Office of Outcomes Assessment

2016 Annual Report

Johnson County Community College

Office of Outcomes Assessment
Annual Report 2016

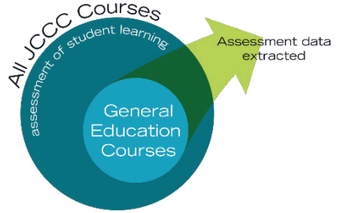
Understanding what students know and are able to do as a result of their college education is no simple task, yet it is fundamental to student success and to the quality and effectiveness of American higher education.

Using Evidence of Student Learning to Improve Higher Education
National Institute for Learning Outcomes Assessment

The Office of Outcomes Assessment provides this annual update on assessment and academic program review initiatives at Johnson County Community College (JCCC). In this year's report there is an update on two years of assessment data collected as part of the General Education curriculum, as well as assessment from the Career and Technical Education programs of the college. While this data tells some of the story of the student learning happening at JCCC, the real story of the successes of assessment initiatives is embedded within the disciplines that create the assessments, measure the learning, analyze the data and make changes in the curriculum designed to improve learning for students. This report reflects only a small portion of that story.

Beginning on page 13 of this report is an update on Annual Program Review, Planning and Development processes for the academic branch of the college. This process has completed its second full year of implementation and had many changes from its initial pilot. Updates to the overall process and information on changes implemented, including the annual component, are provided.

General Education Assessment Results



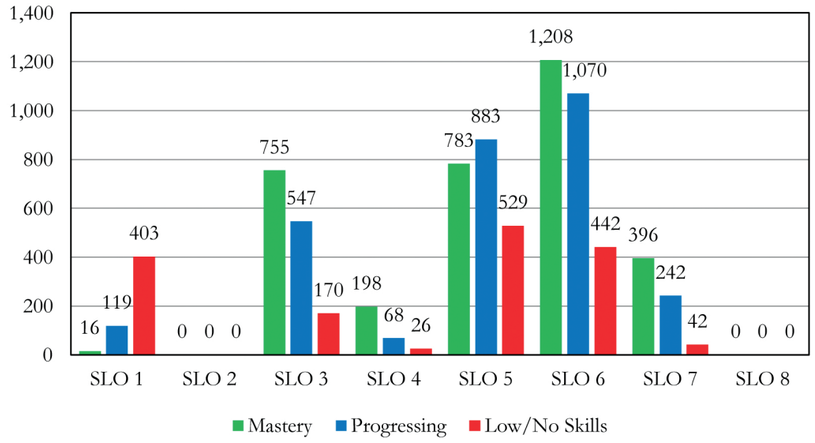
Assessment of the general education curriculum was embedded within the coursework of the college. The tools used by faculty in departments fell into three broad categories which were tied to specific general education learning outcomes. Those assessment tools were: 1) Pre-posttest of content knowledge; 2) Rubrics designed to measure student artifacts completed within a specific course; 3) Answers to questions or assignments embedded within coursework or exams. These three assessment tools represent the most authentic form of assessment as the tools measure authentic disciplinary learning from the classroom and therefore can be used for curricular improvements.

JCCC has eight student learning outcomes adopted to provide a framework within the general education curriculum. In completing the general education curriculum students will be expected to:

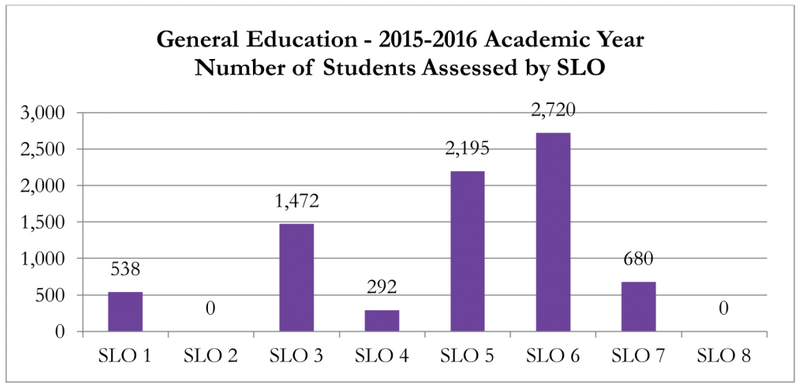
1) Access and evaluate information from credible sources
2) Collaborate respectfully with others
3) Communicate effectively through the clear and accurate use of language
4) Demonstrate an understanding of the broad diversity of the human experience
5) Process numeric, symbolic, and graphic information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

The 2015-16 academic year marks the second year of implementation of the general education curriculum across the college. The following chart shows the results of assessments performed within the disciplines by student learning outcomes. This represents 7,897 student assessments for the last academic year.

General Education Assessment
2015-16 Academic Year

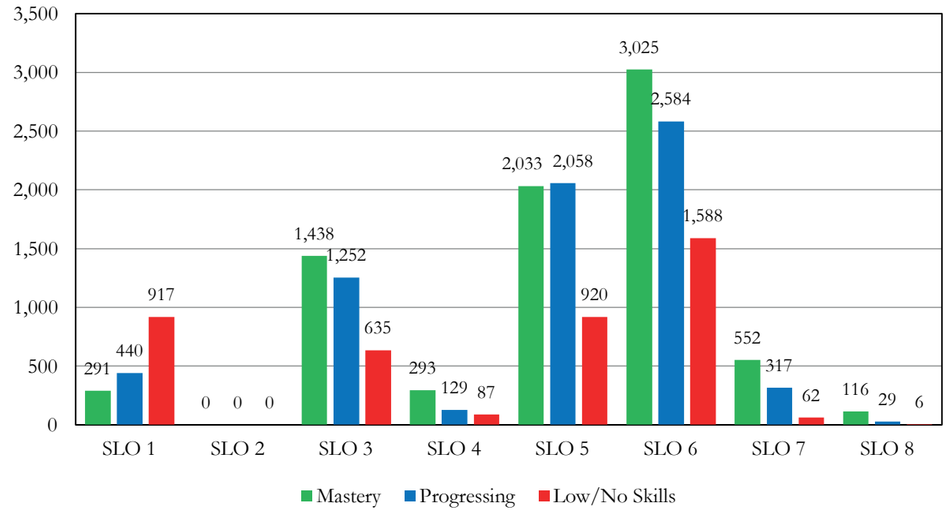


In this second year of data submission for general education outcomes, no general education courses chose student learning outcome number 2) Collaborate respectfully with others. Although there are several career and technical programs that assess this particular outcome, it does not appear to be an integral part of the general education curriculum and may need to be revisited by the faculty at the end of the three-year cycle. The other learning outcome receiving little assessment activity is outcome number 8) Use current technology efficiently and responsibly. Although technology is used throughout the college in multiple disciplines and coursework, it may be that it is used primarily as a tool for learning, and not a learning outcome within the disciplines and coursework. As with learning outcome number 2, the faculty may need to revisit this general education outcome following completion of the three-year cycle.

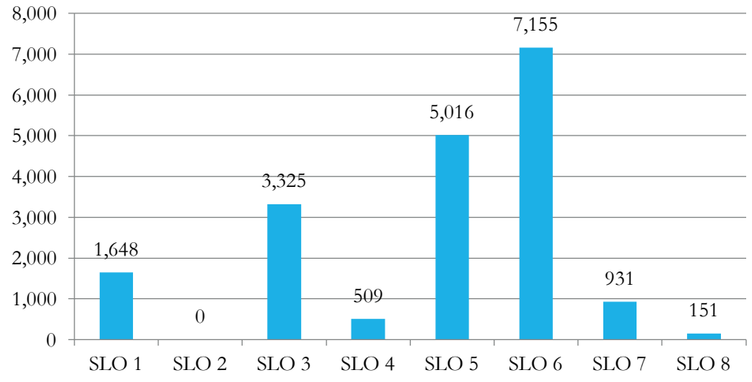


As in the previous academic year, the most popular student learning outcomes chosen by faculty were outcome number 5) Process numeric, symbolic, and graphic information; outcome number 6) Comprehend, analyze, and synthesize written, visual, and aural material; and outcome number 7) Select and apply appropriate problem-solving techniques. The charts below show the two-year combined assessment levels of the general education curriculum by student learning outcome. Over the course of the last two years a total of 18,735 student assessments were reported.

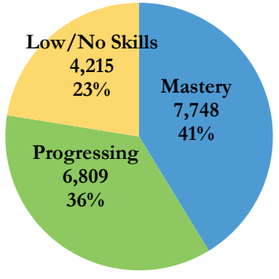
General Education Assessment
2014-2015, 2015-2016 Combined Results



General Education Assessment
2014-2015, 2015-2016 Combined Results
Number of Students Assessed by SLO



General Education Assessment
2014-2015, 2015-2016 Combined Results
Percentage by Student Performance



Overall mastery levels of student performance remain somewhat higher than expectations, but assessment instruments are still maturing with only two cycles of use by the programs. The OOA provided additional training and information concerning Bloom's Cognitive Taxonomy as a means of discussing appropriate levels of assessment and writing assessment questions. As the overall assessment measures mature over time, this should shift more toward progressing as the prevailing measurement of student performance.

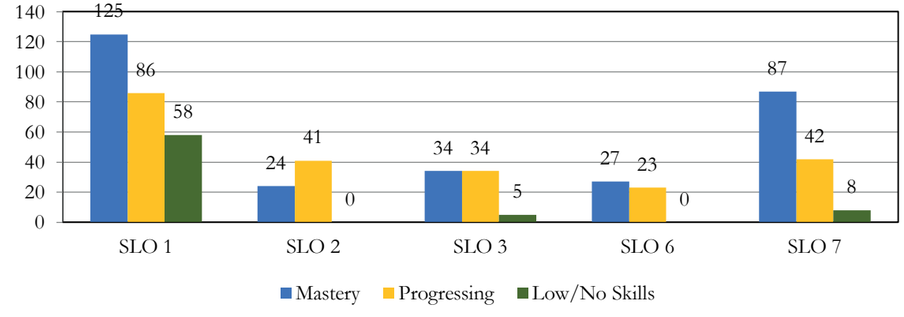
Career and Technical Education Assessment Data

Many of the college's career and technical programs are also at various stages of assessment activities. The Assessment Council worked this year to modify reporting forms for non-general education courses and programs so that student learning outcomes within these programs could also be reported through aggregated methods.

Programs that reported assessment results this academic year include:

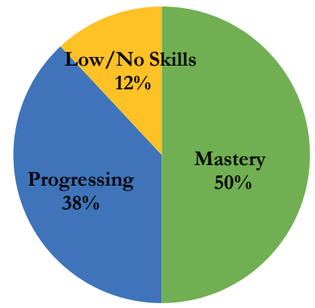
- Administration of Justice
- Business Administration
- Engineering
- Dental Hygiene
- Engineering
- Heating, Ventilation and Air Conditioning Technology
- Practical Nursing
- Music
- Honors

Career, Technical and Non-General Education
Assessment Data
2015-16 Academic Year



Students in the career and technical fields were assessed on five student learning outcomes, these were outcome number 1) Access and evaluation information from credible sources; outcome number 2) Collaborate respectfully with others; outcome number 3) Communicate effectively through the clear and accurate use of language; number 6) Comprehend, analyze, and synthesize written, visual, and aural material; and number 7) Select and apply appropriate problem-solving techniques. Assessment tools in these areas are predominantly a variety of rubrics, embedded test questions, and pre-posttests. As with general education these tools will continue to mature over time and use.

Career, Technical, and Non-General Education Data
2015-16 Academic Year
Percentage by Student Performance



Students in the career and technical programs were more likely to be assessed in a culminating or capstone experience. This partly accounts for the higher levels of mastery, however, several of the assessment instruments are new and will need to be refined to better reflect student learning in the program.

Indirect Assessment

The indirect form of assessment used for the purposes of general education student learning outcomes is a series of survey items that represent empirically confirmed "good practices" in undergraduate education. These survey items do not 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. This represents the baseline years of collecting the indirect data.

The survey items were included in the Ruffalo Noel-Levitz Student Satisfaction Inventory that is administered in the spring semester to primarily returning students. The survey questions are on a 7 point scale and generated the following data concerning student perception of their general education experience.

Prompt: How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas?	**2014**		**2015**		**2016**	
Question(s)	**Importance**	**Satisfaction**	**Importance**	**Satisfaction**	**Importance**	**Satisfaction**
Acquiring a broad general education	6.03	5.80	6.12	5.99	6.05	5.99
Writing clearly and effectively	6.07	5.68	6.20	5.91	6.17	5.97
Speaking clearly and effectively	6.09	5.73	6.29	6.96	6.24	5.95
Thinking critically and analytically	6.23	5.79	6.38	6.00	6.39	6.04
Solving numerical problems	5.83	5.65	5.99	5.84	5.98	5.81
Using computing and information technology	5.97	5.67	6.13	5.89	6.17	5.94
Working effectively with others	6.07	5.78	6.22	5.96	6.15	5.93
Understanding people of other racial and ethnic backgrounds	5.91	5.76	6.14	5.90	6.07	5.90

The college will be administering the Community College Survey of Student Engagement (CCSSE) in spring 2017 which will provide national comparison data on these items. Over the course of the last three years, results have been yielded fairly stable responses and a baseline for the comparison to the national results. The goal for this indirect form of assessment is to perform in the 50th percentile of community colleges responding to the CCSSE questions.

The Assessment by Design (ABD) workshops offered both internally to JCCC faculty and externally to faculty from around the region continues to receive favorable reviews and attract faculty from other two-year and four-year institutions.

Faculty from the following disciplines at JCCC have participated in the ABD workshops:

- Administration of Justice
- English
- Nursing
- Construction Management
- Math
- Human Sciences
- Reading
- Entrepreneurship
- Business Administration
- Practical Nursing
- Humanities
- Interior Design
- Music
- Library
- Fashion Merchandising
- Speech
- Game Development
- Chemistry
- Business Office Technology
- Computer Drafting and Design
- Health Physical Education, Recreation and Wellness
- Learning Strategies
- Horticulture
- Foreign Language
- Biology
- Physics

In addition to the internal offerings, four workshops have been provided to external faculty with attendance from as far away as Wyoming and as close as Rockhurst University. In total, 54 external faculty have participated in the Assessment by Design workshop at the college. They come from the following four-year and two-year institutions:

- Des Moines Area Community College
- Western Wyoming Community College
- Rockhurst University
- Lincoln University
- A.T. Still University
- Kansas City Kansas Community College
- Tulsa Community College
- Emporia State Community College
- Ferris State University
- Iowa Valley Community College
- Ottawa University
- Hesston College
- Coffeyville Community College
- Des Moines University
- McPherson College

"This was a much more straightforward explanation of the purpose and methods of assessment than I have previously heard."

"Great session!"

"Appreciated the focus on development of an assessment question and guidance by Sheri and the staff throughout the day."

Excellence in Outcomes Assessment Award Winner

Melanie Harvey, assoc. professor

Associate professor Melanie Harvey, was the winner of this year's assessment award. This award is given in recognition of the exemplary use of assessment to improve student learning at JCCC.

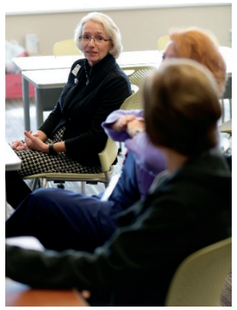
Professor Harvey is a faculty member in the Science Division teaching chemistry. The assessment project led by Harvey looked at chemistry students' ability to handle quantitative information and included a number of questions involving measurements, calculations and reading graphs in the first lab exam. As part of the assessment, students were asked to make measurements from figures, perform calculations from data provided and to extract data from a graph. Since 2010, more than 1,700 students have been involved in the assessment. Harvey was recognized at the BNSF Awards Luncheon on May 6. The award carries a $500 stipend and was adjudicated by an outside reviewer.

The office provided support for faculty and departments in maturing assessment activities through the awarding of mini-grant funds throughout the year.

2015-2016 Mini Grant Recipients

Recipient	Department	Mini-Grant Name	Project	Amount
Pam Hulen	Marketing and Management	Dream Force Conference 2015	Attend conference on marketing using social media to incorporate into the Marketing curriculum	$750.00
Marilyn Senter, Monica Hogan, Maureen Fitzpatrick	English	Norming and scanning session for Composition I Assessment Project	Faculty Retreat at Matt Ross Community Center	$430.46
Monica Hogan	English	Attend the Higher Learning Commission conference – assessment track	Travel to Chicago for HLC	$750.00
Jennifer Kennett	Math	Math faculty retreat to rewrite assessment questions for common final	Faculty retreat	$127.30
Larry Thomas	Fine Arts	Faculty retreat to review assessment artifacts from the current academic year	Off-campus faculty retreat	$296.10
Sheri Barrett	Office of Outcomes Assessment	Association for the Assessment of Learning in Higher Education Conference	Present at and attend AAHLE conference	$750.00
Valerie Mann	Learning Strategies	Association for the Assessment of Learning in Higher Education Annual Conference	Present at and attend AAHLE	$750.00
Multiple Faculty	Multiple Departments	Attend RCCAC Conference	Regional Community College Conference on Assessment	$850.00
Carrie Hanson	Dental Hygiene	Fast Track mini grant for assessment resource	McKeachie's Teaching Tips and Tools for Teaching	$92.45
			TOTAL AWARDED:	$4,796.31

Initiatives on Campus



In addition to the Assessment by Design workshops, the Office of Outcomes Assessment was engaged in multiple training events on campus. These included several offerings during Professional Development Days in August and January:

- Using D2L to Capture Assessment Data
- General Education Update – One Year of Data
- AQIP, HLC, CQI and Accreditation: Making Sense of the Acronyms
- Updates to College Now Faculty
- Academic Program Development: Comprehensive and Annual
- World Café (2)
- Assessment by Design workshops (2)
- Bloom's Taxonomy: Designing and Aligning Course Objectives with Testing
- BAM: Best Assessment Methods
- Using Assessment Data to Improve Student Learning
- Best Practice in Reporting Out General Education Outcomes
- LENS Introduction to Assessment Training for New Faculty
- Program Review Sessions for Comprehensive and Annual

Throughout the year, the office also offered training opportunities and services to a variety of programs and departments. These included:

- Certification training for JCCC adjuncts on the areas of assessment and writing test questions
- Focus on new assessment initiatives, Practical Nursing program at Olathe Health Education Center
- Processing of more than 1,500 rubrics for multiple departments on campus
- Participation in program and department meetings to support assessment activities
- Internal Newsletter – Spotlight on Assessment

In addition to working with faculty on campus, the OOA hosted a group of faculty and administrators in October from St. Charles Community College for a workshop focused on assessment. Along with a series of presentations from Dr. Barrett, Mary McMullen-Light and Valerie Mann, co-chair of the Assessment Council, the group from St. Charles lunched with the Assessment Council and talked assessment "shop" with their counterparts.

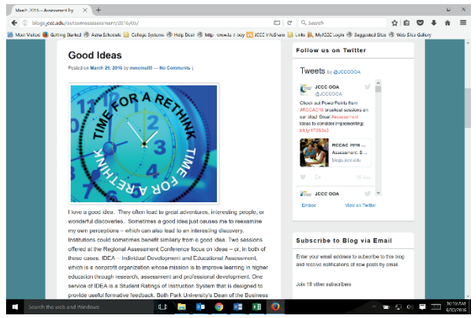
Accreditation Activities

Dr. Barrett chaired an accreditation site visit at a health sciences university in Minneapolis/St. Paul during September 2015, and served on a comprehensive review site team for the Higher Learning Commission at a community college in Illinois in February 2016.

OOA provided documentation, training and support for the first draft of the college's systems portfolio in preparation of the upcoming site visit from the Higher Learning Commission.

Dr. Barrett also spoke to doctoral students at Baker University about program review, assessment and accreditation issues on local, state, and national levels.

Social Media



The office continues to focus on social media to engage the larger academic community on issues of assessment. The OOA actively blogs and posts Twitter updates that reach both internal and external audiences.

The blog and Ywitter activities were a primary mechanism for promoting the Regional Community College Assessment Conference. The blog was recognized as a "hidden gem" in Higher Education assessment.

"Formative assessment involves a series of carefully considered, distinguishable acts on the part of teachers or students or both. Some of those acts involved educational assessment, but the assessments play a role in the process – they are not the process itself."

Transformative Assessment
W. James Popham

Regional Community College Assessment Conference

Dr. Jillian Kinzie, keynote speaker

JCCC became the permanent home of the Regional Community College Assessment Conference. This year's daylong conference was held on Friday, April 22, 2016. The theme of the conference was *Assessment: Shifting from Compliance to Ownership.*

The keynote speaker at this year's conference was Dr. Jillian Kinzie. Dr. Kinzie is the associate director, Center for Postsecondary Research & National Student Survey of Engagement Institute.

Dr. Kinzie was a great hit with conference participants sharing how both four-year and two-year colleges are closing the loop on assessment and impacting student learning across the academy.

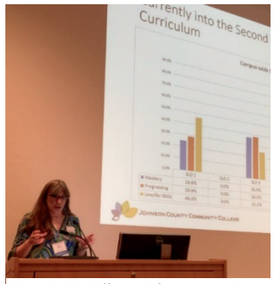
"The day gave me a great chance to hear what other schools are doing and gain new ideas."

Breakout sessions were also well attended. Two of the most popular included JCCC faculty member Professor Heather Seitz and her work with concept inventories, and a session conducted by Drs. Thompson and Wisdom from Rockhurst University on their assessment of leadership in doctoral program.

Participants at the Regional Conference following the keynote in Hudson Auditorium

Participants also packed the panel session hosted by the five members of the Regional Assessment Coordinating Council, Chelli Gentry from Des Moines Area Community College, Sheri Barrett from JCCC, Melissa Giese from Metropolitan Community College, Christopher Meseke, from Park University, and Rod Rhodes from Southeast Community College.

The keynote speaker was outstanding and the quality of the sessions was impressive.



Mary McMullen-Light presenting data from JCCC's General Education Assessment

Dr. Barrett, director of OOA, Mary McMullen-Light, research coordinator, and Valerie Mann, co-chair of the Assessment Council, presented a breakout session on the implementation and first-year results from JCCC's general education assessment initiative.

Overall the conference received great reviews. At this year's conference faculty and assessment professionals from six states in the region participated in important conversations focused on assessment and how the academy is progressing.

"I enjoyed networking and meeting others from community colleges around the Midwest. I also appreciated the wide range of faculty and staff at the conference because it allowed for a wide variety of sessions."

External Presentations/Publications

Dr. Sheri Barrett and Valerie Mann (co-chair, Assessment Council), "Asking the Right Question-the Key to Good Assessment." Association for the Assessment of Learning in Higher Education Annual Meeting, Milwaukee, Wisconsin, June 6-8, 2016.

Dr. Sheri Barrett, Heart of America Chapter of the Grant Professionals Association, panel discussion on writing strong learning outcomes for grants, Kansas City, Kansas, Friday, April 29, 2016.

Dr. Sheri Barrett, "Assessment Data: So What, Now What?" Enhancing Teaching and Learning Conference, Parkville, Missouri, March 5, 2016.

Dr. Sheri Barrett, "What a Blooming Good Outcome! Using Bloom's Taxonomy to Write and Assess Effective Learning Outcomes." Kansas Council for Workforce Education, Butler Community College, November 6, 2015.

Dr. Sheri Barrett, Mary McMullen-Light (research coordinator), Valerie Mann (co-chair Assessment Council), "Setting the Framework of Assessment." St. Charles Community College, October 23, 2015.

Dr. Sheri Barrett, "Assessing Program and Course Learning Outcomes." Kansas City Professional Development Faculty Track, Baker University, October 16, 2015.

Mary McMullen-Light, chapter "In Our Own Backyard: What Makes a Community College/Secondary School Connection Work?" in a book in the *Perspectives on Writing* series.

Dr. Barrett presenting to faculty at the Olathe Health Education Center

Comprehensive Academic Program Review, Planning and Development

The 2015-16 academic year marked the second year of implementation of the comprehensive program review process and the first year of the annual component.

During fall 2015, the focus of the Academic Program Review, and Development (APRPD) extended to include purposeful, annual program action planning and development for all credit academic programs and instructional support units.

Both the comprehensive and annual portions of the process begin with reflection on three years of program data provided through the Office of Institutional Effectiveness, Planning and Research. In both processes program faculty write narrative components that include progress on actions plans, significant student learning outcomes assessment findings, and perform a self-assessment on program vitality. Establishing and updating goals is also tied to the yearly process of resource request and adjustments. For those programs completing the Comprehensive Academic Program Review, additional reflections on student success, faculty success, student learning outcomes, as well as curriculum and mission alignment are included.

Another important addition in the process was the summative assessment by the deans for the programs in their division. Based on the submission of the units and a review of the data, the deans will provide a program vitality assessment to be discussed and shared with each program.

Campus wide Participation Levels in Comprehensive Review

Academic Year	Number of Programs Completing Comprehensive Review
2014-15	34
2015-16	33
Scheduled	
2016-17	29

Training for programs engaged in both comprehensive and annual review cycles was provided by the Office of Outcomes Assessment. The office maintains and acts as the primary administrator on the program review software (Xitracs) that facilitates the management of the data and reflection elements of the process. In addition to the ongoing training offered, William Robinson, professor of mathematics, will be taking his

sabbatical in the Office of Outcomes Assessment in fall of 2016 to help develop additional resources for faculty and programs in program review. The 2016-17 academic year will complete one full cycle of the APRPD process with all academic programs having completed the comprehensive program review.

Programs Completing Comprehensive Review in 2015-16

Accounting
Administration of Justice
Anthropology
Art History
Biological Sciences
Business Administration
Career Pathways
College Now
Construction Management
Desktop Publishing
Early Childhood Education
Electrical Technology
Fine Art
Foreign Language
Geosciences
Global English Institute
Hospitality/Pastry and Dietetics
Human Science
Information Technology
Journalism
Learning Strategies
Library Archives
Marketing and Management
Medical Information Revenue Management
Nursing
Railroad Industrial Technology
Respiratory Care
Service-Learning
Speech/Debate

Changes to the APRPD process in the 2015-16 Academic Year:

- **Annual Cycle added to process included the following:**
  - Data elements
  - Assessment of student learning
  - External constituents and significant trends
  - Reflection on data and trends
  - Academic program vitality reflection
  - Updates to goals and action plans
  - Fiscal resource request (budgeting)
  - Participation
  - Dean's response

- **Comprehensive Program Review changes included the following:**
  - Added processes for program phase-out
  - Added mapping of co-curricular activities by program
  - Program advisory committee updates for career programs
  - Academic program vitality reflection form
  - Mission and strategic plan alignment
  - Dean's response

Assessment Council Representatives for the 2015-16 Academic Year

Sheri Barrett, Office of Outcomes Assessment, co-chair
William Brown, Automotive, Technology Division
Frank Galbrecht, Administration of Justice, Arts, Humanities and Social Sciences Division
Aaron Gibbs, Math Division
Darla Green, Interior Design, Business Division
Beth Gulley, English Division
Nancy Holcroft-Benson, Biology, Science Division
Valerie Mann, Learning Strategies, Communications Division, co-chair
Ginny Radom, Practical Nursing, Health and Wellness Division
Mark Swails, Library, Academic Support Division

Program Review Committee Division Representatives for the 2015-16 Academic Year

Barry Bailey, Academic Support Division
Lenora Cook, Healthcare and Wellness Division, co-chair
Dan Cramer, Communications Division
Tina Crawford, Business Division
Csilla Duneczky, Science and Math Division
Dan Eberle, Technology Division
Janette Funaro, Arts, Humanities and Social Sciences Division
Keith Geekie, English Division
Russ Hanna, Technology Division
Jean Jensen, Math Division
Paul Kyle, Student Services Division
William McFarlane, Arts, Humanities and Social Sciences Division, co-chair
Mindy Ritter, Healthcare and Wellness Division
William Robinson, Math Division
Ed Ronnebaum, Healthcare and Wellness Division
Allison Smith, Arts, Humanities and Social Sciences Division
Jean Ann Vickers, Science Division
Steve Werkmeister, English Division
Luann Wolfgram, Science Division
John Russell, Academic Support Division
Stacey Storme, Communications Division
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, Office of 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

Office of Outcomes Assessment
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blogs.jccc.edu/outcomesassessment

jccc.edu/faculty-development/outcomes-assessment