Assessment

"…the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development."

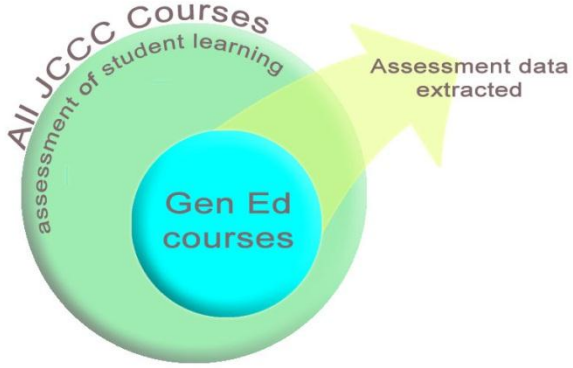
Palomba & Banta, *Assessment Essentials: Planning Implementing, and Improving Assessment in Higher Education*, 1999, pg. 4

The 2014-15 academic year marked the implementation of the new General Education Assessment Plan for the college. The new assessment initiative was built upon the overall assessment culture of the institution and is supported through the college-wide Assessment Council and the Office of Outcomes Assessment.

The assessment of general education courses at the college includes both direct and indirect types of assessment involving multiple classes and spanning the academic year.

Direct Assessment

Direct forms of assessment take place in the course proper and are typically embedded as a regular course activity. 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.

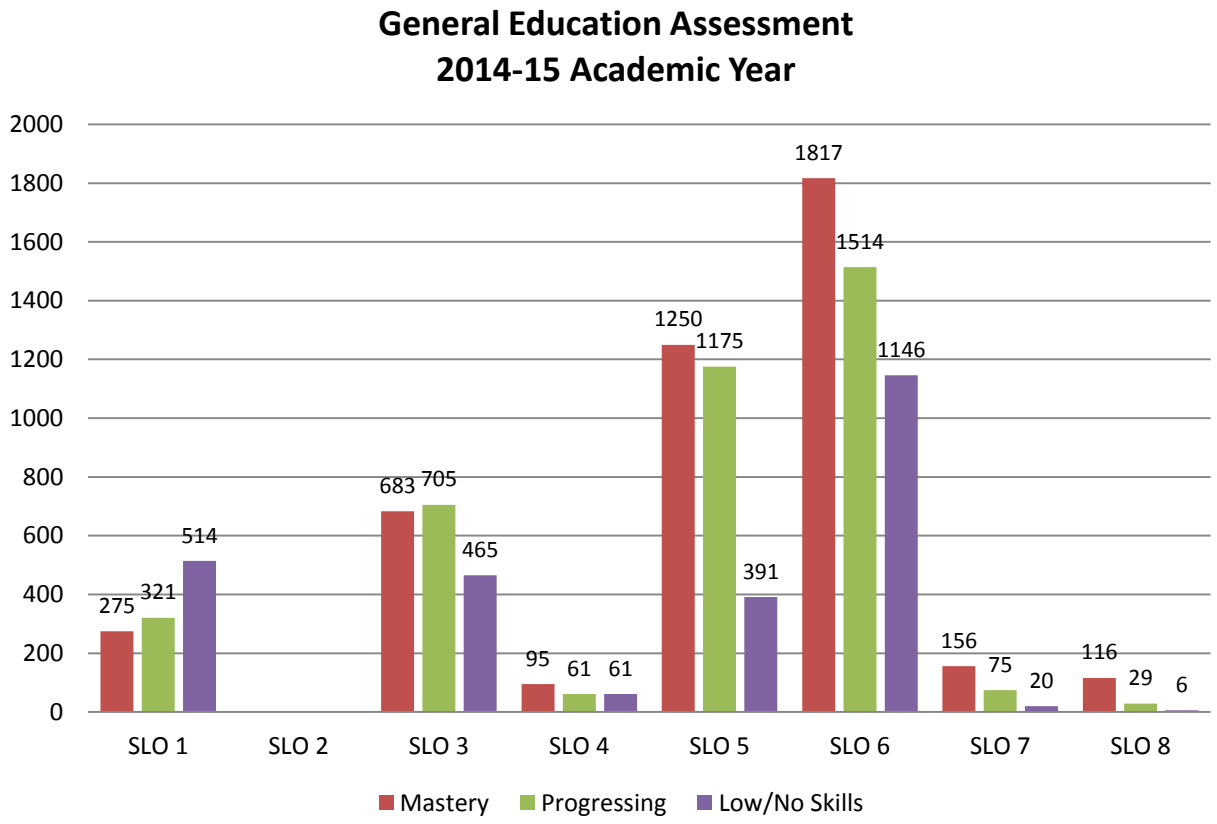


Embedded assessment is a particularly efficient and effective approach to measure student learning because it makes use of tasks instructors already assign in their courses, thereby reflecting the most authentic disciplinary learning taking place, and allows results to be used with confidence to drive curricular improvement. A variety of assessments are used by faculty for purposes of embedded assessments.

The eight student learning outcomes (SLOs) adopted by the college provide a framework within the general education curriculum for students who pursue a course of study at JCCC. The assessment framed around these student learning outcomes. Students will be expected to:

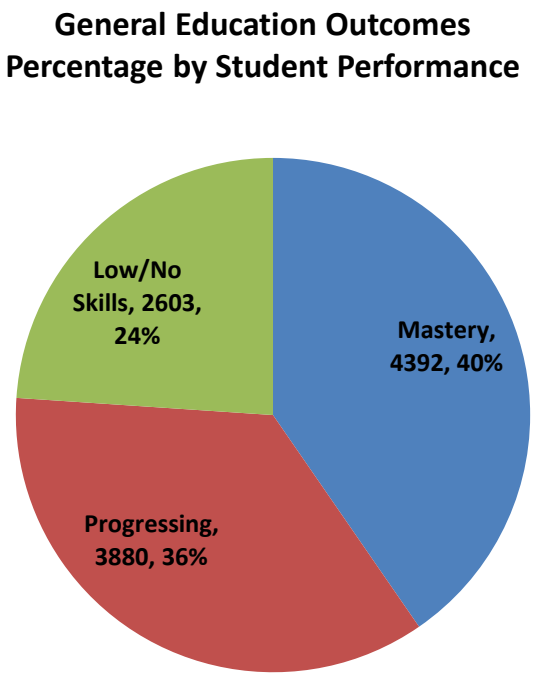
1) Access and evaluate information from credible sources.
2) Collaborate respectfully with others.
3) Communicate effectively through the clear and accurate use of language.
4) Demonstrate an understanding of the broad diversity of the human experience.
5) Process numeric, symbolic, and graphic information.
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.

In the 2014-15 academic year, more than 10,000 students were assessed across the general education curriculum in multiple courses and disciplines. The results of those assessments appear by Student Learning Outcomes in the following charts.

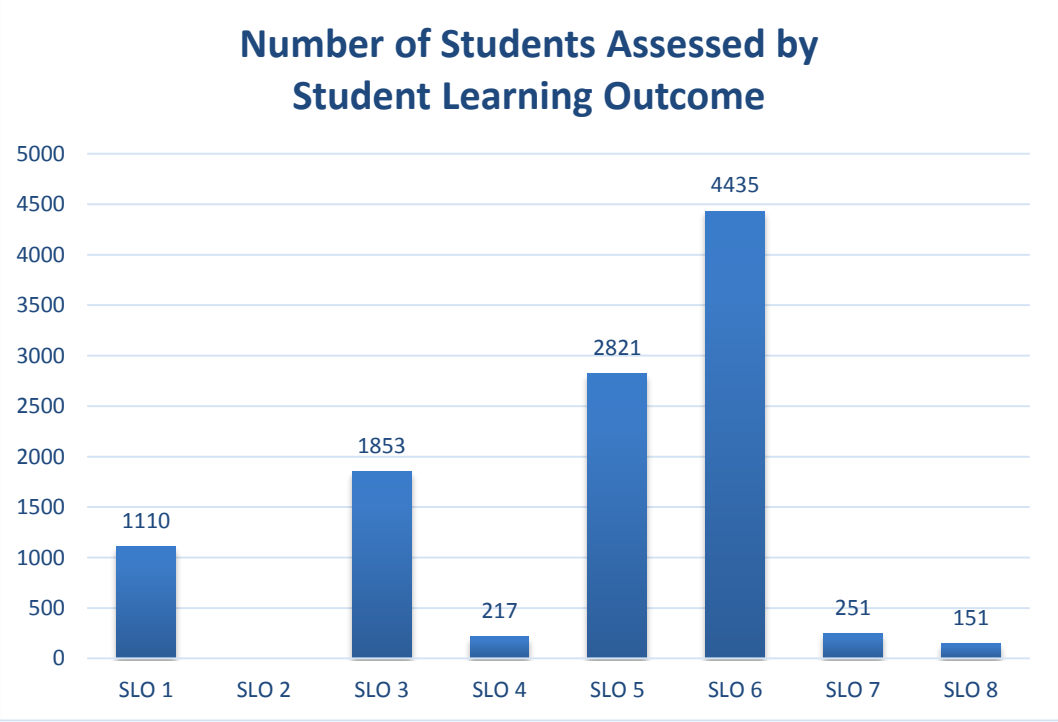


The student learning outcomes that were mostly frequently chosen by faculty to assess students in the general education curriculum were Outcome 5 - Process numeric, symbolic, and graphic information; and Outcome 6 - Comprehend, analyze, and synthesize written, visual and aural material.

In this first year of data submission on general education outcomes, no general education courses chose student learning Outcome number 2 - Collaborate respectfully with others. This anomaly may be because disciplines were encouraged to choose their primary learning outcome for this first data collection. As the process matures and disciplines branch out in assessing outcomes, some disciplines may begin choosing this learning outcome as one to assess.



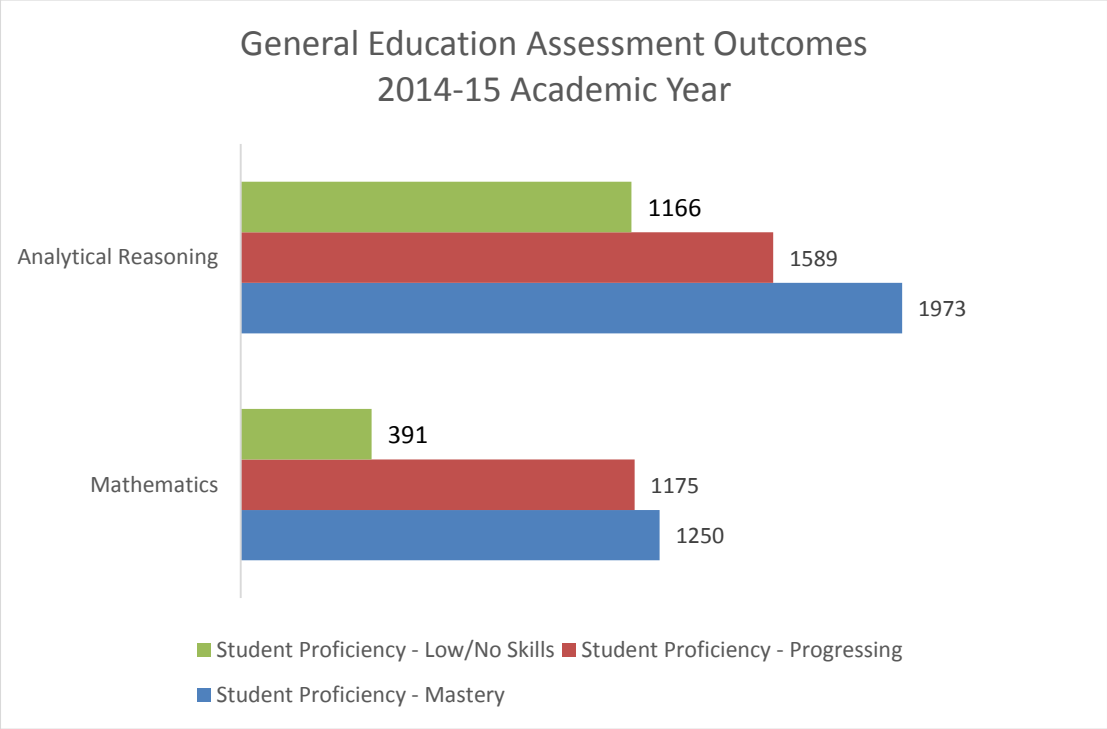
A look at the overall results for the campus across all student learning outcomes shows a high level of mastery by students. This result is unexpected as a normal bell curve would show higher levels in progressing compared to mastery. Since this is the first year of data collection for many of the academic units, the results in this first year may reflect assessment instruments that are not yet accurately capturing what the faculty are attempting to measure. As assessment instruments become more stable, this result should normalize to a higher number of students progressing on student learning outcomes.



No courses chose SLO #2 – "Collaborate respectfully" for this assessment cycle.

In addition to the data gathered on all general education student learning outcomes, the college reported to the Kansas Board of Regents on three outcomes requested by the board. These outcomes reflect the student's abilities in the areas of math and analytical reasons. These correlate to the following JCCC student learning outcomes:

1) Process numeric, symbolic, and graphic information.
2) Comprehend, analyze, and synthesize written, visual and aural material.
3) Select and apply appropriate problem-solving techniques.



Indirect Assessment

The primary indirect form of assessment used for assessing student learning outcomes in general education relies on a series of survey items that represent empirically confirmed "good practices" in undergraduate education. The use of these survey items does not assess student learning directly but points to areas where the college is performing well and to aspects of the undergraduate experience that could be improved. This year represents the baseline year of collecting the indirect data.

The survey items were included in the Noel-Levitz Student Satisfaction Inventory administered in the spring semester, primarily to returning students. The responses below are from the Spring 2014 survey and represent 708 completed surveys. The survey questions generated the following data concerning student perception of their general education experience:

Question	Importance	Satisfaction	Standard Deviation	GAP
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	6.03	5.80	1.28	0.23
Writing clearly and effectively	6.07	5.68	1.30	0.39
Speaking clearly and effectively	6.09	5.73	1.27	0.36
Thinking critically and analytically	6.23	5.79	1.20	0.44
Solving numerical problems	5.83	5.65	1.30	0.18
Using computing and information technology	5.97	5.67	1.32	0.30
Using computing and information technology	6.07	5.78	1.25	0.29
Understanding people of other racial and ethnic backgrounds	5.91	5.76	1.29	0.15

The three areas with the greatest GAP between student ratings of importance and satisfaction levels are in the areas of writing clearly and effectively, speaking clearly and effectively, and thinking critically and analytically. Although these three showed the greatest GAP, each were well within the standard deviation. Subsequent administrations of the survey will indicate if these continue to show the greatest GAP.

The office launched a new one-day assessment workshop for faculty in the 2014-15 academic year.

Assessment by Design: A Comprehensive Overview uses curriculum designed around the *Cycle of Assessment* framework. The workshop contains two complementary learning outcomes: 1) to provide useful information on how to assess what and how our students are learning; and 2) to illustrate ways faculty can effectively use the *Cycle of Assessment* as a framework to improve teaching and learning.

More than 50 faculty from JCCC attended the workshops in 2014-15. In addition, faculty from other institutions were given the opportunity to register for the workshop in June of 2015. In the two offerings in June, 30 faculty from both two- and four-year colleges completed the workshop and hailed from schools near (Kansas, Missouri, Iowa) and far (Wyoming, Oklahoma).

Comments from JCCC faculty about their *Assessment by Design* workshop experience:

- Thanks for the quality, variety, pace and reference on this topic. I DO NOT regret coming in on my own day off and thought this was a valuable workshop!
- Got a much better understanding of how/why to do assessment.
- Finally, I understand what a rubric is!
- Well-designed overall curriculum
- Better understanding of overall intent of assessment at JCCC

Comments from external faculty about their *Assessment by Design* workshop experience:

- This was a wonderful workshop!
- I was very pleased with every aspect of this workshop. It did a nice job of targeting the needs of a wide array of audience members.
- Overall, it was very productive time spent.
- I really appreciated the nuts-and-bolts exercises where we drafted assessment instruments and then the leaders came around to each of us to offer feedback.

In addition to the workshop offerings at JCCC, the director was invited to conduct two off-site workshops, one in Independence, Kansas, for 65 faculty, and one in Huntington, West Virginia, for 83 faculty.

Additional professional development opportunities on assessment topics were offered during the academic year. Examples of offerings include:

- Classroom Assessment Techniques
- From Conception to Implementation: The General Education Plan
- Program Review Overview and Program Review Committee Training
- Using D2L to Assess Course, Program and College-Wide Learning Outcomes
- Adjunct Training on Assessment and Test Construction
- Program Review and Assessment
- Analyzing and Using Assessment Data

Along with training opportunities offered by the Office of Outcomes Assessment, the college-wide Assessment Council in partnership with the Office of Outcomes Assessment managed the distribution of mini-grant funding for a variety of assessment projects on campus.

Recipient	Department	Mini-Grant Name	Project	Amount
Suzanne Franklin	Reading	Outcomes Assessment Books	Purchase two assessment books for the reading department	$76.46
Pam Hulen	Marketing and Management	Innovation Insights, Connecting to Culture – Zappos	Attend marketing conference and attend assessment track	$450.00
Sheri Barrett	Office of Outcomes Assessment	The Community College Conference on Learning Assessment: Conversations that Matter	Attend conference at Valencia Community College on assessment	$605.00
Stacey Storme	ASL – English Interpreter Preparation Program	ASL 120 Assessment	Retreat for AEIP faculty to work on assessment strategies for coming academic year	$210.80
Anna Page	Hospitality Management	The Community College Conference on Learning Assessment: Conversations that Matter	Attend conference at Valencia Community College on assessment	$750.00
Scott Gilmore	Industrial Technology	Assessment Presentations transfer, data collection and outcome storage	Purchase thumb drives to use with assessment plan for adjuncts and full-time faculty	$58.59
Sheri Barrett	Office of Outcomes Assessment	Association of Institutional Research annual convention	Travel to and present at conference to attend assessment track and present on JCCC's Program Review process	$750.00
Sheri Barrett	Office of Outcomes Assessment	Assessment by Design Comprehensive Workshop for faculty at JCCC	Purchase books; "Assessing Academic Programs in Higher Education" for workshop participants	$683.00
Donna Helgeson, Bill Robinson	Math/Statistics	Statistics Workshop	Retreat for statistics faculty to review previous assessment day and talk with adjuncts about assessment initiatives moving forward	$307.20
Larry Thomas	Fine Arts and Photography	Review the artifacts the drawing faculty collected over the Fall 2014 semester	Retreat for fine arts and photography faculty to determine next steps for assessment	$300.00
Madison Huber-Smith	Anthropology	Outcomes Assessment for ANTH 130 – World Cultures	Retreat for anthropology faculty to determine assessment plans for coming academic year	$90.00
Kay King	Administration of Justice (ADMJ)	ADMJ faculty – driven rubric	Mini retreats for ADMJ Faculty to build a new rubric for use across the department for assessment purposes	$88.70
Aaron Prater	Hospitality Management	Lab Instructor Scoring Aid implementation	Purchase Google Nexus 9 to use in assessing students in the culinary program	$349.99
Jane Zaccardi	Practical Nursing	Outcomes Assessment Books	Purchased book "Make It Stick: The Science of Successful Learning"	$83.72

Assessment Initiatives around the College

Much of energy of the assessment activity was focused on the first year of data collection in the general education curriculum, however the Office of Outcomes Assessment continued to work with departments across the college to address assessment needs. Examples of these initiatives include:

- Working closely with the Business division in reviewing and reporting assessment activities in preparation for an accreditation visit with the Accreditation Council for Business Schools and Programs.
- Assisting Practical Nursing program with incorporating assessment activities into Program Review.
- Reviewing and discussing assessment activities for Entrepreneurship.
- Meeting with and reviewing assessment plans with Fine Arts faculty.
- Meeting with Math department faculty to discuss assessment approach.
- Conducting mini-retreat with Administration of Justice faculty to revise assessment strategies.
- Revamping of administration of American Government assessment instrument both on campus and in College Now offerings.
- Data input and review for:
    - Dental Hygiene assessments
    - Oral Health on Wheels
    - Practical Nursing
- Offering training opportunities to departments going through Program Review to integrate assessment activities including:
    - Brown Bag Brownie Break Sessions
    - Coffee Breaks with the Director
    - World Café

Expanding into Social Media

The office expanded its audience both internally and externally this past academic year by becoming more active on social media. In the spring, the Director of OOA wrote bi-weekly posts on a blog hosted by JCCC and sponsored by OOA that addresses issues within the profession and provides useful information on assessment initiatives. Interviews conducted in the JCCC studios with faculty members from different departments who are active in assessment efforts are also featured on the blog. The blog has received more than 3,000 views and was used effectively to heighten awareness of the annual conference and the Assessment by Design workshops. It continues to serve as an important assessment resource for JCCC faculty as well as for colleagues from other institutions.

In addition to the blog, the office expanded its use of Twitter as another means of apprising internal and external audiences of program offerings. The office also experimented with Twitter use during the regional assessment conference by encouraging conference participants to share information regarding sessions in real time.

The OOA blog can be viewed at: http://blogs.jccc.edu/outcomesassessment

The OOA Office

Liz Loomis, Administrative Assistant

Mary McMullen-Light, Research Coordinator

Dr. Sheri Barrett, Director

5th Annual Regional Community College Assessment Conference
Moving Forward with Assessment

On Friday, April 10, 2015, the college hosted an assessment conference which drew 160 participants from two-year and four-year institutions in Wisconsin, Kansas, Missouri, Iowa, and Nebraska.

The conference offered 15 breakout sessions on a variety of assessment topics as well as two workshops led by nationally recognized educator, Dr. Tom Angelo. Dr. Angelo also provided the keynote address, "Seven Levers for Higher and Deeper Learning: Research-Based Guidelines and Strategies for Improving Teaching, Assessment, and Learning."

During breakout sessions in the morning and afternoon, participants learned from their colleagues in the region about assessing online offerings, national benchmarking, strategies for building hope, the Higher Learning Commission assessment academy, the missing link of programmatic outcomes, GRIT, general education assessment and much more.

Figure 1. Dr. Tom Angelo provides a keynote address on assessment.

"Loved the focus on teaching methods that encourage critical thinking."

"The course/teaching feedback session about students was very thought provoking."

"The conference was excellent. It was great hearing Angelo speak after using his textbook for one of my graduate classes. I am already thinking about next year. "

"Great breakout sessions. Good to hear what is working at other institutions"

Figure 2. Andy Anderson, Vice President for Academic Affairs and Dr. Sheri Barrett, Dir. OOA, enjoying the assessment conference.

Conference vendors included ETS, ACT, Brightspace by D2L, Gravic, Inc., Baker University, IDEA, and the National Higher Education Benchmarking Institute.

The college will host the conference again in 2016, becoming the permanent home for the assessment conference due to the excellent facilities and wonderful planning by staff.

External Assessment Presentations

Dr. Barrett, Director of the Office of Outcomes Assessment gave the following external presentations in the 2014-15 academic year:

"Evaluating Student Learning." Kansas City Professional Development Council, Faculty Development Track, October 18, 2014, Johnson County Community College, Overland Park, KS.

"Transparency and Program Review: A Window into Accountability and Program Improvement." Mid-America Association of Institutional Research Annual Conference, November 5-7, 2014, Kansas City, MO.

"Apples to Oranges to Elephants: Comparing the Incomparable." Kansas State Learning Assessment Institute, November 14, 2014, Manhattan, KS. With Mary McMullen-Light, Research Coordinator, OOA..

"Assessment by Design: A Comprehensive Overview." Faculty In-Service, January 12, 2015, Independence Community College, Independence, KS.

"Benchmarking and Accreditation." League of Innovation, Innovations Conference, March 8-11, 2015, Boston, MA.

"How to Create a Living Strategic Plan." Higher Learning Commission Annual Meeting, March 28-31, 2015.

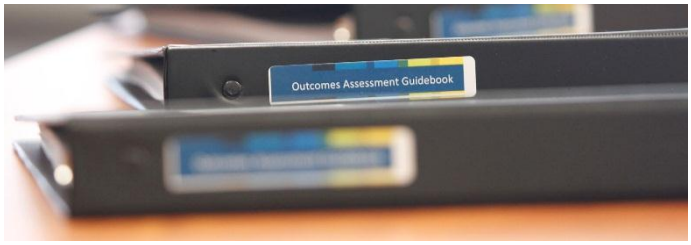
Roundtable Discussion: "Assessment of General Education Curriculum." Higher Learning Commission Annual Meeting, March 28-31, 2015.

"Apples to Oranges to Elephants: Comparing the Incomparable." 5th Regional Community College Assessment Conference, hosted at Johnson County Community College, April 10, 2015. With Mary McMullen-Light, Research Coordinator, OOA.

"Benchmarking and Accreditation." National Higher Education Benchmarking Institute Annual Meeting, May 12-14, 2015, Johnson County Community College, KS.

"Getting Back in the Zone." Kansas City Professional Development Council Conference, Staff Development Track, May 20, 2015, Johnson County Community College, Overland Park, KS.

"Assessment by Design: A Comprehensive Overview." Faculty In-Service, Mount West Community and Technical College, Huntington, VA, May 14, 2015.



Program Review

The 2014-15 academic year was the first year of full implementation of the comprehensive academic 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
- Ensure that program priorities are consistent with the college's mission and strategic plan

Inaugural Academic Programs

The initial cohort of programs included 32 programs across the college's nine divisions:

- Graphic Design
- Music
- Theater
- Psychology
- Sociology
- Photography
- Distance Learning
- Architecture
- Interior Design
- Entrepreneurship
- Business Office Technology
- Speech/Debate
- Legal Interpreting and Healthcare Interpreting
- Academic Achievement Center
- Cosmetology
- Writing Center
- Emergency Medical Science
- Practical Nursing
- Horticulture
- Sustainable Ag
- Science Resource Center
- Anatomy Open Lab
- Engineering
- Information Systems
- Interactive Media
- Auto Tech
- CADD
- Electronics Tech
- HVAC
- Metal Fab/Welding
- Industrial Tech
- Math Resource Center

The departments in the initial cohort were provided with specialized training on software used to support Program Review as well as overall processes. The Office of Outcomes Assessment also provided support throughout the academic year on questions and issues on both the software and procedural processes.

Fall 2014 Implementation

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

Software (Xitracs) was purchased to help facilitate the management of data distribution and reflection elements of the comprehensive academic program review process. During August Professional Development Days and in the first few weeks of the semester, all programs in the review cycle participated in training sessions on the process and software.

During the 2014-15 academic year, a project team under the Strategic Planning process was charged with implementing the next phase of Comprehensive Program Review by developing the annual cycle. The task force was composed of faculty from several disciplines and chaired by Dr. Clarissa Craig. The new annual planning and development process includes reflection on program data provided by the Office of Institutional Research which gives three years of data on attrition, retention, graduation, student success and other data components. Narrative components of the process include progress on action plans, significant student learning outcome assessment findings, external constituency and significant trends, and self-assessment of the academic program vitality. The process also includes program goals and plans of action, along with fiscal resource requests and adjustments. The culmination of both the three-year comprehensive and yearly annual planning processes is a vitality recommendation from the dean of the appropriate division.

The annual planning and development process will be implemented in the fall with the beginning of the 2015 academic year. The second cohort of campus-wide departments will also begin their comprehensive program review.

Assessment Council Membership

Dr. Sheri Barrett, Director, Office of Outcomes Assessment, Co-chair
William Brown, Professor, Automotive Technology
Aaron Gibbs, Associate Professor, Mathematics
Dr. Beth Gulley, Associate Professor, English
Kay King, associate Professor, Chair, Administration of Justice
Valerie Mann, Adjunct Associate Professor, Access Services
Anna Page, Assistant Professor, Dietary Management, Hospitality, Co-chair
Mark Swails, Associate Professor/Librarian, Library
Ginny Radom, Professor, Practical Nursing/Health Occupations
Dr. Terri Teal, Professor, Vocal Music
Krista Thomas, Associate Professor, Science
Mary McMullen-Light, Research Coordinator, Office of Outcomes Assessment

Program Review Committee

Tina Crawford, JD, Associate Professor, Business Administration
Anita Tebbe, JD, Professor/Chair, Legal Studies
Judi Guzzy, Professor/Librarian, Library
John Russell, Professor/Librarian, Library
Dr. Allison Smith, Associate Professor/Chair, Art History
Dr. William McFarlane, Associate Professor/Chair, Anthropology, co-chair
Jean Jensen, Professor, Mathematics
William Robinson, Professor, Mathematics
Dr. Jim McWard, Professor, English
Steven Werkmeister, Associate Professor, English
Polly Pope, Professor, Dental Hygiene
Edward Ronnebaum, Associate Professor, Nursing
Stacey Storme, Professor/Co-Chair, ASL English Interpreter Program
Mazen Akkam, Faculty, Information Technology
Russ Hanna, Professor/Chair, Game Development
Donnie Byers, Faculty Sciences
Jean Ann Vickers, Professor, Sciences
Jim Lane, Dean, Arts, Humanities and Social Sciences
Dr. Lenora Cook, Dean, Healthcare Professions and Wellness
Paul Kyle, Dean, Student Services and Success
Ex officio: Dr. Sheri Barrett, Director, Office of Outcomes Assessment
Ex officio: Natalie Alleman Byers, Director, Institutional Planning and Research
Administrative Support: Mary McMullen-Light, Research Coordinator

Annual Planning and Development Project Team

Dr. Clarissa Craig, Associate Vice President, Instruction, Chair
Dr. Sheri Barrett, Director, Office of Outcomes Assessment
Beth Edmonds, Professor, Mathematics
Janette Funaro, Professor/Chair, Foreign Language
Dr. Karen LaMartina, Director, Nursing
Karen Martley, Associate Vice President, Continuing Education and Organizational Development
Gloria Rosso, Counselor, Counseling