# 2013-2014 Assessment Team Accomplishments

# Year One Core Learning Outcomes Assessment Summary

Prepared by Christina Howard, A-Team Chair with input from Kate Sullivan

In June 2014, the A-Team worked with national experts at the AAC&U Institution on General Education Assessment to develop and finalize an [intentional three-year Core Learning Outcomes (CLO) Assessment Action Plan](mailto:http://www.lanecc.edu/sites/default/files/assessment/plans_aacucloaction_2013.pdf?subject=Three%20Year%20LCC%20CLO%20assessment%20plan). Team members drew upon institutional knowledge of current culture, practices, and leadership to frame assessment goals that are meaningful to our colleagues, and represent best and sustainable practices. The four goals of this assessment plan include:

1. Increase visibility and understanding of the strategic direction: “a liberal education approach to student learning.”
2. Increase visibility and ownership of core learning outcomes.
3. Link general education curriculum to core learning outcomes.
4. Assess student proficiency in core learning outcomes.

# College-Wide Outreach

In the 2013-14 academic year, our college-wide efforts and resources were dedicated toward goals 1 and 2. This emphasis is supported by our research that affirmed faculty can and will meaningfully engage in outcomes-based assessment when institutional practices align with quality teaching and learning within and across disciplines.

As we initiated our outreach efforts throughout the college, the A-Team affirmed a primary tenet, namely that our “CLOs are intentional and reflect what Lane faculty cares most about” (CLO Assessment Action Plan, 2013). Therefore, faculty-to-faculty presentations and dialog were (and remain) essential to our plan. By reaching shared agreements on the value of CLO assessment within programs and disciplines, faculty and leadership can support efforts for cohesive and systematic CLO assessment practices.

Year One activities reflect A-Team facilitated discussion with multiple college stakeholders, including leadership, managers, program coordinators, K-12 liaisons, marketing and publications, counseling and advising, curriculum, and the University of Oregon. Activities included meetings, focus groups, RFP review and monitoring, mentoring, and reporting back. Table 1 includes detailed Year One actions and outcomes as it relates to the first two goals of our three-year plan: visibility and understanding within diffuse groups and across academic disciplines.

## Table 1: CLO Assessment Action Plan Progress and Outcomes – General Outreach

## Goal 1: Increase visibility and understanding of the strategic direction: “a liberal education approach to student learning.”

## Goal 2: Increase visibility and ownership of core learning outcomes

| **Person/Group** | **Activities** | **Actions and Outcomes** |
| --- | --- | --- |
| LCC Board of Education | Student Success Presentation on Assessment Team and value of CLOs | * [15 minute multi-media presentation on the role of the assessment team and CLO value for students](http://prezi.com/zywlximbqnnr/?utm_campaign=share&utm_medium=copy&rc=ex0share) |
| LCC Division Deans | Presentation of CLOs and request for assistance in identifying and supporting lead faculty in annual CLO Assessment RFP efforts. Included the following key points:   * Champion assessment as a high value activity for student success at Lane (setting high standards and providing explicit instruction and models for learning * Raise visibility of CLOs (posters, on syllabi/integrated into Moodle shells, etc.) * Help change the culture—create a framework for Transfer Deans and divisions to own the gen ed program/CLOs * Increase understanding of how CLOs should be tied to assessment & assess CLOs within programs (tied to program review), not just within courses * Increase the practice of faculty to make explicit the language and learning methods within their discourse communities/disciplines | * CLO Coordinator invited to attend LLC and SS division meetings (check with Kate on this) * RFP Opportunities presented and distributed * Received leads on prospective faculty who would help support CLO assessment and planning within the division/college |
| Melanie Brown  Curriculum Committee | Discussion to add CLO visibility and outcomes as a new requirement for the current LCC New/Revised Course change form | * CLO visibility earmarked for inclusion in New and Revised Course form for Curriculum Committee |
| Tracy Simms ASA | Reviewed Gen-Ed plan, including options to increase visibility (e.g., new student learning center, painting walls)  Suggestions for A-Team include:   * Torch series * Watch for letters to editors and respond to increase visibility * Coordinate with Athletics for Banners and Posters * Add the CLOs to all correspondence or any distributed materials * Contact Brett Rowlett – legislation – to talk about CLOs and increase visibility in community | * Reprinted CLO posters for distribution * Submitted order to print bookmarks with CLOs featured * Submitted orders for light post banners with CLOs at all points of entry to the college * Completed initial meetings and consult with Russ Pierson for CLASS project and opportunities to use art to increase CLO visibility * CLOs added to A-Team correspondence and documents * Op-Ed piece (“Required College Courses Change Lives”) on value of CLOs and liberal education published by   + Register Guard   + The Oregonian |
| Deron Fort  High School Connections | * Review of CLO Assessment plan with lead site coordinators * Multiple meetings with Kip Vandenoever to coordinate a survey and outreach opportunities to high school faculty at multiple campuses, including Cottage Grove * Suggests looking at norming standards and scoring standards within the common core and aligning with CLOs * Follow – up – How can we better integrate K-12 assessment standards with LCC? * Options for CN Coordinators to join assessment team | * HSC distributed folders to all College Now students with CLOs printed on them * All faculty leads for College Now can locate and identify CLOs for integration and discussion in articulation meetings * Trish Litton joined assessment team (background in both College Now and developmental Math) * Completed College Now instructor survey in CLO assessment practices within partner high schools.   Suggestions for future:   * Start with pilot projects in coordination with champions found during articulation   + Art and applied design   + Writing (Eng 104, 105, 106) * Will need A-Team input to help mapping activities to outcomes * Possible spring meeting workshop where HS faculty bring   + A favorite assignment   + A narrative on why it is their favorite   + An explanation on how it connects to the course outcomes * Actively mapping assignment to CLOs to increase visibility |
| Beth Landy  Academic Advising and Counseling | Meeting with all counselors and advisers in how to reframe the value of liberal education for students  Intentional advising  Increasing CLO visibility for students | Departmental plans to increase visibility by   * Editing and updating the “Advising Syllabus” * Including CLOs and related statements on Academic Advising Sheets * Integrate CLOs and the value of a liberal education in New Student Advising Sessions |
| Ian McNeely  University of Oregon – Associate Dean of Undergraduate Studies | Meeting to discuss their current general education curriculum review and coordinating approaches and faculty professional development | * Shared writing assessment report and DQP reports with U of O * Further discussions suggested for closer integration of the LCC Associate of General Science degree and vertical integration of writing assessment |
| Rosa Lopez  Career Pathways | Discussion of using Crosswalks and developing a database to integrate CLO mapping CTE program review practices | Strategic planning meeting completed with prospective actions and goals:  CTE inquiry group facilitation in 2014-15 to   * Discuss current program review practices and learn more about how programs are currently approaching evaluating effectiveness in student learning outcomes, with attention to barriers for faculty engagement in program review * Discuss current practices in how programs affirm outcomes are current, relevant, and communicated to current and prospective students, public agencies, and the public at-large * Explore how and if programs set goals outside of graduate learning outcomes as indicators of success and how progress toward these goals are determined and communicated * Facilitate discussions on ways we can highlight learning outcomes and employment rates while minimizing duplicate reporting * Integrate CLO visibility in the process   Concurrently, perhaps IRAP and Matt Danskine will be looking at:   * Identifying common data elements (qualitative and quantitative) derived from program review that provides requisite information for:   + CCWD   + Oregon CTE Renewal   + CTECC   + catalog   + career pathways / roadmaps   + Skills to Course Matrix (High school connections)   + TSAs   + LCC (specifically with CLOs?)   + program websites   + specialized accreditation   + other * developing and presenting models of a centralized database or similar structure for staff, faculty, and IRAP to access program data for agencies and interests listed above |
| Kate Sullivan  CLO Coordinator | Visible faculty and staff professional development in CLO visibility and value of CLO in general education/CTE  25+ 1:1 and small group discipline conversations with mentoring  Active participation in state-wide developmental education meetings and strategic planning  Fall In-Service – “Connecting to the Core: Increasing the visibility and relevance of a liberal education”  [Spring Conference – “Engaging with CLOs”](http://www.lanecc.edu/sites/default/files/assessment/present_sulivan_springconf14.pdf) | * Measureable progress in achieving Goals 1 and 2 of CLO action plan through work with discipline teams * Exploration of using Lane’s LMS for CLO mapping – discovered challenges and barriers which may confound CLO assessment at the institutional level. * Workshop format where faculty engaged in CLO alignment and mapping with current course activities using [mapping worksheets](http://www.lanecc.edu/assessment/rubrics) developed by CLO coordinator * [Six-month follow-up reporting to AAC&U](http://www.lanecc.edu/sites/default/files/assessment/reports_6moaacu.pdf) on progress with CLO assessment plan and plan implementation * Trained in Drupal and A-Team website management for increasing visibility and reporting |
| Roadmap and Assessment Team | Developed and presented a 6 hour professional development workshop in [“Engaging with CLOs”](https://blogs.lanecc.edu/studentsuccess/wp-content/uploads/sites/22/2014/03/Engaging-with-CLOs-Agenda.pdf) | * 18 Departments and divisions represented (curricular and co-curricular) * Dissemination of “Arc of Learning” framework * Active faculty engagement in CLO visibility and course assessment alignment with CLOs |

# **Goal 3: Linking General Education Curriculum to CLOs**

Summary outcomes from our CLO RFP and assessment projects, which include progress and outcomes for our Assessment Action Plan Goals include:

* Increased faculty engagement in CLO assessment process and project development
* Increased high-enrollment course and program coherence as discipline teams refined shared documents to visibly relate to the CLOs
* Linked general education curriculum to CLOs, courses, and program outcomes
* Deepened understanding within discipline teams of the steps necessary to develop meaningful rubrics for authentic assessment

## Table 2: CLO Assessment Action Plan Progress and Outcomes – Discipline Project Outcomes

|  |  |  |
| --- | --- | --- |
| Discipline Team | Project Outcomes | Action Plan Goals |
| Art | Initiated artifact scoring using the department’s “Create” rubric | 4 |
| Biology | BIO faculty mapped “Engage” with “Vision and Change” NSF Core Competencies to BIO 100; presented outcomes to NW-Pulse national conference for science educators | 1,2,3 |
| Communication | COMM faculty and student surveys in perceptions of current student learning assessment practices in COMM 111, emphasis on CLO “Communicate effectively”; revised course outcomes into targeted learning goals. | 2 |
| Dental Hygiene | Faculty meetings to engage with CLOs and develop a student self-assessment of CLO “Communicate effectively” | 1,2,3 |
| English & WR | Developed shared documents for program coherence (ENG and WR 111)   * Rubric for “Think critically” and “Communicate effectively” * Visibly integrated CLO language to communicate course conduct and performance expectations to students:   + Course attendance (think, communicate, engage)   + Class discussions (engage)   + Critical reading (think, engage, create, communicate) | 1,2,3 |
| French | Included connections to CLOs “Communicate effectively” and “Engage” in French 101 course information sheet for students  Created a rubric to assess CLO in first-year French sequence | 1,2,3 |
| PTA | Mapped CLO “Apply learning” to first term program course outcomes and assessments | 1,2,3 |
| Spanish | Developed shared documents for program coherence   * Affirmed a shared assignment to assess student learning in first-year courses * Created two rubrics to assess CLOs (“Think critically”, “Communicate effectively”, and “Apply learning” in a shared program assignment | 1,2,3 |

# Reflections on Year One

There is measureable progress and increasing momentum in a cultural shift toward meaningful and authentic assessment at Lane. Our progress to-date affirms our experiences and conversations at AAC&U, namely, that authentic assessment must evolve from a visible institutional commitment to the value of General Education. When faculty is offered opportunities and resources to engage in rich conversations, and encouraged to use discipline expertise and discourse to engage in this work, the result is a shared value in program assessment and learning and Lane. Additionally, persistent outreach and collaboration within the co-curriculum is evidence of our growth in increasing visibility and value of higher education (e.g., High School Connections, Advising, Honors, Marketing and Publications).

In our initial action plan, the A-Team drafted methods to achieve our Year One goals [(p. 3)](http://www.lanecc.edu/sites/default/files/assessment/plans_aacucloaction_2013.pdf). Tables 1 and 2 provide evidence of making progress in Goals 1 and 3, and meeting and exceeding Goal 2. Progress is enabled through a consistent message of a value of a higher education, an active Assessment Team, and funded positions within the A-Team to coordinate, mentor, and sustain authentic assessment. CLOs function as mechanisms to both facilitate students understanding and a measure of the value of a liberal arts education: CLOs are the metric and the means ([Sullivan, “Engaging with CLOs”](http://www.lanecc.edu/sites/default/files/assessment/present_sulivan_springconf14.pdf)).

Funding for faculty projects and discipline team meetings and workgroups is a critical element in creating and maintaining a culture of authentic assessment. Faculty discussions that integrate CLOs with discipline standards lead to improved coherence, particularly in disciplines where there is a significant number of part-time faculty teaching high-enrollment courses. Examples of improved coherence in Year One include the development of shared assignments and shared course and program expectations that infuse CLO language into expectations for students. Faculty who agree on the value of CLOs in shared documents, shared assignments, within course outcomes, and along side national standards (e.g., Biology, PTA, Writing) do visibly and meaningfully connect student learning with Lane’s Strategic Directions.

We need to persist in our college-wide efforts in achieving Goal 1. There are modest outcomes in “Increase visibility and understanding of the strategic direction: “a liberal education approach to student learning” and progress may have been stifled by leadership’s acute focus on college-wide budget development and fiscal planning. The A-Team will continue to support leadership’s efforts to bring national speakers, prioritize program review planning within disciplines and departments, and provide additional professional development support to faculty in instituting methods and outcomes-based assessment and reporting.

Similarly, we need continued support within departments to develop learning assessment beyond the course level. Some faculty teams were able to extend their momentum into developing rubrics to assess CLOs within a course series. We will need to further develop opportunities for faculty to systematically assess student learning developmentally and this will take time and close coordination with departments, the A-Team, and IRAP. Barriers and a call for institutional support are fully addressed as “challenges” in our [follow-up AAC&U report](http://www.lanecc.edu/sites/default/files/assessment/reports_6moaacu.pdf) (part-time faculty ratios, lack of majors/concentrations, cohort stability and continuity).

# Plans for Year Two

In 2014-15, the A-Team will continue its efforts to develop and support faculty teams at a level that reflects program coherence and faculty understanding of CLO assessment. The RFP for 2013-14, including the active and intensive mentorship provided by CLO Coordinator, Kate Sullivan, has successfully developed cohorts of faculty within disciplines that are prepared and committed to using CLO rubrics to assess student learning. Our methods to “meet faculty where they are at” has developed a culture of trust in faculty discipline expertise while developing faculty understanding of transferable skill development for all students. In Year Two, we will continue to work with division deans to help us identify new faculty teams to begin this work. We hope to work closely with college leadership in areas such as unit planning and the development of and effective program review process, as we continue to cultivate high trust and value in systematic assessment within the institution.

Moving forward, we hope to earmark funding and A-team coordinator resources for our established faculty teams to meet their assessment goals through artifact collection (e.g. signature assignments developed in 2013-14) and scoring using discipline rubrics. We expect outcomes of these projects to result in rubric refinement or revision, and analysis CLO outcomes via assessment reports. Outcomes from artifact scoring and reporting will help inform teaching and learning practices and identify or affirm barriers in assessing student learning over time, particularly within our transfer disciplines.

# Concluding Thoughts

At the spring 2013 AAC&U Institute on General Education, presenters echoed our tenets that quality higher education necessitates engagement with a liberal arts approach to education. As researcher Debra Humphries argues, students and the public do not inherently understand the role of the liberal arts within transfer and CTE degrees, co-curricular, and associated experiences unless educators and institutions do the work of translating the importance of a liberal arts education. Our CLOs and our assessment work are the mechanism for the translation.