



JOHNSON COUNTY
COMMUNITY COLLEGE

Volume 7, Issue 2
October 2015

Save the Date

**Assessment by
Design Workshop**

Friday, January 8

**6th Annual Regional
Community College
Assessment
Conference**

Friday, April 22
9 a.m.-3 p.m.

Office of Outcomes Assessment

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photos by
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Spotlight on **Assessment**

All in the Same Assessment Boat



All of my life, I have heard the phrase, “We’re all in the same boat.” Growing up on the water in Florida gave me ample opportunity to hear it. I recently tried to track down the original quote and found references all the way back to Sophocles, so I think it is safe to say that it has been operative for quite a long time.

I thought of this phrase recently in chatting with some colleagues from a community college in St. Louis. They are bringing a team here to JCCC in October to visit with

our office and the college’s Assessment Council about assessment issues. They want to know how we are approaching assessment, what is working well, and what doesn’t work. I believe they are hoping we have a magic pill that we can share that will help them engage more of their faculty in assessment initiatives on campus.

It is a conversation I have often with colleagues at both the regional and national level because everyone is dealing with the same issues regarding assessment. We are, proverbially speaking, “All in the same boat.” So what does it mean to be in the same boat when it comes to assessment? I have a few thoughts:

- Everyone in higher education has been called to accountability in terms of providing evidence of student learning.
- Too often the voices calling us to accountability don’t understand the complexity of what is being asked.
- The assessment movement has been around for over 20 years and is not going away – despite the hopes of some to the contrary.
- There is no magic pill in assessment; faculty remain the rudders for this boat.

So how do we make sure we are all rowing in the same direction, rather than pulling against each other and going in circles in our proverbial boat?

- Remember that the key to engaging faculty in assessment means keeping the focus on what is important – student learning.
- Faculty need to invest in assessment initiatives that are sustainable and meaningful.
- Assessment plans must be tied to curricular improvement.
- Assessment must be faculty-driven. The role of administration is to support assessment efforts with appropriate resources and to celebrate successes.

As institutions, we are indeed all in the same boat. But how we each decide to conduct the journey is our decision alone. We can row together to reach a destination or we can continue to circle. What will we choose to do?

6th Annual Regional Community College Assessment Conference

Friday, April 22, 2016

hosted by Johnson County Community College

Changes to the Assessment Council

Some campus reassignments and colleague moves have generated some new members and new assignments on the Assessment Council.

New Representative, Business Division: Darla Green

New Representative, Science Division: Nancy Holcroft Benson

New Assessment Council Co-Chair: Valerie Mann



This year's keynote is Dr. Jillian Kinzie. Dr. Kinzie is the Associate Director of the Center for Postsecondary Research & NSSE Institute (National Survey of Student Engagement) and coordinates the NSSE Institute project activities. Her PhD is from Indiana University in higher education with a minor in women's studies. Jillian was previously on the faculty at IU, where she coordinated the master's program in higher education and student affairs from 2000-2002. Dr. Kinzie has more than a decade of additional experience as a research associate with work in academic and student affairs. Research interests include college choice, first year student development, teaching and learning in college, access and equity, and women in underrepresented fields.

APPLY FOR OUTCOMES ASSESSMENT MINI-GRANT FUNDING

REMEMBER OOA Mini-grants are available on a rolling deadline. Submit by the 15th of the month to be considered in that month. Use mini-grants to jump-start or continue your assessment projects. **Mini-grants are now available for up to \$750.** 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. New guidelines/applications are available from the Office of Outcomes Assessment, GEB 262, on InfoShare or on the Outcomes Assessment blog.

FAST-TRACK option

Are you looking for assessment resources in your discipline? Need a resource on assessment for general education? The Office of Outcomes Assessment is now offering a fast-track mini-grant for up to \$100 dollars to purchase books on assessment. The fast-track mini-grant does not require a dean's signature, and the assessment resources will be purchased and provided for your use. For more information, contact the office.

Quote of the Month

"Assessment scholars call increasingly for authentic course-embedded measure; indeed, the advantages are significant. But equally compelling are the validity concerns raised when faculty-generated prompts are not aligned to learning outcomes and rubrics. As the use of course-embedded assignments gains popularity, assessment professionals would be well advised to consider potential sources of unwanted variability and how to control them."

Mary Kay Jordan-Fleming,
Assessment Update (July-August 2015). Volume 27, #4.

REGISTER NOW!

January 8, 2016 • CRN 30200



This daylong assessment workshop is geared to help faculty understand and apply the cycle of assessment and plan their assessment activities for the coming semester. Faculty participating will receive a "Certificate of Completion" for this faculty development offering.