



Neosho County Community College

Educational

Master

Plan

2020-2021 Revision

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Introduction

Education is the core component of the mission and purpose of Neosho County Community College. Within that core is the concept of learning. Learning is an action, and the ultimate stewardship of the employees of the college is with our ability to influence and enhance the capacity of learning for our students, our constituents throughout the many communities we serve, and ourselves. The educational master plan is a document that reveals strategies and tactics, ideas and proposals, all with the focus of having an impact on learning and the resulting education as a formal and informal process.

This plan is the result of analyzing much information from institutional-, state-, and national-level reports, from environmental scanning of information concerning best practices, emerging trends, and likely threats and opportunities that will affect the college and its educational mission and values. The report also has taken into consideration information and input from many external constituencies such as elementary and secondary schools, senior colleges and universities, business and industry entities, and more.

Plan Limitations

What the plan is not is a specific list of exactly what will happen over the next 5 or 10 years. The educational environment is too dynamic for such certainty. Many of the jobs we will be preparing students for have yet to be created, so it is impossible to devise a specific plan to meet those needs. What businesses move to our service area, what areas will be stressed and supported by the Kansas Board of Regents (KBOR), and what future needs arise are nearly impossible to say. What we can do is develop a plan that focuses on exploring and meeting the educational needs of our constituents in a more general framework in addition to formalizing our educational goals. Community colleges must be both proactive to anticipate and create future trends, and responsive to changing needs and conditions. This report details how NCCC plans to prepare for the future while being attentive to current situations.

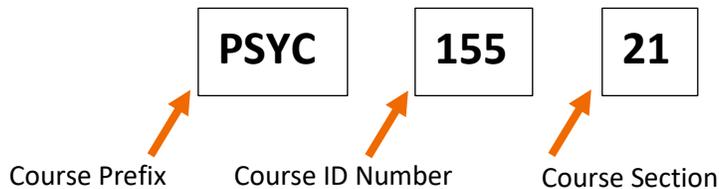
NCCC has been successful for many years with maintaining accreditation and is currently in the Open Pathways Assurance System model with the Higher Learning Commission. During this revision of the Educational Master Plan, the college has begun the Quality Initiative Project as part of the cycle of accreditation and is preparing for our next comprehensive visit in 2023-2024. This accreditation pathway and NCCC's master planning process allows us to integrate the Mission and the College Purpose Statements into regular action and accountability. The Educational Master Plan has been revised with the mission and our current environment in mind.

Academic Definitions and Data

Every college speaks its own “language” regarding the systems it relies on for course information. This first section provides an overview of the course identification and definitions for NCCC Academics.

Course ID

The course identification number for all courses at NCCC include a prefix (linked to a discipline), a course number, and a section number that tells internal constituents something about the location or time of the course. For example, General Psychology is presented below. In this case, based on the section number, this course is taught on the Chanute campus in the evening.



Course Section	Description
10's	Chanute Campus Day Sections
20's	Chanute Campus Evening Sections
30's	Ottawa Campus Day Sections
40's	Ottawa Campus Evening Sections
50's	Hybrid Sections (All hybrid sections, but can be identified further by course location)
70's	Outreach Sections for Chanute Site Base (Southern Location Sites)
80's	Outreach Sections for Ottawa Site Base (Northern Location Sites)
90's	Online Sections

Modality Definitions

All NCCC courses utilize the Learning Management System (*myNeosho*) as a tool for information exchange between instructors and students; therefore, we consider all NCCC courses to be “web enhanced.” The modalities that we operate with currently deal specifically with seat time, physical location of the student through the duration of the course, and the nature of the classroom experience, i.e. synchronous or asynchronous.

Face-to-Face (10s, 20s, 30s, 40s, 70s, 80s)

Face-to-face classes meet in the traditional classroom environment. Typically, F2F classes meet for 100% of the required seat time per credit hour. Every class at NCCC has a web-enhanced component because of the requirements for posting attendance and grades through *myNeosho*.

Hybrid / Virtual (50s)

This category includes hybrid and virtual classes.

- Hybrid classes combine distance technologies with a traditional face-to-face setting and also have a reduction of seat time. This reduction of seat time may range from 1%-99%.
- Virtual classes are those that utilize a synchronous virtual classroom with a separation of space between the students and instructor and may have a reduction of seat time.
- Virtual hybrid classes are those that utilize a synchronous virtual classroom and also have a reduction of seat time.

- Other methods of teaching may arise in the future.

Hybrid classes with a reduction of seat time of 75-99%, virtual classes, and virtual hybrid classes will be classified as distance education courses. Hybrid classes with a reduction of seat time from 1-74% should have clearly defined meeting times displayed on the Course Search. If the hybrid class does not have a regular meeting time, such as with clinical, the amount of minutes spent in class will be recorded.

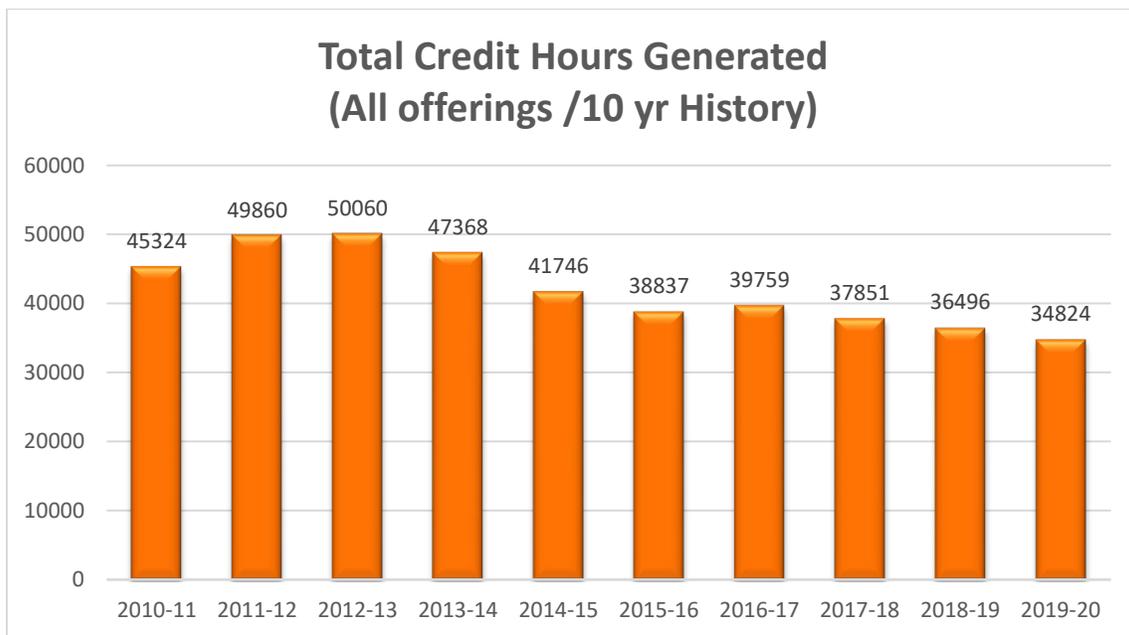
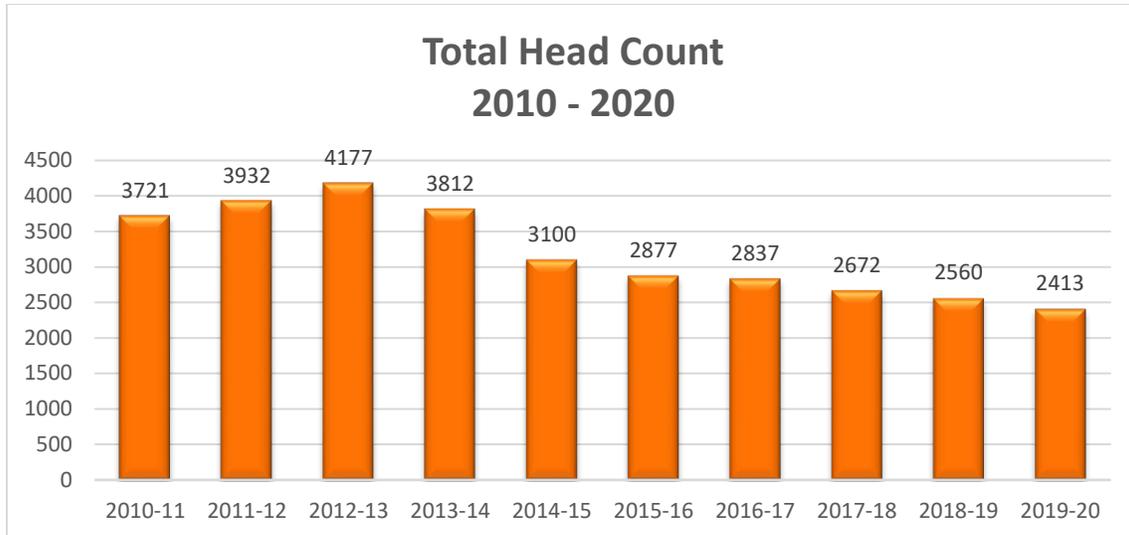
Online (90s)

Online classes will be conducted 100% in the online environment. Instructors may require proctored exams, but students shall have no physical location requirements placed upon them (this allows students from other states / overseas to enroll). Orientation sessions may be held, but must provide a virtual option.

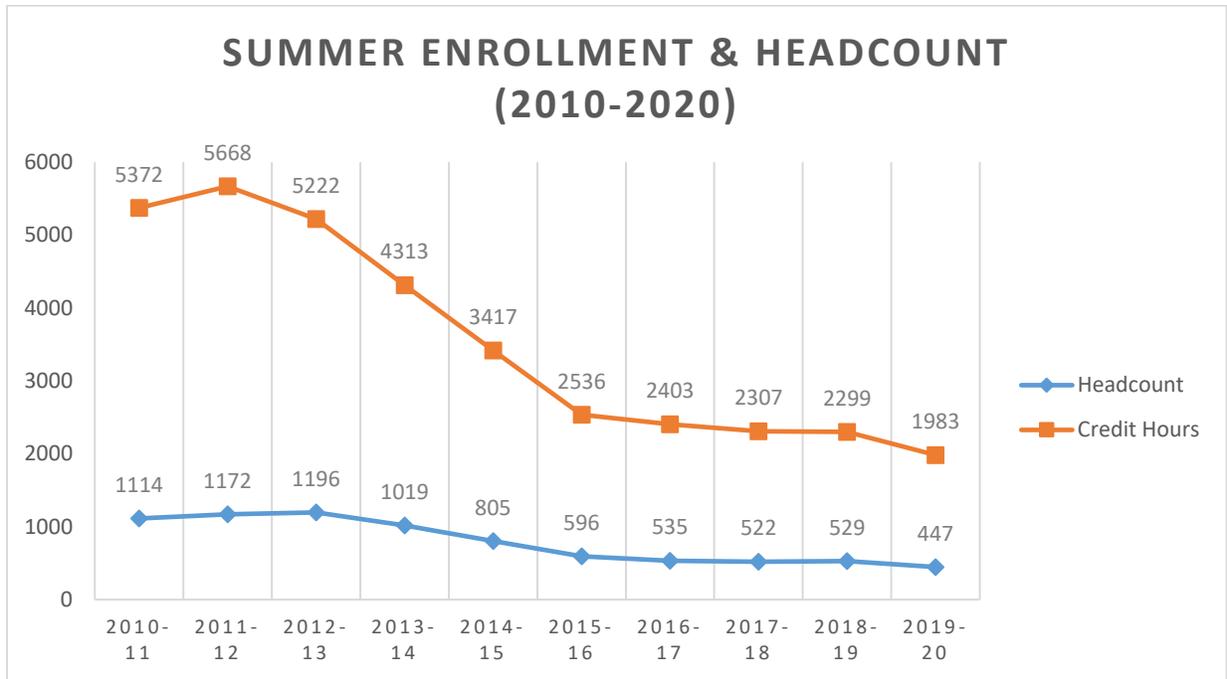
These updated definitions were approved through the Student Learning Division based on changes to the definition of Hybrid by the Kansas Board of Regents.

Enrollment Data and Trends

Provided here is an overview of the head count and credit hours generated each year for a 10 year period for NCCC. Since 2013, there has been a downward trend in enrollment. While we are not unique in the state to see this type of decline, there are other community colleges in Kansas that are declining at a lesser rate. It is very difficult to distinguish specific reasons for the decline; however, the college must begin to turn this trend around to sustain itself long-term.

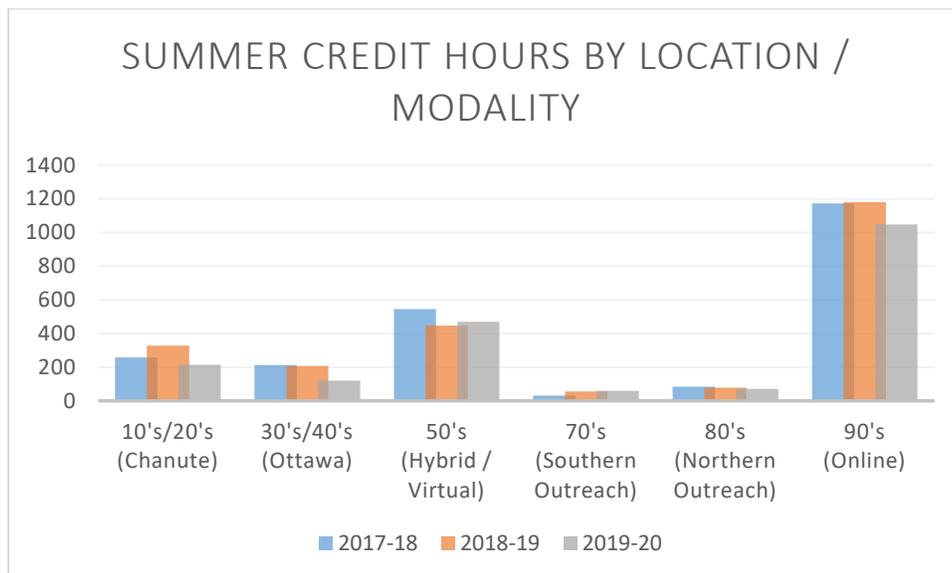


Summer Enrollment

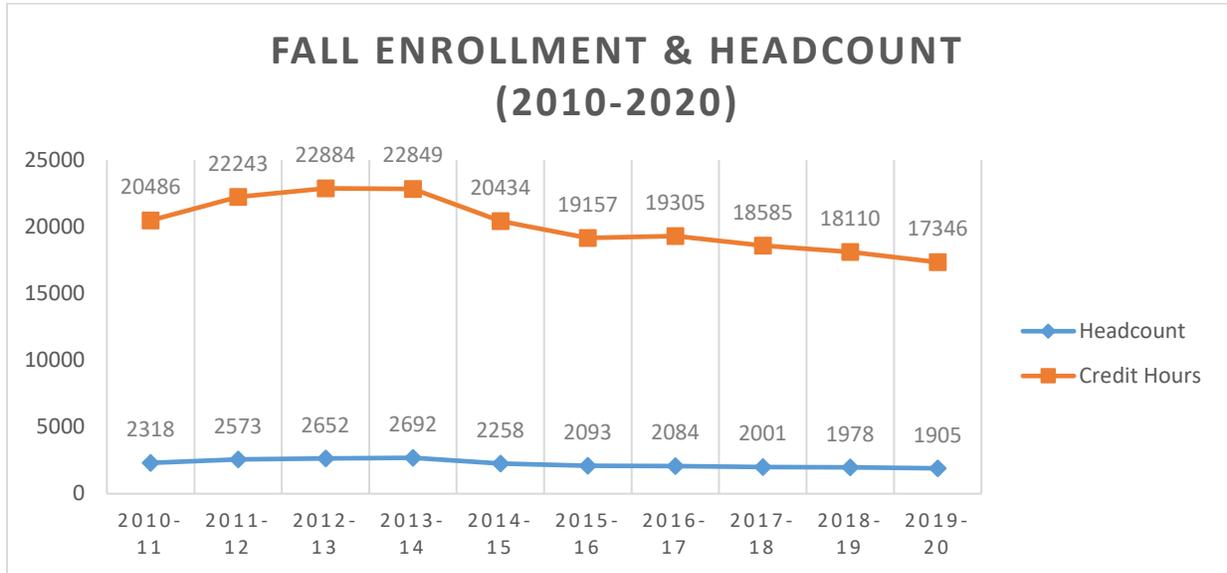


The decline in credit hours is visible in this graphic; however, it is interesting to note that the percent change from 2010 is different between the data sets. From 2010, there has been a 171% decline in credit hours taken, but just a 149% decline in headcount. This suggests that while there may be fewer students enrolled during the summer session, what is more important is that they are opting to take fewer hours during this session. This is likely the result of the federal adjustment to cease Pell grants during the summer session. This has now transitioned back to normal; however, our enrollment has not yet rebounded.

The following graph displays the location and modality of the courses that have been taken during the summer for the past three years. The online, hybrid, and virtual modalities have been the most popular over the last three years during the summer.

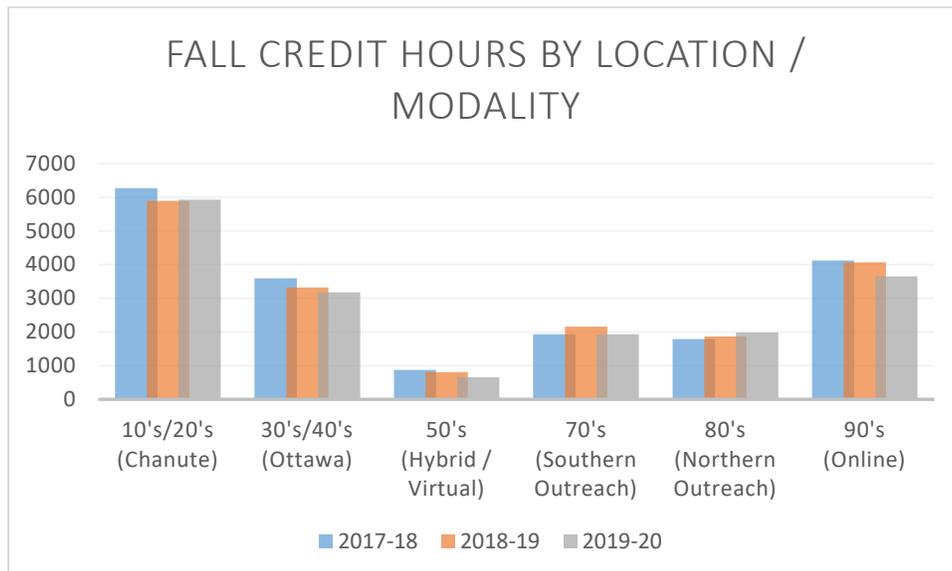


Fall Enrollment

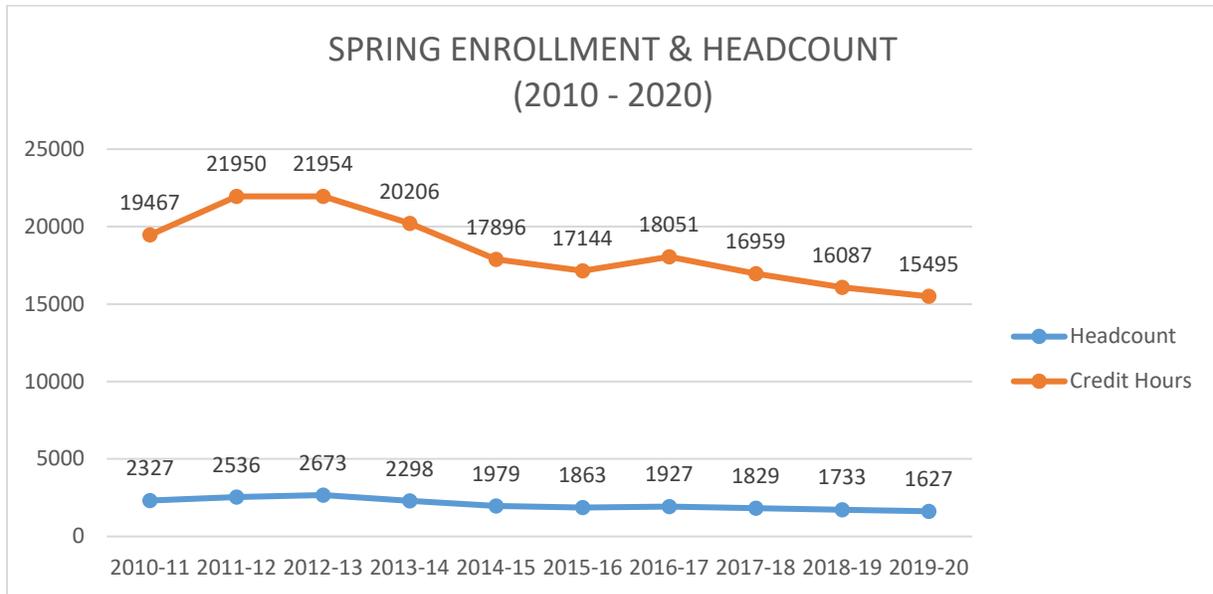


Although there has been an overall enrollment decline, the fall term seems to be the most stable year to year. In the last 10 years, the percent change in headcount has been -22% and the credit hour decline has been at -18%. Fall is the traditional time to begin college, and that shows in our data.

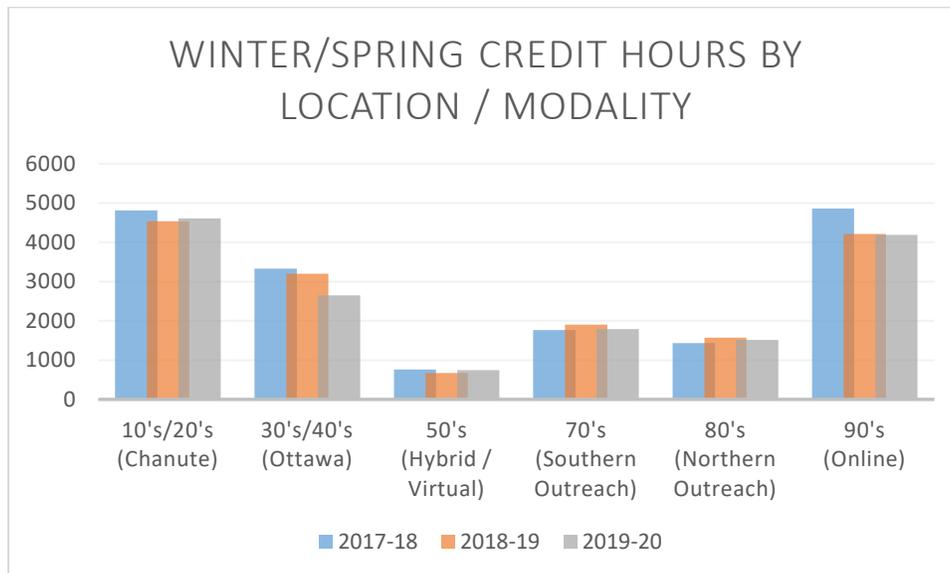
The location and modality distribution indicates that for fall, the Chanute campus produces the majority of credit hours with the online campus next in line.



Winter & Spring Enrollment



The short Wintersession has traditionally been included in the spring data for the purposes of planning. The Wintersession enrollment is dominated by online course offerings. Many students are attracted to the convenience of taking an additional course during that session to either keep up with their completion expectations or have the opportunity to adjust their GPA with an additional course prior to the spring term. In these semesters, the headcount change over time is more pronounced with a 43% change compared to a 26% change in credit hour generation.



Student Learning Division – Mission and Outcomes

The mission of the Student Learning Division is to **ensure quality educational opportunities, experiences, and outcomes for all students.**

The following is a list of current general outcomes and strategies for the Student Learning Division.

1. Provide access to a quality education for all students.

Strategies:

- Ensure a variety of modalities and schedules
- Provide developmental education
- Provide financial aid and scholarships

2. Offer academic programs that meet the needs and expectations of our students.

Strategies:

- Evaluate program quality through scheduled program reviews and make necessary improvements
- Continuously review program offerings in an effort to meet occupational outlook needs

3. Deliver a quality education through effective teaching and learning activities.

Strategies:

- Facilitate professional growth and development to all faculty members
- Encourage continuous improvement through assessment of student learning

4. Provide the opportunity for a well-rounded, positive collegiate experience

Strategies:

- Support general education outcomes
- Provide and strengthen out of classroom learning including co-curricular activities
- Provide and strengthen community interaction in the learning process
- Provide excellent service to all students

5. Strive for goal attainment for all students.

Strategies:

- Record and respond to student goals
- Evaluate and create methods of increasing retention rates
- Monitor completion rates, meet or exceed completion goals

6. Meet the workforce needs of our communities.

Strategies:

- Respond to expressed needs from the community through program advisory boards or other entities.
- Provide well-prepared graduates to join the workforce of our communities.

7. Adequately prepare students for future studies in transfer.

Strategies:

- Evaluate student success upon transfer and improve outcomes at transfer institutions
- Continue the work of the Transfer and Articulation Council of KBOR to ensure appropriate transfer of coursework
- Update and expand articulation agreements

Not all strategies can be addressed at all times, therefore this Educational Master Plan and the connection to other NCCC Master Plans identify what the focus will be on within the next three years.

The Last 3 Years....

As stated in the introduction to this document, this plan must be responsive to trends, needs, and external influences. Since the 2017 revision, events and changes have occurred that not only influenced the last three years, but also the future of this plan. The most notable are described below.

Enrollment Decline

The picture of enrollment earlier in this plan is not unique to NCCC. The following table displays the five-year change in enrollment for all Kansas Community Colleges. While all colleges on this list have unique missions and circumstances, almost all colleges experienced a decline within the last five years.

Kansas Board of Regents

Enrollment Summary by Full-time Equivalency

Academic Years 2015 - 2020

Systemwide Summary

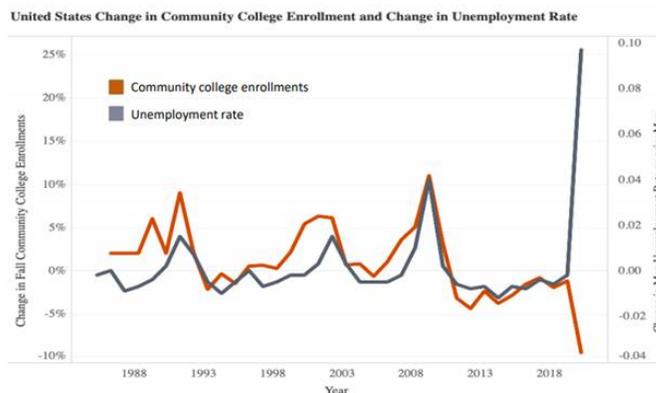
Institution Type	Institution	Year						1 Year Chg	5 Year Chg
		2015	2016	2017	2018	2019	2020		
Community Colleges	Allen Community College	1,790	1,630	1,579	1,542	1,498	1,453	-3.0%	-18.8%
	Barton Community College	4,291	4,252	3,849	3,812	3,767	3,750	-0.5%	-12.6%
	Butler Community College	6,053	6,053	6,049	5,855	5,483	5,071	-7.5%	-16.2%
	Cloud County Community College	1,397	1,344	1,321	1,276	1,229	1,199	-2.4%	-14.2%
	Coffeyville Community College	1,269	1,279	1,288	1,296	1,427	1,286	-9.9%	1.3%
	Colby Community College	1,030	1,009	980	1,058	1,054	1,021	-3.1%	-0.9%
	Cowley Community College	2,537	2,361	2,026	2,002	2,006	1,921	-4.2%	-24.3%
	Dodge City Community College	1,349	1,337	1,337	1,312	1,174	1,061	-9.6%	-21.3%
	Fort Scott Community College	1,407	1,326	1,295	1,280	1,292	1,276	-1.2%	-9.3%
	Garden City Community College	1,553	1,625	1,613	1,669	1,515	1,468	-3.1%	-5.5%
	Highland Community College	2,093	2,161	2,088	1,970	1,916	1,699	-11.3%	-18.8%
	Hutchinson Community College	3,887	3,750	3,913	3,896	3,583	3,434	-4.2%	-11.7%
	Independence Community College	719	761	826	710	700	672	-4.0%	-6.5%
	Johnson County Community College	11,509	11,179	11,180	10,965	10,624	10,500	-1.2%	-8.8%
	Kansas City Kansas Community College	4,019	3,619	3,593	3,660	3,659	3,587	-2.0%	-10.7%
	Labette Community College	1,027	997	1,037	1,159	1,160	1,029	-11.3%	0.2%
	Neosho County Community College	1,392	1,295	1,325	1,262	1,217	1,161	-4.6%	-16.6%
	Pratt Community College	1,039	881	895	872	895	867	-3.1%	-16.6%
	Seward County Community College	1,294	1,306	1,262	1,180	1,175	1,171	-0.3%	-9.5%
	Total		49,655	48,165	47,456	46,776	45,374	43,626	-3.9%

Source: KHEDS Academic Year Collection

^ Indicates a cell has been marked for small-cell protection.

Additionally, with respect to enrollment, the long-standing trend that community college enrollment increased with unemployment rates was recently broken. The following graph provided to the Midwest Higher Education Compact displays visible correlation between unemployment and community college enrollment from the late 1980's until 2020. The dramatic change is likely due to the pandemic. Unemployment benefits were increased to accommodate for the high levels due to the pandemic, however the natural movement by displaced workers to get re-trained has not occurred.

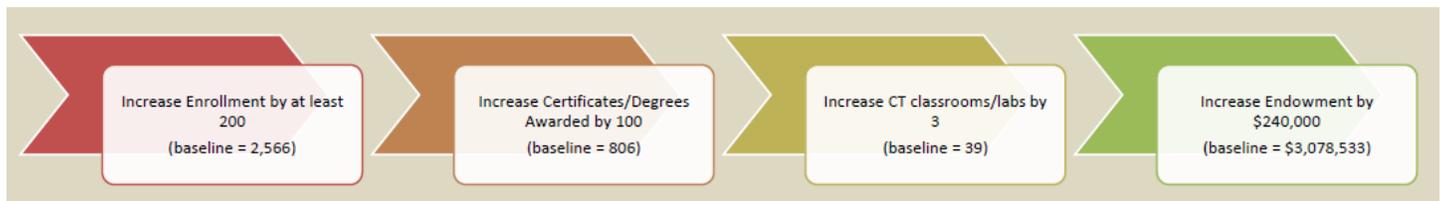
Prior to 2020, community college enrollments followed closely with unemployment rates. 2020 broke that trend.



Successful Title III Grant

NCCC was a recipient of a Strengthening Institutions Title III grant, which will bring \$2.25 million to the college over the next five years to implement three new programs, guided pathways for career and technical programs and a guided pathways coordinator. The new programs will be equipped and staffed using these funds, ultimately provided the “start-up” cost for these programs that will in time begin to fund themselves through enrollment.

Brenda Krumm has been established as the Title III Program Director. Brenda managed NCCC’s previous Title III grant and has an excellent history implementing new programs for the college along with providing many grants ranging in value that has served NCCC throughout her tenure. The following graphic represents the overarching goals for this five-year Title III grant.



The Paralegal program, first of the three new programs, is currently moving through the formal approval process at the Kansas Board of Regents. The second program will be housed on our Ottawa campus, and the third is yet to be finalized. There will be much more planning and impact associated with the grant that will be discussed later in this plan.

COVID-19 Pandemic

In the spring of 2020, a novel Coronavirus stimulated a global pandemic that initiated a massive change in the way NCCC provided education. The virus is transmissible from person to person via close contact (less than 6 ft.) and most of the face-to-face activity at the college included events in which people would be within 6 feet of one another. The need for a safe environment quickly became apparent; therefore, the college instituted the Core Emergency Response Team (CERT) in an effort to manage the college during the pandemic. This team met and determined to extend the 2020 Spring Break by one week for face-to-face classes and transition those classes to remote learning for the rest of the 2020 spring semester. The residence halls were closed and all athletics was shut down. An enormous effort went in to transitioning the educational experience to a remote learning environment. The logistical requirements of this transformation was tremendous. The college was not open to the public and many employees at the college transitioned to work from home. A stringent mandate for face coverings and social distancing began at this time.

During the following summer session, we offered courses online only to attempt to prevent further spread of the virus. The emergency response team then began to make plans for the following fall semester. There was pressure to re-open for face-to-face classes along with opposite points of view putting pressure to remain closed. This was a very difficult time for all involved. For the fall 2020 term, the plan was established to re-open for face-to-face classes with social distancing capacities for each face-to-face classroom. Instructors were required to adjust their classrooms once again to accommodate for the additional mandates. In addition, for the fall 2020 semester, CERT established that the college would once again transition to synchronous remote learning after the break for Thanksgiving to finish the semester. Due to the persistence of the virus, the spring 2021 semester continues with mandated social distancing in classrooms and face coverings. We are randomly testing the students in the residence hall to keep track of the potential for community spread and are providing isolation spaces for positive students.

Recently, vaccinations have been made available to all people in the United States who want them, and NCCC has been proactive to establish vaccination opportunities for its faculty, staff, and students. It is hopeful that the summer and fall terms coming up will return to a version of “normal” at the college.

The impact of this pandemic cannot be overstated. Every single constituent of the college was impacted in some way by this life-altering pandemic. It took a physical and mental toll on people and although (as of this writing) no NCCC employee or student’s life has been lost to this virus, many family members and friends have been. The grief, sorrow, and the variety of perspective shifts will be with us for years to come.

New Positions in SLD

In 2017, the Educational Master Plan identified an “Intentional Focus on Teaching and Learning” as a goal. There were two potential pathways to try to address this issue. Activities associated with a focus on improving teaching and learning included (1) the possibility of developing a professional learning committee/community and (2) a possible new position in the Student Learning Division at NCCC.

A professional learning committee was originally established, however there was very little buy in or initiative from faculty members to chair or participate with the committee. In addition, the Vice President for Student Learning was unable to dedicate time to pursuing this pathway during these past three years. As a result, ultimately two new positions were added to the Student Learning Division, a Dean for Assessment and Institutional Effectiveness, and a Director for Instructional Support and Online Learning.

The following is an excerpt from the March 2021 update for the Strategic Plan related to these position and the individuals who have filled them:

Both of the new positions are fully supported through the general fund and both positions are filled. These two individuals have been deployed in various ways to support faculty members through trainings and as an additional resource for assistance with instructional design and assessment, among other things.

The Dean for Assessment and Institutional Effectiveness, Steve Dowell, has made improvements to the assessment system including streamlining information flow to ensure information from assessment reports gets to the correct supervisor for action review. A focus on quality improvement has been a priority in all aspects of assessment, and in Spring 2021 the College engaged Jenzabar to embed in its Assessment portlet new instructional materials that will assist faculty in developing more effective assessment reports. In addition, the Dean has initiated all requirements of the HLC-required Quality Initiative Project. The Dean has also completed a draft of a new Institutional Assessment Plan, which is currently under review.

The Director for Instructional Support and Online Learning has been instrumental throughout the pandemic, providing assistance for faculty members as they prepared for remote instruction and providing training for new technologies. The addition of this director happened at the most opportune moment for the college as we were better suited to support our faculty members through the pandemic due to Maggie Miller. Maggie provides weekly emails and frequent sessions, including “Tech Talks each Tuesday, regular Lunch Bytes training sessions, and is also readily available for one-on-one Deskside Sessions. Maggie is the first line of contact for faculty and students who have questions or issues with our Learning Management System (LMS) within myNeosho. Maggie received a monthly Ben Smith service award due to nominations from employees who appreciated her help.

While clearly these two positions have been beneficial to teaching and learning, continued strategies that focus on improving teaching and learning will be discussed later in this plan.

Quality Initiative Project – HLC

NCCC is accredited via the Open Pathway 10 year cycle of accreditation with the Higher Learning Commission. As part of that cycle, we are expected to identify a project that can affect positive change for the college. The Vice President for Student Learning, along with the new Dean for Assessment and Institutional Effectiveness developed the plan for the initiative to strengthen the college’s ongoing cocurricular assessment activities by introducing new outcomes, new data streams, and new processes for managing and using the collected information. Full implementation of the initiative’s strategies is expected by 2023; however, a timeline with action steps was established and approved through the HLC.

Acquisition of the Ross Lane Facility

From time to time, opportunities arise that cannot be overlooked. NCCC had the opportunity to acquire a building in the Chanute Industrial Park that was previously a cabinet/furniture fabrication plant. The college obtained this structure at a very low price and NCCC leadership quickly began planning to determine the best use of the new space. In the

Facilities Master Plan, a clear need had previously been established for additional indoor practice space for student athletes, as the main campus has only one gymnasium. Therefore, an indoor practice facility was created in a portion of the new building that is used by a variety of the teams. It includes batting cages and a practice area that has been covered in turf. This addition has been extremely helpful during wet or cold practice times for student athletes when the gymnasium is otherwise occupied.

The rest of the building has been planned for both academic program space and accessible storage for departments and/or programs. The section dedicated for academic programs is approximately 27,000 square feet and has been named the Neosho County Career & Technology Center (NCCTC). Much more detail about the programming and plans for this location is included later in this plan.

Assessment of Student Learning

As mentioned previously, a new member of the NCCC family has joined us as the Dean for Assessment and Institutional Effectiveness. The new Dean has established a new [Institutional Assessment Plan \(IAP\)](#) that is written and updated by the Dean as part of the ongoing revision of the Educational Master Plan. The plan...

...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.

The Assessment Plan is a partial fulfillment of a 2020-2021 Strategic Master Plan initiative as it relates to the role of the DAIE, a position that was newly created in 2019. Initiative SL-5 expresses this goal: "Fully implement the focus on teaching and learning taking full advantage of the new positions in the Student Learning Division."

The current entire [Institutional Assessment Plan](#) is located in the appendix of this document.

General Education Learning Outcomes and Assessment Results

NCCC identified four essential goals for its general education courses. The outcomes and the most recent outcome data are provided below.

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:

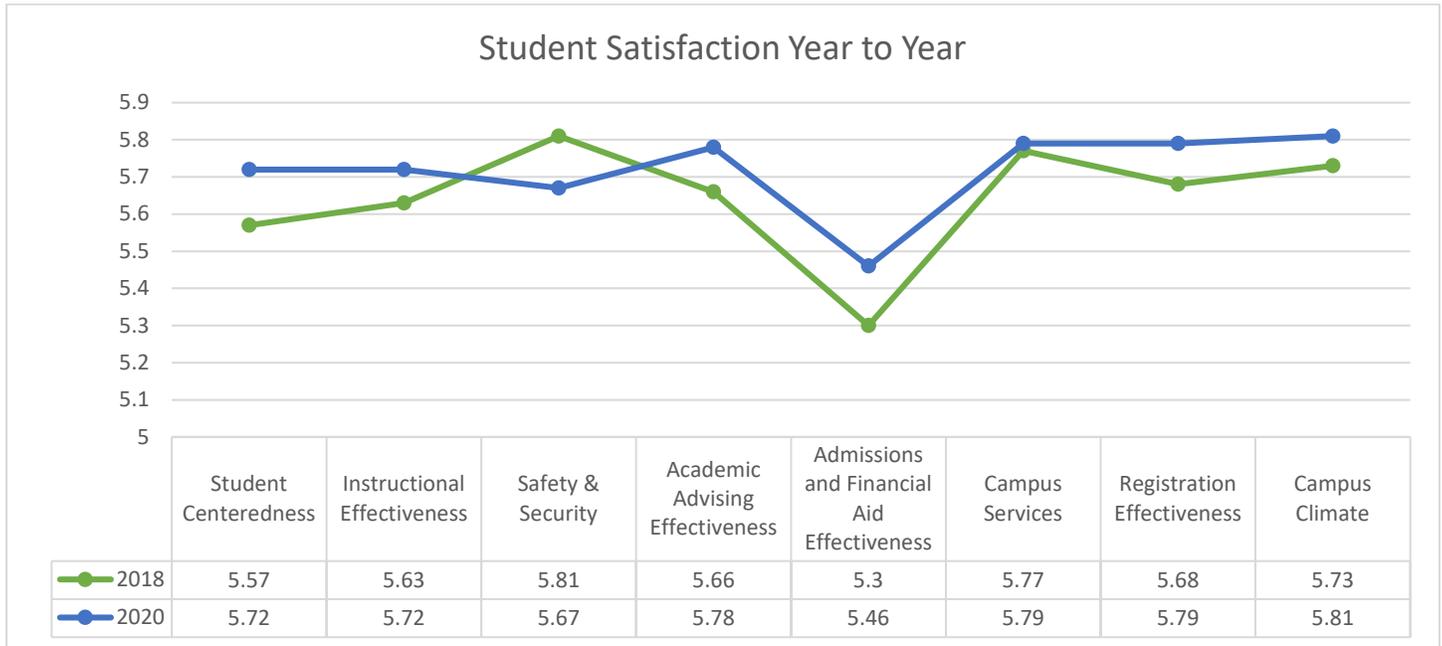
- *listing factors associated with a healthy lifestyle and lifetime fitness,*
- *identifying the importance of lifetime learning,*
- *demonstrating self-discipline, respect for others, and the ability to work collaboratively as a team.*

General Education Outcome Scores – Weighted Average				
	Think Analytically	Practice Responsible Citizenship	Communicate Effectively	Live a Healthy Lifestyle
2015-16	76%	78%	84%	81%
2016-17	76%	80%	80%	80%
2017-18	77%	78%	81%	80%
2018-19	75%	77%	80%	77%
2019-20	78%	78%	82%	81%

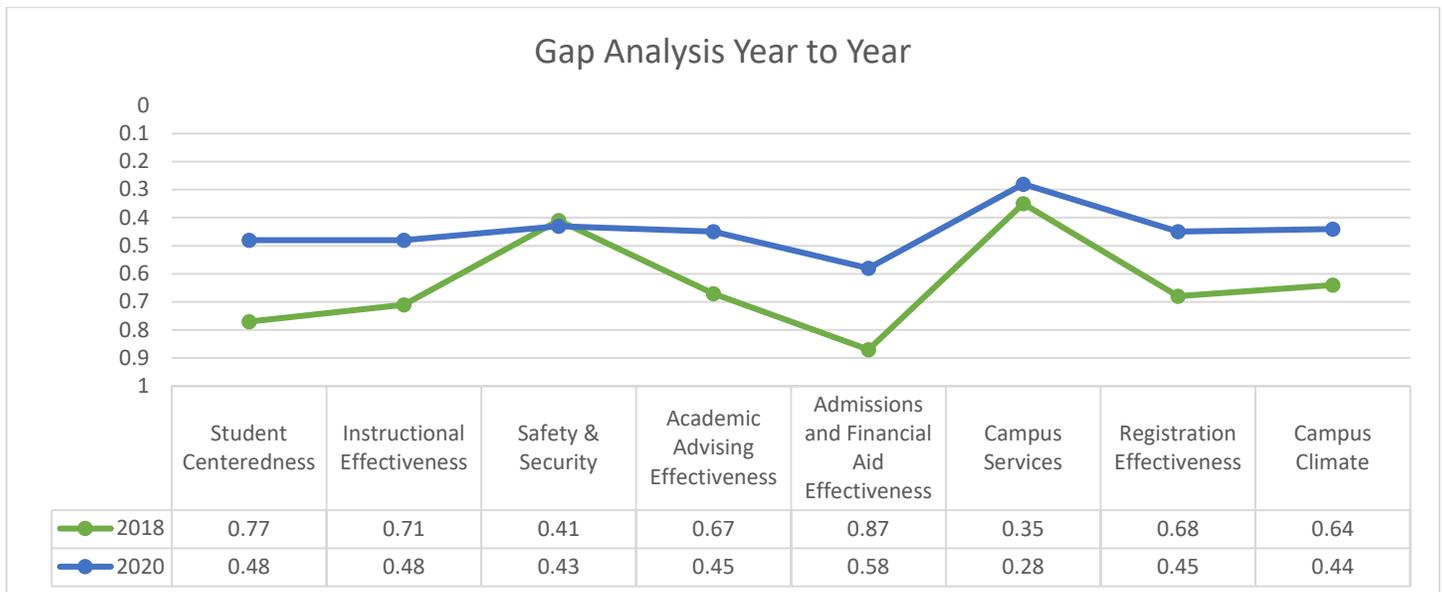
Student Satisfaction

NCCC has long used the Student Satisfaction Inventory from Ruffalo Noel Levitz to assess how our students feel about their experience at the college. We typically use this survey instrument every other year. The results not only give us the opportunity to celebrate our campuses and all of our employees for meeting or exceeding the expectations of our students, they also give us the opportunity to accept challenges as we unfold the story of what the data tells us.

An overview of student satisfaction by category for the survey administrations from 2018 and 2020 presents satisfaction levels above the score of a 5 on a scale that goes to 7.



Satisfaction is important; however, the survey instrument also asks students to determine the importance of a given item in these categories and compares the importance to their satisfaction levels. The difference between these two scores is known as the “satisfaction gap.”



With the addition of our new Dean for Assessment and Institutional Effectiveness, came an opportunity to involve a new point of view to tell that story. The Dean provided a report that identified a discrepancy between the overall satisfaction gaps and the satisfaction gaps among our students of color. This report indicated that there is work to be done to satisfy the expectations of minority student populations at NCCC. Some of the results are taken from the report and provided here for context. The full [SSI report](#) is located in the appendix.

- People of color are less satisfied with NCCC's bill payment options.
- People of color are less satisfied with NCCC's efforts to promote cultural diversity.
- People of color are less satisfied with the way they are treated by community members off campus.
- People of color sometimes experience discrimination on campus from employees and from other students.
- People of color responded less favorably when asked if faculty are fair and unbiased in their treatment of individual students.
- People of color responded less favorably when asked this question, "All in all, if you had to do it over, would you enroll here again?"

Also, from the report, the Dean prioritizes items for action:

If we examine the items identified by the full student body as having a satisfaction greater than .50 and then select from that list the items where minority groups showed an even greater satisfaction gap, then we arrive at the following list of priority items for institutional planning:

- Financial aid awards are announced in time to be helpful in college planning.
- I am able to register for the classes I need with few conflicts.
- Faculty are fair and unbiased in their treatment of individual students.
- Financial aid counseling is available if I need it.
- This institution helps me identify resources to finance my education.
- Faculty provide timely feedback about my academic progress.
- There are adequate services to help me decide upon a career.
- There are convenient ways of paying my school bill.
- Administrators are available to hear students' concerns.
- I receive ongoing feedback about progress toward my academic goals.
- Tuition paid is a worthwhile investment.
- I seldom get the "run-around" when seeking information on this campus.

By focusing on these items, we would address concerns that are shared by the majority but hold special importance for minorities.

Making the most of the results of this survey includes using the data to inform change and improvement. Specific strategic initiatives that speak to these priorities are listed below:

SS-9	Investigate and possibly implement the Jenzabar Financial Aid Module.
CN-4	Ensure up to date and accurate information throughout the website, including working links within the site and improve the overall organization of that information (especially for academic programs).
SS-5	Strengthen the Diversity & Inclusion committee through implementation of a NCCC-specific version of the Diversity, Equity, and Inclusion Checklist developed by ACCT.
SS-10	Investigate the Early Academic Warning System effectiveness.

Retention

National Community College Benchmarking Project Data

Overall Persistence					
NCCBP	2015	2016	2017	2018	2019
Reported Value					
Fall-Fall Persistence Rate	45.01%	43.65%	41.81%	43.20%	43.59%
Next-term Persistence Rate	72.36%	74.86%	75.86	76.50%	74.42%
% Rank					
Fall-Fall Persistence Rate	27%	16%	12%	21%	21%
Next-term Persistence Rate	54%	76%	82%	86%	75%

Fall-fall Persistence Rate

The percentage of students from the previous fall who graduated or completed a certificate before the current year fall term or who enrolled for the current year fall term.

Next-term Persistence Rate

The percentage of students from the previous fall who graduated or completed a certificate before the spring term or who enrolled for the next spring term.

First Time, Full Time Freshmen Retention – NCCC Data

First Time Freshmen Retention					
NCCC Data	2015 - 2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
Fall – Fall Retention	56%	48%	44%	55%	57%
Fall – Spring Retention	80%	80%	78%	80%	82%

Based on these data sets, it is more likely for NCCC’s first time, full time freshmen to return to the college in the following academic year. This may be a result the number of student athletes that return in the following year to continue with their sport.

Completion

Success for our students can come in many forms; however, one of the easiest ways to identify success is through the completion of degrees and certificates at the College.

Award Level Completion Data

Completions	2015	2016	2017	2018	2019	2020
Short-Term Certificates (<16 CH)	359	266	248	277	242	274
Technical Certificate A (16-29 CH)	73	43	78	91	86	44
Technical Certificate B (30-44 CH)	48	82	138	159	170	117
Technical Certificate C (45-59 CH)	135	64	11	9	19	8
Associate Degree	320	303	331	365	303	301
Total	935	758	806	901	820	744

One of the notable transitions within this completion data is the decline in Technical Certificate C awards and the increase in Technical Certificate B awards. This transition is due to the Mary Grimes School of Nursing (MGSON) completing a substantial curriculum change resulting in fewer hours required in the Licensed Practical Nurse program. The transition occurred over a period of years because we have cohorts of nursing students starting at different time intervals between the Chanute and the Ottawa campuses.

The number of degrees and certificates have declined in the last six years at approximately the same rate (-26%) as headcount decline since 2014-2015 (-28%).

National Community College Benchmarking Project (NCCBP)

% Completed or Transferred in 3 years					
NCCBP	2015	2016	2017	2018	2019
	(Fall 2012 Cohort)	(Fall 2013 Cohort)	(Fall 2014 Cohort)	(Fall 2015 Cohort)	(Fall 2016 Cohort)
Reported Value					
Full-time	42.60%	59.50%	45.59%	51.85%	50.16%
Part-time	19.54%	18.92%	23.26%	29.41%	32.39%
% Rank					
Full-time	66%	95%	68%	78%	71%
Part-time	62%	56%	75%	85%	81%

Percent Completed OR Transferred in Three Years (Full-time)

(Number Completed Degree or Certificate + Number Transferred) / Unduplicated Headcount

Percent Completed OR Transferred in Three Years (Part-time)

(Number Completed Degree or Certificate + Number Transferred) / Unduplicated Headcount

Retention and Completion – Status on Goals

In the 2017 EMP revision, it was established that goals should be Ambitious but Attainable and Appropriate.

The goals established used the relative NCCBP data for both retention and completion, although continue to make mention of additional, internal data sets that should be used to provide the big picture.

GOAL STATUS	2017 EMP Goal	3 Year Average	2021 STATUS	Adjusted EMP GOAL for 2023-24
Retention				
Fall to Fall Retention	50%	42.9%	NOT MET	45%
Next Term (Fall to Spring) Retention	80%	75.6%	NOT MET	78%
Completion				
% Completed or Transferred in 3 Years				
Full Time Students	60%	49.2%	NOT MET	55%
Part Time Students	25%	28.4%	MET	30%

Retention and Completion – A New Challenge

Based on the results revealed from the Student Satisfaction Inventory and other initiatives, it has become clear that we need to look at retention and completion through the lens of equity. In the next few years, the Student Learning Division will develop plans to monitor and create goals regarding retention and completion of students of color. To begin that process, the following data has been included in this plan.

State Completion Data by Race / Ethnicity

The Kansas Board of Regents produces an interactive data tool supplied by annual reports from Kansas postsecondary institutions. This interactive web tool is called Kansas Higher Education Statistics or KHEStats and provides anyone the ability to review and investigate Kansas higher education data by sector, institution type, and year. This data is provided in either table or chart form, and often both. Related to this look into completion by race / ethnicity, the KHEStats program provides the number of credentials awarded by race / ethnicity by academic year. A five-year average of the percentage of the total credentials for each race, for the 19 community colleges in the state (systemwide) compared to NCCC has been provided. Additionally, the total enrollment for the same five years is present for context and comparison.

Number of Credentials by Race / Ethnicity

<i>Race / Ethnicity</i>	5 Year Average	
	Systemwide	NCCC
<i>White</i>	67.91%	83.89%
<i>Hispanic</i>	9.16%	4.84%
<i>Black or African-American</i>	5.13%	5.36%
<i>American Indian or Alaska Native</i>	0.80%	^
<i>Asian</i>	2.67%	^
<i>Native Hawaiian or Other Pacific Islander</i>	0.15%	^
<i>Non-Resident Alien</i>	6.99%	1.49%
<i>Two or More Races</i>	2.79%	^
<i>Unknown</i>	4.42%	^

^ Small-cell protection

Enrollment by Race / Ethnicity

<i>Race / Ethnicity</i>	5 Year Average	
	Systemwide	NCCC
<i>White</i>	64.75%	76.23%
<i>Hispanic</i>	11.58%	5.32%
<i>Black or African-American</i>	8.99%	6.58%
<i>American Indian or Alaska Native</i>	1.02%	1.67%
<i>Asian</i>	3.43%	1.06%
<i>Native Hawaiian or Other Pacific Islander</i>	0.34%	^
<i>Non-Resident Alien</i>	2.00%	7.38%
<i>Two or More Races</i>	2.23%	^
<i>Unknown</i>	5.67%	^

^ Small-cell protection

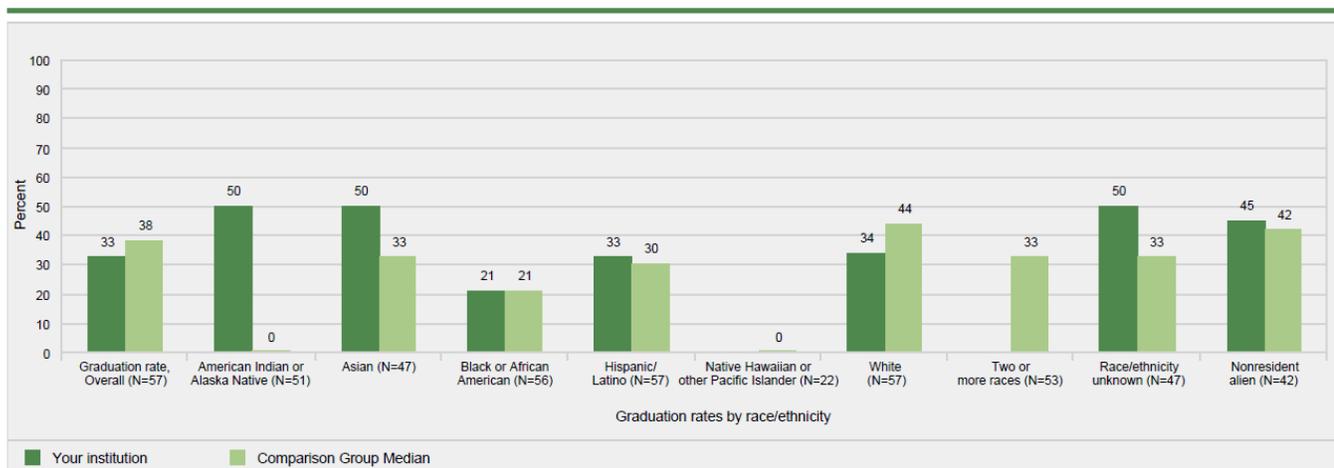
While there are differences between the numbers of minority completions from NCCC to the rest of the statewide system, more research will be needed to determine if the differences are significant or at a level that require specific initiatives to help resolve.

Federal Completion Data by Race / Ethnicity

Annually, NCCC reports to the Integrated Postsecondary Education Data System (IPEDS) on a number of data point indicators relative to higher education. NCCC can use this information to compare ourselves to other like-institutions. Related to this study of completion rates for minority groups is a feedback graph provided annually that documents the graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion. We can use this data, along with the state level data above to monitor and respond to any disparities among different race or ethnic groups. The three most recent graphs are provided below:

2019 Feedback Report

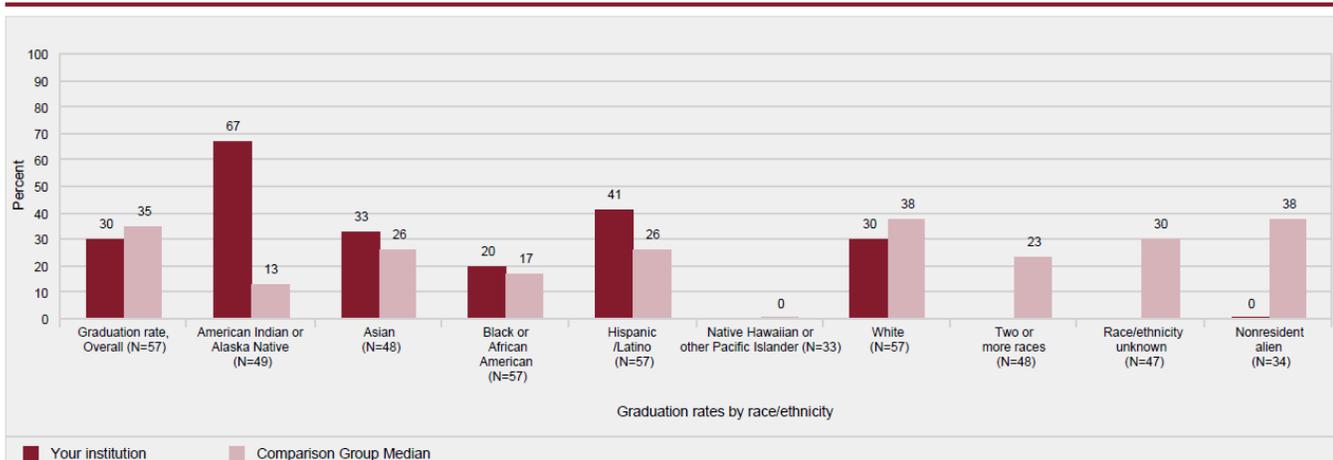
Figure 10. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2015 cohort



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.

2018 Feedback Report

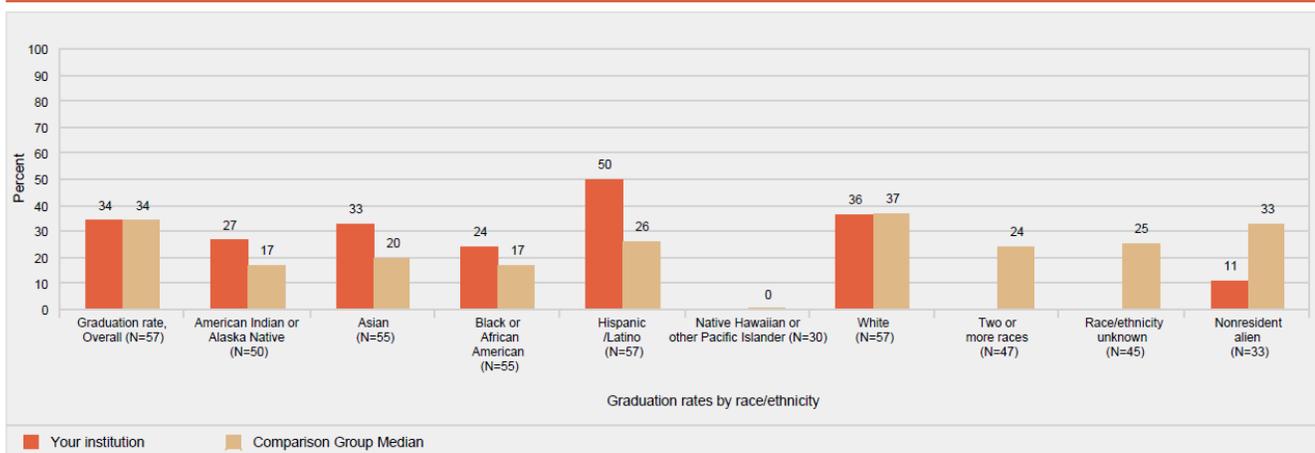
Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2014 cohort



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Graduation Rates component.

2017 Feedback Report

Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2013 cohort



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2016-17, Graduation Rates component.

Based on these graphic representations and the parameters of this data set, NCCC does not appear to have a consistent or obvious challenge regarding graduation rates of minority groups compared to other like institutions. However, as mentioned above, more research is needed to determine next steps.

Enrollment Strategies

Based on the data that is gathered, effective interventions must be determined to help achieve the goals established for retention. These interventions may be short-term (able to be completed within an academic year) or longer term (worked on for more than a year). Current strategies are described in this section; beginning with the defined initiatives in NCCC's 2021-2022 Strategic Plan.

Current Strategic Plan Initiatives

Student Learning	
SL-1	Respond to the changing learning environment due to the impact of the COVID-19 pandemic.
SL-2	Implement initiatives from the Strategic Technology Plan (STP) that support the Educational Master Plan (EMP) as funding allows, including updating of classroom technology.
SL-3	Investigate new academic programs and methods to fund them including possible expansion of existing programs.
SL-4	Respond to changes regarding reduced cost education at the local level (high school initiatives/MOUs), State level (KBOR initiatives - "Kansas Promise"), and any possible future nation-wide initiatives.
SL-5	Continue to monitor changes established for the nursing program and consider additional improvements that positively impact specialized accreditation, enrollment, retention, and pass rates.
SL-6	Investigate the possibility of a permanent position in Theatre for a Technical Director.
SL-7	Continue the investigation of a greenhouse on the Chanute campus.
SL-8	Continue updating educational spaces as funding allows.
SL-9	Address the potential for reducing the credit hour expectation for Associates Degrees from 64 to 60 credit hours.
SL-10	Investigate options for proctoring services.
Student Success	
SS-1	Continue to provide student services through the COVID-19 pandemic.
SS-2	Implement the HLC Quality Initiative on Cocurricular Assessment including the use of a specialized software system and app for tracking, assessing, and promoting cocurricular events.
SS-3	Implement the Jenzabar App for all users.
SS-4	Investigate permanent funding for all of the food pantries at NCCC.
SS-5	Strengthen the Diversity & Inclusion committee through implementation of a NCCC-specific version of the Diversity, Equity, and Inclusion Checklist developed by ACCT.
SS-6	Continue to support KBOR's strategic agenda.
SS-7	Investigate competitive "club" teams, such as gaming or powerlifting and enhancing other activities (band).
SS-8	Investigate methods to gather data regarding student employment/placement post graduation.
SS-9	Investigate and possibly implement the Jenzabar Financial Aid Module.
SS-10	Investigate the Early Academic Warning System effectiveness.

Specific External Initiatives

Kansas Promise Act

House Bill 2515, otherwise known as the Kansas Promise Scholarship Act looks very promising as of this writing to be instated as law. This act will provide last dollar funding for Kansas students attending community and technical colleges majoring in one of 10 "high need/high wage/critical need" programs. Students will be required to complete the FAFSA and any remaining charges for their program will be paid for by the state. In return, students receiving this scholarship will be asked to remain in Kansas for a period of two years after obtaining their credential. It appears that there will be four major areas of study connected to this scholarship: 1) Information Technology and Security, 2) Mental and Physical Healthcare, 3) Advanced Manufacturing and Building Trades, and 4) Early Childhood Education. Additionally, each institution can identify one additional program that corresponds to a high wage, high demand or critical need occupation.

If approved, NCCC will be able to take advantage of this opportunity and market all of our appropriate programs as free for Kansas students. Removing the barrier of cost for our students interested in these programs will have a major positive impact on enrollment and completion at NCCC.

Free Community College

Less likely to come to realization, but just as exciting, is the proposal from President Biden to provide access to free community college. Shapiro and Yoder (2021) completed an analysis and identified that after a few years of Biden’s plan, enrollment at two-year community colleges in Kansas would increase by an estimated 14.3%. In addition, after several years of the plan, graduation rates would also increase to 42.7% higher than for current students without a free tuition program. This same study revealed the expected impact of Biden’s plan on the Gross Domestic Product by state, estimating \$1 trillion in total two-year GDP gains in Kansas.

Source

Shapiro, R., & Yoder, I. (2021). [The Impact of a National Program of Free Tuition at Public Community Colleges and Free Tuition for Most Students at Public Four-Year Colleges and Universities on College Enrollments, Graduations, and the Economy](#). Sonecon, LLC.

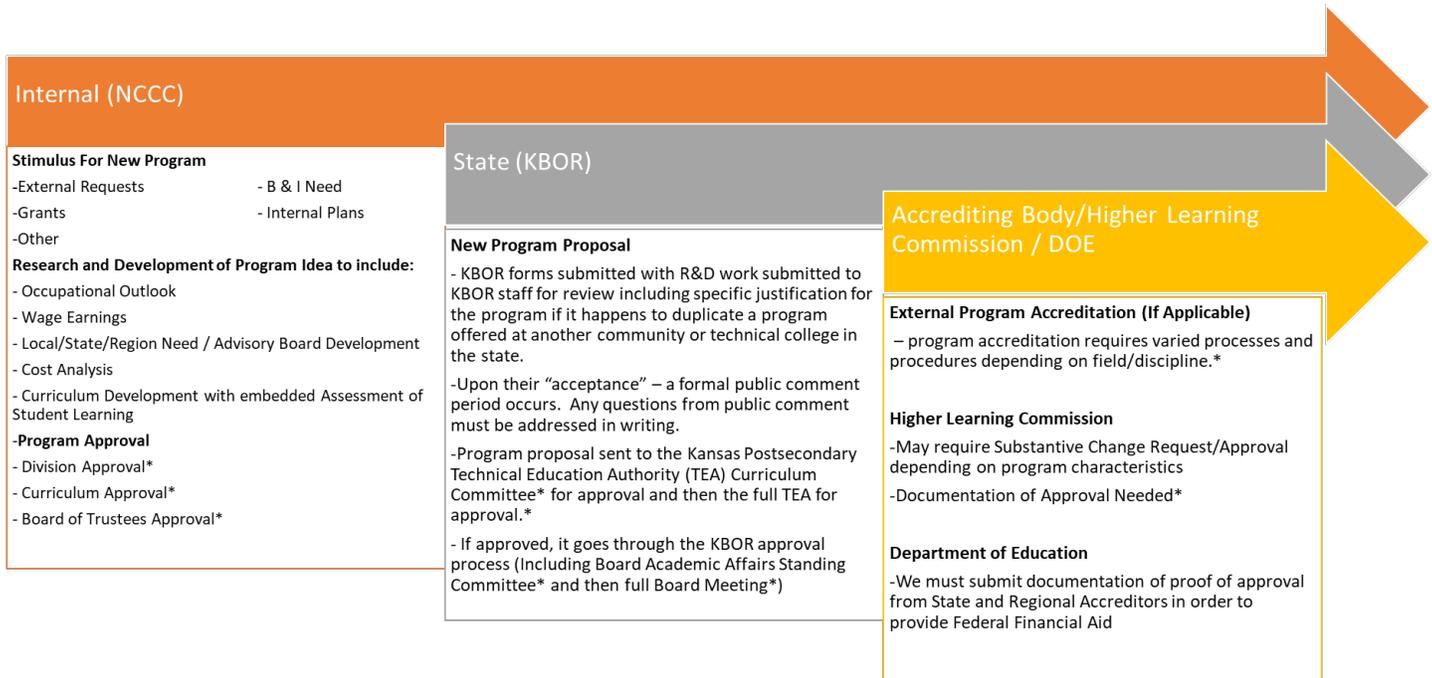
Continued Focus on Faculty Support

NCCC has made some great strides in providing faculty support through the two new positions in the Student Learning Division. More work and improvement can always take place. One new strategy that may help in the years to come includes developing a more robust orientation to NCCC for new faculty members. We currently have a mentor system for new faculty, however I believe that new faculty members would also benefit from additional “touch points” throughout their first year to ensure that they have what they need to be successful in the classroom. The following timeline suggests four formal meetings in a year with general topics and specific attendees proposed. The Student Learning Division will need to finalize this proposal prior to Fall 2021. Additionally, once established, this program should be extended to part-time adjunct instructors as well.

Month	Event / Attendees	General Topics
August	New Employee Orientation <ul style="list-style-type: none"> • New Faculty Members • VPSL 	Standard NCCC Orientation / Introductions
October	New Faculty Orientation: Focus on Classroom Pedagogy <ul style="list-style-type: none"> • New Faculty Members • Division Chairs / Deans / Directors • Dean for Assessment and Institutional Effectiveness • Director of Instructional Support and Online Learning • Dean for Student Services 	Course Check-in Class Observations Prepare for End of Term Assessment <i>myNeosho</i> Student Conduct Current Events and “What ifs”
February	New Faculty Orientation: Focus on College Engagement <ul style="list-style-type: none"> • New Faculty Members • Director of the Teaching & Learning Center (TLC) • Dean for the Ottawa and Online Campuses • VPSL 	Course Check-in Academic Advising Online Learning Committee Work
May	New Faculty Orientation: Focus on YOU! <ul style="list-style-type: none"> • New Faculty Members • VPSL • Division Chairs / Deans / Directors 	End of Year Events Professional Development Reflections on the first year Plans for next year

Focused Expansion of Programming

Planning new programs to add to the college takes a considerable amount of research, time, and energy. The following graphic displays the internal, state, and accrediting agency steps that must take place from the inception of a new program to final, formal approval. The tedious nature of this bureaucracy makes innovation a challenge and often a slow process. Regardless, if NCCC is going to grow enrollment, new programming must be established to bring new students.



Title III Grant

As mentioned previously, NCCC was a recipient of a \$2.25 million Title III grant that will bring three new programs to the college without using local funds to start them. The paralegal program will begin in Fall of 2021, and two additional new programs will start in years 3 and 4 of this five-year grant.

Excel in CTE and USD Partnerships

Excel in CTE (previously known as Senate Bill 155) is an initiative funded through the state that provides the tiered funding for high school students taking career and technical courses directly to the college. In the past several years, the school districts in our area have become even greater partners than before, especially with regard to CTE. For example, we now are able to offer Welding, Construction, and CNA to school districts outside our service area at the Rural Regional Technology Center in LaHarpe, KS.

Along with the already established programs, USD 413 in Chanute has become a significant ally to NCCC through a generous MOU providing \$500,000 to support additional programming at the Neosho County Career & Technology Center. USD 413 has specifically supported the development of a new Dietary Manager program to be established as part of a culinary pathway for their students.

One thing to consider with the additional partnerships with USDs is the desire for their leadership to provide many programmatic options to their students. While the collaborations that have been created recently will allow for more programming options, the number of students will likely remain relatively consistent. We need to be mindful of the sustainability of our programs.

Yet To Be Determined Programs

As the introduction to this document contends, many job opportunities that will be available in the next five years don't currently exist. Therefore, NCCC will have to be agile and responsive to trends in the region and all external factors that play a role in potential programming.

Website Improvements

Having accurate and up-to-date information on the website is critical when communicating to potential students. The academic web pages are often out of date and lack a standard, updated look and feel. A large project to update these pages with a standard template format and their organization on the web is moving forward. This project does have limitations associated with our current web site and technology options.

In the next few years, an online interactive College Catalog would be the ideal answer to the issues of maintaining academic web pages. This will be a future initiative as the annual cost to purchase a software system to produce this is a limiting factor.

Neosho County Career and Technology Center



This is a view of how the entrance to NCCTC may look in the near future. Currently, two labs are being constructed inside the academic programming area of the building. Both are new programs for the College, Industrial Maintenance Technology and Aerostructures. Both of these new certificate programs qualify for Excel in CTE funding and resources for creating the lab were partially provided through a USDA grant that was written by Brenda Krumm, Title III Grant Director.

As described above, NCCC has entered a MOU with USD 413 for funds to begin additional construction for new labs, including a kitchen lab for the Dietary Manager program. Additional options for programming at the center may include HVAC, Plumbing, and Electrical Technology. Also, while we currently have space at the high school to offer Welding and Construction, USD leaders have indicated that they would like to use that space for other secondary programming.

The NCCTC represents an opportunity to continue to be a hub for technical training in Southeast Kansas. Due to continued funding from the State, additional research should be done in the next few years to determine the feasibility of adding a technical building to the Ottawa campus.

The following figure represents a potential layout for the academic programming space at NCCTC.



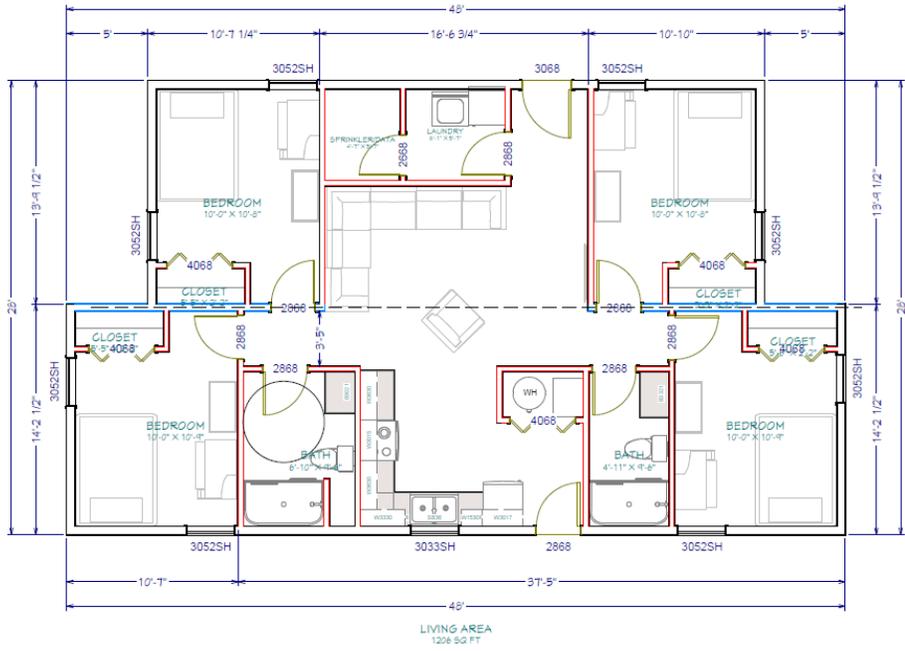
Panther Village (Additional Student Housing)

The College previously obtained a property adjacent to the campus that has been used for student housing. It is a three bedroom home that NCCC has provided has an alternative option for housing for students interested. It includes a kitchen, so students living there would not be required to purchase a meal plan. The house can support 5 or 6 students depending on single or double style rooms. This style of housing may be attractive to international students who require housing for 12 months, rather than just for the academic year and may not have the capability to travel back to their home country during breaks that our residence hall is closed (Spring Break, Thanksgiving). The “Lafayette House” was very popular for students when it was opened. In the most recent year, NCCC had to take this house offline so that it could be used for an isolation space for students who became positive for COVID. However, the popularity and excitement for this style of housing remains. The college has initiated planning to build an additional home nearby with either 4 or 6 bedrooms and a kitchen. While it is expensive to build new homes, the return on investment could be realized within approximately 5-6 years, pending the established cost of this style of housing.

Updated housing options provides a good strategy to impact enrollment on the Chanute campus. The location for the new house and a draft of an option for a 4 bedroom option are included below.



Panther Village House Location



Appendix

Appendix A: Institutional Assessment Plan



**Neosho County Community College
Institutional Assessment Plan**

February 2021

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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.

The Assessment Plan is a partial fulfillment of a 2020-2021 Strategic Master Plan initiative as it relates to the role of the DAIE, a position that was newly created in 2019. Initiative SL-5 expresses this goal: "Fully implement the focus on teaching and learning taking full advantage of the new positions in the Student Learning Division."

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."¹ 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

¹ 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>.

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.”)

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.² 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.³ NCCC is committed to using its data in meaningful ways. To that end, the DAIE actively promotes and monitors institutional responses to assessment activities.

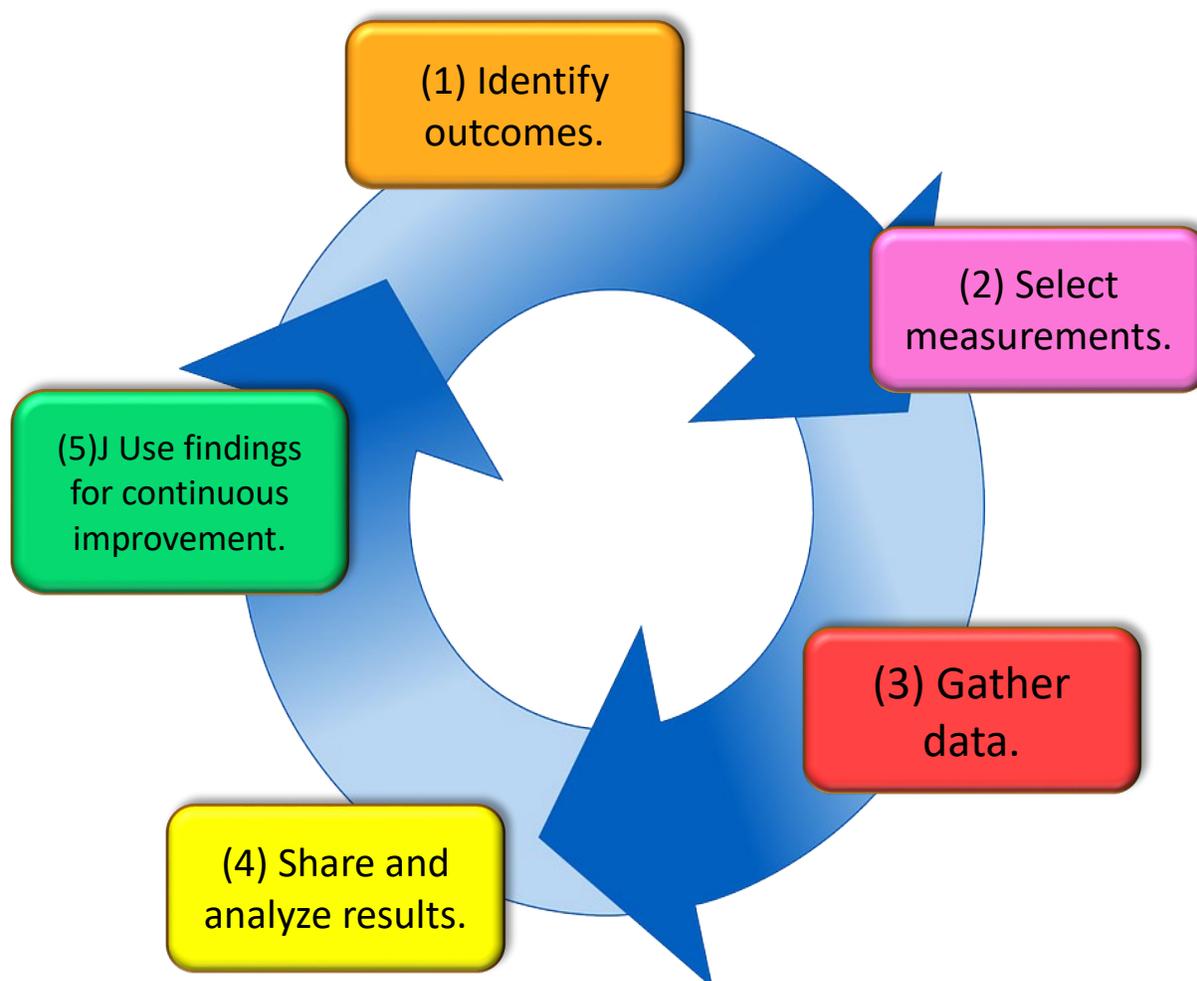


² Wendy F. Weiner, “Establishing a Culture of Assessment: Fifteen Elements of Assessment Success—How Many Does Your Campus Have?” *AAUP*, American Association of University Professors, July-August 2009, <https://www.aaup.org/article/establishing-culture-assessment#.YCrOr2hKiUk>.

³ 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 built through faculty involvement and knowledge of content. 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 elements of Systemwide Transfer (SWT).

In general, programs are encouraged to select outcomes that represent the major components of course learning. The content of many courses can be summarized in approximately 4-6 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 measurable. Outcome statements become more measurable when they are framed using language that emphasizes observable student behaviors (e.g., “explain,” “analyze,” “describe,” “identify,” “create”). These 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. 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.⁴ 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
1 - Hardware- Identify the specifications and configurations of computer hardware.	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 students 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 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

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

⁴ 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.

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 E: Course Evaluation 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.

Program Outcome: *Analyze the role that differences in culture play in history.*

Program Outcome: *Develop mathematical and statistical models such as formulas, functions, graphs, tables, and schematics using appropriate technology.*

Program Outcome: *Evaluate methods for identifying market segments and targets.*

Program Outcome: *Identify major research steps used by social scientists.*

Program Outcome: *List and perform the steps in the accounting cycle.*

Program Outcome: *Prepare equipment to be used during specific surgical procedures.*

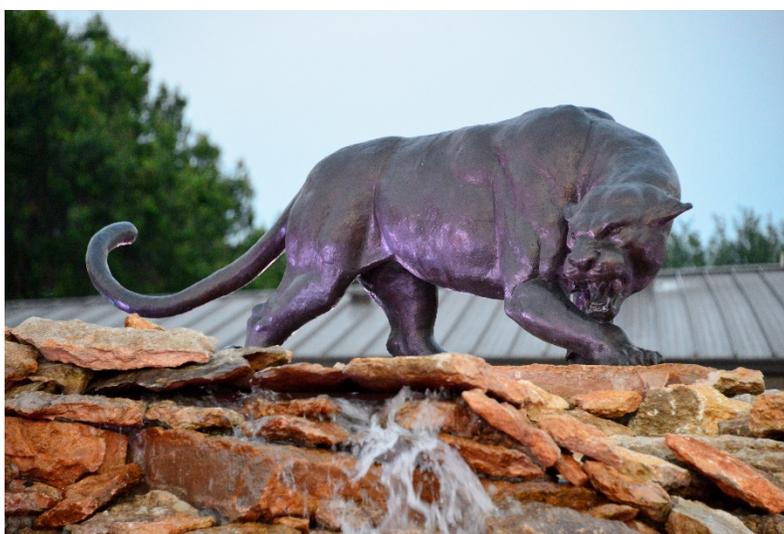
Program Outcome: *Use and interpret the National Electric Code.*

Program outcomes appear on the program sheet in the Academic Catalog and on the program matrix, a table that maps the relationship of course outcomes to program outcomes. (See “Appendix A: 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 Curriculum Committee. The DAIE recommends mapping course outcomes from a variety of courses to each program outcome whenever possible. Such an approach generally strengthens the overall quality of program measurements.

After program matrices have been approved, they serve to direct the collection of program outcomes data, which is pulled from course assessments and compiled by the Coordinator for Institutional Research and Reporting. 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.

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, and these clusters progress through the review cycle in rotation. (See “Appendix B: 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 project that must be completed and submitted to the DAIE during the third year of the review cycle.

The PA1 is a midpoint progress report. To prepare the report, program leaders must review their program sheet, 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 completed form is placed on file by the DAIE. (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 sheet, the program matrix, and the last two years of program data. The PA2 is submitted to the DAIE before the Program Review occurs, and it is placed on file in the Assessment Office.

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 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 reports and the recommendations 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 End-of-Year Assessment Meeting conducted by the VPSL each May. This meeting allows full-time and part-time instructors to interact in small groups, where they review program 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. This information is then compiled and reported 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. Data from the preceding academic year are compiled each fall by the Coordinator for Institutional Research and Reporting. 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 evaluated 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 documented in the Assessment Committee's minutes dated October 14 and November 11, 2020.

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 as soon as possible but not later than the end of each academic year. The DAIE compiles and shares the information with the Assessment Committee the following year.

Further assessment of cocurricular learning occurs through indirect means. The VPSL 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. It is administered during the spring semester, and a gift card is used to incentivize student participation. During the fall semester, the Assessment Committee develops 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. Departmental units are arranged into five clusters, and these clusters rotate through the review cycle according to the five-year schedule. (See "Appendix C: 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 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*
- *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 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 EMSI 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 that are related to institutional effectiveness are shared back to the DAIE. (See “Assessment Timeline” and “Appendix D: Institutional Survey Schedule.”)

NCCC’s most comprehensive use of data to measure institutional effectiveness is the Institutional Effectiveness Dashboard (IED). The IED is prepared by the VPSL and DAIE jointly; it is approved by the Executive Committee. The IED uses a metadata approach to evaluate the College’s effectiveness in achieving its four purposes. Over two hundred pieces of data are collected for the project, and each item is associated with one or more of the purpose statements. (See “Appendix F: Selected Items from the 2019-2020 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 VPSL and 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 meets or exceeds the average of the three preceding years, then the assigned score is a 5. If the new number reaches only 90% of the comparison number, then the score is a 4, and so forth for each of the other possible scores. 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, one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the North Central region, which includes nineteen states. 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."⁵

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

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."⁶ 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 2023-2024.

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 May, part-time instructors are encouraged to participate in an End-of-Year Assessment Meeting. Those who attend this meeting receive additional compensation.

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 and Curriculum Committees carry out assessment-related duties at monthly meetings throughout the fall and spring semesters.

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

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 four of these committees and serves as the chair for the Assessment 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 has advisory roles on the Curriculum Committee and the Assessment 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, chairing the Assessment Committee, 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 and prepares 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 recommends 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 End-of-Year 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.

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. Student Senate representatives are appointed each year to serve on the Assessment Committee, the Curriculum Committee, and the Executive Committee. These representatives have opportunities to give input on course and program outcomes, the Institutional Effectiveness Dashboard, 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. . . .”⁷ 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.”⁸ Authentic assessments have become increasingly valued among higher education professionals.⁹ Capstone projects, student performances, and the use of rubrics to score coursework artifacts are some of the practices commonly associated with authentic assessment.¹⁰

Direct Assessment. Suskie describes direct assessment as “tangible, visible, self-explanatory, and compelling evidence of exactly what students have and have not learned.”¹¹ 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 may not even be assessed at the individual student level.”¹² 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.”¹³ Examples of indirect assessments include class attendance records; course

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

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

⁹ 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>.

¹⁰ 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>.

¹¹ Suskie, *Assessing Student Learning: A Common Sense Guide*, 20.

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

¹³ Suskie, *Assessing Student Learning: A Common Sense Guide*, 20.

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.”¹⁴ (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.”¹⁵ 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 undergraduate career.”¹⁶ 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

¹⁴ Suskie, 22.

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

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

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.”¹⁷

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.”¹⁸ 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.

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 or online support.

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

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

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

Program outcome scores are generated each fall by the Coordinator of Institutional Research and Reporting. The Coordinator queries the data and calculates weighted averages for each program outcome. Spreadsheets documenting these scores are shared with the DAIE, who compiles longitudinal tables for programs to use as part of Program Review. The DAIE also shares program outcome data as part of End-of-Year Assessment Meetings.

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.

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 CoursEval platform from Anthology (formerly Campus Labs). 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 E: Course Evaluation 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 D: Three-Year 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)

End-of-Year Assessment Meeting - Compile and report the results of the End-of-Year Assessment Meeting to the Student Learning Division. (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 Assessment Committee and for the Cocurricular Program Review. (DAIE/annually)

Course Outcomes - Enter the new and revised course outcomes with fall effective dates into the Assessment System. (DAIE/annually)

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

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)

Fall In-Service Meeting – 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 CoursEval platform. (DAIE/annually)

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. (Assessment 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)

General Education Program Review – Review and update the General Education program matrix. (Assessment Committee/every five years)

Institutional Effectiveness Dashboard - Compile data for the IED, and prepare scoring proposals. (VPSL and 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/annually)

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

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)

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

Institutional Effectiveness Dashboard - Present IED scores to the Executive Committee for approval. (VPSL and DAIE/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 with spring effective dates into the Assessment System. (DAIE/annually)

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

January

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)

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*. (VPSL and DAIE/annually)

Spring In-Service Meeting – Share assessment-related 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)

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

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

Institutional Effectiveness Dashboard – Share findings and recommendations from the IED with appropriate constituents. (DAIE/annually)

Student Satisfaction Inventory – Administer the Student Satisfaction Inventory from Ruffalo Noel Levitz. (DAIE/biennially)

Student Satisfaction Inventory – Promote the Student Satisfaction Inventory from Ruffalo Noel Levitz 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)

General Education Program Review – Present General Education Program Review to Assessment Committee for approval. (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)

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

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 with summer effective dates into the Assessment System. (DAIE/annually)

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)

End-of-Year Assessment Meeting – Coordinate End-of-Year Assessment Meeting for full-time and part-time faculty. (VPSL, DAIE, and Dean for Ottawa and Online Campuses/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 three 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 DAIE has developed this document with the anticipation that doing so would likely reveal some improvement opportunities, including gaps in current practices or unexplored ideas that could augment what is currently done.

This iteration of the IAP has produced several such discoveries. The section below summarizes the findings and provides an action plan for making improvements.

Summary.

1. The cocurricular outcomes should be published to the Academic Catalog.
2. Three programs should be added to the Program Review Schedule, including Athletic Training, Cocurricular Learning, and Paralegal.
3. Programs and departments would benefit from tools aimed at helping them write effective action plans.
4. Program and departmental action plans should be centrally tracked and monitored.
5. Program Review Reports should be posted to *Neosho.edu*.
6. Program outcomes should be posted to *Neosho.edu*.
7. The Institutional Assessment Plan and assessment-related data should be posted to *Neosho.edu*.
8. The General Education program may benefit from a campus-wide emphasis on each of the four outcomes, promoting a different outcome each year between Program Reviews.
9. The Student Learning Division may benefit from disaggregating course or program outcomes to explore and remedy any inequities.
10. Continuous improvement may be better served by raising course outcome targets to a minimum of 80%.

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

Action Plan.

Goal	Steps	Target Date	Responsible Person
1. Add the cocurricular outcomes to the Academic Catalog.	a. Determine a proposed placement, and formulate introductory language for the outcomes.	6/10/2021	DAIE
	b. Forward a request to the AA for the VPSL.	6/15/2021	DAIE
2. Add Athletic Training, Cocurricular Learning, and Paralegal to the Program Review Schedule.	a. Update and save the PR Schedule.	3/31/2021	DAIE
	b. Communicate the updates to the VPSL and the Assessment Committee.	4/30/2021	DAIE
3. Develop training tools to help programs and departments create action plans.	a. Gather input from VPSL.	3/31/2021	DAIE
	b. Formulate training tools.	7/30/2021	DAIE
	c. Implement the use of the training tools with the Program Review Committee and Executive Committee.	10/31/2021	VPSL/DAIE
4. Develop tracking mechanisms for campus action plans.	a. Gather input from VPSL and SLD.	10/31/2021	DAIE
	b. Develop tool(s), and plot all action plan items since Fall 2019.	1/31/2022	DAIE
	c. Track and revise data monthly.	Starting 2/28/2022	DAIE
5. Post Program Review Reports to <i>Neosho.edu</i> .	a. Complete web redesign.	6/30/2021	Tech Services
	b. Forward all reviews since Fall 2019 to Tech Services for upload.	7/31/2021	VPSL
6. Post program outcomes to <i>Neosho.edu</i> .	a. Complete web redesign	6/30/2021	Tech Services
	b. Review new pages to insure that outcomes have been posted.	7/31/2021	DAIE

Goal	Steps	Target Date	Responsible Person
7. Post the Institutional Assessment Plan and assessment-related data to <i>Neosho.edu</i> .	a. Gather input from VPSL; budget for Microsoft Power BI.	4/30/2021	DAIE
	b. Finalize IAP approval.	4/30/2021	DAIE
	c. Complete web redesign.	6/30/2021	Tech Services
	d. Forward IAP to Tech Services for upload.	7/31/2021	DAIE
	e. Explore use of Microsoft Power BI and develop data visualizations; share these with VPSL, and forward approved visualizations to Tech Services for posting.	5/31/2022	DAIE
8. Explore year-long emphases on each of the four General Education outcomes.	a. Gather input from VPSL.	7/31/2021	DAIE
	b. Develop proposed promotional goals and strategies, and gather input from the Assessment Committee.	11/30/2021	DAIE
	c. Gather input from SLD.	2/28/2021	DAIE
	d. Promote to faculty.	4/30/2022	VPSL/DAIE
	e. Implement Outcome 1 Emphasis.	8/31/2022	VPSL/DAIE
	f. Implement Outcome 2 Emphasis.	8/31/2023	VPSL/DAIE
	g. Implement Outcome 3 Emphasis.	8/31/2024	VPSL/DAIE
	h. Implement Outcome 4 Emphasis.	8/31/2025	VPSL/DAIE
	i. Report on this initiative as part of General Education Program Review.	3/31/2027	DAIE/Assessment Committee
9. Disaggregate course and program outcomes data to explore and remedy any inequities.	a. Gather input from VPSL.	3/31/2022	DAIE
	b. Develop appropriate queries	9/30/2022	IR Coordinator
	c. Run queries and analyze 2022-2023 data; share findings with SLD and consider steps for improvement.	11/30/2023	DAIE

Goal	Steps	Target Date	Responsible Person
10. Increase course outcome targets to 80%.	a. Gather input from SLD.	2/28/2022	DAIE
	b. Gather input from the Assessment Committee.	3/31/2022	DAIE
	c. Gather input from academic divisions.	4/30/2022	DAIE
	d. Propose to the Curriculum Committee raising all targets that are currently set below 80%.	10/31/2022	DAIE/ Curriculum Committee
	e. Update the revised targets in syllabi and in the Assessment System.	5/31/2023	DAIE and Director for Instructional Support and Online Learning

Appendices

Appendix A1: Sample Program Matrix

PROGRAM ASSESSMENT MATRIX – 20-21											
Accounting – AAS Degree											
Submitted by James Halstead – Current as of 3-10-2020											
Effective Date: June 1, 2020											
Accounting Program Outcomes											
<ol style="list-style-type: none"> 1. Apply the steps in the accounting cycle in business accounting systems. 2. Prepare basic external financial statements including the income statement, balance sheet, and statement of cash flows. 3. Evaluate basic financial statements with widely used accounting ratios. 4. Perform accounting procedures for a firm's internal information needs. 5. Explain and employ the accrual basis of accounting. 6. Define basic generally accepted accounting principles. 7. Demonstrate the proper use of a computerized accounting system. 8. Compute and prepare payroll checks. 9. Prepare the required Federal and Kansas payroll reports 10. Make ethical decisions incorporating the standards of the profession. 											
Course Number	Course Name	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6	Program Outcome 7	Program Outcome 8	Program Outcome 9	Program Outcome 10
ACCT 107	Payroll Accounting					CO 6		CO 6	CO 2,3,4,6	CO 3,4,5,6	CO 1
ACCT 108	College Accounting	CO 2, 3, 5, 6	CO 2, 3, 5, 6			CO 2,3,4,5,6	CO 1,2,3,4,5,6				CO 1,2,3,4,5,6
ACCT 201	Financial Accounting	CO 1	CO 2	CO 4	CO 1, 3, 6	CO 3, 6	CO 1, 2, 3, 4, 6				CO 5
ACCT 202	Managerial Accounting				CO 1, 3, 4, 5, 6	CO 4					CO 2
ACCT 205	QuickBooks	CO 2,3,4,5,6,7	CO 6		CO 6, 7	CO 2, 3, 4, 5, 7	CO 2, 3, 4, 5, 7	CO 1,2,3,4,5,6,7	CO 5	CO 5, 6	CO 1,2,3,4,5,6,7
CO = Course Outcome Number											
K:\Meetings and Conferences\KCCL\Accounting - AAS Degree 20-21.docx											

Appendix A2: Program Review Schedule

Five-Year Program Review Schedule					
	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Accounting			x		
Aerostructures					x
Allied Health					x
Art				x	
Biology	x				
Business Administration				x	
Chemistry & Pre-Chemical Engineering		x			
Computer Information Systems		x			
Computer Support Specialist		x			
Construction Technology	x				
Court Reporter					x
Criminal Justice			x		
Electrical Technology			x		
Elementary and Secondary Education				x	
English	x				
General Education	x				
Health Information Technology			x		
Health Care Coding			x		
Heating, Ventilation, & Air Conditioning (HVAC)			x		
History				x	
Industrial Engineering/Pre-Engineering Technology					x
Industrial Maintenance Technology					x
Management					x
Marketing					x
Mathematics	x				
Medical Assistant	x				
Music			x		
Nursing		x			
Occupational Therapy Assistant	x				
Office Assistant				x	
Office Technology				x	
Philosophy and Humanities					x

Five-Year Program Review Schedule					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Phlebotomy					x
Physics & Pre-Engineering		x			
Psychology			x		
Sociology	x				
Surgical Technology					x
Theatre			x		
Welding	x				

Appendix A3: Departmental Review Schedule

Five-Year Departmental Review Schedule					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Assessment		x			
Athletics					x
Business Office				x	
Development/Advertising & Marketing			x		
Facilities	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 A4: Institutional Survey Schedule

Three-Year Institutional Survey Schedule			
	2021-2022	2022-2023	2023-2024
August In-Service Follow-Up Survey	x	x	x
Course Evaluations	x	x	x
Employee Survey	x	x	x
Graduate Survey	x	x	x
January In-Service Follow-Up Survey	x	x	x
Student Activities Survey	x	x	x
Student Satisfaction Inventory	x		x
Technology Survey	x	x	x

Appendix A5: Course Evaluation Schedule

Course Evaluation Schedule		
Term	Survey Opens	Survey Closes
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
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	varies

Appendix A6: Selected Items from the 2019-2020 Institutional Effectiveness Dashboard

Selected Items from the 2019-2020 Institutional Effectiveness Dashboard	
Data Description	
Accreditation status	IPEDS minority graduation rates
Advisory Board minutes	KBOR Student Success Index results
Audit results	KBOR Transfer Report results
Clery Report data	Library database usage
Cocurricular participant GPA	Licensing and third-party credential pass rates
Cocurricular retention	Lifetime Learning enrollment
Cohort default rate	Minority enrollment
Course evaluation results	Performance Agreement goal completion
Course outcomes assessment scores	Professional development activity
Course pass rates	Program outcomes assessment scores
Cybersecurity training data	Program Review completions
Departmental Review completions	Recruiting data
Developmental course enrollee success	Residence hall occupancy
Economic Impact Study results	Safety inspection data
Employee Survey results	Scholarships awarded per headcount
Endowment assets	Social media data
Environmental Scan results	Strategic plan completion
Financial Aid SAP denials	Student Activities Survey results
General Education outcome assessment scores	Student Satisfaction Inventory results
Graduate Survey results	Technical Skills Assessment pass rates
Grant performance reports	Technology Survey results
IPEDS fall-to-fall retention	Tutoring activity
IPEDS graduation rates	Work order completion data

Report on

NCCC Student Satisfaction Inventory - 2020

prepared by Stephen Dowell

Dean for Assessment and Institutional Effectiveness

Executive Summary

NCCC administered the Ruffalo Noel Levitz Student Satisfaction Inventory Form B from February 23 through March 13, 2020. We shared the survey with 233 online-only students as well as the enrollees in 62 face-to-face courses. A total of 629 completed surveys were returned (44 online and 585 paper copies). This response set was an increase from the previous survey administration in 2018, which yielded 577 total responses.

Data comparisons from our survey results show both good news and not-so-good news. The “Scale Report” illustrates this point. The “Scale Report” clusters the survey’s individual items into eight categories, including “Student Centeredness,” “Instructional Effectiveness,” etc. The overall results of each category are shown below:

		Neosho County Community College - SSI		
i	Scale / Item	Importance	Satisfaction / SD	Gap i
	▸ Student Centeredness	6.20	5.72 / 1.08	0.48
	▸ Instructional Effectiveness	6.20	5.72 / 1.03	0.48
	▸ Safety and Security	6.10	5.67 / 1.10	0.43
	▸ Academic Advising Effectiveness	6.23	5.78 / 1.07	0.45
	▸ Admissions and Financial Aid Effectiveness	6.04	5.46 / 1.21	0.58
	▸ Campus Services	6.07	5.79 / 0.97	0.28
	▸ Registration Effectiveness	6.24	5.79 / 0.97	0.45
	▸ Campus Climate	6.25	5.81 / 0.99	0.44

When NCCC compares its current satisfaction levels to those found on the NCCC “Scale Report” from 2018, seven of the eight categories show improved satisfaction. “Admissions and Financial Aid Effectiveness” showed the greatest improvement with an increase of 0.16. “Safety and Security,” the only category with a decline, saw a 0.14 decrease in overall student satisfaction.

We can also use the “Scale Report” to compare ourselves to other institutions. When NCCC compares itself to other two-year colleges, our satisfaction scores are generally lower. In fact, compared to community colleges nationwide, seven of eight categories show lower satisfaction scores than the scores of our peers. The exception is “Academic Advising Effectiveness,” which has a score 0.07 points better than the nation. When we make this same comparison to community colleges located only in the Midwest, our scores are again lower in seven out of eight categories, with “Academic Advising Effectiveness” being the exception.

Linking the above analysis to data found on the “Summary Report” provides additional insights. The “Summary Report” focuses on three items wherein students rate the college overall:

- “So far, how has your college experience met your expectations?”
- “Rate your overall satisfaction with your experience here thus far.”
- “All in all, if you had to do it over, would you enroll here again?”

Once again, the comparisons are telling. Compared to our own results from two years ago, this year’s result show a slight increase in the response to the first question (0.04) and slight decreases in the responses to the other two items (-0.03 and -0.09). But the numbers are less favorable when we compare ourselves to community colleges nationwide and in the Midwest. In both instances, NCCC satisfaction levels are lower than peer institutions on all three questions. The smallest disparity shows up on the first question, “So far, how has your college experience met your expectations?” NCCC’s score is 0.18 points lower than the nation and 0.12 points lower than Midwest community colleges. The greatest disparity is seen on the third question, “All in all, if you had to do it over, would you enroll here again?” NCCC’s score is 0.46 points lower than the nation and 0.43 points lower than Midwest community colleges. Taken together, these data suggest that NCCC will need to work even harder to satisfy its student constituencies going forward.

While some of these results are concerning, they should not be surprising. In fact, similar observations can be drawn from the data we received in 2018. The consistency of the 2018 and 2020 reports is most evident when looking at the “Strategic Planning Overview,” a results page that summarizes institutional strengths and challenges. RNL uses student ratings (importance and satisfaction) to identify the institution’s greatest strengths and challenges. Items with high importance and high satisfaction scores are listed as strengths. Items with large gaps between the importance and satisfaction ratings are listed as challenges. In 2020, NCCC garnered a list of eleven strengths and seven challenges. But what is most notable about the 2020 list is that it is nearly identical to the list generated in 2018. Out of 46 survey items, nine of the eleven strengths in 2020 also appeared as strengths in 2018. Six of the seven challenges listed in 2020 were also identified as challenges in 2018.

Such repetition should strengthen our confidence in this survey’s results; however, it should also encourage us to give greater attention to known strengths and challenges. The strengths should be celebrated and maximized. The challenges should be discussed and addressed using both strategic planning and follow-up efforts. Indeed, this was the primary recommendation that NCCC received on April 29, 2020, as part of a consultation with Julie Bryant, Associate Vice President at Ruffalo Noel Levitz. Bryant recommended that NCCC not only pinpoint areas of concern but also that we implement corrective measures, track our results, and then make a point to communicate what has been accomplished.

To be sure, the College has engaged in these sorts of responses in the past. Still, the latest survey results make it clear that additional work is needed. The remainder of this report is intended as one step in the process of responding to our SSI results. The discussion below will drill further into the 2020 data, offering both conclusions and recommendations. Such ideas are offered as food for thought for institutional decision-makers, individuals who must chart a course forward using their own best judgments. That course may not always align with the proposals presented here, but that is of no importance. If consideration of the data leads to action, and if those actions help to strengthen the institution, then this process will have been a success.

Strengths

The institutional strengths identified by this year's "Strategic Planning Overview" are these:

Strengths ⓘ
13. The campus is safe and secure for all students.
14. My academic advisor is knowledgeable about my program requirements.
20. Students are made to feel welcome here.
42. Campus item: I never experience discrimination (electronic, verbal, non-verbal, or written) from employees at this institution.
28. This campus provides online access to services I need.
43. Campus item: I never experience discrimination (electronic, verbal, non-verbal, or written) from other students at this institution.
3. My academic advisor is available when I need help.
39. On the whole, the campus is well-maintained.
44. Campus item: I never experience discrimination (electronic, verbal, non-verbal, or written) from community members while on campus.
1. The campus staff are caring and helpful.
45. Campus item: I never experience discrimination (electronic, verbal, non-verbal, or written) from local community members while off campus.

This section of the report will focus on proposed actions related to four primary topics from the list above:

- Advising
- Safety and Security
- Caring and Helpful Staff
- Discrimination

Advising

Advising items were noted as NCCC strengths in 2018 and again in 2020, which we have been told by Julie Bryant is somewhat unusual for a two-year institution. Additionally, "Academic Advising Effectiveness" was the only "Scale Report" category where NCCC showed higher overall satisfaction ratings than the national average. This is a strength worth celebrating.

It is important to note that students both at NCCC and across the nation attach high importance to advising services. When SSI survey items are arranged in order of importance, this item—"My academic advisor is knowledgeable about my program requirements"—consistently appears within the top three.

In response to this known strength, I propose that we take several steps aimed at acknowledging employee efforts, reinforcing the important role of advising, and supporting recruiting and retention.

PROPOSED ACTION(S):

1. Consider our advising leadership for the Ben Smith Award. Include the SSI results as part of the reason for this recognition.
2. Ask the advising team to share at In-Service, a faculty meeting, or some other gathering. Encourage them to discuss why they think NCCC student satisfaction ratings on advising items surpass the national averages. What are we doing effectively? How do we promote advisor availability and knowledge about programs (responses to both of these survey items are better than the nation)? What are advisors doing to help students to formulate and achieve career goals? How are advisors strengthening their knowledge of the transfer requirements at other institutions? What new tools is the college developing to continue and enlarge this success?

3. Feature Academic Advising in social media messaging and advertising. For example: “Meet Andrew, one of the Academic Advisors at Neosho County Community College. Did you know that in a 2020 survey of more than 600 NCCC students, Andrew and his team scored higher than the nation for their availability and for their expert knowledge of program requirements? No wonder our students have ranked NCCC’s ‘caring and helpful’ staff among its top ten strengths. Thanks, Andrew!”

Safety and Security

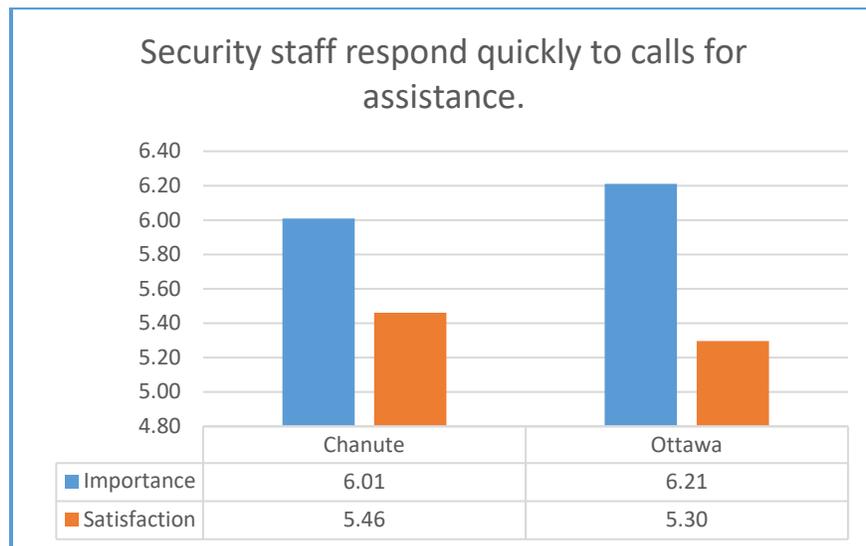
Students at NCCC rated the following item as the most important item on the survey: “The campus is safe and secure for all students.” Nationwide, this item’s importance ranks as number two. School shootings over the years may have increased the importance of this concern among students. Whatever the case, we know that students care about this matter, and we know that NCCC students are highly satisfied that their college is a safe place. The ratings for this item have landed safety and security in first place on NCCC’s list of strengths.

Even so, it is important to note that some of the other items within the “Safety and Security” category on the “Scale Report” did not fare as well. In fact, there were two items that showed overall satisfaction gaps greater than .50. Those items are listed here:

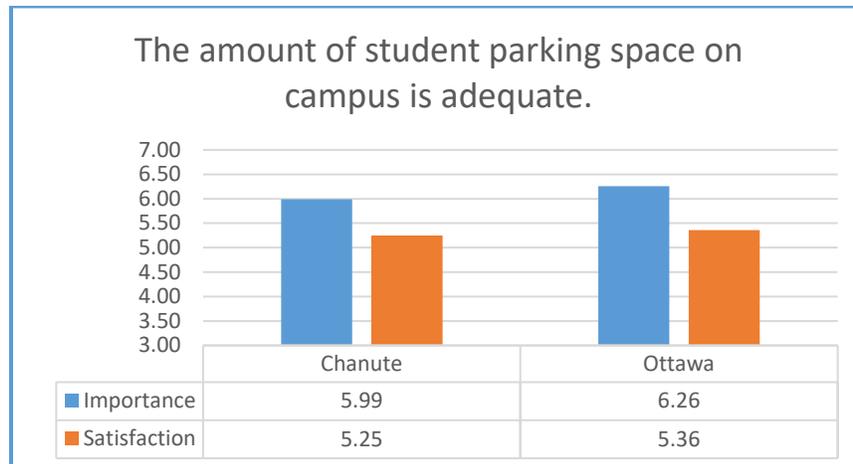
- “Security staff respond quickly to calls for assistance” (gap=.56).
- “The amount of student parking space on campus is adequate” (gap=.66).

I have examined these gaps among smaller subsets of students in order to explore possible solutions. From my study, I observed the following:

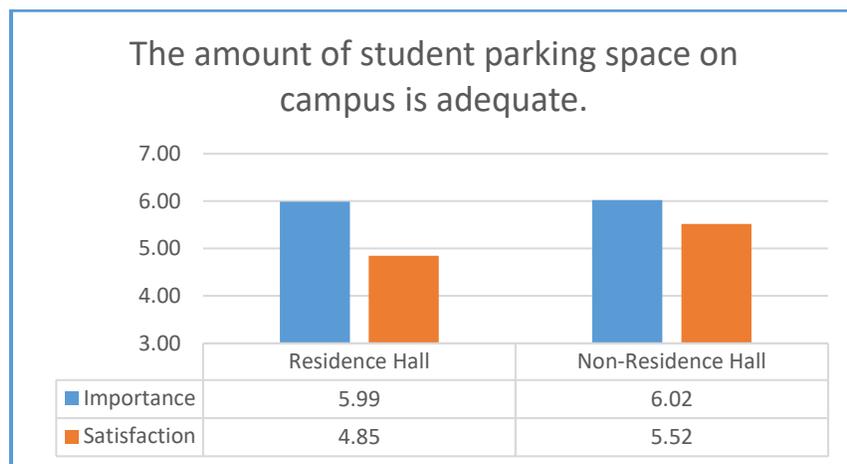
- Security Response Time
 - The greatest satisfaction gaps observed for this item appear among full-time students (.66), female students (.69), Hispanic students (.65), and OTA students (1.72).
 - The gap among Ottawa students is significantly greater than the gap for Chanute students (.92 vs. .55).



- Parking Availability
 - The greatest satisfaction gaps observed for this item appear among full-time students (.89), female students (.82), African American students (.75), and Nursing and OTA students (1.03 and 1.04).
 - Ottawa students show a greater gap than Chanute students, though both gaps are significant (Ottawa=.90; Chanute=.74). This is explained in part by a difference in importance ratings. Ottawa students assigned an importance score to this item that is .27 points higher than their peers' score in Chanute. Thus, even though the satisfaction ratings between these two groups are comparable, Ottawa's importance score exaggerates the satisfaction gap.



- Residence Hall students show a significantly greater gap than Non-Residence Hall students.



In response to these data, I propose taking several steps aimed at both capitalizing on the “Safety and Security” strength and also addressing the shortcomings that have been revealed through this analysis.

PROPOSED ACTION(S):

1. Since safety and security are important to students, consider how these topics can be used to win over prospective students and parents. Incorporate safety and security into recruiting messages. For example: “Students at larger institutions often face threats of crime and violence. But at NCCC, our annual Clery Act Reports (available on our Web site) as well as the

outstanding ratings we receive on student surveys demonstrate that Neosho College is an exceptionally safe place.” Other messages might be crafted to summarize the ways that the college is keeping students safe from COVID-19.

2. Use social media messaging and advertising to link this strength to another top-performing survey item: “Students are made to feel welcome here” (which ranks third on our list of strengths). A social media message might say something like this: “NCCC—a safe place for every student! In a 2020 survey of more than 600 Panthers, students once again reported that they feel both safe and welcomed on the campuses of NCCC. In fact, Ruffalo Noel Levitz, a nationally recognized enrollment management company, listed these qualities among our greatest strengths.”

3. As appropriate, develop strategies for increasing security work hours and/or expanding the accountability of security personnel. This may include tracking response times, establishing work routines, increasing visibility, and communicating to constituents about security enhancements.

4. Develop dialogues with people in the OTA and Nursing programs, with Ottawa campus personnel, and with other groups to investigate needs that could be better met. Track and communicate changes, and follow up to gauge their effectiveness.

5. Conduct a focus group among Residence Hall students to learn about their parking challenges. Use their insights as well as strategic planning to find and implement solutions. Track and communicate changes, and follow up to gauge their effectiveness.

Caring and Helpful Staff

The first item on the SSI survey says this: “The campus staff are caring and helpful.” This item is not as important to students as other items. When the survey’s items are arranged from highest to lowest importance, this one comes in about halfway down the list. Still, NCCC’s satisfaction gap on this item is smaller than the national average, so this is a strength worth capitalizing upon.

Anecdotally, we know that caring and concerned staff get noticed by students. The online version of the SSI gives students an opportunity to share comments, and several students commented about the helpfulness of our staff and faculty. For example:

- “Neosho has helped me in ways I cannot explain, especially the director of admissions, she really goes above and beyond to help international students like myself.”
- “This school is friendly and helps with my everyday needs when I need it”
- “I love how quick every body answers their email/phones when we are needing help. Everybody in the financial aid building are very nice, i love all of my teachers they are very nice as well.”
- “The staff is genuinely helpful.”
- “I really enjoy going to the Ottawa Campus, the teachers are all very kind and are very helpful when myself or another student needs help outside of class time.”

As with “Safety and Security,” we must acknowledge that the results on this item were a mixed bag. Overall, “caring and helpfulness” may be declared a strength (gap=.35), but it appears that not all students are fully satisfied. In fact, among certain student groups (specifically female students, Nursing

students, OTA students, online students, and Ottawa students), the gap between this item's importance and satisfaction ranges from .54 to .82.

In response to these data, I propose taking steps that will make it possible for our overall success to breed further success in other areas of the institution.

PROPOSED ACTION(S):

1. Celebrate "caring and helpfulness" as a strength at the In-Service Meeting or other gatherings; then discuss how we have managed to succeed in this area. Discuss Item 37—"I seldom get the 'run-around' when seeking information on this campus." In 2018, the student satisfaction gap on this item was 1.07. This year the gap has fallen to .62. Call attention to specific strategic planning items and the addition of a campus counselor, and link these institutional efforts to the improved student responses. Challenge employees to continue this good work by discussing the hallmarks of good customer service and best practices, such as a warm demeanor, use of personal names, telephone courtesies, showing not telling, etc. Discuss the fact that second year students are generally less impressed by our caring and helpful service (first-year gap=.22; second-year gap=.50). Allow employees to share their best strategies for exceeding the expectations of our students.
2. Use repetition to reinforce our cultural focus on good service. Schedule year-round messages from Dr. Inbody to all employees about this subject (perhaps as part of other messages). Include brief reminders and how-to suggestions.
3. Ask supervisors to identify any staff positions that involve significant student interaction and to challenge individuals in those positions to provide service that exceeds student expectations. Discuss specific ways that they can do this. Note the added "sneeze barriers" on campus and the psychological distance that they must work to overcome.
4. Reach out to Nursing and OTA personnel and other groups to get input about what more could be done to provide their students with excellent customer service.

Discrimination

In recent years NCCC has added six "Campus Items" to the SSI. These additions allow the college to gather data on topics of its own choosing, but since the items have been created by the college, the resulting data cannot be compared to the scores at other institutions. All of NCCC's original items focus upon issues of diversity and discrimination:

- "This institution fully embraces diversity."
- "I never experience discrimination (electronic, verbal, non-verbal, or written) from employees at this institution."
- "I never experience discrimination (electronic, verbal, non-verbal, or written) from other students at this institution."
- "I never experience discrimination (electronic, verbal, non-verbal, or written) from community members while on campus."
- "I never experience discrimination (electronic, verbal, non-verbal, or written) from local community members while off campus."

- “I often experience activities that strengthen my awareness of cultural diversity at this institution.”

While it is praiseworthy that our institution asks these questions and cares about the responses, the college must take care to disaggregate minority responses from the majority as we interpret these data. Over 70% of the respondents to this survey identified as “White/Caucasian.” Consequently, when the responses to these items are aggregated, the results look entirely favorable. In fact, four out of six “Campus Items” rank as institutional strengths, with some satisfaction gaps registering at less than .10.

The responses from non-white students paint a different picture. In fact, for each of our six “Campus Items,” satisfaction gaps among non-white students are at least double the gaps seen among the overall population. Furthermore, among some minority subgroups, the gaps are even more striking. On four of the six questions, African American students show gaps ranging from .55 to .70. For Hispanic students, two satisfaction gaps exceed .70 and one registers at .96.

These data suggest that NCCC still has work to do to satisfy the needs and expectations of people of color. Note, for instance, the distinct concerns identified through this analysis:

- People of color are less satisfied with NCCC's bill payment options (White gap=.46; Non-White gap=.79).
- People of color are less satisfied with NCCC's efforts to promote cultural diversity (White gap=.19; Non-White gap=.60; African American gap=.70; Hispanic gap=.74).
- People of color are less satisfied with the way they are treated by community members off campus (White gap=.06; Non-White gap=.54; African American gap=.56; Hispanic gap=.96).
- People of color sometimes experience discrimination on campus
 - discrimination from employees: White gap=.05, Non-White gap=.28, African American gap=.68, Hispanic gap=.33
 - discrimination from other students: White gap=.07, Non-White gap=.31, African American gap=.55, Hispanic gap=.71
- People of color responded less favorably when asked if faculty are fair and unbiased in their treatment of individual students (White gap=.52; Non-White gap=.63; African American gap=.76; Hispanic gap=.77).
- People of color responded less favorably when asked this question, “All in all, if you had to do it over, would you enroll here again?” (White satisfaction=5.52; Non-White=4.94; African American=4.35; Hispanic=5.29).
- People of color are not monolithic. Two Non-White subgroups were studied to examine the nuances. Approximately 50 Hispanic students and 50 African American students completed this survey. Hispanic responses contain gaps exceeding .50 on twenty-three different survey items. African American responses showed comparable gaps on only thirteen items. Disaggregated responses suggest that Hispanic students care more deeply about financial aid services. Their responses showed significant satisfaction gaps (>1.20) on three different items dealing with the availability of financial aid counseling and the timeliness of financial aid awards. African American students shared comparable dissatisfaction on just one item: “This institution helps me identify resources to finance my education” (gap=1.15). All other gaps from the African American population were smaller than 1.0, though significant gaps (>.80) did appear among African American responses on items about the fairness of faculty, the availability of administrators to hear concerns, and the frequency of institutional “run-

around.” African Americans also showed less satisfaction than Hispanic students regarding the availability of tutoring services (Hispanic student satisfaction=6.13; African American satisfaction=5.67).

In response to these data, I propose taking steps aimed at understanding and addressing minority concerns.

PROPOSED ACTION(S):

1. Conduct town hall meetings for students of color at Ottawa and Chanute in Fall 2020. Use the opportunity to express empathy over recent events and racial injustice. Express an intent to continuously improve our campus culture and to make NCCC a place of mutual respect for all. Share institutional efforts that have already occurred to embrace racial diversity (e.g., student organizations, survey questions, etc.). Discuss our expectations for employees with regard to student treatment and explain avenues that students may take to express grievances. Share openly about the whiteness of our surrounding communities and the cultural challenges that may be beyond the control of the institution. Suggest ways that people of color may be able to bridge those gaps within our communities (e.g., community participation and service projects). Ask participants to share their questions and concerns.

2. Expand strategic plans aimed at meeting the needs of minorities who come to the college from other places. Of the African American and Hispanic respondents, about half indicated that their current residence was a dormitory. It seems likely, then, that many of our non-white students may be adapting to the predominantly white culture of southeast Kansas even as they are also making other adjustments to college life. Ongoing attention must be paid to this adjustment. The institution can help by employing people of color, by frequently hearing and addressing minority concerns, and by finding new ways to celebrate racial identities. Liaisons between minority groups and the administration should be selected, and systems of regular communication should be established.

3. Use strategic planning and other processes to give priority to the concerns that are voiced by minority students. In several instances, minority students agree with the full student body on aspects of the institution that are unsatisfactory. However, in several instances, gaps among minority groups are more pronounced. For example, the full student body shows a .50 satisfaction gap on this item: “There are convenient ways of paying my school bill.” Among all Non-White students, this gap jumps to .79. For African American students the gap is .91. For Hispanic students the gap is 1.15. Another example occurs in the response to this item: “Financial aid awards are announced in time to be helpful in college planning.” The full student body shows a .74 satisfaction gap on this item, but the gap for Hispanic students is 1.48.

If we examine the items identified by the full student body as having a satisfaction greater than .50 and then select from that list the items where minority groups showed an even greater satisfaction gap, then we arrive at the following list of priority items for institutional planning:

- Financial aid awards are announced in time to be helpful in college planning.
- I am able to register for the classes I need with few conflicts.
- Faculty are fair and unbiased in their treatment of individual students.
- Financial aid counseling is available if I need it.

- This institution helps me identify resources to finance my education.
- Faculty provide timely feedback about my academic progress.
- There are adequate services to help me decide upon a career.
- There are convenient ways of paying my school bill.
- Administrators are available to hear students' concerns.
- I receive ongoing feedback about progress toward my academic goals.
- Tuition paid is a worthwhile investment.
- I seldom get the "run-around" when seeking information on this campus.

By focusing on these items, we would address concerns that are shared by the majority but hold special importance for minorities.

Challenges

The institutional challenges identified by this year's "Strategic Planning Overview" are these:

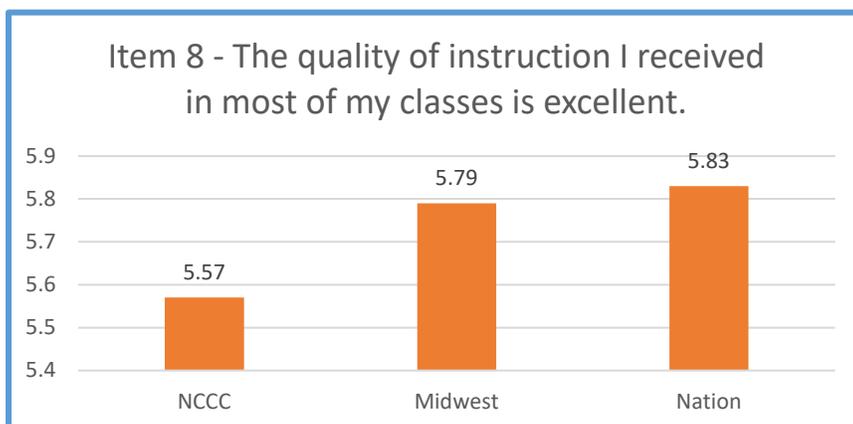
Challenges ⓘ
8. The quality of instruction I receive in most of my classes is excellent.
12. Faculty are fair and unbiased in their treatment of individual students.
36. Tuition paid is a worthwhile investment.
29. There are convenient ways of paying my school bill.
25. Faculty provide timely feedback about my academic progress.
23. This institution helps me identify resources to finance my education.
33. Administrators are available to hear students' concerns.

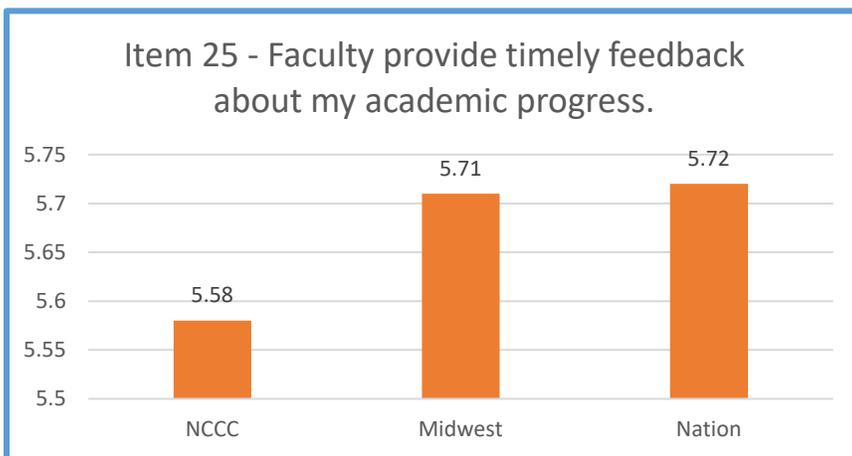
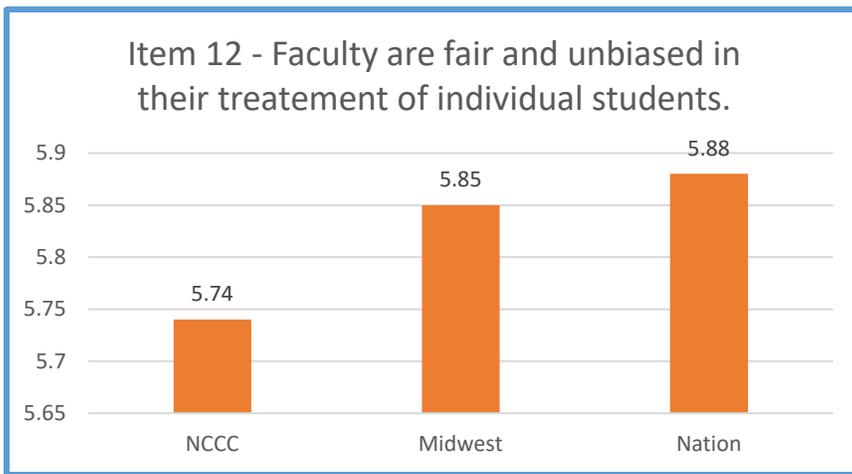
This section of the report will focus on proposed actions related to four primary topics from the list above:

- Instructional Quality
- Bill Payment
- Financial Counseling
- Administrator Availability

Instructional Quality

The RNL "Scale Report" for "Instructional Effectiveness" includes three of the seven items that have been identified above as institutional challenges (Items 8, 12, and 25). Julie Bryant of RNL has stated that "Instructional Effectiveness" challenges are common among two-year institutions. Even so, satisfaction ratings at NCCC tend to be lower than the rating averages seen at two-year institutions in the Midwest and nationally.





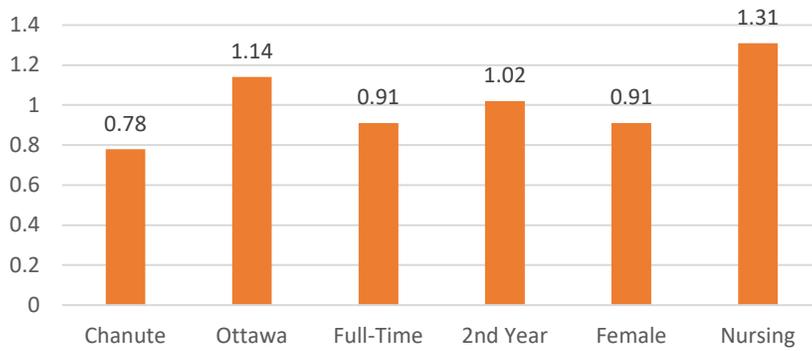
Student comments underscore the fact that students care about instructional quality. This year's comments included these statements:

- "Everything has been good so far with my online and on campus classes. SOME teachers could use improvement on responding at appropriate times and being more helpful. The NC 105 certification is rather ridiculous, not helpful, and a waste of time in my opinion but everything else has been great."
- "Pathophysiology is a course that must be revised, the instructors were not helpful. The coursework was not resourceful for any of the quizzes or exams."
- "Some courses are too advanced for students in a different field of study."

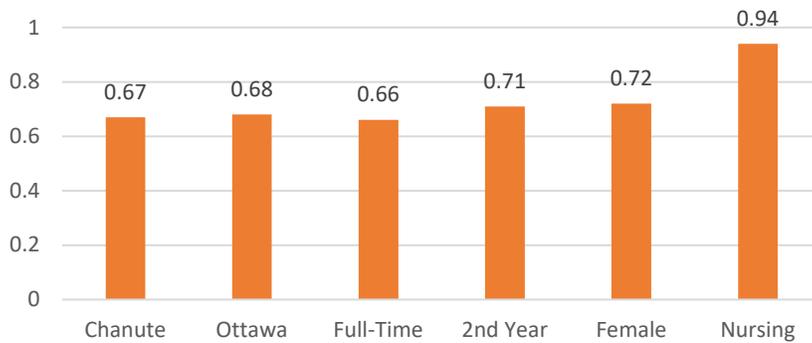
Other data also point to a need for improvement. Student importance ratings placed Item 8—"The quality of instruction I receive in most of my classes is excellent"—as the third most important item on the survey. Unfortunately, this item ranked first in satisfaction gaps for all students (gap=.81).

NCCC's satisfaction gaps on instructional items are even more pronounced among certain student populations. The graphs below compare some of the more significant gaps revealed through this study.

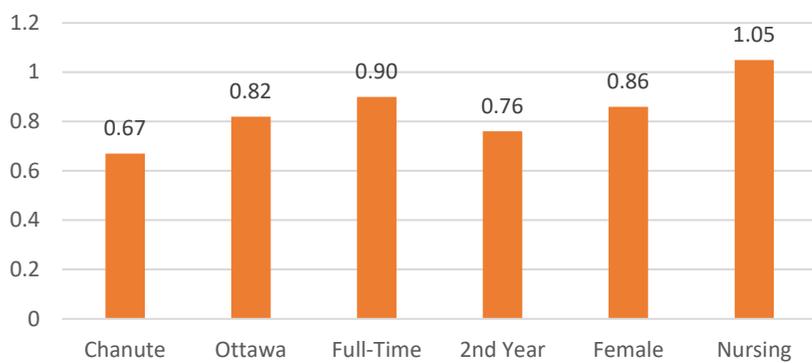
Item 8 - The quality of instruction I received in most of my classes is excellent.



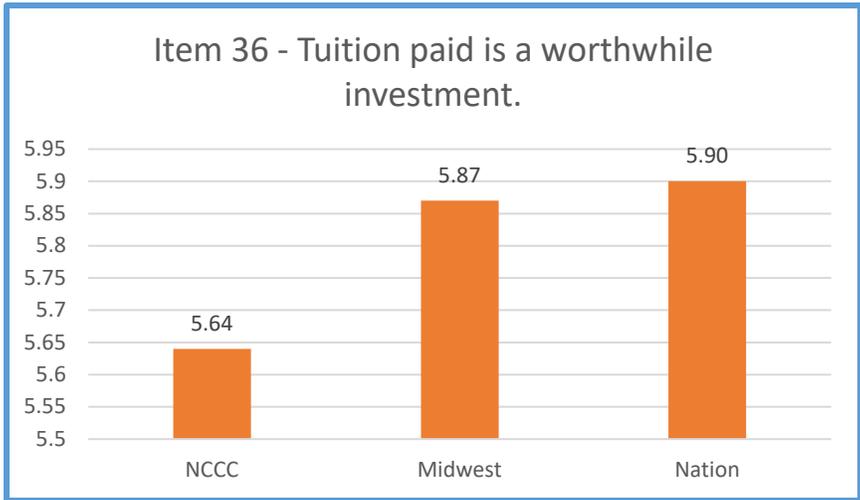
Item 12 - Faculty are fair and unbiased in their treatment of individual students.



Item 25 - Faculty provide timely feedback about my academic progress.



A related concern may be identified by the data from Item 36, "Tuition paid is a worthwhile investment." Note the comparison below:



It should be noted that the graph above presents satisfaction *ratings*, not satisfaction *gaps*, and that NCCC’s current rating (5.64) is an increase from 5.54 in 2018. Furthermore, NCCC’s satisfaction gap on this item (.64) closely aligns with the gaps observed among our peers both nationally (.62) and in the Midwest (.63).

Even so, RNL considers this item to be an ongoing challenge for our college. As Julie Bryant explained, Item 36 is often identified as a strength among two-year institutions. Indeed, students frequently choose two-year colleges because of their exceptional educational value. From this standpoint, then, Bryant believes a low satisfaction score on this item might deserve further attention. I propose the following actions.

PROPOSED ACTION(S):

1. Engage the PEA and Faculty Senate to develop strategies that will expand instructor mentoring and promote best practices.
2. Encourage faculty to include pedagogical training as part of their professional development. Identify for faculty the training and resources that might benefit them. Invite at least one guest lecturer to help provide training each year.
3. Encourage faculty to share their teaching strategies that have been well-received by students. Incorporate a five-minute report or demonstration from one of the programs at each faculty meeting.
4. Expand mentoring of online instructors. Develop a series of mentoring videos, and require new instructors to view the videos and to write brief responses as part of their contracted duties.
5. Use course evaluation ratings to identify faculty that may be exceptionally weak in providing timely feedback. Challenge supervisors to explore the issue with the identified instructors and to propose ideas for improvement.
6. Incorporate educational quality into institutional marketing and branding. Consider adopting a slogan aimed at excellence (e.g., “NCCC. Only the best”). Publish this slogan as part of all institutional messages.

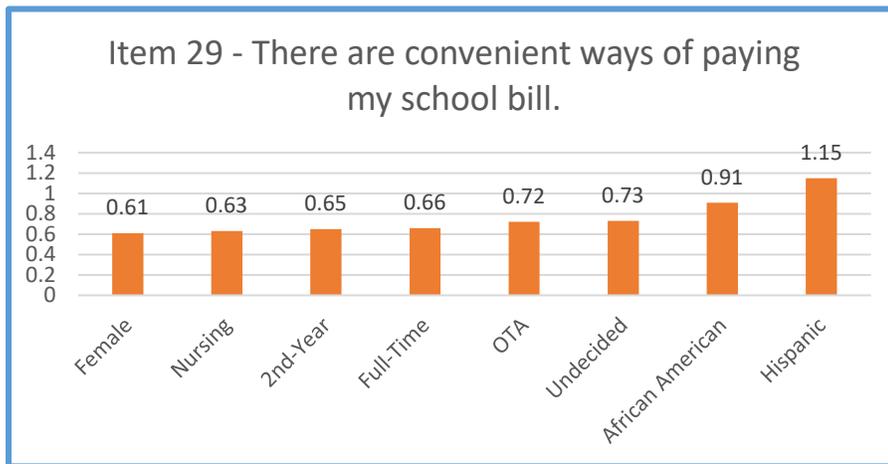
7. Celebrate individual instructors as part of social media. Emphasize credentials (e.g., Babin’s PhD), professional experience (e.g., Stogsdill’s summer work), and teaching experience (e.g., instructors who earn length-of-service awards).

8. Host focus groups to explore student perceptions about instructional quality. (“What does teaching excellence look like to you?” “What would you change about the way college instructors teach?” “Do you consider your tuition a worthwhile investment? And if not, what would it take to change your view?”)

9. Communicate to Nursing faculty that the dissatisfaction shown by Nursing students is not entirely unexpected. (Julie Bryant has said that Nursing students are often the most critical constituency among students.) Instead of working to eradicate these large gaps, challenge the faculty to improve them. Ask faculty to set numerical goals (satisfaction or gap) for the next survey administration. Encourage faculty to engage in professional development and to make programmatic changes aimed at improving student perceptions. Track and communicate these efforts, and follow up to gauge effectiveness.

Bill Payment

Survey Item 29 —“There are convenient ways of paying my school bill”—has been identified by RNL as an institutional challenge. The overall satisfaction gap for this item is .56, but gaps are greater among some subgroups. Note the selected comparisons below:



It should be noted that students assigned this item the same level of importance as “Faculty provide timely feedback about my academic progress” (Importance=6.25), which puts bill payment convenience fairly high (#12) on a ranking of survey items by importance. Yet even if this item were considered less important by students, it would still deserve our attention as an institution. Perhaps more directly than any other issue raised by the survey, this issue impacts the college’s bottom line. For that reason, ensuring that students are highly satisfied with the convenience of their bill payment options can only serve the college’s own interests.

PROPOSED ACTION(S):

(1) Bring this concern to the CFO, the Process Users Group, or others who may be able to shed light on viable solutions.

(2) Create new Web links for paying student accounts. Use the “Pay Bill” page found at cowley.edu as a model. Place a prominent link to the bill payment resource on the home pages of Neosho.edu and myNeosho.edu and again on the “Student” page in myNeosho or any other location that might seem reasonable.

(3) Approach student groups such as the Student Senate for assistance and input. Acknowledge this item as a concern that the college wants to address, share steps that have already taken place, ask for suggestions about informing students on the latest resources, and request further ideas that would help simplify bill payment for students.

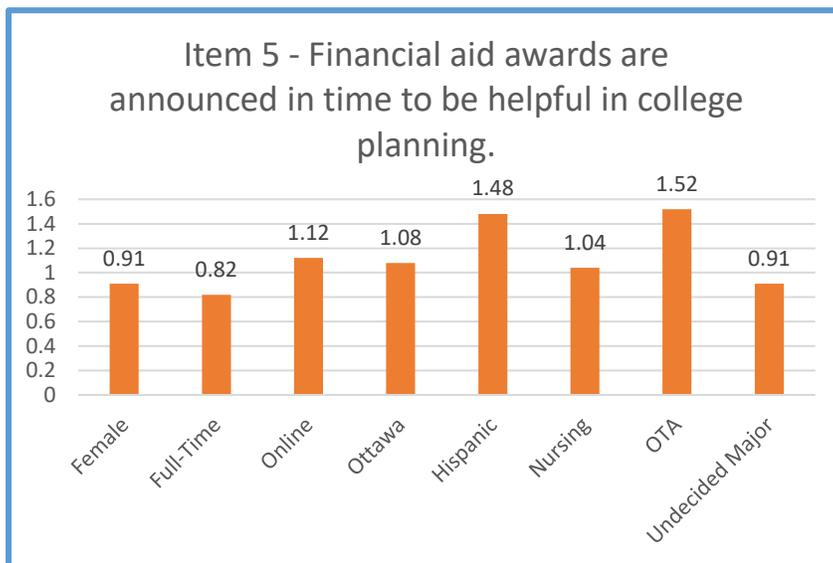
(4) Deploy periodic emails (or better yet, text messages) to the student body with links to the payment page: “Hey NCCC Panthers! Do you still need to make a payment on your student account? It’s easy. Just click [here](#).”

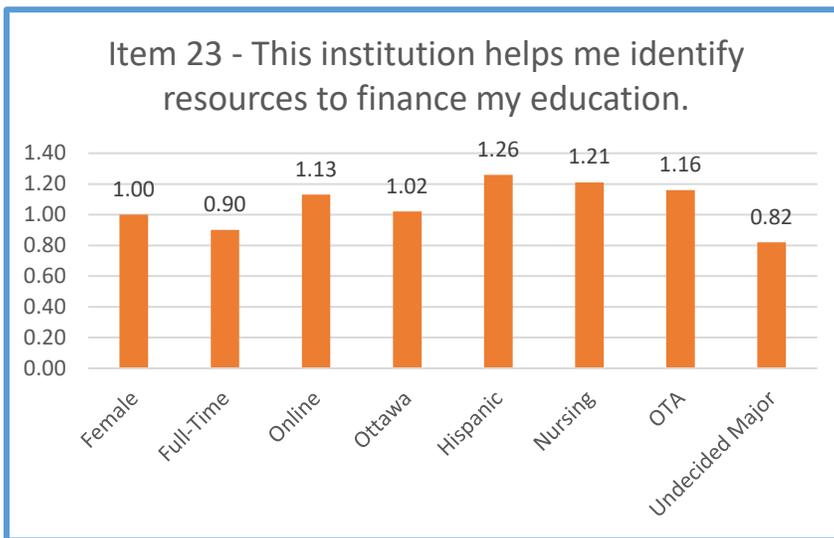
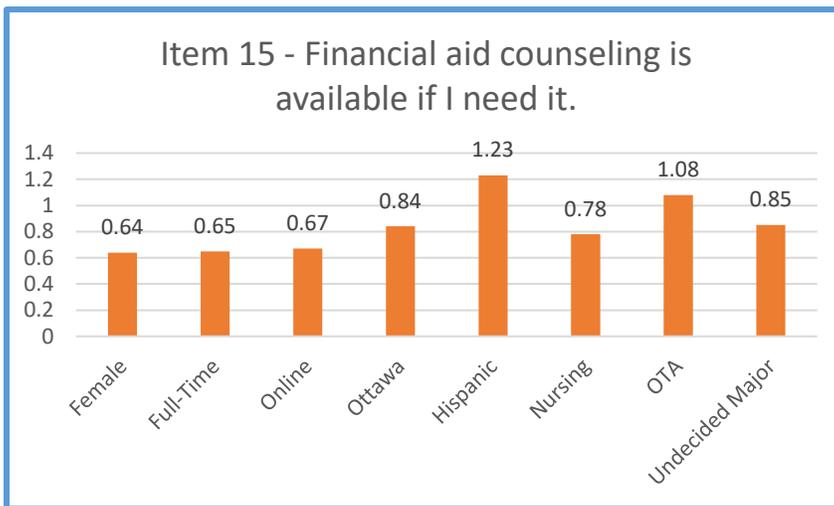
Financial Counseling

On the “Scale Report,” the category with the greatest overall satisfaction gap was “Admissions and Financial Aid Effectiveness” (gap=.58). This category includes five survey items. Three of those items earned satisfaction gaps greater than .50:

- Item 5—“Financial aid awards are announced in time to be helpful in college planning” (gap=.75).
- Item 15—“Financial aid counseling is available if I need it” (gap=.55).
- Item 23—“This institution helps me identify resources to finance my education” (gap=.80).

Once again, response levels varied among student subgroups. The greatest satisfaction gaps discovered in my analysis are represented on the comparison graphs that follow:





In response to these data, I propose taking several steps aimed at providing students the resources they need to persist to graduation.

PROPOSED ACTION(S):

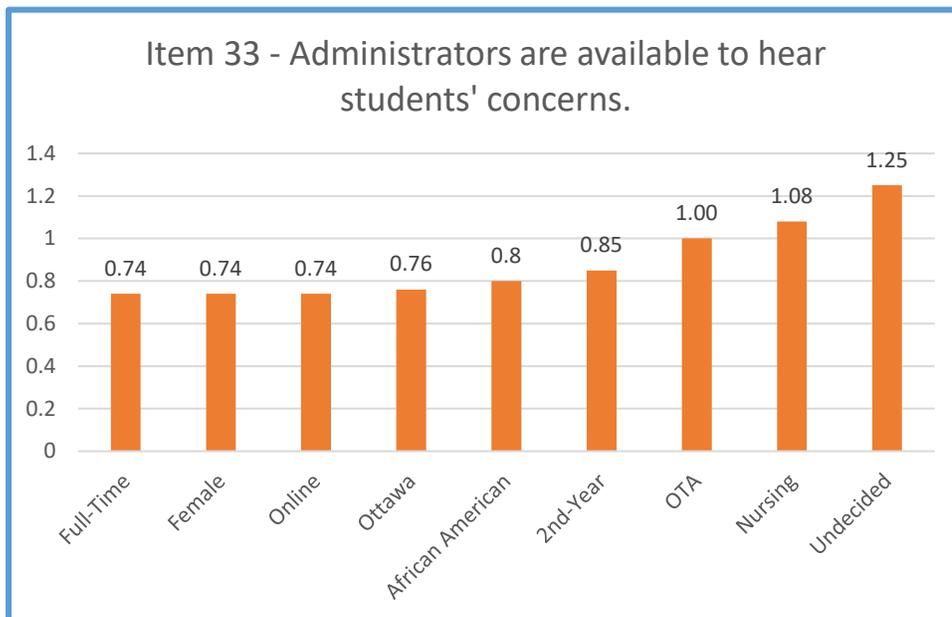
1. Present this concern to the financial aid staff, STARS staff, program leaders, the Director of Development and Marketing, and other appropriate personnel to formulate strategies for expanding financial aid communication, especially among groups with the greatest satisfaction gaps.
2. Review the visibility and availability of financial aid services on both main campuses. Consider options that would promote contact between students and the individuals who can help them. Send representatives to distribute literature about available services into the cafeteria, dormitories, large-enrollment courses, or other places where students gather.
3. Engage with students and financial aid representatives to identify the barriers to announcing financial aid awards sooner. Consider services that might speed the process or that would help students accomplish the necessary steps more expeditiously.
4. Survey other institutions to learn about financial aid processes that have been successful.

5. Embed program-specific scholarship information on program Web pages.
6. Use program-specific student organizations to promote scholarship availability and/or to raise funds for additional scholarships.
7. Add a prominent link such as “Fund My Education” to the home page of Neosho.edu to help prospective students find information about financial assistance.
8. Promote the importance of scholarships in newspaper articles, and invite additional giving from the community.
9. Share photos of scholarship recipients on social media, and use this communication to invite further program-specific giving. For example: “See that smile? Mary just received a \$500 scholarship from Bob’s Auto Shop to help her achieve her dream of becoming a nurse. Your tax-deductible gift could make a scholarship possible for another future nurse. Call xxx-xxxx for more information.”

Administrator Availability

Item 33 invites student perceptions related to this statement: “Administrators are available to hear students' concerns.” For students, this item falls in the middle of the pack with regard to importance (#28), but it falls near the bottom of the list in terms of satisfaction (#44). The satisfaction gap at NCCC is .64. This same item earns a gap of .66 nationally and .63 among Midwest institutions.

These data lead me to believe that this institutional “Challenge” is somewhat low in its significance. Still, among certain student populations, the satisfaction gaps on this item are disproportionately high.



Factors contributing to student dissatisfaction on this item at NCCC may be both structural and perceptual. Structurally, NCCC is a divided institution with many miles separating its campus locations. This reality puts some limitations on the physical availability of administrators. Although many respondents may never have needed or wanted to access an administrator, they may sense that

administrators are not readily available to them. Consequently, their rating may say less about actual dissatisfaction than it does about a general perception about their access to administrators.

The College has taken significant measures to provide students the access they need. These measures include physical and online places to leave comments, a published grievance policy, regular communications via social media, and public postings to the Web site about institutional developments. Still, more actions may be warranted to promote greater student access and to insure that students know and understand the level of access that is already available to them. Below are proposed actions, some of which may already be standard practice.

PROPOSED ACTION(S):

1. Seek out additional opportunities to introduce administrators to students and to enhance visibility. Consider implementing orientation meetings with administrator introductions as well as instructions about how to access administrators at any time. Work with Student Services and the Student Senate to develop fall-semester social activities that would feature administrator-student interaction (e.g., water wars).
2. Regularly host informal lunch meetings in the cafeteria between an administrator and a student group, perhaps meeting with individual teams, clubs, residence halls groups, the choir, etc.
3. Invite student groups to the President's Office for brief interactions ("Cookies with the Prez," group photo, etc.).
4. Train campus tour guides to visit the location of administrator offices and to emphasize options for reaching out to administrators.
5. Schedule and send to students at regular intervals personal messages from program and institutional administrators inviting their concerns or questions. Include similar communications as part of all face-to-face meetings with student groups, such as Title IX trainings. Remind students through social media about the availability and the purpose of suggestion boxes. Share some of the past changes that have been made in response to student suggestions.
6. Schedule administrator walk-throughs during class hours at outreach locations.
7. Facilitate administrator-student interaction (e.g., walk through the TLC) as part of other business that requires travel to Ottawa.
8. Implement administrator visits to residence halls, perhaps delivering goodies at holiday time.
9. Implement periodic focus groups for Nursing and OTA students, perhaps as part of their regular activities in professional organizations. Explore options for facilitating conversations between the student group and administrators. Use these times to explore student concerns, to discuss responses to concerns, and to consider additional opportunities for improvement. Note the resulting actions, and track the effectiveness of changes over time.

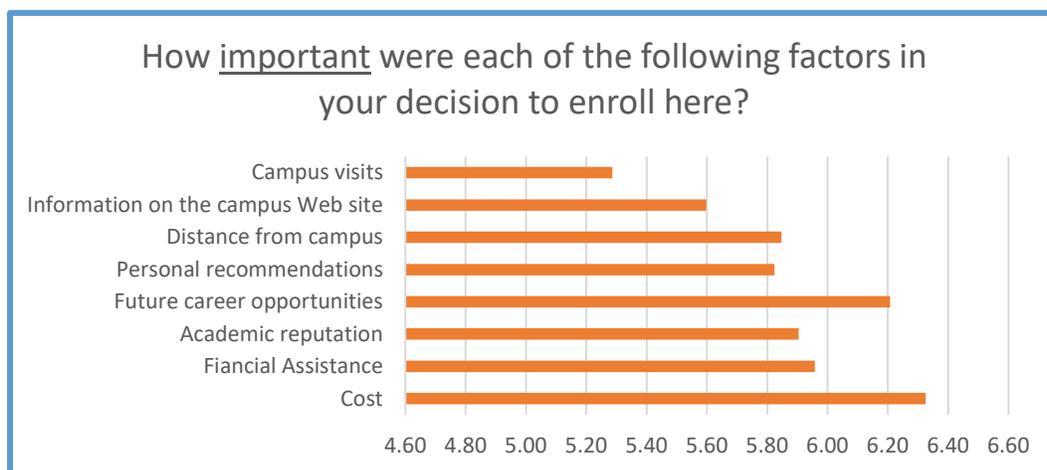
Concluding Thoughts

Endeavors aimed at making improvements must inevitably examine shortcomings. This will always be the case. Yet an objective observer does so with the understanding that the news is not all bad. Indeed, nestled within the comments of the current SSI survey were statements like these:

- “Great school and faculties. An experience one will never forget.”
- “Awesome!”
- “great job”
- “I feel that this a great institution and, that students would benefit in the long term from working with the instructors at NCCC.”
- “NCCC has been a great decision with a great outcome for me personally. I'm graduating in May with my associates degree in business administration as well as a level 1 accounting certificate. My plan is to transfer to Emporia State University this fall to pursue my bachelor's degree in business administration and I feel thoroughly prepared for it.”

We would hope to see such successes proliferate, and for that reason, we must continue to seek ways to improve. Dr. Sarah Robb has recently called attention to the fact that NCCC is one of six community colleges serving southeast Kansas. Since our students have so many educational options, it is incumbent upon NCCC to become the best of those options. One way we can do so is by continuing to monitor student perceptions and then implementing strategies that will attract, retain, and graduate the people we want to serve.

In many instances, improving student perceptions may not require better services, just better communication. This is why our institutional messaging must remain focused, deliberate, and consistent. We might, for instance, draw on SSI data to help sharpen our recruiting messages. Students were asked to rate eight factors that may have influenced their decision to enroll. The ratings make it clear that our market cares most about “Cost” and about “Future career opportunities.”



This being the case, our institutional messaging to prospective students should continually emphasize NCCC’s affordability as well as the career success that our graduates achieve. Such use of data to drive the messaging is both logical and prudent.

In a similar way, we may be able to use SSI data to help us formulate messaging that will inform and influence student perceptions. Again this messaging must be consistent. In addition to implementing the wide-ranging strategies suggested throughout this document, NCCC should craft a short list of priority

responses. Which responses matter most? Which improvements seem most crucial? That short list of items, once selected, should be reiterated to constituents regularly over the next several months. Instead of overloading In-Service attendees with the full array of SSI statistics and graphs, we should emphasize the priority short list, ensuring that employees leave the meeting knowing exactly what the institution wants to accomplish in 2020-2021 and how they can help. Parallel messaging should go out to students through social media, campus fliers, etc. If the priorities are effectively communicated then, when 2020-2021 has passed, all constituents will recognize what has been achieved.

This leads to one more thought about our future. Any evidence demonstrating our future achievements will be collected as part of future SSI administrations, so it should be noted that a shift in our methodology is being planned for the Spring of 2021. Until now, NCCC has collected most of its SSI data on paper forms through face-to-face classes. This approach comes with inherent disadvantages. First, respondents may be participating against their will, thus affecting their responses. Second, approximately one-half to one-third of our students do not have the opportunity to participate because their courses are not selected for the survey administration. Thirdly, the fill-in-the-bubble method may feel awkward and archaic to modern students, which may negatively affect their responses. Fourthly, comparisons between NCCC and other institutions may be skewed by the fact that our methodology differs from theirs. RNL's Julie Bryant estimates that approximately 70% of our peer institutions administer the SSI fully online. Lastly, paper administrations are more costly. This is true not only for the environment but also for the institution. (Online and paper administrations both require a per-survey processing fee, but institutions that administer online do not have to purchase and mail the printed forms.) There are other costs as well. Instructors currently sacrifice about 25 minutes of class time to gather the SSI data, and administrative assistants spend additional time sorting, distributing, and collecting the paper forms.

Recognizing these downfalls, we plan to pilot a fully online administration of the SSI in 2020-2021. Although this would normally be an "off year" for our SSI administrations, we have decided to use this year to determine if an online administration would be advantageous for NCCC. In the Spring of 2021, all students will be invited to take the survey online. As a result of this change, we anticipate a lower number of responses overall and a demographic that skews more toward females. There may be other disadvantages as well, yet a pilot year will give us an opportunity for us to evaluate them. At the end of the online administration, we will review the results to see if the new method is satisfactory. If not, we will resume paper administrations according to our normal schedule starting in 2021-2022. If all goes well, however, we will consider this pilot effort another step toward the achievement of NCCC's mission. And that, of course, is the intended result of all that has been reported here.

Appendix C: List of Current Programs

Program	Award/Degree
Accounting	Level I and II Certificates (AAS -64 cr hr)
Aerostructure	Certificate
Art	AA
Athletic Training	AS
Biology	AS
Business Administration	AS
Chemistry & Pre-Chemistry Engineering	AS
Computer Information Systems	AAS
Computer Support Specialist	Level I and II Certificates (AAS -64 cr hr)
Construction Technology	Level I and II Certificates (AAS -64 cr hr)
Construction Technology	AAS with Articulation Agreement w PSU
Court Reporter	Certificate or AAS
Criminal Justice	AS
Dietary Manager Program	Certificate
Electrical Technology	Certificate
Elementary & Secondary Education	AS
English	AA
Health Care Coding	Certificate
Health Information Technology	AAS
Heating, Ventilation, and Air Conditioning	Certificate and AAS Option
History	AA
Industrial Engineering Technology-Welding	AAS
Industrial Engineering Technology/Pre-Engineering Technology	AS
Industrial Maintenance Technology	Certificate
Management	Level I and II Certificates (AAS -64 cr hr)
Marketing	Level I and II Certificates (AAS -64 cr hr)
Mathematics	AS
Medical Assistant	Certificate
Music	AA
Nursing	ADN/AAS
Nursing	Practical Nursing Certificate ADN/AAS
Occupational Therapy Assistant	AAS
Office Technology	Level I and II Certificates (AAS -64 cr hr)
Philosophy and Humanities	AA
Phlebotomy	Certificate
Physics and Pre-Engineering	AS
Psychology	AS
Sociology	AS
Surgical Technology	Certificate with AAS option
Theatre	AA
Welding -Level I & II	Certificates
Welding	AAS Articulation Agreement w PSU