

ASSESSMENT OF STUDENT LEARNING

We value and are committed to a process of student learning outcomes assessment that is faculty- and staff-driven, student-centered, and advances student learning inside and outside the classroom at the Community College of Denver (CCD). Student learning outcomes assessment at CCD is the “systematic collection, review, and use of information about education programs undertaken for the purpose of improving student learning and development” (Palomba & Banta, 1999). Direct assessment occurs at three levels—course, program, and institutional—with defined outcomes/objectives at each level.

At the institutional level, a CCD graduate will demonstrate the following:

- Quantitative Literacy – Interpret, represent, and analyze mathematical information accurately and perform calculations to solve problems
- Effective Communication – Communicate a central guiding idea to a defined audience, for a concrete purpose, employing effective conventions in the service of meaning
- Intercultural Literacy – Utilize a set of cognitive, affective, and behavioral skills to effectively interact in a variety of cultural contexts
- Critical Thinking – Analyze information and ideas from multiple perspectives and articulate an argument, opinion, or conclusion based on that analysis

At the program level, assessment focuses on improving teaching and learning based on each program-area’s program student learning outcomes (PSLOs). While program chairs are responsible for program-level assessment, the Student Learning Committee and its members support chairs in this process.

At the course level, assessment is used to evaluate the success of particular courses in achieving their stated course outcomes for student learning.