

Lane Community College

Core Learning Outcomes Assessment Action Plan

Team

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Preamble

We are committed to an inquiry-based approach in an assessment plan. In order to add value beyond the course level, our processes will include summative assessment as a means of providing evidence of student learning. To that end, our plan hopes to help answer the question: “Does our general education curriculum lead to students achieving our core learning outcomes?”

Think – Engage – Create – Communicate – Apply

Tenets

CLOs are intentional and reflect what Lane faculty cares most about

CLOs are designed to be assessed through rubrics that describe levels of learning.

- CLOs are linked to our strategic directions and support mission fulfillment. They communicate what, “a liberal education approach to student learning” means to students, faculty, and other stakeholders. (Lane Strategic Directions Accomplishment Report 2012)
- CLOs reflect a high level of campus involvement in the drafting, revising and finalizing what students know and do as a measure of learning at Lane (2010-2012 A-Team workshops, conferences, outcome teams).
- Faculty at Lane assess levels of learning in their courses (Faculty Survey, A-Team 2012; A-Team faculty assessment project synthesis reporting).
- Culture change - Need to create a framework for the Transfer Deans to engage in what the AAOT means / ownership of the General Education program

Decisions vs. Influence: We acknowledge that this work will require both. Groups like the Assessment Team work within the college largely through influence. Executive Deans and the VP in ASA will have decision-making authority and leadership. In practice, collaboration and partnership are among our core values that should result in incremental progress.

What is needed

Visibility for faculty, students, and other stakeholders of a meaningful and intentional general education curriculum

Faculty are already engaged in assessment, however, in many cases, assessment is not explicitly connected to the CLOs.

- Support to promote shared meaning through a culture of inquiry into outcomes-based assessment practices (sustained faculty professional development, administrative support, resource allocation)
- Visible connection to how outcomes-based assessment is integrated with other established Lane initiatives (e.g., Lane GPS from Roadmaps), namely that intellectual growth promotes a quality learning experience, student progression and completion effective faculty professional development in best practices for student learning
- Faculty ownership of student learning and engagement within and across disciplines.

Assessment Plan

The plan is a three-year intentional process:

Goals

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.

Our first two goals focus on strengthening and deepening a shared meaning and ownership of CLOs within each division and fostering a culture of inquiry: data has a high emphasis on evaluating the effectiveness of our process (qualitative). Goals 3 and 4 move us forward in our systematic assessment of student learning in general education: data and outcomes will include qualitative and quantitative data to provide evidence of CLO assessment.

**Lane Community College
Core Learning Outcome Assessment Action Plan**

| Goal | Methods | Persons Responsible | Related Stakeholders | Timeline | Data Collection Methods / Sources of Information Used in Data Collection |
|---|---|--|---|---|--|
| Increase visibility and understanding of the strategic direction: “a liberal education approach to student learning.” | a. Fall In-service – Outside speaker, AAC&U (TBD) b. Include governance in visibility efforts c. Subcommittee for general education “marketing” and promotion d. Explore a campus-wide general education curriculum committee e. Website augmentation | Vice President of Academic and Student Affairs Executive Dean Transfer Director of Institutional Research Division Deans Assessment Team | OUS Academic Advising Roadmap Team Lane Board AAC&U Faculty Students Employers Cooperative Education Division | a-e September 2013-April 2014 | a. Baseline and fall inservice feedback surveys b. Governance Council meeting minutes c. Student survey(s) d. Focus group feedback e. Website revision and visit stats f. Post-intention surveys (faculty, students) |
| Increase visibility and ownership of core learning outcomes. | a. Increase signage and promotional materials related to CLOs (including working with Tom Madison/Graphic arts; possibly getting some done over the summer; CLOs in the banner format) b. Expand CLO visibility in catalog (multiple programs/degrees (i.e., AGS, AAS) c. Meet with advisors to collaborate and develop intentional advising related to CLOs (possibly including the advising form) d. Brown bags with faculty to discuss CLOs e. Meet with faculty union leadership f. Sustain discipline project teams g. Begin course mapping h. Facilitate division and department level conversations | Executive Dean Transfer IRAP Division Deans Assessment Team | Academic department and program chairs LCCEA Faculty Students Employers Cooperative Education Division | a. 1-3 high-visibility production items by March 2014 (signage, patient, etc) b. Catalog updates completed March 2014 c. Updated student advising (forms and Moodle advising links Jan 2014 d. 1-3 meetings by Jan 2014 e. 1-3 meetings by Jan 2014 f. 1-3 outreach and faculty development sessions g. See Goal 3 h. 2-3 Brown Bag series 2013-14 | Production and distribution measures Meeting minutes Advising form and on-line advising updates Post-workshop surveys (faculty) Course maps Discipline project outcomes (scoring) Student surveys Unit Plans |
| Map course and/or discipline level outcomes to CLOs – working at Division level | a. Identify high enrollment courses for CLO mapping b. Identify courses and faculty teams to begin the work c. Assessment team mentors and provides workshops and training d. Divisions determine incremental goals and timeline (encourage a three year target) e. Incremental course mapping to CLOs within disciplines f. Coordinate CLO outcomes assessment with OUS to increase shared meaning/expectations for transfer students | Executive Dean Transfer IRAP Division Deans Assessment Team OUS (Ken Doxee) Program Coordinators Faculty | Faculty Students Employers Cooperative Education Division | a. Oct 2013 b. November 2013-April ‘14 c. November 2013-April ‘14 d. April 2014 e. 10+% high enrollment (HE) AAOT/Gen Ed courses mapped by May 2014, 25+% HE mapped by Aug 2015, 90+% HE mapped by April 2015 f. Mar 2014 and Mar 2015 | a. Progress reports by division deans (May 2014 and March 2015) b. Faculty feedback on training/workshops c. Faculty feedback on training/workshops d. Unit plans, division report e. Number of HE courses mapped, faculty mapping reports (time/effort to map) f. Meeting minutes between OUS and LCC, alignment reporting |

THINK

ENGAGE

CREATE

COMMUNICATE

APPLY

| Goal | Methods | Persons Responsible | Related Stakeholders | Timeline | Data Collection Methods / Sources of Information Used in Data Collection |
|-------------|--|--|---|---|---|
| Assess CLOs | a. Divisions develop appropriate methods for assessing student outcomes in a way that can feed data to IRAP to be analyzed for institutional needs. b. Faculty use assessment data to improve student learning (closing the loop). c. IRAP and the Assessment Team will work collaboratively with Divisions to advise on assessment and data collection d. Disseminate results: share how faculty used assessment results to improve teaching, (Assessment Days, Briefs or other methods) | Executive Dean Transfer IRAP Division Deans Assessment Team OUS (Ken Doxee) Program Coordinators Faculty | Faculty Students Employers Cooperative Education Division Roadmap Team Student Success Leadership Team | a. Draft assessment timeline that integrates result of managing activity and division goals by May 2014 | a. CLO Rubric scoring outcomes synthesis reports b. Unit plans, division reports c. Banner or other IRAP statistics on outcomes reporting d. Post-intention surveys, focus groups, synthesis/Assessment Day outcomes |