

## **Assessment Coordinator Process for Addressing Curriculum Committee Resolution on Assessment Compliance**

### **How does the process begin?**

When a department approaches the Curriculum Committee chairs about developing new curriculum, the chairs will work with the assessment coordinators to check on assessment for that department.

The need for new curriculum should be addressed in the most recent Comprehensive or Annual Program Review. If the department meets this requirement, the curriculum chairs check in with the assessment coordinators, regarding the most recent assessment rating in CPR, and any follow-up that has occurred.

- **Exemplary Rating** – development of new curriculum moves forward
- **Satisfactory Rating** – further scrutiny required
  - assessment coordinators check to see if the department meets the three key features of the process for addressing the Curriculum Committee Resolution
  - if the department meets the key features, development of new curriculum moves forward
  - if department does NOT meet the key features, the process begins
- **Developing Rating** – the process begins

The Curriculum Committee chairs will inform the department of their status. If necessary, the assessment coordinators will contact the department and begin the process.

### **Three key features of the process**

1. Department must demonstrate that they are following department level Best Practices in Assessment
2. Department must demonstrate that they are ready to successfully move forward with assessment on their own
3. When assessment coordinators are satisfied the above conditions have been met, and are willing to vouch for the department, they will notify the Curriculum Committee chairs that the department is ready to present their case to the committee

Ultimately, the Curriculum Committee decides if the department may establish new curriculum, in accordance with the resolution.

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### **Details**

1. Department must demonstrate that they are following department level Best Practices in Assessment
  - a. develop a thorough assessment plan, in the common template, which includes all the critical elements
    - i. thorough course and program level assessment
    - ii. ILO assessment
    - iii. disaggregation of data
  - b. develop a departmental organizational structure to accomplish the plan
    - i. all faculty trained in Level 1 and Best Practices
    - ii. additional training as needed (Level 2, ILO, etc.)
    - iii. establish leads for courses or groups of courses
    - iv. whole department and smaller faculty group meetings scheduled to support the plan
2. Department must demonstrate that they are ready to successfully move forward with assessment on their own
  - a. department chairs meet with assessment coordinators to clarify process and necessary steps [first meeting]
  - b. department meets to watch Level 1 and Best Practices training, contact assessment coordinators with questions [second meeting to address faculty questions and establish timeline]
  - c. department leads (chair and any chosen leads) complete additional training
    - i. Searching Meta
    - ii. Level 2 and above
    - iii. ILO Resources Canvas shell
    - iv. assessment coordinators address questions as needed [third meeting]
  - d. complete some assessment work, following training guidelines
  - e. spot checking by assessment coordinators and/or LAC representative must indicate department assessments are done properly (following basic guidelines and including at least some best practices) [fourth meeting includes feedback and may establish need for additional rounds of assessment work, spot checking, and feedback meetings]
  - f. amount of work needed will be determined on a case-by-case basis, based on a number of factors including:
    - i. where the department started, including most recent CPR assessment rating
    - ii. recency of completed assessments
    - iii. soundness of the structure developed
    - iv. how many SLOs they have
    - v. whether the department is intending to add programs (in this case, must have published assessments of at least some existing programs)
    - vi. process may take up to two years, depending on department progress
3. When assessment coordinators are satisfied the above conditions have been met, and are willing to vouch for the department, they will notify the Curriculum Committee chairs that the department is ready to present their case to the committee