Use of Assessment Results to Make Improvements

Improvements Extracted from a Sample of UCC Assessment Reports

2020, 2021, 2022, 2023, 2024, 2025

UCC TIER 2 COURSES

Based on the assessment results, the following improvements will be implemented to enhance student learning and Tier 2 cognitive skill development:

- Integrate structured prompts into project assignments that explicitly ask students to evaluate implications of their findings.
- Include mini-case studies on decision-making to strengthen students' application of principles to real-world challenges.
- Introduce brief workshops or guidelines on effective collaboration.

The good news is that the previous two years' reports identified contextual awareness as an area for growth, and this year's results show solid improvement in that domain. To better support online learners, we plan to develop additional resources and scaffolds designed to mirror the interaction and feedback opportunities of the live sections. This will be a shared topic of discussion among instructors during the spring semester. Potential adjustments include providing (a) more explicit examples with instructor commentary, (b) guided reflection prompts embedded directly within assignments, and (c) visual or graphic organizers to structure synthesis. We are also considering a precursor assignment in which students work in small groups, each contributing one perspective and then collaboratively crafting a unified statement. This could be implemented asynchronously to ensure accessibility while still promoting peer interaction and synthesis. Together, these strategies aim to help online students achieve outcomes comparable to their in-person peers.

To share this information with other faculty, the content specialist will share this report's findings, and then, before the spring semester 2026, she will meet with any instructors teaching the course to review different strategies to ensure students are developing in these three cognitive skills.

The professor will closely monitor student performance relative to the assessed artifacts. Given the professor's extensive online teaching experience and student learning outcomes assessment, students' performance is expected to continue at high levels.

This is the first year I have taught this course, and I revised the content to better reflect recent research in the discipline. I retained the assessment activities but I implemented more rigorous expectations for the students' responses. I replaced the activity for the third skill because it overlapped with the assessment activities of the other two skills. The research paper I used for the third skill requires higher levels of thought and industry. These results have been shared with other members of the faculty.

The essay prompts advised students not to simply summarize the texts at hand and students were given a model essay for reference, but some students defaulted to summary anyway. In the future, I will take more time to stress instructions and review models in class. I will reevaluate the timing of due dates and weighting of assignments to ensure higher completion rates for those assignments. Rather than three shorter essays, I will ask for one longer essay. Part of a class period was devoted to integrating and citing source material, which seemed to help many of the students. I plan to repeat this in the future and devote more class time to discussing the integration of evidence. The results of this year's assessment were discussed with the other faculty.

Use of Assessment Results to Make Improvements

Improvements Extracted from a Sample of UCC Assessment Reports

2020, 2021, 2022, 2023, 2024, 2025

The general result of the assessment shows that the student success is significantly higher than expected. Tier 2 which includes technical training reveals that the classes are slightly more challenging for the students. In comparison to the previous report (2022-2023), the results are very similar.

Based on the comments by the faculty members, there is an increasing concern about the success of students in their classes. The instructors listen more to the students and are willing to adjust assignments and offer extended office hours (face-to-face and online).

Use results from assignments to identify strengths and areas for improvement, but there are many variables in play including subjectivity, experience, and qualification in evaluation by certain instructors.

I hope to have the opportunity to revise assessments and develop new assignments that better algin with each student learning outcome.

These results will be shared with current instructors within the department, with a particular focus on the SLOs in which students were more likely to be evaluated at a below-competency level of learning. In addition, we will continue to build on one of the key strengths of the course, ensuring that we highlight all of the skills that we are building across the semester to students.

Instructors will continue to consider ways to promote student engagement and attendance throughout the semester (by including active learning opportunities, highlighting applications to real-world examples, etc.). In addition, we will consider opportunities to scaffold more major and lengthier assignments across several smaller submissions. Incorporating these strategies may help larger-stakes assignments appear more doable to students and facilitate higher numbers of submissions (and fully completed submissions), as students build upon their work across time. Finally, we will continue to explore effective strategies for promoting the responsible and ethical use of AI, which will help students achieve the learning objectives associated with each assignment.

Data indicate that students are most proficient at tackling complex information and projects collaboratively over extended periods of time. Project scaffolding might be adjusted to have students work in small groups assigned to a particular method so they can share resources and some common knowledge for more advanced peer review feedback. This will also allow strong representation of multiple perspectives for each weekly discussion.

I plan to use this again as I think it went well and accomplished the learning outcome goal.

When I next teach this course, I will further break down the goals into micro "low stakes" assignments that will be due between the proposal and the final project. Examples include having them hand in a research bibliography of sources they have identified, exercises that will require them to analyze primary and secondary sources, and one where they develop their main thesis argument, based on the research they completed.

Results will be disseminated to the Curriculum Committee, where they will be collected and submitted on behalf of the Department.

The Department has aligned all course SLOs with UCC Cognitive Skills, and collects SLOs at the departmental level every Spring semester. The departmental SLOs Committee reviews results to ensure that all sections of our courses are sufficiently meeting the learning outcomes.

Use of Assessment Results to Make Improvements

Improvements Extracted from a Sample of UCC Assessment Reports

2020, 2021, 2022, 2023, 2024, 2025

The greatest concern presented by these results is that students are having difficulty making larger connections from the material presented. Critical thought appears to be a short-coming that needs to be addressed through greater prompting on assignments and exams.

Student outcomes were positive and did not indicate a need for further adjustments to the assignment, instructional methods, or course content. We plan to continue our standard process of providing training to new instructors who teach this course, including how to use the grading rubric. We have already fine-tuned the instructions, and those are used consistently across all sections of this course. In addition, we will continue to send email reminders to instructors regarding the use of the grading rubric, which enables us to assess student learning outcomes efficiently.

In the future, we plan to more closely examine students who received scores of 1 and 2 to see if we can detect patterns in the data. Results are shared with faculty during a regular faculty meeting, where we can engage in open discussion about the course.

In the future, I plan to provide Zoom office hours in addition to in-person ones so that students who are struggling with a project can get support right away.

Although I do not have any significant changes planned for the course content or instructional methods, I continue to revise my approach to evaluating students' writing. Over time, I have honed in on the particular writing skills that I want to impart.

The results of this analysis were shared with faculty teaching this course. Student performance for all criteria will be reviewed and discussed for continuous improvement.

The professor who teaches this course will closely monitor student performance relative to the artifacts assessed. Given the extensive online teaching experience and student learning outcomes assessment, students' performance is expected to continue at high levels.

Data obtained from the course assessment will be used as part of the continuous improvement process within the department. Those objectives with a higher rate of receiving a competent level of achievement will be the focus of future instructional improvements.

Overall, assessment modes (which included written assignments and Canvas-administered tests) seemed to work well. The quantity of writing assignments was difficult to manage for an enrollment of 45, so paring those back or converting one into a group presentation assignment might help.

In the Fall 2023 semester I continued to implement in-class writing discussion activities in the in-person section of the class which had a continued positive impact on class engagement.

I will forward this report to the Dept. Chair and to the other instructor(s) who teach this course. I will continue to review the course content and essay questions in the quizzes, exams, and the writing assignment instructions, in conjunction with the UCC cognitive skills K to J / SLO's identified with each, to make sure the content and assessments in this course are in fact challenging/measuring the UCC cognitive skills K to J.

Use of Assessment Results to Make Improvements

Improvements Extracted from a Sample of UCC Assessment Reports

2020, 2021, 2022, 2023, 2024, 2025

One goal for future semesters includes reviewing and possibly revising course learning objectives based on the 2023 APA Guidelines for Undergraduate Education.

These results are shared with the department through the inter-departmental assessment conducted every year. This course compliments the department's course offerings in that it offers non-traditional and more contemporary approaches to students' intellectual and analytical development. Each year this course is evaluated by the instructor in partnership with their departmental faculty mentor for enhanced course delivery and desired student outcomes in future courses.

Given that course attendance is a strong predictor of performance (both in regard to SLOs and student transformations), instructors will need to continue to incentivize course attendance and project element completion. Moving from one large project to four smaller projects appears to help keep students engaged, increase practice, and reduce the weighting of a particular course element.

We plan to continue our standard process of providing training to new instructors who teach this course, including how to use the grading rubric. We have already fine-tuned the instructions and those are used consistently across all sections of the course. In addition, we will continue to send email reminders to instructors regarding the use of the grading rubric, which enables us to assess student learning outcomes efficiently.

The other instructor of this course and myself discuss how we approach the assessment assignment and how we can adapt the criteria to encompass more of the cognitive skills. Specifically, I have adapted the dates the presentations take place to better assess retention and application of content for each unit, rather than wait until the end of the semester.

The primary syllabus was recently revised, and the new version of the syllabus was approved by the UCC Committee in Spring 2022. The syllabus includes new goals that more clearly articulate the course's relation to UCC cognitive skills, however, the assessment methods centering on the two assignments will remain the same. These results of this year's assessment were discussed with the other faculty in our unit.

The biggest obstacle we faced in this class was being in the middle of the pandemic. Live events were difficult to access, and I broadened the scope of what is and isn't a live event so students could attend and critique them. Teaching this class in an online environment was a challenge and did not give me the ability to have students work in group settings.
Future offerings will take this into account and the syllabus will be modified so group projects via online have a better chance to be effective and successful.

I have been making adjustments to my instructional methods over several semesters and I am comfortable with the assessment measures used, however, assessment is always ongoing, and adjustments are made accordingly. I am always looking for different ways to engage students in gaining personal and community knowledge of issues in diverse populations and cultures.

I will provide more detailed guidelines for assignments and offer students the opportunities to correct mistakes on assignments that they did not appear to understand.

The faculty have been considering the use of portfolio-based assessment and will continue to do so.

Use of Assessment Results to Make Improvements

Improvements Extracted from a Sample of UCC Assessment Reports

2020, 2021, 2022, 2023, 2024, 2025

We paused assessment data collection during COVID due to the inability to implement the appropriate assignments as they were designed to be implemented, especially laboratory assignments.
We are reviewing our UCC courses to develop more efficient assessment procedures.

I will work to make instructions on assignments easier to follow and allow students to re-write some assignments to learn from their mistakes.

Results will be disseminated as part of an overall summary presented to all department faculty during a Fall meeting. In addition, the SLO departmental committee will discuss how we can improve our reporting procedures.

In the COVID-19 environment, we have few resources which can accurately assess the differences in student learning between online, on-campus, and hybrid classes. In addition, there is a lack of readily available give-and-take, prompt-and-response strategies in asynchronous delivery of classes.

Related to this, how to assess the consequences of the shift to online instruction, i.e. how to identify how much of the difference between students' accomplished/competent and developing/beginning skill levels may be attributable to decreased class attendance during the shift to online instruction due to the pandemic will have to be addressed.

More elaborate measurement instruments could be used in the future to provide more opportunities for variance across the scoring categories.

Results are shared with faculty during a departmental meeting in which we close the assessment circle and discuss further possible adjustments and initiatives. Changes in pedagogy have been geared toward reaching students beyond the classroom and provide additional learning opportunities.

The Departmental Assessment Committee will share its report with the faculty members in one of the next faculty meetings and discuss future suggestions and adjustments, e.g., success rate for competency levels, SLOs. In spring 2023, the department will schedule a faculty retreat to make further decisions.
Assessment results were shared with faculty via email and in appropriate meetings. Things we have done to improve the course are to replace lab equipment, decrease lab section sizes, and offer an additional morning lab on Fridays so more students can participate. The final project was broken up into five assignments due throughout the semester.

I will forward this report to the Interim Department Chair and to the other instructor(s) who teach this course.
I will review the essay questions in the quizzes, exams, and the writing assignment instructions, in conjunction with the UCC cognitive skills K to J / SLO's identified with each.

Moving forward, the department plans to discuss the creation of common assessments, particularly those that allow for measuring "accomplished" performance, across sections.

We are in the process of assessing how our curriculum aligns with similar programs at other institutions.

These results were shared with the department faculty, and compliments our inter-departmental assessment that we conduct every year. We will continue to monitor progress moving forward, and work toward continuing our students' success in this course.

Use of Assessment Results to Make Improvements

Improvements Extracted from a Sample of UCC Assessment Reports

2020, 2021, 2022, 2023, 2024, 2025

Each year this course is evaluated by the instructor in partnership with their departmental faculty mentor for enhanced course delivery and desired student outcomes in future courses.

The smaller online group work suggests that these undergraduate students require more guidance and exposure to group work in an online setting, as many expressed a lack of confidence to get started early in the semester.

Given that there was a decline in the percentage of students acquiring accomplished or competent levels across the learning outcomes since the previous report, we will continue to monitor progress moving forward to assess whether this was an anomaly or a trend. Regardless, we will continue to work toward increasing the number of students who achieve accomplished and competent levels on each learning objective and develop strategies to avoid similar problems occurring in the future.

Given that course attendance is a strong predictor of performance (both in regard to SLOs and student transformations), instructors will need to emphasize the importance of attendance. This may mean implementing course policies to require and/or incentivize course attendance.
Ensure that students, faculty, and administration clearly understand the structure and course objectives within the Tier 2 context of the UCC.

Results were shared with faculty via email and will be shared in upcoming unit meetings. Expand on the currently reported UCC assessment by including the weekly quizzes.

In the Spring 2022 semester we identified that more attention needs to be given to the development of specific topics and models.
We agreed that our assessment tools could be adjusted to better report alignment with UCC categories. We are discussing new assessment tools to meet this goal, most likely an open-ended question.

Overall, I have identified that my students need more time/learning/review in two topic areas. I need to place more emphasis on these integral topics as well as look for alternate sources of information that may better reach my non-attaining students.
The first and second assignments in the next semester will also evaluate the third cognitive skill ("Describe effective decision-making strategies") required for a Tier 2 course, so that I can have a better idea of where students are and adjust the course content and assessments in the second half of the course.

Give more out-of-class opportunities and occasions to hone students' analytical skills.

Data obtained from the course assessment will be used as part of the continuous improvement process within the department. Those objectives with a higher rate of receiving a developing level of achievement will be the focus of future instructional improvements. This will include a focus on Knowledge to Judgment.

In the future, we plan to more closely examine students who receive lower assessment scores, to see if we can detect patterns in the data.
Results are shared with faculty during a regular faculty meeting, where we can engage in open discussion about the course.

Use of Assessment Results to Make Improvements

Improvements Extracted from a Sample of UCC Assessment Reports

2020, 2021, 2022, 2023, 2024, 2025

These results may inform the structure of the assignment moving forward for some faculty, namely the overall point value distribution assigned to this particular assessment assignment vs. other course assessment measures, to ensure that all students are highly encouraged to submit a final assignment (with a hopeful reduction in the percentage of students scoring zero due to failure to submit the report).

Perhaps the assignment could become a course requirement – in that no student is allowed to pass the course without submitting their service-learning report. Some faculty have it set up this way already; it is nearly impossible to pass the class or obtain a good grade without completing and submitting the assignment.

The results of this analysis were shared with faculty. Student performance for all criterion was reviewed with discussion for continuous improvement. Ideas for improving that criterion performance and other performance indicators were discussed.