Updates to the Assessment Process

Fall Convocation 2021

What stays the same

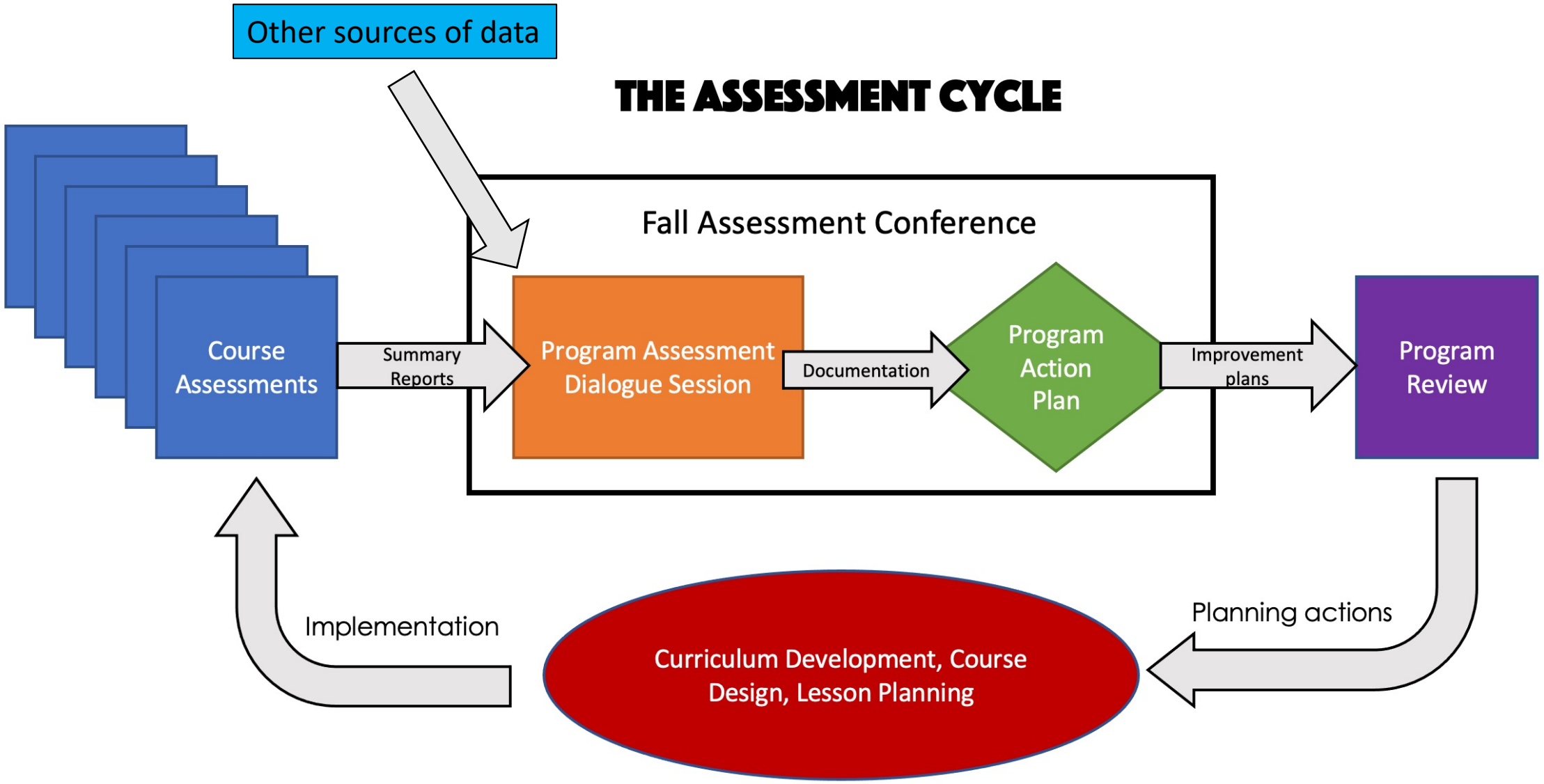
- Define and assess SLOs
- Assessment plan: the cycle of outcome assessment
- Program outcome maps: how course outcomes align to program outcomes
- Dialogue: analyze assessment results and decide on improvements
- Implementation
- Re-assessment: evaluate effectiveness

What changes

- Student and learning support services do assessment on a two-year cycle and report exclusively in program review
- Faculty report section assessment results in eLumen
  - All of a course's outcomes assessed together
  - All students in all sections
  - Each instructor writes one reflection

What changes

- Dialogue *officially* occurs once a year: “Fall Assessment Conference”
  - Course and program assessment results discussed collectively as a program, leading up to Program Review
- Associate deans/directors act as “Division Coordinators” for assessment
  - Push out semester assessments, generate assessment reports, coordinate and facilitate dialogue, and document results in eLumen and in Program Review.


Other sources of data
THE ASSESSMENT CYCLE
Fall Assessment Conference
Course Assessments
Summary Reports
Program Assessment Dialogue Session
Documentation
Program Action Plan
Improvement plans
Program Review
Implementation
Curriculum Development, Course Design, Lesson Planning
Planning actions

Semester Course Assessments

- Update four-year plan and program outcome maps
- Determine courses up for assessment this term
- Review prior assessments as needed
- Coordinate with other faculty on strategy
- Implement improvement actions
- Give assessment activities and report the results

Fall Assessment Conference

- Review past year's course assessments
  - "Course Assessment Report"
- Assess present year's program outcomes
  - "Program Assessment Report"
- Revisit "legacy" program and course-level plans
- Determine effect of past improvement actions
- Discuss implications for course and program effectiveness
- Decide on new improvement actions
- Document dialogue in eLumen "Action Plan"
- Include among program plans in Program Review

Looking for Opportunities that Already Exist

- Search past course and program outcome reports on the assessment process website
- Glean ideas, suggestions, specific recommendation
- Bring to the dialogue session
  - Were these actions implemented?
  - What was the impact?
  - Is further action is warranted?

Mining Past PLO reports

CIS NETWORKING – AS

PLO 3, Fall 2020

> “In cases where student(s) do not complete a lab, they are unable to demonstrate the skill on an exam-based assessment. Students will have a more fair and timely opportunity to display this skill during a lab. As exams may not best represent students’ skills and abilities, care will be taken in the future to select labs rather than exams to demonstrate skills during assessments.”

CONST TECH – AS

PLO 3, Spring 2019

> “In the assessments for CT 96, DT 71, and DT 73 instructors noted that changes were needed to make the evaluation tools more effective. This PLO should be reassessed after the changes have been implemented in those classes.”

Following Up on Existing Program Plans

2018-2019 Mathematics Program Review

Program plans	Relationship to institutional goals	Relationship to previous assessment	Expected impact
Develop a "Foundations of Algebra" course for potential STEM students who place below the College Algebra level (using new AB705 guidelines).	Related to Educational Master Plan (EMP) goals: 5) Strive to eliminate achievement gaps across student groups. a) Enhance support of basic skills students. Also related to Annual Plan initiative to increase persistence and students transferring to 4-year institutions.	Faculty discussed the low success rate and assessment results in math classes overall, and in courses such as Math 380, Math 120, Math 30 specifically. Assessments of CLOs in these courses show that 10% to 40% of the students in these course typically do not achieve the course outcomes (Math 380, CLO #1, Sp17; Math 120 CLO #1,14-15 report; CLO #2 14-15 report; Math 30. The purpose of this plan is to improve success at the pre-transfer algebra level and increase success in Math 30 (for STEM majors).	Delivery of this course will allow students at the "below Algebra II" level in high school to have access to College Algebra. Additionally, a "foundations" course should improve learning through the STEM sequence of mathematics course (through Calculus).

Under "Evaluation of Previous Plans" from 2019-20 PR

2	Develop a "Foundations of Algebra" course for potential STEM students who place below the College Algebra level (using new AB705 guidelines).	Math-130, foundations of algebra was developed and approved. A section of Math 130 is scheduled for the Spring 2020 semester.	Math 130 will be taught for the first time during the Spring 2020 semester, so ther is no impact yet. The intended impact is to allow STEM-bound students who lack algebra skills an option to review elementary and intermediate algebra. The other intended impact is removal of confusion caused by inactivation of Math-380 and habit of students enrolling in intermediate algebra as preparation for non-STEM academic pathways.

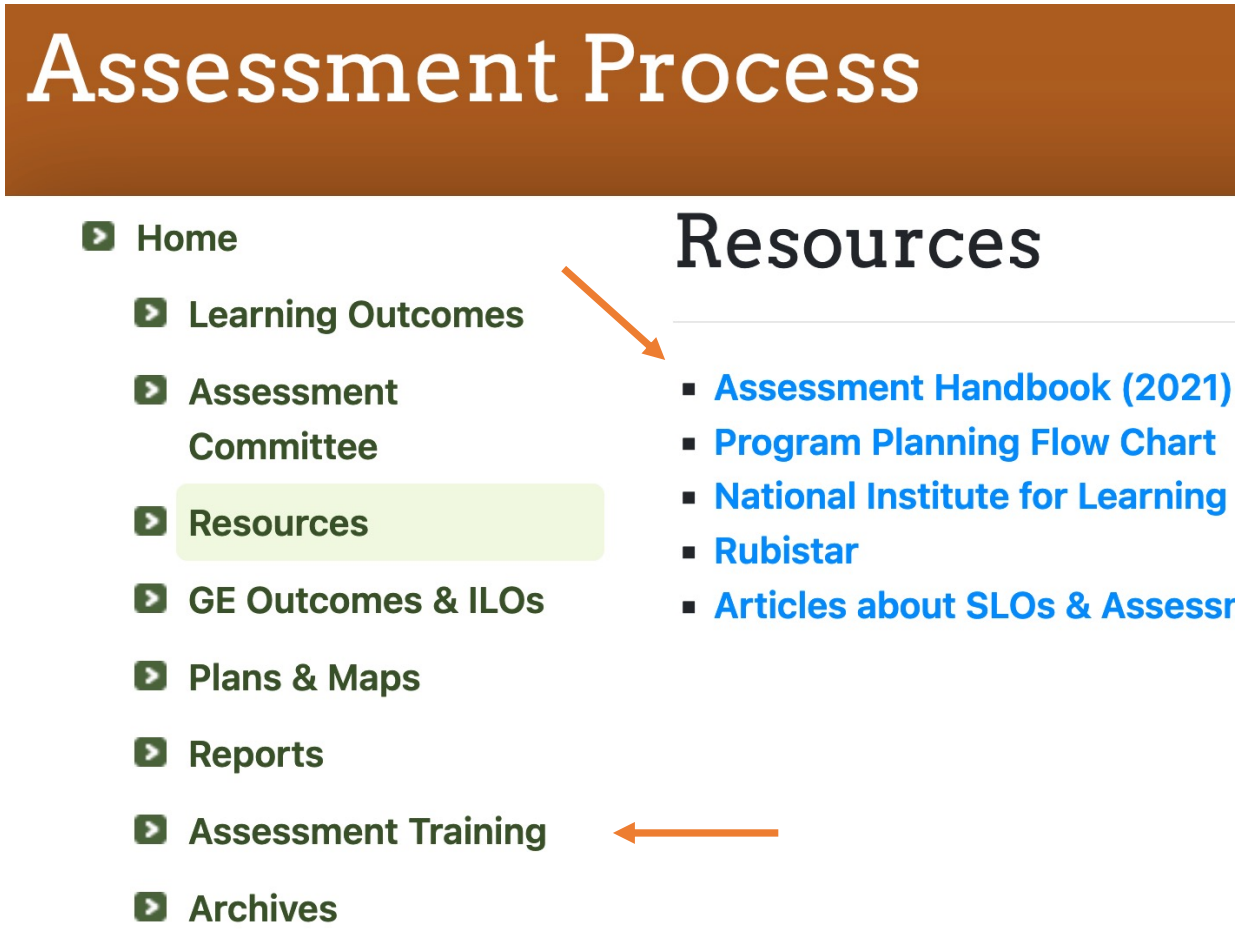
Next time this course is reassessed, you can then evaluate its effectiveness in improving success at the pre-transfer algebra level…

Resources

- The Assessment Handbook 2021
  - Quick Guides, Calendar, Tutorials
  - Process “legacy” website: https://www.redwoods.edu/assess/
- Division Coordinators
- Assessment Coordinator

https://redwoods.elumenapp.com/elumen/

https://www.redwoods.edu/assess/Home/Resources



FAQs

Q: Do I have to assess all course outcomes?

A: Yes. You want to ensure your program has sufficient data.

Q: Do associate faculty have to report individually?

A: Yes. Most instructors find it easier to have this part under their own control.

Q: Will people see my section assessment results?

A: No. The Course Assessment Report only shows the aggregate results of all sections per semester.

Q: Will people see my assessment reflection?

A: While these do show up on the course assessment report, you do have the option to submit anonymously.

Q: How can I review past CLO assessments?

A: Ask your associate dean to provide an eLumen course assessment report. You can also review your own past course assessments from your eLumen course tab, which compares to the group average. For assessments done prior to eLumen go to the legacy assessment process page.

Q: Is there a way to send assessment results to eLumen from Canvas?

A: Yes. There's a page on Keep Teaching – linked from the handbook – that shows you how.