



Urban Legends, Fables and Myths – A Guide to Assessment



JOHNSON COUNTY COMMUNITY COLLEGE

DR. SHERI BARRETT, DIRECTOR, ASSESSMENT, EVALUATION & INSTITUTIONAL OUTCOMES
DARLA GREEN, PROFESSOR, INTERIOR MERCHANDISING AND DESIGN

Assessment – Urban Legends, Myths & Fables

Urban Legends

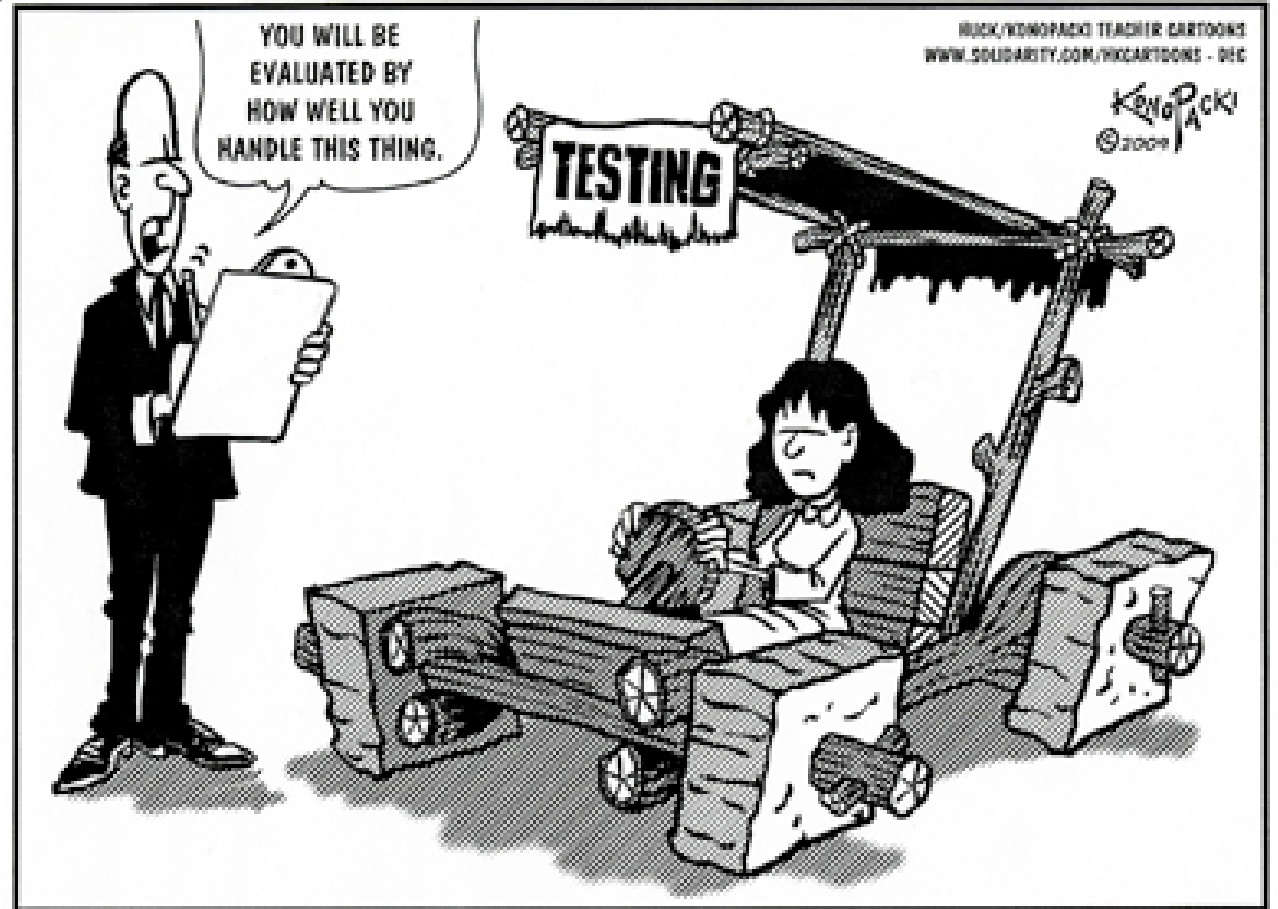
- It will all go away soon!
- This is an evaluation of my teaching.
- Its just something administration is trying to foist on faculty.

Myths

- More data is always better.
- It will be clear what actions to take in response to the assessment data.

Fables

- Goal of assessment is to gather data.
- This should satisfy the accreditor!



Steps in a Campus Assessment Program

Denial

It's a fad. If I ignore it, it will go away.

Acceptance

Ok, I guess we have to do it.

Resistance

I feel threatened. My department feels threatened. My campus feels threatened. Can I subvert it by not participating in the process or in some other way?

Understanding

Maybe we can learn something useful. Can we use what we've already been doing?

Campaign

We have a plan. Maybe it's not perfect, but let's get moving!

Collaboration

We have a plan with objectives linked to our curriculum that are clearly defined, and based on our experience with assessment, we believe it works.

Institutionalization

We can't imagine working without assessment. It's a permanent part of our institutional culture.

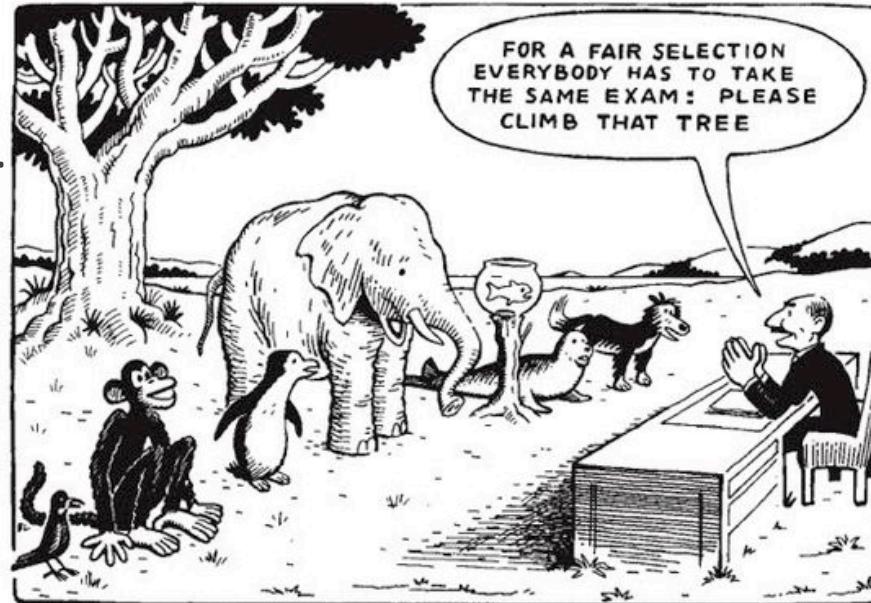
The Problem with Assessment – Serving Multiple Masters

External Agencies

- As a proof that students are achieving institutional goals.
- As a means of showing continuous curricular improvement.

Political/Legislative Agendas

- As evidence that the investment in higher education is “worth it.”
- As a measure of accountability.



Faculty and Institutions

- To improve the quality of teaching and learning.
- Provide meaningful data to inform curriculum decisions.
- Provide a framework for institutions to better communicate what we do!

Some things are the same everywhere - Four Levels of Outcomes Assessment

Class Assessment

- Faculty teaching within a course

Course Assessment

- Consistency among sections of same course

Program Assessment

- At program or department level

Student Learning Outcomes Assessment

- All Faculty

Conceptual Framework for Assessment





"A and C are a bit on the gritty side... B seems to have a bitter aftertaste... C has a good taste but a bit too mushy..."

What do you want to know?

DEVELOPING YOUR
RESEARCH/ASSESSMENT QUESTION

Developing an Assessment/Research Question

Assessment questions should be:

- **Meaningful**
- **Actionable**
- **Relatable**
- **Measurable**
- **Manageable**

“The goal of assessment is information-based decision-making.”

Barbara Walvoord



“My diploma has an expiration date. Apparently, I’m going to forget everything I learned by May, 2019.”

Planning for Assessment

Your assessment question drives the tool you use to assess

- Pre/Post Tests
- Embedded Assessment
- Performance
- Portfolio
- Standardized/Local Instruments
- Capstone Projects
- Surveys

Planning Decisions to Consider

How will you conduct the assessment?

- Pilot?
- Multiple Sections?
- Across Courses/Faculty?

Which classes/programs/activities will you assess?

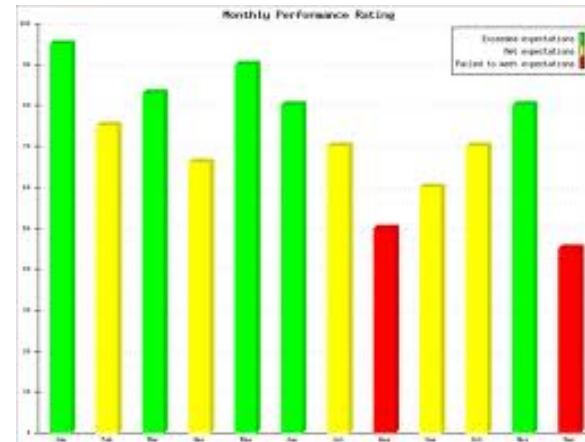
- Where in the curriculum is the concept taught/reinforced?

How will you collect/score the data?

- Who will be responsible for collection?
- How will the data be aggregated?

Got Data?

- Organizing data
- What to look for
- Draw a Picture
- Devote time and space to discuss with colleagues
- Follow the Data
 - ✓ Benchmarks
 - ✓ Curriculum Mapping
 - ✓ Curricular Changes
 - ✓ Reassessing



Next Steps

- Discuss your findings candidly.
- Report on your findings.
- Use the findings to improve student learning.
- Exchange ideas.
- Become actively involved in assessment activities.

Critical Considerations

- Value campus culture & history.
- Respect and empower people.
- Value Assessment by providing **appropriate resources** and infrastructure.
- Value innovation & risk-taking to improve teaching (even if it fails).



Summary

- Effective Assessment takes time to plan, implement, and sustain.
- Effective Assessment requires faculty ownership.
- Effective Assessment is about improving student learning.
- Gathering data is only the first step in effective assessment.

Questions/Discussion

Dr. Sheri Barrett, Director, Assessment, Evaluation and Institutional Outcomes, JCCC
sbarre13@jccc.edu

Darla Green, Professor, Interior Merchandising and Design, JCCC
dgreen14@jccc.edu

