

Assessment Coordinator

The assessment coordinator fosters collaborative **curriculum management** by guiding faculty in aligning measures with learning outcomes, facilitating collective interpretation of results, and documenting decisions. These efforts are synthesized into a comprehensive report that demonstrates a shared commitment to improving student learning and curriculum coherence. By promoting transparency and unity, the coordinator ensures assessment results drive meaningful, sustainable program improvements. The timeline below provides an estimate of the time required to submit a complete assessment report by the deadline.

Note: The title of assessment coordinator may differ by unit and, in some cases, the role may be fulfilled by a committee.

T – 12 Months	T – 12 Months	T – 8 Months	T – 2.5 Months	T – 2 Months	T – 1 Month	DAY 0
<p>REVISIONS</p> <p>Update the assessment plan in the system to reflect faculty decisions from the previous cycle's discussions.</p> <p>Assessment Plan</p> <ul style="list-style-type: none">• Program Learning Outcomes (PLOs)• Curriculum Map• Direct Measures• Description of Data Collection Process• Description of Analysis Process• Achievement Expectations	<p>ACTION REMINDERS</p> <p>Send faculty timely reminders about upcoming curriculum changes or improvement tasks.</p> <p>Track Progress</p> <p>Track progress on all actions from previous cycles, monitoring completion, implementation, and reassessment to evaluate their effectiveness.</p>	<p>COLLECTION REMINDERS</p> <p>Provide faculty with timely reminders about data collection.</p> <p>Who</p> <p>Collect data from individual degree majors only. Group data is indirect, and non-majors do not demonstrate mastery of the curriculum.</p> <p>What</p> <p>Assessment activities and associated rubrics.</p> <p>Where</p> <p>Courses identified for assessment in the curriculum map.</p> <p>How</p> <p>Use a standardized data format that supports later analysis (e.g., pre-formatted spreadsheet). Exclude scores for bonus points or late submissions that do not reflect the Program Learning Outcomes (PLOs).</p>	<p>DATA COLLECTION</p> <p>Gather data from the instructors of courses/activities mentioned in the assessment plan.</p>	<p>DATA ANALYSIS</p> <p>Process the data to make it actionable.</p> <p>Summary Findings</p> <p>Analyze results to determine whether achievement expectations were met and to establish priorities (e.g., Met/Not Met).</p> <p>Disaggregation for Curriculum Improvement</p> <p>Break down data to identify areas for improvement in the curriculum (e.g., by modality, question topics, rubric components).</p> <p>Trend Analysis and Data Visualization</p> <p>Organize and present data in a clear format to support faculty discussion in the next step.</p>	<p>FACILITATE DISCUSSION</p> <p>Engage faculty in reviewing results and curriculum through collaborative formats (e.g., online meetings, surveys).</p> <p>Interpret Results Collectively</p> <p>Prioritize outcomes that were not met or show a declining trend.</p> <p>Develop Learning Improvement Actions Collectively</p> <p>Define specific curriculum changes, identify affected courses, establish faculty consensus, and set timelines for implementation and reassessment.</p>	<p>DEADLINE</p> <p>The Assessment report must include <u>ALL</u> of the following sections:</p> <p>Assessment Plan</p> <ul style="list-style-type: none">• Program Learning Outcomes (PLOs)• Curriculum Map• Direct Measures• Description of Data Collection Process• Description of Analysis Process• Achievement Expectations <p>Actionable Data</p> <ul style="list-style-type: none">• Results for Prioritization• Analysis of the Curriculum <p>Evidence of Continuous Improvement</p> <ul style="list-style-type: none">• Detailed Learning Improvement Action Plans• Evaluation of Previous Action Plans, including Progress Toward Implementation