UC Discipline Assessment and Program Review Summary, Analysis, and Recommendations

3 April 2023

I. Introduction

Discipline Coordinators compiled Discipline Assessment Reports for the 2021-22 academic year. Using these reports and previous assessment plans and matrices, each Division Chair held a meeting with the Discipline Coordinators to analyze assessment materials and data, discuss previously planned improvements, and forward recommendations to the general faculty meeting on 18 April 2023. The Division Chairs then met on 5 April 2023 to review the analysis and recommendations and summarize the findings in this report.

|  |  |  |
| --- | --- | --- |
| Division  | Division Chair  | Academic Programs |
| Humanities  | Frank Klose | History, Modern Languages, Philosophy, Theology and Religious Studies  |
| Natural Science | Xiuni Wu | Biology, Chemistry, Education  |
| Social Science  | Dennis Perkinson | Business, Math, Political Science, Psychology, Sociology |
| Visual Arts and Letters | Brittney Nix-Crawford | New Media Communication, English, Theater, Writing and Reading, Studio Art and Design |

II. Analysis and Discussion

* Disciplines at different levels of planning, implementation, and action for assessment
	+ Several disciplines considering how to assess multiple majors to get better data, including separating learning outcomes for each major.
	+ Challenge of doing discipline assessment, especially having critical discussions and analysis, when a department of one.
	+ Concerns about assessment and best practices for disciplines with low enrollments and years without any graduating students and therefore no capstone - harder to see what needs to be done, less data to make decisions
	+ For disciplines that have courses with high proportion of students who are non-majors, how to separate discipline assessment from Core Curriculum assessment without simply repeating the same information
	+ How to relate Discipline and Core Curriculum assessments– determine areas of differentiation and commonality (should the focus of the two assessments be different? Supportive?)
	+ Desire to work with other disciplines for shared goals – how to communicate evidence and plans for addressing these interdisciplinary learning outcomes and critical transferable skills for post-graduation. Where are these skills and knowledge being introduced, practiced, and mastered? How to connect assessment across the college?
	+ As we adjust our courses and think about how to improve them, how to make these observations as the course level connects with discipline assessment? How can we capture these important changes based on assessment?
* Challenges of doing additional assessment work as a discipline coordinator
	+ Recognize the need but difficult to find time to review, reflect, and revise assessment plans.
* Important have assessment work recognized by the College
	+ Critical to have discussions, feedback, and follow-up, with clear understanding of where plans go and what happens to them
* External program review was critical in the growth and assessment plans for disciplines that went through this process or have this embedded in their current structure – should be a priority for all disciplines moving forward
* Problems with systems and processes – making assessment clearer and simpler
	+ How to use the DAR more effectively so that it can better document the changes and make it clearer?
	+ Need for a faculty presence throughout the assessment structure and process
* Role of adjuncts – questions on how to train and encourage good assessment practices and involve adjuncts in discipline assessment that is also fair and equitable.
* Important potential role of the Curriculum committee – source of critical data from faculty that is included in materials for proposing new courses, creating new minors, revising learning outcomes, and interdisciplinary connections; important data that needs to be included and captured.
* Helpful to have some sort of peer-review and sharing of data-driven decisions – see how other disciplines are doing this and celebrate our successes (form of an assessment date or party)

III. Recommendations

* Develop plan and set aside resources for discipline external reviews
* Improve Program Review/Discipline assessment structure and process
	+ Create an assessment calendar with regular meetings
		- Regular review of learning outcomes for Core Curriculum and Disciplines (suggested 2-year)
	+ Create an electronic records system for the reports and action plans.
	+ Formalize assessment responsibilities and expectations for Division Chairs, Discipline Coordinators, Full-time and Part-time faculty
	+ Set a 2-year term for Division Chairs to provide continuity for assessment plans and tracking planned improvements and recommendations.
	+ Start discussion about realigning Divisions to help with
	+ Pay Discipline Coordinators an additional stipend for the additional assessment work above faculty salary
	+ Request improved feedback from administration.
	+ Keep track of year-to-year recommendations and requests based on assessment.
	+ More discussions about assessment at multiple levels, especially at Divisional meetings and General Faculty meetings as places to talk about teaching and learning
	+ Training on assessment (see also professional development on assessment) and streamline the process so that it is easier and clearer for faculty to know what to do, when to do it, and what happens next
	+ Review and potentially revise the Discipline Assessment form to make it shorter and/or easier to use, or perhaps unique to the disciplines so that can be more useful for the discipline to focus on student learning and teaching improvements
		- Rethink how discipline assessment works for program with one full-time member and/or small number of majors
	+ Develop template for assignment level assessment, especially useful for adjuncts.
	+ Involve the Curriculum Committee at different levels of assessment – reviewing assessment, discipline learning goals, working with the faculty about assessment plans, etc.
* Prioritize professional development for assessment.
	+ Request budget for Center for Teaching and Learning
	+ Build in professional development with assessment, and outline how PDP plans and major reviews connect with assessment and professional development of teaching, especially around evidence-based teaching and learning.