



► Productivity:
A New Puzzle
Piece...1



► CPE PROGRAM
REVIEW:
ANOTHER
PUZZLE PIECE...2



► STATUS OF
ASSESSMENT
PLANS.....2

Assessment Newsletter

Student Learning Outcomes and Program Assessment

IMPROVING THE SUCCESS OF BLUEGRASS COMMUNITY AND TECHNICAL COLLEGE STUDENTS THROUGH
THE EVALUATION OF STUDENT LEARNING OUTCOMES WITHIN THE TECHNICAL PROGRAMS

Productivity: A New Puzzle Piece

As each piece is positioned into a jigsaw puzzle, the puzzle is magically transformed into a definable picture. As pieces are correctly positioned into the puzzle, the image of the puzzle becomes clearer.

This analogy is used to demonstrate how a new puzzle piece, Productivity, supplies additional program information leading to a clearer image and expression of each of the programs at Bluegrass Community and Technical College (BCTC). One can see an image emerge for each program as the Productivity Report and other pieces of information are linked together. Some of the other pieces of the program's puzzle include: Program Health Reviews, CPE Program Reviews, Enrollment/Retention, Credentials Earned, Advisory Input, Licensure Pass Rates, Alumni and Employer Surveys.

The data and calculations used in the Productivity Report (PR) are based on technical course enrollments. Utilizing the College Catalog and input from program coordinators, the courses identified are, for the most part, specific for each program. Pulling data using course enrollments is different from the approach used to obtain official enrollments that are reported by the Office of Institutional Planning, Research and Effectiveness (IPRE). Their data is official data based on students' academic plans and CIP Codes.

The PR utilizes information from individual courses to determine two enrollment figures; duplicated and unduplicated enrollments.

Duplicated enrollment refers to the total number of students enrolled in all of the program courses. It can be thought of as the number of chairs a specific program uses. If a student is enrolled in multiple courses, they are counted multiple times.

Unduplicated enrollment refers to the number of individuals enrolled in a program's courses. Even if a student is enrolled in multiple courses, they are only counted once.

Other calculations from course data include Course Capacity, Program Capacity, Full-time Equivalent for Faculty (FTE-F), Total Enrolled Credit Hours, Credit Hours Generated per FTE-F, and Full-time Equivalent Students (FTE-S) per FTE-F.

The PR includes data from fall 2009 through fall 2012, providing program coordinators and college leadership the opportunity to perform trend analysis for each program.



Program coordinators are able to use the information from the PR along with the other "puzzle pieces" in completing their Program Health Review analysis. Negative trends, data anomalies, or apparent "red flags" can be explained within the comment section of the Program Health Review under "Strengths of the Program" and "Areas Requiring Additional Attention".



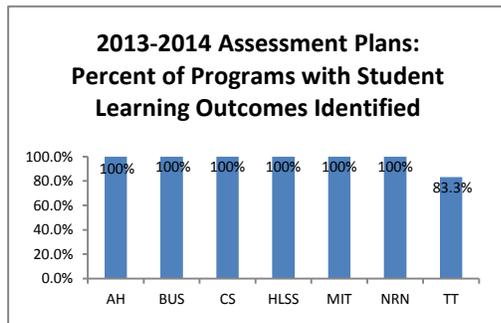
The Productivity Report's calculations provide one piece of each program's puzzle. It does not tell the entire story, nor does it serve as a stand-alone evaluation of a program. It **begins** the story, leading to discussions among program faculty and leadership about the trends within that program.

Karman K. Wheeler
Academic Assessment

REMINDER: FALL ASSESSMENTS IN AIM
Record results for fall assessments in AIM. Include how you plan to use your findings to improve the program and student success.

"The most important thing about assessment is that it promotes dialogue among faculty."
-Mary Senter

Current Status of 2013-2014 Assessment Plans (as of December 4)



2013-2014 Assessment Plans				
Student Learning Outcomes Identified				
Division	Programs	Completed	Partially Complete	Percent Completed
AH	8	8		100%
BUS	5	5		100%
CS	2	2		100%
HLSS	2	2		100%
MIT	3	3		100%
NRN	2	2		100%
TT	12	10	2	83.3%
TOTAL	34	32	2	91.2%

Completed – The number of programs with a minimum of three student learning outcomes and assessment methods identified.
 Partially Complete – The number of programs with less than three student learning outcomes identified.
 Percent Complete – The number of programs within a division having a minimum of three student learning outcomes identified.

Source: AIM System Academic Assessment



CPE Program Review: Another Puzzle Piece



As authorized by KRS 164.020, and stated in the reference document in AIM, CPE/KCTCS Program Review Process, "The Council on Postsecondary Education (CPE), as authorized by KRS 164.020, requires all colleges and universities to conduct periodic review of approved academic programs." This mandate from CPE requires uniform submission of data using a common reporting format for all postsecondary institutions of each academic program every five years.

The timeline established by CPE is based on industry sectors with the first set of program reviews of the Health Sector taking place in 2013-2014. Programs within Business Services (including Information Technology) will be reviewed in 2014-2015 followed by Manufacturing, Transportation/Distribution/Logistics, and Energy (and Miscellaneous) in subsequent years.

As you can see from the components briefly described below, most of the material required for CPE is already available through the annual Program Health Review (PHR) and Productivity Report. Additionally, narrative templates are being developed by the Vice President for Academics and Director of IPRE that can be used for many portions of the required narratives.



CPE Program Review Report Contributions

- Explain how the program contributes to the institution's mission.
- Explain how the program contributes to at least one of the four goals of HB1 (e.g. Student Success, Research, Efficiency/Innovation, and College Readiness)

c. Explain how the program aligns with the statewide postsecondary education strategic implementation plan.

Program Quality and Student Success

- Student learning outcomes
- External awards/recognition
- Average actual time and credits to degree completion
- Employer satisfaction
- Job Placement

Program Demand/Unnecessary Duplication

- Student credit hour per instructional faculty FTE
- Need for duplicative programs
- Collaborative opportunities

Cost and Funding

- Student credit hour per instructional faculty FTE
- Extramural funding

The Offices of Information Technology Services and Institutional Planning, Research and Effectiveness (IPRE) have developed a tab in the Assessment Improvement Measurement (AIM) System specific for the CPE Program Review and BCTC's Annual PHR. The data components for both reviews are coordinated by the Office of IPRE. The program coordinator's description of strengths, issues requiring continued attention, and follow up on last year's recommendations are recorded in the Comment Section within this tab along with the observations by the Assistant Dean, Dean, and Vice President.

For additional information about CPE's Program Review process and procedures, several documents have been posted within the "References" tab in AIM

Karman K. Wheeler
Academic Assessment.

WANTED! Assessment MVPs



We are making great strides in developing an assessment culture at BCTC. The quality of our assessment initiatives for student learning outcomes has improved dramatically. Assessment initiatives include identifying student learning outcomes, assessment methods, performing the assessments, and documenting how the results will be used to improve student learning.

- ? Do you know someone that has increased their understanding of assessment concepts and their importance?
- ? Do you know someone that has made improvements on assessment initiatives at the course and/or program level?
- ? Do you know someone that is doing an exceptional job in using the assessment results to make improvements in the quality of instruction leading to the success of our students?
- ? Do you know someone that has collaborated with other faculty or staff to improve assessment of student learning outcomes at BCTC?

Submit their name to Karman K. Wheeler with a brief summary of why you think this person should be recognized for their contributions to the assessment culture at BCTC. **Deadline for submission, February 15, 2014.**

CHECK IT OUT – Program Assessment Website

A page on the web is in place for every program. A link to the website is located on each program's webpage. It can also be accessed through:
http://bluegrass.kctcs.edu/Academics/Assessment/Technical_Program_Assessment/Technical_Programs.aspx



Bluegrass Community and Technical College
 Karman K. Wheeler
 Academic Assessment – Student Learning Outcomes
 (859) 246-6567
karman.wheeler@kctcs.edu