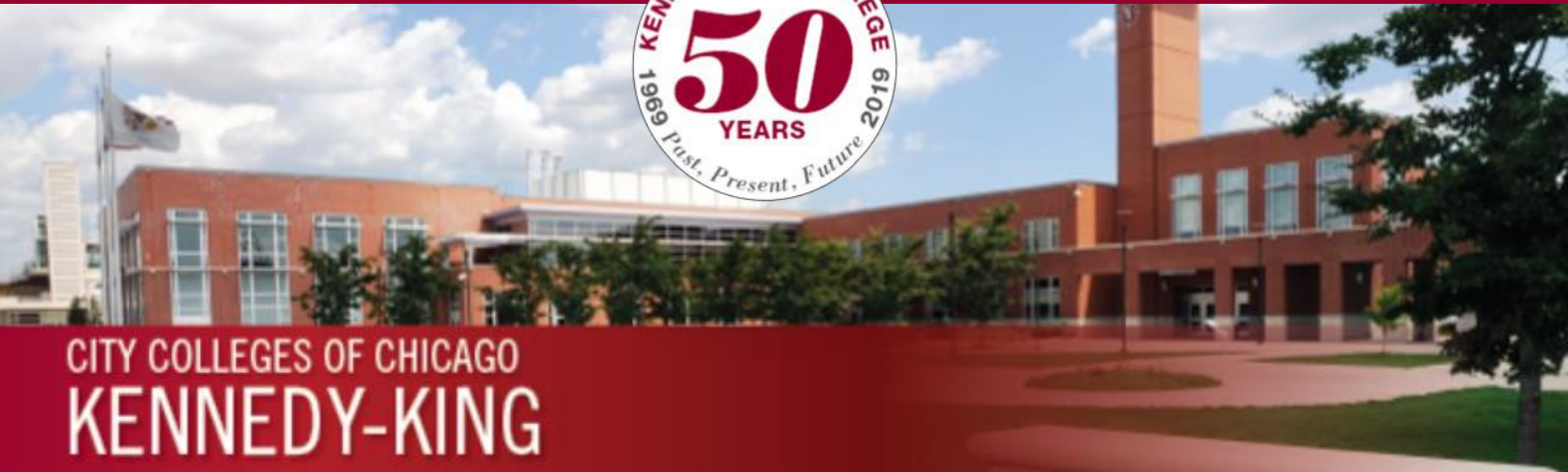


# Strategic Assessment Plan FY20-FY23



CITY COLLEGES OF CHICAGO  
**KENNEDY-KING**



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### I. Strategic Plan Introduction

This Strategic Assessment Plan serves to provide authentic, robust assessment practices which align academic and co-curricular assessment efforts to improve student learning at Kennedy-King College (KKC).

KKC is committed to improving the culture of assessing student learning. Campus-wide assessment of all levels of student learning outcomes (SLOs) are managed by the Executive Assessment Committee (EAC), which is comprised of faculty assessment co-chairs, administration, Subcommittee Chairs, Program Review Coordinator, and the Director of Strategic Initiatives. Appointed positions within EAC are outlined in the Executive Assessment Committee Bylaws. The EAC reports to various constituents through regular campus Assessment Town Hall (ATH) meetings and through their Annual Assessment Reports. The College is steadfast in developing progressive assessment techniques and professional development opportunities for faculty and staff, in effort to design a more purposeful student-focused learning institution.

KKC is committed to continuous improvement in the use of assessment data to improve student learning in co-curricular departments. Each co-curricular department undertakes a thorough evaluation every five years during Program Review (Academic Support Services Program Review report). The review requires departments to note strengths, areas for improvement, and develop a plan for the next five years. Continuous assessment of student learning outcomes and program effectiveness is undertaken through student surveys.

In developing consistent conversations and activities around assessment, the College has increased awareness and participation among departments. Integrating assessment more deliberately into the College's culture ultimately yields a greater reflective practice in assessment among faculty and staff.

**Purpose:**

Student learning is at the heart of the Kennedy-King College mission. An effective continuous improvement process of assessing student learning will allow for data-based decisions to help improve teaching and learning. Furthermore, it will demonstrate to internal and external constituents the effectiveness of current learning methods and the efficiency and agility to improve learning methods found ineffective. The purpose of the Kennedy-King College Assessment Committee is to facilitate the development and implementation of an organized and sustained assessment process to evaluate and improve student learning that will make Kennedy-King College an institution of academic excellence.

To guide assessment efforts, the Assessment Committee has identified six strategic priorities.

## II. Strategic Priorities and Organizational Structure

The College's strategic priorities fall under six areas. Each is described below.

### 1. General Education

- Reinstitute a comprehensive general education assessment schedule, beginning Fall 2019.
- Establish a schedule/process to reinstitute standard/inter-disciplinary assessment programs such as Writing across the Curriculum.
- Discuss plans to review/revise general education goals to determine relevance as a reflection of the College's current general education philosophy.

### 2. Program Reviews

- Create a training schedule and training materials for Program Review participants.
- Develop an evaluation process/instrument for Program Review presentations.
- Develop a comprehensive Program Review plan/manual that models a holistic approach and includes incremental activities that promote active engagement with program effectiveness and evaluation activities.
- Develop annual Program Review preparation activities that guide participants toward developing a comprehensive review. Suggested sequences include the following
  - Year 1 – General Education (college-wide) assessment activity and Program Review Post Follow Up (Assessment Committee feedback and departmental follow up on progress toward recommendations)
  - Year 2 – Evaluate discipline master syllabi and SLO review
  - Year 3 – Conduct department assessment review, including a common assessment instrument and examples of assessment instruments to be evaluated, using labor market data for CTE programs
  - Year 4 – Conduct comprehensive student feedback survey and classroom observations, as well as review department mission statements and webpages
  - Year 5 – Complete Program Review process

### 3. Reporting and Transparency

- Develop a schedule and timeline for publishing all assessment reports
- Develop an annual reporting template for future reports
- Develop a plan for website management and public facing updates from the Assessment Committee
- Develop a regular communication plan to College stakeholders regarding Assessment Committee updates, resources, and training Integrate assessment training topics into Faculty Development Committee planning and use of the Faculty Exchange, as well as Student Affairs meetings/workshops
- Establish a more robust data collection process/location for all assessment activities (e.g. meeting minutes, time and effort, instruments for college-wide activities, planning templates, evidence and data collected, annual reports, etc.)
- Restructure the repository for documenting Assessment Committee resources, meetings, strategic plans, and official reports/data for greater ease of use

#### 4. Assessment Committee Structure and Expansion

- Review Assessment Committee bylaws to make recommendations for the committee
- Conduct standing Assessment Committee and Subcommittee meetings
- Finalize structure and role of Assessment Committee officers
- Identify and plan professional development activities for Assessment Committee officers

#### 5. Master Syllabi

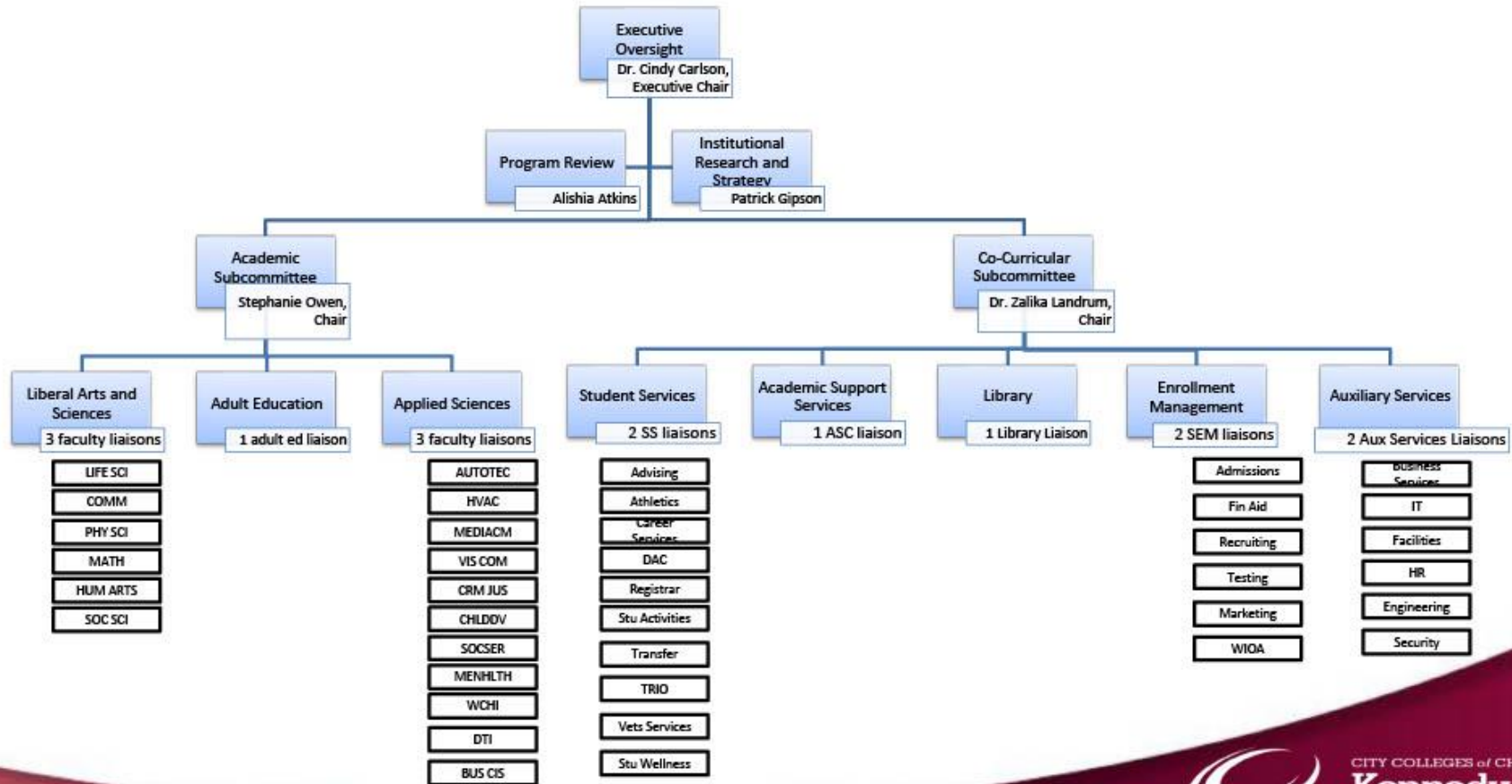
- Collaborate with Curriculum Facilitator and integrate SLO evaluation work with Master Syllabi effort
- Develop schedule to begin master syllabi project including establishing milestones and timelines that align with Program Review schedule
- Incorporate Illinois Articulation Initiative work/requirements into the master syllabi effort

#### 6. Co-Curricular Integration

- Identify co-curricular leads to serve as liaisons on College Assessment Committee
- Evaluate department mission statements and Co-SLOs for revision and better alignment to department roles and expected outcomes
- Create standard assessment instruments to support Co-SLO assessment efforts and collection of data
- Develop co-curricular assessment schedule to ensure Co-SLOs are frequently measured and evaluated

KKC ASSESSMENT ORGANIZATIONAL STRUCTURE

**Kennedy-King College Assessment Committee**



### III. Meeting Structure and Cadence

Assessment Town Hall – Twice a semester. At approximately weeks 5 & 13

**Members:** Assessment Committee Chair, Academic Subcommittee Chair, Co-Curricular Committee Chair, Program Review Coordinator, Institutional Researcher & Strategy, Academic Assessment Liaisons, Co-Curricular Liaisons

All interested faculty and staff are invited to attend

**Topics:** As determined by executive assessment committee. May include progress reports of active efforts, reporting on previous assessment initiatives, planning of future initiatives, and discussion of resource development.

Executive Committee – Biweekly

**Members:** Assessment Committee Chair, Academic Subcommittee Chair, Co-Curricular Committee Chair, Program Review Coordinator, Institutional Researcher & Strategy

**Topics:** Discussion of assessment activities progress and strategies, development of training materials for liaisons

Academic Subcommittee – Biweekly

**Members:** Academic Subcommittee Chair, Academic Assessment Liaisons

**Topics:** Train liaisons for assisting in Program Review, Gen. Ed. Assessment, and Common Assessment activities; progress reports.

Co-Curricular Subcommittee – Biweekly

**Members:** Co-Curricular Subcommittee Chair, Co-Curricular Assessment Liaisons

**Topics:** Train liaisons for assisting in Program Review, and SLO Assessment activities; progress reports.

- Departments/Organizational Units should be asked to incorporate time into their meetings to allow liaisons to present information on activities.



## IV. Assessment Committee Bylaws

### Section I – Scope of Responsibility

#### I. Purpose

Student learning is at the heart of the Kennedy-King College mission. An effective continuous improvement process of assessing student learning will allow for data-based decisions to help improve teaching and learning. Furthermore, it will demonstrate to internal and external constituents the effectiveness of current learning methods and the efficiency and agility to improve learning methods found ineffective. The purpose of the Kennedy-King College Assessment Committee is to facilitate the development and implementation of an organized and sustained assessment process to evaluate and improve student learning that will make Kennedy-King College an institution of academic excellence.

With this purpose in mind, Kennedy-King College Executive Assessment Committee is charged with accomplishing several goals:

- Update the college’s assessment goals for assessing student learning outcomes in and out of the classroom annually aligned to institution and district strategic goals.
- Consult with academic and co-curricular department/program Chairs, and individual faculty members to develop and improve learning goals and assessment plans at the course, department/program, and institutional level
- Support academic and co-curricular department/program chairs to develop and improve learning goals and assessment plans for all departments and programs.
- Help prepare reports for the Higher Learning Commission related to past visiting team recommendations and upcoming annual and cyclical reports
- Educate and energize the college community about the assessment process and its value in improving student learning
- Approve and ensure the Institutional Effectiveness (IE) Program Review process is carried out annually
- Encourage faculty collaboration within and between disciplines on assessment related initiatives

#### II. Tasks

To be effective, the following processes will occur:

1. Create college-wide student learning assessment plan with guidelines and timelines as needed.
2. Work with other institutional bodies and members – such as Institute Researcher, Student Services Management Team, Faculty Council, etc. – on assessment related initiatives, reviews, or projects.
3. Coordinate assessment related activities and initiatives throughout the campus



4. Organize workshops and professional development opportunities to assist faculty and co-curricular department staff in developing and executing assessment plans
5. Align assessment activities, methods, and instruments with the learning outcomes expected by the faculty and ensure their validity and reliability.
6. Coordinate the IE Program Review process.

## Section II – Organization

### I. Structure

#### A. Membership

Assessment is a college-wide process. As part of the student learning process, it should be led by faculty and staff. The College firmly believes that faculty, student support, and auxiliary services should collaborate in planning and implementing a student learning outcomes assessment program. The Committee's activities will be supported by the institutional structure of the college including **release time** for the Chair and designated appointed positions.

The Assessment Committee shall be comprised of members of the Executive Committee and the Academic and Co-Curricular Subcommittees.

The Executive Assessment Committee shall be made up of numerous officers: Executive Assessment Chair, Executive Assessment Co-Chair (if needed), Academic Subcommittee Chair, Co-Curricular Subcommittee Chair, Program Review Coordinator, Institutional Researcher, and Higher Learning Commission (HLC) Liaison (if needed). Additionally, the college's Vice-President and administrative members from the Office of Instruction will round out the Executive team. The Executive Committee Chair and Co-Chair shall be appointed by President of the Institution. They in turn, will identify and appoint the Academic and Co-Curricular Subcommittee Chairs, Program Review Coordinator, and HLC Liaison roles with the final approval from the Vice-President.

If subcommittee and ad hoc committee members agree liaisons are needed, the Executive Committee will select those members and determine their responsibilities. However, they will not make up the Executive Committee team.

The appointed Executive-Body members include, along with select duties:

- Executive Assessment Chair (release time included)
  - Presides over Assessment Committee meetings
  - Creates, with the assistance of the Co-Chair, meeting agendas
  - Consults and updates College administrative team on assessment related activities
  - Drafts and submits an annual assessment report to the President
  - Each semester, present an overview of the semesters work to Executive or Core Team meeting
  - Represents institution at appropriate district-wide meetings

- Oversees the development, distribution, and implementation of the Assessment calendar working with the Dean of Instruction and the Vice-President of Academic Affairs
- Coordinates the processes involved in acting on assessment data including: ensuring the analysis of the data on a regular basis and the development of improvement initiatives when indicated.
- Coordinates and maintains line of communication between the Assessment Committee and internal KKC constituents to educate and energize them about the assessment process and its value and importance in improving student learning
- Ensures the college assessment goals for assessing student-learning outcomes are up-to-date, reviewed annually, and revised when indicated.
- Coordinates new efforts to encourage faculty collaboration within and between disciplines on assessment related initiatives
- Ensures the IE Program Review Process is carried out and reviews are approved.
- Executive Assessment Co-Chair (release time included)
  - Creates, with the assistance of the Chair, meeting agendas
  - Assists the Chair in presiding over meetings when necessary, or when Chair is absent
  - Coordinates professional development activities with the assistance of Executive and General Body members
  - Assists the Chair in all assessment related initiatives as outlined in the committee goals
- Academic Subcommittee Chair (release time included)
  - Provide leadership and direction to Academic Subcommittee members
  - Consult and mentor faculty and subcommittee members to utilize assessment results to improve student learning
  - Coordinates, schedules, and monitors the progress of academic assessment initiatives and academic assessment sub-committee meetings with Academic Subcommittee members and other faculty stakeholders
  - Actively participate and contribute during Executive Assessment Committee meetings and Assessment Town Hall meetings.
  - Organize and lead Academic Assessment Sub-Committee meetings
  - Submit regular updates to the Executive Chair of the Assessment Committee
  - Prepare Academic Assessment Sub-Committee reports for annual reporting and work with the Executive Chair to prepare and submit the annual assessment report to the President
  - Works with Executive Chair of the Assessment Committee to coordinate new efforts to encourage faculty collaboration within and between disciplines on assessment related initiatives
  - Assist Executive Chair of the Assessment Committee with all activities pertaining to the administration of general education assessment including preparation of faculty instructions, surveys, and tools as well as all communications regarding the data collection process, findings, and recommendations
  - Assists Executive Chair with managing College Assessment website, internal site, and other outlets used to document and publish institutional data

- Co-Curricular Subcommittee Chair
  - Provide leadership and direction to Co-Curricular Subcommittee members
  - Advise and consult with deans, and directors to develop and implement comprehensive approaches to assess student learning outcomes co-curricular learning environments.
  - Coordinates, schedules, and monitors progress of academic assessment initiatives and Co-Curricular Assessment Sub-committee meetings
  - Actively participate and contribute during Executive Assessment Committee meetings and Assessment Town Hall meetings.
  - Submit regular updates to the Executive Chair of the Assessment Committee
  - Prepare Co-Curricular Assessment Sub-Committee reports for annual reporting and work with the Executive Chair to prepare and submit the annual assessment report to the President
  - Works with Executive Chair of the Assessment Committee to coordinate new efforts to encourage co-curricular collaboration within and between departments on assessment related initiatives
  - Assist Executive Chair of the Assessment Committee with all activities pertaining to the administration of student satisfaction including preparation of departmental instruments, student surveys, as well as all communications regarding the data collection process, findings, and recommendations
  - Consults with and mentors Co-Curricular Assessment Liaisons to utilize assessment results to improve student learning and services in respective departments
  - Assists Executive Chair with managing College Assessment website, internal site, and other outlets used to document and publish institutional data
- Program Review Coordinator (release time included)
  - Acts as a clearinghouse for all program review related inquires, databases, and templates
  - Maintains current knowledge of external developments in program review
  - Supervise collection and archival of program review data and processes for both internal and external use
  - Compiles and organizes final Program Review document for submission to the Illinois Community College Board
  - Attend regular Executive and General Body Assessment meetings
- Higher Learning Commission Liaison (HLC) (as needed)
  - Prepares responses for HLC-related reports
  - Communicates with HLC members/representatives

During Executive Committee meetings, a member shall be chosen from among attendees to document proceedings using an agreed upon system.

All Executive members are responsible for:

- Providing direct support to subcommittee work
- Representing the institution at Higher Learning Commission Conferences and additional meetings/workshops

### **B. Voting Members**

Only appointed members of the Executive Assessment Committee having voting rights. This includes The Chair, Co-Chair, Academic Subcommittee Chair, Co-Curricular Subcommittee Chair, Program Review Coordinator, and HLC Liaison. Voting members, if unable to attend a meeting when voting occurs, may vote via email or phone. In the event of a tie vote, the Vice-President of Academic and Student Affairs will break the tie.

### **C. Resignation And Replacement**

If an appointed Executive member resigns or needs replacement, the replacement will be based on recommendation from Executive Committee and final approval made by the Vice-President's Office.

## **II. Meetings**

### Assessment Town Hall Meetings (campus-wide meetings)

Assessment Town hall (ATH) meetings serve as opportunities for disseminating assessment-related information to various campus constituents. It is a forum to discuss campus assessment initiatives, provide and receive feedback on various projects, and share assessment-related ideas. ATH will occur at least twice per semester. ATH meetings will generally occur 2:00PM-3:30PM on the fourth Tuesday of the month. Exact dates will be determined by the Executive Committee.

## **III. Subcommittees**

The Executive Assessment Committee may wish to establish subcommittees or workgroups to address specific tasks associated with the College's assessment process. Subcommittees may be created by the Executive Committee. The role of subcommittees will vary depending on the issues at hand. These subcommittees may be permanent or ad hoc.

Current Subcommittees and their meeting schedule:

### Co-Curricular Sub-Committee

The Co-Curricular Sub-Committee is organized by the Chair of the Co-Curricular Sub-Committee. Meetings occur weekly or as needed. The purpose of the meeting is to provide members with an opportunity to plan and discuss updates concerning co-curricular assessment efforts. The sub-committee meetings may also serve as an opportunity to invite co-curricular departments/representative to training and provide other committee updates. Co-Curricular Assessment Liaisons are required to attend these meetings and can use this time to provide updates and share ideas regarding their progress and work with various co-curricular departments.

1. Continuous planning
2. Report-outs and updates

### Academic Sub-Committee

The Academic Sub-Committee is organized by the Chair of the Academic Sub-Committee. Meetings occur weekly or as needed. The purpose of this meeting is to provide members with an opportunity to plan and discuss updates concerning academic assessment efforts. The sub-committee meetings may also serve as an opportunity to invite faculty to training and other committee updates. Faculty Learning Discipline Liaisons are required to attend these meetings and can use this time to provide updates and share ideas regarding their progress and work with various academic departments.

1. Continuous planning
2. Report-outs and updates

### **IV. Amendments**

Proposed amendments to the by-laws may be put forth by any Executive Assessment Committee member. A majority vote is needed to pass an amendment.

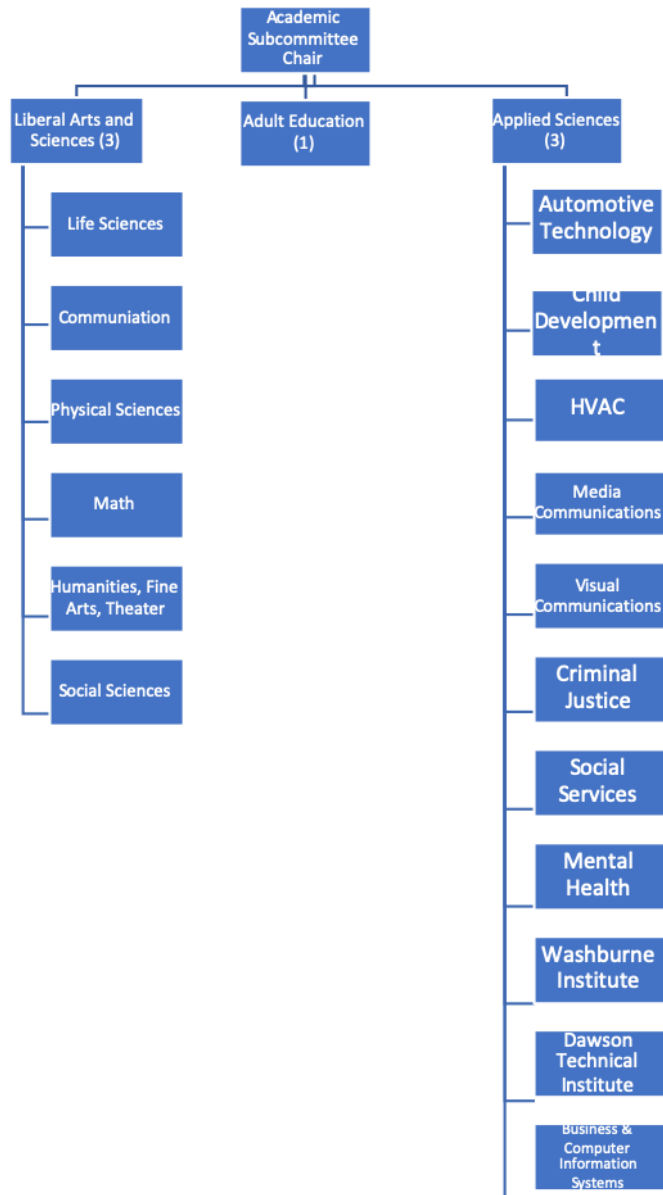
## **V. Academic Assessment Plan**

### **Overview**

The Academic Assessment Plan for Kennedy-King College (KKC) spans three academic years (2019-2020, 2020-2021, 2021-2022) and is incorporated into the broader comprehensive Strategic Assessment Plan. KKC recognizes the importance of academic engagement and student learning. Furthermore, KKC believes that a robust academic assessment initiative provides a necessary foundation for ensuring high-quality education and making data-driven decisions on teaching and learning. To that end, the planning details below represent assessment efforts that will take place over a three-year period to contribute to a culture of assessment, student learning, and continuous improvement through sound data collection and analysis.

**Academic Subcommittee Structure**

The organizational model below represents the academic subcommittee structure and involved departments.



The Academic Subcommittee will be supported by a Committee Chair and “Faculty Discipline Assessment Liaisons” (Liaisons). The role of the Liaisons is to work directly with the Assessment Committee and assigned departments/disciplines to ensure the academic assessment

efforts are implemented. A more detailed description of the Faculty Discipline Assessment Liaison position and responsibilities is available in the appendix.

In addition to the committee structure, the Academic Subcommittee will participate in the following meetings:

**Assessment Town Halls (ATH) - Twice a semester. At approximately weeks 5 & 13.**

All Committees come together for the ATH meeting. ATH is organized and facilitated by the Executive Chair. The purpose of the ATH is to invite the college community to learn about various assessment initiatives and updates regarding college progress. Additionally, ATH meetings may serve as opportunities to meet with college stakeholders to clarify assessment expectations, conducting trainings, and solicit input from the broader college community concerning issues and ideas to improve assessment efforts. All College Assessment Committee members are expected to attend ATH meetings and non-members are invited to participate.

**Members:** Assessment Committee Chair, Academic Subcommittee Chair, Co-Curricular Committee Chair, Program Review Coordinator, Institutional Researcher & Strategy, Academic Assessment Liaisons, Co-Curricular Liaisons. Membership is open to all faculty and staff.

**Academic Subcommittee - Bi-Weekly**

The Academic Subcommittee Chair organizes the Academic Subcommittee. The purpose of this meeting is to provide members with an opportunity to plan various assessment initiatives, discuss updates concerning academic assessment efforts, assist with implementing those initiatives, and collect and review data with the assistance of the Institutional Researcher. The subcommittee meetings may also include discussions and presentations from district and other campus assessment committees to learn more about best practices and campus-wide assessment efforts. Faculty Discipline Assessment Liaisons are required to attend these meetings and can use this time to provide updates and share ideas regarding their progress and work with various academic departments and disciplines. This subcommittee helps to promote continuous planning and provide the institution with regular reports and updates.

**Academic Assessment Plan**

The schedule below details the academic assessment plan and schedule. Over the course of the three-year period, assessment activities will fall in one of the following categories:

- **General Education Assessment Activities** – These assessment activities will address the campus-wide General Education student learning outcomes (G-SLOs). This will be a three-year cycle, with planning for a single G-SLO beginning each Fall and Spring semester, with implementation of the plan the following semester (spring or fall). An analysis of the collected data will be presented to faculty at the beginning of the semester following implementation (fall or spring), and the data will be used to create a plan for professional development topics, innovations and improvements in teaching and learning.



The table below shows the general timeline to be followed when creating, administrating, scoring, and reporting on a G-SLO assessment.

Semester	SLO
<b>Fall (or Spring)</b>	Planning and development
<b>Break &amp; Faculty Development</b>	Faculty training
<b>Spring (or Fall)</b>	Administration, collection, & scoring
<b>Break &amp; Faculty Development</b>	Analysis, report out & targeted training

- **Program Review** – Following the Illinois Community College Board’s (ICCB) program review schedule, selected departments will participate in the program review process. Departments will be encouraged to use the assessment data generated through their common assessment and participation in G-SLO assessment.
  
- **Discipline/Department Assessment Activities** - Each discipline is responsible for the creation of a common assessment that will evaluate 1-3 course-level SLOs (C-SLOs). This common assessment, once created, should be administered every semester to each section of the relevant course(s). **Discipline Goal Sheets** are created in the beginning of each fall semester and contain an action plan, based on the data collected the previous year. Action plans may include revisions to the common assessment tool, an adjustment to C-SLOs (through the PACC process), creation of additional student support materials or formative assessments to aid student learning, or other relevant actions as decided by the discipline. Each spring, a narrative report should be submitted by each department summarizing, the activities and findings of each discipline within the department.
  
- **Master Syllabus Project** – Kennedy-King College is initiating the process of developing a comprehensive and complete master course syllabus repository. This project will involve the review of critical components of a master course syllabus, and will provide faculty the opportunity to evaluate the content included in the syllabus to ensure it is accurate, rigorous, and consistent with the standards of a given discipline. Once the repository is established, the evaluation of master syllabi will be an integral part of the ICCB Program Review Process. Such work will involve:
  - working with the College’s Proposed Academic Curriculum Changes (PACC) team to secure approval for any student learning outcome changes;
  - discussing changes during district-wide discipline meetings, if need be; and
  - working closely with discipline chairs and faculty council to ensure procedures and standards are met.

### Academic Assessment Schedule

Academic Year	Semester	Academic Assessment Activity	Lead	Assessment Category	Academic Dept.
<b>2019-2020</b>	<b>SU2019</b>	Create a SharePoint website for the Master Syllabus Project.	Associate Dean: Instruction	Master Syllabus Project	
		Provide a presentation and overview of Master Syllabus Project to all Department Chairpersons.	College Curriculum Facilitator (CF) Associate Dean: Instruction	Master Syllabus Project	All
		Distribute the list of courses (offered in the last three years), PACC master syllabus template, syllabus revision side-by-side comparison charts, and SLO rubrics to all departments.	College Curriculum Facilitator (CF) Associate Dean: Instruction Director of Strategic Initiatives	Master Syllabus Project	All
		Review the list of courses (offered in the last three years) by area/discipline and will complete the review for (10%) of the courses listed in their designated discipline. An SLO rubric should be completed for each course, and the master syllabus for all courses must be outlined in the PACC master syllabus template.	Department chairpersons	Master Syllabus Project	All
	<b>FA2019</b>	Facilitate a department meeting to explain the master syllabus project and share the list of courses with the faculty across disciplines in their respective departments. Full-time faculty members in the department will participate in the process of reviewing courses to ensure master syllabi are evaluated or created. Master syllabi should be loaded in the Share Point site and complete for all the courses included on the department list. (30% August 2019, 60% September 2019, 100% October 2019).	Department chairpersons Full-time faculty	Master Syllabus Project	All

## Strategic Assessment Plan

Academic Year	Semester	Academic Assessment Activity	Lead	Assessment Category	Academic Dept.
<b>2019-2020</b>	<b>FA2019</b>	Initiate steps 1 and 2 of the Master Syllabus Project Proposal in the district's PACC website as the Principal Advocate (PA) for the college. The PA will upload all the required documentation with support of each department in the college for steps one and two of the PACC process (September 2019).	College curriculum facilitator	Master Syllabus Project	All
		Initiate steps 3 & 4 of the Master Syllabus Project Proposal in the district's PACC website as the Principal Advocate (PA) for the college. The PA will upload all the required documentation, with support of each department in the college for steps three and four of the PACC process (October 2019 and November 2019).	College curriculum facilitator	Master Syllabus Project	All
		Courses eligible for IAI approval and inclusion in the GECC package will be reviewed based on IAI requirements (October 2019 – February 2020).	Department Chairpersons Full-time faculty	Master Syllabus Project	All
		The first tier of faculty members, who participated in the creation of discipline goals and the design of a common assessment, will evaluate the data captured from the common assessment administered in Sp19, summarize results, and use the information to review areas in need of improvement or innovative development within course.	Faculty Discipline Assessment Liaisons Academic disciplines	Discipline/Department Assessment Activities	All

## Strategic Assessment Plan

Academic Year	Semester	Academic Assessment Activity	Lead	Assessment Category	Academic Assessment Dept.
2019-2020	FA2019	Faculty discipline members who are in the evaluation stage of the common assessment will create an action plan, based on common assessment results for spring implementation.	Faculty Discipline Assessment Liaisons  Academic disciplines	Discipline/Department Assessment Activities	All
		The first tier of faculty members will administer a common assessment tool and summarize results.	Faculty Discipline Assessment Liaisons  Academic disciplines	Discipline/Department Assessment Activities	All
		The second tier of faculty discipline members will move forward in creating discipline goals and designing a common assessment.	Faculty Discipline Assessment Liaisons  Academic disciplines	Discipline/Department Assessment Activities	All
		The re-evaluation of the six General Education learning outcomes will begin concurrently with the official launching and reboot of KKC's assessment of G-SLOs.	Executive Assessment Chair  Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons	General Education Assessment	All
		A standardized rubric will be developed and used with the following G-SLO: Communicate effectively in speech and writing.	Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons	General Education Assessment	
		<b>FY 2020 Program Review– Scheduled departments must:</b> <ul style="list-style-type: none"> <li>Attend Program Review Workshops</li> <li>Complete first draft of the program review report template.</li> </ul>	Representative faculty from scheduled departments	Program Review	<ul style="list-style-type: none"> <li>Humanities &amp; Fine Arts</li> <li>Adult Education (including ESL)</li> <li>Hospitality Management</li> </ul>

## Strategic Assessment Plan

Academic Year	Semester	Academic Assessment Activity	Lead	Assessment Category	Academic Assessment Dept.
2019-2020	SP2020	Program Review Support <ul style="list-style-type: none"> <li>Attend Program Review Workshops</li> <li>Provide feedback on first draft of program review reports</li> </ul>	Program Review Coordinator  Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons  Executive Assessment Chair	Program Review	
		General Education courses not eligible for IAI approval will be reviewed to ensure that there are at least three form 13 approvals on file.	Department Chairpersons  Full-time faculty	Master Syllabus Project	All
		The first tier of faculty members who participated in the creation of discipline goals and the design of a common assessment will implement the changes dictated by their action plan.	Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons	Discipline/Department Assessment Activities	All
		The second tier of faculty members who participated in the creation of discipline goals and the design of a common assessment will implement their common assessment.	Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons	Discipline/Department Assessment Activities	All
		All faculty members will summarize results for use in identifying areas in need for improvement or innovative development within the course.	Faculty Discipline Assessment Liaisons  Academic disciplines	Discipline/Department Assessment Activities	All
		All faculty will be introduced to the General Education rubric created in Fa2019, and will identify assessments used in their course to submit for evaluation.	Executive Assessment Chair  Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons	General Education Assessment	All

## Strategic Assessment Plan

Academic Year	Semester	Academic Assessment Activity	Lead	Assessment Category	Academic Dept.
2019-2020	SP2020	All faculty will submit an assessment from one of their courses for inclusion in college-wide assessment of the G-SLO: Communicate effectively in speech and writing.	Faculty Discipline Assessment Liaisons	General Education Assessment	All
		Submitted student artifacts will be scored using the rubric.	Academic Subcommittee Chair Faculty Discipline Assessment Liaisons	General Education Assessment	All
		Results of G-SLO assessment will be used to develop training materials and resources for faculty.	Executive Assessment Committee Academic Subcommittee	General Education Assessment	
		Develop a standardized rubric for use with the following G-SLO: Be effective self-evaluators and seek lifelong education.	Academic Subcommittee Chair Faculty Discipline Assessment Liaisons	General Education Assessment	
		Determine the order for assessment of the remaining G-SLO outcomes.	Executive Assessment Committee	General Education Assessment	All
		<b>Program Review Continuation – Scheduled Departments must</b> <ul style="list-style-type: none"> <li>Complete Program Review Report</li> <li>Create and present Program Review Presentation</li> </ul>	Program Review Coordinator Academic Subcommittee Chair Faculty Discipline Assessment Liaisons Executive Assessment Chair	Program Review	Humanities & Fine Arts Adult Education (including ESL) Hospitality Management

## Strategic Assessment Plan

Academic Year	Semester	Academic Assessment Activity	Lead	Assessment Category	Academic Assessment Dept.
2019-2020	SP2020	<b>Program Review Support Continuation</b> Provide feedback on program review presentations.	Program Review Coordinator  Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons  Executive Assessment Chair	Program Review	
		<b>Program Review – Scheduled Departments must</b> Submit Program Review Final Drafts to prepare for submission to ICCB.	Representative faculty from scheduled departments	Academic Subcommittee Chair and Academic Assessment Committee Liaisons	Humanities & Fine Arts Adult Education (including ESL) Hospitality Management
2020-2021	FA2020	All faculty members will use summarized results from the previous semester’s common assessment to review areas in need of improvement or innovative development within course.	Faculty Discipline Assessment Liaisons  Academic disciplines	Discipline/Department Assessment Activities	All
		Faculty discipline members will create an action plan based on common assessment results for spring implementation.	Faculty Discipline Assessment Liaisons  Academic disciplines	Discipline/Department Assessment Activities	All
		All faculty members will administer the common assessment tool and summarize results.	Faculty Discipline Assessment Liaisons  Academic disciplines	Discipline/Department Assessment Activities	All
		Develop a standardized rubric to be used with the third identified G-SLO (to be determined).	Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons	General Education Assessment	



## Strategic Assessment Plan

Academic Year	Semester	Academic Assessment Activity	Lead	Assessment Category	Academic Assessment Dept.
2020-2021	FA2020	The results of General Education assessment of the G-SLO, "Communicate effectively in speech and writing" will be shared with faculty along with developing training materials and resources.	Executive Assessment Chair	General Education Assessment	All
		All faculty will be introduced to the General Education Rubric created in Sp2020, and will identify assessments used in their course to submit for evaluation.	Executive Assessment Chair Academic Subcommittee Chair Faculty Discipline Assessment Liaisons	General Education Assessment	All
		All faculty will submit an assessment from one of their courses for inclusion in the college-wide assessment of the G-SLO, "Be effective self-evaluators and seek lifelong education."	Faculty Discipline Assessment Liaisons	General Education Assessment	All
		Student artifacts submitted will be scored using the rubric	Academic Subcommittee Chair Faculty Discipline Assessment Liaisons	General Education Assessment	All
		Results of G-SLO assessment will be used to develop training materials and resources for faculty.	Executive Assessment Chair Executive Assessment Committee Academic Subcommittee	General Education Assessment	

## Strategic Assessment Plan

Academic Year	Semester	Academic Assessment Activity	Lead	Assessment Category	Academic Assessment Dept.
2020-2021	FA2020	<b>FY 2020 Program Review– Scheduled departments must:</b> <ul style="list-style-type: none"> <li>Attend Program Review Workshops.</li> <li>Complete first draft of program review report template.</li> <li>Review master syllabi for all courses within the department.</li> </ul>	Representative faculty from scheduled departments	Program Review	Social and behavioral sciences  Addictions studies  Alternative fuel technology  Automotive technology  Automotive collision technology  Bricklayer  Child Development: Pre-school Education Infant/toddler Early childhood education
		<b>Program Review Support</b> <ul style="list-style-type: none"> <li>Attend Program Review Workshops.</li> <li>Provide feedback on first draft of program review reports.</li> </ul>	Program Review Coordinator  Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons  Executive Assessment Chair	Program Review	

## Strategic Assessment Plan

Academic Year	Semester	Academic Assessment Activity	Lead	Assessment Category	Academic Assessment Dept.
2020-2021	SP2021	All faculty members will implement the changes dictated by their common assessment action plan.	Faculty Discipline Assessment Liaisons  Academic disciplines	Discipline/Department Assessment Activities	All
		All faculty members will summarize results for use in identifying areas in need of improvement or innovative development within the course.	Faculty Discipline Assessment Liaisons  Academic disciplines	Discipline/Department Assessment Activities	All
		Results of General Education assessment of the G-SLO, “Be effective self-evaluators and seek lifelong learning” will be shared with faculty along with developing training materials and resources.	Executive Assessment chair	General Education Assessment	All
		All faculty will be introduced to the General Education Rubric created in Fa2020 (G-SLO 3) and will identify assessments used in their course to submit for evaluation.	Executive Assessment Chair  Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons	General Education Assessment	All
		All faculty will submit an assessment from one of their courses for inclusion in college-wide assessment of the identified G-SLO (3).	Faculty Discipline Assessment Liaisons	General Education Assessment	All
		Submitted student artifacts will be scored using the rubric.	Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons	General Education Assessment	All
		Results of G-SLO assessment will be used to develop training materials and resources for faculty.	Executive Assessment Committee  Academic Subcommittee	General Education Assessment	

## Strategic Assessment Plan

Academic Year	Semester	Academic Assessment Activity	Lead	Assessment Category	Academic Assessment Dept.
2020-2021	SP2021	Develop a standardized rubric to be used with the fourth identified G-SLO (to be determined).	Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons	General Education Assessment	
		<b>Program Review Continuation – Scheduled Departments must</b> Complete Program Review Report. Create and present Program Review Presentation.	Program Review Coordinator  Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons  Executive Assessment Chair	Program Review	<ul style="list-style-type: none"> <li>• Social and behavioral sciences</li> <li>• Addictions studies</li> <li>• Alternative fuel technology</li> <li>• Automotive technology</li> <li>• Automotive collision technology</li> <li>• Bricklayer</li> <li>• Child Development: Pre-school education Infant/toddler Early childhood education</li> </ul>
		<b>Program Review Support Continuation</b> Provide feedback on program review presentations.	Program Review Coordinator  Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons  Executive Assessment Chair	Program Review	

## Strategic Assessment Plan

Academic Year	Semester	Academic Assessment Activity	Lead	Assessment Category	Academic Assessment Dept.
2020-2021	SP2021	<p><b>Program Review – Scheduled Departments must</b>            Submit Program Review Final Drafts to prepare for ICCB submission.</p>	Representative faculty from scheduled departments	Program Review	<ul style="list-style-type: none"> <li>Social and behavioral sciences</li> <li>Addictions studies</li> <li>Alternative fuel technology</li> <li>Automotive technology</li> <li>Automotive collision technology</li> <li>Bricklayer</li> <li>Child Development: Pre-school ed. Infant/toddler Early childhood education</li> </ul>
		<p>All faculty members will use summarized results from the previous semester’s common assessment to review areas in need of improvement or innovative development within a course.</p>	<p>Faculty Discipline Assessment Liaisons</p> <p>Academic disciplines</p>	Discipline/Department Assessment Activities	All
2021-2022	FA2021	<p>Faculty discipline members will create an action plan based on common assessment results for spring implementation.</p>	<p>Faculty Discipline Assessment Liaisons</p> <p>Academic disciplines</p>	Discipline/Department Assessment Activities	All

## Strategic Assessment Plan

Academic Year	Semester	Academic Assessment Activity	Lead	Assessment Category	Academic Assessment Dept.
2021-2022	FA2021	All faculty members will administer the common assessment tool and summarize results.	Faculty Discipline Assessment Liaisons  Academic disciplines	Discipline/Department Assessment Activities	All
		Results of General Education assessment of the identified G-SLO will be shared with faculty along with developing training materials and resources.	Executive Assessment Chair		
		All faculty will be introduced to the General Education Rubric created in Fa2020 (G-SLO 4) and will identify assessments used in their course to submit for evaluation.	Executive Assessment Chair  Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons	General Education Assessment	All
		All faculty will submit an assessment from one of their courses for inclusion in college-wide assessment of the identified G-SLO (4)	Faculty Discipline Assessment Liaisons	General Education Assessment	All
		Submitted student artifacts will be scored using the rubric.	Academic Subcommittee Chair Faculty Discipline Assessment Liaisons	General Education Assessment	All
		The results of the G-SLO assessment will be used to develop training materials and resources for faculty.	Executive Assessment Committee  Academic Subcommittee	General Education Assessment	All
		Develop a standardized rubric for use with the fifth identified G-SLO (to be determined).	Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons	General Education Assessment	All

## Strategic Assessment Plan

Academic Year	Semester	Academic Assessment Activity	Lead	Assessment Category	Academic Assessment Dept.
2021-2022	FA2021	<b>FY 2020 Program Review– Scheduled departments must:</b> <ul style="list-style-type: none"> <li>Attend Program Review Workshops.</li> <li>Complete first draft of program review report template.</li> <li>Review master syllabi for all courses within the department.</li> </ul>	Representative faculty from scheduled departments	Program Review	<ul style="list-style-type: none"> <li>Communications</li> <li>CIS</li> <li>Criminal Justice</li> <li>Media communications</li> <li>Overhead electrical line worker</li> <li>Visual Media communications</li> </ul>
		Program Review Support <ul style="list-style-type: none"> <li>Attend Program Review Workshops.</li> <li>Provide feedback on first draft of program review reports.</li> </ul>	Program Review Coordinator Academic Subcommittee Chair Faculty Discipline Assessment Liaisons Executive Assessment Chair	Program Review	
	SP2022	All faculty members will implement the changes dictated by their common assessment action plan.	Faculty Discipline Assessment Liaisons Academic disciplines	Discipline/Department Assessment Activities	All
		All faculty members will summarize results for use in identifying areas in need of improvement or innovative development within the course.	Faculty Discipline Assessment Liaisons Academic disciplines	Discipline/Department Assessment Activities	All
		The results of General Education assessment, of the fourth identified G-SLO, will be shared with faculty, along with developing training materials and resources.	Executive Assessment Chair		



## Strategic Assessment Plan

Academic Year	Semester	Academic Assessment Activity	Lead	Assessment Category	Academic Assessment Dept.
<b>2021-2022</b>	<b>SP2022</b>	All faculty will be introduced to the General Education Rubric created in Fa2020 (G-SLO 5) and will identify assessments used in their course to submit for evaluation.	Executive Assessment Chair Academic Subcommittee Chair Faculty Discipline Assessment Liaisons	General Education Assessment	All
		All faculty will submit an assessment from one of their courses for inclusion in college-wide assessment of the identified G-SLO (5).	Faculty Discipline Assessment Liaisons	General Education Assessment	All
		Submitted student artifacts will be scored using the rubric.	Academic Subcommittee Chair Faculty Discipline Assessment Liaisons	General Education Assessment	All
		Results of G-SLO assessment will be used to develop training materials and resources for faculty.	Executive Assessment Chair Executive Assessment Committee Academic Subcommittee	General Education Assessment	All
		Develop a standardized rubric to be used with the sixth identified G-SLO (to be determined).	Academic Subcommittee Chair Faculty Discipline Assessment Liaisons	General Education Assessment	All
		<b>Program Review Continuation – Scheduled Departments must</b> <ul style="list-style-type: none"> <li>• Complete Program Review Report.</li> <li>• Create and present Program Review Presentation.</li> </ul>	Program Review Coordinator Academic Subcommittee Chair Faculty Discipline Assessment Liaisons Executive Assessment Chair	Program Review	Communications CIS Criminal Justice Media communications Overhead electrical line worker Visual Media communications

## Strategic Assessment Plan

Academic Year	Semester	Academic Assessment Activity	Lead	Assessment Category	Academic Assessment Dept.
2021-2022	SP2022	<b>Program Review Support Continuation</b> Provide feedback on program review presentations.	Program Review Coordinator  Academic Subcommittee Chair  Faculty Discipline Assessment Liaisons  Executive Assessment Chair	Program Review	
		<b>Program Review – Scheduled Departments must</b> Submit Program Review Final Drafts to prepare for submission to ICCB.	Representative faculty from scheduled departments	Program Review	Communications CIS Criminal Justice Media communications Overhead electrical line worker Visual Media communications

## VI. Master Syllabus Project

**Purpose/Rationale:** Every course at Kennedy-King College (KKC) and the City Colleges of Chicago (CCC) requires the completion of a master course syllabus, which is also mandated by the Illinois Community College Board (ICCB) and the Higher Learning Commission (HLC) as a part of the approval process for any course. In addition, a master course syllabus ensures continuity in course content, and maintains the integrity and instructional intent of a course across faculty, and CCC campuses. Consequently, Kennedy-King College is initiating the process of developing a comprehensive, and complete master course syllabus repository through the Master Syllabus Project. The review of the critical components of a master course syllabus is at the heart of the master course syllabus project. During the project, faculty will have the opportunity to evaluate the content included in the syllabus to ensure it is accurate, rigorous, and consistent with the standards of a given discipline. Once the master course syllabus repository is established through the master syllabus project, the evaluation of master syllabi will be an integral part of the comprehensive ICCB Program Review process for each approved program at the college. During the five-year program review cycle, for any approved academic or CTE program, the master course syllabi will be reviewed during year two of the Program Review process. This practice will empower and support programs on the pathway to continuous improvement, which ensures quality in course and program offerings.

**Master Syllabus:** A master course syllabus is an institutionally and state board approved syllabus created by faculty members in a given discipline. No instructor specific, or course policy information is included in a master course syllabus. More importantly, a master course syllabus is an excellent point of reference for novice and veteran instructors. The master syllabus includes the following course specific information:

- Prefix
- name and number
- title of course
- length of course
- pcs code
- IAI code
- semester credit hours
- contact hours
- students course is expected to serve
- method of instruction
- grading scale
- processing validation
- syllabus preparer
- college of advocate
- lecture hours
- lab hours
- method of delivery
- catalog description
- prerequisites
- objectives
- student learning outcomes
- topical outline
- suggested texts-materials-resources
- method of assessment and evaluation
- suggested exist assessment/competencies as applicable
- approved college
- title of principal advocate
- ICCB Submission date, approval date, IAI panel/code as applicable

**Representative Syllabus:** A representative syllabus is developed by a designated instructor teaching a course. The substantive and approved components of a master course syllabus are embedded in a representative syllabus. In addition, the course text, learning activities, college, and instructor specific policies are included, and are uniquely specific to a given instructor.

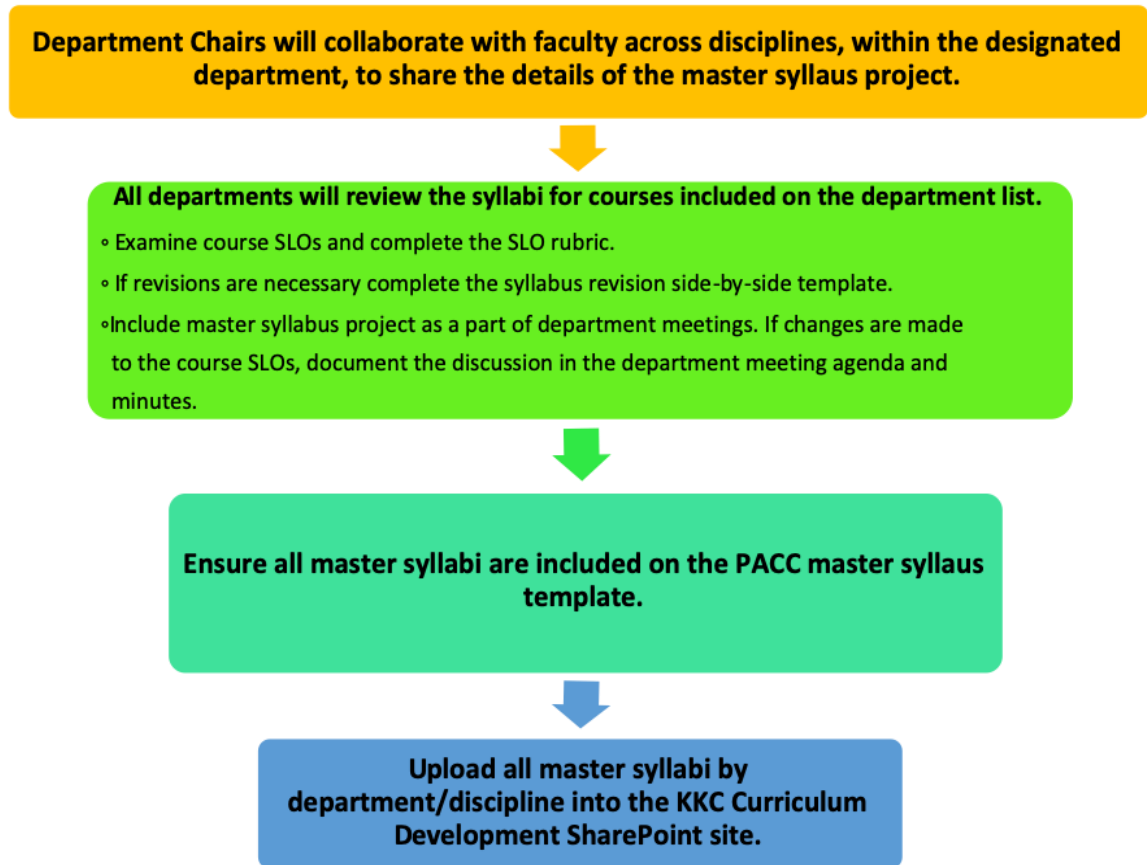
### **Project Directions:**

1. A KKC Curriculum Development Share Point site has been created. Within this website, file folders with information specific to the master syllabus project are included.
2. The link to the KKC Curriculum Development SharePoint site is:  
<https://cccedu.sharepoint.com/sites/KKCCurriculumDevelopment>
3. The folders included in the website are as follows: departmental master syllabi, master syllabus project presentation, and master syllabus project resources.
4. Department Chairs should log into the KKC Curriculum Development Share Point site to review the list of courses offered in the department for the last three years. This list can be found in the [KKC Curriculum Development SharePoint Site](#). In addition, the list of courses was emailed to each department by the college Curriculum Facilitator (CF).
5. Each department chairperson should share the list with all faculty members teaching courses in the department. Some departments consist of multiple disciplines; consequently, it is highly recommended for department chairs to share the list of courses with faculty across disciplines in a given department.
6. Each department will review the master syllabus for each course included in the department list. The department will also need to evaluate the student learning outcomes included in each master course syllabus, using the Student Learning Outcomes (SLOs) evaluation rubric. A copy of the rubric can be found in the [KKC Curriculum Development SharePoint site](#), and can be found in the email forwarded to all Department Chairpersons by the College Curriculum Facilitator (CF).
7. Once the master course syllabus is reviewed for continuity, accuracy, and the SLO rubric is complete, the department must ensure **all** master syllabi are included in the ***Proposed Academic Curriculum Change (PACC) master syllabus template***. The template is located in the [KKC Curriculum Development SharePoint site](#). The template was also emailed to each Department Chairperson by the College Curriculum Facilitator (CF).
8. After ensuring the SLO rubric is complete, and the master course syllabus is outlined in the PACC master syllabus template, the department will upload the master syllabus for each course outlined in the department's list into the [KKC Curriculum Development Share Point site](#). There is a folder for each department, and a sub-folder for each discipline. Please upload the master course syllabi in the designated area for your department.
9. If a department determines that the SLOs for any master course syllabus should be updated, the department/faculty will complete the [syllabus revision side-by-side template](#). Within this document, the department faculty will list the existing course SLOs and the proposed course SLOs. The master course syllabus submitted should be outlined in the PACC mastery syllabus template, and should include the proposed course SLOs. If a department determines a master course syllabus needs to be revised the following should be uploaded into the KKC Curriculum Development Share Point site for the identified department: (1) master course syllabus outlined in the PACC master syllabus template, with SLO proposed changes; (2)

the syllabus revision side-by-side template; (3) a complete SLO rubric; (4) department meeting agenda/minutes reflecting the department's agreement with the change. Please note a vote should be reflected in the minutes clearly indicating a count of the attendees in favor or not in favor of the change.

10. The submission of the master syllabi into the KKC Curriculum Development Share Point site for each department will be the foundation of the college's master syllabus repository.
11. The College Curriculum Facilitator will initiate a proposal in the district-wide PACC system to seek the approval and review of all of Kennedy-King College's courses offered in the past three years. The proposal will be reviewed by the PA and proposal committee, administration, college (Local Committee A), and the entire district's Joint Curriculum Development Council (JCDC). The Principal Advocate (PA) for the college, which in this case is the Curriculum Facilitator (CF), will move the proposal through the PACC process, and will address recommended revisions as the proposal matriculates through the system for approval. The collaboration and support of all departments, faculty members, staff, and administration will be critical to the master syllabus project, as the PA will receive feedback on every course submitted.
12. Once the proposal is approved through the PACC process, Kennedy-King College will have a complete, and comprehensive master syllabus repository vetted through the PACC process.
13. **Continuous Planning and Improvement:** During the five-year ICCB Program Review planning process for each approved program at the college, the master course syllabi will be reviewed and evaluated by each department during year two of the review cycle. This process will begin with programs that completed the program review process during FY19.

## Master Syllabus Project Work Flow



Master Syllabus Project Review: Institutional Effectiveness and Continuous Improvement

*KKC: Five Year Comprehensive Program Review Planning Process:*

**Year 1:** Complete the general education (college-wide) assessment activity. Participate in the ICCB Program Review post-follow up. The Assessment Committee provides feedback and the department follows-up on the progress toward recommendations.

**Year 2:** Evaluate Discipline Master Syllabi and SLO review

**Year 3:** Perform Department Assessment Review, including a common assessment instrument and examples of different types of assessment instruments to be evaluated. Include a labor market review for CTE programs.

**Year 4:** Complete comprehensive student-feedback surveys, classroom observations, review of the department mission statement and webpage. Complete employer surveys for community partners/employers for CTE programs.

**Year 5:** Departments will complete the ICCB Program Review report and presentation.

## Master Syllabus Project Timeline

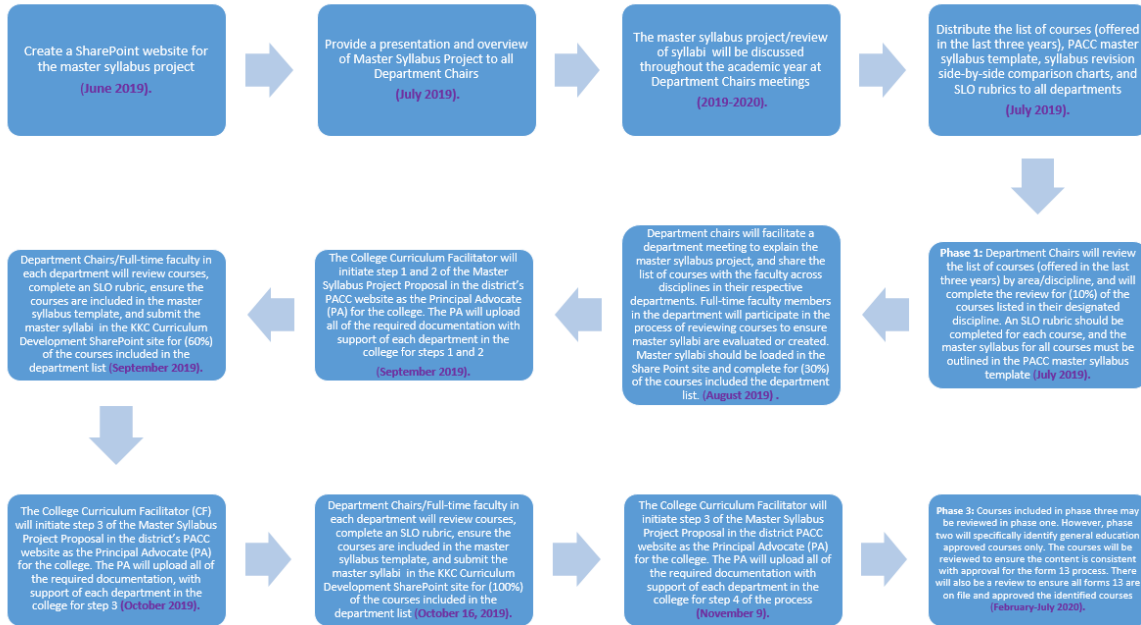
- **Planning Phase**
  - Create a SharePoint website for the master syllabus project (June 2019).
  - Provide a presentation and overview of Master Syllabus Project to all Department Chairs (July 2019).
  - Discuss the master syllabus project/review of syllabi throughout the academic year at Department Chairs meetings (2019-2020).
  - Distribute the list of courses (offered in the last three years), PACC master syllabus template, syllabus revision side-by-side comparison charts, and SLO rubrics to all departments (July 2019).
  
- **Phase 1**
  - Department Chairs will review the list of courses (offered in the last three years) by area/discipline, and will complete the review for (10%) of the courses listed in their designated discipline. An SLO rubric should be completed for each course, and the master syllabus for all courses must be outlined in the PACC master syllabus template (July 2019).
  - Department chairs will facilitate a department meeting to explain the master syllabus project, and share the list of courses with the faculty across disciplines in their respective departments. Full-time faculty members in the department will participate in the process of reviewing courses to ensure master syllabi are evaluated or created. Master syllabi should be loaded in the Share Point site and complete for (30%) of the courses included the department list. (August 2019)
  - The College Curriculum Facilitator will initiate step 1 and 2 of the Master Syllabus Project Proposal in the district's PACC website as the Principal Advocate (PA) for the college. The PA will upload all of the required documentation with support of each department in the college for steps 1 and 2 (September 2019).
  - Department Chairs/Full-time faculty in each department will review courses, complete an SLO rubric, ensure the courses are included in the master syllabus template, and submit the master syllabi in the KKC Curriculum Development SharePoint site for (60%) of the courses included in the department list (September 2019).
  - The College Curriculum Facilitator (CF) will initiate step 3 of the Master Syllabus Project Proposal in the district's PACC website as the Principal Advocate (PA) for the college. The PA will upload all of the required documentation, with support of each department in the college for step 3 (October 2019).
  - Department Chairs/Full-time faculty in each department will review courses, complete an SLO rubric, ensure the courses are included in the master syllabus template, and submit the master syllabi in the KKC Curriculum Development SharePoint site for (100%) of the courses included in the department list (October 16, 2019).



- **Phase 2**
  - Courses included in phase two may be reviewed in phase one. However, phase two will specifically identify courses included in the GECC package, IAI approved courses, and CTE courses. The courses IAI and GECC package courses will be reviewed based on ensuring the IAI syllabus template is followed, and includes content suggested as a best practice by IAI (i.e. 30% of writing in courses) for approval. Departments reviewing courses with IAI or GECC approval may propose courses for the next IAI submission deadline. All CTE programs will review syllabi based on ICCB requirements, in consideration of specialized accreditation mandates, and industry specific practices. (October 2019-February 2020).
  - The College Curriculum Facilitator will initiate step 3 of the Master Syllabus Project Proposal in the district PACC website as the Principal Advocate (PA) for the college. The PA will upload all of the required documentation with support of each department in the college for step 4 of the process (November 2019).
  
- **Phase 3**
  - General Education courses approved through the form 13 process will be reviewed in phase three. The primary purpose of the phase three review is to ensure there are at least three form 13 approvals on file for courses with a general education approval, which are not eligible for IAI approval. Courses included in phase three will may have surfaced in the review process during phase one. However, phase three will specifically be designed to identify general education form 13 approved courses only. The courses will be reviewed to ensure the content is consistent with approval for the form 13 process. Eligible courses for form 13 approval can also be identified and pursued by departments during this process (February-July 2020).



*Master Syllabus Project: Timeline*



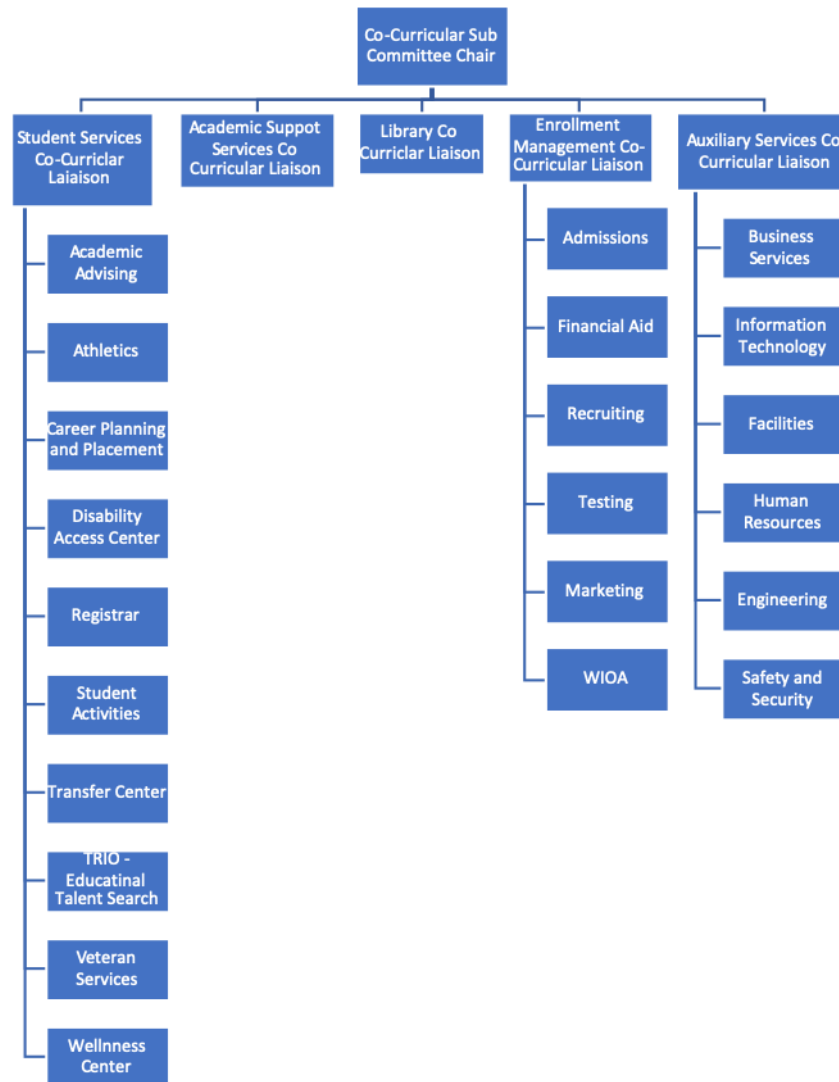
## VII. Co-Curricular Assessment Plan

### **Overview**

The Co-Curricular Assessment Plan for Kennedy-King College (KKC) spans four academic years (2019-2020, 2020-2021, 2021-2022, 2022-2023) and is incorporated into the broader comprehensive Strategic Assessment Plan. KKC recognizes the importance of co-curricular engagement and student learning. Furthermore, KKC believes conducting a robust co-curricular assessment initiative further enriches the student experience and provides deeper insight into understanding student learning. To that end, the planning details represent assessment efforts that will take place over a four-year period to contribute to a culture of assessment, student learning, and continuous improvement through sound data collection and analysis.

### **Co-Curricular Structure**

Co-Curricular is often assumed to be a Student Affairs/Services effort. KKC, however, has adopted a more holistic philosophy of co-curricular assessment and the departments that have a stake in the student learning process. The organizational model below represents the co-curricular sub-committee structure and involved departments.



The Co-Curricular Sub Committee will be supported by a Committee Chair and “Co-Curricular Assessment Liaisons”. The role of the Liaisons is to represent their respective units and work directly with the Assessment Committee and departments within their units to ensure co-curricular assessment efforts are implemented. A more detailed description of the Co-Curricular Assessment Liaison is available in the appendix. In addition to the committee structure, the Co-Curricular Sub Committee will participate in the following meetings:

**Assessment Town Halls (ATH) - Twice a Semester**

All Committees come together for the ATH meeting. ATH is organized and facilitated by the Executive Chair. The purpose of the ATH is to invite the college community to learn about various assessment initiatives and updates regarding college progress. Additionally ATH meetings may serve as opportunities to meet with college stakeholders to clarify assessment expectations, conducting trainings, and solicit input from the broader college community concerning issues and

ideas to improve assessment efforts. All College Assessment Committee members are expected to attend the General Body meeting and non-members are invited to participate.

**Members:** Assessment Committee Chair, Academic Subcommittee Chair, Co-Curricular Committee Chair, Program Review Coordinator, Institutional Researcher & Strategy, Academic Assessment Liaisons, Co-Curricular Liaisons. Open to all faculty and staff.

### **Co-Curricular Sub-Committee - Bi-Weekly**

The Co-Curricular Sub-Committee is organized by the Chair of the Co-Curricular Sub-Committee. The purpose of this meeting is to provide members with an opportunity to plan and discuss updates concerning co-curricular assessment efforts. The sub-committee meetings may also serve as an opportunity to invite co-curricular departments/representative to training and other committee updates. Co-Curricular Assessment Liaisons are required to attend these meetings and can use this time to provide updates, plan, share ideas regarding their progress, and work with various co-curricular departments.

### **Co-Curricular Assessment Plan**

Over the course of the four-year period, assessment activities will fall in one of the following categories:

- **Comprehensive Co-Curricular Assessment Activities** –These assessment activities that will occur on an every-semester basis. Every-semester activities will serve to support all co-curricular areas and will be implemented at the conclusion of each “big” semester (fall and spring). Summer terms will be used to review data collected and inform decision making for upcoming academic years and assessment cycles.
- **Program Review** – Following the Illinois Community College Board’s (ICCB) program review schedule, selected departments will concurrently undergo their program review and comprehensive assessment activity during the fall and spring semesters of their program review cycle. The comprehensive assessment activity will minimally consist of developing and implementing an assessment activity, which measures all Co-Curricular Student Learning Outcomes (Co-SLOs) in their respective department. This assessment data will be used to enhance the program review process and presented during the spring semester during a scheduled ATH meeting.
- **Unit/Department Assessment Activities** - Each semester departments will minimally assess 1-2 Co-SLOs of their choosing. Departments are free to select the Co-SLO(s) they wish to measure. **Department Assessment Activities will also take place during the “big” semester (fall and spring)** and summer terms will be used to review data collected and inform decisions for upcoming academic years and assessment cycles. Prior to conducting the Department Assessment Activity, each department must complete an **Assessment Planning Template** the semester/term before conducting the proposed assessment activity.

**Co-Curricular Assessment Schedule**

The chart below details the co-curricular assessment plan and schedule.

Academic Year	Semester	Co-Curricular Assessment Activity	Lead	Assessment Category	Co-Curricular Assessment Dept./Unit
2019-2020	FA2019	Conduct an <b>evaluation</b> of existing Dept. Mission Statements and Co-SLOs	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All
		Establish Mission Statements and Co-SLOs for departments without them	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All
		After department mission statements and Co-SLOs have been developed and evaluated, each dept. will submit its Assessment Planning Template for implementation during the spring 2020 semester	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All
		Redesign and administer student satisfaction survey	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Comprehensive Co-Curricular Assessment Activities	All
		Redesign and administer student graduate exit survey	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Comprehensive Co-Curricular Assessment Activities	All

## Strategic Assessment Plan

Academic Year	Semester	Co-Curricular Assessment Activity	Lead	Assessment Category	Co-Curricular Assessment Dept./Unit
2019-2020	FA2019	<b>Program Review Kick Off – Scheduled departments must:</b> <ul style="list-style-type: none"> <li>Attend Program Review Kick Off Workshops</li> <li>Complete the Assessment Planning Template</li> <li>Design assessment instruments to be used to measure Co-SLOs during the fall and/or spring semester</li> </ul>	Co-Curricular Sub Committee Chair, Program Review Coordinator, and Co-Curricular Assessment Committee Liaisons	Program Review	<ul style="list-style-type: none"> <li>Academic Advising</li> <li>Disability Access Center</li> <li>Library</li> </ul>
		<b>Plan for Community College Survey of Student Engagement (CCSSE):</b> <ul style="list-style-type: none"> <li>Identify a KKC CCSSE Campus Coordinator</li> <li>Register for participation CCSSE</li> <li>KKC CCSSE Campus Coordinator will participate in orientation webinars</li> <li>Co-Curricular Sub Committee will determine if additional survey items are needed (by 11/29)</li> <li>KKC CSSE Campus Coordinator will complete CCSSEE online data verification form (by 12/13)</li> </ul>	Co-Curricular Sub Committee Chair	Comprehensive Co-Curricular Assessment Activities	All
	SP2020	Each dept. will implement its assessment activity, based on the Assessment Planning Template completed in the prior semester	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All

## Strategic Assessment Plan

Academic Year	Semester	Co-Curricular Assessment Activity	Lead	Assessment Category	Co-Curricular Assessment Dept./Unit
2019-2020	SP2020	Administer student satisfaction and graduate exit survey	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Comprehensive Co-Curricular Assessment Activities	All
		<b>Program Review Continuation:</b> <ul style="list-style-type: none"> <li>Administer assessments, as proposed in Assessment Planning Template</li> <li>Prepare presentation for Assessment Committee review and feedback</li> </ul>	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Program Review	<ul style="list-style-type: none"> <li>Academic Advising</li> <li>Disability Access Center</li> <li>Library</li> </ul>
		Administer CCSSE Survey	Co-Curricular Sub Committee Chair	Comprehensive Co-Curricular Assessment Activities	All
2020-2021	SU20	Each department will review data collected and prepare an end of year <b>Assessment Report</b> including findings, recommendations to improve future assessment efforts, and recommendations to address student learning deficits	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All
		Each dept. will submit its Assessment Planning Template for implementation during the fall 2021 semester	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All



## Strategic Assessment Plan

Academic Year	Semester	Co-Curricular Assessment Activity	Lead	Assessment Category	Co-Curricular Assessment Dept./Unit
<b>2020-2021</b>	<b>SU20</b>	Review CCSSE results to develop new interventions and engagements for FY21	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Comprehensive Co-Curricular Assessment Activities	All
		Review complete FA19 and SP20 exit survey and satisfaction feedback and develop initiatives to address FY21	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Comprehensive Co-Curricular Assessment Activities	All
		Submit Program Review Final Drafts to prepare for submission to ICCB	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Program Review	<ul style="list-style-type: none"> <li>Academic Advising</li> <li>Disability Access Center</li> <li>Library</li> </ul>
	<b>FA20</b>	Administer student satisfaction and graduate exit survey	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Comprehensive Co-Curricular Assessment Activities	All
		Each dept. will implement its assessment activity, based on the Assessment Planning Template completed in the prior semester	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All
		Each dept. will submit its Assessment Planning Template for implementation during the spring 2022 semester	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All

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Academic Year	Semester	Co-Curricular Assessment Activity	Lead	Assessment Category	Co-Curricular Assessment Dept./Unit
2020-2021	FA20	<b>Program Review Kick Off – Scheduled departments must:</b> <ul style="list-style-type: none"> <li>Attend Program Review Kick Off Workshops</li> <li>Complete the Assessment Planning Template</li> <li>Design assessment instruments to be used to measure Co-SLOs during the fall and/or spring semester</li> </ul>	Co-Curricular Sub Committee Chair, Program Review Coordinator, and Co-Curricular Assessment Committee Liaisons	Program Review	<ul style="list-style-type: none"> <li>Business Services</li> <li>Athletics</li> <li>Student Activities</li> </ul>
		<b>Plan for Survey of Entering Student Engagement (SENSE):</b> <ul style="list-style-type: none"> <li>Identify a KKC SENSE Campus Coordinator</li> <li>Register for participation SENSE</li> <li>KKC CSSE Campus Coordinator will participate in orientation webinars</li> <li>Co-Curricular Sub Committee will determine if additional survey items are needed (by Nov)</li> <li>KKC SENSE Campus Coordinator will complete CCSSEE online data verification form (by Dec)</li> </ul>	Co-Curricular Sub Committee Chair	Comprehensive Co-Curricular Assessment Activities	All
	SP21	Each dept. will implement its assessment activity, based on the Assessment Planning Template completed in the prior semester	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All

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2020-2021	SP21	Administer student satisfaction and graduate exit survey	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Comprehensive Co-Curricular Assessment Activities	All
		<b>Program Review Continuation:</b> <ul style="list-style-type: none"> <li>Administer assessments, as proposed in Assessment Planning Template</li> <li>Prepare presentation for Assessment Committee review and feedback</li> </ul>	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Program Review	<ul style="list-style-type: none"> <li>Business Services</li> <li>Athletics</li> <li>Student Activities</li> </ul>
		Administer SENSE Survey	Co-Curricular Sub Committee Chair	Comprehensive Co-Curricular Assessment Activities	All
2021-2022	SU21	Each department will review data collected and prepare and end of year <b>Assessment Report</b> including findings, recommendations to improve future assessment efforts, and recommendations to address student learning deficits	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All

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<b>2021-2022</b>	<b>SU21</b>	Each dept. will submit its Assessment Planning Template for implementation during the fall 2021 semester	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All
		Review SENSE results to develop new interventions and engagements for FY22	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Comprehensive Co-Curricular Assessment Activities	All
		Review complete FA20 and SP21 exit survey and satisfaction feedback and develop initiatives to address FY22	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Comprehensive Co-Curricular Assessment Activities	All
		Submit Program Review Final Drafts to prepare for submission to ICCB	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Program Review	<ul style="list-style-type: none"> <li>• Business Services</li> <li>• Athletics</li> <li>• Student Activities</li> </ul>
	<b>FA21</b>	Administer student satisfaction and graduate exit survey	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Comprehensive Co-Curricular Assessment Activities	All
		Each dept. will implement its assessment activity, based on the Assessment Planning Template completed in the prior semester	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All

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2021-2022	FA21	Each dept. will submit its Assessment Planning Template for implementation during the spring 2022 semester	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All
		<b>Program Review Kick Off – Scheduled departments must:</b> <ul style="list-style-type: none"> <li>Attend Program Review Kick Off Workshops</li> <li>Complete the Assessment Planning Template</li> <li>Design assessment instruments to be used to measure Co-SLOs during the fall and/or spring semester</li> </ul>	Co-Curricular Sub Committee Chair, Program Review Coordinator, and Co-Curricular Assessment Committee Liaisons	Program Review	<ul style="list-style-type: none"> <li>Admissions</li> <li>Recruiting</li> <li>Registration and Records</li> </ul>
	SP22	Each dept. will implement its assessment activity, based on the Assessment Planning Template completed in the prior semester	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All
		Administer student satisfaction and graduate exit survey	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Comprehensive Co-Curricular Assessment Activities	All
		<b>Program Review Continuation:</b> <ul style="list-style-type: none"> <li>Administer assessments, as proposed in Assessment Planning Template</li> <li>Prepare presentation for Assessment Committee review and feedback</li> </ul>	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Program Review	<ul style="list-style-type: none"> <li>Admissions</li> <li>Recruiting</li> <li>Registration and Records</li> </ul>

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Academic Year	Semester	Co-Curricular Assessment Activity	Lead	Assessment Category	Co-Curricular Assessment Dept./Unit
2022-2023	SU22	Each department will review data collected and prepare and end of year <b>Assessment Report</b> including findings, recommendations to improve future assessment efforts, and recommendations to address student learning deficits	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All
		Each dept. will submit its Assessment Planning Template for implementation during the fall 2022 semester	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All
		Review complete FA21 and SP22 exit survey and satisfaction feedback and develop initiatives to address FY23	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Comprehensive Co-Curricular Assessment Activities	All
		Submit Program Review Final Drafts to prepare for submission to ICCB	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Program Review	<ul style="list-style-type: none"> <li>Admission</li> <li>Recruiting</li> <li>Registration and Records</li> </ul>

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Academic Year	Semester	Co-Curricular Assessment Activity	Lead	Assessment Category	Co-Curricular Assessment Dept./Unit
2022-2023	SU22	<b>Plan for second cycle Community College Survey of Student Engagement (CCSSE):</b> <ul style="list-style-type: none"> <li>Conduct a second review of CSSEE data collected during FY20 review</li> <li>Evaluate effectiveness of FY 21 initiatives derived from and implemented as a result of FY20 CCSSE</li> <li>Determine survey questions the institution would like to add to FY22 CCSSE survey</li> </ul>	Co-Curricular Sub Committee Chair	Comprehensive Co-Curricular Assessment Activities	All
	FA22	Administer student satisfaction and graduate exit survey	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Comprehensive Co-Curricular Assessment Activities	All
		Each dept. will implement its assessment activity, based on the Assessment Planning Template completed in the prior semester	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All
		Each dept. will submit its Assessment Planning Template for implementation during the spring 2022 semester	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All

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Academic Year	Semester	Co-Curricular Assessment Activity	Lead	Assessment Category	Co-Curricular Assessment Dept./Unit
2022-2023	FA22	<b>Program Review Kick Off – Scheduled departments must:</b> <ul style="list-style-type: none"> <li>Attend Program Review Kick Off Workshops</li> <li>Complete the Assessment Planning Template</li> <li>Design assessment instruments to be used to measure Co-SLOs during the fall and/or spring semester</li> </ul>	Co-Curricular Sub Committee Chair, Program Review Coordinator, and Co-Curricular Assessment Committee Liaisons	Program Review	<ul style="list-style-type: none"> <li>Academic Support</li> <li>Career Planning and Placement Center</li> </ul>
		<b>Continued planning for second cycle Community College Survey of Student Engagement (CCSSE):</b> <ul style="list-style-type: none"> <li>Identify a KKC CCSSE Campus Coordinator</li> <li>Register for participation CCSSE</li> <li>KKC CCSSE Campus Coordinator will participate in orientation webinars</li> <li>Co-Curricular Sub Committee will determine if additional survey items are needed (by 11/29) KKC CSSE Campus Coordinator will complete CCSSEE online data verification form (by 12/13)</li> </ul>	Co-Curricular Sub Committee Chair	Comprehensive Co-Curricular Assessment Activities	All
	SP23	Each dept. will implement its assessment activity, based on the Assessment Planning Template completed in the prior semester	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Unit/Department Assessment Activities	All



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2022-2023	SP23	Administer student satisfaction and graduate exit survey	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Comprehensive Co-Curricular Assessment Activities	All
		<b>Program Review Continuation:</b> <ul style="list-style-type: none"> <li>Administer assessments, as proposed in Assessment Planning Template</li> <li>Prepare presentation for Assessment Committee review and feedback</li> </ul>	Co-Curricular Sub Committee Chair and Co-Curricular Assessment Committee Liaisons	Program Review	<ul style="list-style-type: none"> <li>Academic Support</li> <li>Career Planning and Placement Center</li> </ul>
		Administer CCSSE Survey	Co-Curricular Sub Committee Chair	Comprehensive Co-Curricular Assessment Activities	All

## VIII. Assessment Committee Members

### **Executive Body**

- Chair, Assessment Committee - Cindy Carlson, Biological Sciences
- Chair, Co-curricular Subcommittee - Zalika Landrum, Associate Dean of Student Services
- Chair, Academic Subcommittee - Stephanie Owen, Communications
- Program Review Coordinator - Alishia Atkins, Associate Dean of Instruction
- Institutional Researcher - Patrick Gipson, Director of Strategic Initiatives

### **Ex-Officio Executive Body Members**

- Eddie Phillips, Vice-President of Academic and Student Affairs
- Darby Johnsen, Dean of Instruction
- Naima Dawson, Associate Dean of Instruction

### **Assessment Liaisons**

#### **Academic**

- Jessica Carroll, Washburne Culinary Institute
- Michael Kazarinov, Physical Sciences
- Sergey Kuznetsov, Mathematics
- Daniel Lentz, Washburne Culinary Institute
- Holly Parker, Adult Education
- John Reid IV, Mathematics
- Yolanda Simmons, Child Development
- Jennifer Thompson-Watson, Social Sciences
- Enid Wells, Media and Visual Communications
- Clifford Wilson III, Biological Sciences
- Domel Yisre'al, Dawson Technical Institute

#### **Co-Curricular**

- Ashleigh Ballard, Director of Financial Aid
- Christine Basco, Manager, Information Technology
- Sensahara HERNs, Tutor
- Michael Johns, Director of Student Activities
- Keisha Patterson, Business Office
- Gabriel Villagomez, Veterans Services
- Amelia Zimet, Library