CLO Coordinator 2016/17 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 16/17 academic year.

There are two important piece of contextual information for this year's funding options:
● We eliminated funding for Outcomes Revision, which we listed as a funding level option in previous years. This was a result of complex conversations that occurred about institutional definitions of FPD, CD, and assessment work.
● We added a funding level to support the revision of previous Assessment/CLO projects. This was a result of two main areas of questions and concerns raised by faculty working on assessment projects last year: 1) how to keep their materials current when programs and/or courses are significantly revised; 2) how to ensure that rubrics, signature assignments, and other assessment-related materials could be revised as needed once they had been created and used.
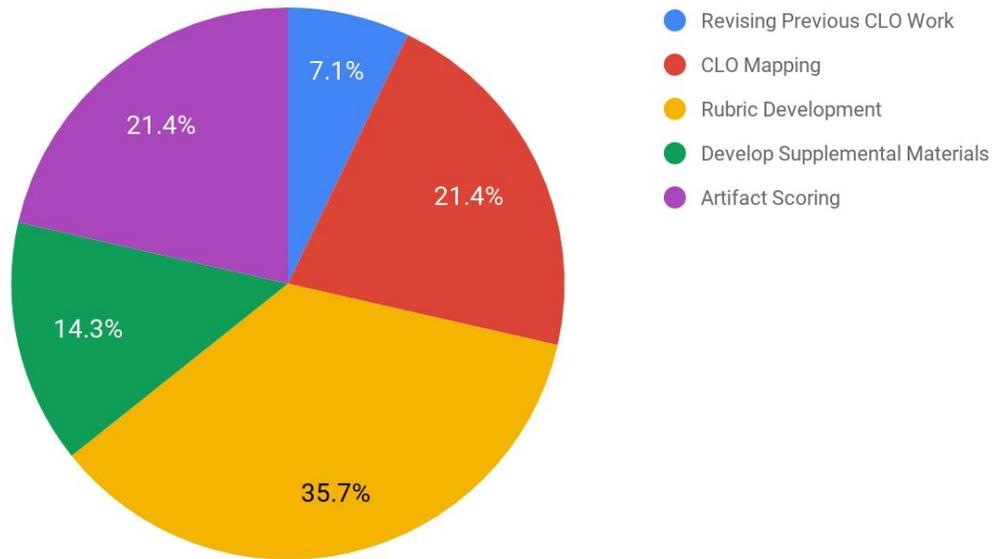
Discipline	Funding	Project	Additional notes
Communication	80 hours	80 hours for artifact collection/assessment	**This project was completed as planned.** **82 total hours paid**
Graphic Design	40 hours	20 hours for rubric development 20 hours for mapping	**These projects were completed as planned.** **40 total hours paid**
ESL	150 hours	25 hours for rubric development 10 hours for revising previous project 35 hours for rubric development 80 hours for artifact collection/assessment	**This large programmatic undertaking was broken into smaller projects that spanned multiple levels of ESL offerings.** **These projects were completed as planned.** **137.75 total hours paid**
ABSE	70 hours	35 hours for mapping 35 hours for rubric	**These projects were completed as planned.**

		development	**70 total hours paid**
Nutrition	30 hours	30 hours for developing supplemental materials	**This project was completed as planned.** **15 total hours paid**
French	35 hours	35 hours for mapping	**Mapping 200 level courses to CLOs and integrating CLOs into course syllabi were completed.** **8 total hours paid**
Math	75 hours	25 hours for rubric development 50 hours for artifact collection/assessment	**These projects were completed as planned.** **75 total hours paid**
English	30 hours	30 hours for developing signature assignment	**A list of threshold concepts and signature assignment design features were completed.** **30 total hours paid**

Projects Completed

Below is a percentage breakdown by project type of the Assessment Projects completed during 2016/17 that were funded and supported by the Assessment Team.

CLO Projects by Type 2015/16

- 🔵 Revising Previous CLO Work
- 🔴 CLO Mapping
- 🟡 Rubric Development
- 🟢 Develop Supplemental Materials
- 🟣 Artifact Scoring

(Pie chart values: 7.1%, 21.4%, 35.7%, 14.3%, 21.4%)

Faculty Participation

Fifty-eight faculty from seven programs/disciplines were funded to participate in Assessment Projects that were completed this year. The specific programs/disciplines and faculty who participated in these projects can be found below. The names of lead faculty for each project are in bold font.

Nutrition
Tamberly Powell, Noy Rathakette, Heather Leonard, and Teresa Mcferran

Communication
Karen Krumrey, Dan Henry, Angela Cordova, Stanley Coleman, Deborah Hermach, William Andersen, Zach Harper, Rosemarie Tillman

ESL
Colleen Shields, Annick Todd, Tracy Henninger, Luda Kremers, Zara Pastos, Jennifer Gates, Shannon Ball, Jennifer Sacklin, Indira Bakshi, Leah Claypool, Cybele Higgins, Caitlan Rivera, and Nancy Wood

ABSE
Julie Pfaff, Karen Schaefer, Patti Jackson, Miles Stirewalt, and Glenda Izumi

French
Karin Almquist and Robert McLauchlin

Math
Jessica Knoch, Ben Hill, Berri Hsiao, Dale Green, Deanna Murphy, Gayle Smith, John Steele, Margaret Wofford, Nina Gyde, Paula Thonney, and Wendy Rawlinson

English
Aryn Bartley, Jenny Love, Anne McGrail, Amy Beasley, David Bockoven, Joshua Daniels, Casey Reid, Gail Stevenson, Kate Sullivan, Gina Szabady, Lynn Tullis, Drew Viles, Jennifer von Ammon, Carol Watt, and Sue Williams

Observations/Trends

- Quite to my surprise, it was the discipline teams who had done previous assessment projects who seemed to need the most support and input from the CLO coordinator this year. Based on the conversations I had and the questions I was asked, I'd venture to guess that this was a result of their own deepening understanding of the nuances and complexities of Lane's CLOs, as well as of assessment work in general. These refined understandings of the CLOs and assessment work raised a range of thoughtful and critical questions in many of the project teams.
- 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 shared times and spaces for faculty to engage simultaneously in assessment work. This is reinforced by the reality that the other most frequent obstacle seemed to be participants finding the extra time in their schedules at all to complete the work. This issue seems to be even more pressing this year than last year, likely as a result of the decreasing enrollment and budget at the institution which results in increased workload for many faculty as corners and expenses are cut. These reductions also mean that there are often less part-time faculty employed by the institution in some departments/programs, resulting in a smaller faculty pool to draw from for this work.
- Project teams newer to CLO/assessment work often found themselves needing to spend a significant amount of the time they invested in their projects clarifying the purpose of this work and what approaches would make the most sense in their disciplines. As one project lead wrote, "when we did meet, we spent much of our time discussing the purpose of the CLO mapping project and of assessment in general, so it was challenging to find the time to discuss the issues specific to our project and to reach the point where we could delegate tasks."
  - *Discussing the purpose of CLO/assessment work is vital, but it seems like work that the institution needs to support in other, more systematic ways such as offering regular workshops and course options focused on assessment. This would allow project teams to spend more of their project hours focused on creating signature assignments, rubrics, supplemental materials, and/or gathering and assessing artifacts. Additionally these workshops/classes could serve as a way to build a share language and understanding of the CLOs and assessment on campus, a key component to building a sustainable model of systematic assessment within the institution[1].*
- Project teams are really beginning to grasp the importance of engaging with the dimensions of the CLOs rather than with the CLOs themselves. Some teams really struggled with this shift initially, but by the end of this year I felt as though most of the

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[1] Please note that throughout the report italic font is used to emphasize points/ideas that those leading assessment work on campus this year--myself, Kate Sullivan, and Tammy Salman--find to be particularly salient for ourunderstanding the current status of CLO/assessment work at Lane.

teams who worked directly with me had shifted their mindset toward the CLO dimensions. This is vital because Lane's CLOs themselves (unlike the general education outcomes at many other schools) are not assessable. It is the dimensions of our CLOs that provide assessable outcomes. So, in order to engage in the creation of valid and meaningful assessment tools, projects, and artifact scoring centered on Lane's CLOs, the assessment must be done at the dimension level. The movement of project teams toward the dimensions also reflects a deeper understanding of assessment and increasing agility in assessment approaches.

- Another area in which I saw growth was in faculty understanding that each course does not help students engage with every CLO, or even every dimension of a specific CLO. In previous years one of the obstacles for moving CLO-based assessment work forward on campus was a misunderstanding by many faculty that a specific class (or even program) had to ensure that students engaged meaningfully with every CLO. This is an unrealistic expectation, and one the A-Team has been actively working to help faculty see past over the last several years. In my work with faculty teams this year, most faculty were aware that their projects would focus on only a few of the CLOs. By the end of the year, this understanding had deepened even further so that most faculty finished their assessment project with a clear understanding of the specific dimensions (usually falling under 1-3 CLOs) that their courses/projects really engaged.

- In previous years I experienced a lot of pushback from faculty around the idea of integrating CLOs more deeply into into their classes. Most faculty saw this as "extra" work to be accomplished in the classroom, which they felt they did not have time to fit into their already packed courses.
    - *This year there seems to have been a significant, positive shift among faculty toward understanding that they are already engaging some of the CLO dimensions in their courses, and that the remaining work is actually in making these connections more apparent, clear, and meaningful to students.*
    - This shift has increased the willingness of many faculty to integrate CLOs into their syllabi, assignments, assessments, and other course materials/work, has increased faculty awareness of the role of their specific courses in the larger framework of general education, and has also worked to increase student awareness of the CLOs and their significance. As one project lead wrote, "I am becoming more aware of the ways in which I can help my students become more successful in all of their courses by bringing the CLOs into sharper focus… I feel that continuing to do this work with the CLOs (and assessment work in general) will cultivate this awareness of the interconnected nature of faculty's role at the college….I want to be aware, and for students to be aware, of how individual assignments are interfacing with the CLOs and helping us reach our own course objectives."

- The assessment projects worked to align faculty understanding of course goals in specific courses, as well as faculty expectations/assessment of students. This is key in creating more consistent experiences for students and ensuring that students are learning and being assessed on similar content in various sections of the same course. As one project lead wrote, "We learned that we tend to become insular when we teach the same course for a long time without any exposure to...other instructors. Instructors became aware of their own assessment style and the fact that other approaches are equally valid and valued."

- Even more so than last year, I found project teams were actively thinking about next steps even as they worked on this year's projects. All groups had clear ideas about how they would use the work they had done during assessment projects this year in their classes, departments, and programs in the future and some plan for doing so. This is a promising step in building a culture of assessment at Lane

Assessment Fellows
Overview
The Assessment Team was able to continue our Assessment Fellowship model this year. The Fellow model was one that the Assessment Team had been looking at and encouraging the college to consider for some time before the college agreed to fund a pilot in the 15/16 academic year. 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.

This year we accepted applications from faculty for the follow two types Assessment Fellow Options:

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 should include all highly enrolled courses offered in a division, discipline, department, or program, as well as mapping of program outcomes. This stage will, most likely, also involve developing of signature assignments or setting parameters for artifact collection and scoring.

Artifact Scoring Fellow Model: assess a set of artifacts from the division, discipline, department, or program using the assessment tools that clearly assess CLOs. The assessment tools should be created by, and specific to, the discipline, department, or program. This model requires consultation with IRAP to ensure reliability and validity of the assessment project. It may also require collaboration with IT depending on the artifact assessment model that is planned to be used.

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

Name	Program	Fellow Model
Lisa Turnbull	Biology	- Artifact Scoring - Funded at 100 hours
Tom Madison	Graphic Design	- Mapping and Tools Creation - Artifact Scoring (Graduate

		Portfolio) ○ Funded at 100 hours
Karen Krumery	Communication	● Artifact Scoring (COMM218) ○ One course reassignment
Jamie Hoffman	Environmental Science	● Mapping and Tools Creation ○ Funded at 100CD hours
Jessica Knoch	Math	● Artifact Scoring (Math 98) ○ One course reassignment

Observations/Trends

- *There is a clear need for the college to begin developing a framework for technological needs related to assessment.*
  - Many the fellows (both this year and last year) mentioned technology as one of the struggles/issues they faced in working on their projects. Some were unsure what options were available to collect/store student artifacts, others struggled to make the available, generic options--Moodle, Google Drives, etc--work to meet their specific needs. And others struggled to make secure storage options available to the multiple faculty who needed to access the artifacts to score them. As we move toward systematic assessment on campus the college is likely going to need to invest significant resources to create an infrastructure to meet technological needs related to assessment that doesn't require each program/department to begin from scratch to meet their specific needs. As one fellow wrote, "Programs and equipment change constantly. Although the folks at the ATC frequently go above-and-beyond, the obstacles are never-ending….Time spent on technology dwarfs anything else being done." Now that archives are back on campus, we might consider asking Kristin Gustafson, our archivist, to weigh in on options for long-term, secure electronic storage of student artifacts, as well as engaging IT/ATC staff in the work.
- *Departments/programs need more help accurately and meaningfully interpreting data.*
  - Several fellows expressed uncertainty about their ability to accurately interpret data and frustration about having to try to figure this piece of assessment out on their own. As one fellow wrote, "Most of us are many years out of statistic classes and sinking time into interpretation and/or creating charts and graphs to illustrate this data takes a lot of time that someone in the know could do very easily." Again, I think having these dedicated resources in place is going to be a key component of implementing systematic assessment at Lane.
- Fellows found that their work in assessment under the fellowship model helped move many faculty in their departments/programs who had previously been resistant to assessment or lacked understanding of the importance of assessment past these obstacles. Most fellows reported significant progress in shifting their departments/programs toward a culture of assessment. As one fellow wrote, "The work I've done this term has really demonstrated the importance of an ongoing assessment culture. While we were able to discuss and assess one term's assignments, the real value from this work is the groundwork that was laid for futures assessment….I think the

work I've done [with this course] has helped others...become interested in assessment. Several faculty members were concerned about [this course], and have come to see how this series of discussions and assessments can improve the course." And another fellow wrote, "There has been movement from resistance to assessment to finding value in the assessment process."

● The reassignment time that comes with fellowships often allows fellows to engage with multiple stakeholders beyond their immediate campus colleagues, whether that be faculty who teach the same or similar courses in other learning environments, outside reviewers, or potential employers of program graduates. This external connection is vital, as it ensures that the assessments being used to evaluate teaching and learning in a department/program are considered valid and meaningful across these stakeholder groups, and that the areas in which students are being assessed align with what potential employers consider the key skills necessary in potential employees. As one fellow wrote, because our department "conducts classes at multiple sites and in multiple learning environments, there is no 'one size fits all' for courses taught across our department. We need to make adjustments to our scope and sequence with an eye toward creating a flexible structure that can be applied" across our course offerings. Another fellow wrote that the rubric they created during their fellowship can be used as "a tool to provide feedback from the professional community to our graduates as well as to provide data that can highlight deficiencies in the program itself."

CLO Coordinator Open Office Hours

I continued to offer CLO Coordinator office hours, something I began on a trial basis this year. As CLO Coordinator I feel it's important to ensure that I am freely available to talk with faculty about CLOs/assessment work. While faculty working on specific assessment projects can and do meet with me during scheduled appointment times, it became clear last year that having open office hours was also important, 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. I held office hours each Monday from 10:30am-noon in the budding Center for Teaching and Learning. If I remain CLO Coordinator for the 17/18 academic year, I plan to continue holding these open office hours. 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 meet with colleagues from other areas of campus vital to assessment/CLO work such as IRAP and curriculum development during these office hours
● I was also able to collaborate on a variety of projects and documents with Tammy Salman during these office hours that allowed us to efficiently move work forward and also to begin creating a plan for the future of assessment at Lane

Specifics of CLO Dimension Engagement

As we employ assessment projects and fellowships to track engagement of CLOs in classes across campus, as an institution we're able to gain a deeper sense of which CLO dimensions are being most heavily engaged across courses and programs, and which need to be more

deeply integrated into our curriculum. Below is a breakdown, for each CLO, of the frequency with which specific dimensions of that CLO which were directly engaged by courses/programs that were represented in assessment projects/fellowships this year.

Think Critically
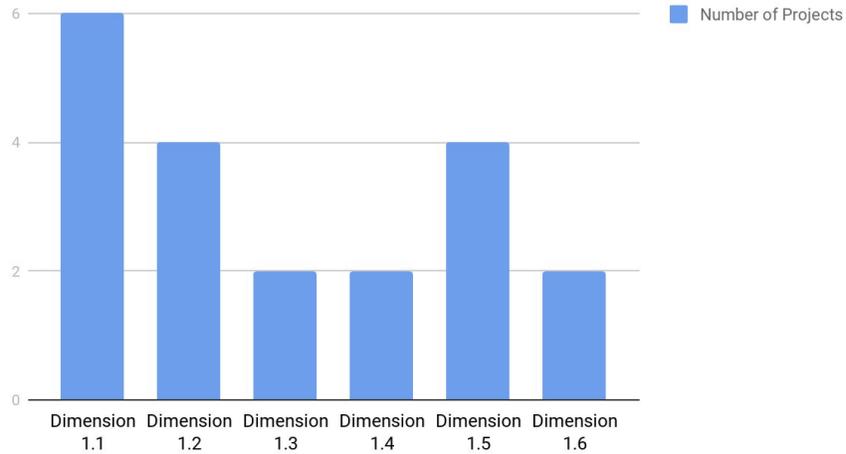
1.1 Identify and define key issues
1.2 Determine information need, find and cite relevant information
1.3 Demonstrate knowledge of the context and complexity of the issue
1.4 Integrate other relevant points of view of the issue
1.5 Evaluate supporting information and evidence
1.6 Construct appropriate and defensible reasoning to draw conclusions

Engage Diverse Values with Civic and Ethical Awareness
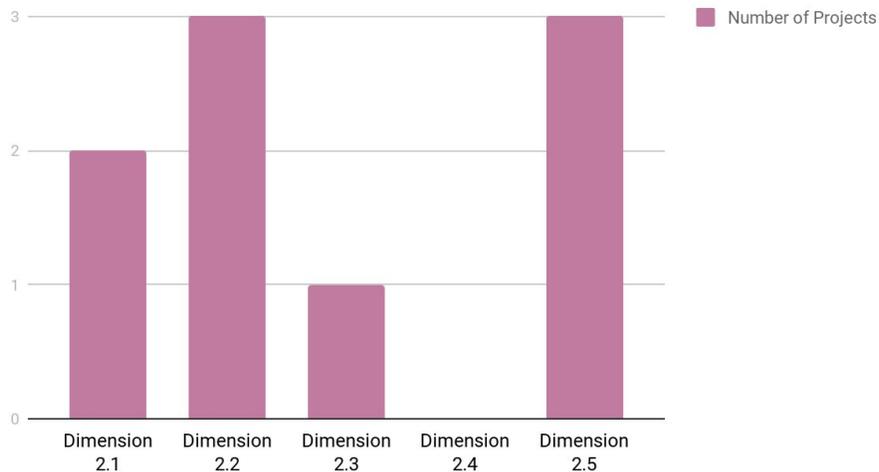
2.1 Recognize and clarify personal values and perspectives
2.2 Evaluate diverse values and perspectives of others
2.3 Describe the impact of diverse values and perspectives on individuals, communities, and the world
2.4 Demonstrate knowledge of democratic values and practices

2.5 Collaborate with others to achieve shared goals

Create Ideas and Solutions
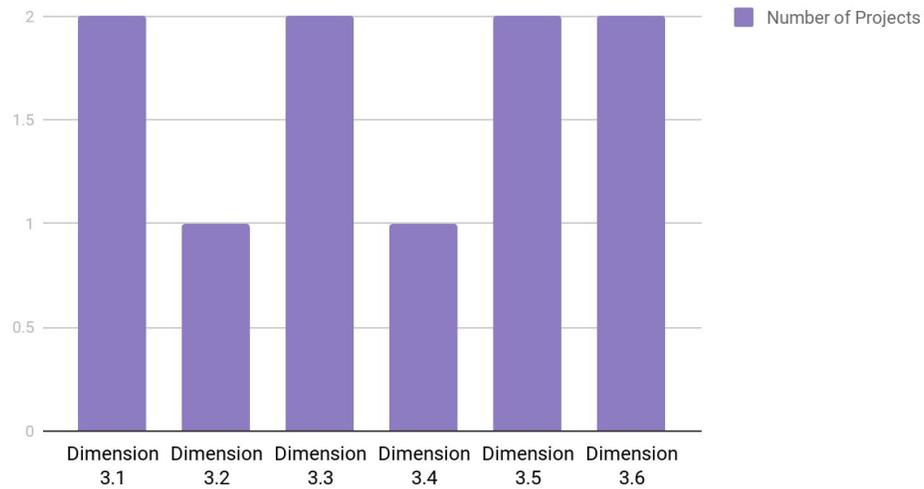
3.1 Experiment with possibilities that move beyond traditional ideas or solutions. Embrace ambiguity and risk mistakes

3.2 Explore or resolve innovative and/or divergent ideas and directions, including contradictory ideas

3.3 Utilize technology to adapt to and create new media

3.4 Invent or hypothesize new variations on a theme, unique solutions or products; transform and revise solution or project to completion

3.5 Persist when faced with difficulties, resistance, or errors; assess failures or mistakes and rework

3.6 Reflect on successes, failures, and obstacles

Communicate Effectively
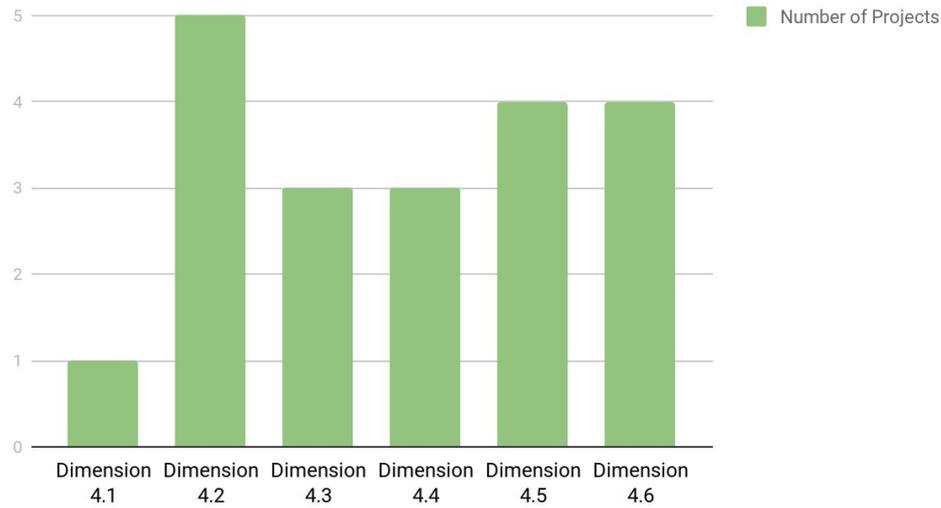
4.1 Select an effective and appropriate medium (such as face-to-face, written, broadcast, or digital) for conveying the message

4.2 Create and express messages with clear language and nonverbal forms appropriate to the audience and cultural context

4.3 Organize the message to adapt to cultural norms, audience, purpose, and medium

4.4 Support assertions with contextually appropriate and accurate examples, graphics, and quantitative information

4.5 Attend to messages, check for shared meaning, identify sources of misunderstanding, and signal comprehension or non-comprehension

4.6 Demonstrate honesty, openness to alternative views, and respect for others' freedom to dissent

Apply Learning
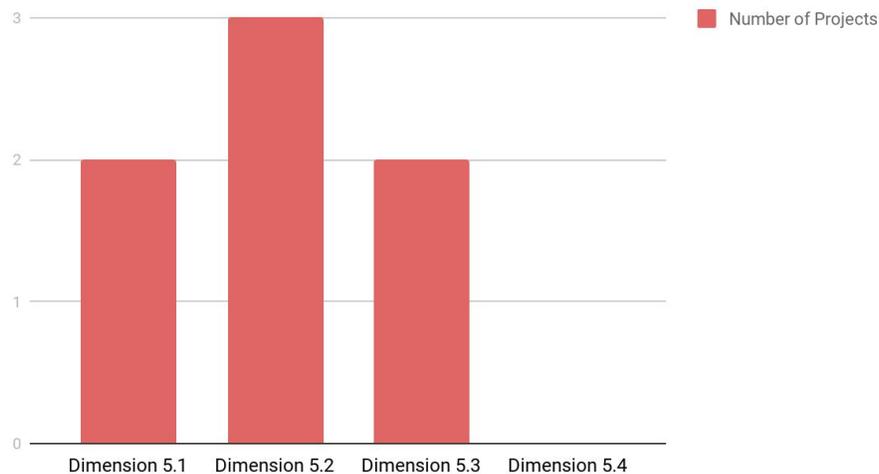
5.1 Connect theory and practice to develop skills, deepen understanding of fields of

study and broaden perspectives
  5.2 Apply skills, abilities, theories or methodologies gained in one situation to new situations to solve problems or explore issues
  5.3 Use mathematics and quantitative reasoning to solve problems
  5.4 Integrate and reflect on experiences and learning from multiple and diverse contexts

Workshops/Guest Lectures

Over the course of the year I was able to facilitate several workshops in a variety of settings, including one at Spring Conference, focused on CLO mapping/assessment work. Feedback from these workshops indicated that they were helpful to faculty and supported their work. I'm hopeful we can offer more assessment-related workshops in the future. As I note above I think these workshops could help faculty move past some of the obstacles they faced in project/fellowship work.

I was also invited to give guest lectures focused on CLOs/assessment in a variety of places this year, including Composition Committee, Faculty Connections, and Tammy Salman's new assessment-focused course. The feedback from these was also positive, indicating that the information I shared was successful in helping faculty (re)imagine how they might more deeply integrate CLOs and a variety of assessment techniques into their own teaching practices.

Collaborating with Faculty Leads on Program Review

Several of the faculty who were leading Program Review asked to meet with me in my role as CLO Coordinator to brainstorm ways they might more deeply engage assessment/CLOs in their Program Review work. After our initial meeting, these faculty both continued work based on the brainstorming we'd done. Both checked back in with me at several points in their process for additional feedback and support. Their work with CLOs helped them to clarify the importance and role of various courses in their programs in the larger scope of general education, and also to formulate stronger arguments for the central role of the arts, often relegated to the sidelines, in helping students persist and succeed not just in the courses specific to these programs, but also in their other courses as well.

By linking their courses/programs clearly to the CLOs, both faculty now have more nuanced and compelling arguments for the necessity of their programs in the larger context of general education and Lane's overall course offerings. This is significant given the increasing need to justify the salience of programs in the face of budget crises and shrinking course offerings on campus. I've encourage both faculty to apply for assessment funding next year to support artifact collection/scoring.

I'm hopeful that the work of these faculty will help administration and other stakeholders in assessment, FPD, and APROC work move toward a model where we work together collaboratively in these areas, and where assessment becomes formally integrated into the official Program Review process.

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.

- *We need a robust Center for Teaching and Learning or similar space that can house a variety of interrelated work such as assessment/CLO work, SoTL, FPD, APROC, and CD.*
    - This center is necessary to provide collaborative space for faculty and staff working in these areas, which are interconnected in ways that are somewhat hidden by the current silos in which work in these areas happen. Work in all these areas would be more streamlined and meaningful if we had a fully supported, robust Center for Teaching and Learning that served as a hub/central access point for faculty/staff interested in collaborating in one or more of these areas.
- It continues to be true that the seeming lack of institutional support for systematic assessment is apparent and troubling to many faculty, negatively impacts their willingness to do this work and, when doing it, negatively impacts their belief that the work be viewed as meaningful by the institution. While we have made some movement toward creating a foundation of systematic assessment this year, the messaging about this movement from administration has largely focused on meeting the demands of accreditation rather than on the vital role assessment plays in the improvement of teaching and learning--a message far more compelling to faculty. Even the messaging from administration for Spring Conference, whose title suggested that it would focus on the continual improvement of teaching and learning, was framed through the lens of meeting the demands of accreditation. This did not go unnoticed by faculty, many of whom expressed frustration that the college seemed to be focusing more on attempting to satisfy accreditors than on investing in building a meaningful and sustainable system of assessment on campus. You can see this thread reflected in some of my earlier observations about obstacles faced by faculty in project and fellowship work this year.
- Time continues to be more important and motivating than money when it comes to motivating faculty to engage in CLO/assessment work. One of the primary reasons I heard expressed by faculty for not engaging in assessment work at all, or for not being able to complete assessment work they had begun was a lack of time. Many faculty 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, especially as those responsibilities grow in the face of shrinking faculty numbers.
- There is a deepening overall understanding of assessment being built across campus. Despite numerous obstacles and frustrations, many faculty have developed a deeper understanding of assessment, its importance, and its role in their classes, as well as in the overall improvement of teaching and learning. With sufficient institutional support, this deepening understanding can be used as a foundation from which to build a meaningful, sustainable system and culture of assessment at Lane.