

2020 Spring Class Assessment Reports

Part of assessing is knowing that the students have acquired the knowledge and skills as designated by the course and program. Therefore assessment (the collection and evaluation of data and making improvements if needed) must occur at multiple levels: class, section, and program-level.

- **Class-level Assessment:** Assessment on this level occurs in the individual classroom where faculty clearly measure course outcomes and make changes for the students or the next time they teach that course.
- **Section-level Assessment:** Assessment at the section-level occurs across multiple sections of a single course. The faculty of all of the sections have agreed to use a common assessment tool to collect data of all of the students taking that course.
- **Program-level Assessment:** Assessment of programs requires a high-level of collaboration of faculty across multiple sections and multiple courses. The faculty can agree to use a common assessment tool, such as a rubric, or to collect the assessment data in particular courses within the program.

The intention of the Class Assessment Report is to help the faculty answer the question, "How do I know the required learning has taken place?" This report is for you, as the faculty, to help provide documentation as you continuously work to improve. It should focus on informing your pedagogical processes. You can report on any class-level tool you used to measure the class outcome of your choice: homework, quizzes, prelims and exams, reports and term papers, research projects, case study analysis, or other tools you may have used and would like to report on.

Fall faculty were asked to submit a report for one class that they taught (regardless of how many classes they had), assess one course outcome from their syllabus and submit a Class Report on the results. It was preferred the faculty submit a Class Assessment report on a class they plan to teach again in a future semester.

The following is a summary of the reports submitted for Spring 2020.

If you have questions, concerns, or need assistance regarding the Class Assessment report, contact:

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2020 Spring Class Assessment Report Statistics

Summary for all Areas of Interest Submissions of Class Assessment Reports

Area of Interest	Total # of Faculty	Submitted		Section-level		Did Not Submit	
AH	26	9	35%	0	0%	17	65%
BUS	15	0	0%	0	0%	15	100%
CIS	5	3	60%	0	0%	2	40%
CTM	4	0	0%	0	0%	0	0%
EL	19	4	21%	7	37%	8	42%
HS	19	9	47%	0	0%	10	53%
MAT	18	2	11%	0	0%	16	89%
PBS	22	14	64%	0	0%	8	36%
PS	11	0	0%	0	0%	11	100%
SBES	14	5	36%	0	0%	9	64%
TOTALS	153	46	30%	7	5%	96	63%

AH - Arts & Humanities

BUS - Business & Hospitality

CIS - Computer Information
Systems

EL - English & Languages

HS - Health Services

MAT - Mathematics

PBS - Physical & Biological Sciences

PS - Public Safety

SBES - Social, Behavioral, and Educational Services

Summary for all Areas of Interest Types of Assessment

Type of Assessment	Total # Used	
Capstone Project	2	4%
Discussion	2	4%
Essay	17	33%
Exam	6	12%
Exercise Problems	3	6%
Group Assignment	1	2%
Group Presentation	0	0%
Lab Report	5	10%
Log	0	0%
Observation	3	6%
Portfolio	1	2%
Poster Presentation	0	0%
Presentation	3	6%
Project	3	6%
Quiz	1	2%
Self-Reflection	2	4%
Study Guide	1	2%
Summary	0	0%
Syllabus	2	4%
TOTALS	52	

Summary for all Areas of Interest Types of Changes

Types of Changes	Only selection #	Multiple selection #	Totals	
No changes are needed	18	1	19	32%
Other	4	2	6	10%
Provide additional support	6	11	17	28%
Restructure class activities	1	2	3	5%
Revise the assignment	5	4	9	15%
Utilize technology better	1	4	5	8%
Create a different assignment altogether	0	1	1	2%
TOTALS	35	25	60	