

# ASSESSMENT

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## Assessment Team Charter

**Vision:** To create a culture of continual inquiry and refinement through assessment that facilitates the improvement of teaching and student learning.

**Mission:** To coach and support faculty, staff, and administration about assessment efforts on campus; to serve in an advisory capacity to administration and faculty around assessment tools, projects, and policies.

### Description

The Assessment Team is faculty-led,<sup>1</sup> comprised of faculty, management, and staff who coordinate efforts to improve teaching and facilitate improvement and understanding of student learning. The scope of A-Team work includes mentoring and coaching faculty in the assessment of state approved programs, general education courses, and instructional delivery modalities at Lane. It also includes advising the college on its Institutional Assessment Plan and on the assessment of student learning at the course, program, and institutional levels. Meetings are open to all LCC employees although voting rights are restricted to official members.

### Scope of Work

The A-Team will:

- Help divisions, disciplines, departments, and programs craft initial inquiry questions, leading to meaningful data collection and analysis;
- Offer coaching to administrators—deans, directors, managers—on best assessment practices and thoughtful use of assessment data, as well as promotional strategies;
- Help faculty learn about assessment methods, aims, and processes;
- Provide feedback to divisions, disciplines, departments, and programs on assessment work in progress;
- Prioritize assessment work across campus by vetting assessment proposals;
- Facilitate workshops focused on assessment practices;
- Promote use of assessment results to inform teaching practices;
- Organize assessment showcases/presentations;
- Collaborate with Academic Program Review Oversight Committee to integrate assessment of student learning meaningfully into the process of Program Review;
- Coordinate with Faculty Professional Development programs, personnel, and efforts to provide on-going faculty professional development related to assessment, and

teaching and learning scholarship;

- Provide a forum for deep and thoughtful discussion of assessment of student learning and how to expand and sustain the culture of learning assessment at Lane;
- Recommend strategies and tools for moving toward systematic assessment;
- Serve as liaisons to broad college initiatives and college governance focused on student success, progression, and completion.

## Outcomes

- Develop annual and cyclical work plans focused on supporting assessment work at Lane (to be reviewed by Learning Council);
- Produce an annual report focused on assessment projects completed; the report will facilitate the college's understanding of how faculty use assessment methods to improve student learning and how specific projects are tied to refinement of teaching and improvement of student learning; reports will be made available on the Assessment website;
- Produce annual synthesis reports on A-Team Accomplishments, made available on the Assessment website;
- Update the Assessment website, annually:
  - To demonstrate how program assessment results are used to improve the educational program and student learning at Lane;
  - To demonstrate mission fulfillment through Core Theme 3: Quality Educational Environment and related objectives (with assistance from appropriate support staff and IRAP)

## Membership

Member terms are two years (with encouragement to reapply and serve for a minimum of four<sup>2</sup> before stepping off), on a rotating basis, to provide continuity and diversity of representation from divisions. Members will include:

- The A-Team Chair, who is also the Faculty Coordinator of Student Learning Assessment and Curriculum Development<sup>3</sup>;
- Core Learning Outcomes Coordinator (who also serves as the co-chair), to be selected from qualified faculty across campus, vetted and approved through an official process by A-Team, and supported by reassignment time of one course per quarter, for a term of 2 years; membership solicited through, and application qualifications and duties posted via, Lane Weekly and the LCC Faculty Listserv;
- An Assistant CLO Outcomes Coordinator, to be selected from qualified faculty across campus, vetted and approved through an official process by A-Team, and supported through reassignment time spring term of the outgoing CLO Coordinator's tenure;

membership solicited through, and application qualifications and duties posted via, Lane Weekly and the LCC Faculty Listserv;

- A minimum of five, maximum of twelve faculty who articulate interest and whose applications are vetted and approved by Faculty Council in consultation with recommendations from A-Team. Faculty members will include those from non-credit, developmental education, transfer disciplines, professional-technical programs; membership solicited through, and application qualifications and duties posted via, Lane Weekly and the LCC Faculty Listserv;
- A paid, part-time representative (to be paid at their rate of pay), appointed annually. Membership solicited through, and application qualifications and duties posted via, Lane Weekly and the LCC Faculty Listserv; applications will be vetted by A-Team;
- One Faculty Assessment Fellow, interested, broadly, in assessment issues across campus, who will serve as an A-Team member, supporting the work of the Chair and CLO coordinator and focusing on outreach and assessment projects, as needed. This position carries one-course reassignment over a one-year period or 100 hours at the rate of pay for a PT faculty member, and requires attendance at monthly meetings as well as other duties listed above. Applications for this position will be solicited through the request-for-funding process used by the A-Team, distributed via the LCC Faculty Listserv, The Lane Weekly, and announced at Council meetings. [Not funded in 2017-2018]
- Institutional Research, Assessment and Planning (IRAP) Director or designee;
- ASA representative;
- A faculty union representative
- Two instructional managers;
- At least one classified staff member with program coordination responsibilities;
- Non-credit faculty representative (ABSE, ESL)

## **Roles**

- A-Team Chair: calls meetings, issues agendas, drafts work plans, produces and disseminates synthesis report of A-Team work completed annually; solicits A-Team membership (twice annually); collaborates with administration to plan and coordinates fall in-service or spring conference work, as necessary; reports to Learning Council quarterly. Tracks and supports A-Team work and assessment projects/fellowships;
- CLO Coordinator/Co-Chair: shepherds assessment projects from draft to completion; provides outreach to faculty; tracks A-Team work and assessment projects; produces a synthesis of assessment projects completed during the year; takes and files minutes; organizes showcases and/or workshop/outreach efforts.

## Charter Review

The Assessment Team will review this charter annually and report any revisions to the Learning Council.

### Footnotes

1. Northwest Commission on Colleges and Universities (NWCCU): “Northwest Commission on Colleges and Universities (NWCCU) is an independent, non-profit membership organization recognized by the U.S. Department of Education as the regional authority on educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region.”

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

2. In the absence of sufficient faculty interest to serve on the A-Team, existing members may apply for additional two-year appointments with the understanding that after two years, faculty who have not served before expressing interest will be granted preference. This extension in appointment duration is predicated on an agreement between the college and the association, which is currently in process.

3. A-Team is piloting a new structure for chair and CLO coordinator/Co-chair, wherein our Chair position is staffed by the Faculty Coordinator of Student Learning Assessment and Curriculum Development, and the CLO Coordinator/Co-chair is a member of the teaching faculty. The previous model involved staffing both positions from the ranks of teaching faculty. This pilot will run from 2017-2020, after which we'll revisit this distribution of labor. The exception to the contract (article 12.6), having a permanent A-Team Chair, is predicated on an agreement between the college and the association, which has been agreed to by both the college and the ASA on a one time only, non-precedent setting basis, with review by College and Association no later than April 1, 2020.

*Adopted June 2017*