2019
ANNUAL REPORT

OFFICE OF ASSESSMENT, EVALUATION AND INSTITUTIONAL OUTCOMES

OFFICE OF ASSESSMENT, EVALUATION AND INSTITUTIONAL OUTCOMES

"Assessing for learning is a systematic and systemic process of inquiry into what and how well students learn over the progression of their studies and is driven by intellectual curiosity about the efficacy of collective educational practices."

– Assessing for Learning, Peggy L. Maki

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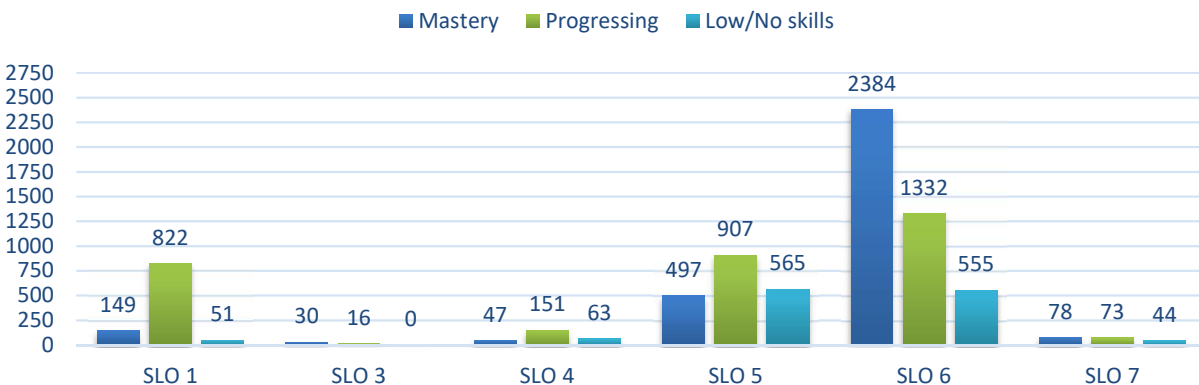913-469-8500, ext. 3646
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General Education Assessment Results

The 2018-19 academic year marks the sixth year since the implementation of the assessment cycle for the 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 and the individual's connection to society
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 technology efficiently and responsibly

This year the college assessed over 7,000 students in the general education curriculum. This is down significantly from previous years and may be partially due to the new software implemented for reporting assessment data during the Program Review cycle.

General Education Assessment
2018-19 Academic Year

■ Mastery ■ Progressing ■ Low/No skills

|	SLO 1	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
Mastery	149	30	47	497	2384	78
Progressing	822	16	151	907	1332	73
Low/No skills	51	0	63	565	555	44

During the 2018-2019 academic year, a General Education Task Force appointed by the Educational Affairs Committee met and reviewed learning outcomes data, as well as examples of general education learning outcomes from peer institutions. The task force hosted multiple listening sessions and polled faculty on the general education learning outcomes. The task force forwarded a recommendation to the Educational Affairs Committee on the revised learning outcomes in the fall of 2019 and a vote of the full-time faculty approved the revised General Education Student Learning Outcomes (SLOs).

The next step in the process is remapping the general education curriculum to the new SLOs and then updating campus systems that house the SLOs: Canvas, CourseLeaf, and the College website. The new general education SLOs will have a complete rollout in fall 2020.

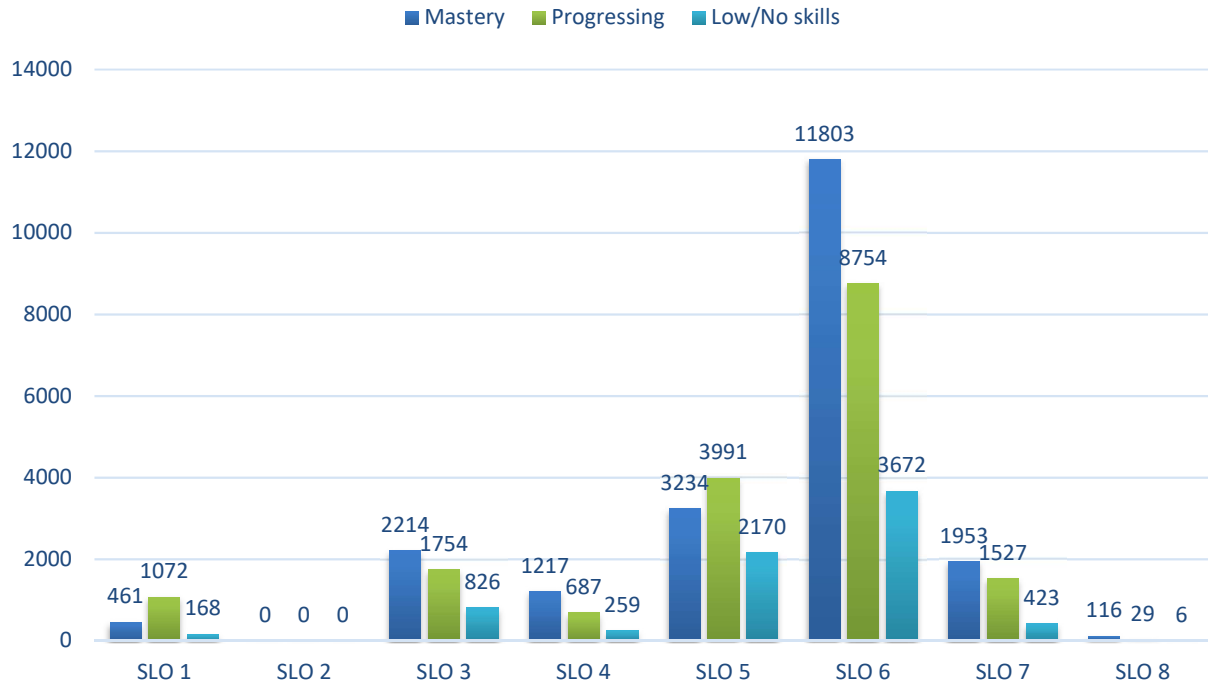**The newly adopted General Education Student Learning Outcomes**:

- Demonstrate information literacy by finding, interpreting, evaluating, and using sources.

- Apply problem-solving strategies using appropriate disciplinary or cross-disciplinary methods.

- Communicate effectively in a variety of contexts.

- Demonstrate knowledge of the broad diversity of the human experience and the individual's connection to the global society.

- Process numeric, symbolic, and graphic information to draw informed conclusions.

- Comprehend, analyze, and synthesize written, visual and aural material.

General Education Assessment
Number of Students by SLO
2018-19 Academic Year

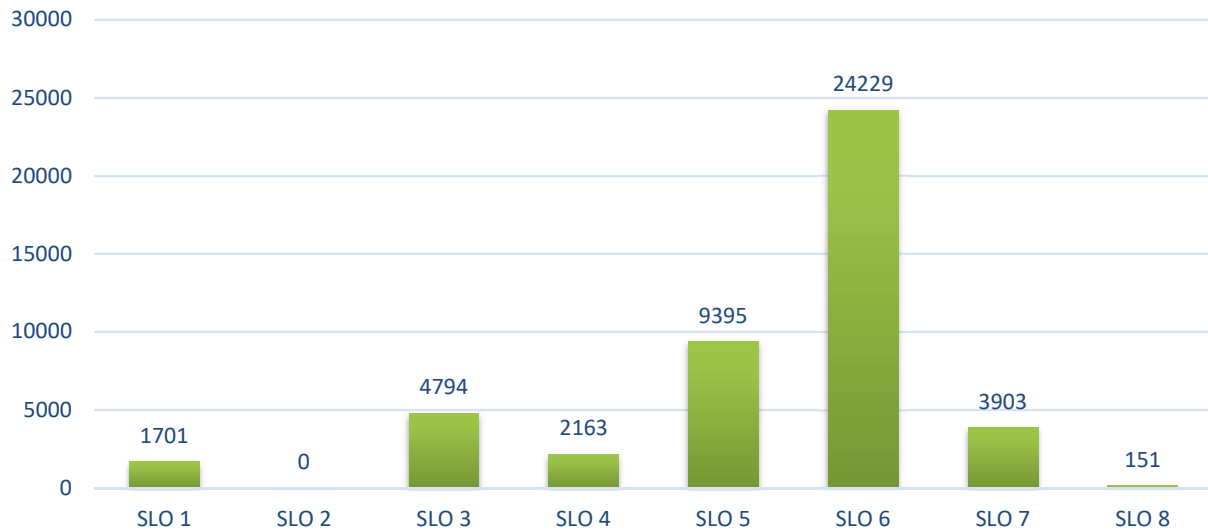| SLO	Number of Students
SLO 1	1022
SLO 3	46
SLO 4	263
SLO 5	1969
SLO 6	4268
SLO 7	195
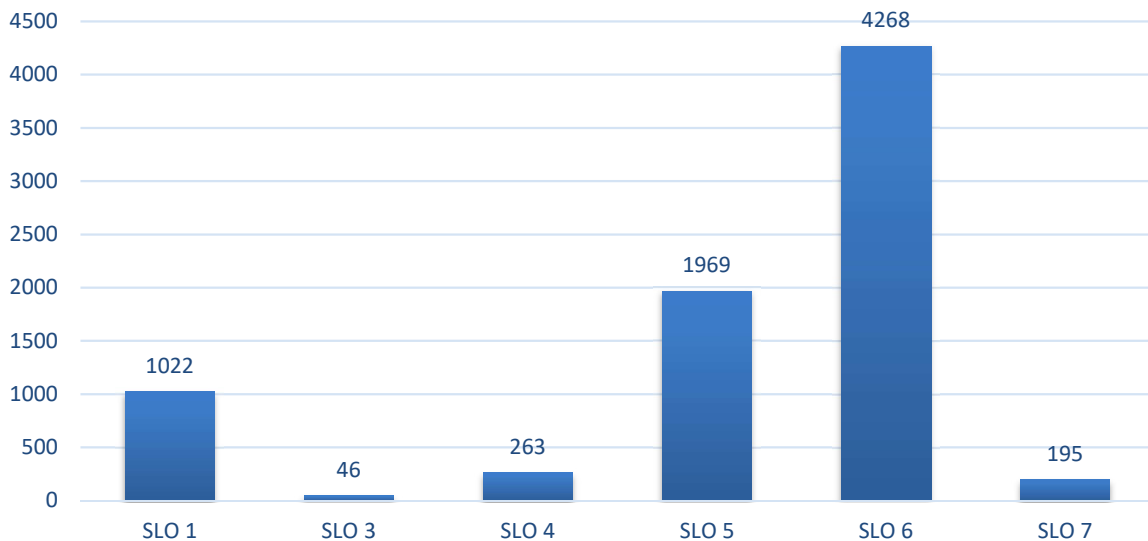
The following charts show the aggregated results of five years of assessment data on the general education curriculum. Over the last five years over 46,000 students were assessed on seven (7) of the eight (8) Student Learning Outcomes in the General Education curriculum.
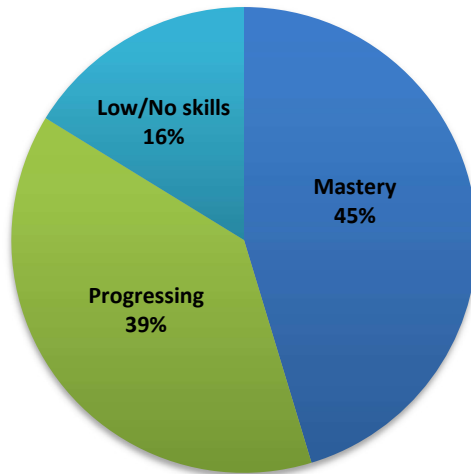
General Education Assessment
2014-2019 Combined Results

■ Mastery ■ Progressing ■ Low/No skills

	Mastery	Progressing	Low/No skills
SLO 1	461	1072	168
SLO 2	0	0	0
SLO 3	2214	1754	826
SLO 4	1217	687	259
SLO 5	3234	3991	2170
SLO 6	11803	8754	3672
SLO 7	1953	1527	423
SLO 8	116	29	6

General Education Assessment
Number of Students Assessed by SLO
2014-2019

	Number of Students
SLO 1	1701
SLO 2	0
SLO 3	4794
SLO 4	2163
SLO 5	9395
SLO 6	24229
SLO 7	3903
SLO 8	151

General Education Assessment
2014-2019 Combined Results
Percentages by Student Performance

Low/No skills
16%

Mastery
45%

Progressing
39%

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

Institutional Learning Outcomes 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 Institutional Learning Outcomes (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.

The CTE programs and non-general education curriculum reporting assessment results in the 2018-19 academic year included:

- Business
- Electrical Technology
- Entrepreneurship
- Fashion Merchandising
- Foreign Language
- Healthcare Information Systems
- Healthcare Interpreting
- Medical Information Revenue Management
- Nursing

These programs reported assessment results for two Institutional Learning Outcomes:

Career, Technical, and Non-General Education
Assessment Data
2018-19 Academic Year

■ Crticial Thinking   ■ Communication
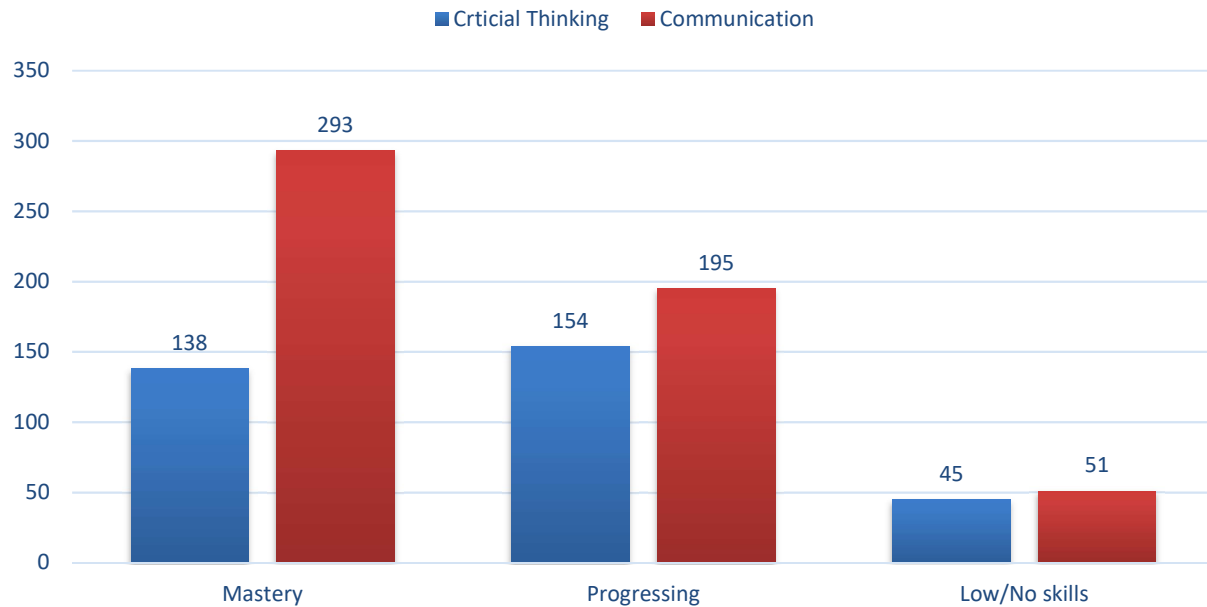
Significant Assessment Findings

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:

- The target level for Mastery was 20%, and these results were a little short of that at 17.31%. Other results indicated 54.8% at the Progressing level and 27.88% at the Low/No Mastery level. Given that the target level was not met, the department will conduct this assessment and check the findings again. This will be administered in all sections during the Spring 2020 semester and the Fall 2020 semester. Prior to the re-assessment, the scenarios in the assessment instrument will be reviewed and revised for clarity.

- Using our current assessment tool, it informs us where our students are having "disconnect" with the material. It has also opened lines of communication among faculty in our department (adjunct and full-time) and has allowed us to discuss individual pedagogy when teaching complex theory. Through trial and error, we've been able to gain insight regarding the types of problems our students find difficult. Given the outcome of questions #2 and #3 (the most missed), we've been able to discuss ways

that we, as faculty, can adapt our teaching methodology to increase student mastery levels.

- Action Plan Based on Student Analysis: 1. Modify chart coding practice to further help students identify principal/secondary diagnoses and procedures. 2. Modify coding scenarios for assessment to include additional procedural coding. 3. Continue to increase diagnostic coding opportunities in Coding Classification Systems II. 4. Continue evaluation on an ongoing basis for certification.

- Students' average scores improved from the pre-test to the post-test for each of the 12 questions on the assessment tool. The average percent correct for all 12 questions on the pre-test for Fall 2018 was 62%. The average percent correct for all 12 questions on the post-test for Fall of 2017 was 67%. This is an overall improvement gain of 5%. The post-test data on mastery/progressing/low-no mastery is consistent over the two semesters reporting in this annual program review: 27% of students attained "Mastery" (10, 11, or 12 of the questions correct), 68.5% of the students were "Progressing" (4-9 questions correct), and 4.5% of students were at the "Low/No Mastery" (0-3 questions correct).

- During the Spring 2019 semester, a very small pilot was done in one section to present new lab materials in a way that forces students to think more integratively about information. Instead of being given a key or diagram to the models during one challenging unit (Fungi & Bryophytes), students were required to figure out where each of the listed structures was on the model using only their written notes over the structures' locations, appearance, and functions. Students used sticky notes to label the required structures, and the professor then checked their work before they moved on to another model. Students reported the activity as being challenging but helpful. This intervention is currently being implemented course-wide, and we hope to see additional gains in mastery. Similar interventions are being discussed in additional courses.

- A primary goal for the department is to strive for 100% participation of all faculty as happened this past academic year. This is the first year we succeeded in assessing all sections (including sections taught by adjuncts), and all courses, including summer 2018 and all sections of College Now.

- For the 2018-2019 academic year, we modified the AACU Critical Thinking VALUE rubric to evaluate a skill requiring critical inquiry and identification and analysis of evidence. The rubric is intended to be used in evaluating any written assignment (paper, essay,

etc.). For our assessment data collection, each instructor was asked to designate a written assignment to which the rubric would be applied. For the 2019-2020 academic year, we will be replicating these efforts in our flagship course. Using the same rubric, we have asked all faculty to select a written assignment and apply the rubric. As before, individual student scores are to be aggregated and reported for each section of the course. We look forward to receiving and analyzing the data.

- The new assessment rubric implemented in the Fall semester of 2018 has proven to be more precise in measuring the skills of students. The Department will continue using this assessment rubric until such time we find it needs change or adjustment. Additionally, the department implemented a new rubric in additional courses for the 2018/2019 school year, adding two (2) more categories. The new rubric has proven to be a measuring device that is much more precise for assessing the skills of students in the courses.
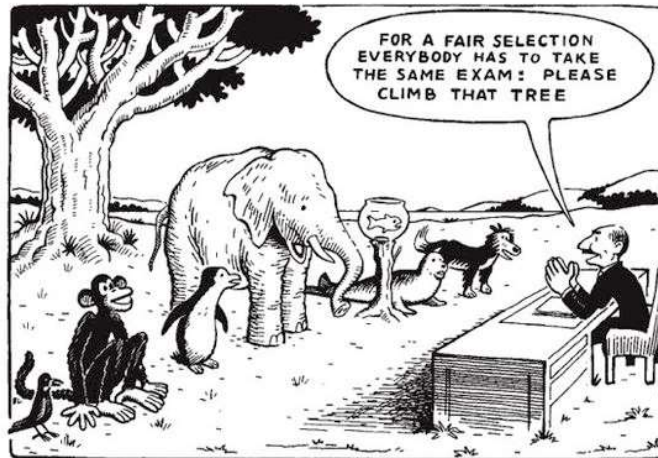
The College uses as an indirect measure of assessment of student learning the Community College Survey of Student Engagement (CCSSE). The results of the most recent administration of CCSSE are below. Alignment with General Education Student Learning Outcomes of the College are noted with the questions.

CCSSE - Johnson County Community College (2018 Administration)

Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2018 Cohort*

(Weighted)

Item	Variable	Responses	Your College		Ex-Large Colleges		2018 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 11: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?								
11b. Writing clearly and effectively	GNWRITE	Very little	83	12.3	4,141	10.4	33,110	11.2
		Some	200	29.5	10,726	26.9	83,261	28.1
SLO #3 – Communicate effectively through the clear and accurate use of language.		Quite a bit	247	36.3	15,071	37.8	111,003	37.4
		Very much	149	21.9	9,893	24.8	69,122	23.3
		Total	679	100.0	39,831	100.0	296,497	100.0
11c. Speaking clearly and effectively	GNSPEAK	Very little	95	13.9	5,045	12.7	40,003	13.5
		Some	200	29.3	11,135	28.0	85,682	28.9
SLO #3 – Communicate effectively through the clear and accurate use of language.		Quite a bit	225	33.0	14,111	35.5	103,812	35.1
		Very much	162	23.8	9,492	23.9	66,638	22.5
		Total	681	100.0	39,783	100.0	296,135	100.0
11d. Thinking critically and analytically	GNANALY	Very little	25	3.6	2,595	6.5	18,342	6.2
SLO #6 – Read, analyze, synthesize written, visual and aural materials.		Some	162	24.0	9,036	22.7	67,343	22.8
SLO #7 – Select and apply appropriate problem-solving techniques.		Quite a bit	278	41.0	16,059	40.4	120,022	40.5
		Very much	213	31.4	12,067	30.4	90,289	30.5
		Total	677	100.0	39,757	100.0	295,996	100.0
11e. Solving numerical problems	GNSOLVE	Very little	119	17.6	6,300	15.8	45,749	15.4
		Some	176	26.0	11,065	27.8	84,802	28.6
SLO #5 – Process numeric, symbolic and graphic information.		Quite a bit	220	32.5	12,916	32.5	97,991	33.1
		Very much	162	24.0	9,495	23.9	67,568	22.8
		Total	678	100.0	39,775	100.0	296,109	100.0
11f. Working effectively with others	GNOTHERS	Very little	80	11.8	4,202	10.6	28,435	9.6
		Some	216	31.9	11,043	27.8	81,909	27.7
SLO #2 – Collaborate respectively with others.		Quite a bit	230	33.9	13,970	35.1	105,683	35.7
		Very much	152	22.4	10,553	26.5	80,047	27.0
		Total	679	100.0	39,768	100.0	296,074	100.0

Assessment and Program Review Initiatives on Campus

In addition to the Assessment by Design workshops offered to both internal and external academic groups, the office engaged in multiple training events on campus. These included offerings during Professional Development Days in August and January as well as throughout the academic year:

- Comprehensive Program Review session
- Preparation and implementation of the Assessment Matters Conference
- Poster session following All Faculty Meeting
- World Café (August and January)
- Administrative and Services Area Review Process
- Program Review Reporting for Academic Review
- Assessment and Curriculum: Understanding the Connections (adjuncts)

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

- Processing more than 3,500 rubrics and assessment instruments
- Participation in program and department meetings to support assessment activities
- Mini-grant processing
- Internal newsletter – Spotlight on Assessment
- Blog Site – Assessment by Design, as well as Twitter updates

The Assessment Council was also busy assisting with the Assessment Matters conference, as well as working on a revisit of the bylaws and defining the work of the Council through new subcommittees.

During the coming academic year, the office will focus on reviewing current activities and their effectiveness, as well as looking for new avenues to support faculty work in assessment. Goals adopted by the AEIO office for the next several cycles include:

1) Designing new processes for intake of data reports for Academic Units for processing and reporting information back to the departments.
2) Developing new materials in support of Program Review software, including printed and video materials and updates to the website.
3) Developing new resources for Assessment and Program Review based on feedback from constituents.
4) Remapping of new general education learning outcomes to the curriculum.
5) Mapping of Institutional learning outcomes to CTE and non-general education curriculum.
6) Update online Assessment by Design curriculum to better align with face-to-face curriculum changes.

New Assessment Initiative

Summer Teaching Institute

The Office of Assessment in conjunction with the Office of Faculty Development hosted a two-day Summer Teaching Institute for full time faculty on August 8-9, 2019. The two-day event was limited to 18 faculty members and required an application submission. The workshop covered multiple aspects of the teaching and learning endeavor:

- How do you teach?
- How do you know it's working?
- What impacts your teaching?

Some of the topics covered and presenters during the two days:

- Learning Strategies, Valerie Mann
- Teaching and Technology, Paul McCourt
- Gender/Diversity/Inclusion, Ashley Vasquez
- Service Learning, Tara Karaim
- Student Panel – Z Generation
- JCCC Campus Services

Resources from across the institution, along with insight from specialists within higher education were provided to the participants.

Assessment by Design

Assessment by Design (ABD) is the Office of Assessment, Evaluation and Institutional Outcomes flagship workshop. This workshop guides all both internal and external participants through the Cycle of Assessment with a goal of developing an assessment plan for the upcoming academic year. It also helps the participant understand assessing students is not what improves student learning; it is the educational intervention that faculty employ that makes the difference.

ABD is about making assessment meaningful and not a matter of compliance. The assessment process strives to:

- Document and improve student learning
- Expand faculty involvement and control in assessment
- Align assessment objectives with existing curriculum
- Encourage, support, and recognize innovation in faculty-driven assessment
- Analyze and support numerous approaches to meaningful assessment

Assessments that are focused on improving student learning provide faculty with data about their students and how well the curriculum is working in the classroom. The ABD workshop offered to external faculty every summer continues to reach capacity. We hosted 20 participants from five two-year and four-year schools in the summer of 2019.

ABD Online made its sophomore debut with 22 external faculty participants. The online participants where from schools in Hawaii, New York, Oregon, California, Georgia, and Texas. The Office of Assessment used feedback from the summer 2018 participants to make minor updates to the course and received wonderful feedback from the 2019 participants.

ABD Online 2019 Feedback

Thank you so much for squeezing me in to the course! It was fantastic – I loved the organization, short videos, exercises, and resources. This was very well done!

I really enjoyed this course. This online course allowed me to think through things such as creating a rubric, SLOs, and program level objectives. I also was able to know the difference between formative and summative assessments.

I like the pace of the course and the nature and amount of the work. It was very manageable while working a full-time job.

The feedback on the assignments was outstanding and prompt. The explanations in the videos were useful and the handbook was well put together.

Prompt feedback. Assignments built on one another and reflected real world application.

The 8th Regional Community College Assessment Conference was held at Johnson County Community College on April 25 - 26, 2019, and hosted more than 185 attendees hailing from 10 states and over 40 two- and four-year colleges. The half-day preconference on Thursday provided the attendees two sessions focused on co-curricular assessment, and the all-day conference on Friday provided attendees the choice of 14 breakout sessions, a keynote address presented by Dr. Jeremey Penn from the University of Iowa, and a panel discussion comprising professionals from around the region on the **Ups, Downs, In-and-Outs of Assessment**.

Presentations for the conference included several from JCCC faculty and staff:

- Heather Seitz, Professor of Biology, "Using Student Misconceptions to Facilitate Reflection Through the Use of Concept Inventories"
- Tara Karaim, Coordinator, Community Based Learning, "Assessment of Co-Curricular, Civic Engagement Programming"
- Michelle Taylor, Senior Research Analyst, NHEBI, "University Benchmark Project: A New Tool to Measure Education Support Services"
- Sheri Barrett, Director, AEIO, Darla Green, Professor, Interior Design, "Urban Legends, Fables and Myths: A Guide to Assessment"

Sponsors for this year's conference included:

- College *BASE* Online
- NISOD
- Xitracs
- Strategic Planning Online
- Baker University
- Assessment by Design

The conference also welcomed presenters from:

- Cleveland University
- Emporia State University
- Kansas State University
- Metropolitan Community College
- Rockhurst University
- St. Louis Community College

- Southeast Community College
- University of Kansas

The conference convenes every other year at JCCC, and the next meeting is scheduled for April 29-30, 2021.

Feedback on keynote speaker & overall conference

- *Engaging and interactive approach to a topic some may consider quite dull*
- *Thought provoking, great information, and humorous*
- *The interactive polls were great – got the audience involved*
- *This was a great overview and served its purpose well*
- *Thank you for hosting us on Friday and congratulations on the conference! It was a great event and a great venue. We look forward to seeing you again in 2021.*
- *Thank you for all the hard work and passion that you put in to make this conference a success! It was great to attend and to be able to talk with some of our other assessment team members on the drive back to our college. My biggest "take-aways" came from the panel discussion; the discussion gave me some questions to ponder as I try to improve as an assessment leader on our campus.*

Program Review

During the spring of 2018, the Office of Assessment, Evaluation and Institutional Outcomes (AEIO) worked with the Director of Procurement to issue a Request for Proposal (RFP) to replace the College's current program review software. The RFP contained language requesting software that could support program review, strategic planning, and assessment needs of the institution. The AEIO office also assembled a committee of end users and interested constituencies to participate in the evaluation of vendors. The RFP generated six (6) bids in the fall and after careful evaluation, three (3) vendors were selected to give presentations to the committee during the fall 2018 semester.

Strategic Planning Online (SPOL) was selected as the new Program Review software vendor. The AEIO staff went through an intense training process during late spring and summer 2019 and met with Deans, Vice Presidents, and department heads to structure the reporting functions within the new software. New training manuals, videos, and other training resources were prepared to introduce the campus to the software during Professional Development Days in August 2019. Multiple training sessions were offered during PDD week and more in-depth training using the computer labs in the Regnier Center was offered during September. In addition, the office offered many one-on-one and department level trainings throughout the fall for both the academic and administrative branches.

Some of the highlights of the new software include:
- A module dedicated to short/long term planning
- Assessment findings can now be entered in the software
- Program review can have multiple templates and be assigned to departments accordingly, i.e. annual versus comprehensive, academic versus administrative
- Goals can be submitted to appropriate deans/supervisors for feedback prior to planning
- CTE programs with external specialized accrediting bodies can link accreditation standards to program goals
- Goals can be linked to the college-wide Strategic Plan
- More robust copying/pasting functions are available from other word processing programs
- Various levels of access can be assigned in the software

The AEIO staff worked closely with the vendor to work through implementation issues and design more user-friendly processes within the system. A new roll-out of a revised interface is due in spring 2020, so additional training will be necessary in fall 2020.

Program Review Software Review Committee
Sheri Barrett, Director AEIO
Sonia Akins, Coordinator AEIO
Liz Loomis, Administrative Assistant AEIO
Mickey McCloud, VP Academic Affairs
Gurbhushan Singh, AVP Academic Affairs
John Clayton, Exec Director Institutional Effectiveness
Natalie Alleman Beyers, Director Institutional Planning & Research
Daniel Owens, Associate Professor Economics
Theresa McChesney, Professor Mathematics
Carrie Hanson, Director Dental Hygiene

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 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 2018-2019.

Program Vitality Recommendations (AY 19)

	Enhancement	Maintain Support	Revitalization	Suspend/Phase Out
	24	63	0	1
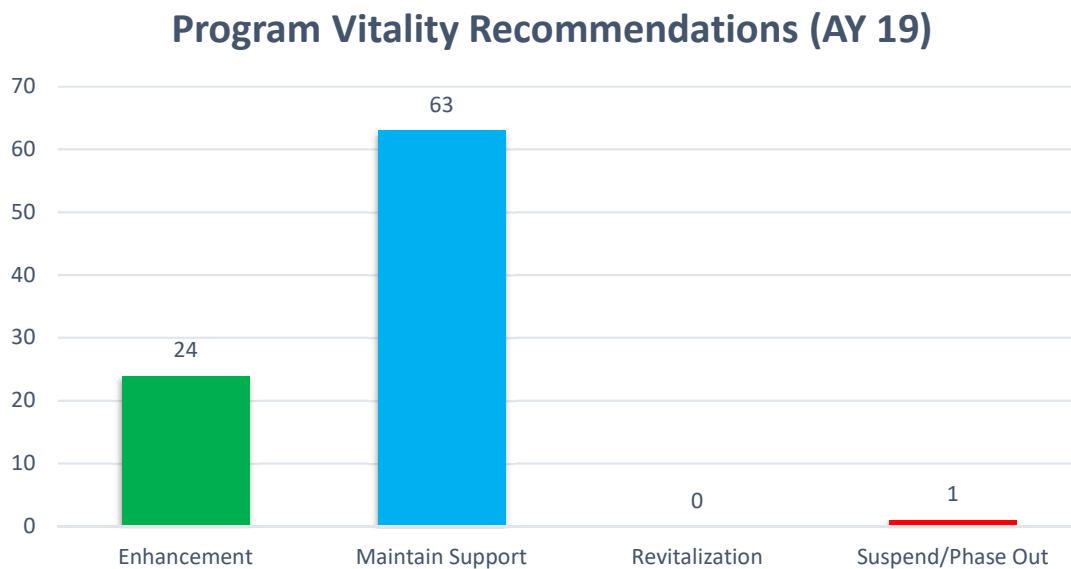
Administrative Program Review

Multiple administrative units participated in the second cycle of Administrative Program Review in the 2018-19 Academic year. The departments in the comprehensive cycle included:

- Institutional Effectiveness
- General Counsel
- National Higher Education Benchmarking Institute
- Small Business Development
- Testing & Assessment Services
- Student Life
- Success Advocates
- Veteran Affairs
- Athletics
- Box Office
- Bursar Services
- Receiving/Warehouse
- Document Services
- Postal Services
- Facilities Planning
- Ground/Landscaping
- Administrative Computing Services
- Nerman Museum
- Marketing Communication

The 2019-2020 Academic Year will mark the completion of a three-year cycle for the Administrative Program Review. The unique challenges for the current year are the implementation of new software and training on the purposes and uses of program review data for the administrative review.

Mini-Grant Recipients

Academic Year 2018-19

Recipient	Department	Mini-Grant Name	Project	Amount
Joy Rhodes	Fashion Merchandising and Design	Faculty Assessment Retreat	Faculty retreat on a Saturday off-site	**$275**
Luz Alvarez	Foreign Language	Faculty Assessment Retreat	Faculty retreat on campus with lunch at Café Tempo	**$100**
Tai Edwards	History	Attend American Historical Association Annual Meeting	Participation in roundtable to learn assessment functions at similar institutions	**$426**
Marilyn Senter Monica Hogan	English	Comp I Assessment tabulation/retreat	Off campus retreat to read and score student midterm	**$540**
Anna Page	Honors	Attend: Community College Conference on Learning Assessment	Gather information to help the JCCC Honors program assessment project.	**$1,000**
Darla Green	Interior Design, Co-Chair Assessment Council	Attend and present at the Assessment Institute in Indianapolis	Co-present on Assessment with Dr. Barrett and gain information on assessment methods beneficial to program.	**$1,900**

Assessment Matters Regional Assessment Conference for Community Colleges

JCCC Faculty funded for attendance:

Tina Wolff, Foreign Language
Kerri Stephenson, Foreign Language
Eric Elisabeth, Science
Anna Page, Director, Honors Program
Farrell Jenab, Director, Faculty Development
Tara Karaim, Director, Community Based Learning
Jacob Kier, CSIT
Charles Foat, EMS
Marcela Renna, Legal Interpreting
Lori Slavin, Chemistry
Kay King, Administrative of Justice
Amanda Glass, Chemistry
Robert Carney, CSIT

13 x $85.00 each **$1,105**

Fast Track Mini Grants for Assessment Books

Barry Heron	Chemistry	Classroom Assessment Techniques	2 x $39	**$78**
Darla Green	Interior Design	High-Impact ePortfolio Practice	2 x $35 =	**$70**

Fast Track Mini Grants to attend Assessment by Design Workshop

Amanda Glass	Chemistry			**$135**
Andrew Lutz	Info Tech			**$135**
			TOTAL	**$5,764**

Accreditation

Following the report from the Higher Learning Commission comprehensive site visit, the office helped host three Town Hall meetings to report the findings and next steps for the College in response.

Strengths identified by the site team
- Faculty, staff, administrators, and trustees understand the College's mission, vision, and values.
- The College is committed to act with integrity and its conduct is ethical.
- The College actively develops plans for student success that includes the use of key performance indicators (KPIs) that provides institutional focus and accountability.
- The College has a well-established system for assessment of student learning, college wide and program level data collection, data analysis, and improvement based on the data.
- The College actively meets the needs of and is intentional in seeking input from external stakeholders.
- The College has aligned its accreditation, strategic planning, budget, program review and assessment processes including:
    - Well-established assessment process which is embedded in Program Review for both academic and administrative areas.
    - Program Review that is an integral component of the institutional planning and budget allocation process.
    - Well-resourced with a budget process that is aligned with the mission and strategic plan of the College.
    - Institutional Priorities are clearly aligned with the institution's mission.

Opportunities for improvement
- Opportunity to enhance program level assessment of student learning in some academic (career and technical, business) programs.
- Diversity of its employees in relationship to the community and student populations.

Additional Reporting
The College received ongoing accreditation for 10 years, but the Higher Learning Commission did require a monitoring report concerning:
- Academic Shared Governance structure including faculty leadership and committee structure with:
    - Clearly defined roles, responsibilities, and decision-making protocols of faculty bodies, academic leadership, and institutional leadership.
    - Delineate communication processes and protocols between faculty, committees, academic leadership, and institutional leadership.

The work that was conducted in the 2018-19 academic year was submitted to the Higher Learning Commission in the summer of 2019. The Commission staff appreciated the work done by the Academic Branch but charged the institution to finish the shared governance work by submitting a follow-up report, specifically:

1) A narrative describing the College's efforts to resolve confusion pertaining to faculty voice, in particular the resolution of the existing "two body" faculty governance issue;
2) Specific policies pertaining to faculty voice within the shared governance system that have emerged from these efforts;
3) Documentation from FA and/or Faculty Senate policies providing clear delineation of responsibility and authority.

Two task forces were formed to address the issues raised by the HLC staff analysis. These are the Academic Shared Governance Task Force and the Institutional Shared Governance Task Force. The work being undertaken by these two groups will be finalized and submitted to the Higher Learning Commission by May 1, 2020.

Pathway Decision

The Higher Learning Commission made the decision to discontinue the AQIP Pathway that JCCC was using to maintain its accreditation, so the College was given the opportunity to choose either the Open or Standard Pathway. The College chose the Open Pathway for ongoing accreditation.

Improving JCCC

In moving from the AQIP Pathway of accreditation which promoted continuous quality improvement activities and projects, the College wanted to continue to promote improvement as a cornerstone of the culture. The AEIO Office and a CQI Committee conducted a series of listening sessions on Continuous Quality Improvement models to continue the work begun through the AQIP framework. Listening sessions were held in April 2019 and the CQI Committee made recommendations to the President's Cabinet for a new model going into the 2019-20 academic year. The process was renamed **Improving JCCC.**

The process provides an opportunity for the campus community to identify and act on areas of improvement for the institution.

Proposed projects should encompass:

1) A project that is beyond the scope of a single department.
2) A project that is tied to a College Strategic Priority or KPI.
3) A project that has a defined timeline.

The projects proposed for Improving JCCC also need to identify:

1) What do we want to improve?
2) Who needs to be involved?
3) What Strategic Initiative or KPI does the project support?

The office hosted multiple sessions promoting the Improving JCCC processes and distributed flyers to help inform faculty and staff of opportunities to launch projects. Several projects have been approved by Cabinet and several others are in process for the coming academic year.

IMPROVING JCCC

Do you see processes or areas where we can do better— even if it isn't part of your department?

Key Performance Indicators

Course Completion

Graduation/Transfer

Award Attainment

Institutional Learning Outcomes

Quantum Workplace

Noel-Levitz
Student Satisfaction Inventory

Community Perception Survey

Enrollment

Composite Financial Indicator

Strategic Priorities

Academic Excellence

Student Success

Employee Engagement

Community Engagement

Operational Excellence

Your proposed improvement should:

◆ Extend beyond the scope of a single department

◆ Address a College Strategic Priority or Key Performance Indicator (KPI)

◆ Have a defined timeline for completion, whether two months, two academic years or beyond

We need you to:

◆ Identify the process and who needs to be involved

◆ Search **"Improving JCCC"** at **infohub.jccc.edu** and fill out the project proposal form

◆ Request a meeting with Sheri Barrett

Let us know!

For more information:

Sheri Barrett | Director
Office of Assessment,
Evaluation and
Institutional Outcomes

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JOHNSON COUNTY COMMUNITY COLLEGE
OFFICE OF ASSESSMENT,
EVALUATION AND
INSTITUTIONAL OUTCOMES

External Presentations

Dr. Barrett led training workshops for new accreditation academy members for the Council on Chiropractic Education in Phoenix Arizona, November 2018.

Dr. Barrett guest lectured via Zoom for a doctoral class at Iowa State University on April 10, 2019.

Dr. Barrett conducted mentoring visits with 4 schools during the Higher Learning Commission (HLC) Annual Meeting. Dr. Barrett and John Clayton, Executive Director of Institutional Effectiveness participated in the Share Fair on accreditation at the HLC annual conference. April 2019

Dr. Barrett was recognized with a Spotlight Award at the Burlington Northern Luncheon for her work on the College's accreditation site visit.

Dr. Barrett participated as a council member for the Council on Chiropractic Education, a specialized accreditation body, in council deliberations in Maine in July 2019.

Dr. Barrett presented "How Assessment lost the Battle on Faculty Buy-In but Can Win the War!" at the Annual Meeting, Assessment Institute, Indianapolis, October 13-16, 2019.

Dr. Barrett presented "Urban Legends, Fables and Myths – A Guide to Assessment." At the Texas Higher Education Assessment Conference, San Antonio, Texas, September 30-October 2, 2019

Dr. Barrett presented at the Higher Learning Commission Annual Meeting April 6-8th, 2019 in Chicago. The presentation was a panel on "Enhancing Student Learning" with Dr. Fred Burrack, Kansas State University and Dr. Ryan Chung, Oklahoma State.

Dr. Barrett presented with Dr. Fred Burrack, Kansas State University and Dr. Ryan Chung, Oklahoma State, on "Addressing dissention, limiting bureaucracy, and enhancing learning through assessment processes." The Academic Chairpersons Conference, Houston, Texas, February 6-8, 2019.

Dr. Barrett and Darla Green, Professor, Interior Design, JCCC, presented on "Urban Legends, Fables and Myths – a Guide to Assessment." At the Annual Meeting, Assessment Institute, Indianapolis, October 22-23, 2018.

Dr. Barrett presented "Apples to Oranges to Elephants: Comparing the Incomparable." At the Annual Meeting, Association of General and Liberal Studies, Pittsburgh, PA, September 21-22, 2018.

Support Committees

The Office of Assessment, Evaluation and Institutional Outcomes could not perform its varied tasks without the support of multiple committee members across the campus. Below are lists of the 2018-19 committee members that were of great assistance.

Program Review Committee

Mark Swails, Academic Support, Co-Chair

Suneetha Menon, Academic Support

Tai Edwards, ADHSS

Michelle Salvato, ADHSS

Tom Renfro, Computer Science

Megan Noel, Business

Ron Symansky, Communications

Terri Easley-Giraldo, Communications

Michelle Goebel, CTET

Maureen Fitzpatrick, English

Tom Reynolds, English

Heather Schull, Healthcare

David Luoma, Healthcare

Kitz Siebert, Math

Phil Veer, Math

Jean Ann Vickers, Science

Lekha Sreedar, Science

Andrew Lutz, Computer Science

Jack Ireland, Industrial Tech

Larry Reynolds, VPAA Appt, Co-Chair

Gurbushan Singh, VPAA Appt

Mary Wisgirda, VPAA Appt

Administrative Review Committee

Mary Ann Dickerson, Testing & Assessment Services

Leslie Quinn, Records, Co-Chair

Jeff Delaroy, Institutional Research

Mike Souder, Continuing Education

Julie Vivas, Human Resources

Deanne Belshe, Digital Department

Gayle Callahan, Bursar Operations

Cathy Mahurin, Career & Transfer Services

Jimmy Keaton, Police Department

Sandra Warner, Administrative Computer Services

Anthony Funari, Grants, Leadership & Development

Marilee Nickelson, General Counsel

Assessment Council

Sheri Barrett, Director, Assessment Office, Co-Chair

Darla Green, Associate Professor, Interior Design, Co-Chair

Judith Vaughn, Professor/Librarian

Sam Bell, Associate Professor, English

Brian Zirkle, Associate Professor, Sociology

Donna Helgeson, Associate Professor, Math

Jason Lamping, Associate Professor, Industrial Technology

Ashley Vasquez, Associate Professor, Speech

Amanda Kraus, Associate Professor, Medical Information Revenue Management