

QCC COURSE ASSESSMENT FORM (SHORT)

QCC COURSE ASSESSMENT FORM

Fall 2004

Date:

Department:

Course:

Curriculum or Curricula:

PART I. STUDENT LEARNING OBJECTIVES

For Part I, attach the summary report (Tables 1-4) from the QCC Course Objectives Form.

TABLE 1. EDUCATIONAL CONTEXT

--

TABLE 2. CURRICULAR OBJECTIVES

<u>Curricular objectives addressed by this course:</u>
1.
2.
3.
4.

TABLE 3. GENERAL EDUCATION OBJECTIVES

<u>Gen Ed objective's ID number from list (1-13)</u>	<u>General educational objectives addressed by this course: Select from preceding list.</u>
	(1.)
	(2.)
	(3.)
	(4.)

TABLE 4: COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

<u>Course objectives</u>	<u>Learning outcomes</u>
1.	a. b.
2.	a. b.
3.	a. b.
4.	a. b.
5.	a. b.
6.	a. b.
7.	a. b.
8.	a. b.
9.	a. b.
10.	a. b.

PART II. ASSIGNMENT DESIGN: ALIGNING OUTCOMES, ACTIVITIES, AND ASSESSMENT TOOLS

For the assessment project, you will be designing **one course assignment**, which will address at least one general educational objective, one curricular objective (if applicable), and one or more of the course objectives. Please identify these in the following table:

TABLE 5: OBJECTIVES ADDRESSED IN ASSESSMENT ASSIGNMENT

<u>Course Objective(s) selected for assessment:</u> (select from Table 4)
<u>Curricular Objective(s) selected for assessment:</u> (select from Table 2)
<u>General Education Objective(s) addressed in this assessment:</u> (select from Table 3)

In the first row of Table 6 that follows, describe the assignment that has been selected/created for this project. In writing the description, keep in mind the *course objective(s)*, *curricular objective(s)* and the *general education objective(s)* identified above,

The assignment should be conceived as an *instructional unit* to be completed in one class session (such as a lab) or over several class sessions. Since any one assignment is actually a complex activity, it is likely to require that students demonstrate several types of knowledge and/or thinking processes.

Also in Table 6, please

- a) identify the **three to four** most important student learning outcomes (1-4) you expect from this assignment
- b) describe the types of activities (a - d) students will be involved with for the assignment, and
- c) list the type(s) of assessment tool(s) (A-D) you plan to use to evaluate each of the student outcomes. (Classroom assessment tools may include paper and pencil tests, performance assessments, oral questions, portfolios, and other options.)

Note: Copies of the actual assignments (written as they will be presented to the students) should be gathered in an Assessment Portfolio for this course.

TABLE 6: ASSIGNMENT, OUTCOMES, ACTIVITIES, AND ASSESSMENT TOOLS

<p>Briefly describe the <u>assignment</u> that will be assessed:</p>		
<p><u>Desired student learning outcomes for the assignment</u> (Students will...)</p> <p><i>List in parentheses the general education objective(s) (1-13) associated with these desired learning outcomes for the assignment.</i></p>	<p>Briefly describe the <u>range of activities</u> student will engage in for this assignment.</p>	<p>What <u>assessment tools</u> will be used to measure how well students have met each learning outcome? (Note: a single assessment tool may be used to measure multiple learning outcomes; some learning outcomes may be measured using multiple assessment tools.)</p>
<p>1. 2. 3. (4.)</p>	<p>a. b. c. (d.)</p>	<p>A. B. C. (D.)</p>

PART III. ASSESSMENT STANDARDS (RUBRICS)

Before the assignment is given, prepare a description of the standards by which students' performance will be measured. This could be a checklist, a descriptive holistic scale, or another form. The rubric (or a version of it) may be given to the students with the assignment so they will know what the instructor's expectations are for this assignment.

Please note that while individual student performance is being measured, the assessment project is collecting performance data ONLY for the student groups as a whole.

TABLE 7: ASSESSMENT STANDARDS (RUBRICS)

Brief description of assignment: <i>(Copy from Table 6 above)</i>		
Desired student learning outcomes from the assignment: <i>(Copy from Column 1, Table 6 above; include General Education Objectives addressed)</i>	Assessment measures for each learning outcome: <i>(Copy from Column 3, Table 6 above)</i>	Standards for student performance: <ul style="list-style-type: none"> • Describe the standards or rubrics for measuring student achievement of each outcome in the assignment. • Give the percentage of the class that is expected to meet these outcomes • If needed, <u>attach copy(s) of rubrics.</u>
1. 2. 3. (4.)		

PART IV. ASSESSMENT RESULTS

TABLE 8: SUMMARY OF ASSESSMENT RESULTS

Use the following table to report the student results on the assessment. If you prefer, you may report outcomes using the rubric(s), or other graphical representation. Include a comparison of the outcomes you expected (from Table 7, Column 3) with the actual results. NOTE: A number of the pilot assessments did not include expected success rates so there is no comparison of expected and actual outcomes in some of the examples below. However, projecting outcomes is an important part of the assessment process; comparison between expected and actual outcomes helps set benchmarks for student performance.

TABLE 8: SUMMARY OF ASSESSMENT RESULTS

Desired student learning outcomes: <i>(Copy from, Column 1, Table 6 above; include General Education Objectives addressed)</i>	Student achievement: Describe the group achievement of each desired outcome <u>and</u> the knowledge and cognitive processes demonstrated.
1. 2. 3. (4.)	

TABLE 9. EVALUATION AND RESULTING ACTION PLAN

In the table below, or in a separate attachment, interpret and evaluate the assessment results, and describe the actions to be taken as a result of the assessment. In the evaluation of achievement, take into account student success in demonstrating the types of knowledge and the cognitive processes identified in the Course Objectives.

A. Analysis and interpretation of assessment results:

What does this show about what and how the students learned?

B. Evaluation of the assessment process:

What do the results suggest about how well the assignment and the assessment process worked both to help students learn and to show what they have learned?

C. Resulting action plan:

Based on A and B, what changes, if any, do you anticipate making?