



**KCKCC
INSTITUTIONAL
ASSESSMENT
HANDBOOK
2020-2022**

(Last updated Fall 2021)

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KANSAS CITY KANSAS COMMUNITY COLLEGE

Kansas City Kansas Community College (KCKCC) is a centrally located public 2-year institution in northeast Kansas. Within the city limits of Kansas City, Kansas, the College is conveniently located within Wyandotte County. KCKCC is committed to making life better for students. As part of this commitment, KCKCC faculty, staff, and administration are committed to engaging in the assessment of student learning in authentic and meaningful ways.

Mission

Inspire individuals & enrich our community one student at a time.

Vision

Be a national leader in academic excellence & partner of choice in the communities we serve.

Purpose

An educational environment that encourages a strong commitment to high academic standards that sustain and advances excellence in learning and encourages challenging, innovative, and varied programs, teaching methods, and delivery systems; enhances student intellectual and social development to the fullest extent possible; and stresses the attitudes, behaviors, responsibilities, and skills required for effective learning and citizenship in a multicultural democracy.

- Transfer education in the liberal arts and sciences that enables students to pursue a baccalaureate degree.
- Career education in a technical or professional field that enables students to achieve a certificate and/or associate degree.
- General education and support services that expand students' social, cultural, ethical, and intellectual horizons through the investigation of the liberal arts and sciences.
- Continuing education that enables students to achieve and maintain workforce credentials, and to enhance personal growth and cultural enrichment.
- Developmental education that enables students to improve basic learning skills in reading, writing, and mathematics to make satisfactory progress toward educational objectives.
- Community services that offer cultural and recreational activities, provide access to college facilities, and that serve as a planning, research, and resource center to the college's varied communities.
- Education and support services that are responsive to the needs of the college's service area, including educational systems, business and industry, community agencies, and other post-secondary institutions.

- Student support services that assist students in achieving their educational objectives through quality advising, counseling, financial aid, enrollment services, tutoring and access.
 - Multicultural environment that reflects and respects diversity and seeks to increase understanding and appreciation of differences.
 - Administrative and institutional support services that continuously assess and evaluate college policies, procedures, and practices to ensure that the College is fulfilling its mission and achieving its purposes.
 - Activities that encourage student and community involvement geared to broaden occupational, social, political, cultural, aesthetic, athletic, and recreational interests.
 - Campus environment that promotes the teaching and learning process through accessible, comfortable, safe, and well-maintained facilities.
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ACCREDITATION

KCKCC is accredited by the Higher Learning Commission (HLC), a regional accreditation agency recognized by the U.S. Department of Education. KCKCC is participating in the Standard Pathway, which is a 10-year accreditation cycle focused on quality assurance and institutional improvement. The Criteria for Accreditation are the standards of quality by which HLC determines whether an institution merits accreditation or reaffirmation of accreditation (<https://www.hlcommission.org/>).

- Criterion 1. Mission
- Criterion 2. Integrity: Ethical and Responsible Conduct
- Criterion 3. Teaching and Learning: Quality, Resources, and Support
- Criterion 4. Teaching and Learning: Evaluation and Improvement
- Criterion 5. Institutional Effectiveness, Resources and Planning

INSTITUTIONAL LEARNING OUTCOMES (ILOs)

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.

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.

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.

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.

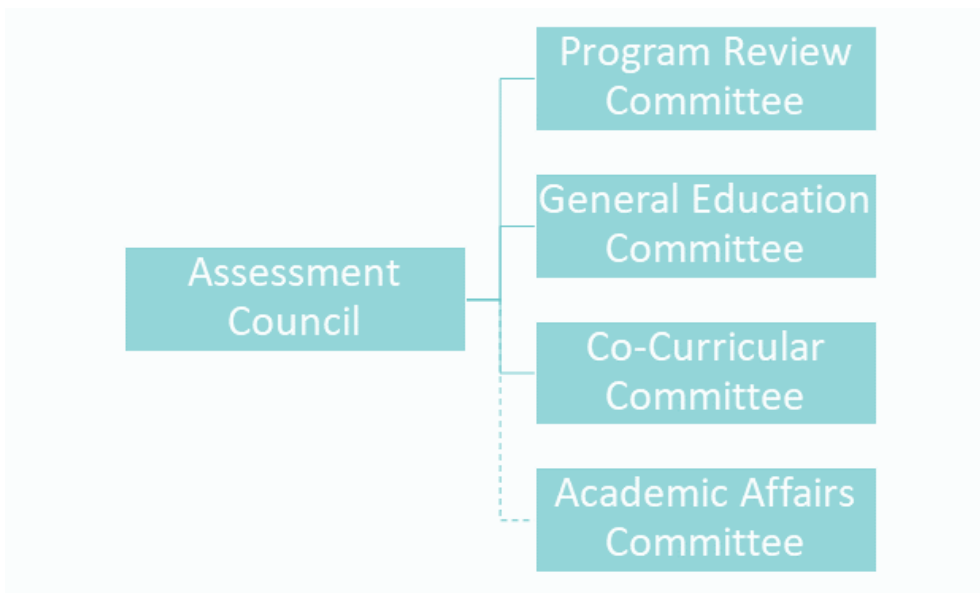
Community and Civic Responsibility

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.

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.

ASSESSMENT COMMITTEE STRUCTURE



Assessment Council: The Assessment Council is responsible for overseeing and assisting with the academic assessment process and serving as a resource for all involved with academic assessment at the course, program, and institutional levels. Council membership includes co-chairs from the four committees listed below and the Faculty Director of the Center for Teaching Excellence.

Program Review Committee: The purpose of this committee is to review all existing academic programs leading to the completion of a degree or certificate in order to ensure that they are engaged in ongoing self-evaluation and assessment in order to examine their academic quality, vitality, and responsiveness to student, community, and industry needs. Information collected through the review process will also be used to ensure alignment between college and program goals, and thus inform institutional planning.

General Education Committee: This committee is responsible for overseeing the assessment of general education and reviewing the courses that are part of the general education core.

Co-Curricular Committee: This committee is responsible for assisting with the co-curricular assessment process and to be a resource for those involved with co-curricular assessment.

Academic Affairs Committee: The purpose of this committee is to coordinate the continual process of reviewing and make recommendations for updating the College's curriculum by reviewing proposals for course and program changes. The committee will also review and recommend policies pertaining to curricula and accreditation for technical programs. All recommendations are submitted to the Vice President for Academic Affairs.

GENERAL EDUCATION

Vision

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.

General Education Learning Outcomes (GELOs)

Basic Skills for Communication - Demonstrate effective oral and written literacy

Mathematics - Demonstrate numerical and computational literacy

Humanities - Demonstrate the ability to critically analyze the creative human experience

Natural/Physical Sciences - Demonstrate scientific literacy

Social and Behavioral Sciences - Demonstrate the ability to analyze the social and individual human experience.

Background

The General Education Committee at Kansas City Kansas Community College is the result of work that began in 2014 by the General Education Review Committee (GERC). One of the goals of GERC was to create a group of faculty that would oversee development of a general education curriculum, approve courses for the general education core curriculum, and oversee the assessment of those core courses. In 2016-17, the GERC approved six institutional learning outcomes (ILOs), developed by a GERC subcommittee. After approval by the GERC, the ILOs were sent to Faculty Senate for review, then to the Deans' Council, and back to Faculty Senate and the Academic Policies Committee for approval. The committee also developed and approved the five GELOs. These are the current GELOs that are satisfied by a student who completes the general education core component for any degree granted by KCKCC. Assessment of all GELOs is completed on a 3-year rotating cycle, collecting data from two GELOs each semester, seen through the calendar below.

GLO Assessment Calendar

FA2020	SP2021	FA2021	SP2022	FA2022	SP2023
Basic Skills	Social Science (Pilot)	Natural Science	Math	Social Science	Natural Science
Math (Pilot)	Humanities	Social Science	Basic Skills	Humanities	
	Math				<i>*Full Review of the Assessment Process</i>

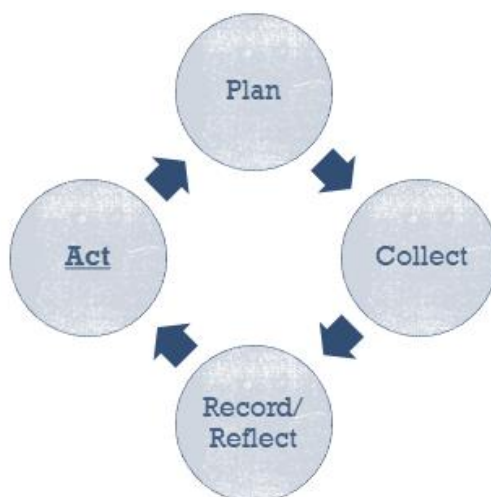
Additional Information

More information regarding the general education core can be found here:
<https://www.kckcc.edu/academics/academic-catalog-info/general-education.html>

PROGRAM LEVEL ASSESSMENT

KCKCC Assessment Process

The assessment process assures that learning outcomes assessment is taking place at the program level in all degree granting and co-curricular programs across the institution. For year one of the assessment cycle, assessment activities will be planned, and evidence will be collected and documented. At the beginning of the second year of the assessment cycle, the evidence from year one will be reviewed and utilized to develop an action plan that will be carried out during the remainder of the year. In year three, a status report detailing the actions or revisions that were implemented over the last year will be submitted. This is a continuous process and is illustrated in the diagram and table below.



Plan (Early Fall)

- Revise learning outcomes to be assessed and map to overarching outcomes; CLOs are mapped to PLOs and PLOs are mapped to ILOs (as needed)
- Complete Assessment Plans for the current academic year

Collect (Fall/Spring)

- Collect assessment evidence

Record/Reflect (Fall/Spring)

- Document assessment evidence
- Analyze assessment evidence
- Review assessment results

Act (Late Spring)

- Create Action Plans based on results for current academic year
- Complete Status Updates on Action Plans for prior academic year(s)

Academic & Co-Curricular 3-Year Assessment Cycle

Program Learning Outcomes	Assessment Cycle #1	Assessment Cycle #2	Assessment Cycle #3
Set A	2020-2021 Report in Spring 2021	2023-2024 Report in Spring 2024	2026-2027 Report in Spring 2027
Set B	2021-2022 Report in Spring 2022	2024-2025 Report in Spring 2025	2027-2028 Report in Spring 2028
Set C	2022-2023 Report in Spring 2023	2025-2026 Report in Spring 2026	2028-2029 Report in Spring 2029

Annual Assessment Calendar

Faculty, program coordinators/faculty leads, and dean should use this calendar as a reminder of assessment due dates for the academic year.

Month	Faculty	Coordinators/Leads	Deans
August	-Attend Assessment Day	-Attend Assessment Day	-Attend Assessment Day
September	-Align Classes (in Blackboard) -(if applicable) Attend a departmental meeting to discuss course-level and program-level data	-Host a departmental meeting to discuss course-level and program-level data from the previous academic year - <u>September 15</u> : Submit (a.) the <i>Mission Statement</i> ; (b.) the <i>Learning Outcomes</i> for your program; (c.) the minutes from the departmental meeting; and (d.) an <i>Action Plan</i> based on last year's assessment results to your Dean for review (via Taskstream)	-(optional) Participate in the annual departmental assessment meetings being hosted by coordinators
October		- <u>October 1</u> : Submit (a.) the <i>Curriculum Map</i> for your program and (b.) the <i>Assessment Plan</i> for the current academic year to your Dean for review (via Taskstream)	- <u>October 15</u> : Review and submit (a.) <i>Mission Statements</i> , <i>Learning Outcomes</i> , and <i>Curriculum Maps</i> ; (b.) the minutes from the departmental meetings; (c.) the previous academic year's <i>Action Plans</i> ; and (d.) the current academic year's <i>Assessment Plans</i> to the Office of Assessment (via Taskstream)
December	-Run the Class Performance Report (via Blackboard) - <u>Last Contract Day</u> : Complete the Class-Level Assessment Report form (via Microsoft Forms link)		
January	-Attend Assessment Day	-Attend Assessment Day	-Attend Assessment Day
February	-Align Classes (via Blackboard)	- <u>February 15</u> : Submit the 3-Year Assessment	

		Cycle Worksheets to your Dean for review (via Taskstream)	
March			- <u>March 1</u> : Review and submit the 3-Year Assessment Cycle Worksheets to the Office of Assessment (via Taskstream)
May	-Run the Class Performance Report (via Blackboard) - <u>Last Contract Day</u> : Complete the Class-Level Assessment Report form (via Microsoft Forms link)	- <u>Last Contract Day</u> : Submit the <i>Assessment Findings</i> to your Dean for review (via Taskstream)	
June			- <u>June 1</u> : Review and submit the <i>Assessment Findings</i> to the Office of Assessment (via Taskstream)
July			- <u>July 1</u> : Submit the Division Annual Assessment Report (via Taskstream)

Program Review

Purpose

The KCKCC Program Review serves as a systematic, impartial evaluation that is used to improve effectiveness and educational quality while supporting institution-wide strategic priorities. Program Review assists programs in their efforts to meet their desired outcomes and stated missions, particularly as they relate to student success. This ongoing review process fosters the development of strategic plans, encourages dialogue on student learning and guides curriculum development. Program Review provides programs with the opportunity to reflect on identified strengths and areas for growth. Furthermore, it encourages consideration for how each program contributes to the overall mission, vision, and purpose of the institution.

Committee

The Program Review Committee (PRC) oversees the Program Review process at KCKCC. The committee is comprised of a cross-section of faculty and administration. The PRC bylaws stipulate that the committee be co-chaired by an academic dean. In addition, three faculty members from each academic division serve as representatives. The PRC reviews all academic programs on campus according to a 4-year rotating calendar cycle.

Program Review Components

Each comprehensive Program Review is made up of four key components. These include the self-study report, the presentation, the feedback report, and the close-out report. The first three components of the Program Review take place during the first year of the Program Review cycle. The latter component takes place in the fourth and final year of the cycle.

1. Self-Study - The self-study is completed every 4 years and includes the following information:
 - Program mission and vision statement with linkage to the college mission and strategic plan
 - Analysis of program data
 - Analysis of finances/budget
 - Curriculum review
 - Assessment documentation
 - Advisory Board meeting documentation (if applicable)

The self-study document concludes with a section on the strengths and challenges of the program.

2. Presentation - After the self-study is submitted, a department faculty representative is invited to provide a brief, formal presentation to PRC committee members. The presenter is expected to share key points of their self-study including strengths, challenges, goals, and action plans.
3. Feedback Form - For each program, a three-person review team is designated consisting of one mentor (who guides the process) and two additional team members. After the faculty representative gives the program presentation to the PRC, the review team collectively evaluates their presentation notes. Based on the self-study document and notes from the presentation, a single finalized feedback form is submitted to the full PRC. Upon approval from the full PRC, the committee recommendations are forwarded to the VPAA for final approval.
4. Close-Out Report - At the conclusion of a four-year program review cycle, programs are required to complete a close-out form. The form is used to document the progress toward the goals outlined by the program itself on the self-study form and recommendations from the PRC.

Program Learning Outcomes (PLOs)

Program Learning Outcomes can be found by visiting the KCKCC Academic Programs webpage: <https://www.kckcc.edu/academics/degrees-and-certificates/index.html>

CO-CURRICULAR ASSESSMENT

Background

The continuous assessment process illustrated above is also utilized to evaluate co-curricular programs and services. Guidelines provided by the Council for the Advancement of Standards (CAS), which is recognized nationally as a leader in the realm of student affairs and student services, were utilized to develop the co-curricular assessment framework. The six learning and development domains identified by CAS were deemed appropriate for co-curricular assessment at the college. The domains were mapped to KCKCC's Institutional Learning Outcomes to ensure alignment with institutional objectives. The domains were then adapted for use as the KCKCC Co-curricular Learning Outcomes. The learning outcomes are as follows:

Students who utilize or interact with co-curricular programs and/or services will be able to demonstrate:

- *Knowledge acquisition, construction, integration, and application.*
- *Cognitive complexity.*
- *Intrapersonal development.*
- *Interpersonal competence.*
- *Humanitarianism and civic engagement.*
- *Practical competence.*

All co-curricular areas at KCKCC have documented student learning outcomes (SLOs) that have been mapped to CAS. Each year, co-curricular programs and departments create Co-Curricular Assessment Plans, in Taskstream, that describe the intended assessment activities for that academic year. The departments then collect data and artifacts to evaluate their assessment goals. Collected evidence is reviewed and analyzed to determine opportunities for improvement. This is all documented at the end of the year in the Co-curricular Assessment Report.

Co-Curricular Annual Assessment Calendar

Month	Coordinators	Deans
August	-Attend Assessment Day - <u>August 1</u> : Submit (a.) an <i>Assessment Plan</i> for the current year; and (b.) an <i>Action Plan</i> for the previous academic year (via Taskstream)	-Attend Assessment Day - <u>August 15</u> : Review and approve (a.) the current academic year's <i>Assessment Plan</i> and (b.) the previous year's <i>Action Plan</i> (via Taskstream)
January	-Attend Assessment Day	-Attend Assessment Day

May	-Host a departmental meeting to discuss data from the academic year	-(optional) Participate in annual departmental assessment meetings being hosted by coordinators
June	- <u>June 1</u> : Submit (a.) the <i>Assessment Findings</i> for the current academic year; and (b.) a <i>Status Report</i> for the previous academic year (via Taskstream)	- <u>June 15</u> : Review and approve (a.) the current year's <i>Assessment Findings</i> ; and (b.) the previous year's <i>Status Report</i> (via Taskstream)

CLASS LEVEL ASSESSMENT

At the end of each semester, faculty are asked to submit a brief survey to document review of the Blackboard “Course Performance” report, and detail two strengths and two opportunities for growth in each course. All course information is submitted using a Microsoft Form for each course taught. Data gathered is provided to the appropriate academic dean, who is responsible for sharing blinded course assessment results with division coordinators/faculty leads.

Assistance with course level assessment, including completing course alignments, can be found through these sources:

- Center for Teaching Excellence (CTE): (913) 288-7292
- This helpful video gives instructions for retrieving the report: [Running a Course Performance Report Video for Blackboard](#)
- Other CTE videos- [Add alignments to an existing Grade book in Blackboard](#) and [Create a Gradebook within Blackboard](#)

TASKSTREAM

KCKCC began the implementation of Taskstream in fall 2020. Taskstream is a web-based software system and is used for academic and co-curricular assessment across the college. This software supports the college in moving from a decentralized assessment system to a centralized assessment system that operates according to set cycles. Using the platform, faculty, staff, and administrators can efficiently track learning outcomes and demonstrate how assessment data is used for continuous improvement at the course, program, division, and institution levels. The cloud-based system serves as a repository for information related to outcomes assessment, program review, and accreditation.

GLOSSARY OF TERMS

Assessment – The systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning (Walvoord, 2010).

Assessment is the ongoing process of:

- Establishing clear, measurable expected outcomes of student learning
- Ensuring that students have sufficient opportunities to achieve those outcomes
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations
- Using the resulting information to understand and improve student learning (Suskie, 2009).

Co-curricular Assessment – Assessment of activities and programs that take place outside of the classroom and are non-credit bearing but contribute to students' academic, personal, and professional growth and development. Such activities and programs mirror the formal academic curriculum of the college.

Course Learning Outcomes/Student Learning Outcomes – Outcomes used to assess how well students in all sections of a course have achieved the designated learning goals (Suskie, 2018).

Direct Assessment – Assessment that gathers evidence, based on student performance, which demonstrates the learning itself. Can be value added, related to standards, qualitative or quantitative, embedded or not, using local or external criteria (AAC&U, 2002).

General Education Learning Outcome (GELO) – A general education learning outcome is a statement that describes what a student should know or be able to do at the end of a general education course (Hawaii Pacific University).

Indirect Assessment – Assessment that gathers reflection about the learning or secondary evidence of its existence (AAC&U, 2002).

Institutional Learning Outcome (ILO) – The knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services. (San Joaquin Delta College).

Performance Indicators – Objective standards used as concrete measures for an outcome. For example, if a speech is used as an artifact to assess either a course outcome or an ILO, appropriate purpose, coherent organization, and academic/professional writing or speaking voice would all be examples of performance indicators.

Program Learning Outcome – Outcome that describe what a faculty hopes to accomplish successfully in offering their particular degree to prospective students or what specific skills, competencies, and knowledge the faculty believes that graduates of the program will have attained by degree completion (Drexel University, n.d.).

Program Review – An academic program review is to guide the development of academic programs on a continuous basis. Program review is a process that evaluates the status, effectiveness, and progress of academic programs and helps identify the future direction, needs, and priorities of those programs. As such, it is closely connected to strategic planning, resource allocation, and other decision-making at the program, department, and college levels.

**Assessment is
today's means of
modifying
tomorrow's
instruction.**

-Carol Ann Tomlinson