

Faculty Course Assessment Guidelines

Purpose:

Course Assessments provide program directors and instructors information in order to develop and improve program curriculum; as well as course design, student management, and continuity. Admission requirements, course sequencing, curriculum gaps, curriculum redundancies, and pedagogy successes/failures are just some of the areas potentially identified through this practice. Instructors' participation is critical to the success of a Course Assessment program. Logs consist of organized tables so that particular topic areas are readily found when reviewed.

Course Assessments are not required or intended for official review of faculty performance. However, faculty members may choose to include them in their official performance reviews if they wish. Course Assessment Logs are only intended to provide program directors and instructors with important data and recommendations for improving and achieving respective academic goals.

Benefits:

- Provides continuity of instruction and curriculum development
- Provides prompts for assessment of all curriculum and pedagogy aspects
- Provides source of assessment data and development for accountability reporting (UMS, NECHE, Accreditors)
- Provides uniform and organized documentation of UMPI academic development
- Provides tool to integrate student course assessment findings into overall assessments
- Provides colleagues with course assessment guidance

Organization and Access:

Course Assessment folders are accessed and stored within an [APPA google drive](#) folder ([Course Assessments: Records/Continuity](#)), each course having an individual subfolder (ATH 110, ANT 230, etc.). Cross-listed courses have a single folder with the first discipline selected alphabetically; SOC/CRJ is listed as CRJ SOC, etc.

Course Assessment folders consist of a single google document (Course Assessment Log), for each course. Along with the Course Assessment Log, each Course Assessment folder will also store current and previous syllabi; as well as archived course proposal forms.

All academic administrators, faculty members, and instructors have access to Course Assessment folders. Access issues are to be directed to Exec Dir of Academic Development & Compliance, lorne.gibson@maine.edu.

Instructor Procedures:

Instructors complete a course assessment by completing a Course Assessment Log and ensuring their current syllabus has been uploaded for each course they teach.

- Ensure current syllabus is included in appropriate Course Assessment folder. If administration hasn't done so, upload instructor's syllabus adding the year and semester at the beginning of the file name and his or her last name at the end. ie "**17F**, ENG 110 **Johnson**" or "**16SP**, CRJ 230, **Gibson**"
- Open Course Assessment Log, a google document, located in the course's Course Assessment folder. Ensure you have "editing mode" selected in the upper right of your browser. Scroll down to the first open table and fill in the table (three sections) as completely as possible. Subsequent instructors and semesters will utilize subsequent tables.
 - Utilize the prompt questions in the left column to focus or guide your course assessment in each respective columns. Have conversations with Center for Teaching and Learning staff.
 - Note: Tables consist of a green section (program), blue section (instruction), and peach section (assessment).
 - If all tables are full, copy and paste the three sections of prior semester logs and clear for additional course assessments.
- Utilize the Course Assessment Logs, Center for Teaching and Learning, ExecDir of ADC, and colleagues in order to improve overall curriculum development and pedagogy.
- Address any questions you may have about course assessment to the Center for Teaching and Learning, or Exec Dir of Academic Development & Compliance.

Center for Teaching and Learning Resources

- [Peer Observation](#)
- [Ongoing Learning Assessment \(OLA\)](#)
- [Quality Matters Self-Assessment](#)
- [Experiential Learning](#)

Example of Course Assessment Table with 3 main sections:

SEMESTER/SECTION: F55 INSTRUCTOR (S): V Putin ENROLLMENT: 23			
Program Fit and Alignment/Summation			
	Strengths/ Successes	Challenges/Weaknesses	Recommendations/ Notes
Student Preparedness & Effort • Overall observations of student preparedness	Students very prepared for biases and heruistics	For some, COVID and remote learning presented challenges (in the in-person course).Some in	

(pre reqs /admission/ etc.)		quarantine affected in-person numbers	
Course and Program Competencies (basic knowledge and skills) - What critical competencies for this course did students seem most confident or successful with? - Weakest areas of critical competencies/ competencies students struggled to achieve?	Students seemed strong with standards, learning targets, and designing assessments.	Modeling and practicing PLCs in the online environment	
Course or Program Proficiencies (overarching skills/ utilization of competencies) - What proficiencies for this course did students seem most confident or successful with? - Weakest areas of proficiency/ students struggled to achieve?			
Pacing and Rigor of Course - Amount of material to cover in semester - More time/ less time needed - More / less critical outcomes/supplemental outcomes			
Other Observations - Campus climate/ environment - Cultural or diversity issues - Other			

Instruction/Pedagogy			
	Strengths/ Successes	Challenges/Weaknesses	Recommendations/ Notes

Instructional Strategies • Lecture • Small Groups • Flipped model, Blended • Etc.			
Diversity/Inclusion Strategies • Accessibility • Universal Designs • Diversity Supports	(multiple modes of representation)		
Course Supports • Media • Classroom Technology • Guest Speakers • Etc.			
Environment/ Facility • Accessibility • Classroom Furniture • Etc.			

Assessment			
	Strengths/ Successes	Challenges/Weaknesses	Recommendations/ Notes
Formative Assessment • Frequency • Type(s) • How preparation for summative assessments			
Summative Assessments • Frequency • Type(s) • Alignment to outcomes • Describe the extent to which you were able to assess course/program outcomes with assessments in this course			
Grading/Scoring Procedures • Process • Use of rubrics • Communication w/			

Students			
----------	--	--	--