

Institutional Effectiveness Report

Each institutional planning group or function will submit an annual report to the Institutional Effectiveness Committee summarizing their outcomes and performance measures; progress toward achieving established outcomes; areas of focus for the coming year(s); and suggestions for continued improvement of collegewide institutional effectiveness systems and structures.

Reports are due to the Institutional Effectiveness Committee by October 31, 2017

Please limit the narrative section of your report to five pages

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Representing: Assessment of Student Learning/A-Team

Date: 10/26/17

Section 1: Data Elements/Measures

Present updated and longitudinal (where possible) data for your established performance measures or goals specified in your work plan.

Data should be presented in a table format with appropriate notes and references as needed.

Notes:

- Baseline institutional Core Theme data will be available from IRAP by September 30, 2017
- If you do not have data, please work with institutional research and/or other primary sources and note the timeline for obtaining baseline data in the comments field.

Measures	FY13	FY14	FY15	FY16	FY17	Total	Comments
Projects and Fellowships: Sources include A-Team reports/work plans, informal tracking efforts, and documents submitted to the A-Team by faculty teams. Some teams engage in multiple projects, and fellowships include additional project funding, so numbers reflect duplication.							
Projects: Number of faculty discipline or program teams undertaking CLO mapping		4	4	4	3	15	
Projects: Number of faculty discipline or program teams undertaking development of supplemental materials (e.g., signature or shared assignments, shared syllabi)		3	5	6	2	16	
Projects: Number of faculty discipline or program teams undertaking development of rubric/scoring criteria	8	4	5	1	4	22	For 2013-2015, rubric work did not consistently include mapping to Core Learning Outcomes. As of 2015-present, the A-Team requires assessment projects and fellowships to connect with CLOs.
Projects: Number of faculty discipline or program teams undertaking artifact assessment		1		2	2	5	
Number of faculty fellowships: Mapping and tools creation				3	3	6	Fellowship program started in 2015-16

Number of faculty fellowships: Artifact collection and scoring				1	2	3	Fellowship program started in 2015-16
Professional development and outreach developed/facilitated by A-Team: Likely not complete. Sources used include A-Team reports, in-service agendas, A-Team website							
Fall In-Service sessions	1			1	1	3	
Spring Conference sessions	1	1	3		3	8	
Other Workshops/Sessions	2	1				3	

Section 2: Progress Report

Please report on the progress you have made toward established goals, objectives and outcomes.

Your report should:

- *Be organized around key goals and strategies and provide a brief narrative on progress made over the past year(s)*
- *Keep to high-level points and major milestones*
- *Specifically address data elements/measures*
- *Include or reference additional evidence to support your assessment*
- *Acknowledge and comment on setbacks and/or adjustments that have been made*

The A-Team's 2016-17 goals included:

1. Revise charter, clarify work roles & membership; create tools/explanation of annual work
 - a. DONE: charter completed
2. Develop materials to communicate A-Team's scope and work, to multiple audiences (website, handouts)
 - a. DONE: website structure modified and content updated
3. Develop tools to solicit input about A-Team project funding, A-Team support for faculty
 - a. DONE: project/fellowship forms updated; faculty assessment knowledge survey completed
4. Continue support of faculty projects and Assessment Fellows' work
 - a. Ongoing leadership and guidance provided through project and fellowship structures
5. Improve and refine outreach efforts to solicit more faculty participation
 - a. Annual efforts include direct messaging; Lane Weekly; word-of-mouth, Faculty Council, in-service
 - b. Spring Conference sessions held
 - i. What's in a Learning Outcome? Setting Clear and Manageable Course Expectations
 - ii. Plotting Your Course on the General Education Map: Mapping Course Outcomes to Lane's Core Learning Outcomes
 - iii. Taking Stock: Developing a Plan for Student Learning Assessment in Your Corner of the Campus
6. In conjunction with IT, develop online mapping tool/database
 - a. DONE: Curriculum Mapping System developed and deployed

Additional evidence:

- [CLO Synthesis Report, 2016-2017, prepared by Sarah M. Lushia](#)
- [2017 Faculty Survey on Assessment Knowledge, Experience, and Needs](#)
- [A-Team Accomplishments & Assessment Synthesis Report, AY 2016-2017, prepared by Kate Sullivan](#)
- [Spring Conference session information](#)

Section 3: Looking Ahead

After reviewing and discussing college [strategic directions](#), identify three to five goals for the coming academic year(s); these can be continuation of multi-year work and/or new initiatives. Briefly describe your approach to the work.

ASSESSMENT TEAM GOALS 2017-18

GOAL: Support the Institutional Assessment Plan and promote a culture of continuous improvement in teaching and learning through outcomes-based, evidence-informed, and learning-centered professional development opportunities

APPROACH: The Assessment Team will continue to strengthen [assessment professional development](#) by:

- Defining a recommended assessment development path
- Providing assessment readiness workshops/outreach designed to advance understanding of assessment and pre-assessment work
- Continuing support and funding for faculty assessment projects
- Continuing support and funding for faculty assessment fellowship program
- Articulating and communicating the assessment professional development "pipeline" with colleagues to foster an understanding of the connection between their work and assessment across the institution

GOAL: Enhance support structures and promote increased use of evidence and analysis practices in the faculty assessment fellowship program

APPROACH: The Assessment Team will enhance the fellowship program through:

- Collaboration with institutional research to develop support, guidance, and reporting structures for faculty fellowships (including design of tools, measures, assessments, data collection, and data analysis)
- Collaboration with institutional research to develop tools and measures for determining fellowship goals and professional development growth

GOAL: Strengthen integration of assessment of student learning in academic program review

APPROACH: The assessment team will support program review teams with their assessment- and CLO-related inquiries and implementation strategies through:

- Collaboration with the Academic Program Review Oversight Committee (APROC) to ensure better integration of student learning assessment within the program review structure
- Collaboration with APROC, Institutional Effectiveness Committee, and college leadership to determine appropriate financial and human resource structures for ensuring adequate support for sustainable institutional assessment

Section 4: Ideas for Institutional Effectiveness Systems and Structures

Identify any ideas you have for improving institutional planning and improvement systems and structures in support of institutional effectiveness.

- This is a useful tool for determining high-level goals. The worked well since the A-Team had not yet developed goals for the year, so we plan to take these goals and determine the action items associated with them. While that seems an efficient way to plan, there are concerns about other groups that might have already set goals and view this process as duplicative. Could this be the mechanism we use to establish our broader goals for the year? Where are potential points of duplication?
- Would like to explore how to leverage information and data that already exists. For example, using the new standard data set and current Core Themes indicator data to pre-populate this document for groups that are tracking certain data. In other words, how can we avoid duplication and copy/pasting from other reports and data spreadsheets?
- I did not include reference to Core Theme indicators 3.5 and 3.7 (CLO mapping and assessment) because they are included on another report. But we need to determine where Core Theme indicators fit in reporting to IEC – perhaps groups should not include any indicators in these reports since the IEC is already monitoring them.
- This report notes A-Team and Assessment of Student Learning, suggesting that part of the report should include more information based on my role as coordinator. I think that having a dual-purpose report will work, though we want to be clear what is the A-Team's work and what the assessment coordinator should be tracking. For example, indicators called out in the draft institutional assessment plan include:
 - Evidence of CMS use
 - Annual reports on CLO mapping
 - Number of courses/programs mapping to CLOs
 - Number of assessments linked to CLOs
 - CMS built out to accommodate program learning outcomes mapping
 - General education and developmental education courses identified, mapped to CLOs, and assessments created
 - collecting curriculum mapping, assessment tools, and assessment data/analysis, etc., I will be able to reference such information.
- Another detail to consider is where the student affairs assessment plan fits within this structure. Is that reporting subsumed under another group's report?