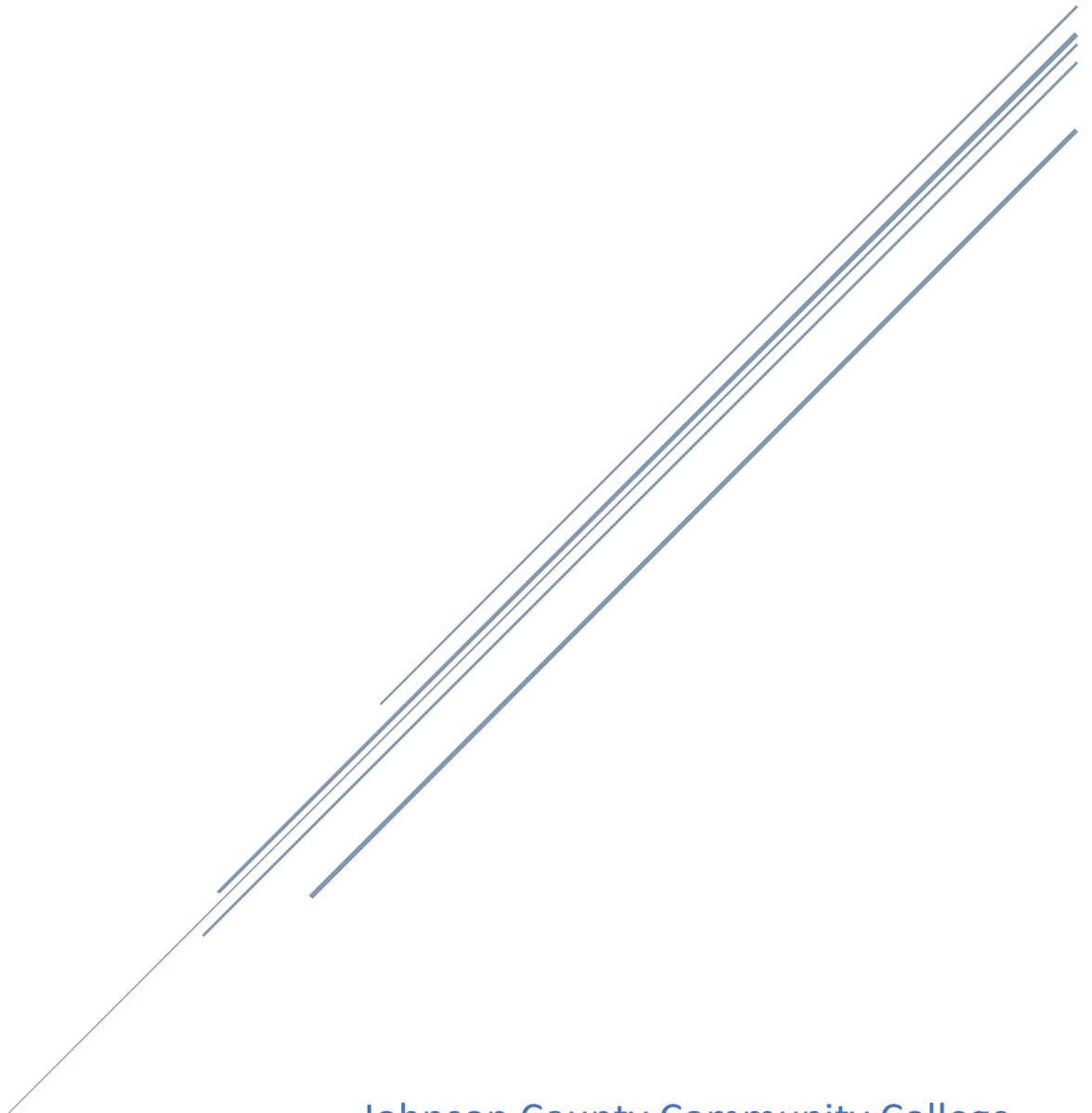# 2022 ANNUAL REPORT

ASSESSMENT OF STUDENT LEARNING & PROGRAM IMPROVEMENT REPORT

Johnson County Community College
Office of Assessment, Evaluation, and Institutional Outcomes

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Introduction

"An institution's assessment practices are a reflection of its values. In other words, the values of an institution are revealed in the information about itself that it gathers and pays attention to. A second, and perhaps more fundamental, premise is that assessment practices should further the basic aims and purposes of our higher education institutions. We might consider these two premises, respectively, as the "is" and the "ought" of assessment in higher education."

- Alexander Astin, *Assessment for Excellence*

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# General Education Reporting – Student Learning Outcomes

The data provided below is summative data from 2022-23 Program Review processes that cover reporting of assessment results for the 2021-22 academic year. As noted in previous year's annual report, the general education student learning outcomes (SLOs) have been updated through a faculty committee and voted on by the entire faculty; therefore, the data being reported is for three years of the new SLOs.

General Education Student Learning Outcomes

1) Demonstrate information literacy by finding, interpreting, evaluating, and using sources.
2) Apply problem-solving strategies using appropriate disciplinary or cross-disciplinary methods.
3) Communicate effectively in a variety of contexts.
4) Demonstrate knowledge of the broad diversity of the human experience and the individual's connection to the global society.
5) Process numeric, symbolic, and graphic information to draw informed conclusions.
6) Comprehend, analyze, and synthesize written, visual, and aural material.

Summative Data Tables for General Education

Chart 1: General Education Assessment – By Outcome AY2021-22
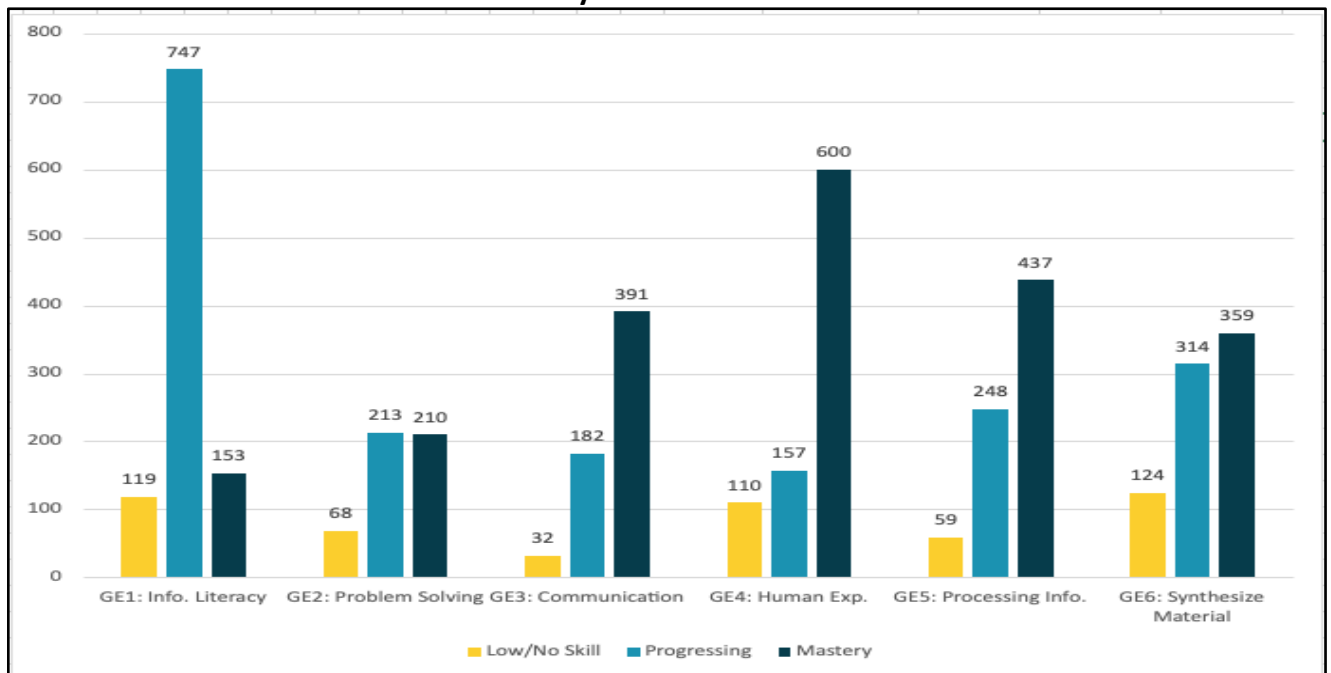
Chart 2: General Education Assessment – By Outcome AY2020-21
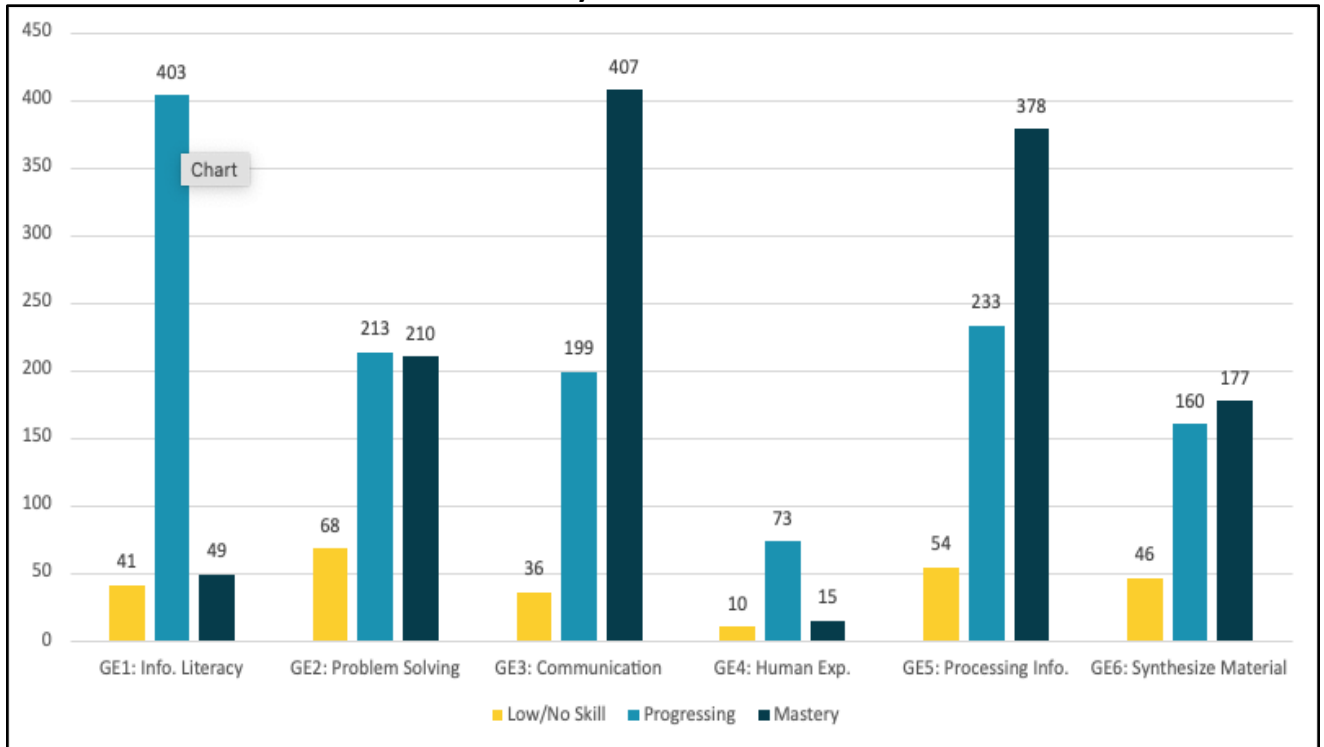
Chart 3: General Education Outcomes – Number of Students by SLO AY2021-22
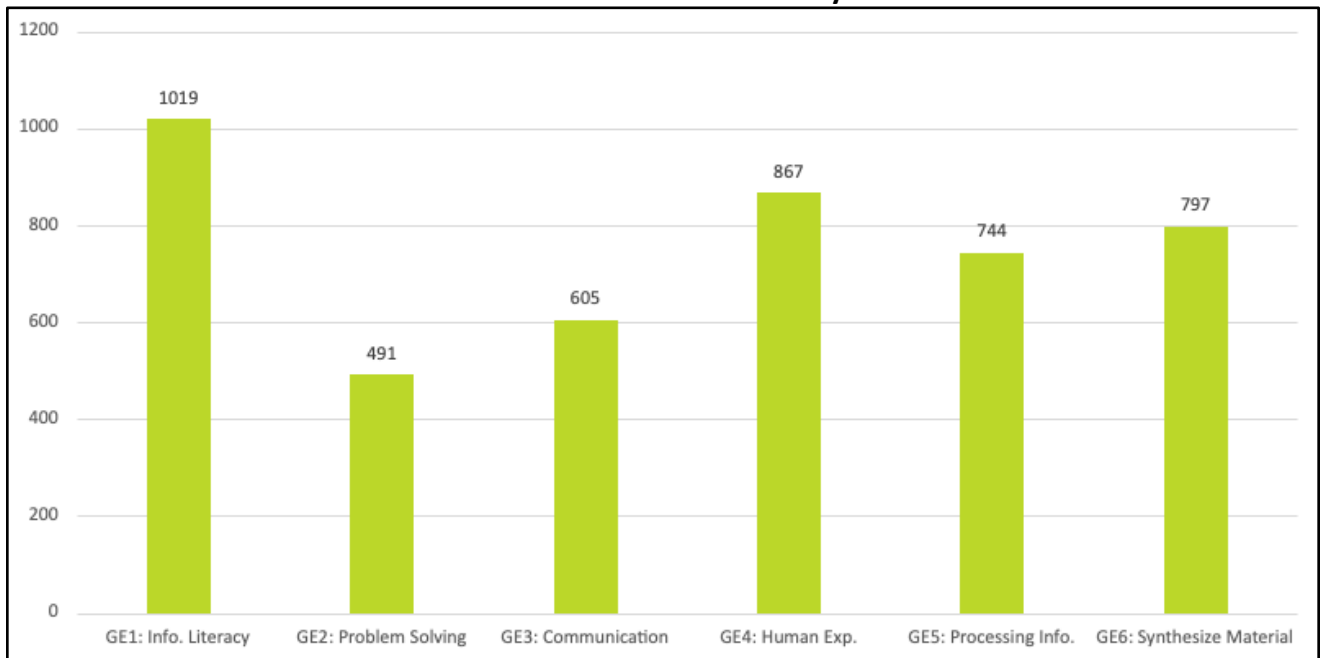
Chart 4: General Education Outcomes – Number of Students by SLO AY2020-21

Bar chart showing Number of Students by SLO with y-axis from 0 to 700:
- GE1: Info. Literacy — 493
- GE2: Problem Solving — 491
- GE3: Communication — 642
- GE4: Human Exp. — 98
- GE5: Processing Info. — 665
- GE6: Synthesize Material — 383
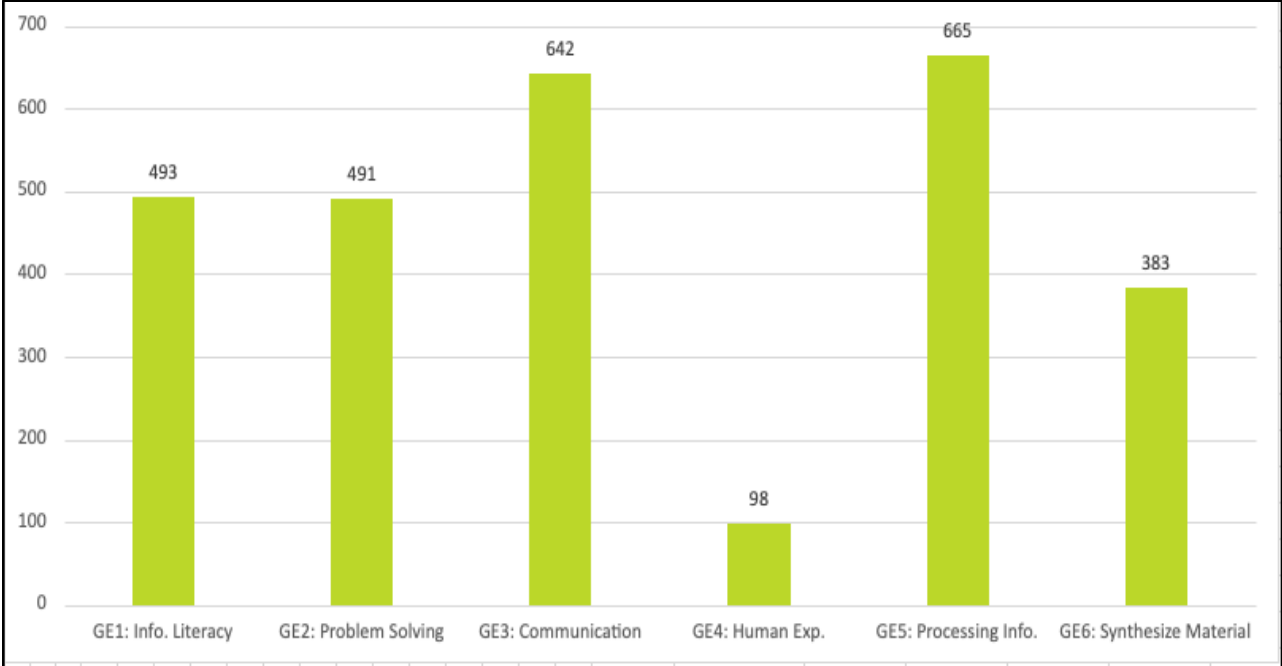
Career and Technical Education & Non-General Education Curriculum Assessment Data

Institutional Learning Outcomes (ILOs) are assessed through the curriculum in the Career and Technical Education programs, as well as coursework in transfer departments that are not associated with general education requirements. The five ILOs are:

- **Quantitative Literacy**: Use quantitative skills to analyze and process information.
- **Critical Thinking**: Acquire, interpret, and analyze information and apply appropriate problem-solving techniques to determine and evaluate solutions.
- **Communication**: Communicate effectively with clarity and purpose.
- **Social Responsibility**: Be prepared to practice community engagement that reflects democratic citizenship, environmental responsibility, diversity, and international awareness.
- **Personal Responsibility**: Be independent lifelong learners who have the skills necessary for economic, physical, social, mental, and emotional wellness.

Summative Data Tables for Non-General Education ILOs

Chart 5: ILO - Assessment Results by Outcome: AY2021-22
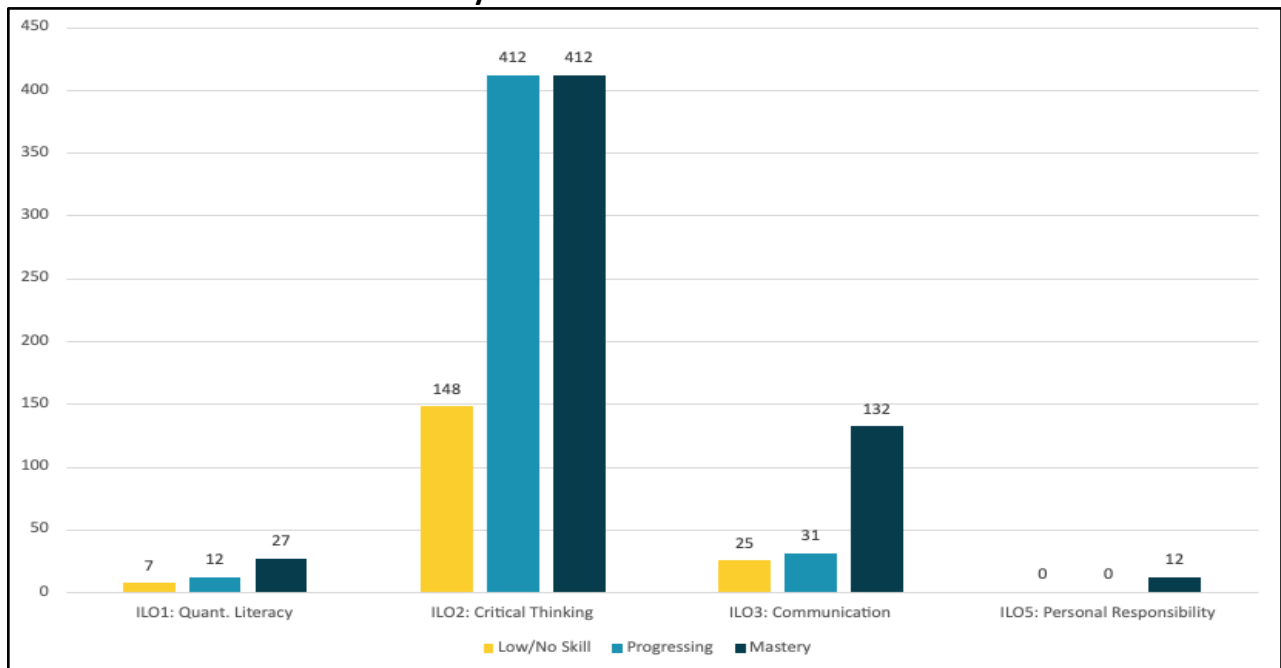
Chart 6: ILO - Assessment Results by Outcome: AY2020-21
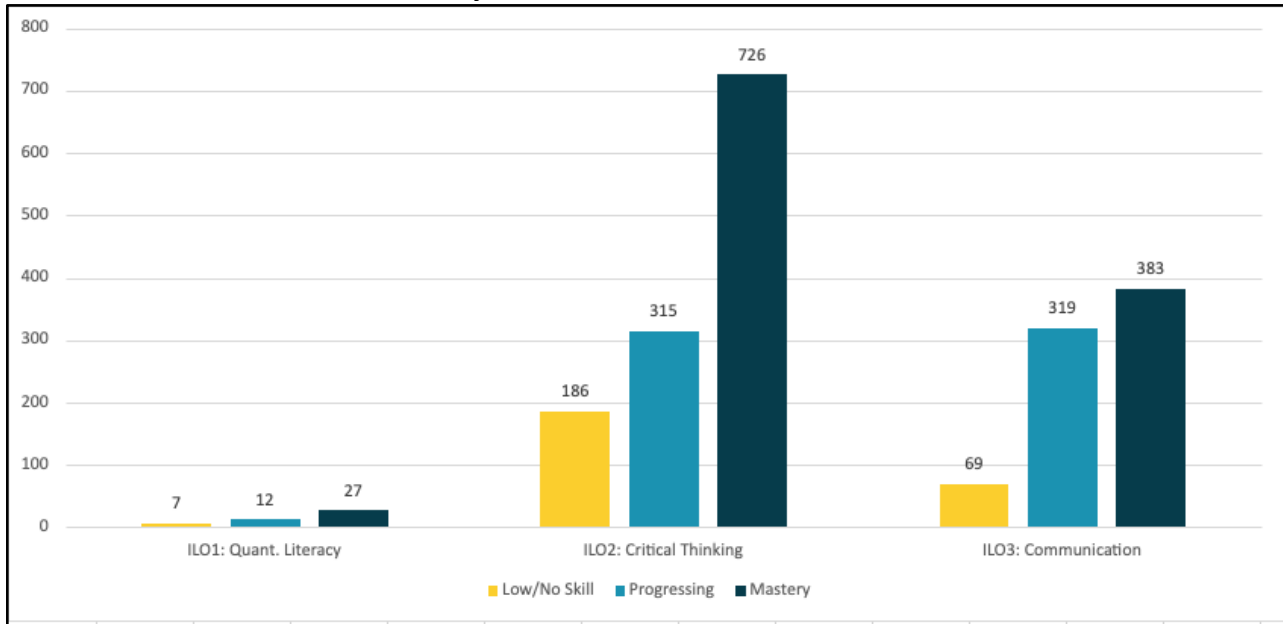
Chart 7: ILO - Number of Students Assessed: AY2021-22

Chart 8: ILO - Number of Students Assessed: AY2020-21

Significant Assessment Findings

Through the Program Review cycle, departments report on assessment data and significant findings each year. Highlights below reveal some of the curricular decisions programs made based on assessment results. Identifying information has been deleted from the narratives.
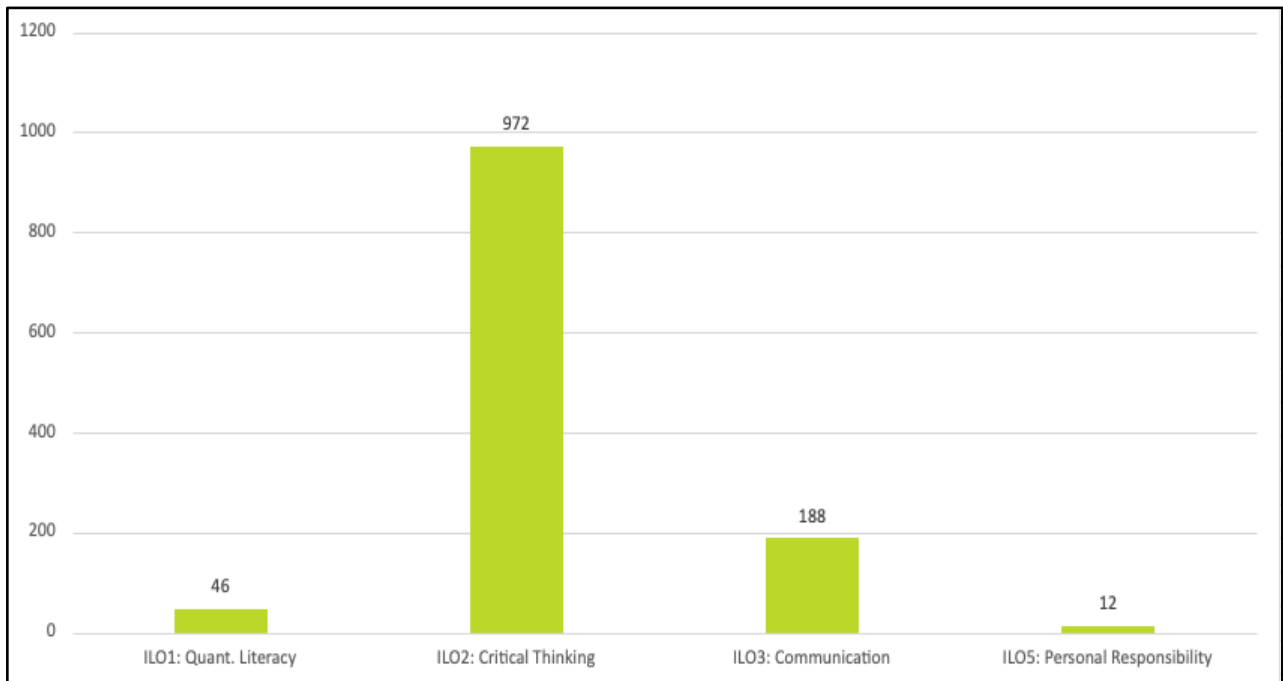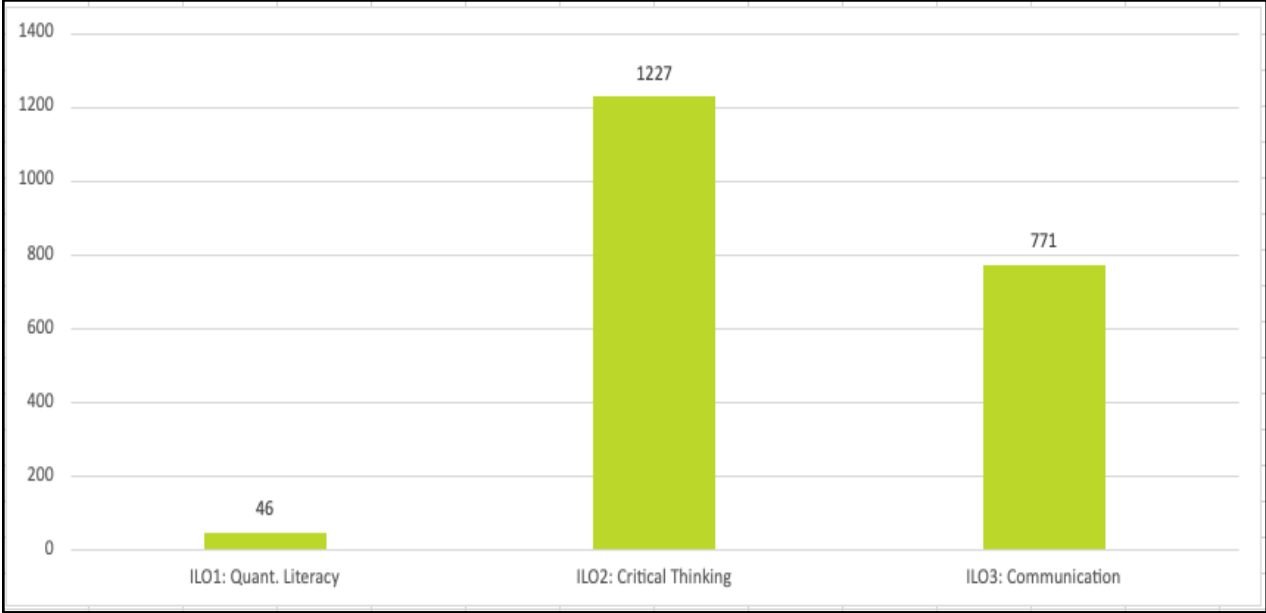
- From our review of the data collected, it seems that our students could use more help in how to relate multiple sources of information together as a whole project. In other words, writing, digital, analogue and hand medias that we use in the program need to be integrated into complete project types and strategies. The process has facilitated many discussions and potential changes to future teaching styles and delivery of course content. We are exploring the assessment of a different Student Learning Outcome. The goal will be to develop stronger individual strategies for the courses assessed and for the program. Basically, the current process has only been reviewed in this way for the past two years and more data collection is needed for a more comprehensive review. Our ongoing efforts are to create a more focused plan of assessment for the courses, program and faculty.

- Data Collection Results in the Spring of 2021, the department designed and implemented an assessment project that was administered to 481 students across 47 sections. The course is one of the largest offerings at Johnson County Community College. It meets the general education criteria and seamless transfer guidelines established by the Kansas Board of Regents. It is taught by both full-time and part-time, adjunct faculty in both an 8-week and 16-week formats. Because of the limitation of Covid-19 and the unique challenges related to online learning. The department decided on a 5-question embedded assessment that instructors could administer to their students through the college's learning management system. Results indicate that students are doing very well at mastering this vitally important content. However, Covid-19 protocols created the potential for design weaknesses that may have skewed results. The department believes it is prudent to build on this initial assessment, correct

the design limitations, and compare results. The first iteration of this assessment project yielded positive results. We will now reflect and adjust to control for variables so the data provides insights in how we can best meet student needs.

- Of the 39 total students Fulltime certificate students (3 classes) who completed the exam, 19 passed with a score of 75% or higher (required for licensing). Of the 20 students who failed 8 were a near miss scoring between 70% and 74.9%. These numbers are down from previous years, [which] likely indicates the affect that COVID-19 and moving classes online had on the students' participation and success rates.

- All students showed they could solve equations. A few students were not able to totally analyze their answer. This next year I am going to add more problems where the students have to explain the answer. We didn't do enough of that during the course.

- Data was collected in Spring 2021, which is not an option for the Planning Term. We analyze data in Fall 2021. The pandemic forced us to collect all of our data virtually for the first time, and almost all classes were online in some form. For the first time in our assessment of any courses, we did not assess online and face-to-face courses separately because of the pandemic.
- The last part of the skill assessment is regarding configuring and this is worth 20% of the skill assessment. I used this part of the assessment to assess the student learning of this topic. This is a topic in the curriculum which I found most students struggle with. The new curriculum has only one physical lab about ACL, they moved toward simulation. I started developing few labs to address these issues.
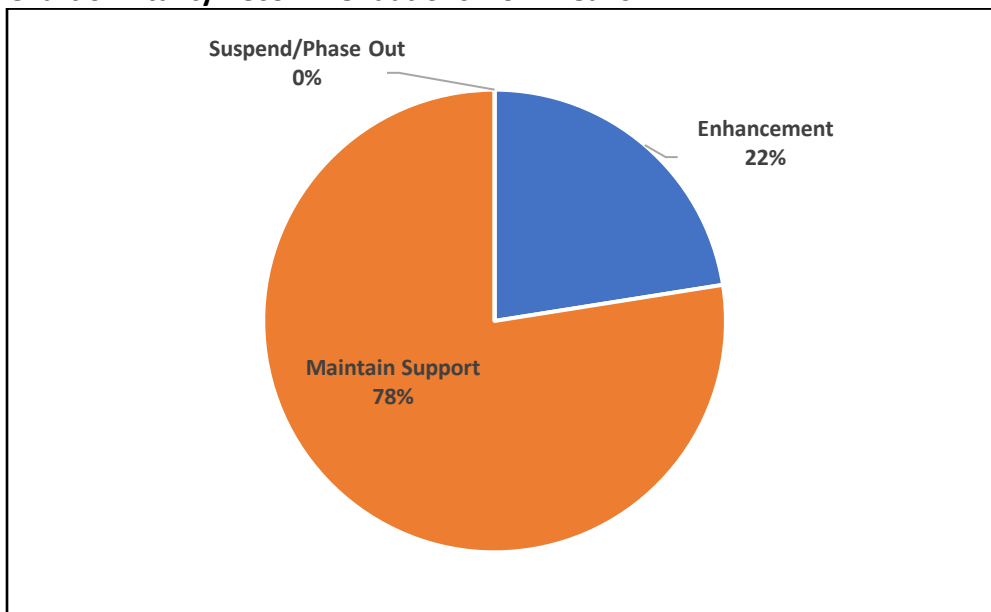
Program Review

The primary software used for both Academic and Administrative Program review is Strategic Planning Online (SPOL). The office also provided revised training manuals, videos, and other training resources to support the campus users of the software during the Program Review cycle.

Academic Program Review - Vitality Reflection

Within the program review processes, the instructional deans review and address the vitality self-assessments completed by the departments — measuring demand, quality, and resource utilization. The dean provides feedback to the department, which spurs future goals and action plans. Summary data on academic programs annual reviews are published on the college website.

The program review process, specifically the vitality assessment, has procedures and policies in place for revitalization and discontinuance of programs. The figure below shows a summary of the vitality recommendations of the deans for the academic year 2021-2022.

Chart 6: Vitality Recommendations from Deans

Administrative Program Review

Multiple administrative units participated in the comprehensive cycle of Administrative Program Review in the 2021-22 Academic year. The departments in the comprehensive cycle included:

- Athletics
- Box Office
- Bursar Services
- CE Operations
- General Counsel
- Grounds & Landscaping
- Institutional Effectiveness
- Small Business Development
- Strategic Communications Marketing
- Success Advocates
- Warehouse

Points for Improvement:

The ongoing challenges within the administrative program review are the maturation of processes and use of the program review for decision-making by supervisors for the purposes of planning and budgeting.

Assessment and Program Review Activities

The Assessment, Evaluation, and Institutional Outcomes office spent the 2020-21 academic year engaged in activities that are components of the ongoing mission of the office and integral to the College. These included:

- Revising and updating academic Comprehensive and Annual Program Review handbooks and training encompassing the new Strategic Planning Online software.
- Program Review reporting and inclusion of the Cost and Productivity Data for Instructional Deans Council
- Assessment by Design workshops
- Adjunct training sessions
- Participation in the Faculty Summer Institute
- Revising and updating Administrative Comprehensive and Annual Program Review handbooks and training encompassing the new Strategic Planning Online software.

Throughout the year, the office offered multiple consultations, focused training, and services to a variety of programs and departments. As more faculty and staff were present on campus, these services were available both via Zoom and in face-to-face trainings.

Accreditation News

The College submitted and received an all clear on its midterm assurance review to the Higher Learning Commission. The official response from the Higher Learning Commission can be found [here](). The work of accreditation is an institutional effort that is constant. Reports and visits represent high points in the peer relationship and quality assurance, but attention to the details of quality, excellence, and institutional progress are a daily part of achieving institutional mission.

The Higher Learning Commission (HLC) conducts an assurance review to determine whether an institution on the open pathway continues to meet the Criteria for Accreditation. For colleges such as JCCC who are on the open pathway, the assurance review is conducted by itself in year four and is a part of the comprehensive evaluation that occurs in year ten.

The following steps make up the assurance review:

1) The institution demonstrates that it meets the Criteria for Accreditation by preparing an assurance filing, comprised of an assurance argument and an evidence file, using HLC's Assurance System.

2) A team of peer reviewers evaluates the institution's assurance filing. The outcome of this review is a recommendation as to whether the institution meets the Criteria for Accreditation.
The assurance review conducted in year four of the open pathway does not include an on-site visit unless the team determines one is necessary to explore uncertainties in evidence that cannot be resolved at a distance or if a sanction is being considered.

3) A decision-making body (Institutional Actions Council) reviews the institution's documentation and the recommendation from the peer review team and takes an official action.

Support Committees

The Office of Assessment, Evaluation and Institutional Outcomes could not perform its varied tasks without the support of the multiple committee members across the campus. Below are lists of the 2021-22 committee members that were of great assistance.

Academic Program Review Committee

Nick Mancini, Academic Support
Jeffery Merritt, Academic Support
Darla Green, Interior Design
Terri Nemer, Graphic Design
Crystal Tatum, Business
Justin Stanley, Communications
Holly Manning, Communications
Akram Al Rawi, Computer Science
Meghan Hinojosa, Cosmetology
Jennifer Rosauer, Cosmetology
Monica Hogan, English
Tom Reynolds, English
Heather Schull, Healthcare
Nancy Thomas, Healthcare
Caroline Goodman, Mathematics
Phil Veer, Mathematics
Melanie Harvey, Science
Gwen Wright, Science
Jack Ireland, Automotive
Leroy Cox, Dean
Gurbushan Singh, AVP, Academic Affairs
Shelia Mauppin, Dean

Assessment Council

Ashley Vasquez, Communications
Amanda Kraus, Medical Information Review Management
Tai Edwards, History
Carrie Hanson, Dental Hygiene
Gwenda Hawk, Legal Studies
Amanda Glass, Chemistry
Jeffrey Merritt, Academic Support Services
Mark Browning, English
Donna Helgeson, Mathematics

Administrative Review Committee

Deanne Belshe, Digital Department
Sandra Warner Business Continuity
Anthony Funari, Grants Leadership
Carol Guard, Student Services
Sherri Hanysz, Enrollment Services
Mary Hanover, Business
Gina Brewer, Institutional Research
Cathy Mahurin, Career & Transfer Services
Staci Malone, Continuing Education
Deb Nicholson, Financial Services
Matthew Holmes, IS
Ebeth Cambell, Midwest Trust Center