

# 2020 ANNUAL REPORT

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## **OFFICE OF ASSESSMENT, EVALUATION AND INSTITUTIONAL OUTCOMES**

*“ If colleges and universities want to build a culture of assessment that is rooted in improving student learning, rather than “proving” student learning, then respecting the role of faculty and staff is crucial. Assessment is often a messy process that takes time and is very iterative in nature. It cannot be mandated from a central office, and those in the trenches must be empowered to take ownership. It is the only way to develop a true culture of assessment.”*

– Assessment by Design (in publication Fall 2021) Sheri H. Barrett

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## Moving Forward with Assessment at JCCC

The 2019-20 academic year marks a year of change at JCCC. Some of these changes go beyond what was encountered during the pandemic, although the move to a virtual learning experience greatly impacted learning. Some of the changes were planned and embraced during the 2019-20 academic year. This includes a revisit of the College's general education student learning outcomes.

In the data provided below, we will give the summative data for the original eight (8) student learning outcomes and provide data collected for the 2019-20 academic year that is mapped to the six (6) new general education learning outcomes.

Prior to the 2019-20 academic year, there were 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

A General Education Task Force appointed by the Educational Affairs Committee met and reviewed during the 2018-19 academic year the College's 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).

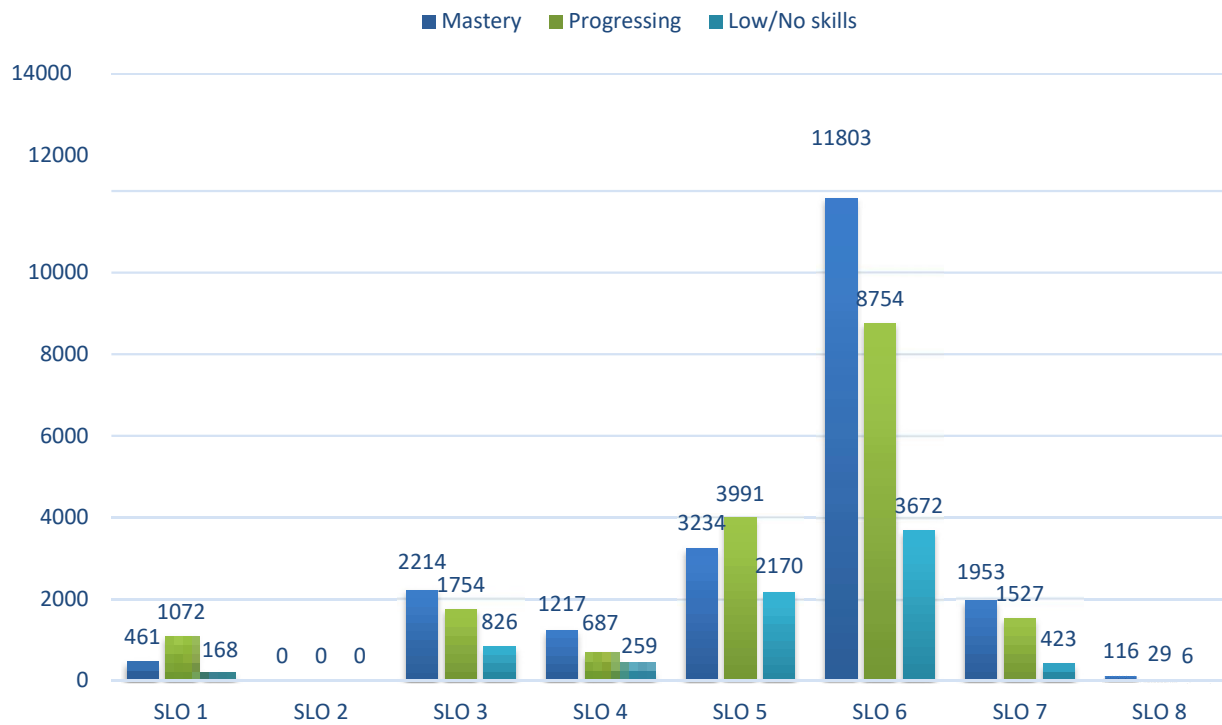
The next steps included remapping the general education curriculum to the new SLOs, as well as updating campus systems that house the SLOs: Canvas, CourseLeaf, and the college website. The full rollout of the new SLOs was completed in the fall of 2020. The new general education SLOs adopted by faculty vote are:

- 1) Demonstrate information literacy by finding, interpreting, evaluating, and using sources.
- 2) Apply problem-solving strategies using appropriate disciplinary or cross-disciplinary methods.

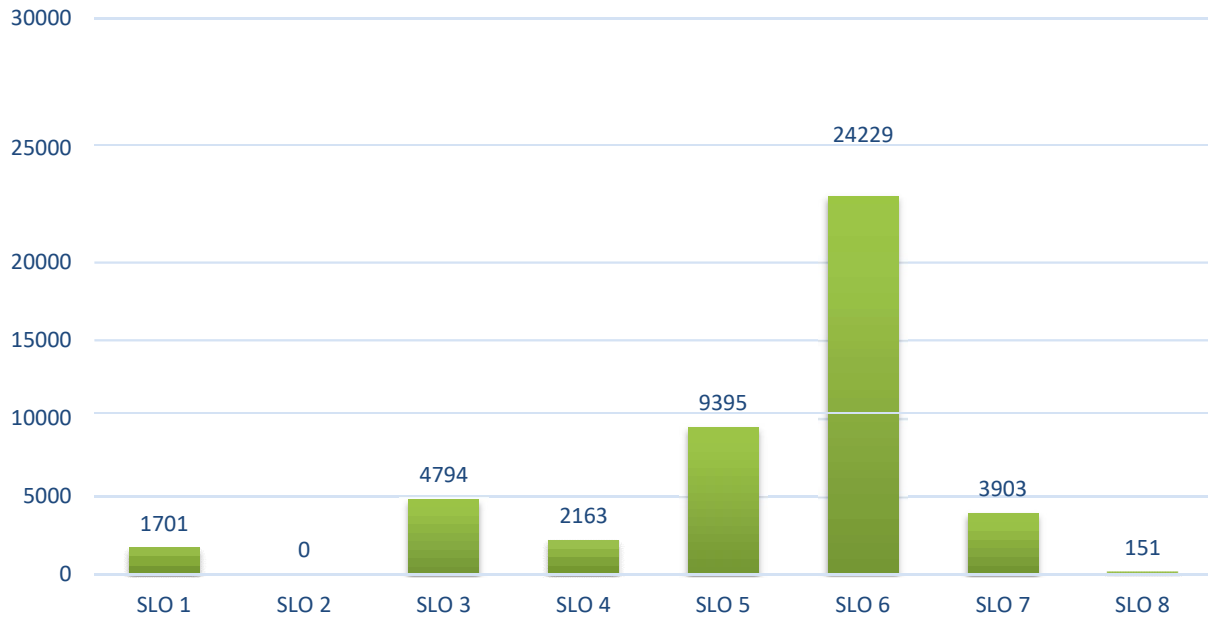
- 3) Communicate effectively in a variety of contexts.
- 4) Demonstrate knowledge of the broad diversity of the human experience and the individual's connection to the global society.
- 5) Process numeric, symbolic, and graphic information to draw informed conclusions.
- 6) Comprehend, analyze, and synthesize written, visual, and aural material.

The final reporting of the general education student learning outcomes is reflected in the charts below.

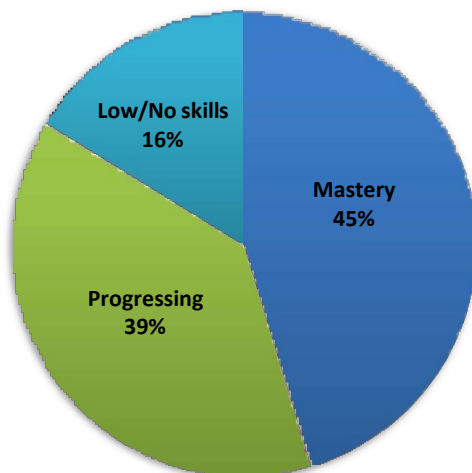
## General Education Assessment 2014-2019 Combined Results



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

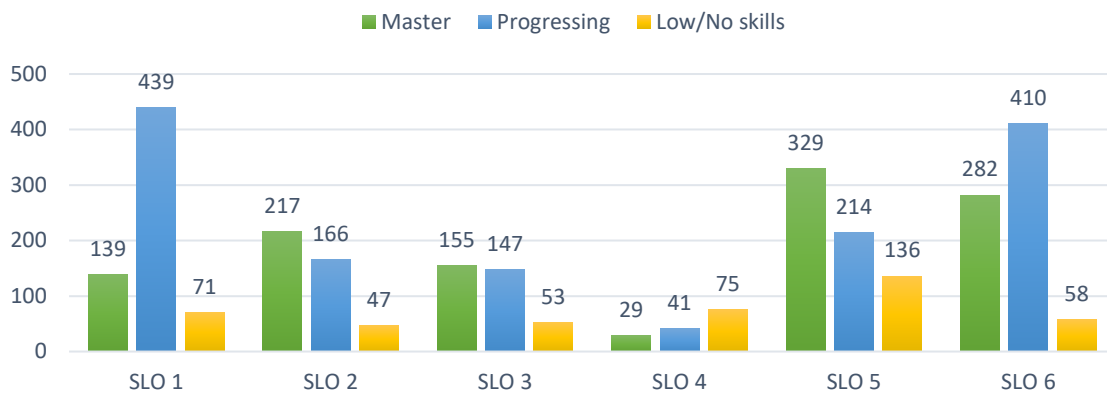


## General Education Assessment 2014-2019 Combined Results Percentages by Student Performance

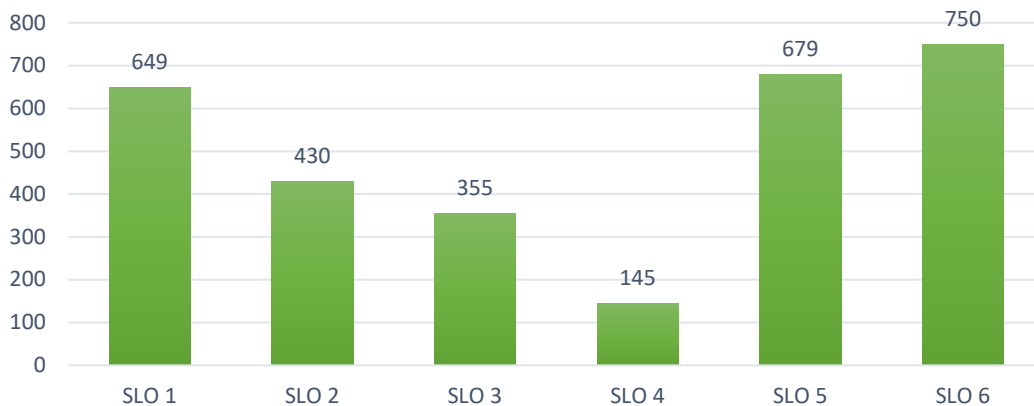


The data provided in the charts below reflects the first year of gathering information on the revised general education learning outcomes. Two factors influenced the lower amount of data gathered in the 2019-20 academic year. The first issue: many units took the opportunity of the implementation of new learning outcomes to reevaluate current assessment instruments and revise assessment practices, and the second mitigating factor was the shift to online learning precipitously in the Spring which impacted assessment activities that were not easily translated to the new environment.

### General Education Assessment 2019-20 Academic Year

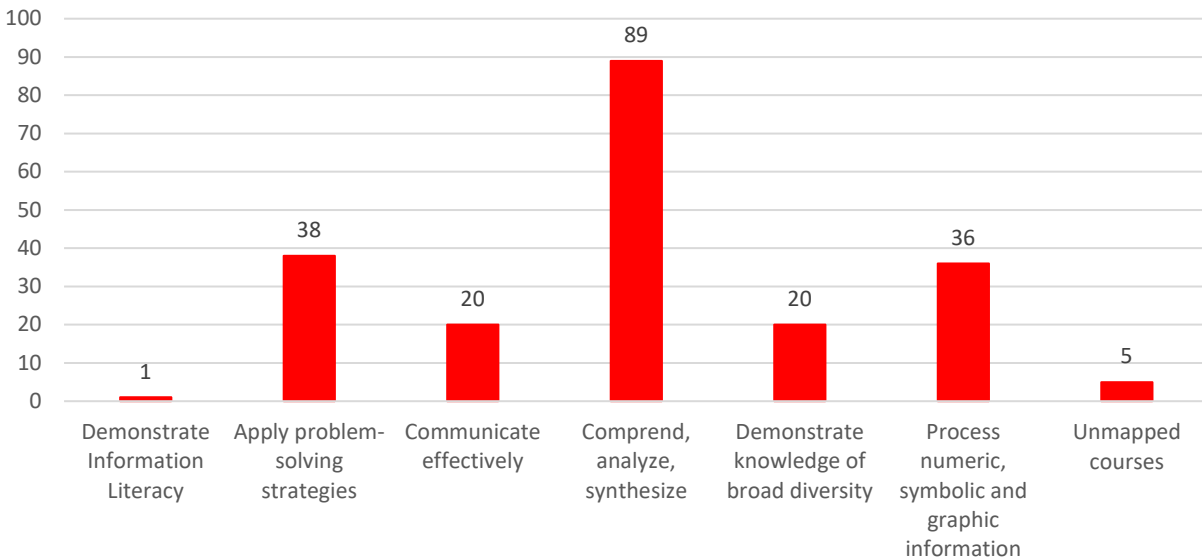


### General Education Assessment Number of Students by SLO 2019-20 Academic Year



The assessment office undertook a mapping of the general education curriculum to the revised General Education Student Learning Outcomes in the 2020-21 academic year. The data below represents mapping of only the “primary” learning outcome associated with the course.

### Mapping of Revised General Education Student Learning Outcomes



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

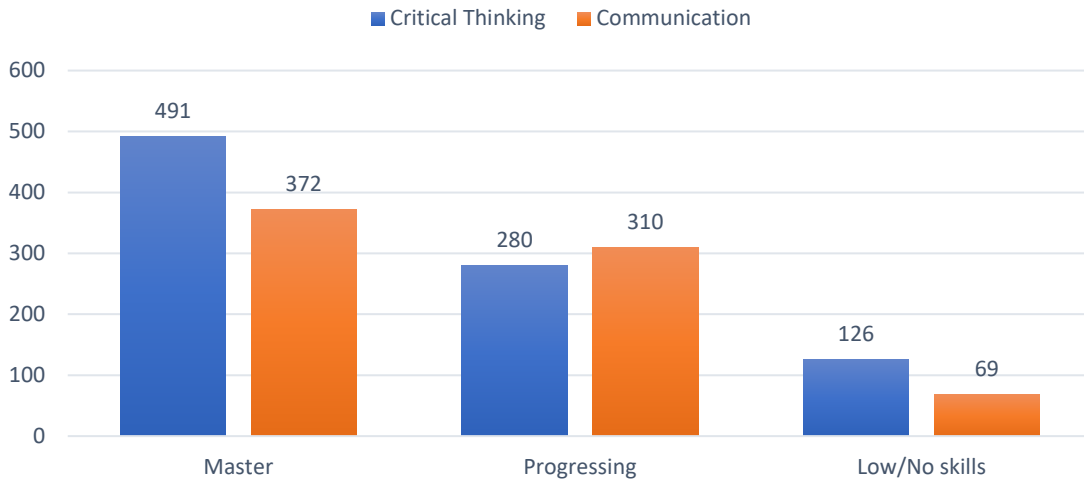
Institutional Learning Outcomes are assessed through the curriculum in the Career and Technical Education programs, as well as coursework in transfer departments that are not associated with general education requirements. The five Institutional Learning Outcomes (ILOs) are:

- **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 foreconomic, physical, social, mental, and emotional wellness.

The CTE programs and non-general education curriculum reporting assessment results in the 2019-20 academic year included:

- Electrical Technology
- Heating, Ventilation, Air Conditioning Technology
- Engineering
- Healthcare Information Systems
- Marketing Management
- Medical Information and Revenue Management
- Nursing
- Personal Computer Applications
- Web Development
- Architecture

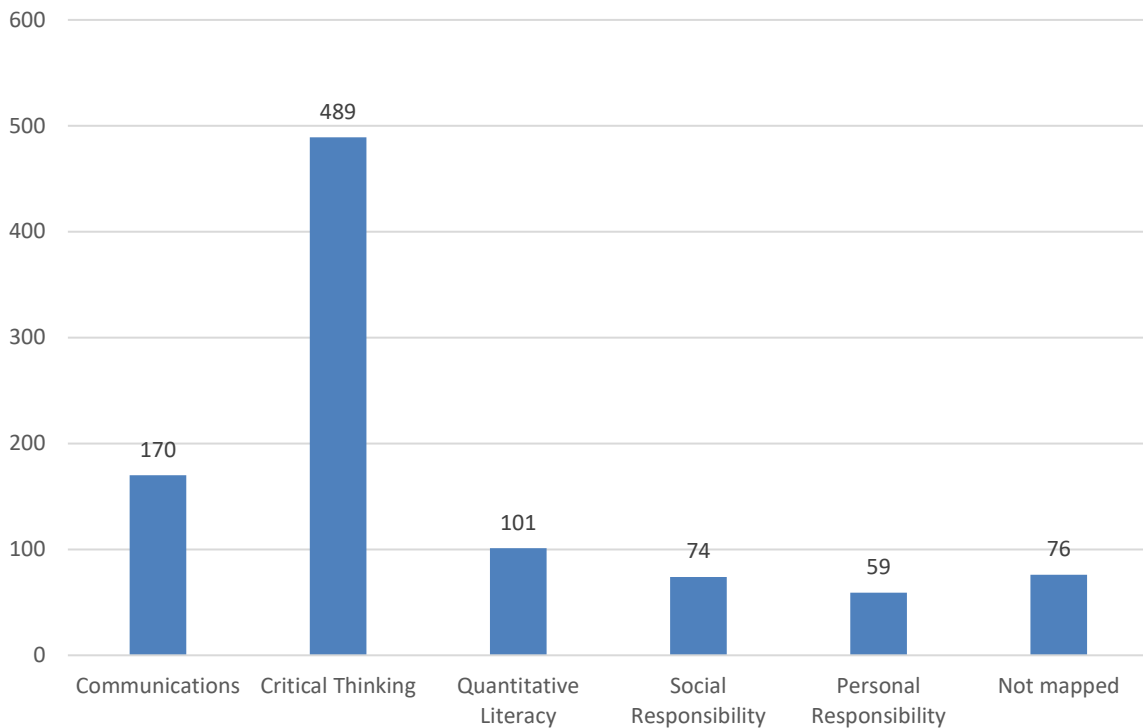
### Career, Technical, and Non-General Education Assessment Data 2018-2020 Combined Results



Additionally, the assessment office did a mapping of the primary institutional learning outcome associated with the Career and Technical and Non-General Education courses.



## Curriculum Mapping of Institutional Learning Outcomes



As indicated on the chart, Critical Thinking has the most courses listed as the primary Institutional Learning Outcome. It should also be noted that there is good overall distribution of the ILOs through the CTE curriculum.

### 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:

- Historically, the students' scores of this (National) exam has proven to be a reasonably accurate indicator of student success in the actual licensing exam. Current (success) numbers are down from previous years, and likely indicates the affect that COVID-19 and moving classes online had on the students' participation and success rates.
- This was the first full year of collecting data for the assessment. We are missing some data from the Spring 2020 semester because three sections were going to administer only to their face-to-face classes, but those went fully online (mid-semester) and the assessment data wasn't collected. We will continue to administer this assessment for the next year to get a large enough

sample size so we can learn from our process.

- The designed assessment is a pre/post for the students in the program. Given early in the program and at the end of program on the subcategory of Critical Thinking. The program set a threshold for each student to be within -5% (or higher) of the normed threshold in each subcategory.
- The assessment findings show that many students continue to struggle with key functions. As a result, we've updated all 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 in the program.
- This course is divided into six assessable components and student learning is evaluated using a rubric. The new rubric designed by the faculty has proven to be a better measuring device that is much more precise for assessing the skills in the class. We will continue using this new rubric until we have enough data gathered for analysis and to make needed changes or adjustment.
- The scores have improved significantly, but last spring two changes occurred that likely had opposite effect on those scores. One was the additional pre-test and post-test questions that were created and included to make the assessment an even 10 questions. Second, Canvas was set up so that only the highest scores on either the pre-test or the post-test question were being used, rather the first score. There was also more emphasis on methods being tested which may have had a positive effect.
- Review of the data indicates that we did not achieve the target of students mastering the skills that we were focusing on. We will continue to develop resources, curriculum, and formative assessment opportunities for our students on these important skills.
- Pre-test/Post-test designed assessment. The change to 100% online in the Spring semester proved to be a difficult one. The instructors are currently assessing the areas of weakness shown by the post-test and are brainstorming ways to teach these elements.
- Because of the abrupt change to online learning during the Spring 2020 semester, we were unable to complete our post-test for that semester, so our assessment is small. We have begun associating gain scores with the pre-test and we attribute most of the gains in mastery and progressing. An ongoing challenge is the mix of major and non-major courses.

- All sections of the introductory course were assessed with a new instrument. As this is the first year of this particular assessment, the department thinks the assessment tool was sound and the results indicate the need for further study. We plan to repeat this assessment in the Spring 2022 semester. While these results don't show an exact bell curve, we do think there is room for improvement in student learning.

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. The College last administered the CCSSE in 2018 (chart below) and will administer the CCSSE again in 2021.

**CCSSE Results – JCCC (2018) Administration**  
**Frequency Distribution – 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  SLO #3 – Communicate effectively through the clear and accurate use of language.	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
		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  SLO #3 – Communicate effectively through the clear and accurate use of language.	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
		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 SLO #6 – Read, analyze, synthesize written, visual and aural materials. SLO #7 – Select and apply appropriate problem-solving techniques.	GNANALY	Very little	25	3.6	2,595	6.5	18,342	6.2
		Some	162	24.0	9,036	22.7	67,343	22.8
		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  SLO #5 – Process numeric, symbolic and graphic information.	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
		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  SLO #2 – Collaborate respectfully 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
		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**

The Assessment, Evaluation and Institutional Outcomes office spent part of the 2019-20 academic year engaged in activities that are components of the ongoing mission of the office. These included:

- Comprehensive Program Review processes and training
- Planning for the 2021 Assessment Matters Conference
- Poster session following All Faculty Meeting
- World Café Offerings for Departments/Faculty
- Administrative and Services Area Review processes and training
- Program Review reporting for academic review
- Assessment by Design workshops
- Adjunct training sessions
- Participation in Faculty Summer Institute
- Mapping of General Education curriculum to the new Student Learning Outcomes
- Mapping of Career and Technical Education courses and non-general education curriculum to the Institutional Learning Outcomes

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

- Processing more than 5,000 rubrics and assessment instruments
- Participation in program and department meetings to support assessment activities
- One-on-one consultations on assessment initiatives
- Mini-grant processing
- Internal newsletter – Spotlight on Assessment
- Blog Site – Assessment by Design, as well as Twitter updates

In the Spring of 2020, the office experienced a very abrupt change in focus, along with the rest of the campus. During the pandemic and as awareness began of the long-term implications to campus functions, the office looked for new avenues to support faculty work in assessment. The office worked to:

- 1) Develop new, asynchronous materials in support of Program Review software including printed and video materials and updates to the website.
- 2) Develop new asynchronous and video resources for assessment and Program Review for both Canvas and Strategic Planning Online training.
- 3) Convert external training opportunities, such as Assessment by Design, to an online only curriculum.
- 4) Develop shared TEAMS resources for ongoing functioning of the office.

## Assessment by Design



Assessment by Design (ABD) is the Office of Assessment, Evaluation and Institutional Outcomes' flagship workshop. This workshop guides 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 to academic programs 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

To better serve higher education and our own faculty, the ABD workshop went completely online for the 2020 summer workshops. Over 40 faculty from institutions representing two and four-year colleges across the United States participated.

Additionally, Dr. Sheri Barrett turned the Assessment by Design experience into a book. Stylus Publishing will be publishing the book version of the workshop in the Fall of 2021.

### ABD Online 2020 Feedback

- I really appreciated how quickly instructors gave back feedback and the workbook was really nice. It contained examples that I think help process concepts better.
- I like the specifics about programs and courses shared throughout the course. I liked the analyzing data section a lot. I feel the videos and exercises made data accessible and gave good tips on how to begin to look at data.
- I am a master's nursing education student. I have seen much of this material before, but you put it together in ways I had not considered before. Very informative and quite inspiring. Thank you.
- The concise video clips and content pages reflect the best practices in online instruction.



## Program Review

During the Fall of 2019 the Office of Assessment, Evaluation and Institutional Outcomes (AEIO) implemented new software in support of the Program Review processes of the campus.

Strategic Planning Online (SPOL) was selected during the RFP process as the new Program Review software vendor. Many training sessions — both virtual, group, and one-on-one session precipitated the implementation. The office followed up with new training manuals, videos, and other training resources 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.

Moving forward, the office will redesign much of the training materials as the vendor is rolling out a new interface with the software. The AEIO staff will work closely with the vendor to maneuver through implementation issues and design more processes that align with JCCC's procedures. Implementation of the revised SPOL interface is coming in spring 2021, so additional training will be necessary in fall 2021.

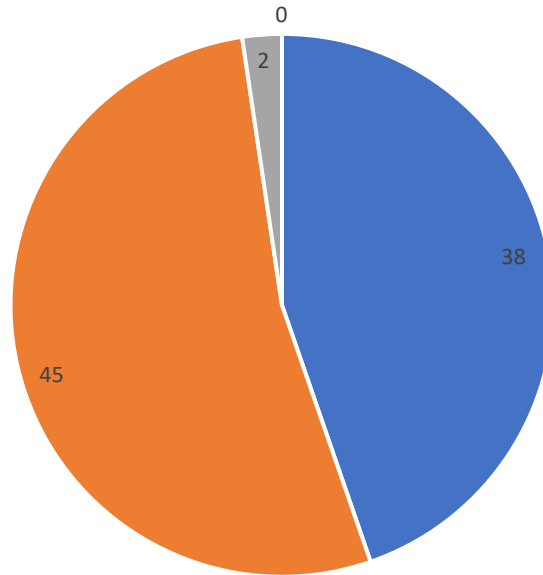
### **Academic Program Review - Vitality Reflection**

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 2019-2020.

## Program Vitality Recommendations AY 20

■ Enhancement   ■ Maintain Support   ■ Revitalization   ■ Suspend/Phase Out





## **Administrative Program Review**

Multiple administrative units participated in the second cycle of Administrative Program Review in the 2019-20 Academic year. The departments in the comprehensive cycle included:

- Assessment, Evaluation & Institutional Outcomes
- Bookstore
- Budget & Development Mgt
- Campus Ledger
- Center for Student Involvement
- CLEAR Program
- Counseling Center
- Dance Team
- Emergency Preparedness
- Human Resources & Benefits
- Information Technology Security
- Institutional Advancement
- International & Immigrant Student Services
- Leadership Development
- Network and Data Operations
- Police
- Procurement Services
- Records & Veterans Affairs
- Staff Development
- Student Activities
- Student Senate

The 2019-2020 Academic Year marked the completion of a three-year cycle for the Administrative Program Review. The challenges moving forward will be the maturation of the processes within the administrative structure and the use of the results in making planning and budgeting decisions.

**Mini-Grant Recipients**  
**Academic Year 2019-20**

<b>Recipient</b>	<b>Department</b>	<b>Mini-Grant Name</b>	<b>Project</b>	<b>Amount</b>
Ashley Vasquez	Communication Studies	Workplace Skills Teaching Strategies and Assessment Retreat	Retreat for Communication professors who teach this new course.	<b>\$300</b>
Marilyn Senter	English	Literature Assessment	Faculty retreat to evaluate and assess essays and surveys	<b>\$280</b>
Sheri Barrett and Ashley Vasquez	AEIO and Communication Studies	2020 virtual Association for the Assessment of Learning in Higher Education Conference	Attend and Present	<b>\$600</b>



# Assessment Matters

## Regional Community College Assessment Conference

Coming in April 2021

## Accreditation News



Following the College's comprehensive site visit in May 2018, JCCC was required to submit a report "outlining the academic governance structure including academic leadership, academic and faculty committees, and faculty including adjunct faculty to include communication processes and protocols between the committees, leadership, and faculty; the outline of shared governance protocols and communication between faculty, academic leadership, and JCCC leadership; and an outline of decision-making protocols as well as communication protocols when decisions are final."

The College submitted its follow-up report to the Higher Learning Commission in Summer 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, particularly 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 Faculty Association 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 were the Academic Shared Governance task force and the Institutional Shared Governance task force. The work being undertaken by these two groups was finalized and submitted to HLC by May 1, 2020. On May 14, 2020 the College received confirmation from the Higher Learning Commission the staff of the Commission received and reviewed the "report on faculty voice within the shared governance system. No further reports are required."

The College has a mid-term assurance review due to the Higher Learning Commission in the 2021-22 academic year. The AEIO office continues working on drafts for each of the criterion and sharing those with a series of task forces with membership from the College community with expertise related to the criterion. Drafts are then shared with the entire campus for feedback. A final version of the assurance review will be provided in the fall of 2021 for feedback before submission.

On the national agenda in accreditation for higher education, the Department of Education ruled they would no longer limit regional accreditors' scope to a region. At the February meeting, the HLC Board of Trustees approved changes to its bylaws and policies to expand its geographic area for accreditation to include the entire United States. This means the Higher Learning Commission will move from the 19 states and 1,000 schools it currently serves to potentially having schools in all 50 states.

## External Presentations

Dr. Sheri Barrett, Associate Professor Ashley Vasquez, Communication Studies

“Assessment is not Homogenous: Embracing the Chaos.” Annual Meeting, Association of Assessment in Higher Learning Education, virtual conference, June 2020.

Dr. Sheri Barrett

“How Assessment lost the Battle on Faculty Buy-in but Can Win the War!” Annual Meeting, Assessment Institute, Indianapolis, October 13-16, 2019.

Dr. Sheri Barrett

“Urban Legends, Fables and Myths – A Guide to Assessment.” Texas Higher Education Assessment Conference, San Antonio, Texas, September 30-October 2, 2019.

## Consultations

Faculty Development on assessment. Highland Community College, Highland, Kansas

Faculty Development on assessment for Nursing faculty. St. Luke’s College of Health Science, Kansas City, Missouri

Mock Accreditation Site Visit. Metropolitan Community Colleges, Kansas City, Missouri

Faculty Development on assessment with Darla Green. Allen County Community College, Kansas

## Appointments

Higher Learning Commission - Dr. Barrett was asked to join the Assessment Academy of the Higher Learning Commission as an Assessment Mentor. In this role Dr. Barrett will be assigned to colleges that need guidance on assessment initiatives.

Dr. Barrett was also requested to serve as an Institutional Actions Council (IAC) member by the Higher Learning Commission. IAC members are appointed by the board and are authorized to make accreditation decisions for member institutions of HLC.

Dr. Barrett finalized her appointment on the Council of Chiropractic Education, receiving an award recognizing her 15 plus years of work on behalf of the agency.

## Site Visits

Dr. Barrett participated in college site visits as a peer reviewer for the Higher Learning Commission in the following states:

- Illinois
- Michigan
- Ohio

## 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 2019-20 committee members that were of great assistance.

### Academic Program Review Committee

Michelle Salvato, Psychology  
Maureen Fitzpatrick (co-chair), English  
Kitz Siebert (fall only), Math  
Caroline Goodman, Math  
Phil Veer, Math  
Jean Ann Vickers, Biology  
Gurbushan Singh, AVP Instruction  
Suneetha Menon, Science Resource Center  
Katie Gallagher, Business Administration  
Terri Easley-Giraldo, Communication Studies  
Andrew Lutz, Information Technology  
Tom Reynolds, English  
Heather Schull, Nursing  
David Luoma, Practical Nursing  
Mary Wisgirda (chair), Dean, Math & Science  
Kathryne Byrne, Writing Center  
Darla Green, Interior Design  
Justin Stanley, Communication Studies  
Meghan Hinojosa, Cosmetology  
Jennifer Rosauer, Cosmetology  
Lekha Sreedhar, Horticulture  
Jack Ireland, Automotive Technology  
Leroy Cox, Dean, Business & Technology  
Akram Al-Rawi, Information Technology

### Administrative Review Committee

Deanne Belshe, Strategic  
Communication & Marketing  
Sandra Warner, Business Continuity  
Anthony Funari, Grant Leadership &  
Development

Leslie Quinn (co-chair), Records  
Julie Vivas, Human Resources  
Jimmy Keaton, Police Dept  
Del Lovitt, Enterprise Application  
Support  
Gina Brewer, Institutional Research  
Cathy Mahurin (co-chair), Career  
Development Center  
Jake Akehurst, Continuing Education  
Kailyn Hendrickson, Financial Services  
Mary McMullen-Light, Arts,  
Humanities & Social Science

### Assessment Council

Sheri Barrett, Director, Assessment Office, Co-  
Chair  
Ashley Vasquez, Associate Professor,  
Speech, Co-Chair  
Sam Bell, Associate Professor, English  
Donna Helgeson, Associate Professor, Math  
Jason Lamping, Associate Professor,  
Industrial Technology  
Amanda Kraus, Associate Professor, Medical  
Information Revenue Management  
Tai Edwards, Professor, History  
Carrie Hanson, Director, Dental Hygiene  
Gwenda Hawks, Associate Professor, Legal Studies  
Amanda Glass, Associate Professor, Chemistry  
Jeffrey Merritt, Professor, Academic  
Achievement Center







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