

Four Questions to Guide Course and Program Assessment

*Course development, teaching & student evaluation AND
Program assessment/departmental curriculum development AND
Academic Program Review/Accreditation Review
All use the same set of questions about learning. . .*

Four Questions to Guide Course and Program Assessment	The Questions:	Teaching My Course <i>(Individual level)</i>	Annual Departmental Assessment <i>(Departmental Faculty Collaborative Level)</i> CU 6 steps in bold	Departmental Curriculum/Program Development <i>(Academic Program Review/Accreditation at Department School/University Levels)</i>
Learning Outcomes	What do I/we want my students to know and be able to do at end of course, program? At what level of achievement?	-Establish Course-level Outcomes -Establish Goals for Level of Acceptable Achievement -Course map to activities/eval	-Define Program-level Outcomes Progression: How much should students know at various points in program? -Curriculum Map to program	Consider External and Internal Contexts: As changes occur in students, the context, discipline, needs of employers, systematically update program learning outcomes and levels
Learning Activities	How will students develop this learning?	Develop Course Design, Lessons, Strategies to get from here to there	Program Design; Outcomes and attainment levels mapped to courses	As changes occur, review course outcomes, strategies deliveries, faculty pedagogy, knowledge
Learning Evaluation	How will I/we know when students have learned it?	Develop grading approaches, rubrics, Specifications for student success,	Develop and Implement Tools: How do we measure student learning? Measure: Collect Data Develop Conclusions: Compare data to goals	Using student persistence data, attitudes, student learning/achievement data, student outcomes (like national exams, grad school or employment ratios) to evaluate completion, learning and student support.
Learning Improvement	How can I/we change so student achievement can be improved? (How will we evaluate impact of change?)	Using student learning achievements, and student feedback; improve course outcomes, alignment w activities, assessments, delivery next time	Recommend and implement changes in curriculum, teaching/faculty development, student preparation, and the assessment process. Evaluate the Impact of changes implemented, Revise as needed	Program recommendations are implemented and evaluated. Budgets and strategic plans connect to improvement plans. Continuous Improvement Cycle