



Agenda Item Details

Meeting	Apr 05, 2022 - REGULAR MEETING OF THE BOARD OF TRUSTEES
Category	5. INFORMATIONAL REPORTS
Subject	5.3 Assessment Report
Type	Reports
Goals	Goal 1 - Accreditation Goal 3 - Student access and success, retention, completion and equity Goal 09 - Plan for the future of College of the Redwoods by:

BACKGROUND

Much of the work performed by the Assessment Committee during the 2021-22 Academic year has centered around the continuation of item 16 in the 2020-21 Annual Plan, Pilot assessment in eLumen, and item 18 in the 2021-22 Annual Plan, Investigate use of eLumen for Program Review, strategic initiatives, and both long-term and short-term planning. The underlying goal of this work is to establish a direct, documentable relationship between assessment dialogue and program improvement through Program Review. This goal is in response to the 2017 ACCJC External Evaluation Report Recommendation 4 and was outlined in our Accreditation 2021 Midterm Report.

In the 2021 fall semester, all instructional assessment of course learning outcomes took place in eLumen for the first time. The associate deans of each division created assessments for all courses planned for assessment during that semester. These assessments measured all course learning outcomes for the course being assessed. This was a significant change from previous semesters where only individual outcomes were assessed during a particular semester. After entering the results from their chosen assessment tool, faculty commented on these results in a "reflection template" that identified areas of success and areas in need of improvement. In a second significant change from previous semesters, faculty completed their assessments individually and eLumen generated an assessment report with aggregate results from all sections of the course being assessed together with all faculty responses to the reflection template. These assessment reports then fueled dialogue among faculty during annual assessment conferences held in preparation for program review. The foundations for the plans that are included in Program Review are laid at these assessment conferences and grounded in the dialogue that is a direct result of assessment.

In the spirit of continuous improvement, the new process was assessed for effectiveness. Faculty shared what worked well and identified areas of concern following the Fall 2021 eLumen assessment implementation. Of primary concern was the restrictive nature of how eLumen grants access to assessment data and reports. Only associate deans and faculty teaching a course to be assessed that semester can view assessment data and reports for these courses. All other faculty, evaluators, and interested parties are denied access. The Assessment Committee was concerned about the lack of transparency this created and we decided a system outside of eLumen is necessary to house assessment reports and the dialogue captured during assessment conferences. In collaboration with associate deans, a page is under construction accessible from CR's Assessment webpage, called Assessment Report and Dialogue, where all documents related to assessment and assessment dialogue will be housed for each discipline and any interested party will have access to these documents.

Another area of concern was eLumen's limitations with assessment planning. Although the mapping functions are robust with course learning outcomes mapped to program outcomes, the planning tool is not robust. The legacy site developed in-house was very clear as to what courses would be assessment during each semester. This legacy site will no longer be maintained and therefore the assessment planning documentation will also be moved to the new Assessment Reports and Dialogue page and will be accessible to any interested parties.

The Assessment Committee is also collaborating with the Program Review Committee to update the Program Review template to better establish the relationship between assessment dialogue, program review planning, and program plan evaluation. Again, an important goal here is to address the ACCJC recommendation that assessment data and dialogue play a primary role in a continual process of program evaluation and improvement. Updating the assessment portion of the Program Review template will allow CR to provide the documentation necessary to demonstrate we are taking their recommendation seriously and, more importantly, building a process at CR that does have assessment data and dialogue at the heart of effective and continual program improvement. We believe these changes will make the assessment process more meaningful for faculty by integrating program planning and assessment into the program review process.

The Assessment Committee will continue this process of transitioning from the legacy model of assessment to the Program Review integrated model for assessment. Because this transition involved the inclusion of eLumen, we needed time to evaluate what role eLumen would play in the Program Review integrated model for assessment. After identifying eLumen's strengths and weaknesses, our work moving forward will focus on continuing to build the structure necessary for a transparent process that hopefully will become an established process for continual program improvement. This will require updating some processes and tutorials in the Assessment Handbook and linking these tutorials to the Keep Teaching Canvas site for ease of access. Professional develop will also be an important necessity to better educate faculty and staff of the important role assessment must play in the Program Review model of continual improvement and to teach them the tools this process involves.

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BUDGET IMPLICATIONS

None.

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