

COMMUNITY COLLEGE OF DENVER
COURSE ASSESSMENT PLAN
2007-2008

Assessment: The assessment process provides the opportunity for faculty members to reflect on and discuss questions around teaching and learning. The questions raised may include:

- Why do we assess student learning?
- Are the assessments we use telling us what we want to know?
- Do the assessment methods, tools, or strategies have an impact on student learning?
- How do we know if the students are learning what we are teaching?
- What do we learn from students when we share the results of the assessment with them?
- How can we make the modifications necessary to improve teaching and learning?
- When do we consider when planning for the next year's cycle of assessment?

Directions:

- Faculty members think about what they would like to know about the teaching and learning that occurs in her or his classroom.
- Faculty members generate themes that will serve as an umbrella for all of the assessment that occurs. Examples of themes that could be selected include critical thinking, problem solving, writing clearly and effectively, ethical judgment, collaboration, values based learning, service learning, global awareness, quantitative reasoning, independent thinking, or civic engagement are examples of possible themes. The thematic approach allows for maximum flexibility for faculty to choose what should be assessed and the process.
- The assessment committee members review the themes and select the three themes that are suggested by faculty members the most often.
- The assessment sub-committee communicates to faculty the themes that have been selected.
- All full time faculty members are expected to participate by assessing one (or more) of their classes. Part time faculty members are encouraged to participate by assessing one (or more) of their classes.
- Faculty may choose any direct assessment (sample list of indirect and direct assessments are attached) to assess student learning.
- If a subjective (essays, presentations, performances, projects) assessment is used, the faculty members must use a rubric for the assessment (sample rubric attached).
- It is suggested that faculty members embed the assessment into their course syllabus. The assessment should be one of the assignments that will be completed as part of the coursework rather than being something that is added on.
- After the assessment is completed, the faculty member will complete the assessment reflection document and copy three random samples of their students' work (this is presuming a class of thirty students).
- Faculty members share the results of the assessment with the students.

- The faculty reflection document, samples of student work, and the rubric (if one was used) will be forwarded from the faculty to the faculty chairs. The chairs will review the information and share ideas at the department chair meeting.
- The chairs forward the assessments to the deans and have a conversation with the deans about what was learned from the assessment.
- Faculty use the information from their assessments to inform teaching and learning and make the appropriate modifications to their teaching methods, foci, and / or assignments, thus closing the loop in the assessment process
- The cycle will begin anew again each academic year using a new theme and faculty members ask a new question that will inform student learning.