



ISSUE
03

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A MONTHLY
NEWSLETTER
FROM THE OFFICE
OF ASSESSMENT &
INSTITUTIONAL
RESEARCH

LLTC ASSESSMENT NEWSLETTER

Fall 2019 Enrollment Breakdown

There are 160 students enrolled at LLTC in the Fall 2019 semester. Over half of the students (69%) are between 18 and 30 years of age with an even gender split (49% female and 50% male). The students are enrolled in a total of 1,890 credits, with PT students enrolled in a total of 370 credits and FT students enrolled in 1,520 credits. The highest number of students (45) are enrolled in the Liberal Education major, 23 are enrolled in the Business Administration major, 20 are enrolled in the Liberal Education – STEM major, and 17 are in Indigenous Leadership.

PLEASE SHARE YOUR
FEEDBACK ABOUT THE
ASSESSMENT NEWSLETTER,
Helen Montgomery
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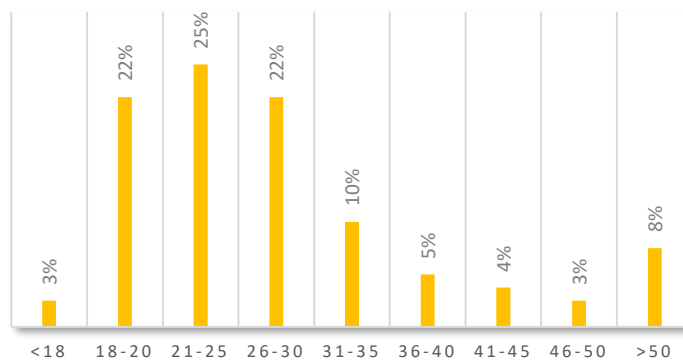


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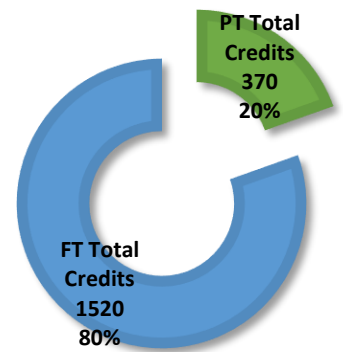
- LLTC Fall 2019 enrollment **P.1**
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- LLTC & Student Success **P.2**

From the Office of the Registrar: Fall 2019 Enrollment

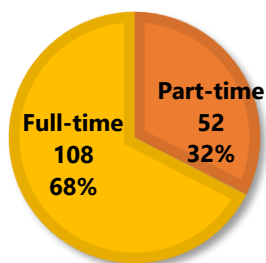
STUDENT AGE



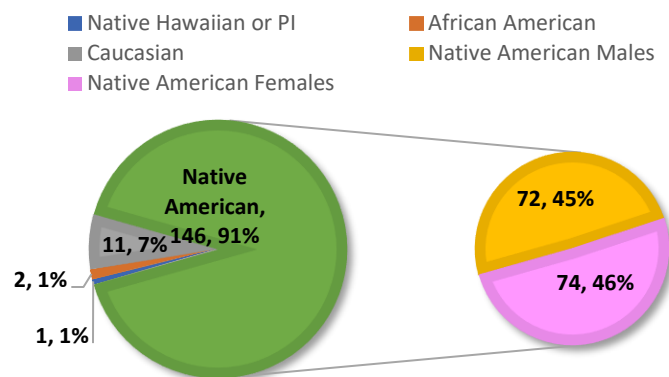
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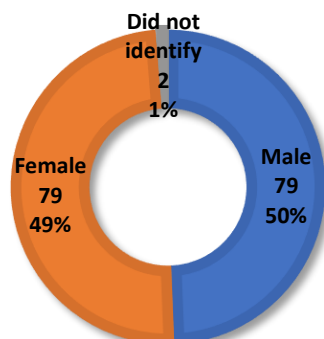
PT/FT CREDIT



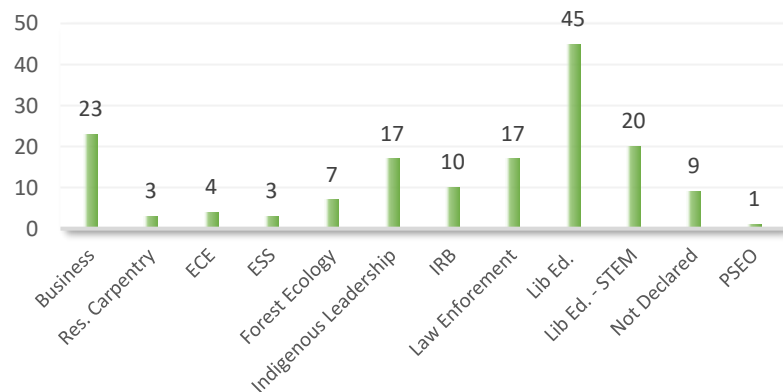
ETHNICITY



GENDER



MAJOR



HLC's PROPOSED STUDENT SUCCESS FRAMEWORK

To begin changing the conversation around student success, HLC recommends the following:

1. Clear understanding of the student population served along with their needs;
2. Regular and ongoing involvement of students in the process of designing supports and making sense of data;
3. Clarity of process on the part of institutions to select and implement approaches that align with students that build upon and inform research; and
4. Examination of what works and for whom and under what circumstances to achieve success. (HLC, 2018)

HOW LLTC IS BEGINNING TO ALIGN WITH HLC's PROPOSED FRAMEWORK

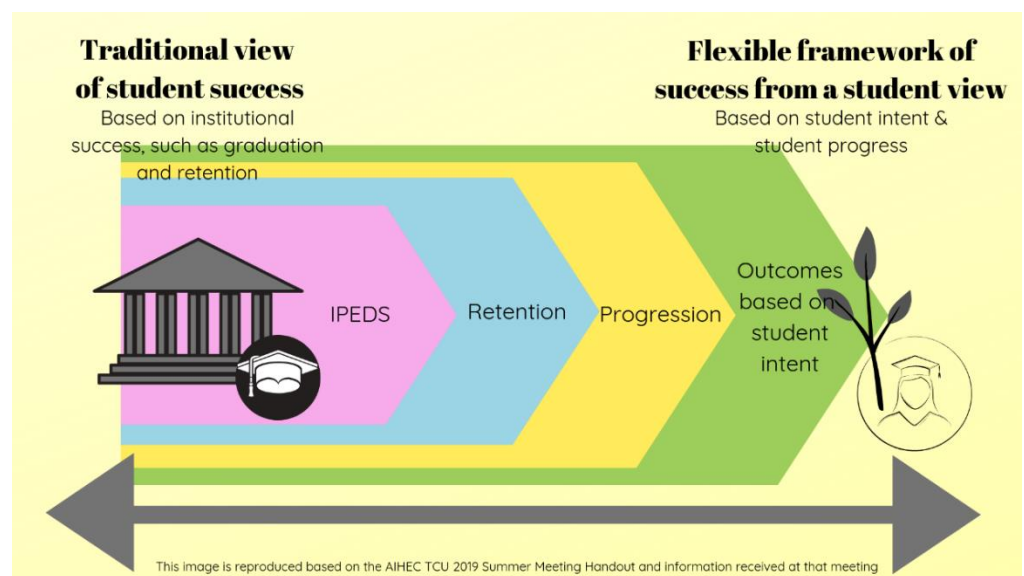
1. Community Needs Survey, OARES survey, CCSSE survey, AIMS/AKIS data
2. Student feedback to the Strategic plan obtained, OARES survey, student defined success study planned, currently revising course evaluations
3. Assessment Days (Fall 2019) and Data Summit (Spring 2020) are planned to gain campus-wide feedback about institutional data and processes
4. Data-informed program review and committee planning



Current Assessment @ LLTC

- LLTC Community Needs Survey 2019 [results have been processed and are being distributed]
- Orientation, Advising, & Registration Student Survey (OARES) [data collection is finished, results will be available in October]

HLC Focus on Student Success: a Student-Defined Model



Traditionally, student success is defined as measures of graduation, persistence, and retention; generally outcomes that are reported to the federal and state governments by institutions of higher learning. However the HLC is looking to shift the conversation around student success. In December 2018, the HLC released the first of three position papers in which they discuss the changing landscape of the student body in higher education and the need to define success in ways relevant to today's students. The majority of today's undergraduate students experience difficulties with childcare, financial aid, income, and have difficulties successfully transferring from one academic program to another. Many are enrolled in multiple institutions at once. Students in the 21st century are engaging with the higher education system as a whole as opposed to with different institutions and only for class attendance and degree obtainment. Additionally, little research resources are devoted to students who are nearing graduation and statistics show that one in five people with 75% of their course work completed does not finish their degree programs. To shift the conversation on student success, the HLC recommends systematically involving students in institutional decision-making.

"In such a complex landscape of competing priorities, student success is not just about getting students to and through, but about redesigning institutions to support students in the complex interplay of their lived experience." (HLC, 2018, p. 2)

Higher Learning Commission (2018). *Defining student success data: Recommendations for changing the conversation*. [Position Paper] Retrieved from <http://download.hlcommission.org/initiatives/StudentSuccessConversation.pdf>

