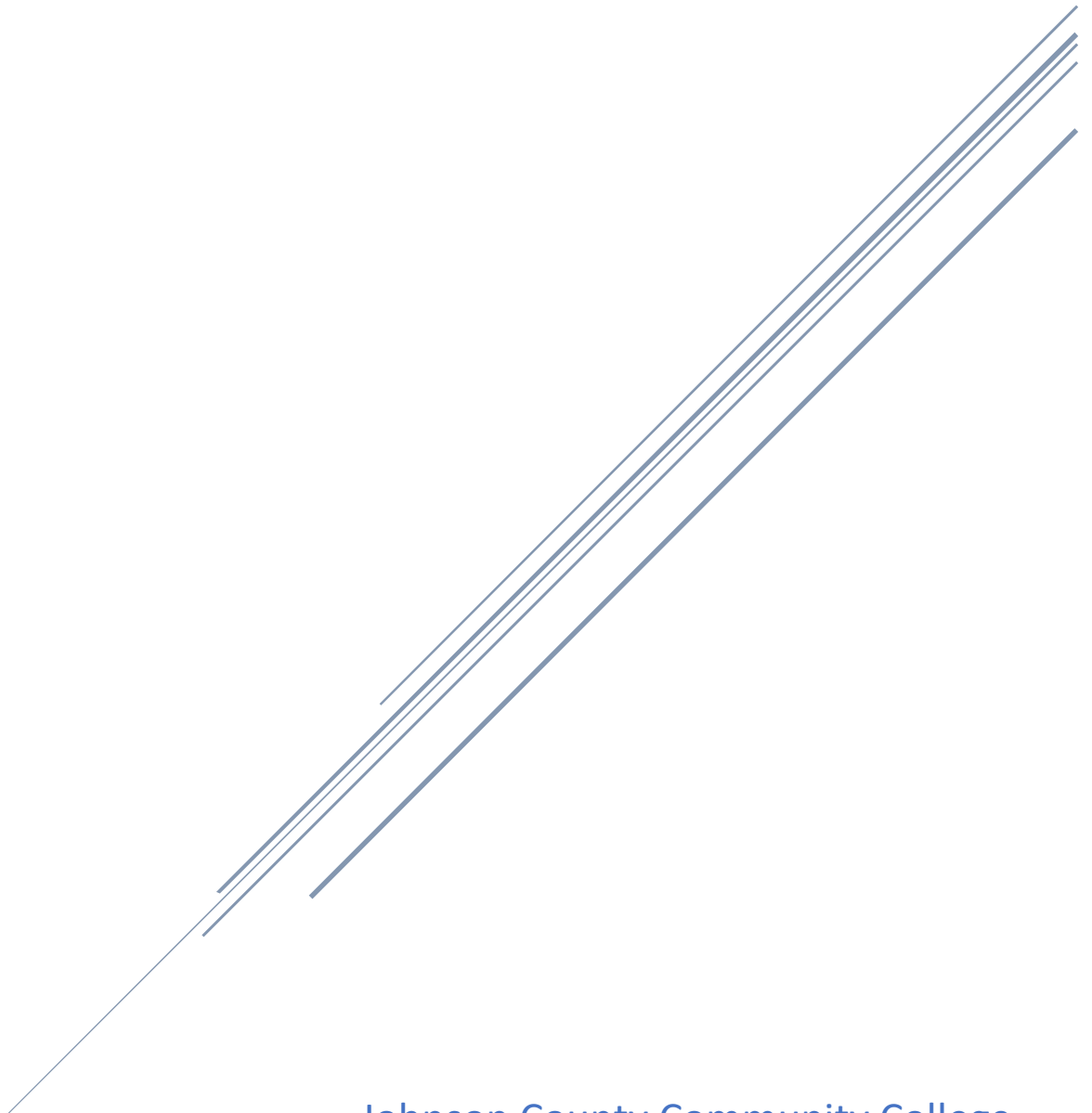


2023 ANNUAL REPORT

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 the 2022-23 Program Review processes. The following data is relevant to student performance on the six stated outcomes below:

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 AY2022-23

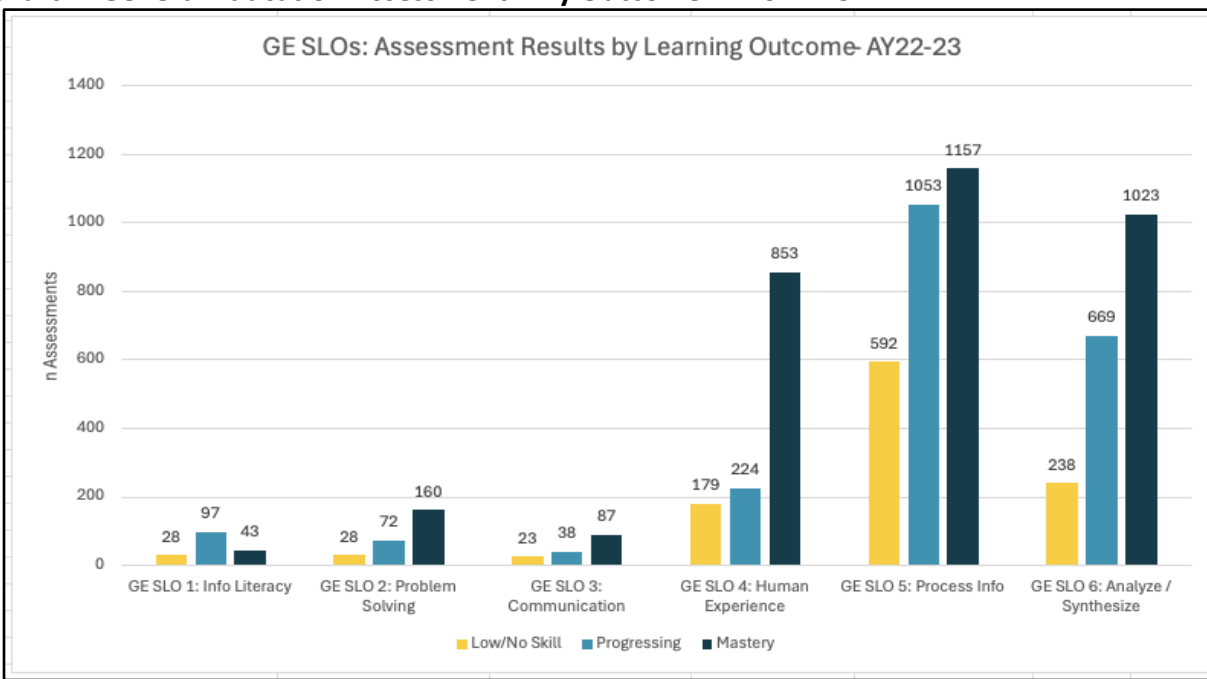


Chart 2: General Education Assessment – By Outcome AY2021-22

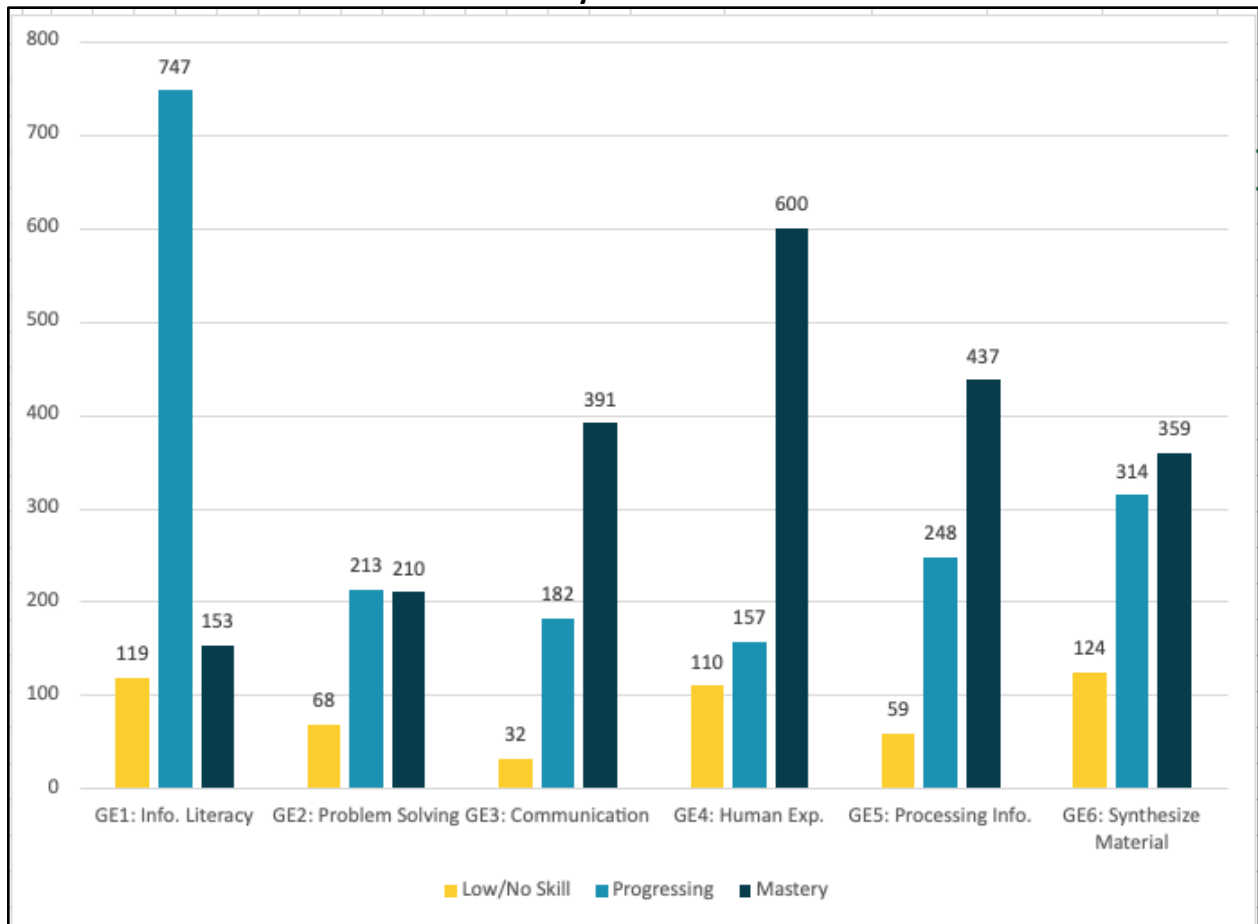


Chart 3: General Education Outcomes – Number of Students by SLO AY2022-23

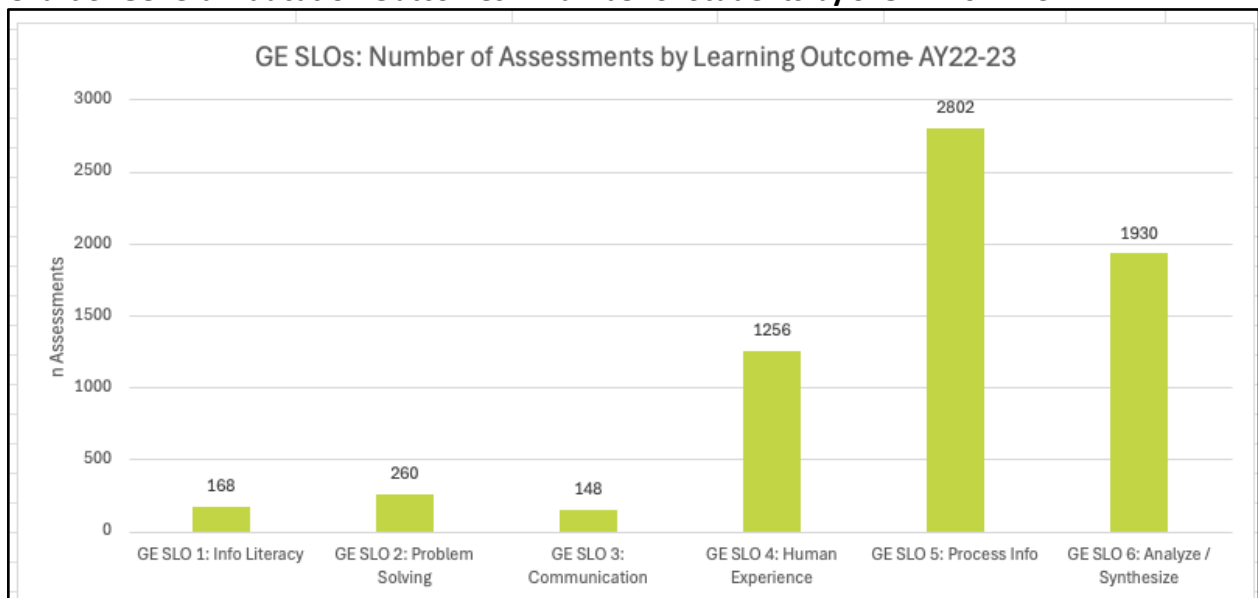
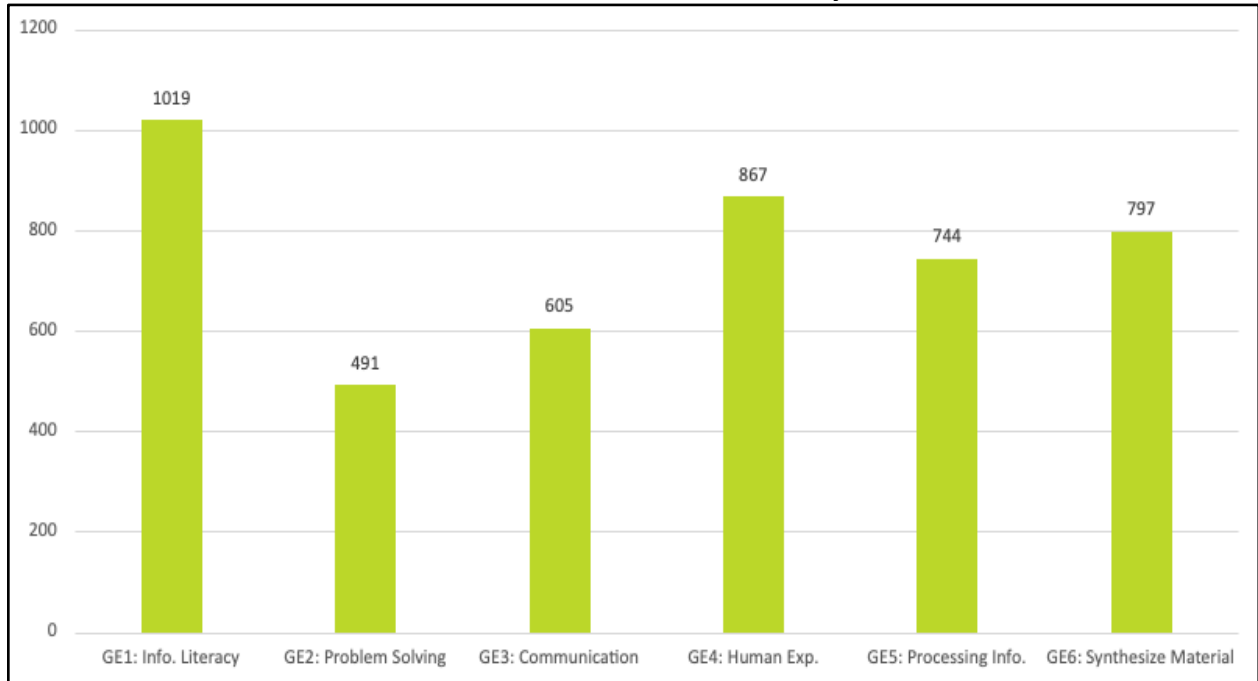


Chart 4: General Education Outcomes – Number of Students by SLO AY2021-22



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: AY2022-23

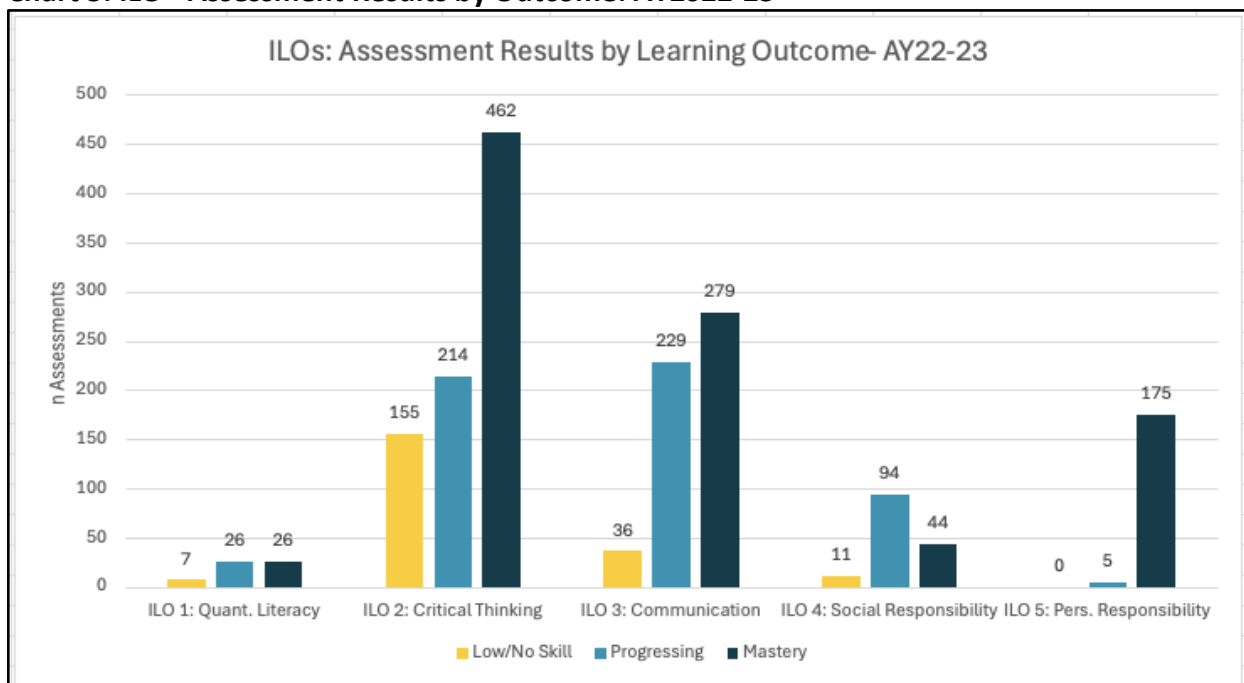


Chart 6: ILO - Assessment Results by Outcome: AY2021-22

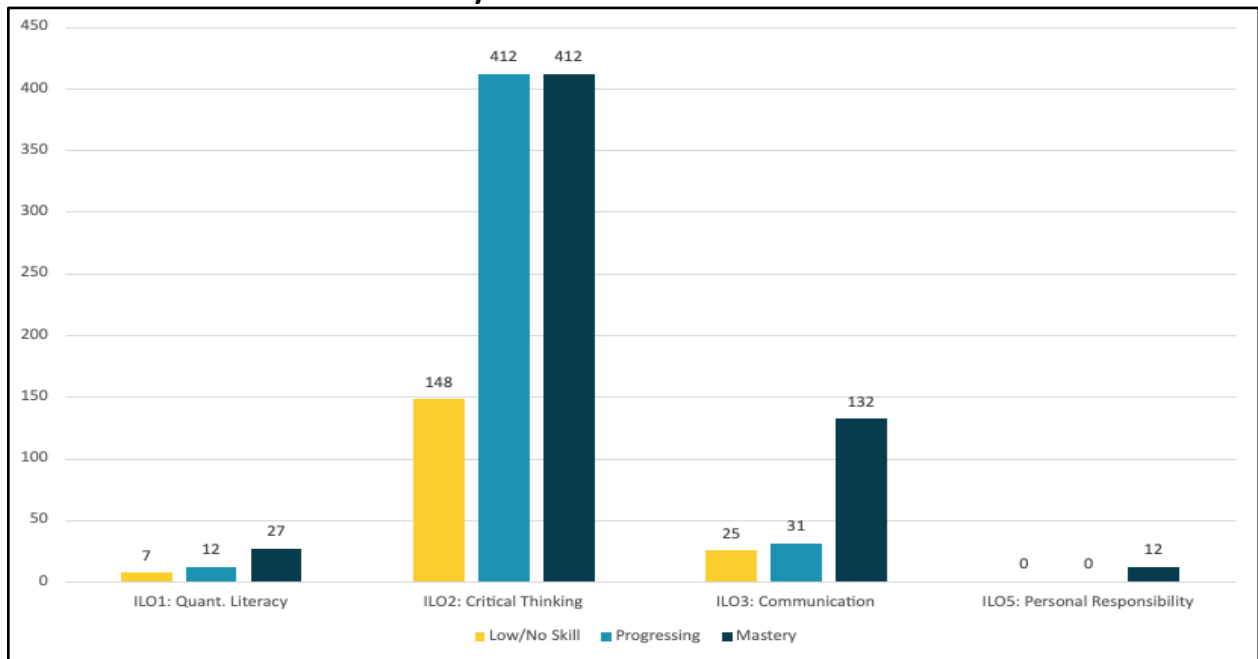


Chart 7: ILO - Number of Students Assessed: AY2022-23

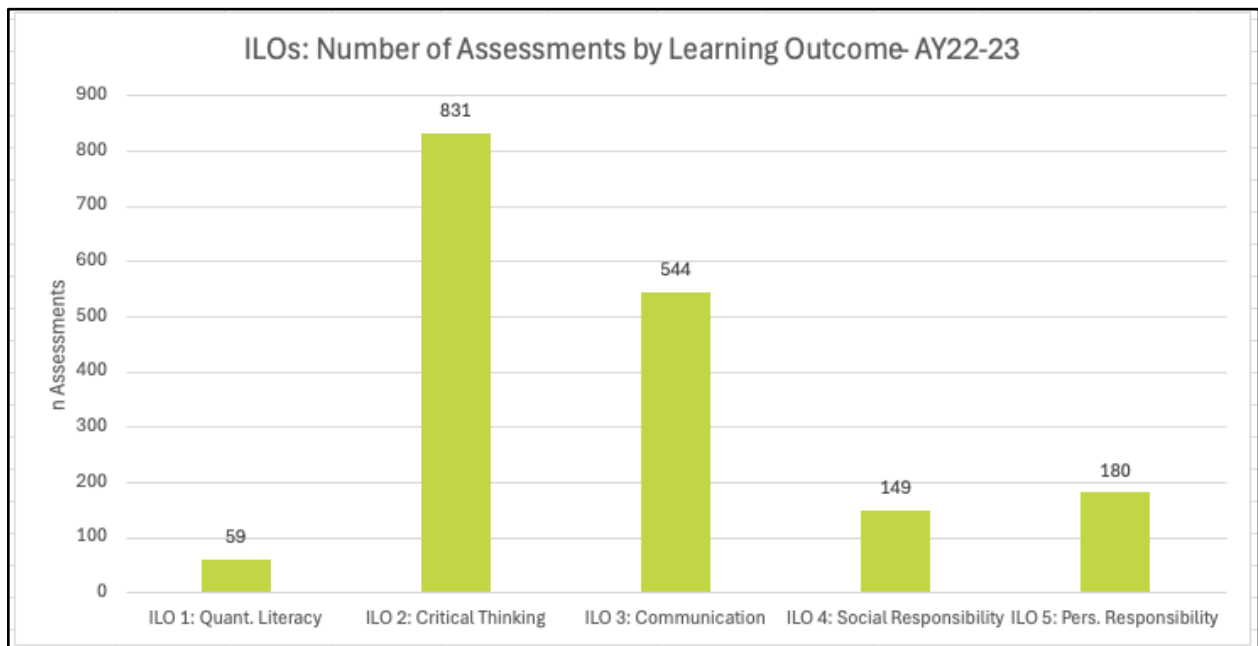
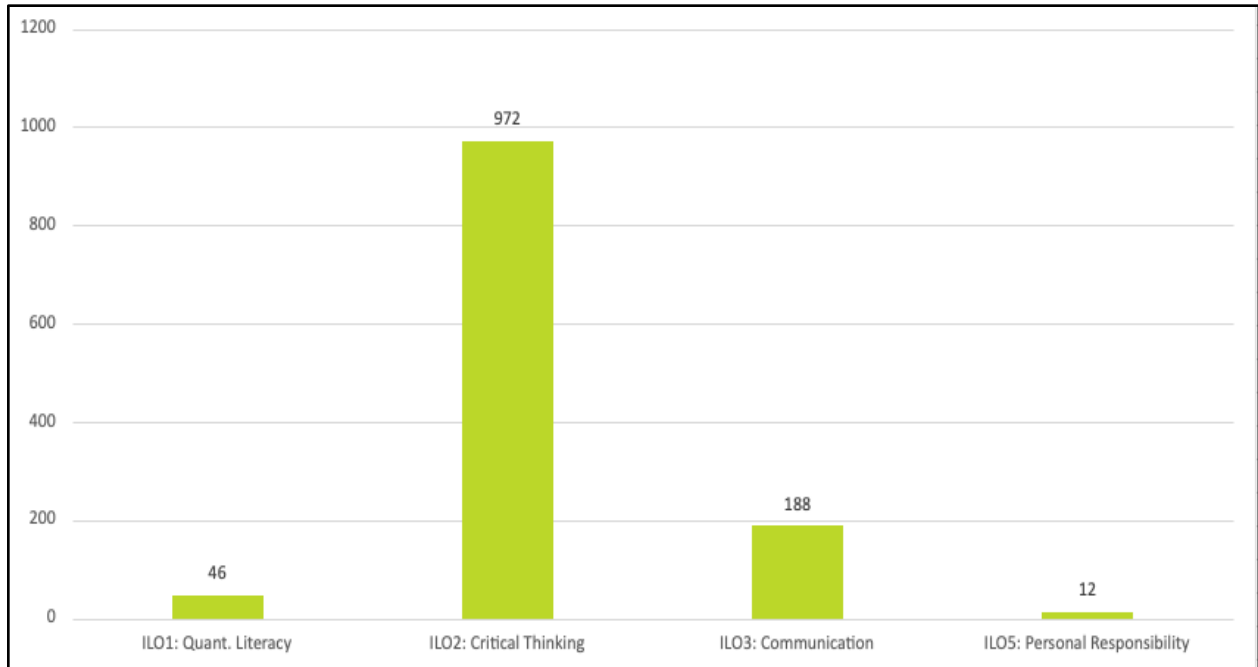


Chart 8: ILO - Number of Students Assessed: AY2021-22



Significant Assessment Findings

Through the Program Review cycle, departments report on assessment data and significant findings each year. The highlights below reveal some of the curricular decisions programs made based on assessment results. Identifying information has been deleted from the narratives.

- The results of the data are encouraging, but the department was unable to improve the overall percentage of enrolled students taking the assessment, despite a thorough and consistent effort to encourage instructors to assess every student. The reality is variables impacting completion percentage may be outside the parameters of the assessment design. Completion percentage has a significant impact on overall scoring which makes any true analysis of the data difficult. One can hypothesize that students who are enrolled but are not attending regularly, are the most likely to score in the low/no or progressing category. Plan and timeline for ongoing assessment activity After analyzing the data for a second straight year, we have determined the consistent results year-over-year suggest the conclusions related to student retention and instructor ability to teach the content effectively are accurate.
- Our assessment findings continue to show that many students struggle with creating folders and organizing files in specific folders. Students also struggle with making screen prints and pasting them into Word documents. As a result, we've updated projects to include additional step-by-step instructions and repetition of these essential skills. We believe this will improve student success and increase retention rates.
- Students in our courses are generally finishing the course progressing or having achieved mastery of the assessed skills (integrating written and visual information contained in diagrams). On the pre-test assessment, 18.0% of students were at low/no mastery; by the end of the semester, this had dropped to 3.8% (-14.2%). With regard to mastery, only 16.4% of students started at that level, whereas 30.2% students finished at that level (+13.8%). The progressing level started and ended almost identically (65.6% on the pre-test, 66% on the post-test; +0.4%). We find these data encouraging. We have all tried to spend time in class emphasizing careful reading of diagrams, and it seems to be helpful.
- These results are close to the previous academic year's results. But there is a noticeable improvement in all our other courses. While this is always welcome news, it should be tempered with the understanding that historically we see more fluctuations from year to year due to the considerably smaller number of students in those courses. Next Steps: we will have finally moved on from COVID-related schedule changes and have our

classes back to entirely face-to-face except for some sections that will be hybrid on an experimental basis. It will be interesting to see how this impacts our assessment results.

- We did not achieve our target of having 70% of our students master the assessment. One point of consideration for the future is modifying our rubric so that we separate students who fit under "low or no skills" and those who do not submit the assignment being used for evaluation to see if it is skewing our data.

Program Review

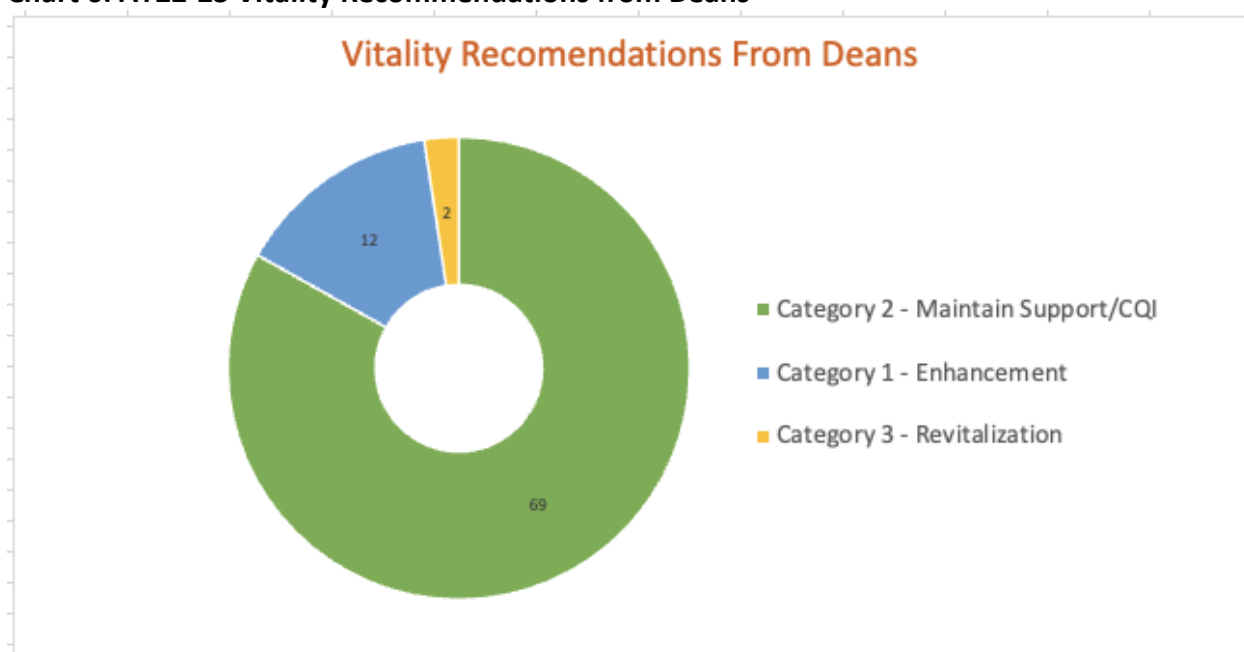
The primary software used for both Academic and Administrative Program review is Strategic Planning Online (SPOL). The office also provided revised training manuals, videos, and other training resources to support the campus users of the software during the Program Review cycle.

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 2022-2023.

Chart 6: AY22-23 Vitality Recommendations from Deans



Administrative Program Review

Multiple administrative units participated in the comprehensive cycle of Administrative Program Review in the 2022-23 Academic year. The departments in the comprehensive cycle included:

- Academic Advising
- Accounting Services
- Assessment, Evaluation, and Institutional Outcomes
- Bookstore
- Center for Student Involvement
- CLEAR/Supported Education Programs
- Human Resources Benefits
- International Immigrant Student Services
- IT Security
- Network Data Operations
- Procurement Services
- Student Activities Leadership
- Testing Assessment Services

Points for Improvement:

The ongoing challenges within the administrative office review are the maturation of processes and the use of self-study for decision-making by supervisors. More specifically, the linking of planning, and operations, and budgeting for mission progress and student success.

Assessment and Program Review Activities

The Assessment, Evaluation, and Institutional Outcomes office spent the 2022-23 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
- Adjunct training sessions
- 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.

Accreditation Update

The College began the process of ideating on, planning for, and developing a structure around its Quality Initiative Proposal (QIP). The Higher Learning Commission (HLC) expects that institutions are always engaged in quality improvement. The Open Pathway requires an institution to designate one major improvement effort it has undertaken as its [Quality Initiative](#) for Reaffirmation of Accreditation. It takes place between years 5 and 9 of the 10-year Open Pathway cycle. A Quality Initiative may begin and be completed during this time, or it may continue an initiative already in progress or achieve a key milestone in the work of a longer initiative. The Quality Initiative falls entirely outside the processes for ensuring the institution continues to be in compliance with HLC's Criteria for Accreditation.

The Quality Initiative should suit the institution's present concerns or aspirations. HLC encourages institutions to use the Quality Initiative to take risks, innovate, take on a tough challenge, or pursue a yet unproven strategy or hypothesis. Thus, failure of an initiative to achieve its goals is acceptable. An institution may learn much from such failure. What is not acceptable is failure of the institution to pursue the initiative with genuine effort. Genuineness of effort, not success of the initiative, constitutes the focus of the Quality Initiative review and serves as its sole point of evaluation.

Johnson County Community College's (JCCC) vision of equitable student access, learning, and transformative success imbues our community with purpose. Our actions and decisions are measured against our values, achieving our mission, improving student outcomes, and making progress on strategic goals. Motivated by this framework, JCCC's proposed Quality Initiative (QI) is "Guided Pathways", which is [a national effort](#) to reform service and academic practices to better serve students' education and career aspirations.

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 2022-23 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
Heather Schull, Healthcare
Nancy Thomas, Healthcare
Caroline Goodman, Mathematics
Phil Veer, Mathematics
Melanie Harvey, Science
Gwen Wright, Science
Leroy Cox, Dean
Shelia Mauppin, VP Instruction

Assessment Council

Terri Easley-Giraldo, Communications
Amanda Kraus, Medical Information
Review Management
Erik Glowark, History
Carrie Hanson, Dental Hygiene
Arron Hollister, Marketing Management
Amanda Glass, Chemistry
Andrea Thimesch, Library
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