



**DEPARTMENT NAME**  
**ADMINISTRATIVE UNIT REVIEW: DEPARTMENT PLAN**

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**Department Mission Statement**

The mission of the Assessment and Curriculum Office is to provide faculty and staff timely, quality service in systematically assessing student learning and developing and revising curriculum and academic programming for student success.

**Section 1: Mission Fulfillment**

The Assessment and Curriculum Office is particularly focused on Student Success and supports the College’s ability to fulfill that part of its mission by:

- Ensuring proposals for new or revised courses/programs meet College, state, NWCCU, and federal standards.
- Communicating these standards to faculty through our webpage and providing direct feedback to faculty on how proposals may or may not align with standards.
- Maintaining and updating the College’s annual Catalog, which is a key resource for students, faculty, and advisors.
- Actively participating in college-wide initiatives to improve curriculum, teaching, and learning, at COCC, like MTMs, Credit for Prior Learning, Guided Pathways, and efforts to implement a Teaching and Learning Center at COCC.
- Coordinating, tracking, and supporting instructional assessment of both program-level outcomes for CTE programs and institutional outcomes for courses on the discipline studies list. This includes designing and implementing assessment process and policies, as well as leading the planning for the annual Assessment Day in Fall term.

This office supports the Community Enrichment indirectly by ensuring faculty curriculum proposals, initiatives, and planning reflect the needs and input of external stakeholders (i.e., advisory boards, MTM committees, transfer articulation committees, etc).

**Section 2: Department Purpose**

This department is responsible for two primary functions: curriculum support, development, implementation, and coordination and tracking of instructional assessment. Instructional assessment includes the regular assessment of courses on the discipline studies list in relation to their associated institutional outcomes, as well as the assessment of program-level outcomes for all CTE programs at the College. This department shares governance for both functions with

faculty. The Curriculum Committee (of which the Director and Instructional Systems Specialist is a member but does not vote) reviews and approves curricular decisions – sometimes in conjunction with the Academic Affairs Committee before those are implemented in the Catalog. Similarly, the Director serves on the Learning Outcome Assessment Committee (LOA) but is a non-voting member. LOA is responsible for providing feedback on faculty assessment reports with guidance and support from the Director of Assessment and Curriculum.

This Department is also engaged with the HECC/CCWD and NWCCU in both its assessment and curriculum capacities. Both HECC and NWCCU set curriculum and assessment standards that the College must adhere to and align with; this Department is responsible for monitoring, maintaining, and, when necessary, developing that alignment with these key external agencies.

### **Section 3: Strengths and Accomplishments**

- The design, development, and ongoing implementation of a new assessment ecosystem at COCC that emphasizes streamlined data collection and analysis via Canvas, broader stakeholder integration, and the disaggregation of assessment data to better identify and diagnose equity gaps in the teaching and learning mission of the College.
- Responsiveness to and support for addressing faculty curriculum concerns, questions, plans.
- Understanding the multi-layered, complex curriculum and assessment standards set by both CCWD/HECC and NWCCU.
- Working with faculty and administrators to respond to faculty concerns about Academic Program Review (APR) and convene a working group to propose a revised process and APR report template.
- Simplified and/or clarified several curricular policies and processes, including:
  - Special Curriculum Standards
  - Pre-requisite policy
  - Certificate credit range alignment
- Collaborative and creative problem-solving with faculty, staff, and administrators about curricular issues/concerns, including:
  - Specific articulation agreements with OSU-C
  - Specialty curriculum support, as with sustainability and social justice initiatives
  - Apprenticeship curriculum support, both with skilled trades apprenticeship and the more recent initiative to implement apprenticeship for early childhood education.
  - First round of Common Course Numbering (CCN) implementation

### **Section 4: Department Challenges**

- Both the Director and the Instructional Systems Specialist are new to the Department as of 2022. This department is responsible for maintaining a breadth of knowledge about curriculum standards, review and approval pathways and timelines, best practices for

assessment, as well as technical expertise about platforms like CourseLeaf and Banner. In other words, there's a significant learning curve to this department, though both the Director and Instructional Systems Specialist are satisfied with their progress along this curve.

- MTM implementation is still a challenge because OPUs demand different requirements for articulating the transfer degree. As a result, the MTM degrees in CourseLeaf requires considerable labor to build appropriate pathways, footnotes, and/or versions of the degrees tailored to specific universities in the state.
- Curriculum processes operate according to specific deadlines that are shared on the employee intranet and communicated through semi-regular emails to faculty and staff. However, faculty do not always track those deadlines or understand the length curriculum approval process, which can result in frustration when a curriculum issue cannot be resolved until the next curriculum cycle, which usually means the next academic year.
- The Assessment and Curriculum Office saw a 178% increase in curriculum changes in AY 22-23 over 21-22 – mostly due to statewide curriculum initiatives, like common course numbering (CCN), MTM development and implementation, and the expansion of apprenticeship programs beyond the skilled trades and into areas like early childhood education. All these initiatives will continue for at least the next few years, suggesting that the volume of curriculum work will remain significantly above historical norms.

## Section 5: Department Goals and Outcomes

- Goal 1: revise the Curriculum Standards webpages to be more concise, focused, and accessible.
  - Outcome: faculty and administrators will navigate fewer pages with more concise and focused curriculum standards, which should better support the process of developing curriculum proposals.
- Goal 2: fully implement new discipline studies/CTE program assessment ecosystem.
  - Outcome: in AY 23-24, instructional assessment will be completed in Canvas and only require faculty to submit one report to LOA. This approach will also allow this office to collect and analyze assessment data and the College will be able to share disaggregated assessment data with internal and external stakeholders.
- Goal 3: standardize data incorporated into CourseLeaf, such as content outline and required materials.
  - Outcome: CourseLeaf data will align better with the Catalog's format, which will increase the Catalog's legibility and accessibility for students, advisors, faculty, and staff.

## Section 6: Measurement Tool and Timeline

- Goal 1: We have created a spreadsheet of all curriculum pages and will note when each page has been reviewed and revised as needed. Target completion: Fall 2023
- Goal 2: Each component of the assessment ecosystem can be tracked individually, and the timeline for implementation varies by component:
  - All institutional and CTE program outcomes uploaded into Canvas: August 2023
  - Faculty introduced to and trained in using Canvas for assessment: Assessment Day, 2023 (September 2023)
  - Revising end-of-course student evaluations to better support assessment: target approval of Spring 2024
  - Revising LOA structure and responsibilities: pilot new structure in AY 23-24, target official approval by the end of Spring 2024
  - Institutional assessment data analysis and disaggregation: work with IE on this over the summer, dashboards ready to share by Spring 2024 (based on completed assessment projects)
- Goal 3: We will track data standardization on a spreadsheet and will demonstrate when all fields have been appropriately updated. Target completion: Fall 2023).