

Assessment Team (A-Team) Accomplishments & Assessment Synthesis Report, AY 2016-2017, written by Kate Sullivan, A-Team Chair

PART A: OVERVIEW OF ASSESSMENT WORK AT LANE, 2008-2017

The 2016-2017 year was both productive and chaotic, given changes and challenges¹ across campus and within A-Team itself. Our work, although productive, sometimes strayed into complicated and seemingly tangential directions, and at times we were delayed or thwarted by circumstances beyond our control. Still, we managed to accord several important accomplishments in that we: 1) *Articulated and refined A-Team assumptions about assessment work and improved team processes*; 2) *Undertook substantial outreach to increase faculty awareness and involvement*; 3) *Shepherded a number of assessment projects through to artifact assessment*; 4) *Developed (in conjunction with IT) a web-based database to serve as a curriculum mapping system and report repository*.

Before diving into a discussion of these accomplishments, it's necessary to set some context for last year's work; a significant portion of this report will consist of an overview of the past few years of assessment efforts at LCC, as we've struggled to decide exactly *how* to approach the daunting task of assessing student learning across our general education courses (I am hesitant to speak of a "general education program,"² even though we have such a designation in the course catalog: the AAOT). Readers interested primarily in A-Team accomplishments AY 2016-2017, might skip to **Part B: A-Team Accomplishments, 2016-2017**, on page six.

Initial efforts in 2008-2009³ to assess student learning across general education courses focused on a large-scale, cross-discipline scoring of 124 artifacts⁴ against the "communicate effectively" rubric and 141 artifacts against the "think critically" rubric, both based on two of our

¹ On the heels of President Spilde's spring 2016 retirement announcement and the impending retirement/departure of several other members of administration, managers undertook searches for seven administrative positions, coped with a multimillion dollar budgetary deficit, and confronted the vagaries of declining enrollment. These challenges left A-Team unmoored at times, lacking important guidance from, and/or dialogue with, key figures in the administration who were otherwise occupied with pressing activities.

² Indeed, [Trudy Behrs](#), as long ago as the early 2000s, argued that the definition of a program at the CC-level is terribly fraught; as such, it is incredibly difficult to assess the learning of transfer students who do not declare nor follow a more specific program of study than the buffet of choices offered through the Associated Arts of Transfer Degree (Oregon's AAOT).

³ Prior to these efforts to undertake the direct assessment of student learning, A-Team, established AY 2005-2006, undertook a variety of efforts to create a culture of assessment at Lane, including: a number of workshops; the establishment of several incarnations of an ED 299 faculty course aimed at increasing understanding of assessment principles and processes; the use of assessment coaches; invited speakers on assessment, etc. For a more comprehensive discussion of these early efforts, please turn to Dr. Sarah Ulerick's A Retrospective Analysis of Assessment Work at Lane Community College 1993-2016, available [here](#).

⁴ Artifacts included assignments drawn from the following divisions: Language, Literature, and Communication; Social Sciences; Science; Math; Art; and Cooperative Education; eleven faculty scored for "communicate effectively," and nineteen for "think critically."

then-four core abilities. The 2008-2009 project was problematic in that there were challenges with inter-rater reliability and the data generated through the process did not indicate any meaningful differences in student performance between “entry-level” and “exit-level” students.⁵ The synthesis report on this project, presumably prepared by Sarah Ulerick and Mary Brau, noted that the inconclusiveness of the data might be due to the variance in skill “inherent in community college populations” or, perhaps, to the challenges of scoring outside of one’s own discipline.

A second attempt at assessing learning in general education courses, conducted in 2010-2011, also focused on gathering student artifacts⁶ from a variety of disciplines, which were then scored by the contributing faculty member(s), using refined versions of the two generic rubrics. Again, the project yielded inconclusive data in terms of an evaluation of student proficiency against our core abilities: JS Bird opined that it was “not yet clear if [the rubric] is adequate for all disciplines,” and that the majority of the work was undertaken by PT faculty. The benefit, overall, seemed to flow from faculty refining the explicitness of their teaching in response to using a rubric to assess student work. However, these projects were largely focused on individual faculty evaluating their *own* students’ work against a rubric (and in some cases, sharing the rubric with students) rather than arriving at a collaborative understanding about expectations of student performance with other faculty teaching in the same discipline, let alone the same courses.

In 2012, we replaced our four core abilities with five general education learning outcomes, our “core learning outcomes” or CLOs: think critically, engage diverse perspectives, create solutions, communicate effectively, and apply learning. Concomitant with this shift from abilities to outcomes, we also decided, in response to the findings of our earlier assessment efforts, to focus on the evaluation of student work by disciplinary experts and the crafting of rubrics in disciplinary language, designed either to evaluate the longitudinal development of student skills against our CLOs across courses/sequences (most common in the C/T fields); or, to evaluate specific assignments in departments/programs by multiple faculty teaching the same courses (most common in the transfer areas). One of the goals of this shift was to create evaluation tools that could be employed not only for large-scale, college-wide assessment projects, but that also would be used by faculty (and students) within courses and programs to gain a greater understanding of our CLOs, the relationship of course-level outcomes to the CLOs, and the criteria used to evaluate students against these outcomes. It is from this nascent CLO work in 2012-2013 that our current focus has developed.

To further complicate the situation, in 2005, SB 342 mandated the refinement/revision of our existing transfer degree/program, the AAOT, and simplified its requirements to ease student transfer across institutions. Specifically, changes to the AAOT did away with institutionally

⁵ The team defined “entry-level” students as those with fewer than four general education courses who had not completed their writing requirement (WR 115 or WR 121); “exit-level” students were defined as those who had completed their writing requirements, as well as more than eight general education courses.

⁶ Artifacts were drawn from anthropology, forest ecology, freshman composition, French, drawing, basic design, graphic design, speech, education, math, and ethnobotany.

specific variations on the degree. At Lane, prior to SB 342, our particular requirements for transfer electives were three-fold: 1. We required that students satisfy discipline requirements by choosing courses from an A and B column to ensure breadth within an area; 2. We mandated that students enroll in a sequence of courses--say, American History I, II, and III—to satisfy a social science requirement, which allowed for depth/scaffolding of learning; 3. Advisors encouraged students to enroll in sequential courses, a process facilitated through the practice of annual scheduling, a practice that has now been abandoned.

On the heels of SB 342, without LCC's campus-specific parameters for transfer requirements to the AAOT (described in paragraph above), undeclared students or those simply exploring their options were faced with a dizzying array of choices. At one time, the college offered 166 different courses from the Arts and Letters list and around 110 in social science. Few, if any, of these courses held prerequisite requirements nor entailed a progression in difficulty/challenge or sequence (in fact, the distinction between 100- and 200-level courses across the state of Oregon is negligible, at best).

Thus, students often enroll in courses in a perplexing and grab-bag manner--one that may suit their particular work schedules or interests but not necessarily one that will maximize their learning experience.⁷ And without cohort, sequential, and scaffolded learning or a pre-requisite structure, it is hard to assess the arc of student learning: to wit, we have the problematic data generated through our early assessment efforts (no discernable difference in student performance between entry- and exit-level students).

Additionally, the fact that community colleges serve many masters—non-credit literacy instruction; programs in career-technical and applied fields; the buffet of general education transfer curriculum; noncredit, personal enrichment courses—means that it is sometimes difficult even to determine what we mean by “general education.” This fact is especially true given that no student on campus will take the same or similar courses, save for the writing requirements of WR 115 and 121, and even in this case, not everyone takes WR 121 since it is not the requirement in many C/T fields (WR 115 is). Our earlier assessment efforts, 2008-2011, focused on creating a “snapshot” of student learning through the collection and evaluation of student artifacts from randomly⁸ selected courses, a process that did not, as noted earlier, result in increased assessment efforts across campus, integrated into departmental/programmatic work. Many Lane faculty (rightly) resist any work that strikes them as pro-forma or extraneous to their classroom practices, and we have shifted our outreach efforts to address these concerns and help create opportunities for assessment efforts that faculty deem useful and authentic, skewing *towards assessment of program/sequence within a department instead of a snapshot across disciplines*.

⁷ The recent move towards “guided pathways” is an attempt to ameliorate the structural and curricular challenges that students face within community colleges across the country. Perhaps one of the most radical of the pathways schools, Guttman College, requires students to attend full time, enroll in one of five pathways/majors, and attend as a cohort. See Jenkins, Bailey, and Jaggars, [Redesigning America's Community Colleges](#), 2015.

⁸ The word “random” is, perhaps, inaccurate. The rubrics and student artifacts were all contributed by faculty willing to participate in assessment efforts on campus—not exactly a valid sampling method.

We have also been challenged by the unusual composition of our CLOs, which are quite unlike general education outcomes from other institutions in that they collapse discrete competencies⁹ such as information literacy, numeric literacy, and metacognition into our larger, umbrella language of “think critically,” “apply learning,” and “create ideas and solutions” and “apply,” respectively. In concrete terms what this has meant is that our goal for CLO mapping to course-level outcomes has shifted from the umbrella language—think, engage, create, communicate, apply—to include the twenty-seven dimensions within each category/CLO so as to disaggregate different skill sets, necessitating revision of rubrics created before this shift.

Prior to 2013-2014, we had not set up a scaffolded process for assessing student learning nor required that faculty who received funding were working within a collaborative departmental framework; thus, faculty often had a scattershot approach to project proposals and/or created rubrics and materials for their own classes, *only*. Of late, we have directed faculty to lay the groundwork for artifact assessment by first mapping CLOs, developing signature assignments, etc. The table below illustrates this developmental process: green and yellow (signature assignment development, artifact scoring) are more likely to appear this last year, while purple and pink (outcome refinement and mapping) are prevalent in the middle columns.¹⁰ Notably, three of the programs that undertook artifact assessment this year—Graphic Design, Math, and ESL—all developed rubrics expressly for the evaluation of student work, slightly before the work itself was undertaken. A fourth program, Biology, had a faculty member using a rubric for evaluation of assignments, but she wasn’t paid for the rubric creation. The final group, Communication, had a rubric in place for several years prior.

Another key factor in department/program’s ability to arrive at artifact scoring is faculty workload.¹¹ All five programs that participated in artifact assessment were granted an Assessment Fellows position with either reassignment time, or in the case of PT faculty, a stipend that allowed individuals to forego other work obligations in order to focus on assessment projects. Communication, which also undertook artifact scoring in 2015-2016, had a fellowship for the previous year as well. Other groups that have made progress with assessment work have benefitted from faculty coordinators allotted some reassignment time per their position or, in the case of Art, as faculty chairs/co-chairs of the A-Team. Other departments—French, PTA, Composition, Dental Hygiene, Nutrition, Honors—have, if not reassignment time, at the minimum, a faculty member tasked with coordination or leadership within the department.

Members of both the A-Team and the administration, recognizing the value of substantial support for assessment work, have shifted A-Team budget allocations toward funding more

⁹ Other schools, such as Valencia Community College in Florida, have more task-specific learning outcomes; at VCC, the general education learning outcomes include: quantitative reasoning; scientific reasoning; information literacy; cultural and historical understanding; ethical responsibility; communication (with oral, written, and interpersonal communication disaggregated).

¹⁰ 2012-2013 saw the push towards rubric creation, but rubrics were sometimes disconnected from artifact collection or scoring or never put into use widely across the course/program/department.

¹¹ One caveat: we have yet to aggregate the data generated through artifact scoring because several of the faculty leads will be using summer term to parse their results—they simply could not analyze their assessment results during the regular academic year.

Think

Engage

Create

Communicate

Apply

fellows and their colleagues to complete artifact scoring. In 2017-2018, we anticipate six fellows, up from five in 2016-2017, and three the year before. Please see Addendum A at the end of this report for a sketch of how moneys will be spent in 2017-2018.

Table of A-Team Funded CLO Assessment Projects, 2012-2017

KEY

| | | | | | | | |
|----------------------|--|--------------------------|--|-----------------------|--|---------------------|----|
| * Outcome Refinement | | * Supplemental Materials | | * Rubric Creation | | * Faculty Lead | FL |
| * CLO Mapping | | * Signature Assignment | | * Artifact Assessment | | * Assessment Fellow | AF |

| | Department/Program | Division | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|-----|------------------------------|--------------------|-----------|-----------|-----------|-----------|-----------|
| 1. | ABSE | ABSE/NON-CREDIT | | | | | FL AF |
| 2. | ART | ART | FL | FL | | | |
| 3. | BIOLOGY | SCIENCE | | | | AF | AF |
| 4. | CHEMISTRY | SCIENCE | | | | | |
| 5. | COMMUNICATION | LLC | FL | FL | | AF | AF |
| 6. | COMPOSITION | LLC | FL | FL | | | |
| 7. | DENTAL HYGIENE | HEALTH PROFESSIONS | | FL | | | |
| 8. | ENGLISH/LITERATURE | LLC | | | | | |
| 9. | ENVIRONMENTAL SCIENCE | SCIENCE | | | | | AF |
| 10. | ENGLISH AS A SECOND LANGUAGE | ESL | | | | | AF |
| 11. | EXERCISE & MOVEMENT SCIENCE | HEALTH PROFESSIONS | | | | | |
| 12. | FRENCH | LLC | | FL | FL | | FL |
| 13. | GRAPHIC DESIGN | ART | | | | | FL AF |
| 14. | HONORS | COLLEGE OF A & S | | | FL | | |
| 15. | HUMAN SERVICES | SOCIAL SCIENCE | | | | | |
| 16. | MATH | MATH | | | | | AF |
| 17. | NUTRITION | HEALTH PROFESSIONS | | | | | FL |
| 18. | PHILOSOPHY | SOCIAL SCIENCE | | | | | |
| 19. | PHYSICAL THERAPIST ASSISTANT | HEALTH PROFESSIONS | FL | FL | FL | | |
| 20. | SPANISH | LLC | | | | | |
| 21. | RESPIRATORY CARE | HEALTH PROFESSIONS | | | | | |
| 21. | WATERSHED SCIENCE | SCIENCE | | | | | |
| 22. | WELDING | C/T—ADV TECH | | | | | |

Fig. 1

PART II: A-TEAM ACCOMPLISHMENTS, 2016-2017

A-Team had six broad goals for 2016-2017 (see our work plan, [here](#)): 1) revise our charter, clarify work roles & membership parameters; 2) create tools/explanation of annual work, determining timelines and activities; 3. develop materials to communicate A-Team's scope and work to multiple audiences; 4. support faculty projects and Assessment Fellows' work; 5) improve and refine outreach efforts to solicit more faculty participation; 6) develop, in conjunction with IT, the online mapping tool/database that will interface with Banner and the processes for curriculum approval and revision, and, eventually, allow us to see where CLOs are addressed across the curriculum at LCC and where assessment efforts are taking place on campus.

Of these goals, we fully accomplished #1 and #4, substantially accomplished #3; partially accomplished #2 and #5; and are nearing completion of #6. One goal, #7, that emerged as the year progressed and that bisects numbers 1, 2, 3, and 6 was to more completely identify and articulate our assumptions about, approaches to, and policies for, assessing general education, assumptions that will be dealt with more fully at the end of this report. What follows is a discussion of how we addressed this work plan, beginning with the more recently identified goal #7:

1. Articulation and refinement of A-Team Assumptions About Assessment Work, Improvement of A-Team Policies

A-Team's increasingly nuanced understanding of how to facilitate faculty involvement with assessment work—which has been, as noted, predicated on a scaffolded approach before artifact evaluation—has benefitted from burgeoning program review. Of the five groups (noted in yellow, Fig. 1) that undertook artifact assessment, two—Graphic Design and Communication—are on the cusp of program review, and a third—Math—had recently undertaken major program revisions in response to a statewide mandate to create a separate pathway/requirement for non-STEM majors pursuing an AA or BA. The other two departments—ESL and Math—have both been engaged in major curricular revisions to either better align their courses (ESL) or to mirror national standards (Biology). Thus, all the artifact scoring groups are engaged with assessment work that extends beyond the course-level and/or work designed for a “snapshot” of student learning within general education—to engage deeply with the goals of their discipline or program/major. In other words, faculty are undertaking assessment work that is profoundly useful for their programs/departments' refinement and improvement of their entire program/sequence and not simply to capture a “snapshot” of student performance within a given course or assignment.

Other groups involved in program review, such as music and dance, worked with CLO Coordinator Lushia to refine course outcomes and map CLOs outside of the formal assessment RFP funding process. We are confident that program review and assessment will continue to develop synergistically as the campus refines its understanding of how the processes are complementary and intertwined. Consequently, one of our accomplishments this year was deepening our involvement with APROC, the Academic Program Review Oversight Committee

(Sullivan and Salman both served on this committee), and, we hope, there will be a complementary deepening of the understanding across campus that some assessment work—program level as opposed to course level¹²—is also the purview of program review and not solely of the A-Team.

A second undertaking this year involved outreach to the governance system, which depended, first, on our revision of the A-Team Charter.¹³ When we submitted our charter to the faculty association for input, we were informed that several of its elements were out of compliance with our faculty contract, and the process of charter revision stretched over six months as we solicited feedback from both the faculty association and administration. The new charter articulates a broader vision than the previous one and evinces the charge that assessment work is the responsibility of the entire campus and must, necessarily, involve administration and our governance system; it also more clearly articulates A-Team's role as an advisory group that mediates and facilitates but does not bear the sole responsibility for the assessment of student learning on campus. Further, given the successes of program review, which we attribute in part to its support by and through governance, we hope to secure the same endorsement and infrastructure that APROC has been afforded. In its earliest incarnation, A-Team was helmed and nurtured by a co-team of Sarah Ulerick (faculty) and Mary Brau (Assessment and Curriculum Coordinator) and Sonya Christian (VP of Academic and Student Affairs). Upon Christian's departure in 2013, Ulerick functioned as co-chair collaborating with a series of faculty members, but the team did not benefit from the close involvement that having a key administrator serving in a leadership role afforded us in the past. Additionally, without support staff or infrastructure (for instance, no central office nor any digital space, save our public web-presence, as a repository for data and minutes), we often found ourselves shifting directions to mirror the interests of a given chair or re-inventing processes due to a lack of documentation and shifting A-Team membership.

Thus, a corollary step undertaken through outreach to and collaboration with the union, has been the creation of a three-year pilot establishing our Faculty Coordinator of Student Learning Assessment and Curriculum, Tammy Salman, as the chair of A-Team. She will be assisted by the more broadly conceived CLO Coordinator/Co-Chair, a position that will continue to rotate. We argued to the union that the structure in place for most faculty committees on campus—the constant rotation of faculty chairs serving two-year stints—does not serve A-Team nor assessment efforts in that we need someone in this position who can amass a deep understanding of departmental and programmatic assessment efforts and work closely with the curriculum committee and statewide regulations around course offerings, certificate and program parameters, etc.

¹² Some institutions separate out the work of assessment, charging general education assessment across disciplines or within courses to assessment committees/departments/directors, while assessment of entire departments or programs is aligned with program review. We hope to discuss the possibility of a similar structure with APROC.

¹³ We could not determine the last time the charter was updated. We suspect that it may not have been changed much, if at all, from the inaugural year of A-Team in 2005-2006.

A third area that merited exploration and refinement was our model of funding faculty for assessment work, which is largely within the province of curriculum development work—outcome revision, CLO mapping, rubric and signature assignment creation—but also touches on faculty professional development and, in the case of the coordination responsibilities required of Assessment Fellows, enters the realm of regular faculty work and should, then, be compensated at the faculty's regular rate of pay. Sullivan has worked with the union on ensuring that our compensation practices are in alignment with contract language, as well as consulting with support personnel such as Aneita Grogan, who have facility with budget parameters and processes.

Additionally, Salman's service on Learning Council has contributed to a draft of the Council's Learning Plan, which, in its current incarnation, calls out assessment of student learning as a key element of the college's work: e.g., the following language is included in the teaching and learning principles in the current draft (June 2017): *"Provide opportunities for the whole college community to enhance the quality of education"; "Create collaborative endeavors where faculty, staff, etc. across the college systematically investigate program and service effectiveness"; "Integrate regular program review and assessment of teaching and learning."* We see the inclusion of such language as an indication that faculty and the association (the governance system) recognize the key role that assessment of student learning plays in the integrity of a learning college.

Salman, Sullivan and Lushia have created a raft of documents related to assessment work on campus: handouts on how to accomplish CLO mapping, a Campus Conversation Kit brochure, materials that detail and contextualize our recent NWCCU response, glossary materials, instructions for using our newly created Curriculum Mapping System (CMS), etc., all of which are aimed at refining faculty understanding of assessment. Rosenow, Sullivan, and Salman have also been contributing to the Institutional Assessment Plan, the larger college-wide plan for assessing student learning. A-Team members have contributed to the college's Mid-Cycle Evaluation Report, including its response to the warning on assessment given by NWCCU. And, this summer, Salman and Sullivan will further articulate our processes through the creation of fellowship/RFP contracts, and boiler-plate language related to artifact assessment and student confidentiality. We will also be working on a timeline for Assessment Fellows work, which will include a kick-off, mid-year check-ins, and public report-out/showcase in the spring. Finally, we have included CLO language on all new and revised curriculum forms and have called out the assessment methods that will be used to assess course-level learning outcomes and their attendant CLOs and dimensions.

Additionally, with the help of Stephanie Wicks, we reorganized our web pages, moving older documents to a digital archive to simplify content and make the navigation of said pages more intuitive; we revised campus screensavers to mirror CLO language, and, with the help of Barbara Barlow-Powers, we developed a curriculum mapping system (discussed in more detail at the last section of this report). We have also initiated a [googlesheets document](#) that will

serve as a repository for data¹⁴ about A-Team funded assessment projects. This document lives in googlesuites and will be accessible and editable by the A-Team chair and CLO Coordinator. Our new googlesuites folder resides within an official Lanecc.edu google account and, as such, is more secure than our previous google drive.

2. Outreach to Improve Faculty Awareness and Involvement

A-Team members continue to serve on key institutional groups: the Institutional Effectiveness Committee, Learning Council, Diversity Council, APROC, the planning group for Spring Conference 2017, and the Curriculum Committee, as we work to assist faculty with assessment efforts. Lushia initiated a winter term report out of three of our Assessment Fellows—Tom Madison (Graphic Design), Karen Krumrey (Communications), and Lisa Turnbull (Biology)—a showcase that garnered the attendance of the VP of Instruction, Dawn DeWolf, as well as the interest of other administrators. The report out session allowed fellows to share strategies and findings with one another, and will, we hope, establish a blueprint for on-going assessment fellows processes and structures. Other outreach activities included the following:

- **Open House, Fall Inservice, 2016:** A-Team hosted faculty Friday of inservice and used discussion to plan for our work 2016-2017.
- **Visits to key groups:** Salman visited learning, faculty, technology, facilities, student affairs, finance, and college councils; Sullivan presented to the deans and talked about the role of CLO assessment and general education and what deans can do to facilitate and support faculty involvement in assessment work.
- **Conversation Kit and Coffee Talks**, winter and spring 2017: A-Team hosted five “coffee talks” in March and April, aimed at:
 1. Shar[ing] information about student learning assessment practices and develop[ing] a shared language around assessment on campus;
 2. Gather[ing] information and feedback from departments/individuals on understanding of student learning assessment and current projects;
 3. Solicit[ing] feedback about faculty and staff needs related to assessment;
 4. Contribut[ing] to a student learning assessment plan.

¹⁴ We have retooled the RFP project reporting form to solicit a greater range of informational points than it initially did; going forward, we will be able to generate more useful data about faculty projects. Up until this year, however, we were not collecting the same pieces of information, so the data that have been generated are not always comparable. It has taken us several years to discover what kinds of pieces of information are useful and appropriate. For example, initially, we did not ask faculty groups to indicate (in the online rfp reporting tool) how many faculty involved were part time and how many were full time, or, in the first incarnation of the form, include dimensions of the CLOs. Both pieces of information, we now feel, are important to help us understand that vagaries of assessment work on campus.

- **Development and Teaching of Assessment Course: Focus on Student Learning** : Faculty Professional Development (FPD) collaborated with Academic and Student Affairs Office to provide stipends for 20 faculty to participate in a newly created [course on student learning assessment](#) that was facilitated by Tammy Salman. The course was well received, and we hope to offer it again in the future. Lushia and Sullivan served as guest speakers in the course and provided curricular materials to faculty.
- **Distribution of a Faculty Survey**¹⁵
Results from our recent Faculty Survey reveal that a significant portion of our faculty are already involved in work that is pertinent to assessment efforts: specifically, faculty give students shared assignments within shared courses, regularly discuss course and program expectations, and express increased confidence with our Core Learning Outcomes (CLOs). Faculty still struggle with the terminology associated with assessment and in some cases, have little understanding of concepts; however, we would surmise that the problem is specialized vocabulary and not the work itself. To wit, we were heartened to discover that such a large percentage of our faculty already engage in assessment-related activities and that so many recognize the need for more faculty professional development support to facilitate their understanding of the interface between curriculum and assessment. For a more thorough discussion of the results of the faculty survey, look [here](#).
- **Spring in-service**
Sixty-seven faculty and staff members from twenty separate areas/programs attended the three A-Team sponsored workshops at spring conference, and feedback about the relative merits of the workshops--one focused on outcome refinement/revision (Salman), one on CLO Mapping (Lushia); one on the necessity of engaging assessment work and the challenges of general education assessment at the community college level (Sullivan). A separate, by-invitation session for faculty ready to map focused on beta-testing our new database, The Curriculum Mapping System (CMS) to map and track both CLO alignment and assessment projects, was hosted by Christina Howard. Feedback on the sessions was, overall, positive, and both Sullivan and Salman were asked to speak to faculty groups on the heels of their conference work.

3. Supported assessment projects and fellows, emphasizing artifact collection and evaluation.

¹⁵ See this [document](#), prepared by Cathy Thomas in IRAP, for visuals of the survey results. To see the survey tool, visit this [link](#). The survey opened in mid-march and closed May 31, 2017, soliciting 74 responses from PT and FT faculty, representing C/T, transfer, non-credit, and other faculty.

2016-2017 marked an increase in artifact scoring--five groups undertook this work (Graphic Design, Communications, ESL, Biology¹⁶ and Math), as opposed to one group the previous year (see Fig. 1). In addition, we saw the involvement of two departments heretofore who have not been engaged in assessment work—Graphic Design and Environmental Science—and inclusion of thirty-one faculty who had not yet participated in A-Team sponsored work.

Groups That Have Undertaken Artifact Assessment

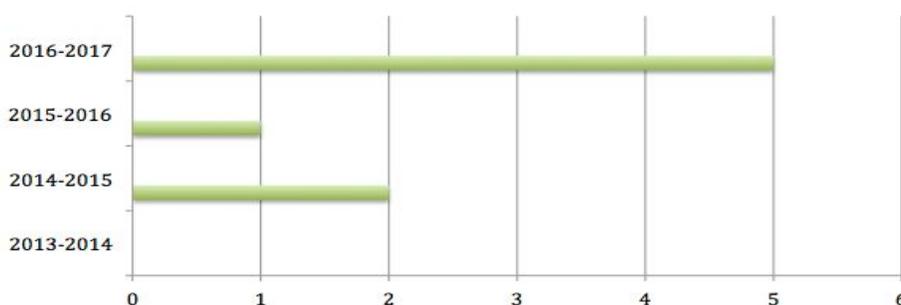


Fig. 2

Over the past five years of CLO mapping/work, we have involved an aggregate number of 208 individuals in 48 assessment projects; thirty-six of these faculty members have been involved in two projects in a single year or across years (see Fig. 1), with thirteen individuals engaged in three projects, and three faculty members in four. In other words fully 25% of those undertaking assessment work are repeat participants, a phenomenon that gives evidence of faculty commitment to ongoing assessment work and the necessity of scaffolded preparation before a program can undertake the evaluation of student artifacts. Given that this artifact evaluation is taking place within programs and faculty are examining and discussing student assignments that are integral to course outcomes, these assessment efforts are not likely to be one-off projects as a portion of our earlier undertakings were.¹⁷

Another cause for optimism is the (in general) increasing number of faculty involved in assessment efforts within programs with multiple sections of a single course. For instance, the English department's most recent assess efforts around writing—the creation of a signature assignment for collection and evaluation of student artifacts—garnered the participation of 15 different individuals, for a total of 20 faculty involved in assessment work since 2013.¹⁸

¹⁶ Biology undertook action research and piloted use of signature questions and a scoring rubric, but the student samples were all drawn from one faculty's classes. However, several faculty who teach the same course are now discussing the use and assessment of this shared assignment in 2017-2018.

¹⁷ For instance, rubric projects in 2012-2013 garnered the participation of a number of faculty who have not since been involved in any assessment efforts. As JS Bird noted in his report on assessment efforts in 2013, the prevalence of PT faculty involvement did not necessarily represent department- or program-wide involvement/enthusiasm; additionally, some of the faculty involved are no longer with the college.

¹⁸ Of the twenty individuals involved in assessment conversations in English, seventeen still teach in the department, which represents about 40% of the faculty.

Communication, which undertook a second iteration of artifact evaluation, included eight faculty in their latest efforts and thirteen over the past few years, which represents virtually their entire teaching staff; math included eleven, or around 20% of the total faculty in the department and represented 75% of the sections of Math 98 offered. Obviously, for assessment efforts to be effective, we will need to involve a significant number of faculty teaching in highly enrolled courses with multiple sections, and last year's numbers are encouraging.

Breakdown of New and Returning Faculty Involved in CLO Projects

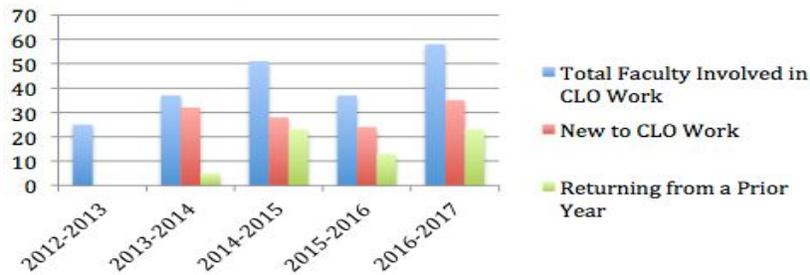


Fig. 3

Departments/Programs, CLO Projects, 2012-2017

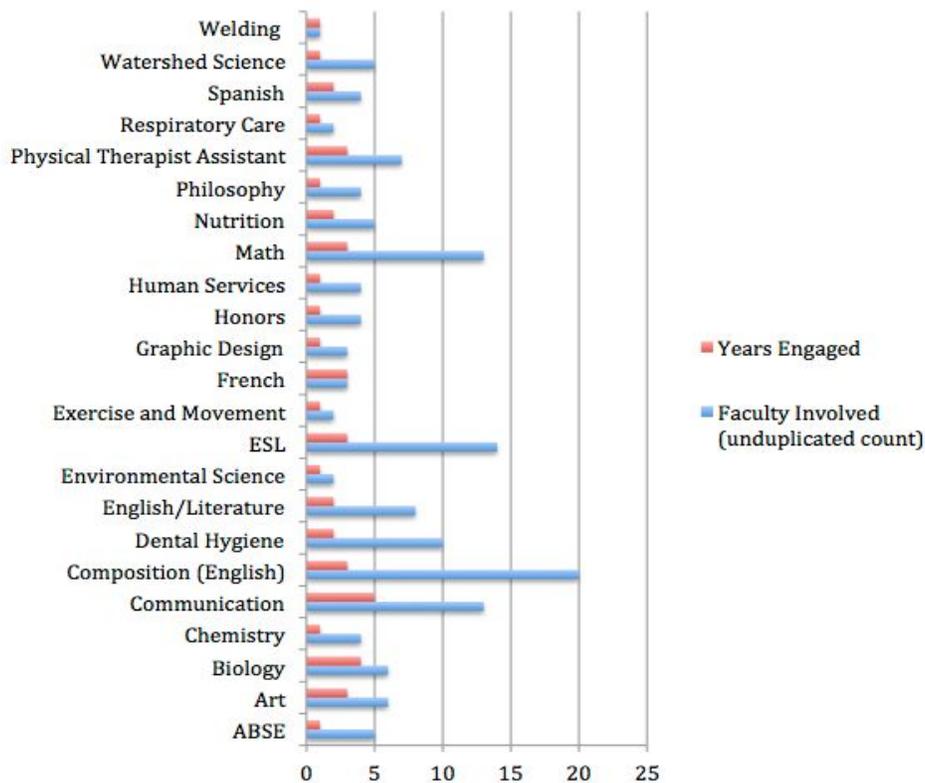


Fig. 4

4. Development of a Curriculum Mapping System

Beginning with work initiated by Sullivan and Salman in summer 2016, the college has apportioned sufficient technical support to create a digital database, our new Curriculum Mapping System, that will serve three functions: as a **place/process** for faculty to compare their understanding of the alignment of a given course's outcomes to the CLOs and dimensions, as well as the range of assignments given to evaluate student performance of a particular outcome; as an official **record** of where the CLOs and dimensions show up across our curriculum, which can then function as a heuristic for evaluating future curricular developments/revisions; as a **repository** for assessment reports and data generated around artifact scoring.

The last function is key for us given that we know there are assessment efforts being undertaken across campus that are outside of the A-Team RFP funding process. We have few, if any, mechanisms to capture this work, although Salman has been working on the creation and refinement of a departmental assessment reporting form that deans will complete in conjunction with faculty in their respective disciplines.

For instance, before Tom Madison applied for and was funded as an assessment fellow, he was regularly evaluating students' capstone projects—the design portfolios that students produced and were required to submit as a graduation/completion requirement. Madison regularly asked professional graphic designers to weigh in on the proficiency demonstrated in student portfolios, but he didn't collect these data in any consistent and meaningful way prior to this spring when he created a digital scoring rubric mapped to the CLOs. His concerns were more immediate in that the evaluation of portfolios was tied directly to both summative assessment of student performance (grades) and formative assessment for students heading into the work world (how the student could refine/improve his/her portfolio as a tool to gain employment). Madison has been assessing student work for a decade, but he has not collected nor shared the results of the process to generate institutional data.

Likewise, PTA has continued to use the "Apply" rubric they created for the evaluation of student work and behaviors as well as developed a suite of surveys and CLO-mapped supplemental materials to help students reflect on and evaluate their own performance and compare their self assessments to the determinations of faculty in the program. Unlike Graphic Design, PTA *has* been generating data related to both the direct (faculty application of the rubric) and indirect (student surveys/self assess) assessment of student learning, but they have not had anywhere to submit nor record their data and their efforts.

Other programs like composition/writing have undertaken artifact assessment and generated data, but since these projects were not funded nor supported by A-Team, the data (from 2011-2013) live elsewhere and have not been integrated into annual assessment reports. Further, writing's efforts did not include aligning course and assignment goals to our CLOs and their dimensions, so we cannot use the results of

their projects to measure student performance against our proxy for learning within gen ed—the CLOs and dimensions.

Fortunately, the CMS will provide us with a repository for projects made possible through A-Team funding as well as those completed outside the reach of the group.

Figure 5 (below) shows the gateway page/screen of the CMS. Faculty can choose to review existing course outcomes to make sure that the ones in Banner (and the CMS) align with what is being addressed in a given class and then revise outcomes if they are incorrect or incomplete. Following outcome revision, faculty have the option to select within all five CLOS and all 27 dimensions and indicate how course-level outcomes translate to CLO language. The next step in the digital mapping process is for the faculty member to indicate which assignments (from an established list) are used to evaluate student performance against a given outcome. Finally, faculty can note if a group has undertaken artifact assessment against any of the assignments selected and upload a copy of their assessment report/data generated.

The mapping tool offers two “branches” for this faculty work: the first is a developmental branch: multiple faculty teaching the same course can map course outcomes to the CLOs and their corresponding dimensions and then compare maps before determining an “official” map for the course. The second “branch” is reserved for faculty leads/coordinators or official departmental/program designees who will enter the official, agreed-upon understanding of the alignment between course-level outcomes and CLOs/dimensions. The designee is also responsible for making certain that the correct course-level outcomes are in Banner. We anticipate that, eventually, this mapping will be part of the annual catalog approval/review process, too.

We see the benefits of this system as myriad. First, the CMS system will **make visible** the fact that courses have official outcomes and they need to be kept current and visible/available to students and other stakeholders. (Currently, many course outlines “live” only in paper copy in binders within a department/discipline office, and they haven’t necessarily been updated in Banner in a number of years). A second benefit of this system lies in the **codification** offered through an annual process of updating course outcomes and will result in more consistent and coherent creation of outcomes language as well as shared understandings of course goals (a visible and regular process invites greater coherency). A third benefit resides in the comprehensive **curricular maps** that will eventually manifest once we have mapped a sufficient number of courses. This meta-map will allow us to determine where in our curriculum the CLOs and their dimensions are manifest (and which are lacking/underrepresented) and what kinds of assignments are most commonly given to evaluate student proficiency. We will be able to determine, for instance, which departments and programs regularly require students to complete written assignments, which courses favor project-based learning, etc.



Fig. 5

Concluding thoughts.

Although the college may not have moved as quickly as we might have hoped, the last year of assessment projects and faculty interest demonstrate that we are moving in the right direction and are increasingly building faculty buy-in around assessment of student learning. To get a sense of the depth and breadth of A-Team accomplishments, consult Addendum B at the end of this document. Additionally, project funding has helped faculty understand the importance of backwards curricular design and carefully constructed assignments aimed at eliciting student performance around a course or program's stated outcomes/goals. Further, faculty who have been involved in projects the last few years have indicated that the work has been invaluable for their teaching and student learning. For example, assessment fellow Thomas Madison (Graphic Design) has already revised curriculum to address issues raised through their artifact/portfolio scoring, and former students who now work in the field who served as professional evaluators have contributed feedback to both the assignment parameters for the portfolio and the scoring rubric. In a similar vein, Karen Krumrey, assessment fellow for Communications, noted that artifact scoring has led to departmental conversations about the necessity of two signature assignments in their targeted class, COMM 100, and a sense that the course should balance content in public speaking with communication theory. Obviously, these assessment projects are contributing directly to the refinement of the learning environment. As such, these sentiments are a far cry from some of the faculty feedback garnered in our first days of assessment work in the early 2000s.

Indeed, we have made not insignificant progress towards the Core Learning Outcomes Assessment Action Plan, available [here](#), that we established at the AAC&U Summer Institute in Vermont in June of 2013, where we identified these four 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.

Obviously, we have not **fully** completed any of these objectives, but we have made progress on all of them, and we are hopeful that recent events bode well for our future work and that the countless hours expended by dedicated members of the A-Team over the past fourteen years have come to a fruition of sorts. Specifically, for the first time in our long and storied history of assessment at Lane, we have administrative support to implement three key elements to make assessment of student learning possible: developing **a culture of assessment**; creating the **appropriate funding and support** for faculty assessment endeavors; and **building the technological infrastructure** (including institutional research capacity) to house assessment reports and generate useful data. The list that follows enumerates our shared understanding about assessment needs on campus, marking the first time that such an understanding has been reached and endorsed and steps undertaken to implement and improve existing resources. Echoing the sentiments of Sarah Ulerick in her 2016 document, “A Retrospective Analysis of Assessment Work at Lane Community College, 1993-2016,”¹⁹ we delineate the follows needs:

1. Information technology software/infrastructure to provide access to data;
2. Digital reporting and mapping mechanisms;
3. An established assessment timeline and cycle, one that is familiar to faculty, staff, and managers;
4. Assessment planning and activities that are integrated with program, department, division, and college-wide planning processes, including, most importantly, program review;
5. Assessment funding as a line-item in the budget of a significant and substantial amount that reflects assessment’s essential nature to the mission and day-to-day operations of the institution;
6. Support staffing that is central, sufficient, and visible, tied to a physical space for assessment activities;
7. Collaboration with FPD, curriculum development funding cycles, and program review to ensure that assessment is normalized and sufficiently supported;
8. An intentional program of FPD development around assessment activities for managers as well as for faculty;
9. Administrative advocacy for assessment that is visible, on-going, and central to other activities/undertakings on campus;
10. A commitment to collaboration/negotiation with the governance system to ensure that assessment of student learning becomes the shared responsibility of all faculty at Lane.

¹⁹ Ulerick’s comprehensive history is available [here](#).

Addendum A
Tentative A-Team Budget,²⁰ 2017-2018

| Task/Role/Pre-assessment Work (CD work) | | Cost |
|---|---|-------------|
| 1. | 2 workshops on outcome development/refinement (20 faculty; 10 PT); 3 hours of work @ CD rate, including OPE; 1 fall term; 1 winter term | 2502 |
| 2. | 3 workshops on CLO mapping (20 faculty; 10 PT); 3 hours—one fall term, one winter term; one spring term | 3753 |
| 3. | 1 workshop on development of signature assignment and scoring tool/rubric creation (20 faculty; 10 PT)—spring term | 1251 |
| Assessment work, proper—artifact scoring | | |
| 4. | 6 assessment fellows, funded at up to \$5000 each (to mirror APROC process, will be \$5510 maximum for a course reassignment [up to 4 credits] with OPE); 3 preferences given to high-enrollment areas urged to apply; 3 open to others | 33060 |
| 5. | <ul style="list-style-type: none"> • Artifact scoring funding to accompany fellows—40 hours per fellow/group | 10,008 |
| 6. | 25 faculty from across disciplines involved in 8 hours of artifact scoring, Friday of finals week, spring 2018 (Anne Arundel model) | 8340 |
| 7. | <ul style="list-style-type: none"> • Materials to support Assessment Day of Scoring | 1700 |

²⁰ This budget marks a shift towards committing assessment moneys, as fully as possible, to projects that will result in the evaluation of student artifacts and the support of faculty involved in coordinating assessment efforts within programs. As recently as 2014, funding for faculty projects was only 25% of our budget, the rest of the \$64K dedicated to reassignment time for A-Team personnel, publicity, or conferences/speakers. In 2017, fully 52% of our budget of \$85K; for AY 2017-2018, the plan is for fully 67% of our \$96K budget to go directly to faculty project or fellowship work. Obviously, the increase is due in absolute numbers to an increase in funding—A-Team had been stuck at the same funding level—\$64K for over a decade—additionally, however, we have also consciously shifted our resources to more directly support the faculty involved in direct assessment efforts.

Think

Engage

Create

Communicate

Apply

| | | |
|---|---|--------------------|
| 8. | Misc. RFP funding for groups that may be ready for artifact assessment but do not need a fellow (may be appropriate for programs that have shared exams) 150 hours | 6255 |
| Support/Infrastructure for A-Team Work | | |
| 9. | CLO Coordinator/A-Team Co Chair (PT step 28— \$5504.16 for a 4-credit course backfill) | 16,512.48 |
| 10. | Spring term reassignment for incoming CLO coordinator (same assumptions as above) | 5510 |
| 11. | PT Rep (at step 28= 37.57 + OPE @ .39) | 2089 |
| 12. | Summer report writing/website review | 1200 |
| 13. | Expenses not yet paid in 2016-2017 | 2089 |
| 14. | Misc. printing and materials | 1700 |
| | Total | \$95,969.48 |

Addendum B
2016-2017 Work Mapped to 2013-2016 CLO Assessment Plan and the A-Team's 2016-2017 Work Plan

| | Task (work completed 2016-2017) | 2013-2016 CLO 3-Year Work Plan, continued | | | | 2016-2017 Work Plan | | | | | | |
|-----|---|--|--------------------|------------------|------------------------------|-------------------------------|-----------------------------------|-----------------------------------|--------------------------|-------------------------|-----------------------------------|--|
| | | Visibility of liberal approach to student learning | Visibility of CLOs | Map CLOs to CLOs | Artifact Evaluation/Scoring* | Revise charter, clarify roles | Create Tools, Establish Timelines | Communicate A-Team's Scope & work | Support Projects/Fellows | Refine Outreach Efforts | Develop Curriculum Mapping System | Better Articulate a Vision for Gen Ed Assessment |
| 1. | Collaborate with program review to support faculty work (serve on APROC, Learning Council, IEC) | x | x | x | x | | | x | x | x | | x |
| 2. | Draft of Plan for Assessment of Student Learning | x | x | x | | | x | x | x | x | x | x |
| 3. | Work on CMS | | x | x | x | | | x | | x | x | x |
| 4. | Fall In-service Presence | x | x | | | | | x | | x | | x |
| 5. | Spring Conference Sessions | | x | x | x | | | x | | x | x | x |
| 6. | Coffee Talks, Open House | | x | x | | | | x | | x | x | x |
| 7. | Visits to departments and divisions | | x | x | | | | x | | x | | x |
| 8. | Creation of CLO mapping handouts | | x | x | | | x | x | x | x | x | x |
| 9. | Creation of assessment report form | | x | x | x | | | | x | | | x |
| 10. | Faculty Survey | | | | | | | x | | x | | x |
| 11. | Charter Revision | | x | x | x | x | x | x | | x | | |
| 12. | Outreach to governance/revisions to payment structures | | | | | x | | x | x | x | | x |
| 13. | Refinement of fellows model | | | | x | x | | | x | | | x |
| 14. | CLOs on curriculum forms | | x | x | | | | | | x | | |
| 15. | Refinement of web pages | | x | x | | x | | x | | x | | x |
| 16. | Creation of A-Team folder in official LCC googlesuites | | | | | | x | | | | | |
| 17. | Revision of RFP project report form/tool | | | | | | x | | | | | x |
| 18. | Fellows' Mid-Year Report Out | | x | x | x | | x | x | x | | | x |
| 19. | Salman's Faculty Course | | x | x | | | | | | | | x |
| 20. | Creation of projects spreadsheet (in process) | | | x | | | x | | | | | x |

* Any work/undertaking that will lead to more artifact assessment is included—for instance, the fellows who participated in the mid-year report out meeting talked about what artifact evaluation looks like in their programs/departments. As such, their contributions help other faculty see the value in such work and move other groups closer to participating in scoring activities