



Assessment: Continuous Improvement and Next Steps

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Part I

WHAT WE DID LAST YEAR





FALL TERM (201820)

- 48 FT faculty taught 121 unduplicated courses
- 46% of FT faculty (22) submitted assessment reports Fall term
- 23% of unduplicated courses were assessed (28 classes)





WINTER TERM (201830)

- 44 FT faculty taught 123 unduplicated courses
- 70% of FT faculty (31) submitted assessment reports Winter term
- 28% of unduplicated courses were assessed (35 classes)





SPRING TERM (201840)

- 44 FT faculty taught 122 unduplicated courses
- 48% of FT faculty (21) submitted assessment reports for Spring term
- 34% of unduplicated courses were assessed (42 classes)





SUMMARY

- 292 unduplicated courses with more than 6 students taught by FT faculty
- 25% of unduplicated courses were assessed over the course of the year (73)
- 55% average participation rate by FT faculty





Part II

ACCREDITATION FINDINGS





AD HOC EVALUATION REPORT

OCTOBER, 2017

- Recognized commitment to assessment
 - “UCC is to be applauded for taking seriously the recommendation and for taking decisive action to address it.”
 - Several faculty demonstrated sophisticated understanding of the purpose and practice of assessment.
 - Assessment in-service days implemented
 - Evidence of outcomes mapping was evident
 - Syllabus template developed and implemented
 - Assessment webpage and Canvas shell developed and available
- Recommendation is not yet satisfied, but encouraging progress is being made.
 - Encourage continuation of efforts to expand understanding of assessment by all faculty across campus
 - Continue to develop the assessment infrastructure
 - Ensure all programs of study leading to a credential have student learner outcomes
 - Clarify difference between grade distribution and outcomes assessment data
 - Compile outcomes assessment data





Part III

OUTCOMES AND STRATEGIES





KEY OUTCOMES 2018-2019

1. Expand understanding of assessment by all faculty.
2. Implement assessment infrastructure
3. Differentiate between grade distribution and assessment of student learner outcomes.
4. Use results from assessment reports to make data-driven decisions.





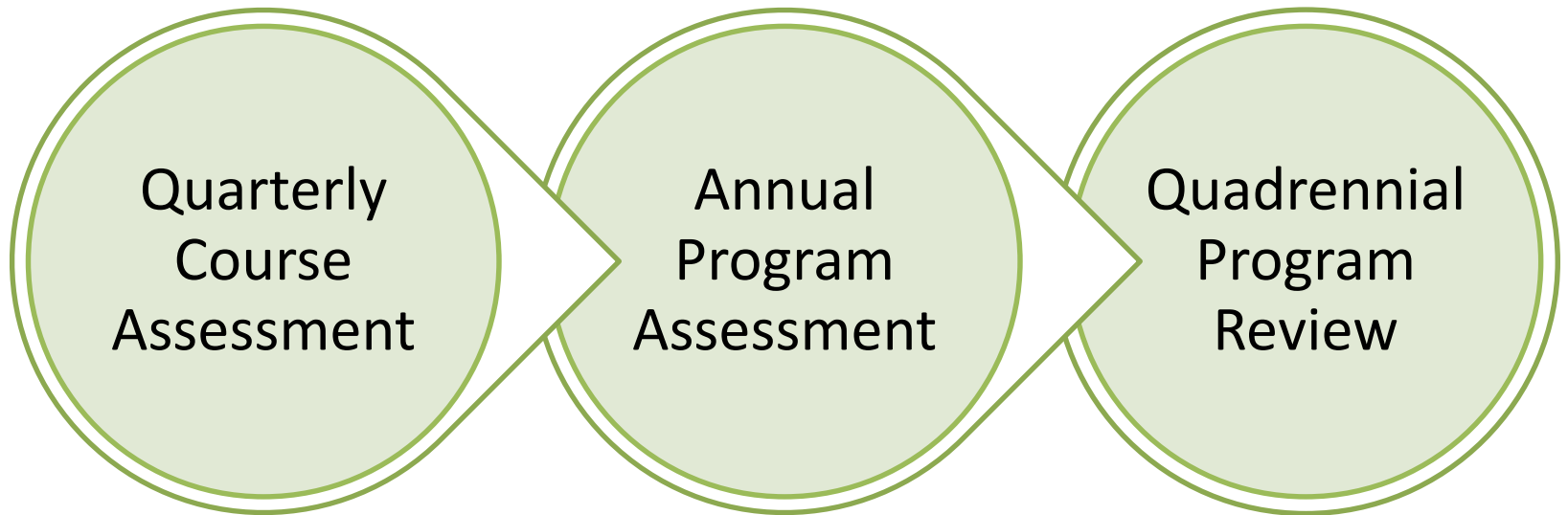
OUTCOME 1: Expand understanding of assessment by all faculty

1. Encourage department/divisional meetings to include assessment as a standing agenda item to allow regular opportunities for discussion.
2. Revise Canvas Shell to include assessment training modules accessible by all faculty.
3. Update intranet/internet websites on a regular basis to ensure information is current, meaningful, and relevant.
4. Host assessment training days on a quarterly basis with assistance from Riverhawk Assessment Team and UCC Online staff.
 - Fall and winter In-service days
 - RAT Pack Talks
 - Blog Posts





OUTCOME 2: Implement academic assessment infrastructure






OUTCOME 2: Implement academic assessment infrastructure (cont.)

1. All faculty continue with regular quarterly course assessment.
2. Department faculty will work together to develop program curriculum maps for all programs of study leading to or contributing to a degree or certificate.
3. Program Coordinators/Directors complete annual program assessment by end of spring term with assistance from program faculty.
4. Program Coordinators/Directors in accordance with Department Chairs complete Program Review every four years (as noted on Program Review schedule) with assistance from program coordinator and faculty.
5. Reports reviewed by academic deans, assessment coordinator, and Provost and feedback received in a timely manner.






OUTCOME 3: Differentiate between grade distribution and assessment of student learner outcomes.

1. Each faculty member or department will establish their criteria for meeting student learner outcomes and rating scale used.
 - 5 points scale
 - 100% range
 - Met/ Not Met
 - Other appropriate scale
2. Faculty will articulate the differentiation between meeting of student learner outcomes from passing the course.





OUTCOME 4: Use results from assessment reports to make data-driven decisions

1. Determine consistent plan for data collection.
2. Include quantitative and qualitative data in all reports.
3. Discuss results in departmental meetings in order to compare across sections
4. Summarize results as part on annual program assessment and quadrennial program review
5. Reference program assessments and program reviews as planning tools





Part IV

FORMS





FORMS

- www.umpqua.edu/assessment-forms
 - [Course Assessment Report](#)
 - [Curriculum Map](#)
 - [Annual Assessment Report](#)
 - [Program Review](#)





Part V

CURRICULUM MAPS





CURRICULUM MAP

- All programs of study that end in a degree or certificate should be mapped to the program outcomes. If multiple certificates feed a degree, map to the highest level at this time.
- All courses (departments) that contribute to the AA degree should be mapped to the AAOT outcomes or other outcomes as determined appropriate by faculty.
 - Statewide consortium group
 - Departmental outcomes






CURRICULUM MAP

- Your turn!
 - Work in small groups to develop your map
 - Maps should be submitted before you leave this session
 - Can be turned in electronically or in paper form
 - Access electronically at www.umpqua.edu/assessment-forms
 - Map all courses to the appropriate outcome(s)
 - Be deliberate in your mapping





Thank you!
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On campus availability (tentative):
September 17-26
November 14-21
February TBD
April 15-19
June 10-18

