

## Curriculum and Assessment ADMINISTRATIVE UNIT REVIEW

<b>Contact (Person responsible for reporting):</b>	Vickery Viles, Director
<b>Participants:</b>	Erika Carman, Instructional Systems Specialist Vickery Viles, Director
<b>Dates of Plan:</b>	2018-19 to 2020-21
<b>Date Review submitted:</b>	12/10/18
<b>Report Submitted to:</b>	Betsy Julian, Vice President for Instruction

### Section 1: Mission Fulfillment

#### **Department Mission:**

The Curriculum and Assessment department promotes student success and community enrichment by supporting the development and improvement of quality educational curricula. The Curriculum and Assessment office assists faculty and staff in developing curriculum and ensuring accuracy of curriculum records at COCC.

**College Mission:** Central Oregon Community College promotes student success and community enrichment by providing quality, accessible, lifelong education opportunities.

**College Vision Statement:** To achieve student success and community enrichment, COCC fosters student completion of academic goals, prepares students for employment, assists regional employers and promotes equitable achievement for the diverse students and communities we serve.

### Section 2: Department Purpose

The department provides support and resources in order to develop quality educational curricula. Duties include:

- Provide resources and documentation for use by faculty, chairs, program directors, deans, and College stakeholders about curriculum and assessment;
- Train and support faculty on curriculum standards (local, state, regional accreditation, and other) as well as learning outcomes assessment methods;
- Provide expertise and staff to members of the following committees: Academic Affairs, Curriculum Committee, and Learning Outcomes and Assessment Committee;
- Produce an accurate annual Catalog which meets student, faculty, and accreditation needs;
- Maintain data systems with accuracy and according to local, state, and accreditation requirements: Banner, CourseLeaf Curriculum Management and Catalog; Webforms (Community College and Workforce Development database for Oregon community colleges approvals), Northwest Commission on Colleges and Universities notification and approval database;

- Monitor state and accreditation approval requirements and maintain COCC curriculum within these systems;
- Monitor and communicate the status of learning outcomes assessment work to stakeholders;
- Participate in instructional administration functions to produce and improve the credit schedule of courses, the online schedule, data associated with schedule offerings, and policy related to catalog and schedule requirements.

The functions of the department are completed by two staff members (one administrative and one classified) who are located in the Metolius building in the center of the Bend campus. Both the department and budget are new within three years. The department currently runs on a combination of a dedicated budget (just over \$200,000 which covers salary, materials and some expenses related to assessment) as well as related College budgets (which cover software licensing fees, faculty curriculum and assessment development, and other assessment expenses.)

### Section 3: Department Strengths

- Improved data stewardship across Banner, Webforms, and NWCCU including the implementation of curriculum management and online catalog software products.
- Staff experience and work ethic.
- Engagement of VPI, faculty as well as other stakeholders
- Instructional culture that values quality and excellence.

### Section 4: Department Challenges

- COCC's recent history of instructional leadership turnover has resulted in curriculum and assessment processes that are undocumented and in need of improvement at the same time that data is increasingly used by internal and external audiences to evaluate COCC's effectiveness, and state and regional agencies are enforcing more oversight.
- Specifically, the College's practices over the last 10-15 years with respect to learning outcome assessment and accreditation reporting have shaped a culture that is characterized by warranted cynicism and fatigue.
- Lack of clarity on roles (e.g., faculty as curriculum leads, and issues associated with section-level decisions).

### Section 5: Department Goals and Outcomes

**Goal 1:** Improve faculty access to curriculum data in order to improve and develop curriculum at COCC.

**Outcome 1:** CourseLeaf software products are fully implemented within three years.

**Goal 2:** Promote a comprehensive cycle of program and degree level instructional assessment of learning outcomes.

**Outcome 2:** All CTE program outcomes, ABS program outcomes and general education courses are scheduled for learning outcome assessment projects on a recurring five-year cycle.

**Outcome 3:** All CTE program, ABS program, and general education course assessment projects are completed, reported, and published according to the schedule.

## Section 6: Procedure, Measurement Tool and Timeline

For **Outcome 1**, the CourseLeaf software products will use our project management tool (Smartsheets) to complete and track the status of implementation. This goal is targeted for completion in spring, 2019 so data will be collected and reviewed in summer, 2019.

For **Outcome 2** and **Outcome 3**, assessment schedules and projects are tracked and published on COCC's intranet. Prior year progress is summarized by Assessment Day (September each year) and the status will be collected and reviewed in summer of each year of this plan (2019, 2020).

## Section 7: Administrative Unit Review Summary and Timeline

<b>Outcome</b>	<b>Activity and Measurement</b> What are you doing to accomplish outcomes? When and how will you assess effectiveness?		<b>Data Report Schedule</b> When will you collect and report data to PAT lead?
	Term/year		Term/year
<b>Outcome 1:</b> CourseLeaf software products are fully implemented within three years.	Fall 2017- Spring 2019	Percent complete on Smartsheets.	Summer, 2019
<b>Outcome 2:</b> All CTE program outcomes, ABS program outcomes and general education courses are scheduled for learning outcome assessment projects on a recurring five-year cycle.	Annually, due to C&A Nov. 1	Tracking graph summarizing project status.	Summer, 2019
<b>Outcome 3:</b> All CTE program, ABS program, and general education course assessment projects are completed, reported, and published according to the schedule.	Annually, due to C&A Nov. 1	Tracking graph summarizing project status.	

Annual Reports due: prior to Fall terms, 2019 and 2020