



**Office of Outcomes Assessment**  
2017 Annual Report

## Executive Summary

"Institutions and programs are responsible for establishing clear statements of student learning outcomes and for collecting, interpreting, and using evidence of student achievement."

Council for Higher Education Accreditation (CHEA) Almanac 2015, pg. 60

The Office of Outcomes Assessment (OOA) has a commitment to helping Johnson County Community College (JCCC) improve student learning. Though reporting systems and regulations may change; our commitment to the JCCC community is continuous. The 2016-17 academic year saw the completion of Comprehensive Academic Program Review by all academic programs, the completion and submission of the college's systems portfolio to the Higher Learning Commission (HLC), the hosting in OOA of a research scholar from Pakistan, the planning and hosting of the 7<sup>th</sup> annual Regional Community College Assessment conference, and various faculty development sessions offered by our office.

During the 2016-17 academic year the OOA Director, Dr. Sheri Barrett, was assigned duties related to the College's submission of its system portfolio to the Higher Learning Commission. Dr. Barrett focused on working with project teams preparing, writing, and compiling information; overseeing edits; soliciting feedback from faculty and staff; and finalizing the College's submission. Dr. Barrett was chosen for the task because of her expertise as a peer reviewer with the Higher Learning Commission and she worked closely with the Executive Director of Institutional Effectiveness, John Clayton. The HLC site visit is scheduled for April 30-May 2, 2018.



*Drs. Khan and Barrett traveling to the Assessment Institute in Indianapolis*

In the Fall of 2016, OOA hosted Dr. Imran Khan, a Pakistani research scholar from Sukkur Institute of Business Administration. Dr. Khan was part of a grant from the State Department that brought six Pakistani faculty to study in the US for a semester in an effort to understand and build strong infrastructure for a community college model in Pakistan.

Dr. Khan joined Dr. Barrett participating in workshops and training activities throughout the semester, as well as attending meetings on assessment, program review, and accreditation initiatives with faculty, staff, and administrators at the college. In addition to activities in the office Mr. Khan participated in activities on campus and around the city, and at national meetings on assessment in Virginia and Indiana.

The 7<sup>th</sup> annual Regional Community College Assessment Conference, Assessment Matters, was coordinated by OOA and hosted by JCCC. The 2017 conference saw the addition of an afternoon pre-conference focusing on co-curricular assessment which drew over 40 attendees from around the region. The main conference held on Friday, May 5 had over 100 attendees spanning 10 states from two and four year institutions.

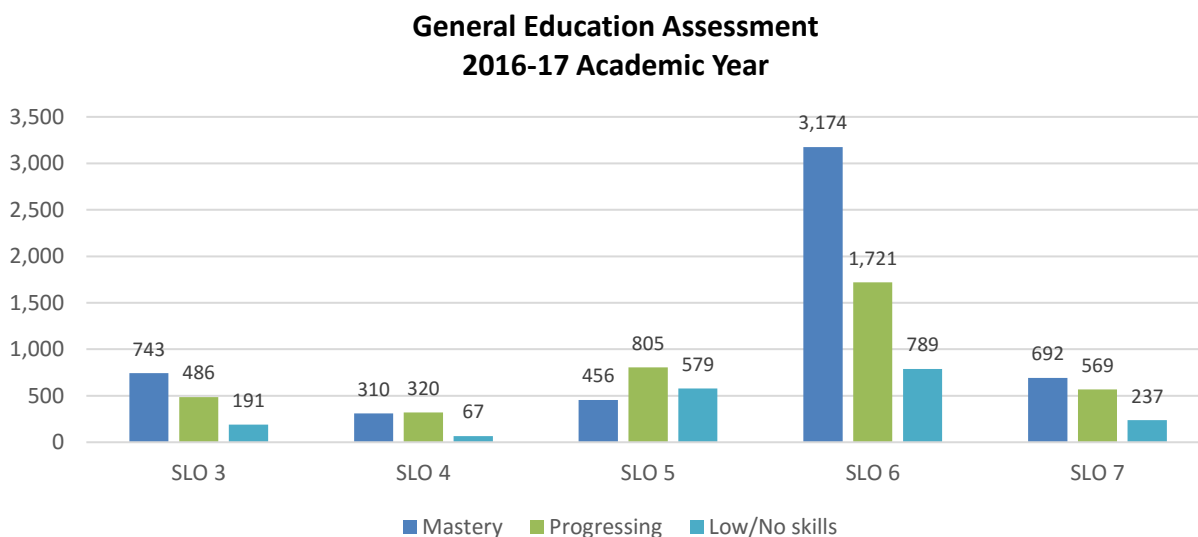
OOA worked with Bill Robinson, Professor of Mathematics, on a sabbatical project to prepare additional resources for Comprehensive Program Review. This included studio time for video materials on specific components of program review. These videos are linked to resources on the college website.

## General Education Assessment Results

The 2016-17 academic year marks the third year in the three (3) year assessment cycle for general education curriculum across the college. The first two charts show the results of assessments across the curriculum for general education by level of mastery for each of the general education learning outcomes. There are eight (8) general education student learning outcomes:

- 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

This year the college assessed over 11,000 students in the general education curriculum.

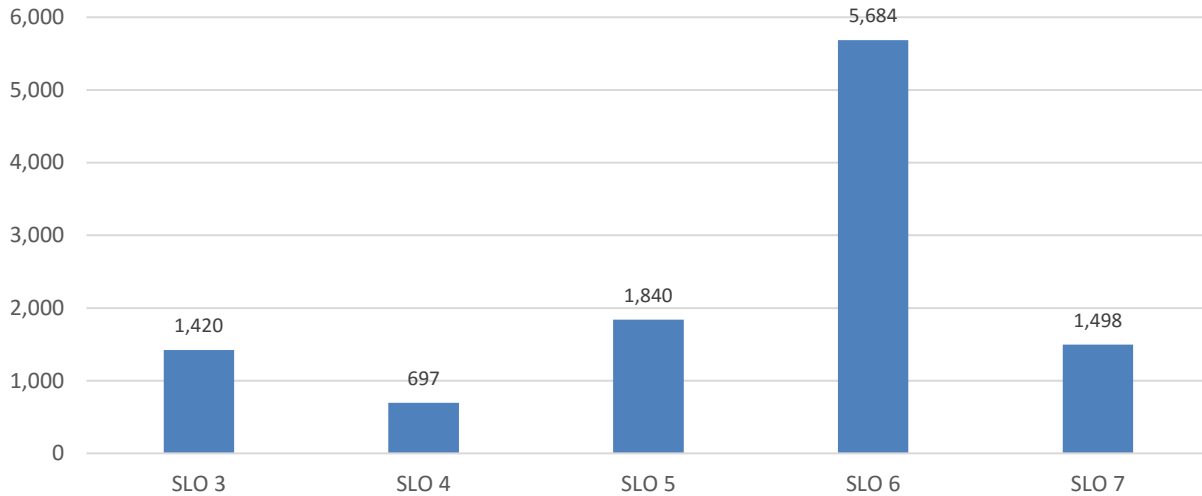


As noted in previous years, no general education courses chose student learning outcome number 2) collaborate respectfully with others. Additionally, two other learning outcomes were not assessed in the 2016-17 academic year: 1) access and evaluate information from credible sources and 8) use current technology efficiently and responsibly.

As noted in the chart below, student learning outcome number 6) comprehend, analyze, and synthesize written, visual, and aural material is the most assessed outcome across all disciplines. With three years of data gathered on the general education learning outcomes, faculty will need to reexamine current outcomes and determine if revisions are needed moving forward.

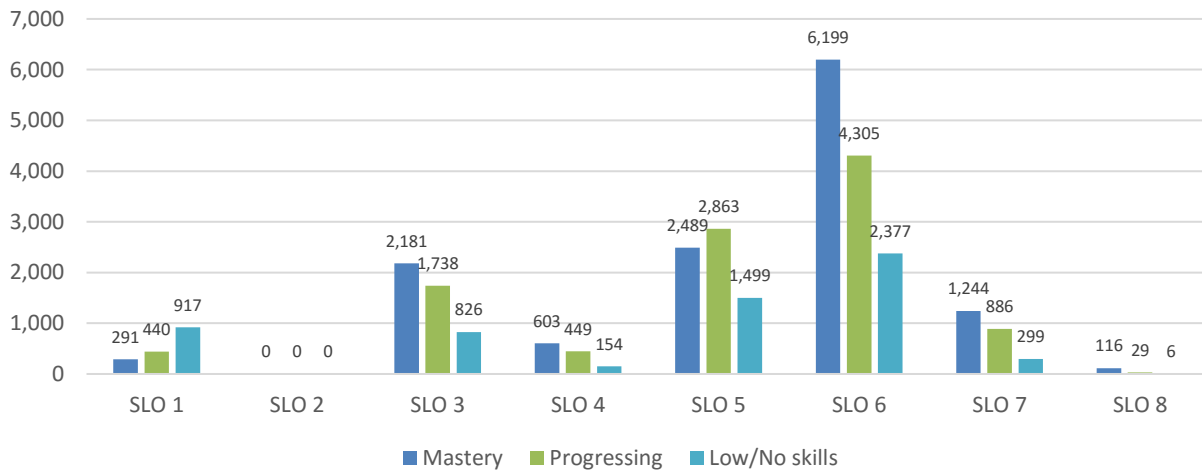
The chart below shows the overall distribution of assessments by learning outcomes.

**General Education Assessment  
Number of Students Assessed by SLO  
2016-17 Academic Year**

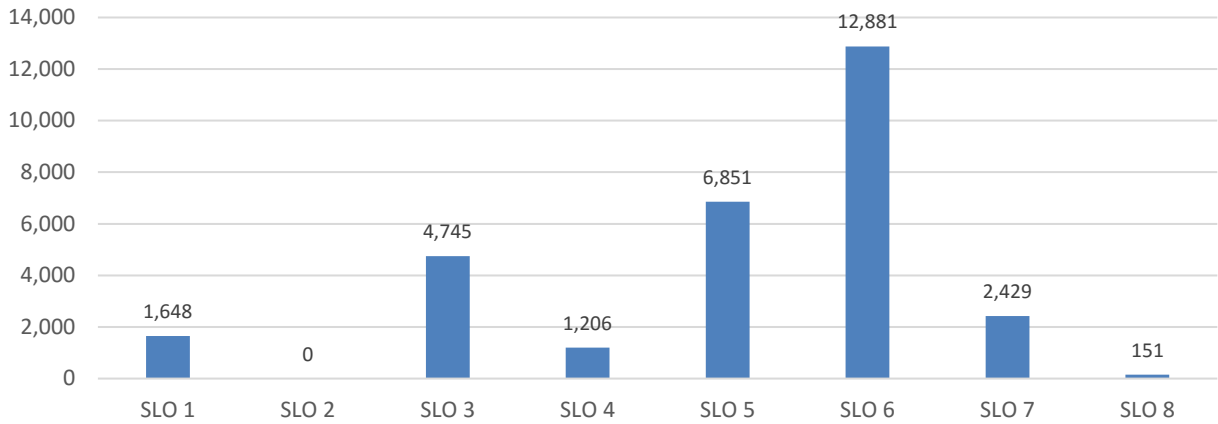


The following two charts show the aggregated results of three years of data on the general education curriculum. Over the last three years nearly 30,000 students were assessed on seven (7) of the eight (8) Student Learning Outcomes in the General Education curriculum.

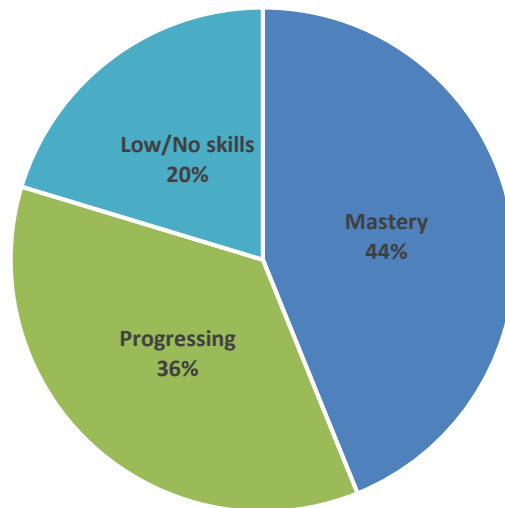
**General Education Assessment  
2014-15, 2015-16, and 2016-17 Combined Results**



**General Education Assessment  
Number of Students Assessed by SLO  
2014-15, 2015-16, and 2016-17 Combined Results**



**General Education Assessment  
2014-15, 2015-16, and 2016-17 Combined Results  
Percentage by Student Performance**



An ongoing issue for the assessments in general education coursework is the higher than expected level of *Mastery* in what are entry level courses. In some disciplines as the assessment instruments have matured, this issue has corrected itself; however, departments and programs with high levels of *Mastery* in introductory coursework may need to reexamine their assessment instruments or expectations of student performance.

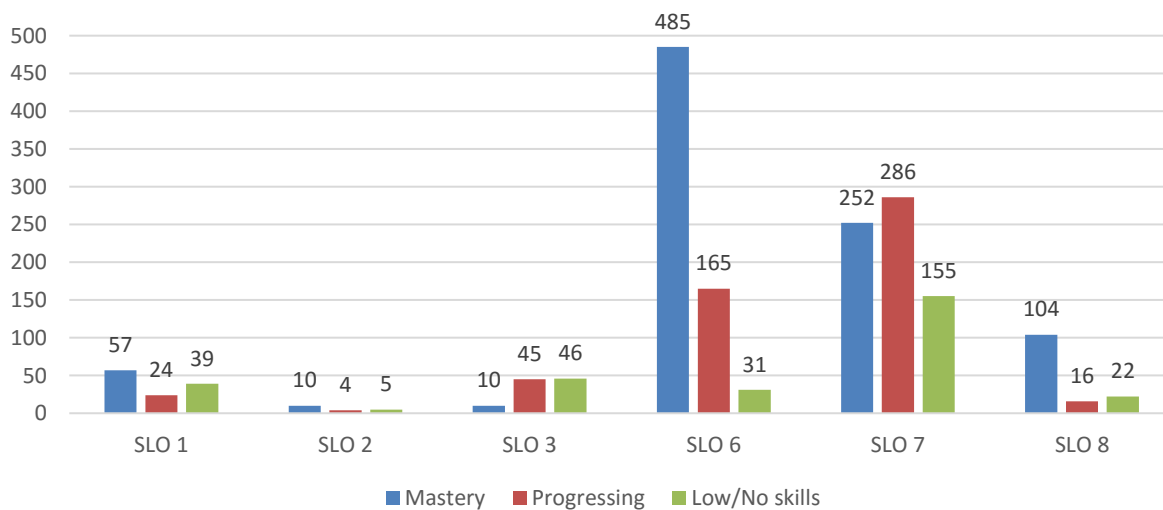
## Career and Technical Education and Non-General Education Curriculum Assessment Data

Students in the Career and Technical Programs are more likely to be assessed in culminating coursework or nationally standardized tests for the profession. This trend and the nature of the curriculum lends itself to higher levels of *Mastery* in the learning outcomes.

Career and Technical programs engaged in assessment in the last two academic years increased. Those programs reporting assessment results in the 2016-17 academic year include:

- Administration of Justice
- Architecture
- Automotive Technology
- Business Administration
- Business Law
- Computer Aided Drafting & Design
- Cosmetology
- Dental Hygiene
- Electrical Technology
- Engineering
- Game Development
- Health, Physical Education, Recreation & Wellness
- Heating, Ventilation & Air Conditioning Technology
- Interior Design
- Marketing and Management
- Music
- Practical Nursing
- Theater

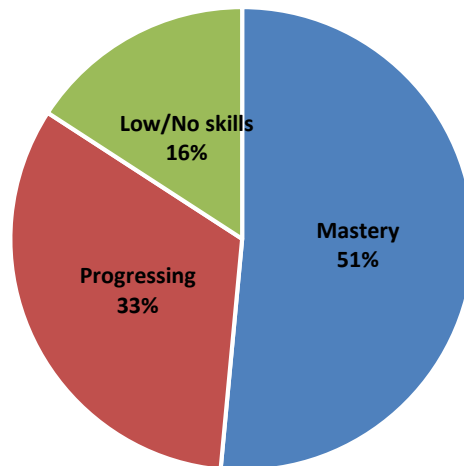
**Career, Technical, and Non-General Education  
Assessment Data  
2016-17 Academic Year**



### Career, Technical, and Non-General Education 2015-16, 2016-17 Combined Results



### Career, Technical, and Non-General Education 2015-16, 2016-17 Combined Results Percentage by Student Performance



Non-general education courses and the Career and Technical Programs chose to assess in six (6) of the eight (8) learning outcomes. The two not chosen were numbers 4) demonstrate an understanding of the broad diversity of the human experience and 5) process numeric, symbolic, and graphic information.

Along with OOA Progress Reports, departments report on assessment findings during the Program Review process each year. Highlights below reveal some of the curricular decisions programs made based on assessment results:

### **Significant Assessment Findings**

- *Assessment results indicated that students coming into the course needed more instruction on key units. The post-test shows that after working more with key units during the semester, students performed much better.*
- *More than three (3) categories in the scoring rubric should be used to help eliminate the possibility of central tendency error. Central tendency error occurs when raters tend to rate criteria in the middle. A four point scale would force raters to decide between a higher and a lower rating.*
- *Preliminary data over the past three (3) years has helped refine the test questions and limit the scope of effort to make the assessment more reasonable. Initial informal results have helped us make adjustments in the curriculum such as more instruction followed by practice.*
- *By creating a new rubric, the department was able to seriously investigate what it is exactly we want our students to accomplish in our courses. By pinpointing our goal, we were able to pinpoint what it is we need to teach our students in order to be successful.*
- *We are encouraged, by the semester to semester increase in the post test average, 66.58-80.79-83.96. The post test is used to adjust teaching methods the following semester to better cover information where students showed additional learning was needed. This approach seems to be working based on the continual increase in post-test scores.*
- *This is an initial assessment for this general education class. While there are more students in the low skills column than desired, every student made better scores on the post-test than on the pre-test. The most significant changes made in the course involve the use of exercises used by students to gain skills.*
- *We feel our assessments results are appropriate for an introductory survey course. A closer look at the qualitative content of student submissions shows a need for continued efforts to emphasize issues of diversity and privilege in our core curricula.*
- *This fall, the department worked on rolling out a system to orient our teaching and to explain the outcomes of our courses to our students. We have chosen this new way of understanding what our students should be learning – and of communicating this to them. The “can do” statements are based on the national association for the discipline.*
- *Generally, the online students tended to score better than the f-2-f students, leading us to believe that mentioning or discussing some of the content in the f2f class may not necessarily make a difference.*



- *As with our other assessments, the detailed results are being analyzed to see where we need to add or clarify key concepts to help students achieve success on these assessments. Many modifications in our classroom discussions, our textbook and other written material have been driven by these results. Allowing students to see and discuss their pre-test results lets them use the pre-test itself as a learning tool.*
- *With assistance from a mini-grant the department revisited the core questions from previous years and compared those questions to the newest course outline and competencies and the list of topics KBOR has required. In Spring 2016, the revised version of the final exam and collected data on the ten core questions. The data was compiled and presented at a department meeting in Fall 2016. Discussion ensued on the questions that had low percentage success rates.*
- *After evaluation of the lowest performing questions and observing classroom habits of high-performing student's, instructor methods that promoted student practice of the low-performing skills was employed. These methods included additional appendixes in the lab manual and an on-line lab review that students could take multiple times.*



*Assessment by Design Workshop participants*

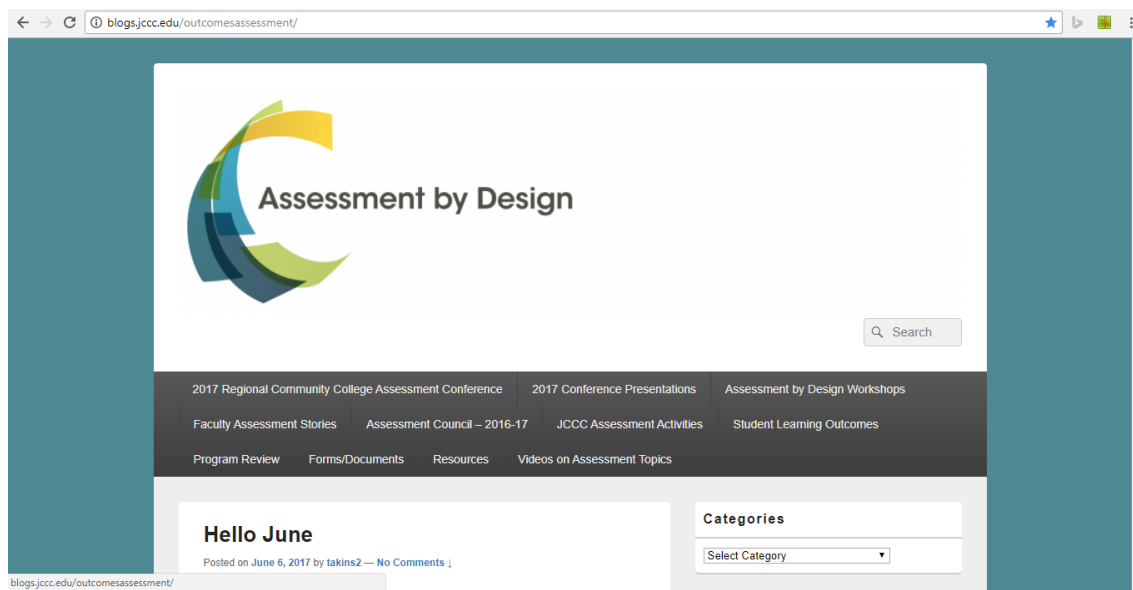
## Initiatives on Campus

In addition to the Assessment by Design workshops offered to both internal and external academic groups, the OOA engaged in multiple training events on campus. These included offerings during Professional Development Days in August and January, as well as sessions offered through the new Co-Lab on campus.

- Assessment by Design (three workshops total)
- Comprehensive Program Review Session
- Assessment and Accreditation: The Ties that Bind
- Assessment Smorgasbord
- Poster Session following All Faculty Meeting
- World Café
- Assessment and Curriculum: Understanding the Connections
- Effective and Efficient Strategies for Grading and Assessing Student Work
- From Good Grades to Good Learning: Aligning Assessment and Objectives using Bloom's Taxonomy

Throughout the year the OOA also offered consultation and focused training and services to a variety of programs and departments. These included:

- Mini-grants for assessment projects exceeding \$5,700
- Processing of more than 2,900 rubrics and assessment instruments
- Participation in program and department meetings to support assessment activities
- Internal Newsletter – Spotlight on Assessment
- Blog Site – Assessment by Design, as well as Twitter updates



## Regional Community College Assessment Conference

The 7<sup>th</sup> Regional Community College Assessment Conference hosted over 100 attendees hailing from ten states on Friday, May 5, 2017. The conference adopted a permanent theme: Assessment Matters. This year's conference welcomed the addition of a pre-conference workshop on Thursday afternoon, May 4. Over 40 people were in attendance for topics related to co-curricular assessment from presenters Dr. Josie Welsh of Missouri Southern State University, Dr. Sheri Barrett of JCCC, and Melissa Giese of Metropolitan Community Colleges.



Keynote Speakers Drs. Charles Blaich & Kathleen Wise

The keynote speakers this year were Drs. Charles Blaich and Kathleen Wise from the Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium. The speakers addressed navigating external demands and internal resistance to improving student learning. The conference attendees' feedback on the keynote address was overwhelmingly positive. The audience appreciated the *thought provoking ideas on how to enhance and frame assessment practices* and the reminder that *effective assessment requires conversation*. Their shared insight on assessment was appreciated by all.

JCCC presenters included Dr. Sheri Barrett, Professor Bill Robinson, and Professor Heather Seitz. The conference also welcomed presenters from:

- Emporia State University
- Neosho County Community College
- Kansas City Kansas Community College
- University of Kansas
- Highland Community College
- Kansas State University
- Rockhurst University



JCCC Professor Heather Seitz, breakout session presenter



Dr. Josie Welsh, pre-conference speaker



Assessment Matters  
Regional Community College Assessment  
Conference

### Excellence in Outcomes Assessment Award Winner



Professor Sheryl Hadley was this year's assessment award winner. She has experienced the long and winding assessment trail over the last six years by working within the Economics department to define learning outcomes, develop appropriate assessments, and long-term goals.

"During those years, we mainly learned what we were doing wrong, but that's what helped us build the efficient assessment tools and data collection we use today."

The external reviewer appreciated the strong correlation between the assessment and the learning outcome the department chose to measure, and the overall evolution of assessment processes.

### 2016 – 2017 Mini Grant Recipients

Recipient	Department	Mini-Grant Name	Project	Amount
Sheri Barrett	OOA	Travel to Indianapolis	Attend and present at the Assessment Institute	\$750
Sheri Barrett	OOA	Travel to Louisville	Attend the CREATE Conference	\$750
Joy Rhodes	Fashion Merchandising & Design	FM&D Program Review Retreat	Retreat for Faculty	\$245
Frank Galbrecht	ADMJ	Inter-rater reliability meetings	Meetings with ADMJ faculty to re-work rubric	\$326
Lisa Parra Dianna Rottinghaus Linda Creason Charis Sawyer	Reading	Travel to Louisville for conference	Attend CRLA (College Reading and Learning Association)	\$1,703
Valerie Mann	Learning Strategies	Travel to Louisville for conference	Attend CRLA (College Reading and Learning Association)	\$486
Angie Sunderland	CIS	Create Assessment Plan	Faculty Retreat	\$147
Valerie Mann	Learning Strategies	Assessment for Learning Strategies, Next Steps	Faculty Retreat	\$235
Darla Green	Interior Design	The Teaching Professors Conference	Attend conference in St. Louis, MO	\$670
Anna Page Carolyn Goodman Megan Doyle Charles Foat Kathryn Grube Farrell Jenab Heather Seitz Bill Robinson	Varied	Assessment Matters Conference \$85 each	Attend Assessment Matters Conference	\$680
<b>TOTAL AWARDED</b>				<b>\$5,757</b>

## External Presentations/Publications

Dr. Sheri Barrett and Professor Bill Robinson, "How an Assessment Framework helped revitalize Program Review at JCCC," Assessment Matters Regional Community College Assessment Conference, May 5, 2017.

Dr. Sheri Barrett and Melissa Giese of Metropolitan Community College, "Asking the Right Question - the Key to Good Assessment," Pre-Conference Workshop, Assessment Matters Regional Community College Assessment Conference, May 4, 2017.

Sonia Akins, "From Good Grades to Good Learning: Aligning Assessments and Objectives using Bloom's Taxonomy," Faculty Development Offering in CoLab at Johnson County Community College, March 8, 2017.

Dr. Sheri Barrett, "Comprehensive Academic Program Review," Educational Leadership and Policy Study Doctoral Students, Baker University, February 6, 2017.

Dr. Sheri Barrett, "Program Review and Accreditation," Academy of Site Team Visitors Training, November 19-20, 2016, Tempe, AZ

Dr. Sheri Barrett, "Assessing Program and Course Learning Outcomes," Kansas City Professional Development Faculty Track, October 20<sup>th</sup>, 2016.

Dr. Sheri Barrett, Poster Session: "From Nuts and Bolts to Drywall and Paint: Building an Assessment Culture," October 17, 2016, Annual Meeting, Assessment Institute, Indianapolis.

Dr. Sheri Barrett, "Lessons Learned in Assessment," Community College Leadership Institute, October 5, 2016. Johnson County Community College Host.

Dr. Sheri Barrett, "Assessment by Design," Faculty Development Offering for Coffeyville Community College, August 12<sup>th</sup>, 2016, Coffeyville, KS.

Dr. Sheri Barrett, "Asking the Right Question - the Key to Good Assessment," Mid-AIR Annual Meeting, October 10<sup>th</sup>, 2016, Kansas City, MO.



Dr. Sheri Barrett presenting at the 2017 Assessment Matters pre-conference workshop



## Regional Accreditation

The Higher Learning Commission (HLC) maintains three pathways for institutions to maintain accreditation. AQIP (Academic Quality Improvement Program) is the pathway JCCC has chosen. Like the other pathways, it is focused on quality assurance and institutional improvement, but with an added emphasis on helping institutions achieve continuous quality improvement. The AQIP Pathway follows an eight (8) year accreditation cycle.

Johnson County Community College is approaching the end of the eight (8) year cycle and will undergo a comprehensive evaluation to ensure the College is meeting the Criteria for Accreditation, pursuing institutional improvement and complying with requirements set by the U.S. Department of Education. The evaluation includes the submission of a Systems Portfolio, a review of Federal Compliance Requirements, a student opinion survey, and an on-site visit by a team of HLC peer reviewers. This eight (8) year review leads to an action regarding the reaffirmation of the institution's accreditation.

The portfolio is the primary document by which the College demonstrates that it meets the Criteria for Accreditation. In the portfolio, the College documents its approach to performance excellence and provides evidence of continuous improvement. The Systems Portfolio consists of an Institutional Overview and sections on each of the AQIP Categories.

The process by which the JCCC Systems Portfolio was assembled was truly a collaborative process illustrating the work of shared governance on campus. The work of writing the portfolio was done through the use of teams composed of faculty, staff, and administration from across the College. Without the work and diligence of these teams in collecting information, writing narrative, and providing evidence - this portfolio would not be possible.

During the 2016-17 academic year, Dr. Barrett and John Clayton, Executive Director of Institutional Effectiveness, Planning and Research, provided Accreditation Update sessions which provided a review of the current status of the college's accreditation cycle; AQIP projects; Qualities Committee; Faculty Senate; Faculty Association as well as updates to the President's Cabinet.

In the final stages of work, Dr. Barrett and Mr. Clayton held a series of meetings with members of the President's Cabinet to discuss and finalize components of the College's systems portfolio. A draft of the Systems Portfolio was shared with the campus community in February 2017 and the feedback was used to update the portfolio for the final submission. The College's portfolio was submitted in May 2017 and a site visit from HLC will occur in spring 2018.

## Comprehensive Academic Program Review, Planning and Development



The Academic Program Review processes completed a full cycle of comprehensive review at the end of the 2016-17 academic year. The OOA continues to make improvements to the program review process: we worked with marketing to update the program review website with additional materials and better organization of resources; worked closely with

Institutional Research to provide summary documentation of the 2015-16 academic year and program data and other resources for the 2016-17 program review cycle; and updates were made to the software system supporting program review.

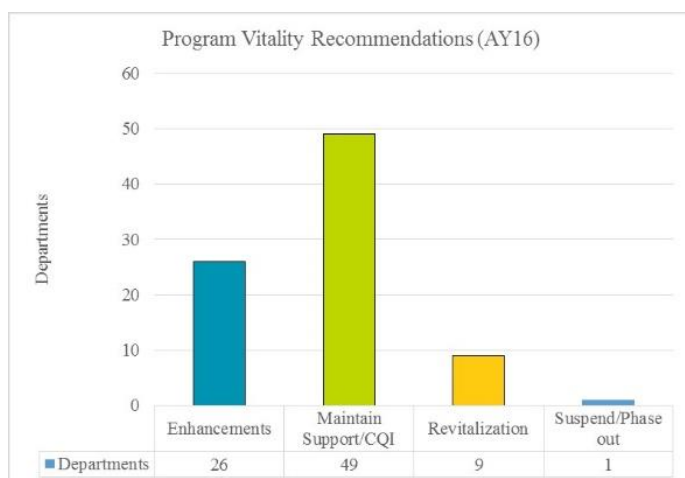
Bill Robinson, Professor of Mathematics, undertook a sabbatical project in OOA to provide additional resources to academic programs engaged in Annual Program Planning or Comprehensive Program Review. The focus on the new resources was on improvement. In collaboration with Educational Technology and faculty, videos (2–5 minutes long) were created to provide direction, guidance, or just encouragement to some aspect of the process. With around 30-40 programs completing a comprehensive Program Review each year, there is a wealth of information that can be shared with programs.

The Office of Outcomes Assessment offered a Comprehensive Program Review session during fall Personal Development Days. This session provided an overview of the comprehensive program review processes and changes from the previous academic year. Four training sessions in the computer lab were offered on Program Review software and criterion expectations for academic representatives from programs currently in Comprehensive Review.

As the Program Review process continues to mature, the next phase will be the use of the National Benchmarking Institute's cost and productivity data to provide external targets. Programs will also be mentored in the use of statewide data for discipline comparisons. In addition, the College has invested in a data warehouse that will make the process of Program Review less manually driven and give departments the opportunity to delve deeper into the data for analysis.

### Vitality Reflection

Within the Program Review processes, the instructional deans review and address the vitality self-assessments completed by the departments; which measure 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 processes 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 2015-16.



Internal benchmarks have not been established for the program vitality indicators of demand, quality, and resource utilization assessed during the Academic Program Review, Planning and Development process. While there are external benchmarks for institutional level comparison, external benchmarks for programs have not been formally established. Programs are prompted to consider external data, such as information available from the Kansas Board of Regents, U.S. Department of Labor, accreditation agencies, and professional/discipline organizations for comparison. Programs are able to consider how their outcomes potentially contribute to and/or impact institutional outcomes.

Program vitality will continue to be refined after the first dean’s review in summer 2016 and initial discussions with and feedback from faculty in August and September 2016. The concept of program vitality was newly introduced as part of the Program Review implementation in AY 2015-2016. Over the previous few years, increased efforts had been made to encourage faculty to look at their program data and the new review process established the expectation that data would drive decisions on prioritization of initiatives and resources. With the exception of a few academic programs, the programs at the College assess the demand, quality, and resource utilization as acceptable or exceptional. In most cases, the data supported the conclusions. The rationale for budget resources was stronger during the proposal of the AY 2016–2017 budget than was seen in proposing for the AY 2015–2016 budget.

#### Programs Completing Comprehensive Review in 2016-17

- |  |                                 |
|--|---------------------------------|
| Animation                                    | Industrial Maintenance          |
| Astronomy                                    | International Education         |
| Chemistry                                    | Interpreter Training            |
| Computer Personal Applications               | Legal Studies                   |
| Dental Hygiene                               | Math                            |
| Economics                                    | Outcomes Assessment             |
| Educational Technology Center/Video Services | Philosophy                      |
| Fashion                                      | Physical Education and Wellness |
| Fire Science                                 | Physical Science                |
| Game Development                             | Physics                         |
| Healthcare Information Systems               | Political Science               |
| History                                      | Railroad                        |
| Honors                                       | Religion                        |
| Humanities                                   |                                 |



## **Committees Support Assessment, Program Review and Accreditation Activities**

### **Assessment Council Representative 2016-17 Academic Year**

Dr. Sheri Barrett, Director Office of Outcomes Assessment, Co-Chair

Valerie Mann, Asst. Prof Learning Strategies, Co-Chair

Aaron Gibbs, Associate Professor Mathematics

Ginny Radom, Professor Practical Nursing

Frank Galbrecht, Associate Professor Administration of Justice

Darla Green, Associate Professor Interior Design

Nancy Holcroft Benson, Professor Biology

Diane Davis, Professor English

Judy Vaughn, Librarian

### **Program Review Committee Division Representatives 2016-17 Academic Year**

Allison Smith, Arts, Humanities and Social Sciences

Barry Bailey, Academic Support

Csilla Duneczky, Science and Math

Dan Eberle, Technology

Edward Ronnebaum, Healthcare and Wellness

Jack Ireland, Automotive Technology

Janette Funaro, Arts, Humanities and Social Sciences

Jeann Vickers, Science

Jean Jensen, Mathematics

Jeffrey Merritt, Academic Achievement Center

Keith Geekie, English

Kitzeln Siebert, Mathematics

Larry Reynolds, Communications

Lenora Cook, Healthcare and Wellness, co-chair

Luanne Wolfgram, Science

Mark Swails, Library

Mindy Ritter, Nursing

Steven Werkmeister, English

Tai Edwards, History

Tina Crawford, Business, co-chair

Tom Renfro, Information Technology

## **Accreditation Teams for Systems Portfolio**

**Category One - Helping Students Learn:** Andy Anderson, Clarissa Craig, Vince Miller, Maureen Fitzpatrick, Beth Edmonds, Jack Ireland, Jim Lane, Tina Crawford

**Category Two - Meeting Students and Other Key Stakeholder Needs:** Annette Maassen-Spates, Randy Weber, Lill Bajick-Boch, Brenda Edmonds, Karen LaMartina, Mike Souder

**Category Three - Valuing Employees:** Ron Palcic, Debbie Eisenhower, Anthony Funari, Luanne Wolfgram, Tom Grady

**Category Four - Planning and Leading:** Julie Haas, James Hopper, Janette Funaro, Richard Fort, Susan Johnson

**Category Five - Knowledge Management and Resource Stewardship:** Rachel Lierz, Susan Rider, Csilla Duneczky, Sandra Warner, Lisa Cole

**Category Six - Quality Overview (Continuous Quality Improvement):** Larry Reynolds, Justin McDaid, Sheri Barrett, Natalie Alleman-Byers, Bill Robinson

*"Assessment data has legs only if the evidence collected rises out of extended conversations across constituencies about (a) what people hunger to know about their teaching and learning environments and (b) how the assessment evidence speaks to those questions."*

*Dr. Charles Blaich and Dr. Kathleen Wise*



**Office of Outcomes Assessment**

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