

FTCC Assessment Overview

What is Assessment?

- Assessment focuses institutional attention on quality and improvement. It documents, in specific and understandable terms, that we do what we say we will. It provides concrete information that is used to make improvements in our processes and products, and it documents the impact of those improvements.
- Assessment is an on-going process that helps us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of education.
- Assessment is about analyzing the learning process, not the individual. It is not associated with faculty, staff, or student evaluation

Why is Assessment Important?

- Assessment- done well- can create and sustain a culture that supports on-going inquiry, feedback, and analysis; thereby enhancing the educational experience and improving the quality of student learning.
- It provides concrete information used to enhance teaching and learning as well as the quality of services provided in support of teaching and learning.

What gets assessed?

- All instructional units and support units of the college should have an assessment plan in place.

How often?

- Assessment will always be an on-going process subject to yearly reviews.

What are the Major Steps in the Assessment Process?

1. State the purpose of the unit within the context of the College's purpose statement
2. Identify the intended outcomes (learning or service) that each unit should achieve in support of the purpose statement
3. Determine the measures that will be taken to perform the assessment
4. Establish the achievement target that represents success
5. Report findings
6. Analyze the results
7. Use the analysis to build the assessment plan for the next cycle

What are Outcomes (Learning or Service)?

- Learning outcomes relate to instructional units. They specify what learners' new behaviors will be after a learning activity or process. They state the knowledge, skills, and attitudes that will be gained. Learning outcomes begin with an action verb and describe something observable or measurable.
- Service outcomes relate to support units. They specify how a particular process, procedure, or function will influence service. Service outcomes address the knowledge, skills, or attitudes that will be gained after the service experience. Service outcomes begin with an action verb and describe something observable or measurable.