

**Use of Assessment Results to Make Improvements**

**Improvements Extracted from a Sample of UCC Assessment Reports**

2020, 2021, 2022, 2023

**UCC FOUNDATIONS COURSES**

After reviewing the results, the goal should be to increase the percentage of students who achieve full or partial credit to meet or exceed the expected performance level. We will implement active learning strategies, such as problem-solving sessions, case studies, and interactive simulations, to actively engage students in understanding the topic. Additionally, we will also concentrate on enhancing practical applications and incorporating real-world examples to make the concepts more accessible.

We will continue to collect data from the course every time it is offered. We are going to have a departmental discussion, to make necessary revisions or updates to the course.

In this assessment iteration, we have combined all 60 sections into one Canvas page and thanks to Tamper Monkey, we were able to easily access the standardized grading rubric across assignments, streamlining the process of data collection and reducing human error.

Results are shared with the faculty in the pre-semester meeting held in August the Friday before courses resume.

We will work toward continuing to better align the course objectives and student learning outcomes to present a more unified approach to the UCC cognitive skills covered within the course experience and work toward identifying assessment methods that continue to serve the objectives of the course while aligning with the UCC cognitive skills rubric template.

Think of ways to incorporate gamification early in the class and/or bonus incentives for attendance in the first few weeks as this seems to be the largest drop-off points.

Normalize and encourage a culture of continued contact even with students that we might not have seen in a while. Normalize and encourage instructors to show possibilities of recovering after a missed assignment in the class.

Results from assessments that have been previously utilized were compared to results from pre-COVID as classes returned to in-person during Fall 2021. Returning to the in-person assessments allows for better controllability with the assessment process and recording of results. We continue to note significant improvement in each of the five assessments from pre to post. Starting with this reporting cycle, we are starting to look at the next level of data so in the future we can hopefully compare the actual changes, rather than just focusing only on achieving significant improvement.

We recommend incorporating more contextual problems into homework, quizzes, and exams throughout the course to provide students with more practice applying concepts. Structured labs or group activities focused on solving contextual problems could also be beneficial.

In an attempt to validate the assessment process implemented during the AY21-22, the assessment process was kept relatively the same throughout AY22-23. The additional steps that were taken this past
Use of Assessment Results to Make Improvements

Improvements Extracted from a Sample of UCC Assessment Reports

2020, 2021, 2022, 2023

Year involved Graduate Assistants who teach in the Program creating video tutorials for each assessment. These videos were created so that the online and on-campus students complete the same assessments.

Ensure communication about the late policies and late assignments are clear, consistent, and frequent.

To promote the development of these cognitive skills, it is suggested that instructors continue to find ways to prioritize student voice.

The key will be the development of a rubric that identifies the specific subskills associated with the more general skill. This will not only help instructors in the assessment process, but it will also help students think about what it involved in the analysis of children’s mathematical reasoning.

Review course policies to see if all of the speech deductions are appropriate and learner centered and not overly punitive.

After looking at the results, we are going to consider updates to the grading rubric for future semesters.

Frequent contact and follow-up with students are imperative. Instructors should reach out after a pattern of absences has developed.

Employ the newly developed early alert reporting system. Continue to pursue communication with the student with supportive messages about possibilities for success and/or help each week.

Highlight the resources from the Office of the Vice President for Academic Affairs and make sure that each instructor is employing specific strategies each week. We can choose a select few of the tips and scale them out for all students.

It is expected that assessment of student learning outcomes will be an ongoing part of this course, and we will continue to evaluate course content, emphasis, and delivery relative to achievement of course objectives. The scope of the assessment will remain the same during the next cycle by including sample data from various sections of this course.

The success rate exceeded the established benchmark (80%) for all skills assessed. However, student learning can be improved on skills where the success rate was close to the established benchmark.

Explain what resources are available and how crucial the first six weeks of the semester are for student retention at the university and in our courses.

My new assessment still focuses on historical methodologies, but it allows students to draw more explicitly on our course materials rather than generate something new. I believe that I will use this new form of assessment more consistently moving forward. Although I am not considering making changes to this specific assessment, I have been making changes to the entire class so students are more prepared to complete this assignment.
Use of Assessment Results to Make Improvements

Improvements Extracted from a Sample of UCC Assessment Reports

2020, 2021, 2022, 2023

It is worth noting that this course is still taught in a large lecture traditional format, and it may be worth considering a more student-centered format.

Results are disseminated to relevant faculty (in the form of departmental semi-annual assessment reports) and are used to reflect on teaching practices in the next semester. Instructors are asked to reflect on ways to improve student performance in problems related to cognitive skill 2, and also to reflect upon the extent to which the distribution of student skill levels matches well with the final course grades given.

This course went through a major revision in the 2022-2023 school year and each semester will provide us with more data to evaluate as we continue to strive to meet the transformations. I look forward to tracking trends in the in-person and online sections and trends across the modalities.

Since we have common questions for each of the three chapters, we plan to rotate which chapter is assessed each year.

We are suggesting that additional SLOs should be included in the primary syllabus to better assess the skills students are learning in the course.

The assessment report will be made available in the Department Assessment OneDrive folder that is available to all department faculty.

I realized that I could be more explicit in explaining what methods I'm using in all of my lectures. Doing so allows my students to more effectively understand the difference between methods vs narratives, and it also facilitates the identification of the most relevant material. If students can identify the most relevant material more quickly, my hope is that they will improve on the other aspects of the rubric - contextual analysis and comparative and evaluative analysis.

For future semesters, I would like to map an assessment activity (probably a challenge) to the cognitive skill develop strategies for reflecting on experience.