

Outcomes Assessment Builds Bridges

College NOW at Johnson County Community College

Nancy Pence, Instructor, Blue Valley North High School,
College Now High School Political Science Faculty Liaison

Marilyn A. W. Gaar, Professor, Political Science
JCCC Liaison to College Now Political Science Faculty

The problem



**How to Apply Outcomes Assessment to
American National Government course**



What is OUTCOMES ASSESSMENT???

Outcomes Assessment: Nation-Wide Movement

- Standards based trend that is mandated in many states and required by accrediting agencies.
- Traditional assumptions are under scrutiny: *Are grades an adequate measure of student learning and an accumulation of credit hours sufficient evidence for awarding a degree.*

Outcomes Assessment: Nation-Wide Movement

- Goal: Improve student learning and achievement.
- Means: Assessment process that measures the degree to which each course contributes to student mastery of the aims of higher education as defined by a set of Core Student Learning Outcomes.

Outcomes Assessment: National Wide Movement

It is NOT.....

- Evaluation of student mastery of the course objectives OR
 - Evaluation of faculty
-
- However, it is (or soon will be) required at JCCC for *Accreditation & State Board of Regents*
 - **But assignment is not a required part of your course, although it can be!**

Johnson County Community College's Student Learning Outcomes

1. Access and evaluate information from credible sources.
2. Collaborate respectfully with others.
3. Communicate effectively through the clear and accurate use of language.
4. Demonstrate an understanding of the broad diversity of the human experience and the individual's place in society.

Johnson County Community College's Student Learning Outcomes

5. Process numeric, symbolic and graphic information.
6. Read, analyze and synthesize written and visual material.
7. Select and apply appropriate problem-solving techniques.
8. Use technology efficiently and responsibly.

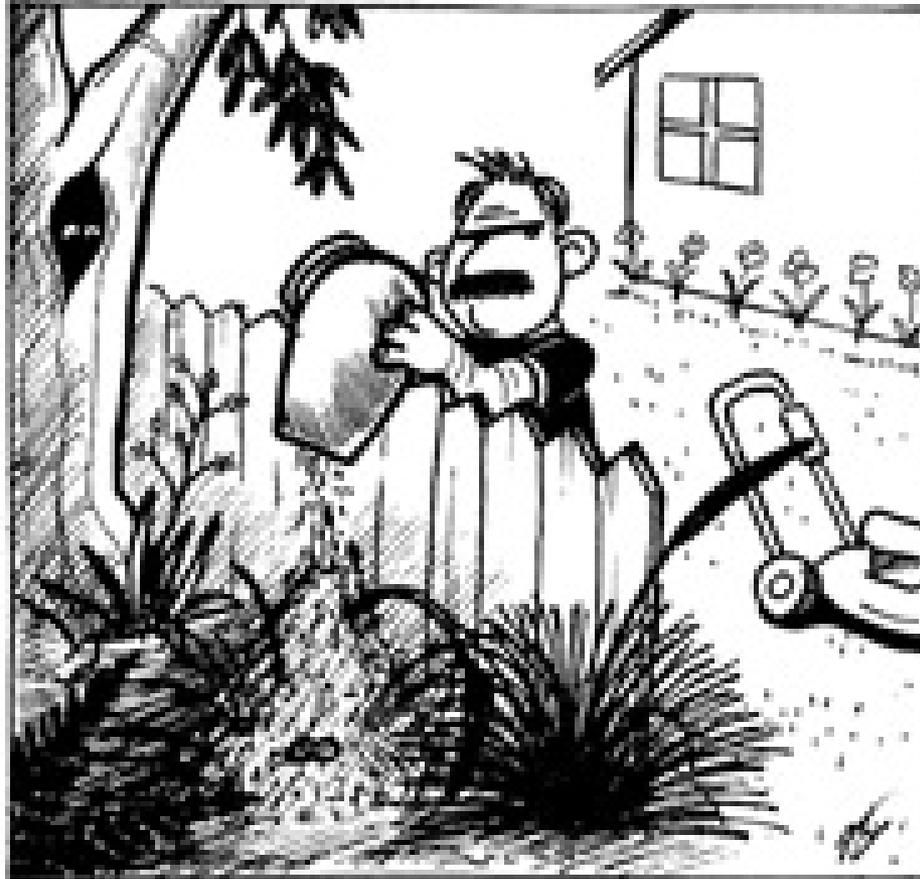


Among on-campus faculty in general

Academic Freedom

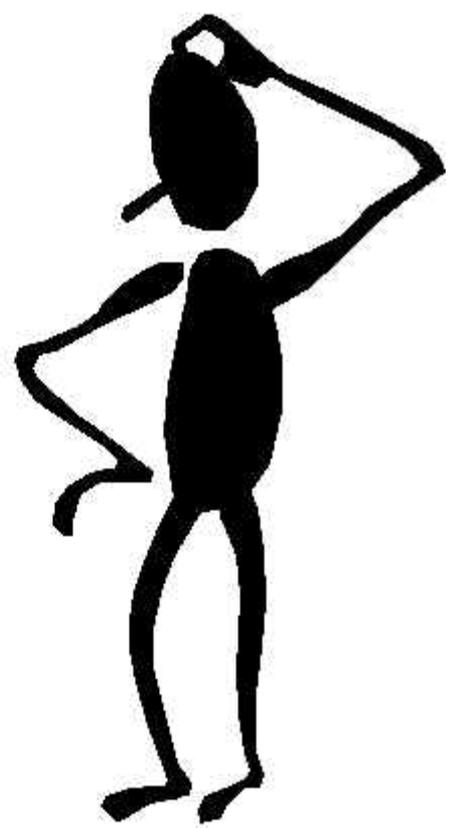
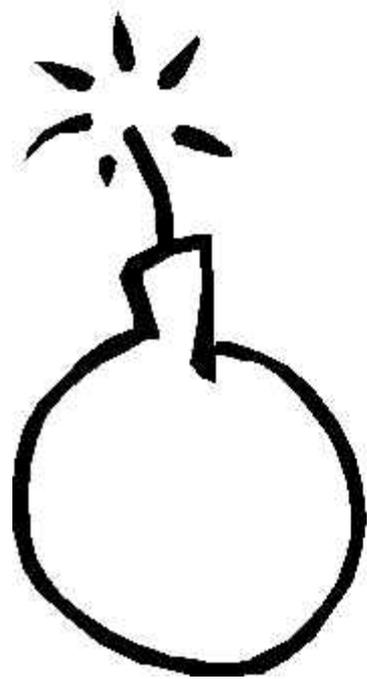


NIMBYs

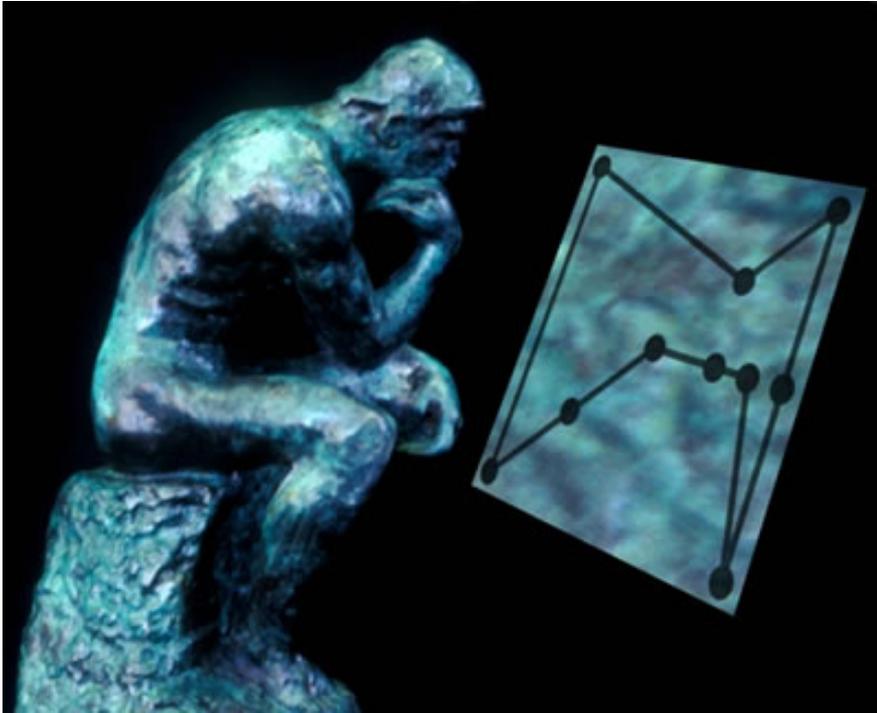


Just one more thing.....





American National Government



- I am the only full-time faculty member teaching.
- 5-7 on-campus adjuncts
- 16 concurrent enrollment teachers (College NOW)

How do I get these faculty members on-board?

Always Work from your strengths



In search of a solution



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The Virtues of a CN Collaborative Effort

A faculty that is

- Willing to work....
- Used to group projects...
- Used to mandates!!!
- Been there, done that....
- Right Attitude: Let's make the best of it!
- AND Nancy Pence, high school liaison to the political science faculty

American Government Concurrent Enrollment Faculty

- Already overburdened: *State course objectives, JCCC course objectives, international baccalaureate objectives.*
- Far flung over seven different county school districts
- Extensive responsibilities outside of their teaching responsibilities

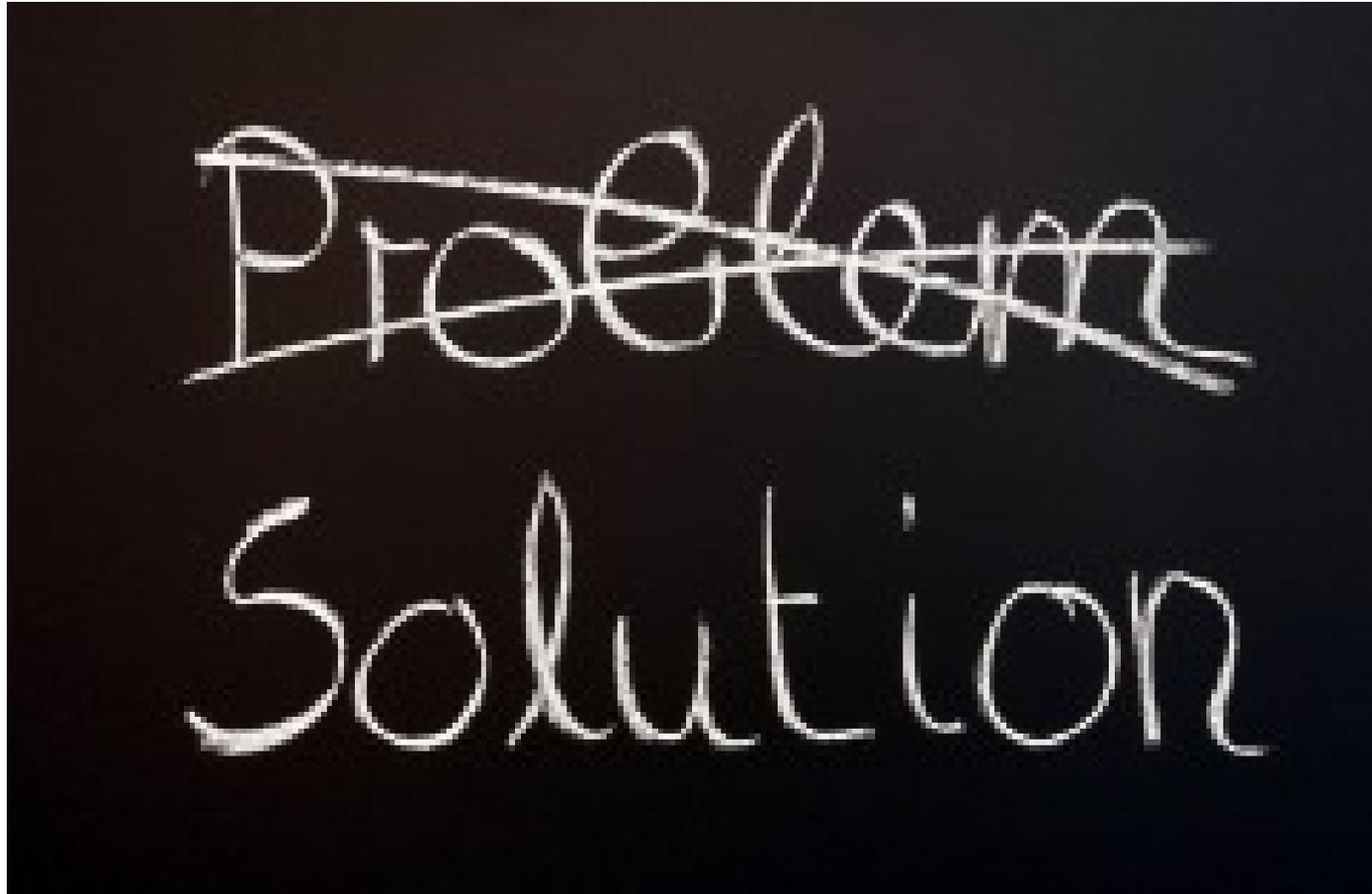
However, these 16 teachers must be on-board for Outcomes Assessment to succeed.



**Between high school CN faculty members &
Between CN & on-campus adjunct faculty**

*Lots of support from Loralee Stevens, CN
Assistant Dean AND a OOA Mini-Grant \$\$\$*

Build on the talent in your concurrent enrollment faculty



Secured most attractive venue on campus



Called in the experts for OOAs



Mini-Grant \$\$\$ initiated a

PROCESS

An ON-GOING Process



That took on a life of its own.....

A review of our on-going process....

Group Activities: 2010-2011

- 1. Fall 2010 Mini-Grant Workshop/Retreat**
- 2. Spring 2011 CN In-Service**
- 3. Spring 2011 Mini-Grant Workshop/Retreat**

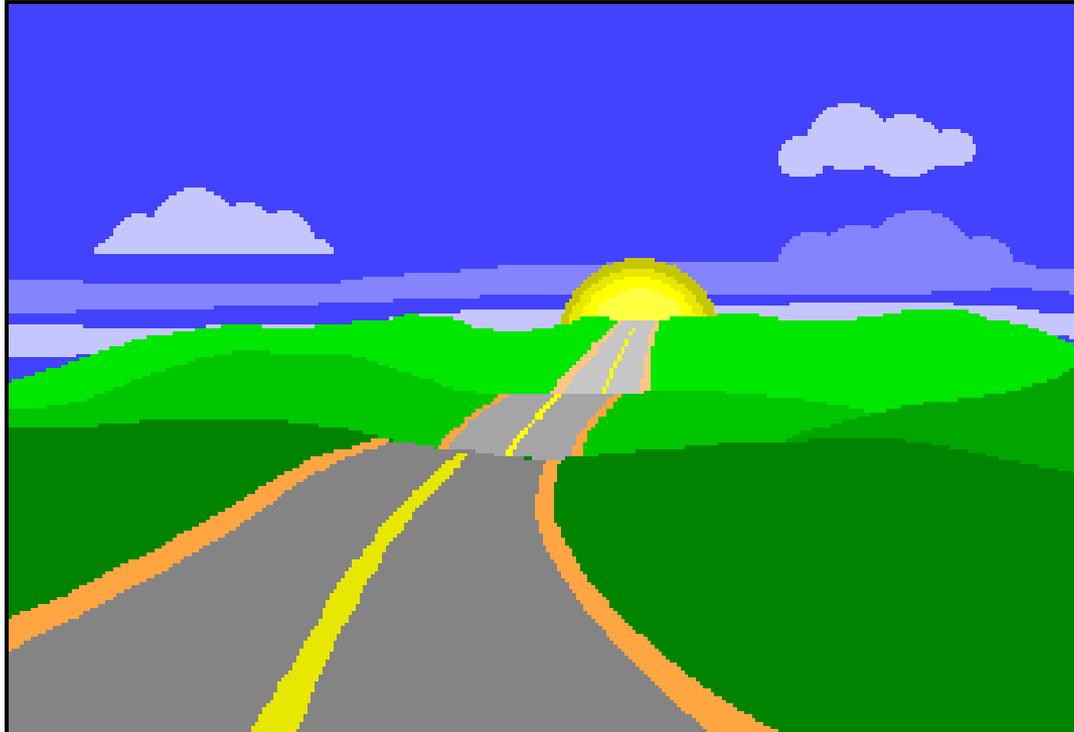
Followed by more of the same in 2011

- 1. Two Summer 2011 Apla/OA Workshops**
- 2. August 2011 CN OA In-Service**
- 3. August 2011 World Café OA Table**

To be followed by more of the same in 2012

- 1. Spring 2012 CN OA In-Service**
- 2. Spring 2012 OA World Café Table**

Never-ending journey....



For the first time, we were on the road together!

November 2010 Workshop

First: Identified our Outcome

#6 Read, analyze, and synthesize written and visual materials, including the ability to

- a) Demonstrate comprehension of complex written and visual information
- b) Comprehend and summarize content
- c) Make connections and draw conclusions using multiple sources

November 2010 Workshop

Second: Identified sources of this information:

primary source documents, news articles, editorials, political cartoons, charts, graphs, polls, etc.

November 2010 Workshop

**Third: Identified Concepts, Processes, Principles, Ideas, Court Cases & Theories that are basic to student mastery of the POLS 124 objectives
(eight single-spaced pages)**

Organized these by
the four POLS 124
Course Outline
objectives



November 2010 Workshop

Fourth: Identified our instrument for measuring the contribution of POLS 124 to student achievement of Outcome #6: **Pre- & Post-tests**

Over-
achieved!



THINK!!!

**What is
OA all
about?**

**What is
an
educated
person!**

What are we doing here?

YOU are NOT

- evaluating students mastery of the course objectives OR
- evaluating teachers

YOU are measuring whether YOUR pedagogy contributes to your students ability to read, analyze, and synthesize written and visual materials!!!

The subject of “YOUR” OA just happens to be American government!

Crawl before you walk: PILOT Project

Write Several Questions

**over fundamental concepts in American
government**

organized around the course objectives

**to measure your students' ability to read,
analyze, and synthesize written and visual
materials on subject matter related to
American government.**

**How to do this as
Productively and
Painlessly as
possible?**

Afterall, we already have
full-time jobs =)



Spring Workshop 2011

How do we administer the pre-and post-tests?

- Scantrons & Angel LMS
- Individual instructor gives pre- and post-tests,
- Grades them, and sends the scantrons + results to JCCC for group analysis against which instructors compare their individual results.
- Instructors identified by “tags” known only to them.
- Students identified by “student numbers.”

Spring Workshop: **Reliability**

Are we comparing apples to apples?

- Same instruments (readings & visuals) for both pre- & post-tests.
- What do we do about those who drop the course?

Here we may have to trade off complete anonymity for reliability.

- Faculty use student numbers to weed out the pre-tests of those who drop.

Spring Workshop: **Validity**

Are we measuring apples or something else?

- Free- response question would be better, but we don't have the strength.....
- Maybe one written question for Fall 2012??
 - *Written questions are coupled to a grading process for 2000+ students twice a semester.*
 - *Common grading rubric must be developed*
 - *Rubistar.4teachers.org*
 - *www.aacu.org*
 - *www.teach-nology.com/web_tools/rubrics*

Spring Workshop: **Our Pilot**

1. Five or so questions per Course Objective

Some articles will cover material related to more than one Course Objective

2. What's the length of the reading? Depends...

3. Include citations for readings and visuals: APA

4. Question stem is a complete sentence and written in simple present or past tense.

5. Four or five good foils written with parallel sentence structure.

6. Questions employ Bloom's taxonomy.

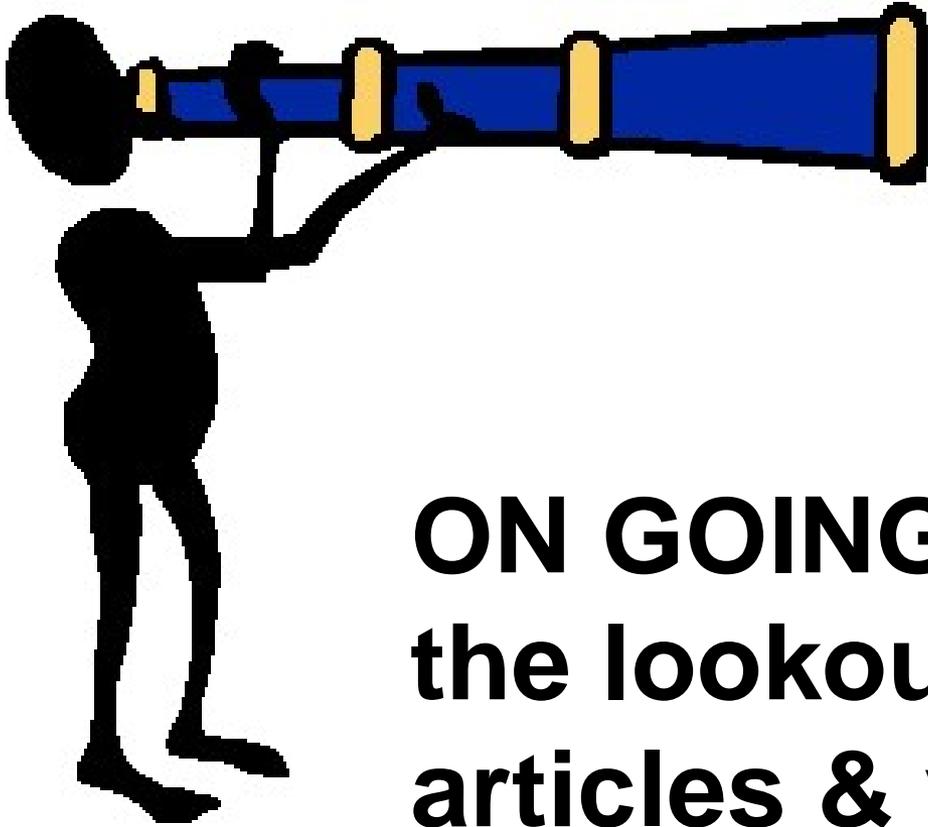
And what about the copyright
implications?

JCCC Librarian assigned to
this issue

A close-up, side-profile photograph of a muscular man's torso and arm. He is holding a large, silver dumbbell with both hands, positioned as if about to lift it. The lighting is dramatic, highlighting the contours of his muscles against a dark background. The dumbbell has several weight plates and a central handle.

Always Work from your strengths

Who loves which objective?



ON GOING: Always on the lookout for good articles & visuals from which you can develop several questions....

A LITTLE HELP from
our Friends

We are all in this
together. We need
to hear from YOU!

If we don't shape this
process, KANSAS
will do it for us = (



Summer Workshops:

- Original readings/charts/polls/graphs + analytical questions
- APLIA.com & capacity to support our OA effort
- Use this study tool to support OA
- Insert into Aplia the questions from the previous OA instrument.

Sorry, can't do screen shots...security!

Aplia In Your Course.
Getting Started With CengageBrain
Your First Class!

Sign In URL : login.cengagebrain.com



CENGAGE **brain**.com



CENGAGE
Learning™

Fall CN In-Service: Pilot Assessment & Student Performance

How do we keep students from “blowing off” OA?

- Bonus points
- Required assignments
- Required, but replace pre-test score with improved post-test score.

**Nancy &
I will**

Good foils!

BLOOM!

Bloom!

Bloom!

Bloom!

Complete Sentences!

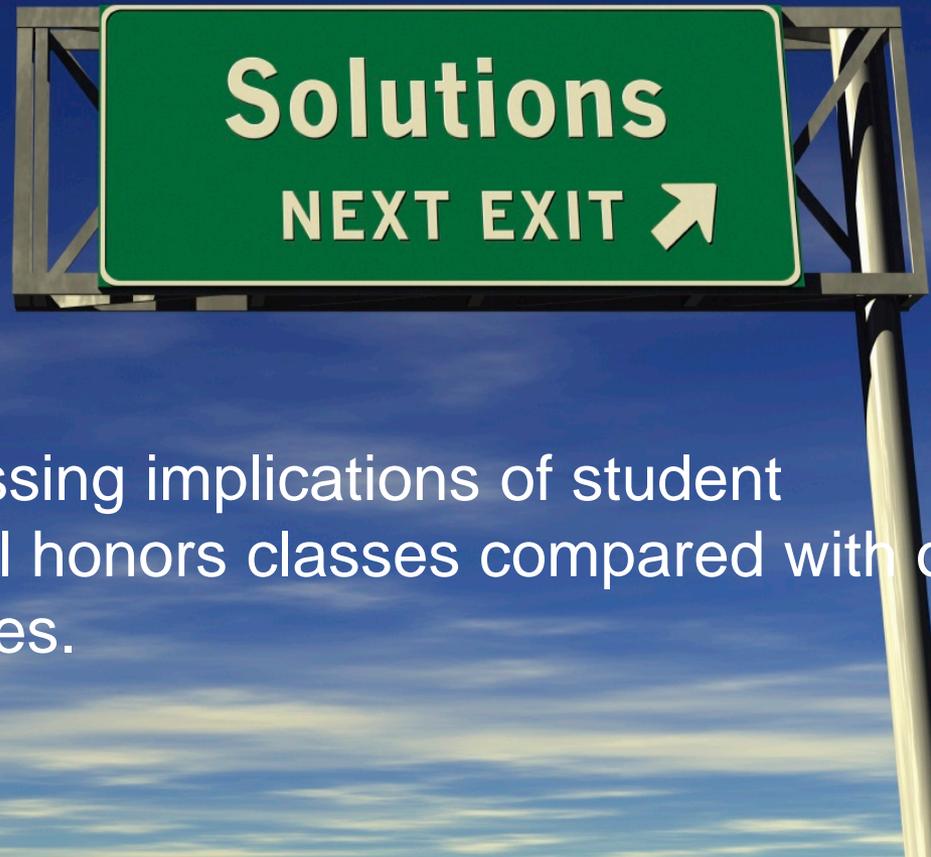
Parallel

Structure!

Present the first draft assessment for editing at ...

- Fall CN In-service 8/22.
- *at On-Campus August World Café during the Fall In-Service 8/25.*
- Administer Week of August 22
- CN faculty review the aggregate results of the pre-& *post-test* during ***January In-Service.***
- *On-campus faculty review the aggregate results at the **January “World Café.”***

Working together, we engaged in an ongoing process to develop and administer assessment instruments that is helping us do better at what we love to do: TEACH!



e.g., faculty already discussing implications of student preparation for high school honors classes compared with open enrollment in JCCC classes.

