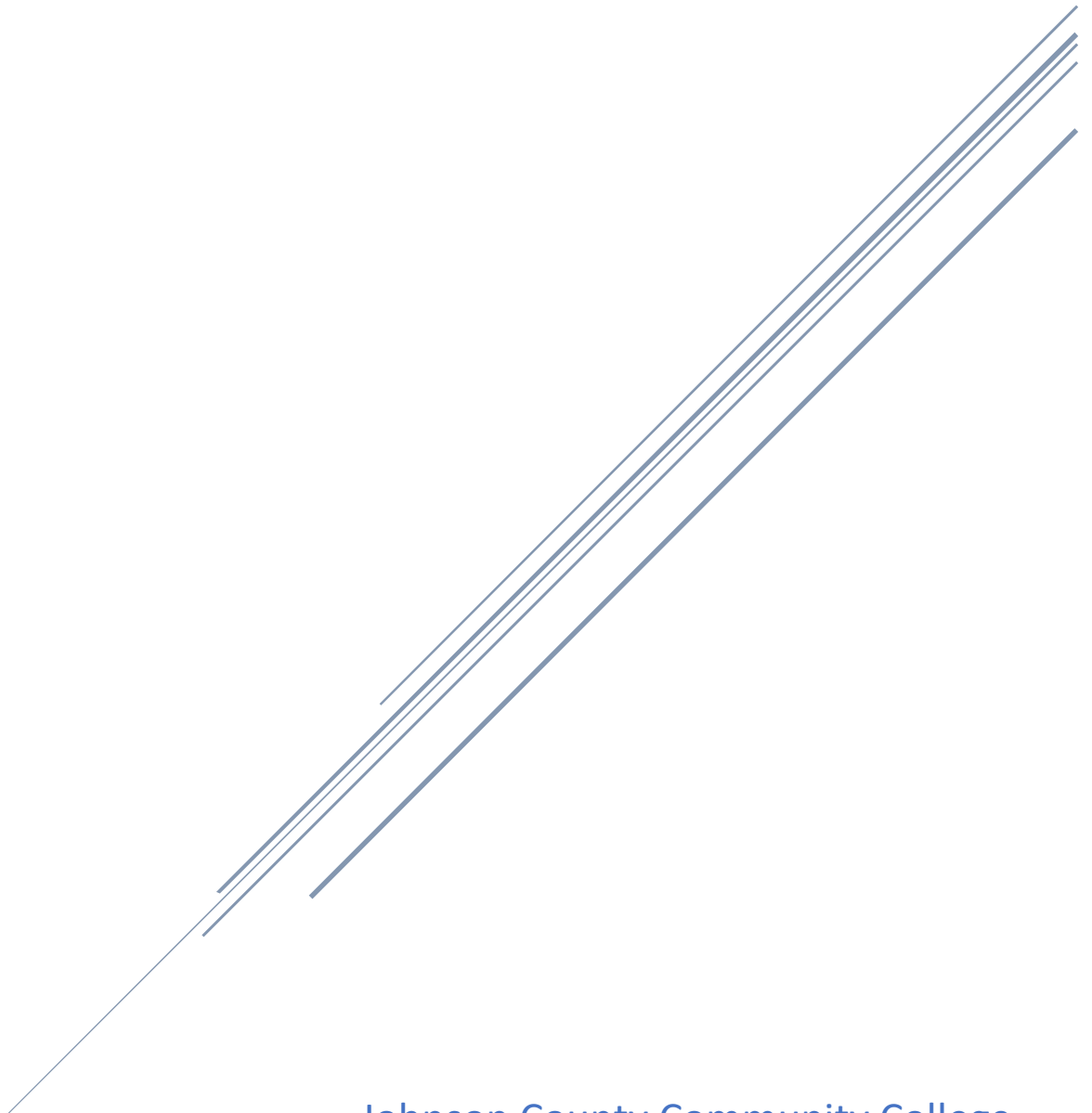


2024 ANNUAL REPORT

ASSESSMENT OF STUDENT LEARNING & PROGRAM IMPROVEMENT REPORT



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

Table of Contents

Introduction	2
General Education Reporting – Student Learning Outcomes	3
Summative Data Tables for General Education	3
Chart 1: General Education Assessment – By Outcome AY2023-24	3
Chart 2: General Education Assessment – By Outcome AY2022-23	4
Chart 3: General Education Outcomes – Number of Students by SLO AY2023-24	4
Chart 4: General Education Outcomes – Number of Students by SLO AY2022-23	5
Career and Technical Education & Non-General Education Curriculum Assessment Data	6
Summative Data Tables for Non-General Education ILOs	6
Chart 5: ILO - Assessment Results by Outcome: AY2023-24	6
Chart 6: ILO - Assessment Results by Outcome: AY2022-23	7
Chart 7: ILO - Number of Students Assessed: AY2023-24	8
Chart 8: ILO - Number of Students Assessed: AY2022-23	8
Significant Assessment Findings	9
Program Review	11
Academic Program Review - Vitality Reflection	11
Chart 6: AY23-24 Vitality Recommendations from Deans	11
Administrative Program Review	12
Assessment and Program Review Activities	13
Accreditation Update	14
Support Committees	15

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*

Michael Brooks, EdD

Director

913,469-7607

Mbrook61@jccc.edu

Brett Wagoner

Coordinator

913-469-8500 ext. 3605

Bwagone3@jccc.edu

General Education Reporting – Student Learning Outcomes

The data provided below is summative data from the 2023-24 Academic 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 AY2023-24

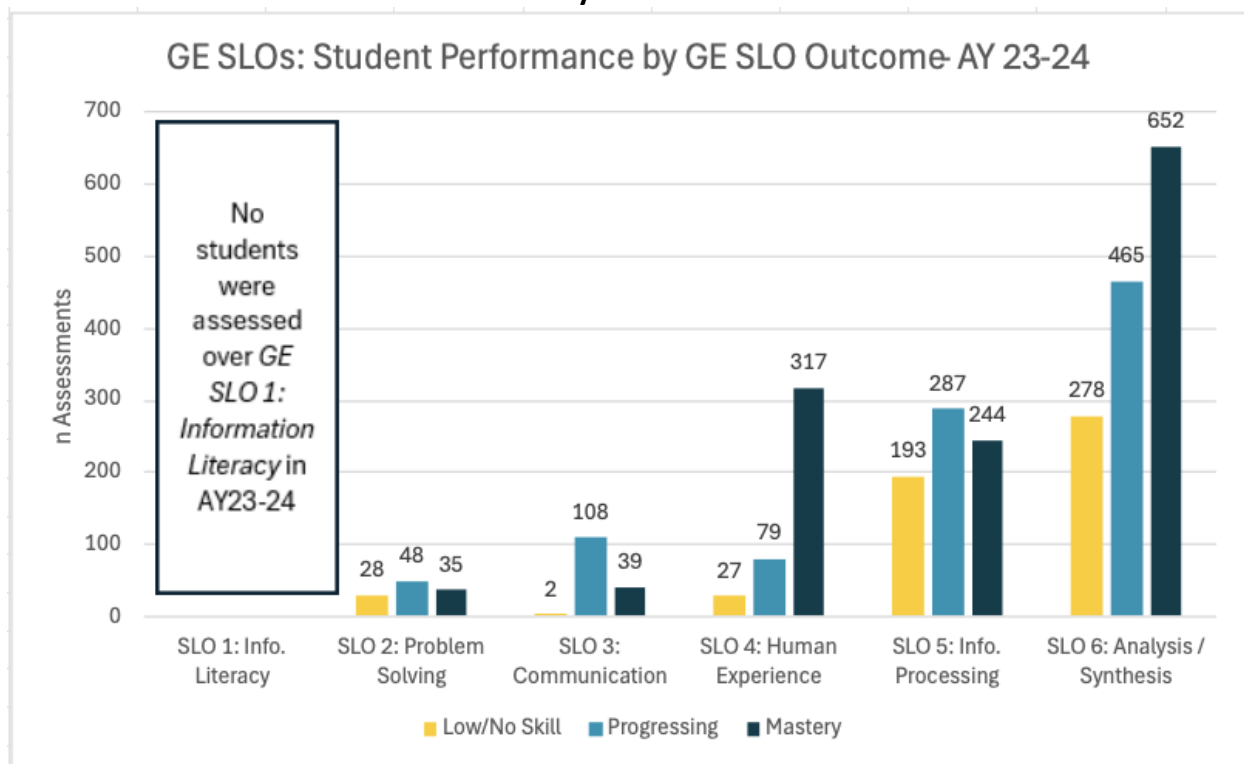


Chart 2: General Education Assessment – By Outcome AY2022-23

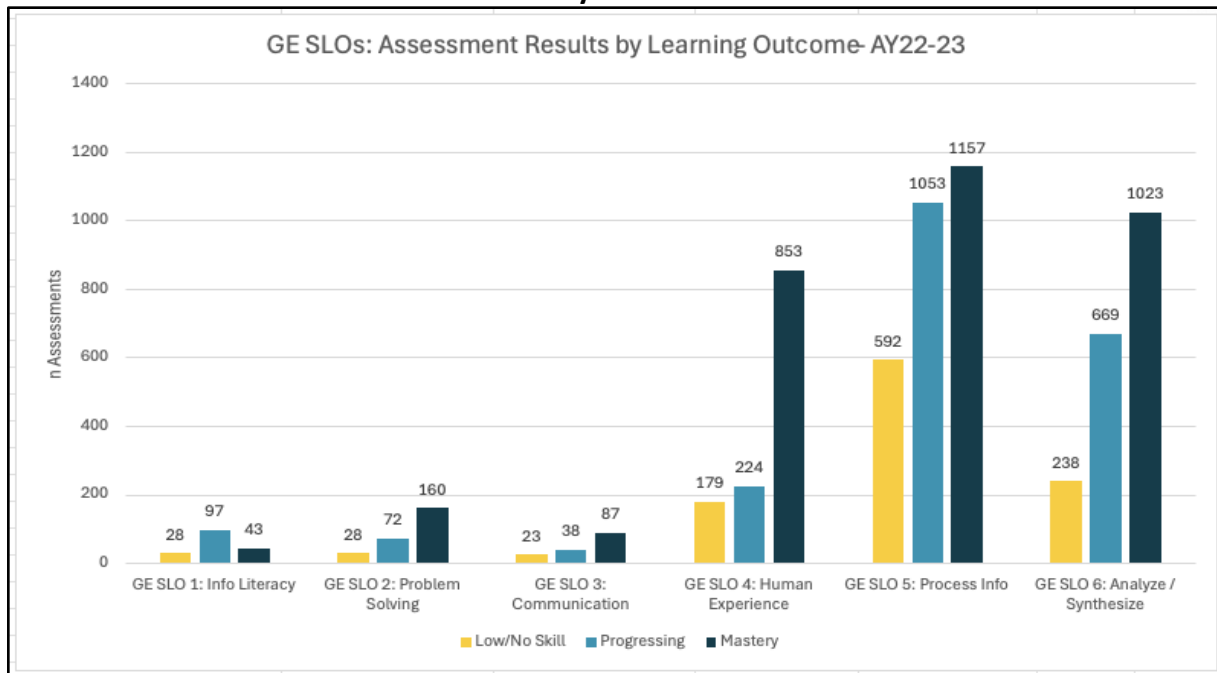


Chart 3: General Education Outcomes – Number of Students by SLO AY2023-24

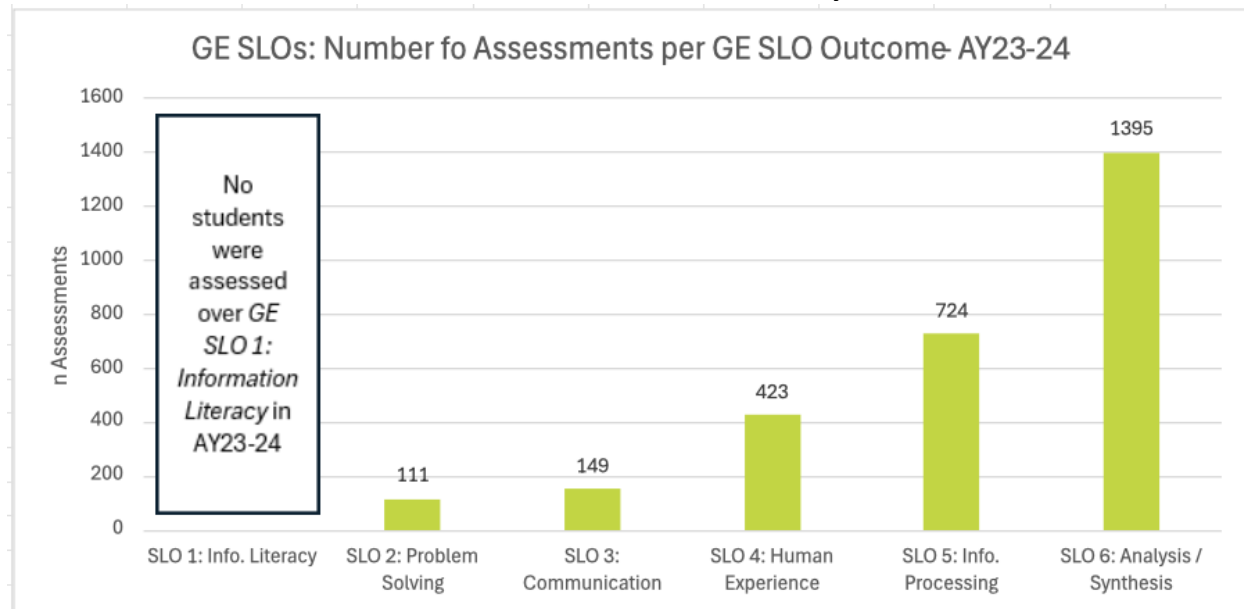
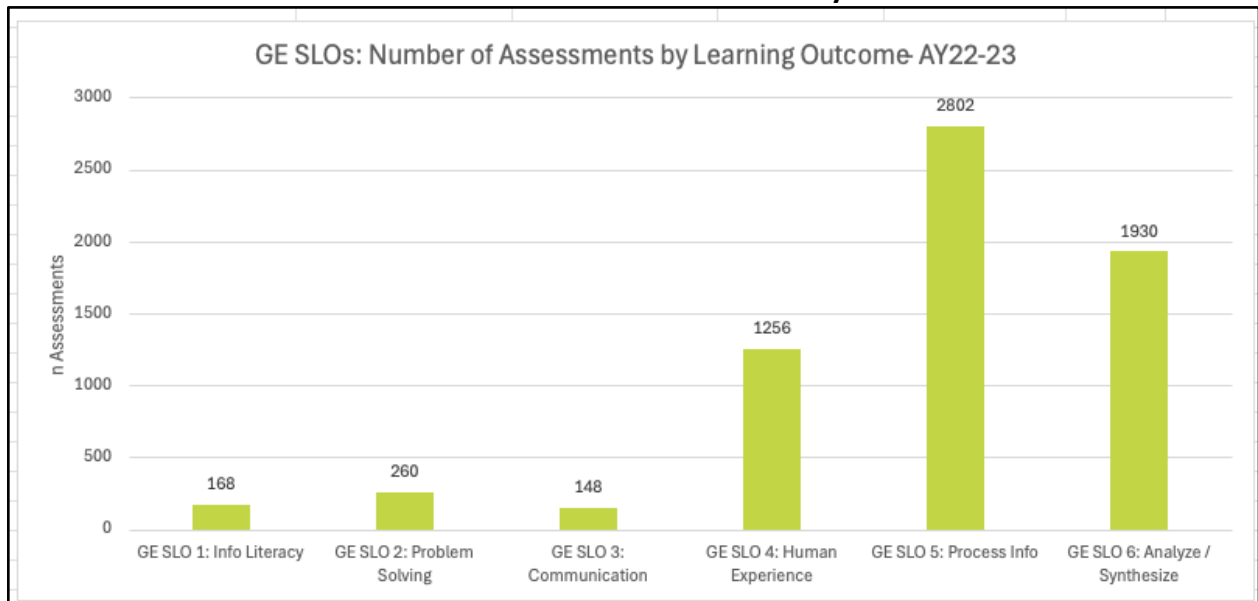


Chart 4: General Education Outcomes – Number of Students by SLO AY2022-23



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: AY2023-24

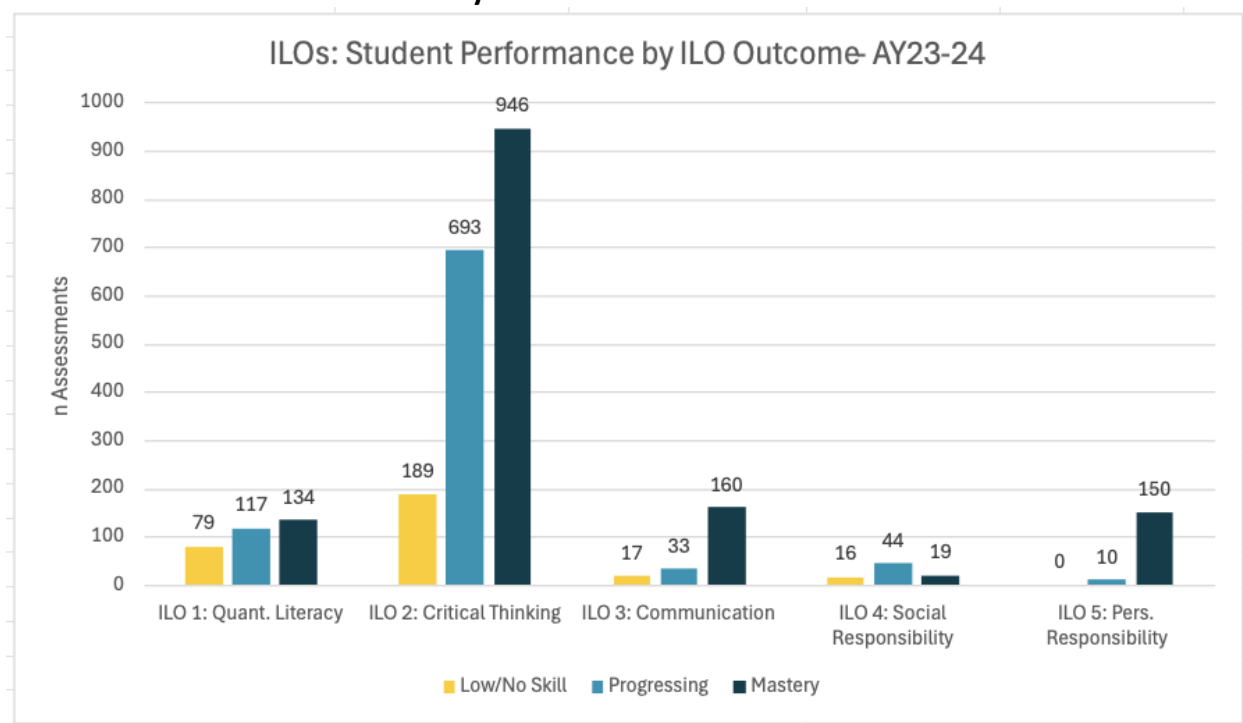


Chart 6: ILO - Assessment Results by Outcome: AY2022-23

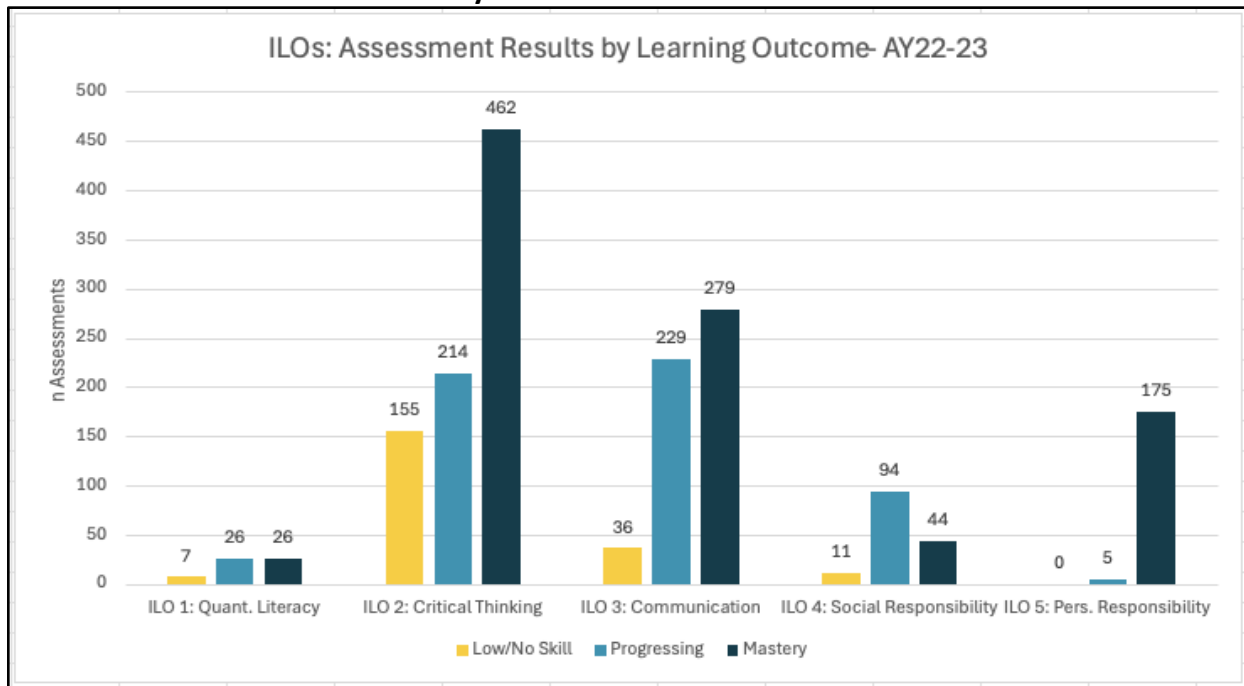


Chart 7: ILO - Number of Students Assessed: AY2023-24

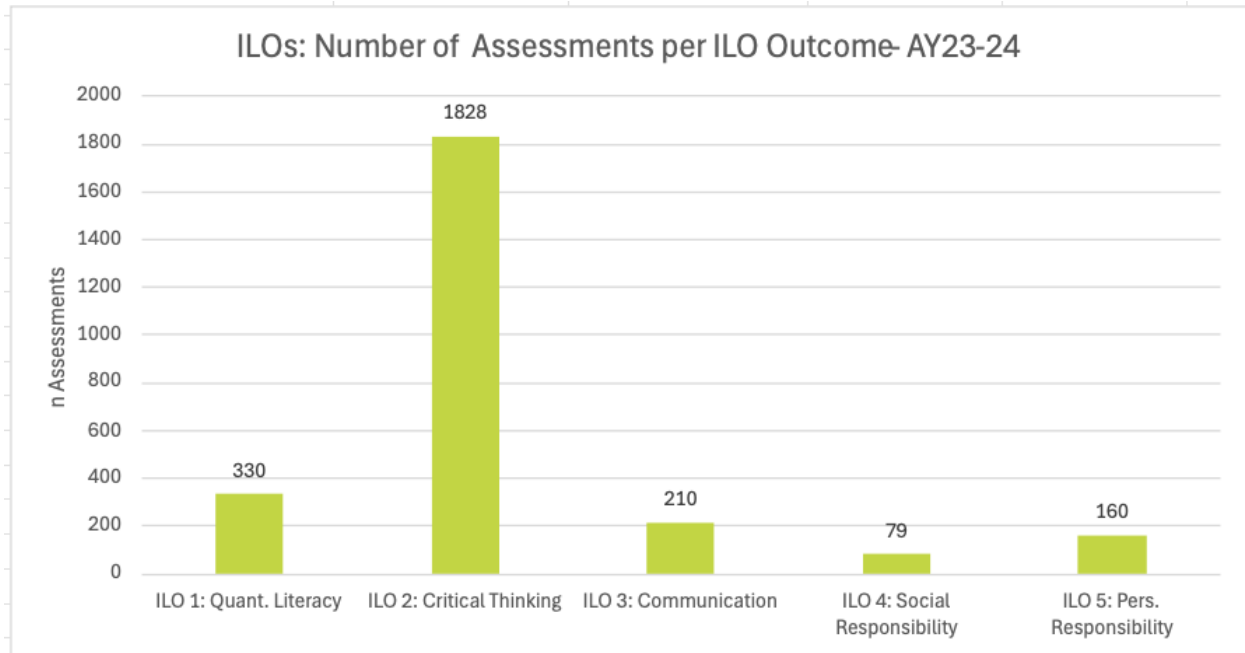
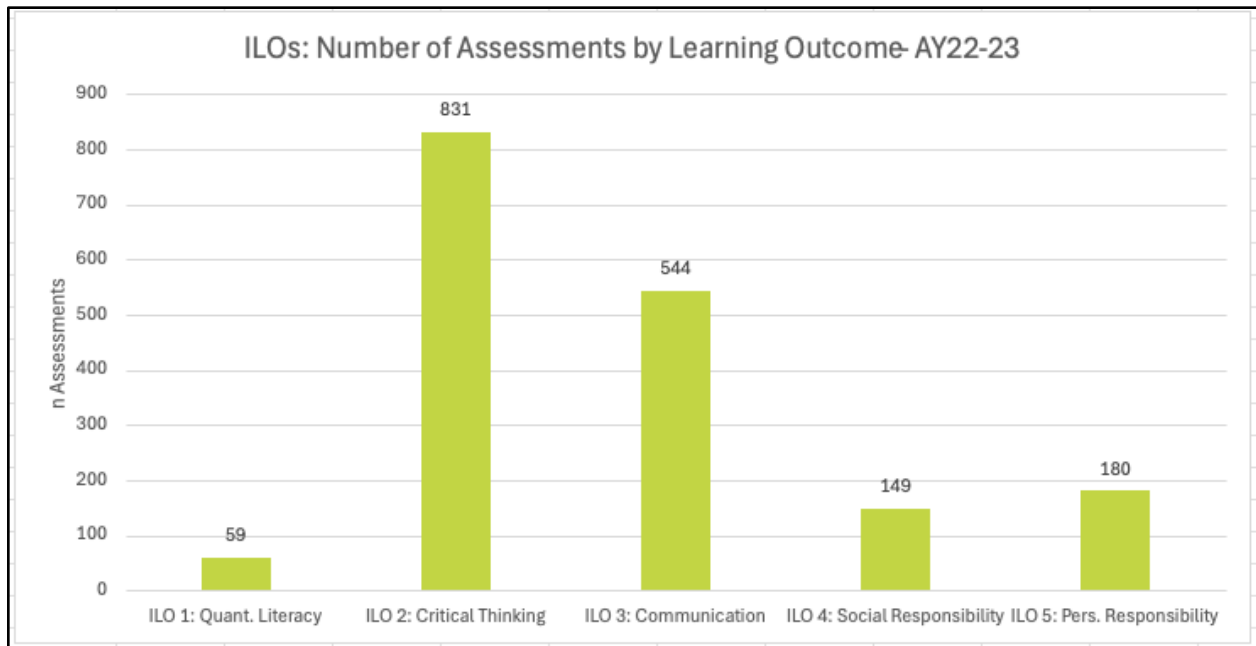


Chart 8: ILO - Number of Students Assessed: AY2022-23



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.

- The data from Fall 2022 to Summer 2023 reveals a significant decline in scores, with a decrease of 42.9% in Fall 2022 and 38.8% in Spring 2023. This downward trend could be partially attributed to the introduction of a new, yet problematic, question in the tests. However, this factor alone does not fully account for the issue. In the course, students are not exposed to laboratory work or the application of equations and graphs, which could be contributing to the lower scores. Additionally, the current textbook does not place as much emphasis on numerical concepts as our previous, homegrown textbook did. These factors can be overcome by adding more exercises that give students practice at concepts addressed by the assessments.
- Students are developing the following skills: identifying a problem and selecting the best method to solve, sketching an engineering free body diagram to aid in the solution, and using the free body diagram to derive equations. This is usually the first course in which a student must pull together their prior knowledge and apply it using the engineering problem solving method. The majority of these students were able to do this by the end of the semester. Although this solution methodology is introduced in this course, it is expected that most students would be able to apply this methodology to simple engineering statics problems. Mastery in this course does not mean they have fully developed engineering problem solving skills, only that they are able to apply the principles to simple problems.
- The program uses a standard grading rubric for discussion boards across the department. Timeliness appears to be the biggest issue in students effectively communicating with peers. For upcoming semesters, discussion boards have been written to highlight grading expectations including meeting deadlines. (Fall 22 and Spring 23 data used; collectively reported as generic fall 2023)
- While there does not seem to be an area of assessment that is significantly lower for the class, the scores are a bit lower from the items assessed on the last two tests of the semester for some students. This is logical as this is the most complex and challenging material of the class and at the heart of what is important. Students underestimate it. The instructor will give some thought to how to require students to grapple with the material in these units sooner and more thoroughly.

- It seems clear from the assessment information that students are adjusting well after the Covid semesters. They are enjoying the return to the face to face delivery system, and are retaining and then creatively using musical information and techniques much better than during the ZOOM classes. No doubt some of this is due to the more reliable and always available software and hardware needed to be successful. While some positive aspects came out of the online teaching semesters, it is clear that students enjoy the social aspect, the teacher/student relationship, and the course is much better taught in a classroom setting. Now that they are used to the commute again, most students have had little trouble adjusting back to the need to be on campus. This year shows definite improvement over the assessment from last year, and we have every intention of maintaining this higher level of student learning.
- During the spring 2023 semester social responsibility was assessed using a pre and post self-test measuring cultural awareness. These were developed by the JCCC International Program and used in JCCC courses globalized from the grant funded by the Undergraduate International Studies and Foreign Language (UISFL) Grant from the U.S. Department of Education (UISFL). On both assessments, students were given the following statements and had to answer with strongly agree, agree, neutral, disagree, and strongly disagree: I am more curious about people/cultures who are different from me. I am knowledgeable about one or more cultures outside the United States. I actively seek to learn more about the diversity of human experiences, the challenges facing individual in other countries, and the unique approaches they are utilizing to address these concerns. I can describe how my actions may have global consequences. When making decisions, I consider how they will affect my community, my nation, and the world. Working with people from diverse cultural background will lead to better solutions to common problems. I understand how cultural identity influences the way problems are perceived and the solutions that are proposed. I can identify concrete actions that I can take to address the global challenges that exist today. The following were only on the post-test: I learned new skills and global perspectives that will benefit me in my future career. I appreciate how working with people from diverse cultural backgrounds can lead to better solutions to common problems. The post-test generally found the students to be more aware of cultural issues. Especially interesting was the statement "I can identify concrete actions that I can take to address the global challenges that exist today." The percentage of students who agreed or strongly agreed went from 38% pre to 67% post. During the course, each student completed two designs of the same item, each for a different societal structure. I believe this made them think about how design can be tailored to different cultures. On the post-test, students were asked to self-assess the degree which they learned new skills and global perspectives that would benefit them in their future career, and if they better appreciate how working with people from diverse cultural backgrounds can lead to better solutions to common problems. Over 89% of students agreed or strongly agreed with these statements. This shows the globalization module had a positive impact on students. The intent of the globalization module is not to have students become experts in this area but for them to start thinking about how values and norms direct design.

Program Review

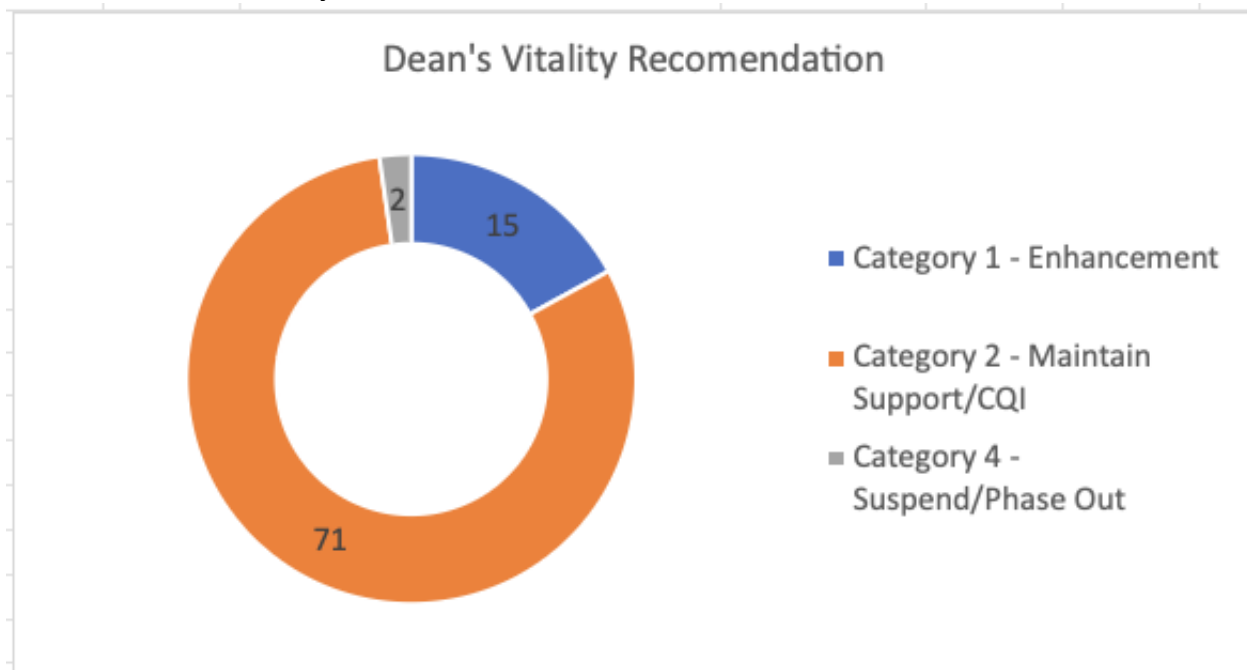
The primary software used for both Academic and Administrative Program review is Strategic Planning Online (SPOL). The office also provided revised training manuals, videos, and other training resources to support the campus users of the software during the Program Review cycle.

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 2023-2024.

Chart 6: AY23-24 Vitality Recommendations from Deans



Administrative Program Review

Multiple administrative units participated in the comprehensive cycle of Administrative Program Review in the 2023-24 Academic year. The departments in the comprehensive cycle included:

- Academic Technology
- Access Services
- Accounts Payable
- Center for Sustainability
- Client Support Services
- Dining Services
- Grants and Leadership Development
- Hiersteiner Child Development Center
- Mission Continuity and Risk Management
- Recruitment and Enrollment Strategy

Administrative Office Review Task Force:

A Task Force was developed and met in the Spring of 2024 to redevelop the Administrative Office Review process. Six meetings in all were used to think through an updated process and practice for Administrative Review. The overall theory grounding the project was to make the process more attentive to continuous quality improvement to provide increased value to students, the community, and internal stakeholders. A recommendation was made to the Cabinet in June of 2024. No decision had been made by the cabinet by the end of Fiscal Year 2024.

Points for Improvement:

Additionally, 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 2023-234 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. As well as a Task Force on improving this process.

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 QIP proposal was submitted to the HLC in Spring 2024 and was approved by peer review is minimal suggested adjustments.

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 2023-24 committee members that were of great assistance.

Academic Program Review Committee

Nick Mancini, Academic Support
Jeffery Merritt, Academic Support
Terri Nemer, Graphic Design
Crystal Tatum, Business
Justin Stanley, Communications
Hailey Vallinga, Communications
Akram Al Rawi, Computer Science
Heather Schull, Healthcare
Nancy Thomas, Healthcare
Theresa McChesney, Mathematics
Phil Veer, Mathematics
Melanie Harvey, Science
Gwen Wright, Science
Jim Lane, Dean
Shelia Mauppin, VP Instruction

Assessment Council

Terri Easley-Giraldo, Communications
Hondo Tamez, Information Technology
Erik Glowark, History and Political Science
Charles Foat, Emergency Medical Science
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
Kim Stienmetz, Student Services
Sherri Hanysz, Enrollment Services
Mary Hanover, Business
Gina Brewer, Institutional Research
Anne Turney, Career & Transfer Services
Staci Malone, Continuing Education
Deb Nicholson, Financial Services
Matthew Holmes, IS