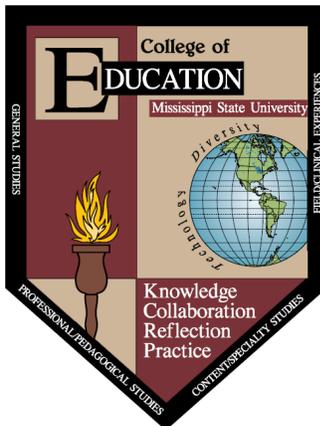


MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS

Course Prefix & Number:	CCL 8313
Course Title:	Community College Instructional Assessment
Credit Hours:	3 Semester Hours
Type of Course:	Lecture (delivered online/intensive weekend)
Catalog Description:	Three hours lecture. In-depth analysis of community college setting, students, course planning, and assessment of instruction, including techniques associated with effective teaching and assessment in the community college arena.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

To successfully complete the course, students are expected to achieve three specific objectives.

1. Define assessment and its role in the community college. (CFPO 4, 5, 14)
2. Evaluate the impact of assessment on the institution, program, and student. (CFPO 4, 5)
3. Acquire the necessary skills for developing appropriate assessment tools. (CFPO 4, 5, 7)

Topics Covered in the Course:

1. Introduction to Assessment (11 hours)
 - a. To introduce assessment
 - b. To gain perspective on good practices in community college assessment
 - c. To explore trends in assessing community college students
2. Assessment at the Institutional Level (10 hours)
 - a. To discuss assessment of student outcomes at the institutional level
 - b. To identify the advantages and disadvantages of exit exams in the community college
 - c. To appraise the role of accreditation in assessment
3. Assessment at the Program Level (9 hours)
 - a. To discuss challenges of assessment at the program level
 - b. To evaluate how stereotyping affects assessment
 - c. To identify ways to engage faculty in assessment
4. Assessment and the Student (9 hours)
 - a. To distinguish roles of the student in assessment
 - b. To identify state performance indicators for community college assessment
 - c. To evaluate the effect of assessment on lifelong learning
5. Assessment Tools (6 hours)
 - a. To construct rubrics
 - b. To identify ways to know students are learning

Required Texts:

Banta, T. W. (Ed.). (2004). *Community college assessment*. San Francisco: Jossey Bass.

Serban, A. M., & Friedlander, J. (Eds.). (2004, Summer). Developing and implementing assessment of student learning outcomes. *New Directions for Community Colleges*, 126.

Methods of Instruction:

Methods of instruction include multimedia presentations, assigned readings in required text and supplemental materials, discussions, and real-world learning projects.

Suggested Student Activities:

- Based on research, students will prepare and post multimedia presentations related to both assessment in the community college and rubric construction. Students will be required to discuss the material with the class. (Objectives #1, 2, 3, 4, 5)
- Based on reading and analysis, students will critique articles related to assessment. Students will also discuss articles with professionals in the field and include their observations in the critique. (Objectives #1, 2, 4)
- Based on research, students will write a paper related to how we know students are learning. The paper should be approximately ten pages in length using standard font and double spacing. Graphs and charts may be included, and at least ten recent journals, periodicals, or internet sources must be referenced. The paper will be written in APA Style. (Objective #5)

Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

Technology:

Technology will be used extensively in the course since it is taught online. Students will retrieve information, review the requirements for and submit assignments, take tests, and communicate with the instructor and other students using myCourses.

Diversity:

Diversity will be addressed in the objectives related to assessment and the student as well as the objective related to assessment tools. As students consider roles of the students and prepare assessment tools, they will naturally discover the diversity present among community college students.

Disability:

Students with disabilities will be afforded appropriate accommodations. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

Field Component:

There will not be a field component.

Evaluation of Student Progress:

Evaluation will include presentations on assessment topics, article critiques, an essay, and tests related to the assigned readings and discussions. The tests will include multiple choice, short-answer, and/or discussion questions. Students' grades are based on the following:

- Presentations (2) – 25%
- Article Critiques (4) – 33%
- Essay (1) – 17%
- Tests (3) – 25%

Grading is on a 10-point scale as follows: A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = Below 60

Bibliography:

- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco: The Jossey Bass Higher and Adult Education Series.
- Bers, T. (2005). Assessing critical thinking in community colleges. *New Directions for Community Colleges*, 130, 15-25.
- Cohen, A.M., Brawer, F.B., & Kisker, C.B. (2014). *The American Community College* (6th ed.). San Francisco, CA: Jossey-Bass.
- Katsinas, S. G., & Bush, V. B. (2006). Assessing what matters: Improving college readiness 50 years beyond "Brown." *Community College Journal of Research and Practice*, 30(10), 771-786.
- Musun, L., Baker, A. D., & Fulmer, J. (2006). Creating a campus community for conversation about assessing student learning. *Assessment Update*, 18(4), 1-2, 12-13.
- Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.). San Francisco: The Jossey-Bass Higher and Adult Education Series.
- Syed, S., & Mojock, C. R. (2008). Assessing community college student learning outcomes: Where are we? What's Next? *Community College Journal of Research and Practice*, 32(11), 843-856.