Use of Assessment Results to Make Improvements
Qualitative Data From UCC Assessment Reports: 2020, 2021, 2022

UCC FOUNDATIONS COURSES

This assessment of student learning outcomes has been conducted using test-embedded data collected in a sample of four sections, comprising 804 students.

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.

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.

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

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.
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In selecting the assessment method / instrument, the following circumstances were considered: this is a foundation course; lower-level transformations are being assessed. The course-embedded assessment instrument comprised at least one full final letter grade, and the success rate was defined by the percentage of students who passed each metric.

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.

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.

A commitment to the cognitive, content-based and transferable skills embedded in the University Core Curriculum is certainly shown in the course syllabi and methods of assessment presented. This course inquires into complex patterns of human behavior in society, including issues of diversity and globalization over time in different cultures. The discipline is driven by the qualitative analysis of written documentation and by the presentation of narratives that make the most sense of primary source evidence. These are vital skills in today’s society. The syllabi and methods of assessment also indicate that faculty find content themes and issues to explore that will make students well-rounded global citizens.

Based on the data collected, students are generally successful in achieving the outcomes. This was the case in previous years, and students seem to continue to have success with this.

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.

The results in this report are from the tail-end of COVID-19, and therefore no definitive conclusions nor drastic changes should be inferred from this document. In the future, it may be that we look for other ways of assessing student learning outcomes. 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 in the table above matches well with the final course grades given.

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.
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While online sections use the common questions, it is difficult to obtain the student work to assess using the common rubric. Plans for how to easily include online section results need to be made for future assessments.

The knowledge-based assessment and the self-assessment questions remained the same from the previous academic year. The knowledge-based assessment was updated during AY 2020-21 to align with the new textbook, making AY 2021-22 the first time the knowledge-based assessment results would have the additional influence of class lectures rather than independent learning (COVID). Returning to in-person learning, the average score increase from pre to post increased by two points from AY 2020-21 to AY 2021-22.