

What Does “Faculty-Driven” Assessment Look Like?

Assessment Institute 2015

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CITY COLLEGES of CHICAGO

Harold Washington

Education that Works

Who Are We?

Routine and
frequency

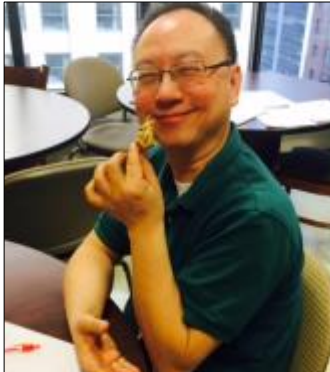


Human
factor



[Assessment Committee Website](#)

Subcommittee work



SNACKS!



Camaraderie!

Resources for Change

- Bottom-Up: Faculty-Driven
 - Buy-In
- Top-Down: Administrative Support
 - Money and Time

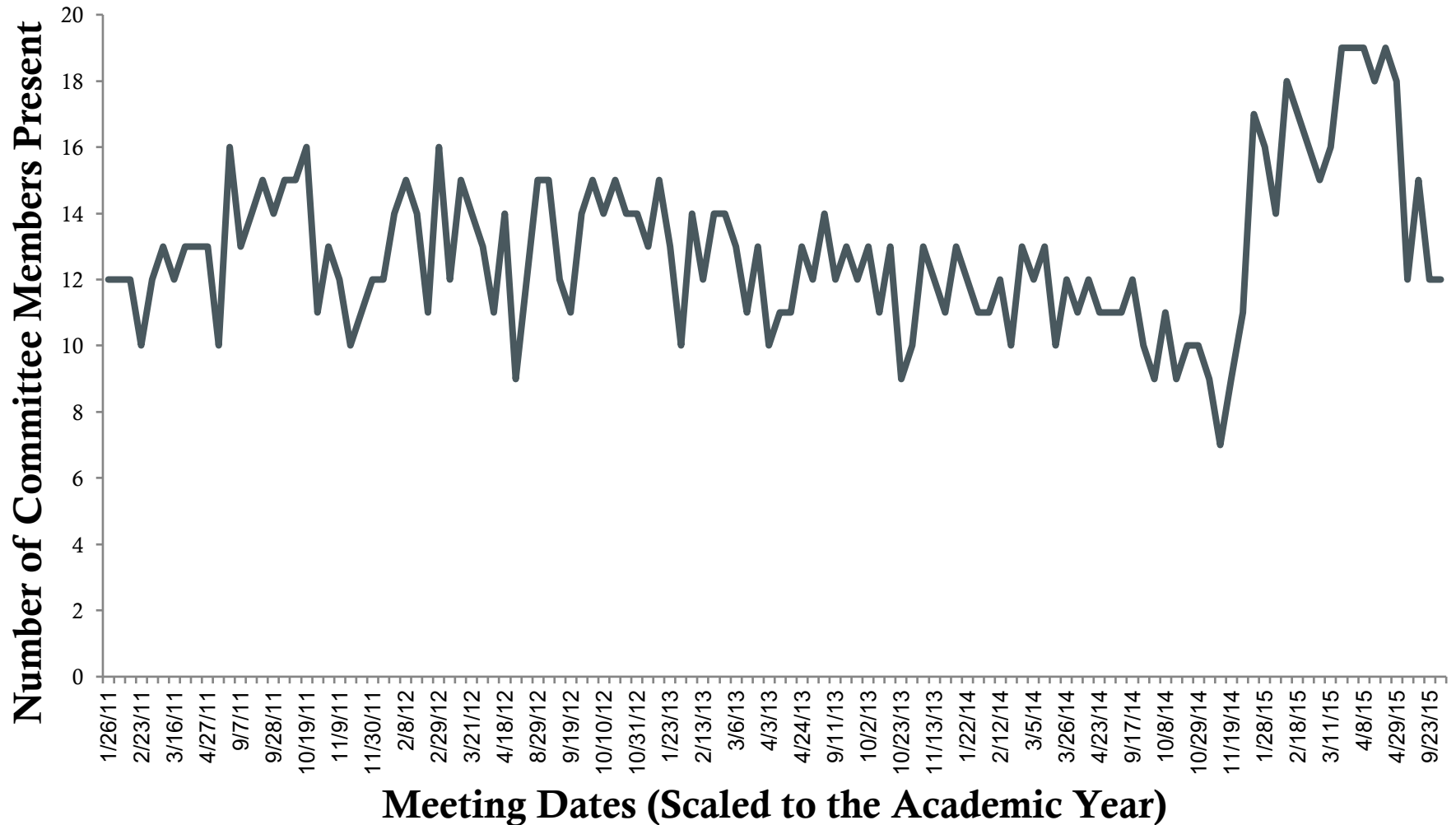
Common Practices

- Structure – Regular, consistent, frequent
- Recognition – Outside of time and money
- Expectations –Committee charge, regular review, maximize roles across diverse players
- Formal and informal check-ins

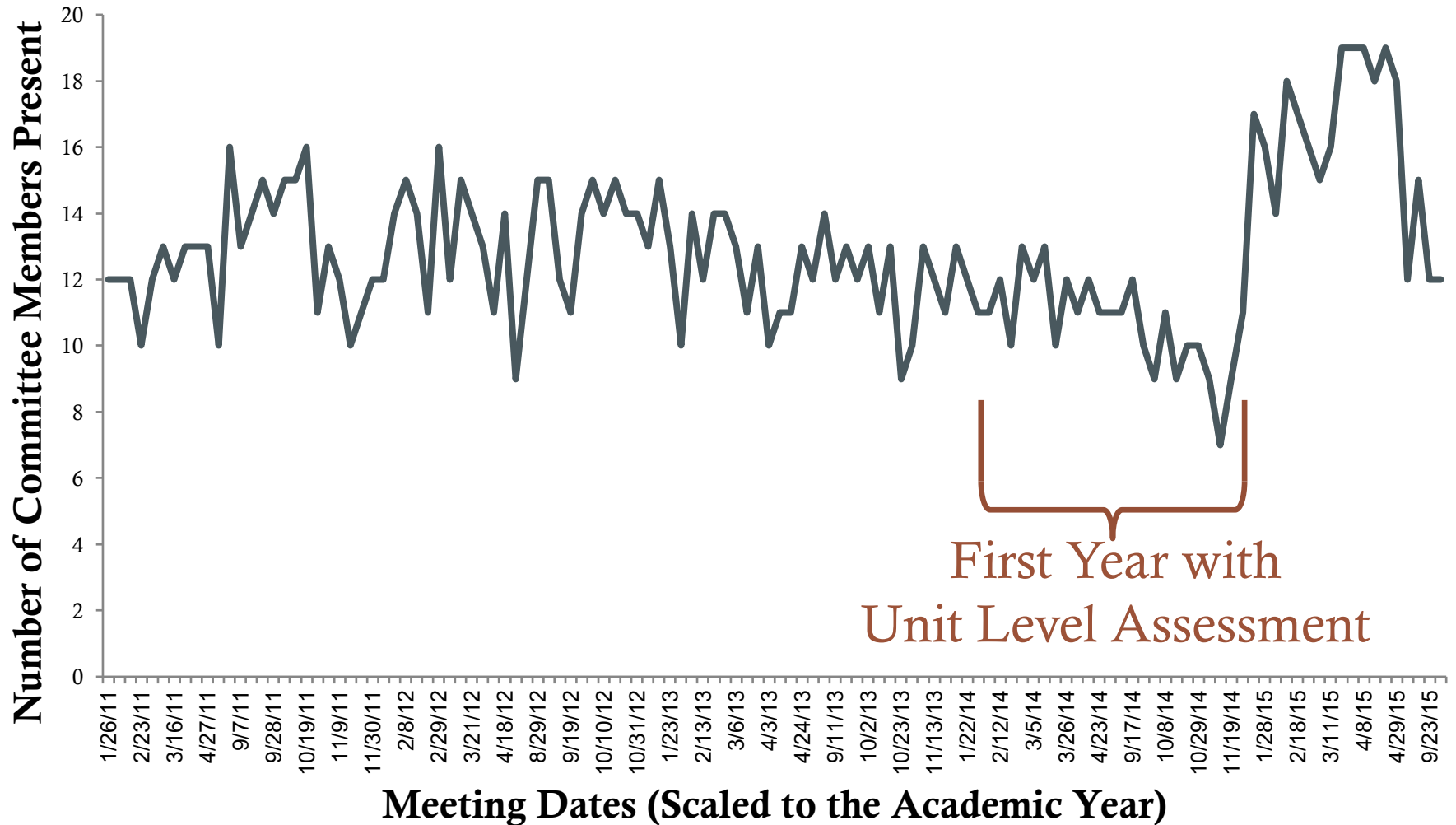
Shared Language

- **Assessment**—communal expertise building to understand student learning (outcomes +)
- **Unit-Level Assessment**—a unit of study: general education, program level, a series of courses, multiple sections of a course, etc.
- **Culture**—who we are, what we believe and what we do with those things
- **Reflective Practice**—thinking about teaching and student learning.
 - As members of an Assessment Committee, using data to support this practice.
- **Objectives**— What the unit of study provides
- **Outcomes**— What the student will know and be able to do upon completion of the unit of study

Five Year Trend of Committee Member Attendance

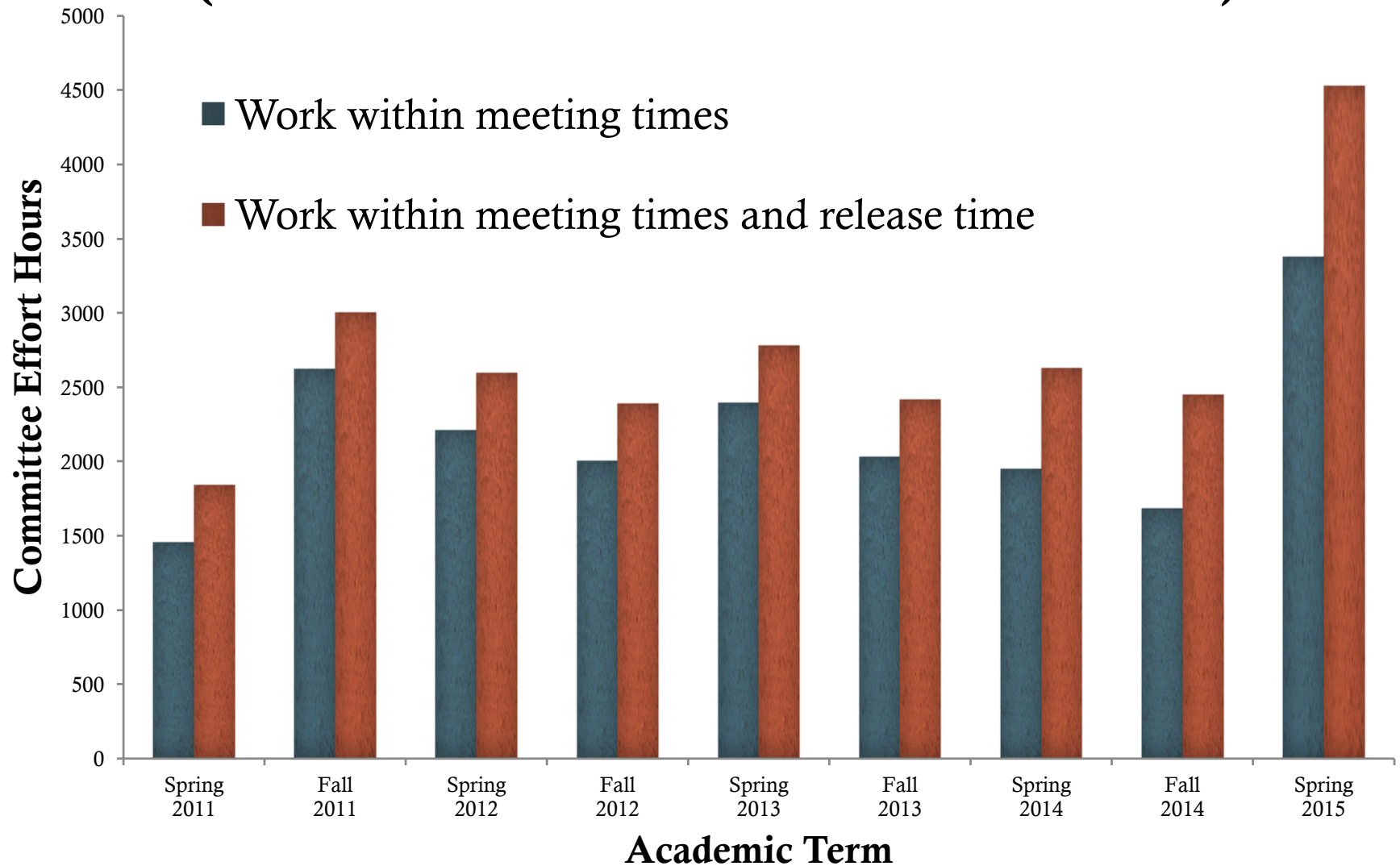


Five Year Trend of Committee Member Attendance



Committee Effort Hours

(Outside Work for Non-Officers not Included)



Q and A

For further questions or support:

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