



**Neosho County Community College  
Institutional Assessment Plan**

February 2024

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## Purpose

The Institutional Assessment Plan (IAP) is a component of the Education Master Plan (EMP). It provides a comprehensive overview of the institution's assessment processes. It is both a record of current efforts and a roadmap for future developments. Regular updates to this document will promote reflection about the effectiveness of the institution's assessment activities and ways to improve those efforts. Findings and a related action plan appear at the end of the document. By promoting continuous improvement, the IAP supports the mission of the College and enhances the ways that the College enriches its communities and its students' lives.

This plan serves other purposes as well. By documenting cycles and processes that must be managed regularly, it provides accountability for the Dean for Assessment and Institutional Effectiveness (DAIE) and for the institution as a whole. The IAP will also help to provide continuity whenever the institution experiences turnover in personnel.

## Guiding Principles

The guiding principles for NCCC assessment can be summarized as follows:

1. Continuous Improvement
2. Defined Goals
3. Robust Measurements
4. A Culture of Assessment
5. Closing the Loop

**Continuous Improvement.** The Association for the Assessment of Learning in Higher Education (AALHE) defines *assessment* as “the process of collecting and analyzing information to determine if progress is being made toward a desired end.”<sup>1</sup> In accordance with this definition, NCCC views and values assessment as a tool for reaching institutional goals. Assessment is not an end in itself; it is a means to an end. Its chief aim is not about proving that the College is flawless; instead, it is about uncovering the ways that the College can improve. Like learning itself, assessment is a never-ending process of growth and development.

**Defined Goals.** Effective assessment begins with quality goals (i.e., “a desired end”). NCCC has developed a system of interconnected goals which include its mission, its institutional purposes, and its program- and course-level learning outcomes. All goals are defined in writing, and they are then reviewed and approved as part of shared governance. (See “Roles and Responsibilities.”) Goals are published and readily available for stakeholders to review. (See “Assessment Documentation and Dissemination.”)

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<sup>1</sup> S. Adanu, et al., “Foundational Statement #1: What Is Assessment in Higher Education?” AALHE, Association for the Assessment of Learning in Higher Education, January 2020, <https://www.aalhe.org>.

**Robust Measurements.** NCCC's instruction and operations are fully aligned to its goals, and goal attainment is measured and evaluated over time. (See "Assessment Cycle" and "Assessment Timeline.") One expectation of institutional goals is that they should be defined in terms that are measurable. The College also encourages the use of multiple measures to gauge goal attainment whenever possible. NCCC has developed a robust system for collecting data related to its goals, including course outcomes assessment, program outcomes assessment, departmental key performance indicators (KPIs), and the Institutional Effectiveness Dashboard. (See "Assessment Infrastructure.")

**A Culture of Assessment.** To be most effective, assessment must become a way of life for the institution, and it must touch every aspect of the College's operations. Assessment relates to student learning, but it also relates to the College's financial management, time management, and all the other aspects of institutional effectiveness. At NCCC, all stakeholders contribute to a culture of assessment by participating in assessment processes and then by sharing in the results. (See "Roles and Responsibilities.") This shared activity is widely considered a best practice among institutions of higher learning.<sup>2</sup> To help promote full participation and a positive mindset related to assessment, NCCC does not use assessment results for faculty, staff, or administrative performance evaluations, except as negotiated and contractually agreed upon.

**Closing the Loop.** The most important part of assessment is what follows the collection of data, which is the analysis and use of that data to make improvements. This follow-up is commonly referred to as "closing the loop," and it is what makes assessment meaningful.<sup>3</sup> NCCC is committed to using its data in meaningful ways. To that end, the DAIE actively promotes and monitors institutional responses to assessment activities.



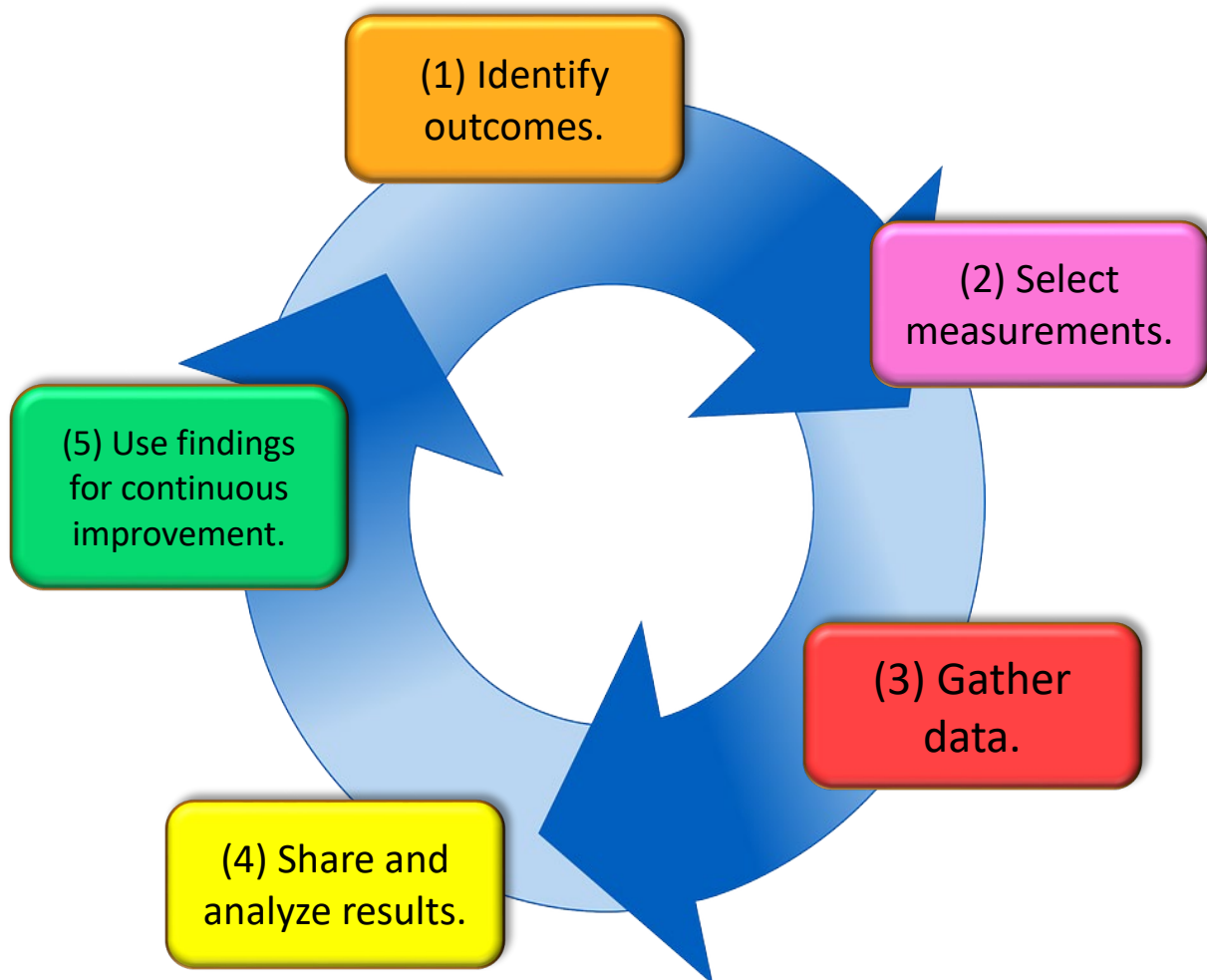
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<sup>2</sup> Wendy F. Weiner, "Establishing a Culture of Assessment: Fifteen Elements of Assessment Success—How Many Does Your Campus Have?" *AAUP*, American Association of University Professors, July-August 2009, <https://www.aaup.org/article/establishing-culture-assessment#.YCrOr2hKiUk>.

<sup>3</sup> Sharon Boland Hamill, "Evaluating and Redesigning a College Assessment System to Close the Loop." *Journal of Assessment and Institutional Effectiveness* 5, no. 1 (2015): 34-57, doi:10.5325/jasseinsteffe.5.1.0034.

## Assessment Cycle

Assessment at NCCC is a cycle aimed at continuous improvement. The illustration below represents this cycle visually: The first step in the cycle requires identifying measurable outcomes (1). This step is followed by the selection of measurements that will gauge the attainment of those outcomes (2). As measurements occur, the data are gathered and compiled for review (3). This collection of data must then be shared and analyzed so that it will lead to meaningful interpretations (4). Finally, the findings must be put to work through the implementation of data-driven strategies that lead to improvement (5). More specific information about NCCC's assessment activities is documented in the "Assessment Timeline."



## Assessment Infrastructure

This section overviews the major components of the assessment system at NCCC. Those components include:

1. Course Assessment
2. Program Review
3. General Education Assessment
4. Cocurricular Assessment
5. Departmental Review
6. Institutional Effectiveness

**Course Assessment.** NCCC has a comprehensive course assessment process that was formulated with faculty input. As part of curriculum approval processes, each course at NCCC must have a defined set of course outcomes. Program faculty select these outcomes, though in some instances the outcomes originate with the Kansas Core Outcomes Group as components of Systemwide Transfer (SWT).

In general, programs are encouraged to select outcomes that represent the major elements of learning in each course. The content of many courses can be summarized in approximately 4-8 outcomes. These outcomes are then rendered as brief statements that reflect what the successful student will be able to do as a result of course learning. The selected language should be clear and accessible to students. Most importantly, the stated learning should be measureable. Outcome statements become more measurable when they are framed using language that emphasizes observable student behaviors (e.g., “explain,” “analyze,” “describe,” “identify,” “create”). Outcome statements become less measurable when the language emphasizes aspects of learning that are not readily observable (e.g., “know,” “understand,” “comprehend”).

Although there is no single way to develop a course outcome statement, the A-B-C-D method is often effective:

**Audience** – language that defines who will exhibit the behavior (e.g., “The student who successfully completes this course”)

**Behavior** – language that defines what the student will be able to do (e.g., “create spreadsheets”)

**Condition** – language that describes parameters assigned to or required for this behavior (e.g., “in Excel”)

**Degree** – language that describes the extent or quality of the behavior (e.g., “incorporating basic formulas”)

**Course Outcome:** *The student who successfully completes this course will be able to create spreadsheets in Excel incorporating basic formulas.*

Outcomes approved by the Curriculum Committee become part of the course master syllabus, which is posted to *Neosho.edu*. These same outcomes are posted to course web pages within *myNeosho*. They appear on the Syllabus page, the Coursework page, and the Assessment page.

The DAIE trains faculty on the *myNeosho* assessment system soon after they are hired. During this training, faculty are also introduced to the “Instructor’s Guide to Assessment,” a written resource that faculty may consult as they work on their course assessments. The “Instructor’s Guide” is posted under “Faculty Resources” on the *myTeaching* page in *myNeosho*.

Once faculty have been trained, they use the assessment system in *myNeosho* to develop coursework measurements that align with each course outcome. Instructors are encouraged to consider a multiple-measures approach to help insure the validity of their data. As explained in the “Instructor’s Guide to Assessment,” a combination of formative and summative measurements is often effective. Additionally, incorporating a variety of measurement tools (tests/quizzes, writing assignments, presentations, portfolios, case studies, peer critiques, simulations, etc.) can help support a variety of learning styles and may also promote more equitable learning.<sup>4</sup> The assessment system in *myNeosho* includes a tool for creating rubrics, and these can be used to support authentic assessments. (See “Terminology and Methods.”)

Instructors use *myNeosho* to link their selected coursework to the assessment system. This linking then allows the scores for the selected assignments to be pulled into assessment calculations. As course grades are entered by the instructor, outcome means are also generated.

Pamela Panther	
Outcome	Mean
<a href="#">1 - Hardware- Identify the specifications and configurations of computer hardware.</a>	79.67






Instructors are expected to review outcome scores as part of assessment duties. The assessment system renders these scores in two primary forms: individual student means and overall class means. One way for instructors to evaluate course learning is to compare mean scores to the “Target Mean,” i.e., the goal for each outcome as determined by the program. The target score is considered a baseline standard for student learning. This baseline is documented on the course syllabus and on the Assessment page in *myNeosho*.

Instructors may also compare outcome mean scores to the “Actual Mean Excluding Zeroes.” This calculation is likewise provided on the Assessment page in *myNeosho*. It removes from the mean calculation any student scores

Outcome Description	
Hardware- Identify the specifications and configurations of computer hardware.	
Target Mean	70
Actual Mean	81.47
Actual Mean Excluding Zeroes	94.97

<sup>4</sup> Lee S. Shulman, “Counting and Recounting: Assessment and the Quest for Accountability,” *Change: The Magazine of Higher Learning* 39, no. 1 (2007): 20-25, doi:10.3200/CHNG.39.1.20-25.

that were entered into the gradebook as zeroes. If this score differs significantly from the outcome mean, it suggests that a large percentage of the students either did not complete the linked assignments or else they received no credit for their work. In these instances, the instructor may want to consider strategies for improving either student participation or student performance.

Outcome	Mean	Mean, No Zeroes	Ungraded
Outcome 1 	76.47	81.25	0
Outcome 2 	70.59	75	0
Outcome 3 	79.74	84.72	0
Outcome 4 	71.32	75.78	0
Outcome 5 	59.66	63.39	0

Faculty are expected to use course outcomes data to help them formulate strategies for improvement. Instructors document their analyses of course outcome data and their strategies for improvement in written reports. Completed Assessment Reports are reviewed by the DAIE, who uses the information to follow up on any special needs or concerns highlighted by the data.

The deadline for submitting Assessment Reports corresponds to the deadline for submitting course grades. Full-time faculty must develop reports for at least two courses per semester. Part-time faculty must develop reports for at least one course per semester. Reporting assignments are determined by the DAIE and are communicated to faculty near the beginning of each semester. An effort is made to rotate faculty assignments and to cover all course offerings over a five-year period. As part of the course selection process, the DAIE takes into consideration the size of course enrollments and the variety of modalities being assessed.

Strategies for improving courses are also informed by course evaluations, which are completed by students near the end of each course. The DAIE schedules and oversees these evaluations. Survey respondents participate anonymously and online, answering questions that have been approved as part of faculty negotiations. The survey instrument includes items about the quality of the course as well as items about the instructor's effectiveness. Comments and suggestions are collected as part of the survey. In most instances, faculty and their immediate supervisors receive access to evaluation results about a week after the end of the course. (See "Assessment Documentation and Dissemination" and "Appendix A: Course Evaluations Schedule.")

**Program Review.** As part of curriculum approval processes, each academic program develops a set of program outcomes. Program outcomes are a set of short statements (usually 5-10) that summarize the program's major learning goals. They express what students will be able to do after successfully completing the program.

The measurements for program outcomes usually cut across several courses, so these statements are often more generalized than course outcome statements. Even so, the DAIE encourages programs to incorporate language that is clear, focused, and measurable.

**Sample Program Outcomes:**

- *Analyze the role that differences in culture play in history.*
- *Develop mathematical and statistical models such as formulas, functions, graphs, tables, and schematics using appropriate technology.*
- *Evaluate methods for identifying market segments and targets.*
- *Identify major research steps used by social scientists.*
- *List and perform the steps in the accounting cycle.*
- *Prepare equipment to be used during specific surgical procedures.*
- *Use and interpret the National Electric Code.*

Program outcomes appear as part of the program path in the Academic Catalog and are also listed on the program matrix, a table that maps the relationship of course outcomes to program outcomes. (See “Appendix B: Sample Program Matrix.”) Program matrices identify the course outcomes used to gauge the attainment of program outcomes. Matrices are created and updated by program personnel, whose recommendations are reviewed and approved by the DAIE and the Curriculum Committee. To strengthen the overall quality of course assessments, the DAIE recommends mapping course outcomes from a variety of courses to each program outcome whenever possible.

After program matrices have been approved, they serve to direct the collection of program outcomes data, which is pulled from course assessments by the Coordinator for Institutional Research and Reporting and is then compiled by the DAIE. New data are generated each fall using records from the previous academic year. The data spreadsheets include the number of students assessed, the weighted average of each outcome, and other calculations. Annual results are stored in an Assessment folder on the Admin drive (N:\Assessment).

Program data are reviewed by program leaders as part of a five-year Program Review cycle. Each program is assigned to one of five program clusters for scheduling purposes, and these



clusters progress through the review cycle in rotation. (See “Appendix C: Program Review Schedule.”)

The DAIE provides outcomes data to program coordinators at two points during this cycle. The first instance occurs at the time of the first Program Assessment Report (PA1), a report that must be completed and submitted to the DAIE during the third

year of the review cycle. The PA1 is a midpoint progress update. To prepare the report, program leaders must review their program path, their program matrix, and the last three years of

program outcome data. A standardized form is used to collect and document program findings and observations. The DAIE files completed forms in the Assessment Office and places electronic copies in the Program Review folder on the Common drive (T:\Academics\Program Review). (See “Assessment Timeline.”)

Program leaders again examine program outcomes data in the fifth year of the Program Review cycle. During this year, the program completes a second Program Assessment Report (PA2). The PA2 requirements are similar to the PA1. The program answers questions about the program path, the program matrix, and the last two years of program data. (See Appendix D: Program Assessment Report 2.) The PA2 is submitted to the DAIE before the Program Review occurs. Completed forms are placed on file in the Assessment Office and in the Program Review folder on the Common drive (T:\Academics\Program Review).

The PA1 and PA2 are used by program leaders to help inform the Program Review Report, which is the centerpiece of a Program Review. The Program Review Report follows a prescribed format established by VPSL in cooperation with the Program Review Committee. The template is stored in the Program Review folder on the Common drive (T:\Academics\Program Review\Guidelines). The report’s content includes documentation about the program’s fulfillment of the institutional mission; a summary of the program’s history as well as its progress since the last review; an analysis of assessment, enrollment, and resource data; and a SWOT analysis and action plan for continuous improvement.

The Program Review Report is presented to the Program Review Committee at a time agreed upon by the Committee. The Committee then uses the information to arrive at a recommendation for either maintaining, strengthening, diminishing, or removing the program. The Committee’s recommendations are forwarded to the Vice President for Student Learning, who uses both the report and the recommendation to make a final determination about each program’s future.

Program review is further supported by various, less formal processes that regularly occur at NCCC, including the activities of academic divisions and advisory boards. One campus-wide effort is the Annual Assessment Meeting conducted in January. This meeting allows full-time and part-time instructors to interact in small groups by program, where they review course outcome scores and formulate strategies for improvement. Data for these discussions are provided by the DAIE. Findings are documented by each group and returned to the DAIE. The DAIE then compiles and reports this information back to the Student Learning Division.

**General Education Assessment.** NCCC has selected four overarching goals for its General Education courses. These outcomes are documented in the Academic Catalog and in course syllabi:

*Outcome 1. 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.*

*Outcome 2. 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.*

*Outcome 3. Communicate effectively through:*

- *developing effective written communication skills,*
- *developing effective oral communication and listening skills.*

*Outcome 4. Live a healthy lifestyle (physical, intellectual, social) through:*

- *listing factors associated with a healthy lifestyle and lifetime fitness,*
- *identifying the importance of lifetime learning,*
- *demonstrating self-discipline, respect for others, and the ability to work collaboratively as a team.*

The College assesses General Education outcomes over a five-year cycle, using a system similar to academic program review. Selected course outcomes from General Education courses are mapped to a General Education program matrix. The Assessment Committee maintains the matrix and adds or deletes courses and course outcomes by mutual consent of its members. The Committee invites recommendations for these updates from the Applied Sciences and Liberal Arts divisions. The Committee also employs a set of criteria to inform its selection process and to insure that selected courses are good representations of the overall General Education program. The criteria adopted by the Committee include the following:

1. Selected courses should be listed among degree sheet recommendations for at least one associate degree (AA, AS, or AGS);
2. Selected courses should be part of current course offerings (taught at least once within the last four semesters);
3. Selected courses should demonstrate healthy enrollments (a minimum of sixteen students within the last four semesters).

The General Education matrix determines which data are compiled and evaluated to assess the General Education program. Course data from the preceding academic year are queried each fall by the Coordinator for Institutional Research and Reporting. Program results are compiled by the DAIE. The data are then reviewed by various groups and individuals, including the VPSL, the DAIE, the Student Learning Division, the Assessment Committee, and the Curriculum Committee. Data are also shared in an annual presentation to all employees. (See "Assessment Timeline.")

The General Education program is reviewed at the end of the five-year Program Review cycle. The review includes four primary components: a reevaluation of the program's outcomes, an update of the program's matrix, an analysis of five years of program outcome data (giving particular attention to any trends affecting the weighted averages), and an action plan aimed at continuous improvement. The action plan may propose ideas for strengthening program outcomes through changes in the curriculum and/or revisions to the matrix.

The Program Review Report for this program is prepared by the DAIE with input from the Assessment Committee. The Assessment Committee approves the final document, and a copy is forwarded to the VPSL, who retains authority and discretion over any proposed actions in the

report. The DAIE, in cooperation with the VPSL, monitors the progress of the action plan and reports back to the Assessment Committee annually about that progress.

**Cocurricular Assessment.** Cocurricular learning refers to learning that occurs outside of the classroom. It may include learning that comes through participating in athletics, clubs, or student organizations. It may also include learning that results from experiences in the residence halls, meeting with a tutor, consulting an advisor, using library services, working on campus, gaining field experience for a CTE program, or a variety of other educational opportunities facilitated by the College.

The Assessment Committee has selected six goals for cocurricular learning at NCCC. These outcome statements are posted to the Cocurricular Learning page on the institutional website.

**Outcome 1.** *Exhibit career readiness through work habits and career related experiences.*

**Outcome 2.** *Cultivate civic responsibility by serving and participating in the local and/or global community.*

**Outcome 3.** *Demonstrate the ability to use information in order to make decisions and/or solve problems effectively.*

**Outcome 4.** *Demonstrate intercultural awareness, understanding and respect to achieve personal growth.*

**Outcome 5.** *Model communication that promotes teamwork, civility, and effective leadership.*

**Outcome 6.** *Demonstrate an understanding of a healthy lifestyle.*

All clubs and organizations are expected to contribute to cocurricular goals each academic year by directly measuring the learning related to at least one cocurricular outcome. These measurements are submitted to the DAIE by April 15 each academic year. The DAIE compiles and the information to determine the recipients of the Panther CLAW graduation awards. Mean scores for the program are shared with the Assessment Committee by the following year.

Further assessment of cocurricular learning occurs through indirect means. The DAIE collects and monitors data on club participation, and these data are evaluated by the Executive Committee each year as part of the development of the Institutional Effectiveness Dashboard. The College also gathers quantitative and qualitative data about cocurricular experiences via



the Student Activities Survey. This survey is overseen by the Assessment Committee and is administered during the spring semester. A gift card is used to incentivize student participation. During the fall semester, the Assessment Committee reviews a summary of the results and makes recommendations for continuous improvement. These recommendations are forwarded to appropriate constituents for follow up.

**Departmental Review.** The major non-academic units within the College's organizational structure participate in a five-year cycle of Departmental Review. The guidelines for these reviews and a schedule for their completion have been developed by the Executive Committee. These materials are posted to a Departmental Reviews folder on the Common drive (T:\Presidents Office\Departmental Reviews). Departmental units are arranged into five clusters, and these clusters rotate through the review cycle according to the five-year schedule. (See "Appendix E: Departmental Review Schedule.")

To gauge the unit's effectiveness, unit personnel select and track a set of key performance indicators (KPIs). KPIs represent the measurable output associated with the unit's major functions. A total of about 3-5 KPIs is recommended. Below is a sample KPI statement:

***Sample KPI: Obtain at least 98% of the required faculty assessment reports.***

KPI data are analyzed and incorporated into a Departmental Review Report at the end of the review cycle. This report also includes an update about changes that have occurred since the previous departmental review, a discussion about the professional development within the department, and a SWOT analysis and action plan aimed at continuous improvement. The completed report is presented to the Executive Committee for approval.

**Institutional Effectiveness.** The College has defined its institutional mission as follows:

***The mission of Neosho County Community College is to enrich our communities and our students' lives.***

The primary strategies for fulfilling the mission are outlined in the College's purpose statements:

***Purpose 1. Student learning through:***

- *Integrating effective curriculum, teaching, and technology to build engaging educational environments*
- *Using effective assessment processes for educational environments*
- *Advancing critical thinking and open exchange of ideas*

***Purpose 2. Student success through:***

- *Facilitating student goal completion, retention and persistence*
- *Promoting accessibility via college/career readiness efforts, affordability, flexible scheduling & modalities*
- *Using a comprehensive system of proactive support*
- *Embracing diversity*

**Purpose 3. Accountability to stakeholders through:**

- *Communicating openly with all constituencies*
- *Managing resources ethically & effectively*
- *Implementing systematic, evidence-based integrated plans*
- *Supporting and developing college employees and the Board of Trustees*
- *Providing safe and comprehensive facilities*

**Purpose 4. Meeting community needs through:**

- *Facilitating community and economic development by providing an informed citizenry & skilled workforce*
- *Fostering cultural, educational, and athletic enrichment*
- *Offering learning opportunities for all*
- *Inspiring a spirit of service, innovation and entrepreneurship*

Institutional effectiveness is measured against the mission and the four purpose statements. A variety of measurements are employed. They include the Graduate Survey and the Employee Survey (administered annually), the Student Satisfaction Inventory from Ruffalo Noel Levitz (administered biennially), and the Lightcast Economic Impact Study (conducted approximately every seven years). Additional monitoring occurs through financial audits, IPEDS reporting, Performance Agreements submitted to the Kansas Board of Regents, voluntary participation in the National Community College Benchmark Project, etc. Some institutional effectiveness measurements, such as the Employee Survey and the Student Satisfaction Inventory, are administered by the DAIE. Other measurements are overseen by other departments, and the results related to institutional effectiveness are shared back to the DAIE by those departments. (See “Assessment Timeline” and “Appendix F: Institutional Survey Schedule.”)

NCCC’s most comprehensive use of data to measure institutional effectiveness is the Institutional Effectiveness Dashboard (IED). Scores for the IED are prepared by the DAIE and presented to the Executive Committee for approval. The IED incorporates a metadata approach to evaluate the College’s effectiveness in achieving its four purposes. Over three hundred pieces of data are collected for the project, and each item is associated with one or more of the purpose statements. (See “Appendix G: Selected Items from the 2022-2023 Institutional Effectiveness Dashboard.”)

Each item on the IED is assigned two scores ranging from 1 to 5. The first score rates the *effectiveness* of the item as a measurement for the associated purpose. Generally speaking, items that strongly relate to the purpose statement and those that cut across many parts of the institution are assigned higher ratings. Items that are more limited in their relevance or scope receive lower ratings. Effectiveness scores are proposed by the DAIE, and they are approved by Executive Committee.

The second score is referred to as the *outcome*. It is a score for the data itself. A system has been created for determining the outcome score for each item on the IED. For instance, in many cases the institutional goal is to meet or exceed a three-year average for a particular piece of data. If the current-year information exceeds the average of the three preceding years, then the assigned score is a 5. If the new number matches the comparison number, then the score is a 4.

If the latest data falls below the comparison number, then a score of 3, 2, or 1 is assigned, depending on the extent of the decline. Although scoring methods vary according to the data being evaluated, each item on the dashboard has a predefined mechanism for determining its outcome score. The criteria and the resulting scores are approved the Executive Committee.

Effectiveness and outcome scores are combined to gauge institutional effectiveness. The outcome score is multiplied by the effectiveness score, and the product of these is then combined with other IED calculations to determine an overall percentage of points earned for each of the four purpose statements. These percentages are tracked over time, and the data are shared with employees and the Board of Trustees annually. The completed IED is posted to *Neosho.edu* each January.

The DAIE uses the dashboard's results to develop recommendations for continuous improvement. All recommendations are forwarded to the appropriate constituents for follow-up. (See "Assessment Timeline.") The DAIE monitors responses to institutional data as part of KPI tracking for the Office of Assessment.



## Accreditation

NCCC is accredited by The Higher Learning Commission, a not-for-profit accrediting agency recognized by the U.S. Department of Education. HLC accredits degree-granting post-secondary educational institutions. The criteria for accreditation are these:

**Criterion 1. Mission.** "The institution's mission is clear and articulated publicly; it guides the institution's operations."

**Criterion 2. Integrity: Ethical and Responsible Conduct.** "The institution acts with integrity; its conduct is ethical and responsible."

**Criterion 3. Teaching and Learning: Quality, Resources, and Support.** "The institution provides quality education, wherever and however its offerings are delivered."

**Criterion 4. Teaching and Learning: Evaluation and Improvement.** "The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement."

**Criterion 5. Institutional Effectiveness, Resources and Planning.** "The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the

quality of its educational offerings, and respond to future challenges and opportunities.”<sup>5</sup>

NCCC follows HLC’s “Open Pathway,” a ten-year cycle for maintaining accreditation. HLC has designed this pathway to promote “quality assurance and institutional improvement.”<sup>6</sup> As part of the Open Pathway cycle, the College submits Institutional Updates and change documents (annually as required), completes an Assurance Review (Year 4), develops a Quality Initiative (Years 5-9), and undergoes a Comprehensive Evaluation for Reaffirmation (Year 10). NCCC’s next Comprehensive Evaluation is scheduled for 2033-2034.

In addition to HLC accreditation, certain programs within the College hold accreditations related to their professional fields. The Academic Catalog provides a full list of these programs and their accrediting bodies. Programs with specialized accreditation must manage their own reaffirmation processes and documentation. Any changes to their accreditation status must be communicated to the VPSL.

## Resource Allocation

NCCC supports assessment through its budget, through its organizational structure, and through its technical support.

Broadly speaking, the College supports the goal of continuous improvement through the budgeting processes. Channels exist for programs and departments to submit budgetary requests for the upcoming fiscal year. Through these channels, constituents can respond to the needs that have been identified as the result of assessments.

Some budgetary lines are specifically designated for assessment purposes, particularly those that support the Assessment Office. The budget for the Assessment Office is shared with the Institutional Research Office. This budget funds two full-time positions, the DAIE and the Coordinator of Institutional Research and Reporting. The Assessment Office budget includes funding for surveys, for assessment-related professional development, and for assessment awards, which are used to incentivize faculty assessment efforts. The Assessment Awards are presented to faculty each fall and spring by the Assessment Committee. The committee reviews a set of Assessment Reports from the preceding semester to determine award recipients. The list of nominees is created by the DAIE, and the Committee uses a rubric to select two individuals from this pool: one full-time recipient and one part-time recipient. Selected individuals receive public recognition as well as a monetary bonus.

The broader College budget likewise includes standing resources for assessment. Faculty pay includes per-credit-hour compensation for course assessment, and assessment duties are stipulated within the Negotiated Agreement as part of the instructor’s “Normal Professional Workload.” Each January, part-time instructors are encouraged to participate in an Annual Assessment Meeting. Those who attend this meeting receive additional compensation.

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<sup>5</sup> “Criteria for Accreditation,” *Higher Learning Commission*, 2021, <https://www.hlcommission.org/Policies/criteria-and-core-components.html>.

<sup>6</sup> “Open Pathway Overview,” *Higher Learning Commission*, 2021, <http://www.hlcommission.org/Accreditation/open-overview.html>.

Other ways that the College supports assessment efforts can be seen in its committee structure. Most committee participants (excluding student representatives) attend to their committee duties as part of employment expectations. The Assessment, Curriculum, and Cocurricular Committees carry out assessment-related duties at monthly meetings throughout the fall and spring semesters. The Program Review Committee and the Executive Committee also fulfill assessment-related duties as part of regular meetings. The DAIE is a member of all five of these committees and currently serves as the chair for the Assessment Committee and the Cocurricular Committee.

One final way that the College provides resources for assessment is through its technical support. In 2017 NCCC implemented a custom assessment reporting system that was built to integrate assessment into the learning management system (LMS). Instructors use this system to collect and evaluate course outcome data and to submit Assessment Reports. The system allows faculty to link coursework items (or portions of those items) to one or more course learning outcomes. The assessment system then calculates an outcome score using either a faculty-weighted system or else a straight average of all coursework linked to the outcome. The resulting data are visible to instructors, and students can view their individual scores as well. The College's investment in this custom product—along with its ongoing efforts to manage and maintain this system—continues to benefit campus assessment activities and to ensure that constituents are fully engaged in assessment efforts.

## Roles and Responsibilities

This section summarizes key roles and responsibilities related to assessment at NCCC.

**Board of Trustees.** The Board of Trustees receives regular assessment-related reports, such as annual reports on the Institutional Effectiveness Dashboard, the Student Learning Division, and the Assessment Office. The Board assesses its own activities each year. The Board approves any changes to the mission or purposes of the College.

**President.** The President engages in assessment processes by overseeing all College activity, by leading the Executive Committee, by reviewing reports about assessment activities, and by facilitating assessment-related communications to the Board of Trustees.

**Vice President for Student Learning.** The VPSL leads the Student Learning Division. The VPSL oversees the DAIE and receives regular reports and recommendations about assessment activities. The VPSL chairs the Program Review Committee and makes decisions regarding the Committee's recommendations. The VPSL works with the DAIE to develop the Institutional Effectiveness Dashboard. The VPSL is a member of the Executive Committee and an ex officio member of the Curriculum Committee. The VPSL also oversees HLC accreditation activities and state reporting requirements.

**Dean for Assessment and Institutional Effectiveness.** The DAIE leads and promotes assessment activities on campus, and engages with others to use the data to bring about improvement. Principle duties include collecting and reviewing course Assessment Reports, managing course evaluations, preparing the Institutional Effectiveness Dashboard, participating

in the Assessment Committee and Ccurricular Committee, compiling program assessment results, and training faculty on assessment processes. The DAIE also provides input for curricular changes, program reviews, and departmental reviews.

**Coordinator of Institutional Research and Reporting.** The Coordinator of Institutional Research and Reporting supports the collection of institutional data by developing system queries. The Coordinator pulls program assessment data. The Coordinator prepares content for state reporting requirements and for reports to other entities (e.g., the National Community College Benchmark Project).

**Executive Committee.** The Executive Committee approves the Institutional Effectiveness Dashboard, departmental reviews, and the content of campus-wide surveys such as the Employee Survey and the Student Satisfaction Inventory (campus items). Additionally, members of the committee develop and track KPIs for their respective departments. The Executive Committee reviews and responds to institutional data (e.g., the annual Employee Survey). They also recommend to the Board of Trustees any revisions of the mission or purposes of the College.

**Student Learning Division.** The Student Learning Division receives assessment-related reports and recommendations from the DAIE and the Assessment Committee. SLD takes action on things such as course assessment processes and the findings from Annual Assessment Meetings.

**Program Review Committee.** Program coordinators that are scheduled to complete a Program Review must participate in the Program Review Committee. Committee members prepare documents to report their findings about their respective programs. These reports are then presented to the full committee for approval. The Committee formulates recommendations for strengthening, maintaining, diminishing, or removing each program based upon the information shared in the review. The Committee forwards its recommendations to the VPSL.

**Curriculum Committee.** The Curriculum Committee approves course outcomes, program outcomes, and program matrices. The Committee may also act upon curricular recommendations resulting from assessment processes (e.g., recommendations stemming from General Education Program Review).

**Assessment Committee.** The Assessment Committee reviews data, formulates assessment strategies, and makes recommendations to various campus constituents. The Committee oversees General Education assessment, cocurricular assessment, and assessment awards.

**Cocurricular Committee.** The Cocurricular Committee approves program outcomes for cocurricular learning. They review data and processes related to cocurricular assessment, and they manage the Panther CLAW graduation award.

**Faculty.** Faculty share in assessment through their participation in committees and through their course assessment activities. Faculty are expected to create quality assessment measures,

to align their assessments with course outcomes, to monitor course outcomes data, to use data for continuous improvement, and to document these activities in regular Assessment Reports.

**Students.** Depending upon their availability, Student Senate representatives are appointed to serve as members of campus committees (e.g., the Executive Committee). . These representatives have opportunities to give input on the Institutional Effectiveness Dashboard, survey results, and more.

The broader student population contributes to assessment activities in other ways. They provide much of the data for assessment through their coursework and also through their participation in course evaluations and campus surveys (including the Student Satisfaction Inventory and the Student Activities Survey).

## Terminology and Methods

Assessment-related terms and methods are defined as follows:

**Authentic Assessment.** Linda Suskie describes authentic assessments as “Performance assessments that ask students to do real-life tasks, such as analyzing case studies with bona-fide data, conducting realistic laboratory experiments, or completing internships. . . .”<sup>7</sup> Grant P. Wiggins adds, “The tasks [used for authentic assessment] are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field.”<sup>8</sup> Authentic assessments have become increasingly valued among higher education professionals.<sup>9</sup> Capstone projects, student performances, and the use of rubrics to score coursework artifacts are some of the practices commonly associated with authentic assessment.<sup>10</sup>

**Direct Assessment.** Suskie describes direct assessment as “tangible, visible, self-explanatory, and compelling evidence of exactly what students have and have not learned.”<sup>11</sup> Examples of direct assessment include tests, portfolios, presentations, performances, and written work. Such assessments help an observer see and measure the extent of the learning. (See “Indirect Assessment.”)

**Formative Assessment.** Formative assessment promotes incremental learning by providing students with opportunities to practice and build upon what they know. According to the Kansas State University Office of Assessment, “Formative assessment activities are usually low-stakes or no-stakes; they do not contribute substantially to the final evaluation or grade of the student or

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<sup>7</sup> Linda Suskie, *Assessing Student Learning: A Common Sense Guide*, 2<sup>nd</sup> ed. (San Francisco: Jossey-Bass, 2009), 26.

<sup>8</sup> Grant P. Wiggins, *Assessing Student Performance* (San Francisco: Jossey-Bass, 1993), 229.

<sup>9</sup> Trudy W. Banta, et al., “Three Promising Alternatives for Assessing College Students’ Knowledge and Skills,” *National Institute for Learning Outcomes Assessment*, December 2009, <https://www.learningoutcomesassessment.org/wp-content/uploads/2018/01/AlternativesforAssessment.pdf>.

<sup>10</sup> Natasha A. Jankowski, et al., *Assessment That Matters: Trending toward Practices That Document Authentic Student Learning* (Urbana: University of Illinois and Indiana University, 2018), <https://www.learningoutcomesassessment.org/documents/NILOA2018SurveyReport.pdf>.

<sup>11</sup> Suskie, *Assessing Student Learning: A Common Sense Guide*, 20.

may not even be assessed at the individual student level.”<sup>12</sup> Examples of formative assessments include document drafts and outlines, journal writing, visual representations of course concepts, group discussion activities, skill practices, and reader responses. In most cases, the goals for formative assessments are narrowly defined. Students benefit by participating in the experience and by receiving feedback that can be used to strengthen future coursework. A well-rounded approach to assessment often involves a combination of formative and summative strategies. (See “Summative Assessment.”)

**Indirect Assessment.** Suskie describes indirect assessments as “proxy signs that students are probably learning.”<sup>13</sup> Examples of indirect assessments include class attendance records; course grades; student reactions; self-evaluations; course evaluations; student awards and scholarships; job placements; and retention, completion, and transfer data. Although these measures can be useful, Suskie shares this admonition: “No assessment of knowledge, conceptual understanding, or thinking or performance skills should consist of indirect evidence alone.”<sup>14</sup> (See “Direct Assessment.”)

**Key Performance Indicators (KPIs).** As defined by NCCC, Key Performance Indicators (KPIs) are quantifiable measurements used to gauge overall performance. These metrics reflect the core goals or purposes of a department or unit. They may measure things like output and productivity, success rates, customer satisfaction, quality control, and so forth.

**Student Learning Outcomes.** According to the National Institute for Learning Outcomes Assessment, “Student learning outcomes statements clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire from an educational experience.”<sup>15</sup> Student learning outcomes may be defined for many levels of learning, including course level (“course outcomes”) and program level (“program outcomes”).

**Summative Assessment.** Summative assessment takes a comprehensive look at student learning by measuring overall content mastery. The Kansas State University Office of Assessment associates summative assessment with “the conclusion of a course, program, or



<sup>12</sup> “Assessment Glossary,” *Kansas State University*, November 11, 2020, <https://www.k-state.edu/assessment/toolkit/basics/Glossary.html>.

<sup>13</sup> Suskie, *Assessing Student Learning: A Common Sense Guide*, 20.

<sup>14</sup> Suskie, 22.

<sup>15</sup> “Student Learning Outcomes Statements,” *National Institute of Learning Outcomes Assessment*, 2021, <https://www.learningoutcomesassessment.org/ourwork/transparency-framework/components/student-learning-outcomes-statements/>.

undergraduate career.”<sup>16</sup> Examples of summative assessments include capstones, final exams, final projects, and end-of-unit measurements. Summative assessments are valuable tools for helping students synthesize learning. They can also help instructors evaluate teaching methods and overall course design. Yet because summative assessments are administered at learning endpoints, these assessments are considered less effective than formative assessments at contributing to a learner’s immediate development. A well-rounded approach to course assessment often involves a combination of formative and summative strategies. (See “Formative Assessment.”)

**Qualitative Assessment.** Qualitative assessments may be obtained through student comments and reflections, online discussion threads, interviews, and focus groups. As stated by Suskie, “Qualitative assessments use flexible, naturalistic methods and are usually analyzed by looking for recurring patterns and themes.” Qualitative assessments differ from “informal, anecdotal observations,” Suskie observes, in that they are “systematic and structured,” and the data “are routinely evaluated using common criteria.” Suskie also notes that these assessments “add a human dimension to an assessment effort, enhancing the dry tables and graphs . . . with living voices.”<sup>17</sup>

**Quantitative Assessment.** As defined by Suskie, “Quantitative assessments use structured, predetermined response options that can be summarized into meaningful numbers and analyzed statistically.” Examples include test scores, rubric scores, and survey ratings.

**Rubric.** Rubrics are commonly used for formative assessments, authentic assessments, and more. The Kansas State University Office of Assessment provides this definition: “A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc.”<sup>18</sup> For sample rubrics, see <https://www.k-state.edu/assessment/toolkit/measurement/SampleRubric.html>.

## Assessment Documentation and Dissemination

This section summarizes the processes for documenting and disseminating assessment information at NCCC.

**Mission.** The mission of NCCC is published on the website and in many campus publications, including the Academic Catalog. The mission is reviewed at least annually by employees and by the Board of Trustees.

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<sup>16</sup> “Assessment Glossary,” *Kansas State University*, November 11, 2020, <https://www.k-state.edu/assessment/toolkit/basics/Glossary.html>.

<sup>17</sup> Suskie, *Assessing Student Learning: A Common Sense Guide*, 32-33.

<sup>18</sup> “Assessment Glossary,” *Kansas State University*, November 11, 2020, <https://www.k-state.edu/assessment/toolkit/basics/Glossary.html>.

**Purposes.** The institutional purposes of NCCC are published on the website and in many campus publications, including the Academic Catalog. The purpose statements are reviewed at least annually by employees and by the Board of Trustees.

**Course Outcomes and Scores.** Course outcomes are documented on the master syllabus for each course, which is posted to *Neosho.edu*. Course outcomes also appear on course web pages within *myNeosho*.

Course outcome scores are calculated automatically on each course's Assessment page. At the end of each semester, these data are transferred into spreadsheets by the DAIE and stored as part of Assessment Office records. Scores that seem out of the norm may be flagged by the DAIE for further review by program supervisors. Course outcome scores are reviewed by faculty as part of the Annual Assessment Meeting.

**Program Outcomes and Scores.** Program outcomes are documented on the program path and the program matrix. They are reviewed as part of the five-year Program Review cycle.

Program outcome data are queried each fall by the Coordinator of Institutional Research and Reporting. The DAIE compiles the course data annually to produce program outcome scores. Longitudinal tables reflecting these scores are shared with programs as part of Program Review.

**Assessment Reports.** Faculty complete Assessment Reports for selected course sections throughout the year. Assigned sections are communicated to instructors by the DAIE near the beginning of each term.

After Assessment Reports are created in *myNeosho*, the information is queried and transferred into spreadsheets by the DAIE. The DAIE reads and processes Assessment Reports over a period of approximately 4-8 weeks. Reports that merit either commendation or follow-up are flagged and forwarded to the appropriate individuals, including supervisors, academic advisors, and technical support personnel. Copies of the flagged items are forward to the VPSL.

**Program Assessment Reports (PA1 and PA2):** PA1 and PA2 reports document program developments, and they help inform Program Reviews. The DAIE distributes these documents during the third and fifth years of the Program Review cycle. Completed documents are returned to the DAIE by the end of the academic year. The DAIE retains completed forms in the Assessment Office. During the last year of the Program Review cycle, the DAIE shares back with the program coordinator a copy of the program's most recent PA1.

**Program Review Reports.** Program Review Reports are presented and approved in meetings of the Program Review Committee. The approved documents are forwarded to the VPSL, who posts copies to a common-access server and also to the webpage

**Departmental Reviews.** Departmental review documents are presented and approved in Departmental Review meetings conducted by the Executive Committee. The approved documents are posted to a common-access server by the Administrative Assistant in the President's Office.

**Institutional Effectiveness Dashboard.** The IED is approved by the Executive Committee each fall, and it is presented to employees and the Board of Trustees in January. A copy of the final document is posted to a common-access server by the DAIE. The DAIE also submits the IED to be posted to *Neosho.edu*.

**Course Evaluations.** Course surveys are completed using the CourseEval platform from Anthology. Students access their surveys either through *myNeosho* or through a link that is emailed to them. Opening and closing dates for course evaluation surveys are determined by the overall length of the course. Generally speaking, surveys open 1-3 weeks before the end of the course, and they close one week after the end of the course. (See “Appendix A: Course Evaluations Schedule.”)

Course evaluation results are shared after course grades have been recorded. Efforts are made to protect student anonymity, including limiting the availability of survey results to those courses with at least three students enrolled. If a course satisfies that criterion, the aggregated results and the student comments are made available to the instructor after the survey closes, usually within 24 hours. Faculty receive an automated email alerting them that their results are ready. Faculty may access this information through a link in the email or through *myNeosho*. In the case of a team-taught course, release of the results is delayed by approximately one week to give supervisors an opportunity to review student comments before this information is shared with the team.

**Survey Reports.** NCCC conducts an array of campus surveys, including the Employee Survey, the Graduate Survey, and the Student Activities Survey (administered through Survey Monkey), and the Student Satisfaction Inventory (administered through Ruffalo Noel Levitz). Additional campus surveys include questionnaires about In-Service Meetings and the annual Technology Survey. (See “Appendix F: Institutional Survey Schedule.”)

Campus Surveys are managed by various departments, and the documentation and dissemination of survey results vary according to the purpose of each instrument. However, several steps are commonly practiced:

1. The results are shared, studied, and discussed by the appropriate personnel.
2. The findings are reported to a broader audience.
3. The results are posted to a common-access server.
4. Responses to the data are formulated and documented.
5. Responses are implemented.

The DAIE monitors responses to survey data as part of KPI tracking for the Office of Assessment.

## Assessment Timeline

NCCC assessment activity is governed by a variety of overlapping schedules. Major components are indicated on the timeline below, which follows the academic-year calendar. In addition to the items listed here, the College fulfills regular assessment-related obligations related to its ten-year reaffirmation cycle with HLC. (See “Accreditation.”)

## June

**Assessment Reports** – Query and review Assessment Reports and course outcomes data from the spring term; share flagged findings with appropriate personnel. (DAIE/annually)

**Assessment Reports** – Share with faculty their course assessment reporting assignments for the summer term. (DAIE/annually)

**Course Evaluations** – Schedule course evaluations (summer term) in the CoursEval platform. (DAIE/annually)

**Departmental Review** – Review with the Executive Committee the Departmental Review Calendar; work with the current-year cohort to develop a review schedule for the new AY. (DAIE/annually)

**Instructor's Guide to Assessment** – Review and update “Instructor's Guide to Assessment”; post the revised document to *myNeosho*. (DAIE/biennially)

**Performance Agreement** – Submit to KBOR the Performance Agreement annual update. (VPSL/annually)

**Performance Agreement** – Submit to KBOR the Performance Agreement three-year review. (VPSL/triennially)

## July

**Cocurricular Outcomes** – Compile cocurricular data from the previous AY; retain the information in the Assessment Office for later review by the Cocurricular Committee and for the Cocurricular Program Review. (DAIE/annually)

**Departmental Review** – Compile data from the previous AY for the Assessment Office KPIs. (DAIE/annually)

**Graduate Survey** – Review results of the Graduate Survey and consider opportunities for improvement. (Student Services/annually)

**Institutional Assessment Plan** – Update the Institutional Assessment Plan; send the revised document to the VPSL for inclusion in the Educational Master Plan; post a copy to the Assessment page on *Neosho.edu*. (DAIE/biennially)

## August

**Assessment Reports** – Query outstanding Assessment Reports from the summer term, and contact course sponsors for follow-up. (DAIE/annually)

**Assessment Reports** – Study course assessment data from the summer and intersession terms; write assigned Assessment Reports for continuous improvement. (Faculty/annually)

**Assessment Training** – Facilitate training sessions with new faculty (fall term) to introduce NCCC's assessment system. (DAIE/annually)

**Course Evaluations** – Review feedback from summer-term course evaluations for continuous improvement. (Faculty/annually)

**Employee Survey** – Share results of the Employee Survey with the Executive Committee and the College community. (VPSL and DAIE/annually)

**Fall In-Service Meeting** – Share assessment-related data with employees. (VPSL and DAIE/annually) Administer the August In-Service Follow-Up Survey. (VPSL/annually)

**National Community College Benchmark Project** – Submit data for NCCBP. (IR Coordinator/annually)

**Student Satisfaction Inventory** – Share results of the Student Satisfaction Inventory with the Executive Committee and the College community. (VPSL and DAIE/biennially)

### September

**Assessment Reports** – Query and review Assessment Reports and course outcomes data from the summer term; share flagged findings with appropriate personnel. (DAIE/annually)

**Assessment Reports** – Share with faculty their course assessment reporting assignments for the fall term. (DAIE/annually)

**Cocurricular Outcomes** – Review cocurricular data from the previous AY; share findings with appropriate constituents for follow-up. (Assessment Committee/annually)

**Course Evaluations** – Schedule course evaluations (fall term) in the CourseEval platform. (DAIE/annually)

**Course Outcomes** - Enter the new and revised course outcomes into the Assessment System and schedule the approved activation dates. (DAIE/monthly during the fall and spring terms)

**Program Review** – Meet with the current Program Review cohort; overview procedures and schedule reviews. (VPSL and Program Review Committee/annually)

**Student Activities Survey** – Review Student Activities Survey data; share findings with appropriate constituents for follow-up. (Cocurricular Committee/annually)

### October

**Assessment Awards** – Compile from the spring and wintersession Assessment Reports a list of nominees for Assessment Awards; share the Assessment Reports of nominees with the Assessment Committee. (DAIE/annually)

**Course Outcomes** - Enter the new and revised course outcomes into the Assessment System and schedule the approved activation dates. (DAIE/monthly during the fall and spring terms)

**Economic Impact Study** – Conduct an economic impact study to gauge the college's effect on the local economy (President's Office/at least every 5 years)

**General Education Program Review** – Review and update the General Education program matrix. (Assessment Committee/at least every five years as determined by the most recent program review)

**Institutional Effectiveness Dashboard** - Compile data for the IED, and prepare scoring proposals for the Executive Committee. (DAIE/annually)

**National Community College Benchmark Project** – Review NCCBP data with the Board of Trustees. (DAIE/annually)

**Program Review** – Query and compile course and program outcomes data. (IR Coordinator and DAIE/annually)

### November

**Assessment Awards** – Finalize Assessment Award recipients; process supplemental contracts and notify recipients. (DAIE and Assessment Committee/annually)

**Board of Trustees Assessment** – Request a self-assessment from the Board of Trustees as part of the Fall Board Retreat. (President/annually)

**Course Outcomes** - Enter the new and revised course outcomes into the Assessment System and schedule the approved activation dates. (DAIE/monthly during the fall and spring terms)

**General Education Program Review** – Review General Education program outcomes data; share findings with appropriate constituents for follow-up. (Assessment Committee/annually)

**National Community College Benchmark Project** – Review NCCBP data; share findings with appropriate constituents for follow-up. (Assessment Committee/annually)

**Program Review** – Provide Program Review materials to the current Program Review cohort, including their PA2 forms, program data, and a copy of each program’s most recent PA1. (DAIE/annually)

### December

**Assessment Reports** – Query outstanding Assessment Reports from the fall term, and contact course sponsors for follow-up. (DAIE/annually)

**Assessment Reports** – Share with faculty their course assessment reporting assignments for the wintersession term. (DAIE/annually)

**Assessment Reports** – Study course assessment data from the fall term; write assigned Assessment Reports for continuous improvement. (Faculty/annually)

**Course Outcomes** - Enter the new and revised course outcomes into the Assessment System and schedule the approved activation dates. (DAIE/monthly during the fall and spring terms)

**Institutional Effectiveness Dashboard** – Finalize and approve IED scores. (Executive Committee/annually)

### January

**Annual Assessment Meeting** – Coordinate Annual Assessment Meeting for full-time and part-time faculty. (VPSL, DAIE, and Dean of Online Campus/annually)

**Annual Assessment Meeting** - Compile and report the results of the Annual Assessment Meeting to the Student Learning Division. (DAIE/annually)

**Assessment Awards** – Publically recognize the fall semester Assessment Award recipients (VPSL and DAIE/annually)

**Assessment Reports** – Query and review Assessment Reports and course outcomes data from the fall term; share flagged findings with appropriate personnel. (DAIE/annually)

**Assessment Reports** – Study course assessment data from the wintersession term; write assigned Assessment Reports for continuous improvement. (Faculty/annually)

**Assessment Training** – Facilitate training sessions with new faculty (spring term) to introduce NCCC’s assessment system. (DAIE/annually)

**Community Involvement Survey** – Administer the Community Involvement Survey through Survey Monkey. Promote the survey through scheduled emails and In-Service announcements. (DAIE/triennially)

**Course Evaluations** – Review feedback from fall-term course evaluations for continuous improvement. (Faculty/annually)

**Institutional Effectiveness Dashboard** – Present the IED to the Board of Trustees and to the College community; post the final document to T:Common and to *Neosho.edu*. Share findings and recommendations with appropriate constituents. (VPSL and DAIE/annually)

**Program Review** – Share PA1 forms and the related data with the mid-cycle Program Review cohort. (DAIE/annually)

**Spring In-Service Meeting** – Share General Education assessment data with employees (VPSL and DAIE/annually)

**Spring In-Service Meeting** – Administer the January In-Service Follow-Up Survey. (VPSL/annually)

## February

**Assessment Reports** – Share with faculty their course assessment reporting assignments for the spring term. (DAIE/annually)

**Community College Survey of Student Engagement (CCSSE)** – Administer the CCSSE. Promote the survey through scheduled emails, web postings, campus fliers, and faculty announcements. (DAIE/every 4 years starting spring 2026)

**Course Evaluations** – Schedule course evaluations (spring term) in the CourseEval platform. (DAIE/annually)

**Course Outcomes** - Enter the new and revised course outcomes into the Assessment System and schedule the approved activation dates. (DAIE/monthly during the fall and spring terms)

**Employee Survey** – Administer the Employee Survey. (VPSL and DAIE/annually)

**Environmental Scan** – Conduct an environmental scan to gauge community perceptions about the college (President’s Office/at least every 7 years)

**Institutional Assessment Plan** – Update the Institutional Assessment Plan and submit to the VPSL for inclusion in the Educational Master Plan (DAIE and Assessment Committee/biennially)

**Student Satisfaction Inventory** – Administer the Student Satisfaction Inventory from Ruffalo Noel Levitz. Promote the survey through scheduled emails, web postings, campus fliers, and faculty announcements. (DAIE/biennially)

### March

**Assessment Awards** – Compile from the summer, intersession, and fall Assessment Reports a list of nominees for Assessment Awards; share the Assessment Reports of nominees with the Assessment Committee. (DAIE/annually)

**Assessment Budget** – Submit assessment-related requests for the new budget. (DAIE/annually)

**Cocurricular Program Review** – Develop and approve a Cocurricular Program Review within the Cocurricular Committee. Forward the final document to the Student Learning Division. (DAIE/every five years)

**Cocurricular Program Review** – Update the Cocurricular Committee on the status of action plan items from the most recent Cocurricular Program Review. (DAIE/annually)

**Course Outcomes** - Enter the new and revised course outcomes into the Assessment System and schedule the approved activation dates. (DAIE/monthly during the fall and spring terms)

**General Education Program Review** – Develop and approve a General Education Program Review within the Assessment Committee. Forward the final document to the Student Learning Division. (DAIE/every five years)

**General Education Program Review** – Update the Assessment Committee on the status of action plan items from the most recent General Education Program Review. (DAIE/annually)

### April

**Assessment Awards** – Finalize Assessment Award recipients; process supplemental contracts and notify recipients. (DAIE and Assessment Committee/annually)

**Community College Survey of Student Engagement (CCSSE)** – Review CCSSE data; share findings with appropriate constituents for follow-up. (Assessment Committee/every 4 years starting spring 2026)

**Course Outcomes** - Enter the new and revised course outcomes into the Assessment System and schedule the approved activation dates. (DAIE/monthly during the fall and spring terms)

**Student Activities Survey** – Administer the Student Activities Survey; select and notify the recipient of the gift card incentive. (DAIE and Cocurricular Committee/annually)

**Student Satisfaction Inventory** – Review Student Satisfaction Inventory data; share findings with appropriate constituents for follow-up. (Assessment Committee/biennially)

## May

**Assessment Awards** – Publically recognize the spring semester Assessment Award recipients (VPSL and DAIE/annually)

**Assessment Reports** – Query outstanding Assessment Reports from the spring term, and contact course sponsors for follow-up. (DAIE/annually)

**Assessment Reports** – Study course assessment data from the spring term; write assigned Assessment Reports for continuous improvement. (Faculty/annually)

**Cocurricular Outcomes** – Finish collecting cocurricular assessment data from student organizations; contact sponsors with outstanding submissions. (DAIE/annually)

**Course Evaluations** – Review feedback from spring-term course evaluations. (Faculty/annually)

**Course Outcomes** - Enter the new and revised course outcomes into the Assessment System and schedule the approved activation dates. (DAIE/monthly during the fall and spring terms)

**Departmental Review** – Finish any remaining departmental reviews from the current cohort. (Executive Committee/annually)

**Departmental Review** – Post Departmental Review documents from the current cohort to the President’s folder on T:Common. (AA to the President/annually)

**Graduate Survey** – Administer the Graduate Survey to all graduating students. (Dean of Student Services/annually)

**Program Review** – Finish any remaining Program Reviews from the current cohort; forward recommendations to the VPSL. (Program Review Committee/annually)

**Program Review** – Finish collecting any remaining PA1 or PA2 forms. (DAIE/annually)

**Program Review** – Post Program Review Reports from the current cohort to *Neosho.edu*. (VPSL/annually)

## Assessment of the Institutional Assessment Plan

The Institutional Assessment Plan (IAP) is a component of the Educational Master Plan (EMP) and will be reviewed and updated every two years. The Master Plan Update Schedule will determine the timing of the reviews.

Updates of the IAP will be facilitated by the DAIE with input from the VPSL, the Assessment Committee, the Student Learning Division, and the Executive Committee. As appropriate, updates will give attention to new accreditation criteria, emerging best practices, and any organizational or procedural changes at NCCC since the last iteration of the plan. The Board of Trustees will approve revisions.

Readers with recommendations for changes to this document are encouraged to contact the DAIE.

## Findings

Like all assessment-related activities, the IAP is intended to bring about improvements. The information below summarizes current findings and provides an action plan for augmenting existing practices.

### Summary.

1. Continue to improve efforts related to program and departmental action plans.
2. Expand efforts to disaggregate data in ways that will benefit student success.
3. Increase course assessment targets to a minimum of 80%.
4. Explore options to create a more cohesive cocurricular program of learning and richer learning experiences.
5. In accordance with the Opportunity, Access, and Civil Rights (OACR) Checklist and Action Plan, review General Education outcomes to ensure course outcomes related to diverse histories, cultures, and societies are a component of learning at NCCC.
6. Expand course assessment training materials for faculty to include video instructions and/or course modules.
7. Create and publish visualizations that will keep stakeholders informed about current data.

The action plan identifies strategies for addressing each of the improvements indicated above. The DAIE will communicate with other constituents about this plan and will monitor task completion.

## Action Plan.

Goal	Steps	Target Date	Responsible Person
1. Continue to improve efforts related to program and departmental action plans.	Enhance instructions for creating action plans in the program and departmental review templates.	5/31/2024	DAIE in conjunction with Program Review and Executive Committees
	Explore options for centralized tracking of action plan items.	5/31/2025	DAIE
2. Expand efforts to disaggregate data in ways that will benefit student success.	Query 2023-24 assessment data from General Education matrix courses and analyze the information using six selected demographic markers (age, race, Pell eligible, first generation, gender, English as a second language).	12/31/2024	DAIE / Assessment Committee
	Formulate recommendations for continuous improvement, and share findings with the Student Learning Division.	3/31/2025	DAIE / Assessment Committee
3. Increase course assessment targets to a minimum of 80%.	Complete deliberations with faculty and the Student Learning Division.	3/31/2024	DAIE
	Pending the outcome of current discussions, formulate a plan for implementation.	4/30/2024	DAIE / Assessment Committee
4. Explore options to create a more cohesive cocurricular program of learning and richer learning experiences.	Explore strategies for amplifying cocurricular offerings by providing a coordinated annual series of learning events.	4/30/2025	DAIE / Cocurricular Committee
	Implement new cocurricular event series, and collect student learning data.	9/1/2025	DAIE / Cocurricular Committee

Goal	Steps	Target Date	Responsible Person
5. In accordance with the Opportunity, Access, and Civil Rights (OACR) Checklist and Action Plan, review General Education outcomes to ensure course outcomes related to diverse histories, cultures, and societies are a component of learning at NCCC.	Review General Education outcomes to compile evidence of learning related to diverse histories, cultures, and societies.	2/29/2024	DAIE
	Evaluate the selected outcomes, and identify any gaps or concerns. Provide feedback to the OACR Committee.	3/31/2024	DAIE / Assessment Committee
6. Expand course assessment training materials for faculty to include video instructions and/or course modules.	Publish brief training videos and/or slide presentations explaining procedures for using the custom assessment system and addressing common concerns.	10/30/2024	DAIE / DOC
	Explore the development of course modules aimed at enhancing the specialized training needs of sub-populations of instructors.	4/30/2025	DAIE / Assessment Committee
7. Create and publish visualizations that will keep stakeholders informed about current data.	Complete further training in the use of Power BI	5/31/2025	DAIE
	Develop for approval a set of standard visualizations.	12/31/2025	DAIE
	Select and publish initial visualizations.	4/30/2026	DAIE / Executive Committee

## Appendices

### Appendix A: Course Evaluations Schedule

Course Evaluation Schedule		
Term	Survey Opens	Survey Closes
Four-Week Courses	1 week before the end of the course, excluding breaks	1 week after the end of the course, excluding breaks
Eight-Week Courses	2 weeks before the end of the course, excluding breaks	1 week after the end of the course, excluding breaks
Twelve-Week Courses	3 weeks before the end of the course, excluding breaks	1 week after the end of the course, excluding breaks
Full-Term Courses/Full-Year Courses	3 weeks before the end of the course, excluding breaks	1 week after the end of the course, excluding breaks
Full-Summer Courses	2 weeks before the end of the course, excluding breaks	1 week after the end of the course, excluding breaks
Intersession/Wintersession Courses	1 week before the end of the course, excluding breaks	1 week after the end of the course, excluding breaks
Short Courses	Varies, depending on the length of the course	Varies, depending on the length of the course

## Appendix B: Sample Program Matrix

**PROGRAM ASSESSMENT MATRIX – 23-24****Art – AA Degree**

Submitted by Cathy Gordon - Current as of 11-04-2020

Effective Date: June 1, 2021

**Skills Outcomes**

The student will

1. develop competence in techniques and processes of art media.
2. effectively express concepts of design in concrete forms.
3. create a body of work that demonstrates a mastery of skills and a personal development within a chosen medium.
4. integrate knowledge of the chosen discipline with understanding of the social, historical, and aesthetic context of artistic work.
5. describe and interpret visual artistic creations.

Course Number	Course Name	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5
ART 100	2D Design	CO 3	CO 3, 4	CO 3		CO 1, 2, 3, 4
ART 102	Art Appreciation		CO 1		CO 1, 2, 3, 4	CO 1, 2, 3, 4
ART 113	Drawing I	CO 1, 3, 4	CO 4	CO 1, 2, 3, 4		CO 2, 5
ART 277	Painting I	CO 1, 2	CO 1	CO 1, 2	CO 3	CO 3
ART 288	Art History: Prehistoric to Medieval		CO 2, 3, 4		CO 1, 2, 3, 4	CO 1, 2, 3, 4
ART 289	Art History: Renaissance to Contemporary		CO 2, 3, 4		CO 1, 2, 3, 4	CO 1, 2, 3, 4

CO = Course Outcome Number

T:\Academics\Curriculum\Approved Matrices\Art - AA Deg 23-24.docx

## Appendix C: Program Review Schedule

Five-Year Program Review Schedule					
	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Accounting					X
Aerostructures		X			
Allied Health		X			
Art	X				
Athletic Training				X	
Automotive Technology					
Biology			X		
Business Administration	X				
Chemistry & Pre-Chemical Engineering				X	
Cocurricular Learning		X			
Computer Information Systems				X	
Computer Support Specialist				X	
Construction Technology			X		
Criminal Justice					X
Developmental Education					X
Diagnostic Medical Sonography					X
Dietary Manager					X
Education - Elementary and Secondary	X				
Electrical Technology	X				
English			X		
General Education			X		
Health Information Technology					X
Health Care Coding					X
Heating, Ventilation, & Air Conditioning (HVAC)					X
History	X				
Maintenance Technology		X			
Management		X			
Marketing		X			
Mathematics			X		
Medical Assistant			X		
Music					X
Nursing				X	
Occupational Therapy Assistant			X		
Office Technology	X				

Five-Year Program Review Schedule					
	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Paralegal		X			
Philosophy and Humanities		X			
Phlebotomy		X			
Physics & Pre-Engineering				X	
Plumbing					X
Psychology					X
Sociology			X		
Surgical Technology		X			
Theatre					X
Welding			X		

## Appendix D: Program Assessment Report 2

1/28/24, 2:30 PM PA2 - Program Assessment Report 2 (2023-2024 Program Reviews)

### PA2 - Program Assessment Report 2 (2023-2024 Program Reviews)

Instructions: The first and second Program Assessment Reports (PA1 and PA2) are completed as part of the 5-year program review cycle. The PA1 is completed in Year 3 of the cycle; the PA2 is completed in Year 5.

Your PA2 form appears below. Please submit the PA2 before you forward the draft of your program review document to the Dean for Assessment and Institutional Effectiveness.

The information in both the PA1 and the PA2 should help inform the content of your program review. You should also make use of the other information supplied by the Assessment Office as you develop your review document. That list includes the following:

1. Program Outcomes Assessment Data for 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23.
2. Program Outcomes Summary
3. Core Course Outcomes Data
4. Program Matrix (most recent version)
5. Program Path (from the current catalog)
6. Methods of Assessment (last year)
7. Most recent PA1 on file
8. ESU Transfer Feedback Data (if applicable to your program)

These materials along with input from the instructors in your program should help inform your answers to the items below. Contact the Dean for Assessment and Institutional Effectiveness ([assessment@neoshu.edu](mailto:assessment@neoshu.edu); ext. 640) if you have any questions.

\* Required

\* This form will record your name, please fill your name.

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1/28/24, 2:30 PM PA2 - Program Assessment Report 2 (2023-2024 Program Reviews)

1. **Program Name.** Please submit a separate PA2 for each program being reviewed. What is the name of the program for this submission? \*

2. **Program Contact.** Please designate a program spokesperson for this report, and provide the name of that individual. The contact person for this report is: \*

3. **Collaboration.** Program leaders are encouraged to share assessment data with all faculty who teach program courses (both full time and part time) and to seek their input to help interpret the data. Please use the box below to record the names of the faculty who contributed to this report. \*

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1/28/24, 2:30 PM PA2 - Program Assessment Report 2 (2023-2024 Program Reviews)

4. **Program Matrix and Program Outcomes.** The program matrix for this program (including the list of program outcomes) \*

is up to date.

has revisions currently pending within the division or the Curriculum Committee.

does not reflect changes that have already been approved. We have notified the Dean for Assessment and Institutional Effectiveness.

is needing revision.

5. If your matrix is needing revision(s), please indicate when you plan to have the update(s) completed. Provide an approximate date. Be sure to include this item in your Program Review Action Plan.

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1/28/24, 2:30 PM PA2 - Program Assessment Report 2 (2023-2024 Program Reviews)

6. **Program Courses.** All courses listed on the program matrix are regularly offered by the college. \*

Yes

No

7. If you answered "No," please identify which program courses are not offered regularly.

8. **Program Path.** The program path \*

is up to date.

has revisions currently pending within the division or the Curriculum Committee.

does not reflect changes that have already been approved. We have notified the Dean for Assessment and Institutional Effectiveness.

is needing revision.

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1/26/24, 2:30 PM PA2 - Program Assessment Report 2 (2023-2024 Program Reviews)

9. If your program path is needing revision(s), please indicate when you plan to have the update(s) completed. Provide an approximate date. Be sure to include this item in your Program Review Action Plan.

10. **Program Web Page.** Please visit <https://www.neosho.edu/Academics-and-Services> and review the content, layout, and photos on your program's web page. \*

The posted information is accurate, complete, attractive, and up to date.

Changes to the posted information have been submitted and are currently pending.

The posted information is needing revision.

11. If your program web page is needing revision(s), please indicated when you plan to have the update(s) completed. Provide an approximate date. Be sure to include this item in your Program Review Action Plan.

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1/26/24, 2:30 PM PA2 - Program Assessment Report 2 (2023-2024 Program Reviews)

### Assessment Data

Your Program Outcomes Assessment Data provides assessment scores from the last five years. There is a different worksheet for each academic year, and a separate table for each program outcome (PO). PO tables list the course outcomes (COs) that have been linked to the PO on the program matrix. PO tables are followed by a summary line, which provides overall totals for the program.

Please use the Program Outcomes Assessment Data to help answer the questions in this section. As appropriate, provide explanations and details from the data. The following key explains the column headings in your data tables:

**YEAR** - The academic year from which the data has been taken.  
**COURSE** - Course code  
**COURSE TITLE** - Course title  
**CRSE OTCM** - The course outcome number that is linked to the program outcome on the program matrix.  
**TARGET SCORE** - The baseline assessment score that is targeted for this outcome by the program. (If no assessment data is available: XX=Course was not assessed; ZZ=Course outcome was not assessed.)  
**# STUDENTS ASSESSED** - The total number of students that contributed data to this course outcome. (If no assessment data is available: XX=Course was not assessed; ZZ=Course outcome was not assessed.)  
**WEIGHTED AVERAGE %** - The overall score for the outcome. This is calculated by multiplying the outcome score for each section by the number of students assessed in that section, totaling the results, and then dividing this sum by the total number of students assessed in all sections. (If no assessment data is available: XX=Course was not assessed; ZZ=Course outcome was not assessed.)  
**CO GOAL MET** - Binary answer to this question: "Did the Weighted Average % meet or exceed the Target Score?" (1=Yes; 0=No; or the outcome was not assessed)  
**CO GOAL UNMET** - Binary answer to this question: "Did the Weighted Average % fall below the Target Score?" (1=Yes; 0=No; or the outcome was not assessed)  
**CO NOT ASSESSED** - Binary answer to this question: "Was the course outcome assessed during this academic year? (1=No; 0=Yes)  
**PO GOAL MET %** - Total line only. Calculates the percentage of course outcomes met as compared to the total number of assessed and unassessed course outcomes.  
**INDV ASMNT GOALS MET** - Indicates the number of course sections that met the target for the outcome. (If no assessment data is available: XX=Course was not assessed; ZZ=Course outcome was not assessed.)  
**INDV ASMNT GOALS UNMET** - Indicates the number of course sections that did not meet the target for the outcome. (If no assessment data is available: XX=Course was not assessed; ZZ=Course outcome was not assessed.)  
**INDV ASMNT GOALS MET %** - Calculates the percentage of the course sections that met the target for the outcome.  
**ASMNT GOALS UNMET %** - Calculates the percentage of the course sections that did not meet the target for the outcome.

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1/26/24, 2:30 PM PA2 - Program Assessment Report 2 (2023-2024 Program Reviews)

12. **Sufficiency of the Data.** Is each program outcome being sufficiently measured? In other words, is the breadth of the data adequate to demonstrate whether or not the program outcome is being achieved? \*

Yes

No

13. If you answered "No," please describe specific actions that your program plans to take to remedy this deficiency. Be sure to include this item in your Program Review Action Plan.

14. **Targets Met.** Are course outcome scores meeting their targets? \*

Yes

Not always, but the outliers among the scores are not a concern. We believe that these were anomalies or that the concerns have already been addressed.

Not always, and the outliers among our course outcome scores are a concern.

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1/26/24, 2:30 PM PA2 - Program Assessment Report 2 (2023-2024 Program Reviews)

15. If you noted outliers in your review of the data, please list the course code(s) and course number(s). If you identified these as a concern, please describe the specific actions that your program plans to take to strengthen the outcomes. Be sure to include this item in your Program Review Action Plan.

16. **Target Goals.** Are course outcome targets appropriately set for your program? \*

Yes. We believe targets are sufficiently challenging to support student learning and to produce graduates who achieve program outcomes.

No. We believe some targets are too high or too low.

17. If any any targets are too high or too low, please identify the courses and your proposed response. Be sure to include this item in your Program Review Action Plan.

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1/26/24, 2:30 PM PA2 - Program Assessment Report 2 (2023-2024 Program Reviews)

18. **Disparities or Changes.** Do you observe any notable disparities (significant differences) within your program data or any dramatic changes upward or downward from one year to the next? \*

No. We did not observe any notable disparities or changes.

Yes

19. If you answered "Yes," please summarize what you observed and identify any action(s) that your program has taken or that you plan to take to address the concern(s). Be sure to include any future actions in your Program Review Action Plan.

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1/26/24, 2:30 PM PA2 - Program Assessment Report 2 (2023-2024 Program Reviews)

20. **Strengths.** What does the data reveal about the program's strengths? What are the strengths, and what evidence supports your observations? \*

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1/26/24, 2:30 PM PA2 - Program Assessment Report 2 (2023-2024 Program Reviews)

20. **Strengths.** What does the data reveal about the program's strengths? What are the strengths, and what evidence supports your observations? \*

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## Appendix E: Departmental Review Schedule

Five-Year Departmental Review Schedule					
	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Assessment				X	
Athletics		X			
Business Office	X				
Communication & Marketing		X			
Foundation/Development	X				
Facilities/Operations			X		
Human Resources	X				
Online Campus				X	
Ottawa Campus		X			
Outreach and Workforce Development	X				
Safety & Security					X
Student Learning Division				X	
Student Services			X		
Technology			X		

## Appendix F: Institutional Survey Schedule

Institutional Survey Schedule		
	2024-2025	2025-2026
August In-Service Follow-Up Survey	x	x
CCSSE Survey of Student Engagement		x
Community Involvement Survey	x	
Course Evaluations	x	x
Employee Survey	x	x
Environmental Scan (President's Office)		
Graduate Survey	x	x
January In-Service Follow-Up Survey	x	x
RNL Student Satisfaction Inventory	x	
Student Activities Survey	x	x
Technology Survey	x	x

Appendix G: Selected Items from the 2022-2023 Institutional Effectiveness Dashboard

<b>Selected Items from the 2022-2023 Institutional Effectiveness Dashboard</b>	
<b>Data Description</b>	
Accreditation status	KBOR Student Success Index results
Advisory Board minutes	KBOR Transfer Report results
Audit results	Library database usage
Clery Report data	Licensing and third-party credential pass rates
Cocurricular participant GPA	Lifetime Learning enrollment
Cocurricular retention	Minority enrollment
Cohort Default Rate	Performance Agreement goal completion
Course evaluation results	Professional development activity
Course outcomes assessment scores	Program outcomes assessment scores
Course pass rates	Program Review completions
Cybersecurity training data	Recruiting data
Departmental Review completions	Residence hall occupancy
Developmental course enrollee success	Safety inspection data
Economic Impact Study results	Scholarships awarded per headcount
Employee Survey results	Social media data
Endowment assets	Strategic plan completion
Financial Aid SAP denials	Student Activities Survey results
General Education outcome assessment scores	Student Engagement Survey results
Graduate Survey results	Student Satisfaction Inventory results
Grant performance reports	Technical Skills Assessment pass rates
IPEDS fall-to-fall retention	Technology Survey results
IPEDS graduation rates	Tutoring activity
IPEDS minority graduation rates	Work order completion data