

Course Assessment

Updated: August 2019

BACKGROUND

Course assessment is designed to measure success in all sections of a particular course (e.g., ENG 101, MTH 099, or SOC 190) and includes all course delivery modalities (e.g., face-to-face, internet, hybrid). It also includes courses that only offer one section. Course assessment should be aligned to overarching program/discipline assessment and/or institutional assessment.

NOTE:
 Course assessment is related to, but not the same as, class assessment. Information on this distinction is outlined in the Assessment Handbook found on the Assessing Student Learning page of the RVC website.

RESPONSIBILITIES OF ACADEMIC CHAIRS

Academic Chairs play a vital role in Course Assessment. Each Academic Chair is responsible for ensuring the following aspects of Course Assessment are regularly addressed:

- Implementation of the calendar year (CY) plan for course assessment
 - ↳ Full-time and adjunct faculty should participate in implementing course assessment methods per this plan regardless of section and course delivery method.

- Collection and documentation of assessment results for all courses of a given program/discipline within the five-year Program Review cycle per ICCB mandate
 - ↳ Documentation of course assessment is guided by the *RVC Course Assessment Process* outlined in the next section.

RVC COURSE ASSESSMENT PROCESS

Steps in Process	Supporting Forms/Documentation
□ Review and discuss course objectives and Master Course Syllabus	→ Complete <i>Master Course Syllabus Review Template (Parts I and II)</i>
□ Review and revise documented assessment plan <ul style="list-style-type: none"> ○ Mission statement ○ ICCB Program Review date ○ Current Assessment Plan Overview ○ Means of assessment for each course objective 	→ Course Assessment Plan Report (from Taskstream) → Guiding questions: <ul style="list-style-type: none"> ○ What do you plan to assess this calendar year? ○ How will you implement assessment? ○ When will you collect and analyze student artifacts?
□ Define or update assessment methods and student evaluation criteria as needed per review	→ Complete relevant parts of <i>Course Assessment Template</i> ; use <i>Assessment Handbook</i> for more information on assessment methods;
□ Implement assessment method and collect data	

Steps in Process (cont.)	Supporting Forms/Documentation
<input type="checkbox"/> Record results of analysis/observations about data collected	→ Complete relevant parts of <i>Course Assessment Template</i> for entry into Assessment Database and Archive (Taskstream)
<input type="checkbox"/> Use results to develop and record action steps	→ Complete relevant parts of <i>Course Assessment Template</i> for entry into Assessment Database and Archive (Taskstream)
<input type="checkbox"/> Establish and record required action and/or assessment follow-up	→ Complete relevant parts of <i>Course Assessment Template</i> for entry into Assessment Database and Archive (Taskstream)
<input type="checkbox"/> Review and update assessment report(s) in Assessment Database and Archive (Taskstream) <ul style="list-style-type: none"> ○ Current Assessment Plan Overview ○ Review assessment results / observations ○ Review action plan & follow-up 	→ Review Course Assessment Report (from Taskstream) → Guiding questions: <ul style="list-style-type: none"> ○ Did you assess what and how you said you would? If not, why? ○ What do the assessment results tell you is needed in next year's assessment plan?

RVC COURSE ASSESSMENT DATABASE AND ARCHIVE MANAGEMENT

Academic Chairs will work with Institutional Research to document and archive course assessment process and results. Information developed through the *Course Assessment Template* will need to be documented and archived in the Assessment Database and Archive (Taskstream). Academic Chairs can do this documenting and archiving on their own or submit the completed *Course Assessment Template* to Institutional Research.

The following steps will guide the documentation and archiving process (through Taskstream) of Course Assessment information whether completed by the Academic Chair or Institutional Research:

Steps in Process	Timeframe	Person Responsible
<input type="checkbox"/> Initiate course assessment plans in the Assessment Database and Archive (Taskstream)	→ January	Academic Chair or Institutional Research and Effectiveness Specialist
<input type="checkbox"/> Send previous calendar year (CY) reports to Associate Deans and Academic Chairs with review guidance documentation one month after results due	→ January	Institutional Research and Effectiveness Specialist
<input type="checkbox"/> Send plans with review guidance documentation to Associate Deans and Academic Chairs and request completion/verification	→ February	
<input type="checkbox"/> Upon receipt of verification/completion of plan, set up request for results	→ April	
<input type="checkbox"/> Send reminder for results one month before due date and, as needed, two weeks after due date	→ April/November	
<input type="checkbox"/> After program review, update ICCB program review date and refresh/update data entry screen for a new assessment plan overview to reflect the next five-year period	→ June	