Assessment: Shifting from Compliance to Ownership

6th Regional Community College Assessment Conference

Friday, April 22, 2016 | 8:30 a.m.–4 p.m.

Sponsored by:
Regional Assessment Coordinating Council: Des Moines Area Community College, Iowa;
Johnson County Community College, Kansas; Metropolitan Community College, Missouri;
Park University, Missouri; Southeast Community College, Nebraska

JOHNSON COUNTY
COMMUNITY COLLEGE

"...the systematic collection, review and use of information about educational programs undertaken for the purpose of improving student learning and development."

Palomba & Banta (1999),
Assessment Essentials: Planning, Implementing, andImproving Assessment in Higher Education

Accurate Measurement of Student Learning Gains with Concept Inventories

Heather Seitz, Associate Professor, Microbiology,
Johnson County Community College
Hudson Auditorium

This presentation will discuss the history and current use of concept inventories and will also present information on the process used to create a concept inventory. The use of a validated assessment such as this permits faculty to measure the effect of teaching innovations, compare their students' successes with national data, and allow for reflective feedback on student misconceptions. The presenter has been engaged in a national research project on this topic and will share insights gleaned from her experience.

Using Faculty Development Opportunities to Improve Student Learning

Dr. Anna Conway, Director of Teaching and Learning and Professor of Speech;
Chelli Gentry, Director of Assessment, Des Moines Area Community College
RC 175

Presenters will discuss the impact of faculty development and faculty learning opportunities on shifting assessment from compliance to ownership. This session will describe current and upcoming faculty events focusing on assessment topics and how data will be collected from these events to improve future offerings based on the learning needs identified by faculty. Through this collaborative process, presenters hope to offer information, provide tools, and begin discussions that will allow DMACC to move from compliance to ownership in the area of teaching and learning.

Assessing Mission Statements and Institutional Meta-Competencies

Dr. Christopher Meseke, Director of Institutional Assessment and Research,
Park University
RC 181

While most assessment is directed to course learning outcomes and programmatic competency levels, assessment of the institution's mission and its associated components (Meta-Competencies) are rarely considered. To understand the relationship between the assessment of outcomes/competencies and the Meta-Competencies of the institutional mission, it may be necessary to work around or even suspend "classic" assessment language as Mission Statements and Meta-Competencies are rarely developed using assessment language. After a brief introduction, a round table discussion format will be used to discuss different strategies for the assessment of institutional missions and Meta-Competencies.

Incorporating Institutional Learning Outcomes into Course Curriculum

Adam Borth, Director of Research and Assessment,
Seward County Community College/Area Technical School
Hudson Auditorium

This interactive session will provide guidance for developing classroom activities aimed at incorporating broad institutional learning outcomes into classroom instruction. The session will demonstrate examples of current instruction activities and provide rationale for these formative assessment techniques in both online and traditional methods of delivery. An activity will allow participants to develop course-level material to be used at their institutions. Participants are encouraged to bring current institutional learning outcomes from their institution to begin creating course material directly related to one or more of the outcomes.

Assessment of Leadership Across the Doctor of Physical Therapy Curriculum

Dr. Catherine Thompson, PT, MS;
Dr. Christina Wisdom, PT, OCS, Rockhurst University
RC 145

Developing leaders is a goal of Rockhurst's Doctor of Physical Therapy (DPT) Program. While the program offers multiple opportunities for student leadership, reflection, and professional growth, assessment has been challenging. The purpose was to develop cost-effective quantitative and qualitative assessments evaluating the development of leadership across the DPT curriculum. Outcomes for leadership development were determined and current resources were analyzed. The presenters will explain how assessments for leadership were identified and developed.

Assessing Learning Outcomes: An Institutional Case Study

Megan Holder, M.A., Data and Program Specialist;
Chris Slupianek, Associate Director of Instructional Design, Park University
RC 175

This presentation focuses on Park University's implementation of an assessment tool that measures how well students meet the stated learning outcomes for a course. Presenters will identify the tool and explain how it was implemented, and share how Park's learning management system was changed during the implementation process. Also, the presenters will suggest ways to obtain faculty buy-in for a system like this and will provide examples of how faculty are using the system or plan to use the system, all from a real world (what works and what doesn't) perspective.

Assessment: What's on the Horizon? A panel discussion with the Regional Community College Assessment Council

RC181

Panelists, members of the Regional Community College Assessment Council, will discuss new directions and trends in assessment as well as overarching issues and concerns that are common in assessment work today.

11-11:20 a.m.   Vendors / Break

11:30-12:30 p.m.   Keynote Address – Dr. Jillian Kinzie

Dr. Kinzie conducts research and leads project activities on effective use of student engagement data to improve educational quality, and directs a range of learning outcomes projects in her role as senior scholar with the National Institute for Learning Outcomes Assessment (NILOA) project.

She is co-author of Using Evidence of Student Learning to Improve Higher Education (2015), Student Success in College (2005/2010), One Size Does Not Fit All: Traditional and Innovative Models of Student Affairs Practice(2008/2014), and the forthcoming 2nd edition of Assessment in Student Affairs (2016). She is co-editor of New Directions in Higher Education, on the editorial board of the Journal of College Student Development and the Journal of Learning Community Research, and serves on the boards of the Washington Internship Institute and the Gardner Institute for Excellence in Undergraduate Education.

Jillian was honored with a Student Choice Award for Outstanding Faculty at IU (2001), received the Robert J. Menges Honored Presentation by the Professional Organizational Development (POD) Network in 2005 and 2011, and in 2014 was named Senior Scholar by the American College Personnel Association (ACPA).

12:30-1:30 p.m.   Lunch in RC 101

1:30-2:20 p.m.   3rd Breakout Session

From Nuts & Bolts to Drywall and Paint: Building an Assessment Culture
Dr. Sheri Barrett, Director of the Office of Outcomes Assessment; Mary McMullen-Light, Research Coordinator, Johnson County Community College
Hudson Auditorium
Presenters from Johnson County Community College will discuss key aspects of the assessment journey at JCCC. Assessment Council members will join the presenters to share some of the tools used to encourage faculty engagement and foster ownership on campus as well as long-term strategies for building assessment capacity over time.

Adding Cost and Benchmarking to Your Program Review
Michelle Taylor, Senior Researcher and Data Analyst,
National Higher Education Benchmarking Institute
RC 145
To respond to demands of accreditors and other governmental entities, as well as internal demands for accountability, community colleges are increasing their focus on program reviews and learning outcomes assessment. As part of program review, colleges need to know their costs and how they compare to other community colleges' costs. This can help improve productivity, decrease spending without impacting student success, and reallocate dollars based on priorities. This session will present data from the Cost & Productivity Project – a benchmarking project that focuses on costs at the discipline level and illustrates how this data can assist in program review.

Using Mastery Learning to Bridge Critical Analysis Gaps in Composition Classes: A Study for the Kellogg Institute
Shannon McGregor, Associate Professor, English,
Des Moines Area Community College – Urban Campus
RC 175
In Summer 2014, the presenter attended the Kellogg Institute at Appalachian State University to study best practices and policies in developmental education which included a year-long practicum benefiting the Des Moines Area Community College's developmental education program. Her practicum research addressed issues associated with low scores in critical analysis skills and she designed mastery-learning resources that instructors can use to reinforce and develop higher order thinking skills. This session introduces faculty to the research and shares the resources, showing how they can be adapted across the writing program and the college curriculum.

Q & A with Dr. Jillian Kinzie
RC181
Dr. Kinzie will answer assessment questions that arise from her morning keynote talk.

2:50-3:40 p.m.   4th Breakout Session

Hooked on a Feeling: Moving from Attunement to Attainment

Debbie Phelps, Director of Institutional Research, Independence Community College;
Melissa Linenberger, Client Support Specialist at IDEA
Hudson Auditorium

Independence Community College, a new user of the IDEA Student Ratings of Instruction (SRI) system, will discuss the impact of this recently adopted assessment tool on their accreditation processes and their use of the results as a tool for making positive changes to the student learning environment. Additionally, time will be spent discussing the evolution of course evaluations to help the college move beyond collecting information about how students feel about a course to information about how students learned during the course. A demonstration of the IDEA SRI will be presented.

Outcome Assessment Using a Total Quality Management Paradigm

Dr. Brad Kleindl, Dean, School of Business, and Professor of Marketing,
Park University - Parkville Campus
RC 175

The School of Business at Park University has identified both course outcomes and programmatic competencies with associated direct measures designed by the faculty. Peregrine Academic Services tools are used for peer assessment. Indirect measures of assessment use the IDEA system in which the faculty are allowed to add questions, increasing both faculty ownership and compliance. This presentation focuses on the use of programmatic competencies within a Total Quality Management model for programmatic improvement, allowing the fulfillment of the accreditation standards of both professional and regional accrediting bodies.

General Education Assessment: Time to Level Up

Cynthia Sexton Proctor, Chair-District Assessment Coordinating Committee;
Melissa Giese, Director of Institutional Research & Assessment,
Metropolitan Community College
RC 181

Five years ago, Metropolitan Community College of Kansas City embarked on a mission to create improved outcomes, assessments, discipline review processes, and accountability that would initiate a cyclic and sustainable culture of assessment. MCC simplified general education outcomes and adopted common rubrics for assessing these outcomes across embedded discipline assessments. Now, after a successful site visit from the Higher Learning Commission commending MCC's assessment efforts, we are beginning to evaluate our assessment program through meta-analysis combining discipline assessment and CCSSE results. This will help with further refinement of outcomes, assessments, and reviews; course mapping; and evaluation of MCC's AA Degree.

SuccessNavigator® Assessment

Patti Sheffer, Educational Testing Services,
Regional Manager Northwest
RC 145

Knowing whether students will succeed in college requires a holistic understanding of their strengths and vulnerabilities in areas that standardized tests alone can't measure. Understanding factors like how well students manage their time and their level of motivation are important predictors of how well they will succeed. However, because these other factors often are not measured, by the time we understand what may help students succeed, it is too late. This session from ETS will present information on the SuccessNavigator® Assessment, a tool designed to help educators gain a deeper understanding of first-year students in order to reduce attrition and improve success.

3:45-4 p.m.   Final Thoughts, Wrap-Up and Prizes   RC 101

"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 fathering, analyzing and interpreting evidence to determine how well student learning matches our expectations

- Using the resulting information to understand and improve student learning."

Linda Suskie (2005), *Assessing Student Learning: A Common Sense Guide*

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THIS YEAR'S CONFERENCE

BAKER UNIVERSITY

ETS

IDEA

STAPLES Business Advantage

Assessment by Design

THANKS TO OUR SPONSORS:

A special thanks to JCCC Foundation for sponsoring the pre-conference reception.

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JCCC Office of Outcomes Assessment	Des Moines Area Community College
ETS	Metropolitan Community College
Staples	Southeast Community College

FREE WIFI AVAILABLE

Johnson County Community College has campus wide wireless and students/guests can generate their own access in a few short steps:

1. From a wireless device, go to SETTINGS and select JCCC-WIFI.

2. Open a web browser to access the Student and Guest Wireless Portal. If the login page does not automatically load, type the following into the address bar: 1.1.1.1 and press enter or return.

3. Once connected, click on Create a SELF-SERVICE Account under sign on button (bottom of page).

4. Complete the name fields and email address (*required fields) to generate a guest wireless userID/password to use while on campus.

5. Must check I agree and register (may need to scroll down to activate check box)

6. Make note of your login information should you log off and need to log on again or can request to receive via email.

7. Sign in/Accept/Continue

This guest user access is valid for 24 hours. If on campus longer, generate a new user ID/password for each additional day.

For any questions between the hours of 8 a.m.-5 p.m., contact
Continuing Ed Registration, Regnier Center 173
cregistration@jccc.edu | 913-469-2323