Kansas City Kansas
Community College™

KCKCC FACULTY ASSESSMENT HANDBOOK

For the Assessment of Student Learning

CONTENTS

MISSION STATEMENT

Assessment of learning at KCKCC informs curriculum, enhances teaching, and inspires learning at the course, program, and institutional level.

ASSESSING STUDENT LEARNING

Kansas City Kansas Community College (KCKCC) is committed to making life better for students. As part of this commitment, KCKCC faculty are engaging in the assessment of student learning in authentic and meaningful ways.

Data collection occurs at the course level utilizing the Blackboard Outcomes Assessment Module, within the KCKCC Learning Management System (LMS). This process and the resulting outcomes are transparent to all stakeholders, including students. From there, the data informs conversations related to strengths as well as opportunities for improvement at the course, program/certificate, general education, and institutional levels. This reflective process allows faculty to strengthen academic offerings while enriching students' learning through on-going assessment.

KCKCC faculty are expected to utilize the evaluation tools for assessment alignments in Blackboard each semester to foster academic assessment at KCKCC.

This continuous assessment and review of student performance and course adjustments leads to 'crucial conversations' among faculty. This in turn may lead to curricular modifications and then a subsequent revisiting of changes with 'closing the loop' conversations to determine the success of said changes. This two-prong approach for faculty conversations feed a robust assessment process at KCKCC.

In Kansas City Kansas Community College's Organization of Academic Assessment document, the benefits of a robust academic assessment plan are described as follows:

First and foremost, results should be utilized to inform curriculum, thereby improving student learning. Review of these results can guide department protocols and institutional directives. Through analysis and discussion of assessment results, faculty will be better informed of the current academic state of the college. Additionally, the use of academic assessment information will provide opportunities for continued growth in the delivery of academic content. The use of academic assessment results will contribute to discussions that can provide opportunities and foster on-going dialogue with multiple stakeholders to drive academic success. Assessment results will not be used for faculty evaluation.

Differentiating Between Evaluation and Assessment

As faculty develop assessments, it is important to differentiate between what constitutes evaluation and what constitutes assessment. The following chart taken from Lansing Community College's "Institutional Assessment Framework," provides some key guidelines to aid in the distinction between student evaluation and assessment.

Figure 1: Difference between student Evaluation and Assessment

EVALUATION	ASSESSMENT
Focused on individual students	Focused on aggregates of students
Typically summative -- making a final judgement	Often formative -- gathering infomation about student learning in time to make adjustments or improvements
Primarily done to assign grades and become part of an academic record	Primarily done to improve student learning
Used inside and outside the college for selection purposes, i.e., whom to admit to a course, into a program, in transfer, etc.	Used internally to improve student learning and student academic acheivement; used externally for accountability purposes

UNDERSTANDING KCKCC'S CYCLE OF ASSESSMENT

Figure 2: KCKCC Assessment Cycle.

This figure illustrates how the assessment cycle specifically supports all teaching and learning at KCKCC. This process is continuous and ongoing.
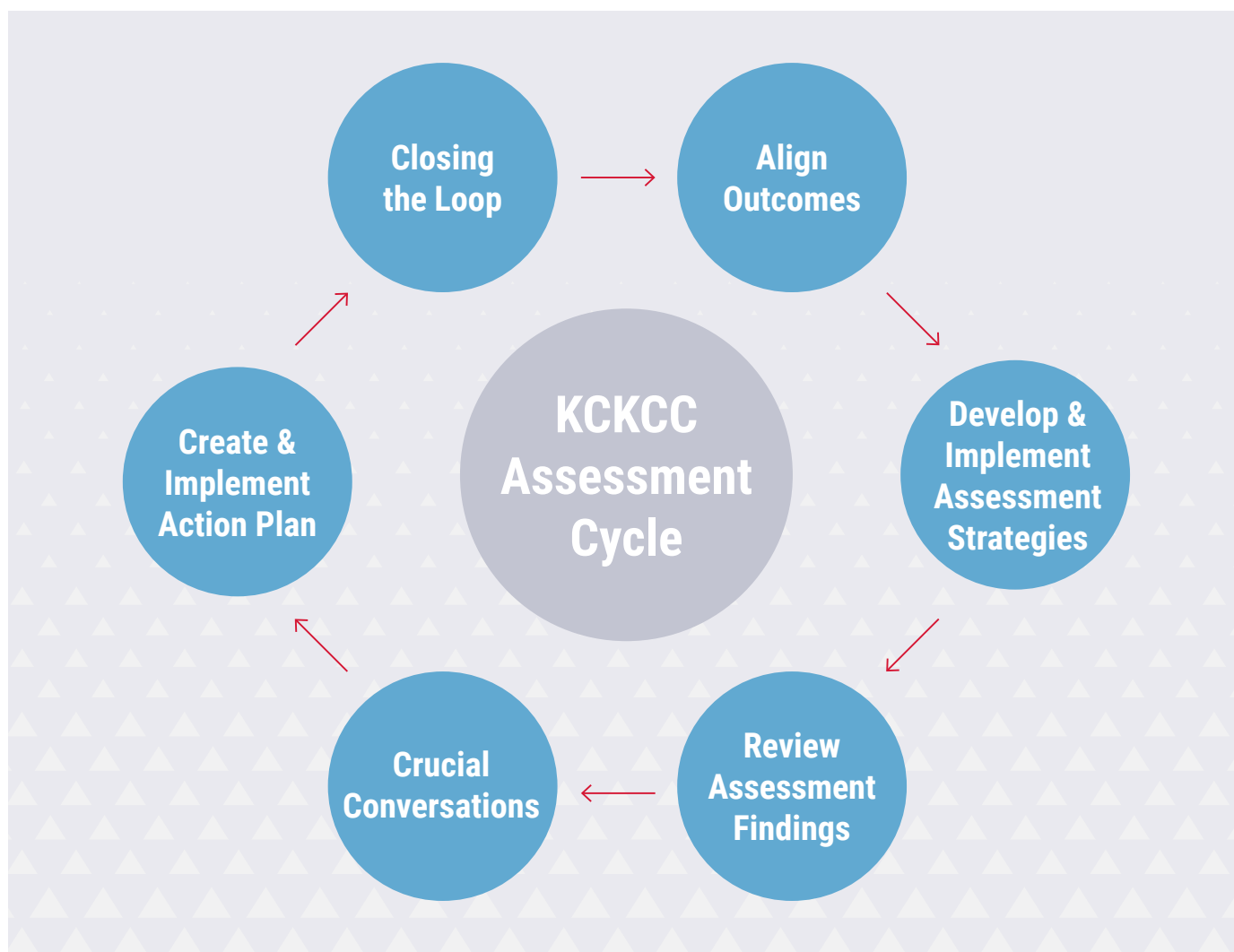
Data from the course level is compiled to provide accurate measurement of student knowledge, skill acquisition, and content competence. To ensure consistent and reliable data, modification of outcomes and common assessment must be done with a collaborative process with the faculty in each department/discipline.

This data will then inform Program-level assessment, General Education Assessment, Institutional-Level Assessment, the Educational Master Plan, and finally, the College Strategic Plan. Figure 2 from page 3 of this document will provide further information for the relationships among the multiple levels of assessment at KCKCC.

EMPLOYING MULTIPLE LEVELS OF ASSESSMENT

Figure 3: Multiple Levels of Assessment.

This figure represents the relationship between the various outcome assessment levels and how they drive the college's strategic plan and the educational master plan.
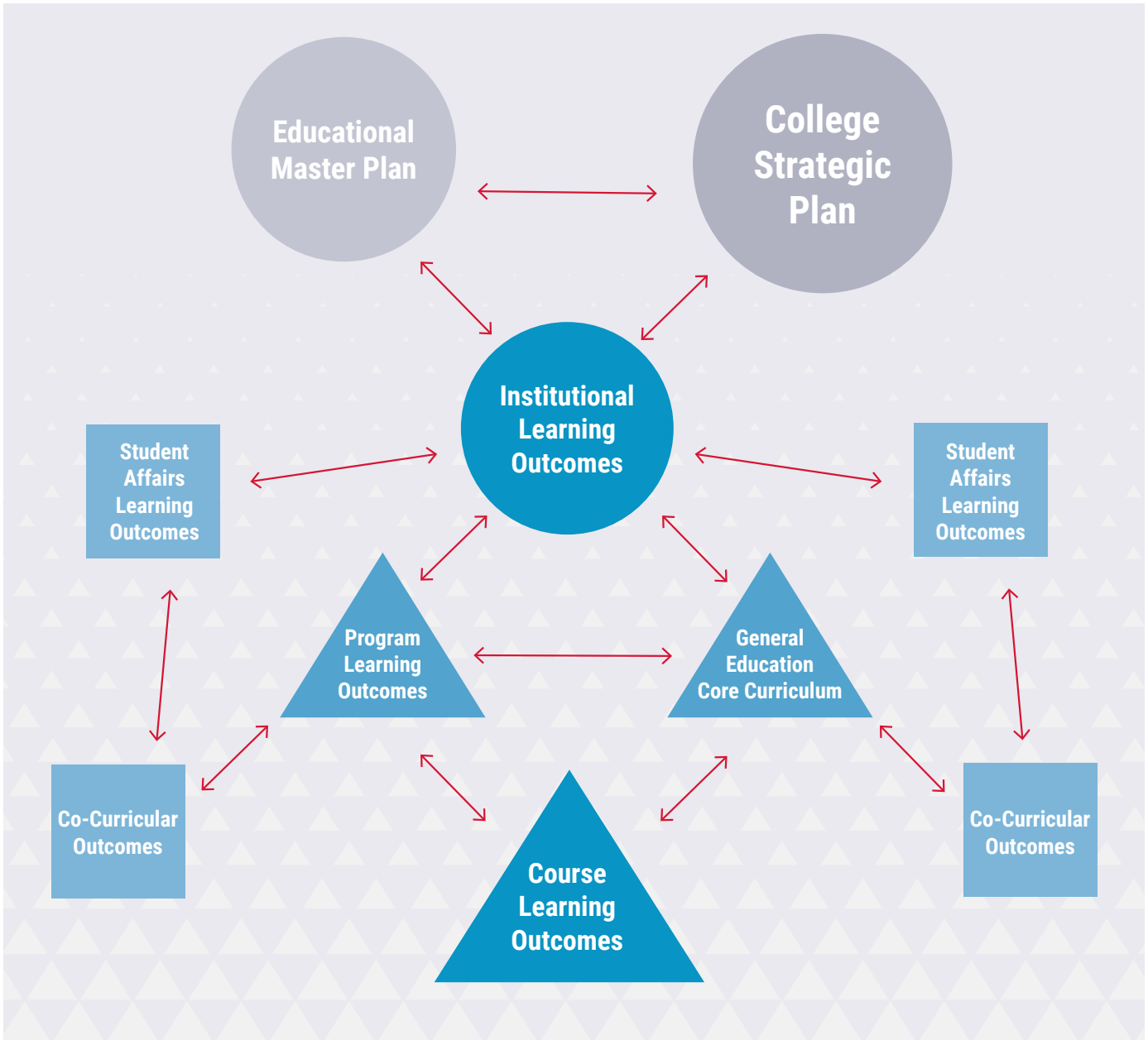
Note: Figure 3: Multiple Levels of Assessment description. Triangle shaped elements represent academic initiatives. Square shaped elements represent student support and student affairs initiatives. Circle elements represent institutional initiatives.

Course Learning Outcomes

Department/Discipline faculty determine Course Outcomes and Student Learning Objectives for every course at KCKCC. As previously mentioned, course-level assessment is performed through the College-adopted LMS. The use of this methodology provides the opportunity for immediate feedback related to outcome performance utilizing a variety of learning activities. As results are reviewed, faculty have the opportunity to adjust the learning environment to best suit student needs in a given course.

This process allows for aggregation of data across multiple sections of a course, which can provide useful information regarding course-level successes and opportunities for improvement. For example, a course outcome may need to be modified to better address current trends in the field of study. NOTE: Course outcomes that are KBOR (Kansas Board of Regents) aligned may not be modified outside of the KBOR curriculum committees.

Data from course-level outcomes should inform discussions at the program/certificate and institutional level. For example, from these discussions, faculty may determine that a course may be deemed a necessary pre-requisite to prepare students for success in a more advanced course offering.

Program/Certificate-Level Assessment
(Three-Year Cycle)

Program/Certificate-level assessment takes place at the departmental level. Any department/discipline area that provides a sequence of courses that lead to either a degree or certificate will participate in program assessment.

Each program at KCKCC must submit Program Learning Outcomes as well as a plan for measuring/reviewing said outcomes. The KCKCC Academic Assessment Council (AAC) recommends between 2 and 6 Program Learning Outcomes. At the end of a three year cycle, all program learning outcomes must be assessed. This will then provide each program/certificate with a complete picture of students' performance on every program/certificate learning outcome. Using the three-year cycle to identify upcoming courses relevant to specific outcomes ensures that departments are always working on the next semester's assessments. The use of an established cycle allows for the full integration of the assessments into the curriculum, creating a seamless process.

Program Learning Outcomes (Three-year Cycle)

Each department offering a certificate or degree (e.g., MUSC, ADCN, AUTT, RSCR) will develop at least 2 Program Learning Outcomes.

PROGRAM LEVEL OUTCOME (PLOs) CRITERIA
Must be measurable
Must be supported by at least one Course Learning Outcome
Must support at least one Institutional Learning Outcome
Must include at least one PLO that supports an established industry or accreditation standard for the specific discipline.

Assessing Program-Level Learning Outcomes

▸ Assessment submission instructions established by the Academic Assessment Council (AAC) are used to enter and submit PLO data.

▸ At least one PLO of each program is assessed each year.

▸ All PLOs of a program are assessed within a 3-year cycle.

▸ Typically, assessment results are summarized by the program representative using the AAC reporting tool each year by March 1. This is due to the fact that KCKCC uses a calendar year for data collection related to program level assessment. Note: Programs with external accreditation may choose to assess on the academic or calendar year.

▸ PLO Reviews and Action Plans are developed based upon the course and program assessment results.

▸ PLO results and summaries are reviewed collaboratively by program faculty and staff.

▸ PLO action/improvement plans are established collaboratively by program faculty and staff.

▸ Cumulative 3-year results are prepared by the program representative for Program Review Committee (PRC) using the PRC reporting system (Comprehensive Program Review Form).

General Education/Core Curriculum
Learning Outcomes Assessment

GENERAL EDUCATION VISION STATEMENT

In order to lay a broad foundation for students' education and develop the skills necessary for participation in a free and democratic society, the KCKCC General Education program endeavors to enhance students' understanding of language and communication, to improve the quality of their reading and writing, to develop analytical and critical thinking skills, to deepen their awareness of our national and global heritage and interconnections, and foster lifelong learning.

KCKCC General Education Learning Outcomes

1. Basic Skills for Communication Outcome: demonstrate effective oral and written literacy.

2. Mathematics Learning Outcome: demonstrate numerical and computational literacy.

3. Humanities Learning Outcome: demonstrate the ability to critically analyze the creative human experience.

4. Natural and Physical Science Learning Outcome: demonstrate scientific literacy.

5. Social and Behavioral Sciences Learning Outcome: demonstrate the ability to analyze the social and individual human experience.

General education assessment will occur in a selection of General Education courses recognized in the KCKCC Core Curriculum. The Core Curriculum Council (CCC) was established in AY 2017-2018 after the completion of the General Education Review. This CCC will determine KCKCC courses to be included in the General Education Core and they will oversee and develop an integrative and authentic general education assessment.

In order to be included in the Core, a General Education course must support 1 General Education Learning Outcome and assess for at least 3 Institutional Learning Outcomes.

KCKCC Institutional Learning Outcomes

1. Communication Learning Outcomes

2. Computation and Financial Literacy Learning Outcomes

3. Critical Reasoning Learning Outcomes

4. Technology and Information Literacy Learning Outcomes

5. Community and Civic Responsibility Learning Outcomes

6. Personal and Interpersonal Skills Learning Outcomes

Institutional Learning Outcomes Assessment

Institutional outcomes assessment includes a variety of elements. Information can be gleaned from each of these areas to support student learning. Institutional Learning Outcomes will be assessed across the program level, general education core curriculum, and at the co-curricular level.

Supporting each Institutional Learning Outcome statements are specific Performance Indicators. These Performance Indicators are shared across academic disciplines/departments and student support services and will provide a common language for describing expectations for student learning. Please refer to the Core Curriculum Council's General Education Core forms for specific Performance Indicators for the institutional Learning Outcomes.

Co-Curricular Assessment

Co-curricular assessment will take place outside of the classroom and will be implemented by a variety of Student Support professionals. The primary purpose of co-curricular assessment is to improve student learning through student affairs programming and student engagement offerings. The Co-Curricular Assessment Committee will oversee this process.
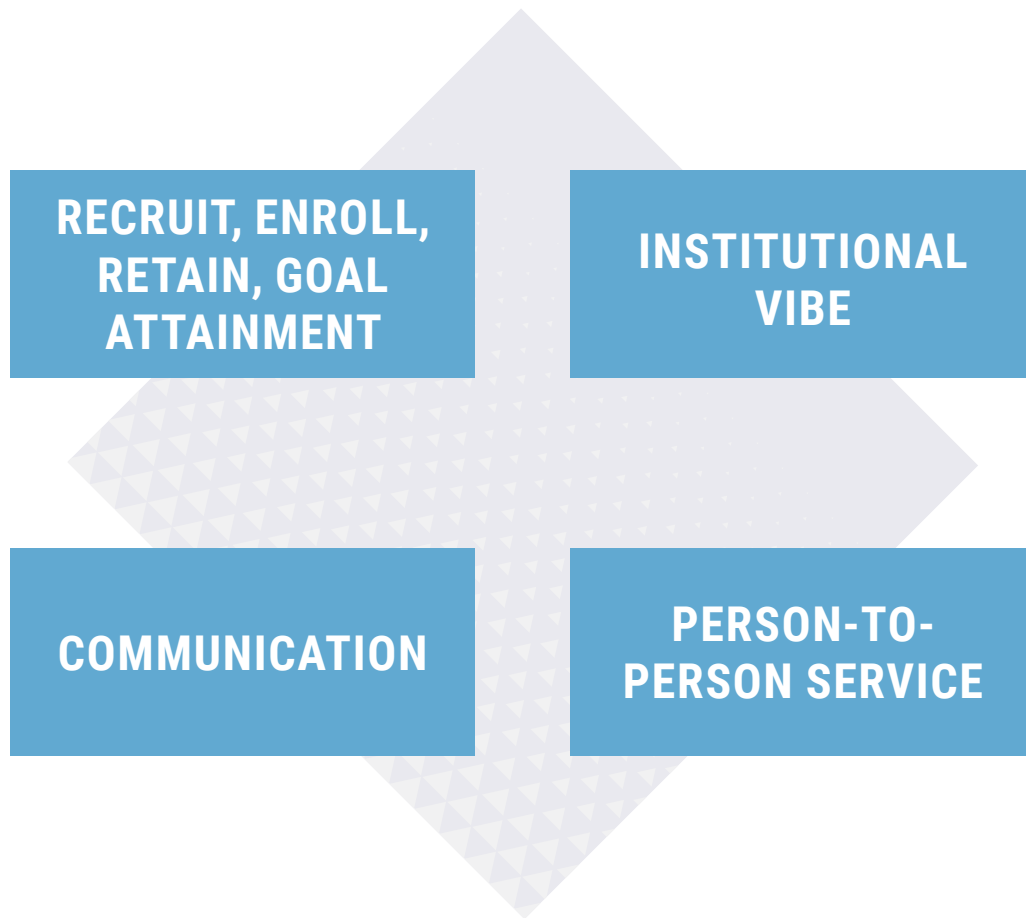
Educational Master Plan

KCKCC plans to develop an Education Master Plan in 2019-2020.

College Strategic Plan

The College's Strategic Plan informs and drives all initiatives and processes at KCKCC. The current College Strategic Plan is scheduled for revision in 2019-2020.

College Strategic Plan

Figure 4: The Four Pillars of the 2015-2018 KCKCC Strategic Plan.

RECRUIT, ENROLL, RETAIN, GOAL ATTAINMENT

INSTITUTIONAL VIBE

COMMUNICATION

PERSON-TO-PERSON SERVICE

Additionally, there are 5 (five) Strategic Directions that drive service with specific Goals, Strategies, and Measures.

STRATEGIC DIRECTION 1:	Increase recruitment efforts for a strategically targeted group of potential students
STRATEGIC DIRECTION 2:	Enhance overall Enrollment process
STRATEGIC DIRECTION 3:	Improve Student Retention
STRATEGIC DIRECTION 4:	Institutional Effectiveness
STRATEGIC DIRECTION 5:	Communication

ORGANIZATIONAL STRUCTURE FOR ACADEMIC ASSESSMENT AT KCKCC

Academic Assessment Council

The Academic Assessment Committee (AAC), comprised of representative faculty and Deans, Center for Teaching Excellence Staff, as well a member of the Institutional Effectiveness Office oversee academic assessment at KCKCC. As per the Faculty Senate Constitution, the AAC will provide a report in both the Fall and Spring semester each to the Faculty Senate providing information about the progress of course, program, and institutional assessment at KCKCC.

The Faculty Handbook for the Assessment of Student Learning are the responsibility of the Academic Assessment Committee. The Academic Assessment Committee will seek final approval of the Handbook and Organizational structure through the KCKCC Faculty Senate.

The KCKCC Organization of Assessment document details the roles and functions of those supporting academic assessment at KCKCC. Detailed in that document are the roles of the Vice President of Academic Affairs, the Co-Coordinators of Academic Assessment, the Academic Assessment Committee, the Office of Assessment, the Core Curriculum Council, the Center for Teaching Excellence, the Academic Deans, the Office of Institutional Effectiveness, Coordinators and Faculty.

Academic Assessment Committee Membership

The Academic Assessment Committee is composed of an academic administrator, the Faculty Director of the Center for Teaching Excellence, the Director of Assessment, other faculty and staff members of the Center for Teaching Excellence, an Academic Dean, a member of the Institutional Effectiveness Office, one of the Co-Coordinators of the Core Curriculum Council, a faculty representative from the following areas: Mathematics, Science & Business; Arts, Communications & Humanities; Social and Behavioral Sciences & Public Services; Technology and Workforce Development; and Health Professions.

The purpose of this committee is to oversee and support course-level, program-level, and institutional-level assessment. The team members are responsible for making recommendations regarding assessment policy, implementing procedures for assessment and ensuring compliance with the KCKCC academic assessment plan. They are also responsible for training and assisting faculty in the assessment process. Faculty questions or concerns about academic assessment should be addressed to the Academic Assessment Council. Academic Assessment Council agendas and minutes are

posted in the AAC Blackboard organization page and are available upon request.

The Faculty

Ultimately, assessment is the responsibility of the faculty. All teaching faculty at KCKCC are committed to the college's assessment processes and any assessments conducted in their courses. First, this means that course outcomes guide course content. Note: Programs may also choose to assess for Outcomes as well as Competencies. Second, faculty are responsible for ensuring that course assessments are appropriately embedded into courses and appropriately evaluated as a regular component of the course. Third, program faculty are responsible for assessing Program Learning Outcomes for each degree offered at KCKCC. Fourth, Degree Programs, as well as the Core Curriculum/General Education sequence must support the KCKCC Institutional Learning Outcomes. Finally, faculty are responsible for utilizing assessment data to inform curriculum, enhance teaching, and inspire learning in their courses.

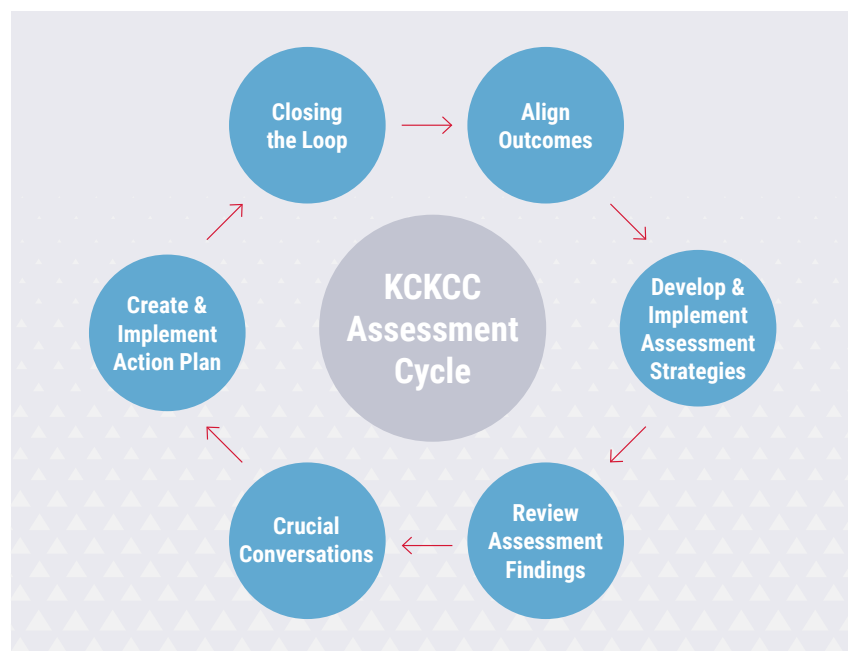# IMPLEMENTING THE KCKCC CYCLE OF ASSESSMENT PROCESS AT THE COURSE-LEVEL

Figure 2 from page 4: KCKCC Assessment Cycle

Aligning Outcomes

We began this process by asking all faculty to identify whether a course should be assessed based on outcomes alone or both outcomes and competencies. The rationale for this was to allow academic faculty a voice in the establishment and implementation of a process focusing on multiple measures of assessment. For example, Faculty A may choose to align a written paper, speech, and/or exam to the same outcome that Faculty B choose to align to specific exam questions or components of a grading rubric for that same outcome.

Developing & Implementing Assessment Strategies

KCKCC chose to utilize the concept of common assessment rather than common assignment. In this way, faculty members are collecting data regarding student performance of the same outcome but may choose to utilize evaluation methods that best fit their teaching philosophy and the learning style of their students. The inherent flexibility of this design provides multiple measures of student performance in any given section of a course as well as common assessment alignments across sections.

Reviewing Assessment Findings

With the process for data collection established, the next step was to implement a process for reporting results. In conjunction with the Institutional Effectiveness office forms were created to provide faculty an avenue for reporting this analysis, including strengths and opportunities for improvement.

Having Crucial Conversations

Now that faculty have aligned and collected data, they are able to engage in the most important part of assessment with 'crucial conversations' that identify strengths and opportunities for improvement. Faculty agrees upon the outcomes of the course. Based on the outcomes, common assessments are embedded in assignments, projects, and exams determined by faculty. The data collected from the assessments provides information on the course, program, and general education. Review of the data informs faculty on course level learning based on outcomes.

Creating & Implementing the Action Plan

Subsequent to these crucial conversations, faculty are developing action plans to address deficiencies and outline opportunities for building upon identified strengths. Some examples include modifying course outcomes, adjust course content to better align with stated outcomes, implement active learning techniques, and revise methods of student evaluation.

Closing the Loop

Subsequent to the development of the Action Plan, faculty need to revisit the interventions that have been implemented as action plans to determine success.

USING ASSESSMENT DATA

Student performance data is collected for the improvement of student success, both at the individual and cohort level. Such data is NOT used for faculty evaluation. Instead, data will be utilized to help answer a variety of questions.

INFORMS CURRICULUM	ENHANCES TEACHING	INSPIRES LEARNING
Do modifications need to be made to the course or program/ certificate curriculum?	Are the learning activities provided appropriate for the identified assessment methods?	Are students learning the desired content?
Are courses appropriately sequenced?	Are the learning activities provided appropriate for the identified assessment methods?	Does the student's experience reflect learning of the identified outcomes?
Do the identified methods of instruction and assessment adequately support student learning?	Are there teaching techniques, methodologies or technology that could be implemented to increase knowledge acquisition?	In what ways can the student develop a plan to increase performance and knowledge acquisition?
Does curriculum mapping support the course content and course sequence adequately for Course Learning Outcomes and the Program Learning Outcomes?	Do classroom and instructional resources adequately support the teaching process?	

ASSESSING COMMON OUTCOMES

Learning Outcomes

Assessment of student learning takes place at all levels of the institution, and developing specific and concrete learning outcomes that support the program and course outcomes begins the process of data collection that informs curriculum, enhances teaching, and inspires learning at all levels.

Common Assessment

At KCKCC, a common assessment is a graded activity(s) that will address each of the outcomes in a uniform manner. This is not the same as a common assignment. Using a common assessment(s) allows faculty to maintain creativity and individuality. Faculty can still maintain autonomy in the development and use of methods to measure student learning.

Considerations for Common Assessments

1. Learning outcomes and competencies if desired are to be agreed upon by the full-time faculty of an academic department with consultation of the division.

2. All agreed upon outcomes and/or competencies must be measured by assessments embedded in course assignments, projects, or exams.

3. Academic faculty determine which assignment, project, exam, etc. for which to embed common assessments.

4. The same common assessment may be included in multiple assignments, exams, or projects.

5. Common assessment(s) should build throughout the course to demonstrate student improvement and competency.

6. Academic departments, with consultation with their respective division, may use common or identical assignments to assess agreed upon outcomes and/or competencies.

7. Academic faculty may choose to design different assignments with a common rubric to assess agreed upon outcomes and/or competencies.

ENSURING QUALITY DATA

To ensure useful assessment data at all levels, we need to build robust evaluation of student learning at the course-level. Robust evaluation of student learning at the course-level means that we are using instruments that accurately measure students' knowledge and skills. To measure student outcomes across sections, grading practices need to be common and consistent throughout departments.

Consistent Grading

Grading that follows predetermined guidelines provides reliable assessment of student competence. The department should provide expectations of grading to be followed by all faculty teaching the same course. The Academic Assessment Council recognizes the importance of rubrics for commons assessment assignments. Additionally we recommend that these rubrics be shared with students as part of the assignment instructions.

MODIFYING COMMON OUTCOMES

Per Academic Policies Committee (APC), Kansas City Kansas Community College already has a process by which faculty may make changes to the given outcomes of a particular course. Regarding assessment, disciplines/departments will be responsible for maintaining consistent outcomes throughout sections as well as notifying the Academic Assessment Council of any changes to outcomes to ensure that the correct outcomes will be available for faculty our assessment software (i.e., Blackboard Outcomes Assessment Module) when needed.

IMPORTANT ASSESSMENT DEFINITIONS AND TIPS

Relevant Blackboard Assessment Report Tools

All data from assessments are centralized in Blackboard. Assessment alignments to course outcomes are entered directly into Blackboard by faculty and analysis reports may be run at any point once the data is entered. Common reports accessed include Goal Performance, Course Performance, and Course Coverage.

Blackboard Outcomes Assessment Alignments

Faculty determine the outcomes or the use of outcomes for alignment within each course. Faculty may choose at any point to modify the designated outcomes and/

or competencies for their course. Entering, modification, and maintenance of this information in Blackboard is completed by designated members of the Academic Assessment Council (AAC).

Academic Assessment Calendar

Each semester the following calendar will be utilized for Academic Assessment:

▸ During Convocation Week/Welcome Week each semester, one day of in-service will be dedicated to assessment activities.

▸ Individual course assessment reviews should be documented by each instructor by the time semester course grades are submitted at end of the Fall and Spring Semesters.

▸ Results and aggregate results by section will be available prior to Assessment Day each semester. Departmental and/or program/certificate conversations related to academic assessment results will be conducted by March 1during Welcome Back Week. Documentation of the 'crucial conversations' and 'closing the loop' are to be completed March 1.