

Subject: Assessment Update Spring 2020

Date: Friday, January 24, 2020 at 15:32:36 Pacific Standard Time

From: Mancus, Philip

To: All

Colleagues,

This email contains important information about outcome assessment.

New to Assessment?

If this is your first time doing assessment or simply your first time at CR, please visit the [Assessment home page](#) for resources to help you. Your division administrators will be contacting you regarding your semester assessment duties (if any). In the meantime, a quick overview of the basics of assessment include the following:

1. All courses have outcomes, listed in the [Course Outline of Record](#). Service area and program outcomes can be found on the [Learning Outcomes](#) page.
2. An outcome is what a student is able to do after being transformed by taking a class or engaging with the service you provide.
3. Assessment means giving the student an opportunity to demonstrate this ability, such as on an essay question, in a portfolio or presentation, or in the demonstration of a skill or knowledge of a procedure.
4. Students are scored on whether they failed to meet, met, or exceeded the outcome. A scoring rubric is often helpful in this regard.
5. All outcomes for a course or service area must be assessed within the four-year cycle. (Since we are approaching the end of that cycle, much of outcome assessment has already been completed, but it doesn't hurt to check.)
6. If an outcome is slated to be assessed this semester, then section instructors are directly responsible for in-class assessment. (Associate faculty receive a stipend for conducting in-class assessment and reporting the results to the institution by communicating with full-time faculty and/or to division administrators.) Service area assessment is managed by your directors, who will initiate the process.

The Assessment Cycle

We are in the last semester of the four-year assessment cycle. The point of this cycle is to ensure that all outcomes get assessed within this block of time so as to provide clear evidence that we are systematically conducting outcome assessment. To ensure that all outcomes have been assessed by the end of the cycle, please review your discipline or area assessment plans at [Plans and Maps](#) on the Assessment homepage.

NOTE: If you recently changed Course Learning Outcomes for a class/area and are unable to complete assessment of all of those outcomes by the end of the cycle, please ensure that you assess a portion now and then complete all of them early in the next assessment cycle.

Semester Assessment: Beginning of the Term

Your associate deans and area managers will be contacting you regarding any assessment you are responsible for. This may include program outcome assessment in addition to courses and direct services.

Once you've identified the learning outcomes scheduled for assessment, review any [prior reports](#) on those outcomes, looking for any "open loops" – i.e., plans that were initiated as a result of the last time an outcome was assessed. What is the status of those plans, if any? This is where your area colleagues, associate deans, and managers can help. The [Assessment Process homepage](#) also has tools to help you.

NOTE: We've had some feedback that past reports are inaccessible or simply don't show up at all on the reports page. The most likely cause is that the outcomes were changed. If you have a situation like this, please contact Paul Chown, who can likely retrieve the report in question.

Please reach out to others in the same service area or teaching the same course. Will you assess all sections in the same way or will each instructor have a specific approach? What method will be used to assess student development or administrative service outcomes in your service area? These are some of the things to figure out ahead of time.

During the Term

At the appropriate juncture, give an assessment activity to students and document the results. It is also important to archive your student artifacts (the actual activity given to them). For more details, check out the assessment [resources page](#).

Approaching the End of the Term

Meet with your discipline/area colleagues and your associate deans/managers to discuss the results of outcome assessment. Document your discussion using the assessment [reporting template](#) (select "Submit and Edit Reports"). In your documentation of assessment dialogue, include any reflections and plans for improvement. At this point you may wish to close any "open loops" by reporting on how action led to improved student outcomes.

Deadline for Filing the Report

At least one report for each course or area being assessed this term must be completed by June 30. Online sections of courses should be reported separately. Go to [Submit and Edit Reports](#). I will send out a reminder toward semester's end with more detail on completing the report.

Accreditation

Whatever your opinion about assessment, it's clear that the Accrediting Commission for Community and Junior Colleges (ACCJC) takes it seriously and expects us to show that we have integrated the process across the institution. In its last report to us, the commission recommended that we "enhance the depth and availability of overall documentation of dialog about student learning and institutional planning, and that the college demonstrates implementation of improvement plans across courses, programs, and service learning outcomes" It is vital that we continue developing a track record that shows our engagement in meaningful assessment dialogue and assessment-driven planning.

eLumen?

You may have heard that some of your colleagues are currently participating in a pilot of the eLumen assessment reporting system. eLumen is now the official repository and workspace for curriculum, so many of you are already familiar with it. We are currently in the beginning phase of testing the eLumen assessment module, with a *tentative* full implementation this Fall 2020. Thanks to our current group of volunteers, including Pete Blakemore, Jerry Goodrow, Cindy Hooper, Bernadette Johnson, Erik Kramer, Diqui LaPenta, Justine Shaw, Shannon Sullivan, and Danny Walker. *If you are interested in volunteering, please contact VP Hill right away.*

If you are not part of the volunteer group, please continue to use the existing "in-house" reporting tool for all assessment this semester.

Feel free to contact me, your Assessment Coordinator (philip-mancus@redwoods.edu), or your administrators with further questions.

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“In a word, we wind up with the paradoxical conclusion that the fundamental datum of psychology is the original complexity that psychologists had set themselves to analyze into elements or fundamental units.” (A. Maslow)