CLO Coordinator 2015/16 Year-End Report

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Assessment Projects

Projects Initially Funded

Directly below, please find an overview of the assessment projects initially funded by the A-Team for the 15/16 academic year.

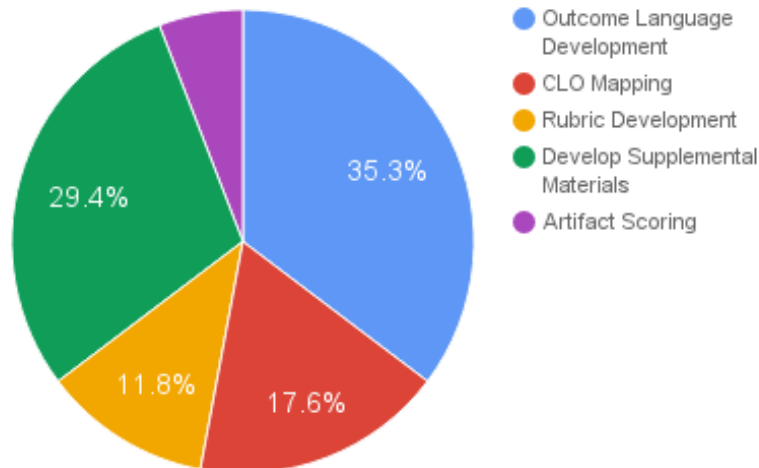| Discipline	Funding	Project	Additional notes
Social Science	60 hours	25 hrs to do CLO mapping 35 hrs to pay faculty participation in workshops	Some faculty who worked on this project believed they were not eligible for CD funding, and so didn't submit their hours to Caroline. Other faculty who participated didn't want to be paid CD hours for personal reasons. This means that significantly more faculty participated than the four represented in the Final Report and that not all of the hours awarded were used. 42 **hours total**
Spanish	50 hours	50 hrs to score artifacts on a single exam question using rubrics from last year	This project was not completed due to lack of time/faculty to participate.
A&P (Bio)	40 hours	15 hrs to finish work on outcome language Bio 231-3 25 hrs for development of signature assignments Bio 231-3	This project was completed as proposed.
ESL	35 hours	10 hrs to develop outcome language for Level C courses 25 hrs to develop signature assignment for Level C courses	ESL ended up getting funding from another source for outcome language development; CLO coordinator approved moving these ten hours to signature assignment development. Work in this program progressed with a lot of momentum, so we funded them at an additional 35 hours from unfinished projects to work on rubric development. **70 hours total**

Communication	60 hours	60 hrs hours to fund artifact assessment for Com 111	This project was completed as proposed.
Nutrition	40 hours	20 hours to fund supplemental materials for FN 225 20 hours to fund CLO mapping for FN 225	This project was completed, but with fewer faculty involved than they'd hoped for, so the project took only a fraction of the initial approved hours. **15 hours total**
Composition	20 hours	20 to fund CLO mapping to new course outcomes	Due to a delay in the roll-out of new WPA outcomes, this project could not be completed. We repurposed the 20 hours to pay for a second PT rep for the A-Team.
Math	25 hours	25 to fund signature assignment for Math 243	This project was completed as proposed.
Math	25 hours	25 to fund outcome language development for Math 105	This project was completed as proposed.
English	25 hours	25 to fund outcome language development	This project was completed as proposed
Biology	50 hours	25 hrs to fund outcome language development for Bio 101-3 25 hrs to fund signature assignment for Bio 101-3	The first part of this project (outcome language) was completed over the summer at 21 hours total. Due to faculty illness, overload, and lack of time, they were not able to complete the second half of the project. They hope to do so in the future. **21 hours total**
Welding	50 hours	10 hrs to fund outcome language development 20 hrs to create supplemental materials 20 hrs to create rubric	This project was completed as proposed.
Respiratory Care	35 hours	10 hrs to fund outcome language development	This project was completed as proposed

		25 hrs to fund CLO mapping	

Projects Completed

Below is a percentage breakdown by project type of the Assessment Projects actually completed during 2015/16 that were funded and supported by the Assessment Team.

CLO Projects by Type 2015/16

- Outcome Language Development
- CLO Mapping
- Rubric Development
- Develop Supplemental Materials
- Artifact Scoring

35.3%
29.4%
11.8%
17.6%

Faculty Participation

Thirty-seven faculty from nine programs/disciplines were funded to participate in Assessment Projects that were completed this year. The specific programs/disciplines and faculty who participated can be found below.

Social Science
Caroline Lundquist, Jeffrey Borrowdale, Melinda Beane, and Eric Kim

Nutrition
Tamberly Powell, Heather Leonard, Noy Rathakette, and Bobbi Phillips

Math
243: Jessica Knoch, Inga Cataldo, and Wendy Lightheart; **105:** Jessica Knoch, Wendy Rawlinson, and Kristen Henderson

Literature
Anne McGrail, Lynn Tullis, Aryn Bartley, Eileen Thompson, Jeff Harrison, and Michael McDonald

ESL

Colleen Shields, Jennifer Gates, Luda Kremers, and Zara Pastos

Communication
Karen Krumrey-Fulks, Stanley Coleman, Rosemarie DeVries (Tillman), Deborah Hermach, Mara Levin, and Zach Harper

Biology
231: Katie Morrison-Graham and Julie Nelson; **100:** Christine Andrews, Stacey Kiser, Susie Holmes

Welding
John O'Herron

Respiratory Care
Normal Driscoll and Kelle Rickerl

Observations/Trends
- The teams who engaged in more advanced work, such as mapping course level outcomes to CLOs, developing rubrics, and artifact collection/assessment, tended to seek the most support from the A-Team/CLO Coordinator. Those working at the more basic project levels, development of supplemental materials and especially outcome language development sought less help.
  - My observations led me to believe that this was likely because outcome language and supplemental material development rely most heavily on content-area knowledge and require participants to have a working knowledge of the content covered in courses and the various approaches to covering that content. For this reason, I think it is difficult for the CLO coordinator to offer as much useful advice at these levels. As such I supported a change in the assessment project RFP for the 16/17 year that removed the outcome language development level of funding. Certainly having strong outcome langage for courses is vital it creating the space for meaningful assessment of student learning, but this seems like work that would be best supported by CD funds from specific departments. The CLO coordinator can certainly still offer some support for outcome language development, such as familiarizing faculty with resources available, like Bloom's Taxonomy, that can be helpful in outcome language development, but this level doesn't seem the best use limited of A-Team project funding.
- Coordinating meeting times continues to be one of the most significant obstacles/barriers to the teams engaged in assessment work, offering a clear indication that the institution needs to make efforts to negotiate both FT and PT faculty contracts which include time and space for faculty to engage simultaneously in assessment work.
- All of the teams working on assessment projects this year did so with an eye to the future. Both in my conversations with team members during the projects and in the Final Reports submitted by each project team, it was consistently clear that faculty were considering not only the work they were currently doing, but what work remained to be done and how the remaining work was connected to the work currently being accomplished. This is a hopeful indication to me that the assessment of student learning

is becoming deeply integrated in the work and teaching of these faculty and, on a larger scale, their departments, programs, and divisions as they carry their energy and ideas into larger conversations.
- There were projects funded and completed this year by faculty in Literature and Social Science, a program and discipline who had not before engaged in A-Team supported assessment projects indicating a spread in assessment work across campus. The Social Science project was especially notable in its scale, reaching widely across the division and, in doing so, engaging faculty from different but related disciplines in meaningful conversations about how they teach and assess critical thinking in their courses. This project is one that will continue into next year and one that I believe we could use as a possible model for future division-wide assessment projects at Lane.

Assessment Fellows
Overview
For the first time the Assessment Team was able to fund Assessment Fellows this year. The Fellow model was one that the Assessment Team had been looking at and encouraging the college to consider for some time. This model awards faculty with reassignment time (or in the case of PT faculty, 100 CD hours) so they have the time necessary to lead large-scale assessment projects in their departments/programs/divisions.

In the inaugural year, we accepted applications from faculty for the follow three types Assessment Fellow Options:

Planning and Mapping Fellow Model: create an assessment plan that includes process, timelines, project outcomes, and delineates necessary resources. CLO mapping is part of this process.

Mapping and Tools Creation Fellow Model: map multiple course or program outcomes to Lane's CLOs and create assessment tools (e.g., a rubric) to assess the proficiency with the CLOs. Mapping at this level is more extensive than in the planning fellow model, and should include all highly enrolled courses offered in a discipline, department, or program, as well as mapping of program outcomes. This stage will, most likely, also involve developing signature assignments or setting parameters for artifact collection.

Artifact Scoring Fellow Model: assess a set of artifacts from your discipline, department, or program using the assessment tools (which address CLOs) created by your discipline, department or program. This model requires consultation with IRAP to ensure reliability and validity of the assessment project.

Fellowships Awarded
We received six applications for fellowships and were able to fund four Assessment Fellows, as outlined below.

Name	Program	Fellow Model

Lisa Turnbull	Biology	● Mapping and Tools Creation ○ Funded at 100 CD hours

Jill Jones	Dental Hygiene	● Mapping and Tools Creation /Artifact Scoring
		  ○ Funded at 50 CD hours
		    ■ Jill was unable to complete fellowship due to illness

Karen Krumery	Communication	● Artifact Scoring ○ One course reassignment
Cybele Higgins	ESL	● Mapping and Tool Creation ○ One course reassignment

Observations/Trends
- All the fellows remarked to me how meaningful having the time to work on their assessment projects was in ensuring the work was completed. Since time is consistently an obstacle in other types of funded assessment projects on campus, it wasn't surprising to me to hear the fellows, all of whom had engaged in other assessment projects in the past, make this observation. However the degree to which having the time to work on these projects mattered to the fellows' ability to accomplish their goals was a bit of a surprise.
  - The Communication department's artifact collection and scoring project ran into dozens of technological difficulties that easily could have ended this project had Karen Krumery not had the time to meet with various specific support staff and faculty, often multiple times, in order to address each of these issues and come up with solutions or alternatives. Nearly every time I spoke to Karen she expressed how grateful she was to have the time to do this work and, as a result, ensure the success of the project. She also spoke to the significance of this reassignment time when she presented her project to the A-Team.
  - While working on the Bio-Bonds mapping and tool creation project, Lisa Turnbull was able to meet with nearly all faculty involved in teaching these courses as well as other interested science faculty. These meetings helped her to really see the connections between Bio-Bonds and other courses as well as to see the connections within the Bio-Bonds courses, especially ones related to critical thinking, in a new light. Given that Lisa is a PT faculty member, her ability to schedule, facilitate, and be on campus for these meetings would have been severely limited had she not been given the equivalent of a course down in order to do this work. This time allowed Lisa to attend to the details of each aspect of her carefully planned project and to have the time and flexibility to meet with all interested faculty, even when that meant scheduling multiple meetings to accommodate schedules.
  - When I met with Cybele Higgins prior to the start of her fellowship, she too remarked how vital having the reassignment time would be to facilitating the mapping and tool creation project in ESL. She noted that ESL had recently

written new outcomes and was eager to map these outcomes to the CLOs and create meaningful assessment tools. However, there had not been time to do this work in addition to the crafting of new outcomes. She felt that the time her fellowship would allow her to organize and facilitate this work was vital to moving the work forward.

- The fellows were able to create significant momentum and interest through their leadership. This can be most clearly demonstrated by the fact that Karen Krumery and Lisa Turnbull submitted applications to be fellows again in the 2016/17 academic year to keep moving the work forward in their departments. Their applications were enthusiastically supported by their fellow faculty and deans, who noted how much work each had accomplished in their 15/16 fellowship and were excited to see the work continuing into next year.

CLO Coordinator Open Office Hours

As CLO Coordinator I wanted to ensure that I was freely available to talk with faculty about CLOs/assessment work. While faculty working on specific assessment projects have always had access to the CLO coordinator through appointments, I wanted to see what would happen if there were dedicated drop-in office hours each week, not only for project teams, but also for any faculty on campus interested in talking about the CLOs and how they might integrate them into their teaching. Since CLO/assessment work is tightly linked to SoTL work, I held office hours each Monday from 11:30am-1pm in the budding SoTL Center. These office hours were fruitful in several ways:

- Faculty working on assessment projects were able to drop by and ask quick questions about their projects in person
- Faculty interested in, but not currently working on assessment projects were able to drop by and inquire about how they might plan their own project
- Faculty teams working on assessment projects that wanted to meet with me as a team were able to drop by together during these office hours without having to coordinate a meeting time with me via email
- I was able to talk to a good number of faculty who were interested in SoTL work but had not been involved in (or in some cases had even been opposed to) assessment/CLO work about the importance of this work as a vital part of SoTL
- I was able to meet with colleagues from other areas of campus vital to assessment/CLO work such as IRAP and Curriculum development during these office hours

Due to their success, I plan to continue hold CLO Coordinator office hours in the SoTL center in the 16/17 academic year.

Student Engagement With CLOs

One of the things I was really committed to as CLO coordinator was finding ways to more directly involve students in conversations about the CLOs. I my work as an instructor, where I have students directly engage in CLOs throughout each course, I have seen how empowered students become when they understand the CLOs and their role/function, and therefore understand the larger scope of a Liberal Arts educational model. In the CLO Coordinator position, I wanted to spread this empowerment beyond the walls of my own classroom.

In Fall 2015, I had conversations with several students I had worked with before who were heavily involved in student government and clubs on campus about my vision to get Lane's student body more engaged in the CLOs. They, too, were excited by this vision. With their help I recruited a dozen students who were willing to have conversations about the CLOs and brainstorm ideas about how to make the CLOs more accessible to and engaging for Lane's students.

At the beginning of Winter 2016 I met with all the students who wanted to be involved in these conversations. In this initial meeting I gave them an overview of the CLOs and work done around these outcomes by faculty/staff. After this initial meeting, since it became clear that individuals schedules were not going to allow for consistent in-person meetings, I created Google Docs for these students to use to collaborate and brainstorm ideas.

Students met in small groups throughout the term and many of them contributed ideas within the Google Docs. Many of these ideas, such as creating memes for each CLO to help promote them to students through social media, creating short videos where students explain the impact of a specific CLO to their academic journey, crafting a version of CLO language specifically for international students, having students create a "manual" of sorts that offers faculty ways to think about integrating CLOs more deeply into their teaching, holding a competition for students in which we ask them to visually represent the CLOs and then use the winner's artwork on campus, and re-framing the CLOs and their dimensions as questions rather than statements, are ones I hope to be able to work with other students to actualize in the future.

It had originally been the goal of this group to craft a student-written draft of the CLO definitions and dimensions and begin working on some of the fantastic ideas listed above over Spring 2016. However nearly every student who participated during Winter 2016 found themselves too busy with school and other obligations in spring to continue with this work. So we decided that we would table the work for this year with the hopes of recruiting more students to continue this work into the 16/17 academic year.

The Big Picture
Overall Observations
As I worked with faculty over the course of the year on assessment projects, I observed a few important patterns that I feel are relevant to considerations of how to fund, support, and promote assessment work in the future.

- **Time is often more important and motivating than money.**
  - The number one reason I heard expressed by faculty for not engaging in assessment work at all or for not being able to complete assessment work they'd planned to participate in was a lack of time.
  - Many individuals and teams who did complete assessment work also expressed frustration at feeling as though they were heavily pressed for time in completing this work in addition to their other responsibilities.
  - While some faculty, particularly PT faculty, did appreciate the CD funding, nearly everyone I spoke to said they would rather be compensated with time than money so that there was space for them to engage in thoughtful, detailed assessment work.

- ○ As we move forward toward systematic assessment, it is clear that, as a college, we need to implement a plan that will allow faculty to choose between some form of reassignment time and CD funding to engage in assessment work. While the fellowships are a step in this direction, this single option does not seem to be enough. Perhaps, as several faculty suggested, we add one paid workday to the academic year and require everyone to devote 8 hours a year to doing assessment work.

- **There is a significant amount of fear about not doing assessment "correctly."**
  - ○ Even among some of the most motivated and innovative faculty I've worked with this year, there has been a thread of worry/concern that the assessment work they're doing--all of which is strong, meaningful work--isn't "correct" or in alignment with what the A-Team was looking for.
  - ○ This observation leads me to two important conclusions.
    - ■ The first is that the A-Team needs to be more mindful in its communications not to inadvertently communicate that there is only one "right" way to do assessment. We need to find ways to more consistently message that high-quality, meaningful assessment occurs when faculty "make it their own" and develop assignments and assessment tools/approaches that work effectively within their specific disciplines. This is vital because systematic assessment will not happen without innovation, and it's been the faculty participating in some of the most innovative and creative projects--projects I think represent some of the strongest assessment work being done on campus--who have expressed the most doubt/fear that they weren't doing assessment "right."
    - ■ The second conclusion is that the fear of not doing assessment "correctly" may be one of the factors inhibiting programs who have not been actively involved in assessment from joining the conversation. I do think that having opportunities for groups to share their projects with the campus will help some to demonstrate in an organic way the wide range of quality assessment approaches, but I also think that everyone involved in assessment is going to have to be more careful about how we message what assessment is in the future.