

2021

ANNUAL REPORT



OFFICE OF ASSESSMENT, EVALUATION AND INSTITUTIONAL OUTCOMES

“For student learning, a commitment to assessment would mean assessment at the program level that proceeds from clear goals, involves faculty at all points in the process, and analyzes the assessment results; it would also mean that the institution improves its programs or ancillary services or other operations on the basis of those analyses. Institutions committed to improvement review their programs regularly and seek external judgment, advice or benchmarks in their assessments.”

- Higher Learning Commission, Guiding Values

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Transition

Noun: a change from one state or condition to another. (Webster-Merriam)

As we conclude the reporting for the 2020-21 academic year, I look back fondly on the past ten years while I look forward to the changes coming in the 2022 academic year. After ten years of working with faculty on assessment and program review practices here at Johnson County Community College (JCCC), I will retire in April of 2022. While I look forward to opportunities and new adventures in this stage of my life, I will leave a piece of myself here at JCCC.

It is important with any transition to embrace the changes that are coming with the right attitude. A few thoughts to consider as the Assessment, Evaluation, and Institutional Outcomes office transitions to new leadership in the coming academic year.

- Change is inevitable.
 - While working with faculty over the last ten years, we have all taken part in a vital journey that developed the framework that supports assessment and program review at JCCC—but change will still come. Supporting change is an important part of the transition process. We can always improve!
- The changes will come with opportunities and challenges.
 - Change can be hard to accept. Often, we get very comfortable with how we are doing things. Change will bring challenges to our thinking and practices but will also give the College opportunities to explore the possible future of assessment and program review at the next level of engagement.

There are some key attitudes that need embracing during this transition:

- Remember, it's time to let go of the past and turn the page.
 - Going forward means things are not going to continue the way they are, and that's okay.
 - We must willingly move forward. What we have may be good, but what lies ahead may be great.
- Be willing to do the hard thing.

- Revisit, rethink, reimagine, and reinvent. These are all hard things, but at the end of the day these are what make for great colleges. JCCC is a great college and needs to keep the focus on moving forward and continuing as a leader in assessment and program review. Don't rest on your laurels!

I recently heard a quote listening to a speech, "the past should be a springboard, not a hammock." I hope my time at JCCC will serve as a springboard for progress and growth at the College in assessment and program review.

I'll be keeping my eye on you!

A handwritten signature in cursive script that reads "Sheri H. Barrett". The signature is written in a dark ink and is positioned in the lower-left quadrant of the page.

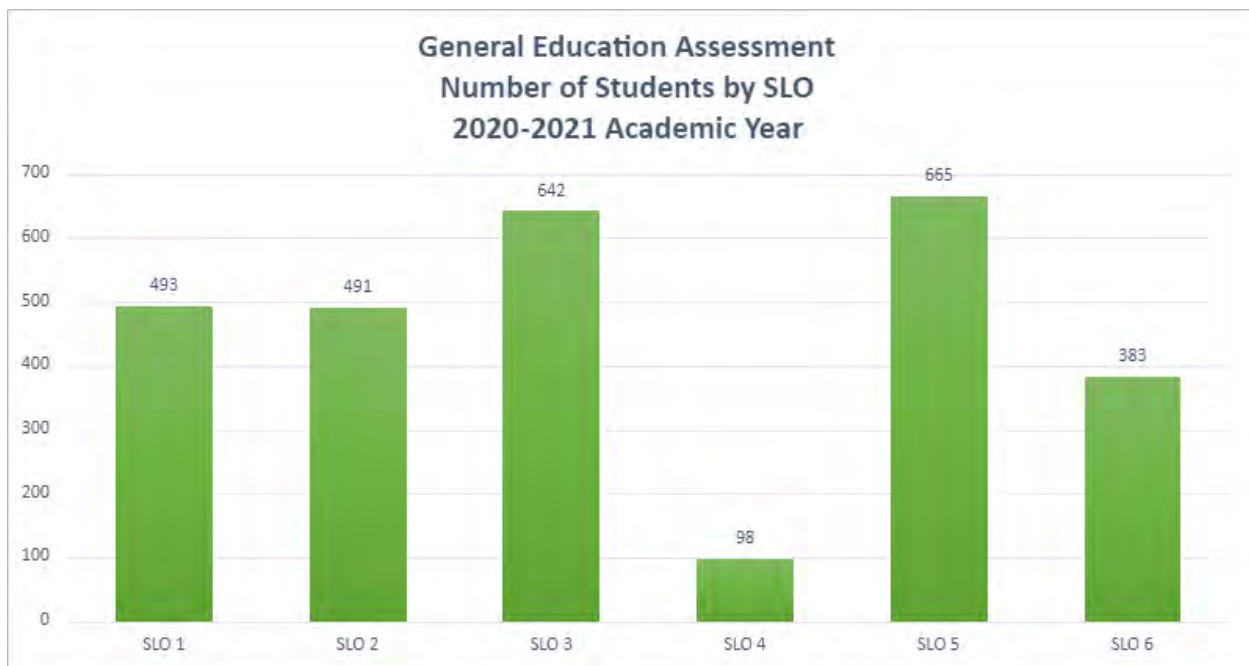
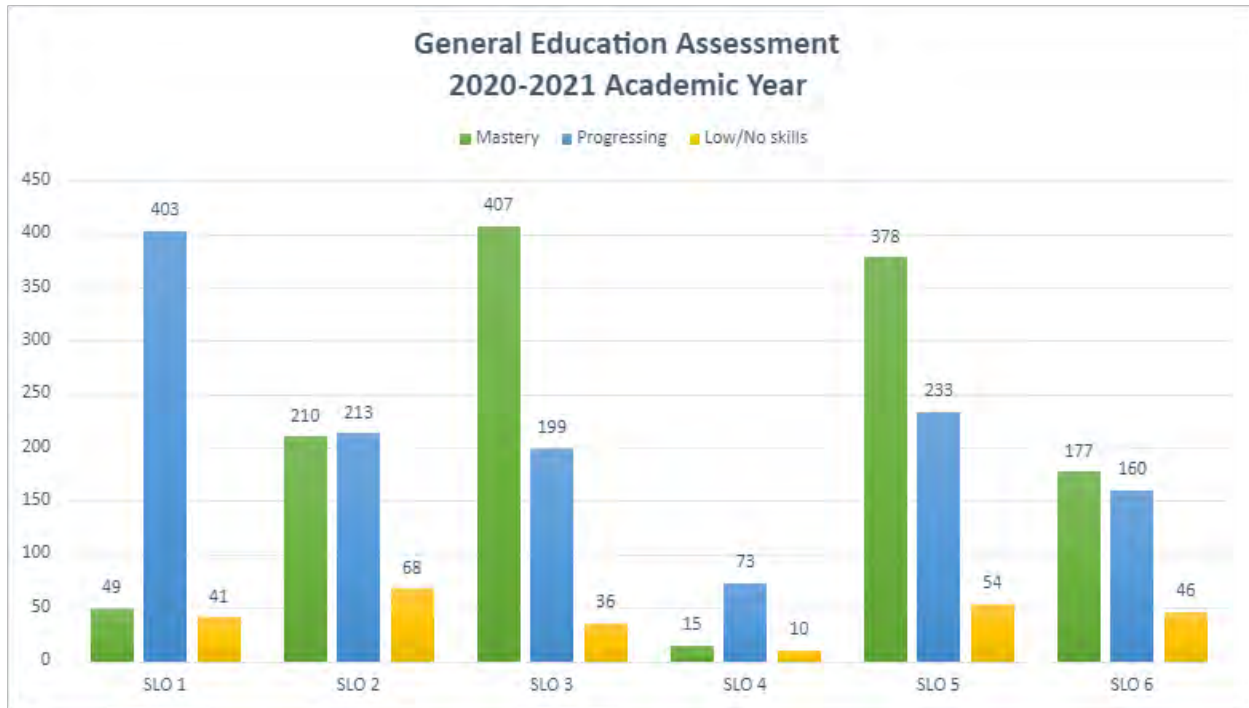
General Education Reporting – Student Learning Outcomes

The 2020-21 academic year was a year filled with both changes and some level of normalcy following the onset of the pandemic. Some classes have normalized the switch from in-person to online teaching and have revised and updated assessment initiatives to meet this pedagogy change. Beginning in fall of 2020, many departments began offering face-to-face courses again on campus. These numbers increased in the spring of 2021.

The data provided below is summative data from this year's 2021-22 Program Review processes that cover reporting of assessment results for the 2020-21 academic year. As noted in last year's annual report, the general education student learning outcomes (SLOs) have been updated through a faculty committee and voted on by the entire faculty; therefore, the data being reported is for two years of the new SLOs.

General Education Student Learning Outcomes

- 1) Demonstrate information literacy by finding, interpreting, evaluating, and using sources.
- 2) Apply problem-solving strategies using appropriate disciplinary or cross-disciplinary methods.
- 3) Communicate effectively in a variety of contexts.
- 4) Demonstrate knowledge of the broad diversity of the human experience and the individual's connection to the global society.
- 5) Process number, symbolic, and graphic information to draw informed conclusions.
- 6) Comprehend, analyze, and synthesize written, visual, and aural material.

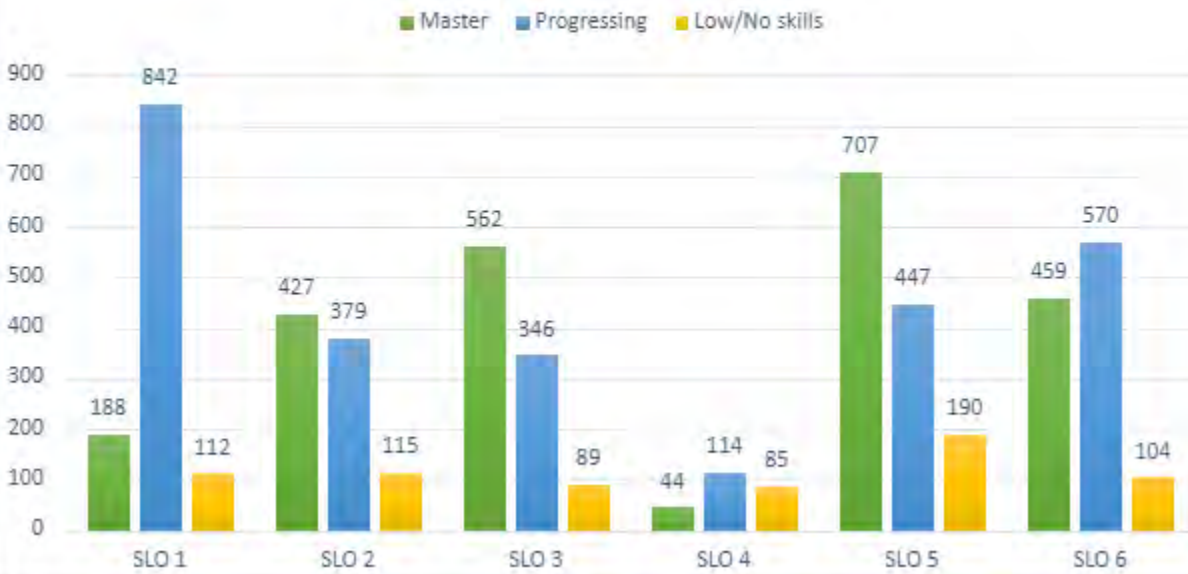


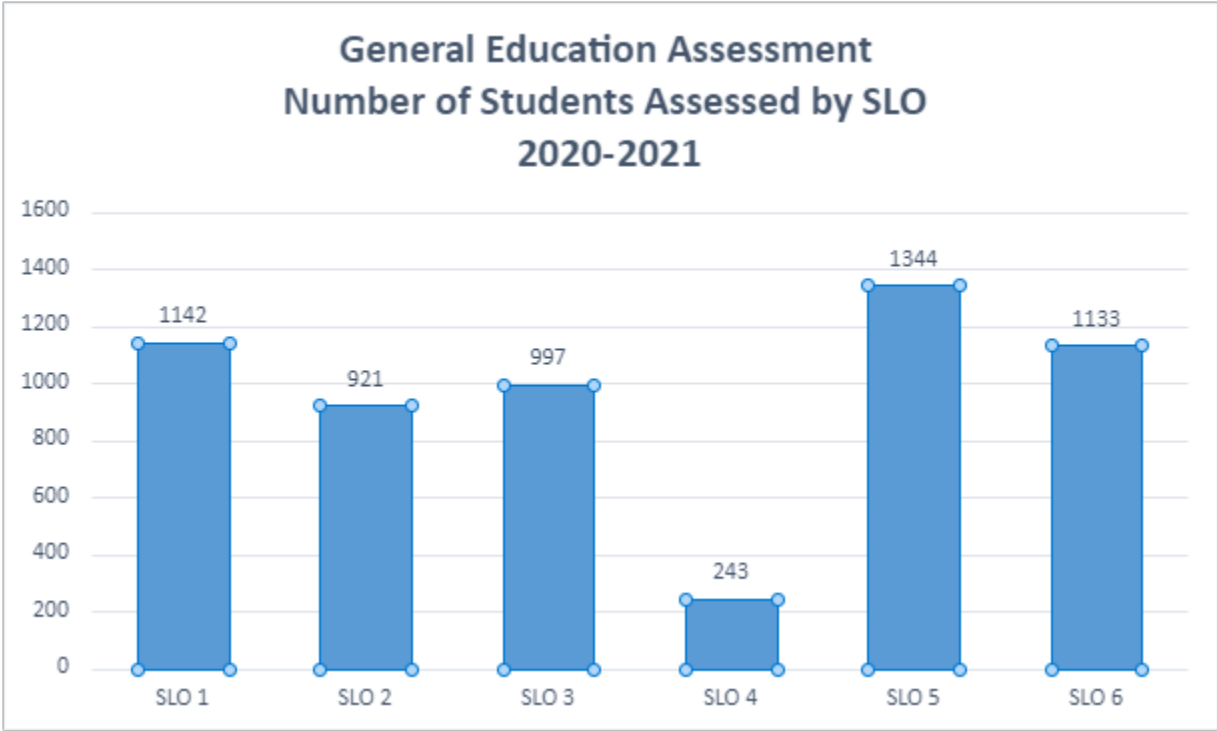
The SLO #4 - Demonstrate knowledge of the broad diversity of the human experience and the individual's connection to the global society. This SLO had the lowest number of assessments in the current academic year. Several humanities departments, which normally choose this SLO, are retooling their assessment which may have impacted these results.

General Education Assessment 2019-2021 Combined Results



General Education Assessment 2019-2021 Combined Results





One positive of the new SLOs is the distribution of assessments across all of the current learning outcomes. The previous set of eight SLOs had two learning outcomes that were not assessed.

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

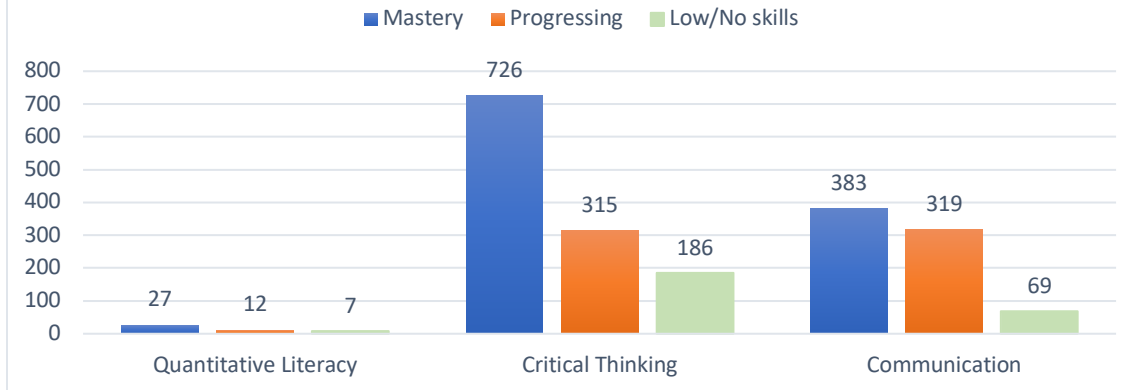
Institutional Learning Outcomes (ILOs) are assessed through the curriculum in the Career and Technical Education programs, as well as coursework in transfer departments that are not associated with general education requirements. The five ILOs are:

- **Quantitative Literacy:** Use quantitative skills to analyze and process information.
- **Critical Thinking:** Acquire, interpret, and analyze information and apply appropriate problem-solving techniques to determine and evaluate solutions.
- **Communication:** Communicate effectively with clarity and purpose.
- **Social Responsibility:** Be prepared to practice community engagement that reflects democratic citizenship, environmental responsibility, diversity, and international awareness.
- **Personal Responsibility:** Be independent lifelong learners who have the skills necessary for economic, physical, social, mental, and emotional wellness.

The CTE programs and non-general education curriculum reporting assessment results in the 2020-21 academic year included:

- Information Technology
- Electrical Technology
- Medical Information and Revenue Management
- Nursing
- Computer Personal Computer Applications
- Electronics Technology
- Business Office Technology
- Hospitality Management

Career, Technical, and Non-General Education Assessment Data 2018-2021 Combined Results



Overall, reporting for Institutional Learning Outcomes was exceptionally low for the current academic year and only three of the five learning outcomes have been assessed over the last two years. Some of the departments are doing assessment through national standardized testing but have been slow in reporting.

Significant Assessment Findings

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

- The data is quite similar to what the department saw pre-Covid in the introductory course. The data, however, is lower, the 200-level course, conceivably due to lectures still being online (labs are face to face). But past experience leads us to believe that all the courses beyond the introductory course fluctuate over the years due to small statistics. Starting summer 2022, we hope to finally have most of our classes back to face to face and it will be interesting to see how that impacts the assessment results.
- Data Collection Results in the Spring of 2021, the department designed and implemented an assessment project that was administered to 481 students across 47 sections. The course is one of the largest offerings at Johnson County Community College. It meets the general education criteria and seamless transfer guidelines established by the Kansas Board of Regents. It is taught by both full-time and part-time, adjunct faculty in both an 8-week and 16-week formats. Because of the limitation of Covid-19 and the unique challenges related to online learning. The department decided on a 5-question embedded assessment that instructors could administer to their students through the college's learning management system. Results indicates that students are doing very well at mastering this vitally important content. However, Covid-19 protocols created the potential for design weaknesses that may have skewed results. The department believes it is prudent to build on this initial assessment, correct the design limitations, and compare results. The first iteration of this assessment project yielded positive results. We will now reflect and adjust to control for variables so the data provides insights in how we can best meet student needs.

- Assessment is gathered for departmental courses at the end of each semester, and faculty use a rubric to measure SLO 3. The department feels the rubric we use for grading short essays as well as the changes made due to additional training have been beneficial to our student success.
- These numbers are combined assessments from Fall 2020 and Spring 2021. We are currently revising the rubrics and the overall assessment plan for the department. The department will be revising the current rubrics to specifically assess the skills taught in the class, as well as assessing the whole program over the course of three years.
- This was our first semester collecting data after trying to revamp the departmental assessment plan right before Covid 19 shifted everyone to an online learning environment. There were some problems getting everyone who was supposed to take part to work the assessment into their courses successfully. We are revisiting and revamping our assessment plan and expect more robust results moving forward.
- Fall 2020, Spring 2021 the department introduced a comprehensive Final Skill Assessment for the last course in the curriculum. The assessment is conducted during the last two weeks of the semester and is worth 25% of the course grade. The department started developing few labs to address the results.
- Our assessment findings show that many students continue to struggle with key skills for the discipline. 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.
- Students took eight of the practice examinations (which exactly parallel the external exams). The student performance on the exams was good. The students learned the theoretical knowledge and practical knowledge. Students were required to generalize

(and sometimes synthesize) knowledge of theory and praxis on-the-fly. In response to this level of student performance the program is going to strengthen its teaching of a few key skills. Additionally, students will be held accountable to skill assessments to be contained within each course. The department will continue to measure this key performance measure in subsequent courses.

- The department used a common rubric administered to all students enrolled in introductory courses during the Spring 2021 semester. This is our first semester of strong compliance, so we feel like this may represent our most valid data to date. Moving forward ongoing data should help define actions plans for the program.

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 and Institutional Learning Outcomes of the College are noted within each of the survey questions. The College last administered CCSSE in 2021. Results were expectedly low due to the impact that Covid 19 and the move to virtual learning had on engagement.

CCSSE Results – JCCC (2021) Administration

		JCCC	Ex-Large Colleges	Nationally			
		JCCC	2021 Cohort				
Item 11: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?							
		Number	Mean	Ex-Large Colleges		Nationally 2021 Cohort	
				Number	Mean	Number	Mean
11b. Writing clearly and effectively	GNWRITE	252	2.74	37,250	2.73	188,166	2.72
SLO # 3 - Communicate effectively in a variety of contexts. ILO – Community effectively with clarity and purpose.							
11c. Speaking clearly and effectively	GNSPEAK	252	2.60	37,200	2.73	188,166	2.72
SLO #3 – Communicate effectively in a variety of contexts. ILO – Community effectively with clarity and purpose.							
11d. Thinking critically and analytically	GNANALY	52	3.03	37,185	3.04	188,189	3.05
SLO #6 – Comprehend, analyze, and synthesize, written visual and aural materials. SLO #2 – Apply problem-solving strategies using appropriate disciplinary or cross-disciplinary methods. ILO - Acquire, interpret, and analyze information and apply appropriate problem-solving techniques to determine and evaluate solutions.							
11e. Solving numerical problems	GNSOLVE	252	2.48	37,190	2.65	188,142	2.65
SLO #5 – Process numeric, symbolic and graphic information to draw informed conclusions. ILO - Use quantitative skills to analyze and process information.							

		JCCC	JCCC	Ex-Large Colleges	2021 Cohort	Nationally	
		Number	Mean	Ex-Large Colleges		Nationally 2021 Cohort	
				Number	Mean		
Item 5: During the current academic year, how much has your coursework at this college emphasized the following mental activities?							
5.d. Making judgements about the value or soundness of information, arguments or methods. SLO #1 – Demonstrate information literacy by finding, interpreting, evaluating, and using sources.	EVALUATE	260	2.65	38,458	2.74	193,246	2.72
5.e. Applying theories or concepts to practical problems or in new situations. SLO #2 – Apply problem-solving strategies using appropriate disciplinary or cross-disciplinary methods.	GNOTHERS	260	2.87	38,503	2.85	193,397	2.85

Assessment and Program Review Activities on Campus

The Assessment, Evaluation, and Institutional Outcomes office spent the 2020-21 academic year engaged in activities that are components of the ongoing mission of the office and integral to the College. These included:

- Revised and updated Academic Comprehensive and Annual Program Review handbooks and training encompassing the new Strategic Planning Online software
- Hosting the 2021 Assessment Matters Conference
- Program Review reporting and inclusion of the Cost and Productivity Data for Instructional Deans Council
- Assessment by Design workshops
- Adjunct training sessions
- Participation in the Faculty Summer Institute
- Revised and updated Administrative Comprehensive and Annual Program Review handbooks and training encompassing the new Strategic Planning Online software

Throughout the year, the office offered multiple consultations, focused training, and services to a variety of programs and departments. As more faculty and staff were present on campus, these services were available both via Zoom and in face-to-face trainings.



The Assessment, Evaluation and Institutional Outcomes office planned and hosted the 9th Assessment Matters Conference on April 29th and 30th. Due to Covid-19 protocols, the conference moved from a face-to-face model to a completely online offering. Highlights of the conference include:

- Over 400 registrations
- Registrations from 40 states and two countries (Canada and Portugal)
- 149 colleges and universities represented
- The conference provided 27 sessions and two preconference workshops

Science and Math Poster Symposium: Assessment of a Co-Curricular Event	Dr. Lori Slavin, Professor of Chemistry and Chair of Physical Sciences; Brenda Edmonds, Professor of Mathematics, Johnson County Community College
Andragogy and Faculty Assessment Buy-in	Deanne Grier Yates, PhD.; Royce Ann Collins, PhD., Kansas City Kanas Community College
The SPARK Testing Method: A Practical Application of The Testing Effect	Kara Hageman, University of Iowa
Lessons Learned from Five Years of General Education Assessment at a Community College	Maureen Donegan, Natascha Rivet, Michael Faleski, and Martha Crawmer Delta College
Making Meaning of Assessment Data in Student Affairs	Bev Cummins, Southeast Community College
Equity Applications in Assessment Work	Dr. Joseph D. Levy, Executive Director of Assessment and Accreditation, National Louis University
Developing and Using Rubrics to Assess Student Learning	Thomas M. Dieckmann, Associate Professor of English, Saint Louis Community College
Poll the Audience: Effective Strategies for Surveying Students	Dr. Cynthia Goudeau, Director of Assessment, Kansas City Kansas Community College
How to Survive Co-Curricular Program Review	Mr. Robert Beach, Dr. Stacy Tucker, Ms. Alex Twitty, and Ms. Amanda Williams, Kansas City Kansas Community College
Using our LMS (Canvas) to serve as a "One Stop Shop" for Assessment	Lecia Berven, Laura Howard, and Scott Stokes; Iowa Lakes Community College

Assessment is not Homogenous: Embracing the Chaos	Sheri Barrett, EdD, Director, Assessment, Evaluation, and Institutional Outcomes; Ashley Vasquez, Professor, Communication Studies, Johnson County Community College
Assessing Service Learning and Civic Engagement	Tara Karaim, Johnson County Community College
Assessment of Student Learning – How much is too much?	Dr. Vi Rajagopalan, St. Charles Community College
Keynote: Assessing Assessment	Susan Hatfield, Professor Emerita Winona State University, Senior Scholar at the Higher Learning Commission
Understanding Motivation to Advance Assessment	Dr. Joseph D. Levy, Executive Director of Assessment and Accreditation, National Louis University
When Assessment Goes Wrong - the view from a Peer Reviewer	Sheri Barrett, EdD, Director, Assessment, Evaluation and Institutional Outcomes, Johnson County Community College
What is a good question? Utilizing an item writing checklist and test blueprint to improve assessment.	Heather Seitz, Professor of Science, Johnson County Community College
Lessons Learned: Curriculum Map as an Assessment Tool	Paul J. Antonellis, Jr., EdD, Director of Assessment-Office of the Provost, Endicott College
Engaging Counter-Narrative as an Equitable Method in Co-curricular Assessment	Rebecca Gibbons and Afrah Aslam, Malcolm X College
It's All About the Conversation	Monica Hogan, PhD, Johnson County community College
The Power of the Pivot: Using Pivot Tables and Charts to Simplify Data Analysis	Charla Orozco and Samuel Hatch, University of New Mexico
Assessment in a Covid Environment - Panel Discussion	Sheri Barrett, EdD, Johnson County Community College Rod Rhodes, Southeast Community College Tammie May, Metropolitan Community College Cecelia Brewer, Kansas City Kansas Community College Annalisa Gramlich, Rockhurst University Joyce Johnson, St. Louis Community College
Lessons Learned from Surveying Online Students	Alisa Fleming, Director of Assessment, Ph.D.; Gigi Asem, Research Analyst, University of Phoenix
Academic Affairs, Student Affairs & Assessment OH MY!	Andrica Wilcoxon, Kansas City Kansas Community College
Bringing your Quantitative Data Story to Life: Where to Begin?	Julie Sanchez and Charla Orozco, University of New Mexico
Leveraging Institutional Resources to Develop and Organize Effective Accreditation Evidence	Jennie May, Analyst, Madison College; Steve LaNasa, Director - NCCBP, Johnson County Community College; Paul Barribeau, English Instructor/HLC Writer, Madison College

The Challenges of Establishing a New General
Education Assessment Project for a Community
College

Dr. Elizabeth Gillhouse and James Krajewski, Kansas City
Kansas Community College

The next Assessment Matters conference is scheduled for spring 2023. It is hoped the conference will use a hybrid methodology with online and face-to-face offerings.



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, the ABD workshop was again completely online for the 2021 summer offering. Over 36 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 is publishing the book version of the workshop in the coming academic year.

The workshop continues its popularity and is often requested as an on-location offering by colleges in the region. Dr. Barrett was also invited to speak to multiple colleges on assessment topics: Metropolitan Community College, Missouri; Kansas City Kansas Community College and Fort Scott Community College, Kansas; Rockhurst University, Missouri; and Lake Erie College, Ohio.

Spotlight on Assessment Award Winners



**Bill
Koch**



**Darla
Green**



**Tai
Edwards**



**Emily
Sewell**



**George
Ferguson**



**Sheryl
Hadley**



**Aaron
Hollister**



**Jean Ann
Vickers**



**Jill
Stinson**



**Justin
Stanley**



**Cherie
Leiker**



**Nancy
Holcroft Benson**



**Heather
Seitz**



**Susan
Johnson**



**Timothy
Noble**

The Assessment Council recognizes the work of faculty in using assessment initiatives in their disciplines to improve student learning. The award carries a \$300 stipend.



Program Review

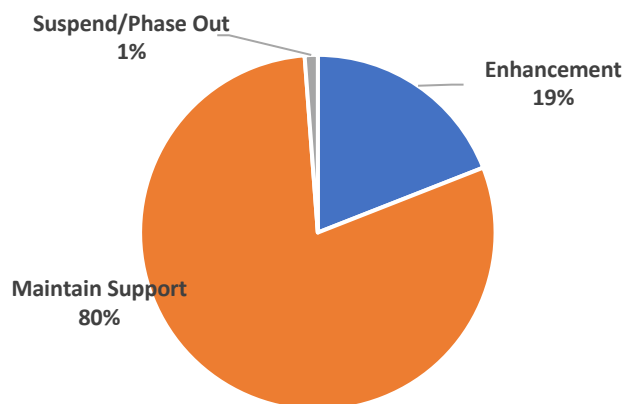
The primary software used for both Academic and Administrative Program review is Strategic Planning Online (SPOL). Many training sessions — both virtual, group, and one-on-one sessions - were offered in the fall semester. The office also provided revised training manuals, videos, and other training resources to support the campus users of the software during the Program Review cycle.

Academic Program Review - Vitality Reflection

Within the program review processes, the instructional deans review and address the vitality self-assessments completed by the departments — measuring demand, quality, and resource utilization. The dean provides feedback to the department, which spurs future goals and action plans. Summary data on academic programs annual reviews are published on the college website.

The program review process, specifically the vitality assessment, has procedures and policies in place for revitalization and discontinuance of programs. The figure below shows a summary of the vitality recommendations of the deans for the academic year 2020-2021.

Vitality Recommendations from Deans



Administrative Program Review

Multiple administrative units participated in the comprehensive cycle of Administrative Program Review in the 2020-21 Academic year. The departments in the comprehensive cycle included:

- Accounts Payable
- Admissions
- Audit & Advising
- Business Continuity
- Campus Services
- Career and Transfer
- CE Operations
- Center for Sustainability
- Child Development Center
- Client Support Services
- Dining Service
- Financial Aid
- Grants & Leadership
- Housekeeping
- Institutional Research
- Maintenance
- Multimedia Services
- Payroll
- Performing Arts
- Student Services

The ongoing challenges within the administrative program review are the maturation of processes and use of the program review for decision-making by supervisors for the purposes of planning and budgeting.



Accreditation News

The College will submit its midterm assurance review to the Higher Learning Commission by May 2, 2022. The AEIO office has coordinated the work of an ad hoc task force on each of the criterion drafts and has shared these drafts with the College campus. Membership on the ad hoc task forces were members of the College community with expertise related to the criterion being addressed. A draft of the final version of the assurance review was shared with the campus community in February 2022 for feedback, content, and comment.

The Higher Learning Commission (HLC) conducts an assurance review to determine whether an institution on the open pathway continues to meet the Criteria for Accreditation. For colleges such as JCCC who are on the open pathway, the assurance review is conducted by itself in year four and is a part of the comprehensive evaluation that occurs in year ten.

The following steps make up the assurance review:

- 1) The institution demonstrates that it meets the Criteria for Accreditation by preparing an assurance filing, comprised of an assurance argument and an evidence file, using HLC's Assurance System.
- 2) A team of peer reviewers evaluates the institution's assurance filing. The outcome of this review is a recommendation as to whether the institution meets the Criteria for Accreditation.

The assurance review conducted in year four of the open pathway does not include an on-site visit unless the team determines one is necessary to explore uncertainties in evidence that cannot be resolved at a distance or if a sanction is being considered.

- 3) A decision-making body (Institutional Actions Council) reviews the institution's documentation and the recommendation from the peer review team and takes an official action.

As previously noted on the national agenda in accreditation for higher education, the Department of Education ruling that changed the scope of accrediting bodies from regional bodies to national bodies has not yet resulted in many colleges moving their accreditation from one agency to another, although this is possible in the future.

External Presentations

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

“Playing the Long Game: Using Communication Skills and Strategies to Create a Culture Which Embraces and Celebrates Assessment.” Assessment Institute, virtual conference, October 2021. Assessment Matters Conference, April 2021, Texas Assessment Conference, September 2021

Dr. Sheri Barrett

“Assessment by Design” Faculty Development Workshop. Fort Scott Community College, December 1, 2020.

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

“Assessment is not Homogenous: Embracing the Chaos.” Assessment Institute, virtual conference, October 26-28, 2020.

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

Consultations

Faculty Development on assessment, Metropolitan Community College, Missouri.

Assessment Committee, Rockhurst University, Missouri.

Faculty Development on course-based assessment, Lake Erie College, Ohio.

Assessment and Bloom’s taxonomy, Life University, Georgia.

Appointments

Higher Learning Commission

Dr. Barrett, Assessment Academy Mentor

Dr. Barrett, Institutional Actions Council (IAC)

Dr. Barrett, Peer Reviewer, Chair, HLC Site Team Corp

Site Visits

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

- Michigan
- Ohio
- Arizona

Support Committees

The Office of Assessment, Evaluation and Institutional Outcomes could not perform its varied tasks without the support of the multiple committee members across the campus. Below are lists of the 2020-21 committee members that were of great assistance.

Academic Program Review Committee

Nick Mancini, Academic Support
Suneetha Menon, Academic Support
Darla Green, Interior Design
Terri Nemer, Graphic Design
Katie Gallagher, Business
Justin Stanley, Communications
Holly Manning, Communications
Akram Al Rawi, Computer Science
Meghan Hinojosa, Cosmetology
Jennifer Rosauer, Cosmetology
Monica Hogan, English
Tom Reynolds, English
Heather Schull, Healthcare
David Luoma, Healthcare
Caroline Goodman, Mathematics
Phil Veer, Mathematics
Melanie Harvey, Science
Lekha Sreedar, Science
Jack Ireland, Automotive
Leroy Cox, Dean, Business
Gurbushan Singh, AVP, Academic Affairs
Mary Wisgarda, Dean, Science & Mathematics

Assessment Council

Ashley Vasquez, Communications
Amanda Kraus, Medical Information
Review Management
Tai Edwards, History
Carrie Hanson, Dental Hygiene
Gwenda Hawk, Legal Studies
Amanda Glass, Chemistry
Jeffrey Merritt, Academic Support Services
Mark Browning, English
Donna Helgeson, Mathematics

Administrative Review Committee

Deanne Belshe, Digital Department
Sandra Warner Business Continuity
Anthony Funari, Grants Leadership
Julie Vivas, Human Resources
Jimmy Keaton, Police Department
Del Lovitt, Enterprise Application Support
Gina Brewer, Institutional Research
Cathy Mahurin, Career & Transfer Services
Jake Akehurst, Continuing Education
Kailyn Hendrickson, Financial Services
Mary McMullen-Light, Arts, Design,
Humanities & Social Science
Ebeth Cambell, Midwest Trust Center



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