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## Assessing programmatic and course effectiveness in teaching using a community approach

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## **Assessing Programmatic and Course Effectiveness in Teaching Using a Community Approach**

Michael R. Bridgen<sup>1</sup>, James Savage<sup>2</sup> and Wayne Allen<sup>3</sup>

Individual learning is affected by the total learning environment to which students are exposed. Within a small community, such as the Ranger School, students frequently interact with faculty, their families, other college staff members, food service personnel, physical plant personnel, alumni, and even individuals from the local community. As these groups recognize their impact on students' learning, they take a greater interest in helping to make the learning experience more effective. Our faculty has implemented a process by which each of these groups may contribute ideas and make changes to the non-academic learning experiences of our students. Specific changes to individual academic courses may similarly be improved using a non-threatening assessment process among the faculty members. An example of a community-wide assessment of a dendrology teaching method will be demonstrated.

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