	Intro to Wind Energy	*CLO Assessment Not Launched*
CTE/GenEd	PDV 101	Professional Development	*CLO Assessment Not Launched*
CTE/KCOG	HHS 101	Human Growth & Development	Began Collecting FA2020
CTE/KCOG	HHS 267	First Aid/CPR	***3rd Party Cert Data***

Secondary Qualifier Identified Courses

Qualification	Course Code	Course Title	FHTC CLO Assessment Completed
GenEd	BI 207	Human Pathophysiology	Began Collecting SP2018
GenEd	EG 100	English for Technical Professions	Began Collecting FA2018
GenEd	PDV 001	First Year Experience	*CLO Assessment Not Launched*
KCOG	BUS 131	Computer Applications	*CLO Assessment Not Launched*
KCOG	BUS 134	Leadership Development	*CLO Assessment Not Launched*
KCOG	BUS 135	Introduction to Business	*CLO Assessment Not Launched*
KCOG	BUS 233	Accounting (I & II)	*CLO Assessment Not Launched*
KCOG	HHS 115	Medical Terminology	*CLO Assessment Not Launched*
KCOG	HHS 119	Nutrition	Began Collecting FL2020
KCOG	HHS 268	FA/Heart Saver CPR	*3rd Party Cert Data*
KCOG	SO 100	Intro to Sociology	Began Collecting SP2019
KCOG	SP 200	Interpersonal Communications	Began Collecting SP2018

Closing the Loop Results

Anatomy and Physiology had 5 semesters of data before implementing change- 5 semesters post change. All outcomes had percentage increases in outcome success.

CRS CODE	COURSE TITLE		#1	#2	#3	#4	#5	#6	#7	#8	#9
BI 202	*Anatomy and Physiology*	*KCOG/CEP*	*69%*	*80%*	*68%*	*60%*	*63%*	*75%*	*63%*	*54%*	*73%*
BI 202	**Anatomy and Physiology**	**KCOG/CEP**	**82%**	**87%**	**83%**	**80%**	**83%**	**89%**	**80%**	**81%**	**84%**
Percentage Increase/ Decrease since Closing the Loop			**13%**	**7%**	**15%**	**20%**	**20%**	**14%**	**17%**	**27%**	**11%**

CRS CODE	COURSE TITLE		#10	#11	#12	#13	#14	#15	#16	#17	#18
BI 202	*Anatomy and Physiology*	*KCOG/CEP*	*46%*	*71%*	*83%*	*66%*	*82%*	*49%*	*70%*	*56%*	*67%*
BI 202	**Anatomy and Physiology**	**KCOG/CEP**	**83%**	**79%**	**90%**	**91%**	**89%**	**73%**	**75%**	**78%**	**90%**
Percentage Increase/ Decrease since Closing the Loop			**37%**	**8%**	**7%**	**25%**	**7%**	**24%**	**5%**	**22%**	**23%**

College Algebra had 4 semesters of data before implementing change- 5 semesters post change. All outcomes had percentage increases in outcome success.

CRS CODE	COURSE TITLE		#1	#2
MA 110	*College Algebra*	*KCOG/CEP*	*64%*	*59%*
MA 110	College Algebra	KCOG/CEP	84%	77%
Percentage Increase/ Decrease since Closing the Loop			**20%**	**18%**

English Composition II had 4 semesters of data before implementing change- 4 semesters post change. All outcomes had percentage increases in outcome success.

CRS CODE	COURSE TITLE		#1	#2	#3	#4
EG 104	*English Composition II*	*KCOG/CEP*	*73%*	*58%*	*83%*	*53%*
EG 104	English Composition II	KCOG/CEP	75%	74%	88%	81%
Percentage Increase/ Decrease since Closing the Loop			**2%**	**16%**	**5%**	**28%**

General Biology had 4 semesters of data before implementing change- 6 semesters post change. All outcomes had percentage increases in outcome success although outcome #8 is still not reaching the 70% benchmark.

CRS CODE	COURSE TITLE		#1	#2	#3	#4	#5	#6	#7	#8
BI 100	*General Biology*	*KCOG/CEP*	*88%*	*76%*	*72%*	*65%*	*66%*	*79%*	*72%*	***29%***
BI 100	General Biology	KCOG/CEP	90%	88%	82%	81%	79%	85%	85%	66%
Percentage Increase/ Decrease since Closing the Loop			**2%**	**12%**	**10%**	**16%**	**13%**	**6%**	**13%**	**37%**

Common Assessment Outcome Data

CRS CODE	COURSE TITLE		Semesters of Data	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11
BI 205	Microbiology	2+2 Trans/CEP	9	73%	86%	81%	81%	82%						
BI 207	Human Pathophysiology	2+2 Transfer	10	77%	82%	89%	71%	87%	82%	79%	83%	40%	78%	
BUS 137	Marketing*	KCOG/CTE	1	99%	87%	78%	92%	88%	91%	95%				
BUS 212	Business Communication^	CTE	2	84%	98%	98%	90%	100%	94%					
CH 125	Chemistry I	KCOG	7	72%	71%	78%	59%	74%	77%	83%	90%	80%	83%	80%
EG 100	English for Technical Professions	Gen Ed	8	82%	76%	75%	classroom observation							
EG 103	English Composition I	KCOG/CEP	10	81%	89%	87%	100%	99%						
HCA 104	Culinary Techniques^	CTE	3	68%	78%	78%	75%	73%	71%	55%	65%			
HCA 106	Intro to Baking & Pastries*	CTE	1	67%	94%	92%	91%	89%	100%	96%	87%	89%	94%	88%
HHS 101	Human Growth & Development	KCOG/CTE	1	60%	75%	75%	43%	57%	63%	70%				
HHS 119	Nutrition	KCOG	1	98%	100%	84%	97%	91%	100%					
PS 101	Physical Science	KCOG	10	84%	93%	83%	82%	78%	82%	91%				
PY 100	Introduction to Psychology	KCOG/CEP	7	90%	93%	84%	82%	82%	86%	86%	89%	87%		
SO 100	Introduction to Sociology	KCOG	7	85%	90%	72%	71%	65%	77%	84%				
SP 100	Public Speaking	KCOG/CEP	9	87%	78%									
SP 200	Interpersonal Communication	KCOG	7	79%	76%	87%	75%	68%	74%					

*1st Semester of data for newly launched or realigned test.
^Did not have full participation from all sections to date.

APPENDIX D- SHARED GOVERNANCE

Assessment Committee Members AY 2021

The assessment committee at FHTC is comprised of both faculty and staff members.

- Megan Allen *Graphic Arts Technology Instructor*
- Brenda Carmichael *Dean of Enrollment Management*
- Jeff Devilbiss *Power Plant Technology Instructor*
- Kat Dorcas *Marketing*
- Don Eusey *Business Technology Instructor*
- Leann Garcia *General Education Instructor*
- Denise Gilligan *Director of Information Resources and Assessment (Advisory)*
- Cindy Hernandez *Database Report Writer (Advisory)*
- Lisa Kirmer *Vice President of Student Services/ Financial Aid Director (Advisory)*
- Steve Loewen *Vice President of Instructional Services (Advisory)*
- Lori Moore *Business Technology Instructor, Arts and Information Technology Division Chair*
- Carol Porter *Administrative Assistant Foundation*
- Stacy Swift *Health Occupations Technology Instructor*
- Chris Wilson *Industrial Engineering Technology Instructor*

Assessment Academy Team AY 2021

- Brenda Carmichael *Dean of Enrollment Management*
- Jeff Devilbiss *Power Plant Technology Instructor*
- Kim Dhority *Dean of Instructional Services/ Instructional Design Center Director*
- Denise Gilligan *Director of Information Resources and Assessment*
- Monica Graves *Director of Dental Assisting & Instructor, Health & Human Services Division Chair*
- Lisa Kirmer *Vice President of Student Services/ Financial Aid Director*
- Steve Loewen *Vice President of Instructional Services*
- Lori Moore *Business Technology Instructor, Arts and Information Technology Division Chair*

Executive Team AY 2021

- Dean Hollenbeck *President/CEO*
- Mike Crouch *Vice President of Advancement*
- Lisa Kirmer *Vice President of Student Services/ Financial Aid Director*
- Steve Loewen *Vice President of Instructional Services*
- Nancy Thompson *Vice President of Business Services*

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