



JOHNSON COUNTY
COMMUNITY COLLEGE

Volume 9, Issue 4
March 2018

JCCC Mission Statement

JCCC inspires learning to transform lives and strengthen communities.

SAVE THE DATE

APRIL/MAY

Assessment and Canvas Professional Development Sessions

Wednesday
April 4, 2018
CoLab

Higher Learning Commission Site Visit

Monday-Wednesday
April 30-May 2, 2018

Spotlight on **Assessment**

Assessment Debate

There have been several articles published recently about the usefulness and efficacy of assessment in higher education. I won't join the debate, partly because so much is dependent on the system of assessment that the culture of the institution has established. Assessment by its very nature is not monolithic. I will however, share some thoughts on how to make assessment meaningful here at JCCC, in your program and classroom.

To make Assessment meaningful and not a matter of compliance, I recommend focusing on three things:

1. Focus on the good it can provide students, rather than the work it generates.

I am not denying assessment can take additional time to implement and evaluate, but a good assessment can help identify places in the curriculum where students are struggling and can lead faculty to develop additional resources and teaching practices to support student learning. Additionally, a strong assessment can fully integrate into the curriculum plan of the course; it shouldn't and doesn't have to stand alone and separate.

2. Focus on where students should be in their learning rather than on where the assessment initiatives fit in to your plans.

Often assessment results are poor because the timing of the assessment activity was ill-considered or because the cognitive requirements of the assessment didn't match the curriculum. Introductory coursework rarely results in mastery in a discipline but can certainly help students define the language or building blocks of a discipline. Make sure your expectations reflect what is realistic for students to accomplish at this stage of their educational journey.

3. Focus on what benefit you will receive by knowing more about your students.

At the end of the day, assessments that are focused on improving student learning provide faculty with data about their students and how well the curriculum is working in the classroom.

At JCCC we ask faculty to keep the focus on students and improving learning, and at the end of the day that is something we can all agree on.

Got Data?

We know many of you have been assessing your programs and have data, we just need you to submit it to us along with your narrative. We encourage you to use the Planning Worksheet to organize your thoughts and then to submit your Progress Report. This gives you the opportunity to share your assessment data and the narrative which tells us what you are doing with your data.

The Planning Worksheet and the Progress Report Template are located on the Common Documents webpage:


<http://www.jccc.edu/about/leadership-governance/administration/program-review/academic-program-review/common-documents.html>



Mini-Grants Available

The Office of Assessment, Evaluation and Institutional Outcomes has mini-grants available, up to \$750, for full-time and adjunct teaching faculty in division or departments in the instructional branch. The grants provide a source of funds to support evidence-based initiatives to assess JCCC's student learning outcomes in credit courses.

Contact the Office of Assessment for an application or visit the forms/documents page at blogs.jccc.edu/outcomesassessment.



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Canvas is Here

Learn How to Integrate Canvas with Assessment

Dr. Frederick Burrack, Director of Assessment and Christopher Urban, Assistant Director of Assessment at Kansas State University will conduct a series of workshops on incorporating assessment activities into the new Learning Management System, Canvas.

The workshops are hosted by Assessment, Evaluation and Institutional Outcomes; Educational Technology and Distance Learning; and Faculty Development offices. Laptops will be available to check out; however, feel free to bring your personal device.

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| 8-9:00 a.m. | Assessing in CANVAS using Rubrics |
| 9-10:00 a.m. | Assessing in CANVAS using selected response questions |
| 10-11:00 a.m. | Open lab: Your Questions Answered |
| 11:00 a.m.-noon | Reporting by outcome from courses to program level analysis |
| 1-2:00 p.m. | Assessing in CANVAS using Rubrics |
| 2-3:00 p.m. | Open lab: Your Questions Answered |
| 3-4:00 p.m. | Assessing in CANVAS using selected response questions |

Workshops are on Wednesday, April 4 in the CoLab (OCB 107).

Higher Learning Commission Site Visit

HLC conducts comprehensive evaluations of member institutions to confirm the institution continues to meet the Criteria for Accreditation, is pursuing institutional improvement and complies with requirements sets by the U.S. Department of Education. Evaluations are conducted by teams of peer reviewers.

On-site visits occur after the peer review team has reviewed the institutional report and student survey results. The team works with the institution to create the agenda for the visit, which typically includes meetings with the institution's leadership and board, as well as open forums with faculty, staff and students. For institutions on the AQIP Pathway, the visit typically lasts two days. In all cases, the team will remain in the area for an additional day of deliberations after the visit.

JCCC will have a team of peer reviewers on campus Monday, April 30-Wednesday, May 2, 2018. For more information on accreditation and what to expect during a site visit, please visit the JCCC website at www.jccc.edu/about/accreditation/index.html and the HLC website at www.hlcommission.org/Accreditation/comprehensive-evaluation-visit.html.

