

## **2014-2015 Assessment Team Accomplishments**

### **Year Two Core Learning Outcomes Assessment Summary**

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

The A-Team has persisted with implementing its [three-year Core Learning Outcomes \(CLO\) Assessment Action Plan](#). Year 1 syntheses of faculty assessment projects and committee work are posted on the [A-Team website](#). The four goals of this assessment plan remain:

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.

### **2014-15 Work Plan Realized**

In fall 2014, the A-team set goals for the academic year to align with our long-term strategic plan and to integrate our aspirations as expressed in our Year One Accomplishments report. Each committee member assumed a leadership role for one or more of these annual goals (see Appendix 1) and the A-Team affirmed goal attainment at year-end.

Our college-wide efforts continued to increase the visibility of CLOs in liberal arts education and in the teaching and learning spheres. A summary of our efforts and outcomes follows:

#### **1) Participate and engage with governance and departments to develop and inform effective assessment of academic programs**

We began fall term with an open house to display the diverse range of assessment projects and outcomes from our 2013-14 RFP and connect with faculty who were seeking additional support and information about beginning or sustaining a program-level assessment project. We provided examples of successful applications and invited faculty to the outcomes of their RFP with each other.

A-team members actively served on a number of committees that have worked toward increasing the visibility and value of CLOs. These include Curriculum Committee, Institutional Effectiveness Committee, Core Themes Work Group, Academic Program Review Committee, Academic Program Review Oversight Committee, Peace Center Committee, Program Update Tool Committee, Learning Council, and Honors College. Kate Sullivan and Christina Howard attended Tuesday Dean’s meeting and served to support two academic programs engaged in a pilot of Academic Program review (ECE and Drafting). Sullivan continued person-to-person outreach within departments to encourage faculty to

apply and persist in assessment projects. We expect to sustain A-Team visibility into 2015-16 as many committee positions held by A-Team members are two to three-year appointments.

Howard and Ulerick were invited to present a model for authentic assessment at the Conference on Community College Assessment, hosted by Valencia College in Orlando, Florida. Lushia presented the ways in which work-to-date on engaging students with CLOs has affected student education, especially interaction with their Honors Program ePortfolios, at the AAEEBL 2015 conference.

There is a measureable positive change in faculty engagement in CLO assessment. We refined the RFP process and furthered the claim that faculty benefit most from scaffolded project frameworks. Faculty could receive funding and resources for a project that 1) included multiple faculty from a shared discipline and 2) resulted in improving visibility, integration, or assessment of CLOs in their discipline. This year was the first in five years where the A-Team had more faculty funding requests than its budget could fill (569 hours on applications, 375 hours in the budget). Table 1 is a summary of faculty groups, project outcomes mapped to our three-year CLO plan and goals. A full synthesis of project outcomes and resultant assessment of student learning is reported in “CLO Report 2014-2015”.

**Table 1: CLO Assessment Action Plan Progress and Outcomes – Discipline Project Outcomes**

| Discipline Team | Project Outcomes  | Action Plan Goals |
|-----------------|---|-------------------|
| Art             | Faculty survey on assessment practices; use of “Creative Thinking” rubric from 2013 to evaluate 135 artifacts from 2-D art courses  | 2, 4              |
| Biology         | Mapped CLO “think critically” to course outcomes in Biology 231-233, articulated course=level outcomes with Vision and Change Standards for education within the biological sciences; development of signature assignment     | 2, 3              |
| Chemistry       | Refined course outcomes for CHEM  | 2, 3              |
| Communication   | CLO mapping to COMM 111; development of multiple supplemental materials including a signature assignment, scoring criteria for this assignment, and meta-cognitive exercise for students that is aligned with this assignment | 1, 2, 3           |
| Dental Hygiene  | CLOs mapped to curriculum (all courses in the DH program)   | 2, 3              |
| EXMS            | Refinement of course outcomes and CLO mapping to  | 2,3               |
| English & WR    | Development of one additional contextualizing document (focused on grammar)   | 2, 3              |
| ESL             | Outcome refinement and CLO mapping across ESL levels 0-5  | 2, 3              |
| French          | Outcome mapping for French 102  | 2, 3              |

|           |   |         |
|-----------|---|---------|
| Honors    | CLO mapping and foregrounding; development of several signature assignments & grading criteria  | 1, 2, 3 |
| Nutrition | Refinement of course outcomes   | 2       |
| PTA       | Refinement of “apply learning” rubric and comparing student self assessment with exam questions | 2, 4    |

In an effort inform faculty of funding and project options and optimize engagement, Sullivan framed CLO assessment and connection to teaching and learning at multiple spring conference workshops, announced RFPs for 2015-16, and invited faculty to submit proposals to allow for voluntary, funded summer work. To-date, she has worked with three programs: Welding, Respiratory Care, and Math.

## **2) Integrate CLO visibility into academic program review**

The A-Team was highly engaged in efforts to integrate faculty discipline expertise into academic program review. The A-Team appointees to the Program Review work group engaged in a yearlong process to increase the visibility of teaching, learning and student learning assessment into the academic program review. Sullivan and Howard provided intensive professional development to pilot programs in constructing program review aims and goals around student learning. Collectively, the Program Review work group drafted a program review guide and guiding principles around program self-study, which visibly integrates multiple stakeholders into program improvement. College Council affirmed the process for Academic Program Review in May 2015 and A-Team members will remain involved with refining and revising this college-wide process.

Howard was invited to Curriculum Committee (CC) and proposed that CLOs (visibility and alignment) be integrated into the college’s New and Revised Course form. The A-team will submit a brief proposal with rationale for consideration when the CC reconvenes in fall and begins its scheduled review of the course form.

## **3) Expand CLO visibility advising, program materials, and student life**

Howard participated in a workgroup to develop a database for catalog and academic program information. The database includes matrix that allows courses to be mapped to their larger programs and a matrix connecting program outcomes to CLOs. Mapping program outcomes to CLOs is not intended to be a measure of student CLO attainment, but a method to visibly map the goals of a liberal arts education to courses and programs within the database. This database is in its nascent stage, and is scheduled for incremental rollout beginning fall 2015. As the college catalog system moves from one of static documents to a database, the A-Team can work with the CC and other stakeholders to integrate student-language about CLOs into the catalog.

Howard, Lushia, and Sullivan consulted with Facilities to include CLOs in architectural elements within and outside of the CLASS project (banners, interior signs, pavers).

A student panel spoke to many faculty, managers, and staff about how CLOs enriched their academic life at Lane, and Lushia introduced a student-led video of CLO impacts from a student's point of view that is archived as a resource for faculty at Lane. Lushia worked with students to produce a mini-documentary that documents the ways in which CLOs have affected student learning at Lane and can be found here: <https://youtu.be/ZFdMaKcL1Go>.

#### **4) Evaluate A-Team work plan outcomes**

The A-Team is continuously engaged in self-assessment and quality improvement. We concluded our academic year reviewing and assessing our progress within our annual work plan and with CLO assessment. There was high agreement we achieved our aims. We acknowledged that we underestimated the time to increase visibility of CLOs across campus from our initial projections in June 2013.

Howard, Sullivan (chair 2015-17), and Lushia (CLO coordinator 2015-17) met in spring 2015 to discuss transition planning into chair and CLO coordinator roles. Each brainstormed ideas for furthering A-Team work into year three and these were shared with the larger group at the end of spring term. There has been strong progress in the area of faculty engagement and we look forward to increasingly connecting faculty and students to CLOs in academic and advising materials and frameworks (e.g., DegreeWorks, myGradPlan, etc.).

We began conversations with Lane's FPD chair, Adrienne Mitchell about coordinating efforts for faculty professional development. Incoming CLO chair Lushia has preliminary plans to use the new CLASS space to host office hours and other teaching and learning drop-in activities around CLO visibility and assessment with an ultimate goal to form a Center for Teaching and Learning and Academic Technology. We will continue to look for opportunities to expand and share resources to further systematic CLO assessment.

#### **5) Advocate for outside speaker for faculty and staff development**

The A-Team provided extensive staff and faculty professional development during the [2015 Spring Conference](#): "Think Engage Create Communicate Apply". We identified a nationally recognized keynote speaker, Dr. Ibrahim from Anne Arundel Community College, who spoke to the value of CLOs across units within the college. The morning agenda included three breakout sessions to further develop faculty and staff interest in infusing CLOs into their work with students.

## Reflections on Year Two

There continues to be measureable progress and increasing momentum toward a cultural shift toward meaningful and authentic assessment at Lane. Our visible acknowledgement of faculty discipline expertise and an agile RFP process has resulted in increased application in projects, new faculty discipline teams, and support to further the work for established teams. A critical element of meeting goal one of our three-year plan was a strong and consistent commitment from college leadership. The A-Team has two appointed positions on the Institutional Effectiveness Committee, which facilitates frequent conversations about means to integrate the value of a liberal education into college-wide strategic planning. We welcomed Social Science faculty, Lynn Songer, to the team in spring 2015.

Visibility has increased across campus: CLOs are posted on banners throughout campus, and the year culminated in a spring conference theme that grounded students, faculty, staff, and leadership in our CLOs.

Assessment methods and outcomes-based assessment and reporting will be a focused effort in 2015-16. Our team has preliminary plans to pilot an Assessment Fellows project, modeled by Anne Arundel Community College. Assessment Fellows are experienced, volunteer faculty who provide leadership and mentorship for faculty in CLO assessment, thus reinforcing a sustainable faculty culture of assessment.

We plan to focus our effort on deeper integration of student perspectives into our CLO work, increasing CLO visibility among our students and ensuring that the CLOs are and remain relevant to our student body.

The scholarship of teaching and learning is a common thread in higher education excellence. The A-Team is a consistent and persistent voice for mission fulfillment, specifically, that students come to Lane to learn. Lane's emerging Core Theme, *Quality Educational Environment*, is reflective of a cultural shift, and faculty shall lead the way to operationalize curricular coherency such that it is meaningful to students and informs teaching and learning.

Finally, we would like to acknowledge the contributions of Barbara Breaden and Sarah Ulerick to the A-Team. Each provided vision and valuable leadership to the team and are retiring from Lane.

## 2014-2015 Assessment Team Work Plan

*Approved 12.10.14*

This work plan represents year two of ongoing and recursive work outlined within a three-year intentional plan to move forward with CLO assessment at LCC<sup>1</sup>. This work supports the NWCCU Standards 4.A.3 and 4.B.2<sup>2</sup> and Lane's Strategic Direction, "*A Liberal Education Approach for Student Learning*".

In our efforts to foster a cultural of assessment within programs and disciplines, the A-team will:

- Persist with CLO visibility in curricula
- Sustain discipline teams
- Develop faculty professional development resources
- Support strategic planning / institutional planning in assessing student learning and improvement

2014-15 goals are summarized below:

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<sup>1</sup> Derived from A-Team's three year plan – full document available at [http://www.lanecc.edu/sites/default/files/assessment/plans\\_aacucloaction\\_2013.pdf](http://www.lanecc.edu/sites/default/files/assessment/plans_aacucloaction_2013.pdf)

<sup>2</sup> Standard Four (2010). NWCCU. Retrieved from <http://www.nwccu.org/Standards%20and%20Policies/Standard%204/Standard%20Four.htm>