Course Assessment Project – Course Coordinator
DETAILED TASK LIST

PHASE I – SYLLABUS DISCUSSION (semester 1)

1. **Access listing of course colleagues/addresses**
   - Create a list of all instructors who teach your course. These colleagues will become your Course Team and will assist you in completing your course assessment project. Barton's global (electronic email on Outlook) address book lists faculty groups by discipline (e.g. history, math, etc.).
   - The list should include faculty from the Great Bend and Ft. Riley campuses as well as Outreach, College Advantage, BartOnline, night and other associate faculty. **NOTE:** Some associate faculty teach only occasionally; regardless, they should be invited to every meeting and communicated with whether they choose to participate or not. Ultimately, they will be charged with administering whatever instrument the participating Course Team creates, so they need to be informed.

2. **Make arrangements for initial meeting**
   - Plan a face-to-face meeting if at all possible.
   - Plan for one or two late afternoon/evening or Saturday meetings to get the project started
   - Choose the meeting time, being mindful of others' scheduling constraints, providing at least three weeks' advance notice, if at all possible
   - Schedule room
   - Invite any support personnel (Associate Dean, department colleagues who may not teach your assigned course, technical help, etc.)
   - Inform Dean of Learning & Instruction, Associate Deans of your division and Community Education of the date and time of the initial meeting
   - Set up agenda
     ~ Keep meetings short, if at all possible, no longer than 1½ hours
     ~ Don't make agenda too ambitious; with discussion, completing tasks almost always takes longer than expected
   - Pull official course syllabus from the T-Drive

3. **Make initial contact**
   - Draft introductory letter
   - Introduce yourself to your Course Team
   - Inform your Course Team of the project's purpose, primary tasks, and general time-line
   - Enclose/Attach pertinent syllabus information (course description, outcomes, and competencies), and meeting agenda
   - Invite Course Team to first meeting, ask for RSVP
   - Inform your colleagues that the project will have several phases and that their participation will support the College's assessment efforts
   - Inform your colleagues of the ongoing nature of the project
   - Ask each instructor to bring his calendar and a copy of the syllabus used in his class
   - One week prior to the meeting, make another contact

4. Facilitate initial meeting
- Welcome and introductions
- Appoint recorder (either permanent, rotating, or volunteer – every meeting should have a recorder who takes and types up minutes)
- Provide copies of pertinent documents (syllabus information, agenda, and State of Kansas Core Competencies, if applicable)
- Work through agenda
- *Facilitate* the meeting, keeping the agenda on track
- Set up dates and times for future meetings

5. Gain consensus on Course Description
- Discuss Course Description's content and wording relative to the course content
- Once consensus has been reached, the Course Description will serve as the Course description for ALL Barton courses with this course title and number
- The Course Description should be relatively brief and should provide a general overview of the course content
- Changes to the Course Description require the Associate Dean's approval; Significant changes to the Course Description necessitate approval by the Learning & Instructional Integrity Committee
- Should the Course Team fail to reach consensus, ask your Associate Dean to negotiate a compromise and/or make a final determination

6. Gain consensus on Course Outcomes
- Discuss the Course Outcomes item by item for accuracy and wording
- Outcomes should be consistently worded
- Once consensus has been reached, the Course Outcomes will serve as the Outcomes for ALL Barton courses with this course title and number
- Course Outcomes are broad educational goals that state what the student is expected to achieve by the end of the course.
- Outcomes must relate to the course description
- As a general rule of thumb, a course should have 3-5 outcomes
- Changes to the Course Outcomes require the Associate Dean's approval; Significant changes to the Course Outcomes necessitate approval by the Learning & Instructional Integrity Committee
- Should the Course Team fail to reach consensus, ask your Associate Dean to negotiate a compromise and/or make a final determination

7. Gain consensus on Course Core Competencies
- Review the competencies from the syllabus-of-record posted on the T-Drive
- Compare the competencies listed on the syllabus-of-record to the Core Competencies created by the State Core Competency Project (if applicable). If not directly stated on the course syllabus, State Competencies should be covered by the Course Core Competencies
- Engage your Course Team in a collegial discussion about what your course is all about. What competencies do you, as instructors of this course, have in common?

Which competencies do you not share? Are there competencies taught by some instructors that are NOT on the syllabus-of-record? What are the reasons behind the differences in teaching philosophies?

- Discuss which competencies reflect the "core" of the course
- Gain consensus on the core competencies
- Revise the Course Core Competencies to reflect the following:
    - ~ Competencies make a statement of what students should know or be able to do in order to demonstrate achievement of an outcome
    - ~ Competencies describe the level of knowledge, skill, or ability at which the performance is deemed acceptable
    - ~ Competencies must be measurable and written in accordance with the concepts of Bloom's taxonomy
    - ~ Competencies should not be as detailed as the daily objectives that an instructor develops for the class
- Should the Course Team fail to reach consensus, ask your Associate Dean to negotiate a compromise and/or make a final determination

8. Communicate Progress with Course Team
- Using your meeting minutes and revised documents, regularly update your Course Team on the changes and progress you've made
- Remember that the process requires time, patience and communication
- Invite all instructors to next scheduled meeting

9. Develop Assessment Instrument
- Engage the Course Team in a discussion about what they want to know about student learning (attainment of core competencies) in their course
- Choose an assessment instrument that most effectively measures what the Course Team wants to learn about student learning
  Choices include--
  ~ pre/post test
  ~ common final
  ~ common questions on exams
  ~ performance (artistic/hands-on demonstration of skills)
  ~ essay or speech
  ~ portfolio (electronic or paper)
- Allow your Course Team to work through this decision-making process, keeping the following guidelines in mind--
  ~ begin with the end in mind (what do you want your students to produce?)
  ~ ensure that the instrument relates directly to the core competencies, for example, if your Course Team chooses an exam, consider tying each test question to a specific competency (or competencies)
  ~ keep the instrument as simple as possible while ensuring that it will   garner meaningful information
  ~ anticipate possible results and the improvements that could be effected to improve student learning based on those results

- Decide whether the Course team wants to gather demographic information about the performance of specific student groups, such as athletes, developmental students, transferring students, majors, students in sequential courses, etc. Gathering such data provides interesting information that may or may not be useful in making improvements to the course. Discourage this step if the Course Team cannot foresee meaningful, useable results. If the Course Team opts to gather demographic information, they should decide how best to gather this information (using Banner and Student identification numbers, a survey attached to the instrument, etc.)

10. Develop Administration Guidelines

- To ensure the integrity of the data yielded by the assessment instrument, it should be administered under as similar conditions as possible in every course section. Thus, the Course Team should
  - ~ Choose the timing for administering the instrument, such as specific dates/class periods, first week of class, the final quarter of class, etc.
  - ~ Decide whether students may use outside resources during the assessment
  - ~ Decide whether instructors or proctors will administer the instrument
  - ~ Decide how long before its administration course instructors will have possession of the instrument
  - ~ Decide how the instrument will be disseminated to course instructors

11. Develop Scoring Guidelines

- Develop a rubric or exam key
- Decide how the instrument will be scored (scan-sheets, instructor-scored, etc.)
- Decide who will score the instrument
  - ~ Scantron machine
  - ~ Groups of instructors
  - ~ Swapping instruments among instructors
  - ~ Instructors score own classes' instruments
- Decide how results will be recorded (spread-sheet, matrix, single score, etc.)
- Work out a process for returning the results to the Course Coordinator. **Note:** ___All___ student instruments will be returned to the Course Coordinator

12. Develop Data Analysis/Reporting Guidelines

- Decide how scores will be analyzed
- Decide who will be involved in the data analysis (course instructors, Office of Institutional Research, etc.)
- Decide how the report will be presented, keeping the following guidelines in mind:
  - ~ Individual instructors should have access to data relating to their students compared to the entire group of course students
  - ~ Except on individual instructors' reports, data should be presented in the aggregate without naming specific instructors/students
  - ~ If the Course Team opted to gather information about specific demographic groups, decide how this information will be presented
- Schedule a meeting for instructors to discuss the results of the pilot

13. Complete Progress Report
- Access and complete the Progress Report Template

14. Communicate progress with all course instructors
- Provide update on progress made.
- Attach/enclose drafts of the Progress Report and other relevant documents
- Ask for feedback on the Progress Report and the proposed instrument, administration, scoring, and reporting plans
- Include a due date for feedback response
- Explain instructors' responsibilities as proposed for future implementation of the instrument
- Invite all instructors to next scheduled meeting

15. Finalize Phase I
- Share feedback with course instructors; gain consensus on any proposed changes to the instrument or administration, scoring, or data-analysis/reporting processes
- Revise Progress Report to reflect consensus of the course instructors
- Re-send any revised documents to course instructors

16. Attend Outcomes Assessment Meeting
- Provide update on project's progress

PHASE II – INSTRUMENT PILOTING/IMPLEMENTATION (semesters 2 & 3)

17. Pilot instrument in selected classes
- Ask Course Team members to volunteer one or two classes to pilot the instrument
- Follow project guidelines for administering, scoring, and data-analysis/ reporting
- Schedule a meeting following the administration of the pilot to complete the SWOT analysis

18. Prepare SWOT Analysis of Pilot
- Remind participating Course Team members of the scheduled meeting
- Ask participating Course Team members to complete a SWOT analysis of the piloted assessment, focusing their analysis on the administration, scoring, and data-analysis/reporting processes
- Discourage significant changes to the instrument itself unless deemed absolutely necessary by the majority of the Course Team participants

19. Make adjustments to improve process
- Involve all faculty in conversations

20. Communicate Progress with all course instructors
- Update course-instructor list as needed
- Share changes made to project components and/or processes as a result of the pilot's SWOT analysis with course instructors and the Outcomes Assessment Committee

- Remind all course instructors of their responsibilities to implement the assessment instrument during the next semester
- Review the rationale of the project and the processes involved

21. Administer instrument in all course sections
- Follow project guidelines for administering and scoring the assessment instrument

22. Share results with Course Instructors
- Follow your course project's guidelines for analyzing the results
- Create data reports following the reporting guidelines
- Schedule a meeting to share results and invite course instructors and any other interested Barton personnel

23. Create Action Plans
- Using data collected over the past two semesters (including the pilot) as the baseline, draw conclusions in any or all of the following areas:
    - ~ Curricular Improvements needed– changes to the content of the course (necessitating revisions to the Course Outcomes and/or Competencies)
    - ~ Instructional Improvements needed– changes in the delivery of content (at the instructor level)
    - ~ Project Improvements needed– changes to the instrument or any of the processes involved in its administration, scoring, data analysis or reporting
- Draft Action Plans (proposals for effecting the changes needed)
    - ~ Drafting Curricular and Project Improvement Action Plans is the responsibility of all course instructors
    - ~ Drafting Instructional Improvement Action Plans is the responsibility of each individual instructor

24. Implement Action Plans
- Effect and document improvements to the curriculum and instruction of course
- Re-administer assessment instrument

PHASE II - MAINTENANCE (semesters 4+)
25. Repeat Steps 20-24