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The sections of a single course (e.g., HIST 101) should be assessed. During a five year cycle, each course should be fully assessed at least

the author of *Assessing Student Learning: a Common Sense Guide*, opines that level and course level assessment should be taking place. She writes:

Class level assessment is assessing learning of an entire class (section) of students, again on course learning objectives. Class level assessments look at the evidence used to grade students and give them feedback on their learning. Aggregate results for all students in a class or section to get an overall picture. The purposes are to reflect on and improve individual teaching practice.

Course level assessment is assessing learning of all students in a (multi section) course on course learning objectives. This is just like class level assessment except that faculty teaching sections of a course identify common objectives and common means of assessing them. They then summarize results across sections to get an overall picture of students' collective strengths and weaknesses. Faculty might, for example, agree to use the same rubric to grade a research paper or to include the same set of five questions on the final. If there are common areas of weakness across sections, they work together to

"In both multi section and single section courses, the classroom instructor administers the measurement tools and gathers the data. The raw score results should be recorded anonymously and aggregate student performance should be indicated relative to prescribed expectations.For multi section courses, the course coordinator gathers the data from all instructors for that course and summarizes the aggregate data. The course coordinator or instructor in the case of single section courses, reports the data using the currently recommended template and includes the following information about the sample:

- Number and percentage of students
- Number and percentage of sections
- Number and percentage of full time and adjunct faculty
- Number and percentage of students who are respectively exceeding, meeting, approaching, or not meeting expectations for academic performance based on the specified learning goals and learning outcomes." ([Concepts and Procedures for Assessment at Nassau Community College](#), 2011, p. 18)

More simply, whenever a course is taught in more than one section, the instructors teaching that course submit all of their assessment information ~~course~~

Faculty review/discuss course syllabi to connect course outcomes to course assignments and/or other course requirements from the syllabi.

What does the NWCCU accreditation manual say?

In a nutshell, it appears to say very little. *accreditation manual*
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goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Standard 4.A.3 seems to imply that the colleges assess courses. The wording about course learning outcomes strengthens this implication.

