



JOHNSON COUNTY
COMMUNITY COLLEGE

Volume 5, Issue 2
October 2013

Save the Date

**Brown Bag
Brownie Breaks**
Oct. 17, 2013
Nov. 21, 2013
3-4:00 p.m., GEB 264

Coffee Breaks
Second Wednesday
of each month
Oct. 9, 2013
Nov. 13, 2013
2-3:00 p.m.
JavaJazz COM 1st Floor

Office of Outcomes Assessment

Sheri Barrett, EdD
Director, Outcomes
Assessment
GEB 262, Box 58
913-469-7607

Liz Loomis
Administrative Assistant

Janice Mires
Administrative Assistant

**Assessment
Council Members**
Heather Buck
Brenda Edmonds
Beth Gulley
Susan Johnson
Kay King
Valerie Mann
Anna Page
Terri Teal
Krista Thomas

photos by
Susan McSpadden,
Administrative
Photographer

Spotlight on **Assessment**

General Education Assessment – What's the Scoop?

As the Director of Outcomes Assessment I've been very busy of late visiting faculty groups on campus explaining the college's current initiative of improving General Education assessment.

In my conversations with various groups on campus, I have fielded many questions. Did you have questions you didn't get a chance to ask? Have no fear, in this edition of the newsletter and on our blog site (blogs.jccc.edu/outcomesassessment) we've included several of the more common questions.

Q: What is General Education anyway?

There has been a long history of how the college has viewed General Education, and the definition has changed over time. In all cases, however, courses have been designated as General Education curriculum by Ed Affairs. In most cases, these courses require no specialized skills and teach broad fundamental knowledge.

Q: Haven't we already been doing assessment?

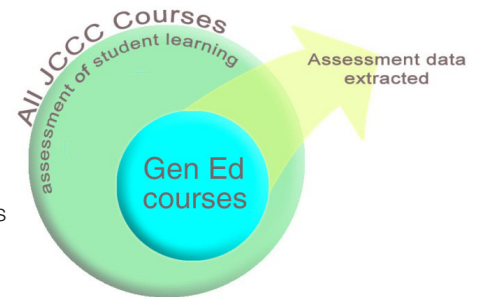
Yes, you have! Of course, as a teacher, you assess your students' learning every day. Some of that assessment is informal, for example seeing that light bulb in a student's eyes! And some of that assessment is formal, such as exams, projects, papers, and performances. Some of your assessments are about specific course competencies or objectives, and some assessments are about JCCC's Student Learning Outcomes. Many departments have been great about turning in assessment reports to the Office of Outcomes Assessment so that the college has a record of the assessments that have been taking place at the college.

Q: How is General Education assessment different than the other assessment we've been doing?

In many respects, it isn't different. There are several commonalities that General Education assessment shares with overall assessment at the college:

- Assessment of Student Learning continues to be faculty-driven
- Assessments are based on student performance
- The primary goal of Gen Ed assessment is to improve student learning, but specifically within Gen Ed courses

As the graphic shows, General Education assessment is really part of the college-wide initiative on assessment, but data from the General Education curriculum will be extracted and reported as a subset of the data.



Q: Why are we doing this?

First and foremost, because we care about student learning at the college, and assessing how well our students are learning can help us verify what learning is taking place and what can be improved, specifically in the fundamental courses that make up the Gen Ed curriculum. Secondly, this project is one of four AQIP action projects undertaken by the college as part of our ongoing accreditation work. The college always has 3-4 active projects that focus on important, mission-driven aspects of the college.

Q: I keep hearing you say that assessment is "faculty-driven." What does that mean?

It means that as the content experts in the disciplines, faculty members are in the best position to determine the best way to assess the student learning outcomes. The Office of Outcomes Assessment and Assessment Council can give you suggestions about methodology options, but you know what types of assignments would best assess the learning in your discipline.

Q: So what is it we, as individual faculty members, need to do?

There are two main requests from the General Education Task Force:

- A map of your current Gen Ed course offerings to the course's primary SLO. All General Education courses in a department do not need to map to the same SLO, but all sections should map to one SLO.
- Input on how the faculty in the department, as content experts, would like to assess the General Education courses. The caveats of the assessment design are that the planned assessment should:
 - address the SLO that the course is mapped to
 - be meaningful at the program level as well as to the college
 - be able to be aggregated

Have any additional questions? Feel free to call the office, or post them on the blog. We are happy to help!

blogs.jccc.edu/outcomesassessment | jccc.edu/faculty-development/outcomes-assessment

Announcements

“Assessment – More Than Just an Investment in Your Faculty Portfolio”

Brown Bag Brownie Break
Thursday, Oct. 17
3-4:00 p.m.
GEB 264

“Are We There Yet? When To Move on to a New SLO Assessment”

Brown Bag Brownie Break
Thursday, Nov. 21
3-4:00 p.m.
GEB 264

Resources on the Fly!

Can't make the Brown Bag Brownie Breaks? Always teaching during the Coffee Breaks? Can't remember what was said at the last assessment session you attended? Check out the Outcomes Assessment Blog for condensed versions of the BBBBs, access to new materials, forms, announcements and more!

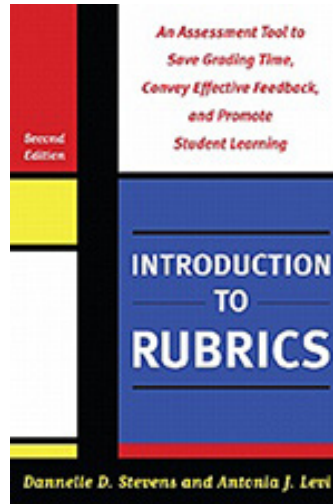
Everything you need to engage in assessment at JCCC is just a click away!

**[blogs.jccc.edu/
outcomesassessment](http://blogs.jccc.edu/outcomesassessment)**



What a Paradox

Heather Buck, Assoc. Professor, Practical Nursing



Teaching at the college level is a paradox: joyously difficult. The highs of having a student finally “get it” are robbed by the mountain of papers to grade and the attempt to plow through them unbiased by fatigue. Stevens and Levi provide a solution in their book, *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. Although most of the book addresses the how and why of rubrics, a nice synopsis is presented on the use of rubrics to assess student outcomes and teaching effectiveness. The Higher Learning Commission’s policy on Criteria

for Accreditation mandates that institutions such as JCCC have a focus on student learning and a culture of continuous improvement. As faculty, we can utilize the wisdom of Stevens and Levi to meet these two ends by: 1) grading our papers without bias and 2) improving our teaching. To this end, the Practical Nursing Program has implemented a faculty-created rubric to critique and analyze student performance in the area of simulation. The rubric, in this case, is not utilized to justify a grade. Instead, it is utilized to help faculty identify areas of student weakness so that additional instruction can be implemented during the debriefing time. The rubric allows faculty a consistent way to fairly critique student performance across several predetermined domains.

To learn more about rubrics, how they can make you a better teacher and ease your workload, check out Stevens & Levi’s book! The Office of Outcomes Assessment is always ready to answer any questions you might have, or help you develop your first rubric!

Stevens, D.D. & Levi, A.J. (2005). *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. Sterling, VA: Stylus Publishing.

Outcomes Assessment Mini-Grants!!!

Mini-grants are now available on a rolling deadline!

Submit by the 15th of the month to be considered in that month. Use mini-grant funds to jump-start or continue your assessment projects. Funds may be used for assessment resources, travel for assessment-related activities, equipment or software dedicated to assessment efforts, assessment retreats, costs associated with data input or external consultants, and more. **Mini-grants are now available for up to \$750.** New guidelines/applications are available from the Office of Outcomes Assessment, GEB 262, on InfoShare (<https://infoshare.jccc.edu/communities/slo/default.aspx>) or on the Outcomes Assessment blog (<http://blogs.jccc.edu/outcomesassessment/forms/>).