



Office of Outcomes Assessment
2014 Annual Report



JOHNSON COUNTY
COMMUNITY COLLEGE

What is Assessment?

Assessment is the ongoing process of:

- Establishing clear, measurable expected outcomes of student learning
- Ensuring that students have sufficient opportunities to achieve those outcomes
- Systematically gathering, analyzing and interpreting evidence to determine how well student learning matches our expectations
- Using the resulting information to understand and improve student learning

– Linda Suskie (2005), *Assessing Student Learning: A Common Sense Guide*

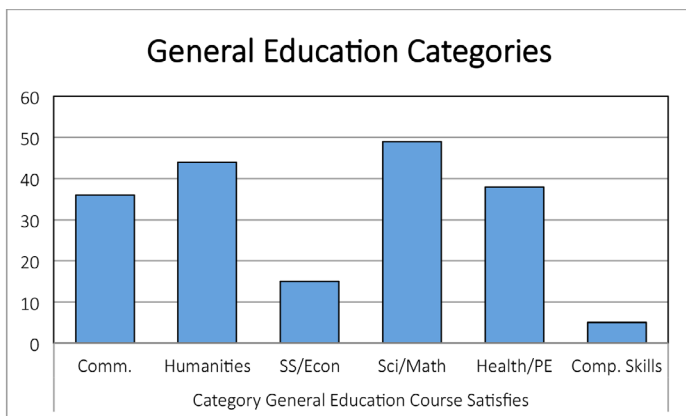
A process of assessment is essential to continuous improvement and therefore a commitment to assessment should be deeply embedded in an institution’s activities. For student learning, a commitment to assessment would mean assessment at the institutional and program level that proceeds from clear goals, involves faculty at all points in the process, and analyzes the assessment results.

Building an Assessment Plan for General Education Curriculum

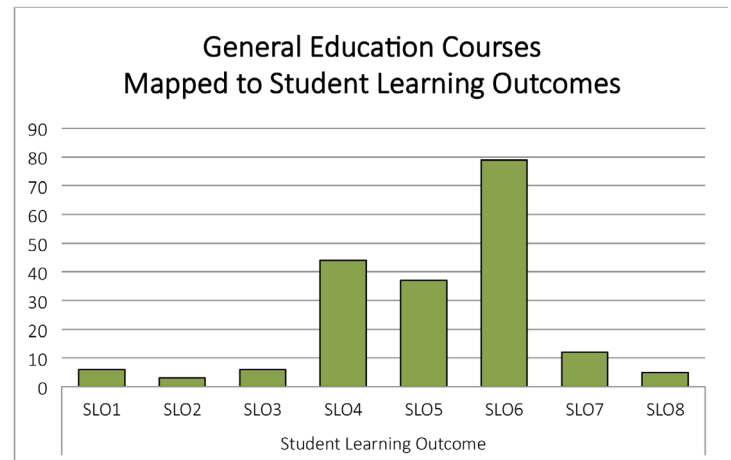
In the fall of 2013 the college adopted an Academic Quality Improvement Plan (AQIP) to strengthen the ongoing assessment processes by focusing on the general education curriculum. To accomplish this project, a separate task force was assembled to work on developing a General Education Assessment Plan. The task force in conjunction with the General Education Sub-committee of the Educational Affairs Committee and the Assessment Council worked to align and coordinate processes to develop, support and implement the general education assessment plan.

Distribution of General Education Curriculum

By meeting the college’s general education requirements, a student will be exposed to key concepts in a range of areas, including the sciences, mathematics, social sciences, humanities, communication and fine arts, and technology. A general education course offers students concepts, frameworks or patterns of thinking that transcend disciplines or career fields and allow students to think more deeply about issues. The courses across these broad categories are reflected in the following chart.



Fall 2013 Data



Fall 2013 Data

Mapping the General Education Curriculum

In the Fall 2013 semester, faculty teaching courses designated as satisfying general education requirements were asked to identify the primary student learning outcome addressed in the course. Provided below is a mapping of the general education curriculum to the eight campus-wide student learning outcomes. Nearly 200 courses were distributed across 33 departments. Student learning outcomes 4, 5 and 6 make up the majority of the primary learning outcomes chosen by the departments; however, all student learning outcomes received coverage in the mapping.



Assessing the Curriculum

In addition to mapping the general education curriculum to the student learning outcomes, faculty were tasked with identifying and implementing common assessment instruments in their disciplines to be used across sections for the purpose of measuring the primary student learning outcome for general education courses. This method of authentic assessment provides the best mechanism to get meaningful and consistent assessment results. All faculty members teaching a general education course are required to participate in assessment activities; for those departments offering a large number of sections, schedules were established at the department level to rotate participation over a three-year period.

Three primary assessment instruments were identified by faculty to measure student learning in the classroom. Faculty participated in a series of sessions during Professional Development Days on the use of rubrics, Pre/Posttests and embedded assignments to help address questions about these assessment methodologies and provide departments with crucial feedback. Faculty participating in these sessions were able to refine and revise their assessment strategies.

In addition, faculty met to discuss definitions of what constitutes mastery, progressing and low/no skills levels for reporting of aggregated general education assessment data.

With the implementation of the General Education Assessment Plan beginning in Fall 2014, departments and divisions will collect data each academic year on courses in the general education curriculum. The assessments administered throughout the curriculum will provide feedback on student learning and influence curriculum changes. Curriculum revisions might include changes to pedagogies, revised learning modalities, new textbooks, changes in assignments or new course objectives. Reporting of the aggregated student learning outcomes data will be completed by the Office of Outcomes Assessment (OOA). Reports will be generated at the institutional level by student learning outcome. Aggregated data reports will be shared with the divisions/departments, vice president for Academic Affairs, Assessment Council and external agencies as warranted.



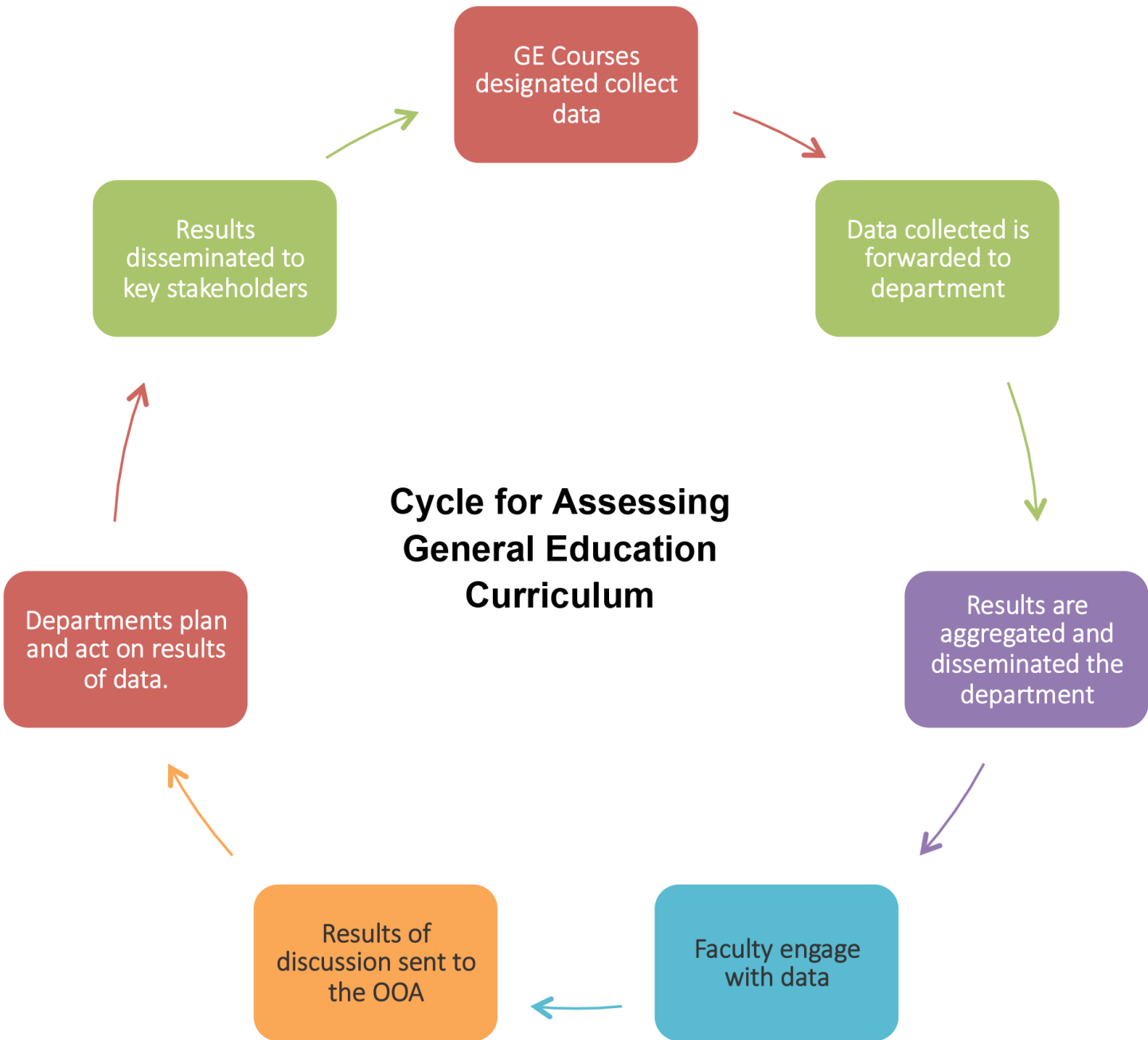
Rubrics



Pre/Posttests

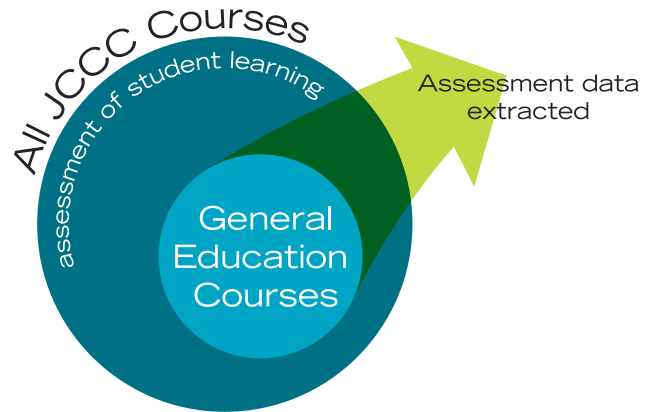


Embedded Assignments



General Education Assessment

The General Education Assessment Plan of the college was built upon the overall assessment culture of the institution, the work of the General Education Task Force, the General Education Subcommittee of the Educational Affairs Committee and the Assessment Council. The assessment of general education courses at the college includes both direct and indirect forms of assessment taken from multiple classes and spanning numerous points in time.



Direct Assessment

The direct form of assessment takes place in the classroom in the form of embedded assessments. The tools of embedded assessment fall into three broad categories and are tied to specific general education student learning outcomes: 1) Pre-/Post-test of content knowledge; 2) Rubrics designed to measure student artifacts; 3) Questions or assignments embedded within coursework.

Embedded assessment is a particularly efficient and effective approach to measure student learning because it makes use of tasks instructors already assign in their courses, thereby being reflective of what takes place in the course and allows the results to be used with confidence to drive improvement in the curriculum. A variety of assessment methods are used by faculty for embedded assessments and vary across disciplines. These can include student artifacts such as writing assignments, exam questions, original artwork and performances.

Indirect Assessment

The indirect form of assessment used for the purposes of general education student learning outcomes is a series of questions within the Community College Survey of Student Engagement (CCSSE). Survey items from CCSSE represent empirically confirmed “good practices” in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college. CCSSE doesn’t assess student learning directly, but survey results point to areas where the college is performing well and to aspects of the undergraduate experience that could be improved.

CCSSE is administered in the spring semester to primarily returning students and asks them to reflect on institutional practices and student behaviors. Specifically, the college will examine student perceptions of their experience related to overarching general education skills and compare these results to national norms for community colleges. The survey questions to be used include the following specific responses from CCSSE:

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

- Acquiring a broad general education
- Writing clearly and effectively
- Speaking clearly and effectively
- Thinking critically and analytically
- Solving numerical problems
- Using computing and information technology
- Working effectively with others
- Understanding people of other racial and ethnic backgrounds

JCCC Statement of General Education

General education at JCCC combines essential thinking skills with knowledge from areas such as the arts, communication, humanities, language, mathematics, natural sciences and social sciences. It prepares students to become lifelong learners capable of making informed, ethical decisions in an increasingly complex and diverse global community.

The eight student learning outcomes (SLOs) adopted by the college expect students who pursue a course of study at JCCC to:

1. Access and evaluate information from credible sources
2. Collaborate respectfully with others
3. Communicate effectively through the clear and accurate use of language
4. Demonstrate an understanding of the broad diversity of the human experience
5. Process numeric, symbolic, and graphic information
6. Comprehend, analyze, and synthesize written, visual and aural material
7. Select and apply appropriate problem-solving techniques
8. Use current technology efficiently and responsibly

Assessment Benchmarks

The general education student learning outcomes provide a framework of assessment to inform curricular change and to indicate to the institution the state of student learning in the general education program. The benchmarks noted below are at the institutional level and may vary from the benchmarks designated by the department/division teaching courses in the general education curriculum. The targets established below are initial targets for the institution based on performance data from like institutions and may be adjusted after the initial year of data collection.



Assessment Methodologies

Direct Assessment of Student Learning Outcomes	Institutional Benchmark
<ol style="list-style-type: none"> 1. Access and evaluate information from credible sources 2. Collaborate respectfully with others 3. Communicate effectively through the clear and accurate use of language 4. Demonstrate an understanding of the broad diversity of the human experience 5. Process numeric, symbolic and graphic information 6. Comprehend, analyze and synthesize written, visual and aural material 7. Select and apply appropriate problem-solving techniques 8. Use current technology efficiently and responsibly <p style="text-align: center;">Student Performance</p>	<p>Mastery - At least 10-15% of students should gain mastery of SLOs</p> <p>Progressing – At least 65-70% of students should be progressing on SLOs</p> <p>Low/No Mastery – Less than 20% of students should exhibit low or no mastery of SLOs</p> <p>NOTE: Departments should discuss and decide on criteria for mastery, progressing and low/no skills in general education courses in your department.</p>
Indirect Assessment of Student Learning Outcomes	Institutional Benchmarks
<p>Survey Results from CCSSE question(s):</p> <p>How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas?</p> <ul style="list-style-type: none"> • Acquiring a broad general education • Writing clearly and effectively • Speaking clearly and effectively • Thinking critically and analytically • Solving numerical problems • Using computing and information technology • Working effectively with others • Understanding people of other racial and ethnic backgrounds 	<p>Student Perception</p> <p>National 50th Percentile of community college students responding to CCSSE questions</p>



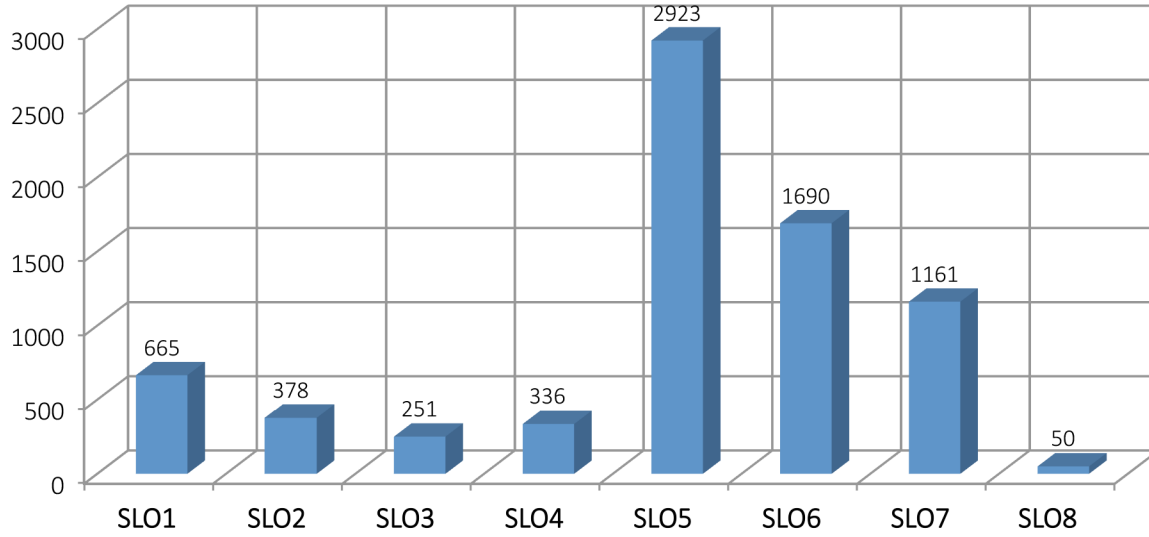
Ongoing Assessment Around the College

In addition to the emphasis on general education assessment, faculty and departments were engaged in assessment initiatives in the classroom and major. Highlights of these projects include:

- **Accounting** – measuring SLO #1 – Assess and evaluate information from credible sources. This project was a pre-/post-test design assessing students in both Accounting I and II. Results indicated areas in the curriculum where students were not retaining information. Curriculum changes will strengthen these with extra problem sets or in-class exercises.
- **Emergency Medical Sciences** – measuring SLO #2 – Collaborate respectfully with others. This project used rubrics designed to assess students' ability to perform as a member of a healthcare delivery team with a high level of competency required before moving on to the next set of required skills.
- **Health Occupations** – measuring SLO #3 – Communicate effectively through clear and accurate use of language. This project measured student use of medical terminology and abbreviations. Two quizzes were developed to assess student abilities as they progressed through a gateway course to the CNA program.
- **Economics** – measuring SLO #4 – Demonstrating an understanding of the broad diversity of the human experience and the individual's connection to society. This project developed a set of 12 pre-/post-test questions used in Macroeconomics course sections. Although performance improved between pre-/post-test results, overall benchmarks were not met. Faculty are evaluating options for increasing learning in the areas in which student performance lagged.
- **Biology** – measuring SLO #5 – Process numeric, symbolic and graphic information. This project in non-majors biology was a 10-question pre-/post-test design used in week one of the lab and in the final week of lab. Data resulted in faculty enhancements to the instrument and course materials.
- **Physics** – measuring SLO #6 – Read, analyze and synthesize written, visual and aural material. This project incorporated embedded concept exams that require the students demonstrate comprehension of the written, visual, and aural material presented in the course, including making connections and drawing conclusions between what was presented in the course and what they are asked about on the exams.
- **Business Law** – measuring SLO #7 – Select and apply appropriate problem-solving techniques. This project used embedded homework assignments to assess student performance. Additional questions are being developed to use in multiple sections in the curriculum.
- **Paralegal** – measuring SLO #8 – Use technology efficiently and responsibly. This project focused on the use of e-portfolio to assist in collecting student artifacts in support of program assessment initiatives. The department is still working on a single rubric to determine to assess the overall student performance as reflected in the portfolio.

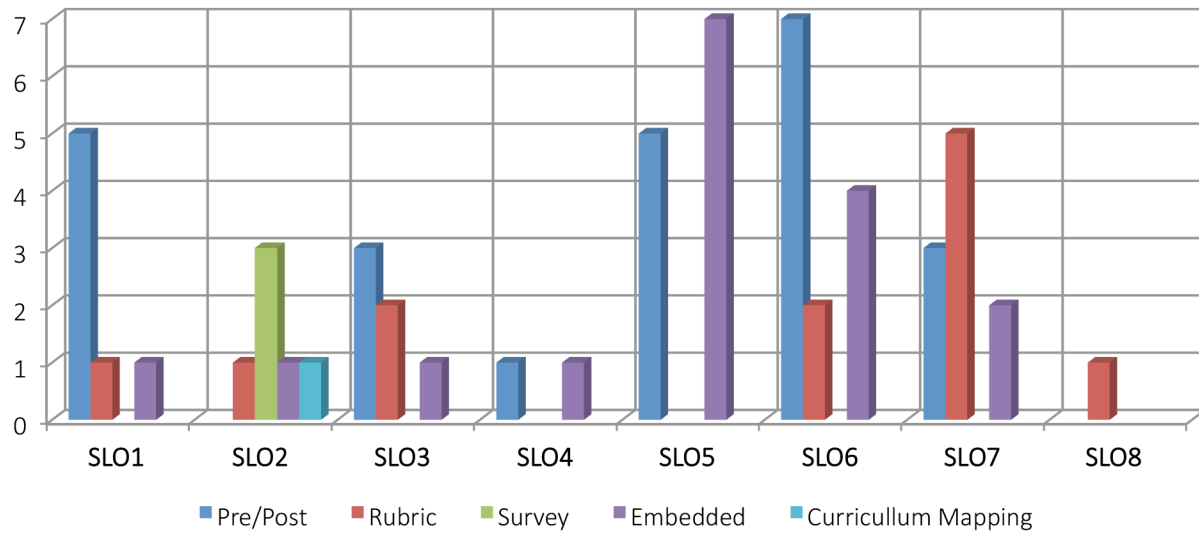
Over the last three years more than 7,000 assessments of student learning have been administered throughout the college and across the 8 student learning outcomes.

Number of Students Assessed per Student Learning Outcomes



The assessment instruments used reflect the broad spectrum of tools available to the faculty.

Assessment Instruments





Supporting Assessment on Campus

Faculty workshops were hosted by the Office of Outcomes Assessment throughout the academic year both on the main campus and in sessions at the Olathe Health Education Campus. Topics included:

- Mini-grant Reboot, Not Your Mother's Mini Grant
- Assessment and Test Construction (for Adjunct Certification)
- Assessment More Than Just an Investment in Your Faculty Portfolio
- Incorporating Assessment in Your Faculty Portfolio
- Are We There Yet? When to Move on to a New SLO Assessment
- "Does this Rubric Make My Assessment Look Big?"
- Understanding Your Assessment Instrument
- General Education Assessment: Where Are We Now?
- Assessment Progress Reports: Reporting Results Before You Forget Over the Summer!

In addition, a new summer assessment initiative was launched. This day-long workshop provided faculty training on both the theoretical and practical application of the cycle of assessment. Upon completion of the workshop, faculty now have a fully formed assessment plan, a focused assessment instrument to measure student learning outcomes and a certificate of faculty development on assessment.

World Café

The time and space to discuss assessment is the draw for the departments who participate in the August and January World Café sessions sponsored by OOA during Professional Development Days. The departments and groups participating show the diversity of assessment activities across the campus. Each table reflects a different perspective on the assessment process with some tables examining data, while others grapple with adjusting assessment instruments or re-examining their research question. In the 2013/14 academic year, more than 250 faculty from across the college participated in the World Café.

CATs and COLTS Workshop with Dr. Tom Angelo

The college was fortunate to have the opportunity to have Dr. Tom Angelo, assistant provost and director of the Center for Advancement of Faculty Excellence and professor of higher education at Queens University, Charlotte, present a workshop for faculty on Harnessing Cats and Colts: Linking Classroom Assessment and Collaborative Learning Techniques. This 2½-hour workshop was presented in conjunction with Dr. Angelo's appearance at the National Benchmarking Conference hosted by the National Higher Education Benchmarking Institute at JCCC.



Spotlight on Excellence in Outcomes Assessment Award

In the 2013/14 academic year, the Excellence in Outcomes Assessment award was given in recognition of exemplary use of assessment to improve student learning. The award was made possible by a generous grant from the JCCC Foundation. The award was established to recognize exemplary use of assessment to improve student learning by part-time or full-time faculty in the instructional branch.

“To ensure that our students are prepared to meet the challenges of the future, we are committed to continuous program improvement.”

This attitude is the defining feature of the team from JCCC’s practical nursing program that received the Excellence in Outcomes Assessment award. The department’s project looked at the students’ ability to collaborate respectfully and was part of an emphasis on professionalism. The most crucial component of the assessment work involved the changes that the project brought to the practical nursing curriculum. Behavioral objectives regarding professionalism were incorporated into simulation experiences for the students and curriculum changes were instituted with courses being both added and deleted to strengthen program content. In addition, students completed strengths assessment evaluations and workshops in collaboration with Career Counseling.

Faculty in the program have noted an increased growth in the understanding of concepts pertaining to professionalism and collaboration among the students in simulation experiences, lab activities and group work. Students also were involved in mentorship activities with faculty and collaborated with staff nurses at clinical sites.

Patty Titus, Jane Zaccardi, David Luoma, Ginny Radom and Connie Reichman (not pictured) were recognized for their accomplishments at the BNSF Awards Luncheon on May 2.

External Assessment Presentations

Dr. Sheri Barrett, “Trials and Terrors of Benchmarking for Assessment of Student Learning.” National Benchmarking Conference, June 18-20, 2013.

Dr. Sheri Barrett, “Evaluating Student Learning.” Kansas City Professional Development Council, Faculty Development Track, October 19, 2013, Park University, Parkville, MO.

Dr. Sheri Barrett, “Assessment more than Numbers.” Midwestern Association of Institutional Research Regional Conference, November 2013, Kansas City, MO. Best white paper award. Presented again at the Association for Institutional Research National Conference, May 27-30, 2014, Orlando, FL.

Dr. Sheri Barrett, “What a Blooming Good Question”, Kansas State Learning Assessment Institute. November 12, 2013.

Dr. Sheri Barrett, “Good Enough, or How to Arrive at your Assessment Destination.” 4th Annual Regional Community College Assessment Conference hosted by Metropolitan Community College, March 28, 2014.

Dr. Sheri Barrett, “Assessment & Benchmarking: When is Good – Good Enough?” National Benchmarking Conference, June 17-19, 2014.

Anna Page and Kim Criner facilitated a round-table discussion on Service Learning Assessment at the 4th Annual Regional Community College Assessment Conference hosted by Metropolitan Community College, March 28, 2014.

Anna Page, Holly Milkowart and Dawn Gale presented twice on Hunger, Service Learning and Assessment at Campus Compact Regional Conference in Tulsa on September 20, 2014 and at the Hunger Dialogue in Manhattan on February 26, 2014.

Jane Zaccardi, “Ability of PN Students to Collaborate with Others – Professionalism in PN Students,” Poster Session, 2014 National League for Nursing Education Summit, Phoenix Arizona.

Mini-Grants

Mini-grant funding was provided to faculty to support assessment activities in the departments. Grants are awarded to faculty in the instructional branch through a competitive process for up to \$750 each. Awards have included some of the following items:

- resource materials
- travel to conferences with assessment tracks
- equipment and software
- faculty retreats for assessment initiatives

2013-14 Mini-Grant Awardees				
Recipient	Department	Mini-Grant Name	Project	Amount
Luz Alvarez	Foreign Language	Evaluation rubrics for the embedded question on final exam for Elementary French I and Elementary Spanish I	Series of retreats for faculty in Foreign Language to finalize department rubric	\$300
Kay King	ADMJ	Registration for the RCCAC at Metropolitan Community College	Attend annual Regional Community College Assessment Conference	\$75
Larry Thomas	Fine Arts and Photography	Faculty Retreat for Outcomes Assessment	Retreat to discuss launching a pilot project	\$460
Anna Page, Jerry Marcellus, Kim Criner	Hospitality Management	Registration for the RCCAC at Metropolitan Community College	Attended annual Regional Community College Assessment Conference	\$225
Anna Page	Sustainability	General Education Assessment Nutrition Class Retreat	Refinement of general education assessment instrument	\$50
Barbara Millard	Entrepreneurship	Incorporating SLO into Online Learning in the Entrepreneurship Program	Attend the eLearning Conference in February 2014	\$750
Allison Smith	Art History	Faculty retreat for Outcomes Assessment	Retreat to discuss current rubric for evaluating student research papers	\$245
Carol Smith, Lisa Friedrichsen	CPCA	Microsoft Office Specialist Assessment Test Vouchers	Purchase test vouchers for students to take a practice MOS test	\$729
Corbin Crable, Molly Baumgardner	Journalism & Mass Media	Measuring competency of grammar and usage in pre- and post-testing for JCCC Journalism Students	A series of retreats to review pre- post-test data	\$420
Sheri Barrett	Outcomes Assessment	Assessment and the Higher Learning Commission Assessment More than Numbers	Attend annual HLC conference Presentation at National AIR Meeting; May 2014 in Orlando, FL	\$400 \$750
Jane Zaccardi	Healthcare	Professionalism and PN Students	NLN Education Summit – Poster Session Presentation	\$750

Program Review

The primary goals of program review are to:

- Enhance the resources and quality of academic programs by assessing programs strengths and challenges
- Align academic program needs and campus priorities with the planning and budgeting process and
- Ensure that program priorities are consistent with the college's mission and strategic plan



Revisiting Program Review

In the fall of 2013 the college adopted an Academic Quality Improvement Program (AQIP) project to revitalize the program review process at the college. A task force was assembled to work on developing a revised template and data set for programs at the college to use as part of a cycle of continuous quality improvement. The task force consisted of task force chair, William Robinson, professor, Math; Dr. Sheri Barrett, director, Office of Outcomes Assessment; Dr. William McFarlane, associate professor/chair, Anthropology;

Dr. Jim McWard, professor, English; Lekha Sreedhar, associate professor/chair, Horticulture; Don Perkins, associate vice president, Finance Services/CFO; Dr. Vincent Miller, director, Educational Technology Center; Natalie Alleman Beyers, director, Institutional Planning and Research; Jim Lane, dean, Arts, Humanities and Social Sciences.

To provide a context for the approach taken in revitalizing program review at the college, the task force considered the following highlights from a meeting with the Higher Learning Commission (HLC), the regional accrediting body for JCCC.

- Program Quality
 - How current, relevant and influential is your program review process?
- Regular Effective Process of Program Review
 - How systematic is your program review process?
- Data and Information on Program Quality
 - What data and information are included in the program review process?
- Analysis and Use of Data and Information
 - In what ways do you analyze and use the data and information to distill key findings about program quality?



Building a Program Review Template

The task force had three goals to accomplish in revamping the program review process on campus:

1. The new program review process will place all academic programs on a fixed three-year cycle
2. The new process will provide clear guidelines for collecting and presenting data for analysis
3. The program review reports generated will assist administrative decision-making regarding program resource distribution and program changes or realignments

Meeting bi-weekly throughout the fall and spring semesters, the task force began with a review of a program review template that was prepared by a previous ad hoc committee. In addition, the members looked to identify best practices from other community colleges of similar size and complexity of offerings. The task force also took into consideration the needs of the departments to receive timely and formative feedback as part of the program review process.

Updates on the progress of the project were given to the Instructional Deans Council (IDC) and the President's Cabinet. The IDC was tasked with deciding when departments would be placed into a three-year cycle of program review and nominated programs to participate in a pilot of the process.

To better align review processes and provide a framework for departments to complete program review, the task force worked to identify key data elements and a template for use in program review. The template included the following components:

- Program Summary and Resource Data
 - Datasets provided by Institutional Research
- Student Success in the Program
- Assessment of Student Learning Outcomes
- Curriculum Reflection
- Faculty Success
- Long-Term and Short-Term Goals and Action Plans
- Accreditation Standards
- Resource Requests/Budgeting
 - Including Annual Budgeting Cycle
 - ITP Requests



Piloting the Process

In the Spring 2014 semester, eight programs from across campus piloted the new program review template. The programs participating reflected the variety of programming available including transfer, career, degree/certificate programs, as well as both large and small faculties associated with the programs. Participants in the pilot were:

- Reading
- English
- Journalism and Media Communications
- Paralegal
- Early Childhood Education
- EAP (English for Academic Purposes)
- HPER (Health, Physical Education and Recreation)
- Biotechnology

The pilot programs submitted their completed program reviews at the end of April along with feedback to the task force on areas for improvement, revisions in the data sets and general comments on the usefulness of the process.

Fall 2014 Implementation

A Program Review Committee composed of two representatives from each division and three representatives from the Vice President of Academic Affairs will be responsible for the program review process moving forward. The OOA will serve as a clearinghouse and resource center, monitoring and facilitating training and the program review processes. The director and research coordinator of OOA will serve on the Program Review Committee as ex-officio members.

Changes to the process, timelines and the template were made based on feedback from the pilot participants and the task force. Thirty-six departments will start the full program review process in the fall 2014 semester. Training for the departments participating and for the new Program Review Committee members will be held during the August Professional Development Days.

Assessment Council Membership

Dr. Sheri Barrett, director, Office of Outcomes Assessment, co-chair

Brenda Edmonds, professor, Mathematics, co-chair

Heather Buck, assistant professor, Practical Nursing

Dr. Beth Gulley, associate professor, English

Susan Johnson, professor/chair, Engineering Tech

Kay King, associate professor/chair, Administration of Justice

Valerie Mann, notetaker coordinator, Student Access Services; adjunct associate professor, Learning Strategies and Writing Center

Anna Page, assistant professor, Dietary Management, Hospitality

Dr. Terri Teal, professor, Vocal Music

Jessica Tipton, associate professor/Librarian

Krista Thomas, associate professor, Science

Liz Loomis, administrative assistant, Office of Outcomes Assessment

General Education Task Force

Dr. Sheri Barrett, director, Office of Outcomes Assessment, Chair

Alicia Bredehoeft, counselor

Dr. Clarissa Craig, associate vice president, Instruction

Maureen Fitzpatrick, professor, English

Dr. Melanie Harvey, associate professor, Science

Melanie Roberts, counselor

Janice Mires and Liz Loomis, administrative assistants, Office of Outcomes Assessment

Program Review Task Force

Bill Robinson, professor, Mathematics, chair

Dr. Sheri Barrett, director, Office of Outcomes Assessment

Natalie Alleman-Beyers, director, Institutional Planning and Research

Jim Lane, dean, Arts, Humanities, Social Sciences

Dr. William McFarlane, associate professor/chair, Anthropology

Dr. Jim McWard, professor, English

Dr. Vincent Miller, director, Educational Technologies Center

Don Perkins, associate vice president, Finance Services, CFO

Dr. Lekha Sreedhar, associate professor/chair, Horticulture

Janice Mires, administrative assistant, Office Outcomes Assessment

"Assessment reports that end up briefly perused and then filed without any resulting action are, to be blunt, a waste of time."

— Suskie, 2009, pg. 297



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