

## COURSE ASSESSMENT DIRECTIONS

Your course has been selected to participate in an assessment of student learning outcomes (SLOs) and to receive student feedback through an end-of-term Student Course Evaluation. These assessments are scheduled so that each instructor participates at least once each year and all regularly taught courses are assessed at least once every three years.

The purpose of the assessment is several fold:

1. to ensure student proficiency in course, program and institutional student learning outcomes (Core Theme B: Transforming Lives - Education; Objective B3);
2. to provide a structure for the assessment practices that faculty regularly perform;
3. to encourage reflection by faculty and departments based on meaningful data;
4. to utilize assessment to improve instruction, while providing usable data that demonstrates this improvement to our community
5. to help enable the sharing of relevant assessment information between faculty;
6. to improve on our existing Student Course Evaluation process by integrating it more fully with outcome assessment, creating a continuous process that is collaborative and dynamic, engaging faculty and students to improve student success throughout the entire institution
7. to document assessment efforts at CGCC in accordance with accreditation standards, balancing the process of assessment between the requirements of external compliance, and a meaningful and thoughtful practice, which is part of what educators do on a regular basis

To complete the assessment, you are being asked to carry out two activities:

- *Part A: Your Plan* – at the start of the term, [use this form](#) to submit a brief plan that provides the necessary information to prepare your Student Course Evaluation survey and describes how you will assess your students' achievement of the course outcomes you identify (submission deadline: 1<sup>st</sup> Friday of term); ([example](#))
- *Part B: Your Results & Analysis* – at the end of the term, [use this form](#) to submit a brief report on your results, analysis, and conclusions. (Submission deadline: 4<sup>th</sup> Friday following end of term.)

Below is a list of Frequently Asked Questions with corresponding answers. Please contact your department chair or the [Academic Assessment Office](#) if you have any additional questions.

### **FAQs:**

#### **How was my course chosen?**

Department Chairs schedule courses for assessment on a three year rotation. Some adjustments in the schedule occur to accommodate courses that are offered less often.

### **How often will I be required to participate in this Course Assessment?**

Faculty are required to participate at a minimum of once per academic year. It is possible, due to course scheduling and faculty assignments, that you may be asked to complete more than one per academic year.

### **Where can I find the outcomes to my course?**

Course outcomes are listed on Course Content Outcome Guides (CCOG) found on the CGCC [Curriculum Office](#) website under [Course Outcomes \(CCOGs\)](#). Choose your discipline area from the list. This will take you to a listing of all courses in your discipline. Click on your course.

### **My course has only one outcome listed on the Course Content Outcome Guide (CCOG), but you require three outcomes?**

If your course has less than 3 outcomes, follow these directions:

- If your course has 2 outcomes: choose one additional outcome from the degree/certificate/program outcomes your course maps to.
- If your course has 1 outcome: choose two additional outcomes from the degree/certificate/program outcomes your course maps to.

### **Where do I find degree/certificate/program outcomes?**

Degree/certificate/program outcomes are found on the CGCC [Curriculum Office](#) website under [Program Outcomes](#).

If your course is part of the Gen Ed program, it's outcomes map primarily to outcomes in the four transfer and/or general studies degrees (AAOT, AGS, AS, ASOT) which are listed under the heading [Transfer and General Degrees](#).

CTE and Business Administration instructors will find the appropriate [AAS degrees or certificates](#) that their course maps to by clicking on their discipline area. This will take you to a listing of the outcomes for the degrees, certificates and/or programs in your discipline. If you are uncertain for which degrees or certificates your course is required, refer to the course maps in the college [catalog](#) or ask for assistance from your department chair or the Curriculum Office.

The outcomes for non-credit programs (ESOL and Pre-College) are listed under the heading [Non-Credit Program Outcomes](#) (scroll towards bottom of the page).

### **What is the difference between questions 3 and 4 on PART A: YOUR PLAN? (related to Part B #3)**

Question 3 is asking you to describe the specific assessment tools/methodology that you will be using to assess your individual students on each of the outcomes. You may be using a test, essay, presentation, group project, journal, etc. Question 4 is asking how you will determine if you were successful in teaching the aggregate of your students a given outcome. The following are examples of how Question 4 could be answered:

**Example 1:** You have identified the essay portion of your final exam as the tool for assessing an outcome related to written communication. Your method of grading the essay is based on points. The total number of points available to score is 40. You decide that students receiving 35 points or higher have demonstrated mastery of the outcome. You might then determine that for the course, successful achievement of this outcome will be if 80% or more of your students earn 35 points or higher on the essay portion of the final exam.

**Example 2:** The outcome you are going to assess is that students will be able to recognize, add, subtract, multiply and divide fractions. You plan to assess students with a Fractions Mastery Exam. You might define successful achievement of this outcome as 75% or more of my students will earn 80% or higher on the Fractions Mastery Exam.

**Example 3:** Your students are being assessed for an outcome related to problem solving skills. The assessment tool that you have chosen is a group project in which they are to build a robotic car. As part of this assignment they are to keep a log tracking the problems encountered in the execution of this project and how they were resolved. You plan to evaluate and issue students a letter grade based on the accuracy of their identification of problems and the appropriateness of their responses to the problems. Your goal is that 90% of students receive a "B" or higher on this part of the project.

#### **What is the difference between questions 1a and 1b on PART B: YOUR RESULTS & ANALYSIS?**

**1a)** Question 3 of Part A, asked you to describe the specific assessment tools/methodology that you used to assess your individual students on each of the outcomes. You may have used a test, essay, presentation, group project, journal, etc. Question **1a** is asking you to report on the data you gathered via these assignments, tests, etc.

**1b)** Question **1b** is asking you to provide a percentage of students who achieved each outcome.

**Example:** One of the outcomes you are going to assess is Outcome 2: students will be able to recognize, add, subtract, multiply and divide fractions. In Part A, Question 3 you planned to assess students with 4 homework assignments and a Fractions Mastery Exam. You had defined successful achievement of this outcome for students as earning an average of 60% or higher for the homework assignments and earning 60% or higher on the Fractions Mastery Exam.

When you respond to **1a)** you will report on the outcome achievement data gathered from each homework assignment **and** the Fractions Mastery Exam.

For example, you may note that out of 20 students, 15 earned 60% or higher on the adding fractions assignment, 12 earned 60% or higher on the subtracting fractions assignment, 9 earned 60% or higher on the multiplying fractions assignment and 8 earned 60% or higher on the dividing fractions assignment. 11/20 of students earned an 60% or higher when the assignments were averaged. You also report that 9/20 of students earned an 60% or higher on Fractions Mastery Exam (3/20 or 15% earned a 80% or higher).

**Question 1b)** You will copy and paste Outcome 2 into the first box.

In the box below “% of Students who mastered Outcome 2”, you type the percentage of students who achieved this outcome by successfully earning 60% or higher in the averaged homework assignments and Fractions Mastery Exam: 45%

**Part B has two new questions: #2 and #3.**

**2. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. \***

**Example:** You noted in your answer to 1b that 45% of students successfully achieved Outcome 2. You also note when reading the results of your student course evaluations that 95% of students self-report successfully achieving Outcome 2. In fact 80% of students rated their understanding of this outcome as a 5. Consider reflecting on this discrepancy between your results and students' perception of their own understanding of Outcome 2.

**3. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) \***

**Example:** When completing your Part A, question 4, you had stated that you would consider yourself successful in teaching Outcome 2 if 75% or more of your students earn a 80% or higher on the Fractions Mastery Exam. Your results indicate that 15% earned an 80%. In your opinion, were your expectations met in teaching to this outcome?

### **When will I receive the results from my Student Course Evaluations (SCE)?**

Every effort will be made to supply you with the SCE results by Friday of the week following the end of the term. If you have not received your results by 4:00 p.m. on that Friday, please contact the [Instructional Services Administrative Assistant](#).

### **What happens with my plan and report after I submit them?**

PART A: Your Plan is received by the Instructional Services Administrative Assistant and posted to the [Institutional Assessment](#) website. You will also receive a notification of your submission including a copy of the content you have provided and a reminder regarding the completion of PART B.

PART B: Your Results & Analysis is received by your department director and department chair, reviewed, and placed in your portfolio. It is also posted on CGCC's [Institutional Assessment](#) website, paired with PART A. Your observations and analysis will be available for you and other instructors that may teach this course to assist in future course development. Your experiences and insights may help future instructors avoid difficulties and/or incorporate identified strengths. (Assessment data that makes it possible to identify individual students - including elements with

fewer than seven data points - will be kept confidential. The Academic Assessment Office will review all course assessment data and redact anything that does not fit the criteria.)

**How do I start?**

Click on this link to [PART A: Your Plan](#), and complete the form. Click on the submit button when you are satisfied with your responses.

**PART A: Submission deadline: 1<sup>st</sup> Friday of term**

**PART B: Submission deadline: 4<sup>th</sup> Friday following end of term**

If you have any unanswered questions,  
please contact your department chair or the [Academic Assessment Office](#).

Thank you for your participation in this assessment activity.  
It is our hope that you find it meaningful and helpful in your efforts  
to provide quality instruction.