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Mission and Guiding Values

Cloud County Community College prepares students to lead successful lives and enhances the vitality of our communities.

Cloud County Community College has identified guiding values to help achieve its mission: Success, Excellence, Service, Integrity, Diversity, Accessibility, and Sustainability.

Purpose

Cloud County Community College (CCCC) is dedicated to delivering quality education that fulfills our mission. In order to remain responsive, we engage in a systematic, sustained reflection and assessment process that extends to all levels of the institution, both inside and outside the classroom. Assessment helps us try to identify the cause and effect relationship between the factors that impact student learning and the extent of that learning and it also directs us toward continuous improvement in service to our students and our communities. Assessment is the job of every member of the college community—staff, faculty, administration, and board of trustee members.

Two distinct but related components comprise the Assessment process at CCCC: 1) assessment and evaluation of student learning outcomes (SLO) at the course, program, and institutional level and 2) Program Reviews. The program reviews pull together evidence and data from SLOs, academic and co-curricular student interactions, labor force needs, resource management, and strategic planning initiatives. The information gathered and analyzed in program reviews are used in the planning and budget processes. As part of the Program Reviews, each program submits a zero-based budget (ZBB) tying program funding to the strategic plan and student learning outcomes and using evidence from assessment in support of the need. The assessment of student learning outcomes from the classroom occurs in Canvas; co-curricular programs use other tools to measure student learning.

Assessment occurs in academic programs as well as in co-curricular programs. All academic and co-curricular programs that offer any of the following are included in the processes of program review, planning and development:

- Courses or sequence of courses designed to prepare students for employment in a specific field leading to an Associate of Applied Science Degree (AAS) or Certificate at Cloud County Community College
- Courses or sequence of courses designed to fulfill general education degree requirements at Cloud County Community College leading to an Associate of Arts; Associate of Science; or Associate of General Studies

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- Courses or sequence of courses designed to fulfill transfer degree requirements at partnering colleges and universities
 - Learning activities programs and experiences that reinforce CCCC's mission, guiding values and institutional learning outcomes

Responsible Parties: All faculty, regardless of status or location, staff, administration, and Board of Trustee members are responsible for assessing student learning and success in their areas and supporting the work of the college. Assessment duties can include, but are not limited to, completing assessment of SLOs within Canvas, completing matrices, submitting reports, creating, and analyzing surveys, and assisting in completing program reviews.

Assessment of Student Learning Outcomes.

The college mission and guiding values set the tone for student, staff, faculty, administration, and community involvement in the success of our students.

Formal assessment of student learning outcomes occurs in the phases: Institutional Learning Outcomes (ILO), Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO). In addition, the General Education Outcomes (GEO) are assessed in each general education course. The data, discussion and curriculum decisions arising from formal assessment is included in the program reviews.

Institutional Learning Outcomes

The five institutional learning outcomes represent the broad ideas CCCC expects every student to experience and support the mission and our guiding values. The ILOs include Critical Thinking, Diversity, Ethics, Employment, and

Sustainability. All courses assess one of these outcomes, these may be determined within programs. Academic programs use Canvas to assess the outcomes. In addition, co-curricular programs select one of the ILOs and determines the appropriate way to present and measure the outcome.

Program Learning Outcomes

Each program has developed PLOs indicating the skills and knowledge expected of students completing a particular program. Each department will track the students and the courses they are taking to ensure all program outcomes are covered. Each department will check, reflect, and act on the results of the program learning outcomes data.

Course Learning Outcomes

A minimum of four, department-selected, outcomes are assessed each semester in Canvas (learning management system). The outcomes are imported into each course

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shell and embedded in rubrics. The rubrics are then attached to appropriate assignment(s) and student mastery level is indicated through SpeedGrader by the instructor. For courses that are part of the Kansas Board of Regents transfer articulation agreement, the Kansas Core Outcomes Group determines the CLOs. The CLOs for all other courses are developed or revised based upon program accreditation requirements or recommendation by program advisory boards.

General Education Outcomes

The General Education Committee developed outcomes for five areas of general education: Communication, Humanities, Mathematics, Sciences and Social Sciences. These outcomes were approved by the faculty. All general education courses must assess the appropriate outcomes AND collect student work (artifacts) in Canvas. At the end of the semester, instructors download all student work electronically and upload the file/folder of work into the assignment section of the department shell. The Director of Assessment, Institutional Effectiveness, and Planning chooses a random subset of the student submissions reflecting the course modalities and presents them to a committee of reviewers each summer. The reviewers evaluate the student work for each discipline using the appropriate rubric after a practice norming session. Common assignments or assignment templates are to be used for assessment purposes to facilitate consistency of student work. It is expected that 70% of the artifacts will obtain a mastery score of three or higher. The results of the review committee will be sent to the appropriate programs for discussion and evaluation. In addition, the mastery scores averages will be compared with the instructor-based average mastery scores as one way to confirm rigor and quality are being met.

Curriculum maps indicate where each CLO, PLO, and ILO are covered and assessed in each academic program.

Program Review

Goals

At Cloud County Community College, Program Review, Planning and Development allows program faculty and staff to lead a purposeful and continuous cycle of improvement through two related processes: Comprehensive Program Review and Annual Program Review. Both the comprehensive and annual processes are integral parts of an overall institutional evaluation, planning and development process with the following goals to:

- Ensure that all programs remain focused on student success and serving the needs of the community;

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- Increase coherence of all program development and apply continuous quality improvement;
- Enhance the quality of all programs by assessing program strengths and challenges;
- Align a program needs and campus priorities with the planning and budget process; and
- Ensure that program priorities are consistent with the college's mission and strategic plan.

Both the Comprehensive Program Review and the Annual Program Review begin with reflection of program data provided by the Director of Assessment, Institutional Effectiveness and Planning (AIEP). Programs are encouraged to include other relevant data as part of this reflection. In both processes, program faculty/staff write narrative components that include progress on action plans, significant student learning outcome assessment findings, external constituency and significant trends, and self-assessment of program vitality.

The process also includes establishing and updating program goals and plans of action, along with fiscal resource requests and adjustments. Every three years, as part of the Comprehensive Program Review, programs also include additional reflections on student success, student learning outcomes, instructional strategies, as well as curriculum and mission alignment. The Program Review Handbook indicates the timelines for reviews and the rotation for comprehensive reviews.

Annual Program Review

Every program, academic and co-curricular, completes an annual review, reviewing data from the previous academic year and focusing on how programs carry out the mission of the college and their own program mission in relation to the strategic plan of the college. In the annual review, significant findings regarding SLOs are evaluated as well as other program measures of student success. Faculty and staff involvement for enhancing programs is documented. These findings determine the vitality of each program, annual budgetary needs, overall health of programs and plans academic year. ZBB requests, submitted in late spring of every year, must be tied to the program outcomes and the strategic plan and student learning outcomes. Annual program reviews and ZBB requests are reviewed by the respective dean and vice-president for a response that will be used by the programs as part of the next planning and development cycle.

Comprehensive Program Review

Every three years, on a rotating schedule (in Program Review Handbook), each program completes a Comprehensive Program Review. The purpose of the comprehensive review is to evaluate trends and look at programs and their role in the

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institution in a more holistic fashion. The review of three years'-worth of data allows programs to reflect on the successes and opportunities for improvement. Comprehensive Reviews are evaluated by the Assessment Committee to provide feedback. The dean and vice-president of the program complete a summative assessment report to include vitality assessment. The president reviews the summative assessment reports and presents these to the Board of Trustees at the end of the academic year.