Community College Reports

Allen Community College

Institutional Assessment

Allen County Community College is redesigning its entire Student Learning Assessment program at all four levels of assessment to focus on student learning and actionable data. The college is researching assessment programs at other two- and four-year institutions and has constructed some preliminary program designs. The goal is to have assessments piloted/implemented, with data outputs, by the close of AY 2014-15, for the areas of mathematics and written communication.

Program Assessment – Program Review

After two years of research and design, Allen fully implemented a new Program Review process in AY 2013-2014. The Program Review design focuses on student learning, retention, and success. The two year research and design process for Program Review included the development of an institutional Data Dashboard, directly and in real time linked to the college's Student Information System and informed by specific indicators of institutional effectiveness. The resulting Program Review portfolios were balanced with both narrative and data tables while focusing on analysis of the data for actionable results. The college will continue adding elements and adjusting its Program Review process.

Course Assessment

In AY 2013-2014, Allen began a college-wide Course Assessment project in Student Learning Assessment whereby each instructor in the college reported on assessing student learning for one Learning Outcome documented on our Common Course Outlines. (Each instructor assessed students on one Learning Outcome from one course.) The results of these assessments were entered into the college portal information system in spring semester 2014. The results will be compiled by course during the 2014 summer session and will be analyzed by faculty discipline cohorts in early fall 2014. Improvements gleaned from the results will be implemented in fall 2014 and spring 2015, with the entire process then repeating.

Classroom Assessment

Allen places a continuous emphasis on formative assessment to improve instruction in all modes of delivery. Classroom Assessment (practice and technique) is embedded in faculty professional development sessions throughout the academic year.

Allen County Community College is increasing its understanding of Student Learning Assessment and is redesigning its program of assessment to focus on student learning and actionable data. It expects to be able to provide concise information for the three assessment areas in the near future.

Barton County Community College

1. *Mathematics/quantitative/analytical reasoning*

The data provided below represents the total number of students over the last 3 fiscal years who have received a WorkReady! certificate. The WorkReady! is a State of Kansas initiative which uses the ACT WorkKeys assessment in the areas of Applied Mathematics, Reading for Information, and Locating Information to translate into a certificate level: Bronze, Silver, Gold, Platinum.

The minimum scores needed, in each separate content area, to achieve each certificate level are 3, 4, 5, and 6, respectively. Students achieving a bronze certificate have shown that they possess the foundational skills (including Mathematics/quantitative/analytical reasoning) that correspond to roughly 35% of jobs.

Certificate	2012	2013	2014
Bronze	11	18	18
Silver	33	45	39
Gold	7	11	10
Total	51	74	67

Certificate	2012	2013	2014
Bronze	22%	24%	27%
Silver	65%	61%	58%
Gold	14%	15%	15%
Total	100%	100%	100%

Certificate	2012	2013	2014
Bronze	22%	24%	27%
Silver & Gold	78%	76%	73%
Total	100%	100%	100%

2. *Written and oral communication*

Assessment Mechanism(s): The Community College Survey of Student Engagement (*CCSSE*)

Student Learning Outcomes: Questions 12 c and 12 d from the CCSSE survey:

	CCSSE Data					
		2006	2008	2010	2011	2012
12 c.	Writing Clearly & Effectively	2.66	2.69	2.46	2.58	2.58
12 d.	Speaking Clearly & Effectively	2.56	2.6	2.37	2.55	2.58
	1=very little, 2=some, 3=quite a bit, 4=very much					

Commentary: Barton participated in the CCSSE again in 2014, but the data will not be available until the fall.

3. *Critical thinking/problem solving.*

Assessment Mechanism(s): The Community College Survey of Student Engagement (*CCSSE*)

Student Learning Outcomes: Questions 12 e and 12 f from the CCSSE survey:

	CCSSE Data					
		2006	**2008**	**2010**	**2011**	**2012**
12 e.	Thinking Critically & Analytically	2.83	2.87	2.86	2.8	2.88
12 f.	Solving Numerical Problems	2.55	2.59	2.66	2.59	2.81
	1=very little, 2=some, 3=quite a bit, 4=very much					

Commentary: Barton participated in the CCSSE again in 2014, but the data will not be available until the fall.

Butler Community College

Butler has a learning PACT with its students that is integrated throughout the college's academic and vocational programs, including course work, extracurricular activities and all other learning opportunities. The basic elements of the PACT are as follows:

Butler students' work will demonstrate:

P = Personal Development Skills

- Personal management
  Make smart personal life choices
- Interpersonal interaction
  Interact with respect for others in a diverse world

A = Analytical Thinking Skills

- Critical thinking
  Make informed decisions for challenging situations
- Problem solving
  Find workable solutions for real life problems

C = Communication Skills

- Creation and delivery of messages
  Write and speak effectively
- Reception and interpretation of messages
  Observe, listen and read effectively

T = Technology Skills

- General computer use
  Use computers and the internet proficiently
- Discipline-specific technology
  Use specialized technology effectively

Five Year PACT Assessment Data (2008-2012)

The following chart gives the aggregate scores for each of the PACT outcomes based on faculty evaluation of student work on major summative assessment tasks designed to assess their mastery of the PACT outcomes. The work is rated on a six point scale with 6 = Exceptional achievement and 1 = Unacceptable achievement.

PACT Outcome	**2008**	**2009**	**2010**	**2011**		**2012**	
Personal Development				# of students assessed	Aggregate Score	# of students assessed	Aggregate Score
Personal Management	4.41	3.88	5.2	146	4.74	126	5.14
Interpersonal Interaction	5.59	4.67	N/A	208	2.03	321	3.81
Analytical Thinking							
Critical Thinking	4.45	4.05	4.64	479	3.91	157	3.39
Problem Solving	3.24	3.59	2.87	535	3.58	221	3.54
Communication							
Creating a Message	3.65	3.69	3.8	255	4.34	138	4.00
Interpreting a Message	4.22	3.71	3.19	327	3.15	97	4.38
Technology							
General Computer Use	None assessed (N/A)	4.18	4.29	251	4.76	0	N/A
Field Related Technology	4.02	3.54	4.01	884	4.19	5	4.47

Cloud County Community College

Mathematics, Quantitative Reasoning, and Analytical Reasoning

- **Area Assessed**
  - Quantitative reasoning
  - CCCC General Education Goal: Students are expected to demonstrate proficiency in scientific knowledge and mathematical skills.

- **Cohorts Assessed**
  - Twenty-five College Algebra course sections (transferable face-to-face).
  - n = 401

- **Assessment Results**

Mathematical Outcomes	**A**	**B**	**C**
Number of Student Subjects Meeting Outcome A, B, or C	348	392	274
Percentage of Total Population (n = 401)	86.78%	97.76%	68.33%
Target Goal	**75%**	**95%**	**75%**
Target Met?	Yes	Yes	No

  - Mathematics faculty concur that the data showed:

    - more work is needed to improve student performance utilizing a computer management platform (*My Math Lab* ©) in class.
    - additional time is necessitated in acclimating students to the computer management platform.
    - the need to continuously improve the "flipped" classroom environment, methodology, and pedagogy.

Written and Oral Communication

- **Area Assessed**
  - Oral Communication
  - CCCC General Education Goal: Students are expected to communicate effectively orally and in writing.

- **Cohorts Assessed**
  - Three Public Speaking course sections (transferable face-to-face).
  - n = 53

  - analysis. The student should be aware than in addition to content, delivery skills are important and will also be evaluated. The presentation will be recorded for evaluation.

- **Assessment Results**

Oral Communications Outcome	**A**

Number of Student Subjects Receiving a Mean Score of Three (3) or Higher	49
Percentage of Total Population (n = 53)	92.45%
Target Goal	**75%**
Target Met?	Yes

- Public Speaking faculty concur that the data showed:

  - the need to consider expansion "Outcome A" into four (4) outcomes.
  - the need to redesign the existing rubric to reflect additional outcomes.
  - the need to utilize student surveys regarding student perception of the "public speaking" experience.

Critical Thinking and Problem Solving

- **Area Assessed**
  - Critical Thinking
  - CCCC General Education Goal: Students are expected to demonstrate problem solving skills using critical thinking.

- **Cohorts Assessed**
  - Science Department; random selection of artifacts from all science course sections (transferable face-to-face).
  - n = 47

- **Assessment Results**

Critical Thinking Outcome	**A**
Number of Student Subjects Receiving a Mean Score of Three (3) or Higher	35
Percentage of Total Population (n = 47)	77.47%
Target	**70%**
Goal Met?	Yes

- Science faculty concur that the data showed:

  - more work is warranted in refining critical thinking assessment rubric.
  - it is necessary to address the presence of student names on artifacts; redaction should be done digitally after scanning.
  - a need to continuously improve student performance regarding the coupling of qualitative data with quantitative observations.
  - a need to continuously improve student performance regarding deductive reasoning and analysis needs to occur at a deeper level (rather than surface verification).

Coffeyville Community College

1. Mathematics/Quantitative/Analytical Reasoning

Assessment Mechanism(s): Classroom assessment results from four mathematics courses. Courses assessed: Intermediate Algebra, College Algebra, Elementary Statistics, and Calculus II.

Student Learning Outcomes (SLO): Coffeyville Community College expects 70 percent of the student body will pass course outcomes at a 70 percent level. This is an appropriate campus-wide benchmark, since students pass classes (obtain grades of C) with a 70 percent average.

Year	2014	2015	2016
Students Tested	70		
% Students that passed benchmark for Course Outcome	84%		

2. Written and Oral Communication

Assessment Mechanism(s): Classroom assessment results from nine classes in English Composition II and Public Speaking courses

Student Learning Outcomes (SLO): Coffeyville Community College expects 70 percent of the student body will pass course outcomes at a 70 percent level.

Year	2014	2015	2016
Students Tested	188		
% Students that passed benchmark for Course Outcome	100%		

3. Critical Thinking/Problem Solving

Assessment Mechanism(s): Online critical thinking compass test results. Data is collected each semester that the College Orientation II Capstone Course is offered.

Student Learning Outcomes (SLO): Coffeyville Community College expects the average student score be 70% or higher on exit.

Year	2014	2015	2016
Students Tested	198		
Avg. Class Score	98%		
% Meeting SLO	100%		

Colby Community College

Area Assessed	Cohort Assessed	Assessment Instrument	Goal	Results
Mathematics/Quantitative /Analytical Reasoning	Fall 2013 - Spring 2014 students in various courses (listed below) for one or more course outcomes. Courses: various math and science courses including Chemistry, Calculus, Algebra, Physics	In class assessment developed by faculty members. Each assessment has 1 to 4 individual course outcomes that must be met for successful score.	Solve quantitative problems utilizing a variety of techniques. Students will meet or exceed a target score of 70 or 75 (depending upon the selected course) in each of the 1 to 4 course outcomes.	An overall average score for of 82 for the 1 to 4 categories within each course. The range of scores was 64 to 95 with 41 of 43 goals met in the various classes.
Mathematics/Quantitative /Analytical Reasoning	Fall 2013 - Spring 2014 students in various courses (listed below) for one or more course outcomes. Courses: various math and science courses including Chemistry, Calculus, Algebra, Physics	In class assessment developed by faculty members. Each assessment has 1 to 4 individual course outcomes that must be met for successful score.	Utilize technology relevant to disciplines of study. Students will meet or exceed a target score of 70 or 75 (depending upon the selected course) in each of the 1 to 4 course outcomes.	An overall average score for of 82 for the 1 to 4 categories within each course. The range of scores was 64 to 95 with 41 of 43 goals met in the various classes.
Written and Oral Communication	Fall 2013 - Spring 2014 Fundamentals of Oral Communication and Public Speaking Students (In classes taught by full-time faculty)	In class assessment developed by faculty members. Each assessment has 5 individual course outcomes that must be met for successful score.	Deliver effective oral presentations. Students will meet or exceed a target score of 70 in each of the 5 course outcomes.	An overall average score for of 87 for the 5 categories. The range of scores was 83 to 93 in the 5 categories with 4 of 5 goals met in Fundamentals of Oral Communication and 5 of 5 in Public Speaking.
Written and Oral Communication	Fall 2013 - Spring 2014 students in various courses (listed below) for one or more course outcomes. Courses: Art Appreciation, Macroeconomics, Composition 1, Composition 2 American Literature 1, American Literature 2, Introduction to Literature, World Religions, Introduction to Sociology, and Sociology of Families	In class assessment developed by faculty members. Each assessment has 1 or 2 individual course outcomes that must be met for successful score.	Utilize grammatically correct and logically written english. Students will meet or exceed a target score of 70, 75, or 80 (depending upon the selected course) in each of the 1 or 2 course outcomes.	An overall average score for of 81 for the 1 or 2 categories within each course. The range of scores was 67 to 94 with 9 of 11 goals met in the various classes.
Critical Thinking and Problem Solving	Fall 2013 - Spring 2014 students in various courses (listed below) for one or more course outcomes. Courses: Cultural	In class assessment developed by faculty members. Each assessment has 1 to 4 individual course outcomes that must be	Exhibit a higher level of critical thinking processes. Students will meet or exceed a target score of 70, 75, or 80 (depending	An overall average score for of 85 for the 1 to 4 categories within each course. The range of scores was 67 to

Anthropology, Principals of Biology, Anatomy and Physiology 1, Zoology, Fundamentals of Chemistry, Microeconomics, among others	met for successful score. 4 course outcomes.	upon the selected course) in each of the 1 to 95 with 55 of 58 goals met in the various classes.

Cowley County Community College

Area Assessed	Cohort Assessed	Assessment Instrument	Goal	Results	Notes
Mathematics/Quantitative/Analytical Reasoning	Fall 2013 and Spring 2014 AA/AS/AGS Graduates	Collegiate Assessement of Academic Proficiency (CAAP)	Students will score at the national national mean, plus or minus the standard deviation on the mathematics portion of the CAAP exam.	**Fall 2013 Institutional Score: 56.5** National Average: 56.0 Std. Deviation: 3.5	N/A
Mathematics/Quantitative/Analytical Reasoning	Spring 2014 AAS Graduates	WorkKeys Assessment	Students will score on average at a scale of 4 (level scale) or higher on the applied mathematics portion of the WorkKeys assessment.	Spring 2014 applied mathematics average level scale score: 5.26	N/A
Written and Oral Communication	Spring 2014 Public Speaking Students (In classes taught by full-time	Public Speaking rubric (specifically voice and delivery	Students will score in the good to excellent range (at 5 or above) in voice and delivery categories.	Voice category: 5.04 Delivery category: 4.38	N/A
Written and Oral Communication	Spring 2014 AAS Graduates	WorkKeys Assessment	Students will score on average at a scale of 4 (level scale) or higher on the Reading for Information portion of the WorkKeys assessment.	Spring 2014 reading for information average level scale score: 5.26	N/A
Critical Thinking and Problem Solving	Fall 2013 and Spring 2014 AA/AS/AGS Graduates	Collegiate Assessement of Academic Proficiency (CAAP)	Students will score at the national national mean, plus or minus the standard deviation on the critical thinking portion of the CAAP exam.	**Fall 2013 Institutional Score: 61.3** National Average: 60.8 Std. Deviation: 5.3	N/A
Critical Thinking and Problem Solving	Students completing a vocational program during the 2012-2013 academic	Certification rate of completers	Certification of technical program completers will be at or above 70%.	Certification for 2012/2013 was at 90%	2013-2014 data was not yet available at time of reporting.

Dodge City Community College

Dodge City uses the Collegiate Assessment of Academic Proficiency (CAAP) to assess student learning. The overall results listed below show Dodge students perform in comparison to national norms in four key areas:

DCCC/National Norms

60.8/61.5 Writing
56.9/56.1 Math
59.2/60.1 Reading
58.9/60.6 Critical Thinking

The two tables below show local and national frequency distributions of CAAP scores and cumulative percentages (labeled "PB"). According to the ACT guide, "a cumulative percentage is defined as the percentage of scores falling at or below a a given score. (The CAAP score range is 40-80 for each objective module and 5-25 for subscores.)"

Test Score Frequency Distribution/Sophomore

Scaled Score	Writing Skills Local Freq	Local PB	Natl PB	Mathematics Local Freq	Local PB	Natl PB	Reading Local Freq	Local PB	Natl PB	Critical Thinking Local Freq	Local PB	Natl PB	Science Local Freq	Local PB	Natl PB	Scaled Score
80			99			99			99			99			99	80
79			99			99			99			99			99	79
78			99			99			99			99			99	78
77			99			99			99			99			99	77
76			99			99			99			99			99	76
75			99			99			99			99			99	75
74			99			99			99			99			99	74
73			99			99			99			99			99	73
72	2	99	99			99	1	99	99			99			99	72
71	1	96	99			99	1	98	99	1	99	99			99	71
70	0	94	98			99	0	96	97	0	98	97			99	70
69	0	94	95			99	0	96	95	2	98	95			99	69
68	3	94	92			99	1	96	93	0	94	92			98	68
67	0	88	87			99	4	94	89	0	94	89			97	67
66	0	88	81			99	0	85	86	3	94	84			95	66
65	3	88	76			99	1	85	82	1	87	79			92	65
64	2	81	70			99	3	83	78	3	85	74			89	64
63	5	77.	64	2	99	98	2	77	72	2	79	66			85	63
62	5	67 ·	57	1	96	96	2	72	67	1	74	61			79	62
61	4	56	50	2	94	95	2	68	61	3	72	56			71	61
60	2	48	43	6	90	91	2	64	56	3	66	50			64	60
59	4	44	35	4	77	85	4	60	48	4	60	43			56	59
58	5	35	29	9	69	76	5	51	42	3	51	38			46	58
57	2	25	22	2	50	67	3	40	35	5	45	31			36	57
56	5	21	16	6	46	53	3	34	28	3	34	26			28	56
55	3	10	12	3	33	39	2	28	22	3	28	20			21	55
54	0	4	8	4	27	31	4	23	16	3	21	15			13	54
53	0	4	5	4	19	23	3	15	13	2	15	11			8	53
52	1	4	3	4	10	16	2	9	7	2	11	7			4	52
51	0	2	2	0	2	11	1	4	4	1	6	4			2	51
50	1	2	1	1	2	6	1	2	2	2	4	2			1	50
49	0	0	0	0	0	4	0	0	1	0	0	1			0	49
48	0	0	0	0	0	2	0	0	0	0	0	0			0	48
47	0	0	0	0	0	0	0	0	0	0	0	0			0	47
46	0	0	0	0	0	0	0	0	0	0	0	0			0	46
45	0	0	0	0	0·	0	0	0	0	0	0	0			0	45
44	0	0	0	0	0	0	0	0	0	0	0	0			0	44
43	0	0	0	0	0	0	0	0	0	0	0	0			0	43
42	0	0	0	0	0	0	0	0	0	0	0	0			0	42
41	0	0	0	0	0	0	0	0	0	0	0	0			0	41
40	0	0	0	0	0	0	0	0	0	0	0	0			0	40
Mean	60.8		61.5	56.9		56.1	59.2		60.1	58.9		60.6			59.2	Mean
S.D.	4.9		4.9	3.2		3.5	5.4		5.4	5.2		5.4			4.1	S.D.
N	48		26385	48		27803	47		19051	47		26254	0		21320	N

Test Sub-Score Frequency Distribution/Sophomore

Scaled Score	Writing Skills: Usage/Mechanics Local Freq	Usage/Mechanics Local PB	Usage/Mechanics Natl PB	Writing Skills: Rhetorical Local Freq	Rhetorical Local PB	Rhetorical Natl PB	Mathematics: Basic Local Freq	Basic Natl PB	Mathematics: Algebra Local Freq	Algebra Natl PB	Mathematics: College Algebra Local Freq	College Algebra Natl PB	Reading: Arts/Literature Local Freq	Arts/Literature Natl PB	Reading: Social Sciences Local Freq	Social Sciences Natl PB	Scaled Score
25			99			99				99				99			25
24			99			99				99				99			24
23			99			99				99				99			23
22			99			99				99				99			22
21	1	99	99	2	99	99				99				99	1	99	21
20	2	98	99	2	96	98				99			1	99	1	98	20
19	4	94	93	2	92	92	3	99	99			98	3	98	4	96	19
18	3	85	86	4	88	83	1	94	96	3	99	97	2	91	4	87	18
17	3	79	73	3	79	70	10	92	92	4	94	94	2	87	4	79	17
16	7	73	59	9	73	59	7	71	84	6	85	88	3	83	9	70	16
15	9	58	45	11	54	45	6	56	69	3	73	80	7	77	4	51	15
14	7	40	28	6	31	33	4	44	56	11	67	68	7	62	4	43	14
13	10	25	18	4	19	21	5	35	38	12	44	51	13	47	7	34	13
12	0	4	8	3	10	10	8	25	25	6	19	18	7	19	2	19	12
11	1	4	3	1	4	5	3	8	11	3	6	7	1	4	7	15	11
10	1	2	1	1	2	1	1	2	5	0	0	2	1	2	0	0	10
9	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	9
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
Mean	15.4		15.9	15.5		15.8	14.7		14.2	14.1		14.0	14.3		14.7	15.1		15.3	Mean
S.D.	2.4		2.4	2.5		2.6	2.4		2.3	1.9		2.1	2.3		2.6	2.7		2.8	S.D.
N	48		26385	48		26385	48		27803	48		27803	47		19051	47		19051	N

Fort Scott Community College

Fort Scott Community College implemented a method of assessment through a single capstone course prior to my arrival this past July. Through this course we have discovered several aspects of the assessment piece that need to be revisited and analyzed. I have included for you the spring 2014 cohort information, the rubric and the student results from the capstone course. Fort Scott Community College had established 7 college wide abilities that are included within the Capstone course, these abilities also align with some of the assessment criterion required in your request. After analyzing the results of the Capstone course and delving deeper into the assessment process at Fort Scott Community College I have become very aware of the need for a more systematic and direct approach to assessment.

In the fall of 2014 Fort Scott Community College will begin using the CAAP test as well as new course level assessment process to assess student learning.

Garden City Community College

The report below includes both general education curriculum and career & technical education curriculum. Garden City does not use course grades in any of its student learning assessment results. Rather, it uses authentic assessment embedded within courses to directly measure student learning.

Mathematics/quantitative/analytical reasoning:

Learning Outcome	Assessment Tool	Results
Identify Vertical Asymptotes	Final Exam, Objective Questions	47% of students earned 70% or better
Create Vertex of Quadratic Function	Final Exam, Objective Questions	46% of students earned 70% or better
Analyze blueprint and determine angles	NCCER Core Curriculum Test	87% of students earned 70% or better
Apply Ohm's Law to predict DC electrical behavior	Final Exam	80% of students passed the question on project
Calculate amount of product from chemical reaction	Chapter Exam	85% of students passed with 70% or better
Determine time required to deposit elements	Final Exam	61% of student passed with 70% or better

Written and Oral Communication:

Learning Outcome	Assessment Tool	Results
Create well-written paragraph	Written Exercise Holistic Rubric	86% of students passed with 70% or higher
Develop 5-paragraph essay	Written Project Holistic Rubric	66% of students passed with 70% or higher
Formulate persuasive essay	Final written project Holistic Rubric	84% of students passed with 70% or higher
Analyze elements of literature	Written project Rubric	77% of students passed with 70% or higher
Deliver 5-minute oral presentation	Classroom speech Rubric	87% of students passed with 70% or higher
Express ideas to a specific audience oral presentation	In-class oral presentation	74% of students passed with 70% or higher
Analyze functions and identify relationships in communication.	Oral presentation	76% of students passed with 70% or higher

Critical Thinking/Problem Solving:

Learning Outcome	Assessment Tool	Results
Critical Analysis of elements of literature	Final essay	77% of students passed with 70% or better
Create persuasive essay	Holistic Rubric	84% of students passed with 70% or better
Analyze communication variables	Final oral presentation	76% of students passed with 70% or better
Create intracellular recording	Nervous System objective exam	75% of students passed with 70% or better
Determine how genetic trait is inherited	Class objective exam	23% of students correctly answered question
Interpret cellular change	Class objective exam	67% of students correctly answered question
Interpret graph illustrating exothermic reaction	Lab project	67% of students correctly answered question(s)
Assess changes in patient status	ATI-RN Exam	91% of students passed exam with 70% or better
Recognize impact of orders on patient	ATI-RN Exam	82% of student passed exam with 70% or better
Design agricultural product to increase price of the product	Oral Presentation	94% of students passed with 70% or better
Design a business to enhance Agricultural Industry	Oral Presentation	95% of students passed with 70% or better
Apply Advanced Life System equipment in pre-hospital setting	Practical Skills Exam	100% passed with 70% or better
Application of protective equipment in ground fire situation	Practical Exam	100% of students passed with 70% or better
Compare and contrast consumer knowledge to theoretical information	Oral Presentation	90% of students passed with 70% or better

Highland Community College

Highland Community College assesses student learning, campus-wide, in the following ways:

1) A pretest/posttest model for reading, writing, mathematics, and critical thinking/problem solving using incoming ACT scores and results from the IDEA Student Ratings of Instruction. The IDEA tool is used on all five (5) HCC instructional centers across all general education discipline areas, based on a three-year cycle of assessment. For example, Year One might assess English, Psychology, Algebra, and Speech. Within each discipline area, student learning is measured on nine (9) dimensions: Writing, oral communication, computer application, group work, mathematical/quantitative work, critical thinking, creative/artistic/design, reading, and memorization.

   Areas assessed: All general education/transfer courses, based on a 3-year cycle
   Cohort(s) assessed: All students enrolled in identified courses at 5 instructional centers
   Assessment Instruments: ACT and IDEA
   Results: After two full years of data, (2012 – 2014) a full analysis will be available.

2) In preparation for approval of the HCC Faculty Master Contract, the VPAA and President of the Highland Faculty Association worked together to revise the professional development provision within the HCC faculty Master Contract. The revised language specifically address assessment of in-course competencies using a PDCA* improvement cycle. Although each full-time instructor submitted his/her own plan, the submissions fall into five general categories: College-level reading; writing; math and other quantitative skills; decision making/problem solving; and specific technical competencies. Pre- and post-test measures from each instructor's plan will show level of improvement; these results will be analyzed by individual faculty members and will be included in this submission in May 2015.

   Areas assessed: Every Highland course (general education/transfer; career/technical; developmental) is included in this initiative.
   Cohort(s) assessed: All enrolled transfer and career/technical program students are included.
   Assessment Instrument: HCC Faculty Professional Development Plan
   Results: Pending completion of Year One (2014-15).

3) The HCC Assessment Committee is currently engaged in selecting a replacement for the CAAP (Collegiate Assessment of Academic Proficiency). The CAAP test has been used as a "rising junior" assessment at Highland for several years; however, we are leaning toward embedding assessment items into a set of general education courses that can be mapped from course core competency to discipline competency to program outcome to college learning outcome (CLOs, adopted 2010 as part of the campus' Strategic Plan). We will have assessment instrument details, cohort data, etc. in May 2015 and preliminary results to include in this submission beginning May 2016.

   Areas assessed: (Proposed) One social science course, one science course, one course in oral/written communication, one mathematics course, and one humanities course which

will comprise a general education cluster.
Cohort assessed: All Highland students who have completed or are completing at least 45 credits in the courses listed above.
Assessment instrument: TBD, available May 2015
Results: TBD, available May 2016

****PDCA***: "Pick" a core competency/Create a "Plan"
"Do" an intervention within a course
"Check" for results
"Act" on these results to further enhance student learning

Comparison of ACT to IDEA Student Ratings of Instruction
Fall 2012

ACT Scores of First Time Students Fall 2012					
Score	**N**	**Avg**	**<10th Prctl**	**<25th Prctl**	**<50th Prctl**
ACTcomp	337	19.02	8.01%	27.60%	64.99%
ACTeng	337	18.06	10.39%	23.44%	60.83%
ACTmath	337	19.09	3.86%	14.84%	63.50%
ACTrdg	337	19.50	5.93%	20.77%	62.91%
ACTsci	337	19.73	7.72%	19.29%	55.19%

Developmental Course Enrollment* First Time Students Fall 2012					
Area	**Students**	**% Enr**	**<10th Prctl**	**<25th Prctl**	**<50th Prctl**
FundEng	42	12.46%	10.39%	23.44%	60.83%
FundRdg	53	15.73%	5.93%	20.77%	62.91%
FundMath	32	9.50%	3.86%	14.84%	63.50%
BegAlg	111	32.94%	3.86%	14.84%	63.50%
IntAlg	118	35.01%	3.86%	14.84%	63.50%
DevMath	182	54.01%	3.86%	14.84%	63.50%
*Includes subsequent enrollment after Fall 2012					

Hutchinson Community College

Assessment Instrument

To assess the learning outcomes for the courses at Hutchinson Community College, faculty report the number of completers and achievers for each of the course outcomes. The completers are those students who have completed the assessment (exam, essay, report, project, etc.) while the achievers are those students who have successfully completed the assessment with a "C" or better. Outcomes from the courses have been mapped to the areas of (1) mathematics/quantitative/analytical reasoning, (2) written and oral communication, and (3) critical thinking/problem solving.

1. Mathematics/Quantitative/Analytical Reasoning

   Outcomes used from the following courses provided our data to assess this area:
   MA098 Basic Algebra, MA105 Intermediate Algebra, MA106 College Algebra, MA107 Plane Trigonometry, MA108 Elements of Statistics, MA111 Analytical Geometry and Calculus I, MA113 Analytical Geometry and Calculus II, and MA206 Differential Equations

   Results of the Assessment
   Fall 2012 – 72.7% Successfully Completed the Outcomes (Achievers=612 Completers=841)
   Spring 2013 – 72.9% Successfully Completed the Outcomes (Achievers=859 Completers=1179)

   Fall 2013 – 73.3% Successfully Completed the Outcomes (Achievers=776 Completers=1058)
   Spring 2014 – 70.7% Successfully Completed the Outcomes (Achievers=504 Completers=712)

2. Written and Oral Communication

   Outcomes used form the following areas of study provided our data to assess this area:
   A. Allied Health
   B. Agriculture, Business, Computers and Technology
   C. Fine Arts & Humanities
   D. Natural Science, Social Science & Mathematics
   E. Public Safety

   Results of the Assessment
   Fall 2012 – 89.5% Successfully Completed the Outcomes (Achievers=2183 Completers=2439)
   Spring 2013 – 89.1% Successfully Completed the Outcomes (Achievers=1792 Completers=2011)

   Fall 2013 – 89.6% Successfully Completed the Outcomes (Achievers=1726 Completers=1926)
   Spring 2014 – 91.1% Successfully Completed the Outcomes (Achievers=1489 Completers=1633)

3. Critical Thinking/Problem Solving

   Outcomes used from the following areas of study provided our data to assess this area:
   A. Allied Health
   B. Agriculture, Business, Computers and Technology
   C. Fine Arts & Humanities
   D. Natural Science, Social Science & Mathematics
   E. Public Safety

Results of the Assessment

Fall 2012 – 82.3% Successfully Completed the Outcomes (Achievers=4686 Completers=5695)
Spring 2013 – 82.4% Successfully Completed the Outcomes (Achievers=3606 Completers=4377)

Fall 2013 – 84.3% Successfully Completed the Outcomes (Achievers=5492 Completers=6514)
Spring 2014 – 85.4% Successfully Completed the Outcomes (Achievers=3500 Completers=4099)

Johnson County Community College

The eight student learning outcomes (SLOs) adopted by the college expect students who pursue a course of study at JCCC to be able to do the following with competence:

1) Access and evaluate information from credible sources.
2) Collaborate respectfully with others.
3) Communicate effectively through the clear and accurate use of language.
4) Demonstrate an understanding of the broad diversity of the human experience.
5) Process numeric, symbolic, and graphic information.
6) Comprehend, analyze, and synthesize written, visual and aural material.
7) Select and apply appropriate problem-solving techniques.
8) Use current technology efficiently and responsibly.

Highlights of Assessment Activities

The college has worked over the past academic year to agree upon an instrument for reporting of student learning outcomes to external agencies such as the Kansas Board of Regents. Faculty have adopted a new reporting matrix that will allow for easier aggregating of data on student performance, this can be found in the appendix. For the purposes of this report we are providing highlights from the assessments faculty conducted this past year.

Student Learning Outcome 3: Communicate effectively through the clear and accurate use of language.

- In the Department of Interior Design, faculty created a rubric to assess an oral presentation. Faculty determined that students in the studio classes had issues with information organization and students in lecture classes had issues with using appropriate design verbiage. Faculty also discovered that non-traditional students had more refined communication skills as compared to traditional aged classmates. Faculty redesigned curriculum and launched an overall curriculum review to affect deficiencies in these areas.

- Faculty in the Dental Health program created a rubric to measure student's success with communicating at client level of understanding, interviewing techniques, professional manner and active listening. Results from the data collection spurred changes to the curriculum to provide students more training in the classroom on appropriate communication skills with clients before they begin interacting with external client bases.

- Faculty evaluated students on their learning of the 'common medical abbreviations' via the use of a pre and posttest to show improvement over the term. The data showed that the students a 45% improvement in their scores on the quizzes.

- Faculty in the Nursing Department designed a pre/posttest to assess students on their use of medical terminology and use of approved abbreviations in patient case narratives. The data showed a 7% increase in proper use of medical terminology and a 2.6 % increase in use of approved abbreviation usage.

Student Learning Outcome 5: Process numeric, symbolic, and graphic information.

- Biology faculty performed a pre/post multiple choice test to gauge student's growth over the course of the semester. The data from the assessment identified 4 of the 10 questions relative to graphing numeric data that required curricular changes by faculty to address the poor results. Faculty made curricular changes to include increased homework and in class assignments to reinforce areas in which the students were struggling.

- In Physics, faculty utilized a multiple choice exam pre/post exam to assess students. Over the last three terms the faculty have seen a definite improvement in the exam scores based on changes in pedagogy to support areas where students struggle. Due to the improvements from the original assessments, faculty have decided to focus their assessment strategies on other topics within the curriculum.

- Chemistry faculty developed a pre and post exam that when evaluated indicated that questions related to specific gravity were problematic for the students. Faculty implemented some additional curricular work around the topic but only modest increases in scores have resulted. This will remain an ongoing assessment as faculty continue curricular updates to resolve any deficiencies related to the exam data.

- Astronomy faculty saw an 11% increase in scores from the pre/post exams. In delving into the assessment results, faculty were able to identify certain topics that will need additional emphasis to improve student scores.

- In Elementary Algebra, faculty used a mastery test and a final exam question to gauge students' ability to graph linear equations. They determined that those students who took the mastery test were more successful on the final exam question. This prompted faculty to encourage that all students be required to take the mastery test as part of the course to prepare them for the final exam.

- In an advanced Chemistry course, student's scores improved from a 36% on the pre-test to a 63% on the post test. Individual questions were analyzed and changes in curricula added focus on to the topics students struggled with. Overall, Faculty were pleased with the improvement from pre to post test and will look to the next round of data collection to determine is changes in the curriculum had a positive result.

- Practical Nursing faculty performed a comparison of student scores on exams in Intro to Math and Foundation Math to TEAS scores and GPA to determine if students coming into the program were prepared for the math requirements of the program. This study was performed after the PN program removed a math course from the program and faculty were concerned about the math skills they were seeing in the students. Data from the study prompted faculty to establish a pre-admission Math test to help faculty identify possible challenges per student.

- In College Algebra, faculty embedded questions into the final exam and focused on the ability to graph linear equations. After several terms, data confirms that intervention during the course related to graphing substantially increased a students' success on the final assessment question.

Student Learning Outcome 7: Select and apply appropriate problem-solving techniques.

- In Computer Science, the faculty determined that students were able to adequately apply the material learned in an online lecture and that online lecture or a combination of online lecture and worksheet review enabled student to learn key functions at the cognitive level of application.

- In Civil Engineering, faculty determined from the data that 5 of the 22 assignments where scores were the lowest would need additional instruction time and resources. A revised assessment instrument will be used across multiple sections and faculty for ongoing data collection.

- Sociology faculty developed a multiple choice pre and post test that allowed them to look at average number of correct answers across all sections of the Introduction to Sociology course. From this they determined they needed to re-design the exam to collect additional data.

- In the Automotive Technology program data collected indicated the need to make modifications to the course curriculum, teaching strategies and assessment methods. The current opportunities include aligning test questions with competencies, analyzing data to find weakness per questions topic and or instructor, rewriting of some course materials.

Kansas City Kansas Community College

All graduates of KCKCC are required to take Collegiate Assessment of Academic Proficiency (CAAP) test as a part of our graduation requirements. Exemptions are given to the students holding a previous Associates or higher degree and to those students graduating with only a certificate. Each graduating student is given one randomly selected test out of the five different subject tests: Mathematics, Writing Skills, Writing Essays, Critical Thinking, or Reading.

1. *Mathematics/quantitative/analytical reasoning*

   Assessment Mechanism(s): Collegiate Assessment of Academic Proficiency (CAAP) Mathematics Test
   Student Learning Outcomes: Average Score 55.2 (56.0 – National Percentile)
   Commentary: The score reported is the average score of 34 students who were randomly selected to take the Mathematics test out of the graduating class of December 2013.

2. *Written and oral communication; and*

   Assessment Mechanism(s): Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test
   Student Learning Outcomes: 61.6 (61.5 – National Percentile)
   Commentary: The score reported is the average score of 39 students who were randomly selected to take the Writing Skills test out of the graduating class of December 2013. Note that the reported score is for only Writing score. We currently do not have any instrument for assessing oral communication. We are in a process of developing one for oral communication.

3. *Critical thinking/problem solving.*

   Assessment Mechanism(s): Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Test
   Student Learning Outcomes: 60.7 (60.8 – National Percentile)
   Commentary: The score reported is the average score of 35 students who were randomly selected to take the Critical Thinking test out of the graduating class of December 2013.

Labette Community College

Labette Community College assesses student learning in mathematics/quantitative/analytical reasoning; written and oral communication; and critical thinking/problem solving through multiple indicators, both externally and internally.

Externally, LCC administers nationally normed assessments to students enrolled in general education courses. The Collegiate Assessment of Academic Proficiency (CAAP) exam is administered near the end of each fall (November) and spring (April) semesters. Students enrolled in English Composition I courses take the writing portion of the CAAP assessment as a requirement of the course. Students enrolled in their first non-developmental math course, including College Algebra or Math for Education courses take the CAAP Mathematics test as a requirement of the course. Students enrolled in their first LCC science course take the CAAP Science Reasoning test as a requirement of the course. The results for the 2014 school year are as follows.

CAAP – Writing: 204 test takers, local mean 59.7, national mean 62.3, local standard deviation 4.5, national standard deviation 5.0. 90 out of 204 students scored at or above the national mean (44%).
CAAP – Math: 119 test takers, local mean 59.6, national mean 57.3, local standard deviation 3.6, national standard deviation 3.9. 99 out of 119 students scored at or above the national mean (83%).
CAAP – Science Reasoning: 199 test takers, local mean 58.4, national mean 60.2, local standard deviation 3.4, national standard deviation 4.7. 70 out of 199 students scored at or above the national mean (35%).

Students enrolled in the Applied Math course take the WorkKeys Applied Mathematics section test as a requirement of the course. The purpose of the WorkKeys assessment is to measure workforce readiness. Of the 22 students who completed the WorkKeys assessment, 68% of them met the target score for their profession.

Internally, all LCC faculty members administer imbedded assessments for each course, every semester. These assessment results were included in the Course Outcomes and Assessment report and are used to determine student success in the classroom. Faculty members report the number of students who demonstrated competence in their courses by course outcome. Course outcomes are linked to four major learning areas reflected in LCC's mission statement, "…provide quality learning opportunities…." These four areas are Knowledge, Critical Thinking, Communication, and Social Awareness. The two areas pertinent to this report are Critical Thinking and Communication.

Critical Thinking is defined by LCC as "Express, apply, distinguish, recognize and solve problems by collecting, analyzing, and interpreting information through qualitative or quantitative methods". In the 2013-2014 academic year, 12,236 critical thinking related course outcomes were assessed. Of those, 10,815 (88%) student assessments were successful.

Communication is defined by LCC as "Demonstrate speaking, writing, listening, and/or reading skills in classroom, team, and interpersonal settings". In the 2013-2014 academic year, 8,763 communication related course outcomes were assessed. Of those, 7,679 (88%) student assessments were successful. A student may be tested multiple times if the student is enrolled in multiple courses.

Neosho County Community College

Neosho County Community College has developed a comprehensive process of student learning assessment that has proven to be effective at our college. The assessment system is faculty led, and coordinated by the administration. This system includes assessment of student learning outcomes at the course level that feeds into a credible system of assessment at the program and general education levels. At NCCC, we assess every course each time it is taught. The faculty have agreed upon student learning outcomes for each of our courses and they are listed on the master syllabus for that course, along with an agreed upon target goal score for the outcomes of that course.

Data accumulated in NCCC's general education assessment will be appropriately used to report on the three areas required by the Kansas Board of Regents. Students who have fulfilled general education expectations at Neosho County Community College will be prepared to:

Think analytically through:
• Utilizing quantitative information in problem solving,
• Utilizing the principles of systematic inquiry,
• Utilizing various information resources including technology for research and data collection.

Practice responsible citizenship through:
• Identifying rights and responsibilities of citizenship,
• Identifying how human values and perceptions affect and are affected by social diversity,
• Identifying and interpreting artistic expression.

Live a healthy lifestyle (physical, intellectual, social) through:
• Listing factors associated with a healthy lifestyle and lifetime fitness,
• Identifying the importance of lifetime learning, and
• Demonstrating self-discipline, respect for others, and the ability to work collaboratively as a team.

Communicate effectively through:
• Developing effective written communication skills, and
• Developing effective oral communication and listening skills.

Faculty (through the assessment committee) have identified course level student learning outcomes that link specifically to one of the four general education goals above. For the last four years, NCCC has used 128 individual course outcomes for this assessment. The course outcome data collected by instructors are aggregated to identify a score per general education outcome. Our general education assessment score summary from 2009-2013 is as follows:

Table 1. General Education Summary Scores

	09-10	10-11	11-12	12-13
Analytical Thinking	76%	73%	72%	78%
Citizenship	81%	87%	85%	89%
Communication	92%	88%	88%	91%
Healthy Lifestyles	72%	81%	83%	91%

At this time, 2012-2013 data is the most recent Neosho can provide. The data accumulated through academic year 2013-2014 will be processed in summer 2014 for review by faculty in the fall of 2014. A more detailed look into 2012-2013 is provided below.

Table 2. 2012-2013 General Education Data

PROGRAM OUTCOME	CRSE OUTCOME	# STDNTS ASSESSED/ EACH CO ASMNT	PROGRAM OUTCOME WEIGHTED AVG SCORE	CRSE MET GOAL	CRSE UNMET GOAL	CRSE CO NOT ASSESD	TOTAL PROGRAM OUTCOME GOALS MET %	INDV ASMNT MET GOALS	INDV ASMNT UNMET GOALS	INDV ASMNT TOTAL GOAL	INDV ASMNT GOALS MET %	INDV ASMNT GOALS UNMET %
ANALYTICAL THINKING	38	6155	78	33	4	1	87%	317	87	404	78%	22%
CITIZENSHIP	35	3955	81	30	3	2	86%	214	27	241	89%	11%
COMMUNICATION	21	5641	83	18	3	0	86%	326	34	360	91%	9%
HEALTHY LIFESTYLES	34	10038	81	28	0	6	82%	391	40	431	91%	9%
GENERAL EDUCATION	128	25789	81	109	10	9	85%	1248	188	1436	87%	13%

KBOR Areas 1 and 3
(mathematics/quantitative/analytical reasoning & critical thinking/problem solving)

Because Neosho's general education goal of Analytical Thinking covers both of these required areas, the college uses this data for both areas.

Cohort
The cohort assessed for these areas are the 6,155 *duplicated* students who were assessed for the 38 course-level analytical thinking outcomes in 2012-2013.

Assessment Instrument
The assessment instrument varies by course outcome. At the course level, the goal per outcome must be standard across the course; however the methodology of assessment is not required to be standardized. So, with academic freedom in mind, instructors can choose to assess a learning outcome using the method that they see fits the best. In some cases, disciplines have met and established standardized assessment methodologies, but in other cases the methodology varies per instructor. At the conclusion of each course offering, each instructor who has taught the course that term completes an assessment report, including scores per outcome and qualitative information that is relevant (i.e., new teaching approaches, revamped projects, results of trying an idea identified in an earlier assessment report, etc.).

Results of Assessment
As shown above in table 2, 38 individual course outcomes are used to assess this general education goal. In 2012-2013, 78% of the individual assessments met their respective course outcome goal

Since analytical thinking scores were trending down before 2012-2013, there has been some concern and work for the past two years in this general education area at Neosho. Specific actions occurred in response to these low scores such as a workshop for faculty during inservice and pedagogy updates in key courses.

KBOR Area 2
(written and oral communication)

NCCC's communication general education outcome goal aligns perfectly with this required area.

Cohort
The cohort assessed for this area is the 5,641 *duplicated* students who were assessed for the 21 course-level communication outcomes in 2012-2013.

Assessment Instrument
The assessment instrument varies by course outcome. At the course level, the goal per outcome must be standard across the course; however the methodology of assessment is not required to be standardized. So, with academic freedom in mind, instructors can choose to assess a learning outcome using the method that they see fits the best. In some cases, disciplines have met and established standardized assessment methodologies, but in other cases the methodology varies per instructor. At the conclusion of each course offering, each instructor who has taught the course that term completes an assessment report, including scores per outcome and qualitative information that is relevant (i.e., new teaching approaches, revamped projects, results of trying an idea identified in an earlier assessment report, etc.).

Results of Assessment

As shown above in table 2, 21 individual course outcomes are used to assess this general education goal. In 2012-2013, 91% of the individual assessments met their respective course outcome goal.

Pratt Community College

Area Assessed	Cohort Assessed	Assessment Instrument	Assessment Result (as of September 2013
Mathematics (quantitative/analytical)	Graduates	CAAP (mathematics test) - AS, AA & AGS graduates -	PCC 57.9 (n=133) Benchmark nat'l mean 56.1 +/- 3.5 (sd)
		WorkKeys (applied math test) - AAS & tech. certificate graduates -	PCC 5.18 (n=178) Benchmark 4.0
Written Communication	All students at completion of the terminal English Composition course.	CAAP (written comm. test) - AS, AA & AGS graduates -	PCC 61.5 (n=243) Benchmark nat'l mean 61.5 +/- 4.9 (sd)
		WorkKeys (writing test) - AAS & tech. certificate graduates -	PCC 2.15 (n=89) Benchmark 3.0
Critical Thinking	Graduates	CAAP (critical thinking test) - AS, AA & AGS graduates -	PCC 60.2 (n=253) Benchmark nat'l mean 60.6 +/- 5.4 (sd)
		WorkKeys (locating information test) - AAS & tech. certificate graduates -	PCC 4.34 (n=171) Benchmark 4.0

Seward County Community College

Mathematics/ Quantitative/ Analytical Reasoning
Cohort Assessed: Spring 2013 Graduates
Instrument: CAAP

Area Assessed	Overall Average % Correct
Pre-Algebra	78%
Elementary Algebra	68%
Intermediate Algebra	39%
College Algebra	21%
Trigonometry	22%

Written Communication
Cohort Assessed: Spring 2013 Associate Degree Graduates
Instrument: Institutional Rubric

Area Assessed	Mean Score (Scale 1-4)
Structure	2.4
Correctness	2.5
Content / Audience	2.5
Overall (12 Possible)	7.8

Oral Communication
Cohort Assessed: Fall 2013 Degree Seeking Students with 30 Earned Credit Hours
Instrument: Institutional Rubric

Area Assessed	Mean Score (Scale 1-4)
Structure	3.1
Content	3.1
Delivery	2.6
Overall (12 Possible)	8.9

Critical Thinking/ Problem Solving
Cohort Assessed: Spring 2013 Graduates
Instrument: CAAP

Area Assessed	Overall Average % Correct
Analysis of Arguments	62%
Evaluation of Arguments	52%
Extension of Arguments	49%