Instructions/Guidelines

Sections 1-3 are to be completed in early fall each year as part of the annual goal-setting process of the Faculty Performance Appraisal Plan. Program chairs are responsible for submitting this plan/report to their Center dean. Other full-time faculty should include at least one annual goal which supports the department's assessment efforts.

Sections 4- 6 are to be completed at the end of the academic year and submitted by the chair as part of the year-end Faculty Performance Appraisal review process.

Section-by-Section Instructions

1. Course selection should be made collaboratively among program faculty, perhaps in consultation with the Center dean. Criteria for course selection may include looking courses which are most critical to the program, GT courses or those with high levels of enrollment and transfer, or courses about which the program faculty have questions or concerns that might be addressed through this process.

Ongoing vs. newly selected courses: The assessment process typically involves a feedback loop in which information gathered about student learning may be used to modify course design or instructional strategies in hopes of seeing improved outcomes. Therefore, faculty should consider allowing for several (three) rounds of the assessment cycle for a given course, especially if assessment results suggest there is significant need for improvement. [By round/cycle, we mean: assess, analyze, make changes, and reassess. A cycle may take one full year, but it could also be done each semester if program chairss develop ways to apply results and re-assess more quickly. Faculty can always decide when it is time to move on to examine other courses and outcomes.]

2. Outcomes typically are drawn from the "Standard Competencies" section of the CCNS Course Content Guide. Faculty may focus on whatever outcomes they feel are most relevant and important to their program at the time. Faculty are encouraged to examine outcomes that reflect higher level critical thinking (e.g., analysis, synthesis, evaluation). If faculty feel that standard competencies are too broad or vague, they are free to develop more refined versions of course outcomes that better reflect departmental sensibilities so long as they reasonably fall within the standard guidelines for the course.

3. Program faculty are free to develop assessment methods that they feel are most suited to their own needs and sensibilities. Regardless of the methodology, assessment methods should focus on the effectiveness of the course, not of individual faculty. Both faculty and student anonymity should be protected.

4. A brief discussion of important findings here will suffice. More complex compilations and analysis of data can be kept and shared within the department and made available as needed. This brief report will be submitted to your dean, who will include some information from it in quarterly HLC/accreditation or similar summaries. This report will also be archived by the Assessment committee in an accessible collection.

5. This last step of "closing the loop" may be the most important. There is little point is assessing how students are doing if we don't put what we've learned to use. Next steps might include focusing on faculty professional development, modifying departmental curriculum and teaching strategies, modifying the assessment method, or even moving on to a new assessment project.

6. This connection of course-level info to program and institutional outcomes will become increasingly important. At this time, though, we are still developing a largely game plan to make these links clear. So any reflection you see as appropriate for now is fine here.

CCD Course Assessment Report Form: The "One Page Report"

Center/Program:

Chair:

Beginning of the year (early fall):

1. What course are you looking at?

    Is this an ongoing assessment for this course? Explain

2. What student learning outcome will you focus on?

    Is this from the standard course description or some variation? Explain

3. How will you gather data? What will be your method? Discuss any particular challenges or questions that have arisen in developing a methodology.

End of the year (late spring):

4. What did you find out? Briefly describe some of the important conclusions you were able to gain from analyzing the assessment data.

5. Based on what you learned from this round of assessment, what are your plans for the coming academic year?

6. Does this assessment project address broader program or institutional goals or outcomes? Explain