

## **Academic Assessment Plan - Kirtland Community College**

Assessment of student learning outcomes is integral to meeting the college mission. Although assessment was included in the AQIP Action Project “Design Specifications for Learning” (2011-2014), the Assessment Team identified the following area for improvement: “The college did not fully anticipate the need to redesign its plan to assess student achievement and to develop where learner outcomes are being taught in courses and programs.” As identified in the current Systems Portfolio, “...redesign of this process is in its infancy and a work in progress...” The timeline included in this document demonstrates both progress and setback in the process.

At the 2013 Strategic Planning Summit, faculty, staff, administration, students, and community members, recommended that Kirtland strengthen its commitment to student learning and emphasize learning rather than teaching. This became the first theme, Quality Learning and Instruction, in the College’s 2014-2019 Strategic Plan. In addition, it was agreed that the strategic emphasis should not be on what the intentions are for instruction, but rather what students can do and what they know upon graduation. Student outcomes and success rates should be a driving force in the college’s decision-making process, as student success is the College’s success. These thoughts and others went into the formation of a revised college mission: “To provide innovative educational opportunities to enhance student lives and build stronger communities.” A key component of student learning is assessment. The College chose to focus on necessary core competencies (Figure 1) required for graduation by implementing a new plan to assess student learning by using data to assist in strengthening student learning. This aligns with the College’s vision that “Kirtland will be the first choice for learner-centered education guiding students and communities toward success.”

While attending the HLC Assessment Workshop (2013), an academic assessment plan was developed with encouragement and support from the College’s assigned HLC mentor. However, there have been challenges implementing the plan related to changes in key personnel who were assigned to carry out the assessment plan but did not follow through with implementation. There was also lack of a robust software system for faculty to report data required to fully evaluate student outcomes in an efficient manner. As of March 2017, there is

now the ability to collect appropriate data and generate meaningful reports through Canvas, the College’s learning management system. Assessment data will be reported and analyzed for all courses in all degree programs starting with an initial data review in Summer 2017. The use of Canvas for assessment data collection and reporting ensures a standardized, meaningful, and repeatable process. The Vice President of Instructional Services is responsible for oversight of the assessment process with assistance from academic deans and directors. A new assessment team will recommend changes and provide continuity for the process as well as participate in a new action project “Closing the Loop: Assessing Assessment”. The goal of the project is to evaluate the current assessment process. Team members include the director of the Center for Teaching and Learning, faculty, instructional support staff, student services support staff, and technology support staff. The Vice President of Instructional Services will serve as mentor and will review recommendations for change from the team.

Reports, configured by semester (Figure 2), are now available to faculty and administrators at the course, student, and core competency levels (Figure 3 and Figure 4) to complete the cycle of assessment (Figure 5) from data collection thru analysis and evaluation of data. Faculty and administrators will work together to close the loop with quality improvements at course, program, and college levels to enhance student mastery of learning outcomes.

Figure 1 - Core Competencies

Order	Competency
#1 – Fall 2015	Communication
#2 – Winter 2016	Technology, Research, and Information Literacy
#3 – Fall 2016	Problem Solving
#4 – Winter 2017	Work Productively
#5 – Fall 2017	Systems/Processes
#6 – Winter 2018	Personal Growth and Responsible Citizenship

Figure 2 - Configuration for Report by Semester (Users=Students; Outcomes=Core Competencies)

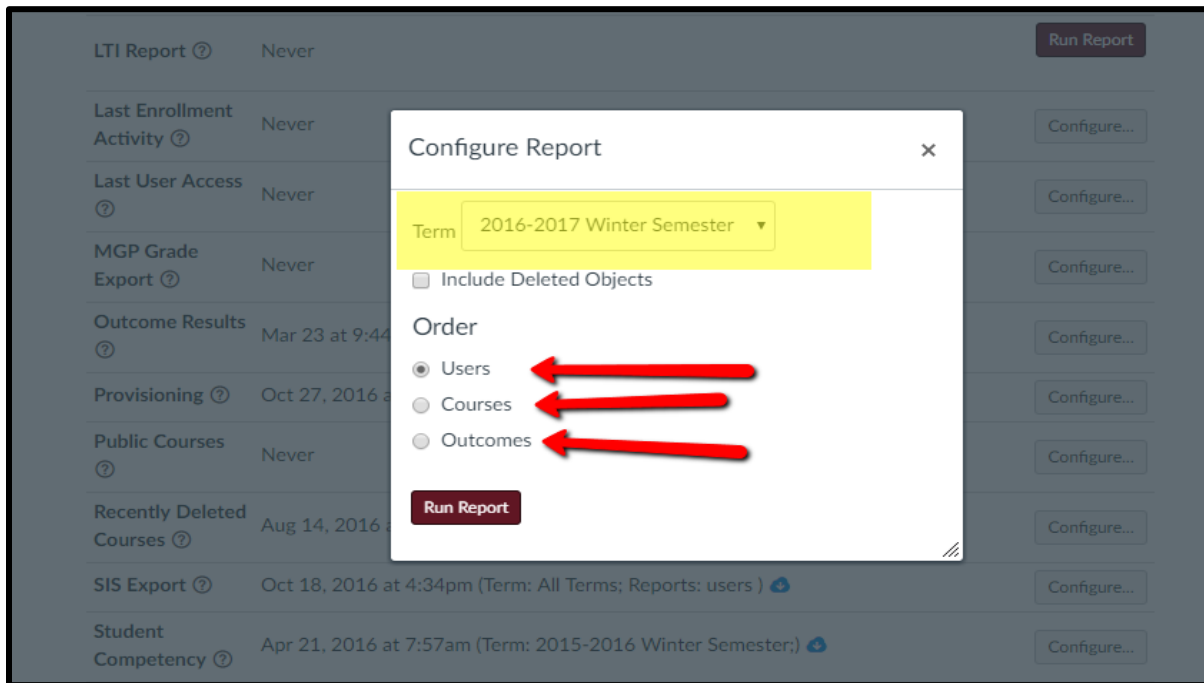


Figure 3 - Course Level Report from Canvas

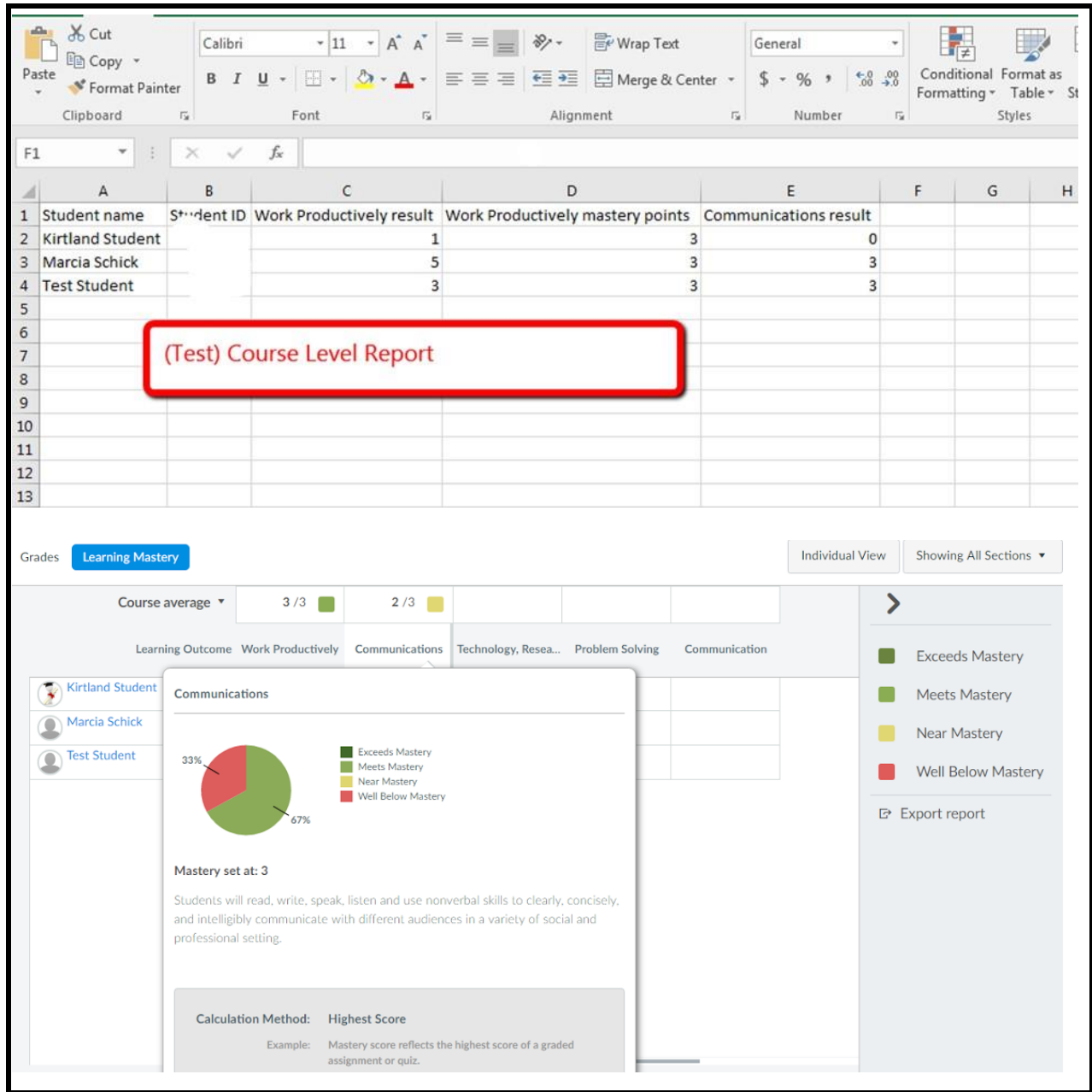


Figure 4 - Faculty View of Course

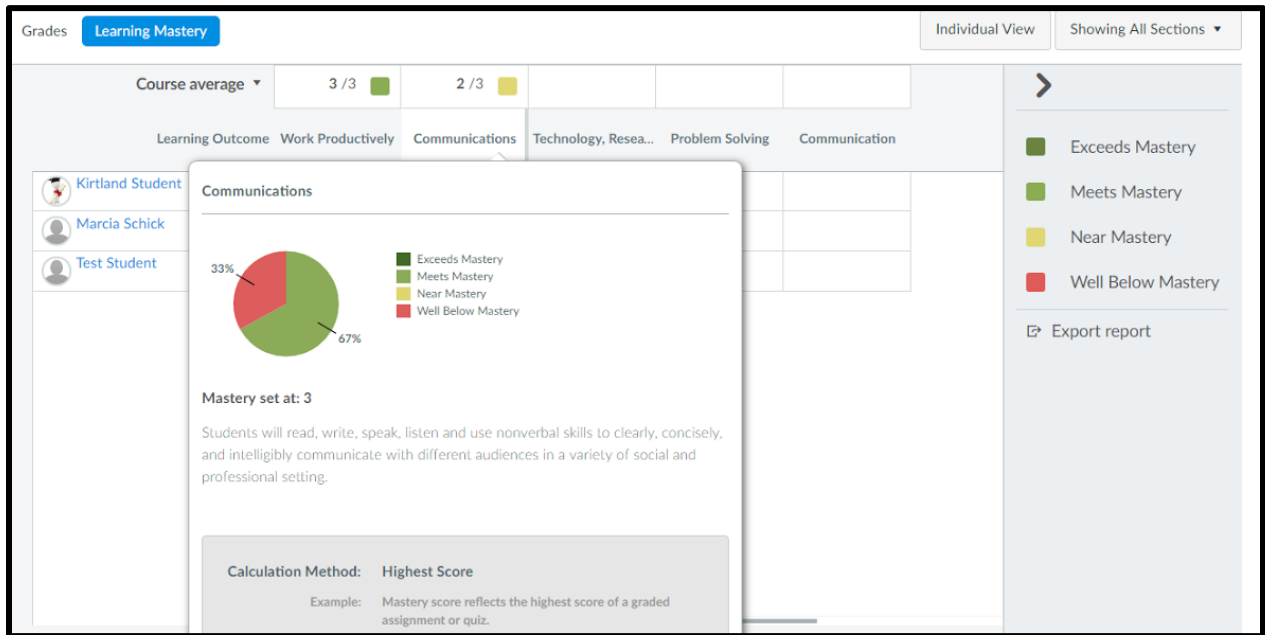
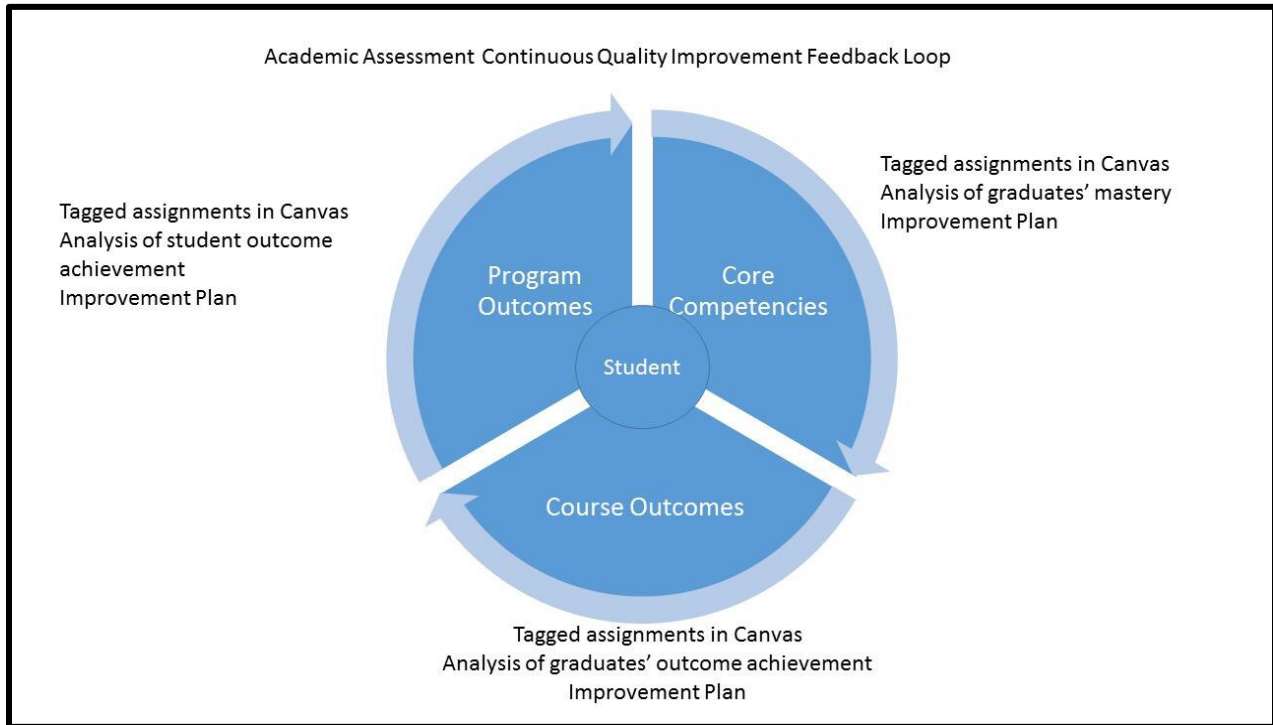


Figure 5 - The Assessment-Evaluation-Quality Improvement Cycle with Students as the Central Focus

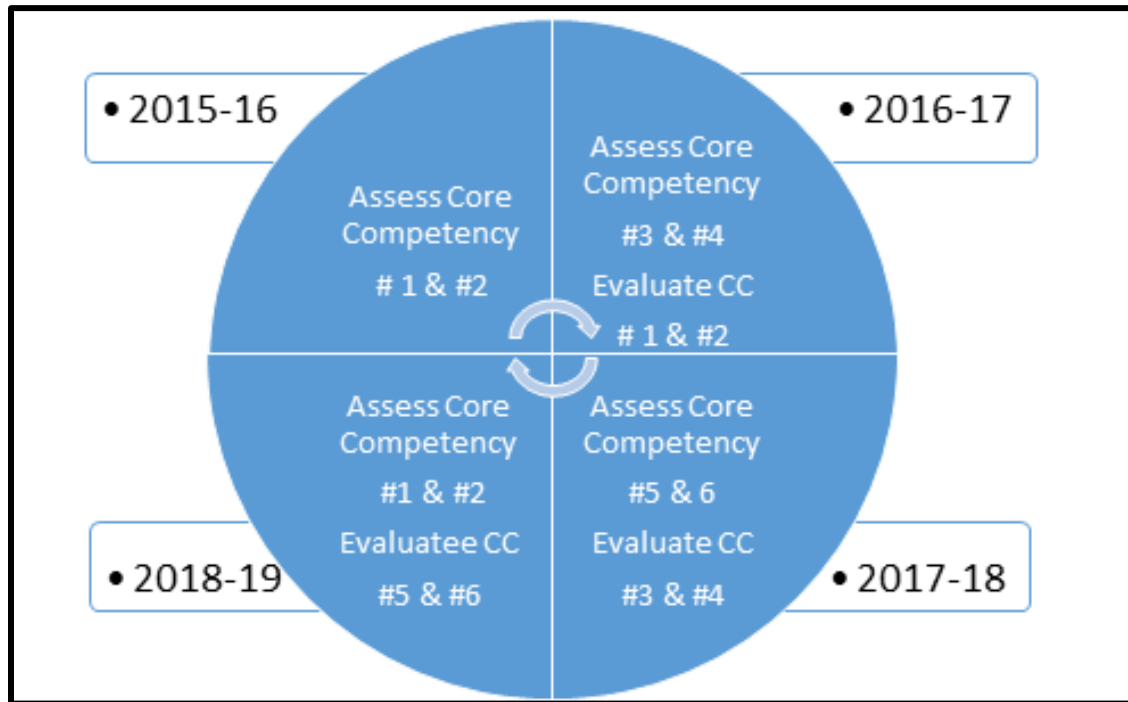


A timeline for assessment activities of Kirtland’s six core competencies, began in the summer 2013, and continues through 2020. Adjustments have been made due to challenges implementation.

<b>Academic Assessment Plan Timeline</b>			
	<b>START</b>	<b>END</b>	<b>ACTIONS</b>
Project Start	7/24-26/2013	Ongoing	Deans attended HLC Assessment Workshop. Support from mentor for assessment plan.
Milestone 1	2/16/2014	2/18/2014	Assessment team members attended Texas A & M Assessment Conference.
Milestone 2	Spring 2014	Spring 2014	Instructional Council agreed to decrease core competencies from 13 to six (Figure 1) that more accurately reflected 21st century workforce needs.
Milestone 3	Spring 2014	Spring 2014	The assessment team developed an initial student outcome assessment plan to assess by course, program, and institution with a feedback loop (Figure 6). That plan was included in the Systems Portfolio.
Milestone 4	9/1/2015	12/5/2015	Faculty tagged (identified) assignments to assess Core Competency #1: Communication in Canvas.
Milestone 5	2/1/2016	4/30/2016	Faculty tagged assignments (Figure 7) to assess Core Competency #2: Technology, Research, and Information Literacy in Canvas.
Milestone 6	6/1/2016	8/1/2016	Assessment Team planned to evaluate outcomes for Core Competencies #1 & 2 from data in Canvas but unable to pull a report with data in a useable format.
Milestone 7	9/1/2016	12/5/2016	Faculty tagged assignments to assess Core Competency #3: Problem-solving in Canvas.
Milestone 8	2/1/2017	4/30/2017	Faculty tagged assignments to assess Core Competency #4: Work Productively in Canvas.

Milestone 9	6/1/2017	8/1/2017	Analyze data on first four competencies and prepare report for faculty return in fall.
Milestone 10	8/21/2017	9/15/2017	Report results on first four competencies to faculty. Faculty develop improvement plans based on results. Report results at a faculty professional development day on 9/15/2017. Work on establishing baselines for future data. No current baselines.
Milestone 11	9/1/2017	12/5/2017	Faculty tag assignments to assess Core Competency #5: Systems/Processes in Canvas.
Milestone 12	2/1/2018	4/30/2018	Faculty tag assignments to assess Core Competency #6: Personal Growth and Responsible Citizenship in Canvas.
Milestone 13	6/1/2018	8/1/2018	Analyze data on all six core competencies and prepare report for faculty return in Fall 2018.
Milestone 14	8/21/2018	9/15/2018	Report results on all six core competencies to faculty. Faculty develop improvement plans based on results. Report results at a faculty professional development day on 9/15/2018.
Milestone 15	9/15/2018	4/30/2019	Continue to collect data on all core competencies.
Milestone 16	6/1/2019	8/1/2019	Analyze data on all six core competencies and prepare report for faculty return in fall.
Milestone 17	8/21/2019	4/30/2020	Report results on all six core competencies to faculty. Faculty develop improvement plans based on results. Report results at faculty PD in September 2019. Faculty will also evaluate the assessment process and core competencies themselves.

Figure 6 - Assessment Timeline



Core Competency #1 - Communication

Core Competency #2 - Technology, Research, and Information Literacy

Core Competency #3 - Problem Solving

Core Competency #4 - Work Productively

Core Competency #5 - Systems/Processes

Core Competency #6 - Personal Growth and Responsible Citizenship



Figure 7 demonstrates how faculty tag assignments and assess student achievement of core competencies in Canvas.

Figure 7 - Canvas Assignment Tagging Process (Grading Rubric Per Software Default)

### Grading

**Some Rubric (4)**

Criteria	Ratings			
<b>Communications</b> <a href="#">view longer description</a> threshold: 3.0 pts	Exceeds Mastery 5.0 pts	Meets Mastery 3.0 pts	Near Mastery 1.0 pts	Well Below Mastery 0.0 pts
Total Points: 0 out of 5				

Save
Cancel

- Communications
- Problem Solving
- Technology, Research, a...
- Work Productively

#### Communications

Students will read, write, speak, listen and use nonverbal skills to clearly, concisely, and intelligibly communicate with different audiences in a variety of social and professional setting.

Exceeds Mastery	Meets Mastery	Near Mastery	Well Below Mastery	Total Points
5 Points	3 Points	1 Points	0 Points	5 Points

Use this criterion for scoring

Calculation Method: Highest Score

Leave unchecked

The process of assessment is as follows:

Full-Time and Adjunct Faculty:

1. Tag assignments to assess core competencies.
2. Assess student outcomes/level of mastery of core competencies.
3. Evaluate assessment data.
4. Plan and implement improvements at the course and program levels.
5. Report plan and results at a faculty professional development day (Appendix A).
6. Repeat process.

Note: Faculty are now encouraged to use the same process to assess course and program student learning outcomes.

Administrators:

1. Pull core competency assessment data on most recent graduates.
2. Analyze data and report to faculty at beginning of fall semester to establish baselines, set goals, identify areas for improvement at the program and institutional levels.
3. Faculty and administrators work together to evaluate data during professional development sessions.
4. Faculty and administrators work together to plan and implement improvements.
5. Report plan and results at a faculty professional development day.
6. Repeat process.

Next steps: Pull data on assignments tagged in courses and on core competency mastery from Canvas on graduates from the 2016-2017 academic year (Appendix B). Deans and directors will review data over the summer to identify trends for faculty to establish baselines, set goals, and identify potential areas for improvement. The results of the data analysis will be reported to faculty during a faculty professional development day when they return for the fall semester. Faculty are expected to evaluate core competency mastery data along with other assessment measures (grades, third-party credentialing exams, course evaluations, advisory committee input, etc.) to identify potential areas for improvement at course and program levels. Significant findings will be discussed within academic departments and substantial changes will go through the Curriculum and Instruction Committee (CIC) for approval prior to implementation. The CIC meets monthly with dates for the entire year posted on the approved

academic calendar. The curriculum committee members include advisory staff, financial aid staff, faculty, administrators, and other instructional support staff.

At the end of the 2017-2018 academic year, data will be available to analyze all six core competencies. The process will be repeated for the 2018-2019 and 2019-2020 academic years with evaluation of this assessment process to determine if it works and what improvements should be made. There will also be an evaluation of the core competencies themselves to determine if they are still relevant by faculty, advisory committees in the occupational areas, and other related resources such as the Bureau of Labor Statistics and best practices information. The goal of this assessment process is to have an effective, efficient process for faculty and administrators to evaluate graduates' mastery of core competencies.

All faculty, including adjuncts, are required to participate in the assessment process. Full-time faculty participated in several training sessions on the assessment process and receive ongoing, individual consultation with the director of the Center for Teaching and Learning. A mandatory training session for all adjunct faculty will occur in August 2017 prior to the start of the fall semester. An assessment handbook is also being developed for all faculty. The main goal of the assessment process is to evaluate graduates' mastery of core competencies as a reflection of the quality of teaching and learning throughout their degree programs. Another goal of this new assessment process is to have an effective, efficient process for faculty and administrators to evaluate core competencies for relevancy and compare to benchmarks (when they become available).

Kirtland Occupational programs are also assessed and monitored in the following ways:

1. Program Review in Occupational Education (PROE) is a process done every three years on a rotating basis as required by the Perkins grant. This process looks at program enrollment, program graduates and placement data, Perkins core performance indicators, summary of evaluation perceptions by administrators and faculty, summary of evaluation perceptions by students and summary of evaluation perceptions by advisory committee members. There is a community college action plan that includes goals/objectives, timelines and resources. This report is completed by the dean with input from the department and signed by the President.

2. Advisory Committees - Advisory committee meetings are held 1-2 times a year. The process is followed as set forth in the Dean's Guide provided by the Michigan Community College NETWORK. Minutes are taken and reviewed at the next meeting. Advisory Committee guidelines are attached (Appendix C).
3. Accreditation - Many of the College's occupational programs are accredited. Accreditation mandates their own set of self-evaluation processes and protocols along with retention and completion rates that must be maintained. Yearly reports are due to agencies.

Kirtland programs are accredited through the following organizations which allows students to sit for credentialing exams:

- AHIMA – American Health Information Management Association
- AMT – American Medical Technologist Association
- CAAHEP – Commission on Accreditation of Allied Health Education Programs
- CAHIIM – Commission on Accreditation for Health Informatics and Information Management Education
- CoAEMPS – Committee on Accreditation of Education Programs
- NATEF – National Automotive Technicians Education Foundation
- NCCER – National Center for Construction Education and Research

4. State Approved Programs – Kirtland also has programs where the state maintains the curriculum/standards/outcomes and schools must go through a process to be approved and submit yearly reports to keep that approval. We must also keep our curriculum updated to the state standards to keep our approval. These programs are approved by the state and successful completion allows students to sit for the licensure exam. The state monitors our student's retention, completion rates and placement rates. Programs that meet state licensure and are approved by the State of Michigan include:

- Certified Nurse Aide
- Cosmetology
- EMT
- Esthetician
- Nursing
- Paramedic
- Pharmacy Technician

- Police Academy: MCOLES – Michigan Commission on Law Enforcement Standards
5. Kirtland has an internal program review process that is performed yearly. This process looks at the student to faculty ratio, percent of class enrollment, number of graduates per program and cost per hour. Administration sets recommend levels. If a program does not meet any two of the criteria, the program is on probation for a year to improve to recommend levels. If a program fails to improve, suspension of program is possible. Core competency mastery will be added to the program review process starting with the 2017-2018 academic year.
  6. Kirtland utilizes mid-term and final student course evaluations to look at programs for self-review.

Maintaining quality programs is done by utilizing the data from the above methods and making the necessary changes when needed.

Students are not currently involved actively in the core competency assessment process. They are given an explanation by faculty about the tagged assignments in Canvas with understanding that the assessment “grade” does not count in their course grade. The assessment team will consider the relevancy of this data for students, possibly for a portfolio, as the project moves forward.

Communication and training on assessment for faculty has been ongoing since the initial assessment plan was developed summer 2013. Communication with faculty occurs through faculty meetings at the department level with full-time faculty and their respective deans and directors. Training has been provided to full-time faculty on a regular basis by members of the assessment team (academic deans & directors, faculty, and Director of the Center for Teaching and Learning). Assessment team members provided training on assessment in general, the assessment plan for Kirtland, and specifically how to implement the assessment process in Canvas. Plans are underway to train adjunct faculty August 2017 now that an established process is in place. All faculty will also be provided a copy of the assessment handbook (under development) as soon as it is completed.

## Appendix A

<b>Kirtland Community College</b> <b>ACADEMIC Program Learning Outcomes Assessment Plan</b>			
Note: This information is being requested to show that: the institution engages in ongoing, integrated, institution-wide, and data-driven planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission; and that the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.			
Degree:		Academic Year:	
Department:		Department Contact:	
Date Submitted:			
<b>Mission Statement:</b>			
The mission of the program in _____ is to...			
Learning Outcomes	Assessment Methods and Procedures	Results	Improvement Plan/Follow-up After Improvement Plan Implemented
Core Competency #1: Communication			
Core Competency #2: Technology, Research, and Information Literacy			
Core Competency #3: Problem-solving			
Core Competency #4: Work Productively			
Core Competency #5: Systems/Processes			
Core Competency #6: Personal Growth and Responsible Citizenship			

Provide additional documents for course and program outcomes.

## Appendix B

### Sample of Outcomes Tagged in Courses

All Courses with 4 Outcomes no duplicate courses		Winter 2017
Course SIS ID	Learning Outcome Name	Assessment Title
<b>ALH-11300</b>		
ALH-11300-60_F1516		
	Communications	Case Research Paper 2
	Communications	Case Research Paper 1
ALH-11300-60_F1617		
	Technology, Research, and Information Literacy	Ethical/HIPAA Compliance Paper
ALH-11300-60_S1516		
	Communications	Week 13 Discussion
	Technology, Research, and Information Literacy	Case Research Paper
ALH-11300-60_W1516		
	Technology, Research, and Information Literacy	Case Research Paper
<b>SOC-10100</b>		
SOC-10100-50_W1617		
	Communications	Week One
	Problem Solving	Reaction Paper 2
	Technology, Research, and Information Literacy	Reaction Paper 13
	Work Productively	Week Eleven
SOC-10100-60_F1617		
	Communications	Week One
	Problem Solving	Reaction Paper 2
	Technology, Research, and Information Literacy	Reaction Paper 15
SOC-10100-60_W1617		
	Communications	Week One
	Problem Solving	Reaction Paper 2
	Technology, Research, and Information Literacy	Reaction Paper 15
	Work Productively	Week Thirteen



## Sample Graduate Competency Mastery Report

Student ID	Student Name	Learning Outcome Name	Outcome Score
		Communications	
		SOC-10100-60_W1617	3
		Week One	
		MTH-22002-00_W1617	3
		Exam one	
		BIO-20000-60_W1617	3
		Communications Assessment	
		ENG-10403-00-G_F1617	3
		Research project	
		HIS-20200-00_W1516	3
		Final Exam	
		<b>Mastered</b>	5
		Problem Solving	
		ENG-10403-00-G_F1617	3
		Research project	
		SOC-10100-60_W1617	3
		Reaction Paper 2	
		<b>Not</b>	2
		Technology, Research, and Information Literacy	
		SOC-10100-60_W1617	3
		Reaction Paper 15	
		Work Productively	
		MTH-22002-00_W1617	3
		Exam one	
		SOC-10100-60_W1617	3
		Week Thirteen	
		<b>Not</b>	2

## Appendix C

### Advisory Committee Guidelines

From the Dean's Guide:

<http://www.michigancc.net/Perkins/resources-guide.aspx?PageFunction=ViewGuide>

Advisory Councils/Committees (effective.7.1.2007)

**ADVISORY** committees shall be established and utilized by community colleges that receive federal occupational education funds.

#### **RATIONALE**

A. **ADVISORY** committees may be established for:

1. A single program,
2. A combination of program areas,
3. The college's program of occupational education,
4. The community or regional area in which the college or colleges are located, and/or
5. Any combination of the above.

B. **ADVISORY** committees may be composed of practitioners representing various occupations, representatives of organizations that provide human support services, representatives of advocacy groups, and members of the general public, including at least one representative of:

1. Business
2. Industry
3. Labor

C. Students representing some of the following populations will be represented on each advisory committee for the purpose of providing input into all program advisory group recommendations:

1. Economically disadvantaged
2. Disabled
3. Individuals in correctional institutions (if possible)
4. Individuals in programs designed to eliminate sex bias
5. Limited English Proficient (LEP)

D. Each community college shall establish one or more advisory committee with appropriate representation of both sexes and an appropriate representation of the racial and ethnic minorities found in the community or region which the committee serves.

### **ROLE OF COMMUNITY COLLEGE SERVICES**

Community college advisory committees may request technical assistance from consultants in the Community College Services to assist with evaluation, development and improvement of the college's occupational programs.

### **ROLE OF COMMUNITY COLLEGE ADVISORY COMMITTEES**

Community college advisory committees will:

- A. Provide direction and recommendations to the college in the development of the Perkins Annual Application.
- B. Retain for audit purposes, in a designated office within the college, a list of advisory committee members and the groups represented, and minutes of all meetings.
- C. Develop appropriate policies and procedures describing the role and responsibility of advisory committee members. Suggested activities include:
  1. Develop written goals to be accomplished by advisory committees for each year.
  2. Advise in the adoption or revision of student-level performance objectives for each occupational education program/course(s).
  3. Make recommendations related to appropriate occupational education equipment for each program.
  4. Identify and recommend appropriate space utilization for all occupational education programs.

5. Assist the college in articulating programs with other agencies and educational institutions.
6. Advise and suggest to educational agencies safety standards for the program.
7. Maintain through documented minutes a record of meetings which is forwarded to the program administrator.

### **ENABLING ACTIVITIES**

Duties of advisory committees include:

- A. Advising the college on current job needs and the relevance of programs/courses being offered to meet current job needs.
- B. Assisting the college in developing its application for federal vocational education funds.
- C. Assisting educational agencies in the planning, development and review of each occupational education program.