



Assessment Guidebook
2008-2009

1000 Viking Drive
Hillsboro, MO 63050

Also available online at <http://www.jeffco.edu/ctl>

Mission Statement

Jefferson College is a student-centered comprehensive community college, committed to providing an accessible quality college experience as it strives to meet the diverse needs of the students and the community. Superior teaching and services foster a supportive learning environment, which promotes intellectual, social, and personal growth. A strong general education curriculum, college transfer and technical programs, personal enrichment courses, and on-campus experiences prepare students to succeed in their careers, further their education, and prosper in a diverse world. Jefferson College's ongoing assessment of students, programs, and services assures that it is a responsive and progressive community college.

Vision

Our shared vision for Jefferson College is to become widely recognized as a premier comprehensive community college where student achievement and student success are central to every endeavor.

Led by highly qualified college trustees, administrators, faculty, and staff, students master knowledge, skills, competencies, and values in a participative, innovative learning environment.

The institution will be a model for enlightened, shared governance and will continue to strive for accreditation with distinction attesting to the excellence of its policies, practices, and services.

Values

We Value

*Student Growth
Student Mastery of Skills
Student-Centered Services
Diversity
Assessment
Shared Governance
Professional Growth
Academic Freedom
Community Service*

Table of Contents

ASSESSMENT COMMITTEE	4
ASSESSMENT PROCESS.....	4
COURSE/CLASS LEVEL ASSESSMENT	5
PROGRAM LEVEL ASSESSMENT	5
INSTITUTIONAL LEVEL ASSESSMENT.....	6
GUIDELINES TO CONSIDER WHEN CREATING EXPECTED LEARNING OUTCOMES	7
EXAMPLES OF EFFECTIVE EXPECTED LEARNING OUTCOMES	7
EXAMPLES OF VERBS FOR EXPECTED LEARNING OUTCOMES.....	8
GUIDELINES TO CONSIDER WHEN CREATING CORRESPONDING.....	9
ASSESSMENT MEASURES.....	9
EXAMPLES OF CORRESPONDING ASSESSMENT MEASURES	9
NEW OFFICIAL COURSE SYLLABUS FORMAT	10
USING RUBRICS AND SCORING GUIDES TO MAKE EXPECTATIONS CLEAR	15
RESOURCES FOR CREATING RUBRICS AND SCORING GUIDES ...	16
CLASSROOM ASSESSMENT TECHNIQUES (CATs).....	26
ASSESSMENT OF MULTI-SECTION COURSES.....	29
GLOSSARY OF ASSESSMENT TERMS	30
ADDITIONAL RESOURCES.....	36

ASSESSMENT COMMITTEE

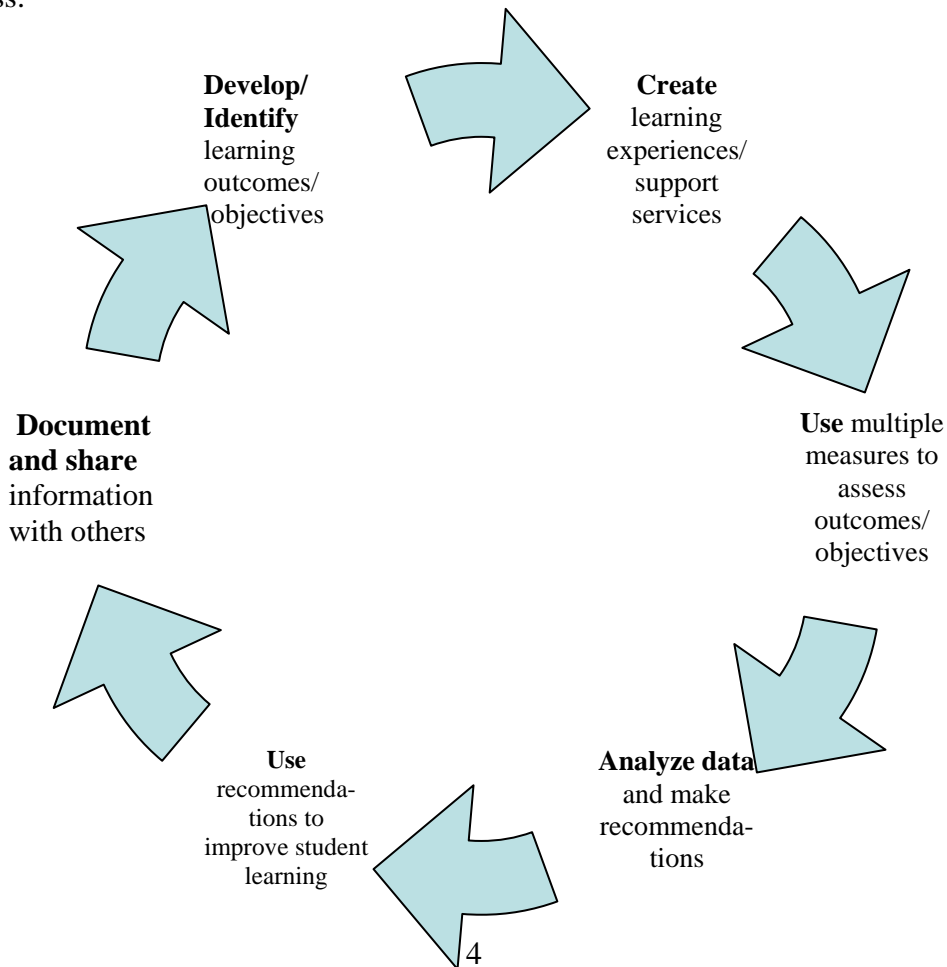
The Assessment Committee serves as the campus-wide conduit for assessment. The committee reviews data pertinent to ongoing assessment of student outcomes and makes recommendations to the Administrative Cabinet. Recommendations from the committee are forwarded to the Academic Affairs Committee.

Committee Members:

Coordinator of Assessment
Arts & Science Education Representatives (3)
Career & Technical Education Representatives (3)
Director of Research and Planning
Director of Teaching and Learning
Director of Learning Center
Business and Technical Education Division Chair
Arts and Sciences Division Chair
Dean of Arts & Sciences Education

ASSESSMENT PROCESS

Assessment is an ongoing, systemic process which enhances student learning and institutional effectiveness.



COURSE/CLASS LEVEL ASSESSMENT

1. Develop/Identify Outcomes

Faculty develop expected learning outcomes, including outcomes aimed at applicable general education competencies.

2. Create Learning Experiences

Plan student interaction with course content.

3. Measure

Faculty use multiple measures of student learning, including both direct and indirect measures.

4. Analyze Data

Faculty look at student work collectively to determine concepts that have been learned and concepts that need to be retaught or taught in a different way.

5. Use Results

Faculty use the analysis to make changes to content and/or delivery.

6. Document and Share

Faculty document class/course level assessment through the use of logs, records of assessment, narratives, etc.

PROGRAM LEVEL ASSESSMENT

*Participants: Administrators, Directors, Program Coordinators, Faculty and Staff

Through the process of Institutional Effectiveness Review,

1. Develop/Identify Outcomes

Participants * work together to discuss the current status of the program/services, with improvement as the purpose.

2. Create Learning Experiences/ Support Services

Review current strategies/methods.

3. Measure

Participants collect data related to:

- faculty/staff
- students
- curriculum/services
- community

4. Analyze Data and SWOT Analysis

Participants analyze data (strengths, weaknesses, opportunities, and threats) to determine program effectiveness as it relates to the following:

- faculty/staff
- curriculum/services
- students/constituents and expected learning outcomes
- community

5. Use Results

Participants use the analysis to propose future goals, indicating:

- measurement
- persons to implement
- time frames
- resources implications

Discipline status is determined.

6. Document and Share

Participants document findings in the Institutional Effectiveness Review and submit to the President, then subsequently to the Board of Trustees, Academic Affairs Committee, and the Assessment Committee. Follow-up reports on use of results are submitted in annual reports.

INSTITUTIONAL LEVEL ASSESSMENT

*Participants: Administrators, Directors, Program Coordinators, Faculty and Staff

1. Develop/Identify Outcomes

Participants*

- assess value added to students through the general education program
- assess the work readiness of CTE students
- compare levels of proficiency of graduating students with national norms and to peer institutions.

2. Create Learning Experiences/ Support Services

Review current strategies/methods.

3. Measure

Participants utilize nationally standardized instruments, such as the CAAP, WorkKeys, CBASE and licensing and certification assessments and transfer data.

4. Analyze Data

Through the Office of Research and Planning, participants analyze results; Results and conclusions are reported to the Administrative Cabinet and others as appropriate.

5. Use Results

Participants use the analysis to improve learning outcomes and support services through the Institutional Effectiveness Review process.

6. Document and Share

Director of Research and Planning documents institutional level assessment in Institutional Effectiveness Review reports and posts reports electronically.

GUIDELINES TO CONSIDER WHEN CREATING EXPECTED LEARNING OUTCOMES

Source: Assessing Student Learning, by Linda Suskie. The book is available for checkout in the Center for Teaching and Learning.

- Aim for outcomes that are midway between too broad and too specific, focusing on expecting students to use facts and concepts, rather than simply understand them.
- Use concrete action words to describe what students should be able to do in explicit, observable, and measurable terms. (A list of possible verbs is provided on page 2 of this document.)
- Focus on what students should be able to do at the end of the course, not the tasks they are to do while in the course.
- In addition to addressing knowledge and basic understanding, address development of performance skills, interpersonal skills, and critical thinking skills, such as application, analysis, synthesis, evaluation and problem solving.
- Focus on the most important outcomes, striving to create four to six expected learning outcomes for the course.

EXAMPLES OF EFFECTIVE EXPECTED LEARNING OUTCOMES

The following examples are quoted from page 80 of Assessing Student Learning, by Linda Suskie.

Biology: Make appropriate inferences and deductions from biological information.

Business Administration: Develop graphic, spreadsheet, and financial analysis support for positions taken.

Communication Studies: Systematically analyze and solve problems, advocate and defend one's views, and refute opposing views.

Earth Science: Analyze the surface and subsurface (three-dimensional and four-dimensional) geologic characteristics of landforms.

English: Present original interpretations of literary works in the context of existing research on these works.

Health Care Management: Apply basic problem-solving skills along with health care financial management knowledge to develop recommendations related to the financial issues(s) confronted by a health care organization.

EXAMPLES OF VERBS FOR EXPECTED LEARNING OUTCOMES

Source: Assessing Academic Programs in Higher Education, by Mary J. Allen (Fig. 2.3, p. 37). The book is available for checkout in the Center for Teaching and Learning.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
cite	arrange	apply	analyze	arrange	appraise
define	classify	change	appraise	assemble	assess
describe	convert	compute	break down	categorize	choose
identify	describe	construct	calculate	collect	compare
indicate	defend	demonstrate	categorize	combine	conclude
know	diagram	discover	compare	compile	contrast
label	discuss	dramatize	contrast	compose	criticize
list	distinguish	employ	criticize	construct	decide
match	estimate	illustrate	debate	create	discriminate
memorize	explain	interpret	determine	design	estimate
name	extend	investigate	diagram	devise	evaluate
outline	generalize	manipulate	differentiate	explain	explain
recall	give examples	modify	discriminate	formulate	grade
recognize	infer	operate	distinguish	generate	interpret
record	locate	organize	examine	manage	judge
relate	outline	practice	experiment	modify	justify
repeat	paraphrase	predict	identify	organize	measure
reproduce	predict	prepare	illustrate	perform	rate
select	report	produce	infer	plan	relate
state	restate	schedule	inspect	prepare	revise
underline	review	shop	inventory	produce	score
	suggest	sketch	outline	propose	select
	summarize	solve	question	rearrange	summarize
	translate	translate	relate	reconstruct	support
		use	select	relate	value
			solve	reorganize	
			test	revise	

GUIDELINES TO CONSIDER WHEN CREATING CORRESPONDING ASSESSMENT MEASURES

Source: Assessing Student Learning, by Linda Suskie. The book is available for checkout in the Center for Teaching and Learning.

- Use multiple, diverse measures of student learning
- Include performance assessments in addition to traditional assessments, such as tests and papers
- Gather direct and indirect evidence of student learning
- Utilize objective and subjective assessments

EXAMPLES OF CORRESPONDING ASSESSMENT MEASURES

Examples of traditional assessments:

Tests
Quizzes
Term papers
Reports

Examples of options to traditional assessments (Selected from a list on page 154 of Assessing Student Learning, by Linda Suskie):

Annotated bibliography	Oral history recording of an event
Brochure or pamphlet	Conduct a product or service
Case study / analysis	Portfolio
Collaborative group activity	Poster, display or exhibit
Debate or discussion	Presentation, demonstration or slide show
Dramatization of an event or scenario, in writing or as a presentation	Reflection on what and how one has learned
Experiment or laboratory experience	Review and critique of one's own work, that of a peer, a performance, exhibit, etc.
Field notes	Survey, including the analysis of the results
Game invention	Teaching a concept to a peer or a child
Graph, chart, diagram, flowchart, or other visual aid	Video or audio recording
Graphic organizer, taxonomy, or classification scheme	Website
Handbook or instructional manual	
Journal or log	
Letter to an editor or business	
Model, simulation or illustration	
Newspaper story or news report	

NEW OFFICIAL COURSE SYLLABUS FORMAT

EXAMPLES OF SECTION II

Example for a General Psychology Course:

Expected Learning Outcomes	Assessment Measures
Students will summarize and discuss the methods of scientific research as they are applied to the understanding and predicting of human and animal behavior.	Journal Article Summary Discussion Board Posts WebCT Learning Quiz with Reflection Opportunity Class Presentation Written Examination
Students will critically evaluate explanations of individual and interpersonal behavior, such as phobias, panic disorders, obsession, etc.	Student Response System Quizzes Case Study Analysis WebCT Learning Quiz with Reflection Opportunity Written Examination
Students will compare and contrast the empirical endeavors of researchers who have devoted their lives to accumulating information leading to increased understanding of human and animal behavior.	Small Group Presentation/JIGSAW Written Examination WebCT Learning Quiz with Reflection Opportunity
Students will prepare and present course content related to life experiences.	Service Learning Project Resource File Written Examination
Students will integrate information read in the textbook and heard in class discussions with information read in current news media.	News Article Reflection Annotated Bibliography Class Discussion

The above table was developed based on the following course objectives:

- Understand and discuss the methods of scientific research as they are applied to the understanding and predicting of human and animal behavior.
- Critically evaluate explanations of individual and interpersonal behavior.
- Appreciate the empirical endeavors of researchers who have devoted their lives to accumulating information leading to increased understanding of human and animal behavior.
- Apply course materials to life experiences.
- Integrate information read in the textbook and heard in class discussions with information read in current news media.

Example for a Business Information Technology Course:

Expected Learning Outcomes	Assessment Measures
Students will demonstrate their ability to focus the job search through research of traditional and nontraditional careers.	Network Building Project
Students will critique professional documents through application of guidelines and analysis of characteristics.	Professional résumé assignment; chronological and functional résumés in both electronic and paper formats. Cover letter assignment. Thank you letter assignment.
Students will describe the ten steps of interviewing (preparation for the interview, the interview itself, and the interview follow-up)	Students will participate in a professional interview completed on campus by a professional interviewer from an off-site business

The above table was developed based on the following course objectives:

- Students will demonstrate their ability to focus the job search through research of traditional and nontraditional careers and by building a network.
- Students will describe the importance and characteristics of chronological and functional résumés in both electronic and paper formats.
- Students will create a professional résumé.
- Students will describe the guidelines and elements of a good cover letter and will write cover letters.
- Students will describe the ten steps of interviewing (preparation for the interview, the interview itself, and the interview follow-up)
- Students will describe the guidelines and elements of a good thank you letter and will write a thank you letter.
- Students will participate in a professional interview completed on campus by a professional interviewer from an off-site business

Example for a Calculus II Course:

Expected Learning Outcomes	Assessment Measures
Students will determine the appropriate method (partial fractions, trig integration, trig substitution, inverse trig, integration by parts) for integrating a function and perform definite and indefinite integrals using these methods	Quiz and Test Homework Objective Worksheet (students list objective, and note application, process, examples, and things to keep in mind)
Students will solve logarithmic and exponential equations by use of inverse functions, and differentiate and integrate compound algebraic and transcendental functions	Quiz and Test Homework Objective Worksheet (students list objective, and note application, process, examples, and things to keep in mind)
Students will graph the solutions of functions in polar and parametric form by traditional methods and through use of technology, and translate these functions to and from rectangular form	Quiz and Test Homework Objective Worksheet (students list objective, and note application, process, examples, and things to keep in mind)
Students will graph conic sections, and provide equations for given conic section graphs in both rectangular and polar form	Quiz and Test Homework Objective Worksheet (students list objective, and note application, process, examples, and things to keep in mind)
Students will determine centroids, arc lengths, surface areas and probabilities by integration and determine the reasonableness of these results by comparing them to estimates derived through non-calculus methods.	Quiz and Test Homework Objective Worksheet (students list objective, and note application, process, examples, and things to keep in mind)
Students will represent transcendental functions as infinite polynomials and determine the intervals on which they converge as well as the number of terms required to achieve a specified accuracy	Quiz and Test Homework Objective Worksheet (students list objective, and note application, process, examples, and things to keep in mind)
Students will evaluate the reasonableness of results by comparing them to estimates derived by non-calculus methods	Quiz and Test Homework Objective Worksheet (students list objective, and note application, process, examples, and things to keep in mind)
Students will determine appropriate roles for technology (TI calculators and PC software), and apply it to assist in graphing, checking and predicting results, and approximating integrals	Chapter Projects (students use WinPlot, Equation Editor, or other software to show the steps of one problem)

The above table was developed based on the following course objectives:

Inverse Functions

- Find inverses of functions
- Graph exponential functions
- ‘Expand’, ‘contract’, and evaluate logarithmic expressions
- Convert exponential expressions to and from logarithmic form
- Use logs to solve equations containing exponential expressions

Jefferson College
CTL

- Differentiate and integrate functions containing exponential and log expressions
- Integrate functions using $\frac{d}{dx} \ln x = \frac{1}{x}$
- Use logarithmic differentiation
- Solve word problems involving exponential growth and decay
- Evaluate inverse trig functions
- Rewrite expressions of the type $\sin(\arctan x)$ algebraically
- Differentiate and integrate functions using inverse trig expressions
- Use L'Hopital's Rule to evaluate limits of indeterminate forms; $\frac{0}{0}$, $\frac{\infty}{\infty}$, and $0 \cdot \infty$

Methods of Integration - Evaluate integrals of the form:

- $\int f(x) \cdot g(x) dx$ and $\int f(x) dx$ by using integration by parts
- $\int f(x) \cdot g(x) dx$ where one is integrable and the other 'differentiates periodically'
- $\int \sin^m x \cdot \cos^n x \cdot dx$ where m, n, or both are odd
- $\int \sec^m x \cdot \tan^n x \cdot dx$ (except when m is odd and n is even)
- a product or quotient of x^n and $\sqrt{a-x^2}$, $\sqrt{x^2-a^2}$, or $\sqrt{a^2+x^2}$ by using trig substitution
- $\int_a^\infty f(x) dx$ or $\int_{-\infty}^a f(x) dx$ (evaluate or identify as divergent)
- $\int_a^b f(x) dx$ where $f(x)$ is undefined at a or b (evaluate or identify as divergent)
- Evaluate, by the method of partial fractions, integrals containing rational expressions in which the factors of the denominator are linear and quadratic
- Approximate definite integrals by evaluating M_n (midpoint rule), T_n (trapezoidal rule), or S_n (Simpson's rule) for a given function with $n \leq 10$.
- Use technology to evaluate the reasonableness of your result by approximating integrals

Applications of Integrals

- Find the length of the arc of a given function over a given interval
- Find the area of a surface formed by the revolution of a given arc about either axis
- Find the centroid of a region bounded by one or more curves
- Given a normal distribution find the probability that random selection will yield a result within a specified range
- Given an exponential distribution, find the mean and median of the distribution, and find the probability that random selection will yield a result within a specified range
- Given sufficient information, find the equation for an exponential distribution

Calculus in Parametric and Polar Coordinates

- Convert equations from parametric form to Cartesian form and vice versa
- Graph parametric equations
- Find the parametric equation of a given graph : lines, parabolas, circles and ellipses

- Find the equation of the line tangent to a parametric curve at a given point or value of t
- Find points at which the tangent line to a parametric curve is vertical or horizontal
- Find the length of the arc of a given parametric function over a given interval
- Find the area of a region bounded by one or more parametric curves
- Convert points and equations from polar to Cartesian form and vice versa
- Graph polar functions
- Find polar equations of given graphs : lines, circles, cardioids and roses
- Find lengths of the arc of a given polar function over a given interval
- Find the area of a region bounded by one or more polar curves
- Graph any conic given its Cartesian equation
- Provide the Cartesian equation of a conic given sufficient information
- Graph any conic given its polar equation : $r = \frac{ed}{1 \pm e \cos \theta}$ or $r = \frac{ed}{1 \pm e \sin \theta}$
- Provide the polar equation of a conic given the vertex or vertices

Sequences and Series

- List terms of a sequence given in formula form
- Express a sequence symbolically (explicitly and recursively) given a sufficient number or terms
- Identify the properties of a given sequence (increasing, decreasing, bounded, alternating, convergent, or not)
- Give the limit of a convergent geometric sequence
- Calculate partial sums of a given series (by hand and on TI)
- Express a series symbolically given a sufficient number of terms
- Use the power series, integral, comparison, alternating series, and ratio tests to identify a series as absolutely convergent, conditionally convergent or divergent
- Find or approximate the limit of convergent series
- Use the integral test to calculate how many terms of a series need to be added to approximate the sum to a specified degree of accuracy
- Use the ratio test to identify the interval of convergence for a given power, Taylor, and Maclaurin series.
- Use the formula $\sum_{n=0}^{\infty} ar^n = \frac{a}{1-r}$ and variations to express appropriate functions as infinite polynomials
- Express a given function as a power series, Taylor series or Maclaurin series
- Use Taylor and Maclaurin Polynomials to approximate given functions
- Express a given binomial raised to a negative or rational exponent as an infinite polynomial

USING RUBRICS AND SCORING GUIDES TO MAKE EXPECTATIONS CLEAR

Q: What is a Rubric?

A: A Rubric is a ...

“list of the key things you want students to learn by completing the assignment and to demonstrate on the completed assignment” (Suskie, 2004, p.20).

“a scoring guide: a simple list, chart, or guide that describes the criteria that you and perhaps your colleagues will use to score or grade an assignment. At a minimum, a rubric lists the things you’re looking for when you evaluate a student assignment. The list is often accompanied by guidelines for evaluating each of those things” (Suskie, 2004, p.124).

“printed set of scoring guidelines (criteria) for evaluating work (a performance or a product) and for giving feedback. [Rubrics] generally are put in the form of a chart with an x and y axis of performance criteria and an evaluative range or scale. A good rubric tells the performer (student) and evaluator (teacher): by what criteria will the work be judged [and] the difference between excellent work and weaker work.”

Source: <http://web.njit.edu/~ronkowitz/teaching/rubrics/rubrics.htm>

Q: What is the difference between a rubric and a scoring guide?

A: The terms are often used interchangeably. Others differentiate between the two. A scoring guide typically is a list of categories or characteristics by which an assignment will be evaluated and a corresponding rating scale for each category or characteristic (ie. of excellent, good, average, below average and failing, or a range of point values to be awarded in each category.) A rubric is a scoring guide that provides descriptions of excellent, good, average, below average and failing work in each category.

Q: Why should I use a rubric?

A: Rubrics...

- Help students understand your expectations
- Inspire better student performance
- Make scoring easier and faster
- Make scoring more accurate, unbiased, and consistent
- Improve communication with your students
- Reduce arguments with your students

(Suskie, 2004, p. 124-125)

Another advantage of the scoring guide/rubric is to make expectations clear for adjuncts or new faculty (Carolyn Elphinstone).

Q: What are the disadvantages to using rubrics?

A: Using a rubric allows the instructor less flexibility in awarding grades than more holistic approaches. The instructor is limited by the identified categories.

RESOURCES FOR CREATING RUBRICS AND SCORING GUIDES

Helpful Websites

Virtual Assessment Center

http://www.carla.umn.edu/assessment/VAC/Evaluation/p_4.html

NJEDge.Net (New Jersey's Higher Education Network)

<http://web.njit.edu/~ronkowitz/teaching/rubrics/>

Helpful Books and Articles

Andrade, H.G. (2005). Teaching with rubrics: The good, the bad, and the ugly. *College Teaching* vol. 53/no. 1.

Andrade, H. & Du, Y. (2005). Student perspectives on rubric-referenced assessment. *Practical Assessment, Research & Evaluation*.

Walvoord, B. e. (2004). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. San Francisco, CA: Jossey-Bass.

Wiggins, G. (1998). *Educative assessment*. San Francisco, CA: Jossey-Bass.

JEFFERSON COLLEGE
FACULTY EXAMPLES
OF RUBRICS AND SCORING GUIDES

**EDU 205 Team-Teaching Project – Educational Issues
Team Member(s) Evaluation Rubric**

Name of Team Member _____

Evaluator: _____

Thorough Understanding 4	Good Understanding 3	Satisfactory Understanding 2	Needs Improvement 1 or 0	Total Points
Consistently and actively works toward group goals.	Works toward group goals without prompting.	Works toward group goals with occasional prompting.	Works toward group goals only when prompted.	
Is sensitive to the feelings and learning needs of all group members.	Is sensitive to the feelings and learning needs of all group members.	Shows sensitivity to the feelings of others.	.Needs occasional reminders to be sensitive to the feelings of others	
Willingly accepts and fulfills individual role within the group.	Accepts and fulfills individual role within the group.	Accepts and fulfills individual role within the group.	Needs reminders to complete tasks assigned.	
Consistently and actively contributes knowledge, opinions, and skills.	Contributes knowledge, opinions, and skills without prompting	Contributes to the group with occasional prompting.	Contributes to the group only when prompted.	
Values the knowledge, opinion and skills of all group members and encourages their contribution.	Values the knowledge, opinion and skills of all group members and encourages their contribution.	Occasionally values the knowledge, opinion and skills of all group members and encourages their contribution.	Is often argumentative and does not value the knowledge, opinion, and skills of all group members.	
Helps group identify necessary changes and encourages group action.	Willingly participates in needed changes.	Participates in needed changes, with occasional prompting.	Participates in needed changes when prompted and encouraged.	

Final Score _____/24

Education Psychology (Carolyn Elphingstone)
Peer Evaluation Rubric

Name of Teacher(s) _____ Evaluator _____

Name of Lesson _____

Directions: Give each characteristic a score between 1 and 10. A score of ten means that the teacher demonstrated the characteristic and left little, if any, room for improvement; a score of 5 means that you feel that the teacher exhibited "average" teaching skills; a score of 1 means that the teacher was totally ineffective in using the characteristic.

Characteristics	Assessment	Comments All sections must contain a comment.
Content and Pedagogical Content Knowledge		
The teacher used an effective technique to direct the learners' attention to the topic at the outset.		List the lesson's objectives (use numbers)
Teacher informed the learners of what they would learn and able to do as a result of the lesson (statement of lesson's objectives).		
The teacher emphasized the relevance of the topic for the learners, and linked the lesson to prior knowledge and experience of the learners.		
The teacher aligned the activities with the lesson objectives.		
The teacher emphasized the most important information that the learners needed to know.		
The teacher demonstrated some degree of creativity when designing the lesson.		
The teacher knew the content thoroughly.		
The teacher used appropriate visuals effectively (e.g., PowerPoint, board).		
The teacher included an appropriate summary/review at the conclusion of the lesson.		
Teacher-Student Interactions		
The lesson was student-centered; learners were actively involved throughout the lesson to help them construct their own knowledge.		Briefly, list the teaching strategies and connect to an objective, above. Use numbers to connect to strategy.
The teacher checked for learner understanding during the lesson by using effective questioning and provided reinforcement and feedback to the learners.		
The learners interacted with each other.		
Other Teacher Characteristics		
The teacher was prepared organized and used the allotted time effectively.		Describe how the teacher helped you to construct knowledge about this topic.
The teacher appeared professional throughout the lesson.		
The lesson moved at an appropriate pace (neither too slow nor too fast).		
The teacher was enthusiastic and used clear effective communication skills; easily heard and understandable.		
The lesson appeared rehearsed and team teachers worked professionally together (if applicable).		
Total Score		

EDU 225 Educational Psychology (Carolyn Elphingstone)
People Project Lesson Plan Rubric

- Format Followed**
- Title Page, Completed**

Requirements	Points Possible
A. Summary of Lesson Plan	5
B. Show-Me Standards and Grade Level Expectations <input type="checkbox"/> Knowledge Standard(s) <input type="checkbox"/> Performance Standard(s) <input type="checkbox"/> Grade Level Expectations	9
C. Essential Questions and Content Knowledge <input type="checkbox"/> Essential Questions <input type="checkbox"/> Content Knowledge	6
D. Learner Outcomes <input type="checkbox"/> Outcomes must be aligned with learning activities and assessment.	5
E. Learners' Prior Knowledge	5
F. Introduction/Lesson Focus/Attention Getter	5
G. Teaching Strategies/Learning Activities <input type="checkbox"/> <u>Activity 1</u> <input type="checkbox"/> <u>Activity 2</u> <input type="checkbox"/> <u>Activity 3</u>	15
H. Addressing Higher-Order Thinking	5
I. Zone of Proximal Development and Scaffolding <input type="checkbox"/> Zone of Proximal Development <input type="checkbox"/> Scaffolding	6
J. Integration of Technology into Unit Plan	5
K. Closure	5
L. Homework/Practice	5
M. Assessment <input type="checkbox"/> Informal Assessment <input type="checkbox"/> Formal Assessment	6
N. Materials and Resources	4
O. Modifications for Accommodation of Learner Diversity	5
P. Integration of Cultural Diversity	5
Q. Integration of Multiple Intelligences	4
Total Score	/100

Leadership Projects (Trish Loomis)

As you know, you must complete a leadership project—either “Shadow a Leader” or “Service Learning” by April 23.

Before you get too involved with either project, you must submit a proposal for your project to me by March 12. This proposal is worth 20 points.

For the Shadow a Leader project, you must submit a proposal that addresses the following:

- the identity of the leader
- 4-5 interview questions or dialogue points you will use in your interviews
- a schedule of the dates of your three meetings with your “shadowed” leader.

Your final report which will be a minimum of 5 pages, double spaced, using a 12 point font will be evaluated on the following criteria:

- punctuality and correctness
- your discussion of the leader’s philosophy
- visions and goals,
- conflict management techniques and suggestions,
- methods for establishing and guiding trust
- methods for empowering others.

For the Service Learning project, you must submit a proposal that addresses the following:

- your project,
- names of group members (if there are any)
- the identity of the group being served
- the intended outcomes of the service project
- the significance of the project to the group/community

Your final report which will be a minimum of 5 pages, double spaced, using a 12 point font will be evaluated on the following criteria:

- punctuality and correctness
- discussion of the project, its purpose, group to be served, etc.
- intended outcomes compared to actual outcomes
- analysis of significance of project to group/community being served.

Film Appreciation (Trish Loomis)

Format for Critical Papers

1. Please double-space and type this paper, using MLA conventions. It should be a minimum of three typed pages.
2. Check your paper for spelling and typographical errors a final time before handing it in. Sloppy papers will not be accepted. Pencil or ink in corrections neatly if you've run out of time.
3. Each paper should include the following:

- Section 1: An introductory statement of the film's overall idea, theme, or purpose, including pertinent data such as the film's title, its director, and year it was made, and the important members of the cast and the parts they play. (10 pts.)
- Section 2: This section should be a brief summary of the film's basic plot line so that the reader has some idea of the skeletal action in the film, even if he/she has never seen the film. (10 pts.)
- Section 3: This section should discuss the quality of the acting. Did the characters seem real; did they seem to be "flesh-and-blood human beings, acting as they must? Or did they seem to be just famous personalities (Sylvester Stallone, John Wayne, etc.) playing themselves? Were their actions consistent and motivated? (15 pts.)
- Section 4: This is an important meat section where we'll find out if you can apply what you learned in this course. See specifics below. (50 pts.)
- Technical Matters:
- A. Camera angle and movement: How does the camera work enhance or detract from the total film? Is it reasonable and thought-out? Do the shots chosen seem thought-out? What are they saying about the action and the film's overall idea? (15 pts.)
 - B. Lighting: Does the lighting draw attention to itself or does it seem reasonable and purposeful? If it (or the camera work) somehow distorts reality, is that for a purpose? (10 pts.)
 - C. Sound: Could you hear the film? Did the actors' lines seem real? Did the characters "talk" as they should? Was music used effectively and/or thematically (leitmotifs)? Did the music call attention to itself? Was it melodramatic, silly, or a cliché? (10 pts.)
 - D. Editing: This will be the most difficult part of the film criticism because an analysis of editing requires a certain detachment from the film's story and action. You may be unable to do this on first viewing: analysis of the editing may come only with subsequent viewings!
How were the shots put together to create the sequences? How were the sequences put together to make the entire film? Did the director use interesting editing to move the viewer through time (straight cut, jump cut, dissolves, etc.)? (15 pts.)
- Section 5: In this final section you wrap-up your analysis by emphasizing the strong and weak points of the total viewing experience. If the film evoked a certain emotion in you, say so and try to explain why that is so. (15 pts.)

Jefferson College
CTL

Rubric for Discussion Leadership (Trish Loomis)

Leaders of discussions will be graded on the following:

1. Organization of questions around basic themes
2. Using interesting introductory (“icebreaker”) questions to begin the discussion.
3. Involving the entire group, even quiet, shy, reluctant participants.
4. Asking questions that stimulate participants to discuss, analyze, and evaluate the central concepts of the readings and relate those to the past or present.

Comments:

Grade:

Grading System for Written Work (Susan Todd)

The grading scale for this course is as follows: 90-100 A, 80-89 B, 70-79 C, 60-69 D, below 60 F. Papers will receive a numeric grade; to determine the percentage, divide your score by the total points possible.

An **A** means that a paper is superior and exceptional. For a paper to achieve a grade in the **A**-range, it should

- Show an understanding of the assignment
- Have an appropriate and interesting topic
- Move beyond the obvious and provide insight and originality
- Provide strong, specific supporting details to prove points
- Use a clear, effective organizational pattern
- Demonstrate a strong awareness of audience and purpose
- Present fully developed, unified and coherent paragraphs with clear transitions
- Include varied sentence structure and complexity
- Contain college-level vocabulary
- Be nearly free of grammar, punctuation, and spelling errors
- Be set up in MLA format

A **B** paper is strong and above average. Such papers demonstrate many of the same characteristics as **A** papers – an interesting and appropriate topic, clear organization, understanding of audience and purpose, correct mechanics – but with less strength or effectiveness. **B** papers may be generally well written and correct but may lack the freshness or insight required for an **A**. They may be interesting and insightful but lack clear organizational elements. The details may be general or vague. Mechanical errors can also reduce an otherwise excellent paper to the **B** or above average range.

A **C** paper achieves adequacy in most areas. It meets the basic requirements of the assignment. It presents an appropriate treatment of the subject but without originality or excellence. The topic may be general or trivial. The paper may lack a strong thesis or clear relationship between the thesis and the content. Supporting details may be vague or insufficient. The organizational pattern may not be comprehensible or consistent, or the relationship between paragraphs or between sentences may not be explicit. Mechanical errors may limit the readability or effectiveness. Failing to meet minimum length requirements can result in a paper in the **C** range.

A **D** paper is weak in several areas. The topic may not be appropriate for the assignment or for a college-level paper. The paper may lack required elements, such as introduction, thesis statement, body paragraphs, and conclusion. **D** papers generally have poor organization and lack transitional elements. Supporting details may be weak or nonexistent. The tone and style may be inappropriate. Grammar and punctuation errors can also cause a paper to warrant a **D**.

An **F** paper is unacceptable. Plagiarism will result in an **F** for the paper and the class. Otherwise, an **F** indicates that a paper is completely inappropriate because the topic is unrelated to the assignment, the style or tone is not college-level, or the mechanical errors are so serious as to prevent the paper from receiving credit.

In addition to marking and writing comments on papers, I include a grading checklist to provide with a summary of how well the paper met the grading criteria. I include comments and a symbol to show achievement in each area. These symbols are, from low to high,

— ✓— ✓ ✓+ +

Comparison/Contrast Paper Grading Checklist

Interesting, attention-grabbing title, introduction and conclusion:

Thesis:

Organization/adherence to assignment:

Details and examples:

Balance of quotes, paraphrases and own ideas; integration of quotes into sentences/interpretation and context of quotes:

In-text citations and works cited listings:

Sentence complexity/variety/tone/mechanics:

Comments:

CLASSROOM ASSESSMENT TECHNIQUES (CATs)

Use Classroom Assessment Techniques (CATs) throughout the semester to quickly determine students' level of understanding of course content. *Classroom Assessment Techniques: A Handbook for College Teachers*, by Thomas A. Angelo and K. Patricia Cross is an excellent source for quick ways to assess student understanding. It is available for checkout in the Jefferson College Center for Teaching and Learning.

SELECTED CLASSROOM ASSESSMENT TECHNIQUES (CATs)

Source: <http://www.ntlf.com/html/lib/bib/assess.htm>

<i>Name:</i>	<i>Description:</i>	<i>What to do with the data:</i>	<i>Time required:</i>
Minute Paper	During the last few minutes of the class period, ask students to answer on a half-sheet of paper: "What is the most important point you learned today?"; and, "What point remains least clear to you?". The purpose is to elicit data about students' comprehension of a particular class session.	Review responses and note any useful comments. During the next class periods emphasize the issues illuminated by your students' comments.	Prep: Low In class: Low Analysis: Low
Chain Notes	Students pass around an envelope on which the teacher has written one question about the class. When the envelope reaches a student he/she spends a moment to respond to the question and then places the response in the envelope.	Go through the student responses and determine the best criteria for categorizing the data with the goal of detecting response patterns. Discussing the patterns of responses with students can lead to better teaching and learning.	Prep: Low In class: Low Analysis: Low
Memory Matrix	Students fill in cells of a two-dimensional diagram for which instructor has provided labels. For example, in a music course, labels might consist of periods (Baroque, Classical) by countries (Germany, France, Britain); students enter composers in cells to demonstrate their ability to remember and classify key concepts.	Tally the numbers of correct and incorrect responses in each cell. Analyze differences both between and among the cells. Look for patterns among the incorrect responses and decide what might be the cause(s).	Prep: Med In class: Med Analysis: Med
Directed Paraphrasing	Ask students to write a layman's "Real World" of something they have just learned -- geared to a specified individual or audience -- to assess their ability to comprehend and transfer concepts.	Categorize student responses according to characteristics you feel are important. Analyze the responses both within and across categories, noting ways you could address student needs.	Prep: Low In class: Med Analysis: Med

One-sentence Summary	Students summarize knowledge of a topic by constructing a single sentence that answers the questions "Who does what to whom, when, where, how, and why?" The purpose is to require students to select only the defining features of an idea.	Evaluate the quality of each summary quickly and holistically. Note whether students have identified the essential concepts of the class topic and their interrelationships. Share your observations with your students.	Prep: Low In class: Med Analysis: Med
Exam Evaluations	Select a type of test that you are likely to give more than once or that has a significant impact on student performance. Create a few questions that evaluate the quality of the test. Add these questions to the exam or administer a separate, follow-up evaluation.	Try to distinguish student comments that address the fairness of your grading from those that address the fairness of the test as an assessment instrument. Respond to the general ideas represented by student comments.	Prep: Low In class: Low Analysis: Med
Application Cards	After teaching about an important theory, principle, or procedure, ask students to write down at least one real-world application for what they have just learned to determine how well they can transfer their learning.	Quickly read once through the applications and categorize them according to their quality. Pick out a broad range of examples and present them to the class.	Prep: Low In class: Low Analysis: Med
Student-generated Test Questions	Allow students to write test questions and model answers for specified topics, in a format consistent with course exams. This will give students the opportunity to evaluate the course topics, reflect on what they understand, and determine what makes good test items.	Make a rough tally of the questions your students propose and the topics that they cover. Evaluate the questions and use the good ones as prompts for discussion. You may also want to revise the questions and use them on the upcoming exam.	Prep: Med In class: High Analysis: High (may be homework)

Published Resource:

Angelo, T.A. & Cross, K.P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers* (2nd ed.). San Francisco: Jossey-Bass.

Additional CATs:

Name:	Description:	What to do with the data:	Time required:
Focused Listing	Focus students' attention on a single important term, name, or concept from a particular class session and direct them to list several ideas that are closely related to that "focus point." For example, in a political science course, students list a	Sort students' responses into "appropriate" and "inappropriate" items. Organize the data to highlight the information, categories, or relationships you want students to remember. Use	Prep: Low In class: Low Analysis: Low

	<p>half-dozen words and phrases to describe Federalism. Students circle the three most important. This CAT can be used at the beginning of a class and again at the end to determine the learning the lesson provoked.</p>	<p>the data as a starting point for the next class section. First, display a composite list created from students' responses. Second, display the same information organized into topics. Lastly, display a concept map that shows the relationship of the words/phrases to each other and the overall concept.</p>	
<p>Double Entry Journals</p>	<p>Direct students to divide the journal page into two columns. In the left column, students note the most meaningful ideas from an assigned reading or lecture. In the right hand column, students state their personal reaction to the reading or lecture.</p>	<p>Check the left side of students' notes to determine if their key points match what you see as key points. Categorize comments on the right side of students' papers to help you connect readings/lectures to students' lives.</p>	<p>Prep: Med In class: High Analysis: High (may be homework)</p>

ASSESSMENT OF MULTI-SECTION COURSES

What is multi-section course assessment and why do we need to do it?

Multi-section course assessment is taking a look at the extent to which students across all sections of a course are achieving expected learning outcomes, and then using the information to improve the course so that student learning increases.

Assessing multi-section courses, across the sections, provides faculty with the opportunity to see where course strengths and weaknesses lie in relation to students' attainment of expected learning outcomes. Faculty can then revise courses to positively impact student learning by building on strengths and making changes to address weaknesses. For example, faculty may agree to adopt a different textbook that provides more information related to the outcome students aren't meeting. Or they may agree to utilize the online course page to provide students with additional information or an opportunity to collaborate via a discussion board, to increase student mastery of a particular outcome.

How do we conduct multi-section course assessment?

One way to conduct multi-section course assessment is through embedded assessment. Faculty who teach a particular course agree upon an assessment, such as an assignment or set of test questions, that they will all include in all sections of a course. The assessment is then used to partially determine students' grades *and* is also used to determine course effectiveness across sections.

Often in embedded assessment, samples of student work are taken randomly from sections of a course, student and instructor names are removed, and then the samples are scored with a rubric identifying selected course outcomes. Faculty who score the samples participate in a norming session, prior to scoring a set of samples. In the norming session, faculty members all receive the same sample to score. Scores awarded are compared, with faculty providing the rationale for the scores given. Faculty then agree on how to score the student samples. Another sample is provided to the faculty participating in the norming session. Again, each faculty member scores the sample. This is repeated until an acceptable level of inter-rater reliability is attained. Faculty then divide up the samples of student work and score the work using the rubric. The results are analyzed to determine the overall strengths and weaknesses of the students on the outcomes being addressed.

GLOSSARY OF ASSESSMENT TERMS

*Formal definitions are literature-based. *Practical definitions are also included.*

Alternative Assessment – Assessment of student learning through performance based and authentic assessment rather than through traditional assessments, such as objective tests, essay questions, and oral examinations. Unlike traditional assessments, alternative assessments provide students with a learning opportunity in addition to collecting information on which to base course grades. Examples of alternative assessment include field experiences, laboratory experiments, studio assignments, case studies, projects, presentations, performances, and term papers (Suskie, L. 2004).

*Not tests. Students grades are determined by student activities where students learn at the same time the instructor is checking for understanding. Examples: projects, presentations, performances, etc.

Assessment – *How instructors determine if students are learning. However, it should be noted that grading is not considered assessment. Rather, the activities and projects instructors use to gauge students' mastery of learning outcomes are defined as assessment.

Assessment of Student Learning – An ongoing process involving four steps; 1) identify expected outcomes to be accomplished by students (What will students be able to do at the end of the course?), 2) design opportunities for students to interact with multiple sources of content appropriate to the stated expected outcomes, 3) systematically gather, analyze and interpret evidence from a variety of measures to determine how well actual student learning matches the stated expectations, and 4) Utilize the results to determine student learning and improve student learning (Suskie, L. 2004).

*Determine what you want students to know, have students work with course content, check to see if students know the information and/or have the skills, then, as the instructor, make changes to improve student learning.

Authentic Assessment – A form of performance assessment that requires students to utilize knowledge and skills learned in a course to problem solve, think critically and think creatively to generate responses similar to those they will be expected to generate when they become professionals in their fields (Palomba & Banta, 1999). Evaluating students with real-world activities (Allen, 2004) as opposed to more traditional assessments, such as multiple choice tests.

*Not tests. Use of real world type activities to see if students will be able to use course information when they are in the workforce. Also referred to as alternative assessment or performance assessment. Examples: case studies, laboratory experiments, simulations, etc.

Capstone – A culminating project, experience or course, in which students demonstrate mastery of learning outcomes. A capstone provides students with an opportunity to problem-solve and create by integrating learning from multiple sources (Bresciani, 2007).

*End project requiring students to use previously learned material.

Class – *One section of a general course. (e.g. English 101 is a general course, but Susan Todd’s English 101 at 8:00 MWF is a class.)

Classroom Assessment – A “learner centered, teacher-directed, mutually beneficial, formative, context specific, ongoing” effort to determine what students are learning and to what extent students are learning course concepts with the purpose of increasing the instructor’s ability to promote learning and to help students become better learners (Angelo & Cross, 1993).

*Instructor’s effort to continually determine how well students are learning course concepts so the instructor can make changes to help students learn better.

Classroom Assessment Technique – A simple procedure or activity, focused on a specific question about student learning, designed to collect information about “how much, how well, and even how students are learning” what faculty are trying to teach (Angelo & Cross, 1993).

*How the instructor finds out whether students understand the days’ material.

Collective Portfolio – Collections of student work compiled by faculty to document student achievement of learning outcomes. Samples of student work collected from whole classes, or random samples from students within classes, are assessed to determine the extent to which learning outcomes are being met (Allen, 2004).

*Collection of samples of student work from different sections of a course which are used to determine whether most students learned a specific concept.

Course – *All sections of a course (e.g., all English 101 sections taught at Jefferson College constitute a course).

Course Embedded Assessment – Measures of learning, included as part of specific courses within a program, which address overall outcomes of the program, including general education goals. More efficient and cost effective than out-of-course assessments layered onto a program, embedded assessments not only provide information related to program effectiveness, but also are used to provide feedback to individual students and to determine course grades for students. Typically, samples of student work are taken randomly from sections of a course and reviewed separately to determine program effectiveness and whether changes need to be made to the program (Huba & Freed, 2000).

*A faculty agreed upon assessment (assignment and/or test questions) included in all sections of a course. The assessment is used to partially determine students' grades and is also used to determine course effectiveness across sections. Results are used to make changes to the course.

Culture of Evidence – “An environment in which important decisions are based on the study of relevant data” (Banta, 2005).

*A campus where changes are based on an analysis of student performance.

Department – *A group of faculty who work together within a specific discipline.

Direct Assessment – Asking students to demonstrate “what they know or can do with their knowledge,” typically through projects, papers, presentations, case studies, portfolios, etc. (Huba & Freed, 2000).

*Students show how well they know course content, rather than comment on how well they know the material.

Discipline – *An academic area of study (e.g. Nursing, English).

Expected Learning Outcomes – Statements of the knowledge and skills students are projected to acquire from a learning experience. Expected learning outcomes use action verbs to “describe what students should be able to do in explicit, observable terms” (Suskie, 2004).

*The overall concepts students need to master to achieve success in a course.

Formative Assessment – Measurement of learning during the learning process, with the purpose of improving teaching and increasing learning. The instructor checks for student understanding while learning is taking place, provides prompt feedback to students, and immediately modifies classroom activities to increase student learning (Suskie, 2004).

*Checking for student understanding with the purpose of making changes to instruction, with increased student learning as the goal.

Indirect Assessment – Measures which provide an indication that learning is taking place, but details of what is being learned are not clear. Course grades (Suskie, 2004) and opportunities for self-reporting of learning by students and/or employers of graduates, such as surveys, are types of indirect assessment (Huba & Freed, 2000).

*General indications of how well students are learning course content, such as surveys completed by employers of Jefferson College graduates or Jefferson College student GPA's at transfer institutions.

Learning Objectives – *Smaller, more focused unit goals instructors use to prepare students to master the larger outcomes of the course.

Performance Assessment - Evaluating students' knowledge and skills through the process of using student activities or products rather than tests or surveys. As part of the process, faculty members provide an assignment or prompt telling students what is expected, then rate students' performance or completed work with a scoring guide or rubric, and provide feedback to students (Palomba & Banta, 1999; Suskie, 2004).

*Projects that require students to apply course concepts.

Portfolio – Student created compilation of work that documents achievement of expected learning outcomes. Portfolios are used for both course grading and program assessment. Portfolios “engage students in the assessment process and encourage them to take responsibility for and pride in their learning” (Allen, 2004).

*Collection of student assignments/projects, often with a reflection on the progress of learning over a set period of time.

Program – *A set group of courses that students take to fulfill the requirements for a degree or certificate.

Qualitative Assessments – Measures of student learning that can be summarized with verbal descriptions of recurring themes or patterns. Student reflections, online class discussion threads, and notes from observations are examples of qualitative evidence of learning (Allen, 2004; Suskie, 2004).

*Descriptions of observations of student learning.

Quantitative Assessments – Measures of student learning that can be summarized with numbers and can be analyzed statistically. Rubric scores, test scores, and survey ratings are examples of quantitative evidence of learning (Allen, 2004; Suskie, 2004).

*Using numbers to convey evidence of student learning.

Rubric – A table that explicitly states, for both the students and the instructor, the scoring rules for an assignment, which is typically made available to students at the time an assignment is given. Rubrics serve as both a guide for students as they develop and revise their work and as a tool for judging their own work prior to submitting it for a grade. Effective rubrics include the following elements: levels of mastery, dimensions of quality, organizational groupings, commentaries, and descriptions of consequences (Huba & Freed, 2000).

*A written explanation of how an instructor assigns a grade or awards credit for a particular assignment. The written explanation is given to students when the assignment is given. The explanation guides students as they complete

assignments and is used by the instructor when grading the students' assignments. Examples of varying levels of performance are included.

Scoring Guide – A list of items an instructor looks for when grading an assignment. The term scoring guide is sometimes used synonymously with the term rubric; however a rubric typically provides more detailed guidelines for evaluating each of the items on the list (Suskie, 2004).

*A list of what is to be included in an assignment.

Summative Assessment – Measurement of learning at the end of a course or unit, with the purpose of documenting student learning, such as for an overall grade or score. Students typically receive little or no detailed information on their performance (Suskie, 2004).

*Checking for student understanding with the purpose of determining student grades.

References

- Allen, M. J. (2004). *Assessing academic programs in higher education*. Bolton, Massachusetts: Anker Publishing Company, Inc..
- Angelo, T.A. and Cross, K.P. (1993). *Classroom assessment techniques*. San Francisco: Jossey-Bass Publishers.
- Banta, T.W. (2004). *Hallmarks of Effective Outcomes Assessment. Assessment Update Collections*. San Francisco: Jossey-Bass Publishers.
- Bresciani, M. J. (2007). *Assessing student learning in general education: Good practice case studies*. Bolton, MA: Anker Publishing Company, Inc.
- Huba, M. E. and Freed, J. E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Needham Heights, MA: Allyn and Bacon
- Palomba, C., & Banta, T. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass Publishers.
- Suskie, L. (2004). *Assessing student learning: A common sense guide*. Bolton, MA: Anker Publishing Company, Inc.

ADDITIONAL RESOURCES

Jefferson College Center for Teaching and Learning Website

<http://www.jeffco.edu/ctl/>

Jefferson College Assessment Plan

The Assessment Plan can be accessed via the Assessment tab of the Jefferson College Center for Teaching and Learning website:

http://www.jeffco.edu/ctl/index.php?option=com_content&task=view&id=21&Itemid=39

2008-2009 Jefferson College Adjunct Faculty Handbook

See “Assessment as a Tool to Increase Learning,” p. 26-28. The Adjunct Handbook is accessible via the Teaching Tips tab of the Jefferson College Center for Teaching and Learning website:

http://www.jeffco.edu/ctl/index.php?option=com_content&task=view&id=13&Itemid=28

Institutional Effectiveness Review

The Institutional Effectiveness Review template can be accessed via the Assessment tab of the Jefferson College Center for Teaching and Learning website:

http://www.jeffco.edu/ctl/index.php?option=com_content&task=view&id=21&Itemid=39

Completed reviews are accessible via the College Reports tab in STARS.

Official Course Syllabus

The format for the Official Course Syllabus is included in the Jefferson College Academic Affairs Committee Policy & Procedures Manual. The manual is accessible via the Academic Affairs STARS group. The format for the Official Course Syllabus is also available via the Assessment tab of the Jefferson College Center for Teaching and Learning website:

http://www.jeffco.edu/ctl/index.php?option=com_content&task=view&id=21&Itemid=39