



Assessment Matters

Regional Community College Assessment

Conference

Friday, May 5, 2017 | 8:30 a.m.-4 p.m.

Johnson County Community College | Regnier Center

“To be successful, institutions must stop thinking about assessment as a process that begins with data-gathering and ends with a report.”

— Dr. Charles Blaich and Dr. Kathleen Wise

8:30-9 a.m. **Vendors open & Continental Breakfast**

9-9:50 a.m. **First Breakout Session**

Assessing Course Assignments to Allow for Quantitative Evidenced-Based Decisions about Teaching Methods

Dr. Jamie Dyer, Assistant Professor of Biology, Rockhurst University

RC 181

In order to make informed, evidence-based decisions about pedagogical methods that increase learning and retention in a General Biology I course, quantitative assessment analyses were performed to determine the effectiveness of using creative three-dimensional simulation assignments to improve understanding and learning of specific basic biological topics. Comparisons of student learning and retention with and without the simulation assignments were performed for the same student populations to control for differences among student populations and across semesters. Overall, this four year assessment project provided insight into which methods increase student learning and retention of basic biological information in this General Biology I course.

Automating Data Collection and Reporting to Promote Faculty Engagement in Assessment

Dr. Frederick Burrack, Director of Assessment; Chris Urban, Assistant Director of Assessment, Kansas State University

RC 175

This session will demonstrate how Kansas State University uses its LMS (Canvas) and data visualization tool (PowerBI) to automate assessment data collection and reporting. By automating these processes, institutions can reduce the workload necessary for assessment while at the same time increasing its impact.

How an Assessment Framework Helped Revitalize Program Review at JCCC

Bill Robinson, Professor Mathematics; Dr. Sheri Barrett, Director, Office of Outcomes Assessment, Johnson County Community College

Hudson Auditorium

In Spring 2013, Program Review was identified as an AQIP Action Project for the College. This presentation will briefly cover the journey of JCCC, the AQIP team, the overall project outcomes, and current status of Program Review on the campus. The presentation will share work done with the pilot programs, results from several cycles of program review, creation of the Program Review Committee, program review handbooks, software choices, training, videos and website development—all with a focus on continuous quality improvement.

10-10:50 a.m. **Second breakout session**

Utilizing a Concept Inventory to Facilitate Data Driven Course Improvement

Heather M. Seitz, Associate Professor, Biology, Johnson County Community College

RC 175

Faculty driven assessment is the most meaningful to our students and this presentation will discuss how to utilize a concept inventory to drive an assessment effort. Concept inventories are research driven validated assessments that measure expert like thinking and are a valuable tool to measure student learning gains. In this presentation, you will learn about the background and process used to create a concept inventory. The presentation will include information on how to incorporate a concept inventory into your course design and how to utilize the data to

improve your course. Finally, the presentation will provide information on creating a faculty learning community to focus on data driven course improvements that faculty find most meaningful.

Establishing a Culture of Assessment in Student Affairs

Kevin W. Joseph, Ph.D., Director of Student Affairs Assessment, University of Kansas

Hudson Auditorium

Establishing a culture of assessment is pivotal in creating a philosophy of data driven decision making on campus. The University of Kansas (KU) division of Student Affairs has made great strides in developing meaningful assessment practices linked to the institution's strategic plan and equally focused on student learning and development. Participants attending this session will learn about the structure of our assessment plan and processes, who is involved, their responsibilities, and the tools and resources used to coordinate, measure, capture and act on results.

Gaining a Greater Understanding of Embedded Core Skills in the Content of General Education Courses

Cynthia Kane, Faculty, University Libraries and Archives Instruction and Assessment;
Katherine Daily O'Meara, Faculty, Department of English, Modern Languages, and Journalism;
Rachelle M. Smith, Faculty, Department of English, Modern Languages, and Journalism; Sheryl Lidzy, Faculty, Department of Communication and Theatre; Christa Curl, Faculty, Department of Mathematics and Economics; Rich Sleezer, Associate Dean of Liberal Arts & Sciences, Director of General Education, Emporia State University

RC 181

Following recommendations from a Higher Learning Commission 10-year site visit in March 2015, Emporia State University has been addressing a common issue in higher education: the assessment of general education courses in terms of student learning outcomes. One result of that work was the creation in Fall 2016 of the General Education Assessment Team, or GEAT. Members of GEAT this academic year represent Goal One: Core Skills of ESU's General Education Program, which encompass Written and Spoken Communication, Quantitative and Mathematical Reasoning, and Information Technology. This presentation and small group breakout session will highlight GEAT's initial plan in 2016-2017 to examine syllabi from the core skills courses and to administer a survey to faculty teaching these courses. GEAT's outcome by the end of Spring 2017 is to gain a greater understanding of embedded core skills in the content of general education courses. Attendees will have the opportunity to discuss their general education experiences with the panel participants both collectively and individually.

Assessment and Campus-Wide Engagement: Incorporating a Center for Teaching and Learning

Dr. Jelena Ozegovic, Faculty Director, Center for Teaching Excellence and Co-Coordinator of Academic Assessment; Dr. Tiffany Bohm, Dean, Health Professions and Co-Coordinator of Academic Assessment; Tom Grady, Faculty Assistant Director, Center for Teaching Excellence; Julian Gonzalez, Coordinator, Center for Teaching Excellence; Kansas City Kansas Community College

RC 145

Creating a culture of assessment is often a significant challenge at many community colleges. Institutions are increasing recognition and awareness that assessment should inform curriculum, teaching and learning. This session will focus on ways to utilize a Center for Teaching and Learning to help facilitate such assessment conversations; provide training and opportunities for faculty to learn about teaching and learning; and help create a culture that sustains and values improvements in learning for both faculty and students.

11a.m. – Noon **Keynote Address**

Between the rock and the hard place: Lessons from practitioners who've navigated external demands and internal resistance to improve student learning

Dr. Charles Blaich, Director; Dr. Kathleen Wise, Associate Director, Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium (HEDS)

Hudson Auditorium

Driven by regional and specialized accreditors, state and federal governments, foundations and other external stake holders, assessment is now a fact of life. Even though there are many assessment skeptics among our colleagues, external demands for quality assurance continue to push our departments, schools and programs to assess their impact. Yet, even as these outside forces lead/push our institutions to assess, there are practitioners who choose to lead assessment efforts at their institutions not to comply with external demands but because they see assessment as an opportunity to improve student learning. In this session, we will review the obstacles these assessment leaders encounter and the strategies they use to try and make assessment matter as much for their students as it does for meeting the requirements of external stakeholders.

Noon-1p.m. **Lunch in RC 101**

1-1:30 p.m. **Vendor Fair and Networking**

1:30-2:20 p.m. **Third Breakout Session**

Assessment Across the Liberal Arts

Christina Wills, Ph.D., Associate Professor of Biology; Robert Vigliotti, Associate Professor of Philosophy; Jessica Allen, Assistant Professor of Biology; Anne Austin-Pearce, Associate Professor of Art and Director of Greenlease Gallery; Tina Baceski, Associate Professor of Philosophy; Laura Fitzpatrick, Discipline Coordinator and Professor of Economics; Jennifer Oliver, Department Chair and Professor of Psychology; Mark Pecaut, Assistant Professor of Physics; Susan Proctor, Professor of Theater; Laura Salem, Department Chair and Associate Professor of Biology; Wilburn Stancil, Professor of Theology and Religious Studies, Rockhurst University

Hudson Auditorium

Rockhurst's Liberal Arts Core was designed prior to assessment requirements and focuses on the acquisition of a wide breadth of knowledge across the liberal arts. To bring Rockhurst into compliance with accreditation standards while respecting core design and history, we developed a pilot procedure to assess the core as a single entity. Association of American Colleges and Universities VALUE rubrics were modified to assess critical thinking in the natural sciences, art, global perspectives, philosophy and theology during the 2015-2016 academic year. Based on the rubric performance milestones, 89% of the students across the core scored in the two highest milestones.

A Student Learning Outcomes Assessment Journey: From Concept through Dissertation

Jane Zaccardi MA, RN, GCNS-BC, ABD, Director of Nursing & Allied Health, Highland Community College

RC 145

This presentation explores implementation of a student learning outcomes assessment project from a general question posed by a program advisory board, through identification of a key concept and corresponding learning outcome, and through various iterations of the study. The presenter will discuss identification of a survey tool, impact of literature review, assessment implementation, relevant findings, and use of the information to inform curriculum and teaching strategies. The presenter will further describe how this student learning outcomes assessment project led to a dissertation topic and her recommendations for future research.

Course Level Assessment Reporting System at Neosho County Community College

Sarah Robb, Vice President for Student Learning; Dr. Ethan Smilie, Coordinator of Assessment; and Dr. Marie Gardner, Dean for the Ottawa and Online Campuses

RC 175

Neosho County Community College has a comprehensive and robust culture of assessment of student learning that incorporates assessment data from every course, every time it is taught. Course level outcome data is used to support program level assessment and general education assessment at the college. Because our system relies on course level data, NCCC has partnered with our learning management system provider, Jenzabar, to build a custom product that allows instructors to integrate their assessment data and report into their course LMS interface. We are excited about some of the benefits of the system that include ease of use for faculty members and the ability for students (for the first time ever at our institution) to review their personal student learning outcome results. This product is in the final stages of completion, so this presentation will primarily be a preview.

Q&A with Keynote Speakers

Dr. Charles Blaich, Director; Dr. Kathleen Wise, Associate Director Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium (HEDS)

RC 181

2:30-3:30 p.m. Panel Discussion

Panel participants:

Cynthia Kane, Director of University Libraries & Archives Assessment, Emporia State University

Dr. JoLanna Kord, Assistant Provost for Institutional Research & Assessment, Emporia State University

Dr. Sheri Barrett, Director, Office of Outcomes Assessment, Johnson County Community College

Melissa Giese, Director of Institutional Research & Assessment, Metropolitan Community College

Sarah Robb, Vice President of Student Learning, Neosho County Community College

Rod Rhodes, Administrative Director, Instructional Effectiveness & Research, Southeast Community College

Facilitator: Dr. Mickey McCloud, VP Academic Affairs, Johnson County Community College

Hudson Auditorium

Join the last session of the Assessment Conference for a panel of your colleagues from around the region. Questions will focus on the challenges and successes of assessment on their campus, the most rewarding aspect of assessment work and what they believe to be the future challenges and opportunities for assessment.

3:30-4 p.m. Conference Wrap-up and Door Prizes

“We are not higher education researchers but are, in fact, college teachers from different areas who are interested in improving student learning.”

— Dr. Charles Blaich and Dr. Kathleen Wise

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