

**STUDENT LEARNING AND ACADEMIC
ACHIEVEMENT ASSESSMENT PLAN**

JOHNSON COUNTY COMMUNITY COLLEGE

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EXECUTIVE SUMMARY

Institutional Profile

Johnson County Community College is a comprehensive, single campus, suburban community college located in Overland Park, KS, in the Kansas City, MO metropolitan area. The college was founded in 1969 and occupied its present 240 acre campus in 1972. JCCC enrolls approximately 15,500 credit students and serves an additional 16,000 individuals in noncredit, continuing education programs, courses, workshops, and other events per semester. The college offers a full range of general education/transfer preparation, career/occupational, and developmental courses as well as a wide array of student and support services to meet the diverse needs of its students. A copy of JCCC's mission statement is attached to this plan as Appendix A.

The impetus for assessment of student learning outcomes at Johnson County Community College has come from two sources. One, of course, is the North Central Association requirement that institutions of higher education prepare and implement a student academic achievement assessment plan. In addition, for some time, JCCC has had a strong interest in and conducted several pilot projects assessing student cognitive/learning outcomes. For example, the college participated in an early ACT research project involving the Collegiate Assessment of Academic Proficiency (CAAP) test. Although the CAAP results indicated that JCCC students performed at or above national averages in several areas, the college was not satisfied with the methodological logistics of CAAP. The decision was made, therefore, to investigate more feasible, less intrusive assessment strategies, which would also be more relevant to the general education outcomes identified by JCCC faculty. The results of that process culminated in the assessment strategies detailed below. Also, for several years Johnson County Community College has had in place a comprehensive model to assess institutional effectiveness, several components of which either directly or indirectly evaluate student learning outcomes. They are: career student follow-up surveys conducted one and four years after career program students complete a program (i.e., earn a degree or certificate) or leave with "marketable skills"; an annual employer survey; a transfer follow-up process that includes an annual survey and receipt and analysis of academic data from senior institutions regarding the academic progress of former JCCC students who have transferred; an educational objectives survey of students who leave the institution without graduating, completing a program or transferring; a course evaluation process (IDEA) in which students' perceptions of their progress on major course learning objectives, as identified by faculty, are collected and analyzed; and a comprehensive analysis, on a semester basis, of grading distributions and patterns, course and program attrition rates, and reasons students drop courses. Where relevant, several of these procedures will be discussed in greater detail

below in sections of this plan which describe specific components of JCCC's program to assess student learning outcomes.

The college has committed significant resources to provide a wide variety of research, evaluation, and assessment services, including those mentioned above. Much of the technical expertise and support necessary to implement a successful assessment program is provided by JCCC's Office of Institutional Research which is staffed by four full-time professionals (a director, a senior research analyst, a market and survey research analyst, and an information analyst), a full-time administrative secretary, and two half-time research technicians. In addition, \$15,000 has been set aside in the college's 1995-96 budget to compensate faculty teams directly involved with general education assessment.

North Central Evaluative Questions

1. **Linkage of the assessment plan to college mission**--The Johnson County Community College assessment plan is specifically designed to provide for assessment of those components of the college's mission that involve student learning and academic achievement. As the plan details, assessment methodologies are described for general education, career/occupational programs, transfer students, and developmental education.

2. **Evidence of faculty participation in development of the plan**--**Assessment** of student learning and academic achievement at Johnson County Community College is a faculty-driven, faculty-developed process. Details of faculty involvement in development and implementation of the JCCC Assessment Plan are provided in each section of the plan as appropriate and will thus only be summarized here.

The committees responsible for development of JCCC's Assessment Plan (the Educational Affairs Committee and its General Education/Assessment Subcommittee) are faculty committees with faculty chairpersons. The few administrators who serve on these committees generally do so ex officio as technical resources. The general education outcomes statements, assessment methodologies, scoring rubrics, standards, and timelines were all developed by the latter subcommittee. In addition, the scoring of student artifacts will be the responsibility of faculty scoring teams.

The General Education/Assessment Subcommittee periodically informed the faculty at large of its deliberations and progress. Drafts of materials were distributed campus-wide for comment, input, and revision at

every major stage of the development process. The subcommittee also held regular open hearings during the development phase of the plan to solicit the widest possible faculty input and consensus.

Likewise, the assessment procedures for career/occupational programs and developmental courses were developed by faculty with input and consultation from program advisory committees. Finally, as noted in the plan, recommendations for curricular improvement based on assessment results in all three areas (general education/transfer, career programs, and developmental courses) will be evaluated by the (faculty)Educational Affairs Committee.

3. Likelihood that the assessment plan will lead to institutional improvement-Plans for use of assessment results to facilitate institutional improvement are detailed in the plan itself. Briefly, the General Education/Assessment subcommittee will evaluate the aggregated results of the assessment process and make periodic reports/recommendations to the faculty regarding necessary curricular modifications. Similar mechanisms are in place in the career/occupational programs and departments involved in developmental courses to utilize the assessment results in ongoing curriculum development and modification. The Dean of Instruction will be responsible for insuring that results of assessment are addressed in departmental and divisional master planning and budgeting processes.

4. **Realistic and appropriate timeline--Based** on the three years of careful, deliberate preparation on the part of the General Education/Assessment Subcommittee, as well as its success in involving the college community at large in the development process, the subcommittee believes that the timelines detailed in the plan for assessment of general education are realistic and appropriate. The processes described in the plan for assessment in career/occupational programs and developmental courses have already been implemented and are fully operational at this time.

5. **Evidence that the plan provides for appropriate administration--As** noted above, the college has committed significant institutional research resources to coordinate and provide technical support for the successful implementation of this assessment plan. In addition, the college has provided the funds necessary to compensate faculty teams for their work in the scoring of the student artifacts that are a critical component of the assessment of general education. The chairperson of the General Education/Assessment subcommittee

has been granted sufficient release time to ensure that her responsibilities are met. Finally, the college has a long history of comprehensive evaluation and assessment, of using data to inform college planning and budgeting processes, and utilization of evaluation/assessment results to improve the curriculum and services to students. The college faculty and administration are therefore strongly committed to the importance of assessment as an ongoing process for improvement of teaching and learning at JCCC.