

Institutional Improvement and Culture Change: An Assessment Journey

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KCC Assessment Plan

The Journey Begins

- Starting with administration and representative faculty at HLC Assessment Academy sessions
- Faculty's purpose: What was done in the past and how can we avoid these mistakes?
- Administration: How can we implement a system that is informative, accessible, and sustainable?



BREAKTHROUGH #1 – The Chart/Timeline

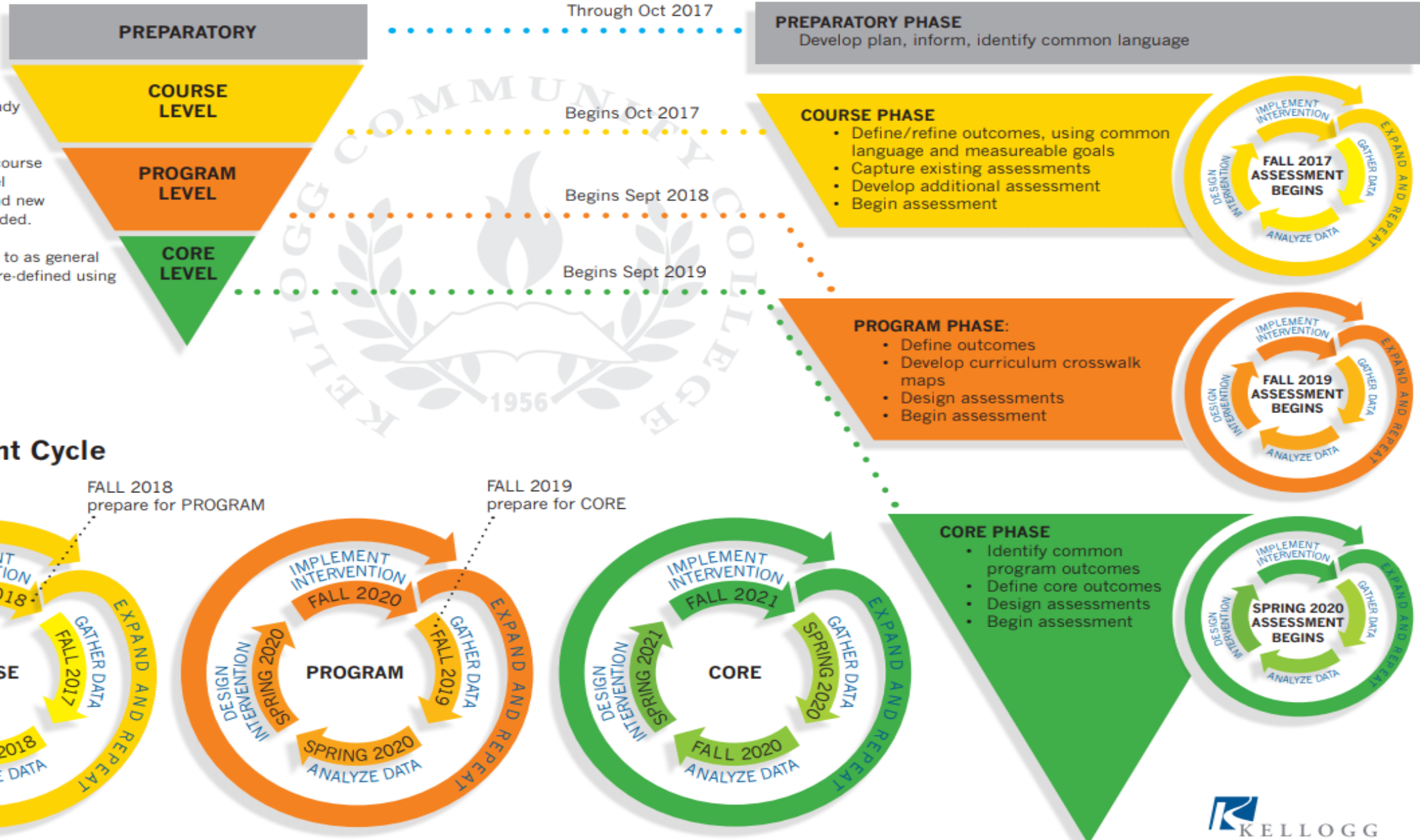
- ▣ Commit to an aggressive timeline
- ▣ Add each layer from the ground up
 - ▣ Student Learning Objectives
 - ▣ Course Learning Outcomes
 - ▣ Program to Gen Ed Outcomes
- ▣ Focus on the fact that we are measuring and documenting what we as professionals do every day
- ▣ The CHART...

ASSESSMENT: The Three Year Plan for Kellogg Community College

The plan has been designed to begin at the course level, to ensure relevancy for faculty and to capture the work that is already being done.

After reviewing and revising course level outcomes, program level outcomes will be reviewed and new outcomes established as needed.

Core outcomes, also referred to as general education outcomes, will be re-defined using common program outcomes.



BREAKTHROUGH #2 – The "FORM" (to submit data)

- 🔍 Focus on what DID NOT work before and rebuild
- 🔍 Faculty-centered approach
- 🔍 The "form" used to enter results should be simple yet flexible for different faculty needs
- 🔍 Shopped with a small group, then brought to larger groups for input/refinement

Microsoft Form – Part 1

1. First and Last Name *

Enter your answer

2. Course Subject, Number, and Section (Example: ACCO 100-01) *

Enter your answer

3. Identify the Course Learning Outcome. (Please copy and paste the exact language of that course outcome below.) *

Enter your answer

Microsoft Form – Part 2

Section 2



Please identify the number students who were PROFICIENT or NOT PROFICIENT for the identified Course Learning Outcome.

4. How many students were PROFICIENT in this outcome? (Use numbers only. For example: 15)

The value must be a number

5. How many students were NOT PROFICIENT in this outcome? (Use numbers only. For example: 15)

The value must be a number

Microsoft Form – Part 3

On a FIVE-LEVEL SCALE identify the number of students that demonstrated proficiency. (For consistency across sections, please remember that 5 is the highest score, 3 denotes proficiency, and 1 is the lowest score. Make sure your submitted data clearly distinguishes between students who demonstrated proficiency [3 and above] and those who did not [1 and 2].)

6. Number of students who scored at level 5.

The value must be a number

7. Number of students who scored at level 4.

The value must be a number

Microsoft Form – Part 4

Analysis of Results

11. What kind of student work was directly assessed for this data?

Enter your answer

12. Reflection on Results

Enter your answer

Microsoft Form – Part 4 continued

13. Proposed Intervention to Improve Results

14. Resources Requested to Support Action/ Intervention

OAP – Outcome Assessment Plan

- Faculty created narrative of what happened
- Includes ALL data from multiple sections
- Flexibility in how it is documented
- Should contain:
 - What was assessed?
 - What were the results?
 - What is the intervention (if any)?
 - What is the plan to reevaluate?
 - What support or requests do you have for implementation?

BREAKTHROUGH #3 – The Faculty Buy-IN

- Work from the "bottom up"
- Need for common terminology of syllabus (SLO, CLO, etc)
- ▣ The syllabus IS a contract
- ▣ "Documenting what we already do" along with the idea that it would not be cumbersome
- ▣ The 2021 HLC visit was evidence that the faculty understood the assignment and spoke of it highly
- ▣ Separate the FORM from the WIDS work

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Verbalize Success VS Evidence of Success

Shifting: Course Level to Program Level

Vocalizing or Documenting

- A shift in thinking was needed
- We were not able to verbalize how students were doing in our courses
- Where was the evidence?
- Stakeholders want accountability and transparency

THE JOURNEY BEGINS.....

Insight and Buy-in

- Reintroduction of WIDS-an (Worldwide) Instructional Design System
- **This again??? Remembering the first experience:**
 - Not user friendly
 - Very inflexible
 - Labor intensive
 - Clunky - too much work for very little return
 - There was no way to close the loop' on learning outcomes
 - There was no direct way to assess student progress during the semester
 - We did not see the value
- Getting insight and gaining faculty buy-in
- Training and assessment days

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Revisions

Incorporating The New & Improved Program

We learned that there had been revisions to the program since our first encounter around **2007**.

Updates

- Design Our Curriculum
- Centralized Location
- Creation of Master Syllabi
- Develop, Measure, Document
- Collect Data

More Updates

- Analyze Data
- Record Our OAP'S
- Value
- Concise: Link Student, Course, Program and General Education Learning Outcomes
- To Ensure Proper Alignment

Kellogg Community College

Course Linked Outcomes Matrices

HUSE 101 Introduction to Human Services

Program/Student Learning Outcomes/Course Learning Outcome Matrix

	Identify the purposes of human services.	Distinguish the characteristics of various human service professionals.	Demonstrate an understanding of the history of social problems in human services.	Explain the importance of adhering to the Human Services Professional Code of Ethics.	Demonstrate an understanding of working within the system.
Explain how the profession evolved and various forces that influenced the development of human services.	X	X	X		
Demonstrate an understanding of the interaction of human systems including individuals, interpersonal, group, family, organizational, community and societal.			X		X
Identify the range of populations served and demonstrate understanding of models of the human service delivery systems.	X				X
Demonstrate necessary knowledge and skills of information management for human services.					X

Positives & Drawbacks

Faculty Thoughts



Drawbacks

- “One more thing or step”
- The syllabi are too wordy, and students, for the most part, do not always read it
- Early on, getting to know the system was cumbersome
- A lot for new faculty
- There are still questions on what the outcome data tells us from one semester to the next
- Lack of some information



Positives

- Accessibility
- Customizable
- Somewhat, Easy to navigate
- Alignment
- Student Progress
- Data-Driven Decisions
- Showcase Success
- Value to Our Curriculum and the College



Standard of Excellence

Assessing with a Purpose

“When we are intentional about assessments, and we make sure that the work we are doing is evidence-based and data-driven, we are marching toward a standard of excellence.”

-Temple Stoval, Nursing Faculty

General Education Reform

Key Strategies



Defining Outcomes

- Engage all stakeholders
- Encourage input and discussion; stick to timeline
- What if you could only have ONE outcome?

Two Cores

- General Education Core
- Applied Core
- Eliminated "Turf Wars"
- Allows students to gain proficiency within context of their chosen field
- Fewer credits toward degree completion

Branding

- Establishes a standard
- Curricular and Co-curricular alignment
- "The set of knowledge, skills, and abilities all KCC graduates are expected to achieve."

Process for Course inclusion

- Faculty submitted courses for inclusion to Gen Ed Committee—specified Core and limited to one outcome
- Process and timeline created for initial and future submissions
- Committee used a rubric/flowchart to review and approve courses
 - Alignment of CLOs to Bruin Standard outcome
 - Assessment of outcome

2025-2026

IT'S TIME!
KCC: A Leader in Assessment

2022-2023

Program Review

- Photography & Multimedia - AAS Degree & Certificate
- Business Management - AAS Degree & Certificate
- Associate in Elementary Education - AEE Degree
- Associate in General Studies - AGS Degree
- Accounting - AAS Degree & Certificate
- Maintenance Technician Certificate
- Associate in Science - AS Degree
- Associate in Arts - AA Degree

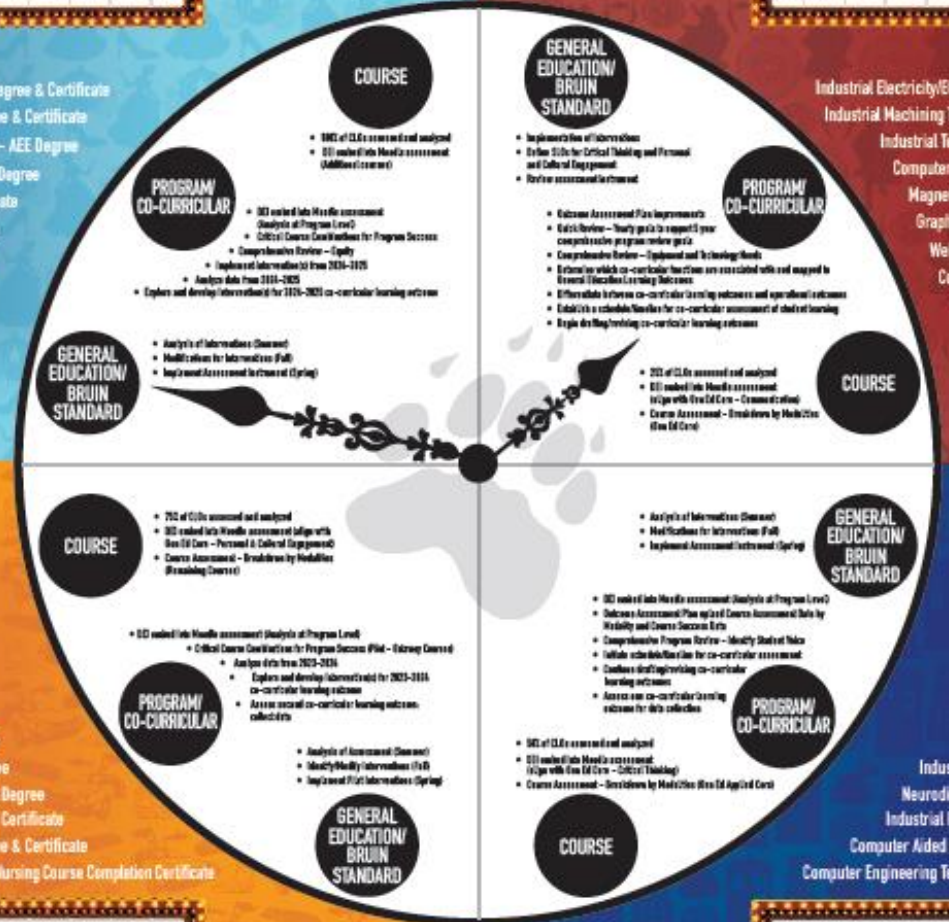
Program Review

- Radiographer - AAS Degree
- Skilled Trades - AAS Degree
- Criminal Justice - ACJ Degree
- Industrial Trades - Certificate
- Renewable Energy - Certificate
- Computer Networking - AAS Degree
- Agricultural Science - AAGS Degree
- Physical Therapist Assistant - AAS Degree
- Industrial Welding - AAS Degree & Certificate
- Computer Programming - AAS Degree & Certificate
- Nursing RN - AAS Degree & Level 1 Nursing Course Completion Certificate

2024-2025

KELLOGG
COMMUNITY COLLEGE

2023-2024



Program Review

- Industrial Electricity/Electronics - AAS Degree & Certificate
- Industrial Machining Technology - AAS Degree & Certificate
- Industrial Technology - AAS Degree & Certificate
- Computer Tomography Technology - Certificate
- Magnetic Resonance Imaging - AAS Degree
- Graphic Design - AAS Degree & Certificate
- Web Design & Development - Certificate
- Corrections - AAS Degree & Certificate
- Emergency Medical Services - AAS
- Cyber Security - AAS Degree
- Art Enrichment - Certificate

Program Review

- Sacred Music - Certificate
- Public Safety - AAS Degree
- Medical Assistant - Certificate
- Music Enrichment - Certificate
- Law Enforcement - AAS Degree
- English Enrichment - Certificate
- Industrial HVAC - AAS Degree & Certificate
- Neurodiagnostic Technologist - AAS Degree
- Industrial Pipefitting - AAS Degree & Certificate
- Computer Aided Drafting & Design Tech - AAS Degree
- Computer Engineering Technology - AAS Degree & Certificate

We welcome your questions!

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Presentation: <https://tinyurl.com/KCCHLC2022>

