



2020-2021

Annual Assessment Report

Office of Assessment



**Kansas City Kansas
Community College**

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INTRODUCTION

Assessment at Kansas City Kansas Community College (KCKCC) has changed considerably over the last academic year. Adjustments were made at each assessment level in accordance with best practices, new technologies were introduced, committees updated processes and procedures, and reporting was centralized across campus. It is important to note that all of these advancements took place during a global pandemic which required faculty and staff to find new and innovative ways to teach students.

The 2020-2021 Annual Assessment Report serves as the inaugural assessment report for KCKCC. This report will focus on the systematic efforts aimed at improving student learning at the college. It will highlight overarching strengths while identifying growth opportunities.

The first section of the report will cover institution-, program-, and class-level assessment. The next section of the report will focus on the accomplishments of the KCKCC assessment-related committees. The final section of the report includes appendices that provide supplemental information intended to increase comprehension of the evidence presented in this document.

LEVELS OF ASSESSMENT

Institution-level Assessment

(Academic)

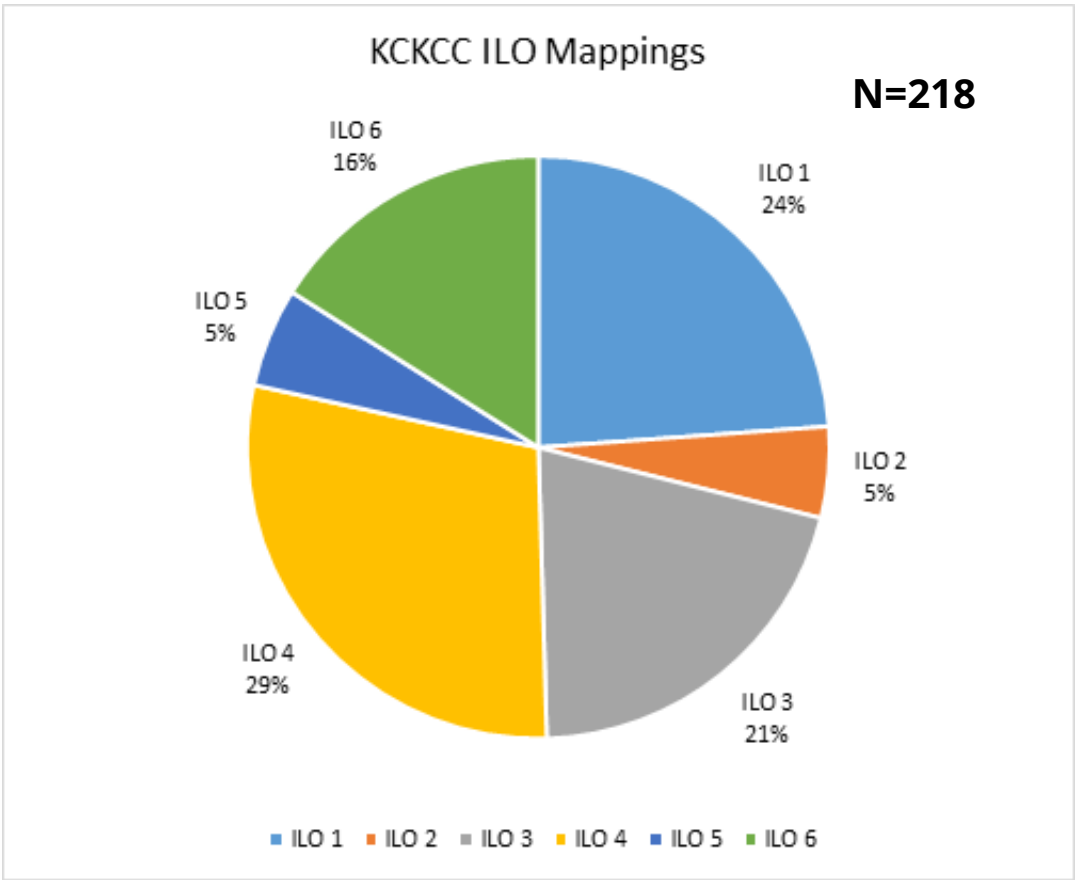
All program-level assessments were recorded in the Taskstream system this year. Each academic program mapped its assessments to one or two of the KCKCC Institutional Learning Outcomes (ILOs). The ILOs are listed in the following table.

Institutional Learning Outcome	Description
ILO 1: Communication	The learner will express, interpret, and modify ideas/information (both written and oral), including but not limited to reading text accurately and correctly; writing and speaking with a clear purpose and organization; using appropriate communication styles that suit the message, purpose, and context; and employing active listening techniques.
ILO 2: Computation and Financial Literacy	The learner will understand and apply mathematical concepts and reasoning using numerical data and demonstrate knowledge of financial concepts and skills.
ILO 3: Critical Reasoning	The learner will distinguish between inductive and deductive reasoning; evaluate sources for credibility and accuracy; define problems; engage with varied perspectives; recognize logical fallacies; distinguish between and apply qualitative and quantitative data; and develop complex decisions and arguments utilizing analysis, synthesis, and evaluation skills.
ILO 4: Technology and Information Literacy	The learner will define, collect, organize, evaluate, and apply information from a variety of sources and formats both online and in-person; understand basic technology concepts and functionality in order to locate, retrieve, synthesize, and disseminate information; and demonstrate the ethical and legal use of information and the socioeconomic issues regarding information.
ILO 5: Community and Civic Responsibility	The learner will engage with ideas, perspectives, and aesthetic expressions from diverse communities with sensitivity and recognition of the ethical issues and values of connecting with and contributing to society.
ILO 6: Personal and Interpersonal Skills	The learner will work cooperatively and productively with others in a variety of contexts including but not limited to small group and team settings; understand and evaluate their capabilities; manage their personal and professional growth by setting realistic and appropriate goals; and effectively manage both face-to-face and mediated communication and relationships.

For the 2020-2021 assessment cycle, the academic program-level learning outcomes that were assessed were mapped to the ILOs 218 times. A breakdown of how the assessment mapping was distributed across the specific ILO categories within each division can be found below. (The full division titles are listed in Appendix A.)

Division	ILO 1: Communication	ILO 2: Computation and Financial Literacy	ILO 3: Critical Reasoning	ILO 4: Technology and Information Literacy	ILO 5: Community and Civic Responsibility	ILO 6: Personal and Interpersonal Skills
ACH	2	0	2	1	0	1
CTE	25	9	18	46	3	24
HP	5	1	7	4	6	7
MSBT	5	1	7	3	0	1
SBSPS	15	0	11	9	3	2
TOTAL	52	11	45	63	12	35

The percentage analysis is reflected in the subsequent chart.



(Co-curricular)

The co-curricular programs utilize the standards provided by the Council for the Advancement of Standards (CAS) as the foundation for learning outcomes assessment and program review activities. CAS is an organization that promotes the use of standards to enhance student learning and development opportunities. The organization provides a set of learning and development outcomes, called domains, that are commonly used by co-curricular practitioners. The CAS Learning and Development Domains (LD) are:

- LD 1. Knowledge acquisition, construction, integration, and application
- LD 2. Cognitive complexity
- LD 3. Intrapersonal development
- LD 4. Interpersonal competence
- LD 5. Humanitarianism and civic engagement
- LD 6. Practical competence

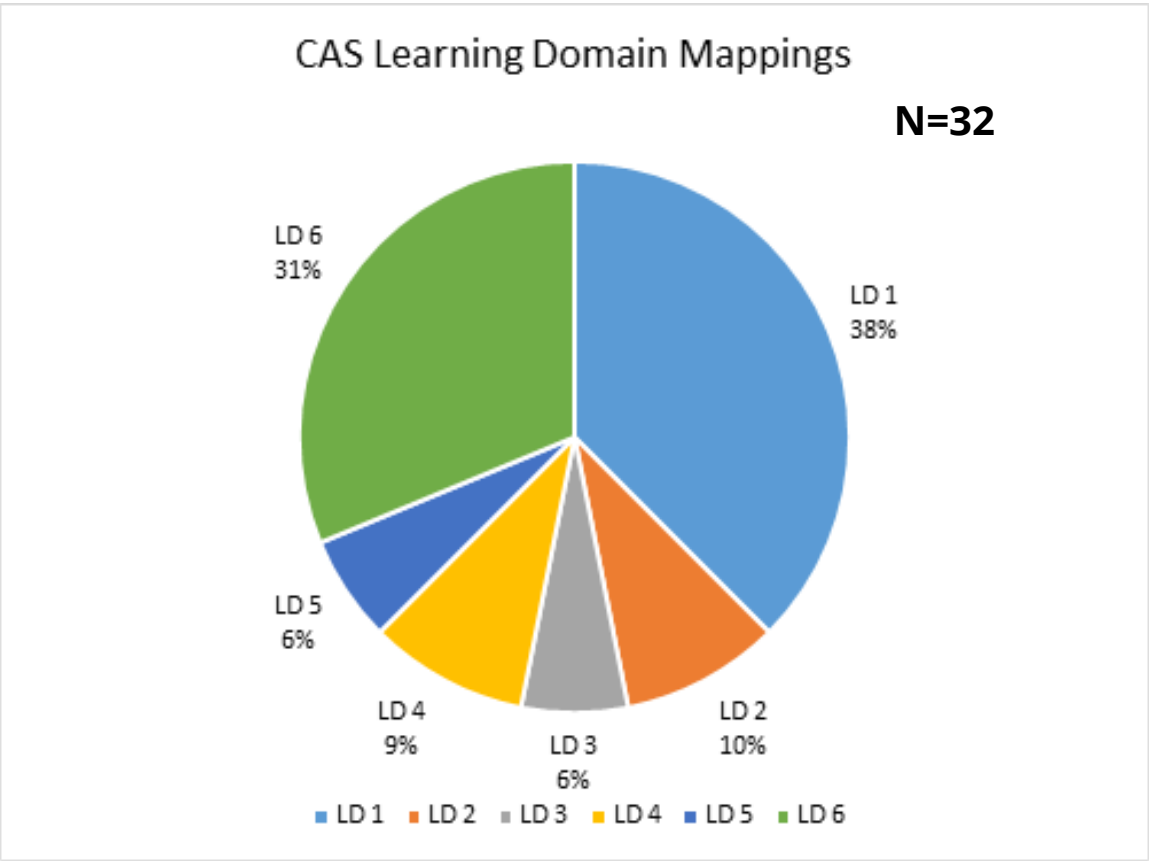
To ensure that the CAS Standards are in alignment with KCKCC’s learning goals, the CAS Learning and Development Domains have been mapped to the ILOs, which is shown in the following table.

	Communication	Practical Competence (LD 6)
	Computation & Financial Literacy	Practical Competence (LD 6)
	Critical Reasoning	Cognitive Complexity (LD 2)
	Technology & Information Literacy	Knowledge Acquisition, Construction, Integration, & Application (LD 1) Practical Competence (LD 6)
	Community & Civic Responsibility	Humanitarianism & Civic Engagement (LD 5)
	Personal & Interpersonal Skills	Intrapersonal Development (LD 3) Interpersonal Competence (LD 4) Practical Competence (LD 6)

In Taskstream, the co-curricular programs map their assessments directly to the CAS Standards. Each co-curricular learning outcome is mapped to one or two of the CAS Learning and Development Domains. This year, the co-curricular programs mapped their assessments to the CAS Learning and Development Domains 32 times. An itemized table accounting for the number of co-curricular outcomes that were assessed in relation to each specific learning and development domain for each division can be found below.

Division	LD 1: Knowledge acquisition, construction	LD 2: Cognitive complexity	LD 3: Intrapersonal development	LD 4: Interpersonal competence	LD 5: Humanitarian- ism	LD 6: Practical competence
ASA	3	2	1	0	1	0
EM	5	1	0	2	0	3
MSBT	0	0	0	0	0	2
SS	4	0	1	1	1	5
TOTALS	12	3	2	3	2	10

The percentage breakdown is displayed in the following chart.



Program-level Assessment

Program learning outcomes assessment takes place on an annual basis at KCKCC. Currently, there are 63 degree-/certificate-granting programs across five academic divisions on campus. In addition, there are 14 co-curricular programs and service areas that contribute to student learning at this institution. All of these academic and co-curricular programs and service areas are responsible for engaging in the outcomes assessment process.

This year, Taskstream was utilized for the first time to ensure that information was documented and archived moving forward. Submissions were reviewed by the Office of Assessment. The office assigned submissions the status of complete, incomplete, not applicable, or not submitted based on pre-outlined criteria. The specifics related to each designated status are outlined in the table below.

Status	Criteria
Complete	Submissions are deemed complete if they meet all of the minimum requirements for information and evidence related to annual outcomes assessment.
Incomplete	Submissions are deemed incomplete if they do not meet the minimum requirements for information and evidence related to annual outcomes assessment.
Not Applicable	Submissions designated as not applicable are those that are not required to be submitted at a given time due to personnel vacancies, data issues, etc.
Not Submitted	Submissions receive the not submitted designation when they are completely blank.

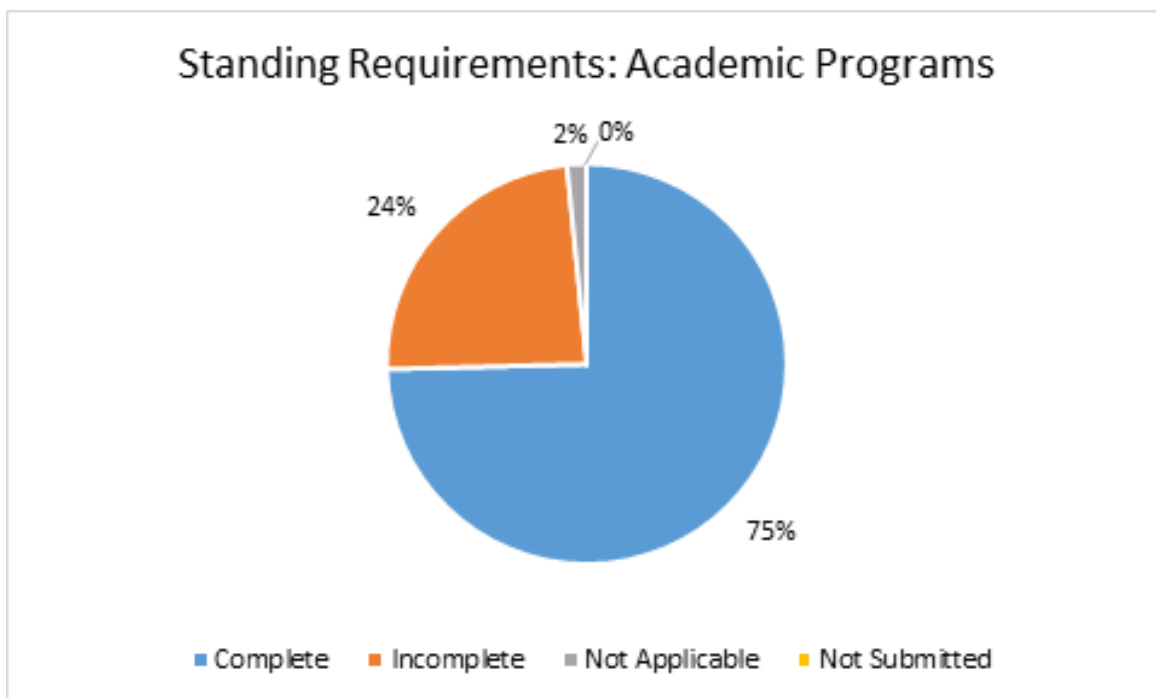
It should be noted that these statuses are not an indication of assessment quality or lack thereof. The statuses reflect whether or not a submission meets the basic minimum requirements when evaluated using a set list of criteria questions based on assessment research and best practices (see Appendix B). The information in the subsequent sections reflects the statuses of the submissions in the Taskstream system as of June 1, 2021. By this date, each academic and co-curricular program should have submitted standing requirements, action plans, status reports, assessment plans, and assessment findings for the prior academic year.

Standing Requirements

This fall, all academic and co-curricular programs were instructed to complete the standing requirements section in Taskstream. The standing requirements for academic programs include the program mission statement, program learning outcomes, and curriculum map. The standing requirements for co-curricular assessment consist of the program or department mission statement and student learning outcomes.

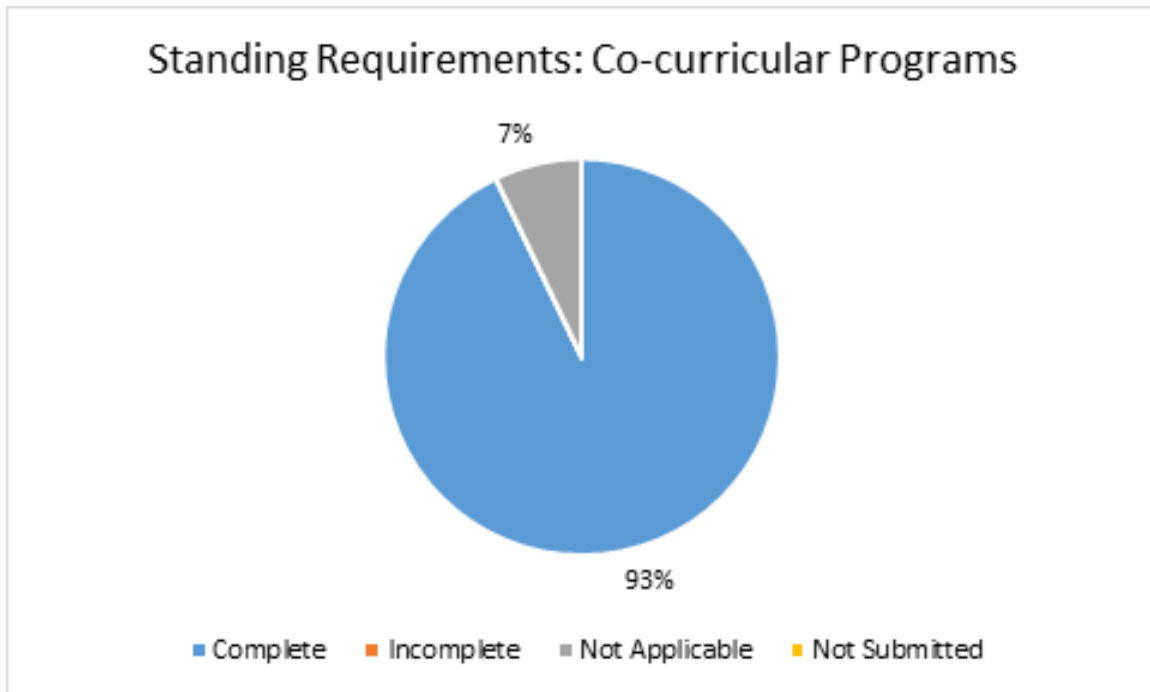
(Academic)

Of the 63 academic programs at KCKCC, 62 (98.4%) submitted standing requirements information in the Taskstream system. 74.6% of the submissions were deemed complete and 23.8% were deemed incomplete. Most of the incomplete statuses were related to the curriculum maps. Specifically, there were either multiple curriculum maps for one program or the learning outcomes were not introduced and/or mastered across the curriculum. The remaining 1.6% reflects the Drafting Technology program which received a status of not applicable due to a lack of personnel in 2020-2021. These results are summarized in the table below.



(Co-curricular)

The 14 co-curricular programs also completed standing requirements this year. Thirteen (93%) of the co-curricular programs submitted standing requirements. All of the programs that submitted the standing requirements received a complete status. One program (7%), Student Health Services, received a not applicable status due to a lack of personnel for the first semester of the year.

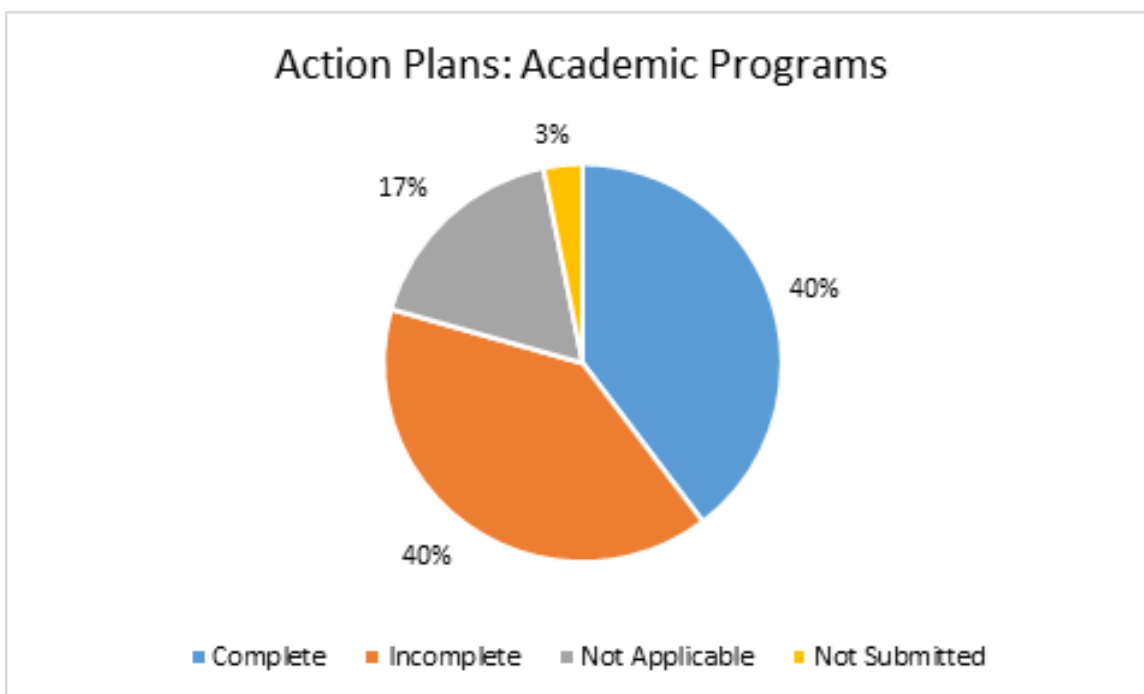


2019-2020 Action Plans

Action plans are a crucial component of the assessment process at KCKCC. These plans, which are developed in the fall semester, are based on the assessment results from the previous academic year. Thus, the plans are included in the prior assessment cycle (i.e. year) in the Taskstream system. Action plans include action details, timelines, responsible faculty or staff, details about planned measures and benchmarks, and budgetary requirements. Action plans are submitted in the Taskstream system for each academic degree and certificate as well as each co-curricular program and service.

(Academic)

This year, 50 (79.3%) of the 63 degrees and certificates in the system had a corresponding action plan submission. 39.7% of the action plans in the system were considered complete. 39.7% of the action plans received an incomplete status. The majority of the submissions that were deemed incomplete received the status because they lacked measurable benchmarks or failed to explain how the action was directly related to the assessment findings from that year. The percentage of action plans that were not submitted was 3.2%. Several degrees or certificate programs (17.5%) received a not applicable status due to changes in personnel coupled with a lack of evidence from the previous semesters or the development of an entirely new program. The departments with degrees and certificates that received a not applicable designation include Drafting Technology, Auto Collision, Fire Science, Emergency Medical Education, Corrections, Homeland Security, and Police Science. This information is summarized in the following table.

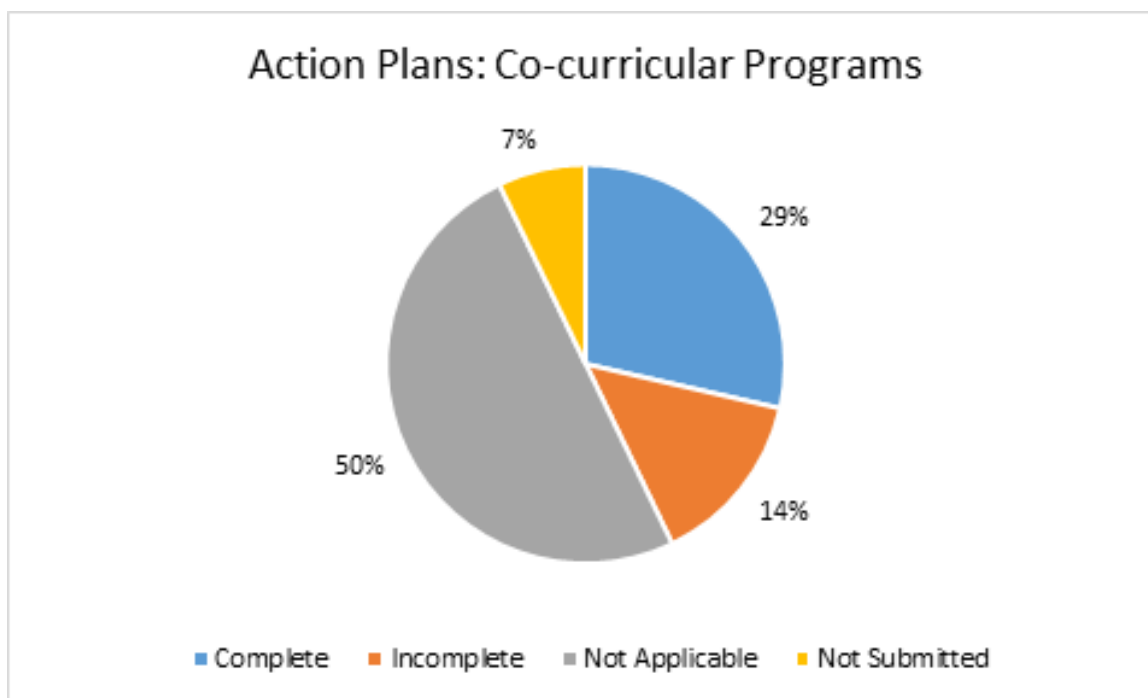


(Co-curricular)

Co-curricular assessment consists of two cohorts that took part in onboarding and assessment training across two different phases. A list of programs and departments within the two cohorts can be found in Appendix C. The first cohort, commonly referred to as Cohort #1, is made up of eight programs.

This cohort began engaging in the formal assessment process in Fall 2019. The second cohort, Cohort #2, includes six programs. These programs began participating in formal assessment in Summer 2020. Given the timelines, only Cohort #1 was required to submit action plans based on the assessment findings for the 2019-2020 academic year. In addition, there was a lack of personnel in one of the Cohort #1 programs (Student Health Services) for the first semester of the year.

Thus, seven (50%) of the co-curricular programs on campus received a not applicable status on the action plans for this year. Of the remaining seven co-curricular programs, six submitted action plans in Taskstream. Overall, 28.6% of the co-curricular action plans were considered complete while 14.3% were considered incomplete. The submissions that were labeled incomplete were missing quantifiable benchmarks for student learning. The remaining 7.1% is accounted for by one program in Cohort #1 that did not submit an action plan at all.

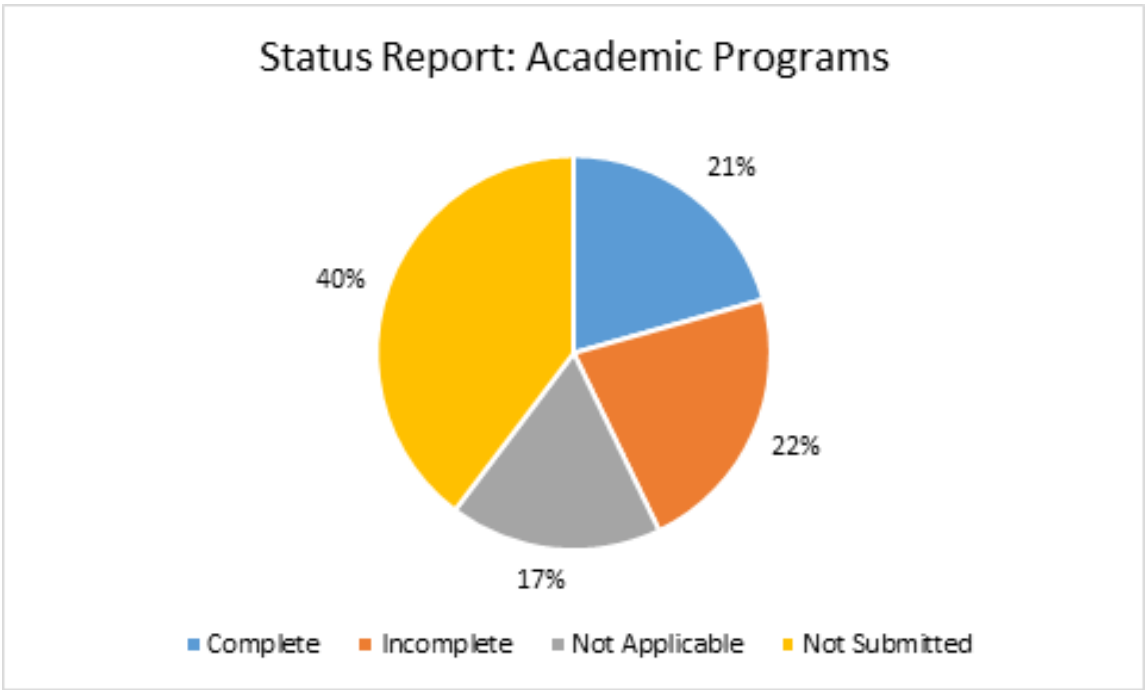


2019-2020 Status Reports

Status reports are completed at the end of the spring semester. They serve as an update to the action plans for the previous academic year. Status reports allow programs to document the progress that has been made to date and the next steps. This is particularly important as this is where programs and services show how they have “closed the (assessment) loop.” Like the action plans, status reports are included in the previous assessment cycle in the Taskstream system. Both academic and co-curricular programs and services submit status reports for each of their action plans.

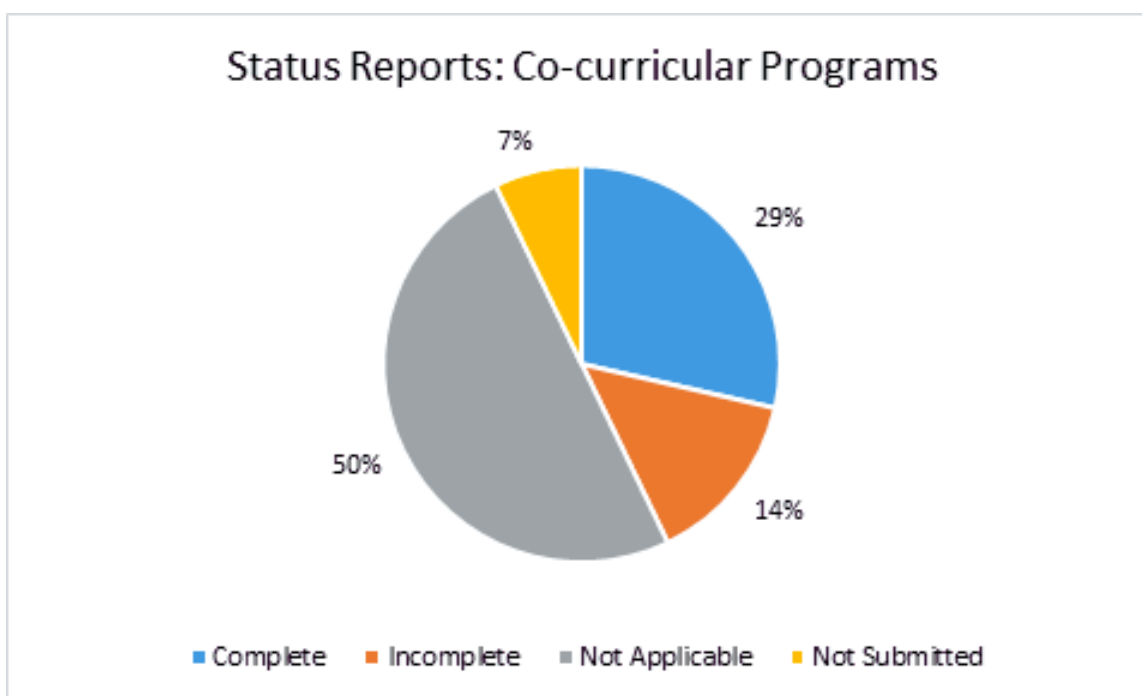
(Academic)

Out of 63 programs, 27 (42.8%) submitted status reports for their action plans in Taskstream. 20.6% of the program submissions received a complete status. 22.2% of the submissions were marked incomplete. Most programs received this status due to the lack of a quantifiable measure or benchmark. Measures and benchmarks are significant as they allow programs to determine whether or not efforts to improve student learning were successful. Twenty-five programs (39.7%) did not provide any status report by the end of the spring semester. The not applicable status was given to all degree and certificate programs that were unable to create an action plan for reasons explained in the previous section. These programs accounted for the remaining 17.5% of status reports.



(Co-curricular)

Because the status reports are an extension of the action plans, only Cohort #1 was required to complete this requirement (see the Co-curricular section under 2019-2020 Action Plans for more details). Again, the seven (50%) of co-curricular programs received the not applicable status. This included the six programs that made up Cohort #2 and the program that lacked personnel in Fall 2020 (i.e. Student Health Services). Of the remaining Cohort #1 programs, five submitted status reports. Overall, 28.6% of the co-curricular action plans were deemed complete. 14.3% of the co-curricular action plans were deemed incomplete because they lacked quantifiable measures or benchmarks to indicate whether or not the action taken was effective. One Cohort #1 program (7.1%) did not submit a status report for this year.

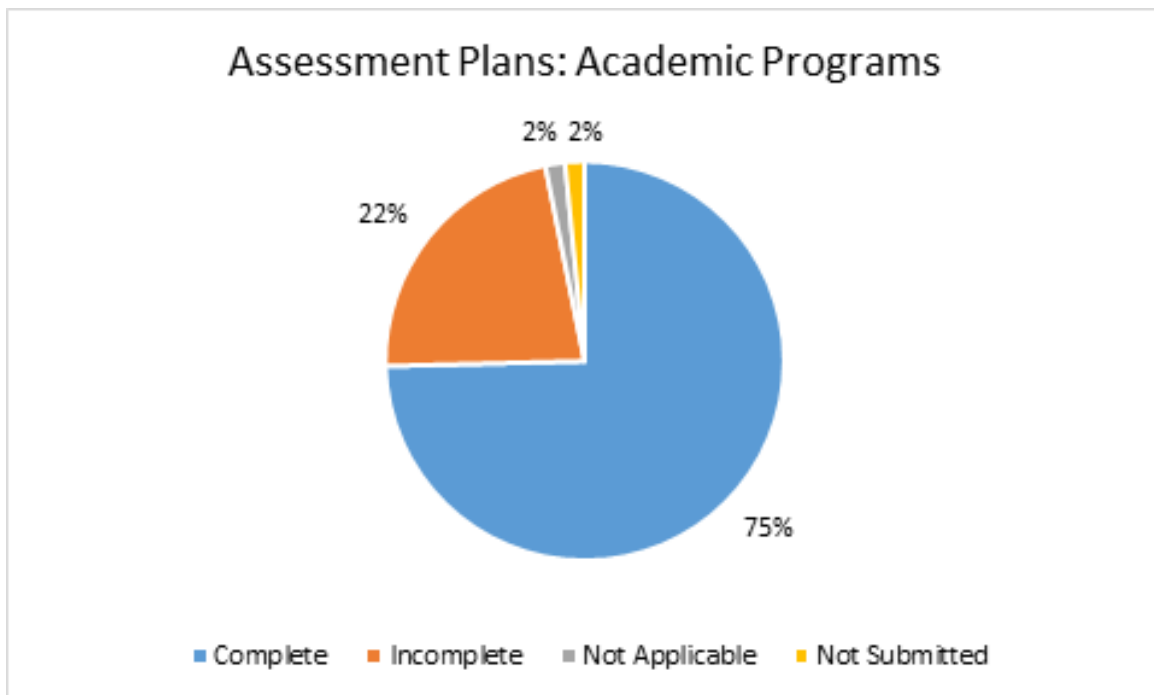


2020-2021 Assessment Plans

All KCKCC academic and co-curricular programs were required to submit assessment plans for the 2020-2021 academic year in Fall 2020. Taskstream was utilized for assessment submissions related to each individual degree and certificate and co-curricular program and service. Assessment plans include assessment types (i.e. direct or indirect), assessment methods, benchmarks, timelines, and responsible faculty.

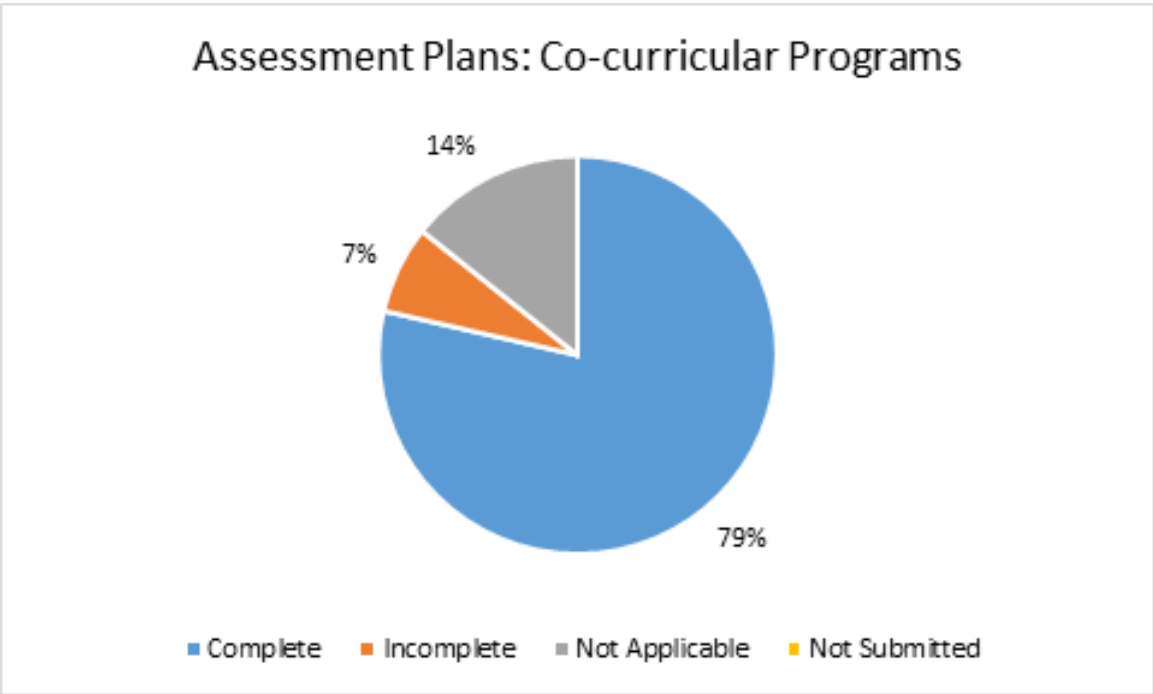
(Academic)

This fall, 61 (96.8%) of the degrees and certificates in the system had a corresponding assessment plan submission. 74.6% of these assessment plans were deemed complete while 22.2% were deemed incomplete. Most of the incomplete submission statuses were due to the utilization of duplicate assessment plans across multiple degrees and certificates. 1.6% of the assessment plans were not submitted. The Drafting Technology AAS, which accounted for 1.6% was the only degree to receive the not applicable designation due to the lack of full-time personnel in Fall 2020. This information is illustrated in the chart below.



(Co-curricular)

For the co-curricular programs, 12 out of 14 programs had submissions in the Taskstream system. The overall submission rate was 85.7%. 78.6% of the submissions were considered complete while the remaining 7.1% were considered incomplete. The incomplete status was due to the lack of a quantifiable benchmark or measure related to student learning. 14.3% of the programs received a not applicable status. This was due to the lack of personnel in Student Health Services and Career Services in 2020-2021.

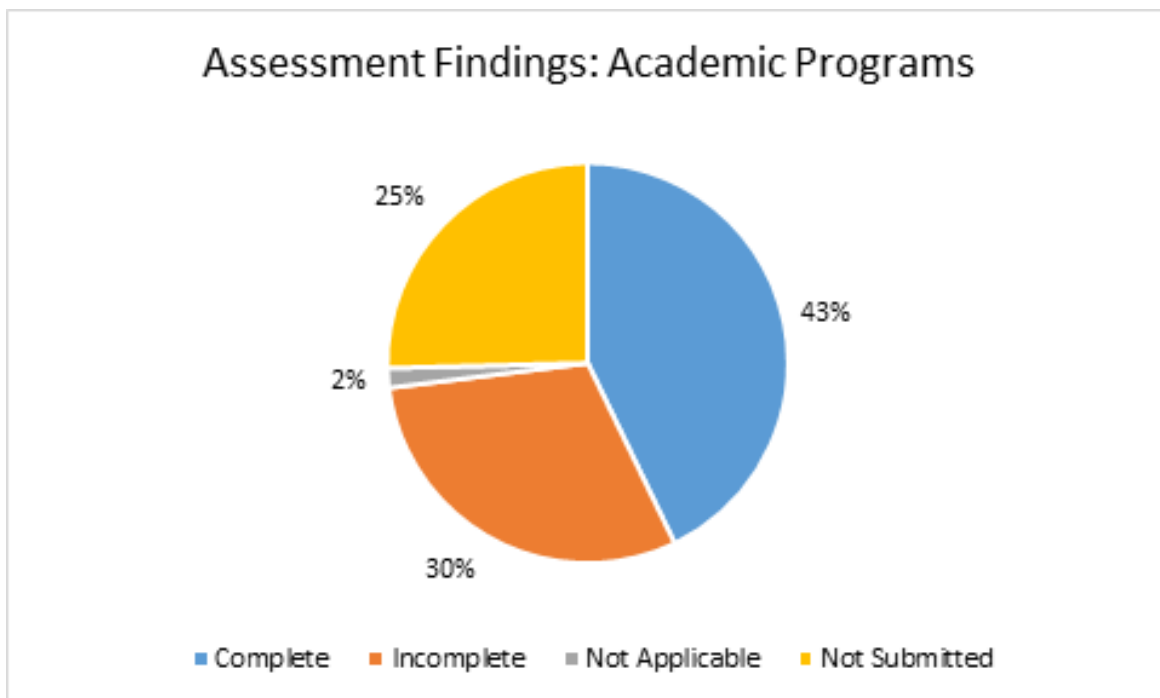


2020-2021 Assessment Findings

In Spring 2021, all academic and co-curricular programs were required to report their assessment findings based on the assessment plans submitted in the prior fall semester. In Taskstream, programs were asked to summarize their findings, explain the impact of the assessment, and determine whether or not their designated benchmark was met.

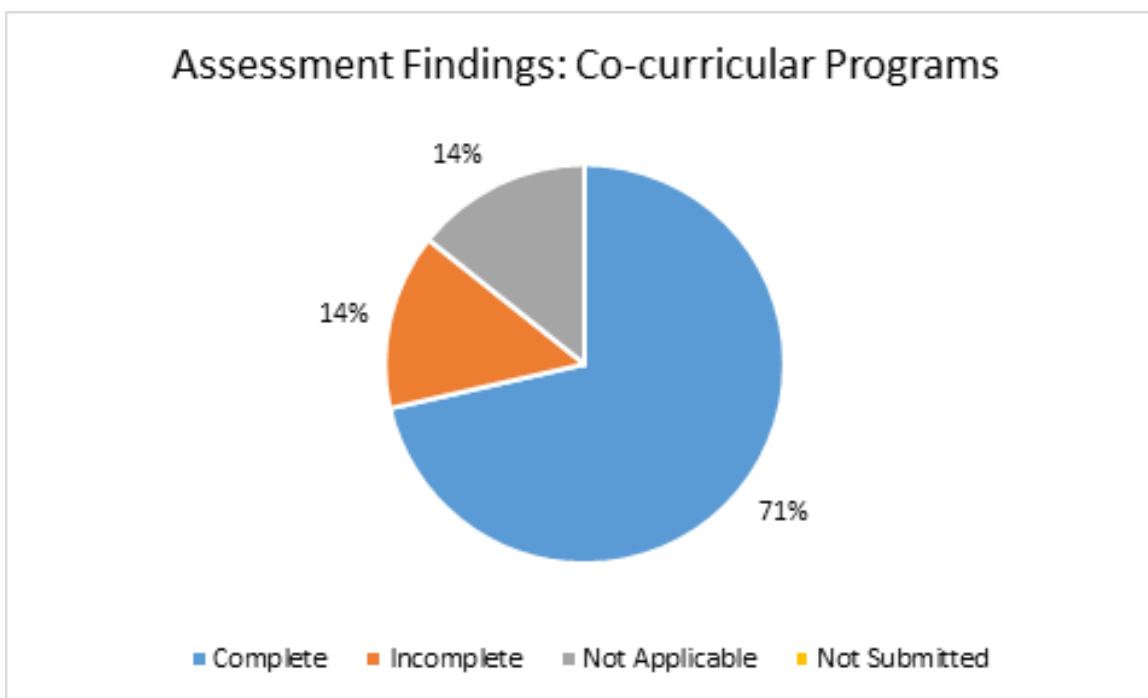
(Academic)

The overall submission rate for academic programs was 73.1%, which equates to 46 out of 63 programs submitting information by the deadline. 42.9% of the academic programs received a complete status on the assessment plan submission. 30.2% received an incomplete status often due to the lack of quantifiable evidence. Several incomplete statuses were also related to discrepancies between the language for the assessment plans and reporting for the assessment findings. In other words, evidence was not written in a way that directly corresponded with the measure or benchmark initially established in the assessment plan. 1.6% of the assessment findings submissions were labeled not applicable due to a lack of personnel in the Drafting Technology program. Sixteen (25.4%) programs did not submit any assessment findings via Taskstream by the end of the spring semester.



(Co-curricular)

The majority of the co-curricular programs (85.7%) submitted assessment findings this year. Complete statuses were assigned to 71.4% of the submissions. 14.3% of the submissions received an incomplete status. The causes for incomplete statuses were lack of evidence and failure to write findings in a way that echoed the initial measure or benchmark from the assessment plan. The remaining programs (14.3%), Student Health Services and Career Services, received a not applicable status due to the absence of personnel.



Class-level Assessment

Class-level academic assessment data is gathered at the end of the fall and spring semesters, each academic year, through submissions using Microsoft Forms. The form helps to document the review of class-level assessment using Blackboard (Bb) alignments to course outcomes. Some departments also have course competencies in Bb in addition to course outcomes. After reviewing each Bb course performance report, faculty are asked to provide the following information: identify strengths and targeted areas for improvement, detail strengths and opportunities for improvement that are not reflected in the Bb data, and identify areas for discussion by the department.

This table displays the number of active course sections, by division, with at least one student enrolled during fall 2020 and spring 2021*.

	FALL 2020	SPRING 2021
DIVISION	Total Active Course Sections with at least one student enrolled	Total Active Course Sections with at least one student enrolled
Academic Support & Assessment	7	7
Arts, Communications and Humanities	325	316
Career and Technical Education	497	483
Health Professions	165	166
Math, Science and Business Technology	278	252
Social and Behavioral Sciences & Public Services	217	183
Total Active Course Sections with at least one student enrolled	1,489	1,407

*Data reported from Institutional Effectiveness

Course Submissions by Division

The information reflected in these two tables shows the submissions, using the Class-level Microsoft Form, received in each division. Note: If faculty teach multiple sections of the same course using the same modality (e.g., all online), they are asked to combine them into one submission.

Fall 2020

Division	Total Submissions	FT Faculty	Adjunct
ASA	6	2	3
ACH	179	25	53
CTE	142	20	3
HP	92	35	5
MSBT	181	31	36
SBSPS	99	16	27
TOTAL	699	129	127

SPRING 2021

Division	Total Submissions	FT Faculty	Adjunct
ASA	5	2	2
ACH	134	22	39
CTE	257	30	12
HP	91	31	9
MSBT	161	30	30
SBSPS	84	13	18
TOTAL	732	128	110

Here are some examples of targeted areas for improvement, identified by faculty, across divisions. Faculty will use this information during a department meeting focused on assessment during Fall 2021.

- "The greatest areas of improvement for this course are ensuring that the students are able to demonstrate an understanding of the expectations and requirements of Presidential Scholars in the Honors Education Program and to be able to demonstrate the ability to set academic goals, including transfer options. Perhaps a new form of assessment needs to be considered rather than the assessments utilized this semester." (ASA)
- "Based on my review of the data, I plan to continue to target the area of summarizing and paraphrasing. It is characteristic of the developmental reading student population, to have difficulty summarizing and paraphrasing content of texts using patterns of organization as a guide. Therefore, I will continue to research these text structures because research states the important connection between the awareness of patterns of organization and how it supports reading comprehension and improves the quality of student writing." (ACH)
- "Manual transmissions as a lower testing area, but still at 87.3%. What is interesting is that the material is very similar to the differential servicing and axle information that the students did well on. I need to find a way to bridge those two so the students understand how similar they are and that most of our procedures for each are similar." (CTE)
- "Based on the bell curve, the course may be lacking in rigor. Students need to be more prepared for the Kaplan Comprehensive." (HP)
- "I plan on having students calculate the ratios earlier in the semester for the project to create increased engagement. Creating a quiz to list out course expectations as students seem to not read the syllabus and course expectation statement -- missed and late work submitted." (MSBT)
- "Additional opportunities for increased learning related to areas of cognition. Need to find additional resources for this topic." (SBSPS)

REPORTS FROM ASSESSMENT-RELATED COMMITTEES

General Education Committee

Co-chairs: Dean (Dr.) Ed Kremer and Dr. Todd Gordon

The General Education Committee has had several changes and has completed several milestones in the 2020-2021 Academic Year. In the fall, General Education Learning Outcomes (GELO) Rubrics were finalized for Basic Skills, Mathematics, Humanities, and Social Science. The Basic Skills Rubric and the Mathematics Rubric were uploaded into their respective General Education Core Courses Blackboard Shells, as shown in Table I. For Fall 2021, the Basic Skills artifacts were collected and Math artifacts were collected as a pilot. The initial cycle for GELO evaluation was set and is shown in Table II.

Table 1.

Prefix	Course Number	Course Name	Rubric
ENGL	102	Composition II	Basic Skills
ENGL	101	Composition I	Basic Skills
SPCH	201	Interpersonal Communication	Basic Skills
SPCH	151	Public Speaking	Basic Skills
MATH	122	Calculus I	Mathematics
MATH	120	Calculus I (non-engineering)	Mathematics
MATH	115	Statistics	Mathematics
MATH	108	Pre-Calculus Mathematics	Mathematics
MATH	105/106	College Algebra	Mathematics
*BUSN/MATH	110/103		Mathematics
**MATH	111		Mathematics

*BUSN-0110 became MATH-0103 Business Math in Fall 2020

**MATH 111 is a new course approved Fall 2021 for Fall 2022

Table II. GLO Assessment Calendar

FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023
Basic Skills	Social Science (pilot)	FA 2020	SP 2021	FA 2020	SP 2021
Math (Pilot)	Humanities	Social Science	Basic Skills	Basic Skills	
	Math				*Full Review of the Assessment Process

The committee developed guidelines for artifact collection so that online services would be able to use Blackboard Evaluate for sample collection. These guidelines included making certain to add GELO to the upload folder in Blackboard. Each instructor was sent an email requesting that they create the upload the folder in their course and make certain to link the folder to the GELO in their Blackboard course shell. The committee spent time discussing sampling for each GELO, setting benchmarks, and the training of raters who volunteered to rate GELO artifacts. A training presentation was developed, with support from online services, and the committee received approval to provide raters with a stipend of \$150 to rate between 20-30 artifacts. Sample GELO artifacts in Mathematics and Basic Skills were selected from the artifact pool to aid in training. It was decided by the committee that for the first cycle of GELO rating (i.e., all GELO ratings ending in Spring 2022) there would be three raters assigned to each artifact. This was decided to allow for rubric calibration and to aid in inter-rater reliability.

Being a rater was voluntary and utilized a mix of faculty, academic deans, and some staff. Each rater was added to Blackboard Evaluate and the Rater training was held virtually in April. An initial presentation was made to all raters to show them how to access and rate using Blackboard Evaluate. Raters were then split to allow a discussion of the Basic Skills or Math Rubrics, provided time to do their sample rating, and a follow-up discussion was held after the rating period. Unfortunately, there was no way to load rater results in Evaluate during the time of the training. The system needs a longer time to gather analysis. Thus, the calibration of raters was unable to be carried out with the training.

The General Education Committee met in May to review initial results obtained from the ratings and discuss a GELO report to be written this summer on the results of the GELO rating for Basics Skills and Math. At this meeting, the committee also discussed ways to improve the next rater training for Fall 2021. Starting next fall, training for the Math, Humanities, and Social Science (pilot) artifacts will be split into two parts. The first part will allow raters to view a video using Blackboard Evaluate and complete their sample rating. In the second part of the training, raters will come together to review calibration results and discuss rater differences in more detail.

In the Spring 2021 semester, the committee passed bylaws to establish membership requirements, roles, and to develop the overall structure for the committee meetings. Two new courses were voted into the general education core: LANG -0144 Spanish for Heritage Learners and MATH-0111 Contemporary Mathematics. The Natural/Physical Science Rubric was approved at the last meeting of Spring 2021. The committee co-chairs will work with science faculty this summer to ensure that they have their GELO assignment uploaded properly and the correct linkage for artifact collection in the fall.

Program Review Committee

Co-chairs: Dean Cheryl Runnebaum and Dr. David Noll

Program review made some great strides during the 2020-2021 academic year. This is due to a group of committee members who are committed to the success of the committee and appreciate the purpose and value of program review. The committee went into the current academic year with several goals for continuous improvement of the process:

1. Organize the TEAMS site for easy access to all necessary documentation and reports.
2. Utilize the feedback received from individuals in the program review process to improve the overall process, documentation, and communications.
3. Review current forms for modifications.
4. Create processes, develop forms, and provide guidance.
5. Follow the by-laws to bring in new members and cycle out members who have been on the committee for numerous years.

Throughout the academic year, small committees were formed to address various aspects of the review process for continuous improvement. Some of these committees and updates include:

1. Action Plan – The committee reviewed the action plan being used and indicated it needed to be pulled from the self-study report. It has been revised into a form that is easier to complete and more relevant to the process. The updated form will be used going forward.
2. Mentorship – The committee reviewed the current process for mentorship. It was found that clearer guidance was needed to help members of the committee who are mentoring programs. From those discussions, Faculty created the final document “Serving as an Effective Program Review Mentor.”
3. Self-study report – After reviewing the report, the committee agreed to extract the directions from the document and place them in a separate reference manual. Personnel completing the report will use the manual to assist them in completion of their self-study report. Step-by-step guidance is provided for each section of the report in this reference manual.
4. Mid-cycle Check-in Form – Modifications were made and will be used for the 2021/2022 academic year.
5. Self-study presentation process – Guidelines were created to help all stakeholders through the presentation step, including the purpose of the presentation through the next steps.

Program Review Calendar

All cohorts (see Appendix D) are on target with required program review items based on their cohort, except for Cohort 2. During the 2020-2021 academic calendar, cohort #2 was required to complete Year One (Y1) and Year Two (Y2) activities. Due to Covid-19, these programs were unable to finish the Y1 activity of presentation and gathering feedback from the committee.

To get caught up, activities for Y1 and Y2 were combined for the academic year. During Fall 2020, these programs met with a small presentation committee to present their findings and discuss the overall health of the program. The committee completed feedback forms and submitted those back to the program and Dean for review.

During Spring 2021, these programs utilized the forms to create an Action Plan. The completed Action Plans place these programs back into the appropriate portion of the program review cycle.

Looking ahead to 2021/2022

As the committee worked through feedback from stakeholders and reflected as a committee, it was determined that key items will need to be addressed during the upcoming academic year as part of creating a seamless, effective program review process. Documentation that will be created includes: 1) a Close-out Form to be completed when a program concludes the fourth year of the cycle, 2) and a reference booklet for all program personnel who are going through the process.

Also, the review of transfer degrees will occur during this cycle, which will be the first time the college has reviewed these. The committee as a whole and in small groups are preparing to work through each degree as seamlessly as possible.

Other items that will be revised to some degree are the data and financial portions of the self-study review. The committee will work with the Business Office, Institutional Effectiveness, and the Vice President of Academic Affairs to revise the forms based on information that is pertinent to a holistic program review using best practices. Once revisions are made, pertinent documents will be modified to reflect all changes.

In conclusion, the work the committee has accomplished this past year and years prior is a true testament to the progress and quality of work that occurs with dedicated members. The committee anticipates that necessary supports and documentation are in place for all cohorts going through the review process to be smoother than in years past and effective in understanding the value of the program review process.

Co-curricular Assessment Committee

Co-chairs: Dean (Dr.) Shawn Derritt and Dr. Amanda Williams

This year the Co-curricular Committee merged Cohort 1 and 2 to make one committee. Cohort 1 is made up of the co-curricular programs in the Academic Support and Assessment and Student Services divisions. The co-curricular programs in the Enrollment Management and Math, Science and Business Technology divisions are included in Cohort 2. The committee co-chairs selected mentors from Cohort 1 to mentor members of Cohort 2. The mentoring process helped guide the new members and allowed cohort one members to take leadership roles by assisting their peers. The primary focus of the committee for this year was program review.

Program Review was initiated for co-curricular programs for the 2020-2021 academic year. The CAS Self-Assessment Guide (SAG) was adopted by the Co-curricular Assessment Committee as the tool to assess the co-curricular programs at Kansas City Kansas Community College. The SAG consists of 12 standards and guidelines that are used to evaluate the strengths and deficiencies to plan for improvement opportunities within each program. According to the CAS SAG, programs can use the guide “to gain informed perspectives on the strengths and deficiencies of their programs and services as well as to plan for improvements.” The CAS Standards and Guidelines used for the program review are as follows:

- Part 1: Mission
- Part 2: Programs & Services
- Part 3: Student Learning, Development, and Success
- Part 4: Assessment
- Part 5: Access, Equity, Diversity, and Inclusion
- Part 6: Leadership, Management, and Supervision
- Part 7: Human Resources
- Part 8: Collaboration and Communication
- Part 9: Ethics, Law, and Policy
- Part 10: Financial Resources
- Part 11: Technology
- Part 12: Facilities and Infrastructure

The entire Co-curricular Program Review Cycle is listed in the table below.

Co-curricular 4-Year Program Review Cycle

Cycle Year	Semester	Task
Year 1	Fall	- Self-Study
	Spring	- Presentation - Peer Review & Information Synthesis - Feedback Report & Executive Summary

Year 2	Fall	- Action Plan
	Spring	- Implementation
Year 3	Fall	- Implementation
	Spring	- Implementation - Mid-Cycle Check-In
Year 4	Fall	- Implementation

This year, the Honors Program, Learning Services, and Student Accessibility and Support Services went through Year 1 of the program review process. In the fall semester, all of these programs completed the SAGs provided by CAS. In the spring, the programs presented their information to the committee at large. Subgroups of committee members then used notes from the presentations and the SAG documents to provide feedback to each program. Each year, a new set of programs will begin going through the process.

Beyond program review, the accomplishments of the recently combined committee for 2020-2021 are as follows:

- A Mission statement was developed and is listed at the top of the agenda for each meeting: "The mission of the Co-curricular Assessment Committee is to support assessment of student learning through co-curricular activities, programs, and experiences at Kansas City Kansas Community College."
- A peer review system was established for annual outcomes assessment and documents for this process were developed.
- The Co-curricular Assessment Committee hosted sessions during the campuswide Assessment Days both semesters. The committee used these days to provide educational information regarding co-curricular assessment. One session was used as a working meeting to establish guidelines and regulations for our committee.
- Three proposals from our committee were accepted to present at the Assessment Matters Conference. For professional development, all committee members were encouraged to attend the virtual conference which was hosted by Johnson County Community College, April 29th -30th of this year.
- Each semester, the committee submitted articles to the monthly campus-wide Assessment Newsletter.

Next Steps

The Co-curricular Assessment Committee is currently completing final edits to three templates that will be utilized for the duration of the Program Review Cycle. These include an Action Plan, Mid-Cycle Review, and Final Report. During summer 2021, the committee will review the templates and then vote to begin implementation for fall 2021. For academic year 2021-2022, the primary goals for the committee 2021-2022 are to implement Robert's Rules of Order and establish bylaws.

Titles and Abbreviations of KCKCC Divisions

Academic Affairs Division:

- Academic Support and Assessment (ASA)
- Arts, Communications and Humanities (ACH)
- Career and Technical Education (CTE)
- Health Professions (HP)
- Math, Science and Business Technology (MSBT)
- Social and Behavioral Sciences and Public Services (SBSPS)

Student Affairs Division:

- Student Services (SS)
- Enrollment Management (EM)

Taskstream Evaluation Questions

Evaluation Questions for Standing Requirements

Mission Statement

- Is the program mission statement listed?

Learning Outcomes

- Are at least three program learning outcomes listed?
- Are the learning outcomes written in “Students will be able to (Bloom’s Taxonomy verb)” format?
- Are the learning outcomes mapped to the Institutional Learning Outcomes (ILOs) in the system?

Curriculum Map

- Are all the PLOs for the program listed?
- Are all required courses within the program listed?
- Is the map free of electives? (No electives should be included on the curriculum map.)
- Are all courses related to at least one PLO?
- Are all PLOs addressed at all levels? (i.e. I/R/M)

Evaluation Questions for Action Plans

- Does the title accurately describe the action that will be taken?
- Is the description of the planned action clear?
- Is the planned action directly related to the assessment findings from the corresponding assessment cycle?

- Are tentative dates and times for action plan-related activities listed?
- Is the name and email address of the responsible faculty member(s) listed?
- Is there at least one specific and measurable benchmark listed?
- Does the measurement directly relate to the assessment findings from the corresponding assessment cycle?
- Is budget-related information included?
- Are the minutes from the annual departmental meeting attached in the Action Plan area?

Evaluation Questions for Status Reports

- Is the current status of the project indicated (i.e. Not Started, In Progress, Completed, Not Implemented)?
- Is a budget update provided?
- Is there a description of the action steps that have been taken thus far?
- If the status is indicated as complete:
 - Is the overall outcome described?
 - Is there information on whether or not the measures outlined in the corresponding action plan were met?
 - Is there an explanation regarding whether or not the action was believed to be effective?
- If the status is not complete, are the action steps that will be taken in the future described?

Evaluation Questions for Assessment Plans

- Is the name of the actual measurement tool listed? (e.g. Capstone Design Portfolio Project)
- Is the type of method categorized correctly as direct or indirect?
- Is the specific assessment method listed? (e.g. survey, rubric, checklist)
- Is the information on the instruments or assessment tools provided?
- Is the assessment method directly related to the learning outcome?
- Is the benchmark specific and measurable/quantifiable?
- Does the benchmark relate to the assessment method and the outcome?
- Are tentative dates and times for assessment-related activities listed?
- Is the name and email address of the responsible faculty member(s) listed?

Evaluation Questions for Action Findings

- Is a summary of all quantifiable findings (i.e. data) related to the learning outcome provided?
- Is the evidence quantified in a way that mirrors the benchmark from the corresponding assessment plan?
- Is there an explanation of what the results revealed?
- Is there an indication of whether or not the benchmark was achieved?
- (optional) Are observations about the assessment strategy/tool itself included?

Co-curricular Programs/Departments by Cohort

Cohort # 1

- Honors/PTK
- Learning Services
- Library Services
- Counseling and Advocacy
- Student Accessibility and Support Service
- Student Activities
- Student Health Services
- Student Housing

Cohort # 2

- Advising
- Campus Visits
- Career Services
- Student Orientation
- Veterans Center
- Wellness Center

Cohorts for Academic Program Review

Cohort # 1

- Emergency Medical Education
- Fire Science
- Medical Assistant
- Physical Therapist Assistant
- Nursing
- Respiratory Therapy Care
- Building Engineering & Maintenance Technology
- Commercial Equipment Repair Technology (Major Appliance Repair)
- Construction Technology

Cohort # 2

- Accounting
- Audio Engineering
- Business Administration
- Cosmetology
- Culinary Arts
- Digital Imaging Design
- Exercise Leader
- Heating & Refrigeration (HVAC)
- Marketing
- Multimedia Video Production
- Paralegal
- Political Science

Cohort # 3

- Addiction Counselor
- Administrative Office Professional
- Biomanufacturing
- Computer Support Specialist
- Corrections
- Early Childhood Education and Development
- Electrical Technology
- Elementary & Secondary Education
- Auto Collision Repair
- Automotive Technology

Cohort # 4

- AA in Liberal Arts & Science
- AGS in Liberal Arts & Science
- AS in Liberal Arts & Science
- Homeland Security
- Mortuary Science
- Police Science
- Machine Technology
- Nail Technology
- Welding Technology