



Assessment Day Evaluation – March 2017

1. Do you have any suggestions for improvement of the Curriculum & Program Review template or process? Please be as specific as possible.
 - Having all documents electronically available before the meeting would have been very helpful – can edit on the spot. (since we only can access those from desktops)
 - Perhaps tailor/reword the questions to align with the rubric of how we will be assessed. We are doing the work but the questions don't necessarily ask about it. i.e. 4B?
 - Breakout sessions for new faculty, those who have been here a few years and those who know the ropes.
 - I am one who would benefit from a more basic version. Being brand new at LCC, I could use the "dummied up" version.
 - Setting aside a couple of days per year for this process is much appreciated.
 - Yes, and I handed Wendy my feedback at the lunch break (Hiedi)
 - On the template, no. It is straightforward and easy to follow. For the process: The suggestion for a "boot-camp" onboarding session for new (or, recent) hires would be extremely valuable. Not everyone likes flow charts, but a flow chart of the process may be helpful.
 - None that I can think of.
 - (Blank)
 - No – we are lucky enough to have a strict requirement for our program.
 - The template works for me. Our department may need some feedback from our Dean. She is willing to help.
 - I have no suggestions for the process. It would be nice to have more time to work on the C&P Review, track data, and improve courses.
 - It seems important for this (and other processes) to include differentiated education for faculty members with different amounts of background (new instructors, up to those on committee). Some of us need lots of context & background. Others need very little.
 - More orientation in the beginning so we understand the process. (30 mins) A paper to follow, I think a lot of people just used what was written on the ppt/screen.
 - Maybe some breakout sessions.
 - General objections & organization. Unsure of goals & outcomes until after task complete.
 - More specific instruction. (We were told to review outcomes D1-G6 in the instructions, but when we received the rubric, we were told to review the entire C & P document – we didn't get as far as D1-G6 because this C3-P document was so lengthy.
 - I believe that having very specific "sessions" or workshops would be most beneficial. For instance, today I stayed in 101 and worked w/a small group where I could ask questions & get help as

needed. I got a lot done – perhaps this is unique to someone who is a one-person department, but having an “expert” in a room where everyone is working on the same “issue” would be very helpful.

- (Blank)
- No.

2. Do you have any other comments or suggestions?

- N/A The process overall is very useful – it is just very daunting to do all in one day.
- I like the idea of a training for newbies or perhaps the group split up that was mentioned.
- Thank you for providing these sessions.
- The team exercise was very eye opening. Was nice to get a detailed glimpse into another department.
- I think it’s well done, overall. You guys are a valuable asset and have helped me a great deal in doing this work.
- I really appreciated the opportunity to have time as a department (Lang & Lit, objectively the best department) to get this work done. We tested out some Chromebooks, sat in a conference room, had such classrooms informed by that document and this process. Thank you for this gift of time & reflection. (and for the coffee and decent food) I liked the need to reconvene as a larger group because it gave us clear and firm time parameters, although I didn’t get much from the large formless group discussions. Still I’m glad they existed because they did create those parameters. Conversely, I loved the specific task of applying the rubric to someone else’s C&P review, and I really liked being asked to do so not as a colleague (awkward) but as an accreditor (less awkward and a very nice opportunity to understand one of the important audiences for this document).
- None at this time. Thank you
- Helpful information – liked strictly with other faculty from different disciplines. Would be good to have some breakout sessions for faculty at different levels of experience.
- Afternoon time for review & addition of Curriculum Review.
- Different sessions based on skill level.
- No.
- On assessment days have 2-3 different sessions to choose from so faculty can decide where their time will best be spent. Ex: 1. Canvas rubrics & outcomes 2. Introductory explanation 3. Outcome design/best practices.
- (Blank)
- Workshop for new faculty 0830-0900; then have everyone else come. Just a suggestion. As far as assessment day, not bad! :)
- Wendy needs to copy what we need ahead of time and know her audience, does not explain expectations of what she wants us to do – this happens each assessment day – many of us were lost.
- Examples of what accreditation will be asking/looking for from individuals.
- Nope – good job.
- (Blank)
- I appreciated the work time with me department to assess the curriculum & Program Review. We don’t often have time to work as a whole group in an extended format.
- I like how we go through this process in parts over a two-year cycle.